

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

Name of Principal Mr. Donald L. Mowrey

Official School Name Sykesville Elementary School

School Mailing Address 1100 Sykesville School Road

Reynoldsville, Pennsylvania 15851-5152

County Jefferson School Code Number* 1 06 172003

Telephone (814) 894-2484 Fax (814) 894-2769

Website/URL www.dasd.k12.pa.us E-mail dmowrey@dasd.k12.pa.us

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 L. Kirk

District Name DuBois Area School District Tel. (814) 371-2700

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. Kenneth J. Mitchell

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 _____

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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 2004-2005 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
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

DISTRICT

1. Number of schools in the district: 8 Elementary schools
 1 Middle schools
 Junior high schools
 1 High schools
 Other
- 10 TOTAL

2. District Per Pupil Expenditure: \$8,466.36
- Average State Per Pupil Expenditure: \$9,602.57

SCHOOL

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. 1 Number of years the principal has been in her/his position at this school.

 6 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	4	8	12	8			
1	8	9	17	9			
2	5	9	14	10			
3	19	7	26	11			
4	13	16	29	12			
5	9	7	16	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL							114

6. Racial/ethnic composition of the students in the school: 100 % White
 _____ % Black or African American
 _____ % Hispanic or Latino
 _____ % Asian/Pacific Islander
 _____ % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 25 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	17
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	16
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	33
(4)	Total number of students in the school as of October 1	134
(5)	Subtotal in row (3) divided by total in row (4)	.25
(6)	Amount in row (5) multiplied by 100	25

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: N/A

Specify languages:

9. Students eligible for free/reduced-priced meals: 63 %

Total number students who qualify: 84

If this method does not produce an 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: $\frac{15}{17}$ %
17 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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>10</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>0</u>	<u>1</u>
Classroom teachers	<u>7</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>11</u>
Paraprofessionals	<u>1</u>	<u>6</u>
Support staff	<u>2</u>	<u>4</u>
Total number	<u>11</u>	<u>22</u>

12. Average school student-“classroom teacher” ratio: 16:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96%	95%	95%	96%	96%
Daily teacher attendance	96%	92%	94%	97%	96%
Teacher turnover rate	30%	30%	33%	13%	13%

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school.

The attendance area for Sykesville Elementary School includes Sykesville Borough and Winslow Township in Jefferson County Pennsylvania. The total population is approximately 1,250 with nearly one hundred percent of the individuals indicating white as their race. The average income is \$26,719. According to 2000 census data, sixteen percent of the population over the age of twenty-five has not graduated from high school, fifty-three percent have a high school diploma and five percent have attained a bachelor's degree.

Sykesville Elementary School has 114 students in a kindergarten through fifth grade school configuration. Enrollment numbers show a slight student decline over the past three years. One hundred percent of the students are Caucasian. Sixty-three percent of the students who attend the school qualify for the free/reduced lunch program. One hundred percent of the students are eligible for bus transportation. There is one teacher for each grade level except fourth grade which has two teachers. The pupil to teacher ratio for the school is an average of sixteen students to one classroom teacher. The kindergarten curriculum is a full day program. All areas of the school curriculum are guided by the Pennsylvania Academic Standards. The academic program is supported by other teachers such as: learning support, Title I, librarian, gifted, speech and art, music and physical education specialists. Student and teacher attendance rates over the past five years average ninety-five percent or greater.

Sykesville Elementary School contains a cafeteria where breakfast and hot lunches are served. It also has a gymnasium for physical education and other school activities. The library has more than 3000 titles, along with cable access and computers with internet connections. A bookroom is established at the school with thousands of books to support the guided reading component of the reading curriculum. Classrooms are also equipped with televisions/VCR for instruction, with cable and internet connections. Classrooms average three to four up-to-date computers with a variety of software programs to support the school's curriculum.

Teachers are provided with professional development opportunities by attending college courses, conferences, workshops, in-service programs and curriculum meetings. Students are provided opportunities to enhance their learning through a variety of venues. Swimming is provided to Sykesville fourth grade students in conjunction with the YMCA. The DuBois Area Educational Foundation supports the school through the Artist in Residency program. Recent programs include: Herman Parish, the author of *Amelia Bedelia*, Theatreworks performances such as "Just So Stories" and "The Civil War" and a local musician who presented "Rhythm and Movement as a Group Communication Tool". Sykesville students and teachers participate in the annual Businesses Uniting with Schools Day. The program provides opportunities for teachers to visit area businesses and then have the business person visit the teacher's classroom to talk to the students about their profession in order to provide an awareness of career opportunities available in the local area. Students are also given the opportunity to participate in the elementary intramural sports program.

The Parent Teachers Group (PTG) plays an integral role in the Sykesville School. Through fundraisers, the PTG supports field trips for the school, schedules other cultural programs, supports the annual Make-A-Wish program, organizes holiday parties and the annual end of the year "Fun Day." The PTG also supports the school by volunteering throughout the building.

The mission statement for the school district reads, "The DuBois Area School District shall provide opportunities to prepare each student to become an educated, responsible and productive citizen. Our success depends upon the support and cooperation of family and community." Sykesville Elementary School supports the mission statement through a successful academic program and collaborative involvement with others.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe the meaning of the school's assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.

Each April, Sykesville Elementary School's fifth graders participate in the Pennsylvania System of School Assessment (PSSA) reading and mathematics tests.

Pennsylvania reports individual student results according to four performance levels. Students who score **Advanced** show superior academic performance indicating an in-depth understanding and exemplary display of the skills included in the reading and math standards. A score of **Proficient** shows satisfactory academic performance and an adequate display of the skills measured on the state test. A score of **Basic** means marginal academic performance but not yet reaching satisfactory performance. If a score of **Below Basic** is indicated, there is inadequate academic performance with little understanding and a minimal display of the skills included in the state standards. Students who score **Advanced** or **Proficient** have demonstrated that they have met the standards in the subject area tested. Results for subgroups were reported if there were a minimum of ten students in a subgroup. Subgroups include race, gender, IEP students and economically disadvantaged students.

In reading, students were tested in five academic standards: (1) Learning to Read Independently, (2) Reading Critically, (3) Reading, Analyzing and Interpreting Literature, (4) English Language Characteristics and (5) Research.

Results of the April 2004 test in reading indicate that all twenty-two students were assessed. This also represents the subgroup Caucasian. Nine students (41%) scored Advanced; seven students (32%) scored Proficient; four students (18%) scored Basic; two students (9%) scored Below Basic. **Overall, sixteen students (73%) have met or exceeded proficiency in reading.** Results were provided for the subgroups male, female and economically disadvantaged. There were eleven males assessed. Four males (36%) scored Advanced; five males (45%) scored Proficient; one male (9%) scored Basic; one male (9%) scored Below Basic. Eleven females were assessed. Five females (45%) scored Advanced; two females (18%) scored Proficient; three females (27%) scored Basic; and one female (9%) scored Below Basic. Fifteen students indicated that they were economically disadvantaged. Four students (27%) scored Advanced; six students (40%) scored Proficient; three students (20%) scored Basic; two students (13%) scored Below Basic.

In mathematics, students were tested in eleven academic standards: (1) Number Systems and Relationships, (2) Computation and Estimation, with and without a calculator, (3) Measurement and Estimation, (4) Mathematical Reasoning, (5) Mathematical Problem Solving, (6) Statistics and Data Analysis, (7) Probability and Predictions, (8) Algebra and Functions, (9) Geometry, (10) Trigonometry and (11) Concepts of Calculus.

Results of the April 2004 test in math indicate that twenty-two students were assessed. This also represents the subgroup Caucasian. Seventeen students (77%) scored Advanced; four students (18%) scored Proficient; no students scored Basic; one student (5%) scored Below Basic. **Overall, twenty-one students (95%) have met or exceeded proficiency in mathematics.** Results were provided for the subgroups male, female and economically disadvantaged. There were eleven males assessed. Nine males (82%) scored Advanced; one male (9%) scored Proficient; no males scored Basic; one male (9%) scored Below Basic. Eleven females were tested. Eight females (73%) scored Advanced; three females (27%) scored Proficient; no females scored Basic or Below Basic. Fifteen students indicated that they were economically disadvantaged. Eleven students (73%) scored Advanced; three students (20%) scored Proficient; no students scored Basic; one student (7%) scored Below Basic.

Information on the PSSA reading and math tests can be found on the Pennsylvania Department of Education's website at www.pde.state.pa.us. Click on the Pre K – 12 tab, click on the Assessment link and then click on Resource Materials.

2. Show how the school uses assessment data to understand and improve student and school performance.

Sykesville Elementary School reviews data to understand and improve student and school performance. Data includes: Pennsylvania System of School Assessment (PSSA), Pennsylvania Value Added Assessment System project (PVAAS), Stanford Achievement Test, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and test results from the Houghton Mifflin (K-2) or Macmillan reading programs (3-5).

The building principal develops a school achievement plan which requires a review of Sykesville data to determine what standards or areas are in need of improvement. The plan is shared with the superintendent and staff for implementation.

Stanford Achievement Test and PSSA data are shared with the staff. Teachers review student, classroom, grade level and skills analysis reports in reading and mathematics. District results are analyzed at the central office and a meeting is scheduled with the principal who shares the results in grade level meetings. Strategies to improve areas of concern are implemented.

Sykesville's PVAAS data is presented to the staff by central office administration. Value added reports are reviewed by subject, proficiency levels and quintiles. Bar graphs comparing 2004 data with previous year data are discussed. Projection charts representing the student's probability for proficiency on future tests is reviewed. The principal provides the staff with passwords to review PVAAS data.

DIBELS data is reviewed on an on-going basis. Classroom, Title I and learning support teachers plan for instruction based on assessment data. District administrators meet throughout the year with the staff to plan accordingly. January 2005 results indicate 100 percent proficiency on skills assessed at the kindergarten level.

Unit test results in reading are routinely reviewed by classroom and Title I teachers. Students who do not score a minimum of 80% on assessed skills are provided remediation and reassessed to determine if proficiency has been achieved. Local assessments in mathematics are administered in grades 3, 4, 5. This data is used to assess progress toward the mathematics benchmarks established for each grade.

3. Describe how the school communicates student performance, including assessment data, to parents, students, and the community.

The Sykesville community is informed about student performance through presentations provided by the school superintendent in a variety of venues, such as school board meetings, PTG meetings, presentations to parents, meetings with the district's Business and Industry committee, invitations by local civic groups, such as the Rotary Club, and through the dissemination of the district/school report card. The school district is a leader across Pennsylvania in the pilot project Pennsylvania Value Added Assessment (PVAAS). The DuBois Area School District has been invited to speak regionally, statewide and nationally about the PVAAS. The focus of the presentation is how our schools, such as Sykesville, use value added data, state assessment data, nationally normed test data and local assessment data to improve instruction. It consists of a review of assessment data over previous years and the increase in the percentage of students reaching proficiency in reading and mathematics. The district has received recognition in three national publications as a result of this project. The superintendent also meets with the local radio and newspaper media to review and interpret assessment results prior to broadcast or publication. Assessment results are also displayed on the district's website www.dasd.k12.pa.us and the Department of Education's website www.pde.state.pa.us.

Annually, Sykesville parents are provided with individual student results on state assessment tests and nationally normed tests. They are encouraged to review the results with their children and contact the school if they have any questions. The parents receive a copy of the district/school report card and are encouraged to visit the district and state websites.

Students have an understanding of their assessment results through the individual assessment reports, locally developed quarterly report cards and Title I report cards. Both report cards indicate student progress in reading and math and are in alignment with state standards, which are linked to the state assessment tests.

4. Describe how the school has shared and will continue to share its successes with other schools.

The success of Sykesville Elementary School has been shared with other schools in our district during a district-wide meeting for professional staff at the beginning of the school year. The percentage of students at proficiency in reading and mathematics at all schools was reviewed. Teachers in schools that achieved 70% or greater proficiency in reading and math on the state assessment test were recognized. Effective schools research was reviewed as part of this program. Highlights included: (1) the principal as the instructional leader, (2) the quality of the teacher providing instruction and (3) standards are the basis for good instruction.

The success of the school has also been highlighted in presentations the district has been invited to provide to other schools in Pennsylvania as part of the Pennsylvania Value Added project. The district presented a workshop at the Pennsylvania School Board's Conference in September 2004 titled "Using Data as a Change Agent" and highlighted the success of Sykesville Elementary School as it related to effective schools research, the Value Added project and in utilizing appropriate strategies to guide instruction. Similar presentations were provided by district personnel at the 2004 Federal Programs Improving School Performance Conference in January 2004 and the Pennsylvania Federal Programs Conference in April 2004.

A proposal will be written to present at the Pennsylvania Federal Programs Conference in April 2005. Highlights will include strategies utilized over the past three years that significantly increased the percentage of students who obtained proficiency in reading and mathematics resulting in Sykesville School's nomination as a Blue Ribbon school.

The district's teacher induction program in August 2005 will include a presentation from Sykesville teachers where they will share their strategies for success. New teachers will also be provided with opportunities to visit Sykesville Elementary School after the school year begins.

PART V – CURRICULUM AND INSTRUCTION

1. Describe the school's curriculum.

Sykesville Elementary School provides a well-rounded and rigorous curriculum for all students. Lesson plans are based upon Pennsylvania Academic Standards for each area of instruction. Teachers use a variety of instructional techniques to assist every student to become proficient in each of the academic areas addressed in the Pennsylvania Standards. Assessments also guide instruction so teachers know what skills need to be taught or re-taught. At Sykesville, time on task is at a high level, with students meaningfully engaged from the time they get off the bus in the morning until they board the bus at the end of the day.

The language arts curriculum at Sykesville Elementary follows guidelines established in Pennsylvania Standards of Reading, Writing, Speaking and Listening. Recently, kindergarten through second grade classrooms have implemented Houghton Mifflin, *The Nation's Choice*, reading series to support and guide their instruction of standards. In third grade through fifth grade, teachers continue to use Macmillan/ McGraw Hill, *A New View*, reading series to support instruction. Throughout the curriculum, teachers supplement the basal text with high-quality trade books that are both fiction and nonfiction. These books are used during guided reading lessons in first grade through third grade, as well as during literature circle activities in fourth and fifth grade. Many of the state standards are incorporated into these authentic literature lessons. Comprehension, as well as fluency tasks, are practiced during small group sessions. Therefore, students at Sykesville Elementary School receive meaningful rehearsal of useful reading strategies and techniques during small group instruction and during whole-class sessions. The language arts curriculum also addresses the need for our students to be proficient writers. Writing instruction occurs in all grades at a suitable level beginning as early as kindergarten. Whether students are responding to text or writing a report, teachers model the structure of the writing before it is practiced by the students. Writing folders are used by students in third through fifth grade to assist the writing process.

Sykesville Elementary School's mathematics curriculum provides students with instruction that is developmentally appropriate, as outlined in the Pennsylvania Mathematics Standards. The strength of the mathematics curriculum is the grade-level benchmark checklist which is aligned closely with Pennsylvania Mathematics Standards. Each level of instruction is guided by the progression of developmental skills, with a focus on student mastery of these skills. Teachers teach, re-teach, then assess a benchmark skill at least three times before they mark that a student has mastered that benchmark. This school is currently using the Scott Foresman *Exploring Mathematics* series as one of the resources available to teachers and students. The mathematics curriculum is also supported by a number of manipulative tools that provide students with hands-on experiences. Additionally, students in grades three through five spend at least three days a week using *SuccessMaker* software.

Social Studies and Science are integrated into the reading and math curriculum whenever possible, especially at the primary level. The instructional responsibility for science and social studies standards in grades 3 through 5 has been realigned to eliminate duplication. Writing occurs across the curriculum with writing prompts developed for use in science and social studies. Student portfolios reflect academic progress in each of the curricular areas.

Weekly instruction by traveling specialists occurs in art, music, and physical education. For the remainder the rest of the week, teachers are given lesson plans from these specialists to incorporate into their plans. On alternate weeks, the students receive instruction by a traveling librarian. During the weeks the librarian isn't available, teachers take students to the library for book exchange. Teachers also use the library for other curricular projects.

2. Describe the school’s reading curriculum.

Sykesville Elementary School’s approach to reading has shifted from the workbook and text-driven model to a balanced literacy format. Focus is on three major areas of literacy instruction: reading, writing and working with words.

The reading block contains an instructional balance among modeled reading (read alouds), shared reading (basal reading), guided reading and independent reading. Reading instruction occurs in large and small groups. Teachers group students for additional instruction based on achievement data from basal unit/theme tests, DIBELS assessments, and/or other diagnostic assessments. Teachers provide one-half hour of daily instruction to small groups with the help of the learning support teacher and the Title I reading specialist to meet instructional needs of the students. Primary teachers utilize small groups for guided reading instruction, focusing on comprehension and fluency skills. Intermediate teachers continue to use small groups to instruct students for literature circle activities.

Writing instruction occurs in all grades, at a suitable level, beginning as early as kindergarten. Teachers model the process for students, continually guiding students to improve their skills. Students use word walls to help them spell high frequency words correctly. Teachers use “Kid Writing” for kindergarten and beginning first grade. This method supports the emerging writer in forming sentences, sounding out words, as well as, correctly spelling words. First through fifth grade teachers instruct students to write cohesive paragraphs using a “4 Square Organizer.” By fifth grade, students write strong five-paragraph essays in order to respond to literature, write a report or project, or create an answer to a given prompt.

Working with words activities begin by the middle of kindergarten and continue throughout primary grades. These manipulative lessons require students to use their knowledge of phonemic awareness and alphabetic principle to spell real words correctly. Teachers guide and model the patterns and students apply these patterns to spell more words.

3. Describe one other curriculum area of the school’s choice and show how it relates to essential skills and knowledge based on the school’s mission.

The mission statement that guides Sykesville Elementary School states that it “shall provide opportunities to prepare each student to become an educated, responsible and productive citizen.” Mathematics curriculum at Sykesville provides students the essential skills and knowledge that they need to best prepare them for the future.

The mathematics curriculum is structured to address each of the Pennsylvania Mathematics Standards at an appropriate developmental level. Benchmark checklists were developed for every grade level and are closely aligned with these standards. Each level of instruction is guided by the progression of developmental skills, with a focus of student mastery of these skills. Teachers teach, re-teach, then assess a benchmark skill at least three times before they determine a student has mastered that benchmark. Scott Foresman *Exploring Mathematics* series and various state assessment practice materials are some of the resources teachers use to support their instruction. Math manipulatives are used to provide hands-on activities throughout the grades. *SuccessMaker* software enhances the mathematics curriculum by providing students with practice in basic mathematics skills. Intermediate teachers instruct and model strategies used to solve the written math tasks which reflect real-life situations. Teacher-made assessments, as well as the district-level assessments are administered at Sykesville Elementary School. These assessments include computation, problem solving and/or written responses which mirror the Pennsylvania’s State Assessment Test. Teachers closely examine student achievement on these assessments and student benchmark checklists in order to guide instruction. If needed, Sykesville students receive support in mathematics from both Title I and learning support teachers. Title I supports students in grades 3 – 5 in mathematics. A learning support teacher is provided for students K- 5 in mathematics.

4. Describe the different instructional methods the school uses to improve student learning.

The staff at Sykesville Elementary School uses many different instructional methods to improve student academic achievement. The curriculum was developed to provide students with instruction that is developmentally appropriate as outlined in the Pennsylvania Academic Standards. Teachers instruct all students in writing, but use very different techniques and strategies to accomplish this task in kindergarten as compared to fifth grade. Teachers model strategies and guide students to ensure desired improvement. Teachers also engage students in meaningful tasks to increase academic performance. One example is when teachers draw on real-life mathematics situations for their students to solve. In order to correctly solve these questions, students must use skills they have been taught. Teachers also use many manipulative objects to make concepts more concrete for students. The mathematics and science curriculum provides a wide variety of hands-on materials to enhance student understanding of the topics. Sykesville teachers also instruct students in small groups to best meet the needs of each student. During guided reading lessons in first through third grade, as well as during literature circle activities in fourth and fifth grade, students work in groups that have similar needs and/or interests. During small group instruction, students receive meaningful rehearsal of useful reading strategies and instruction in techniques they may need. Teachers also review, drill and practice many skills in order to make them more automatic for students. Additionally, Sykesville teachers work collaboratively to improve student learning. Flexible small group work in kindergarten through second grade is developed by a team of teachers which includes the classroom teacher, learning support and Title I teachers.

5. Describe the school's professional development program and its impact on improving student achievement.

The professional development plan for Sykesville Elementary School is aligned with the district's professional development plan. Activities are research based, of high quality and designed to be sustained over time. State assessments results validate the strength of the program.

The school has recently participated in the following initiatives to improve student achievement: (1) Language Essentials for Teachers of Reading and Spelling (LETRS). This program helps primary level teachers increase effectiveness in reading instruction; (2) Dynamic Indicators of Basic Literacy Skills (DIBELS). This K-1-2 program assesses phonological awareness, alphabetic principle and fluency. Classroom teachers, support teachers and administrators meet regularly throughout the year to plan for instruction, review assessment results and provide professional development; (3) Trainings in grades 3-4-5 include workshops on Four Square Writing, Strategies that Work, Vocabulary and Fluency Training, workshops on Pennsylvania's Reading and Mathematics Assessment Anchors and trainings on rubric scoring for open ended responses. Title IIA funds provide opportunities to attend conferences aligned with the district's goals and state standards. Reading coaches have provided professional development to teachers by modeling techniques such as Kid Writing, guided reading, word walls and running records. The coaches give ongoing support to assure correct implementation is taking place.

Sykesville is one of two schools in the district piloting Responsive Classroom. Responsive Classroom consists of strategies that bring together social and academic learning. The program is based on seven principles and six main strategies. The school is focusing on the strategies of morning meetings and rules and logical consequences.

District administrators meet with the Sykesville staff to provide professional development by reviewing state and nationally normed assessment data. The building principal is responsible for developing an achievement plan for the school based on the data to increase school achievement. Professional development is also part of this plan.

PART VI - ASSESSMENT RESULTS - READING
DUBOIS AREA SCHOOL DISTRICT
PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT

Subject: READING Grade: 5 Test: P.S.S.A.

Edition/Publication Year: Yearly Publisher: Data Recognition Corporation

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April	April
SCHOOL SCORES				
% At or Above Below Basic	100	100	100	100
% At or Above Basic	91	91	88	73
% At or Above Proficient	73	86	63	50
% At Advanced	41	48	0	4
Number of students tested	22	21	16	26
Percent of total students tested	100	100	94	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. <u>White Non-Hispanic</u>				
% At or Above Below Basic	100	100	100	100
% At or Above Basic	91	91	88	73
% At or Above Proficient	73	86	63	50
% At Advanced	41	48	0	4
Number of students tested	22	21	16	26
2. <u>Males</u>				
% At or Above Below Basic	100	100	--	100
% At or Above Basic	90	80	--	75
% At or Above Proficient	81	70	--	42
% At Advanced	36	20	--	0
Number of students tested	11	10	7	12
3. <u>Females</u>				
% At or Above Below Basic	100	100	--	100
% At or Above Basic	90	100	--	71
% At or Above Proficient	63	100	--	57
% At Advanced	45	73	--	7
Number of students tested	11	11	9	14

PART VI - ASSESSMENT RESULTS - READING - (continued)
DUBOIS AREA SCHOOL DISTRICT
PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT

	2003-2004	2002-2003	2001-2002	2000-2001
4. <u>Non IEP</u>				
% At or Above Below Basic	--	100	100	100
% At or Above Basic	--	95	93	95
% At or Above Proficient	--	89	64	65
% At Advanced	--	56	0	5
Number of students tested	--	18	14	20
5. <u>Economically Disadvantaged</u>				
% At or Above Below Basic	100	--	--	--
% At or Above Basic	87	--	--	--
% At or Above Proficient	67	--	--	--
% At Advanced	27	--	--	--
Number of students tested	15	8	3	4
STATE SCORES				
% At or Above Below Basic	100	100	100	100
% At or Above Basic	81	78	80	77
% At or Above Proficient	62	58	57	56
% At Advanced	34	27	18	20

-- If there are fewer than ten students in a subgroup, results are not determined.

PART VI - ASSESSMENT RESULTS - MATH
DUBOIS AREA SCHOOL DISTRICT
PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT

Subject: MATH Grade: 5 Test: P.S.S.A.

Edition/Publication Year: Yearly Publisher: Data Recognition Corporation

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April	April
SCHOOL SCORES				
% At or Above Below Basic	100	100	100	100
% At or Above Basic	95	100	75	62
% At or Above Proficient	95	91	63	31
% At Advanced	77	67	19	12
Number of students tested	22	21	16	26
Percent of total students tested	100	100	94	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. <u>White Non-Hispanic</u>				
% At or Above Below Basic	100	100	100	100
% At or Above Basic	95	100	75	62
% At or Above Proficient	95	91	63	31
% At Advanced	77	67	19	12
Number of students tested	22	21	16	26
2. <u>Males</u>				
% At or Above Below Basic	100	100	--	100
% At or Above Basic	91	100	--	58
% At or Above Proficient	91	90	--	33
% At Advanced	82	70	--	8
Number of students tested	11	10	7	12
3. <u>Females</u>				
% At or Above Below Basic	100	100	--	100
% At or Above Basic	100	100	--	64
% At or Above Proficient	100	91	--	29
% At Advanced	73	64	--	14
Number of students tested	11	11	9	14

PART VI - ASSESSMENT RESULTS - MATH - (continued)
DUBOIS AREA SCHOOL DISTRICT
PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT

	2003-2004	2002-2003	2001-2002	2000-2001
4. <u>Non IEP</u>				
% At or Above Below Basic	--	100	100	100
% At or Above Basic	--	100	79	80
% At or Above Proficient	--	100	64	40
% At Advanced	--	72	14	15
Number of students tested	--	18	14	20
5. <u>Economically Disadvantaged</u>				
% At or Above Below Basic	100	--	--	--
% At or Above Basic	93	--	--	--
% At or Above Proficient	93	--	--	--
% At Advanced	73	--	--	--
Number of students tested	15	8	3	4
STATE SCORES				
% At or Above Below Basic	100	100	100	100
% At or Above Basic	80	78	75	78
% At or Above Proficient	62	56	53	53
% At Advanced	37	28	26	23

-- If there are fewer than ten students in a subgroup, results are not determined.