

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Maureen Alaimo

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Franklin Avenue School

(As it should appear in the official records)

School Mailing Address 48 Franklin Avenue

(If address is P.O. Box, also include street address.)

City Pearl River State NY Zip Code+4 (9 digits total) 10965-2505

County Rockland County State School Code Number* 500308030010

Telephone 845-620-3965 Fax 845-620-3981

Web site/URL http://www.pearlriver.org E-mail alaimom@pearlriver.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. John Morgano E-mail: morganoj@pearlriver.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Pearl River School District Tel. 845-620-3900

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Jackie Curtiss
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

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

PART I – ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application (cover page) 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 configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be 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.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The 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.
10. 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.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 3 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 5 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 3 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	37	26	63
1	37	29	66
2	27	41	68
3	37	32	69
4	36	41	77
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	174	169	343

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 4 % Asian
 - 1 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 94 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 2%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	8
(4) Total number of students in the school as of October 1	343
(5) Total transferred students in row (3) divided by total students in row (4)	0.023
(6) Amount in row (5) multiplied by 100	2

7. English Language Learners (ELL) in the school: 0%
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 7%
 Total number students who qualify: 27

If this method is not 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.

9. Students receiving special education services: 4 %
13 Total number of students served

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

- | | |
|--------------------------------|--|
| <u>1</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>1</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>6</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>2</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>1</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	14
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 25:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	96%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2008

PART III – SUMMARY

Our school's mission statement supports the Pearl River School District philosophy that "Every child can and will learn." From the mission statement, to the school song, everyone at Franklin Avenue Elementary School is a STAR –Special Together and Reaching. The school philosophy hanging in our vestibule states, "At Franklin Avenue, we believe that learning is an individual and dynamic process, which takes place in a positive, challenging school environment. The school symbol, the STAR, represents our belief that each member of our school community is SPECIAL. By working TOGETHER AND REACHING for the stars to be the best we can be, our students can successfully travel the road of excellence throughout the 21st century." This belief permeates our school community where parents, staff members and students work as partners as we strive for excellence.

Franklin Avenue Elementary School is located in Pearl River, Rockland County, New York in the lower Hudson River Valley, a suburb 20 miles northwest of New York City. It is a welcoming neighborhood of working middle class families known as "The Town of Friendly People," where community and education are highly valued. Franklin Avenue Elementary School is one of three elementary schools in the highly competitive Pearl River School District. The school houses 351 students in a kindergarten through fourth grade setting which includes two BOCES classes with an early education and a social communications class. These students are active participants in our school and are involved in all regular and special events. The BOCES teachers foster an early morning play group allowing for general education and special education students to interact and play. Franklin Avenue School feeds into one middle and one high school.

A strong collaboration of teachers and parents uphold our district philosophy. Our curriculum goals are standards driven and instruction is tailored to the individual needs of all students. We pride ourselves on our students' high achievement for which we have been recognized on the national level. The Pearl River School District was awarded the Malcolm Baldrige National Quality Award in 2001. Franklin Avenue Elementary was also recognized as a National Blue Ribbon School in 2008. The District is a member of the Tri-State Consortium, a cohort of critical friends, who share and support our quest for educational excellence.

Parents, staff members and building administrators are all stakeholders and join together in planning building goals as part of the Building Leadership Team. The BLT provides a framework for annual school-wide projects and our community outreach of adopting families during the holiday season. Our parents are an integral part of the Franklin Avenue family. Our PTA sponsors many varied activities throughout the school year that includes: Family Bingo Night, Family Picnic, Father/Daughter Dance, Mother/Son Event, Thanksgiving Feast, Holiday Boutiques, Book Fairs, Parents As Reading Partners and holiday celebrations. Our Muddy Creek Fair is held annually and brings in visitors from Pearl River and neighboring towns. All of these special activities provide an opportunity for family members to gather, socialize and support the home and school partnership. Many of these activities provide funding for our cultural enrichment programs, class trips, and assembly presentations.

The staff is comprised of highly qualified teachers who work as a team to motivate and facilitate student learning to ensure that our Stars reach their highest potential. We are very fortunate to have four teachers on staff who have received National Certification. All members of the Franklin Avenue staff are committed to providing a nurturing environment where children grow academically, emotionally and socially.

At Franklin Avenue, children celebrate their successes through events such as Star of the Week, Author's Teas, class performances and plays, and PowerPoint presentations. Our "Hat's Off" program highlights and rewards outstanding citizenship and applauds our students at weekly assemblies. The Franklin Avenue family exemplifies our creed of Special Together and Reaching throughout the school community. It is truly a place for all stakeholders to learn and grow.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A) The New York State Board of Regents has developed high learning standards for all students. To measure how students are meeting these standards, New York State has developed the New York State Assessment Program. Franklin Avenue Elementary School's students are assessed in English Language Arts (ELA) and Mathematics beginning in grade three. Additionally, grade four students are tested in Science. Through these assessments, students demonstrate their knowledge and skills in English Language Arts and mathematics. For the English Language Arts Assessment, students are assessed on reading, and writing for information and understanding, literary response and expression, and critical analysis and evaluation. The assessment tool contains multiple choice, short response, and extended response questions. For the Mathematics assessment, students are assessed on their understanding and ability to relate mathematical information. The assessment tool is comprised of multiple choice, short, and extended response questions. Additional information regarding the New York State Assessment Program can be found at www.nysed.gov.

Student results, in both ELA and Mathematics, are reported individually and by grade level according to graduated performance levels on a scale delineated from Level 4 (students excel in meeting the standards), Level 3 (students are proficient in meeting the standards), Level 2 (students are below proficient in meeting the standards) through Level 1 (students are well below proficient in meeting the standards). Each year, the New York State Education Department (NYSED) determines the student performance expectation and scale scores for each level of proficiency across the range of performance levels 1-4. At both the district and building level, the goal is that the students will perform at level 3 or 4.

B) Both the district and the building follow a consistent process of data analysis following the receipt of student performance results. This analysis at the cohort, teacher, and student level is designed to identify gaps in curriculum, instruction and/or individual student needs. Additionally, we seek to identify performance strengths and related instructional "best practices."

The 2012-13 school year, marked the first administration of NYSED ELA and Math Assessments aligned to NYS Common Core Learning Standards. These new assessments included increased text complexity and a greater emphasis on text-based evidence. Additionally, benchmark proficiency scores were recalibrated to match performance expectations for these standards. The 2012-13 student performance represents new benchmark data.

The 2010-11 performance results show a decrease in proficiency at both grade levels, most notably in Grade 4 ELA. This is in part a reflection of the 2010 recalibration. Students identified as below proficiency received targeted interventions in subsequent grades to meet new performance expectations. The 2011-12 results show a return to >90% proficiency.

In 2009-2010, the State Education Department raised the bar for the Basic and Proficient performance levels. A child scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A child scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. Although the school performance in both ELA and math remained strong, the dip in percentage of students at and above proficiency is due to the recalibration of scale and performance level scores as noted above.

Additionally, in 2009-10 the Grade 4 NYSED ELA assessment was administered to the full cohort of 68 students. However, due to an administrative error, 19 student test results were invalidated. All required notification and documentation regarding this test administration irregularity were filed as required by NYSED.

All faculty and staff collaborate to share responsibility for instructional strategies and resources. In early September, as we pore over assessment data, the principal and grade level teachers identify all (those in sub

groups and those not in sub groups) who scored less than a 3 on the NY State Assessments. To close the achievement gap, we decide which students will receive which level of AIS (Academic Intervention Service): an AIS teacher with 5 or 6 children, a reading teacher in small groups of two or three, a reading lab with up to 6 children two or three times a week, or with the classroom teacher with a log during JET (Justified Education Time-a 45 minute period seven times a week created for small group instruction, remediation or enrichment). Teachers closely align their lessons and units to the Common Core Learning Standards to ascertain that the children's learning is on target.

A great deal of progress monitoring occurs across the year to see if children are progressing, to see if they still need to receive services, and to see if instruction and instructional groupings need to be adjusted. In addition to classroom performance measures, we also use Renaissance Learning's STAR program. We administer the STAR reading and math assessments three times a year to students, and more frequently to our at risk, AIS students. Information from the STAR reports assists teachers on creating groups, targeting deficits, and setting goals for students.

2. Using Assessment Results:

a. In keeping with the Pearl River School District mission statement, "Every child can and will learn," the primary goal is improving academic performance. The vital link between curriculum, instruction, and assessment is recognized. Therefore, at Franklin Avenue School, a team approach to the interpretation of test results is taken. We focus on NY State Assessments, Renaissance Learning STAR Reading and Math assessments, Teachers College Reading Assessments and teacher-made assessments. From the analysis of the standardized testing data, we are able to evaluate past instruction and curriculum, gear current instruction, and longitudinally track the progress of both individual students and entire cohort groups. In simple language, we are able to see what is working and what is not. This enables us to pursue and achieve continuous improvement. The STAR Reading and Math and the Teachers College Reading Assessments let us know the rate that our children are learning. These assessments are benchmarked so that we can regularly review at the building and district levels to determine if our students are making adequate growth. This review includes, but is not limited to, the compilation of an annual Data Book and a Board of Education review, review by the superintendent, assistant superintendent, building principals, and staff.

A variety of opportunities are used to discuss, analyze and chart students' progress, including monthly grade level meetings, IST (Instructional Team) meetings, and quarterly meetings. Teachers meet with the principal to review the data regarding students from the previous year and for incoming grade level students. Based on this analysis, grade level teachers meet to discuss what changes need to be made to grade specific instruction to ensure the students are meeting the Common Core Learning Standards in English Language Arts and Mathematics. This also enables the heterogeneously grouped students to be grouped homogeneously to address specific skill strengths and weaknesses. Additionally, the data is used to identify children who qualify for and who would benefit from assistance in reading and/or mathematics, according to the No Child Left Behind Act, and to measure adequate yearly progress. Related support services and AIS (Academic Intervention Services) are provided for students who do not meet the standards. In addition, students who may be above the state-mandated cut points, but who still may be at risk, are identified and given extra services and assistance. Meeting the individual and academics needs of all students is achieved during JET (Justified Educational Time). Each grade level has a 45 minute block of time, where no new class instruction takes place. Small groups of students meet with various school personnel for reading and math group instruction, and/or receive related services. This gives all staff the flexibility to meet individual and group needs as identified by state testing data, as well as classroom performance.

b. Assessment data relative to student performance are communicated to students, parents, and the community in a timely and comprehensive process. Parents receive individual student assessment profiles with their child's report card, detailing the student's performance on the NYS assessments. The data provide parents with a comparative analysis of how their child performed relative to NYS norms. Three times a year, parents also receive their child's STAR reading and math assessment progress report. In addition, the school principal, together with the teachers and district administrators, presents assessment data to families regarding their child's cohort group at grade level parent meetings called "Coffee and Conversations."

Teachers, support staff, and parents meet formally, twice yearly, during parent teacher conferences, where individual student progress, as well as data, is shared and interpreted. Parents are also always strongly encouraged to contact their child's teacher regarding their child's performance in school. Assessment results are also shared in the school newsletter "Starburst," PTA meetings, Board of Education meetings and at Parent Advisory Council meetings. Student assessment data are shared quarterly, at the district level, by the Board of Education, superintendent, assistant superintendent, and building principals. The data is compiled into an annual Data Book. The school's report card, created by the NYS Education Department, is printed in the local newspaper and posted on the district web site. Student assessment results are systematically analyzed and shared with parents, teachers, and the community in order to inform instruction and strategically plan for supporting continuous student improvement.

3. Sharing Lessons Learned:

Franklin Avenue Elementary School is one of three elementary schools in the Pearl River School District. Regularly scheduled districtwide grade level curriculum meetings allow the staff of all three schools to share educational strategies and best practices. In addition, monthly administrative council meetings provide a professional forum for school administrators to share successful practices and evaluate existing programs. The accomplishments of the Pearl River School District attract many pre-service education majors and student teachers from local colleges. These future teachers observe, teach and are mentored by our experienced staff. Several Franklin Avenue faculty members teach education courses on the undergraduate and graduate level as well as the Rockland County Teachers' Center. Our school faculty consists of four Nationally Certified teachers who share successful research based instructional methods and practices with others throughout the nation.

Our school district is a member of the Tri-State Consortium, an organization comprised of high performing school districts in New York, New Jersey, and Connecticut. Tri-State assists schools in using student performance data to develop a rigorous framework for systemic planning, assessment, accreditation and continuous improvement. As critical friends, the organization serves to advance teaching and learning and share best practices through the application of the Tri-State model.

One way Franklin Avenue has shared successful strategies is through the third Monday meeting of the month. At that meeting, grade level cohorts from the three elementary schools – Franklin Avenue, Lincoln Avenue and Evans Park – meet together to plan and share strategies. The fourth grade cohort shares lessons for Math and ELA on the Smartboard. One of Franklin's kindergarten teachers shared a way to teach composition and decomposition with a math game she devised using a plastic box, a die, and laminated equations. All the other kindergarten teachers wanted to adopt it. Our successes are shared by the district's Director of Human Resources and Community Services with our local community, through newspaper publications, and our district website.

4. Engaging Families and Community:

Franklin Avenue is very fortunate to have a strong parent base. Our parents want to be involved in their children's education. Our P.T.A., Parent/Teacher Association, has many events—Family Bingo Night, Family Picnic, Fourth Grade Picnic, Muddy Creek Fair, Fishing Derby, Mother/Son Event, Father/Daughter Dance to name a few. The monies that the P.T.A. raises supports our programs, funding our cultural assemblies and our technology initiatives. They purchased five Smart Boards in the last two years. Another way that parents support our students' learning is P.A.R.P., Parents as Reading Partners. To foster a love for reading, the P.A.R.P committee plans many fun and educational activities for the three week period in January and February. Centered around a unifying theme—this year it was about the Sochi Olympics—parents plan poster contests, research contests, writing activities, an author or illustrator visit, and classroom visitations from parents and community members in which adults read to children. Finally, grade level teachers and the principal hold "Coffee and Conversation" meetings twice a year to share new aspects of the curriculum.

Each grade level integrates parents into their classroom in a slightly different way. During American Education Week, parents were given the opportunity to visit their child's class and watch a lesson. In kindergarten, however, parents sat with their five year olds to review their children's goals: What letters and sounds do they now know? What number can they count to by twos, fives, and tens? The children explained to their parents what goals they hoped to accomplish in the next month. Fourth Grade celebrates their curriculum with frequent hands-on investigations making the subject they are studying come alive. Parents are invited to assist with centers during Colonial Day-- making candles, stitching embroidery, hammering luminaries, dyeing cloth, churning butter and baking bread. Whether it is Star of the Week, an author's tea, or the mystery reader, teachers at Franklin Avenue School know the power of engaging families, since research has proven that when parents are involved in their children's education, the children are more successful.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The last three years we have been in a state of transition to the Common Core Learning Standards. As New York has adopted the CCLS, teachers have had to change and fine tune their instruction to include the new standards. Instruction has been designed to match the curricular goals in the NY State Common Core. We have been constantly and persistently evaluating curriculum, instructional strategies and resources, and performance expectations.

The changes and development in educational practices have brought about a student-centered focus. This focus is in keeping with the main tenet of the Pearl River School District which is that “all students can and will learn.” The educators of our district are constantly designing curricular goals that integrate best practices with the Common Core Learning Standards, which are designed to make students college and career ready when they graduate from high school.

Curriculum maps collaboratively designed by faculty are designed around essential questions, understandings, content, processes, and skills. These maps are intended to guide the core learning across the K-12 grade levels and content area continuum. Instruction is planned to balance curriculum with the learning needs of our students. Curriculum maps and curriculum are aligned to the NYS common core curriculum. Curriculum design is always a “work in progress,” evolving to meet the needs of our students, educational mandates, and current research.

In order for our students to graduate from high school "college and career ready" and to possess viable skills that are applicable to the twenty-first century, we must prepare them with the tools to adapt to an ever-changing world. Students must be engaged in their learning, make connections, think through issues, and solve problems. The role of the educator is moving from a dispenser of facts to one of facilitator.

Through the literacy (ELA) curriculum, a foundation is built for the adept use of our language for understanding, expression, and creating meaning through various media. Reading, writing, listening and speaking are integrated into all subject and curriculum areas. With the Common Core Learning Standards, there have been several shifts in the curriculum including balancing informational and literary texts, developing deeper knowledge in disciplines, including a stair case of text complexity, using text based answers, writing from sources, and building an academic vocabulary.

The mathematics and science curricula use an integrated blend of processes through which students build their problem solving skills. As they become more confident in these skills, they become proficient in seeking answers to probing questions through inquiry and analysis. These higher-level cognitive processes allow students to use even the most basic information to investigate theories, principles, and concepts. The Common Core shifts in mathematics include: focus, coherence, fluency, deep understanding, application, and dual intensity between skills practice and problem understanding/application.

The social studies curriculum allows students to find their place as citizens of the world through the lens of New York State, the United States, and the world at large. Students will understand current events through viewing the various ideas, eras, and themes that have shaped history.

The physical education and health curricula promote a holistic approach to teaching students. Through the inclusion of these subject areas, students gain valuable knowledge of ideas and practices that will make them well rounded and informed adults. Through supervised physical activity and exercise, students are learning to be responsible for their own health.

The performing and visual arts programs focus on having students appreciate the arts. The visual arts curriculum focuses on interdisciplinary lessons that allow students to make connections between the art room and their regular classroom. Students learn the fundamentals of art, explore new materials, critique, and analyze works in an effort to help them become thoughtful and aware of other cultures. The music

program consists of general music, a first and second grade chorus, as well as a third and fourth grade chorus. The cultural contributions of the arts help students to develop a personal understanding of self and the diverse world in which we live .

The educators at Franklin Avenue Elementary School see the students of today as the torchbearers of tomorrow's knowledge. Students are constantly being challenged, so that they will be equipped with the confidence and self-awareness to be responsible for their own acquisition of skills and information. Though this practice, the elementary curriculum is shaped so that every student has the opportunity to succeed.

2. Reading/English:

2a. Reading:

The literacy curriculum at Franklin Avenue Elementary School has been designed to align with the New York State Common Core Learning Standards, as well as grade level objectives. Students are taught to listen, speak, read, and write for information, understanding, critical analysis, evaluation, self-expression, and social communication. In order to accommodate the shifts in the Common Core Literacy, teachers have reassessed their approaches. One of the shifts is that we balance informational and literary text. We implement a balanced literacy approach to teaching reading. Reading skills and strategies along with higher level thinking skills and metacognitive strategies are integrated into content areas using both literary and informational texts throughout the school day. The second shift is an increase in knowledge of the disciplines. Students build knowledge about the world through text rather than the teacher or activities. This is accomplished through our Core Knowledge program in which teachers develop background knowledge of fables, myths, culture, history and science in the primary grades(kindergarten- grade 2) through listening comprehension. The third shift is building a staircase of complexity into our reading program. Students read both central, grade appropriate texts and individually leveled texts, around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading. They use the close reading strategy for poetry, novels, non-fiction, instructions, and even word problems in math. The fourth shift is to focus on text based answers. Student engage in rich and rigorous evidence based conversations about text. They are taught to find the gist of an argument or piece of writing and then to find at least two examples of evidence from the text to support their findings. The fifth shift is writing from sources. Writing must emphasize the use of evidence from sources to inform or make an argument. From kindergarten through fourth grade, students are expected to support their arguments with evidence. At the kindergarten level, they might support what their favorite holiday is; in grade one, they may support why they are the luckiest kid; in second grade, why Anansi is clever or tricky; in third grade, why Balto is a brave character; by fourth grade, if they want to be an Iroquois in modern times. Finally, the sixth shift is student use of academic vocabulary. Students need to constantly build the transferable vocabulary they need to access grade level complex texts. This is done effectively by spiraling like content in increasingly complex texts.

To make the instructional shifts and to target the Common Core Learning Standards, instruction is supported by the following resources: NYS learning modules from Engage NY, Core Knowledge, Reading A to Z, Making Meaning, leveled texts and libraries, classroom libraries and the school media center to complement strategies, as well as authentic literature both fiction and non-fiction. Through focused and differentiated instruction, students are provided with the opportunities for shared, guided, and independent reading. JET (Justified Educational Time) allows students the time to have their individual needs met without losing regular classroom instruction. During this grade level allotted time, under-performing, average, and high performing students meet individually or in groups with the classroom teacher, reading teacher, reading lab, classroom teaching assistant, Speech and Language Teacher or Resource Room teacher to receive focused instruction in various settings based on their needs. Teachers use standardized test data, holistic and benchmark assessments to inform classroom reading instruction. The use of the District's model of PLAN, DO, STUDY, ACT enables teachers to use data to plan reading instruction, carry out meaningful lessons, reflect on learning outcomes and act on differentiation needs accordingly.

3. Mathematics:

In the last three years, New York State has instituted instructional shifts related to the Common Core Learning Standards. These shifts target focus, coherence, fluency, deep understanding, application, and dual intensity. For the first shift, focus, teachers significantly narrowed and deepened the scope of how time and energy is spent in the math classroom. They focused deeply on only the concepts that are prioritized in the standards. The second shift, coherence, had teachers connecting the learning within and across grades so that students can build new understanding onto foundations built in previous years. For the third shift, fluency, teachers expect students to have speed and accuracy with simple calculations. Teachers structure class time and/or homework for students to memorize their core functions and improve automatically. For the fourth shift, deep understanding, students deeply understand and operate easily within a math concept before moving on. They learn more than the trick to get the answer right; they learn the math. For the fifth shift, application, students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so. Finally, for the sixth shift, dual intensity, students are practicing and understanding with intensity.

In order to align the K-4 curriculum with the Common Core Learning Standards, teachers performed a gap analysis and supplemented instructional materials to meet the needs of their students. Using existing published materials, on line resources, and teacher-made materials, teachers are able to target the Common Core Standards. In grade three, they focused for the first time on fractions on a number line and finding the area of irregular shapes. In grade four, teachers taught students how to use protractors to measure angles. Teachers also piloted the place value module from Engage NY. Students who struggled with concepts were given targeted instruction in small groups during JET (Justified Education Time), an hour a day with a teacher and a teacher assistant in the class. Overall, teachers covered fewer concepts more intensely, with an eye for depth over breath.

During the 2013-2014 school year, teachers have adapted and adopted math resources made available by the NYS Education Department in the Tool Kit. This included the introduction and increasing use of the visual models to support mathematical thinking. Teachers are supporting their students' mathematical thinking using number bonds, tape diagrams, and area models. Curriculum adjustments will continue in concert with professional development, as we analyze current and future student performance data.

4. Additional Curriculum Area:

The science curriculum was restructured in response to the NYS Standards to align with NSTA Standards that call for students to understand and apply scientific concepts, principles and theories pertaining to the physical setting, living environment, as well as recognize the historical development of ideas in science. District elementary teachers, together with the Assistant Superintendent for Curriculum and Instruction, developed four in-depth modules per grade level using FOSS and Carolina Biological Life Science Units. These units are composed of spiraling strands that require content acquisition by students that they are expected to retain from year to year. Teachers participated in professional development workshops over the course of several years to enhance their skills in facilitating the newly created modules. The instructional levels of the modules go from a broad to narrow focus where the level of sophistication increases as students progress through the grades. Instruction is through guided inquiry, focused by an essential question. Using a team approach, students work collaboratively to share ideas and discoveries. Students are expected to pose questions, develop hypotheses, write procedures, state observations, record results, and draw conclusions. Literacy, mathematics, and technology are integrated in a natural way. To support their literacy skill development, students are exposed to accurate scientific terminology and informational topic related text. Students are required to maintain lab books or scientific journals, in which they record observations, results and conclusions. Learning about metric measurement, (length, mass, temperature, volume and graphing) supplements mathematics instruction. In addition, several interdisciplinary science projects have been embedded into our grade level science curriculum. In grade two, the students perform in an originally written space play. Grade three students produce PowerPoint presentations on animals of the desert. Grade four students create technological design for waterwheels that are used in a booth at our

annual “Muddy Creek” community fair. We are committed to providing our students with the opportunities to explore and investigate science concepts that are systematically developed throughout the grades.

5. Instructional Methods:

Franklin Avenue Elementary School is dedicated to providing a challenging education that meets the needs of all students. Beginning each year, teachers develop goals in consultation with the school principal that will help them improve their delivery of instruction. The PLAN, DO, STUDY, ACT approach to classroom success is followed. Goals are established, implemented, analyzed (review of student performance and assessments) and adjusted as needed. Time for individualized instruction is built into the schedule through JET (Justified Educational Time). Students receive a variety of enrichment and/or support services that include reinforcement and extension of classroom skills. During this specified time, students may participate in small group instruction for reading skills, comprehension strategies or mathematics concept development within the classroom with their teacher or teaching assistant. Additionally, students may attend a reading lab, Resource Room, Speech and Language Therapy, Occupational Therapy, Physical Therapy or other related services. A differentiated educational program responds to the varying needs of advanced learners by challenging their intellectual talents. Enrichment, alternative, accelerated, and individually prescribed activities are provided within the regular classroom studies in all grades. Classroom practices that include differentiated instruction, computer programs, early morning scholar tutorial programs, and collaborative learning assist in improving student learning. Evaluating and improving instruction is a continual process supported by student performance, benchmarking best practices, use of assessment results, peer evaluation, and current research.

6. Professional Development:

Professional Development activities are developed by the Pearl River School District Professional Development Committee, which is comprised of administrators, teachers, and parents. The plans are linked to the New York State Standards, as well as the district goals. The committee uses student and staff performance data to outline specific needs and designs and delivers training plans accordingly. All new staff members attend an orientation program in August, as well as monthly professional development workshops. In-service courses are available to all staff members. In addition, Superintendent Conference Days allow for training on current topics. Classroom teachers have received extensive training by consultants from Columbia University Teachers’ College in the writing process. They have also participated in several years of professional development in implementing the newly developed science modules. They are currently working with a BOCES consultant on the math modules from Engage New York. The Director of Technology facilitates technology training for both hardware and new software programs to enhance student instruction. Teachers across the district meet by grade level on a regular basis to refine curriculum and share teaching strategies and best practices. Teachers are also required to perform twenty-one hours of professional development independent of the district’s offerings. Funds are budgeted to allow for teachers to attend workshops that will support classroom instruction. At Franklin Avenue Elementary School, teachers meet for approximately two hours weekly to plan and share at their grade levels. Teacher specialists offer suggestions and plan collaboratively with classroom teachers. The district participates in a web-based program, My Learning Plan, which tracks teachers’ professional development both in district and at conferences and coursework. Teachers at Franklin Avenue are encouraged to participate in their professional growth to assist their students in the challenge of becoming a 21st Century Learner.

7. School Leadership

The principal’s leadership style at Franklin Avenue Elementary School is collaborative. Decisions are made, whenever possible, after getting input from faculty and staff. At the first September, Monday faculty meeting of the year, typical agenda items are tabled, and, instead, grade level teams analyze item analysis of the NY State Assessments. Kindergarten through grade four teachers met in one of their classrooms to review the most recent student performance results and determine both strengths and needs. They considered if the skills were taught in their grade level curriculum, if the skills were taught after the NY State assessment, if the skills were not taught at their grade level, or if there were any other mitigating

factors. In this meeting, all teachers, not just the grades that are tested, share ownership for students perform.

Similarly, when the principal has the faculty meeting to discuss how the children fared on NY State Assessments in the beginning of the school year, she shares results with the entire school and congratulates all of the faculty and staff on their successes. Another way collaborative leadership is demonstrated is at grade level meetings. Grade level teams meet monthly with the principal to share successes and needs, to review at-risk students' performance, and to discuss curricular needs. At those meetings, class performance and assessment results are reviewed. Strategies are discussed regarding how to assist the student and better meet his/her academic needs. It is not uncommon for teachers to give their colleagues suggestions and advice.

One other level of school leadership is the I.S.T. (Instructional Team), which meets weekly on Friday afternoons to address our students' social, emotional, and/or academic needs. The I.S.T. is a standing committee with the school psychologist, the principal, the special education teacher, the district reading teacher, and, if needed, the speech pathologist present. Teachers fill out a form for an at risk student detailing what their concerns are and what strategies they have implemented thus far. At I.S.T. meetings, the teacher brings his/her concerns and the team brainstorms approaches, strategies, and suggestions to help remediate the problem.

Teachers at Franklin Avenue Elementary School feel empowered when it comes to helping their children succeed. They know that all the stakeholders in the school from the principal to fellow teachers to teaching assistants and monitors all want the very best for the students at Franklin Avenue School.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: NYS Math

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: Pearson (2012-1013);C.T.B. McGraw Hill (2008-2011)

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	May	May	Mar
SCHOOL SCORES*					
% Level 3 plus % Level 4	68	96	87	100	99
% Level 4	32	43	29	45	49
Number of students tested	78	70	62	66	67
Percent of total students tested	100	99	100	100	97
Number of students tested with alternative assessment	2	0			
% of students tested with alternative assessment	3				
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level 3 plus % Level 4	50	100	100	100	100
% Level 4	50	0	0	33	50
Number of students tested	0	0	0	0	0
2. Students receiving Special Education					
% Level 3 plus % Level 4	50		50	100	90
% Level 4	50		50	25	50
Number of students tested	0	0	0	0	10
3. English Language Learner Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
% Level 3 plus % Level 4	71	100	100	100	
% Level 4	29	0	33	0	
Number of students tested	0	0	0	0	0
5. African- American Students					
% Level 3 plus % Level 4			100		100
% Level 4			0		0
Number of students tested	0	0	0	0	0
6. Asian Students					
% Level 3 plus % Level 4	100	100	100	100	100
% Level 4	100	100	0	100	0
Number of students tested	0	0	0	0	0

7. American Indian or Alaska Native Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
9. White Students					
% Level 3 plus % Level 4	70	95	86	100	98
% Level 4	30	43	30	43	52
Number of students tested	63	65	57	60	64
10. Two or More Races identified Students					
% Level 3 plus % Level 4	0	100			
% Level 4	0	100			
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
12. Other 2: Other 2					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
13. Other 3: Other 3					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

NOTES: The 2012-13 school year, marked the first administration of NYSED ELA and Math Assessments aligned to NYS Common Core Learning Standards. These new assessments included increased text complexity and a greater emphasis on text-based evidence. Additionally, benchmark proficiency scores were recalibrated to match performance expectations for these standards. The 2012-13 student performance represents new benchmark data.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: NYS Math

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: Pearson (2012-1013);C.T.B. McGraw Hill (2008-2011)

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	May	May	Mar
SCHOOL SCORES*					
% Level 3 plus % Level 4	71	92	87	99	100
% Level 4	28	48	33	48	74
Number of students tested	72	62	70	68	47
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	1			
% of students tested with alternative assessment		2			
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level 3 plus % Level 4	0	100	100	100	100
% Level 4	0	33	0	100	67
Number of students tested	0	3	1	1	3
2. Students receiving Special Education					
% Level 3 plus % Level 4	33	50	60	90	100
% Level 4	0	33	20	40	60
Number of students tested	3	6	5	10	5
3. English Language Learner Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
% Level 3 plus % Level 4	33	100	100	0	100
% Level 4	33	67	0		100
Number of students tested	3	3	3	0	1
5. African- American Students					
% Level 3 plus % Level 4		100		100	
% Level 4		0		0	
Number of students tested	0	1	0	1	0
6. Asian Students					
% Level 3 plus % Level 4	100	100	100	100	
% Level 4	100	100	100	50	
Number of students tested	1	1	3	2	0
7. American Indian or Alaska Native Students					
% Level 3 plus % Level 4					

% Level 4					
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
9. White Students					
% Level 3 plus % Level 4	71	91	85	98	100
% Level 4	26	46	33	48	74
Number of students tested	66	56	61	64	46
10. Two or More Races identified Students					
% Level 3 plus % Level 4	100		100		
% Level 4	50		0		
Number of students tested	2	0	2	0	0
11. Other 1: Other 1					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
12. Other 2: Other 2					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
13. Other 3: Other 3					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

NOTES: The 2012-13 school year, marked the first administration of NYSED ELA and Math Assessments aligned to NYS Common Core Learning Standards. These new assessments included increased text complexity and a greater emphasis on text-based evidence. Additionally, benchmark proficiency scores were recalibrated to match performance expectations for these standards. The 2012-13 student performance represents new benchmark data.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: Pearson (2012-1013);C.T.B. McGraw Hill
(2008-2011)

Test: NYS ELA
Edition/Publication Year: 2012

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	May	Apr	Jan
SCHOOL SCORES*					
% Level 3 plus % Level 4	63	93	84	85	96
% Level 4	5	22	15	22	34
Number of students tested	78	69	62	66	68
Percent of total students tested	100	97	100	100	99
Number of students tested with alternative assessment	2	0			
% of students tested with alternative assessment	3				
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level 3 plus % Level 4	33		50	100	100
% Level 4	0		0	33	33
Number of students tested	3	0	2	3	3
2. Students receiving Special Education					
% Level 3 plus % Level 4	50		50	50	80
% Level 4	33		50	25	50
Number of students tested	6	0	4	4	10
3. English Language Learner Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
% Level 3 plus % Level 4	71	67	100	100	
% Level 4	14	0	33	0	
Number of students tested	7	3	3	2	0
5. African- American Students					
% Level 3 plus % Level 4			0		100
% Level 4			0		0
Number of students tested	0	0	1	0	1
6. Asian Students					
% Level 3 plus % Level 4	67	100	100	100	100
% Level 4	0	100	0	33	0
Number of students tested	3	1	1	3	2
7. American Indian or Alaska Native Students					
% Level 3 plus % Level 4					

% Level 4					
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
9. White Students					
% Level 3 plus % Level 4	63	94	84	83	95
% Level 4	5	22	14	22	35
Number of students tested	63	63	57	60	65
10. Two or More Races identified Students					
% Level 3 plus % Level 4	33	100			
% Level 4	0	0			
Number of students tested	3	2	0	0	0
11. Other 1: Other 1					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
12. Other 2: Other 2					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
13. Other 3: Other 3					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

NOTES: The 2012-13 school year, marked the first administration of NYSED ELA and Math Assessments aligned to NYS Common Core Learning Standards. These new assessments included increased text complexity and a greater emphasis on text-based evidence. Additionally, benchmark proficiency scores were recalibrated to match performance expectations for these standards. The 2012-13 student performance represents new benchmark data.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: Pearson 2012-2013

Test: NYS ELA
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	May	Apr	Jan
SCHOOL SCORES*					
% Level 3 plus % Level 4	75	92	77	92	100
% Level 4	28	20	4	22	28
Number of students tested	72	62	70	49	47
Percent of total students tested	100	100	100	72	100
Number of students tested with alternative assessment	0	1	0	0	0
% of students tested with alternative assessment	0	2			
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Level 3 plus % Level 4	0	67	100	100	100
% Level 4	0	0	0	100	0
Number of students tested	0	3	1	1	3
2. Students receiving Special Education					
% Level 3 plus % Level 4	33	50	60	60	100
% Level 4	0	17	20	30	60
Number of students tested	3	6	5	10	5
3. English Language Learner Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
% Level 3 plus % Level 4	67	100	67		100
% Level 4	33	33	0		0
Number of students tested	3	3	3	0	1
5. African- American Students					
% Level 3 plus % Level 4	0	100			
% Level 4	0	0			
Number of students tested	0	1	0	0	0
6. Asian Students					
% Level 3 plus % Level 4	100	100	100	100	
% Level 4	100		33	0	
Number of students tested	1	1	3	2	0
7. American Indian or Alaska Native Students					
% Level 3 plus % Level 4					
% Level 4					

Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
9. White Students					
% Level 3 plus % Level 4	76	91	77	91	100
% Level 4	27	20	3	23	28
Number of students tested	66	56	61	47	46
10. Two or More Races identified Students					
% Level 3 plus % Level 4	50		50		
% Level 4	0		0		
Number of students tested	2	0	2	0	0
11. Other 1: Other 1					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
12. Other 2: Other 2					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					
13. Other 3: Other 3					
% Level 3 plus % Level 4					
% Level 4					
Number of students tested					

NOTES: The 2012-13 school year, marked the first administration of NYSED ELA and Math Assessments aligned to NYS Common Core Learning Standards. These new assessments included increased text complexity and a greater emphasis on text-based evidence. Additionally, benchmark proficiency scores were recalibrated to match performance expectations for these standards. The 2012-13 student performance represents new benchmark data.