

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Lois Hossler Brewer

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Mill Road Elementary School

(As it should appear in the official records)

School Mailing Address 35 Elm Avenue

(If address is P.O. Box, also include street address.)

City Elizabethtown State PA Zip Code+4 (9 digits total) 17022-1502

County Lancaster County State School Code Number* 000002558

Telephone 717-361-7424 Fax 717-361-0184

Web site/URL http://www.etownschoools.org E-mail lois_brewer@etownschoools.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Principal's Signature)

Name of Superintendent*Dr. Michele Balliet, NA

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

E-mail:

michele_balliet@etownschoools.org

District Name Elizabethtown Area School District Tel. 717-367-1521

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Terry Seiders, NA

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 5 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 7 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 4 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	33	22	55
1	28	31	59
2	30	18	48
3	28	27	55
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	119	98	217

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 4 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 88 % White
 - 3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 8%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	16
(4) Total number of students in the school as of October 1	211
(5) Total transferred students in row (3) divided by total students in row (4)	0.076
(6) Amount in row (5) multiplied by 100	8

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages: NA
8. Students eligible for free/reduced-priced meals: 23 %
 Total number students who qualify: 50

Information for Public Schools Only - Data Provided by the State

The state has reported that 19 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 7 %
15 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>1</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>0</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>2</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>15</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	11
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	96%	97%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: “Students accomplish high quality results (academically, socially, emotionally) through our school’s continuous growth mindset; risk-free environment; and collaboration with staff, students, parents, and community.”

PART III – SUMMARY

Mill Road Elementary is one of four K – 3 primary elementary schools in Elizabethtown, a small town in south central Pennsylvania. There are three classrooms at each grade level, serving 217 students. Students from the primary schools transition to one Grade 4 -6 school. This configuration began in 2011 – 12, due to enrollment and renovation needs. With this change, Mill Road expanded from two to three classrooms for each grade level, which added new staff. Mill Road families work in Elizabethtown or one of the four small cities within 15 miles of our community. Staff members live in Elizabethtown or commute to work from these cities.

Mill Road’s success is rooted in our educational philosophy and the school culture that develops from it. Our philosophy’s guiding principles include: a shared ownership of responsibility for the success of all students; utilization of effective collaboration to forward academic excellence; and recognition of the importance of building a home/school connection. This philosophy is evident in our school’s Mission Statement: “Students accomplish high quality results (academically, socially, emotionally) through our school’s continuous growth mindset; risk-free environment; and collaboration with staff, students, parents, and community.”

Our school culture focuses on fostering a positive environment in which students can learn not only academic information, but also skills essential to character development and building relationships. This focus is evident as students grow emotionally and socially through activities and actions one sees and hears while in our building.

Each day, our Code of Conduct is shared during morning announcements. It includes the character traits we use to help students grow emotionally and socially and is instrumental in establishing and maintaining our school culture. It is posted in hallways and classrooms; embedded in our processing tool (Think Sheet) to help students learn about appropriate behavior choices; used in our School-wide Positive Behavior Support Plan; and provides guidelines for classrooms’ twice-a-week class meetings.

Students are involved in various age-appropriate leadership roles, providing opportunities for them to grow socially by building positive, helping relationships. Grade 3 and 2 students read the morning announcements. Older classes matched with younger classes can be seen together in the cafeteria and at dismissal as the older students teach new routines. Book Buddies enjoy sharing books and helping with reading skills. First graders enthusiastically show Kindergartners correct use of playground equipment.

Annual data analysis completed in K - 3 vertical teams provides a school-wide focus to help students grow academically. This analysis and focus on school and individual student goals is integral to consistent achievement in PSSA testing. Mill Road garnered yearly AYP awards, which continued in 2013 and 2014 with Grade 3 scoring 90% and 92% proficiency in math and 91% and 98% in reading/ELA. The historically underperforming group scored 87% and 92% proficiency in reading/ELA in 2013 and 2014, while HU students scored 87% in math in 2013, and 75% in 2014, which is a focus area this year. We received recognition as a 2013 Title I Distinguished School (SPP 92.6), presenting at the 2014 Pennsylvania ISP Conference. In October 2014, we received the highest SPP score (97.5) for elementary schools in Lancaster County, PA.

Mill Road students’ emotional and social needs are also met through District student support initiatives. Families may meet with a private counseling service in the school during school hours. Our weekly 45-minute CUBS (Children Understanding and Building Skills) classes for all students in Grades 1 - 3 greatly impact social and emotional learning. Lessons focus on relationships, character traits, and respectful communication. Since classes began in 2011, we noticed an increase in students using these skills to solve problems.

Our Kindergarten students benefit from initiatives that forward academic growth. The Success by 6 community partnership provides an opportunity to discuss with local preschools academic, social and

emotional transition needs prior to beginning our Kindergarten program. Three days a week, kindergarten students learn about reading/ELA and math through 30-minute integrated related arts activities.

Mill Road's parent community has a history of active involvement in the school, contributing to our home-school connection. Our PTO carries on the tradition of balanced experiences for students in their social development through service and social projects; e.g. our annual "Jump for Joy", raising money by jumping rope for needy families in our school during holidays; holding a food drive to restock the local food bank; sponsoring monthly Family Fun events; and a PTO Year End Carnival to celebrate a great school year!

Our staff's consistent, relentless dedication to find and use strategies that fulfill our Mission Statement, helping all students learn and grow in all areas of their lives, has created an amazing, effective 'whole school community' culture where staff, students, and parents have a steady focus on utilizing all components of successful Blue Ribbon schools to help Mill Road students succeed!

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Our curriculum is aligned to the PA Core Standards. Not only are the foundational skills addressed through our re-designed curriculum for ELA and math, but also the critical thinking and reasoning skills students need to be prepared for the changing workplace in our 21st century world.

The curriculum re-design was accomplished through a collaborative effort of Grade K – 8 teachers for ELA and Grade K – 6 teachers for math to ensure a vertical continuum that provides continuity of learning from one level to the next was developed.

Both the ELA and Math Curriculum Committees applied research about deeper learning to develop the curriculum. ELA research provides evidence that having a purpose for reading is important in gaining deeper understanding of content. Applying this research, each grade level chose a thematic concept upon which their learning would be based. Each marking period, a different aspect of that theme is explored through the curriculum components. Math research finds that procedural skills and conceptual understanding are both important in ensuring students reach mathematics proficiency. Applying this research, curriculum maps were developed that ensured mathematical content and practices are integrated. On each standard map, mathematical practices are listed along with the content.

Knowing the state standards were developed to provide deeper understanding of content, each grade level reviewed the standards to identify the essential principles or generalizations that give meaning to each PA Core Standard. These principles are included on the curriculum maps as essential Understandings. Essential Questions were then created for the Understandings. These questions are included on the map to focus lessons on deeper understanding of that standard. Knowledge and skills, what students need to know and be able to do to gain full understanding of the content, are identified and included on the maps. From these Learning Modules, teachers craft lessons for ELA that integrate reading, writing, speaking and listening standards and for math that integrate mathematical content and practice standards.

The elementary science and social studies curricula are aligned with state standards. The science curriculum is taught as themes that are integrated into other curricula areas with the use of literature books and hands-on science materials. The social studies curriculum includes beginning concepts in history, civics and government, geography and economics in an articulated K – 12 curriculum continuum. Both curricula list overall course / grade level standards, which emphasize what students will know and be able to do following instruction. Unit essential questions identify the major concepts for each unit of study, while lesson key questions guide the instruction for lessons within the unit. Unit essential questions and lesson key questions for each concept within a unit, along with content specific vocabulary, further define the standards for that unit. Study of these concepts is integrated with the new ELA curriculum as appropriate.

In reading/ELA and math, teachers use the following method for students to acquire foundational skills: During whole group instruction time, the gradual release of responsibility model (I do, we do, you do) and differentiated assignments are used to meet the needs of above and below level students.

In reading/ELA, whole group instruction takes place during our 90-minute uninterrupted Core Literacy instructional time (Tier 1). Teachers model strategies and skills and provide phonics/word study instruction with grade-level text and peers, then assign students to groups with tasks appropriate to need level, e.g. below level students work with the teacher completing directed assignment; above-level students work independently or with small flexible groups in literature discussions; on-level students work with partners on a specific assignment.

In math, students are given a pre-test prior to each learning module. Teachers review results to determine students who receive extension materials for specific objectives they have already achieved and those who need remediation prior to new learning. The format listed above is used for differentiated instruction. Some grade levels group students homogeneously for math instruction based on learning module pre-test results;

however, they provide the same type of gradual release and differentiated model of instruction within their classes.

In social studies and science, most instruction is completed in a hands-on manner; however, when students must complete an assignment, teachers will create a small flexible group for students who are not yet ready to work independently.

Additionally, technology is used as it becomes available. It is used as a tool for repetition and practice, e.g. two computer work stations in each classroom are utilized as a center; as an online test preparation program for math and reading practice; as an online math fluency program; and mini-iPads are used as an instructional tool for teachers and students.

2. Other Curriculum Areas:

Grades 1 – 3 students participate in the following classes once a week for 45 minutes: Art, Music, Physical Education, Technology, CUBS (Children Understanding and Building Skills).

Library classes are conducted for the following classes once a week: Grade K – 45 minutes; Grades 1 – 3 - 20 minutes.

Our teachers of the subjects listed above support the acquisition of essential skills for our students in various ways. They are always included in our school-wide data analysis meetings, joining the reading/ELA or math vertical team, based on the area that more closely aligns with their subject area. Through participation in this data analysis with each group (ELA and math) sharing their findings, our special area teachers become very familiar with the standards in these essential curriculums, are involved in determining the school-wide focus area for each subject, and know the academic vocabulary associated with the standards of both areas. The teachers have embraced this knowledge and effectively incorporated these items into their classes. For example, some authentically and purposefully use the academic vocabulary to show students authentic application of the terms and concepts related to their subject area.

Each teacher was required to create his or her professional development goal in support of either of the essential curriculums based on what worked authentically with their subject area, in essence the Adopt-an-Anchor program. Our physical education teacher focused her professional development goal on our ELA need – Summarizing. In particular, she had her 3rd grade students write a summary of an important item they learned in their physical education lesson as their formative assessment. Although she needed to finish her lesson earlier on those days, she commented how insightful the information was for her in regards to her lesson. Some teachers have chosen to continue to use the Adopt-an-Anchor process with their Student Learning Objective goals.

Our physical education, art and music teacher play an important role in our KINESIS program. Approximately 10 years ago, these special area departments expressed an interest in finding ways to incorporate the arts into learning. They conducted research and visited schools with a physical education only component in their program; and then created their own version with these three related arts. The program's longevity speaks for its success! Three days a week, kindergarten students receive instruction and practice in reading/ELA and math skills through the arts in 30-minute integrated related arts activities.

Our physical education, art, music, and technology teacher provide instruction for reading intervention skills clinics as possible with their schedules. The Tier 2 clinics are held daily for 30 minutes for advanced students and/or students who have not yet reached grade level.

Our CUBS (Children Understanding and Building Skills) teachers include some lessons in their curriculum related to essential skills and knowledge, e.g. teaching first graders how to use TouchPoints to add and subtract in math.

3. Instructional Methods and Interventions:

Mill Road has diverse needs for students with Speech and Language IEPs. Since we do not have other services available in our school, we depend on all teachers to meet our students' needs.

In order to optimize staff availability to provide interventions, we use a blocked schedule. This allows us to schedule instruction and interventions for multiple classroom grade levels during multiple blocks of time. In particular, there is a focus on providing remediation as soon as it is needed during Tier 1 time. Each grade level's block of 90-minute Core Literacy Tier 1 Instruction takes place simultaneously for all three classrooms. Teachers flexibly group to differentiate for students' needs across all three rooms to reinforcement Tier 1 instruction during the Reading Workshop portion of the Core Tier 1 block. Paraprofessionals are scheduled during Reading Workshop to provide more personnel for additional students with Tier 1 reinforcement needs.

In order to provide solid daily intervention for students with the greatest needs, we do not provide Guided Reading for each student everyday. Students who need the greatest support receive it 5 days/week; the next group 3 days/week; and advanced students 1 day/week. The last two groups of students are capable of working on skills for Guided Reading and/or extensions of other Tier 1 instruction independently.

Blocking Tier 2 time for two consecutive grade levels provides the opportunity to differentiate for a broader range of levels and provides more personnel to meet more needs or provide smaller groups for the same needs. These groups meet 30 minutes daily.

Blocked schedules also allow for blocked content area instruction. During this time, Tier 3 students meet with the reading specialist or instructional support teacher. This is a 30-minute block daily. Due to reduced time for the reading specialist in our building this year, a paraprofessional meets with some of these students daily.

Extended day instruction for 45 minutes after school provides additional intervention for Grade 3 math student needs. Extended day instruction for 30 minutes for AM and PM Kindergarten students provides needed Tier 3 interventions.

In math, differentiation needs are determined by a pre-test given before each unit. Students who show they met specific objectives within the unit receive enrichment or extension work during that lesson segment. Some grade levels differentiate into homogeneous groups based on the pretest for each unit, and then provide differentiation within their class.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Mill Road administers the Pennsylvania System of School Assessment (PSSA) to all students in grades 3 -5. The PSSA is divided into four performance levels: Advanced, Proficient, Basic and below Basic. The Pennsylvania Department of Education considers the Advanced and Proficient performance levels to be acceptable and the Basic and Below Basic levels of performance are considered not proficient.

In 2012, the configuration of Mill Road Elementary changed to house Grades K – 3 only; Grades 4 and 5 transferred to our new Grades 4 – 6 intermediate elementary school. Based on this change in configuration, the grade for which a 5-year analysis can be completed is Grade 3.

In math, Grade 3 shows a positive growth trend for all students tested from 2010 to 2014 for proficiency, scoring from 87% in 2010 to 92% in 2014 for a total growth of 5%. The percentage of students scoring in the Advanced level increased from 36% in 2010 to 53% in 2014 for a total growth of 17%. These trends indicate the number of students scoring Advanced is increasing while the number of students moving from Basic to Proficient is not keeping pace with the numbers moving from Proficient to Advanced.

In 2013 and 2014, math scores for the group of students with IEPs were reported. In 2013, the difference in this IEP group's score as compared to the all student score is a decrease of 17%. The IEP Advanced group score difference was 11%. These differences are considered a weakness. In 2013, the difference in the IEP group's score as compared to the all student scores was less than 10%. This is not considered a weakness.

During our beginning of the year data analysis meetings, we identified a need to grow in proficiency in the area of Algebraic Thinking, in particular, the area of application and using the tools in mathematical practices. Therefore, all grade level teams, including Grade 3 have developed a Math SLO to address this concern. Teachers are monitoring Performance Measures and discussing needs at Math PLC meetings. For the students with IEPs, we will follow the plan listed here and ensure that we follow these students for any difficulty with the vocabulary terms in this standard.

In Reading/ELA, Grade 3 shows a positive growth trend for all students tested from 2010 to 2014 for students at or above proficiency, scoring from 75% in 2010 to 98% in 2014 for a total growth of 23% points. The percentage of students scoring in the Advanced level increased from 23% in 2010 to 43% in 2014 for a total growth of 20% points. These trends indicate the number of students' scores increasing in the Advanced and Proficient levels are keeping pace with similar increases. This is considered a strength.

In 2013 and 2014, Reading/ELA scores for the students with IEPs were less than a 10% difference; therefore, this is not considered a weakness.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Mill Road staff members follow the Assessment Protocol Guidelines developed by the District to assess and monitor student progress with a variety of assessment types, including benchmark, progress monitoring, diagnostic, formative and summative. These assessments, completed at intervals throughout the year, are used by staff to analyze and inform instruction.

Each August, the faculty's vertical K – 3 teams review the PSSA results to determine areas of need to develop a school-wide goal. After the school-wide goal is determined, grade levels meet to determine their level's focus for helping students improve. These become our building professional development goals and are entered on our tracking form to monitor growth. A continuous improvement form is completed each month to track specific progress with Action Plans and individual student growth. At our monthly Data/PLC meetings with grade level teachers, the math coach or reading specialist, and instructional support teacher, we review progress based on the data, determine what strategies worked, what chief challenges

remain, brainstorm solutions and then create an Action Plan for the coming month to achieve progress on the chosen chief challenge.

At our ELA Data/PLC meetings, we also review our DIBELS progress monitoring or benchmarking data. This is reviewed to monitor growth and determine any changes needed for students in our Tier 2 and 3 interventions and as a screen of all students to ensure there is not a new need for intervention or monitoring.

Teachers share and explain the DIBELS assessments and their child's scores at our face-to-face parent conferences in the Fall. Additionally, teachers share the use of our formative assessment, in particular the open-ended responses, at conferences so parents are aware of the expectations for the new grade level. Parents also receive a letter with their Progress Reports that explains our assessments and the benchmark scores for each of the assessments at each marking period. Parents whose children are in the instructional support team process (i.e., Child Study Team), review and discuss results with the team as a basis for helping determine interventions and strategies to implement at school and home.

Part VI School Support

1. School Climate/Culture

Our school climate comes alive for the students at the beginning of each year when they walk through the front doors, are greeted by teachers and staff and the school is decorated with items that are indicative of our school theme for the year. For example, this year, Mill Road Elementary is WILD about LEARNING! We see smiles on the students' faces and know the positive climate has been set!

We utilize the students' curiosity and excitement about our theme by relating it to the structures we use to create a positive environment at our beginning of the year kick-off assembly. We review our School Code of Conduct, which is the basis for our Positive School-Wide Behavior Support Plan and which provides guidelines for both behavioral and academic expectations. Additionally, we introduce the theme-related School Store Ticket system, which reinforces our school-wide expectations. The students eagerly look forward to our regularly scheduled theme-based Code of Conduct assemblies throughout the year. They also continue to be motivated academically through the individual support they receive when teachers adjust instruction to help them be successful. All these engaging activities tap into keeping students motivated to make choices appropriate for the culture we have established throughout the school.

As an administrator new to the school in 2011, along with six additional teachers, we established building norms the staff would know and understand how we would work together, i.e. what the environment or culture would be for this mix of previous and new staff. As teachers attended the academic meetings, such as our Reading and Math Data/PLC and IST meetings, they realized all the members around the table were there to seek supportive solutions to needs that arise for our students. This support helped and continues to help teachers feel a positive connection to the school culture which is focused on helping each other.

Though it may sometimes be difficult to arrive at a solution that will work to help a student or implement a strategy, our goal is to develop something that can be used or done, even if it needs to be changed at a later time. This is what helps teachers feel supported and a part of the positive culture of Mill Road. They are then able to return to their classroom with a positive outlook that spurs them on, and in turn spurs on the students.

It is clear the guiding principles established by the staff, along with the Mission Statement, both shared in the summary, come together to make students and staff feel supported at Mill Road. This is the reason you frequently hear staff and parents talk about their "Mill Road" family.

2. Engaging Families and Community

Mill Road parents are actively engaged in all aspects of the school. They volunteer in the classrooms of their children. They volunteer to help in classrooms other than their own children's, such as our weekly enrichment math program or our three times a week Kindergarten KINESIS activities. There are multiple parents and former teachers or parents who volunteer to teach the Junior Achievement program for our students, sometimes a commitment of multiple weeks in multiple classrooms. These commitments to the students at Mill Road contribute to the academic success of our school.

Mill Road students have won the hearts of our senior citizens who volunteer in our schools as part of a tax rebate program. They begin their volunteer time with a desire to complete clerical work only. Before you know it, when we ask if they would like to read a book to a student, it turns into a weekly part of their "work". We have been fortunate these connections have permeated to others in the senior citizen community who now volunteer at Mill Road. More importantly, the impact these "visits" have on the students, academically, socially and emotionally, cannot be quantified.

Although we have not had a recipient of the award as of yet, individuals have been nominated for a "Do the Right Thing" award through the community partnership with our local Communities that Care group. This

program showcases students who make responsible, caring decisions about appropriate actions to take in various situations.

The Community that Cares group along with the Churches that Cares group is also instrumental in helping find resources for families in need as well as matching volunteers with students, who benefit from a weekly visit with a mentor at lunch and recess. When students' needs are met, they are able to focus on learning.

And finally, our parents are engaged with their children in our "Reading at Home!" fluency program. Parents attend a workshop to learn how to use the strategy of re-reading with a purpose to help students increase their fluency, which supports their comprehension. Multiple families from each of the Gr 1 – 3 classrooms participate in this program to help their children succeed.

Mill Road is fortunate to have these groups and individuals who freely give of their time to support our school and students.

3. Professional Development

The District's Professional Growth Committee has accepted responsibility for planning professional development activities for the teachers. Last year, teachers completed online professional development, focused on types of assessment. The training was well received and I frequently hear comments from teachers in conversations sharing or bringing up a point that is related to their learning. I am looking forward to this summer's plan and feel the committee has been very helpful in choosing topics for professional development that are meaningful to the teachers. It will also provide the structure and platform that will forward discussions K – 12 since we will have common knowledge as a result of the training.

As training needs arise, it is important to me as an administrator to ensure we make connections between the various trainings so we can continue to use the new information to our advantage within the needs of the building or in the District. Often finding time to complete professional development in person is difficult. In order to have the time needed, I changed the purpose of our Faculty Meetings to that of professional development only in order to carve out quality time to explore professional development topics. Additional time is sometimes also found when we are given the opportunity to conduct professional development in our buildings with our staff. Creating an online course for ELA is a promising idea to provide training for new hires when there is limited time to do so. Through online training, we are able to forward consistent messages about District initiatives to all.

Another system I have used to meet the challenge of finding time for professional development is through our academic meetings in the building. The professional conversations during these meetings have proven to be quality discussions about instructional, curricular or assessment items that are often associated with professional development activity.

My goal as the building administrator is to make connections between trainings and to our student needs to ensure there are viable implementation ideas or background knowledge that will be helpful for the staff.

4. School Leadership

Mill Road's leadership philosophy is embedded in segments of the guiding principles in our educational philosophy and in our Mission Statement: "a shared ownership of responsibility for the success of all students" and "Students accomplish high quality results (academically, socially, emotionally) through our school's continuous growth mindset".

This became evident when the RtII – Academic Committee suggested having each grade level share information about summarizing strategies at a faculty meeting and doing so with our vertical K – 3 teams. The staff attending shared how much they appreciated the opportunity to learn what came "before" and "after" their grade level and how they could use it to help the students.

As a leader of the school, it is my responsibility to stay focused on our purpose. I firmly believe that all students can learn and it is our job as educators to keep searching until we find a way to help a student succeed. I also firmly believe that one person does not have all the answers and with a collective, collaborative effort, a solution will come forward. This is the reason Mill Road has a structure of Shared Leadership.

Three building committees meet on a monthly basis to make school-wide decisions and plans or provide suggestions. The committees are comprised of one representative from each grade level with specialists divided evenly among the committees based on their roles in the school. The RtII-Academic Committee focuses on instructional items; the RtII-Behavior/Bully Prevention Committee on school culture and behavior; and the Emergency Management Committee on Safe Schools.

Our school reading specialist, K - 8 math coach and IST teacher are part of the leadership team for job-related meetings in the school. Our reading specialist and math coach provide leadership for the data segment of the Reading/ELA and Math Data/PLC meetings, while the principal takes leadership of the PLC segment of these meetings. However, the leadership for the principal during the PLC segment is that of facilitating discussion and participating in brainstorming solutions to forward student achievement. Instruction Support Team meetings are chaired by our instructional support teacher. My role as a leader during these meetings is that of a team member and providing guidance when policy or procedure questions arise.

Each professional staff member is also assigned to two teams that fulfill communication roles in our building. Vertical Teams were created to facilitate group discussions among K - 3 grade level teachers and specialists. All professional staff in the building are assigned to one of three vertical teams. These teams are utilized by building committees and the principal for various professional discussions. Each year, grade level and specialist teams appoint one member to be their Team Communicator as a means to diminish time spent in meetings delivering and receiving information. The role of the Team Communicator is to meet with their grade level or specialist members to provide information to or gather feedback from the group as requested by the Principal.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>PSSA</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>DRC</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Apr	Mar	Mar	Apr
SCHOOL SCORES*					
Satisfactory academic performance and above	92	90	91	89	87
Superior academic performance	53	50	46	40	36
Number of students tested	49	58	65	53	47
Percent of total students tested	23	27	28	17	16
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
2. Students receiving Special Education					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
5. African- American Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
6. Asian Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
9. White Students					
Satisfactory academic performance and above	95	93	91	88	87
Superior academic performance	55	53	44	38	32
Number of students tested	47	55	62	48	44
10. Two or More Races identified Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
11. Other 1: Ethnicity, ED, LEP, IEP, Title I					
Satisfactory academic performance and above	75	87			
Superior academic performance	42	40			
Number of students tested	12	15			
12. Other 2: Other 2					
Satisfactory academic performance and above					
Superior academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					

NOTES: - Number Tested PL includes PASA students beginning in 2007 and PSSA-M students from 2010-2012.

- Number Tested and Mean Scale Score are calculated using PSSA scores only.

- Prior to 2013, Number Tested PL and % in each Performance Level were calculated using PSSA, PSSA-M, and PASA scores.

From 2013 forward, Number Tested PL and % in each Performance Level are calculated using PSSA and PASA scores.

From 2010-2012: In addition to the PSSA results, the summary calculations also include students' earned scores from the PASA and PSSA-M assessments. This may cause variation between summary calculations in Data Interaction and AYP Results. Prior to 2010 and from 2013 forward, the summary calculations include PSSA results and students' reported scores for PASA.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>PSSA</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>DRC</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Apr	Mar	Mar	Apr
SCHOOL SCORES*					
Satisfactory academic performance and above				82	92
Superior academic performance				48	61
Number of students tested				49	49
Percent of total students tested				16	17
Number of students tested with alternative assessment					
% of students tested with alternative assessment				0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
2. Students receiving Special Education					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
5. African- American Students					
Satisfactory academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					
6. Asian Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
9. White Students					
Satisfactory academic performance and above				81	93
Superior academic performance				47	62
Number of students tested				47	45
10. Two or More Races identified Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory academic performance and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					

NOTES: - Grade 4 classes moved to new intermediate elementary school in 2011 - 2012; therefore, 5 years of scores not available.

- Number Tested PL includes PASA students beginning in 2007 and PSSA-M students from 2010-2012.

- Number Tested and Mean Scale Score are calculated using PSSA scores only.

- Prior to 2013, Number Tested PL and % in each Performance Level were calculated using PSSA, PSSA-M, and PASA scores.

From 2013 forward, Number Tested PL and % in each Performance Level are calculated using PSSA and PASA scores.

From 2010-2012: In addition to the PSSA results, the summary calculations also include students' earned scores from the PASA and PSSA-M assessments. This may cause variation between summary calculations in Data Interaction and AYP Results. Prior to 2010 and from 2013 forward, the summary calculations include PSSA results and students' reported scores for PASA.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>PSSA</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>DRC</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Apr	Mar	Mar	Apr
SCHOOL SCORES*					
Satisfactory academic performance and above				69	85
Superior academic performance				50	56
Number of students tested				52	48
Percent of total students tested				17	16
Number of students tested with alternative assessment					
% of students tested with alternative assessment				0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
2. Students receiving Special Education					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
5. African- American Students					
Satisfactory academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					
6. Asian Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
9. White Students					
Satisfactory academic performance and above				69	87
Superior academic performance				50	57
Number of students tested				48	46
10. Two or More Races identified Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory academic performance and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					

NOTES: - Grade 5 classes moved to new intermediate elementary school in 2011 - 2012; therefore, 5 years of scores not available.

- Number Tested PL includes PASA students beginning in 2007 and PSSA-M students from 2010-2012.

- Number Tested and Mean Scale Score are calculated using PSSA scores only.

- Prior to 2013, Number Tested PL and % in each Performance Level were calculated using PSSA, PSSA-M, and PASA scores.

From 2013 forward, Number Tested PL and % in each Performance Level are calculated using PSSA and PASA scores.

From 2010-2012: In addition to the PSSA results, the summary calculations also include students' earned scores from the PASA and PSSA-M assessments. This may cause variation between summary calculations in Data Interaction and AYP Results. Prior to 2010 and from 2013 forward, the summary calculations include PSSA results and students' reported scores for PASA.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>PSSA</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>DRC</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Apr	Mar	Mar	Apr
SCHOOL SCORES*					
Satisfactory academic performance and above	98	91	84	76	75
Superior academic performance	43	33	25	30	23
Number of students tested	49	58	65	53	47
Percent of total students tested	23	27	28	17	16
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
2. Students receiving Special Education					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
5. African- American Students					
Satisfactory academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					
6. Asian Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
9. White Students					
Satisfactory academic performance and above	98	95	84	73	73
Superior academic performance	43	35	21	29	21
Number of students tested	47	55	62	48	44
10. Two or More Races identified Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
11. Other 1: Ethnicity, ED, LEP, IEP, Title I					
Satisfactory academic performance and above	92	87			
Superior academic performance	42	27			
Number of students tested	12	15			
12. Other 2: Other 2					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
13. Other 3: Other 3					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					

NOTES: - Number Tested PL includes PASA students beginning in 2007 and PSSA-M students from 2010-2012.

- Number Tested and Mean Scale Score are calculated using PSSA scores only.

- Prior to 2013, Number Tested PL and % in each Performance Level were calculated using PSSA, PSSA-M, and PASA scores.

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STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>PSSA</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>DRC</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
Satisfactory academic performance and above				67	76
Superior academic performance				37	47
Number of students tested				49	49
Percent of total students tested				16	17
Number of students tested with alternative assessment					
% of students tested with alternative assessment				0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
2. Students receiving Special Education					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
5. African- American Students					
Satisfactory academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					
6. Asian Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
9. White Students					
Satisfactory academic performance and above				66	76
Superior academic performance				34	47
Number of students tested				47	45
10. Two or More Races identified Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory academic performance and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					

NOTES: - Grade 4 classes moved to new intermediate elementary school in 2011 - 2012; therefore, 5 years of scores not available.

- Number Tested PL includes PASA students beginning in 2007 and PSSA-M students from 2010-2012.

- Number Tested and Mean Scale Score are calculated using PSSA scores only.

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STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>PSSA</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>DRC</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Apr	Mar	Mar	Apr
SCHOOL SCORES*					
Satisfactory academic performance and above				65	75
Superior academic performance				25	38
Number of students tested				52	48
Percent of total students tested				17	16
Number of students tested with alternative assessment					
% of students tested with alternative assessment				0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
2. Students receiving Special Education					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
5. African- American Students					
Satisfactory academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					
6. Asian Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
9. White Students					
Satisfactory academic performance and above				67	76
Superior academic performance				25	37
Number of students tested				48	46
10. Two or More Races identified Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					

NOTES: - Grade 5 classes moved to new intermediate elementary school in 2011 - 2012; therefore, 5 years of scores not available.

- Number Tested PL includes PASA students beginning in 2007 and PSSA-M students from 2010-2012.

- Number Tested and Mean Scale Score are calculated using PSSA scores only.

- Prior to 2013, Number Tested PL and % in each Performance Level were calculated using PSSA, PSSA-M, and PASA scores.

From 2013 forward, Number Tested PL and % in each Performance Level are calculated using PSSA and PASA scores.

From 2010-2012: In addition to the PSSA results, the summary calculations also include students' earned scores from the PASA and PSSA-M assessments. This may cause variation between summary calculations in Data Interaction and AYP Results. Prior to 2010 and from 2013 forward, the summary calculations include PSSA results and students' reported scores for PASA.