



2011 ANNUAL REPORT *and Quality Assessment*

A FOCUS ON EXCELLENCE

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 5,900 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.

With a focus on excellence in education, the school district employs

425 instructional staff, **240** support staff, and **25** administrators.

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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.

Board of School Directors 2011-12

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 Dr. Stewart Weinberg, Superintendent
 Dr. Ronald E. Dyer, Assistant Superintendent

Superintendent's Annual Report on Educational Progress

In preparing this year's Annual Report, we have worked to blend together two important documents: The school district's Annual Report, published yearly in January, and the Assessment of Quality Education Report, published in early summer of each school year. Blending the two documents together posed some challenges, but we believe the publication that resulted is strong and informative.

You will find information about the progress we are making in meeting the proficiency requirements of No Child Left Behind and other information about the academic achievements of our students. Additionally, the report provides facts, figures, and other interesting data about an array of items in our district. I encourage you to read the report to find out more about our district.

This document provides a framework for monitoring the effectiveness of a number of initiatives in our district. We use these data to identify strengths and to determine what additional work is needed to achieve desired results.

The district's Strategic Plan is comprised of nine major goals encompassing curricular, instructional, and technological initiatives. Much of that work is contained in this report. For further information about the Strategic Plan, please go to www.dallastown.net and click the tab, *Our District*. You can read the Strategic Plan update and other documents contained there.

We are proud of the vigorous, creative, and comprehensive program presented to our students. Recent additions have included the full-day kindergarten program, the alternative education program, and the district's cyber academy. As in past years, we continue to be pleased that the findings in this report confirm that student achievement remains strong in the district.

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

Sincerely,



Stewart Weinberg, Ph.D.
Superintendent

OCTOBER 3 ENROLLMENT



K-12 Enrollment.....	5,960
K-6 Enrollment.....	3,178
Dallastown Elementary.....	170
Leaders Heights Elementary.....	166
Loganville-Springfield Elementary.....	414
Ore Valley Elementary.....	551
York Township Elementary.....	477
Dallastown Area Intermediate.....	1,400
Dallastown Area Middle School.....	931
Dallastown Area High School.....	1,797
Dallastown Cyber Academy (7-8).....	2
Dallastown Cyber Academy (9-12).....	23
Dallastown Alternative Education Academy.....	31

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



SUCCESS

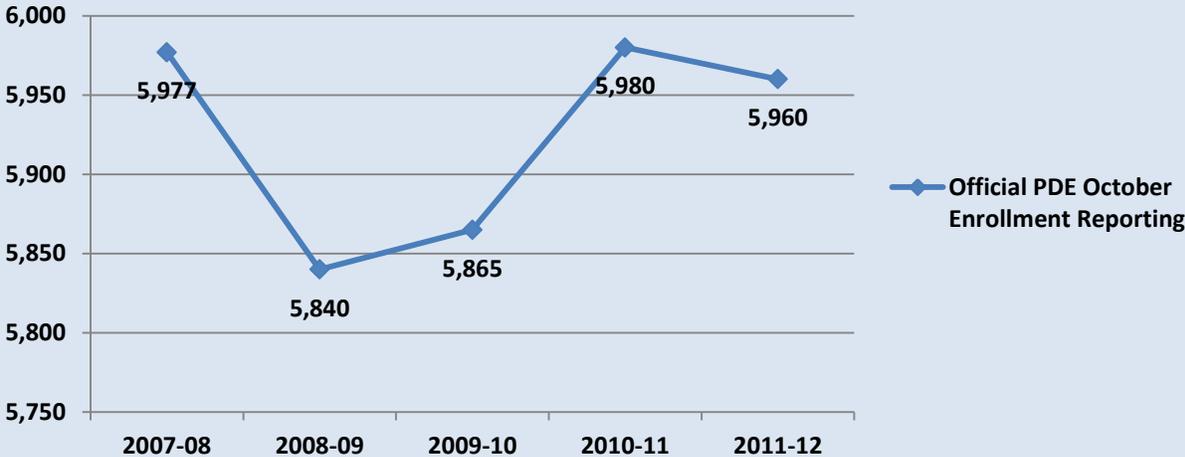
DISTRICT ENROLLMENT

Year	Elementary	Intermediate	Middle School	High School	Cyber	Alternative	TOTAL
2007-08	2,613	----	1,518	1,846	----	----	5,977
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
2011-12*	1,770	1,419	933	1,770	37	39	5,968

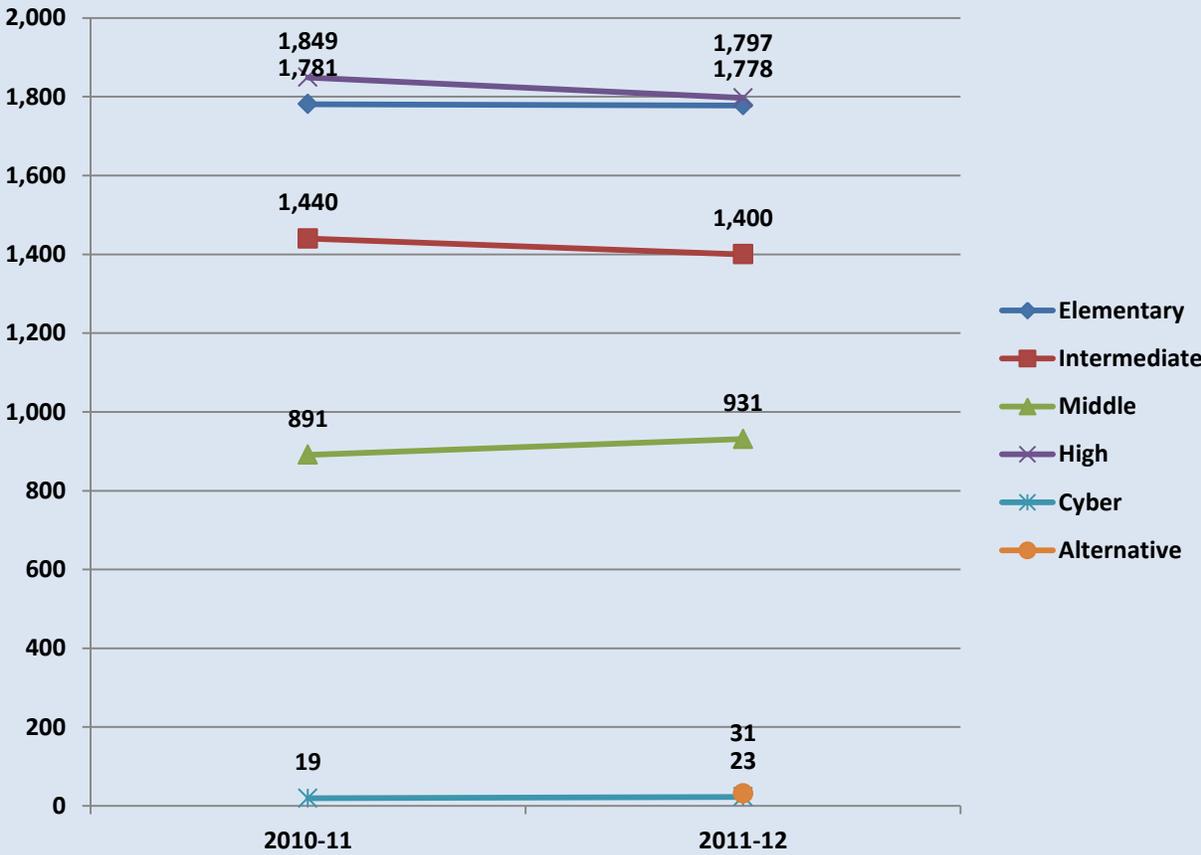
*As of End of 1st Semester 2011-12

Enrollment Trends

Dallastown Area School District Total Enrollment Trend



Dallastown Area School District Enrollment Trend by Campus



The 2011-12 Budget



Maintaining educational excellence despite increased costs of running a school district is an ongoing challenge. For the 2011-12 school year, only items essential to maintain district operations were added to the budget, while cost-cutting measures were taken including a wage freeze taken by the superintendent, assistant superintendent, business manager, director of human resources, district administrators, and support staff; the elimination of 5 administrative positions, 31 teacher contracts, 8 support staff positions; a 50 percent reduction of 80 paraprofessional hours; and, an Early Retirement Incentive Package offering, among several other reductions detailed in the [Budget Book](#).

2011-12 Budget \$88,305,968

Millage 22.26

Local Sources.....79.1%

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

State Sources.....19.5%

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

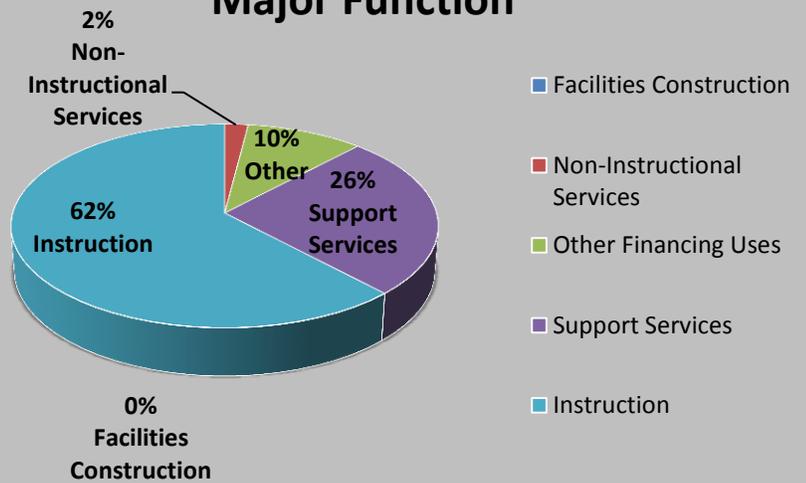
Federal/Other Sources.....0.9%

Includes federal revenue and miscellaneous revenue.

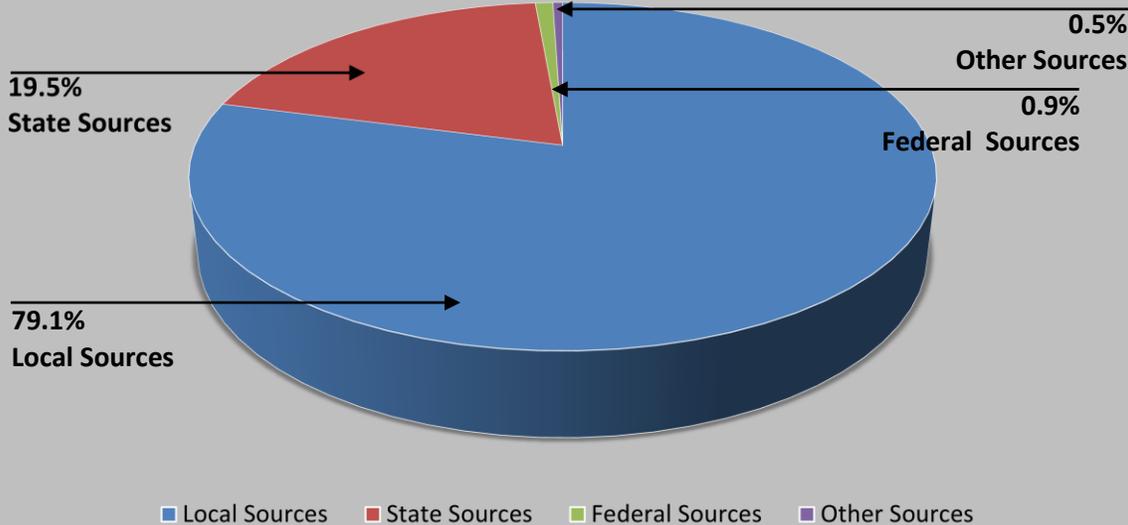
Fund Balance Utilization.....0.5%

Includes funds needed to offset budget expenditures.

2010-11 Expenditures by Major Function



2011-12 Revenue Sources



Technology

SCHOOL	NUMBER OF COMPUTERS	NUMBER OF LABS
Dallastown Elementary	124	2 Labs + 2 Carts
Leaders Heights Elementary	134	1 Lab + 3 Carts
Loganville-Springfield Elementary	193	2 Labs + 3 Carts
Ore Valley Elementary	300	2 Labs + 3 Carts
York Township Elementary	201	2 Labs + 3 Carts
Dallastown Area Intermediate School	928	16 Common Areas + 1 Cart
Dallastown Area Middle School	680	26 Labs + 9 Carts
Dallastown Area High School	1,658	26 Labs + 37 Carts
Dallastown Area Alternative Education Academy	55	
TOTAL	4,273	

TRANSPORTATION

4,675 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	42%
Leaders Heights Elementary	16%
Loganville-Springfield Elementary	12%
Ore Valley Elementary	33%
York Township Elementary	33%
Dallastown Area Intermediate School	26%
Dallastown Area Middle School	24%
Dallastown Area High School	17%

- Each day breakfast is served to an average of 700 students in the district.
- A variety of lunches are provided to approximately 3,725 students throughout its eight school buildings.
- The total district participation in the National School Lunch Program is 63 percent.

EXCELLENCE UP CLOSE

Employee Search

Applications received for advertised positions

3,354

Number of positions interviewed

93

Number of interviews conducted

783

Faculty

177 Number of teachers with master degrees

188 Number of teachers with master equivalency

3 Number of teachers with doctorate degrees

14 Average years of teaching experience

60 Number of teachers with less than 5 years of experience

389 Number of teachers with 5 or more years of experience

323 Number of substitute teachers

\$45,859 Starting teacher salary

STAFF DEVELOPMENT

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

Number of Summer Workshops

15

Teachers/Substitutes Participating

183

Paraprofessionals Participating

31

84 curriculum development workshops were conducted including:

Reading 2.0 eBook Project

Management & Personal Finance

**Diversity Lessons:
Language Arts and
American History**

Understanding Autism

AP English

Geometry

Probability and Statistics

Community

The district's community education program offered 49 classes in 2010-11. Programs included adult enrichment, skills training, senior citizens programs, and numerous activities.

Total Classes Offered **49**

ADULT ENRICHMENT **15**

Skills Training **3**

SENIOR CITIZENS **3**

Activities **28**



Assessments

Again during the 2010-11 academic year, analysis of student achievement data was the focus of much district staff development and faculty discussions. Each school disaggregated test results in grades 3, 4, and 5, noting strengths and weaknesses. Curriculum maps are revised based on this 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 has revised course levels and content to reflect increased rigor and academic expectations for students taking those courses.

Remediation specialists continue to assist students in the middle school. Literacy coaches assist teachers in the elementary schools to interpret test data in meeting student and teacher instructional needs. We remain confident that these and other measures will 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 will 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 Plan and is phasing-in curriculum revisions to support that plan.

Two assessments have been added to the elementary program: the Cognitive Abilities® Test (CogAT®) and the Measures of Academic Progress™ tests (MAP™), both administered in second grade. Both tests replace the TerraNova InView tests that were previously administered.

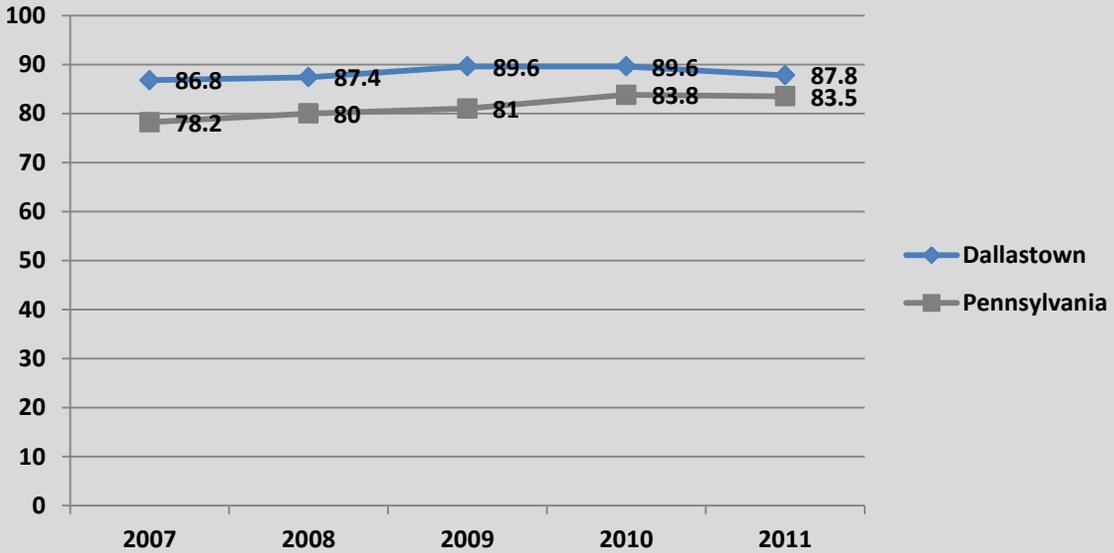


No Child Left Behind and the Reauthorization of the Elementary and Secondary Education Act

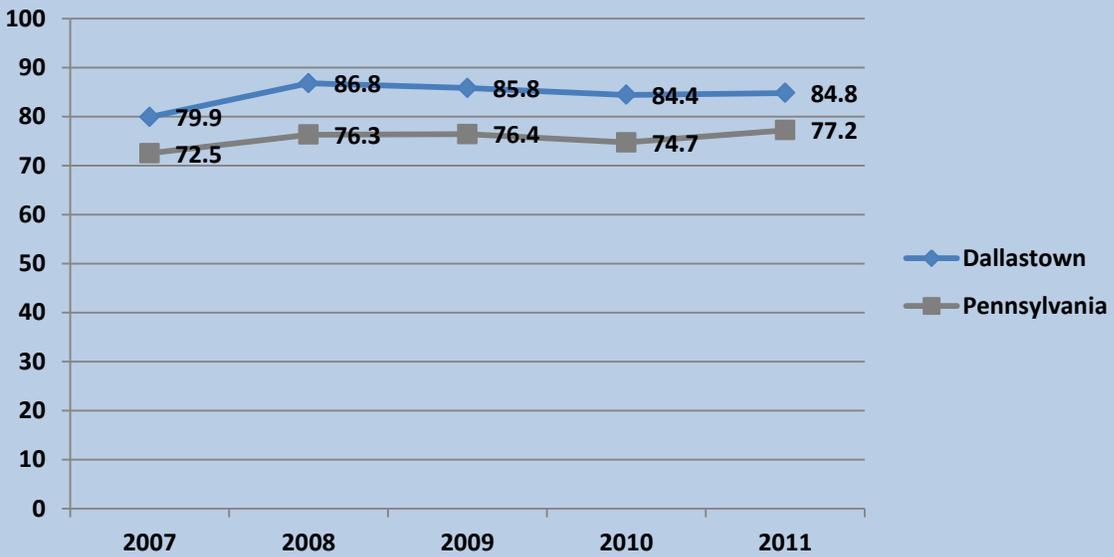
The Bush Administration's passage of No Child Left Behind (NCLB), signed into law January 8, 2002, warranted major changes and a reauthorization of the Elementary and Secondary Education Act (ESEA), enacted in 1965. Under the law, the number of students proficient in Reading and Mathematics must increase 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.

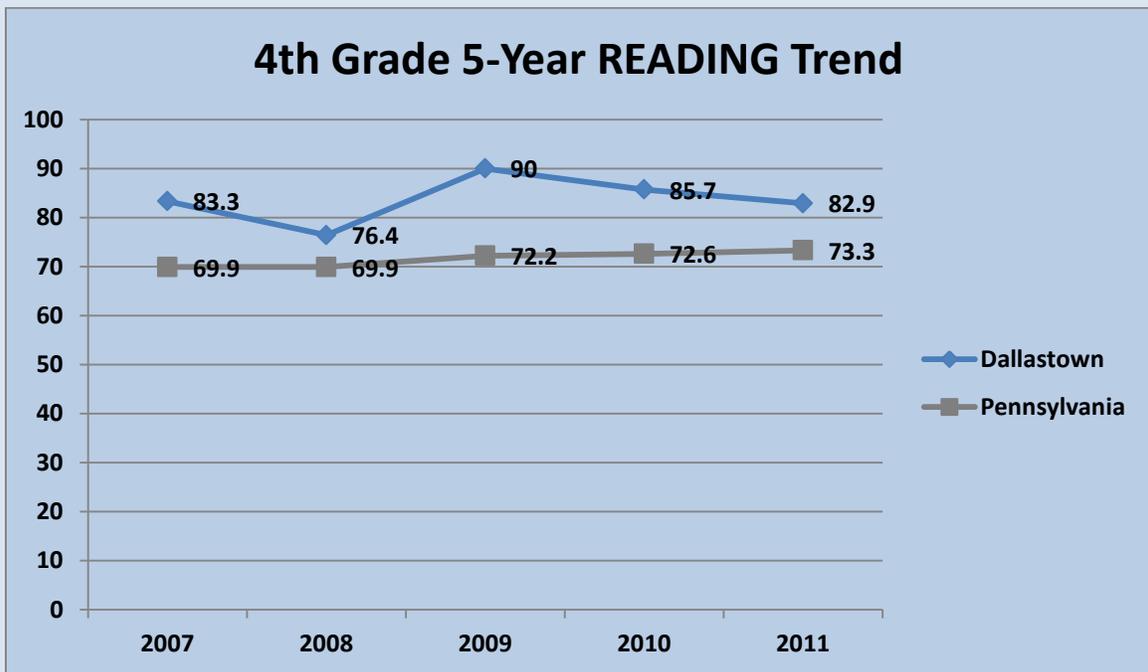
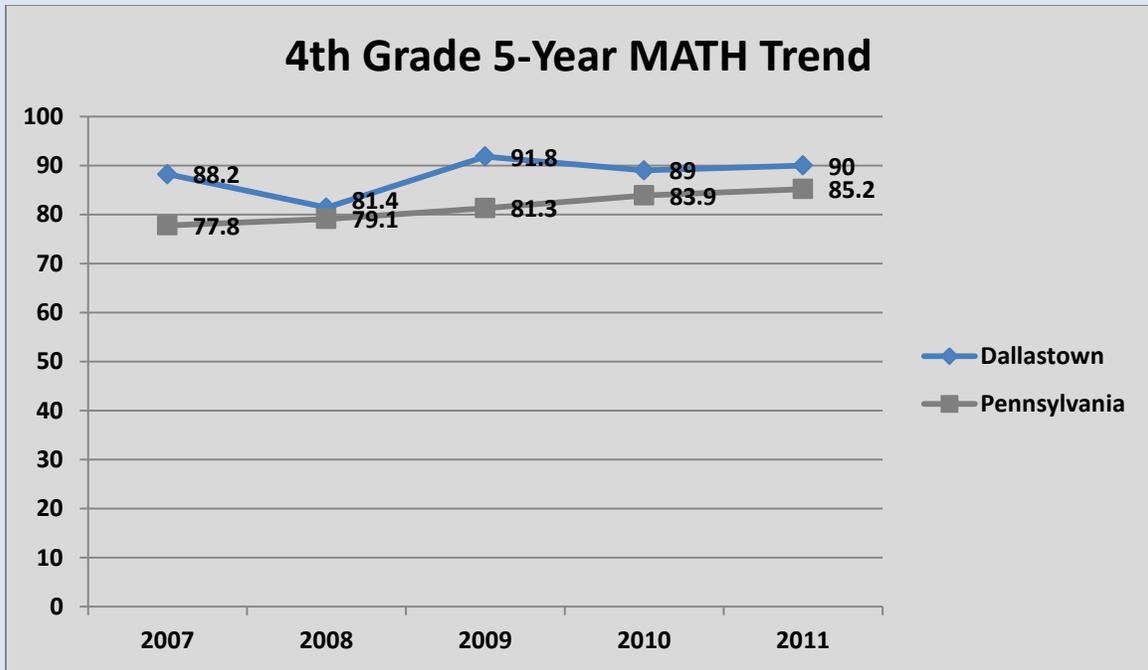
These tests are administered to students in grades 3 through 8 and 11 in Reading and Mathematics and are used to gauge AYP status. For certain grades, Writing and Science tests are also administered. For the 2009-10 school year, a modified PSSA Mathematics test (PSSA-M: Mathematics) was administered to certain students. For school year 2010-11 school year, the PSSA - M was expanded to Reading, Mathematics, and Science and the newly designed Keystone Exams for students taking Algebra I, Biology, and high school Literature.

3rd Grade 5-Year MATH Trend

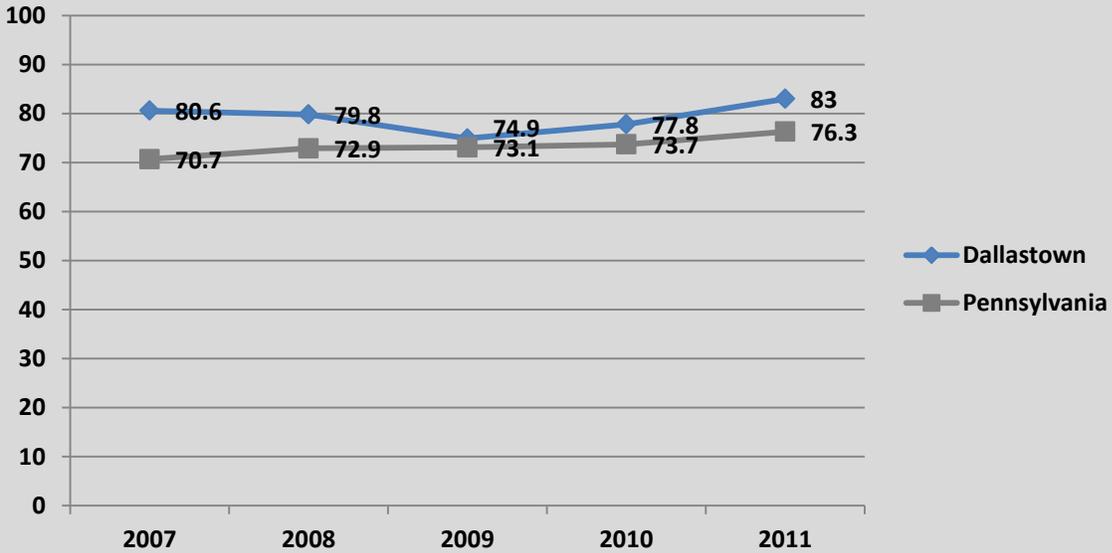


3rd Grade 5-Year READING Trend

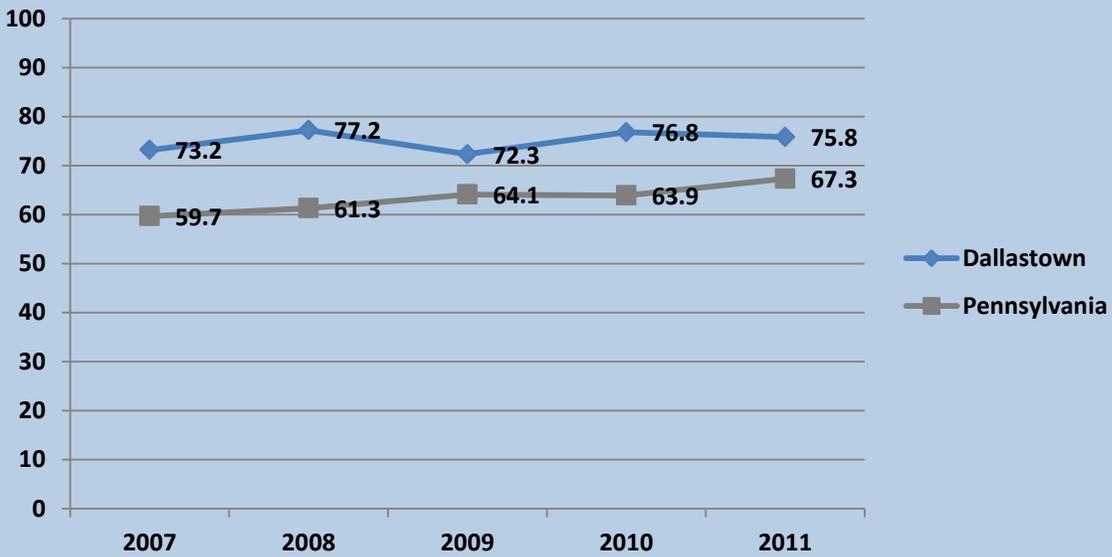




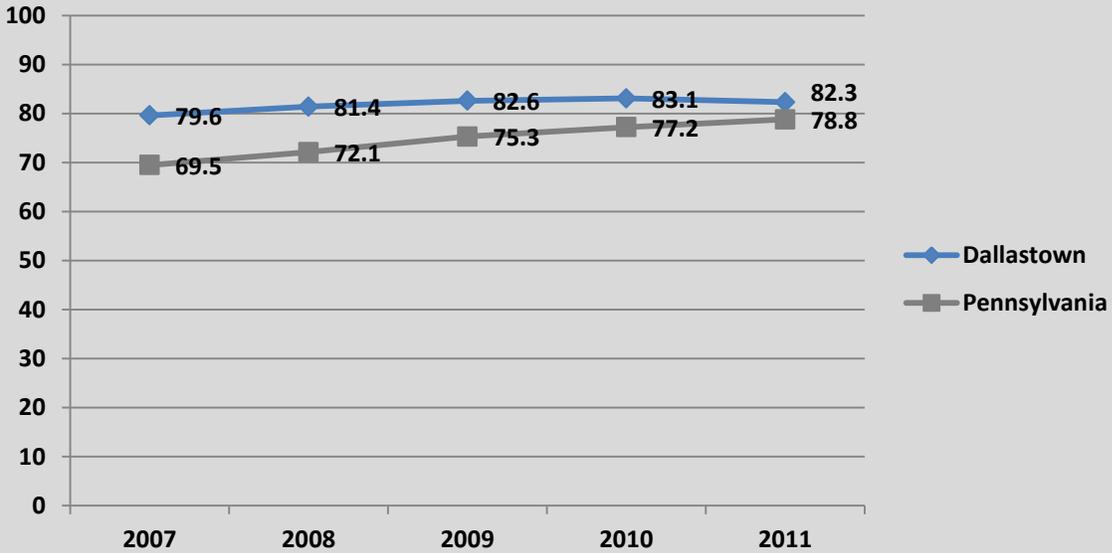
5th Grade 5-Year MATH Trend



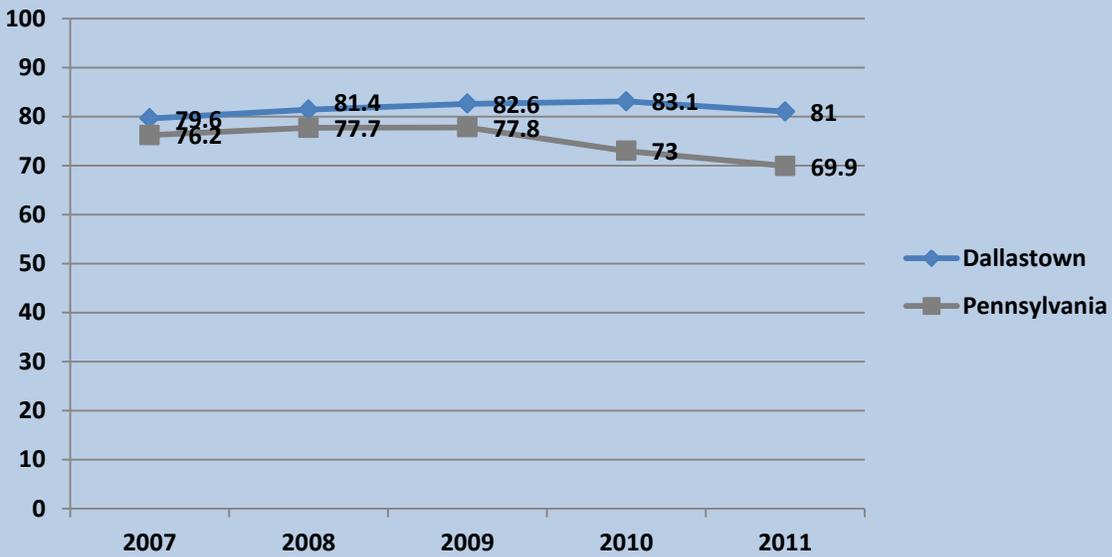
5th Grade 5-Year READING Trend



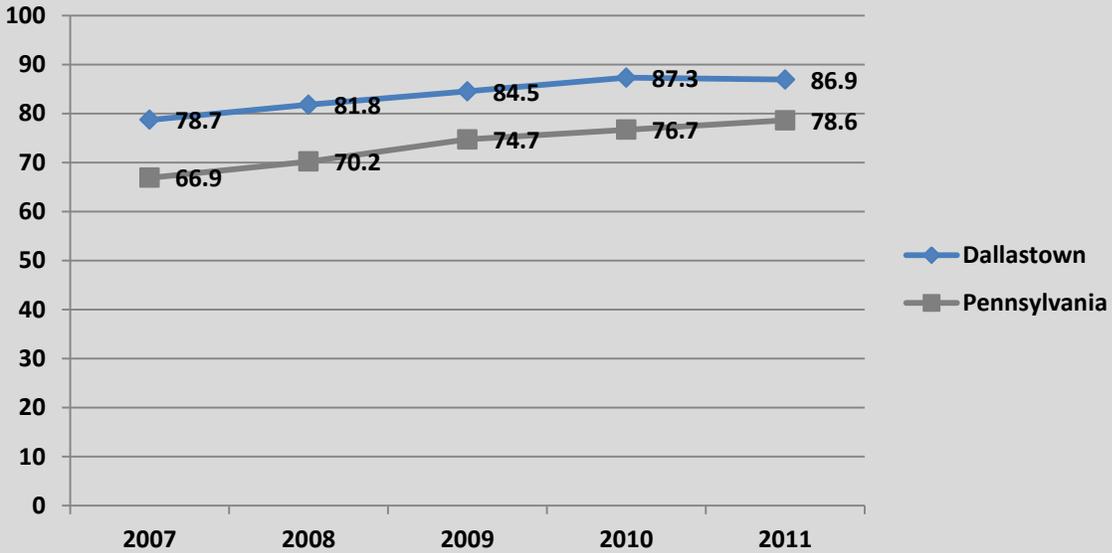
6th Grade 5-Year MATH Trend



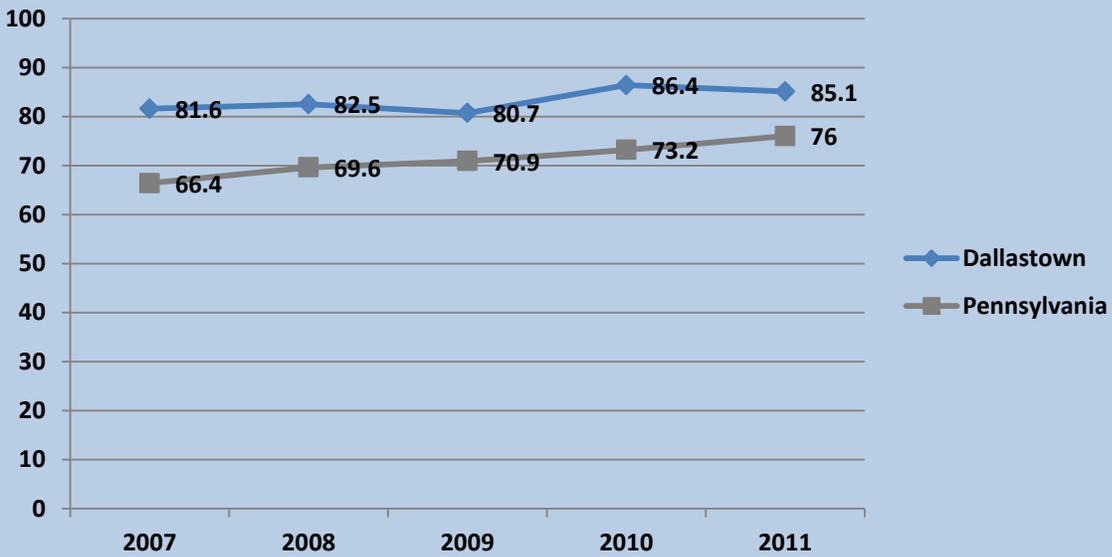
6th Grade 5-Year READING Trend



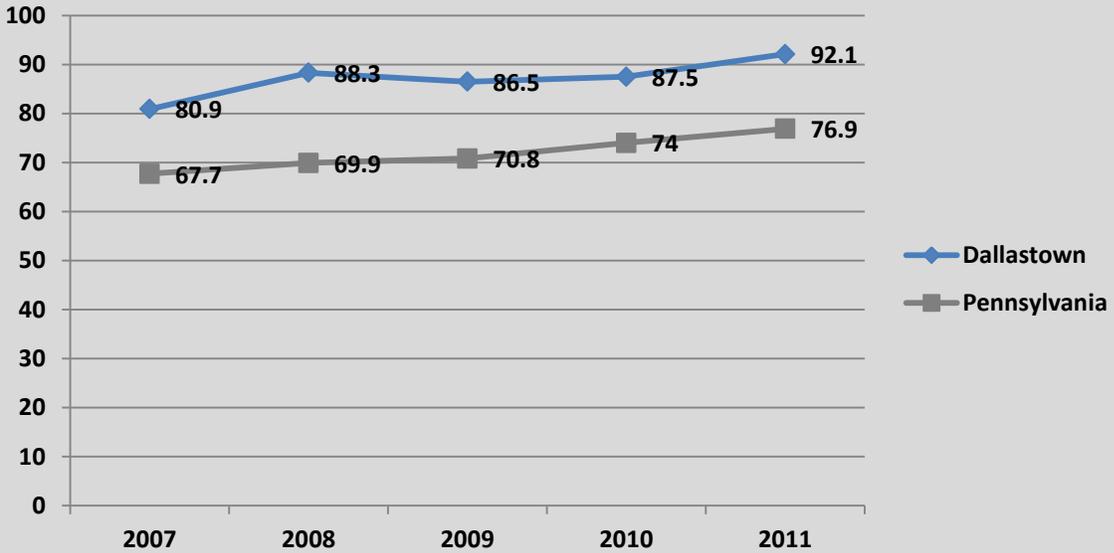
7th Grade 5-Year MATH Trend



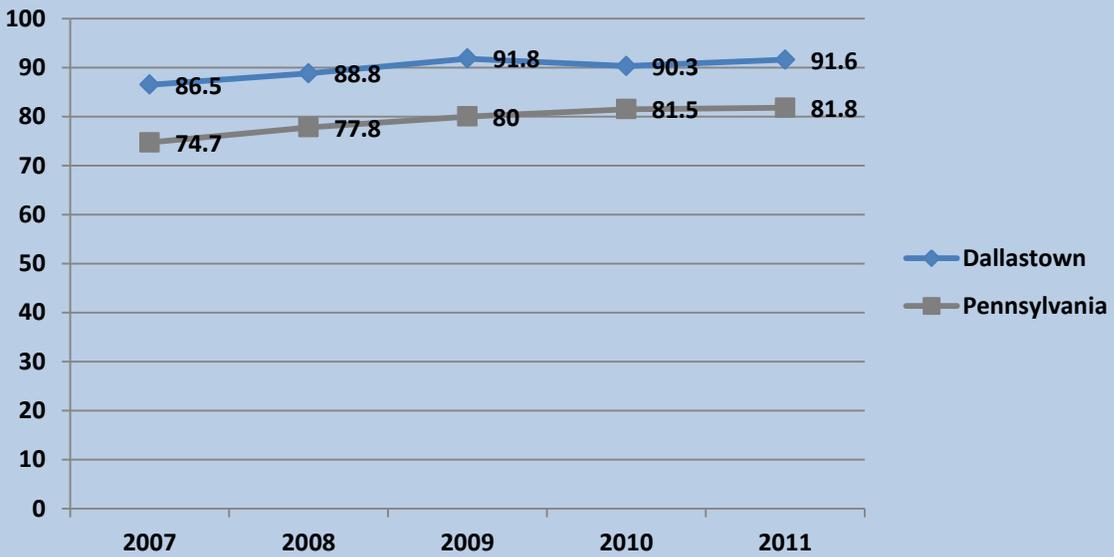
7th Grade 5-Year READING Trend



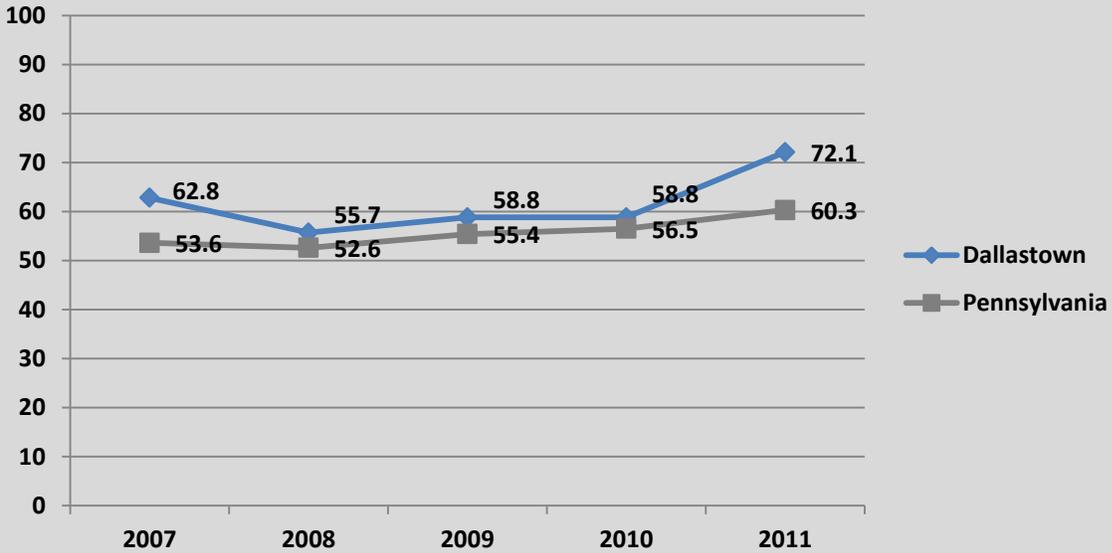
8th Grade 5-Year MATH Trend



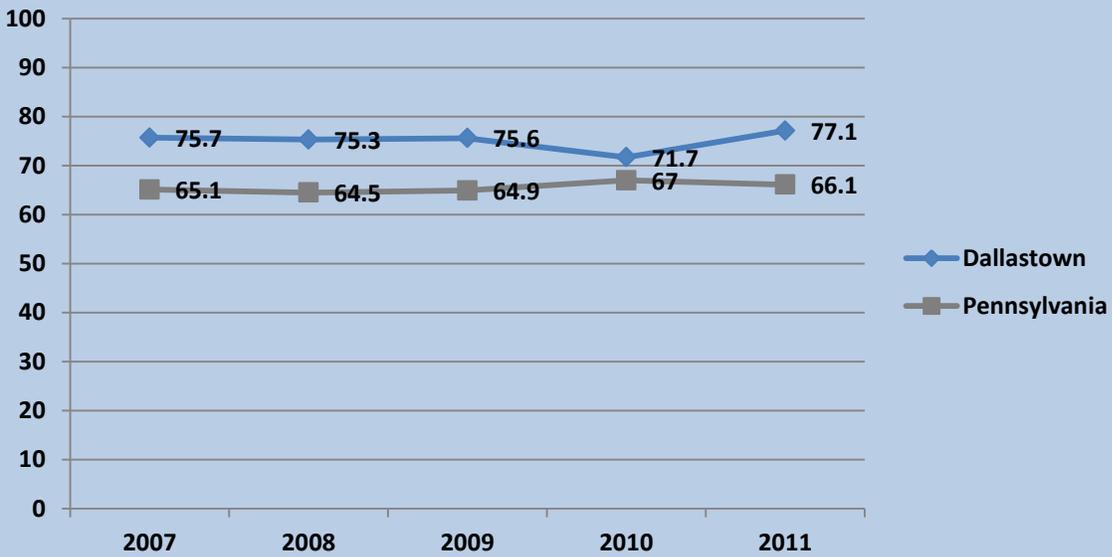
8th Grade 5-Year READING Trend



11th Grade 5-Year MATH Trend

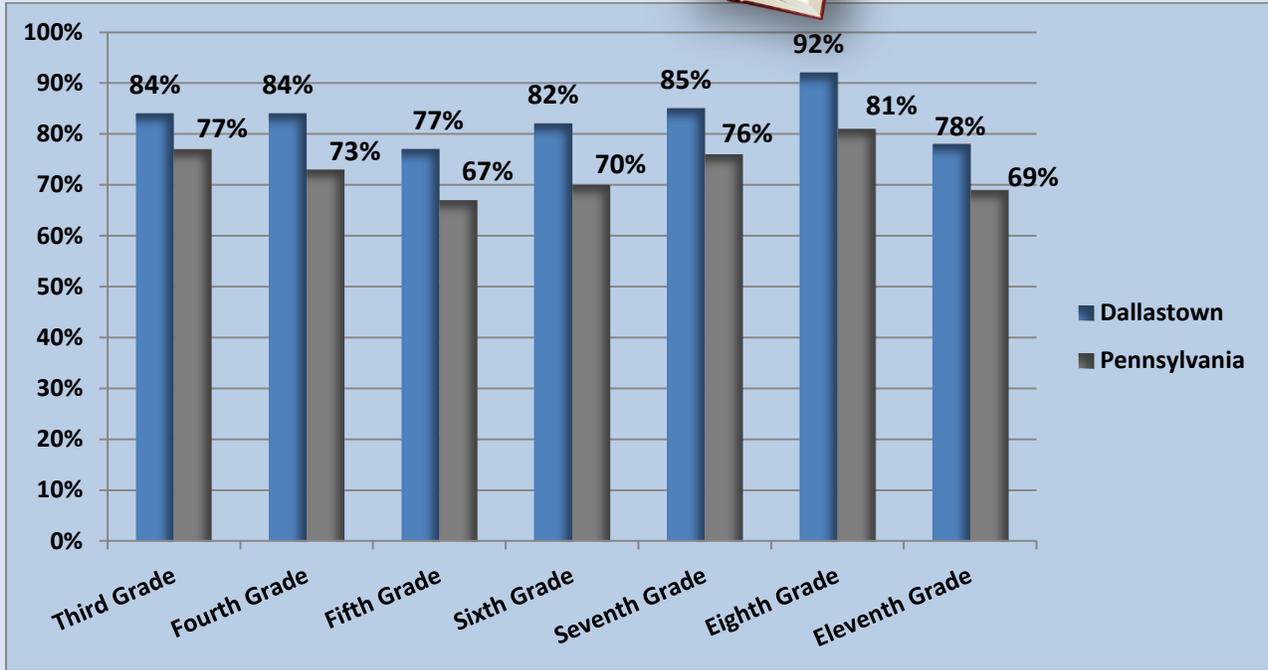


11th Grade 5-year READING Trend

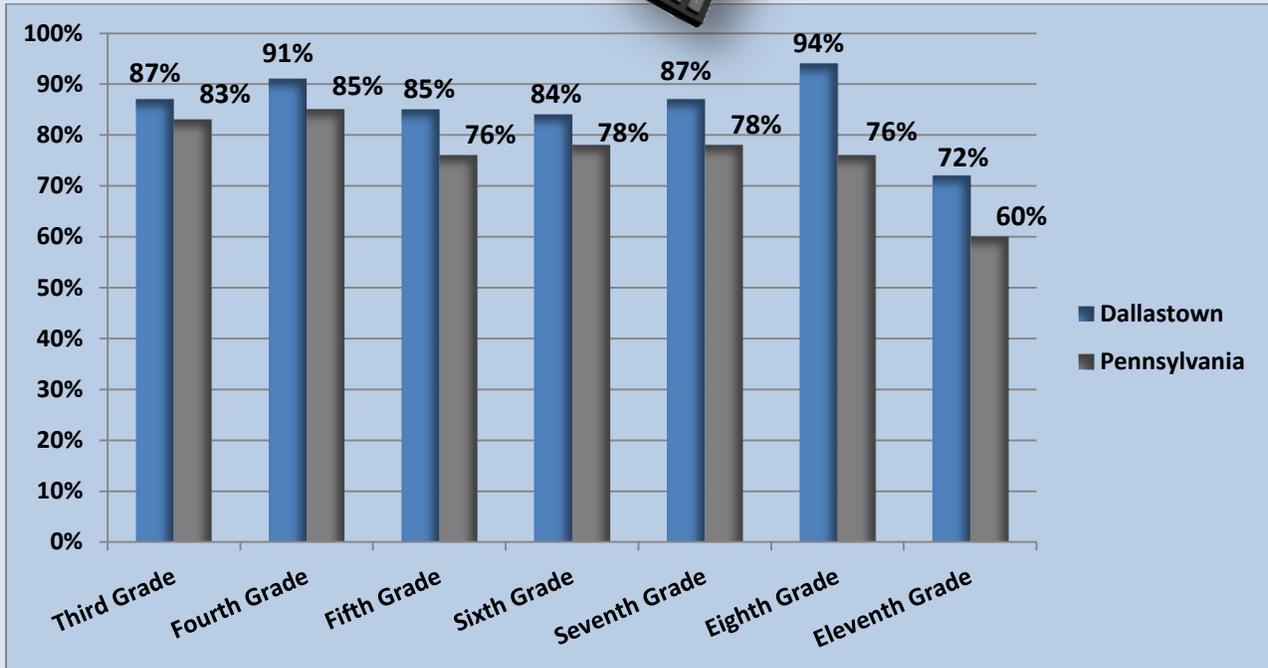


Student performance on the 2010-11 PSSA tests is identified in one of four categories listed from highest to lowest level of student proficiency: Advanced, Proficient, Basic, and Below Basic. The goal is for all students to become Proficient or Advanced Proficient. These charts represent the percentage of students at or above Proficient:

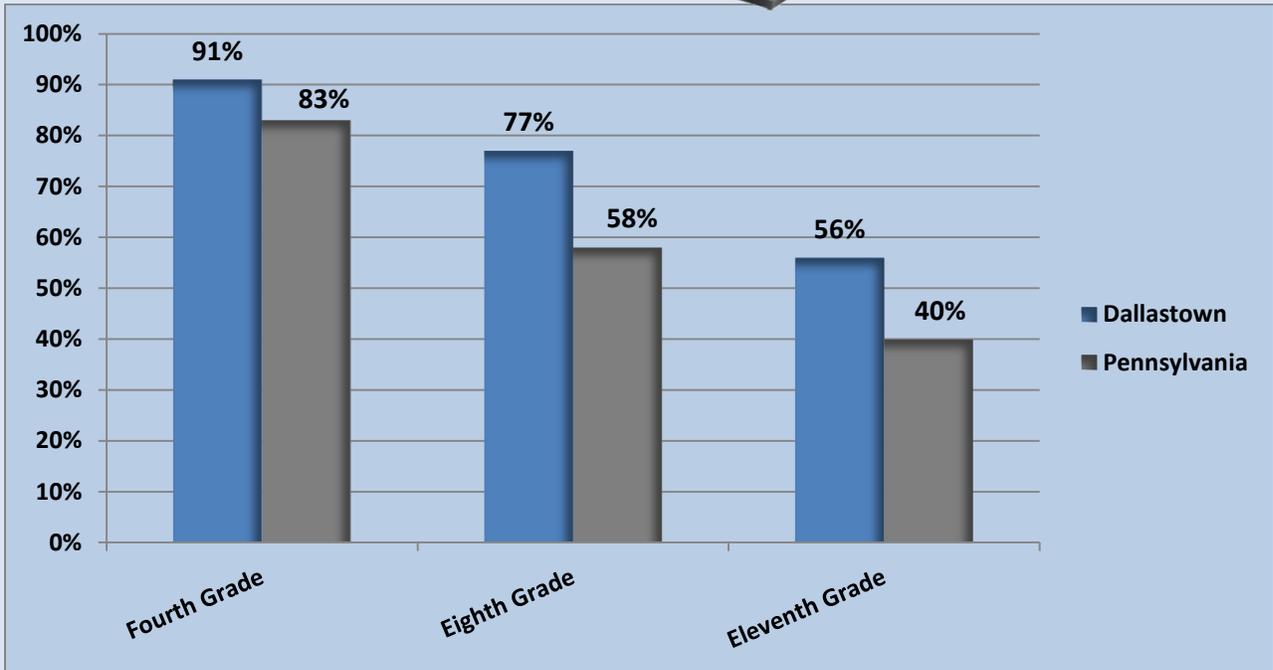
READING



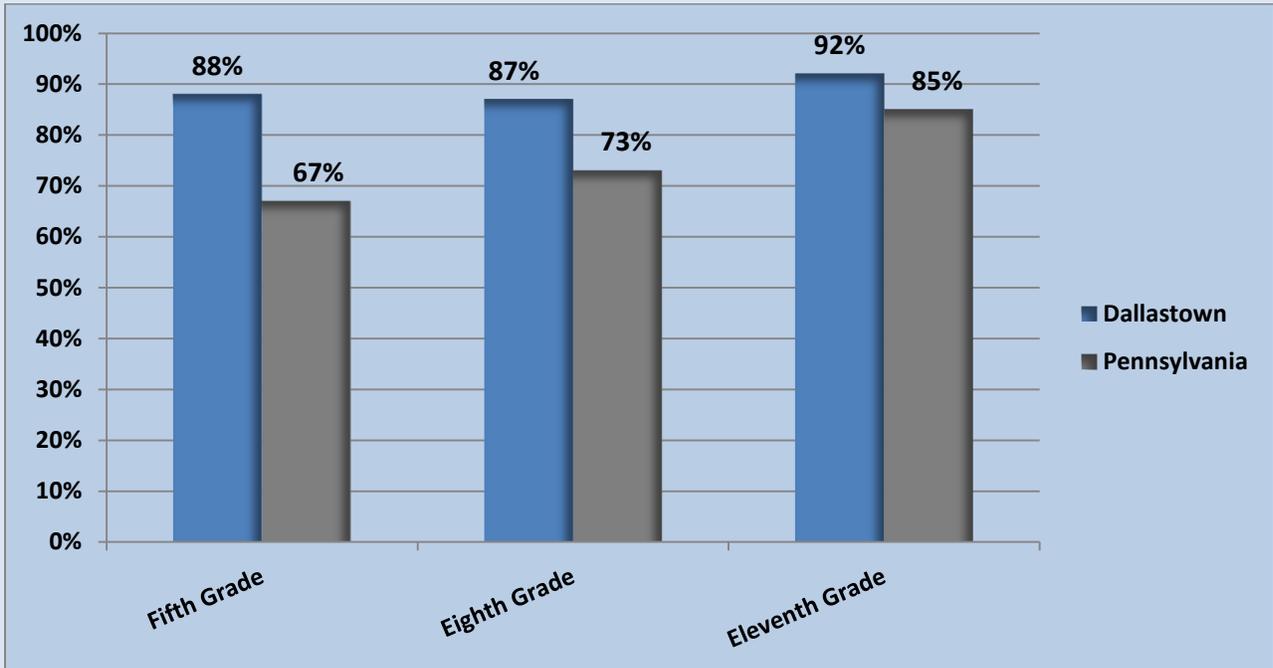
MATH



SCIENCE

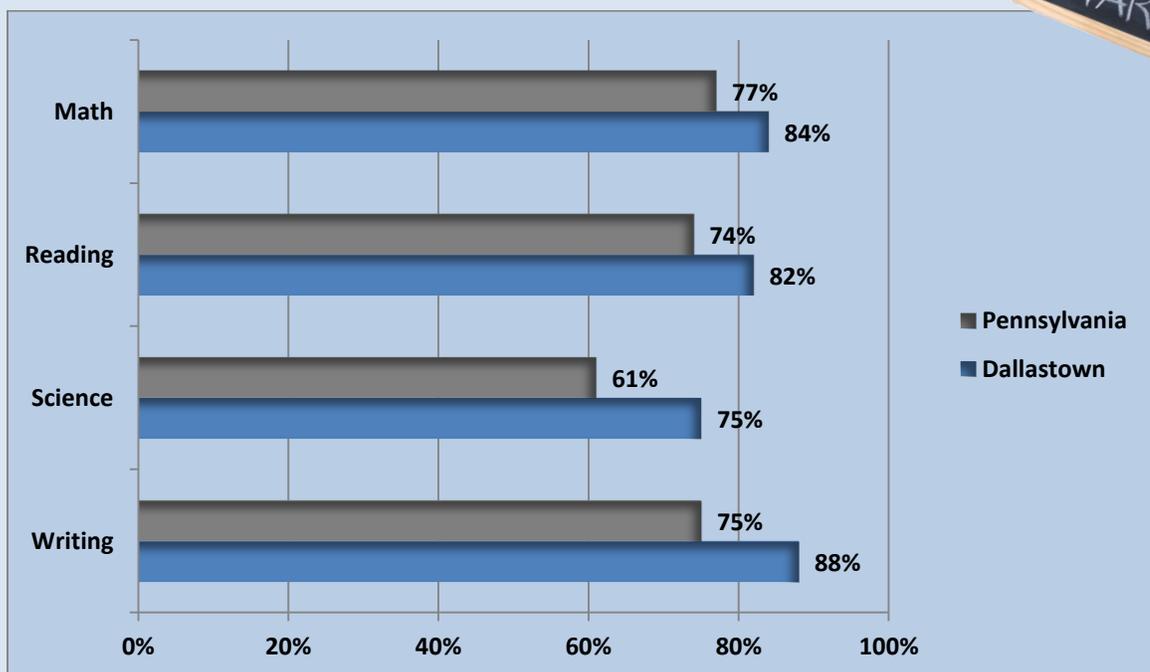


WRITING



- In 2011, 86% of Dallastown students met or exceeded proficiency in Mathematics, compared to 77% of Pennsylvania students.
- PSSA results for Reading show that 84% of Dallastown students met or exceeded proficiency compared to 74% of Pennsylvania students.
- Writing PSSA results indicate that 88% of Dallastown students met or exceeded proficiency in that area compared to 75% of Pennsylvania students.
- Dallastown students displayed 75% proficiency in the area of Science as compared to 61% of Pennsylvania students.

PERCENTAGE OF STUDENTS PROFICIENT AND ADVANCED PROFICIENT OVERALL





ACADEMIC INITIATIVES INCLUDE:

Dallastown Area Cyber Academy

Grades 7-12

Expansion of the Alternative Education Program

Increased Rigor in Math

(DAHS)

Mastery Learning Model

(DAHS)

Math and Reading Specific Remediation Courses

(DAHS)

World Language Courses Online

(DAHS)

Revision of K-3 Curriculum

Full-Day Kindergarten Program to All Elementary Schools

Dallastown's Technology Camp for Teachers & Staff

2008, 2009, 2010, 2011 and Tech Camp II for 2010, 2011 (All Levels)

Model for Teaching (DASD's Framework)

2011 Implementation

Study Island Remediation Program

Grades K-12

Expanded to DAHS in 2011

Diagnostic/Remedial Instruction

(All Levels)

Smart Boards, Student Laptops, Mobile Labs, Video Projectors

Revised and Enhanced K-3 Library/Media Center Program

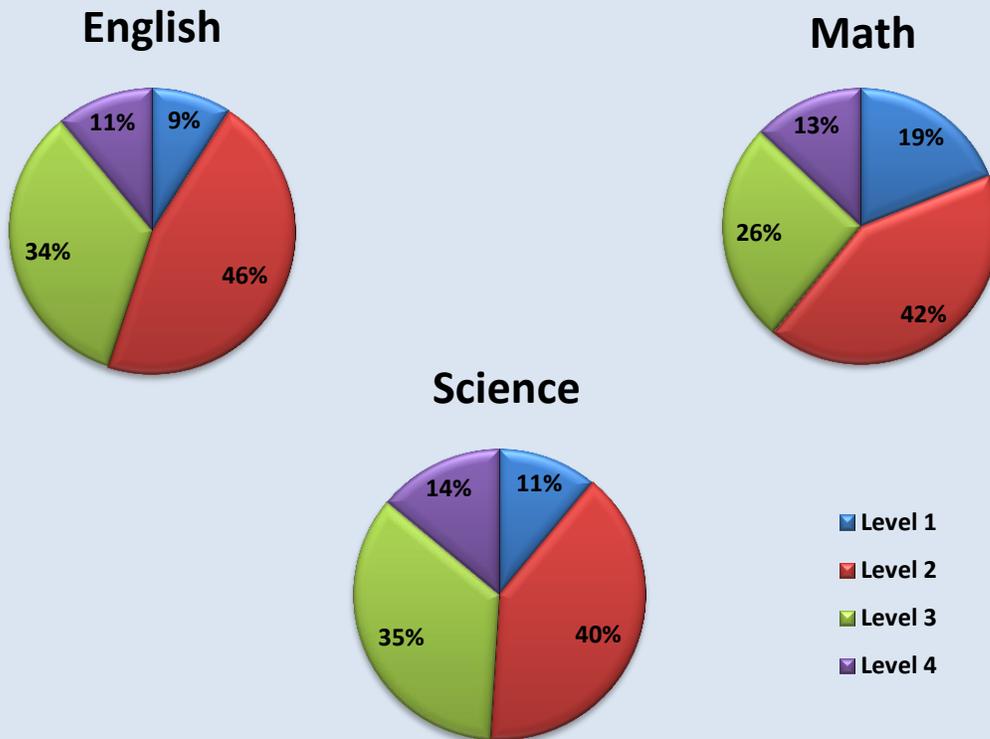
Diversity Strategic Plan

(Resources, Curricular Links, Speakers, Staff Development Workshops)

Staff Development Courses and Workshops

2010-11 High School Course Enrollment

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



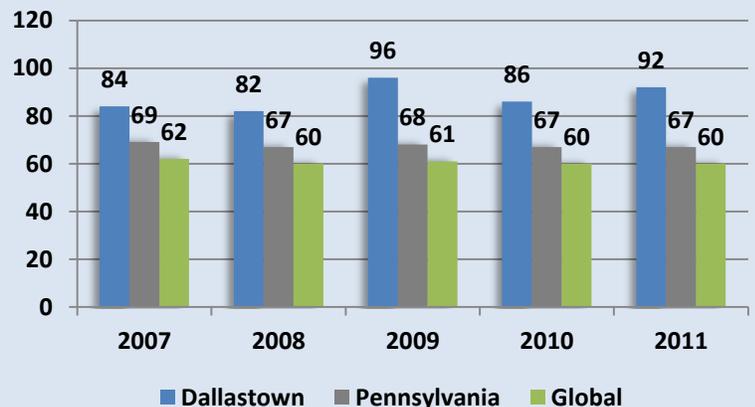
AP[®] Enrollment

Approximately 160 **Advanced Placement[®]** exams are taken annually 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.

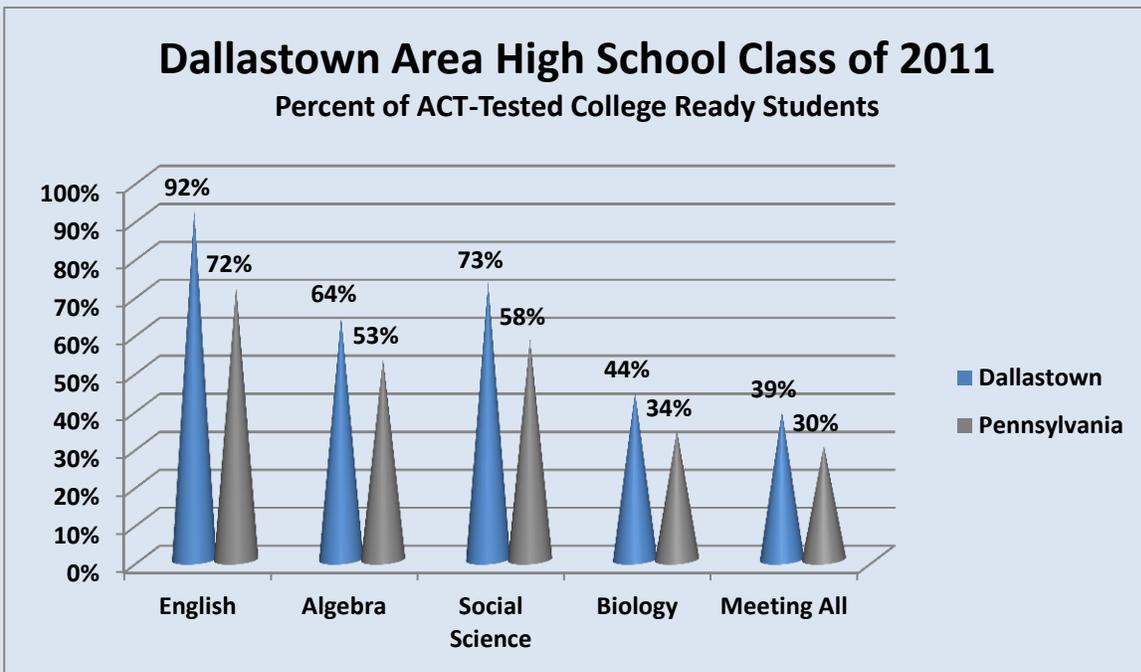
Percentage of AP Students with Scores 3+



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.

2011 ACT	English	Math	Reading	Science	Composite
Dallastown	23.4	23.2	23.5	23.5	23.5
Pennsylvania	21.9	22.6	22.6	21.8	22.3
National	20.6	21.1	21.3	20.9	21.1



ACT College Readiness Results

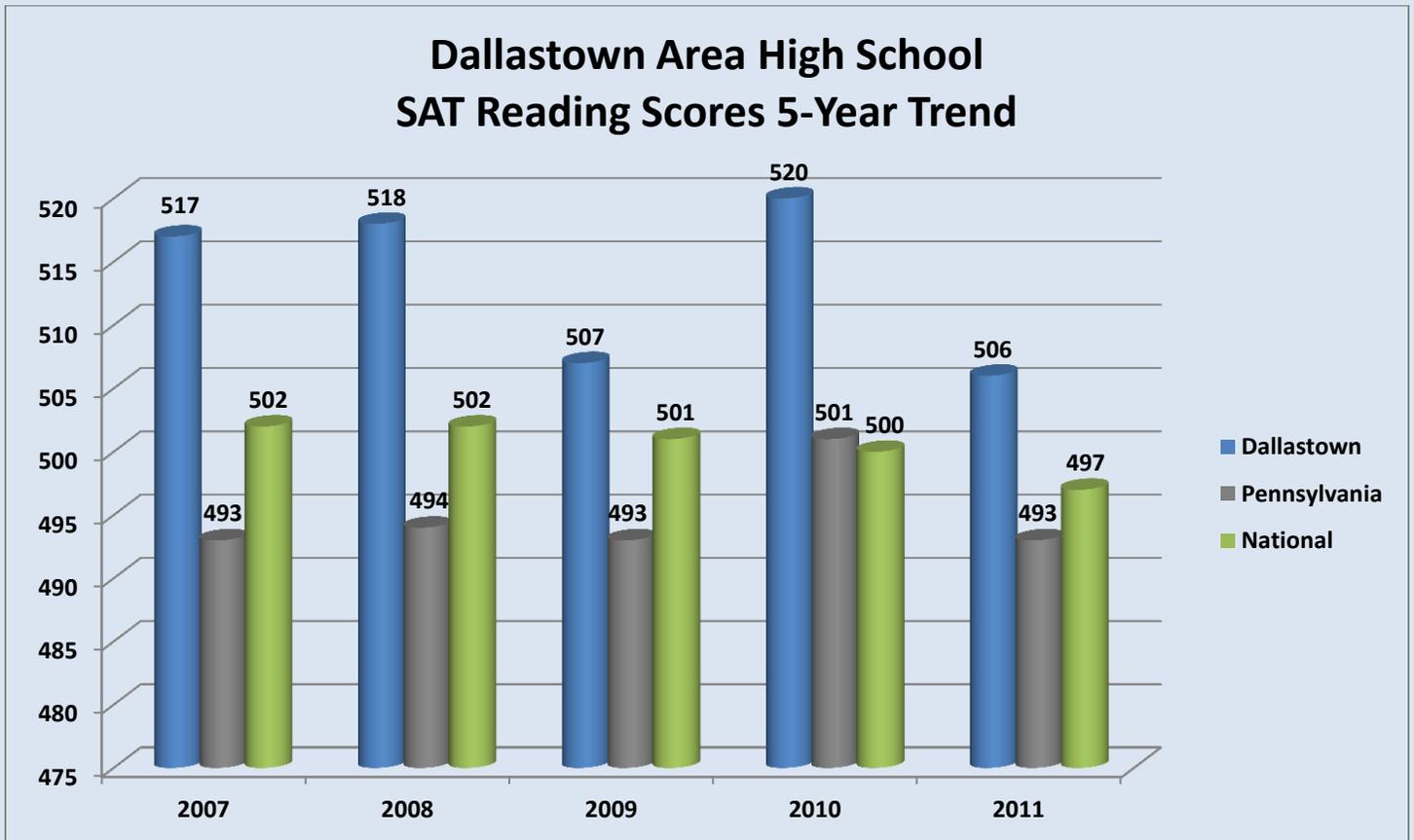
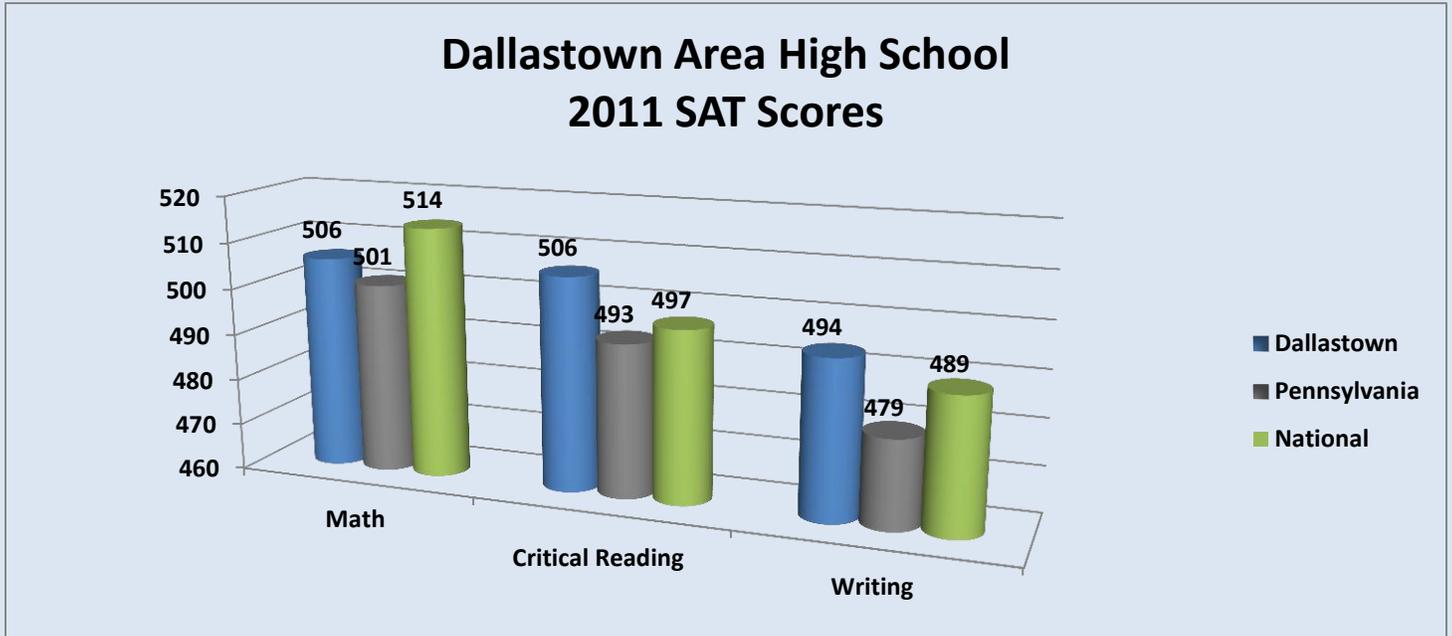
Dallastown Area High School
5-Year Trend – Average ACT Scores

Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	DASD	PA	DASD	PA	DASD	PA	DASD	PA	DASD	PA	DASD	PA
2006-07	75	15,905	23.3	21.5	23.5	21.9	24.0	22.4	22.8	21.5	23.6	22.0
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		23.4	21.9	23.2	22.6	23.5	22.6	23.5	21.8	23.5	22.3

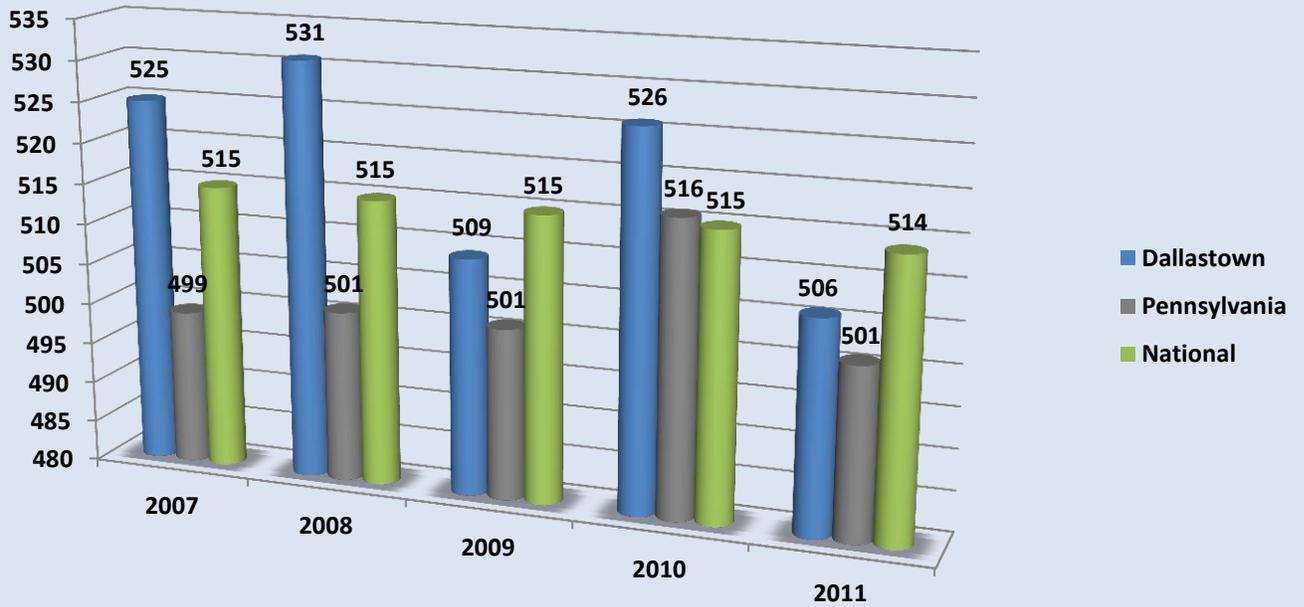
Data source: ACT College Readiness District Report.

Scholastic Aptitude Test

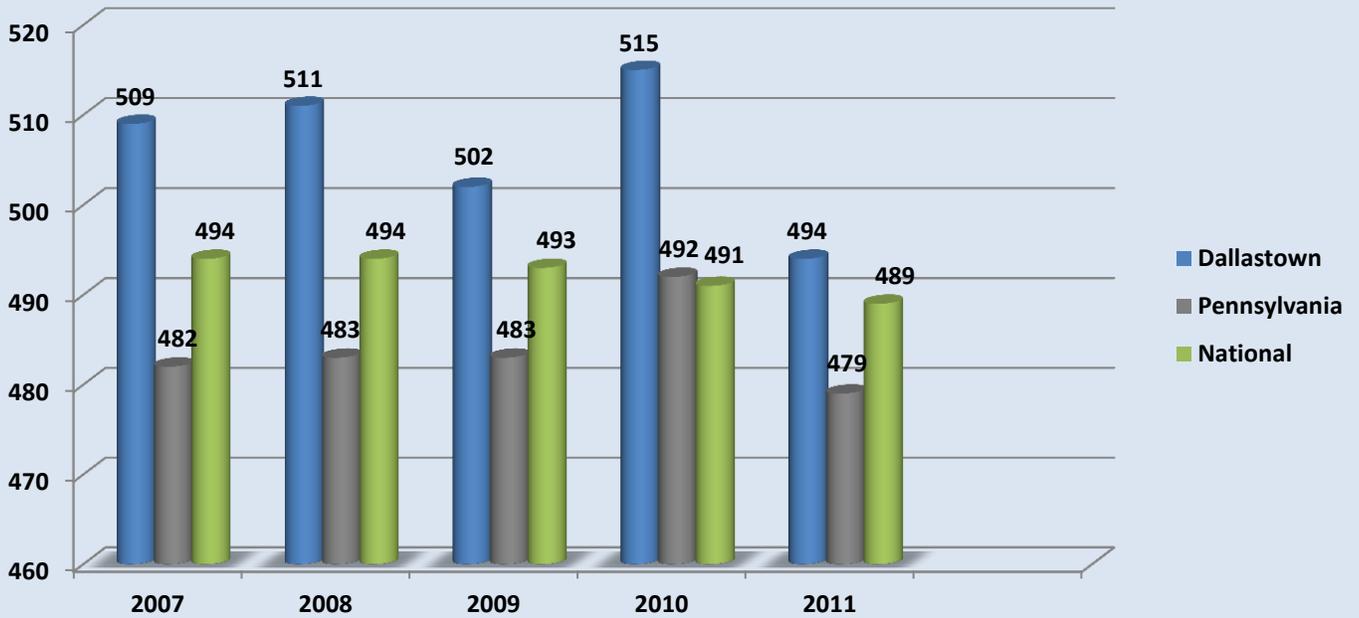
Student performance on the Scholastic Aptitude Test (SAT) is an indicator of the effectiveness of **secondary school initiatives**. Dallastown students consistently perform above the state and national averages on the SAT, ensuring further academic opportunities after high school graduation.



Dallastown Area High School SAT Mathematics Scores 5-Year Trend



Dallastown Area High School SAT Writing Scores 5-Year Trend



In 2011

- Only 58 high schools in the state had more students take the SAT.
- Only 30 high schools in the state had more students take the ACT.
- The total number of public high schools in Pennsylvania is 501.

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	2005-06	2006-07	2007-08	2008-09*
Dallastown	95.2	95.4	95.2	95.3
Pennsylvania	93.6	93.2	93.8	93.8

Data source: Adequate Yearly Progress Report, Pennsylvania Department of Education, www.pde.state.pa.us.

*Most recent year for which official state figures are available.

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.

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.

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



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,
- 56% proficiency in Mathematics and 63% proficiency in 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

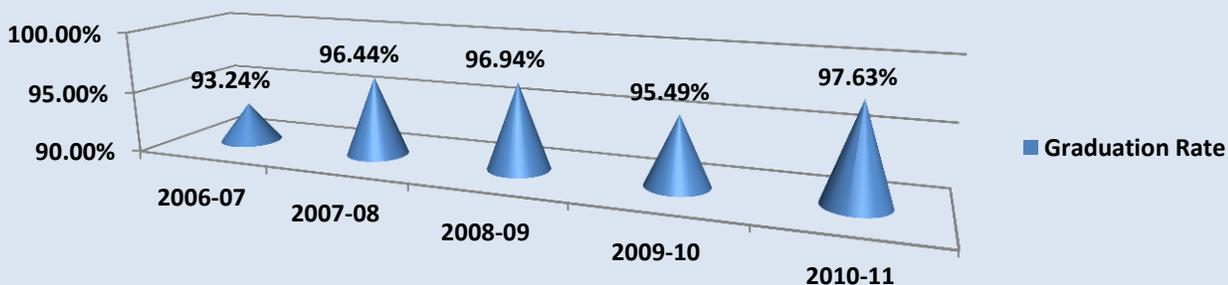
High School Graduation Rates

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 2011/Number of first-time entering 9th grade students in 2007*)+(Number of transfers to the class of 2011)-(Number of transfers out of the class of 2011) 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.pde.state.pa.us.

ENSURING SUCCESS FOR EVERY STUDENT

The **2011-12 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.

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.

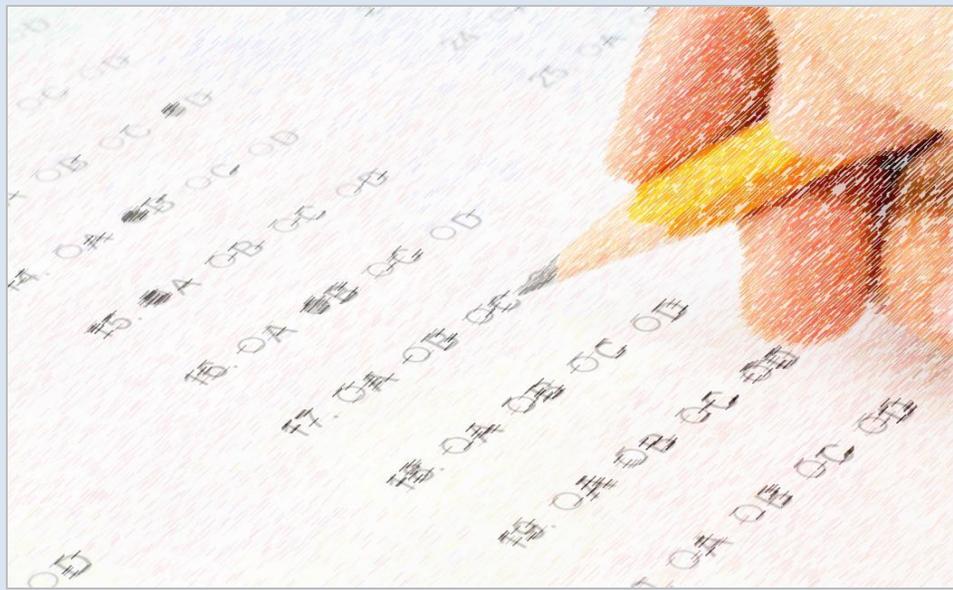
- Initiatives at all grade levels are positively affecting student achievement. The full-day kindergarten program, expanded to all elementary schools during the 2010-11 school year, will provide a solid foundation for each student's educational career. With support from the federal government's Title I program, the elementary program includes specialized Title I teachers and staff. Further, through Title I funding, Reading Recovery® strategies are implemented for first graders needing assistance in learning to read.
- The emphasis on increasing student achievement is not limited to any one grade level.
- For the district's *Algebra Initiative*, course sequences and content have been recently revised to promote additional rigor.
- During the past year, Pennsylvania implemented the first set of Keystone Exams. For school year 2011-12, the state budget does not include funds for this assessment, so a "one year pause" in Keystone Exam administration is slated. Meanwhile, our district's teachers will continue to align and revamp our high school courses with the state's expectations and model curricula. Please see the section **Curricular Initiatives: Keystone Exams**, found later in this document.

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. Last year, the elementary teachers and administration implemented the newly revised report cards. Revisions to the documents continued during the 2010-11 school year.



Cognitive Abilities® Test

The Cognitive Abilities® Test (CogAT®), new in 2011-12, measures both general and specific cognitive abilities in verbal, quantitative, and nonverbal areas. Second graders participate in the CogAT® testing. These results are individually reported to parents.

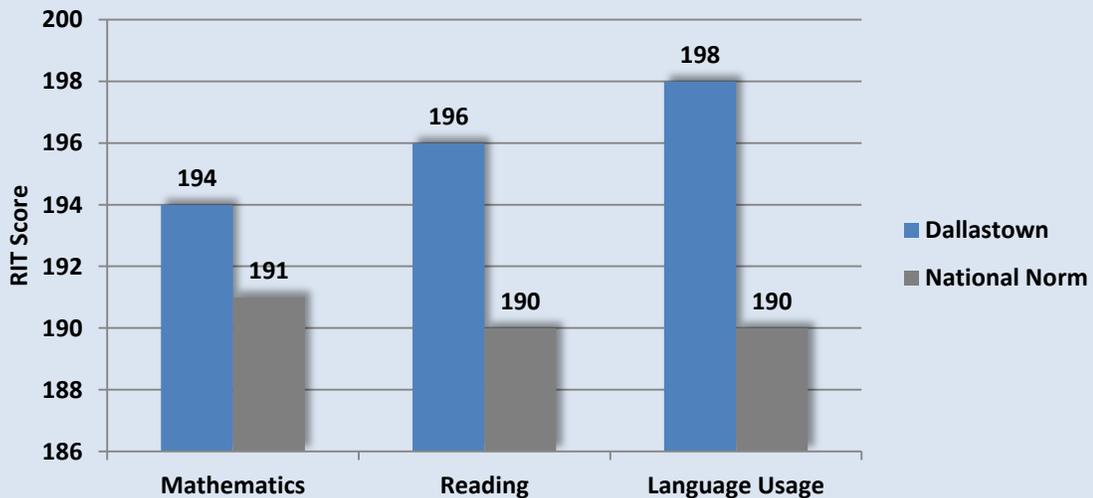


MAP™: Measure of Academic Progress

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, 75.9 percent of Dallastown Area High School 2010 graduates planned to attend a post-secondary college, university or school. The 2011 graduating class profile includes:

72% Plan on continuing their education

14% Plan on entering the workforce

5% Have enlisted in the military

9% ARE UNDECIDED

Of the **438** Dallastown Area High School 2011 graduates, **315** plan to continue their education:

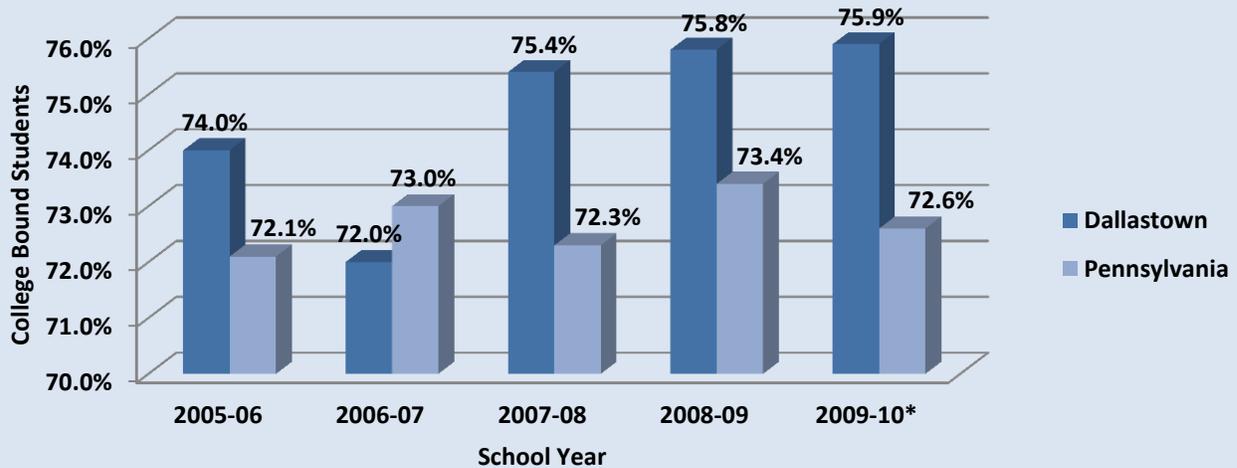
6 plan to attend a nondegree-granting post-secondary school program.

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

54 plan to attend a 2-year school.

246 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.pde.state.pa.us.

*Most recent year for which official results are available.

Staff Development

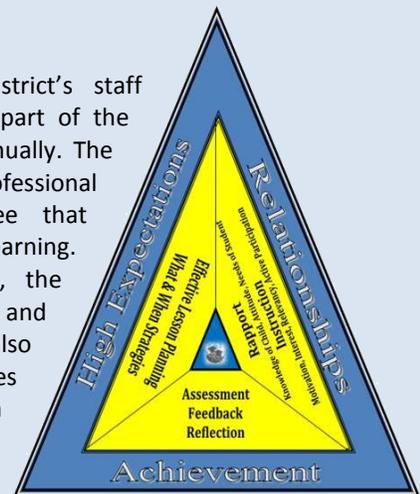
Model for Teaching incorporates three research-based elements essential for all successful teaching and learning. These elements include **Relationships**, **High Expectations**, and **Achievement**. The three elements are intertwined to provide effective researched-based prospects for student success.

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 is training focusing on the district's **Model for Teaching**. The Model is a compilation of the district's "best practices" in designing and delivering quality instruction.

Additional opportunities for staff development include 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.

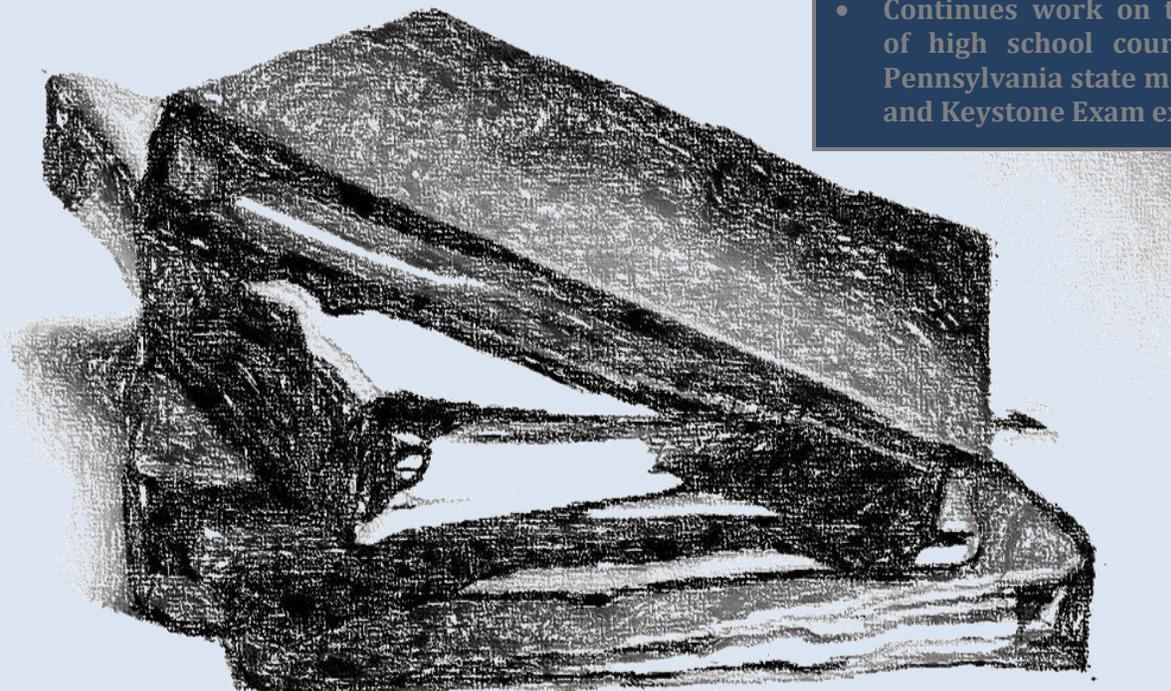
Dallastown administration and staff members have formulated goals, strategies, and activities in the Strategic Plan to articulate, train, and coordinate K-12 personnel in implementing the K-12 curriculum revisions and related instructional components. The Strategic Plan promotes further developments 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.



Keystone Exams and Revised High School Graduation Requirements

On January 8, 2010, the Pennsylvania Board of Education published changes that included the Keystone Exams, beginning with the class of 2015. The district has developed a Keystone Exam Implementation Plan with the provision that students must earn proficiency on the exams as a “stand-alone graduation requirement.”

Class of 2014-15 students will demonstrate proficiency in English Composition, Literature, Algebra I, and Biology with a Keystone Final Exam. In 2017, this option will be expanded to include the following requirements:

- Passing two (2) English courses (Composition and Literature)
- Passing two (2) Math courses (Algebra I, Algebra II or Geometry)
- Passing one (1) Science course (Biology or Chemistry)
- Passing one (1) Social Studies course (options include Civics, American History or World History)

Similar to the existing final exams, Keystone Exams will be relatively short (approximately 2 to 2 ½ hours), subject-specific assessments that students take at the end of a course. Unlike existing final exams, students will be able to retake the assessments in whole or in part, and students who do not test well can complete a project-based alternative assessment.

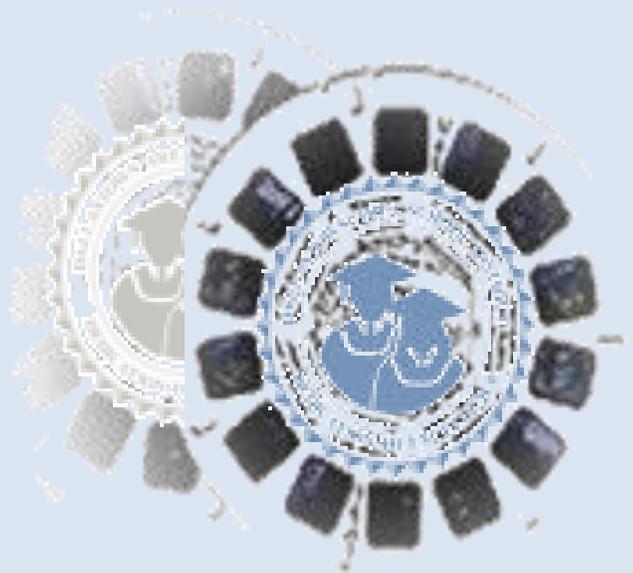
The Dallastown Area School District Strategic Plan, a six-year blueprint for providing educational recommendations for the district into the 2013-14 school year, included revisions and enhancements to various programmatic areas. The newly implemented Strategic Plan includes continued preparatory work on the restructuring of K-8 education in the district when the new intermediate school opened in 2010.

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.

Summary

In conclusion, the **2011-12 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
- PLAN
- AP Exams
- Differential Aptitude Test
- TerraNova, 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