

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

[X] Public or [] Non-public

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

Name of Principal Dr. Julie Ann Moore

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

Official School Name McCormick Elementary School

(As it should appear in the official records)

School Mailing Address 2801 Beaver Grade Road

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

City Moon Township State PA Zip Code+4 (9 digits total) 15108 -7757

County Allegheny County State School Code Number* 7952

Telephone 412-264-9440 Fax 412-893-0428

Web site/URL http://www.moonarea.net/ E-mail jumoore@moonarea.net

Twitter Handle https://twitter.com/MoonAreaSD Facebook Page https://www.facebook.com/moonareasd Google+ _____

Other Social Media Link Instagram: http://instagram.com/moonareasd; Vimeo: http://vimeo.com/user9040573; LinkedIn: http://www.linkedin.com/company/3521627?trk=NUS_DIG_CMPY-fol

YouTube/URL _____ Blog _____

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. Curt Baker E-mail: cbaker@moonarea.net

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

District Name Moon Area School District Tel. 412-264-9440

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 Mr. Michael Olszewski

(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):
- 5 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 7 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. 8 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	27	20	47
1	18	20	38
2	26	20	46
3	20	22	42
4	23	16	39
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	114	98	212

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 12 % Asian
 - 2 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 79 % White
 - 4 % 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: 9%

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	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	19
(4) Total number of students in the school as of October 1	204
(5) Total transferred students in row (3) divided by total students in row (4)	0.093
(6) Amount in row (5) multiplied by 100	9

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 8
 Specify non-English languages: Spanish, Hindi, Portuguese, Vietnamese, Arabic, Tamil, Telugu, Danish
8. Students eligible for free/reduced-priced meals: 7 %
 Total number students who qualify: 15

Information for Public Schools Only - Data Provided by the State

The state has reported that 7% 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: $\frac{11}{24}$ %
11 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>5</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>13</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</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	10
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	12
Paraprofessionals	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 22:1

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	96%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

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	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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: McCormick aims to educate every individual in a respectful, safe, enriching environment through comprehensive programs that inspire excellence and lifelong learning and responsibility.

PART III – SUMMARY

McCormick Elementary, one of five elementary schools within the Moon Area School District, opened its doors in August 2007. Its campus is nestled on 29.2 acres with a playground and baseball field for community use. Currently serving just over 200 students in kindergarten through grade 4, our school is dedicated to educating every individual in a respectful, safe, enriching environment through comprehensive programs that inspire excellence, lifelong learning and responsibility.

The school is fortunate to benefit from a strong partnership with its families and surrounding community. We have a professional staff who loves to teach, students eager to learn, and parents who are involved, supportive, and value our educational program. There is a shared belief in strong academics, a challenging curriculum and that the education of our McCormick students is the most important and worthwhile investment for our future.

Each child and teacher is unique and has intrinsic worth. We use recognition and appreciation to instill motivation and dedication in our school. Honest, open and ongoing communication promotes trust and mutual understanding. Higher expectations – for students and staff – promote greater student achievement. A quality education provides opportunities and a basis for achieving success. At McCormick, education is a shared responsibility of the student, school, family and community. A few essential elements of our educational process include confidence, competence, kindness and caring, as well as respect and cooperation.

The school is comprised of two classrooms per grade level – including full-day kindergarten. In addition to the core curriculum, all students receive instruction in art, music, physical education, library and technology. Students also receive additional services through gifted, special education and Title I supports. Fourth graders have the opportunity to nurture their interest in music during the school day through chorus or by learning an instrument in band or orchestra. In order to meet the needs of working families, after-school care is offered at McCormick through the Sewickley Valley YMCA until 6 p.m.

McCormick Elementary has been recognized annually for its outstanding academic performance including earning Achievement Recognition for Adequate Yearly Progress from the Pennsylvania Department of Education for the following years: 2007-08; 2008-09; 2009-10; 2010-11; 2011-12. This recognition transitioned into the Governor's Award for Excellence in Academics and was awarded to McCormick Elementary in 2012-13 and 2013-14. All Pennsylvania Department of Education recognition banners are proudly displayed in the main hallway of our school so that our students, families and teachers are reminded daily of the high quality educational program and the high expectations that exist for all.

Additionally, our Olweus- project from 2000-2011 can be seen on our ceiling tiles, as our children's hands are etched in time that symbolize our pledge to be a bully-free school by our student body. The Pennsylvania School Boards Association recognized our 2013-14 Olweus anti-bullying video with an Honorable Mention Award in its Annual Educational Publications Contest.

Moon Area School District is located in Allegheny County and educates more than 3,700 students from Moon and Crescent townships. In addition to its five K-4 elementary schools, the district operates a middle school for students in grades 5-8 and a high school for grades 9-12. The school district covers an approximate 26-square mile attendance area and is located 15 miles from Pittsburgh and minutes from the Pittsburgh International Airport.

The district's 487 staff members are committed to helping all students reach their full potential for success. Moon Area students consistently perform above state and national averages on standardized testing. Course offerings at each grade level reflect a broad scope of opportunities for students to attain a well-rounded education that focuses on critical thinking and problem-solving skills. The district recognizes that student interaction in activities during and after school hours teaches valuable lessons not available in the classroom, including a wide variety of academic, co-curricular and extra-curricular options in musical and athletic endeavors at all levels.

Robert Morris University and several national corporations have also made Moon their home. Local business headquarters include FedEx Ground, GlaxoSmithKline, Eaton Electrical Group, Nova Chemicals, Inc., Michael Baker Corporation, and Chevron. Connecting with community partners including parents, the university, businesses, civic organizations, township leaders, places of worship, and alumni is a strategic intent of Moon Area School District. Providing opportunities for meaningful community engagement will create and sustain a community that values and supports public education.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

At McCormick, we truly believe that our greatest asset is our dedicated teaching staff. To maximize their effectiveness, we work together around a strong and ever developing curriculum. The concerted efforts of teachers, administrators, students, and parents, toward a shared end goal, creates a situation where the whole becomes even more than the sum of its parts.

The shifts associated with the Common Core standards in English and math, as well as the key elements of STEM and 21st century learning have moved students beyond rote memorization of facts and algorithmic processes, and toward meaningful application. This requires not only the instruction of the facts associated with each subject, but also the skills of communication and critical habits of mind. These include pushing students to persevere and overcome difficult problems, to surmount the challenge of complex texts, and to use their literacy skills to obtain new information. This is not a simple proposition and is built from a strong foundation that begins even before our students enter kindergarten.

The foundational skills of language are especially important. Upon entrance into our school, our primary grades are dedicated to continuing this strong background toward the skills necessary for emergent reading. Kindergarten and first grade build a strong base from which we build the literacy skills that are so critical for the learning that our students must do throughout their education. We focus on strong, research based approaches to teaching reading. It is our mission to ensure that all students read on grade level by third grade.

Our math curriculum has seen extensive changes in the last two years. With curricular units containing application tasks that apply mathematics to real-world scenarios, students must use critical thinking skills to put what they have learned into practice. Highly prized is the need to be able to explain the why and how of the math. Students engage in regular conversations with their peers and write regularly to use the academic vocabulary they learn in order to demonstrate their deep understanding of the concepts. Evidence of inquiry mathematics instruction is evident daily in all K-4 classrooms where students invent, question, model, and explore mathematical content. McCormick students are exposed to multiple strategies to use in problem-solving while teachers push for efficiency and accuracy. All students participate in “math talk” and journaling to defend and confirm understanding in support of the Standards for Mathematical Practice. Starting in kindergarten, students learn to articulate steps in their thinking and question their peers to define appropriate strategies when finding solutions to problems. Number sense and fluency are emphasized across grade levels progressing through concrete, representational, and abstract learning.

Social Studies instruction focuses on learning about the world we live in as a citizen of the United States. Young learners begin to grasp the understanding of their local community as a place where people live, work, and grow. Local government and simple economics is introduced as well. As students’ progress, an understanding of community evolves into a more national emphasis of citizenship, government, and geography.

Our science content helps student explore through hands-on experimentation and informational text. All disciplines of science (physical, biological, and geological) are explored using the scientific method. All children in grades K-4 are supported to observe, deduce, hypothesize, and experiment to make conclusions about the world around them.

To ensure the greatest possible success for all of our students, we have layered both interventions for our students who are finding difficulty, as well as enrichment opportunities for those who are in need of advancement. For example, students who struggle with the foundational skill of reading, a research based program of intensive instruction is delivered through a certified reading specialist. Our most advanced learners receive differentiated instruction within the classroom, as well as additional pull-out services. This includes both an advancement of the standard curriculum and opportunities that take students beyond the walls of the school.

We have seen the changes in standards and testing as an opportunity to reflect on our approaches and to continue to refine our curriculum and instructional practices. While we are very proud of where we are, we will continue to strive for improvement in search of better ways to serve our students.

2. Other Curriculum Areas:

At McCormick Elementary our students participate in a myriad of special classes throughout the week. Kindergarteners through fourth graders enrich their learning through our music, art, physical education, computer and library classes for 50 minutes each. Our district provides a rotational schedule where students continually visit their special classes without interruption.

Our physical education program develops a student's love for being physically active. We set a strong fundamental foundation centered around each student's physical, mental and social well-being. Throughout the year the students are introduced to a variety of skills, activities and concepts that promote living healthy, active lifestyles. Fitness exercises, concepts and tests are combined in each class. Students combine math skills with their physical exercise when tracking mileage during our Morning Milers program. Students often write about their favorite activities in the class. Third and fourth graders might write about the steps to an activity. There are a lot of team-based activities where students learn the basics of working together. Some of our students are introduced to computer-based programs such as Fitnessgram to track levels of activity and fitness. They practice computer skills with the use of iPads to monitor progress.

McCormick Elementary art classes introduce necessary skills and art techniques as early as kindergarten. All classes learn how to solve problems using art materials and are influenced by art history and cultural traditions. These essential hands-on experiences provide students with the confidence to try new things and shape their creative thought processes. There are often times where real-world connections are made or other content areas, such as math and science, are utilized. These skills prepare students to think independently and perhaps capture their interests toward future art careers.

Students in kindergarten through fourth grade work on their keyboarding skills in computer class demonstrating proper technique while striving for speed and accuracy. Students spend time in computer class learning different types of software applications and using various websites to enhance their math and reading skills. Additionally, classroom teachers have access to our computer lab several times throughout the week to provide extra enrichment or remediation of their daily lessons. Also, students often use online research to complete written projects in a variety of subjects. Many students use this time to type final reports for writing assignments. In addition, all classrooms are equipped with Promethean boards that the children use on a daily basis.

In library classes, we foster a love for reading by introducing our students to many different authors and genres of books. Students are encouraged to select books at appropriate reading levels. We intermingle technology and print to create a blended learning environment. We read for enjoyment and with purpose both fiction and informational text. Students are asked to write book reviews about books they have read. They write to compare authors' different styles. Book themes are discussed regularly. We use text and illustrations to provide insight into the author's craft and purpose.

A general music class is taught once weekly to students in kindergarten through fourth grade. The general music curriculum is sequential and aligns with Pennsylvania and U.S. national music standards. Exiting fourth grade students are musically literate and transition smoothly to a middle school music curriculum.

In addition to general music classes, fourth graders have the opportunity to participate in band, choir and/or orchestra during the school day. Nearly all – 98 percent – of McCormick fourth grade students participate in one or more of these performance ensembles. All music classes are taught by certified music educators who are specialists in their respective area.

Our students are exposed to a multitude of extra classes to promote learning in all areas. These classes allow all students to succeed in many different ways.

3. Instructional Methods and Interventions:

McCormick teachers and staff strive daily to meet the needs of all learners. Students are given baseline assessments with follow-up progress monitoring in both reading and mathematics. Teachers utilize data from DIBELS-Next, Study Island benchmark assessments, and Classroom Diagnostic Tool (CDT) to target specific learning needs during small group instruction. Administration and teachers collectively review learning trends in state assessment results to reveal instructional gaps across grade levels. Appropriate research-based interventions and /or enrichment opportunities for reading and mathematics occur daily in the classroom. Students requiring additional supports (academic or behavioral) are monitored through the Child Study Program. Our Child Study Team (CST) is comprised of the guidance counselor, principal, reading specialist, speech-language pathologist, and teachers. Upon classroom teacher referral, CST meets to review areas of concern and develops measurable short-term goals and suggests interventions. The individualized plan is presented to the parents and is implemented for 6-8 weeks. Teachers use progress monitoring to measure the success of given interventions and determine effectiveness. Goals can be modified based on progress made by the student. If CST interventions are not successful, students can be referred for testing to determine eligibility for special education services.

McCormick offers learning support, speech/language support, hearing support, gifted support, occupational therapy, and physical therapy. The school also houses an early intervention (DART) classroom facilitated by the Allegheny Intermediate Unit.

Within the classroom, teachers develop extended, tiered, and supplemental activities and assignments based on student need. Title I reading and gifted support services are available to students that meet eligibility criteria. All students have technology supports available daily including iPads, Promethean hardware/software, and desktop computers.

Formative and summative measures provide teachers with data to determine pace and rigor of math and reading lessons. Intervention and Enrichment time (I&E) is built into the schedule for all teachers to target specific needs. Primary teachers effectively use exit tasks and DIBELS as formative data to drive small group instruction during I&E. Intermediate student needs are addressed using CDT and Study Island to develop small group instructional goals.

McCormick's administration supports research-based interventions in reading and math. Morning meetings provide teachers with time to learn, practice, and discuss various strategies to increase student achievement. Classroom teachers are provided with common planning times to collaborate with grade level peers. Our teachers and staff are offered numerous professional development opportunities both on-site and through partnerships with regional educational entities.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

The Pennsylvania System of School Assessment (PSSA) is administered annually each spring in grades 3 and 4. This assessment allows our professional educators to determine if our curriculum programs are aligned well with PA Core Standards and if we are supporting, progress monitoring and hitting our targets and benchmarks enabling our students to attain mastery in mathematics, reading and science. Please note, we also served grade 5 between 2009-2012, as reported in the data charts. PSSA data is used to identify students' strengths and/or weaknesses as well as trends in the curriculum that indicate a need for realignment with state and/or national standards. Additionally, our PSSA data results guide our instructional planning, professional development, tutoring, remediation programs, small group interventions and differentiated instruction.

Students are assigned one of four performance levels based upon their test results: Advanced, Proficient, Basic or Below Basic. Our expectation at McCormick Elementary School is to have every student strive for his/her personal best. Our performance data trends at McCormick School are excellent and striving toward improvement every year. In reading, we have reduced the number of students scoring in the Basic/ Below Basic categories – resulting in higher percentages of Proficient and Advanced students. This trend is the result of a more concentrated effort on non-fictional reading and writing approaches that have yielded a larger number of students achieving mastery.

In mathematics, our fourth graders repeatedly score in the Advanced range, which demonstrates an improved growth from the previous grade. This is attributed to our math curriculum and approach for mastery for all students. The percentage of students scoring Advanced is exceptional – ranging between 92 – 98.5 percent. We've experienced similar success in reading.

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

Assessment results are the driving force for designing instruction at McCormick Elementary School. We recognize that each student is an individual with unique needs. Every staff member is involved in a variety of formative and summative assessments guiding instruction in all subject matter. At the start of each school year, all educators become familiar with their new students by reviewing data from the previous school year. Data is collected and placed in data binders. These data binders are our tools to work collaboratively to review student progress and develop goals for intervention and enrichment. Each grade level is given common planning periods allowing time to review and plan objectives to meet all individual needs.

DIBELS-Next data is used three times a year to target early literacy interventions in phonemic awareness, phonics and fluency. Weekly formative assessments from the McGraw Hill reading series and DIBELS progress monitoring are also used to measure student success and adjust learning goals for small group instruction and flexible grouping. Harcourt Math Expressions utilizes fluency checks, quick quizzes, math journals, and exit cards providing formative information enhancing math instruction. Standard-based, quarterly benchmarks identify student progress and outline areas of needed improvement. Grade level meetings provide time for teachers to discuss assessment data and adjust instructional goals accordingly. Teachers in third and fourth grade departmentalize instruction increasing efficiency of instruction and mastery of pedagogy.

In our district, communication is the building block for our school's success. Staff members have a high level of rapport with parents – keeping everyone informed through parent conferences, phone calls, documentation, electronic notifications, IEP meetings, and Child Study consultations.

Part VI School Support

1. School Climate/Culture

McCormick Elementary is a safe and rewarding environment for students and staff. Daily, we provide students with a positive environment that supports academic, social, and emotional growth. Our school is a place where staff members feel valued and view their jobs as “the best in the world!”

Academically, our school is meeting the needs of our students, which is reflected in our PSSA scores. To help ensure that our students continue to succeed, we have instituted numerous programs providing skill building to all of our students. We implemented a remediation program that offers students the opportunity to develop the necessary learning objectives in a small group setting four mornings each week. Each year we host a reading fair and a science fair that allow students to showcase their talents in each of these areas for the school and the community. Fourth grade peer tutors are paired with struggling second grade readers daily in a comfortable environment increasing fluency and comprehension. DIBELS, STAR, DAZE, Accelerated Reader, and Foundation screenings are used to identify students who qualify for intervention services. Flexible grouping is implemented in all classrooms allowing students to achieve optimal learning opportunities. Our gifted students also benefit from a structured, pull-out Challenge Program.

McCormick encourages social and emotional growth as well as academic growth. Our school utilizes the OLWEUS anti-bullying program, which emphasizes all students are equal. Classroom teachers uphold this program through weekly lessons focusing on positive student relationships. Annually, a kick-off event engages the entire school and gets staff and students excited about our yearly theme. We have also created award winning multi-media videos incorporating the anti-bullying theme and monthly character traits (videos included for viewing). In addition to the OLWEUS program, our gym teacher organizes Morning Milers, where students meet outside each morning to run laps promoting exercise and togetherness. He also distributes Healthy Heart sheets that track at-home exercise – getting the whole family involved!

Students and staff are regarded as valuable members of our school. As part of the OLWEUS anti-bullying program, monthly award assemblies focus on positive behaviors and events in our school. Staff members, as well as students, are recognized and acknowledged. The principal’s open-door policy, letters of thanks and encouragement, and monthly staff breakfast encourage camaraderie. She understands and values the need for common planning time and continues to make this a priority. Teachers feel respected and are treated as professionals daily.

2. Engaging Families and Community

McCormick Elementary encourages families and community members to participate in the educational process. The school is a special place that creates a warm and welcoming environment for everyone to participate in all events, fundraisers, and activities.

At McCormick, we are extremely fortunate to have a supportive Parent Teacher Council (PTC). The PTC organizes student and school activities and promotes community service opportunities. Through our partnership with the PTC, we have created a student council, which raised \$2,000 for St. Jude’s Children’s Hospital; participated in a walk/run at PNC Park for Kids of Steel; raised \$1,500 and donated 26 bags of coats, hats, gloves, and mittens for WTAE’s Project Bundle Up; collected \$1,000 for Pennies for Patients; and started a Jog-a-Thon to supplement school activities.

Throughout the school year, staff and community members graciously volunteer their time to organize, construct, and conduct special events and activities. McCormick hosts an Open House at the beginning of the year to showcase our students’ work and talent. During this event, families contribute canned goods for the Miles of Cans program. The PTC joins us to create a welcoming environment for all. Our school also coordinates reading, science and book fairs, Title I parent meetings, choral and band concerts, bowling and skating parties and a family movie night.

McCormick Elementary School has also partnered with Robert Morris University (RMU) to join in student spirit days. Our entire student body is invited to attend a women's basketball game while participating in various age appropriate activities. In addition, the RMU education department provides our students with the opportunity to engage in Junior Achievement Day. Future educators from the university partner with McCormick teachers to instruct students about important concepts such as the economy, entrepreneurship, and business ideas.

We partner with the Moon Area Rotary Club, which sponsors a third grade spelling bee and a Moon Park walk for literacy, and the Moon Township Public Library, which hosts the annual Battle of the Books competition. In addition, McCormick supports the West Hills Food Pantry backpack campaign – donating backpacks and school supplies to those less fortunate. We also remember our animal friends by gathering pet supplies for Animal Friends, a local nonprofit shelter.

Participation in these events, activities and fund raisers has enhanced the educational process and strengthened our ties with our families and the greater community.

3. Professional Development

Each year, Moon Area School District designs and plans professional development programs, which enable our staff to stay updated on current teaching strategies/trends, technology, and essential topics in education. Teachers devote approximately 60 hours engaged in meaningful professional development opportunities. We strive to maintain best practices in our classrooms setting high expectations for our students.

The following example illustrates the district's commitment to and philosophy regarding professional development. Last year, Moon Area School District adopted a new math curriculum, which is aligned to the PA Core Standards. Math coaches were selected to lead and mentor each grade level – ensuring teacher readiness and comfort with the new curriculum. Professionals from other districts that had previously adopted the program worked with Moon teachers and shared helpful hints regarding implementation. District administrators empowered coaches to schedule professional development days as needed in order to ensure success. Teachers worked on flexible grouping, differentiated instruction, learning centers, assessments, and additional math tasks to align all skills to the standards. Math coaches were also knowledgeable and provided professional development on the technology that accompanied the new series. Teachers were in-serviced in the daily math routine and the math talk, which are integral to this program. All of these opportunities made the transition to the new series a success.

Each year, Moon Area School District teachers are offered a FLEX day in-service day, whereby the day can be used for each teacher's individual need. Teachers may work independently or in groups to fulfill professional development that supports student achievement and aligns with the Pennsylvania Core Standards. The FLEX day concept demonstrates respect and trust between the administration and teachers.

Our professional development enhances our instructional practices – giving us the opportunity to better understand our colleagues and strengthen our mutual goals as educators. We follow the path of being lifelong learners!

4. School Leadership

McCormick Elementary School opened its doors in 2007 and for the past eight years has emerged into a family. What does this mean? It's a school family comprised of caring teachers, staff, parents and students. Our school community is student-centered as we focus on all aspects of a child's academic, physical, and social-emotional well-being starting in kindergarten through grade 4.

The school's leadership is dedicated to the noble profession of education and is committed to lead a school with a unique and personal approach. The principal leads by example, diligently works to reach goals, facilitates the needs of the staff and students, and creates a healthy and safe environment. In cooperation with faculty and staff, the principal implements many district initiatives, student incentive programs, and

provides a nurturing environment where teachers can teach and students can maximize their learning opportunities.

The principal regularly visits classrooms and engages with students during breakfast, lunch or recess time. She is visible throughout the school day either positioned at the front door in the mornings or interacting with parents at dismissal time. Her philosophy is to practice and foster a transparent, creative, energetic and collaborative community where all persons are valued, appreciated and validated.

The school's principal is an educational leader rather than a manager. She has created a child-centered learning environment that is modeled by professional staff members who provide a positive learning climate daily inside the school. Teachers regularly extend themselves beyond the classroom walls by creating a club, sponsoring a student group, attending community events, visiting an ill student or staff member and/or participating in events such as the Reading Fair, Spelling Bee or Field day. Community service and fundraising efforts are frequently held throughout the year and include efforts to support animals, local food pantries, cancer awareness, and back-to-school supplies for those less fortunate.

The McCormick staff is a team that works together to build morale; support student recognition and achievement throughout the year; and build and foster student-teacher relationships that help children grow, learn and reach their full potential. Every student, staff, and parent counts at McCormick School and the principal makes it a priority to connect with everyone on a daily basis.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>PSSA</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>DRC/PDE</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Satisfactory academic performance and above	100	94	100	79	90
Superior academic performance	60	63	65	38	43
Number of students tested	35	35	34	24	40
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
2. Students receiving Special Education					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
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	100	100	100	72	86
Superior academic performance	57	70	62	28	38
Number of students tested	28	23	26	18	29
10. Two or More Races identified Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
11. Other 1: N/A					
Satisfactory academic performance and above	0	0	0	0	0
Superior academic performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: N/A					
Satisfactory academic performance and above	0	0	0	0	0
Superior academic performance	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	0	0	0
13. Other 3: N/A					
Satisfactory academic performance and above	0	0	0	0	0
Superior academic performance	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES: Although the school has a 12% Asian population and a 11% Sped population the N did not reach the 10 threshold for the tested grades.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>PSSA</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>DRC/PDE</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Satisfactory academic performance and above	98	97	100	90	94
Superior academic performance	84	77	78	68	61
Number of students tested	43	39	27	41	36
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
2. Students receiving Special Education					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
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	97	97	100	87	93
Superior academic performance	87	74	67	61	62
Number of students tested	30	31	18	31	29
10. Two or More Races identified Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
11. Other 1: N/A					
Satisfactory academic performance and above	0	0	0	0	0
Superior academic performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: N/A					
Satisfactory academic performance and above	0	0	0	0	0
Superior academic performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
13. Other 3: N/A					
Satisfactory academic performance and above	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>PSSA</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>DRC/PDE</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Satisfactory academic performance and above	0	0	88	83	91
Superior academic performance	0	0	40	61	61
Number of students tested			43	36	43
Percent of total students tested	0	0	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
2. Students receiving Special Education					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
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	0	0	85	82	91
Superior academic performance	0	0	35	64	61
Number of students tested	0	0	34	28	33
10. Two or More Races identified Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
11. Other 1: N/A					
Satisfactory academic performance and above	0	0	0	0	0
Superior academic performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: N/A					
Satisfactory academic performance and above	0	0	0	0	0
Superior academic performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
13. Other 3: N/A					
Satisfactory academic performance and above	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES: FOR THE 12/13 AND 13/14 SCHOOL YEARS, 5TH GRADE WAS MOVED TO OUR MIDDLE SCHOOL.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>PSSA</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>DRC/PDE</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Satisfactory academic performance and above	89	97	97	71	88
Superior academic performance	37	46	38	29	20
Number of students tested	35	35	34	24	40
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
2. Students receiving Special Education					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
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	86	96	100	67	83
Superior academic performance	39	44	46	17	10
Number of students tested	28	23	26	18	29
10. Two or More Races identified Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
11. Other 1: N/A					
Satisfactory academic performance and above	0	0	0	0	
Superior academic performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: N/A					
Satisfactory academic performance and above	0	0	0	0	0
Superior academic performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
13. Other 3: N/A					
Satisfactory academic performance and above	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>PSSA</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>DRC/PDE</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Satisfactory academic performance and above	95	87	89	88	78
Superior academic performance	65	51	48	24	47
Number of students tested	43	39	27	41	36
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
2. Students receiving Special Education					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
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	93	84	94	84	79
Superior academic performance	63	48	44	16	52
Number of students tested	30	31	18	31	29
10. Two or More Races identified Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
11. Other 1: N/A					
Satisfactory academic performance and above	0	0	0	0	0
Superior academic performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: N/A					
Satisfactory academic performance and above	0	0	0	0	0
Superior academic performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
13. Other 3: N/A					
Satisfactory academic performance and above	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>PSSA</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>DRC/PDE</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Satisfactory academic performance and above	0	0	79	81	81
Superior academic performance	0	0	30	22	33
Number of students tested			43	36	43
Percent of total students tested	0	0	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
2. Students receiving Special Education					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
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	0	0	74	75	85
Superior academic performance	0	0	27	14	36
Number of students tested	0	0	34	28	33
10. Two or More Races identified Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
11. Other 1: N/A					
Satisfactory academic performance and above	0	0	0	0	0
Superior academic performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: N/A					
Satisfactory academic performance and above	0	0	0	0	0
Superior academic performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
13. Other 3: N/A					
Satisfactory academic performance and above	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES: FOR THE 12/13 AND 13/14 SCHOOL YEARS, OUR 5TH GRADERS WERE ATTENDING THE MIDDLE SCHOOL.