

# 2006-2007 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

**Cover Sheet** Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Charter

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

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

School Mailing Address P.O. Box 265, School Road  
(If address is P.O. Box, also include street address.)

Mildred, PA 18632-0265  
City State Zip Code+4 (9 digits total)

County Sullivan State School Code Number\* 4028

Telephone ( 570 ) 928-8341 Fax ( 570 ) 928-7337

Web site/URL www.sulcosd.k12.pa.us E-mail mcclmary@sulcosd.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\* Dr. Kathryn Gruber  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Sullivan County School District Tel. ( 570 ) 928-8194

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

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.

\_\_\_\_\_  
(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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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.
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

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All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:      2   Elementary schools  
   0   Middle schools  
   0   Junior high schools  
   1   High schools  
   0   Other  
  
   3   TOTAL
2. District Per Pupil Expenditure:        \$12,084.53   
     Average State Per Pupil Expenditure:  \$ 9,736.31

**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.   7   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 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			0	7			
K	14	5	19	8			
1	9	7	16	9			
2	7	9	16	10			
3	7	8	15	11			
4	11	10	21	12			
5	15	12	27	Other			
6	14	6	20				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>134</b>





## **PART III - SUMMARY**

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The Turnpike Elementary School is physically hidden in the small town of Mildred, Pennsylvania but the students and families who live in the Mildred, Dushore, Colley and Lopez communities visualize the school as the town center. The faculty and staff create such a rich learning environment based on pride, experience and dedication that the students from these tiny rural areas feel safe and secure in a large educational setting. The caring atmosphere and the vision of the school is based on the Sullivan County School District's mission statement, "...to provide ALL students an innovative and challenging learning environment in which they develop and apply the knowledge and skills needed to become contributing members of a changing society."

The 134 students who attend Turnpike Elementary School, the smaller of the two elementary schools in the Sullivan County School District, are expected to achieve academic excellence and proceed to the next grade level. The eight classroom teachers, one full-time Title I reading specialist, a learning support teacher and eight half-time specialists in library, art, music, physical education, remedial math, guidance, instructional support and reading are accountable for the success of all students. The average school student-classroom teacher ratio of 17:1 is a contributing factor for the attainment of both student achievement and the caring culture.

The demographic information reveals almost 41% of the students who attend Turnpike Elementary School are eligible for free or reduced lunches. In addition, students begin kindergarten without the opportunity to attend pre-school programs because none exist in Sullivan County and only a limited few enroll in the two county-wide day-care programs. Eligible students receive services in such programs as Head Start and Early Intervention. The full day kindergarten program implemented in the 1986-87 school year provides the initial structure and the highly qualified kindergarten teacher uses the above data to identify and secure additional support for the students who are academically and socially deficient.

With the expansion of formative assessments such as DIBELS, Curriculum Based, and 4Sight, teachers are able to guide instruction regularly. The high qualified teachers use the data to formulate decisions about the needs of the students. The Instructional Support Teacher, the guidance counselor, Title I reading specialists and a remedial math teacher are maintained by the District to provide interventions and assistance. Parents and guardians are partners in the educational process at all times.

Another benefit of the partnership is the very active Parent Teacher Group. About fifty parents and teachers orchestrate activities that reinforce academic and social skills. Examples of such opportunities are Book Fairs, roller skating and class field trips and Spirit Days. The community participates in school sponsored activities such as the Veteran's Day program and Reading Across America. With the inviting and safe environment, adults and students feel comfortable in organizing and attending school functions. The annual Scholastic Reading Competition and the Title I Parent meetings are highly visible events.

The students are experiencing success as evidenced both by the high test scores (PSSA) and by the contributions and commitments of the parents, faculty, staff, and community members. It is this active, vested interest that sustains and inspires the belief of academic excellence for all students.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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**1. Assessment Results:** The teachers at Turnpike Elementary School (TES) administer the Pennsylvania System of School Assessment (PSSA) to students in third, fourth, fifth and sixth grades during the spring of each school year in the subjects of mathematics and reading. The results of the PSSA are returned to the schools before the beginning of the next school year to determine how many students met the academic standards and to show the disparities among the subgroups of students such as ethnicity, gender, economic status as defined by the *No Child Left Behind* (NCLB) Act. Using this data, the faculty and principal formulate decisions about curriculum, instructional strategies, and professional development.

The results of the PSSA are reported using scale scores and performance levels. Scale scores show comparisons of school performance from year to year. Fifth grade students over time have earned impressive results. The scale score in mathematics for the 2002 year was 1410 and in 2006, it was 1480. Likewise in reading, the scale score in 2002 was 1370 and in 2006, it was 1470. The Pennsylvania Department of Education declares differences of 50 points or more as significant and educationally meaningful. Consistently, the Turnpike Elementary School scored higher (with one exception of equal) than the state average in both reading and mathematics at the fifth grade level from the year 2002 to 2006. School and state scale scores are available on the Pennsylvania Department of Education's Web site; [www.pde.state.pa.us](http://www.pde.state.pa.us).

Individual student results are reported in terms of four performance levels, advanced (superior), proficient (satisfactory), basic (marginal), and below basic (inadequate). Performance levels show significant achievement over the years as well. In fifth grade, percentages of students scoring at the proficient and advanced levels in mathematics have increased from 76% in 2002 to 94% in 2006. Similarly in reading, students scoring at the same levels have increased from 60% in 2002 to 95% in 2006. Amazingly, fifth grade students at TES have not only exceeded the AYP benchmarks as determined by NCLB but also have maintained 100% participation in the testing process since 2002!

The results of the statewide assessments (PSSA) reveal performance levels of students in subgroups. Student groups with a number fewer than 10 are not reported. During the 2002-03 school year, 17 fifth grade students of the 36 tested (almost half) were identified in the economically disadvantaged subgroup. 53% met and exceeded the state standards in mathematics and 41% met and exceeded the state standards in reading. The subgroup met the AYP benchmark of 35% in mathematics but not the 45% in reading. The disparity in reading occurred because Title I services were not available to fifth grade students and the reading series was antiquated. Curricular and staff changes were implemented thereafter to correct the slight disparity in reading.

The TES staff is very proud of the historic and recent accomplishments. They share the results with the parents and community members verbally and in written form. Other sources for securing school results are the following Web sites: [www.paayp.com](http://www.paayp.com); [www.schoolmatters.com](http://www.schoolmatters.com); and [www.greatschools.net](http://www.greatschools.net) as well as the District's Web site, [www.sulcosd.k12.pa.us](http://www.sulcosd.k12.pa.us).

**2. Using Assessment Results.** The principal is the facilitator of the assessment data. She asks the faculty, “Are we getting the results we want?” “Are we using data effectively?” and “Are we finding any gaps or problems?” These questions are raised at the beginning of the school year with the summative results of the PSSA and throughout the year with formative assessment results and progress monitoring.

By examining the overall school PSSA results in August, the teachers understand immediately how well the students at Turnpike Elementary School performed in relation to the expectations specified by the *No Child Left Behind* legislation. Meeting Adequate Yearly Progress (AYP) in all categories is the first indicator of academic success. The results stimulate discussion and decisions regarding professional development activities, curricular changes, and support needs at the building level.

The second indicator of academic success is determined by good teaching. Each classroom teacher implements formative and summative assessments and practices that reveal levels of the achievement of learning. With the implementation of 4Sight during the 2006-07 school year, a predictor of the PSSA, teachers have another tool to guide instruction regularly. Individual student needs are determined by the use of curriculum-based assessments, running records, teacher-made tests, student projects, and other measures of student performance. Teachers use the data to change instruction and materials to meet the individual needs of the students. The data is also helpful in providing information to specialists who determine if interventions and other assistance are needed.

**3. Communicating Assessment Results.** The caring climate at Turnpike Elementary School cultivates communication. The principal, faculty, and parents are in constant dialogue.

The teachers discuss standards and expectations with students daily. Through rubrics, anchors and conferencing, students are consistently aware of the required concepts and levels of academic performance. Students receive evidence of achievement daily by verbal contact, graded student work and/or test results.

Parents not only accept the traditional progress notices, report cards, and assessment data every nine weeks but they also welcome “happy grams” and other positive feedback by teachers. SAT9 and PSSA assessment results are mailed home with explanations. The cover letter offers various means of communication. In addition, individual, yearly conferences are scheduled at the convenience of the parents’ schedules. The faculty is sensitive to the needs of both the student and the family. Thus, a higher percentage of parents attend conferences and communication is enhanced.

Community members have easy access to school performance results. The local newspaper, The Sullivan Review, reports every activity that the school sponsors as well as the minutes of each school board meeting where assessment results are shared. In addition, the District’s Web site, [www.sulcosd.k12.pa.us](http://www.sulcosd.k12.pa.us), lists the District and school report cards. Messages of meeting AYP and other school accomplishments are announced at the PTG meetings, local organizations and the surrounding newspaper feature, “Our Schools” in the Towanda, Daily Review.

The network of communication is omnipresent. By linking the parents, the principal and faculty embrace the value of academic excellence for all students.

**4. Sharing Success:** Beyond sharing the success with the community, parents and media, the faculty and principal are comfortable telling the story! By pure example, the audience feels the pride and lists the reasons for academic success at Turnpike Elementary School.

It begins with grade level meetings with teachers in the other elementary school. District-wide professional development activities are led by Turnpike Elementary School teachers. Furthermore, the Sullivan County School District belongs to a multi-county consortium called the “PA Heartland Coalition.” The membership includes businesses, universities and economic development agencies that

focus on improving education through the implementation of standards and the *No Child Left Behind* legislation. Being a charter member, Turnpike teachers have shared lesson plans, research-based best practices and instructional strategies with other teachers in the Coalition.

The principal shares her enthusiasm and expertise at local, regional, and state meetings. Her participation in a state level leadership program and a local curriculum council illustrate how accomplishments prevail. She applies her knowledge and skills to motivate her staff to reach each student and to grow professionally.

Sharing the academic progress and growth of the students at Turnpike Elementary School is an honor. As the elementary principal states about the faculty in relationship to the students, “they go the extra mile.” The staff will continue to “go the extra mile” when requested to share its success!

## PART V – CURRICULUM AND INSTRUCTION

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**1. Curriculum:** In order to provide ALL students an innovative and challenging learning environment, as stated in our District’s mission statement, Turnpike teachers formulate classroom decisions by using curriculum that meets or exceeds the state and national standards. The teachers review the curriculum continually to include current research trends, student needs and the Pennsylvania Department of Education’s Assessment Anchors in reading, mathematics, and science.

As a result of student data, especially in the subgroup of economically disadvantaged, and curriculum mapping exercises, the faculty recommended a new reading series, *Houghton Mifflin Reading*, to guide the balanced literacy approach to a comprehensive language arts program. This revision is based on scientific research that will assist teachers in delivering the five key areas of reading, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. Besides the heavy emphasis on reading skills, teachers provide writing activities using Kid Writing, Interactive Writing, and various software programs. By identifying the reading, listening, speaking, and writing skills as defined by the national and state standards and presenting multiple opportunities for success, teachers deliver the rigorous curriculum so that students become not only proficient readers and writers but also independent ones.

Using principles from brain research and constructivism, Turnpike teachers engage students in hands-on and multiple exposure strategies to teach mathematics. All elementary students use the series, *Scott Foresman-Addison Wesley Math* and *Compass Math*. The math series focuses on number sense, manipulatives and pictorial models to develop reasoning and critical thinking. *Compass Math*, which is current with the National Council of Teachers of Mathematics standards, concentrates on basic concepts, computation skills, and real-life applications. When mathematics is meaningful and interesting, students are able to master number concepts and problem-solving procedures.

The science curriculum is inquiry-based and aligned to the state science and technology standards. Primary teachers use thematic units, local nature sites, and literature from the reading series to teach scientific concepts and knowledge. The *Harcourt Science* program, which was developed to meet the goals and content objectives of the National Science Education Standards, has been adopted for use in the intermediate grades. Students use kits, equipment, and other materials in conjunction with technology to apply learning to new situations.

The approach to teaching social studies is similar to the science curriculum. The primary grade level teachers use local resources such as government officials, war veterans, and geographic locations in addition to the reading series to teach problem-solving. Teachers structure the content of history, geography, economics, government, citizenship and culture by examining Pennsylvania in grade four and the United States in grades five and six. With the text, *Social Studies* by Scott Foresman, maps, globes, charts, graphs, and software programs, intermediate students gain experiences that will prepare them for the changing global society.

In addition to the content area curriculum, ALL students participate in activities taught by highly qualified specialists. Instruction in music, physical education, art, and library is afforded in the six day cycle. Vocal and instrumental music is available to fifth and sixth grade students.

**2. Reading:** Turnpike teachers endorse the research that students learn to read by a variety of methods and materials (Bond & Dykstra, 1967/1997). Using this approach, the balanced literacy format with a solid phonics component establishes a firm foundation for reading/writing instruction. Evidence-based reading programs such as Reading Recovery and methods such as guided reading provide ample opportunities for students to practice and apply what they have learned. Formative and summative

assessments in addition to running records and authentic writing samples produce periodic data to individualize instruction, recommend students for testing, and adapt materials.

By exposing students to young adult novels and high quality literature, the students are able to read for understanding and pleasure. Teams of intermediate students opt to participate annually in the Scholastic Reading Competition to employ comprehension skills and enhance independent reading.

Writing in various modes as defined by the PA standards is not only taught during reading instruction but also is incorporated in the other content areas. Students keep journals, conference about their writing, and use technology to present documents.

The goal of the teachers is to use the 10 best research practices posed by Gambrell and Mazzoni (1999) to provide literacy instruction. Thus, they are committed to instilling a set of life-long skills in students for both enjoyment and achievement.

**3. Mathematics:** The mathematics program at the Turnpike Elementary School is multi-faceted. The most significant factor in improving tests scores was the increase in instructional time to one hour a day at the primary level and one hour and a half at the intermediate level. More hands-on activities are planned, extended practice by the students occur and student work is comprehensive.

The *Scott Foresman-Addison Wesley Math* series was recommended by the staff and approved by the Board of Education in 2003. The major reason for adoption was the objectives of helping students make sense of mathematics in meaningful ways through number sense, manipulatives, pictorial modes, and problem-solving strategies.

In addition to the textbook, all mathematics teachers conduct drills to instill the basic facts. Instruction using open-ended problem-solving occurs once per six day cycle, emphasizing common mathematical language. Thus, students are expected to apply skills and strategies to prepare them for life related experiences.

*Compass Math*, an individualized computer-based program, transpires at each grade. By using computer technology that is current with the National Council of Teachers of Mathematics (NCTM) standards, students are receiving highly interactive, individualized instruction. Students perform at their own pace to learn basic concepts, computation skills, and real-life applications, including problem-solving, fractions, and decimals. The program provides immediate feedback for both correct and incorrect answers. A teacher is always available in the computer lab for additional help. The integration of *Compass Math* strengthens the mission of the Sullivan County School District and the vision of the Turnpike Elementary School. *Compass Math* provides an innovative and challenging learning environment.

The combination of teaching strategies and curricular opportunities produces great mathematical results throughout the elementary grade levels. Mathematics is a definite strength at Turnpike Elementary School!

**4. Instructional Methods:** Instructional methodology is based on best practices that improve student learning. Turnpike students are heterogeneously assigned to classrooms and the teachers utilize the interrelationship of curriculum, instruction, and assessment to motivate the learner. In addition, support and intervention systems are available for meeting individual needs.

Highly qualified teachers formulate decisions based on learning styles, assessment results, and Individualized Education Plans. Student strengths, weaknesses, and multiple intelligences provide teachers with additional information to guide instruction. Such methods as cooperative learning, graphic organizers, project designing, journal writing, and research, are examples of different instructional

methods used to supplement the core methods of direct, guided practice, problem-solving and hands-on instruction.

When teachers collect data and assess needs for additional learning opportunities, parents are consulted to gain support and permission. Examples of services are Title I reading, remedial mathematics, instructional support, social groups, tutoring, summer school, and gifted education.

All teachers and students have access to technology. Besides the computer based instruction program (*Compass Math*), students use Power Library and Power Point to gather and present information. Title I students operate Sony Playstations when they participate in the *Lightspan Achieve Now* program. Digital and video cameras enhance instruction in reading, writing, science, and social studies.

Improving student achievement is continuous and a high priority. The dedicated teachers guide standards-based instruction regularly by assessing the effectiveness of the employed strategies and the nature of the safe, learning environment.

**5. Professional Development:** Teacher input is foremost in planning professional development activities. Turnpike teachers are very vocal and attentive to the needs of the staff and students. They appoint building representatives to District-wide committees.

The Professional Development Committee collects perception, demographic, and student data to plan activities with the highest impact on student learning. During the last six years, two priorities, as established by this committee, were to increase student achievement and raise the technology level of the staff.

K-12 subject area and grade level teams met regularly to address curricular and instructional needs. In-service programs provided knowledge and skills related to data decision making, curriculum analysis, inclusion models, and differentiated instruction. Based on assessment results and surveys, teams aligned the curriculum to the state standards, located gaps and overlaps in the curriculum, and augmented teaching strategies.

The technology focus is an on-going process. During the last six years, the faculty is proficient in the use of Microsoft Office programs, data collection tools, and Web pages for direct communication with parents and students. Software programs are available for grade reporting, scheduling, and portfolio development. A technology coach assists the staff in each building.

In addition to the site-based trainings, teachers collaborate daily, weekly and monthly. Using the train the trainer model, teachers introduce skills and strategies to their colleagues after completing college courses and attending local, state and national conferences.

The Turnpike teachers not only support the sustained and focused professional development program but they also guide it. They have a vested interest.

# PART VII - ASSESSMENT RESULTS

## FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject Reading Grade 6 Test Pennsylvania System of School Assessment

Edition/Publication Year 2005-2006 Publisher Commonwealth of Pennsylvania

	2005-2006
Testing month	March
<b>SCHOOL SCORES*</b>	
% "Proficient" plus "Advanced" State Standards	87
% "Advanced" State Standards	61
Number of students tested	23
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0

Subject Reading Grade 5 Test Pennsylvania System of School Assessment

Edition/Publication Year 2001-2006 Publisher Commonwealth of Pennsylvania

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	April	April	April
<b>SCHOOL SCORES*</b>					
% "Proficient" plus "Advanced" State Standards	95	76	71	58	60
% "Advanced" State Standards	39	24	38	19	28
Number of students tested	18	25	21	36	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

Subject Reading Grade 4 Test Pennsylvania System of School Assessment

Edition/Publication Year 2005-2006 Publisher Commonwealth of Pennsylvania

	2005-2006
Testing month	March
<b>SCHOOL SCORES*</b>	
% "Proficient" plus "Advanced" State Standards	79
% "Advanced" State Standards	33
Number of students tested	33
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
1. Economically Disadvantaged	
% "Proficient" plus "Advanced" State Standards	69
% "Advanced" State Standards	15
Number of students tested	13

Subject Reading Grade 3 Test Pennsylvania System of School Assessment

Edition/Publication Year 2004-2006 Publisher Commonwealth of Pennsylvania

	2005-2006	2004-2005
Testing month	March	March
<b>SCHOOL SCORES*</b>		
% "Proficient" plus "Advanced" State Standards	77	84
% "Advanced" State Standards	32	39
Number of students tested	22	31
Percent of total students tested	100	100
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0	0

**FORMAT FOR STATE CRITERION-REFERENCED TESTS**

Subject Math Grade 6 Test Pennsylvania System of School Assessment

Edition/Publication Year 2005-2006 Publisher Commonwealth of Pennsylvania

	2005-2006
Testing month	March
<b>SCHOOL SCORES*</b>	
% "Proficient" plus "Advanced" State Standards	87
% "Advanced" State Standards	52
Number of students tested	23
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0

Subject Math Grade 5 Test Pennsylvania System of School Assessment

Edition/Publication Year 2001-2006 Publisher Commonwealth of Pennsylvania

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	April	April	April
<b>SCHOOL SCORES*</b>					
% "Proficient" plus "Advanced" State Standards	94	84	86	56	76
% "Advanced" State Standards	44	52	57	19	36
Number of students tested	18	25	21	36	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

Subject Math Grade 4 Test Pennsylvania System of School Assessment

Edition/Publication Year 2005-2006 Publisher Commonwealth of Pennsylvania

	2005-2006
Testing month	March
<b>SCHOOL SCORES*</b>	
% "Proficient" plus "Advanced" State Standards	82
% "Advanced" State Standards	58
Number of students tested	33
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
1. Economically Disadvantaged	
% "Proficient" plus "Advanced" State Standards	85
% "Advanced" State Standards	39
Number of students tested	13

Subject Math Grade 3 Test Pennsylvania System of School Assessment

Edition/Publication Year 2004-2006 Publisher Commonwealth of Pennsylvania

	2005-2006	2004-2005
Testing month	March	March
<b>SCHOOL SCORES*</b>		
% "Proficient" plus "Advanced" State Standards	95	87
% "Advanced" State Standards	64	71
Number of students tested	22	31
Percent of total students tested	100	100
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0	0