



2012 ANNUAL REPORT *and Quality Assessment*



A World Class **EDUCATION**

Located in York County, south central Pennsylvania, the Dallastown Area School District is 34 miles south of the state capital, Harrisburg. The district includes Springfield Township, York Township, and the boroughs of Dallastown, Jacobus, Loganville, and Yoe.

A diverse population includes agriculture, manufacturing, and service industries across 52.5 miles of Susquehanna Valley countryside. More than 41,000 people live in the Dallastown Area School District and more than 6,000 students are served in five kindergarten through third grade elementary schools, a fourth through sixth grade intermediate school, a seventh and eighth grade middle school, a grade nine through twelve high school, and two non-traditional educational options, the Dallastown Area Cyber Academy and the Dallastown Area Alternative Education Academy.

The school district employs 425 instructional staff, 240 support staff, and 25 administrators in order to provide our students a world class education.

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Mission

The mission of the Board of School Directors and the staff of the Dallastown Area School District, in partnership with family and community, is to provide a safe, innovative, and challenging student-centered learning environment that will prepare each student to become a successful, ethical, responsible, and contributing citizen of this changing world.





Superintendent's Annual Report

on Educational Progress

The primary focus of the Dallastown Area School District is on its students and the academic and instructional program in which each student is engaged. Certainly, we strive to accomplish that mission within an efficient and effective manner, mindful of fiscal constraints. Although the current economic climate presents fiscal challenges, our district has been able to provide a rich, stimulating, and relevant educational environment for its students.

Last year, we combined the Annual Report with the Assessment of Quality Education Report into this document. In it, you will find information about the progress that we are making towards meeting the various accountability measures at the state and federal levels. Additionally, the Report provides facts, figures, and trends about other data that you may find interesting.

Meeting the educational needs of the 21st century student is both exciting and challenging. These students will face a world in which "change is a constant." New skills, new methodologies, new technology, and high expectations for efficiency will emerge at a fast rate. This Report highlights some of the ways in which we are preparing the students for the world which is on the horizon for them.

We are proud of the relevant, vigorous, and comprehensive program presented to our students. You will find that the Report confirms that student achievement remains strong.

Thank you for your interest and support. We hope you find the Report informative.

Sincerely,

Ronald E. Dyer, Ed.D.
Superintendent

OCTOBER 1, 2012

Enrollment

| | |
|---|-------|
| K-12 Enrollment..... | 6,027 |
| K-6 Enrollment..... | 3,219 |
| Dallastown Elementary..... | 178 |
| Leaders Heights Elementary..... | 173 |
| Loganville-Springfield Elementary... | 423 |
| Ore Valley Elementary..... | 569 |
| York Township Elementary..... | 454 |
| Dallastown Area Intermediate.. | 1,422 |
| Dallastown Area Middle School..... | 997 |
| Dallastown Area High School..... | 1,748 |
| Dallastown Cyber Academy (4-8)..... | 7 |
| Dallastown Cyber Academy (9-12)..... | 26 |
| Dallastown Alternative Education Academy... | 30 |



Strategic Plan

Goals 2008-2014

Goals and action plans as defined in the district's Strategic Plan were adopted in August 2008 with a focus on the following initiatives:

- Goal 1 – 100% Student Proficiency in Reading by 2014
- Goal 2 – 100% Proficiency in Math by 2014
- Goal 3 – Student Participation
- Goal 4 – Attendance
- Goal 5 – Curriculum Revision
- Goal 6 – Restructuring K-8 Education in DASD
- Goal 7 – Implementation of the DASD Middle States Accreditation for Growth Evaluation Goals
- Goal 8 – Diversity Awareness
- Goal 9 – Technology

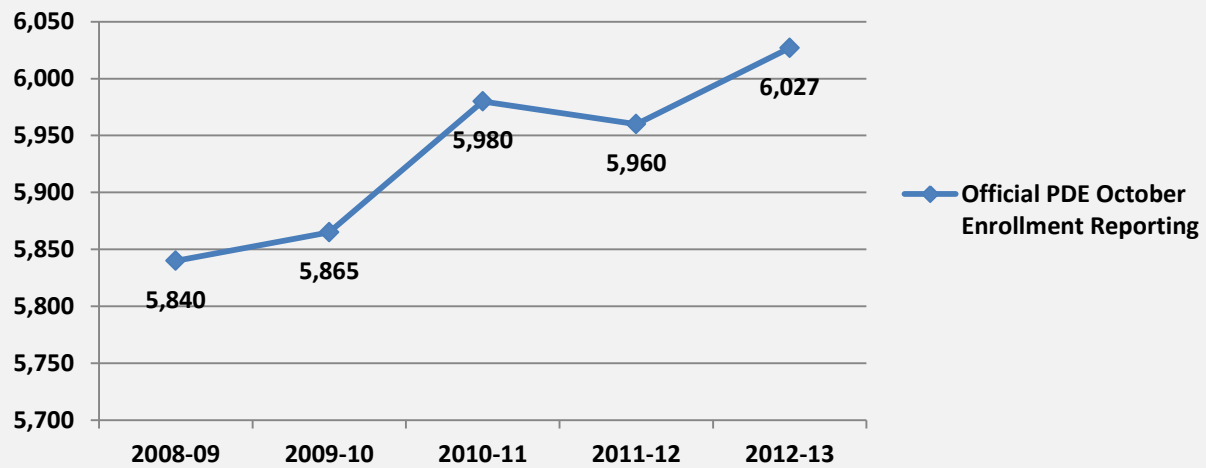
DISTRICT

Enrollment

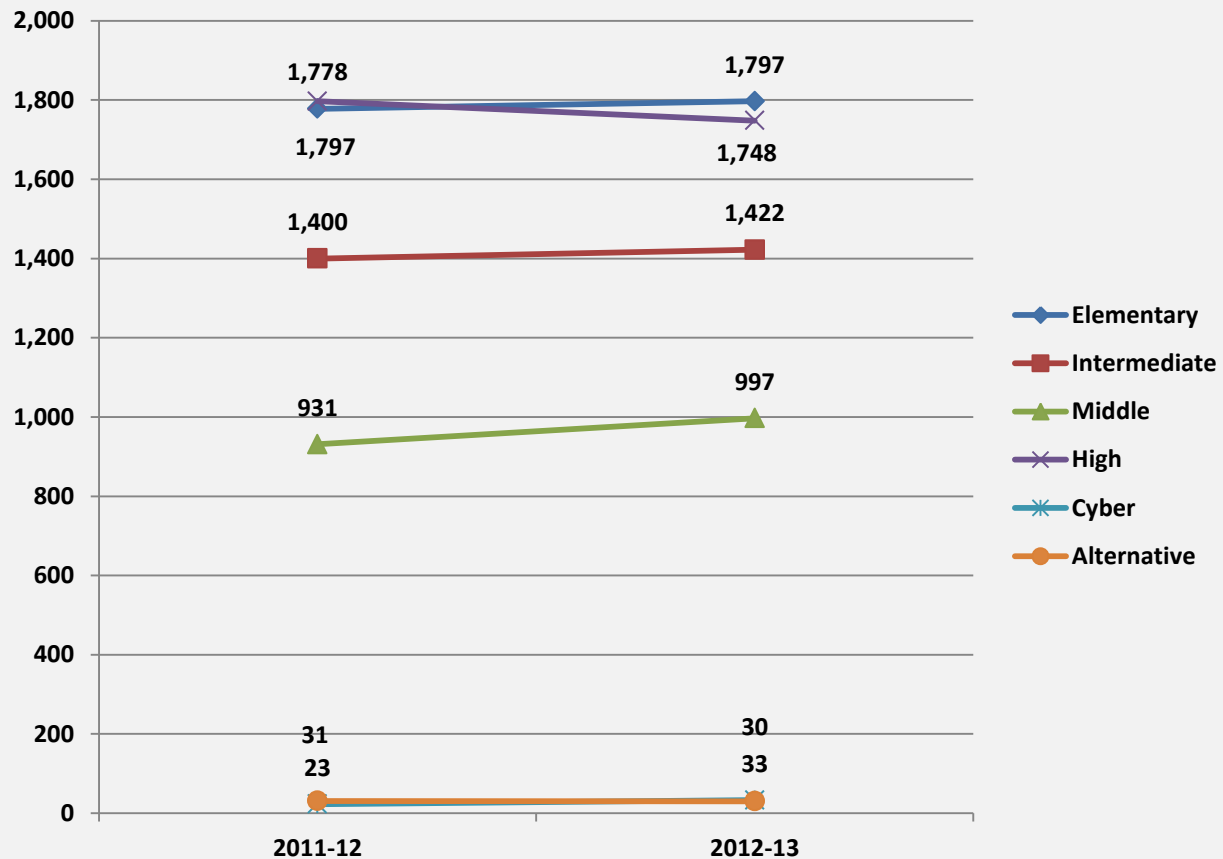
| Year | Elementary | Intermediate | Middle School | High School | Cyber | Alternative | TOTAL |
|---------|------------|--------------|---------------|-------------|-------|-------------|-------|
| 2008-09 | 2,617 | ---- | 1,417 | 1,806 | ---- | ---- | 5,840 |
| 2009-10 | 2,648 | ---- | 1,347 | 1,870 | ---- | ---- | 5,865 |
| 2010-11 | 1,781 | 1,440 | 891 | 1,849 | 19 | ---- | 5,980 |
| 2011-12 | 1,778 | 1,400 | 931 | 1,797 | 23 | 31 | 5,960 |
| 2012-13 | 1,797 | 1,422 | 997 | 1,748 | 33 | 30 | 6,027 |

Enrollment Trends

Dallastown Area School District Total Enrollment Trend



Dallastown Area School District Enrollment Trend by Campus



The 2012-13 *Budget*

Maintaining educational excellence despite increased costs of running a school district is an ongoing challenge. For the 2012-13 school year, only items essential to maintain district operations were added to the budget, while cost-cutting measures were taken including a wage freeze by the members of the Dallastown Area Education Association.

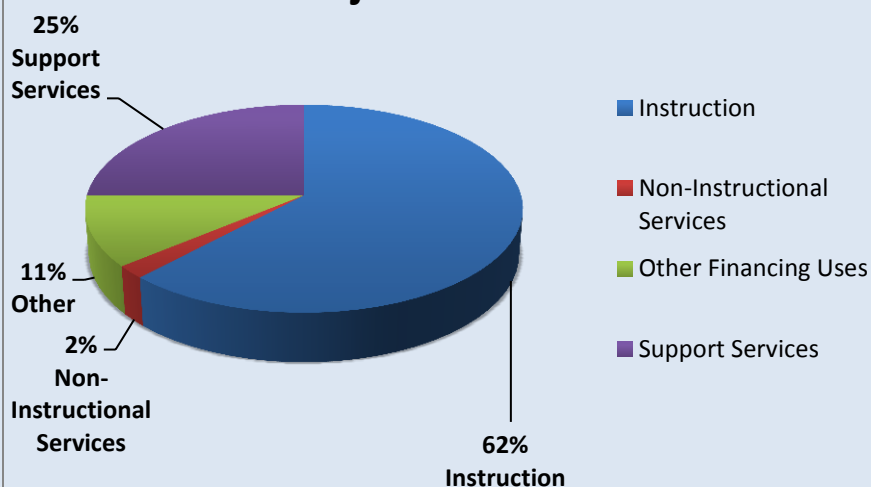
2012-13 Budget **\$90,014,199**
Millage **22.26**

Local Revenue.....77.5%
 The largest portion of the district's operating revenue comes from the community.

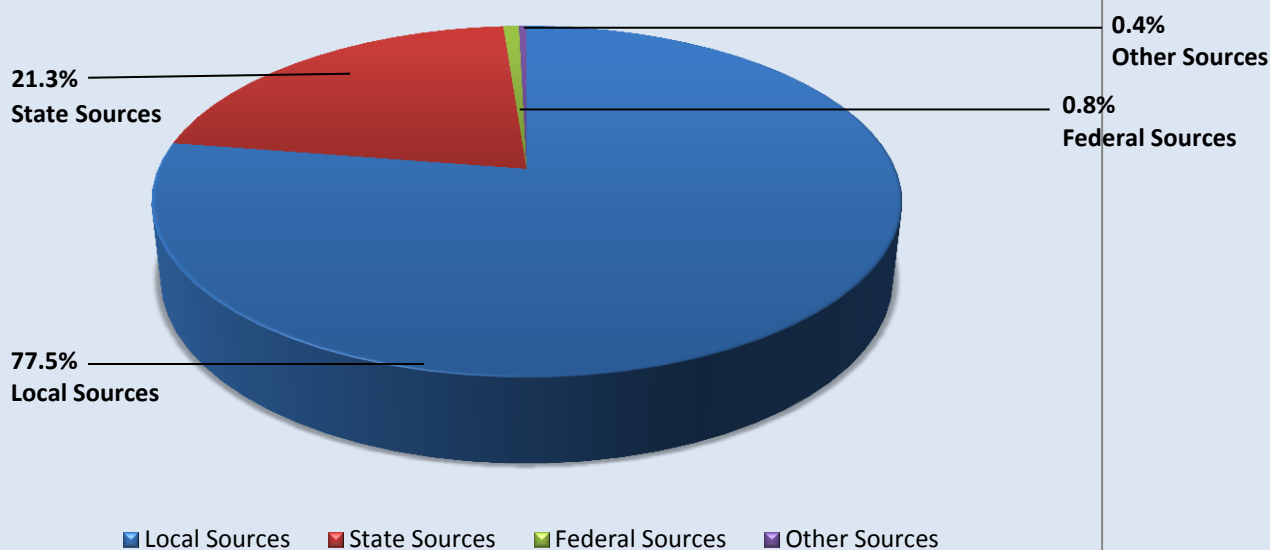
State Sources.....21.3%
 Funds are provided by the state of Pennsylvania for education and other related expenses.

Federal/Other Sources.....1.2%
 Includes federal revenue and miscellaneous revenue.

2012-13 Expenditures by Major Function



2012-13 Revenue Sources



By the Numbers *In 2012*

Technology

SCHOOL

NUMBER OF COMPUTERS

NUMBER OF LABS

| | | |
|---|--------------|--------------------------|
| Dallastown Elementary | 124 | 2 Labs + 2 Carts |
| Leaders Heights Elementary | 145 | 1 Lab + 3 Carts |
| Loganville-Springfield Elementary | 205 | 2 Labs + 3 Carts |
| Ore Valley Elementary | 273 | 2 Labs + 3 Carts |
| York Township Elementary | 232 | 2 Labs + 3 Carts |
| Dallastown Area Intermediate School | 784 | 16 Common Areas + 1 Cart |
| Dallastown Area Middle School | 655 | 2 Labs + 20 Carts |
| Dallastown Area High School | 1,543 | 5 Labs + 32 Carts |
| Dallastown Area Alternative Education Academy | 77 | 1 Lab + 1 Cart |
| TOTAL | 4,038 | |



TRANSPORTATION

*4,831 miles driven per day
by buses*

Balanced Choices®

is Chartwells' comprehensive approach to health and wellness, teaching students and the school community how to make sound choices for healthy lifestyles. Balanced Choices Meal Selections meet precise nutritional criteria which exceed USDA Guidelines and incorporate more whole grains, low-fat dairy, fruits, vegetables, and low-fat options into the menu.

| School | Free/Reduced Lunch Program Participation |
|-------------------------------------|--|
| Dallastown Elementary | 44% |
| Leaders Heights Elementary | 21% |
| Loganville-Springfield Elementary | 18% |
| Ore Valley Elementary | 32% |
| York Township Elementary | 34% |
| Dallastown Area Intermediate School | 28% |
| Dallastown Area Middle School | 25% |
| Dallastown Area High School | 18% |



Faculty *Quality*

183 Number of teachers with master degrees

184 Number of teachers with master equivalency

4 Number of teachers with doctorate degrees

14 Average years of teaching experience

45 Number of teachers with less than 5 years of experience

387 Number of teachers with 5 or more years of experience

338 Number of substitute teachers

\$47,883 Starting teacher salary

Employee Search

3,859 Applications received

105 Number of positions filled



STAFF *Development*

Staff development helps teachers acquire the most up-to-date knowledge of the subjects they teach and of the techniques that are most powerful in promoting student learning.

15 Number of Summer Workshops

214 Number of Teachers/Substitutes Participating

31 Number of Paraprofessionals Participating

81 curriculum development workshops were conducted including:

- Honors Mythology
- Adapting Honors Physics I for Cyber Education
- Aligning Intermediate and Middle School Library Curriculum
- Creating a Common Core Health Curriculum
- Aligning Tenth Grade (Level I) English to Meet Keystone Standards
- Preparing Eighth Grade Students for Algebra I Keystone Exams
- Kindergarten Math Mapping
- Biochemistry, Genetics, Evolution, and Ecology keystones Curriculum

Community

Learning for Life COMMUNITY EDUCATION

60
Classes Offered

The district's community education program offered sixty classes in 2011-12.

Programs included adult enrichment, skills training, senior citizens programs, and numerous activities.

19
Adult Enrichment

5
Skills Training

3
SENIOR CITIZENS

33
ACTIVITIES

Assessments



Analysis of student achievement data was the focus of district staff development and faculty discussions. Each school disaggregated test results in grades 3, 4, and 5, noting strengths and weaknesses. Curriculum maps were revised based on analysis of student performance and achievement test results. During the 2010-11 school year, Dallastown Area High School implemented specific remediation courses in the areas of reading and science with approval from the district's Board of School Directors. For 2011-12, the high school math department revised course levels and content to reflect increased rigor and academic expectations for students taking those courses.

Remediation specialists continued to assist students in the middle school. Literacy coaches assisted teachers in the elementary schools to interpret test data in meeting student and teacher instructional needs. We are confident that these and other measures translate into increases in our students' achievement levels on multiple measures.

The graphs on the following pages indicate PSSA results in grades 3 through 8 and 11. Multiple years of data now exist for the grades and subject areas that make comparisons among test administration years easier.

Future work for the district's teachers and administrators focus on aligning our academic program and high school graduation requirements with the state's model curricula and the newly adopted national Common Core Standards. The district has in place a Keystone Exam Implementation Committee to support these endeavors.

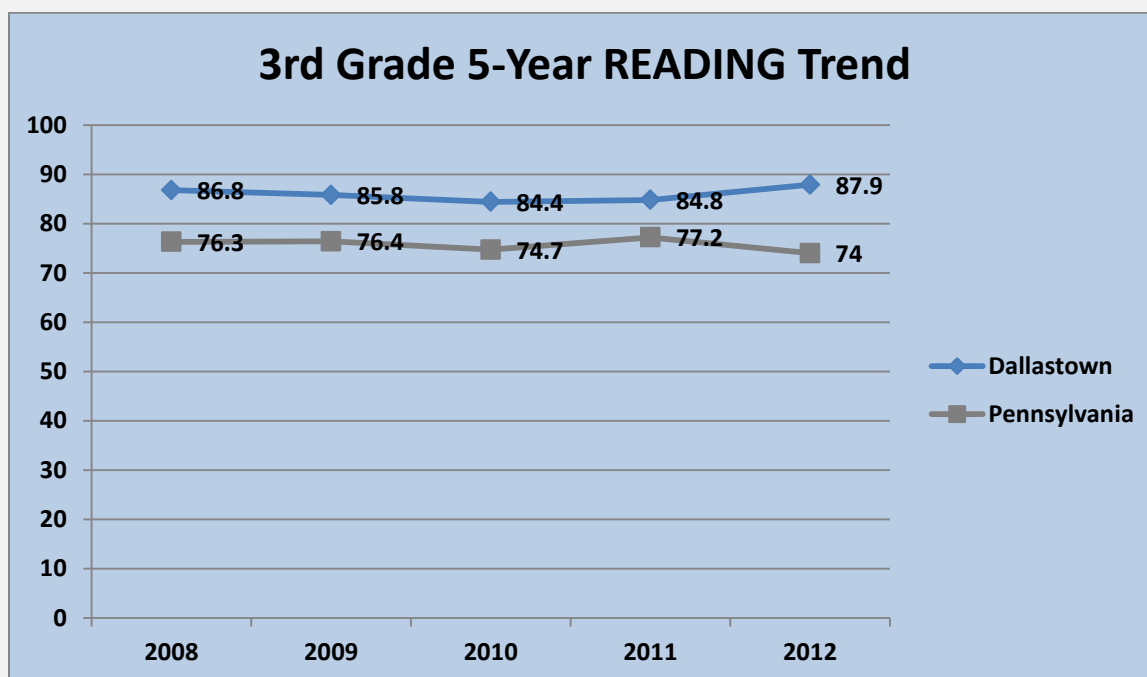
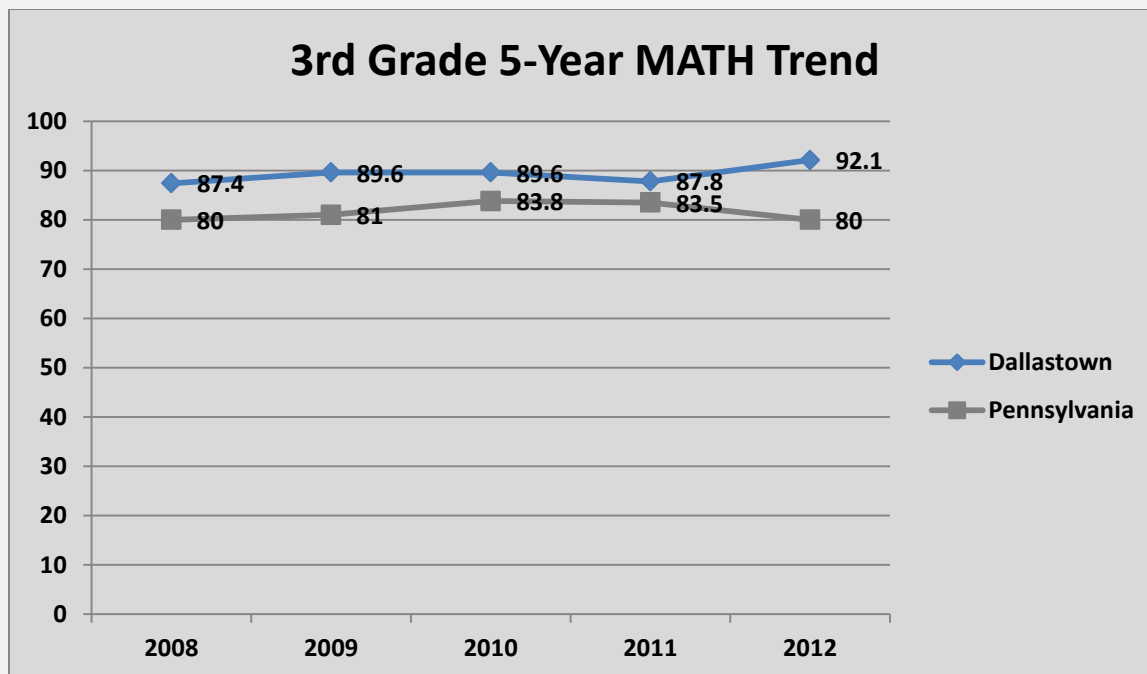
Two assessments have been added to the elementary program: the Cognitive Abilities® Test (CogAT®) administered in grades 1 and 3, and the Measures of Academic Progress™ tests (MAP™) administered in grade 2.

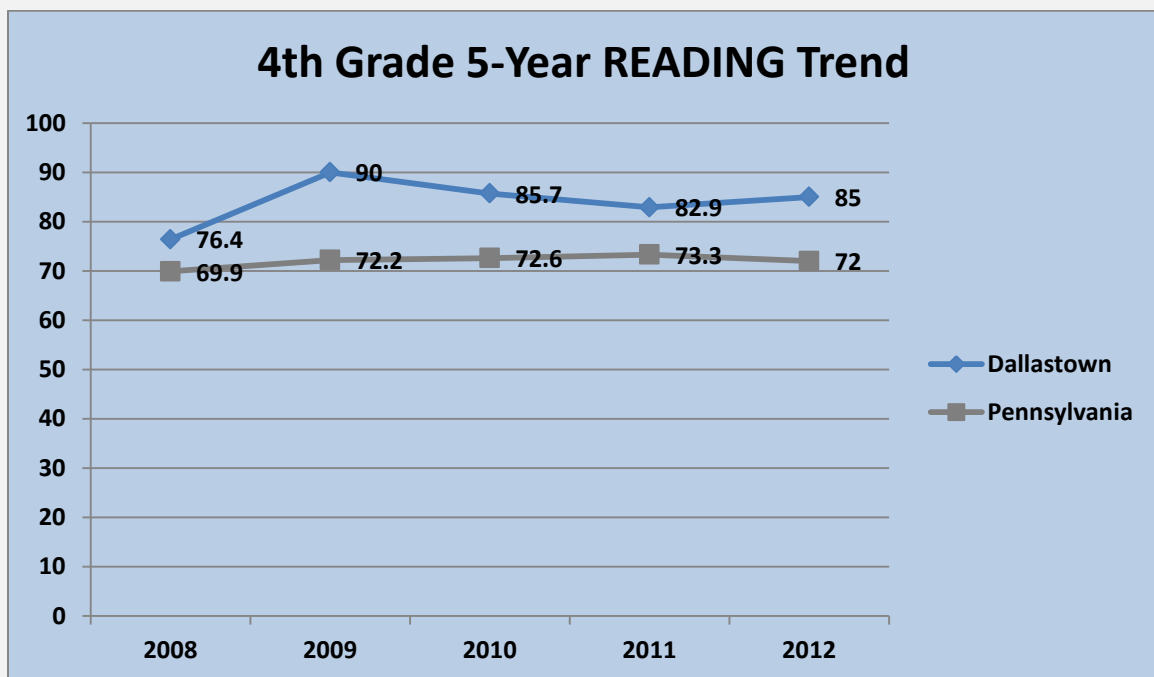
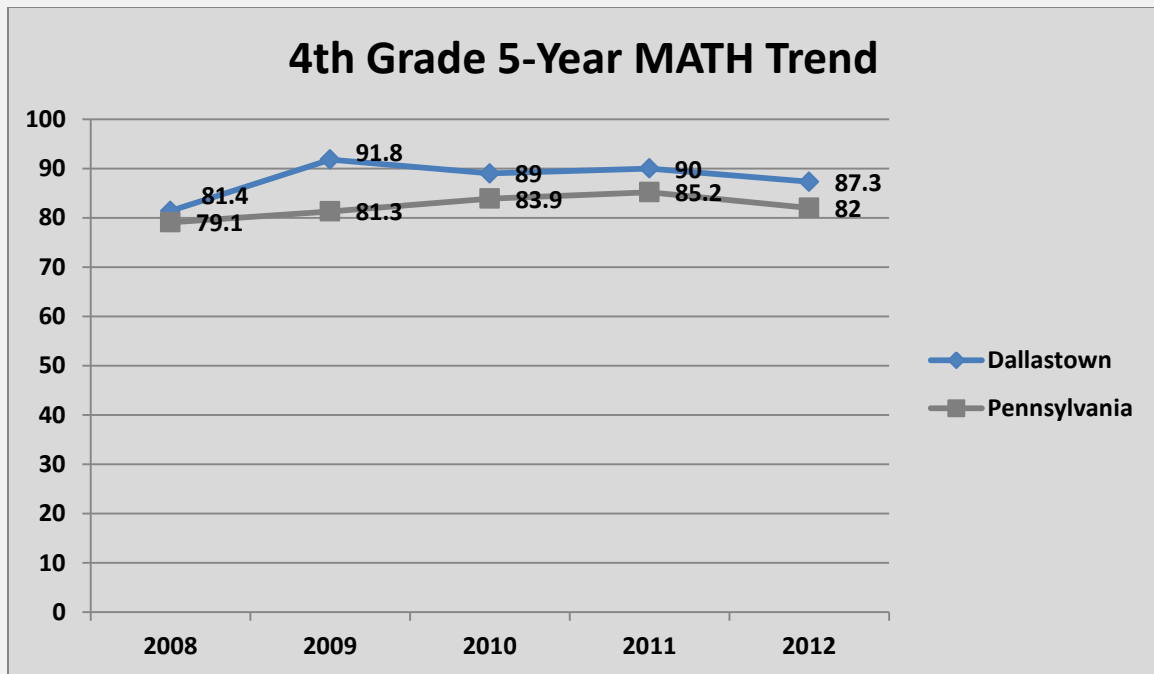
No Child Left Behind and the Reauthorization of the Elementary and Secondary Education Act

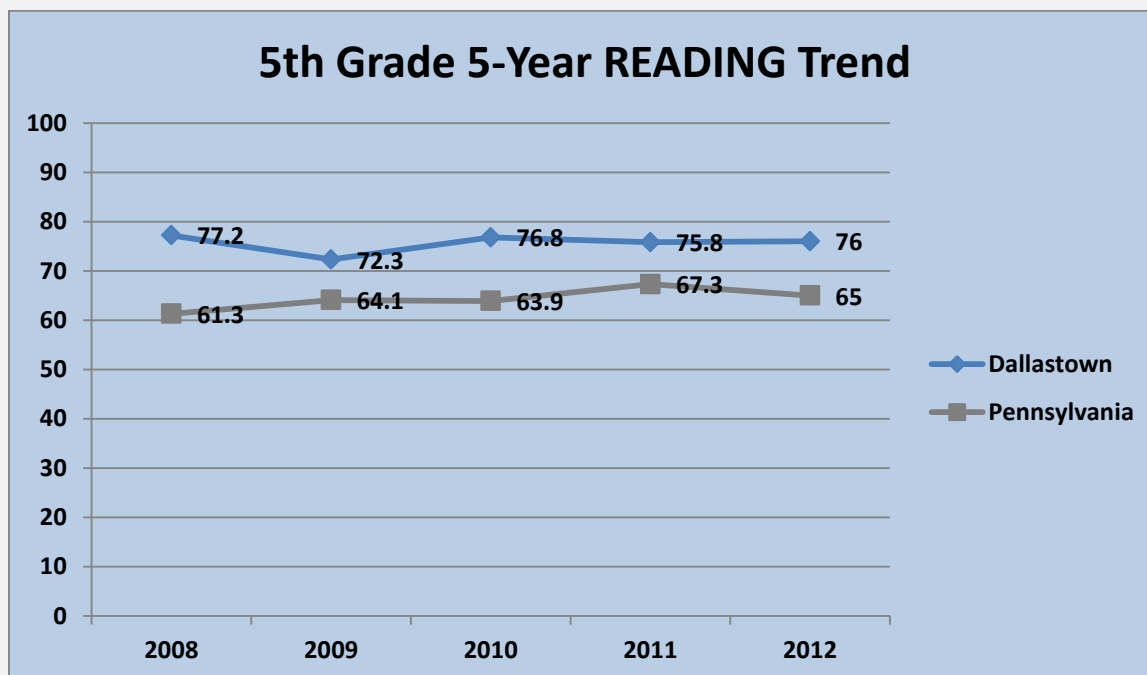
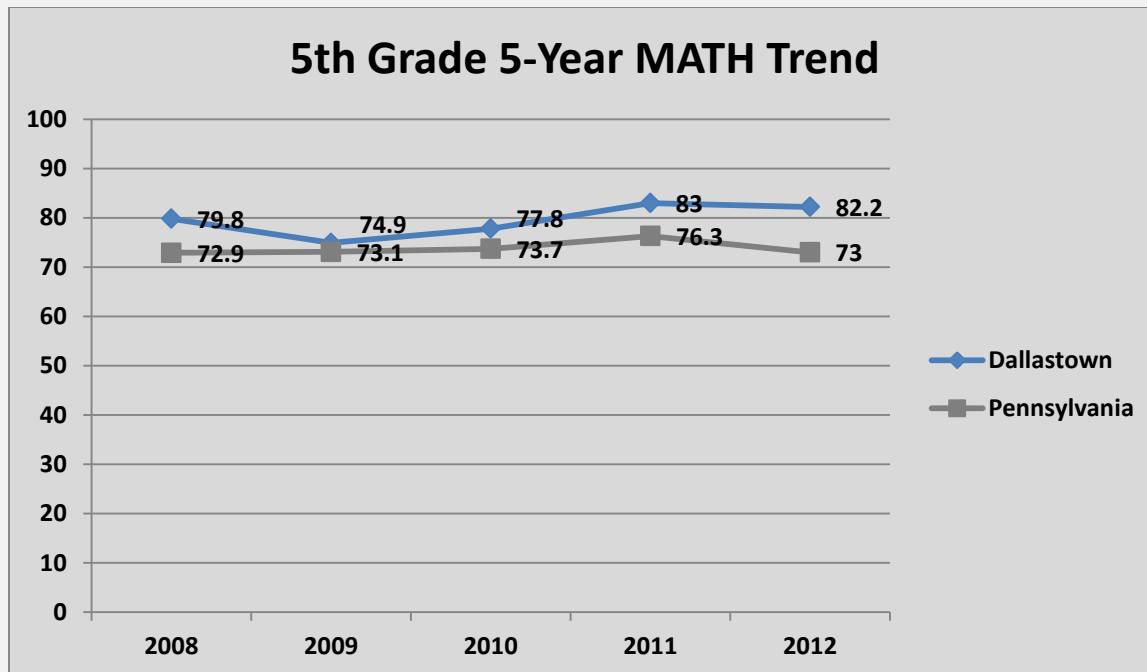
The Bush Administration's passage of *No Child Left Behind* (NCLB), signed into law January 8, 2002, warranted major changes and a reauthorization of the *Elementary and Secondary Education Act* (ESEA), enacted in 1965. Under the law, the number of students proficient in Reading and Mathematics must increase each year to reach 100 percent by 2014. The Pennsylvania State System of Assessment (PSSA) is used to measure student, school, district, and state performance in meeting this goal. Students with severe cognitive disabilities participate in the Pennsylvania Alternate System of Assessment (PASA). Results of each set of tests are aggregated for proficiency determinations through a formula set by the state.

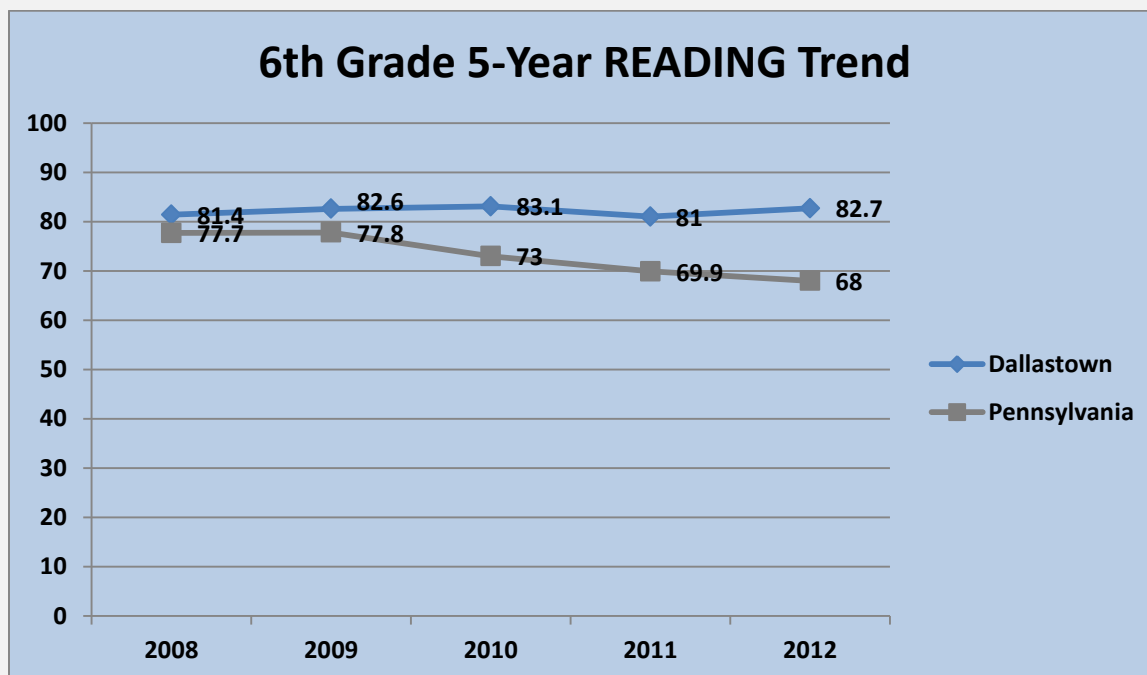
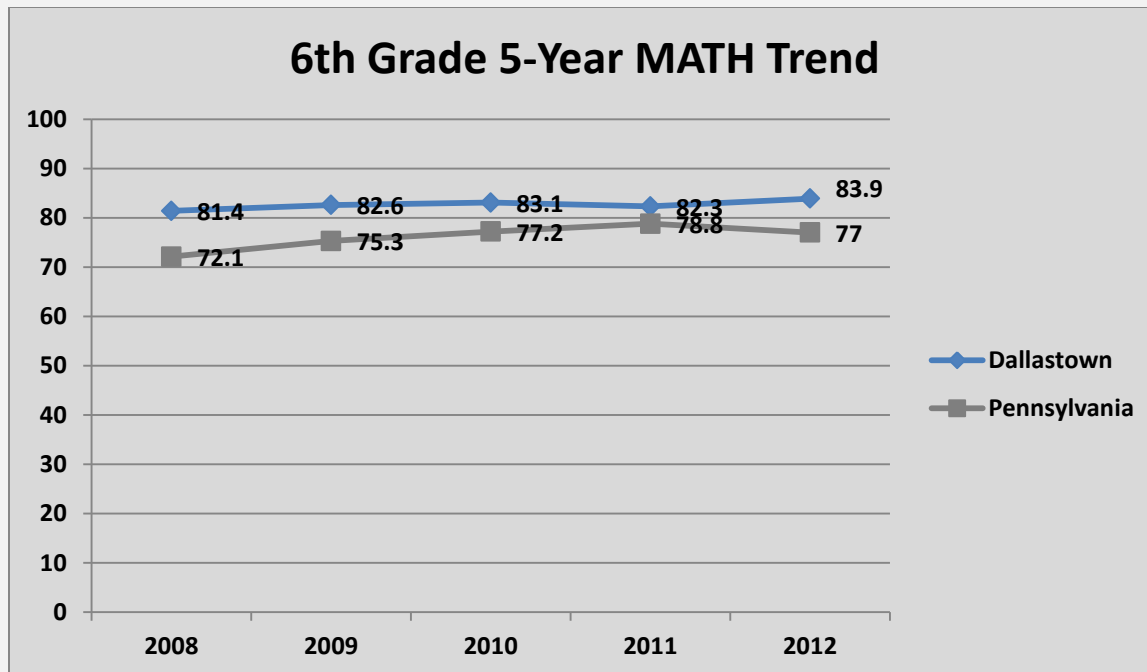
For the 2011-12 school year, PSSA tests were administered to students in grades 3 through 8 and 11 in the areas of Reading and Mathematics. Certain grades were also administered Writing and Science tests.

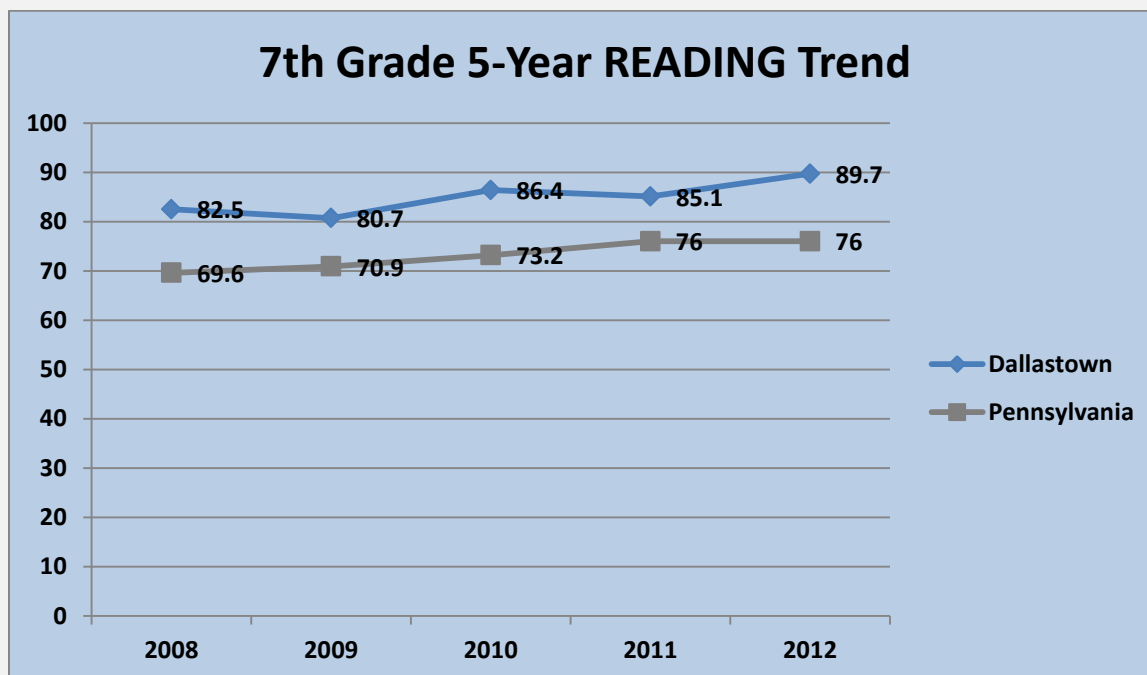
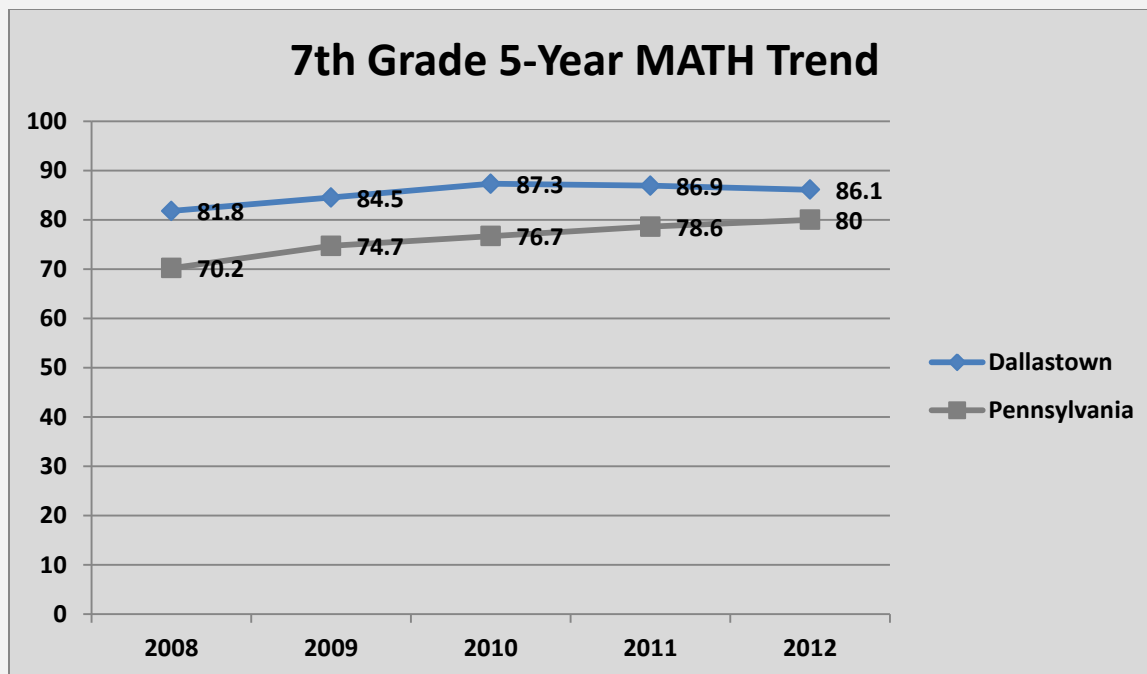
For the 2012-13 school year, grade 11 PSSA tests will be eliminated. The Keystone Exams will be administered in the areas of Algebra I, Biology, and Literature.

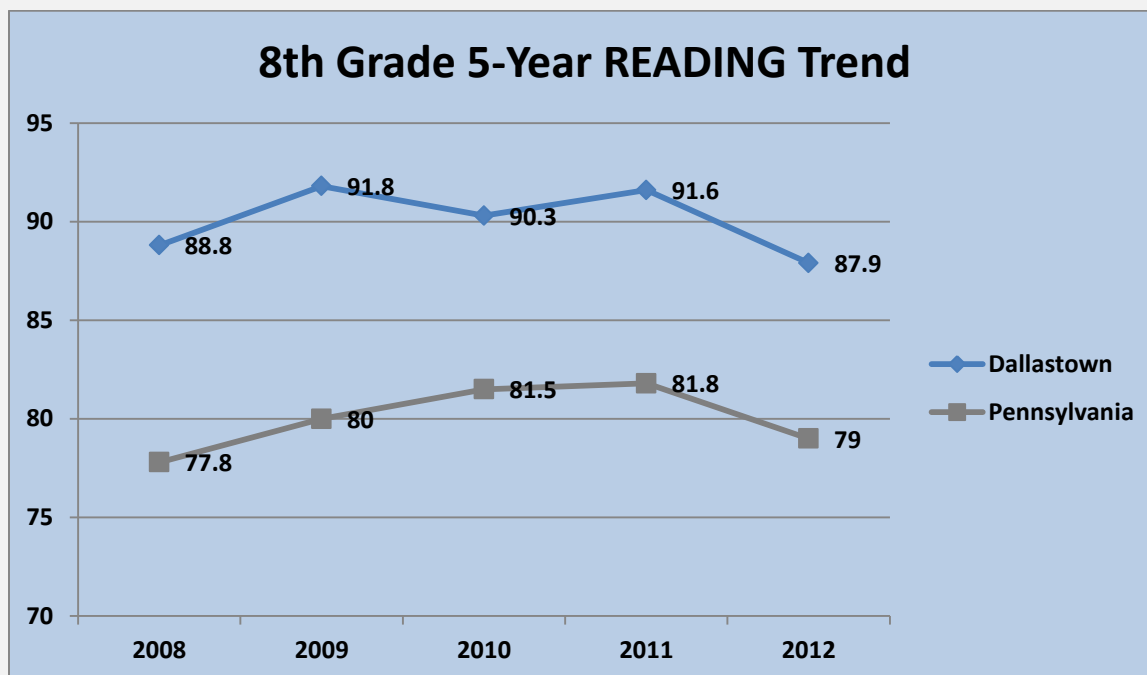
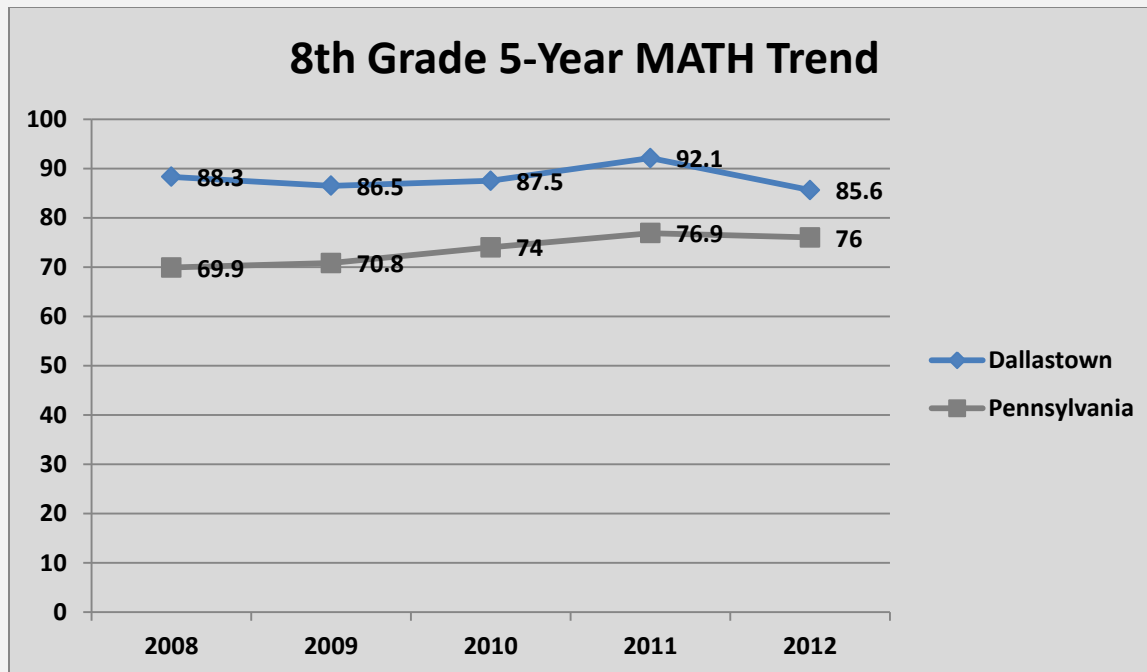




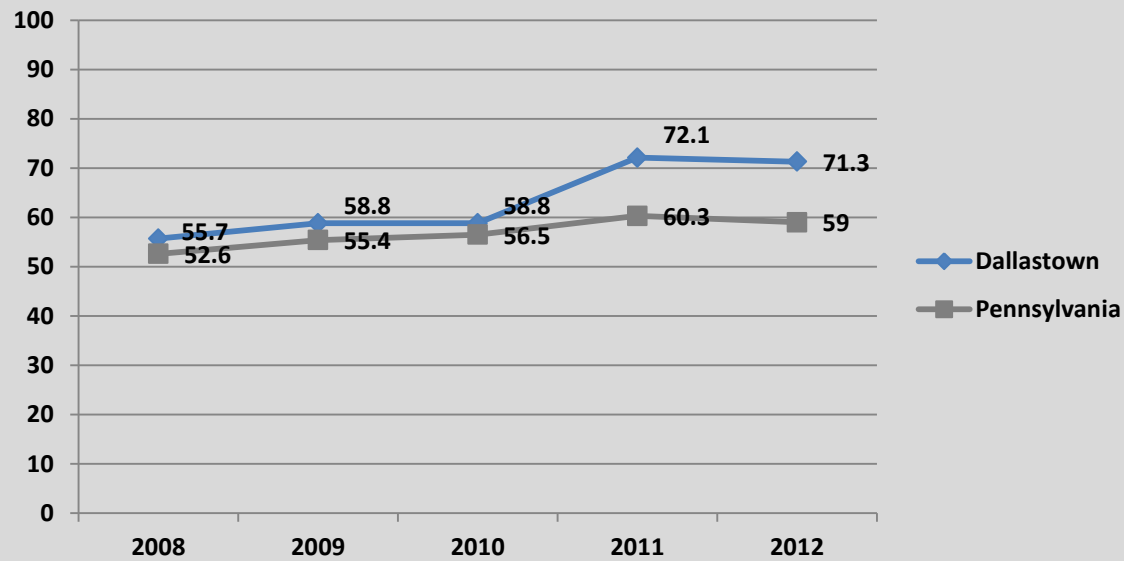




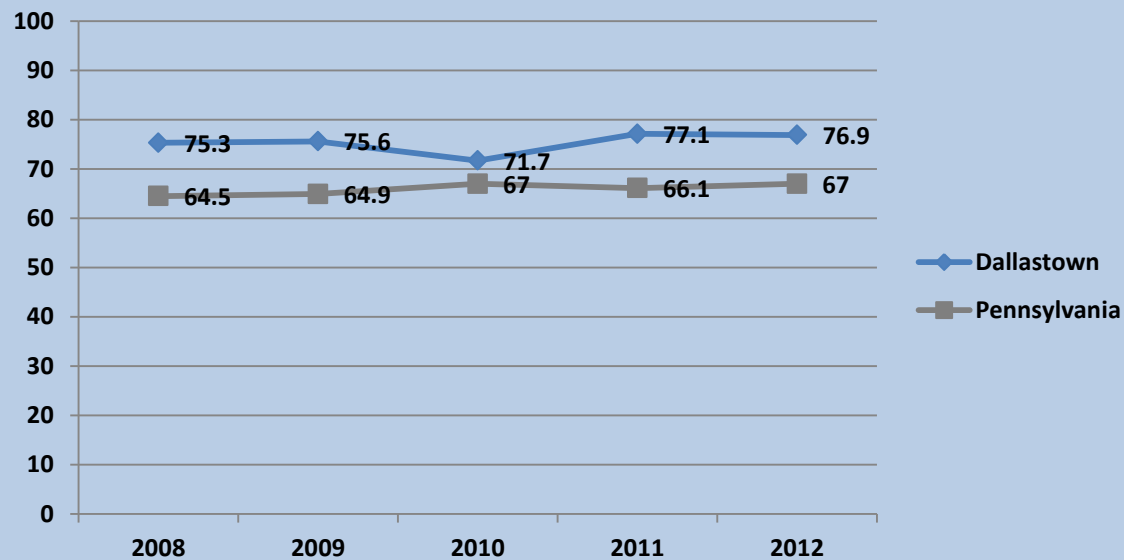




11th Grade 5-Year MATH Trend



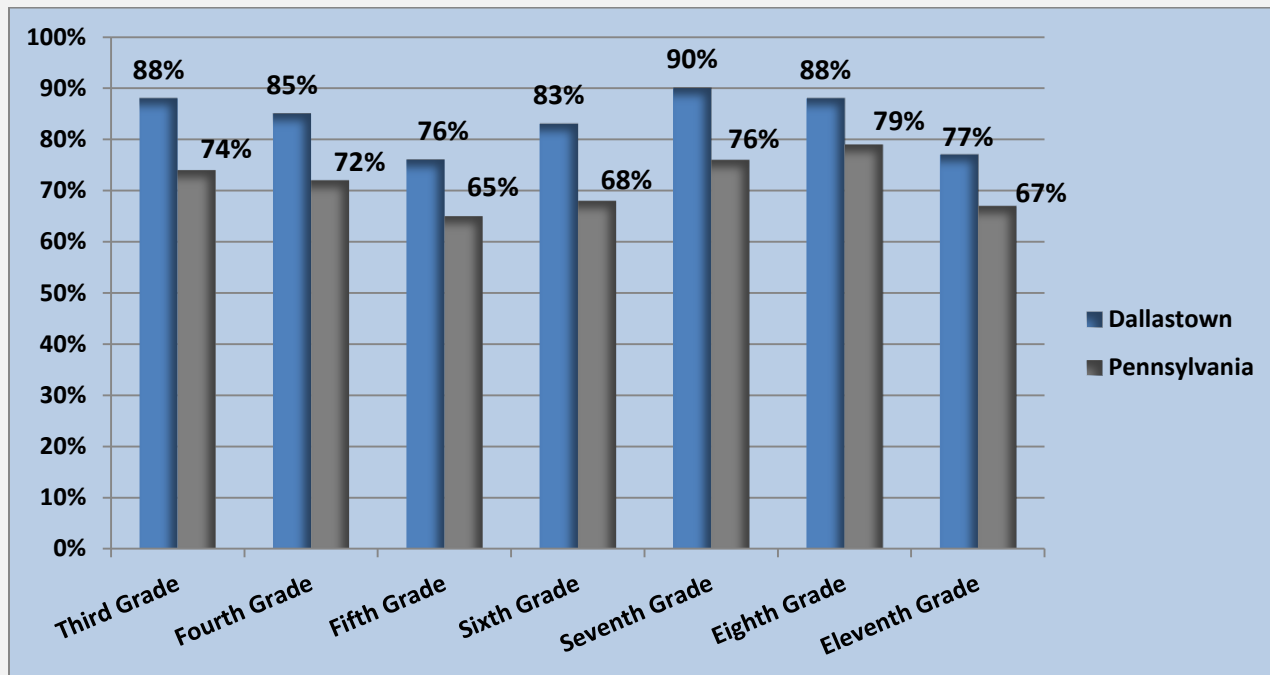
11th Grade 5-year READING Trend



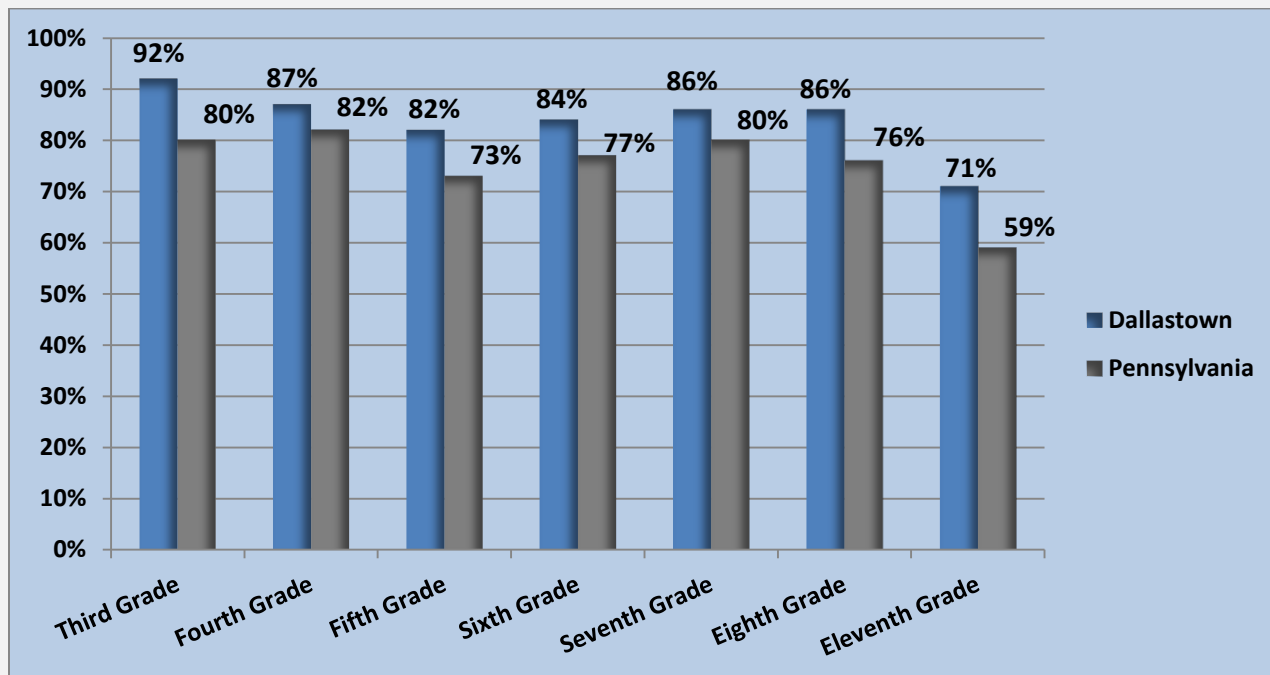
Student Performance

On the 2011-12 PSSA tests, student performance is identified in one of four categories listed from highest to lowest level of student proficiency: Advanced, Proficient, Basic, and Below Basic. The goal is for all students to become Proficient or Advanced Proficient. These charts represent the percentage of students at or above Proficient:

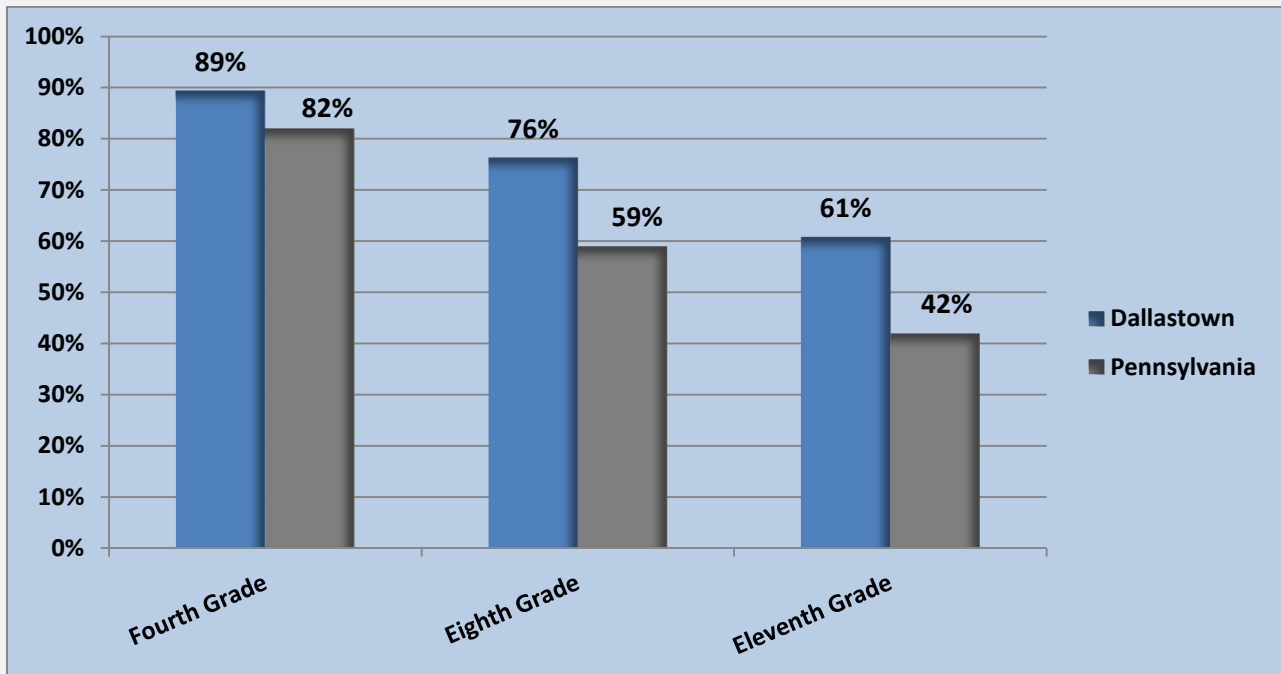
READING



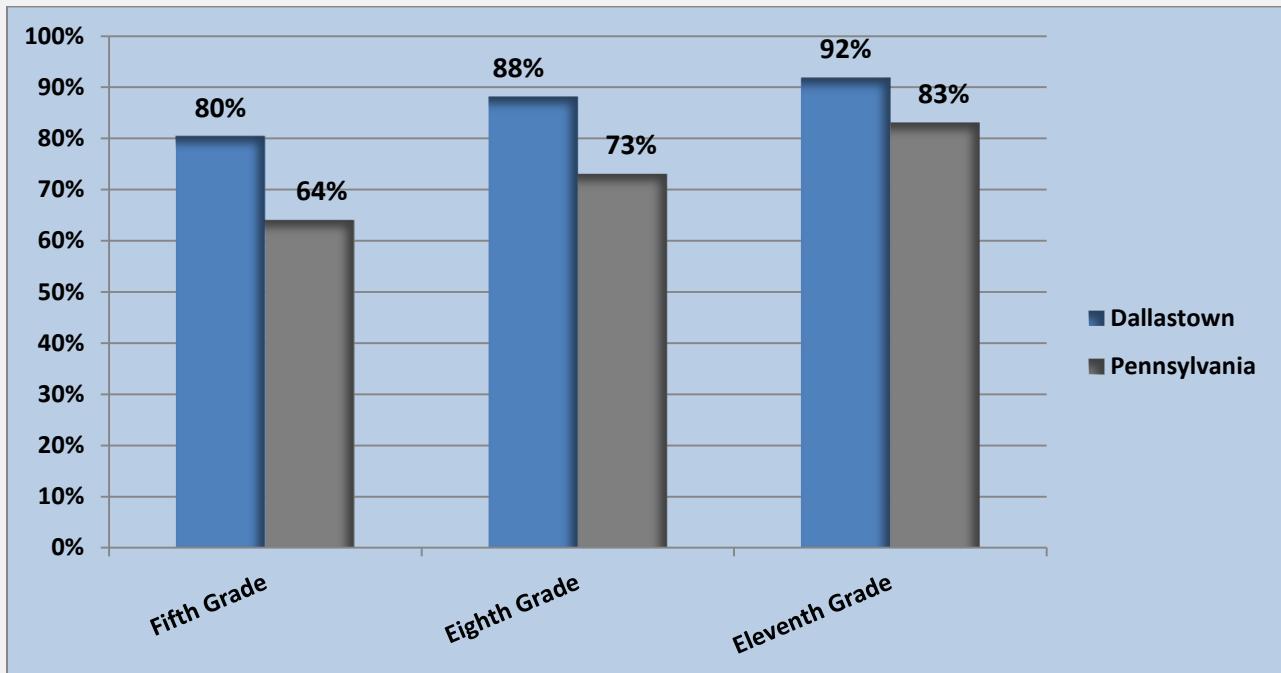
MATH

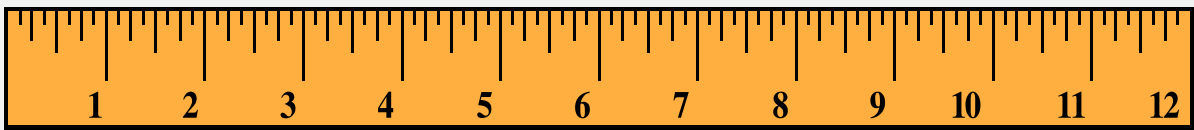


SCIENCE



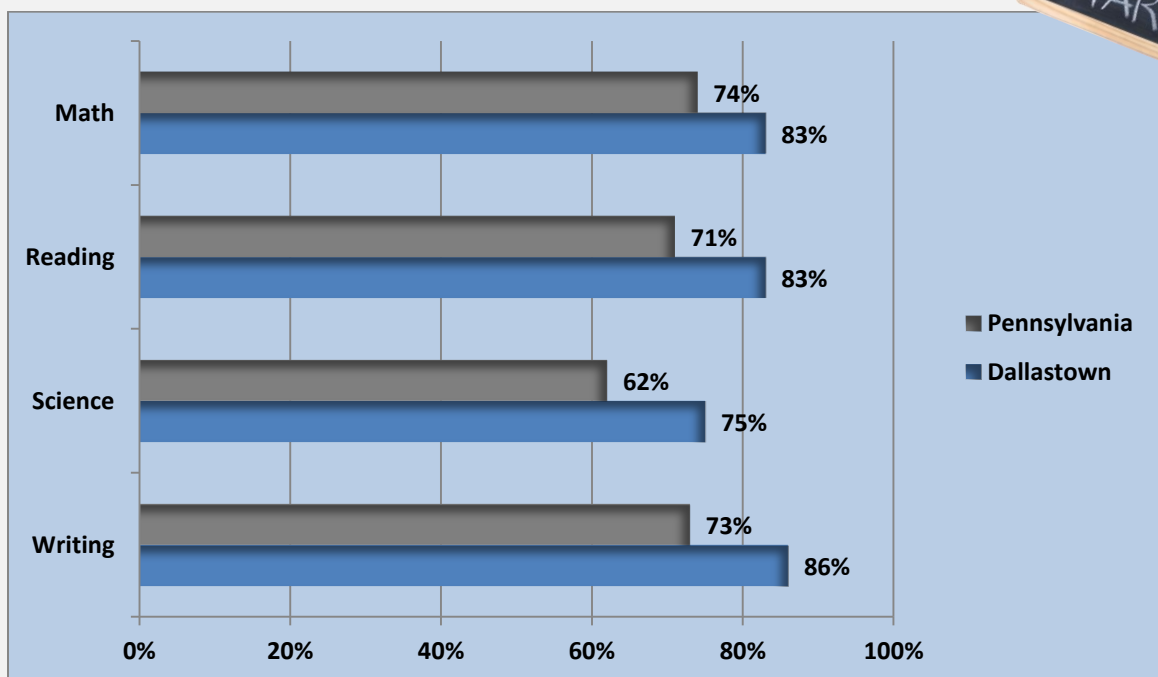
WRITING





- In 2012, 83% of Dallastown students met or exceeded proficiency in Mathematics, compared to 74% of Pennsylvania students.
- PSSA results for Reading show that 83% of Dallastown students met or exceeded proficiency compared to 71% of Pennsylvania students.
- Dallastown students displayed 75% proficiency in the area of Science as compared to 62% of Pennsylvania students.
- Writing PSSA results indicate that 86% of Dallastown students met or exceeded proficiency in that area compared to 73% of Pennsylvania students.

PERCENTAGE OF STUDENTS PROFICIENT AND ADVANCED PROFICIENT OVERALL



Dallastown Area Cyber Academy Grades 4-12

Expansion of the Alternative Education Program to Include Summer School

Mastery Learning Revisions
(DAHS)

Math and Reading Specific Remediation Courses
(DAHS)

AP Spanish
(DAHS)

Revision of K-6 Curriculum

Dallastown's Technology Camp for Teachers & Staff
2008, 2009, 2010, 2011, 2012 (All Levels)

Model for Teaching (DASD's Framework)
(Majority of teachers will complete training by the end of the 2012-13 school year)

Team Coaching Sessions
(DAMS)

Content Alignment to PA Common Core
(All Levels)

Dallastown Area School District Curriculum Framework

Study Island Remediation Program
Grades K-12

Diagnostic/Remedial Instruction
(All Levels)

Smart Boards, Student Laptops, Mobile Labs, Video Projectors

No Place for Hate Initiative
(All Levels)

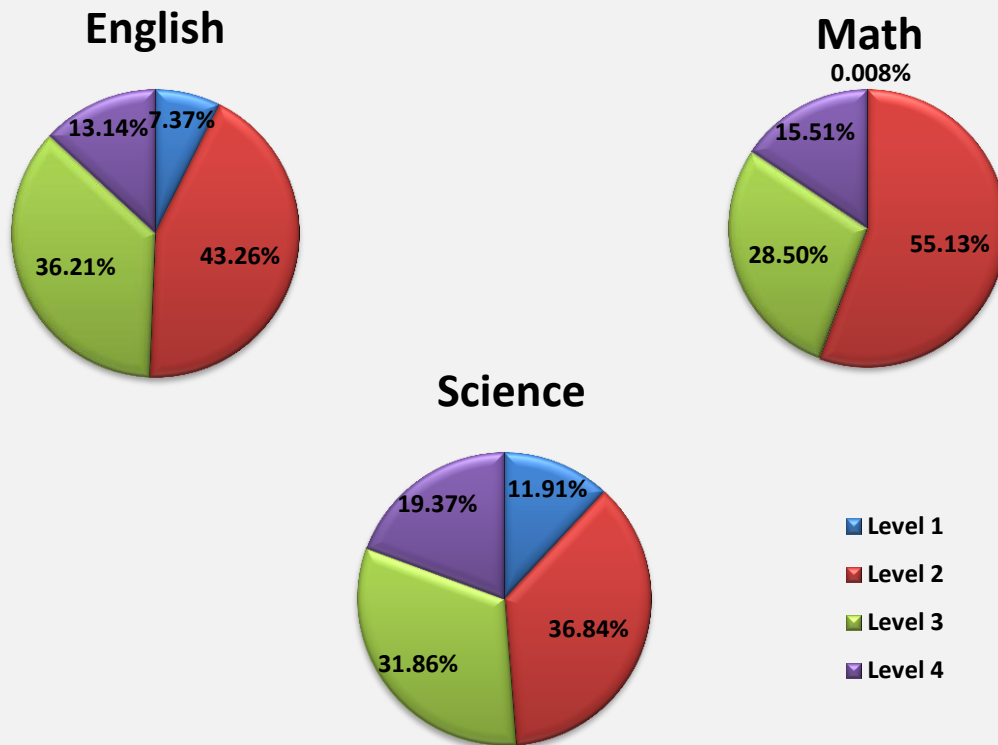
Staff Development Courses and Workshops



2011-12 High School Course

Enrollment

Academic rigor prompts enrollment in various course levels, including Honors and Advanced Placement, and is reflected in the following charts:



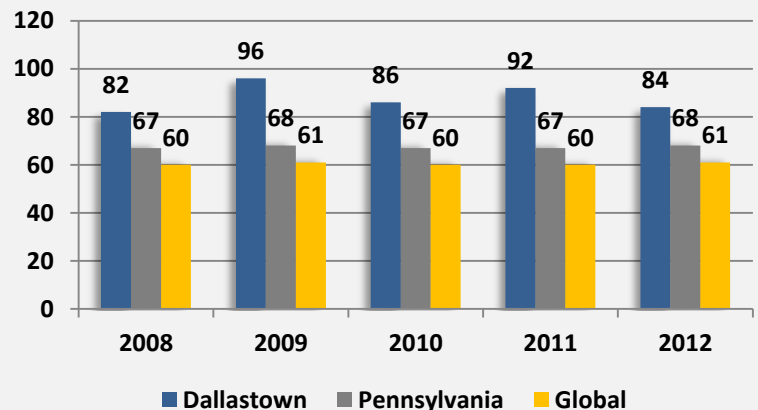
AP® Enrollment CollegeBoard inspiring minds™

Approximately 218 **Advanced Placement®** exams were taken in 2011 by students in grades 11 and 12.

The district encourages college-bound students to take these exams for possible exemption from freshman collegiate courses.

The College Board suggests that AP exam scores of three or higher should qualify students to receive college credit or advanced placement.

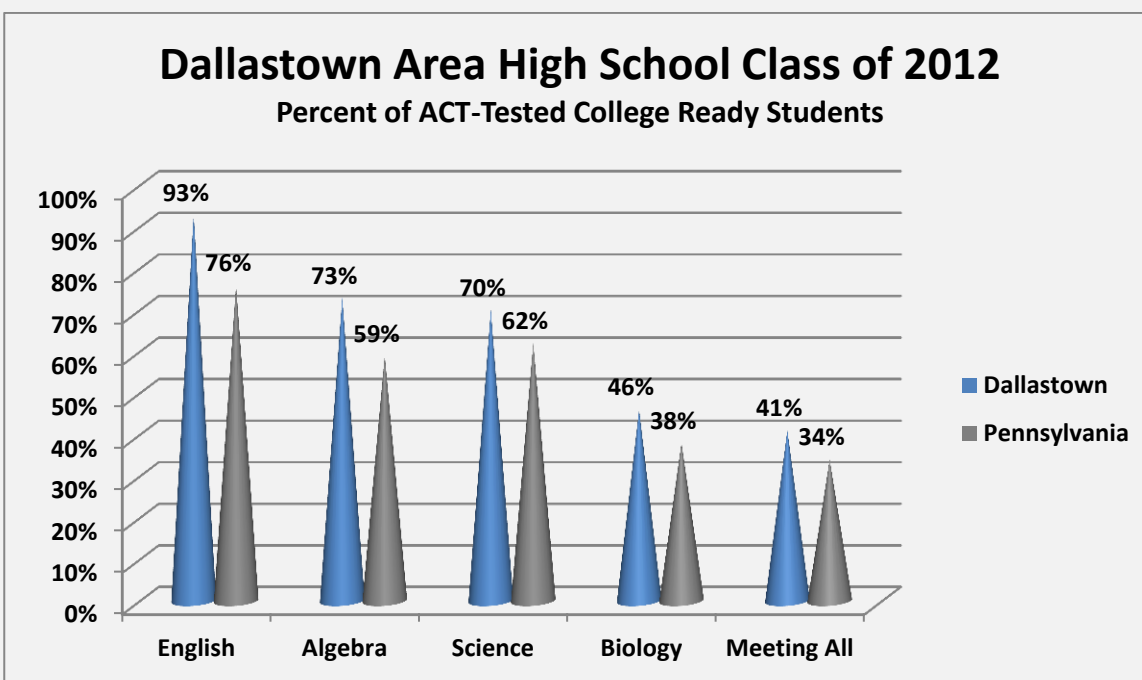
Percentage of AP Students with Scores 3+



ACT College *Readiness*

The **ACT** assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover English, Mathematics, Reading, and Science.

| 2012 ACT | English | Math | Reading | Science | Composite |
|--------------|---------|------|---------|---------|-----------|
| Dallastown | 23.6 | 23.9 | 24.0 | 23.4 | 23.8 |
| Pennsylvania | 22.0 | 22.7 | 22.7 | 21.9 | 22.4 |
| National | 20.5 | 21.1 | 21.3 | 20.9 | 21.8 |



ACT College Readiness *Results*

Dallastown Area High School 5-Year Trend – Average ACT Scores

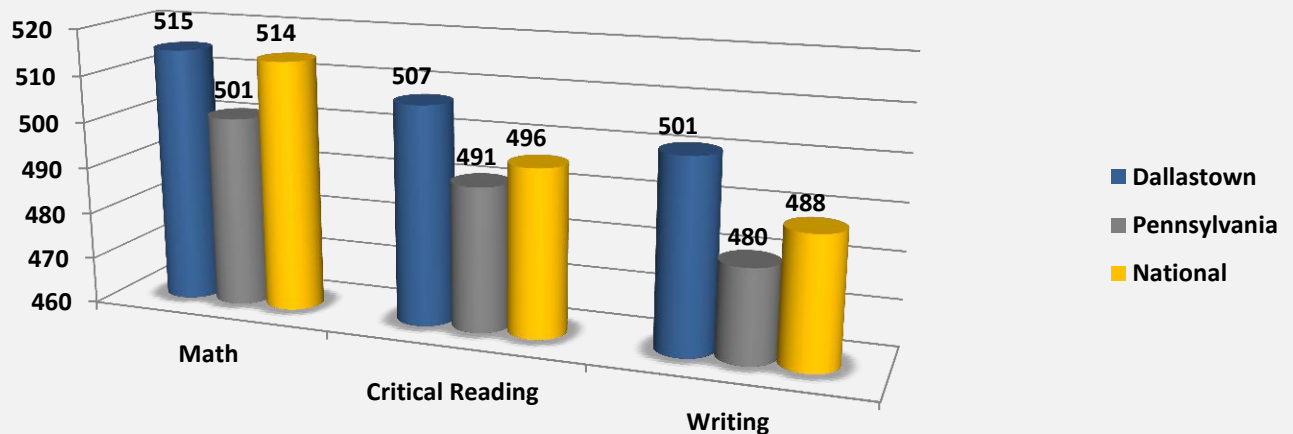
| Year | Total Tested | | English | | Mathematics | | Reading | | Science | | Composite | |
|---------|--------------|--------------|---------|------|-------------|------|---------|------|---------|------|-----------|------|
| | DASD | PA | DASD | PA | DASD | PA | DASD | PA | DASD | PA | DASD | PA |
| 2007-08 | 95 | 19,439 | 24.3 | 21.8 | 24.0 | 22.3 | 23.9 | 22.5 | 23.2 | 21.6 | 23.9 | 22.2 |
| 2008-09 | 107 | 21,199 | 21.9 | 21.7 | 21.7 | 22.2 | 22.9 | 22.4 | 21.9 | 21.5 | 22.3 | 22.1 |
| 2009-10 | 132 | 24,323 | 24.4 | 21.3 | 23.7 | 22.1 | 24.0 | 22.1 | 23.1 | 21.4 | 23.9 | 21.9 |
| 2010-11 | 110 | Not reported | 23.4 | 21.9 | 23.2 | 22.6 | 23.5 | 22.6 | 23.5 | 21.8 | 23.5 | 22.3 |
| 2011-12 | 142 | 25,426 | 23.6 | 22.0 | 23.9 | 22.7 | 24.0 | 22.7 | 23.4 | 21.9 | 23.8 | 22.4 |

Data source: ACT College Readiness District Report.

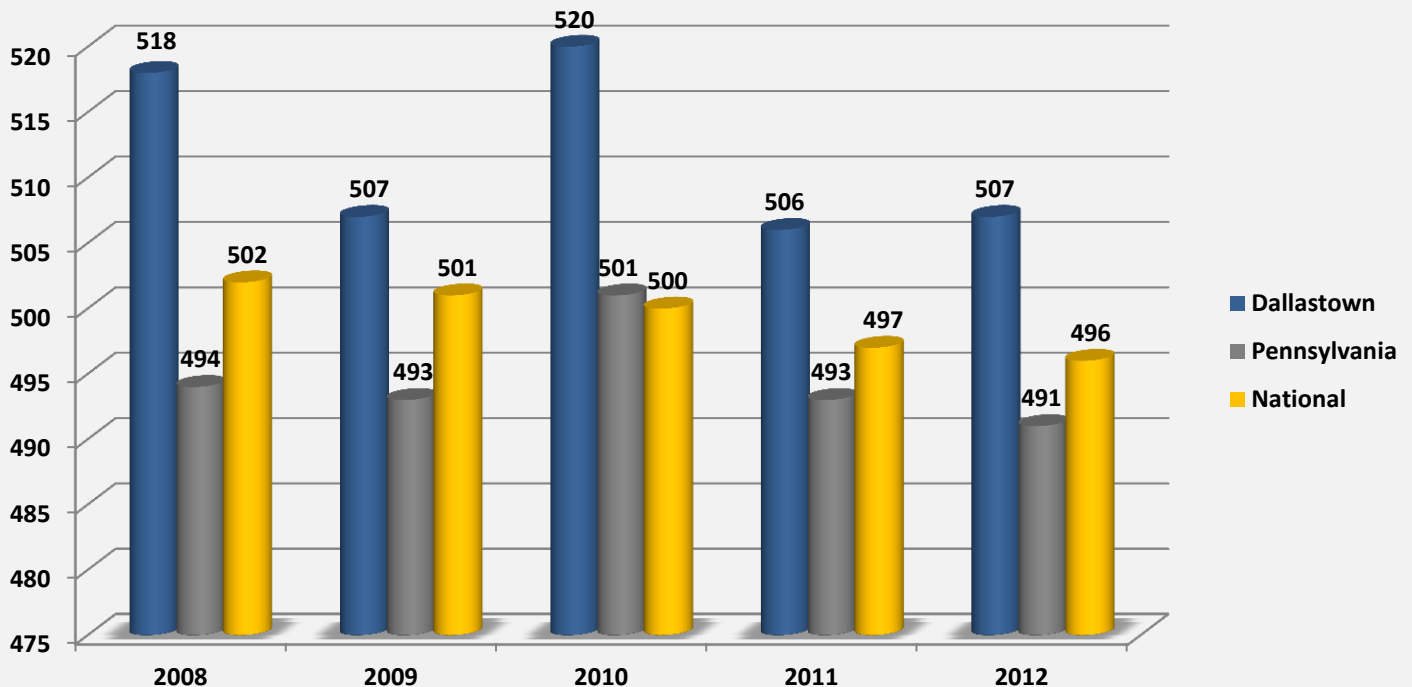
Scholastic Aptitude *Test*

Student performance on the Scholastic Aptitude Test (SAT) is an indicator of the effectiveness of [secondary school initiatives](#). Dallastown students consistently perform above the state and national averages on the SAT, ensuring further academic opportunities after high school graduation.

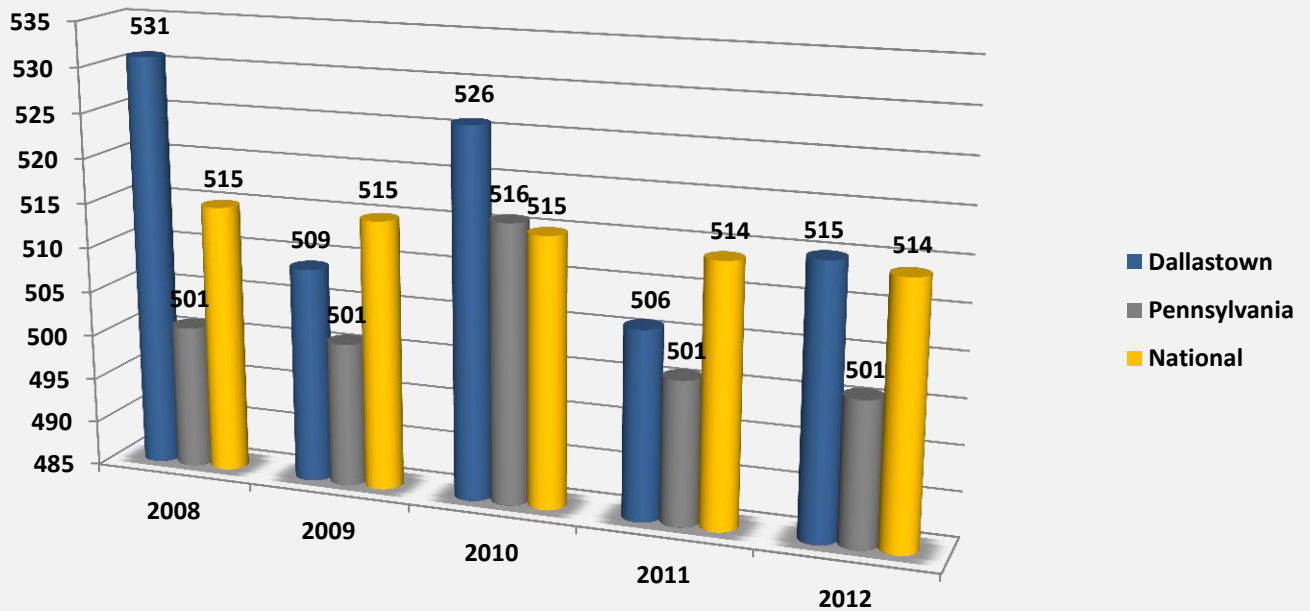
Dallastown Area High School 2012 SAT Scores



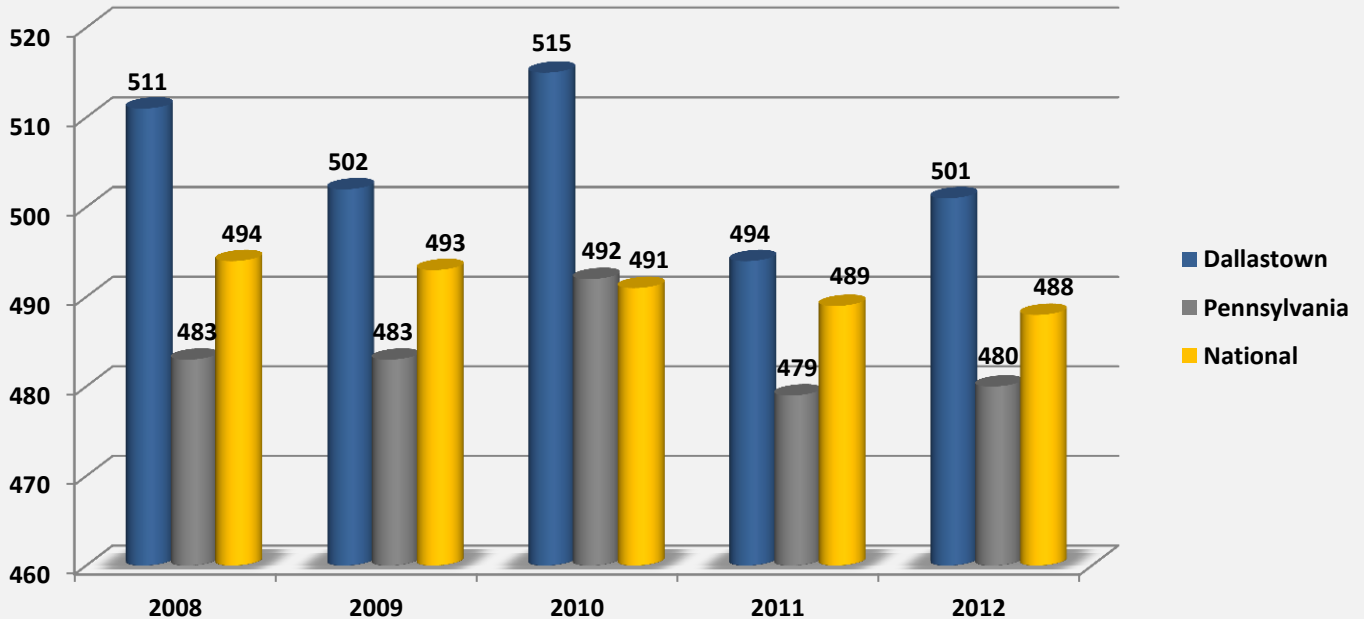
Dallastown Area High School SAT Reading Scores 5-Year Trend



Dallastown Area High School SAT Mathematics Scores 5-Year Trend



Dallastown Area High School SAT Writing Scores 5-Year Trend



- Only 33 high schools in the state had more students take the SAT.
- The total number of high schools reported by the state to have students taking the SAT was 684.

Student Attendance

Dallastown Area School District is committed to the belief that there is a relationship among **regular attendance**, academic achievement, and completion of a balanced and strong academic program. Regular daily attendance is required in order for students to obtain optimum learning benefits and necessary for effective instruction and evaluation. Dallastown Area School District student attendance figures are consistently above the state rate.

| ATTENDANCE | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|--------------|---------|---------|---------|---------|---------|
| Dallastown | 95.2 | 95.3 | * | 95 | 95 |
| Pennsylvania | 93.8 | 93.8 | * | 94 | 94 |

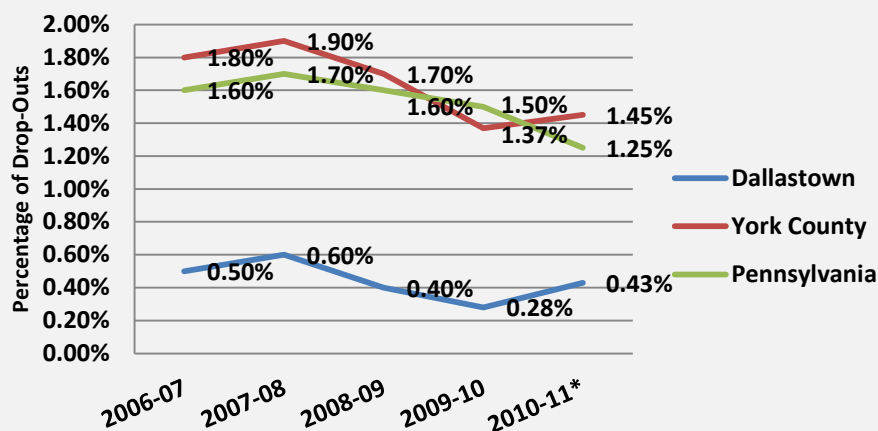
Data source: Adequate Yearly Progress Report, www.paayp.emetric.com.

*Data not reported.

Student Drop-Out Rates

Dallastown Area School District teachers, administrators, guidance counselors, and learning support staff members strive to provide assistance to students at risk of dropping out of school. Student drop-out rates for Dallastown Area School District are currently below both state and county averages.

Dallastown Area School District Grades 7-12 Drop-Out Rates



Data source: Pennsylvania Information Management Systems (PIMS), www.education.state.pa.us/portal/server.pt/community/dropouts/7396.

*Most recent year for which official results are available.

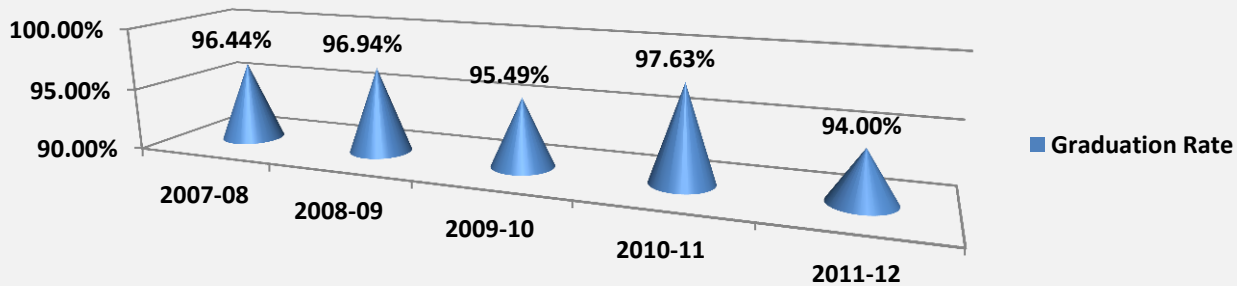
High School Graduation

High school graduation rates are an important performance measure and are essential in assessing the performance of Dallastown Area School District. The Pennsylvania Department of Education (PDE) includes high school graduate rate as a component of Adequate Yearly Progress (AYP) statistics. PDE requires an 85 percent graduation rate for a district to receive AYP.

The graduation rate is determined by “cohort” and is the number of students who graduate in a given year with a regular diploma divided by the number of high school students who entered four years earlier with adjustment each year for students who transfer in and out (*Number of on-time graduates in 2012/Number of first-time entering 9th grade students in 2008*)+(Number of transfers to the class of 2012)-(Number of transfers out of the class of 2012) x 100.

Additional formula details can be accessed at Pennsylvania Department of Education, www.pde.state.pa.us.

Dallastown Area High School Percentage of Seniors that Graduated



Data source: Adequate Yearly Progress Report, Pennsylvania Department of Education, www.paayp.emetric.net.

Benchmarks for Student Proficiency

A school district's progress is determined by each school's measure of **Adequate Yearly Progress** or **AYP**. AYP benchmarks are set at the state level for Pennsylvania school districts. In order for schools to make AYP, the following targets must be met:

- 90% attendance rate at the elementary and middle schools or 85% graduation rate at the high school level.
- 95% participation rate on PSSA tests; and,
- Proficiency rates in Mathematics and Reading of all significant subgroups (for ESEA accountability computations, the minimum number of students in a district and/or building subgroup is 40 students).

In coming years, the proficiency rates for Reading and Mathematics increase each year. The chart shown displays the increased expectations through the 2014 school year.

Dallastown Area School District PSSA Proficiency Rates

| Year | Math | Reading |
|------|------|---------|
| 2007 | 45 | 54 |
| 2008 | 56 | 63 |
| 2009 | 56 | 53 |
| 2010 | 56 | 53 |
| 2011 | 67 | 72 |
| 2012 | 78 | 81 |
| 2013 | 89 | 91 |
| 2014 | 100 | 100 |



Ensuring a World-Class Education *for Every Student*

The **2012 DASD Assessment of Quality Education Report** describes the school district's commitment to high quality education for all students. The composite of data continues to indicate firm evidence of the effectiveness of our academic program and the success of initiatives undertaken to achieve these goals. These data also indicate areas in which the district is experiencing challenges (such as growth and increased diversity in the student population).

Measures of quality include, but are not limited to, student enrollment and attendance rates, the number of highly qualified teachers, student achievement levels on state and national assessments, student participation in co-curricular activities, Advanced Placement® (AP®) enrollment and test results, and the level of parental and community support.

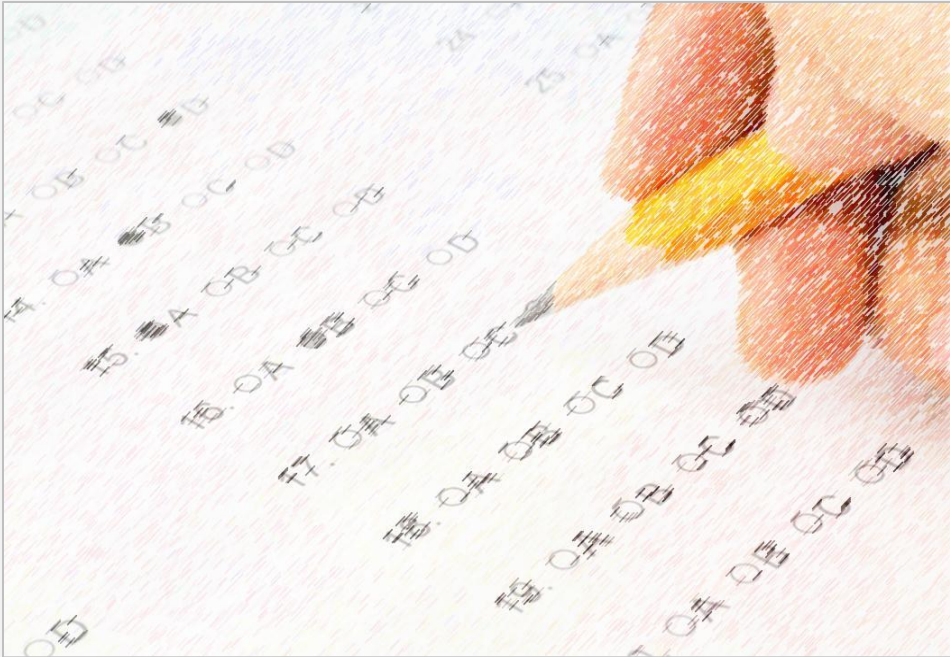
Effective reporting of student progress to parents is an important component of ensuring student success at school. Dynamic methods of reporting student progress are in place, such as the Home Access Center (HAC) website tool available to all students and parents, promotion of parent conferences, report cards, interim reports, and encouraged/open communication between home and school.

The **Assessment of Quality Education Report** not only provides an accounting of the school district's performance on established milestones of the ESEA (NCLB) and PSSA indicators, but also includes multiple measures of other indicators. Comparisons of data from previous years are provided when available.

- The emphasis on increasing student achievement is not limited to any one grade level.
- The elementary math framework for teaching has been updated to include current research on student learning and retention.
- Strong writing has always been connected to reading comprehension. This year, the district expanded Lucy Calkins Writing Workshop from 1st grade to 2nd grade as well.
- To assist with learning more complex mathematical concepts, the district implemented Mastering Math Facts in 1st through 3rd grades.
- District teachers continue to align and revamp our high school courses with the state's expectations and model curricula. Please see **Curricular Initiatives: Keystone Exams on Pages 32 and 33**.

Cognitive Abilities® *Test*

The Cognitive Abilities® Test (CogAT®) measures both general and specific cognitive abilities in verbal, quantitative, and nonverbal areas. Students in grades 1 and 3 participate in the CogAT® testing. These results are individually reported to parents.

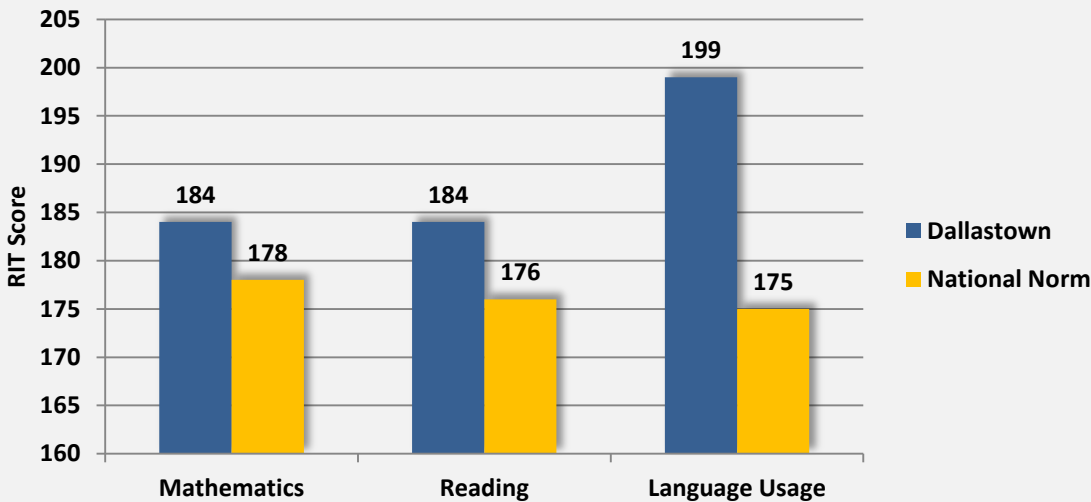


MAP™: Measure of Academic *Progress*

Second grade students are tested at the beginning and end of the academic year through the MAP™ tests. MAP™ measures students' reading and mathematics achievement and provides another indicator of student academic progress, along with monitoring the effectiveness of the academic program.

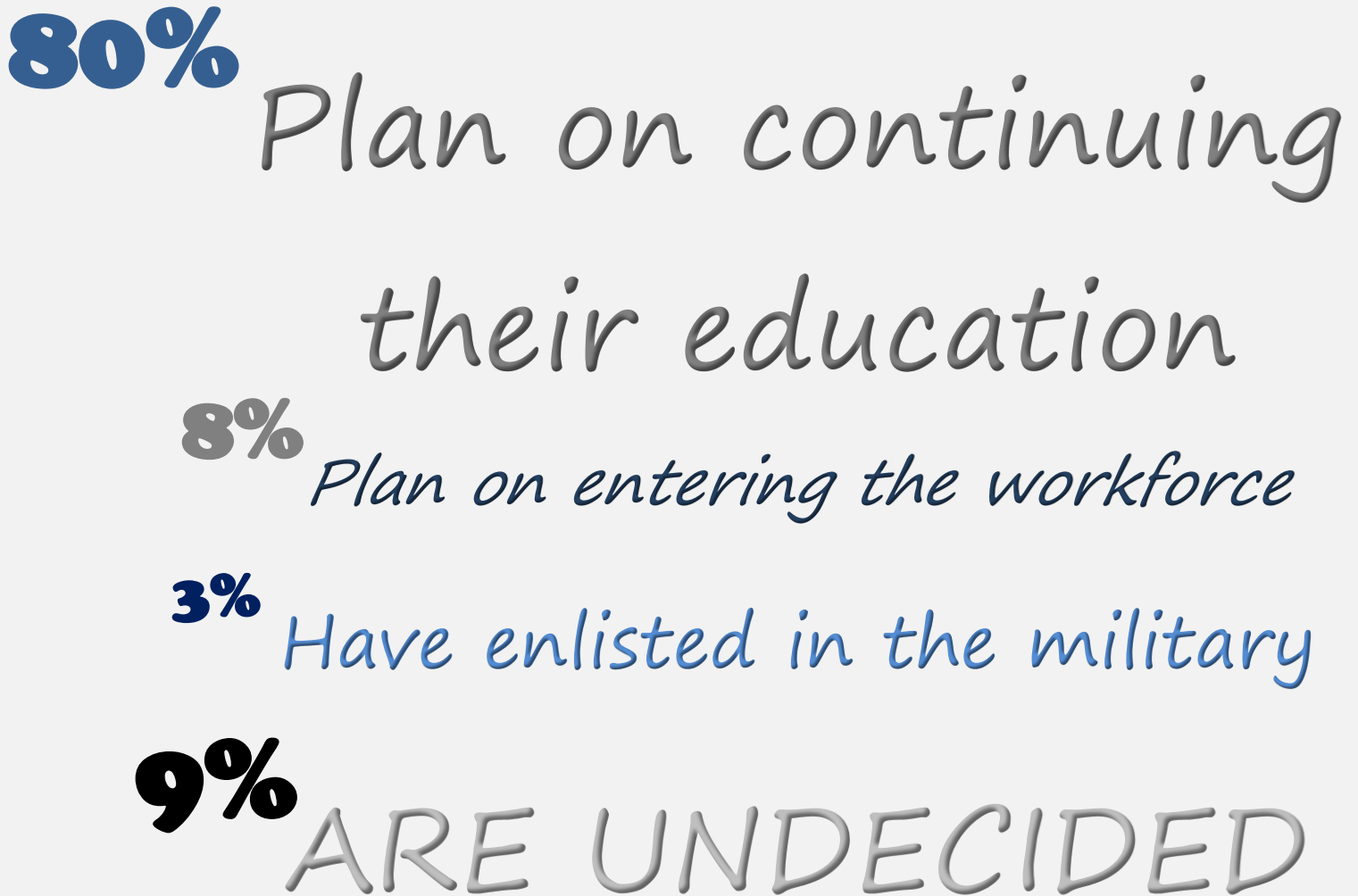
Note: MAP™ results are reported in RIT scores. The RIT score is derived from an equal-interval scale, similar to a scale such as feet and inches, that is independent of grade level. The score measures academic growth.

Dallastown Area School District
2nd Grade MAP Test Performance



Graduates and Post-Secondary *Education*

Post-secondary education rates reflect the percentage of Dallastown Area High School graduates planning to attend a two- or four-year college or university program, a specialized associate degree-granting institution or a nondegree-granting post-secondary school program. For the most recent year reported by the Pennsylvania Department of Education, 73.2 percent of Dallastown Area High School 2011 graduates planned to attend a post-secondary college, university or school. The 2012 graduating class profile includes:



Of the **456** Dallastown Area High School 2012 graduates, **358** plan to continue their education:

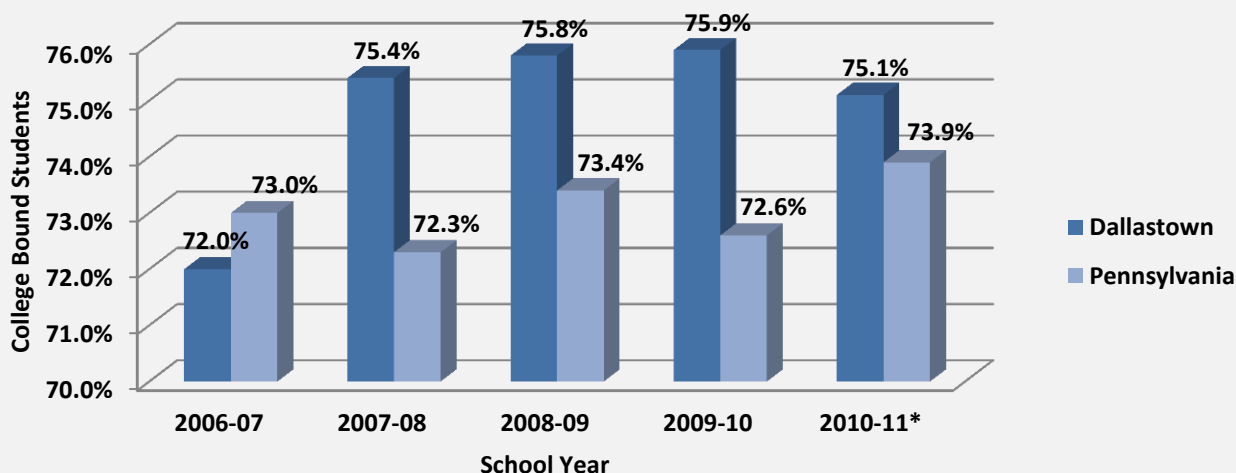
14 plan to attend a nondegree-granting post-secondary school program.

12 plan to attend a specialized associate degree-granting institution.

53 plan to attend a 2-year school.

279 plan to attend a 4-year college or university program.

Dallastown Area School District Post-Secondary Education Rates



Data source: Public High School Graduates and Post-Secondary Education Rates Report, Pennsylvania Department of Education, www.paapp.emetrics.net.

*Most recent year for which official results are available.

Staff Development

Model for Teaching incorporates three research-based elements essential for all successful teaching and learning. These elements include Relationships, High Expectations, and Achievement. The three elements are intertwined to provide effective research-based prospects for student success.

Relationships are designed to foster a deep connection between the teacher and learner with regard to rapport and instruction.

High Expectations requires the teacher to develop high expectations for all students based on deliberately planning effective lessons and utilizing what and when strategies geared toward having all students achieve success.

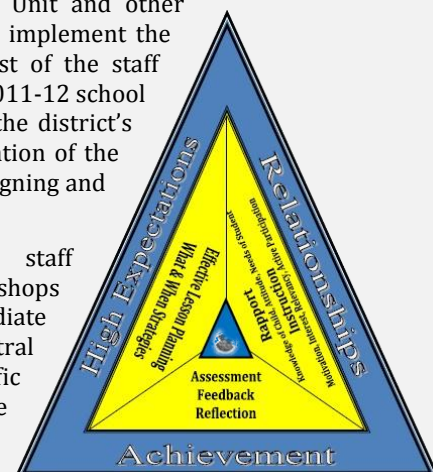
Achievement is centered on the principles of assessment, feedback, and reflection. Achievement for all students is paramount and the opportunities for students to engage in standard-based assessments that are fostered by high expectations and content from the district curriculum maps is an essential component of instruction in the Dallastown Area School District. When teachers provide valuable feedback to students, and teachers engage in self-reflection, both the learner and teacher are able to excel.

The Dallastown Area School District's staff development plan is included as part of the Strategic Plan and is reviewed annually. The district maintains a standing Professional Development Steering Committee that guides the district's professional learning. The K-12 Curriculum Committee, the Administrative Leadership Team, and the Curriculum Leadership Team also assess professional learning activities in their comprehensive examination of student performance and achievement targets.

District ongoing and summer staff development and curriculum workshops are offered in support of district goals and priorities as established in the DASD Strategic Plan.

The district's **New Teacher Induction Plan** is designed to align with the staff development plan. Our district collaborates with the Lincoln Intermediate Unit and other York County school districts to implement the Induction plan. A major thrust of the staff development program for the 2011-12 school year was training focusing on the district's **Model for Teaching**, a compilation of the district's "best practices" in designing and delivering quality instruction.

Additional opportunities for staff development included workshops hosted by various intermediate units in the south-central Pennsylvania region, and specific workshops held in the state capital area.



Curricular *Initiatives*

At all organizational levels, planned instruction is developed, revised, and taught to all students according to the provisions mandated in Title 22, Sections 4.21, 4.22, and 4.23 (Chapter 4) of the **Pennsylvania Code**. Dallastown faculty, staff, and administration are focused on goals that are relevant to increasing student achievement and in providing staff development that is relevant to district goals and state standards.

Dallastown administration and staff members have formulated goals, strategies, and activities in the Strategic Plan to articulate, train, and coordinate K-12 personnel in implementing the K-12 curriculum revisions and related instructional components. The Strategic Plan promotes further developments and revisions to curriculum maps for courses, areas, and grade levels; to analyze data and use these results to inform instruction; to attract and retain a highly qualified teaching staff and administrators; and, to apply for state and federal grants for instructional enhancements.

Curriculum initiatives include:

- Reflecting on diversity in curricular approaches and materials.
- Using the Model for Teaching in designing and delivering quality instruction reflecting the needs of the 21st century learner.
- Common Core State Standards and the implementation of the Keystone Exams.

The Curriculum Leadership Team:

- *Examines learning outcomes and disaggregates data in a variety of ways.*
- *Monitors activities contained in the district's 2008-14 Strategic Plan.*
- *Supports diversity and equity efforts defined in the district's Diversity Focus Strategic Plan.*
- *Sustains the work of the various committees involved with curriculum revisions, curriculum mapping, and implementing the Keystone Exams.*
- *Provides input about the district's Cyber Academy and other initiatives.*
- *Monitors the Moodle initiative.*
- *Establishes frameworks for various Professional Learning Communities in the district.*
- *Enhances course offerings in high school Mathematics and Biology.*
- *Continues work on the alignment of high school courses with the Pennsylvania state model curricula and Keystone Exam expectations.*

Strategic Plan

The Dallastown Area School District Strategic Plan, a six-year blueprint for educational recommendations for the district into the 2013-14 school year, includes revisions and enhancements to various programmatic areas. The implemented Strategic Plan includes continued preparatory work on the restructuring of K-12 education.

As stated previously, Dallastown faculty, staff, and administration are devoted to the task of preparing our students for the demands of the 21st Century. Staff members strive in their daily work with students to “challenge them,” “reach them,” and “spark their interest.”

When visiting our schools, you should see the truth of those statements evidenced around you.

Keystone Exams

The Keystone Exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Literature, and Biology. Starting with the 2012-13 school year, Keystone Exams will replace the 11th grade PSSA. As a result, high school students that are currently in 11th grade and/or have previously completed an Algebra I, Literature or Biology course will participate in the assessment.

The assessments are divided into two modules that take approximately 2 to 2-1/2 hours to administer. Students who fail to reach proficiency will be given the opportunity to retake the assessment.

Summary

In conclusion, the **2012 Assessment of Quality Education Report** highlights the strong student performance found in the district. While we are proud of these achievements, we are facing the challenges of sustaining student performance at increasing rates of expected proficiency. Through collaborative efforts with our school community and by systematic improvements to our instructional program, we are confident that we will provide a truly world-class education to the students we serve.



Indicators of Student Performance

STATE AND NATIONAL ASSESSMENTS

- PSSA
- Keystone Exams
- SAT and ACT
- CogAT
- AP Exams
- Differential Aptitude Test
- MAP Tests

CLASSROOM ASSESSMENTS

- Quizzes and Tests
- Portfolios
- Performance Tasks
- Essays and Term Papers
- Oral Presentations and Projects

DISTRICT ASSESSMENTS

- Portfolios
- Culminating Project
- Diagnostic Reading Assessments
- Algebra Readiness
- Benchmark Assessments

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