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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# Board of School Directors
**2013-14**

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Ronald J. Blevins, Vice President
Steven C. Bentzel
John E. Hartman
Sue A. Heistand
William A. Lytle
Thomas J. Nicholson, M.D.
Michael D. Noll, Jr.
Kristin L. Phillips-Hill
Hannah Kohler, Student Representative
Lisa Kirby, Secretary

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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.
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
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

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

DISTRIBUTION

<table>
<thead>
<tr>
<th>Year</th>
<th>Elementary</th>
<th>Intermediate</th>
<th>Middle School</th>
<th>High School</th>
<th>Cyber</th>
<th>Alternative</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>2,648</td>
<td>----</td>
<td>1,347</td>
<td>1,870</td>
<td>----</td>
<td>----</td>
<td>5,865</td>
</tr>
<tr>
<td>2010-11</td>
<td>1,781</td>
<td>1,440</td>
<td>891</td>
<td>1,849</td>
<td>19</td>
<td>----</td>
<td>5,980</td>
</tr>
<tr>
<td>2011-12</td>
<td>1,778</td>
<td>1,400</td>
<td>931</td>
<td>1,797</td>
<td>23</td>
<td>31</td>
<td>5,960</td>
</tr>
<tr>
<td>2012-13</td>
<td>1,797</td>
<td>1,422</td>
<td>997</td>
<td>1,748</td>
<td>33</td>
<td>30</td>
<td>6,027</td>
</tr>
<tr>
<td>2013-14</td>
<td>1,787</td>
<td>1,376</td>
<td>997</td>
<td>1,717</td>
<td>51</td>
<td>21</td>
<td>5,949</td>
</tr>
</tbody>
</table>
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

77.04% Local Sources
22.25% State Sources
0.7% Federal Sources
0.01% Other Sources

Instruction 63%
Non-Instructional Services 25%
Support Services 2%
Other Financing Uses 10%
Other 0.71%
### Wired

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

### NAVIGATING

**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.

### School Breakfast Lunch

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

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.

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.
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)
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.

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.

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.
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.

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.
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

3rd Grade 5-Year MATH Trend

<table>
<thead>
<tr>
<th>Year</th>
<th>Dallastown</th>
<th>Pennsylvania</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>89.6</td>
<td>81</td>
</tr>
<tr>
<td>2010</td>
<td>89.6</td>
<td>83.8</td>
</tr>
<tr>
<td>2011</td>
<td>87.8</td>
<td>83.5</td>
</tr>
<tr>
<td>2012</td>
<td>92.1</td>
<td>80</td>
</tr>
<tr>
<td>2013</td>
<td>88.8</td>
<td>77</td>
</tr>
</tbody>
</table>

3rd Grade 5-Year READING Trend

<table>
<thead>
<tr>
<th>Year</th>
<th>Dallastown</th>
<th>Pennsylvania</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>85.8</td>
<td>76.4</td>
</tr>
<tr>
<td>2010</td>
<td>84.4</td>
<td>74.7</td>
</tr>
<tr>
<td>2011</td>
<td>84.8</td>
<td>77.2</td>
</tr>
<tr>
<td>2012</td>
<td>87.9</td>
<td>74</td>
</tr>
<tr>
<td>2013</td>
<td>84.6</td>
<td>73</td>
</tr>
</tbody>
</table>
4th Grade 5-Year MATH Trend

4th Grade 5-Year READING Trend
5th Grade 5-Year MATH Trend

2009: 74.9
2010: 77.8
2011: 83
2012: 82.2
2013: 77.8

5th Grade 5-Year READING Trend

2009: 72.3
2010: 76.8
2011: 75.8
2012: 76
2013: 76.4
6th Grade 5-Year MATH Trend

6th Grade 5-Year READING Trend
7th Grade 5-Year MATH Trend

- 2009: 84.5 (Dallastown), 74.7 (Pennsylvania)
- 2010: 87.3 (Dallastown), 76.7 (Pennsylvania)
- 2011: 86.9 (Dallastown), 78.6 (Pennsylvania)
- 2012: 86.1 (Dallastown), 80 (Pennsylvania)
- 2013: 83.7 (Dallastown), 76.8 (Pennsylvania)

7th Grade 5-Year READING Trend

- 2009: 80.7 (Dallastown), 70.9 (Pennsylvania)
- 2010: 86.4 (Dallastown), 73.2 (Pennsylvania)
- 2011: 85.1 (Dallastown), 76 (Pennsylvania)
- 2012: 89.7 (Dallastown), 76 (Pennsylvania)
- 2013: 84.8 (Dallastown), 70.4 (Pennsylvania)
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

Fourth Grade: 89%
Eighth Grade: 78%

Dallastown: 79%
Pennsylvania: 60%

WRITING

Fifth Grade: 77%
Eighth Grade: 86%

Dallastown: 64%
Pennsylvania: 73%
Academic rigor prompts enrollment in various course levels, including Honors and Advanced Placement, and is reflected in the following charts:

**English**
- 41.00%
- 36.00%
- 10.00%
- 13.00%

**Math**
- 57.00%
- 22.00%
- 18.00%
- 3.00%

**Science**
- 38.00%
- 30.00%
- 12.00%
- 20.00%

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+**

- 2009: Dallastown 68, Pennsylvania 61, Global 61
- 2010: Dallastown 67, Pennsylvania 60, Global 60
- 2011: Dallastown 67, Pennsylvania 60, Global 60
- 2012: Dallastown 68, Pennsylvania 61, Global 61
- 2013: Dallastown 68, Pennsylvania 61, Global 61
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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Tested</th>
<th>English</th>
<th>Math</th>
<th>Reading</th>
<th>Science</th>
<th>Composite</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>107</td>
<td>21,199</td>
<td>21.9</td>
<td>21.7</td>
<td>22.2</td>
<td>22.9</td>
</tr>
<tr>
<td>2009-10</td>
<td>132</td>
<td>24,323</td>
<td>24.4</td>
<td>21.3</td>
<td>21.1</td>
<td>23.1</td>
</tr>
<tr>
<td>2010-11</td>
<td>110</td>
<td>23,424</td>
<td>23.4</td>
<td>21.9</td>
<td>22.6</td>
<td>23.5</td>
</tr>
<tr>
<td>2011-12</td>
<td>142</td>
<td>25,426</td>
<td>23.6</td>
<td>22.0</td>
<td>22.7</td>
<td>23.4</td>
</tr>
<tr>
<td>2012-13</td>
<td>131</td>
<td>26,171</td>
<td>24.0</td>
<td>22.2</td>
<td>23.0</td>
<td>23.9</td>
</tr>
</tbody>
</table>

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
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.

<table>
<thead>
<tr>
<th>ATTENDANCE</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dallastown</td>
<td>95.3</td>
<td>*</td>
<td>95</td>
<td>95</td>
<td>94.9</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>93.8</td>
<td>*</td>
<td>94</td>
<td>94</td>
<td>*</td>
</tr>
</tbody>
</table>

*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.


*Most recent year for which official results are available.
Dallastown Area High School
Percentage of Seniors that Graduated

Graduation Rate

Dallastown Area School District
Post-Secondary Education Rates


*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.
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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