

***U.S. Department of Education***  
***2009 No Child Left Behind - Blue Ribbon Schools Program***

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Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other  
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Mrs. Theresa Sullivan

Official School Name: Greenvale School

School Mailing Address:  
1 Gabriel Rescigno Drive  
Scarsdale, NY 10583-4957

County: Westchester State School Code Number\*: 660301030003

Telephone: (914) 793-6130 Fax: (914) 725-6899

Web site/URL: www.eastchester.k12.ny.us E-mail: TSullivan@Eastchester.k12.ny.us

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.

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

Name of Superintendent\*: Dr. Marilyn Terranova

District Name: Eastchester UFSD Tel: (914) 793-6130

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.

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

Name of School Board President/Chairperson: Mr. John Eickemeyer

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.

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

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US 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 2008-2009 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 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
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:
- |          |                     |
|----------|---------------------|
| 3        | Elementary schools  |
| 1        | Middle schools      |
| 0        | Junior high schools |
| 1        | High schools        |
| 0        | Other               |
| <b>5</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 21107

Average State Per Pupil Expenditure: 17330

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

0 If fewer than three years, how long was the previous principal 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	7	0	0	0
K	0	0	0	8	0	0	0
1	0	0	0	9	0	0	0
2	69	66	135	10	0	0	0
3	67	69	136	11	0	0	0
4	58	58	116	12	0	0	0
5	70	66	136	Other	0	0	0
6	0	0	0				
			TOTAL STUDENTS IN THE APPLYING SCHOOL				523

6. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native
11 % Asian
1 % Black or African American
3 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
83 % White
1 % Two or more races
<b>100 % Total</b>

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: 4 %

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.	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	18
(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.	523
(5)	Total transferred students in row (3) divided by total students in row (4).	0.044
(6)	Amount in row (5) multiplied by 100.	4.398

8. Limited English proficient students in the school: 6 %

Total number limited English proficient 29

Number of languages represented: 3

Specify languages:

Japanese, Spanish, Hindi

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

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: 5 %

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>0</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>8</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>0</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>24</u>	<u>0</u>
Special resource teachers/specialists	<u>13</u>	<u>4</u>
Paraprofessionals	<u>8</u>	<u>0</u>
Support staff	<u>6</u>	<u>1</u>
Total number	<u>52</u>	<u>5</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 22 :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%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	96%	97%	97%	97%
Daily teacher attendance	97%	97%	97%	97%	97%
Teacher turnover rate	3%	3%	0%	3%	11%

Please provide all explanations below.

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

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

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>	<b>100</b>	<b>%</b>

## PART III - SUMMARY

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Greenvale Elementary School provides a nurturing environment where academic excellence flourishes within an enriched scholastic program that meets the needs of 500+ students in grades 2 – 5. Greenvale supports all students intellectually, emotionally, artistically, physically, and socially. Greenvale supports character education and encourages all students to develop ethical values and to demonstrate civic responsibility. In partnership with parents and community, it is our mission to educate children to become life-long learners and contributing members of society.

Greenvale embraces many traditions and has achieved several milestones. Each year students perform for the community at winter and spring concerts. The successful orchestra also performs on Valentine's Day for the senior citizens to honor the elderly in our community. This school district's annual Arts Festival is an event that showcases the creative artwork of the Greenvale students for the community to enjoy. Concurrently, the Student Council sponsors food drives at Thanksgiving, and coat and toy drives at holidays. The Council contributes to children's charities and has contributed to the victims of Hurricane Katrina. Greenvale students make cards for Veterans and make daily announcements over the public address system immediately after the Pledge of Allegiance, highlighting a character value such as respect, responsibility, honesty, and perseverance.

Greenvale appreciates its enthusiastic PTA which sponsors Cultural Arts programs that provide enrichment for all students. These programs enhance music, literature, dance, theater, and science. Greenvale Night is an annual event when the community enjoys food, games, activities, and crafts. Field Day is celebrated in June as a way to involve all students in a fun filled day of games when good sportsmanship is emphasized, and the students and staff are rewarded for their year's work. In 1993, the Greenvale Elementary School was acknowledged as a NYS Blue Ribbon School, an award that brought recognition and pride to our school and community.

The Greenvale Elementary School has many strengths and accomplishments that make it worthy of National Blue Ribbon status. The staff and administration have been trained in the philosophy and approaches to differentiated instruction, and continually use these methods through tiered lessons and related activities. The staff is consistently trained in balanced literacy and practices the methods, approaches, and plans either in a co-teaching model or on their own. Weekly technology training is provided to the staff as each classroom is equipped with a Smartboard and assisted by our in-house technology facilitator. In 2007, our teachers embraced a new math program. In doing so, they worked in grade level teams to identify the main teaching points and developed lessons that integrated with technology.

Collaboration is a tremendous strength that is evident in the art of teaching and learning at Greenvale. Special Education teachers partner with the classroom teachers daily for ELA and Math blocks and have scheduled planning sessions each week. A collaborative classroom at Greenvale consists of the teacher, special education teacher, and a teaching assistant. The effectiveness of this combination is seen in the outcomes in student performance, test scores, and overall ability to achieve. Our NYS Assessment scores have been extraordinary over the past years. Our Social Skills program is very effective in promoting acceptable social behaviors. Peer mentors are trained by our guidance counselor and school psychologist to assist other students and engage them in social activity while modeling appropriate social behavior.

Greenvale students are engaged in differentiated lessons, organized activities, meaningful events, and are supported by the staff, parents and community who take pride in their work. Greenvale Elementary School is more than a New York State standards based academic institution; it is also a place of learning that embraces the whole child.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

The English Language Arts (ELA) state assessment is administered to students in grades 3, 4, and 5 annually to assess proficiency and performance based on the New York State Learning Standards. The ELA results are categorized by Levels and the percentages of students scoring at Level 1, 2, 3, or 4 are recorded. Levels 1 and 2 indicate that academic intervention is required. Level 3 indicates that the state standards have been met, and Level 4 indicates that the state standards have been met with distinction. A Level 4 indicates that a student has exceeded the state requirement. The results of the 2004 ELA assessment indicated that 93% of the total population of grade 4 students performed at a proficiency Level of 3 or 4, meeting or exceeding the state standards. The remaining 7% of the 4th grade students performed at Level 2, requiring academic intervention. In 2005, a significant increase was made due to studies of item analysis and a focus on instruction, as well as additional services provided as part of No Child Left Behind; 100% of the total population of grade 4 students achieved a performance Level of 3 or 4. Although the scale score range associated with each performance Level was adjusted in 2006, the 4th grade ELA scores at Levels 3 or 4 were not significantly impacted. In 2006, 98.5% performed at Levels 3 or 4, and in 2008, 97% met or exceeded the state standards. The success of our student population is attributed to the implementation of teaching strategies such as differentiated instruction, alignment of curriculum to standards, instructional modifications based upon item analysis and an understanding of the areas of student performance based on classroom assignments, and formal and informal assessments.

State mathematics assessments, measuring proficiency in content and process strands are administered to students in grades 3, 4, and 5. The four performance Levels are identical to the ELA. Students are expected to meet or exceed the standards at Levels 3 or 4. Students who score at Levels 1 or 2 receive academic intervention.

The results of the 2005, 2006, 2007, and 2008 mathematics assessments for grade 4 reported 100% performing at Levels 3 or 4. In 2008, the math results for grades 3, 4, and 5 reported 100% performing at Levels 3 or 4. A significant increase is noted in grade 5 performance from 2006 when 93% scored at Levels 3 or 4; 40.8% scored at Level 4 and 52.5% scored at Level 3. In 2008, 100% scored at Levels 3 or 4, with 72.7% scoring at Level 4 and 27.3% scoring at Level 3. Grade 4 also showed a significant increase in movement from Level 3 to Level 4 in math in 2006, when 75.6% scored at Level 4 and 24.4% scored at Level 3. In 2008, 87% scored at Level 4 and 13% scored at Level 3. The NYS assessments have shown growth in students' achievement either in the percentage of students meeting or exceeding expectations, or in the percentage shift from Level 2 to Level 3, and Level 3 to Level 4. No student at The Greenvale Elementary School has ever received a Level 1 score.

These successful results are a tribute to the programs designed and implemented by the building principal and professional staff to connect learning with instruction, and to target core curriculum areas to support or challenge the individual needs of each student. Information on the New York State Assessment system can be found at [www.emsc.nysed.gov](http://www.emsc.nysed.gov).

### 2. Using Assessment Results:

The Greenvale Elementary School consistently uses assessment data to understand and improve student and school performance. District assessments consist of the administration of Developmental Reading Assessments (DRA) in grade 2-5, Dynamic Indicators of Basic Literacy Skills (DIBELS) in grades 2-5, district ELA assessments in Grades 2, 3, and 5, and a district math assessment in grade 2.



The results of the DRA allow teachers to track student progress and enable instructional teams to place them on their appropriate reading level. Based upon assessment data, small guided reading groups, structured reading workshops, and Academic Intervention Services (AIS) are designed to provide instructional assistance to students who require additional support in decoding and comprehension. At the beginning of each school year, the entire student body is administered the DIBELS, as part of our Response to Intervention (RTI). Students who score at risk are administered the DIBELS every two weeks. Appropriate interventions, such as extended ELA collaborative time, are provided to ensure support and reinforcement. The district ELA assessments are a standardized testing system that emphasizes reading comprehension and written responses. Teachers do an item analysis to see where each student has experienced some difficulty and the type of questions that were most difficult.

The NYS Assessments provide us with the necessary information needed to address student performance. Using the item analysis results, we are able to look at our students and see where they are experiencing the most difficulty. The principal of the school reviews each class report and compiles a list of students who have either performed at a Level 1, 2 or a low Level 3. This list is provided to the Reading Specialist and AIS/Special Education teachers who address the needs of the identified students in collaboration with the homeroom teacher or in a small group workshop.

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

Student performance is communicated to parents and community in a number of ways. The New York State Report Card on student performance and state assessment is discussed at scheduled administrative team, grade level, faculty, parent teacher, and at the Eastchester School District Board of Education meetings. Board meetings are televised on the district's local access television channel. Assessment scores are discussed in detail as to what the scores mean, the range in scores, how these ranges are identified by levels, and what each level means in terms of student performance or intervention. Assessment results are also published with clear explanations in our school's weekly newsletter, "The Echo," and on our school and district web sites.

Progress reports are provided to parents at the end of the tenth and thirtieth week of the school year; followed shortly thereafter with scheduled parent conferences. Report Cards are issued to parents at the twentieth and fortieth weeks of school. However, scheduled and unscheduled parent meetings are held as needed throughout the school year. At the Greenvale Elementary School, parent communication is on-going and is believed to be an invaluable tool in helping students succeed. Upon receipt of the New York State Assessment Scores and after an analytical review by teachers, they are mailed to parents. Parents are again encouraged to discuss their child's assessment results with the appropriate professional staff.

"School Talk," a school district publication, reports to the community on the results of the NYS Report Card, providing a thorough explanation of the performance levels and scores. A Curriculum Night is held to inform parents of the ELA assessments both district and state administered. An explanation of what they measure and how they are interpreted is helpful in enabling parents to understand the process and its purpose.

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

The Greenvale Elementary School shares its successes with other schools in several ways. School districts are invited to visit and observe the innovative advances we have made in technology. Many school districts have visited Greenvale to observe students and teachers utilizing the interactive white board as a motivational instructional tool for teaching and interactive learning. Our professional staff has presented our achievements at the Channel 13 Celebration for Learning Conference in NYC, and continues to be an advocate for technology advancements throughout Westchester County. Visitors frequently inquire about our methodology to integrate technology throughout all academic areas. Several school learning communities have observed

our instructional staff's use of the Think Math Program which was piloted and eventually adopted as an integral part of our primary instructional program. The level of staff commitment to differentiate lessons and instruction is recognized and appreciated by visitors who are equally impressed with the way students are able to be successful applying math concepts that are taught in a new way. Aside from visitations, the principal, teachers, and parents discuss our successes at conferences, workshops, and at general meetings.

Our principal's open door policy enables school communities who seek advice, assistance, clarification or encouragement in introducing successful innovative practices to find help and support. She is an active member in county and state professional organizations. In these affiliations, she discusses the academic successes of the Greenvale Elementary School and shares her expertise with colleagues throughout New York State.

The Greenvale Elementary School is very proud of its achievements. If awarded Blue Ribbon school status, we will enthusiastically continue to share our success story with neighboring and regional schools, and to encourage schools interested in learning about innovative programs to visit our school.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Greenvale Elementary School curriculum incorporates New York State learning standards in all core areas of Language Arts, Mathematics, Science, Technology, Social Studies, Physical Education, and Fine Arts.

The Language Arts Curriculum focuses on an integrated and balanced approach to learning and language proficiency in all content areas. Teachers use research based best teaching and learning practices to provide a balanced literacy program that includes systematic skill development in reading and writing in order to promote higher levels of comprehension, critical thinking, and writing proficiency. As students become more independent readers and writers, they learn strategies to make connections to new concepts and skills. Shared, guided, and independent reading and writing are the components of the Language Arts program. Teachers differentiate instruction based on students' varied readiness levels, interest, and learning needs; allowing students to access content and process information in meaningful and challenging ways. Students have a cumulative Language Arts portfolio of common reading and writing activities and assessments. It is a tool for identifying strengths, needs and growth.

The mathematics curriculum is rooted in the National Council of Teachers of Mathematics (NCTM) standards and aligned with the NYS standards. The curriculum focuses on understanding math concepts and the ability to communicate and reason mathematically. It centers on problem solving skills and the ability to perform a variety of related operations. Content and process strands are emphasized, and students approach problems with various strategies. Students work with manipulatives that may be physical items, concurrently using technology tools such as calculators and computers, to build valuable technology skills.

The science curriculum enables students to understand and apply scientific concepts, principles, and theories pertaining to physical setting and living environment, and to recognize the development of scientific ideas. This approach to learning science is one of inquiry where students acquire an understanding of fundamental science concepts in the life, earth, physical, and environmental sciences, and use multiple resources to access and evaluate data. Students participate in the learning process through experimentation, following the scientific process.

The social studies curriculum emphasizes the cultural/social, geographic, economic, historical, and political aspects of the world. Topics vary by grade. Grade 2 explores communities in the United States; Grade 3 explores communities throughout the world and how they collaborate to meet basic needs; Grade 4 studies local history and government; and Grade 5 studies the United States, Canada, and Latin America. Reading and writing are stressed, and students are taught to respond to document-based questions (DBQs). Students learn to compare, categorize, contrast, and analyze information from different sources in order to draw conclusions.

Physical education is an integral part of the total education program. In alignment with the standards, it is designed to help students develop and maintain fitness, personal health, locomotor skills, make healthy choices, and practice sportsmanship. Students are taught skills appropriate to their developmental levels.

The Fine Arts curriculum is designed to develop and encourage the musical and artistic talents. Students actively engage in understanding, applying, performing, and appreciating Music and Art. Students in grade 3-5 can participate in the orchestra/strings program, and grades 4 – 5 students may participate in Band and Chorus. The art and music programs build on previously developed skills, enabling children to experience a sense of development and accomplishment in these creative areas.

Grade level teachers and special area teachers work collaboratively to provide connections to the core curriculum areas at the Greenvale Elementary School. The Greenvale Elementary School, through such avenues as differentiated instruction, balanced literacy, technology, inquiry and discovery approaches, and physical and creative development, provide an outstanding academic program to meet the social, emotional, physical, and educational needs of each student.

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

The Greenvale Elementary School is deeply ingrained in a cohesive reading approach to teaching literacy skills. Greenvale implements a Balanced Literacy approach to reading because it enables teachers to closely observe the reading behaviors of students, and plan for accelerated learning through the teaching of strategies and skills in small group instruction. Balanced Literacy incorporates phonics, fluency, decoding, and comprehension skills. Students are asked to analyze word structure and make meaning out of words. The teachers have implemented word study blocks of time to develop and enrich phonics skills. By implementing word study and decoding skills, our students become fluent readers. Comprehension skills are developed by immersing students in rich literature, encouraging them to make predictions, make connections, draw conclusions, and understand the author's purpose. Activities such as shared reading, guided reading, partner reading, reader's theater, reader response, word sorting, listening centers, and reflection, set the tone and framework for the instructional block of time and the literacy program.

Reading instruction is scaffolded by teachers as they model new strategies, engage students in newly introduced skills through whole group practices, evaluate student application of the new skill, advance the goal of independent reading, and assess comprehension through student reflection.

The Greenvale Elementary School monitors the progress of students carefully to ensure that each student achieves or exceeds the benchmarks for competency in reading. The Open Court series used in grade 2, and the Scott Foresman series used in grades 3-5, combined with leveled reading materials, allow for differentiated reading instruction. By integrating a variety of approaches, a balance is achieved in which students develop comprehension strategies through a curriculum enriched with fiction and non-fiction text, gain an understanding of higher order questioning and thinking skills, and above all develop an intrinsic love and enjoyment of reading.

#### **2b. (Secondary Schools) English:**

This question is for secondary schools only

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

At Greenvale Elementary School, mathematics is taught as a series of interconnected concepts as opposed to isolated facts. Students develop a deeper conceptual and procedural understanding of mathematics through a sequential process that introduces concrete mathematical concepts at their basic foundation and develops them to their abstract applications. Students gain fluency with number facts and learn the skills necessary to compute accurately. Once accomplished, they are able to apply factual concepts to contextual problems. Teachers employ a combination of manipulatives and interactive technologies to augment student learning. Interactive white board lessons enhance instruction in a more meaningful and engaging manner. This methodology is integrated across all grade levels. Students become active participants in technology rich lessons by utilizing numerous resources such as white boards and interactive manipulatives as problem solving tools.

Teachers are willing and invested participants whose enthusiasm for this program is infectious. They believe that they immediately see the results of their efforts because students emerge as enthusiastic learners who have flourished academically. The integration of technology and innovative teaching techniques has helped students by making the abstract concepts of mathematics come to life. Within the framework of an instructional day, teachers provide a combination of whole class, small group, and individual mathematics instruction to provide students with additional practice and reinforcement. The results of this endeavor can be measured in the NY State mathematics assessment where Greenvale students score at the highest levels of the state.

The rigor of the mathematics curriculum is balanced by thoughtful teacher observations and assessments to appropriately differentiate assignments and instruction. Additional support is provided by teaching assistants and the grade level resource teacher on both a push-in and pull-out basis. This methodology and teamwork has yielded extraordinary results for the Greenvale student body.

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

Greenvale offers several instructional vehicles to continually enhance learning and performance. Technology is integrated in every curriculum area. Interactive white boards are used to engage students in learning through active participation. Videoconferencing enables staff to discuss books with an author, visit museums, zoos, and aquariums, and students throughout the country to learn about communities, interests, and schools. In Language Arts, writer's workshop and process writing, author studies, responses to literature, book circles, and portfolios assess student knowledge, ability, and performance. In mathematics, problem solving strategies, mental math problems, technology applications, and using math language throughout the grades reinforce and strengthen concepts and process. Inquiry based and hands-on approaches to science generate thought provoking classes. Collaborative teaching enhances instruction by enabling various approaches and modalities of learning to take place. Inter-connected themes, developmentally appropriate activities, differentiated instruction, standards based lessons, focus on assessment and improvement to ensure success and achievement.

Greenvale offers a wide variety of instructional and academic interventions to meet the diverse needs of students. Modified instruction fosters student achievement and academic success. Greenvale employs a three-tiered Response to Intervention model. Students requiring Tier 1 services receive additional individual and small group practice by professional or supportive staff within the classroom. Students who do not respond to this level of intervention are referred to receive Tier 2 services. At Tier 2, a special education teacher provides a multisensory decoding program, and writing and math workshops. Reading Specialists provide support in decoding, vocabulary, and comprehension skills. Students who do not respond to Tier 2, or students classified by the Committee on Special Education (CSE), receive intense Tier 3 level support in the inclusive, collaborative model. At Tier 3, the general education teacher and the special education teacher provide instruction through co-teaching and small group instruction to reinforce specific skills.

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

The Eastchester School District provides numerous professional development opportunities for its staff. These opportunities are available to district and building administrators, teachers, assistants, monitors, clerical and custodial staff.

Administrators and teaching staff have been engaged in a multi-year training program on Differentiated Instruction conducted by consultant, Nancy Letts. Instructional staffs have been trained in Collaborative Teaching Models and Practical Co-Teaching Strategies, sponsored by the Institute for Educational Development. In addition, staff members continue to be trained in Professional Learning Communities (PLC)

using the research of Richard DuFour. The Greenvale staff is currently being trained in Positive Behavior Intervention Services (PBIS). This is a program grounded in research that encourages positive behavior through identified behavioral and academic expectations.

Technology staff development is on-going at Greenvale as teams of staff members meet alternately to train with the district's elementary technology specialist. The training focuses on interactive programs that integrate the curriculum and assist in student learning. Our staff continues to work with LitLife consultants on the reading/writing connection and the development of a cohesive writing curriculum map that is aligned to the New York State standards. New teachers are trained in practices and approaches through the Mentoring Program. Mentors and their interns attend the "Reflections on Teaching" course; a series of classes focusing on promoting best practices. Teachers continuously meet with the district math supervisor to consult, co-teach with or participate in modeled lessons.

Civil Service employees, school nurse, clerical staff, and monitors have received training on mandated issues such as child abuse in the school setting and sexual harassment. Many staff members have received training in CPR. Professional development on a variety of topics is also offered through summer curriculum development for staff members and administrators.

The Eastchester School district considers Professional Development to be an integral part in its quest to achieve academic excellence.

## **6. School Leadership:**

The Greenvale Elementary School's educational productivity and strength is largely due to the outstanding leadership of the building principal.

The principal's management style effectively incorporates the strengths of each staff member. She uses their expertise to design programs that enhance all areas and levels of the curriculum. She is knowledgeable on best practices and current trends, and encourages and provides opportunities for all staff members to work together and share their best practices to improve student performance. The staff appreciates that their hard work is recognized by administration and celebrated by children and parents alike.

The Greenvale Elementary School leadership encourages a team approach, and with professional conversations, helps to foster a shared vision of what the school should look like and how it should function as an organization for instruction and learning. The principal sets forth goals which are discussed and works with the staff to set a framework for how these goals will be met. The principal is informed of student progress and performance, and analyzes and compiles assessment data to share with staff to continually review the areas of strengths and those in need of improvement.

The principal's strong organizational skills and clearly defined goals are evident in all projects that she undertakes and in the day to day functioning of the building. She is accessible to teachers and parents and responds to requests in a timely manner.

Our principal is involved in all school activities and with all students in the building. She observes teachers and provides opportunities for reflection and feedback. She models instruction and co-teaches with staff. The principal ensures effective communication by meeting with all grade level and special area teachers on a monthly basis. In addition, she meets with the entire faculty as a group monthly, as well as with all building committees.

## PART VI - PRIVATE SCHOOL ADDENDUM

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This section is for private schools only

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: New York State Math Assessment

Edition/Publication Year: 2005 - 2008

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
<b>SCHOOL SCORES</b>					
Level 3 + Level 4	100	98	99		
Level 4	56	57	54		
Number of students tested	114	136	130		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1	1	1		
Percent of students alternatively assessed	10	10	10		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup): Asian</b>					
Level 3 + Level 4	100	100	100		
Level 4	62	83	67		
Number of students tested	13	18	12		
<b>3. (specify subgroup): Hispanic/Latino</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup): Black</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The New York State Assessments were first administered in the 2005-2006 school year for grades 3 and 5.

Subgroup scores have only been reported for groups that have 10 or more students.

The Greenvale School does not have a subgroup for Free and Reduced Price Meals/Socio-Economic/



## Disadvantaged Students

Subject: Reading

Grade: 3 Test: New York State ELA Assessment

Edition/Publication Year: 2005 - 2008

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan		
<b>SCHOOL SCORES</b>					
Level 3 + Level 4	94	90	90		
Level 4	38	14	25		
Number of students tested	115	128	126		
Percent of total students tested	100	100	100		
Number of students alternatively assessed		1			
Percent of students alternatively assessed	0	10	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup): Asian</b>					
Level 3 + Level 4	77	90			
Level 4	38	20			
Number of students tested	13	10	9		
<b>3. (specify subgroup): Hispanic/Latino</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup): Black</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The New York State Assessments were first administered in the 2005 2006 school year for grades 3 and 5.

Subgroup scores have only been reported for groups that have 10 or more students.

The Greenvale School does not have a subgroup for Free and Reduced Price Meals/Socio-Economic/Disadvantaged Students.



Subject: Mathematics

Grade: 4 Test: New York State Math Assessment

Edition/Publication Year: 2003 - 2008

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	May	May
<b>SCHOOL SCORES</b>					
Level 3 + Level 4	100	100	100	100	99
Level 4	87	82	76	91	73
Number of students tested	138	128	131	117	107
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	2	1	0
Percent of students alternatively assessed	10	0	20	10	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup): Asian</b>					
Level 3 + Level 4	100		100		100
Level 4	94		87		94
Number of students tested	16	9	15	9	16
<b>3. (specify subgroup): Hispanic/ Latino</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup): Black</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subgroup scores have only been reported for groups that have 10 or more students.

The Greenvale School does not have a subgroup for Free and Reduced Price Meals/Socio-Economic/Disadvantaged Students

Subject: Reading

Grade: 4 Test: New York State ELA Assessment

Edition/Publication Year: 2003-2008

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan	Jan	Feb
<b>SCHOOL SCORES</b>					
Level 3 + Level 4	97	99	98	100	93
Level 4	40	54	23	71	50
Number of students tested	134	125	130	115	101
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. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup): Asian</b>					
Level 3 + Level 4	92		100		91
Level 4	38		40		82
Number of students tested	13	9	15	9	11
<b>3. (specify subgroup): Hispanic/ Latino</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup): Black</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subgroup scores have only been reported for groups that have 10 or more students.

The Greenvale School does not have a subgroup for Free and Reduced Price Meals/Socio-Economic/ Disadvantaged Students

Subject: Mathematics

Grade: 5 Test: New York State Math Assessment

Edition/Publication Year: 2005 - 2008

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
<b>SCHOOL SCORES</b>					
Level 3 + Level 4	100	97	93		
Level 4	73	44	41		
Number of students tested	128	129	120		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup): Asian</b>					
Level 3 + Level 4	100	100			
Level 4	86	57			
Number of students tested	14	14			
<b>3. (specify subgroup): Hispanic/Latino</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup): Black</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The New York State Assessments were first administered in the 2005-2006 school year for grades 3 and 5.

Subgroup scores have only been reported for groups that have 10 or more students.

The Greenvale School does not have a subgroup for Free and Reduced Price Meals/Socio-Economic/Disadvantaged Students



Subject: Reading

Grade: 5 Test: New York State ELA Assessment

Edition/Publication Year: 2005-2008

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan		
<b>SCHOOL SCORES</b>					
Level 3 + Level 4	97	93	93		
Level 4	17	24	38		
Number of students tested	126	127	117		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup): Asian</b>					
Level 3 + Level 4	100	100			
Level 4	81	85			
Number of students tested	11	13			
<b>3. (specify subgroup): Hispanic/Latino</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup): Black</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The New York State Assessments were first administered in the 2005-2006 school year for grades 3 and 5.

Subgroup scores have only been reported for groups that have 10 or more students.

The Greenvale School does not have a subgroup for Free and Reduced Price Meals/Socio-Economic/Disadvantaged Students



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