

2015-2016 School Progress Report

Laboratory Charter School of Communication and Languages

School Code: W10
Sector: Charter
Address: 800 North Orianna Street, 19123
Phone/Fax: 215-574-1680 / 215-574-0622
Website: www.thelaboratorycharterschool.com

Report Type: K8 School (K-8)
Peer Group: 5
Enrollment: 637
Admissions Category: Citywide
Turnaround Model: N/A

Performance Tiers

■ **INTERVENE (0-24%)** ■ **WATCH (25-49%)** ■ **REINFORCE (50-74%)** ■ **MODEL (75-100%)**

2013-2014 2014-2015 2015-2016 CITY RANK PEER RANK

OVERALL:

A school's overall score represents its combined performance on the Achievement, Progress, Climate, and College & Career (for high schools only) domains.



*Insufficient Data

Achievement:

The Achievement domain measures performance on standardized assessments, including PSSA, Keystone Exams, ACCESS for ELLs, and reading assessments.



*Insufficient Data

Progress:

The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).



*Insufficient Data

Climate: 75% Model

The Climate domain measures school climate and student and parent/guardian engagement.



31st
out of 140

7th
out of 22

Achievement

METRIC	METRIC SCORE	POINTS EARNED	TIER
% Reading at Grade Level - Grades K-2			*Not Applicable
PSSA: English Language Arts			
% Proficient or Advanced			*Data Not Available
% Advanced			*Data Not Available
PSSA: Mathematics			
% Proficient or Advanced			*Data Not Available
% Advanced			*Data Not Available
PSSA: Science			
% Proficient or Advanced			*Data Not Available
% Advanced			*Data Not Available
ACCESS for ELLs: % 4.5 or Above			*Data Not Available
Achievement Total:			*Insufficient Data

Progress

METRIC	METRIC SCORE	POINTS EARNED	TIER
PSSA Mathematics Average Growth Index (AGI)			*Data Not Available
PSSA English Language Arts Average Growth Index (AGI)			*Data Not Available
PSSA Science (Grade 4) Average Growth Index (AGI)			*Data Not Available
PSSA Science (Grade 8) Average Growth Index (AGI)			*Data Not Available
ACCESS for ELLs: % Growth in 60th Percentile or Above		SEE NOTE FOR SY 2015-2016	

Progress, On Equity

PSSA Mathematics: AGI for Lowest-Performing 20% of Students			*Data Not Available
PSSA English Language Arts: AGI for Lowest-Performing 20% of Students			*Data Not Available
Progress Total:			*Insufficient Data

*Starting in School Year 2015-2016, the ACCESS assessment was revised. Growth estimates were not available and so this metric is being suppressed for School Year 2015-2016.

Climate

METRIC	METRIC SCORE	POINTS EARNED	TIER
% of Students Attending 95% or More of Instructional Days	75% (669 students)	12.00 out of 12.0 (100%)	MODEL
% Attending 90% to 95% of Days	17% (669 students)	-	
% Attending 85% to 90% of Days	5% (669 students)	-	
% Attending 80% to 85% of Days	1% (669 students)	-	
% Attending Less than 80% of Days	2% (669 students)	-	
Annual Retention Rate	85% (637 students)	4.89 out of 10.0 (49%)	WATCH
% of Students with Zero In-School Suspensions	100% (669 students)	1.00 out of 1.0 (100%)	MODEL
% of Students with Zero Out-of-School Suspensions	99% (669 students)	3.88 out of 4.0 (97%)	MODEL
Student Survey: School Climate Rating (% most positive responses)	63%	0.63 out of 1.0 (63%)	REINFORCE
Parent Survey: School Climate Rating (% most positive responses)	0%	0.00 out of 1.0 (0%)	INTERVENE
Parent/Guardian Survey: Participation Rate	3%	0.00 out of 1.0 (0%)	INTERVENE
Climate Total:	75%	22.39 out of 30.0	MODEL

Educator Effectiveness

Teacher effectiveness measures are being described in the School Progress Report, but not included in the SPR rating, to share data we are gathering to monitor and support teacher practice. This information is also used to develop responsive and customized professional learning for teachers to ensure that all students have access to great teachers. Here are some important details to contextualize the teacher effectiveness data reported in the SPR.

- Teachers in a formal observation year who fail to receive a required observation receive a default observation score of 2 (Proficient) for any missing observation data, which may inflate the overall scores.

- Until district-wide inter-rater reliability norming is held for all principals, observation scores may vary significantly across schools and observers. As a result, comparisons of scores between schools may not be meaningful.

- The district's observation tool evaluates 10 components of the Danielson Framework for Teaching. Therefore, comparing SDPs observation scores to scores evaluated against all 22 components of the Danielson Framework may not be meaningful.

EDUCATOR EFFECTIVENESS INDICATORS

Percentage of Teachers Receiving an Effectiveness Rating of Distinguished	*Data Not Available
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Percentage of Teachers Receiving an Observation Score of Distinguished in Instruction	*Data Not Available
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Percentage of Teachers Attending 95% or More of Days	*Data Not Available
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Student Survey: Student Perception of Quality of Teacher Practice (% most positive responses)	57%
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