

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Mr. Peter Ioppolo

Official School Name: Delaware Valley Middle School

School Mailing Address:
258 Routes 6 & 209
Milford, PA 18337-9454

County: Pike State School Code Number*: 52200

Telephone: (570) 296-1851 Fax: (570) 296-3602

Web site/URL: http://dvsd.schoolwires.net E-mail: pioppolo@dvsd.org

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Candis Finan

District Name: Delaware Valley School District Tel: (570) 296-1800

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Susan Casey

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

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

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. 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.
8. 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.
9. 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.
10. 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: (per district designation)
- | | |
|----------|-----------------------------------|
| 4 | Elementary schools (includes K-8) |
| 2 | Middle/Junior high schools |
| 1 | High schools |
| | K-12 schools |
| 7 | TOTAL |

2. District Per Pupil Expenditure: 10280

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. 4 Number of years the principal has been in her/his position 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	6			0
K			0	7	108	87	195
1			0	8	100	104	204
2			0	9	2		2
3			0	10		2	2
4		1	1	11	1		1
5		2	2	12		2	2
TOTAL STUDENTS IN THE APPLYING SCHOOL							409

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ 1 % Asian
 _____ 4 % Black or African American
 _____ 8 % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
 _____ 85 % White
 _____ 2 % Two or more races
 _____ **100 % Total**

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

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

This rate is 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.	8
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	9
(4)	Total number of students in the school as of October 1.	409
(5)	Total transferred students in row (3) divided by total students in row (4).	0.022
(6)	Amount in row (5) multiplied by 100.	2.200

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 3

Number of languages represented: 2

Specify languages:

Spanish

Vietnamese

9. Students eligible for free/reduced-priced meals: 25 %

Total number students who qualify: 103

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 free and reduced-price school meals 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: 17 %

Total Number of Students Served: 68

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

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>34</u> Specific Learning Disability
<u>7</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>9</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>2</u>	<u></u>
Classroom teachers	<u>27</u>	<u>3</u>
Special resource teachers/specialists	<u>5</u>	<u>9</u>
Paraprofessionals	<u>4</u>	<u>7</u>
Support staff	<u>3</u>	<u>3</u>
Total number	<u>41</u>	<u>22</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 19 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	95%	95%	95%	95%	94%
Daily teacher attendance	97%	96%	97%	97%	97%
Teacher turnover rate	12%	5%	14%	8%	22%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

In 2004-05, 12% is due to teacher retirement.

In 2006-07, 7% is due to teacher retirement.

In 2008-09, 7% is due to teacher retirement.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	_____	
Enrolled in a 4-year college or university	_____	%
Enrolled in a community college	_____	%
Enrolled in vocational training	_____	%
Found employment	_____	%
Military service	_____	%
Other (travel, staying home, etc.)	_____	%
Unknown	_____	%
Total	100	%

PART III - SUMMARY

Located along the scenic Delaware River in historic Milford, Pennsylvania the Delaware Valley Middle School shares a campus with the Delaware Valley High School and Delaware Valley Elementary School, one that is rich in tradition. Successfully contributing to the district mission of becoming the educational leader of our community, the caring and committed staff follows the school district's strategic plan, delivering challenging and comprehensive curricula designed to expand students' higher-level thinking skills. The entire staff works daily with students, developing and modeling relationships built on respect and creating a culture where all students are able to learn. The DV FIVE, the core beliefs of the Delaware Valley School District, encourage students to be responsible, respectful, follow directions, keep hands and feet to self, and be on time and ready.

The ethnic identity of the student body in the middle school is largely white, non-Hispanic; there is some cultural diversity, including Native-American, African- American, Hispanic, and Asian students. Students are strongly encouraged to become connected to the building and community by participating in several of the many diverse co-curricular and charitable offerings available throughout the year.

Students are offered an impressive variety of co-curricular activities. These include dramatic, artistic and musical performances and festivals, academic clubs and competitions, student government, student journalism, and intramural and interscholastic athletic teams in a wide variety of sports. It is the norm to see scholastic, athletic, and artistic teams practice before school and until early evening, competing for practice space in an effort to refine their skills. Our student body co-curricular participation rate has steadily increased; currently approximately three-quarters of the student population participate in at least one activity. The students, coaches, and advisors take great pride in their planning and in their team and individual performances.

Beyond the increasing success of the students on the Pennsylvania State Standardized Assessments, (PSSAs), other scholastic achievements include several finalists and a Tri-State Spelling Bee Champion, regional winners in Odyssey of the Mind, and a northeast representative for National History Day competition to name a few. Our students traditionally excel in athletics and routinely leave audiences in awe during band, choral, and orchestra performances. Drama productions draw extensive student and staff involvement and always provide for a special weekend before Thanksgiving.

The student council is an active organization playing two integral roles while representing our school. The advisors and student officers create social opportunities for student bonding by hosting school dances and by sponsoring a holiday door decoration contest and a student talent show. More importantly, they serve as a liaison to the community, giving back often and in a wide array of ways. As evidenced by extremely successful food and clothing drives, and by raising financial resources for families in need, our students are taught the importance of volunteerism and the importance of community in conjunction with a rigorous curriculum. Staff members are also encouraged to become involved in civic and charitable organizations.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Over the past five years it is evident that significant progress has been made in student achievement in all areas of the Pennsylvania System of School Assessment (PSSA).

Pennsylvania began assessing grade six students in reading and in mathematics in 2005-2006. Due to the sixth grade student population moving out of the building at the start of the following school year, this is the only year from the previous five years of data that scores of students in grade six are attributable to the Delaware Valley Middle School. The percentage of students meeting or exceeding state standards in reading in grade six was 79% and in mathematics was 76%. Among those sixth grade students in the IEP subgroup, 27% met or exceeded the AYP goal for that year in reading, while 26% of students in the same subgroup met or exceeded the goal in math. In the economically disadvantaged subgroup, 67% of students met or exceeded the AYP goal in reading and 52% of students did so in math.

Pennsylvania also began assessing grade seven students in reading and mathematics in 2005-2006. In reading, after a decrease in the percentage of students meeting or exceeding state standards in 2007, the percentage of students meeting or achieving state standards shows a steady two-year increase to 91%. In math, consistent growth in each of the four years has led to 94% of the students meeting or exceeding state standards in 2009. Our special education subgroup exhibited a similar trend leading to significant gains in reading. Students with IEPs improved from 52% meeting or exceeding AYP goals to 65% meeting or exceeding these goals. Our economically disadvantaged subgroup has always met AYP standards, with 80% of students meeting or exceeding state standards in 2009.

In grade eight, overall performance by students meeting or exceeding AYP goals in reading and math shows consistent progress marked by high achievement over the past five years. One highlight of student success during this time includes the fact that 98% of the students met or exceeded the AYP goal in reading in 2009. Another accomplishment is the consistent increase in students meeting or exceeding AYP goals in our economically disadvantaged subgroup. In 2009, 100% of the students reached this target in reading and 97% reached this target in mathematics.

Receiving test data from the state in early June has afforded administration the opportunity during the summer to analyze the information and schedule students in appropriate remedial classes from the beginning of the year. At the start of the school year, administration and teachers analyze and discuss student performance data. Building level and department meetings are held to develop new goals and to discuss any intervention strategies designed to address specific deficiencies in student performance. The progress of each student is monitored using multiple sources of data throughout the year, and all necessary adjustments are made in an effort to improve student performance outcomes.

Test results are reported at one of four performance levels in each subject area: Below Basic, Basic, Proficient, or Advanced. Each performance level requires students to demonstrate specified skills. Our goal is for all students to reach their academic potential in each subject area of the Pennsylvania System of School Assessment. Students who achieve Proficient or Advanced performance levels are considered to be “meeting the standard.”

The following website provides information on the Pennsylvania System of School Assessment: http://www.pde.state.pa.us/portal/server.pt/community/school_assessments/; this site provides detailed information regarding PSSA scores in all categories from grade 3 through grade 11: <https://solutions1.emetric.net/pssa/>.

2. Using Assessment Results:

In early June, the state reports the results of student achievement on the PSSA to the schools. Delaware Valley School District central office administrators and building level principals meet immediately, working together to disaggregate data related to student performance. Once collected, data is broken down further into essential skills, placed on spreadsheets and distributed to middle school teachers at the year-end faculty meeting. During the summer this information is used in the development of individual student schedules and for development of any remediation plans necessary to address individual needs. Identifying specific remedial areas creates opportunities during scheduling to place students where they will receive optimal instructional time each day.

Throughout the school year information related to student performance is monitored regularly. District administrators meet twice monthly as a team led by the superintendent to discuss student progress. Student progress is shared during monthly faculty meetings, and teachers discuss best practices used in their classes to improve student achievement. Data is shared during vertical team meetings held among elementary, middle, and high school teachers where curriculum adjustments are made. Special education and regular education teachers coordinate their efforts, developing co-teaching lessons and opportunities for differentiated instruction. The students at greatest risk of not meeting state standards are monitored by the principal, and a specific plan is developed to enhance communication with parents and improve student performance.

Three times each year, all students take benchmark assessments in math and language arts. The data from these benchmarks further drive instruction within daily lessons as teachers provide differentiated instruction to meet individual student needs. Student and teacher attendance information is also analyzed in an effort to identify trends or extenuating circumstances which may affect student performance.

3. Communicating Assessment Results:

Communication is one of the key values of the Delaware Valley Middle School. There are numerous methods used to communicate results. During the summer, individual student reports are mailed home as soon as they are received from the state.

Once the school year begins, the teachers and parents are connected in real time using a student management program known as PowerSchool. Teachers communicate daily with parents, posting academic assignments and scores. Parents can track from home the progress their child is making in each curricular area. Teachers communicate via email, telephone, and student agenda books to share student information. The school district uses a homework hotline updated daily by teachers to inform parents of homework and upcoming assignment requirements. Teachers communicate student progress using quarterly progress reports and report cards as well as holding formal conferences in the first and second semesters. The staff is very flexible and holds informal parent meetings as requested or as deemed necessary. Many teachers have developed personal websites attached to the district site, further increasing communication.

Other measures of delivering this information include monthly faculty, department, and vertical team meetings. Data collected at the conclusion of benchmark assessments are distributed electronically to teachers for discussion during general and subject level faculty meetings. Parents are mailed this information and all explanations necessary for understanding the data. General information regarding the overall student population is shared at PTA meetings and within monthly newsletters as appropriate. The overall reports regarding the building level success are available to anyone requesting information through the guidance department. When the final district-wide assessment results are determined, a formal presentation is made during a school board meeting. Finally, a less formal, but very important time to share occurs during the Grandparent's Day Breakfast, where this past year 169 grandparents were made aware of student success.

4. **Sharing Success:**

The Delaware Valley Middle School represents one school in a system of seven that work closely together in adherence to the district strategic plan. The very nature of the system facilitates frequent opportunities to share information between buildings during bi-weekly administrative team meetings. The district makes decisions based on data, and these meetings prove valuable to our building as we receive many great suggestions from other administrative teams and are able share our successful practices with their teams.

The Delaware Valley School District is a member of the Colonial I.U.20, a segment of northeast Pennsylvania representing 13 school districts and the Monroe Career & Technical Institute. Each summer administrative teams from these districts come together at the Colonial I.U. 20 Administrative Workshop, attending informative sessions related to current issues affecting public education and sharing strategies proven to improve student performance. The opportunity to network with local school district administrators has proven valuable in sharing successful practices.

Recently, the middle school hosted a team of administrators and teachers from Emory H. Markel Intermediate School from Hanover, Pennsylvania, sharing successful student practices and programs making an academic difference. While the staff members compared ideas and resources, the principals met to discuss methods used for tracking the performance of the most at-risk students and remedial plans used to improve overall test scores.

Students showcase their achievement within the community through local newspapers, the Delaware Valley Middle School Literary Magazine, and in competitions including Odyssey of the Mind and Math Counts. Teachers share best practices during monthly faculty meetings. This year during each faculty meeting, “The Golden Apple Award” is passed to a deserving staff member for any extraordinary contributions being made to benefit our students. Winning the Blue Ribbon award will lend further credibility to our planning process. This planning process can then be shared with other school districts.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Math: Driven by the Pennsylvania State Standards, students are taught to solve a variety of problems through direct instruction, cooperative learning, and discovery learning. In seventh grade students study a vast range of pre-algebra topics, while in eighth grade they focus on an array of basic algebra topics.

Language Arts: The language arts curriculum seeks to provide its students with multiple opportunities for strengthening all aspects of their English language development. Reading, writing, speaking, and listening skills are refined through both traditional literature-based units of instruction and the implementation of the SpringBoard Pre-AP program for middle school. This 21st century curriculum features task-driven student collaboration, strategies for metacognition, and writing that emphasizes voice and clarity.

Reading: Students in need of additional reading support and instruction receive targeted intervention through the reading curriculum. Smaller class sizes and personalized attention allow students to improve and gain confidence in their abilities as readers and writers. Authentic reading experiences, intended to foster life-long reading, are derived from a variety of sources including fiction, nonfiction, high-interest leveled libraries, novels, magazines, and Reader's Theatre scripts.

Science: The comprehensive science curriculum incorporates life, environmental, physical and chemical sciences in grades seven and eight. Seventh grade focuses on expanding the general scientific topics of cell structure and function, heredity and genetics, earth's resources, animal interactions, human anatomy and physiology, and ecosystems and biomes. Eighth grade focuses on expanding the general scientific topics of forces, motion and energy, matter and earth's materials, interactions of matter, and energy in motion.

Social Studies: Beginning in grade seven an emphasis is placed on United States civics. Students explore the concepts of civics ranging from the origins of our federal system of government to in-depth analyses of our state, local, and national governments. In grade eight the emphasis moves through United States history from the colonization period through the Civil War era.

World Languages: Beginning in grade seven, approximately 77% of the student population participates in foreign language courses and may choose from French, German, or Spanish. The programs integrate the PSMLA Standards of Communication, Cultures, Communities, and Connections. Focus is placed on the Integrative Performance Assessment model in which students are assessed in all three modes of communication-interpretive, interpersonal and presentational.

Physical Education: Health and Physical Education is a sequential educational program that provides students with the knowledge, skills, fitness, personal development and attitudes needed to lead a healthy lifestyle. These key components assist in building good character and values for our student population.

Family & Consumer Science: Students develop skills in child development, foods and nutrition, consumerism and community service through group and independent activities. Studies of nutrition including moderation and portion control occur as students evaluate their individual habits and diet.

Art Education: All students explore art through drawing, painting, sculpture, and fibers. Students' artwork is showcased through our school website, an online children's gallery, and exhibits throughout the school. Students from our Life Skills and Multiple Disability programs also receive art instruction using hand-over-hand and/or adaptive devices while exploring a variety of mediums.

Technology Education: Design and problem solving models representing the real world are the primary activities for students. The activities are intended to challenge and engage students while establishing a clear interrelationship between technology and other core academic disciplines.

Music Education: All students are taught music appreciation. Students have the option of being in multiple performing groups: Concert Band, Jazz Band, Chorus, and Orchestra. Non-performing students are enrolled in a general music course of study designed to expose them to the elements of music through a variety of aural, visual, and creative experiences. The general music courses place emphasis on multicultural and historical perspectives of various styles of music and music technology.

2B (Secondary Schools) English

Delaware Valley Middle School's English/Language Arts curriculum fosters each student's English language development as a means to instilling life-long reading, speaking, and writing skills. The development of learners who communicate effectively, read with understanding, think critically, and write with voice and clarity is the foundation of all instruction in the English/Language Arts curriculum.

Teachers integrate both traditional, literature-based units in reading and writing with SpringBoard, the College Board's Pre-AP program designed for middle school. Implementing both these formats allows valuable latitude for differentiated instruction and assures adequate preparation for standards-based state testing.

Students in both seventh and eighth grades are assured reading experiences from a wide repertoire of fiction, nonfiction, poetry, and drama. They are challenged in each unit to continually refine all steps of the writing process and to develop mature voice and diction in their written work.

SpringBoard's emphasis on 21st century skills of task-driven collaborative work and extensive use of textual support in written analysis/synthesis is energizing to staff and students. Delaware Valley School District continually strives to utilize the newest methods and resources which are supported by educational research.

Students with deficiencies in reading receive targeted intervention through the reading curriculum. Reading instruction is designed to improve comprehension, acquire and expand vocabulary, increase reading fluency and enhance writing ability. Deficiencies in reading and writing are addressed through guided skills instruction with ample opportunities for guided and independent application. Vocabulary is acquired and reinforced regularly, with emphasis placed on deriving meaning from vocabulary in context. Before, during and after reading strategies are developed and implemented in order to improve students' comprehension as well as strengthen the ability to analyze and interpret literature and read critically throughout the content areas.

As a goal to inspire reading in all children, each Friday the students participate in a silent sustained reading session for one half hour, reading a school-appropriate piece of their choice.

3. **Additional Curriculum Area:**

Mathematics in the Delaware Valley Middle School is not just an academic study of numbers and formulas but also an opportunity for students to see and understand how the important topics we teach will relate to their everyday lives. Inspired by the mission of the Delaware Valley School District, mathematics at DVMS strives to maximize the current and future potential for each student through relevant coursework that integrates traditional and abstract concepts. Students undergo rigorous instruction in the areas of Pre-Algebra and Algebra that through experimentation, cooperative learning and old-fashioned practice, give them the keys to actualize their abilities.

A main focus of the mathematics curriculum is the integrated use of technology. Each mathematics classroom is outfitted with an interactive whiteboard, sets of scientific calculators, as well as interactive response

systems. DVMS allocates technology funding to keep students on the cutting edge of a world that is constantly changing. Individualized instruction is vital to the success of young learners; therefore, there is great emphasis placed on pushing students to attain their highest possible levels of understanding. General topic guidelines for each grade level are discussed at district-wide vertical team meetings, and within the classroom education is personalized and refined. Mathematics teachers meet formally on a monthly basis and have daily impromptu discussions to ensure that students are being taught in a way that is meaningful and relevant.

While essential core content is stressed and reinforced through various teaching practices, students must also exhibit the ability to synthesize and apply information. In addition to traditional tests and quizzes, students are given embedded assessments which consist of problems that they have never seen. Application is the highest level of comprehension and, therefore, is the greatest measure of whether students are ready to use the knowledge that has been handed down to them.

4. Instructional Methods:

The inclusive model is used in all academic areas, with a team teaching approach in the classroom. The Special Education teacher is not only involved in delivering instruction but also with planning lessons and assessing knowledge and skill development. Special Education instructional assistants are an important part of the inclusion classroom as they reinforce skill instruction and assist with the follow through of assignments.

A copy of identified students' academic goals and specially designed instruction is distributed to all teachers. This measure equips teachers to accommodate student needs.

Addressing the diverse individual needs and different ability levels of students through the use of modifications and accommodations is ongoing. Teachers may address the inability of a student to remain stationary by enlisting him/her to be the teacher's assistant. Changing the level of expectation is a strategy used with homework and class assignments. Often students with learning disabilities have difficulties with written expression. Time might be taken to guide them through a written assignment with the use of oral discussion about the topic or the provision of a sentence starter. There is recognition of the need to adapt tests and assessments. Some students require a reduction of all the material on the test and others have a need to reduce the number of questions on a page. For this reason, chunking is often used. Other methods, such as rephrasing or reading directions, oral testing and administering the test over a longer time period are frequently employed. These and other strategies are used throughout the year to assure the success and development of the special needs student population.

The relationship between the regular education staff and the special education staff is the glue that holds the education of the special education student together. Teachers continually demonstrate a willingness to do what is necessary to encourage learning and growth. This is key to the education of students with a variety of special needs.

5. Professional Development:

Knowing the importance and necessity for ongoing professional development, workshops are provided throughout the school year, in addition to a Summer Academy where a variety of sessions are offered over a two-week period. These sessions focus on vertical teaming, data analysis, supporting special needs students in general education classrooms, behavior management strategies, and developing techniques and strategies that support learning and achievement for all students. Understanding the necessity to meet individual students' needs, the Delaware Valley Middle School provides extensive professional development for a reading program that addresses students who are reading a year or more below grade level.

Prior to the start of the 2009-2010 school year, the Delaware Valley Middle School teachers were afforded another opportunity for professional development. A new program was integrated into the existing seventh and eighth grade Math and English/language arts curriculum which focuses on individual student achievement accomplished through a variety of teaching and learning strategies that actively engage students in the learning process. In order to effectively implement the program, the Delaware Valley Middle School teachers participated in a four-day comprehensive workshop. In order to continue to support and enhance student learning in math and English through this program, ongoing training and best strategies sharing sessions have been held and are scheduled throughout the school year.

Professional development sessions are provided which focus on assessing student data in relation to benchmark assessments that focus on Pennsylvania State Standards along with the development of critical thinking skills, in accordance with the school district's strategic plan.

By learning to use the district's data warehouse and analysis tool, the Delaware Valley Middle School teachers are able to effectively assess their students' strengths and weaknesses and tailor their instruction accordingly as they learn to differentiate instruction to meet the specific needs of all students.

6. School Leadership:

The leadership structure within the Delaware Valley Middle School consists of an administrative team including a building principal and an assistant principal. The guidance counselor, social worker, and nurse play important roles in providing essential student services, addressing many student needs. A team of teachers ranging in experience support the students and deliver a dynamic curriculum rich in higher level thinking skills and activities. In addition to the administrative and professional staff, a supporting staff of instructional assistants, secretaries, custodians, and cafeteria workers shares in the leadership structure of the Delaware Valley Middle School.

The philosophy of the principal is one designed with a team and family model in mind. Feedback from the staff at monthly meetings throughout the year creates opportunities for reflection upon the previous year's successes and challenges. Making adjustments for future staff and student needs is a summer task enjoyed by administration. Working together with teachers and the PTA to develop new programs and student offerings enriches the opening day faculty meeting. The staff is made aware of important policies and the value of developing positive relationships with colleagues, parents, and most importantly, students.

New initiatives and expectations related to curriculum and remedial efforts to improve the performance of each child are shared with staff. The principal shares information about the students needing the most attention, and individual plans are developed to maximize instructional time. Students at risk in math receive fifteen minutes of additional instruction daily during period five. A math coach supports instruction within classes with the lowest academic results two days per week. Students are moved from study halls and receive remediation related to individual specific anchors in the Math Lab two days per week. Those challenged in reading postpone their introduction to world languages and receive a full year reading course.

Communication, attitude, and teamwork truly are the leadership values modeled by our staff and contribute directly to the overall success of students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: PSSA

Edition/Publication Year: 2005-2006

Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month				Mar	
SCHOOL SCORES					
76				76	
33				33	
Number of students tested				200	
Percent of total students tested				100	
Number of students alternatively assessed				0	
Percent of students alternatively assessed				0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
52				52	
4				4	
Number of students tested				25	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
26				26	
0				0	
Number of students tested				19	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Pennsylvania began assessing grade six students in mathematics in 2005-2006. Due to the sixth grade population moving out of the building at the start of the following school year, this is the only year from the previous five years of data that scores of students are attributable to the Delaware Valley Middle School.

Subject: Reading
Edition/Publication Year: 2005-2006

Grade: 6 Test: PSSA
Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month				Mar	
SCHOOL SCORES					
% Proficient plus % Advanced				79	
% Advanced				38	
Number of students tested				199	
Percent of total students tested				100	
Number of students alternatively assessed				0	
Percent of students alternatively assessed				0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced				67	
% Advanced				17	
Number of students tested				24	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced				27	
% Advanced				11	
Number of students tested				19	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Pennsylvania began assessing grade six students in reading in 2005-2006. Due to the sixth grade student population moving out of the building at the start of the 2006-2007 school year, this is the only year from the previous five years of data that scores of students in grade six are attributable to the Delaware Valley Middle School.

Subject: Mathematics
Edition/Publication Year: 2008-2009

Grade: 7 Test: PSSA
Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	94	91	79	71	
% Advanced	69	62	50	38	
Number of students tested	192	218	209	202	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	2	0	0	
Percent of students alternatively assessed	1	1	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	93	86	54	52	
% Advanced	55	50	36	22	
Number of students tested	29	28	22	27	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	60	54	25	24	
% Advanced	29	33	10	12	
Number of students tested	17	24	20	25	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Pennsylvania began assessing grade seven students in mathematics in 2005-2006.

Subject: Reading
Edition/Publication Year: 2007-2008

Grade: 7 Test: PSSA
Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	91	91	81	86	
% Advanced	63	28	47	48	
Number of students tested	192	218	209	201	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	3	0	0	
Percent of students alternatively assessed	1	1	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	79	86	59	74	
% Advanced	48	43	23	30	
Number of students tested	29	28	22	27	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	65	54	35	52	
% Advanced	6	25	0	12	
Number of students tested	17	24	20	25	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Pennsylvania began assessing grade seven student in reading in 2005-2006.

Subject: Mathematics
Edition/Publication Year: 2008-2009

Grade: 8 Test: PSSA
Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Apr	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	91	87	77	69	69
% Advanced	63	55	38	41	40
Number of students tested	223	222	216	226	217
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	3	0	0	0
Percent of students alternatively assessed	1	1	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	97	77	64	56	41
% Advanced	67	27	29	32	15
Number of students tested	27	30	34	38	27
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	68	48	34	13	18
% Advanced	32	12	3	0	18
Number of students tested	28	25	32	24	22
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 2008-2009

Grade: 8 Test: PSSA
Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Apr	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	98	91	89	85	83
% Advanced	84	72	65	59	52
Number of students tested	223	222	216	226	218
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	3	0	0	0
Percent of students alternatively assessed	1	1	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	70	80	76	59
% Advanced	85	47	59	34	33
Number of students tested	27	30	34	38	27
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	86	48	60	33	27
% Advanced	39	16	19	8	9
Number of students tested	28	25	32	24	22
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes: