

# 2004-2005 No Child Left Behind - Blue Ribbon Schools Program

**REVISED: 3/21/05 U.S. Department of Education**

## Cover Sheet

Type of School:  Elementary  Middle  High  K-12

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

Official School Name Smithfield Elementary  
(As it should appear in the official records)

School Mailing Address 23 Liberty Street  
(If address is P.O. Box, also include street address)

Smithfield Pennsylvania 15478-9704  
City State Zip Code+4 (9 digits total)

County Fayette School Code Number\* AUN 1-01-26-030-3

Telephone ( 724 ) 569-9570 Fax ( 724 ) 569-0121

Website/URL www.albertgallatin.k12.pa.us E-mail cjordon@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 Vicinelly  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Albert Gallatin 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. William J. Boni  
(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**

**[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 of 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 2004-2005 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 1999 and has not received the 2003 or 2004 *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:       6   Elementary schools  
   2   Middle schools  
   \_\_\_\_\_ Junior high schools  
   1   High schools  
   \_\_\_\_\_ Other  
   9   TOTAL
2. District Per Pupil Expenditure:      \$5,547.78    
     Average State Per Pupil Expenditure:  \$6,694.89

**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.   4   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	34	27	61	8			
1	28	24	52	9			
2	16	18	34	10			
3	25	28	53	11			
4	19	33	52	12			
5	22	22	44	Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>296</b>

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

6. Racial/ethnic composition of the students in the school: 99 % White  
1 % Black or African American  
       % Hispanic or Latino  
       % Asian/Pacific Islander  
       % 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: 22 %

(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.	30
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	27
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	57
(4)	Total number of students in the school in 2003-2004	264
(5)	Subtotal in row (3) divided by total in row (4)	.215
(6)	Amount in row (5) multiplied by 100	215

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: 58 %  
 Total number students who qualify: 185

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: 28 %  
90 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

- |                                   |   |
|-----------------------------------|---|
| <u>    </u> Autism                | <u>    </u> Orthopedic Impairment                 |
| <u>    </u> Deafness              | <u>  2  </u> Other Health Impaired                |
| <u>    </u> Deaf-Blindness        | <u> 14 </u> Specific Learning Disability          |
| <u>    </u> Emotional Disturbance | <u> 64 </u> Speech or Language Impairment         |
| <u>    </u> Hearing Impairment    | <u>    </u> Traumatic Brain Injury                |
| <u>  9  </u> Mental Retardation   | <u>    </u> Visual Impairment Including Blindness |
| <u>    </u> Multiple Disabilities |   |
| <u>  1  </u> Emotional Support    |   |

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> 16 </u>	<u>    </u>
Special resource teachers/specialists	<u>  9  </u>	<u>    </u>
Paraprofessionals	<u>  5  </u>	<u>    </u>
Support staff	<u>    </u>	<u>  2  </u>
Total number	<u> 31 </u>	<u>  2  </u>

12. Average school student-“classroom teacher” ratio:  20:1

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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	94%	93%	93%	93%	93%
Daily teacher attendance	99%	99%	95%	96%	96%
Teacher turnover rate	32%	24%	28%	16%	8%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

## PART III – SUMMARY

### SCHOOL SNAPSHOT

Smithfield Elementary, currently with a population of three hundred and nineteen students, is a small-town, rural school located in southwestern Pennsylvania. This Title I, kindergarten through fifth grade school, is part of the Albert Gallatin School District, one of the poorest districts in Pennsylvania. 58% of its students receive free or reduced lunch and 17% live in substandard housing. Many students come from single-parent households. Smithfield's staff is comprised of one administrator, sixteen classroom teachers, two learning support teachers, one speech therapist, and six specialty teachers, all of whom are properly certified and highly qualified. 59% of our teachers hold master's degrees, while the remaining members of our staff hold bachelor's degrees. In addition, five highly qualified aides provide assistance to our students. Once a week, specialty teachers provide art, music, library, computers, and physical education instruction to our students. Our school also has a part-time guidance counselor and school nurse to meet the emotional and physical needs of our students.

All students' performance is negatively affected in schools with a high concentration of poverty.

At Smithfield, we expect high academic achievement and work collaboratively to achieve this goal. Unfortunately, many students enter Smithfield with skills significantly below grade level. Economically disadvantaged households are commonplace. Our challenges are great.

Collaborative decision making has instilled ownership, empowered our stakeholders, and strengthened our educational commitment. Over the past four years, in spite of a high at-risk population, an increasing enrollment, a student mobility problem, an influx of newly hired teachers, and a high teacher turnover rate due to retirements, transfers, and one-year-only positions, Smithfield Elementary has demonstrated continual school improvement. In 2004, five out of five adequate yearly progress targets were met. Math proficiency levels reached 87.2% while reading proficiency levels reached 95% on the Pennsylvania State Assessment Test.

At Smithfield, we realize that our rapidly changing society requires a redefining of what the best education is for our students. Our focus is on the whole child, taking into consideration their intellectual, social, emotional, and physical needs. Bold new directions guide our actions. Our students must be able to think and solve problems at proficiency levels previously required by few. We must prepare all students to become self-sufficient, successful, individual learners. Our efforts must have direction and purpose. Our purpose begins with values that provide the foundation for success. A cooperatively developed, well-structured, comprehensive, school-wide plan is crucial for success. Creating a sense of belonging that increases the active participation of parents and the community is critical. Learning is a complex process that requires a safe, supportive learning environment. Aligning our curriculum to Pennsylvania Standards and making connections across disciplines is vital. Our assessment and curriculum connection provides for immediate feedback and for adjusting instructional strategies to help all our students achieve excellence. A continuum of services for all students with disabilities is evident. Assessing accomplishments, making goal adjustments, and communicating with the learning community is continuous. Vision realization requires cooperation, collaboration and collegiality among teachers, students, parents, the community, and the administration. With passion, commitment, dedication, and fortitude, our children will develop a sense of

responsibility for their own learning as they work to reach their maximum learning potential.

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

### **SCHOOL ASSESSMENT RESULTS**

In Pennsylvania, the state’s assessment system is known as the “Pennsylvania System of School Assessment” or the PSSA. Currently, fifth grade elementary students are assessed in reading and math. The PSSA is a test based on Pennsylvania Academic Standards or what students should know and be able to do in fifth grade. This standards-based assessment measures both individual student growth and determines the degree to which school programs help students attain proficiency of the standards. Student results are reported in four categories: advanced (indicating superior in-depth understanding of skills included in Pennsylvania Academic Standards), proficient (indicating a solid understanding of skills), basic (indicating partial or limited understanding of skills), and below basic (indicating inadequate or little understanding of skills requiring a major need for additional instructional opportunities).

To ensure that all students have the reading and math skills they need for success and to comply with the No Child Left Behind legislation, adequate yearly progress (AYP) targets have been established. To meet AYP in Pennsylvania, a school must maintain a 90% attendance rate, have a 95% or better participation rate for all students, including sub-groups, and reach a 35% proficiency rate in math and a 45% proficiency rate in reading on the 2004 PSSA. Smithfield Elementary met all AYP targets.

Smithfield Elementary has demonstrated continual school improvement despite an overwhelming disadvantaged student population. In 2004, thirty-eight of thirty-nine fifth grade students took the PSSA reading and math test. One student was excluded due to religious reasons. 94% of those students tested had a solid understanding of reading skills. Of the thirty-eight students tested, **twenty-two** students actually scored in the **advanced** level of academic performance and **fifteen** students scored in the **proficient** level. Only **two** students scored in the **basic** level of academic performance and **no** students scored in the **below basic** range. Within this group of thirty-eight students, twenty-two students were classified as economically disadvantaged. Of these twenty-two economically disadvantaged students, only two students scored in the basic level of academic performance in reading, and no students scored in the below basic level.

On the math portion of the 2004 PSSA, 87% of all students tested had a solid understanding of math skills included in the fifth grade Pennsylvania Academic Standards. Of the thirty-eight students tested, **twenty-three** students scored within the **advanced** level and **eleven** students scored within the **proficient** level. Only **five** students scored in the **basic** range and **no** students scored in the **below basic** range. Of the twenty-two disadvantaged students only four students scored in the basic level of academic performance and no students scored in the below basic level.

Math proficiency levels have dramatically increased over the last three years from 41% in 2002 to 52% in 2003 to 87% in 2004. Overall reading scores have also continued to increase over this same period from 49.2% in 2002 to 72% in 2003 to 94% in 2004. Most importantly, the number

of economically disadvantaged students performing in the below basic and basic levels of academic performance in both reading and math have continually decreased over the past four years, significantly narrowing the achievement gap for these at risk students.

## **SCHOOL DATA**

At Smithfield, Collaborative Action Teams reflect on data, make relevant instructional decisions based on results, set goals, and celebrate growth. When teachers have greater insight into student learning, the achievement gap closes. Data-driven decisions help teachers align expected outcomes with teaching strategies and assessments. Student performance that is less than proficient must be followed by multiple opportunities to improve performance. Through the implementation of local assessments, The Academy of Math, The Academy of Reading, DIBELS, Headsprout, and Accelerated Reader, Smithfield's teachers address students' needs. An established tracking system provides immediate feedback on student performance and evaluates the effectiveness of programs, linking results to interventions and supplemental materials. Differentiated instruction maximizes student success through on-going, frequent assessments that are used as teaching tools, as well as measures of student learning. Progress monitoring and data management are essential for continual success. Only human judgment can give meaning to the teaching-learning process. Teachers interpret the data collected. Collectively, teachers prioritize and disaggregate data to a specific skill level, establish a baseline, identify trends, employ interventions, and continue to compare performance over time. Teachers look closely at performance levels and then make plans to address them, moving one student at a time. At Smithfield, we must continue to use our school's data to develop strategies that yield high achievement for all students, especially for those students who have traditionally been overlooked.

## **PERFORMANCE COMMUNICATION**

At Smithfield Elementary, our goal is to develop and persuasively articulate a shared vision that encourages every teacher, student, parent, and community member to accept responsibility for the educational success of every child. Keeping students and parents informed is crucial to the educational process. An effective communication plan is vital to the success of our school. Our parents and our community must understand and support our mission and be given the opportunity to play an important role in helping us achieve our goals. At Smithfield, our Parent Advisory Board and our Teacher Advisory Board have formed a Collaborative Action Team, or partnership, between home, school, and the community. This integrated team approach enables us to communicate effectively, and to equally share decisions that address the concerns of our school. Weekly Wednesday folders are used to keep open the lines of communication and to send assessment results home on a weekly basis. Throughout the year, "Meet the Teacher Night," parent/teacher conferences, a monthly newsletter, PTO meetings, Parent/Student workshops, Open House, a District Calendar, School Web-site, and Parent Advisory Board meetings keep parents continually informed. Our District and School Report cards and the on-going distribution of DIBELS assessments, SAT10 scores, PSSA results, The Academy of Reading and Math results, and local assessments provide all parents/guardians continual communication of academic performance. Our communication plan has helped to break down barriers and build productive partnerships between home and school.

## **SHARING PERFORMANCE SUCCESS AND STRATEGIES**

Smithfield Elementary has risen to the challenges of “No Child Left Behind” by turning our shortcomings into successes. Against the odds, we are narrowing the achievement gap. Our students’ success is directly related to the collegial efforts of all stakeholders. Their willingness to accept change and to take risks in the midst of adversity has positively impacted the academic performance of our students. Collaboratively, teachers will develop and conduct hands-on mathematical discourse workshops at all elementary schools throughout our district. Implemented best practices will be submitted to the “Best Practices Network.” Information regarding successful practices implemented at our school will be disseminated through our Act 48 committee. Partnerships with local universities will be sought in an attempt to share successful practices with student teachers. Teachers will seek conferences to attend, contact local districts, and inform our local intermediate unit, making the knowledge we have gained and skills we have acquired through the implementation of effective research-based practices available to those willing to listen. Our local newspaper and the Herald Standard TV station will be contacted. AGTV will be utilized to promote implemented research-based strategies. Articles will be submitted to educational publications and information and tips will be posted on our school’s web-site. This proactive communication approach will enable use to share our success and hopefully allow others the opportunity to experience success as well.

## **PART V – CURRICULUM AND INSTRUCTION**

### **CURRICULUM OVERVIEW**

At Smithfield, we have developed a school-wide plan for curriculum. This plan provides a comprehensive framework for implementing curriculum and instruction to creatively inspire and motivate all students to higher academic achievement.

Our school’s reading program is a standards-based curriculum that provides frequent, intensive opportunities to learn with engaging materials. This curriculum addresses phonological awareness, whole language instruction, guided reading utilizing leveled books, phonics, integrated language arts, connections to the child’s environment incorporating a variety of genres, and frequent formal and informal assessments. Our Language Arts and writing curriculum are also based on a phonetic, whole language approach. Student’s progress from reading and writing of individual sounds to words, sentences, and, finally, paragraphs. Students are exposed to and personally explore types of literature and experience styles of writing as connected to each subject taught.

Smithfield has taken a more hands-on, proactive approach in math and science. Our Math curriculum focuses on a constructivist approach to learning. Our standards-based curriculum is enhanced with students communicating their mathematical approaches to problem solving and using strategies to deepen their understanding of topics presented. Our Science curriculum is based on Science Matters that provides hands-on educational projects and teaches scientific principles with an emphasis on student inquiry. This curriculum relies on direct observation and interaction and enables students to develop ideas, deepen understanding, and make and test

scientific judgments.

In an effort to meet Pennsylvania's social studies standards, a current events approach through the incorporation of local history, Pennsylvania history, and the Newspaper in Education program has been adopted. The computer program at Smithfield provides a structured, sequential learning process that established a foundation for technical skills. The curriculum incorporates a powerful behavioral learning methodology that progresses students through technical skills. This program complements existing teaching strategies and is designed to be an extension of the core curriculum of our school.

In library science, all activities incorporate the state standards. Students choose books of interest by appropriate reading level and read or listen to books by award winning authors and illustrators, learn library skills according to grade level, and older students perform searches utilizing print and online sources. Physical Education is the foundation of physical fitness and health. In the primary years, our curriculum focuses on basic movement tasks, fundamental skills, and cooperation, in addition to flexibility, coordination, balance, and living a healthy lifestyle. All students learn the benefits of exercise and ways to incorporate physical fitness throughout their daily lives. In the intermediate years, physical education takes a bigger role in establishing athletic ability and performance by introducing team games, strategies, and concepts. Math related concepts are implemented into physical activities, reinforcing lessons learned in the classroom.

The core of the general music curriculum at Smithfield Elementary is based on performance. Students learn about different styles of music through listening, singing, improvising, creating, and playing instruments. Each week all students attend art class where they interact with various art mediums to creatively develop projects that reinforce academic standards in math and other core subject areas. Standards-based cross-curricular application is provided in each specialty class. Although foreign language is not a component of our district's curriculum, it is provided to students' after-school through our high school mentoring program.

With each discipline, results-oriented educators provide standards-based instruction to create an innovative curriculum that meets the diverse learning needs of all students.

## **READING CURRICULUM**

Smithfield Elementary uses the McGraw-Hill reading series supplemented by the computer-based Accelerated Reader Program, The Academy of Reading, and the Headsprout Early Reading Program. These programs provide appropriate reinforcement and immediate feedback and are based on, maintaining students' focus, and encouraging meaningful time on task. We chose the McGraw-Hill reading series because it takes a whole language, standards-based, phonetic approach to reading. As with any endeavor, the reading success of Smithfield's students is dependent on a cooperatively developed and collaboratively implemented, well-designed plan. Reading is not a natural process. Children require systematic, explicit reading instruction. Our plan consists of a combination of best practices that rely heavily on the nine components of effective reading instruction.

At Smithfield, the reading ability of all students in kindergarten through fifth grade is assessed with DIBELS (Dynamic Indicator of Basic Literacy Skills), a child-centered assessment tool that supports student ownership. DIBELS provides standardized, individually administered measures of literacy development. This research-based assessment tool is used to assess initial sound fluency, letter naming fluency, phoneme segmentation fluency, nonsense word fluency, oral reading, and retell fluency. DIBELS helps diagnose and track the reading skills of each student, enabling teachers to target specific weaknesses through instruction. Local performance tasks (prompts) also assess cause and effect, making inferences, contrasting and comparing, and the sequencing of events. Pennsylvania State assessment rubrics are used to assess all prompts. The use of frequent assessments helps keep students from falling and staying behind. Each year, Smithfield celebrates Children's Book Week and holds an open house during Read Across America. Our Star Store, Reading is Fundamental (RIF), the School Book Fair, and a Student Literacy Fair are additional activities cooperatively developed to motivate and improve the reading ability of our students. The collegial efforts of our Reading Committee and the implementation of best practices have helped our students experience success and develop a love of reading.

## **MATH CURRICULUM**

All students must become mathematically literate. To improve the mathematical ability of our students, our Math Committee examined the changing perspective of the learning/teaching process. Students must have mathematical understanding. To achieve this goal, we have turned to mathematical discourse. Discourse is the way in which knowledge is constructed and exchanged in the classroom. Through DMI (Developing Mathematical Ideas), trained teachers now question more and provide our students more opportunities to talk and exchange ideas. We must know what our students are thinking. Safe environments have created an atmosphere of respect and encourage risk-taking to the extent that engagement in math thinking is becoming the norm. Our students are involved in the crucial elements of mathematical discovery and engage in an active process of learning through the use of manipulative materials, models, and real life experiences. Real materials engage the students' senses, can be manipulated to illustrate the concept concretely, and can be experienced visually by the student; but all students must have understanding. We can not assume that students automatically draw the conclusions that teachers want, simply by interacting with manipulatives. All students must develop number sense. "The way to learn math is to do math."

At Smithfield Elementary, math problem-solving steps are taught at each grade level. Rubric scoring provides a set of ordered categories and accompanying criteria for judging the relative quality of performance on grade-level building math prompts. Each year an interactive, creative student/parent workshop provides parents valuable knowledge and information that supports student discourse and enables parents to help their child experience success. At Smithfield, we have aligned our curriculum to Pennsylvania State Standards, continually keep parents informed, and are now conducting more productive conversations about learning, a best practice that is giving us positive results.

## **INSTRUCTIONAL METHODS**

Over the last four years, Smithfield Elementary has embraced a shared leadership teamwork approach. We have embraced a myriad of best practices to address the academic needs of our students. Collaboratively, we have implemented strategies and practices grounded on educational practices associated with schools that are high performing and having a positive impact on student achievement. We created a safe, nurturing environment with realistic expectations conducive to student learning. Educational partnerships have been developed. We conduct student/parent workshops and provide many opportunities for parent involvement. A multi-modal instructional approach is used to differentiate between students' diverse learning styles in all curricular environments. DIBELS track the reading skills of each student, enabling teachers to provide additional support. Content is presented within the context of "big ideas." Inquiry-based learning emphasizes knowledge through investigation. Mathematical discourse deepens our students' and teachers' mathematical understanding and rubrics are used as both instructional and evaluative tools. Different assessment and evaluation tools are integrated into our curriculum to enhance both teaching and learning.

The Academy of Reading and Math, Headsprout, Skills Tutor, Brain Quest, and our Accelerated Reader computer programs provide a focus on remediation and supplement core curriculum instruction. After-school, test prep classes, Communities-in-Schools, summer school, and high school mentors provides additional support for struggling students. Enrichment is provided after school through our "Shake Hands with Shakespeare Program," our high-school foreign language-mentoring program, and our school play.

At Smithfield, effective planning is an on-going process requiring reflection, evaluation, and refinement. As a team, we created an environment that supports risk-taking, encourages mastery, and embraces a curriculum that challenges students' minds, engages their imaginations, and builds on their prior knowledge. Teachers experiment with a wide variety of research-based strategies, focus on ensuring academic success, put forth intensive and sustained efforts to involve parents, and have a passion for continuous improvement.

## **PROFESSIONAL DEVELOPMENT**

The most influential factor on student achievement is instructional quality. At Smithfield, emphasis is placed on training programs with a more hands-on, minds-on approach to learning that uses academically grounded research-based strategies to engage students in thought provoking discourse centered around Pennsylvania's academic standards. Collaborative, collegial interaction, and on-going professional development have brought about positive changes in our curriculum, instruction, assessments, and student performance. A proactive professional development approach has resulted in a focus on research-based methods, data-driven decisions, and the implementation of promising teaching strategies to improve student performance. To meet the rising demands of accountability, to overcome obstacles, and to sustain academic achievement, we must link our professional development to our students' needs. Teachers must continue to participate in professional development opportunities that empower them with the knowledge, the skills, and the tools they need to meet the individual needs of all students. Our shared leadership approach has inspired teachers to attend standards-

based, best practice professional development activities. DIBELS, the implementation of new computer programs, and our math and science partnership have resulted in numerous professional development activities for our staff this year. Many teachers are now eager to try new things and relish the opportunity to attend training programs that target skills essential for academic growth, especially for students' at-risk.

<b>MATH</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>
Testing month - April				
<b>SCHOOL SCORES</b>	87%	52%	41%	47%
% At or Above Basic	100%	78%	71%	79%
% At or Above Proficient	87%	52%	41%	47%
% At Advanced	59%	9%	18%	15%
Number of Students Tested	38	58	61	53
Percent of Students Tested	97%	100%	100%	95%
Number of Students Excluded	1	0	0	3
% of Students Excluded	3%	0%	0 %	5%
<b>SUB GROUP SCORES</b>				
1. Economically Disadvantaged				
% At or Above Basic	100%	72%	67%	64%
% At or Above Proficient	82%	42%	28%	23%
% At Advanced	41%	6%	15%	6%
Number of Students Tested	22	33	39	29
2. State Scores (% tested in each performance level)				
% At or Above Basic	80%	59%	51%	54%
% At or Above Proficient	62%	32%	25%	24%
% At Advanced	37%	11%	8%	6%

<b>READING</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>
Testing month - April				
<b>SCHOOL SCORES</b>	94%	72%	49%	43 %
% At or Above Basic	99%	93%	85%	73%
% At or Above Proficient	94%	72%	49%	43%
% At Advanced	56%	17%	15%	11%
Number of Students Tested	38	58	61	53
Percent of Students Tested	97%	100%	100%	95%
Number of Students Excluded	1	0	0	3
% Of Students Excluded	3%	0%	0%	5%
<b>SUB GROUP SCORES</b>				
1. Economically Disadvantaged				
% At or Above Basic	100%	94%	77%	66%
% At or Above Proficient	91%	70%	33%	31%
% At Advanced	41%	15%	10%	3%
Number of Students Tested	22	33	39	29
2. State Scores (% tested in each performance level)				
% At or Above Basic	81%	59%	58%	52%
% At of Above Proficient	62%	32%	28%	25%
% At Advanced	34%	10%	5%	5%