We are pleased to present the 2004 Academic Achievement Report for the Houserville and Lemont Elementary Schools. As required by the federal No Child Left Behind legislation, this report is designed to communicate our performance on key indicators: achievement in reading and mathematics, attendance, and the performance of subgroups.

The report is based on 2004 Adequate Yearly Progress reports, as measured by the Pennsylvania System of School Assessment tests, recently released by the Pennsylvania Department of Education. By 2014, all students are expected to achieve at the proficient or advanced level. Our report card contains good news for our community about the overall performance of our students and our schools. As before, we will use standardized test results such as these in our continuous effort to improve the academic success of our students.

Additional copies of this report are available upon request. For more information or for comparative data, visit www.scasd.org or www.paayp.com.

**Parental Involvement**

We welcome and encourage parental involvement in Houserville and Lemont Elementary Schools. Parents and students participate in parent/teacher-student led goal setting conferences every fall and spring. During the fall conferences, individual goals are selected for each student, which reflect the child’s particular strengths and needs. During the spring conferences, parents, teachers and the student reconvene to assess the student’s growth towards each goal and to celebrate the successes achieved by each student. Our elementary progress report was developed based on the Pennsylvania Academic Standards. Each family receives three progress reports a year, outlining in detail the areas in which students have met the standards and areas in which they need to continue to work.

Our school staff and parents work together to promote student achievement through newsletters, web pages, parent volunteers in classrooms, parent information sessions, Back to School Nights. In addition, our school partners with the school PTA or PTO through field trips, funding for instructional materials, author/illustrator visits, book fairs, concerts, science/literature, art/music fairs, and family activities that promote school spirit and community and various service projects.

### 2003/04 Student Attendance Rate:

<table>
<thead>
<tr>
<th>School</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>96.66%</td>
<td>95.9%</td>
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### TWO-YEAR ACHIEVEMENT DATA (%)

<table>
<thead>
<tr>
<th>GRADE</th>
<th>SUBJECT</th>
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<tr>
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</tr>
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<td>47.9</td>
<td>83.0</td>
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<tr>
<td></td>
<td>Grade 5</td>
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<td></td>
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<td>36</td>
<td>82</td>
<td>16</td>
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### 2004 PSSA COMPARISON (%)

#### Grade 5 - Mathematics

<table>
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<tr>
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<th>School</th>
<th>District</th>
<th>State</th>
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<th>Proficient</th>
<th>Advanced + Proficient</th>
<th>Basic</th>
<th>Below Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>61</td>
<td>54</td>
<td>37</td>
<td>61</td>
<td>18</td>
<td>79</td>
<td>12</td>
<td>9</td>
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<tr>
<td>Proficient</td>
<td>18</td>
<td>22</td>
<td>25</td>
<td>46</td>
<td>11</td>
<td>91</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Basic</td>
<td>12</td>
<td>13</td>
<td>18</td>
<td>46</td>
<td>24</td>
<td>68</td>
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<td>15</td>
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<tr>
<td>Below Basic</td>
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<td>20</td>
<td>9</td>
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</table>

#### Grade 5 - Reading

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>School</th>
<th>District</th>
<th>State</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Advanced + Proficient</th>
<th>Basic</th>
<th>Below Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>46</td>
<td>48</td>
<td>34</td>
<td>46</td>
<td>36</td>
<td>82</td>
<td>16</td>
<td>3</td>
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<tr>
<td>Proficient</td>
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<td>27</td>
<td>28</td>
<td>36</td>
<td>22</td>
<td>91</td>
<td>6</td>
<td>3</td>
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<tr>
<td>Basic</td>
<td>16</td>
<td>14</td>
<td>19</td>
<td>16</td>
<td>13</td>
<td>59</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
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<td>10</td>
<td>18</td>
<td>3</td>
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</table>

Minimum Adequate Yearly Progress Required
for school year 2003-04 in MATHEMATICS:
35% Proficient and Advanced

Minimum Adequate Yearly Progress Required
for school year 2003-04 in READING:
45% Proficient and Advanced

#### GRADE 5

<table>
<thead>
<tr>
<th>Number of Students Assessed</th>
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<th>Proficient</th>
<th>Advanced + Proficient</th>
<th>Basic</th>
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</thead>
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<tr>
<td>All Students</td>
<td>76</td>
<td>61</td>
<td>18</td>
<td>79</td>
<td>12</td>
</tr>
<tr>
<td>Males</td>
<td>35</td>
<td>80</td>
<td>11</td>
<td>91</td>
<td>6</td>
</tr>
<tr>
<td>Females</td>
<td>41</td>
<td>44</td>
<td>24</td>
<td>68</td>
<td>17</td>
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</table>

Race/Ethnicity

<table>
<thead>
<tr>
<th>Number of Students Assessed</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Advanced + Proficient</th>
<th>Basic</th>
<th>Below Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
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<td>60</td>
<td>22</td>
<td>82</td>
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<td>Black</td>
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<tr>
<td>Latino/Hispanic</td>
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<tr>
<td>Asian</td>
<td>2*</td>
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<td>Native American</td>
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<td>Multi-Ethnic</td>
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<tr>
<td>Migrant</td>
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<td>Economic Disadvantaged</td>
<td>6*</td>
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</table>

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<thead>
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<td>46</td>
<td>36</td>
<td>82</td>
<td>16</td>
</tr>
<tr>
<td>Males</td>
<td>35</td>
<td>51</td>
<td>40</td>
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<td>41</td>
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<td>73</td>
<td>22</td>
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</table>

Race/Ethnicity

<table>
<thead>
<tr>
<th>Number of Students Assessed</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Advanced + Proficient</th>
<th>Basic</th>
<th>Below Basic</th>
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</thead>
<tbody>
<tr>
<td>White</td>
<td>58</td>
<td>43</td>
<td>41</td>
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<tr>
<td>Latino/Hispanic</td>
<td>4*</td>
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<td>Multi-Ethnic</td>
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</tr>
</tbody>
</table>

Numerical differences in the totals in column one reflect variations in reporting requirements.

* When the number of students in a subgroup is below 10, these disaggregated data are not reported.

** Special needs students with Individual Education Plans