

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 Mr. David Park

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

Official School Name Fairview High School

(As it should appear in the official records)

School Mailing Address 7460 McCray Road

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

City Fairview State PA Zip Code+4 (9 digits total) 16415-2401

County Erie County State School Code Number* 6737

Telephone 814-474-2600 Fax 814-474-1637

Web site/URL http://www.fairviewschools.org E-mail dpark@fairview.iu5.org

Twitter Handle https://twitter.com/fairviewtigers Facebook Page https://www.facebook.com/pages/Fairview-School-District-Fairview-PA/153549181325450 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. Erik Kincade E-mail: ekincade@fairview.iu5.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fairview SD Tel. 814-474-2600

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

Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Michael Dougherty
(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):
- 1 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 3 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 6 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	66	50	116
10	56	62	118
11	64	72	136
12	61	62	123
Total Students	247	246	493

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 1 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 95 % White
 - 0 % 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: 14%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	33
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	37
(3) Total of all transferred students [sum of rows (1) and (2)]	70
(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)	0.142
(6) Amount in row (5) multiplied by 100	14

7. English Language Learners (ELL) in the school: 0%
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 19%
 Total number students who qualify: 92

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: 10 %
47 Total number of students served

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

- | | |
|--------------------------------|--|
| <u>12</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>3</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>25</u> Specific Learning Disability |
| <u>4</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Mental Retardation | <u>1</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

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

	Number of Staff
Administrators	2
Classroom teachers	39
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	11
Paraprofessionals	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 13:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	95%	95%	96%
High school graduation rate	96%	97%	100%	100%	99%

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	151
Enrolled in a 4-year college or university	76%
Enrolled in a community college	5%
Enrolled in career/technical training program	4%
Found employment	13%
Joined the military or other public service	2%
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

The mission statement of the Fairview School District states the following goals: Developing the whole student: Achieving excellence in academics, athletics, and the arts.

Our vision statement declares that students are our primary focus; that all students can learn when they feel valued and accepted; that the community must work together for its schools; that monitoring, assessing, and adjusting our objectives are required for continual improvement; that people must be held accountable within their areas of responsibility; that we must challenge everyone to develop her/his potential; that every student has the ability to make a contribution to society; that fostering higher-order thinking skills is key; that learning is a life-long process; that every person has value that should be appreciated; that all students can learn, albeit in different ways; and that meeting the diverse needs of all students is paramount.

Fairview High School, a small school located near Erie, Pennsylvania, has a solid reputation for its superior academic success that dates back to when the first upper grade system in Erie County was established in Fairview in 1895. Taking advantage of our proximity to Pittsburgh, Cleveland, Buffalo, Canada, and, of course, Erie, for field trips and cultural events, allows our students to easily enrich their learning experience. The overall academic performance of Fairview High School as per the 2014 Pennsylvania Performance Profile was 94.4, the highest in our county of twelve districts. In our state, only forty-eight public high schools scored over 90%. FHS ranked twenty-second in academic performance out of 619 schools. In 2013, 87% of graduating Fairview seniors attended either four-year colleges or universities or other post-secondary programs, including the Armed Services.

Fairview High School also offers more athletic team options than any other local school our size and maintains traditions of state-level achievements in swimming, tennis, and soccer; all of our athletic teams are perennial participants in district play-offs and even to state competitions. Fairview High School has reached milestones in several areas. Fairview recently installed artificial turf on its athletic field, which is now considered the best stadium facility in the county, another source of pride for the community, allowing us to increase the number of events held there and host many post-season games. Our freshmen mentoring program and our Refocus Room, which provides academic and behavioral support, marked a turning point for our concentration on students' well being. Great changes in technology came with the Pennsylvania Classrooms for the Future grant, and the district has since invested in classroom laptop carts, media devices, iPads, and flourishing digital arts and engineering programs. Another milestone was our students' graduation projects. Juniors explore career paths, colleges, non-school training options, and financing; they graduate with tools and information that allow them to make informed choices about their future. The students then create and present media projects to share their findings with administrators, counselors, parents, and invited guests.

Additional strengths include a focus on the environment demonstrated through our on-campus, community-built scenic Tiger Trail and through the special planting efforts of our Green Team. The high school is also the hub of evening activities including adult education, intramural athletics, and fine arts events. These inclusive initiatives to meet the needs of students, families, and the community have led to enthusiastic and broad support.

Perhaps Fairview High School's greatest strength is its stimulating and nurturing climate that exists because of the collaboration and mutual support among the administration, faculty, staff, and parents. Respect and tolerance for all individuals, regardless of their backgrounds and beliefs, is emphasized. Fairview students care deeply about their academics but more than 90% also participate in a variety of extracurricular activities. Our block schedule allows time for clubs and activities to meet during the school day as well for students to receive assistance with their academics. Students are encouraged to become well-rounded and life-long learners who contribute actively and responsibly to their world.

The highlights of this past year include the following:

Popular technology courses to inspire students to consider STEM careers including robotics, product design and marketing, programming, and web design.

Distance-learning Mandarin language and culture program with a native Chinese teacher and immersion approach in French and Spanish classes.

Thriving AP course enrollment.

Four-year effort to have students investigate and defend post-secondary options, culminating in a formal graduation project.

Full-district effort led by a high school student to raise student awareness about cancer with week-long activities, fundraising, and a special recognition for area survivors.

Music video designed to raise school spirit and to test our creative technology skills and that involved every student and adult in our building.

Academic Support site to offer online instruction and practice for every course and support for in-class efforts.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) Over the past three school years the standardized testing landscape at Fairview High School has changed dramatically. Until the 2011-2012 school year, the main focus of standardized testing was the eleventh grade Pennsylvania System of School Assessment (PSSA) exams. As eleventh graders, all students were given a math, reading, writing, and science PSSA exam. The students were then given a performance measure to indicate their success, and in turn, the schools success was based on whether the students were below basic, basic, proficient, or advanced.

During the 2012-2013 school year, the exam changed to a Keystone exam. Currently, the high school is responsible for a Keystone exam in algebra I, biology, and literature. The exams are not dependent upon the grade status of a student, but they instead depend on a particular course students are enrolled in, which best covers the material on the exam. The state has indicated that starting with the class of 2017 that all students must pass these three Keystone exams to graduate. Fairview High School has enacted a school board policy that makes the passing of these exams mandatory for the graduating class of 2014.

It is the school district's expectation that all students will place a high level of importance on the exams, which is the reason we chose to adopt a school board policy prior to Pennsylvania's recommended deadline.

b) To provide a thorough analysis of Fairview High School's data over the past five years, it must be noted that the data in year five is from a different test than in years one through four. As stated earlier, Fairview High School has been affected, in a positive way, by the Keystone exam.

During the first four years of analysis, the state of Pennsylvania would set a target for achievement for the tested subjects. In all instances, Fairview High exceeded the state target rate and met adequate yearly progress. Adequate yearly progress refers to a school meeting or exceeding the target rate set forth by the state. For instance, during the 2009-2010 school year the state target for math was 67% and Fairview High School had 70% of the eleventh grade students tested score proficient or advanced. In 2009-2010 school year the state target for reading was 72% and Fairview High School eleventh graders scored 75% proficient or advanced. In analyzing the other three years of the Pennsylvania System of Standardized Assessment that was administered in eleventh grade, the same pattern could be identified.

For the 2011-2012 school year the state of Pennsylvania shifted the testing focus to end of course exams, which are called Keystone exams. The state mandates Keystone exams in algebra I, biology, and literature. It is up to the local education association to determine when the test is administered. At Fairview High School the decision has been made to give the algebra I test after the algebra I course, which consists mostly of ninth graders. The biology exam is given after the biology course in tenth grade, while the literature exam is administered after eleventh grade English. Pennsylvania has recently passed legislation that requires the graduating class of 2017 to pass these Keystone exams in order to graduate. Fairview High School has passed stricter requirements in the form of a school board policy that requires students in the graduating class of 2014 to pass these exams in order to graduate.

This information is stated in order to explain the perceived irregularity of the data provided in the data tables. During the 2012-2013 school year, Fairview High School chose to test all the students who would be affected by the school board policy. The number of algebra I students tested was 360 and consisted of students in algebra I, algebra II, applied algebra, and geometry. The percentage of students who were tested was 72% and 70% scored proficient or advanced on the exam. The literature exam was administered to 139 students, which was 28% of the total population and 83% of the students were proficient or advanced according to the data provided.

While analyzing the PSSA data, Fairview High School never qualified for any type of subgroup, except the ethnic group of "white," according to the standard of 10% of total enrollment set in place by your organization. The reason for not qualifying for a subgroup is due to the fact that we only were testing

eleventh grade and never met the standard of 10%. The Keystone exam data provided for the 2012-2013 school year shows a subgroup due to the large number of students tested in math. An achievement gap does exist in math with special education and economically disadvantaged. The special education students scored 23% on the algebra I Keystone while the economically disadvantaged students scored 55%. The district does not expect the large achievement gap once we get on track to test only the students at the end of the course, although we do have an alternate course in place that consists of algebra IA, which is one full semester and algebra IB which is a full semester. The content covered in this course will be the same as a regular algebra I course, but extended over the course of one year with more time allotted to focus on deficient skills.

2. Using Assessment Results:

Fairview High School utilizes a variety of assessment data in order to improve student and school performance. Each year the faculty and administration dedicate in-service time to analyze the various data components that are available. The faculty is presented with an overall status of district and school data based on the prior year's testing. The faculty is then given time to utilize the eMetric site and break down the data in a meaningful manner for their particular class and group of students. The eMetric system provides our teachers with achievement data, in particular whether a student was below basic, basic, proficient, or advanced on a particular test. The data can then be disaggregated based on various sub groups that are available, such as, ethnicity, economically disadvantaged, special education, and English Language Learners.

Recently the use of Pennsylvania Value Added Assessment System (PVAAS) has been a mainstay in our data analysis tools. PVAAS provides our faculty and administrators with student growth data. The system allows the high school to run projection reports so that we can accurately project how a student may perform on an upcoming state assessment. The projection report is also a valuable tool when deciding on the best placement for a student in a English, math, or science class. Additionally, the school is able to generate the diagnostic report from PVAAS. This report allows us to look at how a particular group of students performed in recent years on state assessments and allows us to diagnose areas of need in the academic programs that we offer.

The last piece of data that we utilize is the Pennsylvania Department of Education's recommended Classroom Diagnostic Tests (CDTs). The CDT is an online test in the areas of algebra I, algebra II, geometry, biology, chemistry, reading, and writing. The test is given at the beginning of a course so that teachers can diagnose areas need in order to differentiate instruction. The CDT is widely given in the areas of English and Science at Fairview High School. A strong benefit of this exam is that it is administered under the same online test engine that our students use to take the Keystone exams; therefore, it is preparing the students for the testing conditions.

B) The public display of the data has recently changed over the last five years just as the type of testing has changed. For years prior to 2013-2014 the state required that we communicate the data to our school board, parents, and the community. This was traditionally accomplished by posting the data on our website, presenting the data during a public board meeting, sending assessment results home with the final report card, and sending a community newsletter to all mailboxes in the district that we would call the "district report card." The change in the communication of the data occurred this school year with the introduction Pennsylvania's School Performance Profile (SPP). Each building in the state of Pennsylvania was given a score on a 0-100 scale. The score is a combination of numerous data factors, such as, graduation rate, achievement scores, growth scores, percent of students obtaining advanced scores, number of advanced placement courses offered, and many more factors. The data and the overall score are public information contained on the www.paschoolperformance.org website. In the first year of the site, Fairview School District received a 94.4 score. This score was the highest of any high school in Northwestern Pennsylvania.

3. Sharing Lessons Learned:

Fairview High School administrators developed the Refocus Room, a very successful program for behavioral and academic support, in our high school first and then in the middle school where they have

created their own version of this service. At the high school, Refocus Room staff include a certified behavioral counselor who provides interventions and counseling services for students who may be assigned to the room or for those who seek assistance individually. A certified teacher facilitates an online learning program and offers tutoring services for many students. Schools from around the county have visited Fairview High School to investigate our award-winning program and have developed similar programs in their own schools.

Our AmeriCorps volunteers describe at county-wide principals' meetings the creative approach we have taken to meeting school needs with AmeriCorps members--tutoring program, online academic support, community service projects, and a special summer camp that makes use of our on-campus nature trail.

Teachers, students, and mentors give demonstrations to the school board and community members of our robotics program, the new initiative to use iPads in a variety of classroom situations, and our theatrical presentations, to name a few.

As members of professional learning communities, Fairview High School's World Language teachers presented at tri-county conferences the exciting things that their students are doing in the classroom using technology. Other teachers share digital resources, instructional practices, and professional development materials and practices through web-based community resources like Diigo and listservs. Technology coaches share web resources with the local and statewide educational technology integration organizations. Numerous Fairview High School professional staff also organize, promote, and teach classroom best-practices courses and subject-specific courses at both the undergraduate and graduate level on our campus that are open to teachers from all area schools, at local universities, and through online courses. Fairview administrators also share successful strategies through teaching students at local universities. Fairview High School staff encourage a culture of collaboration and sharing and support the development of professional and personal learning communities.

4. Engaging Families and Community:

Fairview School District is proud of its efforts to facilitate parental awareness and involvement in our district-wide strategic planning and our building initiatives. The guidance department involves parents in communication with their sons/daughters about their graduation project (a consideration of post-secondary options), and throughout the process of scheduling. This collaboration helps make certain that students are properly placed to optimize their educational experience and ensure success. Guidance counselors also meet with 8th graders and their parents to smoothly transition them to high school life. In addition, the department offers a career day in which they bring in community representatives and parents of the many possible career paths to speak about post-secondary choices.

The school keeps parents informed and solicits input from them via our numerous means of regular communication: weekly teacher contact regarding student performance, Principals' Pride report, mass digital messages, social media, guidance department blogs, school and teachers' websites, and our district newsletter, The View. Our teachers and administrators work closely with our parent booster groups, including the academically focused PATS, the Fairview Foundation, and support groups for athletics and the arts. We hold monthly information sessions, responding to members' questions and concerns and requesting their support for scholarships for deserving students and grants for special projects.

The school invites families into the school when we award their children for academic and extracurricular achievement and recognizes their parents' contributions to their success. On the other hand, through frequent communication and meetings with families of at-risk students we discuss alternative options such as computer-assisted lessons and online support, peer tutoring, mental health and academic counseling. Our student failure rate has decreased significantly as a result of these interventions.

Fairview High School maintains exemplary communication and progress monitoring between families of students with disabilities and the learning support staff. Although quarterly progress monitoring is the mandate, Fairview provides opportunities for general education and special education teachers to collaborate with bi-weekly inclusion meetings and to share critical information with parents. Our most recent initiative

is our parent support group for families who have a student with autism. This group meets monthly to listen to presenters, to support one another, and to share resources and experiences.

Fairview High School regards these links with parents, students, and community members as vital to our continued successes in developing the whole student.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The high school curriculum offers rigorous core courses designed to help students explore and develop their personal strengths and their readiness for future endeavors. Individualizing curriculum options is a strength at Fairview High School so that we can adapt and adjust curriculum sequencing and pacing. All students are offered a flexible curriculum that will meet the needs of students with special learning disabilities, as well as, those who need acceleration to ensure learning success.

The following sections will provide descriptive information in the areas of mathematics, language arts, science, music, visual arts, theater, and technology education. It should be stated that all of these areas, along with social studies, health, and foreign language contain a curriculum that is deeply rooted in the Pennsylvania Academic Standards of Learning, the PA Core standards, and National Technology Standards. At Fairview High School, we take great pride in offering a current and relevant curriculum to our students and continue to stay on the cutting edge of program offerings. We have strong confidence in the instruction that is carried out within the walls of Fairview High School, but we also allow for flexibility in meeting the needs of all students.

While on campus at Fairview, students can participate in a variety of learning tracks that will prepare students for life after high school. In the applied curriculum, students are prepared for immediate entrance into the workforce or into a technical school after graduation. The technical curriculum requires students to spend a half day at the Erie County Vocational Technical School in grades ten through twelve. Students also take two classes per day at Fairview High School. The college preparatory curriculum prepares students for advanced study at two or four year post-secondary institutions. The honors program is designed to meet the needs of high-achieving students of the secondary school. The advanced placement program is designed to provide the high-achieving students an opportunity to enroll in a college-level course while still in high school.

In addition to these learning tracks, we offer a unique program called Regional Choice Initiative (RCI) which allows students to attend classes at an alternate setting that are instructed by college professors. This dual enrollment opportunity offers students the chance to earn college credit and experience the rigor of a college course. In order to stimulate student interest the RCI classes are offered in any entry-level courses the particular university has to offer. The RCI classes are offered in a variety of content areas to stimulate student interest.

Additional educational opportunities include an independent study contract that a student may request to complete a course under the direction of a teacher. The teacher's assistant service contract is available for juniors or seniors. These positions may include helping in the operations of the school day, i.e. in the front office, library, audio visual department, science or art labs, etc. under the direction of an approved staff member. The opportunities for teacher's assistants allow for high school students to carry out these functions in the elementary school and middle school. Lastly, work release is a program for seniors who are employed during the school day and would like the opportunity to work during school hours.

2. Reading/English:

Fairview High School's English language arts program focuses on students' success while fostering the connection between reading and lifelong learning; this program empowers students to become self-motivated readers, writers, speakers, and listeners. The department makes data-driven decisions that result in differentiated approaches to improving reading. Teachers utilize PDE's Classroom Diagnostic Tools at different stages to assess comprehension of eligible content and standards. Data from these assessments help teachers make immediate and impactful decisions to shape students' reading and writing instruction. Emerging readers use recorded versions of literary pieces to improve fluency; create organization charts, like Cornell notes, to facilitate comprehension; develop metacognitive, self-reflective questions about the readings to share with peers in both small and large groups; and develop summarizing statements. Teachers

also provide modified readings and assessments that facilitate understanding; pair lower-level readers with stronger ones; and review reading information before students complete assignments. Students reading below grade level and who have not found success with phonics-based programs team with their learning support teachers to use commercial programs such as Failure-Free Reading or Glass Analysis to scaffold their reading interventions.

Annual analyses of summative Keystone Exam data and PVAAS results determine student placement and curriculum modifications. Because there is only one PDE high-stakes, summative assessment for high school English, every English teacher places a high premium on classroom diagnostic tools and formative assessments. Students also have the opportunity to enroll in four curricular levels to meet their English instruction needs: applied, college preparatory, honors, and Advanced Placement, as well as an option for a dual-enrollment program for college courses.

The department's thematic approach to course organization provides consistency for the high school students. The four themes require students to utilize higher order thinking skills while making connections between texts and the universal human experience. To ensure specific, measured growth for all learners, the FHS library includes a wide range of genres in numerous formats: traditional print, ebooks, audio books, and web-based resources. Also, the library promotes mobile apps for digital reading material and provides links to vetted websites and databases for research based on students' learning styles. These options provide honors and Advanced Placement courses text options that can be catered to the students' reading levels. The department is committed to meeting the needs of all readers and writers as they utilize these skills beyond their English classes and the walls of Fairview High School.

3. Mathematics:

The success of the Fairview High School Mathematics program relies heavily on our ever changing student body and the world in which we live. Our mathematics curriculum uses a variety of course offerings, training, technology and teaching strategies to address the needs of all of our students.

Success in mathematics requires students to demonstrate expertise in a variety of thinking skills as well as math skills, to develop a deeper understanding of the content, and its application to the real world. The many math course offerings here, along with the courses that integrate math into their curriculum (science, business, computer, engineering) give the students many choices, meeting the needs and interests of our diverse student body, while encouraging our students to pursue careers requiring math. Core math courses are offered at three different levels, applied, college preparatory, and honors. In addition to the core offerings, Advanced Placement courses exist in Statistics and Calculus. An SAT test preparation class exists for all juniors, and computer-based instruction (e2020) is offered for those students who are unable to be successful in the classroom setting, or are in need of remediation.

For our students' success, the teachers use a wide array of placement strategies, and prerequisites. Annual analysis of summative data, PVAAS results, and teachers' experience help place a student in the most appropriate classroom. The flexibility of our block schedule, the many course offerings, and many help resources available, keep the students on track to graduate with whatever math courses they elect.

A variety of instructional strategies and technology are integrated into the classroom daily. Our teachers are well prepared in the art of teaching. With a supportive school board and administration, teachers are encouraged to regularly attend classes to further their education and improve on instruction. Ideas are shared and practiced throughout the mathematics department. The math department collaborates regularly with the special education staff to ensure lessons are adapted and IEP's are followed. Technology is widely used, enhancing teaching strategies as well as teacher-student communication. The standards for mathematical practice describe varieties of expertise that educators at all levels should seek to develop in their students. Fairview takes pride in all we do to accomplish this.

With the implementation of the PA Core state standards, our math department strives to develop, engage, challenge and empower our students to be productive members of our society and lifelong learners.

4. Additional Curriculum Area:

Excellence in Science requires offering all students a comprehensive science curriculum that integrates experimentation, problem solving, and scientific literacy. All students take courses in environmental science, biology, chemistry, and physics at varied academic levels to meet graduation requirements and to address diverse abilities, learning styles, and student interest. Team teaching, teaching assistants, and peer tutoring are also used to address individual learning needs.

Students use several literacy strategies to hone content area reading ability, including Cornell notes and active reading strategies. Literacy skills foster students' asking questions, defining problems, and gathering and evaluating information. These skills mold citizens who utilize higher level thinking and who make scientifically informed decisions.

To promote service learning, students participate in Earth Action, an engaging project involving problem-solving and making meaningful curricular connections. Students research, design, prepare a budget, earn approval, acquire funding, and implement an environmental service project in their own community. Recent projects include a rain garden, tiger trail improvements, and the Trout Run cleanup. Further, students participate in Pennsylvania Junior Academy of Science, Envirothon, TEAMS (Test of Engineering Aptitude, Mathematics and Science) and the annual Women in Engineering Day.

The music department strives to fulfill the needs of any student interested in music. We offer concert band, marching band, jazz band, traditional chorus, and show choir. Orchestral musicians are welcomed in any ensemble. Differentiated instruction allows students of all musical abilities and interests to learn together to create performance-level ensembles.

Music theory class prepares the up-and-coming music major for college-level theory and guides the amateur musician in musical structure and composition. Technology plays an integral part in the theory classroom utilizing Finale, Band-in-a-Box, and Auralia.

Vocal and instrumental students participate in ensembles on district, regional, and state level. Students and teachers meet and exchange ideas with peers from around the state. Further, Fairview often hosts PMEA events. Most recently Fairview hosted the 2013 All-State Orchestra. This year our school is sending three instrumentalists to All-State Band, an impressive honor.

Theatre arts consists of classroom instruction and extracurricular opportunities. All students may try out for our annual musical and a dramatic production. Productions are student-centered, with leadership roles on stage and behind the scenes.

Every student arrives to the visual arts classroom (photography, ceramics, drawing and painting, etc.) with a different level of skill and cognitive ability, but each can shine. Students learn the pre-visualization process where they plan, sequence, and initiate plans to meet their artistic goals. Students develop their critical problem-solving skills through their art projects by reacting to and dealing with unpredictable circumstances in the creative process. Students learn to use their original images to draw attention to what they find important, helping them to discover what is meaningful in their lives. Students also begin to see how art is connected to society and world events. Those students with serious art aspirations can explore a concentrated senior seminar which prepares them for the demands of an art career. Design and editing software such as Adobe Suite helps our students sharpen their technological skills. We have found that the advanced level of work our students produce is exceptional.

All of our students may display their artwork in the community. The school population views our visual art in the hallway on a daily basis, enriching the atmosphere and demonstrating the power of art. The community joins us for our "Spring Celebration of the Arts," a cooperative event with the music department, where students perform music and every art student is represented. Students create solo art exhibits at the local coffee house and often win recognition for their talent. These opportunities instill pride in the individual and the school and reflect the value for this key element of our mission statement.

The technology curriculum facilitates STEM learning in the areas of engineering, programming, and web application development using leading industry tools to help our students become innovative problem solvers.

Engineering and CAD development utilizes Solidworks for engineering and product design. This program allows students to design, engineer, and develop parts for mechanical and conceptual models. Our 3D Printer produces 3D models to reaffirm their creative and engineering vision of their projects. Students in Web Design learn HTML, CSS, and the Dreamweaver program. Focus is on the infrastructure of websites and graphic layouts using Photoshop and online tools. Students redesign actual corporate sites as a means to develop their own site and experience the challenge of configuring a brand, layout, and website.

Python Programming uses college level material to educate the students in syntax, applying the language to real world projects. Learning is facilitated through interactive game development and web-based coding.

One popular project involves producing a fully functional, aesthetically impressive electric guitar. This unit combines electronics, CADD, problem solving, acoustics, harmonics, and physics and is still great fun.

5. Instructional Methods:

The goal of Fairview High School is to keep students to the fullest extent possible within the general education environment. Our philosophy is that ALL the students are OUR students. We exclude no one from having a positive experience by finding creative ways for including even the most unique children in all of the available programs in our school. To enrich the studies of gifted students, Fairview offers many experiences such as dual enrollment with local universities, independent studies, and enrichment within the regular classroom. Utilization of the co-teaching model, in which special and regular education teachers work together to provide instruction in the content areas, has proven a successful strategy for integration into the least restrictive environment. Co-teaching reduces the student-to-teacher ratio, provides better feedback, and increases progress.

Language arts and mathematics are offered as core courses in the learning support program and mirror closely the general education curriculum. To engage students to reach their potential, Fairview uses both technology-based and traditional techniques. Learning support teachers employ supplemental reading programs. Failure Free Reading and Glass/Analysis both develop decoding, vocabulary, and reading fluency skills in students who have not succeeded with traditional phonetic -based approaches. In mathematics, supplemental textbooks are utilized for extra practice with the regular texts. Math students are taught skills building from their current levels to advance toward grade level concepts and skills. The students receive both small group and individualized instruction.

Computers, iPads, interactive boards, and Turning Point Technology are utilized to develop creative group lessons, provide for individual skill review, as well as give the students hands-on experience with effective applications. iPads can increase differentiated instruction by allowing students to do assignments at their own level and pace. iPads provide assistive technology such as text to speech, spoken answer recording, improving spelling, and organizational support. Electronic devices offer students text to speech via individual Bookshare accounts. Adapted versions of required reading are purchased in either hardbound or electronic versions when necessary.

Fairview School District contracts vocational evaluations for all incoming freshmen to facilitate transition planning. We also provide linkage with the Office of Vocational Rehabilitation for future planning. Our district has also established a partnership with eight other neighboring districts to develop an innovative Transition Center. This program targets students with emotional and learning needs and provides an on-site, hands-on approach through simulated job settings like restaurants, fast food establishments, and motel locations.

6. Professional Development:

The Fairview School District has a collaborative approach in developing the professional development activities for the entire staff. The collaborative approach consists of an Act 48/professional development committee that meets a minimum of three times per year. The committee consists of administrators, certified teachers, and non-certified employees. The foundation of the committee is a needs assessment that is administered by our local intermediate unit. The needs assessment provides the committee with feedback on the direction that our professional development needs to focus on to supplement our regularly scheduled activities. The collaborative approach is necessary so that we can engage in conversation, problem-solve, and develop activities that are worthwhile to all employees and ultimately improve our school district. The approach that Fairview takes in developing the activities allows for leadership skills to develop within all parties who are involved in the decision making process.

The regularly scheduled activities that our district covers are eMetric data review, PVAAS reports, curriculum review and revision (verifying alignment to eligible content) in order to understand student performance and tailor instructional techniques based on the students deficiencies. Along with the academic in-service time our district has a firm belief in developing the whole student and employee. To stand by this belief, we offer a wellness day and an arts day on a rotating yearly basis. The wellness day allows our staff to take some time out and learn about their well-being, whether it is financial wellness, healthy eating, or stress management we believe this allows the staff to grow personally and professionally. The arts day allows our staff to become exposed to art offerings and to explore their creativity for a day. Our district missions statements is “Developing the whole student: achieving excellence in academics, athletics, and the arts” so we feel it is important to set aside time for our teachers to model the exposure to the arts.

7. School Leadership

The principal and assistant principal have delineated roles mainly based on our particular talents, with duties overlapping as needed and compatible interaction. We always want to have our fingers on the school pulse, are very aware of what is going on via numerous channels, know every student and teacher, clearly express expectations, and have a consistent approach; however, we do not micromanage or stifle fresh ideas.

Our main leadership system at the high school are the department heads with whom the principals, guidance counselors, and district curriculum and assessment director meet regularly to plan, discuss problems, monitor progress, etc. The above described committee concentrates mainly on the academic direction of the school. In addition, there are different leadership teams that focus on overall operations, (the Faculty Advisory Council), on technology, on wellness and safety, on professional development, etc. Either the principal or assistant principal sits on these committees.

We keep each other informed, because data, even if its anecdotal, is key. Frontline staff are also given critical knowledge and are empowered to act as needed. Our approach is to choose the right people (the most critical step toward an amazing school), train them well, communicate thoroughly, and then trust them to shine. An administrator must be a good manager but not get bogged down with minutia--managing must be with the overriding goal of keeping our school safe, with everyone being constantly, even joyfully, engaged and committed to positive performance results.

We recognize accomplishments in order to lift up and motivate, and we find a way to provide support for every valid educational need. We respond to work deficiencies quickly because such problems negatively affect the overall climate and students’ academics or welfare. We want our building to run well and top-notch work to be done here every day so that stakeholders can achieve excellence and have pride. Our job is to give them the tools to do this, sharpening them as needed.

Any questions that we ask or decisions that we make are always aimed at taking steps that are best for the students in the situation. Principals are the educational leaders. They know what is going on in our classrooms and foster a “bring your A-game” approach every day, trying to inspire teachers and students to model this. The administrator must have a clear vision and communicate it well, while being practical. We

cannot only be dreamers with no substance or attention to details, nor can we overwhelm people with wild ideas. We cannot only push whims and the latest trends because stakeholders deserve consistency that stays the course long enough to attain success and build on it. We are not afraid to tweak things so we don't have to start again from scratch. We also support fledgling efforts and new things that our faculty and students attempt, showing confidence in their ability to pull things off and reap the benefits from this nurturing of ingenuity. We want them to strive and to thrive. Finally, people need to have faith in our vision and be willing to work with us as opposed to dragging feet. But an administrator must earn that loyalty.

If everything clicks on all cylinders, with creative ideas, positive energy, and broad cooperation, this will lead to some sort of triumph for everyone -- a rewarding and fulfilling experience for the adults in the building and the same for our students that involves a great deal of learning, wanting to learn, and having the tools to learn even more forever.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 11
Publisher: State of Pennsylvania

Test: Grade 11 Math PSSA
Edition/Publication Year: 2012

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced		74	69	70	76
% Advanced		47	36	44	35
Number of students tested		144	144	150	160
Percent of total students tested		100	100	100	100
Number of students tested with alternative assessment		0	0	0	0
% of students tested with alternative assessment		0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced		46	50	35	30
% Advanced		21	27	17	20
Number of students tested		19	15	17	20
2. Students receiving Special Education					
% Proficient plus % Advanced		42	36	40	17
% Advanced		17	27	7	8
Number of students tested		12	22	15	12
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced		76	70	70	78
% Advanced		49	37	36	36
Number of students tested		134	135	144	148
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Please note that 2012-2013 data is not on this table since the testing tool has since changed. Another table has been created with the data.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 9
Publisher: Pennsylvania

Test: Keystone Exam
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Proficient plus % Advanced	70				
% Advanced	33				
Number of students tested	360				
Percent of total students tested	100				
Number of students tested with alternative assessment	0				
% of students tested with alternative assessment	0				
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	55				
% Advanced	25				
Number of students tested	69				
2. Students receiving Special Education					
% Proficient plus % Advanced	23				
% Advanced	7				
Number of students tested	39				
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	66				
% Advanced	32				
Number of students tested	358				
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: For 2012-13 the state of PA changed from the PSSA grade 11 test to a "end of course" exam called the Keystone. The test was not mandated for the entire school but since our school adopted the Keystone exam in our own high school graduation requirement ahead of the state deadline, we chose to administer the test to any eligible student. Eligible in this case means any student in Algebra I, Algebra II, Applied Algebra, and in some cases Geometry. The data reported is slightly skewed here in comparison to other years where PSSA data was reported.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 11
Publisher: State of Pennsylvania

Test: Grade 11 Reading PSSA
Edition/Publication Year: 2012

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced		84	75	85	88
% Advanced		51	51	54	52
Number of students tested		144	144	149	160
Percent of total students tested		100	100	100	100
Number of students tested with alternative assessment		0	0	0	0
% of students tested with alternative assessment		0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced		68	74	47	65
% Advanced		26	27	25	25
Number of students tested		19	15	17	20
2. Students receiving Special Education					
% Proficient plus % Advanced		33	23	29	42
% Advanced		8	5	14	17
Number of students tested		12	22	14	12
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced		83	76	84	85
% Advanced		51	51	54	53
Number of students tested		134	135	144	148
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Please note that 2012-2013 data is not on this table but will instead be placed on another table since our testing tool has changed for this particular school year.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 11
Publisher: State of Pennsylvania

Test: Keystone Exam
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Proficient plus % Advanced	83				
% Advanced	22				
Number of students tested	139				
Percent of total students tested	100				
Number of students tested with alternative assessment	0				
% of students tested with alternative assessment	0				
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	80				
% Advanced	21				
Number of students tested	29				
2. Students receiving Special Education					
% Proficient plus % Advanced	32				
% Advanced	0				
Number of students tested	22				
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	61				
% Advanced	23				
Number of students tested	137				
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Again, the state of PA has changed assessment types of the 12-13 school year from the grade 11 PSSA to the end of course Keystone exam. This data reflects the keystone exam as it was given to all 11th grade students.