

# 2006-2007 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

**Cover Sheet** Type of School: (Check all that apply)  Elementary  Middle  High  K-12   
Charter

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

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

School Mailing Address 764 Beverly Drive  
(If address is P.O. Box, also include street address.)

West Mifflin PA 15122-3235  
City State Zip Code+4 (9 digits total)

County Allegheny State School Code  
Number\* 103029603

Telephone ( 412 ) 466-1820 Fax ( 412 ) 469-3357

Web site/URL www.wmasd.org E-mail hudakmj@wmasd.org

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\* Mr. Patrick Risha  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name West Mifflin Area School District Tel. ( 412 ) 466-9131 Ext. 111

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 Mr. John Donis  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

\_\_\_\_\_  
(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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:       4   Elementary schools  
   1   Middle schools  
   \_\_\_\_\_ Junior high schools  
   1   High schools  
   \_\_\_\_\_ Other
- 6   TOTAL
2. District Per Pupil Expenditure:      \$11,431.00
- Average State Per Pupil Expenditure:  \$10,850.18

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4.   6   Number of years the principal has been in her/his position at this school.
- \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	14	20	34	8			
1	22	29	51	9			
2	17	26	43	10			
3	13	19	32	11			
4	14	26	40	12			
5	21	16	37	Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>237</b>

*[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]*

6. Racial/ethnic composition of the school:
- |                   |                                  |
|-------------------|----------------------------------|
| 73                | % White                          |
| 26                | % Black or African American      |
| 1                 | % Hispanic or Latino             |
| _____             | % Asian/Pacific Islander         |
| _____             | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

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

7. Student turnover, or mobility rate, during the past year:   4  %

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	4
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	6
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	10
<b>(4)</b>	Total number of students in the school as of October 1	237
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.04
<b>(6)</b>	Amount in row (5) multiplied by 100	4

8. Limited English Proficient students in the school:   .01  %  
  2   Total Number Limited English Proficient

Number of languages represented:   1    
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals:   41  %  
Total number students who qualify:   100

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



## **PART III - SUMMARY**

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The West Mifflin Area School District is located 12 miles east of Pittsburgh, PA in the heart of the Mon Valley. Once surrounded by a thriving steel industry, the demise of the mills in the 1980's had and still has a tremendous economic impact on our region. Proud of our past, striving for new economic development, West Mifflin is a true melting pot of diverse socio-economic background as well as ethnicity. Providing educational service to 3190 students, the suburban West Mifflin Area School District represents the "real world" with entrenched roots. Proud of our state of the art high school and stadium, with current planning for a new middle school, Clara Barton is one of four elementary schools. Once a neighborhood school, 90% of Clara Barton students are now bused to our 29.10-acre campus on the south end of the borough. Close to the Allegheny County Airport, Century III Mall, and the south campus of Community College of Allegheny County, Clara Barton serves students from Whitaker and West Mifflin Borough.

Our mission of the West Mifflin Area School District is to provide all students with a quality education in a safe and caring environment. We will achieve this mission by encouraging students to develop to their maximum potential and to value lifelong learning. We are dedicated to enabling students to be responsible, contributing, and ethical citizens.

Clara Barton has two-½ day Kindergartens and 2 classes each of 1<sup>st</sup>-5<sup>th</sup> grades. Our average class size is 20 students. The exception is our current 1<sup>st</sup> & 2<sup>nd</sup> grade classes, which have 26 students per class.

Our school is a school that is committed to meeting the needs of its students to maximize their potential. With 41% of our students receiving free and reduced lunches, we offer a before school breakfast program. We operate on a block schedule that pairs grade levels of special area classes during the same period. This creates a collaborative planning period for grade level teachers 3-4 days per week.

Clara Barton provides a comprehensive curriculum with integrated instruction supported by appropriate technology. Our school has a 30-work station computer lab, 2 smart boards, 2 computer workshops per classroom and 3 workstations in the library.

Our school has tremendous community support. Local businesses provide financial support for special projects. Attendance at school programs is high. Our active PTA funds a well-rounded menu of in-school activities, off site learning, and after-school activities. Our local police, along with our local magistrate and mayor, provide a wealth of information with their luncheon visits and special appearances.

Our namesake's mantra "You must never think of anything except the need and how to meet it" is embraced as a true belief statement of the staff and faculty at Clara Barton. We work collaboratively with students, parents, and the community believing we can teach all students, at all levels by designing our curriculum and teaching strategies to meet the individual needs of each student. Through bi-monthly grade level meetings, we analyze academic needs through assessments and develop opportunities for all students to attain proficiency at state benchmarks. Always thinking of the "need", we work as a team, Kindergarten-5<sup>th</sup> grade, to support each other and develop instructional strategies to improve and review our curriculum. Additional support is offered through our Read to Succeed personnel, Title I Reading and Math programs, librarians, special needs personnel, counselors, and our gifted teacher. Through our Accountability Block Grant, an after school tutorial program and a 3 week summer school program were initiated. Clara Barton staff is especially proud of their development, writing, and printing of a primary and intermediate dictionary now used district wide.

At Clara Barton all 237 students of such diverse socio-economic needs flourish emotionally, socially, and academically in a caring nurturing environment. Trained in Glasser's Responsibility Training along with a Character Education Program, our students respect others and show support for our elderly through our "Take Your Grandparent to Lunch Day". Our students have honored our World War II veterans and remembered our elderly in nursing facilities. Learning is a lifelong process that occurs outside the classroom as well as inside.

Believing that early intervention is the key, technology programs such as Star Literacy Assessment for Kindergarten and Essential Skills Sight Word Phonics and Reading Comprehension software for grades 2 & 3 are utilized along with Study Island a tutorial package for Math and Reading for grades 2-5. In addition, Clara Barton has a building wide writing assessment component Kindergarten –5<sup>th</sup> grade

with weekly prompts and daily journal writing including student self-evaluation.

Always thinking of our “need” and how to meet it, the Clara Barton staff is proud of its school and community.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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**1. Assessment Results:** Clara Barton employs a number of local assessment instruments to measure student achievement in reading and math. The Terra Nova is used in first and second grades and the PSSA is given in to students in grades three to five. For the PSSA, the state provides school and individual student results in four levels of student performance, advanced, proficient, basic, and below basic. Results of the assessment are reported for individual students, schools, and districts.

Proficiency levels for students are defined as follows:

- Advanced: Superior academic performance indicating an in-depth understanding exemplary display of skills.
- Proficient: Satisfactory academic performance indicating a solid understanding and adequate display of skills.
- Basic: Marginal academic performance, work approaching, but not yet reaching satisfactory performance. This level indicated a partial understanding and limited display of skills.
- Below Basic: Inadequate academic performance that indicates little understanding and minimal display of skills.

For addition information, the Assessment section of the Pennsylvania Department of Education’s website, <http://www.pde.state.pa.us>

The reading and math PSSA test included open-ended task and multiple-choice items. Open-ended tasks are useful in measuring students’ problem solving abilities in math, reading comprehensions, and critical thinking. In order to demonstrate Adequate Yearly Progress (AYP), schools must reach certain ranges. The targets for 2003-2004 were 35% proficient or advanced in math and 45% proficient or advanced in reading. For the 2004-2005 school year, the target levels were increased to 45% in math and 54% in reading. The targets for 2005-2006 remained the same.

An examination of the data from the PSSA shows an increase in the percentage of students scoring at the Proficient and Advanced categories in reading and math. In reading, the school increased the proficient level of students from 21% in 2003 to 63% in 2006 and reduced the number of students in basic from 32% to 13%. In math Clara Barton increased the number of students at the advanced level from 33% in 2003 to 53% in 2006. We also reduced the number of students at the basic level from 26% in 2003 to 11% in 2006. In the below basic category, we reduced the number from 9% in 2003 to 3% in 2006.

For economically disadvantaged students in reading, the percentage of students scoring at the advanced level increased from 8% in 2005 to 13% in 2006; in the proficient level, the students increased from 46% in 2005 to 60% in 2006; in the basic level, the students increased from 15% in 2005 to 20% in 2006. We reduced the number of students in below basic from 31% in 2005 to 7% in 2006.

In math, the economically disadvantage students increased from 31% in 2005 to 47% in 2006 in the advanced category. In the proficient category the students maintained from 46% in 2005 to 46% in 2006. We reduced the number of students in the basic category from 15% in 2005 to 0% in 2006. The number of students in the below basic category decreased from 8% in 2005 to 7% in 2006.

**2. Using Assessment Results:** Data analysis is essential in guiding instruction and decision-making. Focusing on student performance, the staff and faculty analyzed the data, identified the areas of need, set instruction priorities and realigned the curriculum where needed. At Clara Barton, we analyzed where the gaps occurred and developed pacing charts to ensure that needed instruction was taught directly and systematically. Bi- monthly, the staff and faculty met in grade level meetings to discuss how the students could meet the standards. When students were not meeting benchmark targets, the Title I and the Read to Succeed personnel were utilized along with computerized tutorial programs. These initiatives have resulted in closing the achievement gap for these students.

At the beginning of each school year, Title I, along with the staff, administered curriculum based assessment tests in reading and math. Results of the assessment determines student and class performance levels with emphasis on adaptations to instruction for academic success.

For reading in grades 2-5, students complete an oral reading fluency assessment weekly and graph their progress in words per minute. This is a powerful motivator to ensure continued student improvement. A majority of students have met benchmark scores and continually set their goals higher and higher for words read per minute. For those students who have scored below benchmarks, flexible grouping was initiated with the emphasis on partner reading and repeated reading techniques.

All kindergarten students complete a phonemic awareness assessment two times a year in November and May to assess their progress in phonological awareness. Our results have shown that the main indicators of first grade reading success; segmenting phonemes, improved by 90% from November to May. After analyzing the results of the November assessment, Kindergarten teachers use a phonological awareness curriculum they developed with particular emphasis on the deficit skill areas shown on the test.

**3. Communicating Assessment Results:** The West Mifflin Area School District communicates school and student performance to parents, students, and community stakeholders in a variety of ways. Standardized test scores from the Terra Nova and the Stanford Achievement test, as well as student accomplishments are regularly shared with the community through the district's website, community newsletter, newspaper articles, monthly meetings between the superintendent and parents. In addition, student achievement-either individually or collectively- is highlighted at each Board Work Session.

Parents also receive an individual student report on their child's performance. This report provides the parents with their child's scores and performance levels in math and reading. It also provides detailed information on their child's performance on each of the Pennsylvania Academic Standards categories assessed. Included in this report are activities that parents can plan with their children to promote academic growth. Additional ideas and activities to help their children are provided by the Grow Network website at [www.PAgrow.com](http://www.PAgrow.com). Parents also have an opportunity to discuss their child's PSSA performance at Parent-Teacher conferences as well as individualized standardized test scores. Parents and teachers share their perspectives and develop plans to promote student success.

**4. Sharing Success:** Sharing best practices at Clara Barton, we learn from each other at our bi-monthly grade level meeting, common planning time, County wide in-service through the Allegheny Intermediate Unit, cross grade level meetings, and school wide meetings.

Outside the district our success is shared with the local chapter of Phi Delta Kappa, South Hills Area School Districts Association meetings, and with other school districts of our Intermediate unit.

In addition, Clara Barton Elementary had a unique opportunity to share its success on the PSSA when we were asked to present a power point presentation at the Pennsylvania Training and Technical Assistance Network on October 11, 2006. One feature of the presentation was how we attempted to meet the needs of our sub groups. As presenters, we were able to share statewide strategies we used to improve our scores. This unique opportunity allowed us a statewide forum for sharing student success.

## PART V – CURRICULUM AND INSTRUCTION

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1. **Curriculum:** The Art Curriculum at Clara Barton Elementary School balances specific learning objectives from the Pennsylvania Visual Arts Standards with independent creative thought so that each child can enhance their own higher-level thinking and problem solving skills. Inter-disciplinary projects and multi-cultural themes help promote student cooperation and the appreciation of art, within a 60-minute class.

The staff and faculty at Clara Barton have realigned the math curriculum to coincide with the PA state standards. Realizing that success on the PSSA was everyone's responsibility, Clara Barton teachers are central to the ongoing success of our PSSA results. All teachers have an hour and a half math block that allows for team teaching with student emphasis on explaining the strategies of the how and why of problem solving. Extensive board work is utilized by all students with follow-up through Study Island, our computer math program.

The standards based Social Studies curriculum is coordinated with geography, history, economics, social and economic diversity along with political analysis. A variety of resources including textbook, web-based and teacher made material are utilized. Our Health curriculum is linked authentically to other curriculum areas, connecting wellness, nutrition, and cultural differences within communities to create life long habits and attitudes.

Benchmarks are set for each grade level to develop competency in using computers as learning tools. In addition, all fifth graders are enrolled in a 40-minute class period to enhance computer competency. Our students and teachers utilize technology everyday. The software and web sites are critical to reinforcing the essential academic skills related to reading, writing and math. Incorporating a 40-minute computer lab period, all students are assured an opportunity to go "above and beyond" with their learning.

Students receive 80 minutes of vocal/general music per week with the opportunity to participate in a chorus as well as play a musical instrument. Proud of its strong music department, students also have the opportunity to attend a free 6-week class in the summer to enhance their instrumental skills. In addition, all elementary students are exposed to our High School musical and participate in a yearly elementary chorus presentation. Using differentiated instruction, our students develop skills in appreciating and practicing artistic expression. A PTA supported reflections program also enhances participation in art, music, photography and musical expression. The 4<sup>th</sup> & 5<sup>th</sup> grade chorus, band, and orchestra prepare for a District-wide Elementary Music Festival when all 4 elementary buildings join together for an evening program at the High School. Traditionally, students in the 1<sup>st</sup>, 2<sup>nd</sup>, and 4<sup>th</sup> grade attend the Pittsburgh Symphony school time concerts every year.

Our 40 minute Physical Education curriculum is committed to teaching lifetime fitness by providing activities students will pursue their entire life. Collaborating with our Music department, folk dancing and good eurhythmics are taught. In addition, our Physical Education department developed a "Fun" Fitness Day for the entire building in June. Healthy competition, appropriate social interaction, and fitness activities are developed in the organized physical education environment. Lastly, our Physical Education department is involved in charitable work through the American Heart Association in their Jump Rope for Heart Program.

Science revolves around scientific inquiry and hands on activities designed to teach core concepts within the National Science Standards. To develop the scientific process of discovery, imagination, curiosity, flexibility, sensitivity to living things, and respect for evidence are used to help students develop scientific reasoning and problem solving skills. In-depth investigation includes process skills, critical thinking skills, and research.

2. **Reading:** Adhering to Pennsylvania State Standards for Reading, writing, speaking, and listening, Clara Barton Elementary uses a balanced literacy approach combining word knowledge, fluency

comprehension and writing. A systematic sequence of skills helps students understand the sound system and gain meaning from a variety of text. The McMillian/ McGraw Hill Series is our core reading program. The primary level grades have a 2-hour language arts block with emphasis on flexible grouping.

Training in research based reading practices were provided by Dr. Jill Wilson, our consultant from Allegheny Intermediate Unit. The district provided teachers in grades 2-5 with monthly in-service training. At each training session, the scientifically based instructional strategies in word knowledge, fluency, comprehension, and writing were taught. Then teachers were observed by Dr. Wilson and each respective building principal monthly to insure that implementation of effective practices were being used. Additional materials were purchased to enhance the reading curriculum where obvious gaps were identified. Student products were purchased for word knowledge and fluency. During the school year, a six-week schedule of assessments is maintained. Classroom teachers use a combination of skills and benchmark assessments to determine student proficiency. District writing prompts and reading performance tasks have been devised for each grade level. Teachers discuss student work and performance at our bi-monthly grade level meetings. Conversation will focus on student needs and what services can be rendered to ensure growth and improvement. Tutorial computer programs such as Star Literacy, Essential Skills Sight Word, Phonics, Reading Comprehension, Breakthrough To Literacy and Study Island are utilized.

The PTA sponsored Book Fairs and participation in Mon Valley Reads, and Read Across America are part of a collaborative effort of enriching our curriculum and encouraging a positive attitude toward literacy. Students received Reading is Fundamental books three times a year.

**3. Additional Curriculum Area:** Eight years ago, West Mifflin acknowledged the need for developing a systematic writing system. Through collaboration with Dr. Jill Wilson, a consultant for AIU, teachers were trained to teach writing directly and systematically using her book, *Help Me Write: ADAPTING the Writing Process*. All elementary teachers in West Mifflin School District then devised a writing assessment system with prompts, rubrics and student checklist. This assessment system is an on-going process occurring 4 times a year.

At Clara Barton all students write daily in journals and respond to prompts weekly. Weekly prompts are posted outside each room so other students can read and enjoy other student writing. Students now have their own dictionary, which includes the 500 most used words in writing, state writing rubric, and a thesaurus. The staff at Clara Barton took the initiative to develop a primary and intermediate dictionary for all elementary students district-wide.

The West Mifflin Area School district offers a forty-minute Spanish language block for all students in grades 1-5. Developing skills in listening, speaking, reading and cultural appreciation are taught in a developmental sequence.

Appreciation of reading, along with information problem-solving, are key components fully integrated into each subject area set forth in the Pennsylvania school library information specialist tool kit for implementing information literacy in schools. The librarian collaborates with teachers to design lessons or provide classroom resources that extend, enhance, and reinforce student learning.

Making lifelong learners begins in kindergarten when the students come to the library to enjoy the magic of stories. Cultivating a love for literature, our librarian uses storytelling, reads aloud, puppetry, and book talks to motivate students to read. From the power of borrowing books to developing an information problem-solving model, our students develop a love for literature and become independent readers.

**4. Instructional Methods:** Clara Barton teachers use an array of instructional methods to promote learning.

Believing that assessment and instruction are tightly woven, we have used the PA writing rubric when  
NCLB-BRS (June 1, 2006)

planning and assessing authentic student writing. Our students and faculty use the state developed rubrics for open-ended writing responses in Math and Reading Assessments as well as demonstration, lectures, student drill, recall, explanations, investigations, simulations and the use of computer technology.

Our language arts program employs an integrated approach that allows the children to recognize the need for clear writing, speaking, and listening. Teachers use modeling throughout language arts instruction, emphasizing techniques that they want their students to master. During guided reading instruction, a teacher may “think aloud” demonstrating the process of interpreting, summarizing, synthesizing, or inferring. Our students “write across the curriculum: responding to open-ended questions in all content areas. Teachers in the later primary and intermediate grades focus a portion of daily instruction on the Reading and Mathematics anchors provided by the Pennsylvania Department of Education. Using the anchors, teachers have created materials that make learning fun and interesting. As an example, a game of Math Olympics was created with categories based upon the Pennsylvania Mathematics Standards. Supplementing all of these classroom efforts is an after-school tutoring component, which provides additional support for students. Most importantly, while we rely on research-based strategies, our teachers maintain a professional respect and appreciation for one another’s ideas, suggestions, and perspectives on instructional challenges.

Understanding that variety and flexibility are essential for effective teaching, common practices include modeling, scientific inquiry, cooperative learning, differentiated instruction, team teaching, creative problem solving, peer teaching, direct instruction, flexible grouping, and technology.

Knowing learning is a life long process, the Clara Barton staff instills a love of learning in a caring, nurturing environment.

**5. Professional Development:** The West Mifflin Area School District recognizes that highly trained teachers with an expansive pedagogy will positively impact student achievement. Consequently, our district embarked on a district wide professional development program that realigned our curriculum to the state standards. In addition, assessment questions were developed for all areas of instruction with assessments occurring every six weeks.

The need to improve student-reading achievement was a major focus. A new reading series, which focuses on vocabulary, phonics, comprehension, and fluency, has been adopted. Several teachers are attending the AIU Reading Achievement Center to improve instruction at the primary level. Equally important, in an effort to improve science and social studies achievement, new textbooks were researched and adopted with curricular changes and standards reflected in teacher prepared curriculum maps.

Our Read To Succeed grant offered major growth and development at the elementary level. Reading specialists, with new strategies and research based instruction, and ongoing classroom assessment at the primary level are an example of strategies utilized.

Our program meets the needs of our first year teacher(s) with a mentoring program initiated by our AIU with teachers developing their own respective action plans mentored by tenured staff. Professional development also occurs during common planning time as well as in district department chair committee meetings. The district conducts full days of in-service for staff development. These days are either district-wide or building based. A collaborative effort has been established with the University of Pittsburgh to help the district grow as a team collectively working toward a common goal. New initiatives are a priority for staff development. Exciting new initiatives in recent years have included using data to drive instruction and instructional strategies to adapt materials and processes for all learners, and technology integration. In addition, a countywide in-service program is held in October for all Allegheny County teachers offering over 200 professional development choices at various school locations.

In addition to the district's scheduled in-service days, the district provides financial support each year for professional workshops and college credits.

These professional development initiatives advance our capacity to meet the diverse needs of all our students through effective practice.

## PART VII - ASSESSMENT RESULTS

CLARA BARTON ELEMENTARY

Grade 5 Math Scores

Test - Pennsylvania System of School Assessment

MATH - Grade 5	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002	Comments
% at Proficient plus Advanced	87	79	54	66	56	
% at Advanced	53	37	21	34	23	
# of Students Tested	38	38	42	47	52	
% of Students Tested	100	100	100	100	100	
# of Students Excluded	0	0	0	0	0	
% of Students Excluded	0	0	0	0	0	

SUBGROUP SCORES						

Economically Disadvantaged						
% at Proficient plus Advanced	94	77	32	58	*	
% at Advanced	47	31	13	8	*	
# of Students Tested	15	13	16	12	*	
% of Students Tested	100	100	100	100	*	

\* Subgroups are printed only when the total number of students in a group is at least 10.

CLARA BARTON ELEMENTARY

Grade 5 Reading Scores

Test - Pennsylvania System of School Assessment

Reading - Grade 5	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002	Comments
% at Proficient plus Advanced	81	63	60	62	65	
% at Advanced	18	21	24	40	17	
# of Students Tested	38	38	42	47	52	
% of Students Tested	100	100	100	100	100	
# of Students Excluded	0	0	0	0	0	

<b>SUBGROUP SCORES</b>						
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<b>Economically Disadvantaged</b>						
% at Proficient plus Advanced	73	54	57	42	*	
% at Advanced	13	8	13	17	*	
# of Students Tested	15	13	16	12	*	
% of Students Tested	100	100	100	100	*	

\* Subgroups are printed only when the total number of students in a group is at least 10.

CLARA BARTON ELEMENTARY

Grade 4 Math Scores

Test - Pennsylvania System of School Assessment

MATH - Grade 4	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002	Comments
% at Proficient plus Advanced	54	*	*	*	*	
% at Advanced	5	*	*	*	*	
# of Students Tested	37	*	*	*	*	
% of Students Tested	100	*	*	*	*	
# of Students Excluded	0	*	*	*	*	
% of Students Excluded	0	*	*	*	*	

<b>SUBGROUP SCORES</b>						
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<b>Economically Disadvantaged</b>						
% at Proficient plus Advanced	44	*	*	*	*	
% at Advanced	0	*	*	*	*	
# of Students Tested	16	*	*	*	*	
% of Students Tested	100	*	*	*	*	

\* Subgroups are printed only when the total number of students in a group is at least 10.

**+2005-06 school year – pilot test for grade 4**

CLARA BARTON ELEMENTARY

Grade 4 Reading Scores

Test - Pennsylvania System of School Assessment

Reading - Grade 4	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002	Comments
% at Proficient plus Advanced	46	*	*	*	*	
% at Advanced	11	*	*	*	*	
# of Students Tested	37	*	*	*	*	
% of Students Tested	100	*	*	*	*	
# of Students Excluded	0	*	*	*	*	
% of Students Excluded	0	*	*	*	*	

<b>SUBGROUP SCORES</b>						
------------------------	--	--	--	--	--	--

<b>Economically Disadvantaged</b>						
% at Proficient plus Advanced	38	*	*	*	*	
% at Advanced	13	*	*	*	*	
# of Students Tested	16	*	*	*	*	
% of Students Tested	100	*	*	*	*	

\* Subgroups are printed only when the total number of students in a group is at least 10.

**+2005-06 school year – pilot test for grade 4**

CLARA BARTON ELEMENTARY

Grade 3 Math Scores

Test - Pennsylvania System of School Assessment

MATH - Grade 3	2005-2006	2004-2005		2003-2004
% at Proficient plus Advanced	86	86	% at Top plus 3 <sup>rd</sup> Quartile	57
% at Advanced	43	23	% at Top Quartile	20
# of Students Tested	42	35	# of Students Tested	46
% of Students Tested	100	100	% of Students Tested	100
# of Students Excluded	0	0	# of Students Excluded	0
% of Students Excluded	0	0	% of Students Excluded	0

<b>SUBGROUP SCORES</b>				
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<b>Economically Disadvantaged</b>				
% at Proficient plus Advanced	74	82	% at Top plus 3 <sup>rd</sup> Quartile	53
% at Advanced	27	27	% at Top Quartile	18
# of Students Tested	15	11	# of Students Tested	17
% of Students Tested	100	100	% of Students Tested	100

What are quartiles?

Quartiles show how a child did in comparison with students statewide. Each quartile includes one quarter of the students tested. For example, the Bottom quartile includes the lowest performing 25% of students statewide, while the Top quartile includes the highest performing 25% of students statewide.

Top Quartile (1435-1999)  
Third Quartile (1308-1434)

Second Quartile (1163-1307)  
Bottom Quartile (300-1162)

CLARA BARTON ELEMENTARY

Grade 3 Reading Scores

Test - Pennsylvania System of School Assessment

Reading - Grade 3	2005-2006	2004-2005		2003-2004
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% at Proficient plus Advanced	69	68	% at Top plus 3 <sup>rd</sup> Quartile	46
% at Advanced	15	14	% at Top Quartile	13
# of Students Tested	42	35	# of Students Tested	42
% of Students Tested	100	100	% of Students Tested	100
# of Students Excluded	0	0	# of Students Excluded	0
% of Students Excluded	0	0	% of Students Excluded	0

<b>SUBGROUP SCORES</b>				
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<b>Economically Disadvantaged</b>				
% at Proficient plus Advanced	53	64	% at Top plus 3 <sup>rd</sup> Quartile	30
% at Advanced	0	0	% at Top Quartile	12
# of Students Tested	100	100	# of Students Tested	17
% of Students Tested			% of Students Tested	100

What are quartiles?

Quartiles show how a child did in comparison with students statewide. Each quartile includes one quarter of the students tested. For example, the Bottom quartile includes the lowest performing 25% of students statewide, while the Top quartile includes the highest performing 25% of students statewide.

Top Quartile (1435-1999)  
Third Quartile (1308-1434)

Second Quartile (1163-1307)  
Bottom Quartile (300-1162)