

# Report Card

2007 - 2008

*The North Allegheny School District is proud of its tradition of excellence and accomplishment. The District provided outstanding educational services to 8,038 children in kindergarten through grade 12 in the 2007-2008 school year. The everyday culture of this District expects and delivers exceptional effort and achievement. The District seeks to present every child with the best possible opportunities to learn and grow and, in return, expects every child's best effort. The performance of North Allegheny students in 2007-2008, as measured by a number of different standard indicators, reflects the first-rate outcomes of that philosophy in action.*

There are many ways to evaluate whether a school district's performance is excellent. It is important to depend on a comprehensive evaluation plan in making that determination. One important measurement is the review of the performance of all students on standardized tests. While it is important to note that standardized tests cannot be the only measure of progress and accomplishment, they do provide meaningful data to help the District plan for continual improvement.

Every school district in the nation is required by the federal *No Child Left Behind Act of 2001* to provide its constituency with an overview of the performance of its students on respective state standardized test series. In Pennsylvania, this test series is the Pennsylvania System of School Assessment (PSSA), which is administered to all students in grades 3 – 8, and 11. Reading, Mathematics, Writing and Science are the subject areas assessed by the PSSA. Information regarding participation by students, overall attendance and graduation rates, and the qualifications of the District teaching staff are also required aspects of the report.

On the following pages you will find the District PSSA Report, as well as an overview of some of the other ways in which the District assesses and analyzes the overall performance of students. To review the PSSA Report Card for the District and individual schools for grades 3 – 8 and 11, visit the website, [www.northallegheny.org](http://www.northallegheny.org), and click on the Report Card icon on the front page. Alternatively, a printed copy of a report(s) may be requested from a school principal. In addition, the annual and extensive *Report of Student Achievement* was presented to the Board of School Directors and the community on October 29, 2008.

## The Pennsylvania System of School Assessment 2008

The intent of the *No Child Left Behind Act of 2001* (NCLB) is to ensure that every child, regardless of background, demonstrates a solid understanding of and an adequate display of skills. The Pennsylvania Academic Standards define what each student should know and be able to do in a core set of subjects. To this end, Pennsylvania has developed the Pennsylvania System of School Assessment (PSSA). For the 2007-2008 school year, students in grades 3 through 8 and 11 in public schools throughout the state were required to take the PSSA. The state compares student performance data from the PSSA with its own established targets for proficiency. That information is combined with test participation, attendance, and graduation data to determine if schools have made Adequate Yearly Progress (AYP). For the 2007-2008 school year, the performance of students in grades 3–8 and 11 was used to determine AYP. Student performance on the PSSA is reflected in four performance levels:

- Advanced (superior academic performance)
- Proficient (satisfactory academic performance)
- Basic (marginal academic performance)
- Below Basic (inadequate academic performance)

The goal of NCLB is for every student to score at the Proficient level or above by the year 2014. Schools are required to advance toward this goal by meeting the gradually increasing AYP targets established for each interim year. For 2008, Pennsylvania has established the AYP targets for student performance as follows:

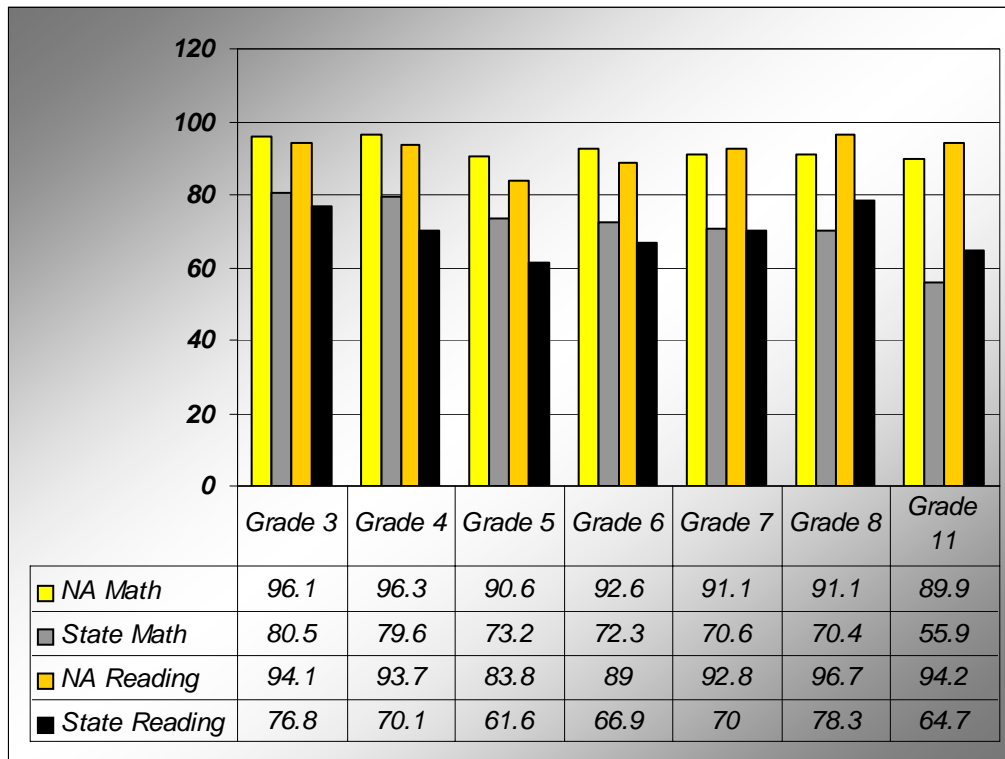
- Student Achievement
  - o In Reading, the combined percentage of students performing at the Advanced and Proficient levels must be at least 63%.
  - o In Mathematics, the combined percentage of students performing at the Advanced and Proficient levels must be at least 56%.
  - o Achievement data must be analyzed in aggregate on a District basis and for each individual school.
- In addition, the state requires that the performance of students in twelve identified subgroups be analyzed. These subgroups include gender, race/ethnicity, IEP, English Language Learners, migrant status, and economically disadvantaged status. For the purpose of determining AYP compliance, the performance of any subgroup that includes more than 40 students is considered. To meet the requirements for Report Cards, the performance of any subgroup of more than 10 students is included.
- Participation Rate in Assessments: 95% of students must take the PSSA exam.
- Attendance Rate (K - grade 8): The student attendance rate for the year must meet or exceed 90%.
- Graduation Rate (Grades 9 – 12): The District must demonstrate that 80% or more of secondary students graduate from high school.

To attain AYP, the criteria must be met. However, the Pennsylvania Department of Education has developed additional filters in determining AYP. The filters consider significant growth in student achievement and the possibility of sampling errors. They include the Safe Harbor Provision, the Confidence Interval, and the PA Performance Index. Due to North Allegheny's high level of achievement, these filters have not been utilized.

## The Big Picture: NA Out-Performs State Averages in Math and Reading at Every Grade Level

It is the goal of NCLB for every student to score at the Proficient level or above by the year 2014. Clearly students at NASD are well on their way to meeting that mark. Students in grades 3 – 8 and 11 significantly out-performed state averages in both Math and Reading this year, with Advanced and Proficient scores ranging from 90 to 96 in Math and 84 to 97 in Reading.

It is significant to note that the **state standard for Math in 2008 is an average of 56%** and the **state standard for Reading in 2008 is an average of 63%**. The chart below compares NASD averages to state averages.



## Performance by All Students on PSSA Math and Reading Assessments by Grade Level

The following seven charts show the percentage of students scoring at each of the proficiency levels by overall grade and by subgroups including gender, race/ethnicity, etc. If there are ten or fewer students in a subgroup, scores are not reported due to confidentiality concerns.

	Mathematics—State Standard 56% Advanced + Proficient						Reading—State Standard 63% Advanced + Proficient					
	Participation Rate	% Advanced	% Proficient	% Advanced + Proficient	% Basic	% Below Basic	Participation Rate	% Advanced	% Proficient	% Advanced + Proficient	% Basic	% Below Basic
<b>All Students</b>												
<b>Grade 3</b>	99%	67	29	96	4	0		36	58	94	4	2
<b>Gender</b>												
Males	100%	71	26	97	3	1		35	58	93	5	2
Females	99%	63	32	95	5	0		38	57	95	4	1
<b>Race/Ethnicity</b>												
White	100%	67	30	96	3	0		35	59	94	4	1
Black	NA											
Latino/Hispanic	NA						NA					
Asian	100%	83	11	94	4	2		53	42	94	6	0
Native American	NA						NA					
Multi-Ethnic	NA						NA					
IEP/not gifted **	100%	51	36	87	11	2		25	61	86	9	5
English Language Learners (ELL)	NA						NA					
Migrant	NA						NA					
Economically Disadvantaged	NA						NA					

Percentage may not total 100% due to rounding. Pennsylvania requirements specify that this information should be represented for all subgroups, except those that are composed of fewer than ten students. This table reflects all students enrolled for any portion of the academic year. Therefore, these numbers may not match the results reported for accountability purposes.

\*\* Inclusive of all students with IEP's of which many have IEP's for Speech/Language Support only.

	Mathematics—State Standard 56% Advanced + Proficient						Reading—State Standard 63% Advanced + Proficient					
	Participation Rate	% Advanced	% Proficient	% Advanced + Proficient	% Basic	% Below Basic	Participation Rate	% Advanced	% Proficient	% Advanced + Proficient	% Basic	% Below Basic
All Students												
<b>Grade 4</b>		76	20	96	2	2		68	26	94	4	2
Gender												
Males		78	19	97	2	1		67	26	92	5	3
Females		75	20	95	2	2		69	26	95	4	1
Race/Ethnicity												
White		75	21	96	2	2		66	28	94	4	2
Black												
Latino/Hispanic	NA						NA					
Asian		88	11	98	0	2		80	14	94	5	2
Native American	NA						NA					
Multi-Ethnic	NA						NA					
IEP/not gifted **		53	37	89	2	8		39	37	76	15	9
English Language Learners (ELL)	NA						NA					
Migrant	NA						NA					
Economically Disadvantaged		64	36	100	0	0		64	27	91	9	0
Title III Math & Reading	NA						NA					

	Mathematics—State Standard 56% Advanced + Proficient						Reading—State Standard 63% Advanced + Proficient					
	Participation Rate	% Advanced	% Proficient	% Advanced + Proficient	% Basic	% Below Basic	Participation Rate	% Advanced	% Proficient	% Advanced + Proficient	% Basic	% Below Basic
All Students												
<b>Grade 5</b>	100%	67	24	91	8	2	100%	45	38	84	12	4
Gender												
Males	100%	68	21	90	8	3	100%	44	39	82	12	5
Females	100%	65	26	91	8	1	100%	47	38	85	12	3
Race/Ethnicity												
White	100%	66	25	91	7	2	100%	43	41	84	12	4
Black	NA						NA					
Latino/Hispanic	NA						NA					
Asian	100%	83	6	89	9	2	100%	63	22	84	11	5
Native American	NA						NA					
Multi-Ethnic	NA						NA					
IEP/not gifted **	100%	36	35	71	15	14	100%	29	23	52	27	21
English Language Learners (ELL)	NA						NA					
Migrant	NA						NA					
Economically Disadvantaged	100%	43	29	71	29	0	100%	36	36	71	29	0

	Mathematics—State Standard 56% Advanced + Proficient						Reading—State Standard 63% Advanced + Proficient					
	Participation Rate	% Advanced	% Proficient	% Advanced + Proficient	% Basic	% Below Basic	Participation Rate	% Advanced	% Proficient	% Advanced + Proficient	% Basic	% Below Basic
All Students												
<b>Grade 6</b>	100%	69	23	93	5	2	100%	58	31	89	7	4
Gender												
Males	100%	71	20	92	5	3	100%	54	31	85	9	6
Females	100%	67	26	93	4	2	100%	62	31	93	5	2
Race/Ethnicity												
White	100%	68	25	93	5	2	100%	57	32	89	7	4
Black	100%	47	33	80	13	7	100%	40	47	87	7	7
Latino/Hispanic	NA						NA					
Asian	100%	89	8	97	3	0	100%	70	21	92	5	3
Native American	NA						NA					
Multi-Ethnic	NA						NA					
IEP/not gifted **	100%	29	36	65	18	17	100%	24	35	58	15	26
English Language Learners (ELL)	NA						NA					
Migrant	NA						NA					
Economically Disadvantaged	100%	50	21	71	14	14	100%	50	14	64	7	29

Percentage may not total 100% due to rounding. Pennsylvania requirements specify that this information should be represented for all subgroups, except those that are composed of fewer than ten students. This table reflects all students enrolled for any portion of the academic year. Therefore, these numbers may not match the results reported for accountability purposes.

\*\* Inclusive of all students with IEP's of which many have IEP's for Speech/Language Support only.

	Mathematics—State Standard 56% Advanced + Proficient						Reading—State Standard 63% Advanced + Proficient					
	Participation Rate	% Advanced	% Proficient	% Advanced + Proficient	% Basic	% Below Basic	Participation Rate	% Advanced	% Proficient	% Advanced + Proficient	% Basic	% Below Basic
All Students												
<b>Grade 7</b>	100%	74	17	91	5	4	100%	65	27	93	4	3
Gender												
Males	100%	77	16	93	5	2	99%	63	29	92	3	4
Females	100%	71	18	89	6	5	100%	68	25	93	5	2
Race/Ethnicity												
White	100%	73	18	91	5	4	99%	64	29	93	4	4
Black	NA						NA					
Latino/Hispanic	NA						NA					
Asian	100%	93	4	96	4	0	100%	88	9	96	4	0
Native American	NA						NA					
Multi-Ethnic	NA						NA					
IEP/not gifted **	97%	38	16	54	18	28	97%	30	21	51	21	28
English Language Learners (ELL)	NA						NA					
Migrant	NA						NA					
Economically Disadvantaged	100%	44	19	63	25	13	100%	38	31	69	19	13

	Mathematics—State Standard 56% Advanced + Proficient						Reading—State Standard 63% Advanced + Proficient					
	Participation Rate	% Advanced	% Proficient	% Advanced + Proficient	% Basic	% Below Basic	Participation Rate	% Advanced	% Proficient	% Advanced + Proficient	% Basic	% Below Basic
All Students												
<b>Grade 8</b>	100%	75	16	91	5	3	100%	88	9	97	1	2
Gender												
Males	100%	76	16	92	6	2	100%	87	10	97	2	2
Females	100%	75	16	90	5	5	100%	89	9	97	1	2
Race/Ethnicity												
White	100%	74	17	91	5	4	100%	88	10	98	1	1
Black	NA						NA					
Latino/Hispanic	NA						NA					
Asian	100%	85	8	92	8	0	100%	89	4	92	2	6
Native American	NA						NA					
Multi-Ethnic	NA						NA					
IEP/not gifted **	100%	25	30	55	20	25	100%	44	34	77	8	14
English Language Learners (ELL)	NA						NA					
Migrant	NA						NA					
Economically Disadvantaged	100%	54	21	75	13	13	100%	79	13	92	4	4

	Mathematics—State Standard 56% Advanced + Proficient						Reading—State Standard 63% Advanced + Proficient					
	Participation Rate	% Advanced	% Proficient	% Advanced + Proficient	% Basic	% Below Basic	Participation Rate	% Advanced	% Proficient	% Advanced + Proficient	% Basic	% Below Basic
All Students												
<b>Grade 11</b>	99%	61	29	90	6	4	99%	71	24	94	5	1
Gender												
Males	99%	64	25	90	6	4	99%	68	24	92	6	2
Females	100%	58	32	91	7	3	100%	74	23	97	3	0
Race/Ethnicity												
White	99%	60	30	90	6	4	99%	70	24	94	4	1
Black	100%	46	15	62	23	15	100%	46	38	85	15	0
Latino/Hispanic	NA						NA					
Asian	100%	84	14	98	2	0	100%	80	16	95	5	0
Native American	NA						NA					
Multi-Ethnic	NA						NA					
IEP/not gifted **	97%	13	27	40	20	40	97%	13	37	50	30	20
English Language Learners (ELL)	NA						NA					
Migrant	NA						NA					
Economically Disadvantaged	93%	46	31	77	8	15	93%	69	15	85	0	15

Percentage may not total 100% due to rounding. Pennsylvania requirements specify that this information should be represented for all subgroups, except those that are composed of fewer than ten students. This table reflects all students enrolled for any portion of the academic year. Therefore, these numbers may not match the results reported for accountability purposes.  
 \*\* Inclusive of all students with IEP's of which many have IEP's for Speech/Language Support only.

## Comparison of Performance by All Students in 2007 and 2008

The following chart compares District-wide student performance for grades 3 – 8, and 11 in Mathematics and Reading over a two-year period. **In both years, the percentage of students performing at the combined Advanced and Proficient level far exceeds the AYP targets for 2008.**

	2007					2008				
	% Advanced	% Proficient	% Advanced + Proficient	% Basic	% Below Basic	% Advanced	% Proficient	% Advanced + Proficient	% Basic	% Below Basic
<b>Grade 3</b>										
Mathematics	68	29	98	2	1	67	29	96	4	0
Reading	44	50	94	5	2	36	58	94	4	2
<b>Grade 4</b>										
Mathematics	69	25	95	3	2	76	20	96	2	2
Reading	55	35	89	7	3	68	26	94	4	2
<b>Grade 5</b>										
Mathematics	59	30	89	9	3	67	24	91	8	2
Reading	39	46	85	9	6	45	38	84	12	4
<b>Grade 6</b>										
Mathematics	66	25	90	7	3	69	23	93	5	2
Reading	54	33	87	10	3	58	31	89	7	4
<b>Grade 7</b>										
Mathematics	65	22	88	7	5	74	17	91	5	4
Reading	65	23	89	6	5	65	27	93	4	3
<b>Grade 8</b>										
Mathematics	69	24	92	5	3	75	16	91	5	3
Reading	79	17	97	3	1	88	9	97	1	2
<b>Grade 11</b>										
Mathematics	51	30	80	12	8	61	29	90	6	4
Reading	55	32	87	7	7	71	24	94	5	1

## Comparison of All District Students to All Students in Pennsylvania in 2008

In both Mathematics and Reading, **North Allegheny School District outperforms the state performance averages.** NASD had a greater percentage of students scoring at the combined Advanced and Proficient levels than were recorded at the state level. In addition, NASD had a lower percentage of students performing at the Basic and Below Basic levels than were recorded at the state level.

	North Allegheny School District					Pennsylvania				
	% Advanced	% Proficient	% Advanced + Proficient	% Basic	% Below Basic	% Advanced	% Proficient	% Advanced + Proficient	% Basic	% Below Basic
<b>Grade 3</b>										
Mathematics	67	29	96	4	0	42	38	80	14	6
Reading	36	58	94	4	2	20	57	77	11	12
<b>Grade 4</b>										
Mathematics	76	20	96	2	2	50	30	80	8	12
Reading	68	26	94	4	2	34	36	70	16	13
<b>Grade 5</b>										
Mathematics	67	24	91	8	2	46	28	73	17	10
Reading	45	38	84	12	4	23	38	62	20	19
<b>Grade 6</b>										
Mathematics	69	23	93	5	2	47	26	72	14	14
Reading	58	31	89	7	4	32	35	67	18	15
<b>Grade 7</b>										
Mathematics	74	17	91	5	4	44	27	71	15	15
Reading	65	27	93	4	3	36	34	70	16	14
<b>Grade 8</b>										
Mathematics	75	16	91	5	3	42	28	70	14	16
Reading	88	9	97	1	2	54	24	78	10	12
<b>Grade 11</b>										
Mathematics	61	29	90	6	4	26	30	56	18	27
Reading	71	24	94	5	1	32	33	65	16	19

## Comparison of All District Students to All Students in Pennsylvania on PSSA Writing in 2008

Writing skills are assessed on the PSSA, but student performance is not currently utilized to determine Adequate Yearly Progress. The chart below highlights the performance of NASD 5<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> grade students in comparison to the state scores. The percentage of District students at the Advanced and Proficient levels surpassed the state scores at each grade level.

	North Allegheny School District					Pennsylvania				
	% Advanced	% Proficient	% Advanced + Proficient	% Basic	% Below Basic	% Advanced	% Proficient	% Advanced + Proficient	% Basic	% Below Basic
<b>Grade 5</b>										
Writing	22.9	68.6	91.5	8.5	0.0	4.6	52.7	57.3	41.6	1.2
<b>Grade 8</b>										
Writing	5.9	86.4	92.3	7.2	0.5	2.3	66.8	69.1	28.0	2.9
<b>Grade 11</b>										
Writing	29.8	69.2	98.8	0.9	0.1	13.6	72.2	85.8	13.0	1.2

## Comparison of Performance on PSSA Writing in 2007 and 2008

The chart below highlights the performance of NASD students for a two-year period. **Students have consistently excelled.**

	Spring 2007					Spring 2008				
	% Advanced	% Proficient	% Advanced + Proficient	% Basic	% Below Basic	% Advanced	% Proficient	% Advanced + Proficient	% Basic	% Below Basic
<b>Grade 5</b>										
Writing	1.7	78.9	80.6	19.4	0.0	22.9	68.6	91.5	8.5	0.0
<b>Grade 8</b>										
Writing	22.4	71.8	94.2	5.8	0.0	5.9	86.4	92.3	7.2	0.5
<b>Grade 11</b>										
Writing	17.3	78.3	95.6	4.0	0.3	29.8	69.2	98.8	0.9	0.1

### Attention Parents of NA Students Grades 8-12:

The federal No Child Left Behind legislation requires that every student must demonstrate proficiency on the PSSA exams. The North Allegheny Board Policy #3241 requires that every student whose PSSA test results from grades 8 or 11 are in the non-proficient range will be required to enroll in the NASD PSSA Preparation Course(s). Seniors who have not demonstrated proficiency on the 11th grade PSSA must take the PSSA Retest in the 12th grade and enroll or re-enroll in the PSSA Preparation Course(s). Credits and grades for these courses will appear on transcripts. These measures are being taken in an effort to help every student become proficient in Reading, Math and Writing before they graduate from the North Allegheny School District.

## Comparison of Performance on PSSA Science Assessment in 2008

Science assessment in Grades 4, 8, and 11 is new on the PSSA for 2008 and is not yet included in the determination of Adequate Yearly Progress. North Allegheny students significantly outperformed students statewide.

	North Allegheny School District					Pennsylvania				
	% Advanced	% Proficient	% Advanced + Proficient	% Basic	% Below Basic	% Advanced	% Proficient	% Advanced + Proficient	% Basic	% Below Basic
<b>Grade 4</b>										
Science	78	21	98	2	0	40	41	82	13	6
<b>Grade 8</b>										
Science	43	42	85	10	5	16	36	53	24	23
<b>Grade 11</b>										
Science	25	40	64	33	3	10	25	36	46	18

## NASD Graduation and Attendance Rates

The state has incorporated target requirements for both graduation rate and attendance rate into the calculation of Adequate Yearly Progress. The 2008 targets were 80% for graduation rate and 90% for attendance rate. **North Allegheny exceeded both targets in 2008 with a graduation rate of 100% and an attendance rate of 96%.**

## Overview of Qualifications of Teaching Staff 2008

The state requires that districts publish information about the qualifications of their professional staff. The North Allegheny School District is very fortunate to have highly qualified, creative and caring teachers. The District depends upon a very rigorous selection process and criteria to identify the best teachers available. As members of the staff, teachers benefit from the training provided by Staff Development programs and the mentorship of building administrators. Many of the District's teachers are listed in "Who's Who Among America's Teachers." Many are active in leadership on a state and/or national level in various professional organizations. Many are published and are frequent seminar presenters. **NASD is proud of and grateful to its teachers, who make a difference every day in the lives of the children.**

Total Number of Teachers	% of Teachers PA Certified	% of Teachers with Emergency or Provisional Credentials	% of Total Classes Taught by Non-Certified Teachers
624	100%	0%	0%

## The Scholastic Aptitude Test (SAT) 2008

The SAT, published by the College Board, is designed as an indicator of a student's ability to do college-level work. It measures Critical Reading, Writing, and Mathematics skills. Across the nation, 50% of high school graduates in the Class of 2008 took the SAT. At NASD, 89% of the Class of 2008 took the SAT.

NASD has offered a four-part SAT Prep Program since the summer of 2003. It includes a number of supplemental resources to help students increase scores on the SAT. The response to and participation in the SAT Prep Program has been very strong.

## Comparison of SAT Scores with National Data

**In 2008, NASD students surpassed the state and national mean scores on the SAT in Critical Reading, Mathematics and the Composite score sections.** These comparisons are made using the mean score of all students who took the exam; therefore, it is significant that 89% of 2008 graduating seniors took the test. When the SAT was revised in March 2005, a Writing test was added. In 2008, NASH students had a mean writing score of 548 compared to the national average of 494.

**Perhaps even more significant is the fact that NA's mean composite SAT score (Critical Reading, Math, and Writing) for 2007-2008 is 1685, indicating an all time high combined score for the District.** This score is 20 points higher than the 2006-2007 score.

Class	NASD				NATIONAL			
	Critical Reading	Math	Writing	Composite	Critical Reading	Math	Writing	Composite
2008	560	577	548	1685	502	515	494	1511
2007	555	569	541	1665	502	515	494	1511
2006	559	571	546	1676	503	518	497	1518

## Comparison of PSAT/NMSQT Scores with National Data

The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a standardized test that provides practice for taking the SAT. It is also the qualifier for the National Merit Scholarship Corporation's scholarship program. The test measures Verbal Reasoning, Critical Reading, Math Problem-Solving, and Writing Skills. It is designed to be taken in the junior year. The chart below shows the performance of NASD juniors on the PSAT over a period of six years. **During that time, the mean score of NASD juniors in each area of the exam has consistently been higher than the mean score of all juniors at the national level.**

	2003-2004			2004-2005			2005-2006			2006-2007			2007-2008		
	Critical Reading	Math	Writing Skills	Critical Reading	Math	Writing Skills	Critical Reading	Math	Writing Skills	Critical Reading	Math	Writing Skills	Critical Reading	Math	Writing Skills
NASD	54.7	54.7	56.3	52.8	53.8	55.4	54.2	56.1	55.2	53.8	55.2	51.8	54.0	54.4	52.3
National	47.2	48.1	49.8	46.9	48.8	50.4	47.6	49.3	49.4	47.5	48.5	45.7	46.7	48.2	45.9
Difference	+7.5	+6.6	+6.5	+5.9	+5.0	+5.0	+6.6	+6.8	+5.8	+6.3	+6.7	+6.1	+7.3	+6.2	+6.4

## Mean Scores of Juniors Taking PSAT 2003-08 and Comparison of Student Performance on the PSAT and SAT

The PSAT is taken by juniors as a practice exercise in preparation for taking the SAT. It is, therefore, meaningful to compare the mean scores of juniors on the PSAT to the mean scores of the same students as seniors. This can be done by converting PSAT scores to an SAT scale (SAT score = PSAT score multiplied by 10).

Class	PSAT Mean Score	SAT Mean Score	Increase
2008	109.0	1137	+47
2007	110.3	1124	+21
2006	106.6	1130	+64
2005	109.4	1134	+40
2004	110.9	1126	+17
2003	107.2	1104	+32

# NASH Students Honored in National Recognition Programs

The North Allegheny School District proudly announces that the **National Merit® Scholarship Corporation** has named eleven District students **Finalists**, two students **Semifinalists** and twenty-six students **Commended** in the 2009 Competition.

Finalist students are:

**Stacey Chen**  
**Mike Heckmann**  
**Andrew Ho**

**Emily Li**  
**Kevin Liu**  
**Katherine Luo**

**Dakota McCoy**  
**Elaine Oestreich**  
**Michael Sinko**

**Nimish Telang**  
**Kristen Yealy**

Semifinalist students are:

**Arundhati Bharati**

**Joseph Whitmore**

Commended students are:

**Laura Amster**  
**Phillip Briggs**  
**Thomas Dean**  
**Andrew Fishell**  
**Kelly Gilmour**  
**Adam Jacob**  
**Douglas Kulchar**

**Lauryn Lepere**  
**Jeffrey Lin**  
**Jonathan Lin**  
**Colin Madigan**  
**John McElhattan**  
**Sarah Musial**

**Dinesh Palanisamy**  
**Bianca Palmisano**  
**Samantha Polak**  
**Ian Preston**  
**Christopher Rullan**  
**Kenneth Sandala**

**Kathryn Schmiech**  
**Sumeet Shroff**  
**Ashley Truxal**  
**James Walton**  
**Kerri Woodward**  
**Peter Wu**  
**Conor Yates**

The **National Achievement® Program** was initiated in 1964 to honor Black American youth throughout the nation and provide scholarships to a substantial number of the most outstanding participants in each annual competition. Two NASH students are being recognized in the 2009 National Achievement® Scholarship Program. They are:

**Kendra Calhoun** – Semifinalist  
**Ayorinde Adegbesan** – Outstanding Participant

The **National Hispanic Recognition Program** was initiated in 1983 to identify outstanding Hispanic/Latino high school students. The following NASH student has been recognized in the 2008-09 National Hispanic Recognition Program:

**Steven Verez** – Scholar

## Overview of National Merit Honorees

The criteria used to determine if students qualify for placement in the National Merit Program is based on student performance on the PSAT/NMSQT. **Historically, NASD has had a high number of students named National Merit Finalists and Commended students each year.** Consistently, we also have students honored in additional National Merit categories, such as Hispanic, Black American, Presidential, etc. In addition to the prestige of being honored by the National Merit Program, students who qualify become eligible for significant scholarship opportunities.

Class	Finalists	Commended	Total	Total # in Class	% of Class Honored by NSMQT	Additional Winners
2009	11 3 Semifinalists	27	41			<i>information not yet available</i>
2008	19 1 Semifinalist	25	45	672	6.7%	8 Merit Scholars, 1 Nat'l Achievement Scholar, 2 Corp. Scholars
2007	8	20	28	669	4.2%	4 Merit Scholars, 4 Corp. Scholars
2006	12	21	33	669	4.9%	6 Merit Scholars, 2 Nat'l. Achievement Scholars 5 Merit Scholars, 7 Corp. Scholars
2005	12	21	33	711	4.6%	2 Nat'l Hispanic Recog. Program Scholars
2004	12	31	43	682	6.3%	6 Merit Scholars, 1 Nat'l. Achievement Scholar
2003	16	19	35	671	5.2%	5 Merit Scholars, 1 Presidential Scholar
2002	12	27	39	685	5.7%	4 Merit Scholars, 1 Presidential Scholar

## The Iowa Test of Basic Skills (ITBS)

NASD also uses the Iowa Test of Basic Skills, published by Riverside, as an assessment tool for students in grades 2 through 8 in Mathematics, Reading, and Language Arts. The information gleaned from these test results is used to assist in individual student planning, the development and implementation of instructional improvement plans, and curriculum development. For an overview of the results of this exam series, please refer to the Report of Student Achievement, which was presented to the School Board on October 29, 2008.

## The Advanced Placement Program

Another nationally recognized measure of the rigor of a public school program is the number of Advanced Placement (AP) courses offered and the performance of students on the AP Tests. Participating in AP courses gives students an opportunity to try college-level work in high school and gain valuable skills and study habits that will help them in their college experience. By taking an AP Test and earning a qualifying score, students can potentially earn college credit or advanced placement status at many colleges and universities. The AP Tests are scored on a scale of one (1) to five (5). A score of three (3) or more is a potentially qualifying score.

In 2007-2008, a total of 484 students took one or more AP courses. Within that total, 228 students enrolled in one AP course, 127 students enrolled in two AP courses and 129 students enrolled in three to six AP courses. During the same year, NASD students took a total of 779 exams. These figures represent a high degree of motivation on the part of a large sector of the NASD student body.

## Advanced Placement Test Results 2008

The chart below shows a list of the AP courses that the NASD offers, the number of exams taken in 2007-2008 in each course area, and the corresponding performance of the students. Of the 779 exams taken, **94%** earned scores of three or better, which potentially **qualify for college credit**. Breaking that down, 42% earned a score of five, 34% earned a score of four, and 18% earned a score of three. **The overall mean score was 4.09**. Historically, this is the highest number of exams taken at NASD.

2007- 2008 ADVANCED PLACEMENT (AP) TEST RESULTS				
Area Tested	AP Tests Taken	Scored 3 or Better	Percent Scoring 3 or Better	Overall Mean Grade
Biology	85	73	85.88%	4.14
Calculus AB	84	77	91.66%	4.07
Calculus BC	38	36	94.73%	4.63
Chemistry	41	40	97.56%	4.39
Computer Science A	7	7	100%	4.43
Economics - MAC	1	1	100%	4.00
Economics - MIC	1	1	100%	4.00
English Language/Comp.	74	69	93.24%	3.99
English Literature/Comp.	33	33	100%	4.30
European History	73	71	97.26%	4.29
French Language	20	16	80.00%	3.00
German Language	11	7	63.63%	2.82
Latin - Vergil	16	15	93.75%	4.06
Music Theory	13	13	100%	3.69
Physics B	64	64	100%	3.95
Physics C-E&M	21	20	95.23%	4.38
Physics MECH	23	23	100%	4.57
Spanish Language	24	19	79.16%	3.13
Statistics	82	80	97.56%	4.43
Studio Art - Drawing	6	5	83.33%	3.83
Studio Art - 2D Design	6	4	66.66%	3.17
U.S. History	56	52	92.85%	3.86
<b>TOTALS</b>	<b>779</b>	<b>726</b>	<b>94.00%</b>	<b>4.09</b>

<b>663</b>	<b>Students in the Senior Class</b>
<b>149</b>	<b>Seniors in the National Honor Society</b>
<b>1</b>	<b>Foreign Exchange Student in the Senior Class</b>
<b>135</b>	<b>Seniors in the GOAL Program</b>
<b>140</b>	<b>Students Graduated with 4.0 &amp; above</b>
<b>193</b>	<b>Students Graduated with High Honor (3.8+)</b>
<b>117</b>	<b>Students Graduated with Honor (3.5 - 3.79)</b>
<b>152</b>	<b>Students Accepted Various Scholarships and Awards</b>
<b>90</b>	<b>Percent of Students Planned to Attend 2- or 4-Year Colleges</b>
<b>80</b>	<b>Percent of Students Planned to Attend 4-Year Colleges</b>

**National Merit Competition Recognition:**

<b>19</b>	<b>National Merit Finalists</b>
<b>1</b>	<b>National Merit Semi-Finalist</b>
<b>25</b>	<b>Received Letters of Commendation</b>
<b>8</b>	<b>National Merit Scholarships</b>
<b>2</b>	<b>Special Corporate Scholarships</b>
<b>1</b>	<b>National Achievement Scholarship</b>

# Our Strategies

**We will** enhance the sense of community District-wide.

**We will** deliver and continuously improve a comprehensive, sequential and challenging curriculum that meets the needs of all students enhanced by a full range of co-curricular and extra curricular activities.

**We will** implement evolving best practices and ensure accountability in all aspects of District operations.

**We will** foster a safe, caring, and positive environment that encourages responsible decision-making.

**We will** focus on being one of the top 100 school districts in the nation.

**We will** integrate advanced technology into all areas of the School District where appropriate.

**Class of 2008**