

2010-2011 School Data Portfolio

Learn



Lead



Succeed -



Together!

Methacton
SCHOOL DISTRICT

1001 Kriebel Mill Road • Eagleville, PA • 19403 • 610-489-5000 • www.methacton.org

Preface

This third edition of the ***School Data Portfolio*** has been developed in response to an ever-increasing need to have important information readily available as we embrace our belief that decisions are data-driven and involve participation from various stakeholders.

The Methacton School District developed the portfolio to serve as a database of school district information. Principals, guidance counselors, and numerous other professional staff contributed the data contained in this portfolio. Data was also secured from several reports the district submits annually to the Pennsylvania Department of Education.

District administration delivered a public presentation of this booklet at a regularly scheduled board meeting. The presentation captured only select portions of the booklet and was not intended to be a complete overview of the contents.

The information contained within the portfolio, while important, comes second to the more important mission of “response.” While Methacton enjoys a history of “educational excellence” only an enthusiastic “response” will ensure that the District shall prosper in its pursuit of academic achievement at the highest level.

The administration hopes the data compiled in this booklet will serve to allow the District to do what only the best districts do: React responsively to learners’ needs!

Special thanks are extended to our Board of School Directors, particularly officers Marijane Barbone, president and Grant T. Schanbacher, vice-president, for providing the support and time to present the document and data. Thanks are also extended to all district personnel who assisted Angela Linch, Coordinator of School and Community Information, in compiling the portfolio as the Methacton School District strives for excellence.

The District keeps copies of the *School Data Portfolio* in each school library and in the District Office for public review.

Persons with questions or comments should contact Dr. Timothy J. Quinn, Superintendent, at 610-489-5000, ext. 15001 or tquinn@methacton.org



The Methacton Mission

The Methacton School District, with its strong tradition of excellence, will challenge all students to achieve their greatest potential and create a vibrant community of learners who appreciate diversity and will lead and succeed in a dynamic global society.

Learn, Lead, Succeed — Together

The Methacton Vision

The Vision of the Methacton School District is to prepare graduates to thrive in an increasingly complex world and contribute as productive members of society.

By offering a rigorous curriculum, we will,

- Foster adaptability, courage, independence, and common decency in a dynamic world that requires self-renewal;
- Create civic-minded individuals who practice responsible ethical and moral decision making with a broad understanding of their large-scale impact;
- Teach students how to process and prioritize mass volumes of information, balance technology with tradition and establish ambitious standards.

Shared Values

The Methacton School District:

- **Believes** that community and family are the foundation for a child's growth and development.
- **Believes** education is the shared responsibility of the student, school, family, and community.
- **Believes** high ethical standards are critical to effective citizenship.
- **Believes** that all students should be given equal opportunity to achieve their greatest potential.
- **Believes** that all students should be provided a full, balanced standards-based curriculum at all levels, supported with pedagogical strategies that best address individual learning needs.
- **Believes** learning is a life-long process.
- **Believes** that an effective education should be enriched by the arts, service, athletics and extra-curricular activities and should empower students to shape their futures.
- **Believes** that everyone benefits when all persons respect and appreciate diversity in a global society.
- **Believes** an emotionally and physically safe environment is essential for learning.
- **Believes** that open and honest communication promotes mutual understanding and trust.
- **Believes** the use of state-of-the-art and emerging technology is essential to quality education.
- **Believes** in providing employees with encouragement, time, resources and professional development in best practices to meet high expectations for continuous improvement.

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STUDENT ENROLLMENT DATA

FROM OCTOBER 1 ENROLLMENT

	2010-11	2009-10	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04	2002-03	2001-02
K	267	318	271	287	314	306	314	284	295	310
1	440	394	415	458	437	448	416	441	439	421
2	342	374	386	354	392	373	371	389	367	378
3	384	387	364	401	380	381	398	389	394	431
4	401	372	402	399	383	405	404	402	421	413
5	386	416	398	389	425	419	421	428	436	416
6	420	415	395	429	420	434	442	443	426	408
7	424	411	434	430	439	442	440	434	409	424
8	425	429	431	444	451	444	459	429	438	390
9	441	447	442	467	470	476	454	449	412	402
10	446	442	456	472	463	464	438	399	388	362
11	447	456	464	468	448	431	390	390	350	359
12	463	478	458	442	432	390	391	354	353	308
Total	5286	5339	5316	5440	5454	5413	5338	5231	5128	5022

2010-11 CLASS SIZES

FROM PRINCIPALS

	Pupils	Sections	Avg. Class Size
K	267	16	16.7
1	440	20	22
2	342	18	19
3	384	17	22.3
4	401	17	23.6
Total	1,834	88	20.1

	Pupils	Sections/Teams	Avg. Class/Team Size
5	384	17/5	23/77
6	420	16/4	26/105
Total	804	33/9	

	Pupils	Sections/Teams	Avg. Class/Team Size
7	423	20/4	23/107
8	424	20/4	23/107
Total	847	40/8	

	Pupils	Sections	Avg. Core Subject Class Size
9-12	1794	319	22.17

ATTENDANCE RATES

GATHERED FROM PDE 4062 REPORT*

%	K	1	2	3	4	5	6	7	8	9	10	11	12
2009-10	96	97	97	97	97	97	97	97	96	96	97	96	94
2008-09	96	96	97	97	97	97	97	97	96	97	96	96	93
2007-08	94	97	97	99	98	98	97	98	98	97	97	96	98

GRADUATION RATES

FROM HIGH SCHOOL GUIDANCE*

	2009-10	2008-09	2007-08	2006-07	2005-06	2004-05
%	98.1	97.9	99.3	97.9	97.9	95.7

*Calculated according to PDE definition for public high school graduation rate, as referenced in section 7.1 of the PDE AYP reporting handbook.

DROP-OUT RATES

FROM HIGH SCHOOL GUIDANCE

	2009-10	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04	2002-03	2001-02
9	0	0	2	1	0	0	1	1	0
10	2	4	2	1	0	0	1	0	3
11	1	1	5	1	3	2	4	5	11
12	7	6	1	2	4	6	7	6	5
Total	10	11	10	5	7	8	13	12	19

SPECIAL EDUCATION ENROLLMENT

FROM SPECIAL EDUCATION OFFICE*

	2010-11	2009-10	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
Unduplicated Disabled	821	788	732	573	437	337	288	192
Unduplicated Gifted	510	471	394	384	231	189	141	89
Out of District (MCIU)	2	12	17	17	17	33	29	10
Total	1336	1267	1126	974	685	559	458	291

*Unduplicated counts reflect students being counted in primary classification only.

CHARTER SCHOOL ENROLLMENT

FROM SPECIAL EDUCATION OFFICE

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2010-11	2	3	4	2	3	2	5	5	4	1	4	2	5	42
2009-10	4	3	3	1	4	3	2	3	2	3	2	7	3	40
2008-09	1	4	3	2	3	3	1	3	4	1	2	1	2	30

HOME SCHOOL ENROLLMENT

FROM SPECIAL EDUCATION OFFICE

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2010-11	0	0	4	1	0	5	2	3	3	0	3	2	2	25
2009-10	0	0	1	1	8	1	4	1	4	2	2	2	1	27
2008-09	0	1	0	7	8	1	4	4	3	3	2	3	0	36
2007-08	0	0	0	1	6	1	5	4	1	3	1	3	0	24

NORTH MONTCO TECHNICAL CAREER CENTER ENROLLMENT

FROM NMTCC STAFF

	2010-11	2009-10	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04	2002-03
9	19	24	29	40	17	36	29	27	25
10	33	30	43	32	36	44	28	36	42
11	38	47	29	30	41	33	29	34	37
12	57	35	35	47	33	29	34	42	42
Total	147	136	139	149	127	142	120	139	146
% of Total Enrolled	12.8%	12.4%	12.14%	14.08%	12.43%	13.56%	10.70%	12.69%	13.48%

GRADE LEVEL RETENTIONS

FROM PRINCIPALS AND COUNSELORS*

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2009-10	1	1	0	2	0	0	0	0	1	0	0	0	0	4
2008-09	0	4	0	0	0	0	0	1	0	0	0	0	0	5
2007-08	0	5	1	2	0	0	0	3	0	13	7	5	1	37
2006-07	0	1	0	0	0	0	0	3	0	5	2	2	3	16
2005-06	0	2	0	0	0	0	0	0	1	7	14	0	0	24
2004-05	0	6	1	0	0	0	0	0	0	7	14	3	7	38

*Beginning in the 2008-2009 school year, students at MHS accrue credits but move from grade level to grade level as a cohort. Retention does not occur until their senior year, if they are ineligible for graduation.

ETHNIC DATA

FROM PDE ELEMENTARY SECONDARY PUPIL ENROLLMENT DATA FORM

2010-11

Race/Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
American Indian/Alaska Native	0	1	0	0	0	0	0	0	0	1	1	3	1	7
Asian/Pacific Islander	35	72	45	66	60	66	56	62	71	50	46	58	50	737
Black (Non-Hispanic)	11	12	12	19	13	19	14	20	17	15	14	13	21	200
Hispanic	9	13	7	15	12	8	10	8	8	13	11	10	9	133
White (Non-Hispanic)	189	320	254	268	301	281	319	320	311	350	358	351	373	3995
Multi-Racial	23	22	24	16	15	12	21	14	18	12	16	12	9	214

2009-10

Race/Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
American Indian/Alaska Native	1	1	0	0	0	0	0	0	1	1	2	1	2	9
Asian/Pacific Islander	47	46	60	60	61	57	61	65	51	45	56	51	49	709
Black (Non-Hispanic)	9	11	16	10	19	12	18	13	15	14	14	22	12	185
Hispanic	7	12	12	11	7	7	7	10	11	12	10	11	9	126
White (Non-Hispanic)	239	294	270	291	275	315	316	306	340	359	348	362	388	4103
Multi-Racial	15	30	16	15	10	25	13	17	11	16	12	9	18	207

2008-09

Race/Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
American Indian/Alaska Native	0	0	0	1	0	0	0	0	1	2	1	2	0	7
Asian/Pacific Islander	29	58	65	57	56	61	62	51	46	55	51	48	40	679
Black (Non-Hispanic)	8	15	7	19	11	16	12	16	14	13	20	12	17	180
Hispanic	10	14	9	6	5	5	7	10	10	11	10	10	7	114
White (Non-Hispanic)	204	307	291	272	307	304	297	344	343	348	365	373	378	4133
Multi-Racial	20	21	14	9	23	12	17	13	17	13	9	19	16	203

2007-08

Race/Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
American Indian/Alaska Native	0	0	1	0	1	0	1	0	3	2	2	1	0	11
Asian/Pacific Islander	39	61	58	60	67	61	50	52	56	53	44	40	45	686
Black (Non-Hispanic)	15	16	20	18	18	22	19	16	17	21	16	23	16	237
Hispanic	7	20	7	6	6	9	11	12	10	10	14	8	5	125
White (Non-Hispanic)	226	361	268	317	307	297	348	350	358	381	396	396	376	4381

ENGLISH LANGUAGE LEARNERS BY GRADE

From ELL Department

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2010-11	15	19	8	11	8	8	3	7	5	7	5	4	2	102
2009-10	21	10	13	9	11	3	5	5	5	3	6	5	5	101
2008-09	10	16	18	11	4	3	6	11	6	7	5	9	2	108
2007-08	13	24	16	10	5	3	10	5	8	7	9	5	6	121
2006-07	25	26	8	9	6	7	4	6	4	10	4	4	1	114
2005-06	25	19	7	9	7	6	2	7	10	5	4	4	2	107

2010-11 ENGLISH LANGUAGE LEARNERS BY LANGUAGE

Elementary Schools	# of students
Albanian	1
Bengali	1
Chinese	12
Creole	1
Gujarati	3
Haitian Creole	1
Hindi	8
Indonesian	1
Japanese	1
Korean	11
Portuguese	2
Spanish	13
Tagalog	1
Urdu	2
Uyghur	1
Vietnamese	2

Upper Elementary School	# of students
Gujarati	1
Hindi	2
Italian	1
Japanese	1
Korean	1
Spanish	4
Telegu	1

Intermediate School	# of students
Albanian	1
Chinese	2
French	2
Gujarati	1
Romanian	1
Russian	1
Spanish	3
Urdu	1

High School	# of students
Chinese	5
Gujarati	1
Russian	2
Spanish	8
Vietnamese	2

ATHLETIC PARTICIPATION

FROM ATHLETIC DEPARTMENT

Fall Sports	2009-10	2008-09	2007-08	2006-07	2005-06	2004-05
Football						
Varsity and Junior Varsity	63	52	45	53	48	50
Ninth Grade	40	58	22	37	33	49
Middle School	44	44	43	38	40	36
Cheerleading						
Varsity and Junior Varsity	38	34	39	20	35	38
Middle School	25	20	20	22	20	20
Boys' Cross-Country						
Varsity & Junior Varsity	35	36	24	32	19	14
Middle School	31	23	24	16	19	15
Girls' Cross-Country						
Varsity and Junior Varsity	31	38	44	39	35	31
Middle School	12	15	10	18	14	15
Field Hockey						
Varsity and Junior Varsity	32	38	28	26	28	29
Ninth Grade	12	15	13	12	12	14
Middle School	43	35	51	65	61	49
Golf						
Varsity and Junior Varsity	19	19	19	18	23	16
Boys' Soccer						
Varsity and Junior Varsity	42	37	41	42	38	37
Ninth Grade	22	19	23	19	20	19
Middle School	47	56	56	68	55	51
Girls' Soccer						
Varsity and Junior Varsity	32	35	36	31	36	30
Middle School	48	38	39	51	45	39
Girls' Tennis						
Varsity and Junior Varsity	28	21	26	28	24	26
Middle School	34	33	34	36	28	33
Girls' Volleyball						
Varsity and Junior Varsity	23	23	21	21	22	18

Winter Sports	2009-10	2008-09	2007-08	2006-07	2005-06	2004-05
Boys' Basketball						
Varsity and Junior Varsity	21	23	23	24	26	18
Ninth Grade	12	12	12	13	11	15
Middle School	28	28	28	28	30	32
Girls' Basketball						
Varsity and Junior Varsity	19	22	22	19	18	16
Ninth Grade	15	14	15	13	14	10
Middle School	24	25	30	28	30	33
Boys' Indoor Track						
Varsity and Junior Varsity	40	58	47	40	28	36
Girls' Indoor Track						
Varsity and Junior Varsity	49	41	53	47	39	47
Boys' Swimming and Diving						
Varsity and Junior Varsity	28	37	34	29	24	16
Girls' Swimming and Diving						
Varsity and Junior Varsity	31	32	38	30	28	26
Wrestling						
Varsity and Junior Varsity	26	27	29	20	30	18
Middle School	43	37	33	25	31	32
Cheerleading						
Varsity and Junior Varsity	38	34	39	40	35	37
Middle School	25	16	18	22	21	23

Spring Sports	2009-10	2008-09	2007-08	2006-07	2005-06	2004-05
Baseball						
Varsity & Junior Varsity	34	34	35	37	33	33
Ninth Grade	17	14	14	16	16	17
Middle School	19	20	20	17	21	19
Boys' Lacrosse						
Varsity & Junior Varsity	49	54	46	50	44	39
Girls' Lacrosse						
Varsity & Junior Varsity	36	40	38	35	36	32
Ninth Grade	24	21	17	17	14	13
Middle School	39	36	50	58	46	52
Softball						
Varsity & Junior Varsity	28	29	27	27	26	29
Ninth Grade	16	13	14	19	10	18
Middle School	16	19	20	21	21	19
Boys' Tennis						
Varsity & Junior Varsity	27	24	28	25	24	16
Middle School	50	57	31	30	34	37
Boys' Track and Field						
Varsity & Junior Varsity	59	65	83	56	47	49
Middle School	87	89	92	92	57	66
Girls' Track and Field						
Varsity & Junior Varsity	59	60	57	68	62	58
Middle School	88	69	72	75	99	86

MUSIC PARTICIPATION
FROM MUSIC DEPARTMENT

Ensemble	2010-11	2009-10	2008-09	2007-08	2006-07	2005-06	2004-05
Band							
High School	56	60	70	84	85	80	87
Arcola	67	113	86	87	97	109	114
Skyview – 6 th	78						
Skyview – 5 th	120						
Chorus							
High School	104	119	122	135	152	150	147
Arcola	125	211	175	182	201	201	231
Skyview – 6 th	126						
Skyview – 5 th	150						
Chorale							
High School	64	59	66	60	51	47	45
Orchestra							
High School	55	49	49	68	78	71	77
Arcola	68	68	102	88	113	121	112
Skyview – 6 th	60						
Skyview – 5 th	69						
Marching Band							
High School	53	43	55	55	52	56	57
Jazz Band							
High School	20	18	20	17	19	17	19

MUSIC PARTICIPATION

FROM MUSIC DEPARTMENT

Elementary Ensembles	2010-11	2009-10	2008-09	2007-08	2006-07	2005-06
Band						
Arrowhead	38	59	57	47	43	45
Audubon	36	79	53	37	44	47
Eagleville	29	57	39	32	42	29
Woodland	34	43	39	25	29	32
Worcester	36	45	49	23	22	38
Chorus – Grade 3						
Arrowhead	25					
Audubon	60	60	58	61	40	36
Eagleville	30	25	22			
Woodland	30	30	42	25	50	45
Woodland Handbell Choir	16	16	19	17	17	14
Worcester	25					
Chorus – Grade 4						
Arrowhead	23	52	68	77	72	72
Audubon	60	129	138	113	154	122
Eagleville	35	44	44	37	40	51
Woodland	30	65	98	81	88	78
Worcester	30	50	44	40	61	60
Orchestra						
Arrowhead	53	77	84	94	78	63
Audubon	83	122	110	110	98	89
Eagleville	66	73	64	56	62	51
Woodland	52	66	56	49	55	51
Worcester	64	74	72	73	78	65

LIBRARY USAGE DATA

FROM LIBRARIANS

2009-10	Elementary Schools	Intermediate School	High School
Circulation	124,550	9,232	2,556
Current Titles	96,583	22,885	28,895
Online Databases	3	5	8
Books Per Student	54.3	19.5	15

METHACTON INTERVENTION AND PREVENTION PROGRAM BY GRADE

FROM HIGH SCHOOL COUNSELING DEPARTMENT

Number of Referrals	6	7	8	9	10	11	12	Total
2009-10	6	3	4	22	23	27	27	112
2008-09	5	3	2	19	29	23	24	105
2007-08	11	9	2	7	13	21	9	72
2006-07	10	4	8	13	19	16	23	93
2005-06	5	10	6	26	27	40	30	144
2004-05	6	9	5	18	25	26	23	112

METHACTON INTERVENTION AND PREVENTION PROGRAM BY REASON FOR REFERRAL

FROM HIGH SCHOOL COUNSELING DEPARTMENT

Reason for Referral	Intermediate School			High School		
	2009-10	2008-09	2007-08	2009-10	2008-09	2007-08
Drug & Alcohol Related	1	0	0	2	2	10
Violence Weapon Related	1	0	0	0	2	2
School Policy Violation	0	0	0	0	3	3
Suspected Child Abuse/Neglect	0	0	2	1	2	0
Behavioral Concerns	7	3	12	49	52	25
Academic Concerns	5	4	7	13	13	3
Drop in Grades	0	1	1	13	11	0
Attendance	0	2	0	4	9	5
Social Concerns	0	2	3	14	20	2
Suicide Ideation, Gesture, or Attempt	1	1	0	4	3	0
Self-Reported Problem	0	0	1	1	2	1
Suffered Recent Loss	0	0	0	4	4	0
Homelessness	0	0	0	0	0	0
Witness/Victim of Trauma Event	2	0	1	0	1	0
Involvement in Legal System	0	0	0	0	3	0
Continuation of SAP	0	0	0	0	0	0
Re-entry Into School	0	0	0	0	0	1
Other	1	2	8	30	21	7
Gender Identity Issues	0	0	0	0	0	0
Self Harm/Injury	3	2	3	11	15	2

**Students can be referred for multiple reasons*

PLANS FOR CLASS OF 2010

FROM HIGH SCHOOL COUNSELING DEPARTMENT

	Total
Community College	99
Private 2-Year College	0
State University	78
State-Related Commonwealth University	97
Private 4-Year College or University	71
Other Post-secondary school	7
Other non-degree post-secondary school	2
Outside of PA - 2-Year College	1
Outside of PA - 4-Year College or University	69
Outside of PA - Other Post-secondary school	0
Farm Worker	0
Homemaker	0
Military	9
White Collar Worker	2
Blue Collar Worker	3
Service Worker	1
Unemployed	0
Unknown	19

RECENT GRADUATING CLASSES

FROM HIGH SCHOOL COUNSELING DEPARTMENT

	2009-10	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
Community College	21%	19%	17%	14%	15%	17%	16%
PA State Universities	17%	20%	12%	9%	12%	14%	17%
PA State Related Universities	21%	20%	19%	22%	25%	19%	13%
Four Year Private PA Colleges	15%	13%	15%	18%	18%	14%	18%
Four Year Colleges (Outside PA)	15%	21%	21%	20%	17%	18%	15%
Private Two Year Schools	0%	<1%	<1%	4%	4%	4%	5%
Other Schools	2%	1%	2%	4%	4%	4%	4%
Armed Services	2%	2%	1%	2%	2%	3%	1%
Employment	3%	4%	4%	6%	3%	7%	9%

COLLEGES ACCEPTING MEMBERS OF THE CLASS OF 2010
COLLEGES ATTENDED BY MEMBERS OF THE CLASS OF 2010
 FROM HIGH SCHOOL COUNSELING DEPARTMENT

	Number of Students Accepted	Number of Students Attending
Adams State College	1	1
The University of Akron	1	1
The University of Alabama at Birmingham	1	1
The University of Alabama	3	1
University of Alaska Anchorage	0	1
Albright College	25	4
Alvernia University	17	7
American International College	1	0
American University	12	3
American University of Antigua College of Medicine	1	1
Amherst College	1	0
Arcadia University	28	7
Arizona State University	6	6
The University of Arizona	2	1
University of Arkansas at Little Rock	1	1
The Art Institute of Philadelphia	3	1
The University of the Arts	2	2
College of the Atlantic	1	0
Automotive Training Center	2	2
Averett University	1	0
Baltimore International College	1	0
Bard College	1	0
Belmont University	2	0
Bentley University	1	1
Berkeley College of NJ	1	0
Binghamton University	4	1
Bloomsburg University of Pennsylvania	113	44
Boston College	6	0
Boston University	13	4
Brandeis University	1	0
Brigham Young University	1	2
Brigham Young University, Idaho	1	1
Brown University	3	0
Bryant University	1	1
Bryn Mawr College	2	2
Bucknell University	4	1
Cabrini College	16	3
University of California at Berkeley	1	3
University of California at Los Angeles	1	1
University of California at San Diego	1	0
California Institute of Technology	2	1
California University of Pennsylvania	7	3
Canisius College	1	0
Carleton University	1	0
Carnegie Mellon University	15	3
Case Western Reserve University	5	0

	Number of Students Accepted	Number of Students Attending
The Catholic University of America	3	2
Cazenovia College	2	0
Cedar Crest College	1	0
Centenary College	3	1
University of Central Florida	1	0
Central Pennsylvania College	1	1
Champlain College	3	1
College of Charleston	1	1
Chestnut Hill College	4	1
Cheyney University of Pennsylvania	1	1
University of Chicago	3	1
The Citadel, the Military College of South Carolina	1	0
City College of New York	1	0
City University of New York	1	0
Clarion University of Pennsylvania	6	2
Clark Atlanta University	0	1
Clemson University	3	2
Coastal Carolina University	7	4
Colby College	2	0
Colgate University	3	0
University of Colorado at Boulder	2	0
University of Colorado at Denver	1	0
Colorado State University	2	1
Columbia College	1	1
Columbia University	2	2
Concordia University	1	1
University of Connecticut	3	0
The Corcoran College of Art and Design	1	1
Cornell University	10	3
Cortiva Institute - Pennsylvania School of Muscle Therapy	2	2
The Culinary Institute of America	1	1
Dartmouth College	1	0
University of Dayton	1	0
Delaware State University	1	0
Delaware Valley College	6	3
University of Delaware	42	16
DePauw University	1	1
DeSales University	10	4
DeVry University	0	1
Dickinson College	3	1
Douglas Education Center	1	1
Drew University	5	1
Drexel University	123	24
Duke University	6	1
Duquesne University	15	4
East Carolina University	3	2
East Stroudsburg University of Pennsylvania	51	12
Eastern Arizona College	1	0
Eastern Michigan University	1	1
Eastern University	12	3

	Number of Students Accepted	Number of Students Attending
Eastman School of Music of the U of Rochester	1	1
Edinboro University of Pennsylvania	1	0
Elizabethtown College	26	5
Elmira College	1	1
Elon University	2	0
Embry-Riddle Aeronautical University - FL	2	2
Emerson College	4	1
Eugene Lang College The New School for Liberal Arts	1	1
Fairleigh Dickinson University	3	1
Fitchburg State University	1	0
Flagler College	1	0
Florida A&M University	1	0
Fordham University	11	2
Franklin and Marshall College	7	2
Full Sail University	0	1
Furman University	2	0
Gannon University	3	0
George Mason University	4	1
The George Washington University	1	2
Georgetown University	4	2
Georgia Institute of Technology	5	0
University of Georgia	1	0
Gettysburg College	6	2
Goucher College	3	1
Green Mountain College	1	0
Grove City College	1	1
Gwynedd-Mercy College	9	4
Hampshire College	1	0
Hampton University	2	1
Harford Community College	1	1
Harrisburg University of Science & Technology	1	0
University of Hartford	9	2
Hartwick College	1	0
Harvard University	2	2
Haverford College	1	0
University of Hawaii at Manoa	1	0
High Point University	1	1
Hiram College	1	0
Hofstra University	15	1
Holy Family University	2	1
Hood College	1	0
Howard University	2	1
Hunter College of the CUNY	1	0
Hussian School of Art	4	5
University of Illinois at Urbana-Champaign	1	0
Immaculata University	9	2
Indiana University of Pennsylvania	48	21
Indiana University of Pennsylvania-Punxsutawney Campus	1	1
Ithaca College	15	5
ITT Technical Institute	2	2

	Number of Students Accepted	Number of Students Attending
Jacksonville University	1	0
James Madison University	22	10
Jean Madeline Education Centers for Cosmetology	1	1
Johns Hopkins University	4	1
Johnson & Wales University	5	4
Juniata College	3	1
Kent State University	2	1
University of Kentucky	3	0
Kettering University	1	0
Keystone College	3	0
King's College	6	3
Kutztown University of Pennsylvania	70	30
La Salle University	6	0
Lafayette College	4	1
Lebanon Valley College	9	1
Lehigh University	11	2
Liberty University	2	2
Lock Haven University of Pennsylvania	26	11
Long Island University, C.W. Post Campus	1	0
Loyola University Chicago	1	1
Loyola University Maryland	11	0
Lycoming College	6	1
Lynchburg College	1	0
Manhattan College	2	0
Manipal University	0	1
Mansfield University of Pennsylvania	7	3
Marist College	1	0
Mars Hill College	1	0
Marshall University	1	0
University of Maryland, Eastern Shore	1	0
University of Maryland, Baltimore County	2	0
University of Maryland, College Park	33	11
Marymount Manhattan College	2	0
Marywood University	4	0
Massachusetts College of Pharmacy & Health Sciences	1	0
Massachusetts Institute of Technology	2	1
University of Massachusetts, Amherst	2	0
University of Massachusetts, Boston	2	2
McDaniel College	4	2
McGill University	3	0
Mercyhurst College	6	1
Messiah College	10	6
Methodist University	1	0
Miami University, Hamilton	1	0
University of Miami	2	1
Michigan State University	2	1
University of Michigan	1	0
Middlebury College	1	1
Millersville University of Pennsylvania	62	17
Misericordia University	1	0

	Number of Students Accepted	Number of Students Attending
University of Mississippi	1	0
Monmouth University	4	1
Montclair State University	1	0
Montgomery County Community College	201	230
Moore College of Art and Design	1	1
Moravian College	9	5
Morgan State University	1	1
Mount Holyoke College	1	0
Mount Saint Mary's University	1	1
Muhlenberg College	11	1
Nazareth College of Rochester	1	0
NCAA Eligibility Center	4	0
Neumann University	6	0
University of Nevada, Las Vegas	2	1
New England School of Communications	1	1
University of New Hampshire	1	0
University of New Haven	4	2
The College of New Jersey	3	0
New York University	18	9
North Carolina A&T State University	1	1
University of North Carolina at Asheville	1	0
The University of North Carolina at Chapel Hill	4	1
University of North Carolina at Charlotte	2	0
University of North Carolina at Wilmington	1	1
North Carolina State University	3	1
North Carolina Wesleyan College	1	0
North Island College - Comox Valley Campus	1	0
Northeastern University	24	5
Northwestern University	4	0
Notre Dame de Namur University	1	0
Oglethorpe University	1	0
The Ohio State University	2	2
Pace University, New York City	3	1
Pennsylvania Academy of the Fine Arts	1	1
Pennsylvania College of Art & Design	2	1
Pennsylvania College of Technology	20	17
Pennsylvania Institute of Culinary Arts	1	0
Pennsylvania State University, Abington	22	10
Pennsylvania State University, Altoona	21	1
Pennsylvania State University, Berks College	38	18
Pennsylvania State University, Erie: The Behrend College	1	0
Pennsylvania State University, Harrisburg	2	0
Pennsylvania State University, Hazleton	3	3
Pennsylvania State University, Lehigh Valley	2	0
Pennsylvania State University, Mont Alto	1	0
Pennsylvania State University, Schreyer Honors College	5	1
Pennsylvania State University, Schuylkill	2	1
Pennsylvania State University, University Park	144	91
University of Pennsylvania	8	7
Philadelphia Biblical University	2	0

	Number of Students Accepted	Number of Students Attending
Philadelphia University	23	12
University of Pittsburgh at Bradford	3	0
University of Pittsburgh at Greensburg	5	0
University of Pittsburgh at Johnstown	6	0
University of Pittsburgh	116	47
Point Park University	5	2
Polytechnic Institute of NYU	2	1
Pratt Institute	0	1
Princeton University	5	1
Purchase College	1	0
Quinnipiac University	3	0
Rensselaer Polytechnic Institute	8	2
The Restaurant School at Walnut Hill College	1	0
University of Rhode Island	5	0
Rice University	1	0
The American International University in London (Richmond)	1	0
University of Richmond	5	0
Rider University	8	0
Robert Morris University	1	1
Rochester Institute of Technology	10	4
University of Rochester	4	1
Roger Williams University	1	0
Rosemont College	3	1
Rowan University	1	0
Rutgers, The State University of New Jersey at Camden	1	0
Rutgers, The State University of New Jersey at New Brunswick	8	2
Rutgers, The State University of New Jersey at Newark	0	1
Sacred Heart University	1	0
Saint Augustine's College-NC	0	1
Saint Francis University	1	1
Saint Joseph College	1	0
Saint Joseph's University	27	14
Saint Vincent College	0	1
Salisbury University	6	1
San Francisco State University	1	0
Sarah Lawrence College	1	0
Savannah College of Art and Design	3	2
School of the Art Institute of Chicago	0	1
University of the Sciences in Philadelphia	13	5
The University of Scranton	24	2
Seton Hall University	7	1
Seton Hill University	2	0
Shippensburg University of Pennsylvania	84	25
Slippery Rock University of Pennsylvania	9	2
University of South Carolina	2	1
University of South Florida, Tampa	1	1
Southern New Hampshire University	1	0
University of St. Andrews (Scotland)	1	2
St. John's University - Queens Campus	9	0
Stanford University	1	1

	Number of Students Accepted	Number of Students Attending
Stevens Institute of Technology	1	1
Stevenson University	2	1
Stonehill College	1	0
Stony Brook University	2	1
Suffolk University	2	0
SUNY College at Brockport	1	0
SUNY College of Environmental Science and Forestry	2	1
SUNY Morrisville State College	1	0
Susquehanna University	15	8
Swarthmore College	4	1
Syracuse University	9	5
The University of Tampa	3	0
Taylor University	1	0
Temple University	107	65
Texas A&M University	2	0
Thaddeus Stevens College of Technology	1	2
The American University in Cairo	1	0
The Hartt School, University of Hartford	1	0
Thomas Jefferson University	2	0
University of Toronto	1	0
Towson University	23	7
Trevecca Nazarene University	1	0
Tulane University	8	1
Tuskegee University	1	0
United States Air Force Academy	1	1
Universal Technical Institute	3	2
Ursinus College	40	12
Vancouver Island University	1	1
Vanderbilt University	2	0
Vassar College	3	2
University of Vermont	3	0
Villanova University	12	1
Virginia Polytechnic Institute and State University	6	4
University of Virginia	1	0
Wagner College	1	0
Warren Wilson College	1	0
Washington and Jefferson College	4	1
Washington College	7	2
Washington University in St. Louis	3	2
University of Washington	2	1
Wellesley College	1	1
Wells College	1	0
Wesley College	1	0
Wesleyan University	1	0
West Chester University of Pennsylvania	81	37
West Virginia University	35	15
Westminster Choir College of Rider University	1	1
Westminster College	1	0
Wheaton College IL	1	0
Wheeling Jesuit University	1	0

	Number of Students Accepted	Number of Students Attending
Whittier College	1	0
Widener University	18	6
Wilkes University	5	2
College of William and Mary	5	2
William Paterson University of New Jersey	1	0
William Woods University	1	1
Williams College	1	1
Williamson Free School of Mechanical Trades	1	1
Wilmington University	1	0
Wilson College	2	0
University of Wisconsin, Madison	1	0
Worcester Polytechnic Institute	5	0
Yale University	1	0
York College of Pennsylvania	30	4

Figures represent the acceptances and attendance plans of our student per their report to the school counseling office at the high school. Not all students share this information.

2009-2010 PSSA SCORES

FROM THE PENNSYLVANIA DEPARTMENT OF EDUCATION

Third Grade-READING	MSD	STATE
% Advanced	42	27
% Proficient	47	48
% Basic	5	12
% Below Basic	6	13
Fourth Grade-READING	MSD	STATE
% Advanced	58	36
% Proficient	32	37
% Basic	7	15
% Below Basic	3	13
Fifth Grade-READING	MSD	STATE
% Advanced	42	23
% Proficient	40	41
% Basic	10	19
% Below Basic	7	17
Sixth Grade-READING	MSD	STATE
% Advanced	55	38
% Proficient	30	31
% Basic	7	17
% Below Basic	8	15
Seventh Grade-READING	MSD	STATE
% Advanced	66	41
% Proficient	23	32
% Basic	7	15
% Below Basic	4	11
Eighth Grade-READING	MSD	STATE
% Advanced	70	53
% Proficient	21	29
% Basic	6	10
% Below Basic	4	9
Eleventh Grade-READING	MSD	STATE
% Advanced	47	34
% Proficient	34	33
% Basic	11	15
% Below Basic	8	18

Third Grade-MATH	MSD	STATE
% Advanced	57	43
% Proficient	38	41
% Basic	3	12
% Below Basic	2	5
Fourth Grade-MATH	MSD	STATE
% Advanced	81	52
% Proficient	17	31
% Basic	2	9
% Below Basic	1	7
Fifth Grade-MATH	MSD	STATE
% Advanced	76	46
% Proficient	15	27
% Basic	6	17
% Below Basic	3	9
Sixth Grade-MATH	MSD	STATE
% Advanced	68	52
% Proficient	21	25
% Basic	7	13
% Below Basic	4	9
Seventh Grade-MATH	MSD	STATE
% Advanced	73	53
% Proficient	17	24
% Basic	7	11
% Below Basic	4	12
Eighth Grade-MATH	MSD	STATE
% Advanced	67	49
% Proficient	20	24
% Basic	8	14
% Below Basic	5	12
Eleventh Grade-MATH	MSD	STATE
% Advanced	54	31
% Proficient	21	28
% Basic	12	17
% Below Basic	13	25

Fifth Grade-WRITING	MSD	STATE
% Advanced	6	2
% Proficient	75	60
% Basic	18	37
% Below Basic	1	2
Fourth Grade-SCIENCE	MSD	STATE
% Advanced	72	45
% Proficient	24	36
% Basic	3	11
% Below Basic	1	8

Eighth Grade-WRITING	MSD	STATE
% Advanced	22	14
% Proficient	68	62
% Basic	9	22
% Below Basic	1	3
Eighth Grade-SCIENCE	MSD	STATE
% Advanced	52	23
% Proficient	31	34
% Basic	9	18
% Below Basic	8	25

Eleventh Grade-WRITING	MSD	STATE
% Advanced	22	13
% Proficient	68	68
% Basic	9	17
% Below Basic	1	2
Eleventh Grade-SCIENCE	MSD	STATE
% Advanced	33	15
% Proficient	30	25
% Basic	32	41
% Below Basic	6	19

2008-2009 PSSA SCORES

FROM THE PENNSYLVANIA DEPARTMENT OF EDUCATION

Third Grade-READING	MSD	STATE
% Advanced	40	26
% Proficient	48	51
% Basic	6	10
% Below Basic	6	14
Fourth Grade-READING	MSD	STATE
% Advanced	60	36
% Proficient	31	36
% Basic	5	15
% Below Basic	4	13
Fifth Grade-READING	MSD	STATE
% Advanced	37	23
% Proficient	48	42
% Basic	10	18
% Below Basic	6	18
Sixth Grade-READING	MSD	STATE
% Advanced	57	37
% Proficient	20	31
% Basic	9	19
% Below Basic	5	14
Seventh Grade-READING	MSD	STATE
% Advanced	61	41
% Proficient	25	30
% Basic	8	18
% Below Basic	5	11
Eighth Grade-READING	MSD	STATE
% Advanced	71	55
% Proficient	20	26
% Basic	5	9
% Below Basic	4	11
Eleventh Grade-READING	MSD	STATE
% Advanced	54	33
% Proficient	31	32
% Basic	8	16
% Below Basic	7	19

Third Grade-MATH	MSD	STATE
% Advanced	60	43
% Proficient	34	38
% Basic	5	13
% Below Basic	1	6
Fourth Grade-MATH	MSD	STATE
% Advanced	77	51
% Proficient	19	31
% Basic	2	9
% Below Basic	2	10
Fifth Grade-MATH	MSD	STATE
% Advanced	71	44
% Proficient	18	29
% Basic	7	17
% Below Basic	4	10
Sixth Grade-MATH	MSD	STATE
% Advanced	75	49
% Proficient	15	27
% Basic	7	13
% Below Basic	3	11
Seventh Grade-MATH	MSD	STATE
% Advanced	57	47
% Proficient	28	28
% Basic	9	13
% Below Basic	6	12
Eighth Grade-MATH	MSD	STATE
% Advanced	60	44
% Proficient	23	27
% Basic	9	16
% Below Basic	7	13
Eleventh Grade-MATH	MSD	STATE
% Advanced	45	25
% Proficient	30	30
% Basic	14	20
% Below Basic	12	25

Fifth Grade-WRITING	MSD	STATE
% Advanced	4	3
% Proficient	82	56
% Basic	14	41
% Below Basic	<1	1
Fourth Grade-SCIENCE	MSD	STATE
% Advanced	68	42
% Proficient	29	41
% Basic	3	12
% Below Basic	1	5

Eighth Grade-WRITING	MSD	STATE
% Advanced	12	11
% Proficient	75	61
% Basic	12	25
% Below Basic	<1	4
Eighth Grade-SCIENCE	MSD	STATE
% Advanced	43	22
% Proficient	35	33
% Basic	14	21
% Below Basic	8	24

Eleventh Grade-WRITING	MSD	STATE
% Advanced	16	15
% Proficient	74	68
% Basic	9	15
% Below Basic	1	2
Eleventh Grade-SCIENCE	MSD	STATE
% Advanced	33	17
% Proficient	29	23
% Basic	31	40
% Below Basic	6	20

2007-2008 PSSA SCORES

FROM THE PENNSYLVANIA DEPARTMENT OF EDUCATION

Third Grade-READING	MSD	STATE
% Advanced	36	20
% Proficient	56	57
% Basic	4	11
% Below Basic	4	12

Third Grade-MATH	MSD	STATE
% Advanced	63	43
% Proficient	31	38
% Basic	4	14
% Below Basic	2	6

Fourth Grade-READING	MSD	STATE
% Advanced	59	34
% Proficient	32	36
% Basic	6	16
% Below Basic	3	14

Fourth Grade-MATH	MSD	STATE
% Advanced	74	50
% Proficient	21	30
% Basic	2	8
% Below Basic	3	12

Fifth Grade-READING	MSD	STATE
% Advanced	44	24
% Proficient	39	38
% Basic	11	20
% Below Basic	5	19

Fifth Grade-MATH	MSD	STATE
% Advanced	73	46
% Proficient	19	28
% Basic	6	16
% Below Basic	3	10

Sixth Grade-READING	MSD	STATE
% Advanced	52	32
% Proficient	33	35
% Basic	9	18
% Below Basic	6	15

Sixth Grade-MATH	MSD	STATE
% Advanced	66	47
% Proficient	23	26
% Basic	5	14
% Below Basic	6	14

Seventh Grade-READING	MSD	STATE
% Advanced	56	36
% Proficient	30	34
% Basic	9	16
% Below Basic	5	14

Seventh Grade-MATH	MSD	STATE
% Advanced	54	43
% Proficient	27	27
% Basic	9	14
% Below Basic	10	15

Eighth Grade-READING	MSD	STATE
% Advanced	76	54
% Proficient	16	24
% Basic	5	10
% Below Basic	3	12

Eighth Grade-MATH	MSD	STATE
% Advanced	65	43
% Proficient	23	28
% Basic	7	14
% Below Basic	5	16

Eleventh Grade-READING	MSD	STATE
% Advanced	45	32
% Proficient	31	33
% Basic	13	16
% Below Basic	11	19

Eleventh Grade-MATH	MSD	STATE
% Advanced	43	26
% Proficient	30	30
% Basic	13	18
% Below Basic	14	27

Fifth Grade-WRITING	MSD	STATE
% Advanced	11	5
% Proficient	76	53
% Basic	13	42
% Below Basic	0	1

Eighth Grade-WRITING	MSD	STATE
% Advanced	5	2
% Proficient	84	67
% Basic	12	28
% Below Basic	0	3

Eleventh Grade-WRITING	MSD	STATE
% Advanced	16	14
% Proficient	76	72
% Basic	8	13
% Below Basic	0	1

2006-2007 PSSA SCORES

FROM THE PENNSYLVANIA DEPARTMENT OF EDUCATION

Third Grade-READING	MSD	STATE
% Advanced	37	22
% Proficient	54	51
% Basic	5	12
% Below Basic	5	15

Third Grade-MATH	MSD	STATE
% Advanced	55	34
% Proficient	38	44
% Basic	5	15
% Below Basic	2	6

Fourth Grade-READING	MSD	STATE
% Advanced	53	32
% Proficient	38	38
% Basic	6	15
% Below Basic	3	15

Fourth Grade-MATH	MSD	STATE
% Advanced	74	47
% Proficient	21	31
% Basic	2	9
% Below Basic	3	13

Fifth Grade-READING	MSD	STATE
% Advanced	36	21
% Proficient	44	39
% Basic	11	20
% Below Basic	8	20

Fifth Grade-MATH	MSD	STATE
% Advanced	68	42
% Proficient	22	30
% Basic	7	17
% Below Basic	3	12

Sixth Grade-READING	MSD	STATE
% Advanced	48	31
% Proficient	36	33
% Basic	11	20
% Below Basic	6	17

Sixth Grade-MATH	MSD	STATE
% Advanced	53	40
% Proficient	32	30
% Basic	9	16
% Below Basic	6	14

Seventh Grade-READING	MSD	STATE
% Advanced	57	37
% Proficient	29	30
% Basic	9	17
% Below Basic	5	16

Seventh Grade-MATH	MSD	STATE
% Advanced	54	41
% Proficient	30	26
% Basic	10	15
% Below Basic	6	18

Eighth Grade-READING	MSD	STATE
% Advanced	74	46
% Proficient	20	29
% Basic	4	13
% Below Basic	2	12

Eighth Grade-MATH	MSD	STATE
% Advanced	63	40
% Proficient	25	28
% Basic	7	15
% Below Basic	5	17

Eleventh Grade-READING	MSD	STATE
% Advanced	46	29
% Proficient	37	37
% Basic	10	15
% Below Basic	7	19

Eleventh Grade-MATH	MSD	STATE
% Advanced	45	24
% Proficient	30	30
% Basic	14	20
% Below Basic	11	27

Fifth Grade-WRITING	MSD	STATE
% Advanced	3	1
% Proficient	78	56
% Basic	17	42
% Below Basic	0	1

Eighth Grade-WRITING	MSD	STATE
% Advanced	19	11
% Proficient	72	61
% Basic	9	26
% Below Basic	0	3

Eleventh Grade-WRITING	MSD	STATE
% Advanced	10	8
% Proficient	83	80
% Basic	7	11
% Below Basic	0	1

2005-2006 PSSA SCORES
FROM THE PENNSYLVANIA DEPARTMENT OF EDUCATION

Third Grade-READING	MSD	STATE
% Advanced	50	31
% Proficient	41	38
% Basic	6	15
% Below Basic	4	16

Third Grade-MATH	MSD	STATE
% Advanced	82	55
% Proficient	14	28
% Basic	2	10
% Below Basic	2	7

Fourth Grade-READING	MSD	STATE
% Advanced	55	31
% Proficient	34	37
% Basic	7	17
% Below Basic	4	15

Fourth Grade-MATH	MSD	STATE
% Advanced	76	44
% Proficient	19	34
% Basic	3	10
% Below Basic	2	13

Fifth Grade-READING	MSD	STATE
% Advanced	35	21
% Proficient	46	40
% Basic	12	18
% Below Basic	8	21

Fifth Grade-MATH	MSD	STATE
% Advanced	59	39
% Proficient	29	28
% Basic	8	20
% Below Basic	5	13

Sixth Grade-READING	MSD	STATE
% Advanced	51	32
% Proficient	35	33
% Basic	12	19
% Below Basic	3	16

Sixth Grade-MATH	MSD	STATE
% Advanced	61	38
% Proficient	29	30
% Basic	5	16
% Below Basic	5	16

Seventh Grade-READING	MSD	STATE
% Advanced	57	35
% Proficient	31	33
% Basic	9	17
% Below Basic	4	15

Seventh Grade-MATH	MSD	STATE
% Advanced	50	37
% Proficient	32	29
% Basic	13	16
% Below Basic	5	17

Eighth Grade-READING	MSD	STATE
% Advanced	67	43
% Proficient	21	27
% Basic	6	13
% Below Basic	6	16

Eighth Grade-MATH	MSD	STATE
% Advanced	60	36
% Proficient	25	26
% Basic	8	19
% Below Basic	6	19

Eleventh Grade-READING	MSD	STATE
% Advanced	48	31
% Proficient	32	34
% Basic	11	16
% Below Basic	9	19

Eleventh Grade-MATH	MSD	STATE
% Advanced	53	28
% Proficient	23	24
% Basic	11	18
% Below Basic	13	30

30

Fifth Grade-WRITING	MSD	STATE
% Advanced	4	2
% Proficient	72	52
% Basic	23	45
% Below Basic	0	1

Eighth Grade-WRITING	MSD	STATE
% Advanced	11	6
% Proficient	78	60
% Basic	10	31
% Below Basic	2	3

Eleventh Grade-WRITING	MSD	STATE
% Advanced	12	16
% Proficient	76	70
% Basic	13	13
% Below Basic	0	1

2004-2005 PSSA SCORES

FROM THE PENNSYLVANIA DEPARTMENT OF EDUCATION

Third Grade-READING	MSD	STATE
% Advanced	53	32
% Proficient	38	36
% Basic	5	15
% Below Basic	3	17

Third Grade-MATH	MSD	STATE
% Advanced	84	50
% Proficient	14	31
% Basic	2	12
% Below Basic	1	8

Fifth Grade-READING	MSD	STATE
% Advanced	41	23
% Proficient	40	41
% Basic	13	17
% Below Basic	6	19

Fifth Grade-MATH	MSD	STATE
% Advanced	60	38
% Proficient	28	31
% Basic	9	19
% Below Basic	3	12

Eighth Grade-READING	MSD	STATE
% Advanced	48	33
% Proficient	32	31
% Basic	12	16
% Below Basic	9	20

Eighth Grade-MATH	MSD	STATE
% Advanced	59	36
% Proficient	25	27
% Basic	7	18
% Below Basic	9	19

Eleventh Grade-READING	MSD	STATE
% Advanced	47	34
% Proficient	38	31
% Basic	8	13
% Below Basic	7	22

Eleventh Grade-MATH	MSD	STATE
% Advanced	54	26
% Proficient	23	25
% Basic	15	19
% Below Basic	9	30

Eleventh Grade-WRITING	MSD	STATE
% Advanced	4	6
% Proficient	82	63
% Basic	10	16
% Below Basic	4	15

GRADE 2 - STAR READING DATA*

The following tables represent "Grade Level Equivalent" distribution summary data for second graders in assessed in the fall at each of Methacton's five elementary schools. The number of students who performed at the indicated grade level equivalent is indicated in the #Students column, and the percentage of that school's second grade performing at the indicated grade level equivalent is indicated in the %Fall column. This data will be updated to show growth after the spring assessments.

Arrowhead Elementary School				
GE	#Students Fall	#Students Spring	%Fall	%Spring
0.0-0.9	2	<i>As noted above, this data will be provided in an addendum to be published following the Spring assessments.</i>	3.2	<i>As noted above, this data will be provided in an addendum to be published following the Spring assessments.</i>
1.0-1.9	6		9.7	
2.0-2.9	23		37.1	
3.0-3.9	21		33.9	
4.0-4.9	8		12.9	
5.0-5.9	2		3.2	
6.0-6.9	0		0.0	
7.0-7.9	0		0.0	
8.0-8.9	0		0.0	
9.0-9.9	0		0.0	
10.0-10.9	0		0.0	
11.0-11.9	0		0.0	
12.0-12.9+	0	0.0		

Audubon Elementary School				
GE	#Students Fall	#Students Spring	%Fall	%Spring
0.0-0.9	0	<i>As noted above, this data will be provided in an addendum to be published following the Spring assessments.</i>	0.0	<i>As noted above, this data will be provided in an addendum to be published following the Spring assessments.</i>
1.0-1.9	21		26.6	
2.0-2.9	27		34.2	
3.0-3.9	16		20.3	
4.0-4.9	9		11.4	
5.0-5.9	6		7.6	
6.0-6.9	0		0.0	
7.0-7.9	0		0.0	
8.0-8.9	0		0.0	
9.0-9.9	0		0.0	
10.0-10.9	0		0.0	
11.0-11.9	0		0.0	
12.0-12.9+	0	0.0		

Eagleville Elementary School				
GE	#Students Fall	#Students Spring	%Fall	%Spring
0.0-0.9	2	<i>As noted above, this data will be provided in an addendum to be published following the Spring assessments.</i>	3.1	<i>As noted above, this data will be provided in an addendum to be published following the Spring assessments.</i>
1.0-1.9	14		21.9	
2.0-2.9	26		40.6	
3.0-3.9	15		23.4	
4.0-4.9	6		9.4	
5.0-5.9	1		1.6	
6.0-6.9	0		0	
7.0-7.9	0		0	
8.0-8.9	0		0	
9.0-9.9	0		0	
10.0-10.9	0		0	
11.0-11.9	0		0	
12.0-12.9+	0	0		

Woodland Elementary School				
GE	#Students Fall	#Students Spring	%Fall	%Spring
0.0-0.9	3	<i>As noted above, this data will be provided in an addendum to be published following the Spring assessments.</i>	5.6	<i>As noted above, this data will be provided in an addendum to be published following the Spring assessments.</i>
1.0-1.9	7		13.0	
2.0-2.9	23		42.6	
3.0-3.9	13		24.1	
4.0-4.9	6		11.1	
5.0-5.9	2		3.7	
6.0-6.9	0		0.0	
7.0-7.9	0		0.0	
8.0-8.9	0		0.0	
9.0-9.9	0		0.0	
10.0-10.9	0		0.0	
11.0-11.9	0		0.0	
12.0-12.9+	0	0.0		

Worcester Elementary School				
GE	#Students Fall	#Students Spring	%Fall	%Spring
0.0-0.9	3	<i>As noted above, this data will be provided in an addendum to be published following the Spring assessments.</i>	3.9	<i>As noted above, this data will be provided in an addendum to be published following the Spring assessments.</i>
1.0-1.9	16		20.8	
2.0-2.9	29		37.7	
3.0-3.9	18		23.4	
4.0-4.9	8		10.4	
5.0-5.9	3		3.9	
6.0-6.9	0		0.0	
7.0-7.9	0		0.0	
8.0-8.9	0		0.0	
9.0-9.9	0		0.0	
10.0-10.9	0		0.0	
11.0-11.9	0		0.0	
12.0-12.9+	0	0.0		

*A grade equivalent (GE) is a score reported on norm-referenced tests that allows educators and parents to compare students based on the performance of other students relative to the school year. Based on a 9-month school year, the score represents a period during the school year, displayed as a number to show a grade and a month. For example, a score of 5.8 represents a performance level typical of fifth-grade students in the eighth month (April) of the school year. It is important to note that grade equivalent scores outside the current grade are common and should be interpreted with caution. For example, a fifth-grade student could receive a grade equivalent score of 7.4. This does not mean the student can perform seventh-grade work – the student would not have been exposed to seventh-grade content, nor would a fifth-grade test contain seventh-grade content. It suggests that a typical seventh grader in the fourth month would have received the same score if seventh graders had taken the fifth-grade test. (Pearson Educational Measurement Group, www.pearsonedmeasurement.com/research/faq_2d.htm)

GRADE 3 - STAR READING DATA*

The following tables represent “Grade Level Equivalent” distribution summary data for third graders in assessed in the fall at each of Methacton’s five elementary schools (with the exception of Woodland Elementary School, currently piloting the “DAZE”** benchmark assessment). The number of students who performed at the indicated grade level equivalent is indicated in the #Students column, and the percentage of that school’s third grade performing at the indicated grade level equivalent is indicated in the %Fall column. This data will be updated to show growth after the Spring assessments.

Arrowhead Elementary School				
GE	#Students Fall	#Students Spring	%Fall	%Spring
0.0-0.9	0	<i>As noted above, this data will be provided in an addendum to be published following the Spring assessments.</i>	0.0	<i>As noted above, this data will be provided in an addendum to be published following the Spring assessments.</i>
1.0-1.9	6		8.2	
2.0-2.9	13		17.8	
3.0-3.9	22		30.1	
4.0-4.9	18		24.7	
5.0-5.9	9		12.3	
6.0-6.9	2		2.7	
7.0-7.9	1		1.4	
8.0-8.9	2		2.7	
9.0-9.9	0		0.0	
10.0-10.9	0		0.0	
11.0-11.9	0		0.0	
12.0-12.9+	0	0.0		

Audubon Elementary School				
GE	#Students Fall	#Students Spring	%Fall	%Spring
0.0-0.9	0	<i>As noted above, this data will be provided in an addendum to be published following the Spring assessments.</i>	0.0	<i>As noted above, this data will be provided in an addendum to be published following the Spring assessments.</i>
1.0-1.9	6		6.7	
2.0-2.9	16		17.8	
3.0-3.9	32		35.6	
4.0-4.9	14		15.6	
5.0-5.9	17		18.9	
6.0-6.9	5		5.6	
7.0-7.9	0		0.0	
8.0-8.9	0		0.0	
9.0-9.9	0		0.0	
10.0-10.9	0		0.0	
11.0-11.9	0		0.0	
12.0-12.9+	0	0.0		

Eagleville Elementary School				
GE	#Students Fall	#Students Spring	%Fall	%Spring
0.0-0.9	2	<i>As noted above, this data will be provided in an addendum to be published following the Spring assessments.</i>	2.6	<i>As noted above, this data will be provided in an addendum to be published following the Spring assessments.</i>
1.0-1.9	3		3.9	
2.0-2.9	19		25.0	
3.0-3.9	14		18.4	
4.0-4.9	21		27.6	
5.0-5.9	13		17.1	
6.0-6.9	3		3.9	
7.0-7.9	1		1.3	
8.0-8.9	0		0.0	
9.0-9.9	0		0.0	
10.0-10.9	0		0.0	
11.0-11.9	0		0.0	
12.0-12.9+	0	0.0		

Worcester Elementary School				
GE	#Students Fall	#Students Spring	%Fall	%Spring
0.0-0.9	2	<i>As noted above, this data will be provided in an addendum to be published following the Spring assessments.</i>	2.5	<i>As noted above, this data will be provided in an addendum to be published following the Spring assessments.</i>
1.0-1.9	3		3.7	
2.0-2.9	17		21.0	
3.0-3.9	20		24.7	
4.0-4.9	25		30.9	
5.0-5.9	8		9.9	
6.0-6.9	4		4.9	
7.0-7.9	1		1.2	
8.0-8.9	1		1.2	
9.0-9.9	0		0	
10.0-10.9	0		0	
11.0-11.9	0		0	
12.0-12.9+	0	0		

*A grade equivalent (GE) is a score reported on norm-referenced tests that allows educators and parents to compare students based on the performance of other students relative to the school year. Based on a 9-month school year, the score represents a period during the school year, displayed as a number to show a grade and a month. For example, a score of 5.8 represents a performance level typical of fifth-grade students in the eighth month (April) of the school year. It is important to note that grade equivalent scores outside the current grade are common and should be interpreted with caution. For example, a fifth-grade student could receive a grade equivalent score of 7.4. This does not mean the student can perform seventh-grade work – the student would not have been exposed to seventh-grade content, nor would a fifth-grade test contain seventh-grade content. It suggests that a typical seventh grader in the fourth month would have received the same score if seventh graders had taken the fifth-grade test. (Pearson Educational Measurement Group, www.pearsonedmeasurement.com/research/faq_2d.htm)

**Daze, a benchmark assessment for use with the DIBELS system, is a measurement tool for reading comprehension in third through sixth grade students. Woodland is piloting the Daze assessment in third and fourth grade during the 2010-2011 school year. Woodland’s Daze data tables can be found on page 30.

GRADE 4 - STAR READING DATA*

The following tables represent "Grade Level Equivalent" distribution summary data for third graders in assessed in the fall at each of Methacton's five elementary schools (with the exception of Woodland Elementary School, currently piloting the "DAZE" universal screener**). The number of students who performed at the indicated grade level equivalent is indicated in the #Students column, and the percentage of that school's third grade performing at the indicated grade level equivalent is indicated in the %Fall column. This data will be updated to show growth after the Spring assessments.

Arrowhead Elementary School				
GE	#Students	#Students	%Fall	%Spring
0.0-0.9	0	<i>As noted above, this data will be provided in an addendum to be published following the Spring assessments</i>	0.0	<i>As noted above, this data will be provided in an addendum to be published following the Spring assessments</i>
1.0-1.9	0		0.0	
2.0-2.9	3		4.6	
3.0-3.9	5		7.7	
4.0-4.9	17		26.2	
5.0-5.9	23		35.4	
6.0-6.9	10		15.4	
7.0-7.9	6		9.2	
8.0-8.9	0		0.0	
9.0-9.9	1		1.5	
10.0-10.9	0		0.0	
11.0-11.9	0		0.0	
12.0-12.9+	0	0.0		

Audubon Elementary School				
GE	#Students	#Students	%Fall	%Spring
0.0-0.9	0	<i>As noted above, this data will be provided in an addendum to be published following the Spring assessments</i>	0.0	<i>As noted above, this data will be provided in an addendum to be published following the Spring assessments</i>
1.0-1.9	2		2.3	
2.0-2.9	6		6.8	
3.0-3.9	12		13.6	
4.0-4.9	21		23.9	
5.0-5.9	24		27.3	
6.0-6.9	12		13.6	
7.0-7.9	5		5.7	
8.0-8.9	4		4.5	
9.0-9.9	1		1.1	
10.0-10.9	0		0.0	
11.0-11.9	0		0.0	
12.0-12.9+	1	1.1		

Eagleville Elementary School				
GE	#Students	#Students	%Fall	%Spring
0.0-0.9	0	<i>As noted above, this data will be provided in an addendum to be published following the Spring assessments</i>	0	<i>As noted above, this data will be provided in an addendum to be published following the Spring assessments</i>
1.0-1.9	3		4.2	
2.0-2.9	5		6.9	
3.0-3.9	9		12.5	
4.0-4.9	16		22.2	
5.0-5.9	21		29.2	
6.0-6.9	10		13.9	
7.0-7.9	3		4.2	
8.0-8.9	3		4.2	
9.0-9.9	1		1.4	
10.0-10.9	0		0	
11.0-11.9	1		1.4	
12.0-12.9+	0	0		

Worcester Elementary School				
GE	#Students	#Students	%Fall	%Spring
0.0-0.9	1	<i>As noted above, this data will be provided in an addendum to be published following the Spring assessments</i>	1.0	<i>As noted above, this data will be provided in an addendum to be published following the Spring assessments</i>
1.0-1.9	2		2.1	
2.0-2.9	10		10.3	
3.0-3.9	14		14.4	
4.0-4.9	22		22.7	
5.0-5.9	26		26.8	
6.0-6.9	11		11.3	
7.0-7.9	3		3.1	
8.0-8.9	3		3.1	
9.0-9.9	2		2.1	
10.0-10.9	1		1.0	
11.0-11.9	0		0.0	
12.0-12.9+	2	2.1		

*A grade equivalent (GE) is a score reported on norm-referenced tests that allows educators and parents to compare students based on the performance of other students relative to the school year. Based on a 9-month school year, the score represents a period during the school year, displayed as a number to show a grade and a month. For example, a score of 5.8 represents a performance level typical of fifth-grade students in the eighth month (April) of the school year. It is important to note that grade equivalent scores outside the current grade are common and should be interpreted with caution. For example, a fifth-grade student could receive a grade equivalent score of 7.4. This does not mean the student can perform seventh-grade work – the student would not have been exposed to seventh-grade content, nor would a fifth-grade test contain seventh-grade content. It suggests that a typical seventh grader in the fourth month would have received the same score if seventh graders had taken the fifth-grade test. (Pearson Educational Measurement Group, www.pearsonedmeasurement.com/research/faq_2d.htm)

**Daze, a benchmark assessment for use with the DIBELS universal screening tool, is a measurement tool for reading comprehension in third through sixth grade students. Woodland is piloting the Daze assessment in third and fourth grade during the 2010-2011 school year. Woodland's Daze data tables can be found on page 30.

GRADES 5-8 STAR READING DATA*

The following tables represent "Grade Level Equivalent" distribution summary data for students in grades five through eight assessed in the fall at Skyview and Arcola. The number of students who performed at the indicated grade level equivalent is indicated in the #Students column, and the percentage of Methacton's fifth through eighth graders performing at the indicated grade level equivalent is indicated in the %Fall column. This data will be updated to show growth after the Spring assessments.

Skyview Upper Elementary School - Grade Five				
GE	#Students	#Students	%Fall	%Spring
0.0-0.9	0	<i>As noted above, this data will be provided in an addendum to be published following the Spring assessments</i>	0.0	<i>As noted above, this data will be provided in an addendum to be published following the Spring assessments</i>
1.0-1.9	2		0.5	
2.0-2.9	8		2.2	
3.0-3.9	20		5.4	
4.0-4.9	37		10.0	
5.0-5.9	93		25.1	
6.0-6.9	88		23.7	
7.0-7.9	43		11.6	
8.0-8.9	45		12.1	
9.0-9.9	13		3.5	
10.0-10.9	7		1.9	
11.0-11.9	3		0.8	
12.0-12.9+	12	3.2		

Skyview Upper Elementary School - Grade Six				
GE	#Students	#Students	%Fall	%Spring
0.0-0.9	0	<i>As noted above, this data will be provided in an addendum to be published following the Spring assessments</i>	0.0	<i>As noted above, this data will be provided in an addendum to be published following the Spring assessments</i>
1.0-1.9	1		0.3	
2.0-2.9	4		1.0	
3.0-3.9	10		2.5	
4.0-4.9	20		5.0	
5.0-5.9	48		12.0	
6.0-6.9	66		16.5	
7.0-7.9	54		13.5	
8.0-8.9	79		19.8	
9.0-9.9	53		13.3	
10.0-10.9	10		2.5	
11.0-11.9	8		2.0	
12.0-12.9+	46	11.5		

Arcola Intermediate School – Grade Seven				
GE	#Students	#Students	%Fall	%Spring
0.0-0.9	0	<i>As noted above, this data will be provided in an addendum to be published following the Spring assessments</i>	0.0	<i>As noted above, this data will be provided in an addendum to be published following the Spring assessments</i>
1.0-1.9	2		0.5	
2.0-2.9	7		1.7	
3.0-3.9	5		1.2	
4.0-4.9	15		3.7	
5.0-5.9	39		9.5	
6.0-6.9	59		14.4	
7.0-7.9	37		9.0	
8.0-8.9	63		15.4	
9.0-9.9	66		16.1	
10.0-10.9	19		4.6	
11.0-11.9	14		3.4	
12.0-12.9+	83	20.3		

Arcola Intermediate School – Grade Eight				
GE	#Students	#Students	%Fall	%Spring
0.0-0.9	0	<i>As noted above, this data will be provided in an addendum to be published following the Spring assessments</i>	0.0	<i>As noted above, this data will be provided in an addendum to be published following the Spring assessments</i>
1.0-1.9	0		0.0	
2.0-2.9	2		0.5	
3.0-3.9	3		0.7	
4.0-4.9	8		1.9	
5.0-5.9	12		2.9	
6.0-6.9	33		8.0	
7.0-7.9	44		10.7	
8.0-8.9	68		16.5	
9.0-9.9	45		10.9	
10.0-10.9	19		4.6	
11.0-11.9	25		6.1	
12.0-12.9+	153	37.1		

*A grade equivalent (GE) is a score reported on norm-referenced tests that allows educators and parents to compare students based on the performance of other students relative to the school year. Based on a 9-month school year, the score represents a period during the school year, displayed as a number to show a grade and a month. For example, a score of 5.8 represents a performance level typical of fifth-grade students in the eighth month (April) of the school year. It is important to note that grade equivalent scores outside the current grade are common and should be interpreted with caution. For example, a fifth-grade student could receive a grade equivalent score of 7.4. This does not mean the student can perform seventh-grade work – the student would not have been exposed to seventh-grade content, nor would a fifth-grade test contain seventh-grade content. It suggests that a typical seventh grader in the fourth month would have received the same score if seventh graders had taken the fifth-grade test. (Pearson Educational Measurement Group, www.pearsonedmeasurement.com/research/faq_2d.htm)

WOODLAND DAZE ASSESSMENT DATA

Daze, a benchmark assessment for use with the DIBELS universal screening tool, is a measurement tool for reading comprehension in third through sixth grade students. Woodland is piloting the Daze assessment in third and fourth grade during the 2010-2011 school year. The numbers below reflect the total number of students assessed this fall whose results were within the Benchmark, Strategic and Intensive scoring ranges.
This data will be updated to show growth after the Spring assessments.*

Third Grade	Fall	Spring
# Benchmark	50	<i>As noted above, this data will be provided in an addendum to be published following the Spring assessments</i>
# Strategic	5	
# Intensive	7	
Total Number of Students Assessed	62	

Fourth Grade	Fall	Spring
# Benchmark	53	<i>As noted above, this data will be provided in an addendum to be published following the Spring assessments</i>
# Strategic	16	
# Intensive	7	
Total Number of Students Assessed	76	

*** Benchmark Goals and Cut Points for Risk**

DIBELS benchmark goals are empirically derived, criterion-referenced target scores that represent adequate reading progress. A benchmark goal indicates a level of skill where the student is likely to achieve the next DIBELS benchmark goal and other important reading outcomes. Benchmark goals for DIBELS are based on research that examines the predictive validity of a score on a measure at a particular point in time compared to later DIBELS measures and external outcome assessments.

If a student achieves a benchmark goal, then the odds are in favor of that student achieving later reading outcomes if the student receives research-based core classroom instruction (*Core Support*).

The cut points for risk indicate a level of skill below which the student is unlikely to achieve subsequent reading goals without receiving additional, targeted instructional support. Students with scores below the cut point for risk (well below the benchmark goal) are identified as likely to need *Intensive Support*. Because students needing intensive support are likely to have individual and sometimes unique needs, their progress is monitored frequently and intervention is modified dynamically to ensure adequate progress.

Students are likely to need *Strategic Support* when their scores are below the benchmark goal and at or above the cut point for risk. In this range, a student's future performance is harder to predict. These students should be monitored regularly to ensure they are making adequate progress, and should receive increased or modified support if necessary to achieve subsequent reading goals.

Score Level Need for Support

At or Above Benchmark	<i>scores at or above the benchmark goal</i>	Core Support
Below Benchmark - Strategic	<i>scores below the benchmark goal and at or above the cut point for risk</i>	Strategic Support
Well Below Benchmark - Intensive	<i>scores below the cut point for risk</i>	Intensive Support

(University of Oregon, Center on Teaching and Learning, DIBELS Data System, <https://dibels.uoregon.edu/docs/DIBELSNextBenchmarkGoals.pdf>)

ADEQUATE YEARLY PROGRESS
FROM THE PENNSYLVANIA DEPARTMENT OF EDUCATION

	2009-10	2008-09	2007-08	2006-07	2005-06
Methacton School District	Made AYP	Made AYP	Made AYP	Made AYP	Made AYP
Methacton High School	Making Progress* SI – II**	SI – II	SI - II	Making Progress SI - II	SI - II
Arcola Intermediate	Made AYP	Made AYP	Made AYP	Made AYP	Made AYP
Arrowhead Elementary	Made AYP	Made AYP	Made AYP	Made AYP	Made AYP
Audubon Elementary	Made AYP	Made AYP	Made AYP	Made AYP	Made AYP
Eagleville Elementary	Made AYP	Made AYP	Made AYP	Made AYP	Made AYP
Woodland Elementary	Made AYP	Made AYP	Made AYP	Made AYP	Made AYP
Worcester Elementary	Made AYP	Made AYP	Made AYP	Made AYP	Made AYP

* Making Progress SI – II indicates that the school is “Making Progress, School Improvement II.” This designates that Methacton High School passed AYP for the first year of 2-year probation period. MHS must make AYP again next year to be considered back on track.

** SI – II indicates that the school is in “School Improvement II.” This means that Methacton High School did not meet AYP measures for three consecutive years in the same subject in one subgroup. This indicates an improvement plan must be developed, and technical assistance will be offered. In addition, supplemental education services, such as tutoring, must be offered at Methacton’s expense. For a school to meet AYP, all AYP measures must be met. Methacton’s IEP subgroup is the group that did not meet AYP targets in reading and math.

For more information about AYP, visit <http://paayp.emetric.net>.

ADVANCED PLACEMENT TESTS

FROM HIGH SCHOOL ADMINISTRATION

2009-10 Subject	Score					Total
	5	4	3	2	1	
Biology	39	12	2	1	0	54
Calculus AB	18	11	4	1	3	37
Calculus BC	10	3	2	1	0	16
Chemistry	23	4	4	0	0	31
Computer Science A	5	4	0	0	0	9
English Language & Composition	15	6	2	0	0	23
English Literature & Composition	9	14	9	0	0	32
Environmental Science	1	5	4	3	0	13
Music Theory	2	4	2	2	0	10
Physics Mechanics	0	2	1	2	0	5
Statistics	19	15	8	0	0	42
Studio Art: 2-D Design Portfolio	0	0	1	0	0	1
Studio Art: 3-D Design Portfolio	0	0	1	0	0	1
Studio Art Drawing	5	2	0	0	0	7
United States Government and Politics	23	15	23	5	0	66
United States History	30	21	8	1	0	60
TOTAL	199	118	71	16	3	407

2008-09*	Score					Total
	5	4	3	2	1	
Biology	28	8	3	6	1	46
Calculus AB	24	4	3	1	0	32
Calculus BC	11	0	0	0	0	11
Chemistry	17	4	1	0	0	22
Computer Science A	5	2	0	0	0	7
Computer Science AB	2	3	1	0	0	6
English Language	13	7	4	0	0	24
English Language Literature	6	12	3	1	0	22
Environmental Science	8	7	4	2	4	25
Music Theory	2	2	5	1	0	10
Physics E&M	1	1	1	4	0	7
Physics Mechanics	5	3	0	0	1	9
Statistics	17	15	7	0	0	39
Studio Art Drawing	8	6	0	0	0	14
Studio Art: 2-D Design Portfolio	1	4	1	0	0	6
Studio Art: 3-D Design Portfolio	1	0	0	0	0	1
United States Government and Politics	27	14	4	1	0	46
United States History	22	18	9	5	0	54
TOTAL	198	110	46	21	6	381

**The 2008-09 table was updated from last publication to reflect errors in data.*

SCHOLASTIC APTITUDE TEST*FROM THE COLLEGE BOARD*

	2009-10	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
MSD Verbal Mean Score*	536	538	538	532	525	526	529
PA Verbal Mean Score	492	493	494	493	493	501	501
Nat'l Verbal Mean Score	501	501	502	502	503	508	508

	2009-10	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
MSD Math Mean Score*	565	567	567	564	556	554	554
PA Math Mean Score	501	501	501	499	500	503	502
Nat'l Math Mean Score	516	515	515	515	518	520	518

	2009-10	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
MSD Writing Mean Score*	521	533	521	523	512	NA	NA
PA Writing Mean Score	480	483	483	482	483	NA	NA
Nat'l Writing Mean Score	492	493	494	494	497	NA	NA

*Standard Deviation: +/- 109-112.

NATIONAL MERIT SCHOLARSHIP FINALISTS*FROM HIGH SCHOOL GUIDANCE*

	2009-10	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04	2002-03	2001-02
# of Students	19	8	6	4	1	6	2	1	2

RETURN ON SPENDING INDEX*

FROM SCHOOL MATTERS – A SERVICE OF STANDARD AND POORS

2007	MSD	State	County
Return on Spending Index (RoSI)	8.8	8.0	7.4

RoSI is a measure of the average return, in terms of student proficiency, on the money spent by a school district on core activities. Values are expressed in units that indicate the percentage of students achieving proficiency in reading and math for every \$1,000 spent per student on core operations. Generally, the higher the Return on Spending Index value the better the return on spending, relative to school districts with similar challenges and spending levels.

PERFORMANCE COST INDEX*

FROM SCHOOL MATTERS – A SERVICE OF STANDARD AND POORS

2007	MSD	State	County
Performance Cost Index (PCI)	113	135	140

A measure of the cost associated with a level of student proficiency achieved by a school system. This metric reveals the average number of dollars spent on core operations for every percentage point of students achieving proficiency in reading and math. Generally, the lower the PCI value, the more cost-effective the achieved student performance levels, particularly for school districts with similar challenges and student performance levels.

INSTRUCTIONAL EXPENDITURES*

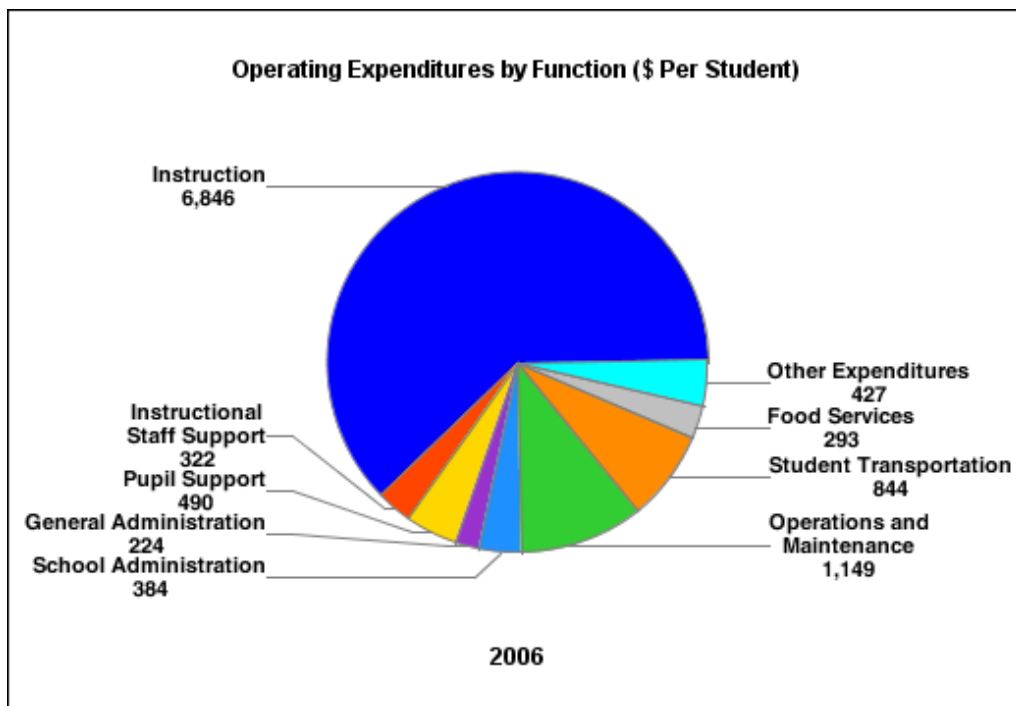
FROM SCHOOL MATTERS – A SERVICE OF STANDARD AND POORS

2006	MSD	State	County
Instructional Expenditures (\$ per student)	6,846	5,940	7,592

The amount of money spent on activities occurring directly between teachers and students. Instruction Expenditures include activities within a classroom and other teacher-student settings covering regular, special, and vocational programs offered during the school year and summer school. Instruction Expenditures include payments from all funds for salaries, employee benefits, supplies, materials, and contractual services related to instruction.

OPERATING EXPENDITURES BY FUNCTION*

FROM SCHOOL MATTERS – A SERVICE OF STANDARD AND POORS



*This data has not been updated by the state at this time, and is reported based on the most recent available statistics.

NUMBER OF STAFF BY FUNCTION
FROM HUMAN RESOURCES OFFICE

Function	# of staff
Professional	452
Support	341
Administration	32
Total	832

PROFESSIONAL STAFF EDUCATION
FROM HUMAN RESOURCES OFFICE

Function	# of staff
Bachelors Degree	176
Masters Degree	275
Doctorate Degree	1
National Board Certification	12

PROFESSIONAL STAFF YEARS OF SERVICE
FROM HUMAN RESOURCES OFFICE

Years of Service	# of staff
<1	8
1-5	113
6-10	112
11-15	122
16-20	44
21-25	21
26-30	16
31-35	12
36-40	4

NUMBER OF PROFESSIONAL STAFF HIRED LAST FIVE YEARS
FROM HUMAN RESOURCES OFFICE

	Elementary	Middle School	High School	TOTALS
Male	7	2	13	22
Female	52	12	20	84
TOTAL	59	14	33	106

**PROFESSIONAL STAFF HIRED LAST FIVE YEARS
 EXPERIENCE AND GRADUATE DEGREES**
FROM HUMAN RESOURCES OFFICE

	#
Graduate Degree at time of Hire	37
Previous Teaching Experience	20
Student taught at MSD	5
MHS Graduate	7

**PROFESSIONAL STAFF HIRED LAST FIVE YEARS
 UNDERGRADUATE DEGREE**
FROM HUMAN RESOURCES OFFICE

Institution	%
West Chester Univ.	14
Penn State University	8
Temple University	8
Kutztown University	6
Cabrini College	4
Millersville University	7
Arcadia University	8
La Salle University	4
Bloomsburg University	3
Eastern University	5
Lock Haven University	3
Other universities & colleges	30

RESPONSE RATE BY GRADUATION CLASS

Graduation Class	# Returned	Net Class Size	% Returned
Class of 2005	38	391	10%
Class of 2009	19	458	4%
Total	57	849	14%

THE QUESTIONS REPORTED BELOW DO NOT EMCOMPASS THE ENTIRE SURVEY. QUESTIONS THAT ALLOWED FREE RESPONSE WERE NOT INCLUDED IN THE DATA PORTFOLIO. FOR A COMPLETE REPORT OF THE ALUMNI SURVEYS, PLEASE VISIT THE DISTRICT OFFICE OR CALL 610-489-5020.

CLASS OF 2009

POST SECONDARY ACTIVITY

Which best describes what you were doing last September (2009)?	% of Respondents
Full-time student	97
Employed full-time	0
Employed full-time/part-time student	0
Employed part-time	5
Employed part-time/seeking full-time employment	0
Military	0
Homemaker	0
Unemployed	0

HIGHER EDUCATION

What type of higher education institutions did you attend last September?	% of Respondents
Technical or trade school	0
Community college or two-year program at a branch campus	3
Four-year public college or university (branch or main campus)	32
Four-year private college or university	63

CREDITS EARNED/SOPHOMORE STANDING

Average # of credits earned by end of freshman year	% of Respondents	Did you have sophomore standing by the end of freshman year?	% of Respondents
34.1	39	Yes	92
		No	8

CHOICE OF HIGHER EDUCATION INSTITUTION

ALUMNI WERE ASKED HOW IMPORTANT EACH FACTOR WAS IN THEIR DECISION

	Score
My relatives wanted me to go there.	1.68
My teacher(s) advised me.	1.50
I was offered financial assistance.	1.92
This college has low tuition.	2.00
High school counselor advised me.	1.15
A college rep recruited me.	1.11
I wanted to stay near home.	1.59
A friend suggested attending.	1.39
Athletic department recruited me.	1.11
This college's graduates gain admission to top graduate/professional schools.	2.24
This college's graduates get good jobs.	2.68
I was attracted by the affiliation/orientation of the college.	1.11
This school is nationally ranked.	2.23
I was not accepted anywhere else.	1.18

Very Important – 3 Somewhat Important – 2 Not Important – 1

EMPLOYMENT

ALUMNI WHO INDICATED FULL-TIME EMPLOYMENT WERE ASKED THE FOLLOWING

What is your career area?	# of Respondents
Craftsman	0
Agriculture	0
Laborer	0
Management	0
Professional	4
Sales	0
Service	2
Technician	1
Other	3

Do you feel that Methacton has prepared you for your post-secondary work?	% of Respondents
Yes	97
No	3

GENERAL QUESTIONS ABOUT THE QUALITY OF MHS EDUCATION

Thinking back to your high school years...	Score
Overall, my high school experience was positive.	3.33
I felt included and welcome.	3.18
My education prepared me for what I am doing now.	3.65
Students were treated fairly and equally by the teachers.	3.18
The teachers were interesting, prepared and demanding.	3.37
Guidance services were supportive and helpful.	2.9
Discipline, when needed, was administered fairly.	3.05
The atmosphere was positive and supportive.	3.39
There were plenty of course offerings.	3.65

Strongly Agree – 4 Agree – 3 Disagree – 2 Strongly Disagree – 1

Looking back at your high school years, indicate the overall quality of education you received in...	Score
English	4.15
Health and Physical Education	4.05
Math	4.03
Science	4.31
Social Studies	4.13
Technology	4.22

Excellent – 5 More than Adequate – 4 Adequate – 3 Less than Adequate – 2 Poor – 1

FUTURE PLANS

Which best describes what you will be doing next year (2008-2009)?	% of respondents
Full-time student	95
Employed full-time/part-time student	3
Employed part-time/part-time student	0
Employed part-time	5
Employed part-time/seeking full-time employment	0
Military	0
Homemaker	0
Unemployed	0

AREAS OF DIFFICULTY

Which of the following gives you difficulty in your higher education studies or job?	# of respondents
Reading for understanding	13
Reading for speed	15
Expressing my ideas in writing	15
Studying	13
Time management	23
Punctuation and grammar	10
Basic math (fractions, long division, etc.)	0
Advanced math (algebra, calculus, etc.)	15
Speaking in front of groups	31
Computer word processing	3
Computer spread sheets	13
Science concepts	5
Research	8
I am not having any difficulties with academic concepts	23

CLASS OF 2005

POST SECONDARY ACTIVITY

	% of Respondents
Entered the workforce directly	0
Entered the military	0
Entered a job-training program	5
Entered a two-year college	9
Entered a four-year college	77
Other	14

HIGHEST DEGREE ATTAINED

	% of Respondents
Did not graduate	23
Associate's	0
Bachelor's	73
Master's	5

EMPLOYMENT

Attained in Major?	% of Respondents
Yes	73
No, still looking	14
No, changed fields	14

Current Employment Status	% of Respondents
Employed full-time	82
Employed part-time	14
Unemployed, looking for work	0

Career Area – If Employed	% of Respondents
Management	5
Professional	25
Sales	15
Service	10
Other	55

PREPARATION

Do you feel Methacton prepared you for your post-secondary education or work?	% of Respondents
Yes	95
No	5