

ANNUAL REPORT

Superintendent's Message

This Annual Report to the community shows that Upper St. Clair School District continues to be a leader in public education in the region, the state, and the nation.

One important dimension to our success – student achievement results – are posted on pages 8 and 9. Our students are to be congratulated for these results. In addition, our teachers, support staff, and leadership team are to be commended for their hard work and expertise.

We are proud of our students' academic achievement. We are equally proud that the educational experience at USC is about much more than test results. In fact, our District mission statement compels us to nurture the "uniqueness of each child," attending to all areas of student development, such as intellect, creativity, socialization, and wellness. Our mission further inspires us to "promote the happiness and success" of our students in order to graduate "lifelong learners and responsible citizens."

This report also describes several advancements in our school programs this past year, including:

- Page 4 - Professional Learning Communities (PLC);
- Page 4 - Science, Technology, Engineering, Arts, and Mathematics (STEAM) programs;
- Page 5 - The development of our Innovation Hub at the High School that hosts a Fabrication Lab and SHOP@USC Program; and,
- Page 5 - 1:1 Learning Initiative at the middle schools.

Several of our new initiatives were made possible through funding provided by private and grant sources – an initiative launched at USC three years ago. We are fortunate to have the financial support of private donations to supplement the strong support of the community residents. (See page 3.)

Finally, I wish to thank all of the students, staff, parents, and community for your continued support of teaching and learning at USC.

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



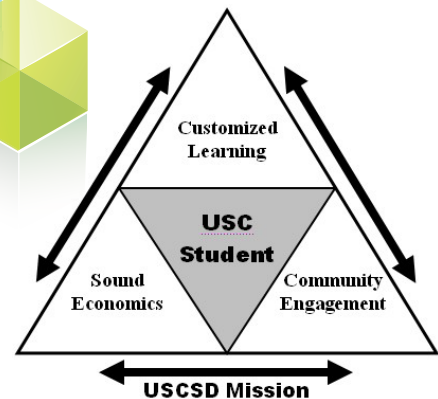
New District Leadership Team Appointed in 2014 —

The School District has many initiatives ahead for the administrative leadership team, including the new state principal and teacher evaluation processes, comprehensive/strategic planning, technology implementation, STEAM programs, advancement funding, state assessment requirements, and safety/security enhancements. To assist me in leading the District into the future are Dr. Sharon Suritsky, Assistant Superintendent/Deputy Superintendent, and Mr. John Rozzo, Assistant Superintendent, who both received five-year contracts by the Board of School Directors in July.



Goals of the USC Board of School Directors

The USC Board of Directors has adopted the following goal statements for 2015. Also, the District will be developing and approving a new strategic plan in 2015 that addresses the District's mission, vision, shared beliefs, and overarching goals for the next five years.



Customizing Learning and Nurturing Potential

- Continue the implementation of safety/security enhancements, emergency preparedness, and training including a strong prevention focus on student connectivity to school, relationships, and analysis of related student survey data.
- Expand the one-to-one learning initiatives to grades 5 to 8 and begin planning for high school implementation.
- Enhance the use of student achievement and performance data in order to maximize student learning.
- Expand student opportunities at all levels through curriculum and instructional programs that address creativity and innovation, including Science, Technology, Engineering, Arts and Mathematics (STEAM).
- Develop the District Strategic Plan for 2015 to 2020 with stakeholder input from students, teachers, administrators, Board, and community members.
- Examine the student high school experience to look at the impact of the many changing influencers, including but not limited to: technology and social media, the structure of time and schedule, academic rigor and pressures, transitions, safety/security, the role of activities/athletics/arts, etc.

Delivering Excellence

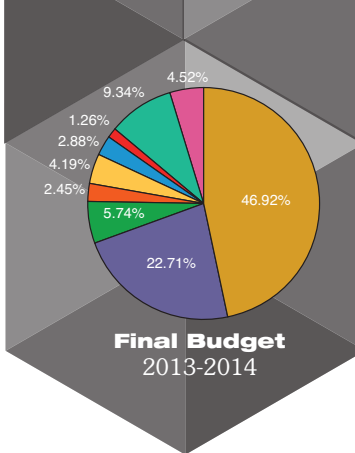
- Continue to align instructional leadership practices using the Professional Learning Community model at all buildings to customize and maximize student learning and achievement District-wide.
- Energize the Total Leaders staff development initiative, with an emphasis on developing new and future curriculum, building, and District leaders.
- Implement the recent changes made to the leadership structure and the new state effectiveness evaluation models for school leaders.
- Implement changes to practices and policies related to recent state legislation regarding volunteers, background checks, and child abuse.

Facilities and Finance

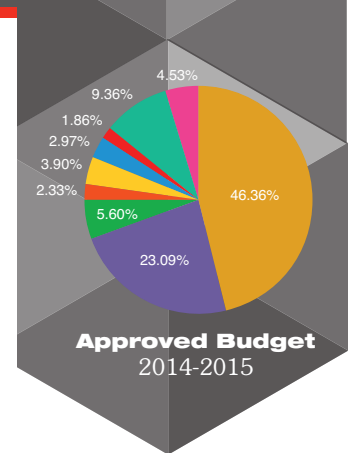
- Continue community engagement and public education advocacy efforts to address the impact of state/federal laws and directives, such as significant increases to the District's pension (PSERS) costs, decreased funding, and increased mandates.
- Address projected budget shortfall while continuing to Customize Learning, Nurture Potential, and Deliver Excellence in all that we do for the students, families, staff, and community.
- Expand our Advancement function to supplement traditional funding of school programs, such as curriculum enhancements, professional development, and technology investments.
- Prioritize District capital improvement and investment needs while developing an advancement plan that addresses the means of funding the projects and/or major purchases.
- Continue to explore the school placement of students from families living in new housing developments in order to equalize enrollment among the three elementary schools.
- Continue to explore opportunities for increased partnerships with the Township on various endeavors, which decrease the overall tax burden to the community.



Financial Reports



Final 2013-14	<i>Budget Analysis</i>	Approved 2014-15
\$64,481,556	Revenue	\$69,055,379
\$30,960,167	Salaries	\$31,230,846
\$14,983,319	Benefits	\$15,554,135
\$3,784,279	Contracted Services	\$3,774,367
\$1,616,155	Purchased Services	\$1,567,210
\$2,766,611	Other Purchased Services	\$2,627,596
\$1,899,025	Books and Supplies	\$2,003,880
\$829,053	Equipment	\$1,251,206
\$6,160,174	Miscellaneous Fees	\$6,303,290
\$2,984,439	Other Expenses	\$3,054,420
\$65,983,222	Total Expenses	\$67,366,949



Grants & Funding Awarded to School District

2014-15 Safe Schools Targeted Grants

Safety and Security Initiatives — The School District has received over \$70,000 in grants from the Pennsylvania Department of Education's Office for Safe Schools that has been used to enhance safety and security initiatives.

The first of the grants was for \$40,000 for a School Police Officer. This grant assisted in continuing the expansion of safety and security measures throughout all six schools. In addition to adding a School Police Officer to the staff, an administrative position of Chief of School District Police was established in December 2013 to oversee the safety and security initiatives of the School District. The District will also receive second year funding of \$20,000 during the 2014-15 school year.

The second grant, in the amount of \$23,570, is a Safe Schools Initiative Targeted Grant that was used to make enhancements to the School District's Crisis Emergency Planning and Emergency Management Training.

Additional monies received included \$4,200 for an Olweus Bullying Prevention Program Trainer and \$4,500 to expand the Olweus Bullying Prevention Program at the High School level.



School District Receives Three Governor's Expanding Excellence Grants — Upper St. Clair was chosen to receive \$75,000 in Governor's Expanding Excellence Grants to create a culture of innovation and achievement in Pennsylvania's public schools. USCSD is one of only three districts to receive three grants.

Eisenhower Elementary School received a \$25,000 grant in the category of Mathematics/Algebra I Meeting Annual Academic Growth Expectations. They will share their success that students across the spectrum of learning levels can exceed the Standard for PA Academic Growth if provided appropriate, differentiated instruction in math.

Fort Couch Middle School was chosen to receive \$25,000 for the category of Mathematics/Algebra I – Percent Proficient or Advanced on the PSSA/Keystone Exam and will share how using the Math Mastery strategy contributes greatly to students' achievement and academic growth related to PSSA Mathematics and Algebra I Keystone Exams.

Upper St. Clair High School received a \$25,000 grant for the category of Advanced Placement International Baccalaureate College Credit. USC High School engaged teachers, students, and parents in the AP course marketing strategy. The result was a 48% increase in the number of AP students, a gain of 55% in the number of AP exams taken, and a 30% increase in 3+ scores on the AP exams.



Improvements Made to High School Track — A much-needed High School Track Replacement Project was completed in July that provided for the replacement of the running/walking track and base with a new resilient surface and the replacement of the inner fence with a PVC coated fence. Our track is heavily utilized by students and the community.

Advancement @ USC

The Office of Advancement connects community members with new and exciting opportunities to support strategic, integrated, and visionary initiatives that will significantly enrich the District's mission.



Whatever your K-12 interest, you can make a big impact in assisting the School District to accomplish the Goals of the USC Board of School Directors (see page 2). Help grow the **1:1 Middle School** initiative. Fund the **High School: Rethinking** initiative. Contribute

to the expanding **STEAM** initiatives. Or enhance your favorite **school program**.

If you are interested in making a contribution to the District, please call Sheila Gorgonio, Director of Advancement, at 412-833-1600 ext. 2826 or e-mail sgorgonio@uscscd.k12.pa.us.

Educational Initiatives

Professional Learning Communities Model Expanded to All Elementary Schools — One of the goals of the District is to continue to align instructional leadership practices at all buildings in order to customize and maximize student learning and achievement



District-wide. We have been working very intentionally and successfully on this goal at Boyce and Fort Couch Middle Schools over the past few years. Therefore, it has become a priority to

address the alignment of such practices at the three elementary buildings.

To address this goal, Mr. Mark Miller, Eisenhower Elementary Principal, assumed an additional role and added the title of Supervisor of Elementary Education. Mr. Miller has focused his efforts in our alignment work on standardizing practices at the three elementary buildings with an emphasis on the Professional Learning Communities (PLC) model and creating greater collaboration among the three buildings. We have outstanding staff and programs at Baker, Eisenhower, and Streams Elementary Schools. Through this structure, the District will achieve even greater success in Delivering Excellence at USC.

In 2014, the School District was very fortunate to receive a generous commitment of \$75,000 over a three-year period to help fund the Professional Learning Communities initiative at the elementary level.

STEAM/STEM Education — STEAM education (Science, Technology, Engineering, Arts, and Mathematics) has become an important component in American education. As the economy changes, these areas will be key to industry innovation and career success. The School District has made an intentional choice to commit to STEAM education and has developed a K-12 three-year plan for implementation of STEAM practices, focusing on the ultimate goal of providing all students with the opportunity to have significant meaningful experiences in these areas.

Some STEAM/STEM educational enhancements in 2014 include:

- At the elementary level, an Engineering Is Elementary (EIE) unit is being piloted as a supplemental component to enhance existing science curriculum in grades 1-4. Allowing students to experience real engineering and design processes from the elementary through the high school level could have a powerful impact on students' design skills and motivation to study or excel in these areas.
- At the middle school level, revisions are being made to provide additional physics and engineering experiences that promote interdisciplinary learning for eighth grade students. These changes at the middle school level assure that students are appropriately exposed to all strands of science, including

engineering, and improve the K-12 science curriculum articulation.

- A STEM (Science, Technology, Engineering and Mathematics) course is being piloted for high school students in grades ten through twelve. The purpose of the course is to expose students to real-world problem-solving using Luma Institute's Human Centered Design, a concept embraced by many sectors of industry and education as an effective approach to problem solving and innovation. Students solve tasks generated by industry partners, All Clad and EA FAB, and work in teams to engineer solutions to these problems. Students are required to collaborate creatively in order to design, develop, test, and improve their solutions, and finally present, explain, and defend their rationale to instructors and the industry partners. The course is run in conjunction with a team of students and teachers at South Fayette High School. Engaging students in real world projects provided by industry partners gives students an authentic experience of what it is like to work in a STEM-related career.

2014 Summer STEAM Academy — Upper St. Clair High School hosted its third annual week-long summer STEAM Academy. Approximately sixty students from both Upper St. Clair and Sto-Rox High Schools participated in this year's Academy and selected one of four classes – chemistry, 3-D printing, art sculpture or forensic science.

The chemistry class explored gases and the way they behave. Students used Logger Pro computers and experiments to learn the classic gas laws by measuring pressure, temperature, amount, and volume. In the 3-D printing class, students made jewelry, puzzles, and small gizmos, including a penny-launcher. In the art sculpture class, students worked with sheet metal and recycled materials to make a kinetic object and welded together sculptures ranging from an eagle to a bow and arrow. As part of the forensic science class, students used blood spatter patterns, hair samples, and fingerprints from a mock crime scene to determine who committed a murder and to learn about evidence collection.



USC Chosen as One of Top STEM Schools in Country — Upper St. Clair High School was ranked third in Pennsylvania by Shell Oil Company in recognition of the company's large demand for a skilled workforce in the state and also ranked as one of the top ten STEM high schools in the country. High schools were



Educational Initiatives

measured on a set of math and science specific indicators that capture both performance and engagement, including performance on math and science standardized tests and college entrance exams, as well as offerings and enrollment in advanced math and science courses.

High School Innovation Hub — The High School Innovation Hub was launched with the start of the 2014-15 school year. The Innovation Hub contains two highly synergistic components — the FAB Lab and SHOP@USC. It serves as a resource center to bridge between the concepts taught in traditional classrooms and the real-world applications of those concepts for every high school student.

• **FAB Lab** — A state-of-the-art digital fabrication laboratory, or FAB Lab, has been developed at the high school, one of the first in Pennsylvania. The Lab can integrate any subject from English to social studies to art with fields like engineering, design, and fabrication. The FAB Lab utilizes three-dimensional printing, laser engraving, vinyl cutting, wood routing, three-dimensional scanning, and computer design programs. The FAB Lab cost \$150,000 to equip. Funding was secured by the District's Advancement Office through a STEAM Grant, the "Celebrate Our Schools" Gala, the state's Educational Improvement Tax Credit (EITC) program, and the High School PTSO.



• **SHOP@USC (Showing How Opportunity Pays @ USC)** — For the past decade, the vision of the High School Special Education Program staff has been to provide the students with significant disabilities and the students in the Life Skills Support Program with the opportunity to establish and run their own business. An in-house business provides unlimited, invaluable real-world instruction and experiences for the students in a cost effective and sustainable way. Additionally, SHOP@USC provides much-needed authentic peer interactions between non-disabled students and students with disabilities.



Through generous private donations of over \$160,000 in funding and in-kind equipment, SHOP@USC students are producing and selling greeting cards and specialty USC spirit wear. Currently, they are seeking an additional \$75,000 in order to accomplish next year's goal of opening a storefront and kiosk in the High School to sell the items produced in SHOP@USC. With ample

inventory and sales, the ultimate goal is to establish an online store.

1:1 Learning Initiative at the Middle Schools — The first phrase in the District's tagline is "Customizing Learning," which is one of the premier goals of Upper St. Clair School District, along with serving the whole child and preparing our students to become 21st century citizens.

Part of the equation of customizing learning
is the use of iPads:
(Progressive Tools +
Best Instructional Practices +
Skilled Instructors +
21st Century Skill Infusion =
Innovative Customized Classrooms)

The 1:1 Learning Initiative at the middle schools began with two pilot programs in fifth and seventh grades. A fifth grade team,



which served as our first 1:1 technology model, originated with 50 students in the 2013-14 school year and has increased to 90 students currently. The success at the fifth grade level

led to an expansion at seventh grade, which has evolved into all 330+ seventh grade students experiencing the benefit of transformational technology using individual iPads. These positive results have given the District confidence to move forward with plans to launch a 1:1 iPad learning initiative for all students at the middle school level, grades 5 through 8, in the 2015-16 school year.

Through the use of the course development software, Blended Schools, students have the ability to access content and course materials 24/7. Teachers are able to receive immediate feedback on student understanding during and after lessons and can adjust instruction as needed. Descriptive feedback, provided by the teacher's voice, is an additional option for a variety of assignments. Teachers also have the ability to record and deliver video lessons that can be accessed at any time. This provides the ability for students to engage in lessons at home, at their own pace, and to revisit the information when needed. Students are demonstrating knowledge in ways that allow for the use of both technology and creativity as they produce authentic projects.

The School District continues to research and develop a model of instructional delivery that most effectively utilizes 1:1 mobile technology at the middle school level, with consideration that a 1:1 model could be established for all students in the near future.



Awards & Recognitions

Boyce and Fort Couch Middle Schools Received LEED Silver Level Certifications

Boyce and Fort Couch Middle Schools were officially designated as LEED (Leadership in Energy and Environmental Design) Certified Buildings and awarded a LEED Certification at the Silver Level by the US Green Building Council. This designation represents about \$567,760 for Boyce and about \$605,740 for Fort Couch in PlanCon

reimbursements to the School District from the Pennsylvania Department of Education over a 30-year period.



Boyce and Fort Couch Middle Schools are two of the first LEED Certified public schools in Allegheny County. The LEED Certification is the result of exemplary environmental energy and sustainable design performance of the buildings and their sites. The categories of the LEED Certification include high-performance for its Sustainable Site, Water Efficiency, Energy & Atmosphere, Materials & Resources, Indoor Environmental Quality, and Innovation, including utilization of the schools as teaching tools for environmental learning.

In addition to the financial benefits of LEED, our designation sends a great message to the students and the community about social responsibility, science, and the associated benefits of a quality learning environment.

Board of School Directors Receive the Tri-State Area School Study Council's D. Richard Wynn Distinguished School Board Award

The Board of School Directors received the D. Richard Wynn Award in March 2014. The award recognizes school boards for addressing important issues that directly improved schooling for students during the 2011 through 2013 school years.

The School Board was praised for demonstrating remarkable contributions to education and its community. The Board, like other Pennsylvania school boards, has faced tremendous budget challenges. Despite these challenges, Board members have been committed to continuing and improving USC's legacy of student excellence.



Additional awards and recognitions for the School District, staff, and students in 2014 include:

- Ninth grader Sahil Doshi was chosen as the winner of the 2014 Discovery Education 3M Young Scientist Challenge for his innovative, eco-friendly battery design, the PolluCell, which converts carbon dioxide into electricity.



- Boyce and Fort Couch Middle Schools were re-designated as Don Eichhorn "Schools to Watch" for the third time. Both schools received their first "Schools to Watch" award in 2008 and were re-designated in 2011 and 2014.



- TheBestSchools.org ranked Fort Couch Middle School No. 14 among the 50 best middle schools in the country, the only Pennsylvania school receiving this designation.



- U.S. News & World Report ranked Upper St. Clair as one of the best high schools in America - No. 6 among Pennsylvania's 690 public, magnet, and charter high schools and No. 456 of more than 19,400 high schools nationwide.



- The School District received exceptional rankings in the *Pittsburgh Business Times* 2014 Guide to Western Pennsylvania Schools placing number two in western Pennsylvania and fourth in the state for the Honor Roll Rank.



- USC High School students ranked No.1 in the Pittsburgh region and No. 5 in the Commonwealth of Pennsylvania on the SAT College Entrance Exam with a combined SAT score of 1,736.



- The School District's electronic newsletter eBLAST was one of four publications in the state to receive an Award of Excellence in the Electronic Newsletter category of the Pennsylvania School Public Relations Association's (PenSPRA) "Excellence in Education Communications" contest.

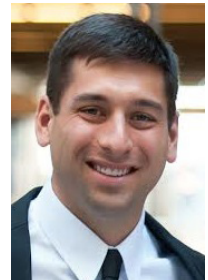


Awards & Recognitions

- The School District's website was one of two in the state to receive an Award of Excellence in the Website/ Intranet category of the 2014 Educational Publications Contest sponsored by the Pennsylvania School Boards Association.
- Dr. Louis Angelo, High School Associate Principal, earned the PA Association for Supervision and Curriculum Development (PASC) "Outstanding Research and Publication Award."
- Matt Henderson, Boyce Middle School teacher, was named "Blended Schools Network Teacher of the Year."
- Jennifer Kirk, High School Guidance Curriculum Leader, was identified as the Pennsylvania School Counselors Association "School Counselor of the Year."



- Dr. Timothy Wagner, Middle School Language Arts Curriculum Leader and International Baccalaureate Middle Years Program Coordinator, received the PASCD "2014 Outstanding Young Educator Award."
- Kristin Cilli, Boyce Middle School Teacher, and Raymond Berrott, Director of Technology, were recognized as the Allegheny Intermediate Unit and Center for Creativity "Champions of Change."
- Bradley Wilson, Customization/ Instructional Technology Curriculum Leader, was designated as one of the National School Boards Association "20 to Watch" Technology Educators in the Country.



All commendations, recognitions, and awards can be accessed at the School District's website www.uscsd.k12.pa.us under "Awards and Recognitions."



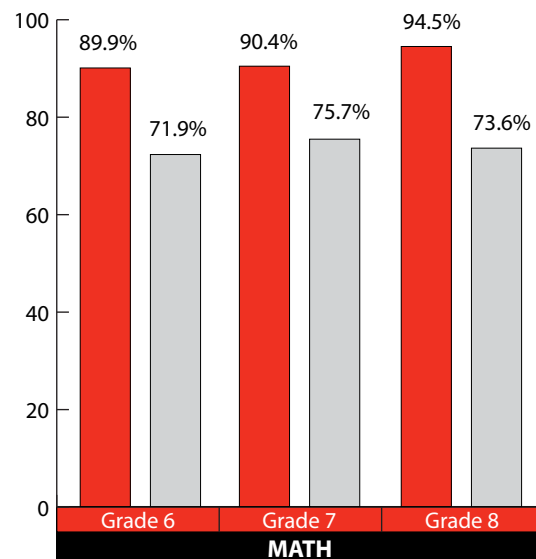
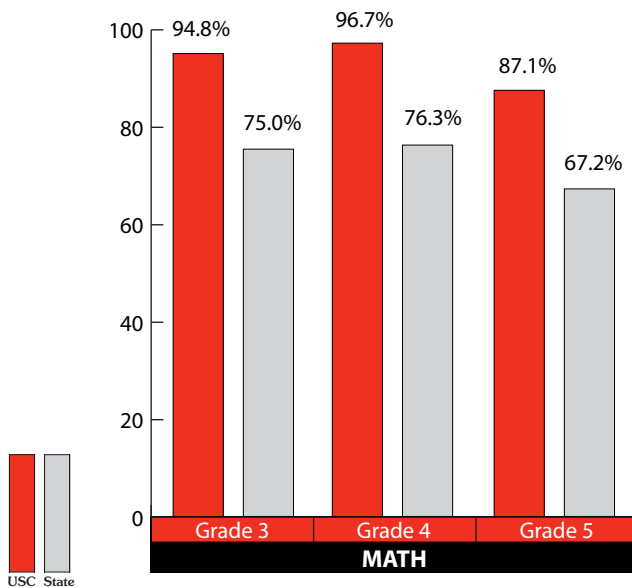
Student Achievement

Pennsylvania System of School Assessment 2013-14 — In 1999, Pennsylvania adopted academic standards for Reading, Writing, Speaking and Listening, and Mathematics. These standards identify “what a student should know and be able to do” at varying grade levels.

The annual Pennsylvania System of School Assessment (PSSA) is a standards-based, criterion-referenced assessment used to measure a student’s attainment of the academic standards while also determining the degree to which school programs enable students to attain proficiency of the standards. Every Pennsylvania student in grades 3 through 8 is assessed in reading and math. Every Pennsylvania student in grades 5 and 8 is assessed in writing. Every Pennsylvania student in grades 4 and 8 is assessed in science.

State Assessments by Grade Level

Test	Grade Levels
PSSA Math	3-8
PSSA Reading	3-8
PSSA Writing	5 and 8
PSSA Science	4 and 8
Keystone Exams: Algebra I, Biology, and Literature	Contingent upon course completion



ACT Mean Score Results 2014

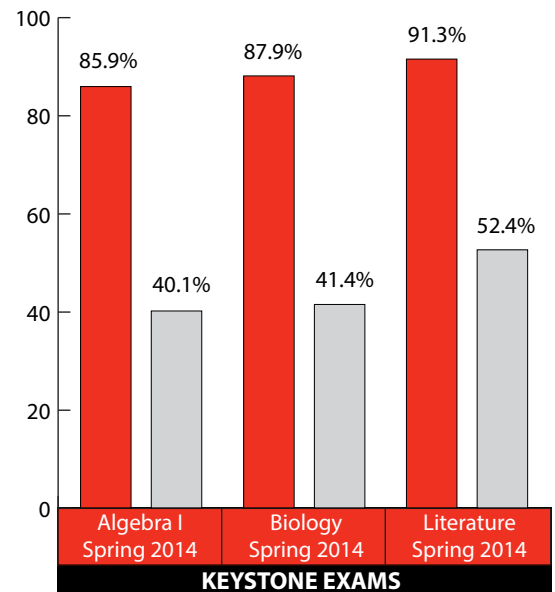
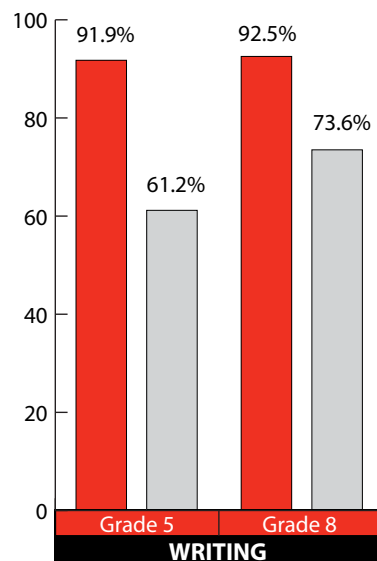
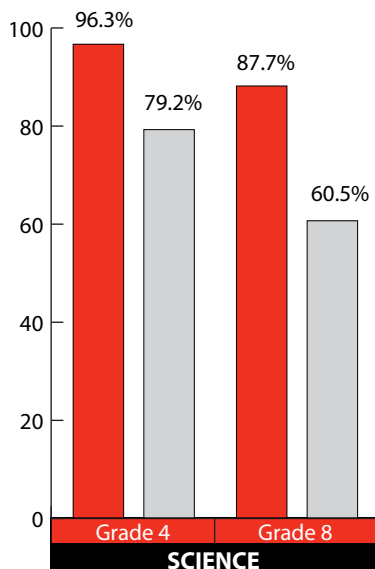
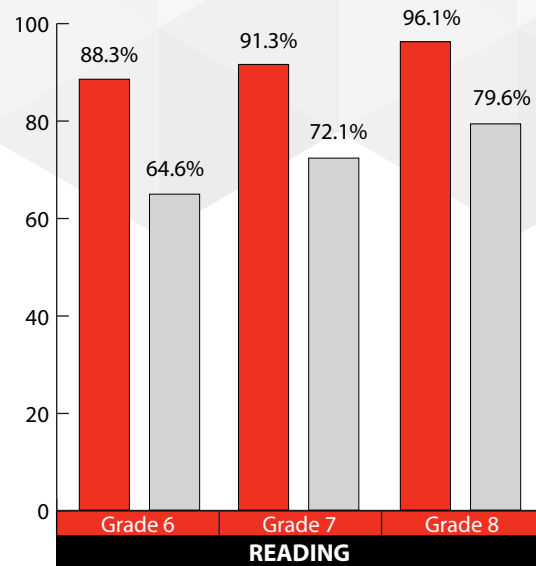
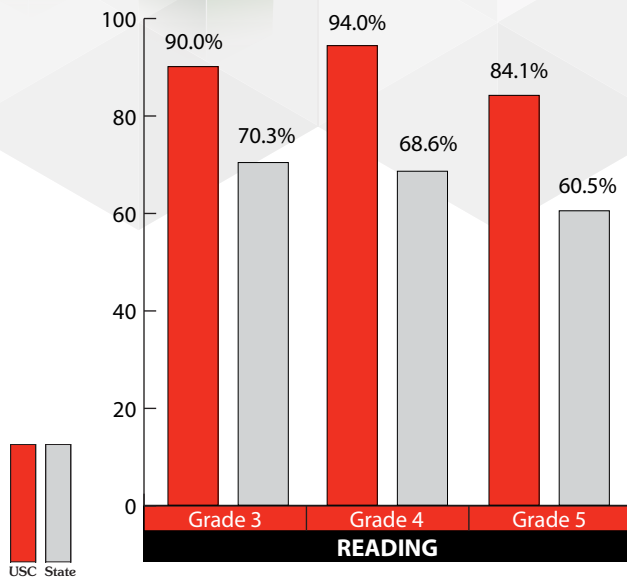
	English	Math	Reading	Science	Composite
Upper St. Clair	25.4	26.5	26.0	24.9	25.8
PA Composite					22.7

SAT Mean Score Results 2014

SAT Test	SAT District Average Score	SAT State Comparison
Critical Reading	562	497
Mathematics	591	504
Writing	569	480



Student Achievement



2013-2014 Terra Nova District Median National Percentile

Grade	Reading	Vocabulary	Reading Composite	Language Mechanics	Mathematics	Mathematics Computation	Mathematics Composite	Total Score
First	80	80	88		77	66	79	85
Second	80	76	86	78	71	70	74	81

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.



School Performance Profile

The Pennsylvania Department of Education (PDE) received approval by the U.S. Department of Education to replace the “No Child Left Behind” accountability standard for academic performance with the School Performance Profile (SPP).

While public schools across the state have previously earned designations under the U.S. Department of Education Elementary and Secondary Education Act of 2001 “No Child Left Behind” legislation (a.g. Adequate Yearly Progress), schools now receive an academic performance score based upon many data points. Test scores, progress in closing achievement gaps, and degree of student growth over time are factored into the calculation. These include graduation, promotion, and attendance rates, as well as evidence of offering rigorous courses.

Posted on the PDE public website (<http://www.paschoolperformance.org>), SPP provides an academic performance score for public, private, charter, and cyber schools in the state.

This performance score is designed with several purposes in mind:

- To inform the public of school performance;
- To provide a building level score for educators as part of their evaluation system;
- To allow the public to compare schools across the state; and
- To give schools a methodology to analyze their strengths and needs.

Listed below is a summary of the School Performance Profile score for each school and the web address where detailed school performance data can be reviewed.

Upper St. Clair School District					
Pennsylvania School Performance Profile (SPP) 2013-14					
School	Enrollment	Grades	Highly qualified teachers %	Building level academic score	PDE link of SPP
Baker EL	397	K-4	100	92.2	http://paschoolperformance.org/Profile/4447
Eisenhower EL	503	K-4	100	89.8	http://paschoolperformance.org/Profile/4449
Streams EL	484	K-4	100	86.6	http://paschoolperformance.org/Profile/4451
Boyce MS	694	5-6	100	92.2	http://paschoolperformance.org/Profile/4448
Fort Couch MS	655	7-8	100	95.2	http://paschoolperformance.org/Profile/4450
Upper St. Clair HS	1389	9-12	100	94.8	http://paschoolperformance.org/Profile/4452





Colleges and Universities Attended by Class of 2014

Allegheny College
 American University
 Arizona State University
 Auburn University
 Baldwin Wallace University
 Belmont University
 Bethany College
 Boston College
 Brigham Young University
 Brown University
 California University of Pennsylvania
 Capital University
 Carlow University
 Carnegie Mellon University
 Case Western Reserve University
 Chapman University
 Chatham University
 Claremont McKenna College
 Clarion University of Pennsylvania
 Clemson University
 College of Charleston
 Columbia College/Chicago
 Community College of Allegheny
 County
 DePaul University
 Drexel University
 Duquesne University
 East Carolina University
 Edinboro University of Pennsylvania
 Elon University
 Emerson College
 Emory University
 Florida State University
 Franklin College Switzerland
 Gannon University
 George Mason University
 Georgetown University
 Georgia Institute of Technology
 Gettysburg College

Grove City College
 Indiana University of Pennsylvania
 James Madison University
 John Carroll University
 Johns Hopkins University
 Juniata College
 Kent State University
 Kenyon College
 La Roche College
 Lafayette College
 Lehigh University
 Louisiana State University
 Marquette University
 Mercyhurst College
 Miami University, Oxford
 Michigan State University
 Montclair State University
 New England Culinary Institute
 New York University
 Ohio Northern University
 Ohio University
 Ohio Wesleyan University
 Pennsylvania State University,
 University Park
 Pittsburgh Technical Institute
 Point Park University
 Princeton University
 Robert Morris University
 Rochester Institute of Technology
 Saint Francis University
 Saint Vincent College
 Savannah College of Art and Design
 Scottsdale Community College
 Seattle Pacific University
 Seton Hill University
 Slippery Rock University of
 Pennsylvania
 St. Bonaventure University
 St. John's University/Queens Campus

Swarthmore College
 Syracuse University
 The Art Institute of Pittsburgh
 The George Washington University
 The Ohio State University
 The University of Alabama
 United States Naval Academy
 University of Chicago
 University of Cincinnati
 University of Connecticut
 University of Dayton
 University of Florida
 University of Kentucky
 University of Michigan
 University of North Carolina/
 Chapel Hill
 University of Notre Dame
 University of Pennsylvania
 University of Pittsburgh
 University of Rhode Island
 University of Richmond
 University of South Carolina
 University of Southern California/
 Los Angeles
 University of Toledo
 Vanderbilt University
 Villanova University
 Virginia Military Institute
 Virginia Polytechnic Institute and
 State University
 Wake Forest University
 Washington and Jefferson College
 Washington and Lee University
 Waynesburg University
 Wellesley College
 West Virginia University
 Westminster College
 Yeshiva University



Upper St. Clair SCHOOL DISTRICT ANNUAL REPORT

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Mrs. Barbara L. Bolas
Mr. Harry F. Kunselman
Mr. Louis P. Mafrice, Jr.
Mr. Louis M. Oliverio
Mrs. Angela B. Petersen
Mrs. Rebecca A. Stern

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Dr. Sharon Suritsky, Assistant/
Deputy Superintendent of Schools
Mr. John Rozzo, Assistant Superintendent
Dr. Judith Bulazo, Director of Curriculum &
Professional Development
Ms. Frosina Cordisco, Director of Business & Finance
Mr. Raymond Berrott, Director of Technology
Ms. Sheila Gorgonio, Director of Advancement
Ms. Eloise Stoehr, Supervisor of Pupil Personnel Services
Ms. Melissa Garvin, Supervisor of Special Education
Mr. Joseph Connors, Chief of School Police
Dr. Patrick McClintock-Comeaux,
Baker Elementary School Principal
Mr. Mark Miller, Eisenhower Elementary School Principal/
Supervisor of Elementary Education
Dr. Claire Miller, Streams Elementary School Principal
Ms. Amy Pfender, Boyce Middle School Principal
Mr. Joseph DeMar, Fort Couch Middle School Principal
Ms. Erin Peterson, Middle School Assistant Principal
(Grades 5-8)
Dr. Louis Angelo, High School Acting Principal
Ms. Christine Mussomeli, High School Assistant Principal
Mr. Daniel Beck, High School Assistant Principal
Mr. Jonn Mansfield, Director of Transportation
Mr. Kevin Hillman, Transportation Supervisor



2013-2014 Quick Facts

Graduation Rate	99.7%
Continuing Post-Secondary Education	94%
Four-year College	87%
Two-year Junior College, or Business/Technical	7%
Armed Forces	6%
National Merit Finalists	5
National Merit Semi-Finalists	5
National Merit Commended	17
Students Participating in Advanced Placement (AP) Exams	348
Students Earning College Credit (AP Score \geq 3)	89%
Professional Teaching Staff	
Full-Time	291
Part-Time	8
Professional Staff with Advanced Degrees	212
Paraprofessional Staff	
Full-Time	65
Part-Time	5
School District Tax Rate	21.413 mills
School District Tax Rate Ranking Compared with County	15 th out of 42
District per Pupil Expenditures*	
Upper St. Clair	\$13,181
Allegheny County Average	\$13,867
* (excludes debt service and financing activities)	

Contact Us
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