

**U.S. Department of Education**  
**2010 - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)     Charter  Title I  Magnet  Choice

Name of Principal: Mr. Paul Read

Official School Name: Greenport Elementary

School Mailing Address:  
720 Front Street  
Greenport, NY 11944-1599

County: Suffolk    State School Code Number\*: 58-10-10-02-0002

Telephone: (631) 477-1950    Fax: (631) 477-2164

Web site/URL: greenport@k12.ny.us    E-mail: read@gufsd.org

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

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

Name of Superintendent\*: Mr. Michael Comanda

District Name: Greenport UFSD    Tel: (631) 477-1950

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

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

Name of School Board President/Chairperson: Mrs. Heather Wolf

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

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

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*  
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

## PART I - ELIGIBILITY CERTIFICATION

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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 one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
9. 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.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: (per district designation)
- |          |                                     |
|----------|-------------------------------------|
|          | 1 Elementary schools (includes K-8) |
|          | Middle/Junior high schools          |
| 1        | High schools                        |
|          | K-12 schools                        |
| <b>2</b> | <b>TOTAL</b>                        |

2. District Per Pupil Expenditure: 21976

**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. 1 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 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
PreK	0	0	0	6	22	20	42
K	22	33	55	7			0
1	21	10	31	8			0
2	22	17	39	9			0
3	18	9	27	10			0
4	15	29	44	11			0
5	23	10	33	12			0
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							271

6. Racial/ethnic composition of the school: 3 % American Indian or Alaska Native  
0 % Asian  
9 % Black or African American  
42 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
42 % White  
4 % Two or more races  
**100** % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 8 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	6
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	17
(3)	Total of all transferred students [sum of rows (1) and (2)].	23
(4)	Total number of students in the school as of October 1.	271
(5)	Total transferred students in row (3) divided by total students in row (4).	0.085
(6)	Amount in row (5) multiplied by 100.	8.487

8. Limited English proficient students in the school: 18 %

Total number limited English proficient 50

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 31 %

Total number students who qualify: 84

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 10 %

Total Number of Students Served: 26

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>0</u> Orthopedic Impairment
<u>1</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>11</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>15</u>	<u>0</u>
Special resource teachers/specialists	<u>17</u>	<u>2</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff	<u>10</u>	<u>0</u>
Total number	<u>45</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 18 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	96%	96%	95%	93%
Daily teacher attendance	98%	97%	97%	96%	97%
Teacher turnover rate	0%	7%	3%	3%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Daily teacher attendance data are not available for the 2004-5 and 2005-6 school years.

Greenport Elementary does not include grades 7-12.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
<b>Total</b>	0	%

## PART III - SUMMARY

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Located on the eastern end of the North Fork of Long Island, New York, Greenport School District houses 599 students in one beautiful public works building that was built in 1932. The district is divided into a K-6 elementary school and a 7-12 junior-senior high school. The K-6 Greenport Elementary School was recognized by New York State Education Department as a school that has shown "dramatic improvement with a high disadvantaged population" and we are worthy of consideration for the Blue Ribbon Award.

Greenport is a friendly, rural, ethnically diverse school and community. Our elementary school is multi-cultural, and our K-6 population of 271 students is 9% African American, 42% Hispanic, 42% Caucasian and 4 % other. In recent years many new residents have been drawn to this area by the small town, seaport charm. Others have been drawn to Greenport to support the increased demands for day labor. As a result, our Hispanic population has grown considerably, and they now make up our largest ethnic group.

The families who live here take pride in our school and deeply value a first-class education. Our school district, in turn, has ensured and maintained a quality education that has been exemplary in balancing the needs of the community and needs of children within our school.

Our school mission states that we will:

- Equip all students to become successful citizens and life-time learners.
- Promote a caring environment that supports, develops, and acknowledges high standards, shared experiences and training, and collaborative approaches to teaching and learning.
- Support parents as primary educators and value their contributions as educational partners.

In 2001 Greenport became eligible to participate in the New York State Reading First Program because a large portion of our student body receive free or reduced lunch and 40% of our elementary students were scoring at levels 1-2, well below the minimum level of competency on the New York State English Arts Assessment. By 2004, the Reading First Program was in full swing at Greenport and during this year we began to investigate a new Math Program better aligned with the New York State Standards. By the end of the 2004-5 school year, six maxims were in place.

They were to:

- Increase the time on task to 90 minutes per day for reading instruction, with an additional 30 minutes devoted to language arts skills.
- Increase the time on task to 45 minutes per day for math instruction and practice, with additional time added as needed.
- Identify early and provide support immediately to at risk students.
- Increase the number of students in the performance levels 3-4 on ELA and Math Assessments.
- Increase literacy and Math Competency for non-English speaking students.

At the end of the 2006-7 school year, our performance on state tests in math improved considerably with only 80 percent of our students in grades 3-6 performing at or above state expectations. Our ELA scores, however, remained stagnant mainly because the Reading First Program had yet to take full effect. To begin the 2007-8 school year, Greenport hired a new elementary principal experienced in researched based programs. This principal made adjustments to the Reading First Program and laid the ground work for using data to drive instruction and in finding ways to reduce the number of students at risk. The 2007-8 school became a turning point, and because of our efforts and commitment to reading and math, student performance

improved significantly. By the end of the 2008-9 school year, 92% of our students in Math and 85% of our students in ELA were at or above state expectations.

Though our challenges were great, we never lost sight of the potential of our economically disadvantaged and diverse population. Greenport School is proud of our accomplishments and committed to protecting a quality of life that is unique to all our students and is an extension of dedicated teachers, staff, parents and community working together.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Our assessment strategies at Greenport are predicated on assuring that the annual yearly progress of our students meet local and state expectations. We expect grade level teachers and staff to be a part of a collaborative team that requires students' mastery of basic skills in reading and math. In primary grades students are assessed regularly and instruction and remediation are provided accordingly. However, students in the primary grades are "learning how to learn" and our in-house assessments include DIBELS, running records, and class surveys and observations. State-wide assessment begins in third grade and the assessment data included in this application cover grades 3-6.

An early analysis of our data from 2005 through 2007 showed a trend whereby economically disadvantaged students lagged behind on state tests in 3rd and 4th grade. We were also able to determine, that many of these student did not have readiness skills when they enter school. In addition, many who did master basic skills scored poorly on state tests mainly because their comprehension and inference skills lagged behind. Coming from an economically disadvantaged family, and or families where little or no English is spoken at home clearly had an impact on our test results.

In 2007-8, we began to address this cultural lag in student outcomes. At the same time we looked to improve upon the percentage of all students achieving at the proficient to advanced levels. Using 6<sup>th</sup> grade as the end product and graduating group, we began to show significant improvements. In 2006, 74% of our 6<sup>th</sup> graders in ELA were at the "proficient or advanced level," as compared to 2009 when 98% scored at this same level. In addition, in 2009, 100% of our disadvantaged, African-American, and Hispanic students scored at the "proficient or advanced level."

In 2007-8 we also began to increase the frequency of remediation services by resetting our expectations regarding the Annual Yearly Progress (AYP) outcomes. Below is a chart, not included in this application, comparing 2006 and 2009. The scores reflect some of the adjustments we made in instruction and remediation services. Please note that the mean passing score on all NYS Assessments is 650. A star next to the number indicates a subgroup below this minimum competency level.

ELA Subgroup	2006	2009	Math Subgroup	2006	2009	
Grade 3	Test Range	Test Range	Grade 3	Test Range	Test Range	
	650-775	650-775		650-770	650-770	
All Groups	662	674	All Groups	662	683	
Disadvantaged	<b>*634</b>	662	Disadvantaged	653	667	
Black	<b>*644</b>	670	Black	<b>*649</b>	684	
Hispanic	652	665	Hispanic	657	668	
ELA Subgroup	2006	2009	Math Subgroup	2006	2009	
Grade 4	Test Range	Test Range	Grade 4	Test Range	Test Range	
	650-775	650-775		650-800	650-800	
All Groups	663	672	All Groups	662	681	
Disadvantaged	653	662	Disadvantaged	654	677	

Black	<b>*651</b>	646	Black	<b>*647</b>	662
Hispanic	669	671	Hispanic	652	684
ELA Subgroup	2006	2009	Math Subgroup	2006	2009
Grade 5	Test Range	Test Range	Grade 5	Test Range	Test Range
	650-795	650-795		650-780	650-780
All Groups	659	687	All Groups	674	691
Disadvantaged	<b>*637</b>	667	Disadvantaged	<b>*646</b>	686
Black	<b>*651</b>	659	Black	654	673
Hispanic	<b>*637</b>	671	Hispanic	653	685
ELA Subgroup	2006	2009	Math Subgroup	2006	2009
Grade 6	Test Range	Test Range	Grade 6	Test Range	Test Range
	650-785	650-785		650-780	650-780
All Groups	665	668	All Groups	663	701
Disadvantaged	<b>*647</b>	666	Disadvantaged	656	680
Black	651	664	Black	649	683
Hispanic	657	670	Hispanic	653	698

The results clearly indicate poor test results specifically in our Black and Hispanic subgroups in 2006 that are in contrast to the marked improvement for all groups in 2009. In addition, our staff has come to recognize that the “fruits of our labor” may be delayed for some of our students. However, we are proud to see their progress over the years and feel satisfied that our graduating 6<sup>th</sup> grade students are well prepared to meet the academic rigors of Junior High School.

Our School Report Card can be accessed on our state website: [www.nysed.gov](http://www.nysed.gov).

## 2. Using Assessment Results:

As stated by James Johnson, “Effective educators make effective decisions, decisions based on accurate information.” The use of data at Greenport, therefore, has a clear purpose and that is to drive instruction and make practical educational decisions. Assessment data provides a direction by which we evaluate programs, assess teaching practices, and identify achievement gaps.

Data assessment has been a work in progress over the past five years. We now are in the process of creating a Student Data System to include screenings, diagnostic tests, state assessments, so that we can better monitor progress and measure outcomes.

In the primary grades, assessments in ELA include DIBELS test scores, Running Records, and the Scott Foresman Reading formative assessments. All students are assessed within the first few weeks of school and those students at risk receive immediate services. This has been particularly helpful to our Hispanic and Black populations if their readiness skills are lacking. As an example, students entering kindergarten are tested for Letter Naming Fluency which requires them to identify 2-8 letters in one minute, as well as Initial Sound Frequency (INF) where they identify 4-8 letter sounds. Benchmarks assessments for each student are completed three times a year, while Progress Monitoring assessments are given once-a-month for students “at some risk,” and twice-a-month for students “at risk.” By the end of the year, Kindergarteners are expected to reach an LNF level of 40 and above. Phoneme Segmentation Fluency (PSF) is set at 35 and above. In

addition to DIBELS, the Waterford Early Reading Program and the Read Naturally Program are used as intensive “computer lab” interventions and include additional assessment data. In grades 1-5, the Scott Foreman’s reading series are aligned to Reading First strategies and are the core reading program/assessment. Running Records was added in 2007-8 and has become an independent assessment to determine reading levels and grade equivalency.

The NYS Testing Program in ELA and Math for grades 3-6 provides an array of support to our school and staff. In the beginning of the school year, the principal articulates state data results to the staff and sets the performance expectations for the coming year. Reading and Math coordinators then meet with classroom teachers individually to go over the results of each student. Coordinators review each test question/concept data and give an account of our students’ performance both locally and statewide. Information provided to the classroom teachers help reveal teaching patterns, as well as strengths and weaknesses in our programs. State data also provides a direction and insight into students thinking and indirectly put an end to teachers’ lessons repeated year after year. Once informed, teachers are expected to select strategies, approaches, and material specific to the state standards for each student. As a recent example of a “revealing pattern,” students in grade 4-5 continue to have difficulty on questions related to poetry. And in Math, we are hoping to do a better job getting students to better understand problem solving strategies across all grade levels.

### **3. Communicating Assessment Results:**

Our success at Greenport will be measured by the advances we make in student knowledge and skills. Therefore, the purpose of reporting results to students, parents, and community is to help children learn.

The involvement of students in the assessment process is critical to support learning and encourage student success. At Greenport, this is done throughout the year. One-on-one student-teacher meetings occur often and students join in on parent –teacher conferences especially during report card distribution. In regards to formal state tests, teachers communicate to their students the purpose of each assessment and what the test results will be used to determine. Teachers also set the criteria with their students to increase motivation, understanding and success.

Parents also need solid information about their child’s learning progress so they in turn can make good decisions in supporting their child, our school, and staff. At Greenport, parents are kept informed in a number of ways. Student Performance Reports, issued by the state, are sent home each year to provide parents a comprehensive report of how well their child is achieving on state tests. During the course of the year, parents will receive letter homes from school regarding information about state tests, how they can help, and whether their child is meeting state expectations, needs support, or may be at risk.

The principal plays a key role in disseminating information to our families and community. Posted on our district website are a number of important documents including the Parents Guide to State Testing. This booklet gives an overview of the state testing program, samples of test items, and useful way for parents to help their child. Hard copies are also available to visitors at school. The principal also writes a weekly newsletter to inform parents and community of upcoming events as well as provide parents information to help their child achieve better in school. One recent article, for example, cited the correlation of obesity to poor achievement in school. In addition, the principal conducts a number of opening meetings with parents and community members throughout the year. The principal also attends PTA, Board of Education, and community meetings so that all are well aware of our challenges and successes.

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

Sharing success has helped build support for our school and continues to drive new initiatives. It is also a reflection of how much we care about our students. In effect, keeping our community informed has been a key

factor in drawing us closer together. Many students have parents and grandparents who attended Greenport and all are fiercely protective of our image and pride themselves on being Greenport graduates. Our parents are well versed in our academic successes and are vocal when they want improvement or change.

Within a radius of 20 miles, there are four other school districts that also take great pride in how their students perform on state assessments. However, few minorities or poor/ disadvantaged students attend their schools. Our demographics are quite different even though we are only few miles apart in distance. This factor has made a difference in the past and it has been difficult to make comparisons regarding student achievement. Knowing that Greenport Elementary School was recognized by NY State as a school worthy of submitting Blue Ribbon Application has been a source of pride for our school and community, especially knowing that our scores are on equal footing and in some cases have surpassed the achievement in surrounding districts. In recent weeks, the principal has also met frequently with the superintendent and the Board of Education to discuss ways to continue this progress. As an example, the focus for the coming year will be to increase the number of students at the advanced level in ELA and Math. In addition, as a new initiative, we plan to pilot a Second Language Program for all third grade students.

If Greenport Elementary School receives the Blue Ribbon honor, our school plans to host a Blue Ribbon Celebration Day. Students, teachers, parents, and community leaders from our districts and surrounding communities will be invited to share in our celebration to learn more about our achievement and the way we intend to maintain academic excellence. We are also planning to use this award as a bridge to increase opportunities for professional development as well as inter-school district conference days that allow teachers and staff from surrounding districts to share ideas.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Greenport Elementary School's curriculum and instructional practices have been developed with the New York State Learning Standards and Core Curriculum Guidance in mind. Utilizing these standards as guides, we have developed grade level expectations and activities as well as selected appropriate instructional materials that support our belief that every child deserves to discover the joy of learning and to experience the thrill of success. Achievement of the NY State Learning standards is fostered through early assessment which is stressed at the elementary level. A host of services such as reading and math intervention, educationally related services and ELL (English for Language Learners) are offered. Working in partnership with parents, we strive to provide each child with high quality learning experiences through which we promote a love of learning, and in turn develop lifelong learners.

#### Reading:

The English Language Arts (ELA) curriculum develops our students' abilities to read, write, speak and listen for a variety of purposes. These purposes include, but are not limited to reading, writing, listening and speaking for: information and understanding, literary response and expression, critical analysis and evaluation, and for social interaction. The ELA curriculum in grades K-3 is based on the methods and techniques fostered in the Reading First Program. The five major areas of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension are stressed utilizing a scientifically based reading program as its core. The Waterford Early Reading and Read Naturally computer programs, and high quality children's literature supplement this core program. In grades 5 and 6 emphasis on utilizing novels and anthologies to present and reinforce reading skills is increased. Independent reading is a key component at these levels as well.

#### Math:

Three integral components of the math curriculum are: conceptual understanding, procedural fluency and problem solving. These key components are supported by the NY State Mathematics Learning Standards and Core Curriculum. This core curriculum provides general content strands (number sense and operations, algebra, geometry, measurement, and statistics/probability) and clear grade specific performance indicators which drive our instruction at each grade level. In an effort to maintain instructional consistency, all elementary grades in Greenport use the same research-based mathematics series. Using the math series as well as teacher developed math investigations, daily math lessons present mathematics as an integrated discipline with problem solving applications woven throughout, not just as a series of isolated skills that students must master.

#### Social Studies:

History, geography, economics, civics and government are five major themes in social studies which are integrated in developmentally appropriate methods throughout the grade levels. NY State Learning standards guide this process. Students begin this journey by first learning about themselves, their families, and our local community. Once they have a firm understanding of their role in our small community, they explore world communities and learn about the development of New York and The United States of America. In fifth and sixth grades, an emphasis on developing content area reading strategies exists and the knowledge base is expanded to include exploration of the western and eastern hemispheres. Whenever possible, students are given opportunities to explore these concepts with hands on experiences, field trips to local historical sites and interactive experiences in addition to using a social studies textbook. Ultimately the goal of the social studies

curriculum is to help students develop skills necessary to become responsible citizens in our democratic society that is independent, diverse and interdependent on other societies as well.

## Science

Science is taught using kits from BOCES Elementary Science Program, as well as teacher developed units of study all of which are based on the NYS Core Curriculum. A balance of hands on learning experiences and investigative research is achieved as learners enhance their understanding of scientific concepts. Science experiences provide students with opportunities to interact with their peers as they use scientific inquiry to construct explanations about their world.

## Art

The mission of the art department is for students to examine the ways in which art is created, critiqued both in verbal and written form, how and why art is celebrated, and demonstrate those principles practically within the genre that exists in their lives today. Students are encouraged to identify art as a resource to be cultivated for personal artistic expression and growth that will be used throughout their lives. Student art is displayed prominently throughout the school, at assemblies and school events, and often in the community as well.

Drama is another Art form explored in all classrooms. Students in kindergarten through third grade improvise, create characters, and develop skills using a variety of genres. Students in grades 4-6 are eligible to participate in a full production play. Our drama education provides a creative and focused discipline in which students explore new identities by acting and producing live theater for their peers and invited audience.

## Music

In a similar fashion, music instruction in the elementary grades encourages student exploration and development of a sense of rhythm, vocal accompaniment, and appreciation of a variety of genres of music. Instruction is developmentally appropriate beginning with the Kodaly method and accompanying hand signs in the early years and progressing towards development of the use of standard symbols to notate meter, rhythm, pitch, dynamics, and notes on a standard staff. All students have the opportunity to perform at holiday concerts as members of the second and third grade chorus. In addition to vocal instruction, students are introduced to playing a variety of classroom instruments and in the third grade they are introduced to the recorder. Once students reach the fourth grade they may choose to play an instrument and participate in the instrumental music program as well. This program incorporates small group instrumental lessons and student participation in concert performances as part as the elementary and beginning bands. Students at this level may also choose to participate in the elementary chorus. The bands and chorus perform several times throughout the school year for the local community.

### **2a. (Elementary Schools) Reading:**

(This question is for elementary schools only)

The No Child Left Behind Act calls for the use of a scientifically based reading research program to best deliver reading instruction. Our district, therefore, implemented Reading First by way of the Scott Foresman Reading Program, because it is grounded in scientific research and is focused on the five essential elements of reading.

The Scott Foreman Program has a strong phonic component in the early grades, as well as integrated spelling, grammar, writing, and fluency monitoring. Students in grades 1-5 are tested weekly in the areas of phonics, vocabulary, reading comprehension, grammar, and writing. Kindergarten students receive formal individualized assessments monthly and informal assessments daily.

Students in grades 1-5 in need of extra support attend small group instruction with a reading specialist using the Sidewalks Program, a remediation program that parallels Reading First. Kindergarten students at risk of falling behind meet daily with a teacher assistant assigned to each class as part of our Early Reading Intervention Program.

Students in grades K-3 are monitored using DIBELS. Students in 4-6 use the Scott Foresman Program and Running Records as their formal assessments throughout the year. Students in these grades are exposed to a wider genre of reading and writing styles. Progress monitoring by way of Placement Tests, Reading Inventories, and Benchmark Tests give a clear direction for supporting the way children learn and grow.

Small group instruction based on student needs occurs daily, and students are placed in groups and moved among groups based on ongoing assessment of their performance. In addition, students across grade levels are exposed to a common approach and instructional language.

Overall, Scott Foresman Reading has been found to contain all the elements that provide well-organized, scaffolded instruction that meets the needs of all children and leads them to be independent readers.

### **3. Additional Curriculum Area:**

Apart from the core subjects, Greenport's Elementary Curriculum includes Health, Physical Education, Media and Technology. In addition, each child experiences time in the cafeteria, playground, assemblies, and seasonal functions during which there is a focus on developing social skills and cultural arts. Special agencies work with our district to provide instruction in drug awareness, fire safety, bullying, domestic violence and other aspects of personal safety.

#### **Health and Physical Education**

The physical education program strives to encourage an awareness and development of physical fitness which is a concern of our society. In accordance with NY State Learning Standards, students will gain the necessary knowledge and skills to establish and maintain physical fitness. The PE program provides a wide range of activities so that all students can participate and develop skills and knowledge of athletic activities. The program seeks to develop an interest and understanding in a variety of team sports that students can enjoy throughout their lifetime. "The Great Body Shop", which is a comprehensive health and substance abuse prevention program, is the core health program.

#### **Media**

Students have an opportunity to visit the elementary media center approximately once per week to work with our School Library Media specialist. In addition to learning about and responding to high quality children's literature, students learn how libraries are organized, develop research skills and begin to develop technological literacy by using a variety of new technologies.

#### **Technology and Learning**

Greenport believes technology is an integral part of our school curriculum. The tools of technology implemented within the district are used by all to promote academic excellence for all learners and are aligned with state and national learning standards. In addition, our classrooms and instructional ways have changed considerably over the past five years. All classrooms have five networked / integrated workstations, and a majority of classes have permanently fixed SMART Boards. Students in grades K-3 use the computer lab for reading / math remediation or enrichment as well as for training in keyboarding and word processing. In addition, students, in grades 4-6, have access to COWS – class sets of computer laptops on wheels. Overall, technology is another vehicle at Greenport used to development proficient communication skills, resourceful critical thinking, and problem solving.

#### **4. Instructional Methods:**

As with many schools, Greenport strives to differentiate instruction to meet the diverse needs of our student population. Our school has implemented instructional programs, curriculum innovations, and staffing patterns that combine to help our students maximize their ability to succeed. Our reading program, detailed previously, provides opportunities for differentiated instruction by way of leveled readers, guided reading, learning stations, and ELL and remediation components. Additionally, without classifying students under the special education umbrella, we offer Building Blocks in Kindergarten, math remediation, occupational therapy and speech to all students who require/need these services.

In addition, classroom technology integration plays an important role. All classrooms have a computer station for students and most classrooms are outfitted with Smartboards. For enrichment and remediation, we use Waterford and Read Naturally. Both are computer-based programs housed in a separate computer lab that enable students to move at their own pace. Instruction in math, science, and social studies is hands-on, student centered, with instruction focused on students' learning styles and interests. Writer's Workshop lends itself well in helping diverse groups improve their writing skills and is designed to individualize the process to assure student growth. Various strategies, such as tiered assignments, interest centers, student choice and flexible grouping, are used to differentiate lessons across the curriculum.

A major factor in student achievement at Greenport is our special education program. This program sets us apart from many local schools because our students benefit by having a full-time special education teacher in an inclusion setting on all grades levels. This teacher is available as a resource and support to the other class on that grade level as well.

The inclusion teacher works with IEP students to imbed their goals into the standard curriculum and/or to modify their instruction. The special education teacher and the classroom teacher work together, as a team, to distinguish and adapt instruction for any student struggling in any area, all day and every day. Teachers, working closely together, have helped ensure that instructional content, process, and product are adjusted in a way to suit children and to address the needs of our diverse population.

Overall, we feel our unique combination of instructional methods have led to improved student performance for all students and in particular for IEP students.

#### **5. Professional Development:**

Greenport is committed to the study educational trends and issues affecting student learning. Programs have been implemented to meet new challenges and professional development to insure their efficacy.

In 1997, with the addition of a technology specialist, the district initiated professional development classes for our staff in the use of internet and computer programs. Since then, technology integration and professional development are on-going and available to all staff. The use of technology has also significantly changed the classroom setting, the way we teach, and the way students learn. Smartboards abound in our school and teachers and students are well versed in their use. In addition, there are computer stations in each class, and two computer labs to support large group instruction. Technology continues to drive new professional development and is an important way we remain focused on meeting state standards. For example, at a recent meeting, a discussion ensued regarding new research that suggests students do better in classes where teachers are technologically savvy; conversely, students tend to disconnect when teachers have little use or understanding of the technologies around them.

Our implementation of the Reading First Program was another vehicle to drive professional development. Workshops in reading instruction and assessment were provided over a three year span. During this time, classroom teachers, remediation and speech teachers participated in monthly workshops during the

school and summer months. In addition, select “turnkey” teachers continue to attend Reading First Conferences to provide ongoing in-house support. In addition, representatives from the Scott Foreman Reading and Math Programs have also provided meaningful workshops to our staff.

In recognition of RTI, the Wilson program was added in 2007 as an alternate intervention to address the needs of students who do not make adequate progress. Two special education teachers were the first to receive Level I certification. During this school year, four additional special education teachers and one reading specialist are now working to complete this training program.

There has been precedence for on-going professional development at Greenport so that we adequately prepare and ensure students are meeting state expectations.

## **6. School Leadership:**

Critical to our success is the K-6 principal who is expected to make a difference by promoting student achievement and by implementing successful systems within the elementary school. The principal, in turn, enlists the support of the elementary coordinators to gather and disseminate information. The principal also empowers students, parents, and teachers in order that they understand their leadership role in helping our school achieve academic excellence. In addition, the principal is charged with the responsibility of maintaining a school culture in which students and teachers are explorers, inquirers, and risk-takers, as well as, maintaining a school environment that builds on kindness, compassion, and character

Acting as a manager, administrator, and instructional leader, is an important balancing act. As an instructional leader, the principal is involved in setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans, and evaluating teachers. In short, the principal makes instructional quality the top priority of the school and attempts to bring that vision to realisation. Staff members meet on a regular basis to discuss their work, work together to problem solve, reflect on their jobs, and take responsibility for what students learn. The principal also makes adult learning a priority; set high expectations for performance; create a culture of continuous learning for adults and get the community’s support for school success.

In addition, the principal:

- Ensures that instructional programs are comprehensive and meaningful.
- Sets benchmarks for teachers to meet during the school year.
- Monitors programs and helps develop a talented staff.
- Ensures that professional development programs are aligned to the state standards.
- Analyses and disseminates assessment data.
- Uses assessment data to evaluate programs and instruction.
- Intervenes quickly when assessment indicates support or change is needed.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: NYS Math Test

Edition/Publication Year: 2005-2009

Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
<b>% Proficient plus % Advanced</b>	<b>88</b>	<b>99</b>	<b>83</b>	<b>64</b>	<b>0</b>
<b>% Advanced</b>	<b>14</b>	<b>11</b>	<b>9</b>	<b>4</b>	<b>0</b>
<b>Number of students tested</b>	<b>42</b>	<b>37</b>	<b>46</b>	<b>45</b>	<b>0</b>
<b>Percent of total students tested</b>	<b>100</b>	<b>100</b>	<b>98</b>	<b>100</b>	<b>0</b>
<b>Number of students alternatively assessed</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Percent of students alternatively assessed</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
<b>% Proficient plus % Advanced</b>	<b>71</b>	<b>100</b>	<b>74</b>	<b>50</b>	
<b>% Advanced</b>	<b>7</b>	<b>8</b>	<b>0</b>	<b>0</b>	
<b>Number of students tested</b>	<b>14</b>	<b>13</b>	<b>23</b>	<b>24</b>	
<b>2. African American Students</b>					
<b>% Proficient plus % Advanced</b>					
<b>% Advanced</b>					
<b>Number of students tested</b>					
<b>3. Hispanic or Latino Students</b>					
<b>% Proficient plus % Advanced</b>	<b>73</b>	<b>94</b>	<b>82</b>	<b>64</b>	
<b>% Advanced</b>	<b>6</b>	<b>9</b>	<b>0</b>	<b>0</b>	
<b>Number of students tested</b>	<b>18</b>	<b>11</b>	<b>11</b>	<b>14</b>	
<b>4. Special Education Students</b>					
<b>% Proficient plus % Advanced</b>					
<b>% Advanced</b>					
<b>Number of students tested</b>					
<b>5. Limited English Proficient Students</b>					
<b>% Proficient plus % Advanced</b>					
<b>% Advanced</b>					
<b>Number of students tested</b>					
<b>6. Largest Other Subgroup</b>					
<b>% Proficient plus % Advanced</b>					
<b>% Advanced</b>					
<b>Number of students tested</b>					

**Notes:**

NYS Math Tests were not administered to 3rd grade students during the 2004-5 school year.

Subject: Reading  
Edition/Publication Year: 2005-9

Grade: 3 Test: NYS ELA Test  
Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Jan	Jan	Jan	Jan	Feb
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	90	58	55	66	0
% Advanced	10	14	11	2	0
Number of students tested	42	36	47	41	0
Percent of total students tested	100	97	100	100	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	71	46	46	58	0
% Advanced	0	0	4	0	0
Number of students tested	14	13	24	19	0
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	82	54	42	80	
% Advanced	0	9	0	0	
Number of students tested	17	11	12	10	
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced			50		
% Advanced			0		
Number of students tested			10		
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

NY State ELA Tests wer not administered to 3rd grade students during the 2004-5 school year

Subject: Mathematics  
Edition/Publication Year: 2004-2009

Grade: 4 Test: NYS Math Test  
Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	83	78	65	71	77
% Advanced	28	14	7	11	7
Number of students tested	36	44	46	38	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	94	81	60	56	60
% Advanced	13	0	0	0	5
Number of students tested	16	21	20	18	16
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	100	73	69	30	50
% Advanced	17	0	0	0	0
Number of students tested	12	11	13	10	10
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

# 4-5. NYS assessment data was not available for these sub-groups in 2004-5.

Subject: Reading  
Edition/Publication Year: 2009

Grade: 4 Test: NY State ELA Test  
Publisher: McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Jan	Jan	Jan	Jan	Feb
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	67	70	65	59	71
% Advanced	6	9	4	9	7
Number of students tested	36	44	46	32	38
Percent of total students tested	100	100	100	96	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	69	62	57	29	60
% Advanced	0	0	0	0	6
Number of students tested	16	21	21	14	16
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	75	64	62		50
% Advanced	8	0	0		10
Number of students tested	12	11	13		10
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

#4-5 NYS assessment data is not available for these subgroups in 2004-5 and 2005-6.

Subject: Mathematics  
Edition/Publication Year: 2005-2009

Grade: 5 Test: NYS Math Test  
Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	84	81	81	0
% Advanced	39	26	19	24	0
Number of students tested	41	50	36	37	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	100	85	67	67	
% Advanced	33	10	0	13	
Number of students tested	18	20	15	15	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	100	87	50		
% Advanced	17	27	0		
Number of students tested	12	15	10		
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

NYS Math Test were not administered to 5th grade in 2004-5.

Subject: Reading  
Edition/Publication Year: 2005-2009

Grade: 5 Test: NYS ELA Test  
Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Jan	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	88	83	56	67	0
% Advanced	17	6	11	6	0
Number of students tested	41	48	36	36	0
Percent of total students tested	100	96	100	97	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	89	74	20	54	
% Advanced	11	0	0	0	
Number of students tested	18	19	15	15	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	83	71	10		
% Advanced	0	0	0		
Number of students tested	12	14	10		
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

NYS ELA Test was not administered to 5th grade in 2004-5.

Subject: Mathematics  
Edition/Publication Year: 2005-2009

Grade: 6 Test: NYS Math Test  
Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	98	89	92	61	0
% Advanced	50	43	39	24	0
Number of students tested	46	37	36	38	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	100	86	83	50	
% Advanced	35	29	50	6	
Number of students tested	20	14	12	16	
<b>2. African American Students</b>					
% Proficient plus % Advanced				30	
% Advanced				0	
Number of students tested				10	
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	100	80	100		
% Advanced	44	10	40		
Number of students tested	16	10	10		
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

NYS Math Test was not administered to 6th grade during the 2004-5 school year.

Subject: Reading  
Edition/Publication Year: 2005-2009

Grade: 6 Test: NYS ELA Test  
Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	May	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	98	59	66	74	0
% Advanced	4	5	9	20	0
Number of students tested	46	37	35	35	0
Percent of total students tested	100	100	97	95	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	100	43	58	62	
% Advanced	0	0	8	8	
Number of students tested	20	14	12	13	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	100	20	60		
% Advanced	6	0	0		
Number of students tested	16	10	10		
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

NYS ELA Test was not administered in 6th grade during the 2004-5 school year