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

Type of School: (Check all that apply) [**X**] Elementary [] Middle [] High [] K-12 [] Other

[] Charter   [] Title I   [] Magnet [] Choice

Name of Principal: Mr. Michael Pawlik

Official School Name: Beaver-Main Elementary

School Mailing Address:
    245 Beaver Valley Road
    Bloomsburg, PA 17815-9349

County: Columbia County   State School Code Number*: 116191203

Telephone: (570) 784-0309   Fax: (570) 784-4308

Web site/URL: http://bloomsburgasd.schoolwires.com   E-mail: mpawlik@bloomsd.k12.pa.us

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

Date _____

(Principal's Signature)

Name of Superintendent*: Mr. Cosmas Curry

District Name: Bloomsburg Area School District   Tel: (570) 784-5000

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

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson: Dr. John Reily

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

Date _____

(School Board President's/Chairperson's Signature)

Private Schools: If the information requested is not applicable, write N/A in the space.
Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2003.

6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:

3	Elementary schools
1	Middle schools
0	Junior high schools
1	High schools
0	Other
5	**TOTAL**

2. District Per Pupil Expenditure: __7057__

    Average State Per Pupil Expenditure: __8109__

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
    [X] Rural

4. __1__ Number of years the principal has been in her/his position at this school.

    __5__ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	7			0
K	7	11	18	8			0
1	6	14	20	9			0
2	11	11	22	10			0
3	12	14	26	11			0
4	10	5	15	12			0
5	8	5	13	Other			0
6			0				
			TOTAL STUDENTS IN THE APPLYING SCHOOL				114

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native

                                                 0 % Asian

                                                 0 % Black or African American

                                                 2 % Hispanic or Latino

                                                 0 % Native Hawaiian or Other Pacific Islander

                                                98 % White

                                                 0 % Two or more races

                                               100 % Total

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

7. Student turnover, or mobility rate, during the past year: __7__%

This rate is 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.	114
(5)	Total transferred students in row (3) divided by total students in row (4).	0.070
(6)	Amount in row (5) multiplied by 100.	7.018

8. Limited English proficient students in the school: __0__%

    Total number limited English proficient __0__

    Number of languages represented: __0__
    Specify languages:

9. Students eligible for free/reduced-priced meals: __37__%

   Total number students who qualify: __42__

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

10. Students receiving special education services: __18__%

   Total Number of Students Served: __21__

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

1	Autism	0	Orthopedic Impairment
0	Deafness	0	Other Health Impaired
0	Deaf-Blindness	7	Specific Learning Disability
0	Emotional Disturbance	11	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	2	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

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

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	0	1
Classroom teachers	6	4
Special resource teachers/specialists	1	0
Paraprofessionals	4	0
Support staff	1	0
Total number	12	5

12.   Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 __**19**__ **:1**

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	96%	95%	96%	95%
Daily teacher attendance	94%	82%	92%	94%	95%
Teacher turnover rate	0%	34%	0%	0%	0%

Please provide all explanations below.

During the 06-07 school year, one staff member had a serious illness requiring a prolonged absence.

In 2006-2007 the building experienced a 34% teacher turnover rate because ot teacher retirements.

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

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

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	**100**	%

PART III - SUMMARY

The Beaver-Main Elementary School is a small rural school located outside the town of Bloomsburg, Pennsylvania. Bloomsburg is located in the Susquehanna Valley of Northeastern Pennsylvania. The school consists of students residing in the townships of Beaver Township and Main Township. Main Township has a total population of 1289 according to the 2000 census. The median income for a household in the township was $41,339. Beaver Township has a total population of 885 and the median income for a household in the township was $34,524.

The Beaver-Main Elementary School has a strong community history. The building was originally built in the 1936 and was the Beaver Township Consolidated Schools. The building became the Beaver-Main Elementary School, in the Bloomsburg Area School District, in a jointure established in 1956. It has remained an elementary school in the Bloomsburg Area School District and is currently the smallest of three elementary schools in the district. The campus of the Beaver-Main Elementary School still contains trees that were planted in memory of students that attended the Beaver Township Consolidated School that were killed in action during WW II.

There is a great deal of community pride for the Beaver-Main Elementary School. For many of our families, attending the Beaver-Main Elementary School has been a family tradition. Most of our students have parents, aunts, uncles and even grandparents that have attended this school. There are currently 115 students in the Beaver-Main Elementary School.

Our mission is simply stated; "The mission of the Bloomsburg Area School District is to prepare its students to become contributing, responsible citizens and life-long learners with the ability to adapt and to succeed in a competitive world." To this end, the district has focused on maintaining small class sizes, creating a learning community where all stakeholders feel empowered and the philosophy that all children will succeed in the Beaver-Main Elementary School.

This commitment to our mission and philosophy is apparent to all stakeholders. Our Parent Organization has built a nature trail for our students and it is maintained every year by our local Boy Scout Troop. This trail is utilized by all elementary school students in our district.

Our philosophy of parents as stakeholders is also very transparent. Parents, through our Parent Organization, volunteer to assist in classrooms as well as assist in planning programs and educational experiences for our students. Being a very close knit community also brings extended family support to our school. We have had a volunteer, who originally started as a volunteer grandmother that has been coming for years to volunteer her time to help struggling readers in our school.
Our Parent Organization has helped to raise funds to replace aging technology in the building, construct an outside eating area, replace playground equipment and purchase materials for teacher classrooms.

Since the inception of NCLB, our school has demonstrated improvement each year. It would be easy to look at our small rural size and dismiss our success as a result of these factors. If you were to make this assertion, you could not be more wrong. If our success could be attributed to one key factor, it would be because our stakeholders would accept nothing less. Our parents, teachers, and support staff look at each child as a success story waiting to happen. We do not look for excuses as to why success isn't happening; we look for ways for success to occur.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The data obtained from the Pennsylvania School System of Assessment demonstrates a strong growth pattern for the Beaver-Main Elementary School. An analysis of the data, which can be obtained through the Pennsylvania eMetric Data Collection System,
(https://solutions1.emetric.net/PSSA/Default.aspx?ReturnUrl=%2fPSSA%2fMain2.aspx), indicates a strong pattern of growth. In the Pennsylvania State System of Academic testing students need to score in the proficient or advanced range in order to be considered "passing" the test. The threshold for Adequate Yearly Progress set by the State of Pennsylvania for the 2007-2008 school year was sixty-three percent of the school's children scoring proficient or advanced in reading and fifty-four percent of the children scoring proficient or advanced in math. The Beaver-Main Elementary School far surpassed this standard.

The 2005-2006 school year was the first year that students in grades three through five were assessed in Pennsylvania. Starting at this point in time, Reading and Mathematics assessment data shows improvement in all years up to and including the 2007-2008 school year. Our average proficiency rate in reading has increased from 77% in 2003 to 93% in 2008. Our mathematics proficiency rate has increased from 89% to 100% during the same time span.

Even more indicative of our success is the increase of our Mean Scale Scores in the PSSA. In grade five the MSS (Mean Scaled Score) in reading increased from 1380 in 2002 to the current level of 1510. Our fifth grade math MSS increased form 1390-1710 during the same time period. In fourth grade our MSS in reading increased from 1470 in the 2005-2006 school year, which was the first year the assessment was given, to a current level of 1540. In fourth grade math our MSS increased from 1590-1790 during the time span of 2005-2006 to present. Our MSS in reading for third grade students in the 2004-2005 school year was 1350 and our current MSS is 1420. In third grade mathematics, again during the period of 2004-2005 school year to present our MSS increased from 1400-1420.

Performing an analysis of the Beaver-Main Elementary School's Growth Data also proves to be positive. Using the Pennsylvania School Value Added Report from the state PVAAS System, www.pvaas.sas.com, in each year the report was available the Beaver-Main Elementary School outperformed the state average. The specific data is as follows:

Math Results
Year State Gain Beaver-Main Gain
2005-2006 13.2 15.1
2006-2007 7.1 9.0
2007-2008 10.5 12.3
Reading
2005-2006 7.8 8.6
2006-2007 7.1 7.9
2007-2008 10.0 10.8

Being a small rural school, the Beaver-Main Elementary School does not have enough special education students to form a sub-group as per NCLB standards. However, it needs to be noted that in our school every student carrying an IEP is in the regular education classroom 80% or more of their school day. For the 2007-2008 school year 100% of our students with Individualized Education Plans scored proficient or above in math and 90% of our IEP students scored proficient or above in reading. For the 2007-2008 school year there were 10 students with Individualized Education Plans.
Students that are Economically Disadvantaged at the Beaver-Main Elementary also do not create a sub-group

under NCLB standards. However, 80 % (8 of 10) students that are economically disadvantages were proficient or advanced in reading and 100% (10 of 10) were proficient in math during the 2007-2008 school year.

The above mentioned data posits solidly at a school that is moving all children academically forward to meet the demands of the new millennia.

2. **Using Assessment Results:**

The Beaver-Main Elementary School has a very active and comprehensive assessment program. Data is viewed by staff members as an absolutely crucial part of our educational decision making process. We currently use the DIBELS assessment for all students in grades K-3, the Pennsylvania standards based 4Sight Assessments, which assess reading and math performance, for all students in grades 3-5 and various embedded curriculum based assessments in grades K-5.

At weekly team meetings data is analyzed and instructional planning takes place. Because small group instruction is a highly leveraged practice in our school, instructional groups are discussed at team meetings and instruction is planned based on student needs, state anchors and standards. Students identified through data as requiring Intensive instruction are provided additional instruction above the core through their classroom teacher, as well as an intervention specialist.

During team meeting not only who is receiving additional instruction above the core is discussed, but also what that instruction would look like. Staff focus on the essential questions that the instruction needs to answer as well as how that instruction meets the needs of all learners at their mastery level. We focus on inquiry based learning for our students and maximizing all learners potential.

Another priority in our team planning meetings is discussing the importance of student ownership to the educational process and how data can be shared with students to reach that goal. Our upper elementary students track their own assessment data and understand that it is a tool to assist in focusing instruction on their individual needs.

3. **Communicating Assessment Results:**

The Beaver-Main Elementary School is very proud of the results that our students achieve academically. Our results are shared in a variety of ways to the parents/guardians of the students in our school. Formally, results are shared with community members through presentations made to the school board as various assessment results are released. The presentations made to the board focus on current building and district level results as well as developing trends. From these presentations, assessment results are also shared through various news releases in the local paper.

At the building level we also focus on assessment results in our first newsletter to parents which is sent home during the first week of school. In this newsletter, our current assessment results are provided as well as information relating past results to current results. Parents often comment that they are pleased with not only the current results, but also the fact that the school has a strong history of achievement. Another avenue of information on assessment results for parents is through our parental back to school night which is held before the school year starts. We are very proud that this event draws almost 100% attendance from parents/guardians, but is also well attended by grandparents and other extended family members. During this time with parents, we deliver our assessment results in "parent friendly" terms. We also discuss with parents/guardians various means in which they can help their child succeed.

Individual results are discussed in detail with parents at our fall parent conferences. For the past few years we have had 100% participation in teacher/parent conferences.

Informally we provide our results in many different forms. Results are discussed at parent organization meetings, shared at concerts and shared with various community organizations.

The Beaver-Main Elementary School believes that all stake holders need to be involved in the educational process in order to successful meet the needs of our students. Sharing our results with the stakeholders of our school is extremely important in making this involvement come to fruition.

4. **Sharing Success:**

Beaver-Main is the smallest of three elementary schools in the Bloomsburg Area School District. Currently, the Beaver-Main staff is able to share their success with other district elementary schools in two ways. The first is through district scheduled staff development. Staff development days occur during through the normal school year and are planned through what is known as our Act 48 Committee. Act 48 refers to the specific legislation that requires teachers to accomplish additional professional development hours in order to maintain their teaching certificates. The Act 48 Committee determines the agenda and focus for all staff development in the district. Approximately one-third of the Beaver-Main staff members participate on this committee. Having multiple members on this committee enables the Beaver-Main staff to be a driving force in staff development.

The second opportunities for our staff to share their success is through our summer staff development programs. During the summer, teachers propose various staff development topics that they would like to explore as a group. The Beaver-Main staff has been very active in this program and has explored such topics as Four Square Writing and the use of data in the classroom.

If Beaver-Main were chosen as a blue ribbon school, we would allow our staff the opportunity to present at various conferences. This would allow them to share with other local districts the key elements of their success and help other districts interpret how our experiences might be of value to them.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Beaver Main Elementary School believes that every student can and will be successful. Failure is not an option for any student at Beaver Main. All students in the Beaver-Main Elementary School receive instruction in reading, math, language arts, social studies, science, music, art, library sciences and physical education. All students are taught by teachers certified by the state of Pennsylvania.

In math, the Bloomsburg Area School District emphasizes active student learning. The Everyday Mathematics Program is an inquiry-based learning model. Students have the opportunity to self-discover the concepts in each lesson as well as take their learning to the next level. A strong balance of small group and large group instruction is carefully provided top all students. Intervention instruction is driven by both summative and formative data and curriculum based probes are continually used to monitor student growth.

Our approach to reading instruction is based in the Houghton Mifflin reading series. The philosophy of our building is that teachers teach kids and not textbooks. With this philosophy we approach reading instruction with a focus on inquiry based, constructionist philosophy. With this in mind, the first issue that would stand out in any educators mind when observing our classroom instruction is that all instruction is based on student need and not what is next in the textbook. Healthy balances of heterogeneous and homogeneous groupings are used for small group work in the classroom. All reading instruction is also data driven with a strong focus on embedded curriculum probes.

Our science curriculum is unique to us in that there is no base textbook used. All instruction provided is based solely on state standards and all materials used are teacher created. Again, all instruction is based in small group instruction with a strong component of "hands on" instruction. In order to relate "real life" experiences to the instruction provided to our student, we encourage experiences outside of the school building. The district has constructed a nature observatory on our campus for students to interact with the environment. We also use field trips to provide our students with concrete experiences to relate instructional experiences to real life experiences. This student centered approach has proven to be very successful for us. In the 2008 state science assessment, 92.3% of our student tested advanced.

Because we feel it is inherent that we educate the whole student, we also have an active arts program in our building. All students receive instruction in music and art. In our music program, all students receive classroom instruction as well as perform in a vocal ensemble. In fifth grade our students are provided the opportunity to take their music instruction to the next level and begin instruction in instrumental music. Currently over eighty percent of eligible students have selected to participate in our instrumental program. In our visual arts program, our students are encouraged to participate in various community competitions and also participate in an "Art to Remember" program where their individual artwork is memorialized on various mediums.

Our instructional philosophy is one that encourages educational risk taking by our students and then supporting them through the process. We do not view our students as educational containers waiting to be filled by the knowledge we impart to them, but, as unique individuals that can interpret and put to relevant use the knowledge that is discovered and shared. More importantly, students are empowered to take ownership for their own learning. Our curriculum is based on the "Big Ideas" in our curriculum and state standards and not the "Big Textbooks" in our desks.

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

Beaver-Main Elementary School's reading curriculum is driven by the five key areas of reading: phonemic awareness, vocabulary, phonics, comprehension, and fluency. Differentiated instruction is applied throughout the building using whole group instruction, book clubs, leveled reading groups, phonics skill groups, DIBELS assessment, Four Sight screening, and reading support. The elements all work in conjunction, ensuring that the needs of every reader are being met to the best of our potential.

Houghton Mifflin's reading series provides the foundation upon which reading instruction is built. Explicit instruction that spirals across the grade levels allows readers to be tracked as they progress through the elementary years. The resources that are used are all scientifically based, linked to the Pennsylvania State Standards in conjunction with working toward ensuring compliance with federal No Child Left Behind legislation.

The five key areas of reading are addressed across the grade levels. Phonemic awareness skills are integrated daily, linked to phonics, and sequenced by difficulty. Vocabulary development is scaffolded through related readings providing an opportunity for student to apply their skills and strategies. Phonics provides decoding strategies linked to spelling through systematic explicit instruction that is applied directly to texts, decodable books, and leveled readers. Comprehension strategies are consistently developed. Fluency is modeled throughout the reading curriculum and supported by leveled readers, audio CD's, and Read Naturally intervention.
Parents are also involved through the use of "take home" reading materials, parent nights, and frequent parental conferences.

It is through our team effort, our scaffolded approach to instruction, our focus on differentiated instruction, efficient use of data to drive instruction and our never ending desire to see our students succeed that our students will be prepared readers for the 21st century.

3. **Additional Curriculum Area:**

Beaver –Main Elementary School uses Everyday Mathematics by The Wright Group, a division of McGraw-Hill. This program aligns well with our school's mission statement. It does this in a way to prepare the students "to become contributing, responsible, citizens and life long learners with the ability to adapt and to succeed in a competitive world." In addition, it provides them with the essential skills in mathematics. Our program emphasizes concepts as well as the basic skills. We teach content first with concrete experiences and then transition into abstract.

The curriculum is a tight spiral that deals with the following six domains: number sense, algebra, measurement, geometry, data analysis, and probability. Within these domains, the curriculum develops thinking skills which students can apply to everyday situations. The program teaches students not only how to solve problems in their journals, but how to apply those strategies to all types of problems that are encountered in life.

The cooperative learning approach of the program prepares students to work with others at any point in their lives. They learn to listen to others, brainstorm, and work together to solve problems. They develop a sense of responsibility for their learning and that of their partners. The games in the program reinforce the skills while encouraging fair and friendly competition and joint decision making.

Because they explore concepts and try to find a variety of ways to solve problems, students learn to be persistent and willing to work to succeed. These traits will serve them well in the future as they have to adapt to be successful to meet their goals.

4. **Instructional Methods:**

Beaver Main Elementary School believes that every student can and will be successful. Failure is not an option for any student at Beaver Main. Therefore, the staff takes a student by student approach in their instructional delivery. This is evident in the PSSA scores, for example in 2008 every student in Grades 3, 4, and 5 was proficient in Mathematics.

Each teacher designs his or her lessons for individual student learning styles and levels. Each lesson has enrichment and relearning activities. More importantly, the instruction adheres to a parallel curriculum model. This is achieved through effective lesson planning, using data to drive instruction and assessment and continual professional development of the staff.

Bloomsburg Area School District emphasizes active student learning. The Everyday Mathematics Program is an inquiry-based learning model. Students have the opportunity to self-discover the concepts in each lesson as well as take their learning to the next level.

Students are grouped through various methods, such as base groups and heterogeneous groups. These various groupings provide a vehicle for students to extend their learning beyond the Pennsylvania Standards. More importantly, students are empowered to take ownership for their own learning. It is common to see students explaining the essential question of a particular lesson to their peers through instructional strategies such as "Think, Pair, and Share."
Beaver Main Elementary is an inclusive model for all students. Special Education students as well as gifted students are re-taught and enriched within their classrooms. Student needs are based upon the mastery of the skill being taught. Students who require more assistance or who would benefit from vertical enrichment are also taught in small groups. Student needs are met regardless of labels. This is not only evident in the high levels of student achievement, but also the acceptance of all students by one another. Beaver Main has been the elementary school for a fourth grade visually-impaired student since Kindergarten. Despite this student being legally-blind, she is able to access the regular curriculum through the use of assistive technology. Her peers enjoy working with her, especially when she uses her abacus.

5. **Professional Development:**

The professional development program of Bloomsburg Area School District is designed to increase student achievement for all students. It adheres to the regulations of the federal legislation of No Child Left Behind and Pennsylvania's regulations under Chapter 4. Philosophically, the district believes that the Standards are the minimum of what each student should attain. Our true goal is developing our students to their fullest potential. Professional Development of the staff takes place at in-service days, summer workshops, grade level meetings and in the classroom. It is an ongoing process that starts at the district level and is carried forward through the building leadership of the principal and the teachers.

The district has focused on "Reading Across the Content" for a number of years. Teachers engaged in Reading activities that were under the framework of the Pennsylvania Department of Education such as "Adopt an Anchor." The districts Reading scores have continued to improve in grades Kindergarten through eleven. Literacy continues to be an area of emphasis. Two years ago, the district purchased a research-based Reading Series, Houghton Mifflin Reading Series. This series was recommended under the Pennsylvania model for Response to Intervention, RTI. The district provided professional development for this series as well as RTI and continues to enhance the professional development of the staff in these areas through mini-workshops. For example, during the summer of 2008, the district provided a workshop in Writing, "The 6 + 1 Traits of Writing." This workshop was taught by a Bloomsburg University instructor. The staff at Beaver Main is piloting this model of Writing for the 2008-2009 school year.

The professional development program also includes extensive training on the use of data to drive instructional practices. The district participates in 4 Sight Testing. DIBELS is also used in the elementary. The district will be offering the third training workshop on DIBELS at our In-service in February of 2009.

The extensive training of Everyday Mathematics is evident in the 2008 PSSA scores at Beaver Main Elementary. All students in grades 3, 4, and 5 achieved 100% proficiency.
Instructional planning and delivery has been the focus for professional development for the 208-2009 school year. All lessons are aligned to the Standards and Assessment Anchors. They also follow the Rigor and Relevance Framework under the 5E model. This has required extensive training of the staff through in-service days, grade level meetings, and classroom observations and walk-throughs.

Differentiated Instruction continues to be an area of professional development of the staff. Each teacher designs his or her lessons for individual student learning styles and levels. Each lesson has enrichment and relearning activities. More importantly, the instruction adheres to a parallel curriculum model.

6. **School Leadership:**

The administration of the Bloomsburg Area School District consists of a superintendent, Director of Special Education/Curriculum, three building level principals, one building level principal/Director of Federal Programs and one assistant principal. The principal at Beaver-Main is also the principal at another elementary school as well as the Director of Federal Programs.
All principals in the Bloomsburg Area School District are viewed as the educational leaders in their buildings. The Beaver-Main Elementary School principal is no exception. As an instructional leader in the building, the principal is responsible for organizing and attending all grade level meetings and faculty meetings. Grade level meetings and general faculty meetings are held once a week.

The principal at the Beaver-Main Elementary School is also very active in staff development. He has presented district staff development sessions in effective lesson planning as well as the use of technology to motivate and educate students for elementary teachers during the 2008-2009 school years.

On the building level, the Beaver-Main principal assists in the data analysis of all assessments and the interpretation of the data. This data is discussed at length in team meetings and action plans are implemented to meet the needs of our learners.

The most important distinction of the Beaver-Main Elementary School from many other elementary schools is the level of shared commitment and responsibility that is evident in everything that is done in the building. All staff members are concerned stake holders and part of the decision making process. Staff members feel empowered to make any necessary changes to improve the educational quality of the instruction that they provide to their students and have a strong understanding that the principal is there to support them. This environment creates the perfect atmosphere for teachers to take educational risks that ultimately create an atmosphere of expected success.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 3   Test: PSSA

Edition/Publication Year: Various   Publisher: DRC

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Advanced and proficient	100	93	87	95	93
Advanced	93	87	73	63	77
Number of students tested	15	15	15	19	13
Percent of total students tested	100	100	94	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

There were fewer than ten students in any subgroup tested.

Subject: Reading   Grade: 3   Test: PSSA

Edition/Publication Year: various   Publisher: DRC

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
proficient and advanced	87	93	73	84	84
Advanced	60	53	33	21	69
Number of students tested	15	15	15	19	13
Percent of total students tested	100	100	94	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

There were fewer than ten ten students in all subgroups.

Subject: Mathematics   Grade: 4   Test: PSSA`
Edition/Publication Year: Various   Publisher: DRC

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Advanced Proficient	100	94	93		
Advanced	92	78	87		
Number of students tested	13	18	15		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

All sub groups were fewer than ten students. State assessments were not given in 03-04 and 04-05 for the 4th grade.

Subject: Reading　　　　　　　　　　　　　　　　Grade: 4　　　　Test: PSSA

Edition/Publication Year: Various　　　　　　　　Publisher: DRC

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Advanced and Proficient	92	78	87		
Advanced	69	66	40		
Number of students tested	13	18	15		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Fewer than ten students were assessed with IEP's, were economically disadvantaged or are minority students. Stae assessments were not given in this grade in 04-05 and 03-04.

Subject: Mathematics   Grade: 5   Test: PSSA

Edition/Publication Year: Various   Publisher: DRC

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Advanced	100	95	87	95	93
Advanced	93	87	73	63	77
Number of students tested	15	15	15	19	13
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Fewer than ten students were tested in all subgroups, students with IEP and economically disadvantaged students.

Subject: Reading   Grade: 5   Test: PSSA

Edition/Publication Year: Various   Publisher: DRC

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
advanced and proficient	87	93	73	84	85
proficient	60	53	33	21	70
Number of students tested	15	15	19	13	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): None-fewer than 10					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): None-fewer than 10					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

There were fewer than ten students with IEP's, economically disadvantaged or in any ethnicity subgroup