



# 2014 ANNUAL REPORT *Quality Assessment*

## 2020 VISION *for Student Success*



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, 233 support staff, and 27 administrators to ensure an achievable vision for all Dallastown students.

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## Vision

Inspiring and creating pathways for  
student success.

## Mission

Provide a safe, challenging, and relevant  
learning environment that inspires and  
creates pathways for student success.



# Superintendent's

# Annual Report

## *on Educational Progress*

Within these pages you will find 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. You will read about our district's program and data points that represent our progress on a number of indicators.

The district has embarked on a newly adopted six year strategic plan for 2014-2020 which we have informally titled "2020 Vision." Focusing on eight goals and an ambitious agenda, our vision is to provide an engaging and relevant educational experience for each student. Our new Vision Statement clearly expresses our commitment: Inspiring and creating pathways for student success.

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 see 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

# 2020 Vision for Student Success

*Goals*

Dallastown Area School District began its 2014-2020 comprehensive planning during the 2013-2014 school year with teams of students, parents, community members, business leaders, teachers, and administrators resulting in eight broad goals. A midpoint review will be conducted during the 2016-2017 school year.



## ACADEMIC ACHIEVEMENT

- Use student achievement data to support instructional decision making.
- Provide focused professional development on research-based instructional best practices.
- Continue to align district curriculum to the state's academic and technology standards.
- Implement web-based curriculum management for all district curriculum.
- Assess and enhance instructional supports and remediation staffing for students in need of remedial services.



## PROGRAM ENHANCEMENTS

- Implement a "Science Technology Engineering Arts Mathematics" (STEAM) initiative beginning in the fourth grade.
- Study and recommend expansion of summer enrichment and remediation programs for targeted populations.
- Enhance diversity awareness and anti-bullying training opportunities.
- Expand technical education, personal finance, and computer programming opportunities.



## STUDENT LEARNING

- Develop course offerings at the high school level that allow for flexibility through a combination of cyber and building-based courses.
- Expand secondary course opportunities.
- Establish a secondary campus restructuring effort with emphasis on sharing of staff, appropriate transitioning of students, and consolidation of resources.



## STUDENT CAREER PREPARATION

- Increase business partnerships.
- Review and enhance the district's many successful programs to promote community service, employability career skills, and workplace success traits.



## STUDENT SERVICES

- Enhance social and emotional wellness opportunities for students and staff.
- Review and enhance the comprehensive K-12 guidance services program with related services.



## TECHNOLOGY

- Implement the district's comprehensive technology and capital plan.



## SAFETY

- Assess and update school safety protocols.
- Develop a comprehensive plan for upgrading and modernizing safety-related prevention controls, systems, and hardware.



## OPERATIONS

- Attract and retain exemplary employees, which include teacher induction and mentoring programs.
- Align employee contracts with district vision, mission, and goals, and the future needs of the district.
- Implement the state's Teacher Effectiveness and Principal Effectiveness programs.
- Enhance effective communication strategies in the school-community.
- Analyze future growth and determine appropriate growth strategies.

# OCTOBER 1, 2013

## Enrollment

K-12 Enrollment.....6,082

K-6 Enrollment.....3,256

Dallastown Elementary.....184

Leaders Heights Elementary.....172

Loganville-Springfield Elementary...449

Ore Valley Elementary.....562

York Township Elementary.....478

Dallastown Area Intermediate..1,411

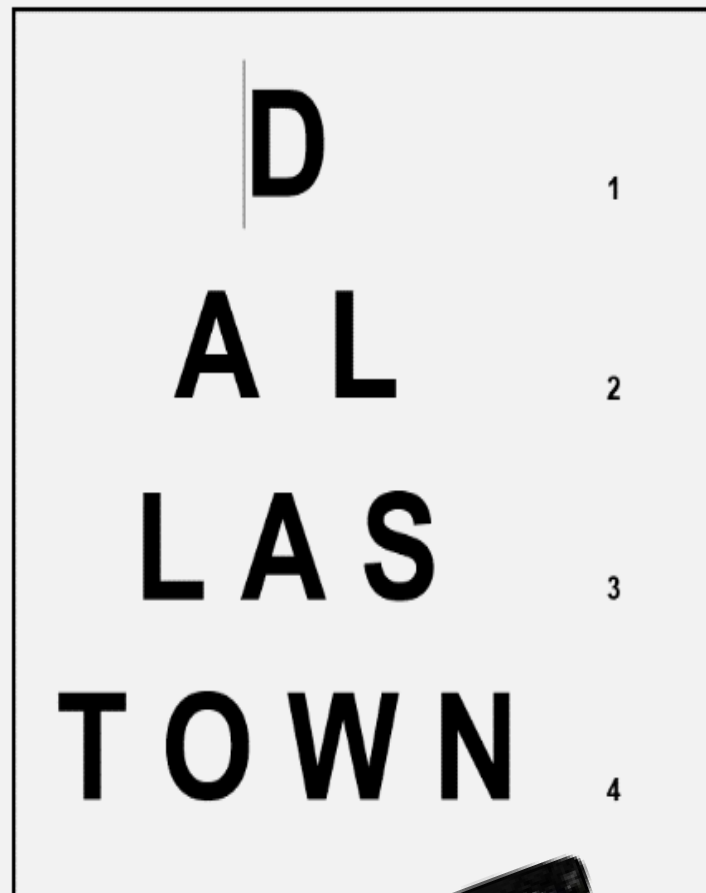
Dallastown Area Middle School.....995

Dallastown Area High School.....1,761

Dallastown Cyber Academy (4-8).....14

Dallastown Cyber Academy (9-12).....36

Dallastown Alternative Education Academy...20



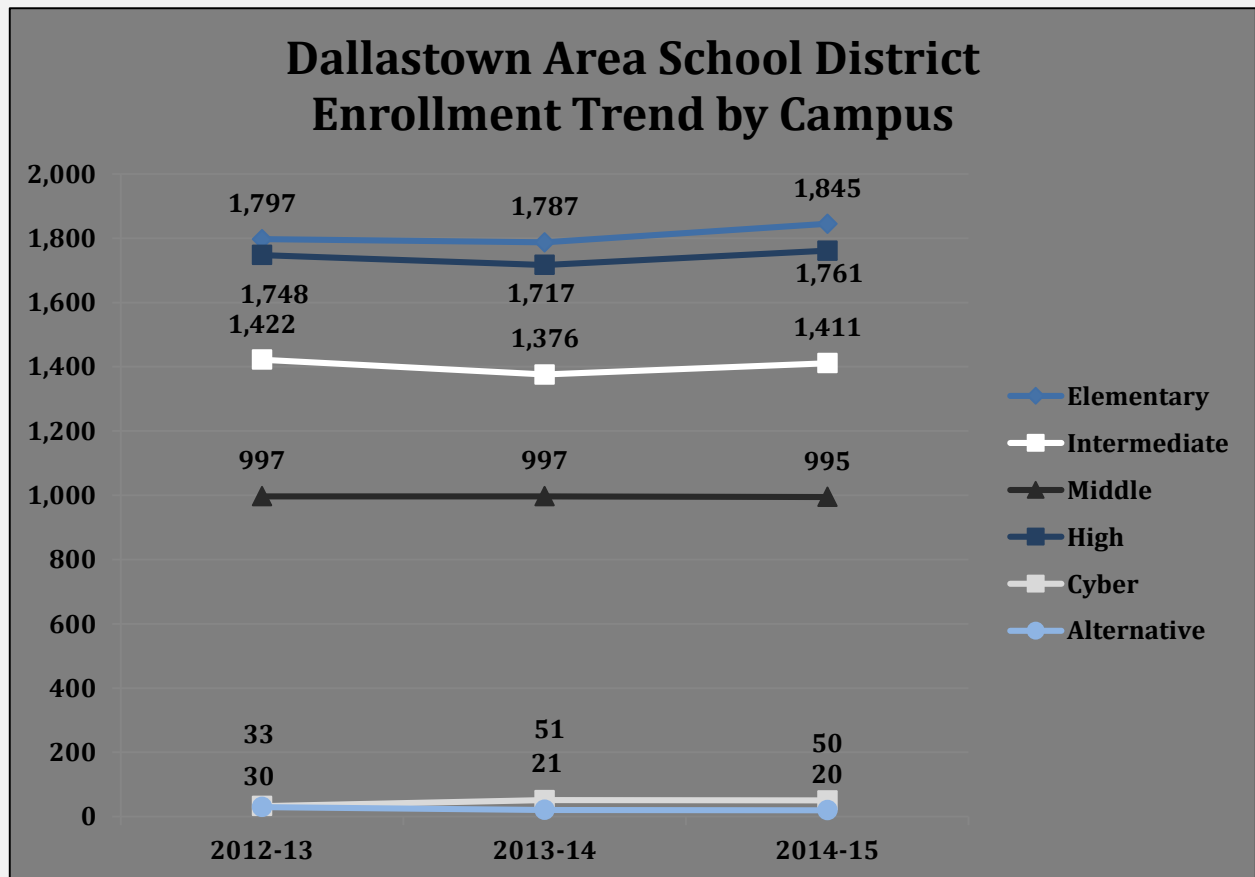
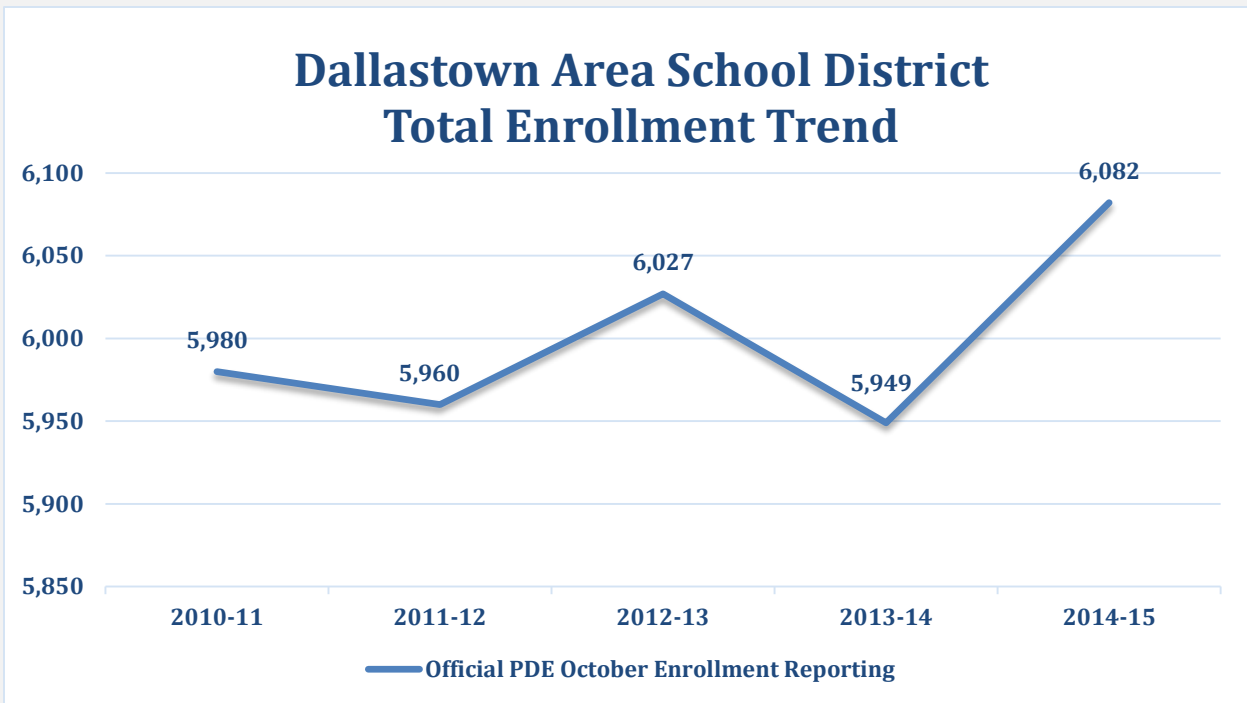
# DISTRICT

## Enrollment

Year	Elementary	Intermediate	Middle School	High School	Cyber	Alternative	TOTAL
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
2014-15	1,845	1,411	995	1,761	50	20	6,082



# Enrollment Trends



# on the 2014-15 *Budget*

For the 2014-15 school year, only items essential to maintain district operations were added to the budget. And, despite its budgeting challenges, Dallastown Area School District continues to provide a central vision of student success in its engaged classrooms.

**2014-15 Budget \$95,262,847**

**Millage 22.26**

**Local Revenue.....75.52%**

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

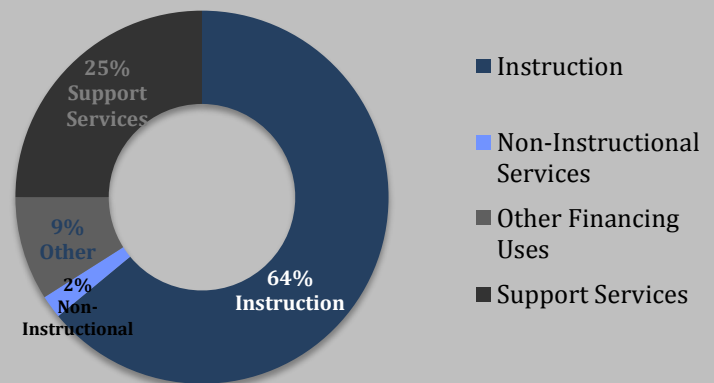
**State Sources.....23.79%**

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

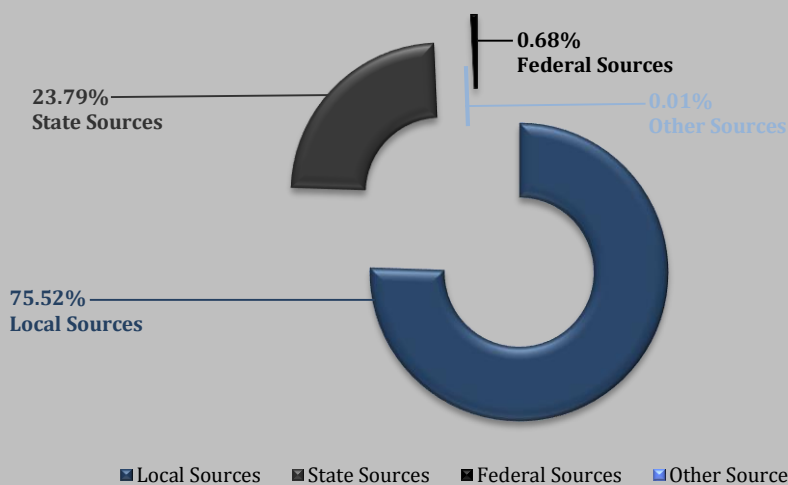
**Federal/Other Sources.....0.69%**

Includes federal revenue and miscellaneous revenue.

## 2014-15 Expenditures by Major Function



## 2014-15 Revenue Sources



## District Millage Rate 5-Year History

<u>Year</u>	<u>Millage Rate</u>	<u>% Increase</u>
2010-11	22.26	3.4%
2011-12	22.26	0%
2012-13	22.26	0%
2013-14	22.26	0%
2014-15	22.26	0%

# PROGRESSIVE

*In 2014*

SCHOOL	NUMBER OF DEVICES	NUMBER OF LABS
Dallastown Elementary	147	2 Labs
Leaders Heights Elementary	158	2 Labs
Loganville-Springfield Elementary	228	2 Labs
Ore Valley Elementary	273	2 Labs + 3 Carts
York Township Elementary	327	1 Lab + 3 Carts
Dallastown Area Intermediate	784	16 Common Areas + 2 Labs
Dallastown Area Middle School	741	2 Labs + 20 Carts
Dallastown Area High School	1,719	5 Labs + 32 Carts
Dallastown Area Alternative Education Academy	77	1 Lab + 1 Cart
<b>TOTAL</b>	<b>4,454</b>	

## CONVERGING

*on School*

**5,269 miles driven each day by buses and vans**



*696,836 Student Meals Served*










**Pupil** *pyu.pel noun*

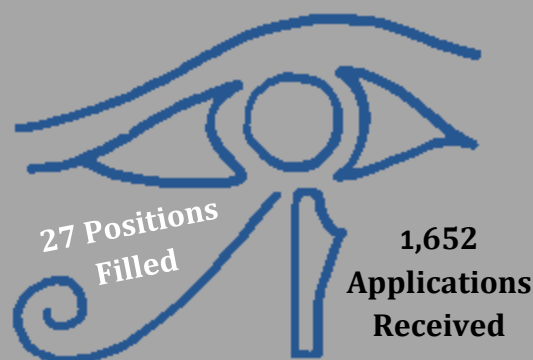
The dark circular aperture at the center of the iris of the eye through which light enters, except in the cafeteria at Dallastown where it's a person, usually young, who is provided nutritious breakfast and lunch choices each school day by Chartwells School Dining Services.

School	Breakfast	Lunch
Dallastown Elementary	6,457	21,061
Leaders Heights Elementary	3,039	17,329
Loganville-Springfield Elementary	8,782	38,346
Ore Valley Elementary	18,123	55,909
York Township Elementary	15,320	49,607
Dallastown Area Intermediate	54,169	146,390
Dallastown Area Middle School	13,974	98,519
Dallastown Area High School	20,876	128,935
<b>TOTAL MEALS SERVED</b>	<b>140,740</b>	<b>556,096</b>



# Faculty

-  425 teachers
-  176 teachers with master degrees
-  172 teachers with master equivalency
-  4 teachers with doctorate degrees
-  15 average years of teaching experience
-  45 teachers with less than 5 years of experience
-  380 teachers with 5 or more years of experience
-  300 substitute teachers
-  \$48,942 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 2013-14 school year, **6** continuing professional education courses and **7** summer workshops were offered, with **154** teachers and/or teacher substitutes and **36** paraprofessionals participating.

**113** curriculum development workshops were conducted with 406 teacher participants, including:

- Management/Personal Finance Course Update
- AP Physics Web Assign Curriculum Alignment
- Blended Course Development
- Technology Integration of iPads
- Keystone Literature Team-English II
- Creating Honors Level Anatomy and Physiology
- No Place for Hate 2014-15

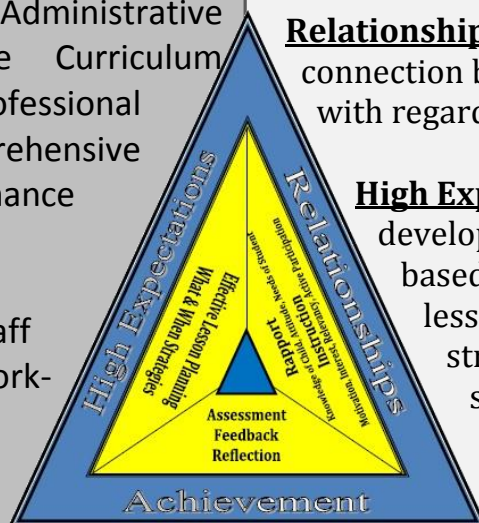
# Accommodations *for Staff Development*

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.

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.



# Fixation

## *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 21<sup>st</sup> 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 2014-20 Strategic Plan.
- Supports diversity and equity efforts.
- 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 Core curricula and Keystone Exam expectations.



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)

# Cognitive Abilities®

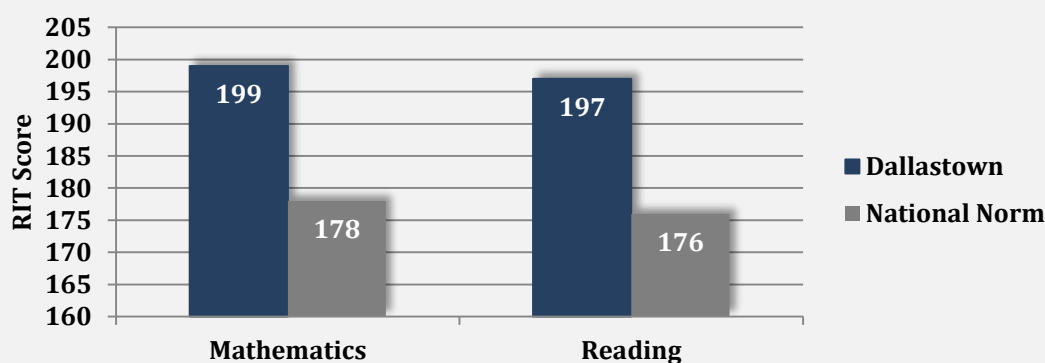
The Cognitive Abilities® Test (CogAT®) measures both general and specific cognitive abilities in verbal, quantitative, and nonverbal areas. Students in grades 1 and 3 participate in the CogAT® testing. These results are individually reported to parents.

## 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.

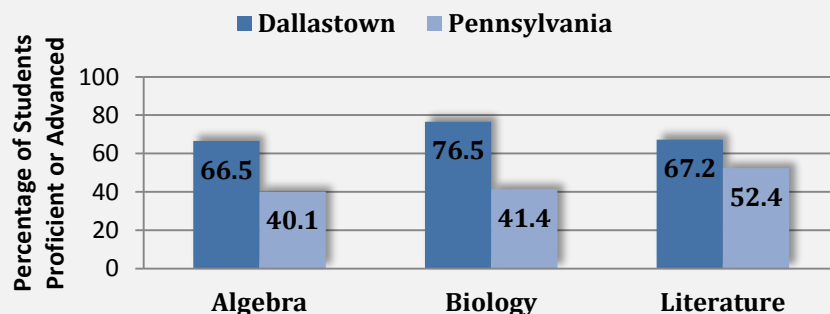
*Note:* MAP™ results are reported in RIT scores. The RIT score is derived from an equal-interval scale, similar to a scale such as feet and inches, that is independent of grade level. The score measures academic growth.

### Dallastown Area School District 2013-14 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.

### 2013-14 Keystone Exams



Data source: DRCEDirect.com/SpringKeystonePerformance.



# School Performance Profile *Scores*

The Pennsylvania Department of Education (PDE) recently released a School Performance Profile (SPP) to each school within the Commonwealth. The academic performance score is based not only on test scores, but many other factors that signal student achievement. A student growth factor measures how well students are progressing toward proficiency in state assessments. Also measured are graduation, promotion, and attendance rates.

This is the first year an SPP score will be used to partially evaluate professional employees or temporary professional employees who provide direct instruction to students related to a specific subject or grade level classroom teachers. The score will count towards 15 percent of the overall evaluation according to Pennsylvania Department of Education requirements.

BUILDING	2012-13	2013-14
Dallastown Area High School	89.5	93.6
Dallastown Area Middle School	94.0	87.9
Dallastown Area Intermediate	87.8	90.6
Dallastown Elementary	82.0	82.8
Leaders Heights Elementary	96.5	86.6
Loganville-Springfield Elementary	97.6	88.7
Ore Valley Elementary	81.9	90.7
York Township Elementary	86.7	78.5

Data source: [www.paschoolperformance.org](http://www.paschoolperformance.org).

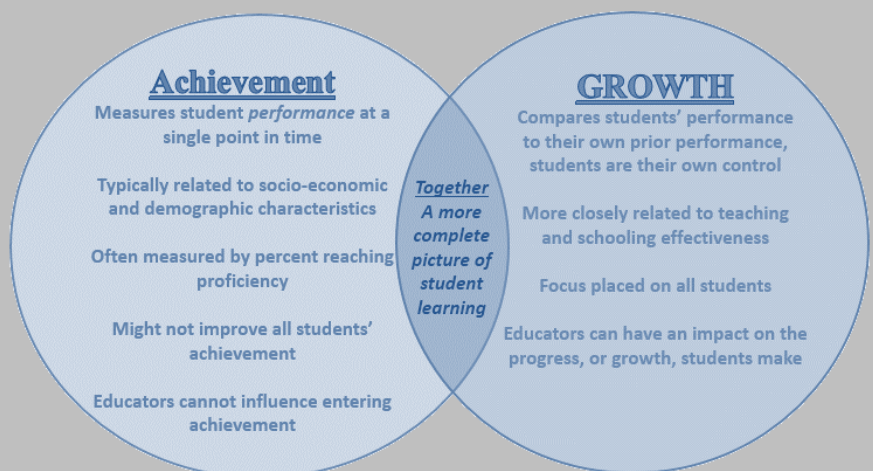
According to Acting Education Secretary Carolyn Dumesq, a score of 70 or above is a measure of those "moving toward success." The table above reflects each building score for the most recent two years.

## ACHIEVEMENT *vs. Growth*

Indicators of both achievement and growth help to represent the overall performance of a building. Students are not the same. They learn and perform differently.

While achievement scores show how many students are performing on grade level, growth measure represent how students, both below and above grade level, improve throughout the year.

Simultaneously, buildings can identify areas of need and areas of strength. This Venn diagram identifies the differences between the two.



# Student Achievement

A majority of the building SPP score is calculated with two types of student data. The first forty percent of the building score is based on achievement data. This is the percent of students who were either proficient or advanced on their PSSA, Keystone, and ACT/SAT college ready benchmarks. The table below displays building achievement scores.

P SSA EXAMS	BUILDING	MATHEMATICS	READING	SCIENCE	WRITING
	DALLASTOWN ELEMENTARY	71.74%	78.26%		
	LEADERS HEIGHTS ELEMENTARY	79.49%	82.05%		
	LOGANVILLE-SPRINGFIELD ELEMENTARY	85.71%	83.19%		
	ORE VALLEY ELEMENTARY	86.33%	86.96%		
	YORK TOWNSHIP ELEMENTARY	72.57%	69.03%		
	DALLASTOWN AREA INTERMEDIATE	79.52%	79.14%	91.06%	81.28%
	DALLASTOWN AREA MIDDLE SCHOOL	87.38%	87.08%	79.41%	85.38%

K  
EY  
STONE  
EXAMS






BUILDING	ALGEBRA I	BIOLOGY	LITERATURE	SAT/ACT BENCHMARK
DALLASTOWN AREA HIGH SCHOOL	76.71%	77.08%	79.8%	100%


















# Student Growth

Pennsylvania value-added analysis (PVAAS) is a statistical method used to measure the influence of an academic unit (district, school, program or classroom) on the academic growth of a cohort (class or grade level) of students. PVAAS measures a student's progress across time; i.e., across years, is not related to students' demographic background when student achievement is adequately accounted for, and compares student performance to his/her own prior performance. This measure is converted to a point value.

Just as achievement made up 40 percent of the building SPP, PVAAS makes up another 40 percent.

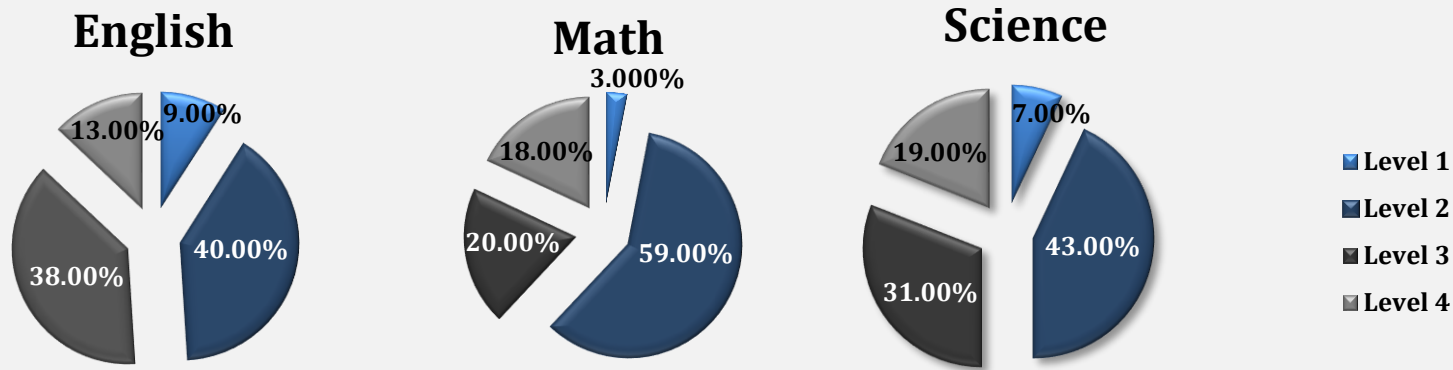
## District Value Added

-  Significant evidence that the school exceeded the standard for PA Academic Growth.
-  Moderate evidence that the school exceeded the standard for PA Academic Growth.
-  Evidence that the school met the standard for PA Academic Growth.
-  Moderate evidence that the school did not meet the standard for PA Academic Growth.
-  Significant that the school did not meet the standard for PA Academic Growth.

SUBJECT	TEST/GRADE	2014
Math	Keystone (Algebra I)	
	PSSA Grade 4	
	PSSA Grade 5	
	PSSA Grade 6	
	PSSA Grade 7	
	PSSA Grade 8	
Reading	Keystone (Literature)	
	PSSA Grade 4	
	PSSA Grade 5	
	PSSA Grade 6	
	PSSA Grade 7	
	PSSA Grade 8	
Science	Keystone (Biology)	
	PSSA Grade 4	
	PSSA Grade 8	
Writing	PSSA Grade 5	
	PSSA Grade 8	

# 2013-14 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

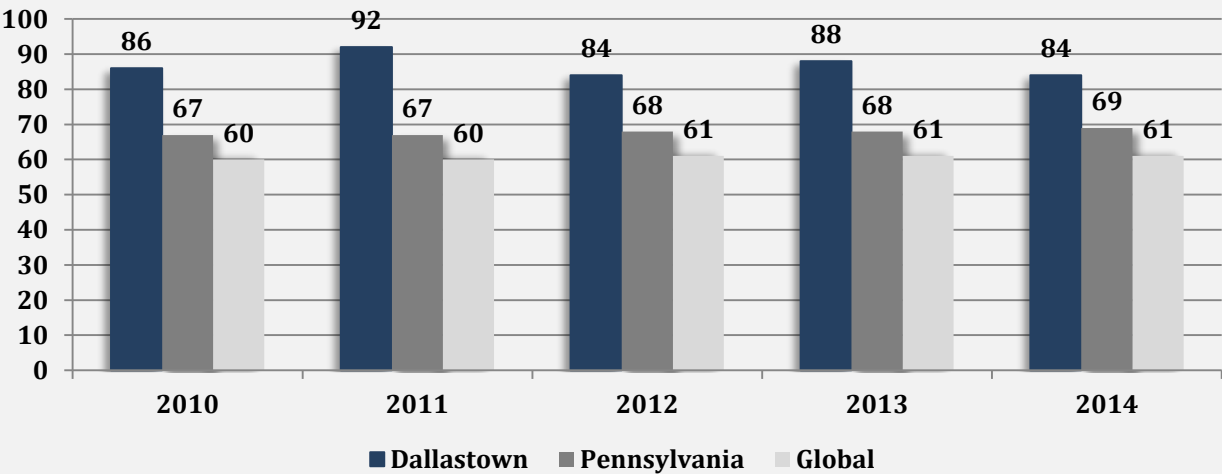


Approximately **261 Advanced Placement®** exams were taken in 2014 by students in grades 11 and 12.

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.

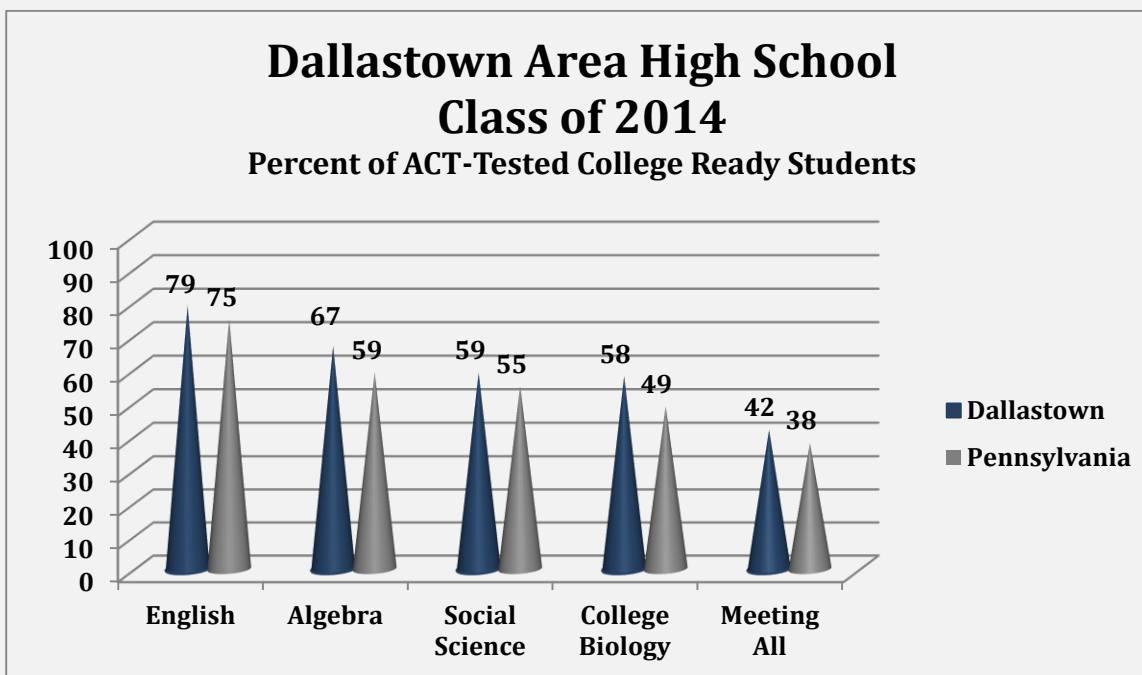
### Percentage of AP Students with Scores 3+



# 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.

2014 ACT	English	Math	Reading	Science	Composite
Dallastown	22.4	23.3	23.2	23.2	23.2
Pennsylvania	22.1	22.8	23.0	22.2	22.7
National	20.3	20.9	21.3	20.8	21.0



## ACT College Readiness *Results*

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

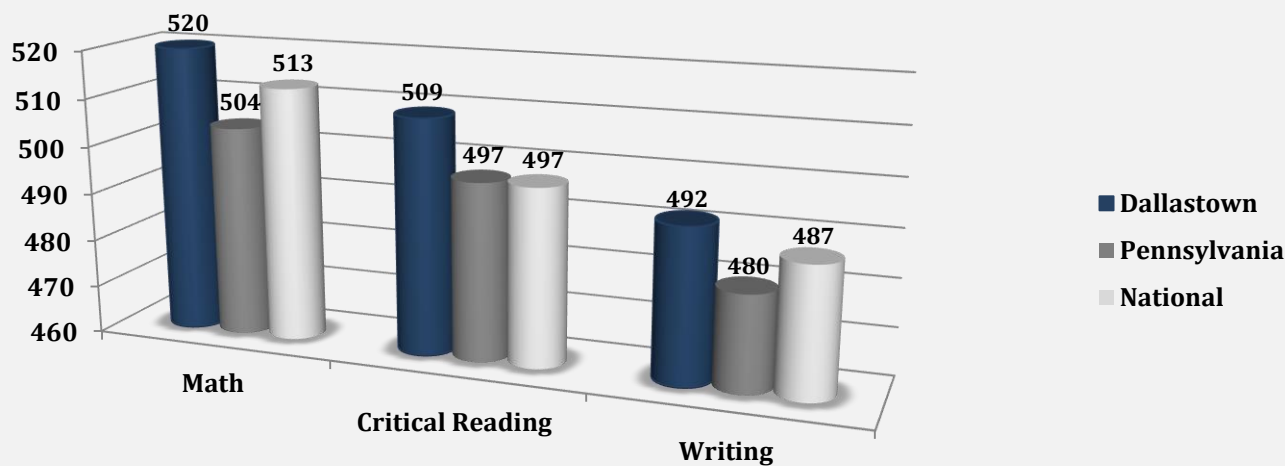
Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	DASD	PA	DASD	PA	DASD	PA	DASD	PA	DASD	PA	DASD	PA
2009-10	132	24,323	24.4	21.3	23.7	22.1	24.0	22.1	23.1	21.4	23.9	21.9
2010-11	110	Not reported	23.4	21.9	23.2	22.6	23.5	22.6	23.5	21.8	23.5	22.3
2011-12	142	25,426	23.6	22.0	23.9	22.7	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
2013-14	132	27,136	22.4	22.1	23.3	22.8	23.2	23.0	23.2	22.2	23.2	22.7

Data source: ACT College Readiness District Report.

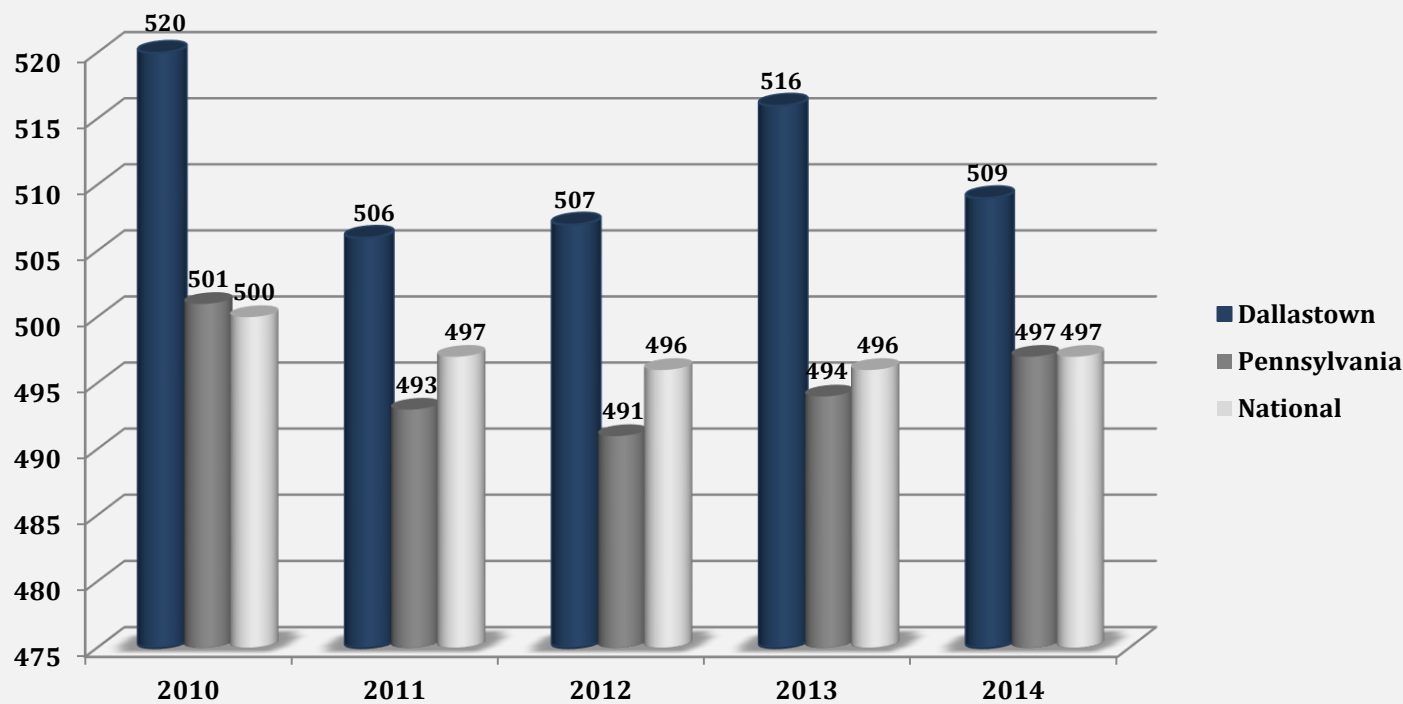
# Scholastic Aptitude *Test*

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 2014 SAT Scores

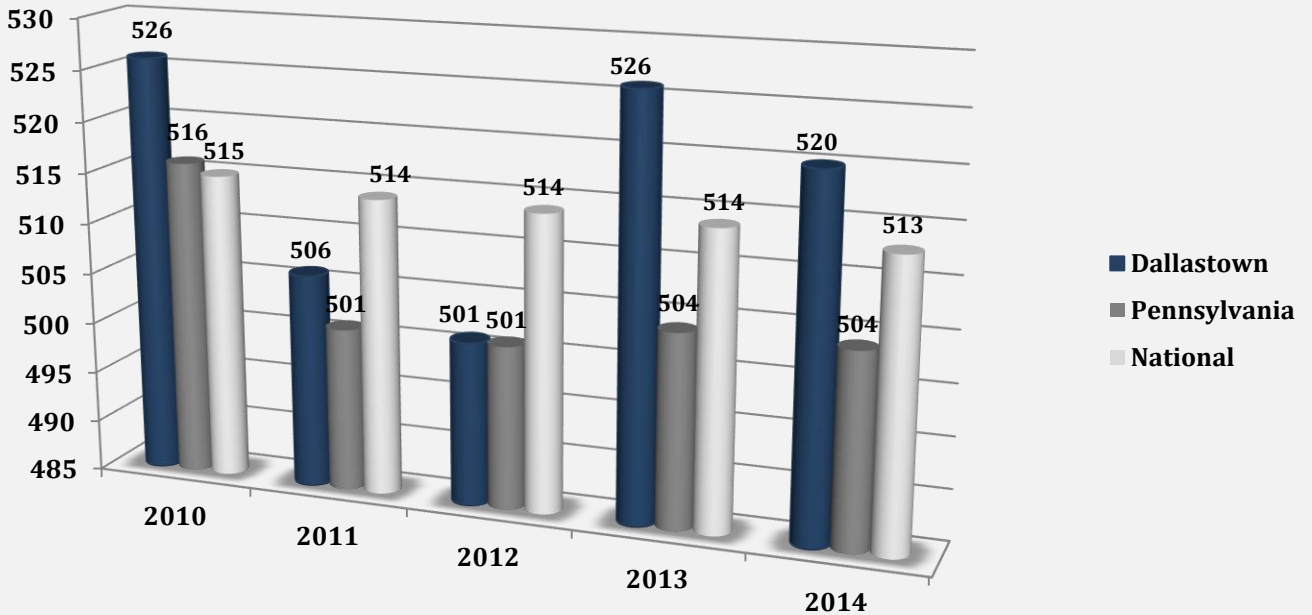


### Dallastown Area High School SAT Reading Scores 5-Year Trend

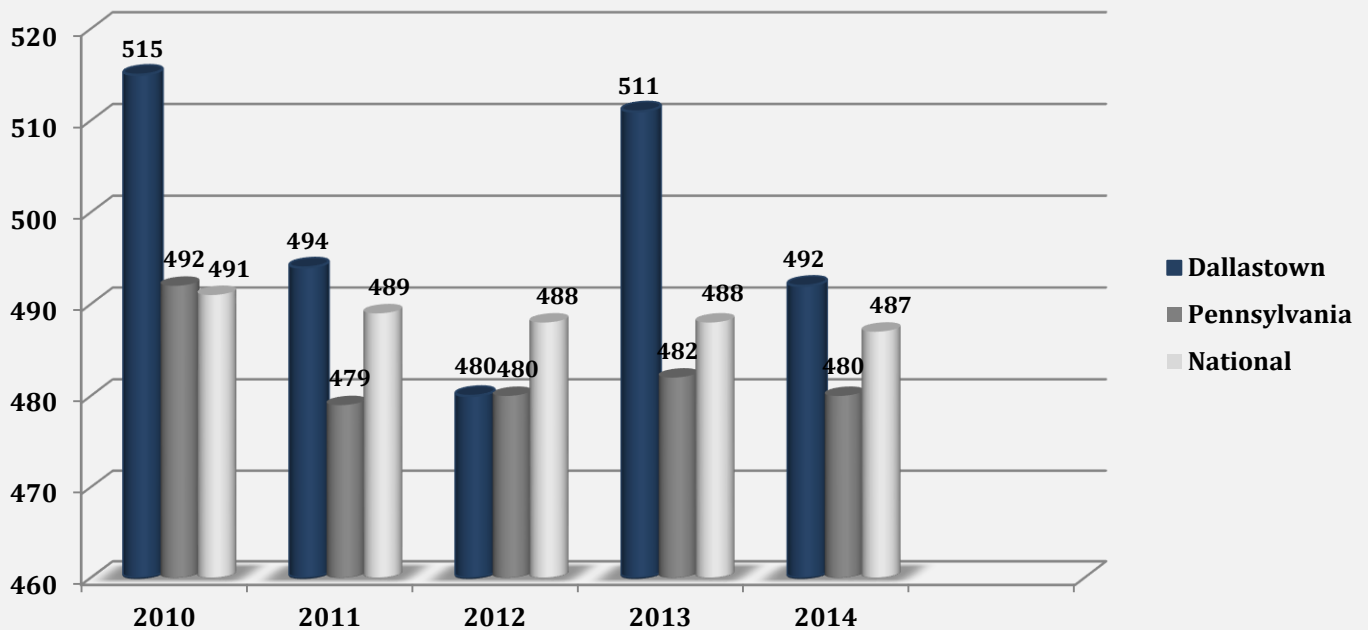




## Dallastown Area High School SAT Mathematics Scores 5-Year Trend



## 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. New reporting practices of the PA School Performance Profile reflect student attendance figures by building.

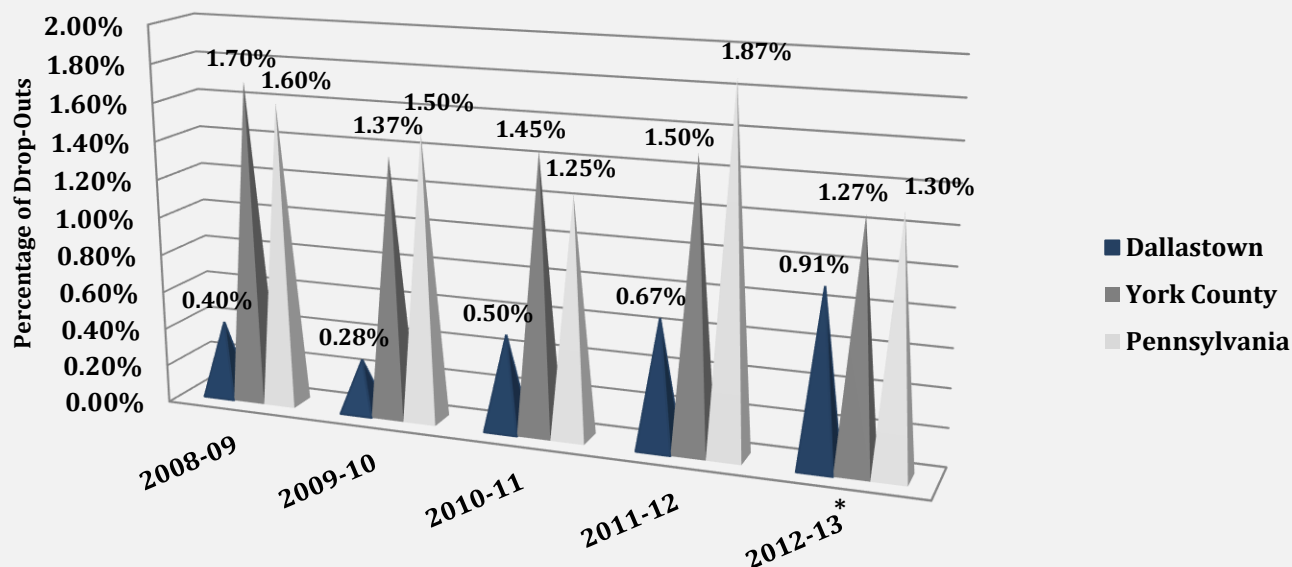
ATTENDANCE	HS	MS	IS	DE	LH	LS	OV	YT
Dallastown	93.6	95.2	95.7	95.4	95.9	95.8	95.5	95.6

Data source: PA School Performance Profile.

# 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).

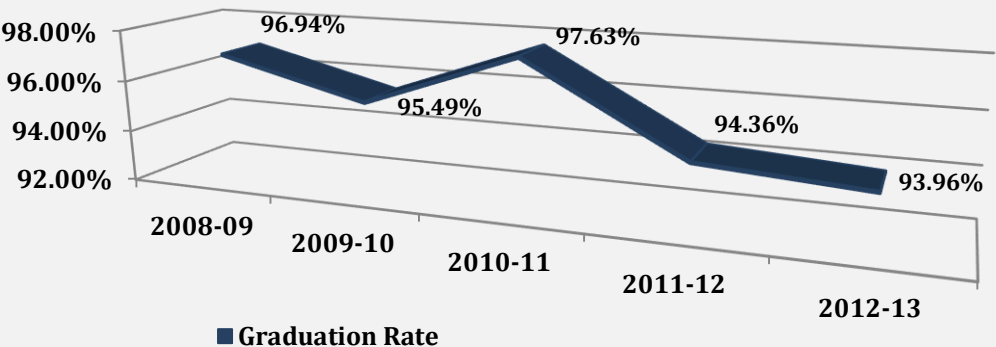
\*Most recent year for which official results are available.

# RAY OF LIGHT TO A FOCUS

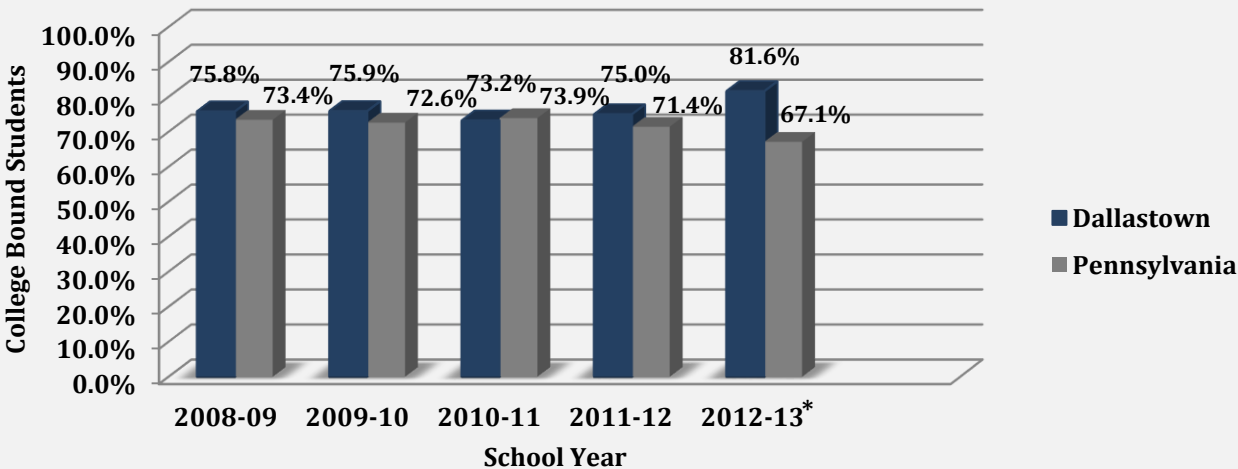


## *Graduates & Post-Secondary Education*

### 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.paapp.emetrics.net](http://www.paapp.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 2014 graduating class profile includes:

- **80%** plan on continuing their education.
- **7%** plan on entering the workforce.
- **4%** have enlisted in the military.
- **9%** are undecided.

Of the **453**  
Dallastown Area High School  
2014 graduates,

**417** plan to continue their education:



- **12** plan to attend a nondegree-granting post-secondary school program.
- **5** plan to attend a specialized associate degree-granting institution.
- **53** plan to attend a 2-year school.
- **265** plan to attend a 4-year college or university program.

**2020 VISION** *for Student Success*



## In Conclusion

The 2014 Annual Report & Quality Assessment 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 *2020 Vision for Student Success*.



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