

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Mr. Gregg Paladina

Official School Name: Sugarcreek Elementary

School Mailing Address:
1290 State Route 268
Cowansville, PA 16218-1814

County: Butler State School Code Number*: 7906

Telephone: (724) 545-2409 Fax: (724) 543-5853

Web site/URL: http://www.karnscity.k12.pa.us/sugarcreek E-mail: gpaladina@karnscity.k12.pa.us

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

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Larry Henry

District Name: Karns City Area School District Tel: (724) 756-0521

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Dr. Sheila Hillwig

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), 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.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. 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:
- | | |
|----------|---------------------|
| 3 | Elementary schools |
| | Middle schools |
| | Junior high schools |
| 1 | High schools |
| | Other |
| 4 | TOTAL |

2. District Per Pupil Expenditure: 7791

Average State Per Pupil Expenditure: 9979

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. 1 Number of years the principal has been in her/his position at this school.

6 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			0	7			0
K	18	12	30	8			0
1	9	13	22	9			0
2	15	20	35	10			0
3	24	14	38	11			0
4	26	16	42	12			0
5	19	16	35	Other			0
6	21	18	39				
TOTAL STUDENTS IN THE APPLYING SCHOOL							241

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
0 % Black or African American
0 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
100 % White
0 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

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

This rate is 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.	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)].	11
(4)	Total number of students in the school as of October 1.	241
(5)	Total transferred students in row (3) divided by total students in row (4).	0.046
(6)	Amount in row (5) multiplied by 100.	4.564

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 50 %

Total number students who qualify: 121

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 free and reduced-price school meals 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: 11 %

Total Number of Students Served: 26

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>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>11</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>9</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>0</u>
Classroom teachers	<u>13</u>	<u>0</u>
Special resource teachers/specialists	<u>6</u>	<u>2</u>
Paraprofessionals	<u>1</u>	<u>7</u>
Support staff	<u>1</u>	<u>0</u>
Total number	<u>22</u>	<u>9</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 19 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	95%	95%	95%	95%
Daily teacher attendance	91%	95%	93%	96%	96%
Teacher turnover rate	0%	0%	0%	0%	5%

Please provide all explanations below.

The two years that daily teacher attendance was below 95% we had teachers on maternity leave and medical reasons.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

The mission of the Karns City Area School District and Sugarcreek Elementary, together with the community, is to provide a quality education, in a safe, caring environment, which enables the student to become a lifelong learner and a responsible member of the family and society. Sugarcreek Elementary is one of three elementary schools in the Karns City Area School District. The current building was purchased in 1993 when the Karns City district merged with East Brady School District. The building was erected in 1953 and alterations were made in 1972. Our community takes great pride in the school; thus, we have extremely supportive parents and an active PTO. Our parent groups help to fund wonderful learning experiences for our children. Many of our families are at poverty level. Because of our parental support, we raise the money to take children on reading incentive trips to bookstores, fishing fieldtrips where they get to stock a lake with trout, and many educational trips to community landmarks through the region as well as cultural experiences such as musicals and the Pittsburgh Symphony. Despite a high percentage of free and reduced lunches, we get near perfect attendance at the many events held for parents and families at the school throughout the year. The area which we serve is a diverse, rural, working-class area. Many parents work at one of the local Petroleum Plants, construction jobs, or a service industry.

Despite the challenges of the area suffering hard times, our school has continued to achieve. It is based on the attitude that every student can and will learn. We meet every Tuesday to brainstorm new strategies for individual student success with the teachers, school psychologist, guidance counselor, and principal. We advance students in Math. The Response to Intervention process has taken hold of our building, and our staff members are constantly developing new data plans for student achievement. In-services are devoted to analyzing data and developing plans based on our quarterly local assessment data.

Our students, parents, and staff members all take great pride in our success. Just compare our poverty level to our high level of achievement. It speaks for itself. Year after year, our students show growth. In the last two out of three years, by the time each class reached sixth grade, they were one-hundred percent proficient in math and close to the same in reading. All groups demonstrated growth.

This is why our theme is "Sugarcreek Pride".

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Our testing results are clear; we grow students. Let's start with mathematics. In 2003-2004, when the first of the five year tracking group took their PSSA State Assessments, 72 percent achieved proficient/advanced status and twenty-one percent were advanced in math. There wasn't state testing data for the group in 2004-2005, but in 2006-2007 the same group tested as 89 percent proficient/advanced and thirty-five percent advanced. What we at Sugarcreek are most proud of is the finished product which we produce. By Sixth Grade, all three groups of tracking data have shown significant results. Two groups in the last three years have been 100 percent proficient and advanced. Half or almost half of those students were economically disadvantaged. They also had 74 and 85 percent of the students who were at the advanced level in mathematics. The same two groups were 100 percent proficient/advanced in reading both years as well. This was during school years 2005-2006 and 2007-2008. As in math, a high percentage of both groups were advanced in reading. The data from 2006-2007 was great. Eight percent of students were proficient and advanced. The groups grew significantly throughout Sugarcreek and will continue to grow.

Pennsylvania's General Performance Level Descriptors

Advanced

The Advanced Level reflects superior academic performance. Advanced work indicates an in-depth understanding and exemplary display of the skills included in the Pennsylvania Academic Content Standards.

Proficient

The Proficient Level reflects satisfactory academic performance. Proficient work indicates a solid understanding and adequate display of the skills included in the Pennsylvania Academic Content Standards.

Basic

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

Below Basic

The Below Basic Level reflects inadequate academic performance. Below Basic work indicates little understanding and minimal display of the skills included in the Pennsylvania Academic Content Standards. There is a major need for additional instructional opportunities and/or increased student academic commitment to achieve the Proficient Level.

http://www.pde.state.pa.us/a_and_t/site/default.asp

2. Using Assessment Results:

Some of this is duplicate from our professional development writing, but the process begins in the professional development groups and continues through our morning meetings and planning time.

Students are given 4Sight tests quarterly during the school year. This data is compiled by the district technology coordinator and provided to each classroom teacher for their data analysis. Teachers use the information to determine what standards and anchors that students need improvement. Teachers look at specific anchors and determine what classroom activities and lessons they can provide students to improve achievement in these areas. For example, the sixth grade math teacher would look at their classroom and ability math group's item analysis from 4Sight testing. Teachers identify the anchors for the items that students answer incorrectly at the lowest percentage. They then develop classroom activities to re-teach or reinforce these skill areas. Teachers usually have 2-3 months of instruction time and then the students are re-tested. Teachers then re-analyze the data looking for improvement based on the previous data. Teachers

submit an outline of improvement plans to the building principal and develop lesson plans around each class's area of weakness.

3. Communicating Assessment Results:

The importance of state and local testing is a priority at Sugarcreek Elementary. Parents know the importance, and results are communicated in various ways. First, like everyone in Pennsylvania, our results are communicated to the parents via written correspondence. We also have an open house at the start of the school year in which we have over a ninety percent attendance rate. There, parents are given a copy of the testing data; the guidance counselor and principal are also on hand to answer any questions. A monthly newsletter is sent out with communication and tips for increasing student performance at both home and school. We also have a student support process. Every Tuesday, the principal, guidance counselor, reading specialist, school psychologist, and classroom teachers meet with various parents throughout the day. We have eight to ten meetings weekly. It is not just for the low performing students. In these meetings, test and standardized achievement data are reviewed with the parents. Frequent communication through Edline, letters home, and meetings ensure that we establish partnerships in our community. Our motto is "It takes a village to grow a child". Parents have been educated in the RTI process through meetings and written correspondence. Parents know their child's reading data and in which tiered they are placed. Many of our parents receive automated correspondence of their child's performance through reports by Accelerated Reader and Edline.

4. Sharing Success:

Sharing school success has a positive effect on all involved. It motivates the successful school to continue on that path. The successful school has a sense of pride and accomplishment which can be passed on to the students, parents, and community of that school. School success can be passed on to other schools by giving them a model to follow and ideas and techniques to incorporate into their curriculum.

Sugarcreek Elementary has been and continues to be very active in its approach to share its success with other schools in our district and neighboring schools.

We have developed a math program that was based on grouping the students according to their ability and achievement. This program has been prosperous to both our staff and students. We have presented our ideas, concepts, and techniques for grouping and also curriculum ideas to other schools in our district. We have modeled our incentive and discipline program to our other schools and neighboring schools during workshops. The programs have led our school towards a secure environment where a student feels comfortable and safe and can focus their attention on learning and achieving. We send out monthly newsletters which are written by the faculty and distributed to the community. This newsletter contains articles which discuss achievement, projects, and upcoming events. Through technology our school has been able to communicate ideas and techniques with other schools and educators. We have been able to create web pages, send e-mails, and post videos. Finally, our staff development program has provided teachers with an opportunity to discuss instructional strategies. Teachers bring projects and ideas to share with other teachers during these meetings. The ideas are expanded on and adapted so everyone involved leaves the group with new ideas that they can use. This has helped our staff stay close and unified.

In conclusion, Sugarcreek Elementary has been and will continue to share its success with our own schools and other schools. Through this process we will all be better equipped to help students succeed which will have a positive effect on communities at large.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Sugarcreek Elementary's curriculum consists of the core subjects: math, reading/ language arts, science, and social studies. All of our curriculum areas are aligned closely to the Pennsylvania State Standards/Anchors. We meet in grade level teams periodically to review and refine our purpose. In math, students are advanced through the grade levels based on ability. It is flexible as students are moved from group to group based on their need for reinforcement on certain mathematical concepts. Our teachers of fourth through sixth grade meet at least weekly to group and regroup. The kindergarten through third grade teachers utilize manipulatives often as our curriculum reflects an inquiry-based approach to mathematics and science. In Reading/Language Arts, the teachers are guided by the Harcourt Trophies series. They utilize frequent literary circles and Reader's Theater during reading time. Reading is supported through technology by Success Maker, Star Reading, Accelerated Reader, and the Reader's Workshop. We also have a strong focus on writing; teachers have the students write on a daily basis. Whether it is journaling or one of the modes of writing, our students are writing frequently. Reading is supported through the Response to Intervention program. Students are broken into RTI groups where, based on need, students are broken into three groups with the reading specialist, instructional aide, and teacher. Science is inquiry-based. Our curriculum is based on the Pennsylvania Science Anchors. Students learn how to perform experiments and find solutions as questions are posed. We also use Discovery Works by Silver, Burdett, and Ginn to teach science. In grades three through six, teachers utilize Regions by Scott Foresman which was recently purchased. The committee selected the book based on its aligned to local and national benchmarks. Our primary language arts curriculum is based on a kid-writing process. Students draw pictures and journal sentences based on phonemic sounds. The beginning emphasis is on sight words and first and last sounds of words. Students then begin to fill the words with blends that they learn in class. We utilize a nice bend of phonemics/holistic language in our primary curriculum. All of our students perform twice a year for the entire community. We have band instruction for grades 5 and 6, and the younger students learn to play a recorder. Each grade level sings several songs during the two annual performances. In addition to the annual performances, our teachers collaborate with the music teacher to perform several times during the year. We hold a performance complete with acting, song, and dance for our local Armed Forces Veterans for Veteran's Day. There is time built into the schedule for collaboration between grade levels. The younger children put on routine performances for the older children and vice versa. Performing Arts is one of our greatest strengths at Sugarcreek Elementary.

2a. (Elementary Schools) Reading:

Sugarcreek Elementary School's reading curriculum is a balanced approach to reading rooted in research based resources and techniques in order for all students to become proficient readers. We use a systematic multi-component reading curriculum. At all grade levels we have implemented the RTI model. Our staff is focused on several critical areas: standards, assessments, instruction and intervention.

In our kindergarten reading program a variety of methods are employed. Kid Writing is the most important component of reading instruction. Morning meetings occur daily from which phonics lessons are introduced. Phonemic awareness activities are countless throughout the day. The children are immersed in a rich vocabulary environment. The assessments conducted with our kindergarten children are DIBELS, Star Reader, running records and anecdotal records.

At the first and second grade levels the Scott Foresman reading series is the foundation of our reading curriculum, however, many research based strategies are implemented. The RTI model is instrumental in helping our students become lifelong readers. Other strategies employed with this age group are buddy reading, the Accelerated Reader program, DIBELS with the progress monitoring component, and Title I services.

In the intermediate grades the Harcourt Reading Series is the basis of our curriculum. At this level, many trade books with literature circles are also utilized. The assessments used with the upper grades are many

including DIBELS for fluency and accuracy measures. 4Sight Testing is done four times each school year, as well as Star Reader and the DIBELS progress monitoring component is used for our struggling readers.

Building-wide our students are assessed by the Title I reading specialist three times per year using components of DIBELS. In addition, the RTI model is used at all grade levels. The Accelerated Reader Program is a driving force to motivate and to improve students' fluency and comprehension. We have high expectations for all of our students and our staff believes that all students can be successful readers. Much effort and collaboration occurs within our building team, in order to help all students become proficient readers.

3. Additional Curriculum Area:

The Sugarcreek Elementary School has instituted a math program across the fourth, fifth, and sixth grade curriculum that enables us to place students from these three grade levels into ability groups. The goal of this program is to place students where they will best be able to learn math concepts that are within their ability level and have the most success possible in a comfortable learning situation. This started out as a pilot program at the Sugarcreek building three years ago and has now expanded to our Bruin building as well.

The method used to develop the groups was to use their PSSA results, their final SuccessMaker scores from the previous year, their final math grade from the previous year, and past teacher recommendations as criteria for formulating the inter-grade level groups. The grade level teachers from fourth, fifth, and sixth grade along with the principal sat down early in August, 2006, and evaluated all the data and came up with six groups to be taught on ability level math/flexible grouping. We discuss weekly the progress of each student and move students accordingly. We also talk at the end of each nine week grading period to discuss how each group is doing. Within these talks we are cognizant of any students who may need to be moved from one group to another because they are struggling or because they need to be challenged more by an advanced class.

Our ultimate goal is to gear our math program to ensure that all of our students are placed in a learning environment of their peers where they feel comfortable and are challenged to excel at their learning level. We are striving to equip our students with the math processes that will ensure their future success not only here at the elementary level, but will enable them to continue to have success in advanced math classes in the high school setting as well.

4. Instructional Methods:

Teachers at Sugarcreek Elementary make use of several Differentiated Instruction strategies in their delivery of the curriculum. These strategies meet the needs of the various subgroups in a variety of ways. The following highlights some of the strategies used.

At Sugarcreek Elementary, teachers make use of Anchors. This strategy is designed to support self-directed learning as well as effective classroom management. Anchors are usually a set of activities from which students can pick. Teachers allow students to pick the activity that best meets his or her learning style. All students are learning the same information, but the delivery method is different based on a particular student's individual needs.

Many Sugarcreek Elementary students also use Agendas. The items on the agendas are specific practice activities that individual students are to complete as a means of increasing their proficiency regarding a certain topic. Students are free to complete their agenda items in any order they choose, but all activities must be accounted for at the conclusion of the week.

Another strategy used by the teachers at Sugarcreek Elementary is the use of Choice Boards. This strategy is a way of incorporating interest-based differentiation via choice. Most importantly, each of the possible sets of choices leads to the same essential understanding of content or a skill.

Finally, many teachers at Sugarcreek Elementary use Tiered Instruction in their classes. Grouping decisions are based on assessed learning needs and all tiers are based on the same key knowledge and skills. Each tier provides appropriate challenges for the students and all tiers are equally engaging. Please see the attached lesson plan for an example of tiered instruction.

Teachers at Sugarcreek Elementary participated in a year-long professional development program that focused on Differentiated Instruction. We believe in the benefits of Differentiated Instruction and are committed to using it to meet the needs of all of our learners.

5. Professional Development:

The district builds in five professional development days into the calendar each year. During these days teachers have been involved in data analysis and district provided trainings. Teachers analyze data based on material gathered from various sources. This data includes: PSSA results, 4Sight testing, SuccessMaker, STAR Reader, Readers Workshop, teacher observations, and classroom assignments.

In addition to time for data analysis, the district has provided teachers instruction in the PVAAS system, Performance Tracker, Differentiated Instruction, and Safe Schools training.

Students are given 4Sight tests quarterly during the school year. This data is compiled by the district technology coordinator and provided to each classroom teacher for their data analysis. Teachers use the information to determine what standards and anchors that students need improvement. Teachers look at specific anchors and determine what classroom activities and lessons they can provide students to improve achievement in these areas. For example, the sixth grade math teacher would look at their classroom and ability math group's item analysis from 4Sight testing. Teachers identify the anchors for the items that students answer incorrectly at the lowest percentage. They then develop classroom activities to re-teach or reinforce these skill areas. Teachers usually have 2-3 months of instruction time and then the students are re-tested. Teachers then re-analyze the data looking for improvement based on the previous data.

The principal, technology coordinator, and special education director also utilize planning time that is built into the daily schedule. Teachers report by 8:00 AM and homeroom begins at 8:50 AM. During this time weekly/monthly meetings are held on a given instructional topic.

Teachers are provided with release time to attend professional development activities. The district funds travel and training expenses.

6. School Leadership:

The school principal extends himself to the students, community and teachers as a resource. He is in classrooms on a daily basis. He conducts walkthrough observations looking for student-centered teaching. He analyzes data and communicates results to the teachers. He spearheads the data analysis and drives lesson planning around areas of weakness by having teachers submit their data plans. The principal communicates frequently to parents through weekly meetings, monthly newsletters, Edline, and written correspondence. He empowers his teachers to analyze data and flexibly group students. Leadership will often develop a mission. The great thing about our elementary is that we have teachers and staff members who love children. They take the ball and run with curriculum work; whether it is developing math curriculum guidelines for flexible grouping under the direction of the principal or making curricular revisions, they are up to the task. The principal reinforces school policies and remains vigilant on improving school attendance. He will often make calls, do home visits, or take judicial action if a negligent parent is violating the compulsory attendance law. This is viewed as a last resort. We try to develop partnerships with parents first. There is a wonderful head teacher in our building who also assists and tackles violations of school policies. Leadership helps to schedule concerts, open houses and events for parents to take an active in their child's education. He makes sure the school vision is simple as we always stay focus on improving children on a daily basis.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: PSSA

Edition/Publication Year: 2004

Publisher: PSSA

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	75	86	84	86	72
% Advanced	23	50	61	38	21
Number of students tested	44	36	44	29	29
Percent of total students tested	100	98	100	100	97
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	77	67	76	94	93
% Advanced	14	33	53	47	21
Number of students tested	22	12	17	17	14
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 2004

Grade: 3 Test: PSSA
Publisher: PSSA

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	86	69	75	76	57
% Advanced	16	19	34	24	33
Number of students tested	43	36	44	29	30
Percent of total students tested	98	100	100	99	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	86	42	65	82	57
% Advanced	9	8	24	24	36
Number of students tested	22	12	17	17	14
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics
Edition/Publication Year: 2005

Grade: 4 Test: PSSA
Publisher: PSSA

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
% Proficient plus % Advanced	84	93	93		
% Advanced	54	67	67		
Number of students tested	37	27	27		
Percent of total students tested	98	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	75	100	93		
% Advanced	42	71	79		
Number of students tested	12	14	14		
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

State assessments in grade four began in 2005.

Subject: Reading
Edition/Publication Year: 2005

Grade: 4 Test: PSSA
Publisher: PSSA

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
% Proficient plus % Advanced	78	89	78		
% Advanced	38	35	41		
Number of students tested	37	37	27		
Percent of total students tested	98	100	98		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	67	86	79		
% Advanced	25	29	36		
Number of students tested	12	14	14		
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The state developed the fourth grade test in 2005.

Subject: Mathematics
Edition/Publication Year: 2003

Grade: 5 Test: PSSA
Publisher: PSSA

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	87	93	97	90	87
% Advanced	61	52	69	65	62
Number of students tested	38	27	29	40	47
Percent of total students tested	100	100	97	98	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	73	93	100	82	94
% Advanced	47	36	77	59	69
Number of students tested	15	14	13	17	16
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 2003

Grade: 5 Test: PSSA
Publisher: PSSA

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	76	52	76	73	81
% Advanced	32	7	34	13	49
Number of students tested	38	27	29	40	47
Percent of total students tested	98	100	97	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	80	43	85	59	88
% Advanced	27	14	23	6	50
Number of students tested	15	14	13	17	16
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics
Edition/Publication Year: 2005

Grade: 6 Test: PSSA
Publisher: PSSA

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
% Proficient plus % Advanced	100	81	100		
% Advanced	85	47	74		
Number of students tested	26	22	34		
Percent of total students tested	100	98	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	100	80	100		
% Advanced	85	40	64		
Number of students tested	13	15	14		
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

2005 was the first year for state testing in Grade 6.

Subject: Reading
Edition/Publication Year: 2005

Grade: 6 Test: PSSA
Publisher: PSSA

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
% Proficient plus % Advanced	100	72	97		
% Advanced	85	28	53		
Number of students tested	26	32	34		
Percent of total students tested	98	98	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	100	60	100		
% Advanced	85	20	50		
Number of students tested	13	15	14		
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

2005 was the first year for state testing in grade 6.