

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)  Elementary  Middle  High  K-12  (K-8)  
 Charter  Title I  Magnet  Choice

Name of Principal: Mr. Michael Slade, Jr.

Official School Name: AD Prima Charter School

School Mailing Address:  
124 Bryn Mawr Avenue  
Bala Cynwyd, PA 19004-1206

County: Philadelphia County State School Code Number\*: 7825

Telephone: (215) 452-5580 Fax: (215) 452-5588

Web site/URL: N/A E-mail: thelabschool@aol.com

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 all information is accurate.

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

Name of Superintendent\*: Mr. Michael Slade

District Name: N/A Tel: (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 to the best of my knowledge it is accurate.

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

Name of School Board President/Chairperson: Mr. Euan Uqdah

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.

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

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US 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 has some configuration that 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 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 Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals 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 the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- |   |                     |
|---|---------------------|
| 1 | Elementary schools  |
| 1 | Middle schools      |
|   | Junior high schools |
|   | High schools        |
|   | Other               |
| 2 | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 8968

Average State Per Pupil Expenditure: 10576

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

3. Category that best describes the area where the school is located:

- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural

4. 1 Number of years the principal has been in her/his position at this school.

4 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	7			0
K	6	14	20	8			0
1	9	14	23	9			0
2	24	16	40	10			0
3	16	21	37	11			0
4	4	12	16	12			0
5	4	14	18	Other			0
6	6	15	21				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							175

6. Racial/ethnic composition of the school: \_\_\_\_\_ % American Indian or Alaska Native  
 \_\_\_\_\_ % Asian  
98 % Black or African American  
 \_\_\_\_\_ 1 % Hispanic or Latino  
 \_\_\_\_\_ % Native Hawaiian or Other Pacific Islander  
 \_\_\_\_\_ 1 % White  
 \_\_\_\_\_ % 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 past year: 2 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)].	3
(4)	Total number of students in the school as of October 1.	178
(5)	Total transferred students in row (3) divided by total students in row (4).	0.017
(6)	Amount in row (5) multiplied by 100.	1.685

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 50 %

Total number students who qualify: 87

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-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 1 %

Total Number of Students Served: 2

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>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</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:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>10</u>	<u>0</u>
Special resource teachers/specialists	<u>3</u>	<u>3</u>
Paraprofessionals	<u>1</u>	<u>2</u>
Support staff	<u>1</u>	<u>3</u>
Total number	<u>16</u>	<u>8</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 18 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	98%	97%	98%	96%	96%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	3%	3%	7%	7%	10%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

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

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0
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 (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
<b>Total</b>	<b><u>100</u></b> %

## PART III - SUMMARY

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Ad Prima Charter School has been in operation for five years, with its first year starting in September 2003. In the first year the program began with only grades K-2, and then added another grade in each subsequent year leading to our school currently serving grades K-6. This is why testing data only shows one data set for 5th grade, two for 4th grade, and three for 3rd grade; state standardized testing starts for students at the third grade level.

The reason for starting with a K-2 population was due to a variety of reasons including space limitations, to allow time for teachers to be properly trained and to allow time to raise a student population into the culture of the school. All of our students are chosen at random via a lottery system, and all children are Philadelphia residents and come directly from the School District of Philadelphia.

Ad Prima is a K-8 school sequestered in the western section of the city of Philadelphia. This school is a beacon of hope for all children and parents of Philadelphia and nearby communities because of its overall excellence in educational philosophy and pedagogy coupled with its outstanding achievements from the first year of inception to the present. Ad Prima serves a community steeped in the culture of poverty and its by-products: unsafe schools, high truancy and dropout rates, poor academic performance and parents willing to, but unequipped to help their children to achieve academically.

Our vision, inspired by our determination to remedy these deficiencies, focuses on advancing the academic and social preparedness of all students while engaging their parents and the school's community as partners in the process. In fact, our students learn in an environment that emphasizes academic excellence in the arts and fine arts, science and technology, as well as world cultures and foreign language. However, mindful of the need to educate the whole child, we promote and develop the social attributes like self-discipline, peaceful conflict resolution, healthy living lifestyles, etiquette, and effective oral and written communication skills.

These skills are furthered by longer instructional hours including two daily scheduled "skill building periods," and Saturday school sessions. Instructional time is augmented also by a "targeted" program which identifies at-risk students for remedial education and high performing students for enrichment opportunities. To advance these endeavors the school also employs instructional support in Reading, Writing and Mathematics, Special Education specialists and speech therapy. Furthermore, we provide parents with free and regular developmental workshops that familiarize them with the school's curriculum and prepare them to become involved in their children's education and to be a source of support to their children and the school.

At various times of the school year, our students participate in plays and musical performances, which are open to parents and community residents. Parents and other interested community members also act as chaperons when students go on field trips to enjoy the rich and diverse history of Philadelphia. Each year students write and publish a book on some topic of interest like politics, the environment, famous artists, health issues or world affairs. Additionally, all of our students are encouraged to participate in community service like food drives for the homeless, making gift packages or writing letters for our troops stationed overseas, as well as to local and state representatives, and making donations to UNESCO. Moreover, students are involved in the City's Fire Department Annual Essay Contest, the annual Scholastic Book Fair and fund raising activities like bake sales.

Realization of this vision is advanced through continuous data-driven professional development for all staff. This incorporates best practices in instructional methodologies tailored to satisfy the needs of the student population and the vision of the school as a twenty-first century educational entity. All teachers are encouraged to collect and to analyze student data and to use these results to plan and to teach meaningful student centered lessons and to enrich these with innovative instructional methodologies including integrating up-to date instructional technologies in their classroom instruction. Although in 2006 our third and fourth graders overall scores on the PSSA Reading and Mathematics were the best among all schools in Pennsylvania and all our fourth graders scored proficient or above in science in the 2007 PSSA, we are not satisfied. We believe that excellence is our culture; therefore, we endeavor to replicate these accomplishments year after year and most importantly, we encourage all students to set high expectations for themselves and to use setbacks as springboards to higher achievements.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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

In the spring of 1996, the state of Pennsylvania developed the Pennsylvania System of School Assessment (PSSA) in order to assess mastery of mandated curriculum standards in the areas of reading, mathematics, writing, and science. This assessment requires the application of knowledge and written open-ended mathematics and reading questions and is considered to be one of the most rigorous tests in the nation. The PSSA measures the student's progress relative to the mandated academic standards. Based on a student's scaled score a performance level is determined and the pupil is placed in one of four levels: advanced, proficient, basic, and below basic.

Ad Prima participated in the state assessment for the first time during the 2005-2006 school year. During the 2005-2006 school year 83% of third grades state wide scored proficient or advanced in math, 69% scored proficient or advanced in reading. In the Philadelphia School District, 59% of students scored proficient or advanced in math as well as 42% proficient or advanced in reading. Ad Prima's PSSA results consistently show that our scores are significantly above state and local test scores with 100% of third graders scoring proficient or advanced in math and 96% scoring proficient or advanced in reading. This trend has continued through the years. In 2006-2007 100% of Ad Prima third grade students scored proficient or advanced in both math and reading. Grade 4 was also added that year with 100% of students scoring proficient or advanced in both math and reading. During the 2007-2008 school year, Ad Prima was ranked third state wide in terms of PSSA math scores and 26th in the state in reading. Grade 4 also participated in the PSSA science test in the Spring of 2008 with 100% of students scoring proficient or advanced. Additionally, 100% of 5th graders scored proficient or advanced on the state writing assessment. School, district, and state scores as well as additional information regarding the Pennsylvania State Assessment can be found at [www.pde.state.pa.us](http://www.pde.state.pa.us).

A further analysis of Ad Prima's most recent PSSA math and reading results as reported in the 2007-2008 Commonwealth of Pennsylvania School Report Card show that we met all 9 targets set by the state. This report shows that 100% of those students classified as economically disadvantaged scored proficient or advanced in reading and math. The success of African America students is also evident. 100% of Ad Prima's 3rd- 5th grade African American students scored proficient or advanced in math. The state average is 55% proficiency for the same grade levels. 95% of Ad Prima's 3rd-5th grade African American students scored proficient or advanced in reading versus only 46% of African American students statewide. The school report card can be found at [www.paapp.com](http://www.paapp.com).

The state targets for the years 2008-2010 state that in order for schools to show "Adequate Yearly Progress" 63% of students must score proficient or advanced in reading and 56% of students must score the same in math. Ad Prima has already surpassed these goals and is well on its way to meeting the goals set for the 2014 school year of 100% proficiency in both reading and math. Ad Prima's reading and math scores demonstrate that the curriculum, assessment instruments, teaching methodologies, collaborative planning, and professional development are effective, efficient, and relevant for the advancement of its students' achievements. Although these assessment results prove that Ad Prima's students are achieving at a high level, there is a belief among administrators, teachers, parents, and students that there is room for improvement throughout the program. We use these indicators of academic success to plan for further advancement in school performance.

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

Ad Prima views assessment results data as a planning tool, as well as measurement indicators. Teachers collect and analyze data from all standardized tests like the PSSA, TeraNova and 4sight tests, district made assessments and teacher made tests. The results of these analyses are used to adjust curriculum content, to measure the effectiveness of instruction and to plan professional development workshops. Moreover, assessment results indicate strengths and deficiencies in student general and specific skill development, instructional effectiveness and the suitability of the curriculum and materials including text books and supplemental resources. Also, these data indicate whether or not the school is meeting its goals within the broader context of its mission. Ad Prima's goal is to maximize the human potential of each of its students; therefore, it is necessary to monitor student

achievement constantly to determine how best this can be advanced. We believe that students should be responsible for their own learning, but that excellence in classroom instruction is a prerequisite for excellence in student performance. Thus, Ad Prima disaggregates student performance data to identify trends in individual student learning, student achievement by grade and by subject area, so that we can determine not merely how individual students are performing or inter grade and inter discipline achievements, but also the effectiveness of instruction by individual teacher and by specific subject area. This information helps us to identify areas of strength and deficiencies in the program, but also provides essential indicators concerning where we need to allocate resources, so that we can maximize student achievement. For example, from analyses of these data, we can determine whether we need to allocate resources to improve classroom instruction, to update curriculum, to purchase supplemental materials or to hire more teachers or para- professionals. Also, assessment results are used to set building goals for student achievement.

### **3. Communicating Assessment Results:**

Student performance is communicated to parents, students, and the community in a variety of ways. In-class written assignments, projects, and homework are communicated to parents via e-mail, telephone calls, monthly report cards, and teacher notes. After each analysis of data from various assessments like the PSSA, Terra Nova, 4Sight Tests, District Tests and Teacher made tests parents of students determined to be at risk of academic failure are contacted to discuss the results and the strategies for remediation which could include Title I classes, remediation packets to be completed at home, enrollment in the school's after school tutoring program and/or Saturday school program. All data on student academic performance - report card grades, standardized test results, and diagnostic test results are maintained by homeroom teachers in data binders. This collection of data allows teachers to provide parents with a detailed picture of student progress. Additionally, teachers maintain portfolios for each student. These portfolios, as well as the rubrics for each subject area, are available for review by parents during monthly grade level meetings and trimester report card conferences. These results give parents a record of how their children are performing on tests compared to other students throughout the state. Moreover, The Philadelphia Inquirer publishes a "Report Card on Schools" that provides parents and the community an overall sense of the school's demographics, academic performance, programs, and assessment information. Extraordinary efforts and outstanding achievements are recognized through award ceremonies, open house programs, and school bulletins. On these occasions, students' works are displayed for public review and appreciation. We are committed to disseminate this information, because we believe that in order for students to become successful, they must know what is expected of them, as well as their own progress toward achieving these expectations.

### **4. Sharing Success:**

Ad Prima prides itself on its history of transparency towards its staff, students and their parents and other interested parties. We believe that when we share our success in the teaching learning processes, as well as our success in managing our resources, we benefit the entire profession. This practice of sharing our success has encouraged parents, prospective students, and other curious and interested parties to visit our school. To avoid intrusions, Individuals wishing to visit the school or to meet with administrators and staff are advised to make appointments. Additionally, Ad Prima selects specific times throughout the school year for individuals to visit our classrooms to obtain first hand observation of the teaching and learning processes.

At various times during the school year, Ad Prima's administrators and staff demonstrate methods for teaching Math, Reading and Grammar and Writing to educate parents on Best Practices in instructional methodologies, to familiarize parents with various resources and materials the school uses to accomplish student learning, and to give parents some tips on how they can help their children with their education. We also share our success with other schools through Annual Reports that are submitted to the Philadelphia School District and to the Pennsylvania the PDE through annual reports. Also, the CEO makes presentations at selected conferences and upon requests from the National Charter Office. Furthermore, teachers and administrators meet at least once per month to discuss student progress, to share classroom experiences and teaching methodologies that work in their classrooms and to offer help and support to one another. Moreover, Ad Prima serves as a training facility for pre service teachers and Administrators to complete their practicum for licensure. In addition, awards presented to the school by various organizations like the Philadelphia City Council which acknowledged the school's high performance, have appeared in newspapers in Philadelphia and Pittsburgh.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Our curriculum is designed to execute the tenets of our educational philosophy that are embedded in our school's Mission and Vision statements. These are guided by the requirements of the No Child Left Behind Act, as well as the standards prescribed by the Pennsylvania Department of Education. Although we set high expectations for students, we strive to use instructional methodologies that consider differences in learning styles, learning rates, and individual abilities. In addition, we employ, develop and retain highly qualified instructors, and use scientifically proven instructional methods in our classroom instructions.

**Language Arts:** The Language Arts curriculum is aligned to the Pennsylvania State Standards and follows the best practices and the standards recommended by the National Council of Teachers of English and the International Reading Association. Although reading, writing, vocabulary, speaking, and critical thinking skills are addressed directly in a strong language arts block, they are also integrated throughout all academic disciplines including foreign languages. Students conduct research, compose and make oral presentations in all subjects and are given numerous opportunities to read a wide range of genres including anthologies of poetry, classics, and plays. The curriculum includes all components of a balanced and comprehensive literacy program. It meets the needs of all students through whole-class instruction, small, flexible groups based on need, self-selective reading choices, work for phonemic awareness, vocabulary and writing, as well as speaking, listening, and critical thinking.

**Mathematics:** The goals for the mathematics curriculum are to: provide a curriculum that allows students to build their own awareness of mathematical concepts; understand the influence and value of mathematics in their lives; and feel secure in their own ability as "problem solvers." The curriculum addresses the major themes suggested by the National Council of Teachers of Mathematics. Students are actively engaged in mathematics in authentic situations, and work in pairs and groups with manipulative materials on a variety of tasks. The math curriculum is supported by Everyday Mathematics, a comprehensive K through 6th grade mathematics curriculum developed by the University of Chicago School Mathematics Project. To reinforce problem solving skills, texts are supplemented with Excel Math, Calendar Math, a Problem of the Day, and instruction that contains facts drills.

**Science:** The Science Curriculum is guided by the National Science Education Standards which ensure that instruction is comprised of active processes that will help all students to meet the requirements to enter higher levels of education. The curriculum is integrated, collaborative and inquiry based and provides students with meaningful content experiences in Life, Earth, and the Physical Sciences. Skills are taught through the use of hands-on, process oriented instruction, which utilizes problem-solving techniques including technology. The curriculum integrates challenging content and critical thinking processes such as hypothesizing, questioning, observing, organizing data, explaining, reflecting, taking action, and extending.

**Social Studies:** The Social Studies multi-disciplinary curriculum is based on state and national standards that are organized around the concepts of citizenship, history, economics, and geography. It is implemented through a hands-on, process oriented approach. The school's pacing schedule dictates the curriculum's scope and sequence that begin with prior knowledge and spiral through the home, community, nation, and world.

**Foreign Languages:** All students in grades K-6 study Spanish. Students in grades K and 1 develop oral speaking skills and broad vocabulary through songs, greetings, stories, and games. Second through sixth grade students transition earlier skills into reading, writing, and translating.

**Visual Arts:** Using the VATK (Visual, Auditory, Tactile, Kinesthetic) method of instruction, the art curriculum is based on the basic concepts, skills, and knowledge required of the students through observation portfolio's, and written assessment in accord with state standards. The art curriculum provides projects with clear objectives that challenge students to use creative thinking and reasoning. Assigned projects require problem solving skills and the use of various materials to achieve artistic goals.

## **2a. (Elementary Schools) Reading:**

Reading is the foundation of our pursuit in developing lifelong learners. The curriculum follows the Pennsylvania State Standards and emphasizes the five core elements necessary for an effective, comprehensive reading program: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. Phonics and Phonemic awareness are addressed using the instructional strategies and methodologies from the McRuffy Press Phonics and Reading Program with Spelling and Handwriting. Each skill is also paired with a video containing reinforcement using visual, auditory, tactile, and kinesthetic methodologies. Fluency is developed through choral and echo reading, the creation and repeated review of language experience stories and the Junior Great Books program. In order to read fluently, students must hear and understand what fluent reading sounds like. In each grade, The Junior Great Books begins with a read aloud of an entire story by the teacher. The students then complete repeated readings of the same story on their own. Vocabulary development across the curriculum is enhanced through strategies like, constructing word walls; developing word rings; flashing teacher created PowerPoint presentations that display words, definitions, and pictures as a warm up activity; playing teacher developed written and oral word games; teaching students to use context clues; and word-mapping in which the students define the word using a dictionary, identify synonyms and antonyms, construct sentences using the word, and create a drawing. The development of these skills transitions to comprehension. Teachers (in all subjects) develop Directed Reading Thinking Activities that encourage students to

use background knowledge; teach students how titles, pictures, captions, and headings relate to the meaning of text; and emphasize strategies like, making and checking predictions, asking and answering questions, reviewing text to monitor understanding, and paraphrasing or summarizing important information. In addition to their regular reading program, all students complete monthly book reports and participate in the school's reading challenge which encourages students to read three books each week.

## **3. Additional Curriculum Area:**

Part of Ad Prima's mission is to promote effective communication among its students. Therefore, the development of communication skills permeates the educational environment of the Ad Prima Charter School. The writing curriculum is aligned to the Pennsylvania State Standards and promotes the development of oral and written communication skills. In addition, it adheres to the best practices and standards recommended by the National Council of Teachers of English (NCTE). Each month, students conduct research, write and make oral presentations on a variety of topics. Lessons emphasize the importance of the five step writing process: brainstorming, drafting, revising, editing, and publishing. As part of the instructional process, teachers model pre-writing strategies like brainstorming, webbing and outlining and then guide students through the writing of the rough draft and the editing processes. Students practice shared writing, independent writing, peer editing, and whole class critiquing of one another's writing.

During peer editing and whole class critiquing, students are taught to look for the key components in effective essay writing: focus, content, organization, style, and conventions -- the components of the Pennsylvania Writing Assessment Domain Scoring Guide which teachers use to grade students' published drafts. The ability to speak effectively is a critical skill that students must be taught; therefore, as part of the writing curriculum, students develop oral presentations based on their essays. Oral presentations are graded using an oral presentation rubric that include components like, maintaining eye contact, using appropriate facial expressions, gestures, and posture and demonstrating knowledge and enthusiasm.

Knowledge and application of communication technologies are integral parts of our writing program. Whether for writing essays or developing oral presentations, students are trained to use a variety of computer programs like Write Out Loud, Kidspiration, Inspiration, Word, Excel, and PowerPoint. Students use their knowledge of technology to publish a book each year.

## **4. Instructional Methods:**

Ad Prima strives to meet the needs of all its students and to encourage them to maximize their potential. Ad Prima's staff is cognizant that meeting this dual goal of high academic achievement and high expectations requires constant application of scientifically based instructional strategies, monitoring the effectiveness of these methodologies and the initiative to make adjustments in instructional practices based on student performance.

The staff acquires these skills through regular data driven professional development workshops that focus on theories of instruction in education, methods of teaching, inquiry learning, cooperative learning, project based learning, hands-on initiatives and teaching and learning with technology.

Teachers deliver instruction in ways that help students to make real -world connections to text and to apply new knowledge across the various disciplines. However, mindful that students learn in different ways and at different paces, teachers employ various techniques to motivate students to learn and to love learning. For example, recognizing that a few of our students struggle to attain proficiency in some curricular areas, teachers use programs like SRA that emphasize skill building through repetition; 4 Sight Benchmark tests that help students to develop test taking skills; RTI for early detection monitoring, intervention and instruction of at- risk students; differentiated instruction that allows for the consistent application of intervention strategies; Individualized Education Plans for special learners; and many Multi-sensory techniques in small group and individualized learning situations.

In addition, teachers bolster their classroom instruction by integrating technology into their lessons. For example, to improve students' literary skills, teachers use strategies like, graphic organizers, The Reading Skills Pyramid, Correction Reading, and Through Writing to Reading and programs like Write Outloud, Kidspiration, Jeopardy, and Timeline. In some instances teachers record their lessons for students to review. Currently, Ad Prima is introducing Eluminate, an interactive program that helps teachers to deliver instruction and students to receive instruction even if they were unable to attend school!

#### **5. Professional Development:**

Ad Prima teachers receive approximately twenty days per year of professional development workshops that are provided by the school. Additionally, several have enrolled in degree programs at local universities or have taken advantage of the graduate level courses that are offered by Ad Prima through Arcadia University. The instruction that is offered by the school, either on its own or in conjunction with Arcadia, has the advantage of directly addressing the needs of Ad Prima's students in a coherent manner. These professional development workshops are led by administrators, staff members who are specialists in their disciplines and other contracted specialists. These administrators and teachers have in depth knowledge and understanding of the Pennsylvania standards and are able to demonstrate to teachers how to use the anchors to guide instruction. Contracted specialists are used to introduce new or special programs and resources. For example, when Ad Prima students faced their first Pennsylvania System of State Assessment (PSSA) for the first time, specialists from the Pennsylvania Department of Education were engaged to show the teachers exactly what would be expected of their students and to provide them with strategies for teaching the writing process and other pertinent bodies of knowledge. As a result, all but a few of our students scored proficient or better on the PSSA. However, the use of our own staff members to conduct professional workshops has encouraged other teachers to strive to become experts in their profession and has indeed created a learning community accustomed to seeking answers to their students' needs from their colleagues, as well as from recently published research findings. This quest for excellence is evident in the continued high achievements of Ad Prima students, the collegiality that exists between and among teachers and administrators and the willingness with which teachers share advice, resources, and assistance.

#### **6. School Leadership:**

APCS multitalented Board of Trustees is committed to its Mission and Vision. This Board, which includes educators and business administrators, places a high priority on outstanding student achievement and peaceful conflict resolution with the intention of making a positive difference in the lives of the students. In order to reach this goal, the Board employs strong, well informed administrators and highly qualified teachers. Through this leadership with its focus on excellence Ad prima has been accredited by the Middle States Association of Colleges and Schools.

On site leadership for APCS rests with the Chief Executive Officer and the Site Director. Their expectations, like those of the Board, are high and are conveyed to students, parents, teachers and the community in such a way that these groups consider themselves stakeholders in an enterprise where responsibility for student achievement is shared by all involved. The administrators are cognizant of the State standards their students

must meet and are skilled in demonstrating and evaluating the use of research based best practices in methodology and assessment.

The analysis of assessment results is a significant aspect of their role since it helps determine what steps must be taken to remediate or enrich the curriculum of individual students. The Site Director, for example, analyses the results of 4Sight and PSSA tests in order to determine how instruction in reading and mathematics might best be differentiated. Both the Site Director and CEO spend hours in the classrooms monitoring compliance with the school's prescribed procedures, scheduling, pacing charts, and methodology, and checking on the availability of materials. The CEO is responsible for procuring supplies for the FOSS science program and all other curricular areas. Both administrators view themselves as coaches to the teachers, conduct professional development workshops, and write and execute behavior modification plans, and set school culture.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: PSSA

Edition/Publication Year: Publisher

Publisher: PDE

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month					
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	100	96		
% Advanced	43	100	60		
Number of students tested	23	18	25		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	100				
% Advanced	70				
Number of students tested	12				
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Ad Prima has no subgroup of more than 3 students since our school population consists of 98% African American students. All subgroups are significantly below 10 students and must be considered statistically insignificant. Ad Prima has been open for exactly five years and started with grades K-2; this is the reason for not having five years of eligible testing data.

Subject: Reading

Grade: 3

Test: Reading

Edition/Publication Year: Publisher

Publisher: PSSA Reading

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month					
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	100	96		
% Advanced	17	100	60		
Number of students tested	23	18	25		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	100				
% Advanced	30				
Number of students tested	12				
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Ad Prima has no subgroup of more than 3 students since our school population consists of 98% African American students. All subgroups are significantly below 10 students and must be considered statistically insignificant. Ad Prima has been open for exactly five years and started with grades K-2; this is the reason for not having five years of eligible testing data.

Subject: Mathematics

Grade: 4

Test: PSSA

Edition/Publication Year: Publisher

Publisher: PDE

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month					
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	100			
% Advanced	88	100			
Number of students tested	17	18			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Ad Prima has no subgroup of more than 3 students since our school population consists of 98% African American students. All subgroups are significantly below 10 students and must be considered statistically insignificant. Ad Prima has been open for exactly five years and started with grades K-2; this is the reason for not having five years of eligible testing data.

Subject: Reading

Grade: 4

Test: PSSA

Edition/Publication Year: Publisher

Publisher: PDE

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month					
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	88	100			
% Advanced	47	60			
Number of students tested	17	18			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Ad Prima has no subgroup of more than 3 students since our school population consists of 98% African American students. All subgroups are significantly below 10 students and must be considered statistically insignificant. Ad Prima has been open for exactly five years and started with grades K-2; this is the reason for not having five years of eligible testing data.

Subject: Mathematics

Grade: 5

Test: PSSA

Edition/Publication Year: Publisher

Publisher: PDE

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month					
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100				
% Advanced	92				
Number of students tested	24				
Percent of total students tested	100				
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Ad Prima has no subgroup of more than 3 students since our school population consists of 98% African American students. All subgroups are significantly below 10 students and must be considered statistically insignificant. Ad Prima has been open for exactly five years and started with grades K-2; this is the reason for not having five years of eligible testing data.

Subject: Reading

Grade: 5

Test: PSSA

Edition/Publication Year: Publisher

Publisher: PDE

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month					
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100				
% Advanced	50				
Number of students tested	22				
Percent of total students tested	100				
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Ad Prima has no subgroup of more than 3 students since our school population consists of 98% African American students. All subgroups are significantly below 10 students and must be considered statistically insignificant. Ad Prima has been open for exactly five years and started with grades K-2; this is the reason for not having five years of eligible testing data.