

2002-2003 No Child Left Behind—Blue Ribbon Schools Program  
Cover Sheet

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

Official School Name Center Township Elementary  
(As it should appear in the official records)

School Mailing Address 950 Mercer Road  
(If address is P.O. Box, also include street address)

Butler PA 16001-1199  
City State Zip Code+4 (9 digits total)

Tel.(724) 214-3800 Fax (724) 282-3503

Website/URL [www.butler.k12.pa.us](http://www.butler.k12.pa.us) Email roger\_snodgrass@butler.k12.pa.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date March 31, 2003

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

Name of Superintendent Dr. Edward Fink  
(Specify: ms., Miss, Mrs., Dr., Mr., Other)

District Name Butler Area School District Tel. (724) 287-8721

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

\_\_\_\_\_  
(Superintendent's Signature) Date March 31, 2003

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

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date March 31, 2003

## **PART I – ELIGIBILITY CERTIFICATION**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades **K-12**.
2. The school has been in existence for five full years.
3. 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.
4. 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.
5. 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.
6. 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 district in question; or if there are such findings, the state of district has corrected, or agreed to correct, the findings.

## PART II – DEMOGRAPHIC DATA

### DISTRICT

1. Number of schools in the district
- |           |                     |
|-----------|---------------------|
| <u>11</u> | Elementary schools  |
| <u>0</u>  | Middle schools      |
| <u>1</u>  | Junior high schools |
| <u>2</u>  | High schools        |
| <u>14</u> | TOTAL               |
2. District per Pupil Expenditure: \$8,080
- Average State Per Pupil Expenditure: \$9,969

### SCHOOL

3. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban school with characteristics typical of an urban area
  - Suburban
  - Small City or town in a rural area
  - Rural
4. 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 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
<b>K</b>	50	35	85
<b>1</b>	49	49	98
<b>2</b>	53	53	106
<b>3</b>	58	42	100
<b>4</b>	57	55	112
<b>5</b>	72	62	134
<b>6</b>	56	45	101
<b>Total</b>	395	341	736

6. Racial/ethnic composition of the students in the school:
- |           |                                  |
|-----------|----------------------------------|
| <u>97</u> | % White                          |
| <u>2</u>  | % Black or African American      |
| <u>.5</u> | % Hispanic or Latino             |
| <u>.5</u> | % Asian/Pacific Islander         |
| <u>0</u>  | % American Indian/Alaskan Native |

**100% Total**

7. Student turnover, or mobility rate, during the past year: 5 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred to the school after October 1 until the end of the year	22
(2)	Number of students who transferred from the school after October 1 until the end of the year	17
(3)	Subtotal of all transferred students (sum of rows 1 and 2)	39
(4)	Total number of students in the school as of October 1	731
(5)	Subtotal in row 3 divided by total in row 4	.05
(6)	Amount in row 5 multiplied by 100	5

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

Number of languages represented: 0

Specify languages: NA

9. Students eligible for free/reduced-price meals: 13.8 %

102 Total Number Students Who Qualify

If this method is not a reasonably 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: 13 %  
97 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individual with Disabilities Act.

<u>        </u> Autism	<u>        </u> Orthopedic Impairment
<u>        </u> Deafness	<u>        </u> Other Health Impaired
<u>        </u> Deaf-Blindness	<u>55</u> Specific Learning Disability
<u>        </u> Hearing Impairment	<u>38</u> Speech or Language Impairment
<u>        </u> Mental Retardation	<u>        </u> Traumatic Brain Injury
<u>4</u> Multiple Disabilities	<u>        </u> Visual Impairment Including Blindness

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

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>1</u>	<u>        </u>
Classroom teachers	<u>29</u>	<u>        </u>
Special resource teachers/specialists	<u>19</u>	<u>        </u>
Paraprofessionals	<u>5</u>	<u>3</u>
Support staff	<u>1</u>	<u>2</u>
Total number	<u>55</u>	<u>5</u>

12. Student-“classroom teacher” ratio:

<b>Grade</b>	<b>“Classroom Teacher Ratio”</b>
<b>K</b>	21:1
<b>1</b>	20:1
<b>2</b>	21:1
<b>3</b>	25:1
<b>4</b>	27:1
<b>5</b>	24:1
<b>6</b>	24:1
<b>School</b>	24:1

13. Show the attendance patterns of teachers and students. 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 between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>
Daily Student Attendance	95.9%	95.6%	95.7%
Daily Teacher Attendance	97.0%	96.4%	96.1%
Teacher Turnover Rate	6% *	2% *	6% *

\*All teacher turnover rates are attributed to retirements

## PART III – SUMMARY

Center Township Elementary School, located in Butler, Pennsylvania, is one of eleven elementary schools in the Butler Area School District. Approximately 736 students are enrolled in grades kindergarten through sixth grade. The school houses 4-5 sections of each grade level with a separate music room, art room, library, gymnasium, and computer labs. Three percent of our student population is African-American, Asian, and Hispanic. Fourteen percent of our students is eligible for free or reduced lunches. The median school ability index of our students is 102 with thirteen percent of our students identified for special education services and sixty-one (8%) of our students identified as “Gifted Learners”.

Becoming independent and life-long learners is a goal for all of our children and is incorporated into our school’s mission statement which states:

“Believing that each individual can learn, Center Township Elementary School, in partnership with families and in cooperation with the community, is committed to creating a safe, positive, and stimulating environment that accords each person dignity and respect, provides equal opportunities to learn, encourages excellence, and develops responsible citizens who are life-long learners prepared for life in a changing global society.”

Teachers at Center Township Elementary School are committed to the success of their students, as evidenced by the achievement test scores over the past three years. During the 2000-2001 school year, our fifth graders placed in the top 2% of all fifth grades across Pennsylvania, and this past year, our fifth graders performed in the top 1%. Using Pennsylvania System of School Assessment (PSSA) results from April 2002, 97.8% of our fifth graders performed at the “*At or Above Proficient*” level and 100% of our fifth graders performed at the “*At or Above Basic*” level. Special programs, which increase the probability of student success, are provided throughout the school year. A “Homework Club”, staffed by teachers and available to all students in grades 2-6, is offered two afternoons on a weekly basis to provide a quiet atmosphere for completing assignments. Our Summer Reading Academy has been offered to primary grade students designed to focus on the early literacy needs of our students. The Student Support Team intercedes if a student is showing signs of failure in his/her academics or if his/her behavior and social skills are inappropriate.

Ninety percent of our sixth grade students participates in the school chorus and 110 students perform in our school band and string ensemble. Other programs of note that are open to Center Township students include the sixth grade musical, school bus safety patrol, science fair, Heritage Day, Linguistik, and Equations academic game competitions. The morning announcements and the daily activity calendar are broadcast in the morning over Center Township Television. Sixth grade students write and direct this newscast that is broadcasted from the television studio into each of our classrooms at Center Township Elementary.

Center Township Elementary School has a very active Parent Teacher Organization. During the 2001-2002 school year, over 300 parents volunteered over 21,000 hours. The P.T.O. provides funding to support assemblies, field trips, Ice Cream Social, Sixth Grade Banquet, and Grandparent’s Day, in addition to providing holiday parties, book fairs, and the Holiday Gift Shop.

## **Part IV – INDICATORS OF ACADEMIC SUCCESS**

**1** The school must show assessment results in reading and mathematics for at least the last three years using the criteria determined by the CSSO for the state accountability system. (see attached tables)

**CRITERION  
REFERENCED  
TEST  
SCORES**

**Table 1**  
**Pennsylvania System of School Assessment**  
**Reading, Math, and Writing**  
**Revised editions yearly**  
**Published by the Pennsylvania Department of Education**

<b>PSSA Math Results Grade 5 (Scaled Scores)</b>	<b>April 2000</b>	<b>April 2001</b>	<b>April 2002</b>
Number Tested	100	100	90
Percent Tested	95.2	96.2	97.8
Number of Students Excluded	5	4	2
Percent of Students Excluded	4.8	3.8	2.2
<b>Total Score Math</b>	<b>1470</b>	<b>1490</b>	<b>1560</b>
At or Above Basic	99%	99%	100%
At or Above Proficient	95%	92%	97.8%
At Advanced	62%	56%	77.8%
<b>Similar School Score Band*</b>	<b>1340-1410</b>	<b>1370-1430</b>	<b>1350-1400</b>
<b>State Mean Score</b>	<b>1310</b>	<b>1310</b>	<b>1320</b>
At or Above Basic	77.8%	77.6%	74.8%
At or Above Proficient	51.9%	53%	53.1%
At Advanced	26.7%	22.5%	25.8%

<b>PSSA Reading Results Grade 5 (Scaled Scores)</b>	<b>April 2000</b>	<b>April 2001</b>	<b>April 2002</b>
Number Tested	100	100	90
Percent Tested	95.2	96.2	97.8
Number of Students Excluded	5	4	2
Percent of Students Excluded	4.8	3.8	2.2
<b>Total Score Reading</b>	<b>1480</b>	<b>1480</b>	<b>1630</b>
At or Above Basic	99.0%	97.0%	100%
At or Above Proficient	95.0%	85.0%	97.8%
At Advanced	62.0%	53.0%	86.7%
<b>Similar School Score Band*</b>	<b>1370-1410</b>	<b>1360-1440</b>	<b>1360-1400</b>
<b>State Mean Score</b>	<b>1320</b>	<b>1310</b>	<b>1320</b>
At or Above Basic	77.8%	76.9%	79.7%
At or Above Proficient	51.9%	56.1%	57.0%
At Advanced	26.7%	19.8%	18.2%

**\* The Similar Schools Band enables comparisons to schools with similar background characteristics. It is well established that academic achievement is influenced primarily by two factors: the quality of the educational services provided and the socioeconomic background of the students.**

# Pennsylvania System of School Assessment Grade 5

## Exclusion of Students

Some students with IEP's specifically citing exclusion from PSSA and some students with Limited English Proficiency could be excluded. However, at Center Township Elementary School, no students have been excluded due to IEP or LEP status in the past three years.

Parental requests for exclusion from the test, in accordance with Chapter 4 regulations have been honored. All exclusions from the PSSA test, during the past three years, are attributed to parental requests.

## Levels of Performance

**Advance** work indicates an in-depth understanding and exemplary display of the skills included in the Pennsylvania Academic Performance Standards.

**Proficient** level reflects satisfactory academic performance. Proficient work indicates a solid understanding and adequate display of the skills included in the Pennsylvania Academic Performance Standards.

**Basic** level reflects marginal academic performance. Basic work indicates a partial understanding and limited display of the skills included in the Pennsylvania Academic Performance Standards. This work is approaching satisfactory performance, but has not yet reached it. There is a need for additional instructional opportunities and/or increased student academic commitment to achieve the proficient level.

**Below Basic** level reflects inadequate academic performance. Below basic work indicates little understanding and minimal display of the skills included in the Pennsylvania Academic Performance Standards.

**STANDARDIZED**

**NORM-**

**REFERENCED**

**TEST**

**SCORES**

**Table 2**

**Grade K**

**Stanford Achievement Test: 8<sup>th</sup> Edition**

**Publication Year: 1989**

**Harcourt, Brace Publisher**

**All students were included in this testing**

**Scores are reported as Percentiles**

<b>Testing Month</b>	<b>April 2000</b>	<b>April 2001</b>
<b>Center Township School Scores</b>		
<b>Basic Battery Score</b>	<b>70%</b>	<b>75%</b>
Standard Deviation	22	23
Number Tested	86	100
Percent Tested	100%	100%
Number of Students Excluded	0	0
Percent of Students Excluded	0	0
<b>SUBSET SCORES</b>		
<b>Total Reading</b>	<b>66%</b>	<b>74%</b>
Standard Deviation	27	26
<b>Total Math</b>	<b>71%</b>	<b>72%</b>
Standard Deviation	24	22
<b>Total Listening</b>	<b>59%</b>	<b>64%</b>
Standard Deviation	18	20
<b>Butler School District Scores</b>		
<b>Basic Battery Score</b>	<b>73%</b>	<b>73%</b>
Standard Deviation	22	21

**No disaggregate data is provided since kindergarten in our District is a half-day program and students have not been identified for free/reduced lunch programs.**

**Table 3**

**Grade 1**

**Stanford Achievement Test: 8<sup>th</sup> Edition**

**Publication Year: 1991**

**Harcourt, Brace Publisher**

**All students were included in this testing**

**Scores are reported as Percentiles**

<b>Testing Month</b>	<b>April 2000</b>	<b>April 2001</b>
<b>Center Township School Scores</b>		
<b>Complete Battery Score</b>	<b>75.7%</b>	<b>79%</b>
Standard Deviation	19	18
Number Tested	103	90
Percent Tested	100%	100%
Number of Students Excluded	0	0
Percent of Students Excluded	0	0
<b>SUBSET SCORES</b>		
<b>Total Reading</b>	<b>71.7%</b>	<b>75%</b>
Standard Deviation	18	19
<b>Total Math</b>	<b>83.5%</b>	<b>83%</b>
Standard Deviation	18	20
<b>Total Language</b>	<b>72%</b>	<b>76%</b>
Standard Deviation	19	20
<b>Total Spelling</b>	<b>68.7%</b>	<b>80%</b>
Standard Deviation	17	19
<b>Total Listening</b>	<b>74%</b>	<b>71%</b>
Standard Deviation	17	18
<b>Butler School District Scores</b>		
<b>Complete Battery Score</b>	<b>72%</b>	<b>75%</b>
Standard Deviation	20	19

**Table 3A**

**Grade 1, Disaggregated Information  
Percentile Scores, Stanford Achievement Test 8<sup>th</sup> Edition**

<b>Eligible for free and reduced lunch</b>	<b>Complete Battery Mean Score</b>	<b>Total Reading Mean Score</b>	<b>Total Math Mean Score</b>	<b>Number Tested/Percent Tested</b>
<b>2000</b>	64.9%	63.2%	72.8%	11/10.6%
<b>2001</b>	68.0%	66.4%	79.0%	13/14.4

**Table 4**

**Grade 2**

**Stanford Achievement Test: 8<sup>th</sup> Edition**

**Publication Year: 1989**

**Harcourt, Brace Publisher**

**All students were included in this testing**

**Scores are reported as Percentiles**

<b>Testing Month</b>	<b>April 2000</b>	<b>April 2001</b>
<b>Center Township School Scores</b>		
<b>Complete Battery Score</b>	<b>75%</b>	<b>71%</b>
Standard Deviation	20	18
Number Tested	107	94
Percent Tested	100%	100%
Number of Students Excluded	0	0
Percent of Students Excluded	0	0
<b>SUBSET SCORES</b>		
<b>Total Reading</b>	<b>69%</b>	<b>67.1%</b>
Standard Deviation	17	16
<b>Total Math</b>	<b>82%</b>	<b>74.6%</b>
Standard Deviation	20	17
<b>Total Language</b>	<b>61%</b>	<b>65.4%</b>
Standard Deviation	21	20
<b>Butler School District Scores</b>		
<b>Complete Battery Score</b>	<b>67%</b>	<b>72%</b>
Standard Deviation	22	21

**Table 4A**

**Grade 2, Disaggregated Information  
Percentile Scores, Stanford Achievement Test 8<sup>th</sup> Edition**

<b>Eligible for free and reduced lunch</b>	<b>Complete Battery Mean Score</b>	<b>Total Reading Mean Score</b>	<b>Total Math Mean Score</b>	<b>Number Tested/Percent Tested</b>
<b>2000</b>	69.4%	57.5%	74.2%	11/10.2%
<b>2001</b>	63.9%	60.7%	70.8%	14/14.8%

**Table 5**

**Grade 3**

**Stanford Achievement Test: 8<sup>th</sup> Edition**

**Publication Year: 1991**

**Harcourt, Brace Publisher**

**All students were included in this testing**

**Scores are reported as Percentiles**

<b>Testing Month</b>	<b>April 2000</b>	<b>April 2001</b>
<b>Center Township School Scores</b>		
<b>Complete Battery Score</b>	<b>81%</b>	<b>76.5%</b>
Standard Deviation	19	18
Number Tested	95	113
Percent Tested	100%	100%
Number of Students Excluded	0	0
Percent of Students Excluded	0	0
<b>SUBSET SCORES</b>		
<b>Total Reading</b>	<b>84%</b>	<b>75%</b>
Standard Deviation	20	19
<b>Total Math</b>	<b>92%</b>	<b>85%</b>
Standard Deviation	18	19
<b>Total Language</b>	<b>82%</b>	<b>75%</b>
Standard Deviation	20	20
<b>Total Spelling</b>	<b>67%</b>	<b>71%</b>
Standard Deviation	17	20
<b>Butler School District Scores</b>		
<b>Complete Battery Score</b>	<b>71%</b>	<b>70%</b>
Standard Deviation	18	18

**Table 5A**

**Grade 3, Disaggregated Information  
Percentile Scores, Stanford Achievement Test 8<sup>th</sup> Edition**

<b>Eligible for free and reduced lunch</b>	<b>Complete Battery Mean Score</b>	<b>Total Reading Mean Score</b>	<b>Total Math Mean Score</b>	<b>Number Tested/Percent Tested</b>
<b>2000</b>	79.1%	73.8%	82.5%	10/10.5%
<b>2001</b>	69.4%	63.6%	80.1%	17/15%

**Table 6****Grade 4****Stanford Achievement Test: 8<sup>th</sup> Edition****Publication Year: 1989****Harcourt, Brace Publisher****All students were included in this testing****Scores are reported as Percentiles**

<b>Testing Month</b>	<b>April 2000</b>	<b>April 2001</b>
<b>Center Township School Scores</b>		
<b>Complete Battery Score</b>	<b>72%</b>	<b>72%</b>
Standard Deviation	19	17
Number Tested	106	94
Percent Tested	100%	100%
Number of Students Excluded	0	0
Percent of Students Excluded	0	0
<b>SUBSET SCORES</b>		
<b>Total Reading</b>	<b>70%</b>	<b>75%</b>
Standard Deviation	19	17
<b>Total Math</b>	<b>72%</b>	<b>73%</b>
Standard Deviation	19	16
<b>Total Language</b>	<b>66%</b>	<b>69%</b>
Standard Deviation	18	17
<b>Total Science</b>	<b>69%</b>	<b>70%</b>
Standard Deviation	16	17
<b>Total Social Studies</b>	<b>79%</b>	<b>76%</b>
Standard Deviation	17	19
<b>Butler School District Scores</b>		
<b>Complete Battery Score</b>	<b>69%</b>	<b>67%</b>
Standard Deviation	18	18

**Table 6A**

**Grade 4, Disaggregated Information  
Percentile Scores, Stanford Achievement Test 8<sup>th</sup> Edition**

<b>Eligible for free and reduced lunch</b>	<b>Complete Battery Mean Score</b>	<b>Total Reading Mean Score</b>	<b>Total Math Mean Score</b>	<b>Number Tested/Percent Tested</b>
<b>2000</b>	56.4%	54.9%	59.6%	13/12.2%
<b>2001</b>	66.4%	62.3%	68.2%	14/14.8%

**Table 7**

**Grade 6**

**Stanford Achievement Test: 8<sup>th</sup> Edition**

**Publication Year: 1989**

**Harcourt, Brace Publisher**

**All students were included in this testing**

**Scores are reported as Percentiles**

<b>Testing Month</b>	<b>April 2000</b>	<b>April 2001</b>
<b>Center Township School Scores</b>		
<b>Complete Battery Score</b>	<b>74%</b>	<b>73%</b>
Standard Deviation	16	17
Number Tested	97	105
Percent Tested	100%	100%
Number of Students Excluded	0	0
Percent of Students Excluded	0	0
<b>SUBSET SCORES</b>		
<b>Total Reading</b>	<b>73%</b>	<b>75%</b>
Standard Deviation	18	18
<b>Total Math</b>	<b>75%</b>	<b>80%</b>
Standard Deviation	16	19
<b>Total Language</b>	<b>75%</b>	<b>73%</b>
Standard Deviation	16	18
<b>Total Science</b>	<b>80%</b>	<b>74%</b>
Standard Deviation	16	16
<b>Total Social Studies</b>	<b>77%</b>	<b>73%</b>
Standard Deviation	16	14
<b>Butler School District Scores</b>		
<b>Complete Battery Score</b>	<b>63%</b>	<b>67%</b>
Standard Deviation	17	17

**Table 7A**

**Grade 6, Disaggregated Information  
Percentile Scores, Stanford Achievement Test 8<sup>th</sup> Edition**

<b>Eligible for free and reduced lunch</b>	<b>Complete Battery Mean Score</b>	<b>Total Reading Mean Score</b>	<b>Total Math Mean Score</b>	<b>Number Tested/Percent Tested</b>
<b>2000</b>	54.9%	50.6%	61.3%	9/9.2%
<b>2001</b>	69.3%	69.1%	69.8%	14/13.3%

**Table 8**

**Grade K**

**Stanford Achievement Test: 10<sup>th</sup> Edition**

**Publication Year: 2002**

**Harcourt, Brace Publisher**

**All students were included in this testing**

**Scores are reported as Percentiles**

<b>Testing Month</b>	<b>April 2002</b>
<b>Center Township School Scores</b>	
<b>Total Reading Score</b>	<b>57.5%</b>
Standard Deviation	*
Number Tested	94
Percent Tested	100%
Number of Students Excluded	0
Percent of Students Excluded	0
<b>SUBSET SCORES</b>	
<b>Sounds &amp; Letters</b>	<b>58.5%</b>
Standard Deviation	*
<b>Word Reading</b>	<b>52.5%</b>
Standard Deviation	*
<b>Sentence Reading</b>	<b>53.5</b>
Standard Deviation	*
<b>Butler School District Scores</b>	
<b>Basic Battery Score</b>	*
Standard Deviation	*

**\*Standard Deviations and District Composite scores were not provided by Harcourt Brace Publishing, due to this being the first year for the Stanford 10 and National Norms having not been established.**

**Grade K, Disaggregated Information  
Percentile Scores, Stanford Achievement Test 10<sup>th</sup> Edition**

**No disaggregate data is provided since kindergarten in our District is a half-day program and students have not been identified for free/reduced lunch programs.**

**Table 9**

**Grade 1**

**Stanford Achievement Test: 10<sup>th</sup> Edition**

**Publication Year: 2002**

**Harcourt, Brace Publisher**

**All students were included in this testing**

**Scores are reported as Percentiles**

<b>Testing Month</b>	<b>April 2002</b>
<b>Center Township School Scores</b>	
<b>Total Reading Score</b>	<b>80%</b>
Standard Deviation	*
Number Tested	103
Percent Tested	100%
Number of Students Excluded	0
Percent of Students Excluded	0
<b>SUBSET SCORES</b>	
<b>Word Study Skills</b>	<b>78%</b>
Standard Deviation	*
<b>Word Reading</b>	<b>77%</b>
Standard Deviation	*
<b>Reading Comprehension</b>	<b>91.2%</b>
Standard Deviation	*
<b>Total Spelling</b>	<b>83%</b>
Standard Deviation	*
<b>Total Language</b>	<b>82.9%</b>
Standard Deviation	*
<b>Butler School District Scores</b>	
<b>Basic Battery Score</b>	*
Standard Deviation	*

\*Standard Deviations and District Composite scores were not provided by Harcourt Brace Publishing, due to this being the first year for the Stanford 10 and National Norms having not been established.

**Table 9A**  
**Grade 1, Disaggregated Information**  
**Percentile Scores, Stanford Achievement Test 10<sup>th</sup> Edition**

<b>Eligible for free and reduced lunch</b>	<b>Total Reading Mean Score</b>	<b>Total Language Mean Score</b>	<b>Number Tested/Percent Tested</b>
<b>2002</b>	67.6%	70.3%	14/13.6%

**Table 10**

**Grade 2**

**Stanford Achievement Test: 10<sup>th</sup> Edition**

**Publication Year: 2002**

**Harcourt, Brace Publisher**

**All students were included in this testing**

**Scores are reported as Percentiles**

<b>Testing Month</b>	<b>April 2002</b>
<b>Center Township School Scores</b>	
<b>Total Reading Score</b>	<b>76%</b>
Standard Deviation	*
Number Tested	93
Percent Tested	100%
Number of Students Excluded	0
Percent of Students Excluded	0
<b>SUBSET SCORES</b>	
<b>Word Study Skills</b>	<b>73.7%</b>
Standard Deviation	*
<b>Reading Vocabulary</b>	<b>80%</b>
Standard Deviation	*
<b>Reading Comprehension</b>	<b>75.6%</b>
Standard Deviation	*
<b>Total Spelling</b>	<b>76.5%</b>
Standard Deviation	*
<b>Total Language</b>	<b>86.6%</b>
Standard Deviation	*
<b>Butler School District Scores</b>	
<b>Basic Battery Score</b>	*
Standard Deviation	*

\*Standard Deviations and District Composite scores were not provided by Harcourt Brace Publishing, due to this being the first year for the Stanford 10 and National Norms having not been established.

**Table 10A**  
**Grade 2, Disaggregated Information**  
**Percentile Scores, Stanford Achievement Test 10<sup>th</sup> Edition**

<b>Eligible for free and reduced lunch</b>	<b>Total Reading Mean Score</b>	<b>Total Language Mean Score</b>	<b>Number Tested/Percent Tested</b>
<b>2002</b>	78.4%	82.3%	14/15.1%

**Table 11**

**Grade 3**

**Stanford Achievement Test: 10<sup>th</sup> Edition**

**Publication Year: 2002**

**Harcourt, Brace Publisher**

**All students were included in this testing**

**Scores are reported as Percentiles**

<b>Testing Month</b>	<b>April 2002</b>
<b>Center Township School Scores</b>	
Number Tested	105
Percent Tested	100%
Number of Students Excluded	0
Percent of Students Excluded	0
<b>SUBSET SCORES</b>	
<b>Total Reading</b>	<b>68.1%</b>
Standard Deviation	*
<b>Total Math</b>	<b>74.5%</b>
Standard Deviation	*
<b>Total Language</b>	<b>69%</b>
Standard Deviation	*
<b>Total Spelling</b>	<b>65.8%</b>
Standard Deviation	*
<b>Total Science</b>	<b>72%</b>
Standard Deviation	*
<b>Total Social Studies</b>	<b>66.9%</b>
Standard Deviation	*
<b>Butler School District Scores</b>	
<b>Basic Battery Score</b>	*
Standard Deviation	*

\*Standard Deviations and District Composite scores were not provided by Harcourt Brace Publishing, due to this being the first year for the Stanford 10 and National Norms having not been established.

**Table 11A**  
**Grade 3, Disaggregated Information**  
**Percentile Scores, Stanford Achievement Test 10<sup>th</sup> Edition**

<b>Eligible for free and reduced lunch</b>	<b>Total Reading Mean Score</b>	<b>Total Math Mean Score</b>	<b>Number Tested/Percent Tested</b>
<b>2002</b>	59.4%	68.9%	9/8.5%

**Table 12**

**Grade 4**

**Stanford Achievement Test: 10<sup>th</sup> Edition**

**Publication Year: 2002**

**Harcourt, Brace Publisher**

**All students were included in this testing**

**Scores are reported as Percentiles**

<b>Testing Month</b>	<b>April 2002</b>
<b>Center Township School Scores</b>	
Number Tested	118
Percent Tested	100%
Number of Students Excluded	0
Percent of Students Excluded	0
<b>SUBSET SCORES</b>	
<b>Total Reading</b>	<b>70%</b>
Standard Deviation	*
<b>Total Math</b>	<b>76%</b>
Standard Deviation	*
<b>Total Language</b>	<b>74.8%</b>
Standard Deviation	*
<b>Total Spelling</b>	<b>72%</b>
Standard Deviation	*
<b>Total Science</b>	<b>81.9%</b>
Standard Deviation	*
<b>Total Social Studies</b>	<b>82.5%</b>
Standard Deviation	*
<b>Butler School District Scores</b>	
<b>Basic Battery Score</b>	*
Standard Deviation	*

\*Standard Deviations and District Composite scores were not provided by Harcourt Brace Publishing, due to this being the first year for the Stanford 10 and National Norms having not been established.

**Table 12A**  
**Grade 4, Disaggregated Information**  
**Percentile Scores, Stanford Achievement Test 10<sup>th</sup> Edition**

<b>Eligible for free and reduced lunch</b>	<b>Total Reading Mean Score</b>	<b>Total Math Mean Score</b>	<b>Number Tested/Percent Tested</b>
<b>2002</b>	71.1%	76.8%	19/16.1%

**Table 13**

**Grade 6**

**Stanford Achievement Test: 8<sup>th</sup> Edition**

**Publication Year: 1989**

**Harcourt, Brace Publisher**

**All students were included in this testing**

**Scores are reported as Percentiles**

<b>Testing Month</b>	<b>April 2002</b>
<b>Center Township School Scores</b>	
<b>Complete Battery Score</b>	<b>76%</b>
Standard Deviation	16
Number Tested	104
Percent Tested	100%
Number of Students Excluded	0
Percent of Students Excluded	0
<b>SUBSET SCORES</b>	
<b>Total Reading</b>	<b>75%</b>
Standard Deviation	18
<b>Total Math</b>	<b>83%</b>
Standard Deviation	17
<b>Total Language</b>	<b>73%</b>
Standard Deviation	18
<b>Total Science</b>	<b>74%</b>
Standard Deviation	14
<b>Total Social Studies</b>	<b>74%</b>
Standard Deviation	16
<b>Butler School District Scores</b>	
<b>Complete Battery Score</b>	<b>66%</b>
Standard Deviation	<b>18</b>

**Table 13A**

**Grade 6, Disaggregated Information  
Percentile Scores, Stanford Achievement Test 8<sup>th</sup> Edition**

<b>Eligible for free and reduced lunch</b>	<b>Complete Battery Mean Score</b>	<b>Total Reading Mean Score</b>	<b>Total Math Mean Score</b>	<b>Number Tested/Percent Tested</b>
<b>2002</b>	66.5%	61.4%	71.3%	15/14.4%

**2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.**

At Center Township Elementary School, we have found that school improvement programs should be based on the unique needs of our students. It is also deemed essential that educational research, national, state, and local assessment results should be used to guide such an improvement program. Grades K-4 and 6 take the Stanford Achievement Test yearly. Fifth grade students participate in the Pennsylvania State School Assessment Test yearly. The Otis Lennon School Ability Index is administered in kindergarten and third grade. This index helps to identify students for the Gifted Learner program and provides data for students who may be in need of learning support services. A complete record of student achievement and test results is kept for each student and is available to all teachers.

Everyday Math unit assessments have been written for each grade level to see if skills are secure before moving to the next unit. A software program “*Classworks Gold*”, enables teachers to assess math skills that are not yet secure and provide additional practice.

The Harcourt Brace Reading program offers many different types of assessments. These include Holistic Reading Assessment, Reading/Writing Performance Assessment, Rubrics, Intervention Strategies, and mid-year and end of year Language Arts Skills Assessment. Students attending our Summer Reading Academy are selected after a review of kindergarten Stanford scores, kindergarten benchmarks, curriculum-based assessments, and teacher recommendation. At the beginning of each school year, our Early Intervention Specialist screens each first grader using end of the year kindergarten benchmarks in reading and mathematics to determine students eligible for our Early Intervention Program. The program is delivered by our Early Intervention Specialist in a “pull-out” or “inclusion” setting, depending on the classroom teacher’s preference.

Our principal and teachers attend workshops to gain information on current educational reforms and research. Based on current research in reading instruction, Center Township has begun to use the “Four Block Literacy Model” in the primary grades as well as training teachers in “Responsive Classrooms”. Decisions derived from current educational information are continually made to improve our school.

**3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.**

Data is reported to parents on a daily, weekly, and monthly basis. Assignment planners and portfolios are sent home weekly for parent review and signatures. Report cards are issued every nine weeks and numerous teachers issue progress reports at mid-term. The kindergarten and first grade report cards contain benchmarks and checklists. Every grade level's report card has ample room for a written communication to the parent, which can address praise or concerns. Many teachers use *Gradebook Plus*, which provides a narrative that justifies a child's grade. Results of the standardized assessment data; the Stanford Achievement and Pennsylvania System of School Assessment, are communicated to parents via the United States mail. The letters contain a detailed explanation of the results. Letters are also sent to parents with suggestions for preparing their child for these tests. Assessment results are explained at Open House in September and through parent meetings in the fall. Parents are given opportunities to schedule individual parent teacher conferences at the evening open house and on special Act 80 days. The local newspaper also publishes the PSSA test results from schools in the area. Prior to the first report card period, the principal provides an overview to parents at the first Parent Teacher Organization meeting regarding norm-referenced, criterion referenced, and curriculum based assessment tests. How to interpret and use the results for continued improvement is also discussed.

**4. Describe in one-half page how the school will share its successes with other schools.**

Being selected as a “*No Child Left Behind-Blue Ribbon School*” would be a tremendous honor for the students, staff, parents, and the Butler Area School District. Even though our students continue to perform at an exemplary level on the Pennsylvania System of School Assessment and the Stanford Achievement Test, the staff at Center Township continually look for ways to improve our instructional methods to increase student achievement. As a result of our success, several school districts have inquired and visited our school over the past three years to discuss curriculum, program modifications and adaptations, and teaching strategies.

In the Butler Area School District, numerous opportunities are available for teachers to share with their colleagues successful teaching practices that increase student achievement. Throughout the school year, grade level meetings, Act 80 Day workshops, Professional Development Day activities, and Summer Flex Day courses allow the opportunity for Center Township teachers to become active participants. Teachers from Center Township currently serve on District-wide committees that include “Instructional Professional Development” (I.P.D.), “Curriculum Council”, several textbook adoption committees, and numerous State organizations. Teachers from Center Township are regularly chosen to be “Grade Level Facilitators” and presenters of Professional Development in-service training and Summer Flex Day workshops. Our teachers and principal also work with the local colleges as a teacher training center for pre-student teachers, math/science teachers, field experience, and student teachers.

The ten elementary principals in the Butler Area School District meet monthly with the Assistant Superintendent where current research and best practices relating to academic success are often discussed.

## PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school’s curriculum, and show how all students are engaged with significant content, based on high standards.

The program of study at Center Township Elementary School is designed around the current best information concerning the cognitive and emotional development of the children. It has a balance between skill instruction and content, embraces developmentally appropriate practices and fully addresses the expected national and state standards of Pennsylvania.

The language arts curriculum of Center Township is highly developed, and combines application of research and initiatives with the Harcourt Series to arrive at an integrated system. The curriculum takes the form of a modified four-block model: independent reading, guided reading, work-study, and composition. We extend the focus principles of the Reading First initiative to teach the children to read, and read with more skill. Reserving time for independent reading and response through journals, dialogue journals, or literature circles provides the children with an opportunity to experience literature that is appropriate, challenging, and of their choice, while making connections with other readers, to become proficient listeners and speakers. Study of writing is also a pillar of the language arts course of study. Through a writer’s workshop, based on the principles of Nancy Atwell and Donald Graves, the children grow to understand the characteristics of narrative, persuasive, and informative writing. Through mini-lessons, children learn grammar, structure, organization, mechanics, use authentic literature as models, and employ the writing process to arrive at quality published pieces.

The focus of the mathematics program is to assist students in acquiring a solid knowledge of basic computational skills, the ability to apply those skills, and to think mathematically. The Chicago Everyday Math series has been adopted and fully implemented for all grades. The instructional model blends exposition, discussion, individual and group work, projects, explorations, games and competitions, and individualized computer instruction.

Science content and skills are taught through the use of modules that are grounded in the constructivist approach, which engages students in hands-on, inquiry-based study in life, physical, and earth sciences at each grade level. The units, consisting of kits from FOSS or STC, incorporate rigorous content and essential processes such as predicting, observing, collecting, recording, analyzing, inferring, sequencing, communicating conclusions, and extending learning to new situations. The science curriculum also consists of a drug and alcohol module through the *Here’s Looking At You* series. The children learn aspects of health, drug awareness, decision-making skills, and self-confidence.

The K – 6 social studies curriculum addresses history, citizenship and government, geography, economics, and anthropology and sociology. Beginning in the primary grades with a focus on the self and family, then moving to the neighborhood, community, nation, and world, the program provides students with both factual information and an appreciation for the people and events that shape their world.

All children receive instruction weekly from certified specialists in art, vocal music, physical education, library, computer, and for interested intermediate students, instrumental music. Center Township also has an exceptional gifted learners program. Sixty-one (8%) of our students participate in accelerated and enriching instruction in all subject areas. Often this instruction is extended to the regular classroom. Technology is also an important and constantly evolving part of the curriculum. Children are instructed in all grades in operations of several software packages, including *ClassWorks Gold* Math and Language Arts, Internet navigation and research applications. Center Township is also progressive in the area of foreign language. Through a distance model, children in second grade will begin instruction in the Spanish language.

**2. Describe in one-half page the school’s reading curriculum, including a description of why the school chose this particular approach to reading.**

Center Township Elementary School utilizes The *Harcourt Language Arts Collections Program* for grades kindergarten through sixth grade. The language arts program incorporates reading, writing, listening and speaking. Through *Harcourt Collections*, children are engaged in authentic literature, which allows them to construct their own meaning as it relates to the text. With effective phonemic awareness, phonics, comprehension, writing, spelling and grammar instruction, children participate in age-appropriate activities that promote acquisition of the necessary skills. The curriculum recognizes the reading/writing connection and its application to the writing process. Center Township adheres to a spelling program that includes standard grade level words, as well as words from content areas.

Teachers at Center Township address their students through various methods of instruction. The curriculum supports direct instruction, whole group instruction, flexible grouping, technology integration, challenging interventions, as well as ESL strategies to accommodate the unique needs of the entire student population. According to the goals stated in their Individualized Education Plans, the special education teacher instructs students identified with special needs. Students identified as “at risk” receive specialized interventions by a reading specialist through inclusion and pullout programs. Through a variety of modifications, teachers establish a print-rich environment conducive for meeting the differentiated needs of all learners.

Various extra curricular reading programs are also offered as supplements for language arts instruction. Assortments of valuable reading programs are implemented throughout the school year and summer months to encourage family involvement and reinforce essential language arts skills. At Center Township, our goal is to highly motivate children in an innovative manner that will build on their academic strengths and promote successful, life-long learning across the language arts curriculum.

**3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.**

Our Everyday Mathematics curriculum was adopted in 1996 for elementary students to become lifelong mathematical thinkers. This program begins with the premises that students can, and must, learn more mathematics than had been previously expected from using a traditional program, and math is meaningful to children when it is varied, rich, and rooted in real world problems and applications. Everyday Mathematics instructional design is carefully crafted to capitalize on student interest and maximize student learning. The program emphasizes higher-order critical thinking skills through each of the following mathematical strands: operations, patterns, functions, and sequences. Moreover, it uses more of the math spectrum by exploring data and chance, geometry and spatial sense, and algebraic expressions using variables.

In the Everyday Mathematics curriculum, children are taught problem solving using various algorithms. Recently added to the program is the Student Reference Book, which is organized to help students find information quickly and easily, and provides students and parents with concrete descriptions and examples when a new algorithm is introduced or when a reference point is needed. Skills are categorized as beginning, developing, or secure with each skill scaffolding onto the previous year. The Math Boxes within the program emulate the scaffolding effect. Manipulative and mathematical tools are used extensively throughout the program. Finally, it enhances the home-school partnership through its various home links and parent letters which are informative and keep the parent involved with the current skills.

Since the adoption of this curriculum, our district has instituted Family Math Nights to educate parents in the components of the enriched curriculum. Butler Area School District has also adopted ClassWorks Gold, a math software program that allows every student to work at an individual pace and challenges each student with math activities that coincide with the current focus skill.

This relates to Butler Area School District's mission statement by encouraging life-long learners and thinkers. High expectations for optimal individual achievement are encouraged in our math curriculum which is correlated with NCTM standards. The parent-partnership is encouraged, carries over into other subject areas, and becomes part of the ongoing classroom routines. Every student is encouraged to reach his/her fullest potential.

**4. Describe in one-half page the different instructional methods the school uses to improve student learning.**

The staff at Center Township Elementary School employs many different instructional methods to improve student learning. In all grades, the use of the Everyday Math curriculum allows and encourages the use of manipulative materials for hands-on experience with numeration. It also provides many visual cues such as charts, tables, and graphs. To supplement the curriculum, the teachers use the “*ClassWorks Gold*” software for mathematics. Each child in the school can work on this software in one of our two computer labs independently, at his own skill level and at his own pace. This provides the teacher with a source of remediation or enrichment activities for each child.

The Harcourt Collections reading series provides for the integration of language arts activities. Reading, spelling, grammar, and daily oral language activities are based around each story. Teachers may also use the Intervention Reader at each level, as well as the “Take-Home Books” to support and reinforce reading vocabulary. The “*ClassWorks Gold*” software program is also available in the language arts skill areas and follows the same format as the math software. Two reading specialists and three learning support teachers are also working with children to build phonemic awareness and comprehension skills through guided practice and repetition. The speech therapists and language teacher are building skills using the *Lindamood Individual Phonics Sequencing* and the “*Visualizing and Verbalizing*” programs. Teachers use many modifications to insure the success of each student. All primary grade classes are supplied with an FM microphone amplifier system. This system assists hearing impaired students and students with attention deficit. In grades 3-6, each student uses an assignment book to record daily homework assignments. The assignment book allows for organization of both short and long range planning and encourages communication with the family. In many cases, structured study guides are used for content courses such as science and social studies. The K-6 science program consists of four modules for each grade level that are hands-on and designed for cooperative learning groups. The social studies curriculum provides a recording of each chapter for children who may need to hear the lesson more than once in order to retain the information. Teachers make use of guest speakers and simulations such as Colonial Days, Heritage Days, and Civil War Days to make history come alive.

**5. Describe in one-half page the school’s professional development program and its impact on improving student achievement.**

Throughout the summer months, a wide array of Continuing Professional Development workshops are made available to the professional staff of the Butler Area School District. These full or ½ day workshops are planned and selected with careful thought and deliberation by the Continuing Education Plan Committee. This committee is comprised of a panel of administrators and teachers, at both the primary and secondary levels, as well as parent, community, and business representatives.

This committee, and its ensuing plan for continuing professional education, was developed for the purpose of meeting the overall professional needs of the District and all its professional employees. Ultimately, the workshop selections reflect a direct correlation to our

District's *Strategic Plan* and our curricular goals, in order to specifically enhance the development of the teachers within the Butler Area School District.

The workshops are presented by persons with a great deal of knowledge, expertise, and experience within their chosen fields. Participation in a vast majority of the Professional Development workshops provides our staff a direct link to improved familiarity, understanding of, and/or acquisition of knowledge in the areas of our core curriculum. A primary focus is placed on language arts, mathematics, science, and social studies instruction, as well as the integration of technology into the classroom.

The materials and ideas presented are designed in a way, which both encourages and promotes immediate employment and implementation within the classroom setting. Our teaching staff is given the opportunity to enroll in the workshops that they feel would be most beneficial to enhance the subject matter being taught at their own specific grade level. This self-selection process provides our staff with the opportunity to acquire and strengthen the skills needed to ensure that Butler students are able to meet outcomes and standards set forth by the state of Pennsylvania. Thus, providing a direct link to improved classroom instruction and increased student acquisition of knowledge.