

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School
(Check all that apply)

Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mrs. Carla Silberstein

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Franklin Avenue Elementary School

(As it should appear in the official records)

School Mailing Address 48 Franklin Avenue

(If address is P.O. Box, also include street address.)

Pearl River

New York

10965-2505

City

State

Zip Code+4(9 digits total)

County Rockland

State School Code Number* 500308030010

Telephone (845) 620-3966

Fax (845) 620-3981

Web site/URL http://www.pearlriver.org

E-mail silbersteinc@pearlriver.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Dr. Frank AuriemmaPhD

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Pearl River School District

Tel. (845) 620-3900

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Michael Clohessy

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information 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.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

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 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: _____ 3 Elementary schools
 _____ 1 Middle schools
 _____ 1 Junior High Schools
 _____ High schools
 _____ Other
 _____ 5 TOTAL
2. District Per Pupil Expenditure: _____ 17064
 Average State Per Pupil Expenditure: _____ 15035

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. _____ 7 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
Pre K			0	7			0
K	36	26	62	8			0
1	37	32	69	9			0
2	36	35	71	10			0
3	23	24	47	11			0
4	29	38	67	12			0
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							316

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 5 | % American Indian or Alaska Native |
| 2 | % Asian or Pacific Islander |
| 3 | % Black or African American |
| 90 | % Hispanic or Latino |
| 90 | % White |

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 3 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	3
(2)	Number of students who transferred from the school after October 1 until the end of the year	7
(3)	Total of all transferred students [sum of rows (1) and (2)]	10
(4)	Total number of students in the school as of October 1	312
(5)	Total transferred students in row (3) divided by total students in row (4)	0.03
(6)	Amount in row (5) multiplied by 100	3

8. Limited English Proficient students in the school: 0 %
 3 Total Number Limited English Proficient

Number of languages represented: 2

Specify languages: Spanish and Hindi

9. Students eligible for free/reduced-priced meals: 4 %

Total number students who qualify: 13

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: $\frac{7}{21}$ % 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>4</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>0</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>6</u>	Specific Learning Disability
<u>0</u>	Emotional Disturbance	<u>7</u>	Speech or Language Impairment
<u>1</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>1</u>	Mental Retardation	<u>1</u>	Visual Impairment Including Blindness
<u>1</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>14</u>	<u>6</u>
Special resource teachers/specialists	<u>2</u>	<u>0</u>
Paraprofessionals	<u>8</u>	<u>0</u>
Support Staff	<u>4</u>	<u>4</u>
Total number	<u>29</u>	<u>10</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 $\frac{22}{1}$: 1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	95 %	96 %	97 %	96 %
Daily teacher attendance	92 %	93 %	93 %	93 %	93 %
Teacher turnover rate	0 %	0 %	0 %	0 %	0 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

Teacher attendance data prior to 2006-2007 is approximate.

PART III - SUMMARY

From our mission statement, to our school song, we feel that everyone at Franklin Avenue Elementary School is a STAR - Special Together and Reaching. 'At Franklin Avenue, we believe that learning is an individual and dynamic process, which takes place in a positive, challenging school environment. Our school symbol, the STAR, represents our belief that each member of our school community is SPECIAL. By working TOGETHER AND REACHING for the stars to be the best we can be, our students can successfully travel the road of excellence throughout the 21st century'. This belief permeates our school community where parents, staff members and students work as partners as we strive for excellence. Our schools mission statement supports the Pearl River School District philosophy that Every child can and will learn.

Our school is located in Pearl River, Rockland County, New York in the lower Hudson River Valley, a suburb 20 miles northwest of New York City. It is a welcoming neighborhood of working middle class families known as The Town of Friendly People where community and education are highly valued. Franklin Avenue Elementary School is one of three elementary schools in the highly competitive Pearl River School District. The school houses 316 students in a kindergarten through fourth grade setting which includes a special education social communications class and a BOCES early education social communications class. These students are active participants in our school and are involved in all regular and special events. Our school feeds into one middle and one high school.

A strong collaboration of teachers and parents uphold our district philosophy. Our curriculum goals are standard driven and tailored to the individual needs of all students. We pride ourselves on our students high achievement for which we have been recognized on the national level. The Pearl River School District was awarded the Malcolm Baldrige National Quality Award in 2001. The District is a member of the Tri-State Consortium, a cohort of critical friends, who share and support our quest for educational excellence.

Parents, staff members and building administrator are all stakeholders and join together in planning building goals as part of the Building Leadership Team. The BLT provides a framework for our annual multicultural dance festival and our community outreach of adopting families during the holiday season. Our parents are an integral part of the Franklin Avenue family. Our PTA sponsors many varied activities throughout the school year that includes: Family Bingo Night, Family Picnic, Father/Daughter Dance, Mother/Son Fun Day, Thanksgiving Feast, Holiday Boutiques, Book Fairs, Parents As Reading Partners and holiday celebrations. Our Muddy Creek Fair is held annually and brings in visitors from Pearl River and neighboring towns. All of these special activities provide an opportunity for family members to gather, socialize and support the home and school partnership. Many of these activities provide funding for our cultural enrichment programs, class trips, and assembly presentations.

Our staff is comprised of highly qualified teachers who work as a team to motivate and facilitate student learning to ensure they reach their highest potential. We are very fortunate to have four teachers on staff that have received National Certification. All members of the Franklin Avenue staff are committed to providing a nurturing environment where children grow academically, emotionally and socially.

At Franklin Avenue children celebrate their successes through events such as Star of the Week, Authors Tea, class performances and plays, and PowerPoint presentations. Our Hats Off program highlights and rewards outstanding citizenship and applauds our students at weekly assemblies. The Franklin Avenue family exemplifies our creed of Special Together and Reaching throughout the school community. It is truly a place for all stakeholders to learn and grow.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The New York State Board of Regents has developed high learning standards for all students. To measure how students are meeting these standards New York State has developed the New York State Assessment Program. Franklin Avenue Elementary School students are assessed in English Language Arts (ELA) and Mathematics beginning in grade three. Additionally, grade four students are tested in Science. Through these assessments students demonstrate their knowledge and skills in English Language Arts and mathematics. For the English Language Arts Assessment, students are assessed on reading, listening, and writing for information and understanding, literary response and expression, and critical analysis and evaluation. The assessment tool contains multiple choice, constructed, and extended response questions. For the Mathematics assessment, students are assessed on their understanding and ability to relate mathematical information. The assessment tool is comprised of multiple choice, short, and extended response questions. Additional information regarding the New York State Assessment Program can be found at: www.nysed.gov.

Student results, in both ELA and Mathematics, are reported individually and by grade level according to graduated performance levels on a scale delineated from Level 1 (students are not meeting the standards or may have academic deficiencies), Level 2 (students are not fully meeting the standards), Level 3 (students meet the standards) through Level 4 (students are exceeding the standards and are moving toward high performance).

Student results at Franklin Avenue Elementary School reviewed over a five-year period show evidence of consistently high student achievement. New NYS Assessments were administered on the elementary level in ELA and mathematics in 2006 and cannot be directly compared to results from previously administered assessments (as per NYS Education Department).

The introduction of state assessments in grade three began during the 2005 -2006 school year. In ELA, 92% of all grade three students (65) scored at levels three and four. During the following school year, 2006 -2007, 94% of all grade three students (67) scored at levels three and four. Additionally, the number of students at level four increased from 8% to 18%.

For the 2005 - 2006 school year, in Mathematics, 100% of all grade three students scored at levels three and four. During the 2006 -2007 school year, 99% of all grade three students scored at levels three and four. The number of students in grade three at level 4 in mathematics increased from 65% in 2006 to 68% in 2007. Prior planning and modifications in curriculum in all grade levels assisted students in achieving these high levels of success.

In analyzing the data regarding the assessment results for grade four in ELA it is evident that the percentage of students scoring proficiency, as well as mastery, has been constant. During the three testing years prior to modifying the assessments in 2006, the students in grade 4 performed very high as compared to similar schools in the state. In 2003, 94 % of students, in 2004, 95% of students and in 2005, 88% of students scored at levels three and four. In 2006, 86% of grade four students performed at levels three and four, with an increase to 93% in 2007.

Grade four students at the Franklin Avenue School have exhibited outstanding performance in NYS assessments in mathematics. In 2003, 98% of students, in 2004, 100% of students, in 2005, 97% of students, in 2006, 97% of students and in 2007, 99% of students scored at levels 3 and 4 on the mathematics assessments. These scores have exceeded most schools in New York State.

It is important to note that students with disabilities who participate in our state assessments are included in the data described above.

2. Using Assessment Results

In keeping with the Pearl River School District mission statement, Every child can and will learn, the primary goal is improving academic performance. The vital link between curriculum,

instruction, and assessment is recognized. Therefore, at Franklin Avenue School, a team approach to the interpretation of test results is taken. From the analysis of the standardized testing data, we are able to evaluate past instruction and curriculum, gear current instruction, and longitudinally track the progress of both individual students and entire cohort groups. In regular language, we are able to see what is working and what is not. This enables us to pursue and achieve continuous improvement. Assessment data are regularly reviewed at the building and district levels. This review includes, but is not limited to, the compilation of an annual Data Book and a Board of Education review, review by the superintendent, assistant superintendent, building principals, and staff. Teachers meet with the principal to review the data regarding students from the previous year and for incoming grade level students. Based on this analysis, grade level teachers meet to discuss what changes need to be made to grade specific curriculum to ensure the students are meeting the NYS Standards in English Language Arts and Mathematics. This also enables the heterogeneously grouped students to be grouped homogeneously to address specific skill strengths and weaknesses. Additionally, the data are used to identify children who qualify for and who would benefit from assistance in reading and/or mathematics, according to the No Child Left Behind Act, and to measure adequate yearly progress. Related support services and AIS (Academic Intervention Services) are provided for students who do not meet the standards. In addition, students who may be above the state-mandated cut points, but who still may be at risk, are identified and given extra services and assistance. Meeting the individual academic needs of all students is achieved during JET (Justified Educational Time). Each grade level has a one-hour block of time, where no whole class instruction takes place. Small groups of students meet with various school personnel for reading and math group instruction, attend enrichment classes, participate in strings and band lessons, and/or receive related services. This gives all staff the flexibility to meet individual and group needs as identified by state testing data, as well as classroom performance.

3. Communicating Assessment Results

Assessment data relative to student performance are communicated to students, parents, and the community in a timely and comprehensive process. Parents receive individual student assessment profiles with their child's report card, detailing the student's performance on the NYS assessments. The data provide parents with a comparative analysis of how their child performed relative to NYS norms. In addition to the profile, the school principal, together with the director of curriculum, presents assessment data to families regarding their child's cohort group at grade level parent meetings called Coffee and Conversations. Teachers, support staff, and parents meet formally, twice yearly, during parent teacher conferences, where individual student progress, as well as data, is shared and interpreted. In addition, parents are always strongly encouraged to contact their child's teacher regarding their child's performance in school. Assessment results are also shared in the school newsletter Starburst, PTA meetings, Board of Education meetings and at Parent Advisory Council meetings. Student assessment data are shared quarterly, at the district level, by the Board of Education, superintendent, assistant superintendent, and building principals. The data is compiled into an annual Data Book. The school's report card, created by the NYS Education Department, is printed in the local newspaper and posted on the district web site. Student assessment results are systematically analyzed and shared with parents, teachers, and the community in order to inform instruction and strategically plan for supporting continuous student improvement.

4. Sharing Success:

Franklin Avenue Elementary School is one of three elementary schools in the Pearl River School District. Regularly scheduled districtwide grade level curriculum meetings allow the staff of all three schools to share educational strategies and best practices. In addition, monthly administrative council meetings provide a professional forum for school administrators to share successful practices and evaluate existing programs. The accomplishments of the Pearl River School District attract many pre-service education majors and student teachers from local colleges. These future teachers observe, teach and are mentored by our experienced staff. Several Franklin Avenue faculty members teach education courses on the undergraduate and graduate level as well as the Rockland County Teachers Center. Our school faculty consists of four Nationally Certified teachers who share successful research based instructional methods and practices with others throughout the nation. Our school district is a member of the Tri-State Consortium, an organization comprised of high performing school districts in New York, New Jersey, and Connecticut. Tri-State assists schools in using student performance data to develop a rigorous framework for systemic planning, assessment, accreditation and continuous improvement. As critical friends, the organization serves to advance teaching and learning and

share best practices through the application of the Tri-State model. Our successes are shared by the district Director of Quality and Community Relations with our local community, through newspaper publications, and our district website.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The changes and development in educational practices have brought about a student-centered focus. This focus is in keeping with the main tenet of the Pearl River School District which is that 'all students can and will learn'. The educators of our district are constantly designing curricular goals that integrate best practices based on the Learning Standards for New York State.

Curriculum maps collaboratively designed by faculty are designed around essential questions, understandings, content, processes, and skills. These maps are intended to guide the core learning across the K-12 grade levels and content area continuum. Instruction is planned to balance curriculum with the learning needs of our students. Curriculum design is always a 'work in progress', evolving to meet the needs of our students, educational mandates, and current research.

In order for our students to possess viable skills that are applicable to the twenty first century, we must prepare them with the tools to adapt to an ever-changing world. Students must be engaged in their learning, make connections, think through issues, and solve problems. The role of the educator is moving from a dispenser of facts to one of facilitator.

Through the English Language Arts curriculum, a foundation is built for the adept use of our language for understanding, expression, and creating meaning through various media. Reading, writing, listening, and speaking are integrated into all subject and curriculum areas

The Mathematics and Science curricula use an integrated blend of processes through which students build their problem solving skills. As they become more confident in these skills, they become proficient in seeking answers to probing questions through inquiry and analysis. These higher-level cognitive processes allow students to use even the most basic information to investigate theories, principles, and concepts.

The Social Studies curriculum allows students to find their place as citizens of the world through the lens of New York State, the United States, and the world at large. They can understand current events through viewing the various ideas, eras, and themes that have shaped history.

The Physical Education, and Health curricula promote a holistic approach to the teaching of students. Through the inclusion of these subject areas, students gain valuable knowledge of ideas and practices that will make them well rounded and informed adults. Through supervised physical activity and exercise, students are learning to be responsible for their own health.

The visual arts curriculum focuses on interdisciplinary lessons that allow students to make connections between the art room and their regular classroom. They learn the fundamentals of art, explore new materials, critique, and analyze works in an effort to help them become thoughtful and aware of other cultures. The music program consists of general music, a first and second grade chorus, as well as, a third and fourth grade chorus. Students in third and fourth grade can receive strings or band instrument instruction. The cultural contributions of the arts help students to develop a personal understanding of self and the diverse world we live in.

The educators at Franklin Avenue Elementary School see the students of today as the torchbearers of tomorrow's knowledge. Students are constantly being challenged so that they may be equipped with the confidence and self-awareness to be responsible for their own acquisition of skills and information. Through this practice, the elementary curriculum is shaped so that every student has the opportunity to succeed.

2a. (Elementary Schools) Reading:

The Reading curriculum at Franklin Avenue Elementary School has been designed to align with the New York State Learning Standards, as well as grade level objectives. Students

are taught to listen, speak, read, and write for information, understanding, critical analysis, evaluation, self-expression, and social communication. We implement a balanced literacy approach to teaching reading. Reading skills and strategies along with higher level thinking skills and metacognitive strategies are integrated into content areas throughout the school day. Instruction is supported by the following resources: a literature based anthology, Reading A to Z, Making Meaning, leveled texts and libraries, classroom libraries and the school media center to complement strategies, as well as authentic literature both fiction and non-fiction. Through focused and differentiated instruction, students are provided with the opportunities for shared, guided, and independent reading. JET (Justified Educational Time) allows students the time to have their individual needs met without losing regular classroom instruction. During this grade level allotted time, students meet individually or in groups with the classroom teacher, reading teacher, reading lab or classroom teaching assistant, Speech and Language Teacher, Resource Room teacher, or PREP (Pearl River Enrichment Program) to receive focused instruction in various settings based on their needs. Teachers use standardized test data, QRI's, holistic and benchmark assessments to inform classroom reading instruction. The use of the District's model of PLAN, DO, STUDY, ACT enables teachers to use data to plan reading instruction, carry out meaningful lessons, reflect on learning outcomes and act on differentiation needs accordingly.

3. Additional Curriculum Area:

The science curriculum was restructured in response to the NYS Standards to align with NSTA Standards that call for students to understand and apply scientific concepts, principles and theories pertaining to the physical setting, living environment, as well as recognize the historical development of ideas in science. District elementary teachers together with the Director of Curriculum developed four in-depth modules per grade level using FOSS and Carolina Biological Life Science Units. These units are composed of spiraling strands that require content acquisition by students that they are expected to retain from year to year. Teachers participated in professional development workshops over the course of two years to enhance their skills in facilitating the newly created modules. The instructional levels of the modules go from a broad to narrow focus where the level of sophistication increases as students progress through the grades. Instruction is through guided inquiry, focused by an essential question. Using a team approach, students work collaboratively to share ideas and discoveries. Students are expected to pose questions, develop hypotheses, write procedures, state observations, record results, and draw conclusions. Language Arts, mathematics, and technology are integrated in a natural way. To support their English Language Arts skill development, students are exposed to accurate scientific terminology, and informational topic related text. Students are required to maintain lab books or scientific journals, in which they record observations, results and conclusions. Learning about metric measurement, (length, mass, temperature, volume and graphing) supplements mathematics instruction. In addition, several interdisciplinary science projects have been embedded into our grade level science curriculum. In grade two, the students perform in an originally written space play. Grade three students produce PowerPoint presentations on animals of the desert. Grade four students create a technological design for waterwheels that are used in a booth at our annual 'Muddy Creek' community fair. We are committed to providing our students with the opportunities to explore and investigate science concepts that are systematically developed throughout the grades.

4. Instructional Methods:

Franklin Avenue Elementary School is dedicated to providing a challenging education that meets the needs all of students. Beginning each year, teachers develop goals in consultation with the school principal that will help them improve their delivery of instruction. The PLAN, DO, STUDY, ACT approach to classroom success is followed. Goals are established, implemented, analyzed (review of student performance and assessments) and adjusted as needed. Time for individualized instruction is built into the schedule through JET (Justified Educational Time). Students receive a variety of enrichment and/ or support services that include reinforcement and extension of classroom skills. During this specified time, students may participate in small group instruction for reading skills, comprehension strategies, or mathematics concept development within the classroom with their teacher or

teaching assistant. Additionally, students may attend a reading lab, Resource Room, Speech and Language Therapy, Occupational Therapy, Physical Therapy. Students in grades three and four have the opportunity to participate in strings or band instrument instruction. A differentiated educational program responds to the varying needs of advanced learners by challenging their intellectual talents. Enrichment, alternative, accelerated, and individually prescribed activities are provided within the regular classroom studies in all grades and supported for identified students through the Pearl River Enrichment Program (PREP) during JET. Classroom practices that include differentiated instruction, computer programs, early morning scholar tutorial programs, and collaborative learning assist in improving student learning. Evaluating and improving instruction is a continual process supported by student performance, benchmarking best practices, use of assessment results, peer evaluation, and current research.

5. Professional Development:

Professional Development activities are developed by the Pearl River School District Professional Development Committee, which is comprised of administrators, teachers, parents, and representatives from higher education. The plans are linked to the New York State Standards, as well as the District goals. The committee uses student and staff performance data to outline specific needs and designs and delivers training plans accordingly. All new staff members attend a two-day orientation program in August, as well as monthly professional development workshops. In-service courses are available to all staff members. In addition, Superintendent Conference Days allow for training on current topics. Classroom teachers have received extensive training by consultants from Columbia University Teachers' College in the writing process. They have also participated in several years of professional development in implementing the newly developed science modules. They are currently receiving training in literacy from an independent Literacy Specialist. The Director of Technology coordinates technology training for both hardware and new software programs to enhance student instruction. Teachers across the district meet by grade level on a regular basis to refine curriculum and share teaching strategies and best practices. Teachers are also required to perform twenty-one hours of professional development independent of the District's offerings. Funds are budgeted to allow for teachers to attend workshops that will support classroom instruction. At Franklin Avenue Elementary School, teachers meet for approximately two hours weekly to plan and share at their grade levels. Teacher specialists offer suggestions and plan collaboratively with classroom teachers. The district participates in a web-based program, My Learning Plan, which tracks teachers' professional development both in district and at conferences and coursework. Teachers at Franklin Avenue are encouraged to participate in their professional growth to assist their students in the challenge of becoming a 21st Century Learner.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test NYS Performance Assessment ELA

Edition/Publication Year annual Publisher CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	January	January	NA	NA	NA
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Performance Levels 3 & 4	94	92			
% "Exceeding" State Standards					
Performance Level 4	18	8			
Number of students tested	67	65			
Percent of total students tested	100	100			
Number of students alternatively assessed	1	2			
Percent of students alternatively assessed	1	3			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	January	January	February	February	February
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Performance Levels 3 & 4	93	86	88	95	94
% "Exceeding" State Standards					
Performance Level 4	19	10	29	44	48
Number of students tested	69	63	58	63	65
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	2	0	0	0
Percent of students alternatively assessed	0	3	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	NA	NA	NA
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Performance Levels 3 & 4	99	100			
% "Exceeding" State Standards					
Performance Level 4	60	51			
Number of students tested	68	65			
Percent of total students tested	100	100			
Number of students alternatively assessed	1	2			
Percent of students alternatively assessed	1	3			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Performance Levels 3 & 4	99	97	97	100	98
% "Exceeding" State Standards					
Performance Level 4	36	46	60	68	66
Number of students tested	70	63	58	63	65
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	2	0	0	0
Percent of students alternatively assessed	0	3	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					