

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Mrs. Nicole Dull

Official School Name: Conemaugh Township Area Intermediate School

School Mailing Address:
1516 Tire Hill Road
Johnstown, PA 15905-7822

County: Somerset State School Code Number*: 3977

Telephone: (814) 479-4080 Fax: (814) 479-7497

Web site/URL: www.ctasd.org E-mail: nicole.dull@ctasd.org

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.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Joseph DiBartola

District Name: Conemaugh Township Area School District Tel: (814) 479-7575

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.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Susan Saylor-Stahl

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.

_____ Date _____
(School Board President's/Chairperson's Signature)

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. 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 2009-2010 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 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
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: (per district designation) _____
2. Elementary schools (includes K-8) _____
- 0 Middle/Junior high schools _____
- 1 High schools _____
- 0 K-12 schools _____
- 3 TOTAL** _____

2. District Per Pupil Expenditure: 7924

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. 3 Number of years the principal has been in her/his position 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	6	30	39	69
K			0	7			0
1			0	8			0
2	36	30	66	9			0
3	42	34	76	10			0
4	35	30	65	11			0
5	27	31	58	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							334

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: 8 %

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.	8
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	13
(3)	Total of all transferred students [sum of rows (1) and (2)].	21
(4)	Total number of students in the school as of October 1.	275
(5)	Total transferred students in row (3) divided by total students in row (4).	0.076
(6)	Amount in row (5) multiplied by 100.	7.636

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

Total number limited English proficient 1

Number of languages represented: 1

Specify languages:

Conemaugh Township Intermediate School currently services one ESL student.

This child's native language is Russian.

9. Students eligible for free/reduced-priced meals: 46 %

Total number students who qualify: 154

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.

Statistics were gathered using our current free and reduced lunch counts from the district student management system.

10. Students receiving special education services: 17 %

Total Number of Students Served: 56

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>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>21</u> Specific Learning Disability
<u>7</u> Emotional Disturbance	<u>12</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>9</u> Mental Retardation	<u>1</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>2</u>
Classroom teachers	<u>19</u>	<u>6</u>
Special resource teachers/specialists	<u>2</u>	<u>4</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff	<u>3</u>	<u>1</u>
Total number	<u>29</u>	<u>13</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 18 :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%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	95%	95%	95%	95%	96%
Daily teacher attendance	95%	95%	95%	95%	95%
Teacher turnover rate	10%	10%	10%	6%	3%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Conemaugh Township currently has two elementary schools in our district. Our Primary School in Jerome serves students in grades K and 1. Our Intermediate School serves students in grades 2-6.

This past year our second grade has moved to the Intermediate Building. Data from 2004-2009 would be for a 3-6 building.

Teacher turnover rates were calculated using all full time staff who worked at the Intermediate School as well as teachers that travelled between the buildings during the day. Most of the turnover was a result of teacher retirements from the district.

We do not keep data regarding building wide teacher attendance rates. The daily teacher attendance for the Intermediate School from 2004-2009 was estimated.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

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

PART III - SUMMARY

Neighboring the industrialized community of Johnstown, the Conemaugh Township Area Intermediate School, located in Davidsville, Pennsylvania serves 335 students in grades 2-6.

The district is renowned not only for its academic acclaim, but also for its athletic achievement as well as artistic endeavors. The school serves the residents of Conemaugh Township, West Paint Township, and Benson Borough, all in Somerset County, Pennsylvania, providing an educational background for a student body of varied ethnic and economic backgrounds.

The Conemaugh Township Area School District and community are committed to a student-focused environment that promotes responsibility, encourages respect for self and others, and develops lifelong learning skills, while providing opportunities for students to recognize and achieve their potential in meeting the challenges of the future.

To say that the schools located in Conemaugh Township are the central focus of the community would be an understatement. Longstanding traditions, success, a strong work ethic, and high expectations create a nurturing environment yielding growth in the students who come into our building every day.

Conemaugh Township Intermediate School has demonstrated this growth with improving PSSA (Pennsylvania System of School Assessment) for the past several years. Our most recent scores from the 2009 assessment showed 88% building level (grades 3-6) proficiency on the state reading exam, and 96% building level proficiency (grades 3-6) on the math exam. Our grade 5 students achieved 100% proficiency on last year's state math assessments.

The Intermediate School at Conemaugh Township uses a multi-layered team approach to create a warm and welcoming environment. Students are encouraged to be 'Caught Being Good', a positive behavioral climate steeped in tradition.

If you were to walk through the front doors and into the lobby of our Intermediate School, you would be greeted with a visual right out of a Hollywood screen play. 'Lights, Camera, Book Fair!' is this year's theme for the annual Reading Night. A month long celebration which is culminated with a Reading Night extravaganza whose attendance will rival any Friday night football game in the region. Author presentations, literary musicals created and acted out by the staff, classrooms filled with a variety of activities, and a book fair in the cafeteria will garner enough participants and visitors that require the bussing in of students and families as the buildings parking lots fill to capacity and beyond.

A plethora of athletic fields dot the landscape and frame our building, these fields encourage participation and community involvement in the school throughout the year. It is not uncommon to see children and their families from sun up to sun down enjoying the facilities and atmosphere that is Conemaugh Township.

The teaching staff is highly qualified with a very low turnover rate. Most transition from the building occurs with retirements. Even with these retirements, it is not uncommon for these same former teachers and even administrators, to show up as 'substitutes,' when other current staff are out of the building.

Common planning periods, grade level and department meetings, an effective curriculum cycle, and administrative support create a work-place of collaboration, which belays effective instruction and achievement in each of our classrooms.

Attainment of a 'Blue Ribbon' will reward the hard work and efforts of our Team Township. It will provide additional evidence of the need for, and success that can be attained with, high expectations. We consider it an honor to be considered as one of the nation's best!

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Commonwealth of Pennsylvania annually assesses students in grades 3-8 and 11 on the PSSA (Pennsylvania System of School Assessments) in Math and Reading. With the first year of testing after adoption of No Child Left Behind, only students in grades 5, 8 and 11 were assessed. That has since grown to our current testing groups. Pennsylvania has also added a science assessment for students in grades 4, 8 and 11; and a writing assessment for students in grades 5, 8, and 11.

Once student tests are completed and evaluated, the scores are tabulated. These scores fall within one of four reporting categories (Advanced, Proficient, Basic, or Below Basic).

Advanced - This level reflects superior academic performance. This level indicates that students have an in-depth understanding of Pennsylvania Academic Content Standards.

Proficient - This level reflects satisfactory performance. Proficient performance indicates a solid understanding of the Pennsylvania Academic Content Standards.

Basic - This level indicates a partial understanding of the state standards and marginal academic performance.

Below Basic - This is the lowest performance level. It reflects inadequate academic performance and little understanding of the state standards.

Conemaugh Township Intermediate School has shown great improvement in its annual grade level proficiencies in both Math and Reading over the past several years. Grade 3 students have increased Reading proficiency from 71% (2005) to 83% in 2009. Percentage of students reaching proficiency in Math has increased from 86% (2005) to 96% in 2009.

Grade 4 students have increased 7% in Reading (92% in 2009) in 10% in Math (95% in 2009) over the past four years.

Grade 5 has shown some of the highest increases in the district. Only 68% of our students reached a proficient level in Reading in 2005. In 2009, it was 87%. In Math the gains have been even greater. In 2003, only 56% of our students reached proficiency, by 2009 it was 100%. This was the first time that any grade level group had reached full proficiency in the district.

Grade 6 continues the positive trend, 89% of our students were proficient or advanced in Reading for the past year, a 17 point gain since 2006, and 94% of our students were proficient in Math, a 22 point gain since 2006.

Although 46% of our current students are economically disadvantaged, our ED subgroups have performed well on the state assessments. With the 2008-2009 school year 91% our grade 3 ED students achieved proficiency on the math assessment, 100% of our grade 5 ED students were proficient in math, and 86% of our grade 4 ED students were proficient in reading. Overall, over 90% of the economically disadvantaged students met or exceeded proficiency in math, and 80% of these same students achieved proficiency in reading.

Information on the Pennsylvania System of School Assessment (PSSA) may be accessed through the link below:

http://www.education.state.pa.us/portal/server.pt/community/school_assessments/7442

2. Using Assessment Results:

All PSSA test data is shared with the professional staff and administration throughout the district. With the release of scores in June, the guidance and administrative staff use that information to further develop programming, scheduling, and effective student grouping for the upcoming school year.

With the release of the PVAAS (Pennsylvania Value-Added Assessment System) student projection data, the team can easily identify those students at-risk of not reaching proficiency on the next year's state assessments. This information helps determine which students would get the most benefit from the after-school tutoring programs offered in the district as well as, school-day programming for the students at our Intermediate School. All PVAAS data is shared and reviewed with the staff at the beginning of the school year and is reviewed during the various curriculum and instruction meetings held throughout the school year.

The Intermediate School also uses the 4Sight benchmark assessments during the year. The 4Sight assessment is recommended for use by the Pennsylvania Department of Education, and is given three times during the school year. These tests are designed to mirror the eligible content on the PSSA exams for Math and Reading and provide schools with additional student data that helps to drive instruction.

Within the first two weeks of school, all grade 3-6 students are given this benchmark assessment in both Math and Reading. A mid-year 4Sight assessment is given in November, and the final review approximately one month prior to the PSSA.

Multiple levels of student data are used and analyzed to improve student achievement.

3. Communicating Assessment Results:

Conemaugh Township communicates student achievement data on the state's PSSA examinations in a variety of ways.

Individual letters are sent home to parents prior to and after the assessments. Parents receive notification of the upcoming PSSA exams several weeks before the test. Included with these letters are preparation suggestions for the examinations (school attendance, good night's rest, breakfast, effort, etc...). Follow-up letters are also sent to parents once the district has received the individual student results.

A building-level and district assessment review is conducted by the Director of Curriculum and placed in the district newsletter detailing the overall performance of each of the buildings taking the state tests.

Annual reviews are also conducted by the staff and administration and those results are shared publically at monthly board meetings and during PTA gatherings. Year over year growth comparisons are also completed for the public and board of directors.

This growth is then compared regionally to the 23 individual school districts in Cambria and Somerset Counties and to the state averages. Each of the four subject areas (Math, Reading, Writing and Science) is included in this comparison. This review of districts with high-growth / achievement levels, allow the administration and staff to review the pacing and sequencing of the curriculum and also the instructional practices used in those buildings. This analysis is then shared with the staff to help determine future programming, scheduling, and professional development opportunities to further drive student achievement.

4. Sharing Success:

Conemaugh Township engages its schools within the district and schools outside of the district in a variety of ways. The Director of Curriculum along with the building principals, conduct curriculum meetings with all

staff members in the district on a monthly basis. During these meetings the success and challenges faced by each of the three buildings are shared collectively with the group. Although the Intermediate building is currently nominated, and only serves the grade 2-6 students, an award such as a Blue Ribbon distinction would be appreciated and recognized by all of the team members in the district.

Regionally, our principals attend monthly Somerset County Principals' Association meetings where the Blue Ribbon process and distinction would be shared with the eleven member districts in Somerset County. Conemaugh Township is also very active with the Appalachia Intermediate Unit 8 headquartered in Altoona, Pennsylvania. Principals and administration have, and will continue to share, the success of the district with the other member schools not only in the county, but throughout the region.

Plans are in place to incorporate the Blue Ribbon status logo onto the district website, Intermediate School letterhead, and other appropriate areas representing the Conemaugh Township Area School District.

And finally, multiple members of the professional staff continue work on advanced degrees in the district. These collaborative networks provide additional opportunities for them to share the success and 'best practices' used within our Intermediate School and other buildings in the district.

All of these items will be in place if we are so fortunate as to be awarded 'Blue Ribbon' status.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

At the Conemaugh Township Intermediate School students have the opportunity to grow through an enriching and rigorous curriculum taught through a variety of subject areas.

Students can enjoy a multitude of activities in their physical education classes. Roller blading, and all of the appropriate safety equipment and techniques, have been used and taught for the past seven years. The building has its own fitness center that students and staff can use before, during, and after the school day. The Intermediate School Tribe Trot has been a wellness related family event at the high school stadium for the past six years. Additional physical fitness related activities include 'speed stacking' that allows students to refine their fine motor skills.

If you walk down our hallways you can hear the Dejembe drums from South Africa being played in our music classes. The purchase of enough drums for the entire class allows students to demonstrate and practice rhythm patterns, tone, and other percussion techniques. We also offer elementary band for students in grades 4-6. Students can be exposed to music up to four times per week through chorus, small group lessons, band, and a general music class. Our building also participates in the Somerset County 'Singfest' and Elementary Regional Band.

Continuing your journey, you'll see our building was a recipient of the 'Picture America Grant'. Funding from this grant paid for twenty-four reproductions of famous pieces of art including photos, paintings, and sculptures. These works adorn our walls for all students to see and enjoy. The curriculum guides provided with these materials are aligned to meet standards in mathematics, language arts, and social studies.

Conemaugh Township boasts a computer lab and computer class for all students in grades 2-6. While there, classes hone their 21st century skills with word processing, excel spreadsheets, and power point productions. Internet searches and safety are continual practices. The use of Study Island in the lab also supports our core curricular areas for remediation and extra practice.

With our library curriculum, we are continuing the facility's transformation into a true media center with additional experiences in computing and the infusion of other technologies for our classes. Cross-curricular activities with the language arts teachers have allowed the students to become 'critics' of books from various genres. Accelerated Reader programming is also an important piece of our library instruction.

Social studies and science curricula are taught across numerous instructional platforms. The Intermediate school's field trips are built around themed lessons. Students complete before, during, and after activities to further reinforce these concepts. Grade 2 students travel to the local Quemahoning Dam. Grade 3 takes the 90 minute drive into the city to enjoy the Pittsburgh Zoo. Our 4th grade students spend the day at the Somerset Historical Society to review the rich history of western Pennsylvania. Fort Ligonier was a British outpost built to protect the interests of the crown during the mid 17th century. Our 5th graders spend the day there. And finally, our grade 6 students head back into the city to visit the world renowned Carnegie Science Center. All of these activities provide enrichment for lessons taught within the classroom.

Not only do we develop the mind and the body, but we also have curriculum in place to develop the character of our students. Conemaugh Township offers a district-wide Olweus Character Development program that is designed to encourage positive behavior in all of our buildings, and at the same time diminish bullying.

Core curricular areas of Mathematics and Reading and the related state testing with the PSSA are addressed in other sections of our Blue Ribbon application.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Over the past five years, the Intermediate School has made a series of changes to the curriculum and delivery of reading instruction. Most recently, the Harcourt Story-town series was adopted for grades 2-3 after an 18 month investigation which included visits to other local high-achieving schools. Particular emphasis was placed upon the non-fiction elements provided with this reading program.

The building uses Scott-Foresman for grades 4-6. This determination was made after a thorough review by the administration and staff who noted that the language with Scott-Foresman was more challenging and better aligned to the PSSA assessments for our students.

Building level focus has also moved from a literacy based series to a more traditional skills based program. Our PSSA data has shown year over year proficiency growth with these changes.

Grade level and subject area meetings are held monthly to assure that curriculum is aligned both vertically and horizontally. These meetings allow the staff to share related best-practices incorporated in their respective classrooms. PSSA samplers, assessment anchors, PVAAS growth indicators and projections are also shared during this common period.

Team teaching practices in the building allow staff to specialize their instruction with concentration in either math or reading. Additional supports are provided by Title I staff for students in grades 2-3, teacher aides, and numerous parent volunteers.

Preparation for the PSSA is an ongoing practice using embedded error passages, open ended tests modeled after the state assessment, and common terminology is used across all of our grade levels. Our school also provides before and after school tutoring funded through the Pennsylvania Accountability Block Grant.

These multi-faceted approaches continue to improve student achievement.

3. Additional Curriculum Area:

The Conemaugh Township Intermediate School's math program may be considered one of the 'crown jewels' of the district. CT is highly regarded by our peers for our outstanding achievement in mathematics demonstrated through some of the highest proficiency levels in the Commonwealth of Pennsylvania. This past year over 96% of our students reach proficiency on the state assessment. Almost $\frac{3}{4}$'s of our students were advanced.

The building uses the Everyday Math series for grades 2-5, and Connected Math II for grade 6. Both have been in place for several years, and were approved and implemented after a rigorous review and selection process.

The math department meets on a monthly basis to ensure symmetry between the two series as students move through the building. A block schedule is in place for additional math instruction time during the school day. Use of Study Island further compliments the classroom instruction and is used for additional math practice for students. Teachers have successfully incorporated a combination of discovery learning with direct instruction.

Knights of the Math Table, peer tutoring, successful integration of technology into the classroom, and the breakfast club further success in mathematics.

Home-school connections are enhanced by having teacher lesson plans online, with attachments made available to strengthen the bond between all partners.

Staff members are also able to teach math concepts in other curricular areas throughout the day. Common planning times help facilitate this communication which has improved student achievement.

The Intermediate School is developing the engineers and scientists of tomorrow with 21st century skills of today.

4. Instructional Methods:

Conemaugh Township Intermediate School uses a variety of programs and instructional methods to successfully work with our children. Students with special needs are mainstreamed into regular education classrooms throughout the building. Teachers use common planning times to meet and share instructional strategies.

Multiple staff members in the building have dual certificates in special education and are also elementary certified.

Co-teaching practices are established within our 5th and 6th grade classrooms. Having two teachers in the classroom allows the staff to work with both regular education and learning support students at the same time. These teachers effectively fill the role of ‘content expert’ and that of a ‘strategic expert’. It is a true co-teaching model where the students, in the words of the staff, “do not know who the ‘real’ teacher is.” It is our belief that all students are able to observe appropriate modeled behavior in the regular education classroom, thus having a positive effect on their own behavior and positive feelings about school.

Beyond the established teaching practices, modifications and adaptations are individually designed for students in need of extra support. Word banks, reduced choices for multiple choice formatted information and additional testing times are provided for students on a daily basis.

The Intermediate School also uses several district and outside agencies to provide additional supports and strategies for success. Accountability Block Grant monies provide the funding for before and after school tutoring of students, interventions for non-IEP students are put in place with IST programming, the ‘Lunch Bunch’ allows groups of students to meet with the Guidance Counselor providing support for students with emotional and peer support, a variety of instructional aides are used to further instruction, and the ‘Copy Moms’ free up time for the professional staff to plan and/or work directly with students.

5. Professional Development:

In July of 2009, the Pennsylvania Department of Education reviewed and approved the Professional Education Report for the Conemaugh Township Area School District. This report provides guidance for the district to “ensure that all Pennsylvania children receive high-quality instruction that they deserve (by) an effective teacher in every classroom and school and district leadership that is focused on raising achievement.” Our plan designed by the professional staff, administration, and community, and approved by our Board of Directors, hopes to accomplish just that goal.

Included as part of our plan are professional development opportunities with building and district-level curriculum development, differentiating instruction, crisis prevention, and English as a second language workshops. Conemaugh Township has continual sessions on enhancing instruction through the use of technology in the classroom, data analysis to drive instruction, new teacher induction and online safety practices for educators. Most recently, our Intermediate School has piloted a peer coaching class which allows teachers to observe their peers throughout the district. Over 1/3 of the staff in our building are voluntarily participating in this class which takes place outside of the regular school day.

The district calendar provides five professional development days that are conducted throughout the school year. Additionally, four two-hour delay in-services provide additional development time for the administration and staff.

Conemaugh Township has membership in the Tri-States Study Council and on the Somerset County Unified In-Service Committee. Both organizations provide additional training, support, and programming for our staff.

As indicated with our plan, “professionals in an ever-changing knowledge-based society, (we) are required to continuously update (our) skill-sets.” Our planned programming does just that.

6. School Leadership:

Mrs. Nicole Dull has been the principal at Conemaugh Township Intermediate School for the past three years. She credits the school’s success to the foundation of a shared vision built upon communication and consistency. These ideals are exemplified by, and partnered with, parents, students, staff, and administration.

Communication between all partners helps everyone involved in the learning process to know what the expectations are, and how we can all work together to meet and exceed them. Teachers make and record at least one positive phone call to parents each week. Assessment schedules and test scores are shared with and explained to parents. The administration regularly meets with specific curricular and grade level teacher groups to discuss best practices and focus on consistent and continual improvement of the instruction delivered at the school. With these gatherings, teachers are empowered to become true educational leaders who help guide schedules, curriculum, and the learning processes delivered in the school.

This ‘teamed’ partnership is also reflected through the building’s ‘Peer Coaching’ program, which allows staff members to visit and observe other classrooms throughout the building and the district. Participating teachers meet monthly with members of the administration to review and discuss the positive findings of these observations, with the goal being to implement what has been shared into their own classrooms.

Consistency further supports the success of the building. Students know what is expected of them from day 1 to day 180. Staff members are consistent with the curriculum that they deliver, and when they teach specific skills. Mrs. Dull visits multiple classrooms on a daily basis to support the work that is being done. She is there to provide the support and encouragement necessary for all of the students and adults in the building.

Mrs. Dull and everyone at Conemaugh Township Intermediate School strive to communicate effectively, and consistently, and deliver a Blue Ribbon day, every day.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: PSSA Mathematics

Edition/Publication Year: 2004-2009

Publisher: Data Recognition Corp.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	95	94	92	91	86
% Advanced	43	61	55	68	52
Number of students tested	65	62	64	71	79
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	91	92	88		
% Advanced	35	62	49		
Number of students tested	23	26	33		
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	70				
% Advanced	10				
Number of students tested	10				
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Disaggregated subgroup data was not available for 2004-2005 and for 2005-2006.

The only testing period that the building had an IEP subgroup of more than ten students was in 2008-2009.

The PSSA exam is published by Data Recognition Corporation annually.

Subject: Reading
Edition/Publication Year: 2004-2009

Grade: 3 Test: PSSA Reading
Publisher: Data Recognition Corp.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	83	89	86	87	71
% Advanced	25	21	25	46	41
Number of students tested	65	62	64	71	80
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	70	89	85		
% Advanced	26	8	21		
Number of students tested	23	26	33		
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	30				
% Advanced	0				
Number of students tested	10				
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

PSSA grade 3 reading subgroup data was not available for 2004-2005 and 2005-2006.

Subject: Mathematics
Edition/Publication Year: 2005-2009

Grade: 4 Test: PSSA Mathematics
Publisher: Data Recognition Corp.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	95	96	89	85	
% Advanced	86	72	59	53	
Number of students tested	62	67	75	80	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	89	91	78		
% Advanced	75	62	52		
Number of students tested	28	34	23		
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced			58		
% Advanced			25		
Number of students tested			12		
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

The grade 4 PSSA math assessment was not given to students in 2004-2005.

Subject: Reading
Edition/Publication Year: 2004-2009

Grade: 4 Test: PSSA Reading
Publisher: Data Recognition Corp.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	92	92	87	85	0
% Advanced	61	57	56	38	0
Number of students tested	62	67	75	80	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	86	88	78		
% Advanced	46	50	30		
Number of students tested	28	34	23		
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced			58		
% Advanced			33		
Number of students tested			12		
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
Subgroup data for 2005-2006 was not available.

There was no grade 4 PSSA reading assessment in 2004-2005.

Subject: Mathematics
Edition/Publication Year: 2004-2009

Grade: 5 Test: PSSA Mathematics
Publisher: Data Recognition Corp.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	90	91	88	78	79
% Advanced	81	76	57	51	46
Number of students tested	68	78	81	67	78
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	78	82		
% Advanced	70	61	41		
Number of students tested	40	18	39		
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced		50	53		
% Advanced		20	7		
Number of students tested		10	15		
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Disaggregated data for 2004-2005 and 2005-2006 was not available.

The building had IEP subgroups greater than ten in 2006-2007 and 2007-2008.

Subject: Reading
Edition/Publication Year: 2004-2009

Grade: 5 Test: PSSA Reading
Publisher: Data Recognition Corp.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	87	82	68	70	68
% Advanced	54	44	28	22	22
Number of students tested	68	78	81	67	78
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	78	72	51		
% Advanced	50	28	18		
Number of students tested	40	18	39		
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced		30	7		
% Advanced		10	7		
Number of students tested		10	15		
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subgroup data for the 2004-2005 and 2005-2006 PSSA was not available.

Subject: Mathematics
Edition/Publication Year: 2004-2009

Grade: 6 Test: PSSA Mathematics
Publisher: Data Recognition Corp.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	95	92	90	72	
% Advanced	81	72	67	42	
Number of students tested	82	85	69	86	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	91	85	85		
% Advanced	70	52	56		
Number of students tested	23	33	27		
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	60	73	67		
% Advanced	30	33	33		
Number of students tested	10	15	12		
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Disaggregated subgroup data was not available for the 2005-2006 school year.

Subject: Reading
Edition/Publication Year: 2004-2009

Grade: 6 Test: PSSA Reading
Publisher: Data Recognition Corp.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	92	82	78	72	0
% Advanced	62	55	52	36	0
Number of students tested	82	85	69	86	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	83	76	78		
% Advanced	52	36	37		
Number of students tested	23	33	27		
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	40	14	25		
% Advanced	30	7	8		
Number of students tested	10	15	12		
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

There was no grade 6 PSSA Reading assessment in 2004-2005.

Subgroup data for the 2005-2006 PSSA was not available.