

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): Charter Title 1 Magnet Choice
(Check all that apply, if any)

Name of Principal: Mr. Kenneth Swartz

Official School Name: Forest City Regional Elementary School

School Mailing Address: 100 Susquehanna Street
 Forest City, PA 18421-1355

County: Susquehanna State School Code Number: 6420

Telephone: (570) 785-2483 E-mail: kswartz@fcrsd.org

Fax: (570) 785-2354 Web URL: http://www.fcrsd.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.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Robert Vadella Superintendent e-mail: rvadella@fcrsd.org

District Name: Forest City Regional District Phone: (570) 785-2403

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Ms. Mary Emmett

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

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

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 1 Elementary schools
 (per district designation) 0 Middle/Junior high schools
1 High schools
0 K-12 schools
2 Total schools in district
2. District per-pupil expenditure: 9266

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 6
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	17	28	45		6	33	29	62
K	25	29	54		7	0	0	0
1	30	17	47		8	0	0	0
2	29	22	51		9	0	0	0
3	28	14	42		10	0	0	0
4	32	35	67		11	0	0	0
5	37	25	62		12	0	0	0
Total in Applying School:								430

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
1 % Asian
2 % Black or African American
3 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
91 % White
1 % 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 2009-2010 school year: 14%

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, 2009 until the end of the school year.	27
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	34
(3)	Total of all transferred students [sum of rows (1) and (2)].	61
(4)	Total number of students in the school as of October 1, 2009	435
(5)	Total transferred students in row (3) divided by total students in row (4).	0.14
(6)	Amount in row (5) multiplied by 100.	14

8. Percent limited English proficient students in the school: 1%

Total number of limited English proficient students in the school: 5

Number of languages represented, not including English: 2

Specify languages:

Spanish and Russian

9. Percent of students eligible for free/reduced-priced meals: 51%
 Total number of students who qualify: 219

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

The Forest City Regional Elementary School is at 51% free and reduced-priced school meals.

10. Percent of students receiving special education services: 18%
 Total number of students served: 80

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>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>21</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>36</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>6</u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u>1</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>2</u>
Classroom teachers	<u>25</u>	<u>0</u>
Special resource teachers/specialists	<u>16</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>16</u>
Support staff	<u>0</u>	<u>0</u>
Total number	<u>42</u>	<u>18</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: 18:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	94%	95%	95%	95%	94%
Daily teacher attendance	94%	93%	93%	93%	93%
Teacher turnover rate	1%	2%	1%	1%	1%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

Forest City Regional is an elementary school housing students PreK4-6.

In 2009-2010 and 2005-2006, daily attendance was below 95% due to increased illness and the flu.

In 2009-2010, 2008-2009, 2007-2008, 2006-2007, and 2005-2006, daily teacher attendance was below 95% due to illness. During those years, teachers attended professional development.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

The Forest City Regional Elementary School is a rural public school located in northeastern Pennsylvania. Our mission is to prepare students to be lifelong learners, critical problem solvers, and responsible, productive citizens. The scenic splendor and friendly small town atmosphere attract tourists and visitors from neighboring states. The school houses students in PreK 4-grade 6. The Forest City Regional Elementary School has been awarded the Pennsylvania Department of Education's Achievement Recognition Plaques for the past seven years along with the school being recognized for making Adequate Yearly Progress (AYP) during those years. Student achievement challenges in this school consist of making AYP as the bar continues to rise. Literacy, mathematics, and science are focal points in this challenge. The school is focused on meeting the needs of all students from pre-kindergarten to sixth. The nurturing environment of the school provides students with an understanding of self-worth as they continue to achieve academically. Students' work is seen throughout the hallways and classrooms. Monthly awards help to encourage students' achievement as well. Our PTO provides our students with dances, gifts, books, and programs throughout the school year. Our child study team meets on a regular basis to discuss and review students' needs and concerns. For the 2010-2011 school year, the school offered a tutoring program. At risk students received a tutoring letter to participate in this program. This tutoring program consisted of 45 hours of instructional time in reading and mathematics. All teachers are highly qualified and certified. The school will continue to monitor the data and provide instructional assistance as needed for any at risk student. Forest City Regional Elementary School continues to be proactive in meeting the needs of all students

1. Assessment Results:

Student achievement challenges in this school consist of making AYP as the bar continues to rise. Literacy, mathematics, and science are focal points in this challenge. The school is focused on meeting the needs of all students from pre-kindergarten to sixth. Student subgroups struggling consist of IEP group, at risk students who perform poorly on report cards, and students who are Basic and Below Basic in the PSSA's. The academic progress for student achievement includes the following data. 2009-2010 Pre-kindergarten Work Sampling Result Percentages for the Fall and Spring (50 students) Personal & Social Development: Fall-26.63; Spring-62.4%; Language & Literacy: Fall-19.43%;Spring-68.56%; Mathematical Thinking: Fall-11.1 %;Spring-62.8%;Scientific: Fall-28.5%;Spring-66.63%;Social Studies: Fall-20.83; Spring-66.63%;Arts: Fall-30.1 Spring-64.3%; Physical Development & Health: Fall-28.5%;Spring-74.23%. Kindergarten used DIBELS (Dynamic Indicators of Basic Early Literacy Skills) (54 students). Fall-2009 Intensive -7%, Strategic -14%, Benchmark-79%; Mid-Year 2010 Intensive -2%, Strategic-13%, Benchmark-85%. Stanines -Low 1-3, Middle 4-6, High 7-9. 2009-2010 Kindergarten G-Made results: Fall-Concepts and Communication Totals: 9 Low, 29 Middle, and 17 High. Process and Application Totals: 14 Low, 33 Middle, and 8 High. Winter-Kindergarten G-Made results: Concepts and Communication Totals: 3 Low, 17 Middle, 35 High. Process and Application Totals: 6 Low, 23 Middle, 26 High. First Grade (54 Students) DIBELS Fall -Intensive -2%. Strategic-20%, Benchmark-78%. Mid-Year Intensive -4%, Strategic-14%, Benchmark-82%. First Grade (54 Students) Fall G-Made Results -Concepts and Communication Totals: 13 Low, 35-Middle, 6 High. Process/Application Totals: 9 Low, 40 Middle, 5 High. Winter G-Made Totals: Concepts/Communication 6 Low, 23 Middle, 25 High. Process and Application-1 Low, 29 Middle, 6 High. Second Grade (46 students) Intensive-17%, Strategic-23%, Benchmark-60%. Mid-Year -Intensive -13%, Strategic-13, Benchmark-74%. Second grade G-Made Fall Totals: Concepts/Communication 10 Low, 26 Middle, 9 High; Process/Application 18 Low, 25 Middle, 2 High. Winter G-Made Totals: Concepts/Communication 5 Low, 28 Middle, 13 High. Process/Application 4 Low, 27 Middle, 15 High. Data for 2009 Grade 3 Reading PSSA results (55 students were assessed): Advanced/Proficient Total-83%. Student achievement data Grade 3 Math PSSA results: Advanced/Proficient Total-94%. Student achievement Grade 4 Reading results (55 students were assessed): Advanced/Proficient-Total-70% Student achievement data Grade 4 Math results: Advanced/Proficient Total-74%. Grade 4 Science Advanced/Proficient 94% Grade 5 Reading results (56 students were assessed) Advanced/Proficient Total-67% Student achievement data Grade 5 Math results Advanced/Proficient Total 62%. Grade 5 student achievement Writing results (73 students assessed) Advanced/Proficient Total 68%. Student achievement data Grade 6 Reading results (71 students were assessed) Advanced/Proficient Total 87%. Student achievement data Grade 6 Math results Advanced/Proficient Total 67%.

The elementary school starts the school year assessing students in the beginning of the school year to determine a benchmark score for each student. This data is used as a guide to provide differentiated instruction to all students. Students are monitored throughout the school year to determine the most appropriate plan in meeting their needs. The curriculum is driven by students' needs in closing the achievement gap. An intervention/enrichment period is scheduled in every grade from kindergarten through six. This period is designed to meet the needs of all students. No new instruction is provided during this time period. Teachers are provided with common planning periods as they work together as a team to drive the curriculum. The above data and research based curricula are used as indicators to help students achieve academic success. In the state of Pennsylvania for the 2009-2010 school year the following academic levels are Reading Performance-63% and Mathematics Performance -56%. The elementary school uses the following assessments in meeting these levels: Work Sampling, DIBELS, G-Made, reading and mathematics diagnostics, teacher observation and questioning, journals, research based curriculum, student work/assessments, 4 Sight, PSSA's, technology (computer and Promethean board) and behavior charts. The state's test results website is <http://paayp.emetric.net/>.

2. Using Assessment Results:

The Forest City Regional Elementary School uses the following assessments in determining and improving student performance. Formative/Benchmark assessments include DIBELS, G-Made (Group Mathematics Assessment and Diagnostic Evaluation), 4 Sight Reading and Math, Trophies Diagnostic, Math Connects, and Triumphs. These assessments are given three times a year and are progress monitored either bi-weekly or monthly for children not reaching benchmark. Results determine the makeup of flexible skill based groups and what skills will be reviewed and practiced. Skill based groups meet daily during the reading and mathematics blocks. Results of assessment, Curriculum Based Assessments, classroom progress, quizzes, and tests determine the plan for each child. Students have varying degrees of tiered interventions delivered by teachers, co-teachers, and paraprofessionals. If a student does not show growth over a period of time, they are formally evaluated. Instruction is determined by student need. The combination of assessment results and classroom progress is used in determining need and assuring the instruction "meets the child where they are at". The data is used to drive the curriculum and work on areas of student need. Diagnostics are used to determine student levels in reading and math. The data is used by the teachers to provide differentiated instruction as needed. Summative assessments include the PSSAs, chapter assessments, and report card. Data teams meet to review student's work and progress. Personnel from the IU (Intermediate Unit) have come to the school to meet with the different grade levels to review data. The research based curriculum is used to meet the needs of all students. .

3. Communicating Assessment Results:

The Forest City Regional School District has monthly School Board meetings. Every month a principal's report is required to provide an overview of the month's activities. In August 2010 a slide show was presented to the School Board and public on the results of the PSSAs. A question and answer period was held on the results. PSSA data was sent home with all students through the guidance department along with a letter explaining the results. Report cards are sent home after every quarter. Parents are encouraged to stay in contact with the classroom teacher. Parents are informed through student planners, notes, messages, and phone/in person conferences, e-mails and through the all call phone system. The school also notifies the newspaper on student performance. Honor roll status is also sent to the newspaper after every quarter. An open house is held in the beginning of school. Parents are encouraged to see the school and to visit with the teachers during the two scheduled parent conferences which are held at the end of the first and second quarters. Parents are encouraged to use the district web site to contact district personnel. Web sites are designed by the teachers to share homework assignments, class schedules, and class information with parents. Parents are also encouraged to use Classroll.com to review students' grades.

4. Sharing Lessons Learned:

The Forest City Regional Elementary School has a Pre k 4 program which opened its doors in 2005-2006. This program was half-day. Two highly qualified and certified teachers were hired along with paraprofessionals. The teachers were responsible for developing a curriculum along with helping to design the classroom and purchase the supplies. School personnel went around to neighboring school districts to view other Pre k programs. Today this program has three highly qualified teachers along with six highly qualified paraprofessionals. The researched based curriculum begins in Pre k 4 and continues through the elementary. Neighboring school districts have asked and been invited to this full day program. Our teachers have been asked to go to neighboring school districts to observe and provide assistance to other Pre k 4 programs.

1. Curriculum:

The Forest City Regional Elementary School has used the research/evidence based reading series Harcourt Trophies/Storytown and SRA (Sequence Read Achieve) series. This research/evidence based series has been used to help instruct students in the classroom. Assessments include Trophies/Storytown diagnostic assessments, data analysis, SRA, diagnostic tools, DIBELS, and 4 Sight. This data has helped to drive the reading curriculum and provide for instructional practices for all students. Progress monitoring and skills based groups are additional practices used to monitor and facilitate the reading curriculum. The curriculum is all researched based. The school uses the research/evidence based Macmillan McGraw-Hill Math series. Elementary staff has been trained in the research based/evidence based math series. Standards aligned benchmark assessments include the following: Math Connects, Math Triumph and 4 Sight. This data is used to drive the math curriculum. Data analysis and the benchmark assessments are used to monitor and adjust instructional practices. Skills based groups and progress monitoring are used to help instruct students on their levels. The elementary school had developed an RTII (Response to Instruction and Intervention) schedule for the 2009-2010 school year. The RTII schedule is in place for the 2010-2011 school year. Teachers in the elementary school have common preparations built into this schedule along with an I/E (Intervention/Enrichment) period for kindergarten through sixth grade. The Forest City Regional Elementary School employs highly qualified and certified teachers in the regular education and special education areas. The paraprofessionals are also highly qualified. Students are provided with a professional staff that has been trained in the research/evidence based reading and math series. Additional training includes special education topics and technology. The RTII schedule provides all students with interventions and enrichment activities. Individual and small group attention is provided to all students.

2. Reading/English:

The Forest City Regional Elementary staff has been trained in the research based/evidence based reading series. Standards aligned benchmark assessments include the following: Trophies, SRA, DIBELS, and 4 Sight. This data is used to drive the reading curriculum. Data analysis and the benchmark assessments are used to monitor and adjust instructional practices. Skills based groups and progress monitoring are used to help instruct students on their levels. The elementary developed an RTII schedule for the 2009-2010 school year. The RTII schedule is in place for the 2010-2011 school year. Teachers in the elementary school have common planning periods built into this schedule along with an I/E (Intervention/Enrichment) period for kindergarten through sixth grade. The Forest City Regional Elementary School employs highly qualified and certified teachers in the regular education and special education areas. The paraprofessionals are also highly qualified. Students are provided with professional staff who have been trained in the research/evidence based reading and math series. Additional training includes special education topics and technology. The RTII schedule provides all students with interventions and enrichment activities. Individual and small group attention is provided to all students. The Core curriculum in the reading area consists of the following:

- Kindergarten-Phonemic Awareness, Phonics, Reading Aloud, Comprehension, Vocabulary, Oral Fluency, and Listening and Speaking
- First Grade-Phonics, Fluency, Listening and Reading Comprehension, Read Alouds, Guided Reading, Spelling and Grammar
- Second Grade-Phonics, Fluency, Listening and Reading Comprehension, Read Alouds, Guided Reading, Spelling and Grammar
- Third Grade-Fluency, Oral Reading, Comprehension, Language Arts (Spelling, Punctuation, Grammar, Writing), Chapter Books

- Fourth Grade-Oral Reading, Listening and Fluency, Comprehension, Language Arts (Spelling, Punctuation, Grammar, Writing), Chapter Books
- Fifth/Sixth Grades-Oral Reading, Listening, Comprehension, Language Arts (Spelling, Punctuation, Grammar, Writing), Novel Reading

3. Mathematics:

The elementary school uses the research/evidence based Macmillan McGraw-Hill Math series. Elementary staff has been trained in the research based/evidence based math series. Standards aligned benchmark assessments include the following: Math Connects, Math Triumph and 4 Sight. This data is used to drive the math curriculum. Data analysis and the benchmark assessments are used to monitor and adjust instructional practices. Skills based groups and progress monitoring are used to help instruct, students on their levels. The elementary school had developed an RTII schedule for the 2009-2010 school year. The RTII schedule is in place for the 2010-2011 school year. Teachers in the elementary school have common planning periods built into this schedule along with an I/E (Intervention/Enrichment) period for kindergarten through sixth grade. Mathematics core curriculum consists of the following:

- Kindergarten-Math Vocabulary, Add/Subtract, More/Less, Numeration (1-100)
- First Grade-Addition (One and Two digit)
- Second Grade-Addition and Subtraction
- Third Grade-Addition, Subtraction, and Multiplication
- Fourth Grade-Addition, Subtraction, Multiplication, and Division
- Fifth/Sixth Grades-Addition, Subtraction, Multiplication, Division, Fractions, Decimals

4. Additional Curriculum Area:

In science, the elementary school has participated in the state approved "Science It's Elementary" program. This curriculum is in grades kindergarten through sixth. The following areas of study makeup the core curriculum in each grade level.

- Kindergarten-Trees
- First Grade-Solids/Liquids and Weather
- Second Grade-Changes in Soil
- Third Grade-Rocks /Minerals and Chemical Reactions
- Fourth Grade-Water and the Human Body
- Fifth/Sixth Grades-Mixture/Solutions, Solubility, Homogeneous/Heterogeneous Mixtures, Elements and Compounds, Reactive and Products, Motion and Design, Physics-Speed, Motion and Velocity; and Study of Ecosystems.

Teachers have been provided with professional development for all the above core curricula. The above series is inquiry based, student centered, cooperative groups, and performance based assessments. As part of the 6th grade curriculum, the science teacher and selected staff take students on an overnight science camp trip. Experiments include orienteering, stream study, global positioning system, digital photography along with many science presentations. The elementary school has a 5th/6th science laboratory along with a Science Fair and Invention Convention program.

In the area of technology, the elementary school has an elementary computer instructor. The elementary school has a primary computer laboratory along with an intermediate computer laboratory. Curriculum is designed to meet the needs of all students in kindergarten through sixth. Core areas in each grade level include the following:

- Kindergarten-Keyboarding, Computer basics, Login on/off, Maximizing/closing Windows
- First Grade-Review of Computer basics, Keyboarding, Internet Safety, Opening/Maximizing Windows, Review Computer parts
- Second Grade-Keyboarding, Internet Safety, Windows XP, Icons (open/close), Microsoft Word, Teach basic word processing, Icons (meaning)
- Third Grade-Keyboarding (short cuts), Mouse, Internet Safety, Microsoft Word, Windows XP
- Fourth/Fifth/Sixth Grades-Microsoft: Word, Word processing, Keyboarding, Computer problem solving, Internet Safety, Scratch Program (Creating games, projects, and animation), and Review X and Y coordinates/Direction and Distance as part of math integration.

5. Instructional Methods:

Forest City Regional Elementary maintains a high level of curriculum delivery and instruction. The educators utilize various delivery methods of instruction to meet the diversified learners' needs. In the language arts curriculum, small, flexible groups are formed to ensure that each learner receives what he/she needs. Also in place are inclusive classrooms whereby the learning-support teachers work directly with the regular education teachers to deliver the content in the least restrictive environment. Modified instructional materials and assessments are used for those who need them. Also, each student's needs are met through the use of technology. Programs such as Compass Learning and Study Island are incorporated so that each student can learn at his/her own pace. Promethean Boards are in place in a majority of the elementary classrooms.

Mathematics also uses the same strategies as language arts. In addition to inclusive classrooms and the vast use of technology, manipulatives are incorporated into daily lessons to meet the needs of those tactile and kinesthetic learners. As in language arts, modified instructional materials and assessments are used for those who need them. In addition, the Macmillan/McGraw-Hill textbook series is a Response to Intervention program that operates on the three tier system. Leveled exercises and resources, strategic and intensive interventions are all instructed by educators at Forest City Regional.

Social Studies and Science also rely heavily on technology to differentiate instruction. These curriculum areas also utilize special education teachers and paraprofessionals to deliver information. Teachers modify teaching materials and assessments based on the students' needs. The science curriculum at Forest City Regional is a lab-based curriculum with multiple opportunities for hands-on, inquiry-based learning. The social studies curriculum also uses projects as a form of assessment. Thus, students are given a variety of opportunities to learn at their own levels and to express what they have learned.

6. Professional Development:

Professional development has been provided and linked to the district's standards based aligned curriculum. This includes: Data Analysis, Trophies, Progress Monitoring, Work Sampling, Special Education Topics, EMETRIC Overview, Planetarium Training, Science It's Elementary, DIBEL's, Gifted, IPPC, SAS(Math/Technology), CPR/AED, Computer Activities, Cystic Fibrosis, School Improvement Plans, 4 Sight, Macmillan McGraw-Hill Math Connects, Web Design, Promethean board, LETRS, PASA, and PSSA. All teachers are certified and highly qualified. The elementary school has been chosen by the IU 19 to be a model SAS training school. The administration, IU 19 curriculum specialists, and elementary staff went through the training at IU 18 for the 2009-2010 school year. The elementary school is planning to train additional staff for the 2010-2011 school year and to continue aligning the curriculum to the SAS framework. Forest City Regional Elementary School, within the past four years, has focused on training from the publishers, trainers, and the Intermediate Unit 19 Training and Consultation Team in order to develop the best delivery of services by all our teachers across all grade levels. This ensures students transitions from one grade level to the next as a seamless, scaffolded approach to instruction.

7. School Leadership:

The Forest City Regional School District administrators and central office staff meet on a weekly basis. An agenda is provided during this meeting. All district issues are discussed at this meeting. Act 80 days are scheduled in the yearly calendar to provide for in service opportunities. Professional development has included data analysis, special education topics, technology, PSSA, EMETRIC overview, progress monitoring. The Child Study Team reviews all students through the following reports: DIBELS, G-Made, 4 Sight, Reading/Math diagnostic assessments and report cards. This data is reviewed and analyzed by the Data Team to meet the needs of all students. The administration is involved in the planning, supervising, and monitoring of instructional programs and student learning. The superintendent heads the Curriculum Council in which a meeting is held on a monthly basis. An agenda consists of elementary and secondary curriculum concerns, staffing, scheduling, department meetings, in services, long and short term goals, plant management, parental involvement, community involvement, high school graduation requirements, dual enrollment, advanced course placement, SAT prep courses, transitions, special education requirements, tutoring, etc.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 1 Test: G-Made

Edition/Publication Year: 2007

Publisher: AGS Publishing

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Jan	May	Jan	Apr	May
SCHOOL SCORES					
High	88	96	92	86	96
High	46	59	38	46	43
Number of students tested	54	47	73	59	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
High	96	83	92	93	38
High	60	50	31	27	79
Number of students tested	25	24	26	30	24
2. African American Students					
High					
High					
Number of students tested					
3. Hispanic or Latino Students					
High					
High					
Number of students tested					
4. Special Education Students					
High					
High					
Number of students tested					
5. English Language Learner Students					
High					
High					
Number of students tested					
6.					
High					
High					
Number of students tested					
NOTES: Concepts and Communication					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 1 Test: DIBELS

Edition/Publication Year: 4th Edition Publisher: Sopris-West

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Jan	May	Sep	May	Jan
SCHOOL SCORES					
Benchmark	82	76	72	68	75
Benchmark	82	76	72	68	75
Number of students tested	54	47	75	58	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Benchmark	63	54	35	23	29
Benchmark					
Number of students tested	27	24	26	30	24
2. African American Students					
Benchmark					
Benchmark					
Number of students tested					
3. Hispanic or Latino Students					
Benchmark					
Benchmark					
Number of students tested					
4. Special Education Students					
Benchmark					
Benchmark					
Number of students tested					
5. English Language Learner Students					
Benchmark					
Benchmark					
Number of students tested					
6.					
Benchmark					
Benchmark					
Number of students tested					
NOTES: 2005-2006 ORF Low Risk 2007-2008 Naming Letter Fluency					

11PA9

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2 Test: G-Made

Edition/Publication Year: 2007

Publisher: AGS Publishing

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Jan	May	Jan	Apr	May
SCHOOL SCORES					
High	89	93	91	92	74
High	28	45	42	36	39
Number of students tested	46	73	57	49	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
High	72	69	86	81	59
High	16	38	43	34	27
Number of students tested	25	32	28	32	22
2. African American Students					
High					
High					
Number of students tested					
3. Hispanic or Latino Students					
High					
High					
Number of students tested					
4. Special Education Students					
High					
High					
Number of students tested					
5. English Language Learner Students					
High					
High					
Number of students tested					
6.					
High					
High					
Number of students tested					
NOTES: Concepts and Communication					

11PA9

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 2 Test: DIBELS

Edition/Publication Year: 4th Edition Publisher: Sopris-West

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Jan	May	Sep	May	Sep
SCHOOL SCORES					
Benchmark	74	66	52	62	59
Benchmark	74	66	52	62	59
Number of students tested	46	73	58	58	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Benchmark	40	44	46	31	
Benchmark					
Number of students tested	25	32	28	32	
2. African American Students					
Benchmark					
Benchmark					
Number of students tested					
3. Hispanic or Latino Students					
Benchmark					
Benchmark					
Number of students tested					
4. Special Education Students					
Benchmark					
Benchmark					
Number of students tested					
5. English Language Learner Students					
Benchmark					
Benchmark					
Number of students tested					
6.					
Benchmark					
Benchmark					
Number of students tested					
NOTES: 2005-2006 ORF- September Low Risk 2007-2008 ORF September Low Risk					

11PA9

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: PSSA

Edition/Publication Year: 2010

Publisher: DRC

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/Advanced	99	91	78	75	92
Advanced	66	56	35	47	66
Number of students tested	67	61	60	55	73
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					0
Percent of students alternatively assessed					0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	94	76	59	57	75
Advanced	68	38	15	38	46
Number of students tested	34	34	27	21	24
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

11PA9

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: PSSA

Edition/Publication Year: 2010

Publisher: DRC

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/Advanced	94	81	77	71	81
Advanced	45	38	20	38	36
Number of students tested	67	61	60	55	73
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	88	56	63	57	75
Advanced	38	24	11	33	17
Number of students tested	34	34	27	21	24
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

11PA9

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: PSSA

Edition/Publication Year: 2010

Publisher: DRC

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/Advanced	92	73	72	82	79
Advanced	58	45	33	59	28
Number of students tested	59	56	58	61	74
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	78	55	68	73	58
Advanced	47	31	29	4	16
Number of students tested	36	29	28	15	38
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

11PA9

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: PSSA

Edition/Publication Year: 2010

Publisher: DRC

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/Advanced	71	71	67	71	70
Advanced	28	28	31	38	27
Number of students tested	59	56	58	55	74
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	58	62	75	53	37
Advanced	28	17	32	2	5
Number of students tested	36	29	28	15	38
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: PSSA

Edition/Publication Year: 2010

Publisher: DRC

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/Advanced	84	57	64	59	42
Advanced	48	32	36	23	11
Number of students tested	60	63	72	69	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	70	39	21	35	22
Advanced	33	19	12	2	9
Number of students tested	33	36	24	20	32
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: PSSA

Edition/Publication Year: 2010

Publisher: DRC

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/Advanced	67	60	65	62	54
Advanced	23	25	25	20	15
Number of students tested	60	63	72	69	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	52	33	33	25	31
Advanced	12	11	12	15	9
Number of students tested	33	36	24	20	32
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

11PA9

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: PSSA

Edition/Publication Year: 2010

Publisher: DRC

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/Advanced	78	65	55	63	75
Advanced	60	36	31	25	45
Number of students tested	55	73	71	59	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	67	28	32	20	44
Advanced	42	8	17	23	24
Number of students tested	36	36	41	17	25
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: PSSA

Edition/Publication Year: 2010

Publisher: DRC

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/Advanced	75	84	59	56	76
Advanced	75	56	28	24	43
Number of students tested	61	73	74	59	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	53	53	37	35	48
Advanced	31	28	15	24	20
Number of students tested	36	36	41	17	25
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/Advanced	91	71	67	69	73
Advanced	58	42	34	38	38
Number of students tested	241	253	261	244	269
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	77	49	44	52	49
Advanced	45	24	18	30	22
Number of students tested	139	135	120	73	119
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES: Grades 3-6 PSSAs					

11PA9

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/Advanced	77	74	64	65	71
Advanced	43	38	26	29	30
Number of students tested	247	253	264	238	269
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	63	50	51	42	45
Advanced	27	20	35	23	12
Number of students tested	139	135	120	73	119
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES: Grades 3-6 PSSAs					

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