

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary ___ Middle ___ High ___ K-12 ___ Charter

Name of Principal Mr. Carl F. Bezjak
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name A.L. Wilson Elementary
(As it should appear in the official records)

School Mailing Address 25 South Main Street
(If address is P.O. Box, also include street address)

Fairchance PA 15436-1308
City State Zip Code+4 (9 digits total)

County Fayette State School Code Number* 2115

Telephone (724) 564-7434 Fax (724) 564-7423

Website/URL http://www.albertgallatin.k12.pa.us/alwilson E-mail cbezjak@albertgallatin.k12.pa.us

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

(Principal's Signature) Date _____

Name of Superintendent* Mr. Walter G. Vicinelly
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Albert Gallatin Area School District Tel. (724) 564-7190

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. David K. Howard
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

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

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 6 Elementary schools
 2 Middle schools
 Junior high schools
 1 High schools
 Other

 9 TOTAL
2. District Per Pupil Expenditure: \$6,010.28
 Average State Per Pupil Expenditure: \$9,602.57

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 2 Number of years the principal has been in her/his position at this school.
 2 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	14	16	30	8			
1	23	12	35	9			
2	16	11	27	10			
3	18	15	33	11			
4	18	11	29	12			
5	17	12	29	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							183

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>98</u> | % White |
| <u>1</u> | % Black or African American |
| <u>0</u> | % Hispanic or Latino |
| <u>1</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

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

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)]	9
(4)	Total number of students in the school as of October 1	171
(5)	Total transferred students in row (3) divided by total students in row (4)	.05
(6)	Amount in row (5) multiplied by 100	5%

8. Limited English Proficient students in the school: 0%
0 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: English

9. Students eligible for free/reduced-priced meals: 41%
 Total number students who qualify: 75

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{1}{1}$ %
 $\frac{1}{1}$ Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>15</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>12</u>	<u> </u>
Special resource teachers/specialists	<u> </u>	<u>9</u>
Paraprofessionals (Highly Qualified)	<u>2</u>	<u> </u>
Support staff	<u>4</u>	<u>6</u>
Total number	<u>19</u>	<u>15</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 16:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	95%	95%	93%	95%	94%
Daily teacher attendance	96%	96%	95%	96%	94%
Teacher turnover rate	0%	0%	0%	0%	0%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

A.L. Wilson Elementary is one of 6 elementary schools, with an enrollment of 183 students as of October 1, 2005, in the Albert Gallatin School District. Located in Fairchance, a small rural community in southwestern Pennsylvania, 41% of our population is deemed low-income. This Title I school is comprised of Kindergarten through fifth grade students and utilizes two separate buildings for classrooms. Students in grades four and five attend classes at the Windy Hill facility, a short distance from the main elementary school. Our students are either walkers or are transported to school by car. There is one administrator, a part-time guidance counselor, a school nurse, and one speech therapist for students in both buildings. The teaching staff is comprised of 12 classroom teachers. Specialty classes which include art, music, library, computers, and physical education are provided once a week to our students. All teachers are properly certified and “highly qualified”. Four teachers hold masters degrees and nine teachers hold bachelors degrees. Moreover, there is a combined 247 years of teaching experience.

A.L. Wilson takes pride in the fact that over the past four years our scores have continually improved and, in some instances, have exceeded the state standards. In the 2004-2005 school year, both math and reading scores reached 95% on the Pennsylvania State Assessment Test. Adequate progress targets were met. The curriculum is aligned with state standards and the anchors are incorporated in daily instruction. The staff remains steadfast in adhering to the standards, yet flexible in adapting instruction to the needs of the individual students. Our teachers put forth much effort in analyzing data, implementing a variety of programs, assessing interventions, communicating with parents, and participating in professional development. After school, we provide our students a computer-based program utilizing the Academy of Reading and Math. Following the school year, A.L. Wilson hosts a well-received summer program that again uses the Academy of Reading and Math. This strengthens skills while maintaining continuity in instruction from the past year.

The mission of A. L. Wilson is to provide high quality education that allows all students to achieve educational excellence. We believe that education is an active process involving the entire community and that a partnership between the family and school is necessary to achieve that excellence. We are a school which values all of our students, respects their individual differences, and is committed to providing every opportunity for each child to achieve their fullest potential. We are focussed on our mission, and realize that excellence in education is worth the time, energy, and investment needed to support our high expectations.

In spite of dealing with persistent averse economic issues, changing family dynamics, and the many challenging social factors facing many of our students, A.L. Wilson is viewed as a source of strength and pride in the community. Likewise, A.L. Wilson gains strength from its community. Our community members take comfort in having a neighborhood school. It is a safe environment in which many generations of families received their schooling. We are motivated and dedicated to the development of the whole child. From warmly greeting the children and offering them breakfast in the morning to walking them to a parent’s vehicle at dismissal, the staff creates a safe, welcoming atmosphere that fosters a sense of belonging in our children. Furthermore, students experience achievement when they are recognized for their citizenship, academic performance, and school attendance with awards donated by local businesses. In addition, the Pennsylvania State Police make an annual holiday visit. Each year, the troopers graciously provide donated toys, stuffed animals, and bicycles to all of our children, exemplifying the meaning of giving. Our school P.T.O. is ever present and valued. They work tirelessly in their efforts, conducting fundraising campaigns, and planning quality educational programs and activities that address the physical, social, and emotional well-being of our students.

The pressure of achievement is great, however, A.L. Wilson, through the collaboration of many, has not lost sight of the importance of fostering a positive creative learning environment and is ever-dedicated to the development of fine young people in all aspects of life.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Result

Pennsylvania's system of assessment is known as the "Pennsylvania System of School Assessment," PSSA. The standards-based assessment provides relevant data regarding student and school performance. The test measures the levels at which schools are progressing towards the Pennsylvania Academic Content Standards in both reading and mathematics. The assessment originally included only Grades 5, 8, and 11. In 2005, a Writing Assessment was also completed for Grades 5, 8, and 11. The Pennsylvania Department of Education, Division of Assessment, reports in the 2005 – 2006 Handbook, the Pennsylvania assessment system will continue to evolve as a result of requirements in the No Child Left Behind (NCLB) legislation.

For additional information, the Assessment section of the Pennsylvania Department of Education's website, <http://www.pde.state.pa.us> may be referenced.

Results of the assessment are reported for individual students, schools, and districts.

Proficiency levels for students are defined as follows:

- Advanced: Superior academic performance indicating an in-depth understanding and exemplary display of skills.
- Proficient: Satisfactory academic performance indicating a solid understanding and adequate display of skills.
- Basic: Marginal academic performance, work approaching, but not yet reaching satisfactory performance. This level indicates a partial understanding and limited display of skills.
- Below Basic: Inadequate academic performance that indicates little understanding and minimal display of skills.

Adequate Yearly Progress (AYP) measures whether each school has met the improvement goals in three areas: (1) Attendance (2) Academic Performance and (3) Test Participation. Specifically, to meet AYP in Pennsylvania, a school must (1) maintain a 90% attendance rate (2) reach a 45% proficiency rate in mathematics and a 54% proficiency rate in reading – including all subgroups and (3) reach a 95% or better participation rate on each assessment test which includes reading and mathematics.

A.L. Wilson Elementary School met AYP reaching all five targets. Eighteen students demonstrated a 94% attendance rate for the year – with the economically disadvantaged displaying a 93% rate. A.L. Wilson's 2004-2005 enrollment numbers 178 students with 77 students receiving free and reduced lunches calculating to a 43% building percent rate. Subgroups were computed when a group had at least 10 students.

The school's overall results in reading indicated that of the 18 students assessed in Grade five, 94% of the students scored Proficient and above in reading (56% Proficient and 39% Advanced). Only 6% of the students scored at the Basic level and 0% scored at the Below Basic level. The school's overall results in mathematics indicated that of the 18 students assessed in Grade five, 94% of the students scored Proficient and above in mathematics (0% Proficient and 94% Advanced). Again, only 6% of the students scored at the Basic level and 0% scored at the Below Basic level.

The school demonstrated a 100% participation rate in reading and mathematics. Eighteen out of eighteen students were assessed.

Reading scores increased 7% since the 2003-2004 school year with 88% of the students tested scoring Proficient or above. Mathematics scores increased 4% since the 2003-2004 school year with 91% of the students scoring Proficient or above.

A.L. Wilson's success rate is correlated to the professional qualifications of its teachers. The No Child Left Behind Act requires that all public school teachers in core academic subjects be "highly qualified". There are 12 classroom teachers, 9 part-time special resource teachers/specialists, and 2 paraprofessionals employed at the A.L. Wilson Elementary School. The percentage of highly qualified instructors is 100%.

2. Using Assessment Results

Data analysis is essential in guiding instruction and decision making. At A.L. Wilson, receiving the documented results of our accomplishments generates a sense of pride and satisfaction in both staff and administration. Conversely, we are motivated to face any challenges that may be revealed in assessment outcomes. The staff reviews data regularly to determine the effectiveness of programs and instruction as a whole. At each grade level, teachers meet to critically review results, discuss individual student progress, and determine necessary adaptations to instruction. Teachers also meet with the administration to discuss these concerns. The type of assessment and when it is administered determines how we use the data and implement prescriptives to improve student performance throughout the year. At the beginning of the year, we administer the Stanford 10 to grades 3 through 5 as a diagnostic test to determine student strengths and weaknesses. Perusing the results enable us to gauge our instruction to both the needs of the individual and those of the entire group. In addition, at various intervals throughout the school year, we administer the DIBELS Reading assessment to determine student proficiency in letter recognition, phoneme awareness, and reading fluency. Students scoring below the benchmark receive intensive instruction to help remediate areas of weakness while monitoring progress towards designated goals. The 4 Sight Benchmark tests are periodically administered to predict success on the Pennsylvania State Assessment. Test results are provided in a timely manner so that remediation in areas of need is immediate. While students receive daily support in the classroom environment, additional provisions are made for more extensive assistance. Our after school study skills program, our summer program, and individual tutoring, if the need arises, may be utilized for extra help. Since our assessment results greatly impact the focus of our instruction, we depend upon the message that they provide. The meaning that we derive aids in adapting our curriculum, and through a collaborative effort, we have been able to use this data for expediting changes to suit the needs of our students.

3. Communicating Assessment Results

Communication with the community, parents, and students is essential for their gaining an understanding of data. Objectively defining for parents their child's present level of performance and explaining what scores reveal assists with the school to home connection. Due to our unique transportation situation, the administration and staff are able to communicate with parents on a regular basis. Parents feel at ease stopping in the office with questions regarding their child as they take their children to and from school. In addition, teachers, parents, and students have regular correspondence through a weekly take-home folder. Each Wednesday, teachers send home samples of student work for parents to view. Parents are encouraged to make comments and correspond with questions or concerns. Teachers diligently provide feedback through personal notes or phone calls. Also, the Wednesday Folder provides a means for delivering to parents student progress reports at the 30th and 120th days, report cards, and various standardized assessment results. Regularly scheduled parent-teacher conferences are another method of communicating student progress and discussing ways to improve individual student achievement. Furthermore, the students, themselves, are made aware of assessment tools and rubrics that their teachers use to assess their work and performance. Students are given the opportunity to work with the teacher to score their own work through use of rubrics, gaining an understanding of scores and results. In this way, students take ownership of their learning because expectations are clearly defined. It is equally important that all community members, regardless of their school connection, understand the goals we strive to attain and recognize our achievements. Their interest and involvement in our school supports our mission of fostering student pride and performance. Assessment results are shared with the community through the media, including the school web-site, and school newsletters designed to display information visually for increased understanding. Additionally, assessment results are shared through various school functions, open houses held during National Education Week, and the school board meetings televised on the community television network.

4. Sharing Success

The administration and staff at A. L. Wilson is enthused about our performance on assessments. We are eager to share with others the techniques, strategies, and teaching skills that we feel are catalysts to that success. Another great strength from which we draw, and one that we feel is a contributing factor to our positive outcomes, is our parental support. To that end, we were proud to have principals from other Albert Gallatin elementary schools as well as school board members, attend our parent-involvement breakfast. At this event, the K-3 faculty presented a literature-based activity which demonstrated positive parent-child read aloud strategies. While this event was taking place, our 4th and 5th grade faculty was presenting to parents a mathematics investigation which dealt with the geometry standards. One of the teachers was later asked to present this program called “Math Scene Investigations” to Title I parents and faculty from within our district. This PowerPoint presentation demonstrated the teaching of geometry with manipulative models. We are planning a spring parent workshop with the intermediate grades’ focus being on reading skills, and the primary’s on mathematics. Representatives from district schools have expressed interest in attending this event. On a broader level, our principal is involved in sharing information through the Intermediate Unit I Leadership Academy in the areas of evaluation, raising test scores, and differentiated instruction and supervision. Two of our teachers have been involved in “Developing Mathematical Ideas” training sessions in which they shared student work with other district teachers. They were able to demonstrate effective techniques that they employ in developing problem solving strategies. All of our faculty members have participated in committees and in-service discussions in which they have eagerly shared the success story that is the core of A. L. Wilson’s character.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

Courses at A.L. Wilson Elementary are aligned, but not limited to, the adopted State Standards. Attention is given to Bloom’s Taxonomy and the need to address higher order thinking while still addressing varied learning styles and abilities. We are striving to select appropriate research-based strategies and programs. Accommodations and adaptations are used where appropriate in all courses.

Our Language Arts program shows an integration of Reading, Writing, Listening and Speaking. DIBELS is the assessment tool used to drive classroom planning to address individual strengths and weaknesses. Rubrics, journal writing, and verbal reflections are embedded in this curricula.

Science in our school is based on the FOSS (Full Option Science System) and STC (Science and Technology for Children) learning modules. The modules provide a vehicle for the constructivist thinking approach. Professional development for faculty is a key component for success. The building administrator received professional development through Lenses on Learning to prepare for observation of the science classroom.

This school year saw the introduction of Investigations in Numbers, Data, and Space, developed through TERC, to advance mathematical learning for all students. Again, Lenses on Learning training for the building administrator links the curricula, classroom practices and observations.

Health, Safety and Physical Education are currently being revised. Planned courses are being written aligned to the adopted State Standards. The Health and Wellness Committee is playing a strong role in

the development of this curriculum. The Physical Education Program has introduced The First Golf Tee Program which integrates a strong character education element.

Social Studies is incorporated into our reading curriculum with the selections providing a background for exploration and comparisons of the peoples, their lands, and their cultures. The students learn about diversity through event-centered thematic units. Several classes utilize newsmagazines such as, the *Weekly Reader* and *Time for Kids*. Pennsylvania History is taught at the fourth grade level.

The Art and Music curriculum is spiral in nature and shows development and expansion each year. Emphasis is on the display and exhibition of student works. Hallways are the background for student art creations and student performances showcase talents developed in the music classroom.

Computer Literacy classes are provided weekly for the students in kindergarten through grade 5. The classes are based on adopted technology standards. Students move from learning basic mouse and keyboard skills in kindergarten to learning skills in word processing and PowerPoint by grade 5. Students also have access to Accelerated Reader, Math Traveler, Skills Tutor, Academy of Math, Academy of Reading, and Learning Milestones for enrichment and tutoring.

2. Elementary School Reading

Reading is the foundation for success in all content areas. Students who excel academically have strong reading skills. One goal of the A.L. Wilson reading program is to develop the reading skills of our students to ensure that they are able to draw meaning from the text presented to them in a variety of situations. Our reading program is data, as well as, standards driven. We believe that a systematic approach to instruction best serves our entire school population. A.L Wilson assesses students' reading skills regularly beginning in kindergarten and continuing through fifth grade. The DIBELS assessment provides for the individual evaluation of children, whereby progress toward established benchmarks is monitored throughout the year. Grade level specific skills are assessed. Instruction is then tailored to meet the needs of the individual child. The district has selected the McGraw-Hill reading series which emphasizes whole language and phonetic approach to reading instruction. This series allows the students to experience authentic literature selections with various types of genre, guiding the students to discover reading through exceptional texts and illustrations. Moreover, as opposed to learning isolated skills, students gain meaning from analyzing quality reading selections and responding to the literature through writing. The phonics component focuses on strengthening word attack skills, enabling the students to decode unknown words for reading fluency and comprehension. Students of all levels participate in supplemental activities aimed to challenge the fluent readers, instruct the independent readers, and provide support for the emergent readers. In addition, a variety of "reading centered" activities are provided to our students. The STARS (Sharing Time and Reading Stories) program provides new library books and activities for each kindergarten student enrolled in the summer school program. The objective is for parents to read with their child and use the related activities, provided by the librarian, for addition skill development. P.T.O. sponsored Book Fairs and yearly participation in the "Read Across America" program are part of a collaborative effort of enriching our curriculum and encouraging a positive attitude toward literacy for all.

3. Mathematics

The structure of our mathematics program is in keeping with our vision of maintaining a strong, standards-based curriculum balanced with instructional methods that address the needs of all learners. It provides students with the essential skills and knowledge to become critical thinkers and problem

solvers, and to relate those skills to everyday applications. This takes a cooperative, collaborative effort among the teachers at every grade level. In the primary grades, the children are given a base upon which to build more advanced skills. They are introduced to a wide variety of concepts and are able to explore them through use of individual, small group, cooperative, peer and whole class instruction. When students are able to construct their own knowledge of mathematical concepts in the early years, they enter the intermediate grades with a solid foundation of skills and concepts necessary to solve higher level thinking problems. All students are offered many learning situations in which they are able to utilize math manipulatives to solve problems and to develop a concrete understanding of mathematical concepts. Included in our program for the 2005-2006 year is Investigations in Number, Data, and Space, a K-5, mathematics curriculum which challenges the students to use in depth, meaningful mathematical thinking rather than to work on superficial, fragmented skills. The use of United Streaming, an on demand digital video service, has provided students a visual opportunity of seeing mathematics at work. The Academy of Math is a valuable software resource that allows students to work on a targeted area of weakness determined by pre-testing. Teachers monitor progress and provide additional assistance. Finally, conferencing with parents to discuss progress and interpret data gives them an understanding of their child's grasp of mathematics and also affords parents the tools needed to help their child connect mathematics to the home environment.

4. Instructional Methods

The staff at A. L. Wilson is knowledgeable of and utilizes various teaching strategies. Our faculty's use of proven techniques such as teacher demonstration, lectures, and student drill and recall are paired with methods like cooperative learning, explorations, investigations, simulations, and the use of computer technology. Our science program uses the "Focus-Explore-Reflect-Apply" learning cycle, which is applied to life, earth, and physical sciences. Our language arts program employs an integrated approach that allows the children to recognize the need for clear writing, speaking, and listening. Teachers use modeling throughout language arts instruction, emphasizing techniques that they want their students to master. During guided reading instruction, a teacher may "think aloud" demonstrating the process of interpreting, summarizing, synthesizing, or inferring. Teachers demonstrate the use of graphic organizers in all areas of communication. Our students "write across the curriculum", responding to open-ended questions in all content areas. In our computer lab, the students have an opportunity to work on the Academy of Reading and the Academy of Math, two programs which build upon basic skills and allow growth at the student's own pace. Teachers in the later primary and intermediate grades focus a portion of daily instruction on the Reading and Mathematics Anchors provided by the PDE. Using the anchors, teachers have created materials that make learning fun and interesting. As an example, a game of Math Jeopardy was created with categories based upon the Pennsylvania Mathematics Standards. Supplementing all of these classroom efforts, is an after-school tutoring component which provides additional support for students. Most importantly, while we rely on research-based strategies, our teachers maintain a professional respect and appreciation for one another's ideas, suggestions, and perspectives on instructional challenges. There is willingness to experiment and a level of collegiality, which enables our staff to successfully team-teach lessons and share teaching challenges as they arise.

5. Professional Development

Professional development is a catalyst for teachers to refine skills and grow as educators. The A.L. Wilson staff strives to foster intellectual curiosity in students. To accomplish this goal, our teachers seek opportunities to continually develop a deep and rich knowledge of the concepts they teach. Our teachers have participated in a variety of programs aimed at enhancing skills and increasing awareness of responsibilities regarding academic standards. Teachers have attended Math/Science Partnership collaborative sessions at Seton Hill College where training was provided on the use of manipulatives

in mathematics instruction. Following training, teachers then became leaders instructing their peers. It was determined that there was a need for additional manipulatives and more opportunities for training. Therefore, the math series Investigations in Numbers, Data, and Space was purchased. Training on the use of Science Matters modules was provided to teachers. The Science Matters modules allow students to discover science through a variety of hands-on learning activities in which they gain meaningful understanding of science concepts by completing projects using a constructivist approach. Participation in LETRS (Literacy Essentials for Teachers of Reading and Spelling) training by staff has proven beneficial to reading achievement by our students. Through teacher collaboration in the use of this program, students have become proficient at word analysis, word attack, and reading fluency and comprehension. Students' scores on DIBELS indicate reading proficiency. Furthermore, training in the Academy of Reading and Math Program, Headsprout, and various district initiatives are provided. Our teachers have grown as a team collectively working toward a common goal. The collegiality among them is strengthened by each opportunity afforded to them. Every program helps to revitalize the eagerness of our staff. Moreover, the value of professional development is measured by the success of the students.

PART VII - ASSESSMENT RESULTS

A.L. Wilson Elementary School

Mathematics 5th Grade

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	March	April	April	April
SCHOOL SCORES					
% At or Above Basic	100 %	97 %	100%	96%	100%
% At or above Proficient	95%	91%	100%	71%	86%
% At Advanced	95%	73%	67%	33%	59%
Number of students tested	18	33	15	24	22
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
<i>1. Economically Disadvantaged</i>					
% At or Above Basic	*	*	*	*	*
% At or Above Proficient	*	*	*	*	*
% At Advanced	*	*	*	*	*
Number of Students Tested	*	*	*	*	*
<i>2. Ethnicity</i>					
White					
% At or Above Basic	100%	97%	100%	96%	100%
% At or above Proficient	94%	90%	100%	71%	86%
% at Advanced	94%	77%	67%	33%	59%
Number of Students Tested	18	31	15	21	22
Black	*	*	*	*	*
Hispanic	*	*	*	*	*
<i>3. Students with an IEP</i>					
State Scores (% tested in each performance level)					
% At or Above Basic	88%	80%	78%	75%	78%
% At or Above Proficient	69%	62%	56%	53%	53%
% At Advanced	38%	37%	28%	26%	23%

* Subgroups are printed only when the total number of students in a group is at least 10.

A.L. Wilson Elementary School

Reading 5th Grade

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	March	April	April	April
SCHOOL SCORES					
% at or above Basic	100%	97%	93%	96%	87%
% at or above Proficient	95%	88%	73%	63%	73%
% at Advanced	37%	67%	40%	13%	32%
Number of students tested	18	33	15	24	22
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
<i>1. Economically Disadvantaged</i>					
% At or Above Basic	*	*	*	*	*
% At or Above Proficient	*	*	*	*	*
% At Advanced	*	*	*	*	*
Number of Students Tested	*	*	*	*	*
<i>2. Ethnicity</i>					
White					
% At or Above Basic	100%	97%	93%	96%	87%
% At or above Proficient	94%	87%	73%	63%	73%
% at Advanced	33%	68%	40%	13%	32%
Number of Students Tested	18	31	15	21	22
Black	*	*	*	*	*
Hispanic	*	*	*	*	*
<i>3. Students with an IEP</i>					
*					
State Scores (% tested in each performance level)					
% At or Above Basic	81%	81%	78%	80%	77%
% At or Above Proficient	64%	62%	58%	57%	56%
% At Advanced	23%	34%	27%	18%	20%

* Subgroups are printed only when the total number of students in a group is at least 10.