



Mount Nittany Middle School
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 Mr. Jason Perrin, Principal

We are pleased to present the 2003 Academic Achievement Report for the Mount Nittany Middle School. 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 2003 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, please visit <http://www.pde.state.pa.us/pas> or <http://www.ses.standardandpoors.com/>.

Parental Involvement

We believe the parent-school partnership is essential to student success in academics and extracurricular activities. For the past seven years, we have focused one of our annual building goals on continuous improvement of a comprehensive school-parent communication system. Improvements achieved through these efforts include: a redesign of our report cards and progress reports to enhance information shared, an increase in the number and frequency of newsletters, a modification of our format for back-to-school nights and parent-teacher conferences based on parent input, encouragement for the use of multiple avenues of information sharing, and the development of webpages to ease parent access to important information from the school, interdisciplinary teams, and departments. Additionally, a list of faculty email addresses is posted on the building webpage to facilitate parent initiated communication.

We have an active Parent/Teacher Organization, and many of our parents support school efforts through serving as guest speakers in classes, volunteering in our library, leading our Take-a-Stand assemblies, chaperoning field trips, organizing after school Fun Nights for students, and serving on committees. Our principal hosts a monthly luncheon for parents focused timely topics, providing parents with an opportunity to learn about an aspect of their child's schooling, as well as another opportunity to share their thoughts.

Percentage of Students Tested in 2002/03		
Grade	Math	Reading
8	100%	100%

2001/02 Student Attendance Rate: School 95.8% District 95.6% State 93.0%

TWO-YEAR ACHIEVEMENT DATA (%)

	GRADE	SUBJECT	Advanced	Proficient	Advanced + Proficient	Basic	Below Basic
2002/03	Grade 8	Math	35.9	39.1	75.0	15.4	9.6
		Reading	50.3	33.7	84.0	12.5	3.5

	GRADE	SUBJECT	Advanced	Proficient	Advanced + Proficient	Basic	Below Basic
2001/02	Grade 8	Math	31.6	40.9	72.5	14.9	12.5
		Reading	39.9	37.8	77.7	10.1	12.2

2003 PSSA COMPARISON (%)

Grade 8 - Mathematics

Performance Level	School	District	State
Advanced	35.9	37.1	19.3
Proficient	39.1	34.2	32.0
Basic	15.4	17.5	22.3
Below Basic	9.6	11.2	26.4

Grade 8 - Reading

Performance Level	School	District	State
Advanced	50.3	48.3	26.0
Proficient	33.7	34.2	37.4
Basic	12.5	11.8	18.9
Below Basic	3.5	5.7	17.6

Minimum Adequate Yearly Progress Required for school year 2002-03 in MATHEMATICS: 35% Proficient and Advanced

GRADE 8	Number of Students Assessed	Advanced	Proficient	Advanced + Proficient	Basic	Below Basic
All Students	312 ¹	35.9	39.1	75.0	15.4	9.6
Males	166	37.3	39.2	76.5	13.3	10.2
Females	144	34.0	39.6	73.6	17.4	9.0
Race/Ethnicity						
White	220	33.6	44.1	77.7	13.6	8.6
Black	N/A ²	-	-	-	-	-
Latino/Hispanic	N/A	-	-	-	-	-
Asian	12	41.7	50.0	91.7	8.3	0
Native American	N/A	-	-	-	-	-
Multi-Ethnic	N/A	-	-	-	-	-
IEP ³	31	12.9	22.6	35.5	32.3	32.3
Limited English Prof.	N/A	-	-	-	-	-
Migrant	N/A	-	-	-	-	-
Economic Disadvantaged	38	26.3	31.6	57.9	23.7	18.4

Minimum Adequate Yearly Progress Required for school year 2002-03 in READING: 45% Proficient and Advanced

GRADE 8	Number of Students Assessed	Advanced	Proficient	Advanced + Proficient	Basic	Below Basic
All Students	312	50.3	33.7	84.0	12.5	3.5
Males	166	49.4	34.3	83.7	12.0	4.2
Females	144	50.7	33.3	84.0	13.2	2.8
Race/Ethnicity						
White	220	50.9	35.0	85.9	10.0	4.1
Black	N/A	-	-	-	-	-
Latino/Hispanic	N/A	-	-	-	-	-
Asian	12	50.0	33.3	83.3	16.7	0
Native American	N/A	-	-	-	-	-
Multi-Ethnic	N/A	-	-	-	-	-
IEP	31	19.4	32.3	51.7	29.0	19.4
Limited English Prof.	N/A	-	-	-	-	-
Migrant	N/A	-	-	-	-	-
Economic Disadvantaged	38	23.7	50.0	73.7	15.8	10.5

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

2 - N/A: When the number of students in a subgroup is below 10, these disaggregated data are not reported.

3 - IEP: Special needs students with Individual Education Plans