

**U.S. Department of Education**  
**2013 National Blue Ribbon Schools Program**  
*A Public School - 13PA3*

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

Name of Principal: Mr. Douglas Allen

Official School Name: Tidioute Community Charter School

School Mailing Address:      241 Main Street  
   Tidioute, PA 16351-1222

County: Warren      State School Code Number\*: 105620001

Telephone: (814) 484-3550      E-mail: hcass@tidioutecharter.com

Fax: (814) 484-3977      Web site/URL: http://www.tidioutecharter.com/

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\*: Mr. Douglas Allen      Superintendent e-mail: dallen@tidioutecharter.com

District Name: Charter      District Phone: (814) 484-3550

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

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Albert Haney

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**

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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

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district     0 Elementary schools (includes K-8)  
    0 Middle/Junior high schools  
    0 High schools  
    1 K-12 schools  
    1 Total schools in district
2. District per-pupil expenditure:   10000

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:   Rural
4. Number of years the principal has been in her/his position at this school:     1
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	9	8	17
K	7	11	18
1	15	13	28
2	14	10	24
3	12	7	19
4	9	8	17
5	13	10	23
6	12	16	28
7	14	11	25
8	16	15	31
9	12	10	22
10	7	6	13
11	7	9	16
12	9	5	14
<b>Total in Applying School:</b>			<b>295</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
2 % Asian  
2 % Black or African American  
2 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
94 % White  
0 % 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: 21%

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.	28
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	33
(3)	Total of all transferred students [sum of rows (1) and (2)].	61
(4)	Total number of students in the school as of October 1, 2011	284
(5)	Total transferred students in row (3) divided by total students in row (4).	0.21
(6)	Amount in row (5) multiplied by 100.	21

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: 54%  
 Total number of students who qualify: 295

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: 23%  
 Total number of students served: 64

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>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>36</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>14</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>5</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><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>18</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>13</u>	<u>0</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>11</u>	<u>0</u>
Total number	<u>48</u>	<u>2</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	92%	95%	93%	92%	90%
High school graduation rate	97%	97%	97%	100%	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>13</u>
Enrolled in a 4-year college or university	<u>63%</u>
Enrolled in a community college	<u>7%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>7%</u>
Military service	<u>7%</u>
Other	<u>16%</u>
<b>Total</b>	<b><u>100%</u></b>

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**

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The Tidioute Community Charter School, located in Victorian Tidioute, Pennsylvania, is a rural K4-12 School. With a maximum enrollment of 300 students, TCCS prides itself on small class sizes with more individualized attention, all-day Kindergarten for 4 and 5 year olds, and a state of the art technology program. The students are immersed in a vigorous curriculum that promotes learning with a focus on the environment and community.

Tidioute averages around 700 people in our 1.4 square mile town. Ninety-eight percent of residents are Caucasian while approximately the remaining two percent are of Hispanic decent. The population in Tidioute has decreased about ten percent in the last ten years.

Tidioute takes a lot of pride in the involvement of residents in community activities. Tidioute is home of the Pennsylvania State Championship Fishing Tournament held the last full weekend of September. It will also be hosting the fourth annual World War II Reenactment of The Bridge at Remagen, 1945 during the first weekend of August.

Back in 2005, a large group of concerned citizens met to discuss the educational needs of the Tidioute area students in light of the consolidation plans being implemented within the Warren County School District. The group sought a unique and original approach to providing a holistic, would-class education for the students not only the Tidioute but the surrounding school districts as well. Based on input from parents, community membership, and students, the founding members developed the Tidioute Community Charter School as a unique and progressive charter school that is unlike other charters.

The mission of the Tidioute Community Charter School is the development of the mind, soul and physical well-being of our students through the creation of a safe environment, community involvement, innovative teaching practices, individualized attention and a mentor program that will result in a world class education in a small town environment.

The Tidioute Community Charter School serves a small, rural community in Northwestern Pennsylvania and enrolls 300 students in grades Kindergarten for four-year-olds through twelve. The charter school enrolls students from four school districts including: Warren, Titusville, Forest, and Corry School Districts. The Tidioute Community Charter School utilizes the natural resources of the surrounding area for education and further provides in-depth mentor opportunities for high school students.

The vision of the Founders of the Tidioute Community Charter School is to ensure that the school will serve students in classrooms where teachers focus on pragmatic expeditionary learning opportunities and commit to an individualized learning plan for every student. Through our progressive volunteer CAPTIVATE program (Community and Parents Together Involved in Volunteering and Teaching Excellence), we utilize parents, community members, and business owners. High parental participation is our goal in CAPTIVATE.

Our charter focuses on project-based learning. We have technology throughout the building in which is accessed by all students. Small class sizes and small-group instruction help to individualize classroom instruction. Variety of assessment methods are further used to assess student learning and reflect on teaching practices. Paraprofessionals are used throughout the building to support students at all grade and learning levels. Emphasis is placed on promoting collaboration and co-teaching among regular and special educators. Through the Century 21 – Successful School Communities federal grant program, our school is able to provide additional support after school for students in grades 3-5 needing supplemental help in reading and mathematics.

## **PART IV - INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

The TCCS program of academics emphasizes success for all students PK-12. Annually from 2006 through 2012 TCCS has improved on PA State Assessment Reading, and Math Scores in tested grades 3 through 12 and as a result, TCCS has been recognized as earning Successful AYP Status six ( 6 ) years in a row , even though we have a population of economically disadvantaged students that averages over sixty percent. Our state assessment scores have been mostly proficient and advanced in all grade spans (3-5), (6-8), and (11) and our special needs or IEP population subgroups at grade spans have been successful as well. In Pennsylvania, a subgroup of ten (10) or under students (such as special ed or IEP students) is not reported on a school or district school report card.

Over the past six years the school staff has discussed ways to assist entering students to maintain a successful experience and to succeed on the state PSSA exams. As students enter the school from cyber charters or local rural schools students look at TCCS as a means for successful graduation. TCCS has 64 IEP students and we employ 6 special ed aides to actually help students succeed as the aides push into classes to teach students.

Since its first year of operation, the charter school's overall PSSA scores have improved. The elementary math and reading performance continues to exceed the NCLB Performance Targets. Secondary math and reading performance has shown some improvement over the previous year, however, grade 8 and grade 11 are below the performance targets. The charter school plans to implement a looping strategy in middle school English allowing teachers to follow a class for two years. We are also implementing the PDE designed CDT testing which should eventually replace the 4Sight testing.

Faculty and staff continue to improve their knowledge and use of assessment anchors and eligible content in their daily lessons to support students' growth. The school emphasizes the Standards Aligned System to improve overall performance. Faculty and administrative staff dissect data to determine individual and group strengths and weaknesses. Teachers are learning to use the Response to Intervention and Implementation model with specific strategies to increase comprehension of key skills across the curriculum. Teacher learning teams work collaboratively to assess student progress toward goals.

### **2. Using Assessment Results:**

Individual attention is provided to students at each grade level so that skills and concepts are taught to mastery at assessed grade spans. Classroom Diagnostic Tests are used to assess students' education. Foresight exams are used also to determine student levels of mastery in reading and math at grade level spans. Students take exams and teachers disaggregate the data in order to make individualized learning plans for students.

The Tidioute Community Charter School curriculum follows the Pennsylvania Department of Education academic content standards as prescribed in the Chapter 4 curriculum regulations. Each teacher creates a curriculum map for each academic year to track eligible content taught, when it was taught, how it was taught, students who received remediation, and what type of remediation provided. Teachers are required to list standards and anchors that were covered in each instructional unit and identify age-appropriate materials that are modified to accommodate diverse learning styles.

A multi-sensory approach within the small group setting enables students to master grade level material in spite of any academic deficits. Recognizing diverse learning styles, the charter school integrates the modalities from the works of Howard Gardner and utilizes the differentiating of instruction to account for the student diversity found in each classroom. The Tidioute Community Charter School program is

carefully tailored to meet the needs of each student. Highly structured and appropriately paced materials provide students with ample opportunity to grasp, review, and master concepts. An RTII program has been created by the entire faculty.

A curriculum that prepares students intellectually, physically, socially, and emotionally for their diverse futures will include, but go well beyond their traditional school subjects. Such a responsive curriculum provides opportunities for students to develop strong communication skills, to work cooperatively with others, to apply problem solving and decision making skills to utilize technology to facilitate learning, to practice civic responsibility, and to demonstrate wellness. Additional support to enhance both organizational and study skills is made available for all students. Teachers have been trained to differentiate instruction in their classrooms.

The purpose of Title I, as stated in the authorizing legislation, is to “ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.”

At Tidioute Community Charter School, the Title 1 program is adding to the success of students in Kindergarten through sixth grade by providing targeted reading and math intervention to students who are identified through a careful analysis of multiple sources of data including classroom teacher observations, DIBELS benchmark scores, easyCBM math assessments, and PSSA scores.

Reading and math intervention at TCCS is carried out through the use of research based strategies and differentiated instruction designed to meet the needs of our struggling readers and mathematicians. Professional development is readily available and encouraged to keep the Title 1 reading and math teacher abreast of current best practices in the field.

The differentiation that occurs on classroom and small group levels, the continued dialogue about student data and the student’s needs as observed by the classroom teacher, the availability of ongoing professional development and classroom resources, the high level of parental involvement at our school and most importantly, our belief that all of our students can be successful when provided with the right tools are helping our students to reduce the achievement gap and helping achieve proficiency on the PSSA.

In the special education setting, instruction is delivered on a level that is equivalent to the learning level of the majority of the students. Then each lesson is adjusted for each student on an individual basis. The students are expected to demonstrate different skills based on their abilities. They are provided with review and repetition of concepts, typically on a daily basis. When instructed direct instruction methods are used. The students are given an example, and then they work through the concept with guided practice. Once it is believed that they can be successful on their own, they are given independent practice. They will then be assessed in a variety of ways to determine mastery. These assessments include tests, quizzes, writing assignments, projects or presentations.

In the regular education, the students are presented with material and assignments. Adaptations are indicated in each IEP that are necessary for the student to benefit the most from the learning experience. Some of these adaptations include having the material read orally, page numbers to help isolate material, Chunking chapters into smaller segments, requiring the students to learn only the essential vocabulary, use of graphic organizers, having someone scribe answers, reduction in the numbers of assigned problems or questions, etc.

Technology is incorporated into the daily lessons of all students, however the special education students benefit from the added visuals of the smart boards. They also benefit from the interactive aspect of the smart board. Computers aid the students in seeking information. There are programs that the students have access to in which they can hear what they have typed, giving them the opportunity to hear how their writing flows.

### **3. Sharing Lessons Learned:**

The Board of Trustees of the Tidioute Community Charter School makes every effort to maintain strong amicable ties to the Warren County School District Board of Directors. They have cooperatively addressed parent issues, busing issues, personnel issues, and various others. The Warren County School District has identified a staff member liaison with TCCS. This individual meets at least annually with the charter school CEO. A sense of shared purpose has emerged where once one of conflict existed.

Being a newly chartered school, we have had limited opportunities to share with others our programs, achievements, and our weaknesses in which we have strengthened. However, with this nomination, we have become inspired to share more of our accomplishments, strengths, and opportunities we provide for our students and educators.

### **4. Engaging Families and Communities:**

One of the Tidioute Community Charter School's main goals is enhancing parental relationships. We work to enhance relationships with parents, promote increased morale from the students, and see a higher level of satisfaction and consequently motivation. A yearly, parent survey is handed out and completed to evaluate effectiveness in bridging the educational community with our rural community.

Specifically with Title 1, ongoing communication between administration, classroom teachers, and the Title 1 teacher ensure that all students that need help are receiving it. Parent involvement is encouraged through family literacy nights in which parents are provided with information and resources that they need to help their children be more successful in school. The Title 1 teacher has high expectations for every student and asks the students to expect great things from themselves as well.

The School Librarian collaborates with teachers, administrators, parents, and volunteers in order to make our library media center have a positive impact on student achievement.

Volunteers are a large and very important part of the lifeblood of our charter school. Our CAPTIVATE program (Community And Parents Together Involved in Volunteering And Teaching Excellence) proves that parents become an integral resource to providing a quality education to our students while reducing operating costs. The mission of the CAPTIVATE Program is to bring together parents, educators and community members in volunteering and teaching to promote civic responsibility, educational excellence, and community pride. We work to make the Tidioute Community Charter School as efficient and comfortable as possible not only for the students and teachers, but for the volunteers and parents who will be lending their time and talents to benefit the school. We strongly encourage each family to make a commitment to contribute a minimum of ten hours a year to the school by volunteering in one or more areas of the school's operation.

Volunteers involved in our CAPTIVATE program help the school and community by helping to keep school grounds decorated with items to promote school spirit and community pride. Our volunteers help and are in charge of fundraising campaigns which assist in sending our students to numerous out of state educational field trips in any given year with no cost to our students. They may also be called upon to help teachers and office staff with certain day-to-day tasks.

# **PART V - CURRICULUM AND INSTRUCTION**

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## **1. Curriculum:**

Our school has seven curricular goals we try to achieve in all classes and levels. We look to make fluent and effective communicators who listen, view, read, and respond to other's messages and ideas demonstrating the ability to communicate in reading, writing, speaking, and listening and communicate mathematically and artistically.

We look to develop individuals who use skillful leadership and responsible social and group skills to develop and manage interpersonal relationships within culturally and organizationally diverse settings. Our critical thinkers understand and apply a core body of knowledge and skills to new tasks; that identify problems, use strategies to approach problems, and apply mathematical logical and creative reasoning to solve problems and make appropriate decisions.

We strive to make our students "Technological Practitioners" who use advanced technologies, including but not limited to computers, to create, access, integrate, and use information to communicate, reason, make decisions, and solve complex problems in a variety of contexts.

Our students are resourceful learners who create a positive vision for themselves and their future, view themselves as lifelong learners, set priorities and achievable goals, create options for themselves; monitor and evaluate their progress, and assume responsibility for their actions. They are quality producers who create and appreciate intellectual, artistic, practical, and physical products which reflect originality, high standards, and the use of advanced technology.

Finally, we educate responsible citizens who demonstrate the motivation and skills necessary to persevere and make wise decisions which reflect healthful living, interdependence, and ethical behavior that contributes to society.

We provide our students with a K-12 Spanish class which is very beneficial to our school. Young brains have a greater ability to absorb a language and retain the vocabulary. Research shows that children who start learning a foreign language early improve their cognitive skills and academic performance. They increase their creativity and problem-solving skills and it contributes to brain development and overall learning. There is also research to support that the more years of a foreign language studies a student has, the better they will do on aptitude test as well as the SAT. Early language learning enhances the students' English learning as well, because as they learn the structure of a foreign language, they compare it to the structure of their own language and they find that the vocabulary they are learning unlocks the meanings of many English words as well.

The charter school has continued its strong academic focus with the majority of each day spent on the development of language arts and math skills. Teachers and staff understand that each student's strengths and challenges, as evidenced via a myriad of assessments, best inform instruction. The reading curriculum is centered around a variety of approaches including direct instruction based on the Story Time program, the Wilson Reading System, and the Corrective Reading program. For the math program, the charter school uses the Success for All program coupled with other instructional materials that have a simple format with structure and ample review. Additionally, social studies/history and science are integral to the strong program of studies. History Alive serves as the basis of the K-12 social studies program. It places emphasis on hands-on activities, not on rote memorization and recall of facts. The science department utilizes the natural surroundings for classes. Assessment is project-based, set in the real world, and focus on what is meaningful to students. Elementary students use the FOSS science kits and various other hands-on projects provided through the vocational agriculture office. To support their academic

instruction students receive both organization and study skills that are integrated throughout their classrooms.

## **2. Reading/English:**

Both our elementary and secondary Reading/English classes provide individualized instruction for all learners to develop higher order language arts skills to enhance students' ability to succeed at their highest attainable level. Whenever possible, our assessment results demonstrate the success of differentiated and individualized instruction for each student. The information provided through both formative and summative assessments are dissected to determine individual and group strengths and weaknesses and to assess student goals. Students must not only demonstrate an understanding of text-based knowledge, but must also be able to produce, synthesize, and evaluate information on a higher-level thinking order. Our reading selections cover a broad variety of genres and styles, and cover texts that are not only engaging, but culturally relevant.

Our courses not only focus on reading, but seek to enhance the literary, written, listening, speaking, and communication skills which will allow the student to be successful in life after high school. This includes a variety of written assessments including expository writing, persuasive writing, narrative writing and research based writing projects. Students are taught proper sentence, paragraph, and essay structure, and how to organize complicated information in a coherent and functional manner. Students are also introduced to the habits of an effective writer, and taught what it means to plagiarize. Advanced curriculum in writing is offered for all students, introducing them to MLA and APA research writing in high school and APA research writing in elementary. Typical classroom instruction includes both individual and collaborative teaching and assessments--including both formative and summative. Additional support to enhance both organizational and study skills is also made available for all students.

Our overall goal is to meet the reading, writing, and speaking needs of a variety of students, enabling them to be successful within the classroom and as individuals functioning within society.

We continue to improve our knowledge and use of assessment anchors and eligible content in daily lessons to support students' growth within our classroom and for success in life after high school.

## **3. Mathematics:**

The mathematics program at Tidioute Community Charter School is based on the successful completion of the courses and does not follow grade levels, allowing students who are driven to excel in the curriculum. These students continue on at a faster pace, and the students who need more time go at a slower rate.

The mathematics curriculum and instruction is based off of various expeditionary projects that relate to real world situations. These include, but are not limited to, scale drawings and models, fantasy sports concentrating on statistics and probability, designing catapults for working with distance and quadratics, money units based on tax, discounts and check writing. While working on these hands on projects the students also are learning the fundamental skills needed to apply to state testing.

As a math department we feel that the students should not only learn math skills, but also should see how they relate to their everyday life and how they may need these skills in the future for their employment. Helping students make these connections helps them to see the value that math education will have for them in the future. To help students who are struggling in math courses we focus on several differentiated instruction methods. These include but are not limited to allowing and assisting the students to make corrections, peer tutoring, make up exams with passing scores before continuing on, drill and practice, computer programs, and hands on stimulations. We have found this also works for the students that are advanced from their peers so they can continue to grow at a faster pace.

We offer an SAT preparatory course for our college bound high school students. This helps to build their confidence and provides them with the tools needed to pass this exam in order to get into the college of their choice.

#### **4. Additional Curriculum Area:**

We, at Tidioute Charter School, are continually examining the stages of scientific inquiry which have been developed and refined at our school since its inception to add regularity of approach and configuration to efficient investigation. These methods of instruction are; stimulus, curiosity, inquiry, initial investigation/observation, initial perception, initial hypothesis, experimentation, observation and recording, drawing conclusions, evaluation of initial hypothesis, formation of new hypothesis and re-experimentation, and are perceived as a sequential flow of inquiry.

We, as a group of science educators incorporate this model in our instruction. Using this model allows the students to learn using an inquiry approach. This allows the students to make discoveries and answer questions on their own. Making their discoveries and answering the questions on their own, allows the students to play a major role in the educational environment. By doing this the students are given a chance to take ownership in their education.

We, as a science department, guide and encourage our students as they use this approach, making the student feel more at ease in the classroom environment. Also, this gives the students more of the instructors' attention. However, in reality, the approach is less well defined, due to variations necessary to accommodate fluctuating requirements. The degree and distance attainable within the stages are directed by the abilities of the individuals involved. This allows the approach to be differentiated for the learner. If the procedure of scientific inquiry is too prescribed, the students will follow the process, but do not essentially learn the concept. By allowing there to be an infinite number of ways to ask questions and discover answers, the instruction does not drive the students the students drive the instruction.

To advance learning, it is essential that the students here are capable of understanding scientific concepts. A few examples of opportunities to realize this setting are seen in the wildlife class, in outdoor education and orienteering, also within the ecology class. In all of these the students are shown the connections within the natural world and ways in which they fit into it. These methods of instruction align themselves with the mission of our school.

#### **5. Instructional Methods:**

Recognizing that solid instruction utilizes various learning modalities, lessons are designed to move the learner from concrete to abstract thinking; from simple recall to analysis and synthesis. Lessons regularly use manipulatives, kinesthetic activities, music, and problem solving tasks as developmentally appropriate. Small group instruction in the form of workshop/center tasks and guided reading groups allows staff to make flexible groupings based on student need or curriculum need.

Tidioute Charter aligns to the RtII tiered instructional model. Whole group, small group, and individualized instruction are used to address needs in all tiers. Instructional decisions are made from formative and summative assessment data to determine strengths and weaknesses. Progress monitoring tools and benchmark assessments report progress and guide decisions regarding intervention and extension content.

In equipping the 21st century learner, technology is integrated in instruction, practice, and assessment through the use of audio tools, smart board lessons, iPads, and teacher developed websites. Reading comprehension tests are administered online and provide immediate feedback on strengths and weakness which then help staff generate individualized plans for meeting student needs.

Ownership of student data belongs to everyone as staff shares results with students, parents, and appropriate staff to work collaboratively for student achievement. The reading specialist, special education staff, and classroom aides support the regular education teacher in planning, instructional delivery, and assessment. Many times these support personnel allow for additional presentations of new material for repetition, pre-teaching for new material to build background, and intervention skills to fill gaps in knowledge and skill set.

In addition to the approved curriculum and standard based work of every day, students at TCCS also participate in expeditionary learning projects which in a broad based format allow for the integration of learning across content areas and bring application to learned knowledge. Students not only demonstrate understanding through assessment, but through the opportunity to make real world application and community contributions through hands on projects.

Annually the students at TCCS orchestrate a community wide project. The student paint, clean, plant flowers and repair damaged items at the community parks. In collaboration with the Game and Fish Commission students also raise trout and pheasant s in the classroom and release into the surrounding forests and streams.

## **6. Professional Development:**

In 2008, all faculty were offered PLE PLATO Training. Plato Courseware is a standards-based online curriculum. We learned the benefits of and how to implement PLATO courses on-line as supplements to our curriculums or alternative courses to students. We again participated in PLATO training in 2009 and 2010 to review and learn of updates to the program. We were trained in the teaching methods of Fred Jones and Harry Wong. Classroom management and organization are always a challenge. These trainings were held throughout the school year to use and reflect upon the methods that were introduced to us.

We were offered health trainings on peanut allergies and seizures. We were taught what they were, how to identify an emergency, and how to handle an emergency. Furthermore, every year, at Tidioute Community Charter School, the faculty is given a course to become certified in CPR through the American Red Cross.

Also in 2009, we received training, in-house, on Smart Boards, creating web pages, networking and how to use Worldbook Online Encyclopedias. Later, in 2011 and 2012, we were trained on Kurzweil (assistive technology tool for special education that provides literacy and ELL support to students with low literacy skills) and APEX (on line learning courses, aligned with PDE's Common Core State Standards that replaced PLATO courseware). Also in 2012, we were trained on how to access Digital Resource Portal Professional Development through the Northwest Tri-County IU5. Through this system we were taught how to immediately stream the digital content available through Learn360 and Discovery Education, create multi-media rich lessons tailored to the individual needs of the class, efficiently utilize class time by choosing only the most relevant video segments, customize our resource portal settings so we can track and save videos, create lessons, and provide student access to digital content. As an educator, it is important to stay technologically updated. All of these tools were useful in engaging students and families.

To meet PDE requirements, faculty was trained by Dr. William Bender in RTII (Response to Intervention and Implementation). Dr. Bender personally came to TCCS to present the information to introduce and implement RTII. He visited us to assist us as we came up with our RTII plans. We were taught straightforward strategies for successful implementation and use. Having a strong standards aligned core program is fundamental in the RTII design. This module assisted us to know the standards criteria set forth by PDE to evaluate and select a research based core program, and analyze strengths and needs of our existing core program. We were able to build a common knowledge base of effective principles of instructional design and delivery across the curriculum we teach. We were also taught how to develop plans to ensure all students receive high-quality instruction in a standards aligned core program as a

baseline to RTII implementation. Dr. Bender outlined typical implementation issues and provided clear guidance to teachers on how to document the process, involve parents, comply with the law, and prepare us for meetings to determine a student's eligibility for special services.

## **7. School Leadership:**

The Tidioute Community Charter School Leadership Team consists of a Principal/CEO, Lead Teachers, and a Curriculum Director/Assessment Coordinator. The team is committed to helping each Tidioute Community Charter School K4-12 student succeed in academic, emotional, and social skill development. The Lead Teachers assist fellow colleagues to improve instruction and plan for optimal scheduling of courses for students. Weekly meetings are held to review issues relative to students' success or needs in the classrooms. Teachers discuss teaching techniques and review differentiated teaching ideas.

The principal/CEO ensures that relations with the Board of Trustees remain strong and healthy and encourages the staff to put academics above other school concerns. He informs the Board, Community, and Parents/Guardians about the schools priorities and promotes academics. The CEO allows for professional development opportunities for the staff, and nearly half of the teaching staff attend conferences annually to remain current in subject matter fields. Administrators remain current through participation in PA Coalition of Charter Schools membership and conference, PA Department of Education special education conference, various webinars, and the NISL curriculum.

The Guidance department, in collaboration with the CEO, develops cooperative programs with local colleges, businesses, municipalities, and local governments in conjunction with school needs. In addition, a school-wide student mentoring program is implemented. This program recruits, coordinates, and trains older students to work as positive role models with identified elementary students in a mentoring relationship. They provide one-on-one support and acts as a friend and role model, boosting a child's self-esteem and enhancing a child's educational experience.

Reviewing policies led to the increase of graduation requirements for our seniors. There was an increase in the total number of credits needed to graduate and a graduation project must also be completed. The graduation project consists of several cross-curricular projects that are accomplished via expeditionary learning. Each student tracks these projects and keeps evidence of them in a binder that is stored in the school and travels with the student beginning in grade seven.

The Tidioute Community Charter School Board of Trustees makes every attempt to conduct its business in an open and transparent fashion. Parent input is extremely important to the operation of the charter school. Parents and community members are encouraged to work with the administration and board to resolve problems and issues that may arise.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: PSSA

Edition/Publication Year: 2008,2009,2010,2011,2012 Publisher: PDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient Advanced	33	25	37	23	36
advanced	0	0	15	10	0
Number of students tested	12	12	27	30	28
Percent of total students tested	88	93	88	100	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Advanced	Masked	Masked	17	30	28
advanced	Masked	Masked	0	18	0
Number of students tested	6	3	12	17	18
<b>2. African American Students</b>					
Proficient Advanced					
advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient Advanced					
advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient Advanced	Masked		10		Masked
advanced	Masked		0		Masked
Number of students tested	3		10		6
<b>5. English Language Learner Students</b>					
Proficient Advanced					
advanced					
Number of students tested					
<b>6.</b>					
Proficient Advanced					
advanced					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 11 Test: PSSA

Edition/Publication Year: 2008,2009,2010,2011,2012 Publisher: PDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient Advanced	39	91	59	54	54
advanced	8	33	22	17	14
Number of students tested	13	12	27	30	28
Percent of total students tested	94	93	100	100	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Advanced	Masked	Masked	50	53	50
advanced	Masked	Masked	17	18	17
Number of students tested	7	3	12	17	18
<b>2. African American Students</b>					
Proficient Advanced					
advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient Advanced					
advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient Advanced	Masked		10		Masked
advanced	Masked		0		Masked
Number of students tested	4		10		6
<b>5. English Language Learner Students</b>					
Proficient Advanced					
advanced					
Number of students tested					
<b>6.</b>					
Proficient Advanced					
advanced					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: PSSA

Edition/Publication Year: 2008,2009, 2010, 2011, 2012 Publisher: PDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient Advanced	93	88	89	74	78
advanced	56	38	46	27	50
Number of students tested	16	16	28	15	18
Percent of total students tested	100	100	99	100	97
Number of students alternatively assessed	0	1	0	1	0
Percent of students alternatively assessed	0	6	0	7	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Advanced	92		83	Masked	63
advanced	50		43	Masked	36
Number of students tested	12	12	14	5	11
<b>2. African American Students</b>					
Proficient Advanced				Masked	
advanced				Masked	
Number of students tested				1	
<b>3. Hispanic or Latino Students</b>					
Proficient Advanced					
advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient Advanced	Masked		Masked		Masked
advanced	Masked		Masked		Masked
Number of students tested	4		2		4
<b>5. English Language Learner Students</b>					
Proficient Advanced					
advanced					
Number of students tested					
<b>6.</b>					
Proficient Advanced					
advanced					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13PA3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: PSSA

Edition/Publication Year: 2008, 2008, 2009, 2010, 2011, 2012 Publisher: PDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Advanced Proficient	87	94	78	67	72
advanced	31	38	21	7	28
Number of students tested	16	16	28	15	18
Percent of total students tested	100	100	99	100	97
Number of students alternatively assessed	0	1	0	1	0
Percent of students alternatively assessed	0	6	0	7	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Advanced Proficient	82		78	Masked	64
advanced	25		14	Masked	37
Number of students tested	12	12	14	5	11
<b>2. African American Students</b>					
Advanced Proficient				Masked	
advanced				Masked	
Number of students tested				1	
<b>3. Hispanic or Latino Students</b>					
Advanced Proficient					
advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Advanced Proficient					
advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Advanced Proficient					
advanced					
Number of students tested					
<b>6.</b>					
Advanced Proficient					
advanced					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: PSSA

Edition/Publication Year: 2008,2009,2010,2011,2012 Publisher: PDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient Advanced	93	90	93	89	94
advanced	63	53	56	72	53
Number of students tested	16	30	16	18	17
Percent of total students tested	100	100	99	100	97
Number of students alternatively assessed	0	0	1	1	0
Percent of students alternatively assessed	0	0	7	6	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Advanced			92	80	100
advanced			46	60	50
Number of students tested	10	12	11	10	12
<b>2. African American Students</b>					
Proficient Advanced			Masked		
advanced			Masked		
Number of students tested			1		
<b>3. Hispanic or Latino Students</b>					
Proficient Advanced					
advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient Advanced	Masked		Masked		Masked
advanced	Masked		Masked		Masked
Number of students tested	2		2		3
<b>5. English Language Learner Students</b>					
Proficient Advanced					
advanced					
Number of students tested					
<b>6.</b>					
Proficient Advanced					
advanced					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13PA3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: PSSA

Edition/Publication Year: 2008,2009,2010,2011,2012 Publisher: PDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient Advanced	88	89	82	72	83
advanced	38	43	44	61	24
Number of students tested	16	30	16	18	17
Percent of total students tested	100	100	99	100	97
Number of students alternatively assessed	0	0	1	1	0
Percent of students alternatively assessed	0	0	7	6	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Advanced			73	60	91
advanced			27	50	25
Number of students tested	10	12	11	10	12
<b>2. African American Students</b>					
Proficient Advanced			Masked		
advanced			Masked		
Number of students tested			1		
<b>3. Hispanic or Latino Students</b>					
Proficient Advanced					
advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient Advanced	Masked		Masked		Masked
advanced	Masked		Masked		Masked
Number of students tested	2		2		3
<b>5. English Language Learner Students</b>					
Proficient Advanced					
advanced					
Number of students tested					
<b>6.</b>					
Proficient Advanced					
advanced					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13PA3

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: PSSA

Edition/Publication Year: 2008,2009,20010,2011,2012 Publisher: PDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient Advanced	93	93	71	89	77
advanced	60	57	53	67	69
Number of students tested	30	13	17	18	13
Percent of total students tested	100	100	99	100	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Advanced	88	Masked	63	84	Masked
advanced	47	Masked	36	67	Masked
Number of students tested	17	9	11	12	6
<b>2. African American Students</b>					
Proficient Advanced		Masked			
advanced		Masked			
Number of students tested		1			
<b>3. Hispanic or Latino Students</b>					
Proficient Advanced					
advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient Advanced			Masked		Masked
advanced			Masked		Masked
Number of students tested			3		2
<b>5. English Language Learner Students</b>					
Proficient Advanced					
advanced					
Number of students tested					
<b>6.</b>					
Proficient Advanced					
advanced					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13PA3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: PSSA

Edition/Publication Year: 2008,2009,2010,2011,2012 Publisher: PDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient, Advanced	83	71	70	66	61
advanced	43	21	42	11	23
Number of students tested	30	14	17	18	13
Percent of total students tested	100	100	99	100	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient, Advanced	88	Masked	54	59	Masked
advanced	41	Masked	27	17	Masked
Number of students tested	17	9	11	12	6
<b>2. African American Students</b>					
Proficient, Advanced					
advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient, Advanced					
advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient, Advanced			Masked		Masked
advanced			Masked		Masked
Number of students tested			3		2
<b>5. English Language Learner Students</b>					
Proficient, Advanced					
advanced					
Number of students tested					
<b>6.</b>					
Proficient, Advanced					
advanced					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13PA3

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: PSSA

Edition/Publication Year: 2008,2009,2010,2011,2012 Publisher: PDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient Advanced	83	84	90	87	62
advanced	61	73	70	67	29
Number of students tested	18	26	20	15	21
Percent of total students tested	100	100	99	100	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Advanced	82		93	Masked	53
advanced	46		73	Masked	13
Number of students tested	11	13	15	7	15
<b>2. African American Students</b>					
Proficient Advanced					
advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient Advanced					
advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient Advanced	Masked		Masked		Masked
advanced	Masked		Masked		Masked
Number of students tested	4		4		7
<b>5. English Language Learner Students</b>					
Proficient Advanced					
advanced					
Number of students tested					
<b>6.</b>					
Proficient Advanced					
advanced					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13PA3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: PSSA

Edition/Publication Year: 2008,2009,2010,2011,2012 Publisher: PDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient Advanced	67	81	70	66	57
advanced	39	54	35	33	33
Number of students tested	18	26	20	15	21
Percent of total students tested	100	100	99	100	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Advanced	63		74	Masked	54
advanced	27		47	Masked	27
Number of students tested	11	13	15	7	15
<b>2. African American Students</b>					
Proficient Advanced	Masked				
advanced	Masked				
Number of students tested	1				
<b>3. Hispanic or Latino Students</b>					
Proficient Advanced					
advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient Advanced	Masked		Masked		Masked
advanced	Masked		Masked		Masked
Number of students tested	4		4		7
<b>5. English Language Learner Students</b>					
Proficient Advanced					
advanced					
Number of students tested					
<b>6.</b>					
Proficient Advanced					
advanced					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13PA3

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: PSSA

Edition/Publication Year: 2008,2009,2010,2011,2012 Publisher: PDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient Advanced	88	85	62	71	22
advanced	68	62	31	33	11
Number of students tested	25	13	13	21	18
Percent of total students tested	97	100	100	100	97
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Advanced	89		Masked	75	9
advanced	68		Masked	25	0
Number of students tested	19	11	9	12	11
<b>2. African American Students</b>					
Proficient Advanced					
advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient Advanced					
advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient Advanced	Masked		Masked		Masked
advanced	Masked		Masked		Masked
Number of students tested	3		2		6
<b>5. English Language Learner Students</b>					
Proficient Advanced					
advanced					
Number of students tested					
<b>6.</b>					
Proficient Advanced					
advanced					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13PA3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: PSSA

Edition/Publication Year: 2008,2009,2010,2011,2012 Publisher: PDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient Advanced	81	50	30	62	11
advanced	48	30	15	19	11
Number of students tested	25	16	13	21	18
Percent of total students tested	97	100	100	100	97
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	4	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Advanced	79		Masked	58	0
advanced	53		Masked	8	0
Number of students tested	19	11	9	12	11
<b>2. African American Students</b>					
Proficient Advanced					
advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient Advanced					
advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient Advanced	Masked		Masked		Masked
advanced	Masked		Masked		Masked
Number of students tested	3		2		6
<b>5. English Language Learner Students</b>					
Proficient Advanced					
advanced					
Number of students tested					
<b>6.</b>					
Proficient Advanced					
advanced					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13PA3

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: PSSA

Edition/Publication Year: 2008,2009,2010,2011,2012 Publisher: PDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient Advanced	65	66	48	33	69
advanced	29	33	19	27	23
Number of students tested	14	15	21	15	13
Percent of total students tested	97	100	100	100	97
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	6	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Advanced	Masked	Masked	36	Masked	Masked
advanced	Masked	Masked	7	Masked	Masked
Number of students tested	9	8	14	9	5
<b>2. African American Students</b>					
Proficient Advanced					
advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient Advanced					
advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient Advanced	Masked		Masked		Masked
advanced	Masked		Masked		Masked
Number of students tested	1		4		1
<b>5. English Language Learner Students</b>					
Proficient Advanced					
advanced					
Number of students tested					
<b>6.</b>					
Proficient Advanced					
advanced					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13PA3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: PSSA

Edition/Publication Year: 2008,2009,2010,2011,2012 Publisher: PDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient Advanced	44	50	48	60	93
advanced	25	25	10	27	62
Number of students tested	16	16	21	15	13
Percent of total students tested	100	100	97	100	97
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	6	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Advanced		Masked	43	Masked	Masked
advanced		Masked	7	Masked	Masked
Number of students tested	10	8	14	9	5
<b>2. African American Students</b>					
Proficient Advanced					
advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient Advanced					
advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient Advanced	Masked		Masked		Masked
advanced	Masked		Masked		Masked
Number of students tested	3		4		1
<b>5. English Language Learner Students</b>					
Proficient Advanced					
advanced					
Number of students tested					
<b>6.</b>					
Proficient Advanced					
advanced					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13PA3