

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mrs. Esther M. Purnell

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

Official School Name Radnor Middle School

(As it should appear in the official records)

School Mailing Address 150 Louella Avenue

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

City Wayne State PA Zip Code+4 (9 digits total) 19087-4121

County Delaware County State School Code Number* 6511

Telephone 610-386-6300 Fax _____

Web site/URL http://www.rtsd.org/rms E-mail esther.purnell@rtsd.org

Twitter Handle twitter.com/radnortsd Facebook Page _____ Google+ _____

YouTube/URL

https://www.youtube.com/user/RadnorSchool

District _____ 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. Michael Kelly, Ed.D, JD E-mail: michael.kelly@rtsd.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Radnor Township School District Tel. 610-688-8100

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

Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Kimberly Doherty

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 1 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	155	156	311
7	154	140	294
8	160	122	282
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	469	418	887

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 15 % Asian
 - 5 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 75 % White
 - 1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 3%

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, 2013 until the end of the school year	13
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	24
(4) Total number of students in the school as of October 1	829
(5) Total transferred students in row (3) divided by total students in row (4)	0.029
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 1%
7 Total number ELL
 Number of non-English languages represented: 4
 Specify non-English languages: Russian, Korean, Spanish, Vietnamese
8. Students eligible for free/reduced-priced meals: 9%
 Total number students who qualify: 77

Information for Public Schools Only - Data Provided by the State

The state has reported that 9% of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 14 %
125 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>8</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>19</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>76</u> Specific Learning Disability
<u>11</u> Emotional Disturbance	<u>8</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</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 Equivalent (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers	47
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	37
Paraprofessionals	25
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

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 18:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	96%	96%	93%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

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

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

Yes No

If yes, select the year in which your school received the award. 2003

15. Please summarize your school mission in 25 words or less: From school to the world, preparing the hearts, minds, and spirits of all students for future success.

PART III – SUMMARY

Radnor Middle School (RMS) is located in Radnor Township, Pennsylvania. The township, founded in 1682, is located on the Main Line 13 miles west of Philadelphia and has a population of approximately 30,000 residents. The Radnor Township School District (RTSD) covers nearly 14 square miles and serves a very diverse, multicultural and relatively affluent population. The District includes one high school, the middle school and three elementary schools. RTSD is consistently recognized as one of the finest school districts in the nation, with a vast network of parks, playgrounds, athletic fields, and world class learning spaces.

RMS first opened its doors in 1923 in the center of Wayne, PA and served as a junior-senior high school. In 1958, the “new” Radnor High School opened, and seventh through eighth graders remained in the original building. In 2007, the original building was razed, as a new environmentally friendly LEED Certified Green building was constructed to serve as a middle school. In 2012, RMS was a member of the inaugural class of schools designated a Green Ribbon School by the U.S. Department of Education.

There are 3,658 students in RTSD and 829 students in the middle school. The ethnic makeup of the RMS is 14.88% Asian, 5.41% black or African American, 4.17 % Hispanic or Latino, and 74.75% Caucasian. 9.3% of students are eligible for free/reduced-priced meals.

In 2014, Radnor Township School District was identified as the highest scoring School District in Pennsylvania in Academic Performance and Radnor Middle School scored 98 out of 100 on the Pennsylvania School Performance Profile, which is the basis for school rankings in the state.

RMS is guided by the district's Mission Statement: The mission of the Radnor Township School District is to inspire in all students the love of learning and creating, and to empower them to discover and pursue their individual passions with knowledge, confidence, and caring to shape the future and, additionally, the RMS Mission Statement "From school to the world, preparing the hearts, minds, and spirits of all students for future success". To deliver these missions RMS provides a rigorous academic program that fosters success for each student.

RMS is organized as a sixth, seventh, and eighth grade school using a team format. This organizational model encourages and facilitates interdisciplinary education, as well as close family involvement and contact with the instructional staff.

Each grade consists of 270-315 students, and 4-5 house teams at each grade level. Students' grade level classes are traditionally on the same floor of the building, and house team classrooms are generally in close proximity to one another, reducing the amount of travel time during transitions. Special, integrated teams have also been developed and consist of 40 students per team. Integrated teams receive their language arts, science, and social studies instruction as a group throughout the day from the same two co-teachers. These integrated teams implement thematically-based curricula in which students often play an active role in creating and assessing their own work.

At Radnor Middle School, student progress is measured and monitored through multiple data points throughout the year. Assessments include the Northwest Evaluation Association - Measures of Academic Progress, PSSAs, Educational Records Bureau, Degrees of Reading Power, and the Iowa Algebra Aptitude Test. Data generated from these assessments are stored in a data warehouse system, SunGard's Performance Plus – Performance Tracker, accessible to all teachers.

At the beginning of each school year, teachers strive to share all available student data to plan instruction and appropriately group students. At this time, team teachers also develop learning goals for their students and create individual student objectives and learning strategies. This is an attempt to address the learning needs of students who do not have an IEP or Gifted IEP (GIEP). Throughout the school year, teachers devote time during team meetings, department meetings, staff development days, and assessment days to review student data and to devise instructional strategies based upon their findings. Students invest in the

process by meeting with one of their team teachers to discuss the goal and to determine how they can best play an active role in achieving it. A student's progress is monitored by his or her advisory teacher once a quarter after his/her goal is established. Students self-evaluate and report growth to the advisory teacher, who in turn, shares that information at the next team meeting. Students' objectives and progress reports are documented in a team log book which is passed on to subsequent teachers.

Data is routinely disseminated to parents through the on-line grading system, progress reports, web-based communications, and school mailings.

RMS strives to ensure all students reach their maximum academic potential and believes no two students are alike. We understand data and its relevance to twenty-first century learners. We use data to help prepare students to be life-long learners and to encourage them to develop a sense of ownership in their academic careers.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Academic excellence at Radnor MS is embedded in the philosophy that educators embrace high expectations for themselves, as well as for their students. Our school vision reflects a strong understanding, concern, and empathy for the developmental diversity as is reflected in our school vision, “From school to the world, preparing the hearts, minds and spirits of all students for future success.” This guiding principle is respected and considered when planning and implementing authentic activities. Such activities are designed to be appropriate, challenging, and supportive. RMS students are encouraged and supported as active participants in their own learning.

Department chairpersons are assigned to each academic area to coordinate with school administrators and district curriculum supervisors to ensure the curriculum is aligned with state and national standards, in addition to evaluating the needs of the department on a continual basis. Over the past two years, curriculum has been re-aligned to meet the National Common Core initiative and the Pennsylvania State Core Standards. As a part of this process, teachers have received professional development from the National Math and Science Initiative (NMSI). This curriculum increases the rigor in the classroom by encouraging students to apply challenging concepts, analyze data and text, connect their learning across the curriculum, and draw conclusions, preparing students for advanced course work at the secondary level.

Each grade level at RMS is divided into teams. Teams consist of a core group of teachers from each of the four academic areas; there is a common time to meet to address students’ needs. At the beginning of each day, students participate in an advisory program. Over the course of the six-day cycle, teachers meet with content, special education, guidance, grade level, and department peers. Twice in each cycle, the teams meet to plan, map out events and assignments, discuss data, reflect, and share strategies.

In the area of mathematics, students are placed in challenging classes, typically one or two years above grade level. The majority of students in seventh grade take pre-algebra, and the majority of students in eighth grade take algebra. For students who struggle with the pacing or with mathematical concepts, there is an opportunity to take algebra over a two-year period commencing in eighth grade and concluding in high school.

The language arts curriculum embraces a balanced approach to literacy. Reading, writing, speaking, and listening are embedded across disciplines. The curriculum is designed around a skills continuum aligned with Webb’s Depth of Knowledge to prepare students for Advanced Placement (AP) coursework. The skills continuum is divided into three components: close reading, grammar, and composition. There are a variety of courses that provide a range of support from students who struggle with decoding and comprehension to students who demonstrate a need for enrichment in advanced language arts coursework.

Content area classes provide an opportunity for students to participate in relevant lessons that promote critical thinking. Students in social studies classes are empowered with the knowledge, skills, and passion to actively participate as citizens in a democratic and global community. Students study geography, patterns of human development, the development of ancient civilizations and American history post Civil War to World War II.

In science classes, students enjoy learning through student inquiry. They have opportunities to incorporate the scientific method through a discovery of life, earth and space, and physical sciences. Science, Technology, Engineering and Mathematics (STEM) education is addressed through the use of NMSI labs and assessments. In addition, STEM is the primary focus of one of the integrated program offerings and embedded in the technology education curriculum.

A unique feature of RMS is the integrated program options. The integrative teams provide an alternative for students who would like to learn differently from their peers. Cooperative learning, authentic assessment, student self-assessment, and goal setting are vital components of these programs.

Students who have remedial needs beyond the scope of a single academic course also have access to the Academic Success Center, which provides structured support for the completion of homework and classroom assignments. The Pre-teach/Re-teach course introduces mathematics content from upcoming lessons, while reviewing difficult concepts taught in previous units. Essentials courses reinforce critical skills in reading, writing, and mathematics for students who are not proficient on grade-level expectations.

2. Other Curriculum Areas:

In order to offer students a more diverse curriculum, RMS provides students with exposure to more nontraditional courses in our Encore Program. All of the course offerings in the RMS Encore program have been developed to meet the approved current state standards in their respective content areas, and all have strong links to the essential skills identified in the core curricular areas.

In addition to the all-year courses in the Core curriculum subject areas, sixth graders cycle through information literacy/library, world language exploratory, cultural awareness, and guidance rotations to lay the foundation for middle school studies. The following courses are offered as electives: art, music, health, family and consumer science and either technology education-computer or technology education-mechanical.

Sixth graders may also take any or all of the following band, chorus, and/or orchestra which meet two times per week during the advisory period. In the seventh grade, students may elect to take a world language, choosing among French, Spanish, German, or Latin.

Encore subjects available to seventh graders on a one semester every other day basis are physical education, health, art, music and family and consumer science and then either technology education-computer (if not taken in sixth Grade) or technology education-mechanical (if not taken in sixth Grade). Seventh graders may also take any or all of the following band, chorus, and/or orchestra which meet two times per week during the advisory period.

In eighth grade, RMS students may opt to continue with world language. Those students who complete two consecutive years of a language at RMS will have fulfilled the equivalent of one language credit. This prepares students to be placed in a Level II language course at the high school. Eighth graders participate in physical education, health and a choice of two of the following one semester every other day electives: art, technology education, robotics & automation, family and consumer Science (FACS), vocal music, music technology or debate. Eighth graders may also take any or all of the following: band, orchestra and distaffs (a selective choral program for which students must audition) which meet two times per week during the advisory period.

The Encore Program supports the Core Program in the English/Language arts and social studies areas by providing additional opportunities to develop and refine skills in reading, writing, speaking and listening. In debate, students learn research skills, how to validate resources, and how to organize and defend their thoughts in a rational manner, while developing strong listening and oratorical skills. In the Information literacy/library rotation, students learn the steps involved in the research process. Students practice locating resources, note taking, evaluating and citing resources. In physical education and health, students participate in group discussions, maintain daily journals, and conduct research on various health-related topics.

The Encore Program also supports the core program in mathematics and science. In technology education classes, students develop problem solving skills through hands-on critical thinking while creating STEM-related projects. For example in automation and robotics, students create circuits, which reinforces the eighth grade study of electricity. In music, students may use software and hardware devices to read and write music. They are also introduced to digital sound editing, which supports the eighth grade science curriculum. In art, students enhance their spatial reasoning skills by creating clay constructions, drawing images to create a sense of volume, and learning how to use art to communicate ideas. In family and consumer sciences, units on financial management and nutrition reinforce the acquisition of essential skills taught in the content areas of math and sciences.

Identification and integration of the essential skills of the Core curriculum into the Encore curriculum at RMS are ongoing processes that have helped our students achieve outstanding results on standards based assessments.

3. Instructional Methods and Interventions:

Varying course opportunities exist for all students that include accelerated levels in English/Language Arts, math, science, and social studies to academically challenge and advance our learners. Co-taught levels for these same courses address the needs of students who require more specialized instruction. In addition, academic structures are in place to enable students to meet the academic standards. Students who have remedial needs beyond the scope of a single academic course also have access to numerous resources. Our Academic Success Center provides structured support for the completion of homework and classroom assignments. The Pre-teach/Re-teach course introduces mathematics content from upcoming lessons, while reviewing difficult concepts taught in previous units. Writing Essentials classes offers students more structured support in learning and refining the writing process. Community-Based Instruction teaches students with disabilities to acquire skills that will enable them to be independent and active citizens beyond the school walls. Our emotional support classroom provides students with a safe adult and, place to meet their individual needs while learning appropriate coping strategies. Meeting the needs of each child is an integral part of the RMS experience, as all students are placed in courses that not only offer a learning environment that grows each student's ability level, but also provides daily opportunities for the child to be academically successful. Additionally, the Encore schedule provides exposure to a variety of courses to appeal to students' diverse learning styles, including four world languages, family and consumer sciences, technological education, health & physical education, art, and a variety of music opportunities such as band, chorus, and orchestra.

The advisory period is a block of time designated every day to provide an opportunity for students to connect with an adult in a small group setting. Throughout the school year, a team of administrators, guidance counselors, and teachers meet to carefully review students' academic achievement data. From this review, profiles are formulated and placement criteria are established. Considering multiple data sources (including multi-year standardized test scores and yearlong progress monitoring reports), we offer supplemental support in the areas of reading, writing and math during our advisory support time. Students may also work on assignments for an independent study, receive extra help from teachers, participate in group meetings, complete makeup work, or engage in other meaningful activities.

In 2014, RMS developed a partnership with a local university to provide approximately twenty student volunteers to work with children who were identified as not experiencing academic success.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Radnor Middle School administers the Pennsylvania System of School Assessment (PSSA) to all students in reading and mathematics in sixth through eighth grades. Data results for this universally given assessment are presented in Part VIII of this report. The PSSA is divided into four possible performance levels: Advanced, Proficient, Basic, and Below Basic. A score of Proficient or Advanced is considered a satisfactory level of achievement by the Pennsylvania Department of Education.

Over the five-year period highlighted, weighted averages reveal that overall levels of students attaining a satisfactory level of achievement have been consistently high with mathematics achievement at approximately 95% per annum and Reading at approximately 93% per annum. Of note is that the Pennsylvania Department of Education eliminated the PSSA-Modified Assessment (the alternate assessment) when it adopted the PA Core Standards.

Subgroup performance analysis has always been at the forefront of our data analysis. RTSD is keenly aware that there is a persistent gap in performance between the overall school performance and subgroups of students, between the overall student body and students with IEPs. Over the past five years, in reading, this gap has averaged approximately 18% and in mathematics, approximately 20%. Of note, however, is that while the gap has remained relatively constant in reading, the gap has closed by 10% points in mathematics from spring 2010 to spring 2014 despite an increasing number of students with IEPs. In the spring of 2010, only 50% of the population performed at or above the proficient level. In the spring of 2014, approximately 75% of the population scored at or above the proficient level, a significant improvement.

A number of programs and interventions have been put into place in order to support students with IEPs. These include The Academic Success Center, Pre-teach/Re-teach, Writing Essentials and individual assistance during the advisory period and we continue to investigate additional programs to support these students.

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

Student achievement data is combined with growth data provided through the Pennsylvania Value Added Assessment System (PVAAS) as well as other standardized (norm referenced) measures and stored in our data-warehouse, PerformanceTRACKER. Analyses of these data are used by district-level as well as building-level leaders, guidance counselors, school-level data teams, and individual classroom teachers in order to examine programmatic efficacy, opportunities for altering instruction, and identify possible areas of remediation through one or more of the programs described above.

Classroom teachers are provided with these data in order to review the relative strengths and weaknesses of students in each of their classrooms, and they use these data to inform instructional decision making, including identifying needs for differentiated instruction. Students with significant needs may be identified for additional levels of support through the use of intervention specialists and support staff.

Common Assessments, now introduced in all subject areas in the 2014-2015 school year, are under development with the goal of providing a measure of a student's progression towards grade-level benchmarks. Beginning in the 2012-2013 school year, our first Common Assessments were limited to written language benchmarks which were delivered in core content classes. Accompanying the customary report card, parents receive a specific report of how their child performed on the common assessments relative to their peers.

Data for Radnor Middle School, along with data for the remainder of Radnor Township Schools, is included in a Comprehensive Data Report made to the Curriculum Committee of the Board of School Directors at a public meeting in November each year. We are fortunate to have highly involved parents who are very much

interested in the progress our students are making as well as how the data is informing decisions we make at the district, building, and classroom level.

An important aspect to helping students attain success is the involvement of all key stakeholders in the educational process. Parents and guardians serve as vital resources, forging the link between home, school, and the community. Data is routinely disseminated to parents through an on-line grading system, progress reports, web communications, and school mailings. Since data is complex and sometimes difficult to understand and interpret without adequate support, we provide parent education workshops periodically throughout the year in which parents have access to their child's records and learn how their assessment scores compare to local, state, and national norms and standards. Parents also learn how their child's data relates to the trajectory of growth as evidenced by the Pennsylvania Value Added Assessment System.

Part VI School Support

1. School Climate/Culture

At RMS, all students are equally valued and are offered a multitude of opportunities to learn beyond the traditional academic environment. Students are given clear guidelines to follow that emphasize the school values of honesty, integrity, and respect. To attain these values, they participate in team building and an array of community service activities. We also offer a wide variety of opportunities for children to engage with cultures other than their own.

Beyond basic academic needs, we feel the diversity that each individual brings to the school community is unique and valued. There are numerous assemblies and projects to foster awareness of various forms of ethnic, religious, social, and artistic expression.

RMS also has a robust anti-bullying program where each year counselors, teachers and administrators meet with students by team to deliver a strong and consistent message about how our school community can combat bullying. Additional anti-bullying lessons are provided through the health/physical education classes.

Students participate in a variety of team building and community outreach projects. Each year there is a school wide collection of canned goods to donate to a local food pantry. Each January, students participate in activities during the middle school's annual MLK Day-On of Service. Other ongoing efforts to help the less fortunate include donating books, sneakers, and toiletries; spending time at a homeless shelter and a veterans' hospital; participating in Hoops and Jump Rope for Heart; collecting funds for UNICEF, and an international Pen Pal project where students have donated money and supplies to help build a latrine for a school in Uganda. These experiences and many others have given students an appreciation of others' cultures and needs, while appreciating the benefits they themselves have. Additionally, the school supports the staff by encouraging and giving the staff the opportunity to be involved in activities such as morning faculty basketball games; luncheons to celebrate building successes or to recognize significant events involving staff members; biweekly "pay-day" coffees; and "staff supporting staff" physical exercise activities, such as yoga, boot-camp and weight loss programs all of which help to create and maintain a very positive school climate.

In the past year, through our "Schools to Watch", the building held several team building activities such as staff chili cook off, scavenger hunt and March Madness extravagance. Each of these activities had a dual purpose; to help strengthen our cohesive bond as a school community and to show an appreciation to the staff for all their contributions to the school's success.

2. Engaging Families and Community

A number of District and RMS initiatives have been successful in communicating with and engaging parents and community groups. The school uses social media to communicate with the school community. This includes the RMS homepage, updated daily with a student/parent bulletin and a telephone and email message program to share important information about emergencies or school events. A district-wide communication vehicle, Radnor Reader is designed to provide a weekly email of all District news. The RMS PTO also distributes a bi-weekly email to parents with information concerning all PTO-sponsored business, activities, and events at the middle school. The building also provides a monthly newsletter and a PTO Message board located in the main office; local community organizations can leave information about their upcoming community events and programs.

On the academic side, the Home Access Center (HAC) provides a direct link to the school district's repository for student's homework, class work, quiz and tests scores. Teachers update HAC on a very regular basis to establish a progress report of student work. Parents and students can use HAC to check the student's academic progress and to communicate with the teacher.

Parents and guardians are very active and supportive of the school community. The PTO provides mini-grants to teachers who want additional funding to enhance their individual classroom projects. Parents also volunteer in various school activities and serve on various committees.

The school is fortunate to have a partnership with the Radnor Education Foundation. REF was founded by parents to provide additional support to the school's academic and social programs. REF has distributed approximately \$30,000 this year for innovative middle school programs. RMS has capitalized on the warmth and good will of the larger community by establishing valuable and important partnerships. Some of these partnerships include programs such as Pet Assisted Volunteer Visitation (PAWS), in which students who struggle with reading engage in weekly read-aloud activities with dogs specifically licensed for this type of activity; No Place for Hate, in effect for two consecutive years, highlighting anti-bias school-wide events and activities; Mindfulness Training, which assists staff in stress reduction and "staying in the moment"; the partnership with Villanova University students, who provide after-school tutoring; and the program with the Wayne Senior Center that includes the local elderly population, acting as surrogate grandparents and homework helpers once a week to help students achieve success.

3. Professional Development

RMS's professional development model is intentionally crafted to support the district's mission through teacher-centered and teacher-directed professional development structures and opportunities. Teacher collaboration serves as the heart of this middle school model with a schedule that supports team, counterpart (content area), or grade level collaboration available at least daily to all teachers. This time is designated to collectively examine student data, plan interventions for students, develop instructional practices, and refine curricula and assessments.

RMS teachers aid in designing and facilitating district-wide professional development. Three years ago teacher representatives from RMS spent a portion of their summer vetting professional development from Laying the Foundation (LTF) / National Math and Science Initiative (NMSI). Based largely upon this team's recommendation, a three-year commitment to content specific learning brought LTF/NMSI's experiential learning to teachers. Teachers have worked tirelessly to incorporate this pre-AP content specific professional development into written and taught curricula for mathematics, science and language arts in order to increase rigor and relevance for all students.

RMS teachers also lead many of the district's vertical teams. Vertical teams in each content area work collaboratively to align and refine practices in each content area with the shared goal of increasing student achievement K-12. Middle school representatives have taken leadership roles on the English/LA, mathematics and science teams. These leaders facilitate professional conversations on themes/topics that will most affect the student experience.

RMS has also embraced the district's teacher-centered train-the-trainer model to increase technology integration. The most recent example includes teacher volunteers who served on an advanced team that developed expertise in the district's newly adopted learning management system, Schoology, and subsequently supported colleagues as they navigated the new system. Similarly, the vast majority of technology trainings at RMS, including an annual in-house technology conference, features workshops and sessions led by middle school teachers who share best practices integrate technology into content areas.

The anchor of professional development at RMS is a well-respected, building level instructional coach. With a strong background in coaching practices and adult learning theory and a deep understanding of middle school priorities, the building coach is able to serve as an incubator for professional learning. The universal structures she has put in place allow teachers to be supported in any professional learning endeavor they choose.

4. School Leadership

At Radnor Middle School, numerous structures and processes are in place to support and sustain a trajectory toward excellence. These include a shared vision, the coordination of administration to ensure school improvement, community partnerships and networks, and a school staff that holds itself accountable for students' success.

As part of an effort to maximize the number of voices that can provide input in decision making and leadership opportunities, our school ascribes to the distributed leadership model. Under the distributed leadership model, an established principal advisory council employs teacher leaders from academic, social, and athletic leadership roles to have a voice in directing the mission and vision of the school.

The advisory council advises the administration about academic and social programs and proposes ideas on how to improve various aspects of the school community. This allows the team to constantly monitor and revise all aspects of a program and to make necessary adjustments to best meet the individual and collective needs of the students and school community.

Through our distributed leadership, RMS has established a shared vision for the school community through the adoption of the National Middle School Association's "This We Believe" tenets, which identify the six major middle level program components to ensure the school provides the best academic, social, and emotional support possible.

As a middle school, we use the team concept. The academic team is one of Radnor's greatest points of pride, where core groups of teachers from each of the four academic areas meet daily to address students' needs. Teachers meet with content, special education, guidance, grade level, and department peers. Each team meets to plan interdisciplinary units, map out upcoming events and assignments on a team calendar, discuss assessment data, reflect on teaching practice, and share instructional strategies.

One of the ways in which building administration seeks to coordinate and communicate effectively is through a model in which a grade-level principal and a guidance counselor are assigned to each incoming sixth grade class and remain with those students until the end of their eighth grade year. This allows for an adult-child relationship to begin in sixth grade and develop over time so that all students have a connection with a trusted adult in the school community.

The school administration works closely with the school's PTO and community organizations to ensure that the school has the adequate support and partnerships to help prepare the students for their future professional and social endeavors.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>PSSA</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory academic performance and above	95	96	94	95	90
Superior academic performance	85	83	78	85	74
Number of students tested	282	272	267	305	289
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	1	2	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
2. Students receiving Special Education					
Satisfactory academic performance and above	81	78	77	68	52
Superior academic performance	57	58	50	46	21
Number of students tested	53	36	38	41	36
3. English Language Learner Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
5. African- American Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
6. Asian Students					
Satisfactory academic performance and above	92	100	98	98	95
Superior academic performance	84	88	81	93	83
Number of students tested	49	25	42	41	40
7. American Indian or Alaska Native Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
9. White Students					
Satisfactory academic performance and above	99	98	94	96	91
Superior academic performance	89	87	80	85	76
Number of students tested	207	217	208	249	229
10. Two or More Races identified Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory academic performance and above					
Superior academic performance					

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

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>PSSA</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory academic performance and above	97	95	97	96	96
Superior academic performance	90	87	86	83	74
Number of students tested	275	266	306	290	289
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	2	2	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
2. Students receiving Special Education					
Satisfactory academic performance and above	82	74	82	79	86
Superior academic performance	64	49	56	49	51
Number of students tested	39	39	44	38	39
3. English Language Learner Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
5. African- American Students					
Satisfactory academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					
6. Asian Students					
Satisfactory academic performance and above	96	98	100	93	100
Superior academic performance	96	93	95	84	88
Number of students tested	27	42	42	45	32
7. American Indian or Alaska Native Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
9. White Students					
Satisfactory academic performance and above	100	97	96	96	97
Superior academic performance	92	90	85	85	83
Number of students tested	218	205	249	241	203
10. Two or More Races identified Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory academic performance and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>PSSA</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory academic performance and above	95	95	97	96	93
Superior academic performance	88	84	86	80	76
Number of students tested	271	311	302	252	283
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	2	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
2. Students receiving Special Education					
Satisfactory academic performance and above	76	76	67	87	
Superior academic performance	57	50	30	48	
Number of students tested	42	46	38	35	
3. English Language Learner Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
5. African- American Students					
Satisfactory academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					
6. Asian Students					
Satisfactory academic performance and above	98	100	96	97	100
Superior academic performance	94	93	86	88	93
Number of students tested	46	43	45	33	29
7. American Indian or Alaska Native Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
9. White Students					
Satisfactory academic performance and above	96	95	95	98	94
Superior academic performance	91	83	80	82	76
Number of students tested	205	252	221	198	235
10. Two or More Races identified Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory academic performance and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>PSSA</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory academic performance and above	89	91	89	93	91
Superior academic performance	70	72	69	77	73
Number of students tested	280	272	265	303	285
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	2	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
2. Students receiving Special Education					
Satisfactory academic performance and above	60	64	69	58	67
Superior academic performance	32	33	40	36	24
Number of students tested	53	36	37	41	33
3. English Language Learner Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
5. African- American Students					
Satisfactory academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					
6. Asian Students					
Satisfactory academic performance and above	87	96	85	95	93
Superior academic performance	66	63	71	87	68
Number of students tested	47	43	41	39	40
7. American Indian or Alaska Native Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
9. White Students					
Satisfactory academic performance and above	91	94	91	94	94
Superior academic performance	73	75	70	77	77
Number of students tested	207	217	207	247	226
10. Two or More Races identified Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>PSSA</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory academic performance and above	94	91	96	96	95
Superior academic performance	74	74	77	74	74
Number of students tested	273	266	306	287	245
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	2	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
2. Students receiving Special Education					
Satisfactory academic performance and above	74	74	87	77	77
Superior academic performance	36	44	41	40	40
Number of students tested	39	39	44	38	35
3. English Language Learner Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
5. African- American Students					
Satisfactory academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					
6. Asian Students					
Satisfactory academic performance and above	93	90	100	95	93
Superior academic performance	78	73	86	74	83
Number of students tested	27	41	42	42	30
7. American Indian or Alaska Native Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
9. White Students					
Satisfactory academic performance and above	97	94	96	97	96
Superior academic performance	78	76	76	78	75
Number of students tested	217	206	249	224	198
10. Two or More Races identified Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory academic performance and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>PSSA</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory academic performance and above	97	97	96	96	96
Superior academic performance	87	87	87	86	83
Number of students tested	270	308	286	250	277
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	2	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
2. Students receiving Special Education					
Satisfactory academic performance and above	83	91	71	87	
Superior academic performance	62	57	53	67	
Number of students tested	42	46	38	35	
3. English Language Learner Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
5. African- American Students					
Satisfactory academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					
6. Asian Students					
Satisfactory academic performance and above	96	98	98	97	100
Superior academic performance	87	95	88	81	96
Number of students tested	45	40	42	32	28
7. American Indian or Alaska Native Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
9. White Students					
Satisfactory academic performance and above	99	98	96	96	96
Superior academic performance	90	88	90	87	83
Number of students tested	205	252	220	198	232
10. Two or More Races identified Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory academic performance and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					

NOTES: