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**2003-2004 *No Child Left Behind—Blue Ribbon Schools Program*  
Cover Sheet**

Name of Principal Mrs. Patricia B. Molloy

Official School Name Meadow Drive Elementary School

School Mailing Address 25 Meadow Drive  
Albertson, NY 11507-1432

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

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Dr. Lorenzo Licopoli

District Name MINEOLA UFSD Tel. ( 516 ) 237-2001

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

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Mr. Stephen Siwinski

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

## **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 of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or 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 2003-2004 school year.
3. If the school includes grades 7 or higher, it has 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 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the 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.

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

1. Number of schools in the district:
 

<u>4</u>	Elementary schools
<u>1</u>	Middle schools
<u>0</u>	Junior high schools
<u>1</u>	High schools
<u>1</u>	Other (Briefly explain) Pre K/K Center
<u>7</u>	TOTAL
  
2. District Per Pupil Expenditure: \$19,864 (2000-01)  
 Average State Per Pupil Expenditure: \$11,871 (2000-01)

**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. 2 Number of years the principal has been in her/his position at this school.  
16 If fewer than three years, how long was the previous principal at this school?
  
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
<b>K</b>					<b>7</b>			
<b>1</b>	18	18	<b>36</b>		<b>8</b>			
<b>2</b>	15	20	<b>35</b>		<b>9</b>			
<b>3</b>	22	17	<b>39</b>		<b>10</b>			
<b>4</b>	25	27	<b>52</b>		<b>11</b>			
<b>5</b>	23	19	<b>42</b>		<b>12</b>			
<b>6</b>					Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →								204

6. Racial/ethnic composition of the students in the school:
- |             |                                |
|-------------|--------------------------------|
| 84%         | White                          |
| <u>0</u> %  | Black or African American      |
| <u>9</u> %  | Hispanic or Latino             |
| <u>7</u> %  | Asian/Pacific Islander         |
| <u>0</u> %  | American Indian/Alaskan Native |
| <b>100%</b> | <b>Total</b>                   |

7. Student turnover, or mobility rate, during the past year: 5 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

**(Data from October, 2002 – June 2003. Meadow Drive was a PreK-5 school.)**

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	4
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	10
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	14
<b>(4)</b>	Total number of students in the school as of October 1	283
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.049
<b>(6)</b>	Amount in row (5) multiplied by 100	4.9

8. Limited English Proficient students in the school: 4 %  
9 Total Number Limited English Proficient

Number of languages represented: 3  
Specify languages: Spanish, Portuguese, and Malaysian

9. Students eligible for free/reduced-priced meals: 5 %

11 Total Number Students Who Qualify

If this method does not produce a reasonably 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: 23 % (Data from 2003-2004)  
46 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>2</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>2</u>	Other Health Impaired
<u>0</u>	Deaf-Blindness	<u>9</u>	Specific Learning Disability
<u>0</u>	Hearing Impairment	<u>26</u>	Speech or Language Impairment
<u>0</u>	Mental Retardation	<u>0</u>	Traumatic Brain Injury
<u>7</u>	Multiple Disabilities	<u>0</u>	Visual Impairment Including Blindness

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>12</u>	<u>0</u>
Special resource teachers/specialists	<u>6</u>	<u>8</u>
Paraprofessionals	<u>5</u>	<u>12</u>
Support staff	<u>0</u>	<u>3</u>
Total number	<u>24</u>	<u>23</u>

12. Average school student-“classroom teacher” ratio: 17:1 (2003-04)
13. Show the attendance patterns of teachers and students as a percentage. 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 between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.) **Teacher attendance and turnover based on Full Time Teacher data.**

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	95.7%	97%	94.2%	94.02%	
Daily teacher attendance	93%	93%	92%	94%	
Teacher turnover rate	10% 19/21	14% 19/22	5% 21/22	5% 21/22	
Student dropout rate					
Student drop-off rate					

## **PART III – SUMMARY**

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Meadow Drive Elementary School, a one-floor U structure, is located on a residential street in Albertson, New York, a small suburban town in Nassau County on Long Island. Meadow Drive is one of four elementary (1-5) schools in the Mineola Union Free School District (UFSD). Students from certain sections of the towns of Albertson, Mineola, Roslyn Heights, and Williston Park attend Meadow Drive. There are ten heterogeneously grouped general education classrooms, two classes for each grade. The most impaired special education students who are not being educated at one of the many Board of Cooperative Education Schools (BOCES) and who are age appropriate, are sent to Meadow Drive which houses the only special classes in the district at the elementary level. There are two special education classes: one for students in grades 1 through 3 and one for students in grades 4 and 5. The students have varying abilities and disabilities. Although students from the special education classes are not assigned to general education classrooms, they are an integral part of the school. A variety of inclusion models are used to deliver services to them within the general education population. Currently, Meadow's total student population is 204.

There are 17 full time teachers with one full time Speech and Language Pathologist and one full time nurse. Meadow Drive has seven part-time teachers whose services range from a .2 to a .8 position. A .6 psychologist, a .4 social worker and a .2 school counselor provide valuable services also. Of the above-mentioned staff, excluding the nurse who is a registered nurse and the school psychologist who has a doctorate, all but four have their Masters and all but three are tenured.

Meadow's motto is "A School Where Everybody is Somebody." When people talk about Meadow, they describe it as a "family." Meadow Drive is a school where every teacher, teacher aide, secretary, custodian and the principal know each student's name. As a community of learners, we believe that "It takes a village..." to meet the psychological, social, physical, and educational needs of each child. The students are involved in many community projects to help those who are less fortunate, and the community, in turn, supports all of Meadow Drive's efforts to help others. Additionally, guest speakers from the community share their talents and skills and provide first hand information about careers and other activities of interest. Meadow Drive has a very supportive, strong, and involved Parent – Teacher Association (PTA). Many PTA members volunteer for a variety of programs and activities to help the school run in a caring and efficient manner. The PTA provides financial support for special programs that are not funded by the school district and regularly provides special learning opportunities for all students that enhance the curriculum.

Children make the Mineola UFSD. The district is committed to the continuous improvement of student achievement and learning experiences. To address these goals, representatives from all "stakeholder" groups met in the fall of 2001 to create a mission statement, list core values and delimiters, and develop strategic objectives. In 2002-2003, a group of district representatives developed assessment tools for the strategic objectives. Mineola is committed to developing and implementing instructional best practices that insure accountability and the improvement of programs. Mineola's mission and district goals have provided the focus for Meadow Drive. Meadow Drive is committed to inspiring each student to be a life-long learner, pursue excellence, exhibit strength of character and contribute positively to a global society.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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1. The New York State English Language Arts (ELA) Assessment for fourth grade is a three-day assessment based on the New York State Learning Standards in English Language Arts. Although the learning standards encompass four areas, there are three areas that are assessed: listening, reading and

writing. The three of the four standards that involve the three above-mentioned processes are listening, reading and writing for information and understanding, for literary response and expression, and for critical analysis and evaluation. There are four scores that are reported: the New York State ELA score, the Performance Level, the New York Standards Performance Index and the New York State Reading Score. Although all the scores provide important information, the scores that we usually use are the New York State ELA Score (scale score), the Reading Scores and the Performance Levels. The SS shows the level of proficiency a student has in English Language Arts (i.e. reading, listening, and writing combined). The Reading Score provides information about the student's performance on the multiple-choice and open-ended items that test reading comprehension. There are four Performance Levels with Level 1 indicating low student achievement and Level 4 indicating high student achievement. Students are classified into one of the four levels of performance based on their overall performance on the test as determined by their New York State ELA Scale Scores. A student's performance level will provide information on a student's abilities in relation to the New York State ELA Learning Standards. Descriptions of the skills and knowledge required in each performance level are written on the Student Performance Report. The Performance Level is published in the newspaper (i.e. *The New York Times*, *Newsday*), and those are the scores that are analyzed and compared not only by the school but also by the public. Even if the tests change slightly from year to year, the scale scores enable comparisons from year to year, because the same scale score represents the same level of achievement for the New York State Standards. The Performance Levels are used to measure the growth of the students in English Language Arts. Levels 2, 3, and 4 are considered at or above Basic. Levels 3 and 4 are considered at or above Proficient. Level 4 is considered Advanced. Performance levels of the Meadow Drive students have improved over a three-year time period. The number of students performing at both Level 4 and Levels 3 and 4 has increased.

The New York State Mathematics Assessment for fourth grade is structured similarly to the ELA. However, there are seven Key Ideas that are assessed instead of Standards. The Key Ideas are: Mathematical Reasoning, Number and Numeration, Operations, Modeling/Multiple Representation, Measurement, Uncertainty, and Patterns/Functions. Three scores are reported: the Standards Performance Index, the New York State Mathematics Score (scaled score), and the Performance Levels. Again, the Scaled Scores determine the Performance Level and the Scaled Scores and Performance Level are analyzed and compared yearly. Four Performance Levels are used to measure the growth of the students in Mathematics. Levels 2, 3, and 4 are considered at or above Basic. Levels 3 and 4 are considered at or above Proficient. Level 4 is considered Advanced. Performance levels of the Meadow Drive students have improved over a three-year time period in Mathematics also. The number of students performing at both Level 4 and Levels 3 and 4 has increased.

2 The assessment data is examined systematically in order to provide valuable information for decision-making, establishing priorities, and comprehensive planning that will result in improving student achievement and school performance. First, the test data is disaggregated. A chart is created which lists subgroups and the four performance levels. Tallies in the boxes indicate how many students from each subgroup performed at the various levels. For instance, a quick glance at the 2003 ELA chart will indicate which groups of students scored at Level 4 and Level 3. Also, it will be evident that no one scored at Levels 1 and 2. In addition, the chart clearly indicates that four of the special education students in special class were Limited English Proficiency students and were assessed using the New York State English as a Second Language Achievement Test. After disaggregation, an item analysis chart, which is provided by the state, delineates the areas of strengths and weaknesses. Once this information is examined, the school improvement team establishes a priority area. Although our 5<sup>th</sup> grade students performed well on the 4<sup>th</sup> grade ELA assessment, ELA was a Priority Area. The goals were "maintain, strengthen and enrich the ELA curriculum and instructional practices. Next, two objectives were stated: 25% of level 3 students will score a 4 on the 5<sup>th</sup> grade Terra Nova and 72% of level 4 students will score a high 4 on the Terra Nova. Target Areas in ELA were listed for grade 5 based on the item analysis. The topic *Information and Understanding* showed the following subtopics, Identifying Main Idea and

Identifying Supporting Details, as challenge areas. The other target area was *Enrichment*. Next, action steps and strategies were planned for both target areas and different types of *Evidence* were listed to demonstrate various observable ways to assess whether the goals and objectives were being addressed and met. This is an ongoing process.

3. Meadow Drive communicates student performance and assessment data to the parents by sending a letter with a general explanation of the New York State ELA and Math Assessments. Along with the letter is an attached Student Performance Report from the state that provides different types of scores and a range of scores for the performance level. The parents are advised to focus on the scaled score and the performance level. The range of scores helps parents understand where in the performance level their child's score fell. Finally, a detailed description of the four levels and the skills necessary to achieve at that particular level are included in the report. Many parents prefer to discuss their child's data and performance in person, so conferences with the principal are scheduled. Teachers use the tests for diagnostic purposes to design their planning and individualized teaching; they do not share specific information with each student. Students are always confident that they performed well. The New York Times and Newsday both publish the scores. New York State School Report Card that contains assessment scores and other important information is shared with the PTA at a PTA meeting. Any parent who requests the school report card receives it. Also, in the PTA newsletter, under the Principal's Message, is an explanation of the test and a brief analysis of the scores. The Board of Education receives the district report card and report cards from each individual school. Also, each principal presents his/her School Improvement Plan to the Board of Education and the community using PowerPoint software. Data is clearly presented using charts, bar graphs, and samples of student work. The Priority areas, goals and objectives, target areas, action steps and strategies, with evidence such as student work, projects, and interdisciplinary activities are presented and explained.

4. Meadow Drive Elementary School has begun to share its successes with other schools in the district. To begin, the Mineola district elementary principals meet monthly. Best practices are discussed along with strategies, action plans, programs and activities that have been successful. The administrators from the high school, middle school and Pre-K – K center were introduced to the Meadow Drive School Improvement Plan that demonstrated their successes. They listened, took notes, asked questions, and discussed the successes after the plan was presented.

The teachers and staff at Meadow Drive would be more than willing to arrange tours and visitations for interested people from other districts. Also, the School Improvement Plan and/or a description of the school with its curriculum, strategies and action plans that contributed to the success of our 4<sup>th</sup> grade students could be made available. Phone calls, digital photos, slide shows and email are additional ways that schools would be able to share Meadow's successes. Meadow could create a link on its website where its school improvement plan was posted. People from other school districts would be able to ask specific questions and have their questions answered. Finally, Meadow teachers and staff look forward to suggestions from other districts in regards to other ways they could share their successes.

## **PART V – CURRICULUM AND INSTRUCTION**

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1. Meadow Drive Elementary School has a rich, standards-based curriculum called the Essential Curriculum. Each student receives instruction in English Language Arts, Mathematics, Social Studies, Science, Technology (Multimedia), Vocal Music, Health, Art, and Physical Education. Additionally, Character Education which is infused in the daily life of our students., English Language Arts is viewed as a process whereby teachers develop interdisciplinary lessons incorporating a variety of curriculum areas. Meadow teachers agree that all learning experiences should be authentic, meaningful and



constructivist-based. Lessons should be connected to and built upon what preceded them. All lessons should be learner-centered, interactive and inclusive. Inquiry-based lessons, ongoing assessments (i.e. observations, student work), and teacher and student reflections are also necessary to improve student performance. Enrichment activities such as activities based on Renzulli's Enrichment Triad Model (5<sup>th</sup> grade Book Project), interdisciplinary projects such as photojournalism, and many multimedia projects strengthen and enhance Meadow's curricula.

English Language Arts – The English Language Arts Program is based on the New York State Learning Standards. Teachers focus on teaching their students to listen, speak, read and write for information and understanding, for literary response and expression, for critical analysis and evaluation and for social interaction. The Mineola Literacy Program was designed to demonstrate what these standards look like in practice. The writing process is integrated into the program and used to help students become critical and effective writers. In addition to the Mineola Literacy Program, the key ideas, performance indicators and evidence from the NYS Learning Standards booklet help guide the teachers at Meadow Drive. Data from the 4<sup>th</sup> grade NYS ELA assessment as well as the Terra Nova assessments also drive instruction. Target areas and action steps/strategies provide a focus for teachers. The Morning News Program provides opportunities for the news crew as well as student guest presenters to develop expertise in speaking, listening, reading and writing.

Mathematics – Meadow Drive uses the McGraw-Hill SRA Program district-wide to instruct students in Mathematics and to teach the seven Key Ideas of the NYS Learning Standards in Mathematics. Teachers at Meadow also use real world settings to teach children to communicate and reason mathematically. After a field trip to the Greenbelt Trail, where the students collected a variety of leaves, the students created graphs and spreadsheets to analyze and to organize their data. The naturalists (students) extended this project by designing a tree census data sheet to sort and identify trees around the Meadow Drive area. The SRA program provides activities for children on all grade levels. The program scaffolds learning experiences to ensure mastery and provides review of concepts that are taught. SRA provided games offer a creative alternative to paper and pen practice sessions. Meadow Drive teachers share the philosophy of a hands-on, real life, and problem solving approach to learning. As a staff that is dedicated to meeting the diverse needs of learners, differentiated instruction is used to teach all learners. This differentiated instruction consists of enrichment, strengthening of skills and concepts, and practice through the use of manipulatives, cooperative group exploration experiences, games that promote the strengthening of cognitive mathematical development, and finally assessment as a tool for reflective teaching. Meadow Drive provides its fourth and fifth grade students with an opportunity to excel in the Math Olympiads program, a nation-wide program that challenges students to solve high-level math problems. Meadow Drive is proud that over half of the students in both 4<sup>th</sup> and 5<sup>th</sup> grades participate.

Social Studies – The social studies curriculum is based on the five NYS standards: History of the United States and New York, World History, Geography, Economics, and Civics, and Citizenship, and Government. A variety of trade books, textbooks, newspapers, magazines, websites, artwork, music, etc. provide information for our students in this curriculum area. Students use their ELA skills and mathematical skills to gather, process, interpret, analyze, synthesize, and compare information. Students share their customs, traditions, beliefs, and language as they learn about the diversity that exists in their own community. Diversity can unify groups as similarities in values, practices and traditions are discovered. Social studies provides the opportunity to apply interests, knowledge and creative ideas to an issue or problem. Feelings of self-confidence, task commitment and creative accomplishments are developed.

Science – Science concepts at Meadow Drive are taught through hands-on, inquiry-based, exploration and discovery activities. Foss science kits, kits from BOCES, household items and natural resources (i.e. rocks) provide the necessary supplies and materials to conduct scientific studies. Students use their ELA skills and mathematical skills to predict, gather, classify, sort, categorize, record, analyze, synthesize, interpret, and compare information. This curriculum is also based on the NYS Science standards that state, "Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of

ideas in science.” Often, the cafeteria is transformed into a large laboratory where every fourth grade student (54), including very impaired special education students, works in pairs to discover and experiment with an important scientific concept.

Art – Art at Meadow Drive is viewed as a curriculum area, as a means to enrich all curricular areas and as a way to learn skills and concepts. The four NYS Learning Standards in Art are addressed through various projects and activities. Art has been used to teach the ELA skills of main idea and supporting details. Many students use art to express their thoughts, ideas and understandings. Students have also learned about topics, themes, and metaphors through art. The exploration of art and artifacts from various historical periods and world cultures enables students to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the artwork. Students enhance their understandings of various social studies concepts through art. It helps them analyze the social, cultural, and environmental dimensions of society. The integration of art into student learning is very important at Meadow Drive.

Music – The Meadow Drive music program consists of both vocal and instrumental experiences. The foundation of the music class experience is group participation in song, reflecting an eclectic mix of research based methodologies and curricular integration with classroom teachers. The students are introduced to rhythmic and melodic notation and the singing of folk music from different cultures, which correlate with cultures being studied in the classrooms as well as state and national standards. The culminating vocal experience is the chorus, where a standard of excellence has been established through large numbers of children participating in all-county choruses, excellent festival performance ratings, and a commitment to a varied and interesting mix of music. Parallel achievements are attained in the instrumental program, with many children participating on orchestral and band instruments. In addition, when students enter the third grade, they become eligible to take instrumental music lessons that continue through fourth and fifth grades.

Physical Education/Health Education - The physical education program is designed to enable all students to experience physically engaging, socially rewarding, and co-operative activities while developing competence, confidence, and self esteem. A wide variety of offerings guides students to develop specific locomotor skills, to realize the importance of teamwork, to learn rules and follow directions, to plan and execute strategies, and to practice good sportsmanship. Physical fitness, personal health and safety are emphasized at all grade levels. The Physical Education teacher’s motto is, “If you had fun, you won!”

2. Meadow Drive embraces literacy. Our goal for every student is to become literate. Our definition of a literate person is one who is knowledgeable, well educated, and cultured. To develop literate individuals, the school and community promote and require competence in listening, speaking, reading, and writing. The philosophy of literacy at Meadow Drive is that none of these skill areas exists in isolation. We adhere to the formal district-wide Mineola Literacy Program. This program was developed for the Mineola schools because the district was searching for a program that paralleled the standards, met individual student needs, and provided a structured assessment tool and plan. This program is assessed assiduously with benchmark skills that spirals reading and writing from the emergent level through fluency (K-3). Intermediate literacy (3-5) focuses on independent reading and writing, organizational patterns of text, types and genres of literature and the interpretation of said literature. At this level, quarterly assessments measure growth and progress. Notwithstanding, literacy activities are attached to all curricular areas. To meet the needs of students who do not meet expected achievement in literacy, we offer three types of support, each of which is in addition to differentiated instruction already carried out in the mainstream classroom. A before-school program has been designed to provide fourth grade students with specific strategies for extended response of listening and reading. This program capitalizes on intensive small group instruction, where skills are built from basic to more complex. Mini lessons, modeling, and critical examination of tasks and exemplars are inherent to the program. Learning is student-centered and immediate feedback, with suggestions for improvement, is provided. Flexible grouping within even small group instruction enables each student’s needs to be met. The materials used

have been created specifically for challenge areas in reading and language and parallel the format of the New York State English Language Arts assessment. This is the third year of the program. An after-school Reading Intervention Program, targeting the primary grades, offers support to students struggling in reading skills at benchmark levels and to students just maintaining, but at risk of falling behind, a grade appropriate reading level. Additionally, “pull-out” and/or “push in” supportive reading/writing services assist students to attain the skills needed for higher literacy achievement. The importance of literacy at the formative elementary level cannot be advocated enough as we prepare students with skills that will stay with them for life and serve them well.

3. Technology is a very important part of the curriculum at Meadow Drive. The Meadow children work on iMacs in the computer lab. Every classroom is equipped with eMacs. Meadow Drive students, grades one through five, participate in lessons in the computer lab. Grade one begins sessions in January once weekly, while our second through fifth grade students attend sessions twice weekly throughout the year. Primary grades experience a very rich curriculum using *MicroWorlds* to foster higher order thinking skills as well as to generate integrated curriculum projects. Intermediate grades learn all *Appleworks* components: word processing, spreadsheets, databases, drawing and painting. Multimedia presentation software for our students includes *KidPix* and *HyperStudio*. Other programs used to address our technology competencies include *Timeliner*, *Type to Learn*, and *Inspiration*. Students are instructed on Internet usage and safety, as well as in research techniques. Children experience other components of technology by learning to use digital cameras, scanners, printers, cd-rom drives and more. All of the above software are used to complete and enrich curriculum based projects. For example, our fourth graders create a year-long project called, “Take a Peek At Me.” It covers five historical time periods where the students depict themselves as children living during that era. Use of the Internet, scanner, word processing, and paint components help to complete these projects while meeting state standards and district competencies. Fifth grade students (including our special education fifth graders) are writing, designing, and editing a non-fiction children’s book integrating core subjects with compelling, hands-on technology. The project, *The Gizmo Tales: Working Dogs*, explores working dogs and their handlers throughout the United States, and reports community and social services performed by these teams. Literary arts (writing, language, and literary narrative) are integrated with visual arts (drawing, graphics, book design and photography) through the use of computers, digital cameras, online research, *Photoshop*, and *Quark Express*. Students will use computers in school and at home, if they have them, to conduct research on individual teams, affiliated organizations (i.e. The Guide Dog Foundation and dogs for the blind and visually handicapped), conduct e-mail interviews of handlers around the country, and work with digital photographs and illustration. The fun and excitement of creating their own book will be further enhanced by live classroom visits of dogs and their handlers who students have researched and connected with online. This project is a clear example of Renzulli’s Triad Model. Finally, these projects inspire students, promote excellence, develop character, provide skills for life-long learning and enable students to contribute to a global society.

4. Meadow Drive uses the following “Good Teaching Strategies” or instructional practices to improve student learning: modeling, differentiated instruction with tiered lessons and differentiated homework, flexible skill grouping, implementation of different models of inclusion, team teaching and buddy classes, questioning based on Bloom’s Taxonomy, parallel tasks that reflect NYS English Language Arts and Mathematics assessments, student and teacher reflection, use of graphic organizers, collaboration, interdisciplinary projects, cooperative groups, word walls, research, connection to “real life,” use of rubrics, use of exemplars, emphasis on connections and the creation and use of essential questions. It is the ongoing search for the ideal strategy(ies) from the aforementioned that enables teachers to continually modify, expand, and “fine tune” their teaching for optimum learning experiences in our classrooms.

5. Professional development is critical for continuous improvement, high expectations for students and

staff, and ultimately high student achievement. Mineola teachers are provided with many opportunities for professional development. Teachers meet weekly for formal staff development sessions on a variety of pedagogical topics. For example, teachers explored Mel Levine's theory and practice by discussing select chapters in his book, *One Mind at a Time*. Other sessions found teachers working together to analyze test data for the development of Meadow's School Improvement Plan. Reflective practice and goal setting are encouraged. Our school is viewed as an ongoing learning laboratory for both teachers and students. Currently, the district is focusing on two initiatives, which involve all the teachers at Meadow and the district. One focus is Mineola's Annual Professional Performance Review Plan based on the work of Charlotte Danielson in her book, *Enhancing Professional Practice, A Framework for Teaching*. Her work is based on empirical study and research. Through professional development, teachers understand that a framework for teaching creates an awareness of what behaviors are necessary to be at the highest level of teaching. It becomes clear, that to achieve this level, the teacher must involve her students in their own learning, which research has shown to be most effective for improving student achievement. Reflection, an important part of the framework, is not only encouraged but required.

The other focus is Differentiated Instruction. Over a yearly series of workshops, teachers in grades 3-5 are being trained in the techniques for developing and using differentiated instruction as part of their classroom routine. Teachers revisit the ideologies of Howard Gardner's Multiple Intelligence and Bloom's Taxonomy to develop effective questioning techniques that elicit response at varying levels of understanding. Teachers are learning to "differentiate" their instruction with tiered lessons, ensuring lessons meet the needs of the varying capabilities of students. All students demonstrate that they are capable of learning. Both initiatives have contributed to high student achievement.

# NEW YORK STATE ENGLISH LANGUAGE ARTS ASSESSMENT

Grade 4

February 2003 – McGraw Hill

## English Language Arts Levels – Listening, Reading, and Writing Standards

<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination.
<b>Level 2</b>	These students <b>need extra help</b> to meet the standards and pass the Regents examination.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> .

	2002 -2003	2001 - 2002	2000 -2001
Testing Month	February	February	February
<b>SCHOOL SCORES</b>			
% at or above Basic – <b>Level 2,3,4</b>	100%	100%	95%
% at or above Proficient – <b>Level 3,4</b>	100%	90%	75%
% at Advanced – <b>Level 4</b>	68%	45%	13%
Number of students tested	37	40	39
Percent of total students tested	89%	90%	92%
Number of students excluded	4 **NYSESLAT	4 - ELL EXEMPT	3 - ELL EXEMPT
Percent of students excluded	11%	10%	8%
<b>SUBGROUP SCORES</b>			
<b>1. General Education</b>			
% at or above Basic – <b>Levels 2,3,4</b>	100%	100%	100%
% at or above Proficient – <b>Levels 3,4</b>	100%	92%	86%
% at Advanced – <b>Level 4</b>	66%	47%	15%
Number of students tested	29	38	34
<b>2. Special Education</b>			
% at or above Basic – <b>Levels 2,3,4</b>	100%	100%	60%
% at or above Proficient – <b>Levels 3,4</b>	100%	50%	0%
% at Advanced – <b>Level 4</b>	75%	0%	0%
Number of students tested	8	2	5
<b>STATE SCORES</b>			
State Mean Score	660	659	653
% at or above Basic – <b>Levels 2,3,4</b>	*NA	92%	90%
% at or above Proficient – <b>Levels 3,4</b>	*NA	62%	60%
% at Advanced – <b>Level 4</b>	*NA	21%	17%

\*NA - not available

\*\*NYSESLAT – New York State English as a Second Language Achievement Test. Assessment of four language skills for English Language Learners (ELL), paralleling the NYS English Language Arts Assessment. NYSESLAT first administered in Spring 2003.

# NEW YORK STATE MATHEMATICS ASSESSMENT

Grade 4

May 2003 – McGraw Hill

Mathematics Levels – Knowledge, Reasoning, and Problem-Solving Standards

<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination.
<b>Level 2</b>	These students <b>need extra help</b> to meet the standards and pass the Regents examination.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> .

	2002 -2003	2001 - 2002	2000 -2001
Testing Month	May	May	May
<b>SCHOOL SCORES</b>			
% at or above Basic – <b>Level 2,3,4</b>	100%	100%	100%
% at or above Proficient – <b>Level 3,4</b>	100%	93%	84%
% at Advanced – <b>Level 4</b>	83%	71%	42%
Number of students tested	40	41	38
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
<b>SUBGROUP SCORES</b>			
1. General Education			
% at or above Basic – <b>Levels 2,3,4</b>	100%	100%	100%
% at or above Proficient – <b>Levels 3,4</b>	100%	95%	94%
% at Advanced – <b>Level 4</b>	97%	72%	47%
Number of students tested	30	39	34
2. Special Education			
% at or above Basic – <b>Levels 2,3,4</b>	100%	100%	100%
% at or above Proficient – <b>Levels 3,4</b>	100%	50%	0%
% at Advanced – <b>Level 4</b>	40%	50%	0%
Number of students tested	10	2	4
<b>STATE SCORES</b>			
State Mean Score	661	651	655
% at or above Basic – <b>Levels 2,3,4</b>	*NA	93%	91%
% at or above Proficient – <b>Levels 3,4</b>	*NA	68%	69%
% at Advanced – <b>Level 4</b>	*NA	23%	26%

\*NA – not available