

A message from the superintendent

We would like to share our academic progress with the community. This publication provides a snapshot of District-wide student performance for the 2017-2018 school year. While we are pleased with the performance of our students on standardized state and national assessments and their associated career-ready indexes, it is important to note that the District does not rely on just one exam or measurement to evaluate student progress and plan instruction.

Student achievement and growth must be measured throughout the 180-day school year with a variety of assessments. This includes local assessments given by our teachers as well as opportunities for students to demonstrate their knowledge and understanding through project-based or performance assessments.

Each summer we analyze PSSA, Keystone Exam and Advanced Placement test results, as well as local data, so



Evaluating knowledge in project-based exercises is one way Colonial School District teachers analyze student performance.

Colonial completes comprehensive planning process

Every three years, school districts must submit a comprehensive plan (CP) to the Pennsylvania Department of Education. The professional education plan must be made available for public inspection and comment for 28 days, and then it can be approved by the board and then submitted to PDE.

The CP contains six sections, including Profile, Core Foundations, Assurances, Needs Assessment, Action Planning and Plan Submission. CP is a continuous process used to ensure that all students are achieving at high levels.

High achieving school districts, like Colonial, display nine characteristics. They include: a clear and shared focus; high standards and expectations; effective leadership; high levels of collaboration and communication; curriculum, instruction and assessment aligned with standards; frequent monitoring of teaching and learning; focused professional development; a supportive learning environment and high levels of community and parent involvement.

During the 2017-2018 school year, the Colonial School District (CSD) established a Comprehensive Planning

that we can provide informed instruction on the first day of school.

The evaluation process continues throughout the school year. Our teachers do an excellent job of engaging students and offering them opportunities to problem solve, think critically and be creative. Teachers regularly assess student performance so that they can tailor instruction appropriately.

Teachers use daily formative checks, including quizzes and observations to assess student understanding at that moment. That data is then used to create flexible groups and offer students instruction at the appropriate level. Depending on the concept or topic, a student may work in groups on different levels periodically.

In addition to evaluating student performance data to differentiate instruction, our curriculum team analyzes data to assist School Improvement Teams in ensuring they have the tools and resources needed to maximize student growth. Among those tools is an award-winning professional development program which provides research-based best practices that help engage students and improve their skills. This comprehensive, continuous improvement model enables us to provide our students with individual instruction and keep Colonial among the highest achieving school districts in the tri-state area.



Dr. Michael Christian

Steering Committee (CPSC) in accordance with state regulations. Team members included District and school-level administrators, teachers, educational specialists, parents and community volunteers.

To ensure consistent and effective communication across the District, members of the CPSC participated in collaborative work sessions and meetings to review the plan, provide feedback and share ideas for updating to reflect current District priorities. In the fall, members of the CPSC refined and updated the plan, including the mission, vision, shared values, goals and strategies. The plan was then shared with the public and members of the school community through various meetings, presentations and postings on the District's website.

The CSD comprehensive plan, which may be viewed on the District website, is revisited throughout the year during administrative and committee meetings and more formally during scheduled quarterly school and District improvement planning meetings.

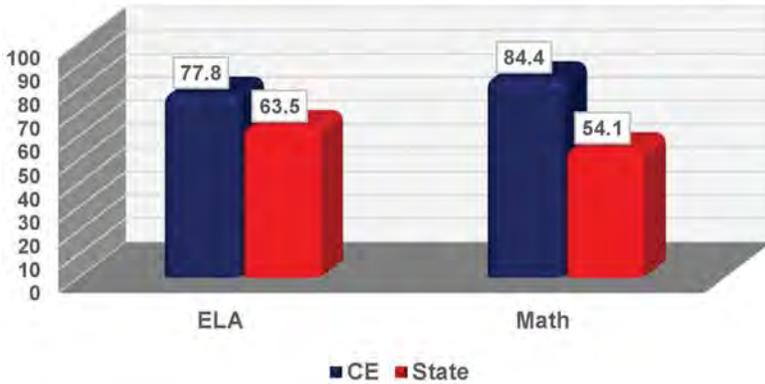
Conshohocken Elementary

Location:301 Harry Street, Conshohocken, PA 19428
 Phone: 610-828-0362
 Fax:..... 610-828-4582
 Principal:..... Dr. Terese Boegly
 Grades:.....K-3
 Enrollment:..... 188
 Instagram:... www.instagram.com/conshohocken_elementary
 Twitter:..... www.twitter.com/CE_CSD
 Website..... www.colonialsd.org/CE

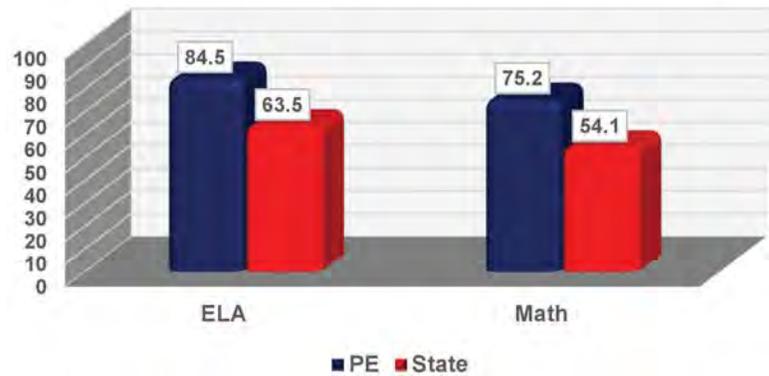
Plymouth Elementary School

Location:542 Plymouth Rd, Plymouth Meeting, PA 19462
 Phone: 610-825-8190
 Fax:..... 610-825-7853
 Principal:..... Rosemarie Gregitis
 Assistant Principal Kelly Udovich
 Grades:K-3
 Enrollment:.....574
 Instagram:..... www.instagram.com/plymouth_elementary
 Twitter:..... www.twitter.com/PE_CSD
 Website..... www.colonialsd.org/PE

CE Grade 3 PSSA % Proficient or Advanced



PE Grade 3 PSSA % Proficient or Advanced



All Colonial School District K-3 schools score above the standard

All of Colonial’s K-3 elementary schools continue to perform well on the Pennsylvania System of School Assessment (PSSA), the state’s standardized exam. All schools bettered the state averages on both the English Language Arts (ELA) and Math portions of the exam in terms of percentage of students scoring in the proficient

or advanced ranges. Additionally, all four schools had a much higher percentage of students scoring in the advanced range than the state averages of 18.3 percent for ELA and 17.7 percent for Math. Colonial’s advanced ELA and Math percentages were – Conshohocken Elementary (CE) School 46.7 and 42.2, Plymouth Elementary (PE) School 32.3 and

Conshohocken Elementary named a Distinguished Title I School

Conshohocken Elementary (CE) School has been recognized by the Pennsylvania Department of Education's Division of Federal Programs as a Title I Distinguished School for the 2018-2019 school year. The honor places CE among the top five percent of high achieving Title I schools that met all four Annual Measurable Objectives, including scoring in the top 5 percent in English Language Arts (ELA) and Math PSSA assessments and showing marked growth in the Pennsylvania Value-Added Assessment System (PVAAS). CE is one of 158 Title I schools in the Commonwealth to receive the honor.

“To have Conshohocken Elementary recognized as a Distinguished Title I School is a testament to the hard work of our teachers in providing high quality differentiated instruction to our students every day,” said Superintendent Dr. Michael Christian.

The school will be recognized, and has been invited to present at, the 2019 Pennsylvania Title I Improving School Performance Conference in Pittsburgh next January. This is the second time in the last three years CE has received this honor.



Conshohocken Elementary School teachers and principal Dr. Terese Boegly celebrate the 2018-2019 Distinguished Title I School award.

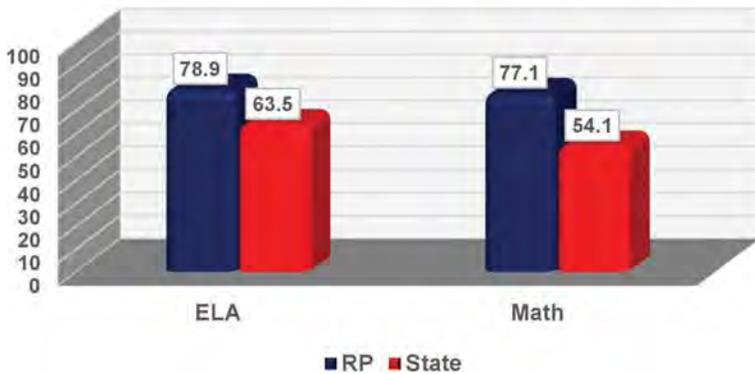
Ridge Park Elementary

Location: 200 Karrs Lane, Conshohocken, PA 19428
 Phone: 610-825-1083
 Fax: 610-825-7983
 Principal: Eileen Carr
 Grades: K-3
 Enrollment: 441
 Instagram: www.instagram.com/ridge_park_elementary
 Twitter: www.twitter.com/RP_CSD
 Website www.colonialsd.org/RP

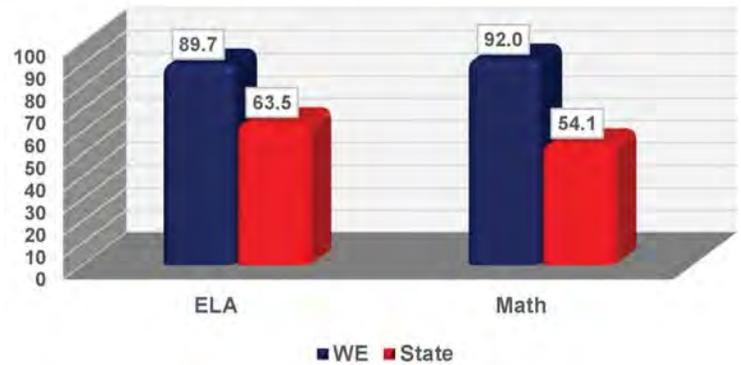
Whitemarsh Elementary

Location: 4120 Joshua Road, Lafayette Hill, PA 19444
 Phone: 610-828-9092
 Fax: 610-828-1516
 Principal: Donna Drizin
 Grades: K-3
 Enrollment: 403
 Instagram: www.instagram.com/whitemarsh_elementary
 Twitter: www.twitter.com/WE_CSD
 Website www.colonialsd.org/WE

RP Grade 3 PSSA % Proficient or Advanced



WE Grade 3 PSSA % Proficient or Advanced



on Pennsylvania’s standardized exam

33.1, Ridge Park (RP) Elementary School 36.1 and 40.8 and Whitemarsh Elementary (WE) School 42.9 and 58.2.

Looking to the future, PE and WE both posted a higher ELA score than the state’s declared 2030 goal of 81.1 percent proficient or advanced. CE, PE and WE all bested the state’s 2030 Math goal of 71.8 percent proficient or advanced.

In a comparison of neighboring school districts, including Lower Merion, Norristown, Springfield, Upper Dublin, Upper Merion and Wissahickon, WE had the highest percentage of students scoring proficient or advanced in both ELA and Math of any other elementary school.

See Exams, next page.

Sensory spaces help students relax and focus

The Colonial School District's K-3 Life Skills support class at Whitemarsh Elementary (WE) School celebrated the opening and dedication of their new Sensory Space last winter. The Sensory Space includes elements the students can explore through seeing, hearing, touching and smelling.

“It’s just a space [where] you can take your mind off of things,” said Maria Perrone-Filewicz, a WE third grader. “Like if you have this huge test, you can be in there and calm down like you’re in a spa.”

For the sense of touch, students can interact with a number of items with different textures or stuffed animals that vibrate, while relaxing on a floor covered in bean bag chairs. They can also control an aromatherapy panel and three-and-a-half-foot bubble tube

using a large round remote. Sounds of nature fill the background to enhance the experience.

“My favorite part is the circle thing, because it changes the color of the bubble tube,” said third grader Dmitriy Spera.

In the Life Skills support class, learning focuses on developing daily living skills, communications and functional academics that lead toward independence. The items in the Sensory Space help students with understanding cause and effect, and the remote can be programmed to reinforce academic concepts like number or letter identification.

The bubble tube helps with visual tracking, which is used in reading right-to-left and counting with one-to-one correspondence. The aromatherapy



Third grader Dmitriy Spera demonstrates a Pin Art toy

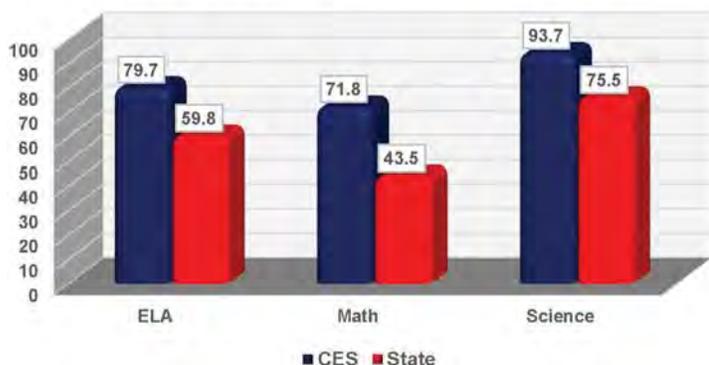
panel releases scents known to have calming effects for processing, increased attention and overall self regulation.

See Sensory, page 8. 3

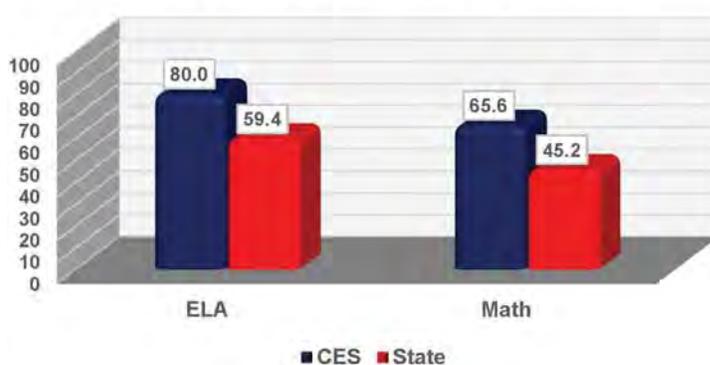
Colonial Elementary School

Location: 230 Flourtown Road, Plymouth Meeting, PA 19462
 Phone: 610-941-0426
 Fax: 610-834-8701
 Principal: Rose Rock
 Assistant Principal: Kylene Phillips
 Grades: 4-5
 Enrollment: 827
 Instagram: www.instagram.com/colonial_lem
 Twitter: www.twitter.com/CES_CSD
 Website: www.colonialsd.org/CES

Grade 4 PSSA % Proficient or Advanced



Grade 5 PSSA % Proficient or Advanced



Exams

Colonial Elementary School (CES) also registered scores well above the state averages. Fourth graders scored almost 30 points higher than the state mean score in Math and also equaled the state’s 2030 Math target score. The fourth grade Science score of 93.7 was significantly above the state average and more than five percentage points higher than the 2017 CES total. The percentages of CES students scoring

advanced in ELA (33.3), Math (31.7) and Science (42.6) were much higher than the state averages of 18.3 percent for ELA, 17.7 percent for Math, and 27.3 percent for Science.

Colonial Middle School (CMS) students in all grades also scored above state averages for ELA and Math. The sixth graders also eclipsed the state’s 2030 ELA target score (81.1). As a school, nearly one third of all CMS students are

GAIN helps elementary students reach their potential

Children learn a lot of skills and concepts in elementary school to develop a strong foundation in math and English Language Arts. Sometimes, a student might have a gap in their learning that can be frustrating for the child at the time — and cause bigger problems in the future as new lessons keep building on what they’ve learned. To help find the time to address those needs, the Colonial School District (CSD) has developed a multi-tiered support system called the Growth and Intervention Network (GAIN).

GAIN largely takes place during a half hour of open time when teachers, reading specialists and aides work together to address groups of different sizes with different needs. The grade-level teachers review results (data) from all of the students’ tests and classwork to determine what skills and concepts

need to be addressed and who goes in which group.

“Some kids stay in their own classrooms, and a lot of kids go to different classrooms,” said Brooke Walcoff, third grader at Ridge Park Elementary. “I like when my friends are in my group, and I get to sit next to them. I also like seeing what other teachers do.”



GAIN helps elementary students get the individual instruction they need.

While teachers create their regular classroom lessons to target different levels of readiness during the regular school day, GAIN offers time when “all hands are on deck” to drill down further to make sure that every child’s needs are being met in an effort to have all children working at or above grade level. For some teachers, that might mean helping one or two children learn a particular skill. For others, that could

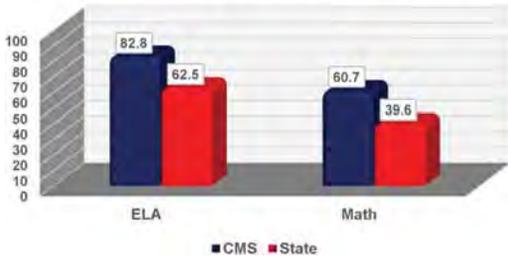
mean providing a lesson to a room full of advanced students on enrichment.

See GAIN, page 7.

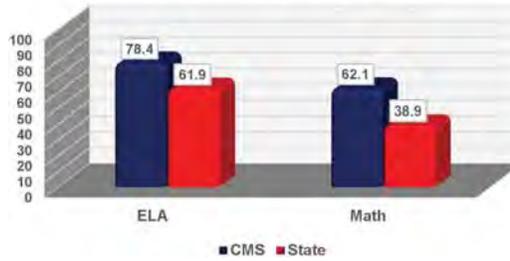
Colonial Middle School

Location: 716 Belvoir Road, Plymouth Meeting, PA 19462
 Phone: 610-275-5100
 Fax: 610-278-2447
 Principal: Robert Fahler
 Assistant Principals: Phil Chang, Tara Collice
 Grades: 6-8
 Enrollment: 1,058
 Instagram: www.instagram.com/CMSPatriots
 Twitter: www.twitter.com/CMSPatriots

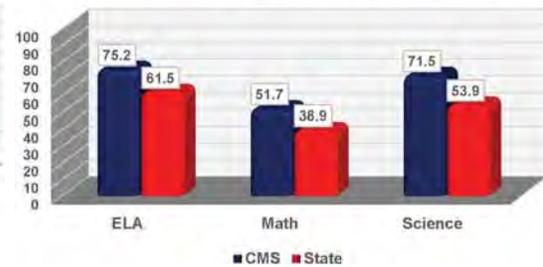
Grade 6 PSSA % Proficient or Advanced



Grade 7 PSSA % Proficient or Advanced



Grade 8 PSSA % Proficient or Advanced



advanced in ELA, Math and Science, well above the state averages noted earlier.

Digging a little deeper into the data, CMS sixth graders showed a three percent increase in proficiency in Literature Text on the ELA portion of the exam and a five percent proficiency increase in Ratios and Proportions on the Math segment. Eighth graders had an eight percent increase in

proficiency in Craft and Structure (ELA) and a six percent increase in proficiency in Number System (Math). The biggest increases though were realized by seventh graders, who had a 13 percent increase in proficiency in Text Dependent Analysis (ELA) and a 10 percent increase in Expressions and Equations (Math).

Aquaponics crosses disciplines at Colonial Middle School

One of the largest aquaponics systems in the northeast United States has found a home at Colonial Middle School (CMS). The school's light court now houses a 250-gallon fish tank, four growing beds, special lights and a filtration system to support live fish and live plants.

"Basically, we feed the fish, and the fish's waste gets processed in the tank and pumped out into the water where the plants are feeding. It acts as a fertilizer for the plants and enables them to grow quicker," said CMS eighth grader Shane Murphy. "I like to see how the roots underneath the plants spread out. They look like spiderwebs."

The school's aquaponics club planted seven varieties of lettuce, including arugula, iceberg and kale. Different teams from the club check on the plants, feed the fish, clean the tank, test the water and log the results each day.



Eighth grader Meena Mushtaq points to the seedling she planted for her social studies project.

"Taking the readings is pretty fun," said CMS seventh grader Paige Sarro. "There are certain chemicals that are good and bad. You don't want a lot of ammonia in there, because that's waste. But there are certain things like the pH, where if it's a little bit higher, it's not that big a deal."

Aquaponics is not new to CMS. Science teacher Clint Rickert introduced an aquaponics system into the technology education classes more than a decade ago. Last year, the club was responsible for a much smaller tank and had fewer than 10 members — compared to the more than 30 students now working on the new system.

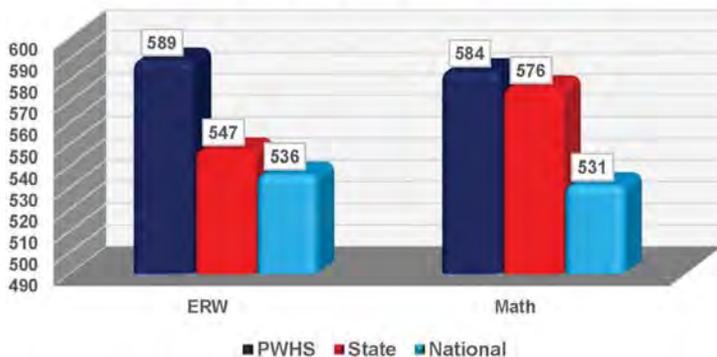
"I was in it last year. We didn't have this tank," said Paige. "To see it's so big is kind of cool, because so many more people are interested in it."

See Aquaponics, page 7.

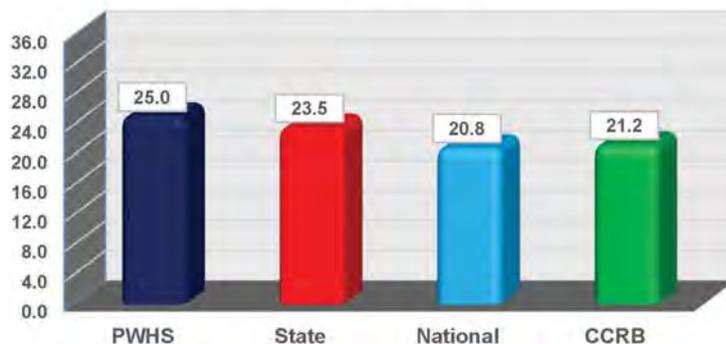
Plymouth Whitemarsh High School

Location: 201 E. Germantown Pike, Plymouth Meeting, PA 19462
 Phone: 610-825-1500
 Fax: 610-832-0766
 Principal: Dr. Jason Bacani
 Assistant Principals: Maico Azcona, Heather King, Steve Price
 Assistant Principal/Athletic Director RJ Bretz
 Grades: 9-12
 Enrollment: 1,510
 Instagram: www.instagram.com/plymouth_whitemarsh_hs
 Twitter: www.twitter.com/PWHS_CSD
 Website: www.colonialsd.org/PWHS

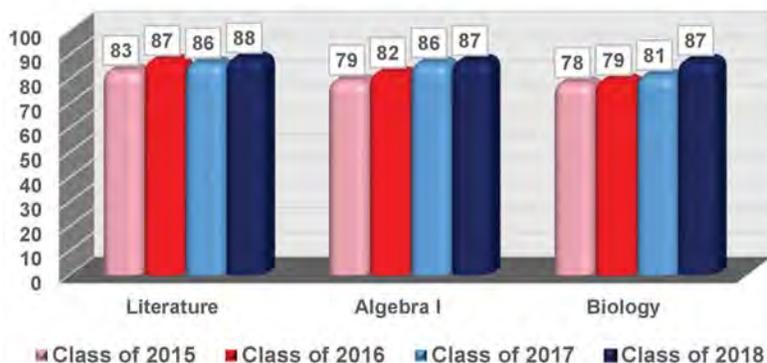
Class of 2018 SAT Mean Scores



Class of 2018 ACT Comp Scores



Keystone Exam Results by Graduating Class



PWHS students score well on state and national standardized exams

Plymouth Whitemarsh High School (PWHS) students performed better than state and national averages on the SAT and ACT and have shown steady improvement on the Keystone Exam. Scores on the SAT were more than 40 points higher the state average for English Language Arts (ELA) and 30 points higher than the state mean for Math. In addition to bettering the state and national marks on the ACT, PWHS students' score of 25.0 also eclipsed the ACT College and Career Readiness Benchmark (CCRB) of 21.2.

PWHS ready for new Future Ready PA Index

In November, the Pennsylvania Department of Education released its new Future Ready PA Index (FRPAI). The Index replaces the old School Performance Profile and is the state's way to show how schools are performing and making progress on multiple indicators and not just standardized exams.

Those indicators fall under three main areas, including:

- Statewide Assessment Measures
- On-Track Measures
- College and Career Readiness Measure

As the flagship of the Colonial School District (CSD), Plymouth Whitemarsh High School (PWHS) is ahead of the curve when it comes to the FRPAI.

In terms of Statewide Assessment Measures, PWHS students met or exceeded state goals for performance and growth in both English Language Arts (ELA), Math and Science. For ELA, 89.6 percent of PWHS students scored

at the proficient or advanced levels, while 84.4 percent were proficient or advanced in Math and 89.09 percent were proficient or advanced in Science.

Looking at high-level student performance, 57.8 percent of PWHS students were advanced in ELA compared to the state average of 27.3. In Math, 50.3 percent of PWHS students scored at the advanced level, much higher than the state average of 17.7

When considering the Career Standards Benchmark, 99.7 percent of PWHS students exceeded the established state target of 98 percent and the actual state average of 91.8 percent.

When comparing graduation rates over periods of four and five years, PWHS had a 94.4 percent rate among the four-year cohort compared to the state average of 86.6 percent and the state 2030 goal of 92.4 percent. Examining

See Index, next page.

Index

the five-year cohort finds PWHS with a 98.6 percent graduation rate compared to the state mean of 89.3 percent.

Career readiness and workforce preparation are key factors in the development of Colonial's curriculum. Nearly

six percent of 2018 graduates joined the military, about six percent entered the workforce and over 82 percent enrolled in technical or trade schools and community and four-year colleges and universities.



Colonial's Career Readiness initiative puts students in actual work environments to give them a better idea of what job opportunities are available and the paths that people take to achieve their career goals. Above, PWHS engineering students visit with Raymond Mahoney of De Nora Water Technologies in Colmar, Pa.

GAIN

From page 4

"It's not easy. It's seriously thinking about every single student, and our teachers have been tremendous," said Curriculum Supervisor Dr. Katy Giovanisci. "Compare it to being a doctor. To get everyone healthy, you wouldn't prescribe the same medicine to every person you see. So the goal in GAIN is to be able to provide the correct intervention or skill set to each student to help them develop grade level proficiency. You may see different groups or skills being addressed. You might see different ratios of kids. You might see different resources being used, but it's because that's what each kid needs."

CSD started GAIN in November 2017. In the past year, they've seen the most growth in the early grades where they can nip a problem in the bud before it becomes the larger issues that they see in the later grades. However, third

through fifth grade students still grow in the program.

"I like that so many students enjoy GAIN, and I think they enjoy it because they're getting what they need as individuals," said Donelle Brotz, fifth grade teacher at Colonial Elementary School. "Watching them learn and feel successful is what keeps it meaningful."

In addition to being able to better address individual student's needs, looking at data and providing interventions also allow the teachers to suggest tweaks in curriculum when large groups of students are struggling with a particular concept. For example, this past summer, the District adjusted the kindergarten and first grade English Language Arts curriculum to allow more time for phonemic awareness — the ability to hear, identify and work with the sounds in words — as a result of GAIN.

Aquaponics

From page 5

Aquaponics has a natural connection to the science classes in all three grades at CMS, and the seventh grade science teachers planted their own crop of purple zebra, a plant they use each year to study stomata, the cells that let the gases and water out of plants, under a microscope. However, other classes at CMS are using the aquaponics system, as well. Eighth grade social studies students are growing their own plants for a lesson about Jamestown, and the family and consumer science (FCS) department has planted basil.

"We're happy that a lot of the different subject areas are diving in right away and using it with the eighth grade and

FCS," said aquaponics club adviser and seventh grade science teacher Bill Ryan. "We want everyone to come down here. We want the system to be part of the culture and for everyone to get involved with it. The more the merrier."

Riverbend Environmental Education Center in Gladwyne has installed several aquaponics systems in Colonial and the region, including the new one at CMS. In addition to providing all of the mechanical parts, Riverbend also brought healthy bacteria from an existing system and native Pennsylvania fish, including minnows and bluegill, from the Schuylkill River.

PWHS students recognized as National Merit Scholars

Plymouth Whitemarsh High School (PWHS) seniors Spencer Berg, Hana Kenworthy and Derek Nam are among the approximately 16,000 Semifinalists in the 2019 National Merit® Scholarship Program. About 1.6 million juniors in more than 22,000 high schools entered the 2019 National Merit Scholarship Program by taking the 2017 Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®), which served as an initial screen of entrants.

The nationwide pool of Semifinalists, representing less than one percent of U.S. high school seniors, includes the highest scoring entrants in each state. The number of Semifinalists in a state is proportional to the state's percentage of the national total of graduating seniors.

Berg, Kenworthy and Nam are all Distinguished Honor Roll students at PWHS and members of the National Honor Society.

Earlier this year, Berg competed at the International DECA competition after placing second in the state and earning a medal for high test score in Business Services Marketing. A varsity soccer player, he also served as an organizer of the school's Mini-THON.

Kenworthy is editor of the *Continental*, the school's arts magazine, and a writer for the *Town Crier*, the school newspaper. She is also a member of the Computer Science and History Clubs, Doctors Without Borders and is active in community service outside of school.

Nam is also a member of DECA. He won the medal for high test score in Entrepreneurship at the 2018 Pennsylvania DECA competition. Additionally, Nam is a member of the Class of 2019 Steering Committee, captain of the track and field team and was in the cast of the Colonial Players fall production of *The Man Who Came to Dinner*.

Additionally, seniors Devon Moore and Sarina Smith have been recognized as National Merit Commended Scholars by the National Merit Scholarship Corporation. Moore and Smith were among the nearly 34,000 students who were among the top 50,000 scorers on the 2017 PSAT/NMSQT.

Both Moore and Smith are Distinguished Honor Roll students and members of the National Honor Society. Moore is also a four-year member of the swimming team, the president of the Mock Trial Club and the Gay-Straight Alliance and vice president of the Intersectional Feminists Club.

Smith is the founder and president of the Mental Health Awareness Club as well as a member of the Principal's Leadership Council, the Environmental Club and the Spanish Club. She is also a Writing Fellow and writer for the *Town Crier*, the school newspaper. Smith works as a tutor outside of school.

Seniors Ryan Cabrera, David Garcia and Kenworthy were also recognized as National Hispanic Recognition Program (NHRP) Scholars by the College Board. To qualify, students must have scored at least 1320 on the 2017 PSAT/NMSQT, have had at least a 3.5 cumulative grade point average by the middle of their junior year and be at least

one-quarter of Hispanic/Latino Heritage.

Students must have ancestors from at least one of the following countries: Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Spain, Uruguay or Venezuela. Each year the NHRP recognizes approximately 5,000 of the 250,000 Hispanic/Latino juniors who take the PSAT/NMSQT®.

Cabrera and Garcia are Distinguished Honor Roll students. Cabrera has also been a member of the Spanish Club. He plans to major in biology in college with the goal of going to medical school.

Garcia serves as a student representative to the Colonial Board of School Directors, is Treasurer of the Student Council, a National Honor Society member, an Anti-Defamation League Peer Trainer, President of the Computer Science Club and Competition Team, Captain of the Football and Wrestling teams and more.



PWHS National Merit Scholars, (l to r) Spencer Berg, Hana Kenworthy and Derek Nam.



(PWHS National Merit Commended Scholars (l to r), Devon Moore and Sarina Smith.

Sensory

From page 3

The WE Sensory Space was made possible by a grant from the Maza family and the Beth Maza Special Education Fund. Since the successful piloting of the space at WE,

sensory spaces have been added at Conshohocken, and Ridge Park elementary schools, Colonial Middle School and Plymouth WHitemarsh High School.

107 PWHS students named AP Scholars for 2018

Last May, 317 Plymouth Whitemarsh High School (PWHS) students participated in 606 Advanced Placement (AP) examinations. Eighty percent of those students earned a score of 3.0 or higher. Thirty-four percent were named AP Scholars by the College Board. Four times in the past five years PWHS has had at least 100 AP Scholars, and the 107 this year is the most in one year for the school.

Class of 2018 graduate Savanna Goldstein was named an AP National Scholar. To be named an AP National Scholar, a student must earn an average score of at least 4.0 on all AP exams taken and a score of 4.0 or higher on eight or more of these exams. AP exams are scored 1.0 through 5.0. Goldstein earned a perfect score on four of the eight exams she took. She is the 19th PWHS student named an AP National Scholar in the past 10 years.

Goldstein is also among 41 students named AP Scholars with Distinction. Scholars with Distinction must score an average of 3.5 on all AP exams taken and earn scores of 3.0 or higher on five or more of the exams. Previously, the most Scholars with Distinction PWHS had in a year was 34 in 2016.

Joining Goldstein as Scholars with Distinction this year are Class of 2018 members Joshua Berger, Shreya Bhutani, Mollie Blum, Alexandria Chin, Emma Clancy, Brandon Cohen, Sam Cohen, Alexandria Dippolito, Nikolas Elvins, Meghan Ely, Steven Fandozzi, Alyssa Green, Robert Gutman, Ryan Heaton, Justin Hong, Eric Jordahl, Ari Kaganovsky, Jules Kowalski, Bradley Krenicky, Sanya Kunicki, Michelle McGrath, Bridget McTamney, Erin Moore, Amanda Nerenberg, Brian Paul, Anya Popko, Jake Tassoni, Christopher Ward, Remi Weinstein, Thomas Weinstein and Sara Yuter.

Scholars with Distinction in the Class of 2019 include Gulzar Berdimuratova, Adam Friedman, Allison Helferty, Derek Nam, Alex Prusky, Namita Rao, Justin Ruggiero, Anna Schick and Kendra Tse.

Twenty-seven students were named AP Scholars with Honor. Scholars with Honor must average at least 3.25 on all AP exams taken and 3.0 or higher on four or more of the exams. AP Scholars with Honor in the Class of 2018 include Kirk Bell, Gozzal Berdimuratova, Chin-Yu Chu, MaKenna Chun, Ryan Clancy, Alexandra Donofrio, Kaitlyn Duff, Maddy Fair, Jessica Freels, Kayne Galie, Samantha LaCoff, Madison Lee and Kelly Nguyen. Current PWHS seniors named AP Scholars with Honor include Spencer Berg, David Brucker, Owen Butler, Gillian Conner, Emma Fayocavitz, Brandon Flanagan, Hana Kenworthy, Jessica Marguiles, Devon Moore, Kennedy Reardon, Rebecca Richards, Ava Rosen, Ethan Trinh and Cara Waite.

Thirty-nine students were named AP Scholars. AP Scholars must score 3.0 or higher on three or more AP exams. AP Scholars in the Class of 2018 include Jillian Anderson, Jacqueline Anuszewski, Barrie Berger, Kayla Castor, Sarah Clancy, Emmie Cohen, Thomas Demianovich, Mika Esperanza, Julia Fiddler, Zachary Fisher, Sarah Forchielli, Lauren Fuhrmeister, Katherine Houghton, Kazia Jemison, Joshua Joffe, Alexa Lavanchy, Rachel Mills, Isabella Paladino, Audra Polsky, Nathaniel Reil, Ashley Ryan, Kaley Ryder, Gia Schweitzer, Kaia Shula, Emily Trask, Matthew Werther and Lucas White.

Current seniors named AP Scholars include Elena Alvarez, Zaina Fairey, Keegan Gallagher, David Garcia, Emily Hoang, Julia Kaplan, Sydney Melillo, Ainsley Nugent, Julia Olszewski, Felix Raimondo, Sarina Smith and Andrew Stricklin.

PWHS offers more Advanced Placement courses than most public and private high schools in the region. Based on AP exam participation and performance, The Washington Post has annually ranked PWHS among the most challenging high schools in Pennsylvania and the nation. In the past 10 years, PWHS has had 908 AP Scholars, including 257 AP Scholars with Distinction and 19 AP National Scholars.



Advanced Placement Scholars and National Merit Scholars in the Class of 2019 were recognized at the October 22 School Board Meeting

Quick Facts

Location.....	Plymouth Meeting, PA Serving Conshohocken Borough, Plymouth Township and Whitemarsh Township
District Population*	41,475
White	91.0%
African American	4.0%
Asian	3.8%
Hispanic	1.1%
Other	0.1%

* 2010 United States Census Bureau
Data from American FactFinder.
Number of Employees685
405 Teachers
45 Administrators
235 Support Staff

Total Enrollment.....	5,139
Special Education.....	17.0%
Gifted.....	2.0%
Low Income.....	22.5%
Average Class Size.....	18-23
2018-19 Budget	\$126,066,500
Highly Qualified Teachers	100%*

*The CSD policy requires all teachers to hold the appropriate state certification and nearly 92 percent of the CSD teachers have at least a master's degree.

This publication is produced by the School Board Community Relations and Student Life Committee, the Community Relations Office, Community Relations Coordinator David M. Sherman and Assistant Community Relations Coordinator Kim Newell.

Call 610-834-1670, ext. 2115, with comments or questions.

School Board

Felix Raimondo	President
Leslie Finegold.....	Vice President
Mel Brodsky.....	Member
Jennifer Dow.....	Member
Eunice Franklin-Becker.....	Member
Susan Moore	Member
Rosemary Northcutt.....	Member
Cathy Peduzzi	Member
Adam Schupack.....	Member

Administration

Dr. Michael Christian	Superintendent of Schools
Karen Berk	Director of Pupil Services and Special Education
Andrew Boegly	Director of Technology
Dr. Elizabeth McKeaney	Director of Curriculum, Instruction and Assessment
Dr. Leticia Rodríguez	Director of Human Resources
David Szablowski	Business Administrator
Terry Yemm	Director of Operations
Carol Chasen	Supervisor of Special Education, K-5
Eileen Spector	Supervisor of Special Education, 6-12
Dr. Katy Giovanisci	Curriculum Supervisor
Denise Marks	Curriculum Supervisor
Edward Merk	Curriculum Supervisor
Maria Wileczek	Curriculum Supervisor
Joe Lally	Director of Facilities

Schools

Plymouth Whitemarsh High School
Principal: Dr. Jason Bacani
Assistant Principal: Maico Azcona
Assistant Principal: Heather King
Assistant Principal: Steve Price
Asst Principal/Athletic Director: RJ Bretz
Phone: 610-825-1500

Colonial Middle School
Principal: Robert Fahler
Assistant Principal: Phil Chang
Assistant Principal: Tara Collice
Phone: 610-275-5100

Colonial Elementary School
Principal: Rose Rock
Assistant Principal: Kylene Phillips
Phone: 610-941-0426

Conshohocken Elementary School
Principal: Dr. Terese Boegly
Phone: 610-828-0362

Plymouth Elementary School
Principal: Rosemarie Gregitis
Assistant Principal: Kelly Udovich
Phone: 610-825-8190

Ridge Park Elementary School
Principal: Eileen Carr
Phone: 610-825-1083

Whitemarsh Elementary School
Principal: Donna Drizin
Phone: 610-828-9092

The Colonial School District (CSD) is an equal opportunity education institution and will not discriminate on the basis of race, color, national origin, gender, sexual orientation, disability and/or handicap or age in its admissions procedures, educational programs, services, activities or employment practices as required by Title VI, Title IX, Section 504 and/or any applicable federal statute.

The CSD will assist students who have Limited English Proficiency to participate in all programs, services and activities.

For information regarding civil rights, admissions, grievance procedures, bilingual education and accessibility of programs, services, activities and facilities that are usable by persons with disabilities, contact the Director of Pupil Services and Special Education, Colonial School District, 230 Flourtown Road, Plymouth Meeting, Pennsylvania, 19462.

Colonial School District Core Beliefs

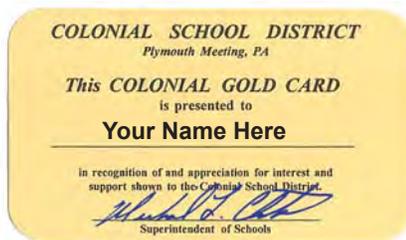
Members of the Colonial School District's community share an unwavering commitment to establishing a respectful, caring, and equitable environment through a continuous improvement model. We value all students and believe that:

- ▶ collaboration and a commitment to excellence among all stakeholders will facilitate innovation, inspire student learning, and enhance their overall well-being
- ▶ every student has the potential to learn
- ▶ nurturing the whole child requires a balance of academic courses and art and music instruction, physical and health and wellness education
- ▶ diversity enriches the educational experience.

The mission of the Colonial School District is to be an innovative educational leader in preparing students to become successful, contributing members of society by providing them with the knowledge, skills and support needed to achieve their greatest potential and have a positive impact on the community and our world.

Colonial invests in senior citizens

The Colonial "Gold Card" provides the District's senior citizens with free admittance to one Plymouth Whitemarsh High School Adult Evening School class per semester and free access to regular season home athletic events, concerts, musicals and other District activities. A winter concert and matinee performance of the high school spring musical occur annually. Complimentary luncheons accompany both events.



For more information contact
The Community Relations Office
(610) 834-1671, ext. 2815
email: dsherman@colonialsd.org

Sign up online at www.colonialsd.org/goldcard

Receive the latest Colonial School District news via e-mail

Receive news updates and announcements from the Colonial School District via email. Simply sign up for our email news list at <https://goo.gl/cuLpLI>

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Colonial School District 2017-2018 Academic Report

What's Inside...

Message from the superintendent Page 1

2019-2022 Comprehensive Plan Page 1

School Achievement Reports Page 2

PA Future Ready Index Page 6

National Merit Scholars Page 8

Advanced Placement Scholars Page 9

Colonial Quick Facts Page 10

CSD Core Beliefs Page 11