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# Pennsylvania Department of Education

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COMMONWEALTH OF PENNSYLVANIA  
**DEPARTMENT OF EDUCATION**  
333 MARKET STREET  
HARRISBURG, PA 17126-0333

## **Academic Standards and Assessment Report**

**Thursday, November 08, 2007**

**Entity:** Freeport Area SD  
**Address:** 621 South Pike Rd  
Sarver, PA 16055-9202  
**Phone:** (724) 295-5141  
**Contact Name:** Stan Chapp

## **Organization Description**

In 1969, the political divisions of Freeport, Buffalo and South Buffalo merged to form the Freeport Area School District. Located along the Allegheny River, at the mouth of Buffalo Creek, the Freeport Area School District is situated approximately 30 miles northeast of Pittsburgh; it is located in two counties: Freeport Borough and South Buffalo or in Armstrong County, while Buffalo Township is in Butler County. The area provides an exceptional area to raise a family because it is far enough away from the congestion of urban areas, yet the close proximity to major highways and the Pennsylvania Turnpike allow easy access to surrounding cultural activities, shopping malls and major universities.

Originally a "free port" for riverboat trade, the community grew around local industry such as Freeport Brick and Oberg Industries. Now, the region is largely a bedroom community for those that commute to other areas for employment. The growth of the North Point Industrial Park, in South Buffalo Township, provides promise for future expansion of local employment opportunities.

Students in the Freeport Area School District are involved in a variety of activities including interscholastic and youth league sports, school-sponsored and faith based community service projects, and co-curricular educational programs such as the Governor's School. The school district's students are recognized annually for contributing countless hours and large amounts of money to local and regional charities.

Parents in the district have many opportunities to participate in school-based PTO, varsity booster clubs and various volunteer programs. Parents are also invited to grade level parent orientations early in year where they meet their child's teachers as well as district-wide open houses in each building. Parents are also invited to participate in parent advisory committees for Title I as well as district committees for Act 48 and Strategic Planning.

The district partners with the local YMCA and other day-care providers to provide before and after school day care for our elementary students whose parents choose to use these programs.

Freeport Area School District consists of five schools buildings and has a total enrollment of approximately 2,000 students. The education program of the district is based on a commitment to provide a quality education for all students. The programs of the Freeport Area School District are comprehensive and flexible enough to provide each student with the basic tools, understanding, and attitudes to enable him/her to function successfully in our society. Freeport offers a variety of experience classes in the Jr. High such as French, Spanish, and Industrial Technology Education. In addition to the regular curriculum, students in grades seven and eight have opportunities to join various clubs, chorus or band and to participate in interscholastic and intramural programs. The High School offers a progressive secondary program designed to meet the needs of all students. The curriculum is designed with honors, academic, and business/technology to meet the needs of the students. Students in grades 11 and 12 are eligible to attend Lenape Vocational-Technical School. The high school also offers many electives in foreign language, technology/business education, industrial technology, home and consumer science, music, art, and Television production.

South Buffalo and Buffalo Elementary schools are located outside of Freeport Borough in rural settings; they include grades one through six. Recent additions and renovations have been completed at Buffalo and South Buffalo. These renovations were completed to meet the increasing student population growth within the district and to upgrade facilities to allow for better technology, safety and learning environments.

In the fall of 2003, the former Freeport Elementary School reopened its doors as the Freeport Kindergarten Center which houses all of the districts kindergarten students. Teachers have been able to work collaboratively to plan activities and lessons that the entire school is able to enjoy. The district offers three kindergarten programs; parents can choose between full-day and half-day

programs. Kindergarten Plus is a special program for students who enter kindergarten with pre-reading deficits. These students must qualify for this extended-day program.

Freeport students participate in heterogeneous instructional programs at the elementary level. As the students enter 7th grade, they have an opportunity to take advanced courses in Math and English. The high school offers AP and honors courses. Enrichment/Gifted and special education classes are available to all students who qualify throughout the district. Overall, the students in the district score well above the state averages on the PSSA in math, reading, and writing. To date, the district has met AYP in all sub-categories.

There are currently 140 classroom teachers and 10 administrators in the district. Through district professional development and tuition reimbursement programs, the teachers have established an innovative, progressive instructional approach. Use of instructional technology is encouraged and supported in all classrooms.

## **Core Purpose**

### **Mission**

*The mission of the Freeport Area School District is to serve as “a learning community dedicated to the success of all”.*

### **Vision**

The Freeport Area School District envisions a learning environment...

that prepares students to embrace the technological advancements of the 21st Century.

that develops students who are able to problem-solve thoughtfully

that promotes expressive communication through the application of reading, writing, listening, research, speaking, and presentations skills

that establishes a strong work ethic among the district's students

that develops citizens that make positive contributions to society

that establishes a love for learning and a recognition that learning is a life-long effort

that promotes wellness

## **Shared Values**

Freeport Area School District's Strategic Planning committee expressed the communities shared values through the following belief statements:

### **Student Achievement**

- **That all students want to learn and are capable of learning.**
- **That all individuals should be held accountable for their actions.**
- **That all students should reach standards established by the school district in the basic foundation areas of reading, writing, and mathematics.**
- **That high standards for behavior are essential to the educational climate.**

- That students should demonstrate the ability to work as individuals and to work within diverse teams.
- That creativity and problem solving skills should be encouraged in an atmosphere of academic rigor.

### Community Involvement

- That education is a shared responsibility of students, families, schools and the community.
- That the family is a vital part of the learning process.
- That quality education addresses social issues that effect the health and well being of individuals and the community.

### Employee Development

- That effective teachers are critical to the education process
- That staff development requires a constant, ongoing commitment by the administration, faculty and community.

### Infrastructure Maintenance

- That the community is committed to providing safe and learning-conducive facilities for education.
- That updating technology is required to meet the changing needs of students
- That the school will provide for special needs of individuals.

### Fiscal Responsibility

- That the school district will maintain a budget that meets programmatic needs and utilizes available funding efficiently
- That the school district will continue to search for alternate funding sources of various, new and innovative programs.

### **Goals**

The district will provide access to teachers to the entire curriculum for all instructional staff

The district will make the curriculum available to parents and community members to view

The district will use curriculum mapping software to maintain ongoing curriculum review and alignment to standards

The district will provide access to math and reading tutoring to all students in grades 1-12.

The district will promote the use of best practices in instruction including the integration of subjects and skills

The district will develop college entrance exam courses for high school students

The district will provide opportunities for parental involvement via conferences, workshops, online resources and committee participation.

### **Academic Standards**

Section 4.12 of 22 Pa. Code mandates that in designing educational programs, school districts (including charter schools) and AVTSs shall provide for the attainment of academic standards under subsection (a) and (c) and any additional academic standards which they describe in their strategic plans under Section 4.13(c) (relating to strategic plans). Freeport Area School District provides instruction throughout the curriculum so that students may develop knowledge and skills in the following area:

- (1) Reading, writing, speaking and listening
- (2) Mathematics
- (3) Science and technology
- (4) Environment and ecology
- (5) Social studies (civics and government, geography, economics and history)
- (6) Arts and humanities
- (7) Career education and work
- (8) Health, safety and physical education
- (9) Family and consumer science
- (10) World languages

All planned courses of study have been aligned to State Standards in the areas of curriculum, instruction and assessment.

### **Graduation Requirements**

Freeport Area School District requires that each candidate for graduation shall have earned the total number and type of credits as shown below. The required courses and credits reflect that the district exceeds the Commonwealth of Pennsylvania requirements as defined in Chapter IV regulations.

Each candidate for graduation shall earn a minimum of 23.5 credits and complete a Graduation Project in their junior year. These 23.5 credits must meet the following requirements:

English	4.0 Credits
Social Studies	4.0 Credits
Mathematics	4.0 Credits
Science	3.0 Credits
Arts & Humanities	2.0 Credits
Physical Education	1.0 Credits
Health/Driver Ed./PA History	1.0 Credits
Career/Personal Finance	0.5 Credits
Technology/Computer Course	1.0 Credits
Electives	3.0 Credits

Total	23.5 Credits
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Graduation Project: All students are required to complete a graduation project in their junior year (11th grade). Specific details for the project are coordinated through the English and Career Classes.

### **Strategic Planning Process**

Freeport Area School District is a Phase II LEA in the state's e-Strategic Planning Process. A school improvement plan is not required for this LEA. A Special Education Plan, approved on 6/13/2007 was already submitted. The remaining plans included in the overall Strategic Planning

process are: Academic Standards and Assessments Plan, Educational Technology Plan, Professional Education Plan, Student Services Plan, and Teacher Induction Plan. To complete these plans, Freeport's process included the following:

- (1) Identification of eSP Administrator. (Program Director)
- (2) Identification of individual Plan Administrators and Authors.
  - Academic Standards and Assessments Plan (Program Director and Principals)
  - Educational Technology Plan (District Technology Coordinator)
  - Professional Education Plan (Program Director and Principals)
  - Special Education Plan (Director of Special Services)
  - Student Services Plan (Program Director and Director of Special Services)
  - Teacher Induction Plan (Program Director)
- (3) Training for Plan Administrators and Authors in the eStrategic Planning Process.
- (4) Formal and Informal Needs Assessments completed and evaluated.
- (5) Formation of required Plan committees.
- (6) Review and update of Freeport Area School District's mission statement, vision, shared values, and goals.
- (7) Individual planning process for each of the above plans. Special Education plan was submitted to meet PDE deadlines. An extension was requested to complete the remaining plans.
- (8) Monitoring and review of plans by eSP Administrator.
- (9) Presentation of plan to the Freeport Area Board of Directors.
- (10) Public Review Period.
- (11) Approval by the Freeport Area School District Board of Directors.
- (12) Submission of plans for review by PDE.
- (13) Annual review and updates to plan.

### Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Aimee Raber	FASD	Elementary School Teacher	Staff election
Amy Sue Amadee	School District Parent	Parent	board of school directors
Danielle Pajerski	FASD	Other	board of school directors
Elizabeth Wingert	FASD	Special Education Representative	Stan Chapp & Wes Shipley
Heather Check	FASD	Elementary School Teacher	Open Invitation to Teachers by District
Jessica Berberich	FASD	Elementary School Teacher	Open Invitation to Teachers by District
Joe Phillips	FASD	Elementary School Teacher	Open Invitation to Teachers by District
Linda Kuruc	FASD	Secondary School Teacher	Staff election
Liz Vaughn	FASD	Ed Specialist - School Counselor	educational specialists
Loren Salsgiver	Community Business owner	Business Representative	board of school directors
Mary Lou Morgan	FASD	Middle School Teacher	Staff election
Robert Isenberg	FASD	Administrator	District Administrators
Ron Grove	FASD	Ed Specialist - Instructional	educational specialists

		Technology	
Rosann Johnson	School District Parent	Parent	board of school directors
Stan Chapp	FASD	Administrator	District administrators
Steve Poleski	FASD	Administrator	District Administrators
Sue Lowers	Community member	Community Representative	board of school directors
Valerie Smith	tax collector/business owner	Business Representative	board of school directors
Verlin Tolk	Community Member	Community Representative	board of school directors
Wesley Shipley	FASD	Administrator	District Administrators
Thane Hess	FASD	Other	board of school directors

## Goals, Strategies and Activities

### Measurable Annual Improvement Targets

#### Mathematics

Increase the overall percentage of students achieving proficient or advanced on the PSSA Math assessment in each grade:

- 3rd Grade - Increase 2.3% each year for the next six years (2007 Baseline - 86%)
- 4th Grade - Increase 1% each year for the next six years (2007 Baseline - 94%)
- 5th Grade - Increase 2.5% each year for the next six years (2007 Baseline - 85%)
- 6th Grade - Increase 3.3% each year for the next six years (2007 Baseline - 80%)
- 7th Grade - Increase 2% each year for the next six years (2007 Baseline - 88%)
- 8th Grade - Increase 3.3% each year for the next six years (2007 Baseline - 80%)
- 11th Grade - Increase 6.5% each year for the next six years (2007 Baseline - 61%)

Decrease the percentage of IEP students achieving below proficient on the PSSA Math assessment in each grade:

- 3rd Grade - Decrease 4.5% each year for the next six years (2007 Baseline - 27%)
- 4th Grade - Decrease 4.8% each year for the next six years (2007 Baseline - 29%)
- 5th Grade - Decrease 6.2% each year for the next six years (2007 Baseline - 37%)
- 6th Grade - Decrease 16.2% each year for the next six years (2007 Baseline - 71%)
- 7th Grade - Establish a baseline in 2008 and then Decrease the appropriate % each year for the next five years to reach 100% proficiency
- 8th Grade - Decrease 10.8% each year for the next six years (2007 Baseline - 65%)
- 11th Grade - Establish a baseline in 2008 and then Decrease the appropriate % each year for the next five years to reach 100% proficiency

Increase the percentage of Economically Disadvantaged students achieving proficient or advanced on the PSSA Math assessment in each grade:

- 3rd Grade - Increase 2.8% each year for the next six years (2007 Baseline - 83%)
- 4th Grade - Increase 1.7% each year for the next six years (2007 Baseline - 90%)
- 5th Grade - Increase 4.7% each year for the next six years (2007 Baseline - 72%)
- 6th Grade - Increase 6.8% each year for the next six years (2007 Baseline - 59%)
- 7th Grade - Increase 6% each year for the next six years (2007 Baseline - 64%)
- 8th Grade - Increase 5% each year for the next six years (2007 Baseline - 70%)
- 11th Grade - Increase 10% each year for the next six years (2007 Baseline - 40%)

#### Reading

Increase the overall percentage of students achieving proficient or advanced on the PSSA Reading assessment in each grade:

- 3rd Grade - Increase 3.3% each year for the next six years (2007 Baseline - 80%)
- 4th Grade - Increase 1.8% each year for the next six years (2007 Baseline - 89%)
- 5th Grade - Increase 4.3% each year for the next six years (2007 Baseline - 74%)
- 6th Grade - Increase 5% each year for the next six years (2007 Baseline - 70%)
- 7th Grade - Increase 2.8% each year for the next six years (2007 Baseline - 83%)
- 8th Grade - Increase 1.3% each year for the next six years (2007 Baseline - 92%)
- 11th Grade - Increase 3.7% each year for the next six years (2007 Baseline - 78%)

Decrease the percentage of IEP students achieving below proficient on the PSSA Reading assessment in each grade:

- 3rd Grade - Decrease 12.2% each year for the next six years (2007 Baseline - 73%)
- 4th Grade - Decrease 8.3% each year for the next six years (2007 Baseline - 50%)
- 5th Grade - Decrease 7.8% each year for the next six years (2007 Baseline - 47%)
- 6th Grade - Decrease 12.7% each year for the next six years (2007 Baseline - 76%)
- 7th Grade - Establish a baseline in 2008 and then Decrease the appropriate % each year for the next five years to reach 100% proficiency
- 8th Grade - Decrease 8.8% each year for the next six years (2007 Baseline - 43%)
- 11th Grade - Establish a baseline in 2008 and then Decrease the appropriate % each year for the next five years to reach 100% proficiency

Increase the percentage of Economically Disadvantaged students achieving proficient or advanced on the PSSA Reading assessment in each grade:

- 3rd Grade - Increase 5.2% each year for the next six years (2007 Baseline - 69%)
- 4th Grade - Increase 2.8% each year for the next six years (2007 Baseline - 83%)
- 5th Grade - Increase 7.3% each year for the next six years (2007 Baseline - 56%)
- 6th Grade - Increase 9.3% each year for the next six years (2007 Baseline - 44%)
- 7th Grade - Increase 7.2% each year for the next six years (2007 Baseline - 57%)
- 8th Grade - Increase 2.5% each year for the next six years (2007 Baseline - 85%)
- 11th Grade - Increase 10% each year for the next six years (2007 Baseline - 40%)

## **Writing**

Increase the overall percentage of students achieving proficient or advanced on the PSSA Writing assessment in each grade:

- 5th Grade - Increase 3.7% each year for the next six years (2007 Baseline - 78%)
- 8th Grade - Increase 1.1% each year for the next six years (2007 Baseline - 93%)
- 11th Grade - Increase 0.7% each year for the next six years (2007 Baseline - 96%)

Decrease the percentage of IEP students achieving below proficient on the PSSA Writing assessment in each grade:

- 5th Grade - Decrease 5.3% each year for the next six years (2007 Baseline - 32%)
- 8th Grade - Decrease 8.3% each year for the next six years (2007 Baseline - 50%)
- 11th Grade - Decrease 5.5% each year for the next six years (2007 Baseline - 67%)

Increase the percentage of Economically Disadvantaged students achieving proficient or advanced on the PSSA Writing assessment in each grade:

- 5th Grade - Increase 5.3% each year for the next six years (2007 Baseline - 68%)
- 8th Grade - Increase 2.2% each year for the next six years (2007 Baseline - 87%)
- 11th Grade - Increase 2.8% each year for the next six years (2007 Baseline - 83%)

## **Curriculum, Instruction and Instructional Materials**

The Freeport Area School District continually reviews and updates the local curriculum to insure a connection to the state standards. The district utilizes "Techpaths" curriculum mapping software

to write and update the curriculum in each course offered in the district. These maps promote consistency in instruction and insure standards-based instruction. Curriculum is reviewed and revised annually.

Each year the Act 48 committee meets to review the professional development activities that were offered and that need to be offered. This process is used to promote professional development in the area of instructional practice. Teachers are evaluated through formal evaluations and the principals utilize a "walk through" to critique instructional practice within the schools.

The induction process promotes best practices in instructional methodology and inductees are provided opportunities to observe best practices among their peers. On a case-by-case basis, veteran teachers are also allotted the opportunity to observe teachers that utilize best practice.

Instructional materials are updated on a rotation basis based on need. Each year the district provides financial support to purchase new text books and supplemental materials to insure that all students and teachers in the district have the the best available resources at their disposal.

### **Assessments and Public Reporting**

Regular reporting of student assessment results is completed in several venues in the district. The local newspaper reports statewide test results for all local districts on a comparative basis upon release from PDE. The district posts the annual school report card on the district website.

Additionally, the superintendent provides a public report of state testing results to the board of school directors at a regular board meeting annually upon receipt of the results.

### **Targeted Assistance For Struggling Students**

Programs to support struggling students will be provided for all students in the district in a variety of settings:

Kindergarten students are screened for pre-reading skills using the DIBELS screening tool. Students who fall below benchmarks are offered "Kindergarten Plus", a full-day kindergarten program that is designed to offer a half-day of the regular kindergarten curriculum and a half-day of pre-reading and reading skills curriculum.

Title I reading services are available through a targeted assistance approach to all students in grades k-6 that demonstrate a need for reading support. Title I reading is delivered in a push-in model for all Title I eligible students. Also, students that demonstrate the greatest need receive additional time with the reading specialist in a small group setting.

After school tutoring assistance is available to all students in grades 1-12 for reading and math. Students who score in the Basic or Below Basic levels on the PSSA are eligible to attend tutoring services after school.

Special education and a life skills class for students who have an IEP is available for in grades k-12.

### **Support for Struggling Schools**

All schools in the Freeport Area School District have achieved AYP. Continuous review and evaluation of assessment data is conducted in each school to seek ways to improve student performance.

Consistency in curriculum, instructional practices and assessment tools across grade levels, between buildings and within departments is a desired focus to insure that all children experience rigorous curriculum delivered using best practices for learning to meet state standards.

### **Qualified, Effective Teachers and Capable Instructional Leaders**

Teachers in the Freeport Area School District are all highly qualified by virtue of certification or through special certification provisions to assist Special Education Teachers to receive highly qualified status (bridge or houis). All special education teachers in the secondary schools are teaching in an inclusion setting with a content certified teacher. On rare occasion, it is necessary to seek emergency certification through PDE for a substitute teacher serving in an extended assignment.

### **Parent and Community Participation**

Parents are an active part of the learning community. Parents are welcome to serve as classroom and building volunteers to assist with the needs of the teachers and clerical staff. Parents serve in the PTA, Parent Advisory Councils for Title I, as well as building and district-level committees. Parents assist the district by raising funds for enrichment activities and extra curricular events for students. Parents also assist in the dissemination of information and promote parental involvement by others in the community.

At the secondary level, parents host special events for students and raise funds in support of extracurricular programming. Parents and community members assist the district as chaperons for school sponsored activities and act as both paid and volunteer coaches and sponsors for extracurricular activities.

Several parents and community members have developed and support scholarship awards to graduating seniors.

### **Pre-Kindergarten Transition**

The district does not offer pre-kindergarten. However, prior to entering kindergarten every new student is screened for hearing, vision, speech, and pre-reading skills on the DIBELS screening tool. Additionally, the kindergarten staff holds yearly meetings with the local pre-school and day care providers to discuss the expectations of the children as they enter kindergarten. Finally, all local pre-schools including the YMCA and Head Start are invited to bring their kindergarten students for a tour of the facility.

Just prior to the opening of school, a comprehensive orientation is provided for the children and parents so that the students can find their classrooms, meet their teachers, learn transportation procedures and learn building procedures.

### **Utilization of Resources and Coordination of Services**

Service or Resource	Comment or Reflection
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## Signatures

Date Submitted to PDE \_\_\_\_\_

School District/AVTS/Charter School

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Zip Code: \_\_\_\_\_

IU#: \_\_\_\_\_

Chief School Administrator: \_\_\_\_\_

Telephone (area code): \_\_\_\_\_ # \_\_\_\_\_

We affirm that this Academic Standards and Assessment report was developed in accordance with State Board of Education Chapter 4 Regulations. We also affirm that the contents are true and correct and that the report was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or a minimum of 28 days whichever comes first.

\_\_\_\_\_  
Signature Date  
School Board Secretary

\_\_\_\_\_  
Signature Date  
School Board President

\_\_\_\_\_  
Signature Date  
Chief School Administrator