

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Keith Michael Konyk

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Bentworth High School

(As it should appear in the official records)

School Mailing Address 75 Bearcat Drive

(If address is P.O. Box, also include street address.)

City Bentleyville State PA Zip Code+4 (9 digits total) 15314-1422

County Washington County State School Code Number* 14PA432PU

Telephone 724-239-5911 Fax 724-239-4010

Web site/URL http://www.bentworth.org E-mail kkonyk@bentworth.k12.pa.us

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Scott Martin E-mail: smartin@bentworth.k12.pa.us

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Bentworth School District Tel. 724-239-2861

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Betty Bellicini

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

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

**Non-public 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 (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
10. 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.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 3 TOTAL

SCHOOL (To be completed by all schools)

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

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	58	34	92
10	42	42	84
11	45	47	92
12	48	46	94
Total Students	193	169	362

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 2 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 94 % White
 - 2 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 11%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	15
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	29
(3) Total of all transferred students [sum of rows (1) and (2)]	44
(4) Total number of students in the school as of October 1	388
(5) Total transferred students in row (3) divided by total students in row (4)	0.113
(6) Amount in row (5) multiplied by 100	11

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 36 %
 Total number students who qualify: 130

Information for Public Schools Only - Data Provided by the State

The state has reported that 36 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 14 %
50 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>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>24</u> Specific Learning Disability
<u>14</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	24
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 15:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	92%	93%	91%	92%	93%
High school graduation rate	92%	95%	91%	96%	93%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	83
Enrolled in a 4-year college or university	54%
Enrolled in a community college	5%
Enrolled in career/technical training program	16%
Found employment	16%
Joined the military or other public service	4%
Other	5%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: To create an educational system that prepares all students for their futures.

PART III – SUMMARY

The mission of the Bentworth School District is to create an educational system that prepares all students for their futures. The staff, parents, and community work collaboratively to uphold this objective by providing opportunities for all students. Bentworth High School has developed programs that foster the application of academic standards into real world situations. The high school continually assesses the educational system and adds new processes and removes outdated practices. Educational decisions are made based on student needs and available resources. At Bentworth High School, we believe that we need to act as advocates for all students and that we must work together to improve academic and social behavior.

Bentworth High School houses fewer than 400 students and is located approximately 35 miles southwest of Pittsburgh, Pennsylvania. The high school serves the entire Bentworth School District, which is composed of 1,182 students. The district is classified as rural and encompasses an area of 54 square miles. The average economic condition of the townships falls into the middle to lower middle class income levels. The high school free and reduced meal participation is currently at 36%. The high school has recently had success with increasing the achievement of all students, especially those that are identified as special education or economically disadvantaged.

Several strategies are used in the high school to support our students in their overall development. During the school day, our district offers inclusion classes for all courses, as well as co-taught classes for English, math and science. Six sections of after school tutoring are available weekly to all students in the areas of math and English. A remediation program is in place and available to all students that retake any of the required Pennsylvania Keystone Exams. Academic enrichment opportunities include a curriculum that boasts five Advanced Placement courses, Academic League participation, and four levels of both Spanish and French.

Emotionally, the school offers support for students in several forms. A guidance counselor, social workers, and school psychologist are available to address the emotional needs of our students. These individuals, along with other staff members, meet weekly to identify and support students through the Student Assistance Program. The school's emotional support classroom provides for students with more significant emotional needs. The Adolescent Partial Hospitalization Program gives the students the unique opportunity to remain in regular education classes, as appropriate, while continuing to receive mental health support by licensed personnel.

Students are required to take physical education classes two times per week during all four years of high school. A health class that is typically offered during the 10th grade year encourages healthy lifestyles and attempts to instill the importance of lifelong health decisions. Bentworth High School offers 11 varsity sports that afford athletic opportunities to both male and female students.

The school offers several extracurricular activities. A newly created FOR Club (Friends of Rachel) has been established to encourage a chain reaction of kindness and develop a permanent cultural change in the school. Our LEO Club and recycling program are focused on students working together in service to the school and community. Approximately 25% of our school population is involved in our marching band and auxiliary, with select members participating in District and County Chorus and Band. Other highly active clubs/activities include Student Council, National Honor Society, FBLA, Yearbook, Varsity Club, Library Club, Junior Council, Senior Council, Peer Jury, and the Ski Club.

Students are involved in the community in various ways. Southwest training services place students in local community workplace settings. The Life Skills Support classroom at the high school is highly involved in community based instruction that helps teach social skills to students in real world situations. All students are also required to complete a graduation project that involves a presentation to members of the community. This involvement in the community allows for a smooth transitions after high school.

The district has been extremely supportive of the high school's goal to increase the level of cultural experiences for all students. A Bi-Annual Study Travel Program has given many students the opportunity to

experience several different cultures in Europe. Students have been recognized nationally for excellence in the areas of art and masonry. The high school musical allows students from grades 2-12 to demonstrate their talents. All four shows are highly attended by the community. The administration supports the opportunity to offer different cultural experiences through various field trips.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

English-The English curriculum fosters the student's understanding of literature, informational texts, and elements of composition, with an emphasis on vocabulary development, close reading, and research components in an effort to promote lifelong learning. Students are required to take four years of English. The department assesses data from standardized tests, as well as utilizes the information afforded by the Standards Aligned Systems website, to shape instructional strategies. English 9 and English 10 examine elements of fiction, non-fiction, poetry, drama and the novel. English 11 provides a brief overview of the history and origins of the English language and its literature from the Anglo-Saxon period to the 20th century. English 12 leads the students through a review of American literature from Colonial times to the modern period. In addition to the required courses, students may choose to enroll in Performing Arts, Journalism, Public Speaking, College Composition, Honors English 11, or Advanced Placement English 12. All courses require the completion of a major research paper, oral presentations of researched information, and class discussions to facilitate autonomy of learned information.

Math- The mathematics department works to create a success-oriented atmosphere for students of all ability levels. Students are required to complete three years of mathematics. These requirements can be met through various options. The implementation of the PA Core Standards, as well as Common Core State Standards for Mathematics, drove our decision to switch our curriculum from an integrated math series to a traditional sequence of Algebra and Geometry. This sequence is divided into two levels to better serve our students. Algebraic expression and linear equations are the main focus of Algebra I. Geometry students improve their problem solving skills through deductive and inductive reasoning. Algebra II extends the students' knowledge of equations by introducing higher degree polynomials and other functions. At a higher level, Trigonometry and Advanced Mathematics are offered. These courses cover college Algebra concepts at varying depths. In addition, the department offers an array of electives. While not required, many students choose to take a fourth year mathematics course from Problem Solving, Probability and Statistics, Calculus, Advanced Placement Calculus, and Computer Science.

Social Studies- The social studies curriculum molds its students into informed citizens of the United States who can critically analyze social issues that arise in a democracy. Students are required to complete three social studies courses: Global Studies, U.S. History, and Government and Economics. The Global Studies course covers location, place, human/environment interaction, movement, and regions of the world. U.S. History covers the Reconstruction through present day. Government and Economics covers the rights and laws that citizens abide by along with a snapshot of our economy. After our required courses, students may take Psychology, which is the study of the behavior of living organisms, Sociology, which is the study of man in a social environment, or Advanced Placement U.S. History, which covers the European Settlement in the New World to the George W. Bush Administration. Specifically, our curriculum addresses the foundational skills of reading and writing focusing on informational texts like primary and secondary documents.

Science- In a collaborative effort, the science instructors at Bentworth have designed a scope and sequence that will provide a foundation for advanced science instruction, prepare for potential careers in the scientific disciplines and ensure students are prepared to achieve proficiency on the Keystone Exam. Students are required to complete Biology I, Biology II, and a Physical Science course. Biology I includes surveys in ecology, producers/consumers, bioenergetics and biochemistry. Biology II, which became a required course to address mandated state testing, targets the molecular aspects of life science. Physical science courses including, Chemistry I, Physics I, Principles of Technology, and Physical Science, satisfy the third graduation requirement. Chemistry I introduces the structure, properties and reactions of matter. Physics I is the study of matter and energy and their interactions. Principles of Technology is an applied physics course that explores the mechanical, fluid and electrical principles of physics. The Physical Science course provides an introduction to Chemistry, Physics, and Earth Space Science. In addition to the required courses, students may elect to take Anatomy and Physiology, Chemistry II, Physics II, Advanced Placement Biology, and Advanced Placement Chemistry.

- For Secondary Schools:

Within our departments, we prepare the students for life outside the walls of academia by offering rigorous courses in all core areas. These courses require students to research, compose, analyze, evaluate, and synthesize. This same type of preparation is evident in the district's commitment to expose students to scholarship opportunities, career possibilities, and military prospects. Through the efforts of the guidance department and faculty, we expand our students' horizons by offering participation in activities, such as Life After Bentworth, Carnegie Mellon University Society of Women Engineers, and Lunch With an Author. These experiences allow our students to interact with real world situations and discuss real world concepts.

2. Other Curriculum Areas:

The art curriculum courses meet daily during the school year. The art courses are diverse and allows students to use a variety of tools and their hands to create an expression of heart, mind and soul. This department offers four courses: General Art, Two Dimensional Art, Three Dimensional Art, and Advanced Painting; each one builds upon the previous. The classes are open for students of all levels and abilities. The curriculum for the courses is based on production, history, criticism and aesthetics. Art history demonstrates how artists have responded to events that occurred in their time and culture. By critically evaluating works, students use a higher level of thinking, which also are used in aesthetic lessons.

The family and consumer science curriculum courses meet daily during the school year. Courses include Child Development and Independent Living, which are offered to all students, and Foods and Nutrition, which is offered to students with at least a tenth grade standing. Child Development students participate in a mentoring program with the Headstart and Pre-K Counts program at Bentworth Elementary Center. The concepts and skills taught include the state standards of financial and resource management, the balance of family, work, and community responsibility, food science and nutrition, and child development.

The foreign language curriculum consists of French I-IV and Spanish I-IV which are taught through the four main principles of second language acquisition, listening and speaking comprehension followed by reading and writing comprehension. Culture is also integrated throughout the year via meaningful lessons on the history, geography and everyday customs of the people. Grammar and vocabulary are introduced and taught through the spoken target language. Each level is comprised of freshmen, sophomores, juniors, and seniors. This provides classes that include students from diverse backgrounds; the diversity adds to the dynamics of each class.

The music department curriculum is open to students in grades nine through twelve and consists of Band and Music Theory/Appreciation. The band rehearses daily to perform at concerts, sporting events and other community engagements. The repertoire spans classical to modern pieces and challenges the student to perform in all styles, ranges, and key signatures. Students must learn to master the individual skill of their instrument, as well as promote teamwork and leadership through group ensemble performances. Music theory offers students the opportunity to acquire the necessary written and aural skills to read, write, and analyze music. Students study major and minor key signatures, rhythms, intervals, and chord progressions. The course culminates in students writing music in three and four part harmony.

The physical education curriculum is designed to help students acquire an appreciation of and respect for fitness, a sense of personal well being, and a desire to participate in lifetime recreational sports. Physical education is required for all students in each year of high school and classes meet twice a week. Our health curriculum is a combination of health promotion, disease prevention and a unit on the effects of drug, alcohol and tobacco use. Health is also required for all students and is usually scheduled during their tenth grade year.

The business and computer education curriculum offers multiple year long electives, with Computer Applications offered as a required one semester course. Computer Applications and Advanced Word Processing integrates word processing, spreadsheet, and presentation documents to develop skills necessary in today's technological world. Accounting I and Accounting II are offered to upperclassmen; Accounting I focuses on personal records, while Accounting II has an emphasis on business management and

administration. Web Design is offered to grades ten through twelve and requires students to create websites using code and computer software.

The technology curriculum affords the students the opportunity to hone skills that will enable them to be successful learners and workers in the 21st century. Technology Education is a required one semester course; electronic graphic design, digital photography, and screen printing are a focus. The Computer Aided Drafting class is offered as a year-long elective to any interested sophomore, junior, or senior. Tutorials are used to allow students to visualize additional modeling techniques and manufacturing applications. Graphic Communications I and II are offered as year-long electives to any upperclassmen interested in graphic design and printing techniques. The students use tools, materials, equipment, and processes in developing visual and graphic images.

3. Instructional Methods and Interventions:

Instructional needs are met through small classroom settings, inclusive classes, co-taught courses, student-centered classrooms and resource environments. Grades are not based solely on lecture, practice and assessment; students demonstrate knowledge through paper/pencil tests, research and composition, hands-on projects, visual and oral presentations, and in class participation. One of the faculty strengths is the fact that they are unafraid to experiment with new instructional techniques. Whether those techniques are a success or a failure, a learning experience is gained.

The faculty assists all students in achieving high expectations by providing diverse learning experiences. Many classrooms are outfitted with electronic whiteboards. Faculty embraces this technology by developing engaging lessons, utilizing animation, assessing formatively, and viewing videos.

Students show autonomy by focusing on being a leader of their own learning. Student centered classrooms are increasingly more common. The school has dipped their toes into the pool of online hybrid courses and discussion boards. English and Social Studies students engage in Socratic discussions. Lessons are developed independently by students which attest to their mastery of the subject matter. Peers benefit from learning from a different source.

Projects allow students to simulate real world experiences. The Shakespearean authorship debate is undertaken in Probability and Statistics. Students emulate and use data, graphical representations, summary statistics, and statistical testing to support conclusions. Laboratory experiences abound in the science curriculum. Scientific principles are discovered through activities such as dissections, chemical experiments, and mechanical constructions.

The group and share method is used by teachers with their students and between themselves. Collaboratively the teachers celebrate instructional successes as well as garner constructive feedback. These discussions can be found in classrooms, hallways, and even the lunchroom. One mathematics teacher's initiation of foldables (a tangible, hands-on graphic organizer) has overflowed to other mathematics' classrooms, as well as the biology classroom. Foldables change the dynamic of the notebook from an inanimate object to an interactive experience.

One of the most significant methods used to help decrease the achievement gap has been the implementation of the Pennsylvania System of School Assessment (PSSA) and Keystone Exam remediation programs. The mandated state testing has compelled us to realign our daily schedule. In the months leading up to the tests, we have adjusted the schedule to accommodate remediation sessions for English, Mathematics, and Biology. These consisted of both small and large group instruction which gave an overview of the concepts while reinforcing areas of need.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

In regards to performance trends for Bentworth High School, the following data reflects the proficient and above scores for reading, writing and mathematics assessments. During the first four years of the Reading and Writing Assessments, the average overall score of students was 67%. During the fifth year of testing the overall score jumped to 90%. The special education subgroup averaged 26% in the first four years, while students scored 54% the fifth year. Students classified as socio-economically disadvantaged scored 47% on average. In the fifth year, this number increased to 80%.

In reviewing the performance data in the first four years of mathematics the percentage of students remained relatively stagnant at 62%. However, in the fifth year, there was a significant jump to 74%. The special education subgroup averaged 15% in the first four years. Yet, in the fifth year, there was a significant improvement to 46%. Our socio-economically disadvantaged students averaged 40%, while in the fifth year, the students scored 60%. The majority of our student body is classified as white, thus this subgroup's scores mirror the overall school scores in both subjects.

In the first three years of the five year period, performance was measured using the Pennsylvania System of School Assessment (PA's method for measuring adequate yearly progress). While we provided remediation for the PSSA exams, we noted that instruction was delivered in a group averaging 80 students. Upon review of this remediation, staff and administration decided to implement a more focused approach. Thus, we provided instruction to groups of 10 – 15 students. This change had an impact on our results for the 2013 – 2014 school year. In an overall glance, we consistently raised the bar for our students at all levels, challenging them to ever increasing heights.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Bentworth High School relies on numerous types of assessment data in order to continually improve students' school performance. At the beginning of each year the faculty receives the previous year's testing results. This information is disseminated via hand-outs and an interactive presentation that facilitates discussion. The information includes specific scores and the overall status of the district. This then leads to departmental discussions focusing on areas of strength and need. The information obtained is next cross-referenced with the data available on the EMetric system. A final step occurs when teachers use the information to revise the curriculum for their particular classes and groups of students.

In addition to utilizing the assessment data available on EMetric, our district collects data provided by the Pennsylvania Value Added Assessment System (PVAAS) to evaluate current curriculum. A recent result of this review was the implementation of district-wide Pacing Guides in order to incorporate standards and minimize gaps in instruction.

Our district uses several methods to publish this information for our parents and community. During the Pennsylvania State System of Assessment (PSSA) phase, we communicated the data to school board, parents, and community as per state requirements. Typically, we did this by publicizing data in the local paper, presenting during public school board meetings, and distributing results to parents during Open House. With the implementation of Pennsylvania Keystone Exams and the Pennsylvania School Performance Profile (SPP), a new manner of distribution was executed. Using numerous sources of data, such as graduation rate, achievement scores, growth scores, and many other factors, the state configures a score for each building in Pennsylvania. This score is based on a 100 point scale. For the 2012-2013 school year, Bentworth High School earned a score of 78.5. The following year, our score improved to 81.5. As a result of this increase, the high school was fourth overall in the Intermediate Unit I area.

Part VI School Support

1. School Climate/Culture

Bentworth High School is dedicated to creating a positive climate where students are engaged and motivated. Due to our small size, the staff members know each student's background, strengths, and needs. Struggling students are identified early, monitored closely, and provided with appropriate interventions. The school is characterized by positive student/staff interactions that take place regularly. The students are greeted by staff members when they enter the lobby in the morning, and an administrator is present as each student leaves the property at dismissal.

A secure environment is maintained through various methods. Academically, coursework is designed to create challenging educational experiences that focus on applications, both inside and outside the educational setting. Socially, our students are invested in the school beyond the academic day, as indicated by the high percentage of those who participate in extracurricular activities.

We believe a key component of our success stems from the elaborate emotional support system available to our students. Nearly every teacher on staff at the high school works as a coach, director, or sponsor of an after school sport or activity. In this capacity, both teachers and students are given an opportunity to recognize special gifts and talents that the other possesses. These experiences foster the type of emotional growth that is important to one's human development.

Specific initiatives are in place to support the emotional well being of our students. One example includes the expansion of our involvement with the Rachel's Challenge Program. This program promotes positive reactions and student leadership. Another example would be our district's implementation of an Adolescent Partial Hospitalization Program, that not only assists in supporting the emotional development of our students, but also opens our doors to students from neighboring districts.

The high school principal, the assistant superintendent, superintendent, and school board are engaged members of the educational environment supporting teachers in all aspects of their day-to-day responsibilities. The administration acknowledges the educational benefits of faculty requests for field trips, competitions, and assemblies. Teacher input is valuable in the decision making process of many school initiatives. The small size of the staff, along with the positive relationships between the administration and the faculty, allows all teachers to have a substantial impact on the culture of the school.

2. Engaging Families and Community

Bentworth High School has developed valuable relationships with families and other members of the community. Regular parent meetings are initiated by both the school staff and the parents who are considered integral resources in the educational process. Academic struggles, social difficulties, and other issues that jeopardize a student's ability to succeed prompt such meetings. These often result in connecting the parents with outside agencies that aid in the mental, emotional, and intellectual development of the student.

Outside organizations also share their knowledge through participation in an annual transition fair which includes representatives from four-year colleges, two-year colleges, technical schools, and the branches of the military. This school activity is not only beneficial to our students and parents, but also is extended to the members of neighboring districts who are invited to attend. An evening financial aid night, open to parents of seniors, provides information about available scholarships and financial assistance.

Another initiative that has developed over the past five years is the Rachel's Challenge Program. This challenge focuses on the power of kindness and its ability to change one's perspective. As a result of our involvement with this program, the district has not only promoted the adoption of this philosophy within our building, but also has encouraged the community to embrace this concept. Evening assemblies and participation in fundraising activities that benefit organizations such as Blessings in a Backpack are open to

community participation. This level of school and community involvement has spurred the creation of a Friends of Rachel Club, whose goal is to continue this vision.

Other organizations that promote community involvement are the Leo Club, the From Alex with Love Foundation, and the Patrons of the Creative Arts. The Leo Club supports our area through food drives and community clean-up projects. The From Alex with Love Foundation, created in memory of Alexzandra Loos, a former student, hosts a yearly Run for Alex event. Through the efforts of her parents and a large community support group, this activity provides scholarships and awards for our students and students in surrounding districts. P.O.C.A., a parent support group, is instrumental in providing funding for the annual spring musical.

Finally, our community members share their knowledge and experience through several assemblies. From the Drug Summit where local political leaders discourage substance abuse, to the Progeny Challenge Program that promotes student attendance and academic achievement, our community supports the Bentworth High School on many levels.

3. Professional Development

The district provides opportunities for professional development that must be aligned with academic standards. The students always come first, where student achievement and school improvement are key components of the professional development that is offered. Strategies have been provided via conferences, workshops, and large group informational sessions.

Applicable members of staff attended a conference that aided them with the transition from the Pennsylvania System of School Assessment to the Keystone State Exams, which are developed in conjunction with the PA Core Standards. In order to analyze the propriety of the transition, differences in scoring between the two tests were discussed in detail. Discussions about aligning classroom instruction with academic vocabulary and higher order thinking skills ensued at this conference. Another training that was offered in the high school building focused upon close reading, which encourages students to engage in several readings of a text in order to gain deeper insights. Teachers are trained to implement this procedure in the classroom setting by going one step further; expecting students to read the narrative first, then answer questions provided, and lastly review the text from different perspectives.

Out of district conferences are afforded for all curriculum areas. Teachers are able to implement best practices for their curricular area based upon the content material obtained from the conferences. For example, the math department gained knowledge in differentiating instruction by means of kinesthetic lessons and different methods than those previously utilized.

Curriculum alignment across all grade levels in the school district promotes a well developed linear plan for academic achievement. Professional development has been facilitated by school administrators through various workshop sessions. Each subject area collaborated to create a cohesive plan of content taught, standards that are addressed, and instructional strategies utilized.

Student Learning Objectives (SLOs) professional development was provided to teachers and administrators to educate faculty on how to write specific objectives, as well as the implementation of instruction and analyzing culminating data. Writing measurable goals, deciding upon success indicators (mastery or growth), and reporting such data are all components that were addressed with this training.

Journey to Learn provided professional development through the Mon Valley Education Consortium in which all Intermediate Unit I districts participated in a day of training across the curriculum. Bentworth High School faculty attended other locations for trainings, as well as housed educators from various districts for professional development in specific curriculum areas. Several departments shared hands-on teaching strategies where teachers from other schools benefited from the information obtained.

4. School Leadership

Bentworth High School is led by a dedicated staff of 30 teachers, one counselor, five para-professionals, one social worker, two secretaries and one principal. Due to our small size, there is a sense of connectedness in the school that promotes a shared responsibility.

The principal's role at Bentworth is rather diverse. Without an assistant principal or security personnel, the principal is responsible for curriculum revision, instructional supervision, student discipline, fiscal oversight, assessment administration, and extra-curricular supervision. As a result, principal and teacher collaboration is essential for the success of the school and its students.

At Bentworth, the principal and teachers work closely to encourage appropriate behavior by developing a student code of conduct and facilitating a learning environment that supports a positive view of education. Consequently, the principal and staff have formed a cohesive relationship that has ensured the success of our students.

In addition to this, the principal and the teachers review course offerings and refine curriculum concepts on a yearly basis. This same type of collaborative effort was employed when preparing the students for success on the Pennsylvania Keystone Exams.

The principal has also received support from the assistant superintendent who was instrumental in the development of an Adolescent Partial Hospitalization Program that was implemented at the high school. This program meets the needs of our students with emotional concerns and serves as a catalyst to demonstrate the mindset of our leadership team who believes in the importance of educating the whole child through total engagement.

The day-to-day operation of the high school includes a great deal of involvement from the central office administration. Both the superintendent and the assistant superintendent visit the high school on a daily basis. These individuals are highly familiar with students and their needs. With only one administrator at the high school, the central office administration interacts daily with the principal to ensure that all students and staff members are supported.

As a small district, the superintendent (formally the assistant superintendent), also serves as the district's special education director. For this reason, this individual is involved with decisions concerning those students that receive special education services. He is present at most IEP meetings and offers valuable input. He works cooperatively with the principal in developing student schedules, graduation plans, and academic achievement plans for all special education students.

The leadership philosophy at Bentworth is characterized by teamwork and open communication. Teachers, high school administration, and central office administration are focused on supporting all students while developing strategies to address those that demonstrate higher levels of need.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Grade 11 Math PSSA</u>
All Students Tested/Grade: <u>11</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>State of Pennsylvania</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Mar	Mar	Apr
SCHOOL SCORES*					
Satisfactory academic performance and above			59	65	58
Superior academic performance			27	31	29
Number of students tested			98	91	79
Percent of total students tested			100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment			1	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory academic performance and above			31	59	29
Superior academic performance			23	18	6
Number of students tested			26	22	17
2. Students receiving Special Education					
Satisfactory academic performance and above			20	17	10
Superior academic performance			13	0	10
Number of students tested			15	12	10
3. English Language Learner Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
5. African- American Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
6. Asian Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
9. White Students					
Satisfactory academic performance and above			60	66	59
Superior academic performance			26	32	30
Number of students tested			91	90	78
10. Two or More Races identified Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory academic performance and above					
Superior academic performance					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
13. Other 3: Other 3					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Keystone Exam</u>
All Students Tested/Grade: <u>11</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>State of Pennsylvania</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	Jan	Jan	Jan
SCHOOL SCORES*					
Satisfactory academic performance and above	74	60			
Superior academic performance	19	29			
Number of students tested	90	95			
Percent of total students tested	100	100			
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	0			
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory academic performance and above	60	41			
Superior academic performance	10	5			
Number of students tested	10	22			
2. Students receiving Special Education					
Satisfactory academic performance and above	46	11			
Superior academic performance	0	0			
Number of students tested	13	9			
3. English Language Learner Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
5. African- American Students					
Satisfactory academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					
6. Asian Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
9. White Students					
Satisfactory academic performance and above	74	60			
Superior academic performance	18	31			
Number of students tested	85	91			
10. Two or More Races identified Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory academic performance and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Grade 11 Reading PSSA</u>
All Students Tested/Grade: <u>11</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>State of Pennsylvania</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Mar	Mar	Apr
SCHOOL SCORES*					
Satisfactory academic performance and above			64	64	68
Superior academic performance			29	32	29
Number of students tested			98	92	79
Percent of total students tested			99	98	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment			1	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory academic performance and above			42	55	35
Superior academic performance			8	32	6
Number of students tested			26	20	17
2. Students receiving Special Education					
Satisfactory academic performance and above			27	25	0
Superior academic performance			7	0	0
Number of students tested			14	10	10
3. English Language Learner Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
5. African- American Students					
Satisfactory academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					
6. Asian Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
9. White Students					
Satisfactory academic performance and above			65	66	69
Superior academic performance			29	32	30
Number of students tested			91	90	78
10. Two or More Races identified Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory academic performance and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Literature Keystone Exam</u>
All Students Tested/Grade: <u>11</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>State of Pennsylvania</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	Jan	Jan	Jan
SCHOOL SCORES*					
Satisfactory academic performance and above	90	72			
Superior academic performance	11	8			
Number of students tested	90	95			
Percent of total students tested	100	100			
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	0			
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory academic performance and above	80	55			
Superior academic performance	0	9			
Number of students tested	10	22			
2. Students receiving Special Education					
Satisfactory academic performance and above	54	0			
Superior academic performance	0	0			
Number of students tested	13	9			
3. English Language Learner Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
5. African- American Students					
Satisfactory academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					
6. Asian Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
9. White Students					
Satisfactory academic performance and above	91	73			
Superior academic performance	12	8			
Number of students tested	85	91			
10. Two or More Races identified Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					

NOTES: