

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School
(Check all that apply)

Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Dr. Katherine M. Salomone Ed.D.

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Remsenburg-Speonk Elementary School

(As it should appear in the official records)

School Mailing Address 11 Mill Road P.O. Box 900

(If address is P.O. Box, also include street address.)

Remsenburg

New York

11960-0900

City

State

Zip Code+4(9 digits total)

County Suffolk

State School Code Number* 580901020000

Telephone (631) 325-0203

Fax (631) 325-8439

Web site/URL www.rsufsd.org

E-mail salomone@rsufsd.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Dr. Katherine M. Salomone

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Remsenburg-Speonk Union Free School Dist Tel. (631) 325-0203

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Jeremiah P. Collins

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: _____ 1 Elementary schools
 _____ Middle schools
 _____ Junior High Schools
 _____ High schools
 _____ Other
 _____ 1 TOTAL
2. District Per Pupil Expenditure: _____ 11908
 Average State Per Pupil Expenditure: _____ 8787

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban are
 Suburban
 Small city or town in a rural area
 Rural
4. _____ 4 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7			0
K	16	5	21	8			0
1	13	11	24	9			0
2	17	16	33	10			0
3	9	14	23	11			0
4	21	14	35	12			0
5	16	9	25	Other			0
6	14	19	33				
TOTAL STUDENTS IN THE APPLYING SCHOOL							194

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ % Asian or Pacific Islander
 _____ % Black or African American
 10 % Hispanic or Latino
 90 % White
100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 2 %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1 until the end of the year	3
(2)	Number of students who transferred from the school after October 1 until the end of the year	1
(3)	Total of all transferred students [sum of rows (1) and (2)]	4
(4)	Total number of students in the school as of October 1	194
(5)	Total transferred students in row (3) divided by total students in row (4)	0.02
(6)	Amount in row (5) multiplied by 100	2

8. Limited English Proficient students in the school: 5 %
10 Total Number Limited English Proficient
 Number of languages represented: 2
 Specify languages: Spanish and Georgian

9. Students eligible for free/reduced-priced meals: 2 %
 Total number students who qualify: 4

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{9}{18}$ %
Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

3	Autism	0	Orthopedic Impairment
0	Deafness	3	Other Health Impairment
0	Deaf-Blindness	6	Specific Learning Disability
0	Emotional Disturbance	5	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
1	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

Number of Staff

	Full-time	Part-time
Administrator(s)	2	0
Classroom teachers	24	0
Special resource teachers/specialists	6	0
Paraprofessionals	7	0
Support Staff	7	4
Total number	46	4

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 $\frac{12}{1}$: 1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	96 %	96 %	96 %	96 %
Daily teacher attendance	95 %	95 %	94 %	96 %	95 %
Teacher turnover rate	3 %	3 %	0 %	4 %	4 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

The Remsenburg-Speonk Union Free School District consists of one elementary school which is located on the eastern, south shore of Long Island, New York with 196 students in-house and an additional 167 students tuitioned to two local middle school/high school districts. As an educational community, we believe in developing the 'whole child' and in laying the foundation for our children's academic futures. The mission of the Remsenburg-Speonk Union Free School District, in partnership with parents and community, is to prepare the students to be informed, caring and productive members of our ever-changing global society. The Board of Education (BOE) is committed to children and is altruistic in their approach to governance, making child based decisions that have a positive impact on the children in our district. The BOE is also dedicated to educating students to develop desired moral, ethical, and cultural values, to stimulate and expand a continual learning process and to cultivate an understanding and appreciation of the rights and responsibilities of American citizens, which will enable them to function effectively as independent individuals in a democratic society.

We are a fully inclusive school and we live the belief ' all children can learn. We individualize instruction and provide all students with an academic program that builds on their strengths and improves their weaknesses while emphasizing higher standards and individual growth. This is accomplished by closely monitoring student progress and by providing differentiated instruction, early intervention, and support throughout each child's elementary experience. The educational community, including but not limited to the BOE, Staff, PTA, Shared Decision Making Team, and Wellness Committee, works as a team and believes in providing experiences that develop the body, mind, and spirit. A variety of before and after school programs, clubs, extra-help, enrichment, and Early Act (Rotary community service) foster in students, excellent work habits, integrity, self-discipline, good sportsmanship, self-confidence and a sense of purpose. The Remsenburg-Speonk staff members are the utmost professionals, who through staff development, are supported and encouraged to experiment with new ideas and approaches to learning in order to maximize student success.

Our commitment to preparing our students to live successfully in a global community is supported by our use of technology and the ways in which we utilize the resources around us including neighboring school districts and the New York metropolitan area. The utilization of distance learning video cameras has allowed our students to work collaboratively in cooperative learning groups with students outside of our building from other school districts and other parts of the world. Access to Internet accessible video content enriches the lessons taught in our classrooms as students are exposed to sights, sounds, and experiences that are not part of their daily lives. Exposure to art, cultural events, theatre, music, and the history available in the New York City area expands the insights of our students and assists them in developing appreciation for diversity. Our students have the best of both worlds: a close, caring, intimate community that supports them on an individual basis, and the excitement and stimulation of a global community that sits at their doorstep. We greatly appreciate this and we nurture it. Please come and visit us!

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Remsenburg-Speonk Elementary School (the District) has had tremendous success with the New York State (NYS) Assessments. The NYS system reports results using four levels. Levels three and four are above the State Reference Point (SRP) or passing, and levels one and two are below the SRP, and children scoring in these levels are required to have Academic Intervention Services (AIS). Level 4 for English Language Arts (ELA) and Mathematics is considered: Meeting Learning Standards with Distinction-'Student performance demonstrates a thorough understanding of the ELA knowledge and skills expected at this grade level, and Mathematics content expected at this grade level.' Level 3 for ELA and Mathematics is considered: Meeting the Learning Standards- 'Student performance demonstrates an understanding of the ELA knowledge and skills expected at this grade level, and Mathematics content expected at this grade level.' We do not have any students performing at level one and rarely do students perform at level 2. Our objective is to improve each child's level of performance, and our goal is to set high standards of mastery for all students to perform at level 4. The results are detailed on the New York State Education Department website at www.nysed.gov/assessments.

For the past two years, the children in grades 3-6 have been required to take a NYS English Language Arts Assessment (ELA) in January and a NYS Mathematics (Math) Assessment in March. Prior to the 2005-2006 school year, only the fourth graders were required to take the ELA and Math assessments in the elementary schools in New York State. At this time, the design of the test was revised, and the administration was expanded to the third, fifth and sixth grades. A mechanics piece was included for the additional grades, and the fourth graders were required to write grammatically correctly in context. At that time, the state education department changed the cut points for determining the levels. In our school, the numbers are so small, the effects are inconclusive.

There are 54 girls and 48 boys in third through sixth grade, however they are not balanced within the grade levels: grade 3- 9 girls and 15 boys, grade 4 - 11 girls and 17 boys, grade 5 - 16 girls and 11 boys, and grade 6 - 18 girls and 5 boys. Eventually, the girls outnumber the boys almost 4:1! Interestingly, the scores for both the ELA and Mathematics' Assessments are fairly similar between the boys and the girls when you consider that the difference in just one person makes a big difference in percentage.

We are an inclusive school and all of our children are required to take the tests, including special education students, English Language Learners (ELL), and children receiving free or reduced lunch. The subgroups are not disaggregated because each grade level has less than ten children in any one group. Therefore, the difference in just one child's score skews our percentages when calculating results. Although the number of children in each subgroup is small, the total number of the collective subgroups per grade level is significant. For example, in third grade (2006-2007) there was one special education student, three ELL students and two students from low socioeconomic status. Yet, the collective group of third graders passed the state ELA assessment with 94% of the students scoring in levels 3 and 4. In the state Math assessment for 2006-2007, 100% of the third graders passed. The staff works continually to support achievement and success for each and every child.

2. Using Assessment Results

The staff of the Remsenburg-Speonk Elementary School utilize many different forms of assessment data to monitor the progress of their students and to drive instruction. The most common is the use of curriculum based measures that assess a student's progress regularly so that if necessary, immediate changes in instruction can be made to positively impact a student's learning. All students in grades kindergarten through sixth grade are assessed three times per year in reading using DIBELS (Dynamic Indicators of Basic Early Literacy Skills). In grades one through three, the results of these assessments are used to make decisions regarding instructional approaches and when necessary, the delivery of Academic Intervention Services (AIS). Students receiving such services are assessed at shorter intervals to ensure that instruction is effective. In the intermediate grades, four through six, these assessments focus on

reading fluency and comprehension. Again, the assessment data is used to drive instruction and to provide additional instruction or services if need be.

The School also takes part in the New York State Assessment program mandated by NCLB. These statewide assessments are administered beginning in grade three in both English/Language Arts and Mathematics. Science is assessed in fourth grade and Social Studies in fifth grade. The results of these tests are available to all teachers and administrators through a data management program provided by the Eastern Suffolk Board of Cooperative Educational Services (BOCES). This program provides summaries of student performance at the building, class, and individual level. Teachers are able to analyze their students' performance, compare them to other students in their grade level and plan instruction accordingly. School-wide results are analyzed to assist with curriculum design and staff development.

3. Communicating Assessment Results

The Remsenburg Speonk Elementary School communicates the New York State Assessment results in several ways. The State provides each school district with preliminary results that are embargoed and shared with the administration and teachers only. The results assist the staff in making data driven decisions to improve student achievement. Once the embargo is lifted, a student copy is placed in each student's file and a parent copy is mailed home. The parents are invited to discuss their child/children's results with the teachers or the Director of Special Education. Results are also discussed at parent/teacher conferences in the fall. A hard copy of the school results is kept in the Superintendent's office for teachers to use as a reference, and electronic copies are kept online at NYTEACH. The School/District results are presented at a public Board of Education and PTA meeting where questions can be answered concerning the School's performance. They are also printed in the local newspapers, Newsday (the Long Island edition) and the Southampton Press, in order to communicate state results to the taxpayers in the community. The New York State Education Department also has a website that posts the results for all of the school districts in the State of New York.

4. Sharing Success:

Students' assessments are shared at monthly staff meetings where open discussion is facilitated concerning the preparation, testing and scoring. The Superintendent/Principal also meets with grade level teachers to review the specific results per grade level, and the Director of Special Education meets with our teacher teams in order to ensure that each child is challenged at his/her level. As an elementary district that tuitions to two different junior and senior high schools student profiles, including assessment information, are forwarded to the district of the student's choice. The feeder district superintendents also attend Networking Council meetings where information is shared with the other local districts in order to better inform instruction. There are also meetings at the county level where the Assistant Superintendents for Curriculum and Instruction meet to share information and strategies with their colleagues at Curriculum Council. The Suffolk County Elementary Principals' Association also meets to present informative programs concerning instruction. The Director of Special Education is a member of the Long Island Association of Special Education Administrators where at risk students' needs and strategies for best serving these populations are detailed. Our Chief Information Officer attends Technology Director Meetings so that the data can be provided to the state most efficiently and effectively. The District Testing Coordinator also attends meetings at the Board of Cooperative Educational Services (BOCES) in order to bring information back to the school regarding the testing schedule, administration, and scoring. The Superintendent is a member of the Suffolk County School Superintendents Association and the NYS Council of School Superintendents where state and federal information relating to student success is discussed and shared at meetings and conferences. The Remsenburg-Speonk District employs two administrators and the responsibility for attending these meetings is shared.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The underlying principles behind the design of the curriculum in the Remsenburg-Speonk Elementary School are inclusion, integration, collaboration, and differentiation. All components of the curriculum are correlated to the New York State Standards and instruction is designed to allow all students an opportunity to meet the Standards, no matter what their learning style, skill level, or native language. This is possible due in part to the staffing practices of the District. To support the principles of inclusion, integration, collaboration, and differentiation, the instructional staff consists of regular education teachers and special education teachers working side by side at each grade level in a team teaching model; teaching assistants, who are fully certified teachers; special area teachers for art, music, Spanish, physical education/health, technology, and library; and support staff including reading specialists, speech pathologists, a full-time English as a second language teacher, an occupational therapist, a physical therapist and a full-time school psychologist.

The major academic subjects taught at each grade level are English/Language Arts, Mathematics, Social Studies, and Science. The English/Language Arts curriculum in reading is based on the five big ideas of reading, namely phonemic awareness, alphabetic principle, fluency with text, vocabulary, and comprehension. Instruction in writing begins in Kindergarten beginning with journals and invented spelling. As the students move into the intermediate grades, the English/Language Arts Curriculum expands to include higher order thinking skills. Students are expected to demonstrate the ability to apply previously learned information to new situations to solve problems, to break down information into its component parts, and to think creatively and divergently by applying prior knowledge and skills to produce new and original thoughts and ideas. The Mathematics curriculum has recently been revised to align with the updated New York State Math Standards. The staff worked collaboratively to research and implement a core mathematics program and also received staff development in constructivism as it applies to mathematics. Students who excel in mathematics are considered for the accelerated program entitled Math Unlimited. Students meet in a small group and explore areas of mathematics that are not a part of the general curriculum. Social Studies is highly integrated with the English/Language Arts curriculum. Much of the material used for the development of reading comprehension is correlated with the State Standards in the area of social studies. The science curriculum is organized around units of study that employ a hands-on approach. At any given time, a tour of the classrooms could reveal such projects as the incubation and raising of baby chicks, live crayfish studies, and the metamorphosis of butterflies, to name but a few. Infused throughout the entire curriculum is a character education program entitled Remsenburg-Speonk Character Standards that was designed and created by the teaching staff, which is referred to and incorporated into lessons in all areas.

Special areas are an important part of the curriculum at Remsenburg-Speonk and are integrated with the basic academic subjects through careful planning and collaboration between the special area teachers and classroom teachers. All students, grades kindergarten through sixth, receive instruction in art, music, Spanish, technology, physical education/health, and library. A unique aspect of the curriculum at Remsenburg-Speonk is the program entitled CORE (Curriculum COrdination with Research and Electronics). The program is a collaborative effort between the technology teacher, the library/media specialist, and the classroom teachers. Each grade level chooses specific units of study or projects that incorporate research and technology. The units of study include work in the computer lab, the library/media center and the classroom. The music department offers general music instruction for all students, instrumental music for grades four through six, beginner band, jazz band, concert band, chorus, and marimba ensemble.

The inclusive/differentiated design of the curriculum at Remsenburg-Speonk allows all students, including those with special needs to be fully included in the regular education curriculum. There are no self-contained special education classes; all students are taught in an inclusive, co-taught classroom with additional assistance by teaching assistants when necessary. Through differentiated instruction, the District provides education for a diverse population of students, including those with learning disabilities, other health impairments, speech/language disabilities, autism, and mental retardation. These students are also often

supported both individually and within the classrooms by the support services staff. Academic Intervention Services are also offered to any student who is at risk of not meeting the State Standards.

2a. (Elementary Schools) Reading:

Approximately six years ago, the instructional staff of the Remsenburg-Speonk Elementary School became involved in a course of study on the most current research in the area of reading instruction and reading disabilities with the goal of reviewing and revitalizing the reading curriculum. It began with a review of the report by The National Reading Panel entitled 'Teaching Children to Read.' It continued with more intensive study of the work of specific researchers, in particular that of Dr. Sally Shaywitz, as reported in her book entitled 'Overcoming Dyslexia.' The purpose of this study was to ensure that all staff members were equipped with the same background knowledge and most current research in the area of reading. The knowledge gained from this study was the guiding force behind the choices that were made regarding the curriculum.

As stated previously, the curriculum is based on the five big ideas of reading: phonemic awareness, alphabetic principle, fluency, vocabulary, and comprehension. The curriculum includes a scientifically based core reading program (Macmillan/McGraw Hill) that is used in all grade levels K-6. Beginning in second grade, trade books are added for additional instruction. Reading instruction is presented in a three-tiered approach. At Tier I, all students receive an uninterrupted, ninety-minute block of instruction in the regular classroom. For those students who require additional support at the Tier II level, reading specialists provide 'push-in' services during this block. This allows for small group instruction and differentiation within the classroom. Tier II instruction can also consist of a small group 'pull-out' service where alternative materials and approaches are used to teach basic concepts and skills. Some of these materials include but are not limited to the Wilson Foundations Program, and Macmillan McGraw/Hill Triumphs Program. Tier III reading instruction is designed to assist those students who are at a greater risk of not meeting the State Standards or have been identified as having a reading disability. Highly qualified reading specialists and special education teachers deliver this instruction in a one-to-one setting or in a small group. Some of these students receive this intervention before the school day utilizing the Wilson Reading Program. The speech/language pathologists also work with students whose language difficulties affect their reading comprehension or whose phonological processing difficulties affect their ability to master basic reading skills. Lindamood-Bell instructional programs are often utilized for this instruction. Progress monitoring, utilizing curriculum based measures, and DIBELS (Dynamic Indicators of Basic Early Literacy Skills), is employed on a regularly scheduled basis for all students and more often for those receiving Tier II and Tier III interventions.

3. Additional Curriculum Area:

Imagine an integrated curriculum where a student can simultaneously be learning about animals in the classroom, researching animals in the Library Media Center, creating a stunning visual computer presentation in technology, sculpting and animating their animals in art, singing about their animals in music, and learning animal names in Spanish. With this curriculum tapestry being woven throughout the child's day and fitted to their learning needs, it's no wonder they are wild about animals! Remsenburg-Speonk Elementary School offers a unique class to facilitate this type of integration and collaboration. Curriculum COollaboration with Research and Electronics (CORE) infuses the curriculum with critical research skills and innovative new technologies. The result is a customized curriculum that teaches and differentiates the New York State Learning Standards, inspires creativity in students and teachers, and offers an environment where classroom teachers can safely take a risk to experiment with the newest technologies in education.

At the foundation of CORE is the open communication between educators with complementary strengths: the classroom teacher, the technology teacher, and the library media specialist. At the beginning of each year, the teaching team meets to plan the goals and outline the specific lessons. Each classroom teacher chooses his or her own areas of the curriculum that would benefit from enrichment and greater depth. The team then

brainstorms ways to deliver the traditional content in pioneering and collaborative new ways. They then continue to meet at their weekly scheduled time to implement the project. Fortunately, the learning does not end there. The technology teacher continues with the project during her technology classes, teaching required technology curriculum within the integrated framework. In library, the trend continues, spinning the project to focus on vital critical research, evaluation skills, and literature. Each experience is unique because it is customized for the individual class, which allows individual strengths to blossom. The flexibility in planning also provides the opportunity to monitor and adjust as the year progresses.

4. Instructional Methods:

The Remsenburg-Speonk Elementary School is particularly proud of its commitment to serving all students in an inclusive setting. The instructional design of team taught classes with additional support by fully certified teachers in the role of teaching assistants ensures the delivery of differentiated instruction geared towards students' individual needs and a low student/teacher ratio. Within this setting, the staff is dedicated to utilizing instructional techniques that maximize student learning, including but not limited to cooperative learning groups, hands-on projects that allow students to experience first hand the concepts they are studying, direct instruction, guided and independent practice, peer assisted learning, guided problem solving, diagnostic teaching, games and simulations, and technology assisted learning.

Instructional strategies also include fieldwork and field trips at all grade levels that allow students to expand the classroom experience to real world surroundings. The location of the Remsenburg-Speonk Elementary School is unique in that these trips take advantage of both the rural/agricultural/seaside geography of Eastern Long Island and the urban, culturally rich metropolis of New York City only 90 minutes away.

Technology assisted learning plays a major role in the Remsenburg-Speonk Elementary School. The school is equipped with the hardware that allows for these enriched learning experiences. Along with a computer lab including 30 stations, each classroom is equipped with Internet accessible computers. The district initiated a one-to-one laptop initiative, which has provided all sixth grade students with individual laptop computers. Classrooms are equipped with interactive white boards, overhead projectors and wireless laptops for all teachers. The District also constructed an outdoor gazebo/learning laboratory that is wireless Internet accessible. Additional equipment includes distance learning video cameras and document projectors. The teachers have access to Internet accessible video content including Safari Montage, United Streaming, and EdVideo. Teachers also utilize iNotes for monitored blogging. This vast array of equipment and video assisted instruction allows for instructional methodologies and techniques to be employed that enhance the learning experiences of all children.

5. Professional Development:

Professional development plays a vital role in the improvement of student achievement in the Remsenburg-Speonk Elementary School. The mission of creating lifelong learners extends to our faculty as well as our students. On an individual basis, our staff members are involved in graduate study at both the Masters and the Doctoral levels. Credit for such courses must be approved by the Superintendent assuring their relevance to the faculty member's teaching responsibilities. Tenured teachers are required to complete a Professional Growth Option (PGO) each year. These options range from additional course work to independent or group studies with the option of publication in professional journals. Each summer, the staff is assigned a book that is required reading followed by collegial discussion groups in the fall. Some examples are *Overcoming Dyslexia* by Sally Shaywitz, and *Executive Skills in Children and Adolescents* by Peg Dawson and Richard Guare. The Remsenburg-Speonk Elementary School is a member of the local Teachers' Center with representation on the Board of Directors. The Center offers a vast array of courses, workshops, and lectures on contemporary topics in the field of education, which directly affect instruction and student achievement.

District sponsored professional development is ongoing and multifaceted. Two Superintendent's Conference Days are planned each year where nationally renowned speakers are contracted to provide inspiration and instruction in areas relevant to the daily

work of the faculty. Past speakers include such noted presenters as Dr. Steven Dewey, Dr. Alan November, Jonathan Mooney, and Jason Dorsey. Teachers attend conferences and workshops on a regular basis on topics including but not limited to 'Improving Reading Comprehension Skills,' 'Instructional Techniques for the Autistic Student,' and 'What Do Professional Learning Communities Do?' Consultants are an integral part of the professional development at Remsenburg-Speonk. Recently, the District hired consultants to provide professional development in the areas of autism, Mathematics instruction, and curriculum development. The District has recently contracted with Learner Centered Initiatives (LCI), the consulting firm headed by nationally renowned curriculum expert Giselle Martin-Kniep. Instructional staff from all disciplines meet monthly with an LCI consultant to discuss the needs of students and improve student learning by: examining current practices in relation to New York State Standards and core curricula, articulating grade level curriculum and practices and making them accessible to others, designing and implementing meaningful and engaging learning experiences, examining data generated from learning experiences to determine the effectiveness of practice and next steps for instruction based on the needs of students, and engaging in activities that foster the dispositions of practice that support professional learning communities.

PART VII - ASSESSMENT RESULTS

Subject Math Grade 3 Test New York State Assessment
 Edition/Publication Year _____ Publisher CTB McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % at Levels 3 and 4	100	100			
% "Exceeding" State Standards % at Level 4	64	42			
Number of students tested	33	24			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % at Levels 3 and 4	100	96	100	100	100
% "Exceeding" State Standards % at Level 4	88	74	74	80	81
Number of students tested	26	27	27	25	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% at Levels 3 and 4	100	96			
% "Exceeding" State Standards					
% at Level 4	70	37			
Number of students tested	30	27			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% at Levels 3 and 4	100	96			
% "Exceeding" State Standards					
% at Level 4	56	65			
Number of students tested	27	23			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	January	January			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% at Levels 3 and 4	94	96			
% "Exceeding" State Standards					
% at Level 4	25	8			
Number of students tested	32	24			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	January	January	January	January	January
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% at Levels 3 and 4	100	89	96	96	96
% "Exceeding" State Standards					
% at Level 4	23	18	50	52	50
Number of students tested	26	28	28	25	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	January	January			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% at Levels 3 and 4	83	85			
% "Exceeding" State Standards					
% at Level 4	17	37			
Number of students tested	30	27			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	January	January			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% at Levels 3 and 4	92	100			
% "Exceeding" State Standards					
% at Level 4	31	61			
Number of students tested	26	23			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					