U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13PA1

	Charter	**Title 1**	**Magnet**	**Choice**
School Type (Public Schools):	☑	☐	☐	☐

Name of Principal: Ms. Jennifer Arevalo

Official School Name: Souderton Collaborative Charter School

School Mailing Address: 110 E. Broad Street

Souderton, PA 18964-1276

County: Montgomery   State School Code Number*: 123463370

Telephone: (215) 721-4560 E-mail: scsc4kids@hotmail.com

Fax: (215) 721-4071   Web site/URL: http://www.scsc4kids.org

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*: Ms. Jennifer Arevalo   Superintendent e-mail: scsc4kids@hotmail.com

District Name: Souderton Charter School Collaborative   District Phone: (215) 721-4560

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. Lisa Kern

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   197   Elementary schools (includes K-8)

        0   Middle/Junior high schools

        0   High schools

        0   K-12 schools

     197   Total schools in district

2. District per-pupil expenditure: 10498

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area

4. Number of years the principal has been in her/his position at this school: 7

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	12	13	25
1	14	14	28
2	12	13	25
3	13	10	23
4	10	10	20
5	12	10	22
6	13	9	22
7	8	10	18
8	9	5	14
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			197

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
10 %	Asian
8 %	Black or African American
4 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
75 %	White
3 %	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: 6%

   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 *to* the school after October 1, 2011 until the end of the school year.	4
(2)	Number of students who transferred *from* the school after October 1, 2011 until the end of the school year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	10
(4)	Total number of students in the school as of October 1, 2011	172
(5)	Total transferred students in row (3) divided by total students in row (4).	0.06
(6)	Amount in row (5) multiplied by 100.	6

8. Percent of English Language Learners in the school: 4%

   Total number of ELL students in the school: 7

   Number of non-English languages represented: 2

   Specify non-English languages:

   Spanish and Gujarati

9. Percent of students eligible for free/reduced-priced meals: _____7%_____

   Total number of students who qualify: _____14_____

   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.

10. Percent of students receiving special education services: _____11%_____

    Total number of students served: _____21_____

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0	Autism	0	Orthopedic Impairment
0	Deafness	4	Other Health Impaired
0	Deaf-Blindness	3	Specific Learning Disability
0	Emotional Disturbance	13	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
1	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

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

	Full-Time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	16	1
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	2	5
Paraprofessionals	0	3
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	1	0
Total number	21	9

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:   12:1

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%	96%
High school graduation rate	%	%	%	%	%

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: _____

Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ **0**%

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

Souderton Charter School Collaborative's (SCSC) culture embodies a vigilant focus on a trajectory toward excellence for all students. Extensive time and thoughtful consideration have gone into the creation and success of our school. SCSC opened its doors in 2000 and currently serves 200 students in grades K-8. Our cultural diversity has grown since opening. Our current population is 25% minority, 10% special education and 7% low income. A mission driven school, it was founded on a belief in inclusive education, collaboration, and experiential learning.

The mission of SCSC is based on the following guiding principles: SCSC is a learning center in which students, staff, parents, and community members are engaged in their learning and the learning of others. SCSC seeks to create an environment that fosters a commitment to lifelong learning. In this learning environment all children are valued with each child's unique qualities appreciated and developed. As a concrete expression of this philosophy, home base for all children serves as the general education classroom and everyone involved with the learning center, children and adults alike, has an individualized education plan or individualized learning plan (IEP/ILP). We expect all students to perform at proficient/advanced level in all achievement areas.

SCSC's vision of teaching and learning is grounded in the following tenets:

The learning environment is experiential. There is little reliance on text books; rather students are engaged in inquiry-based learning projects based on real world questions. Content and skills are not "covered", but discovered and mastered in an engaging learning environment.

The learning environment is inclusive and individualized. All students are fully integrated into the regular education classroom environment. Teachers are available to all students, based on needs. There are no special education classrooms.

Strong family partnerships bring to life a Parents-Welcome policy encouraging our families to be a vital part of the school. Our families contribute significant time at our Work Days, serve on the Board of Trustees, and participate in the school day in a variety of meaningful ways.

Adult learning is considered a crucial ingredient to creating a vibrant learning experience for children. The mission is achieved through on-going professional development teams. Topics of focus are based on adult ILPs and school-wide goals. Also, co-teaching allows for on-going dialogue and reflection on teaching and learning practices.

SCSC has many systems and processes in place to support our vision:

Instruction is delivered through co-teaching in multi-age classrooms, which allows for differentiation and intervention more efficiently than the traditional classroom setting. A low student/teacher ratio allows for individualized instruction, goal setting, and progress monitoring. Additionally, students typically spend two years with their teaching teams.

SCSC promotes a community of acceptance: It has designed an inclusive learning environment built on respect of difference. Community is nurtured each day, beginning with "Morning Meeting", modeled on Responsive Classroom. Students build connectedness and focus on social development. When conflict arises between students, they are given opportunities to understand and resolve conflict utilizing a "Peace Table" and "Emergency Council Meeting", based on the model from the Southern Poverty Law Center.

All community members are empowered to participate in these experiences, which enable them to understand the impact of their actions and restore a positive learning climate.

Monthly Evening Collaboration Sessions with families are held as a strategic way to encourage dialogue, promote community involvement, and highlight our successes. We believe a strong community yields success.

Every child has an Individual Learning Plan (ILP). In August, our families and students meet with their child's teaching team to discuss goals and develop a plan for the coming year. These goals are revisited and adapted throughout the year. Further, all children are placed in math and reading groups as determined by their academic achievement. Rather than following a formula based on age, each child receives instruction that yields optimal results.

SCSC is a dynamic school, focused on best practices that serve as a model for others:

- Ranked in top 5% of PA schools on state testing (PSSA) for the past five years

- Exceeded Annual Yearly Progress (AYP) standards since its inception

- Named "2012 Pennsylvania Don Eichorm Schools to Watch" by the PA Association for Middle Level Educators, based on the criteria established by the Nat'l Forum to Accelerate Middle Grades Reform - First Charter School in Pennsylvania

- Numerous classroom awards, including NASA/Lockheed Martin Space Day: four time national award winners; National History Day: multiple awards, Junior Solar Sprint Competition, multiple awards and Montgomery County Envirothon: 2012

- Promoted by Pennsylvania Department of Education as one of four charter schools worthy of replication

- Rated #1 school district, #1 middle school and #3 elementary school at www.schooldigger.com for 2011-12 PSSA scores

- 58% of families volunteer 20+ hours each year - Nicholas Cericola Memorial Award for Family Volunteerism 2003

- 94% of families are "highly satisfied" with their children's education according to recent 360 degree feedback survey

- 200+ families on current wait list

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Pennsylvania state assessments have four performance levels: below basic, basic, proficient and advanced. For 2011-2012, the state's performance targets were 78% proficient or advanced in math and 81% proficient or advanced in reading. SCSC's guiding goal is to have every student leave performing at the proficient or advanced level in all academic areas. All students in grades 3-8 participate in all Pennsylvania System of State Assessments (PSSA). Additionally, students in grades 1-2, participate in the TerraNova, a nationally standardized test, in reading/language arts and complete a comprehensive math assessment designed by Singapore Math. The results of each of these tests are used in developing learning plans for each student.

Annual goals for PSSA in Reading and Mathematics in Grades 3-8: At least 5% above the state PSSA annual performance indicator will be the criteria of all students to be proficient in Reading and Math, as measured by the annual state-wide PSSA assessments.

Pennsylvania's Targets for PSSA Proficiency levels: 78% for Math and 81% for Reading (2011-12)

* SCSC 2012 Results:

- Reading: 96% of students scored at the proficient level or higher.

- Math: 100% of students scored at the proficient level or higher

Annual Goals for TerraNova Reading/Language Arts in Grades 1-2: 100% of students will score at the 50th percentile or higher.

* SCSC 2012 Results:

- 92% of all students scored at or above the 50th percentile

Annual Goals for Singapore Math Comprehensive Assessment: in Grades 1-2: 100% of students will score 75% or higher in grades 1-2.

* SCSC 2012 Results:

- 95% of students scored at or above 75%

Analysis of Data Trends

Systems and Processes that Promote High Achievement for All Students

We attribute the upswing of our scores to the adoption of mission aligned programs, financial commitment to co-teaching, vigilant monitoring and analysis of student achievement data points and rapid initiation of intervention strategies for students who fall behind.

Mission Aligned Programs: In 2004, 2005 and 2006, SCSC adopted 100 Book Challenge, Singapore Math and Making Meaning respectively. These programs provide a rigorous and meaningful curricular scope and sequence. Each embeds skills that promote student independence, engagement and deep understanding of reading and mathematics.

Financial Commitment to Co-Teaching: SCSC has supported co-teaching within all of its classrooms because it allows for individualization for all students. By reducing teacher student ratios and by placing specialized teachers into classrooms with the greatest need, all of our students benefit from the dynamic learning environment that is created when everyone is pushing in the same direction: improving all students' achievement.

Data Analysis: The Director of Education/Principal maintains a constant eye on the achievement of all students through the analysis of student data (both local and state). Additionally, she creates classroom rosters that reflect this data and designs schedules and teaching assignments that best support the learning of the entire student body. The DOE gathers monthly student achievement data and inspects quarterly Progress Reports so as to monitor information shared with families to ensure consistency with monthly achievement data.

Response to Intervention: Monthly RTI meetings are held to monitor student progress and when needed six-week intervention plans are created. The plan's goals may be academic or behavioral in nature. The intervention goals are measurable and may involve home support. After four weeks, newly collected data is analyzed to make adjustments. The process is revised if the child does not make progress. If instructional practices and intervention do not yield progress, psychological testing is recommended.

Performance Trends in Reading: School-wide

In 2007-2008, an upward swing began to emerge, which is attributed to the adoption of our reading programs, increased hours of independent reading and enhanced reading instruction and assessment. Since 2007, reading scores at the proficient or advanced levels have far surpassed those required by state targets.

Performance Trends in Mathematics: School-wide

In 2005, Singapore Math curriculum was adopted school-wide. We believe SM's rigorous and in-depth curriculum combined with effective instruction and questioning are the reasons for our high scores over these years across grade levels.

Analysis of Achievement Gap in PSSA Scores 2011-2012

2011-12 PSSA reading scores indicate an achievement gap >10% for special education students in grades 3-8. This year, our reading specialist and language therapist collaborate to support students with reading IEPs. Their work focuses on developing and coordinating instruction to increase fluency, decoding and comprehension skills in alignment with IEP goals. Additionally, the students who did not achieve proficient on PSSAs receive an additional reading block with their primary teacher. This increased synergy and instructional time enhances the learning of our students with IEPs and close the gap.

2. Using Assessment Results:

PSSA, Terra Nova testing and local assessments are used as performance indicators for measuring our academic program. On-going assessments are used to guide our instruction as it relates to individual children in need of remediation or extension. At the beginning of each school year, test results are analyzed in relation to areas of strength and weakness for the school. The areas of weakness then become a focus for improvement in the daily practice of our faculty. If there are school-wide weaknesses, the faculty becomes active members of a year-long program development team geared towards improvement. Outside consultation may be sought. Thorough inspection is made for students identified with special needs so that our certified special education teachers are able to model and create adaptive instruction within the inclusive program to ensure academic progress for all children.

Testing data are used as performance indicators for the school's annual measurable goals and to ensure accountability to the public. However, their impact on curriculum is minimal compared to the results of on-going assessments. In math, comprehensive unit tests and quarterly open-ended prompts highlight areas of strength and weakness for each student and provide an overall picture of mastery. Remedial and extension groups are created to give every child the opportunity to grow at her individual pace. In reading, teachers hold weekly conferences with students on individual goals of decoding, fluency and comprehension. Students who are below grade level receive additional conferencing with the teacher during the week. Quantitative Reading Inventories are given three times per year to assess reading progress of students in meeting benchmarks. In writing, quarterly pre and post writing prompts are given and assessed using PSSA writing rubrics. Students explore written exemplars to build understanding of quality and improve writing skills and content.

Across the school, the RTI process consists of three tiers of intervention. First, data is collected and interventions are suggested and implemented. Second, if no progress is evident, a formal Action Plan is developed and implemented and the student's teaching team meets monthly to review progress and make changes to the plan. Finally, psycho-educational testing may be requested if it is the team's belief that the child may qualify for special education services. In addition, SCSC developed a protocol for all special education meetings. The protocol's aim is to begin by highlighting the strengths of the student and to frame the weaknesses as points in need of remediation rather than as deficits. We make a conscious effort to consider the language we use around learning differences to ensure that the families leave the meetings with a sense of hopefulness.

All of our students have portfolios that are shared at mid and end year conferences. In the primary grades, student work is geared towards showing growth over time. In the intermediate grades, students are involved in self-selecting best work and then sharing it at conferences. In middle school, students compose self-reflections focusing on academic and personal growth, which are displayed alongside their selected work.

Achievement information is communicated to students and families in an on-going manner. Teachers share academic information through phone calls, bi-monthly assessments and class newsletters in addition to quarterly progress reports. Our reading specialist and special education teachers speak with the family of every child that receives additional academic support. PSSA scores of the school are posted in local newspapers and on web-based sites.

In surveying the 2012 PSSA scores for our students with learning IEPs, the average PSSA score in math was 1490 and in reading 1450. Both of these averages are in the high-proficient/low-advanced range. In disaggregating the data to compare it to AYP standards, 100% of these students were proficient/advanced in math and 75% were proficient/advanced in reading. Interventions for those reading students who fell below proficient on PSSAs are well in place for this year.

SCSC faculty and leadership alongside families maintain a keen focus on individual student achievement and strive to design systems and interventions as a means to achieving our school's mission: to have every student leave us performing at a proficient or higher level in all academic areas.

3. Sharing Lessons Learned:

SCSC has shared our vision of a successful educational model with many. SCSC is a standalone LEA, but not an island unto itself. We believe that in order to remain progressive, collaborating and networking with other schools and associations are imperative. We serve on the Board of Trustees of the PA Coalition of Public Charter Schools, and we are members of the National and Pennsylvania Middle School Association, National Science Teachers Association, Teaching American History, and collaborate with other mission driven schools.

SCSC administration mentored over ten charter school groups from the application process through their start-up. We have shared our operational systems, technologies and mission with these organizations to support their work of creating vibrant and effective schools.

In Spring 2010, SCSC faculty members presented at the Pennsylvania Coalition of Charter Schools Annual Conference on how to design an inclusive environment that yields high-results.

In May of 2012, SCSC was honored to join the prestigious group of "*Schools to Watch*." Through this recognition program, faculty members led presentations at local and national education conferences, visited and observed other *Schools to Watch* (STW), participated in networking with other members of the STW community, and joined the STW review team which analyzes, provides feedback, and officially recognizes schools interested in becoming a *Schools to Watch*.

SCSC has strong relationships with universities in the Montgomery, Bucks and Lehigh Valley counties. We host student teachers and principal interns. Our reputation for innovation is sought out by aspiring teachers and principals who are seeking a successful model for inclusive, hands-on teaching and learning within a collaborative professional community.

SCSC faculty members often visit three schools each year to observe teaching practices and programs and reciprocate by offering schools the opportunity to visit us and share experiences. It is through this sharing that our school is able to employ best practices and offer the best possible education for each and every student.

4. Engaging Families and Communities:

Our students' success is grounded in the strong partnerships we build with our families. We believe that the best strategy for promoting strong family and school partnerships is to provide opportunities for families and staff to come together to share ideas and invest their time to further develop our school community. Before we start every school year, we invite families to come to school in the summer months for ILP (Individualized Learning Plan) meetings for each student. These meetings encourage staff and families to have open conversations about students' interests, habits, and academic goals.

Parents/guardians are encouraged to play an active role in their child's education. A variety of structures exist to encourage positive family partnerships. We have a translator for our Spanish speaking families, and ensure all students can attend fieldwork experiences, regardless of financial circumstances. Children and their siblings are welcome to attend monthly Evening Collaboration Sessions (ECS) and Saturday Workdays.

Parents-Welcome Policy: SCSC encourages and welcomes parents/guardians and they visit the school on a regular basis.

Family Involvement: SCSC has a welcoming atmosphere where family involvement is integral to student success and school improvement. Many parents demonstrate a shared investment in education by volunteering a minimum of 20 hours annually. Each year, families are surveyed on their areas of interest and expertise. This information is distributed to the faculty. Parents'/guardians' special skills are tapped in unique ways. Saturday workdays engage many families who help with building maintenance and the operations of the school. During Committee or Discovery time, family members often propose units of study or assist in project work. Fieldwork opportunities, within and beyond our building, allow families to share in the learning experiences. Parents/guardians of our middle school students attend overnight fieldwork experiences.

Monthly Evening Collaboration Sessions: Once a month, we hold an Evening Collaboration Session (ECS), for individual parent/teacher conferences, whole group discussions and to showcase our curriculum.

Communication: Open lines of communication include ILP's, bi-monthly student assessments in middle school, progress reports, website updates, weekly newsletters, monthly ECS Nights and phone calls. These practices yield higher levels of student achievement, improved student behavior, and a sincere commitment to the school's mission.

360 Feedback: Parents provide in-depth feedback through an on-line survey about our academic excellence, social equity, developmental responsiveness and organizational structures and processes annually. Faculty and administration reflect on the feedback and set new goals for the faculty and the larger school environment.

Community Involvement: SCSC's mission is strengthened by its community partnerships. We have connections with the local Boys & Girls Club, the Souderton Mennonite Home, Generations Senior Center, the Meals on Wheels program, QNB Bank, Indian Valley Public Library and the local Spanish grocer. Extensive fieldwork has allowed us to include professionals from a myriad of fields, including astronomers, naturalists, poets, butterfly and orchid enthusiasts, and reporters.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Yearly, our staff aligns our curriculum to state standards and will be fully aligned with Common Core Standards in June 2013. Our core curriculum is based on best practices for meeting the individual needs of our inclusive and diverse student body. Faculty continually adapt curriculum, instruction, assessment, and schedules to meet students' needs. Co-teachers converse on a daily basis to discuss the changing needs of students. We continually examine our teaching methods, curriculum, assessments, and students' overall progress and well-being.

Our curriculum overview:

English language arts are delivered through the workshop model. SCSC uses 100 Book Challenge, Making Meaning and teacher developed writing units that integrate grammar and spelling into all written expression pieces. The goal of our ELA curriculum is for students to read for comprehension, to write with skill, and to communicate effectively and responsibly in a variety of ways/settings.

Mathematics instruction is delivered through Singapore Math curriculum. It is complimented with teacher developed materials. The goal of our mathematics program is to use mathematics to solve problems, to reason mathematically, to communicate mathematical concepts and processes, and to apply and extend mathematical understanding.

Science and Social Studies are delivered through an inquiry and project based model. Each student participates in 8-10 units each year. These units are developed using Grant Wiggins and Jay McTighe's "Understanding By Design" curriculum model. This model frames learning experiences with essential understandings and questions in mind. Activities and tasks flow from these questions and understandings. Students and teachers actively seek out experts and opportunities to enhance units of study. Students begin by asking research questions and developing a plan for finding answers. Fieldwork is an integral part of all units. By middle school, students take on a more active role in 10-20 off-campus fieldwork experiences each year. Students with similar interests organize into research teams and often will lead the field work. These experiences range from visiting museums, interviewing local experts, to attending overnight camping trips. Fieldwork allows students to see history and science come alive, exposes them to a wide variety of possible future careers, broadens perspectives, and, most importantly, makes school engaging, purposeful and fun. It is our belief that students learn best through connections to the larger world. The goal of our science program is to use scientific concepts and principles, to conduct scientific investigations, and to know and apply core concepts/principles of social, physical and life sciences through experiential learning. Our science units are a combination of FOSS and teacher generated kits. The goal of our social studies curriculum (history, geography, civics, economics) is for students to synthesize, analyze and interpret historical events and artifacts through multiple perspectives, to understand how social systems operate in increasingly complex world. Our social studies units are teacher designed and include many opportunities for writing and reading.

Health, Fitness and Nutrition curriculum are teacher-designed in coordination with our nurse and physical education teacher. All students, including middle school, have time outside to be active each day. Good nutrition is promoted through our healthy lunch program. Safety and healthy living units are a part of each grade's curriculum. Finally, our community of acceptance is integrated into the day through morning meeting, peace tables and classroom discussions. The goal of the health, fitness and nutrition curriculum is for students to maintain an active and healthy physical and emotional lifestyle.

Visual, Dance, Music and Performing Arts curriculum is teacher designed and coordinated with classroom teachers. Every child participates in art and music instruction weekly. Our specialists

collaborate with classroom teachers to create cross-curricular projects. The goal of the Arts program is for students to create, perform, and respond effectively to the arts, and to know and apply core concepts and principles of the arts.

Our Technology curriculum was developed by a team of faculty members. SCSC has a computer to student ratio of 1:2. Students utilize technology multiple times during the day to build computer skills, research topics and produce written and multi-media works. The goal of our technology curriculum is for students to utilize technology to improve student learning, communication and collaboration.

Our Foreign Language curriculum is based on National Foreign Language Common Core Standards through TPRS (Total Physical Response Story Telling). Students in grades 6-8 are introduced to foreign language (Spanish) and begin to develop skills in speaking, listening, reading and writing.   The goal of our foreign language curriculum is for students to learn and apply study strategies and techniques, which can be used in high school foreign language courses.

Unique aspects of our curriculum:

In grade 6, children participate in a half-year economics unit called Mini-Economy. Students begin to understand budgets, money management, and social systems as they participate in a mock-economy. The goal of our Mini-Economy curriculum is for students to learn the difference between wants and needs, to gain the skills necessary to work in a variety of jobs, and to get a glimpse into living as an adult.

In grades 6-8, students participate in a year-long, independent study called I-Search. I-Search is a unique and rigorous component of our middle school program. Teachers guide students to select a topic, conduct research, write a biography of an important individual in the field, complete fifteen hours of fieldwork, and conduct a professional interview. The study culminates with a forty-five minute presentation including a mini-lesson and visual display highlighting what he or she learned. The goal of I-Search is for students to design and manage a long-term project, meet deadlines and gain experience in doing large group presentations.

In grade 8, all students take the "Career Decision Making System" survey to understand their unique strengths, skills, talents and interests. The goal is for students to develop an understanding of potential contributions to society and the road towards personal fulfillment.

2. Reading/English:

SCSC is committed to help all students develop a love of reading. Reading instruction is highly individualized and follows the workshop model with students spending a minimum of 30 minutes in school and 30 minutes at home each day reading at their independent levels. Teachers serve as facilitators of reading improvement through one-on-one weekly conferencing. Information gathered from these conferences is used to develop individualized goals and design a path for on-going growth. Challenges and progress are clearly communicated to each student and family.

In 2004, we adopted the *100 Book Challenge*, a leveled reading program of engaging trade books. 100 BC is a unified system of independent reading for students and an instructional tool for teachers. Skills are reinforced and embedded in the program. Reading materials and assessment tools are integrated into one color-coded system that students, teachers, and parents understand and use to learn together. Leveled books serve as a daily lending library to students to allow continued independent reading at home. Each year, our students log thousands of hours reading. The goal of the program is to keep students engaged so they develop the independent reading habits of successful students. Additionally, this program develops a sense of family literacy by holding students accountable for their reading progress. In October, Family Reading Night occurs to keep families engaged in the reading program.

Reading comprehension skills are further strengthened using ***Making Meaning*** from the Developmental Studies Center. The program uses nonfiction and fiction read-aloud books to teach students nine different comprehension strategies while also developing their social values to create a supportive community of readers.

These two programs were adopted because they align with our mission of individualized and engaging instruction.

In middle school, ninety minutes is devoted to Language Arts daily and all content areas focus on literacy skills. Micro-teaming (in which the Language Arts teachers serve as lead Social Studies teachers, as well as support in other content areas) fosters a common approach to teaching research skills, note-taking, study skills, vocabulary acquisition, use of active reading strategies, and reading text in all classes.

Response to Intervention (RTI) teams create an individualized plan that identifies specific deficits and strategies for overcoming them. Struggling readers receive additional, one-on-one or small group instruction with the reading specialist or teaching team. Students reading above grade level have opportunities for enrichment as do students who are meeting grade-level expectations.

3. Mathematics:

After researching various math programs, SCSC fully adopted the Singapore Math (SM) curricula for grades K-6. Each fall, students are assessed and placed into appropriate ability groups using SM placement tests. This configuration allows for students to receive instruction at a level that is based upon ability and not chronological age. This strategy has been highly successful as evidenced by our PSSA scores.

SM uses a slower pace but is more in-depth by focusing instruction on the essential math skills recommended by National Council of Teachers of Mathematics (NCTM). Conversely, SM presents a more rigorous scope and sequence but does so by initially introducing concepts versus algorithms. For example, students in first grade learn multiplication (groups of similar objects) but multiplication facts are not introduced until later grades. The greatest strength of SM is students learn how to solve problems using a bar-model technique throughout the grades. It is an equalizer for students who perform "on, above or below" grade level, supporting our inclusive learning environment. We have observed that this solid foundation allows our students to easily transition to algebra. The versatility of the bar-model technique can be applied to many complex mathematical problems. The goal of Singapore Math is to build a foundation of critical thinking that will position students for success in more advanced concepts.

Our delivery of SM is a balance between independent practice, mental calculations, word problems, and creative problem solving. Throughout the school, manipulatives (including unit bars, digi-blocks, balances, etc.) are used to reinforce concepts. In addition, several on-line resources are used to promote extra practice and application as well as to challenge students exceeding proficiency.

Upon completion of the Singapore Math program (K-6), students move into pre-Algebra, Algebra I, Geometry or Algebra II using an integrated approach curriculum. As aligned with Common Core Standards, all students are expected to complete Algebra I by the end of 8th grade. This curriculum integrates algebra with geometry concepts and fully prepares students to take the state required Keystone Exams.

Frequent assessments ensure students are progressing. When data indicate a student is in need of extra support, our co-teaching model allows for small group re-teaching and additional practice.

4. Additional Curriculum Area:

Rather than a traditional curriculum area, we would like to highlight a facet of our school that most comprehensively fosters the social and emotional success of our students and that which we are most proud: Character Education.

Our school's mission rests solidly on the belief that all students can and should achieve high academic standards. We have achieved an environment beyond "inclusive" learning (which focuses on physical classroom space) to one in which the focus is "individualized" learning (focusing on each student). We have no special education classrooms and children with and without IEPs work together throughout the day. This environment fosters shared social responsibility and growth built on respect of difference.

The entire staff nurtures a personalized environment that supports each student's intellectual, ethical, social, and physical development. Integrated into the SCSC's culture are the Responsive Classroom's CARE+3 tenets and the Southern Poverty Law Center's Stop Rule, Peace Tables, and Emergency Council Meetings – all of which foster mutual respect and individual character development.

In 2010, a professional development group comprised of faculty members designed a Health and Character Education Curriculum based on PDE Standards. Cross-curricular connections were created so that units of study in health can be taught with correlating science units across grade levels. Character Education, "Our School Culture," is taught school-wide, year-round. The major concepts of our Health & Well Being Curriculum include: School Tenets to Live By, Conflict Resolution, Becoming a Life Long Learner, Body Systems, Fitness & Nutrition, The Life Cycle, Social & Emotional Health, Disease & Illness Prevention, Safety & Injury Prevention, Substance Abuse Prevention; Consumer, and Community and Environmental Health.

This comprehensive, integrated and year-round approach to character development creates an atmosphere of respect and responsibility for one another on a day to day basis. Students do not view "character development" as a discrete unit of study. They embrace it as a way of living and being at SCSC.

5. Instructional Methods:

Our school's overarching goal is to have every child leave our school performing at or above the proficient level in all academic areas. Our inclusive learning environment expects students with and without IEPs to reach high achievement levels. Our special education teachers are integrated into the learning environment seamlessly throughout the day.

The recent influx of non-English speaking students has added a new dimension to our instructional methods. Our ELL teacher, speech pathologist and reading specialist form a team with lead teachers to enrich language development throughout the day.

Interventions are provided for students requiring additional support or extension. Small group or individual instruction, and partnerships with our specialists are additional ways we meet the needs of our students. Extended learning opportunities and project work extensions are provided for students who have met or exceeded requirements. Differentiating instruction is manageable because of co-teaching, which is the norm and occurs in every classroom at SCSC.

Academic, social, organizational, and personal goals are recorded during the ILPs and a plan is put in place so each student can work toward achieving her goals. These goals are frequently re-evaluated throughout the year. Because every student is required to meet grade level performance standards, teachers regularly provide exemplars of high quality work, which are examined and used as a guide. Projects that demonstrate mastery are displayed. Writing samples and math prompt responses that meet superior PSSA scoring guidelines are analyzed regularly. SCSC is focused on academic excellence for every child.

Teachers use a variety of effective strategies to engage students. The students' abilities and learning styles dictate these strategies. Hands-on, project-based, and experiential learning are integral parts of our mission. Students learn best when the curriculum is "challenging, exploratory, integrative, and relevant" (This We Believe: Keys to Educating Young Adolescents 17). Nowhere is this more evident than in science and social studies. Following Wiggins and McTighe's "Understanding by Design" model, faculty determines essential questions and understandings for all units and then design the activities that will foster students' acquisition of content knowledge and skills. Powerful units: Entering the World of the Iditarod Trail Dog Race Through the Eyes of Data Analysis (grades 1-2), Early Humans: How Did Early Humans Interact with the Environment? (grade 5), and Monarch Butterflies Metamorphosis, How and Why? (grade 6)

We regularly collect reading, writing, and math data and use this information to further guide our instruction. All manner of assessments are used by teachers: pen and paper tests, simulations and debates in history, performance assessments in science, drama productions in language arts, and research presentations in all classes. In addition, students create portfolios.

6. Professional Development:

A true learning institution must foster continual growth and learning among each of its members. Every day, new information and complex challenges that cannot be entirely anticipated present themselves. Every part of the educational system must encourage adults to practice and model the same learning behaviors we want our children to exhibit. With that in mind, adult learning is at the core of the Souderton Charter School Collaborative's mission, serving as the vehicle to enable staff to successfully achieve the other cornerstones of the mission, which include experiential learning; inclusive and individualized learning; and strong family partnerships.

In order to foster adult learning within the SCSC community, each year staff develops professional and personal goals that are tied to student performance and instructional practice. These goals are created through dialogue with colleagues and administration and are reviewed at three points in the school year. Professional Development Session (PDS) groups are created each year and the staff devotes many hours to adult learning through these sessions. During these sessions, the staff works to create a cohesive, standards aligned curriculum while continuously evaluating, improving, and reflecting upon the educational programs and environment of the school community. The format of these teams is continually evolving in an attempt to improve the process and best meet the needs of the school community, however, year after year, PDS remains protected in the master schedule due to its importance in the educational foundation of our school. Likewise, the ultimate goal of the Professional Development Sessions remains the same: to promote collegial dialogue necessary for every member of the school community to learn and grow professionally.

PDS topics, based on the needs of both SCSC's faculty and student populations and ongoing educational trends, are brainstormed at the onset of each academic year. Each staff member chooses a topic on which to focus throughout the year and, subsequently, focus groups meet biweekly to engage in collaborative discussions around the chosen topics. Through these collaborative discussions, existing educational practices are evaluated and new practices and ideas are initiated, implemented and evaluated, with the ultimate goal of improving the educational community for our students. The entire staff is kept abreast of the progress of each PDS at monthly meetings. Examples of past and present topics include Inattentive Learners, the Pennsylvania Standards Aligned System, Community Ambassadors, Cooperative Learning Groups, Health/Character Education, Positive Teacher Language, and Technology.

Professional development is not limited to our in-house sessions. Teachers have the autonomy and funds to select which conferences, workshops, and lectures they attend and then provide turnaround training. Reimbursement for graduate studies is also available.

7. School Leadership:

Since opening its doors in 2000, SCSC has successfully embraced a dual leadership model as one key structure for creating enduring educational reform. Educational reform is futile without making fundamental changes to what goes on inside the classroom and, more importantly, the organizational system that supports the activities within the classroom. It is essential that reform integrate change across all components of the educational institution, including its leadership structure and processes. Strategic changes to the leadership structure must encourage and support ongoing improvement and adult learning throughout the school. The complexity of education requires a vast array of expertise that no one person possesses.

Dual-leadership is comprised of the Director of Education (DOE/Principal) who serves as instructional leader and the Director of Organizational Development (DOD) who serves to shape the structures and processes necessary to create an evolving and advancing educational institution. Both leaders teach, and the DOE spends more than half her day serving as an educational mentor and colleague in classrooms. Both directors share the day-to-day management of the school. By embracing the dual leadership model, the DOE brings an educational background and expertise while the DOD brings a business and process perspective. Further, by sharing decision making with the faculty and parents, diverse perspectives are considered and ideas are generated. This distributed leadership model yields more robust strategies for continual improvement. Through this collaborative dialogue, the most significant benefit of dual leadership emerges: a resilient organization that is able to continually reflect and improve. Systems are in place to ensure that SCSC's mission is at the heart of everything that we do.

The success of administrative leadership can be measured in numerous ways. At SCSC, we can quantify our success by measuring improvements in the following areas: 1) student achievement on state tests and annual yearly progress 2) teacher satisfaction as measured by staff retention percentages 3) fiscal solvency as measured by year-end surplus and annual audits 4) family satisfaction as measured by student retention percentages and family surveys 5) financial and special education audits 6) faculty individual learning plans identifying personal and professional goals each year and 7) charter renewal.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 3 Test: PSSA

Edition/Publication Year: 2007-2012   Publisher: DRC

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Apr	Mar	Apr
SCHOOL SCORES					
Proficient/Advanced	100	100	94	100	100
Advanced	89	80	28	72	67
Number of students tested	18	20	18	18	18
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	Masked	Masked		Masked	
Advanced	Masked	Masked		Masked	
Number of students tested	2	2		1	
2. African American Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	1	1	1	2
3. Hispanic or Latino Students					
Proficient/Advanced	Masked	Masked	Masked		Masked
Advanced	Masked	Masked	Masked		Masked
Number of students tested	1	1	1		1
4. Special Education Students					
Proficient/Advanced	Masked		Masked	Masked	Masked
Advanced	Masked		Masked	Masked	Masked
Number of students tested	1		2	2	2
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. Asian					
Proficient/Advanced	Masked	Masked	Masked	Masked	
Advanced	Masked	Masked	Masked	Masked	
Number of students tested	4	2	2	1	

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.

13PA1

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 3 Test: PSSA

Edition/Publication Year: 2007-2012   Publisher: DRC

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Apr	Mar	Apr
SCHOOL SCORES					
Proficient/Advanced	94	95	94	100	94
Advanced	44	65	39	67	22
Number of students tested	18	20	18	18	18
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	Masked	Masked		Masked	
Advanced	Masked	Masked		Masked	
Number of students tested	2	2		1	
2. African American Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	1	1	1	2
3. Hispanic or Latino Students					
Proficient/Advanced	Masked	Masked	Masked		Masked
Advanced	Masked	Masked	Masked		Masked
Number of students tested	1	1	1		1
4. Special Education Students					
Proficient/Advanced	Masked		Masked	Masked	Masked
Advanced	Masked		Masked	Masked	Masked
Number of students tested	1		2	2	2
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. Asian					
Proficient/Advanced	Masked	Masked	Masked	Masked	
Advanced	Masked	Masked	Masked	Masked	
Number of students tested	4	2	2	1	

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.

13PA1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 4 Test: PSSA

Edition/Publication Year: 2007-2012   Publisher: DRC

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Apr	Mar	Apr
SCHOOL SCORES					
Proficient/Advanced	100	100	100	100	94
Advanced	90	100	95	94	76
Number of students tested	20	20	19	17	17
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	Masked			Masked	Masked
Advanced	Masked			Masked	Masked
Number of students tested	1			1	3
2. African American Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	3	1	3	4
3. Hispanic or Latino Students					
Proficient/Advanced	Masked	Masked		Masked	
Advanced	Masked	Masked		Masked	
Number of students tested	1	1		1	
4. Special Education Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	2	2	2	1
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. Asian					
Proficient/Advanced	Masked	Masked	Masked		
Advanced	Masked	Masked	Masked		
Number of students tested	2	3	1		
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13PA1

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STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 4 Test: PSSA

Edition/Publication Year: 2007-2012   Publisher: DRC

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Apr	Mar	Apr
SCHOOL SCORES					
Proficient/Advanced	100	90	95	94	94
Advanced	70	40	84	47	53
Number of students tested	20	20	19	17	17
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	Masked			Masked	Masked
Advanced	Masked			Masked	Masked
Number of students tested	1			1	3
2. African American Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	3	1	3	4
3. Hispanic or Latino Students					
Proficient/Advanced	Masked	Masked		Masked	
Advanced	Masked	Masked		Masked	
Number of students tested	1	1		1	
4. Special Education Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	2	2	2	1
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. Asian					
Proficient/Advanced	Masked	Masked	Masked		
Advanced	Masked	Masked	Masked		
Number of students tested	2	3	1		

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.

13PA1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 5 Test: PSSA

Edition/Publication Year: 2007-2012   Publisher: DRC

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Apr	Mar	Apr
SCHOOL SCORES					
Proficient/Advanced	100	100	94	94	84
Advanced	83	100	83	78	58
Number of students tested	19	18	18	18	19
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	Masked			Masked	
Advanced	Masked			Masked	
Number of students tested	1			5	
2. African American Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	1	3	4	1
3. Hispanic or Latino Students					
Proficient/Advanced			Masked		
Advanced			Masked		
Number of students tested			1		
4. Special Education Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	1	2	3	3
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. Asian					
Proficient/Advanced	Masked	Masked			
Advanced	Masked	Masked			
Number of students tested	3	1			

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.

13PA1

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 5 Test: PSSA

Edition/Publication Year: 2007-2011   Publisher: DRC

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Apr	Mar	Apr
SCHOOL SCORES					
Proficient/Advanced	84	94	89	83	74
Advanced	33	61	39	33	32
Number of students tested	19	18	18	18	19
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	Masked			Masked	
Advanced	Masked			Masked	
Number of students tested	1			5	
2. African American Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	1	3	4	1
3. Hispanic or Latino Students					
Proficient/Advanced			Masked		
Advanced			Masked		
Number of students tested			1		
4. Special Education Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	1	2	3	3
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. Asian					
Proficient/Advanced	Masked	Masked			
Advanced	Masked	Masked			
Number of students tested	3	1			

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.

13PA1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 6 Test: PSSA

Edition/Publication Year: 2007-2012   Publisher: DRC

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Apr	Mar	Apr
SCHOOL SCORES					
Proficient/Advanced	100	100	88	94	100
Advanced	100	94	56	59	100
Number of students tested	19	18	16	17	13
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	Masked	Masked	Masked		Masked
Advanced	Masked	Masked	Masked		Masked
Number of students tested	2	1	2		1
2. African American Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	
Advanced	Masked	Masked	Masked	Masked	
Number of students tested	1	4	3	1	
3. Hispanic or Latino Students					
Proficient/Advanced		Masked			
Advanced		Masked			
Number of students tested		1			
4. Special Education Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	1	4	2	1
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. Asian					
Proficient/Advanced	Masked				
Advanced	Masked				
Number of students tested	1				
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13PA1

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 6 Test: PSSA

Edition/Publication Year: 2007-2012   Publisher: DRC

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Apr	Mar	Apr
SCHOOL SCORES					
Proficient/Advanced	95	100	100	94	100
Advanced	89	56	88	76	62
Number of students tested	19	18	16	17	13
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	Masked	Masked	Masked		Masked
Advanced	Masked	Masked	Masked		Masked
Number of students tested	2	1	2		1
2. African American Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	
Advanced	Masked	Masked	Masked	Masked	
Number of students tested	1	4	3	1	
3. Hispanic or Latino Students					
Proficient/Advanced		Masked			
Advanced		Masked			
Number of students tested		1			
4. Special Education Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	1	4	2	1
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. Asian					
Proficient/Advanced	Masked				
Advanced	Masked				
Number of students tested	1				
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13PA1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 7 Test: PSSA

Edition/Publication Year: 2007-2012   Publisher: DRC

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Apr	Mar	Apr
SCHOOL SCORES					
Proficient/Advanced	100	92	100	100	100
Advanced	69	85	87	100	69
Number of students tested	13	13	15	12	13
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	Masked	Masked		Masked	
Advanced	Masked	Masked		Masked	
Number of students tested	2	2		3	
2. African American Students					
Proficient/Advanced	Masked	Masked	Masked		
Advanced	Masked	Masked	Masked		
Number of students tested	2	2	1		
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	5	2	1	2
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. Asian					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13PA1

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 7 Test: PSSA

Edition/Publication Year: 2007-2012   Publisher: DRC

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Apr	Mar	Apr
SCHOOL SCORES					
Proficient/Advanced	100	100	93	100	100
Advanced	69	85	80	100	69
Number of students tested	13	13	15	12	13
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	Masked	Masked		Masked	
Advanced	Masked	Masked		Masked	
Number of students tested	2	2		3	
2. African American Students					
Proficient/Advanced	Masked	Masked	Masked		
Advanced	Masked	Masked	Masked		
Number of students tested	2	2	1		
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	5	2	1	2
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. Asian					
Proficient/Advanced					
Advanced					
Number of students tested					

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.

13PA1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 8 Test: PSSA

Edition/Publication Year: 2007-2012   Publisher: DRC

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Apr	Mar	Apr
SCHOOL SCORES					
Proficient/Advanced	100	100	100	91	78
Advanced	54	88	100	91	44
Number of students tested	13	16	14	11	9
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	Masked		Masked		
Advanced	Masked		Masked		
Number of students tested	1		2		
2. African American Students					
Proficient/Advanced	Masked	Masked		Masked	Masked
Advanced	Masked	Masked		Masked	Masked
Number of students tested	2	1		2	1
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced	Masked	Masked	Masked		Masked
Advanced	Masked	Masked	Masked		Masked
Number of students tested	5	1	1		2
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. Asian					
Proficient/Advanced			Masked		
Advanced			Masked		
Number of students tested			1		
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13PA1

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 8 Test: PSSA

Edition/Publication Year: 2007-2012   Publisher: DRC

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Apr	Mar	Apr
SCHOOL SCORES					
Proficient/Advanced	100	100	100	100	100
Advanced	85	100	93	100	78
Number of students tested	13	16	14	11	9
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	Masked		Masked		
Advanced	Masked		Masked		
Number of students tested	1		2		
2. African American Students					
Proficient/Advanced	Masked	Masked		Masked	Masked
Advanced	Masked	Masked		Masked	Masked
Number of students tested	2	1		2	1
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced	Masked	Masked	Masked		Masked
Advanced	Masked	Masked	Masked		Masked
Number of students tested	5	1	1		2
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. Asian					
Proficient/Advanced			Masked		
Advanced			Masked		
Number of students tested			1		
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

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