

School Report Card

2004–05

Commonwealth of Pennsylvania

School **CENTRE LEARNING COMM CS**
District **CENTRE LEARNING COMM CS**

This School's Report Card

School report cards are an important source of information about school performance and accountability. They allow schools to compare data in a consistent way and highlight opportunities for improvement.

This report card will show not only the achievement of students overall, but also the progress that disaggregated groups are making in closing achievement gaps. School report card data help Pennsylvania school districts and the Pennsylvania Department of Education focus on specific groups of students who are currently not meeting academic standards.

The report card is designed to ensure that the public is fully informed about school performance, and to promote broader participation and better decision-making by providing a shared source of performance data. This federal initiative is based on the idea that a well-informed public plays an important part in school improvement.

Note about using Report Card Data

Report cards should be used to share information. Adequate Yearly Progress (AYP) is not measured by the strength of this report card. The data on this report card may not match AYP data published for the school.

For more information:

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Bureau of Assessment and Accountability
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Inside this report

1 Get **Attendance** data

Attendance rates are displayed for the most recent school year available.

2 See **Teacher Qualifications**

This section includes both numbers and percentages of teachers in the school who are highly qualified or hold emergency certification.

3 Review the **Accountability Report**

This section shows the school's performance compared with the goals set by No Child Left Behind. Student results from the Pennsylvania System of School Assessment (PSSA) are listed by disaggregated group and by Performance Level.

4 Review the **Assessment Report**

Here you can compare two years of PSSA academic performance and participation data for the school. These results are displayed by grade, subject, and disaggregated group.

School **CENTRE LEARNING COMM CS** District **CENTRE LEARNING COMM CS**

Pennsylvania's accountability system includes school assessment based on attendance rates. Attendance rates measure the number of days that a student was both enrolled and present in the school. Research shows that a strong relationship exists between regular attendance and academic performance.

Did this school's students meet or exceed the state attendance target of 90%?

Student Group ¹		School	District	State
All Students	✓	95%	95%	94%
Gender				
Male	✓	96%	96%	95%
Female	✓	94%	94%	95%
Ethnicity				
White	✓	95%	95%	95%
Black	—	—	—	92%
Latino/Hispanic	—	—	—	93%
Asian	—	—	—	96%
Native American	—	—	—	94%
Multiracial ²				
Other Groups				
IEP	✓	96%	96%	94%
Limited English Proficient	—	—	—	94%
Migrant	—	—	—	94%
Economically Disadvantaged	✓	94%	94%	93%

NOTE:

— Indicates fewer than 10 students in a group. To provide meaningful results and to protect the privacy of individual students, data are printed only when the total number of students in a group is at least 10.

¹ There can be overlap among the groups since a student may belong to more than one of these groups.

² Data for the Multiracial group are unavailable because the information was not collected for 2004–05.

Professional Qualifications of Teachers

No Child Left Behind requires that all public school teachers in core academic subjects be Highly Qualified. Teachers are generally required to be fully certified and to demonstrate their knowledge.

In Pennsylvania, a Highly Qualified teacher is one who: (1) holds full certification, (2) has at least a bachelor's degree, (3) has completed a content area major, (4) has passed a content area test, and (5) has completed teacher education coursework.

	Number	Percentage
Highly Qualified Teachers ¹	7	100%
Teachers with Emergency Certification ²	N/A	N/A

Pennsylvania currently reports that 96.99% of its teachers are Highly Qualified, which puts the state well on the way to meeting federal standards. Under No Child Left Behind, every elementary classroom teacher and secondary teacher of core subjects must be Highly Qualified by the end of the 2005–06 school year.

NOTES:

¹ Includes classroom teachers only.

² Includes all professionals, not just classroom teachers.

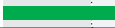

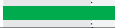



Percentages are unavailable at the school level because the information was not collected for 2004-2005.

School **CENTRE LEARNING COMM CS** District **CENTRE LEARNING COMM CS**

The purpose of this section of the report card is to show how students performed compared with the goals of No Child Left Behind. All tables on this report include students who were enrolled in this school for a full academic year. These numbers may not match the results in the Assessment section of the Report Card.

This School's Overall Results in Mathematics

This data table captures performance and participation results of students overall and by disaggregated group who took the PSSA in Grades 5 and 8.

Student Group ¹	Students Assessed		Percentage of students Proficient and above:		Percentage of students in each Performance Level:			
	#	%		State Target: 45%	Below Basic	Basic	Proficient	Advanced
All Students	47	98%	57%		21%	21%	28%	30%
Gender								
Male	25	100%	56%		24%	20%	20%	36%
Female	22	96%	59%		18%	23%	36%	23%
Ethnicity								
White	41	100%	54%		24%	22%	27%	27%
Black	—	—	—		—	—	—	—
Latino/Hispanic	—	—	—		—	—	—	—
Asian	—	—	—		—	—	—	—
Native American	—	—	—		—	—	—	—
Multiracial	—	—	—		—	—	—	—
Other Groups								
IEP	10	100%	10%		70%	20%	10%	0%
Limited English Proficient	—	—	—		—	—	—	—
Migrant	—	—	—		—	—	—	—
Economically Disadvantaged	11	100%	36%		45%	18%	27%	9%

NOTE:

Percentages may not total 100 due to rounding.

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¹ There can be overlap among the groups since a student may belong to more than one of these groups.

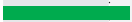
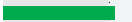
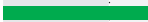
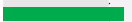


Accountability

School **CENTRE LEARNING COMM CS** District **CENTRE LEARNING COMM CS**

The purpose of this section of the report card is to show how students performed compared with the goals of No Child Left Behind. All tables on this report include students who were enrolled in this school for a full academic year. These numbers may not match the results in the Assessment section of the Report Card.

This School's Overall Results in Reading

This data table captures performance and participation results of students overall and by disaggregated group who took the PSSA in Grades 5 and 8.

Student Group ¹	Students Assessed		Percentage of students Proficient and above:	Percentage of students in each Performance Level:			
	#	%	State Target: 54%	Below Basic	Basic	Proficient	Advanced
All Students	47	98%	64% 	26%	11%	43%	21%
Gender							
Male	25	100%	56% 	28%	16%	36%	20%
Female	22	96%	73% 	23%	5%	50%	23%
Ethnicity							
White	41	100%	61% 	29%	10%	39%	22%
Black	—	—	—	—	—	—	—
Latino/Hispanic	—	—	—	—	—	—	—
Asian	—	—	—	—	—	—	—
Native American	—	—	—	—	—	—	—
Multiracial	—	—	—	—	—	—	—
Other Groups							
IEP	10	100%	0% 	70%	30%	0%	0%
Limited English Proficient	—	—	—	—	—	—	—
Migrant	—	—	—	—	—	—	—
Economically Disadvantaged	11	100%	36% 	36%	27%	36%	0%

NOTE:

Percentages may not total 100 due to rounding.





— Indicates fewer than 10 students in a group. To provide meaningful results and to protect the privacy of individual students, data are printed only when the total number of students in a group is at least 10.

¹ There can be overlap among the groups since a student may belong to more than one of these groups.

School **CENTRE LEARNING COMM CS** District **CENTRE LEARNING COMM CS**

The purpose of this section of the report card is to compare how students have performed on the PSSA over the past two years. This data table captures this school's overall performance results and participation rates by disaggregated group and compares it to this school's results in the previous year. The table reflects all students taking the PSSA in Grades 5, 8, or 11 who were in this school for any part of the academic year.

This School's Results in Grade 5 Mathematics

Student Group ¹	Academic Year	Participation Rate	Percentage of students tested who scored in each Performance Level				Percentage of students tested who scored Proficient and above			
			Below Basic	Basic	Proficient	Advanced	2004-05	2003-04	This School	District
All Students	2004-05	100%	7%	33%	33%	27%	60%		0%	68%
	2003-04	93%	54%	0%	39%	8%	46%		0%	61%
Gender										
Male	2004-05	—	—	—	—	—	—	—	—	—
	2003-04	—	—	—	—	—	—	—	—	—
Female	2004-05	—	—	—	—	—	—	—	—	—
	2003-04	—	—	—	—	—	—	—	—	—
Ethnicity										
White	2004-05	100%	8%	38%	38%	15%	54%		0%	76%
	2003-04	92%	50%	0%	42%	8%	50%		0%	70%
Black	2004-05	—	—	—	—	—	—	—	—	—
	2003-04	—	—	—	—	—	—	—	—	—
Latino/Hispanic	2004-05	—	—	—	—	—	—	—	—	—
	2003-04	—	—	—	—	—	—	—	—	—
Asian	2004-05	—	—	—	—	—	—	—	—	—
	2003-04	—	—	—	—	—	—	—	—	—
Native American	2004-05	—	—	—	—	—	—	—	—	—
	2003-04	—	—	—	—	—	—	—	—	—
Multiracial	2004-05	—	—	—	—	—	—	—	—	—
	2003-04	—	—	—	—	—	—	—	—	—
Other Groups										
IEP	2004-05	—	—	—	—	—	—	—	—	—
	2003-04	—	—	—	—	—	—	—	—	—
Limited English Proficient	2004-05	—	—	—	—	—	—	—	—	—
	2003-04	—	—	—	—	—	—	—	—	—
Migrant	2004-05	—	—	—	—	—	—	—	—	—
	2003-04	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	2004-05	—	—	—	—	—	—	—	—	—
	2003-04	—	—	—	—	—	—	—	—	—

NOTE:

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This table reflects all students enrolled for any portion of the academic year, meaning that these numbers may not match the results reported for Accountability purposes.


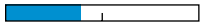

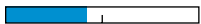
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Assessment

School **CENTRE LEARNING COMM CS** District **CENTRE LEARNING COMM CS**

This School's Results in Grade 5 Reading

Student Group ¹	Academic Year	Participation Rate	Percentage of students tested who scored in each Performance Level				Percentage of students tested who scored Proficient and above		District	State
			Below Basic	Basic	Proficient	Advanced	This School	2003-04		
All Students¹	2004-05	100%	13%	7%	67%	13%	80% 	0%	64%	
	2003-04	93%	31%	31%	31%	8%	39% 	0%	63%	
Gender										
Male	2004-05	—	—	—	—	—	—	—	—	
	2003-04	—	—	—	—	—	—	—	—	
Female	2004-05	—	—	—	—	—	—	—	—	
	2003-04	—	—	—	—	—	—	—	—	
Ethnicity										
White	2004-05	100%	15%	8%	62%	15%	77% 	0%	72%	
	2003-04	92%	33%	25%	33%	8%	42% 	0%	71%	
Black	2004-05	—	—	—	—	—	—	—	—	
	2003-04	—	—	—	—	—	—	—	—	
Latino/Hispanic	2004-05	—	—	—	—	—	—	—	—	
	2003-04	—	—	—	—	—	—	—	—	
Asian	2004-05	—	—	—	—	—	—	—	—	
	2003-04	—	—	—	—	—	—	—	—	
Native American	2004-05	—	—	—	—	—	—	—	—	
	2003-04	—	—	—	—	—	—	—	—	
Multiracial	2004-05	—	—	—	—	—	—	—	—	
	2003-04	—	—	—	—	—	—	—	—	
Other Groups										
IEP	2004-05	—	—	—	—	—	—	—	—	
	2003-04	—	—	—	—	—	—	—	—	
Limited English Proficient	2004-05	—	—	—	—	—	—	—	—	
	2003-04	—	—	—	—	—	—	—	—	
Migrant	2004-05	—	—	—	—	—	—	—	—	
	2003-04	—	—	—	—	—	—	—	—	
Economically Disadvantaged	2004-05	—	—	—	—	—	—	—	—	
	2003-04	—	—	—	—	—	—	—	—	

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Assessment

School **CENTRE LEARNING COMM CS** District **CENTRE LEARNING COMM CS**

This School's Results in Grade 8 Mathematics

Student Group ¹	Academic Year	Participation Rate	Percentage of students tested who scored in each Performance Level				Percentage of students tested who scored Proficient and above			
			Below Basic	Basic	Proficient	Advanced	This School	District	State	
All Students¹	2004-05	97%	28%	16%	25%	31%	56%		0%	62%
	2003-04	100%	7%	23%	40%	30%	70%		0%	58%
Gender										
Male	2004-05	100%	29%	12%	24%	35%	59%		0%	63%
	2003-04	100%	5%	32%	41%	23%	64%		0%	58%
Female	2004-05	94%	27%	20%	27%	27%	53%		0%	62%
	2003-04	—	—	—	—	—	—	—	—	—
Ethnicity										
White	2004-05	100%	32%	14%	21%	32%	54%		0%	70%
	2003-04	100%	8%	21%	42%	29%	71%		0%	65%
Black	2004-05	—	—	—	—	—	—	—	—	—
	2003-04	—	—	—	—	—	—	—	—	—
Latino/Hispanic	2004-05	—	—	—	—	—	—	—	—	—
	2003-04	—	—	—	—	—	—	—	—	—
Asian	2004-05	—	—	—	—	—	—	—	—	—
	2003-04	—	—	—	—	—	—	—	—	—
Native American	2004-05	—	—	—	—	—	—	—	—	—
	2003-04	—	—	—	—	—	—	—	—	—
Multiracial	2004-05	—	—	—	—	—	—	—	—	—
	2003-04	—	—	—	—	—	—	—	—	—
Other Groups										
IEP	2004-05	—	—	—	—	—	—	—	—	—
	2003-04	—	—	—	—	—	—	—	—	—
Limited English Proficient	2004-05	—	—	—	—	—	—	—	—	—
	2003-04	—	—	—	—	—	—	—	—	—
Migrant	2004-05	—	—	—	—	—	—	—	—	—
	2003-04	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	2004-05	—	—	—	—	—	—	—	—	—
	2003-04	—	—	—	—	—	—	—	—	—

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Assessment

School **CENTRE LEARNING COMM CS** District **CENTRE LEARNING COMM CS**

This School's Results in Grade 8 Reading

Student Group ¹	Academic Year	Participation Rate	Percentage of students tested who scored in each Performance Level				Percentage of students tested who scored Proficient and above			
			Below Basic	Basic	Proficient	Advanced	This School	District	State	
All Students¹	2004-05	97%	31%	13%	31%	25%	56%		0%	64%
	2003-04	100%	17%	13%	37%	33%	70%		0%	69%
Gender										
Male	2004-05	100%	35%	18%	24%	24%	47%		0%	58%
	2003-04	100%	18%	18%	50%	14%	64%		0%	64%
Female	2004-05	94%	27%	7%	40%	27%	67%		0%	69%
	2003-04	—	—	—	—	—	—	—	—	—
Ethnicity										
White	2004-05	100%	36%	11%	29%	25%	54%		0%	71%
	2003-04	100%	17%	13%	33%	38%	71%		0%	76%
Black	2004-05	—	—	—	—	—	—	—	—	—
	2003-04	—	—	—	—	—	—	—	—	—
Latino/Hispanic	2004-05	—	—	—	—	—	—	—	—	—
	2003-04	—	—	—	—	—	—	—	—	—
Asian	2004-05	—	—	—	—	—	—	—	—	—
	2003-04	—	—	—	—	—	—	—	—	—
Native American	2004-05	—	—	—	—	—	—	—	—	—
	2003-04	—	—	—	—	—	—	—	—	—
Multiracial	2004-05	—	—	—	—	—	—	—	—	—
	2003-04	—	—	—	—	—	—	—	—	—
Other Groups										
IEP	2004-05	—	—	—	—	—	—	—	—	—
	2003-04	—	—	—	—	—	—	—	—	—
Limited English Proficient	2004-05	—	—	—	—	—	—	—	—	—
	2003-04	—	—	—	—	—	—	—	—	—
Migrant	2004-05	—	—	—	—	—	—	—	—	—
	2003-04	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	2004-05	—	—	—	—	—	—	—	—	—
	2003-04	—	—	—	—	—	—	—	—	—

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