

**U.S. Department of Education**  
**2013 National Blue Ribbon Schools Program**  
**A Public School - 13PA8**

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

Name of Principal: Mrs. LaKeisha Patrick

Official School Name: The Laboratory Charter School of Communication and Languages

School Mailing Address:      124 Bryn Mawr Avenue  
   Bala Cynwyd, PA 19004-0000

County: Philadelphia      State School Code Number\*: 126513110

Telephone: (610) 617-9121      E-mail: thelabsch@aol.com

Fax: (610) 660-8416      Web site/URL: http://www.thelaboratorycharterschool.com/default.html

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

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

Name of Superintendent\*: Mrs. Julie Bunt      Superintendent e-mail: jbunt@labcharter.com

District Name: Charter      District Phone: (610) 617-9121

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

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

Name of School Board President/Chairperson: Ms. Karolyn Mena

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

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Non-Public Schools: If the information requested is not applicable, write N/A in the space.*  
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## **PART I - ELIGIBILITY CERTIFICATION**

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district   3   Elementary schools (includes K-8)  
  0   Middle/Junior high schools  
  0   High schools  
  0   K-12 schools  
  3   Total schools in district
2. District per-pupil expenditure:  8046

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

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school:   1
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	33	39	72
1	21	26	47
2	28	24	52
3	17	24	41
4	24	35	59
5	14	27	41
6	21	27	48
7	16	20	36
8	15	28	43
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total in Applying School:</b>			439

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
0 % Asian  
95 % Black or African American  
2 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
1 % White  
2 % Two or more races  
100 % Total

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

7. Student turnover, or mobility rate, during the 2011-2012 school year: 5%  
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	15
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)].	23
(4)	Total number of students in the school as of October 1, 2011	439
(5)	Total transferred students in row (3) divided by total students in row (4).	0.05
(6)	Amount in row (5) multiplied by 100.	5

8. Percent of English Language Learners in the school: 0%  
Total number of ELL students in the school: 0  
Number of non-English languages represented: 0  
Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 52%  
 Total number of students who qualify: 227

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

10. Percent of students receiving special education services: 1%  
 Total number of students served: 3

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

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

	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>4</u>	<u>0</u>
Classroom teachers	<u>21</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>14</u>	<u>0</u>
Paraprofessionals	<u>9</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>8</u>	<u>3</u>
Total number	<u>56</u>	<u>3</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 20:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	98%	98%	99%	98%	99%
High school graduation rate	0%	0%	0%	0%	0%

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

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

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

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

No

Yes

If yes, what was the year of the award? 2004

## **PART III - SUMMARY**

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The mission of The Laboratory Charter School is to provide a comprehensive, cognitively based program that will prepare students to communicate effectively in more than one language and to see the world from three perspectives: global, international, and national. The school will promote: 1) excellence in oral and written communication, 2) mastery of more than one language, 3) familiarity with communication technologies, 4) appreciation of cultural diversity, 5) concern for international and global issues, and 6) commitment to lifelong learning. It is characterized by excellence in teaching, instructional methodologies that connect learning to pragmatic conditions, and close cooperation among communities, parents and teachers.

Upon completion of the program, graduates of the school have attained a balanced education and are able to compete successfully with students from other public and private schools. Graduates are distinguished by their: proficiency in written and oral communication, familiarity with two languages that are not their native tongue, and a successful use of communication technology. They also exhibit an understanding of the diverse cultures that compromise both western and non-western civilizations and a commitment to improving conditions in their community, nation and the world.

The Lab School is a K-8<sup>th</sup> grade school with three sites in Philadelphia. Its mission is to provide its students with a superior education that includes a special emphasis on languages other than English, communication skills including the use of technology, an awareness of the issues that impact their world, and an appreciation of cultures other than their own. A Board of Directors sets policy, while the Chief Executive Officer is responsible for overall governance. The Site Directors and staff are responsible for the day-to-day management of the school and the students.

Although most of the school's population resides in the West Philadelphia and Northern Liberties neighborhoods of Philadelphia, the Northeast, Germantown, South Philadelphia, Fishtown and Kensington sections of the city are also represented. Approximately 52% of the children come from low-income families and many live in single-parent households. The student population is comprised of approximately 95% African-American, 1% Caucasian, 3% Hispanic and 1% Asian ancestry. The Laboratory Charter School has an open admission policy with a few caveats-- siblings of currently enrolled students have first preference for admission. This practice allows parents and guardians the opportunity to keep family members together, if they so choose. All remaining placements are filled through a lottery process that gives primary preference to children residing in Philadelphia County.

The Lab School promotes the doctrine that a democratic society with harmonious interaction among nations is founded on the worth of each individual and the value of his/her unique contribution. This is furthered by the belief that the development of communication skills using non-native world languages and the fostering of a multi-cultural world view will contribute significantly to: the development of the individual, the preservation of democracy through beneficial interaction among nations, and the maintenance of world peace. We are committed to an academic program that offers our students equal educational opportunities in accordance with their interests, abilities, needs and helps them to develop the skills and inclination to interact productively with other cultures.

Inherent in this belief is the notion that a high quality education is based on a clearly stated mission that is understood and supported by all stakeholders and that the curriculum and the education processes should be authentic and rigorous. Professional development should be aimed at advancing student performance by way of improving teachers and administrators' competencies. Students and teachers perform best when school leaders set and maintain high, but realistic expectations for them and provide the support they need to meet these goals. Furthermore, students benefit when their parents are committed to their education and

when there is meaningful communication between parents and the school. The Lab School is committed to a culture of excellence that is characterized by mutual respect, collegiality and high standards.

Communication among all stakeholders, especially between the home and the school, is vital to ensuring the success of our students. Parent-school communication is fostered through weekly goal packets, monthly student report cards, monthly parent meetings, monthly school calendars, trimester conferences, conferences by request, yearly calendars, yearly handbooks, access to the PTO website, access to a parent sponsored Facebook page, open houses and parent workshops. Parents, together with their children who are transitioning to high school receive high school information packets and advice and counseling from the Lab's guidance staff. Students who are interested in attending private high schools have the opportunity to apply to the "A Better Chance Program." The school sponsors in-school meetings with representatives from this program, as well as other major public high schools in Philadelphia. Parents and their children are invited to these meetings. Hard or electronic copies are sent to parents who are unable to attend these meetings. These forms of media are also used from time to time to survey parents on various issues. If a child is sick or missing information, the parent or guardian would be contacted via phone, text, or email depending on the parent/guardians preferred method of communication. The Lab School places a high value on transparency and communication between and among all its stakeholders.

The Lab School is proud of its National Blue Ribbon status which it earned in school year 2004-2005. This honor has been the impetus for continued improvement in the teaching and learning processes of the school. Indeed, the Lab School has always met the Annual Yearly Progress (AYP) as calculated by the State of Pennsylvania. In recognition of the school's academic successes, its excellence in educating the community's children and its overall contribution and commitment to excellence, the school's Middle States Accreditation was renewed in the 2011-2012 year. In addition, the A Better Chance organization has given recognition to The Lab School for its commitment to academic excellence.

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

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

The Lab School sets consistently high standards for every child. Therefore, students are given 4-sight exams on a quarterly basis. These exams help to guide the instruction of the whole group, thus targeting the skills that students are having difficulty mastering. Furthermore, children are given additional instruction daily in test taking skills. This technique is used in an effort to simulate and familiarize students with test taking.

The Pennsylvania Department of Education (PDE) administers the Pennsylvania State Standardized Assessments (PSSA) annually. This standards based assessment is designed to measure student's academic progress in Reading, Math, Writing, Science, as well as the school's ability to develop programs that facilitate students' attainment of state standards. Students can score below basic (lowest), basic, proficient or advanced (highest). Our goal is for every student to attain proficiency in the subject areas; however, the primary focus is that all students perform at their maximum potential. PDE requires schools to have 81% of their students score proficient or higher in Reading and 78% of students score proficient or higher in math in order to meet Adequate Yearly Progress (AYP). However, The Lab School far exceeds this expectation with approximately 96% of our student scoring proficient or advanced in Reading and approximately 97% of our students scoring proficient or advanced in math.

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

The Lab School has developed a systematic process for reviewing and using assessment results. Data from all standardized tests are analyzed to determine student's academic strengths and weaknesses. The findings from these analyses are then used to: plan student remediation and reinforcement, determine adequacy or lack thereof of texts and materials, to make adjustments to the curricula, to plan professional learning for the staff, and to measure the degree to which the school is meeting its mission. These processes are continuous.

In the last five years of the assessments, there has also been an increase in the number of male students who were not meeting or exceeding performance standards. This overall trend is something the school works to improve every single year. The Laboratory Charter School has made a decision to look for specific ways to empower young males in our school system. This has most recently been done through using community representatives as positive role models. We use our elder students to model effective and positive behavior. School plays and extracurricular activities provide our male students opportunities to demonstrate knowledge and skill in a positive forum.

Another trend in the Laboratory Charter Schools' PSSA scores showed that there were higher percentages of students scoring lower in our lower grades. This could have been because the children were not adequately prepared for the format of the assessment and/or they were lacking skills. The School has since made a decision to include the third grades classes in the 4-sight exam. This helps to gather the additional information needed to make valid decision regarding our current trends. As a result of closely examining our data, students in the lower grades are occasionally provided instruction in a co-teaching environment during the skills preparation period of the day. This co-teaching environment provides students with individualized attention and allows teachers to readily identify and address skills that students find difficult.

In addition, the first year the school used the Full Option Science System, there was an increase in the number of students scoring basic or below basic on the PSSA. After, collaborating with teachers and other stakeholders, it was determined that the FOSS curriculum was not being utilized to its maximum potential. It was also suggested that we supplement some of the FOSS modules with vocabulary that will

assist with preparing students for standards driven assessments. Teachers participated in professional developments provided by FOSS to understand how to use every aspect of the curriculum and maximize the effectiveness. Teachers of the science curriculum were also asked to look through curriculum materials and find items (in their expertise) which might supplement some of the skills the children were finding difficult.

Writing has been a strong emphasis for The Laboratory Charter School Students. They have been progressing successfully over the last five years. There is an emphasis on this aspect of written communications through our mission and in all aspects of our curriculum. By integrating writing in all academic areas students are exposed to multiple text organizations. Students learn to master the different genres because they are asked to use them and they are made authentic to each student. In the lower grades students are scaffolded through the writing process in preparation for their mastery of written and oral communications.

Our greatest trend over the last five years was our ability to make Annual Yearly Progress and the fine results our students have shown. The Laboratory Charter School has consistently preformed above the standards set in place by our operating district and has been able to out-score many other charter schools. Our students are using their fine scores to access some of the best high schools and programs around our area. With the schools emphasis on students success we have trended towards that expectation.

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

The Laboratory Charter School was founded in 1998 by a highly experienced Philadelphia educator, psychologist and school administrator who is also responsible for establishing the Ad Prima Charter School and Planet Abacus Charter School. The three schools worked cohesively to develop curriculum and instruction by identifying and developing successful strategies. For example, one of these schools is located in an area with a high limited English proficiency Population. When the need for additional training in the area of ESOL/LEP students the staff of the Laboratory Charter School was able to attend and gather the pertinent information to reach all learners. The Laboratory Charter School maintains a very close relationship with Arcadia University which provides the Lab School staff with graduate level classes based on the identified professional need of the staff. Most of the Lab School staff members are highly qualified and many have earned multiple certificates and graduate degrees. Many of these teachers serve as teacher mentors, while others plan and conduct professional development workshops in their area of expertise. The importance of life-long education works from our highest levels down and lowest levels up. Representatives from A Better Chance organization (who work to find children scholarship money to attend private schools) constantly work to empower our students and assist our parents through workshops and meetings. Planning and sharing this information are coordinated by one school counselor. In June 2012, these three schools celebrated their eighth graduation together. We have recently allowed a community group from the suburbs of New Jersey to tour our building. The group was interested in opening a charter school and wanted to gather further information from an organization that had shown successful practices. The Laboratory Charter School has maintained a culture of high achievement which has become a practice rather than an expectation.

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

The Laboratory Charter School has always had high expectations for our students, staff, parents and community, and we value family and parental involvement for the educational betterment of the students. Therefore, our parents and school staff have created a unique team-like approach in educating our students through multiple avenues of communication. Parents are kept abreast of their child's study requirements and progress: through teacher prepared goal packets, monthly and trimester reports, teacher notes to parents, phone calls, e-mails, parent teacher meetings, and parent partnership meetings. We recognize that without the strong support of our stakeholders the children cannot and will not succeed to

the levels they have. The Laboratory Charter School has worked to provide parents with extensive feedback and has encouraged community participation.

In addition to our academic feedback, it is important to celebrate our students' successes and highlight their creativity and philanthropy. The students present a winter show and concert for friends and family, this encourages parental and community involvement. Students are involved with the local fire station and the Philadelphia Fire Department through Junior Fire Patrol. They were awarded the first place prize in 2011-2012 for the success of their scrapbook. The students perform a play for parents and family members in one of the foreign languages provided; this demonstrates and engages parents in the multilingual aspect of our mission.

Students fundraise in the community through numerous avenues to better fulfill our school's mission. Students participate in "dress down dollar days" to promote awareness of specific issues within their family and the school. Students reach out into the community to gather items for the less fortunate through Philabundance and to collect money for UNICEF. Additionally, programs like Pennies for Peace help our children to educate friends and family about pressing issues in global education.

Parent volunteers help to provide students with opportunities like the Winter Festival and Field Day. The local community helped donate items for the school's winter bazaar in order to help create a family atmosphere and fun filled day of togetherness for the school and its community. Book fairs help to promote literacy throughout the school and are opened up to the students, their families and the community.

# **PART V - CURRICULUM AND INSTRUCTION**

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## **1. Curriculum:**

The Laboratory Charter School's curriculum is designed to provide students with the instruction needed to meet and to exceed Pennsylvania's academic standards for each subject. Based on its effectiveness in meeting the state standards, The Laboratory Charter School has chosen several courses of study. Our reading and language arts program uses the Harcourt Trophies series in grades K-6 and Social Studies follows the Scott Foresman Series. Everyday Math is currently used in grades K-6. Students in all grades utilize the FOSS Full Options series. This program exposes our students to weekly science labs with hands on experience. With The Laboratory Charter School's emphasis on communication, students receive handwriting and vocabulary instruction in all grades. The vocabulary and spelling program used in our school is Sadlier-Oxford Vocabulary Workshop. Holt, Rinehart and Winston's Elements of Literature are used for the middle school reading program in grades 7 and 8 along with Prentice Hall's Middle Grades Math. In separating the elementary school reading and math curriculum from the middle school curriculum, we feel this better prepares our students for the challenge of high school. The publishers of the materials we use have documentation to show that their materials meet the state standards. The success our students have achieved on the PSSA would also indicate that the materials effectively meet the state's requirements.

Students start learning the foreign languages - French and Spanish when they enter Kindergarten. Children are exposed to a half hour of both languages every day. The curriculum is steeped in reading, writing, speaking and listening opportunities. Students in the lower grades learn foreign languages through interactive and authentic mean. Videos like Muzzy, in addition to songs, dances and games provide fun learning opportunities. Foreign Language teachers incorporate technology into their teaching through the use of interactive activities on the internet, text to speech translation, as well as the Rosetta Stone Program. Learning communication skills in English, French and Spanish is an essential element of our specialized mission statement.

The special academics that are offered within the school day are physical education and health, music, art, computer technology and The Great Books Program. Students perform plays and concerts in music; assist in creating the scenery for the plays in art; educate their fellow peers in healthy life choices through oral presentation; and utilize their computer skills for completing projects in other learning endeavors. The Great Books Program which exposes students to literary classics is implemented from kindergarten through eighth grade. This program also provides an avenue for literary discussion, group activities and immersion into additional cultures through literature.

Our curriculum facilitates numerous learning opportunities for students to utilize math manipulative materials, science labs and peer editing though writing classes. Oral presentations are conducted in all subject areas to improve communication skills in all academic areas. Additionally, through literature programs, foreign languages, and social studies; the curriculum provides numerous opportunities for cultural exposure and understanding. Through our selected curriculum, teachers have opportunities for direct teaching, small group instruction, paired learning, and individual remediation. The Lab School's programs inspire students to challenge themselves to continue to excel.

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

The Laboratory Charter School uses many different methods while implementing the literacy curriculum. The reading and language arts program uses the Harcourt Trophies series in grades K-6. Holt, Rinehart and Winston's Elements of Literature materials are used in grades 7 and 8. Sadlier-Oxford Vocabulary Workshop starts in grade 3 and continues through grade 8. Students complete a monthly book report in all grades to further expose students to multiple types of literature. Each month's reading sections are

specific to a particular genre to ensure that students obtain a well profound literary understanding. The Great Books Program is implemented from kindergarten through eighth grade and exposes children to literary classics. This program also facilitates an avenue for literary discussion, group activities and immersion into additional cultures through literature.

In K-1, teachers use big books, picture books, and text books to expose students to multiple types of text. There are whole group guided reading opportunities as well as paired and individual interactions with text. Students utilize workbooks to practice story skills in addition to independent journaling. One of our signatures is our use of Fairy Tales in these two grades. This creates a platform from which students can learn of similar stories and themes through many different cultures. Language experience stories are used to enhance an understanding of real world experiences in actual text form. Students take pride in becoming authors and expressing themselves through the written word. Our early literacy curriculum also includes a focus of phonemic awareness and phonics instruction. Mgruffy Phonics is used in conjunction with, Between the Lions videos, The Electric Company videos and teacher guided activities. To promote a love of reading and to improve fluency, grades K-3 participate in the Jumpstart Program with the personal goal of reading 100 books. Students take delight in all of the accolades and celebrations when they reach their reading benchmark.

To determine the success of our reading program, teachers consistently monitor student progress through multiple methods of assessment. There are weekly assessments, monthly assessments and the 4-Sight test which are used in conjunction with other informal assessments and observations to monitor skill mastery. Many different methods are used to remediate and to re-teach reading and language arts skills. The Laboratory Charter School provides Title 1 services and an afterschool program for students who need additional assistance. Students who are performing above grade level may receive more difficult texts for enrichment. The classroom teachers provide differentiated instruction in these situations.

### **3. Mathematics:**

Our Math curriculum consists of three different programs. Everyday Counts is used from grades Kindergarten through sixth grade. The program teaches students real life applications through calendar skills, patterns and charting authentic experiences like daily weather. Everyday Math is used from Kindergarten to sixth grade. Students are exposed to specific concepts repeatedly to ensure the benefits of long term learning. Teachers are able to provide whole group, paired and individual learning opportunities. Manipulatives and VAKT activities are essential components to the student success while using this curriculum. Additionally, in fourth grade, Math Maintenance sheets are used as a weekly or bi-monthly system to ensure that students retain essential skills.

Ensuring that Math is interwoven throughout the curriculum, there are numerous learning opportunities which math skills are addressed. Starting in Kindergarten, students are assigned weekly recipes which are collected and graded. These present real authentic learning experiences dealing with measuring, fractions and sequence. Furthermore, this encourages parents to interact with their children and to participate in their children's learning experiences. In the different monthly book report lists, there are titles that support the math curriculum (i.e. The Grapes of Wrath by Gregory Tang and Math Curse by Jon Scieszka).

In order to determine the success of our mathematics curriculum, teachers are consistently monitoring student progress through multiple methods of assessment. There are weekly assessments, monthly assessments, and the 4-Sight test to monitor skill mastery. Many different methods are used to remediate and to re-teach skills. The Lab School provides Title 1 services and an instruction for those individuals who need additional assistance. Students who are performing above grade level may receive more difficult concepts and enrichment activities to ensure that they are academically challenged. The teachers in these situations provide the differentiation.

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

Students learn to read, write, and communicate effectively in two foreign languages when they start matriculating at The Lab School. In Kindergarten, the foreign language program begins and culminates in 8<sup>th</sup> grade resulting in nine years of instruction. Our program starts with basic vocabulary skills and scaffolds instruction towards conversational language skills. Students receive 30 minutes of daily education in both French and Spanish. The acquisition of essential skills and knowledge in two additional languages is based on the school's mission.

The mission of the Lab School is to- 1) communicate effectively in more than one language, 2) mastery of more than one language, 3) oral and written language skills in English, French, and Spanish, 4) appreciation of cultural diversity, and 5) multiple communication technologies.

Curriculum for the foreign language program at the Lab School consists of many different methods of technology exposure. Students utilize bilingual websites and language acquisition programs. The Muzzy Program starts in Kindergarten along with recorded tapes and CDs to enable students to learn the rhythm of a new language. In the higher grades students make use of The Rosetta Stone Program and online text to speak translations. In writing, students construct own sentences and paragraphs in the secondary language. The teacher, as well as the student's peers will review grammar and mechanics and help scaffold the student with revisions and editing.

Best Practices are used to promote skills in reading, writing, speaking and listening. Students learn about different cultures and real world authentic topics. Culture is studied through music, dance, food, and holiday celebrations. Geography, traffic, weather and safety are topics of oral presentations and writing assignments. Literature and stories are read in the secondary language according to student grade level.

Communication through speaking is an essential skill necessary to master a secondary language. Students will create group conversations; participate in oral presentations based on cultural awareness and geographical knowledge. Students will practice real life skills like asking for directions, planning a trip, and ordering from a restaurant. Additionally, students in various grades participate in a culminating foreign language play at the end of the school year which alternates in French and Spanish. The play is performed for the whole school and the parents. This show highlights best practices and an enjoyable authentic experience in which the children take pride.

## **5. Instructional Methods:**

The Laboratory Charter School's highly qualified staff uses a "Best Practices" approach to delivering curriculum. Teachers deliver curriculum using the VATK methods and work diligently to meet the needs of all learners. Therefore, the curriculum is presented in numerous ways and frequently uses a co-teaching model. With the constant relative feedback based on summative and formative assessments, it is easier to identify and to remediate students for each individual skill. Students who are performing below grade level, or have had a significant change in their academic standing or have posed a constant behavior issue will be recommended by the classroom teacher, parent or sight administrator for Title One Services. RTI (Response to Intervention) teams meet regularly to discuss the results of our numerous screenings and to discuss the next best course of remediation for the students. This may include continued Title I services, psychological evaluations, remediation packets, after school attendance and parent conferences. Consultants for special education, guidance counselors, teachers and principals work together on a daily basis to discuss observed changes in a student's academics, behavior or personal relationships. We provide constant feedback to parents and staff providing the most up-to-date accounts of a student's academic progress, behavior, and preventative care.

Through the size and assessment system of our school it is every person's responsibility to identify and to assist students. Educators have built individual relationships with students and parents that open communication and expectations. Staff meets on a monthly basis to discuss changes in their classrooms, management and the needs of the individual student. Information from these discussions is used to make decisions regarding the welfare of the students and to provide opportunities for professional development.

If there is an individual student identified through the discussion the administration will begin the process of meeting with the parent, student (when applicable) and the necessary members of the services team to implement a program that will benefit that student.

## **6. Professional Development:**

Educating the whole child is a top down process. The advancement of student achievement depends primarily on the students taking responsibility for their own learning and instructors developing the competencies to foster this learning. Professional development at the Lab School is data driven. Data derived from student tests and assessments (Pennsylvania State System of Assessment, 4Sight standardized assessment) results and rigorous and continuous teacher clinical evaluations are analyzed to determine student and teacher strengths and areas that need further support. Teacher professional development workshops are planned with the goal to improve the quality of classroom instruction and ultimately, to advance student achievement.

At the Lab School, professional development begins with new teacher orientation. All new staff members participate in a mentorship program to learn among other things, the school's educational practices, to orient themselves to the curriculum and its supporting books and materials, the instructional methodologies and teacher classroom behavior that are all components of the dynamic that advances student achievement. School Principals, Site Directors and Supervisors conduct informal teacher evaluations on an almost daily basis and give feedback that boosts teacher confidence and helps them to improve their instructional practices. In fact, outstanding teachers are given opportunities to plan and to conduct professional development for the staff. Professional Development continues throughout the year with formal evaluations of all teachers. Consistent with this process, each teacher completes and submits a self-professional development plan to the school. These data along with other research data from best practices in education are included in the planning of professional development for the staff. For example, a professional workshop was conducted for teachers based on feedback from teachers and administrators which showed the need to address ways to speak to children and to improve relationships between the school and its community.

The Laboratory Charter School literacy coaches attended a professional workshop focusing on the common core standards and will present their findings to other staff members for discussion on new curriculum and delivery methods. Partnerships with local Universities, allow both students and teachers to participate in collegiate activities and bring their new knowledge into our school environment. In continuation of the top-down approach, the Board of Directors of the Laboratory Charter School and the Chief Executive Officer attend professional conferences and trainings to remain current and focused on educating every aspect of the child. The Lab School is committed to advancing student achievement.

## **7. School Leadership:**

The leadership philosophy of the school is based on the principle that the school must include all stakeholders in the management process. The ultimate goal of this management is to maximize student achievement through the most effective use of taxpayer assets. The school management team includes the School's Board of Trustees, the Chief Executive Officer (CEO), Principal/Site Director and the Teachers. The Board of Trustees is the final decision maker; the CEO is the school leader and chief advisor to the Board of Trustees on all matters concerning the school; the Principal/Site Director is the building leader and the instructional leader while the teacher serves as the classroom manager and implements the curriculum.

The school's management team endeavors to maximize student achievement by providing a relevant and meaningful education that develops the cognitive and affective domains of the child. To attain this goal, the leadership team provides standards-based curricula that are implemented by highly qualified instructors using scientifically researched instructional methods in a safe and nurturing environment conducive for the teaching and learning processes. Teacher made tests and standardized assessments are

used to measure student's achievement, and data from these are used to adjust curriculum and to plan professional learning for instructors.

Furthermore, school leadership ensures that through its policies, programs, constituency relationships and resources that the central focus is on individual student achievement by consistently analyzing data to ensure that the school is achieving its mission. The management executes its fiduciary responsibility by ensuring that the school has adequate books and materials and a highly qualified staff to facilitate the teaching and learning processes. In addition, the school management ensures that all Board of Trustees meeting dates are published and that the public is encouraged to participate in such meetings. Also, the school management has established and modeled a collaborative and cooperative process that keeps the focus on continuing the tradition of academic success as the template for future growth for all members of the school community. The central tenet of the leadership philosophy understands that a school is a dynamic and ever changing environment; therefore, from a management standpoint, each event is situational.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Pennsylvania System of School Assessments

Edition/Publication Year: annual Publisher: Pennsylvania Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient Plus Advanced	98	100	98	92	99
Advanced	71	61	54	50	68
Number of students tested	41	62	46	60	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Plus Advanced	100	100	100	89	
Advanced	67	50	59	54	
Number of students tested	24	30	17	26	
<b>2. African American Students</b>					
Proficient Plus Advanced	98	100	90	92	
Advanced	73	62	59	50	
Number of students tested	40	55	41	60	
<b>3. Hispanic or Latino Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Pennsylvania System of School Assessment

Edition/Publication Year: annual Publisher: Pennsylvania Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient Plus Advanced	91	98	93	89	100
Advanced	37	32	52	20	80
Number of students tested	41	62	46	60	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Plus Advanced	88	100	100	95	
Advanced	42	27	59	15	
Number of students tested	24	30	17	26	
<b>2. African American Students</b>					
Proficient Plus Advanced	91	100	93	88	
Advanced	38	29	49	20	
Number of students tested	40	55	41	60	
<b>3. Hispanic or Latino Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 4 Test: Pennsylvania System of School Assessment  
Edition/Publication Year: annual Publisher: Pennsylvania Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient Plus Advanced	98	100	95	100	97
Advanced	64	89	66	76	87
Number of students tested	56	44	58	50	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Plus Advanced	100	100	90	100	
Advanced	60	89	71	71	
Number of students tested	33	19	21	31	
<b>2. African American Students</b>					
Proficient Plus Advanced	98	100	95	100	
Advanced	65	90	64	76	
Number of students tested	48	39	55	49	
<b>3. Hispanic or Latino Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading                      Grade: 4 Test: Pennsylvania System of School Assessment  
Edition/Publication Year: annual Publisher: Pennsylvania Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient Plus Advanced	95	97	90	100	93
Advanced	43	36	40	58	55
Number of students tested	56	44	60	50	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Plus Advanced	97	95	87	100	
Advanced	39	21	32	48	
Number of students tested	33	19	22	31	
<b>2. African American Students</b>					
Proficient Plus Advanced	96	98	90	100	
Advanced	42	36	37	57	
Number of students tested	48	39	57	49	
<b>3. Hispanic or Latino Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 5 Test: Pennsylvania System of School Assessment  
 Edition/Publication Year: annual Publisher: Pennsylvania Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient Plus Advanced	100	93	96	98	100
Advanced	55	57	65	77	100
Number of students tested	40	53	48	52	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Plus Advanced	100	95	96	95	
Advanced	55	53	52	71	
Number of students tested	22	19	23	17	
<b>2. African American Students</b>					
Proficient Plus Advanced	100	92	96	97	
Advanced	54	55	64	77	
Number of students tested	35	51	47	48	
<b>3. Hispanic or Latino Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading                                      Grade: 5 Test: Pennsylvania System of School Assessment  
 Edition/Publication Year: annual Publisher: Pennsylvania Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient Plus Advanced	86	95	91	98	96
Advanced	28	38	35	33	52
Number of students tested	40	53	48	52	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Plus Advanced	82	90	96	95	
Advanced	32	37	26	35	
Number of students tested	22	19	23	17	
<b>2. African American Students</b>					
Proficient Plus Advanced	83	94	91	98	
Advanced	23	35	34	31	
Number of students tested	35	51	47	48	
<b>3. Hispanic or Latino Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 6 Test: Pennsylvania System of School Assessment  
 Edition/Publication Year: annual Publisher: Pennsylvania Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient Plus Advanced	96	100	98	100	93
Advanced	72	80	81	86	84
Number of students tested	46	39	47	35	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Plus Advanced	95	100	92	100	
Advanced	65	76	85	95	
Number of students tested	20	21	13	20	
<b>2. African American Students</b>					
Proficient Plus Advanced	96	100	100	100	
Advanced	73	78	79	85	
Number of students tested	44	37	43	33	
<b>3. Hispanic or Latino Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: Pennsylvania System of School Assessment

Edition/Publication Year: annual Publisher: Pennsylvania Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient Plus Advanced	97	100	100	96	100
Advanced	50	56	68	62	66
Number of students tested	46	39	47	35	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Plus Advanced	100	100	100	100	
Advanced	35	52	54	70	
Number of students tested	20	21	13	20	
<b>2. African American Students</b>					
Proficient Plus Advanced	97	100	100	97	
Advanced	47	57	65	64	
Number of students tested	44	37	43	33	
<b>3. Hispanic or Latino Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 7 Test: Pennsylvania System of School Assessment  
 Edition/Publication Year: annual Publisher: Pennsylvania Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient Plus Advanced	100	98	100	95	100
Advanced	92	98	93	87	89
Number of students tested	36	42	41	24	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Plus Advanced	100	100	100	91	
Advanced	91	100	94	83	
Number of students tested	21	12	18	12	
<b>2. African American Students</b>					
Proficient Plus Advanced	100	97	100	95	
Advanced	91	97	92	86	
Number of students tested	34	37	39	22	
<b>3. Hispanic or Latino Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: Pennsylvania System of School Assessment

Edition/Publication Year: annual Publisher: Pennsylvania Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient Plus Advanced	100	100	100	100	97
Advanced	77	88	85	84	70
Number of students tested	36	42	41	25	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Plus Advanced	100	100	100	100	
Advanced	81	75	89	83	
Number of students tested	21	12	18	12	
<b>2. African American Students</b>					
Proficient Plus Advanced	100	100	100	100	
Advanced	77	87	85	83	
Number of students tested	34	37	39	23	
<b>3. Hispanic or Latino Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

13PA8

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 8 Test: Pennsylvania System of School Assessment  
Edition/Publication Year: annual Publisher: Pennsylvania Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient Plus Advanced	95	100	100	100	100
Advanced	81	89	92	100	96
Number of students tested	42	39	25	14	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Plus Advanced	94	100	100		
Advanced	75	89	91		
Number of students tested	16	18	11		
<b>2. African American Students</b>					
Proficient Plus Advanced	95	100	100	100	
Advanced	79	89	91	100	
Number of students tested	38	37	23	13	
<b>3. Hispanic or Latino Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading                      Grade: 8 Test: Pennsylvania System of School Assessment  
Edition/Publication Year: annual Publisher: Pennsylvania Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient Plus Advanced	100	100	100	100	100
Advanced	92	89	100	93	100
Number of students tested	42	39	25	14	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Plus Advanced	100	100	100		
Advanced	94	96	100		
Number of students tested	16	18	11		
<b>2. African American Students</b>					
Proficient Plus Advanced	100	100	100	100	
Advanced	92	89	100	100	
Number of students tested	38	37	23	13	
<b>3. Hispanic or Latino Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient Plus Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

13PA8