

East Rockaway UFSD
Enterprise and Enrichment Programs



OVERVIEW

Enterprise is the East Rockaway School District's gifted and talented program at the elementary level. The children screened for this program represent students who have demonstrated both high academic achievement and intellectual capability. The program services between three to five percent of the district's students in grades three to six; therefore, the standards set for student admission are high. Gifted and talented students are those who excel consistently or who show the potential to excel in general intellectual ability. The program services students in grades three through six. Enterprise Students from Rhame Avenue, Centre Avenue and Saint Raymond schools meet one time per week, with their grade level participants, at Centre Avenue School. Visiting students board the district bus between 8:45 a.m.-8:55 a.m. and are returned to their school buildings by 2:15 p.m.

Students who enter the Enterprise program are required to sign a contract which clearly states all that is required of them. Students are held accountable for class work and/or assignments that they miss while attending Enterprise. In addition, Enterprise students are given homework and other assignments that have to be completed prior to their next Enterprise class meeting. Specially designed report cards are distributed to Enterprise students and their parents two times each school year.

Parents whose students are new to the Enterprise program are invited to attend an informal meeting held each September. Parent conferences for Enterprise students are scheduled annually. Parents are invited to attend individual grade level showcases at the culmination of each school year where Enterprise work is displayed, student presentations are made, and certificates are awarded.

***Definition of Giftedness**

Chapter 740 of the Laws of 1982 defines gifted pupils as "pupils who show evidence of high performances capability and exceptional potential in area such as general intellectual ability, special academic aptitude and outstanding ability in visual and performing arts. Such definition shall include those pupils who require educational programs or services beyond those normally provided by the regular school program in order to realize their full potential."

This broad definition is the foundation on which identification of gifted students in New York State rests. A school district's philosophy of gifted education, identification practices, and program should be consistent with the State definition.

The definition allows districts a great deal of latitude. For example, use of the phrase, "such as," indicates that giftedness can extend to areas other than "general intellectual ability, special academic aptitude, and outstanding ability in the visual and performing arts." In addition, the definition permits each district to determine the kinds of data to be used and procedures to be followed in identifying gifted students.

Last Updated: June 1, 2009

*Information from the NY State Education Web Site: NYSED.gov

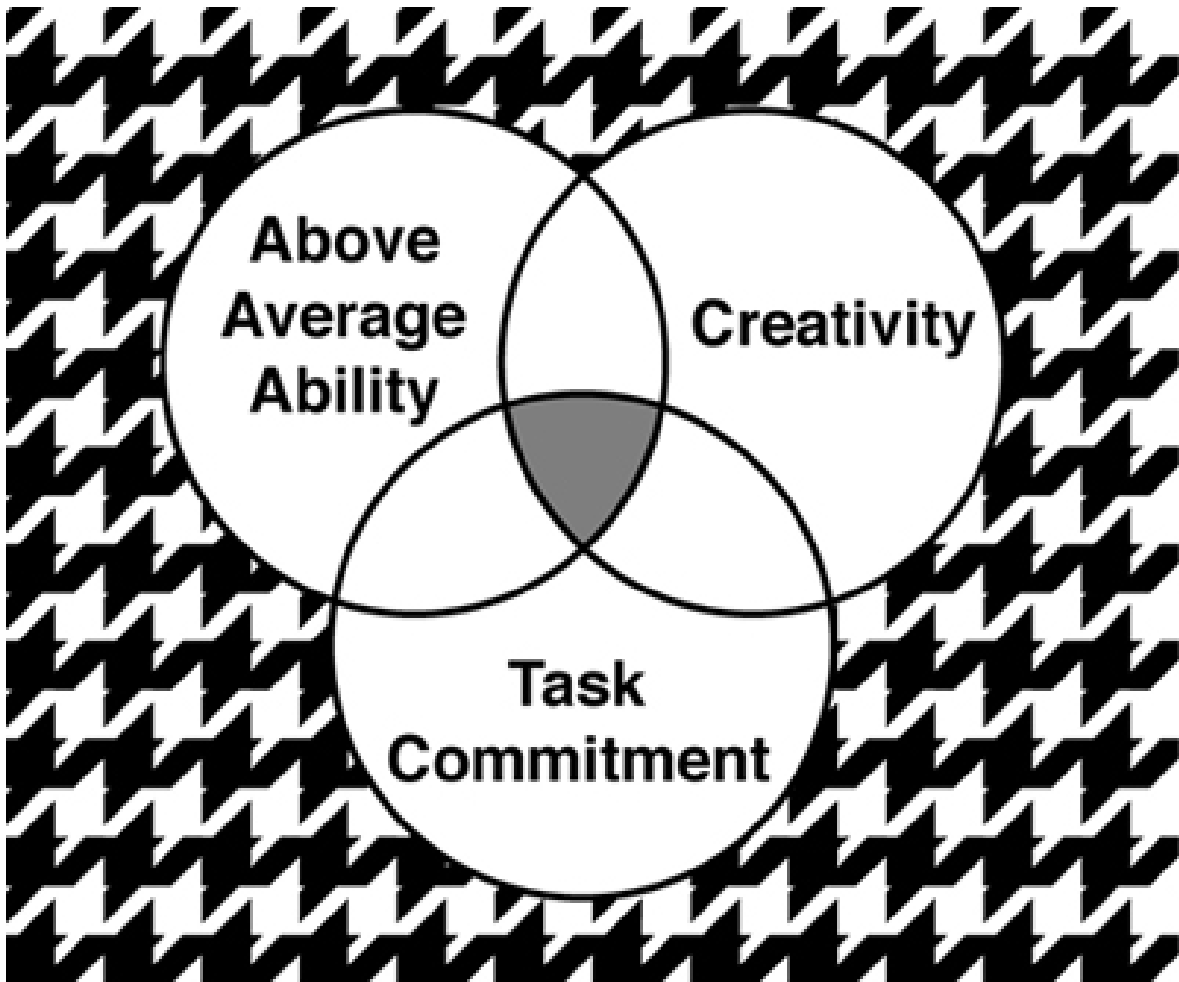
There is a difference between the bright student and the gifted learner. The bright student is a pleasure to teach and is always eager to please. He/she will most often receive many honors for academic achievements during his/her public school experience. Gifted learners are distinct in their thinking.

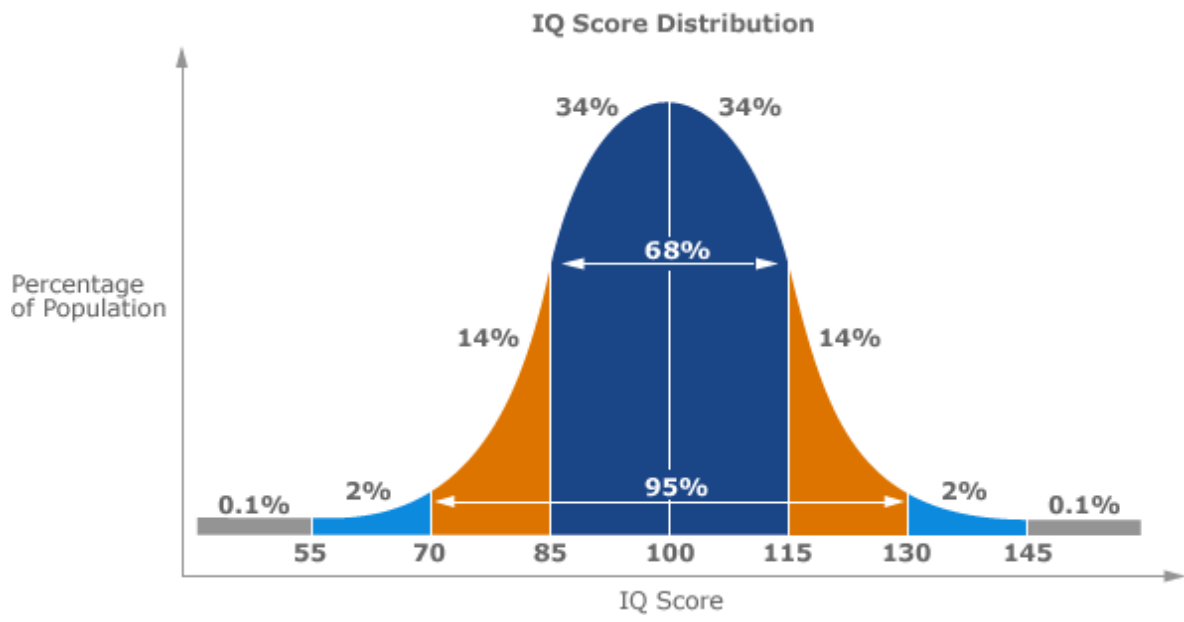
BRIGHT CHILD	GIFTED LEARNER
Answers the question	Asks the questions
Is interested	Is highly curious
Has good ideas	Has wild, silly ideas
Works hard	Plays around, tests well
Listens with interest	Shows strong feelings and opinions
Learns with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions for mastery
Understands ideas	Discusses in detail, elaborates
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Constructs abstracts
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Initiates projects
Technician	Inventor
Good memorizer	Good guesser
Enjoys straightforward, sequential presentations	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical

- Information used with permission of the Sidney Independent School District, Sidney, Texas

Three-ring Conception of Giftedness

Joseph S. Renzulli, 1978





Selection Process

Grades 3 and 5

Students are selected at the beginning of grade 3 and the beginning of grade 5. Several factors are considered when students are selected for the Enterprise program. These factors include but are not limited to, a group administered IQ test, NWEA Reading and Math MAP results, and selected components of the Renzulli-Hartman Rating Scale.

In addition, candidates must follow directions promptly, be open to suggestions, accept constructive criticism, have good manners, work harmoniously with others, respect differences and the rights of others, listen courteously and attentively, have a positive attitude and a sense of fairness.

Grade 3

The multi-phase criteria system of identification is the basis of admission to the Enterprise Program. In phase one of the screening, students are given a group aptitude test. (The CogAT is administered to all 2nd Grade students the spring prior to 3rd Grade.) Those students who score above a determined cut-off (115) score are moved on in the screening process. In the second phase of screening, students are evaluated on the NWEA Reading Comprehension and Mathematics standardized achievement tests, and a behavioral characteristics scale completed by the classroom teacher. Each of these are scored and weighed. Both the total score described and the student's aptitude score are considered to create a final score. Only those students meeting a determined total score on these components are considered for entrance into the gifted program.

Grade 5

Parents nominate their children in the spring of Grade 4 to participate in the selection process again for entrance into the gifted program in Grade 5. Those parents who wish their children to be evaluated for the Enterprise program will be required to sign a permission slip to enable their students to participate in the selection process.

The multi-phase criteria system of identification is the basis of admission to the Enterprise Program. In phase one of the screening, students are re-administered a group aptitude test. Those students who score above a determined cut-off score are moved on in the screening process. In the second phase of screening, students are evaluated on the NWEA Reading Comprehension and Mathematics standardize achievement tests, and a behavioral characteristics scale completed by the classroom teacher. Each of these are scored and weighed. Both the total score described above and the student's aptitude score are considered to create a final score. Only those students meeting a determined total score on these components are considered for entrance into the gifted program.

Enterprise Curriculum

Currently New York State does not clearly identify a curriculum or standards for gifted education; however, East Rockaway School District has made a commitment to gifted education and, to that end, has been engaged in untiring efforts to establish a comprehensive program which will meet the needs of our elementary students.

The program seeks to develop skills in independent study, research, creative thinking and critical evaluation. Once identified, the children are involved in a program that is designed to put emphasis on higher levels of thought processes, while taking into consideration individual learning style and special abilities. The curriculum emphasizes analysis, synthesis and evaluation. During their hours together, our students read a variety of challenging material, discuss subjects of current interest, delve into the past, critically solve problems, and participate in excursions and a variety of creative experiences. Technology has been thoroughly integrated into the Enterprise curriculum.

Enterprise students are exposed to a variety of curriculum topics and activities. Curriculum themes of the past included Mystery, Innovation, Endangered Species, and Fair Trade and Global Economic Issues. Themes rotate each year but all incorporate the following tenets: students learn to work individually and collaboratively to solve problems using logic, students must perform research on select topics and present their findings using a variety of technology, students are asked to use divergent thinking and to design and create unique products.

Additional activities include the Continental Mathematics League, UCPN Trivia Challenge, and the Stock Market Game. Students also participate in curriculum relevant field trips, such as The Dolan DNA Learning Lab, The Museum of American Finance, The Sony Wonder Technology Lab, a marine ecology/oceanography boat trip, and The Edgar Allan Poe National Historic Site.

Enterprise Curriculum Topics

Curriculum topics listed below are a sampling of what has been covered in years past. This outline is not intended to be a finite list but rather a general idea of themes and content areas taught. All curriculum topics and lesson plans are designed to extend the learning process at a higher level and beyond grade level expectations to meet the needs of gifted students who learn through discovery.

- Critical Reasoning
- Mathematic Problem Solving
- United States Geography
- Vocabulary
- World Geography
- Mystery/Innovation/Stock Market/Global Economic Issues

**EAST ROCKAWAY UNION FREEN SCHOOL DISTRICT
ENTERPRISE PROGRAM
General Contract**

I understand that continued participation in the Enterprise Program depends upon my ability and willingness to perform according to the program requirements as defined in the following articles:

A. PERFORMANCE

I will perform to the best of my abilities in the Enterprise Program.

- I understand that I must produce work of excellent quality in the Enterprise Program.
- I will perform all tasks to the best of my ability with scholarship, pride and commitment to excellence.
- I understand that my performance will be monitored regularly throughout the school year and that at any time a conference may be initiated by the Enterprise teacher, current teacher, parent and/or myself to review my continued participation in the program.

B. WORK HABITS

I will show outstanding effort, willingness and desire to participate in all aspects of the Enterprise Program by:

- Producing work of such quality as to indicate appropriate effort, depth and involvement.
- Completing all assignments in school and at home and submitting such assignments in a timely manner.
- Participating actively in class.
- Being prepared for class.
- Showing a genuine interest and desire to benefit to a maximum degree from the program.
- Pursuing personal interests and developing new ones.

C. COMMITMENT

I will show my commitment to the Enterprise Program by:

- Following directions promptly.
- Being open to suggestions.
- Accepting constructive criticism.
- Having good manners.
- Working harmoniously with others.
- Having a positive attitude.
- Having a sense of fairness.
- I understand that I am responsible for attending all scheduled Enterprise classes and that I should notify my teacher prior to a planned absence.

I have reviewed and understand the expectations of participation in the Enterprise Program.

Student Signature _____ Date _____

I have reviewed the **Student Contract** with my child.

Parent Signature _____ Date _____

East Rockaway Enrichment Program

Students who do not qualify for the gifted program, but have demonstrated high academic achievement and ability are invited to participate in our Enrichment program.

The multi-phase criteria system of identification is the basis of admission in the Enrichment Program. Similarly to the Enterprise selection process, in phase one of the screening, students were given a group aptitude test. Those students who scored above a determined cut-off score (115) were moved on in the screening process. In the second phase of screening, students were evaluated on the NWEA Reading Comprehension and Mathematics standardized achievement tests, as well as a behavioral characteristics scale completed by the classroom teacher. Each of these were scored and weighed. Both the total score described above and the student's aptitude score are considered to create a final score. Students meeting a determined total score on these components are considered for entrance into the Enrichment Program.

- The East Rockaway Enrichment Program is a program designed to extend and enrich the grade level curriculum for a select group of students in the areas of Math and English Language Arts.
- Enrichment classes will meet approximately one time per week. Schedules will be sent to all participants.
- Enrichment students are responsible for making up any missed work assigned to them by their classroom teacher.
- Report card grades of 3 and 4 in all academic areas must be maintained to remain in the program.
- Enrichment students can expect additional homework assigned to them by Mrs. Healy.
- Students are asked to bring two pencils, a marble notebook, and a folder to be used exclusively for Enrichment. In addition, students may bring a healthy snack to be eaten during class.
- East Rockaway Enrichment is a distinct program and does not affect future participation in Enterprise.
- Additional questions regarding Enrichment can be directed to Mrs. Healy at 887-8300 ext. 224.