

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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 grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. 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: 4 Elementary schools
 2 Middle schools
 Junior high schools
 1 High schools
 Other

 7 TOTAL
2. District Per Pupil Expenditure: \$6,632.00

 Average State Per Pupil Expenditure: \$8,357.00

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

 8 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				7			
K	26	18	44	8			
1	19	25	44	9			
2	18	21	39	10			
3	26	17	43	11			
4	25	25	50	12			
5	30	19	49	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							269

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| 95 | % White |
| 2 | % Black or African American |
| 2 | % Hispanic or Latino |
| 1 | % Asian/Pacific Islander |
| 0 | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

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

[This rate should be 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.	10
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)]	17
(4)	Total number of students in the school as of October 1	249
(5)	Total transferred students in row (3) divided by total students in row (4)	.068
(6)	Amount in row (5) multiplied by 100	6.8

8. Limited English Proficient students in the school: 2 %
3 Total Number Limited English Proficient

Number of languages represented: 1
 Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 24 %

Total number students who qualify: 64

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 federally-supported lunch 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: $\frac{9}{23}$ %
23 Total Number of Students Served

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>1</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>2</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>16</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

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>11</u>	<u>1</u>
Special resource teachers/specialists	<u>1</u>	<u>13</u>
Paraprofessionals	<u>0</u>	<u>7</u>
Support staff	<u>4</u>	<u>2</u>
Total number	<u>17</u>	<u>23</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 22:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	96%	96%	96%	95%	96%
Teacher turnover rate	0%	18%	0%	0%	9%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III – SUMMARY

The Solanco School District is located in the southern half of Lancaster County. It covers over 180 square miles and provides educational services to about 4,000 students. The district is mostly rural farmland with gently, rolling hills. Bart-Colerain Elementary School is located in the southeast corner of the district and serves students from the townships of Bart and Colerain. Our school building is surrounded by Amish farms and boasts a very serene and picturesque setting. The movie “Witness”, starring Harrison Ford and Kelly McGillis, was filmed in our backyard and is a testament to the beauty of our surroundings.

Community support has been evidenced in our school since before the school opened. In September of 1960 our new school was scheduled to open but a railroad strike prevented the school furniture from arriving in a timely manner. The night before school was scheduled to open, over 50 parents, school board members, faculty, and students traveled 25 miles to load the furniture from a railroad car and deliver it back to the school site. These people worked until midnight to assemble and position the furniture for the opening of school the next morning. They cared then and continue to care about education today.

Our district has 4 elementary buildings, 2 middle schools, and one high school. Bart-Colerain Elementary, the smallest building, is structured to house two classrooms of each grade Kindergarten through Grade 5, with enrollments at approximately 270 students. Bart-Colerain, one of 73 elementary schools in our county, achieved the highest rates of proficiency on the 2005 PSSA state assessments in both math and reading. Our math proficiency rate was 100% with 80% of our students scoring advanced.

Over the past three years, Solanco elementary schools have taken advantage of a state initiated Accountability Block Grant to begin offering an extended day kindergarten program for our academically needy students. Currently we serve about 40% of our district-wide kindergarten population with a literacy-based and standards driven program to accelerate the early literacy skills our students need to succeed.

Staying true to the mission statement of Solanco School District: “To provide educational opportunities in a safe and secure environment that enables all students to maximize their academic performance, to become productive members of society and to engage in life-long learning” is evidenced by our students, parents, and community being actively involved and caring about our success. Our faculty, students, and parents are proud of the school’s accomplishments and continually promote the school’s mantra of going “Above and Beyond”.

PART IV INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

The Pennsylvania System of School Assessments (PSSA) is administered to every fifth grade student during the month of April. The assessment measures student achievement in math and reading for all classifications of the student body, ie. IEP, ESL, Title 1. The state provides school and individual student results that reflect the four levels of student performance (Advanced, Proficient, Basic, and Below Basic).

For the past four years Bart-Colerain's student scores demonstrated that 90% of our students are reading at the proficient or advanced level. They also demonstrated similar mastery with mathematics with at least 87% or higher rates of proficiency or advanced levels. The 2005 assessment revealed that 100% of our students were proficient or advanced in mathematics. There is no disaggregated data available for sub-groups that are too small.

A measure of the difficulty of the state assessment is the proficiency benchmarks for Annual Yearly Progress. In Pennsylvania, Annual Yearly Progress is met by having 54% of the student population score proficient or advanced in reading and 45% proficient or advanced in math. Bart-Colerain has far exceeded those benchmarks for the past five years.

Additional information about the Pennsylvania System of School Assessment is available at <http://www.pde.state.pa.us>.

2. Using Assessment Results

We live by the mantra "Assessment drives Instruction". Our school monitors and documents student progress through numerous data sources: classroom-based assessments, DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Benchmarks, Successmaker reading and math program reports, Houghton-Mifflin theme tests, district-designed accuracy and fluency measures, STAR Computer Adaptive Reading Diagnostic Assessments, and annual Stanford Achievement Tests. Title 1, special education and grade level teams analyze the school's performance data to set short and long term goals for the school and students to progress toward established benchmarks and standards. Instructional and/or behavior interventions are developed for identified students based on intensity of identified needs. To track the effectiveness of these interventions, progress monitoring is implemented on a bi-weekly basis. To continue the upward trajectory of student performance, monitoring results are used to make ongoing and necessary changes to instructional interventions. In addition, the district has access to Pennsylvania's Value Added data mining system that allows a more in-depth process of predicting student progress and applying interventions when expected results show needs.

3. Communicating Assessment Results

Bart-Colerain Elementary communicates school and student performance to parents, students, and community stakeholders in a variety of ways. Parents of third, fourth and fifth grade students are able to track their students' classroom assignments and grades on-line. PSSA and Stanford Achievement results for each student are communicated with and explained to parents each year. Parent conferences are scheduled for all students and teachers are available to meet and discuss parent concerns at any time of the year.

Our local media reports the district results of PSSA evaluations when they are released by the PA Department of Education. The district also prepares a building report card for each school that communicates building and student progress. These report cards are mailed with our quarterly district newsletter to all district residents.

Our Superintendent of Schools convenes a monthly Advisory Council consisting of community, business, faculty, and parent members that discuss timely issues and student achievement progress.

4. Sharing Success

Our building's success is shared both internally and externally. Within the district, our faculty members provide leadership during curriculum writing projects, staff development programs, and district-wide in-service days. The Title 1 staff from our building also hosts regular training seminars for the district-wide reading specialists and reading aides.

Outside the district, our successes are shared with the local chapter of Phi Delta Kappa, the local Elementary Principals' Association, and with the member school districts of our Intermediate Unit. We also host many faculty and staff visitation teams from other school districts that are investigating the reasons for our success. They show interest in our building-wide balanced literacy approach, our extended-day Kindergarten program and how we effectively utilize technology to increase student achievement.

PART V CURRICULUM AND INSTRUCTION

1. Curriculum

The Bart-Colerain Elementary curriculum is both standards-based and comprehensive in nature. Our core curriculum areas include reading, language arts including English and spelling, writing, math, penmanship, social studies, science/health, technology, art, music, physical education, and library science. The supplemental curriculum includes developmental counseling, keyboarding, choral music, music lessons for strings and instruments, and an elementary band and orchestra.

All core curriculum components are designed to meet or exceed the Pennsylvania State Standards established for each subject. In most instances, our teachers have prioritized and expanded the rigorous expectations for our students. They consistently focus on transferring knowledge and concepts from one subject area to another.

Our district's reading program is based on Pennsylvania's standards for Reading, Writing, Speaking and Listening. The curriculum is delivered with a "balanced literacy approach" called Four Blocks. Each day our children are instructed in Guided Reading (direct instruction), Reading Workshop (independent reading), Writing Workshop (direct instruction), and Working with Words (phonics instruction). We are constantly focused on teaching the literacy skills of phonemic awareness, phonics, fluency, accuracy, vocabulary, comprehension and responses to literature.

The math curriculum starts with learning your math facts "as well as you know your own name" and progresses to requiring written responses to math performance tasks. Math instruction focuses on the state standards and skills related to numbers/number operations, geometry, data analysis, algebra, and measurement. Teachers utilize real-life situations to bring problem solving instruction to a level that

focuses on identifying and justifying an answer. Our students' math and reading instruction are supplemented by the Successmaker tutorial software program that students make use of every day.

The social studies curriculum addresses the state standards related to history, government, geography, economics, and citizenship. Our units of study focus on the ever-widening horizons of student and family, their neighborhood, their community, their nation and world. Likewise, our science program is focused on the state standards for physical, earth and life sciences. Science instruction is activity based and heavily integrated with utilizing their mathematical skills. We also have a Successmaker tutorial software program available to supplement our science program.

When examining the arts curriculum, Bart-Colerain offers a wide variety of opportunities. Not only do our students receive weekly instruction in art and music, if interested they also are provided with free instrumental lessons during the school day. Our district also supports a chorus at each building and a district elementary band and orchestra that performs during the annual Fine Arts concert.

2. Reading

Based on Pennsylvania's Academic Standards for Reading, Writing, Speaking, and Listening, the Solanco School District implements a Balanced Literacy Framework, grades K-5 for its reading and language arts curriculum. Using a comprehensive approach to implement this literacy framework, Bart-Colerain Elementary uses explicit and scaffolded teaching of reading skills and strategies to develop strategic and analytical readers. The reading program consists of four daily components: reading *to* students at their listening level; reading *with* students during *shared* and *guided* reading at their instructional level; and reading *by* students at their independent level. Ongoing literacy assessments and progress monitoring data determine flexible grouping for differentiated instruction in the areas of phonemic awareness and phonic skills, vocabulary, reading fluency, comprehension skills and strategies before, during, and after reading. To reinforce critical reading skills and to provide support to build strong affective reading behaviors, core and supplemental instructional reading materials are widely used. Anthologies from the Houghton-Mifflin Legacy of Literacy program, literature novels, trade books, decodable books, Big Books, leveled readers, Accelerated Reader program, CCC Successmaker Reading Program, KidBiz 3000 Differentiated Instruction for Reading and Technology (gr. 5) together represent a variety of resources, genres and authors for narrative, informational, and persuasive text study.

Through co-teaching, small group intervention, use of developmentally appropriate texts and repeated readings, a focus on word solving, phonemic awareness, critical thinking, consistency between supplementary and classroom instruction, and on-going assessment of students' progress, the Bart-Colerain staff implements a distinguished reading program that transforms students into readers who value books and literacy in all of its forms.

3. Technology Curriculum

Our students and teachers utilize technology every school day. The software or web based sites that we have selected are critical to reinforcing the essential academic skills related to reading, writing and mathematics. At Bart-Colerain we realize that the computer is only a tool and the real "secret" to using this technology successfully is how our classroom teachers utilize the software, monitor the student's progress and motivate learners to go "above and beyond" with their learning.

Our small school's computer resources are impressive. We have a Waterford lab of computers for our kindergarten and selected primary students for the development of early literacy skills. In grade 1-5, a

fixed computer lab is utilized by every student for 30 minutes each day to complete individual tutorial lessons in reading and math with the SuccessMaker software. This software program provides our classroom teachers with an abundance of data that will help them monitor progress and instruct individual students. Students in grades 3, 4, and 5 participate with the Accelerated Reader program, which is used to promote recreational reading in and out of school. Our third and fifth grade students make use of Study Island, a web-based math program built on the PA math standards that is both tutorial and assessment driven and can be accessed from home or school. Finally, our fifth grade students use KidBiz, a reading/writing web-based site, built on PA Reading standards, that involves reading and responding to real-life news articles. Our media center boasts another lab of student computers used for keyboarding skills and book location and an I-book lab of mobile computers for student projects. All computers are networked and have access to the Internet.

Technology can also be something other than computers. About one half of our classrooms are outfitted with an audio-enhanced sound system that gives unprecedented clarity to the teacher's voice when teaching.

4. Instructional Methods

At Bart-Colerain Elementary School we believe that assessment and instruction are tightly woven. We have modified our instructional methods and classroom assessments to resemble the PA System of School Assessments. We are sensitive to not "Teach to the Test", however, we do strive to give every child a fair opportunity to show what they know.

Examples of how instruction and assessment are linked would include having the students and teachers using the PA Writing Rubric when planning, writing and assessing authentic student writing, including an appropriate primary rubric for writing. Our students and faculty also make use of the state developed rubrics for open-ended written responses in math and reading assessments. Math and reading instruction now includes teaching students how to respond to open-ended, multiple step problems. Teachers use state released sample questions that have answers for each student performance level. Our students are then able to score their own responses and identify the areas in which they could improve their answer.

Recent staff development initiatives have also increased our teachers' competency. Ten years ago our elementary faculty began implementing the Cooperative Learning instructional strategy. It was, and still is, an integral part of our school's instructional pedagogy. More recently our teachers received training in the Learning Focused School model that promotes consistent and pervasive instructional strategies throughout the building and is coupled with curriculum prioritization. This faculty training, curriculum priorities, and on-going student assessment with progress monitoring allow our students to become strategic and empowered learners who are better equipped to communicate their learning to others.

5. Professional Development

Solanco School District recognizes that highly trained teachers with an expansive pedagogy will positively impact student achievement. To that end our district has developed a supervision program that meets the differentiated needs of our professional staff. Our program meets the needs of a first-year novice with a mentoring program to the distinguished educator with a wealth of information to share. Each teacher is involved with a mode of supervision that meets his or her professional needs. Non-tenured staff follow a prescriptive mode to ensure proficient development and tenured staff have multiple mode selections. The goal is to allow teachers to take control and ownership of their professional growth with the support of their administrator.

Throughout the school year, our building faculty makes use of weekly staff development meetings to address a multitude of topics. Faculty meetings, technology training, and grade level meetings occur monthly before the start of the school day. As a result, we have a cohesive faculty that is focused on instructional improvement for increased student achievement.

The district conducts full days of in-service for staff development. These days are either district-wide or building based. New initiatives are a priority for staff development. Exciting new initiatives in recent years has included Learning Focused School training, data driven decision-making, DIBELS assessments, and technology integration.

In addition to the district's scheduled in-service days, the district provides financial support each year for professional workshops and college credits.

PART VII ASSESSMENT RESULTS

State Criterion-Referenced Tests

The Pennsylvania System of School Assessment (PSSA) is a mandated state assessment in reading and mathematics. Student scores are reported as the percentage of students tested whose performance were Below Basic, Basic, Proficient, and Advanced. These categories are defined as follows:

Advanced – Superior academic performance indicating an in-depth understanding and exemplary display of the skills included in Pennsylvania's Academic Standards.

Proficient – Satisfactory academic performance indicating a solid understanding and adequate display of the skills included in Pennsylvania's Academic Standards.

Basic – Marginal academic performance work approaching, but not yet reaching, satisfactory performance. Performance indicates a partial understanding and limited display of the skills included in the Pennsylvania's Academic Standards, and the student may need additional instructional opportunities and/or increased student academic commitment to achieve the Proficient level.

Below Basic – Inadequate academic performance that indicates little understanding and minimal display of the skills included in Pennsylvania's Academic Content Standards. There is a major need for additional instructional opportunities and/or increased student academic commitment to achieve the Proficient level.

PART VII – ASSESSMENT RESULTS

PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT

FIFTH GRADE MATHEMATICS

Edition/Publication years 2001-2005

Publisher: Commonwealth of Pennsylvania

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April	April
School Scores					
% At or Above Basic	100	98	100	100	85
% At or Above Proficient	100	87	89	94	71
% Advanced	80	60	61	66	33
Number of Students tested	25	48	44	50	55
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
Subgroup Scores					
1. Economically Disadvantaged	Less			Not	Not
% At or Above Basic	than	80	80	reported	reported
% At or Above Proficient	10	70	60		
% Advanced	students	40	30		
Number of students tested		10	10		

* The Commonwealth of Pennsylvania does not report demographic scores for subgroups with an n-count of fewer than 10 students. Economically disadvantaged was the only category for which data can be reported. Data for the 2000-01 and 2001-02 economically disadvantaged subgroup was not reported in state testing documents. No explanation could be found in the literature for that year to explain the discrepancy.

**PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT
FIFTH GRADE READING**

Edition/Publication years 2001-2005

Publisher: Commonwealth of Pennsylvania

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April	April
School Scores					
% At or Above Basic	100	100	100	100	89
% At or Above Proficient	96	94	98	90	73
% Advanced	32	65	64	62	40
Number of students tested	25	48	44	50	55
Percent of 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
Subgroup Scores					
1. Economically Disadvantaged	Less			Not	Not
% At or Above Basic	than	80	100	reported	reported
% At or Above Proficient	10	70	80		
% Advanced	students	40	40		
Number of students tested		10	10		

* The Commonwealth of Pennsylvania does not report demographic scores for subgroups with an n-count of fewer than 10 students. Economically disadvantaged was the only category for which data can be reported. Data for the 2000-01 and 2001-02 economically disadvantaged subgroup was not reported in state testing documents. No explanation could be found in the literature for that year to explain the discrepancy.

**PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT
THIRD GRADE MATH**

Edition/Publication years 2003-2005

Publisher: Commonwealth of Pennsylvania

	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April
School Scores			
% At or Above Basic	100	88	No
% At or Above Proficient	89	80	performance
% Advanced	65	40	levels
Number of students tested	46	42	identified
Percent of students tested	100	100	by
Number of students alternatively assessed	0	0	state
Percent of students alternatively assessed	0	0	
Subgroup Scores			
1. Economically Disadvantaged			
% At or Above Basic	90	80	Not
% At or Above Proficient	90	50	reported
% Advanced	70	0	
Number of students tested	10	10	

**PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT
THIRD GRADE READING**

Edition/Publication years 2003-2005

Publisher: Commonwealth of Pennsylvania

	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April
School Scores			
% At or Above Basic	93	88	No
% At or Above Proficient	78	81	performance
% Advanced	48	40	levels
Number of students tested	46	42	identified
Percent of students tested	100	100	by
Number of students alternatively assessed	0	0	state
Percent of students alternatively assessed	0	0	
Subgroup Scores			
1. Economically Disadvantaged			
% At or Above Basic	100	90	Not
% At or Above Proficient	100	70	reported
% Advanced	50	10	
Number of students tested	10	10	