



GREATER NEW YORK CONFERENCE OFFICE OF EDUCATION
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The Mission of Adventist Education

The Seventh-day Adventist Church in North America operates a system of elementary and secondary education that began in 1872. The church's unique philosophy of Christian education is based on the Scriptures and the writings of Ellen G. White. All children and youth have been entrusted by the church to the education system for spiritual nurture and educational excellence.

The primary aim of Seventh-day Adventist education is to provide an opportunity for students to accept Christ as their Savior, to allow the Holy Spirit to transform their lives, and to fulfill the commission of preaching the gospel to all the world.

The education program is predicated on the belief that each student is unique and of inestimable value, and on the importance of the development of the whole person. Students are educated to accept service as a way of life, to be sensitive to the needs of people in the home and society, and to become active members in the church.

Adopted by the General Conference of Seventh-day
Adventists Board of Regents, 1985

Highlights from The Visiting Committee Evaluation Report regarding Jackson Heights Seventh-day Adventist Elementary School

- Philosophy, goals, and objectives** are being met through a positive, spiritual climate and student behaviors reflect appropriate standards of deportment.
- School administration, staff, and school board** function as a harmonious unit and good communication is evidenced between school community.
- Instructional staff** hold North American Division (NAD) Teaching Certificates; majority of teachers belong to a professional organization. Each teacher is well qualified in instructional areas.
- School services** are rated as excellent and school is in full compliance with New York City health, fire, and safety codes. Custodial services are outstanding.
- Library collection** offers a wide selection of age-appropriate books; library expenditure of \$30 per student is satisfactory; audio-visual supplies are outstanding and appropriate use of technology is evidenced.
- Positive school climate** is evidenced and school morale is high; students perceive school policies as fair and consistently enforced. Interpersonal relationships between teachers/student is like an extended family.
- Order and discipline** is prevalent. Standards for classroom and student behavior are high. There is a written code of student conduct. Discipline is administered with a Christian context.
- Computer laboratory** is utilized regularly by students. It currently houses 14 computers.
- Student Safety** needs are adequately being met through installation of a new electronic surveillance system which identifies unwanted intruders and observes behavior of students in hallways; there is an upgraded intercom system
- Overall, quality school program** is evidenced. The school is meeting criteria identified as essential in an effective school program; a culture of excellence is evidenced in all phases of the school operation. Students are demonstrating growth *academically* and *spiritually*.

Terms of Accreditation

Any one of the following options may be recommended:

1. **Six Year Period of Accreditation.** School meets or exceeds North American Division Commission of Accreditation school-wide standards associated with educational excellence.
2. **Two, Three, or Four Year Period of Accreditation.** School meets minimum standards of accreditation but has several areas where school-wide improvements are needed in order to attain higher level of accreditation.
3. **Probationary Status.** School has many areas where school-wide improvements must be evidenced. Probation identifies the school program as “at risk” unless there are major improvements in overall quality and scope of the school operation.
4. **Accreditation Denied.** School does not meet North American Division Commission on Accreditation and loses official standing with Seventh-day Adventist K-12 system of education.

Term of Accreditation Granted to

Jackson Heights Seventh-day Adventist Elementary School

The North American Division Commission on Accreditation granted a Six-Year Period of Accreditation with no reservations. This standard of excellence identifies the Jackson Heights Seventh-day Adventist Elementary School in the top tier of all elementary schools operated in the North American Division. As a point of information, the Jackson Heights Seventh-day Adventist Elementary School holds the distinction of attaining **two** consecutive six-year periods of accreditation with no reservations.

Jackson Heights SDA School Administration, Faculty, & Staff

Mrs. Veronica Quinones	Principal
Ms. Michelle Villapriño	Pre-K & K Teacher
Ms. Lana DeGuzman	Grades 1-2 Teacher
Mrs. Cristina Posadas	Grades 3-4 Teacher
Mrs. Reymelinda Villaruel	Grades 5-6 Teacher
Ms. Marissa Osbourne	Grades 7-8 Teacher
Mr. Michael Crespo	P.E. Computers/School Chaplain
Mrs. Felucille Jover-Veraque	Music Teacher
Mrs. Elizabeth Pérez	Office Manager

Support Staff

Mr. Jacky Revelohery	School Custodian
Mrs. Felucille Veraque	Music Department
Ms. Jern Natividad	Substitute Teacher
Mrs. Rachel DeGuzman	Librarian/Volunteer

School Board Members

Mr. Rajinder (Bobby) Singh	School Board Chairman
Mr. Wayne Jamel	School Pastor
Mrs. Veronica Quinones	Principal
Mr. Jordan Lacang	Treasurer
Dr. Grace Ann Ashley	Recording Secretary
Mr. Willie Lagajino	Elder
Mrs. Belinda Orellana	Home & School Leader
Mr. John Scott	Education Secretary
Mrs. Sarah Cruz-Laborda	Fundraising Committee
Mr. Dan Roskoff	Parent/Finance Committee
Mrs. Francina Branch-Elysee	Parent/Finance Committee
Ms. Jennifer Lacang	Alumni

Rationale for School Accreditation

The rationale underlying the accreditation process is the belief that it helps define the mission and goals of Seventh-day Adventist education, contributes substantially to the improvement of the total school program, and provides opportunity for involvement of the church community.

The accreditation process has three stages: the self-study, the visit by a visiting team, and the follow-up activities. The school's philosophy and school-wide goals for student learning and the criteria for accreditation from the North American Division Commission on Accreditation serve as the underlying foundation for these stages.

Fundamental to accreditation is the quality of the educational program experienced by students. Thus, the accreditation process is designed to accomplish the following:

1. Assist each school in appraising the total program to determine the level to which the purposes and functions outlined in its statement of philosophy and goals for student learning are accomplished, and the extent to which these purposes and functions address the general guidelines in the criteria for accreditation.
2. Provide a process for involving the administration, faculty, staff, school board, constituency, and students in an effective and meaningful evaluation of the program.
3. Provide an independent review of the self-study evaluation.
4. Provide the basis for action plans to address areas needing improvement.
5. Provide the basis for determining a term of accreditation.
6. Assist in coordinating the accreditation process with regional accrediting associations.

Criteria for Accreditation

The following standards have been established to describe an effective program that leads to continuous school improvement and results in improved student learning.

1. **Philosophical Foundation**—The statement of philosophy of the Seventh-day Adventist education should be adopted. The school shall have ongoing evaluations of progress toward the school's goals and objectives.
2. **Community and Constituency**—A well-defined plan and procedures should be maintained to simplify two-way communication and cooperative interaction with the local church constituency and community.
3. **Administration**—A clearly defined organizational structure will provide and encourage effective working relationships and communication among all personnel.
4. **Staff Development**—An ongoing program of professional growth that focuses on student learning.
5. **Curriculum and Instruction**—An instructional program should be implemented that is consistent with the curriculum guides of the North American Division Office of Education and sound educational practices. The curriculum should provide all students with suitable courses of instruction.
6. **Media Center**—A resource center should be provided with adequate and appropriate materials to facilitate learning.
7. **Student Activities**—Appropriate co-curricular activities and programs should supplement the formal instruction of the school.
8. **Student Services**—A program should be developed using organizations and services that support the social, spiritual, and academic needs of students.
9. **Student Facilities**—A safe and adequate school plant with sufficient equipment to implement the school program should be provided.
10. **Information Technology**—Appropriate information technology should be available and used by faculty, staff, and students to enhance the learning process and the active involvement of students.