U.S. Department of Education

2014 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

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

Name of Principal Mrs. Patricia E. Nolan
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Donaldson Elementary School
(As it should appear in the official records)

School Mailing Address 600 Donaldson Road
(If address is P.O. Box, also include street address.)

City Oakdale State PA Zip Code+4 (9 digits total) 15071-3708

County Allegheny County State School Code Number* 7760

Telephone 724-213-1010 Fax 724-213-1002

Web site/URL http://www.westasd.org E-mail pnolan@westasd.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*Dr. John DiSanti E-mail: jdisanti@westasd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name West Allegheny SD Tel. 724-695-3422

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. Debbie Mirich
(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, 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 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 2013-2014 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 2008 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: 2009, 2010, 2011, 2012, or 2013.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

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

   5 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
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. 11 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	36	41	77
1	40	39	79
2	42	40	82
3	42	39	81
4	51	36	87
5	43	44	87
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	254	239	493

5. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native
2 % Asian
1 % Black or African American
1 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
90 % White
5 % 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 2012 - 2013 year: 6%

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, 2012 until the end of the school year	21
(2) Number of students who transferred ***from*** the school after October 1, 2012 until the end of the 2012-2013 school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	32
(4) Total number of students in the school as of October 1	493
(5) Total transferred students in row (3) divided by total students in row (4)	0.065
(6) Amount in row (5) multiplied by 100	6

7. English Language Learners (ELL) in the school: 2 %
9 Total number ELL

Number of non-English languages represented: 6
Specify non-English languages: The following languages are spoken by our ELL population: Hindi, Tamil, Russian, Polish, Spanish, and Portuguese.

8. Students eligible for free/reduced-priced meals: 12 %

Total number students who qualify: 60

If this method is not 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.

9. Students receiving special education services: 16 %
79 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.

4 Autism	0 Orthopedic Impairment
0 Deafness	4 Other Health Impaired
0 Deaf-Blindness	24 Specific Learning Disability
1 Emotional Disturbance	45 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	1 Visual Impairment Including Blindness
0 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	1
Classroom teachers	22
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	15
Paraprofessionals	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

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

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

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

PART III – SUMMARY

In August of 2003, Donaldson Elementary, located in North Fayette Township in Oakdale, PA, opened its doors for the first time to students as the newest elementary school in the West Allegheny School District. The mission of the West Allegheny School District, a leader in quality education, is to ensure that each student acquires the necessary knowledge and skills to be a responsible citizen, prepared for life-long learning and employment. This is accomplished by providing meaningful and personally challenging learning experiences within a safe, nurturing environment in partnership with family and community. One of the goals for the educational experience at Donaldson, paralleling that of the school district, is to promote high student academic expectations and achievements. This goal is accomplished through the development of innovative instructional programs as well as the review of data, teacher feedback, and parental input to address strengths and weaknesses.

Donaldson Elementary is located in the center of the school district in a rural setting with roughly 485 K-5 students. The school was constructed as a solution to overcrowding at the other two elementary schools, Wilson and McKee, both built in 1972. Since Donaldson's inception, North Fayette Township has since built a complex of baseball fields, soccer fields, and an amphitheater on the perimeter of the school property. Donaldson Elementary draws from varied residential communities such as apartment and townhome complexes, housing along rural roads, planned housing communities, and mobile home communities. The population is comprised mostly of upper middle class to middle class working families, with about 12% of the student body qualifying for free/reduced lunches. Donaldson has established a strong connection with students, parents, and the community, supporting service projects done throughout the school year, such as the Monthly Grade Level Food Drives for the WA Food Bank, Pennies for Pasta Campaign, the Girls on the Run Program, and Student Government donations to North Fayette Police Service Dog Fund, to name a few. Likewise, our community supports our school with scientists from Bayer Corporation, the implementation of Donaldson Discovers, which involves parents, businesses, and/or volunteers from the community and county – all coordinated in conjunction with the outstanding and supportive Donaldson PTA. The traditions of Donaldson have evolved over the last eleven years, many taken from the other two elementary schools.

The staff is committed to delivering a quality education that provides rich, rigorous learning experiences for students. The curricula for the district have been revised to be in alignment with the PA Common Core Standards. Staff professional development related to common core and rigor and relevance instruction has resulted in high student performance as is indicated in the most recent PA School Performance Profile (PASPP) for Donaldson with a 96.9 ranking. Donaldson is ranked third in Allegheny County and eleventh in PA among elementary public schools (testing third, fourth and fifth grades only) included in the PASPP.

Donaldson is widely known among parents and students for having a warm, caring environment that is palpable from the moment one enters the school. Teachers treat students in a highly respectful, caring manner and endeavor to meet each student's individual needs. From kindergarten to fifth grade, students are made to feel welcomed and important with a message of acceptance in a bully-free school climate. All students participate in the Olweus Anti-Bullying Curriculum. A visitor could observe positive interactions among students that are mutually supportive, creating a healthy school environment. For example, students are regularly recognized for kind acts with a school STAR award. The school community at Donaldson, from the principal and professional staff to the support staff and parents, all collaborate to do what is best for Donaldson students.

Some of the academic accomplishments of Donaldson students can be attributed, in part, to the revised Elementary English Language Arts and Math curricula which are in alignment with the Pennsylvania Common Core Standards, assessment anchors, and eligible content. Both the English Language Arts and Math curricula provide suggested learning activities that include resources that enhance instruction and a checklist component to enable teachers and the principal to monitor implementation and student mastery of objectives. The curriculum is implemented through whole group instruction as well as through differentiated learning activities, such as the use of mini-lessons, learning centers, and resources tailored to meet the needs of students. Teachers are accountable for implementing literacy instruction and math

instruction as outlined in the curriculum guides.

The instructional goal of the district is to provide a free, appropriate public education in the least restrictive environment for all students. In order to support inclusive practices, heterogeneous groupings are utilized for all students in all grade levels. Students with disabilities are included within the regular education setting to the maximum extent possible. When specialized education services are necessary, the special education teachers collaborate with regular education teachers to promote consistent implementation of the district curricula and to ensure successful programming and progress for all students.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. The Pennsylvania System of School Assessment (PSSA) is a standards-based, criterion-referenced assessment used to measure students' attainment of PA Academic Standards (now will measure attainment of PA Common Core Standards) while also determining how well the staff and instructional programs enable students to reach proficiency or advanced benchmarks. All students in grades three to five are assessed in reading and mathematics. Additionally, students in grade four are assessed in Science and students in grade five are assessed in writing. Teachers analyze PSSA scores and data found on PVAAS and Emetric to identify students' educational needs and examine and reflect on other classroom testing results and observations of their students. Teachers then follow up by planning, tailoring, and coordinating instruction to address those needs. Overall PSSA scores, including teachers' specific scores, are also analyzed to look for trends and identify areas of strength as well as areas in need of improvement.

There are four levels of PSSA performance: Advanced, Proficient, Basic, and Below Basic. The Advanced Level reflects superior academic performance and indicates an in-depth understanding and exemplary display of the skills. The Proficient Level reflects satisfactory academic performance and indicates a solid understanding and adequate display of the skills. The Basic Level reflects marginal academic performance and indicates a partial understanding and limited display of the skills. The Below Basic Level reflects inadequate academic performance and indicates little understanding and minimal display of the skills.

Over the last five years, Donaldson Elementary has always exceeded the state benchmark scores, and the school has always made Adequate Yearly Progress (AYP). At West Allegheny School District, the expectation is that students should perform at their personal best on all PSSA tests, meaning most students should be able to achieve a score in the Proficient or Advanced range for all PSSA-tested subjects.

B. Excellence is a continuous process of renewal. This sums up the overall trends found in the data over the past five years. Analysis of data is constantly reviewed and areas in need of change, adjustment, or complete overhaul are addressed annually. Strategies that worked five years ago may not have been the right fit two years ago. As a result, new options for content presentation methods, instructional personnel, and/or programs may have been adjusted to address concerns or strengths found during data review so that students continued to make achievement gains.

In reviewing ranges from 2009-2013 for third through fifth grade reading, there is an overall increase. In grade three, the percentage of students performing in Proficient/Advanced increased from 88% in 2009 to 91% in 2013. In grade four, the percentage of students performing in Proficient/Advanced increased from 88% in 2009 to 95% in 2013. These grade levels performed consistently with slight variations annually. In grade five, the percentage of students performing in Proficient/Advanced increased from 77% in 2009 to 82% in 2013. This grade level experienced some difficulty in 2010. After PSSA analysis, programmatic changes were instituted such as using research-based reading strategies, differentiated reading groups, and fifth grade teachers working with a literacy coach. In 2010 to 2011, the reading PSSA score for grade five increased substantially from 73% to 88%. As a result, research-based reading strategies have been instituted in all three tested grade levels which have yielded strong results to date. Another trend noted for grades three to five is that Donaldson had half, to less-than-half, of its students in every grade level and year tested score advanced. This continues to be an area of growth for Donaldson.

Likewise for Math for third through fifth grades from 2009-2013, there is an overall increase. In grade three, the percentage of students performing in Proficient/Advanced increased from 86% in 2009 to 94% in 2013. In grade four, the percentage of students performing in Proficient/Advanced increased from 94% in 2009 to 95% in 2013. Over the past five years, fourth grade has achieved scores of 94% to as high as 100%. In grade five, the percentage of students performing in Proficient/Advanced increased from 93% in 2009 to 95% in 2013. Over the past five years, scores have ranged from 85% to 96%. High achieving performance levels in math may be attributed to the use of differentiated math groupings to meet the needs of students. The math resource program also provides support to the most at-risk learners. All teachers are fully versed

in the realigned math curriculum, including math assessment anchors/eligible content so students are prepared for the types of questions on state assessments. Additionally, teachers have been trained to provide math instruction promoting conceptual understanding.

Upon analysis of the 2013 data, achievement gaps of more than ten percentage points were identified in the following categories: Third grade reading-all students -91%, special education-64%; Third grade math- all students-94%, special education-71%; Fourth grade math-all students-95%, special education-79%, economically disadvantaged-82%; Fifth grade reading-all students-82%, special education-50%, Fifth grade math-all students-95%, special education-70%.

To improve student performance for reading, a literacy coach is working directly with special education teachers by modeling research-based literacy practices that promote comprehension. Math instruction is addressed through comprehensive professional development sessions focusing on meta-cognition, active student engagement, fluency, and application of math skills. To address economically disadvantaged students, the above practices are also being followed. Additionally, educational services and programs such as special reading, math resource, tutoring, and available technologies are utilized to improve student achievement.

2. Using Assessment Results:

Donaldson teachers believe that assessment is an ongoing, continuous process that is an integral part of instruction. Effective assessment identifies students' strengths and weaknesses and guides instructional decisions to meet the unique needs of each learner. Formative assessments (for example, Think-Pair-Share, Journaling, and Inside-Outside Circle) informally assess student mastery of skills/concepts. Additionally, summative assessments such as Compass, DIBELS, Curriculum Based Assessments, Scantron, PSSAs, and Accelerated Reader provide useful data that inform instruction. Also, continuous progress monitoring data provide specific dates and data points of progress or regression to which teachers frequently refer as they plan instruction for students. Using formative and summative assessment data, along with progress monitoring data, Primary-Intermediate Intervention Meetings occur so that planning and coordination of services and instructional programming can be tailored to meet the needs of each learner in a cyclical effort to raise student achievement.

Teachers meet in full-day, grade-level sessions in order to review both formative and summative data. Upon reviewing data that may include PSSA, PVAAS, Emetric, Scantron, and/or Compass, teachers reflect upon their class performance as a whole as well as the individual performance of students, noting strengths and weaknesses. Based on need, instructional plans for specific students may be developed. Collaborative efforts between and among the grade levels regarding trends occur throughout the school year in which planning identifies priorities for instruction with a focus on reading, writing, and math. Attention is directed toward the implementation of assessment anchors and eligible content so that students are fully prepared for PSSA expectations.

As an example, when reviewing trends for reading data, it was realized that some students had difficulty reading expository text. This was a trend that transcended across grade levels. As a result, teachers identified specific, research-based strategies to address the reading of informational text as they introduced students to text coding, question/answer relationships, and talking to the text. Instruction was scaffolded in that initial support was provided to students as they implemented the strategy with a gradual release model so that students could independently apply that skill to expository text. In order to expose students to a variety of expository texts, teachers provided learners with resources such as textbooks, periodicals, and web-based articles as a means to apply authentic, research-based strategies. Many of the resources were preselected by the reading specialists and literacy coach in order to maximize student success with expository text.

Another example is addressed through the analysis of math data such as the review of Numbers and Operations. Some students experience difficulty in mastering math facts and lack the automaticity to experience success. To address this deficiency, the Rocket Math Program, along with Compass Learning

Paths, are emphasized with the most at-risk students. Similarly, constructed-response items requiring students to compose written explanations related to their problem solving process used are practiced with students. Struggling students are provided with opportunities to engage in this type of activity on a regular basis. These reflective practices enable teachers to maximize learning experiences to increase student achievement.

Active, ongoing communication with West Allegheny parents and community members is achieved by a variety of methods such as parent-teacher phone conversations, parent-teacher conferences or meetings, student report cards/progress reports, e-mails, website posts, school to home communicators, and written notes. Parents have the opportunity to learn about how to assist their child in experiencing success with the district curriculum through attendance at workshops that address a wide range of topics such as study skills, emergent literacy skills, and make and take workshops, to name a few. Parents can utilize technology at home to reinforce academics with their children by using the online Compass Odyssey Learning Paths which support curriculum concept development.

West Allegheny School District's Report Card (until 2012) and the 2013 PA School Performance Profile are shared with district constituents through venues such as the West Allegheny website, West Allegheny Today (a local magazine publication), parent-teacher conferences/meetings, school board meetings, and Parent Teacher Association (PTA) Meetings. These communication tools help parents and community members better understand the achievement/assessment results for West Allegheny schools and how West Allegheny is achieving and meeting high standards and state expectations.

3. Sharing Lessons Learned:

At Donaldson, professional development opportunities for collaboration such as "Group Think" sessions have been used. This provides an opportunity for teachers to present/share trends they see in test data and what adjustments might be made to address or nourish the trends. Teachers share best practices and provide examples. One such example is teachers sharing the CAFÉ approach/literacy menu/Daily Five, resulting in the CAFE approach now being incorporated in other Donaldson classrooms. Teachers are also afforded the opportunity to attend with and/or present to audiences of educational professionals regarding effective programs, educational seminars, and conferences. Teachers then share lessons gleaned with their Donaldson colleagues. This benefits teachers by sharing interesting programs, teaching practices, and strategies that are being used at Donaldson with others, but also allows teachers to learn innovative ideas from other educational avenues. Teachers are also encouraged to visit other schools and to invite others to visit Donaldson. An example is the ESL Program in which the Donaldson ESL teacher has had professionals from other districts who are developing an ESL Program come to observe instruction.

Within the district, teachers attend grade level meetings in which they collaborate and share ideas such as: research-based strategies for literacy, math, and science; mini-lessons used for language arts and math; activities related to the implementation of the PA Common Core Standards; Math Talks sessions, which promote conceptual understanding of math; and creating and sharing rigorous curriculum based assessments. The Donaldson principal attends weekly superintendent cabinet meetings where various topics are shared such as: effective teacher evaluation; effective classroom practices throughout the district; and innovative technology ideas. Principals and district administrators frequently share effective programs and practices at professional meetings and sessions held at the local Intermediate Unit. The Donaldson principal and other district administrators have actively participated and shared at sessions sponsored by the National Institute of School Leadership.

Both within the district and outside the district, collaborative, ongoing projects have been shared with various audiences via presentations at conferences, YouTube, websites, district-sponsored publications, and attendance by community, parents, and professionals. One such specific example is the 300 Drums Project that was a result of a STEAM grant in which students, teachers, parents, and community members worked together to create 300 handmade drums to celebrate Native American Art. This culminated in interdisciplinary events blending art, history, music, writing, and technology for elementary students, including those at Donaldson.

4. Engaging Families and Community:

Ongoing community engagement is the expectation at Donaldson, creating a welcoming climate that fosters student success. A key strategy is establishing clear communication between the school and home. This starts with an award-winning website that includes a comprehensive School and Community Guide for West Allegheny residents. Families can also access grades and other classroom information through teacher web pages as well as Edline. Open house and grade level orientations at Donaldson clarify curriculum, standards, and expectations to help parents invest in their child's learning.

Donaldson is proactive in programming. All parents receive a yearly Caught Being Good note about their child. Other programs like Grandparents' Day, monthly PTA meetings, Family Funfest, PTA Bingo, parent workshops, Donaldson Discovers, and the Olweus Bullying Prevention Program encourage family input and involvement. Donaldson also offers online opportunities through the Virtual Academy to allow students to pursue alternative learning while remaining part of the West Allegheny family. Donaldson takes a team approach to learning, identifying students, staff, family, and the community all as stakeholders in a child's education. Collaboration with community agencies such as the public library, local law enforcement, and preschools is the norm for Donaldson.

A partnership with the PTA is one of Donaldson's greatest assets. A stand-out example is Donaldson Discovers, an after-school program available to all students offering 14 classes on engaging, high-interest topics for students to learn in enjoyable, interactive ways. Four of the classes are taught by Donaldson teachers, representing just a fraction of the time Donaldson staff volunteers.

Donaldson reaches out to all levels of the community and supports families in crisis. Volunteer opportunities for families at school are varied allowing families to donate ideas, time, or money based on available resources. The Family Support Committee provides resources to families with financial needs (including an internet assistance program), as well as those in crisis. Home visits are conducted for various reasons, but reaching out to families to facilitate student success is one of the most important.

Donaldson encourages community groups to use the school's facilities and provides extra support for any students in transition. Engaging the community in the educational process is the expectation. Students participate in pay-it-forward projects, fundraisers, and character education activities, hopefully inspiring them to become the next generation of community leaders.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

All curricula, including reading/English language arts, mathematics, science, social studies, visual/performing arts (fine arts), physical education/health/nutrition (applied arts), and technology initiatives begin by doing a review of literature and research to define a philosophical orientation for that area of curriculum. Next, the committee identifies student learning objectives, learning activities, and related resources that are aligned to the standards, assessment anchors, and eligible content. Teachers address gaps and overlaps by reviewing the sequence of the objectives taught at each grade level for a smooth transition between primary and intermediate grades. Teachers review curricular drafts to promote alignment with the philosophical orientation. The curricular drafts are then shared with the administrative team and board of school directors to promote a clear understanding of course objectives. This process ensures that the curricula are completely aligned to the PA Common Core (PACC) expectations and include a checklist component that enables staff to monitor implementation and student mastery of objectives.

While all content area of curricula are important, at the elementary level, there is a heavy emphasis on reading/English/language arts and math instruction as those objectives form the foundation for all future learning experiences. The reading/English language arts curricula are organized by the reporting categories of foundational skills, reading informational text, reading narrative text, writing, and speaking and listening. With the implementation of the PACC Standards, there is now more of a balance between the reading of more complex expository and narrative texts as 50% of what students read by grade five is informational. Writing on a daily basis is also emphasized as students learn to use evidence from written sources to inform or make an argument. The standards follow a balanced approach to literacy instruction that incorporates daily lessons on word knowledge (explicit and systematic instruction in sight vocabulary, phonics, structural analysis, word meaning and spelling patterns), fluency (reading speed, oral reading accuracy, and expression), comprehension (to promote strategic reading), and writing (that addresses the purposes, processes, and audiences of written communication) in order to develop a firm foundation of skills and broad literacy experiences.

The math curricula are organized by the reporting categories of Numbers and Operations, Algebraic Concepts, Geometry, and Measurement, Data and Probability. With the implementation of the PACC Standards, there is now more of a balance between practice and content as instruction moves away from the mentality of “a mile wide and an inch deep” and provides a focus on a few topics with coherent progressions between the topics. The major shifts from the previous standards to the PACC include focus, coherence, fluency, deep understanding, application, and dual intensity. Focus requires emphasis on the concepts that are prioritized in the standards so that students reach strong foundational knowledge and deep conceptual understanding and are able to transfer mathematical skills and understanding across concepts and grades. Coherence connects the learning within and across grades so that, for example, fractions or multiplication spiral across grade levels and students can build a new understanding onto the foundation built in previous years. Each standard is not a new event, but an extension of previous learning. Fluency conveys that students have speed and accuracy with simple calculations so that they are more able to understand and manipulate more complex concepts. Deep understanding requires that teachers teach more than “how to get the answer” and instead support students’ ability to access concepts from a number of perspectives. Students demonstrate deep conceptual understanding of core math concepts by applying them to new situations. Application requires students to use math and choose the appropriate concept. Teachers provide opportunities at all grade levels for students to apply math concepts in “real world” situations. Dual intensity necessitates that students practice and demonstrate understanding, showing a balance between problem solving and computation in the classroom. Teachers create opportunities for students to participate in drills and make use of those skills through extended application of math concepts.

The science curriculum strongly supports the assertion that there is a balance between science content and process. The balance promotes the inclusion of inquiry based instruction and provides classroom environments and experiences that facilitate the learning of science. Inquiry based instruction is achieved through the use of the ASSET Science Program, a hands-on, nationally recognized science program, that

spans the physical, earth, and life strands of science through content specific modules. Inquiry based instruction is also achieved through the use of expository text to support students' conceptual understanding of physical, earth, and life sciences.

The social studies curriculum provides a coordinated study of economics, geography, history, and political science. Effective social studies teaching integrates across the curriculum and provides opportunities for students to read and study content text materials. Students are engaged in authentic learning experiences that bring social studies skills and concepts to life. Social studies instruction engages students and encourages critical thinking based on information from multiple perspectives.

The fine and applied arts curricula (art, music, health, physical education, swimming, and library science) address concepts through a multi-modal teaching process. The fine and applied arts curricula support the core curricula and help students develop appreciation and engagement with related concepts. Students participate in these classes at least once per six day rotation to support and integrate the fine and applied arts academic standards, as well as the areas of math, English/language arts, science, and social studies.

Technology instruction supports and is integrated into all other content areas. The focus of technology usage and instruction encourages students to demonstrate literacy with all forms of media. Technology is viewed as a tool or vehicle to promote student learning and achievement.

2. Reading/English:

Donaldson teachers embrace a balanced approach to literacy through which teachers make decisions daily about the best way to help every student become a better reader and writer. A balanced approach requires a teacher to reflect on what he/she is doing and to modify instruction based on the needs of learners.

The goal of balanced literacy instruction is to endow learners with a foundation of skills and experiences to foster a lifelong love of reading and writing. This goal can be achieved if instruction is established through four literacy domains:

Word Knowledge addresses the explicit instruction in phonemic awareness, sight vocabulary, phonics, word meaning, structural analysis, and conceptual understanding. During the reading process, students use cueing systems to construct meaning from print. They use their understanding of the author's intent and their background knowledge, their knowledge of language patterns, and their awareness of sound-symbol relationships.

Fluency instruction refers to reading speed/automaticity, oral reading accuracy, phrasing, intonation, and expression. The benefit of reading fluency is that it frees students' cognitive resources from processing graphophonemic information so that they are able to direct their attention to comprehending the text. Consequently, students will be equipped to develop higher-level comprehension skills. Repeated readings, choral reading, and echo reading are proven methods for strengthening fluency.

Comprehension is the goal for reading instruction. Explicit instruction of reading strategies has been proven to help students become independent readers. A critical part of this explicit instruction is teacher modeling, in which the teacher identifies and models specific strategies needed for comprehension skills. Another critical part of effective comprehension instruction is providing the students with abundant practice of the strategies with authentic texts.

Writing instruction addresses the processes of written communication. This approach focuses on exploring what writers do throughout writing. Teachers work with students guiding them through stages of writing across the curriculum.

At-risk readers are addressed through remedial programs such as the Primary Intervention Program (grades kindergarten-1) and Special Reading Program (grades 2-5). Both programs assess student mastery of literacy skills then identify remedial support delivered through the use of research-based instructional

materials. Classroom teachers are coached on effective literacy practices to address below, on, and above level reading. They incorporate research-based strategies to support the development of reading skills through whole group instruction, differentiated mini-lessons, learning centers, and technology resources such as the Accelerated Reading Program, the use of iPads, and Compass Learning Odyssey learning paths.

3. Mathematics:

The West Allegheny Math Curriculum, which Donaldson Elementary follows, reflects the philosophical orientation and instructional recommendations advocated by the National Council of Teachers of Mathematics (NCTM). Donaldson teachers believe that mathematical literacy is crucial for every child and that mathematical proficiency requires a balance and connection between conceptual understanding and procedural and computational proficiency. This is accomplished by identifying specific roles for both the student and the teacher.

The role of the students is that of active engagement in the learning process as they demonstrate understanding of key math concepts and reasoning. Students make connections among mathematical concepts and build new mathematical knowledge through problem solving. Students need to reason mathematically in order to make conjectures, gather evidence, and build an argument to support mathematical theory. Sound reasoning is as important as students' abilities to determine correct answers.

The role of the teachers is that of facilitators to the learning process, providing students with opportunities to express mathematical reasoning. Teachers use questioning techniques to facilitate and assess learning and encourage students to explore multiple solutions, and they create a variety of opportunities, such as group work and class discussion, for students to communicate mathematically. To promote success, teachers model appropriate mathematical language and correct terminology for solving problems, choose problems that invite exploration of an important mathematical concept for application, and allow students the chance to solidify and extend their knowledge.

For students who are struggling or excelling, assessment serves as an invaluable tool as it informs teachers of what students know. Instructional decisions can be made to challenge and support student learning. Assessment, both formative and summative, is a routine part of the ongoing classroom activity. Technology is a tool to promote mathematical learning and supports effective mathematics teaching. It does not replace the mathematics teachers but rather enhances and reinforces skills and concepts that promote student proficiency. Compass Learning Odyssey Paths and various other technology programs offer remediation as well as enrichment to extend student understanding of concepts.

The Elementary Math Resource program targets students in grades 1-5 and follows a Response to Intervention model in that data-based decision making is utilized to identify students who are in need of specific interventions. Progress is monitored through weekly assessments that guide instruction. Interventions are provided in order to promote student success with the grade level math curriculum.

4. Additional Curriculum Area:

Donaldson Elementary houses West Allegheny School District's elementary English as a Second Language (ESL) Program. The district chose to use a central location for the ESL program to increase the amount of student instruction time, and allow the ESL teacher to act as a resource for students, for social and academic needs, and to provide support to classroom teachers, staff and parents. ESL instruction replaces the English Language Learners' (ELL) language arts block, but they attend all other academic courses and activities with their classroom peers.

The ESL curriculum was written in 2008 and is aligned with the Pennsylvania Academic Standards and the Pennsylvania State Language Proficiency Standards. The ESL Curriculum is currently being updated to reflect the new Pennsylvania Common Core Standards with the addition of a Newcomer Program. The Newcomer Program will assist non-English speakers or ELLs with limited formal schooling to become acclimated with the American school system and will create a social and academic foundation for them to

build upon. The ESL curriculum is used as a guide for all ESL instruction and individualized for the specific academic and language needs of each student. Language Proficiency test scores are used to determine the students' language proficiency levels for instruction.

Social and academic language development is the primary focus of ESL instruction. Social language is practiced daily in the classroom, cafeteria, and on the playground. It ranges from scripted instruction to authentic conversation. Academic language instruction begins with explicit teaching of the basic foundational skills of phonemic awareness to the more complex academic reading comprehension and vocabulary instruction, where students exhibit higher-order thinking skills. Regardless of the ELL's language level and academic ability, it is important to assess what the student knows and build upon that background to create new knowledge. The ESL and classroom teachers frequently use formative assessments to scaffold instruction for ELLs. ELLs demonstrate their knowledge using a variety of modalities to strengthen their language skills.

Even though ELLs are given additional supports in the classroom to account for language proficiency on assessments, they are challenged academically and linguistically during instruction to promote growth. Ultimately, the ESL program at Donaldson is preparing the ELLs for a seamless transition from the ESL classroom to the regular education classroom and beyond. They will possess the reading, writing, listening, and speaking skills to communicate independently and effectively with diverse audiences and meet the daily demands of society.

5. Instructional Methods:

Meeting the diverse needs of students is the foundation of the Donaldson program. Students requiring additional instruction/assistance to achieve at their independent level have several programs available to meet their needs. Assessments such as DIBELS, Compass, Running Records, and Curriculum Based Assessments identify individual strengths/weaknesses of students to guide instruction for the needs of learners. For example, at-risk learners who are identified through these ongoing assessments may qualify for intervention programs such as Special Reading, Primary Intervention Program, and Math Resource. Advanced students may qualify for enrichment (classroom and pullout) and the Horizons Gifted Program for the strands of Humanities, Sciences, Mathematics, and Literature.

In core subjects, ongoing, differentiated instruction is provided and achieved through the following practices: leveled books; authentic learning centers; technology resources focused on individualized learning. At Donaldson, technology is a crucial tool that diversifies learning for students and the content presentation methods for teachers. Technology trainings are ongoing and tailored to the needs of teachers/students. Donaldson provides Smartboards, AppleTVs, iPads, SurfaceRTs, computer stations, and computer labs. Teachers have opportunities to participate in the TOPs-Technology Opportunity Proposal Grant Program (technology grants for teachers who develop innovative technology proposals). As a prerequisite for TOPs, teachers must participate in technology training to acquire a Digital Drivers License. This has proven to be an effective way to motivate teachers to infuse technology for rich, student learning experiences.

For literacy lessons, teachers follow a Skill/Strategy Lesson Format in which assessment, guided, and independent practice guide instruction. Specifically, the following literacy lesson steps are implemented: Assess-Multiple assessments are given to guide instruction and track progress; Analyze Results/Map Instruction- Interpret data to meet the individual needs of students and determine objectives; Introduce/Model Literacy Skill-Model the focus skill/strategy by engaging students in the process; Guided/Independent Practice-Identify students' misconceptions before performing the skill/strategy independently and monitor independent application of the skill/strategy. Final Wrap-Up-Students reflect on the application of the skill/strategy and seek feedback on appropriate use.

For math instruction, both formative and summative assessment tools are utilized to determine instructional needs of students, providing a guide for instruction. Teachers deliver lessons in a center format with students grouped by need, allowing teachers to provide additional instruction or enrichment. Likewise,

hands-on math lessons that utilize technology such as Compass, iPad apps, AppleTVs, and interactive Smartboards diversify content levels and presentation of math content. The Math Resource Program provides additional individualized, pull-out support for struggling students.

6. Professional Development:

Professional development is designed to reflect district instructional initiatives so lesson delivery, instructional materials, and assessment practices are aligned to the PA Common Core Standards, resulting in increased student achievement. Annually, a professional development survey is completed by all administrators and teachers. Survey participants indicate assessment, curricula, and instructional strengths/weaknesses in order to determine needs. A professional development committee comprised of administrators, teachers, parents, and community members review the survey summary and determine priorities for the school year.

Donaldson professionals have facilitated and participated in district-wide professional development initiatives. Professional development sessions may be delivered by school nurses, school counselors, classroom teachers, intervention teachers, special education teachers, and/or fine and applied arts teachers. Through the representation of various disciplines, professional learning communities are developed to meet the unique needs of content areas or departments, allowing them to engage in meaningful dialogue related to their expertise. As a variation of this model, these professional learning communities are sometimes divided into multi-discipline groupings to address various perspectives on key educational issues pertaining to increased student achievement and continued school improvement.

One initiative that evolved over several years and continues currently is the application of formative assessment. This focus has promoted ongoing discussions pertaining to the role assessment plays to guiding student instruction. Research-based formative assessment practices such as exit cards, concept webs, journal entries, and think-alouds are utilized by teachers as they informally assess student mastery of concepts. The Guest Book Activity, for example, allowed teachers from various disciplines to showcase a selected formative assessment practice and demonstrate its use in a classroom setting as teachers visited formative assessment sessions of their choice.

Another initiative that has been implemented over several years and continues to be a focus is that of differentiated reading instructional practices. Teachers learned how to differentiate reading instruction by forming flexible groups that meet the unique needs of students. As teachers meet with small groups and model research-based literacy strategies, students learn how to become active, engaged readers while comprehending text. When not engaged in a small group under the facilitation of the teacher, students collaborate with each other as they complete authentic, meaningful literacy tasks through center and technology activities.

In accordance with continual growth, professional development sessions are evaluated and revised based on feedback from the professional learning communities. This allows for a sustained focus on school improvement which results in increased student achievement.

7. School Leadership

An indicator of strong leadership is a belief that leaders exist at all levels within the organization. The philosophy of leadership at Donaldson focuses on the collaboration among all factions of the school community including district administration, principal, professional/support staff, students, parents, and community to support the vision and mission of the school. The principal is the facilitator of this process, utilizing good communication and building strong relationships with stakeholders with one goal in mind-creating and sustaining an environment where students feel welcomed and valued so that high achievement can be attained.

Shared leadership was evident when the staff engaged in the Comprehensive Planning Process to develop the Donaldson strategic plan component. Under the leadership of the principal, teacher committees were

formed as participants reflected on curriculum, instruction, assessment, and professional development, identifying strengths and weaknesses in each area. Upon review, action plans were created to address the needs of the mentioned components. Teachers engaged in meaningful dialogue related to plans of improvement. Various teacher leaders emerged to guide their respective groups through this collaborative process, reporting to the principal and committee.

The mindset of West Allegheny is to nurture leadership among the professional staff by encouraging individuals to volunteer their expertise to facilitate a positive, continuously improving, school community. The principal works to create a collegial culture where collaboration among staff empowers them to take risks without fear of reprisal.

For example, the technology facilitator provides support for staff to find innovative uses of technology to increase student achievement, such as the facilitation of TOPs Grants and use of resources such as iPads, tablets, Smartboards, and online tools to enhance instructional delivery. The reading specialist serves as literacy coach/co-teacher, providing monthly professional development on research-based practices designed to increase student achievement. Sessions are tailored to the needs of teachers and their students as the reading specialist surveys teachers prior to planning sessions. Additionally, the school counselor forms support groups to address the emotional/social needs of at-risk students, communicating with teachers and the principal and working with parents to provide support. Teacher leaders have also created professional learning communities, some associated with the Differentiated Supervision Model, in which they discuss relevant, educational topics such as differentiated instruction, literacy initiatives, and technology integration. This development of systematic, professional learning communities, coupled with the distributed leadership model, promotes the shared responsibility for the learning and continuous improvement of all stakeholders.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Pennsylvania System of School Assessment (PSSA)

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Data Recognition Corporation

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Mar	Apr	Apr
SCHOOL SCORES*					
% Proficient/% Advanced	94	95	91	93	86
% Advanced	28	84	41	42	30
Number of students tested	86	81	66	86	70
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient/% Advanced		83	86	93	64
% Advanced		75	21	7	14
Number of students tested		12	14	15	14
2. Students receiving Special Education					
% Proficient/% Advanced	71	73	77	65	70
% Advanced	36	60	31	12	30
Number of students tested	14	15	13	17	10
3. English Language Learner Students					
% Proficient/% Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient/% Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient/% Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient/% Advanced					
% Advanced					
Number of students tested					

7. American Indian or Alaska Native Students					
% Proficient/% Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient/% Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient/% Advanced	95	96	93	93	87
% Advanced	66	84	42	43	33
Number of students tested	82	70	59	74	63
10. Two or More Races identified Students					
% Proficient/% Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient/% Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient/% Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient/% Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Pennsylvania System of School Assessment (PSSA)

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: Data Recognition Corporation

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Proficient/%Advanced	95	100	98	94	94
% Advanced	88	77	82	78	74
Number of students tested	84	65	87	69	83
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient/%Advanced	82	100	100	73	94
% Advanced	73	73	71	53	74
Number of students tested	11	15	14	15	13
2. Students receiving Special Education					
% Proficient/%Advanced	79	100	87	69	89
% Advanced	57	55	53	69	53
Number of students tested	14	11	15	13	19
3. English Language Learner Students					
% Proficient/%Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient/%Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient/%Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient/%Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient/%Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient/%Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient/%Advanced	96	100	99	95	95
% Advanced	90	81	84	81	73
Number of students tested	72	58	74	62	78
10. Two or More Races identified Students					
% Proficient/%Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient/%Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient/%Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient/%Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Pennsylvania System of School Assessment (PSSA)

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: Data Recognition Corporation

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Proficient/% Advanced	95	95	96	85	93
% Advanced	78	78	71	60	63
Number of students tested	67	85	68	88	56
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient/% Advanced	100	85	75	65	
% Advanced	75	46	50	30	
Number of students tested	16	13	12	20	9
2. Students receiving Special Education					
% Proficient/% Advanced	70	86	82	64	
% Advanced	70	50	55	41	
Number of students tested	10	14	11	22	7
3. English Language Learner Students					
% Proficient/% Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient/% Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient/% Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient/% Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient/% Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient/% Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient/% Advanced	98	95	95	86	93
% Advanced	83	80	74	60	61
Number of students tested	57	74	61	83	54
10. Two or More Races identified Students					
% Proficient/% Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient/% Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient/% Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient/% Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Pennsylvania System of School Assessment (PSSA)

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Data Recognition Corporation

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient /% Advanced	91	90	88	79	88
% Advanced	33	32	23	28	17
Number of students tested	86	81	66	86	70
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient /% Advanced		83	86	67	71
% Advanced		8	21	7	14
Number of students tested		12	14	15	14
2. Students receiving Special Education					
% Proficient /% Advanced	64	73	69	35	60
% Advanced	14	13	23	18	0
Number of students tested	14	15	13	17	10
3. English Language Learner Students					
% Proficient /% Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient /% Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient /% Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient /% Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient /% Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient /% Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient /% Advanced	90	93	88	83	92
% Advanced	32	36	25	28	18
Number of students tested	82	70	59	74	63
10. Two or More Races identified Students					
% Proficient /% Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient /% Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient /% Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient /% Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Pennsylvania System of School Assessment (PSSA)

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: Data Recognition Corporation

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Mar	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient /% Advanced	95	88	87	87	88
% Advanced	51	42	51	48	54
Number of students tested	84	65	87	69	83
Percent of total students tested	100	100	99	100	99
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient /% Advanced	91	100	93	80	49
% Advanced	36	40	43	27	15
Number of students tested	11	15	14	15	13
2. Students receiving Special Education					
% Proficient /% Advanced	86	73	87	69	68
% Advanced	36	27	53	23	26
Number of students tested	14	11	15	13	19
3. English Language Learner Students					
% Proficient /% Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient /% Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient /% Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient /% Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient /% Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient /% Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient /% Advanced	96	88	89	88	88
% Advanced	53	42	53	48	55
Number of students tested	72	59	74	62	78
10. Two or More Races identified Students					
% Proficient /% Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient /% Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient /% Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient /% Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Pennsylvania System of School Assessment (PSSA)

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: Data Recognition Corporation

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Proficient /% Advanced	82	86	88	73	77
% Advanced	39	45	25	26	30
Number of students tested	67	85	68	88	56
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient /% Advanced	81	85	67	55	
% Advanced	25	15	8	5	
Number of students tested	16	13	12	20	9
2. Students receiving Special Education					
% Proficient /% Advanced	50	64	82	41	
% Advanced	30	36	0	9	
Number of students tested	10	14	11	22	7
3. English Language Learner Students					
% Proficient /% Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient /% Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient /% Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient /% Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient /% Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient /% Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient /% Advanced	83	89	90	73	76
% Advanced	39	46	26	27	30
Number of students tested	57	74	61	83	54
10. Two or More Races identified Students					
% Proficient /% Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient /% Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient /% Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient /% Advanced					
% Advanced					
Number of students tested					

NOTES: