

2003-2004 No Child Left Behind—Blue Ribbon Schools Program

Cover Sheet

Name of CAO Dr. June Brown (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name The Laboratory Charter School of Communication and Languages (As it should appear in the official records)

School Mailing Address 124 Bryn Mawr Avenue (If address is P.O. Box, also include street address)

Bala Cynwyd PA 19004-3013 City State Zip Code+4 (9 digits total)

Tel. (610) 617 - 9121 Fax (610) 660 - 8416

Website/URL www.labcharter.org E-mail thelabsch@AOL.com

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

Date 1/28/04 (CAO's Signature)

Name of Superintendent* NA (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Tel. ()

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

Date (Superintendent's Signature)

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

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date 1/28/04 (School Board President's/Chairperson's Signature)

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. 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 (K – 8)
 ___ ___ Middle schools
 ___ ___ Junior high schools
 ___ ___ High schools
 ___ ___ Other (Briefly explain)
 ___1___ TOTAL

2. District Per Pupil Expenditure: \$ 8,337.12
 Average State Per Pupil Expenditure: \$9,171.44 (2001 – 2002)

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. ___6___ Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?

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

K	28	42	70	7	14	20	34
1	22	47	69	8	12	11	23
2	28	42	70	9			
3	25	24	49	10			
4	22	30	52	11			
5	7	30	37	12			
6	16	25	41	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							445

6. Racial/ethnic composition of the students in the school:
- 6.76 % White
 - 86.21 % Black or African American
 - 6.36 % Hispanic or Latino
 - 0.67 % Asian/Pacific Islander
 - 0.00 % American Indian/Alaskan Native
- 100% Total**

7. Student turnover, or mobility rate, during the past year: 13.71 % (2002 – 2003)

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, (2002 – 2003) divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	55
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	10
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	65
(4)	Total number of students in the school as of October 1	474
(5)	Subtotal in row (3) divided by total in row (4)	0.1371
(6)	Amount in row (5) multiplied by 100	13.71%

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: NA

Specify languages:

9. Students eligible for free/reduced-priced meals: 51 %

10. Students receiving special education services: 0 %
0 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. At this time there are no students with these disabilities enrolled at the Charter School.

- | | |
|-----------------------------------|---|
| <u> </u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u> </u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u> </u> Specific Learning Disability |
| <u> </u> Hearing Impairment | <u> </u> Speech or Language Impairment |
| <u> </u> Mental Retardation | <u> </u> Traumatic Brain Injury |
| <u> </u> Multiple Disabilities | <u> </u> Visual Impairment Including Blindness |

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> 4 </u>	<u> </u>
Classroom teachers	<u> 30 </u>	<u> </u>
Special resource teachers/specialists	<u> 7 </u>	<u> 3 </u>
Paraprofessionals	<u> 6 </u>	<u> </u>
Support staff	<u> 5 </u>	<u> 1 </u>
Total number	<u> 52 </u>	<u> 4 </u>

12. Average school student-“classroom teacher” ratio: 14.8:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	95.47	96.04	95.65	96.67	93.76
Daily teacher attendance	97.22	96.75	97.81	97.56	97.46
Teacher turnover rate	5.00	8.00	11.76	27.50	28.57
Student dropout rate	NA	NA	NA	NA	NA
Student drop-off rate	NA	NA	NA	NA	NA

PART III - SUMMARY

A one page narrative snapshot of the school including the school's mission or vision.

The Laboratory Charter School of Communication and Languages (The Lab School), located in Philadelphia, Pennsylvania serves approximately 500 low-income, mostly minority students in grades K - 8. Its small size affords very distinct advantages, like the development of innovative teaching methodologies and experimentation with new programs and advanced technology. Additionally, it minimizes the bureaucratic processes and administrative procedures that are problematic in the administration of larger schools. For example, the lack of a cumbersome bureaucracy has enabled the school to assess in a timelier manner, the extent to which the school's mission is being pursued, to make adjustments in the school's curriculum, to integrate technology into the instructional practices, and to adopt new policies and procedures to advance student achievement.

Although the school's mission was developed to replicate its founder's philosophy of education, (that all stakeholders must set high expectations for all students), it is straightforward, yet challenging. Deeply imbedded in this mission is the goal to provide an educational environment that encourages and promotes success for all students regardless of academic abilities, socio-economic differences, religious persuasion, ethnicity, or family background. To achieve this we afford students various learning opportunities and the guidance necessary to develop superior academic skills, knowledge of the world community, the ability to communicate in more than one language, intellectual curiosity, high moral character, creativity, positive self-esteem, respect for oneself and others, problem solving abilities, and the ability to accept change. Furthermore, we believe that a successful student possesses a broad range of knowledge, develops an appreciation for learning as a life long process, and demonstrates a propensity to apply what is learned in real life situations. Consequently, to ensure this growth, we provide a variety of challenging learning opportunities in an approving, accommodating, and protected environment that is conducive to the independent development of each child, and the collective advancement of all our students. Moreover, through careful recruitment and training of staff, we model a culture where all stakeholders share the responsibility and the commitment to execute the school's mission.

The Lab School's academic successes result from numerous factors. These include skilled administrators and staff who hold high expectations for all students, a supportive School Board, committed and supportive parents, students who are taught to take responsibility for their own learning, and a well structured, standards based curriculum that is demanding, but realistic. In addition, there is recognition for individual achievement, perfect attendance, and good citizenship. Extensive staff development, an emphasis on the team approach to instruction, respect for the contributions of others, after school tutoring, individualized remediation, and good communication among the stakeholders also add to the successes of the school.

The Lab Schools' attendance rate is consistent with Pennsylvania's Annual Yearly Progress (AYP) goal of 95%, while its average scores on the PSSA reading and mathematics tests in both fifth and eighth grades have exceeded the state averages for three consecutive years. During its second year in operation The Lab School was accredited by the Middle States Association of Colleges and Schools. Additionally, all eighth graders who graduated in the 2001-2002 school year were accepted at top private and public schools in Philadelphia and its suburbs. Over 50% of the school's current eighth grade students have been recruited by suburban private schools to submit applications for scholarships. This academic success has been achieved in spite of the challenges presented by a student body that is made up predominantly of minority students from single parent households where the average income hovers near the poverty level.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe in one page the meaning of the school's assessment results in reading and mathematics

In the spring of 1996, the State of Pennsylvania required the administration of the Pennsylvania System of School Assessment (PSSA) in grades 5, 8, and 11, in order to assess mastery of mandated curriculum standards in the areas of reading and mathematics. Since that time, a writing test has been added for grades 6, 9, and 11. The PSSA requires the application of knowledge and written open-ended mathematics and reading procedures questions and is considered to be one of the most rigorous tests in the nation.

Performance Levels indicate what a student knows and is able to do in mathematics, reading and writing based on expected skill levels. The PSSA reading and mathematics tests measure the students' progress relative to the mandated academic standards. Based on a student's scaled score, a performance level is determined and the pupil is placed on one of four levels: advanced, proficient, basic, and below basic. (See pages 13 and 16.)

In each of the last three years, the school consistently achieved PSSA results that place our students within the top ten percent in the state. This demonstrates that The Lab School's curriculum, assessment instruments, teaching methodologies, collaborative planning, and professional development plan are effective, efficient, and relevant for the advancement of its students' achievement. Furthermore, the results from the Terra Nova, The Stanford Achievement Test, 9th Edition, and the Metropolitan Achievement Test support this assessment and provide indicators for planning for additional student achievement. Although these assessment results prove that The Lab School's students are achieving at an expected high level, there is the belief among administrators, teachers, and students that there is room for improvement throughout the program. We use these indicators of success to plan for further advancement in student performance.

On the 2002-2003 PSSA Test, 100 percent of our 5th and 8th graders achieved proficient to advanced scores in mathematics. During the same year, one-hundred percent of the 8th grade students scored at proficient to advanced levels in reading and our 5th graders produced an Adequate Yearly Progress rate of 97.4 % on the reading test.

The state requires that all students be tested annually. During the 5 year analysis, only one student missed taking the test because of illness. In terms of disaggregated data, a high percentage of our students are African American. We do not have sufficient student numbers to evaluate all demographic sub-groups. However, an analysis of the data will reveal that there is no significant difference in achievement levels when comparing demographic groupings.

We take pride in our accomplishments in developing and implementing a program where, "No child is left behind."

2. Show in one-half page how the school uses assessment data to improve performance.

The Lab School continuously assesses and evaluates students' performance to ensure that they are acquiring and applying the skills they are taught in the classroom. These processes provide a barometer that indicates the extent to which the school is meeting its goals and accomplishing its mission. Moreover, assessment data aids in the evaluation of curriculum, books, materials and resources, instructional methodologies, and overall needs that can further the advancement of student achievement.

For example, students' test results from the PSSA and Terra Nova are analyzed to determine strengths and weaknesses among the various skill areas. These results are used for the planning and implementation of the school's curriculum, staff development, determining specific assessments, selecting materials, and creating teacher made weekly and monthly tests. Assessment results are instrumental in identifying and repairing curricular deficiencies, and in the selection and procurement of relevant teaching materials and resources. Furthermore, they are used to plan professional development workshops and to enhance classroom instruction by implementing instructional practices that are effective and relevant. All forms of assessment are analyzed to identify student strengths and deficiencies, so that instruction can be planned for skill remediation and acceleration. Additional diagnostic tests are used for grade placement and include KeyMath, WRAT, Woodcock, Slosson, SAT 9, and MAT 7.

3. Describe in one-half page how the school communicates student performance to parents, etc.

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. Extraordinary efforts and outstanding academic achievements are recognized through "Award" Ceremonies, Open House programs, the school newspaper, and International Day celebrations that are open to parents and the general community. On these occasions students' works are displayed for public review and appreciation. 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. Also, annual individual standardized test results are mailed to parents as soon as those results become available. This gives parents a picture of how their children are performing on tests with national norms. Moreover, in the spring of each year, The Philadelphia Inquirer publishes a "Report Card on the Schools" that provides parents and the community an overall sense of the school's characteristics, statistics, programs, and assessment information. 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. Describe in one-half page how the school will share its successes with other schools.

Sharing programs and methodologies are not new with The Lab School staff. In fact, since the school's inception, our experienced administrators have shared our "Best Practices" curriculum, organization structure, and multi sensory teaching methodologies with other educators. In addition, for the past five years, our CAO and one of our Board members have participated as featured speakers at national educational conferences. Both are highly recognized as experts in areas of self-esteem in children, and the education of special needs students. Their national exposure and our staff's willingness to share with other educators have resulted in the receipt of over sixty, (60) requests for visitations. These requests came from teachers and guidance counselors who work in public, private, and parochial schools.

We will continue to share our successes and failures, as well as what we consider to be of the utmost importance to our organization - our impact on students' academic and social progress. We will develop and disseminate additional information about our school and increase our web site offerings by posting lessons, special programs and activities for public review. In addition, we will plan semi-annual open house sessions that will emphasize individual and group assessment methodology, including the development of portfolios, the use of test data, test preparation, and the incorporation of technology in classroom instruction. Also, to further communication with our external publics, we will prepare videos and Power Point presentations on the teaching of foreign languages and how to connect basic-skills instructional planning to test results. Furthermore, we will expand our attendance at our special programs such as chess tournaments, spelling bees, and book reviews by publishing the dates on our web site and submitting public service announcements to the local media. Although our students have made outstanding progress as demonstrated by their performance on the Pennsylvania System of School Assessment and Terra Nova Test, we believe that they will improve further, if we implement our plan to initiate collaborative sessions with other educators on the topics listed above as well as parent training, and teaching and learning with technology.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school’s curriculum.

The Lab School’s curriculum was developed using The Pennsylvania Core Curriculum Content Standards as its framework. It is structured, scripted, and comprehensive. It immerses students with key content buttressed with high standards. Each curricular area is described in this section with the exception of reading and technology which are described on page 11.

Language Arts: Language Arts is the foundation of our pursuit in developing lifelong learners. The curriculum follows the Pennsylvania State Standards and is aligned with best practices and the standards recommended by the National Council of Teachers of English (NCTE) and the International Reading Association (IRA). Although reading, writing, vocabulary, speaking, and critical thinking skills are addressed directly in a strong language arts block, they are also integrated with all academic disciplines including foreign languages. Students research, write, 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 groupings based on need, self-selective reading choices, work for phonemic awareness, vocabulary and writing as well as speaking, listening, and critical thinking. It is based on the work of Cunningham, Fountas, and Pinnell.

Mathematics: The goals for the mathematics curriculum are to: provide a curriculum that allows students to build on their own awareness of mathematical concepts; see 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 (NCTM). Students are actively engaged in mathematics in authentic situations, and work in pairs and groups with manipulatives on a variety of tasks. The Board adopted Everyday Math in 2001 for kindergarten and is progressing in this series a grade a year through grade 6. The Silver Burdett Ginn series is currently used in grades 3 through 6 and Prentice Hall’s Middle Grades Math series is used in grades 7 and 8. 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 ensures 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 Physical Science. Skills are taught through the use of modules based on hands-on, process oriented instruction, which utilizes problem-solving techniques and technology integration. The curriculum integrates challenging content and critical processes such as hypothesizing, questioning, observing, organizing data, explaining, reflecting, taking action, and extending. Books and materials used include the Discovery Works series by Houghton Mifflin and Science Plus series by Holt Rinehart Winston.

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 and employs effective teaching strategies that provide students with opportunities to exercise choice and responsibility by selecting their own topics for inquiry. It involves students in active participation in the classroom and through service learning in the wider community. Pennsylvania standards and the school’s pacing schedule dictate the curriculum’s scope and sequence that begins with prior knowledge and spirals through the home, community, nation, and world.

World Languages: All students, grades K – 8, study French and Spanish, taught by native-speaking teachers. Students in grades K and 1 develop oral speaking skills and a broad vocabulary through songs, greetings, stories, and games. Second through eighth grade students transition earlier skills into reading, writing, and translating. A large percentage of our graduating students receive high-school credit.

Other: Other areas in our curriculum include: technology, health, physical education, art, music, and character education.

2. Describe in one-half page the school’s reading curriculum and why the school chose this one.

The Lab School’s reading curriculum strives to instill in our students a lifelong love of reading and writing. It provides a strong literacy foundation that actively involves students in their own learning. Reading and writing are integrated throughout the various disciplines. In addition to reading, the curriculum also focuses on writing, speaking, listening, viewing and critical thinking skills. Experience as well as research has shown that no single instructional approach will meet the needs of all learners. Consequently, The Lab School selected a Balanced Literacy approach in order to bring the most successful elements of both phonics and literature-based instruction to our students.

A “balanced literacy” approach is the basis of our reading curriculum. In addition, it is totally correlated to the Pennsylvania standards/benchmarks as well as the joint standards of the International Reading Association (IRA) and the National Council of Teachers of English (NCTM). This balance of instructional approaches includes modeling, language experience, shared, guided and independent reading. Skills instruction is explicit and direct and is delivered within the context of authentic literacy experiences. Teachers are trained to match children to the proper instructional materials, and to tailor instruction to meet children’s instructional needs. All teachers administer criterion referenced tests and Informal Reading Inventories to determine each student’s appropriate instructional reading level.

The program utilizes the four-block reading model, and is enriched by basal materials, self-selected trade books, projects and oral presentations. In addition to the basal materials, enrichment technology utilizing standards based software is embedded in the reading program. The reading curriculum is enhanced through the use of the following materials and strategies: Junior Great Books, trade books, Literature Circles, the Jump Start Advantage Reading Program, Word Study (a phonics program), Dolch/Fry word lists, word walls and word rings, monthly book reports, and an after school Book Discussion Club.

3. Describe in one-half page another curriculum area and show how it relates to the mission.

Part of The Lab School’s mission is to prepare its students for success in an ever-changing technological society. Therefore, teaching and learning with technology permeates the educational environment of The Lab School. In fact, teachers are encouraged and trained to incorporate technology into their daily lessons as a fundamental ingredient of their instructional methodology in all K – 8 classrooms. Furthermore, we have aligned our technology curriculum with the Pennsylvania Core Curriculum Content Standards to ensure that all students have continuous growth in utilizing technology in their education.

Consistent with the school’s teaching and learning philosophy, we endeavor to use technology in appropriate ways to employ various teaching strategies and to capture the students’ various learning styles. Although we emphasize the constructivist teaching and learning approach with technology, much of our remedial and reinforcement computer software afford opportunities for behavioral teaching and learning.

Students use a variety of computer programs like Write Out Loud, Computer Curriculum Corporation’s Success Programs, Fast ForWord, Kidspiration, TimeLiner, and Compass Learning, for reinforcement and remediation. Also, they develop and create their own instructional material, design their own Math games, take virtual trips of museums, ecosystems, cities, foreign countries, and biomes throughout the world. The use of WebQuests, videos, and the Internet are instrumental in the teaching of foreign language and Social Studies. Additionally, teachers use Power Point in the delivery of instructions throughout most of the curriculum.

4. Describe in one-half page the different instructional methods used to improve student learning.

The Lab School continuously assesses student achievement to determine the effectiveness of its teaching methodologies. In addition, the school evaluates and makes necessary adjustments to its curriculum to incorporate best practices in classroom instructions, the goal of which is to improve student performance. In fact, this information is integral in the planning and implementation of instruction for each discipline. Moreover, it affords teachers choices among the various methodologies to practice their own teaching preferences, to satisfy the divergent learning styles of their students, and to develop remediation and enrichment programs for students.

The Lab School's students are heterogeneously grouped by grade. However, just as teachers have different teaching preferences, students may be constructivist or behaviorist learners, some combination of the two, or sometimes fit no definitive learning category. Nevertheless, instruction must be planned to derive maximum benefit. Consequently, we employ numerous strategies to meet this objective. These include, but are not limited to multi-sensory instruction, Power Point presentations, the use of videos and video cameras, televisions and VCRs, tapes and tape recorders, and computer assisted instruction. Other methodologies include direct instruction, discovery learning, peer tutoring, co-operative learning, group and individual presentations, projects, shared learning experiences, service learning, guided reading, read-along teacher-made stories and poems in English, Spanish, and French, and the use of graphs, charts, graphic organizers, and manipulatives in Math, Science, and Art.

5. Describe in one-half page the professional development program and its impact on students.

From its inception, The Lab School has had a learning community of faculty members who seek answers to their students' most puzzling learning needs. As a learning community, the faculty meets to discuss professional literature, conduct action research, and attend area conferences. The Lab School believes that highly qualified teachers must possess a depth of knowledge in their respective disciplines, as well as the training and expertise to plan and deliver instruction that makes learning effective, efficient, and relevant for all students.

As a learning community, The Lab School has implemented a well-researched and tested professional development program. The program includes a teacher mentoring system which groups inexperienced teachers and teachers new to the school with teachers who are familiar with the school's existing curriculum and culture. Teachers and administrators receive training from professional consultants and experienced faculty from other school districts, the Pennsylvania State Department of Education, and area colleges and universities. There are also in-house professional development sessions and workshops conducted by The Lab School teachers and administrators who have successful methods to share. Teachers often produce videotapes to share instructional practices with colleagues at The Lab School and at other schools. The school has developed a collaborative relationship with the University of Pennsylvania and Arcadia University to provide graduate level courses for the faculty. The Lab School administrators have been able to work with these universities to design courses to fit the unique needs of The Lab School's teachers and students. The effectiveness of our professional development program is demonstrated best by the yearly advancement of our students' achievement on the state's standardized tests, the overwhelming number of applicants for placement in our school, recognition for excellence by the city's newspapers, accreditation by the Middle States Association of Colleges and Schools, and without doubt, an absence of serious discipline problems.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Pennsylvania System of School Assessment

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 8: Reading and Mathematics
Edition/publication year: 2001 - 2003

Test: Pennsylvania System of School Assessment
Publisher: Pennsylvania Department of Education

Eighth Grade - Reading and Mathematics Tests

	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
Number of Students Enrolled in the Grade in which the Tests were Administered	0	0	15	23	20
Number of Students who Took the Tests			15	23	20
Number of Students who were Excluded			0	0	0
Reasons for Excluding Students from the Tests					

No students were excluded from the test for any reason.

PSSA PERFORMANCE LEVELS FOR MATHEMATICS AND READING

Advanced: Superior academic performance indicating an in-depth understanding and exemplary display of the skills included in Pennsylvania’s Academic Standards;

Proficient: Satisfactory academic performance indicating a solid understanding and adequate display of the skills included in Pennsylvania’s Academic Standards;

Basic: Marginal academic performance, work approaching, but not yet reaching, satisfactory performance. Performance indicates a partial understanding and limited display of the skills included in the Pennsylvania’s Academic Standards, and the student may need additional instructional opportunities and/or increased student academic commitment to achieve the Proficient Level;

Below Basic: Inadequate academic performance that indicates little understanding and minimal display of the skills included in the Pennsylvania Academic Content Standards. There is a major need for additional instructional opportunities and/or increased student academic commitment to achieve the Proficient Level.

Pennsylvania System of School Assessment

Grade 8 – Mathematics

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCALED SCORES	1650	1520	1400	NA*	NA*
% Below Basic	0.0	0.0	0.0	NA*	NA*
% At or Above Basic	100.0	100.0	100.0	NA*	NA*
% At or Above Proficient	100.0	100.0	73.3	NA*	NA*
% At Advanced	90.0	65.2	20.0	NA*	NA*
Number of students tested	20	23	15	NA*	NA*
Percent of total students tested	100.0	100.0	100.0	NA*	NA*
Number of students excluded	0	0	0	NA*	NA*
Percent of students excluded	0.0	0.0	0.0	NA*	NA*
SUBGROUP SCORES					
1.Economically Disadvantaged					
% Below Basic	0.0	NA**	NA**	NA*	NA*
% At or Above Basic	100.0	NA**	NA**	NA*	NA*
% At or Above Proficient	100.0	NA**	NA**	NA*	NA*
% At Advanced	89.5	NA**	NA**	NA*	NA*
Number of students tested	19	NA**	NA**	NA*	NA*
2.Black/African American					
%Below Basic	0.0	0.0	NA**	NA*	NA*
% At or Above Basic	100.0	100.0	NA**	NA*	NA*
% At or Above Proficient	100.0	100.0	NA**	NA*	NA*
% At Advanced	94.1	65.0	NA**	NA*	NA*
Number of students tested	17	20	NA**	NA*	NA*
STATE SCALED SCORES	1320	1320	1310	NA*	NA*
% Below Basic	26.4	27.0	27.3	NA*	NA*
State Mean Score					
% At or Above Basic	73.6	73.0	72.7	NA*	NA*
State Mean Score					
% At or Above Proficient	51.3	51.7	51.0	NA*	NA*
State Mean Score					
% At Advanced	19.3	17.6	17.4	NA*	NA*
State Mean Score					

* The Laboratory Charter School opened in September of 1998 as a K – 6 school. In 1999 – 2000 a seventh grade was added and in 2000 – 2001 the first eighth grade class met.

** Results are not calculated for groups smaller than ten.

Pennsylvania System of School Assessment

Grade 8 - Reading

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCALED SCORES	1640	1480	1460	NA*	NA*
% Below Basic	0.0	0.0	0.0	NA*	NA*
% At or Above Basic	100.0	100.0	100.0	NA*	NA*
% At or Above Proficient	100.0	100.0	93.3	NA*	NA*
% At Advanced	90.0	43.5	33.3	NA*	NA*
Number of students tested	20	23	15	NA*	NA*
Percent of total students tested	100.0	100.0	100.0	NA*	NA*
Number of students excluded	0	0	0	NA*	NA*
Percent of students excluded	0.0	0.0	0.0	NA*	NA*
SUBGROUP SCORES					
1.Economically Disadvantaged(specify subgroup)					
% Below Basic	0.0	NA**	NA**	NA*	NA*
% At or Above Basic	100.0	NA**	NA**	NA*	NA*
% At or Above Proficient	100.0	NA**	NA**	NA*	NA*
% At Advanced	89.5	NA**	NA**	NA*	NA*
Number of students tested	19	NA**	NA**	NA*	NA*
2.Black/African American (specify subgroup)					
% Below Basic	0.0	0.0	NA**	NA*	NA*
% At or Above Basic	100.0	100.0	NA**	NA*	NA*
% At or Above Proficient	100.0	100.0	NA**	NA*	NA*
% At Advanced	94.1	50.0	NA**	NA*	NA*
Number of students tested	17	20	NA**	NA*	NA*
STATE SCALED SCORES	1320	1320	1310	NA*	NA*
% Below Basic	17.6	20.5	20.0	NA*	NA*
State Mean Score					
% At or Above Basic	82.4	79.5	80.0	NA*	NA*
State Mean Score					
% At or Above Proficient	63.4	58.8	60.1	NA*	NA*
State Mean Score					
% At Advanced	26.0	20.4	17.8	NA*	NA*
State Mean Score					

* The Laboratory Charter School opened in September of 1998 as a K – 6 school. In 1999 – 2000 a seventh grade was added and in 2000 – 2001 the first eighth grade class met.

** Results are not calculated for groups smaller than ten.

STATE CRITERION-REFERENCED TESTS

Pennsylvania System of School Assessment

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 5: Reading and Mathematics

Test: Pennsylvania System of School Assessment

Edition/publication year: 1999 - 2003

Publisher: Pennsylvania Department of Education

Fifth Grade – Reading and Mathematics Tests

	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
Number of Students Enrolled in the Grade in which the Test was Administered	38	19	21	38	38
Number of Students who Took the Test	37	19	21	38	38
Number of Students who were Excluded	1	0	0	0	0
Reasons for Excluding Students from the Test	Illness				

The only student who did not take a test (the 1999 mathematics test) missed due to illness.

PSSA PERFORMANCE LEVELS FOR MATHEMATICS AND READING

Advanced: Superior academic performance indicating an in-depth understanding and exemplary display of the skills included in Pennsylvania’s Academic Standards;

Proficient: Satisfactory academic performance indicating a solid understanding and adequate display of the skills included in Pennsylvania’s Academic Standards;

Basic: Marginal academic performance, work approaching, but not yet reaching, satisfactory performance. Performance indicates a partial understanding and limited display of the skills included in the Pennsylvania’s Academic Standards, and the student may need additional instructional opportunities and/or increased student academic commitment to achieve the Proficient Level;

Below Basic: Inadequate academic performance that indicates little understanding and minimal display of the skills included in the Pennsylvania Academic Content Standards. There is a major need for additional instructional opportunities and/or increased student academic commitment to achieve the Proficient Level.

Pennsylvania System of School Assessment

Grade 5 - Mathematics

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999*
Testing month	April	April	April	April	April
SCHOOL SCALED SCORES	1520	1470	1400	1190	1080
% Below Basic	0.0	0.0	4.8	52.6	81.1
% At or Above Basic	100.0	100.0	95.2	47.4	18.9
% At or Above Proficient	100.0	94.7	78.1	15.8	10.8
% At Advanced	57.9	57.9	38.1	0.0	0.0
Number of students tested	38	38	21	19	37
Percent of total students tested	100.0	100.0	100.0	100.0	97.37
Number of students excluded	0	0	0	0	0
Percent of students excluded	0.0	0.0	0.0	0.0	0.0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% Below Basic	0.0	0.0	NA**	NA**	NA**
% At or Above Basic	100.0	100.0	NA**	NA**	NA**
% At or Above Proficient	100.0	92.3	NA**	NA**	NA**
% At Advanced	57.9	38.5	NA**	NA**	NA**
Number of students tested	38	13	NA**	NA**	NA**
2. Black/African American					
% Below Basic	0.0	0.0	6.3	NA**	NA**
% At or Above Basic	100.0	100.0	93.7	NA**	NA**
% At or Above Proficient	100.0	92.3	81.3	NA**	NA**
% At Advanced	57.7	61.5	43.8	NA**	NA**
Number of students tested	26	13	16	NA**	NA**
STATE SCORES	1340	1320	1310	1310	1300
% Below Basic	22.4	25.2	22.4	22.3	23.0
State Mean Score					
% At or Above Basic	77.6	74.8	77.6	77.7	77.0
State Mean Score					
% At or Above Proficient	56.3	53.1	53.0	51.9	48.5
State Mean Score					
% At Advanced	27.7	25.8	22.5	26.7	22.2
State Mean Score					

* This test was administered in the spring of 1999, at the end of The Lab School's first year in operation. Pre-tests administered in September 1998 indicated that most children were 2 to 3 years below grade level.

** Results are not calculated for disaggregated groups smaller than ten. In 1999 and 2000 scores were not calculated for African Americans or Economically Disadvantaged as disaggregated groups.

Pennsylvania System of School Assessment

Grade 5 - Reading

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999*
Testing month	April	April	April	April	April
SCHOOL SCALED SCORES	1560	1400	1490	1200	1140
% Below Basic	0.0	2.6	0.0	36.8	57.9
% At or Above Basic	100.0	97.4	100.0	63.2	42.1
% At or Above Proficient	97.4	79.0	90.4	31.6	18.5
% At Advanced	73.7	21.1	57.1	0.0	5.3
Number of students tested	38	38	21	19	38
Percent of total students tested	100.0	100.0	100.0	100.0	100.0
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0.0	0.0	0.0	0.0
SUBGROUP SCORES					
1. Economically Disadvantaged (specify subgroup)					
% Below Basic	0.0	7.7	NA**	NA**	NA**
% At or Above Basic	100.0	92.3	NA**	NA**	NA**
% At or Above Proficient	97.4	69.2	NA**	NA**	NA**
% At Advanced	73.7	15.4	NA**	NA**	NA**
Number of students tested	38	13	NA**	NA**	NA**
2. Black/African American (specify subgroup)					
% Below Basic	0.0	0.0	0.0	NA**	NA**
% At or Above Basic	100.0	100.0	100.0	NA**	NA**
% At or Above Proficient	96.1	69.2	93.8	NA**	NA**
% At Advanced	76.9	7.7	56.3	NA**	NA**
Number of students tested	26	13	16	NA**	NA**
STATE SCALED SCORES	1330	1320	1310	1320	1310
% Below Basic	21.5	20.3	23.1	22.4	23.1
State Mean Score					
% At or Above Basic	78.5	79.7	76.9	77.6	76.9
State Mean Score					
% At or Above Proficient	58.0	57.0	56.1	54.9	53.4
State Mean Score					
% At Advanced	27.1	18.2	19.8	29.2	27.3
State Mean Score					

* This test was administered in the spring of 1999, at the end of The Lab School's first year in operation. Pre-tests administered in September 1998 indicated that most children were 2 to 3 years below grade level.

** Results are not calculated for disaggregated groups smaller than ten. In 1999 and 2000 scores were not calculated for African Americans or Economically Disadvantaged as disaggregated groups.