

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 Mr. Albert P. O'Donnell
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 840 Prescott Avenue
(If address is P.O. Box, also include street address.)

Scranton PA 18510-1410
City State Zip Code+4 (9 digits total)

County Lackawanna State School Code Number* 119357402

Telephone (570) 348-3683 Fax (570) 348-3167

Web site/URL www.scrsd.org E-mail Prescott: al.odonnell@scrsd.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. Michael Sheridan
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Scranton School District Tel. (570) 348-3465

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. Brian Jeffers
(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)

*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

All data are the most recent year available.

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

1. Number of schools in the district: 13 Elementary schools
 3 Middle schools
 _____ Junior high schools
 2 High schools
 _____ Other
- 18 TOTAL
2. District Per Pupil Expenditure: \$10,051.58
 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. 2 Number of years the principal has been in her/his position at this school.
 20 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	18	18	36	7			
K	21	24	25	8			
1	22	15	37	9			
2	27	15	42	10			
3	21	22	43	11			
4	27	23	50	12			
5	16	19	35	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							288

6. Racial/ethnic composition of the school:
- | | |
|-------------|----------------------------------|
| <u>56</u> | % White |
| <u>23</u> | % Black or African American |
| <u>11</u> | % Hispanic or Latino |
| <u>10</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100% | Total |

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

7. Student turnover, or mobility rate, during the past year: 20%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	32
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	27
(3)	Total of all transferred students [sum of rows (1) and (2)]	59
(4)	Total number of students in the school as of October 1	288
(5)	Total transferred students in row (3) divided by total students in row (4)	.20
(6)	Amount in row (5) multiplied by 100	20

8. Limited English Proficient students in the school: 9%
32 Total Number Limited English Proficient

Number of languages represented: 9

Specify languages: **Filipino, Indonesian, Spanish, Tagalog, Arabic, Portuguese, Turkish
Lao, Visayan**

9. Students eligible for free/reduced-priced meals: 69%

Total number students who qualify: 177

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

10. Students receiving special education services: 9 %
34 Total Number of Students Served

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

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 1</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 19</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> 7</u> Speech or Language Impairment
<u> 5</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> 1</u> Mental Retardation	<u> 1</u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

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> 12</u>	<u> 1</u>
Special resource teachers/specialists	<u> 2</u>	<u> 8</u>
Paraprofessionals	<u> 2</u>	<u> 2</u>
Support staff	<u> 3</u>	<u> </u>
Total number	<u> 21</u>	<u> 11</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96	96	96	96	95
Daily teacher attendance	97	96	96	97	96
Teacher turnover rate	3	1	3	2	0
Student dropout rate (middle/high)	NA	NA	NA	NA	NA
Student drop-off rate (high school)	NA	NA	NA	NA	NA

PART III - SUMMARY

William Prescott Elementary School is one of thirteen elementary schools in the Scranton School District in the state of Pennsylvania. The school serves approximately 300 children in grades pre-K through 5th. The student population is drawn from the east side of Scranton, an area rich in cultural and economic diversity. Our comprehensive curriculum supports a holistic approach to learning which includes language arts, a Title I reading program, mathematics, social studies, lab-based science, computer education, art education, music education (including strings instruction), physical education, ESL (English as a second language), as well as special education services for gifted, remedial, and speech/hearing and visually impaired students. Pursuant to our commitment to excellence, we currently offer after school programs to enhance students' educational, physical, and social development.

Our mission is to provide a safe and challenging learning environment that encourages high expectations for success through developmentally appropriate standards-based curriculum and instruction while allowing for individual differences and learning styles.

We actively involve parents and the community in student learning and development to achieve excellence through partnerships with the Head Start Program, Pennsylvania Council on the Arts, Scranton Area Foundation, the Lackawanna County Sheriff's Office, the Scranton Police Department, the Scranton Fire Department, the Scranton School for the Deaf, the Lackawanna County Children's Library, local colleges and universities, and our Prescott PTA (Parent Teacher Association).

Essential to our mission are the commitment and collaborative involvement of a competent and caring staff and effective shared leadership. Our faculty, as instructional leaders and role models, are committed to a comprehensive educational program that builds personal responsibility, accentuates individual respect, and develops a lifelong love of learning. Many of our teachers hold or are currently pursuing advanced degrees and/or multiple certifications. Fresh ideas, techniques, and learning strategies come together with years of classroom experience.

William Prescott Elementary School is a safe haven for our students. As part of a warm, nurturing, and structured environment, they may comfortably express themselves and their ideas. Diversity is recognized, encouraged, and celebrated with a student population that includes numerous ethnic backgrounds. In the last several years, families have come to our school from Brazil, Turkey, Russia, Indonesia, the Philippines, Mexico, China, and Laos.

William Prescott Elementary School, in partnership with the Scranton School District and the community, enables all students to achieve their full potential. We promote growth, responsibility, and productive citizenship.

Part IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: To meet the requirements of the federal *No Child Left Behind* legislation, Pennsylvania has adopted academic standards for Reading, Writing, Speaking and Listening, and Mathematics. Since 1999, these standards have identified what each public school student should know and be able to do at varying grade levels. Each of the 501 public school districts is allowed the latitude to design curriculum and instruction to ensure that students meet or exceed the standards' expectations.

To assess these learning goals, the Commonwealth has implemented the Pennsylvania System of School Assessment (PSSA) which is a standards based criterion-referenced assessment. The Reading and Mathematics components are administered to every Pennsylvania student in grades 3 through 8 and grade 11. Pennsylvania students in grades 5, 8 and 11 are also assessed in Writing.

The PSSA is one of the instruments used to determine the degree to which school districts are achieving Adequate Yearly Progress (AYP), as required by the *No Child Left Behind (NCLB) Act*. In order to demonstrate AYP, schools must achieve certain targets in academics, attendance, test participation and graduation rates. Student academic results are rated: advanced, reflecting superior performance; proficient, for satisfactory performance; basic, for marginal and below basic for inadequate academic performance. The ultimate goal is for 100% of the students to perform at the proficient or advanced level by the year 2014.

In accordance with federal law, Pennsylvania has set intermediate targets. The AYP academic targets for the 2002 through the 2004 school years were 35% Proficient or Advanced in Math and 45% Proficient or Advanced in Reading. Beginning in the 2004-2005 school year, the target levels were increased to 45% in Math and 54% in Reading. Access to a more detailed explanation of Pennsylvania's system of assessment may be found on the department of education's web site, www.pde.state.pa.us.

Since the inception of Pennsylvania's system of assessment (1993-94), Prescott School has demonstrated steady progress in both Reading and Mathematics as evidenced by PSSA scores. The last three years have witnessed the greatest improvements in both third and fifth grade scores. In Reading, the third grade's percentage of students falling within the advanced and proficient ranges have increased a total of 34 percentage points. Similar improvements have been achieved in third grade math (+28 percentage points), fifth grade reading (+12 percentage points) and fifth grade math (+26 percentage points).

William Prescott Elementary School's PSSA advanced and proficient percentages for the 2005-06 academic year are: third grade math 98% advanced and proficient, third grade reading - 82% advanced and proficient, fifth grade math - 88% advanced and proficient, and fifth grade reading - 78% advanced and proficient. As indicated, these percentages far exceed the state targets of 54% in reading and 45% in mathematics.

In the 2005-06 school year, the fourth grade students were administered the PSSA for the first time. Therefore, no comparative data are currently available.

As released by the Pennsylvania Department of Education, “The state has determined the minimum number of students sufficient to yield statistically reliable information for each purpose for which disaggregated data are used.” Although our school serves a diverse student population, very few of Prescott’s subgroups contain enough students to reach the minimum of ten students set by the commonwealth for reporting purposes. This is due, in large part, to the fact that we are a relatively small school.

One Prescott subgroup, which does qualify for separate reporting, is that of the Economically Disadvantaged. Sixty-six of the school’s one hundred eleven third, fourth and fifth graders fell within this subgroup. An analysis of their PSSA statistics reveals more promising news for our school. This subgroup’s advanced and proficient percentages for the 2005-06 academic year are: third grade math - 96%, third grade reading - 72%, fourth grade math - 80%, fourth grade reading - 60%, fifth grade math - 84%, and fifth grade reading - 72%.

Moreover, a number of studies have reported significant discrepancies when comparing achievement between schools’ total population with that of its economically disadvantaged students. Across Pennsylvania, 20% fewer economically disadvantaged third graders scored at the advanced and proficient levels in math. Similar patterns exist in third grade reading (-28%), fifth grade math (-26%), and fifth grade reading (-33%). However, at Prescott Elementary School, those differences in student achievement are significantly smaller: third grade math -2%, third grade reading -13%, fifth grade math -5%, and fifth grade reading -8%. These figures are more than encouraging and show evidence that the faculty, staff and students at Prescott are closing the achievement gap between our economically disadvantaged students and that of our general population.

2. Using Assessment Results: William Prescott Elementary School’s pattern of consistent academic progress may be attributed to many factors, however, at the core of the process is the analysis of the annual PSSA school test reports. These assessment reports include not only the percentage of students who achieved at each performance level but also provide profiles on how students performed on each of the Pennsylvania Academic Standards assessed. Typically available at the beginning of each new school year, the PSSA reports are the catalyst used by staff members to analyze the effectiveness of the previous year’s instruction and to plan instructional adjustments for the upcoming year. After the initial phase of reading the reports and scrutinizing class and student profiles, the staff begins the process of sharing their individual observations with colleagues. This ongoing reflective process may be seen throughout the school year, but it is at its most active in the opening months.

Following the sharing of observations and detecting patterns of strengths and weaknesses, the teachers develop grade level plans for the coming school year. At Prescott, we have found this type of collegial brainstorming and planning to be of the utmost importance in delivering effective instruction. Resources and expertise are continually shared. Methods and materials are reevaluated for alignment with the state standards. It is a constantly evolving process, but it’s a process in which we have much faith.

Another valuable resource in understanding and using assessment results was the Northeast Intermediate Unit’s three day “Data Retreat” for grade level representatives. At this “retreat,” the school’s test data were subjected to an in-depth analysis by intermediate unit staff

and shared with the school. Error analysis of the test data gave the school's staff a much clearer picture of specific areas in need of attention. Results of the three day "retreat" were shared at a Prescott faculty meeting. It may have been the single most important event in helping the entire school refocus its energies and resources on the delivery of instruction that is aligned with the state standards.

It should be noted that William Prescott Elementary School has always met or exceeded the state requirements for AYP. We are hopeful the current school processes of analysis and instructional design will help ensure ongoing growth that will allow us to meet the ever increasing demands of *No Child Left Behind*.

3. Communicating Assessment Results: William Prescott Elementary School communicates student performance and assessment data to parents, students, and the community. During the school year, notes, telephone calls, conferences, and progress reports keep parents, students, and teachers in contact. Student progress monitoring maintains continuous communication among ESL, learning support, and classroom teachers. Many teachers require a parent's signature on all exams. Copies of students' standardized assessment results are distributed to parents during conferences in order that teachers may help interpret results. Monthly Prescott PTA newsletters publish students' academic awards and achievements. Quarterly report cards indicate each student's specific strengths and weaknesses. Students may achieve quarterly Honor Roll by demonstrating outstanding academic performance and character. The "Principal's Breakfast" honors those students who have attained Honor Roll throughout the school year. Honor Roll and school-wide assessment results are published in the local newspaper.

4. Sharing Success: The administration and staff of William Prescott Elementary School is excited to share its successes with other schools. Participation in district wide professional development, grade level meetings, and principal meetings provide the forum for discussion and sharing of information. Teachers participate in the Educational Research and Dissemination Program sponsored by the American Federation of Teachers and other professional development courses through Intermediate Units and many local universities. On a broader level, our teachers are involved in sharing information through a myriad of professional organizations such as the International Reading Association, the Keystone State Reading Association, Northeast Pennsylvania Council of Teachers of Mathematics, National Council of Teachers of Mathematics, the National Art Education Association, Pennsylvania Art Education Association, Pennsylvania Music Education Association, Teachers of English to Speakers of Other Languages, and Phi Delta Kappa.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: The William Prescott Elementary School curriculum is based on the Pennsylvania State Standards, and it is interdisciplinary among all subject areas. These areas include reading, writing, math, spelling, language arts, science, social studies, art and music. The staff strives to meet the educational needs of the students while communicating across all disciplines. Initially, the students are captivated through the use of the morning board, which informs them of the upcoming daily activities. The different areas of the curriculum are taught through individual, paired, group, and hands on learning and through the use of learning centers in the classroom. In addition, we use modeling, graphic organizers, background building, and mnemonics, so that the children are able to grasp more complex concepts.

The reading and writing curriculum is delivered through silent sustained reading, the basal reader series, and the weekly reader program in the classroom. The district wide Accelerated Reading Program is a large component of the curriculum, which requires the students to read a specific number of level appropriate books and take a computer based test which will assess each student's comprehension of a book. The students also participate in literature circles and library centers within the classroom to enhance their literacy exposure.

The math curriculum is based on the Harcourt Math Series and supplemented by Everyday Mathematics or Chicago Math. This K-5 curriculum is noted for its different methods of teaching addition, subtraction, multiplication and division. The students are being taught concepts many different ways, which increases the probability that all types of learners will become proficient in math.

The social studies curriculum has also been created to address the state standards. We currently use the Harcourt Series. The teachers also utilize newspapers and the *Time for Kids* website to address local, national and global current events. This interactive website allows our children to become aware of the world around them, while strengthening their technological skills in the classroom.

The lab-based science curriculum is delivered through prediction, running records, and the use of the scientific method to problem solve. The students participate in a mobile science laboratory which brings experiments right to the students where they learn through discovery.

Discipline Based Art Education, or DBAE, is the approach used to teach our visual arts curriculum. DBAE incorporates four different disciplines tailored to specific ages and grade levels including art production, art history, art criticism, and aesthetics. Multiculturalism and Pennsylvania visual arts standards are stressed with cross-curricular integration through adoption of "natural fit" assessment anchors.

In addition to the elementary curriculum, the Scranton School District recently celebrated its thirty-fifth year of providing its students with preschool education. William Prescott Elementary offers an early childhood program for children three and four years of age. During the half-day of instruction for each age group, lessons are developed and implemented based on the Pennsylvania Early Learning Standards five days a week. The Harcourt Reading and Math Series are consistent with that used by the K-5 curriculum.

2. Reading: Based on the Pennsylvania's Academic Standards for Language Arts (reading, writing, speaking, and listening), the Scranton School District implemented a Harcourt Reading/Language Arts Program entitled Trophies. Harcourt Trophies was adopted because it is a

series following the National Reading Panel's determinations that effective reading instruction includes teaching children phonemic awareness, phonics, oral reading, vocabulary development, and reading comprehension strategies. This program is used PreK-5 at Prescott Elementary and implements a cross curriculum approach to teaching language arts. All subjects are integrated into this program. The Trophies program uses a five-day unit for each story within the book. During each unit, lessons are introduced on the first day and progresses through scaffolded instruction. Social Studies, Science, Art, and Mathematics are integrated in this program on a weekly basis. Authentic assessments are made on a daily basis with the program's assessment being used at the end of the five-day period. Included in this program are audio tapes of each reading story. These tapes are utilized to enhance student comprehension while providing a model for oral fluency.

In addition to the Trophies program, William Prescott Elementary School also offers an after school-tutoring program for reading. Students that may need extra instruction in reading are selected to participate in this program. At this program, students receive an hour and a half of small group instruction.

To assess how the students are progressing in reading, teachers administer the Developmental Reading Assessment (DRA) two times each year. Within the first two months of the school year, the students are tested. A month prior to the end of the year, the students are retested to determine the amount of progress made. The students' records are passed on from year to year to monitor a student's reading development.

3. Additional Curriculum Area: The Visual Arts curriculum at Prescott Elementary has broad educational goals and is focused on students' interests and critical thinking skills. Discipline-Based Art Education, or DBAE, is the approach used to teach our visual arts curriculum. Discipline-Based Art Education incorporates four different disciplines tailored to specific ages and grade levels including art production, art history, art criticism, and aesthetics. Multiculturalism and Pennsylvania visual arts standards are stressed with cross-curricular integration through adoption of "natural fit" assessment anchors.

Art has always played a significant role in shaping and recording our cultural history. The multicultural art lesson is an important and necessary tool for reaching our diverse student population. Our ESL students, in particular, thrive in this creative atmosphere, while all students are learning the elements of art and the principles of design.

Classroom teachers often collaborate with the art teacher in an effort to reinforce essential skills of literacy, numeracy, and other subjects. This broadens the content and strengthens the requirements of art education at Prescott. Natural fit assessment anchors, i.e. mathematic transformations, symmetry, and measurement, are taught explicitly through art production.

Traditionally, elementary art has been taught exclusively through art production. DBAE, taught from a multicultural perspective, is much more effective in our diverse and inclusive environment because of the vast levels of ability, interest, and talent in any given classroom at Prescott Elementary.

4. Instructional Methodology: William Prescott's staff is well versed in a multitude of teaching strategies and the incorporation of them into all areas of the curriculum. Our integration of teacher instruction and demonstration linked with various methods such as student exploration, investigation, cooperative learning and technology, encourage students to be active learners. Students are expected to engage in classroom activities aligned to these techniques resulting in their understanding and application of the material and methodology. Prescott School has embraced the International Reading Association's position that there are various methods of

teaching reading. Modeling strategies and scaffold instruction are used to augment the curriculum. Teacher “think alouds” during guided reading instruction demonstrate such processes as interpreting, summarizing, analyzing, synthesizing, and inferring. Some specific techniques include the use of graphic organizers, writing across the curriculum, cross-curricular connections, and pragmatic application of acquired skills. Our mathematics instruction is a compilation of our innovative math series, hands on manipulatives, teacher created materials, and student exploration in an effort to make learning interesting, fun, and memorable. The grade progressive science series we use builds on prior knowledge and allows students to make their own discoveries through experimentation. The school’s computer lab allows each student to build upon basic skills and advance at their own pace. Teachers provide daily instruction to include the Reading and Mathematics Anchors provided by the Pennsylvania Department of Education. They respect one another’s contributions and willingly exchange ideas and suggestions to improve on and challenge the present approach to the curriculum in order to benefit the entire student body. Our diverse learning population has made it necessary to follow our professional instincts and become proactive in meeting individual learning needs.

5. Professional Development: Professional Development is a vehicle for teachers to strengthen skills and continue to grow as educators. The faculty, staff, and administration of William Prescott Elementary School make every effort to ensure that all students succeed. To that end, each member takes advantage of a myriad of resources and programs to further develop conceptual knowledge, practical methodology, and implement lessons based on the Pennsylvania Academic Standards.

To begin with, the Scranton School District’s mentoring program pairs beginning teachers with veteran teachers who have valuable classroom experience and knowledge to share during the first year of teaching. Additionally, many members of our faculty utilize local higher education institutions to further their own education by pursuing masters and doctoral degrees. We are fortunate that teacher/administrative education courses are offered locally through Marywood University, The University of Scranton, Keystone College, Kings College, Penn State University, and Wilkes University. Recently, several of our teachers had the opportunity to participate in a collaborative math partnership with the University of Scranton. The S.H.A.R.E. Outreach program emphasized and provided training in the use of manipulatives to build student understanding, integration of literature and mathematics, and strategic competence to facilitate students’ ability to formulate, represent, and solve mathematical problems. The results were significant when these teachers implemented a school-wide problem-solving template, which improved our students’ proficiency in mathematics. Finally, the Scranton School District provides supplementary opportunities throughout the academic calendar year for professional development through in-service meetings, workshops, and Educational Research and Development Classes. Topics include but are not limited to ESL/ELL practices, science standards and curriculum, inclusion methods, and reading assessments such as DIBELS and DRA, and computer technology education.

The staff of William Prescott Elementary School has grown as a team collaboratively working toward a common goal. We are strengthened and revitalized by each opportunity presented to us. Professional development is paramount to student success.

PART VII - ASSESSMENT RESULTS

Subject Reading Grade 3
 Test Pennsylvania System of School Assessment

Edition/Publication Year _____

Publisher _____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	April	March	April	April
SCHOOL SCORES*					
% "Proficient" plus "Advanced" State Standards	82	80	48	N/A	N/A
% "Advance" State Standards	49	32	24	N/A	N/A
Number of students tested	39	30	37	N/A	N/A
Percent of total students tested	100	100	100	N/A	N/A
Number of students alternatively assessed	0	0	0	N/A	N/A
Percent of students alternatively assessed	0	0	0	N/A	N/A
SUBGROUP SCORES					
1. Econ Dis. _____ (specify subgroup)					
% "Proficient" plus "Advanced" State Standards	72	74	44	N/A	N/A
% "Advanced" State Standards	29	21	22	N/A	N/A
Number of students tested	21	19	18	N/A	N/A

Subject Math Grade 3
 Test Pennsylvania System of School Assessment

Edition/Publication Year _____

Publisher _____

	2005- 2006	2004- 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	March	April	March	April	April
SCHOOL SCORES*					
% "Proficient" plus "Advanced" State Standards	98	97	70	N/A	N/A
% "Advanced" State Standards	77	67	46	N/A	N/A
Number of students tested	39	30	37	N/A	N/A
Percent of total students tested	100	100	100	N/A	N/A
Number of students alternatively assessed	0	0	0	N/A	N/A
Percent of students alternatively assessed	0	0	0	N/A	N/A
SUBGROUP SCORES					
1. <u>Econ. Dis.</u> (specify subgroup)					
% "Proficient" plus "Advanced" State Standards	96	95	66	N/A	N/A
% "Advanced" State Standards	67	58	44	N/A	N/A
Number of students tested	21	19	18	N/A	N/A

Subject Reading Grade 4
 Test Pennsylvania System of School Assessment

Edition/Publication Year _____

Publisher _____

	2005- 2006	2004- 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	March	April	March	April	April
SCHOOL SCORES*					
% "Proficient" plus "Advanced" State Standards	81	N/A	N/A	N/A	N/A
% "Advanced" State Standards	26	N/A	N/A	N/A	N/A
Number of students tested	31	N/A	N/A	N/A	N/A
Percent of total students tested	100	N/A	N/A	N/A	N/A
Number of students alternatively assessed	0	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	0	N/A	N/A	N/A	N/A
SUBGROUP SCORES					
1. Econ Dis. _____ (specify subgroup)					
% "Proficient" plus "Advanced" State Standards	60	N/A	N/A	N/A	N/A
% "Advanced" State Standards	20	N/A	N/A	N/A	N/A
Number of students tested	20	N/A	N/A	N/A	N/A

Subject Mathematics Grade 4
 Test Pennsylvania System of School Assessment

Edition/Publication Year _____

Publisher _____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	April	March	April	April
SCHOOL SCORES*					
% "Proficient" plus "Advanced" State Standards	84	N/A	N/A	N/A	N/A
% "Advanced" State Standards	42	N/A	N/A	N/A	N/A
Number of students tested	31	N/A	N/A	N/A	N/A
Percent of total students tested	100	N/A	N/A	N/A	N/A
Number of students alternatively assessed	0	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	0	N/A	N/A	N/A	N/A
SUBGROUP SCORES					
1. Econ Dis. _____ (specify subgroup)					
% "Proficient" plus "Advanced" State Standards	80	N/A	N/A	N/A	N/A
% "Advanced" State Standards	35	N/A	N/A	N/A	N/A
Number of students tested	20	N/A	N/A	N/A	N/A

Subject Reading Grade 5
 Test Pennsylvania System of School Assessment

Edition/Publication Year _____

Publisher _____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	April	March	April	April
SCHOOL SCORES*					
% "Proficient" plus "Advanced" State Standards	78	72	66	59	61
% "Advanced" State Standards	20	28	31	27	9
Number of students tested	41	36	42	49	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Econ. Dis. _____ (specify subgroup)					
% "Proficient" plus "Advanced" State Standards	72	53	43	52	50
% "Advanced" State Standards	20	20	14	16	8
Number of students tested	25	15	21	25	24

Subject Math Grade 5
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	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	April	March	April	April
SCHOOL SCORES*					
% "Proficient" plus "Advanced" State Standards	88	75	62	48	65
% "Advanced" State Standards	68	56	36	8	35
Number of students tested	41	36	42	48	46
Percent of total students tested	100	100	100	96	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. <u>Econ. Dis.</u> _____ (specify subgroup)					
% "Proficient" plus "Advanced" State Standards	84	60	48	37	46
% "Advanced" State Standards	68	40	19	8	21
Number of students tested	25	15	21	24	24