

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

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Mr. Christopher Baldrige

Official School Name: Shaul Elementary

School Mailing Address:
1 Shaul Drive
Enola, PA 17025-1036

County: Cumberland County State School Code Number*: 1-15-21-160-3

Telephone: (717) 732-2460 Fax: (717) 506-0766

Web site/URL: www.cvschools.org E-mail: cbaldrige@cvschools.org

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.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. William Harner

District Name: Cumberland Valley School District Tel: (717) 697-8261

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.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. John Jordan

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.

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

**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:
- | | |
|-----------|---------------------|
| 7 | Elementary schools |
| 2 | Middle schools |
| | Junior high schools |
| 1 | High schools |
| | Other |
| 10 | TOTAL |

2. District Per Pupil Expenditure: 7639

Average State Per Pupil Expenditure: 12050

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 3 Number of years the principal has been in her/his position at this school.

14 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	7			0
K	26	31	57	8			0
1	46	48	94	9			0
2	41	59	100	10			0
3	45	49	94	11			0
4	48	58	106	12			0
5	30	55	85	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							536

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
10 % Asian
1 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
88 % White
 % 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: 4 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	17
(3)	Total of all transferred students [sum of rows (1) and (2)].	24
(4)	Total number of students in the school as of October 1.	536
(5)	Total transferred students in row (3) divided by total students in row (4).	0.045
(6)	Amount in row (5) multiplied by 100.	4.478

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: 4 %

Total number students who qualify: 23

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: 11 %

Total Number of Students Served: 58

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>18</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>21</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>14</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>23</u>	<u>0</u>
Special resource teachers/specialists	<u>13</u>	<u>9</u>
Paraprofessionals	<u>14</u>	<u>0</u>
Support staff	<u>0</u>	<u>0</u>
Total number	<u>51</u>	<u>9</u>

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 23 :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%	96%	97%	96%
Daily teacher attendance	97%	97%	97%	96%	96%
Teacher turnover rate	8%	0%	12%	9%	22%

Please provide all explanations below.

No data is available for 2003-2004 due to change over to CSIU accounting system. The district office was not able to supply the 2003-2004 information, but we assume that is consistent with previous years.

Daily teacher attendance rates are approximations.

2003-04 Teacher turnover rate was high due to two retirements ,replacing one emergency certificated teacher, and one teacher resignation

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

PART III - SUMMARY

Shaull Elementary School is located in Cumberland County in central Pennsylvania. Situated across the Susquehanna River from the state capital of Harrisburg, Shaull currently serves 528 students from Hampden Township and is one of the seven elementary schools in the Cumberland Valley School District.

At the beginning of the 2008-09 school year, students and staff members of Shaull moved into a brand new building located approximately one mile from the “old” Shaull. Prior to construction of the new school, Shaull serviced close to 340 students in grades K-5. The Shaull community serves a community that is rich in tradition and focused on the family. While Shaull is housed in a “new” building, we still maintain that old fashion feeling that makes a school a home.

Our vision for our K-5 students is to educate the entire child, and to instill in our students a love for learning as well as respect for themselves and for each other. This vision is aligned with the district’s new mission statement: The Cumberland Valley School District, in collaboration with students, educators, parents and the community, is committed to developing 21st century learning and thinking skills through a rigorous, relevant, and comprehensive curriculum, while preparing students to be innovative, productive citizens in an interconnected world (Draft).

Students at Shaull participate in a rich standards-based curriculum that provides instruction in language arts, science, math, and social studies. In addition, students in grades 1 -5 participate in physical education, music, art, computer and informational technology classes on a weekly basis. Our students in kindergarten are given the opportunity to participate in weekly physical education and computer sessions. Students in grades 4 and 5 can participate in string, orchestral, and band lessons.

Students’ social and emotional growth is enriched with the help of a full time guidance counselor as well as a part-time school psychologist. Monthly character traits are shared with the students and they are encouraged to complete posters to share how they incorporate those traits into their daily life. These posters, as well as student art work and class work, are proudly displayed through the school building.

Shaull also provides student support in the areas of learning support and autistic support through four full time teachers as well gifted support through a part-time instructor. Students and staff also benefit from a full time reading specialist, a full time reading clinician and a part-time math coach.

Teachers at Shaull participate in monthly site based professional development opportunities as well as regularly scheduled district wide initiatives. Areas of focus have ranged from balanced literacy, inclusion, stress reduction, technology and other current educational practices. As a community of professional learners, staff members at Shaull take time to reflect on current practices and share ideas, thoughts, and suggestions.

Through a well supported and engaged Parent Teacher Organization, Shaull is able to offer after-school clubs and activities to enhance and enrich the students' educational experiences. Past sessions have included such topics as local history, science, art, get fit, foreign language, cooking and even Legos. Our PTO is a vital and integral part of our success. Shaull’s PTO provides financial support for each classroom teacher to purchase needed supplies and materials as well as help to defer the cost of field trips, assemblies and special events.

Shaull Elementary School is proud of our reputation and place in the local community. Our doors are open for various outside organizations to take advantage of our wonderful building and amenities as well as numerous school sponsored events that benefit our families and community members. Shaull Elementary is extremely proud of our Veteran’s Plaza which has created a means for the entire community to honor our men and women who serve their country.

All of these factors have built a school where the focus is to “educate the entire child, and to instill in our students a love for learning as well as respect for themselves and for each other”.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Shaul Elementary School utilizes assessment results to help drive instruction and impact student learning and achievement. Students in grades 3,4 & 5 participate in the Pennsylvania State System of School Assessment (PSSA). Results of the PSSA are separated into four (4) reporting categories. As defined by the Pennsylvania Department of Education, these four levels include: Advanced which “reflects superior academic performance. Advanced work indicates an in-depth understanding and exemplary display of the skills included in the Pennsylvania Academic Content Standards”. The Proficient Level “reflects satisfactory academic performance. Proficient work indicates a solid understanding and adequate display of the skills included in the Pennsylvania Academic Content Standards”. The next level, Basic, ” reflects marginal academic performance. Basic work indicates a partial understanding and limited display of the skills included in the Pennsylvania Academic Content Standards. This work is approaching satisfactory performance, but has not been reached. There is a need for additional instructional opportunities and/or increased student academic commitment to achieve the Proficient Level”. The last level, Below Basic, “reflects inadequate academic performance. Below Basic work indicates little understanding and minimal display of the skills included in the Pennsylvania Academic Content Standards. There is a major need for additional instructional opportunities and/or increased student academic commitment to achieve the Proficient Level”. Information regarding PSSA and the PDE guidelines can be found at http://www.pde.state.pa.us/a_and_t .

While reviewing our PSSA data for the previous years, we have noticed a few trends and discrepancies. In regard to grade 3, while scores in mathematics have stayed above 98% proficient and advanced, our advanced percentage peaked in 2004-05 and then decreased. However, over the past 3 years we have slowly made progress increasing the number of students who scored in the advanced category. We have also noticed the same trend in the area of Reading in Grade 3. Our percentage of students who scored in the proficient and advanced category is around 96%, the percentage of students who scored in the advanced category is declining. We utilize this information to ensure that students are provided extensions and the opportunities to reach beyond the current curriculum. Additionally this data regarding the third grade achievement has opened a dialogue between the special interest (gifted) teacher and the classroom teachers in regards to meeting the needs of those higher ability students.

In regards to grades 4 and 5, we see some of the same trends. Our overall percentage of student scoring in the advanced and proficient categories is at 94% in 4th Grade Reading, 98% in 4th Grade Math, 99% for 5th Grade Math and 92% for 5th Grade Reading. However our students who have been identified and are provided with an Individual Education Plan (IEP) have not shown as much improvement in these two grades. Since the Pennsylvania State System of Assessment is now given yearly in grades 3,4 and 5, we are able to track individual students and review areas of weakness. These skill discrepancies are then discussed by both the classroom teacher and the learning support teacher in order to develop a plan of action.

Shaul Elementary School began to administrate the Developmental Reading Assessment (DRA 2) to all students in grades K-5. This information is being utilized to determine guided reading groupings as well as focus areas for individualized/small group instruction. Students who score below grade level in grades K-1-2 are given small group instruction by our reading clinician. Students in grades 3-4-5 who score below grade level are supported by the classroom teacher in consultation with the reading specialist.

Additional non-state mandates assessments that are utilized to help determine instructional goals and student support include the use of AIMSweb – a progress monitor system based on direct, frequent and continuous student assessment (<http://www.aimsweb.com>) for grades K -1-2-3, as well as the use of Study Island - Web-based instruction, practice, assessment and reporting built for Pennsylvania state’s standards (<http://www.studyisland.com>) for those students in grades 3-4-5. Data from these assessments are shared with

parents during parent/teacher conferences as well as utilized by staff members during team and grade level meetings.

2. Using Assessment Results:

Shaul staff has developed and implemented a plan in order to utilize data to drive instruction, plan for staff development and determine building wide goals. Shaul staff has been trained in the review and understand of the data and how to transfer that information to help drive instruction. Using data to drive instruction is incorporated into each teacher's yearly Individual Achievement Plan (IAP). These plans are reviewed by the teacher and the principal and progress is monitored throughout the school year. An additional part of the data plan is the reviewing of assessment results during grade level data team meetings. At these monthly meetings, classroom teachers and staff members review PSSA data, DRA 2 results, AIMswb as well as locally created assessments to determine individual students' strengths and weaknesses. The review of these data points is evaluated for trends, past performance, and to help determine future areas of need. The outcomes of these discussions are used to create small group learning opportunities as well as to provide one-on-one instruction. Past examples of how assessment data was used in decision-making processes to improve teaching and learning include the development of guided reading groups, the placement of students in math instructional groups, and the focus of writing instruction to ensure that the writing process and concepts are understood. Additionally the reviewing of data allows the teachers to create lessons that focus on areas of needs while also allowing them the opportunities to highlight topic areas that students have already mastered.

3. Communicating Assessment Results:

Communications regarding assessment occur throughout the school year. Prior to the beginning of the state's assessment window, letters and newsletters are sent home to parents/guardians sharing information regarding the upcoming assessments, study tips, helpful reminders, as well as information regarding guidelines and website to visits. Additionally information is shared regarding the upcoming assessments at monthly PTO meetings. Assessment dates and information are also included in various district wide communications such as calendars, website, newsletter and school board meeting information. After the assessments have been taken and the results are returned to the school, then a series of events occur to share that information. Local newspapers post the results as well comparisons charts regarding the assessment data. Shaul staff members are presented with the results and information and therefore able to share that data with the student's parent/guardian at fall teacher/parent conferences. A special PTO meeting is held after the results are delivered that allow parents/guardians and community members to view the information, examine current trends, compare results with previous years, as well as discuss areas of focus and celebrate successes. Each parent/guardian of a student who has taken the PSSA is sent a letter and data booklet explaining the test, their son/daughter's score, suggestions for home school connections, as well as information regarding various websites where additional information can be gathered. Parents/guardians are also given the opportunity to establish a conference with the principal, guidance counselor and/or classroom teacher to review the results and discuss any concerns or issues.

The district also provides an informational night to share district wide results, data, trends and next steps. Finally, information is provided on the district's website regarding PSSA information and results.

Local and teacher created assessment result and data are shared quarterly on district developed report cards. Parent conferences are scheduled after the first and second marking period in order to provide parents/guardians with current information regarding student progress, areas of need and/or enrichment, as well as home-school connections.

4. **Sharing Success:**

Shaull Elementary School shares its success with other schools in the district and in the community by allowing the teachers and staff members to be ambassadors of Shaull. Teachers and staff members share information regarding Shaull and its practices at numerous venues. Teachers share with their colleagues at district sponsored professional development in-services and workshops. Staff members who are advancing their education through continuing education opportunities share with other educators what is occurring within Shaull and its classrooms. Teachers' word of mouth has allowed Shaull to develop connections with other school districts as well as with higher educational institutions. During the past two years, the school principal has taught classes at Temple University as well as worked with faculty members at Shippensburg University. Shaull Elementary School opens its doors to student teachers and student observations, as well as welcoming parents/guardians not only during American Education Week, but throughout the year. Shaull teachers and the administrator also attend and participate in various conferences and share information regarding school-wide initiatives. For example, Shaull's computer teacher has presented at both local and state conferences regarding the use of technology in the classroom.

If Shaull is named as a Blue Ribbon School award winner, administration and staff members will work to develop a more formalized method to share the Shaull story and support educational growth and academic achievement with other schools and institutions. Furthermore, the staff of Shaull will examine additional opportunities to share our successes and continue an ongoing dialogue regarding student achievement and academic success.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

District-wide all Cumberland Valley teachers are utilizing Learning Focused Strategies (LFS) across curricular areas. Previewing, activating strategies and graphic organizers are some examples of LFS practices used with our students. Teachers have developed units and content maps. Instruction often begins with an Essential Question, which is the focus of instruction. Learning Support teachers assist in previewing material/vocabulary for special education and at risk students in order to make them more successful when the regular education teacher presents the material.

At the elementary level all students are assessed using the AIMSweb benchmark assessments in the areas of literacy and math. Those students who are not proficient are targeted for more instruction in the deficit area(s). Targeted students could receive instruction from the regular education teacher, reading clinician and/or learning support teacher. Elementary students are also assessed in reading using the Developmental Reading Assessment, (DRA2), running records and Study Island. Each grade level team reviews the assessment data to target students, who are in need of more instruction and who are responding to the prescribed interventions.

Shaul Elementary students and staff moved into a new facility this year which is equipped with much of the latest technology, such as SMART Boards, clickers and airline slates. This technology is integrated across curricular areas and has been a great motivator for students. Students actively participate in lessons using this latest technology. Teachers also have access to more data and can quickly assess students understanding using some of this technology.

All students in Kindergarten through fifth grades receive intensive instruction in Language Arts using the Balanced Literacy Model. Each grade level receives a specified amount of time on a daily basis for Shared Reading, Guided Reading, Independent Reading, Word Work, Read Alouds, Literacy Centers and Writer's Workshop.

In Shared Reading the teacher provides interactive, explicit lessons addressing reading strategies and skills, literary analysis, non-fiction text features and text structures, literary genres, and critical thinking skills. Small-group Guided Reading lessons differentiate instruction and provide students with the opportunity to apply the principles taught during Shared Reading lessons at their instructional level. Word Study Instruction utilizes manipulatives and engages students in critical thinking based upon patterns and principles of letters and words. Independent Reading allows students to read on their independent level in order to build fluency and comprehension. During interactive Teacher Read Alouds the teacher instills a love of books and reading as he/she models fluent, expressive reading and shares the strategies he/she uses to interact with text. Writer's Workshop differentiates instruction by providing explicit mini-lessons on specific topics related to the skills and strategies of good writers and then providing opportunities to apply those skills and strategies to their own writing. Literacy coaches support teachers and reading clinicians assist at risk students.

In the area of Mathematics students receive direct instruction on a daily basis for sixty to ninety minutes. Both Calendar Math and a math series are utilized that are closely linked to the Pennsylvania math standards. Again technology and manipulatives are utilized to assist students in their understanding of math concepts. Math coaches are available to assist teachers who may have questions about a particular student's needs or math strategies.

Science and Social Studies are taught on an alternating basis each quarter. Instruction is linked to the Pennsylvania standards for each respective subject. In Science students use a constructivist model to learning and often work in groups. The Science curriculum uses a hands-on model and the majority of students are actively engaged in science topics and experiments.

Students also receive instruction in the areas of Physical Education, Music, Art, Computer/Technology and Library.

2a. (Elementary Schools) Reading:

Cumberland Valley has recently changed from a basal-centered approach to a balanced approach to literacy instruction. The elements of our new balanced literacy instruction are currently being implemented in all seven elementary schools in the district. These elements are researched based as well as current best educational practices. Each student is instructed in the following areas: Daily Shared Reading experiences during which the teacher provides interactive, explicit lessons addressing reading strategies and skills, literary analysis, non-fiction text features and text structures, literary genres, and critical thinking skills; Small-Group Guided Reading lessons which differentiate instruction and provide students with the opportunity to apply the principles taught during Shared Reading lessons at their instructional level; Hands-On, Minds-On Phonics/Word Study Instruction which utilize manipulatives and engage students in critical thinking based upon patterns and principles of letters and words; Independent Reading which allows students to read on their independent level in order to build fluency and comprehension; Interactive Teacher Read Alouds during which the teacher instills a love of books and reading as he/she models fluent, expressive reading and shares the strategies he/she uses to interact with text, Writer's Workshop which differentiates instruction by providing explicit mini-lessons on specific topics related to the skills and strategies of good writers and then providing opportunities to apply those skills and strategies to their own writing.

Through aligning students with their appropriate reading level, teachers are able to provide focus instruction on individual students' strengths and weakness and not teach to the whole class. Within each classroom, students are given the opportunity to read level texts that accompany our current balanced literacy approach as well as teacher selected texts. By providing our students with a vast array of reading options, we are able to meet the varying needs of our clientele.

Students who need additional support in reading work with the reading clinician utilizing the district's current balanced literacy materials as well as supplementary materials. Other opportunities for reading support are provided by the use of the Wilson Reading Series, Reading from A-Z, classroom level libraries, as well as the support of a full time reading clinician and reading specialist.

3. Additional Curriculum Area:

Since the 2005-2006 school year, elementary students in grades one through five have been experiencing the benefits of a fully integrated computer curriculum that focuses on building technology skills while providing direct links to the regular classroom content.

This new curriculum, grounded fully in the Pennsylvania State Standards for Science and Technology, developed out of a recognized need to provide formal computer instruction beginning in grade one, to significantly increase the number of instructional sessions per year, and to teach 21st century technology skills within a meaningful context.

The effectiveness of this program is achieved through the elementary computer teachers' close contact with classroom teachers. This approach also allows the students and staff to move beyond teaching basic computer skills to applying computer technology as a learning tool. Thus, the timing of lessons and mode of presentation may differ from class to class within the same grade level.

The Elementary Computer Curriculum includes exploration of the Windows' environment in a cumulative manner to increase the students' comfort level and adeptness in navigating on the computer. In addition, Cumberland Valley's Acceptable Use Policy and technology issues impacting ethics are discussed and implemented at an age-appropriate level.

Currently, the following software programs and resources are used for instructional purposes: Word, Excel (spreadsheet and database), PowerPoint, Inspiration, SMART Notebook, and the Internet.

First grade students are introduced to basic computer concepts, word processing, concept mapping, website navigation, and presentation software to create a variety of projects that enhance their learning.

The second grade computer curriculum continues to emphasize basic computer concepts, website navigation, word processing, concept mapping, and presentation software. Responsible Internet use is introduced, along with basic keyboarding skills.

The third grade curriculum reinforces basic computer concepts, word processing, Internet, concept mapping, and presentation software. Spreadsheet and database applications are introduced. Students work at their own pace to practice keyboarding skills that include correct finger placement on the home row, proper keystrokes, and accuracy.

The fourth grade computer curriculum explores technology skills beyond basic levels of software applications and supports learning in both technology and regular curriculum topics. Areas of focus include word processing, Internet, databases, spreadsheets, concept mapping, and presentation software. The program continues to reinforce keyboarding skills including finger placement, proper keystrokes, and accuracy.

In fifth grade, students acquire and demonstrate an advanced elementary level of ability in computer concepts, word processing, spreadsheet, database, concept mapping, and presentation software. The students incorporate multimedia enhancements into class projects to enhance their presentation skills. The program also expands on the development of personal keyboarding proficiency. This cumulative skill is reinforced as students actively utilize various software applications.

4. Instructional Methods:

Shaul Elementary School differentiates instruction in order to meet the needs of its students and provide each child with the tools to succeed. Students at Shaul are given placement tests in the areas of reading and math at the beginning of the year and for various units. Through the use of the DRA 2 (Developmental Reading Assessment) teachers are able to place students into small learning communities that are focused on the pupil's strengths and weaknesses. Additionally through the use of running records, computer based instruction, progress monitoring and teacher created assessments; students are able to move from group to group as they progress through the curriculum. Administration and teachers hold monthly data team meetings to review student progress and make modifications as needed.

In the area of math, students are given grade level assessments at the beginning of each school year. Results of these assessments are used to determine grouping and placement. Throughout the school year the results of computer based instructional program (Study Island), formal assessments (AIMSweb) and teacher created tests are reviewed to ensure proper placement as well as areas that need reviewing and/or enriching.

Shaul Elementary School also utilizes team teaching in regards to meeting the needs of special education students. Classroom teachers and the special educational teachers work together to provide both push-in and pull-out instructional opportunities for the students they service.

Finally teachers at Shaul utilize best practices through the incorporation of the Learning Focus Schools principles. By providing students with the opportunity to acquire knowledge through various instructional means and learning styles, teachers at Shaul are able to provide remediation and extensions to meet each student's needs. Understanding and respecting individualized learning styles is an integral part of the educational process at Shaul.

5. Professional Development:

The professional development opportunities provided to the staff of Shaull are aligned with the district's professional development plans. The district has been involved in curriculum mapping as well as aligning curriculum to the Pennsylvania Academic Standards. Over the past two years, the faculty at Shaull has been involved in professional development focusing on balanced literacy and its impact on student learning. Teachers have participated in workshops and in-services that have focused on the creation of literacy centers, small group instruction, use of assessment to drive instruction, as well as continued support and development in best practices as presented in the Learning Focus School principles.

Currently many Shaull teachers are representing their grade level on district wide curriculum mapping committees. These committee members are charged with aligning the district's curriculum with the Pennsylvania Academic Standards. Committee members report their progress at monthly faculty meetings as well as monthly grade level meetings. Additionally monthly data team meetings are held that provide teachers to share best practices with each other as well as allow administration to share current educational research and thoughts. These monthly data team meetings provide teachers with resources and ideas to help their students succeed as well as focus on students who need additional support to close the achievement gap. Teachers have been able to develop literacy stations that provide opportunities for students to obtain success in areas of need. Classroom teachers have developed learning stations focusing on comprehension, fluency, retelling, summarizing, word families and other balanced literacy components.

Additionally teachers are encouraged to participate in continuing education through graduate level studies with financial support from the Cumberland Valley School District.

6. School Leadership:

The leadership system at Shaull is comprised of the principal and team representatives. While the principal serves as the Local Education Agency (LEA) representative, all staff members are encouraged to take initiative and become involved in the daily running of the school. The principal and grade level team meet monthly to discuss concerns and issues as does the specialist team. Additionally, the specialists are each assigned a grade level team to join and share in the multi-disciplinary discussions. Monthly faculty meetings as well as Faculty Area of Concern meetings are held where staff members and the principal can develop an open dialogue regarding building/district issues and educational topics.

The school principal participates in biweekly meetings with the other elementary principals in the district. The district also holds a monthly Superintendent's Council meeting where all administrator leaders from elementary, middle and high school gather together to discuss and share ideas.

Through the implementation of monthly data team meetings, the principal and staff members are able to delve into data and assessment results to help improve student achievement. If there is a need for additional and more in-depth review of student data, the principal, guidance counselor, reading coach, math coach, classroom teacher and school psychologist get together for a Child Study Team (CST). This process allows all members to take a leadership role in the implementation of a support plan to help raise student achievement.

Staff members at Shaull are encouraged to communicate concerns, suggestions, and ideas in an open and honest manner. Due to this open sharing, a true sense of respect and trust has been established.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Pennsylvania State System of School Assessment
 Edition/Publication Year: 2004-05-06-07-08 Publisher: Pennsylvania Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Mar	Apr	
SCHOOL SCORES					
% Proficient plus % Advanced	98	98	99	99	
% Advanced	78	75	73	86	
Number of students tested	82	73	70	83	
Percent of total students tested	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	100	100	100	0	
% Advanced	100	50	75	0	
Number of students tested	6	4	4	0	
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced	100	100	100	100	
% Advanced	73	100	83	83	
Number of students tested	11	6	6	6	
3. (specify subgroup): IEP					
% Proficient plus % Advanced	89	92	88	86	
% Advanced	78	53	25	57	
Number of students tested	9	13	8	7	
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Pennsylvania Department of Education did not implement PSSA testing in grade three until the 2004-2005 school year.

Subject: Reading

Grade: 3 Test: Pennsylvania State System of School Assessment

Edition/Publication Year: 2004-05-06-07-08 Publisher: Pennsylvania Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	96	97	88	96	
% Advanced	44	47	59	60	
Number of students tested	82	73	70	83	
Percent of total students tested	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	100	100	100	0	
% Advanced	66	0	50	0	
Number of students tested	6	4	4	0	
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced	100	99	99	66	
% Advanced	55	33	33	0	
Number of students tested	11	6	6	6	
3. (specify subgroup): Black					
% Proficient plus % Advanced	0	0	100	0	
% Advanced	0	0	50	0	
Number of students tested	0	0	2	0	
4. (specify subgroup): Hispanic					
% Proficient plus % Advanced	100	100	0	0	
% Proficient plus % Advanced	100	100	0	0	
Number of students tested	1	1	0	0	

Notes:

Pennsylvania Department of Education did not implement PSSA testing in grade three until the 2004-05 school year.

Subject: Mathematics

Grade: 4 Test: Pennsylvania State System of School Assessment

Edition/Publication Year: 2006-07-08

Publisher: Pennsylvania Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Mar	Apr		
SCHOOL SCORES					
% Proficient plus % Advanced	98	100	99		
% Advanced	76	83	77		
Number of students tested	74	70	87		
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	75	100	100		
% Advanced	50	83	100		
Number of students tested	4	6	1		
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced	100	100	100		
% Advanced	88	83	80		
Number of students tested	8	6	5		
3. (specify subgroup): IEP					
% Proficient plus % Advanced	85	100	86		
% Advanced	38	50	43		
Number of students tested	13	8	7		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The Pennsylvania Department of Education did not implement PSSA testing in grade 4 until the 2005-06 school year.

Subject: Mathematics

Grade: 4 Test: Pennsylvania State System of School Assessment

Edition/Publication Year: 2006-07-08

Publisher: Pennsylvania Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Mar	Apr		
SCHOOL SCORES					
% Proficient plus % Advanced	98	100	99		
% Advanced	76	83	77		
Number of students tested	74	70	87		
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	75	100	100		
% Advanced	50	83	100		
Number of students tested	4	6	1		
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced	100	100	100		
% Advanced	88	83	80		
Number of students tested	8	6	5		
3. (specify subgroup): IEP					
% Proficient plus % Advanced	85	100	86		
% Advanced	38	50	43		
Number of students tested	13	8	7		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The Pennsylvania Department of Education did not implement PSSA testing in grade 4 until the 2005-06 school year.

Subject: Reading

Grade: 4 Test: The Pennsylvania State System of School Assessment

Edition/Publication Year: 2006-07-08 Publisher: Pennsylvania Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Mar	Apr		
SCHOOL SCORES					
% Proficient plus % Advanced	94	94	93		
% Advanced	60	61	59		
Number of students tested	74	70	87		
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	75	100	100		
% Advanced	0	17	0		
Number of students tested	4	6	1		
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced	100	100	80		
% Advanced	75	67	20		
Number of students tested	8	6	5		
3. (specify subgroup): IEP					
% Proficient plus % Advanced	62	75	71		
% Advanced	23	12	43		
Number of students tested	13	8	7		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Pennsylvania Department of Education did not implement PSSA testing in Grade 4 until the 2005-06 school year.

Subject: Mathematics

Grade: 5 Test: Pennsylvania State System of School Assessment

Edition/Publication Year: 2004-05-06-07-08 Publisher: Pennsylvania Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	99	97	90	86	88
% Advanced	71	79	79	58	76
Number of students tested	72	91	61	71	80
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	100	100	33	50	
% Advanced	20	0	0	0	
Number of students tested	5	1	3	2	
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	67	80	75	100	100
Number of students tested	6	5	4	1	5
3. (specify subgroup): IEP					
% Proficient plus % Advanced	86	72	44	28	58
% Advanced	0	42	44	14	29
Number of students tested	7	7	9	7	7
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 5 Test: Pennsylvania State System of School Assessment

Edition/Publication Year: 2004-05-06-07-08 Publisher: Pennsylvania Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	99	97	90	86	
% Advanced	71	79	79	58	
Number of students tested	72	91	61	71	
Percent of total students tested	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	100	100	33	50	
% Advanced	20	0	0	0	
Number of students tested	5	1	3	2	
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced	100	100	100	100	
% Advanced	67	80	75	100	
Number of students tested	6	5	4	1	
3. (specify subgroup): IEP					
% Proficient plus % Advanced	86	72	44	28	
% Advanced	0	42	44	14	
Number of students tested	7	7	9	7	
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

data unavailable for 2003-2005

Subject: Reading

Grade: 5 Test: Pennsylvania State System of School Assessment

Edition/Publication Year: 2004-05-06-07-08 Publisher: Pennsylvania Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	92	87	80	76	90
% Advanced	46	44	34	42	70
Number of students tested	72	91	61	71	80
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	80	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	5	1	3	2	2
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced	100	80	50	100	100
% Advanced	50	40	25	100	80
Number of students tested	6	5	4	1	5
3. (specify subgroup): IEP					
% Proficient plus % Advanced	43	43	55	14	72
% Advanced	0	14	11	0	43
Number of students tested	7	7	9	7	7
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes: