2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education   [X] Public   [ ] Private

Cover Sheet   Type of School
                       (Check all that apply)

[X] Elementary   [ ] MIddle   [ ] High   [ ] K-12
[ ] Charter   [ ] Title I   [ ] Magnet   [ ] Choice

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

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

School Mailing Address   640 Northern Boulevard
(If address is P.O. Box, also include street address.)

Clarks Summit   Pennsylvania   18410-0163
City   State   Zip Code+4(9 digits total)

County   Lackawanna   State School Code Number* 119350303

Telephone (570) 585-2100   Fax   (570) 585-2112

Web site/URL www.ahsd.org   E-mail   bugnor@ahsd.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____   Date _____
Principal's Signature

Name of Superintendent   Dr. Michael Mahon
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name   Abington Heights School District   Tel. (570) 586-2511

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____   Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson   Mrs. Cathy Ann Hardaway
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information 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.

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.

5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.

6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT   (Question 1-2 not applicable to private schools)

1.   Number of schools in the district:

4	Elementary schools
1	Middle schools
0	Junior High Schools
1	High schools
	Other
6	TOTAL

2.   District Per Pupil Expenditure: 10130

     Average State Per Pupil Expenditure: 11784

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 are
[X]   Suburban
[   ]   Small city or town in a rural area
[   ]   Rural

4.   _____23_____   Number of years the principal has been in her/his position at this school.

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

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

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
Pre K			0		7			0
K	28	24	52		8			0
1	26	27	53		9			0
2	22	29	51		10			0
3	32	27	59		11			0
4	33	27	60		12			0
5			0		Other			0
6			0					
TOTAL STUDENTS IN THE APPLYING SCHOOL								275

6. Racial/ethnic composition of the school:

0	%	American Indian or Alaska Native
6	%	Asian or Pacific Islander
2	%	Black or African American
0	%	Hispanic or Latino
92	%	White

100 % TOTAL

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

7. Student turnover, or mobility rate, during the past year _____ 5 _____ %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	7
(2)	Number of students who transferred from the school after October 1 until the end of the year	6
(3)	Total of all transferred students [sum of rows (1) and (2)]	13
(4)	Total number of students in the school as of October 1	275
(5)	Total transferred students in row (3) divided by total students in row	0.05
(6)	Amount in row (5) multiplied by 100	5

8. Limited English Proficient students in the school: _____ 2 _____ %

_____ 6 _____ Total Number Limited English Proficient

Number of languages represented: _____ 4 _____

Specify languages: Mandarin Chinese (3), Laotian (1), Yoruba (1), Arabic (1)

South Abington Elementary does not house an ESL program per se. The 6 listed above have English as a second language but no longer qualify for ESL services because of the level of English proficiency.

9. Students eligible for free/reduced-priced meals: _____ 8 _____ %

Total number students who qualify: _____ 23 _____

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

10. Students receiving special education services: 5   %

                                                  276   Total Number of Students Served

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

0	Autism	0	Orthopedic Impairment
0	Deafness	0	Other Health Impairment
0	Deaf-Blindness	1	Specific Learning Disability
0	Emotional Disturbance	12	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities		

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

Number of Staff

	Full-time	Part-time
Administrator(s)	1	0
Classroom teachers	13	1
Special resource teachers/specialists	0	14
Paraprofessionals	0	4
Support Staff	4	3
Total number	18	22

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   20   **: 1**

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

	2006-2007		2005-2006		2004-2005		2003-2004		2002-2003	
Daily student attendance	96	%	96	%	96	%	96	%	96	%
Daily teacher attendance	96	%	91	%	93	%	90	%	94	%
Teacher turnover rate	0	%	0	%	0	%	0	%	0	%
Student drop out rate (middle/high	0	%	0	%	0	%	0	%	0	%
Student drop-off rate (high school)	0	%	0	%	0	%	0	%	0	%

Please provide all explanations below

PART III - SUMMARY

The educational community at South Abington Elementary School delivers its programs behind the philosophy that effective relationships drive success.

South Abington is one of four K-4 schools within the Abington Heights School District in Northeastern Pennsylvania. Eighteen full-time and twent-two part-time faculty and staff serve our 276, mostly middle-class students. An active PTA assists us in delivering learning experiences that focus on the social, emotional, and academic development of our children.

The welfare of children is always the premier consideration behind our planning and programming. We fully appreciate the differences in culture, learning styles and individual needs among our students and endeavor to provide them with the skills necessary to becoming well-rounded, positive contributors to society. Our school's mission is to educate students to be inquisitive, independent, literate, and culturally aware life-long learners who are able to think creatively and critically. To this end, we provide a challenging comprehensive program of study in a safe and compassionate environment, where they can exceed their potential.

Our mission heavily emphasizes a connectedness among community representatives, administrators, faculty, staff, parents, and especially children. The adults at South Abington strive to travel in the same direction on the continuum of development that we establish for our students by practicing behaviors that nurture, strengthen and maintain the valuable links among all involved, allowing our young people see themselves supported and encouraged as they grow and learn.

The Abington Heights School District employs a team-focused staff who are not only well-prepared, but are also passionate, committed and whole-child oriented. We understand that utilizing our collective energies, efforts and resources fosters a school climate of understanding and trust. If we expect our students to respect all and to give their best consistently, then we had better be their models on a daily basis.

A welcoming and friendly learning environment that is highly conducive to success is necessary for academic goals to be realized. At South Abington we greet our students each morning with kindness and smiles. We use their names to promote personal connections and a feeling of value. We incorporate the strategies of the, 'Don't Laugh at Me', anti-bullying program as a framework for teaching desirable behaviors that positively connect children with everyone with whom they relate. We focus on catching students exceeding expectations versus making mistakes. It is much healthier to direct student conduct positively by consistently communicating desirable behavior than punishing them for what they don't do. Many schools become consumed by a supposed need to punish violators of rules. It is our position at South Abington that appropriate behavior is learned, just like reading, writing, and manipulating numbers, and thus must be practiced and reinforced on a regular basis. While consequences are attached to all behaviors, it is our view that student interactions and relationships create teachable moments that promote personal growth and development. Classroom guidance activities specifically support this proactive and preventative approach to placing students in a position to succeed, and all staff members actively engage in recognizing healthy practices.

Academically, South Abington teachers utilitize an array of multi-sensory strategies and methods to communicate concepts to all learners. While we rely on foundational systems such as Houghton-Mifflin Language Arts, Silver-Burdett Ginn Mathematics, Scott Foresman Social Studies, and Foss Hands-On Science Units, we work hard to integrate concepts across curricula by employing thematic practices. We are currently self-examining the way we teach and moving toward the broader spectrums of literacy and problem-solving in an effort to reinforce content and enhance the connections of concepts.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

   Students in the 3rd and 4th grades at South Abington Elementary School participate in a standardized testing in Reading and Mathematics each year. This test, the PSSA, is administered in all Pennsylvania public schools. The test measures student performance on standards developed by the Pennsylvania Department of Education in both Reading and Mathematics. Students are grouped into four categories based on their test results. These categories include: Advanced, Proficient, Basic and Below Basic. In Pennsylvania, scores of 'proficient' and 'advanced' are considered meeting the standard. At South Abington Elementary School 98.7% of students score proficient or higher on the PSSAS. In the most recent administration of the test in 2007, 100% of students were either proficient or advanced in 3rd and 4th grade Mathematics. 100% of 4th grade students were proficient or advanced in language arts. 94.8% of students were either proficient or advanced in 3rd grade reading. Because of the demographic composition of the student population at South Abington Elementary School, there are not enough students in any subgroup to meet the reporting threshold.

   Additional information or assessment results as well as many other aspects of South Abington Elementary School and the Abington Heights School District can be found at www.schooldatadirect.org

2. **Using Assessment Results**

   Assessment results are utilized in many ways to improve student performance at South Abington Elementary School. Individual student results are shared with administration, faculty and parents. Student results are analyzed in an effort to identify strengths and weaknesses in the context of overall school performance. The test results are further examined through the lens of Pennsylvania's value-added assessment model. All South Abington teachers have full access to this data tool. Central Office and building level administration cooperate with faculty to interpret results and plan strategies for increased student performance. In addition to standardized testing, South Abington Elementary School collects and analyzes data from classroom assessments, reading measures, parental involvement, and numerous other measures. This data, coupled with the expertise of classroom teachers and counselors, allow for an individualized student focus with the goal of ever-increasing achievement.

3. **Communicating Assessment Results**

   A significant effort is made to communicate assessment results to the South Abington Elementary School community. Within the Abington Heights School District in general and specifically at South Abington Elementary School, the open discussion of performance data is viewed as an opportunity for program improvement. Individual student results are shared with each parent. Public presentations of performance results are made at both the district level and at South Abington Elementary. Recently, building level and central office administration presented and discussed performance data at an evening PTA meeting. South Abington Elementary School is in the process of adopting a student information system that will enhance parental access to data through on-line access. Significant efforts are made to reach out to local and regional media to partner in bringing all important news to our parents and community.

4. **Sharing Success:**

   The South Abington Elementary School is proud of the achievements of its parents and students and welcomes every opportunity to share its successes with others. During the 2007-2008 school year, numerous neighboring and regional school districts have visited to observe our innovative 100 Book Challenge reading program. Also during this past year an administrator appeared on a local television program to discuss the 'Don't Laugh at Me' anti-bullying program. South Abington Elementary School welcomes student observers and student teachers from our regional teacher preparation programs. Feedback from the institutions is unequivocally positive regarding the quality of these placements. There exists within the South Abington Elementary School a culture of openness and sharing. The opportunity to share successes and learn from others is fundamental to continued success.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

   Language Arts (Reading, Writing, Spelling, Speaking, Listening)
   The K-4 language arts program focuses on interrelating reading, writing, speaking and listening instruction and skill application. We utilize the Breakthrough to Literacy program with Kindergarten students. Regular basal reading instruction is supported with guided reading groups in K-2 and literature circles in grades 3-4.   Daily independent reading is facilitated by our use of the 100 Book Challenge program. During the first semester of the current school year, the average amount of independent reading completed by children in grades 1-4 was 60 clock hours.

   Social Studies
   Informed citizenship is the goal of our K-4 social studies curriculum. Students study communities as they are impacted by such dichotomous forces as commonality and diversity; continuity and change; conflict and cooperation; and individualism and interdependence. In addition students examine physical, historical and technological influences upon communities. Study of US geography and Pennsylvania history is complimented by our Passport Club, a geography-based self-study program that integrates social studies and language arts skills.

   Math
   Kindergarten students explore concepts using manipulatives, and practice applications that reinforce concepts through problem solving and hands on activities. Throughout Grades 1-4, students study problem solving and applications to real world situations. Calculators and computer software are introduced in 1st grade and are used when appropriate through Grade 4. The major skills to be developed in Grades 1-4 range from mastery of addition and subtraction facts to exploring fractions and examining geometric concepts as they relate to applications in the real world.

   Science
   In Kindergarten and 1st Grade, students study the physical world and the systemic nature of the human body. In Grade 2 students study earth's environment and the impact of man's technological innovations upon it. In Grade 3, students study classification and measurement. In Grade 4 students study the basic structural systems of their bodies and the interaction of these systems. Foss hands-on curricular units are employed across the 5 grade levels.

   Art
   Students are introduced to the fun and personal gratification of creativity and self-expression. They explore drawing, painting, printmaking, collage and sculptural media, and the use of these elements in the expression of meaning, representation of concepts and exercise of problem solving skills. Students are encouraged to experiment, reflect and do research.

   Music
   Across the K-4 continuum the music program incrementally exposes students to various elements of music through a developmentally appropriate range of experiences with various music forms. Connections are made to units of study across grade levels.

   Physical Education
   Students learn a wide variety of ball skills, manipulative skills and game activities while developing strength, agility, speed, quickness, flexibility, balance, coordination, rhythm and basic movement skills. Health E-tips are incorporated in health classes across the 5 grade levels.

   Technology Education
   Technology Education across grades K-4 teaches hardware and software use, application in problem solving within the academic disciplines and Internet applications at incrementally more complex levels.

Library Skills
K-4 students acquire library skills and exposure to quality children's literature through book displays of quality titles and reads-alouds.

2a. **(Elementary Schools) Reading:**

A K-3 cross-sectional (teachers, administrators, reading specialists, etc.) study group helped shape the reading program.   The detailed philosophy arrived at by the group can be seen in its entirety at www.ahsd.org\reading. We have a balanced literacy program. One of the key points we try to build into the program at each grade level (K-4) is wide reading. Part of our rationale was based on the findings of John Guthrie (1999) that the, 'Amount of reading is such a strong predictor of reading comprehension that it outweighs intelligence, economic background, and gender.'

Our kindergarten reading program is centered around Breakthrough to Literacy which features a wide array of big books, little books, and phonemic awareness activities taught via computer lessons.   Our adopted basal series for grades 1-4 is Houghton Mifflin's Invitations to Literacy series.   At grades K-2 we have small group reading via guided reading (Wright Group collections) and at grades 3-4 we have small group reading via literature circles.

We are very proud of our K-4 independent reading program (100 Book Challenge). The KidPace2 software that comes with the program helps us log the amount of independent reading done by each student. For the first semester of 2007-08, the average amount of independent reading completed per student was 60 hours.   This program helps bridge the school to the home. Whatever daily amount of independent reading is done in school is meant to be equaled at home.

It has helped the reading program enormously that the principal identified a consistent block of time for reading/language arts.   Each day the block begins by the teachers reading to the students.   That's followed by independent reading, whole class basal reading and then by small groups in guided reading or literature circles.   Each day there is reading to, with and by the child.

3. **Additional Curriculum Area:**

One of the tenets of our school's mission is to provide a challenging and comprehensive program 'in a safe and nurturing environment, empowering students to achieve their full potential'. To address this tenet our academic curriculum is infused with opportunities for students to learn and internalize the social skills (such as respect for diversity, tolerance, responsibility) that are essential to their contributions to such an environment, and to their successful collaborations with other students throughout their learning careers.

The umbrella program for our social skill development effort is the Don't Laugh at Me anti-bullying program. Rather than teaching this curriculum as an add-on, however, our teachers model its precepts through the teachable moments that present themselves throughout the range of activities in which students engage in studying their academic content areas. (For example, if a science experiment requires group work, therein lies a rich opportunity for students to explore respectful collaboration in the context of solving a problem). Our aim is to ingrain in our students an attitude that characterizes not only their approach to each other, but also their approach to the study of their core curricular subjects.

Underneath the Don't Laugh at Me Umbrella are various other initiatives, such as our Be Friendly Fridays (on which students all wear a special t-shirt to school to emphasize the importance of making and being good friends), our Health Tip of the Day (which is read over the public address system in the mornings), and the Star of the Week Program (which is a classroom based recognition program for students who are caught doing good). All of these efforts, and the school-wide attitude that supports them, have contributed to an environment in which there are very few disruptions resulting from disciplinary issues, and

so in which there are many fruitful opportunities for learning every day.

4. **Instructional Methods:**

The bedrock upon which all instructional methods at South Abington Elementary School are founded is the meticulous process by which students are grouped into classes. The process is a collaborative effort among the principal, guidance counselor, reading specialist and grade level teachers in which efforts are made to match the learning styles of individual students with the teaching styles of the various teachers at each grade level. The process, which takes place for several months each spring, also considers those students who are well suited to be together, and those student groupings that would undermine the success of all involved. As a result of the process, school opens each September with heterogeneous classes in which every student's potential to learn is optimized by the classroom environment in which s/he will be engaged throughout the year.

Our school philosophy that 'effective relationships drive success' is mirrored in our instructional methods. Teachers connect students with the core concepts of their lessons through an emphasis on multi-sensory approaches to content. In thus engaging them with the content, they enable students to discover its relevance to their lived experiences. As a result they enhance students' abilities to relate the content both to prior knowledge, and to new knowledge that they will construct in the future.
In general, the instructional methods that we employ emphasize students' active engagement in their learning at differentiated levels of instruction, readings from various sources and at various levels of difficulty, collaborative work, authentic use of technology and performance based assessments. In this context, our teachers look to capitalize upon authentic teaching moments as they present themselves throughout the day. This enables them to illuminate relationships among content from various disciplines.

5. **Professional Development:**

Professional development opportunities beyond the scope of those offered on scheduled in-service days are coordinated by our Professional Development Committee. The committee, which is comprised of teachers and building level and central office administrators, administers a budget that is earmarked to support such things as conference and program attendance and professional days on which teachers might collaborate in such things as curricular development, analysis of assessment data and modeling of effective instructional practices. In all cases, content, pedagogy and instructional delivery skills are considered against established criteria for quality prior to approval of professional development days for teachers.

We implemented the 100 Book Challenge program in grades K-3 last year, and have extended it to include Grade 4 this year. The founding company (American Reading Company) provided 1.5 days of in-service to our teachers at the beginning of the program, in addition to individual classroom coaching visits for each teacher in the fall and spring.

The result of our 100 Book Challenge training through the past year and a half has been the emergence of a school culture that embraces reading as enjoyable and important, and is characterized by a shared vocabulary ('just right' reading level, reading steps, yellow, green, red books, etc) around independent reading. That the program has impacted student achievement is evidenced by the fact that 53 of 55 third grade students, after one year of 100 BC, scored at the Advanced or Proficient Level. The average amount of independent reading for kindergarten was 80 clock hours for the school year, 120 clock hours for first grade, 115 clock hours for second grade, and 142 clock hours for third grade.   We feel the amount of independent reading contributed to the high scores on PSSA Reading for third grade.

PART VII - ASSESSMENT RESULTS

Subject Reading (E) Grade 4 Test Pennsylvania System of School Assessment

Edition/Publication Year 2007/2006 Publisher Pennsylvania Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	93			
% "Exceeding" State Standards	45	55			
Number of students tested	58	52			
Percent of total students tested	99	99			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. No Subgroup meets reporting criteria.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 4   Test Pennsylvania System of School Assessment

Edition/Publication Year 2007/2006   Publisher Pennsylvania Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	97			
% "Exceeding" State Standards	84	79			
Number of students tested	58	52			
Percent of total students tested	99	99			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. No Subgroup meets reporting criteria.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 3   Test Pennsylvania System of School Assessment

Edition/Publication Year 2007/2006   Publisher Pennsylvania Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	100			
% "Exceeding" State Standards	38	90			
Number of students tested	59	61			
Percent of total students tested	99	99			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math(other)   Grade 3   Test Pennsylvania System of School Assessment

Edition/Publication Year 2005   Publisher Pennsylvania Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month			April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % Advanced & % proficient			95		
% "Exceeding" State Standards Advanced			79		
Number of students tested			58		
Percent of total students tested			100		
Number of students alternatively assessed			0		
Percent of students alternatively assessed			0		
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (E)   Grade 3   Test Pennsylvania System of School Assessment

Edition/Publication Year 2005   Publisher Pennsylvania Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month			April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards			97		
% "Exceeding" State Standards			60		
Number of students tested			58		
Percent of total students tested			100		
Number of students alternatively assessed			0		
Percent of students alternatively assessed			0		
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA)   Grade 3   Test Pennsylvania System of School Assessment

Edition/Publication Year 2007   Publisher Pennsylvania Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	95	92			
% "Exceeding" State Standards	45	55			
Number of students tested	59	61			
Percent of total students tested	99	99			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					