



Highlights

A publication of the Harrison Central School District

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BOND UPDATE

Check the district website and cable channel 74 for the latest information about building options created by architectural firm Burton, Behrendt & Smith, PC for the revitalization, renovation and improvements to our school facilities. Join the School Board for work sessions to review district plans and information about individual schools.

BOND MEETING DATES IN 2006

Jan. 11	HHS
Jan. 26	LMK
Jan. 31	Parsons & Purchase
Feb. 8	HAS & Preston

All meetings will be held in the LMK Auditorium at 7:30 PM

Superintendent's Message

Dear Community Members,

From student performance to finances, our district continues to focus on improvement. Our newsletter offers a glimpse of the impressive growth and progress being made across the system.

Harrison High School's improved Regents diploma rate stands at 91%; an increase of 17% over last year in the number of seniors earning a Regents diploma. Our newsletter explains and celebrates how we closed the achievement gap between other high performing schools.

Acting on research that clearly indicates the benefits of early exposure to a second language, our district successfully introduced elementary foreign language in grades K through 5. Students,

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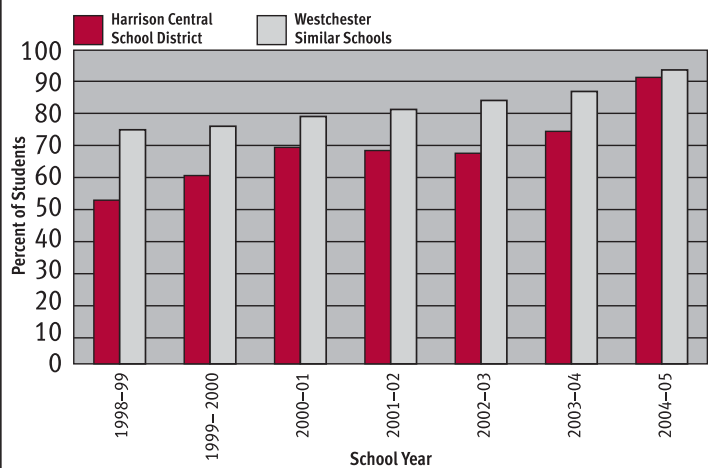
HHS Regents Diploma Rate Increase

91% RECEIVE REGENTS DIPLOMAS

Superintendent of Schools, Louis Wool and the Harrison Board of Education is pleased to announce that 91% of the Harrison High School graduating class of 2005 received Regents diplomas, up from 74% in the previous 2 years. This dramatic 17% increase in one year stands in stark contrast to the 19% growth over the previous six years (see chart). Regents diplomas are the critical indicator of high school performance in New York State. The New York State Education Department requires that all students pass five Regents examinations and earn at least 22 units of study in order to graduate from high school.

While the New York State Department of Education does not release official figures until February, an informal survey of neighboring districts indicates that our results will put Harrison High School among the top performing high schools in the

Regents Diploma Rate Harrison vs. Westchester Similar Schools



What is a Similar School? All schools in this group are secondary level schools in school districts with low student needs in relation to district resource capacity. Some examples of neighboring similar schools include Rye, Blind Brook, and Scarsdale.

* 2005-06 Results for Similar Schools data is unofficial and based on five high performing school's results. The actual gap between Harrison and similar Schools is likely to be less than depicted.

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HHS Sets Higher Goals – And Students Soar

This past year Harrison High School significantly improved performance according to a variety of measures. In the annual Newsweek ranking of the top U.S. 1,000 High Schools, HHS improved its standing by 447 places, **up from 568th in the nation to 121st**. In addition, 91% of the Harrison High School graduating class of 2005 received Regents diplomas up from 74% in the previous 2 years. [See related story.]

However, despite excitement about the improved national and statewide standings, the district is most excited that more students are challenging themselves and choosing the most rigorous courses of study. School officials also are pleased that participation in Advance Placement classes and the number of AP exams written by HHS students continues to grow. Research indicates that students who take two AP courses are 73% more likely to complete their college education within four years.

Superintendent Louis Wool believes the importance of students challenging themselves with AP courses cannot be underestimated. “An AP course is modeled on freshman level college curriculum, and exposure to this level of work during high school is a key to a student’s long term success in college.” Mr. Wool continued, “Think of it this way. You wouldn’t expect your son or daughter to drive a car well during their first experience behind the wheel. An AP course is like a learner’s permit for college. It provides invaluable

real life preparation for a successful college transition.” He also pointed out that colleges look for evidence that students are willing to stretch themselves by taking the most challenging courses their high school has to offer.

The Guidance Department also made a concerted effort to motivate more students to take Advanced Placement

“An AP course is like a learner’s permit for college. It provides invaluable real life preparation for a successful college transition.”

classes. The number of students registered for AP classes and how many AP exams they take (the numbers vary because some students take multiple exams) are factors used by the colleges and universities to evaluate the rigor of a school’s curriculum. Last year, 470 AP exams were taken by students in the various courses offered. This year, it is expected that more than 700 exams will be written by students in courses ranging from AP Literature to AP Studio Art.

The increase in participation can be traced to the concerted effort of the Guidance Department, the supervisors of instruction, and the high school administration to work with students and parents

on opening doors to AP classes. Long considered to be a natural progression for honor students only, last year HHS students with a commitment to success were invited to challenge themselves in AP classes to better prepare them for college. Many educators agree, said Principal Keith Schenker, that students taking AP classes often learn how to work harder when the standards are set higher for them.

Instead of predetermining who would move into an AP class based solely on past academic placement, counselors asked students to carefully consider whether they wanted and were willing to make the effort required to succeed in the AP courses. Mr. Schenker noted students in the AP classes are carefully monitored by their guidance counselors and given a chance to revisit their decisions at the end of the first quarter. Students are encouraged and supported to succeed in the AP program.

Despite the ability to “opt out” of the AP at the end of quarter one, few students have chosen to do so according to Assistant Principal Scott Wood. Are students really interested in pursuing this challenge? In a recent survey by the English Department of the current junior class, 65 of 164 respondents self-selected AP English courses for next year. Clearly, students are developing an understanding of the importance of challenging themselves in high school and the benefits it provides in their long term success.

Technology Gives Students an Edge in College Process

Harrison High School is utilizing a new software program called Naviance that will improve the process of information gathering required for the often-complex college application process. Through the web-based program, students can conduct exhaustive and detailed college searches based on their unique criteria and inform school counselors of prospective matches. Using this new system, counselors, administrators, students and parents can track students’ data and application status. The processing of applications is monitored and information including upcoming events, deadlines, and college visits are accessible to the students and parents. It allows students to instantly determine their eligibility for scholarships.

Counselors can create a graphic representation to show how a student’s grades and test scores measure up to previous HHS applicants to particular colleges. While maintaining confiden-

tiality, the program will show accepted, rejected, deferred and wait listed students. The program also provides historical data about how similar academic profiles have fared in applying to the selected schools over several years.

High School counselors are looking forward to the spring semester 2006 with great anticipation. The goal is to use Naviance to assist the junior class with the college search process. The program’s Family Connection will allow all students entering the high school to benefit from its features, particularly in the development of a four-year plan. Students and their families will now be able to make the most informed decisions about their future.



Senior Internship Program Offers “Real Life” Experience



High School Social Worker Larrie Gold meets with senior Gena Skoufalos, the WISE task force student representative to discuss this year's program.

Harrison High School has joined other school districts in the area, including Bronxville, Scarsdale, and White Plains, in a wide-ranging mentorship and internship program that links the school experience with the real world.

In the WISE Individualized Senior Experience program, high school students, under the mentorship of teachers and administrators, design projects that include internships with local community agency members or business people, intensive research, or cultural, artistic, and performance-based programs.

In the program's first year in Harrison, during 2004–05, 12 seniors signed on for the half-credit course. During the last quarter of the school year, the seniors devoted significant time to working on their internships, conducting research, keeping daily journals, discussing their topics of choice with one another and meeting with their mentors to

explore and reflect upon project issues. When participants complete their projects, they submit their journals for evaluation and make presentations before a panel of students, teachers and community members.

Because the goal of the WISE program is the individual development of each student, designing project topics is a critical factor in each student's success. Victor Leviatin, president of WISE and one of its founders, trained Harrison High School faculty in the program, encouraging them to give students a

chance to share their reflections, provide them with support, and build community interest.

Graduate Stephanie DeFazio said in her WISE presentation, which was filmed last year by a fellow WISE student, that perhaps the greatest reward of the program was her ability to develop a strong bond with her counselor at school. She said the program gave her a chance to explore her passion for ballroom dancing, and she plans to continue by joining dance clubs and organizations at college. The culmination of Stephanie's project was her presentation, in which she used a SMART Board to explain the basics of ballroom dancing. She also displayed photographs of her experience and provided a live demonstration of the posture and steps required in a ballroom dance performance.

“Performing on that level, dancing in front of an audience, opened up possibilities for me in terms of how I felt about my own capabilities,” said Stephanie.

Students last year designed individual programs in a wide spectrum of areas including teaching, psychology, mortuary science, cosmetology, and social work. High School social worker Larrie Gold, Harrison's advisor to the WISE program, looks forward to the interaction that will take place among the students who signed up for WISE this school year.

Ninth Grade Teaming Implemented at HHS

This year, the High School also turned its attention to the ninth grade, where traditionally the primary focus has been on transition. “Instead, said Mr. Schenker, the emphasis is on setting academic goals for ninth graders as soon as they enter the school. In fact, teachers and administrators are redefining what the ninth grade experience should be. The ultimate goal will be to think globally, setting specific goals for completion of ninth grade and of each grade thereafter.”

To accomplish this, interdisciplinary ninth grade teaching teams have been



created and charged with developing the academic benchmarks required for exiting ninth grade. Team meetings focus on academic growth and shared content, along with any issues regarding individual students. Teachers are creating a ninth grade project that will integrate goals, and provide coursework designed to demonstrate mastery of content and skills needed for student success in tenth grade. By setting long-range, rigorous academic goals early, students will be better prepared to not only simply meet those goals, but also achieve higher levels of success in high school and beyond.

Second Annual HHS College Fair a Success

Representatives from more than 80 colleges, universities and armed services attended the HHS College Fair to help junior and seniors plan their futures. Students walked from table to table, comparing academic programs, campus photos and collecting literature about schools from California to Vermont.

The HHS College Fair, coordinated by HHS guidance counselor Carolyn Chieco and Assistant Principal Scott Wood, and sponsored by the Harrison High School PTA, was created to help simplify the college selection and application process. The difficult choice of selecting what to study and where to study is made easier when students have the opportunity to speak with representatives from each school. Face to face conversations, making eye contact with an admission counselor, or speaking with one of the hundreds of community alumnus that make themselves available to HHS students is of tremendous value as students and families make decisions that affect the future of each individual.

Dana Ellis, a junior at HHS, was a little overwhelmed with the enormity of the college search process. "It's so frustrating," she said. "It's so hard to narrow down your choices." She does the research on the internet, talks with seniors and family friends, but is looking to the guidance department to help her make choices. Armed with a booklet provided to each student by the PTA, she was able to walk up to college representatives and say to them, "OK, tell me about your school." In the booklet she had an outline with questions to ask, criteria to evaluate, and ways to figure out what was important to her, such as urban vs. country campus, dormitory availability, or scholarship or financial aid possibilities. When she begins to narrow down her list, she'll be able to call community members who have printed their names and phone numbers in a directory to answer questions or even facilitate a connection between students and colleges.

Mrs. Chieco sees the fair as an opportunity for the students to be more involved in the college



Juniors get a jump on the college process with the Syracuse University representative.

process and is constantly looking for ways to make it more meaningful. She would like to offer small workshops prior to the fair on just how to decide what each individual is looking for, what questions to ask, and how to decide priorities in the college selection.

Assistant Principal Scott Wood finds the college fair equally helpful to juniors and seniors. Some academic achievers start the process in their junior year and by the time they attend the fair as seniors have already completed their college applications. But he said that many

seniors are still either undecided about where to go to college or what program is the right choice for them. "The important thing is to bring them to an event like this so that they can learn what is out there for them," he said. The ultimate goal is to help students find the right match.

Madeline Dufour, a senior at HHS, visited 25 schools before deciding to apply early decision to one university and was still waiting to hear if she had been accepted. She made her first choice based on both the academic and sports offerings of each school. But still, she didn't miss the opportunity to talk to representatives of many of her second choice schools as she kept circling the fair.

Bob Katz, HHS Class of '42, was on hand representing Lafayette College and was delighted to be a part of the fair. "It was an incredibly well organized and attended event," he said, "I loved going to school here (back when it was in the LMK building) and I also loved my college experience. If I can help these kids move in the right direction, it is my pleasure to help."



Alumni Bob Katz is delighted to share information about his alma mater, Lafayette College.

HHS Regents Diploma Rate Increase continued from the cover

county. The superintendent noted that this statistic is particularly compelling because it indicates how well we are serving all students, and it places our high school where we expect it to be... "competitive with the best in the region."



The culmination of these initiatives has resulted in significant academic improvement at the high school. According to Mr. Schenker, "Making certain each student gets the program of instruction that best supports their needs is the priority." Harrison High School Assistant Principal Scott Wood has led a re-organ-

MANY FACTORS CONTRIBUTE TO SUCCESS

Key to the success of the high school has been an improved coordination and supervision of the instructional program. These efforts have been led by Assistant Superintendent for Instruction, Louise Cleveland, Harrison High School Principal Keith Schenker, and each of the Supervisors of Instruction collaborating with teachers to pursue the best research-based practices for teaching and learning. Cornerstones of the improvement agenda have centered on a student-centered agenda of high quality professional development, a more compelling use of data, dynamic instructional technology and key restructurings.

zation of the guidance department and data systems. All the data systems were reviewed and updated, to insure the efficacy of the guidance process. Mr. Schenker also cites efforts by the guidance department to encourage students to enroll in challenging courses, improved monitoring systems, and reaching out to students on a more frequent basis to insure their academic success. Students and parents are counseled on the importance of achieving a Regents Diploma and its impact on a student's post-high school opportunities. Mr. Schenker said, "Priorities at the high school are set to insure that every student takes a rigorous regents and academic program."

Superintendent's Message continued from the cover

parents and teachers have quickly embraced the program and the dynamic teachers who are leading this bilingual revolution.

Our district has recently published its parent guide for middle level language arts, and is using technology to develop curriculum maps, outlining the content and skills to be mastered at each grade level or course offering. These are two tangible examples of the district developing ever more effective partnerships with parents.

The Harrison Educational Foundation continues to be an incredible resource serving to fast track the district's most exciting instructional innovations and as you will discover, this year was their most successful. Our district PTA reached across the nation to provide

support for the children who lost their homes and their schools in Hurricane Katrina. They provided a busload of supplies for schooling — and the bus!

People are the cornerstone of our organizational improvement plan. Read about our district's commitment to high quality professional development and the many teachers who lead the way as innovative life long learners. Our newest staff is the result of a comprehensive and far-reaching recruitment program. I'm certain that you will be impressed with the professional preparation and experience they add to our current contingent of committed educators.

While all of our accomplishments cannot be fully captured in a newsletter, some other recent and

worthy undertakings are worth noting, including the reintroduction of our strings program, the implementation of a standards-based middle level math program, and the creation of a high school writing lab. Congratulations, also, to our entire business department, led by Assistant Superintendent Robert Salierno, on the recent assessment by our new independent auditing firm, which declared the business and finance functions of our district to be in excellent standing.

We appreciate your continued support for our children and will continue to press for improvement at every level of our organization.

*Sincerely,
Louis N. Wool
Superintendent of Schools*

Nationally Recognized Experts Provide Professional Development



At the Purchase School in August, all new teachers in the district attended workshops with Cindy Strickland, a nationally recognized expert in Differentiated Instruction.

Professional development is an important way that teachers and staff continue to grow as educators. And in Harrison, teachers are given the opportunity to learn from the leading educational authorities about the newest and best practices in the field.

This past summer, all new teachers in the district attended a workshop in “Differentiated Instruction,” an educational approach focusing on reaching students who either may not be able to learn in traditional ways or need to be challenged to meet grade-level, district and New York State expectations.

Teachers returning for their second year in the district took a workshop called “Classroom Instruction That Works,” which trained them in methods proven to work best in the classroom. They discussed such diverse topics as ways that children can be taught good note-taking practices, methods of positive reinforcement, how best to assign homework and how to create cooperation in the classroom.

Workshops in the science field included SMART Board Mastery for science and technology and a workshop for teachers interested in reaching young scientists while they’re in elementary school. Social Studies teachers were able to take advantage of the proximity of the Metropolitan Museum of Art and study at its Ruth and Harold D. Uris Center for Education. Literacy workshops over the summer touched on the subjects of guided reading, vocabulary instruction and the highly acclaimed Six Traits of Writing taught by nationally renowned educator and writer Ruth Culham, Ed.D.

Numerous professional development workshops are continuing into the 2005–06 school year and more are being planned for next summer. Harrison teachers can register for classes directly on the District website using a program called mylearningplan.com. This simple tool allows faculty to review all professional development courses being offered and enroll in those most applicable to their grade and subject area.

High School Principal Keith Schenker said he was delighted with the attendance of faculty at the summer workshops. “These teachers are so fortunate to have the best of the education field brought right here to their doorsteps,” he said.

New ELA Parent Guide at LMK

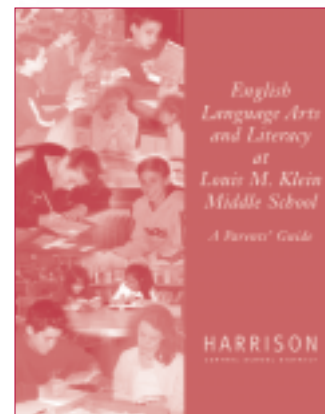
The school district has released a new English Language Arts and Literacy Parents’ Guide for Louis M. Klein Middle School. The guide is designed to explain what’s taking place in their child’s classroom, describes the work their children should be doing independently or with parents at home, and what parents can do to foster their child’s success.

The guide is available on the District website and at LMK. It was created, published and aligned with a similar guide that was distributed last year outlining the Elementary English Language Arts Parents’ Guide (also available on the District website).

Educational concepts with names like literacy, attributes, the “big idea,” and receptive and expressive language are explained in a manner all readers can

understand. The ELA guide connects these concepts with the lessons that students are being taught in the 6th, 7th and 8th grades. It describes how children are being taught to read effectively and better understand what they are reading, and provides instruction and guidance to parents on how to encourage children to read often and vary their selections of reading material.

The guide underscores that literacy doesn’t end with reading. It also encompasses how students interpret language that they see and hear. Language and literacy applies to the television shows and the movies they view, or even the way they communicate online. The ELA guide explores the many ways students are taught to communicate and express their thoughts and feelings to others. This is an essential skill as they



grow in an ever more communication rich environment.

Most importantly, the guide shares how students are being assessed and encourages them to become “self assessors” in each of the forms of communication. Student expectations are outlined in an easy-to-follow format, including grading, assessments and the state standards.

Hola! and Ciao! Welcome to Elementary Foreign Language

If you hear a group of young children greeting each other with “Hola!” and “Ciao!” — don’t be confused. You’re not at the United Nations; you’re in the Harrison Elementary Schools. This year the district introduced children to foreign language, beginning with Spanish in grades K–4 and one half year of Italian and Spanish in grade five. In grade six, students are given the choice of studying French, Italian or Spanish. Linguistics experts agree that elementary school is the ideal setting for initiating the study of a second language. Research indicates language acquisition is more effective at the early grades, and the benefit of this early exposure is profound at the high school level.

Superintendent Louis Wool noted, “Many people believe that this initiative is rooted in our desire to make students fluent in a second language at an early age. While that is desirable, it is not our primary purpose. This is really a high school initiative; students who are exposed to a second language early in life have consistently scored higher on the verbal portion of the SAT, had superior performance on English assessments, and are stronger writers. As importantly, as we continue to realign our foreign language program, we would like to see high school students have the opportunity to pursue two foreign languages. We think this will provide a significant advantage for our students in an ever more competitive college admissions process.”

Researcher Eileen Rafferty found that elementary students who had foreign language instruction outperformed others on language arts standardized tests, regardless of race, gender or academic level.

Preston fifth grade teacher Geri Pelliccio said, “I love the way this is teaching them to think. They are energized and excited about learning and language.” Foreign Language Elementary School (FLES) teachers Enzina Zaino and Marissa Coulehan are overwhelmed by the students’ response. “They motivate themselves,” said Mrs. Zaino. “It is all interactive; there is not a lot of pencil and paper. So we can even connect with the kids



Ms. Enzina with her friend, Lino the dog, speak about their day in Italian.

that don’t learn in traditional ways.” Said Ms. Coulehan, “We tap into their visual and auditory senses.”

The district’s elementary teachers are enthusiastic and supportive and often sit in with the students, raising their hands and showing the same interest for learning a foreign language as the students. “We’re not taking away from the regular lesson time,” said Mrs. Zaino, “they’re learning to think, analyze and compare. They are learning that there are many ways to speak in the world and it makes them look at their own world a little differently.”

Students are immersed in the language as FLES teachers speak only the foreign language during their class. Even outside the classroom, if there is a student within hearing distance, FLES teachers will only speak Spanish or Italian. “Some of the children think I don’t even speak English,” said FLES teacher Danielle Rosen. She knew students were learning when she was able to ask (in Spanish) a student to help her find the right milk container in the cafeteria and the student got it right.

The teachers use multisensory methods including songs, physical movements and games. The teaching is interdisciplinary. Walking into the end of a Purchase School classroom’s map lesson, Ms. Rosen was asked by students which country had people who speak Spanish. “They seemed to look at the world a little differently when they decided that about half the world speaks Spanish,” she said. The goal of FLES is that students will learn to use and comprehend language to socialize, obtain basic information and express personal feelings and emotions. When they move on to the middle school and high school, they will be better prepared to take advantage of opportunities for accelerated study and gain higher achievement in State Assessments of Language Other Than English (LOTE) and Foreign Language Advanced Placement (AP) classes.

The FLES teachers have been working with a nationally recognized expert in the teaching of foreign language, Harriet Barnett. Although only in its first year of implementation, with her guidance and expertise, and the enthusiasm and dedication of our FLES teachers, the program has already been recognized as an exemplary model for elementary foreign language.



Ms. Rosen plays games in Spanish with first graders at Purchase School.

WELCOME TO NEW TEACHERS AND STAFF

Finding not only qualified, but exceptional teachers is not an easy task. The Harrison School District is delighted to have the following educators join an already exemplary team.

District-wide Appointments:

Mary Ellis *Elementary Supervisor, ELA*
Ms. Ellis is a graduate of the Mannes College of Music where she received a Certificate in Musical Performance and Bachelor of Music. After careers in the computer and music fields, she pursued her Masters degree in Elementary Education from Pace University. She has taught at Rye Country Day School, the Kent Elementary School (Carmel, New York School District) and in the Mahopac, New York School District. Mahopac chose her for participation in the Future School Administrators Academy which was run in conjunction with Teachers College, Columbia University and Putnam-Northern Westchester BOCES. After completion of the select program, she was granted an SAS and SDA certification.

Carole Levy *Secondary Supervisor, Science*
Ms. Levy received her B.S. in Biology from City College of New York and an M.A. in Environmental Science from St. John's University. She received her certificate as a School Administrator/Supervisor after receiving her Professional Diploma from St. John's University. She taught both general science and biology for ten years in New York City. She has been the Supervisor of Science and Mathematics in Highland Park, New Jersey and most recently Franklin Township, New Jersey. She has written new curricula and provided supervision to teachers in the implementation of several new programs in science. Ms. Levy has been a lecturer in the Graduate School of Rutgers University and has been active in numerous professional organizations related to science education.

Susan Lockhart *Special Education Consulting Teacher and Chairperson of the Elementary Committee on Special Education*
Ms. Lockhart has been a Special Education teacher at the Parsons School in Harrison for the past three years. Prior to Harrison she was a teacher in the Mt. Vernon School District and Southern Westchester BOCES for nineteen years. Her background and extensive knowledge of special education practices within the district and in the BOCES system will serve her well as she chairs the Committee on Special Education on the Elementary Level. Ms. Lockhart is currently pursuing her certification in School District Administration, which she plans to achieve by August, 2006.

Linda Finegan Lott *Elementary District wide Music (Strings)*
Ms. Finegan Lott is assigned to work in the elementary schools to develop the new district-wide strings program. She graduated from Indiana University in Bloomington, Indiana

with a Bachelor's degree in Musical Performance and then received her Masters degree in Musical Performance from West Virginia University in Morgantown, West Virginia.

Ms. Lott has performed with several orchestral and chamber music groups in the Tri-State area since her graduation. Her teaching career has been with young students in private schools, music schools, and with private lessons in her own studio since 1982. Most recently, she had been employed at the Hackley School as a strings teacher.

Harrison Avenue School

Elizabeth Heller *Library Media*
Ms. Heller is a cum laude graduate of Bryn Mawr College, Class of 2000, where she majored in history and was awarded the Elizabeth Duane Gillespie Prize for outstanding work in American History. She received her MLS from the Palmer School of Library and Information Science, a division of Long Island University. She has served as an elementary librarian in the New Rochelle School District.

Viktoria Kharkina *Elementary Foreign Language*
Ms. Kharkina is a leave replacement ESOL teacher. She herself was an English Language learner as she was born and raised in Russia where she received both her Bachelors and Masters degree in foreign languages, English and German. Prior to coming to Harrison, she was a leave replacement ESOL teacher in the Bedford Central School District.

Jayne Marraccini *Kindergarten*
Ms. Marraccini is a graduate of Hofstra University where she received her B.A. in Education with a minor in Speech and received her M.A. in Education from C.W. Post College.

Ms. Marraccini was a tenured teacher in the Franklin Square Union Free School District on Long Island and has worked as a substitute teacher in Harrison prior to her appointment to this position.

Marilyn McLean *Elementary Foreign Language*
Ms. McLean has a slightly unusual background that has prepared her well for the position of teaching Spanish to elementary school-aged students. She graduated from the University of Denver with a degree in Sociology and Spanish, summa cum laude and was elected to Phi Beta Kappa. From 1979 to 1985 she lived and worked in Mexico where she taught English to students and foreigners at the Autonomous University of Mexico in Mexico City and where she developed texts in English and Spanish based on the communicative model of learning a foreign language.

She earned an M.A. in Applied Linguistics from Teachers College, Columbia where she completed the requirements for certification as an ESOL teacher. Prior to coming to Harrison, she taught Spanish in the Foreign Language for Elementary Students program at the Hillside Elementary School in Hastings-on-Hudson, New York.

Joanna Murawski *Elementary*
Ms. Murawski is a magna cum laude graduate of SUNY Geneseo. She majored in elementary and special education and was certified in both areas upon graduation. In August 2005, she completed her coursework for a Masters degree in Literacy at Fordham University maintaining a 4.0 average. She taught elementary education for one year in New York City.

Nicole Prete *Special Education*
Ms. Prete is a graduate of SUNY at Stony Brook where she received her B.A. in English and Child and Family Studies. She earned her Masters of Professional Studies from Manhattanville College. Prior to coming to Harrison, she was a teacher at PS 340 in the Bronx, NY.

Parsons Memorial School

Martha Enes *Elementary Foreign Language*
Ms. Enes is a graduate of Barry University in Miami, Florida, where she received her B.A. in International Studies. She completed her Masters degree in ESL from The College of New Rochelle and has done further study in the teaching of Spanish at Lehman College in the Bronx, New York. Prior to coming to Harrison, Ms. Enes taught Spanish at Salesian High School in New Rochelle for three years.

Gina LaSorsa *Elementary*
Ms. LaSorsa earned her B.S. in Elementary Education from the College of St. Rose in Albany, New York and her Masters degree in Creative Teaching and Learning (Gifted Education) from the College of New Rochelle. She is currently taking classes toward certification in special education at CNR. Prior to being appointed to this position, Gina was a teacher assistant in the school district and served as a leave replacement special educator in the spring of 2004.

Purchase School

Jenifer Hughs *Elementary*
Ms. Hughs worked as an elementary teacher for the past twelve years in Independent Schools. She graduated from the Steinhardt School of Education at New York University with a B.A. and an M.A. from the Department of Teaching and Learning. As a post graduate, she has studied at the Center for Montessori Teacher Education at the College of New Rochelle and is currently enrolled in the Educational Leadership program at Fordham University.

Danielle Rosen *Elementary Foreign Language*
Ms. Rosen received her B.S. in Spanish Education at Pennsylvania State University in May, 2005. While at Penn State she was honored as a Dean's List student for almost all of her time there. As part of her program, she did her student teaching at Franklin Regional High School and Middle School in Pittsburgh, Pennsylvania.

Enzina Zaino *Elementary Foreign Language*
Ms. Zaino earned her B.A. from New York University with majors in Spanish and Italian and minors in Economics and Education. She earned her M.A. in Italian Language and Literature from Middlebury College and an M.S. in Early Childhood Education from Lehman College. She has worked as a teacher assistant and then an associate teacher in an early childhood program in Dobbs Ferry.

Preston School

Colleen Carolan *Library Media*
Ms. Carolan is summa cum laude graduate of Fordham University where she was elected to Phi Beta Kappa. She earned a B.A. in English with a minor in French. She worked in the publishing field for several years and as a library assistant in a Rockland County parochial school for several years. She is completing her Masters degree in Library and Information Science at the Palmer School of Long Island University, Purchase, New York.

Marissa Coulehan *Elementary Foreign Language*
Ms. Coulehan graduated from the University of Maryland in May, 2005 where her GPA was a perfect 4.0 and earned her Summa Cum Laude honors. She did her student teaching at the Hyattsville (MD) Middle School where she taught Spanish 1 to eighth grade students.

Louis M Klein Middle School

Lisa Buzin *Special Education*
Ms. Buzin graduated in the spring 2005 from the Steinhardt School of Education at New York University with a B.S. with a dual major in Childhood Education and Special Education. She is currently enrolled in a Masters program at Teachers College, Columbia.

Rosalie DiChiara *Foreign Lanuguage*
Ms. DiChiara has her B.A. in Spanish and Italian Education from the College of Mt. St. Vincent in Riverdale, New York and her M.S. in Education from Iona College. She has previously taught in the Ardsley School District as well as Our Lady of Victory Academy in Dobbs Ferry, New York.

Julia Kafarski *Art*
Ms. Kafarski graduated from Manhattanville College with a B.A. in Studio Art and an M.A. in Art Education. She was a Dean's List student during her undergraduate years and did her student teaching at Parsons Memorial School.

Luciano LoMonaco *Guidance*
Mr. LoMonaco received his B.S. in Psychology from Iona College and his M.S. in Guidance and Counseling from the College of New Rochelle with additional graduate credits in Public Health from New York Medical College in Valhalla, New York. Mr. LoMonaco has been a physical education teacher at a Catholic school in the Bronx and for the past four years was a guidance counselor in several Middle Schools in the New York City School System.

Erica Mayus *PE/Health*
Ms. Mayus is a graduate of Harrison where she was recognized as the outstanding female athlete in her senior class. She received her B.A. from Pace University in Pleasantville, New York in Literature and Communications. She received a

B.S. in Movement Science and Health Education from York College, Queens, New York and an M.A. in Education with a specialization in Elementary Education from Fordham University. Prior to coming to Harrison, Erica was an elementary teacher in the Yonkers School District where she received tenure.

Elizabeth McEvoy *Special Education*
Ms. McEvoy is a graduate of SUNY Geneseo where she received her B.A. in Psychology. She received her M.A. in Teaching English to Students of Other Languages (TESOL) at Teachers College, Columbia. She has done post-Masters work at Fordham University, Long Island University/CW Post and Keimyung University in Korea. Elizabeth has taught ESL in Korea and in San Francisco before going on to a two-year stint with the Peace Corp in Kyrgyzstan. Prior to coming to Harrison, she taught for two years in two different high schools in the Bronx, New York.

Adele Morton *Elementary Foreign Language*
Ms. Morton is a graduate of Brandeis University with a B.A. degree in Spanish and Latin American Studies and an M.A. in Foreign Language Education from New York University.

Ms. Morton has taught at New York's Chapin School and Nightingale-Bamford School and Fairfield Prep in Fairfield, Connecticut.

Shana Rago *Social Studies*
Ms. Rago is a graduate of the University of Wisconsin – Madison where she received her B.A. in Legal Studies and History. She recently completed her Masters degree in Social Studies Education at New York University having student taught at the Landmark High School and East Side Middle School in New York City.

Jessica White *Special Education*
Ms. White is a graduate of Mount Saint Mary College, in Newburgh, New York where she received her B.A. in English. She later received her Masters degree from SUNY New Paltz in Special Education. Prior to coming to Harrison, she worked as a special education teacher in the Arlington Central School District, Arlington, New York, the Washingtonville (NY) School District and the Hopewell (NY) School Districts.

Harrison High School

Frank Caputo *Guidance*
Mr. Caputo graduated from Queens College with a B.A. in Psychology. He received his M.S. Education from Hunter College in Guidance and Counseling and a second Masters degree in Psychology from The New School in New York City. He is currently pursuing his certification as a school administrator at Manhattanville College. Mr. Caputo has worked at Sara's Center Day Treatment Program where he provided counseling to psychiatric adults and had case management responsibilities. He then was guidance counselor at Xavier High School in New York City, Eastchester High School and the Westchester Magnet Academy.

Dianna Caruso *Mathematics*
Ms. Caruso is a graduate of Iona College where she was a Dean's Scholar. She student taught at Rye Neck Middle and High Schools prior to beginning her tenure in Harrison.

Sharon Ciccone *Special Education and Mathematics*
Ms. Ciccone graduated with a B.S. in Psychology from Mercy College where she completed her course work for certification in Special Education. She earned her Masters degree in Reading from College of New Rochelle. She taught at Blind Brook HS, the Greenburgh Central 7 district, and was a teacher of mathematics in a Bronx middle school.

Meghan Dalton *Social Studies*
Ms. Dalton received her undergraduate degree from Columbia College in New York City where she earned her B.A. in American History. She attended Teacher's College, Columbia University and received her Masters of Arts, Teaching of Social Studies. She has taught at I.S. 218 in Manhattan.

Debra Davis-Galliard *Science*
Ms. Davis-Galliard began her career as an educator in September, 2004 in the Blind Brook High School. Prior to that she was employed by IBM for thirty years. She holds a B.S. in Education with a concentration in Earth and General Science from Indiana University. She received her M.A.T. in Education from Manhattanville College.

Judith Ford *Special Education*
Ms. Ford is a certified teacher in both Special Education and English, which will assist her in assignment as a co-teacher in mainstream classes at the high school. She has a B.A. in English from The College of the Holy Cross in Worcester, MA and her M.S. in Special Education from the Bank Street College of Education in New York City. Prior to coming to Harrison, she was a special education teacher in the Bedford, New York School District.

Gina Funicello *Psychologist*
Ms. Funicello is a graduate of Harrison High School. She received her undergraduate degree from Iona College in Psychology and her M.S. Education in School Psychology from Long Island University.
Ms. Funicello worked in the New York City School System as a school psychologist for six years. Prior to coming to Harrison, she worked as an educational psychologist and evaluator for the Young Adults Institute in the Bronx.

Janessa Grieco *Science*
Ms. Grieco received her B.S. degree from The University of Michigan in Movement Science and Exercise Physiology. She attended Michigan on an athletic scholarship for gymnastics. While at Michigan, she was named to the Dean's List for four years and earned Academic All American and Scholastic Big Ten honors for her success in the classroom and the athletic arena. After graduation, she earned her M.S. in Secondary Education at Mercy College. Prior to coming to Harrison she worked at the Michigan and Iona College Athletic Departments. She did

continued on next page

K – 12 Curriculum Mapping with TECHPATH

Harrison teachers are using a valuable technology tool that will help them “map” curriculum that will guide and link instruction from kindergarten through graduation in a smooth, uninterrupted process.

Curriculum mapping is a comprehensive method in which schools connect the material being taught from teacher to teacher, subject to subject and even school to school. Mapping is a calendar-based process that records data that can later be examined to determine whether class lessons and assignments match up with New York State standards, need to be improved, and build sequentially, becoming more complex as students gain understanding of the subject matter.

Over the summer in a series of professional development seminars, the District’s teachers learned how to use TechPath, curriculum mapping software introduced this year.

TechPath allows teachers across subjects and grades to more easily address the total education of students and allow them to research what schools across the country have introduced to enhance classroom lesson plans.

Eighth grade social studies teacher Steven Goodstein, who will explore the Reconstruction period of American History this year, has entered into TechPath the essential questions he will ask his classes

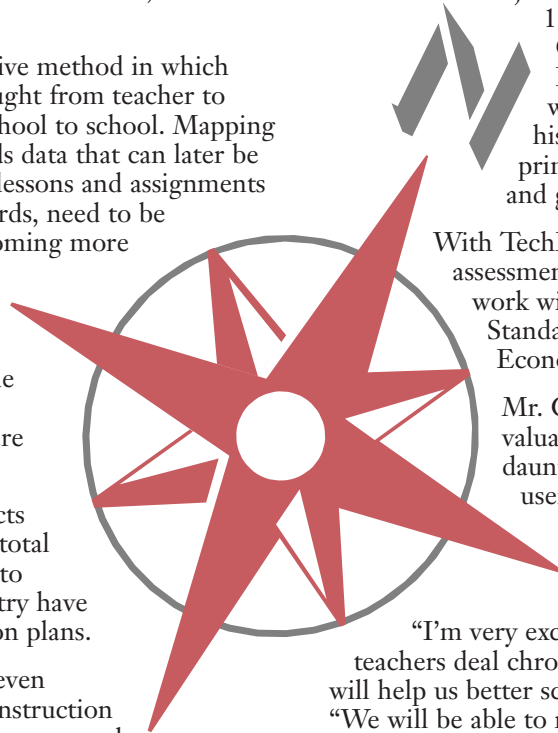
concerning the social, political and economic effects of Reconstruction on the nation and its people. Mr. Goodstein entered subject matter he intends to discuss, such as the 15th Amendment to the U.S.

Constitution and the Freedman’s Bureau. He has charted in TechPath the skills he would like students to acquire while in his class, including how to find and use primary sources, and how to work with maps and graphs.

With TechPath, Mr. Goodstein can also access an assessment section in the process, aligning his own work with multiple areas of the New York State Standards including United States History, Economics and Geography.

Mr. Goodstein said that TechPath has been a valuable tool, making the complex and often daunting task of mapping curriculum more user-friendly and easier to accomplish. Even with the help of the software, the project in Harrison will take three years to complete.

“I’m very excited about what this will do to help teachers deal chronologically with subject matter, how it will help us better schedule our lessons,” said Mr. Goodstein. “We will be able to reinforce and review without unnecessary overlapping.”



What NCLB Means for Our Children

No Child Left Behind (NCLB), a federal education initiative has produced new measures of marking students’ achievement in schools throughout the state. The NCLB Act was passed in 2001 “to close the achievement gap through accountability, research-based instruction, flexibility, and options for parents, so that no child is left behind.”

Under NCLB, all states that receive federal funding for education are required to test students in grades 3 through 8 in reading and math to better measure annual progress. High school students will continue to be tested at least once in these subjects during grades 10 through 12. Here in New York, where a comprehensive testing program had already been under way, English Language Arts and math tests have been added to grades 3, 5, 6 and 7 to meet the requirements of NCLB, and students in 4th grade and 8th grade will continue taking ELA and math tests. In

addition, New York administers a grade 4 science assessment, a grade 5 social studies assessment, grade 8 science performance and science written exams, and a grade 8 social studies exam.

In Harrison, this meant reexamining the tests administered in all grades. To adequately prepare students without detracting from curriculum instruction, Harrison schools will eliminate the Houghton Mifflin Tests of New York State Standards (TONYSS) in grades 3–8. TONYSS have traditionally been used to measure students’ mastery of the New York State Learning Standards for English Language Arts and Mathematics in grades 2–8.

“The new tests will replace the TONYSS standardized tests previously administered at grades 3, 5, 6 and 7. TONYSS testing will continue at grade 2. Grade 2 is the first time students are asked to take standardized tests. The results from all tests are used to guide

program and instruction decisions,” said Assistant Superintendent of Curriculum Louise Cleveland.

In New York, all 3–8 ELA testing will take place in January and all math testing will take place in March. Information gathered from the results of the tests will be used by the State to determine whether schools and districts are making adequate yearly progress toward the achievement goals. Schools that do not meet achievement goals will be identified as Schools in Need of Improvement.

For more information about NCLB, go to the New York State Education Department’s assessment home page at: <http://emsc33.nysed.gov/osa>, or to the U.S. Department of Education’s No Child Left Behind Guide for Parents at: <http://www.ed.gov/parents/academic/involve/nclbguide/parentsguide.html>.

Harrison Educational Foundation Raises \$180,000



Phil Drogin, Bruce Mendelsohn, Rob Warshauer, and Thacher Krasne get ready to tee off.

The Harrison Educational Foundation hosted 100 golfers in September at Old Oaks Country Club for its annual golf tournament, “Drive for Education.” “Drive for Education,”

Educational Foundation and each of the generous participants at the golf outing. The Foundation has provided us with the accelerant required for innovation in our schools. The Foundation’s Board of Trustees has worked tirelessly to help us fast track our academic agenda and provide enriched learning opportunities to each and every child in the Harrison Central School District.”

The day’s events included 18 holes of golf at Old Oaks Country Club, one of the most prestigious country clubs in the metropolitan area, a silent auction of sports memorabilia and a \$10,000 cash raffle – the highlight of the day’s fundraising activities. This year’s raffle winner was Town Councilman Bob Paladino, who magnanimously donated his prize back to the Foundation.

the principle fund raising event for the foundation, raised more than \$180,000 to support educational initiatives of the Harrison Central School District, which are beyond the scope of the school budget.

Superintendent of Schools Louis N. Wool stated, “The District is truly indebted for the continued support of the Harrison

Harrison Educational Foundation Chairperson Abby Mendelsohn stated, “I am always amazed at the generosity of our community and their commitment to the children of Harrison. I am especially grateful to Bob Paladino not only for his extremely generous donation, but also for his ongoing support of the Harrison Educational Foundation since its inception.”

Harrison Kids Stuff the Bus for Katrina Relief

Harrison families and the First Student Bus Company responded to the needs of the children devastated by Hurricane Katrina. Coordinating with the Louisiana based “Big Buddy Organization,” the First Student Bus Company and the Harrison PT Council stuffed a bus with backpacks filled with school supplies and sent it on its way on Friday, September 16th. When the bus reached the Gulf Coast, the backpacks were used by the organization to set up temporary elementary schools for children in Baton Rouge who had lost everything they owned.

With just three days to get the backpacks ready before the bus was scheduled to go, PT Council representative Helena Jaffe sent out emails and flyers alerting all district families of the relief effort underway. The Solomon Schecter School and Scarsdale real estate firm Julia B. Fee, both of whom had been

looking for a way to help, called to arrange sending their own donations along on the bus.



PT Council representative Helena Jaffe and First Student Bus Company driver Todd Monteferrario load the bus with backpacks bursting with school supplies.

Preston Students Welcome Children’s Author Steven Kellogg

Elementary students enjoyed a sneak peek at the newest book by one of their favorite authors, Steven Kellogg, during his visit to Preston School in September. His series of illustrated books, including many retelling tall tales from around the world and characters Pinkerton and Jimmy’s Boa, have kept millions of children enthralled for years. He encouraged the students to draw, write and imagine as he showed them slides of illustrations and story ideas. Kellogg explained how he got his story ideas and the process of writing and illustrating books. He talked about how his books grow out of his relationships with his children, grandchildren, pets and his own life. Kellogg was delighted with the gift of a book of Tall Tales written by the students in Mrs. Sullivan’s second grade.



Principal Bruce Downer watches as Mrs. Sullivan’s second graders present Steven Kellogg with their own publication.

Welcome to New Teachers and Staff continued from page 9

her student teaching at Mahopac Middle and High Schools.

Terrence Hinson

Guidance

Mr. Hinson is a graduate of North Carolina Central University where he earned his B.A. in Spanish and Psychology. He went on to Teachers College, Columbia University where he earned his M.S. Education in Psychological Counseling. Mr. Hinson has been a guidance counselor in the Freeport Public Schools for two years and worked as a program coordinator for adolescent programs in Hempstead, New York.

Renee Katzenberg

Guidance

Ms. Katzenberg is a cum laude graduate of SUNY Binghamton where she received her Bachelor of Arts in Social Studies. She completed her Master of Arts in Counseling and Guidance from New York University's Steinhart School of Education. Ms. Katzenberg has extensive experience at Midwood High School at Brooklyn College where she was a school counselor for her first two years and for the past two years was a college counselor.

Laryca Makarczuk

Social Studies

Ms. Makarczuk is a graduate with highest honors from Pace University with a B.A. in History with a minor in Art. She also received her M.S.T. in Social Studies Education from Pace. She completed her student teaching at Hendrick Hudson HS in Montrose, New York.

Jessica Maricevic

English

Ms. Maricevic is a graduate of Stonehill College in North Easton, Massachusetts where she received her B.A. with a major in English and a minor in Secondary and Teachers College, Columbia University where she received her Masters Degree concentrating on curriculum and instruction and learning disabilities. While in the program at Teachers College, she was a

presenter/speaker at the 5th Annual National Disabilities Conference held at Teachers College.

Lawrence Mastrota

Assistant Principal

Mr. Mastrota is a graduate of Boston University where he received a B.A. in Economics. He began his teaching career as a secondary social studies teacher at John F. Kennedy Catholic High School in Somers, New York. He taught a full range of social studies classes, including Advanced Placement classes, at Brewster High School. Mr. Mastrota received two graduate degrees; an M.A. in Secondary Education from Long Island University and a second M.A. from Fordham University in School Administration. During the summer of 2004, he was the Assistant Principal of the BOCES Summer School in Yorktown, New York.

Sarah Mercer

Special Education

Ms. Mercer has been a teacher for eighteen years in various school districts in New York City and New York State. She holds her Bachelor's degree in Animal Science and Occupational Education from the University of New Hampshire and her M.S. in Special Education from Hunter College in New York City.

Cynthia O'Keefe

Social Studies

Ms. O'Keefe is a graduate of Southern Connecticut State University where she earned her Bachelor's degree in Political Science with a minor in History. She studied in Paris for a year where she earned a Post-Graduate Paralegal certificate in International Trade Law. She will be completing her Master's degree in Geography from Hunter College in December 2005. Ms. O'Keefe has had a variety of teaching experiences prior to coming to Harrison. She taught high school social studies in Bridgeport, Ct.; worked at the Shanghai American School, Shanghai, China where she taught middle and high school social studies; and most recently she taught social studies at St. John's Prep in Astoria, New York.

Alyssa Penso

Special Education/Reading

Ms. Penso comes to Harrison High School after working in the Greenburgh 11 School District where she was a teacher of Grades 4 and 5. She received her B.A. in Psychology and Education and her M.P. S. in Special Education and Reading from Manhattanville College.

Jessica Reap

English

Ms. Reap is a graduate of Randolph-Macon Woman's College in Lynchburg, Va., with a B.A. in English and Philosophy and received her M.A.T. in Secondary English from Manhattanville College. She had previously worked as an English teacher in Greenwich High School and Turn of River Middle School in Connecticut and Blind Brook High School in Rye Brook, NY.

Joseph Santo

Business

Mr. Santo is a graduate of SUNY Oneonta where he received his B.S. in Business Economics and Marketing. He earned his Masters degree from Pace University in Business Education in May 2005. Mr. Santo did his student teaching at The Fox Lane High School in Bedford, New York.

August Vita

Foreign Language

Mr. Vita is a graduate of Manhattanville College where he received his B.A. in Romance Languages (Spanish and Italian) with a minor in Classics (Latin). He went on to receive his M.A.T. in Second Language Instruction also from Manhattanville. Prior to coming to Harrison, he taught in the Lakeland School District.

John Wilde

Special Education

Mr. Wilde holds a B.A. in Education/Special Education from Lehman College in the Bronx, New York and later received his M.S. Ed. from that same institution. Prior to coming to Harrison, he taught at the Clearview School in Scarborough, NY for one year, School 18 in Yonkers for one year, and for fifteen years at P186X as a Middle School Special Educator in the Bronx, New York.

Harrison Central School District Harrison, NY 10528

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