



# PART I - ELIGIBILITY CERTIFICATION

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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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

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All data are the most recent year available.

## DISTRICT

1. Number of schools in the district: 1 Elementary schools  
 (per district designation) 0 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
2 Total schools in district
2. District per-pupil expenditure: 11150

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 7
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	48	32	80		<b>6</b>	58	60	118
K	63	66	129		<b>7</b>	0	0	0
1	79	49	128		<b>8</b>	0	0	0
2	62	46	108		<b>9</b>	0	0	0
3	45	60	105		<b>10</b>	0	0	0
4	60	57	117		<b>11</b>	0	0	0
5	59	64	123		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								908

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
1 % Asian  
3 % Black or African American  
6 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
89 % White  
0 % 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 2009-2010 school year: 14%

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, 2009 until the end of the school year.	66
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	61
(3)	Total of all transferred students [sum of rows (1) and (2)].	127
(4)	Total number of students in the school as of October 1, 2009	876
(5)	Total transferred students in row (3) divided by total students in row (4).	0.14
(6)	Amount in row (5) multiplied by 100.	14

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 71%  
 Total number of students who qualify: 654

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 19%  
 Total number of students served: 153

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>10</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>49</u> Specific Learning Disability
<u>7</u> Emotional Disturbance	<u>71</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>6</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</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>0</u>
Classroom teachers	<u>40</u>	<u>0</u>
Special resource teachers/specialists	<u>21</u>	<u>0</u>
Paraprofessionals	<u>15</u>	<u>0</u>
Support staff	<u>15</u>	<u>0</u>
Total number	<u>93</u>	<u>0</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: 23:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	94%	94%	94%	94%	94%
Daily teacher attendance	93%	90%	90%	88%	87%
Teacher turnover rate	6%	3%	6%	5%	2%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

Carbondale Area Elementary School's daily student attendance rate qualifies our school for making AYP per NCLB. We employ a full time truant officer who works closely with our absent students and parents to check daily on their reasons for absence. Those students who are chronic absentees are referred to Lackawanna County's S.T.A.R.S (Stop Truancy and Really Succeed) Program and we develop with parents a Truancy Elimination Plan (TEP).

Carbondale Area's teacher attendance rates have been below the recommended levels based upon the incidence of chronic illness, sabbatical leaves, and pregnancy leaves per the teaching contract and state/ federal guidelines.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
<b>Total</b>	<u><b>0%</b></u>

The Carbondale Area Elementary School mirrors the mission of the Carbondale Area School District to prepare all students to be active and productive citizens of a changing global community by fostering life-long, self-directed learning, independent and collaborative decision-making through critical thinking and self-awareness through understanding others. Our vision is to provide up-to-date professional development for all staff, student learning outcomes that are tailored to each student, teaching strategies and techniques that are reviewed and updated which enable students to work at their own pace and with other students cooperatively to solve problems.

The rich ethnic heritage of the Lackawanna Valley that comprises the municipalities of the city of Carbondale and Fell Township has been impacted by the recent downturn in the economy. Our school community has been directly impacted by the increased numbers of students who are eligible for free and/or reduced lunches. Our community has also been impacted by the migration of urban populations to the regions of Northeastern Pennsylvania. In both these instances the school community recognizes the importance of providing a valued and meaningful educational experience to all the students who seek enrollment in the public schools.

Most recently, during the 2009-2010 school year, we have expanded our Title I program from a targeted to a school wide program to provide support and supplemental services to a wider population based upon our social economic demographics. These groups include the economically disadvantaged and those served by our free and reduced lunch groups. In the areas of reading and mathematics instructional services, we are targeting an intervention agenda that focuses on a wider audience and serves their individual needs in a more strategic way.

Over the past seven years, the Carbondale Area Elementary School has been influenced by the impact of the Reading First initiative. In implementing the research-based principles of recent reading studies, the school has embraced and implemented many of the basic tenets and beliefs of reading including: the uninterrupted reading instructional block, the separate thirty minute reading intervention period and the research backed principles that guide the implementation of the five "big ideas" of reading - phonemic awareness, phonics, vocabulary, fluency and comprehension instruction.

The school has also implemented the instructional principles that are the embodiment of the recent research into mathematics instruction at the elementary level. These include daily mathematics instruction that fosters growth of skills, problem solving strategies and conceptual understanding.

The school has embarked upon a sustained effort to partner and collaborate with many local and state agencies to deliver services for the overall purpose of providing a support network for our students, parents and community members. These partnerships have included the following: Success by Six Program, an agency service provided by the Lackawanna/Wayne United Way, which has assisted us in implementing our full day pre-kindergarten program over the past three years and providing a systematic transition to the Carbondale Area Elementary School's full day kindergarten program. We have been a pioneer in the institution of the full day kindergarten program for the past fourteen years. Through our partnership with the Scranton/Lackawanna Human Development Agency, our lead agency, we have been able to provide Head Start and Pre-K Counts funding to eligible students' families for our pre-kindergarten program. Our social economic complexity has made it imperative for us to expand our previously existing breakfast program to become a universal school wide/district wide free breakfast to provide all students with a healthy and nutritious start to the school day. Moreover, through the awarding of a second year grant through the Pennsylvania Department of Education we are supporting a fresh fruit and vegetable snack to all our students pre-kindergarten through sixth grade three days a week. Over the past nine years, the Carbondale Area School District has partnered with the Penn State University Prevention Research Center for the Promotion of Human Development's PROSPER (PROmoting School-

community, university Partnerships to Enhance Resilience) Program. This program promotes the development and delivery of evidence-based interventions designed to reduce adolescent substance use and problem behaviors and to promote youth competence. For over seven years, we have partnered with the Greater Carbondale YMCA After-School Program to provide opportunities for homework support and after-school child care opportunities.

In total, these efforts provide the strength and solidify the curricular needs of our school community in light of the standardized alignment required by the No Child Left Behind initiative. The overall focus of these efforts is to provide the best instructional opportunities to meet the individualized and differentiated instructional needs of our student population. This focus on student needs is the foundation of the best teaching practices that are research and evidence-based in each of the curricular areas that must be the hallmark of all educational facilities and in particular of "Blue Ribbon" merited schools in the twenty-first century.

## 1. Assessment Results:

The Pennsylvania System of School Assessment (PSSA) is a standardized test administered to public schools. Students in grades 3, 4, 5, 6, 7, 8, and 11 are assessed in reading and mathematics. There are reporting categories for each subject which list eligible content to be tested in each grade. Assessment Anchors specify what is considered eligible content for each grade level tested. A Proficient or Advanced level is needed to be able to qualify as passing the PSSA. There are four levels on which a student may score: advanced, proficient, basic, and below basic. The Pennsylvania Department of Education defines the four levels as follows.

**Advanced:** The Advanced Level reflects superior academic performance. Advanced work indicates an in-depth understanding and exemplary display of the skills included in the Pennsylvania Academic Content Standards.

**Proficient:** The Proficient Level reflects satisfactory academic performance. Proficient work indicates a solid understanding and adequate display of the skills included in the Pennsylvania Academic Content Standards.

**Basic:** The Basic Level reflects marginal academic performance. Basic work indicates a partial understanding and limited display of the skills included in the Pennsylvania Academic Content Standards. This work is approaching satisfactory performance, but has not been reached. There is a need for additional instructional opportunities and/or increased student academic commitment to achieve the Proficient Level.

**Below Basic:** The Below Basic Level reflects inadequate academic performance. Below Basic work indicates little understanding and minimal display of the skills included in the Pennsylvania Academic Content Standards. There is a major need for additional instructional opportunities and/or increased student academic commitment to achieve the Proficient Level.

Our district must meet Adequate Yearly Progress (AYP) in reading and math. To make AYP, the school and district must meet target percentages with all students, as well as with every subgroup of 40 or more students, scoring at the Advanced or Proficient level. The 2010 targets were 56% in math and 63% in reading. The 2011 targets are 67% in math and 72% in reading. In 2012 the targets are 78% in math and 81% in reading. In 2013 the targets are 89% in math and 91% in reading. In 2014 the targets are 100% in math and 100% in reading. Subgroups include: Title I, Limited English Proficiency, students with Individualized Education Programs, Hispanic Americans, Native Americans, African Americans, Asian Americans, White students, and Multi-racial/Multi-ethnic students.

Since the 2005-06 school year, our school has demonstrated achievement gains in reading and mathematics for all students and all subgroups. We attribute these gains to the following factors: the defined uninterrupted reading block, the implementation of research-based instructional methodologies, assessing students and analyzing data to determine instruction, differentiation of instruction for all students, professional development that focuses on aligned academic standards and improving student outcomes. Furthermore, implementation of both a core reading and mathematics series with fidelity and integrity has provided a cohesive instructional framework. The exposure of the identified student population to the core reading and math programs has provided the instructional continuity that has made achievement gains more pronounced. The adoption of an assessment schedule with specific dates and timetables, provided at the beginning of the school year, has added cohesiveness to our program. The adoption of an after school and summer tutoring program has provided struggling students with additional academic supports.

An achievement gap of ten or more percent has been noted within the subgroups of Hispanics and IEP identified students compared to all student groups. Although both subgroups have shown significant gains over the last five school years there is still a noticeable achievement gap. One specific achievement gain is the IEP subgroup in reading that has increased their achievement levels from 18.9% (2005-06) to 58% (2009-10) proficient and advanced. In the math assessment the IEP subgroup has increased their achievement levels from 25.4% (2005-06) to 72.8% (2009-10) proficient and advanced. The Hispanic subgroup has also shown significant gains from 27.1% (2005-06) to 62.5% (2009-10) in reading. In the math assessment the Hispanic subgroup has increased their achievement levels from 27.1% (2005-06) to 79.2% (2009-10) proficient and advanced.

These gains are attributed to standard-aligned instruction in reading and math for these subgroups; differentiated instruction within the classroom; targeted intervention instruction based on formal and informal assessment data; after-school and summer tutoring programs.

Our state assessment results may be found at the following public website: [www.paayp.emetric.net](http://www.paayp.emetric.net)

## **2. Using Assessment Results:**

The Carbondale Area Elementary School regularly schedules data analysis meetings to review formative assessment data for all students in kindergarten through sixth grade. These meetings focus on data from the DIBELS and 4 Sight assessments. These sessions are held four times throughout the school year with student focused and grade specific information shared among and between grade levels after test assessment administrations.

The school also participates in Intermediate Unit #19 organized data retreats that are focused on reviewing the data from the previous school year's PSSA (Pennsylvania System of School Assessment) data. Particular attention is focused on the strengths of student performance as well as those areas where students show weaknesses and deficiencies. In these two instances, focus is provided for adjusting and differentiating instructional delivery to meet the individualized needs of each student learner. The overall purpose of these sessions is to review grouping structures for instructional and intervention purposes and focus the curricular needs of each group of students within the grade level.

The school is piloting with the current second grade delivery of reading interventions across the grade level with an RTII team approach. The team is composed of all second grade teachers, Title I reading specialists, special education teachers, reading coach and speech/language pathologist who are providing instruction for all second graders based on their instructional strengths and weaknesses. This team meets bimonthly to review and analyze informal and formal assessment data. These meetings result in data being utilized to focus the instructional interventions that take place daily. These intervention groups are flexible and fluid in composition. This RTII model will be expanded in the upcoming school year to other grades.

## **3. Communicating Assessment Results:**

In an effort to communicate with our community and parents as provided by the terms of No Child Left Behind, the Carbondale Area Elementary School believes that community and parent involvement is essential to the total success of our educational endeavors. In order to encourage school and community involvement we provide the following opportunities:

1. Title I parent meetings which are held three times a year to inform parents about the services that are provided through the Title I school-wide program.
2. Parent conferences are held at the Carbondale Area Elementary School four times during the school year. The first is held prior to the end of the first full month of classes and provides parents with information about their children's classroom teacher, the school-wide positive behavior plan,

classroom expectations, classroom scheduling, and homework policy. Then parent conferences are held after the first, second and third marking period report cards are distributed to address individual student needs.

3. PSSA reports are mailed to parents with the report card at the end of the school year. PSSA reports are again distributed in the fall of each school year.
4. DIBELS subtests results are shared with parents on a quarterly basis.
5. Data is shared with the larger school community at school board meetings in an attempt to reach the community beyond the parents.
6. Student progress is communicated through report cards four times a year and quarterly progress reports. Additional information regarding student progress is communicated to parents.
7. A browser-based management tool, known as ESchool Book, is utilized to allow parents, guardians and students access to information relating to grades, class assignments, homework assignments, quizzes, tests and attendance. It also allows teachers to communicate the most up-to-date student progress.
8. Our parent-school connection is further enhanced through the school's use of Study Island. Study Island is web-based and creates a positive gateway for parental access to student instructional activities in reading and math as well as student performance on these activities.

#### **4. Sharing Lessons Learned:**

Through a variety of opportunities, the school has shared their successful strategies with other schools in both the state and professional associations. These include the following:

The Carbondale Area Elementary School participated in the RMC Research Corporation sponsored "Developing a Plan for Sustaining Reading First in Your District" held February 3 and 4, 2009 in Dulles, Virginia. This workshop provided the district with an opportunity to share with one other Pennsylvania Reading First school district and other districts from other parts of the country, the successes and efforts to sustain the strong reading culture and effective reading leadership in our school.

Carbondale Area Elementary School had the privilege of two teachers being selected to present instructional lessons. These lessons were taped and are currently being used as exemplars of best practices in the Commonwealth of Pennsylvania.

The Carbondale Area Elementary School was also provided an opportunity to share their leadership experience by providing guidance for the Pennsylvania Reading First Sustainability workshop that was sponsored by the Pennsylvania Department of Education in fall 2009.

The kindergarten teachers presented at the 2008 Keystone State Reading Association's Annual Conference a presentation on the major initiatives that were implemented in the core reading block for their full day kindergarten students.

As a component of the Science It's Elementary program, the Carbondale Area Elementary has assigned two teachers with lead teacher responsibilities in training Commonwealth teachers in the inquiry-based, hands-on science curriculum.

The school has presented information on their experiences at the Improving School Conference on intervention efforts and successful after-school tutoring program. These initiatives provided the

framework for further success of our instructional programs by focusing on the differentiated needs of our at-risk student population.

Reports concerning professional development activities are submitted to the district central office for the superintendent to share with the school board members.

Our school maintains an open-door policy to neighboring districts that provide sharing opportunities to improve student achievement and instructional practices.

## 1. Curriculum:

The planned courses of instruction and assessment are aligned with the state requirements of Chapter 4 of the Pennsylvania school code. All district benchmarks and local assessments are aligned with the Pennsylvania Academic Standards and Assessment Anchors. Monitoring of the program and data analysis review is conducted at each level. The Carbondale Area School District employs “highly qualified” certificated professional personnel to deliver and monitor the curriculum, instruction and assessment requirements of the state regulations. All personnel who teach and administer the district’s programs have the required credentials.

The district seeks to provide a well-rounded curriculum and instructional programs for the students of Carbondale Area Elementary School. The district strives to provide a solid academic curriculum, based on the Pennsylvania Academic Standards. The school’s curriculum integrates the Pennsylvania Academic Standards with developmentally appropriate concepts. The learning of students and their continuous progress toward state and district standards and objectives is the focus of student centered instruction that takes place at the elementary school.

The Reading/Language Arts program is committed to preparing all students, pre-kindergarten through sixth, to become life-long readers, writers, listeners, and speakers. Our goal is to develop reading skills and to promote a love of reading. Higher level thinking skills are emphasized through inference, prediction, sequencing, setting, plot, and character explorations. Students read fiction and nonfiction materials that encompass all content areas (specifically science and social studies.) The core reading program adopted by the district for kindergarten through sixth grade is Harcourt Storytown. Harcourt Storytown is aligned with the Pennsylvania Academic Standards. The school provides a defined uninterrupted reading block for all students. An additional thirty minutes of intervention is scheduled daily. Instruction during intervention is based on individual student needs. Our reading program reflects a balanced approach to literacy that includes whole class, small group and individualized instruction.

The school’s math program is based upon the Pennsylvania Academic Standards for Mathematics. Kindergarten through sixth grade, students receive instruction through the Saxon Mathematics series. In kindergarten through third grade, all new concepts are developed through hands-on activities and rich mathematical conversations that actively engage students in the learning process. Concepts are developed, reviewed, and practiced over time. Students move from the concrete to the pictorial to the abstract. In fourth through sixth grades, Saxon provides students with daily lesson structure with continual practice and assessment; builds foundational concepts and critical thinking skills; real world problem solving and applications; and encourages students to communicate mathematically.

The Social Studies program is designed to address the Pennsylvania Academic Standards through the integrated study of history, geography, economics, government and civics. The goal of the program is for our students to become productive, responsible and contributing citizens in the 21st century. Pennsylvania history is specifically addressed in grade 4 with emphasis on all aspects of Pennsylvania as well as the Lackawanna Heritage Valley. All students are exposed to the social studies curriculum throughout the school year. Students in grades kindergarten through sixth also learn about social studies through supplemental reading materials such as leveled readers, read -aloud anthology, library book collections, that are aligned with our core reading program, Storytown.

The Science curriculum is based on the Science It’s Elementary program which focuses on a hands-on, inquiry based science model. The content areas addressed are life science, physical science and earth science. Students develop process skills such as observing, questioning, hypothesizing, predicting, investigating, interpreting and communicating. Additional information regarding the science curriculum can be found in item 4, additional curriculum area.

The school's visual and performing arts program is designed to allow students to experience both music and art through many different venues. Music and art education is based upon the Pennsylvania Academic Standards for the Arts and Humanities. Students in kindergarten through sixth grades receive music and art instruction one day in a six-day cycle. The elementary music program encompasses the music elements of rhythm, melody, harmony, musical expression, performance and composition. Many musical genres are introduced throughout the span of the students' music education to encourage them as knowledgeable listeners and audience members. Elementary students are also exposed to music through the choral experience. This experience is intended to teach musical skills and foundations through vocal ensemble. In addition to the vocal music program, students also have the opportunity to participate in the instrumental music program. The band ensemble program begins in fourth grade. Students select an instrument to study to further develop musical technique and then become members of the elementary band. Art education is grade appropriate and explores the key areas of element and design; art history and culture; art expression and appreciation. Art allows our students to express themselves through learning about colors, shapes, patterns and textures. The arts curriculum aids our students in developing creative problem solving and critical thinking skills. Each visual and performing arts program highlights their accomplishments through performances and exhibits for community, family and staff.

The focus of our physical education program is to promote life-long learning of physical activities and healthy lifestyles. At the elementary level, the goal is to form a foundation for the development of a physically educated person. We believe that students can achieve individual success and develop positive self-concepts through involvement in physical education. Students in kindergarten through sixth grade are involved in activities that are developmentally appropriate. They participate in daily recess and physical education instruction one day in a six-day cycle. Students receive instruction in skill development, team cohesiveness, and cooperative learning. Health education focuses on wellness that is also emphasized through the district's Wellness Policy. Our policy recognizes that student wellness and proper nutrition are related to student physical well-being, growth, development, and readiness to learn. In a healthy school environment, students will learn about and participate in positive dietary and life style practices that can improve student achievement.

## **2. Reading/English:**

The reading program at Carbondale Area Elementary School employs Harcourt Storytown, a high-quality reading series which is focused on scientifically-based research. Our reading instruction, pre-kindergarten to sixth grade, provides exposure to the five essential components of reading instruction: phonemic awareness, phonics and high-frequency words, reading fluency, robust vocabulary, and comprehension skills and strategies.

Administration and faculty members chose Storytown as our core reading program after researching many others. The alignment of Pennsylvania State Standards to the core was a guiding force in choosing Storytown. This is the third year that all teachers in kindergarten through sixth grade use Storytown as their main resource when teaching reading.

Our school's selection as a Reading First School in 2004 led to the implementation of several research-based reading instructional practices for students in preschool through sixth grade. Along with a core reading program, a defined uninterrupted reading block was implemented for kindergarten through sixth grade as well as an additional thirty minute intervention period, which provides targeted instruction based on individualized needs. After school tutoring is continually offered to students to help them become proficient readers.

Professional development has focused on evidence-based strategies that prepare classroom teachers to effectively screen, diagnose, and make instructional decisions using classroom-based reading assessments. These instructional practices, approaches, methods, and curriculum materials support reading instruction for students in pre-kindergarten through sixth grade. A variety of assessment tools and practices are used to plan and evaluate effective reading instruction. The classroom environment fosters reading through the incorporation of whole group, small group, and individual systematic, deliberate, and

explicit instruction. Foundational reading skills are aligned with the Pennsylvania State Standards and are measured by the review and analysis of assessment data. The results are used to guide and inform instruction during the reading block as well as the intervention.

Our reading program's philosophy in pre-kindergarten through sixth grade enables teachers to prepare students to become successful life-long readers. Since the goal of reading is comprehension, research-based instructional strategies are implemented which include systematic and sequential instruction that moves children from simple to more complex skills and strategies. Multiple instructional and community opportunities (literacy nights, book fairs, reading celebrations) provide children with opportunities to practice the skills and strategies which will lead them to become proficient life-long readers.

### **3. Mathematics:**

Carbondale Area Elementary School students are instructed in mathematics through a research-based series called Saxon Math. Saxon's approach to teaching math breaks down complex concepts into related smaller increments because smaller pieces of information are easier to teach and easier to learn. This effective technique, called incremental development, introduces topics to students in spaced steps, allowing students to gain confidence at one level of a topic before moving to the next. Throughout the year, in every lesson, previously learned information is continually reviewed and practiced. Topics are not dropped, but grow in complexity, so learning is systematic and sequential.

Saxon Math in kindergarten through third grade is designed to build fluency with math concepts and aligned with young children's learning styles. The primary program is teacher directed and activity based. In the fourth through sixth grades, Saxon transitions to a student directed textbook which addresses the developmental learning cycle of our students. Math activities scaffold higher order thinking skills and include opportunities for students to explain and justify their mathematical reasoning.

All students in the Carbondale Area Elementary School receive instruction on grade level in math. Identified students receive math instruction at their grade level with a learning support teacher. In these classrooms, homework and adapted tests are provided that restate the problems in the text using simpler vocabulary and well-chosen hints. Students receive instruction in a manner that minimizes distractions and supports their integration into classroom activities. This ensures that all students keep pace with the core curriculum.

Students may also qualify for Title I math instruction based on teacher recommendation and standardized test scores. Title I is a school-wide program that provides small group instruction to eligible students. Students are supported for approximately ninety minutes per week. During that time, concepts and areas of deficiency are targeted for math instruction.

Our math instruction focuses on developing instruction to build skills, enhance problem solving techniques, and develop conceptual understanding of math principles. Through the combined efforts of the classroom teacher, learning support teacher, and Title I teacher, all students at Carbondale Area Elementary are provided with the opportunity to be successful in mathematics.

### **4. Additional Curriculum Area:**

The mission of the Carbondale Area School District is to prepare all students to be active and productive citizens of a changing global community by fostering lifelong, self-directed learning, independent and collaborative decision-making through critical thinking and self-awareness through understanding others. The use of technology will be curriculum driven and will be equitably integrated into the total school environment. Carbondale Area School District will continue to provide up-to-date technology.

To support this mission, Carbondale Area Elementary School sought and was awarded the Science It's Elementary (SIE) grant for the 2006-2007 school year. The purpose of this grant is to bring hands-on,

inquiry-based science to school districts, teachers and students across Pennsylvania. The belief is that elementary students should learn the way scientists do - by doing science. SIE provides hands-on science materials supported by rigorous teacher professional development to help teachers and school leaders implement inquiry-based elementary science education programs. Science modules within each grade level, kindergarten through sixth grade, fall into three categories: life, earth and physical science. The modules are aligned with national and state standards; developed using a rigorous research and development process; assessed and reviewed by master teachers, scientists and engineers; and designed to enable students to apply newly learned concepts and skills to their everyday lives. The best practices for science instruction incorporate the method of scientific inquiry that includes: conceptual understanding, evidence-based explanations and engagement with phenomena.

Teachers receive professional development prior to teaching the science modules. Professional development is key to the success of teaching inquiry-based science. Through the professional development, teachers learn strategies such as inquiry, questioning for higher level learning, incorporating writing using science notebooks and integrating science and literacy.

Our students have shown gains in academic achievement through the exposure to the science modules. Students have instruction for sixty minutes per day and are actively engaged throughout the science period. Typically, there is a whole group lesson and then students become actively involved in small groups for the hands-on science lesson. Carbondale Area has a proud tradition of conducting a science fair/exhibit each school year which highlights student accomplishments within each module. Our vision is, through SIE, our students will be proficient in Science and Technology which will lead them to becoming productive citizens who will contribute to the community and compete on a global level.

## **5. Instructional Methods:**

All instructional methods that are employed to deliver instruction at the Carbondale Area Elementary School are based upon the following shared values. These include: All students are capable of learning; Partnerships with families and community members, business and industry, contribute to the continued growth of the students; Critical thinking and problem solving are essential skills that should be fostered through the implementation of activities that encourage independent and collaborative decision making; Lifelong learning is a value that will be modeled by members of the school community and fostered within students; All people should respect and value diversity; All members of the school community will maintain the highest standards for themselves and their learning; All students possess abilities, gifts and talent.

Teachers base their instructional decisions on formal and informal data gathered from the following: PSSA results, 4 Sight data, DIBELS Benchmark Assessment and Progress Monitoring data, Phonics Screener for Intervention, Phonemic Awareness Screener for Intervention, Sight Word Assessments, Core Reading Program Assessments, Saxon Math Assessments and informal teacher observations. This data is continually analyzed at data analysis meetings and grade level meetings. Ongoing analysis of data is utilized on a daily basis to determine differentiation of classroom instruction. Classroom instruction takes place in a combination of whole group, small group and interventions designed to target instructional strengths and weaknesses. Small group instructional activities provide students the opportunity to interact and participate which leads to higher levels of student dialogue and interaction that can enhance the metacognitive process. Instructional services for identified students are delivered through a modified co-teaching model. Instruction for struggling students is delivered by Title I reading and math specialists. During the current school year, a pilot RTII model is being implemented to deliver interventions with the current second grade. Students are grouped based on informal and formal data. These groups are fluid and flexible. They are designed to meet the needs of struggling learners as well as to challenge and accelerate proficient and advanced students. This model will be expanded to other grades during the upcoming school year.

Efforts have been undertaken to deliver instructional opportunities for all students that offer consideration to their individualized learning styles, diversity of experiential opportunities and strength of intervention opportunities.

## **6. Professional Development:**

The Carbondale Area Elementary School's professional development plan is based upon the following factors which directly influence the instruction that takes place in the pre-kindergarten through sixth grade classrooms. These factors include the learning needs of the professional staff, students, community, the organizational needs of the school entity, and the changing state and federal government policies, mandates and initiatives.

In the past few years the professional development focused on the following topics which have had a positive impact on student achievement including:

- Language Essentials for Teachers of Reading and Spelling (LETRS) training was provided for staff members who work with pre-kindergarten through sixth grade.
- Standard Aligned System (SAS) training was provided which is directly aligned to Pennsylvania Academic Standards. This provided a framework for teachers to connect instruction to state standards, eligible content and research based-intervention and instructional materials and resources.
- Teachscape provided professional development on "Classroom Walkthroughs" that connected student learning outcomes to specific instructional practices focused on classroom environment and student engagement levels. This led to an interactive professional development training presented by Dr. Anita Archer which focused on the active engagement of student learners.
- Online professional development courses are offered to administrators, teachers and para-educators on early childhood literacy topics through Learning Sciences International and Wilkes University. These courses connected literacy issues to the enhancement of student achievement.
- The Pennsylvania Department of Education, through the Reading First initiative, provided technical assistance through the implementation of research-based best practices and the impact on student achievement. Training was provided on implementing interventions effectively through data analysis of DIBELS, 4 SIGHTS, Phonics Screeners and Core Reading assessments.

The teaching staff was surveyed to determine individual professional development needs which led to additional training focused on positive behavior support plans and classroom behavior management techniques.

The Carbondale Area Elementary School participated as an invited guest in the National Reading First Sustainability Conference. Our team of participants recognized the importance of expanding the original kindergarten through third grade focus of the Reading First Program to include grades four, five and six.

Faculty members attend professional development activities outside of the district and upon their return provide a sharing opportunity on topics such as: small group instruction, robust vocabulary instruction, professional learning communities with a focus on book studies and other current research-based best practices.

All professional development is aligned to the academic standards and geared toward improving instructional practices which directly impact student achievement.

## **7. School Leadership:**

The administrative team leads by example and works toward the common school goal of providing the best instructional and professional development opportunities for staff and students. This is a shared, collaborative leadership style. The principal and administrative staff, include vice-principal, special education supervisor, guidance counselors, school psychologist, curriculum coordinator and coach all work toward the same focused goal, to prepare all students to be active, productive citizens of a changing global community by fostering life-long, self-directed learning, independent and collaborative decision-making through critical thinking and self-awareness while understanding others. Policies, procedures, practices and resources are provided that will actualize these goals within the school community.

The administration has led the effort to encourage ongoing professional development of the teaching staff by participating in a variety of activities. These include:

Principal and vice-principal participate in mandated professional development under the direction of the National Institute of School Leadership (NISL). This Pennsylvania Inspired Leadership (PIL) Program is statewide, standards-based continuing professional education for school leaders. The comprehensive, cohort-based program is focused on developing the capacity of leaders to improve student achievement.

The Pennsylvania Department of Education (PDE) and Learning Science International's Reading First Early Literacy online six credit course "Early Literacy Providing Instructional Leadership K-3."

The leadership sessions held by PDE and the Pennsylvania Reading First Network updated information about instructional and educational strategies for implementation in a standards-based instructional classroom.

PDE provided funding to bring the nationally known educational specialist, Dr. Anita Archer, who presented a one day workshop on "Active Engagement of All Students" for all grade level teachers.

A "Classroom Walkthrough Training" offered through PDE and Teachscape focused on effective instructional practices. This was followed by a piloted onsite visit from Teachscape with staff members to explain the "Classroom Walkthroughs" instrument while conducting observations in grade level classrooms.

Our school was invited as one of two state school districts to attend and participate at the National Reading First Sustainability Conference.

Led statewide trainings in the sustainability model for other Pennsylvania school districts.

Teacher enrollment in online early literacy courses for professional development and graduate level advancement.

The following best practice models were implemented as a result of the sustainability process and were expanded into grades 4, 5, and 6: the establishment of a leadership team, a defined reading instructional block and intervention period, common planning times and meetings for assessing student achievement and analysis of data.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: PSSA

Edition/Publication Year: 2006-2010 (New Test is Published Each Year)

Publisher: Pennsylvania Department of Education (PDE)/Data Recognition Corporation (DRC)

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficiency	89	83	88	69	60
Advanced	56	45	51	21	27
Number of students tested	110	114	106	91	98
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	3	2	0	0
Percent of students alternatively assessed	3	3	2	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficiency	87	78	87	62	53
Advanced	47	36	42	15	15
Number of students tested	79	59	52	55	53
<b>2. African American Students</b>					
Proficiency					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficiency					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficiency	56	58	69	50	38
Advanced	32	25	31	17	10
Number of students tested	25	24	16	12	21
<b>5. English Language Learner Students</b>					
Proficiency					
Advanced					
Number of students tested					
<b>6.</b>					
Proficiency					
Advanced					
Number of students tested					
<b>NOTES:</b>					

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: PSSA

Edition/Publication Year: 2006-2010 (New Test is Published Each Year)

Publisher: Pennsylvania Department of Education (PDE)/Data Recognition Corporation (DRC)

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficiency	84	80	91	68	50
Advanced	27	40	22	19	17
Number of students tested	110	114	106	91	98
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	3	2	0	0
Percent of students alternatively assessed	3	3	2	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficiency	77	75	85	62	43
Advanced	22	29	15	15	11
Number of students tested	79	59	52	55	53
<b>2. African American Students</b>					
Proficiency					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficiency					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficiency	60	46	81	58	19
Advanced	12	4	0	8	0
Number of students tested	25	24	16	12	21
<b>5. English Language Learner Students</b>					
Proficiency					
Advanced					
Number of students tested					
<b>6.</b>					
Proficiency					
Advanced					
Number of students tested					
<b>NOTES:</b>					

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## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: PSSA

Edition/Publication Year: 2006-2010 (New Test is Published Each Year)

Publisher: Pennsylvania Department of Education (PDE)/Data Recognition Corporation (DRC)

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficiency	95	95	87	68	77
Advanced	70	70	60	26	36
Number of students tested	121	111	93	97	100
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	2	2	0	0
Percent of students alternatively assessed	2	2	2	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficiency	93	95	84	47	69
Advanced	61	61	58	15	26
Number of students tested	74	59	57	47	61
<b>2. African American Students</b>					
Proficiency					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficiency					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficiency	90	85	72	55	50
Advanced	65	62	44	10	20
Number of students tested	20	13	18	20	20
<b>5. English Language Learner Students</b>					
Proficiency					
Advanced					
Number of students tested					
<b>6.</b>					
Proficiency					
Advanced					
Number of students tested					
<b>NOTES:</b>					

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: PSSA

Edition/Publication Year: 2006-2010 (New Test is Published Each Year)

Publisher: Pennsylvania Department of Education (PDE)/Data Recognition Corporation (DRC)

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficiency	89	83	79	55	62
Advanced	50	42	46	11	19
Number of students tested	121	111	92	97	100
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	2	2	0	0
Percent of students alternatively assessed	2	2	2	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficiency	85	78	79	45	56
Advanced	41	27	46	2	13
Number of students tested	74	59	56	47	61
<b>2. African American Students</b>					
Proficiency					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficiency					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficiency	75	77	65	35	50
Advanced	15	15	41	0	0
Number of students tested	20	13	17	20	20
<b>5. English Language Learner Students</b>					
Proficiency					
Advanced					
Number of students tested					
<b>6.</b>					
Proficiency					
Advanced					
Number of students tested					
<b>NOTES:</b>					

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## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: PSSA

Edition/Publication Year: 2006-2010 (New Test is Published Each Year)

Publisher: Pennsylvania Department of Education (PDE)/Data Recognition Corporation (DRC)

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficiency	90	76	68	67	63
Advanced	54	37	32	37	37
Number of students tested	114	99	107	104	90
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	2	0	0
Percent of students alternatively assessed	1	2	2	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficiency	88	70	57	53	50
Advanced	41	32	23	24	28
Number of students tested	66	63	56	58	54
<b>2. African American Students</b>					
Proficiency					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficiency					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficiency	81	47	58	21	0
Advanced	38	0	21	0	0
Number of students tested	16	19	24	19	15
<b>5. English Language Learner Students</b>					
Proficiency					
Advanced					
Number of students tested					
<b>6.</b>					
Proficiency					
Advanced					
Number of students tested					
<b>NOTES:</b>					

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: PSSA

Edition/Publication Year: 2006-2010 (New Test is Published Each Year)

Publisher: Pennsylvania Department of Education (PDE)/Data Recognition Corporation(DRC)

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficiency	62	61	50	49	57
Advanced	18	16	9	11	20
Number of students tested	114	99	106	104	90
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficiency	53	56	44	31	46
Advanced	11	8	6	3	15
Number of students tested	66	63	55	58	54
<b>2. African American Students</b>					
Proficiency					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficiency					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficiency	38	26	21	0	7
Advanced	0	5	0	0	0
Number of students tested	16	19	24	19	15
<b>5. English Language Learner Students</b>					
Proficiency					
Advanced					
Number of students tested					
<b>6.</b>					
Proficiency					
Advanced					
Number of students tested					
<b>NOTES:</b>					

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## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: PSSA

Edition/Publication Year: 2006-2010 (New Test is Published Each Year)

Publisher: Pennsylvania Department of Education(PDE)/Data Recognition Corporation(DRC)

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficiency	88	85	84	72	76
Advanced	66	54	53	37	40
Number of students tested	106	110	109	93	104
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	2	0	0
Percent of students alternatively assessed	1	1	2	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficiency	82	76	78	60	60
Advanced	62	43	37	25	24
Number of students tested	68	58	59	53	50
<b>2. African American Students</b>					
Proficiency					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficiency					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficiency	75	63	62	23	13
Advanced	55	21	8	0	0
Number of students tested	20	19	26	13	15
<b>5. English Language Learner Students</b>					
Proficiency					
Advanced					
Number of students tested					
<b>6.</b>					
Proficiency					
Advanced					
Number of students tested					
<b>NOTES:</b>					

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: PSSA

Edition/Publication Year: 2006-2010 (New  
Test is Published Each Year)

Publisher: Pennsylvania Department of  
Education(PDE)/Data Recognition Corporation(DRC)

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficiency	75	71	54	72	68
Advanced	38	28	25	37	28
Number of students tested	106	110	109	93	104
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	2	0	0
Percent of students alternatively assessed	1	1	2	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficiency	66	62	37	66	50
Advanced	28	21	15	25	18
Number of students tested	68	58	59	53	50
<b>2. African American Students</b>					
Proficiency					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficiency					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficiency	60	26	12	31	0
Advanced	5	5	0	8	0
Number of students tested	20	19	26	13	15
<b>5. English Language Learner Students</b>					
Proficiency					
Advanced					
Number of students tested					
<b>6.</b>					
Proficiency					
Advanced					
Number of students tested					
<b>NOTES:</b>					

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# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficiency	90	85	82	69	66
Advanced	62	52	49	30	32
Number of students tested	451	434	415	385	392
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	9	8	8	0	0
Percent of students alternatively assessed	2	2	2	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficiency	88	80	77	56	58
Advanced	53	43	40	20	23
Number of students tested	287	239	224	213	218
<b>2. African American Students</b>					
Proficiency	87	99	88		
Advanced	51	44	50		
Number of students tested	13	14	10		
<b>3. Hispanic or Latino Students</b>					
Proficiency	79	75	75	38	27
Advanced	54	25	17	8	0
Number of students tested	17	12	10	15	15
<b>4. Special Education Students</b>					
Proficiency	73	64	42	37	25
Advanced	46	26	26	7	7
Number of students tested	81	75	84	69	71
<b>5. English Language Learner Students</b>					
Proficiency					
Advanced					
Number of students tested					
<b>6.</b>					
Proficiency					
Advanced					
Number of students tested					
<b>NOTES:</b> African American (Black) data is not included because the subgroup was less than 10. English Language Learners data is not included because the subgroup was less than 10.					

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# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficiency	78	74	66	61	59
Advanced	33	32	25	19	21
Number of students tested	451	434	413	385	392
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	9	8	8	0	0
Percent of students alternatively assessed	2	2	2	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficiency	70	67	65	51	49
Advanced	25	21	21	11	14
Number of students tested	287	239	222	213	218
<b>2. African American Students</b>					
Proficiency	87	62	50		
Advanced	38	24	25		
Number of students tested	13	14	10		
<b>3. Hispanic or Latino Students</b>					
Proficiency	66	75	67	58	27
Advanced	42	17	25	4	6
Number of students tested	17	12	10	15	15
<b>4. Special Education Students</b>					
Proficiency	58	41	45	31	19
Advanced	8	6	10	4	0
Number of students tested	81	75	83	69	71
<b>5. English Language Learner Students</b>					
Proficiency					
Advanced					
Number of students tested					
<b>6.</b>					
Proficiency					
Advanced					
Number of students tested					
<b>NOTES:</b> African American (Black) data is not reported because the subgroup is less than 10 students. English Language Learners data is not reported because the subgroup is less than 10 students.					

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