

ANNUAL REPORT

1820 McLaughlin Run Road • Upper St. Clair, PA 15241

Fall 2010

PITTSBURGH
BUSINESSTIMES

Superintendent's Message ANNUAL REPORT

With great pride, I present this 2009-2010 Annual Report of the Upper St. Clair School District. This past year, the District continued its high level of performance and service to the community. Below are some highlights of the year that I wish to share with you:

Building Renovation Projects – To complete the district-wide building updates, renovations of Boyce and Fort Couch Middle Schools began. These renovations will provide classrooms customized for middle-level instruction. The updated facilities will include technology-rich classrooms, a new theatre, and a silver level LEED certification environment.

Academic Performance Recognition – For the fifth consecutive year, the *Pittsburgh Business Times* ranked our USC students' performance on the PSSA assessments as the highest test scores in the state. The District considers PSSAs to be just one indicator of student success, but proudly accepts this recognition of the high performance of our students and staff.

Administrative Restructuring – To better focus the District leadership team's "corporate commitment" to USC, administrative responsibilities were restructured to manage and lead curriculum, instruction, and assessment from a kindergarten to grade 12 framework, rather than by three distinct levels (elementary, middle, and high).

Leadership Development – To accompany the administrative restructuring, the USC leadership team engaged in an intensive leadership development initiative focused on five domains of leadership: authentic, visionary, relational, quality, and service.

Strategic Plan Implementation – The following Mission Teams were established to implement the Strategic Plan: Leadership; Safety, Security & Facilities; Student Needs; Technology, Global & Future Focus; and Development & Data. The teams are responsible for the research and development within each domain.

Staff Development – A focus of our staff development initiative for the year was supporting the teaching of the "whole child" – making sure that our staff is equipped with the skills necessary to assure that all students are challenged, healthy, engaged, safe, and supported at school.

I hope you find this report to be informative. We look forward to building on our success in 2010-2011.

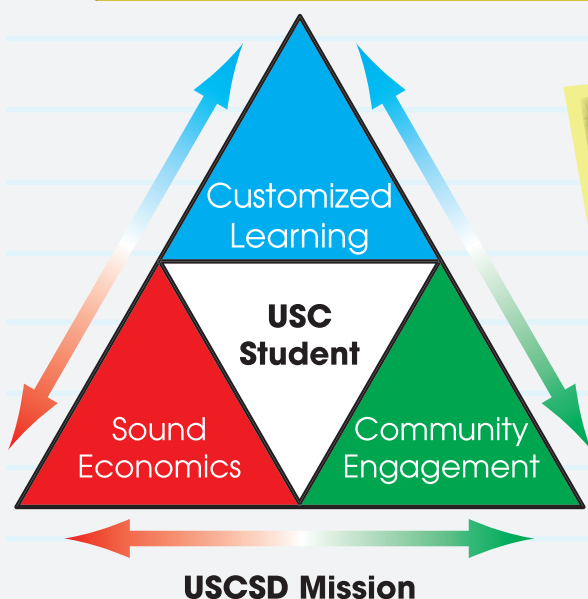
– Patrick T. O'Toole, Ed.D.
Superintendent

2009-2010 Quick Facts

Graduation Rate	99.72%
Continuing Post Secondary Education	88% Four-year College 10% Two-year Jr. College, Business/Technical
Total Student Population	Elementary 1,413 Middle School 1,245 High School 1,420
National Merit Finalists	10
National Merit Semi-Finalists	10
National Merit Commended	17
Professional Teaching Staff	300 Full Time 6 Part Time
Paraprofessional Staff	68 Full Time; 5 Part Time
School District Tax Rate	23.77 Mills
Allegheny County School District Millage Rank	20/45
Revenue	\$56,453,567
Expenditures	\$56,449,032
District per Pupil Expenditure/ Allegheny County Average per Pupil*	\$12,349/\$12,823

*2008-2009 Data

Creating a Clear, Shared Focus



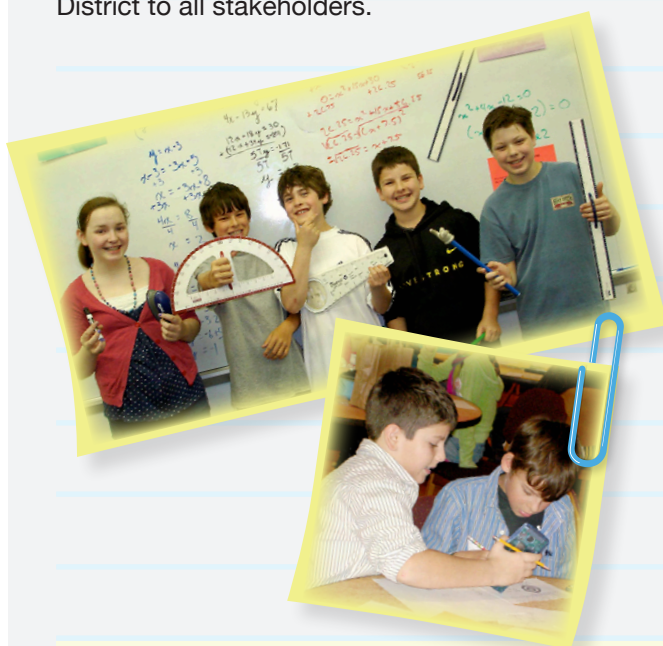
To effectively implement the District's Strategic Plan, the Board of School Directors established the following Board goals for the 2009-2010 school year.

CUSTOMIZED LEARNING

Maintain and improve the District's outstanding instructional programs by defining and developing a customized learning and instructional delivery model that takes into account sound educational research, as well as the emerging technology approaches and tools that should be used to enhance student learning for the 21st century.

COMMUNITY ENGAGEMENT

Prioritize and embed community engagement as part of all District functions in order to receive input and gain expertise from the community and to communicate the mission, vision, goals, and accomplishments of the District to all stakeholders.



SOUND ECONOMICS

Create a business model for USC that addresses the economic realities that impact the District's ability to sustain and improve a high performing school district and includes the evaluation of current expenditure practices along with a detailed revenue enhancement program.

To achieve comprehensive implementation of the District's Strategic Plan, the following five mission teams have been established by the Superintendent of Schools:

- Leadership
- Safety, Security & Facilities
- Student Needs
- Technology, Global & Future Focus
- Data & Development

The mission teams are working to specifically implement the following goals of the Strategic Plan:

- I. Develop the fullest potential of the whole child
- II. Foster thinking and learning among our students
- III. Challenge students to contribute and succeed in an increasingly interconnected world
- IV. Develop students and staff competency in current technologies

Mission team reports are provided for you in this Annual Report.

The Upper St. Clair School District does not discriminate on the basis of race, color, national origin, age, sex, disability or any other legally protected classification in the employment or in the administration of any of its educational programs and activities. Announcement of this policy is in accordance with state and federal laws including Title IV of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, and the Pennsylvania Human Relations Act.

USCSD Mission Team Reports

LEADERSHIP MISSION TEAM REPORT

The Upper St. Clair Leadership Initiative was created in 2009-2010 to enhance each administrator's personal leadership development and grow a highly effective administrative leadership team at USC.

The Superintendent, Dr. Patrick O'Toole, identified leadership development as a priority for the District. Dr. O'Toole stated:

"In this era of high-stakes student testing, leadership development often takes a back seat to the emphasis on student and teacher performance. However, in order for the District to build capacity among our leaders to implement our Strategic Plan, restructure our administrative team, and implement 21st century learning skills, a comprehensive leadership development program was needed."

Through the use of the Total Leaders Framework, developed by Dr. Charles Schwahn, the development activities focused on making the important intentional and creating a sense of urgency to improve an already high-performing school district.

The leadership team identified culture as the silent, powerful influencer of effective leadership. The team strives to make USC a place where it's "cool to be a learner," where staff feel valued and recognized, and where future-focused leaders take us into an exciting future. Our leadership team is committed to:

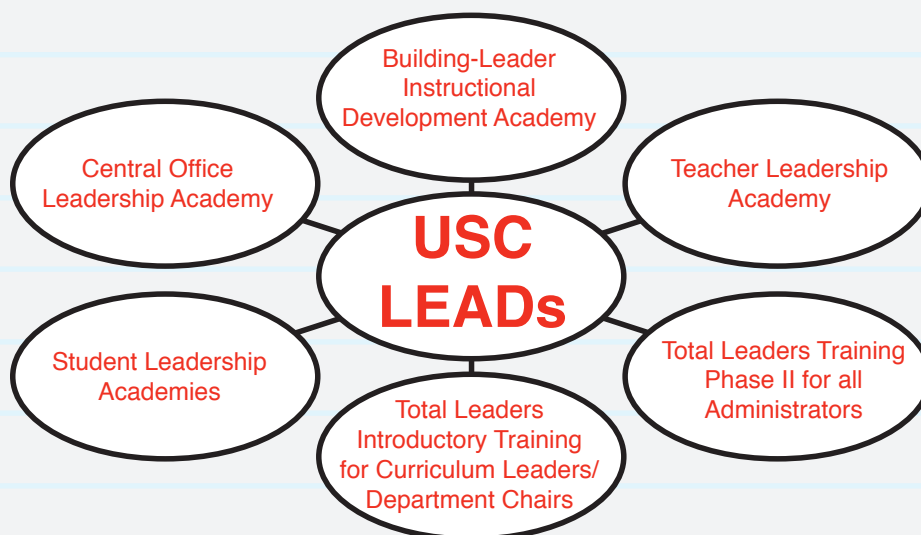
- Putting Children First
- Working as a Team
- Striving for Excellence
- Empowering Everyone

THE USC TOTAL LEADERS FRAMEWORK

Leadership Domain	Major Performance Role of the Domain	Pillar of Change
Authentic Leaders who help their organizations to	Create a Compelling Organizational Purposeand thereby Create the Reason to Change
Visionary Leaders who	Concretely Describe the Organization's Visionand thereby Create the Picture of the Change
Relational Leaders who	Involve Everyone in the Change Processand thereby Create the Commitment to the Change
Quality Leaders who	Develop and Empower Everyoneand thereby Create the Capacity to Change
Service Leaders who	Manage the Visionand thereby Create the Support for the Change

Future Leadership Development

The USC Leadership Initiative has provided the framework for future leadership development and training for additional staff and students. The following diagram illustrates the District's comprehensive plan for leadership training.



Framework for Future Leadership Training and Development
(2010-2011 and Beyond)

During the 2010-2011 school year, student leadership academies, as well as an intensive building-leader instructional development academy, will be implemented.

USCSD Mission Team Reports

SAFETY, SECURITY & FACILITIES MISSION TEAM REPORT

The Upper St. Clair School District continues its commitment to providing safe, secure and supportive school environments that enhances student learning. To this end, the District Strategic Plan calls for the District to:

- Constantly assess the state of safety practices, security and school climate to maintain a safe school environment.
- Use information gained from assessments to propose long range safety needs and safety related materials/ equipment budget.
- Provide professional development to stay aware of school safety practices, security measures and enhancements for school climate.

The actions called for in the District's Strategic Plan closely parallel the joint school safety initiative to improve school safety announced by the state education secretary and the chairman of the State Board of Education in December of 2009. The PA Department of Education is concretely defining actions school officials must take to ensure a safe school climate. These actions will become formal expectations that the District must achieve similar to the academic standards already set by the Commonwealth of Pennsylvania. Consequently, the work of the District's Strategic Plan Mission Team 3: Safety, Security & Facilities is to begin to position the District to achieve this, together with continuing the District's commitment to all aspects of safety.

There are many aspects that contribute to a safe and secure school environment for students, staff, parents and the community. Diagram 1 provides the major categories that are used by the District to organize the many safety and security aspects that need to be addressed and maintained. Members of Mission Team 3 have spent the past school year reviewing these various categories to ensure that all appropriate safety and security elements are clearly identified, included, and defined. Coordination and organization of these various aspects are important for a comprehensive safety program to work in successful concert.

Other major work completed by this Mission Team during the 2009-2010 school year included:

- a safety survey of all staff members,
- Phase II installation of security cameras at the elementary schools,
- revision of the **Upper St. Clair Preparedness Guide**,
- a school staff safety skills survey administered in September 2010,
- school building incident command system organization chart, and
- in-school alleged threat instrument procedure for implementation and training.

The likelihood of effectively managing a crisis, emergency, disaster or any other event that negatively effects a safe and secure educational environment requires the District to pay constant attention to this strategic area.

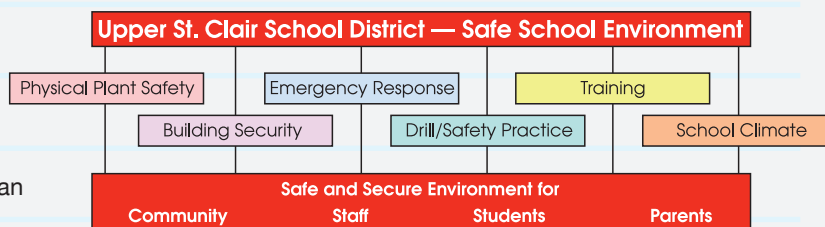


Diagram 1

STUDENT NEEDS MISSION TEAM REPORT

The Student Needs Mission Team is charged with implementing the action plans from the District's Strategic Plan with respect to differentiation, response to intervention (RTI), Project Achieve, and special education. A large part of the Team's work involves the implementation of the Special Education Report, a three year comprehensive plan addressing key special education indicators within the District. During the 2009-2010 school year, the team completed the second year of the three year special education plan and also addressed behavior support services, highly qualified special education teachers and aides, PSSA performance of IEP students, gifted identification procedures, District assessment tools and positive school-wide behavior support systems.

Behavior Support Services – At Boyce and Fort Couch Middle Schools, staff continued to refine emotional support services for students. A Crisis Prevention Institute Committee (CPI), consisting of special education and pupil services staff, was created to develop a comprehensive plan for providing crisis intervention and verbal de-escalation training for all appropriate staff. Four designated staff members completed the CPI instructor certification program and have been responsible for providing the annual training and support to District staff.

Highly Qualified Special Education Staff – All special education teachers are highly qualified. Currently, 25 out of 27 special education teachers hold an additional teaching certification outside of special education. All special education teachers implementing positive behavior plans with students completed crisis prevention and verbal de-escalation training. Also, special needs students receive supports and services from highly qualified teacher aides. The District provided extensive training that focused on strategies for working with students with autism and positive behavioral supports, including de-escalation techniques.

PSSA Performance of IEP Students – Key variables related to IEP student test performance were analyzed. As a result, staff implemented various instructional strategies and provided more individualized testing modifications and supports.

Gifted Identification Procedures – The District's process of identifying students who are gifted and in need of specially designed instruction was delineated.

District Assessment Tools – The standardized, standards-based, and locally developed assessments that are used throughout the District were studied to determine the relevance, quality, and need for each of the assessments.

Positive School-Wide Behavior Support System – A review of implementing positive school-wide behavior support systems at each school continued.

USCSD Mission Team Reports

TECHNOLOGY, GLOBAL & FUTURE FOCUS MISSION TEAM REPORT

The Technology Mission Team engaged staff members to pursue the technology action plans from the District's Strategic Plan. Through the use of emerging technologies, the Team's charge is to provide vision and direction for the implementation of research-based best practices and to serve the School District in addressing current and future technology issues, ensuring alignment with the Strategic Plan and the District Goals. After an initial focus on three goal areas—Technology, Curriculum and Professional Development—the Technology Mission Team has broadened their focus to encompass other areas including Online Classes, Technology Coaching Pilots and a global task force.

Program development will continue in each of these areas during the 2010-2011 school year. Progress highlights thus far include:

TECHNOLOGY COACHING

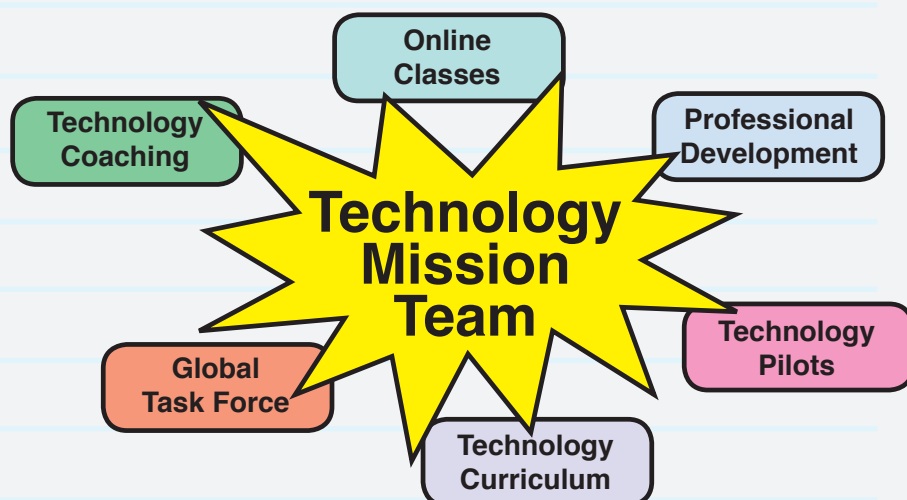
- Continuing Technology Coaching for staff at the High School
- Piloting a Technology Coaching model for staff at Fort Couch and Boyce Middle Schools

ONLINE CLASSES

- Developing a Task Force at the High School to investigate online classes in each core curricular area

PROFESSIONAL DEVELOPMENT

- Providing training in BlendedSchools (Web 2.0 tools and online course management)
- Providing training in EdLine (parent portal) and Schoolwires (teacher web pages)
- Providing training in Promethean Boards (interactive white boards in classrooms K-12)
- Implementing ActiViews (document cameras) and ActiVotes (personal response systems)
- Implementing Video Conferencing (system for making connections with schools and businesses across the country and around the world)
- Implementing Google Docs (collaborative documents)
- Providing training in Atomic Learning (online learning tutorials for staff and students)
- Customizing various technology trainings (staff designed learning paths to meet individual needs)



TECHNOLOGY PILOTS

- Planning for a SWEP II pilot (gifted) using BlendedSchools
- Implementing a keyboard instruction pilot via Type to Learn
- Implementing a 21st Century Classroom pilot at Boyce Middle School

TECHNOLOGY CURRICULUM

- Expanding of BlendedSchools
- Analyzing current technology curriculum and planning improvements
- Expanding the Classrooms for the Future Initiative

GLOBAL TASK FORCE

- Researching the integration of Global Competencies throughout the K-12 curriculum

Work on these initiatives, as well as curriculum recommendations, continues. Many of these plans result from collaboration between administrators, curriculum leaders and teachers, as well as partnerships with other Mission Teams.



USCSD Mission Team Reports

DATA & DEVELOPMENT MISSION TEAM REPORT

The charge for the Data & Development Mission Team over the course of the District's Strategic Plan is to prioritize and plan a process for meeting the goals of the Strategic Plan related to:

- Professional Development,
- Curriculum Development, and
- Data Management.

During the 2009-2010 school year, the Data & Development Mission Team examined the curriculum to determine areas that can be enhanced through stronger integration of 21st century thinking skills so as to better prepare students to function in an interconnected and rapidly changing society.

Accomplishments related to this task included:

- selecting 21st century learning skills for USC students,
- providing introductory professional development for all staff, and
- designing the curriculum management system to accommodate these skills.

Related to the 21st century thinking skills, the Mission Team also evaluated and restructured the District's professional development program so that the professional staff can collaborate and remain current in educational strategies and best practices that will help to further the education of the whole child. To meet this end, the following has been accomplished:

- formation of district-wide Whole Child Professional Learning Groups in the 2009-2010 school year.
- creation of a new Professional Development Committee.
- creation of a professional development program called **Learning 21** based on the goals of the Strategic Plan and the Board of School Directors' goal of Customizing Instruction.



USC Professional Development Mission:

Who we serve:
THE
WHOLE CHILD

What we strive to do:
CUSTOMIZE
INSTRUCTION

Why this is important:
Prepare the
21ST CENTURY CITIZEN



The Mission Team also investigated the needs of the District related to a curriculum management system that would provide an updated organizational framework, easy access to information, improved analysis capabilities, potential links to instructional strategies, and improved articulation and communication. An extensive process was conducted resulting in the selection of the Rubicon Atlas management system and recommendation for its purchase. Implementation of the Rubicon Atlas system has started through the completion of the following tasks:

- curriculum staff training,
- product customization to meet USC curricular needs, and
- staff introduction to the product and the related restructuring of curriculum that will occur to reconfigure the curriculum to the new system.

Finally, in the area of data collection and analysis, the Mission Team developed and implemented training to begin the process so all staff members can analyze and interpret data to better assess and plan for the needs of the students. Progress to date includes:

- providing data analysis training to Curriculum Leaders and Administrators,
- conducting research and development related to data analysis processes, and
- developing a District Data Analysis Protocol that includes all staff members and all levels of data.

LEED Certification

SAVE MONEY, RAISE TEST SCORES, IMPROVE HEALTH: GOING “GREEN”

In 2009-2010, not only did the District embark on renovating the two middle schools that will be LEED certified, but the District also investigated and introduced a number of other green initiatives throughout all the school buildings. Research shows that a “green school” impacts on students’ health and academic performance and saves money.

Ultimately, the goals of a green school are to measure and reduce its ecological footprint, while making the school environment healthier for students and staff, and to get the community thinking about solutions to the environmental problems we face together. In October 2006, a U.S. Green Building Council Report showed that green schools cost \$3 more per square foot but generated \$74 per square foot in benefits from energy savings, increased attendance, and teacher retention. Other studies show that “daylighting” (increasing the volume of daylight in a building), better indoor air quality, and hands-on, experiential environmental curricula are linked to higher test scores.

Green initiatives that reduce our direct and/or indirect energy consumption have been investigated and, in many cases, implemented. Such initiatives include the following:

- state-of-the-art heating and air conditioning systems in the renovated middle schools
- a paperless initiative across the District, including paperless Board meetings
- the purchase of fourteen new school buses that meet all of the required emission standards
- conversion from diesel fuel to low sulfur diesel fuel
- reduction in the amount of time bus engines can idle in compliance with new regulations
- adjustments to all air conditioning and heating set points in all schools
- modification of the lighting in the school buildings to enter “night” mode at an earlier evening time
- reduction of the District’s energy usage during peak periods to reduce the electricity rates
- addition of motion detectors to hallway lights throughout the District’s school buildings which will turn off the lights after school and on weekends when there is no activity
- reminders at all light switches for the occupants to turn off the lights when the room is vacant
- replacement of the high-bay lighting in the High School gyms to high output fluorescent fixtures
- elimination of most Styrofoam products in the Nutrition Centers starting in the 2010-2011 school year
- investigation of replacing plastic flatware products used in the Nutrition Centers with those made from corn starch and which are compostable starting in the 2011-2012 school year
- consideration of the remaining disposable items such as portion cups, plastic hinged containers, etc. used in the Nutrition Centers with compostable products starting in the 2012-2013 school year
- introduction of electrolysis and electroporation technologies for the reduction/replacement of chemical cleaner use throughout the school buildings starting in the 2010-2011 school year
- lamp and ballast recycling program for all four-foot fluorescent tubes, all sizes of u-tubes and all ballasts.



Get Connected with the District...

All township residents are encouraged to connect with the District to receive the electronic monthly newsletter, **e-Blast**.

It is easy to do!!! Register for the District’s **e-Alerts** to receive notification of the monthly release of the **e-Blast** by going to www.uscsd.k12.pa.us.

Under the “Quick Links” section on the right side of the home page, click and follow the directions to Register and Subscribe.

Do It Now and Get Connected with the District!!!

The District also participated in PJM’s energy curtailment program to reduce energy consumption in emergency situations as long as such curtailment would not interfere with scheduling and student safety.

The School District, like any large organization that operates six large building sites, is a major consumer of energy and contributes to greenhouse gas emissions and global warming. But, the District also has the potential to use resources sustainably and reduce the footprint of each of its school buildings. This potential, combined with the ability to teach the next generation by example, makes the School District a strategic actor in the drive to positively help to transform the world’s energy and resource consumption from a destructive model toward more sustainable patterns of development. The District is proactive in its energy management programs and in its investigation of alternative energy solutions as part of the District’s environmental stewardship.

2010 PSSA Results

READING

	Grade	Overall		Female		Male		White	
		% At/Above Proficient	Number of Students	% At/Above Proficient	Number of Students	% At/Above Proficient	Number of Students	% At/Above Proficient	Number of Students
District	3	91.9%	296	91.9%	149	91.9%	147	91.5%	270
State		74.6%		78.1%		71.5%		81.3%	
District	4	87.2%	298	92.6%	149	81.9%	149	87.4%	262
State		72.7%		76.1%		69.4%		79.0%	
District	5	83.2%	322	43.0%	146	80.1%	176	81.9%	282
State		63.9%		67.9%		60.2%		70.5%	
District	6	93.9%	281	98.3%	119	90.7%	162	94.0%	247
State		68.6%		72.6%		64.9%		75.4%	
District	7	92.5%	307	94.9%	157	90.0%	150	92.3%	273
State		73.2%		78.2%		68.6%		79.2%	
District	8	98.7%	325	98.7%	153	98.8%	172	98.6%	291
State		86.5%		86.1%		77.3%		85.6%	
District	11	94.3%	348	94.1%	170	95.0%	178	94.3%	318
State		66.9%		71.1%		63.2%		73.1%	

MATHEMATICS

	Grade	Overall		Female		Male		White	
		% At/Above Proficient	Number of Students	% At/Above Proficient	Number of Students	% At/Above Proficient	Number of Students	% At/Above Proficient	Number of Students
District	3	97.1%	296	96.6%	149	97.9%	147	97.4%	270
State		83.8%		84.1%		83.5%		88.9%	
District	4	94.3%	298	97.3%	149	91.3%	149	94.3%	262
State		83.9%		83.5%		84.4%		89.0%	
District	5	88.3%	325	88.4%	147	88.2%	178	87.1%	285
State		73.7%		73.6%		73.9%		79.8%	
District	6	98.2%	282	99.1%	119	97.5%	163	98.3%	248
State		77.2%		78.4%		76.2%		82.9%	
District	7	94.8%	307	96.2%	157	93.3%	150	94.6%	273
State		76.7%		78.0%		75.6%		82.5%	
District	8	95.7%	325	97.4%	153	94.2%	172	95.5%	291
State		74.0%		75.1%		73.2%		79.7%	
District	11	93.4%	348	93.5%	170	93.2%	178	93.1%	318
State		58.7%		58.9%		58.9%		64.8%	

SCIENCE

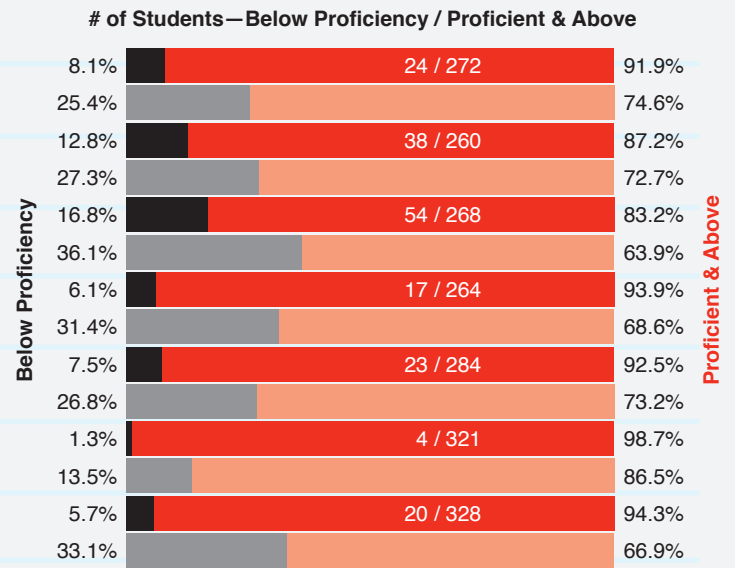
	Grade	Overall		Female		Male		White	
		% At/Above Proficient	Number of Students	% At/Above Proficient	Number of Students	% At/Above Proficient	Number of Students	% At/Above Proficient	Number of Students
District	4	88.9%	299	91.9%	149	86.0%	150	89.0%	263
State		80.8%		81.4%		80.4%		88.3%	
District	8	93.3%	328	92.9%	154	93.7%	174	93.9%	293
State		57.0%		56.3%		57.8%		65.7%	
District	11	79.7%	344	78.7%	169	80.6%	175	79.3%	314
State		39.8%		38.5%		41.3%		46.0%	

WRITING

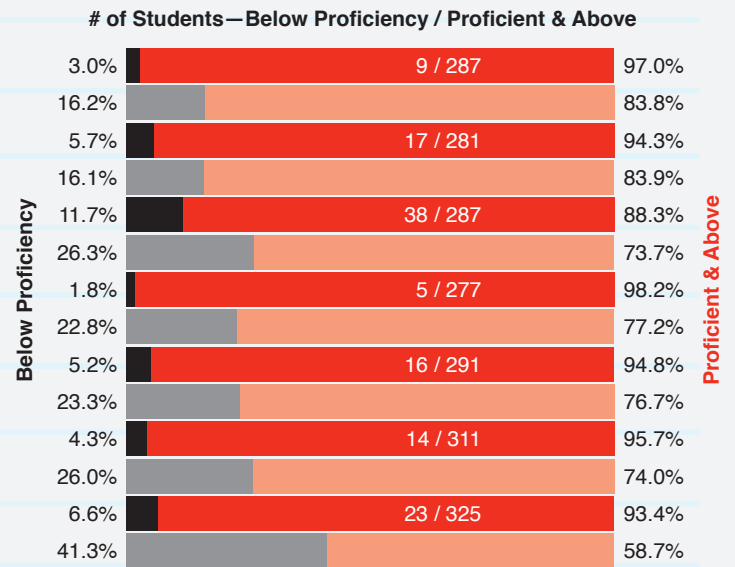
	Grade	Overall		Female		Male		White	
		% At/Above Proficient	Number of Students	% At/Above Proficient	Number of Students	% At/Above Proficient	Number of Students	% At/Above Proficient	Number of Students
District	5	77.3%	317	80.9%	147	74.1%	170	75.1%	277
State		61.8%		70.2%		53.8%		68.0%	
District	8	98.4%	323	99.4%	153	97.4%	170	98.7%	289
State		75.2%		82.7%		68.1%		80.6%	
District	11	95.1%	342	95.9%	169	95.4%	173	95.5%	312
State		80.7%		87.3%		74.2%		83.7%	

2010 PSSA Results

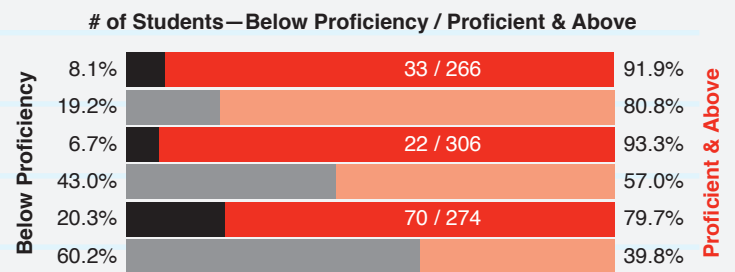
Asian		Econ. Disadvantaged		IEP	
% At/Above Proficient	Number of Students	% At/Above Proficient	Number of Students	% At/Above Proficient	Number of Students
100.0%	21	78.5%	14	75.6%	41
84.2%		60.9%		43.8%	
89.3%	28	63.7%	11	62.7%	67
85.7%		58.0%		41.1%	
89.3%	28	54.6%	11	45.7%	46
77.7%		48.1%		29.0%	
95.5%	22	83.4%	12	71.9%	32
82.9%		51.9%		30.1%	
100.0%	11	64.7%	17	72.7%	55
84.4%		57.9%		33.7%	
100.0%	26	100.0%	13	89.7%	39
90.4%		69.3%		44.3%	
95.0%	20	86.7%	15	65.1%	43
76.3%		48.7%		26.4%	



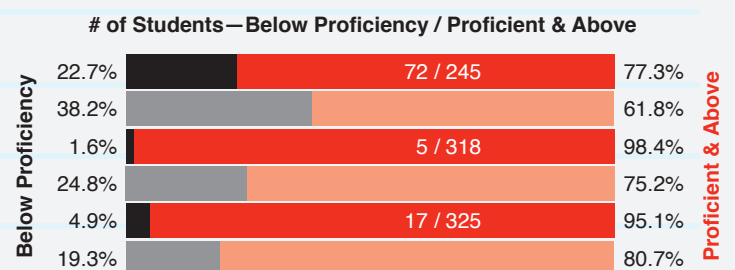
Asian		Econ. Disadvantaged		IEP	
% At/Above Proficient	Number of Students	% At/Above Proficient	Number of Students	% At/Above Proficient	Number of Students
100.0%	21	92.9%	14	90.2%	41
93.1%		74.1%		59.2%	
96.4%	28	81.9%	11	77.6%	67
93.7%		74.0%		63.0%	
96.4%	28	63.7%	11	60.8%	46
88.1%		60.3%		47.1%	
100.0%	22	83.4%	12	90.6%	32
91.2%		64.4%		45.9%	
100.0%	26	94.1%	17	76.4%	45
90.9%		63.0%		42.1%	
100.0%	26	76.9%	12	71.8%	39
89.4%		59.2%		39.9%	
100.0%	20	93.3%	15	72.1%	43
82.2%		40.7%		24.6%	



Asian		Econ. Disadvantaged		IEP	
% At/Above Proficient	Number of Students	% At/Above Proficient	Number of Students	% At/Above Proficient	Number of Students
92.9%	28	72.8%	11	65.7%	67
88.0%		67.7%		59.3%	
88.9%	27	100.0%	13	70.0%	40
70.7%		36.2%		22.8%	
85.0%	20	60.0%	15	41.9%	43
52.7%		20.5%		12.1%	



Asian		Econ. Disadvantaged		IEP	
% At/Above Proficient	Number of Students	% At/Above Proficient	Number of Students	% At/Above Proficient	Number of Students
92.3%	28	45.5%	11	43.6%	39
92.3%		45.4%		28.2%	
96.2%	26	92.3%	13	91.9%	37
87.0%		60.0%		38.1%	
95.1%	20	100.0%	14	71.1%	38
89.1%		95.1%		70.1%	

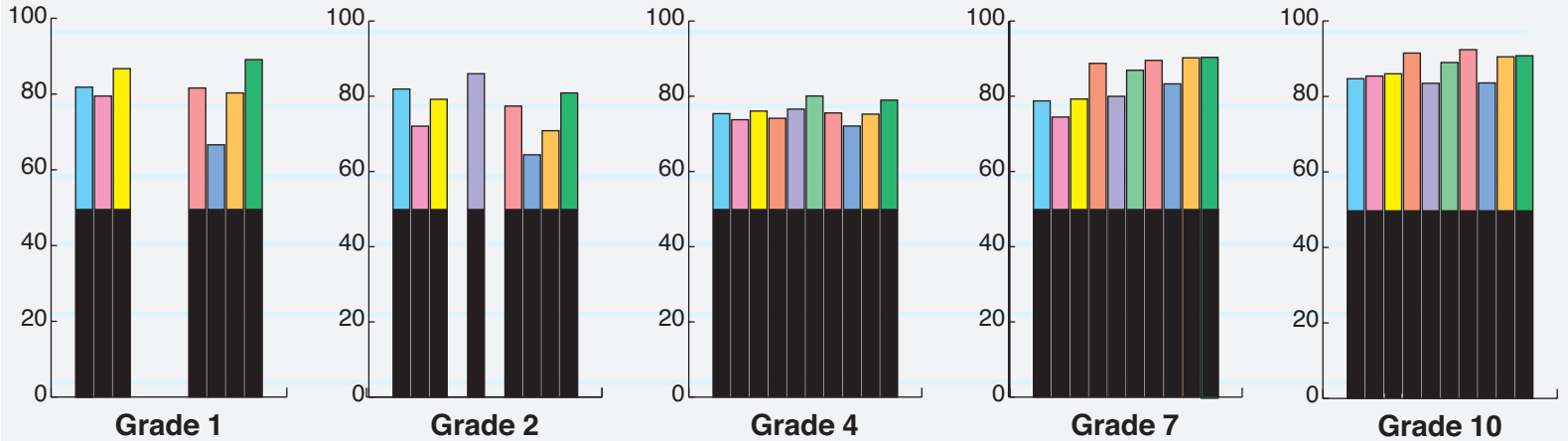


2009-2010 Terra Nova District Median National Percentile

Grade	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Mathematics	Mathematics Computation	Mathematics Composite	Total Score
First	80.9	79.7	86.3				81.5	66.9	80.5	88.1
Second	82.7	72.0	79.3		85.4		77.1	64.0	71.0	81.2
Fourth	75.2	73.4	75.9	73.5	76.2	79.7	74.5	71.8	74.2	78.0
Seventh	78.6	74.7	79.3	87.5	79.8	86.6	88.8	83.0	89.7	89.6
Tenth	84.0	85.1	85.5	91.5	83.8	88.9	92.3	83.8	89.9	90.8

The Median National Percentile for the nation is 50.

The Median National Percentile means that half of the percentile scores were above the median and the other half were below the median.



2009-2010 SAT

SAT TEST	SAT DISTRICT AVERAGE SCORE	SAT STATE COMPARISON	SAT NATIONAL COMPARISON
Critical Reading	550	492	501
Mathematics	579	501	516
Writing	564	480	492

Budget Analysis

Final 2009-10		Approved 2010-11
\$56,453,567	Revenue	\$58,341,887
\$30,831,430	Salaries	\$31,433,697
\$10,546,220	Benefits	\$11,820,758
\$3,785,384	Contracted Services	\$3,835,847
\$1,501,232	Purchased Services	\$1,524,417
\$1,796,809	Other Purchased Services	\$2,021,754
\$1,952,753	Books and Supplies	\$1,784,771
\$850,587	Equipment	\$698,186
\$3,441,420	Miscellaneous Fees	\$3,401,190
\$1,743,198	Other Uses	\$1,821,267
\$56,449,032	Total Expenses	\$58,341,887

Final Budget
2009-2010

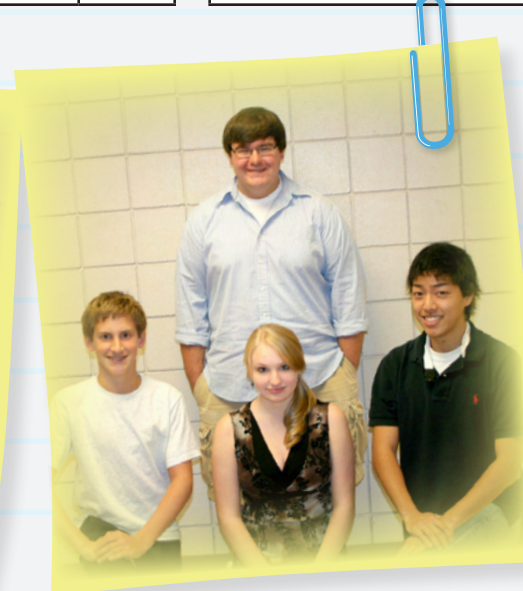
Approved Budget
2010-2011

Colleges Attended by 2010 Graduates

Institution	Number Attending
Allegheny College	11
American University	1
Baldwin-Wallace College	1
Belmont College	1
Boston College	1
Boston University	3
Bucknell University	1
California University of Pennsylvania	9
Carnegie-Mellon University	5
Case Western Reserve University	6
CCAC – South Campus	29
CCAC – Allegheny	3
CCAC – North Campus	3
Cedarville College	3
Clarion University of Pennsylvania	1
Cleveland Institute of Music	1
College of William & Mary	2
College of Wooster	1
Davidson College	1
Denison University	3
Drexel University	2
Duke University	1
Duquesne University	9
East Carolina University	1
Edinboro University of Pennsylvania	4
Elon University	3
Embry-Riddle Aeronautical University	2
Emerson College	2
Emory University	3
Franklin & Marshall College	1
Gannon University	1
Geneva College	2
George Mason University	1
George Washington University	1
Georgetown University	1
Gettysburg College	1
Goucher College	1
Grove City College	3
Hofstra University	1
Indiana University of Pennsylvania	13

Institution	Number Attending
Ithaca College	1
John Carroll University	2
Johnson and Wales College	1
Kent State University	2
Lafayette College	1
Lehigh University	1
Loyola College (MD)	1
Macalester College	1
Marymount Manhattan College	1
Marymount University	1
Massachusetts Institute of Technology	1
Mercyhurst College	1
Messiah College	2
Miami University (OH)	4
Michigan State University	1
Mount Holyoke College	1
New York University	2
Northeastern University	1
Northwestern University	1
Ohio State University	4
Ohio University	6
Ohio Wesleyan University	1
Paul Mitchell School	1
Pennsylvania College of Technology	1
Pennsylvania State University	49
Philadelphia University	1
Pittsburgh Technical Institute	1
Point Park University	2
Queens University (Canada)	1
Rensselaer Polytechnic Institute	1
Rhode Island School of Design	1
Robert Morris University	4
Saint Bonaventure University	1
Saint Francis College	1
Saint Joseph's University	1
Saint Mary's College (IN)	2
Saint Vincent College	2
Seton Hill College	1
Slippery Rock University of Pennsylvania	8
Southeastern University	1

Institution	Number Attending
State University of PA @ Binghamton	1
Syracuse University	1
Taylor University	1
Temple University	2
Texas A & M University	1
The Citadel	1
Trinity University	1
University of Alabama	2
University of Colorado	2
University of Dayton	3
University of Delaware	2
University of Florida	1
University of Kentucky	5
University of Maryland @College Park	3
University of Michigan	5
University of New Hampshire	1
University of North Carolina @Chapel Hill	1
University of North Carolina @Charlotte	1
University of Notre Dame	2
University of Pennsylvania	1
University of Pittsburgh	26
University of Pittsburgh@Greensburg	1
University of Pittsburgh@Johnstown	5
University of South Carolina	5
University of South Florida	1
University of St. Andrews (Scotland)	1
University of the Arts	1
University of Toronto	1
University of Virginia	4
Villanova University	1
Virginia Tech	9
Wake Forest University	1
Washington & Jefferson College	6
Waynesburg University	2
West Virginia University	4
Westminster College	4
Wheaton College (IL)	1
Word of Life Bible Institute	1
WyoTech	1
Yale University	1



Upper St. Clair SCHOOL DISTRICT

ANNUAL REPORT

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Dr. Michael Ghilani, High School Principal
Mr. Jace Palmer, High School Assistant Principal
Mr. Louis Angelo, High School Assistant Principal
Dr. William Rullo, Supervisor of Guidance

Contact Us

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About the Upper St. Clair School District Curriculum Development Process

Unique to the Upper St. Clair School District is the curriculum development process. The District's curriculum is continually being analyzed, and formal recommendations for change and improvement are made twice annually, at all levels, and in all content areas. Curriculum committees or departments, led by curriculum leaders, meet twice monthly. These meetings are opportunities to work toward effecting the implementation of formally recommended changes and training teachers for these changes, as well as addressing new proposals.

New ideas are constantly addressed through the curriculum development process. An idea for change may be formed or initiated by teachers, curriculum leaders, administrators, students, parents or citizens. A proposal for a curriculum change is referred to the most appropriate curriculum area and curriculum leader. Preliminary studies of these ideas are completed within the curriculum committee/department, in addition to outside work completed by the curriculum leaders or committee members, before a formal recommendation is made. Formal recommendations are reviewed twice—first in a preliminary session where recommendations are reviewed and clarified, and second in a final panel where recommendations are reviewed and coordinated with other recommendations and programs. The panels do not initiate change but act upon recommendations.

Recommendations involving a change in program or Board policy are formally reviewed and acted upon by the Board of School Directors. The School Board has traditionally been kept current on curricular happenings through periodic meetings and presentations. The formal recommendation process occurs twice yearly, with most recommendations being made in the spring of each year.

Current educational trends require an organizational structure that can change in a careful and responsible way. It is important for instructional change to provide the opportunity for all stakeholders to feel ownership of ideas and to play a significant part in the process of change and development. There is need for total involvement in order to assure the integrity of theory, implementation, and practice among all involved. This involvement has always been a part of the culture of the Upper St. Clair School District and has resulted in great pride within the District regarding the instructional program. This pride has been well earned and is the result of the hard work of many thoughtful individuals. It is supported by high student achievement and national recognition of our schools and programs.