

ANNUAL REPORT



1820 McLaughlin Run Road • Upper St. Clair, PA 15241

Fall 2009

Vol. 1, Issue 1

Superintendent's ANNUAL REPORT Message

With great pride, I present this 2009 Annual Report of the Upper St. Clair School District. The 2008-09 school year was one of remarkable achievement and exciting planning for the future of the School District.

This past year, our students continued to excel on the Pennsylvania System of School Assessment (PSSA) exams in reading, mathematics, writing, and science. In fact, the rankings of the Pittsburgh Business Times placed USC as the number one public school district in the state of Pennsylvania as measured by PSSA scores. The results of our student PSSA scores are presented in this Report. In addition, USC students continue to score high on SAT, ACT, and Advanced Placement exams. These accomplishments symbolize the community's generational commitment to excellence in education and the dedicated work of our superior instructional leadership and teaching staff.

The District's Strategic Plan for 2008 to 2014 was developed this past year. A steering committee of forty parents, students, teachers, administrators, and community members established the District's mission, vision, shared beliefs, and goals. This Annual Report details these comprehensive plans as constructed by the committee.

In addition to our focus on academic success, we continue our focus on the "whole child." Accordingly, our staff embarked upon Project Achieve, a grant-funded initiative designed to create and maintain a safe school environment that addresses consistent school-wide expectations for student behavior, conflict resolution, and problem solving. In conjunction with the Youth Steering Committee, the District also launched the Developmental Assets initiative as a means of identifying the kinds of positive experiences and characteristics that young people need and deserve to help protect them from many different problem behaviors.

We are also very excited that during this summer, after many years of planning, the design process for the middle school renovation projects for both Boyce and Fort Couch was finalized. A favorable bidding environment resulted in construction costs coming in well below the estimates. I am proud of the Board's transparent planning process that featured many public meetings and public documents, all archived on the District website for public access. We also take great satisfaction in having both buildings designed to meet the silver level for LEED certification.

As you will see in this Report, the Upper St. Clair School District continues to be a high performing school district, with a clear, shared focus on the present and future needs of the children of our community.

Patrick T. O'Toole, Ed.D.
Superintendent of Schools



2008-2009 Quick Facts

Graduation Rate	99.4%
Continuing Post Secondary Education	92% Four-Year College University 6% Junior College, Business/Technical School
Total Student Population	4,109 1405 High School 1246 Middle Schools 1458 Elementary Schools
National Merit Finalists	7
National Merit Semi-Finalists	7
National Merit Commended	21
Professional Teaching Staff	301 Full Time 7 Part Time
Paraprofessional Staff	62 Full Time 3 Part Time
Percentage of Professional Staff With Advanced Degrees	71.7%
No. of Schools Earning Adequate Yearly Progress (AYP)	6
School District Tax Rate	22.45 Mills
Allegheny County School District Millage Rank*	24/44
Revenue	\$53,989,621
Expenditure	\$55,248,809
District per Pupil Expenditure/ Allegheny County Average per Pupil*	\$12,069.14/\$12,515.41

*2007-2008 Data



Creating a Clear, Shared Focus: Shared Beliefs

Upper St. Clair School District **Shared Beliefs**

We believe that:

1. education is a shared responsibility and requires collaboration of the institution, the governing authority, the student, the family, and the community.
2. the involvement of the parents and community in the schools is critical to the education of students and sets an example for children to grow as responsible citizens.
3. a commitment to excellence demands an investment of financial, human, and material resources.
4. the quality of the school district impacts the quality of life in the community.
5. an exemplary educational institution aims to promote an environment of academic excellence and pride in the school community.
6. a school district that offers a variety of programmatic choices ensures greater student engagement in the learning process.
7. a school district, staff, students, parents, and community benefit from an attitude of continuous progress and consistent practices of exploration, forward-thinking, and openness to change.
8. a safe learning environment is a right and a responsibility for all stakeholders.
9. children are our community's most valuable asset, and each child has intrinsic worth.
10. education is most effective when decision-making is focused on the best interests of the student.
11. children achieve their maximum potential through hard work and dedication in an environment when expectations are high, when they understand the purpose for learning, and when they are engaged in the process.
12. exposure to a balanced curriculum, including academics, arts, and athletics, expands the human experience and allows each student to discover his or her own particular interests and abilities.
13. a wide variety of extra-curricular activities develops a sense of leadership and teamwork in students.
14. effective education develops the whole person—ethically, intellectually, emotionally, socially, and physically—and promotes self-esteem and personal happiness.
15. interaction and collaboration with people of diverse backgrounds and character encourages tolerance, open-mindedness, and appreciation for others.
16. because students learn at different rates and in different ways, it is essential to recognize each student's needs and interests when creating opportunities for continuous progress.
17. effective education fosters students' abilities to listen and communicate, think critically and creatively, and apply their knowledge to all of their decision-making.
18. children do best when they are mentored through their failures as well as their successes.
19. service to others encourages students to develop an understanding of and appreciation for other people and encourages them to become contributing members of society.
20. lifelong learning, a process that begins with parents in the home and is cultivated by teachers and staff in the schools, is essential for success in a changing society.
21. thoughtful practices of a school and community can foster a sense of environmental stewardship in students.
22. citizens and leaders of tomorrow need to be able to function successfully in a global and technological society.
23. an educated and well-informed citizenry is essential for a democratic society to flourish.

Upper St. Clair School District **Vision Statement**

Upper St. Clair School District prepares our students to be successful contributors to an ever-changing global society by providing a nurturing, engaging, and challenging learning environment.

Upper St. Clair School District **Mission Statement**

Developing lifelong learners and responsible citizens for a global society is the mission of the Upper St. Clair School District, served by a responsive and innovative staff who in partnership with the community provides learning experiences that nurture the uniqueness of each child and promote happiness and success.

Upper St. Clair School District **Goals of the Strategic Plan**

- I. Develop the fullest potential of the whole child
- II. Foster thinking and learning among our students
- III. Challenge students to contribute and succeed in an increasingly interconnected world
- IV. Develop student and staff competency in current technologies

The Upper St. Clair School District does not discriminate on the basis of race, color, national origin, age, sex, disability or any other legally protected classification in the employment or in the administration of any of its educational programs and activities. Announcement of this policy is in accordance with state and federal laws including Title IV of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, and the Pennsylvania Human Relations Act.



PSSA Results



			District Overall	Female	Male	White	Asian	Economically Disadvantaged	IEP
Grade 3	Reading	Number of Students	285	140	145	256	21	11	67
		Percentage At/Above Proficient	90.6	92.9	85.5	89.5	90.5	72.7	65.7
	Mathematics	Number of Students	285	140	145	256	21	11	67
		Percentage At/Above Proficient	94.2	93.6	91	92.2	100	54.5	74.6



Grade 4	Reading	Number of Students	319	149	170	283	25	12	48
		Percentage At/Above Proficient	91.8	93.3	89.4	90.1	100	91.7	64.6
	Mathematics	Number of Students	321	150	171	284	26	12	48
		Percentage At/Above Proficient	96.2	96	95.9	95.4	100	100	89.6
	Science	Number of Students	321	150	171	284	26	12	48
		Percentage At/Above Proficient	96.5	96	95.6	95.4	100	100	89.6



Grade 5	Reading	Number of Students	272	114	158	245	16	10	32
		Percentage At/Above Proficient	92.5	94.7	89.9	91.8	93.8	90	65.6
	Mathematics	Number of Students	272	114	158	245	16	10	32
		Percentage At/Above Proficient	95.5	96.5	94.3	95.5	93.8	90	81.3
	Writing	Number of Students	266	114	152	239	16	10	26
		Percentage At/Above Proficient	84.2	89.5	80.3	85.8	68.8	70	50



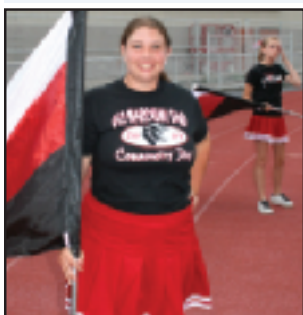
Grade 6	Reading	Number of Students	304	144	160	271	27	16	60
		Percentage At/Above Proficient	89.7	91.3	86.8	89.3	92.6	62.5	65
	Mathematics	Number of Students	304	160	144	271	27	16	60
		Percentage At/Above Proficient	92.4	91.3	93.1	91.1	100	68.8	73.3



Grade 7	Reading	Number of Students	319	147	172	290	25	11	42
		Percentage At/Above Proficient	95.3	94.2	94.8	95.2	92	90.9	78.6
	Mathematics	Number of Students	319	147	172	290	25	11	42
		Percentage At/Above Proficient	98.1	99.3	95.9	97.2	100	100	84.7



Grade 8	Reading	Number of Students	333	162	171	299	30	Data Unavailable	46
		Percentage At/Above Proficient	96.7	98.1	95.3	96.7	100	Data Unavailable	78.3
	Mathematics	Number of Students	333	162	171	299	30	Data Unavailable	46
		Percentage At/Above Proficient	94.5	92.6	88.4	92.3	100	Data Unavailable	60.9
	Science	Number of Students	334	162	172	300	30	Data Unavailable	46
		Percentage At/Above Proficient	91.8	92.6	88.4	89.7	100	Data Unavailable	60.9
	Writing	Number of Students	326	160	166	292	30	Data Unavailable	40
		Percentage At/Above Proficient	95.1	97.5	92.8	94.9	100	Data Unavailable	75



Grade 11	Reading	Number of Students	369	175	194	344	21	17	45
		Percentage At/Above Proficient	92.1	94.9	89.2	91.9	90.5	76.5	53.3
	Mathematics	Number of Students	369	175	194	344	21	17	45
		Percentage At/Above Proficient	90.7	89.1	92.3	90.4	95.2	82.4	57.8
	Science	Number of Students	366	175	191	341	21	17	42
		Percentage At/Above Proficient	74.7	70.3	78.5	73.6	90.5	47.1	31
	Writing	Number of Students	370	177	193	344	22	17	44
		Percentage At/Above Proficient	98.4	98.9	97.9	98.3	100	94.1	93.2



Reading

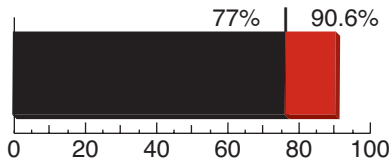
Mathematics

Science

Writing

Grade 3 Reading

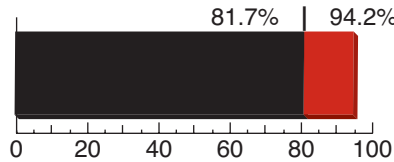
Percentage At/Above Proficient



State USC District Overall

Grade 3 Mathematics

Percentage At/Above Proficient

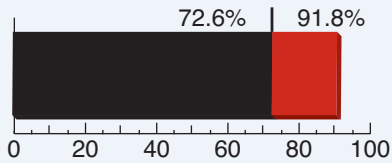


State USC District Overall



Grade 4 Reading

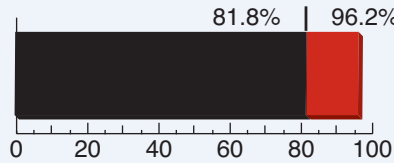
Percentage At/Above Proficient



State USC District Overall

Grade 4 Mathematics

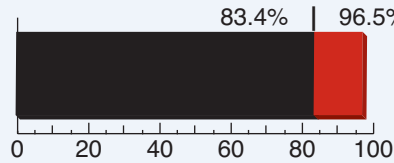
Percentage At/Above Proficient



State USC District Overall

Grade 4 Science

Percentage At/Above Proficient

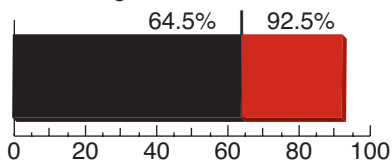


State USC District Overall



Grade 5 Reading

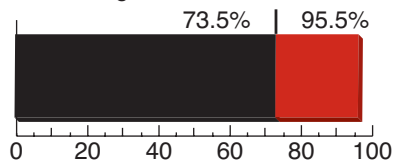
Percentage At/Above Proficient



State USC District Overall

Grade 5 Mathematics

Percentage At/Above Proficient

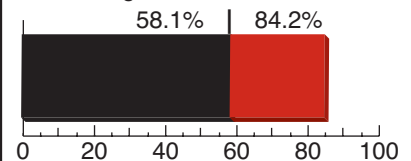


State USC District Overall



Grade 5 Writing

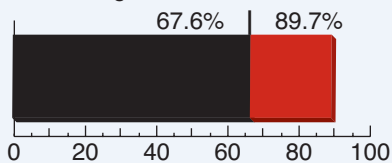
Percentage At/Above Proficient



State USC District Overall

Grade 6 Reading

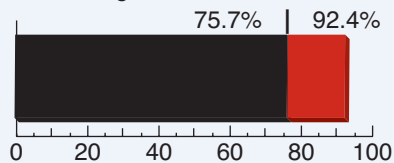
Percentage At/Above Proficient



State USC District Overall

Grade 6 Mathematics

Percentage At/Above Proficient

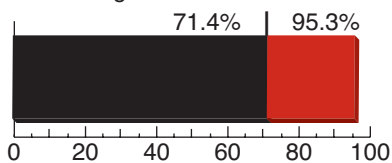


State USC District Overall



Grade 7 Reading

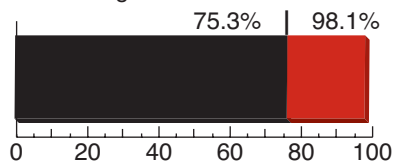
Percentage At/Above Proficient



State USC District Overall

Grade 7 Mathematics

Percentage At/Above Proficient

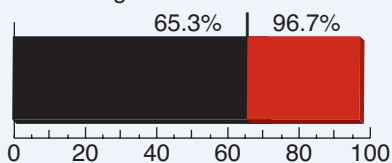


State USC District Overall



Grade 8 Reading

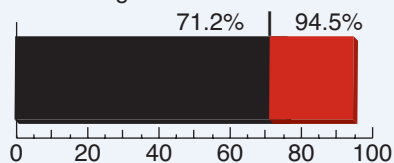
Percentage At/Above Proficient



State USC District Overall

Grade 8 Mathematics

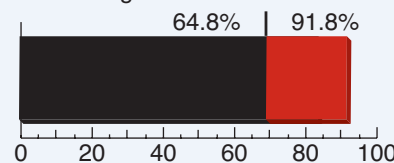
Percentage At/Above Proficient



State USC District Overall

Grade 8 Science

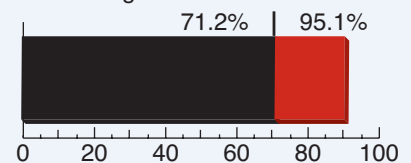
Percentage At/Above Proficient



State USC District Overall

Grade 8 Writing

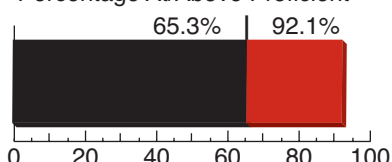
Percentage At/Above Proficient



State USC District Overall

Grade 11 Reading

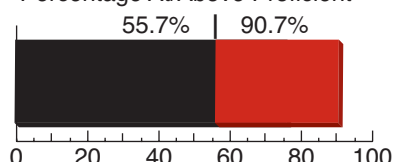
Percentage At/Above Proficient



State USC District Overall

Grade 11 Mathematics

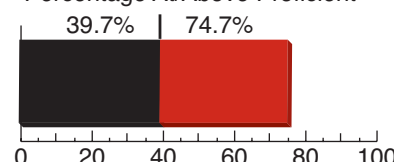
Percentage At/Above Proficient



State USC District Overall

Grade 11 Science

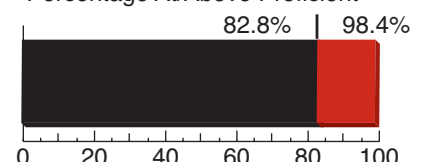
Percentage At/Above Proficient



State USC District Overall

Grade 11 Writing

Percentage At/Above Proficient



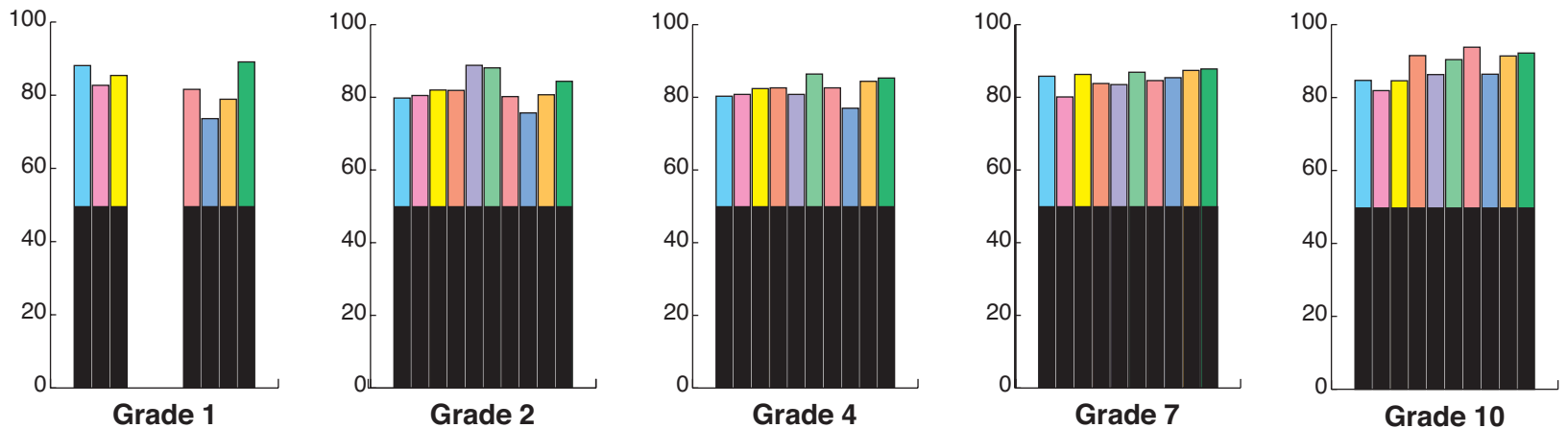
State USC District Overall

2008-09 Terra Nova District Median National Percentile

Grade	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Mathematics	Mathematics Computation	Mathematics Composite	Total Score
First	88.1	82.7	85.4				81.6	73.6	78.9	89.1
Second	79.8	80.5	82	81.9	88.8	88.1	80.2	75.7	80.7	84.4
Fourth	80.3	80.8	82.4	82.6	80.8	86.4	82.6	77	84.4	85.3
Seventh	85.8	80.1	86.3	83.8	83.5	86.9	84.6	85.4	87.4	87.8
Tenth	84.7	81.9	84.6	91.5	86.3	90.4	93.8	86.4	91.4	92.2

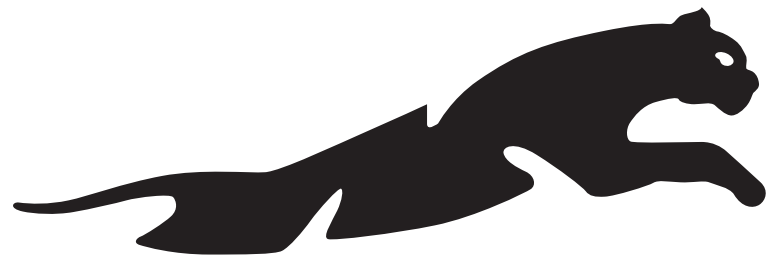
The Median National Percentile for the nation is 50.

The Median National Percentile means that half of the percentile scores were above the median, and the other half were below the median.

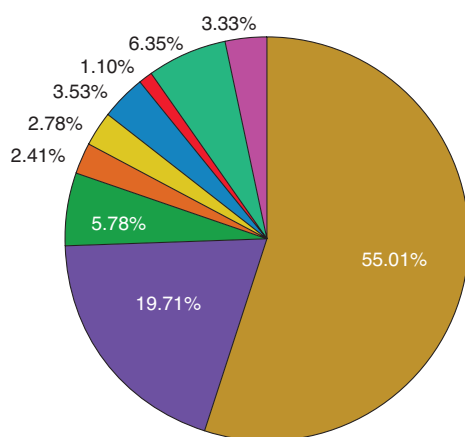


2008-09 SAT

SAT TEST	SAT DISTRICT AVERAGE SCORE	SAT STATE COMPARISON	SAT NATIONAL COMPARISON
Critical Reading	562	498	501
Mathematics	586	501	515
Writing	574	483	493

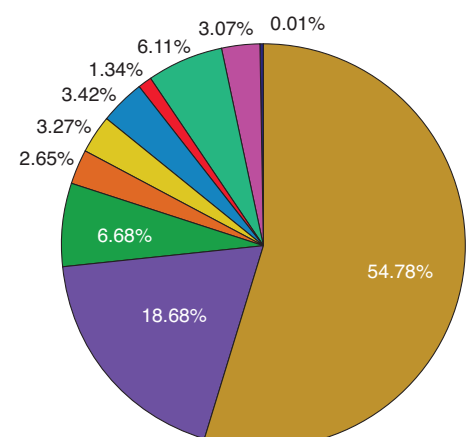


Budget Analysis



Final Budget
2008-2009

Final 2008-09	Revenue	Approved 2009-10
\$53,989,621		\$56,453,565
\$30,394,418	Salaries	\$30,920,543
\$10,887,142	Benefits	\$10,547,223
\$3,193,084	Contracted Services	\$3,768,326
\$1,332,719	Purchased Services	\$1,495,900
\$1,533,298	Other Purchased Services	\$1,844,366
\$1,948,916	Books and Supplies	\$1,930,392
\$608,040	Equipment	\$758,335
\$3,510,104	Miscellaneous Fees	\$3,446,392
\$1,841,088	Other Uses	\$1,731,555
\$0	Other Expenses (not listed above)	\$6,000
\$55,248,809	Total Expenses	\$56,449,032



Approved Budget
2009-2010

Chart of Colleges attended by 2009 graduates

Name	Number Attending	Name	Number Attending	Name	Number Attending
Allegheny College	4	Gettysburg College	1	Thiel College	1
Arizona State University	2	Harvard-Radcliffe	1	Trine University	1
Boston College	1	Holy Cross College	1	Tulane University	1
Boston University	1	Indiana University of Pennsylvania	10	University of Akron	1
Brigham Young University	2	Indiana University – Bloomington	1	University of California-Los Angeles	1
Brown University	3	Ithaca College	2	University of Central Florida	1
Community College of Allegheny	10	John Carroll University	3	University of Delaware	3
California University of Pennsylvania	7	Juniata College	1	University of Denver	1
Carnegie-Mellon University	2	Kent State University	2	University of Illinois	2
Case Western Reserve University	6	Kettering University	1	University of Louisville	1
Cedarville College	1	Lehigh University	3	University of Massachusetts	1
Clarion University of Pennsylvania	4	Macalester College	1	University of Michigan	1
Cleveland State University	1	Manhattan School of Music	1	University of N. Carolina-Chapel Hill	1
College of Wooster	1	Mercyhurst College	1	University of Notre Dame	6
Columbia University	1	Miami University	4	University of Pennsylvania	3
Concord College	1	Muskingum College	1	University of Pittsburgh	22
Dartmouth College	1	Northwestern University	1	University of Pittsburgh@Johnstown	5
Davidson College	1	Ohio State University	7	University of South Carolina	3
Denison University	1	Ohio University	12	University of Virginia	1
DeVry Institute	1	Ohio Wesleyan University	1	University of Wisconsin	2
Drexel University	1	Paul Smiths College A & S	1	University of Kentucky	3
Duquesne University	6	Point Park University	3	University of Toronto	1
Eckerd College	1	Princeton University	1	Utah Valley State College	1
Edinboro University of Pennsylvania	4	Providence College	1	Virginia Tech	7
Elon University	2	Purdue University	1	Wake Forest University	3
Florida Atlantic University	1	Rice University	1	Washington & Jefferson College	8
Florida Southern College	2	Robert Morris University	4	Washington College	1
Florida State University	1	Rochester Institute of Technology	2	Washington University @St. Louis	3
Franciscan University	1	Saint Vincent College	4	Waynesburg College	1
Franklin and Marshall College	1	Seton Hill College	1	West Virginia University	2
Gannon University	3	Slippery Rock University of Pennsylvania	7	Westminster College	2
George Mason University	1	Susquehanna University	1	Wittenberg University	1
George Washington University	4	Texas Christian University	1	Xavier University	1
Georgetown University	1	Pennsylvania State University	46		

District Completes Project ACHIEVE Training

"Building Strong Schools to Strengthen Student Outcomes"

During the 2008-09 school year, the District completed training in Project ACHIEVE. This program is an evidence-based, innovative school reform and school effectiveness program that has been implemented in schools and school districts across the country since 1990. This training was funded through a Safe Schools Initiative Grant from the Pennsylvania Department of Education awarded in the 2007-08 and 2008-09 school years. The grant author was Ms. Ellie Stoeher, Supervisor of Pupil Personnel Services.

Project ACHIEVE's stated goal is to help schools develop, strengthen, and reinforce children and adolescents' resilience, protective, and effective self-management skills to help students become more successful learners and resist unhealthy and inappropriate behavior patterns. To reach this goal, Project ACHIEVE provides direction for schools to design and implement effective processes that maximize academic and social/behavioral progress and achievement of all students.

The training associated with the project focused in three areas: 1. school discipline/climate; 2. end-of-school year articulation processes; and 3. improved student support services (S3) processes. To address school discipline and climate, staff at each of the schools learned how to identify a set of agreed upon behavior expectations that were appropriate for the students to demonstrate in order for learning to take place. The behaviors were described in "what would this look like" terms so that students could show that they knew them by their actions. Specific consequences for both positive and negative behavior were also identified and agreed upon by the staff and this information has been shared with the students. In this way, a school-wide system of positive behavior expectations is known to all students and staff so that consistent expectations and consistent consequences are the result. Each of the schools has implemented the school-wide positive behavior support system in a manner that is unique to the school. Each school's system for developing their expectations and teaching the skills to students will continue over the course of this year.

To enhance the continuity of students receiving support from year to year, a process was revamped

for transferring information between the staff from one grade level to the next. The approach uses the philosophy that planning for next year begins in April. A system somewhat like a triage in the medical world has staff identifying students by level of needs so that preparation can begin before the end of the current school year to put the supports in place that a child will need on the first day of the next school year. The communication and planning between staff from one level to the next takes many forms, including written and face to face, and dealing with group instruction as well as individual needs.

Project ACHIEVE has helped to examine the District's process used in the Student Support System (S3). The long-standing purpose of S3 is to identify and address the needs of individual students for whom there is concern about their academic, social, or behavioral skills. Through the training, the staff participating on the building S3 teams improved the process for using data for decision making and targeting specific interventions to address student needs. Interventions include instructional practices, schedule management, specialized support, parent involvement, and individual programming.

Upper St. Clair SCHOOL DISTRICT ANNUAL REPORT

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Upper St. Clair, PA 15241

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Mr. Harry F. Kunselman (Vice-President)
Mrs. Barbara L. Bolas
Mrs. Carol B. Coliane
Mr. Frank J. Kerber
Mrs. Angela B. Petersen
Mr. Louis A. Piconi
Mrs. Rebecca A. Stern
Dr. William M. Sulkowski

ADMINISTRATIVE STAFF

Dr. Patrick T. O'Toole, Superintendent of Schools
Dr. Sharon Suritsky, Acting Assistant to the Superintendent
for Curriculum & Instruction/Supervisor of Special Education
Dr. John Bornyas, Director of Operations, Community
Relations & Special Projects
Dr. Judith Bulazo, Director of Literacy, Assessment &
Professional Development
Mrs. Jean Toner, Director of Human Resources
Ms. Frosina Cordisco, Director of Business & Finance
Mr. Raymond Berrott, Director of Technology
Ms. Eloise Stoehr, Supervisor of Pupil Personnel Services
Mr. W. Lee Schafer, Director of Transportation
Dr. Ruth Ann Matyuf, Baker Elementary School Principal
Mr. Mark Miller, Eisenhower Elementary School Principal
Dr. Claire Miller, Streams Elementary School Principal
Mrs. Karen Brown, Boyce Middle School Principal
Mr. Keenan McGaughey, Boyce Administrative Intern
Mr. Joseph DeMar, Fort Couch Principal
Mr. John Rozzo, Fort Couch Assistant Principal
Dr. Michael Ghilani, High School Principal
Mr. Jace Palmer, High School Assistant Principal
Mr. Louis Angelo, High School Assistant Principal
Dr. William Rullo, Supervisor of Guidance

About Upper St. Clair School District

Located approximately 12 miles south of Pittsburgh, Pennsylvania, Upper St. Clair Township still reflects characteristics described in a 1913 brochure in which a real estate developer promised "interurban refinement and social eminence... a community where children, atmospheric purity, rustic beauty and ennobling sentiment may mingle." (Source: Neighborhood Snap-Shot) US News and World Report recently named Upper St. Clair as one of the top ten best places in the country to live!

This community is the home of the national recognized Upper St. Clair School District winner of ten United States Department of Education Blue Ribbon "Excellence in Education" Award, one or more awards for every individual USC school building, a privilege shared by only three other school districts in the entire nation. In addition, the Upper St. Clair High School has earned the 2000 New American High School national recognition and both Boyce and Fort Couch Middle Schools were honored with the Pennsylvania State and National Middle School Association Donald Eichhorn Schools to Watch 2008-2011 Award.

The District educates students in grades K-12 using the concept of continuous progress as described in the School Board's Philosophy of Public Education and curricula that is reviewed annually through the District's curriculum development process.

In coordination with national, state and local institutions, the District differentiates students' curriculum in partnership with the United States Department of Education, International Baccalaureate Organization, Pennsylvania Department of Education and Allegheny Intermediate Unit.

Over the years, the District has benefited from a large group of community and parent volunteers that support and provide remarkable educational benefits to the standard educational program.

Contact Us

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