

PART I - ELIGIBILITY CERTIFICATION

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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

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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: 10365

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
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		6	0	0	0
K	15	15	30		7	0	0	0
1	15	13	28		8	0	0	0
2	15	17	32		9	0	0	0
3	16	18	34		10	0	0	0
4	19	16	35		11	0	0	0
5	19	16	35		12	0	0	0
Total in Applying School:								194

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
4 % Asian
1 % Black or African American
6 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
88 % White
1 % 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: 2%

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.	0
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	3
(4)	Total number of students in the school as of October 1, 2009	196
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent limited English proficient students in the school: 3%

Total number of limited English proficient students in the school: 6

Number of languages represented, not including English: 5

Specify languages:

The languages represented by our ELL students are: Spanish, Gujarati, Telugu, Hindi, Yoruba

9. Percent of students eligible for free/reduced-priced meals: 16%
 Total number of students who qualify: 33

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: 9%
 Total number of students served: 19

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>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>10</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>11</u>	<u>0</u>
Special resource teachers/specialists	<u>6</u>	<u>5</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff	<u>6</u>	<u>0</u>
Total number	<u>25</u>	<u>5</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 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	96%	96%	96%	96%	0%
Daily teacher attendance	97%	96%	94%	95%	96%
Teacher turnover rate	0%	19%	19%	6%	0%
High school graduation rate	0%	0%	0%	0%	0%

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

2005-06 student attendance data is not available. It was lost due to the transition to a new student information system.

2007-08 Teacher Attendance was at 94% because a teacher resigned in October and a daily substitute was placed in that position until a contracted teacher was hired in January. Another teacher was on leave a majority of the year due to serious health issues.

2007-08 Teacher Turnover Rate was at 19% because one teacher retired and two teachers resigned to take positions in school districts closer to their families.

2008-09 Teacher Turnover Rate was at 19% because two teachers retired and one resigned to take a position in a school district closer to her home.

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	_____ %
Total	_____ 0%

PART III - SUMMARY

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The mission of the Keystone Oaks School District is to create and maintain a learning community that encourages all students to reach their maximum potential. The staff, parents, and community at Aiken Elementary make every effort to uphold this mission by focusing on educating the “whole child” by providing rigorous comprehensive learning opportunities founded on high expectations, a challenging curriculum and a shared commitment to excellence. The staff is dedicated to providing high-quality instruction to meet the varied academic, emotional, and physical needs of each student to achieve their highest potential, discover their talents and develop their abilities.

The Keystone Oaks School District, located just three miles south of Pittsburgh and 14 miles east of Pittsburgh International Airport is a suburban school district comprised of the communities of Castle Shannon, Dormont, and Green Tree. Aiken Elementary first opened its doors in 1965 and was renovated in 1993. Several recreational areas are located behind the school, including a newly constructed walking track, a large soccer field, and college baseball field (utilized by Point Park University) and two community softball fields.

The school has a grade configuration of kindergarten through fifth grade with a current enrollment of 194 students. Beyond the standard curriculum, Aiken Elementary offers gifted classes, speech and language support, math and reading resources, learning support, life skills, guidance, and English as a second language. Aiken also offers after- school activities to promote healthy lifestyles skills such as basketball, flag football, and track club that enhance team-building and leadership skills.

As a high-performing school, Aiken Elementary school’s academic success is reflected in the Pennsylvania System of School Assessment (PSSA) scores in reading, math, science and writing over the last five years. The staff has worked diligently to align the curriculum with the Pennsylvania Academic Standards to ensure the students meet the state’s required expectations. Staff members meet as building grade level teams weekly and monthly as a district. At these meetings the teachers use the standards aligned assessment data to review student progress, revise curriculum, share best practices, and identify academic standards that have been mastered and target areas for improvement. Assessment data is utilized to identify students in need of remediation or enrichment services and to determine student groupings.

Strong partnership with the Parent Faculty Organization (PFO) and the community are integral to the academic success at Aiken. Parents feel comfortable and are encouraged to be involved in their children’s education. The PFO works closely with administration and staff to help improve the school programs and continue Aiken traditions. The faculty embraces the fact that strong parent involvement leads to higher student achievement. Parents take an active role in enhancing learning by selecting academic assemblies, providing each grade with educational field trips, and annually sponsoring free-book days. The PFO also coordinates various social activities such as an annual Family Picnic, Santa Shop, Fun Day, holiday classroom parties, and an Ice Cream Social.

Community involvement is a valued tradition at Aiken Elementary School. Students, staff, and parents support and participate in community events such as Oktoberfest, Light Up Green Tree Night, and the 125th Anniversary Celebration of Green Tree. Community leaders from the Fire Department, Green Tree Public Library, and Police Department help educate and influence the students. The Fire Department provides fire safety awareness education, the Police Department provides D.A.R.E. education and Halloween safety, and borough officials organize a student walking tour of our neighborhood to highlight the roles of various community leaders.

The Aiken staff is extremely dedicated to the success of all students. Educating the students in the core academic areas is a team approach in all subject areas. Art, music, library, and physical education teachers integrate literacy, math, science and social studies skills into their lessons. Teachers and staff find creative

and challenging methods to motivate students. Reading enhancements include Prime Time Reading, Battle of the Books, author visits, and Accelerated Reader. In the past year, reading goals and incentives for the entire school were established. The student body surpassed these goals to earn the opportunity to see the kindergarten teacher shave his head for Locks of Love, enjoy a private viewing of a premiere movie at a local theatre, and take part in Pajamas, Popcorn, and The Polar Express event during school. These incentives resulted in a dramatic yearly increase of 500% in Accelerated Reading points.

The Aiken staff enhances the standard curriculum and creates excitement through a variety of unique learning opportunities. Recently we declared a teaching “Snow Day” where the teachers created lessons for educational activities in the snow. The children measured the height and circumference of snowmen, formed snowball patterns, and built snow sculptures. Other activities, such as Science Olympiad, Junior Achievement Day, Family Fitness Night, Choral and Band Concerts, and Spring Musical help build student confidence and success.

1. Assessment Results:

In accordance with federal requirements under No Child Left Behind, the students in third, fourth and fifth grade annually take the Pennsylvania System of School Assessment (PSSA) in reading and math. In addition, fourth graders are administered the PSSA science test and fifth graders are administered the writing test. The PSSA measures student performance at four levels: “Below Basic,” “Basic,” “Proficient,” and “Advanced.” A student’s performance is indicated by a numeric score which transfers into one of the four performance levels. Students who have demonstrated “meeting the standard” perform at the proficient or advanced level. The advanced level reflects superior academic performance and indicates an in-depth understanding and mastery of skills. The proficient level reflects satisfactory academic performance and indicates a solid understanding and adequate mastery of skills. The Basic level reflects marginal academic performance and indicates partial understanding and limited mastery of skills. The Below Basic level reflects inadequate performance and indicates little understanding and minimal mastery of skills. The students’ overall performance becomes a measure of the effectiveness of the instructional programs in the school. The PSSA provides the means for measuring the performance levels of its schools across the state based on the same criteria. Third graders have taken both the Reading and Math PSSA since the 2004-2005 school year, fourth grade since the 2005-2006 school year, and fifth grade since the 2000-2001 school year.

Aiken Elementary school’s PSSA scores have consistently been well above Adequate Yearly Progress (AYP) benchmarks. In 2010 97% of third-grade students scored at the advanced or proficient level in reading. For the past five years, these scores have consistently ranged from 94% to 97% advanced or proficient. In 2010 100% of the fourth grade students scored advanced or proficient on the Reading PSSA as compared to 74% in 2006. In 2007 the scores increased to 98%, decreased to 88% in 2008 but increased to 93% in 2009 and 100% in 2010. In 2010 94% of fifth-grade students scored advanced or proficient on the Reading PSSA as compared to 65% in 2007. These scores have shown the most improvement. In 2008 the scores increased to 85% and in 2009 increased to 86% advanced or proficient. Students at Aiken Elementary have consistently made AYP in reading and math and have earned six consecutive Keystones from the Pennsylvania Department of Education for this achievement. Schools are awarded Keystones when they make AYP two consecutive years. Aiken Elementary has exceeded the state average in reading and math every year the students have taken the assessments. In 2010 the state average for the third-grade Reading PSSA was 75.2%, scoring at the advanced or proficient level, and 97% of the students at Aiken scored at the advanced or proficient level. The state average for fourth grade Reading PSSA was 72.9% and 100% of the fourth grade students scored at the advanced or proficient levels. The state average for fifth grade Reading PSSA was 64.1% and 94% of the students scored at the advanced or proficient levels.

The Math scores in third, fourth, and fifth grade have consistently been well above AYP benchmarks also, with the fifth grade showing the most improvement. In 2010 97% of the students in third grade scored at the advanced or proficient level in Math. For the past five years, these scores have consistently ranged from 89% to 100%. In fourth grade 100% of the students scored advanced or proficient in Math on the 2010 assessments as compared to 77% in 2006. In 2007, the scores increased to 97%, in 2008 to 96%, and in 2009 and 2010 100% of the students scored at the advanced or proficient level in Math. In 2010 100% of the fifth-grade students scored advanced or proficient as compared to 62 % in 2007. In 2008 the scores increased to 94%, in 2009 to 96%, and in 2010 to 100%. The students have made AYP in Math every year they have taken the PSSA test. The students at Aiken continue to outperform the state average every year on the Math PSSA. In 2010 the state average for the third-grade Math PSSA was 84.5%, scoring at the advanced or proficient level and 97% of the students scored at the advanced or proficient level. The state average for fourth grade Math PSSA was 84.9% and 100% of the fourth grade students scored at the advanced or proficient levels. The state average for fifth grade Math PSSA was 74.4% and 100% of the students scored at the advanced or proficient levels.

Though the subgroup populations are too minimal to report, the staff does monitor disaggregated data on these students to ensure that instructional needs are being met at all levels. Additional information of the Pennsylvania Assessment System can be found on the web at www.education.state.pa.us

2. Using Assessment Results:

The staff at Aiken Elementary recognizes that instructional decisions must be data driven to improve both student and school performance. Teachers evaluate formal assessments, such as PSSA Tests, Stanford Achievement Tests, 4-Sight and Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Informal assessments, such as reading series skills tests, teacher-made tests, daily work, and student observations are reviewed throughout the year to make revisions in curriculum and instruction to meet the needs of all students. For example, by analyzing PSSA results teachers have identified weaknesses in the area of writing; therefore, the faculty worked to develop a K-5 writing curriculum incorporating skills at each grade level with writing prompts and rubrics to be included in students' writing portfolios.

Teachers at Aiken Elementary have developed a strong ownership of their data; they come into school as soon as the data is released over the summer to review the scores and begin planning for the upcoming school year. During the first week of school, grade level teams, the administrator, and support teachers (ESL, Math Support, Reading Support, and Special Education) meet to review the past school year's data to discuss their new classes by targeting students' specific strengths and weaknesses; determine differentiated grouping; and concepts in need of curricular and instructional adjustments. Students who demonstrate a need for additional support in reading or math are referred to the Reading Resource teacher or Math Resource teacher for services.

Classroom teachers in kindergarten, first, and second grade administer DIBELS three times per year. Teachers use this data to differentiate instruction and focus on students' individual needs. Students in third, fourth, and fifth grade are administered the 4-Sight Benchmark assessments four times per year. These tests are aligned to the Pennsylvania Academic Standards and provide information on student achievement as well as identifying specific skills that have been mastered or are in need of re-teaching. After each of these formal assessments, grade level teams meet with the principal to discuss students' progress and academic areas in need of additional instruction or acceleration.

The teachers at Aiken Elementary value the importance of data in meeting the needs of each student. They will continue to utilize data to monitor and adjust their instruction to ensure student success.

3. Communicating Assessment Results:

At Aiken Elementary parents, students and the community are informed about assessment results through a variety of media. All state-wide testing and other formal assessment results are mailed home to parents. The building principal shares school-wide data with parents at Curriculum Night during the first week of school. The results are also included in the Parent Faculty Organization's (PFO) monthly newsletter. District-wide results are included in the quarterly newsletter that is mailed to each resident. The district website is another means of providing information to all stakeholders. A link is provided to the Pennsylvania Department of Education Academic Achievement Report where parents can compare Aiken's results with comparable schools statewide. The district main home page provides a link to each school's site. Highlights of building activities, academic success and accomplishments are included on the website.

Monthly PFO meetings are an integral part of communicating student performance and assessment data at Aiken Elementary. At these meetings a teacher representative shares specific information regarding each grade and content area. The building principal shares information regarding school and district-wide initiatives. The PFO has also established email notices of information titled "Parent Outreach." This has proven to be an effective way to reach all parents and share school updates.

Teachers provide clear explanations to students and parents regarding instruction and achievement. Parents are invited to Curriculum Night during the first week of school to learn about the curriculum and classroom expectations. Report cards are distributed four times per year, and progress reports are sent home midway through the grading period, each requiring a sign-off to ensure communication with the home. Parent-Teacher conferences are held in November and throughout the year to discuss students' progress.

Parent Connect, a password-protected site, provides access to grades on assignments and tests for children in third, fourth, and fifth grades. Student daily planners are also an effective tool for the teachers and parents to communicate on a daily basis. In addition the teachers send home quarterly newsletters to keep parents up-to-date on the curriculum and upcoming events. Many of the teachers maintain their own websites, blogs, and Wikis for students and parents to access information.

With all of these various methods in place, Aiken Elementary is able to provide pertinent information regarding academics and student performance on a current basis.

4. Sharing Lessons Learned:

Aiken Elementary staff members dedicate time and expertise to share their successful strategies at the national, state, local, and district level. Teachers and the principal have presented at the national conference for the Association for Supervision and Curriculum Development (ASCD) numerous times. These sessions have included Aiken's process for implementing Jim Grant's looping model and its positive impact on the children. Aiken's literacy coach presented at the International Reading Association (IRA) national conference on assessing reading fluency, analyzing data, and implementing strategies for reading success.

In addition to Aiken's national involvement, teachers share their knowledge at the state level. The gifted-support teacher has presented numerous times at the Pennsylvania Association for Gifted Education (PAGE) state conference. Topics ranged from Challenging High Ability Learners in the Regular Classroom to addressing the Pennsylvania standards utilizing poetry in an enriching and creative curriculum.

In the spirit of collegiality, Aiken faculty has a direct impact on future Pennsylvania educators by nurturing pre-service teachers, student teachers and interns. This collaboration with local colleges and universities has a direct impact on future Pennsylvania educators.

Locally, teachers are involved in presenting workshops for the Allegheny County Professional Development Day, Asset Incorporated, and the Teacher Excellence Center. Within the district teachers meet monthly to articulate curriculum, share students' successes, and exchange strategies. The staff also offers parent informational presentations throughout the year. Relevant topics have included literacy, math fundamentals, and addressing the special needs population.

The school culture at Aiken provides an open and inviting environment for collaboration. The teachers welcome other staff members, administrators, and community members to view instruction and to participate in various activities in the classroom. In an effort to extend community outreach, business professionals, retired teachers, and various other members of the community are invited to participate in Prime Time Reading Day, which focuses on the importance of literacy. Classroom activities and information are published on teacher websites, wikis, and blogs to keep a constant line of communication between staff and families.

1. Curriculum:

Creating and maintaining a learning community that encourages all students to reach their maximum potential is the foundation of the Aiken School Curriculum. A challenging curriculum designed to develop student skills appropriate for 21st century learners is delivered in heterogeneously grouped classrooms and is based on the PA Academic Standards. Curricular revisions and updates encompass the competencies found in the Common Core Standards.

Student engagement is supported through an active learning environment created by all staff. Learning is connected to purpose through the core curriculum. This instructional framework is tailored to the needs of all students. A strong classroom instructional component and continuous assessments measuring both performance and growth exists in all classes. Staff members utilize differentiated instruction to address variances in student learning.

Reading/Language Arts – The reading curriculum at Aiken Elementary focuses on the five essential components of reading: phonemic awareness, phonics, fluency, comprehension, and vocabulary. Student engagement is reflected in active reading and writing on a daily basis. Teachers focus on developing critical thinking skills in their students through responses to literature and text analysis.

Writing – The writing curriculum provides the solid foundation students need to become proficient writers by developing a hierarchy of skills both vertically and horizontally to facilitate the achievement of grade level outcomes. Students enter school telling their stories through spoken words and drawings and progress to competent, purposeful writers, prepared to write narrative, informational, or persuasive essays.

Math – Aiken’s math curriculum incorporates mathematical concepts, skills, problem solving, and writing. Aligned with the Common Core Standards, algebraic thinking is developed at each grade level. The math curriculum focuses on numbers and operations, measurement, algebra, probability and statistics, and geometry. Technology and manipulatives are used by teachers to differentiate lessons for learners of all ability levels.

Science – Instruction in the science curriculum is designed to provide students with hands-on experiments that assist them in developing critical thinking skills. Inquiry based learning in science allows for exploration of tangible concepts through all sensory modalities. These real world connections engage students in life science, earth science and physical science modules.

Social Studies – The curriculum enables students to learn about the society they live in and their role in that society. It begins with students focusing on families and the neighborhood in which they reside. Students then learn about their expanded roles in the community, in their state, and across the region. Aiken students at all grade levels learn the importance of laws and what it means to be a good citizen.

Music – Students receive music instruction twice a week. The curriculum is connected to Pennsylvania’s Academic Standards. In addition to the general music instruction, the curriculum is enriched in the area of performing arts showcased in the winter and spring concerts. Fourth and fifth grade students may also elect to participate in an instrumental music program of woodwinds, brass, and percussion instruments.

Library – Students receive Pennsylvania Standard based library instruction once a week. Collaboration between the librarian and classroom teachers is used to integrate language arts, math, science, and social studies concepts into lessons throughout the year. The students build upon research skills until they are familiar with print and online resources, searching for information, note taking, and citing sources. A

variety of fiction, nonfiction, and audio books are available for weekly book selection. Students are guided to choose books of interest at their reading level.

Physical Education / Health – Students receive instruction in physical education twice a week and health twice a month. The curriculum encourages students to make choices that develop an understanding of the importance of maintaining a healthy and active lifestyle. All students participate in activities to develop motor skills, fitness, and endurance. Instruction stresses cooperation, fair play, and sportsmanship.

Art – Students receive art instruction twice a week. Interdisciplinary lessons are connected to various literary genres as well as historic artists. The art curriculum includes instruction on the principle of design. Students are encouraged to express creativity through experimentation in their artwork. Opportunities for self-expression create a high level of student engagement.

Technology – Each year technology becomes more prominent in the world of Aiken students. Students are provided with opportunities to use technology-based learning tools to build on classroom lessons. Classroom computer stations and a computer lab provide access to web-based programs that offer both instruction and intervention. In addition, students utilize computers to develop research and word processing skills.

2. Reading/English:

Aiken Elementary works to provide individualized learning while focusing on assessment-driven instruction to improve students' achievement. Instruction throughout each grade level is aligned to the PA Academic Standards, including lessons developing phonemic awareness, phonics, fluency, comprehension, and vocabulary. Classroom instruction focuses on constructing and examining the meaning of various types of genres. Each of the elementary grade levels selects additional novels to support the needs of their students with the aim to encourage lifelong excitement about reading.

Our reading curriculum is monitored and adjusted through continuous assessments using programs such as Dynamic Indicators of Basic Early Literacy Skills (DIBELS), 4-Sight Benchmark testing, formative, and summative classroom assessments. The results of these assessments are used to assist the teachers to modify and differentiate reading instruction so that all students can reach the levels of proficiency needed to be successful.

For reinforcement and intervention opportunities, students in kindergarten through second grade participate in the online reading program, I-station. This is an online prescriptive reading intervention program that assesses students and provides opportunities for skill development at their individualized level through a high-interest interactive curriculum. All students have the opportunity to use the leveled, online program, Study Island. This program provides highly motivated drill opportunities that are aligned to the state standards. Study Island monitors students' achievement and allows the teachers to determine students in need of additional instruction on specific topics. The data collected from these programs are used to help teachers target students that need more intense instruction. Teachers collaborate with the reading resource teacher to share strategies that are successful for the students to improve reading skills.

At Aiken the staff encourages the students to read by providing them with supplemental opportunities and incentives. Students with academic needs are invited to participate in an after-school reading program, Student Overtime Support (S.O.S.). All fifth grade students can participate in a district wide competition, Battle of the Books, sponsored by the local public library. The students participate in a themed Prime Time Reading Program, in which various members of the community join the staff to read to the students. By adding school-wide reading incentive, student's comprehension as measured by the Accelerated Reading program has increased from 845 points in 2006-07 to 10,804 points in 2009-10.

3. Mathematics:

The Aiken mathematics curriculum provides a progression of skill development aligned to the Pennsylvania Academic Standards. Utilizing the textbook, manipulatives, and supplemental materials, lessons are individualized to meet the needs of all learners.

The building blocks for success begin in kindergarten and concentrate on mathematical concepts, skills, problem solving, and writing. The math curriculum focuses on five content strands: numbers and operations, measurement, algebra, probability and statistics, and geometry. Each of these strands includes embedded fact fluency and problem solving.

Data collected through a continuous cycle allow staff to make decisions about differentiated groupings, concepts in need of reinforcement, or areas for accelerated instruction. For example, the staff identified the need to increase mathematical instructional blocks in the weekly schedule. Students identified for math interventions can be referred to work with the math resource teacher for small group instruction. Classroom teachers meet with students before school and during recess to provide individualized tutoring sessions. Teachers and support staff collaborate as a team to review and adapt lesson content to further meet the needs of every student. Student groups are fluid within the classroom. Upon demonstrating specific skill competency, groupings are adjusted to provide each student with an instructionally appropriate challenge.

To enhance math concepts, students use interactive computer software such as First in Math, BrainPop, and Study Island. Students also have many opportunities to be engaged in mathematics that reflect real-world applications. Teachers incorporate Calendar Math and Mountain Math to reinforce math concepts and skills daily. School-wide morning announcements incorporate new math vocabulary with accompanying visual cues to enhance the meaning of each term. Students participate in a Classroom Economy Banking program, Steeler Math (graphing, statistics, and algebraic concepts), Science Olympiad, math competitions, and the Aiken School Store to apply skills in authentic experiences.

Currently, all students are being challenged to reach a predetermined goal using the First in Math online program. It is accessible from school and home. Through an array of games, students practice mathematical skills to earn cyber stickers. By accumulating stickers students will be rewarded with an end of year celebration.

Parent education is a key to success in mathematics. The textbook provides additional practice and enrichment resources. Students are provided with teacher-created summer work packets to increase success in the upcoming school year. The incorporation of various instructional strategies and high expectations provide the students with optimal opportunities to be successful in mathematics.

4. Additional Curriculum Area:

In an effort to encourage the development of the talents and abilities of all students, the Aiken Elementary staff provides a comprehensive curriculum that addresses various learning styles. Content is presented through multiple modalities with regular inclusion of hands-on activities that engage all types of learners through movement, music, projects, technology integration, dramatization, and discussions.

Aiken's science curriculum utilizes an inquiry-based program, Achieving Student Success through Excellence in Teaching (ASSET) Science. This curriculum is aligned with the Pennsylvania Academic Standards. The ASSET program is designed for classroom teachers and their students to meet and exceed the benchmarks set by national standardized tests. The program provides strategies, techniques, and tools that develop scientific lessons into tangible, exciting investigations that students can touch, observe, and explore. The technique of notebooking, or recording data and observations, has been incorporated into the ASSET philosophy, as well as other curricular areas.

As referenced above the Social Studies curriculum relies on notebooking strategies to prepare students to record and analyze information from authentic resources. The staff integrates a program driven by the principle of citizenship which encourages all students to participate in a global community. This curriculum comes to life with activities including Colonial Day, mock elections, community walking tours, Native American Day, Industrial Revolution Day, the Spirit of America Field Trip, as well as historical dramatizations in the classroom.

The focus of our technology curriculum is to promote the use of technology as a tool to increase student achievement. Students have formal technology instruction in the computer lab, with additional support in the classroom. Supplemental programs include Study Island, First in Math, Build-a-Book, I-Station, Accelerated Reader, BrainPop, and Type to Learn. The Online Public Access Card Catalog is available to students and faculty. In Physical Education, the interactive Health e Tools for Schools online program is utilized for fitness and nutrition education. Student-produced televised morning announcements include current events, featured grade level projects, Word of the Week, and mathematical vocabulary. Classrooms are equipped with student computer stations, Smart Boards, televisions, and AVerKeys.

The guidance program is aligned with the Pennsylvania Academic Standards. Guidance classes include bully prevention, character building, and other social skills development. Students are given opportunities to demonstrate the importance of a collaborative community with respect for themselves and others. Counseling sessions such as Circle of Friends and the Lunch Bunch are provided for students in need of additional support.

5. Instructional Methods:

Student learning is the number one priority at Aiken Elementary.

Incoming kindergartners are assessed for literacy, math, and basic readiness skills prior to arrival and are monitored throughout the school year. Results are shared with parents and they are given teacher created readiness packets to work with their child over the summer. In addition teachers use this information to challenge and encourage growth in response to children's various interests and readiness levels. The principal reviews weekly lesson plans to monitor the alignment with PA standards and the inclusion of differentiated strategies as developed by Carol Ann Tomlinson, author of *The Differentiated Classroom*.

Learning support, gifted, and English Language Learners (ELL) students are included in the classroom to be taught in the least restrictive environment. Staff development has concentrated on Blooms Hierarchy of Critical Thinking, multiple intelligence theories, and learning through different modalities. Special education teachers, support staff, and classroom teacher's work together to coordinate lessons to address not only the student weaknesses, but strengths. The building support team (principal, teachers, parents, counselor, nurse, and school psychologist) meets monthly to assess and monitor at risk students' learning and brainstorm strategies for implementation.

Instruction is modified and supplemented through various methods. These methods include flexible groupings, curriculum compacting, subject acceleration, and modified assignments. After-school reading instruction provides additional assistance for struggling readers. Technology provides many opportunities to remediate and/or challenge students. Specialized software and web-based programs that are used include First in Math, I-station, Accelerated Reader, Rosetta Stone, BrainPop, Build a Book, and Study Island.

Common planning time is built into the schedule for grade-level teams to meet weekly. Instructional goals and data assessment are discussed and reviewed. In addition district-wide grade level meetings are held monthly after school. These meetings provide an opportunity to ensure consistency among the elementary buildings.

6. Professional Development:

The Keystone Oaks School District is committed to providing and supporting quality professional development opportunities that promote best practices and focuses on improving student achievement. Our success derives from the staff's desire to continually improve their performance and provide meaningful opportunities for students.

The Professional Development Committee surveys the faculty to align training tailored to staff needs. This is also included in the District Strategic Plan.

Aiken's school year begins with two days of district staff development that typically focus on the district's initiatives and may include guest speakers and small group sessions. Buildings and grade-level teams break off to review assessment data and plan for the upcoming year. New teachers are assigned a mentor teacher in their building who meets with them regarding district policies and procedures. Incoming teachers are also required to complete induction courses through the Allegheny Intermediate Unit (AIU) on topics that include classroom management strategies, technology incorporation, and differentiating lessons.

Professional Development days are included throughout the school calendar, as well as two-hour delayed starts for students. These days focus on the professional development needs for each individual building as determined through teacher and administrative collaboration. During this time teachers or other professionals have conducted sessions that have included: technology integration, differentiated instruction, reading and math strategies, and a variety of topics from the guidance counselor. Teachers who attend conferences or workshops are provided time to share new strategies with the staff.

The district focus for this year has been school climate and culture. A consultant, Dr. Mary Margaret Kerr, Professor and Department Chair of the School of Education at The University of Pittsburgh, has met with all staff. A school climate/culture plan was developed after the staff at Aiken Elementary assessed areas of strengths and necessary improvements.

Data identified a need for realignment of the reading and writing curriculums. As a result Dr. Tracey Czajkowski, educational consultant, collaborated with the staff as a whole and individually to enhance the teaching of writing. To improve reading instruction, Dr. Tim Rasinski, Professor of Literacy Education at Kent State University, presented various strategies and trained teachers to improve fluency, vocabulary development, and comprehension.

Another form of professional development at Aiken Elementary is the teacher-planning model that allows for all teachers at each grade/team to plan together weekly. During this time staff members reflect on areas specific to their grade/content, student needs, and student work samples.

7. School Leadership:

Aiken Elementary School is one of three elementary schools in the Keystone Oaks School District. One principal is assigned to each school. The principal plays an integral part leading in policy making, establishing effective academic programs, and building relationships to encourage students to achieve academic success.

To the students the principal is clearly visible creating a nurturing and motivating atmosphere. She greets all students by name as they enter the building, personally delivers small birthday gifts to students, praises work on display, and meets with high risk students regularly, counseling them on academic goals, emotional support, and behavior plans. Daily she assists in the lunchroom and playground. While establishing school wide academic incentives, she encourages the students to set goals and persevere in achieving excellence as they reach those goals.

With her staff the principal utilizes a collaborative approach in developing policies, programs, and effective instructional practices. She conducts monthly teachers' meetings, formally observes each classroom, conferences with teachers throughout the year, makes frequent informal walk-through classroom visitations, and partakes in classroom activities she is invited to attend. She encourages staff members to share their knowledge and conduct afterschool workshops with other faculty members. Continuing to stay current with best practices, the principal regularly shares and distributes current information and research to all staff members. In addition to her own personal research, she is an active member of the Pennsylvania Association of Elementary and Secondary Principals (PAESSP) and the Principals Academy of Western Pennsylvania (PAWP).

With parents she stresses the importance of open communication and is always approachable when they have questions or concerns. She attends and shares information at the Parent/Faculty Organization (PFO) meetings. She includes letters in newsletters, frequently sends notes home, emails, and calls parents. Most importantly, she regards and values parent input as an integral part of the achievement of our students.

In addition to administrative leadership, teachers also collaborate to ensure student success. At weekly teacher grade level meetings, teachers discuss academic issues to make adjustments to meet the individual needs of the students. Each month, grade level leaders meet with the administration and other district teachers to develop curriculum and discuss grade level and content area needs.

Together, teachers and administration clearly focus on the children while developing and implementing an effective and rigorous curriculum, ensuring the success of the students as productive members of the district and community.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: PSSA

Edition/Publication Year: 2005/2006-2010 Publisher: McGraw Hill/PA Dept. of Ed

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient plus Advanced	97	97	100	89	100
Advanced	68	68	79	33	85
Number of students tested	34	38	28	39	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed				1	
Percent of students alternatively assessed				3	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	6	16	11	10	6
Advanced	0	8	11	5	0
Number of students tested	3	6	3	6	2
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					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES: Subgroups were left blank because there were less than ten students.					

11PA2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: PSSA

Edition/Publication Year: 2005/2006-2010 Publisher: McGraw Hill/PA Dept. of Ed

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient plus Advanced	97	95	96	95	94
Advanced	50	42	25	33	56
Number of students tested	34	38	28	39	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed				1	
Percent of students alternatively assessed				3	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	9	16	11	13	6
Advanced	3	0	7	5	0
Number of students tested	3	6	3	6	2
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					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES: Subgroups were left blank because there were less than ten students.					

11PA2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: PSSA

Edition/Publication Year: 2006-2010 Publisher: PA Dept. of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient plus Advanced	100	100	96	97	77
Advanced	86	69	63	64	42
Number of students tested	35	32	40	33	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed			1	1	1
Percent of students alternatively assessed			3	3	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	23	13	13	12	6
Advanced	17	9	8	0	0
Number of students tested	8	4	6	4	3
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					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES: Subgroups were left blank because there were less than 10 students.					

11PA2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: PSSA

Edition/Publication Year: 2005-2010 Publisher: PA Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient plus Advanced	100	93	88	98	74
Advanced	57	59	35	52	26
Number of students tested	35	32	40	33	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed			1	1	1
Percent of students alternatively assessed			3	3	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	23	13	10	9	0
Advanced	11	9	5	0	0
Number of students tested	8	4	6	4	3
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					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES: Subgroups were left blank because there were less than ten students.					

11PA2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: PSSA

Edition/Publication Year: 2005-2010 Publisher: PA Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient plus Advanced	100	96	94	62	75
Advanced	91	80	59	41	53
Number of students tested	32	41	34	34	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed		1	1	1	
Percent of students alternatively assessed		3	3	3	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	9	10	6	3	3
Advanced	9	10	0	0	0
Number of students tested	3	5	3	2	2
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					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES: Subgroups were left blank because there were less than ten students.					

11PA2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: PSSA

Edition/Publication Year: 2005-2010 Publisher: PA Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient plus Advanced	94	86	85	65	70
Advanced	56	27	50	27	20
Number of students tested	32	41	34	34	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed		1	1	1	
Percent of students alternatively assessed		3	3	3	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	9	10	6	3	0
Advanced	6	7	0	0	0
Number of students tested	3	5	3	2	2
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					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES: Subgroups were left blank because there were less than ten students.					

11PA2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient plus Advanced	99	98	97	83	84
Advanced	82	72	67	46	60
Number of students tested	101	111	102	106	105
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed		1	2	3	1
Percent of students alternatively assessed		3	6	9	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	13	13	10	8	5
Advanced	9	9	6	2	0
Number of students tested	14	15	12	12	7
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					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					

11PA2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient plus Advanced	97	91	90	86	79
Advanced	54	43	37	37	34
Number of students tested	101	111	102	106	105
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed		1	2	3	1
Percent of students alternatively assessed		3	6	9	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	14	13	9	8	2
Advanced	7	5	4	2	0
Number of students tested	14	15	12	12	7
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					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					

11PA2