

2009 ANNUAL REPORT

DALLASTOWN AREA SCHOOL DISTRICT



BUILDING OUR FUTURE



RESOURCES

Located in York County, south central Pennsylvania, 34 miles south of the state capital, Harrisburg, the district includes Springfield Township, York Township, and the boroughs of Dallastown, Jacobus, Loganville, and Yoe.

Throughout the district's 52.5 square miles of Susquehanna Valley countryside, a diverse population includes agriculture, manufacturing, and service industries. With its close proximity to Maryland, many of this suburban district's residents commute to Baltimore area employment as well.

More than 34,000 people live in the Dallastown Area School District. The district serves more than 5,800 students in five kindergarten through fifth grade elementary schools, a sixth grade to eighth grade middle school, and a grade nine through grade twelve high school. The school district employs 30 administrators, 281 support staff, and 437 instructional staff. ■

DISTRICT SIZE

52.5 sq. miles

POPULATION

34,000 and growing



As we lay the groundwork for our future,

this is the 2009 Annual Report of the Dallastown Area School District. This will serve to provide information about the district's performance, staff, and our schools as we build our future in preparation for the 2010 opening of our new Dallastown Area Intermediate School.

MANAGING GROWTH

Dallastown Area School District continues to be one of the fastest growing school districts in York County. ■

2009-10 OCTOBER 1 ENROLLMENT

K-12 Enrollment	5,865
K-5 Enrollment	2,648
Dallastown Elementary	259
Leaders Heights Elementary	248
Loganville-Springfield Elementary	622
Ore Valley Elementary	800
York Township Elementary	719
Dallastown Area Middle School	1,347
Dallastown Area High School	1,870

DISTRICT ENROLLMENT

Year	Elementary School	Middle School	High School	TOTAL
2005-06	2,528	1,460	1,773	5,761
2006-07	2,564	1,485	1,830	5,879
2007-08	2,613	1,518	1,846	5,977
2008-09	2,617	1,417	1,806	5,840
2009-10	2,648	1,347	1,870	5,865





FINANCES

RESPONSIBLE MANAGEMENT

Maintaining educational excellence despite increased costs of running a school district is an ongoing challenge. For the 2009-10 school year, only items essential to maintain district operations were added to the budget. ■

2009-10 BUDGETED EXPENDITURES

Salaries	51%
Purchased Professional Services	5%
Purchased Property Services.....	3%
Other Purchased Services.....	8%
Benefits.....	15%
Supplies.....	4%
Property.....	2%
Other Objects.....	6%
Other Use of Funds	6%

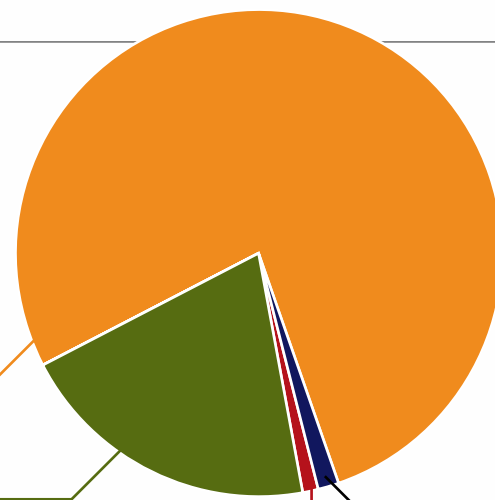


2009-10 BUDGET
\$86,073,452

MILLAGE
21.53

FUNDING SOURCES

77.6%	Local
20.1%	State
1.1%	Federal/Other
1.2%	Fund Balance Utilization



Local Sources 77.6%

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

State Sources 20.1%

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

Federal/Other Sources 1.1%

Includes federal revenue and miscellaneous revenue.

Fund Balance Utilization 1.2%

Includes funds needed to offset budget expenditures.

PLANNING ACADEMIC ACHIEVEMENT

Initiatives at all grade levels are positively affecting student achievement.

Funded through the state's PA Pact/Accountability Block Grant, the full day kindergarten program continues to provide assistance to a target population of students. With support from the federal government's Title I program, the elementary program includes a transitional first grade classroom and Reading Recovery® strategies are implemented for first graders needing assistance in learning to read. Through district funding, middle and high school students receive additional intensive remediation or intervention instruction to increase achievement levels for state standards. Remediation takes the form of assistance from supplemental software such as Study Island, the Plato Learning Labs, and ongoing tutoring and special assistance provided by teachers and teacher assistants at all grade levels.

The emphasis on increasing student achievement is not limited to any one grade level. Teachers at various grade levels implement many instructional approaches and methods to increase spelling achievement (such as Word Study in the elementary and middle schools), reading comprehension (such as Reading Apprenticeship in middle and high school classes), and math and reading skills (such as Study Island at the elementary and middle schools, and the Acellus Learning Program and the Compass Learning Lab, supplemented by dual enrollment opportunities at local colleges and universities for approved students at the high school level).

Reporting students' progress to parents is an important component of ensuring student success at school. Parent conferences, report cards, interim reports, and ongoing communication between home and school are in place. ■

RECENT ACADEMIC INITIATIVES INCLUDE:

**Performance Pathways:
Performance Tracker and
Assessment Builder**

Study Island

(Student Assessment Program in Grades 2-8)

**Twilight Program/
Alternative Education**

(High School)

**Math and Reading Specific
Remediation Courses**

(High School)

Compass Learning

(High School)

Nature of Science Courses

(High School)

Full Day Kindergarten

(Two Classes)

**Dallastown's "Technology Camp"
for Teachers 2008 and 2009**

(All Levels)

Literacy Coaches

(Elementary and Middle School)

Math Coach

(Middle and High School)

Remediation Specialists

(Middle School)

Study Island Remediation Program

(Elementary and Middle School)

Reading Apprenticeship

(Middle and High School)

Diagnostic/Remedial Instruction

(All Levels)

**SMART Boards™, Student Laptops,
Mobile Labs, Video Projectors**

Word Study Spelling Program

(Elementary and Middle School)

Math Flexible Grouping

(Grades 3-5)

Diversity Initiative

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

**Staff Development Courses
and Workshops**



STRUCTURING EXCELLENCE



OUR TEACHERS

The 2008-09 school year was marked by the implementation of an online employment application system in the Human Resources Department, the ratification and board approval of a new collective bargaining agreement for the teaching staff, and the attainment of the state's competency designation for 57 paraprofessionals. ■

EMPLOYEE SEARCH

Applications received.....	1,434
Number of positions filled.....	63
Number of interviews conducted	540

FACULTY

Number of teachers with master's degrees.....	167
Number of teachers with master's equivalency.....	204
Number of teachers with doctorate degrees.....	4
Average years of teaching experience.....	14
Number of teachers with less than 5 years of experience	42
Number of teachers with 5 or more years of experience	395
Number of substitute teachers	321
Starting teacher salary	\$43,200

STAFF DEVELOPMENT

Effective staff development focuses on the knowledge, skills, and attitudes required of teachers, administrators, and other school employees so that all students can learn and perform at high levels. Staff development helps teachers acquire the most up-to-date knowledge of the subjects they teach and of techniques that are most powerful in promoting student learning. ■

Staff development workshops

Number of Workshops	23
Letters of Credit Awarded	374
Teachers	347
Administrators	4
Substitute Teachers	23
Total Instructional Staff	52%

Ninety curriculum development workshops were conducted; activities included:

- Benchmark Testing for High School Algebra I
- Benchmark Testing for High School Algebra II
- Benchmark Testing for High School Geometry
- Chemistry I-Curriculum Mapping and Links
- French II, III, IV-Curriculum Mapping
- Drawing & Painting, Art Major III, Creating with Fibers
- English I, Levels I, II, III, and IV
- PE Major-Curriculum Mapping
- Replacement Algebra II, Curriculum Writing/Revision
- Revising Replacement Algebra I Curriculum
- Spanish I Curriculum for 8th Grade
- AP Psychology Summer Course Work
- Career Pathways Planner Committee
- Science Fair 50th Anniversary Workshop

Five graduate level courses by Millersville University were held in the district:

- Appreciating Diversity – A Communication Approach to Creating Emotionally Safe Schools
- Hands-on Physical Sciences for Elementary and Middle School Teachers
- Read, Write, Learn: Reading Strategies for Content Classrooms, Grades 6-12
- Teaching Local History and Geography: A Hands-on Approach to Community Resources in York County
- The Connected Classroom on a Dime: Web 2.0 in Education



MEASURING SUCCESS

STANDARDIZED ASSESSMENTS

The purpose for administering assessment tests in the Dallastown Area School District is to ensure that the curriculum is aligned with the core curriculum of the state of Pennsylvania. The Pennsylvania System of School Assessment (PSSA) is a battery of tests administered annually in all Pennsylvania public schools. This standardized test was first implemented in 1992 and became mandatory in 1998. Reading, mathematics, and writing tests comprise the PSSA, and as a standards-based assessment, measures individual

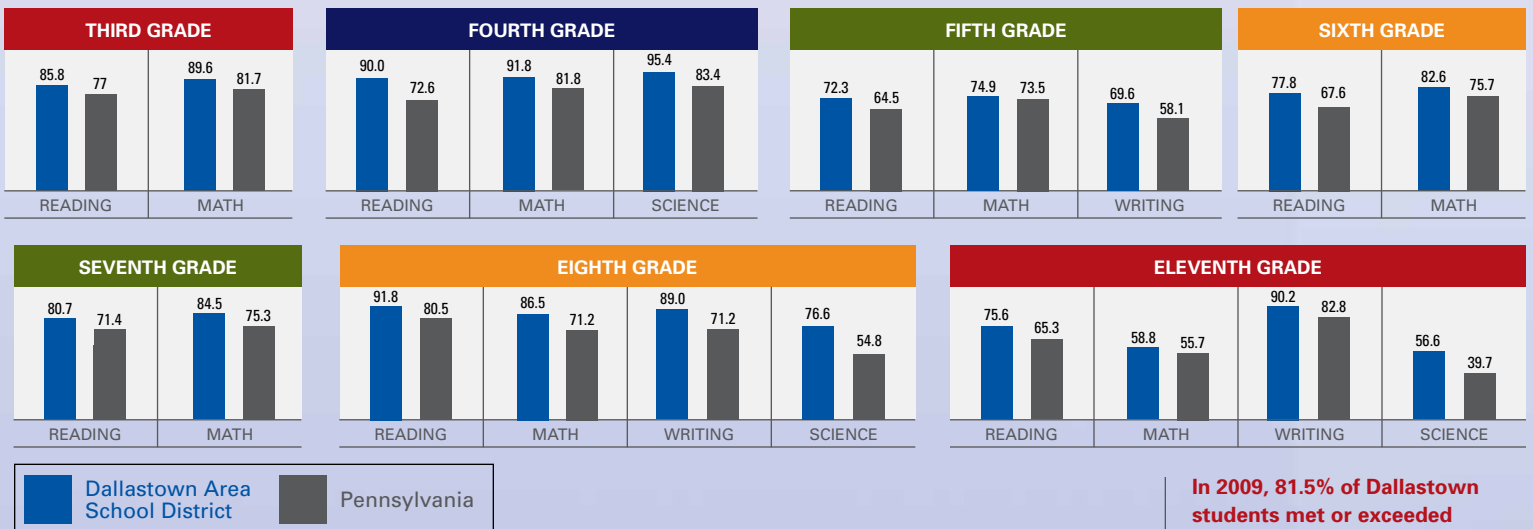
growth in those areas. Beginning with the 2005-06 school year, the reading and mathematics PSSA tests were administered in grades 3 through 8 and 11. During the 2006-07 school year, a science field test was administered to grades 4, 8, and 11. Since 2007-08, PSSA science scores are provided for grades 4, 8, and 11.

Student performance on the PSSA tests is identified in one of four categories listed from highest to lowest level of student proficiency: advanced, proficient, basic, and below basic. The goal is for all students to

become proficient or advanced proficient, indicating mastery of Pennsylvania's academic standards as assessed on the PSSA tests. When combined with teacher observations and comments, grades a child has received, and other assessment data, parents are provided with multiple measures of their child's academic achievement.

Although these scores reflect only one measure of academic performance, they continue to support that Dallastown Area School District students are highly proficient in basic content area. ■

This chart represents the percentage of students at or above proficient.



In 2009, 81.5% of Dallastown students met or exceeded proficiency in mathematics, compared to 73.4% of Pennsylvania students.

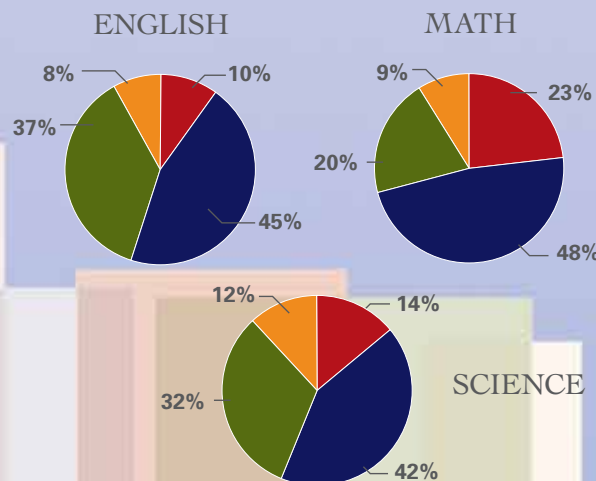
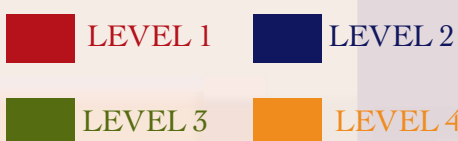
PSSA results for reading show that 82.6% of Dallastown students met or exceeded proficiency compared to 71.3% of Pennsylvania students.

Writing PSSA results indicate that 83.8% of Dallastown students met or exceeded proficiency in that area compared to 70.9% of Pennsylvania students.

Dallastown students displayed 76% proficiency in the area of science as compared to 59.1% of Pennsylvania students.

2008-09 HIGH SCHOOL COURSE ENROLLMENT

As a result of the Middle States Review, new course standards and increased rigor are being implemented in the high school. Academic rigor prompts enrollment in various course levels, including Honors and Advanced Placement, and is reflected in the following chart:





SCHOLASTIC APTITUDE TEST

Student performance on the Scholastic Aptitude Test (SAT) is an indicator of the effectiveness of secondary school initiatives. A three-hour test of verbal, writing, and mathematical reasoning skills, the SAT enables colleges to compare and measure student readiness for college-level work. Dallastown students consistently perform above the state and national averages on the SAT, ensuring further academic opportunities after high school graduation. ■

2009	Critical Reading	Math	Writing
Dallastown	507	509	502
Pennsylvania	493	501	483
National	501	515	493



2009 GRADUATING CLASS PROFILE

79% plan on continuing their education

11% plan on entering the workforce

3% have enlisted in the military

7% are undecided

Of those 299 Dallastown Area High School graduates planning on continuing their education:

2% plan to attend a nondegree-granting post secondary school program

8% plan to attend a specialized associate degree granting institution

17% plan to attend a 2-year school

73% plan to attend a 4-year college or university program

ACT COLLEGE READINESS

The ACT test assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover English, mathematics, reading and science. The Writing Test, which is optional, measures skill in planning and writing a short essay. ■

	ENGLISH	MATH	READING	SCIENCE	COMPOSITE
Dallastown	21.9	21.7	22.9	21.9	22.3
Pennsylvania	21.7	22.2	22.4	21.5	22.1
National	20.6	21.0	21.4	20.9	21.1

STUDENT ATTENDANCE RATES

Dallastown Area School District is committed to the belief that there is a relationship among regular attendance, academic achievement, and students' completion of a balanced and strong academic program. Regular daily attendance is required in order for students to obtain optimum learning benefits and necessary for effective instruction and evaluation. Student attendance figures are consistently above the state rate. ■

Student Attendance Rate	2003-04	2004-05	2005-06	2006-07	2007-08
State	93.5	93.5	93.6	93.2	93.8
District	95.4	95.3	95.2	95.4	95.2

HONORS/AP ENROLLMENT

Approximately 200 Advanced Placement exams are taken annually by students in grades 11 and 12. The district encourages college-bound students to take these exams for possible exemption from freshman collegiate courses. The College Board suggests that AP exam scores of three or higher should qualify students to receive college credit or advanced placement. ■

GRADUATION RATES

High school graduation rates are an important performance measure: These rates are essential in assessing the performance of Dallastown Area School District. The Pennsylvania Department of Education (PDE) includes high school graduate rate as a component of Adequate Yearly Progress (AYP) statistics. PDE requires an 80 percent graduation rate for a district to receive AYP; 96.44 percent of Dallastown seniors graduated in 2008.

Student drop-out rates at .6 for the Dallastown Area School District are below both state and county averages. Dallastown teachers, administrators, guidance counselors, and learning support staff members strive to provide assistance to students at risk of dropping out of school. Our goal is to help students maintain a productive school attendance pattern and to accomplish a meaningful academic program that results in the granting of a high school diploma. ■



TOOLS IN THE CLASSROOM

TECHNOLOGY

School	Number of Computers	Number of Labs
Dallastown Elementary	188	2 + 3 carts
Leaders Heights Elementary	167	2 + 2 carts
Loganville-Springfield Elementary	286	2 + 3 carts
Ore Valley Elementary	341	3 + 2 carts
York Township Elementary	341	4 + 2 carts
Dallastown Area Middle School	809	26 + 9 carts
Dallastown Area High School	1,487	26 + 37 carts



SUPPORT SERVICES



TRANSPORTATION

Dallastown Area School District has contracted with Durham School Services to provide transportation for its students each day. With a strong record of success and decades of experience in pupil transportation, Durham is the nation's second largest student school bus contractor dedicated to ensuring children arrive to school safely and on-time so they can make the most of their school day... every day. ■

6,200 students are transported daily to Dallastown Area schools

4,400 miles driven per day by buses



HEALTHY CHOICES

The Dallastown Area School District recognizes that student wellness and proper nutrition are essential to a student's well-being, growth, development, and readiness to learn. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices that can improve student achievement. ■



Each day breakfast is served to an average of 543 students in the district.

A variety of lunches are provided to approximately 4,000 students throughout its seven school buildings.

The total district participation in the National School Free/Reduced Lunch Program is 19 percent.

School	National School Free/Reduced Lunch Program Participation
Dallastown Elementary	35%
Leaders Heights Elementary	15%
Loganville-Springfield Elementary	16%
Ore Valley Elementary	28%
York Township Elementary	26%
Dallastown Area Middle School	21%
Dallastown Area High School	13%

COMMUNITY PROGRAMS

The Dallastown Area School District is committed to the concept of lifelong learning through its community education program by maximizing resources to provide the best educational opportunities for the school district community. In 2008-09, community education offered over 77 classes. Programs included adult enrichment, skills training, senior citizens programs, and numerous activities:

Total Community Education Classes Offered	77
Adult Enrichment	25
Adult Skills Training	11
Senior Citizens	3
Activities	38



Additionally, seven Summer Enrichment Camps provided elementary students with additional opportunities for enrichment, enhancement, and enjoyment after the close of the school year. The camps were held at Loganville-Springfield Elementary and York Township Elementary with 85 students in attendance. ■

QUALITY RECOGNIZING FACULTY ACHIEVEMENTS

Of course, academic excellence requires quality leadership. Many of the Dallastown faculty and staff have been recognized for their achievements:

- **Rita A. Allison**, Loganville-Springfield Elementary, Kindergarten teacher, Teacher of the Year Award, Wal-Mart
- **Rita A. Allison**, Loganville-Springfield Elementary, Kindergarten teacher, Teacher of the Week, Warm 103
- **Susannah R. Cane**, Ore Valley Elementary, Music teacher, Outstanding Educator Award, First Capital Chapter of Phi Delta Kappa
- **Cherie L. Garrett**, Dallastown Area High School, Spanish teacher, Finalist for Best of Northeast Award, NECTFL
- **Kathy L. Geesey**, Dallastown Area High School, Math teacher, Make a Difference Teacher Award, Dallastown Area Dollars for Scholars
- **Ray E. Geesey**, Dallastown Area High School, Social Studies teacher, Make a Difference Teacher Award, Dallastown Area Dollars for Scholars
- **Cody M. Georgia**, Ore Valley Elementary, Physical Education/Health teacher, Outstanding First Year Teacher Award, First Capital Chapter of Phi Delta Kappa
- **Rebekah L. Harper**, Dallastown Area High School, English teacher, Accepted to the graduate program at Bread Loaf School for English, Middlebury College
- **Lori D. Hartman**, Director of Community and Public Relations, Award of Excellence for the Dallastown Area High School Career Pathways Planner, Pennsylvania School Public Relations Association
- **Lori D. Hartman**, Director of Community and Public Relations, Award of Honor for the Dallastown Area School District 2008 Annual Report and ABCs of a Strategic Plan, Pennsylvania School Public Relations Association
- **Lori D. Hartman**, Director of Community and Public Relations, Award of Excellence for the Dallastown Area School District 2007 Annual Report, Dallastown Area High School Career Pathways Planner, Elementary Guidance Brochure Series, and Dallastown Area Educational Foundation Giving Brochure, Pennsylvania School Boards Association
- **Miranda Hoefler-Weaver**, Director of Accounting Services, Award of Financial Reporting Achievement, Government Finance Officers Association
- **Miranda Hoefler-Weaver**, Director of Accounting Services, Certificate of Excellence in Financing Reporting, Association of School Business Officials International for the Comprehensive Annual Report for Fiscal Year Ending June 30, 2008
- **Mark A. Ilyes**, Dallastown Area High School, Physics teacher, Manuscript, "A Physics Road Rally," published in February '09 issue of *The Physics Teacher*
- **Lieutenant Colonel Joseph P. Innerst**, Dallastown Area High School, U.S. Marine Corps JROTC Instructor, Marine Corps Reserve Association Award, the highest award given to a JROTC program, U.S. Marine Corps
- **Gloria A. Leader**, Dallastown Area Middle School, Cafeteria Manager, Regional Scholarship to attend School Nutrition Association of Pennsylvania (SNAPa) Summer Conference
- **Jeannie Linnemans**, Dallastown Area High School, Cafeteria Manager, Employee of the Year Award, School Nutrition Association of Pennsylvania (SNAPa)
- **Adam B. Noble**, Dallastown Area High School, Music teacher, 2009 Outstanding Student Teacher Award, First Capital Chapter of Phi Delta Kappa
- **Whitney K. Ortman-Link**, Dallastown Area High School, Physics teacher, Manuscript, "A Physics Road Rally," published in February '09 issue of *The Physics Teacher*
- **Julianne M. Payne**, Loganville-Springfield Elementary, First Grade teacher, Teacher of the Year Award, Wal-Mart
- **Jennifer M. Prieber**, Loganville-Springfield Elementary, Third Grade teacher, Teacher of the Week, Warm 103
- **James E. Reese**, Dallastown Area Middle School, Eighth Grade teacher, Patriotic Teacher of the Year, Red Lion American Legion
- **Michelle E. Trasborg**, Dallastown Area Middle School, Writing Specialist, Selected to serve on the PSSA Writing Committee
- **Jason A. Volz**, Dallastown Area Middle School, Language Arts teacher, Teacher of the Week, Warm 103
- **Beth A. Walker**, Dallastown Area Middle School, Math Remediation teacher, PSEA Member Spotlight
- **Patricia D. Yohe**, Loganville-Springfield Elementary, Fifth Grade teacher, Selected from more than 700 applicants to attend the Keystone Technology Integrator Summit

FOUNDATION

STRONG LEADERSHIP

The Dallastown Area Board of School Directors is an elected body that is responsible for creating, adopting, monitoring, evaluating, and revising policies which govern the school district and provide direction to the superintendent. In addition to policy-making, the board fulfills its role by ensuring that all district policies, procedures, and programs are continually assessed. The board works with the administrative team to develop district goals, and empowers the superintendent to develop and implement strategies to realize those goals. The board appraises their collective performance on an annual basis, as well as that of the superintendent. ■



2010 BOARD OF SCHOOL DIRECTORS

Frederick E. Botterbusch II
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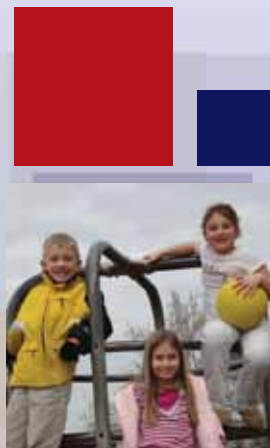
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Charles E. Patterson
Leaders Heights Elementary
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Loganville-Springfield Elementary
(717) 428-2240

Greg W. Anderson
Ore Valley Elementary
(717) 505-5051

Stephanie A. Ferree
York Township Elementary
(717) 741-2281

ADMINISTRATION

Stewart Weinberg, Ph.D.
Superintendent

Ronald E. Dyer, Ed.D.
Assistant Superintendent

Donna M. Devlin, M.B.A., PRSBO
Business Manager

Jeanne Pocalyko, M.S., M.B.A., SPHR
Director of Human Resources

Susan A. Brousseau
Director of Special Education

Duane A. Bahn
Director of Buildings & Grounds

John G. Sanford
Assistant Director of Buildings & Grounds

Lori D. Hartman
Director of Community and Public Relations

Susan E. Ayres, D.T.R., S.N.S.
Director of Food Services

Jon D. Morring
Director of Auxiliary Services

Jason N. Harrison
Director of Information Technology

Leslie B. Trimmer, Ed.D.
Supervisor of Curriculum and Instruction

EEO STATEMENT

The Dallastown Area School District is an equal opportunity educational institution and will not discriminate on the basis of race, gender, ethnicity, religion, age, color, military/veteran status or disability status in its activities, programs or employment practices as required by Title VI, Title IX, and Section 504/A.D.A. For information regarding civil rights or grievance procedures, contact Jeanne Pocalyko, Title IX Coordinator at 700 New School Lane, Dallastown, PA 17313-9242 (717) 244-4021. For information regarding services, activities, and facilities that are accessible to and usable by handicapped persons, contact Duane Bahn, Director of Buildings & Grounds at (717) 244-4021.

BUILDING OUR FUTURE

FROM MY POINT OF VIEW



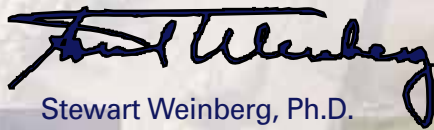
I am pleased to provide the 2009 Annual Report to the residents of the Dallastown Area School District. As progress continues on the construction of our new intermediate school, we must also measure progress as we build our future through our students, our faculty, and our community. Likewise, we strive to remain accountable to the district's Strategic Plan.

It was two years ago when this community came together to plan for its new intermediate school. And just last fall students, administrators, school board members, local legislators, and residents gathered as the earth was broken in celebration of the future of education in Dallastown. Since then, a foundation for learning has been established, and resources and tools have crafted an educational facility where quality instruction will prepare our students for a global society.

Today, we build our future, not only with opportunities for academic achievement, but with a promise to cultivate learning and social habits that lead to a happy, productive, purposeful life founded on the values of the district's Code of Ethics: Respect, Integrity, Responsibility, Equality, Compassion, Non-judgmental, and Diversity.

And so, more than ever, we are poised to help our students learn today so they can lead tomorrow. Thank you for your support as we continue our mission to enable each student to become a successful, ethical, responsible, and contributing citizen of this changing world.

Sincerely,



Stewart Weinberg, Ph.D.
Superintendent

