

Tredyffrin/Easttown School District
BOARD EDUCATION COMMITTEE

October 19, 2016
1:00 PM
TEAO, Meeting Room 200

Agenda

- I. Approval of September 14, 2016 Minutes

- II. Public Comment

- III. Continued Discussion of 2017-2018 School Calendar

- IV. Review of District Anti-Bullying Program

- V. Non-Mandated Programs Review

- VI. Other
 - Enrollments
 - School Performance Profile Scores

Board Education Committee Goals

1. Review the recommended administrative changes to the academic program that have impact on curriculum or budget and communicate recommendations to the full Board.
2. Review all enrollment and staffing numbers and projections for the year to determine the extent to which educational needs are addressed.
3. Review student assessment results.
4. Recommend informational education presentations to include in the monthly Board meetings as priority discussions.
5. Receive administrative recommendation for school calendar and make recommendation to the full Board.
6. Review current programming to determine alignment with federal and state mandates including Keystone Exams content and implementation.
7. Make recommendations to Board committees to communicate appropriate educational positions to legislators.
8. Review current programming at the middle school level.

Next Meeting Date: November 9, 2016

DRAFT PENDING COMMITTEE APPROVAL
BOARD EDUCATION COMMITTEE MEETING MINUTES
September 14, 2016

Tredyffrin/Easttown Administrative Offices
1:00 p.m.

Attending all or part of the meeting:

Board Committee Members: Scott Dorsey (Chair), Kevin Buraks, Roberta Hotinski, Katharine Murphy

Other Board Members: Michele Burger, Virginia Lastner

TE School District Representatives: Wendy Towle (Administrative Liaison), Nancy Adams, Mark Cataldi, Patrick Gately, Richard Gusick, Mike Szymendera

Community Members: Amy Alvarez, Doug Anestad, Shannon Choe, Kang Chu, Nancy Coradi, Sarah Culbert, Sam Elsen, Jerry Henige, Colleen Hillman, Beth Hixson, Cheryl Lowery, Jamie Lynch, Jennifer Marsala, Cinda Marturano, Patrick McHugh, Jill Semmer, Yuanqing Yu, Karen Vadner

The meeting was called to order at 1:03 p.m.

Public Comment:

Doug Anestad commented on District goals.

Karen Vadner commented on school start time.

Kang Chu commented on the **Testing Update**.
Nancy Coradi commented on the **Testing Update**.
Colleen Hillman commented on the **Testing Update**.
Jennifer Marsala commented on the **Testing Update**.
Yuanqing Yu commented on the **Testing Update**.
Jamie Lynch commented on the **Testing Update**.
Jill Semmer commented on the **Testing Update**.
Kang Chu commented on the **Testing Update**.
Shannon Choe commented on the **Testing Update**.

Doug Anestad commented on **Computer Science and Math/Science Credit**.
Jennifer Marsala commented on **Computer Science and Math/Science Credit**.
Cinda Marturano commented on **Computer Science and Math/Science Credit**.

Amy Alvarez commented on the **2017-2018 School Calendar**.
Sam Elsen commented on the **2017-2018 School Calendar**.
Cinda Marturano commented on the **2017-2018 School Calendar**.
Yuanqing Yu commented on the **2017-2018 School Calendar**.
Kang Chu commented on the **2017-2018 School Calendar**.
Nancy Coradi commented on the **2017-2018 School Calendar**.
Jennifer Marsala commented on the **2017-2018 School Calendar**.
Doug Anestad commented on the **2017-2018 School Calendar**.

Jill Semmer commented on the **2017-2018 School Calendar**.
Karen Vadner commented on the **2017-2018 School Calendar**.

Jill Semmer commented on the **1:1 Technology Initiative Update**.
Yuanqing Yu commented on the **1:1 Technology Initiative Update**.
Doug Anestad commented on the **1:1 Technology Initiative Update**.

Patrick McHugh commented on the elementary World Language program.

Approval of Minutes:

The May 11, 2016 were approved.

Committee Discussion and Recommendations:

The Committee received a **Testing Update** from Mr. Cataldi, Director of Assessment and Accountability, including 2016 PSSA, Keystone Exam and AP Test results. District results were presented in comparison to state results, and District students continue to perform exceptionally well on each of these standardized assessments. Mr. Cataldi addressed several questions from Committee and community members. Mr. Cataldi explained that, following Committee recommendation for the 2016-2017 school year, the District provides opt-in additional learning opportunities for elementary and middle school students who do not achieve proficiency on the PSSA English language arts and/or math, as the state has removed the mandate for these additional learning opportunities. As has always been the practice, student needs in language arts and math will also continue to be addressed through core classroom instruction. The Committee suggested a review of the impact of the previously required additional learning opportunities from the 2015-2016 school year, following the new PSSA first administered in spring, 2015.

The Committee received a report on **Computer Science and Math/Science Credit** from Dr. Towle, Director of Curriculum, Instruction, Staff Development, and Planning, and Dr. Adams, Supervisor of Math, Science, Music, Business/Tech Ed and Staff Development. Dr. Towle and Dr. Adams explained Pennsylvania House Bill 833 and its potential impact on math and science credits on student transcripts at Conestoga High School. According to House Bill 833, beginning with students graduating from Conestoga High School at the end of the 2016-2017 school year, and continuing in each year thereafter, a student who successfully completes a course in computer science or information technology during grades nine through twelve shall be permitted to apply up to one credit earned for successful completion of such course to satisfy the student's mathematics or science credit requirement for graduation. Dr. Towle and Dr. Adams addressed several questions from Committee and community members. Because the District is waiting for clarification from PDE, the Committee recommended the District move forward to Policy Committee in order to facilitate the timeliness of any necessary changes to District policy regarding graduation requirements.

The Committee reviewed a draft of the **2017-2018 School Calendar**. The Committee suggested the possibility of moving the instructional staff inservice day from Monday, April 2, immediately following spring break, to Friday, February 16, prior to Presidents' Day weekend. The Committee also suggested that the rescheduled student days for use in the event of emergency closings be shifted so that Day 5 would become June 15, Day 6 would become February 16, and Day 7 would become February 19, with the rest of the rescheduled student days remaining the same as on the draft schedule. The Committee recommended that a representative of the T/E

Education Association share these suggestions with teachers. The Committee recommended further discussion of the 2017-2018 School Calendar be held at the October 19 meeting.

The Committee received an update on the **1:1 Technology Initiative** from Dr. Szymendera, Director of Instructional Technology. Dr. Szymendera highlighted the successful rollout of laptops for all students in grades 9 and 10 to begin the 2016-2017 school year, as well as the successful implementation of Schoology, the District's new learning management system. Dr. Szymendera addressed several questions from Committee and community members.

The meeting was adjourned at 4:09 p.m.

Next meeting: **October 19, 2016**

2017—Calendar—2018

NOTE: 1st full day for ALL students Gr. 1 - 12: August 28, 2017; 1st day for Kindergarten students: Tues., Sept. 5, 2017
Tentative Last Day for students: June 8, 2018 (1/2 day) No Kindergarten students report
Tentative Last Teacher Day: June 12, 2018

AUGUST							SEPTEMBER							OCTOBER							NOVEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	⑦	8	9	10	11
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
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DECEMBER							JANUARY							FEBRUARY							MARCH						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
16					1	2	1	2	3	4	5	6					1	2	3	17			△	△		3	
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10	4	5	6	7	8	9	10
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	Ⓣ	17	11	12	13	14	15	16	17
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24	18	19	20	21	22	23	24
24/31	25	26	27	28	29	30	28	29	30	31		21	25	26	27	28		18	25	26	27	28	29	30	31		
APRIL							MAY							JUNE							MS/HS Marking Periods August 28- Nov. 3... 48 Days Nov. 6 - Jan. 26.....48 Days Jan. 29 - April 6 43 Days April 9 - June 8..... 43Days						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S							
1	2	3	4	5	6	7			1	2	3	4	5						1	2							
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9							
15	16	17	18	19	20	21	13	14	Ⓣ	16	17	18	19	10	Ⓣ	Ⓣ	13	14	15	16							
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23							
29	30					21	27	28	29	30	31		24	25	26	27	28	29	30	6							

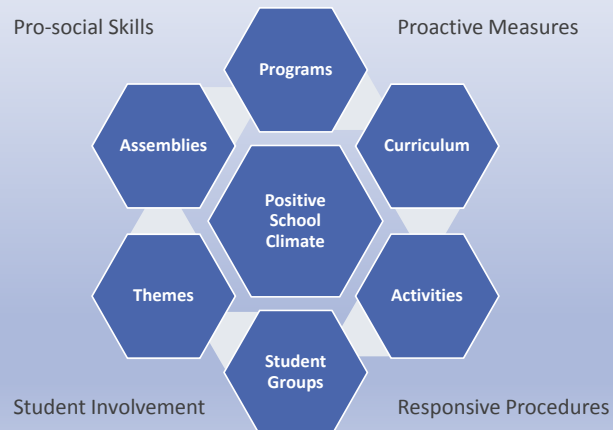
K E Y	Rescheduled student days for use in the event of emergency closings.
□ = No School	Day 1 June 11
△ = Kindergarten Screening & Parent Conferences, no Kdgn.	Day 2 June 12
┌ = 1/2 Day: Elem. Parent Conferences, Gr. 1-4, no Kdgn.	Day 3 June 13
└ = 1/2 Day: Elementary / MS Parent Conferences, Gr. 1-8, no Kdgn.	Day 4 June 14
⊠ = Districtwide Parent Conference Day, no students report	Day 5 June 15
■ = New Teacher Inservice, no students report	Day 6 Feb 16
○ = Instr. Staff Inservice, no students report	Day 7 Feb 19*
∩ = 1/2 Day for Gr. 1-12, no Kdgn. / 1/2 Day Staff Inservice	Day 8 June 18
	Day 9 June 19
	Day 10 June 20
	*Subject to Contractual Guidelines

Section 15-1502(a) Local Holidays—No School
 Defined by the PA School Code as days that will not be used as make up for emergency closings.
 November 24, 2017, December 26, 2017, December 27, 2017, December 29, 2017 and March 30, 2018

Review of District Anti-Bullying Programs

ELEMENTARY MIDDLE SCHOOL HIGH SCHOOL

Bully Prevention



K-12 Proactive Measures to Foster a Positive School Climate

- Bucket fillers
- Schoolwide theme-based activities
- Bulldog and Eagle Ambassadors
- Student Council spirit days
- Manifest
- Cornucopia
- Digital citizenship
- Developmental Guidance Curriculum

Promoting Alternative Thinking Strategies

PATHS

ELEMENTARY

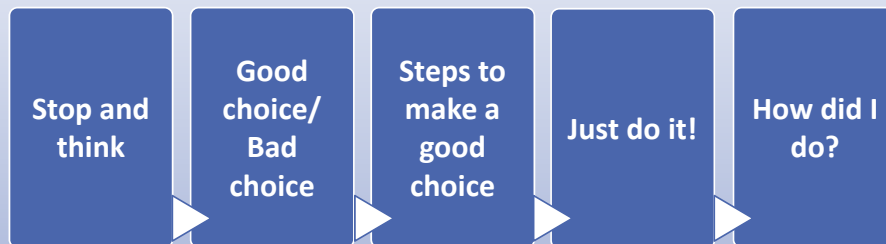
Overview of PATHS

The PATHS curriculum teaches skills in five conceptual domains:

- self-control
- emotional understanding
- positive self-esteem
- relationships
- interpersonal problem solving

Taught once per cycle by elementary core teachers

Pro-social Skills Model



Olweus Bully Prevention Program

OBPP

ELEMENTARY & MIDDLE SCHOOL

Overview of OBPP

The most researched and best-known bullying prevention program

Recognized by the Center for the Study and Prevention of Violence and by the Substance Abuse and Mental Health Services Administration (SAMHSA) as a Model Program – two of the highest honors a prevention program can attain

Implemented since 2007

Program Goals

- To reduce existing bullying problems among students
- To prevent the development of new bullying problems
- To achieve better peer relations at school

Key Components

- Teacher serves as a facilitator
- Student ownership
- Bully, victim, bystander
- Role plays

Honesty, Empathy, Respect, Open-mindedness (HERO)

Middle school version of OBPP

Class meetings for all grade levels

Grade level themes

5th – Community

6th – Kindness

7th – Resilience

8th – Decision making

Digital Citizenship

Schoolwide Unity & Community

HIGH SCHOOL

Social Health

- Lessons on anti-bullying/cyberbullying in the Health curriculum
- Peer Mediators programs, services, and presentations
- ADL visits to 9th grade classrooms
- CHS is a designated No Place For Hate School

A Sample of over 100 Clubs at Conestoga

Anti-Defamation League
African American Student Union
Best Buddies
Gender & Sexuality Alliance
Habitat for Humanity
KEY Club
Manifest
Model UN
Multi-Culture Club
National Honor Society
Peer Mediators
FROGS, Links, PALs, STAR
REACH
Student Government

Non-mandated Programs Review

Education Committee
October 2016

Time In School

- In grades K – 12, schools shall be in session a minimum of 180 days of instruction
- The minimum number of hours per year at each level is as follows:
 - Kindergarten – 450 hours
 - Elementary – 900 hours
 - Secondary – 990 hours

Core Content Areas

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Language Arts Mandated Instruction

- Elementary = every student, every year
- Middle = every student must receive instruction and demonstrate proficiency
- High = every student must receive instruction and demonstrate proficiency

Non-mandated Language Arts Programs

- *High School Electives*
- *CHS requirement of 4 credits of English*

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Non-mandated Language Arts Support Teachers

- Elementary Reading Specialists
- Middle School Reading Specialists
- *Literacy Intervention Teachers (eliminated in 2012-13 school year)*

fppt.com

Math Mandated Instruction

- Elementary = every student, every year
- Middle = every student must receive instruction and demonstrate proficiency
- High = every student must receive instruction and demonstrate proficiency

Non-mandated Math Programs

- *High School Electives*
- *CHS requirement of 3 credits of Math*

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Non-Mandated Math Support Teachers

- Elementary Math Specialists
- Middle School Math Support Teachers

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Science Mandated Instruction

- Elementary = every student, every year
- Middle = every student must receive instruction and demonstrate proficiency
- High = every student must receive instruction and demonstrate proficiency

Non-mandated Science Programs

- *High School Electives*
- *CHS requirement of 3 credits of Science*

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Social Studies Mandated Instruction

Required instruction in 4 standards areas – civics and government, economics, geography, and history (world, US, and PA)

- Elementary = every student, every year
- Middle = every student must receive instruction
- High = every student must receive instruction and demonstrate proficiency

With a Keystone Exam in Civics and Government or a mandated exam in Civics, Social Studies becomes a targeted proficiency subject area

Non-mandated Social Studies Programs

- ***High School Electives***
- ***CHS requirement of 3 credits of Social Studies***
(High School requirement previously reduced from 3.5 credits to 3.0 credits)

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World Languages Mandated Instruction

Each high school must offer 2 languages in addition to English

- At least 1 must be a modern language
- At least 1 must be offered for a 4-year sequence
- Elementary = no requirement
- Middle = no requirement

Non-mandated World Languages Programs

- ***FLES (eliminated in 2010-11)***
- ***FLEX (grade 5)***
- ***Middle School Languages (Grades 6-8; German and Latin phased out in 2012-13)***
- ***All high school languages except for 2***
- ***CHS requirement of 2 credits of World Languages***

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Special Areas Mandated Instruction Elementary School

- Arts = every student, every year (*Increased 1 music class per cycle in grade 1 and 1 art class per cycle in grade 2 when FLES was taken out*)
- Health and Physical Education = every student, every year
- Technology = every student, every year (*Integrated into core instruction in 2011-12*)
- Library = every student, 1 time in elementary school (*Increased 1 library class per cycle in grades 3 and 4 when FLES and Applied Tech were taken out*)

May be taught by a core teacher as an interdisciplinary activity or active learning experience. There is no requirement to offer separate special areas courses. Separate courses must be taught by a specially certified teacher

Non-mandated Elementary Special Areas Programs

- **Art, Music, PE, Library**

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Special Areas Mandated Instruction Middle School

These programs are required 1 time during the entire middle school experience:

Information Skills

Health/Physical Education

Arts

Career Education

Technology Education

Family and Consumer Sciences

These programs may be taught as interdisciplinary activities. Separate courses must be taught by a certified teacher.

Non-mandated Middle School Special Areas (beyond the single standards-aligned instructional experience)

- **Art** (*frequency reduced in 2011-12 in grades 7&8*); **Music** (*frequency reduced in 2011-12 in grades 7&8*); **PE**; **Tech Ed** (*eliminated from grades 5 & 6 in 2011-12*)
- **Applied Tech** (*eliminated in 2011-12*)
- **Health**
- **Media Specialists**

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Special Areas Mandated Instruction High School

- Programs required 1 time during high school:
Computer applications, Health/Physical Education; Family and Consumer Sciences
- Programs that must be made available during high school:
Vocational Education, Business Education, Technology Education

These programs may be taught as interdisciplinary activities. Separate courses must be taught by a specially certified teacher.

Non-mandated High School Specials Areas (beyond the required single standards-aligned instructional experience)

- *Art, Music, Health/PE, Technology, FCS, Business, Media Specialists*
- *42 period per cycle cap implemented in 2011-12. Many electives areas classes reduced from 6 periods per cycle to 3 periods per cycle to accommodate 42 period cap.*
- *Students have the option to take 1 e-learning course per year without it counting toward the cap.*

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Non-mandated Student Services and Support

- Counselors (restoration of 2 middle school counseling positions in 2016-17 due to enrollment)
- Mental Health Specialists
- Multi-tiered Intervention Teachers (MIT)
- Teachers on Special Assignment

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Other Non-mandated Programs

- Music Sectionals
- Middle School Advisory (*replaced core extension in grades 7 & 8 in 2010-11 and added to grades 5 & 6 in 2011-12*)
- Driver's Education (*\$100 fee added in 2011-12*)
- Kindergarten
- High School Science Labs
- Summer Reading Camp (*reduced from 5 days/week to 4 days/week in 2010*)

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Other Non-mandated Practices

- Elementary School Teaming
- Middle School Teaming (*modifications to team structures in 2010-11 for grades 7 & 8; in 2011-12 for grades 5 & 6*)
- High School Professional Periods (*eliminated in 2011-12; restored in 2015-16*)

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Other Non-mandated Personnel

- Curricular/team aides and paraprofessionals
(reductions made in 2010-11 and 2011-12)
- All administrators except the Superintendent
(2 positions eliminated since 2009)

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Staffing Comparison (Teachers)

2009		2016	
Level	FTE	Level	FTE
Elementary	178.5	Elementary	171.8
Middle School	160.0	Middle School	153.0
High School	143.0	High School	143.0
TEAO	4.9	TEAO	6.6
Total	486.4	Total	474.4

TEAO = Mental Health Specialists; Teachers on Assignment;
Mandated Nurses provided to Non-public Schools

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Enrollment Comparison

Year	October 1 Enrollment
2009	6323
2010	6334
2011	6457
2012	6487
2013	6537
2014	6553
2015	6575
2016	6753

***6.8% Enrollment Increase Since 2009**

October 1st Enrollments. Below is a chart which compares enrollments from one year ago to October 1st 2016 enrollments. A full demographic report will be presented to the Education Committee at the November meeting.

Schools	10/1/2015	10/1/2016
Beaumont	401	404
Devon	592	585
Hillside	434	441
New Eagle	440	468
VFES	558	534
Total Elementary	2425	2432
T/E Middle	1073	1101
V/F Middle	1011	1079
Total Middle	2084	2180
Conestoga	2066	2141
Total Secondary	4150	4321
Total District	6575	6753

On October 13, 2016 PDE posted the 2015-2016 School Performance Profile (SPP) scores on the Pennsylvania School Performance Profile website (www.paschoolperformance.org). Our schools received the following scores:

Beaumont – 85.7

Devon – 91.2

Hillside – 82.7

New Eagle – 75.2

Valley Forge Elementary – 77.3

TE Middle – 78.9

Valley Forge Middle – 81.8

Conestoga – 91.4

**PA School Performance Profile
(2014–2015 and Thereafter)**

Academic Performance Score – All Building Configurations¹					
Indicators²	K-12 Schools	Secondary Schools	Comprehensive CTCs³	K-8 Schools with Grade 3	K-8 Schools w/out Grade 3
Academic Achievement (40%)	% Factor	% Factor	% Factor	% Factor	% Factor
Mathematics/Algebra I – Percent Proficient or Advanced on PSSA/Keystone Exam	7.50	7.50	4.75	7.50	10.00
English Language Arts/Literature – Percent Proficient or Advanced on PSSA/Keystone Exam	15.00	15.00	9.50	15.00	20.00
Science/Biology – Percent Proficient or Advanced on PSSA/Keystone Exam	7.50	7.50	4.75	7.50	10.00
Industry Standards-Based Competency Assessments - Percent Competent or Advanced	2.50	5.00	25.00	Not Applicable	Not Applicable
Grade 3 English Language Arts – Percent Proficient or Advanced on PSSA	2.50	Not Applicable	Not Applicable	10.00	Not Applicable
SAT/ACT College Ready Benchmark	5.00	5.00	Not Applicable	Not Applicable	Not Applicable
Closing the Achievement Gap – All Group (5%)	% Factor	% Factor	% Factor	% Factor	% Factor
Mathematics/Algebra I – Percent of Required Gap Closure Met	1.25	1.25	0.75	1.25	1.25
English Language Arts/Literature – Percent of Required Gap Closure Met	2.50	2.50	1.50	2.50	2.50
Science/Biology – Percent of Required Gap Closure Met	1.25	1.25	0.75	1.25	1.25
Closing the Achievement Gap – Historically Underperforming Students (5%)	% Factor	% Factor	% Factor	% Factor	% Factor
Mathematics/Algebra I – Percent of Required Gap Closure Met	1.25	1.25	0.75	1.25	1.25
English Language Arts/Literature – Percent of Required Gap Closure Met	2.50	2.50	1.50	2.50	2.50
Science/Biology – Percent of Required Gap Closure Met	1.25	1.25	0.75	1.25	1.25
Academic Achievement Factor Total	50.00	50.00	50.00	50.00	50.00

¹ If a school has no grades/subjects with state assessments, attribution of test scores will use the feeder school calculation previously employed for AYP. The LEA-wide data for the next tested grade for the school will be used to yield the School Performance Profile score. For a school with no tested grades/subjects (e.g., a K-2 school), the grade 3 scores from the LEA will be used as part of the SPP score in addition to other academic indicators such as attendance and promotion rates. For a secondary school configuration without tested grades (e.g., a grade 9 school), grade 11 scores from the LEA will be used. Furthermore, if a performance measure is not available (such as a closing the achievement gap measure in a baseline year) or there is an insufficient sample to determine a performance measure (sample size less than 11), those possible points are removed from the denominator in calculating the SPP score prior to the addition of any extra credit.

² Previous factor weightings assigned to Writing are included in English Language Arts/Literature factor weightings.

³ Comprehensive CTC academic achievement is weighted at 44% while Closing the Achievement Gap is weighted at 3% for each group.

**PA School Performance Profile
(2014–2015 and Thereafter)**

Academic Performance Score – All Building Configurations¹					
Indicators²	K-12 Schools	Secondary Schools	Comprehensive CTCs³	K-8 Schools with Grade 3	K-8 Schools w/out Grade 3
Indicators of Academic Growth (40%)	% Factor	% Factor	% Factor	% Factor	% Factor
Mathematics/Algebra I – Meeting Annual Academic Growth Expectations	10.00	10.00	10.00	10.00	10.00
English Language Arts/Literature – Meeting Annual Academic Growth Expectations	20.00	20.00	20.00	20.00	20.00
Science/Biology – Meeting Annual Academic Growth Expectations	10.00	10.00	10.00	10.00	10.00
Academic Growth Factor Total	40.00	40.00	40.00	40.00	40.00
Other Academic Indicators (10%)	% Factor	% Factor	% Factor	% Factor	% Factor
Cohort Graduation Rate or Promotion Rate ⁴ (If No Graduation Rate)	2.50	2.50	2.50	5.00	5.00
Attendance	2.50	2.50	2.50	5.00	5.00
Advanced Placement (AP) or International Baccalaureate (IB) or College Credit	2.50	2.50	2.50	Not Applicable	Not Applicable
PSAT/Plan ⁵ Participation	2.50	2.50	2.50	Not Applicable	Not Applicable
Other Academic Indicators Factor Total	10.00	10.00	10.00	10.00	10.00
Overall Factor Total	100.00	100.00	100.00	100.00	100.00
Extra Credit for Advanced Achievement (up to 7 points)	Added Factor is 1% of each of the following except 2% for English Language Arts/Literature and Advanced Placement:				
Mathematics/Algebra I – PSSA/Keystone Exam	Percent of Students Advanced on Mathematics/Algebra I PSSA/Keystone Exam				
English Language Arts/Literature – PSSA/Keystone Exam	Percent of Students Advanced on English Language Arts/Literature PSSA/Keystone Exam				
Science/Biology – PSSA/Keystone Exam	Percent of Students Advanced on Science/Biology PSSA/Keystone Exam				
Industry Standards-Based Competency Assessments	Percent of Students Advanced on Industry Standards-Based Competency Assessments				
Advanced Placement or International Baccalaureate Exams	Percent of Grade 12 Students Scoring 3 or higher on any one AP Exam and/or 4 or higher on any one IB Exam (x2.5)				

⁴ Promotion rate is not included in 2012-2013 calculations; it will be included in subsequent years.

⁵ Plan will be replaced by ACT Aspire when ACT Aspire is fully operational.