



2013 ANNUAL REPORT *Quality Assessment*

REBOOTING EDUCATION for Today's *and Tomorrow's* Mobile Student



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 nearly 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, 232 support staff, and 27 administrators to ensure the integration of educational tools and technologies for today's—and tomorrow's—mobile student.

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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.

District Administration

Ronald E. Dyer, Ed.D., Superintendent
 Joshua A. Doll, Ed.D., Assistant Superintendent
 Duane Bahn, Director of Buildings & Grounds
 Donna Devlin, Business Manager
 Jeanne Pocalyko, Director of Human Resources
 John Sanford, Assistant Director of Buildings & Grounds
 Thomas Stauffer, Director of Information Technology



Superintendent's

Annual Report

on Educational Progress

We proudly present the Dallastown Area School District's ***Annual Assessment of Quality Report***. The students, faculty and staff members, administration, and the Board of School Directors work diligently to present a vibrant and rich curriculum to our students. Displayed within the pages of this report are interesting facts about our district's program and data points that represent our progress on a number of indicators.

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. Despite fiscal challenges, our district has been able to provide a rich, stimulating, and relevant educational environment for its students.

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.

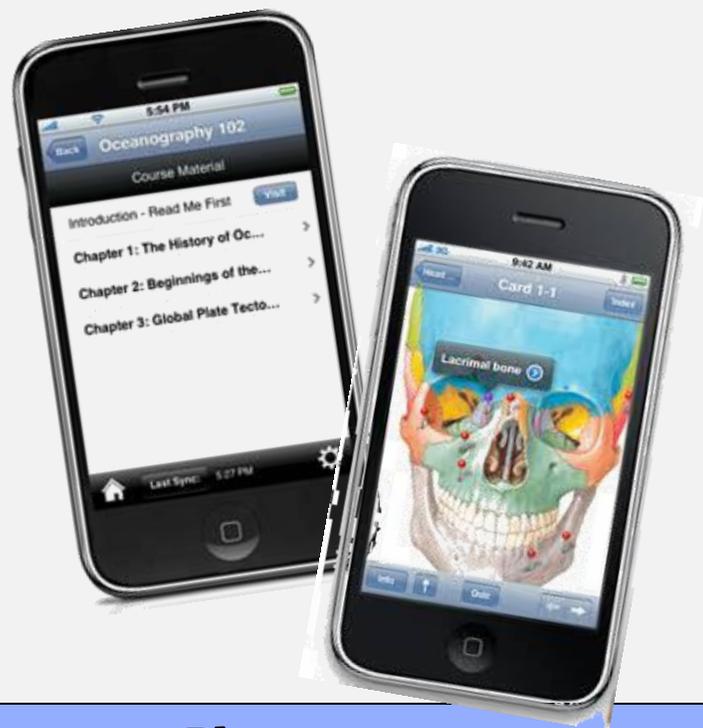
Sincerely,

Ronald E. Dyer, Ed.D.
Superintendent

OCTOBER 1, 2013

Enrollment

K-12 Enrollment.....	5,949
K-6 Enrollment.....	3,163
Dallastown Elementary.....	184
Leaders Heights Elementary.....	163
Loganville-Springfield Elementary...	430
Ore Valley Elementary.....	549
York Township Elementary.....	461
Dallastown Area Intermediate..	1,376
Dallastown Area Middle School.....	997
Dallastown Area High School.....	1,717
Dallastown Cyber Academy (4-8).....	15
Dallastown Cyber Academy (9-12).....	36
Dallastown Alternative Education Academy...	21



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:

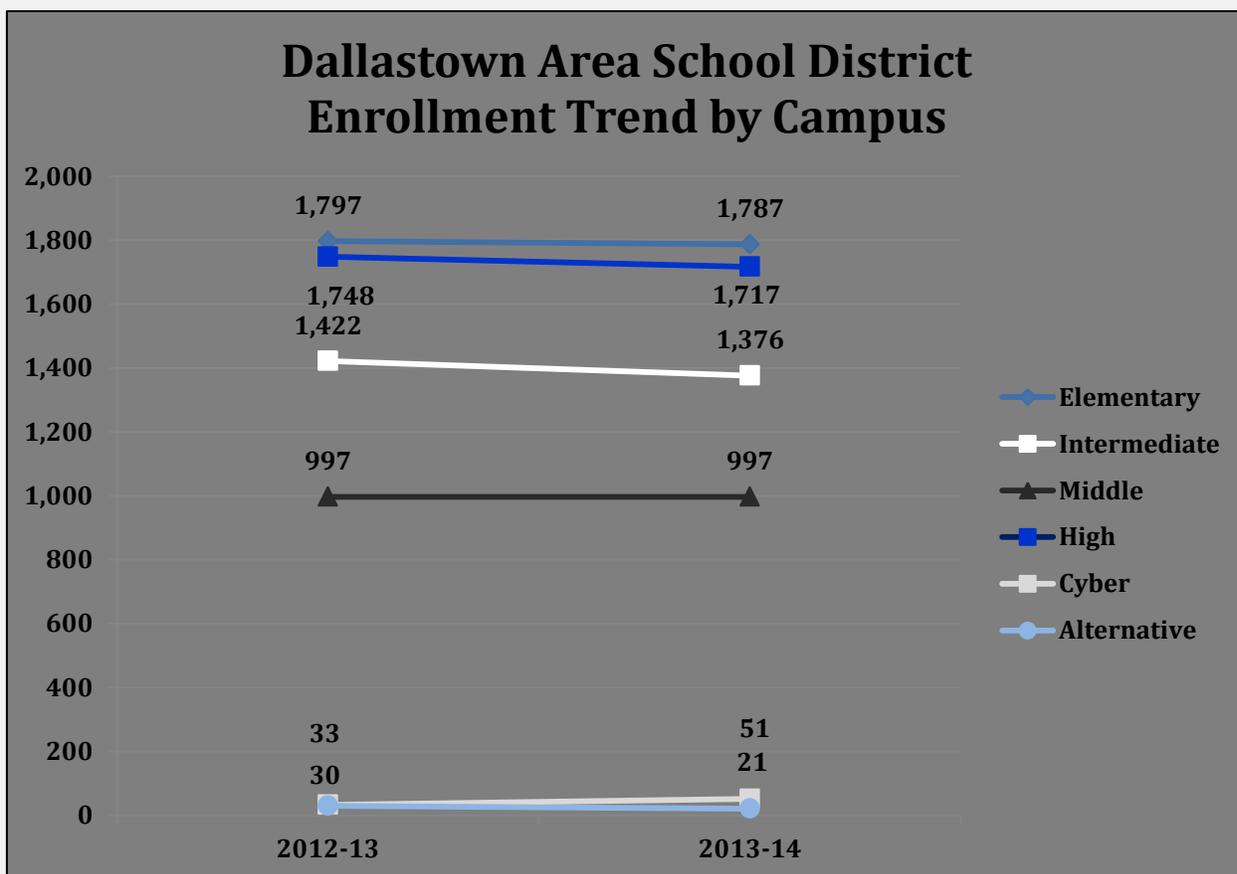
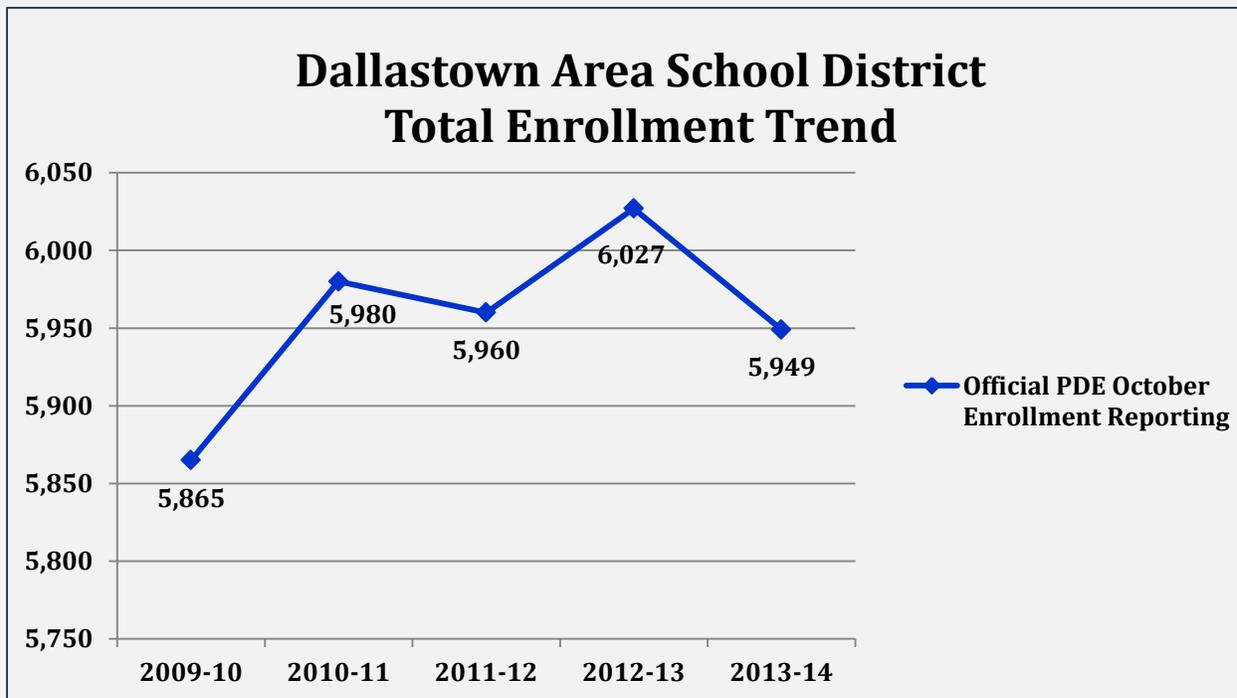
- Goal 1 – 100% Student Proficiency in Reading by 2014**
- Goal 2 – 100% Proficiency in Math by 2014**
- Goal 3 – Student Participation**
- Goal 4 – Attendance**
- Goal 5 – Curriculum Revision**
- Goal 6 – Restructuring K-8 Education in DASD**
- Goal 7 – Implementation of the DASD Middle States Accreditation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

DISTRICT

Enrollment

Year	Elementary	Intermediate	Middle School	High School	Cyber	Alternative	TOTAL
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
2013-14	1,787	1,376	997	1,717	51	21	5,949

Enrollment Trends



The 2013-14 *Budget*

While navigating today's fiscal challenges, the engaged classroom requires a strategic approach to budgeting. For the 2013-14 school year, only items essential to maintain district operations were added to the budget. And, despite those challenges, Dallastown Area School District continues to provide a concomitant educational environment for today's—and tomorrow's—mobile students.

2013-14 Budget \$91,607,205

Millage 22.26

Local Revenue.....77.04%

The largest portion of the district's operating revenue comes from the community.

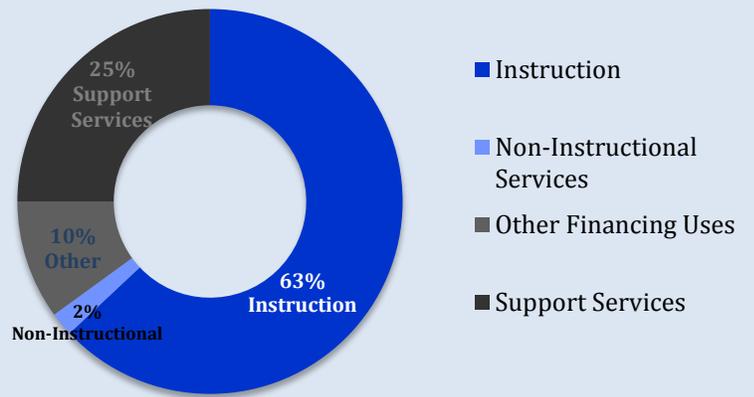
State Sources.....22.25%

Funds are provided by the state of Pennsylvania for education and other related expenses.

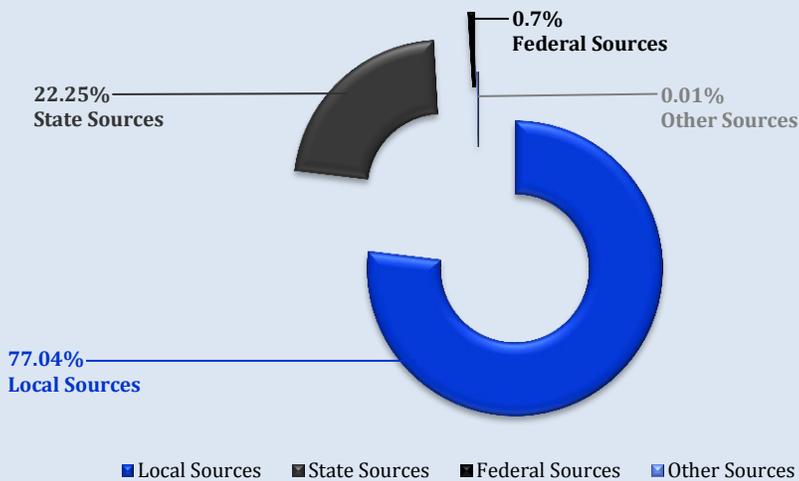
Federal/Other Sources.....0.71%

Includes federal revenue and miscellaneous revenue.

2013-14 Expenditures by Major Function



2013-14 Revenue Sources



BITS AND BITES

In 2013

Wired

SCHOOL	NUMBER OF DEVICES	NUMBER OF LABS
Dallastown Elementary	124	2 Labs + 2 Carts
Leaders Heights Elementary	143	1 Lab
Loganville-Springfield Elementary	224	2 Labs
Ore Valley Elementary	273	2 Labs + 3 Carts
York Township Elementary	229	2 Labs + 3 Carts
Dallastown Area Intermediate School	784	16 Common Areas + 1 Cart
Dallastown Area Middle School	734	2 Labs + 20 Carts
Dallastown Area High School	1,554	5 Labs + 32 Carts
Dallastown Area Alternative Education Academy	77	1 Lab + 1 Cart
TOTAL	4,142	



NAVIGATING

Our Way to School

5,269 miles driven each day by buses and vans

Cookie

a small piece of data sent from a website to record the user's browser activity, except in the cafeteria at Dallastown where it's a small, flat, baked treat that Dining Services offers on special occasions.

707,667 Student Meals Served

School	Breakfast	Lunch
Dallastown Elementary	7,881	20,972
Leaders Heights Elementary	4,089	19,730
Loganville-Springfield Elementary	7,149	37,911
Ore Valley Elementary	19,368	57,876
York Township Elementary	12,938	48,687
Dallastown Area Intermediate School	54,708	154,592
Dallastown Area Middle School	18,229	102,673
Dallastown Area High School	18,431	122,433
TOTAL MEALS SERVED	142,793	564,874



Faculty

1,275
Applications
Received

- 425 teachers
- 178 teachers with master degrees
- 182 teachers with master equivalency
- 4 teachers with doctorate degrees
- 15 average years of teaching experience
- 40 teachers with less than 5 years of experience
- 385 teachers with 5 or more years of experience
- 338 substitute teachers
- \$47,883 is the starting teacher salary

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. During the 2012-13 school year, **10** continuing professional education courses and **4** summer workshops were offered, with **130** teachers and/or teacher substitutes and **16** paraprofessionals participating.

76 curriculum development workshops were conducted including:

- AP Spanish V Curriculum Revision
- **Digital Curation to Support the Curriculum (PA Lib Guides)**
- **MS Math Common Core Curriculum Mapping**
- Blended Health Course Development
- **Television Production and the Common Core**
- **Updating Business Management/Finance to Align with the Common Core**
- Engineering Design and Development Course Articulation

27 Positions
Filled

APPs...*for 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 **Teacher Induction Plan** aligns with the staff development plan. Our district collaborates with the Lincoln Intermediate Unit and other York County school districts to implement the induction plan. In the 2012-13 school year, all DASD professional staff completed 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.

and OPPs...*for the Community*

The district's community education program offered 67 classes in 2012-13. Opportunities included 3 senior citizens programs, 5 skills training, 26 talent development, and 33 physical activities.

Multi-Tasking

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.
- Pennsylvania Core 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.
- Establishes frameworks for various Professional Learning Communities in the district.
- Enhances course offerings in the high school.
- Continues work on the alignment of high school courses with the Pennsylvania state model curricula and Keystone Exam expectations.

STAYING CONNECTED

Academic Initiatives

Dallastown Area Cyber Academy
Grades 4-12

Dallastown Area Summer School

Biology Course Revisions
(DAHS)

Math and Reading Specific Remediation Courses
(DAHS)

Talent Development
(DAIS)

AP Physics I
(DAHS)

Implementation of PA Core
Grades K-6

Alignment of PA Core
Grades 7-12

Revision of Guidance Lesson
Grades K-8

Model for Teaching (DASD's Framework)
(All Teachers Trained)

Team Coaching Sessions
(DAMS)

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

Online Curriculum Mapping with Rubicon Atlas
(All Levels)

End-User Experience

Assessments



PSSA and Keystone Exams

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.

During the 2012-13 school year, PSSA tests were administered to students in grades 3 through 8 in the areas of Reading and Mathematics. Certain grades were also administered Writing and Science tests. Rather than administering an 11th grade PSSA, the Pennsylvania Department of Education implemented three end of course Keystone Exams in the areas of Algebra I, Biology, and Literature. Each exam was given to all students in 11th grade regardless of when they took the course. While the exams are intended to be end of course, this was done statewide for Federal accountability due to No Child Left Behind requirements. Administering the exams based on grade level will not occur in the future.

The 2012-13 school year also marks the last year the traditional PSSAs will be administered in grades 3 through 5 in Reading and Mathematics. Pennsylvania adopted new standards called the Pennsylvania Core Standards. These new standards are being taught to students during the 2013-14 school year. Students will take a modified PSSA exam due to this change.

District Changes

Analysis of student achievement data has been the focus of district staff development and faculty decisions for many years. Each building takes time in October to review past student performance and identify areas of growth for the upcoming year. The new Pennsylvania Core Standards brought another layer of analysis. While teachers planned for the current year, they also used student performance data to prepare for the transition to the challenging new Math and English Language Arts Standards that would be implemented in the 2013-14 school year.

The district investigated many new resources that would help students to be prepared for the skills they would learn and eventually be assessed. Elementary Language Arts teachers began using a new writing program as well as identifying new informational texts. The mathematics teachers investigated a new program and text called My Math and Glencoe Math.

Pennsylvania NCLB Waiver

On August 20, 2013, Pennsylvania's NCLB waiver was approved by the Federal Department of Education. The waiver focused on three areas: college and career readiness; state-developed recognition and accountability for all public schools; and, improving and supporting effective classroom instruction and school leadership.

While the waiver is only valid for two years, it did eliminate the 100% proficiency rate originally established by NCLB. Accountability for all schools will be done using a School Proficiency Profile (SPP). The SPP calculates academic achievement, academic growth, and other areas such as graduation rates and attendance rates.

Graphs on pages 15 through 22 reflect PSSA results for multiple years. This edition of the Annual Report introduces Keystone and SPP performance.

Cognitive Abilities® *Test*

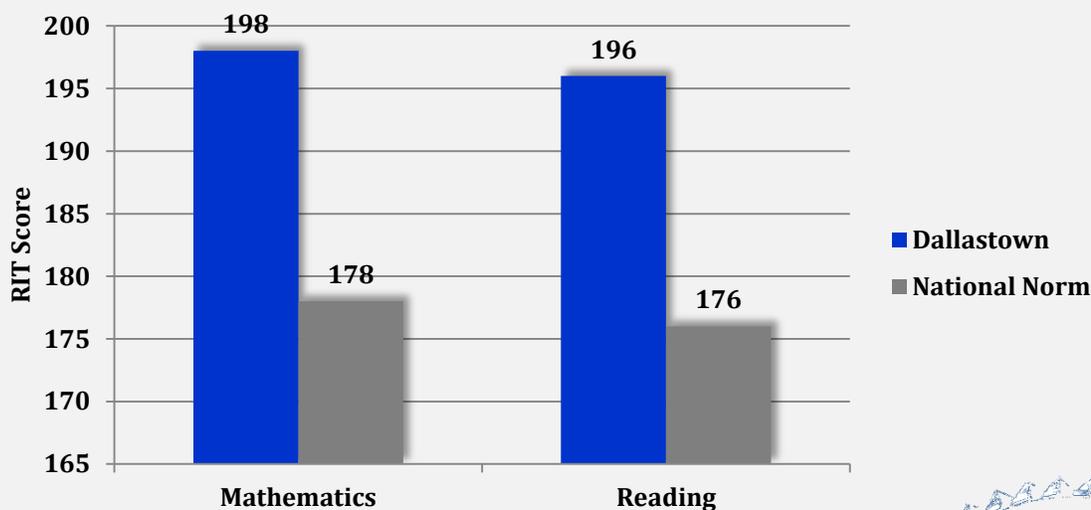
The Cognitive Abilities® Test (CogAT®) measures both general and specific cognitive abilities in verbal, quantitative, and nonverbal areas. Students in grades 1 and 3 participate in the CogAT® testing. These results are individually reported to parents.

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.

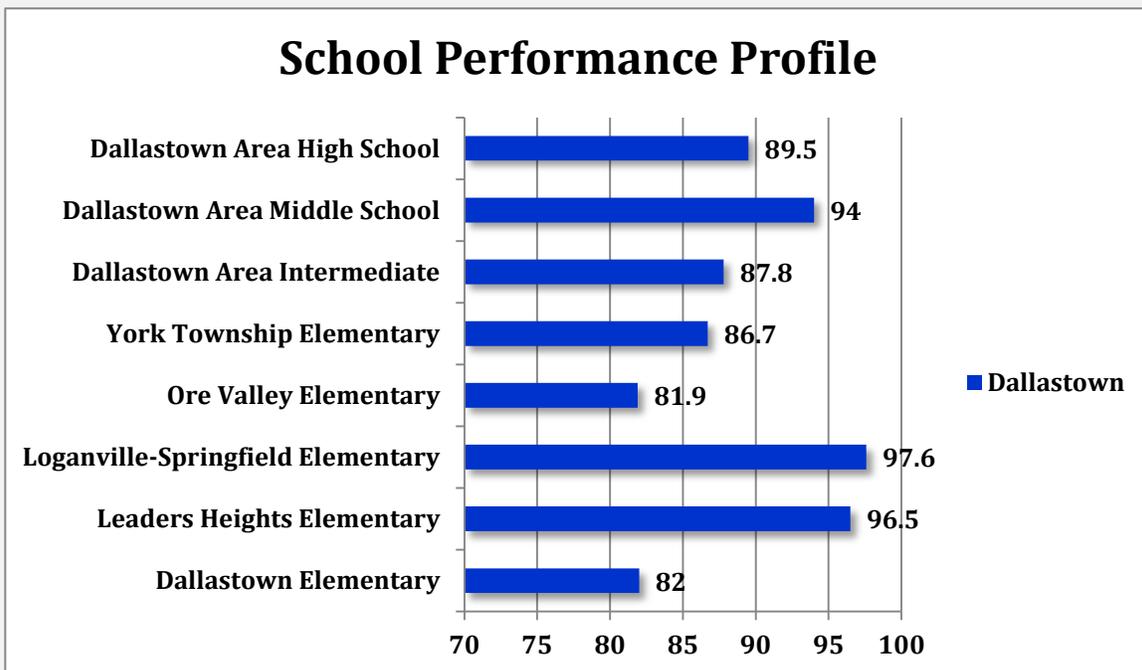
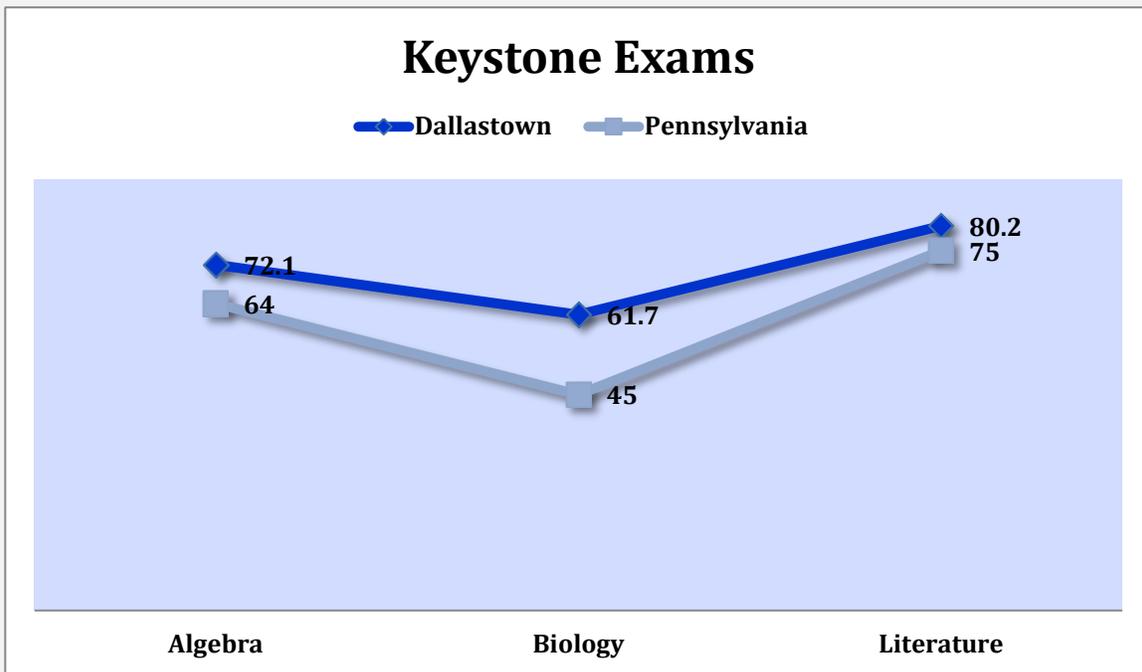
Note: MAP™ results are reported in RIT scores. The RIT score is derived from an equal-interval scale, similar to a scale such as feet and inches, that is independent of grade level. The score measures academic growth.

Dallastown Area School District 2nd Grade Spring MAP Test Performance





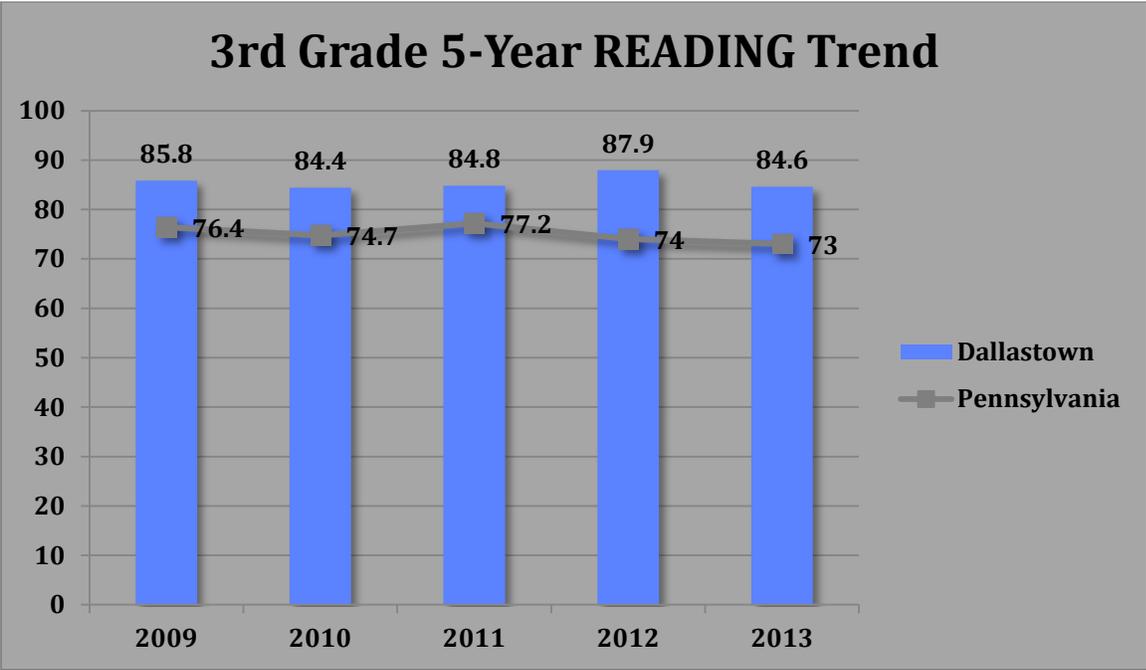
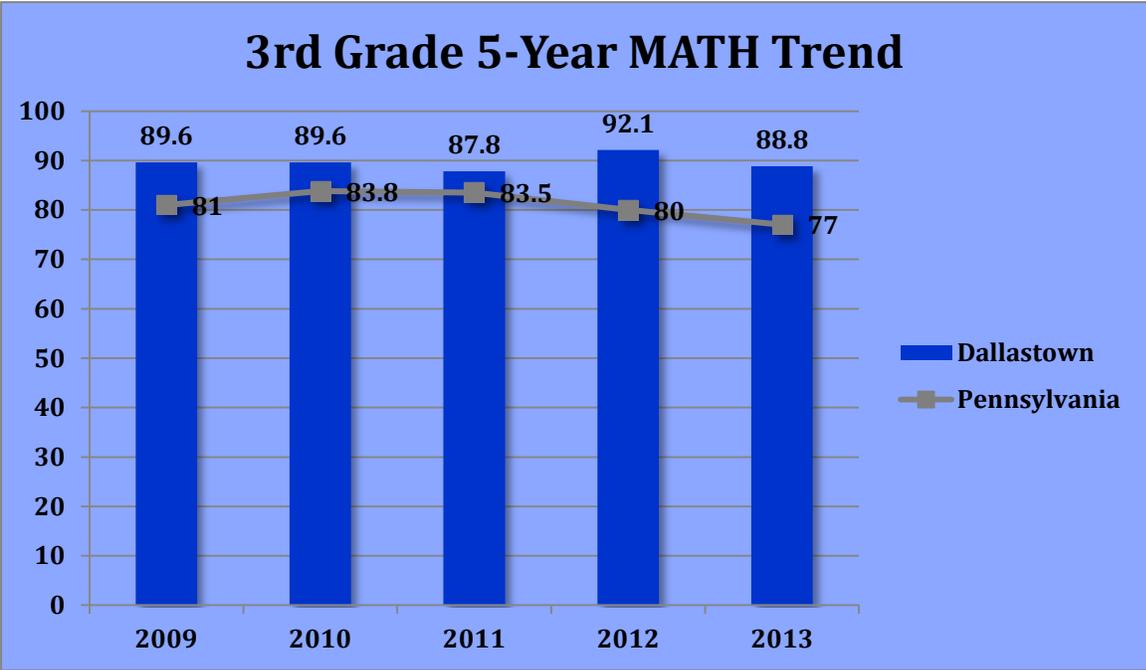
The Keystone Exams are end-of-course assessments to determine proficiency in the subject areas of Algebra I, Literature, and Biology. The Keystone Exams are one component of Pennsylvania's new system of high school graduation requirements. The assessments are divided into two modules that take approximately 2 to 2-1/2 hours to administer. Students who fail to reach proficiency will be given the opportunity to retake the exam.

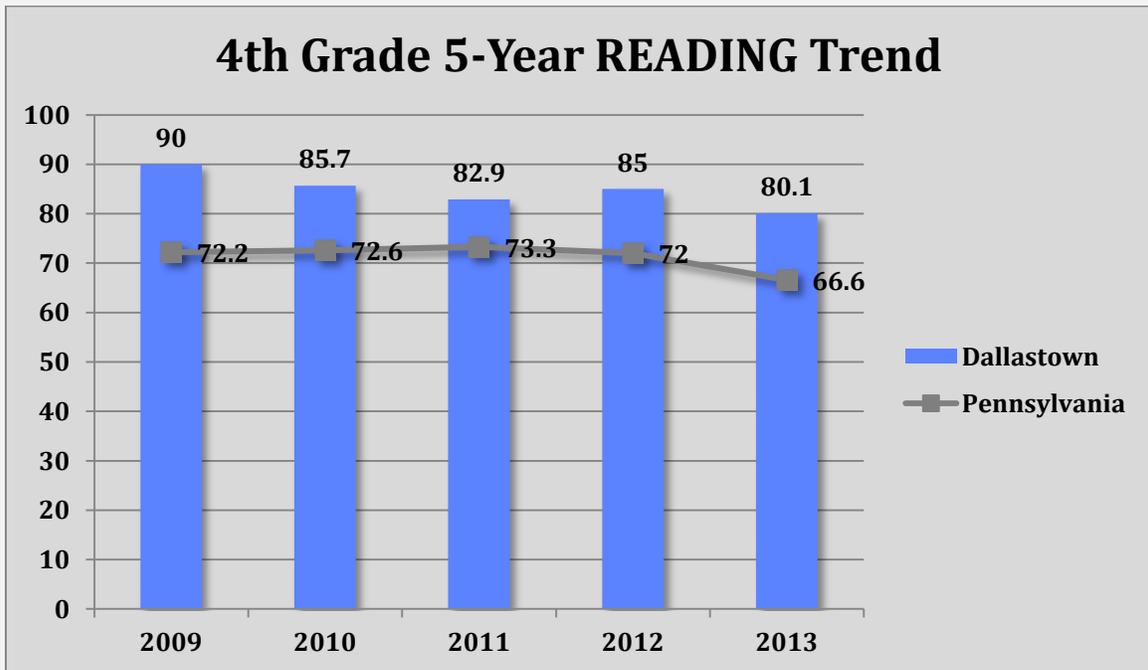
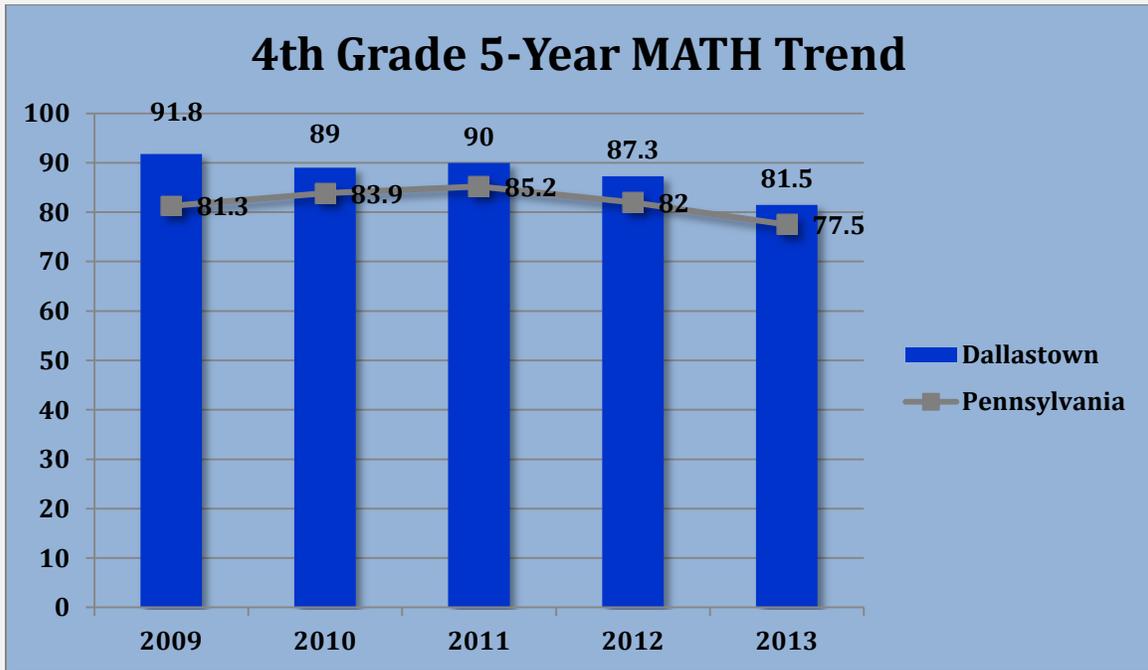


- In 2013, 81% of Dallastown students met or exceeded proficiency in Mathematics, compared to 73% of Pennsylvania students.
- PSSA results for Reading show that 82% of Dallastown students met or exceeded proficiency compared to 70% of Pennsylvania students.

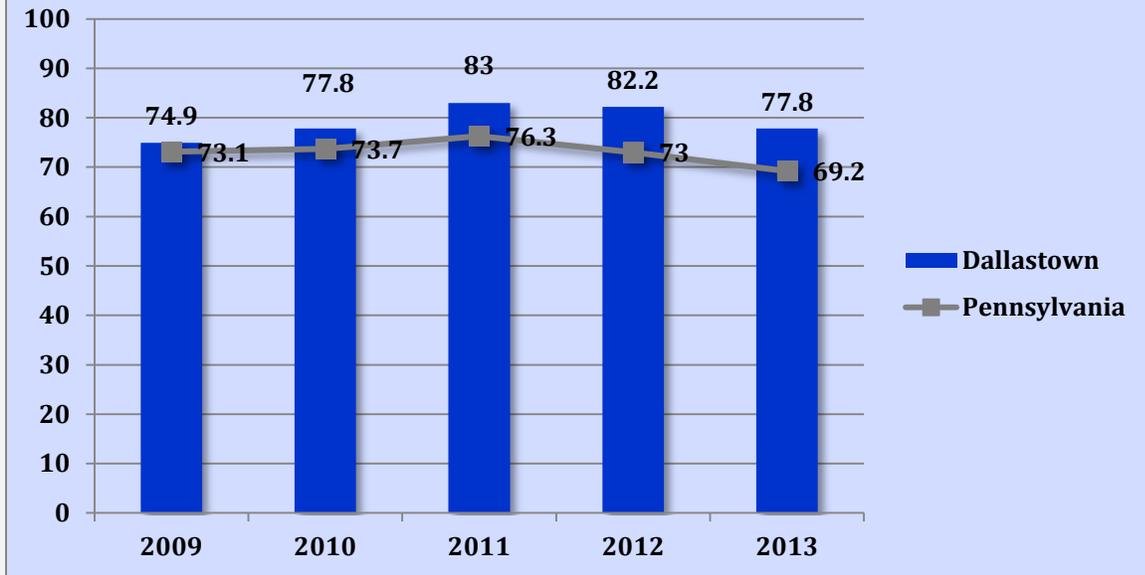
Performance Monitoring

Assessments

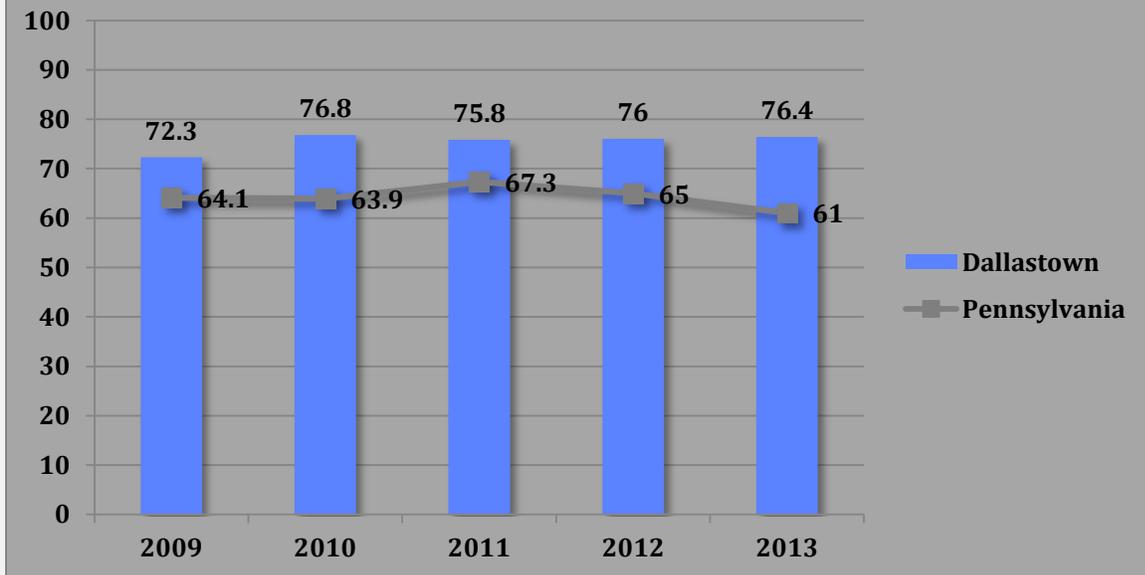




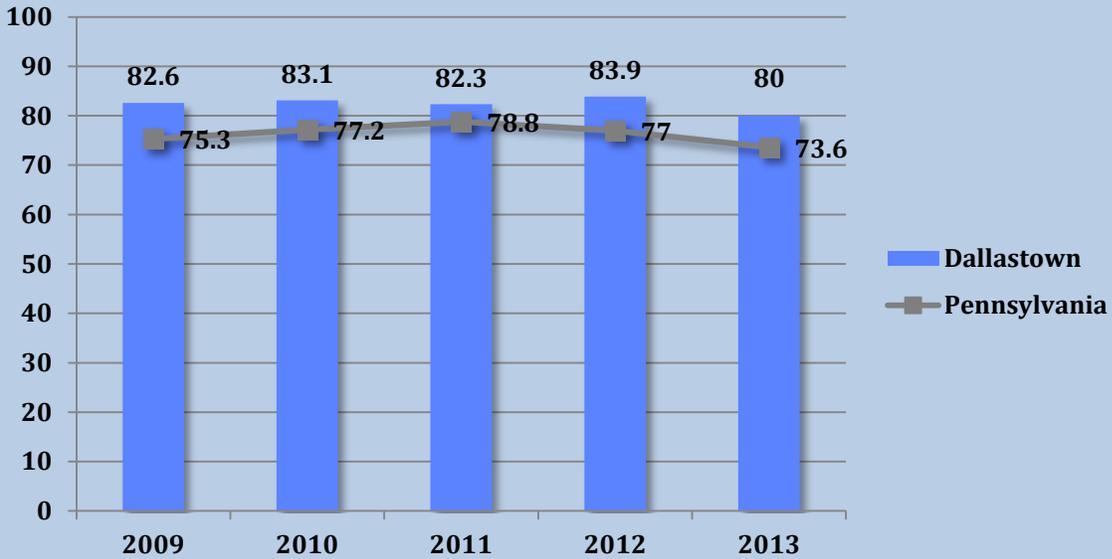
5th Grade 5-Year MATH Trend



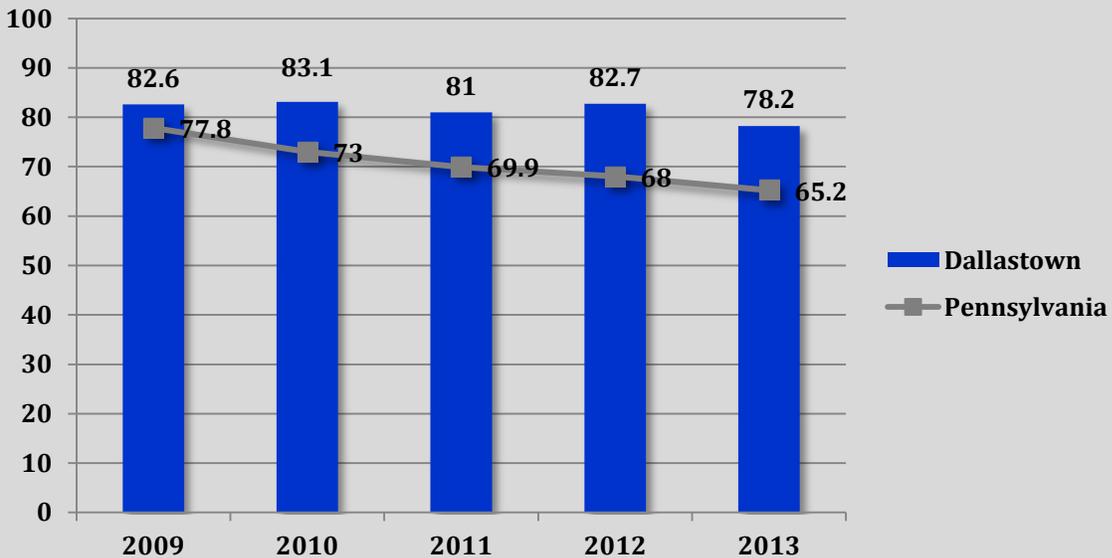
5th Grade 5-Year READING Trend



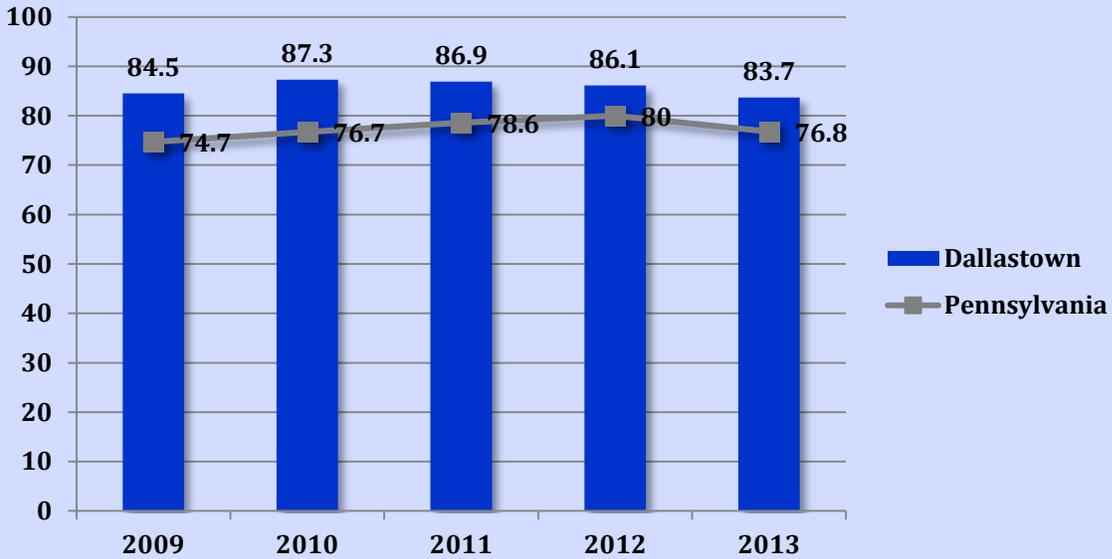
6th Grade 5-Year MATH Trend



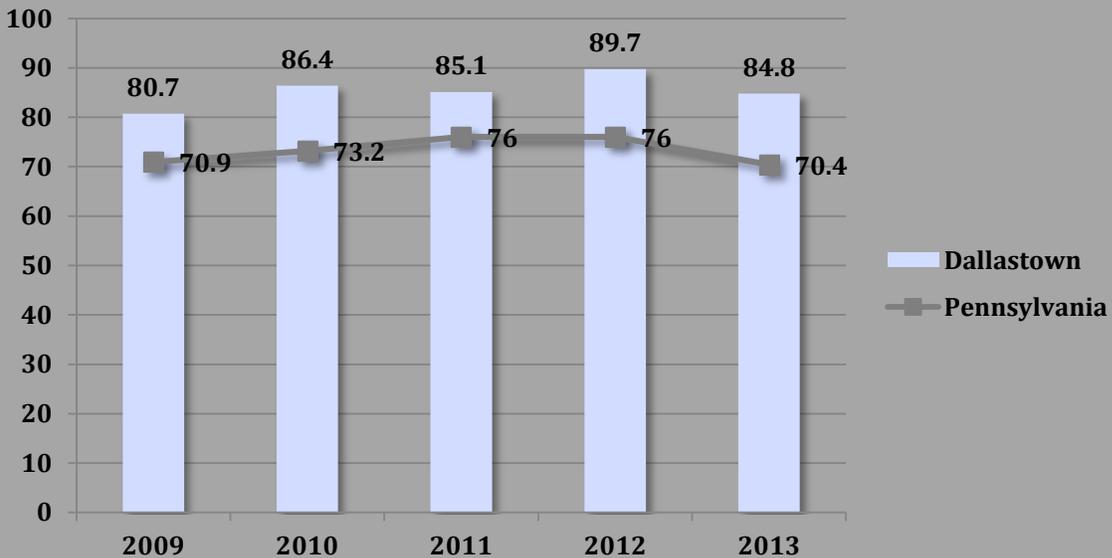
6th Grade 5-Year READING Trend



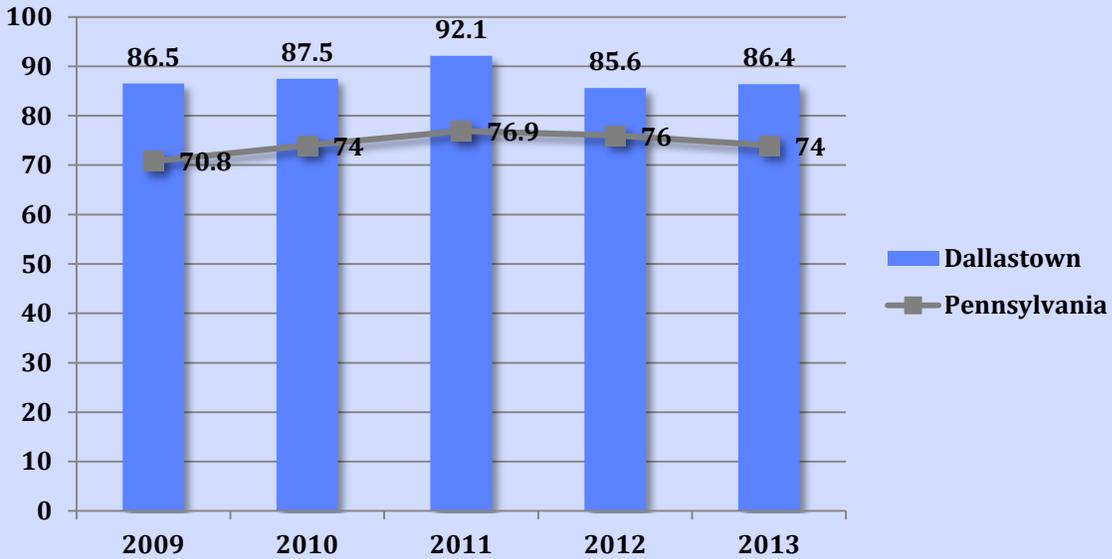
7th Grade 5-Year MATH Trend



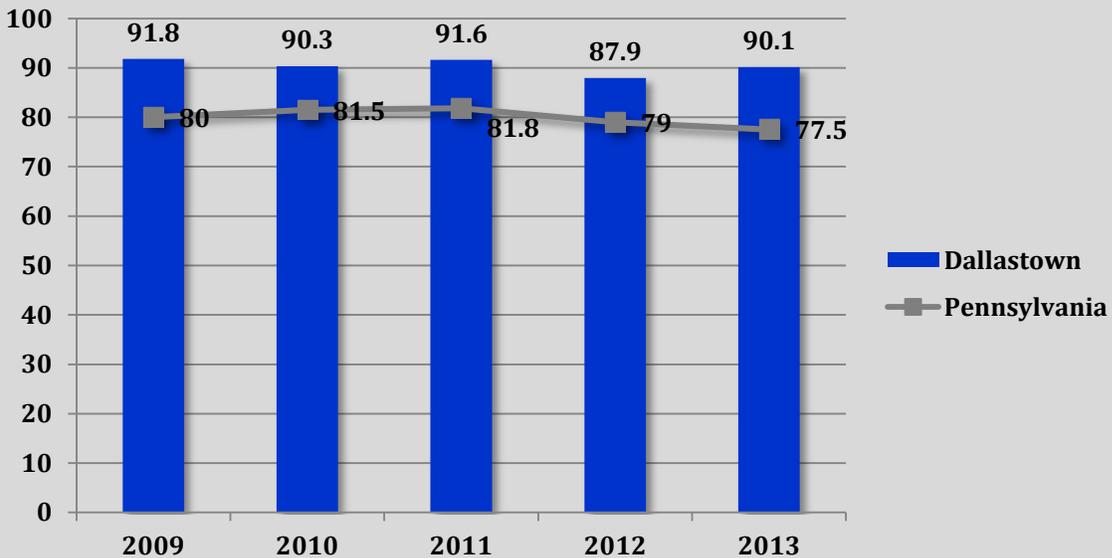
7th Grade 5-Year READING Trend



8th Grade 5-Year MATH Trend



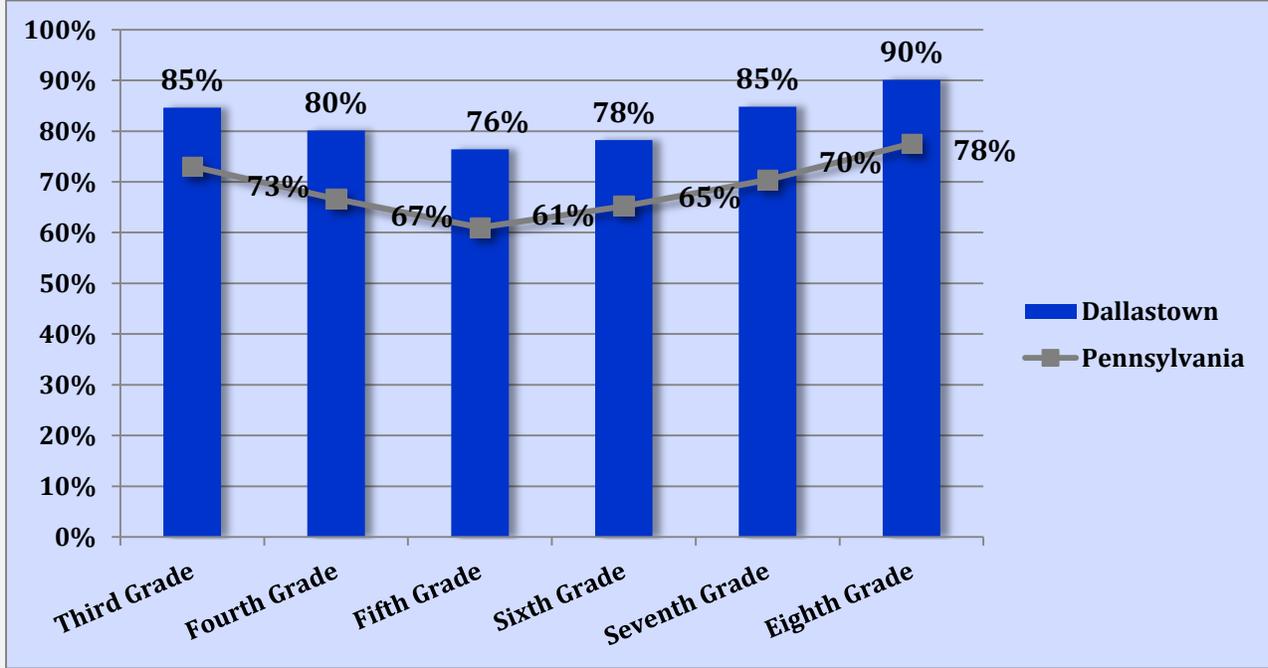
8th Grade 5-Year READING Trend



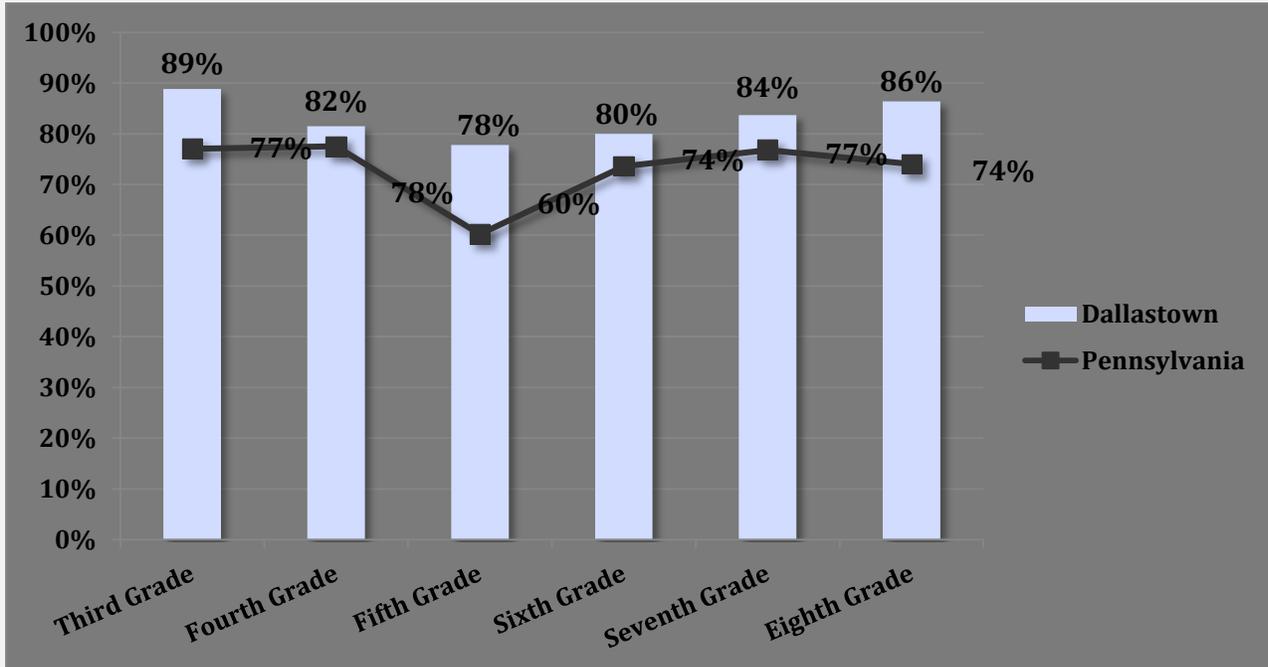
Student Performance

On the 2012-13 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:

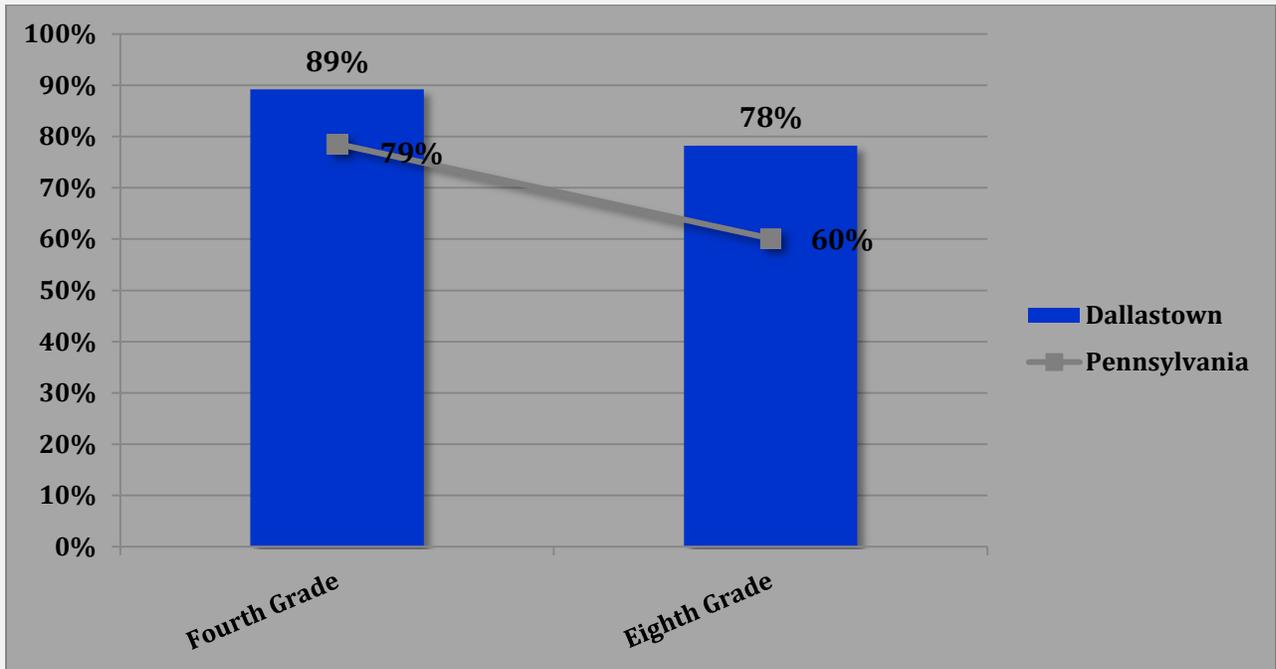
READING



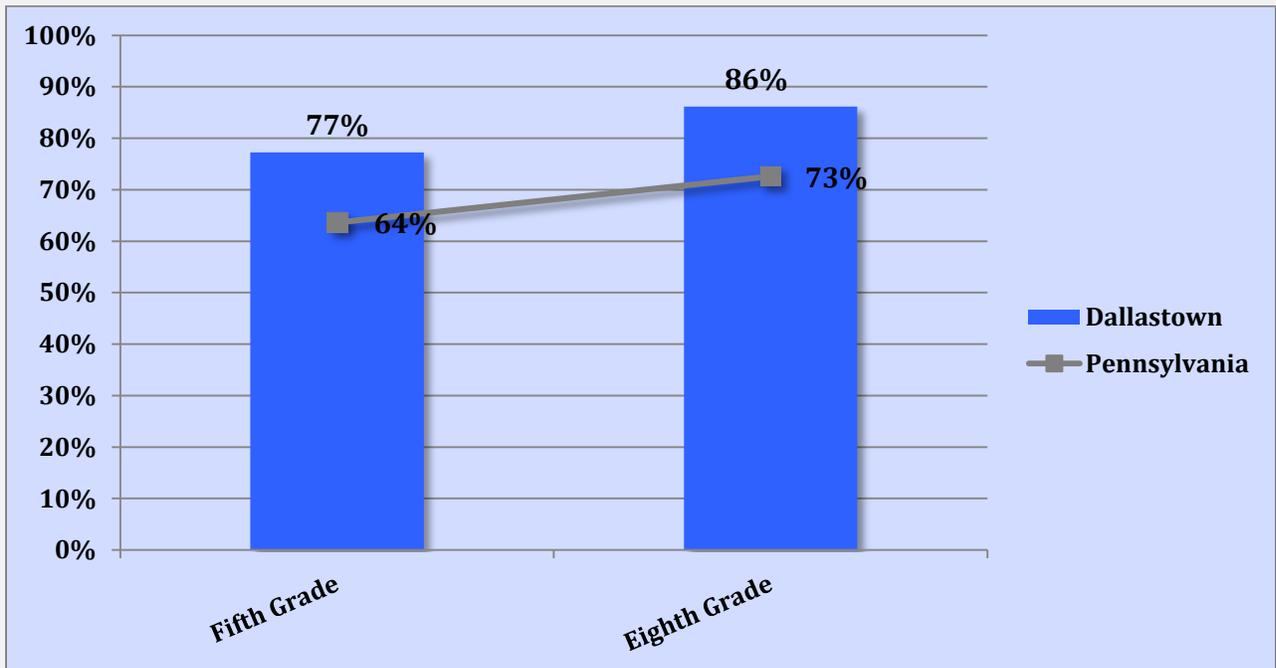
MATH



SCIENCE

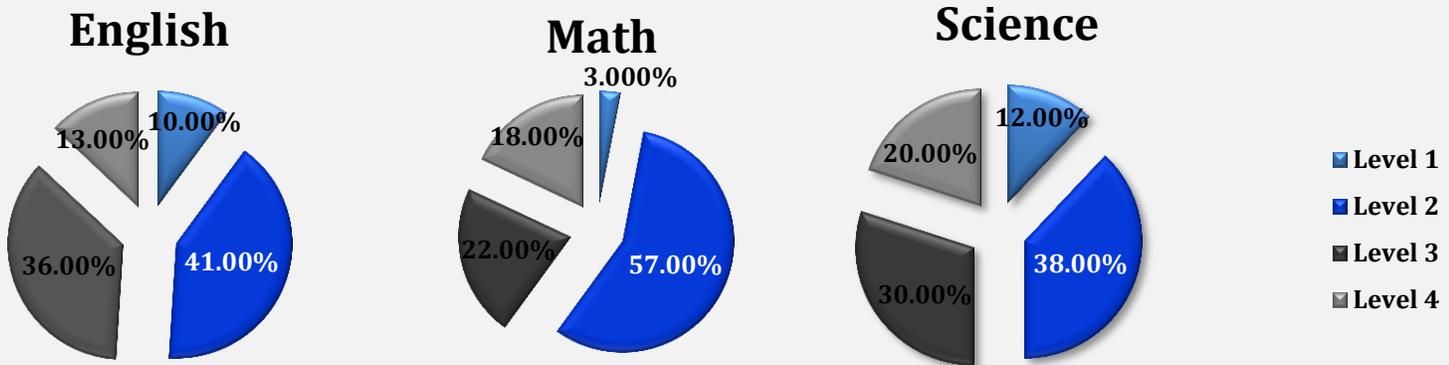


WRITING



2012-13 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

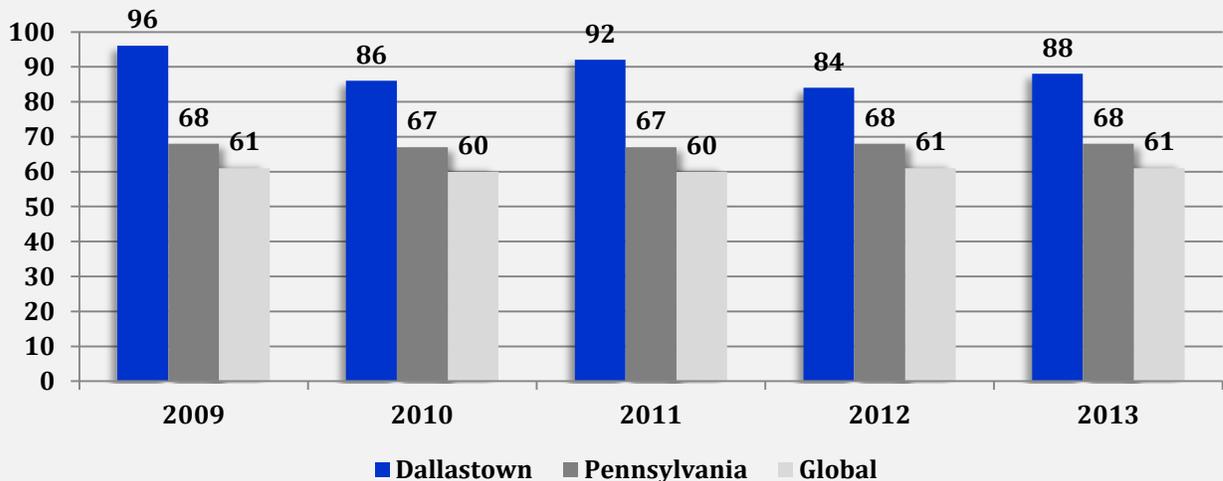


Approximately 243 Advanced Placement® exams were taken in 2012 by students in grades 11 and 12.

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.

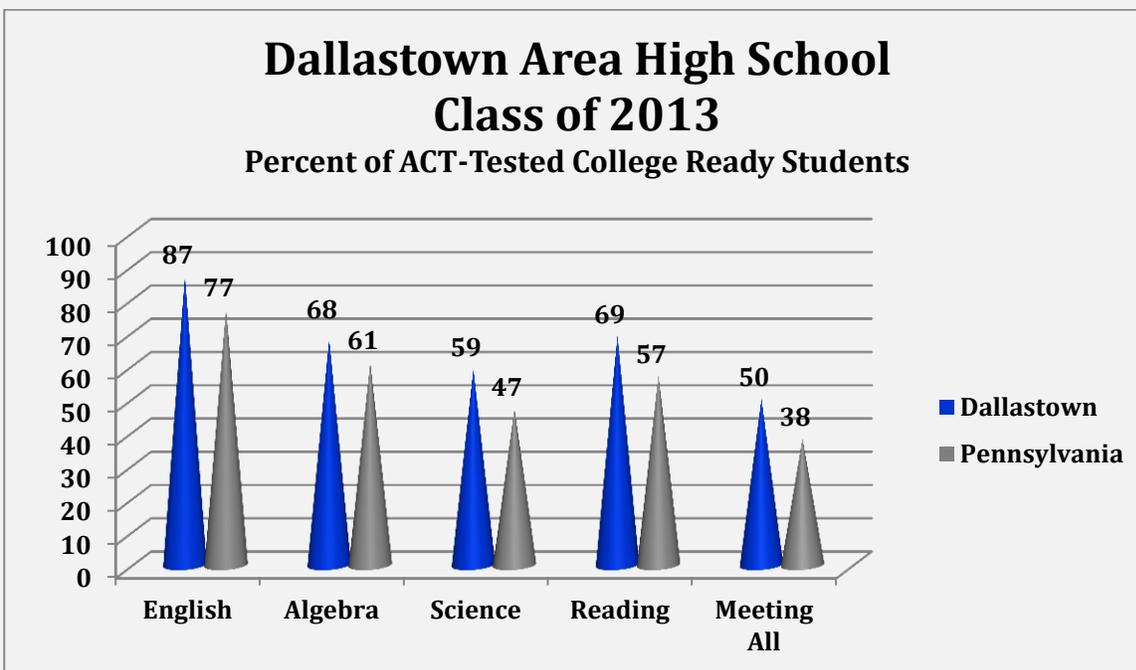
Percentage of AP Students with Scores 3+



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.

2013 ACT	English	Math	Reading	Science	Composite
Dallastown	24	23.8	24.8	23.9	24.3
Pennsylvania	22.2	23	23	22.2	22.7
National	20.2	20.9	21.1	20.7	20.9



ACT College Readiness *Results*

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

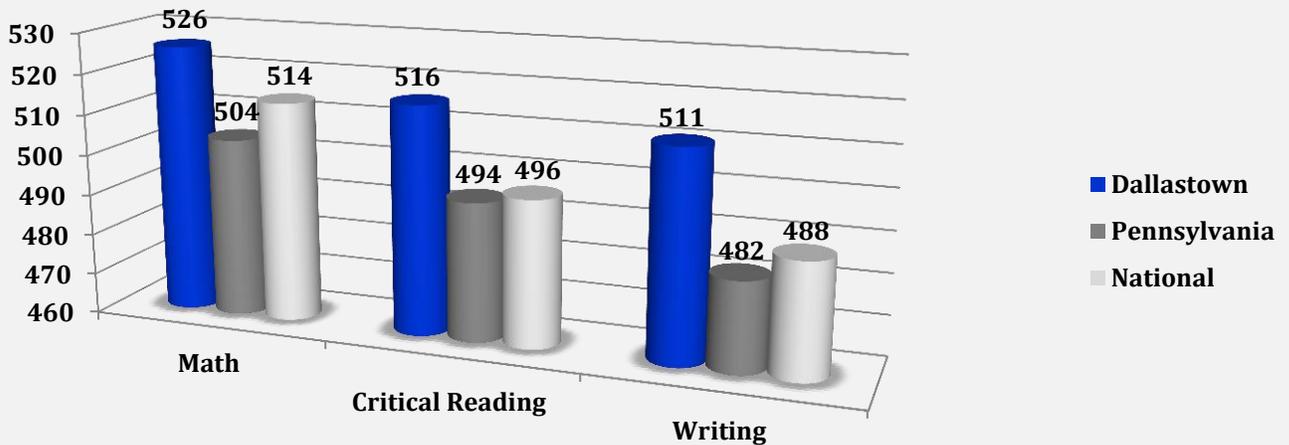
Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	DASD	PA	DASD	PA	DASD	PA	DASD	PA	DASD	PA	DASD	PA
2008-09	107	21,199	21.9	21.7	21.7	22.2	22.9	22.4	21.9	21.5	22.3	22.1
2009-10	132	24,323	24.4	21.3	23.7	22.1	24.0	22.1	23.1	21.4	23.9	21.9
2010-11	110	Not reported	23.4	21.9	23.2	22.6	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
2012-13	131	26,171	24.0	22.2	23.8	23.0	24.8	23.0	23.9	22.2	24.3	22.7

Data source: ACT College Readiness District Report.

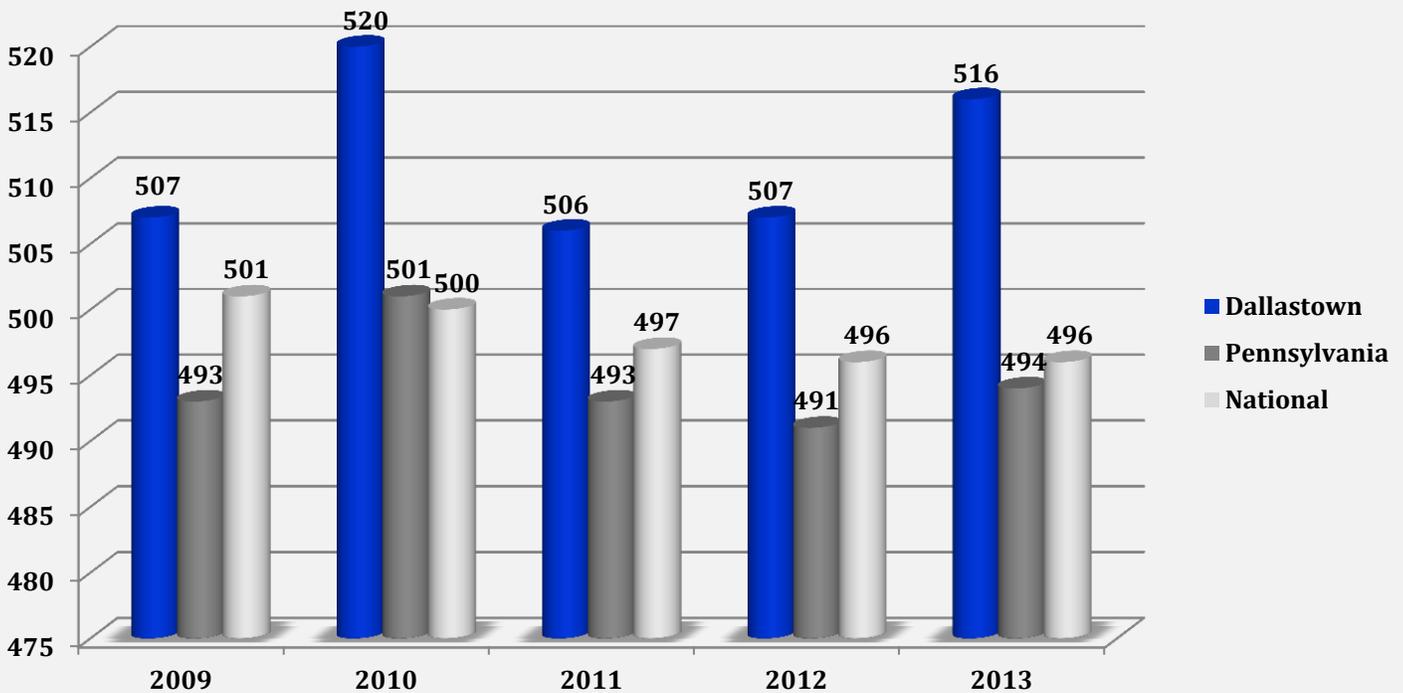
Scholastic Aptitude *Test*

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.

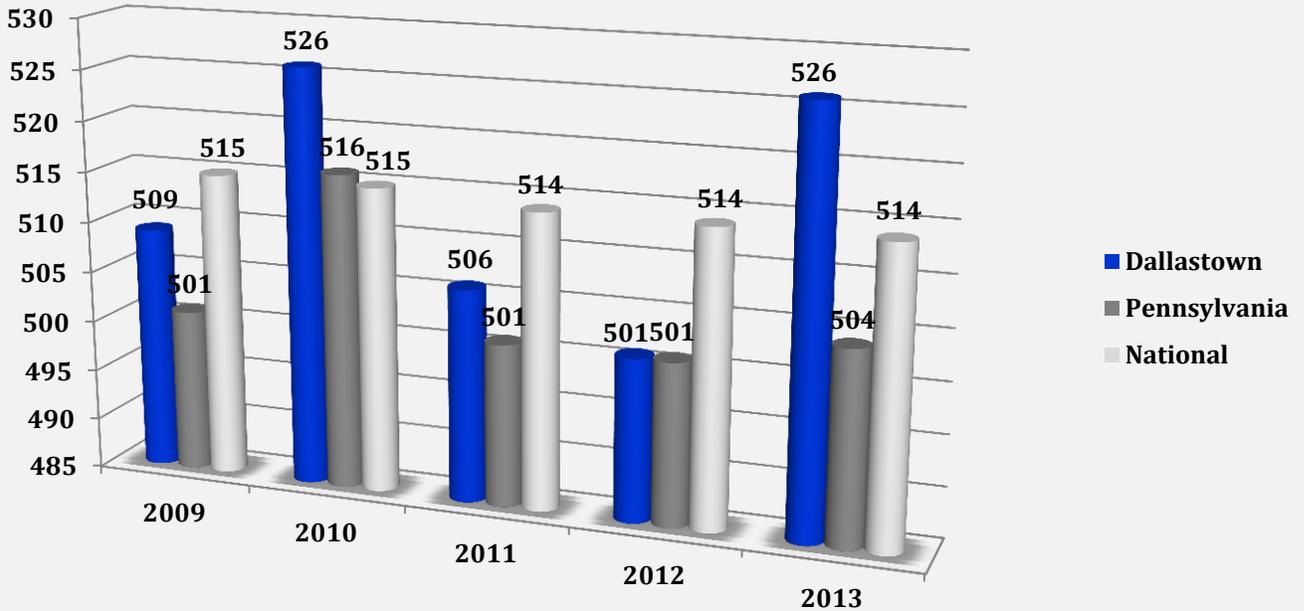
Dallastown Area High School 2013 SAT Scores



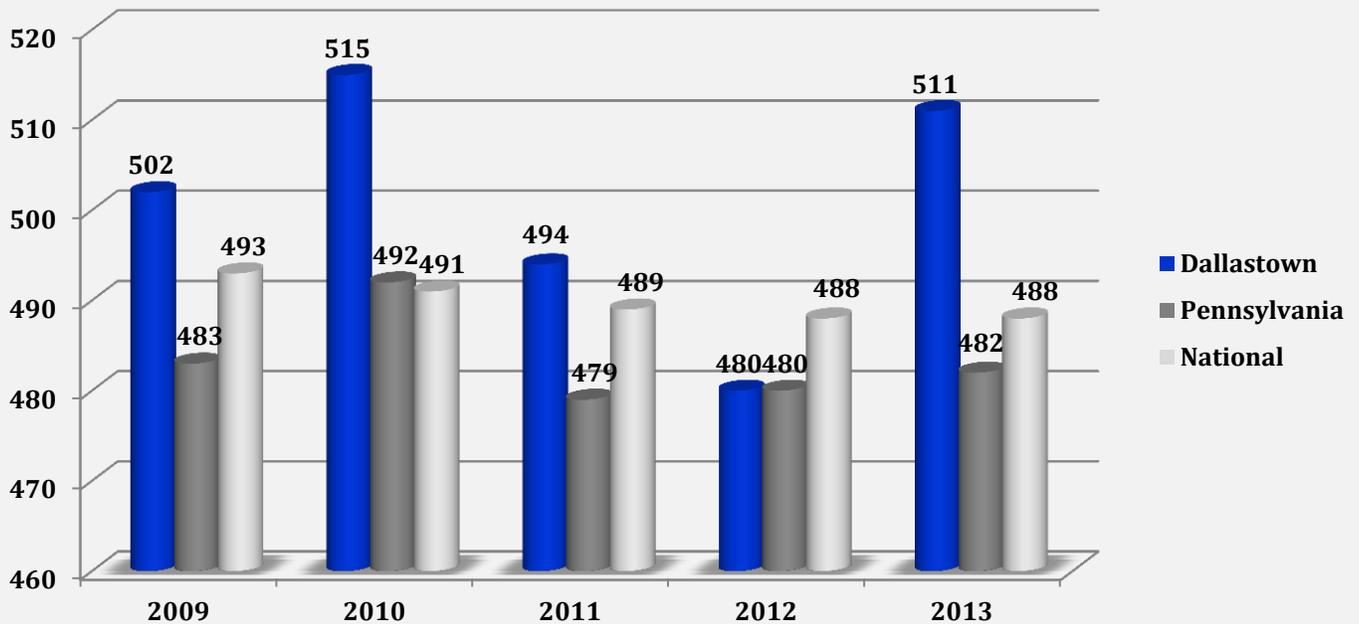
Dallastown Area High School SAT Reading Scores 5-Year Trend



Dallastown Area High School SAT Mathematics Scores 5-Year Trend



Dallastown Area High School SAT Writing Scores 5-Year Trend



Student Attendance Rates

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.

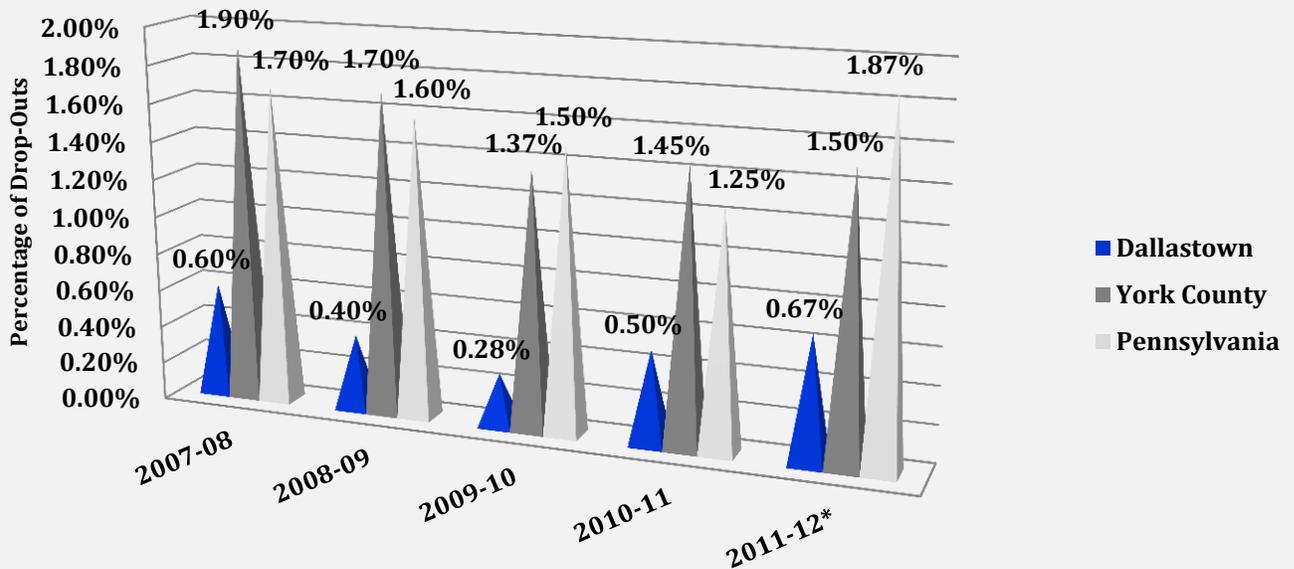
ATTENDANCE	2008-09	2009-10	2010-11	2011-12	2012-13
Dallastown	95.3	*	95	95	94.9
Pennsylvania	93.8	*	94	94	*

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

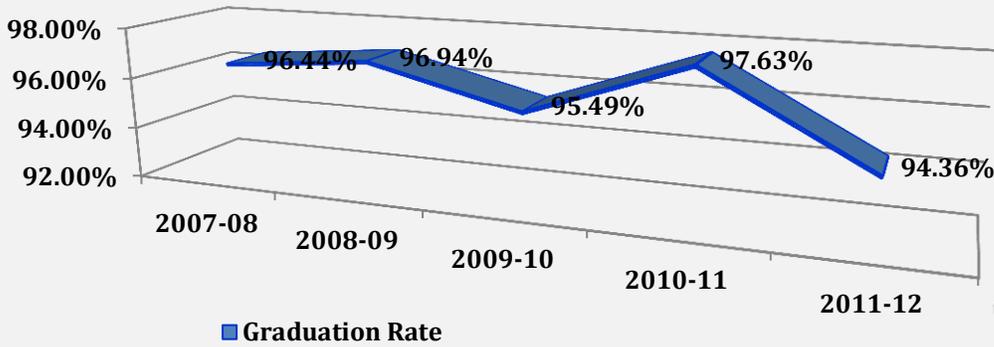


Data source: Pennsylvania Information Management Systems (PIMS), www.education.state.pa.us/portal/server.pt/community/dropouts/7396.
 *Most recent year for which official results are available.

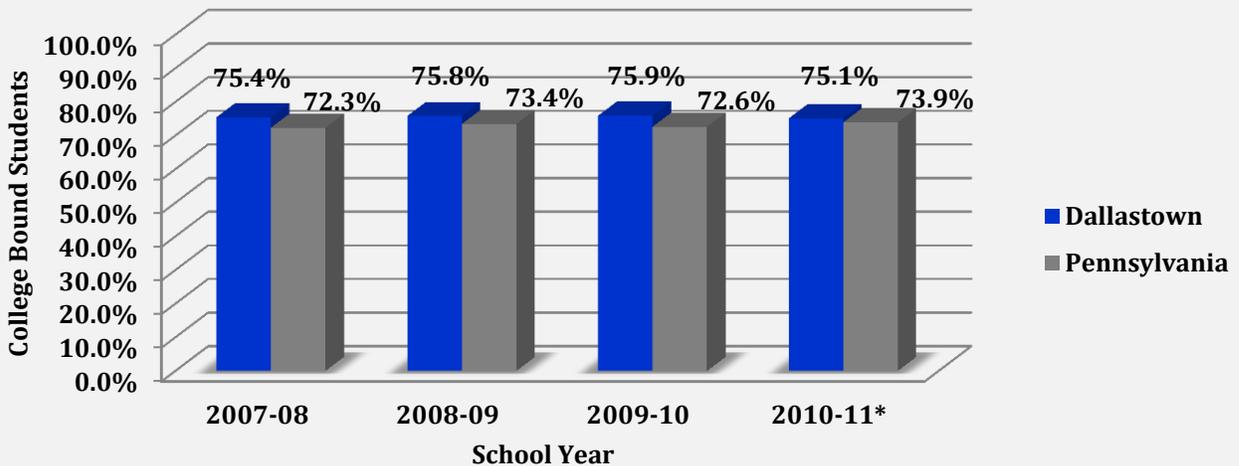
CACHED OUT

Graduates & Post-Secondary Education

Dallastown Area High School Percentage of Seniors that Graduated



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.paayp.emetrics.net.
*Most recent year for which official results are available.

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.

The 2013 graduating class profile includes:

- **85%** plan on continuing their education.
- **5%** plan on entering the workforce.
- **5%** have enlisted in the military.
- **5%** are undecided.

Of the **453**
Dallastown Area High School
2013 graduates,
385 plan to continue their education:



- **10** plan to attend a nondegree-granting post-secondary school program.
- **16** plan to attend a specialized associate degree-granting institution.
- **64** plan to attend a 2-year school.
- **295** plan to attend a 4-year college or university program.

REBOOTING EDUCATION and Tomorrow's for Today's Mobile Student

The **2013 Dallastown Area School District 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.
- Strong writing has always been connected to reading comprehension. New writing curriculum was developed for Grades K through 6 using the *Lucy Calkins Writing Workshop*.
- To assist with learning more complex mathematical concepts, the district modified the use of *Mastering Math Facts* in Grades 1 through 3.
- *Word Work* is the building block to literacy. This year, the district refocused the learning of phonemic awareness, word structure, and vocabulary in Grades K through 6.
- Teachers continue to prepare for the full implementation of the PA Core by rewriting curricula in Grades 7 through 12.

Life-Cycle Management *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. We looked forward to developing our new Comprehensive Plan throughout the 2013-14 school year.

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.

In Conclusion

The 2013 Assessment of Quality Education Report highlights the strong student performance in the Dallastown Area School District, and we are proud of these achievements.

Through collaborative efforts with our school community and by systematic improvements to our instructional program, we are confident of our quality educational program for today’s—and tomorrow’s—mobile student.

Brain Dump

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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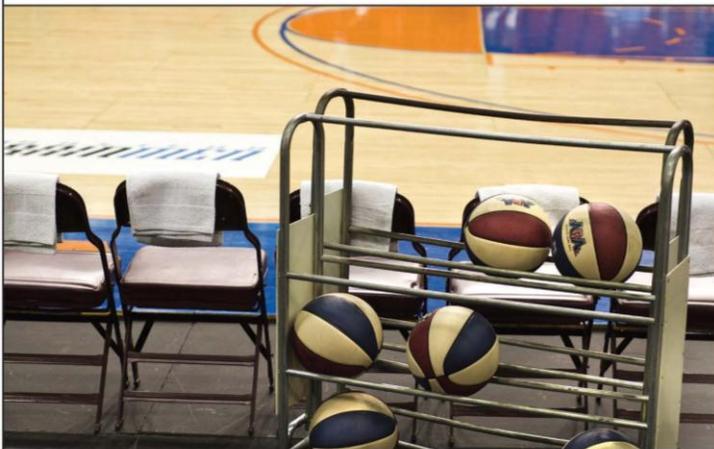
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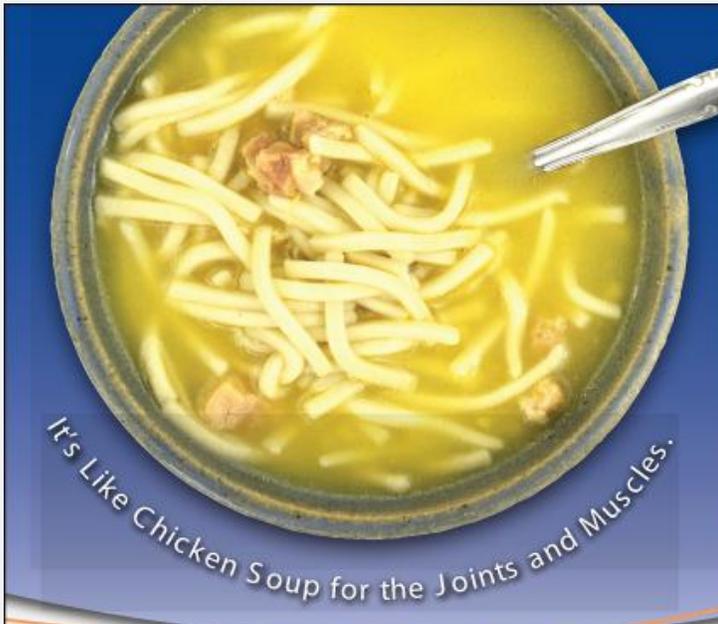
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