

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13PA10

Charter Title 1 Magnet Choice

School Type (Public Schools):

Name of Principal: Dr. Tammie Smith

Official School Name: Northwest Pennsylvania Collegiate Academy High School

School Mailing Address: 2825 State Street
 Erie, PA 16508-1563

County: Erie State School Code Number*: 105252602

Telephone: (814) 874-6301 E-mail: tsmith@eriesd.org

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Jay Badams Superintendent e-mail: jbadams@eriesd.org

District Name: Erie City School District District Phone: (814) 874-6000

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: Ms. Mary Frances Schenley

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge 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.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent 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, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP 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 and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
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

1. Number of schools in the district 12 Elementary schools (includes K-8)
2 Middle/Junior high schools
4 High schools
0 K-12 schools
18 Total schools in district
2. District per-pupil expenditure: 9135

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 4
5. Number of students as of October 1, 2012 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	0	0	0
8	0	0	0
9	77	107	184
10	79	124	203
11	84	124	208
12	73	123	196
Total in Applying School:			791

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
4 % Asian
19 % Black or African American
3 % Hispanic or Latino
2 % Native Hawaiian or Other Pacific Islander
47 % White
25 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 2%

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

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	13
(3)	Total of all transferred students [sum of rows (1) and (2)].	15
(4)	Total number of students in the school as of October 1, 2011	801
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 100%

Total number of students who qualify: 791

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

We no longer collect this information. As a whole district we qualify for the US Department of Education's provision 2 free and reduced lunch program.

10. Percent of students receiving special education services: 1%

Total number of students served: 8

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

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

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>50</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>0</u>	<u>0</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>11</u>	<u>12</u>
Total number	<u>65</u>	<u>12</u>

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

16:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	96%	96%	96%	96%	94%
High school graduation rate	99%	100%	100%	99%	100%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	<u>216</u>
Enrolled in a 4-year college or university	<u>99%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>1%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>100%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

The mission of Northwest Pennsylvania Collegiate Academy is to provide a dynamic, rigorous college-preparatory education in a diversified, student-centered urban environment. Our school is committed to developing life-long learners and responsible citizens in a global society. Our Vision Statement is a commitment to Always Reaching Higher.

Northwest Pennsylvania Collegiate Academy is an urban, college preparatory magnet school with a 100% four-year college acceptance rate. Each year, eighth graders apply for approximately 225 openings; our average student is admitted with a minimum grade point average of 3.0, standardized test scores in Reading and Math at the 75th percentile or above, excellent teacher recommendations, and a resume that includes academic honors, community service, and extracurricular activities. The total student body takes approximately 1,000 Advanced Placement and/or college courses each year. Collegiate Academy offers 23 Advanced Placement courses. Students enroll annually in more than 650 AP courses, all taught by College Board authorized faculty. Students may also participate in high school dual enrollment courses at local universities.

In 2011 and 2012, U.S. News and World Report and The Washington Post ranked Northwest Pennsylvania Collegiate Academy as a Gold High School and ranked as one of the top public high schools in Pennsylvania and in the top one percent nationally. Collegiate Academy graduates have an average SAT combined math and critical reading score of 1149 and writing score average of 553. The class of 2012 received over \$16.5 million in college scholarship offers.

We have a distinctive culture at Collegiate Academy which is the foundation for our academic and character excellence. Our school traditions contribute to our culture. Perhaps the most beloved is our Annual Beach Walk, recently dedicated to the honor of former dean Dr. Lori Gornall, who was instrumental in creating Collegiate Academy. This annual event raises funds for an endowment fund for departmental scholarships for graduating seniors. Student Senate plays a central role in our culture, participating in community outreach, charity drives, and tutoring elementary students as well as sponsoring dances and other yearly social events. The Senate's annual induction ceremony, in which officers and representatives are sworn in by a federal appeals court judge in front of the whole school, is one of the most formal and memorable occasions of each year. Another is the National Honor Society induction ceremony, which celebrates our members' scholarship, leadership, service, and character. At our Academic Excellence Ceremony, students who achieve honor roll status for the first three quarters of the academic year are recognized for their academic accomplishments. The ceremony also celebrates the achievements of our graduating seniors, including National Merit scholars and commendations, College Board Advanced Placement Scholars as well as awarding departmental and community scholarships.

Other favorite traditions include the Rudi Awards, a Christmas talent show that occurs the day before we leave for Christmas vacation, Sophomore Lockdown, a big sleepover for members of the sophomore class, and Senior Days, when graduating seniors spend the night at a local camp ground right before graduation.

Students love the freedom and openness of our school, which is much like being on a college campus. We do not use a bell system, and lunch is a flexible time to catch up with friends or just catch up on homework. Students are not restricted to the dining area; they are free to eat in the area outside of the dining hall and, when weather permits, outside on our promenade overlooking the City of Erie. At Collegiate, it's cool to be in smart in school; class rank is very competitive. While students need a minimum of 29 credits to graduate, most of our students graduate with more than 30. Students have entered college as second semester freshmen or even first semester sophomores thanks to the AP and dual enrollment college credits they earned while at Collegiate.

Healthy competition is a way of life at Collegiate. In addition to boasting many high-performing and award winning athletes, our students have been successful in a wide variety of academic competitions. They have won countless competitions in Model United Nations, First Robotics Team, National Math Challenges, Mock Trial, the Ocean Bowl, and most recently the Pennsylvania Junior Academy of Science. But our flagship team is our United States Academic Decathlon Team. Collegiate has only been in existence for sixteen years, our USAD team has represented the state of Pennsylvania at the national championship eight times. Of those eight years Collegiate has brought home gold, or 1st places finishes, three times.

Collegiate attracts students from all corners of the City of Erie as well as throughout Erie County and all walks of life. Students' value being part of a family here and our motto of pride, honor, and respect is woven throughout our school culture. We are proud of our academic achievements, our National rankings, and our 100% college acceptance rates.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Collegiate Academy has attained a consistently high standard of achievement on our state standardized tests, the PSSA exams. For each of the last five years, Collegiate Academy has maintained scores of over 90% proficient and advanced in both math and reading. During this period, reading proficiency levels have steadily remained between 97% and 99%, while math scores have increased from just over 90% to 94% in the 2011-12 school year. Accordingly, our goal has been to steadily work toward 100% proficiency in both math and reading and to continue to increase the percentage of students who are categorized as advanced. Although 90% is considered a high benchmark by most standards, as a college preparatory school, we consider it a minimal level of performance and continually strive to increase our percentage of proficient and advanced students. To this end, we have seen some measurable improvements in our overall scores as well as in our major subgroups.

Increasing the quantity of advanced level PSSA scores for all students is one of the Collegiate Academy's goals. The trend found in both reading and math is a consistent movement toward 100% proficiency. This is demonstrated by an increase in math scores from 91.1% to 94.2% in the school years from 2007-2011. During this same time, Collegiate Academy has produced a significant gain with its largest minority subgroup, Black-non-Hispanic students, with the percentage of students achieving advanced math scores increasing from 23.5% in 2007 to over 40% over the course of the last four years. Reading scores show similar trends with an overall increase in reading scores from 56.3% advanced in 2008 to 76.5% advanced in 2011. Although we have a few students annually who score in the Basic or Below Basic range during their first attempt, they are provided one on one remediation and have all scored proficient on subsequent tests.

Our standardized test scores continue to reflect an upward movement as a total population, with economically disadvantaged students, and Black-non Hispanic students. Due to the way that race/ethnicity is reported, our 2011-12 scores do not reflect a subgroup population size that was large enough to fit the calculations for state reporting, so no achievement gap data can be determined.

Because our major goal is college preparation, our attention and efforts are geared toward student achievement on college placement and Advanced Placement exams. Over the span of five years, the number of students who take AP exams has grown. In 2008, Collegiate Academy had 378 AP students taking 693 exams. By 2012, Collegiate Academy had 485 AP students who took 822 exams. During this time our school experienced a high of 67.5% of our total AP students who had a score of 3 or higher on an AP exam. Over the past few years, we have increased access to college level work to all of our students which for the short term as caused a small dip in our average AP score. We anticipate the scores will continually increase as students are better exposed to this rigorous work.

Collegiate Academy boasts SAT scores that are among the highest in the state. Unlike other schools that may only test a small number of students who are college bound, all students at Collegiate Academy either take the SAT or ACT exam. Our average score of 1102 is the highest in our region and among the highest in the state. Collegiate students score on average, 272 points higher than the other schools in our district and 50-75 points higher than much more affluent districts in our area.

2. Using Assessment Results:

In 2010, our faculty began to analyze the results of the PSAT's which we give to every 10th and 11th grade student at Collegiate. During weekly faculty meetings, we looked at our overall results searching for trends, completed an item analysis, and targeted weak areas as compared to similar scoring students from across the Nation. Math and Language Arts teachers immediately used this information to begin

targeting instruction. In addition, the result of the data review has driven our school's professional development and teacher inquiry groups.

For the past two years, common plan teams of Mathematics and English Language Arts teachers have engaged in inquiry groups focused on analysis of PSAT scores to identify areas of weakness and guide curriculum revision to teach those areas more successfully. One specific example is the ELA 10 group, which used PSAT Writing score data to inform instruction of language (grammar) skills. By identifying specific areas of grammar weakness, the team was able to focus on instruction of those grammar skills. A post-test in a PSAT Writing test format demonstrated significant improvement on those skills. Similar work has been done by other teams in Mathematics and English Language Arts.

Mathematics, English Language Arts, and Science teachers have also traditionally used the Pennsylvania System of School Assessment (PSSA) Math, Reading and Writing, and Science test results to direct necessary remediation and inform curriculum revision and development. Because very high percentages of our students score at the proficient and advanced levels, minimal remediation is needed. However, those remediation efforts that are required each year have led to successful re-test scores. The new Pennsylvania standardized tests, the Keystones, are providing similar opportunities for data-driven decisions in both remediation and curriculum development. A close analysis of the Keystone Literature test results have led to significant expansion of informational texts and analysis of the rhetoric of argument in ELA grades 9-12. Similarly, analysis of Keystone Algebra and Biology test data has led to curriculum alignment and revision work in these courses, as well.

In addition, we use the data from the College Board's AP Potential program to target groups of students for remediation, course selection, and enrichment. The AP Potential program uses PSAT scores to predict which students are expected to perform well with college level curricula. We never use this program to prevent a student from taking an AP course, however we do use the data to pursue and encourage students who may not have considered taking an AP course. This data also allows us to identify students who would benefit from SAT prep course work; both students who need to improve their scores for college entrance and those who have the potential to be recognized as National Merit Scholars.

3. Sharing Lessons Learned:

Collaboration is at the heart of Collegiate Academy. The vast majority of our decision-making processes have been built upon collaboration with our teachers, students, and parents. That being said, we recognize that Collegiate is part of a larger district. Our staff shares our expertise through a variety of in-services and district improvement initiatives. Collegiate teachers serve on our district's Math and Science curriculum committees, which will not only benefit our students but also the rest of our district. A number of our teachers have been presenters at district in-services and national conventions. They have taken leadership roles on district committees which are writing new Common Core curriculum lessons for Language Arts, Art, and Wellness.

District high school principals have conducted "walk through exercises" associated with John Saphier's Research for Better Teaching. This practice allows principals to view real time classroom instruction, then collaborate on the best practices witnessed as well as on what our teachers can do to enhance their pedagogical skills. This also fosters a common language for evaluations, along with great conversations about improving teaching.

Collegiate Academy has hosted a number of events that have allowed other schools district and their teachers to use our facilities, which also highlight our student's talents. For example we have hosted the Pennsylvania Music Educators Association (PMEA) District 2 Choral Festival three times over the past eight years, most recently this February. Students from this region auditioned for, practiced, and performed a wonderful concert for the public to enjoy. During their practice time one of our Common Core coaches was able to offer a workshop on implantation of Common Core instruction to music

teachers at the festival. We have also hosted College Board Advanced Placement training sessions in the fall for the past two years, allowing both our teachers and those in the surrounding area to benefit.

In addition, one of our teachers has served as a district math coach for a year and another math teacher has started sharing his lessons on YouTube and has developed a “flipped classroom” approach modeled on Kahn Academy. We are very fortunate to have two teachers who thanks to a generous grant from General Electric, are sharing their expertise full time as Common Core Facilitators. These expert teachers have been working with the staff at our school and the faculty at other schools around the district to do the important work of implementing the Common Core State Standards.

4. Engaging Families and Communities:

Communication is vital to our organization’s success. As an educational family, we do our best to keep our teachers, students, and families well-informed. We have been a leader in our district with communication systems that reach all of our students. We employ the “ONECALLNOW” communication system to send voice recorded messages to reach all of our students, parents, and teachers when necessary with one clear and consistent message. To aid in this endeavor we have also instituted the district’s first Facebook page to better enhance our communication to our stakeholders. During our district’s budget crisis when the district was cutting nearly 300 teachers, we met as faculty and individually with those teachers who were going to be affected. Collegiate hosted multiple parent and town hall meetings to discuss the impact of the cutbacks and layoffs, focusing on overcoming these cuts and providing stable and enhanced educational opportunities for our students.

Collegiate has developed outreach programs to give our students and parents larger opportunities to become involved. We have organized a Performing Arts Booster organization to support our numerous activities. These parent and student volunteers help with fundraising and provide necessary support up to and including the night of our performances. We have developed our first Parent Teacher/Student Organization, which has provided for various classroom and specific teacher needs. We are currently working on setting up an alumni organization, which will allow us to build a network of former students to help us move into the future with best practices for our current students. Additionally, we’re working with Junior Achievement, setting up internships and reaching out to our community for mentors to give our students insight into possible careers.

Our school houses the Gifted Education Program for our district, and our teachers volunteer hundreds of hours a year for the program. In addition, our Student Senate has set up a peer tutoring program for our students who need more academic help and a project called the “Face to Face Book.” This program utilizes students to mentor and teach immigrant students at an elementary school reading and writing in English. Lastly, our Project B-Fit program matches our students with kindergarten students to teach about healthy lifestyles.

Collegiate Academy has both formal and informal partnerships with four universities in our area. All of our students are offered the opportunity to take dual enrollment classes at these schools which provide them with both high school and college credit before they graduate from Collegiate. Furthermore, many of our science students have been asked to write college labs. Several of our teachers also serve as adjunct professors at these universities, teaching classes in Chemistry, Biology, Earth Science, Environmental Science, and English. We have also partnered with the universities for professional development; both of our faculty and their pre service teachers.

Our community involvement is also varied and robust. Our Robotics team partners with more than 20 General Electric engineers, some of whom travel with the team to regional and national competitions. Our Chemistry department sponsors Chemistry Day for middle school students, hosts booths for Chemistry Day at our local mall and annual festivals. Our Environmental Science teacher has done significant work on a number of fronts, including spearheading an effort to complete energy audits for almost every Erie

School District building and establishing a local Green Schools Alliance in partnership with a consortium of Pittsburgh, Pennsylvania educational institutions.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

With a focus on academic achievement and college preparation, all of Collegiate Academy's core curriculum support college and career readiness. Every course has a curriculum that is at an Honor's or Advanced Placement level. In addition, each department partners with local universities to ensure that their syllabi are in line with the expectations and requirements for incoming college freshman. Below is an overview of how each department addresses learning standards and supports college and career readiness.

In addition to the two Advanced Placement courses and dual enrollment options, the English/Language Arts department teaches a research class for all in-coming ninth graders and includes a formal research paper requirement all four years. In addition, the curriculum includes assistance with resume writing and college application essays. An after-school writing center and SAT prep classes top- off the supplemental curriculum in this department.

Similarly, the Mathematics department offers dual enrollment options and three Advanced Placement courses. In addition, elective options such as Problem-Solving, Engineering, and Statistics maintain curricula that are aligned with careers in Mathematics as well as local university courses. Students can participate in many extra-curricular activities that promote the application of math concepts and are nationally competitive.

Our Science department offers four AP courses and dual enrollment options at three different universities. Catering to a student population who is interested in pursuing medical, engineering, and environmental careers, we offer unique courses suited to our student's needs. Organic Chemistry, Anatomy, and AP Environmental Science are among the offerings that help our students gain access to high-demand college majors and career fields.

With a focus on the application of history and current events, our Social Studies department asserts the majority of AP offerings. With AP courses in Government, Human Geography, World History, U.S. History, Psychology, Macro Economics, and European History, students are well prepared for their freshman year of college. In addition, we encourage students to apply their knowledge by participating in organizations such as Model United Nations, Mock Trial, Junior Achievement, and Student Senate.

The Visual and Performing Arts departments also host three AP courses and have developed curricula to meet the needs of talented and diverse learners. From Ceramics to Modern Dance to Vocal Jazz, almost every student contributes in some way to this department. In addition, a magnificently revitalized auditorium is home to a theater program that, with the collaboration of the vocal, instrumental, dance, and art departments perform three major productions a year, more than any other school in the state.

Our Recreation and Wellness Department exceed local and state requirements. Courses here include a two year requirement for health and wellness, as well as electives successful in Athletic Training, Competitive Wellness, and Weightlifting. In addition, students participate in a course called Project B-Fit where we partner with local elementary schools to teach younger students about health and wellness resulting in increased awareness among our own students.

Our Technology department includes three computer labs and an unbelievable amount of course offerings that promote the skills that we think our students will need to have in order to be college and career ready when they leave us. Digital Literacy, Webpage Design, Photo Digital, Desktop Publishing, Advanced Computers, Microsoft Office, AutoCAD, and C++ are examples of what we offer in the department.

Students at Collegiate Academy are required to take at least three years of a World Language with most choosing to take multiple languages. For the past five years, we have offered Spanish, French, and German. Recently we have added Mandarin and anticipate Latin offerings next year. APEX and Rosetta Stone provide supplemental world language opportunities for our students.

2. Reading/English:

The Collegiate Academy English Department is committed to maintaining a rigorous level of study in reading, writing, speaking and listening, and language. The department's vision began with an agreement to include at least one work by Shakespeare at every grade level along with classics and contemporary works of literary merit. Our philosophy includes the belief that by reading rich and complex texts, students are able to learn and practice close reading strategies, which prepares them to engage in academic writing regularly. We also require research writing every year using Modern Language Association style. Emphasis is placed on instructional strategies that are student-centered; one important component of that approach is the use of Socratic seminar discussions as a foundational component of all classes.

We also strive to offer a variety of electives to enrich our core course offerings, including Poetry Appreciation, Fiction Workshop, Women's and African American Literature, Freshman Research, Print and Broadcast Journalism, Communication, and Yearbook. Our AP English Language and Composition and AP English Literature and Composition classes are taken by a high percentage of our students, and many others choose to take dual enrollment college English classes at one of several local universities.

A number of English faculty members have had the opportunity to participate in week-long summer College Board workshops on vertical alignment providing resources to align instruction in the four core courses for grades 9 through 12. Members of the department gather each summer to review and revise the core curriculum maps. For the past two years, the department has also worked in common planning teams to plan, reflect on, and adjust our instructional strategies and common assessments, which has led to meaningful improvement in overall effectiveness of student learning.

Last summer, the curriculum review and revision work focused on shifts to align the curricula to the new Common Core State Standards for ELA/Literacy. That process and reflection led to important changes to the curriculum maps, many of which focused on introducing more informational literature and a study of the rhetoric of argument at every grade level.

Our students excel on standardized English tests, including the state assessments as well as the AP English Language and AP English Literature tests. However, for students who need additional support we offer an after school writing center, SAT prep, and Special Help Nights.

3. Mathematics:

The academic standards of Collegiate Academy's Math Department are high. Students are required to complete four years of Math with many of them taking additional electives and dual enrollment courses through local universities. Each student's math track is individualized based on the skills of the incoming student. Algebra I is offered to ninth graders who have had limited exposure to the content while other incoming freshman start at Geometry or Algebra II based on their strengths. As students' progress through the curricula, they have several advanced Math options including AP Calculus AB, AP Calculus BC, and AP Statistics which have open enrollment and are available to all students. For students who struggle, we provide Special Help Nights, peer tutoring, remediation and a re-testing policy that supports mastery learning.

Outside the classroom, there are several opportunities for students to expand their Math skills as well as participate in regional, state, and national competitions. The celebration of Pi Day is a school-wide event

that includes presentations on our broadcasting channel, competitions during lunch shifts, and integrated lessons. Our school's Math and TEAMS (Tests of Engineering Aptitude, Mathematics, and Science) Clubs compete in the National Math Challenge and state engineering competitions. Over the past several years, the students participating in TEAMS testing have received first place awards in the region and have been recognized at the national level. For those students who crave still more Math, several clubs and extracurricular activities are available that apply Mathematical concepts including Robotics, Engineering, Chess Club, and the Rubik's Cube Club.

The Math Department is currently immersed in the study of Common Core State Standards and the revision of its curriculum to reflect student depth of knowledge. Mathematical practices are being reviewed to make connections with daily practice which enable students to more fully engage in the exploration of mathematical phenomena. These efforts allow our students not only to be advanced mathematicians but also critical thinkers who understand the theory and relationships of equations and variables.

4. Additional Curriculum Area:

The Visual and Performing Arts are the soul of Collegiate Academy. The classes are popular, and our students' work goes far beyond the classroom with artwork featured in local and state exhibits, student participation in local theater, chorus and instrumental performances in state festivals and community performances by our dancers. By offering our students so many opportunities to develop and express their creativity, we are fulfilling the promise of one of our Belief Statements, "The visual and performing arts are vital to the school culture."

The Visual Arts department offers a variety of courses including Art I, II, and III, Ceramics I and II, Advanced Ceramics, Poster Art, AP Studio Art and AP Art History. Student work is frequently selected for juried art exhibits and is often selected for top honors. The wide variety of courses also enables students to assemble impressive portfolios for their applications to art colleges.

The Vocal program is world-class. Courses include Grade 9 Girls' Chorus, Women's Chorus, Chamber Singers, Vocal Jazz, and Advanced Voice. Each chorus performs at two concerts each year and enhances other events including the NHS Induction Ceremony, the Academic Excellence Ceremony, and Graduation. The Vocal Jazz group spends Valentine's Day traveling the area surprising people with singing valentines. This year, for the third time in a decade, Collegiate Academy hosted the PMEA District 2 Chorus Festival. Our halls were filled with visitors from 41 school districts performing in two culminating concerts.

The Instrumental program has an equally impressive tradition. We offer Wind Ensemble, Orchestra, Jazz Band I and II, and Piano. The instrumental groups also perform two concerts a year and delight guests as the pit orchestra for our school musicals. Both choral and instrumental students participate in district, regional, and state festivals. In addition, we are the only school in the region to offer AP Music Theory.

Our Theater Arts Department is second-to-none. Students' performances and their backstage work, including set design, construction, and costuming, is consistently top-notch. The department takes on three productions a year including a variety of musical, dramatic, and comedic plays, such as Sweeney Todd, Into the Woods, and plays by Shakespeare.

Finally, the department offers a variety of dance offerings including Jazz, Modern Dance, and Collegiate Academy Dance which perform both within the school and community, often showcased at local events such as the Festival of Trees, Erie Community Foundation Awards, and Erie Days.

5. Instructional Methods:

There are multiple ways which we differentiate to meet the needs of our students. Individualized graduation plans, a large variety of course offerings, supplemental programs, and support services provide a diverse population with assorted opportunities to reach their full potential.

Students at Collegiate Academy often have the flexibility to excel and complete courses at their own pace sometimes resulting in early graduation or having a semester's worth of college credit completed upon graduation. While the 23 AP Courses and dual enrollment classes provide enrichment opportunities, after school and summer course offerings as well as independent studies and on-line courses provide students with supplemental options to review, enrich, or increase the pace of their learning. Three computer labs, school-wide wireless access, and a Bring Your Own Device policy support access to on-line programs such as APEX and Rosetta Stone that increase independent learning opportunities. In addition, several teachers use class Wiki's, blogs, and YouTube to provide resources as well as video-taped lessons to differentiate for both advanced and struggling learners.

Classroom instruction is also supplemented with unique opportunities for a variety of learners including lab assistantships and community internships. Two years ago, we developed a school-wide diversity team which has worked towards the development of multi-cultural events, foreign exchange programs, summer enrichment programs, and outreach programs. In addition, we are currently exploring the possibility of developing a one-to-one program that will allow us to shift to the use of digital texts.

Finally, we offer a variety of support services to meet both the academic and emotional needs of our students. Academically, we offer assistance through a strong peer tutoring program and a Student Writing Center, modeled after support centers in colleges and universities. Students who have Individual Education Plans (IEP's) or Gifted Individual Education Plans (GIEP's) are provided a case manager who collaborates with their teachers and families to ensure their accommodations and instructional needs are met. For emotional support we have a strong Student Assistance Team that provides mentors and services to students on an individual needs basis. Two guidance counselors and a mental health specialist are housed at Collegiate Academy providing additional resources for individual student needs.

6. Professional Development:

Our faculty is committed to maintaining high standards of academic rigor and best instructional practices. Two teachers are National Board Certified, twenty-three have completed Advanced Placement training and teach AP classes, and five serve as readers for the AP tests. In addition, most of the faculty have or are currently completing a Master's graduate program in their content area.

We strive to create a dynamic learning culture that focuses on raising the quality of teaching and learning in every classroom. To support that goal, we annually develop focused and individualized professional development plans that help teachers build capacity for success. Our approach is based upon common planning teams working in professional learning communities. For the professional development project last year, every team worked in inquiry groups to focus either on student-centered learning or common assessments. This action research informed decisions about shifts in instructional strategies as well as identifying needed curriculum revision and re-alignment.

This year, our focus is on making instructional shifts to the Common Core State Standards. Common plan teams are working to revise their curriculum maps to align them to the Common Core Standards and to implement shifts to more student-centered instruction. To assist this effort, two Common Core State Standards Facilitators along with administrators, offer guidance, assistance, and support to teachers as they work on this important effort.

Professional development is also a regular part of our school culture. Weekly faculty meetings always include information on some aspect of improving student achievement, in planning, assessment, or instruction. The strategies come from a number of sources, including Research for Better Teaching,

ASCD, and the teaching channel among others. In addition, new teachers to our building receive support with the help of one to one mentors and monthly new teacher meetings that focus on topics gleaned from the Master Teacher series.

Collaboration with district initiatives is also central to our professional development plan. In nearly every department, our faculty participates in and often acts as leaders for district-wide staff development. Faculty from Collegiate Academy's Math, Language Arts, Science, Fine Arts, Health and Wellness, and World Language departments have and continue to lead district curriculum revision committees and participate in district professional development focusing on best practices in their fields. In addition, the school's administrators, Common Core Facilitators, and new teachers participate in year-long district cohorts studying *The Skillful Teacher*.

7. School Leadership:

The philosophy of the leadership team at NPCA is to support effective instruction and student learning both inside and outside the classroom. With instruction at the forefront, resources, policies, and structures have been established to ensure best practices, continual professional growth, and high expectations for our students and staff. As instructional leaders, the administrative team believes that the development of leadership capacity among faculty and students, collaboration between all stakeholders, and multiple opportunities for student learning is central to student achievement.

The creation of the Master Schedule each year is one of the structures that our Dean and Associate Deans use to encourage collaboration and provide resources to support student achievement. Block scheduling allows Collegiate Academy students access to more class offerings for longer periods of time, providing increased opportunities for in-depth discussions, application of learning, and labs. In addition, common planning time for teachers of the same discipline is built into the Master Schedule to provide weekly time to collaboratively plan, share resources, and review student work. Common Core facilitators and administrators often work with teachers during this time to discuss instructional issues such as shifts in the curriculum and common assessments.

School programs and policies have also been adopted by school leaders that support student achievement and the school's instructional focus. Extensive Advanced Placement offerings, independent studies, internships, and partnerships with three local colleges offering dual enrollment courses afford students multiple opportunities to expand their course choices and experiences to ensure they are well prepared for college and future careers. With high expectations for our students, we have also adopted a retest policy that encourages mastery learning as well as establishing graduation requirements that far exceed the standards for any other school in the region.

Encouraging and cultivating teacher and student leadership capacity is a focus of the administrative team. With administrative support of faculty and student driven initiatives, faculty and students become vested and new opportunities for student learning have grown. The establishment of school-wide groups such as Student Senate, the Diversity Team, and the Green Team grew from stakeholder involvement and has members that include administrators, faculty, and students. Initiatives from these organizations have led to the creation of programs such as peer tutoring, partnerships with elementary and middle schools, a school garden, and our Speaker's Series, which exposes students to potential college majors and career fields.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11

Test: PSSA Mathematics

Edition/Publication Year:
2001

Publisher: Pennsylvania Department of Education/
Data Recognition Corporation

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/ Advanced	94	92	95	90	91
Advanced	59	60	65	56	52
Number of students tested	207	216	163	185	180
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/ Advanced	88	87	93	82	90
Advanced	42	46	61	48	55
Number of students tested	24	63	44	62	40
2. African American Students					
Proficient/ Advanced	80	88	93	75	72
Advanced	40	41	43	50	24
Number of students tested	10	17	14	16	17
3. Hispanic or Latino Students					
Proficient/ Advanced	4				
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/ Advanced	1				
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/ Advanced	0				
Advanced					
Number of students tested					
6. Economically Disadvantaged					
Proficient/ Advanced	88	87	93	82	90
Advanced	42	46	61	48	55
Number of students tested	24	63	44	62	40
NOTES: Pennsylvania Department of Education does not list prior year score data for subgroups of students not large enough for statistical analysis. For this reason, Collegiate Academy does not have data on the PDE Website to produce for prior years.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 11

Test: PSSA Reading

Edition/Publication Year:
2001

Publisher: Pennsylvania Department of Education/
Data Recognition Corporation

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/Advanced	99	100	98	96	97
Advanced	72	87	76	73	69
Number of students tested	207	216	163	185	180
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	100	98	93	92	93
Advanced	50	74	66	72	58
Number of students tested	24	63	64	62	40
2. African American Students					
Proficient/Advanced	100	100	93	94	90
Advanced	40	77	64	56	65
Number of students tested	10	17	14	16	17
3. Hispanic or Latino Students					
Proficient/Advanced	4				
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced	1				
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. Economically Disadvantaged					
Proficient/Advanced	100	98	93	92	93
Advanced	50	75	66	73	58
Number of students tested	24	63	64	62	40
NOTES:					
The Pennsylvania Department of Education does not list scores for subgroups of students who do not meet the minimum number of students. In our school, no data is provided by PDE for Special Education, Hispanic or Latino, or English Language Learners for Collegiate Academy based on these numbers.					