

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 Dr. James A. Ruby

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

Official School Name 7th Street Elementary School

(As it should appear in the official records)

School Mailing Address 310 7th Street

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

Franklin

Pennsylvania

16323-1162

City

State

Zip Code+4(9 digits total)

County Venango

State School Code Number* 61220

Telephone (814) 432-5562

Fax (814) 432-8201

Web site/URL www.fasd.k12.pa.us

E-mail kendricks@fasd.k12.pa.us

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 Mr. Ronald A. Paranick

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

District Name Franklin Area School District

Tel. (814) 432-8917

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 Mrs. Patricia Moore

(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: _____ 6 Elementary schools
 _____ 1 Middle schools
 _____ 0 Junior High Schools
 _____ 1 High schools
 _____ Other
 _____ 8 TOTAL
2. District Per Pupil Expenditure: _____ 11989
 Average State Per Pupil Expenditure: _____

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 are
 Suburban
 Small city or town in a rural are
 Rural
4. _____ 10 Number of years the principal has been in her/his position at this school.
 _____ 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	10	8	18	8			0
1	9	6	15	9			0
2	10	9	19	10			0
3	9	9	18	11			0
4	9	4	13	12			0
5	6	6	12	Other			0
6	9	15	24				
TOTAL STUDENTS IN THE APPLYING SCHOOL							119

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 1 | % American Indian or Alaska Native |
| 2 | % Asian or Pacific Islander |
| 5 | % Black or African American |
| 2 | % 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 7 %

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	4
(2)	Number of students who transferred from the school after October 1 until the end of the year	4
(3)	Total of all transferred students [sum of rows (1) and (2)]	8
(4)	Total number of students in the school as of October 1	119
(5)	Total transferred students in row (3) divided by total students in row (4)	0.07
(6)	Amount in row (5) multiplied by 100	7

8. Limited English Proficient students in the school: 1 %
- | | |
|---|---|
| 1 | Total Number Limited English Proficient |
|---|---|

Number of languages represented 1

Specify languages: Vietnamese

9. Students eligible for free/reduced-priced meals 47 %

Total number students who qualify: 56

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: 13 %
16 Total Number of Students Serve

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>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>0</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>6</u>	Specific Learning Disabilit
<u>0</u>	Emotional Disturbanc	<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>2</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>0</u>	<u>1</u>
Classroom teachers	<u>7</u>	<u>0</u>
Special resource teachers/specialist	<u>2</u>	<u>4</u>
Paraprofessionals	<u>0</u>	<u>2</u>
Support Staff	<u>0</u>	<u>1</u>
Total number	<u>9</u>	<u>8</u>

12. Average school student-classroom teacher ratio, that is, the number of 17 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	95 %	95 %	95 %	95 %	94 %
Daily teacher attendance	95 %	96 %	95 %	96 %	94 %
Teacher turnover rate	0 %	6 %	6 %	%	%
Student drop out rate (middle/hig	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

Seventh Street Elementary School is located in Franklin, Pennsylvania. The population of the city of Franklin is 10,000. Franklin Area School District is in Venango County and covers 55 square miles. Its school population is 2500 children. There are 6 elementary schools (K through 6), 1 middle school (7-8), and 1 high school (9-12).

Seventh Street students live in the west side of the city. Seventh Street is the only school in the district that does not need busing. School population over the past three years has fluctuated between 125 to 150 students. The teaching staff includes 7 teachers grades Kindergarten to 6, 1 special education teacher, 1 Title I reading teacher and part-time specialists in art, music, physical education, library, and Title I math. We also have a part-time school psychologist and speech therapist. Students participate in choir and basketball. Yearly grants obtained by the principal provided a variety of cultural shows and fieldtrips for the student body. A very active Home and School (PTO) provides monthly activities for the school community.

The school provides a free and reduced breakfast and lunch program that has approximately 45% participation. The school also has an emotional support classroom serving 10 to 15 students, kindergarten through third grade, from 5 school districts in Venango County.

The vision statement is as follows: The Franklin Area School District recognizes that the pace of change in our world is placing new and more complex demands on students and schools. It is our belief that all students will master the academic skills necessary for success in the global community. The education of our students must be achieved in a cooperative partnership between students, parents, staff, and community in a positive and supportive school environment that promotes the dignity of all individuals.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 **Assessment Results:**

Seventh Street Elementary uses the following tools to assess student progress.

PSSA for grades 3 through 6.
4-Sight for grades 3 through 6.
Metropolitan Achievement for grades 2 through 6.
Dibels for grades K through 3.
Teacher assessment.

The scores are evaluated by administrators and teachers both generally and for subgroups. These are then used to write action plans to improve each student's deficiencies and challenge students to achieve at a higher level.

The school participates in the state PSSA tests. The state sets percentage levels for reaching proficiency. Presently in reading it is 54%. This information can all be found at www.pde.pa.us

Specific subgroup information is broken down by PA state evaluations only if the school has 10 or more in any grade. 7th Street does not have 10 or more in any grade 3 through 6.

Seventh Street provides the following additions for all our students including our subgroups of ESL, special education, gender and race. Those additional programs include Title I Reading and Math, ESL time, volunteer tutors, special teacher training and a full time special education program.

2. **Using Assessment Results:**

Teachers evaluate and write action plans based on the 4-Sight Tests and the PSSA results in grades 3 through 6. These action plans are monitored on a monthly basis. Teacher and principal exchange information on a regular (at least every 9 weeks) basis to see if action plans are helping students. Grades K through 2 make their decisions based on everyday results and the Dibels evaluation which occurs twice a year. Teacher and administrator review results at least every nine weeks.

3. **Communicating Assessment Results:**

Parents receive notification of student results in the following manner.

1. Report Cards every nine weeks.
2. Interim reports to parents every four weeks.
3. Two parent conferences per year.
4. Monthly newsletter.
5. All teachers are required to contact home anytime grade variance occurs.

4. **Sharing Success:**

All schools in the district receive monthly updates on school achievement. Newspaper articles occur on a regular basis concerning awards.

Monthly school board meetings reserve time for reporting achievements. 17 school districts make up our Intermediate Unit. They meet on a monthly basis and individual school achievement is updated. Newsletters are sent to school community on a monthly basis. These contain student awards.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Seventh Street teachers and administrators meet on a regular basis with the other five elementary staffs to make sure we are all in sync in our core curriculum in meeting State Standards.

The school provides instruction in Reading, Math, Science, Social Studies, Health, Spelling, Writing, Art, Music, Physical Education, Computer, and Library use.

Teachers make every effort to incorporate lessons that have interaction of multiple disciplines. Example -- Albert Einstein week includes science experiments by each class. All other classes are given a program by their classmates explaining the experiment. Experiments include math that all can try and reading assignments ranging from primary Dr. Seuss science to intermediate readings of famous scientists. Music does a special Earth Day program. Art has special drawings and Physical Education does Metric Olympics.

Our day-to-day classes in reading and math have expanded to include computer time using 'Successmaker'.

We team teach in grades 4, 5, and 6 so the teacher with the most experience in a particular subject area teaches that subject to all three grades.

Reading and writing include special daily silent reading time and the use of the Collins writing system from grades K through 6.

Title I reading and math teachers play a vital role in providing individual time for qualified students.

Special Education department provides important input and teaching to all qualified students.

We provide time for outside sources to give instruction to the students in all curriculum areas.

2a. (Elementary Schools) Reading:

The Franklin School District uses the whole language approach which includes oral language, shared reading, word work, comprehension, spelling and grammar. We also use Wilson Construction approach for our special education students. The reading program is not only used in each classroom, but information is shared among all teachers. Students with similar problems are placed in a special class to work on their improvement. Title I is also a part of the reading program with our Title I staff giving individual instruction to students with special needs but not qualifying for special education. Our program is a model because of the continuing high achievement of all of our students. Our teachers serve on several committees in the district for reading improvement.

3. Additional Curriculum Area:

All our curriculum ties back to our reading program. Science and Social Studies use various techniques taught in our reading program to assure student understanding. Math concentrates heavily on word problems. This requires students to be able to comprehend the reading to solve the problem. We firmly believe that any grade achievement is based on the skills taught at every preceding grade.

4. Instructional Methods:

The instructional method begins and ends with an individual well trained in evaluating individual students needs and creating a plan that addresses the needs. We are constantly having meetings where all staff exchanges ideas and methods. We attempt to send our teachers to workshops that address the individual needs concept. Teachers are encouraged to try new methods, evaluate, and use or discard as the need be. Data is constantly provided to the teacher to allow them the opportunity to compare and contrast student progress. Our students continual high achievement is due solely to the high quality teaching at this school.

5. Professional Development:

Professional development is carefully evaluated on a regular basis. We have several tiers in the creation of our program.

- A. There is a building level committee that continually seeks avenues and areas for the teachers to receive the special information needed to help student achievement.
- B. The building principal continually monitors the needs and reports to the Superintendent with suggestions.
- C. A district wide committee surveys all elementary buildings and compiles data that is reviewed with the administration.
- D. The school board requires constant updates on the professional development program.

All these factors lead to well trained teachers capable of bringing our students to high performance in all areas and on all types of evaluations.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test PSSA

Edition/Publication Year 2007 Publisher McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	n/a	n/a
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Advanced and Proficient	94	77	79		
% "Exceeding" State Standards					
Advanced and Proficient	94	77	79		
Number of students tested	16				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. n/a					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2. n/a					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3. n/a					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4. n/a					
% "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	n/a	n/a	n/a
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Advanced and Proficient	100	90			
% "Exceeding" State Standards					
Advanced and Proficient	100	90			
Number of students tested	13				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. n/a					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2. n/a					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3. n/a					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4. n/a					
% "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	March	March	n/a
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Advanced and Proficient	81	63	74	85	
% "Exceeding" State Standards					
Advanced and Proficient	81	63	74	85	
Number of students tested	21				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. n/a					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2. n/a					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3. n/a					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4. n/a					
% "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	n/a	n/a	n/a
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Advanced and Proficient	85	80			
% "Exceeding" State Standards					
Advanced and Proficient	85	80			
Number of students tested	13				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. n/a					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2. n/a					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3. n/a					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4. n/a					
% "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	March	n/a	n/a
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Advanced and Proficient	94	93	89		
% "Exceeding" State Standards					
Advanced and Proficient	94	93	89		
Number of students tested	16				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. n/a					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2. n/a					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3. n/a					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4. n/a					
% "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	n/a	n/a	n/a
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Advanced and Proficient	100	80			
% "Exceeding" State Standards					
Advanced and Proficient	100	80			
Number of students tested	13				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. n/a					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2. n/a					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3. n/a					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4. n/a					
% "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	March	March	n/a
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Advanced and Proficient	90	75	87	69	
% "Exceeding" State Standards					
Advanced and Proficient	90	75	87	69	
Number of students tested	21				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. n/a					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2. n/a					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3. n/a					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4. n/a					
% "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	n/a	n/a	n/a
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Advanced and Proficient	100	84			
% "Exceeding" State Standards					
Advanced and Proficient	100	84			
Number of students tested	13				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. n/a					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2. n/a					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3. n/a					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4. n/a					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					