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

Official School Name Slippery Rock Area High School
(As it should appear in the official records)

School Mailing Address 201 Kiester Road
(If address is P.O. Box, also include street address.)

City Slippery Rock   State PA   Zip Code+4 (9 digits total) 16057-1601

County Butler   State School Code Number* AUN Number: 104107503

Telephone 724-794-2960   Fax 724-794-3559

Web site/URL   http://www.slipperyrock.k12.pa.us   E-mail kristie_shulsky@slipperyrock.k12.pa.us

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. Alfonso Angelucci   E-mail: a_angelucci@slipperyrock.k12.pa.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Slippery Rock Area School District   Tel. 724-794-2960
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 Mrs. Polly Shaw
(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   2 Elementary schools (includes K-8)
   (per district designation):   1 Middle/Junior high schools
                                            1 High schools
                                            0 K-12 schools

                                            4 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
   [X] Rural

3. 6 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	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	86	73	159
10	82	105	187
11	88	70	158
12	85	63	148
Total Students	341	311	652

5. Racial/ethnic composition of   0 % American Indian or Alaska Native
    the school: 1 % Asian
                                         1 % Black or African American
                                         0 % Hispanic or Latino
                                         0 % Native Hawaiian or Other Pacific Islander
                                         97 % White
                                         1 % 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: 9%

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 *to* the school after October 1, 2013 until the end of the school year	25
(2) Number of students who transferred *from* the school after October 1, 2013 until the end of the school year	34
(3) Total of all transferred students [sum of rows (1) and (2)]	59
(4) Total number of students in the school as of October 1	652
(5) Total transferred students in row (3) divided by total students in row (4)	0.090
(6) Amount in row (5) multiplied by 100	9

7. English Language Learners (ELL) in the school: 0 %
                                                       3 Total number ELL

    Number of non-English languages represented: 1
    Specify non-English languages: Chinese

8. Students eligible for free/reduced-priced meals: 28 %

    Total number students who qualify: 184

Information for Public Schools Only - Data Provided by the State

The state has reported that 30 % 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: 14 %
                                                           92 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.

    5 Autism   1 Orthopedic Impairment
    0 Deafness   7 Other Health Impaired
    0 Deaf-Blindness   54 Specific Learning Disability
    11 Emotional Disturbance   5 Speech or Language Impairment
    2 Hearing Impairment   0 Traumatic Brain Injury
    5 Mental Retardation   1 Visual Impairment Including Blindness
    1 Multiple Disabilities   0 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	2
Classroom teachers	41
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	8

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   13:1

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	93%	94%	95%	94%	93%
High school graduation rate	87%	92%	96%	87%	96%

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	126
Enrolled in a 4-year college or university	52%
Enrolled in a community college	15%
Enrolled in career/technical training program	6%
Found employment	6%
Joined the military or other public service	5%
Other	16%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes _   No X

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

15. Please summarize your school mission in 25 words or less: The mission of the Slippery Rock Area School District is to cultivate knowledge for all learners and encourage independence in our students.

PART III – SUMMARY

The mission of the Slippery Rock Area School District is to cultivate knowledge for all learners and encourage independence in our students. At Slippery Rock Area High School, our motto is "Every Teacher, Every Student, Every Day" and we provide that foundation by nurturing an environment which ensures everyone has the support to be successful.

Our district vision statement declares that our students will be prepared to meet the challenges of the ever-changing world. The three pillars of the district's vision include encouraging independence in our students, developing community-minded citizens, and promoting student achievement. With our students as a primary focus and our first priority, the district's shared values include supporting our families and community, providing a safe environment for all students, modeling inspirational school leadership, encouraging communication to problem solve, modeling dignity, loyalty, responsibility, and respect, teaching the necessary skills for college and career readiness, developing high character and strong morals, affirming a strong work ethic, and celebrating a diversely talented student body.

Slippery Rock Area High School, located in a scenic, rural area north of Pittsburgh in Northwestern Butler County, has a solid reputation for its academic success. Taking advantage of our close proximity to numerous recreational areas and educational institutions in and around the Pittsburgh metropolitan area allows our students to easily enrich their learning experiences by attending field trips and cultural events. The school services the townships and boroughs of Slippery Rock, Harrisville, West Liberty, Brady, Worth, Portersville, Prospect, Mercer, and Franklin. The high school is comprised of grades nine through twelve and offers formal programs that meet the needs of students with academic and vocational-technical interests. We work collaboratively with local universities to provide our students an opportunity to complete college coursework and programs while in high school.

Slippery Rock Area High School continues to be one of the top achieving high schools in Butler, Lawrence, and Mercer counties. The overall academic performance on our 2013-2014 School Performance Profile was 91.0%, the second highest performing school of the twenty-seven districts in our intermediate unit. In addition, the high school earned the highest math scores in the IU, and was one of eighty-seven high schools across the state to earn distinguished status and score above 90%. On the 2012-2013 School Performance Profile, the high school earned 90.1%, was the third highest performing school in the IU, and was one of forty-seven high schools across the state to earn a distinguished status. In addition, the Pittsburgh Business Times ranked Slippery Rock High School 31st of all high schools in Western Pennsylvania for academic achievement.

Currently, the high school offers fifteen honors level courses, six advanced level courses, and nine Advanced Placement level courses with the goal to expand our AP course offerings to include AP Language and Composition. Over the past five school years, five high school students have been named National Merit Scholarship Finalists and/or Commended Students.

In addition to rigorous courses available to the students, Slippery Rock High School offers eighteen varsity and fourteen junior varsity Pennsylvania Interscholastic Athletic Association sports and twenty-eight clubs and activities for students. While most of our athletic teams are perennial participants in district play-offs and state competitions, we maintain tradition as region champions in football, district champions in girls' basketball and baseball, and state-level achievements in girls' and boys' cross country, swimming, and track and field. Within the past year, Slippery Rock High School built a new outdoor stadium complex and installed artificial turf on the athletic field. Our stadium is now considered one of the best facilities in the county, which is a source of pride for our community, and it will allow us to increase the number of events and host many post-season games. Slippery Rock students care deeply about their academics and the majority of our students participate in a variety of athletic, club, and extracurricular activities. Our schedule allows time for clubs and activities to meet once a month during the school day, and students are encouraged to become well-rounded and life-long learners who contribute actively and responsibly to their world.

With the implementation of Pennsylvania's Classroom for the Future grant, great changes occurred in our

high school. Technology has become part of our instructional methodology, and the district has since invested in classroom laptop carts, Chromebook carts, promethean boards, media devices, and flourishing digital arts and pre-engineering programs.

Students are also supported through a comprehensive program of support and enrichment services including ESL, life skills, gifted and cooperative education, autism and emotional support, transition, and learning support. The high school is also committed to the implementation of inclusionary practices and co-teaching strategies between special education and general education teachers.

Slippery Rock High School provides a nurturing school climate that exists because of the collaboration and mutual support among the administration, faculty, staff, students, and parents. Teachers participate in monthly subject-area departmental groups which include special education teachers, and they are empowered to collaborate, propose, and implement strategies and practices that bolster student achievement as evidenced by our high academic achievement.

PART IV – CURRICULUM AND INSTRUCTION

1. **Core Curriculum:**

As evidenced by the high achievement levels, SRAHS's curriculum offers a wide variety of courses to meet the needs of all learners. The curriculum is aligned to the Core Standards, which represent a minimum level of skills that our students should achieve at each grade level in high school. We recognize the need for state standards, and we also emphasize the importance of providing a comprehensive educational system that encompasses the whole child and teaches transferable skills. We aim to produce responsible, twenty-first century learners who are creative, innovative, and collaborative. The integration of these skills and practices prepare our students for the workplace and college.

The students participate in a variety of learning tracks that will prepare students for life after high school. In the fundamental curriculum, students are prepared for immediate entrance into the workforce or into a technical school after graduation. The technical curriculum requires eleventh and twelfth grade students to spend five class periods in the morning at SRHS and the afternoon at Butler County Vocational-Technical School. The general and honors curriculum prepare students for advanced studies at a two or four year post-secondary institution. The advanced placement program is designed to provide the high-achieving students an opportunity to enroll in college-level courses while in high school. In addition, we offer a program called Fast Track, which allows our students to leave campus and attend elective classes at a college or university. This dual enrollment opportunity allows students to earn college credit while experiencing the rigor of a college course.

Our English, Algebra I, and Biology teachers utilize PDE's Classroom Diagnostic Tools to make data-driven decisions to enhance instructional methods and implement timely classroom interventions and enrichment. Teachers devised a series of data-based instruction presentations for a series of tutoring sessions to address student areas of need. For additional remediation, we provide our students with intervention classes to enhance their reading, writing, and math skills in addition to their classroom work.

English

The English curriculum consists of students in grades 9 through 12, and the students have the option to select the academic or honors track in all four grade levels. In all English classes, students are expected to demonstrate mastery of core competencies and develop meta-cognitive thinking skills. Grammar and vocabulary instruction are embedded into the curriculum and directly correspond to the literature in our curriculum so that they enhance and supplement each other. Active reading is stressed so that students learn not only to read but also to annotate as they read. Acceleration and remediation are provided to adapt our curriculum to meet the needs of our diverse learners, including those with special needs and learning disabilities as well as those in our gifted program.

Our English department utilizes a variety of technological resources for instruction. These skills apply not only to classroom use but they also enhance skills needed for post-secondary work and career readiness. Two classroom sets of Chromebook carts and a classroom set of laptops are dedicated solely to English students. Teachers utilize Google Classroom to create assignments and enhance communication. In addition, students use scholarly journal databases to develop research skills and evaluate source credibility. Students use Turnitin.com to learn how to document sources and peer edit, while teachers use the service to provide rich feedback. Our textbook has a supplemental online companion website that students can access from their smartphones or computers at home. Through this website, students have access to full-text selections and audio, additional resources, and vocabulary practice. Teachers can utilize the online resources for instructional supplements.

English teachers developed a scaffolded writing and research curriculum that begins in ninth grade with an annotated bibliography and builds to a comparative research assignment of multiple works. To enhance our students' active reading skills and minimize summer learning loss, English teachers developed a summer reading program. This program adds rigor to our current curriculum, provides an opportunity for students to

read actively and independently, strengthens students' critical reading and writing skills, and improves retention over the summer months.

To supplement our writing curriculum, we offer several real-world and career preparation opportunities. The high school also provides a journalism class in which the student newspaper, the Hi-Rocket, is produced. Students learn desktop publishing, news gathering, writing and photography, as well as the ethical standards and responsibilities of the media. Also, students have the opportunity to take yearbook as an elective class, and this course meets daily. Not only does this class address several Common Core objectives, but it also provides students will real-world and college career readiness skills, such as budgeting, meeting deadlines, designing and formatting layout, as well as working collaboratively. In addition, the English department offers public speaking and SAT prep as elective courses.

Mathematics

The math curriculum is based on assessment anchors, eligible content, and national standards. We use a variety of textbooks and online supplemental tools, including the program ALEKS, and our curriculum utilizes a variety of course offerings, trainings, technology, and teaching strategies to address the needs of all our students. The math department developed its math curriculum and common assessments to meet the rigor of the Core Standards. One of the goals of our curriculum is to develop learners who have the skills needed to be decision makers, problem solvers, and lifelong learners. SRAHS offers Algebra I and Honors Algebra I, Algebra II and Honors Algebra II, Geometry and Honors Geometry, Financial Planning, SAT Prep, Statistics, Pre-Calculus and Trigonometry, AP Statistics, and AP Calculus.

The Algebra 1 course also includes weekly assessments that correspond to Algebra 1 Keystone anchors. These assessments are given to help teachers assess students' areas of need pertaining to the Keystone Exam. Our regular assessments in the key courses are modeled after the keystone exam by including multiple choice and constructed response questions.

Success in mathematics requires students to demonstrate expertise in a variety of thinking skills as well as math skills, to develop a deeper understanding of the content, and its application to the real world. The teachers use a wide variety of placement strategies and prerequisites. Annual analysis of summative data, PVAAS results, and teachers' experience help place the students in the most appropriate classroom.

The math department has increased the rigor of math classes by having extended class time, using higher level questioning, and differentiating the instruction to meet the needs of all learners. The math department offers students a variety of avenues to learn including the use of direct instruction, peer to peer instruction, small group instruction, and inquiry based instruction.

Science

The science curriculum focuses on critical thinking, estimation skills, planning skills, synthesizing skills, and problem solving skills with applications to real-world problems. Our students are prepared throughout their high school careers to achieve success by applying these skills to their other academic classes. Integration of cross-curricular activities is stressed to include mathematics, social studies, and English.

The students are required to enroll in Biology or Honors Biology in the 9th grade year, Chemistry or Honors Chemistry with a lab in the 10th grade year, and Physics or Honors Physics with a lab in the 11th grade year. Ninth grade students are also placed in a semester long course in Ecology that is specifically tailored to align with the Keystone standards. This course is taught to highlight real-world environmental problems and current events to raise student awareness of ongoing environmental issues. Our special education students have the option of Fundamentals of Science, Practical Chemistry, and Practical Physics. The special education programs are designed to give students a hands-on approach to learning basic scientific skills through differentiated instruction, and they are co-taught with the special education department.

The Biology curriculum is aligned to the Biology Keystone assessment anchors. The course offers an inquiry based approach for student learning. The Honors Chemistry course is a fast paced course and geared

towards preparing students for college, while integrating a year-long STEM project.

Science elective courses include Pre-Engineering, Advanced Chemistry, Anatomy and Physiology, Advanced Ecology, and AP Biology. The Pre-Engineering course is designed to assist 12th grade students as they prepare for their college education. Communication and teamwork is a top priority to showcase the students' problem solving skills and interpersonal abilities for use with higher level projects in all disciplines of engineering. Advanced Chemistry provides an in-depth look at chemistry for college bound seniors. This course is student-driven and offers the subject at a rigorous pace. Anatomy and Physiology is offered to juniors and seniors that have proven academic success in both Biology and Chemistry. Advanced Ecology is an accelerated course offered to seniors involving a multi-dimensional approach to studying Environmental Science. AP Biology is an accelerated and demanding course designed to prepare students for the AP Biology examination. Emphasis is placed on student-designed research and integrated laboratory investigations.

Social Studies

Social studies is a vital component to student development and academic advancement in all areas of curriculum. The curriculum prepares students to think and write critically, solve problems, use twenty-first century technology skills in research and creative expression, and become responsible global citizens.

Students spend two years studying American History, two years studying World History, and complete one year of Civics. AP US History and AP European History are also offered. Full year elective offerings include psychology, sociology, economics and law.

All social studies courses incorporate reading comprehension, intensive historical research, and primary source analysis through essay writing that supplements cross-curricular instruction. We have implemented a writing intensive curriculum highlighted by our writing progression series in grades 9-12. Standard-aligned lesson plans provide a comprehensive approach to the achievement of basic and advanced skills in our various content areas.

Our social studies curriculum prepares students for a well-rounded, liberal arts, college education through interdisciplinary content. The comprehension and synthesis of information is an imminently applicable real life skill. Technology integration, such as the use laptops, Chromebooks, promethean boards, and district purchased software, are used to supplement the curriculum. Social studies content is used to develop skills that are highly transferable in today's world.

2. Other Curriculum Areas:

Special Education

SRAHS staff is dedicated to assisting children with special needs and helping them meet success to their highest potential. Our programs are designed to support and meet the needs of our students in Secondary Life Skills, Learning Support, Emotional Support, Autism Support, Speech and Language Support, and gifted education.

We serve students with disabilities in grades 9-12 through a wide range of services in order to appropriately meet their needs, and we address each individual student's specific need on a case by case basis through the Child Study and the IEP Process. Parents of children with special needs have consistently expressed at the IEP conferences their satisfaction with the academic programs and services provided by the high school, and the progress their child has made throughout their educational experiences. There are well established, positive relationships between the teachers and parents within the high school, as well as interagency relationships that have developed between parents and other educational providers, agencies, and neighboring schools.

We are committed to meeting the needs of gifted students by ensuring that they are served through a program designed to address their individual interests and strengths. Opportunities include varied

enrichment and acceleration options that are created through team meetings which provide a variety of learning opportunities specific to that individual. Each student is viewed as an individual with specific strengths and interests and our goal is to provide students with an education and the opportunity to continue building on personal strengths.

World Languages

World Languages focus on communication so students can provide and obtain information, express feelings and emotions, and exchange opinions in their target language. By focusing on communication in the target language, students reinforce and further their knowledge of other disciplines through grammar, reading, and writing. Students are encouraged to recognize and appreciate the distinctive viewpoints available only through the target language and its culture. Much of the instruction is done in the target language; vocabulary is presented in context, reinforced through communicative activities, and utilized in projects and products. Increased proficiency in usage is the main objective so students can thrive in genuine situations utilizing the target language.

The language department offers AP Spanish, AP French and AP German as a part of the curriculum. These courses drive the instruction in our lower levels as we strive to prepare all of our students for the AP courses. A high emphasis is placed on oral and written communicative skills as well as the comprehension of authentic spoken and written texts. Students are regularly assessed in the four language skills of listening, speaking, reading and writing.

The department takes pride in promoting languages and cultures. During the observance of "Language Week" in the spring semester, the language students, of all levels, showcase projects designed around the ACTFL standards. Display cases throughout the school building house authentic cultural items and wares. In the library, a selection of travel books, periodicals, and linguistic resources are presented.

Physical Education

Students are required to pass four semesters of physical education as a graduation requirement. In addition, students in grades 11 and 12 have the opportunity to take weight training and personal fitness as electives. Students must also complete one semester of health during the freshmen year and one semester of drivers education during the sophomore year. Behind the wheel training for driver's education is offered at no cost to students.

Art

With our diverse selection of classes, our visual arts students have an opportunity to find an area of art in which to excel. The classes allow the students to focus on an area of interest and develop an in-depth understanding of the subject. Students approach the class with a variety of ability levels and it is the goal of the department to encourage students and allow them to show personal growth through the development of craftsmanship and exploration of personal interests. They begin the creative process with ideas and are encouraged to use their art skills to delve into areas that interest them.

The young artists are producing works that have personal value and putting them on display for public exhibit. Students display art in the hallways year round. There are installation sculptures that are created for a specific spot for the entire school year, as well as a rotating art display in showcases. Our entire student body benefits from hallways that are enriched with personal expression. The visual art department produces an annual show which fills the lobby of the building. Each of our students across all of our art disciplines are encouraged to display their strongest works. The show is usually held in conjunction with the music department.

Music

The music department strives to provide all students with a valuable music experience. We offer Chamber Singers and Concert Choir as the vocal experience. We offer Jazz Band and Concert Band as the

instrumental experience. Music Appreciation is available for all students to expand their knowledge on a variety of musical genre. There are also extracurricular opportunities such as Marching Band and Pep Band. Vocal and instrumental students participate at the district, region, and all state levels of Pennsylvania Music Educators Association festivals. Our faculty is regularly active at the executive levels of PMEA.

Business, Technology, and Consumer Science Education

Business, technology, and consumer science education involves teaching students the fundamentals, theories, and processes of business, technology, and consumer science. The standards in these areas define the skills and strategies essential for success in life and the workplace. These standards also provide parents with information about what students should know and be able to do as they progress through the educational program, graduation, and the workplace. Students enrolled in these areas of study will have skills that are applicable in college, trade school or life as a working adult/parent.

3. Instructional Methods and Interventions:

The goal of the Slippery Rock Area School District is to help each and every students soar into the future. At the high school, our motto is "Every Student, Every Teacher, Every Day!" We use this philosophy to guide our instruction to meet the needs of our diverse learners, while also establishing high expectations for our student population. Our teachers focus on the PA Common Core standards to guide our instructional outcomes and aim to develop our students' critical competencies by teaching higher-order thinking skills as prescribed by the upper levels of Bloom's Taxonomy and Webb's Depth of Knowledge.

Our teachers utilize research-based practices to enhance our student learning outcomes, such as project-based learning, conferencing, differentiated learning, and collaborative learning. Similarly, we encourage diverse modes of communication, including Socratic seminars, fishbowl discussions, debates, and argumentative writing and speaking. The success of these methods is realized through the support and collaboration of the administrators, teachers, paraprofessionals, and parents of the district.

Content area teachers and special education teachers work together to support every student in utilizing our inclusion model. Teachers use data-based supports to analyze students' proficiencies and deficiencies. Using Classroom Diagnostic Tools, teachers identify students in the school population who need additional support. Individualized remediation is provided for these students in intervention classes. Our special education staff also teaches study strategies classes to further support our students with Individualized Education Plans, Gifted Individualized Education Plans, and English Language Learners' needs. Communication and co-teaching occurs between content area teachers and special education teachers to support, remediate, and enrich.

The high school uses advanced learning materials to supplement and enhance our instructional practices and students' 21st century skills. It is our goal to not only prepare students for post-secondary education and the workforce, but also to provide students with authentic and innovative learning experiences. Each instructional classroom has a Promethean board for instructional purposes and student use. Additionally, each department has two or three classrooms equipped with a set of classroom Chromebooks or laptops for students to access instructional and learning technologies. Many teachers use Google Classroom, Edline, and Moodle for guided practice, assessments, and project-based learning. Additionally, the high school has two computer labs and the library with computer access available to all teachers.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Slippery Rock High School is one of the highest performing high schools out of the twenty-seven school districts in Butler, Lawrence, and Mercer counties. Some of our most recent accomplishments include:

- Ranked #1 high school in the county based on the 2012 Math PSSA scores.
- In 2012, on the Math PSSA 81% of the students scored "Proficient" and 41% of these students scored "Advanced."
- In 2013, our School Performance Profile score of 90.1 placed SRAHS 2nd in the county, and in the IU, and 74th in the state.
- The 2014 PVAAS data indicated the SRAHS ranked among the top three high schools in MIU IV.
- 2014 Keystone Exams:
  95.83% of the students scored proficient in Literature
  85.52% of the students scored proficient in Algebra I

Prior to the 2012-13 school year, eleventh grade students in Pennsylvania participated in the Pennsylvania System of School Achievement (PSSA) tests. Students were tested in four subjects including Math, Reading, Science, and Writing. The four performance levels of the PSSA tests are Advanced, Proficient, Basic and Below Basic. Students who achieved at the proficient or advanced level are considered to be "Proficient" meaning they have passed the tests.

From 2009 to 2012, eligible students were administered a modified PSSA. The PSSA-M was given to eligible students, consequently skewing the percentage of students taking an alternative assessment.

Beginning in the 2012-13 school year, high school students in Pennsylvania were tested using the state's end-of-course assessments, the Keystone Exams. The Keystone Exams are given in Algebra I, Literature, and Biology. SRAHS designated its end of the year courses as: Grade 9 Algebra I, Biology, and English. For the class of 2017, the Keystone Exams will be a component of a student's graduation requirements. The performance levels of the Keystone Exams mirror the PSSA. SRAHS students who do not demonstrate proficiency are enrolled in a remediation class prior to the next exam.

On the 2013-14 Pennsylvania School Performance Profile, SRAHS earned a score of 91. Performance levels for the Keystone Exams remain the same as the PSSA; however, the school is able to improve its performance based on both achievement and growth. These changes mean a student scoring basic may move to high basic, and this change will have a positive impact on the school's SPP score.

SRAHS is proud of its ability to advance the students in its sub-groups of economically disadvantaged and special education students. Many of the students are able to achieve a proficient or higher score. The Pennsylvania Value Added Assessment System reveals SRAHS's sub-groups are showing significant evidence they are exceeding the standard for Pennsylvania academic growth in all tested areas.

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

SRAHS administration and faculty have developed and implemented effective teaching and remediation strategies for all students in all tested areas, as this is evidenced in the previous section. Students are instructed by highly qualified teachers who utilize curriculum(s) that are aligned to the PA Core Standards, and students are regularly assessed on the PA eligible content in each of the tested subjects. The high school uses a variety of assessment results including State Assessments, Classroom Diagnostic Tools, as well as teacher designed assessments. Assessment results, attendance, previous grades and other pertinent information, such as PVAAS data, is easily accessible to all instructors and administrators through the district's data warehouse website, OnHand Schools.

Regularly scheduled department meetings provide opportunities for teachers to review student data, discuss teaching strategies, create assessments, collaborate on instruction, and develop unit and lesson plans. During these meetings teachers will review data to determine student's strengths and weaknesses, and then design and develop highly effective, targeted instruction prior to the administration of the Keystone Exam. If a student scores in the sub-proficient category on any test(s), he or she is scheduled into a remediation class the following fall semester and given targeted, individualized instruction before the administration of the Winter Keystone Exam.

SRAHS follows an instructional model promoting inclusionary practices for the majority of the students with an Individual Education Plan. Collaboration among and between departments have produced a trusting environment. Working together, teachers analyzed data, developed lessons that support rigor and relevance, and assisted each other in understanding the eligible content in the tested subjects. Teachers in non-tested subjects support the students by teaching students how to read non-fiction text in their discipline. In addition, teachers reinforce writing skills and techniques by writing across all curriculums. The success of the teachers at SRAHS is evidence by examining the PVAAS data. This data reveals there is significant evidenced that students are exceeding the standard for PA academic growth in all tested areas.

SRAHS successes are publicized on the district's website, and the Pennsylvania Department of Education's website. Our high school newspaper, as well as our local newspaper, also publish noteworthy articles. A presentation is made at the public meetings of the SRASD Board of Education. Finally, the high school disseminates information to students, parents and teachers by utilizing the school announcements, by recognizing the high school at our award assemblies, by hanging banners in the high school, and through numerous publications that are sent home.

Part VI School Support

1. School Climate/Culture

"Every Teacher, Every Student, Every Day." This statement embodies the beliefs and attitudes of the faculty, staff, and students of Slippery Rock Area High school. This belief is a focus every day in our school, and the statement appears on banners throughout the building. It is also displayed on t–shirts the faculty and staff wear on particular school days to show collective encouragement and support for the student body. The general feeling is that everyone is accountable for the achievements of our students and our high school, and that accountability produces success for students academically, emotionally and socially.

The culture of our school supports student academics by consistently holding students, faculty, and staff to a high academic standard. The students are aware of the academic expectations, and they consistently work to perform and achieve at their highest potential and meet the rigor of the coursework that is developed for them. The administration and faculty are members of professional learning communities within our high school, and collaboration among teachers promotes shared resources, instructional practices, technology enrichment, and professional development. SRAHS staff are supported and encouraged to create a culture of collaboration and sharing, and they support the development of professional and personal learning communities.

We celebrate our academic achievements through an academic awards banquet and an end-of-the-year scholarship assembly. Students are recognized for their academic accomplishments, seniors are awarded their honor sashes for the graduation ceremony, the top ten students in the class are recognized, as well as the Valedictorian and Salutatorian of the graduating class. In addition, during our annual scholarship recognition assembly, students are recognized for special awards and scholarships.

The culture of our school supports the social needs of students because teachers are viewed as positive role models. They participate and support students in extra-curricular activities with students, and they forge a necessary bond outside of the classroom. Most sports teams, organizations, and clubs are coached or sponsored by a member of the high school faculty. An annual bon fire is held in celebration of homecoming, and pep rallies engage students and teachers in friendly competition such as volleyball, dodgeball, and powder puff football games.

Emotional needs of the students are met by the Student Assistance Program (SAP) in which faulty members work proactively to address outside factors that may inhibit a student's academic success. Along with the SAP program, in-school therapy is also available to further meet the needs of students.

Creating such positive culture allows the faculty and students of Slippery Rock Area High School to feel part of a safe and successful school community. It truly takes every teacher, every student, and every day to make this happen.

2. Engaging Families and Community

SRAHS is proud of its efforts to facilitate parental awareness and involvement in our community partnerships. The high school keeps parents informed and solicits input through numerous means of regular communication such as school and teachers' website, publications from the high school, the principal's newsletter, and the high school newspaper. The newsletter is a summary of events and achievements authenticating the intense work and efforts by the high school students, teachers, and administrators.

SRAHS has continued to make advancements in engaging families and creating a more vested community. The administration and guidance counselors partner with parents by communicating the process of scheduling and graduation requirements. This collaboration ensures proper placement of students and optimizes their educational experience to ensure success. To ensure a smooth transition to the high school,

we also meet with 8th grade students and their parents for scheduling and we host a Freshmen Orientation prior to the start of the school year.

SRAHS annually hosts an Open House, Parent Visitation Day, and Parent/Teacher Conference Day. These collaborating events allow for parents to come in and experience the school environment and communicate with teachers, principals, and counselors allowing for increasing engagement from families and communities.

The District maintains a website and AlertNow phone communication system. The high school website contains a wealth of information to keep parents and community members informed of district and high school news, upcoming events, school calendar, as well as links for pertinent documents and logistics.

In order to prepare learning support students for lifelong learning after high school, SRAHS has developed a transition class to aid students in post-secondary planning in the areas of continued education, employment, and lifelong living skills. This curriculum is meant to develop the skills to empower the students through self-advocacy and to help them find services and agencies to assist them in reaching their goals.

SRAHS organizes a Community Agency Night to provide families with the opportunity to learn more about agencies that support individuals with disabilities in the areas of post-secondary education/training, employment, and independent living. Agencies have informational tables set up to share information and answer questions about the services they offer transitional-aged youth before graduation.

SRAHS has a variety of programs and outreach events for the families and community. Kids That Care, National Honor Society, and Student Council are all programs developed for high school students to provide volunteer services within their community. The groups have organized several events that provide donations locally and nationally, including the American Heart Association, Relay for Life, American Red Cross, local humane societies, the Ronald McDonald House, and several local food pantries. The students and staff at the high school have great pride in their community and take time and initiative to visit local nursing homes, and establish numerous initiatives such as "Teens for Jeans," "Cookie Walk," "Christmas Elf," and "Empty Bowls," to name a few.

SRAHS administrators, teachers, and staff promote open communication and engagement between students, families, and the community by hosting our annual Winter and Spring Choral and Band concerts, Prom Grand March, and our musical. Parents also participate with the Principal's Advisory Committee, the Strategic Plan Committee, and they assist with our numerous club and athletic booster organizations.

3. Professional Development

The professional development at Slippery Rock Area School District meets the requirements set forth by the Pennsylvania Department of Education. To provide the highest quality opportunities, the district established the Professional Development Committee. The Professional Development Committee is made up of administrators and teachers from all buildings and levels. Utilizing faculty feedback and suggestions through surveys, this committee is aimed to assess the quality of our professional development and provide meaningful experiences for all employees.

During Act 80 days, teachers are provided with opportunities to learn about state mandates, special education policies and procedures, data-based instruction, and instructional methods. Specifically, the district provided school wide training via the Midwestern Intermediate Unit IV to assist teachers in the understanding and administration of Classroom Diagnostic Tools and the transition to the PA Core Standards and Keystone testing. In addition, the school wide training also involves opportunities to enhance teachers' knowledge of supports available to them, such as eMetrics, PVAAS, and OnHands Schools (EdInsight) data.

Additional professional development training and activities have been centered around writing unit and lesson plans based on the Understanding by Design model, understanding and incorporating Webb's Depth of Knowledge into lesson design, understanding and using the Rigor and Relevance Framework to increase student achievement, and utilizing the Standards Aligned System. An additional focus has been on writing curriculum which is aligned to Pennsylvania Core Standards. Recently, elective teachers have begun to work with Slippery Rock University to develop content, pedagogy and technology practices through STEAM (Science, Technology, Engineering, Arts, Mathematics).

To differentiate professional development to teachers' specific needs, the district provides individualized professional development opportunities to teachers. For example, teachers in Keystone testing areas are provided opportunities to attend workshops for Keystone exam preparation. Similarly, teachers are given the opportunity to attend and present at national and state conferences, seminars, and conventions, such as the National of Council of Teachers of English Annual Convention and the Pennsylvania Council of the Social Studies. The school district also offered training courses through the Midwestern Intermediate Unit IV for several high school teachers. These teachers took the Google Tools for Educators course to assist in the utilization of Chromebooks and Building Moodle to create an online classroom interface. Finally, many high school teachers took advantage of asynchronous professional development courses offered by the Pennsylvania Department of Education Standards Aligned System.

Considering the Act 82 requirements for teacher effectiveness and the adoption of Student Learning Objectives (SLO) in 2013-2014 school year, the district provided training, beginning with SLO writing practice. Moreover, professional development dealing with the Charlotte Danielson framework was given. To support the SLO process, administrators provided support for teachers as they developed and finalized their SLOs for their discipline.

4. School Leadership

The high school principal serves as the principal and instructional leader for Slippery Rock Area High School. Her belief system empowers all members of the school to be active stewards of the high school's vision of excellence in learning. She believes we must strive for excellence in everything we do, and every student has worth and deserves to be nurtured in a safe environment that promotes a quality education. She believes learning is a life-long process, and all people can succeed if they are given an opportunity to learn at different rates and in different ways.

Synchronously, the school principal believes all staff members are worthy of respect and should be afforded the opportunity to learn new concepts and skills on a continual basis. This is evidenced in her support of ongoing staff development and training, as well her support of all student organizations. She works hard to create an educational environment that is safe, engaging, supports personal and professional growth, and recognizes and rewards student and faculty achievements both in the classroom and in other extracurricular or educational endeavors.

The school principal believes the school is only as good as those who dedicate themselves to teaching and mentoring the students who attend the school. She take great pride in knowing she has hired more than half the current staff, and she empowers the faculty to become leaders of others. Even though the high school does not have department leaders, the principal and the assistant principal regularly attend monthly department meetings and share best practices with the faculty. There are discussions of school-wide educational and operational objectives, and the principal takes an active role in leading instructional faculty meetings throughout the school year.

Both administrators are visible throughout the school day monitoring classrooms through informal walkthroughs and formal observations. Utilizing the Danielson Framework for Teaching, the principals follow the observation cycle outlined in the model.

Effective communication is at the heart of our success. At the beginning of each week, the principal approves a calendar which is distributed to all faculty and staff members across the district. This calendar

details the major events and practices that will occur at the high school each week. The principal also composes a newsletter that is sent out to all parents. This newsletter contains ongoing school initiatives, important events, and student and faculty accolades.

The high school principal has a clear vision and communicates it well. She truly believes that our success is based on "Every Teacher, Every Student, Every Day", and she always wants to do what's in the best interest of the students and our high school.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math	**Test:** Keystone Algebra I
All Students Tested/Grade: 11	**Edition/Publication Year:** 2014
Publisher: DRC for Pennsylvania	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	Apr	Mar	Mar
SCHOOL SCORES*					
Satisfactory academic performance and above	86	80			
Superior academic performance	17	15			
Number of students tested	155	144			
Percent of total students tested	98	99			
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1			
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Satisfactory academic performance and above	74	63			
Superior academic performance	16	1			
Number of students tested	34	30			
2. Students receiving Special Education					
Satisfactory academic performance and above	53	50			
Superior academic performance	10	1			
Number of students tested	19	10			
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	91	80			
Superior academic performance	49	21			
Number of students tested	148	138			
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					

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

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math	Test: PSSA Mathematics
All Students Tested/Grade: 11	Edition/Publication Year: 2012
Publisher: DRC for Pennsylvania	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	Apr	Mar	Mar
SCHOOL SCORES*					
Satisfactory academic performance and above			82	59	60
Superior academic performance			47	29	52
Number of students tested			163	189	168
Percent of total students tested			100	100	100
Number of students tested with alternative assessment			13		
% of students tested with alternative assessment			8	5	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Satisfactory academic performance and above			80	55	45
Superior academic performance			33	23	64
Number of students tested			40	40	38
2. Students receiving Special Education					
Satisfactory academic performance and above			50	10	59
Superior academic performance			0	0	80
Number of students tested			2	10	17
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	59	61
Superior academic performance			50	29	52
Number of students tested			162	188	161
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:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	**Test:** Keystone Literature Exam	
All Students Tested/Grade: 11	**Edition/Publication Year:** 2014	
Publisher: DRC for Pennsylvania		

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	Apr	Mar	Mar
SCHOOL SCORES*					
Satisfactory academic performance and above	96	88			
Superior academic performance	17	18			
Number of students tested	154	142			
Percent of total students tested	97	98			
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1			
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Satisfactory academic performance and above	81	72			
Superior academic performance	19	8			
Number of students tested	34	36			
2. Students receiving Special Education					
Satisfactory academic performance and above	53	20			
Superior academic performance	0	0			
Number of students tested	19	5			
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	94	86			
Superior academic performance	21	20			
Number of students tested	145	138			
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:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	Test: PSSA Reading
All Students Tested/Grade: 11	Edition/Publication Year: 2012
Publisher: DRC for Pennsylvania	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	Apr	Mar	Mar
SCHOOL SCORES*					
Satisfactory academic performance and above			68	76	72
Superior academic performance			50	50	52
Number of students tested			163	191	177
Percent of total students tested			100	100	100
Number of students tested with alternative assessment			13	12	
% of students tested with alternative assessment			8	4	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Satisfactory academic performance and above			66	67	65
Superior academic performance			15	50	46
Number of students tested			40	42	43
2. Students receiving Special Education					
Satisfactory academic performance and above			50	0	53
Superior academic performance			50	0	58
Number of students tested			2	10	17
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			68	76	73
Superior academic performance			34	50	52
Number of students tested			162	189	175
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: