



## PART I - ELIGIBILITY CERTIFICATION

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11PA13

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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

11PA13

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district: 3 Elementary schools  
 (per district designation) 1 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
5 Total schools in district
2. District per-pupil expenditure: 7552

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 11
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		<b>6</b>	36	32	68
K	35	36	71		<b>7</b>	0	0	0
1	55	34	89		<b>8</b>	0	0	0
2	47	31	78		<b>9</b>	0	0	0
3	31	51	82		<b>10</b>	0	0	0
4	45	46	91		<b>11</b>	0	0	0
5	43	30	73		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								<b>552</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
0 % Asian  
11 % Black or African American  
1 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
79 % White  
9 % 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 2009-2010 school year: 7%

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, 2009 until the end of the school year.	29
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	12
(3)	Total of all transferred students [sum of rows (1) and (2)].	41
(4)	Total number of students in the school as of October 1, 2009	552
(5)	Total transferred students in row (3) divided by total students in row (4).	0.07
(6)	Amount in row (5) multiplied by 100.	7

8. Percent limited English proficient students in the school: 1%

Total number of limited English proficient students in the school: 5

Number of languages represented, not including English: 3

Specify languages:

Spanish, Arabic, and Serbian are the languages represented.

9. Percent of students eligible for free/reduced-priced meals: 52%  
 Total number of students who qualify: 285

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 15%  
 Total number of students served: 83

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>4</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>30</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>41</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>7</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</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>22</u>	<u>0</u>
Special resource teachers/specialists	<u>14</u>	<u>7</u>
Paraprofessionals	<u>7</u>	<u>0</u>
Support staff	<u>7</u>	<u>8</u>
Total number	<u>51</u>	<u>15</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: 25:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	95%	95%	95%	95%	95%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	3%	0%	6%	6%	26%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

The 2005-2006 teacher turnover rate of 26% is attributed to retirement of three teachers (each with 30+ years in our district) and a reduction of six classrooms in K-6 at Case Avenue, due to adjusted residency boundaries to redistribute the elementary students amongst the three elementary schools in Sharon. The teachers from the six classrooms were reassigned within the district.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
<b>Total</b>	<b>_____ 0%</b>

Case Avenue Elementary is a K-6 school situated in an urban setting in a western Pennsylvania “Rust Belt” area suffering from a devastating decline in manufacturing and increased joblessness. The largest of Sharon City School District’s three elementary neighborhood schools, Case serves an economically challenged and academically diverse population. Originally constructed in 1923 to house Sharon High School, our building is scheduled to be demolished at the end of the 2010-2011 school year and an innovative, modern structure will take its place. In spite of what may seem to be insurmountable obstacles to school success and student achievement, we promote the philosophy that given time, opportunity, and expert instruction, every student can achieve high academic standards and anticipate a bright future with endless opportunities. As its doors close at the end of this school year, the strong curriculum and collaboration of Case Avenue with parents, families, and the surrounding community will allow us to continue to celebrate the legacy, traditions, and milestones that have created the culture in our school that “It’s cool to be smart!”

The mission of Case Avenue School is, in partnership with family and community, to provide educational opportunities through a balanced, rigorous and relevant curriculum, delivered by a highly qualified professional staff, to prepare our students to make a positive contribution to society. The Case Avenue principal and staff believe that it is truly an honor to teach the children in our community. We value our parents as “first teachers,” and we strive to support relationships and learning at home, building upon that foundation with rich learning experiences to promote each child’s academic, social, and emotional growth to achieve his or her highest potential. Our school culture aspires to “what’s best for kids.” While we continually analyze and apply the data we gather to make wise instructional decisions, we feel that our students’ consistent high achievement is attributed to the fact that we do not allow data to desensitize our students. Behind every number is a child, and every child must connect with an adult, both inside and outside the school.

Case Avenue Elementary promotes and supports several opportunities for growth, learning and “giving back” to our community and our world. We take collective responsibility through community partnerships to engage students with an intrinsic desire to achieve to high standards. Our goal is to nourish the whole child—the earlier, the better. Our school building includes day care, HeadStart, and Pre-K Counts classrooms, Intermediate Unit classrooms for language support and PDD (Pervasive Developmental Disorder) students, as well as the Sharon Family Center. Our school supports a full inclusion model for our emotional and learning support students, staffed with highly-qualified special education teachers and aides. We offer academic support beyond the school day, with intervention groups and our popular C.O.O.L. program (Children’s Opportunities for Outside Learning), an afternoon program that has grown to over 80 students from grades three through six. This comprehensive program addresses student academic needs and offers life and social learning opportunities that students would otherwise not experience. We also take pride in a recent initiative with the Community Food Warehouse and three local churches, establishing a “Backpack Program,” sending 110 economically disadvantaged students home each weekend with a sack of nutritious foods tucked into their backpacks. Being blessed with such strong support from our district and community, we welcome opportunities to “pay it forward” as often as possible. We promote “bucket filling” through kind words and deeds in our school. Our Student Council and entire school family was actively involved in successful fundraising for the American Red Cross efforts during the Hurricane Katrina and Haiti earthquake disasters—raising a combined total exceeding \$24,000. Case Avenue Elementary School creates and sustains relationships, both inside and outside, providing all students opportunities to achieve and grow as independent, self-confident, and productive members of society.

Despite the large size and diversity of our student body, we hold the belief that we are all a family and a community of learners. Our students benefit from the great variety of programs afforded through fundraising and efforts of our energetic Parent Teacher Organization. This active group of parents has

dedicated itself to school involvement and student enrichment by providing field trips for all grades each year, organizing fairs, holiday events, fun days, guest assemblies, Market Days and more. Our PTO operates a Parent Volunteer Room, assisting our teachers with the many tasks that help create personalized learning tools for students, allowing teachers to focus their energy and time on classroom instruction and individual student learning plans. Our PTO attends to personal needs of our students and families as evidenced by their involvement with the Tiger Paw Giving Tree and Case Clothes Closet, which provide students in need with apparel that meets our school dress code policy.

Case Avenue Elementary School is extremely proud and honored to be recognized with this Blue Ribbon Schools award nomination.

## 1. Assessment Results:

The assessment results included in the Part VII data tables represent the academic achievement at Case Avenue Elementary on the Pennsylvania System of School Assessment (PSSA) from 2006-2010 in grades three through six. This test was designed by the Pennsylvania Department of Education to measure student progress toward achieving rigorous state academic standards and also Adequate Yearly Progress (AYP), an accountability component of the No Child Left Behind Act. Students engage in a rigorous 5-day testing procedure in combined reading and math, and their scores are ranked into performance levels of Advanced, Proficient, Basic, or Below Basic. Students must meet advanced or proficient levels according to state guidelines as one of three measures to achieve AYP each year. Pennsylvania students are also assessed with a Writing PSSA in fifth grade and a Science PSSA in fourth grade which do not affect meeting AYP. Assessment results are reported to district administrators in the summer, and teachers review the data with administration prior to the start of the new school year. Further details and the AYP report card for our school can be accessed through this link: <http://paayp.emetric.net>

As a whole school, we are proud to see the growth in the number of students achieving high standards. Case Avenue has met and exceeded AYP guidelines the past five consecutive years. The data shows that student results in reading increased from 62.8% to 78.9% over the last five years, a gain of 16.1%. Measured math improvement from 71.3% to 89.1% increased the total of proficient and advanced students by 17.8% over five years. This growth can be attributed to our entire staff utilizing a balance of summative and formative classroom assessments throughout the year, careful analysis of student performance and results, and together formulating instructional decisions that will most impact positive student growth. We remain flexible in our instructional approaches, allowing current research on best educational practices and our keen knowledge of each student as a learner to guide daily routines and instruction throughout our school.

In addition to “all students” assessment results, Case Avenue Elementary has also been accountable to meet AYP criteria in Special Education (IEP) and Economically Disadvantaged subgroups. We are proud that in each of these subgroups, we have experienced growth in the percentage of students achieving high standards over the past five years in both math and reading. Specifically, in reading, a growth of 21.9% has occurred in our economically disadvantaged subgroup, and our IEP subgroup proficiency increased by 32.2%. In math, the achievement levels have typically exceeded those in reading, but that gap is narrowing as reading percentages increase. Our math success was boosted by the inception and growth of our writing workshop curriculum which, in our opinion, has impacted students’ confidence and ability to express mathematical thinking, particularly in more lengthy open-ended problem-solving situations

Although the subgroups of Black and Multiracial have not counted toward our school’s standing in meeting AYP each year (due to enrollment of less than 40 students each), they are included in our data tables. While the percentage of multiracial students showing academic success in reading is 12.7% less than the total proficient from the entire school, the 66.7% proficiency in that group would have exceeded the AYP benchmark of 63%. There is a substantial gap in the percentage of black subgroup students who are proficient or advanced (44.4%) as compared to the whole school total (78.9%) in reading. In math, the black subgroup performed at 69% proficient or advanced as compared to 89% for all students. In order to address the gaps indicated, we are looking more closely into ways to assure that the black, multiracial, and IEP students in our building are included in existing structures for academic support, such as in-class comprehension and fluency strategy groups and math pull-out intervention groups during the school day. We persistently include them in after-hour tutoring offered by individual teacher volunteers, church partnerships, and the C.O.O.L. program. We are adding new, engaging texts to classroom libraries with characters, settings, and topics to attract and motivate readers at all levels, providing multiethnic role models and characters. The Principal’s Book Club this year also engages a group of African-American sixth grade females in a read-and-discuss from the *Sassy* series, facilitated by our school principal. The

Case Avenue faculty meets regularly at grade and building levels to analyze specific data from 4-Sight assessments to pinpoint areas of need and provide vital instructional components for all students to achieve high academic standards.

## **2. Using Assessment Results:**

The Case Avenue staff acknowledges that because students learn and express their learning in various modalities, a variety of authentic assessments are necessary to track student learning, growth, and academic performance level toward expected standards of achievement. Some informal assessments used within classrooms include daily independent reading and writing observation checklists, literacy notebooks, math “Problem of the Day/Week”, math “congresses,” observation of student engagement and discourse with peers in all subject areas, individual student conferences in reading and writing workshops, and many others. Teacher insight and collaboration, in addition to expressing clear expectations to all students, ensures that optimal instruction and learning opportunity is available to each student at Case Avenue Elementary.

In K-2, we administer the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) three times per year to track student progress in phonological awareness, alphabetic principle, and fluency with connected text. Primary grades also use Quick Writes, unprompted narrative essays, as well as the DRA (Developmental Reading Assessment) to measure student growth in benchmark literacy skills. These assessments allow teachers to differentiate and direct additional learning opportunities through flexible strategy and guided reading groups and individual student conferences.

In grades three through six, we administer 4-Sight assessments four times per year. Following each one, our building’s data team (consisting of a lead teacher from each grade level, two support teachers, our Instructional Associate and Principal) analyzes building level, classroom, and subgroup results, and sets new goals and a timeline to reach these desired proficiency outcomes in reading and math. This team then reports to the entire staff who collaborate to plan specific instruction, ensuring that all resources are utilized to provide for individual and subgroup academic growth.

Case Avenue’s academic success can be partially attributed to our district’s support and acquisition of innovative data-gathering and analysis tools that allow us to quickly access all available student information, including attendance, health, and discipline records. We gather valuable data from DIBELS online data system, Success for All Member Center, PVAAS (Pennsylvania Value Added Assessment System), and Ed-Insight Instructional Management System. That being said, however, we are careful to remember that each number represents a child, and we endeavor to instill a desire in each child to maximize his or her own learning potential in every minute of every day, in and out of school, to emerge as an independent lifelong learner.

## **3. Communicating Assessment Results:**

Case Avenue shares assessment procedures and student results with parents through parent conferences, informational workshops, and written reports, allowing us to keep caregivers informed and involved in academic improvement for every child. Our 9-week grading periods give teachers opportunity to clearly communicate each student’s progress toward meeting academic standards with detailed report cards in all subject areas. Our teachers frequently engage in ongoing communication with parents via phone conversations—before, during, and after school hours, as well as informing them of classroom curriculum, assessments, and activities through newsletters. Our students in grades 3-6 track 4-Sight results on individual ‘dashboards’ and these are also shared with parents to provide ongoing information about predicted state assessment performance on the upcoming PSSA. This lets the student see a graphic representation of his or her own personal results and growth in reading and math. Goals are established for the next assessment, providing motivation for students to be more engaged during daily classroom instruction, completing homework, and encouraging his or her peers to also apply themselves as part of our community of learners. We constantly strive to creatively and effectively communicate student

progress and results to each home, as research clearly indicates the power of parent involvement as a key component to student academic success.

Our state assessment results are mailed home to each student's family in the form of an informative report providing the child's scores, strengths, and weaknesses according to the math, reading, writing and science PSSA results. We attach a letter that encourages the parent to read the results carefully and to contact the present-year teacher for further discussion, questions, or concerns to impact positive results in the new school year. Assessment data links are provided on our district website for public access. Assessment results and AYP standing are included in the new school year packet distributed to every Case Avenue family. Our school and district success has been shared by a team including our Instructional Associate via presentations with a literacy strategy focus at the annual PA Title I Improving School Performance conferences on several occasions. Besides publicity from the local news media, our school community and beyond can appreciate our achievement of AYP each year by the banner attached to the front of our school indicating that we are "Positively Proud" of all the hard work that results in achieving such high standards.

#### **4. Sharing Lessons Learned:**

At Case Avenue, successful instructional strategies are shared in a variety of ways. Our teaching staff engages in building learning walks on a monthly basis, offering teachers the opportunity to visit other classrooms to perfect the art of teaching to benefit student learning. For example, teachers may be looking at how the classroom literacy environment is set up and made accessible to all students. We first take a tour allotting 15 minutes in each scheduled room to observe student work and qualities of literacy that align with the Learning Walk Indicator Sheet, containing clear expectations and "bottom-lines" deemed necessary to effectively implement our curriculum. We then meet to reflect and share our observations, learning, and applications for our own classrooms. Many teachers value this exercise, visiting other classrooms with an academic lens, collaborating with their peers, and capitalizing on the professional expertise right here in our school.

Case has been a model site school for several years, particularly due to its implementation of a Balanced Literacy curriculum that yields positive results in student engagement and learning. Our literacy curriculum (see Part V) has been shared with schools near and far, as we host visits by administrators, classroom teachers, and support staff who are particularly interested in our reading and writing workshop techniques, organization, and supporting classroom environment structures. Our Principal and Instructional Associate (Literacy Coach) set up a tour according to the desire or needs of the visiting team. They conduct the tours and discussion sessions to proudly share our school mission, curriculum, assessments, materials, and educational practices.

In our diligence to nurture the whole child, we recognized unique accomplishments and talents of our students, both within and outside of school. We pay tribute to such student achievement through school announcements, numerous hall and classroom displays of student work, the SCSD website, articles in our school newspaper, and articles submitted to our district's *EXPRESSIONS* newsletter supplement to the Sharon Herald (our local newspaper). Case Avenue Elementary honors high-achieving students through our Honor Society, celebrating with special breakfasts each grading period, awarding deserving students Tiger Paw pins for achieving a QPA of 3.5 or higher. We acknowledge year-long achievers at a more formal spring reception with their families. The district publicly honors selected students, staff, or community members as recipients of our Pride and Promise award at monthly Board of Education meetings.

## 1. Curriculum:

The Case Avenue Elementary curriculum is directly aligned with national and PA Academic Standards, utilizing research-based teaching strategies and resources to provide rigorous, student-centered instruction. Our core curriculum includes language arts, math, science, and social studies. Students in K-6 also participate in art, music, health, physical education, and technology instruction.

An uncompromising objective within our school culture is for each learner to participate as an appreciated, respected member of our Case Avenue family. One way we instill this atmosphere is through daily morning meetings which occur from the moment the student enters the classroom for the first 20-30 minutes of the school day. During Morning Meeting, students are actively engaged in a variety of activities including read-aloud and discussion, team-building exercises, current events, Literacy Boards, and student-sharing opportunities, imparting social and academic enrichment while creating an inclusive, shared value system within the classroom and throughout our school.

Language arts instruction consists of a balanced literacy block that includes reading and writing workshops and word study. (See Curriculum Items 2 and 4 for details). The word study curriculum originated with Diane Snowball's *Spelling K-8* framework, and has since been revised with implementation of Orton-Gillingham multi-sensory methods (K-1) and Discover Intensive Phonics in primary grades. These systematic, sequential phonics programs provide valuable components to complete a well-rounded primary balanced literacy curriculum. Additionally, we provide Grade 2 students with Mandarin Chinese instruction two days per week.

Our math curriculum, based on the *Harcourt Math: PA Edition* components and aligned with a district-created curriculum calendar, addresses the PA mathematics standards for each grade level. (See Curriculum Item 3 for details).

Our science curriculum consists of the Scholastic Science Place program in K-6, supplemented by additional resources acquired from AIMS, Science A-Z online, Scholastic's *Super Science* magazine, to name just a few. We encourage all students to engage in scientific thinking and reasoning, stimulating children's natural curiosity about the world, to become scientifically literate and aware citizens, applying scientific thinking in and outside of the classroom.

The *Stories in Time* series by Harcourt Brace, provides the basis for teaching of social studies curriculum concepts and themes. We supplement instruction with *National Geographic for Kids*, *Scholastic News*, and other current event publications and documents, heightening students' awareness of their own place, importance, and impact as citizens in their community, country, and world. Our 4th grade curriculum incorporates state civics instruction using *Pennsylvania: Our People, Places, and Past*.

The gifted education program (QUEST) positively impacts student learning by providing academically gifted children with advanced instruction matched to their capabilities. Our rigorous QUEST curriculum provides an extension to the basic curriculum through pull-out instructional time, exciting field trips, competitive academic team opportunities (Lego League), as well as advanced placement in high school mathematics coursework.

Our studies in visual and performing arts, directed by enthusiastic, talented instructors, are among the favorites of our eager learners. Our music department provides a musical foundation for our band, orchestra, and 5th and 6th grade choirs. Our well-stocked art room contains a kiln, and student artistic creativity is developed and proudly displayed. The Shenango Valley Performing Arts Council promotes cultural enrichment and enjoyment through annual concerts performed for our schools. Our library houses

a vast collection of literature and students visit every-other-week for book exchange and a creative lesson linked to PA literacy and library standards, in addition to flexible library usage as teachers deem appropriate.

The technology curriculum provides age- appropriate technology competency skills that will allow students to become productive citizens in an increasingly technological world. The weekly technology period for each class is filled with instruction in use of computers and peripherals, plus hands-on application of technology connected to adopted academic anchors and standards.

Physical education instruction is alternated weekly between a physical education teacher and the classroom teacher. Our wellness guidelines, addressing movement, exercise, and healthy nutrition for all students, has prompted not only what has fondly been referred to as “teacher gym,” but also a “Power-15” segment inserted into the daily schedule. During this time, students are engaged in movement (doing calisthenics, taking a walk, exercising with a DVD or video game) to motivate and encourage healthy lifestyles and habits.

Case Avenue offers numerous activities to further enhance student learning experiences. Voluntary participation in a variety of academic games is encouraged (including Presidents, Linguistiks, and Equations), with annual success by some students who qualify to compete nationally. We strongly promote anti-bullying initiatives with such programs as “Too Good for Drugs,” Camp Kids, and a monthly building-wide character trait focus. We celebrate science with the annual Case Avenue Science Exposition (grades 4-6). Our community involvement with professional partners provides Junior Achievement (grade 5), Shenango Valley River Watchers’ endeavors, and the Earth Day Community Clean-up, to name a few. We promote participation by all students in various contests offered by our community partners in education, including the Spelling Bee and other contests (Sharon Herald), the African-American Hero essay contest (Shenango Valley Urban League), and poster contests (Sharon Fire Department).

## **2. Reading/English:**

Case Avenue approaches literacy instruction with the philosophy that all students are readers and writers with unlimited potential, and given high-quality resources, guidance, and instruction, all students can meet and exceed established grade-level norms, achieving to high standards. We embrace reading as a key element of who we are, what we do, and how we move forward to possess greater knowledge than we can imagine, through a strong balanced literacy framework. At the core of our reading workshop is a curriculum calendar for each grade level (adopted from Columbia University Teachers College Reading and Writing Project) that encompasses a variety of literary genres and skills to provide comprehensive reading instruction, from basic early literacy skills in primary grades to more advanced skills in comprehension and critical analysis of written text in the intermediate grades and beyond.

Our daily reading workshop employs a mini-lesson architecture and gradual release of responsibility model, where students participate in exemplary literacy instruction and apply their learning to independent reading time during the reading block, into content areas, test-taking situations, and even their home reading lives. To further promote reading relevance, independence, and motivation, our students’ core reading material consists of books that they choose from updated, quality literature in classroom libraries or supplied from other literacy resource rooms. Following the 20-minute mini-lesson, students are independently engaged in reading self-selected, right-fit texts, as the teacher uses a variety of assessment tools to make instructional decisions that will advance each reader to the next level of reading expertise. Reader assessment is accomplished through observation, analysis of readers’ notebooks (providing valuable information related to each readers’ thinking process as they read) and most importantly, through individual student conferences in which a Research-Decide-Teach model is used. The teacher “researches” the reader through open-ended questions to determine the reading thoughts and work of that day, makes a decision as to what specific skill to teach, and then teaches the selected strategy, advancing the reader in his or her fluency or comprehension skills.

Other vital components and support for our reading workshop include daily read-alouds, reading partnerships, book clubs, engagement in reading conversations, achievement of the 25 Book Standard, guided reading and strategy groups, and support teachers and intervention groups for struggling readers. Our teachers are highly skilled in connecting mentor texts to each lesson, making optimal use of teachable moments, and creating independent and lifelong readers.

### **3. Mathematics:**

The mathematics curriculum is based on two major components: the *Harcourt Math: PA Edition* program with its many supporting resources, and a math curriculum calendar created and revised annually through collaboration of all district grade-level teachers. We implemented math calendars due to the success of such calendars within our literacy block and also in an effort to provide all district students consistency in math skill instruction, considering the high mobility in and out of the three neighborhood elementary schools. Harcourt’s research-based, comprehensive math program combines with alignment to PA standards, assessment anchors and eligible content, being taught on a timeline provided in the math calendar, to ensure optimal success for all students to reach high mathematic standards. Students are expected to achieve the following goals: to value mathematics, to feel confident about their ability to do mathematics, to become problem solvers, and to develop the ability to communicate and reason mathematically (NCTM, 1989).

Math problem-solving is carried out through shared experiences, approaching and solving problems through peer collaboration, followed by a teacher-facilitated “congress” in which students share the variety of ways they approached and solved the problem. Attention is given to real-life application of concepts, structuring problems and mathematical situations that are current and relevant, to motivate student engagement and participation. For example, when Case Avenue engaged in selling paper hearts for our “Hearts Out to Haiti” campaign, teachers capitalized on that excitement and fervor, creating math problems and lessons relevant to our fundraiser’s daily goal-setting and collections. Students benefit from reinforcement strategies which include “math minutes” and morning math, as well as technology assistance, whether on a classroom computer, during technology weekly instructional time, or accessing the Harcourt or other school-suggested websites at home, for additional support with math concept mastery, practice or play.

Case Avenue teachers daily incorporate calculators and hands-on math. All available human resources assist to meet the needs of struggling students. Through our Professional Development School relationship with Slippery Rock University, we have access to talented pre-teacher candidates who attend methods courses conducted here at Case Avenue each semester. These students embrace our school culture and our children, helping tutor children through their completion of field experience and student teaching. Our professional support staff of special education teachers, Title I teachers, and aides all offer valuable support through inclusion and intervention groups to help all students achieve grade level standards.

### **4. Additional Curriculum Area:**

#### *Writing Workshop*

A key component of our balanced literacy curriculum is the writing workshop segment of the literacy block. This critical time allows students to exercise their writing muscles, celebrating and sharing the special moments from their lives. They learn that you don’t have to have gone to Disney World to write an amazing story, but rather, a special “moment” spent baking holiday cookies at Grandma’s or learning to bunt a baseball can be expressed in a narrative that captivates and touches the heartstrings of your reading audience. Following a curriculum calendar teachers revise yearly from our Teachers College Reading and Writing Project affiliation, writers are nurtured in units linked to the reading calendar, including writing personal narratives based on small, focused moments, personal and literary essays, informational writing, fictional compositions, poetry, and more.

Based on Lucy Calkins' units of study for writing, our writing workshop curriculum increases not only students' writing ability and capacity, it gives them incredible power as thinkers, readers, and composers of meaning through their written expression in many genres. Each writer has a notebook personally decorated to reflect important elements from his or her own life (including family photos, favorite pastimes, hobbies, and so on). The goal is to fill the pages with entries based on your life experiences. When students have difficulty getting an idea to write about, they can refer to the notebook cover or a list of developed "seed" ideas to plant and grow wonderful stories that are meaningful to them.

The writing workshop structure imitates the reading workshop, beginning with a mini-lesson at the carpeted meeting area, followed by independent writing, during which time students apply the taught strategies in new or existing compositions. Necessary writing skills from the PA Writing Standards are addressed through strategies to improve focus, content development, organization, style, and conventions in student writing. Students accumulate the taught strategies in their mental "toolbox," and are accountable to access and apply learned writing traits to every published piece. Students become independently responsible to move through the writing process of pre-writing, drafting, revising and editing. Student authors become "famous" as they proudly share their chosen published pieces through oral presentation or in a writing gallery format at the end of each monthly unit of study. All published pieces are proudly displayed throughout the halls of Case Avenue.

## **5. Instructional Methods:**

"What's best for kids" is a district motto that drives classroom instruction. Teachers get to know their students personally and as learners to make impactful instructional decisions. A variety of components combine to create effective teaching that yield positive results for all learners. Classroom organization is one important aspect, as teachers create warm, welcoming environments conducive to learning, including classrooms that have carpeted meeting areas for instruction, morning meetings, and quiet reading. Classroom libraries provide all learners with accessibility to current, multi-level books ensuring all students have variety and choice of "right fit" books (according to level, genre, and topics) that they can read independently, in partnerships, or book clubs. Word Walls and focus charts in all subject areas, created with the class during instruction time, serve as important references, and every child is taught how to refer to these valuable tools within their classroom environment, creating independent and responsible learners. With students seated in cooperative groups in every classroom, positive interdependence is encouraged to help them achieve academic goals.

Our teachers employ a variety of research-based strategies to deliver quality instruction to meet the needs of all students. The mini-lesson format used in reading and writing workshop is adapted for use in all subject areas. This translates to very specific instruction with one objective or teaching point in any given lesson. All objectives are directly linked to the standards and are included in all weekly lesson plans.

Our dedicated staff is committed to meeting the needs of struggling learners, particularly in reading and math. It continues to be a work-in-progress, as subgroup numbers increase and as students and expectations change. We continue to do our best to raise our entire community of learners to achieve and exceed yearly academic goals. Using a model of full inclusion for IEP students, this subgroup is carefully assigned each year so that our special education staff can provide support with their time, expertise, and instruction as these teachers collaborate and team-teach with the classroom teachers. Flexible in-class strategy groups, selected according to specific academic need, provide targeted skill instruction and reinforcement, using a gradual release of responsibility format. Our Title I staff provides additional support, utilizing research-based intervention programs, such as Reading Recovery and Leveled Literacy Intervention. Case Avenue is proud of its daily delivery of rigorous instruction designed to captivate and engage learners, helping all students achieve their highest potential.

## **6. Professional Development:**

The goal of professional development in Sharon City School District is to provide staff enrichment opportunities that result in improved instructional practices to directly impact student achievement. Our

highly qualified teachers at Case Avenue view themselves as lifelong learners, constantly reflecting on their classroom practices and procedures, and collaborating to improve deliverance of powerful student-centered lessons every day. To this end, professional development is promoted and sustained through several avenues within our district.

District-sponsored professional development activities are coordinated by efforts from our Director of Curriculum and Supervision, our administrative team, our district Instructional Associates, and other teacher leaders, who first conduct needs assessment from the district staff. This information, along with close study of building and district data, then steers the nature of staff development topics to be addressed. Shared leadership and responsibility drives our district team to provide the most current research regarding effective curriculum, materials, and instructional practices that most impact student learning. One unique initiative of our district, through joint efforts between our Board of Education and the local teaching association, provides three full days and bi-monthly early-dismissal days (TIGER Tuesdays) devoted to quality professional development. On these days, the entire staff is engaged in beneficial learning opportunities, including read and discuss of professional texts, training in new curriculum implementation, grade level planning, data analysis, and health and wellness topics, to name just a few. Our staff expertise has been greatly enhanced through partnerships we've been privileged to share with the University of Pittsburgh's Research and Development Center and Columbia University Teachers College in the past, as well as our present relationship as a Professional Development School with Slippery Rock University. We welcome onsite training from these and other renowned experts in education and motivation.

At the building level, all three elementary schools have an Instructional Associate who functions as a staff developer, assessment coordinator, and resource for teachers. In addition, learning walks, grade-level staff meetings, Building Leadership monthly meetings, and "Coffee Fridays" bring our staff together to share successes and sometimes sorrows, but always to create a spirit of community and mutual support and pride in our profession. Together we strive to help create well-rounded, high-achieving students who will someday be the leaders in our community and our world.

## **7. School Leadership:**

Case Avenue Elementary shares the mottos, "We are Family," and "We are Positively Proud!" This means a school family where the principal, staff, parents, and community are stakeholders to assist all children to reach their highest academic potential. It is our goal that each and every day, when a child enters the Case Avenue doors, they know and feel that they are part of something special by being an important member of the Case Avenue Learning Community.

The principal embraces the philosophy that relationships are at the heart of any school culture. We believe our school is successful because staff nurtures good relationships with each other, connectedness with students and positive relationships with parents and community members. These relationships provide positive models and support to students as we daily recognize their accomplishments.

The Case principal serves as an instructional leader, empowering teachers to become leaders, so that they can daily share their knowledge and expertise with one another. The school shares a sense of "urgency" to meet the needs of all children at all times. Teachers continuously collaborate with one another to meet children where they are, and move them forward. This is accomplished through effective professional development, read and discuss sessions, and conversations centered on student data.

Through rigorous instruction, students are constantly engaged at their level and see themselves as both readers and writers. With high student engagement, discipline is rarely an issue, leaving the building principal to instructionally lead students and parents in book clubs, writing workshops, monthly coffee talks, and enormous AYP rallies and celebrations that include the entire district.

Students take ownership in their learning and know that it is their responsibility to treat one another as family members. Students embrace one another's culture and celebrate diversity as a part of the school's

ongoing pride and tradition. The recently adopted dress code allows students to proudly wear the school colors of orange and black, reminding them of the common thread that weaves them together as a learning community.

The principal is responsible to coordinate school resources, efforts, programs, and curriculum to directly benefit student success and achievement. Keeping the school's mission and goals at the forefront cultivates a vision of shared leadership where students also see themselves as leaders in the school and in the community. We are rising because leadership is a shared responsibility and every member of Case Avenue is a contributing member.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: PSSA

Edition/Publication Year: 2006-2010 Publisher: DRC

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
%Proficient plus %Advanced	89	78	70	82	77
% Advanced	48	39	40	20	45
Number of students tested	81	67	67	60	74
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	1	1	6	1	0
Percent of students alternatively assessed	1	1	8	2	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
%Proficient plus %Advanced	81	74	53	72	68
% Advanced	46	37	23	12	32
Number of students tested	27	35	30	25	31
<b>2. African American Students</b>					
%Proficient plus %Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
%Proficient plus %Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
%Proficient plus %Advanced	77	60	45	60	45
% Advanced	62	20	10	0	10
Number of students tested	13	15	20	10	20
<b>5. English Language Learner Students</b>					
%Proficient plus %Advanced					
% Advanced					
Number of students tested					
<b>6.</b>					
%Proficient plus %Advanced					
% Advanced					
Number of students tested					
<p><b>NOTES:</b> The numbers corresponding to "Number of Students Alternatively Assessed" includes all students who took the PASA, most of whom were not a part of our building enrollment totals due to their alternative placement in programs outside of Case Avenue and/or the district. The "Percentage of Alternatively Assessed Students" was derived considering all the students in grade 3 who were eligible to take state assessments of any kind (i.e. the PASA total divided by the PSSA total plus the PASA total). We did not use the total school enrollment because most of the PASA students were not in the Case Avenue enrollment in any given year, and the enrollment at Case includes grades K-2 and those grades are not assessed for purposes of meeting AYP.</p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: PSSA

Edition/Publication Year: 2006-2010 Publisher: DRC

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
%Proficient plus %Advanced	81	75	76	82	61
%Advanced	20	27	25	13	26
Number of students tested	81	67	67	60	74
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	1	1	6	1	0
Percent of students alternatively assessed	1	1	8	2	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
%Proficient plus %Advanced	69	66	57	68	45
%Advanced	23	20	13	8	19
Number of students tested	27	35	30	25	31
<b>2. African American Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
%Proficient plus %Advanced	77	53	60	60	15
%Advanced	23	13	15	10	10
Number of students tested	13	15	20	10	20
<b>5. English Language Learner Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>6.</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<p><b>NOTES:</b> The numbers corresponding to "Number of Students Alternatively Assessed" includes all students who took the PASA, most of whom were not a part of our building enrollment totals due to their alternative placement in programs outside of Case Avenue and/or the district. The "Percentage of Alternatively Assessed Students" was derived considering all the students in grade 3 who were eligible to take state assessments of any kind (i.e. the PASA total divided by the PSSA total plus the PASA total). We did not use the total school enrollment because most of the PASA students were not in the Case Avenue enrollment in any given year, and the enrollment at Case includes grades K-2 and those grades are not assessed for purposes of meeting AYP.</p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: PSSA

Edition/Publication Year: 2006-2010 Publisher: DRC

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
%Proficient plus %Advanced	95	92	88	77	71
% Advanced	76	82	63	49	39
Number of students tested	76	65	73	65	70
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	4	1	0	0
Percent of students alternatively assessed	1	6	1	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
%Proficient plus %Advanced	92	87	79	64	58
% Advanced	69	67	47	43	32
Number of students tested	39	30	34	28	31
<b>2. African American Students</b>					
%Proficient plus %Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
%Proficient plus %Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
%Proficient plus %Advanced	83	78	60	35	44
% Advanced	58	67	33	15	22
Number of students tested	12	18	15	20	18
<b>5. English Language Learner Students</b>					
%Proficient plus %Advanced					
% Advanced					
Number of students tested					
<b>6.</b>					
%Proficient plus %Advanced					
% Advanced					
Number of students tested					
<p><b>NOTES:</b> The numbers corresponding to "Number of Students Alternatively Assessed" includes all students who took the PASA, most of whom were not a part of our building enrollment totals due to their alternative placement in programs outside of Case Avenue and/or the district. The "Percentage of Alternatively Assessed Students" was derived considering all the students in grade 4 who were eligible to take state assessments of any kind (i.e. the PASA total divided by the PSSA total plus the PASA total). We did not use the total school enrollment because most of the PASA students were not in the Case Avenue enrollment in any given year, and the enrollment at Case includes grades K-2 and those grades are not assessed for purposes of meeting AYP. All blank spaces indicate less than 10 students in the subgroup during that year.</p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: PSSA

Edition/Publication Year: 2006-2010 Publisher: DRC

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
%Proficient plus %Advanced	88	85	88	72	73
% Advanced	55	68	51	34	26
Number of students tested	76	65	73	65	70
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	1	4	1	0	0
Percent of students alternatively assessed	1	6	1	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
%Proficient plus %Advanced	87	73	74	57	65
% Advanced	39	50	38	21	19
Number of students tested	39	30	34	28	31
<b>2. African American Students</b>					
%Proficient plus %Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
%Proficient plus %Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
%Proficient plus %Advanced	55	72	60	30	39
% Advanced	18	39	27	10	11
Number of students tested	12	18	15	20	18
<b>5. English Language Learner Students</b>					
%Proficient plus %Advanced					
% Advanced					
Number of students tested					
<b>6.</b>					
%Proficient plus %Advanced					
% Advanced					
Number of students tested					
<p><b>NOTES:</b> The numbers corresponding to "Number of Students Alternatively Assessed" includes all students who took the PASA, most of whom were not a part of our building enrollment totals due to their alternative placement in programs outside of Case Avenue and/or the district. The "Percentage of Alternatively Assessed Students" was derived considering all the students in grade 4 who were eligible to take state assessments of any kind (i.e. the PASA total divided by the PSSA total plus the PASA total). We did not use the total school enrollment because most of the PASA students were not in the Case Avenue enrollment in any given year, and the enrollment at Case includes grades K-2 and those grades are not assessed for purposes of meeting AYP.</p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: PSSA

Edition/Publication Year: 2006-2010 Publisher: DRC

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
%Proficient plus %Advanced	82	79	68	65	67
% Advanced	66	41	43	40	46
Number of students tested	68	76	72	57	90
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	1	0	0	1
Percent of students alternatively assessed	4	1	0	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
%Proficient plus %Advanced	75	72	52	48	53
% Advanced	47	26	26	29	33
Number of students tested	32	39	31	21	49
<b>2. African American Students</b>					
%Proficient plus %Advanced		91			58
% Advanced		36			42
Number of students tested		11			12
<b>3. Hispanic or Latino Students</b>					
%Proficient plus %Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
%Proficient plus %Advanced	36	67	26	33	13
% Advanced	9	27	16	7	9
Number of students tested	11	15	19	15	23
<b>5. English Language Learner Students</b>					
%Proficient plus %Advanced					
% Advanced					
Number of students tested					
<b>6.</b>					
%Proficient plus %Advanced					
% Advanced					
Number of students tested					
<p><b>NOTES:</b> The numbers corresponding to "Number of Students Alternatively Assessed" includes all students who took the PASA, most of whom were not a part of our building enrollment totals due to their alternative placement in programs outside of Case Avenue and/or the district. The "Percentage of Alternatively Assessed Students" was derived considering all the students in grade 5 who were eligible to take state assessments of any kind (i.e. the PASA total divided by the PSSA total plus the PASA total). We did not use the total school enrollment because most of the PASA students were not in the Case Avenue enrollment in any given year, and the enrollment at Case includes grades K-2 and those grades are not assessed for purposes of meeting AYP. All blank spaces indicate less than 10 students in the subgroup during that year.</p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: PSSA

Edition/Publication Year: 2006-2010 Publisher: DRC

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
%Proficient plus % Advanced	71	68	61	54	57
% Advanced	29	16	25	16	10
Number of students tested	68	76	72	57	90
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	3	2	0	0	1
Percent of students alternatively assessed	4	3	0	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
%Proficient plus % Advanced	56	59	52	38	40
% Advanced	9	13	10	14	6
Number of students tested	32	39	31	21	49
<b>2. African American Students</b>					
%Proficient plus % Advanced		73			58
% Advanced		18			0
Number of students tested		11			12
<b>3. Hispanic or Latino Students</b>					
%Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
%Proficient plus % Advanced	36	67	21	27	17
% Advanced	0	0	0	0	0
Number of students tested	11	15	19	15	23
<b>5. English Language Learner Students</b>					
%Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6.</b>					
%Proficient plus % Advanced					
% Advanced					
Number of students tested					
<p><b>NOTES:</b> The numbers corresponding to "Number of Students Alternatively Assessed" includes all students who took the PASA, most of whom were not a part of our building enrollment totals due to their alternative placement in programs outside of Case Avenue and/or the district. The "Percentage of Alternatively Assessed Students" was derived considering all the students in grade 5 who were eligible to take state assessments of any kind (i.e. the PASA total divided by the PSSA total plus the PASA total). We did not use the total school enrollment because most of the PASA students were not in the Case Avenue enrollment in any given year, and the enrollment at Case includes grades K-2 and those grades are not assessed for purposes of meeting AYP. All blank boxes indicate less than 10 students in the subgroup during that year.</p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: PSSA

Edition/Publication Year: 2006-2010 Publisher: DRC

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
%Proficient plus %Advanced	90	93	84	81	70
%Advanced	59	76	53	53	40
Number of students tested	80	72	64	75	67
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	3	0	0	0	0
Percent of students alternatively assessed	4	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
%Proficient plus %Advanced	86	97	77	70	56
%Advanced	43	69	46	46	27
Number of students tested	42	35	26	38	34
<b>2. African American Students</b>					
%Proficient plus %Advanced	83				50
%Advanced	50				8
Number of students tested	12				12
<b>3. Hispanic or Latino Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
%Proficient plus %Advanced	80	90	71	39	24
%Advanced	40	42	18	17	18
Number of students tested	10	19	17	19	17
<b>5. English Language Learner Students</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<b>6.</b>					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
<p><b>NOTES:</b> The numbers corresponding to "Number of Students Alternatively Assessed" includes all students who took the PASA, most of whom were not a part of our building enrollment totals due to their alternative placement in programs outside of Case Avenue and/or the district. The "Percentage of Alternatively Assessed Students" was derived considering all the students in grade 6 who were eligible to take state assessments of any kind (i.e. the PASA total divided by the PSSA total plus the PASA total). We did not use the total school enrollment because most of the PASA students were not in the Case Avenue enrollment in any given year, and the enrollment at Case includes grades K-2 and those grades are not assessed for purposes of meeting AYP. All blank sections indicate less than 10 students in the subgroup during that year.</p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: PSSA

Edition/Publication Year: 2006-2010 Publisher: DRC

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
%Proficient plus %Advanced	75	85	69	76	61
% Advanced	30	50	34	36	27
Number of students tested	80	72	64	75	67
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	3	0	0	0	0
Percent of students alternatively assessed	4	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
%Proficient plus %Advanced	64	77	58	61	46
% Advanced	19	40	23	26	9
Number of students tested	42	35	26	38	34
<b>2. African American Students</b>					
%Proficient plus %Advanced	42				33
% Advanced	17				0
Number of students tested	12				12
<b>3. Hispanic or Latino Students</b>					
%Proficient plus %Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
%Proficient plus %Advanced	50	58	35	32	24
% Advanced	20	32	6	5	6
Number of students tested	10	19	17	19	17
<b>5. English Language Learner Students</b>					
%Proficient plus %Advanced					
% Advanced					
Number of students tested					
<b>6.</b>					
%Proficient plus %Advanced					
% Advanced					
Number of students tested					
<p><b>NOTES:</b> The numbers corresponding to "Number of Students Alternatively Assessed" includes all students who took the PASA, most of whom were not a part of our building enrollment totals due to their alternative placement in programs outside of Case Avenue and/or the district. The "Percentage of Alternatively Assessed Students" was derived considering all the students in grade 6 who were eligible to take state assessments of any kind (i.e. the PASA total divided by the PSSA total plus the PASA total). We did not use the total school enrollment because most of the PASA students were not in the Case Avenue enrollment in any given year, and the enrollment at Case includes grades K-2 and those grades are not assessed for purposes of meeting AYP. All blank boxes indicate that there were less than 10 students in the subgroup that year.</p>					

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
%Proficient plus Advanced	89	85	78	77	71
%Advanced	62	59	50	41	43
Number of students tested	305	280	276	257	300
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	8	7	7	1	1
Percent of students alternatively assessed	2	2	2	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
%Proficient plus Advanced	84	82	65	65	58
%Advanced	52	48	36	34	31
Number of students tested	140	139	121	112	144
<b>2. African American Students</b>					
%Proficient plus Advanced	69	79	52	52	47
%Advanced	31	25	26	17	21
Number of students tested	36	28	23	23	34
<b>3. Hispanic or Latino Students</b>					
%Proficient plus Advanced					
%Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
%Proficient plus Advanced	70	75	49	40	31
%Advanced	44	40	18	11	14
Number of students tested	46	67	71	64	77
<b>5. English Language Learner Students</b>					
%Proficient plus Advanced					
%Advanced					
Number of students tested					
<b>6. Multiracial</b>					
%Proficient plus Advanced	88	80	57	75	67
%Advanced	54	52	29	13	33
Number of students tested	24	25	21	8	15
<p><b>NOTES:</b> The numbers corresponding to "Number of Students Alternatively Assessed" includes all students who took the PASA, most of whom were not a part of our building enrollment totals due to their alternative placement in programs outside of Case Avenue and/or the district. The "Percentage of Alternatively Assessed Students" was derived considering all the students in grades 3-6 who were eligible to take state assessments of any kind (i.e. the PASA total divided by the PSSA total plus the PASA total). We did not use the total school enrollment because most of the PASA students were not in the Case Avenue enrollment in any given year, and the enrollment at Case includes grades K-2 and those grades are not assessed for purposes of meeting AYP.</p>					

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
%Proficient plus Advanced	79	78	74	72	63
% Advanced	33	39	34	26	22
Number of students tested	305	280	276	257	300
Percent of total students tested	99	100	100	100	99
Number of students alternatively assessed	8	7	7	1	1
Percent of students alternatively assessed	2	2	2	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
%Proficient plus Advanced	70	68	60	57	48
% Advanced	23	30	22	19	13
Number of students tested	140	139	121	112	144
<b>2. African American Students</b>					
%Proficient plus Advanced	44	68	39	48	47
% Advanced	8	21	26	0	3
Number of students tested	36	28	33	23	34
<b>3. Hispanic or Latino Students</b>					
%Proficient plus Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
%Proficient plus Advanced	56	63	44	34	23
% Advanced	16	22	11	6	7
Number of students tested	46	67	71	64	77
<b>5. English Language Learner Students</b>					
%Proficient plus Advanced					
% Advanced					
Number of students tested					
<b>6. Multiracial</b>					
%Proficient plus Advanced	67	60	62	63	53
% Advanced	21	40	19	25	27
Number of students tested	24	25	21	8	15
<p><b>NOTES:</b> The numbers corresponding to "Number of Students Alternatively Assessed" includes all students who took the PASA, most of whom were not a part of our building enrollment totals due to their alternative placement in programs outside of Case Avenue and/or the district. The "Percentage of Alternatively Assessed Students" was derived considering all the students in grades 3-6 who were eligible to take state assessments of any kind (i.e. the PASA total divided by the PSSA total plus the PASA total). We did not use the total school enrollment because most of the PASA students were not in the Case Avenue enrollment in any given year, and the enrollment at Case includes grades K-2 and those grades are not assessed for purposes of meeting AYP.</p>					