

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

Official School Name The McAuliffe Heights Program at Irving Elementary
(As it should appear in the official records)

School Mailing Address 110 Cherry Avenue
(If address is P.O. Box, also include street address.)

Altoona PA. 16601-4555

City State Zip Code

County Blair State School Code Number* 0908

Telephone (814) 946-8392 Fax (814) 946-8581

Web site/URL http://irving.aasdc.com E-mail swells@aasdc.com

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. Dennis E. Murray
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Altoona Area School District Tel. (814) 946-8375

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. David Ellis
(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 _____

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: 10 Elementary schools
 Middle schools
 2 Junior high schools
 1 High schools
 1 Other *Alternative School for grades 7-12
- 14 TOTAL
2. District Per Pupil Expenditure: \$5,170.00
- Average State Per Pupil Expenditure: \$6,300.00

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 ½ Number of years the principal has been in her/his position at this school.
- 3 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	24	29	53	8			
1	18	32	50	9			
2	26	24	50	10			
3	21	18	39	11			
4	13	22	35	12			
5	22	22	44	Other			
6	22	23	45				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							316

6. Racial/ethnic composition of the school:
- | |
|---|
| <u>93</u> % White |
| <u>4</u> % Black or African American |
| <u>1</u> % Hispanic or Latino |
| <u>1</u> % Asian/Pacific Islander |
| <u>1</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: 5 %

[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	8
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	7
(3)	Total of all transferred students [sum of rows (1) and (2)]	15
(4)	Total number of students in the school as of October 1	305
(5)	Total transferred students in row (3) divided by total students in row (4)	.05
(6)	Amount in row (5) multiplied by 100	5%

8. Limited English Proficient students in the school: 1 %
1 Total Number Limited English Proficient
 Number of languages represented 2
 Specify languages: English/Chinese

9. Students eligible for free/reduced-priced meals: 40 %

Total number students who qualify: 125 (89 free/ 36 reduced –priced meals)

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: $\frac{10}{33}$ % 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>2</u> Autism	<u>1</u> Orthopedic Impairment
<u> </u> Deafness	<u>3</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u> </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>15</u>	<u> </u>
Special resource teachers/specialists	<u>2</u>	<u>12</u>
Paraprofessionals	<u>5</u>	<u> </u>
Support staff	<u>1</u>	<u>3</u>
Total number	<u>24</u>	<u>15</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 21:1

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	97%	97%	96%	97%	97%
Daily teacher attendance	*97%	96%	*99%	*97%	*99%
Teacher turnover rate	0%	0%	1%	0%	0%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%
*Teachers received the attendance award 4 out of 5 years.					

PART III - SUMMARY

The Altoona Area School District has established a reputation for innovation and excellence. With a student population of 8,400, Altoona Area is one of Pennsylvania's largest school districts. It encompasses 60 square miles and includes the city of Altoona, Logan Township and a small portion of Tyrone Township. Standard and Poor's Evaluation Services recognized the AASD as one of 55 Pennsylvania school districts that are academic "outperformers" as a result of meeting annual yearly progress for two consecutive years. This is the fourth consecutive year Altoona Area has gained such a distinction. Only 29 of Pennsylvania's 501 school districts can make such a claim.

The McAuliffe Heights Program at Irving Elementary School (MHI) has been established as the "school of choice" for the Altoona Area School District. McAuliffe Heights is an inner-city school located in a low socio-economic area of the city of Altoona, Pa. MHI is no longer a neighborhood school but draws its enrollment from all parts of the city. The student population is over 300 and 40% of the students receive free and reduced lunch. The creation of the program began during the summer of the 1997-98 school year with the distribution of an extensive survey of over 5,000 parents, community members, businesses, and educators. The purpose for developing the program was to give parents a choice based on innovation and research and development. Research into best practices and strategies, and professional development were conducted to create the program.

The McAuliffe Heights Program at Irving Elementary prides itself on several key components that have remained strong during its ten years of existence. Our program's effectiveness is a result of a commitment to parent involvement, grade level looping, small class size, instruction based on the multiple intelligence theory, a uniform dress code, and technology integration. Parents have volunteered over 2500 hours so far this year. Teachers and parents working side by side in the classroom is a common occurrence at our school. A written contract is signed by the parents, teachers, and students stating that all of us have a responsibility in the teaching/learning process. As a result of looping, students stay with the same teacher for two consecutive years, which fosters the relationship among teachers and parents, and allows the students to excel further academically. Our teachers are committed to planning instruction based on the multiple intelligence theory, as a result, students are able to learn in the way they learn best, whether it is music, body, word, self, number, people, nature, or picture smart. The integration of technology has advanced to the highest level with our trained staff of teachers, and a laptop computer for every student. In our 1:1 digital initiative, children have become motivated, and captivated learners who are eager to display not only their technology skills, but also the concepts learned in specific content areas.

Contributing to the success of the program is the morning assembly. The entire school gathers together in the gymnasium three days a week in order to say the pledge, announce birthdays, and sing the school song. Our school was named in honor of the first teacher astronaut, Sharon Christa McAuliffe so the school pledge and song commemorate the memory of the Challenger disaster. The school pledge is "We touch the future we teach, we are the future we learn."

The mission of the McAuliffe Heights Program is to have a partnership with parents, students, citizens, and staff to create a safe, and innovative educational alternative. As a learning community we emphasize academic excellence, community responsibility, basic skills, individual strengths, and integrated technologies to encourage a life-long love of learning.

PART IV – INDICATORS OF ACADEMIC SUCCESS

- 1. Assessment Results** Pennsylvania's school accountability system, as part of the No Child Left Behind (NCLB) Legislation, is based on the assessment known as the PSSA or the "Pennsylvania System of School Assessment." The PSSA is a standards-based assessment that provides valuable data to measure a students' progress towards proficiency of the Pennsylvania Content Standards in reading and mathematics, and measure the effectiveness of the school in helping its students achieve proficiency. Students in Pennsylvania are assessed annually in reading and mathematics in Grades 3 through 8 and 11.

PSSA scores in reading and mathematics are reported according to the following Proficiency Levels- Advanced: superior academic performance demonstrating in-depth understanding and exemplary display of reading and mathematics skills. Proficient: satisfactory academic performance demonstrating a solid understanding and adequate display of reading and mathematics skills. Basic: marginal academic performance demonstrating a partial understanding and limited display of reading and mathematic skills. Below Basic: inadequate academic performance demonstrating little understanding and minimal display of reading and mathematics skills. For more information access the Assessment section of the Pennsylvania Department of Education at the website <http://www.pde.state.pa.us>.

Adequate Yearly Progress (AYP) is achieved when a school meets the target percentages for proficiency. The AYP targets need to be met in three areas: (1) maintain 90% attendance rate (2) 45% of students achieving proficient in reading and 54% of students achieving proficient in math, including all subgroups, and (3) reach a 95% or better participation rate. In 2005-06, scores for grades 3 and 5 were combined to attain proficiency scores and AYP status for a school.

Our school demonstrated 100% participation rate in reading and math with 82/82 students in Grades 3 and 5 taking the test. In 2005-06 the attendance rate of all students was 97%, a 3% increase over the state attendance rate of 94%. The economically disadvantaged students and students with disabilities displayed 96% and 97% attendance rates respectively.

Our achievement scores in reading and math exceed the state benchmarks of 54% proficient in reading and 45% proficient in math. The school's overall performance in reading indicates that of 82 students assessed in grades 3 and 5, 80% of students scored Proficient and Advanced (43% Proficient and 38% Advanced). Only 13% scored Basic and 6% scored Below Basic. Out of 12 students with disabilities 58% scored proficient and advanced (33% Proficient and 25% Advanced 25% Basic and 17% Below Basic). Out of 35 economically disadvantaged students 83% scored Proficient and Advanced (51% Proficient and 31% Advanced, 14% Basic and 3% Below Basic). Reading scores increased 12% since the 2004-05 school year with 68% of students tested scoring proficient and above.

The school's overall performance in mathematics indicates that of 82 students assessed in grades 3 and 5, 89% of students scored Proficient and Advanced. (33% Proficient and 56% Advanced 9% Basic and 2% Below Basic) Out of 12 students with disabilities 75% scored Proficient and Advanced. (33% Proficient and 42% Advanced, 17% Basic and 8% Below Basic) Out of 35 economically disadvantaged students 89% scored Proficient and Advanced. (43% Proficient and 46% Advanced, 11% Basic and 0% Below Basic) Mathematics scores increased 15% since the 2004-05 school year with 74% of students scoring proficient and above.

2. Using Assessment Results

A comprehensive range of assessments determines students' needs. Three times a year students are given our Altoona Literacy Assessments in grades K-1-2. In reading and math the 4-sight assessments are given in grades 3, 4, 5, and 6, three times a year. The 4-sight assessments mirror the PSSA reading and mathematics tests and provide the teacher with student data to guide classroom instruction. These tests serve as a teaching tool for teachers to track the learning needs of groups of students throughout the year. 4-Sight Assessments provide individual and class reports and allow the teacher to differentiate instruction and plan for flexible grouping for specific reading and mathematics skills. Results of the PSSA assessments are given to the teachers at the beginning of the school year. Grade level teams from kindergarten to sixth grade review the scores and outline the reading and mathematics standards, and eligible content that need to be taught. Recently the entire staff analyzed PSSA results from the 2003-04 school year to the present school year via The Golden Package of data analysis reports for the PSSA purchased by the district for each school. Curriculum alignment, trends in data, and subgroup proficiency results were discussed. Teacher use of a web-based program, Compass Odyssey, allows for differentiation of reading and math instruction via individual learning paths. SRA Reading and Math Assessments are given to the special needs population. This SRA data is collected and analyzed periodically throughout the four marking periods. Kindergarten teachers assess students using DIBELS Reading assessments to determine student knowledge of letter recognition, phoneme awareness, and reading fluency. Students are grouped according to assessment results and those who do not show proficiency are targeted for intensive remediation. The assessment data drives our instruction and the analysis of the data assists in finding any gaps in the curriculum that will have a negative affect on the proficiency levels of our students.

3. Communicating Assessment Results

The success of our school is a direct result of the commitment of our parents to the teaching/learning process. Each day one can observe many of our parents volunteering in our classrooms. Because of the parent involvement, teachers can communicate assessment results to our parents often and on a routine basis. Parents readily access student grades via Lettergrade, an online communication tool, where assignments and tests are posted daily. As a result, the home-school connection is facilitated. Teachers send student work and assessments home to parents on a weekly basis. Communication of the PSSA Reading and Mathematics scores occurs at the start of the new school year. To recognize the tremendous efforts of students, and teachers, and to applaud the support of parents, a PSSA celebration occurs each year. In addition, students and parents get individualized student reports that explain the reading and math scores. The student report encourages the parents to use <http://www.growparents.com> for additional reading and mathematics strategies. Specific school results are reported in the school newsletter as well as the P.T.O. newsletter. Our school continues to foster close ties to the community and assessment results are reported via the school website and the district website. The local newspaper reports our school scores to the local community. The Pennsylvania Secretary of Education has awarded our school with the Keystone Achievement Award for reaching the annual yearly progress targets in reading and math achievement for two consecutive years. The Keystone Achievement Award is a plaque displayed in the school for the entire community to admire. In addition, our school report card is available to parents and the community at <http://www.paayp.com>.

4. Sharing Success

Since McAuliffe Heights has the distinction of being a “school of choice”, the parents, teachers, and administrators take pride in the fact that we are a school devoted to research and development. The McAuliffe Heights Program at Irving has the reputation of being an innovator of technology integration for many districts in Pennsylvania. During the past four years, our school has served as host to several school districts that are interested in learning how we successfully implement 1:1 laptop computing. One of our kindergarten teachers was given the distinction of Apple Distinguished Educator of the Year in 2005. This individual was also chosen as the Technology Integrator for our district. As a result, this teacher attended a summer conference at Saint Francis University to share her technology skills and to learn new ways of integrating technology. Our school was involved with the EETT (Enhancing Education Through Technology) grant for the past three years. The goal of this grant was to increase the use of the integration of technology into classroom practice in our poorer elementary schools and junior high school. To enhance the success of the program, a variation of “train-the-trainer” model provided immediate help to the teachers who needed assistance. Teachers in our building, who were proficient in using technology and the Compass Learning software, were paired as mentors for teachers in the other elementary schools. Furthermore, this school year we are pleased to announce another new challenge for our staff of teachers. Our fourth grades students will work on science related content with other fourth grade students in three other buildings. The students will be using Moodle, an online course management system, to discuss and explore various science concepts with one another. The students will learn about a specific science concept in class and then complete activities posted by their teachers in the online course system. In order to complete these tasks students must communicate not only with the students in their classrooms, but online with students from other buildings as well.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

Our Language Arts program focuses on the integration of Reading, Writing, Listening and Speaking. Standards and data driven, our Language Arts program fosters independent readers and writers by teaching students strategic reading skills and writing skills. Reading and writing skills begin in kindergarten and our kindergarten and first grade teachers have been trained in the Kid Writing Process, an instructional and assessment process in one. The Houghton-Mifflin Basal Reading series combined with guided reading in the primary grades provides an eclectic approach to reading instruction. Students in grades one and two are taught the craft of writing and in grades 3-6 the writing process is emphasized. Teachers use the Domain Scoring Guide as an assessment for student writing.

Hands-on instruction and a focus on Pennsylvania State Standards related to numbers/number operations, geometry, data analysis, algebra, and measurement contribute to the effectiveness of our mathematics program. The Harcourt-Brace Mathematics series is utilized in kindergarten and provides Big Books and the integration of literacy and mathematics skills. Teachers in grades 3-6 plan lessons that involve using math manipulatives and work mats so that each student can learn math using concrete objects before they move to abstract thinking. Problem solving is emphasized with the “problem of the day” each and every day. Daily checks are provided for the teacher to monitor student progress. Teachers, parents and students are able to access the student book on CD or online for additional practice and to enhance the home-school connection. Activities are provided to differentiate instruction for the various ability levels of students. Challenge activities and enrichment resources are provided for students who require extra challenge. Teachers routinely go to the website <http://www.eduplace.com> for additional review and reinforcement of math skills for students. An assessment system allows teachers to customize tests for their students.

The district has adopted technology standards and a technology scope and sequence for each grade level K-6. Technology is not taught as a stand alone component, rather it is integrated into the curriculum to help enhance all academic areas such as reading, writing, mathematics, science, and social studies.

Science and Social Studies are integrated into our core curriculum areas. The Houghton-Mifflin Reading series addresses several social studies and science themes that are integrated during the year. Students routinely research science and social studies concepts aligned with the district planned courses. Science, Environment and Ecology Standards are addressed by providing professional development related to the FOSS learning modules. A committee of teachers has been formed for the 2006-07 school year to work on a plan of how to further address the Pennsylvania Science, Ecology, and Environmental Standards. Pennsylvania History is taught in grade 4 and students visit Harrisburg our state capital each year. Blair County is taught in grade 3.

The love of the Arts takes center stage at McAuliffe Heights. Students in grades 4-6 can participate in Drama Club. Vocal Music and Instrumental Music classes follow the district-planned courses and are taught weekly. Vocal Music lessons are taught following the National Standards of Music. Art and Art Education Classes are taught every two weeks and follow the district-planned courses. Art and Music are a vital part of the daily instruction in each classroom

as a result of the use of the multiple intelligence theory. Teachers plan lessons addressing the multiple intelligences on a routine basis and students are able to practice their music and art talents.

Health, Safety and Physical education planned courses have been written aligned to the Pennsylvania State Standards. A district policy has been adopted for Health and Wellness, and implementation of the policy will begin during the 2006-07 school year.

2. Reading

Success for all students relies on a good foundation in reading. Students who excel academically throughout the content areas have strong reading and writing skills. Our goal at MHI is to integrate our instruction in reading and writing so the students become more aware of the strategies required to do both skills effectively. The Houghton-Mifflin Reading series emphasizes the five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Our reading program is standards, as well as data driven. The Reading Recovery program is another research-based intervention provided to our lowest achieving students. This one on one program provides the student with the necessary skills to become a strategic reader. The strategies taught in the Houghton-Mifflin Reading series and Reading Recovery compliment one another. Supplemental activities are provided for all students to challenge the fluent reader, instruct the independent reader, and provide support for the emergent reader. In addition, after school tutoring and a summer school program provides for additional instruction for our students. A PTO sponsored Book Fair, yearly participation in the "Read Across America" program, Book-it, and parents volunteering to read with students on a daily basis are part of a collaborative effort of enriching our curriculum and encouraging a positive attitude toward literacy for all. McAuliffe Heights is one of two elementary schools that participate in a Reading Competition Team Contest each year. Beginning in the 2006-07 school year the students will be participating in the National Spelling Bee. Both of these initiatives promote an enthusiasm for language arts. In addition, teachers schedule sustained silent reading and writing (SSR and SSW) as part of the daily schedule. Accommodations and adaptations in our reading curriculum and the SRA Reading Mastery Program provide support for our special needs students.

3. Technology

Four years ago, our district created technology standards in order to monitor student progress in technology. The standards were set expecting that all students would be exposed to each standard, but each standard would not be mastered by sixth grade. However, after the first year as a 1:1 digital school, we quickly realized that the students were surpassing the standards that we had set for them and at a faster pace than expected. The increased motivation, enthusiasm, and interest that technology sparked in the students has been astonishing. Students from grades kindergarten to sixth grade jumped right in and began taking risks not only in technology but also in the content areas in which it was integrated. Not only did the students surpass our technology expectations, but student performance in other academic areas also increased. With the integration of technology into reading, writing, mathematics, science, and social studies, McAuliffe Heights at Irving Elementary has enriched the curriculum, increased student motivation, and enhanced student achievement. Students in grades kindergarten through sixth have used technology to create slideshows and iMovies about the solar system and various states, and create talking storybooks in which they are the authors and illustrators, and create spreadsheets to graph results of a survey, and many other projects. This year our fifth grade

students will have the opportunity to participate in an online e-mission course in which the students will communicate with members from NASA to an online videoconference flight simulation. The students will need to use various mathematical skills in order to find the location of a lost space shuttle as well as complete calculations to plan for its safe return to Earth. A supplement to our core curriculum is found in the web-based Compass Odyssey program. Daily reinforcement of language arts and mathematics, Compass Odyssey provides practice strongly connected to concepts taught in the classroom. Teachers can create learning paths so that the pacing of the reading and math instruction can meet individual student needs.

4. Instructional Methods

The two instructional methods that have had a major impact on student achievement at McAuliffe Heights are the use of Howard Gardner's Multiple Intelligence Theory of Learning and the integration of technology. Teachers plan and instruct reading and mathematics and subjects such as science and social studies by using a variety of strategies that meet the criteria for the multiple intelligences. Teachers employ a variety of hands-on learning methods so that the students can work with the intelligence that suits them best. For example: strategies that address music smart include learning chants and songs to learn reading or math concepts, strategies for body smart address movement and using the body to demonstrate math or reading skills, strategies for nature smart would involve the students using the environment to set up problem-solving situations such as a science experiment. Picture smart students would be instructed to draw a picture to describe a reading or math concept. At McAuliffe Heights, technology is not taught as a stand-alone component. Teachers have been trained how to integrate technology with the core subjects. In addition students have learned how to access the Internet since our school is wireless. In addition, problem solving is emphasized with the "problem of the day" each and every day. Strategies are taught to students such as QUIPS (questions, underline important information, plan and solve) so students can learn the steps to solving mathematics word problems. In grades 2-6 PSSA vocabulary and math "Magic Words" are taught to help students explain how they solved open-ended math questions. Students write in math journals each day to explain how they arrived at math answers. Teachers utilize flexible grouping and adhoc grouping to review and remediate grade level concepts for students who need additional instruction. Grade level looping facilitates cooperative grouping strategies.

5. Professional Development

The professional development for the teachers at McAuliffe Heights is specific to the needs of the students, but in addition the teachers and paraprofessionals are involved in the Altoona Area School District Act 80 days throughout the year. Teachers at McAuliffe Heights have had specific training in technology skills to assist them with the integration of technology. Apple computers provided four years of professional development to train teachers in specific software to facilitate the integration of technology into the curriculum. During this process teachers were trained as mentors. In this "train the trainer" model, technology integration has been sustained. During the initial phases of the school's program, a core set of teachers were involved in professional development for the multiple intelligence theory of learning and instruction. In addition, two literacy coaches are available to assist the teachers in analyzing reading and math data to drive instruction. The coaches have trained the teachers in the Pennsylvania Academic Standards in Reading, Mathematics, Writing and Science. Our teachers have learned how to infuse the Reading, Math and Science Assessment Anchors, and the Eligible Content into the curriculum. The kindergarten teachers are being trained in DIBELS Reading

Assessments to determine student understanding of letter recognition, phonemic awareness and reading fluency. Our kindergarten teachers are participating in LETRS (Literacy Essentials for Teachers of Reading and Spelling) so they can remediate students struggling with word attack skills, reading fluency, and comprehension. Most recently McAuliffe Heights has been awarded a mini-watershed grant to assist teachers in planning hands-on science lessons. The Mobile Agriculture Lab sponsored by the Pennsylvania Farm Bureau and the Carnegie Science Center, Pittsburgh, PA. has trained students and teachers. The teachers and staff at our school continue to grow and move forward as a result of monthly meetings dedicated to professional development called Construction Zone Meetings. At Construction Zone Meetings, teachers share and present ideas that will strengthen and revitalize our goals for MHI.

PART VII - ASSESSMENT RESULTS

McAuliffe Heights at Irving Elementary School PSSA Reading Test Results GRADE 5	2005- 2006	2004- 2005	2003- 2004	2002- 2003	2001- 2002
Testing Month	April	March	April	April	April
SCHOOL SCORES					
% at or above Proficient	80%	68%	73%	62%	69%
% at Advanced	28%	21%	48%	19%	23%
Number of students tested	45	34	33	26	35
Percent of 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					
2. Economically Disadvantaged					
% at or above Proficient	79%	53%	75%	50%	55%
% at Advanced	16%	20%	25%	0%	11%
Number of students tested	19	15	20	10	18

McAuliffe Heights at Irving Elementary School PSSA Mathematics Results GRADE 5	2005- 2006	2004- 2005	2003- 2004	2002- 2003	2001- 2002
Testing Month	April	March	April	April	April
SCHOOL SCORES					
% at or above Proficient	85%	74%	82%	77%	71%
% at Advanced	59%	50%	58%	46%	29%
Number of students tested	45	34	33	26	35
Percent of 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					
2. Economically Disadvantaged					
% at or above Proficient	79%	67%	80%	60%	50%
% at Advanced	47%	33%	55%	30%	22%
Number of students tested	19	15	20	10	18

McAuliffe Heights at Irving Elementary School PSSA Reading Results GRADE 3	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	March	April	April	April
SCHOOL SCORES					
				*ONLY	**NO
% at or above Proficient	81%	83%	60%	SCALED	PERFORMANCE
% at Advanced	49%	36%	29%	SCORES	LEVELS
Number of students tested	37	42	42	REPORTED	REPORTED
Percent of total students tested	100%	100%	100%		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0%	0%	0%		
SUBGROUP SCORES					
2. Economically Disadvantaged					
% at or above Proficient	88%	76%	35%		
% at Advanced	47%	24%	14%		
Number of students tested	17	17	15		

*The Commonwealth of Pennsylvania did not report performance levels in third grade until 2003-04. PSSA third grade scores were not calculated for AYP purposes until 2005-06.

**Performance levels were reported established for the April 2001 reading and math PSSA for grade five only.

McAuliffe Heights at Irving Elementary School PSSA Mathematics Results GRADE 3	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	March	April	April	April
SCHOOL SCORES					
% at or above Proficient	92%	98%	71%	*ONLY	**NO
% at Advanced	51%	67%	45%	SCALED	PERFORMANCE
Number of students tested	37	42	42	SCORES	LEVELS
Percent of total students tested	100%	100%	100%	REPORTED	REPORTED
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0%	0%	0%		
SUBGROUP SCORES					
2. Economically Disadvantaged					
% at or above Proficient	94%	100%	50%		
% at Advanced	41%	47%	29%		
Number of students tested	17	17	15		

*The Commonwealth of Pennsylvania did not report performance levels in third grade until 2003-04. PSSA third grade scores were not calculated for AYP purposes until 2005-06.

**Performance levels were reported established for the April 2001 reading and math PSSA for grade five only.

McAuliffe Heights at Irving Elementary School PSSA Reading Test Results GRADE 4	2005- 2006	2004- 2005	2003-2004
Testing Month	April	March	April
SCHOOL SCORES			
% at or above Proficient	82%	*NO	SCORES
% at Advanced	36%		REPORTED
Number of students tested	39		
Percent of students tested	100%		
Number of students alternatively assessed	0		
Percent of students alternatively assessed	0%		
SUBGROUP SCORES			
2. Economically Disadvantaged			
% at or above Proficient	75%		
% at Advanced	19%		
Number of students tested	16		

* The Commonwealth of Pennsylvania did not report performance levels in fourth grade until 2005-06. PSSA fourth grade scores will not be calculated for AYP purposes until 2006-07. No other standardized data is available.

McAuliffe Heights at Irving Elementary School PSSA Mathematics Test Results GRADE 4	2005- 2006	2004- 2005	2003-2004
Testing Month	April	March	April
SCHOOL SCORES			
% at or above Proficient	97%	*NO	SCORES
% at Advanced	64%		REPORTED
Number of students tested	39		
Percent of students tested	100%		
Number of students alternatively assessed	0		
Percent of students alternatively assessed	0%		
SUBGROUP SCORES			
2. Economically Disadvantaged			
% at or above Proficient	94%		
% at Advanced	63%		
Number of students tested	16		

* The Commonwealth of Pennsylvania did not report performance levels in fourth grade until 2005-06. PSSA fourth grade scores will not be calculated for AYP purposes until 2006-07. No other standardized data is available.

McAuliffe Heights at Irving Elementary School PSSA Reading Test Results GRADE 6	2005- 2006	2004- 2005	2003-2004
Testing Month	April	March	April
SCHOOL SCORES			
% at or above Proficient	91%	*NO	SCORES
% at Advanced	53%		REPORTED
Number of students tested	34		
Percent of students tested	100%		
Number of students alternatively assessed	0		
Percent of students alternatively assessed	0%		
SUBGROUP SCORES			
2. Economically Disadvantaged			
% at or above Proficient	93%		
% at Advanced	40%		
Number of students tested	15		

* The Commonwealth of Pennsylvania did not report performance levels in sixth grade until 2005-06. PSSA sixth grade scores will not be calculated for AYP purposes until 2006-07. No other standardized data is available.

McAuliffe Heights at Irving Elementary School PSSA Mathematics Test Results GRADE 6	2005- 2006	2004- 2005	2003-2004
Testing Month	April	March	April
SCHOOL SCORES			
% at or above Proficient	82%	*NO	SCORES
% at Advanced	62%		REPORTED
Number of students tested	34		
Percent of students tested	100%		
Number of students alternatively assessed	0		
Percent of students alternatively assessed	0%		
SUBGROUP SCORES			
2. Economically Disadvantaged			
% at or above Proficient	80%		
% at Advanced	53%		
Number of students tested	15		

* The Commonwealth of Pennsylvania did not report performance levels in sixth grade until 2005-06. PSSA sixth grade scores will not be calculated for AYP purposes until 2006-07. No other standardized data is available.