2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

[X] Public [ ] Private

Cover Sheet

Type of School (Check all that apply)

[X] Elementary [ ] MIddle [ ] High [ ] K-12
[ ] Charter [ ] Title I [ ] Magnet [ ] Choice

Name of Principal Mr. William T Knapsack
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name George A. Ferrell Elementary School
(As it should appear in the official records)

School Mailing Address 34 Court St
(If address is P.O. Box, also include street address.)

Picture Rocks	Pennsylvania	17762-0345
City	State	Zip Code+4(9 digits total)

County Lycoming State School Code Number* 3018

Telephone (570) 584-3341 Fax (570) 584-5467

Web site/URL eastlycoming.net E-mail bknapsack@elsd.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date

Principal's Signature

Name of Superintendent Mr. David L Price
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name East Lycoming School District Tel. (570) 584-2131

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date

(Superintendent's Signature)

Name of School Board President/Chairperson Dr. Susan L Bigger
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

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

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

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.

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

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

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

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

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1. Number of schools in the district:
   - 3 Elementary schools
   - _____ Middle schools
   - _____ Junior High Schools
   - _____ High schools
   - 1 Other
   - 4 TOTAL

2. District Per Pupil Expenditure: 8654

   Average State Per Pupil Expenditure: 9337

SCHOOL (To be completed by all schools)

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

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

4. 9 Number of years the principal has been in her/his position at this school.

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

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

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
Pre K			0		**7**			0
K	13	6	19		**8**			0
1	14	3	17		**9**			0
2	8	14	22		**10**			0
3	7	14	21		**11**			0
4	11	8	19		**12**			0
5	14	10	24		**Other**			0
6	9	8	17					
TOTAL STUDENTS IN THE APPLYING SCHOOL								139

6. Racial/ethnic composition of the school:

	% American Indian or Alaska Native
	% Asian or Pacific Islander
1	% Black or African American
	% Hispanic or Latino
99	% White
100	**% TOTAL**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 12 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	13
(2)	Number of students who transferred from the school after October 1 until the end of the year	4
(3)	Total of all transferred students [sum of rows (1) and (2)]	17
(4)	Total number of students in the school as of October 1	139
(5)	Total transferred students in row (3) divided by total students in row	0.12
(6)	Amount in row (5) multiplied by 100	12

8. Limited English Proficient students in the school: 0 %

0 Total Number Limited English Proficient

Number of languages represented: 0

Specify languages: 0

9. Students eligible for free/reduced-priced meals: 23 %

Total number students who qualify: 32

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

10. Students receiving special education services: 4 %

6 Total Number of Students Served

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

0	Autism	0	Orthopedic Impairment
0	Deafness	0	Other Health Impairment
0	Deaf-Blindness	0	Specific Learning Disability
0	Emotional Disturbance	6	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities		

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

	Number of Staff	
	Full-time	**Part-time**
Administrator(s)	0	1
Classroom teachers	7	0
Special resource teachers/specialists	0	7
Paraprofessionals	0	1
Support Staff	2	2
Total number	9	11

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 — 21 **: 1**

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007		2005-2006		2004-2005		2003-2004		2002-2003	
Daily student attendance	96	%	96	%	95	%	97	%	96	%
Daily teacher attendance	94	%	96	%	96	%	95	%	92	%
Teacher turnover rate	0	%	0	%	0	%	0	%	0	%
Student drop out rate (middle/high	0	%	0	%	0	%	0	%	0	%
Student drop-off rate (high school)	0	%	0	%	0	%	0	%	0	%

Please provide all explanations below

PART III - SUMMARY

Tucked away in the scenic village of Picture Rocks, beats the heart and soul of the community, the George A. Ferrell Elementary School. As a visitor to Ferrell, imagine traveling the maple-lined street where lampposts transport visitors back to a bygone era and guide them to the front of a 1926 roughly hewn brick schoolhouse; an image that powerfully personifies a piece of Americana that is alive and well in eastern Lycoming County. For over 80 years, this school has educated, stimulated, and become beloved by the Picture Rocks community and families. George A. Ferrell Elementary has a long and rich heritage that has inspired multiple generations, affirming the school's mission of 'Preserving a proud tradition of excellence that creates a legacy of learning for all generations'.

This charming small brick elementary school stands adjacent to the town's picturesque park, with open green spaces, a community ball field, a playground, picnic pavilion, and rippling trout stream, which surround this unique school. The school originally opened in 1926 as the first vocational technical school in Pennsylvania and housed young men from across the region. For the next twenty years, the school was used for secondary education and eventually became an elementary school for kindergarten through grade 6 students in 1946. The Ferrell Elementary School has one classroom of each grade level, serves 140 students, is staffed by 7 classroom teachers, and 4 part-time specialists in library, art, music, and physical education.

When asked about the strengths of Ferrell, faculty overwhelmingly recounts the many kind acts of support by their families and community. The family atmosphere envelops visitors as they enter the door of the school. Parents are an integral force in their child's education. The Parent Teacher Advisory Committee is a significant part of the school, providing a wealth of support: field trips, educational programs, supplies, library books, a yearbook for every child, and coordinating family events. By gaining ideas from students and teachers directly, the committee reflects the diverse interests of the community. As a warm gesture, each new student moving into Ferrell receives a Spartan welcome tote, filled with school supplies.

Ferrell Elementary takes to heart its responsibility to encourage civic pride. Throughout the year students and staff reflect their patriotic pride. A large Veteran's Day program is held with several honored Veterans returning to recount firsthand their experiences and share their honor felt in service to their country. Valentines for Vets are created and sent to Veterans in the nearby Veteran's Hospital and nursing homes. As former Ferrell students serve their country in Iraq and overseas, many collections are made for soldiers to receive a little piece of home. At the end of the school year, one boy and one girl from the sixth grade are selected to recite 'The Gettysburg Address' and 'In Flanders' Field' at the Picture Rocks Memorial Day Parade and Flag Ceremony. This coveted honor exemplifies the traditions that make Ferrell Elementary unique.

Even as Ferrell students become older and move on to high school and beyond, they fondly recall their Ferrell days and proudly claim their Ferrell beginnings as a badge of honor. George A. Ferrell is a 'small school with a big heart' that carries on a legacy of learning that began in 1926 and prevails today. If Ferrell Elementary is chosen as a Blue Ribbon School, this significant honor will not be a destination but a daily reminder of expectations to live up to, to be a Blue Ribbon school every day.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The state of Pennsylvania has adopted academic standards for Reading, Writing and Mathematics. The standards identify what students should know and be able to do in these subjects at grade levels. The Pennsylvania System of School Assessment (PSSA) is a standards based criterion referenced assessment used to measure a student's performance in relationship to the academic standards. This assessment is also an indicator for schools in determining the degree to which their programs enable students to attain academic standards. In elementary schools all students in grades three through six are assessed in Reading and Mathematics. The assessment takes place in the spring and individual student, school, and district results are returned to schools in the summer. Test results provide schools and districts with information to assist with curriculum and instruction improvement. Scores show disparities among subgroups such as ethnicity, gender, and economically disadvantaged status. The individual student results show parents, students, teachers, and administrators a child's performance and help identify children who may need more or differentiated instruction. The student results are reported using performance levels. The performance levels approved by the PA State Board of Education are:

Advanced ' superior academic performance
Proficient ' satisfactory academic performance
Basic ' marginal academic performance
Below Basic ' inadequate academic performance

The percentage of students scoring Advanced combined with the percentage scoring Proficient is used to determine a school's progress in regard to the benchmarks defined by No Child Left Behind (NCLB). The NCLB benchmarks for 2006-2007 were 54% in reading and 45% in math. This information can be found on the Pennsylvania Department of Education (PDE) Web site: www.pde.state.pa.us.

The George A. Ferrell Elementary School has had outstanding PSSA results for several years. The success is documented in Part VII ' Assessment Results of this application. In 2006-2007 student achievement hit a new high. School-wide results reported on the PDE web site show Ferrell with 90% of the third through sixth grade children performing at the Proficient or Advanced levels in reading. This is a 6% increase in reading from the previous school year. In math the number jumps to an astounding 96% of the students assessed with the PSSA scoring Proficient or Advanced with 69% scoring at the superior academic level. When the school-wide results are disaggregated at the local level, they show 88% of children classified as economically disadvantaged scoring Proficient or Advanced in math with 47% scoring Advanced. In reading 76% of economically disadvantaged students scored Proficient or Advanced.

Individual grade levels posted some impressive numbers. In particular, sixth grade had 100% of the students achieving Proficient or Advanced in math, with 82% scoring at superior academic performance. In sixth grade 94% of the children performed at the Proficient or Advanced level in reading. Ninety-six percent of the fifth grade children had satisfactory or superior performance in both reading and math. Student performance in math in grades three and four again had 95% of the children meeting or exceeding state standards. Other web sites available to view results: www.paayp.com; www.schoolmatters.com; and www.greatschools.net.

2. **Using Assessment Results:**

Central to the important work at Ferrell is how the faculty and administration collect, use, and analyze student assessment data to tailor programs and instructional practices, which keenly focuses on improving student achievement. In a school year the collection of assessment data by classroom teachers is an observable every day, or at least weekly, practice. Team meetings, full in-service days, summer workshops, and numerous faculty meetings are dedicated to the discussion and analysis of student data, which is reviewed from two distinct perspectives: individual performance in the classroom and grade-level group performance toward established school goals.

At the building level, summative assessments such as standardized achievement, state assessments, and building-based assessments develop a school-wide picture that provides a focus on school assessment goals. Ferrell's strengths and weaknesses are shared and actively discussed with the faculty to determine professional development needs, curriculum and standards alignment, programmatic changes, and progress toward performance benchmarks. These become visible documents displayed in graph form in the principal's office and in teacher meeting areas.

At the classroom level, teachers collect formative curriculum-based assessments: running records, constructed responses, teacher made tests, open-ended math problems, Everyday Math tests and aligned test prep material. The standards-based report card shows children, parents, teachers, and administration student progress. The children are assessed up to five times a year using a PSSA predictor, 4Sight, which is another tool to show student progress and guide instruction.

Annually and throughout each quarter, building and classroom-based assessments are used to determine individual student needs and classroom growth. In conjunction with the Literacy Coach and building principal, classroom teachers review data to tailor classroom strategies, differentiate instruction, prescribe intervention services, and assign after-school tutoring and summer programming. Ferrell teachers use assessments to shape their teaching practices and choose what curriculum areas need re-teaching and additional strategy teaching. Educators at Ferrell believe in, and truly practice, data-driven decision making on a daily basis. Teachers' knowledge of how to use assessments at this school is an undeniable strength and may be a hallmark instructional practice that sets Ferrell Elementary apart from many others.

3. **Communicating Assessment Results:**

Positive communication is a fundamental distinction of Ferrell Elementary, and the staff is proud to spread the good news of their PSSA results with their families and community, as well as with individual students. Communication with parents and community is to celebrate and reinforce the positive work of students and families that have come to value and expect high standards of student achievement. At the beginning of the year, the principal delivers a report to the East Lycoming Board of Education on PSSA results. There is also a press release for the local newspaper highlighting school results distributed in the Ferrell community. All visitors to the school can proudly view PSSA results, which are displayed in the main foyer on the bulletin board showing the school's history of results for the last five years. During the September Open House, a State of the School report is presented to parents highlighting student assessment results. PSSA results are included in the school newsletter sent home to parents at the end of the first month of school. Celebrating success and recognizing school partners in this success fosters a supportive and regenerative cycle of accomplishment.

Teachers share results with children during individual conferences so that each child understands the importance of his or her results. This is a time when teachers set individual goals with students to increase their intrinsic motivation for personal achievement. Parents and teachers review individual results during the first of two parent conferences. This provides teachers an opportunity to answer any questions parents may have regarding the assessment. At the conclusion of the conference, parents are given a second copy of their child's results. Parent conference attendance is 100% with about 98% meeting face-to-face, and the remaining 2% conducted over the phone. Ferrell sets the bar of achievement beyond proficient and strives for all students to become advanced performers. Students scoring advanced are recognized during one of the monthly student recognition programs, and their names are posted on the bulletin board in the main hallway. Advanced scorers have a special pizza lunch with their teachers from the previous year. Ferrell has a strong and established tradition of sharing the accomplishments of their students that has created a culture of high expectations that creates an infectious cycle of success.

4. **Sharing Success:**

The exemplary practices and high-standards of student achievement at George A Ferrell Elementary are distinguished across Lycoming County. This often results in inquiries outside of the district for visitations and conversations about curriculum and instructional practices in place at this high achieving school. With our Open Door Policy, the school is a model for other districts as a visitation site to see quality implementation of balanced literacy, all-day kindergarten, studen book clubs, Everyday Math, Read Naturally, standards-based report cards, inclusion of special education students, and the integration of assessment anchor curriculum maps as foundational

elements of the school's education philosophy. The faculty and students enjoy these visits as it gives them an opportunity to demonstrate their enthusiasm for learning and to share best practices with colleagues. The teachers and administrators are asked often to present their ideas at internal district programs, intermediate unit workshops, and countywide in-services as part of the Lycoming-Sullivan Standards Consortium. The district is well known by local universities for its current instructional practices. Teachers are frequently called upon by professors for student teaching supervisions and as a place of reference that leads to invitations for visits to the school. We welcome these opportunities in a collaborative effort for professional development.

Ferrell is one of a few schools chosen across the state to participate in the Science It's Elementary Grant. This 'train the trainers program' provides intense staff development to the Ferrell faculty, which in turn prepares staff to train other teachers within the district, as well as provide consultation services to teachers and administrators outside the district.

The examples of sharing listed here strongly demonstrate the collegiate and collaborative spirit that exist at Ferrell; members of the school community have shared and will continue to share its success with other schools. There are many enthusiastic teachers, students, children and administrators ready to tell the Ferrell story.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

While there is a long-standing tradition of academic excellence at Ferrell Elementary, the curriculum and instructional practices are by no means traditional. The teaching and learning that occurs through a dynamic, rigorous curriculum inside Ferrell's roughly hewn walls is based on best practices and innovations in the content areas.

With the Pennsylvania Standards as a foundation, the language arts curriculum incorporates the research of the National Reading Panel (2000) for instructional strategies. Using a balanced literacy philosophy, teachers use a Four-Block approach to planning instruction. The integration of reading, writing, listening, and speaking occur throughout the day, in a planned scope and sequence. The Four Blocks of writing, word work, shared reading, and guided reading or literature circles structure the lessons, but the literacy concepts are integrated throughout the day. This format allows students to make connections between and among topics, as well as provides opportunities for immediate application of new skills and strategies. Using a combination of leveled books and authentic literature, students are able to progress into independent, critical readers.

The Everyday Math (EM) series utilizes a hands-on, constructivist approach to learning and is the core of our math curriculum. The spiral philosophy of its scope and sequence allows for multiple opportunities for students to learn math concepts and skills, including computation and problem-solving strategies. Everyday Math encourages the use of a variety of instructional methods: cooperative learning, real-life projects and explorations. The most important method for learning basic skills is the one favored by our students ' playing games! Students are able to use the knowledge and skills to practice in a fun format, making homework family-friendly. The researched-based program, endorsed by the National Council of the Teachers of Mathematics, is highly regarded by Ferrell for its rigorous approach to teaching mathematics.

As part of the Science: Its Elementary initiative, Ferrell has adopted a hands-on, inquiry-based teaching and learning approach for its science curriculum. The program is closely aligned to Pennsylvania's Science, Technology, Environmental and Ecology standards. Grade level kits from FOSS (Full Option Science Systems) and STC (Science and Technology for Children) explore the areas of Physical, Earth, Technological and Biological Sciences. The units provide students an opportunity to investigate, explore, observe, and analyze while practicing the scientific methods and learn about the world around them.

The social studies curriculum is integrated into the language arts and math content areas. Using authentic literature, with an emphasis on non-fiction materials, teachers incorporate historical themes into language arts. The interdisciplinary approach to teaching also creates practical applications for map skills and reference materials in math.

Art, music, library, and physical education are also an important part of the curriculum at Ferrell. These areas are taught by highly qualified specialists weekly. In addition, children interested in further music education have the opportunity to receive instruction in instrumental and choral music. These additional areas enhance learning for our students.

Ferrell Elementary's curriculum and instruction is current, results-driven, and designed to continue its tradition of excellence.

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

Wholehearted believers that strategic readers and writers will do well on the state assessments, teachers at Ferrell embrace the philosophy that emphasizes teaching reading strategies as well as reading skills (anchors). Ferrell Elementary's reading curriculum is based largely on the findings of the National Reading Panel (2000), with additional research from Clay, Fountas and Pinnell, Harvey, Calkins, Cunningham and others. Students are taught within a balanced literacy philosophy where teachers develop phonemic awareness, phonics, fluency, vocabulary and comprehension skills that are integral components of

language arts instruction. Ferrell teachers also utilize a Four-Blocks literacy model (Cunningham, 1999) to plan reading instruction. The Four Blocks methodology is an instructional program under the large umbrella of Balanced Literacy and is the teaching and planning tool that becomes the vehicle in which Balanced Literacy is delivered. The standards of reading, writing, listening, and speaking are intertwined throughout the blocks to provide a foundation for instruction.

At the primary level, the guided reading block is based on the work of Fountas and Pinnell with the use of leveled text in small groups to practice early reading strategies. The writing and word work blocks are used in tandem to provide students meaningful practice and to connect skills of writing and word development contextually to reading. Shared reading time incorporates a teacher read aloud and grade level materials for teaching comprehension, fluency, and vocabulary in a whole group setting.

The intermediate level uses the same Four Block approach, but uses literature circles in the guided reading block and adopts the practices as developed in, Literature Circles: Voice and Choice in the Student-Centered Classroom (2002) by Harvey Daniels. At this level, most students are reading to learn, rather than learning to read. Literature circles allow for deeper comprehension of text, using questioning, making connections, and discussion to enhance learning. The writing block utilizes both formal and informal instruction and a writer's workshop format. Students write in various modes with attention to the five domains defined by the PA standards: focus, content, style, organization, and conventions.

This described Balanced Literacy approach allows teachers to instruct on the five areas of reading as suggested by the National Reading Panel (2000).

3. **Additional Curriculum Area:**

Ferrell teachers believe in the philosophy of the Everyday Math Program; a research-based curriculum developed by the University of Chicago School Mathematics Project where:

Students acquire knowledge and skills, and develop an understanding of mathematics from their own experience. Mathematics is more meaningful when it is rooted in real life contexts and situations, and when children are given the opportunity to become actively involved in learning. Teachers and other adults play a very important role in providing children with rich and meaningful mathematical experiences (Everyday Mathematics, 2001/2002).
At Ferrell, children work as partners and in small groups to share their thinking and ideas with peers. In their mission to create lifelong learners and contributing citizens of our community, the philosophical beliefs of Ferrell teachers are in concert with the conceptual development in Everyday Mathematics (EM), which stresses that all children can, and must, learn more mathematics more so than with other traditional programs. In an effort to reach children through repeated exposure over time, the curriculum uses a spiral approach of mathematical concepts including operations, patterns, functions, and sequences. The hands-on, minds-on activities build essential skills for students of all abilities. The level of mathematics taught is both rigorous and relevant to the PA State Standards. Students are taught a wide variety of algorithms for problem solving and are encouraged to use the ones that build upon their strengths. As one of the teachers at Ferrell noted, 'Everyday Math does not assume a limit to learning. With previous programs, I was always telling my students that they would need this skill someday when they have algebra. With Everyday Math, now I point out to students that this is algebra.'

Everyday Math has high expectations for its students beyond what teachers originally thought possible. The rigorous program continues to amaze us with what our children can achieve. Students are learning the critical skills and strategies needed for success in the ever-changing world where there are no boundaries.

4. **Instructional Methods:**

The Ferrell faculty utilizes the most current and effective instructional practices and teaching methods supported by research on improving student achievement to guide student learning. Teachers' instructional practices are the medium used to move students forward in

their learning. Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement (Marzano, 2001) and Strategies That Work: Teaching Comprehension to Enhance Understanding (Harvey & Goudvis, 2000) are among the instructional method based on best practices applied at Ferrell. According to Marzano, 'The art of teaching is rapidly becoming the science of teaching'. Research indicates that the instructional methods must adapt to fit the needs of the individual student as well as the class at large. Highly effective teachers, coupled with a dynamic, results-driven school climate, mixed with high expectations by involved parents create a recipe for success. The heterogeneous, fully inclusive classes are taught by teachers using exemplary practices. The Ferrell teachers use modeling and guided practice, with direct and explicit instruction while identifying each student's timeline in his or her personal developmental continuum. They utilize accurate and timely feedback including formative assessments such as 4Sight and the progress monitoring of Read Naturally, running records, and frequent math skill checklists.

Technology is a vital part of the school and enhances instructional delivery significantly. Classroom teachers integrate lessons with technology, use interactive white boards and wireless laptops. The students in grades two to six are also enriched by the web based curriculum, Study Island, with primary students using a computer-based curriculum that reinforces independent reading and math concepts.

By applying quality research findings, Ferrell teachers modify their instruction daily and have an awareness that their teaching methods are dynamic and ever changing. Student recognition is at the heart of the school. Ferrell celebrates the many milestones on a student's path to success ' both the small and grand, constantly reinforcing that achievement at every level is important.

5. **Professional Development:**

The teachers of Ferrell articulate a valuable lesson on the topic of professional development when they unequivocally state that they are most impacted by the expertise of their colleagues. They also agree that learning community within their school creates sustaining capacity and builds ongoing support and motivation for their professional learning. The Ferrell faculty espouse that the essential elements of staff development are to concentrate on the singular goal of affecting student achievement. As if written about Ferrell, researchers in the area of professional development often list several conditions as 'musts' in order to affect student learning, including, 'creating a community of learners that will study their practice and the development of curricular and instructional strategies specifically chose to affect student learning' (Joyce and Showers, 2002).
The faculty describe their colleagues as 'teacher leaders' knowing that at any given time, each teacher of the school will lead the team to analyze data, conduct a book talk, present an in-service, or actively participate in and/or organize a school event. Building vision and school goals are the first steps to school improvement; a school does not know where it is going without them. Ferrell faculty analyzes data to identify problems and resolutions within its own school environment, respond to annual surveys about their professional development needs, plan and prepare in-services, write and choose curriculum, and review and discuss student data to tailor and improve instructional methods within their school.

Examples of on-site professional development have included; instructional book clubs, the Science It's Elementary initiative, literacy and math coaching, and whole-school teaming. Several Ferrell teachers have also been involved in the National Board Certification process, with almost half of the teachers participating in the district's National Board Cohort. 'Lead Learners' is a description that embodies the spirit of the Ferrell faculty, a school of teacher leaders that lead by example, model action, and inspire others.

PART VII - ASSESSMENT RESULTS

Subject Math Grade 3 Test PSSA

Edition/Publication Year 2003-2007 Publisher COMMONWEALTH OF PA

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	MARCH	MARCH	MARCH	APRIL	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	95	100	100	100	
% "Exceeding" State Standards	65	89	79	58	
Number of students tested	20	18	19	12	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. N/A					
% "Meeting" plus % "Exceeding" State Standard N/A					
% "Exceeding" State Standards N/A					
Number of students tested					
2. N/A					
% "Meeting" plus % "Exceeding" State Standard N/A					
% "Exceeding" State Standards N/A					
Number of students tested					
3. N/A					
% "Meeting" plus % "Exceeding" State Standard N/A					
% "Exceeding" State Standards N/A					
Number of students tested					
4. N/A					
% "Meeting" plus % "Exceeding" State Standard N/A					
% "Exceeding" State Standards N/A					
Number of students tested					

Subject Math Grade 4 Test PSSA

Edition/Publication Year 2005-2007 Publisher COMMONWEALTH OF PA

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	MARCH	MARCH			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	95	95			
% "Exceeding" State Standards	68	76			
Number of students tested	19	21			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. N/A					
% "Meeting" plus % "Exceeding" State Standard N/A					
% "Exceeding" State Standards N/A					
Number of students tested					
2. N/A					
% "Meeting" plus % "Exceeding" State Standard N/A					
% "Exceeding" State Standards N/A					
Number of students tested					
3. N/A					
% "Meeting" plus % "Exceeding" State Standard N/A					
% "Exceeding" State Standards N/A					
Number of students tested					
4. N/A					
% "Meeting" plus % "Exceeding" State Standard N/A					
% "Exceeding" State Standards N/A					
Number of students tested					

Subject Math Grade 5 Test MATH

Edition/Publication Year 2002-2007 Publisher COMMONWEALTH OF PA

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	MARCH	MARCH	MARCH	APRIL	APRIL
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	96	93	90	96	92
% "Exceeding" State Standards	63	71	65	63	58
Number of students tested	24	14	20	24	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. N/A					
% "Meeting" plus % "Exceeding" State Standard N/A					
% "Exceeding" State Standards N/A					
Number of students tested					
2. N/A					
% "Meeting" plus % "Exceeding" State Standard N/A					
% "Exceeding" State Standards N/A					
Number of students tested					
3. N/A					
% "Meeting" plus % "Exceeding" State Standard N/A					
% "Exceeding" State Standards N/A					
Number of students tested					
4. N/A					
% "Meeting" plus % "Exceeding" State Standard N/A					
% "Exceeding" State Standards N/A					
Number of students tested					

Subject Math Grade 6 Test PSSA

Edition/Publication Year 2005-2007 Publisher PA

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	95			
% "Exceeding" State Standards	82	81			
Number of students tested	17	21			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. N/A					
% "Meeting" plus % "Exceeding" State Standard N/A					
% "Exceeding" State Standards N/A					
Number of students tested					
2. N/A					
% "Meeting" plus % "Exceeding" State Standard N/A					
% "Exceeding" State Standards N/A					
Number of students tested					
3. N/A					
% "Meeting" plus % "Exceeding" State Standard N/A					
% "Exceeding" State Standards N/A					
Number of students tested					
4. N/A					
% "Meeting" plus % "Exceeding" State Standard N/A					
% "Exceeding" State Standards N/A					
Number of students tested					

Subject Reading (LA) Grade 3 Test PSSA

Edition/Publication Year 2003-2007 Publisher COMMONWEALTH OF PA

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	MARCH	MARCH	MARCH	APRIL	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	85	89	84	75	
% "Exceeding" State Standards	30	67	58	50	
Number of students tested	20	18	19	12	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA) Grade 4 Test PSSA

Edition/Publication Year 2005-2007 Publisher COMMONWEALTH OF PA

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	MARCH	MARCH			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	84	76			
% "Exceeding" State Standards	53	33			
Number of students tested	19	21			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA) Grade 5 Test PSSA

Edition/Publication Year 2002-2007 Publisher COMMONWEALTH OF PA

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	MARCH	MARCH	MARCH	APRIL	APRIL
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	96	71	85	79	71
% "Exceeding" State Standards	42	29	45	58	38
Number of students tested	24	14	20	24	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA) Grade 6 Test PSSA

Edition/Publication Year 2005-2007 Publisher COMMONWEALTH OF PA

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	MARCH	MARCH			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	94	95			
% "Exceeding" State Standards	59	52			
Number of students tested	17	21			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					