

**Revised 3/8/06**

***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 Mrs. Justine A. Federico  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name James H. Metzgar Elementary School  
(As it should appear in the official records)

School Mailing Address 140 CC Hall Drive  
(If address is P.O. Box, also include street address)

New Alexandria PA 15670-9686  
City State Zip Code+4 (9 digits total)

County Westmoreland State School Code Number\* 5166

Telephone ( 724 ) 668-2236 Fax ( 724 ) 668-8297

Website/URL www.greensburgsalem.org E-mail [federico@wiu.k12.pa.us](mailto:federico@wiu.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. Thomas Yarabinetz  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Greensburg Salem Tel. ( 724 ) 832-2900

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 Mrs. Trudy Ivory  
(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 \_\_\_\_\_

## **PART I - ELIGIBILITY CERTIFICATION**

**[Include this page in the school's application as page 2.]**

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

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All data are the most recent year available.

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

1. Number of schools in the district:       3   Elementary schools  
   1   Middle schools  
    Junior high schools  
   1   High schools  
    Other  
  
   5   TOTAL
2. District Per Pupil Expenditure:      \$7,254.00   
     Average State Per Pupil Expenditure:  \$8,331.00

**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.   5   Number of years the principal has been in her/his position at this school.  
     \_\_\_\_\_ 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	36	24	60	8			
1	37	32	69	9			
2	31	29	60	10			
3	30	38	68	11			
4	36	40	76	12			
5	34	32	66	Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>399</b>

*[Throughout the document, round numbers to avoid decimals.]*

6. Racial/ethnic composition of the students in the school:
- |                   |                                  |
|-------------------|----------------------------------|
| 95                | % White                          |
| 3                 | % Black or African American      |
| 1                 | % Hispanic or Latino             |
| 1                 | % Asian/Pacific Islander         |
| _____             | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

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:   4  %

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	8
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	14
<b>(4)</b>	Total number of students in the school as of October 1	399
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.04
<b>(6)</b>	Amount in row (5) multiplied by 100	4

8. Limited English Proficient students in the school:   1  %  
  2   Total Number Limited English Proficient  
 Number of languages represented:   2    
 Specify languages: English and Spanish

9. Students eligible for free/reduced-priced meals:   24  %  
 Total number students who qualify:   95

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:  $\frac{4}{17}$  %  
17 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>1</u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>2</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>    </u> Emotional Disturbance	<u>    </u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>2</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>19</u>	<u>    </u>
Special resource teachers/specialists	<u>11</u>	<u>1</u>
Paraprofessionals	<u>    </u>	<u>    </u>
Support staff	<u>7</u>	<u>    </u>
Total number	<u>38</u>	<u>1</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 21:1

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%	95%	94%	94%
Daily teacher attendance	93%	94%	94%	93%	93%
Teacher turnover rate	1%	0%	2%	1%	1%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

## **PART III - SUMMARY**

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No individual school snapshot is complete without a picture of the District. Located 35 miles southeast of Pittsburgh, Pennsylvania, the Greensburg Salem School District has an enrollment of 3,379 students. In addition to the three elementary schools, the district has one grades 6-8 middle school and one grades 9–12 high school. Our community encompasses an area that includes urban, suburban and rural populations. Greensburg is the business, industrial, cultural and political center for central Westmoreland County.

Located in a rural area of the Greensburg Salem School District, Metzgar Elementary School is one of the three K - 5 elementary schools in the District. It represents the mission, vision and goals of all our schools. Its mission statement emphasizes that Metzgar Elementary will work collaboratively with the community in educating all students to become productive and responsible citizens. The school's mission is accomplished by recognizing the value of each individual student and promoting academic achievement. At Metzgar, families, students, teachers and staff experience a culture of believing that we can touch all children at all levels successfully by specifically designing our curriculum and teaching strategies to meet individual needs of each student. This is done by supporting teacher learning through ongoing professional development in relation to instructional skills and through teacher collaboration in developing our curriculum.

In the process of generating a vision for Metzgar, teachers established belief statements to guide their work. Metzgar's vision is representative of providing many supports for students. In order to level the playing field for all children, additional support is provided through Extended Day Kindergarten (EDK), after school tutoring, Title I reading and math programs, summer school and parental training programs. At Metzgar, all 399 students flourish emotionally and academically within a compassionate school that knows them, their families, and their needs. Second only to family, school is the most stabilizing force in the lives of young people. Metzgar is indicative of the school's commitment to enhance connections between students, staff and parents by sustaining a supportive school environment. Students know that their well being and success are important. Everyone at Metzgar values and nurtures a compassionate and caring school environment with high expectations.

Another important belief supporting the vision is the elimination of barriers to student learning by changing structures that limit student success. This is accomplished through establishing a culture and structure that focuses on the achievement of our students. To this end, Metzgar implemented a reading and math after school tutoring program for students needing additional help. Classroom teachers work with these students after school two hours per week for six months.

A foundational belief, "Effort Creates Ability," means that Metzgar's teachers are organized for effort. Some essential features of Effort Creates Ability are evidenced as teachers have high expectations for achievement, as time is provided to meet the learning expectations and as we celebrate student success.

As Metzgar's staff works to develop opportunities for all students to attain proficiency at state benchmarks, improving student achievement is always our bottom line. We use student data to drive instructional decisions in order to promote the achievement of all students and their subgroups.

Teaching is the most significant factor in advancing student achievement. Metzgar teachers have a strong commitment to professional development through work within the professional learning community. Teachers are engaged in collaborative teams so that they grow, improve and renew through the processes of collective inquiry and reflective practice.

By developing this culture and structures, Metzgar has created an environment where failure is not an option for students. The challenge is to have all kids reach proficiency so as to improve their quality of life. Good schools create good communities and Metzgar has achieved both.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. ASSESSMENT RESULTS:**

In the spring of each school year, students in grades 3 and 5 participate in Pennsylvania's Mathematics and Reading assessments. As specified in Pennsylvania's Chapter 4 regulations, the purposes of the Pennsylvania System of School Assessment (PSSA) are: 1) an understanding of the school's achievement of the state standards to students, parents, educators and community members and 2) results for all students as well as results for student subgroups. Some student subgroups are: gender, economically-disadvantaged, ethnicity, special education, Title I reading and math and English as a Second Language.

The Math and Reading PSSA tests include open-ended tasks and multiple-choice items. Although the multiple-choice items measure a broad range of skills, the open-ended tasks are especially useful in measuring students' problem-solving abilities in mathematics, reading comprehension and critical thinking in reading. The PSSA reading assessment is based on teaching reading as a balanced literacy process. Its purpose is to assess students' achievement in comprehending fiction and nonfiction text.

The PSSA describes student performance at four levels: Advanced, Proficient, Basic and Below Basic. In reading, a student scoring at the Advanced level consistently utilizes sophisticated strategies to comprehend and interpret complex fiction and nonfiction. At the Proficient level, the student routinely uses a variety of reading strategies to comprehend and interpret grade-level appropriate fiction and nonfiction. When a student scores at the Basic level, he/she utilizes some reading strategies to comprehend grade-level appropriate texts. Students at the Below Basic level are competent with below grade-level text only and require extensive support to understand and interpret fiction and nonfiction. The PDE website, [www.pde.state.pa.us](http://www.pde.state.pa.us) contains detailed descriptions of skills and strategies students demonstrate at each performance level.

An examination of the PSSA math scores for Metzgar Elementary shows a steady increase in the percentage of students scoring in the at or above Proficient category. For example, since 2002, the percentage of students at the Advanced and Proficient levels increased from 79% to 100%. In reading, a similar pattern is demonstrated. In 2002, 82% of our students scored at the at or above Proficient levels; this increased to 95% in 2005.

At Metzgar, our diversity exists in terms of our Economically-Disadvantaged and Special Education students. The Economically-Disadvantaged group comprises 24% of the student population at Metzgar Elementary. In math, the percentage of students in the Economically-Disadvantaged subgroup at the at or above Proficient level increased from 27% to 88% over four years. The Special Education IEP subgroup scores increased at the at or above Proficient level from 91 to 100%.

In reading, 74% of the Economically-Disadvantaged students performed at the at or above Proficient level in 2002; this increased to 97% in 2005. The percentage of Special Education IEP students who scored at the at or above Proficient level increased from 27% to 90%.

### **2. USING ASSESSMENT RESULTS:**

Teachers work to improve student achievement by using data systematically in a collaborative way. This approach has resulted in a continuous feedback loop among data, planning, instructional delivery and on-going assessment. Analysis begins with the district PSSA results. During administrative retreat and workshops, administrators analyze data to determine district, building, grade level and subgroup strengths and weaknesses. We collaborated with Dr. Shula Nedley, Director of Assessment for PDE. Dr. Nedley spent two days with follow-up support to developing leadership capacity in data analysis, interpretation and display.

Focusing on student performance, building level principals engaged teachers in analyzing data. As a result, Metzgar teachers identified instructional priorities, created action plans related to students' target areas and designed instruction for individual students. This approach to data use has been effective. For example, one hundred percent of our third and fifth grade students (157 students) reached proficiency in mathematics on the 2005 PSSA. In this way, we live the spirit of NCLB. "I know the needs of every student in my classroom," teachers commonly remark.

Based on the data analysis, we recognized the need to restructure our elementary school schedule. Now, the elementary schedule provides common planning time, when teachers come together over student work, identify groups and plan the instruction our children need. The schedule also provides for core enrichment, when students are flexibly grouped for instruction based on their needs.

In addition to PSSA data, teachers use student work to develop model papers and rubrics. Our students analyze and compare their work to the model papers and decide what they need to do to improve. A powerful outcome of this use of data is that our teachers take responsibility and believe that they are always accountable for student learning. "Whatever it takes," is their response.

### **3. COMMUNICATING ASSESSMENT RESULTS:**

We believe the communication of student and school performance is critical to the strong connection we have with students, staff and parents of Metzgar Elementary. Metzgar students and their families are involved in learning, understanding how students learn and in celebrating their success. Also, our partnership with the community provides communication channels outside our Metzgar families and promotes our opportunities to share our assessment result successes.

Our avenues for discussing and informing individual and school-wide assessment results to the Metzgar community include report cards, progress notices, parent conferences and PSSA results mailed to students' homes. In addition, Metzgar routinely publishes "The Metzgar Mailbag," a student, teacher and administration written newsletter that goes home with each Metzgar student. Every year, Metzgar teachers mail thousands of "Lion Links," personal notes to the parents of our children, to communicate notable achievement or performance. Parents and students are excited about receiving a Lion Links note, "We got your note. My Mommy is so proud."

Broader communication is provided at PTA meetings and parent nights. Families come to school for programs involving their children because they are comfortable in Metzgar's supportive, positive environment. This promotes sharing and celebrating the successes of the students.

Our district newsletter, which is mailed to every home in the district, our web portal and our local media support further communication. Articles in the *Pittsburgh Business Times* and in *Standard and Poor's* enhance our partnership with the community by communicating our students' performance in reading and mathematics and our best practices in the Everyday Mathematics curriculum. In this way, our school board and families know about and support the work we do.

### **4. SHARING SUCCESS:**

Metzgar's culture and structure provides the means for sharing success with other schools. Teachers share best practices through the collaborative process of a professional learning community. At Metzgar and across our District, we learn from each other through common planning meetings, cross-grade level meetings and school-wide meetings.

These meetings allow for sharing of student work and progress within an atmosphere that encourages and nurtures teacher learning. Teachers share instructional practices and techniques that promote progress. For example, a teacher who was intrigued with the concept of flexible grouping learned more about it and shared with others at Metzgar. This evolved into an effective model for flexible grouping that is now used at our other two elementary schools.

Curriculum is a work in progress, relevant to students and effective in producing student learning. Metzgar teachers serve on District curriculum committees and report back at their grade level. These



curriculum committee meetings are additional opportunities to share successes. Although we share within our school and District, we also reach out to the community and share our successes. We partner with local colleges and universities. Currently at Metzgar, two graduate level reading interns from the University of Pittsburgh collaborate with teachers and work in small group instruction with students every day. These interns, certified teachers who are studying for reading specialist certification, also share our classroom practices with their university colleagues.

We recognize the importance of working together and learning from each other. Because of Metzger's success in the state assessment, many school districts have visited to examine our curriculum and teaching practices. In these collegial visits, teachers interact and share. We share teacher-developed practices as well as PSSA-aligned assessments. Overall, we try to create opportunities for sharing success and best practices across the academic community – our school, the District, local universities, and our peer schools.

# **PART V – CURRICULUM AND INSTRUCTION**

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## **1. CURRICULUM:**

The District’s standards-aligned curriculum is connected to student achievement because its rigor and relevance continually challenges students. Metzgar teachers work on district-wide curriculum committees to constantly update curriculum. Teachers generate “To Do” lists related to curriculum alignment and curriculum-based benchmark assessments. Teacher involvement produces teacher ownership, so our curriculum is not about a program, but rather a teacher-driven process.

### **LANGUAGE ARTS**

Our current curriculum incorporates phonemic awareness, phonics, vocabulary, fluency and text comprehension. Guiding our work is the belief that student achievement is increased through the teaching and assessments embedded in our local, standards-based curriculum, and not a separate practice. Based on that belief, teachers created PSSA-format literacy assessments that include reading performance tasks and writing prompts with PSSA-level rubrics. Language Arts committee members are currently working on constructing PSSA-like multiple-choice items for each unit. Literacy strategies taught in the reading curriculum are applied by students in other content areas resulting in greater student comprehension.

### **MATHEMATICS**

Continuous professional development has resulted in a strong mathematics curriculum and has impacted student achievement. One hundred percent of Metzgar’s third and fifth grade students (157 students) achieved proficiency in mathematics on the 2005 PSSA. Greensburg was in on the ground floor in its implementation of the University of Chicago’s Everyday Mathematics Program. Within this NCTM-endorsed approach, students experience a problem-solving oriented pedagogy surrounded by hands-on work. Students communicate mathematically with their peers. If we opened the door to a math class, we would see and hear students talking to one another about various ways to solve problems. This spiraling curriculum builds on increasingly difficult math strands, affording all students multiple opportunities and means by which to interact with math concepts at a high level.

### **SCIENCE AND TECHNOLOGY**

Our Science curriculum was created to ensure a K-12 continuum of Science domains. Students learn best when Science is inquiry-based, student-centered and relevant. So we use instructional modules in grades K – 6, which address the strands of Physical, Earth, and Life Science. Connecting their learning to real life experiences, first grade students raise and release butterflies within the Insects module.

A full-time Technology Integration Coordinator, instructs teachers in using technology, allowing them to differentiate instruction. In our technology curriculum, students apply skills and knowledge as tools for learning.

### **THE ARTS**

Metzgar’s arts program takes students beyond the traditional art and music instruction. Students experience a deep, engaging performance-based curriculum. Students benefit from visiting artists who demonstrate and teach in their media. They participate in concerts and art shows, including the Southern Alleghenies Museum of Art displays and county art competitions. Children are involved in learning art and music history and develop curiosity about other cultures. Metzgar’s arts program is distinguished by using the arts to reach out to the community. Art and music enhance community outreach events such as the annual Veterans’ Day celebrations, student performances, and fundraising for humanitarian purposes.

## SOCIAL STUDIES AND HEALTH

The standards-based Social Studies curriculum is coordinated, introducing elementary students to ideas and events that they will study in greater depth at the secondary level. Teachers use hands-on materials and computer programs to encourage students to look at themselves as part of the world and their communities. Needing to understand how society functions and how to stay well, our students experience lessons in Social Studies and Health. Content concepts are authentically linked to other curricular areas. Health connections such as wellness and choices enhance development of life-long learning skills and attitudes.

### **2a. READING CURRICULUM:**

Children need a Language Arts curriculum that is balanced between comprehension, phonics and skills processes. A systematic and explicit sequence of skills helps students understand the sound system and gain meaning from a variety of texts. The Language Arts committee researched balanced literacy and established selection criteria. Teachers used horizontal and vertical skills tracing with commercial reading programs.

The McGraw Hill Reading Program (2001) is our core program. It is a PA standards aligned literacy program. Our students understand narrative, informational and persuasive texts by using before, during and after reading comprehension strategies. They write daily and use rubrics to assess their own writing. Students discuss strategies for developing their content and for organizing ideas. Students take control of their reading and writing, working towards becoming independent readers and writers.

Teachers established quarterly benchmarks to assure district-wide consistency in skills being taught. District writing prompts and reading performance tasks have been devised for each grade level. Teachers bring student work from these assessments to committee meetings and common planning time. Here, conversations focus on meeting student and program needs. For example, when kindergarten teachers expressed a need for more consistent writing, the District initiated the Kidwriting program developed by author Dr. Eileen Feldgus. A literacy coach works with teachers in their classrooms.

Reading and writing are tools for learning in all content areas. Metzgar teachers provide continuous support in content area reading through direct instruction of five effective reading strategies. These are: double-entry journals, K-W-L charts, vocabulary concept maps, reading logs and the directed reading thinking activity. Reading and writing support is provided through a partnership with the University of Pittsburgh. This partnership pairs Metzgar Title I reading specialists, classroom teachers and two reading interns. The role of the reading intern is to work collaboratively in planning and delivering differentiated small group instruction.

### **3. MATHEMATICS:**

At Metzgar, the path to success in Mathematics began with our selection to pilot and revise Everyday Mathematics.

As teachers piloted the curriculum and the moved into textbook adoption, they transformed the way mathematics was taught in their classrooms. As a result of this transformation, teachers understood that Math instruction was not about arithmetic, but more about mathematical strands addressing problem solving, operations and computation, patterns, functions and algebra, data and chance. Most importantly, teachers recognized that a mathematics curriculum must promote student thinking and talking about math.

Enabling students to think mathematically required teachers to rethink their instructional practices. Metzgar teachers participated in professional development related to: 1) using math manipulatives, 2) instructing students to use a variety of strategies to solve problems, and 3) involving students in explaining their thinking both orally and in writing.

In addition to reflecting on their teaching practices, Grades K-5 teachers examined the Everyday Math skills strands and concepts and mapped out the curriculum to match their 9-week grading quarters.

They aligned the curriculum with the Pennsylvania Mathematics Standards, then to PSSA grade level Assessment Anchors and Eligible Content.

Metzgar teachers are central to ongoing mathematics curriculum work. They meet with their colleagues in preceding and following grades to understand what children should know. Teachers created PSSA-like end-of unit tests using a multiple-choice and open-ended format. Grade level teams meet every quarter, review the practice tests and analyze the test items. Teacher involvement keeps teaching and learning as a major focus.

This change process grows from Metzgar's mission that all students develop the skills necessary to become productive and responsible citizens. The pathway to achieve this mission is the actualization that the role of the teacher is to promote student achievement.

#### **4. INSTRUCTIONAL METHODS:**

Instructional methods are aligned with our standards-based curriculum and District-created PSSA-like local assessments. Instruction is closely linked with the learning goals and the assessments of students' progress toward these goals. Our instructional strategies are differentiated for learners based on student needs evidenced by a variety of data which teachers analyze and use to plan instruction. In addition to PSSA data, student needs are identified through student work, DIBELS and District benchmark assessments.

Differentiated teaching according to students' needs is a priority. Students receive whole group, small group and individual instruction by teachers who know students' learning styles and needs. During the core enrichment block, students are flexibly grouped for instruction based on their demonstrated needs. Because children's needs change, an observer to small groups will see different children grouped together for math skill and strategy instruction, extra practice for fluency or work on increasing their ability to identify words in reading.

All students can learn rigorous content if they receive support immediately. Time is a variable related to instructional methods. Some students need extended time to learn, so our programs and structures ensure they get the help they need. Our Extended Day Kindergarten (EDK) program operates for students who are identified as needing instruction all day in reading and math. Our Title I teachers provide another line of supportive instruction. Certified reading and math specialists use data communicated by classroom teachers to target individual student needs. Our teachers provide enrichment for high-achieving and gifted students.

Beyond the school day, extended learning is provided through after school tutoring and summer school. Parent training extends student learning to evenings and weekends. We have seen a steady increase of students moving into the at or above Proficient category, from 79% in 2002 to 100% in 2005 in math and from 82% in 2002 to 95% in 2005 in reading.

#### **5. PROFESSIONAL DEVELOPMENT:**

At Greensburg Salem everything we do is based on our belief that effort creates ability. Our professional development plan is predicated upon this core belief. "Effort Creates Ability," has inspired and supported significant work we have done over the years. Because we have this value, our bottom line is always student achievement. This means that the harder we all work the smarter we all become.

We have developed a two-year induction program for new teachers focused on instructional skills and differentiated instruction. Of the 100 hours in this two year program, 50 hours are devoted to monthly evening seminars. Teachers develop their own professional development action plan for the remaining 50 hours.

Much professional development occurs during common planning time as well as in the district committee work that has teachers working collaboratively at a high level. Teachers use our state standards, assessment anchors and eligible content to align curriculum, to refine instruction and to design congruent assessments. Metzgar faculty meetings function as professional development because they

extend beyond agenda items to focus on student progress, instructional strategies and intervention plans. Metzgar has job-embedded literacy meetings as well as on-going District committee work.

Our district in-service programs are driven by our focus areas such as using data to drive instruction and instructional strategies to adapt materials and processes for all learners. Another focus area is developing a culture and structure for learning. For example, elementary teachers engaged in workshops to prepare them for their new schedule. All teachers participate in data analysis meetings so they understand data analysis, interpretation and use in planning instruction.

Teachers are the number one resource that influences student achievement. As our teachers make serious efforts in job-embedded professional development, they are creating more ability in their teaching and for their students' learning.

## PART VII - ASSESSMENT RESULTS

### James H. Metzgar Elementary School

### Grade 5 PSSA Math Scores

MATH – Grade 5	2004–2005	2003–2004	2002–2003	2001–2002	Legend/ Comments
% at Advanced	83%	71%	60%	45%	
% at or above Proficient	100%	96%	94%	79%	
% at or above Basic	100%	100%	96%	94%	
% at Below Basic	0%	0%	4%	6%	
# of Students Tested	82	72	80	99	
% of Students Tested	100%	100%	100%	100%	
# of Students Excluded	0	0	0	0	
% of Students Excluded	0%	0%	0%	0%	
<b>SUBGROUP SCORES</b>					
<b>Title I</b>					
% at Advanced	71%	28%	25%	6%	
% at or above Proficient	100%	83%	84%	47%	
% at or below Basic	100%	100%	92%	94%	
% at Below Basic	0%	0%	8%	6%	
# of Students Tested	24	18	24	17	
% of Students Tested	100%	100%	100%	100%	
<b>Economically Disadvantaged</b>					
% at Advanced	88%	54%	57%	27%	
% at or above Proficient	100%	92%	90%	67%	
% at or above Basic	100%	100%	95%	87%	
% at Below Basic	0%	0%	5%	13%	
# of Students Tested	33	13	21	15	
% of Students Tested	100%	100%	100%	100%	
<b>Students with IEP</b>					
% at Advanced	50%	● ●	36%	----	● ● Disaggregate group too small for analysis. No data provided by PDE.
% at or above Proficient	100%	● ●	91%	----	
% at or above Basic	100%	● ●	91%	----	
% at Below Basic	0%	● ●	9%	----	
# of Students Tested	10	● ●	11	4	
% of Students Tested	100%	● ●	100%	----	
<b>White Ethnic Group</b>					
% at Advanced	83%	71%	66%	44%	
% at or above Proficient	100%	96%	94%	78%	
% at or above Basic	100%	100%	97%	94%	
% at Below Basic	0%	0%	3%	6%	
# of Students Tested	80	72	70	97	
% of Students Tested	100%	100%	100%	100%	

**James H. Metzgar Elementary School**

**Grade 5 PSSA Reading Scores**

<b>READING – Grade 5</b>	<b>2004–2005</b>	<b>2003–2004</b>	<b>2002–2003</b>	<b>2001–2002</b>	<b>Legend/ Comments</b>
% at Advanced	30%	58%	35%	27%	
% at or above Proficient	95%	89%	75%	82%	
% at or above Basic	99%	97%	95%	97%	
% at Below Basic	1%	3%	5%	3%	
# of Students Tested	81	72	80	99	
% of Students Tested	99%	100%	100%	100%	
# of Students Excluded			0	0	
% of Students Excluded			0%	0%	
<b>SUBGROUP SCORES</b>					
<b>Title I</b>					
% at Advanced	13%	17%	8%	6%	
% at or above Proficient	91%	72%	50%	47%	
% at or above Basic	95%	89%	88%	100%	
% at Below Basic	4%	11%	12%	0%	
# of Students Tested	33	18	24	17	
% of Students Tested	99%	100%	100%	100%	
<b>Economically Disadvantaged</b>					
% at Advanced	18%	38%	9%	27%	
% at or above Proficient	97%	76%	76%	74%	
% at or above Basic	97%	99%	95%	100%	
% at Below Basic	3%	**	5%	0%	**fewer than 10 students in group
# of Students Tested	33	13	80	15	
% of Students Tested	100%	100%	100%	100%	
<b>Students with IEP</b>					
% at Advanced	30%	● ●	9%	----	● ●Disaggregate group too small
% at or above Proficient	90%	● ●	27%	----	for analysis. No data provided
% at or above Basic	90%	● ●	91%	----	by PDE.
% at Below Basic	10%	● ●	9%	----	
# of Students Tested	10	7	11	4	
% of Students Tested	100%	100%	100%	----	
<b>White Ethnic Group</b>					
% at Advanced	29%	58%	40%	27%	
% at or above Proficient	95%	89%	77%	82%	
% at or above Basic	99%	97%	96%	97%	
% at Below Basic	1%	3%	4%	3%	
# of Students Tested	79	72	70	97	
% of Students Tested	99%	100%	100%	100%	