



Corl Street Elementary
 235 Corl Street • State College, PA 16801
 814-231-1185
 Ms. Charlotte Zmyslo, Principal

We are pleased to present the 2004 Academic Achievement Report for the Corl Street Elementary School. As required by the federal No Child Left Behind legislation, this report is designed to communicate our performance on key indicators: achievement in reading and mathematics, attendance, and the performance of subgroups.

The report is based on 2004 Adequate Yearly Progress reports, as measured by the Pennsylvania System of School Assessment tests, recently released by the Pennsylvania Department of Education. By 2014, all students are expected to achieve at the proficient or advanced level. Our report card contains good news for our community about the overall performance of our students and our schools. As before, we will use standardized test results such as these in our continuous effort to improve the academic success of our students.

Additional copies of this report are available upon request. For more information or for comparative data, visit www.scasd.org or www.paayp.com.

Parental Involvement

We welcome and encourage parental involvement in Corl Street Elementary School. Parents and students participate in parent/teacher-student led goal setting conferences every fall and spring. During the fall conferences, individual goals are selected for each student, which reflect the child’s particular strengths and needs. During the spring conferences, parents, teachers and the student reconvene to assess the student’s growth towards each goal and to celebrate the successes achieved by each student. Our elementary progress report was developed based on the Pennsylvania Academic Standards. Each family receives three progress reports a year, outlining in detail the areas in which students have met the standards and areas in which they need to continue to work.

Our school staff and parents work together to promote student achievement through newsletters, web pages, parent volunteers in classrooms, parent information sessions, Back to School Nights. In addition, our school partners with the school PTA or PTO through field trips, funding for instructional materials, author/illustrator visits, book fairs, concerts, science/literature, art/music fairs, and family activities that promote school spirit and community and various service projects.

	<u>School</u>	<u>District</u>
2003/04 Student Attendance Rate:	96.81%	95.9%

TWO-YEAR ACHIEVEMENT DATA (%)

	GRADE	SUBJECT	Advanced	Proficient	Advanced + Proficient	Basic	Below Basic
2002/03	Grade 5	Math	68.0	16.0	84.0	8.0	8.0
		Reading	54.0	34.0	88.0	6.0	6.0

	GRADE	SUBJECT	Advanced	Proficient	Advanced + Proficient	Basic	Below Basic
2003/04	Grade 5	Math	70	23	93	4	4
		Reading	68	20	88	9	4

2004 PSSA COMPARISON (%)

Grade 5 - Mathematics

Performance Level	School	District	State
Advanced	70	54	37
Proficient	23	22	25
Basic	4	13	18
Below Basic	4	11	20

Grade 5 - Reading

Performance Level	School	District	State
Advanced	68	48	34
Proficient	20	27	28
Basic	9	14	19
Below Basic	4	10	18

Minimum Adequate Yearly Progress Required for school year 2003-04 in MATHEMATICS: 35% Proficient and Advanced

GRADE 5	Number of Students Assessed	Advanced	Proficient	Advanced + Proficient	Basic	Below Basic
All Students	56	70	23	93	4	4
Males	30	67	23	90	3	7
Females	26	73	23	96	4	0
Race/Ethnicity						
White	39	72	23	95	3	3
Black	0*	-	-	-	-	-
Latino/Hispanic	1*	-	-	-	-	-
Asian	3*	-	-	-	-	-
Native American	0*	-	-	-	-	-
Multi-Ethnic	0*	-	-	-	-	-
IEP**	6*	-	-	-	-	-
Limited English Prof.	0*	-	-	-	-	-
Migrant	0*	-	-	-	-	-
Economic Disadvantaged	6*	-	-	-	-	-

Minimum Adequate Yearly Progress Required for school year 2003-04 in READING: 45% Proficient and Advanced

GRADE 5	Number of Students Assessed	Advanced	Proficient	Advanced + Proficient	Basic	Below Basic
All Students	56	68	20	88	9	4
Males	30	50	33	83	10	7
Females	26	88	4	92	8	0
Race/Ethnicity						
White	39	64	21	85	10	5
Black	0*	-	-	-	-	-
Latino/Hispanic	1*	-	-	-	-	-
Asian	3*	-	-	-	-	-
Native American	0*	-	-	-	-	-
Multi-Ethnic	0*	-	-	-	-	-
IEP**	6*	-	-	-	-	-
Limited English Prof.	0*	-	-	-	-	-
Migrant	0*	-	-	-	-	-
Economic Disadvantaged	6*	-	-	-	-	-

Numerical differences in the totals in column one reflect variations in reporting requirements.

* When the number of students in a subgroup is below 10, these disaggregated data are not reported.

** Special needs students with Individual Education Plans