

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13PA13

School Type (Public Schools): **Charter** **Title 1** **Magnet** **Choice**

Name of Principal: Dr. Paul Reinert

Official School Name: Wycallis Elementary School

School Mailing Address: 2010 Conyngham Avenue
 Dallas, PA 18612-0720

County: Luzerne State School Code Number*: 118401603

Telephone: (570) 674-7283 E-mail: preinert@dallasd.com

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Frank Galicki Superintendent e-mail: fgalicki@dallasd.com

District Name: Dallas School District District Phone: (570) 675-5201

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: Dr. Richard Coslett

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge 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.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent 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, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP 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 and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
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

1. Number of schools in the district 2 Elementary schools (includes K-8)
 1 Middle/Junior high schools
 1 High schools
 0 K-12 schools
 4 Total schools in district
2. District per-pupil expenditure: 10622

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 2
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	29	41	70
1	44	40	84
2	42	42	84
3	41	49	90
4	47	44	91
5	56	44	100
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 in Applying School:			519

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
1 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
95 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 5%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	13
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	13
(3)	Total of all transferred students [sum of rows (1) and (2)].	26
(4)	Total number of students in the school as of October 1, 2011	551
(5)	Total transferred students in row (3) divided by total students in row (4).	0.05
(6)	Amount in row (5) multiplied by 100.	5

8. Percent of English Language Learners in the school: 1%
Total number of ELL students in the school: 3
Number of non-English languages represented: 3
Specify non-English languages:

Japanese

Vietnamese

Russian

9. Percent of students eligible for free/reduced-priced meals: 30%

Total number of students who qualify: 155

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 11%

Total number of students served: 59

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>9</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>23</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>12</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>26</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>11</u>	<u>1</u>
Paraprofessionals	<u>20</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>4</u>	<u>4</u>
Total number	<u>62</u>	<u>5</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

22:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	95%	96%	97%	95%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____%

Enrolled in a community college _____%

Enrolled in vocational training _____%

Found employment _____%

Military service _____%

Other _____%

Total _____**0%**

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

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

The Wycallis Elementary School is part of the Dallas School District, a rural/suburban district in Northeast Pennsylvania comprised of residential areas, subdivisions, and farms that have been owned by local families for generations. Dallas has a generally stable enrollment, with many students attending Dallas schools for their entire educational career. Our schools are a focal point of our community as we share our facilities with numerous civic organizations. Our community values education and the work that we do. Its confidence and support contribute significantly to our success. The mission of the Wycallis Elementary School, which is shared by all Dallas School District schools, is: *To educate and develop each student, within a safe and supportive environment, to his or her fullest potential academically, socially, physically, emotionally, and culturally in order to become a responsible, respectful, and productive member of American and global society.*

The vision of any organization describes a desired state or condition that the organization strives to achieve. With that premise in mind, the vision of the Wycallis Elementary has three essential components. The first component is that each student will demonstrate proficiency at his or her grade level on all Pennsylvania standards in English/Language Arts, math, and science as measured by valid local, state, or national assessments and that each student demonstrates developmentally appropriate social and communication skills as evidenced through observation and valid instruments of social development and behavior.

The second component of our vision is that the Wycallis Elementary School enables each student to overcome inevitable barriers through faithful implementation of a Response to Instruction and Intervention (RtII) model in each element – academic, behavioral, and social - of the educational system; focused professional development aligned to identified building needs; integration of all students in regular education to the maximum extent possible with appropriate supplemental aids and services; targeted outreach to parents/caregivers; and creative, effective, and efficient use of staff.

The third and final component of our vision is that we enable each student to explore and develop areas of personal interest or ability by providing time and allocating resources for participation in academic and co-curricular activities in those individual areas of interest or ability.

When the Wycallis Elementary School opened its doors for the first time in 1999 as a new building that was the relocation of the Dallas School District's remaining neighborhood elementary school, it brought with it many of the traditions of its forebear. Among the richest traditions are the grade-level cross-curricular performances. The First Grade Patriotic President's Day Concert, the Second Grade Hoedown, and others allow each student in each grade to perform for their schoolmates and families in a performance that meshes the talents and gifts of the music, art, and health and physical education faculty as students sing, play instruments, dance, and make costumes and props. Students also make lifelong memories, which is readily obvious as the fifth-grade students sing along to the patriotic songs performed by their first-grade counterparts.

A significant milestone in the life of the Wycallis Elementary School was the implementation of programming for the Dallas community's most special children. At the beginning of the 2008 -2009 school year, Wycallis became home to classrooms for multiple and severe disabilities. As these students, with their unique needs and characteristics became part of the school community through inclusion in many special and some core academic classes, as well as in our school-wide performing arts programs, their classmates and teachers learned the value of including everyone. Wycallis became, in the words of the former principal who helped initiate the program, "a kinder, gentler school."

Our inclusive practices evolved into a highly effective co-teaching model for our learning support students, which led to another important milestone: 100% proficiency on our state test, the Pennsylvania System of School Assessment (PSSA), our state tests. In the spring of 2010, each student in fourth grade scored proficient or advanced on the annual state assessment in Science. Then, in the spring of 2011, each Wycallis fourth grader scored proficient or advanced, which are the highest of the four achievement categories, on every test taken – 100% proficiency in Math, Reading, and Science!

The Wycallis Elementary School has been able to attract and keep a highly talented and effective faculty. The keystones of our success are supportive parents and caregivers and, teachers, staff, and classmates who hold high expectations for themselves and the students. As an educational community, we believe that effort matters. We work hard and we are proud of our accomplishments. We do not rest on our laurels. Our teachers continuously look for ways to improve their practice; they constantly search for additional resources, activities, and strategies to help their students learn; they work creatively and cooperatively with each other and our support staff to help the students succeed; and they never, ever quit on the children they serve.

The Wycallis Elementary School is a talented and caring faculty and staff, hard-working students, and parents and caregivers who trust and have faith in their children and the adults who help them grow.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The primary standardized assessments administered in the Wycallis Elementary School are the Math and Reading Assessments of Pennsylvania System of School Assessment, or PSSA. Pennsylvania's reporting system includes four performance levels. They are, in order from lowest to highest, below basic, basic, proficient, and advanced. Scores identified as proficient and advanced are considered acceptable or passing scores. The combined percentage of students scoring proficient and advanced is the first criterion used to determine whether a school has met the benchmark for adequate yearly progress (AYP) in Pennsylvania. While proficient is considered acceptable, the Wycallis Elementary School continues to strive to increase the percentage of students who score advanced.

The performance trends at the Wycallis Elementary School can be described as consistently high and improving or holding steady. The primary gains over the five-year period reported in the data tables are in the percentage of students scoring proficient and advanced in reading and the percentage of students scoring advanced in math in all three grades reported. There is a slight decrease in the scores in third and fourth grade in 2011-2012, which is primarily the result of the discontinuation of our before-school tutoring program due to a loss of the state funding source that supported the tutoring program

Important factors that contribute to this consistently high performance are the quality of the curriculum and the accurate identification of, and interventions for, students who are not achieving expected grade-level growth. Through the RtII process, including universal screening with DIBELS, Fountas and Pinnel benchmarking, and quality local curriculum-based assessments, students who are not making appropriate growth are identified and provided additional instruction through a variety of research-based and best-practice interventions. The most significant factor, however, is the quality of the day-to-day instruction in the Wycallis Elementary School classrooms. Universally, teachers implement best-practice approaches through guided reading and other differentiated instruction approaches that include flexible grouping, selection and utilization of materials based on students' instructional levels, and enrichment and extension activities for students who quickly master the core curriculum. The Wycallis Elementary School teachers possess a work ethic and commitment to the success of each individual student and the results speak for themselves.

2. Using Assessment Results:

At the Wycallis Elementary School, assessment data is routinely used to measure and report student progress and make critical instructional decisions. By following the Response to Instruction and Intervention (RtII) model with fidelity, assessment data are gathered and used systematically and with purpose to help teachers, students, and parents/caregivers monitor the individual progress of each student and to select, monitor, and evaluate interventions accordingly.

Specifically, in reading instruction, all students are benchmarked three times per year. Students who are making expected progress remain in Tier I instruction in the core curriculum. Students who are not progressing as expected are provided with a variety of Tier II and Tier III interventions during their core instructional time as well as in daily intervention blocks where a number of evidenced-based programs are utilized as indicated by students' assessment results. Through this process, gaps in learning or areas of need are identified and addressed. In addition, benchmarking data are used to determine appropriate instructional groupings within heterogeneous classrooms and students are provided with learning activities based on their individual instructional levels. As additional assessments are administered, students are regrouped accordingly and appropriate instructional resources and materials are selected and utilized that provide students with what the teacher believes is the greatest opportunity for success.

Another example that illustrates how assessment data are used is through pre-assessment before instruction. For example, in a math class, teachers will give all students an opportunity to demonstrate competence in the skills or content to be taught next. The math curriculum spirals, with skills repeated in increasing degrees of complexity and some students achieve the desired level of mastery before their peers. These students are able to essentially test out of lessons and are able to complete enrichment or extension activities rather than working through a lesson on material which they have mastered. While this model is indicated for most students identified as gifted, it is often made available to all students at Wycallis.

The collection of consistent and detailed assessment data also enables us to communicate student progress to parents and caregivers. Reading and math skills are taught, measured and reported according to the language of the curriculum standards. The practice of giving letter grades has been replaced with the use of standards-based checklists that identify the specific skills and concepts that comprise our curricula. As a result, teachers are able to clearly identify specific areas of strength or need that a student possesses and provide specific analysis and guidance accordingly.

3. Sharing Lessons Learned:

The approach to reading instruction was developed jointly with the other district elementary school – the Dallas Elementary School. Planning, staff development, and selection of instructional materials were developed in a cooperative process led by the District four reading specialists. For the 2012-2013 school year, then District's Elementary Reading Coordinator has been working with the sixth grade team in the District's middle school to share the instructional approaches that have proven so successful at the elementary level. The primary focus for this collaboration has been in helping the sixth-grade team identify, implement, and evaluate effective comprehension strategies for their students.

Within the past few years we have been asked to provide tours of our elementary schools accompanied by a discussion of our RtII and guided reading models to two neighboring school districts, one rural and one urban. In addition, we have inquiries and professional exchanges through email and professional dialogue with other Pennsylvania elementary school districts who were inquiring about our success as they learned about our achievement scores. Audiences for all of these discussions included classroom teachers, reading specialists, and administrators.

An accomplishment of which we are most proud is the contribution of one of our reading specialists, as well as a reading specialist from our other elementary school, in the development of a reading specialist program at Misericordia University, a small liberal arts university in Dallas, PA that enjoys an excellent reputation for its teacher education programs. These two specialists worked with the Misericordia's Graduate Teacher Education Department to earn Pennsylvania Department of Education certification of the program. In its first year, a local school encouraged a cohort of thirteen teachers to enroll. Twelve of those students will receive their Master's Degrees this spring while two other cohorts will continue or begin this summer. Collectively, these two reading specialists, who are a priceless asset to our district, are raising the capacity of reading instruction in schools throughout our region.

4. Engaging Families and Communities:

The strategies that have proven most successful for the Wycallis Elementary School in working with families and the community are effective use of data, strong, clear communication of expectations and performance through detailed checklists in math and reading, and an unyielding commitment to the success of each child. Through the development of our standards-based reporting system the consistent assessment that is inherent in our RtII process, we are able to clearly communicate how each student is progressing relative to the state standards, his or peers, and against his or her past performance.

If and when a student is experiencing difficulty, parents/caregivers are invited to meet with a teacher or team that may include the principal, guidance counselor, and school psychologist. In these meetings, achievement data are shared with and explained to the parent/caregiver. A plan for intervention is provided along with strategies and activities that the parent/caregiver can implement at home. One critical aspect of this communication is that we clearly state where the child is relative to his or her own achievement and against the grade-level benchmark. This gives the parent a true picture of the student's growth as well as what additional growth or progress is necessary to help him or her develop effectively towards the grade-level standard that is, with rare exception, the expectation for each student.

Family and community engagement is a rich component of the Wycallis Elementary School. In concert with our PTO, Wycallis annually hosts Family Fun Nights for reading and science, where family members participate in entertaining, hands-on, and socially engaging learning experiences. Our social studies curriculum includes a unit in every grade that is taught by parent volunteers using a curriculum provided by Junior Achievement. In fifth grade, the Junior Achievement program culminates with a day-long event at a simulated business park. Prior to the trip students are interviewed for their jobs by parent volunteers, many of whom join the class on the field trip. In addition, nearly one-thousand parents, students, and family members attend "Wycallis Celebrates Art, Music and Science Night" each spring. This special night yields literally hundreds of science fair projects, bulletin boards and walls covered with student art work, and two performances by the fifth grade band. Finally, "guest readers" frequent the primary classes almost daily while community members routinely volunteer to offer presentations about their jobs and professions as we strive to develop career awareness in our students.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The core curriculum is aligned to the Pennsylvania content standards in all content areas. Daily instruction is provided in math, reading and language arts, and science or social studies. The specials – library, health, physical education, music, and art – are offered once per week in grades 1-5. Kindergarten students, who attend a half-day program, visit the library once per week. In all areas - reading/English language arts, mathematics, science, social studies, visual and performing arts, physical education/health/nutrition, and technology - department members and grade-level teams have undergone a rigorous review of their curriculum against the published standards. In these reviews, matrices are used that identify where the standard is to be taught and then planned courses of study are developed to align to the matrices. All planned courses of study identify the standards addressed, materials and resources to be used, and assessments that meet the standards.

2. Reading/English:

The Wycallis Elementary School utilizes a guided reading approach. Each student is administered a benchmark assessment such as DIBELS, Fountas and Pinnell leveling benchmark, or other local or standardized assessment a minimum of three times per year. Based on the student's performance on that assessment, his or her instructional level is determined and students are grouped accordingly within heterogeneous classrooms. Daily, the teacher provides a brief whole class lesson that focuses on the skills and concepts to be developed that day. Students then separate into groups and work in a small group with the teacher or independently, collaboratively or cooperatively on skills-based activities differentiated for them according to their instructional level.

Students who maintain growth according to the grade-level benchmarks progress through the core curriculum receiving daily best-practice instruction. Students who fall below grade-level expectations, use materials and resources at their instructional level, as well as additional instructional opportunities through pull-out programs, remediation, or before-school tutoring. Interventions are provided during these instructional opportunities that are consistent with the RtII model and are selected according to each student's area of need. Students who perform above grade-level are also provided with materials that are at their instructional level, which, in their case, is above the grade-level benchmark.

Finally, a co-teaching model is used for most special education students wherein the special education teacher and general education teacher work together in a classroom with the students who have IEPs. In this model, both teachers are equal partners and provide quality instruction to all students in the classroom. The same co-teaching approach is used for Title I students.

3. Mathematics:

For mathematics instruction, the Wycallis Elementary School implements the Everyday Math curriculum with fidelity. This program presents major mathematical concepts in a repetitive spiraling approach, where topics are presented in increasing levels of complexity and rigor. The program uses manipulatives, games, and authentic data activities and projects to instruct students in math concepts ranging from computation to geometry, algebraic thinking, measurement and data and probability. The current version is fully aligned to the Common Core Standards for Mathematics. Everyday Math has stood the test of time. The Everyday Mathematics program, in concert with highly effective instruction, has made it possible for the Wycallis Elementary School to consistently approach a 100% passing rate on state math assessments on an annual basis, enabling the Wycallis Elementary School to be among the highest achieving schools in math in the state of Pennsylvania year after year.

4. Additional Curriculum Area:

The Wycallis Elementary School mission includes language about developing children socially, physically and culturally. One aspect of our school's culture goes right to the heart of those notions – our school-wide performances. They are, in a word, exemplary. Each child in the grade level performs. They learn dances, lyrics, and lines to skits and then perform what they have learned in front of their peers and families. The cross-curricular programs take advantage of the skill of the art teacher, who helps the students make props, decorations, and costumes; the music teacher, who teaches the songs and skits; and the wellness teacher who teaches the dances and other movements needed for the performance.

Among the essential skills that students learn from these performances are the ability to work together, the importance and joy of music and the performing and visual arts, and the opportunity to apply this knowledge in an authentic experience – a public performance. The Wycallis Elementary School does many things well. The grade-level performances, which are a rich tradition, exemplify how important skills can be learned in a meaningful, valuable, and fun way.

5. Instructional Methods:

To meet the needs of diverse learners, one need only review how reading is taught at the Wycallis Elementary School. In selecting materials and instructional strategies to teach the complex skill of reading, teachers “follow the child” and choose materials at each child's instructional level, as determined with valid and reliable assessments, and according to their interests and abilities. Among the resources used to differentiate are numerous web- and technology-based materials that support the curriculum. Many of these can be accessed at home through the Internet. In school, each classroom has at least one learning station comprised of three to four computers that enable students to web- or server-based resources to practice developing skills or to challenge themselves with skills beyond the core curriculum.

Students with identified disabilities are taught according to the same approach and are included with their non-disabled peers to the maximum extent appropriate. In so doing, they are provided with rich instruction by a highly-qualified and effective general education teacher, as well as an equally qualified and effective special educator.

Significant in our reading instruction is our switch from the basal approach to the use of high interest novels, non-fiction resources such as National Geographic Explorers and Scholastic News, and trade books. In fact, Wycallis teachers use such a variety of resources for literature instruction that we have designate an entire room as a storage and resource room where a vast array of literacy materials are housed so that they are accessible to every teacher, regardless of the grade-level he or she teaches. Additional technology applications, such as tablet computers and interactive white boards, are increasingly augmenting our instructional methods.

Finally, we teach to mastery. Our standards-aligned checklists for math and reading clearly identify the component skills of these curriculums and reveal to teachers any and all areas of need in each student. This knowledge of a student's areas of need and access to vast curriculum resources, professional colleagues, and administrative support immersed in a commitment to each child inspires every teacher to instruct each child until he or she can achieve at or above his or her grade level in all areas of the curriculum.

6. Professional Development:

The most effective professional development at Wycallis generally comes from the experts we have on our staff. Several years ago, the Dallas School District made a commitment to increase our capacity to teach reading in the elementary grades by hiring a second reading specialist for each elementary school. The single reading specialist previously on staff was a Title I teacher and was fully occupied caring for

students eligible for this federal program. The addition of the second reading specialist and the evolution of a coaching model, which includes co-teaching for Title I eligible students and learning support students, have provided a rich resource for staff development that has significantly raised the school's capacity to teach reading.

Among the professional development activities they lead are an ongoing review of the curriculum to ensure alignment to Pennsylvania's revised language arts standards and the communication of these changes to their colleagues. Further development occurs through the specialist's identification of emerging best-practice strategies and instructional resources, which are shared with the teaching staff.

In addition, numerous other faculty members possess specialized skills which they readily share with their colleagues for the benefit of all. For example, our gifted support teacher has become fluent with strategies for instructing gifted students in the regular education classroom, so she co-teaches with and supports each teacher who has gifted students in his or her classroom. Our special education teachers possess remarkable knowledge of effective strategies for teaching diverse learners, so they willingly share their expertise with their colleagues who teach learners who struggle, even if they do not formally qualify for special education services. Other specialists, such as our speech and language pathologist, our occupational therapist, and our guidance counselor also routinely provide assistance in any way they can. They, too, are valuable professional resources. It is also quite common for a teacher to locate or identify a useful resource and then send an email to the entire school explaining what that resource is and how to access it. At the Wycallis Elementary School, it's as if the teachers intuit the needs of the students and their colleagues and stay one step ahead of them.

Finally, outside specialists and experts are used to assist in specific areas. For example, we are implementing the Competent Learner Model with many of our autistic students and we have an external coach who visits weekly to provide hands-on training and feedback for the teachers and paraprofessionals responsible for delivering the program.

7. School Leadership:

The Wycallis Elementary School's leadership philosophy revolves around trust and confidence. The principal is often heard stating, "You just hire the right people and get out of the way." While this appears to seem "tongue-in-cheek" there is more than an air of truth to it. The leadership understands that the faculty is well-educated, intelligent, and highly capable, both individually and collectively. There is a relentless work ethic, commitment to children, and a passion for education that is modeled by all.

In practice this starts when the principal presents his annual goals at the start of the school year. Without exception, these goals include the statement that every student that takes a state assessment will score proficient or advanced. This is followed by a commitment to provide the time and resources to allow that to happen. The teachers follow that lead - or perhaps they are the leaders - doing everything they can to make that happen. Every request for materials and resources is presented in terms of how the resource will help us achieve our goal.

Not lost in our academic focus is the need for joy and safety. Each and every student can tell you that the principal's most important job is to make sure that everybody is safe. And the principal smiles and greets the students and staff by name. It is understood that students must be safe and happy to be successful academically. This philosophy is lived and modeled by the entire school community. Wycallis Elementary School is a successful school where everyone works hard, enjoys the fruits of their labor, and takes great pride in doing so.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: PSSA

Edition/Publication Year: 2007

Publisher: DRC

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Apr	Mar	Apr
SCHOOL SCORES					
Proficient and Advanced	94	96	99	93	90
Advanced	64	63	55	48	46
Number of students tested	89	94	86	93	70
Percent of total students tested	98	97	97	100	100
Number of students alternatively assessed	2	3	3	0	0
Percent of students alternatively assessed	2	3	3	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	92	85	100	84	82
Advanced	50	40	32	37	9
Number of students tested	12	20	19	19	11
2. African American Students					
Proficient and Advanced	Masked	Masked	Masked		Masked
Advanced	Masked	Masked	Masked		Masked
Number of students tested	1	2	2		1
3. Hispanic or Latino Students					
Proficient and Advanced	Masked	Masked			Masked
Advanced	Masked	Masked			Masked
Number of students tested	3	1			1
4. Special Education Students					
Proficient and Advanced	Masked	73	Masked	95	58
Advanced	Masked	36	Masked	32	17
Number of students tested	9	11	5	19	12
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. Asian					
Proficient and Advanced	Masked	Masked	Masked		
Advanced	Masked	Masked	Masked		
Number of students tested	1	3	2		
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Subgroup data for IEP, ELL, Hispanic, Asian, and African American too small to be reported for 2009-2012					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: PSSA

Edition/Publication Year: 2007

Publisher: DRC

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Apr	Mar	Apr
SCHOOL SCORES					
Proficient and Advanced	89	95	94	89	87
Advanced	28	53	48	33	19
Number of students tested	89	94	86	93	70
Percent of total students tested	98	97	97	100	100
Number of students alternatively assessed	2	3	3	0	0
Percent of students alternatively assessed	2	3	3	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	83	80	79	81	82
Advanced	17	30	26	16	0
Number of students tested	12	20	19	19	11
2. African American Students					
Proficient and Advanced	Masked	Masked	Masked		Masked
Advanced	Masked	Masked	Masked		Masked
Number of students tested	1	2	2		1
3. Hispanic or Latino Students					
Proficient and Advanced	Masked	Masked			Masked
Advanced	Masked	Masked			Masked
Number of students tested	3	1			1
4. Special Education Students					
Proficient and Advanced	Masked	55	Masked	63	42
Advanced	Masked	0	Masked	16	8
Number of students tested	9	11	5	19	12
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. Asian					
Proficient and Advanced	Masked	Masked	Masked		
Advanced	Masked	Masked	Masked		
Number of students tested	1	3	2		
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Subgroup data for IEP, ELL, Hispanic, Asian, and African American too small to be reported for 2009-2012					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: PSSA

Edition/Publication Year: 2007

Publisher: DRC

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Apr	Mar	Apr
SCHOOL SCORES					
Proficient and Advanced	99	100	99	93	91
Advanced	84	85	81	78	75
Number of students tested	93	89	95	99	79
Percent of total students tested	98	97	98	100	100
Number of students alternatively assessed	2	3	2	0	0
Percent of students alternatively assessed	2	3	2	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	100	100	100	88	66
Advanced	58	64	60	64	53
Number of students tested	12	14	20	25	15
2. African American Students					
Proficient and Advanced	Masked	Masked	Masked		Masked
Advanced	Masked	Masked	Masked		Masked
Number of students tested	2	2	2		1
3. Hispanic or Latino Students					
Proficient and Advanced	Masked		Masked		
Advanced	Masked		Masked		
Number of students tested	1		1		
4. Special Education Students					
Proficient and Advanced	100	Masked	100	57	60
Advanced	55	Masked	71	21	47
Number of students tested	11	8	14	14	15
5. English Language Learner Students					
Proficient and Advanced					Masked
Advanced					Masked
Number of students tested					2
6. Asian					
Proficient and Advanced	Masked	Masked	Masked		
Advanced	Masked	Masked	Masked		
Number of students tested	3	2	1		
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Subgroup data for IEP, ELL, Hispanic, Asian, and African American too small to be reported for 2009-2012					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: PSSA

Edition/Publication Year: 2007

Publisher: DRC

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Apr	Mar	Apr
SCHOOL SCORES					
Proficient and Advanced	98	100	94	95	83
Advanced	58	66	66	52	48
Number of students tested	89	89	95	99	79
Percent of total students tested	91	97	98	100	100
Number of students alternatively assessed	9	3	2	0	0
Percent of students alternatively assessed	9	3	2	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced		100	85	92	67
Advanced		36	50	32	27
Number of students tested	10	14	20	25	15
2. African American Students					
Proficient and Advanced	Masked	Masked	Masked		Masked
Advanced	Masked	Masked	Masked		Masked
Number of students tested	2	2	2		1
3. Hispanic or Latino Students					
Proficient and Advanced	Masked		Masked		
Advanced	Masked		Masked		
Number of students tested	1		1		
4. Special Education Students					
Proficient and Advanced	Masked	Masked	71	64	47
Advanced	Masked	Masked	14	14	20
Number of students tested	6	8	14	14	15
5. English Language Learner Students					
Proficient and Advanced					Masked
Advanced					Masked
Number of students tested					2
6. Asian					
Proficient and Advanced	Masked	Masked	Masked		
Advanced	Masked	Masked	Masked		
Number of students tested	2	2	1		
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Subgroup data for IEP, ELL, Hispanic, Asian, and African American too small to be reported for 2009-2012					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: PSSA

Edition/Publication Year: 2007

Publisher: DRC

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Apr	Mar	Apr
SCHOOL SCORES					
Proficient and Advanced	98	98	96	93	87
Advanced	78	74	79	73	64
Number of students tested	91	93	94	99	69
Percent of total students tested	95	98	99	100	100
Number of students alternatively assessed	5	2	1	0	0
Percent of students alternatively assessed	5	2	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	88	100	93	80	76
Advanced	41	69	57	60	17
Number of students tested	17	16	28	20	12
2. African American Students					
Proficient and Advanced	Masked	Masked			
Advanced	Masked	Masked			
Number of students tested	2	2			
3. Hispanic or Latino Students					
Proficient and Advanced	Masked	Masked			Masked
Advanced	Masked	Masked			Masked
Number of students tested	1	1			1
4. Special Education Students					
Proficient and Advanced	Masked	100	69	76	33
Advanced	Masked	47	15	41	0
Number of students tested	7	15	13	17	12
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. Asian					
Proficient and Advanced	Masked				
Advanced	Masked				
Number of students tested	2				
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. Subgroup data for ELL, Hispanic, and African American too small to be reported for 2009-2012					

STATE CRITERION-REFERENCED TESTS

Subject: Reading
Edition/Publication Year: 2007

Grade: 5 Test: PSSA
Publisher: DRC

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Apr	Mar	Apr
SCHOOL SCORES					
Proficient and Advanced	96	89	89	83	77
Advanced	55	39	48	38	38
Number of students tested	91	90	94	98	69
Percent of total students tested	96	95	99	99	100
Number of students alternatively assessed	5	2	1	0	0
Percent of students alternatively assessed	5	2	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	94	93	79	75	58
Advanced	24	36	29	35	25
Number of students tested	17	14	28	20	12
2. African American Students					
Proficient and Advanced	Masked	Masked			Masked
Advanced	Masked	Masked			Masked
Number of students tested	2	2			1
3. Hispanic or Latino Students					
Proficient and Advanced	Masked	Masked			
Advanced	Masked	Masked			
Number of students tested	1	1			
4. Special Education Students					
Proficient and Advanced	Masked	67	39	41	48
Advanced	Masked	8	15	24	17
Number of students tested	7	12	13	17	12
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. Asian					
Proficient and Advanced	Masked				
Advanced	Masked				
Number of students tested	2				
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Subgroup data for IEP, ELL, Hispanic, Asian, and African American too small to be reported for 2009-2012					