

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program  
Cover Sheet**

Name of Principal Dr. Ellen L. Milgrim  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 20 S. Providence Road  
(If address is P.O. Box, also include street address)

Wallingford PA 19086-6224  
City State Zip Code+4 (9 digits total)

Tel. (610) 565-7845 Fax (610) 891-0486

Website/URL www.wssd.org E-mail emilgrim@w-ssd.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Mrs. Sharon Parker  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Wallingford-Swarthmore Tel. (610) 892-3470

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Mr. Michael W. Cothren  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I - ELIGIBILITY CERTIFICATION**

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. 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** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:       3   Elementary schools  
   1   Middle schools  
    Junior high schools  
   1   High schools  
   1   Other (Briefly explain) Kindergarten Center
- 6   TOTAL
2. District Per Pupil Expenditure:      \$9000.61
- Average State Per Pupil Expenditure:  \$9171.00

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4.   9   Number of years the principal has been in her/his position at this school.
- If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
<b>K</b>				<b>7</b>			
<b>1</b>	42	26	<b>68</b>	<b>8</b>			
<b>2</b>	53	43	<b>96</b>	<b>9</b>			
<b>3</b>	44	39	<b>83</b>	<b>10</b>			
<b>4</b>	49	33	<b>82</b>	<b>11</b>			
<b>5</b>	45	41	<b>86</b>	<b>12</b>			
<b>6</b>				Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>415</b>

6. Racial/ethnic composition of the students in the school:
- |  |
|--|
| <u>81.0</u> % White                        |
| <u>9.4</u> % Black or African American     |
| <u>1.4</u> % Hispanic or Latino            |
| <u>7.7</u> % Asian/Pacific Islander        |
| <u>.5</u> % American Indian/Alaskan Native |
| <b>100% Total</b>                          |

7. Student turnover, or mobility rate, during the past year: 2 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	5
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	5
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	10
<b>(4)</b>	Total number of students in the school as of October 1	407
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.02
<b>(6)</b>	Amount in row (5) multiplied by 100	2

8. Limited English Proficient students in the school: 1.2 %  
5 Total Number Limited English Proficient

Number of languages represented: 4  
Specify languages: Korean, Japanese, Spanish, Arabic

9. Students eligible for free/reduced-priced meals: 4 %  
17 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 15.4 %  
64 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>  6  </u> Autism	<u>  0  </u> Orthopedic Impairment
<u>  0  </u> Deafness	<u>  0  </u> Other Health Impaired
<u>  0  </u> Deaf-Blindness	<u> 49 </u> Specific Learning Disability
<u>  2 </u> Hearing Impairment	<u> 31 </u> Speech or Language Impairment
<u>  6 </u> Mental Retardation	<u>  0 </u> Traumatic Brain Injury
<u>  1 </u> Multiple Disabilities	<u>  0 </u> Visual Impairment Including Blindness

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

**Number of Staff**

	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>  1  </u>	<u>  0  </u>
Classroom teachers	<u> 21 </u>	<u>  0  </u>
Special resource teachers/specialists	<u> 15 </u>	<u>  1 </u>
Paraprofessionals	<u> 23 </u>	<u>  0  </u>
Support staff	<u>  4 </u>	<u>  0  </u>
Total number	<u> 64 </u>	<u>  1 </u>

12. Average school student-“classroom teacher” ratio:  20:1 

13. Show the attendance patterns of teachers and students as a percentage. (Teacher turnover rate reflects all of the following: retirement; relocation; FMLA; sabbatical leave; within district transfers; resignations.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	95.8%	96.02%	95.9%	95.7%	96.3%
Daily teacher attendance	98.4%	96.9%	98.05%	97.9%	97.7%
Teacher turnover rate	13.3%	.03%	17.8%	10.7%	15.3%
Student dropout rate	NA				
Student drop-off rate	NA				

### **III. Summary**

It's 1902, the year a school first opened on South Providence Road in the little community of Wallingford, Pennsylvania. Gritty pictures from that time tell us that the building wasn't much to look at from the outside—small, square, unadorned. But as Wallingford Elementary School students learned one hundred years later as they spent a year researching and collecting oral histories in celebration of our school's centennial, a look through the window would have revealed something else entirely: a vibrant community of children, teachers, and parents excitedly engaged in school activities.

So it is now. The building which stands at 20 South Providence Road isn't much to look at from the outside. But if you take a look through our windows...

Look through our lobby window. Art is everywhere. Much of it reflects our annual school theme which, this year, is humor. There are masks made of found materials created by fifth graders, second graders' scratchboard clowns, and an artist-in-residence working with children to create mobiles of children's book characters that will ultimately hang in the cafeteria.

Look through our library window. Fourth grade students who have completed their research of famous "Mystery Pennsylvanians" are presenting their finished Powerpoint projects. Hanging above them are mobiles created by second and third graders which reflect the whimsy and humor of Alexander Calder.

Look through the music room window. Every fifth grader is a member of the chorus, and almost 60% of third, fourth, and fifth grade students comprise the band and orchestra.

Look through the classroom windows. You see first graders writing in journals, some just beginning to develop a sense of story and others already creating chapter books. You see teams of students designing and building recycling bins for an enrichment project. You see second graders testing soil samples to determine levels of sedimentation. You see third graders polishing poems to be shared at a monthly Poetry Café, an evening event held at a local coffee shop when students, parents, and teachers share verses they've penned. You see fourth graders rehearsing for this year's big production, *The Music Man*. You see volunteers everywhere—parents, former parents, Art Goes to School, RSVP volunteers, high school students.

Look through the cafeteria window. In November you see the fifth graders hosting the residents of the Alzheimer's unit of the nearby nursing home for our annual Thanksgiving feast. It's one of the highlights of a yearlong partnership.

Look through a window after school. There's lots going on: homework help club, foreign language clubs, sports, folk singing, yearbook, and student council.

The mission of our partnership of teachers, parents, and community members is to provide an environment in which we challenge and empower all students to become successful lifelong learners, to develop their unique gifts, to develop an appreciation for self, others, and community, and to become responsible, contributing citizens in a rapidly changing world.

Many of our students are third generation Wallingford students. Surely the world has changed since their grandparents walked our halls as youngsters. But now those grandparents are our volunteers. They are still drawn by what they see when they look through our windows.

### **IV. Indicators of Academic Success**

#### **1. Explanation of Assessment Results**

The Pennsylvania System of School Assessments (PSSA) measures fifth grade student achievement on state-identified academic standards in both reading and mathematics. All students are required to take our state's assessment. Therefore, our scores include all regular and special education students. This inclusive test provides data that give us a powerful tool to chart individual as well as group progress.

Scores are also disaggregated for IEP and non-IEP students and for males and females. While Wallingford Elementary School's population includes minority, ESL, and economically disadvantaged students, they number less than ten in each grade and are therefore non-reportable as subgroups.

Part of the data the state provides includes state and school mean scaled scores in both reading and math. These scores allow us to compare our averages with other elementary schools across Pennsylvania. In 2003, our mathematics scaled score of 1560 was 120 points above the state average of 1340; our reading scaled score of 1610 was 280 points above the state average of 1330. In both cases the scores exceed the 50 point differential which the state has identified as educationally significant.

The state also provides school profiles and individual student profiles that are developed to reflect four levels of overall student performance: advanced; proficient; basic; and below basic. The ultimate statewide goal is for all students to score at the proficient or advanced levels. On the 2003 mathematics portion of the PSSA, 70.1% of Wallingford Elementary School students scored at the advanced level; 22.1% scored at the proficient level; 6.5% scored at the basic level; and 1.3% scored at the below basic level. On the 2003 reading portion, 76.9% scored at the advanced level; 15.4% scored at the proficient level; 5.1% scored at the basic level; and 2.6% scored at the below basic level. While the reports provided to Pennsylvania schools reflect percentages **at** each level, the charts in Appendix A and B of this application report data cumulatively (i.e., the percentage of students **at or above** each level).

In compliance with the requirements of the *No Child Left Behind* legislation, Pennsylvania established state benchmarks for annual yearly progress in both mathematics and reading. The 2003 benchmarks are for at least 35% of students to score at the "proficient" and "advanced" levels on the mathematics assessment and at least 45% to score at "proficient" or "advanced" levels on the reading assessment. Wallingford Elementary School scored significantly higher in both areas: 92.2% scored at proficient or advanced in mathematics and 92.3% scored at proficient or advanced in reading.

The PSSA is the only standardized test administered at Wallingford Elementary School and, therefore, the only assessment reflected in the attached appendices. However, in addition to the PSSA, the school utilizes various informal assessments such as running records and retellings in reading, as well as reading and math performance tasks. These tools give us diagnostic and achievement data that allow us to meet the individual needs of our students across all grade levels. The combination of standardized and informal assessments enables us to tailor our instruction continuously so that all students can achieve.

## **2. Use of Assessment Data**

Wallingford Elementary School believes it is imperative that we meet every student's individual needs. Systematic assessment is vital to the continuing success of each student. Each grade level is required to assess its students regularly. Running records and retellings are administered at frequent intervals in the primary grades and semi-annually in intermediate grades. Writing assessments and developmental spelling inventories are administered semi-annually in all grades. Students' progress in math is assessed either monthly or at the completion of each unit of study. Collected data is compiled and reviewed by classroom teachers, reading specialists, the instructional support teacher, and the principal.

Annually, the Pennsylvania Department of Education disseminates "released items" from previous state assessments which schools may use to guide instruction. In order to help teachers truly understand the assessment, we devote a meeting in which the teachers themselves respond to these items, some of which are open-ended and some of which are multiple choice. Reflection and discussion of this experience helps teachers develop a common language and understanding of the assessments. It further informs and guides subsequent daily instruction. Additionally, teachers meet in small grade-level groups with the principal and support specialists to interpret and discuss data which include not only student performance levels, but also students' self-reporting of the learning strategies they use. Throughout the year, teachers design action plans focused on improving areas of need identified through both the informal and standardized assessments.

### **3. Communication of Student Performance**

Student performance is communicated to parents, students, and the community in a number of ways. The district testing report, which includes standardized test results for the entire district, is presented by the district Directors of Curriculum annually at a public, televised meeting of the Board of School Directors. Hard copies of these binders are retained in each school building for review by parents and community members. In addition, a periodic publication, the *District Dispatch*, details district and school data and is distributed to all homes in the community, regardless of whether the homeowners have children attending district schools.

Wallingford Elementary School's Parent Teacher Organization devotes one meeting annually to the presentation of the school's standardized testing performance and the principal's column in the monthly PTO bulletin includes periodic updates on testing procedures and outcomes. In addition, individual students' results, once received from the state, are mailed to each child's parents, accompanied by a letter of explanation.

Communication regarding student performance is a two-way street. Semi-annual parent/teacher conferences provide parents and teachers—and sometimes even the students—the opportunity to discuss student performance. These conferences are complemented by the semi-annual distribution of student progress reports, providing teachers with the opportunity to document and comment on student performance.

### **4. Sharing Success with Other Schools**

No telescope is needed to look through our windows. Wallingford Elementary School's doors are always open to colleagues from other schools as well as staff and students from nearby institutions of higher learning. Every member of our school family plays a vital role not just in implementing the innovations and ideas that make Wallingford an excellent place to learn, but also in sharing them.

Our principal meets regularly with the other district principals to discuss strategies and initiatives that are working well. In addition, principals throughout the region network and, as a result, learn about successful programs. The regional administrative relationships foster staff visitations between districts. Wallingford Elementary School's reading/language arts program, in particular, has been the focus of several visiting teams who observe in our classrooms and meet with our staff. We all enjoy these opportunities for collaboration and interaction with colleagues from other schools.

The faculty has taken the initiative to walk out of our doors in order to share our insights and abilities. Working with a variety of nearby university programs offers an opportunity to share and learn. Teachers impart years' worth of knowledge to future teachers and offer strategies and suggestions to our peers in other districts. Staff members have shared our technology curriculum at county-wide meetings, offered language arts strategies at the Pennsylvania Writing and Literature Project, and presented at numerous conferences of the Keystone State Reading Association and the Pennsylvania Training and Technical Assistance Network (PaTTAN).

Our doors remain open to the greater community. Support groups organized by teachers and parents offer the time and opportunity to obtain expert advice on how to deal with children's special needs. By taking the time and making the effort to share, we are able to foster beneficial and prosperous relationships. The keys to success which are illuminated through our open doors and windows empower the entire Wallingford Elementary School community to touch many lives.

## **V. Curriculum and Instruction**

**1.** Wallingford Elementary School's curriculum is designed to realize the full learning potential of every child. "Just the facts" does not cut it here. Students are actively engaged in meaningful learning

experiences. As a result, they gain a wealth of skills, vast amounts of knowledge and a genuine life-long love for learning. By carefully studying state standards and by scrutinizing the effectiveness of our curriculum, teachers take an active and innovative role in the design of curriculum. The combination of a carefully crafted curriculum and caring, skilled teachers ensures that all children succeed.

“Writing is an act of faith, not a trick of grammar.” (E.B. White) Students at Wallingford Elementary School are taught the standards for quality writing. They further learn that it is a process of exploration and discovery in which writers communicate their thoughts through print. They are taught that the act of writing is as significant as the end product. Students gather ideas, put thoughts on paper, reflect and improve upon their work, and share it with others. The writing program provides opportunities for writing narratives, friendly letters, research, short stories, literature responses, and poetry. It empowers students to become self-reliant and self-monitoring learners who view writing as a useful, valuable, and pleasurable activity to be enjoyed today and for the rest of their lives.

The world comes to life at Wallingford Elementary School. Social Studies skills develop an awareness and understanding of history, geography, economics, and civics. Who would think that a little stuffed mouse could bring Egypt to a first grader? This occurs every time “Wally G. Ford”, a traveling study guide, sends a postcard to the class from his latest destination. This appreciation and innate curiosity for the world is further sparked when students research international winter holidays and immerse themselves in the lives and contributions of famous Black Americans. Native Americans and famous explorers teach students of the courage and hardships that built our country, while people and places in Pennsylvania bring history closer to home. Civic-minded students conduct mock elections and take stock in the future by trading shares in the Pennsylvania Stock Market game. All of this makes for compassionate, responsible, and inquisitive citizens who will write tomorrow’s history.

Learning “how” and “why” things work may be typically thought of as scientific questions. Here, it is the goal in math as well. Students are encouraged to investigate and experiment across curricular areas. Students learn the art of observation, inquiry, and application using Science Teaching Children (STC) kits and other hands-on activities. From the water cycle and plant growth to building machines and musical instruments students learn that science is all around the world in which they live. Math, too, exists in the everyday world. Through inquiry and traditional methods students learn to express their strategies and reasoning verbally and in writing. Students are encouraged to investigate and experiment with numbers and methods. Success in math means being able to show *how* a problem is solved and being able to explain *why*. Our students are successful on state assessments because of cooperative, hands-on strategies used across the grade levels. Math is more than just worksheets and drills. Math is a trip to the supermarket, a slice of pizza, or a football game. It is real. It is around us. It is alive.

Bonjour! Hola! Ohayo gozaimasu! Cultural activities create well-rounded students. Students have several opportunities to learn a foreign language. Beginning in fourth grade, students receive formal Spanish instruction. The school’s art program embraces all students as valued, skilled artists. By placing their work side by side with the world’s great artists, they are immersed in the techniques, media, and history of art: a masterpiece in the making.

The other special areas of learning-- physical education, library and music--further support the overall development of our children by incorporating lessons that promote teamwork, teach research skills and tune children’s minds to the importance of learning beyond the “3 R’s.”

At Wallingford Elementary School, we employ the philosophy that each classroom is a community in which learning and teaching are shared by all. One hundred years ago, the Wallingford community established a strong foundation for learning. Today, our curriculum ensures that our students will be strong, confident, caring and prepared for what lies ahead.

## **2. Reading Curriculum**

The reading/language arts curriculum of the Wallingford-Swarthmore School District is based on Pennsylvania’s Academic Standards for Reading, Writing, Speaking, and Listening. Designed to employ a

balanced and comprehensive approach to the teaching of literacy, the reading program at Wallingford Elementary School emphasizes the explicit teaching of reading strategies and skills necessary to maximize each student's literacy potential and develop lifelong readers and writers. The reading program consists of four daily components: reading *to* students at their listening comprehension level; reading *with* students during shared and guided reading at their instructional level; and reading *by* students at their independent level. Literacy assessments inform instruction, and instruction focuses on developing phonemic awareness skills, phonics skills, vocabulary, reading fluency, and comprehension as well as teaching word recognition and comprehension strategies before, during, and after reading. Students are expected to reflect on their reading and are given many opportunities to demonstrate their comprehension through talking and writing activities. A variety of core and supplemental instructional materials are used, and students read a broad range of narrative and informational texts representing different genres, different authors, and multicultural literature. Texts include decodable books, leveled "little books," anthologies from the Houghton-Mifflin Legacy of Literacy program, trade books, text books, magazines, reference materials, newspapers, poetry, and electronic text.

Above and beyond the reading program, the staff takes extraordinary steps to ensure that reading becomes an enjoyable and integral part of students' everyday lives. Covers of favorite books adorn the doors of many classrooms. Inside those rooms, students become actively involved with their reading by creating skits, writing character interviews, and by giving book talks that share their enjoyment of the books they have read. By making reading an active, interesting and comprehensive program, students are able to grow into lifelong readers.

### **3. Technology Curriculum**

As technology becomes a greater part of our everyday lives, so too, must it become a part of students' everyday educational experience. The ease and simplicity with which teachers and students of all levels and abilities utilize technology is readily apparent. Students and teachers determine which resources are the best to use for any learning scenario. The natural blend of technology and learning, not the technology itself, creates an environment where students thrive and develop into engaged members of our communities.

Essential to developing successful students is a technology curriculum that goes beyond the acquisition of skills. At all grade levels, students have a spectrum of skills to learn over the course of the school-year. Vital to the attainment of these skills is the multitude of ways faculty members incorporate the district's technology scope and sequence into other curricular areas. In the primary grades, students begin to learn that computers do more than "play games." Students learn the basics of computers by typing stories, making graphs and discovering the internet as an educational resource. As students continue through the intermediate grades they continue to refine their basic skills with keyboarding and internet research. Additionally, they learn new skills by creating multi-media presentations. Participation in online math activities, stock market games, and an introduction into designing spreadsheets, databases and web pages all work to engage students in active and relevant learning experiences.

Equally as impressive as the range of technology skills that the students at Wallingford Elementary School learn are the efforts of the faculty to incorporate technology. Monthly faculty meetings devoted to technology, after-school training programs, and grade level projects all promote the sharing of skills and ideas for the benefit of the students. Partnerships with the local library and universities further engage students in accessing learning resources beyond the school day. By working together within our local community, students leave Wallingford Elementary School prepared to use technology as a window on the world.

### **4. Instructional Methods Used to Improve Student Learning**

Wallingford Elementary School utilizes a wide variety of instructional methods to develop

educational programs focused on improving students' learning. Each student is evaluated to determine individual developmental levels in reading, spelling, writing, and math using informal, curriculum-based, and standardized assessments. With the support of reading specialists, special education teachers, and instructional support staff, instruction is differentiated for each student. Instruction is provided in whole groups, small flexible groups, and individually based on students' instructional levels and interests. Language arts instruction includes an explicit, multi-sensory approach in teaching spelling. Students also learn spelling sight words through the use of mnemonic strategies. Instruction in reading occurs at the students' instructional levels and focuses on teaching students strategies for decoding, comprehension, and fluency. Phonemic awareness is also emphasized and students segment, blend, and manipulate sounds by pushing blocks or letter cards, as well as identify rhyming words within a poem or activity. Teachers analyze writing pieces using the state's rubric to identify strengths and weaknesses in style, focus, organization, content, and mechanics. Instruction is tailored to each student depending upon needs.

Math is approached with the same ingenuity and flexibility as language arts. Students use manipulatives to visualize and understand concepts. They are actively engaged in solving math as it relates to everyday life. The continuous review and reinforcement of concepts, along with cooperative problem solving, ensures that each student has the requisite skills for success in the global community. All of this is accomplished with student's unique learning styles in mind, enabling each student to reach the fullest potential.

## **5. Professional Development**

Wallingford Elementary School is a dynamic place to learn and grow no matter how old you are. Professional development is an all-encompassing, year-round process. As a staff, we have high expectations for ourselves as well as for our children. We are committed to learning new strategies in order to support our students' aspirations and help them to reach their goals.

Throughout the school year, the faculty makes use of weekly meetings to address a multitude of topics. Weekly topics range from technology training for all staff members to meeting with health-care professionals for additional training on many of the individual learning challenges faced by students in the school community. New teachers meet monthly to review curricula and discuss topics such as time management and district policies. Mentors help create the vital link between wisdom, experience and youthful energy. As a result, the entire faculty works to ensure the highest quality education for every student in the school.

Professional development however, extends well beyond weekly meetings. It is our job to educate the whole child – academically, emotionally, socially and physically. The staff at Wallingford Elementary School has the unique ability to find topics of interest or concern and form study groups to meet, learn and share their findings with the entire staff. Study groups reach out and include parents in order to focus on everything from word study and reading skills development to enrichment and the effects of bullying. Additional weekly, grade-level meetings ensure that there is consistency across each grade.

Teachers are encouraged to attend professional conferences and the school district provides the financial support to enable them to do so. With their vision and repertoire of skills expanded through these experiences, teachers actively participate in the development of district curricula, helping to research and develop programs to meet students' needs. The staff at Wallingford Elementary School continuously strives to learn, so our kids can continue to learn and excel. Open windows. Open doors. Open minds.

# PART VII - ASSESSMENT RESULTS

## Assessment Results - Appendix A

<b>WALLINGFORD ELEMENTARY SCHOOL</b>				
<b>Pennsylvania System of School Assessment - Grade 5 Reading</b>				
Testing Month - April		2002-2003	2001-2002	2000-2001
<b>SCHOOL SCORES</b>				
	% at or Above Basic	97.4	97.2	91.4
	% at or Above Proficient	92.3	87.5	86.5
	% at Advanced	76.9	55.6	54.4
	School Mean Scaled Score	1610	1490	1470
Number of students tested		78	72	81
Percent of total students tested		100	100	98.8
Number of students excluded		0	0	1
Percent of students excluded		0	0	1.2
<b>SUBGROUP SCORES</b>				
1. IEP Students				
	% at or Above Basic	90.9	81.8	59.9
	% at or Above Proficient	81.8	27.3	46.6
	% at Advanced	45.5	9.1	13.3
Number of students tested		11	11	15
2. Non-IEP Students				
	% at or Above Basic	98.5	100	98.4
	% at or Above Proficient	94	98.3	95.4
	% at Advanced	82.1	63.9	63.6
Number of students tested		67	61	66
3. Male				
	% at or Above Basic	96.8	96.9	89.4
	% at or Above Proficient	90.3	87.8	83
	% at Advanced	74.2	63.6	38.3
Number of students tested		31	33	47
4. Female				
	% at or Above Basic	97.9	97.5	94.1
	% at or Above Proficient	93.6	87.2	91.2
	% at Advanced	78.7	48.7	76.5
Number of students tested		47	39	34
<b>STATE SCORES</b>				
	% at or Above Basic	78.4	79.7	77
	% at or Above Proficient	58	57	56.1
	% at Advanced	27.1	18.2	19.8
	State Mean Scaled Score	1330	1320	1310

## Assessment Results - Appendix B

<b>WALLINGFORD ELEMENTARY SCHOOL</b>					
<b>Pennsylvania System of School Assessment - Grade 5 Math</b>					
Testing Month - April			2002-2003	2001-2002	2000-2001
<b>SCHOOL SCORES</b>					
	% at or Above Basic		98.7	90.3	87.7
	% at or Above Proficient		92.2	84.7	79.1
	% at Advanced		70.1	56.9	55.6
	School Mean Scaled Score		1560	1480	1450
Number of students tested			77	72	81
Percent of total students tested			98.7	100	98.8
Number of students excluded			1	0	1
Percent of students excluded			1.3	0	1.2
<b>SUBGROUP SCORES</b>					
1. IEP Students					
	% at or Above Basic		90.9	45.5	46.6
	% at or Above Proficient		81.8	18.2	13.3
	% at Advanced		63.6	0	13.3
Number of students tested			11	11	15
2. Non-IEP Students					
	% at or Above Basic		100	98.3	97
	% at or Above Proficient		93.9	96.7	94
	% at Advanced		71.2	67.2	65.2
Number of students tested			66	61	66
3. Male					
	% at or Above Basic		96.7	90.8	85.1
	% at or Above Proficient		93.4	87.8	76.6
	% at Advanced		76.7	54.5	55.3
Number of students tested			30	33	47
4. Female					
	% at or Above Basic		100	89.8	91.2
	% at or Above Proficient		91.5	82.1	82.4
	% at Advanced		66	59	55.9
Number of students tested			47	39	34
<b>STATE SCORES</b>					
	% at or Above Basic		77.6	74.8	77.6
	% at or Above Proficient		56.3	53.1	53
	% at Advanced		27.7	25.8	22.5
	State Mean Scaled Score		1340	1320	1310