

REVISED
March 16, 2005

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

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

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

School Mailing Address 735 Washington Road
(If address is P.O. Box, also include street address)

Pittsburgh Pennsylvania 15228-2044
City State Zip Code+4 (9 digits total)

County Allegheny School Code Number* 103026402-000000245

Telephone (412) 344-2141

Website/URL www.mtisd.org E-mail cheisler@mtisd.net

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 _____

Name of Superintendent* Dr. George D. Wilson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Mt. Lebanon School District Tel. (412) 344-2076

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 _____

Name of School Board President/Chairperson Mrs. Carol Walton
(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 _____

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

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.

1. The school has some configuration that includes grades K-12.
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years.
3. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
4. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
5. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
6. 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.
7. 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.

1. Number of schools in the district: 7 Elementary schools
 2 Middle schools
 1 High schools

 10 TOTAL

2. District Per Pupil Expenditure: \$11,969.00
 Average State Per Pupil Expenditure: \$10,761.00

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. 8 Number of years the principal has been in her position at this school.
 If fewer than three years, how long was the previous principal at this school?

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	21	19	40	8			
1	25	27	52	9			
2	20	24	44	10			
3	36	20	56	11			
4	37	35	72	12			
5	38	34	72	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							336

6. Racial/ethnic composition of the students in the school: 90 % White
3 % Black or African American
2 % Hispanic or Latino
4 % Asian/Pacific Islander
1 % American Indian/Alaskan Native
100% Total

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	16
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	23
(4)	Total number of students in the school as of October 1	349
(5)	Subtotal in row (3) divided by total in row (4)	0.0659
(6)	Amount in row (5) multiplied by 100	6.8%

8. Limited English Proficient students in the school: 2 %
5 Total Number Limited English Proficient
Number of languages represented: 4
Specify languages: Chinese, Serbian, Turkish and Spanish

9. Students eligible for free/reduced-priced meals: 4 %
Total number students who qualify: 13

10. Students receiving special education services: 13 %
45 Total Number of Students Served

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

___ Autism	<u> 1 </u> Orthopedic Impairment
___ Deafness	<u> 8 </u> Other Health Impaired
___ Deaf-Blindness	<u> 14 </u> Specific Learning Disability
<u> 1 </u> Hearing Impairment	<u> 25 </u> Speech or Language Impairment
___ Mental Retardation	___ Traumatic Brain Injury
___ Multiple Disabilities	___ Visual Impairment Including Blindness
___ Emotional Disturbance	

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

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> </u>
Classroom teachers	<u> 16 </u>	<u> 11 </u>
Special resource teachers/specialists	<u> 4 </u>	<u> </u>
Paraprofessionals	<u> 2 </u>	<u> </u>
Support staff	<u> 1 </u>	<u> 4 </u>
Total number	<u> 24 </u>	<u> 15 </u>

12. Average school student-“classroom teacher” ratio: 21:1

13. Show the attendance patterns of teachers and students as a percentage.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96 %	96 %	96 %	96 %	95 %
Daily teacher attendance	2 %	2 %	2 %	2 %	2 %
Teacher turnover rate	4 %	4 %	11 %	0 %	0 %

PART III – SUMMARY – Narrative Snapshot of the School

“Washington: Where Good Things Happen” is our joint PTA/school theme. Washington Elementary is located in the heart of the Mt. Lebanon business district. Built in 1923 as a high school, Washington Elementary School is highlighted on the Mt. Lebanon Walking Tour for its unique architectural features. We are fortunate to be a walking community where students and parents walk to and from school. We promote the “Washington Way,” where the entire Washington team strives to be respectful in all of our actions, our thoughts and our words. Our vision for this school year is to enhance our students’ writing skills through Writers Workshop and to connect writing to all curricular areas on a daily basis.

The team spirit shines through from the start to the finish of the day at Washington. Every morning fifth grade safety patrols and the principal greet all students and parents entering the school. A friendly welcoming reminder to “Have a nice day!” can put a smile on any visitor’s face. Students hustle to the classroom where teachers meet and greet them at the door. The day begins with the morning announcements, as the principal and the fifth grade announcer share the message of the day, school news, student birthdays, and the character education attribute of the month before reciting a school-wide Pledge of Allegiance.

Lunch time has a variety of options. Students may walk home for the lunch hour, walk Uptown for a special lunch or have a brown bag lunch in our lunch room. Washington PTA provides a wide range of lunch time clubs that enrich the education of our students. Students can play chess, learn a foreign language, operate a school store, get physically fit and/or participate in Junior Great Books. Once a month, students join the principal for a special birthday social, eating lunch, enjoying an ice cream treat and listening to a short story or fun poems.

Washington Elementary students are engaged in active participation and higher level learning every day. Academics are centered on Pennsylvania and national standards, so that all students achieve at the highest level. Writers Workshop and reading are district-wide initiatives that are at the core of our building vision. Our classrooms and hallways are adorned with the student writing of many genre, especially responses to literature, our most recently taught mode of writing. Specific writing standards and elements of the genre are displayed in each classroom to highlight each grade level’s writing goals. Technology is integrated throughout the curriculum via the Internet, interactive PowerPoint, Smart Boards, Alpha Smarts, and computers connected to monitors via aver keys. Our teachers are facilitators in the classroom, providing students with the appropriate levels of support based on individual learning needs. Resource personnel work within the regular classroom and separately to provide extra support to students. Students can be seen coming and going for music lessons, extra support and special subject classes. All year long our students enjoy our outdoor learning garden that our PTA designed and planted.

Our connection to the community is important. We keep our Washington community “in the know” about our school’s activities through our numerous window messages, frequently up-dated website and weekly flyers. Our PTA and parent volunteers are highly visible in the school. Parents work in the classrooms supporting both teachers and students with the many school initiatives we have in place. We value our parents and community members for their active involvement and participation in the school. We average between 30 and 50 visitors/volunteers a day.

Washington Elementary is really the heart of a caring community. We take literally our theme “Where Good Things Happen.” Each week of the month we contribute to a cause and we support any and all families who need us. The entire Washington community rallies around our causes, and both students and teachers contribute in some way. Students reflect in writing about our service learning projects which can

be found on our website and classrooms. Regardless of the activity or focus, we always have a writing connection.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Meaning of the school's assessment results in reading and mathematics.

Washington's math scores in 2003-2004 indicated that 99% of our students were at or above the *Proficient* level compared to 62% at the State level. Eighty-seven percent of these students were advanced. This represents almost twice as many students that were *Advanced* in 2002-2003. In reading, Washington had 95% of its students at *Proficient* or above compared to the State's 62%. Once again, Washington almost doubled the percentage of students in the *Advanced* range from 2002-2003 to 2003-2004.

As indicated in our assessment charts, the Washington population is quite homogenous. Therefore, subgroup analysis is not possible.

For additional information on the PSSA refer to our Pennsylvania Department of Education's website at www.pde.state.pa.us.

Washington also administers the Stanford Achievement Test to students in grades one through five in the spring of each year. Our results indicate that our students are performing significantly above the national mean. For example, Washington's fifth grade mean score was at the 88th national percentile in Total Reading and at the 95th national percentile in Total Mathematics. Therefore, this represents another measure of our academic excellence.

2. Show how the school uses assessment data to understand and improve student and school performance.

On-going assessment occurs in all areas in order to provide differentiated instruction for all levels of learners. At the start of each school year the building principal and the grade level teams use a variety of data to set building-based and grade-level achievement goals. Achievement goals are aligned with the Pennsylvania standards and are used to help make curriculum decisions and guide instruction.

Our reading instruction is data driven. Three times a year every child in grades K-3 is individually evaluated using the DIBELS assessment. Students who are not meeting the benchmarks receive individual instruction either by the reading specialist or Instructional Support Teacher. Progress is monitored on a weekly basis to determine the appropriateness of the instruction and to measure the program's effectiveness.

The building principal is continually involved in student progress. She reviews all student report cards every nine weeks and uses this information to help the classroom teachers make sound decisions about student academic growth. Students needing extra support based on their academic achievement or social or emotional welfare are referred to the Instructional Support Team (IST). The Instructional Support Team, which includes the parents of the child at risk, uses student assessment data to determine appropriate interventions to help the student improve academically or socially. Additionally, the guidance counselor and inclusion specialist are available to support the classroom teacher and use data from their observations to make recommendations for classroom accommodations.

The Stanford 10 Achievement Test data, DIBELS assessments, Pennsylvania System of School Assessment (PSSA) test results, Otis-Lennon School Ability Test, and the students' classroom performance are methods used by the principal and teaching staff to determine eligibility for specific programming for students. For example, a student may qualify for Title I reading services based on his or her reading test scores.

3. Describe how the school communicates student performance, including assessment data, to parents, students, and the community.

The Washington faculty frequently shares student performance with all necessary parties and believes it is an important part of the home-school connection. It is also our belief that the information that we share with parents and students is clear and at their level of understanding. Twice a year parent teacher conferences are scheduled so that teachers and parents have a personal contact to discuss the academic and social progress of individual students. Student portfolios with work samples are used during the conferences to support the grades earned on the student report cards. Every nine weeks, report cards are provided to parents and students to show progress.

Teachers have clear expectations and guidelines that are shared with their students. Rubrics are shared with the students so that they understand the lesson objective and strive to meet the highest level. Students are able to articulate the standard that they are learning as well. The principal also shared the writing rubric with parents via a principal's coffee and newsletter.

The Washington School Report Card can be found on our website as well as in the principal's office. Listed on our report card are test scores and general information about our school. Also, in the principal's opening letter on the website, current information about our PSSA test scores is highlighted as well as samples of proficient student writing.

All individual test results are shared with parents. Classroom teachers send home student class work as well as test results in the different subject areas. Communication is on-going between the teacher and the parents and parents can request a conference or IST meeting at any time. All standardized test results are sent home accompanied with a letter from the principal to assist parents in understanding and interpreting results. Once a year at a televised presentation to the Mt. Lebanon Board of School Directors district test data are shared with the community. Also, every household in Mt. Lebanon is mailed an annual performance report which includes the district assessment results and additional information.

4. Describe how the school has shared and will continue to share its successes with other schools.

During a "walk-through," Washington Elementary teachers had the opportunity to share their early successes with Writers Workshop with the seven elementary principals, the superintendent, the curriculum director, language arts supervisor and Writers Workshop professional development trainer. During a November visit, the team of visitors toured all of the classrooms to see how Washington was implementing the new writing program. First, the principal shared how teachers organized mini-lessons and set up their classrooms. Then during observations teachers modeled writing lessons for the visitors. The team provided feedback on the building's approach, and then returned to their buildings to share Washington's successes with their classroom teachers. The Washington principal was able to share the steps she had taken with teachers to support the Writers Workshop model in the classroom. The Washington Elementary writing coach worked with second grade teachers across the district to share Writers Workshop suggestions and recommendations. A second grade criteria list was generated from this meeting.

Washington Elementary applied for and received a grant to train all kindergarten through third grade teachers and resource teachers in the Pennsylvania’s K-3 Reading Initiative. All of the training sessions were held at Washington school (180 hours of in-service) and elementary reading specialists joined the Washington faculty. During district-wide, grade-level team meetings, Washington teachers shared information about the K-3 Reading Initiative, with the reading specialist and classroom teachers modeling the DIBELS assessment process for other K-3 teachers. Washington was one of two schools that gained this training and used this method of assessment and data gathering information in the area of reading.

PART V – CURRICULUM AND INSTRUCTION

1. Describe the school’s curriculum.

The Mt. Lebanon elementary curriculum is comprehensive and standards-based. Curricular areas other than reading and writing will be described in this section. Social Studies: The curriculum uses the “expanding horizon design.” The present content framework was developed directly from the Pennsylvania Academic Standards for Civics and Government, Economics, Geography and History. Students learn how people live in social groups and make the decisions necessary to carry out human activity. The program is structured to provide the students with geographic concepts and skills, historical perspective and process, economic principles and their application, and the roles, responsibilities and values of being a citizen in our country. Mathematics: National, state, and district standards serve as the framework for the curriculum. Students at every grade level address the mathematical topics of number systems, computation, estimation, measurement, reasoning, problem solving, statistics, probability, algebra, and geometry. Our instructional program promotes students’ abilities to reason mathematically, communicate effectively, and make connections across academic disciplines. The teachers ensure that student progress goals and academic standards are being met by utilizing assessment anchors to align student assessment to the standards. Science: The approach to teaching elementary science is one of inquiry and discovery through investigative experiences. A state and national standards-aligned curriculum incorporates technology across the disciplines of life, physical, earth, and space science. A “Focus-Explore-Reflect-Apply” learning cycle model infuses research-based instructional strategies into instruction. Instruction is focused through the uncovering of ideas students have about the content. Students then engage in hands-on explorations of the phenomena to be investigated. Small and whole group discussion and writing are utilized to help the students reflect upon their discoveries and to construct a system of understanding that is scientifically acceptable, can be shared with others, and finally, applied to new situations. Through this process, students construct an understanding of scientific concepts at a developmentally appropriate pace, develop critical thinking skills, and increase their ability to understand and problem solve. Guidance: Students participate in a comprehensive and developmental school counseling program. Monthly classroom guidance lessons focus on specific attitudes, knowledge and skills to support student learning in the classroom. Students with a common concerns engage in small group and individual counseling as needed. The school counseling program implements the standards established by the American School Counseling Association to maximize each student’s academic, career and personal/social development. Computer Technology: The role of technology is to enhance student learning by providing powerful opportunities to support problem solving and higher-order thinking skills through constructivist activities. Technology assists students with the construction of knowledge through active, tactile learning in all disciplines. Spanish: Students in grades one and two receive Spanish instruction. The curriculum is based on the National Standards for Foreign Language Learning and focuses on developing communicative skills and a multicultural perspective. The program is a content-related world language which reinforces and supports grade-level curriculum and social values in addition to teaching language and culture. Special Subject Areas: Students meet with

certified teachers weekly who use course guides that follow professional standards in the areas of art, vocal and instrumental music, health, physical education and library science.

2a. Describe the school's reading curriculum.

The faculty at Washington Elementary School is committed to the Pennsylvania Standards of Reading: learning to read independently; reading critically in all content areas; reading, analyzing and interpreting literature; developing a variety of written responses to literature; developing listening and speaking skills; and learning to do research.

The Mt. Lebanon School District's reading program is based on scientific research summarized in the National Reading Panel report. This panel made recommendations regarding successful teaching practices which include the Five Big Ideas. These are designed to teach these critical areas both explicitly and systematically to all students. The Five Big Ideas are phonemic awareness, alphabetic principle (phonics), fluency, vocabulary, and text comprehension. At Washington Elementary School, primary teachers devoted 80 hours of in-service time to learning, analyzing and implementing this critical information in a K-3 Pennsylvania Reading Initiative workshop.

Students in primary grades are actively working to master the basic decoding skills. Differentiated instruction, progress monitoring, and small group reinforcement of skills permit students to be successful in early reading at their instructional level. Daily opportunities to read decodable texts and to listen to quality children's literature enhance the child's fluency, vocabulary, comprehension and the critical analysis of literature. In the late primary and throughout the intermediate grades, children are involved in the understanding of and responses to literature. Responses to literature help to create the critical integration of all aspects of literacy: writing, speaking, listening, viewing and developing critical thinking skills. Our students engage in a variety of reading experiences such as literature circles, dramatizations, reader's theater, letter writing and oral presentations.

It takes a village to develop readers and encourage a lifelong love of reading. Washington Elementary School children are motivated to read through a variety of opportunities and resources: the Accelerated Reader Program, Washington Reads One Million Words Program, parent reading volunteers, and the Principal's Book of the Month where students also demonstrate their comprehension of this piece of literature by practicing their skills in the response to literature writing genre.

3. Describe one other curriculum area.

During the year since its inception in our school, Writers Workshop has become the centerpiece of our challenging curriculum. Although a district-wide commitment to writing in the 1980s brought the work of Donald Graves to the elementary writing program, other curricular initiatives at the elementary level caused a loss of focus on the critical skill of writing. Using national standards as the framework, teachers received four days of intensive training during the first semester of its implementation in the fall of 2003. The model for Writers Workshop is an uninterrupted one-hour time frame that includes: a five to ten minute mini-lesson that focuses on strategies for achieving the elements of good writing as they are outlined in the standards, an extended independent writing time of approximately thirty minutes, and a ten minute closing activity entitled Author's Chair where students share their writing and receive feedback for revision. Classrooms are set up to support the writing initiative. A writing bulletin board in each classroom displays the writing standard with student work and accompanying teacher and/or student commentary. The gathering area of the room is where the students learn the mini-lesson of the day, returning at the end of independent writing time to share and listen to student writing pieces. Individual and small group instruction is provided and progress monitored through skillful conferencing. Each gathering area in each classroom has a special Author's Chair. Unique to Washington are the specially designed Author's Chairs created by the school custodian. He has designed chairs that reflect the personality of the classroom teacher. His chairs were featured in our local newspaper and our township's

publication *Mt. Lebanon Magazine*. Each nine weeks, grade level teams focus on a specific writing standard and genre, including narrative account, narrative procedure, report writing and response to literature. In its commitment to high achievement and active engagement, Writers Workshop has provided an important focus for learning at Washington Elementary School.

4. Describe the different instructional methods the school uses to improve student learning.

At Washington Elementary School many instructional methods and learning strategies are used to improve student learning. Grade level teams use flexible grouping to meet the needs of all learners. These groups are formed based on academic need or student interests. Flexible groups change when the objective for the group has been mastered. Grade level teams plan instruction and methods according to the different subject areas.

Mathematics instruction begins with pre-testing which enables teachers to plan according to the best practices necessary to teach the math objectives. Students learn through hands-on materials, modeling, investigation, discovery approaches and paper-pencil activities. In language arts, teachers use leveled readers, literature circles, and practice materials at the students' reading and writing levels to ensure success and reinforcement at the same time. Enrichment and remediation instruction are a staple within the curriculum. In many classrooms there is a menu of enrichment and remediation activities from which students may choose. Teachers guide students so that the activity is at the appropriate level of challenge. In addition to flexible groups, teachers plan for whole and small group instruction as well as cooperative groups and peer tutoring. In science class, students work in cooperative groups experimenting, researching and using inquiry methods to accomplish a project or make discoveries based on a hypothesis. Technology is also incorporated into all subject areas. Students frequently use computers for practice, research, composition and publishing; Alpha Smarts to word process; Smart Boards as an interactive teaching tool; and hand-held devices are beginning to be used as an alternative to paper-pencil type assessment.

Students' needs and levels of understanding dictate the methods a teacher uses to teach a lesson. Teachers may use a variety of methods throughout a particular lesson. The teacher models the concepts to be taught and facilitates learning in a way that supports all students to learn and achieve at their highest possible level.

5. Describe the school's professional development program and its impact on improving student achievement.

Each year the district provides eight full days of in-service for staff development. There are also early dismissal times for professional development twice a year. Staff development is either district-wide or building-based. For district-wide initiatives teachers meet as a whole, usually in grade level teams to guarantee consistency throughout the district by discussing commonly-developed academic achievement goals. New initiatives are a priority for staff development. The district plans a comprehensive time line so that the teaching staff has the support they need to implement new programming. At Washington, teachers are furthered supported in their progress in district initiatives. Exciting, recent district initiatives and professional development opportunities are Writers Workshop, research trends in reading, Smart Board training, differentiated instruction, technology integration and the impact of state and national standards.

All in-service programs center on making an impact on student achievement. The Washington teaching staff contributes to the professional development of the faculty by holding lunch time meetings once a month on a topic of interest or need. For example, the last "Lunch Bunch" topic was making appropriate accommodations for gifted youngsters. The Washington faculty has been engaged in this additional

learning for the past seven years. Also, built into our professional development guidelines, all teachers must earn thirty credit hours of in-service outside of the school district.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

The Pennsylvania System of School Assessment (PSSA) is a mandated state assessment in reading and mathematics. Student scores are reported as the percentage of students tested whose performance was Below Basic, Basic, Proficient, and Advanced. These categories are defined as follows:

Advanced-Superior academic performance indicating an in-depth understanding and exemplary display of the skills included in Pennsylvania's Academic Standards.

Proficient-Satisfactory academic performance indicating a solid understanding and adequate display of the skills included in Pennsylvania's Academic Standards.

Basic-Marginal academic performance work approaching, but not yet reaching, satisfactory performance. Performance indicates a partial understanding and limited display of the skills included in the Pennsylvania's Academic Standards, and the student may need additional instructional opportunities and/or increased student academic commitment to achieve the Proficient level.

Below Basic-Inadequate academic performance that indicates little understanding and minimal display of the skills included in Pennsylvania's Academic Content Standards. There is a major need for additional instructional opportunities and/or increased student academic commitment to achieve the Proficient level.

**PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT
FIFTH GRADE MATHEMATICS**

Edition/Publication years 2000-2004

Publisher: Commonwealth of Pennsylvania

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	April	April	April	April
SCHOOL SCORES					
% At or Above Basic	99	93	100	98	100
% at or Above Proficient	99	83	89	90	92
% Advanced	87	46	51	68	67
Number of students tested	60	83	78	81	51
Percent of total students tested	100	100	99	99	100
Number of students alternatively assessed	0	0	1*	1*	0
Percent of students alternatively assessed	0	0	1	1	0
STATE SCORES					
% At or Above Basic	80	78	75	78	78
% at or Above Proficient	62	56	53	53	52
% At Advanced	37	28	26	23	27

**PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT
FIFTH GRADE READING**

Edition/Publication years 2000-2004

Publisher: Commonwealth of Pennsylvania

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	April	April	April	April
SCHOOL SCORES					
% At or Above Basic	98	95	97	99	98
% at or Above Proficient	95	78	86	84	88
% Advanced	75	40	37	48	57
Number of students tested	60	83	78	81	51
Percent of total students tested	100	100	99	99	100
Number of students alternatively assessed	0	0	1*	1*	0
Percent of students alternatively assessed	0	0	1	1	0
STATE SCORES					
% At or Above Basic	81	78	80	77	78
% at or Above Proficient	62	58	57	56	55
% At Advanced	34	27	18	20	29

* This number represents students who took the State's alternate assessment (PASA) due to the recommendations of the IEP team. There are no subgroups reported due to insufficient numbers to disaggregate the data. The population of Washington school is quite homogenous.