U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I   [ ] Charter   [ ] Magnet   [ ] Choice

Name of Principal Mr. Kevin T Shillingford
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 2900 Holicong Road
(If address is P.O. Box, also include street address.)

City Doylestown   State PA   Zip Code+4 (9 digits total) 18902-1427

County Bucks County   State School Code Number* 5307

Telephone 267-893-2700   Fax

Web site/URL http://cbsd.org/holicong#   E-mail kshillingford@cbsd.org

Twitter Handle   Facebook Page   Google+

YouTube/URL   Blog   Other Social Media Link

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date
(Principal's Signature)

Name of Superintendent*Dr. David Weitzel   E-mail: dweitzel@cbsd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Central Bucks School District   Tel. 267-893-2000
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date
(Superintendent's Signature)

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

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

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

*Non-public Schools: If the information requested is not applicable, write N/A in the space.

PART I – ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, a public school must meet the state's AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The 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.

10. 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.

11. 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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district   15 Elementary schools (includes K-8)
   (per district designation):   5 Middle/Junior high schools
                                       3 High schools
                                       0 K-12 schools

                                     23 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. 1 Number of years the principal has been in her/his position at this school.

4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	182	175	357
8	190	187	377
9	190	194	384
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	562	556	1118

5. Racial/ethnic composition of   0 % American Indian or Alaska Native
    the school: 6 % Asian
                                        1 % Black or African American
                                        2 % Hispanic or Latino
                                        1 % Native Hawaiian or Other Pacific Islander
                                        89 % White
                                        1 % Two or more races
                                        100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 1%

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

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred *to* the school after October 1, 2013 until the end of the school year	6
(2) Number of students who transferred *from* the school after October 1, 2013 until the end of the school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1	1157
(5) Total transferred students in row (3) divided by total students in row (4)	0.008
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 0 %
                                                       0 Total number ELL
    Number of non-English languages represented: 0
    Specify non-English languages:

8. Students eligible for free/reduced-priced meals: 4 %

    Total number students who qualify: 44

Information for Public Schools Only - Data Provided by the State

The state has reported that 6 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9.   Students receiving special education services: <u>12</u> %

   <u>132</u> 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>16</u> Autism   <u>0</u> Orthopedic Impairment
   <u>1</u> Deafness   <u>29</u> Other Health Impaired
   <u>0</u> Deaf-Blindness   <u>73</u> Specific Learning Disability
   <u>10</u> Emotional Disturbance   <u>2</u> Speech or Language Impairment
   <u>1</u> Hearing Impairment   <u>0</u> Traumatic Brain Injury
   <u>0</u> Mental Retardation   <u>0</u> Visual Impairment Including Blindness
   <u>0</u> Multiple Disabilities   <u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	60
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	13
Paraprofessionals	15
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	9

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   <u>19:1</u>

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	96%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes X   No

    If yes, select the year in which your school received the award.   2002

15. Please summarize your school mission in 25 words or less: Our mission is our students. We cultivate a passion for learning and respect for others by offering learning experiences in a positive and nurturing environment.

PART III – SUMMARY

Amid the rolling hills and quaint farmlands of Bucks County, Pennsylvania, sits Holicong Middle School, one of five middle schools in the Central Bucks School District. Holicong consists of 120 faculty and staff members, who educate over 1,100 students. Our educators strive to develop students academically, socially, emotionally, and culturally. The philosophy of educating the whole child has long-standing roots and originates from the Lenape Indians. They were diplomats, emphasizing community and family, stressing the importance of kindness, and looking out for the best interests of all men, women, and children. This tradition continues, as the foundation of Holicong is built upon the strong relationships among students, staff, parents, and our local community.

Several traditions connect students to school and community throughout the year. Our academic extension activities include events such as National History Day, Science Fair, Reading Olympics, VFW Patriots Pen Essay, Literary Magazine, and Mock Trial. Our social traditions include a myriad of opportunities for philanthropy, including Relay for Life, Red Ribbon Week, Mix it Up Day, an annual 9-11 commemoration, and Toys for Tots donation drive. The music department annually hosts a VH1-Save the Music concert, highlighting students and teachers from across the district. Students and teachers connect through monthly "kids versus teachers" challenges that include team spirit days, pumpkin carving contests, a student-faculty talent show, and sports challenges. Finally, each teaching team embraces unique traditions, many centered on service learning and team building activities engaging the whole child and helping all children feel that their team is a home within the school community. The Family and Consumer Science and World Language departments provide festival days and field trips where students are immersed in foreign foods and traditions. Holicong also has a World Affairs Club, hosts a Spring Arts Festival, and celebrates the birth nations of all students.

The philosophy of educating the whole child is not only accomplished through academics, but also through development of character. Peer Connect is a volunteer student group that works with our special needs population and organizes dances, bowling events, ice cream socials, and movie nights to facilitate work on social cues and interactions. The Power of Positive Students (POPS) group organizes school-wide activities to promote kindness and citizenship. Students extend their academic experiences through peer tutoring, homework club, and the second chance learning program. As a staff, the faculty works to ensure the well-being of each child through the START referral program, child study, guidance groups (new student, grief, divorce) and through the observations of their team teachers. It is through the efforts of all staff that each child is cared for: 7th graders with one foot still in elementary school and others who are trying to navigate their way through an entirely new world; 8th graders who are firmly entrenched in the culture of middle school with a new found confidence that continues to grow throughout the year; and 9th graders who are still technically students at Holicong, but academically, athletically and developmentally every bit a high school student at CB East.

At Holicong, a distinct point of pride is the 2002 National Blue Ribbon Award. Since we have received that honor, it has been a collective goal to continue to grow. As a staff and as individual teachers, we constantly look for opportunities to improve the experiences of our students. Since 2002, teachers have been recognized in various ways: National Board Certification, publication in educational journals, members of district technology and curriculum initiatives, and awards for teacher excellence, such as the National History Day teacher of the year. In 2012, the district schedule increased class periods from 45 minutes to 56 minutes. The technology landscape has changed greatly over the last decade. Teachers utilize SMART interactive whiteboards and short-throw projectors, as well as resources such as document cameras and laptops, to engage students and enhance instruction. Connecting students with 21st-century skills allows them to problem solve and express learning in ways that are applicable outside of school. New avenues of communication, such as blogs, tweets, and podcasts allow for timely dissemination of information with the community. A continued focus is building on partnerships with families and community organizations. Our Digital Literacy Town Hall meeting allows for local experts in the community to educate parents on social media, and we invite other community leaders to speak at Parent Council meetings on topics such as anxiety and teen dating violence. We are in the midst of a five-year building renovation, which is meant to modernize our facilities and improve the daily quality of life for students and staff.

In January 2015, as our new auditorium was completed, we had the opportunity to celebrate what makes Holicong truly special by holding a "History of the H" celebration. This event was a musical and narrative commemoration of our school's history, as current and former faculty, staff, and students reflected on the highlights and memories of the past 44 years of Holicong. Our school staff and students continually achieve at the highest of standards both in and out of the classroom. This is the result of rigorous and relevant lessons and positive and nurturing relationships forged among students, staff, and community.

PART IV – CURRICULUM AND INSTRUCTION

1. **Core Curriculum:**

Holicong's English/Language Arts curriculum integrates a rich and dynamic offering of reading, writing, speaking, research, and critical thinking skills in academic and advanced courses. ELA focuses on the teaching of reading strategies and incorporating textual evidence throughout all three grades. To strengthen students as readers, teachers implement close reading and coding the text in a wealth of non-fiction, fiction, and poetry. ELA teachers build student writing stamina and interest through Writer's notebooks and journaling. To develop students' growth as writers, the ELA department engages students with the various modes of writing, including informative, narrative, and argumentative pieces. ELA develops a deep understanding of research skills through teaching the reliability of sources by cross referencing online source material and analyzing publication data, incorporating technology such as Noodle Tools, and grounding students in a clear understanding of how to properly cite sources using the MLA format. Teachers develop student speaking skills through a variety of opportunities that include formal/informal settings and individual/group presentations. ELA assessments encompass reading, writing, and speaking skills and often utilize technology. ELA embraces the skills necessary for the 21st century student and promotes the readiness students require for college and the working world.

Holicong's Social Studies curriculum embraces a rigorous and relevant approach to the study of the Social Sciences that includes World and United States History, Geography, Economics, Civics, and Political Systems in academic and advanced courses. The Social Studies department encourages students to become historical thinkers and writers by analyzing primary and secondary source material for the purpose of argument, narrative and informative writing, reading and writing historical fiction narratives, and exploring current event articles. Social Studies fosters students' communication and critical thinking skills by learning and experiencing events, trends, and themes in history through stimulating role playing experiences, debates, and problem solving activities. The department assesses student learning in a variety of modes which include district wide skills based assessments, core content unit tests, written formative and summative assessments, and peer evaluations. Social Studies expands student learning through a variety of opportunities: field trips to historic sites, participation in the National History Day program, and involvement in the World Affairs and Mock Trial clubs. The Social Studies department's primary purpose is to ready students for college and the 21st century working world by utilizing skills to become self-directed learners, critical thinkers, and effective citizens in a globalized and democratic society.

Holicong's Science curriculum incorporates a wide breadth of scientific concepts and processes through the study of earth and space, forces in nature, and human body systems. Science promotes scientific literacy by exploring scientific text and publications, by discussing scientific issues and by analyzing perspectives in the scientific world. Science fosters student learning of science through effective uses of technology such as Vernier probes for real-time data collection, on-line simulations and imaging, and SMART technology. The department uses various forms of formative and summative assessment to gauge student learning. This includes the use of Quia and Kahoot for real time feedback, written lab reports, unit tests, skills-based assessments, and research essays. Science encourages growth of scientific knowledge and understanding beyond the curriculum through participation in local competitions such as the Bucks County Science Fair and globally through the Google Science Fair. The Science department's emphasis on the responsibility of all citizens to meet the challenges of modern society will truly prepare them to face the environmental and ethical issues of the 21st century world.

Holicong's Mathematics curriculum offers a wide range of challenging courses for varied ability levels in both Algebra and Geometry. The Mathematics department promotes a comprehension of concepts through investigating, problem solving and communicating mathematics to stimulate students' curiosity, build confidence, and lead to conceptual understandings. Through the use of differentiated instruction, the Mathematics department recognizes students' strengths, interests, and learning styles which assist in the development of formative and summative lessons. Students achieve academic excellence in mathematics as a result of the department's use of appropriately paced instruction, high teacher expectations, and support from teachers, parents, and administrators. Students are actively engaged in the learning process through the

use of class discussion, manipulatives, and technology. Students learning is evaluated through the use of district wide core assessments, a mid-term and final exam, and state wide testing. The department opens students to the demands of the modern world's reliance upon a deep understanding of mathematical concepts and applications and prepares them to meet these challenges as move into college and 21st century working world.

2. Other Curriculum Areas:

The World Languages and elective courses at Holicong are an integral part of educating the whole child by exposing students to a variety of experiences outside the core curriculum. These teachers are tasked with creating relevant curricula while meeting the varying needs of all learners. Collaboration among all non-core teachers is encouraged and supported, which provides a well-balanced learning environment.

The World Language department offers eighth and ninth grade students the choice of studying French or Spanish. These courses expose students to vocabulary, grammar, and culture. The World Language department immerses students in a creative and rigorous environment that embraces the areas of communication, culture, connections, comparisons, and community.
The World Language department employs role-playing, interactive tasks, technology, and cultural experiences to address the standards of reading, writing, listening, and speaking. The weekly tutoring program enhances student success. This program allows high-achieving students to become mentors to their classmates in order to help peers attain a level of proficiency. The World Language department emphasizes culture, comparisons, and community through the use of video-chats with a sister-school in France, by attending a Latin dance field trip, through participating in an international night at Holicong, and by hosting an annual bracelet "pulsera" sale to help fund programs advocating worker rights in Nicaragua. In 2012, Holicong raised $ 3,600 for the Pulsera Project.

Electives at Holicong, which include Technology Education, Visual Arts, Music, Family Consumer Science, and Physical Education and Health, operate on an alternating daily schedule. Seventh and eighth grade students are exposed to each elective, and ninth grade students have the choice to choose a specialized path based on their interests. Each department promotes the acquisition of essential life-skills such as problem solving, creativity, making healthy choices, perseverance, dedication, cooperative learning, confidence, and time management. However, it is the unique nature of each course that allows students to experience these essential skills necessary for the 21st century world.

Problem solving in the Technology Education curriculum focuses on STEM-related experiences. Projects are assigned in the fields of manufacturing, communication, transportation, construction, and bio-technology with a focus on the implementation of new technologies. Popular units include computer aided drawing, engineering and designing of a CO2 car, skateboard, and model rocket, bridge building/testing, and an exploration of alternative power.

The Visual Arts department fosters the development of knowledge and skills in production, criticism, aesthetics, and philosophy. Instruction focuses on studio units of drawing, painting, printmaking, ceramics, and sculpture while studying key movements in art history. Students produce celebrity portrait drawings, lost wax cast sterling silver rings, glass mosaics, wheel-thrown pottery, linoleum printmaking, and notecard design and production. Additional creative outlets include a school-wide art club, seasonal Arts Festivals and the annual District Art Show, displays at local businesses, and participation in the Woodmere Art Museum Kids Care project.

Family and Consumer Sciences curriculum focuses on life choices such as nutrition, local food sources, and lifestyle goals through discussion, simulation, and hands-on activities. The course of study includes units in kitchen safety and sanitation, measurements, food preparation, nutrition, and meal planning. In the sewing course, students are taught hand sewing as well as the use of the sewing machine.

The Music department boasts a 75% participation rate, which includes seventeen performing groups spanning band, orchestra, and choir, and opportunities abound for all students, regardless of musical ability. Students are taught elements of music history, music appreciation, and music theory, and they are often

found preparing for numerous public performances. The combination of curricular ensembles with after-school, audition-based groups provides appropriate musical settings for all students. Departmental sharing among the disciplines is both encouraged and facilitated. The signature event for the department is the annual VH-1 Save the Music Concert, which has donated $76,000 to support music instruction since its inception five years ago.

In all grade levels, Physical Education and Health integrates classroom education with physical activity, focusing on self-esteem, fitness, safety, human growth and development, substance abuse, and AIDS education. Students are given the knowledge to navigate their daily lives, and taught the basic principles and skills of varying sports—emphasizing personal fitness. Team sports, individual sports, cooperative activities, and dance are part of the fitness experience from which they will learn teamwork, cooperation, and sportsmanship. The department incorporates guest speakers and charitable fundraisers as part of the overall experience.

3. Instructional Methods and Interventions:

Holicong's curricula effectively utilize the Understanding by Design model to create lessons focused around essential questions and enduring understandings. Differentiated instruction addresses a variety of learning styles and offers students choices in activities and assessment options. Teachers often invite students to discuss how major projects can be modified to meet their individual needs and passions.

Student performances and simulations develop critical thinking skills. Class simulations include the trial of John Brown, earthquake resistant construction, Shakespearean performances, and energy price predictions in math. Experience-based learning extends to community visitors that include Holocaust survivors, music performers, war veterans, and authors who lead writing workshops. Learning extensions include visiting historic Philadelphia, Washington DC, and local theatre performances.

Teachers across grades and content areas collaborate to create integration activities. The "Ordinary American" writing assignment synthesizes the skills and content learned in English and Socials Studies courses in eighth and ninth grade. Students use research, writing, and speaking skills to assume the perspective of an historical figure to persuade their classmates of their impact on history. They then take the perspective of an ordinary citizen in early America, combining their writing and history knowledge to construct an anthology of narratives for a team blog. The following year, they conduct interviews to gather first-hand information from people who have lived through major 20th century events. They create videos, websites, and podcasts to teach their peers.

Teachers utilize real-time data collection using formative assessment to make instructional decisions about student comprehension and readiness. Students use document cameras in math class to demonstrate their reasoning skills. They also create graphs, charts, and infographics, working to interpret and present data accurately. Teachers use the information they glean from these formative assessments to focus on remediation in problem areas.

Co-taught classes place learning support students in classrooms where special education teachers serve equally as instructors alongside subject area teachers. Special education partners modify lessons to meet the need of individual students and their IEPs. The Read 180 program in seventh and eighth grade provides structured remediation to students. Teachers mentor gifted and academically skilled students in time-management, research and designing experiments for the Bucks County and Google Science Fair. Reading Olympics keeps our voracious readers energized. National History Day offers individualized instruction in the process of the historian, and World Affairs Club and Mock Trial give our future civic leaders the opportunity to learn individually alongside teachers and peers with common interests.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results Narrative Summary:**

Over the past five years, Holicong Middle School has achieved in the 92nd percentile and above in reading, writing, and mathematics state assessments – the PSSA's and Keystones. Our high achievement is a result of teacher collaboration and instruction based on best practices and a rigorous assessment program. Students complete core assessments that require them to apply the skills they learn in an authentic context in all disciplines.

In 2014, the Central Bucks School District was ranked second out of all districts in Pennsylvania for its achievement and growth on the state assessments. Due to an integration of instruction, collaboration, and communication, Holicong's school performance profile grew from 90.6 to 95.4. This profile is used by the state to monitor school and district performance, allowing Holicong to continuously reflect and improve best practices. We continue to be proud of our students' performance on state assessments. 95.6% of our 7th grade and 93.2% of our 8th grade students scored proficient or advanced on the state math assessment. 92.4% of our 7th grade and 95.8% of our 8th grade students scored proficient or advanced on the reading assessment. 95.6% of our 8th grade students were proficient or advanced on the state writing assessment. 86.6% achieved proficient or advanced on the state science assessment. Our advanced scores in science saw an increase of 3% from the previous year. The Algebra 1 Keystone exam showed 13.4% growth in students achieving an advanced score as compared to the previous year.

To address the achievement gap in our IEP subgroup, we implement both co-teaching and small group instruction models. Students are instructed by regular and special education teachers in core subject areas. Targeted small group instruction allows students to access the curriculum through differentiated programs (I-Ready, Read 180, Study Island). Prior to the state assessment, our entire school participates in review sessions during our study hall period. Special consideration is given to learning support students regarding grouping, instruction, and content. The checks and balances we have in place have resulted in measureable academic growth over the five-year period.

2. **Assessment for Instruction and Learning and Sharing Assessment Results:**

Teachers provide both formative and summative assessments across all curricula and use this information to guide instruction. Teachers reflect on individual and class achievement to determine necessary levels of differentiation and tailor instruction accordingly. Assessments take place across the curricula in many forms, including journal responses, research papers, and informative and argumentative writing. Second chance teaching and learning opportunities are available for students who do not demonstrate proficiency. Students who achieve mastery are given enrichment activities. Technology and online assessment tools (Quia, Study Island, Kahoot, and Poll Everywhere) provide application and instant feedback for students, parents, and teachers. Oral presentations, Socratic seminars, and debates assess public speaking skills and analytical thinking. These assessments offer students opportunities to demonstrate their understanding of content, and provide feedback on areas of strength and potential growth. This feedback allows students to improve before summative assessments, including district core assessments, final exams, PSSA and Keystone exams.

Routine analysis of student achievement to determine strengths and weaknesses provides for student ownership. Warm-ups and closure activities allow students to monitor their own progress. A sense of community in the classroom allows for comfortable individual and peer analysis and evaluation. Technology provides more efficient access to student progress to both students and parents. Teachers update an online gradebook and include homework assignments and supplementary links on teacher websites. Each quarter, honor roll reports are submitted to the local newspaper and students receive certificates of achievement. Teachers meet daily to discuss student progress, and frequently communicate with parents and counselors. Administrators share successes at monthly Parent Council meetings and utilize the website and Infinite Campus system to communicate weekly with parents. Students are recognized for academic excellence at an end of the year ceremony, attended by students, staff, and parents.

Part VI School Support

1. School Climate/Culture

Holicong values a safe and welcoming environment for every student by establishing a positive academic, social, and emotional climate. The learning environment nurtures students' academic potential and success. A daily resource period allows students to seek extra help. Second chance learning affords students who do not reach proficiency the opportunity for further instruction and reassessment. If students need further assistance, tutoring by both peers and high school students is available. In addition, there is a teacher-monitored afterschool homework club. Academic achievement is recognized by specific academic and team awards, honor roll, and National Junior Honor Society. Competitions such as National History Day, Google Science Fair, NCTE Promising Young Writers, and National Geographic Geography Bee celebrate students' academic talents.

Holicong's Elite 8 communicate core values: Honesty, Optimism, Loyalty, Inclusiveness, Consideration, Open-Mindedness, Non-Judgment, and Genuineness. Myriad activities and programs promote this healthy social and emotional climate. These include P.O.P.S. (Power of Positive Students), spirit committee, team activities, good news cards, buddies for new students, and sixth grade orientation. "Mix-it-up Day" is a school-wide activity that challenges students and teachers to connect with peers outside of their daily social circle. HIP slips (Holicong Is Proud) positively reinforce student behavior. KVT (Kids versus Teachers) allows monthly, friendly competition among students and teachers. Peer Connect pairs autistic support students with regular education students in social situations. The guidance department organizes friendship and stress management groups.

Students interact in a variety of programs. There are twelve different sports with twenty-two teams. The music program consists of jazz band, wind ensemble, orchestra, and select choirs. The yearly musical showcases students' talents on stage and behind-the-scenes. The online literary magazine, sevenatenine, publishes student writing and artwork. Ninth grade students may participate in the Mock Trial program, taking the roles of lawyers and witnesses to argue a court case.

Teachers are valued members of the community. Parent Council organizes an annual appreciation dinner and Teacher Appreciation Day luncheon. National Junior Honor Society invites students to write messages of appreciation, and it is a daily occurrence for students to simply say "thank you" to teachers when leaving class. The faculty sponsors activities such as Dip Day and "Souper" Bowl, allowing staff to share food and build camaraderie. The health office organizes a wellness day to promote healthy life-style choices. Extracurricular activities—staff tennis matches, bowling, work out sessions, secret pals, and holiday gatherings—allow faculty members to be connected socially as well.

2. Engaging Families and Community

Holicong employs vast strategies with family and community members for student success and school improvement. Local agencies, such as the Bucks County Council, Rehab After School, and K&S, work in conjunction with the school to deliver support for students with a variety of needs. Programs offered to students during the school day include managing stress, coping with parent divorce, handling bereavement, honing social skills, fighting drug and alcohol abuse, and addressing school truancy. CB Cares offers grants to teachers for enrichment opportunities for students. One grant funded a classroom library of non-fiction titles, while another brought a professional actor to Holicong to teach improvisational acting techniques. The CB Cares' Boomerang Award is sponsored by Outback Steakhouse, and recognizes students who display strong character traits and respect themselves and others.

We support parents by providing programs to help their adolescents. This year we are hosting a Digital Literacy Town Hall meeting to educate parents, and our panel includes experts from various organizations in the community – the Bucks County Intermediate Unit, the Bucks County District Attorney's office, and the Warwick and Buckingham police departments. A Woman's Place, a local shelter for women and children, presented to Parent Council on the issue of teen dating. Travis Manion, a former Holicong

student, lost his life serving our country, and each year a representative from the Travis Manion foundation speaks to ninth grade students about service and character. We also support the Travis Manion 5K, which raises money and awareness for US veterans.

Students embrace the idea that they are an integral part of the larger world. They forge connections with the community and even individuals who will help shape their future goals and interests. A beloved senior citizen who recently turned 96 comes to Holicong every Friday and co-teaches our technology class; a senior citizen barber shop quartet, as well as a husband and wife folk duo, perform and connect music to history; and veterans and Holocaust survivors share their sacrifices in programs throughout the year. Holicong has a 9-11 multi-generational outreach activity; students build and donate items for the Toys for Tots organization; and our students participate in Relay for Life with our sister middle schools, collectively raising and donating more than a quarter of a million dollars. Other fundraisers conducted this year include the giving tree, coat drive, holiday baskets, Gift of Life, Pennies for Patients, and Coaches vs. Cancer basketball event. These are just a few of the ways that our students give back and how Holicong creates opportunities for students to be part of the wider community.

3. Professional Development

Holicong embraces a culture that values teachers' professional growth as the key to student success. Our professional development plan addresses curricular needs, supports individual goals, and develops opportunities for staff learning. Holicong accomplishes this by utilizing staff developers, online resources, and master teachers.

Effectively implementing technology is a primary goal at Holicong and utilizes a differentiated professional development model to meet the various needs of staff. Faculty meetings are designed for teachers to choose from a variety of technology workshops led by district and building level staff developers. Teachers then work in curriculum groups to turn "theory into practice" and implement the technology into meaningful classroom instruction. Each core teacher has a district-issued laptop. Classrooms are equipped with interactive white boards or short-throw projectors with interactive tools. These technologies promote interactive lessons and enhance student engagement. Every teacher has a website that allows students to access classroom notes, video tutorials, and study guides. Our school has a BYOD (bring your own device) policy where students may bring in their own mobile device for interactive lessons.

Holicong staff has revised the curriculum to align with the Common Core standards. Lessons follow an Understanding by Design format and are designed to focus students' attention on essential questions and enduring understandings. Teachers' lesson planning goals develop students' competency to think in complex ways and apply their knowledge and skills. Teachers encourage students to be resilient when confronted with challenges. They seek to activate students' prior knowledge and make learning relevant, so students connect to the purpose and practicality of the lesson.

Holicong has an atmosphere that encourages collegial sharing for professional improvement. Teachers work together to achieve their collective purpose of learning. Teachers meet in content areas on a weekly basis to discuss curriculum and instruction. One component of these meetings is teacher-sharing of best practices with colleagues. The teaching team, consisting of the core content areas, meets each day to share student concerns and to structure team activities.

For new staff, professional development includes new teacher meetings and being paired with a mentor teacher who supports their development and instruction. They attend monthly meetings which are facilitated by administrators and expert teachers. Our school benefits from staff developers in the district and building. Staff developers often lead these meetings and provide resources and feedback to new staff. Peer observation of new teachers encourages professional growth through reflection and discussion of best practices.

Staff collaboration is the apex of professional development at Holicong. The staff continually works

together as a team to provide students with academic and problem solving skills essential to be life-long learners.

4. School Leadership

The leadership of Holicong Middle School is structured on the philosophy of shared leadership and reciprocal accountability. This philosophy is demonstrated through the concept of the team approach, which divides the school into smaller communities of learners and leaders. Team meetings occur daily, and focus on developing common educational activities, expectations, and supports at the team, grade, department, or school level. The administration guides the staff through monthly faculty and leadership council meetings. With the input of their departments and teams, the leadership council makes decisions to enhance the school's climate and educational practices.

Holicong teachers also take on leadership roles district-wide. They lead curriculum development committees, and present professional development for the entire district, outside organizations, and other local school districts. This year, teacher-leaders in the areas of technology have acted as internal professional developers, leading workshops to assist their colleagues in learning. Teachers are given informal opportunities to help shape decisions as well. Throughout the year, staff are invited to breakfast and lunch brainstorming sessions called "chat and chews" to make decisions to enhance the quality of life in the school.

Students and parents are essential components of educating the whole child. Parents are invited to help guide school climate through monthly Parent Council meetings. Parents also volunteer for many roles to enhance the school community. Students also have a role in the decision- making process through monthly Student Council meetings focused around special events. We are extremely proud of our student ambassador program. These students are leaders in the school and assist in a variety of important roles, such as acting as tour guides for new parents at our 6th grade Parent Orientation event.

The tone for the school year begins at the summer leadership retreat, where all staff members are invited to work alongside principals on developing a shared vision and expectations for the school community. Goals for the year, centered on academics and school community, are established. These goals are carried out through team and department planning, resulting in team and grade level integrations. Principals and teachers meet individually to discuss the implementation and progress of their goals. With input from teachers and other personnel, the START team helps staff to recognize students who are struggling, collects data, and develops a plan with parents and outside agencies. The Child Study team creates supports within the school and at home for students who are struggling academically or emotionally.

Holicong's philosophy of shared leadership and reciprocal accountability results in state-wide recognition for academic achievement and community accolades for success of students outside of the classroom.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math	**Test:**
All Students Tested/Grade: 7	**Edition/Publication Year:** N/A
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory academic performance and above	95	92	94	95	94
Superior academic performance	85	81	83	84	84
Number of students tested	369	399	390	408	388
Percent of total students tested	99	99	99	99	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
2. Students receiving Special Education					
Satisfactory academic performance and above	57	42	68	61	48
Superior academic performance	36	20	46	37	29
Number of students tested	42	50	50	46	42
3. English Language Learner Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
5. African- American Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
6. Asian Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
9. White Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
10. Two or More Races identified Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory academic performance and above					
Superior academic performance					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
13. Other 3: Other 3					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					

NOTES: For attendance - in terms of percentages, if we "rounded up" in years, it would be 100%; however, we felt we could not round up in this category, as not every single student tested.

Subject: Math	Test:
All Students Tested/Grade: 8	Edition/Publication Year: N/A
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory academic performance and above	91	93	91	94	96
Superior academic performance	78	72	80	81	84
Number of students tested	401	383	403	389	412
Percent of total students tested	99	99	99	99	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
2. Students receiving Special Education					
Satisfactory academic performance and above	49	64	62	50	61
Superior academic performance	28	37	26	32	42
Number of students tested	53	49	53	44	43
3. English Language Learner Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
5. African- American Students					
Satisfactory academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					
6. Asian Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
9. White Students					
Satisfactory academic performance and above	91	93	92	94	95
Superior academic performance	78	72	80	81	83
Number of students tested	362	345	363	348	385
10. Two or More Races identified Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					

NOTES: For attendance - in terms of percentages, if we "rounded up" in years, it would be 100%; however, we felt we could not round up in this category, as not every single student tested.

Subject: Math	**Test:** Keystone Exam
All Students Tested/Grade: 9	**Edition/Publication Year:** N/A
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	Jan	Jan	Jan
SCHOOL SCORES*					
Satisfactory academic performance and above	97	96			
Superior academic performance	73	68			
Number of students tested	347	521			
Percent of total students tested	98	99			
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
2. Students receiving Special Education					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
5. African- American Students					
Satisfactory academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					
6. Asian Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
9. White Students					
Satisfactory academic performance and above	97	95			
Superior academic performance	73	65			
Number of students tested	314	468			
10. Two or More Races identified Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					

NOTES: The Keystone Exam first appear in 2012-2013 because this is when they were introduced to determine proficiency for students in Algebra.

Subject: Reading/ELA	Test:
All Students Tested/Grade: 7	Edition/Publication Year: N/A
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory academic performance and above	94	91	96	97	94
Superior academic performance	76	69	71	76	72
Number of students tested	369	399	390	408	389
Percent of total students tested	99	99	99	99	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
2. Students receiving Special Education					
Satisfactory academic performance and above	60	51	74	79	60
Superior academic performance	19	4	30	33	16
Number of students tested	42	49	50	46	43
3. English Language Learner Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
5. African- American Students					
Satisfactory academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					
6. Asian Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
9. White Students					
Satisfactory academic performance and above	95	92	96	98	95
Superior academic performance	77	69	71	75	71
Number of students tested	332	363	353	373	348
10. Two or More Races identified Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					

NOTES: For attendance - in terms of percentages, if we "rounded up" in years, it would be 100%; however, we felt we could not round up in this category, as not every single student tested.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	Test:
All Students Tested/Grade: 8	Edition/Publication Year: N/A
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory academic performance and above	96	94	95	97	98
Superior academic performance	82	82	84	86	83
Number of students tested	401	384	403	389	412
Percent of total students tested	99	99	99	99	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
2. Students receiving Special Education					
Satisfactory academic performance and above	68	64	72	72	80
Superior academic performance	28	30	30	36	33
Number of students tested	53	50	53	44	43
3. English Language Learner Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
5. African- American Students					
Satisfactory academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					
6. Asian Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
9. White Students					
Satisfactory academic performance and above	96	94	95	97	98
Superior academic performance	82	82	84	86	83
Number of students tested	362	346	363	348	385
10. Two or More Races identified Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					

NOTES: For attendance - in terms of percentages, if we "rounded up" in years, it would be 100%; however, we felt we could not round up in this category, as not every single student tested.