U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

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

Name of Principal Ms. Anne L. Heffron
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 549 South Bowman Avenue
(If address is P.O. Box, also include street address.)

City Merion Station   State PA   Zip Code+4 (9 digits total) 19066-1418

County Montgomery County   State School Code Number*

Telephone 610-645-1470   Fax 610-664-4762

Web site/URL   http://www.lmsd.org   E-mail heffroa@lmsd.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. Christopher McGinley   E-mail: Mcginlc@lmsd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Lower Merion Sd   Tel.   610-645-1800
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Dr. Melissa Gilbert
(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   <u>6</u> Elementary schools (includes K-8)
    (per district designation):   <u>2</u> Middle/Junior high schools
                                          <u>2</u> High schools
                                          <u>0</u> K-12 schools

                                          <u>10</u> 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. <u>18</u> 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	39	35	74
1	54	48	102
2	59	41	100
3	52	51	103
4	38	42	80
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	285	261	546

5. Racial/ethnic composition of   0 % American Indian or Alaska Native
    the school: 15 % Asian
                                          4 % Black or African American
                                          2 % Hispanic or Latino
                                          0 % Native Hawaiian or Other Pacific Islander
                                         74 % 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: 4%

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	6
(2) Number of students who transferred *from* the school after October 1, 2012 until the end of the 2012-2013 school year	14
(3) Total of all transferred students [sum of rows (1) and (2)]	20
(4) Total number of students in the school as of October 1	551
(5) Total transferred students in row (3) divided by total students in row (4)	0.036
(6) Amount in row (5) multiplied by 100	4

7. English Language Learners (ELL) in the school: 5 %
                                                       26 Total number ELL
    Number of non-English languages represented: 4
    Specify non-English languages: Chinese, Japanese, Korean, Turkish

8. Students eligible for free/reduced-priced meals: 4 %

    Total number students who qualify: 20

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: 14 %
                                                       74 Total number of students served

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

    5 Autism   0 Orthopedic Impairment
    0 Deafness   17 Other Health Impaired
    0 Deaf-Blindness   13 Specific Learning Disability
    2 Emotional Disturbance   34 Speech or Language Impairment
    3 Hearing Impairment   0 Traumatic Brain Injury
    0 Mental Retardation   0 Visual Impairment Including Blindness
    1 Multiple Disabilities   0 Developmentally Delayed

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

	Number of Staff
Administrators	1
Classroom teachers	25
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	23
Paraprofessionals	10
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   211:1

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	97%	98%	98%	97%	99%
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 <u>X</u>   No

    If yes, select the year in which your school received the award.   <u>1986</u>

PART III – SUMMARY

Merion Elementary is a K-5 school located in Merion Station, Pennsylvania. As one of ten schools in Lower Merion School District, the school currently serves 546 children.

At Merion, students are provided with numerous opportunities to develop not only their academic and critical thinking skills, but also to enhance their ability to make connections between the knowledge they gain in the classroom and the larger world outside of the school setting. There is a school-wide emphasis on helping children develop empathy, understanding, cooperation, respect for individual differences while learning to appreciate the perspectives and experiences of others. Merion staff and families feel that helping children develop meaningful connections with others serves to enhance their overall educational experience.

Building classroom communities, relationships and connections are vital aspects of helping students see themselves as caring, capable and competent learners. The children begin each day with a morning meeting as part of the Responsive Classroom Approach. Second Step, a social skills program, is implemented in classrooms and provides students with opportunities to apply problem solving skills in the social domain. In addition, Merion has been recognized for the last five years as a No Place for Hate School, an initiative that sponsored by the Anti-Defamation League. In place is also a school-wide Positive Behavior System which seeks to instill positive expectations for behavior across all settings within the school day. School Families is a program that was initiated at Merion in the late nineties and continues today. All staff members are assigned a multi-age/multi-grade level group of children who meet on a monthly basis to participate in team building activities, community service initiatives, and to engage in thoughtful conversations about school activities and issues. The school staff recognizes and values the need to ensure that each child feels safe and secure in their school environment so that they can be productive, invested and creative in their daily learning experiences.

Our school continues to exceed AYP targets for performance on the Pennsylvania System of School Assessment (PSSA). Consistently ranking in the top quartile of Pennsylvania schools, Merion was recently ranked third in the entire state, meriting a score of 100.6 based on the PA School Performance Profile (SPP). Ninety-eight percent (98%) of fifth grade students were proficient or advanced in the area of writing on the most recent state assessment. During the 2012-13, Merion was honored as a Title I Distinguished School. In addition, our fifth graders recently earned first place in the Constitution Challenge writing contest, sponsored by the Rendell Center for Civic Education and The National Constitution Center. Among our accomplished and dedicated staff is a recipient of the Presidential Award for Excellence in Mathematics and Science Teaching and a Montgomery County Voices of Inspiration teaching award honoree.

Merion teachers continue to be engaged in thoughtful dialogue about how to differentiate instruction for children on all levels of academic proficiency, including children in specialized learning programs such as emotional support, autistic support, learning support and English as a Second Language (ESL). Collaboration and communication among classroom teachers and members of the Merion Achievement Team provides a forum for staff to identify areas for individual student growth. In order for students to meet targeted outcomes, team members develop action plans that thoughtfully incorporate research based strategies that are evaluated on a regular basis. The team includes the reading and math specialists as well as the school psychologist, counselor, principal, IST and speech clinician. Parents are involved at the onset of the process and routinely participate in meetings to help develop plans of action or to implement a suggested strategy at home.

Community service is an integral part of the school culture and philanthropic endeavors are often initiated by the students themselves. This year, in an effort totally inspired by students, Merion students raised more than $3000 in one week by making rainbow loom bracelets during recess to benefit the victims of the typhoon in the Philippines. For the third successive year, Merion students contributed 3.5 tons of non-perishable goods to a local food bank, surpassing any other local organization. For our most recent outreach activity, students collected personal care items and food for the annual Treats for Troops campaign designed

to show appreciation for our service personnel overseas: handwritten notes from the students were included in each package. Community outreach is part of who we are at Merion School.

Daily interactions among students, staff and families have fostered an atmosphere conducive to enthusiastic involvement in the learning process, both inside and outside of the classroom. Community and school family spirit at Merion help make the school a wonderful place for children to learn and to grow.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

a) Merion administers the Pennsylvania System of School Assessment (PSSA) to all students in grades three through five. Student scores for this standardized assessment are categorized into four performance levels: Advanced, Proficient, Basic, and Below Basic. The Pennsylvania Department of Education considers the Advanced and Proficient performance levels to be acceptable while the Basic and Below Basic levels of performance are not.

Merion administers curriculum benchmark assessments in the fall, winter and spring in grades one through five. The areas of reading, writing and math have been identified for tri-annual assessment. In addition, students participate in the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment beginning in kindergarten. DIBELS is used as a screening tool to determine early reading skills in the areas of phonemic awareness, non-sense word fluency, oral reading fluency and retelling. Students in grades two through five take the Degree of Reading Power Test (DRP) each fall and spring. Student growth is assessed on this rigorous measure of comprehension. All data is entered into Performance Tracker, the district's data system. Curriculum based assessments are also categorized into four areas of performance which correlate to the four areas of performance on the PSSA. Teachers use this benchmark data to guide and differentiate instruction, identify remediation needs, and enrich student learning.

Teaching staff can easily access student assessment data and results are routinely shared with parents. In addition, there are a variety of supports available for students who have not yet demonstrated success on academic assessments.

b) Over a five-year period, Merion students have demonstrated consistently high levels of achievement on the state assessments (PSSA) in Reading and Mathematics. All grades measured exceeded adequate yearly progress goals in each of the last five years. For the 2008-2009 school year, in reading achievement, 94% of third graders, 95% of fourth graders and 95% of fifth graders scored in the proficient/advanced categories. Ninety-seven percent (97%) of third grade students scored in the proficient/advanced categories on the 2013 PSSA, while fourth grade students showed a slight increase and scores for fifth grade students decreased slightly to 93%. Merion had a significant increase in the number of students receiving special education services in the fifth grade cohort during the 2013 year, which is a contributing factor to the slight decrease in scores for that grade level.

In the area of Mathematics, 95% of third graders, 94% of fourth graders and 92% of fifth graders scored in the proficient/advanced categories in 2008-2009. Results on the 2012-13 PSSA for math are as follows: scores for students in grade four remained consistent at 94%, while student scores in grades three and five showed an upward movement at 98% and 97% respectively.

A focus on student performance among subgroups is at the forefront of our data analysis. Overall, students who participate in our special education programs have demonstrated positive growth in math and reading in grades three and five. However, in reading and math, most recent PSSA results indicate a gap of more than ten percentage points between the scores of all fourth grade students and those in the same grade with an IEP (Reading - 95 % proficiency for all compared to 71% proficiency for students with IEPs; Math - 94% proficiency for all compared to 71% proficiency for students with IEPs).

Teachers receive PSSA data each September and have time to review the relative strengths and weaknesses of the students assigned to their class. In order to close achievement gaps, teachers of special education collaborate with classroom teachers and specialists to identify areas of needed remediation as well as strengths, then develop a plan for each child that best meets his/her needs. For example, a learning support student who struggles with some mathematical concepts and demonstrates proficiency on others may participate in flexible grouping within the classroom or receive direct instruction in the special education classroom.

In the area of reading, teachers of special education provide systematic direct instruction to increase decoding/encoding skills, reading fluency, literal and inferential comprehension and the ability to respond to reading in written form. Our language arts curriculum provides teachers with many resources to ensure that students are being taught the same skills and strategies as their regular education peers in a manner that addresses the specially designed instruction that is inherent in their IEP. Students also have an opportunity to participate in a district's extended day program that is focused on test-taking skills and reading and math development.

Student progress is built around a curriculum that reflects state standards and well-designed consensus maps, providing teachers with a clear plan of what skills students need to demonstrate by the end of a given school year.

Merion staff set high expectations for student learning and continue to encourage all students to reach their potential. They demonstrate responsiveness and flexibility in their approach to teaching and continuously add depth, creativity and appropriate challenges to keep students engaged and excited about learning.

2. Using Assessment Results:

Merion staff members utilize a variety of assessment data with the purpose of monitoring the academic progress of students. Based on regularly administered formative and summative assessments, teachers make adjustments to their instruction for groups, as well as for individual students.

Each September, the principal reviews with the staff the state assessment results (PSSA) in reading, mathematics, science and writing. Goals toward improvement are based on the data and include specific goals for sub-groups, those students who have not yet met proficiency in assessed disciplines. Students in grades four and five who did not meet proficiency levels on the PSSA are invited to participate in the district's extended day program. Offered for the first time in 2013, the program provided students with extra support through direct instruction in reading and math, as well as test taking skills.

Additionally, those same students were provided with opportunities to work with a staff mentor with whom they already had an established relationship, via our School Families program. For a six-week period prior to PSSA tests, staff met with those students at the beginning of the school day to review and practice test taking strategies, as well as to focus on comprehension of text or application of mathematical skills.

Classroom teachers also analyze data to assist in the formation of flexible groups within the classroom, based on need. At Merion, all students in grades one through five take curriculum based benchmark assessments in reading, math, and writing, tri-annually. Writing assessments are scored using the Pennsylvania Writing Rubric, which allows students to recognize their areas of strength and identify areas that require additional refinement.

Teachers and specialists access data from Performance Tracker to identify areas in which students excelled, in addition to targeting areas where improvement is needed in reading, math, and writing. Literacy specialists, math support teachers, ESL staff and other specialists provide small group instruction both within the classroom as well as in a pull-out setting, as needed. For example, students who require additional support in constructing written responses to reading selections are provided with small group instruction that provide strategies and models that can be practiced and applied in the classroom setting. Likewise, in mathematics, after reviewing student errors on benchmark assessments, the classroom teacher collaborates with the math support teacher to develop a plan to provide students with targeted instruction as part of small group within the classroom.

The Merion staff also uses data from the Pennsylvania Value Added Assessment System (PVAAS) in order to review students projected growth on the state assessments. While it is important that we consider the PVAAS information for those students who may not yet have met proficiency targets, it is equally as important to ensure that our students who score in the proficient and advanced ranges of performance, which is the majority of our Merion students, continue to meet or exceed growth targets on PVAAS.

3. **Sharing Lessons Learned:**

Our staff is actively involved in sharing professional learning experiences with district colleagues. This occurs in a variety of ways: cross-school grade level meetings, district workshops, and local and national conferences. Teachers trained in the Danielson Framework for Teaching facilitated workshops focused on the domains and elements of effective teaching. Merion staff was trained in the use of the Responsive Classroom approach and provided in-service for staff members across the district including teaching staff, lunch recess aides and instructional assistants.

The integration of technology in instruction is vital to the Merion experience. Many of our teachers serve as technology mentors, guiding colleagues as they infuse technology throughout the curriculum.

Teachers attend targeted trainings and coursework through the MCIU (Montgomery County Intermediate Unit). In this way, teachers share successful ideas and strategies with teachers from other school districts in southeastern Pennsylvania. Teachers who attend conferences outside the district are required to share newly learned information with their colleagues, as well as possibilities for application in the classroom.

As part of the district initiative on cultural proficiency, trained staff members conducted a two-hour workshop that was required for all district staff, focusing on meeting the needs of our diverse student groups. Merion's Cultural Proficiency Cadre meets monthly to facilitate professional development and dialogue on issues that heighten teacher awareness on how to foster a school environment that is welcoming, accepting and inviting for all students.

Our students have consistently demonstrated exemplary performance on the state writing assessments administered in grade five. Merion teachers engage in cross grade level meetings within the school to share exemplars of student writing samples. They discuss and share tools and strategies used to teach the craft of writing along with ideas and suggestions to help students become skilled at communicating well-developed ideas in writing.

We were honored when one of our teachers earned the Presidential Award for Excellence in Mathematics and Science Teaching; she shares her expertise regularly at NSTA conferences on both local and national levels.

One of our most important missions is to support and guide the work of our novice teachers. Over the years, Merion teachers have been called upon regularly to lead sessions on classroom management, communication with families and other best practices at the district's New Teacher Assistance Program (NTAP) that occurs prior the start of the school year.

4. **Engaging Families and Community:**

Merion families are integral members of the students' educational experience and we continuously seek ways to build upon the strong base of parent support we enjoy. The Merion Home and School Association (HSA) is an active, vibrant and dedicated group of parents whose mission is to serve as a liaison between families, the school, and the Lower Merion School District in order to provide opportunities to learn about and to discuss relevant and timely issues. Guest speakers provide meaningful information that ranges from bullying and appropriate use of electronic devices to curriculum discussions, explanations of various assessment tools and transition programs for our youngest students entering kindergarten as well as fifth graders preparing for middle school.

The HSA sponsors a variety of family based activities that take place annually, including: Artist in Residence Programs, Art Goes to School, Breakfast Buddies, Book Fair, Spanish Festival, Field Day, and a Welcome Back Picnic. Our HSA generously sponsors over one hundred fourth and fifth graders in an annual countywide Reading Olympics event.

Lunch and Learn sessions are held for each grade group of parents focusing on topics germane to the group, such as "Kidwriting" in kindergarten; at home literacy and math strategies to support first graders; foreign language skills for second grade; preparing third graders for state assessments.

The Human Relations Committee is comprised of parent representatives from every grade level and staff representatives who meet monthly. Emphasis is focused on enhancing Merion's efforts to grow as a culturally proficient school community. The committee works to design steps to help every family at Merion feel welcome, with a focus on those families from diverse groups. In response to the increasing number of diverse families, a hugely successful International Night was planned and orchestrated by parents and staff. The event has been an authentic learning experience for our students, their families, and the staff. Through open dialogue, the committee has established a partnership with Bryn Mawr College that pairs Merion students of ESL with graduate students who are fluent in English as well as their native language.

We believe that a warm and welcoming environment for all members of the school community is key in maintaining engaged and supportive parents: a factor that directly relates to student achievement. We believe that the support that our school receives from Merion families is one of the reasons for our continued success as a high achieving school.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The curriculum is aligned with PA Core State Standards. The emphasis is on providing foundational skills in each core academic area, encouraging curiosity and exploration, fostering academic confidence and enthusiasm and delivering an appropriate balance of individual and group learning settings.

To help ensure competence and genuine engagement in learning, our elementary school program at Merion emphasizes active learning experiences in a nurturing, supportive and challenging environment.

The elementary Language Arts curriculum is developed collaboratively with teachers. This standards-based curriculum provides an additional level of specificity to the knowledge, skills and understanding students need to know and be able to do to develop competencies in reading comprehension and critical thinking, using a range of texts and genres. Children are exposed to and involved in standards for reading, writing, listening and speaking for information and understanding, literary responses, critical analysis and evaluation. The curriculum contains the most effective instructional approaches that current research has identified and current standards require. The curriculum incorporates the use of technology for teacher planning, instruction and student activities. The curriculum is designed using a comprehensive, balanced approach to literacy which includes modeled, guided and independent approaches to reading and writing.

The elementary math curriculum is designed to ensure students learn mathematics with understanding and develop a strong conceptual foundation. Through worthwhile and engaging tasks, appropriate use of hands-on activities to build conceptual understanding, quality discussion of the mathematical tasks, and meaningful practice to ensure mastery of those concepts and skills, students are given multiple opportunities to engage in mathematics in meaningful ways. The elementary math curriculum supports students to make sense of mathematics and learn that they can be mathematical thinkers. It focuses on the development of computational fluency and number sense and using accurate and efficient strategies for computing. The math curriculum is designed to promote a deep understanding of mathematics and develop mathematically proficient students who can think, reason, and model and solve problems. Inquiry based instructional materials support the math curriculum and embodies the PA Core State Standards and Mathematical Practices. Practices are deeply embedded in the fabric of curriculum and instructional resources, and facilitate the teaching and learning of mathematics.

The elementary science curriculum is inquiry based and provides hands-on experiences and real-world applications with objects, organisms, and systems. This approach helps students understand and make sense of science concepts through active investigations and experiments. The curriculum is based on learning progressions that provide students with opportunities to investigate core ideas in science in increasingly complex ways over time. The instructional materials used to support the science curriculum are designed to help students know and use scientific explanations of the natural world and the designed world; to understand the nature and development of scientific knowledge and technological capabilities; and to participate productively in scientific and engineering practices. Science-centered language development also promotes learning in all areas through the use of science notebooks, which fosters reflective thinking and scientific reading, which relate to the authentic experiences students have during the active learning sessions.

All elementary students receive instruction in the specialists' areas of art, music, physical education, foreign language, library science on a weekly basis. Each day, students also engage in Responsive Classroom activities that merge social, emotional, and intellectual learning. It also sets the tone for respectful learning and establishes a climate of trust.

Lower Merion School District provides an extensive range of educational services and supports for students with special needs within our schools. These services include: Learning Support, Emotional Support, Autistic Support, and Life Skills Support. Speech/language therapy, occupational therapy, physical therapy, hearing support, vision therapy, and transition services also are provided to eligible students requiring these

services due to an educational need. A broad array of supplementary aids and services to support students' educational needs includes communication devices, audio versions of books, assistive technology, a braille production center, and pre-vocational opportunities. The continuum of programs and services for children with disabilities varies in accordance with the changing needs of our community.

2. Reading/English:

The reading curriculum, instruction, and instructional methods reflect a comprehensive approach to literacy using a balanced framework that incorporates reading and writing approaches of Shared (whole group/modeled instruction), Guided (small/flexible group instruction) and Independent reading. Evidence-based methods of reading instruction and critical strands as identified by the National Reading Panel (phonemic awareness, phonics, vocabulary, comprehension and fluency) are integrated in the daily reading skills and strategies used in the classroom. The curriculum is specifically designed to help students think critically and problem-solve as well as communicate and collaborate with one another. Teachers establish a learning environment in which students feel comfortable sharing their thinking with each other. Teachers utilize a variety of questioning and discussion techniques to challenge students cognitively and to promote discourse. All lessons incorporate the most effective instructional approaches and digital tools that current standards require. The curriculum relies on a rich collection of award-winning literature that includes fiction, nonfiction, poetry, and information writing.

The curriculum reflects a coherent K-5 instructional plan that establishes consistency of instruction throughout the district in different grade levels. The literacy goal at Merion is for each student to reach maximum success within a school year. It is our goal to help students read deeply and think critically about text and also to develop a love of reading.

The writing curriculum is a yearlong program for kindergarten through grade five students. It is a combination of a writing process approach with guided instruction along with opportunities for peer interaction. Using authors as mentors, teachers use a balance of inquiry and direct instruction to help students understand the craft of writing and to develop their skills as writers and communicators.

A systematic and ongoing assessment system that includes diagnostic, formative and summative assessments is used to measure students' understanding and progress, as well as to help teachers plan for future lessons. Merion is committed to meeting the diverse needs of all students by differentiating instruction. In addition to support provided by the classroom teacher, small group interventions are provided by the following: reading specialists, ELL teachers, teachers of special education, and teachers of gifted as well as after school support. Dedicated time is allotted to review data, make instructional decisions and work with small groups of students. The technology component supports instruction in the classroom and provides opportunities for students to read at home.

3. Mathematics:

The standards based math curriculum is coherent, focused on key concepts and is well articulated across the grades. It reflects the importance of mathematical thinking and reasoning to develop a deep understanding of fundamental math ideas and develop computational fluency.   Students are provided with opportunities to explore mathematical ideas and the contexts in which they are useful. The curriculum is designed to help students make connections between mathematical ideas through exploration and problem solving experiences, including real world application.

Through daily classroom experiences, students explore problems in depth and find more than one solution by using problem solving strategies and appropriate tools. Using models, diagrams, and graphs, students are expected to explain mathematical thinking and reasoning, then communicate their ideas orally and in writing. Through classroom experiences, students work in a variety of groupings – whole class, small groups, in pairs, and individually. Math Workshop is also an integral part of the elementary math curriculum, providing students with additional opportunities for reinforcement or extension, allowing time to refine strategies and apply important skills. Math Workshop also provides opportunities for the teacher to

work with individuals and small groups while assessing students' learning and understanding. Classroom Routines are also implemented daily, providing practice with previously introduced content, increasing students' repertoire of strategies for mental math and problem solving. Technology and online programs enhance the learning of math concepts and provide students the opportunity for additional practice during the school day and at home.

Opportunities for formative assessment are woven throughout each unit, including observations, checklists, writing opportunities, exit slips and checks for understanding. Teachers use the data from these assessments to plan and differentiate instruction to meet the needs of all learners. Curriculum resources support teachers in providing intervention, practice or enrichment to students based on the data from the assessments.

Student learning in mathematics is also measured by district unit and benchmark assessments. The assessments support the learning of important mathematics and furnish useful information to teachers, students and parents. Grade level teams meet with the math support teacher to analyze this data and collaboratively plan for remediation or enrichment. All assessments, formative or summative, are designed to inform and guide teachers as they make instructional decisions.

4. Additional Curriculum Area:

The Elementary Science Program supports students in learning scientific, mathematics and engineering concepts (STEM). Merion teachers are committed to helping students develop the necessary skills to critically and actively participate in scientific practices through investigations and analyses. Lessons provide students with meaningful experiences through hands-on experiments and active participation in the scientific and engineering practices. Teachers use formative assessments to guide instruction. The science program uses the instructional approach of inquiry and direct instruction to teach concepts in the Earth and Space, Physical and Life Sciences. The elementary science program reflects current research on teaching and learning, and complements the PA Core Literacy standards, including student discourse, argumentation, writing to learn, and reflective thinking. The curriculum is based on learning progressions that provide students with opportunities to investigate core ideas in science in increasingly complex ways over time.

The science program also provides a foundation for more advanced understanding of core science ideas while it helps students develop lifelong skills for living in an increasingly complex, scientific and technological world. The curriculum incorporates active learning, scientific practices, collaborative group work, integration of literacy, use of digital technologies and drawing connections to students' lives, extending beyond the classroom. Students are given multiple opportunities to address engineering practices and apply and test their scientific knowledge. These opportunities include developing solutions to problems, constructing and evaluating models, and using systems thinking. Science notebooks help students organize their observations and data, process their data and maintain a record of their learning for future reference. The use of Science Readers help students relate to the active learning sessions, gaining greater meaning from the text material. There are multiple strategies for formative assessment at all grade levels as well as benchmark assessments. Online resources also provide enrichment for students during the school day and at home.

5. Instructional Methods:

Across all grade levels, teachers at Merion design and deliver meaningful instruction to a diverse range of students each day. In order to identify and meet the instructional needs of all students, classroom teachers analyze assessment data throughout the academic year and adjust their instruction and grouping strategies accordingly. Merion staff created professional partnerships called Data Buddies as a mechanism to thoughtfully analyze and discuss assessment data with a colleague. Within this framework, classroom teachers are paired with specialists for the purpose of routinely examining student assessment data and planning instructional groups and interventions. Classroom teachers then collaborate with grade level colleagues and specialists to plan instruction that meets students' academic strengths and needs. Teachers communicate instructional objectives to students, use effective questioning techniques, engage students in active learning and adjust the pace of instruction, as needed.

Throughout Merion, classroom teachers have multiple avenues in order to identify the unique needs of their students as well as design effective instruction. For example, during the reading and language arts instructional blocks, teachers deliver reading instruction through guided reading groups using text that is appropriate for each group's assessed needs and skill levels. Specialists throughout the school also deliver differentiated instruction and interventions through our reading specialists, math support teacher, special education teachers, ELL teachers, and gifted support teachers. During WIN Time (What I Need) each week, classroom teachers and specialists work together to provide tiered instruction in reading and math. In order to meet the needs of advanced learners, classroom teachers plan and deliver TEE Time (Targeted Enrichment Experience) curricular extensions. Students in fifth grade have the opportunity to receive accelerated math instruction at the sixth grade level based on their demonstrated mathematical strengths.

Merion teachers participate in a variety of workshops and professional learning opportunities in order to remain current with best practices on effective instructional delivery. This year, every teacher set a personal goal aligned to the Danielson Framework for Teaching. When teachers engage in ongoing and meaningful sharing of ideas and strategies pertaining to the domain that focuses on instruction, the learning experiences of students in our classrooms will be deeper and more meaningful.

6. **Professional Development:**

Merion provides meaningful professional development opportunities to staff members. As teachers differentiate instruction for students, the school district provides differentiated professional development opportunities for teachers and support staff. When staff needs to build a common understanding of initiatives such as the Danielson Framework for Teaching, the district provides training for all. Typically, encouraging a trainer of trainers' model, Merion teachers are often trained in order to share their expertise with building peers and teachers across the district. The district has also created an innovative approach to professional development called PRP (Professional Responsibilities Profile). Through this system, teachers select topics that meet their needs and by extension, the needs of their students.

Another way that the district provides professional development is through in-service days. These non-instructional days allow teachers to meet with colleagues to address topics relating to student achievement such as assessment data analysis or PVAAS and curriculum design or development.

Additionally, the district funds teachers' unique professional development needs and interests through the Professional Conference Committee. Specialists or classroom teachers can make requests to attend state or national organizations' annual conferences to further develop areas of expertise. The information learned directly impacts instruction and student achievement. Recently, several teachers attended a Common Core Reading/ELA Standards training to help refine their understanding of shifts from PA's Legacy Standards to PA Core Standards. Merion staff is engaged in ongoing professional development that includes staff meetings, grade level meetings and cross- building collaborations.

Merion's Cultural Proficiency Committee meets regularly to facilitate professional development and dialogue on issues designed to build teacher's capacity to acquire skills, knowledge and attitudes that will enable them to effectively relate to and educate students who comprise our diverse populations.

When teachers and staff collaborate professionally, a caring, effective instructional climate emerges for all: staff, students, and families. In the words of Marcia Conner, "Training often gives people solutions to problems already solved. Collaboration addresses challenges no one has overcome before." There exists within the classrooms and corridors of Merion, a spirit of collaboration and teamwork that goes beyond mere training. Whether you are a seasoned teacher encountering a fresh challenge or a long-term substitute teacher striving to create a smooth transition for students, Merion staff members routinely reach out to peers for support. True teamwork, a limitless spirit of collaboration, and thoughtful responses to staff's needs are hallmarks of this school. We call it 'The Merion Way'.

7. School Leadership

"Scratch the surface of an excellent school and you will find an excellent principal." The principal at Merion instills a positive tone while fostering a continuous dialogue with honest communication among staff members, students, and families. She exhibits a strong equanimity when facing challenges, and inspires teachers and staffs to think 'outside of the box' in order to create lessons that enhance student achievement. Merion's principal has masterfully created an environment where the staff is encouraged to speak up and express their ideas, questions, and concerns. Serving as a liaison between the District's curriculum supervisors and teachers, she is known to identify and encourage others to use their strengths; recognizing that through shared decision-making, capitalizing on the talents and strengths of staff, and allowing for teachers to think and plan creatively, achievement will ensue.

Teachers and staff are encouraged to take risks, work together to share strategies, and lead each other in generating innovative ways to help students succeed. Consequently, Merion teachers feel a shared sense of purpose and direction as they work with students and colleagues. Each year the principal clearly states the school's goals, makes student-centered decisions, and is forthright and proactive in all communication. Moreover, she is known for her positive energy and sense of humor. An example of shared decision-making is Merion's Faculty Advisory Council. This is a representative group of staff members who meet regularly with the principal to discuss building issues and concerns. The goal of these meetings is to provide a forum for candid conversations and to promote the use of collaborative problem-solving strategies. Through this group, staff members have a voice, and mechanism to express concerns and brainstorm solutions. While the success of any school's efforts cannot be attributed to a single factor, the daily contributions and efforts of a committed and talented leader like the principal at Merion Elementary School are in fact, indispensable and immeasurable.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 3
Publisher:

Test: PSSA + PSSA-M + PASA
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Mar	Apr	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	98	90	96	94	95
% Advanced	66	67	66	66	60
Number of students tested	79	91	91	92	81
Percent of total students tested	99	100	98	98	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced		70	75	75	
% Advanced		20	50	25	
Number of students tested		10	4	4	
2. Students receiving Special Education					
% Proficient plus % Advanced	88	63	83	70	80
% Advanced	88	31	30	60	47
Number of students tested	8	16	23	10	15
3. English Language Learner Students					
% Proficient plus % Advanced	100	100	100		
% Advanced	100	50	100		
Number of students tested	1	2	1		
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	100		0
% Advanced	100	33	0		0
Number of students tested	1	3	3		1
5. African- American Students					
% Proficient plus % Advanced	100	67	100		67
% Advanced	100	33	50		0
Number of students tested	1	9	4		3
6. Asian Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	70	86	78	71	83
Number of students tested	10	14	9	7	12
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	97	91	95	93	97
% Advanced	63	69	69	66	60
Number of students tested	64	65	74	85	65
10. Two or More Races identified Students					
% Proficient plus % Advanced	100		100		
% Advanced	100		0		
Number of students tested	3		1		
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: Although several of our subgroups do not comprise 10% or more of our student population, we feel it is important to share this data so that it can be referenced in our efforts to close the achievement gap.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 4
Publisher:

Test: PSSA + PSSA-M + PASA
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Mar	Apr	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	94	97	96	95	95
% Advanced	83	80	80	74	80
Number of students tested	86	90	88	84	78
Percent of total students tested	98	95	96	93	98
Number of students tested with alternative assessment		1	1		
% of students tested with alternative assessment		1	1		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	71	100	80	57	67
% Advanced	29	50	60	43	33
Number of students tested	7	2	5	7	6
2. Students receiving Special Education					
% Proficient plus % Advanced	71	92	86	79	82
% Advanced	64	54	57	53	55
Number of students tested	14	24	14	19	11
3. English Language Learner Students					
% Proficient plus % Advanced	100	100	100		
% Advanced	0	100	100		
Number of students tested	1	1	2		
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	67		0	
% Advanced	100	33		0	
Number of students tested	2	3		1	
5. African- American Students					
% Proficient plus % Advanced	67	100		50	50
% Advanced	44	20		50	50
Number of students tested	9	5		2	2
6. Asian Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	73	90	100	83	100
Number of students tested	11	10	7	12	7
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	97	97	95	97	96
% Advanced	91	84	78	74	79
Number of students tested	64	69	81	69	68
10. Two or More Races identified Students					
% Proficient plus % Advanced		100			100
% Advanced		100			0
Number of students tested		3			1
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: Although several of our subgroups do not comprise 10% or more of our student population, we feel it is important to share this data so that it can be referenced in our efforts to close the achievement gap.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 5
Publisher:

Test: PSSA + PSSA-M +PASA
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Mar	Apr	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	97	97	92	94	92
% Advanced	85	76	81	81	76
Number of students tested	91	94	87	80	87
Percent of total students tested	97	98	98	94	96
Number of students tested with alternative assessment		1			
% of students tested with alternative assessment		1			
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	100	85	50	80	100
% Advanced	50	39	46	42	52
Number of students tested	2	13	8	5	5
2. Students receiving Special Education					
% Proficient plus % Advanced	92	92	62	75	76
% Advanced	58	38	46	42	52
Number of students tested	24	13	13	12	21
3. English Language Learner Students					
% Proficient plus % Advanced		100	50		
% Advanced		25	50		
Number of students tested		4	2		
4. Hispanic or Latino Students					
% Proficient plus % Advanced	75	100	0		
% Advanced	50	100	0		
Number of students tested	4	1	1		
5. African- American Students					
% Proficient plus % Advanced	100	33	50	67	33
% Advanced	50	33	50	33	0
Number of students tested	4	3	2	3	3
6. Asian Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	91	70	92	100	90
Number of students tested	11	10	12	7	10
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	97	99	93	96	93
% Advanced	87	78	81	84	77
Number of students tested	69	82	72	68	74
10. Two or More Races identified Students					
% Proficient plus % Advanced	100			50	
% Advanced	100			0	
Number of students tested	3			2	
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: Although several of our subgroups do not comprise 10% or more of our student population, we feel it is important to share this data so that it can be referenced in our efforts to close the achievement gap.

Subject: Reading/ELA   **Test:** PSSA + PSSA-M + PASA
All Students Tested/Grade: 3   **Edition/Publication Year:** 2013
Publisher:

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Mar	Apr	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	97	89	93	92	94
% Advanced	64	62	52	51	57
Number of students tested	78	91	91	92	81
Percent of total students tested	99	100	98	98	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced		60	25	100	
% Advanced		10	25	25	
Number of students tested		10	4	4	
2. Students receiving Special Education					
% Proficient plus % Advanced	88	50	83	50	73
% Advanced	75	38	17	10	27
Number of students tested	8	16	23	10	15
3. English Language Learner Students					
% Proficient plus % Advanced		0	100		
% Advanced		0	0		
Number of students tested		2	1		
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	100		0
% Advanced	0	33	0		0
Number of students tested	1	3	3		1
5. African- American Students					
% Proficient plus % Advanced	100	78	75		67
% Advanced	100	22	25		33
Number of students tested	1	9	4		3
6. Asian Students					
% Proficient plus % Advanced	100	93	100	86	100
% Advanced	70	71	67	57	75
Number of students tested	10	14	9	7	12
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	97	89	93	93	95
% Advanced	62	66	53	51	55
Number of students tested	63	65	74	85	65
10. Two or More Races identified Students					
% Proficient plus % Advanced	100		100		
% Advanced	100		100		
Number of students tested	3		1		
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: Merion was a Title I school for the 2012-13 school year. We are not identified as a Title I school for the 2013-14 school year.

Although several of our subgroups do not comprise 10% or more of our student population, we feel it is important to share this data so that it can be referenced in our efforts to close the achievement gap.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA   **Test:** PSSA + PSSA-M + PASA
All Students Tested/Grade: 4   **Edition/Publication Year:** 2013
Publisher:

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Mar	Apr	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	95	89	96	95	95
% Advanced	79	56	72	75	80
Number of students tested	85	90	88	84	78
Percent of total students tested	97	95	96	93	98
Number of students tested with alternative assessment		1	1		
% of students tested with alternative assessment		1	1		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	71	50	100	71	83
% Advanced	43	50	40	43	50
Number of students tested	7	2	5	7	6
2. Students receiving Special Education					
% Proficient plus % Advanced	69	67	86	79	64
% Advanced	31	33	36	53	55
Number of students tested	13	24	14	19	11
3. English Language Learner Students					
% Proficient plus % Advanced	100	100	100		
% Advanced	0	100	100		
Number of students tested	1	1	2		
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100		0	
% Advanced	50	33		0	
Number of students tested	2	3		1	
5. African- American Students					
% Proficient plus % Advanced	78	80		50	50
% Advanced	56	40		50	0
Number of students tested	9	5		2	2
6. Asian Students					
% Proficient plus % Advanced	100	90	100	100	100
% Advanced	73	70	71	83	86
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	97	88	95	97	96
% Advanced	84	54	72	76	81
Number of students tested	63	69	81	69	68
10. Two or More Races identified Students					
% Proficient plus % Advanced		100			100
% Advanced		100			100
Number of students tested		3			1
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: Although several of our subgroups do not comprise 10% or more of our student population, we feel it is important to share this data so that it can be referenced in our efforts to close the achievement gap.

Subject: Reading/ELA   **Test:** PSSA + PSSA-M + PASA
All Students Tested/Grade: 5   **Edition/Publication Year:** 2013
Publisher:

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Mar	Apr	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	93	92	92	90	95
% Advanced	64	65	71	68	64
Number of students tested	91	96	87	80	87
Percent of total students tested	97	98	98	94	96
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	50	82	75	60	100
% Advanced	50	64	50	40	20
Number of students tested	2	11	8	5	5
2. Students receiving Special Education					
% Proficient plus % Advanced	83	77	62	50	86
% Advanced	42	31	23	25	43
Number of students tested	24	13	13	12	21
3. English Language Learner Students					
% Proficient plus % Advanced		50	50		
% Advanced		50	0		
Number of students tested		2	2		
4. Hispanic or Latino Students					
% Proficient plus % Advanced	50	100	0		
% Advanced	25	0	0		
Number of students tested	4	1	1		
5. African- American Students					
% Proficient plus % Advanced	75	67	50	67	33
% Advanced	25	33	50	0	33
Number of students tested	4	3	2	3	3
6. Asian Students					
% Proficient plus % Advanced	82	88	100	100	100
% Advanced	73	63	92	86	90
Number of students tested	11	8	12	7	10
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	99	93	93	90	97
% Advanced	68	67	69	71	62
Number of students tested	69	82	72	68	74
10. Two or More Races identified Students					
% Proficient plus % Advanced	100			100	
% Advanced	33			0	
Number of students tested	3			2	
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: Although several of our subgroups do not comprise 10% or more of our student population, we feel it is important to share this data so that it can be referenced in our efforts to close the achievement gap.