

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

Official School Name Chadds Ford Elementary School  
(As it should appear in the official records)

School Mailing Address 3 Baltimore Pike  
(If address is P.O. Box, also include street address.)

Chadds Ford Pennsylvania 19317-9441  
City State Zip Code+4(9 digits total)

County Chester and Delaware State School Code Number\* 0000001441

Telephone (610) 388-1112 Fax (610) 388-8481

Web site/URL http://cfes.ucfsd.org E-mail mransford@ucfsd.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.

\_\_\_\_\_  
Principal's Signature Date \_\_\_\_\_

Name of Superintendent Ms. Sharon E. Parker  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Unionville-Chadds Ford School District Tel. (610) 347-0804

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.

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

Name of School Board President/Chairperson Mr. Edward Murray  
(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.

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

*\*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

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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: \_\_\_\_\_ 4 Elementary schools  
 \_\_\_\_\_ 1 Middle schools  
 \_\_\_\_\_ Junior High Schools  
 \_\_\_\_\_ 1 High schools  
 \_\_\_\_\_ Other  
 \_\_\_\_\_ 6 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 13076  
 Average State Per Pupil Expenditure: \_\_\_\_\_ 11784

### 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 area  
 Rural
4. \_\_\_\_\_ 1 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ 6 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	29	24	53	8			0
1	22	20	42	9			0
2	32	25	57	10			0
3	23	21	44	11			0
4	36	28	64	12			0
5	25	33	58	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>318</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 0  | % American Indian or Alaska Native |
| 9  | % Asian or Pacific Islander        |
| 3  | % Black or African American        |
| 1  | % Hispanic or Latino               |
| 87 | % 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.

<b>( 1 )</b>	Number of students who transferred to the school after October 1 until the end of the year	8
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	1
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	9
<b>( 4 )</b>	Total number of students in the school as of October 1	279
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.03
<b>( 6 )</b>	Amount in row (5) multiplied by 100	3

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

Number of languages represented:   2  

Specify languages: Polish and Greek

9. Students eligible for free/reduced-priced meals:   1   %

Total number students who qualify:   4  

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:  $\frac{14}{45}$  %  
 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>3</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>1</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>17</u>	Specific Learning Disability
<u>0</u>	Emotional Disturbance	<u>23</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>1</u>	Visual Impairment Including Blindness
<u>0</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>15</u>	<u>0</u>
Special resource teachers/specialists	<u>17</u>	<u>0</u>
Paraprofessionals	<u>12</u>	<u>0</u>
Support Staff	<u>10</u>	<u>3</u>
Total number	<u>55</u>	<u>3</u>

12. Average school student-classroom teacher ratio, that is, the number of 21 : 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 rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	97 %	97 %	97 %	96 %
Daily teacher attendance	95 %	93 %	96 %	96 %	97 %
Teacher turnover rate	4 %	0 %	14 %	9 %	9 %
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

In 2004-2005, our district offered an early retirement incentive. A few teachers from our school chose to take this retirement package, and that is why we had a 14% teacher turnover rate that year.

14. **(High Schools Only. Delete if not used.)**

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

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

## PART III - SUMMARY

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Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

Chadds Ford Elementary School (CFES) is located on the border of Chester and Delaware Counties in Pennsylvania. Nestled in close proximity to the Brandywine Battlefield and the Brandywine River Museum, CFES is home to 320 students and 58 staff members. CFES is one of four elementary schools in the Unionville-Chadds Ford School District. The school serves a community with rich artistic and military histories and many traditions. CFES is part of a community with a regional and national reputation for excellence in education.

Our vision for our K-5 students is to foster a natural curiosity and a life-long love of learning. Our students experience a rich and all-encompassing curriculum that includes instruction in language arts, science, mathematics, and social studies. Students also receive specialized instruction in health, music, applied technology, art, physical education, and information technology. The social and emotional growth of students is cultivated with the services of a developmental guidance curriculum.

In order to realize our vision for students, CFES teachers and staff systematically and meticulously reevaluate their teaching methods and objectives. The dedication of the faculty to the research of new and innovative instructional techniques continues to be the driving force behind our school. As a community of professional learners, the staff is on a perpetual quest for the best pedagogy and practices.

CFES offers an array of on-site programs and specialized services to support the individual student. We provide reading support, instructional support, learning support, speech and language therapy, occupational and physical therapy, English as a Second Language, and a program for academically talented students. A full time guidance counselor and a part-time school psychologist are also available.

CFES believes that student achievement depends not only on strong academic programs but also on those programs or activities that foster leadership, independence, empathy, and responsibility. An annual 'Character Counts' theme fosters deeper understanding of these aforementioned traits. Weekly recognition of students' positive and appropriate behaviors furthers the development of these qualities. When students receive 'Charging into Good Behavior' cards from the staff, an indelible mark is left on them about the value of responsible and caring behaviors.

The students at CFES benefit substantially from the rich historical, cultural and artistic influences that surround them. Many community associations have donated their time and expertise to enrich our students. The halls of the school and the library are lined with original art work from some local and famous artists.

CFES is fortunate to be home to a vibrant, multi-faceted Parent-Teacher Organization (PTO). Parents support the school financially through various fund-raising activities with the most successful one being an annual art show. Parents work closely with CFES' teachers to determine any educational needs and are willing to write grants to secure what they believe teachers and students need. Parents are also instrumental in extending and enriching our students' lives by coordinating various before and after school clubs. Many students attend CFES' Kidz Art Class, Chess Club, Lego Robotics Club, Girls on the Run, and foreign language classes. The PTO is an invaluable asset to the school. Its relentless commitment and continued support greatly enhance the educational experience of the students at CFES.

CFES believes in our district's mission: to empower each student to succeed in life and contribute to society. All programs strive to honor individual differences, promote positive self-concepts, and cultivate intellectual development. Respect, responsibility, pride, tradition, diversity, inclusion, family and community are all woven into the fabric that binds and defines CFES.

## **PART IV - INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

CFES participates in several standardized assessments on a yearly basis. The purpose of these assessments is to measure student achievement with respect to state standards and district curriculum. Students in grades 3-5 are assessed using The Pennsylvania State System of School Assessment (PSSA). There are four levels of performance in the PSSA. The highest level of achievement is Advanced. Advanced scores indicate an in-depth understanding and an exemplary display of skills of the Pennsylvania Academic Content Standards. Proficient level scores indicate satisfactory academic performance in the aforementioned standards. Basic level scores indicate a partial understanding and limited display of skills, and Below Basic level scores reflect little understanding and a minimal display of skills. (Additional information regarding PA state testing and performance levels can be found at: [http://www.pde.state.pa.us/a\\_and\\_t](http://www.pde.state.pa.us/a_and_t)).

Last year our PSSA data revealed the following: in grades 3-5, an average of 94% of CFES students performed at either the Advanced or Proficient level in reading; and in math, an average of 96% of students performed at the Advanced or Proficient level. In addition, data from the PSSA showed that 2-3% of CFES students (approximately 3-5 students) performed at the Basic or Below Basic level in math and reading.

CFES is keenly aware of the discrepancies in student achievement noted above and supplements math and reading instruction for students in need of additional support. The majority (all but one) of students who scored within the Basic or Below Basic range are serviced under Individualized Education Plans (IEP's). Students with IEP's at CFES have multiple types of disabilities in math and reading, and the degree to which their disabilities affect their achievement is varied. Several of the students scoring Basic or Below Basic also have speech and language needs and/or present with a range of pervasive developmental disorders. While the percentages for students with IEP's who scored at the Proficient level are below our building's averages, the scores are significantly greater than the state's averages.

In analyzing our data, the current concern is with our former third grade IEP students. Of the 10 students in this subgroup, five scored at the Basic or Below Basic level. Several of these students were identified as having special needs during the latter part of second grade or at the beginning of third grade. It is our belief that the timing of the identification of these students adversely affected their PSSA scores since the students had minimal time for remediation and individualized instruction in a special education setting prior to the administration of the state testing.

CFES also administers several non-state mandated tests to measure student growth in the area of literacy development. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of fluency, phonological awareness, and basic literacy skills. The following scores represent the percentages of those students during the 2007-2008 school year who have reached benchmark in fluency: kindergarten (68%), first grade (78%), and second grade (79%). Students who do not meet benchmark receive remediation through differentiated classroom instruction, reading support, paraprofessional support, small group and individual instruction. Students not reaching benchmark are monitored monthly with supplemental DIBELS assessments to track progress.

In the intermediate grades, reading is measured using The Group Reading Assessment and Diagnostic Evaluation (GRADE). This assessment determines which skills students have mastered in the areas of listening comprehension, vocabulary development and passage comprehension. Scores for the 2007-2008 school year of students performing at or above grade level on the GRADE test are as follows: grade 3 (93%), grade 4 (100%), and grade 5 (98%). Students who score below grade level receive intensive follow-up instruction by the reading support teacher, as well as individualized and/or small group instruction in their classrooms to address areas of need.

### **2. Using Assessment Results**

CFES has an outlined plan for using assessment data to inform instruction, plan staff development, and determine building goals. The key component of this plan is the development of a collaborative collegial environment. CFES believes that student achievement is likely to be greatest when teachers, paraprofessionals and administrators work together to identify student strengths and weaknesses. First, the CFES staff is trained to regularly collect, analyze and interpret data. The use of a district data warehouse in addition to state-provided applications

assists teachers in viewing and analyzing the data. In particular, the data is analyzed for trends, which in turn, allows teachers to adjust their instructional practices. Second, the principal and faculty work together to establish a building goal that outlines plans to improve teacher effectiveness and bolster student achievement. Third, the necessary training is provided so that teachers can implement changes included in the plan. Finally, the staff recollects data to determine the effectiveness of the changes made.

Assessment data is also used to map individualized instruction. By setting clear benchmarks in all subject areas, teachers are able to identify individual student needs and then offer the necessary support. For example, students that score below the benchmark in either the DIBELS or GRADE assessment are further evaluated by the reading support teacher. The reading support and classroom teacher then determine if additional reading support is necessary either within the classroom or through a pull-out program. The Instructional Support Team (IST) can convene at the request of a teacher when data shows that adequate progress is not being made. A variety of professionals, as well as the parents, meet to discuss and develop an individualized action plan based on demonstrated student need. After a period of thirty school days, the IST reconvenes to analyze and interpret student success based on data gathered by all stakeholders. At this follow-up meeting, all participants will determine if additional intervention is necessary.

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

PSSA results in the CFES community are posted in local and city newspapers in late summer and early fall. The Unionville-Chadds Ford School District Newsletter documents the PSSA results in October of each year. This newsletter is distributed to all students and is posted on the district's website. The Chadds Ford Observer (CFES's newsletter) also addresses the results of the PSSA in its October issue. In addition to these communications, the district's board of directors discloses the PSSA results at the October school board meeting. Results are also shared with the staff via email from the superintendent, at district-wide staff meetings, and at faculty meetings. Parents receive their child's PSSA results in an individualized progress report.

Standards-based report cards are distributed four times a year at CFES. Parent conferences are scheduled twice a year. Parents and teachers are encouraged to request additional conferences whenever necessary. Student-led conferences may also occur particularly at the upper grade levels. On a regular basis, students and parents are apprised of all curriculum-based test results. Many teachers require parents to sign test papers. Test results are also reviewed with those students who did not reach benchmark. Electronic communication with parents has increased significantly at CFES. Ideas and plans for improving student performance can be discussed, adapted and modified immediately and expeditiously via email. Emails have not, however, replaced the personal give and take of telephone calls.

CFES showcases student performance through multiple venues. Parents and community members are invited to all concerts, performances, and nationally sponsored competitions. Individual classroom teachers invite parents to attend plays, writing workshops, science fairs, and math mini malls to name just a few events. Students anchor the morning TV broadcast, and the news can be viewed via podcast on CFES's website.

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

The Unionville-Chadds Ford School District is a close-knit, collaborative community of dedicated educators and staff. We see ourselves as having one, standards-based curriculum at four neighborhood campuses. The professional staffs from all four elementary schools meet regularly in collaborative groups to share successes and to discuss innovative and state of the art programs and curriculum. As an example, our math teachers instituted an accelerated math program a number of years ago and continue to meet on a regular basis to ensure the ongoing success of this program. The district's reading specialists, school counselors, special education teachers, special area teachers and teachers of the academically talented, attend meetings regularly to discuss programs, curriculum, instructional strategies and best practices. District administrators also meet regularly to share successful school-wide initiatives.

CFES strives to communicate our successes to members of the community. We work with members of the local press to share many of the positive happenings within our school. Many events at CFES are featured in our district newspaper, as well as on the district and CFES web site.

CFES welcomes groups of educators from other districts to view the many successful programs we have in place. Because of our sound reputation, many local universities and colleges seek placements for their student teachers and practicum students at our school. During certain times of the year, half of our classrooms may have student teachers in them. We

are also eager to share our successes with neighboring districts. Last year, for example, our principal and Director of Elementary Curriculum and Instruction presented a workshop on collaborative learning communities at a cross-county Superintendent's Council.

## **PART V - CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

The goal of the Language Arts curriculum is to develop the essential skills of reading, writing, listening, speaking and research. The reading component includes the Five Critical Areas outlined by the National Reading Panel: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students write frequently across all disciplines to build fluency and competency in focus, organization, content, conventions and style. Multi-disciplinary research projects and presentations, conducted in conjunction with the librarian and technology teacher, demonstrate the achievement of these skills.

The Science curriculum is based on a constructivist hands-on inquiry approach. Understanding the scientific method is essential. Students conduct on-going experiments in thematic units such as life cycles, electricity, ecosystems, and landforms. CFES is fortunate to have a dedicated science lab and paraprofessional. CFES sponsors an annual Science Fair in an effort to advance the value of science in the school.

The Mathematics curriculum encompasses the essential areas of computational fluency, conceptual understanding of number relationships and problem solving. Teachers use multiple strategies to develop higher order-thinking skills. A focus on mathematical communication ensures that students develop an insightful understanding of fundamental mathematical concepts. In order to engage students, numerous practices are employed: flexible groupings, cooperative and project-based learning, small group instruction, and multi-sensory techniques.

Our Social Studies Curriculum prepares students to understand the cultural, legislative, and economic forces that shape the world. The curriculum strives to develop an understanding of the students' place in their community. Students' understanding is deepened as they progress through the grades when they study local and state government, economics and colonial history. Fifth grade students broaden their knowledge of American cultures by engaging in a comparative study of North, Central and South America. The Social Studies curriculum can best be described as an active one. Students work in cooperative teams, role-play and interact with a variety of instructional resources. CFES is proud of the fifth grade's culminating activity ' a living history museum, open to the school, parents and the community, where students depict an important American historical event.

Art instruction, conducted in a designated classroom, focuses on students creating original art. Students learn to use the elements of color, form, shape, line, space, and texture. Students develop an understanding of art in its historical and cultural context, and acquire the language that allows them to express ideas and opinions about professional and personal works. Throughout the year, students develop and maintain a portfolio. Seminal works of art are selected by the students to be showcased at CFES' annual Spring Open House. In addition, the Art curriculum is augmented by a PTO-sponsored Art-in-Action program. During this Art-in-Action program, all students collectively work to create a permanent piece of art. In the past, Art-in-Action projects have included murals, mosaics, and three-dimensional abstract designs.

Music instruction, also in a dedicated classroom, immerses students in the elements and principles of music through listening, singing, playing musical instruments and performing. Students learn to sing unison songs and experiment with two and three-part harmony, rhythmic speech pieces and chants. Students also discover multicultural music. Students interact with a variety of instruments, including Orff instruments, to experiment with pitch, duration, intensity, and timbre. Our young musicians ultimately demonstrate their skills by creating and composing original musical scores and by performing during CFES's winter and spring concerts.

The goal of the Health/Physical Education curriculum is to promote a healthy lifestyle. The curriculum supports activities that develop skills for optimal mental, social and physical health. Students become proficient in various movement forms, motor skills, and social skills. Students learn team-building skills through cooperative activities. Most importantly, students set individual goals for personal fitness, and ultimately gain an understanding of how their bodies change and grow healthier as a result of physical activity and nutrition.

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

The goal of the reading curriculum is to provide instruction that focuses on the five critical areas outlined by the National Reading Panel: phonemic awareness, phonics, fluency,

vocabulary, and comprehension. After a careful review of various reading series, the Harcourt Collections was chosen as the core program for our reading curriculum because it contains the necessary materials for teachers to instruct students in the areas of comprehension, grammar, phonics, fluency and vocabulary. One of the key components of the program is the leveled book collection that supports instruction in guided reading groups. These books are used to instruct students at varying levels of ability and foster differentiated instruction in the classroom.

Matching students with their appropriate reading levels is currently recognized as a best practice in reading. CFES is presently leveling all trade books within the building in order to synchronize a student's reading level with an appropriate book.

Phonics and phonemic awareness are instructed through the Project Read program in the primary grades and the Megawords program in the intermediate grades. Both programs are a systematic, multi-sensory approach to instruction in decoding and encoding. Additional programs that supplement the regular reading curriculum are Read Naturally (fluency skills), Scholastic's Text Talk (comprehension and vocabulary skills), Earobics (phonological awareness), Linguistics and the Wilson Reading Series (both for decoding and encoding).

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

**3. Additional Curriculum Area:**

CFES has embraced the change technology has brought to teaching and learning and recognizes the critical need to prepare students for a technology-rich world. Our technology curriculum strives to teach and hone the skills our children need to become true digital natives, by meeting our state and national technology standards. At CFES, classroom teachers use technology to enhance and enrich their instruction, while our computer laboratory teacher shows students how to leverage technology as a powerful tool to create knowledge. Students in kindergarten, first and second grade learn computer parts, terminology, and basic operations. The third, fourth, and fifth grades apply these skills using a multitude of computer hardware and applications to create powerful multi-media projects and presentations.

When not instructing technology classes, the technology teacher assists colleagues with the integration of technology into their grade level curriculum. If they desire, these teachers can then use a second computer lab for whole-class instruction. Using integration software our students receive remediation and enrichment opportunities. The integration software also furnishes our teachers with powerful management tools to help diagnose and tailor the learning needs of our students.

CFES's commitment to technology is further demonstrated by providing teachers with a laptop computer, projection devices, a Smartboard, productivity software, staff development, and a full time technology support specialist. Our onsite specialist maintains computer/AV equipment and assists students and teachers with their technology needs. Our students have access to laptop computers, student work servers, podcasting equipment, digital cameras, and distance learning systems. Students at CFES also have the unique experience of participating in a daily morning broadcast in our television studio, where they perform public speaking, script writing, computer and camera operations, and audio/video mixing. These tools ensure that our teachers and students are ready to advance in this new digital world.

**4. Instructional Methods:**

The instructional strategies adopted at CFES vary according to the content of the material, the specific subject area, the skills and strategies being taught, and the needs and learning styles of individual students. CFES endorses research-based best practices and the staff has been trained in many of these practices. While direct instruction and expository teaching are the hallmark of many lessons, other instructional methods, such as constructivism (in science) and cooperative learning and discussion-based learning (in social studies) are embraced.

A key practice at CFES is modeling. The staff believes that modeling is a particularly effective technique in the reading and language arts areas. Modeling meta-cognitive thinking is crucial to advancing and improving genuine understanding and comprehension. The staff is adept at scaffolding so that students can eventually be released to strategize on their own in authentic situations.

Teachers at CFES utilize an arsenal of instructional practices. This repertoire is especially important for those students who either learn differently or have difficulty mastering skills and content in a given time frame. For these students small group or individually guided instruction on a consistent basis is implemented. Differentiated instruction in these groups allows teachers to initiate and establish practices that best fit individual students. Understanding individual learning styles is imperative so that a variety of multi-sensory (particularly tactile and kinesthetic) techniques can be incorporated during this tailored instruction.

The staff at CFES is vigilant and continually uses data, experience and observations to evaluate students. If a student is faltering, a concerned team will initiate specific instructional strategies to support that student. Depending upon the individual student, multiple team members may use the same instructional strategy. However, alternate strategies by one or a number of staff may also be used to achieve the desired result. Follow-up team meetings determine whether instructional practices are successful or if other strategies need to be attempted.

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

Unionville-Chadds Ford School District offers a variety of staff development opportunities including district-wide, building-specific, and individualized programs. Several staff development days are built into the district calendar. First and second year teachers are provided a district-wide induction program that is comprised of mentoring, peer coaching, in-service training, peer observations, and opportunities for collaboration and reflection upon instructional practices. Our district has a partnership with the Chester County Intermediate Unit, which conducts trainings for teachers and paraprofessionals. Each spring the principal and the staff examine school-wide data and information to determine student demonstrated needs. After thoughtful discussion and collaboration, decisions are made regarding a building-wide goal to address these needs. Plans to meet the goal are developed, and in the fall all staff members are trained in the methods necessary to implement the goal. An on-going reflection and evaluation of the strategies helps to determine future professional development goals. Programs that have been implemented as a result of past building goals include The Collins Writing Program, Project Read, and Saxon Math.

Veteran teachers are required to submit yearly professional development contracts. The objective of all individualized staff development contracts is to increase student achievement. These contracts can focus on a myriad of topics, which include, but are not limited to, professional interests, grade level/subject area curriculum, building level goals and/or district initiatives. As part of becoming a standards-based school, there has been an increased collaborative effort amongst the staff with selection, implementation and evaluation of professional goals.

All staff in our district benefit from the generous funding that encourages continuing education through graduate studies, special coursework, and attendance at national and/or local conferences and workshops. It should be noted that a majority of our teachers have earned advanced degrees.

In summary, CFES believes that the recently implemented school-wide programs, the district's commitment to advanced degrees and the adoption of standards, the building's analysis of student data, and CFES teachers' pledge to excellence have all significantly impacted student achievement.

## PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test Pennsylvania State System of School Assessment (  
Edition/Publication Year \_\_\_\_\_ Publisher Pennsylvania Dept. of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March/April	March		
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient, Advanced	91	96	96		
% "Exceeding" State Standards					
Advanced	43	71	70		
Number of students tested	56	46	47		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
1. IEP (not gifted)					
% "Meeting" plus % "Exceeding" State Standard					
Proficient, Advanced	55				
% "Exceeding" State Standards					
Advanced	18				
Number of students tested	11				
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/April	March		
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient, Advanced	96	100	98		
% "Exceeding" State Standards					
Advanced	63	91	87		
Number of students tested	56	47	47		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
1. IEP (not gifted)					
% "Meeting" plus % "Exceeding" State Standard					
Proficient, Advanced	82				
% "Exceeding" State Standards					
Advanced	27				
Number of students tested	11				
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/April			
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient, Advanced	98	98			
% "Exceeding" State Standards					
Advanced	70	57			
Number of students tested	51	53			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
<b>SUBGROUP SCORES</b>					
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/April			
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient, Advanced	96	96			
% "Exceeding" State Standards					
Advanced	88	81			
Number of students tested	51	53			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
<b>SUBGROUP SCORES</b>					
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/April	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient, Advanced	94	83	97	95	90
% "Exceeding" State Standards					
Advanced	57	50	56	72	59
Number of students tested	54	58	59	58	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. IEP (not gifted)					
% "Meeting" plus % "Exceeding" State Standard					
Proficient, Advanced				70	
% "Exceeding" State Standards					
Advanced				30	
Number of students tested				10	
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/April	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient, Advanced	96	90	95	95	93
% "Exceeding" State Standards					
Advanced	80	67	80	79	66
Number of students tested	54	58	59	58	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. IEP (not gifted)					
% "Meeting" plus % "Exceeding" State Standard				70	
% "Exceeding" State Standards				40	
Number of students tested				10	
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					

**FORMAT FOR DISPLAYING ASSESSMENTS  
REFERENCED AGAINST NATIONAL NORMS**

*Applying schools must use the format of this data display table for Reading (language arts or English) and Mathematics.*

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading (LA) Grade 2 Test Terra Nova

Edition/Publication Year 2nd Edition Publisher CTB McGraw-Hill

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
<b>SCHOOL SCORES*</b>					
Total Score	89	88	92		
Number of students tested	40	49	44		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	1	0		
Percent of students alternatively assessed	0	2	0		
<b>SUBGROUP SCORES</b>					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATIO</b>					

Subject Reading (E) Grade 2 Test \_\_\_\_\_

Edition/Publication Year \_\_\_\_\_ Publisher \_\_\_\_\_

Scores are reported here as \_\_\_\_\_

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
<b>SCHOOL SCORES*</b>					
Total Score					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATIO</b>					

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
<b>SCHOOL SCORES*</b>					
Total Score	90	87	92		
Number of students tested	40	49	44		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATIO</b>					