

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mr. Lee M. Gump

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Danville Area High School

(As it should appear in the official records)

School Mailing Address 600 Walnut Street

(If address is P.O. Box, also include street address.)

City Danville State PA Zip Code+4 (9 digits total) 17821-9131

County Montour County State School Code Number* 420732003425

Telephone 570-271-3268 Fax 570-275-5463

Web site/URL http://www.danville.k12.pa.us/ E-mail lgump@danville.k12.pa.us

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

(Principal's Signature) Date _____

Name of Superintendent*Mrs. Cheryl Latorre E-mail: clatorre@danville.k12.pa.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Danville Area School District Tel. 570-271-3268

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.

(Superintendent's Signature) Date _____

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

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, 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 a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 4 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	65	99	164
10	58	77	135
11	72	81	153
12	92	78	170
Total Students	287	335	622

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 3 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 91 % White
 - 0 % Two or more races
 - 100 % Total**

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

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 16%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	39
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	59
(3) Total of all transferred students [sum of rows (1) and (2)]	98
(4) Total number of students in the school as of October 1	623
(5) Total transferred students in row (3) divided by total students in row (4)	0.157
(6) Amount in row (5) multiplied by 100	16

7. English Language Learners (ELL) in the school: 0 %
2 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 20 %
 Total number students who qualify: 126

If this method is not 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.

9. Students receiving special education services: 14 %
90 Total number of students served

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

- | | |
|--------------------------------|--|
| <u>5</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>13</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>49</u> Specific Learning Disability |
| <u>9</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>8</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>4</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

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

	Number of Staff
Administrators	2
Classroom teachers	49
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
Paraprofessionals	15
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 13:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	94%	96%	95%	96%	96%
High school graduation rate	94%	89%	94%	94%	91%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	164
Enrolled in a 4-year college or university	61%
Enrolled in a community college	9%
Enrolled in career/technical training program	18%
Found employment	9%
Joined the military or other public service	3%
Other	0%

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

Yes No X

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

PART III – SUMMARY

The mission of the Danville Area School District is an alliance of family, school, and community committed to educational excellence and life success. At the Danville Area High School, we “Build the Future - One Student at a Time.”

The vision for the future of the Danville Area School District includes a commitment to:

- Continually improve our work to identify all students’ needs.
- Effectively use data for quality control of learning and informed decision-making.
- Continually improve our efforts to create community friendly schools within a culture of respect.
- Strive to make the best use of resources.

The Danville Area High School is accredited by the Middle States Association of Secondary Schools. The Danville Area High School has identified three (3) major student objectives to achieve over a seven year period. They are as follows: Academic Success, Use of Time, and Culture of Respect. These student objectives are defined in greater detail below.

Student Objective 1: **ACADEMIC SUCCESS** -- By 2016-17, Danville Area High School students will demonstrate increased academic success.

Student Objective 2: **CULTURE OF RESPECT** -- By 2016-17, Danville Area High School students, faculty, and administration will have increased learning opportunities to develop respect for self and others and have an increased perception of safety and respect.

Student Objective 3: **USE OF SCHOOL TIME** -- By 2016-17, Danville Area High School students will spend a greater percentage of the school day engaged in learning.

The Danville Area High School is located in a rural area of the scenic Susquehanna Valley of Pennsylvania. The major employers in the area are Geisinger Health Systems, Merck, and PPL Electric Utilities. The school services students from Montour and Northumberland counties. The DAHS is comprised of grades nine through twelve where approximately 80% of students venture on to post high school education. A wide variety of courses are offered. This diverse selection encourages students to think about their life goals beyond high school and appeals to each student’s interest level. Each year, approximately thirteen (13) advanced placement courses are offered. The pass rate for the AP courses averages 85%.

Students attending DAHS are supported through of a comprehensive program of support and enrichment services. These services include English as a Second Language, gifted education, cooperative education, emotional support, life skills and multi-disabilities support, autistic support, work experiences for special education students, and learning support services. During a recent Special Education Compliance Monitoring review, the DAHS was commended for its commitment and implementation of inclusionary practices, co-teaching strategies, and available experiences for identified students such as real-life work experiences and an offsite house designed for transitional living. Students in the life skills and multiple disabilities program are educated both in the school and in a transitional living house where students learn real-life skills such as budgeting, cooking, cleaning, and other skills that students can transfer to their own homes.

The DAHS is the highest performing school of seventeen school districts in the Central Susquehanna Area. In 2014, the DAHS was awarded a silver medal by U.S. News and World Report for ranking in the top 3.5% of high schools nation wide. In 2009, the DAHS was ranked in the top 6% of high schools in the nation by Newsweek. The school has a principal and assistant principal. Three guidance counselors provide academic, social, post-secondary, and career assistance to all students. Teachers participate in subject-area departmental groups which include special education teachers. These departments are empowered to collaborate, propose and implement strategies and practices that bolster student achievement. Evidence of

the collaboration between administration and teachers includes an effective model for remediation designed for students who score in the sub-proficient range of the Keystone Exams in Algebra, Literature, and Biology. The DAHS partners with the Bloomsburg University of Pennsylvania to provide a weekly, after-school tutoring program available to all students.

Currently, the DAHS offers twenty-two (22) honors level courses and thirteen (13) Advanced Placement Courses. Short-term goals include the expansion of our AP offerings to include AP French, AP Art Studio, and AP Language and Composition. Over the last five school years, five (5) DAHS students have been named National Merit Scholarship Finalists.

In addition to the rigorous academic courses available to students, the DAHS offers nineteen (19) Pennsylvania Interscholastic Athletic Association sports and twenty-three (23) clubs and activities for students. Approximately eighty-three (83%) of our high school students participate in at least one athletic program, club, or activity. The DAHS Forensics debate team is recognized throughout the state of Pennsylvania and the nation for their accomplishments over the years. They have won eighteen (18) of the last nineteen (19) district titles. The school's local service organization, Key Club, is also known throughout the state of Pennsylvania for the service they provide to the Danville community in the form of various community service projects. The DAHS has been designated as a "No Place for Hate" school by the Anti-Defamation League. The school has held this designation for the last four (4) school years.

In addition to the state's standardized testing system, DAHS students have participated in National Spanish Exams since 1977. Every year, our students excel on the prestigious exam by placing in the top three to four regional spots during the last four years. Three students have finished in the top 5% nationally from 2010 through 2013.

The DAHS is an exemplary school as evidenced by high academic achievement, effective remediation programs and practices, timely and appropriate professional development for teachers and staff members, high student involvement in students athletic and extracurricular programs and activities, and fully-functional working relationship between teachers, staff, and administration that values the importance of academic excellence balanced with the education of the whole child.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Danville Area High School is the highest performing high school in the Central Susquehanna region. Some of our most recent accomplishments include:

- Ranked #1 high school in the region out of seventeen school districts in the Central Susquehanna Area and ranked #27 high school in Pennsylvania as evidenced by the Fall release 2013 PA School Performance Profile.
- Ranked #17 high school in Mathematics and #23 high school in Reading in the state of Pennsylvania based upon the grade eleven 2012 PSSA scores.
- In 2012, 49 percent of Danville Area High School students scored in the “Advanced” category on the Reading PSSA.
- 85% average pass rate on Advanced Placement Exams

Prior to the 2012-13 school year, eleventh grade students in Pennsylvania participated in the Pennsylvania System of School Achievement (PSSA) tests. Students were tested on four subjects including Reading, Math, Science and Writing. The four performance levels of the PSSA tests are below basic, basic, proficient, and advanced. Students who achieve at the proficient or advanced level are considered being “proficient” and have essentially “passed” the tests.

Beginning in the 2012-13 school year, high school students in Pennsylvania were tested using the state’s end-of-course assessments called the Keystone Exams. The Keystone Exams are given in the following subject areas: Algebra I, Literature, and Biology. Beginning with the class of 2017, the Keystone Exams will be one component of a student’s graduation requirements. The performance levels of the Keystone Exams mirror the PSSA levels: below basic, basic, proficient, and advanced. Students demonstrate proficiency by scoring either proficient or advanced. DAHS students who perform at the below basic or basic level are enrolled in remediation class prior to the next administration of the exam.

11th Grade PSSA Proficiency Percentages:

Reading: 2008-09 (69%) / 2009-10 (72%) / 2010-11 (77%) / 2011-12 (81%)

Math: 2008-09(63%) / 2009-10 (73%) / 2010-11 (72%) / 2011-12 (78%)

Science: 2008-09(44%) / 2009-10 (49%) / 2010-11 (47%) / 2011-12 (47%)

Writing: 2008-09(85%) / 2009-10 (92%) / 2010-11 (96%) / 2011-12 (87%)

2012-13 Keystone Exam Percentages:

Algebra I: 93%

Literature: 93%

Biology: 50%

From 2008-2012, the DAHS has seen a dramatic improvement in the Reading and Literature area. This success in academic achievement has also been duplicated in the areas of PSSA Math and Keystone Algebra I.

2. Using Assessment Results:

As indicated in previous section entitled, “Indicators of Academic Success,” the Danville Area High School administration and faculty have developed and implemented effective remediation strategies for students across all levels. In the math area, students are scheduled into “acceleration” groups using teacher-created, curriculum based assessments aligned to the Eligible Content for the Algebra I Keystone Exam. These students receive targeted instruction prior to the administration of the Keystone Algebra I Exam. If a student scores in the sub-proficient category, they are consequently scheduled into an Algebra I remediation class the following fall semester and given targeted, individualized instruction by a highly qualified math instructor.

The English Department has seen students score very well on the Keystone Literature Exam. The test-takers have benefited from a standards-aligned system of instruction in grades 9 and 10 where students receive a period and a half of English instruction throughout the entire school year in both grades 9 and 10. English teachers have administered the Classroom Diagnostic Tool (CDT) assessments to students at various intervals throughout the school year. Teachers have used the data generated from the CDTs to better inform them of their students' strengths and weaknesses. It has also given teachers the opportunity to reflect upon previously taught curriculum and how classroom instruction should be tailored moving forward from the assessment. Additionally, an effective remediation program has been designed and implemented where students who score in the sub-proficient category on the Keystone Literature Exam are scheduled into a 45 day class the following school year. Under the instruction of a highly qualified English teacher, students utilize Study Island resources, including a pretest of existing knowledge and skills, to prepare for the Winter Keystone Literature Exam.

Not only has the English Department aligned all curriculum and content leading up to the assessments to PA Common Core standards, the department members have created common assessments and have utilized data from Classroom Diagnostic Tool Assessments and Study Island to guide their instruction. The English Department and administration have cooperatively developed an effective remediation program for students who have not achieved proficiency where students are scheduled into a 45 day course with a highly qualified teacher of English. The pacing of the instruction is geared towards each student as they progress through the teacher guided-remediation and Study Island modules that are tailored specifically towards a student's area of weakness.

The math department, in cooperation with the school administration, has also developed an "acceleration" program where teachers use the results from classroom-based assessments to determine which students would benefit from academic intervention prior to taking the PSSA or Keystone assessment. In similar fashion to the English Department, the Math Department has also developed a remediation program that supports students through the process of becoming proficient following a below basic or basic score on the Keystone Exam. These interventions along with curriculum alignment to the PA Common Core standards, inclusionary practices, and the use of common assessments across all sections of Algebra I have led to a steady increase in student performance in math.

Due to low test scores in the PSSA Science in the past, the Biology Department and the school administration have created and implemented a new series of science and biology courses that are fully aligned to the Eligible Content of the Keystone Biology Exam. The new course sequence includes a full year, 1.0 credit "Integrated Science" course followed by a year-long 1.5 credit "Keystone Biology" course. Following this two course series, students are administered the end-of-course Keystone Biology Exam. Although the 11th grade score of 50% is noted on our PA School Performance Profile, the score is somewhat misleading. The 50% score includes eleventh grade students who took the Keystone Exam in their junior year, but did not take the Integrated Science to Keystone Biology course sequence. Those students who followed this sequence and took the Keystone Biology Exam scored at a proficiency rate of 77% -- much higher than the 50% score.

In similar fashion to the English Department, the Biology teachers have administered the CDT in an effort to guide and direct future instruction leading up to the end-of-course exam. Given the success of both the Math and English remediation classes, the administration and Biology teachers have developed a new remediation program for students who score below basic or basic on the Keystone Biology Exam.

The Danville Area School District follows an instructional model that requires all English and Social Studies teachers to administer weekly writing prompts to the students in their classes. As a result of the district-wide emphasis on writing over the last several years, DAHS students have performed in stellar fashion on the PSSA Writing Assessments. As stated previously, the PSSA Writing is no longer administered to students in Pennsylvania.

3. Sharing Lessons Learned:

The Danville Area High School has become the premiere high school in the central Pennsylvania region over the course of the last few years. Since the state of Pennsylvania has published School Performance Profiles (SPP) of all schools throughout the Commonwealth, other schools have taken notice of the DAHS's stellar SPP of 92.7.

Since the publication of the SPP scores, several local high school principals have asked the principal of the DAHS to share best practices that led to the high rating. These discussions have taken place during monthly meetings held between high school principals from local schools. Strategies shared with local principals include curriculum alignment to the Common Core Standards, creation of timely and effective acceleration and remediation practices for struggling students, developing strong teacher leaders who help guide and direct fellow teachers at the departmental level, and utilizing data in an efficient and meaningful manner so that classroom instruction can be altered to fit the needs of all students.

Additionally, school superintendents in the Central Susquehanna Intermediate Unit have commended the Superintendent of the DASD and the work she has done. In doing so, several local superintendents have directed their district office administrators to contact school district administrators at the DASD for the sole purpose of discussing the effective strategies and programs that have been implemented from Kindergarten through Twelfth grade.

In addition to efforts to improve local high schools in the Central Susquehanna Valley, the Curriculum Director of the Danville Area School District presented at the 2013 Northeastern Educational Research Association Conference on the challenges schools face in implementing the Common Core Standards. She was an invited panelist who explored the goals, implications, and challenges of the national movement of adopting the Common Core Standards and the New Generation Science Standards. Other members of the panel included professors from the University of Connecticut and the University of Massachusetts Amherst and an Assessment Professional from the Educational Testing Service.

4. Engaging Families and Community:

The Danville Area School District has a vested interest in school and community partnerships. It is a goal of the district to be a resource to its community. The DAHS has defined school clubs such as Key Club which hosts over fifty community events, such as the food drive for the Ronald McDonald House and the Diaper Drive for families with need.

The DAHS has a highly recognized Cooperative Education program where students work directly with businesses and industries in a paid or intern position. Many of these students pursue higher education in their career study or attain jobs with the business or industry. This year, thirty-seven (37) senior students are actively participating in the Cooperative Ed. program.

The biggest business in the region is Geisinger Medical Center which employs over 15,000 employees. The school district has developed a strong partnership with this community resource to include curriculum resources, various guest speakers, employee wellness initiatives, and a resident intern program. This year, the Geisinger Medical Center was awarded a \$25,000 Pink Glove Breast Cancer Awareness Grant for a video created at the high school stadium which included parents, community members, Geisinger employees, and the DAHS football cheerleaders. This video reached national recognition.

The school's Wellness and Safety Committees are very strong and their initiatives reach out to many aspects of the communities including support and participation in events such as the Relay for Life, Autism Awareness Week, American Heart Association Hoops for Heart, Mostly Mutts/SPCA drive, and so many more.

The high school transition program includes the Hackey House and Bridging the Gap, a not-for-profit store that showcases merchandise created by special needs students. The store is located in the town's center and

is open to the public during school hours. DAHS students are responsible for all aspects of the business from production to marketing to sales. The Hackey House is a partnership with a local church where our special needs students run and operate a home to learn functional living skills. Both programs benefited tremendously from both families and community.

The administration and faculty prioritize family relationships by holding events throughout the school year to engage parents in the school community. Some of these events include Open House, Special Education Parent Education Night, Drug and Alcohol Awareness Night, Winter and Spring Choral and Band Concerts, Parent Prom Committee, Special Education Parent Committee, and Many Hands Helping Others, a program that sends food home on weekends for children in need. Parents also serve on our Professional Education Committee, World Language Committee and our Strategic Planning Committee.

It truly does “take a village to raise a child” and the DASD invests and values the resources and supports of our communities.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

As evidenced by high achievement levels, Danville Area School District’s curriculum spans both ends of the spectrum. The core curriculum is aligned to the Pennsylvania Core and Common Core Standards, which represent the minimum level of skills that our students should achieve at each grade level. We often refer to these skills as “the floor” of Danville’s curriculum. We recognize the need for state and national standards, but we also emphasize the importance of providing a comprehensive educational system that encompasses the “whole child” and teaches transferable skills. We aim to produce responsible, twenty-first century citizens who are creative, innovative, and collaborative. The integration of these skills and practices prepare our students for the workplace and college.

Our extensive programs in other academic areas, such as World Languages, Agriculture, Technology and Expressive Arts, represent the other end of our academic spectrum. Our curriculum extends beyond the standards to offer the opportunity for each of our students to reach their fullest potential and to distinguish themselves academically. Examples of these offerings include our Honors courses, Advanced Placement courses, dual enrollment courses, a Cooperative Education Program, Agricultural/CASE courses, Independent Studies, and a Science Technology Engineering Math (STEM) Magnet program. The DAHS offers thirteen (13) Advanced Placement courses and plans to implement three (3) additional AP courses within the next two years.

The core curriculum in English, Mathematics, Science and Social Studies is the result of hundreds of hours of thoughtful, collaborative effort by our staff to align our content to the state and national standards. Beginning with standards-aligned unit plans, we have created common lesson plans and assessments to ensure that all students glean the appropriate skills for college and career readiness.

English:

The ninth and tenth English grade courses are organized by genre, encompassing short stories, the novel, poetry, drama, and nonfiction. Students study the American and British literary traditions in eleventh and twelfth grade, respectively. Using classic, canonical texts as a vehicle, teachers develop students’ cultural literacy while also maintaining a focus on standards-based objectives.

English Courses: English 9, English 9 Honors, English 10, English 10 Honors, English 11, English 11 Honors, English 11 Literacy and Lab, English 12, English 12 Honors, AP Literature and Composition, Yearbook, English Internship.

Mathematics:

The mathematics sequence of courses as been thoroughly aligned to the Common Core and Pennsylvania Core Standards. In addition numerous accelerated courses are offered to ensure our students have a high success rate at the collegiate level.

Mathematics courses: Algebra, Keystone Algebra I, Keystone Algebra Remediation, Keystone Algebra II Honors, Keystone Algebra II, Keystone Geometry Honors, Keystone Geometry, Topics of Math, Trigonometry and Pre-Calculus, Honors Trigonometry and Pre-Calculus, Introduction to Calculus, AP Calculus AB, AP Statistics, AP Calculus BC, Probability and Statistics

Science:

The science faculty strive to prepare students to become critical thinkers, problem solvers, and literate in science through a student-centered experiential learning approach. Once students enter 9th grade, they have a choice to complete the biology curriculum that is mapped to the state Standards in a 2-year program, or they may choose an accelerated one-year course. The first option involves taking Keystone Integrated Science during 9th grade and then Keystone Biology in 10th grade. The second option is an accelerated, one year Honors Keystone Biology course. In addition to these two introductory courses, students have several science electives to choose from. AP Biology is offered starting at the 10th grade level for students

who have successfully completed Biology. Two semester courses are also offered: Anatomy/Physiology and Zoology. The DAHS has one of the top Agricultural Science programs. Students are able to take AP Environmental Science, Animal Science, Botany and a research class, which requires students design a project, conduct research and present their findings at a local fair.

All courses in the biological sciences have an integral laboratory component that makes up approximately 40-50% of each course. In AP Biology, emphasis is placed on student-designed research and the use of statistical analysis for most laboratory investigations. In the Anatomy/Physiology course, laboratory assessments are utilized. This involves the teacher setting up rotating stations with specimens and/or microscopes and the students identifying relationships between structure and function at each station. Review stations are used often to focus students on single tasks within a unit so that they have an opportunity to interact with the teacher and their peers.

Science Courses: Integrated Science, Keystone Biology Honors, Keystone Biology, AP Biology, Chemistry, Honors Chemistry, AP Chemistry, Organic Chemistry, Astronomy, Anatomy and Physiology, Physics, Honors Physics, AP Physics C-Mechanics, Science Internship, Zoology, Honors Veterinary Science, Animal Science/Reproduction and Genetics, Animal Science/Nutrition and Welfare, Botany, AP Environmental Science, Mammalian Bioscience

Social Studies:

The Social Studies curriculum has been developed as an extension of the core content in Mathematics and English. Reading and writing skills are emphasized through informational text and writing. Mathematical concepts are reinforced through an interdisciplinary-approach.

Social studies courses: Social Studies: US History, Economics, American government, AP Economics, AP US Government and Politics, AP US History, World Cultures, World Cultures Honors, Psychology, Sociology

Below are the course offerings for the other content areas:

Business and Computer Technology: Introduction to Business, Accounting I, Accounting II, Business and Personal Law, Small Business Management, Sports and Entertainment Marketing, Fashion Marketing, Desktop Publishing, Ironmen 24/7.com Journalism and Broadcasting, Web Page Design, Digital Media Technology, Computer Programming I, Computer Programming II, AP Computer Science A, Media Technology

World Languages: French I, French II, French III, Honors Advanced French IV, Spanish IA, Spanish IB, Spanish II, Spanish III, Spanish IV, AP Spanish, Spanish VI

Industrial Technology: Electronics, Electricity, Industrial Engineering A, Industrial Engineering B, Wood Technology I, Wood Technology II

Art: Art I, Ceramics, Graphics, Art Independent Project, Painting

Performing Arts: Band, Concert Choir, Music Theory, Music Exploration

Family & Consumer Science: Child Development, Foods I, Foods II, Health Careers Foundations, Working with Young Children, The Observation and Teaching of Young Children

Agricultural Science: Small Gas Engines I, Small gas Engines II, Welding I, Welding II, Senior Agricultural Science, Agricultural Communication and Leadership Development, Wildlife Habitats and Management, Honors Veterinary Science, Animal Management, Animal Behavior, Animal Science/Reproduction and Genetics, Animal Science/Nutrition and Welfare, Landscape Principals and Design, Greenhouse Operation and Management, Botany, Landscape Construction, AP Environmental Science, Supervised Agricultural Experience, Mammalian Bioscience.

Health & Physical Education: Health & PE 9, Health & PE 11, Strength & Conditioning, Yoga & Wellness, Physical Education, Adaptive Physical Education, Health Career Foundations

Cooperative Education: Cooperative Education incorporates community businesses and local industries into the student-learner's education. Electing to participate in this program provides students with a better understanding of the world of work. Work experience enables students to evaluate career decisions and develop a better understanding of employment opportunities and responsibilities. In addition, students develop realistic work skills and social skills.

Work Experience: Students who possess Individualized Education Plans may participate in the Work Experience Program through community businesses and organizations. These work experiences enable our students to develop work skills in their area of interest and explore career options and choices with scaffolding from staff. The students also establish work history with references and evaluations to carry forward into post-graduation life.

Dual enrollment: Dual enrollment courses are offered through our partnership with Bloomsburg University. Students can elect to take college level courses at a reduced rate. Our newest program with Bloomsburg University is our STEM Magnet Program. Students in their junior year and senior year can take college level courses in Health Occupations or STEM for half of the school day at Bloomsburg University of Pennsylvania. These students graduate with 30 college credits.

2. Reading/English:

In all English classes, every student is required to demonstrate core competencies, as well as investigate philosophical and literary questions. Specific reading skills and literary techniques are paired with fiction and nonfiction texts to develop students' ability to identify and analyze features of literature. A practical approach to grammar and vocabulary includes lessons that are embedded in literary study. Our writing curriculum is also correlated with core texts, as students write with multiple purposes and audiences, including the informative, persuasive, and narrative modes. Finally, speaking and listening skills are cultivated through speeches, multimedia presentations, and teacher-facilitated discussions.

The DAHS serves a diverse group of learners, requiring continuous effort from the teaching staff to meet the varied needs of all students. Inclusionary practices place nearly all students in the regular classroom. Ninth through twelfth grade English instructors co-teach with Special Education counterparts to deliver lessons that meet all students at their level. Students with reading deficits benefit from our Interactive Readers, a resource from Holt McDougal. Teachers guide students through the enriched text in the Interactive Readers, engaging questions in the margins, vocabulary exercises, graphic organizers, and assessment practice. These same students are given special consideration to ensure their success, including additional time, one-on-one instruction, and small group instruction. Students reading above grade level are tracked in honors and Advanced Placement classes. These students are assigned supplemental texts to annotate, and are challenged with rigorous reading schedules, extended writing assignments, and performance-based assessments. In all classrooms, the English department incorporates best practices such as cooperative learning, collaborative small group work, guided practice, peer conferencing, and writing for real audiences. Our instructional decisions are uniformly driven by assessment data that indicates students' needs.

We work diligently to ensure every child is standards-proficient, but are equally dedicated to providing enrichment opportunities for students through engagement with the world outside the classroom. We have cultivated a relationship with a local professional theater group, the Bloomsburg Theatre Ensemble (BTE). Each year, we take students to see "Project Discovery" productions of plays ranging from *The Miracle Worker* to *Hamlet*. Without these field trips, many students would never have a live theater experience. Additionally, stage actors from BTE come to our campus to bring the plays to life through text analysis, workshops, and combat instruction. This year, a special opportunity presented itself, as we were fortunate enough to attract the attention of the Elements Theatre Company touring in New York City. Responding to the work our senior honors classes put into a Shakespearean sonnet project, the Elements Company came to

the high school and ran sonnet workshops with our seniors. Danville is also fortunate to have three local universities that offer theatrical productions, poetry readings and lectures for additional student enrichment. Though we often look to the world outside our school for educational experiences, students are provided with many extra- and co-curricular opportunities on campus. We have a school literary magazine, advised by a writer and university professor, which sponsors poetry slams and a nonfiction essay contest, and maintains an annual publication of original student writing and art. A thriving speech and debate team affords students the chance to develop as orators, debaters, and actors.

Through a rich, yet realistic curriculum, we strive to achieve a balance; we acknowledge the reality of the current standards-and-assessment driven educational climate, but insist upon giving students opportunities to engage ideas and experience the application of language arts in the real world. Our responsive and devoted team of educators is committed to challenging all students to fulfill their potential.

3. Mathematics:

The Danville Area School District has spent many years developing a K-12 curriculum that is aligned to the standards and has ensured that it is vertically aligned to assure all standards are taught. The DAHS's Mathematics Department had developed its math curriculum and common assessments to meet the rigor of the Pennsylvania Keystone Assessment Anchors and the Pennsylvania Core Standards. The goal of the curriculum is to develop 21st century learners who have the skills needed to be decision makers, problem solvers and lifelong learners. DAHS offers Algebra, Keystone Algebra I, Keystone Geometry, Keystone Geometry Honors, Keystone Algebra II, Keystone Algebra II Honors, College Prep Trig & Algebra, Honors Trig & Algebra, Probability and Statistics, Pre-Calculus, AP Calculus AB, AP Calculus BC, AP Statistics, Topics of Math.

To ensure the success of all of our students, the math teachers maximize their class time by using the DASD's Instructional Model, which includes following best practices in mathematics, such as providing Keystone exam like open ended responses and providing problem-solving strategies.

The math department has increased the rigor of math classes by having extended class time, using higher level questioning, and differentiating the instruction to meet the needs of all learners. The math department offers students a variety of avenues to learn; they use direct instruction, peer to peer instruction, small group instruction, and inquiry based instruction. Students enter the high school with a strong background in conceptual math. Students, who enter the high school without essential skills needed to be successful in Keystone Algebra, are enrolled in a co-teaching Algebra class to develop those skills.

Students identified as special education students receive help during a period of the day called "Study Skills Support". During this class, students can receive assistance with skill gaps that have been identified or help with homework. The DAHS offers co-teaching classes to assist both special needs students and low-performing students. The math teachers utilize and analyze common assessments that are aligned to the Keystone Assessment Anchors. The math department works with administration to place students in remediation classes for students who score in the sub-proficient range on the Keystone exams.

In addition to the "floor" of the math curriculum, Keystone Algebra I, the DAHS offers challenging Honors and AP classes to enrich and challenge the learning of the high achieving student. The class of 2013 had forty-eight (48) seniors take AP exams in mathematics.

4. Additional Curriculum Area:

Social Studies: The Social Studies Department has three exemplary characteristics that make it a significant component of the school's curriculum and instruction. One aspect of the department is that both curriculum and instruction have been intentionally and cooperatively developed as extensions of the core areas of mathematics and language arts. Reading and using informational texts, as well as reading and applying data displayed in a variety of formats have been two skills of focus. For instance, as freshmen in US History, students are instructed on the reading skill of classifying information when studying the Progressive Era. In

researching and writing about the efforts of reformers of the age, students are instructed in reading informational texts to uncover and classify the problem, method of reform, and impact of the reformers' efforts. The lesson incorporates reading strategies that are then continually built upon and reinforced throughout the study of US history.

Additionally, writing development has been a cornerstone of the department's efforts. Writing for specific prompted purposes is explicitly taught within each course of study from introductory, to honors and AP levels. Whether the writing is intended to creatively express learned content such as the experiences of diverse members of society during wartime in US history; propose and support viable solutions to conflict in the Middle East in world cultures; or express technical cause and effect relationships in AP economics, all writing forms are overtly taught as a skill. Teachers annually track selected student progression seeking samples of development to revise strategies and consider skills to refocus instruction upon. This process has been developed cooperatively with the English teachers over years of meeting and reflecting on how the Social Studies department can have students display knowledge acquisition and enhance writing skills.

Finally, the department has taken on the initiative of seamlessly utilizing technology in developing curriculum and instructional strategies. Department teachers have developed interactive course websites displaying all lessons that are accessible for students, parents, and other stakeholders such as learning support teachers. Lessons also make use of alternative content resources and diverse technological applications for student expression of knowledge. Technology has never been incorporated for itself, but as a powerful resource that brings common content teachers together and as an enhancement for core content acquisition.

World Languages: The Department of World Languages has developed a curriculum that strives to address the needs of our various learners. Our curriculum is designed to reflect the inherent value of language study during the developmental years, both from the standpoint of the proficiency of usage of the target language as well as from the academic benefits realized through the rigorous study of a second language. It is around this dual concept, then, that our curriculum revolves.

The history of second language instruction is replete with examples of grammar translation and learning "about" the language. In our French and Spanish classes at DAHS, language teachers seek to instruct so that the language is learned in a meaningful manner. The goal is to ensure that students know the language, not just the mechanical, grammatical components or a mere vocabulary list. The language instruction, then, is focused on delivering the instruction in the target language and in context. Teachers incorporate extensive use of the language from the first days of the first level. Vocabulary is presented in context, practiced in paired, communicative activities, and utilized in projects, products, and performances that are as authentic as can be hoped for in a classroom environment. The French program is explicitly based on the latest cognitive and linguistic research, so that students can actively differentiate between grapheme, phoneme, representation, and concept in the process of the constitution of meaning itself.

DAHS students regularly score very high on standardized tests like the National Spanish Exam and the SAT II Spanish Language Exam. Scores on the grammar portion of these exams reflect the success we have enjoyed which we attribute to the dual method of explicit and implicit grammar instruction. Although our students' AP Spanish Language scores average a full point (or 20%) above the national norm for our standardized group, we acknowledge the need to improve our productive capabilities.

Extensive practice is utilized from the most basic tasks of ordering food and expressing opinions to reading and listening to authentic target language texts and sources, from literature to advertisements to news reports. The focus is to have students produce the language as they use it in authentic communicative ways, from interpretive to productive. The overriding goal is always to have the students moving towards increased proficiency so that they can function with the language in real human interaction.

Agriculture Science: The DAHS's agriculture program combines vocational agriculture and agricultural science to teach its STEM-centered curriculum. The mission of agriculture education is to prepare and support individuals for careers, build awareness of agriculture, and develop leadership for the food, fiber,

and natural resource systems. The Agriculture program offers three (3) areas for students to focus on: animal science, plant science, and agricultural engineering. The department has been very aggressive with curriculum development in all of these areas to ensure that students are prepared for various agricultural occupations and/or further education.

With guidance from an Occupational Advisory Committee/Agriculture Advisory Board whose members are actively working in an agriculturally-related field, our program is constantly evolving to meet the needs of our local, regional, and state agriculture industry. A student may choose one of the agriculture department's focus areas. The curriculum within each area enables students to have a variety of experiences that provide an overview of the field of agricultural science with a foundation in each area. Students explore hands-on projects and activities to learn the characteristics of agriculture and work on major projects and problems similar to those that specialists face in their respective careers.

In October 2012, the DASD received a \$25,000 grant to enhance the school's agriculture education program. The grant money was used to purchase new technology and equipment to move the agriculture program forward and expose DAHS's students to innovative agriculture education curriculum. The new technology enables our teachers to utilize instructional strategies that challenge the learner to develop specific skills, synthesize and create concept and ideas, and evaluate information to solve complex problems. These are the higher order cognitive skills that post-secondary institutions and industry are demanding from high school graduates.

5. Instructional Methods:

Danville Area High School's belief system is based upon the premise that standards represent the "floor" of learning and it is our responsibility as educators for each of our students to master this minimum level of learning. Therefore, various instructional techniques and strategies are utilized to ensure that each student meets grade level standards, such as guided practice, peer conferencing, and cooperative learning. This is accomplished through a multi-tiered support system, which includes administrators, teachers, paraprofessionals, and parents working together to meet the needs of our diverse learners.

The core of our instruction is provided through an inclusionary model. General education teachers co-teach with special education teachers in English and Mathematics. This team-teaching approach enables teachers to meet the learning styles and levels of our students. The students receive teaching expertise from the content teacher and the differentiated specialist, the special education teacher, within the same classroom.

When students are not demonstrating proficiency in the core content, remediation is provided throughout the school day. In addition, the high school provides a remediation/enrichment period at the end of the school day in order to allow students to receive extra support from teachers as well as have the opportunity to further extend their learning experience.

These extensions of learning occur throughout the school day through the teaching of transferrable skills. We refer to these twenty-first century skills, such as critical thinking skills, digital literacy, and collaboration, as being the "ceiling" of our learning. Therefore, we aim to teach at a higher level of knowledge with a focus on achieving Level 3 and Level 4 on Webb's Depth of Knowledge. Webb's Depth of Knowledge is utilized in creating student-centered lesson plans. We have also utilized other state models such as the Kentucky Exemplars that focus on Webb's Depth of Knowledge in order to prepare for the transition to the Common Core Standards and the Keystone Exams.

Formative and diagnostic data drives our instruction. Some examples include Study Island benchmark assessments and Classroom Diagnostic Tests. Our common assessments have been a driving force for improving our instruction. The staff has worked tirelessly over the last three years to create these Common Core Standards- aligned assessments.

Technology is also an integral part of our curriculum. We believe in blending reading, writing, and mathematical skills with innovation skills. Laptop carts are located through the high school. Interactive

Projectors and Smart Boards are located in all classrooms. The school is currently piloting Chromebooks and Google Apps for Education (GAPE). Our goal is to provide a connected learning environment where students collaborate and have instantaneous access to information at their fingertips.

6. Professional Development:

Danville Area High School's has a comprehensive Professional Development Program that focuses on research-based best practices and standards. It is a collaborative model that is multifaceted to ensure every staff member continues to be a life-long learner. Danville also emphasizes the importance of growing the profession of teaching and learning.

The Professional Development Plan is established through the high school's Accreditation for Growth (AFG) Committees and the school district's Professional Education Committee. The Accreditation for Growth process ensures that the professional development is part of our high school culture. The staff works as teams to create and monitor all of the goals. This process is also reviewed and evaluated by the Middle States Association of Colleges and Schools.

The high school's professional development is also created, monitored, and evaluated through the Professional Education Committee, which is comprised of stakeholders from all levels. This Committee plans the professional development based upon the needs of the district and each building. District need is assessed through district and building data, observations, walk through observations, and the professional development evaluations that are completed after each professional development workshop. Priority is given to areas of weakness as well as state initiatives.

Most of the professional development is executed through a Train-The-Trainers model. Not only has the district saved thousands of dollars through this method, but the district has created teacher leadership at all levels. In turn, the professional development is on-going and supported through peer training.

The district and building level professional development has focused on the Teacher Effectiveness Model and Common Core Standards for the past two years due to the recent mandates of Act 82, PA Educator Effectiveness, and transition to Common Core Standards, PA Core Standards, and Keystone Exams. Although these new mandates were challenging to implement within a short time frame, the staff embraced the opportunity to improve their teaching and realign our curriculum. The strong achievement levels on the newly enacted end-of-course exams, Keystone Exams, are evident of the staff's ability to utilize professional development to improve their curriculum and instructional practices. Other high schools in this region have been asking for our assistance in realigning their curriculum and instruction to the Keystone Exams.

When Pennsylvania was scheduled to adopt the new Teacher Effectiveness Model during the 2013-2014 school year as a result of Act 82, the DASD began preparing for the new model a year prior by volunteering to pilot the new model through the Race to the Top Grant. Multiple professional development workshops were held on the Charlotte Danielson's Framework for Teaching model. In addition, high school faculty members volunteered to be evaluated utilizing the new framework.

A new Differentiated Supervision model was adopted for the 2013-2014 school year. Training was conducted on the new model including a focus on Student Learning Objectives. The staff volunteered to pilot the Student Learning Objectives for the 2013-2014 school year. Teachers aligned their goals to the specific student learning needs. This goal-oriented approach enables our school to continue its focus on increasing student achievement for all learners.

7. School Leadership

The school principal serves as the principal and instructional leader for Danville Area High School. His belief system centers on defined autonomy that empowers all members of the school to be active stewards for the school's mission and vision of excellence in learning.

The school principal actively puts the educational beliefs of the Danville Area School District into practice. These beliefs include:

- We must strive for excellence in everything we do.
- Each person has worth and deserves to be respected and nurtured.
- Each person has an equal right to a quality education in a safe environment.
- All people can succeed given the opportunity to learn at different rates and in different ways.
- Communication is essential for continued growth and success.
- Quality education prepares individuals for change.
- We are all teachers and we are all learners.
- Learning is a family, school, and community partnership.
- Learning is a life-long process.

Synchronously the school principal believes that all staff members and students are worthy of respect and should be afforded the opportunity to learn new concepts and skills on a continual basis. The school principal works hard at creating an educational environment that is safe, engaging for all stake holders, supports personal growth in all students, and recognizes and rewards student achievement both in the classroom and in other extracurricular endeavors.

The school principal deeply believes that a school is only as great as those who dedicate themselves to teaching and mentoring the young men and women that attend the school. He empowers many faculty and staff members throughout the school to be leaders of others. The school is divided into the following departments: Math, English, Social Studies, Science, World Languages, Industrial Technology, Agriculture, Physical Education, Family & Consumer Sciences, Art, and the Performing Arts. Each department has a department lead teacher who meets with the high school administration once every 12 schools days for purposes of discussing school-wide educational and operational objectives. The school principal and the assistant principal of the high school take very active roles in leading instructional meetings throughout the school including faculty meetings and department leads meetings.

Both administrators are visible throughout the school day monitoring classrooms through informal walk through observations and classroom observations. The classroom observation cycle includes a pre-conference meeting between principal and teacher, the lesson observation, teacher reflection, and a post-observation conference where the teacher and principal discuss the teacher's rating using the Danielson Framework for Teaching.

Effective communication is at the center of DAHS's success. At the start of every week, the school principal sends a Publisher document out to the faculty and staff detailing the major events scheduled for the upcoming month, the weekly meeting schedule, and other important items of information. The school principal also updates a PowerPoint presentation that is displayed in the main office lobby. The slides inform the school community of upcoming important events and student accomplishments. The assistant school principal composes a quarterly newsletter that is sent to all parents. The newsletter contains ongoing school initiatives, important events, and student accolades.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: PSSA

All Students Tested/Grade: 11

Edition/Publication Year: 2009

Publisher: Data Recognition Corp.

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced		78	72	73	63
% Advanced		41	35	37	26
Number of students tested		183	211	213	209
Percent of total students tested		99	99	99	100
Number of students tested with alternative assessment		5	7	3	6
% of students tested with alternative assessment		3	3	1	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced		56	43	38	50
% Advanced		19	18	11	0
Number of students tested		32	44	37	28
2. Students receiving Special Education					
% Proficient plus % Advanced		18	37	24	63
% Advanced		6	15	12	23
Number of students tested		17	27	25	40
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced		77	72	65	60
% Advanced		39	35	26	31
Number of students tested		172	202	205	199
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 11
Publisher: Data Recognition Corp.

Test: Keystone Algebra I
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Proficient plus % Advanced	93				
% Advanced	29				
Number of students tested	147				
Percent of total students tested	96				
Number of students tested with alternative assessment	6				
% of students tested with alternative assessment	4				
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Subgroup data is not available due to Pennsylvania moving to the School Performance Profile. The students tested with alternative assessments have severe cognitive disabilities. This determination is made by the individual education team based upon a defined criteria. Students participate in the Pennsylvania Alternative System of Assessment (PASA).

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 11
Publisher: Data Recognition Corp.

Test: PSSA
Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced		81	77	72	69
% Advanced		48	44	36	37
Number of students tested		183	211	212	206
Percent of total students tested		100	99	99	0
Number of students tested with alternative assessment		5	7	3	6
% of students tested with alternative assessment		3	3	1	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced		59	57	48	46
% Advanced		25	18	19	14
Number of students tested		32	44	37	28
2. Students receiving Special Education					
% Proficient plus % Advanced		29	32	21	78
% Advanced		12	4	8	40
Number of students tested		17	28	24	40
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced		82	77	72	69
% Advanced		47	44	35	38
Number of students tested		170	201	203	199
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 11
Publisher: Data Recognition Corp.

Test: Keystone Literature Exam
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Proficient plus % Advanced	93				
% Advanced	14				
Number of students tested	147				
Percent of total students tested	96				
Number of students tested with alternative assessment	6				
% of students tested with alternative assessment	4				
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Subgroup data is not available due to Pennsylvania moving to the School Performance Profile.