

**REVISED-May 1, 2006**

**2005-2006 No Child Left Behind - Blue Ribbon Schools Program**

*U.S. Department of Education*

**Cover Sheet**

Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Charter

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

Official School Name New Visions Museum School of Exploration and Discovery  
(As it should appear in the official records)

School Mailing Address 80 Raynor Street

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

Freeport New York 11520  
City State Zip Code+4 (9 digits total)

County Nassau State School Code Number\*28-02-09-03-0009

Telephone (516) 867-5390 Fax ( 516 ) 867-0392

Website/URL http://www.freeportschools.org/schools/new\_visions.htm  
E-mail rcrump@freeportschools.org

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

District Name Freeport Union Free School District Tel. ( 516 ) 867- 5200

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

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.

**BLUE RIBBON SCHOOL APPLICATION 2005 – 2006**  
*New Visions Museum School of Exploration and Discovery*

Date \_\_\_\_\_

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

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## **PART I - ELIGIBILITY CERTIFICATION**

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**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 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 2005-2006 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 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
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.

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**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:      4 Elementary Schools  
                                                          1 Middle School  
                                                          1 Junior High School  
                                                          1 High School  
                                                          1 Other (Pre-Kindergarten and Kindergarten Center)
- 8 TOTAL
2. District Per Pupil Expenditure: \$13,000.

Average State Per Pupil Expenditure: \$15,000.

**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. 2.6 Number of years the principal has been in her/his position at this school.  
8 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of Oct 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				7			
K				8			
1	55	40	95	9			
2	61	58	119	10			
3	50	44	94	11			
4	55	49	104	12			
5				Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>412</b>

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6. Racial/ethnic composition of the students in the school:
- |                   |                                |
|-------------------|--------------------------------|
| <u>8%</u>         | White                          |
| <u>44%</u>        | Black or African American      |
| <u>47%</u>        | Hispanic or Latino             |
| <u>1%</u>         | Asian/Pacific Islander         |
| <u>0%</u>         | American Indian/Alaskan Native |
| <b>100% Total</b> |                                |

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: 1.2%
8. Limited English Proficient students in the school: 15%  
60 Total Number Limited English Proficient  
 Number of languages represented: 2  
 Specify languages: English and Spanish
9. Students eligible for free/reduced-priced meals: 30%  
 Total number students who qualify: 124
10. Students receiving special education services: 12%  
51 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.

- |                                   |                                                   |
|-----------------------------------|---------------------------------------------------|
| <u>2</u> Autism                   | <u>    </u> Orthopedic Impairment                 |
| <u>    </u> Deafness              | <u>3</u> Other Health Impaired                    |
| <u>    </u> Deaf-Blindness        | <u>18</u> Specific Learning Disability            |
| <u>    </u> Emotional Disturbance | <u>20</u> Speech or Language Impairment           |
| <u>    </u> Hearing Impairment    | <u>    </u> Traumatic Brain Injury                |
| <u>1</u> Mental Retardation       | <u>    </u> Visual Impairment Including Blindness |
| <u>7</u> Multiple Disabilities    |                                                   |

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

	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>2</u>	<u>    </u>
Classroom teachers	<u>24</u>	<u>    </u>
Special resource teachers/specialists	<u>11</u>	<u>2</u>
Paraprofessionals	<u>13</u>	<u>7</u>
Support staff (secretaries, security)	<u>7</u>	<u>1</u>
Total number	<u>57</u>	<u>10</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 17:1

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13. Show the attendance patterns of teachers and students as a percentage.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	93 %	95%	100 %	95 %	96 %
Daily teacher attendance	95%	94%	94%	92%	88%
Teacher turnover rate	1 %	0 %	1 %	0 %	0 %
Student dropout rate (middle/high)	NA	NA	NA	NA	NA
Student drop-off rate (high school)	NA	NA	NA	NA	NA

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**Part III Summary-** New Visions is Long Island’s first magnet school, and the district’s youngest. With a humble beginning, we opened in a rented facility in 1995. Teachers were specially selected for their: capacity to “think outside the box” instructionally, incorporate best practices, view children holistically and tailor instruction to children’s needs; a commitment to teaching in a way that would enable children to successfully compete in a global society, and as promising contributors to a true learning community. During the first eight years, we met every challenge associated with infancy, from an aged building, to limited resources, and an undersized staff shared between two schools. Despite these obstacles, our school family grew closer, ever moving toward excellence. A community bond issue supported the construction of a new building. School and community stakeholders met with architects to plan the building’s design. The result is a state-of-the-art learning institution, recently featured for its outstanding architecture in House Magazine (January/February 2006). In December 2003, we moved into our permanent new home. Moving mid-year was exciting but demanding. Teachers and parents worked voluntarily during the winter break to prepare classrooms for the January opening. Following the vacation, we settled into our new facility while at the same time successfully preparing for the Grade 4 State Assessments in ELA and Mathematics.

*New Visions’ mission is “to create life long leaning through exploration and discovery” and is based upon four critical points of the theory of Multiple Intelligences: (1) Each person possesses all eight intelligences in varying degrees unique to the individual. (2) Most people are capable of developing each intelligence to an adequate level of competency; (3) Intelligences work together in complex ways (4) There are many ways to be intelligent within each category. Students explore, explain, and exhibit their work to create a Museum School, investigating the world through the study of various big ideas, essential questions, interactive learning and first hand experiences. Across the curriculum, students are challenged to convey new learning in new ways. Much like an actual museum, school exhibits include a combination of visual images, scale models and written descriptions. "Discovery Days" enhance the basic core subjects while encouraging students to further develop their many intelligences. We believe that everyone possesses intelligence that evolves over time with appropriate opportunities for exposure, immersion, and application of what is learned. Dr. Howard Gardner's research on the theory of Multiple Intelligences serves as a foundation for the school’s mission and a vehicle for informing pedagogy. On-going professional development provides teachers with knowledge and strategies for multiple entry points.*

New Visions is not a school with a museum but rather a school that *is* a museum, with student displays and exhibits seen throughout. The main lobby gives the immediate sense of a museum with a grand “stair-a-torium” for student gatherings. Inviting instructional spaces are child-centered, with bright, open reflection areas for individual, small or large group instruction. The state-of- the art library-media center, equipped with the latest technology, includes a wireless computer lab and laptop computers for classroom use, making technology integration natural. Video conferencing engages children in virtual tours across the nation.

Outstanding programs include: The Dual Language Program empowers children to acquire proficiency in a second language; Multiple Intelligence Institute and Discovery Days for exploring the intelligences via workshops and theme related activities; Partnership with Long Island Children’s Museum ; New York Knicks “Read to Achieve” Program; Teacher “Summer Literacy Institute” and North Fork Bank Financial Literacy Program and monthly parent involvement workshops for supporting children’s learning, ESL and family literacy.

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

### **1. Assessment Results**

**Over the past four years, New Visions has demonstrated significant performance gains, in both English Language Arts and Mathematics as measured by the NY S Testing Program.** NYS ELA test results show an increase of approximately 30 percentage points from 2001-2004, *dramatically closing the achievement gap*. In 2001 and 2002, approximately 66 % of New Visions' students met or exceeded NYS standard. In 2003, 85 % met or exceeded standard, and in 2004, 95 % of students met or exceeded standard. **Students demonstrated excellence in their performance on the NYS Math Assessment as well.** In 2001, 78 % of students met or exceeded state standard, in 2002, 96% and in 2003 and 2004, 100 % of students met or exceeded state standard. Sub-group performance was exemplary as well. Students with disabilities (SWDs), *English Language Learners (ELLs)*, and the economically disadvantaged performed equal to those without any particular sub-group distinction. A school in “good standing”, New Visions continues to exceed the adequate yearly progress targets set forth by the New York State Education Department and in 2004 received special recognition for outstanding performance in ELA.

The *New York State Assessment System for grades 3 - 8* determine: (a) whether or not a student is progressing in academics and thereby meeting New York State Learning Standards (b) if the instructional program is supporting students in reaching or exceeding standards, and (c) whether or not the school is making Adequate Yearly Progress. ***Grades 3 through 8 ELA Assessments*** measure students' ability to listen, read, and write in response to a variety of genres. ***Grades 3 - 8 Math Assessments*** are aligned with process and content standards, and assess conceptual understanding, procedural fluency, and problem solving abilities. Concepts include number sense and operations, algebra, geometry, measurement, probability and statistics.

***State Performance Levels for Meeting Standards:*** In reporting students' scores, the state uses a rubric or scoring guide based on specific criteria for quality work. This rubric or standard of measure ranges from 1 to 4. A score of 1 or 2 is considered below the state standard for academic performance; a score of 3 means that a student is proficient and meets state standard; and a score of 4 indicates that a student is highly proficient and exceeds state standards. Principals are required to contact parents of students who score a 1 or 2; these students are entitled to receive extra help through intensive ***Academic Intervention Services*** during the day, through extended day (before-or-after-school) sessions, and summer tutoring, during the school day, and/or at summer school.

All students, regardless of disability or sub-group category participate in the State Grades 3- 8 Testing Program in ELA and Math. As outlined in the Individualized Education Plan (IEP), some students with disabilities (SWDs) are entitled to test modifications to ensure success. For the ***English language learners (ELL)***, the annual New York State English as a Second Language Achievement Test (NYSESLAT) is administered and measures English language proficiency in listening, speaking, reading, and writing. Approved New York State Board of Regents' learning standards for ELLs and NYSESLAT data help New Visions determine which instructional standards need particular focus to ensure that ELLs fully acquire language proficiency to prepare for language success. Performance levels 1 through 4 correspond to levels of English language proficiency: level 1-beginner; level 2-intermediate; level 3-advanced; level 4-proficient. A review of test data over a three year period shows an increase in the number of ELL students scoring in the advanced and proficient ranges and a decline in the number of students scoring in the beginner and intermediate ranges. Test format includes multiple-choice, short written response, extended written response, and oral response type questions. ***State assessment information may be found at: [www.emsc.nysed.gov/3-8/intro2.pdf](http://www.emsc.nysed.gov/3-8/intro2.pdf)***

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**2. Using Assessment Results**

Assessment data is used to assess individual and school progress toward implementing and meeting the New York State Learning Standards. Data is generated from a variety of sources: state and local assessments, teacher designed weekly and quarterly exams, reading running records, writing samples, student portfolios, and observations. This data is used to inform instruction with the single focus of improving student achievement. Data collection and analysis serves as the catalyst for professional conversation, staff development, and supervision and evaluation of staff as it clearly articulates responsibility for teaching and assessing standards for student learning. Using data, instructional guidelines that describe good practice based on scientifically-based research are implemented.

To a large extent, New Visions relies on support from the BOCES Data Warehouse. This on-line data service provides information about the NYS School Report Card and is designed to assist districts with the collection and analysis of local data, interpretation of state and local data, and mapping instruction to the NYS Learning Standards. Along with district and building administrators, teachers receive information on the NYS Testing Program, with disaggregation of data by building, gender, ethnicity, poverty, ELL status, LEAP mobility, disability status, and year. Teachers examine the data of their students in conjunction with the test questions to determine the skills that need particular attention and the best instructional practices for achieving academic outcomes. Gaps and trends in performance over time are studied. Comparative data is also available so that a school or district might know how it performed in relation to similar schools or districts. Administrators and teachers use the data to ensure alignment with district curriculum maps, texts, and state and local assessments.

Finally, assessment data allows teachers, and district and building level administrators to begin a root cause analysis for problems identified in the school report card that become part of the school's on-going instructional improvement plan (SIIP) that is updated and revised annually based upon student performance results.

**3. Communicating Assessment Results**

New Visions takes advantage of every opportunity to communicate student performance to students, parents, teachers, board members and the community at large.

**Parents:** At our annual September “Back-to-School Night”, the principal presents an overview of NY State test results and what those results indicate about the school's overall performance. At bi-annual Parent-teacher conferences (fall and spring) individual student progress is discussed and parents are made aware of strategies and resources to help their children meet or exceed state standards. In the spring of each year, at the May Parent Teacher Association Meeting, the principal, using aggregated and disaggregated data, presents parents with a more detailed explanation of assessment data from the New York State School Report Card. Individual student interim reports are issued every six weeks to alert parents to performance concerns requiring attention. Student report cards are issued quarterly to inform parents of their child's performance against the district's learning objectives; parents are invited to meet with teachers about any concerns. Parents receive newsletters from both the PTA and school principal that include information about state and local testing information and performance results if available. Parents also receive individual performance results for their children on state tests via mail. All meetings about assessment are conducted in Spanish and English; all written communication is presented in both languages as well. Parents are invited to visit the district and NY State websites for up-to-date assessment information.

**Students:** Students have the greatest opportunity for immediate feedback about their performance from teachers as they are assessed daily both formally and informally. Rubrics for quality work are explained and displayed in classrooms so that students have a thorough understanding of expectations. Children



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receive grades for classwork and homework assignments, weekly and quarterly exams, projects, and the like based on the rubrics and learn how to produce quality work that meets the learning standards. Teachers conference with students regularly to discuss work and areas of strength and weakness and to develop a plan to address students' individual needs, set targets and goals. When necessary, teachers along with building administrators conference with students *and* their parents to discuss areas of concern and to make recommendations for improvement.

**Teachers:** Beginning in September, teachers meet regularly to review school-wide and individual performance results on State Assessments. Using the NYS School Report Card and data gathered from the Nassau BOCES Data Warehouse, teachers, building and district level coordinators review sub-group performance, examining trends and discussing ways to close achievement gaps that may exist. Results for local assessments are used similarly. In both instances, information taken from data is used to inform and design instruction appropriate to student needs.

**Board of Education:** Annually, the school's site-based team revises the SIIP (School Instructional Improvement Plan). This plan is submitted to the Superintendent of Schools and Board of Education members for review. The plan addresses both local and state assessment results and strategies for closing any achievement gaps that may exist. In the spring of each year, the Board of Education and community are given an overview of the school's performance on state assessments at a public Board of Education meeting.

#### **4. Sharing Success**

New Visions shares its success with administrators across Long Island through on site tours and talks, and public speaking at professional conferences.

*Principal Crump* presented *Strategies for ELA Success* at the 2004 ASCD (Association for Supervision and Curriculum) Fall Conference (Melville, NY). The conference was attended by district and building administrators from across Nassau County and the tri-state area. Principal Crump has also been interviewed about curriculum and programs and opened the doors of the school for on-site visits from principals and superintendents of the Hempstead, Uniondale, and Roosevelt School Districts in Nassau County. *Assistant Principal De Luca* and *Math Specialist Mr. Brimer* have presented at the New York State Association for Comprehensive Education (NYSACE) Conference in Saratoga Springs for the past five years. The conference is held for elementary and middle school educators across New York State. This year, Ms. De Luca presented *Strategic Planning for Identifying At-risk Students, Professional Development, and Maximizing Staff* and Math Specialist, Allan Brimer presented *ELA and Math Integration for Success*. Mr. Brimer, also along with two other New Visions teachers, Mr. De Gennaro and Ms. Maia, holds a teaching position at C.W. Post College, working with gifted elementary-aged students in math. There they share many of the problem-solving strategies with assistant teachers and parents that have made our students successful. In addition, several of New Visions' teachers have presented at *Family Math Day* held in March of each year. This event is held for parents and students across Nassau County and engages them in fun math activities. The day gives New Visions teachers the opportunity to highlight and showcase some of the instructional practices used with our students that have yielded tremendous success over the past four years.

New Visions has also shared program success, school achievement, and special events through featured articles in local and county newspapers: *The Leader*, *New York Newsday* and *New York Times*. Students were even featured on *Good Morning America* news program. Citations include: *United States House of Representatives Award for recognition as one of New York State's Most Improved Schools*, 2004; named "School of the Month" for our "unique approach to learning" by Congresswoman Carolyn McCarthy, 2005; New York State Recognition of Most Improved Schools, 2004.

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

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### **1. School Curriculum**

Integrating NYS Learning Standards, English/Language Arts, Math, Science, and Social Studies comprise the core subject areas. In addition, children receive instruction in Library/Media Studies, Art, Music, Physical and Health Education. Embedded in teaching and learning is the development of critical thinking, problem solving, and communication skills. Children learn to make inferences and predictions, and draw conclusions across the different content areas. As a museum school, students engage in project-based, authentic learning experiences- learning by doing. This “hands on” approach promotes the exploration of scientific, historical, and artistic environments.

- **Reading** is an important academic focus. A daily ninety minute block of time is devoted to the teaching of English/Language Arts content skills and concepts. Reading teachers and other specialists support classroom instruction. The “Skill of the Week”, grade level meetings, and on-going professional development assure that skills and concepts are consistently and systematically taught. Extended day programs additionally support students in meeting New York State Learning Standards.
- In **mathematics**, teachers work closely with the math specialist to ensure alignment to district curriculum maps, NYS and NCTM content and process standards. The result is the mastery of computational skills, the understanding of simple and complex concepts, and the ability to problem solve. *NCTM Standards for School mathematics recommends that math programs “include numerous and varied experiences with problem solving as a method of inquiry and application”.* *Problem-solving strategies are introduced to students beginning in grade one: working backwards, making organized lists, guess and check, making it simpler, using objects or acting out a problem, making a picture or diagram, using or making a table, using or looking for a pattern, logical reasoning, and brainstorming.* Students are given the opportunity to gain depth of understanding, fluency in procedure, experiment, test, and formulate their own problem-solving strategies.
- In **science** students are taught through the constructivist approach. During regular classroom instruction and special school-wide Discovery Days, students use raw data and primary sources along with manipulatives, and interactive and physical materials. The language of science is used as students apply the scientific method - making observations and identifying a problem, formulating a hypothesis, gathering information, making predictions, experimenting to test their hypotheses, and documenting research findings. A variety of website resources supplement student research and learning.
- In **Social Studies** teachers use the K-W-L method of presenting an idea or concept, determining what students know, want to know, and want to learn about a particular subject. Students scaffold to recall information or experiences they already have and pose essential questions for further learning. The use of photographs, narratives, and writings are incorporated to engage students in response to document based questions.
- **Art, Music and Library Studies** are integrated across the curriculum and support all subject areas. Students study art theory and history, technique, patterns, color, proportion, and texture to discover their world and create artistic pieces that express their individuality and levels of mastery. Students participate in vocal and instrumental music programs that showcase their talents several times during the year. Library studies also support classroom instruction. Children have access to a state-of-the-art library/media center, with the latest in technology and are exposed to the very best in children’s literature.
- **Physical and Health Education** are taught in a way that help students understand the connection between a healthy body and mind. Students receive instruction in developing and maintaining healthy habits, proper nutrition and diet, and how to protect themselves against diseases such as diabetes and childhood obesity.
- **Technology** is used as a vehicle for instruction throughout all subject areas. Each classroom is equipped with computers for teacher and student use.

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**2a. Reading**

At New Visions, a balanced approach to literacy is used. Children learn to read, write, listen, and speak with competence for a variety of reasons as outlined in the New York State Learning Standards. To this end, all students are exposed to the various literary genres and types of literature from different sources. The use of a balanced approach allows children to interact with language and text in numerous ways that are most natural. A balanced literacy approach to reading is used because of its many advantages for students and staff alike:

- Teachers give attention to the five essential components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. This is balanced with authentic reading opportunities. Read-a-louds, think-a-louds, modeled reading, guided reading, shared reading, writing, language experience, and spelling and word studies are elements of the program that students experience daily as part of ELA instruction.
- Students develop higher order thinking skills and experience the craft of writing by studying various authors. Children learn to make inferences and predictions, formulate opinions, determine author's purpose, synthesize, summarize, and analyze stories and story elements.
- Children meet with success by choosing materials on an independent level (e.g. leveled libraries) thus validating autonomy while freeing the teacher to work with those students on a skill or strategy that needs reinforcement. Children choose from fiction and non-fiction books, trade books, student magazines, and poetry.
- Teachers easily recognize the strengths and weaknesses of each child and differentiate instruction based on content, process, interest and ability level. Children are grouped in a flexible manner with frequent movement determined by progress made.
- All elements and components of ELA are addressed in a "print-rich" environment. Classroom and individual "Word Walls", leveled libraries, and literacy centers immerse students in language.
- Students transfer acquired knowledge and skills to other core curriculum areas thus facilitating reading across the core curriculum areas.

**3. Social Studies**

*To motivate and engage students in meaningful learning, New Visions has as its mission, "to create life-long learning through exploration and discovery."*

Drawing on history, the social sciences, and the humanities, students synthesize and connect ideas and information toward mastery of essential skills and knowledge in Social Studies. According to Barry K. Beyer, *Developing a Thinking Skills Program*, Boston: Allyn and Bacon, 1988, Social Studies can be classified into thinking skills and thinking strategies. Thinking skills include the ability to gather, interpret, organize, analyze, evaluate, and synthesize information. Thinking strategies involve processing information as students engage in problem-solving, decision-making, inquiry, and conceptualization. In developing thinking skills, students combine the disciplinary methods and processes of history, geography, economics, government, and civics with interdisciplinary approaches to examine the past, study the present, and speculate about the future. At every grade level, children learn to consult a variety of sources such as original documents, speeches, cartoons, artifacts, photos, art, music, architecture, literature, drama, dance, popular culture, biographies and autobiographies, journals, folklore, historic places, and oral histories. From a variety of sources, students defend positions on past and contemporary issues, and controversial events. Children have opportunities for research by posing essential questions, identifying problems, collecting evidence, developing generalizations, presenting interpretations, and defending conclusions. Students use a variety of intellectual skills to master content, probe ideas and

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assumptions, ask and answer analytical questions, acquire and organize information, evaluate data, draw conclusions, and view the human condition from a variety of perspectives.

Providing the perfect opportunity of curriculum integration, essential skills and knowledge are not learned in isolation but rather in context as students *gather, use, and present information*. Skills are introduced, applied, reinforced, and remediated within the framework of the NYS Social Studies Program. These skills serve as standards of academic excellence for all students and offer a foundation on which teachers build rich curricular experiences through a “hands-on”, project-based approach to teaching and learning. Instruction and assessment are tailored so that all students acquire the essential skills and are well prepared for measurements of achievement. Curriculum maps, textbooks, trade books, technology, resources, as well as authentic learning experiences, such as videoconferencing, educational trips, mock elections, museum tours and studies, are used to ensure that every student is learning to his or her potential.

#### **4. Instructional Methods Used**

Multiple Intelligences Theory is the seed from which instructional strategies stem to address children’s educational needs, embracing the notion that intelligence has more to do with the capacity for *active learning* through solving problems and creating products in a context-rich and naturalistic setting, than performance on isolated tasks. Teachers use authentic learning and assessment as a vehicle for learning and for strengthening the eight intelligences: **Linguistic** *intelligence addresses sensitivity to sound structure, meaning, and functions of words and language.* At New Visions all activities incorporate listening, presenting, discussing, and writing to develop and demonstrate understanding. **Logical-Mathematical:** *Sensitivity to, and capacity to discern, logical or numerical patterns, and ability to handle long chains of reasoning;* New Visions strengthens this intelligence by immersing students in developing hypothesis, predicting, and problem solving. **Spatial:** *Capacity to perceive the visual-spatial world accurately and to perform transformations on one’s initial perceptions;* Across the curriculum children create projects, models and structures to demonstrate understanding of concepts and ideas. **Bodily-Kinesthetic:** *Ability to control one’s body movements and to handle objects skillfully;* at New Visions, children manipulate materials and their bodies as they engage in making physical connections that support visual and conceptual understanding **Musical:** *Ability to produce and appreciate rhythm, pitch, and timbre, and the forms of musical expressiveness;* Teachers use music as a genre for communicating ideas and to set the stage for and stimulate thinking; **Interpersonal:** *Discerning and responding appropriately to the moods, temperaments, motivations, and desires of other people;* The school’s “high five rules for behavior” daily reinforce the importance of sensitivity toward others. **Intrapersonal:** *Access to one’s own feelings and the ability to discriminate among one’s emotions; knowledge of one’s own strengths and weaknesses;* at New Visions, Students are engaged in activities that help them to understand who they are, how they think and respond, all of which impact their learning and contribution to the school community; and **Naturalist:** *Comfort with and attraction to the natural environment; ability to interact with, enhance, and appreciate the natural world.* New Visions students participate in nature walks, trips to preserves, the zoo and other natural environments. In summary, teachers actively engage students in their learning, teaching responsibility and accountability. Teachers introduce new concepts through different entry points, selected to match students’ interests or strengths rather than weaknesses.

Additional instructional methods to support the multiple intelligences used at New Visions are: **Brainstorming**-students produce a torrent of thoughts that are put on the board or overhead transparency. Thoughts can be placed randomly on a graphic organizer; **Tape recording**-offers students a medium through which to learn about their linguistic powers and helps them employ verbal skills to communicate, solve problems, and share feelings; **Journal writing**-involves students in making on-going written records related to a particular topic that can be open-ended

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or specific; **Socratic Questioning**-the teacher questions students' points of view and participates in dialogues with students rather than talking *at* students; **Visualization**-students create "blackboards" in their minds. With eyes closed, students translate books and lecture material into a picture of whatever is being studied; **Mood music**-Recorded music is played in the classroom to create an appropriate mood or emotional atmosphere for a particular lesson or unit of study; **Peer sharing**-students share their thoughts, questions with a partner to help with processing information; **Cooperative grouping**-small groups work toward a common instructional goal. Students are often assigned roles within the group and upon completion of the assigned task, share with the larger group; **Personal connections**-children make text-text, text-self, and text-world connections to discover how a story or learning experience mirrors their own; **Board games**-particularly effective with students with special needs, children practice social and academic skills in a fun, informal setting; **Choice time**-allows students opportunities to make decisions about their learning experiences. Children become responsible for their learning and are more likely to be actively engaged; **Nature walks**-classes take walks in the vicinity of the school as a way of reinforcing material learned inside of the classroom.

### **5. Professional Development**

The guiding principles that drive the school's professional development program are:

- 1) experiences are driven by a well-defined picture of effective teaching and learning
- 2) experiences provide opportunities for teachers to build personal knowledge and skills
- 3) the staff developer uses or models strategies that teachers will use with students
- 4) experiences build a learning community that evokes and sustains professional conversation
- 5) experiences build capacity
- 6) the program is continually assessed and improved.

New Visions employs a multi-tiered professional development approach with the single focus of improved student achievement. The first level involves teacher supervision and evaluation. Individual teachers meet with building administrators to receive feedback related to performance. The process involves a pre-conference, observation, written formative assessment, and post-conference. Teachers receive support, direction, and feedback about instructional practices and about how he or she is advancing toward meeting the "Professional Growth Target" for the year. The second level involves support from the district's coordinators and directors. Teachers receive intensive training in ELA and Math which are areas of focus for the district. In addition, teachers receive training in Science, Technology, Special Education, and Second Languages. Teachers are observed and meet with district administrators and receive feedback about performance in much the same way that they do from building administrators. In addition, before and after school workshops are conducted to address different curriculum areas and special programs, i.e., Dual Language and Special Education. The third level of professional development supports teachers through conference attendance and university consultants. Teachers receive training from conferences after which they turn-key train the rest of the staff. In addition, experts work with teachers on site and support the school's mission and academic goals, immersing staff in instructional practices that create different "windows" or "environments" through which both teachers and students explore and learn, and develop their multiple intelligences. Sessions are standards-based and foster the concept of the 'school-as-a-museum', based upon Gardner's study of children's museums as learning environments. Some areas of training are: generational poverty, developmental assets of children, cultural sensitivity, technology, multiple intelligences, strategies for working with children with disabilities, strategies for maximizing teacher assistants, data analysis and the arts. Several teachers have been selected to participate and train in special summer institutes like the American Federation of Teachers' (ERD) Educational Research and Dissemination Program and The National Geographic Urban Leadership Institute. Teachers also have the opportunity to participate in the school's Summer Literacy Institute offered by building administration.

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Community partners that support on-going professional development include the *Long Island Children's Museum*, and *Long Island Traditions*. New Visions has a university affiliation with Hofstra University.

**PART VI - PRIVATE SCHOOL ADDENDUM (Not applicable)**

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**PART VII - ASSESSMENT RESULTS**

**STATE CRITERION-REFERENCED TESTS**

Subject English/Language Arts Grade 4

Test NYSTP-English/Language Arts

Edition/Publication Year 2003-2005

Publisher CTB-McGraw-Hill

	2004-2005	2003-2004	2002-2003
Testing month February			
<b>SCHOOL SCORES</b>			
% At or Above Meets State Standards*	95	89	67
% At Exceeds State Standards	42	21	20
Number of students tested	60	57	56
Percent of total students tested	100	100	100
Number of students alternatively assessed	1	0	0
Percent of students alternatively assessed	.01	0	0
<b>Total % Meeting or Exceeding State Standards</b>	<b>95</b>	<b>89</b>	<b>67</b>
<b>SUBGROUP SCORES</b>			
<b>1. Students With Disabilities</b>			
% At or Above Meets State Standards	s	s	s
% At Exceeds State Standards	s	s	s
Number of students tested	s	s	s
<b>Total % Meeting or Exceeding State Standards</b>	<b>s</b>	<b>s</b>	<b>s</b>
<b>2. Economically Disadvantaged</b>			
% At or Above Meets State Standards	97	0	52
% At Exceeds State Standards	28	0	8
Number of students tested	32	0	25
<b>Total % Meeting or Exceeding State Standards</b>	<b>97</b>	<b>0</b>	<b>52</b>
<b>3. Black</b>			
% At or Above Meets State Standards	91	91	55
% At or Above Exceeds State Standards	34	20	12
Number of students tested	36	35	34
<b>Total % Meeting or Exceeding State Standards</b>	<b>91</b>	<b>91</b>	<b>55</b>
<b>4. Hispanic</b>			
% At or Above Meets State Standards	100	72	67
% At Exceeds State Standards	38	17	27
Number of Students tested	16	18	15
<b>Total % Meeting or Exceeding State Standards</b>	<b>100</b>	<b>72</b>	<b>67</b>
<b>5. White</b>			
% At or Above Meets State Standards	s	s	s
% At Exceeds State Standards	s	s	s
Number of Students tested	s	s	s
<b>Total % Meeting or Exceeding State Standards</b>	<b>s</b>	<b>s</b>	<b>s</b>

\*(s)Suppressed data-To ensure student confidentiality, the Department of Education does not publish data for groups with fewer than five students or data that would allow readers to easily determine the performance of a group with fewer than five students.

NA-Not applicable

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**STATE CRITERION-REFERENCED TESTS**

**Subject Mathematics Grade 4**

**Test NYSTP-Mathematics**

**Edition/Publication Year 2003-2005**

**Publisher CTB-McGraw-Hill**

	2004-2005	2003-2004	2002-2003
Testing month May			
<b>SCHOOL SCORES</b>			
% At or Above Meets State Standards*	100	100	97
% At Exceeds State Standards	60	52	42
Number of students tested	62	62	65
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>Total % Meeting or Exceeding State Standards</b>	<b>100</b>	<b>100</b>	<b>97</b>
<b>SUBGROUP SCORES</b>			
<b>1. Students With Disabilities</b>			
% At or Above Meets State Standards	s	s	s
% At Exceeds State Standards	s	s	s
Number of students tested	s	s	s
<b>Total % Meeting or Exceeding State Standards</b>	<b>s</b>	<b>s</b>	<b>s</b>
<b>2. Economically Disadvantaged</b>			
% At or Above Meets State Standards	100	0	97
% At Exceeds State Standards	58	0	20
Number of students tested	33	0	30
<b>Total % Meeting or Exceeding State Standards</b>	<b>100</b>	<b>NA</b>	<b>97</b>
<b>3. Black</b>			
% At or Above Meets State Standards	100	100	94
% At or Above Exceeds State Standards	53	45	34
Number of students tested	34	33	35
<b>Total % Meeting or Exceeding State Standards</b>	<b>100</b>	<b>100</b>	<b>94</b>
<b>4. Hispanic</b>			
% At or Above Meets State Standards	100	100	96
% At Exceeds State Standards	58	50	71
Number of Students tested	19	26	24
<b>Total % Meeting or Exceeding State Standards</b>	<b>100</b>	<b>100</b>	<b>96</b>
<b>5. White</b>			
% At or Above Meets State Standards	s	s	s
% At Exceeds State Standards	s	s	s
Number of Students tested	s	s	s
<b>Total % Meeting or Exceeding State Standards</b>	<b>s</b>	<b>s</b>	<b>s</b>

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NA-Not applicable



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**STATE CRITERION-REFERENCED TESTS**  
**Test New York State English as a Second Language Achievement Test (NYSESLAT)**

**Edition/Publication Year 2003-2005**

**Publisher CTB McGraw-Hill**

**Test Level: K-1**

	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>
Testing month <b>May</b>			
<b>Grade 1 SCORES</b>			
% At or Above Meets State Standards	44	60	51
% At Exceeds State Standards	19	17	1
Number of students tested	32	23	20
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>Total % Meeting or Exceeding State Standard</b>	<b>44</b>	<b>60</b>	<b>51</b>

**Test Level: 2-4**

	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>
Testing month <b>May</b>			
<b>Grades 2-4 SCORES</b>			
% At or Above Meets State Standards	91	42	54
% At Exceeds State Standards	27	5	0
Number of students tested	22	30	28
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>Total % Meeting or Exceeding State Standard</b>	<b>91</b>	<b>42</b>	<b>54</b>

**Combined Scores- Levels K-1 & 2-4**

	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>
Testing month <b>May</b>			
<b>SCHOOL SCORES</b>			
% At or Above Meets State Standards	68	51	53
% At Exceeds State Standards	22	19	2
Number of students tested	54	53	48
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>Total % Meeting or Exceeding State Standard</b>	<b>68</b>	<b>51</b>	<b>53</b>