

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12
Charter

Name of Principal Mr. Sean Tanner
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Midland Elementary Middle School
(As it should appear in the official records)

School Mailing Address 173-7th Street
(If address is P.O. Box, also include street address.)

Midland PA 15059-1469
City State Zip Code+4 (9 digits total)

County Beaver State School Code Number* AUN 127045303

Telephone (724) 643-8650 Fax (724) 643-4887

Web site/URL www.midlandpa.org E-mail sean.tanner@midlandpa.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Nick Trombetta, Ed.D.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Midland Borough School District Tel. (724) 643-8650

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Michael Conti
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: ___ 1 ___ Elementary Middle School (K4-8th grade)
 ___ Middle schools
 ___ Junior high schools
 ___ High schools
 ___ Other
 ___ TOTAL
2. District Per Pupil Expenditure: ___ 8,448.00 (tuition rate for 2005-2006)
 Average State Per Pupil Expenditure: ___ 10,850.18 (2004-2005)

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. ___ 4 ___ Number of years the principal has been in her/his position at this school.
 ___ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	19	9	28	7	12	20	32
K	23	17	40	8	19	16	35
1	18	22	40	9			
2	19	19	38	10			
3	21	14	35	11			
4	8	14	22	12			
5	23	11	34	Other			
6	16	19	35				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							339

6. Racial/ethnic composition of the school:
- | | |
|-------------------|----------------------------------|
| 48 | % White |
| 44 | % Black or African American |
| 6 | % Hispanic or Latino |
| 2 | % Asian/Pacific Islander |
| 0 | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 18 % (2005-2006)

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	20
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	38
(3)	Total of all transferred students [sum of rows (1) and (2)]	58
(4)	Total number of students in the school as of October 1	320
(5)	Total transferred students in row (3) divided by total students in row (4)	.18
(6)	Amount in row (5) multiplied by 100	18

8. Limited English Proficient students in the school: less than 1%
2 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: Cebuano
9. Students eligible for free/reduced-priced meals: 65%
 Total number students who qualify: 215

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 15 % (2006-2007)
51 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>6</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>19</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>20</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>5</u>	<u> </u>
Classroom teachers	<u>23</u>	<u> </u>
Special resource teachers/specialists	<u>1</u>	<u>4</u>
Paraprofessionals	<u>0</u>	<u> </u>
Support staff (administrative, bus/café aides, substitutes)	<u>13</u>	<u> </u>
Total number	<u>42</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	94%	95%	96%	94%	94%
Daily teacher attendance	95%	95%	93%	95%	96%
Teacher turnover rate	0%	1%	1%	0%	0%
Student dropout rate (middle/high)	0	0	0	0	0
Student drop-off rate (high school)	n/a %				

PART III SUMMARY

“The mission of Midland Borough School District is to provide an academic environment in which our children may reflect upon their heritage and prepare themselves for both the challenges of the 21st Century and their future success.”

The single-most viable commodity that the Midland School District can supply society is responsible and knowledgeable young people through the provision of quality educational services. That is and should be the most essential priority for any school now and in the future. Midland School District’s mission is to provide the best teachers and staff available in order to promote growth, maturity, knowledge and social skills for its children. The school’s objective mission is extremely valuable in that it will give young people the best opportunity possible to transform into successful young adults. The Midland School District consistently encourages its entire staff to be diligent in their efforts to have a caring nature without compromising the high standards we maintain for each and every student. Our students benefit from the school’s mission and dedication to service; the community benefits from the presence of responsible and productive students; and the country benefits from the cultivation of well-education citizens willing and able to make a contribution to society.

The Midland Elementary Middle School is the only school in The Midland Borough School District. The Midland Borough School District covers approximately 5.2 miles and is located approximately 45 miles Northwest of Pittsburgh, PA. Prior to 1984, the main source of employment and family income was steel production, heavy metals manufacturing and jobs related to these industries. Thereafter, the gradual decline of these industries (in particular the longstanding economic mainstay, Crucible Steel/Colt Industries) resulted in plunging family incomes and a mass exodus of residents from the community. The loss of individual and family income, coupled with a drastic reduction in tax revenue, had a major impact on the district.

With the tax base crumbling and the district’s millage increasing to 40 mills (the highest in the county and among the highest in the state), The Midland Borough School District made the difficult decision in 1985 to close its secondary school that included grades 9-12. An agreement was made with a neighboring district to educate Midland’s high school students. The agreement was terminated (by the other district) at the end of the ten-year contract, leaving the district and community without a schooling option for grades 9-12. In 1997, Midland students were bussed out-of-state to receive an education, after a tuition agreement was made with the East Liverpool, Ohio School District. Currently, a few students still attend school in Ohio. Many others have taken advantage of the option to attend charter schools in Pennsylvania.

The Midland Borough School District recognizes that when a community: 1) experiences a high unemployment rate, 2) has low socio-economic stability and, 3) is comprised of a significant number of single parent households, it can often be viewed by its deficiencies and needs rather than for its strengths and potential. The Midland community has endeavored to create strategies and opportunities to reduce unemployment to encourage social, cultural, educational, and economic renewal. The 2000 Census Data reported the median household income was \$23,117 from a population of 3,137. Census data obtained in 2002 ranked Midland children 5th in percent of students ages 5-17 within a poverty rate of 32 %. Even with these economic barriers present, since the implementation of NCLB Midland continues to make AYP at all grade levels PSSA tested.

The Midland Elementary-Middle School has a student body with significant and substantial socio-economic needs. Based on September 30, 2006 enrollment data there are 331 students in PreK-8, 65% of whom qualify for free or reduced lunch. These figures place the poverty level at more than 2 times the state’s average of about 32%. The student-to-teacher ratio is approximately 17:1.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

The annual Pennsylvania System of School Assessment (PSSA) is a standards-based, criterion-referenced assessment used to measure a student's attainment of the academic standards while also determining the degree to which school programs enable students to attain proficiency of the standards. Proficiency is defined as having reached proficient or advanced on the PSSA in Reading or Mathematics. Effective with the 2005-2006 school year, every Pennsylvania student in grade 3 through 8 and grade 11 is assessed in reading and math. The PSSA is used as a school's measurement in making Adequate Yearly Progress, as authorized by No Child Left Behind (NCLB)

NCLB requires states to determine annually whether school districts and schools make Adequate Yearly Progress (AYP). To meet AYP, schools must meet achievement targets in reading and mathematics, as well as graduation, attendance and test participation targets. Current targets include 45% proficiency or advanced in math and 54% proficiency or advanced in reading. In addition, schools had to show 90% attendance (for schools without a graduating class) or an 80% graduation rate and a 95% rate of students that took the PSSA. Midland Elementary Middle School has attained AYP for four consecutive years since authorized in 2003. NCLB has required all states including PA to set the standard for measurement for achievement levels in reaching AYP. In addition we have received the Keystone State Award for achievement for the past three years as a result of AYP attainment for two consecutive years beginning 2002-2003

Pennsylvania's General Performance Level Descriptors for determination of meeting standards.

Advanced: The Advanced Level reflects superior academic performance.

Proficient: The Proficient Level reflects satisfactory academic performance.

Basic: The Basic Level reflects marginal academic performance.

Below Basic: The Below Basic Level reflects inadequate academic performance.

Disparities of Subgroups: As reflective on the Grade level data tables our school results show no significant disparities among its subgroups over the past five years.

2005-2006 PSSA Accomplishments

- 100% proficiency of third grade in math and 91% of third grade in reading
- One of only six districts in the state to have one grade level (3rd) at 100% in math
- #1 State ranking for 95% proficiency in 8th grade math 100% 3rd grade math

The Elementary-Middle school has met AYP proficiency levels in mathematics and reading since 2003 by exceeding minimum proficiency levels set by the state. No Child Left behind Current levels of Achievement for proficiency in 2006-2007; require 45% in Math and 54% in Reading.

Pennsylvania Department of education websites that provide information on assessment and adequate yearly progress mandates for Pennsylvania. PDE: www.pde.state.pa.us, AYP Website: www.paayp.com, PA Grow Network: www.grownetwork.com

2. Using Assessment Results

Midland Elementary Middle School reviews PSSA data results with administrators, teachers, and support staff to determine areas of need. The philosophical basis of this approach is that assessments drive curriculum which in turn drives teaching and instruction. Each student's results are reviewed to determine areas of weakness in an academic standard relating to math or reading. Students are provided individualized instruction to assist them in reaching proficiency levels. Our school operates an extended school day and summer program to accommodate and address the needs of all of our students. Transportation is provided by the district for after school and summer programs.

Our school annually reviews curriculum to assure alignment to PA Academic Standards and anchor standards, which are the foundation for PSSA Assessment. Teachers are given common planning time. Teachers meet on a weekly basis to discuss grade level goals and objectives in teaching standards. Meetings are held at least monthly between upper and lower grade levels to determine gaps or overlapping of curriculum and instruction.

Our school is in its second year of full-inclusion in reading. Math inclusion is being phased in gradually. Math proficiency levels tend to be higher than reading within our grade levels. We are in our second year of a new reading series, which has been adopted K4-6. Students are assessed through local assessments on a weekly basis to identify areas of need, with scientific-based assessment tools which include: DIBELS, Accelerated Reading, Star Math, Imagination-Station, and Passkey. These assessment tools allow for immediate feedback on student performance and academic achievement levels, in addition provide progress monitoring

3. Communicating Assessment Results

Student performance is communicated in a variety of ways. Teacher to student conferences where teachers talk with students to offer support and remediation in areas of need or praise and encouragement to those who are excelling. Parent conferences are held monthly during the school year. During the school's open house and parent meetings, PSSA and AYP assessment results are explained. Parents and Community Members are brought current on mandates and guidelines that the school must follow as a result of No Child Left Behind.

The school's website is used as a means to communicate information to parents with links for parent resources, Pennsylvania Department of Education website, as well as programs and services which the school offers. Newsletters and flyers are sent to parents and community. Standardized test results and local assessments are sent home to parents. Report card "pick up nights" are held at the end of the first and second nine-week grading periods to assist in assuring that parents are receiving the report cards, and the school holds monthly parent conferences. Parents and community are invited to our spring State of the District Address where student achievement and accomplishments are recognized. We believe that our school is our community, and that our community is our school.

Each classroom is equipped with a telephone so that parent/guardian communication remains open. The district has an online grade book program for parents to access from any computer, whether it be a home computer or one accessed at a local library. Teacher lesson plans are posted grades K-8. This allows for a student with a day or extended absence to remain current with assignments.

4. Sharing Success

Open communication is provided through the local Intermediate Unit via Superintendent, Principal and Curriculum meetings. Our school uses these channels to extend invitations for school visits and to offer guidance. The Board, Administration and Staff feel that it is vital that we offer support by any means

possible to ensure the academic success of all students, whether they attend Midland Middle Elementary School or another LEA.

Our district has partnerships with neighboring schools in which we share academic, arts and staff services to bring best practices in teaching and learning to students and staff. It is the goal of our school and district to expand our partnerships to other LEA's and offer additional on-site visits and professional development opportunities.

We believe in an "open door policy" and invite all educators and families to visit our school. It is not uncommon to have educators from outside our school walk through our hallways and attend question and answer sessions with administrators and staff. Parents and community members are, of course, extended this same courtesy. Education is a life-long learning process for all stakeholders and the Midland Elementary Middle School works to realize that philosophy both inside and outside the walls of our school.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

Reading, Math and Foreign Language

Teaching all children to read by the end of grade three is a major priority in the Midland Borough School District and a requirement of the No Child Left Behind legislation. The district utilizes a standards-based curriculum with an instructional emphasis on performance tasks. The effective teaching of this curriculum takes significant time and effort. This time and effort must be focused on basic decoding skills with attention also given to important meaning based aspects of reading. Teachers are more easily able to identify students needing additional remediation because a student's work is maintained and monitored not only by the classroom teacher but also by intervention teachers in the area of Reading. For most students, intense, direct and systematic teaching is essential. Midland School District's application of DIBELS assessment ensures instructional time is allotted to the teaching of the five core elements of reading: phonological awareness, phonics, fluency, comprehension and vocabulary.

The Midland Math Program is designed to: teach the value of math; enable students to become confident in their ability to do math, equip students to become mathematical problem solvers, and help students to learn to communicate math to reason mathematically. With high levels of proficiency in math attained at grades 3 through 8 based on prior year assessment results, we know our current math series and intervention strategies are working. The district continues to review and update the curriculum maps aligned with the PA standards that outline the essential standards for both elementary school students and students at the middle school

The Midland Elementary-Middle School instructional needs focus to increase reading and math proficiency at all grade levels. Teachers identify students needing additional remediation, and these students are provided additional tutoring during the school day. After-school tutoring is provided in all subject areas two days per week for grade levels 5-8. After-school tutoring for grades 1-4 is provided four days per week. In addition, all students are invited to participate in summer school tutoring programs for grades 1-8, focusing on reading and math. This program last approximately six weeks. Needs for tutoring are based on classroom grades, local assessments, standardized tests, and teacher/parent recommendation.

Foreign Language

Our district utilizes a block schedule for our middle school students. As a result, a few of our core curriculum courses must be adjusted to semester courses to accommodate such a schedule. Students are required to take Spanish through our exploratory foreign language course. This course is offered as a semester course to grades 7-8 through online curriculum and a certified foreign language instructor on staff for classroom instruction. To effectively meet the academic needs of all of our students we must operate under this type of block scheduling. During the students 7th grade year they are enrolled in Middle School Spanish level one part one. Students are introduced to basic language skills, and are lead through an online curriculum that uses story telling techniques versus memorization. The story telling features interactive drills in vocabulary, grammar, and speaking. During the students 8th grade year they are enrolled in Middle School Spanish level one part two. This course continues where Level I left off in building a greater level of sophistication and articulation of Spanish. The districts certified Spanish teacher facilitates the online instruction as well as in class instruction in language and vocabulary building. At the end of the students 8th grade year the Spanish teacher leads students in comprehension skills and development of students using conversational Spanish.

Science, Technology and Social Studies

The Beaver County Science Alliance program is used in grades K-8, supplemented by the McGraw Hill 2003 edition basal. This science program is a hands-on approach to science that is aligned with the PA Science, technology, environment and ecology standards. The 6th and 8th grades participate in the

Pittsburgh Voyager program. This science program is aligned with the Pennsylvania Academic Standards, focusing on the Science Standards. This is a hands-on field trip where students study rivers and streams and the life dependent upon these bodies of water. All students, using educational computer software, study the areas of: Reading, Language Arts, Math and Science. The elementary school social studies program emphasizes the integration of social, political, economic and cultural perspectives. The middle school social studies program emphasizes the integration of social, political, economic and cultural perspectives.

Arts and Language

We offer an extensive arts program through our partnership with the Lincoln Park Performing Arts Center and the Lincoln Park Performing Arts Charter School. Our curriculum includes general music, instrumental lessons and band, vocal and choral instruction, visual arts, KinderMusik, dance, acting and drama, creative writing, special assemblies, an Art 4 Kids series, and resident/visiting artist workshops. We believe that the arts have the power to transform the learning environment, and are continuously working to integrate the arts throughout our entire curriculum.

2. A Curriculum Reading:

Our elementary-middle school uses Harcourt Trophies Reading Series K4-6. The teachers and administrators of grades K4-6 reviewed several reading series before selecting Harcourt Trophies. The series was adopted and implemented in the fall of 2005. Several factors attributed to the selection of the series, one of which was the phonemic awareness foundation, a direct assessment component of Dynamic Indicators of Basic Early Literacy Skills (DIBELS). DIBELS is recognized nationally as one the foremost early indicators of proficiency for children grades K-6. Midland School District's application of DIBELS assessment ensures instructional time allotted to the teaching of the five core elements of reading: phonological awareness, phonics, fluency, comprehension and vocabulary. The reading curriculum for our 7th and 8th grade focuses on novel and poetry units. The curriculum also consists of reading comprehension, literary elements and vocabulary study.

Another factor was the direct alignment to the PA academic standards for reading and language arts. Each story/theme is mapped daily for ease of instruction and delivery. The series also offers enrichment and remediation lessons within each story/theme to ensure that all children's needs are being met. Numerous learning resources are available to students at low, middle and high levels of reading. Focus skills such as compare/contrast, summarizing, and main ideas are introduced within story/theme and then re-enforced through supplemental materials for each lesson; which correlate directly to standards assessed on the PSSA.

Students have a continued vocabulary of reading that carries from grade level to grade level building upon focus skills, holistic assessment, while students are remembering and recalling this common terminology.

Our school began full inclusion for reading in the fall of 2005. The Trophies series enables our learning support teachers to adapt and assist our students with Individualized Education Plans in their new learning environment, and to assist in preparation and assessment. The access to multiple resources for constant re-enforcement is a direct benefit of the series for all children regardless of learning styles or level.

3. Additional Curriculum Area

Our Midland Elementary Middle School provides a full day K4 (four year old kindergarten) early childhood program. It is been part of the school's curriculum program for more than thirty years. As part of the mission of our school, the K4 program ensures preparedness for the challenges of the 21st century and the future success of our students. We operate a free, appropriate, public K4 early childhood program. The mission is to educate every child for free regardless of ethnic background or socio-economic status.

An education is provided to all students regardless of learning difficulty or level. Diagnostic testing and assessment in language methods, basic math logic and literacy approaches to early learning will identify students who are at "risk" so that they can be assisted with individual needs. Students who are considered "at risk" are provided with additional services to aide learning. The Harcourt Trophies Reading series is part of the curriculum. There is a speech therapist available, as well as occupational and physical therapy provides students comprehensive support in all areas: academic, social and health. Curriculum is in alignment with Pennsylvania's model of Early Learning standards (NAEYC -- National Association of Educating Young Children), Pennsylvania Early Childhood Standards and meets the regulations of No Child Left Behind.

A unique curriculum opportunity provided to our students in K4 through our partnership with the Lincoln Park Performing Arts Center and the Lincoln Park Performing Arts Charter School is our arts curriculum. Through the Arts 4 Kids series, our students experience different art forms in a fun and unique way. These art areas include Kindermusik, Creative Movement, Fun with Instruments, Visual Arts, and Songs 'n Stuff. The students in the K4 program receive a minimum of one hour of arts instruction each day. Research has shown the power of the arts to transform and positively impact the learning process for students in early childhood.

4. Instructional Methods

If you walk the halls or visit a classroom in the Midland Elementary Middle school you will see our teachers use a variety of instructional methods to meet the needs of our students. Teaching techniques will vary according to the learning objectives, student level of needs and many other factors. We want learning to be challenging, engaging, and differentiated. Our teachers design interdisciplinary units that help students make connections between the subjects and provide opportunities for creativity.

Our teachers have the freedom and flexibility to alternate instructional approaches. Teachers can reach students with different learning styles and different strengths of intelligence. We reach our students through various differentiated learning styles to include: small groups, one-on-one, work-stations, centers, chunking of assignments and assessments. Although not all of our students have an IEP, each student is treated as though they have an individual learning plan.

Technology provides an effective tool for learning through academic software, videos of current events, and visual aides. Our science curriculum includes Beaver County Science Alliance, a hands-on approach, as well as direct teacher-student interaction. Through the use of internal assessments and Progress Monitoring in reading and mathematics, students needs can be recognized and addressed immediately.

5. Professional Development:

Significant strides in teaching and learning for all students and teachers are not possible unless a systematic approach to staff development is taken. Midland has a systematic approach in place and is developing new strategies to address the needs of students. Creating methods for training staff to develop new learning tools is an ongoing process. In addition to required professional development, staff members

are encouraged to attend workshops and conferences that reflect upon teaching strategies that will have immediate impact on student learning.

The district has formed an inclusion team K-8 to effectively support the transition of IEP students into the classroom. In support of Inclusion, the teaching staff attends workshops hosted by the Intermediate Unit and the PA Department of Education on inclusion services.

Teachers and staff have attended the Pennsylvania Governor's Institute for Science and Early Childhood Learning. The school also contracts with the University of Pittsburgh's Tri-State Study Council, which assists in guiding professional development opportunities. Professional development opportunities are also provided to our staff through our neighboring/partnering schools, with special emphasis in the areas of arts, online curriculum instruction and Forensic Science.

Effective literacy instruction across the curriculum requires all teachers to understand that many factors impact student learning. All educators need quality training throughout their careers, delivered in a comprehensive continuum of diverse professional development programs. All professional development is based on research about teaching, and will focus on helping teachers become deeply immersed in subject matter and teaching methods.

MIDLAND ELEMENTARY MIDDLE SCHOOL

Subject **READING** Grade **3** Test: **PSSA**

Publisher: CTB McGraw Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March			
SCHOOL SCORES*					
% "Proficient" plus "Advanced" State Standards	93	78			
% "Advanced" State Standards	60	47			
Number of students tested	22	32			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Economically Disadvantaged (specify subgroup)					
% "Proficient" plus "Advanced" State Standards	100	73			
% "Advanced" State Standards	80	43			
Number of students tested	15	23			
2. <u>Black</u>					
% Proficient" plus "Advanced" State Standards	*	66			
% "Advanced" State Standards	*	33			
Number of students tested	*	12			

*Denotes less than 10 students assessed

2003-2004 Scaled Scores 3rd Grade – Represents only data available for Grade 3

Number of Students Assessed	PSSA Mean Reading Scaled Score 1296
36	1341

MIDLAND ELEMENTARY MIDDLE SCHOOL

Subject **MATH** Grade **3** Test: **PSSA**

Publisher: CTB McGraw Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March				
SCHOOL SCORES*					
% "Proficient" plus "Advanced" State Standards	100	84			
% "Advanced" State Standards	77	50			
Number of students tested	22	32			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
<u>1. Economically Disadvantaged</u>					
% "Proficient" plus "Advanced" State Standards	100	82			
% "Exceeding" State Standards	80	43			
Number of students tested	15	23			
<u>2. Black</u>					
% "Proficient" plus "Advanced" State Standards	*	75			
% "Advanced" State Standards	*	42			
Number of students tested	*	12			

*Denotes less than 10 students assessed

2003-2004 Scaled Scores 3rd Grade – Represents only data available for Grade 3

Number of Students Assessed	PSSA Mean Math Scaled Score
	1341
36	1334

MIDLAND ELEMENTARY MIDDLE SCHOOL

Subject **READING** Grade **4** Test: **PSSA**

Publisher: Data Recognition Corp. (DRC)

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March				
SCHOOL SCORES*					
% "Proficient" plus "Advanced" State Standards	89				
% "Advanced" State Standards	48				
Number of students tested	27				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. Economically Disadvantaged (specify subgroup)					
% "Proficient" plus "Advanced" State Standards	85				
% "Advanced" State Standards	40				
Number of students tested	20				
2. <u>Black</u> (specify subgroup)					
% "Proficient" plus "Advanced" State Standards	85				
% "Advanced" State Standards	54				
Number of students tested	13				

MIDLAND ELEMENTARY MIDDLE SCHOOL

Subject **MATH** Grade **4** Test: **PSSA**

Publisher: Data Recognition Corp. (DRC)

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March				
SCHOOL SCORES*					
% "Proficient" plus "Advanced" State Standards	85				
% "Advanced" State Standards	44				
Number of students tested	27				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. Economically Disadvantaged (specify subgroup)					
% "Proficient" plus "Advanced" State Standards	80				
% "Advanced" State Standards	40				
Number of students tested	20				
2. <u>Black</u> (specify subgroup)					
% "Proficient" plus "Advanced" State Standards	77				
% "Advanced" State Standards	31				
Number of students tested	13				

MIDLAND ELEMENTARY MIDDLE SCHOOL

Subject **READING** Grade **5** Test: **PSSA**

Publisher: Data Recognition Corp. (DRC)

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March				
SCHOOL SCORES*					
% "Proficient" plus "Advanced" State Standards	80	68	59	52	54
% "Advanced" State Standards	13	36	24	11	14
Number of students tested	30	28	34	27	37
Percent of total students tested	94	100	94	100	100
Number of students alternatively assessed	2	n/a	2	n/a	n/a
Percent of students alternatively assessed	6	n/a	6	n/a	n/a
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Proficient" plus "Advanced" State Standards	60	62	52	40	44
% "Advanced" State Standards	15	29	16	0	7
Number of students tested	20	21	25	27	27
2. Black					
% Proficient" plus "Advanced" State Standards	*	50	53	46	40
% "Advanced" State Standards	*	8	11	0	10
Number of students tested	*	12	19	13	10

*Denotes less than 10 students assessed

MIDLAND ELEMENTARY MIDDLE SCHOOL

Subject **MATH** Grade **5** Test: **PSSA**

Publisher: Data Recognition Corp. (DRC)

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March				
SCHOOL SCORES*					
% "Proficient" plus "Advanced" State Standards	80	66	45	66	62
% "Advanced" State Standards	60	54	18	22	41
Number of students tested	30	28	34	27	37
Percent of total students tested	94	100	94	100	100
Number of students alternatively assessed	2	0	2	0	0
Percent of students alternatively assessed	6	0	6	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Proficient" plus "Advanced" State Standards	75	76	36	60	56
% "Advanced" State Standards	55	52	8	15	30
Number of students tested	20	21	25	20	27
2. Black					
% Proficient" plus "Advanced" State Standards	*	66	54	70	50
% "Advanced" State Standards	*	33	11	31	30
Number of students tested	*	12	19	13	10

*Denotes less than 10 students assessed

MIDLAND ELEMENTARY MIDDLE SCHOOL

Subject **READING** Grade **6** Test: **PSSA**

Publisher: Data Recognition Corp. (DRC)

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March				
SCHOOL SCORES*					
% "Proficient" plus "Advanced" State Standards	68				
% "Advanced" State Standards	56				
Number of students tested	25				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Proficient" plus "Advanced" State Standards	66				
% "Advanced" State Standards	53				
Number of students tested	15				
2. <u>Black</u>					
% Proficient" plus "Advanced" State Standards	*				
% "Advanced" State Standards	*				
Number of students tested	*				

*Denotes less than 10 students tested

MIDLAND ELEMENTARY MIDDLE SCHOOL

Subject **MATH** Grade **6** Test: **PSSA**

Publisher: Data Recognition Corp. (DRC)

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March				
SCHOOL SCORES*					
% "Proficient" plus "Advanced" State Standards	68				
% "Advanced" State Standards	48				
Number of students tested	25				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Proficient" plus "Advanced" State Standards	60				
% "Advanced" State Standards	40				
Number of students tested	15				
2. <u>Black</u>					
% Proficient" plus "Advanced" State Standards	*				
% "Advanced" State Standards	*				
Number of students tested	*				

*Denotes less than 10 students assessed

MIDLAND ELEMENTARY MIDDLE SCHOOL

Subject **READING** Grade 7 Test: **PSSA**

Publisher: Data Recognition Corp. (DRC)

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March				
SCHOOL SCORES*					
% "Proficient" plus "Advanced" State Standards	84				
% "Advanced" State Standards	42				
Number of students tested	36				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Proficient" plus "Advanced" State Standards	80				
% "Advanced" State Standards	28				
Number of students tested	25				
2. Black					
% "Proficient" plus "Advanced" State Standards	81				
% "Advanced" State Standards	25				
Number of students tested	16				

MIDLAND ELEMENTARY MIDDLE SCHOOL

Subject **MATH** Grade 7 Test: **PSSA**

Publisher: Data Recognition Corp. (DRC)

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March				
SCHOOL SCORES*					
% "Proficient" plus "Advanced" State Standards	91				
% "Advanced" State Standards	69				
Number of students tested	36				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Proficient" plus "Advanced" State Standards	88				
% "Advanced" State Standards	60				
Number of students tested					
2. Black					
% "Proficient" plus "Advanced" State Standards	95				
% "Advanced" State Standards	69				
Number of students tested	16				

MIDLAND ELEMENTARY MIDDLE SCHOOL

Subject **READING** Grade 8 Test: **PSSA**

Publisher: Data Recognition Corp. (DRC)

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March				
SCHOOL SCORES*					
% "Proficient" plus "Advanced" State Standards	90	80	83	59	70
% "Advanced" State Standards	50	27	44	7	20
Number of students tested	20	30	23	29	20
Percent of total students tested	96	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	4	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Proficient" plus "Advanced" State Standards	80	79	87	52	*
% "Advanced" State Standards	20	21	40	5	*
Number of students tested	10	19	15	19	*
2. Black					
% "Proficient" plus "Advanced" State Standards	85	71	*	54	*
% "Advanced" State Standards	31	14	*	15	*
Number of students tested	13	14	*	13	*

* Denotes less than 10 students assessed

MIDLAND ELEMENTARY MIDDLE SCHOOL

Subject **MATH** Grade 8 Test: **PSSA**

Publisher: Data Recognition Corp. (DRC)

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March				
SCHOOL SCORES*					
% "Proficient" plus "Advanced" State Standards	95	80	92	80	80
% "Advanced" State Standards	85	63	57	28	35
Number of students tested	20	30	23	29	20
Percent of total students tested	96	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	4	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Proficient" plus "Advanced" State Standards	90	79	87	68	*
% "Advanced" State Standards	70	63	60	21	*
Number of students tested	10	19	15	19	*
2. Black					
% "Proficient" plus "Advanced" State Standards	92	71	*	95	*
% "Advanced" State Standards	77	57	*	15	*
Number of students tested	13	14	*	13	*

*Denotes less than 10 students assessed