

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Ms. Margaret Longabucco

Official School Name: FE Bellows Elementary School

School Mailing Address:
200 Carroll Avenue
Mamaroneck, NY 10543-2802

County: Westchester State School Code Number*: 66-19-01-03-001

Telephone: (914) 777-4605 Fax: (914) 777-4601

Web site/URL: http://www.ryeneck.k12.ny.us E-mail: mlongabucco@ryeneck.k12.ny.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Peter Mustich

District Name: Rye Neck UFSD Tel: (914) 777-5200

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Nancy Tucci

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

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

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. 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.

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

1. Number of schools in the district:
- | | |
|----------|---------------------|
| 2 | Elementary schools |
| 1 | Middle schools |
| | Junior high schools |
| 1 | High schools |
| | Other |
| 4 | TOTAL |
2. District Per Pupil Expenditure: 20253

Average State Per Pupil Expenditure: 17330

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 area
 Suburban
 Small city or town in a rural area
 Rural
4. 8 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
PreK			0	7			0
K			0	8			0
1			0	9			0
2			0	10			0
3	66	64	130	11			0
4	68	61	129	12			0
5	52	56	108	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							367

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
 9 % Asian
 6 % Black or African American
 14 % Hispanic or Latino
 0 % Native Hawaiian or Other Pacific Islander
 69 % White
 2 % Two or more races
 100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 3 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	6
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)].	11
(4)	Total number of students in the school as of October 1.	365
(5)	Total transferred students in row (3) divided by total students in row (4).	0.030
(6)	Amount in row (5) multiplied by 100.	3.014

8. Limited English proficient students in the school: 5 %

Total number limited English proficient 20

Number of languages represented: 6
 Specify languages:

Spanish, Japanese, Korean, Chinese, Portugese, Lithuanian

9. Students eligible for free/reduced-priced meals: 9 %

Total number students who qualify: 33

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 free and reduced-price school meals 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: 8 %

Total Number of Students Served: 29

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>15</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>12</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>24</u>	<u>0</u>
Special resource teachers/specialists	<u>3</u>	<u>2</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff	<u>0</u>	<u>0</u>
Total number	<u>33</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 14 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	95%	96%	96%	97%
Daily teacher attendance	97%	93%	93%	94%	95%
Teacher turnover rate	7%	10%	0%	7%	3%

Please provide all explanations below.

During the 2005-2006 and 2006-2007 school years, we had teachers who were absent due to extended illnesses and maternity leaves.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

F.E. Bellows School is part of the Rye Neck Union Free School District in Mamaroneck, New York. Local historians claim that it is the oldest school district in New York State. A unique feature of Rye Neck is that it exists only as a school district – there is no Rye Neck municipality. Students who attend Rye Neck Schools reside in two ethnically diverse contiguous municipalities varying in socio-economic levels. There are 1,554 students in the district, with 367 in grades three through five at F.E. Bellows. For the previous fifteen years, Bellows housed second through fourth grades. In September 2008, after three years of planning, a district wide reconfiguration implemented a more educationally sound alignment of grades.

Our mission is to develop the essential skills in each student that will assist him/her to reach the highest level of academic, artistic, physical and moral potential. This is accomplished by addressing students' multiple intelligences, utilizing a collaborative approach to identify each student's strengths and weaknesses. Using as its foundation the New York State Learning Standards and current research about students' development and learning, F.E. Bellows offers a rigorous program, rich in opportunities that cultivate individual student's talents and interests.

This mission is realized through the efforts of a highly qualified staff, committed to ensuring the success of each student. All professional staff hold a master's degree and many are dual certified. Most teaching assistants have at least a bachelor's degree in education. Students' success is attributed to the staff's level of education, collegial atmosphere, curriculum integration, consistent collaboration, and true sense of caring about students that is exhibited by everyone in our building. Parental cooperation and students' effort and motivation are also instrumental for success.

Our diverse population's needs require a broad range of services. In 2000, the School-wide Enrichment Model (SEM) was adopted to provide a framework for the development of a unique plan suited to the growing needs of 21st century learners. Within this blueprint, students have access to enrichment opportunities in and outside the classroom. Learning centers, in-depth classroom projects, and 21st century workshops are geared toward students' interests and talents. Academic Intervention Services (AIS) that follow the Response to Intervention (RTI) model, extended day classes, and small group remedial interventions are in place for English Language Learners (ELL) and students needing academic support. In our endeavor to educate the whole child, the school psychologist conducts a social skills program in each classroom designed to help students develop social problem solving skills and make good choices in social situations.

There is a strong home-school-community partnership. Our quarterly school newspaper, distributed in the community, builds a sense of community that plays a key role in developing a 21st century learning environment. The PTSA financially supports special projects and cultural arts. Through its volunteer program, parents operate the Panther Press Publishing Room in which students' creative writings are typed and permanently bound. A cultural liaison committee provides language translations for conferences and notices to encourage foreign families to participate in school activities. Community members and parents with an expertise in science take a leadership role in organizing our annual Science Expo. Over 90% of parents attend Open House and Report Card Conferences, and concerts perform to standing room only audiences. The local Elks Club financially supports our Student Council's projects (Thanksgiving food drive and holiday gifts), and provides a dictionary for each third grader in the fall. We have strong ties with our senior citizen Gold Card Club. Adopted by a fourth grade class, they receive holiday cards and are invited to breakfast and a tour of the art show.

The hallmark of the F.E. Bellows School is its strong sense of community and authentic excitement about learning. This extends from our outdoor classroom "Life Garden," with a student created contemporary Totem pole, to our science lab, art studio, hi-tech music room, computer lab, athletic center with a traversing climbing wall, and library with a mobile wireless cart. Each brightly lit classroom, complete with state of the art interactive white boards, provides an outstanding learning environment.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

New York State has a comprehensive assessment program for grades 3-8. Beginning in 1999, fourth and eighth grade students have been tested annually in English Language Arts (ELA), math and science. In 2005-06, the program was expanded to evaluate the performance of third, fifth, sixth and seventh grade students in ELA and math; fifth and eighth grade also test in social studies. Designed to ensure that all students achieve high learning standards, these assessments measure student acquisition of knowledge and skills that are required to succeed from elementary to high school and beyond. Academic Intervention Services (AIS) are provided for students making inadequate progress toward the standards. This support continues until students meet the criteria established by the state in the subjects assessed. Extended day programs in ELA and math provide students with instruction, reinforcement and practice in reading, writing and math. Additionally, weekly grade level packets provide independent practice at home with ELA and math skills.

Four performance levels are designated on all New York State assessments: Level 1 – Not Meeting Learning Standards – Students scoring at this level do not demonstrate an understanding of the content expected in the subject and grade level; Level 2 – Partially Meeting Learning Standards – These students demonstrate a partial understanding of the content expected in the subject and grade level; Level 3 – Meeting Learning Standards – Student performance at this level demonstrates an understanding of the content expected in the subject and grade level; Level 4 – Meeting Learning Standards with Distinction – These students demonstrate a thorough understanding of the content expected in the subject and grade level. An in depth explanation of New York State Assessments may be found at <http://www.emsc.nysed.gov/3-8>.

F.E. Bellows has consistently scored in the top 10% of all New York State schools on state ELA and math assessments. Most of our subgroup data is not disaggregated on the statistical charts in this application because those populations do not exceed 10% of the student enrollment. However, it is important to note that all subgroup scores have met or exceeded state standards. Our subgroup students – students with disabilities, free/reduced lunch, racial/ethnic – participate in all state assessments. Only students who are English Language Learners (ELL) students and have resided in the United States for less than a year are exempt from the ELA. They are assessed on the New York State English as a Second Language Achievement Test (NYSESLAT).

Our success on New York State assessments is due to the district's sequential curriculum that begins in Kindergarten and spirals through the grades. Five years ago, the district adopted a K-5 math program, Growing with Mathematics, to ensure continuity in skill development. Over the past three years, grades 3-5 implemented Harcourt's Trophies reading series. Both are research based programs focusing on sequential skill development. The F.E. Bellows faculty and administration believe in the importance of providing appropriate and challenging instructional experiences to help our students succeed. Our expectations are that our students not only meet the state standards, but strive to meet them with distinction.

2. Using Assessment Results:

Gathering and analyzing data are essential components to achieving our mission to develop each student's essential skills so that he/she can reach the highest level of academic potential. At the beginning of the school year, several universal assessments are administered by classroom and special education teachers to assess reading and math skills. These include the placement test for the Trophies reading program, Qualitative Reading Inventory (QRI), and math screeners. The reading assessment results provide teachers with information to establish flexible reading groups and incorporate leveled readers to scaffold or enhance reading and writing instruction. An item analysis of the math screeners provides data for curriculum development.

Remedial reading and ESL teachers also administer fall diagnostic assessments. They include the Gates-McGinitie Reading Test to measure decoding and comprehension, the Dynamic Indicators of Basic Early Literacy (DIBELS) to assess fluency and other diagnostic instruments that assist the teachers in developing homogeneous instructional groups. The ESL teacher administers the Lab-R to new ELL students and uses the previous spring's NYSESLAT results to establish ESL learning groups.

Students' progress is monitored throughout the year using a variety of formal and informal assessments. Other assessments include chapter/unit tests, portfolios, project-based activities, daily assignments and teacher observations which are used to ensure students' continued academic progress and to modify instruction as needed. This data is also used by the Instructional Support Team (IST) to identify students who may qualify for Academic Intervention Services (AIS) and/or other related support services. After reviewing the data, an appropriate intervention program is developed for individual students. An item analysis of state assessments, combined with local formal and informal assessments, drives curriculum revisions, guides teachers in developing instructional strategies, and is utilized in selecting appropriate materials.

Identification of successful strategies and modifications is essential for our students' continued academic success. Teachers utilize the data to maximize students' strengths and remediate their weaknesses.

3. Communicating Assessment Results:

Communicating assessment results and student performance to parents are accomplished in several ways. Individual student's score reports on New York State assessments are mailed home to parents with a cover letter explaining the data. Parents are encouraged to contact their child's teacher with any questions about these results. At the beginning of each school year, several diagnostic assessments - Qualitative Reading Inventory (QRI), Trophies placement test and math screenings - are administered. Formal parent-teacher conferences, held in the fall, provide a continuing dialogue to discuss these formal and informal assessments as well as day-to-day student performance and progress in the classroom in the areas of participation, work completion, oral presentations, etc. Students receive three report cards each year. These computerized report cards have been updated over the past few years to reflect the specific skills being developed in the math and reading programs. The 1-4 report card grading rubric is aligned with the performance levels of the New York State assessments. Beyond formal parent-teacher conferences and report cards, there is open, active, on-going communication with parents through e-mail, phone calls and informal conferences.

Community members are informed of the school's assessment results through local cable television presentations of Board of Education meetings. Value Ed, a quarterly district newsletter that is mailed to every household in the community, includes information about school assessment results. Local newspapers publish the results of all New York State assessments comparing county schools. Early in the year, parent coffees and Principals' Advisory Committee (PAC) meetings, comprised of parents from both elementary schools, offer venues to clarify assessment results.

Depending on the grade level and the nature of the assessment or assignment, students receive on-going feedback about their performance from their teachers. Through individual teacher-student conferences, whole class discussions and teacher generated rubrics, students are active participants in the evaluation process.

4. Sharing Success:

Collegial sharing of best practices is important for the success of students and teachers. As important as it is to share our successes with other districts, we believe it is equally important to share our successes within our own school and in the district. This is accomplished through weekly grade level and IST meetings, district wide department meetings and district wide committees.

Undergraduate and graduate education students come from local universities to observe in classrooms, while others fulfill their semester long student teaching requirements. Each spring, several Rye Neck High School students complete ten week internships in our building. Our teachers mentor these future educators which is an integral part of sharing our successes. We host colleagues from other districts who want to observe a specific instructional technique found to be successful such as how interwrite technology is integrated into daily instruction. Our ELA reinforcement packets proved to be so successful that our Middle School adopted them and a parent, an administrator in a neighboring district, shared them with his staff.

As a member of the Sound Shore Consortium, the administrators share successes and best practices with neighboring school districts. A regional Elementary Principals' Council meets monthly to discuss pertinent educational issues and disseminate information. Staff members taking professional development courses have the opportunity to share best practices with colleagues from other districts. The Professional Development Committee (PDC) offers courses, many taught by Rye Neck teachers, for all teachers and disciplines to discuss best practices. An annual realtors' breakfast is hosted by the Superintendent to keep real estate agents informed about the school district's successes.

Our educational successes have received significant media attention. F.E. Bellows was featured in an article in "Westchester Magazine" about its effective use of technology in the classroom. In the book, Driven to Distraction, by Dr. Edward Hallowell, there is a chapter "How to Find the Buried Treasure in School: One Shining Example that All Schools Should Follow." This chapter speaks to the success Rye Neck Schools have because "they build on students' strengths and talents" and "include every child and adult in the community of learners."

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The English Language Arts (ELA) curriculum is aligned with the New York State Standards for Learning: Language for Information and Understanding, Literary Response and Expression, Critical Analysis and Evaluation, and Social Interaction. To accomplish each of these standards, a variety of resources and methods are used: whole class, small group and individual direct instruction, technology, basal readers, trade books, magazines and leveled readers. Skill instruction in reading, writing, listening and speaking is integrated into all subject areas.

Our math curriculum emphasizes the five content standards of the National Council of Teachers of Mathematics (NCTM): numbers and operations, algebra, geometry, measurement, data analysis and probability. Students are taught to articulate the process rather than just provide the correct answer using discussion books instead of traditional texts to foster a sharing of ideas. Students who pass a qualifying exam participate in Stanford University's Educational Program for Gifted Youth (EPGY) in math. The school participates in the National Math Olympiad and has been awarded a "Special Award for Meritorious Achievement" each year.

An inquiry based, hands-on, science curriculum encourages students to make predictions, use problem-solving strategies and learn through discovery. In monthly visits to the science lab, students work in small groups on experiments that exceed the curriculum. Students are encouraged to participate in the annual Science Expo at which they have the opportunity to interact with career scientists who judge their projects and select students to represent Bellows at a Tri-County Science Expo.

As 21st century learners, our social studies curriculum focuses on the local and global community. In second grade, we explore our local community, and in third grade, the study is expanded to include communities around the world. New York State history and geography, and local history and government are studied in fourth grade. The fifth grade curriculum encompasses the Western Hemisphere – the United States, Canada and Latin America. All grades use an interdisciplinary, project-based approach to social studies integrating technology to explore the globe.

The librarian collaborates with teachers so library lessons enrich classroom instruction. The literature based and research lessons are supported by the interwrite board, desk top computers and a wireless mobile laptop cart. In 2004, the NYS Education Department designated our library as a NOVEL Electronic Doorway Library Leader for its technology availability, i.e., number of computers and on-line resources.

Visual and performing arts support the academic curriculum by integrating art and academics. To enhance the second grade community study, students learn about architecture in art class and create facades of local buildings. Third grade students learn Japanese plum flower painting and design carp fish while studying Japan. Fourth graders use the shapes of states to create cartoon figures. At the annual Elementary Art Show, samples of every student's art work are on display.

In the general music program, students have the opportunity to create, appreciate and value music. At each grade level's concert, most song lyrics are written by the students and each song is preceded by a skit, written and produced by students. Third grade students can learn to play a string instrument and, beginning in fourth grade, students may join the band.

A Foreign Language Exploratory Program (FLEX) introduces students to one or more languages and the cultures represented by these languages. The aim of FLEX is to expose students to languages and cultures while cultivating in them an interest in further language study.

The physical education program provides students with the knowledge and skills needed to maintain physical fitness and personal health. The EPEC, Exemplary Physical Education Curriculum, is used in grades K-5. The school participates in the Presidential Physical Fitness Program in which students earn badges based on their level of physical fitness. A partnership with the local YMCA has brought special programs into the physical education classes – yoga, Zumba and kiddie boot camp. A YMCA instructor is on-site during recess to organize sports activities.

2a. (Elementary Schools) Reading:

Recognizing that not all children learn in the same way, we have adopted a multi-sensory approach to reading using various programs. In mainstream classes, Harcourt Trophies, a research-based program, addresses the five building blocks of literacy as well as genre study, story elements, grammar usage, spelling, vocabulary, and writing. Universal screenings and progress monitoring correlate with RTI initiatives. Intervention components are utilized by ESL, remedial reading and special education teachers allowing classroom and support teachers to work congruently reinforcing story themes and vocabulary.

Preventing Academic Failure (PAF), an Orton Gillingham instructional model, is used with students needing systematic instruction in phonemic awareness and phonics. This research based, multi-sensory program includes proficiency tests to monitor progress. Technology is incorporated with PAF by utilizing Lexia software that reinforces and assesses skill mastery. Authentic decoding and fluency practice continue when students read from the Merrill Linguistic Readers which correlate with PAF. Comprehension is measured through teacher developed questions ranging from basic recall to critical analysis.

Students read for information across the curriculum using trade books, magazines, and online resources. Reading extends to the library, where our librarian incorporates read alouds during weekly lessons. The PTSA enhances our program by sponsoring yearly author visits and two book fairs. Fourth grade students have the opportunity to participate an enrichment program, “Battle of the Books.”

Following the NYS Commissioner of Education’s initiative, students are required to read and report on twenty-five books per year. Homework includes twenty minutes of independent reading and maintaining a reading log. Silent reading takes place in classrooms on a daily basis. Reading does not end in June. Summer reading lists are developed by faculty in conjunction with the librarian and reading projects are assigned.

Our reading curriculum is successful because classroom teachers and support staff work collaboratively to ensure that students enter the middle school with a strong reading foundation and a life-long love of reading.

3. Additional Curriculum Area:

As citizens of the 21st century, we believe it is vital for students to understand their place in their own community and in the world. By emphasizing an appreciation and understanding for other cultures, our social studies curriculum accomplishes this goal.

Second grade students study our community. After interviewing local business people, they create power point presentations. During art class, they study architecture and design building facades for local structures. With the local historian, they take a walking tour of the community, culminating in a visit to the town’s one room schoolhouse where they learn what it was like to be a student in the 1800’s.

Third grade students study Mexico and Japan. Cultural immersion includes: creating landform maps, mosaics and piñatas, participating in a hands-on workshop about the Mayans, and attending classroom Mexican fiestas. Students sample Mexican cuisine, cooked by their parents, listen to mariachi music, and participate in craft activities. The study of Japanese culture includes an artist-in-residence who introduces them to Bunraku puppetry culminating in Bunraku presentations. In a humanities and art class, students write Haiku poetry,

study the Japanese artist, Katsushika Hokusai, watercolor original carp fish and learn the art of calligraphy. At the grade level Japanese Festival, the physical education teacher conducts karate workshops, parents perform musical selections, and a sushi chef demonstrates the art of making sushi.

Fourth grade curriculum encompasses local and New York State history and government. Stepping back in time, the students visit Museum Village to experience life in the state in the 1800's. Each year, the fourth grade celebrates with a "New York Expo." Themes for this event have included the historic landmarks along the Hudson River and totem poles depicting famous people, sports teams, legends, etc.

An interdisciplinary approach to the social studies curriculum including authentic learning, power point presentations, field trips, projects and technology enlivens education and solidifies knowledge.

4. Instructional Methods:

We believe that all children can learn, but not in the same way. Therefore, numerous instructional methods are utilized so that our mission is realized. Whole class direct instruction, flexible grouping and individualized instruction are evident in all classrooms. Within each lesson, activities are differentiated to meet the needs of students performing below, on, and above grade level.

Students with learning disabilities receive services ranging from a self-contained special education class to a less restrictive resource room program. All students are mainstreamed for science and social studies with the support of a teaching assistant. The resource room is a combination of a push-in, co-teaching, and pull-out model. Special education and general education teachers collaborate to integrate students' IEP goals with content curriculum. An extended day program in ELA and math provides reinforcement for these students.

ELL students attend daily ESL classes to develop reading, speaking, listening and writing skills. The number of ESL instructional hours per week is determined by the results of the Lab-R and NYSESLAT. An extended day program provides additional support for these students as they adapt to a new language and culture.

AIS and extended day programs in ELA and math differentiate instruction and meet the needs of individual students. These groups are flexible and, as students master skills, they "graduate" from the program. Remedial reading teachers provide small group direct instruction. Students are grouped by instructional need (decoding, comprehension, fluency) to maximize the effectiveness of the program. Through the speech/language teacher and occupational therapist, students receive additional services to meet individual educational needs in pull-out and/or push-in models.

Numerous opportunities are available for students with superior ability. Challenge activities in the classroom, 21st century workshops, musical instrument lessons, school newspaper and Science Expo provide students with the opportunity to explore areas of interest and talent.

A differentiated instructional program responds to the needs of all learners. Our varied approach to teaching and learning addresses those needs and allows our students to reach their potential.

5. Professional Development:

The mission of the Professional Development Committee (PDC), which is comprised of twenty-three teachers, teaching assistants, teacher union and teacher center representatives, and administrators, is to promote teacher effectiveness and student success through professional development, collegiality and collaboration. The committee provides on-going opportunities for staff to study, reflect and apply research to teaching and learning. The courses are aligned with current district initiatives. In-service courses are generally taught by district teachers with expertise in a particular area. PDC also arranges with local universities to

provide on-site graduate level courses. Past graduate offerings have included differentiated instruction and technology.

Staff members attend out-of-district workshops and conferences funded by the district or grants. Superintendent's Conference Days provide additional opportunities for professional development. An expert in 21st century teaching and learning has been working with district teachers on an on-going basis. Authors of timely educational topics have been guest speakers. Technology workshops – interwrite board, teacher web pages, student management system – train teachers on new technological district initiatives. New staff members attend a full day orientation during the summer and a series of workshops during the school year. They are assigned a building mentor to provide guidance and support throughout their first year. Consultants and program trainers provide professional development for teachers as new programs are implemented and return on a regular basis to provide additional support for teachers.

In addition to educational professional development, PDC promotes staff wellness and safety. It is currently offering a series of yoga sessions. The district's Safe Schools Against Violence in Education (SAVE) committee trains staff on topics such as CPR and emergency drills and provides evacuation backpacks for each classroom.

6. School Leadership:

Our building is organized into grade level teams, each with a team leader. On a weekly basis, the principal meets with the team leaders to share information from the bi-weekly district wide administrative meetings and to discuss pertinent building issues. Subsequently, the team leaders hold weekly team meetings to disseminate information, discuss curriculum and plan grade level activities. Monthly faculty and curriculum meetings encourage open discussion and shared decision making so that everyone on staff takes ownership of programs and procedures.

The principal is actively involved in all aspects of the school day. She establishes a structure and tone for the day with her morning, lunchtime and end of day announcements. Students anxiously await her acknowledgement of their achievements. Daily classroom visits involve dialogue with students and teachers. This hands-on approach allows her to be cognizant of "everyday happenings" and sets an example for teachers and students to follow. She attends IST, CSE, and parent meetings, and has an "open door" policy in her office.

Our principal leads by example. While maintaining a sense of humor, she is forthright, respectful and supportive. She knows each student's name, learning style, interests and family. Under her leadership, teachers are encouraged and motivated to think "outside the box" to ensure that students have a multitude of learning experiences. She supports activities that encourage students to become agents of their own learning and establishes an environment where students and teachers are not afraid to take risks.

The principal has established a standard of academic excellence that translates into every facet of school life. She ensures success by initiating innovative programs such as the school's outdoor "Life Garden," the National Circus Program, the Science Lab and 21st century workshops. She is constantly advocating with the Superintendent and Board of Education for the implementation of additional programs and facility improvements. Her innovative thinking serves as a bridge between school and community. It is the consistency, attention to detail, follow through, awareness and continuous support – all leadership qualities – that unifies our school and helps us maintain its academic excellence.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: NYS Math Test

Edition/Publication Year: Annual

Publisher: CTB/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
% 'Meeting' plus % 'Exceeding' State Standards Levels 3 and 4	98	100	98		
% 'Exceeding' State Standards Level 4	42	42	46		
Number of students tested	129	109	111		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% 'Meeting' plus % 'Exceeding' State Standards Levels 3 and 4	100				
% 'Exceeding' State Standards Level 4					
Number of students tested	13	8	6		
2. Racial/Ethnic Group (specify subgroup): Students with Disabilities					
% 'Meeting' plus % 'Exceeding' State Standards Levels 3 and 4	100		93		
% 'Exceeding' State Standards Level 4	14		21		
Number of students tested	14	5	14		
3. (specify subgroup): Hispanic/Latino					
% 'Meeting' plus % 'Exceeding' State Standards Levels 3 and 4	91	100	92		
% 'Exceeding' State Standards Level 4		8	8		
Number of students tested	11	13	12		
4. (specify subgroup): White					
% 'Meeting' plus % 'Exceeding' State Standards Levels 3 and 4	99	100	99		
% 'Exceeding' State Standards Level 4	42	46	52		
Number of students tested	97	82	85		

Subject: Reading
Edition/Publication Year: Annual

Grade: 3 Test: NYS ELA Test
Publisher: CTB/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan		
SCHOOL SCORES					
% 'Meeting' plus % 'Exceeding' State Standards Levels 3 and 4	93	91	92		
% 'Exceeding' State Standards Level 4	29	30	22		
Number of students tested	126	104	106		
Percent of total students tested	98	95	95		
Number of students alternatively assessed	2	5	5		
Percent of students alternatively assessed	2	5	5		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% 'Meeting' plus % 'Exceeding' State Standards Levels 3 and 4	75				
% 'Exceeding' State Standards Level 4					
Number of students tested	12	8	5		
2. Racial/Ethnic Group (specify subgroup): Students with Disabilities					
% 'Meeting' plus % 'Exceeding' State Standards Levels 3 and 4	79		77		
% 'Exceeding' State Standards Level 4	21		15		
Number of students tested	14	5	13		
3. (specify subgroup): Hispanic/Latino					
% 'Meeting' plus % 'Exceeding' State Standards Levels 3 and 4	70	85	70		
% 'Exceeding' State Standards Level 4	0	23	20		
Number of students tested	10	13	10		
4. (specify subgroup): White					
% 'Meeting' plus % 'Exceeding' State Standards Levels 3 and 4	95	94	93		
% 'Exceeding' State Standards Level 4	30	32	22		
Number of students tested	98	81	85		

Notes:

NYS third grade assessments began in the 2005-2006 school year.

Students who were alternatively assessed were administered the NYSESLAT (New York State English as a Second Language Achievement Test) in the spring.

Subject: Mathematics

Grade: 4 Test: NYS Math Test

Edition/Publication Year: Annual

Publisher: CTB/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% 'Meeting' plus % 'Exceeding' State Standards Levels 3 and 4	100	97	99	99	99
% 'Exceeding' State Standards Level 4	72	69	72	83	75
Number of students tested	109	109	118	113	118
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% 'Meeting' plus % 'Exceeding' State Standards Levels 3 and 4					
% 'Exceeding' State Standards Level 4					
Number of students tested	8	6	9	2	0
2. Racial/Ethnic Group (specify subgroup): Students with Disabilities					
% 'Meeting' plus % 'Exceeding' State Standards Levels 3 and 4	100	87		100	93
% 'Exceeding' State Standards Level 4	40	53		69	33
Number of students tested	10	15	4	13	15
3. (specify subgroup): Hispanic/Latino					
% 'Meeting' plus % 'Exceeding' State Standards Levels 3 and 4	100	100	94	93	93
% 'Exceeding' State Standards Level 4	64	42	41	64	29
Number of students tested	14	12	17	14	14
4. (specify subgroup): White					
% 'Meeting' plus % 'Exceeding' State Standards Levels 3 and 4	100	96	100	100	100
% 'Exceeding' State Standards Level 4	73	74	76	86	81
Number of students tested	79	82	89	90	88

Notes:

Subject: Reading
Edition/Publication Year: Annual

Grade: 4 Test: NYS ELA Test
Publisher: CTB/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES					
% 'Meeting' plus % 'Exceeding' State Standards Levels 3 and 4	98	97	99	98	97
% 'Exceeding' State Standards Level 4	40	28	40	35	46
Number of students tested	106	109	114	106	113
Percent of total students tested	97	100	97	94	96
Number of students alternatively assessed	3		4	7	5
Percent of students alternatively assessed	3		3	6	4
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% 'Meeting' plus % 'Exceeding' State Standards Levels 3 and 4					
% 'Exceeding' State Standards Level 4					
Number of students tested	8	6	5	0	0
2. Racial/Ethnic Group (specify subgroup): Students with Disabilities					
% 'Meeting' plus % 'Exceeding' State Standards Levels 3 and 4	90	93		92	100
% 'Exceeding' State Standards Level 4	10	13		23	7
Number of students tested	10	15	4	13	15
3. (specify subgroup): Hispanic/Latino					
% 'Meeting' plus % 'Exceeding' State Standards Levels 3 and 4	82	83	100	100	79
% 'Exceeding' State Standards Level 4	18	8	21	50	14
Number of students tested	11	12	14	10	14
4. (specify subgroup): White					
% 'Meeting' plus % 'Exceeding' State Standards Levels 3 and 4	100	99	99	98	100
% 'Exceeding' State Standards Level 4	48	30	45	65	49
Number of students tested	79	83	89	88	85

Notes:

Students who were alternatively assessed were administered the NYSESLAT (New York State English as a Second Language Achievement Test) in the spring.