

# A Study of SAT Scores of Students in Schools Using the Sadlier-Oxford *Vocabulary Workshop* Program

Conducted by:  
**Beck Evaluation & Testing Associates, Inc.**  
Pleasantville, New York

“Use of Sadlier-Oxford’s **Vocabulary Workshop** series provides a positive impact on the assessed reading and related verbal achievement levels of high-school students across a range of educational settings.”



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## Project Overview

This study was conducted for William H. Sadlier, Inc., the publisher of *Vocabulary Workshop*, by an independent research organization, Beck Evaluation & Testing Associates, Inc. (BETA). The data were collected during the fall of the 2003-2004 school year. Schools were identified by the publisher as being current users of the *Vocabulary Workshop* program. The publisher made no direct contact with these schools regarding the research activities. Administrators in each school were asked a series of screening questions concerning their use of the *Vocabulary Workshop* program, availability of SAT test data, and various aspects of program use and the school structure.

The SAT tests were selected for this study for two reasons. First, these tests represent the most widely used such standardized measures taken by a broad range of high-school students nationally. While many high schools administer commercial

achievement tests of some type and most states administer locally developed such instruments, there is no uniformity in the content or score scales of such assessments across states. This would make it impossible to combine such data across sites. In addition, the SAT tests assess educational outcomes highly valued by schools as these instruments are used as a primary element determining a student's admission to an institution of higher education. Thus, the SAT is both widely used and a highly valued instrument for assessing the achievement of high-school students. In most of the following data summaries, the verbal component of the tests was analyzed as this is the test section that would be expected to be most impacted by the *Vocabulary Workshop* program.

The project began with a list of 100 high-school users of the *Vocabulary Workshop* program. The list, provided by the publisher, included both long-term

users and schools that had recently adopted the series. All of these schools were contacted by telephone and/or e-mail. Of these schools, a total of 18 schools indicated a willingness and ability to assist with the research project. The most typical reasons that contacted schools were not able to participate were an unwillingness of district administrators to share such data outside the district or the availability only of ACT test data for the target population. The ACT is a competing instrument to the SAT, more popularly used in the midwestern states. While these data could also have been used for the study, larger numbers of schools had SAT data available, so the decision was made to focus on SAT schools. Sixteen schools in 9 states across the country—California, Georgia, Kansas, Maryland, Ohio, Pennsylvania, South Carolina, Virginia, and Washington—representing over 9,000 sets of test scores, shared relevant information with the researchers. (The other two sets of data were from schools that had just adopted the program and had no appropriate comparison data.)

Describing the sample of schools further, they consisted of 13 public and 3 non-public schools; four were located in the east, seven in the southeast, three in the midwest, and two in the west. Nine of the schools had used the *Vocabulary Workshop* program for ten or more years; the other seven schools were users with one to three years of experience with the program. No claim is made that the schools providing SAT data for this study are

representative of all U.S. high schools or of those schools that use the *Vocabulary Workshop* program.

The following tables summarize the results obtained from the participating schools. Summary data provided with each data set include mean (average) test scores, the standard deviation (SD) or variability of these scores and, where available, median (middle-most) test scores.

Readers are encouraged to study the following results and draw their own conclusions based on an analysis of the factors they consider most pertinent. It is important to stress that this project involved collecting and analyzing *already available* data from schools that currently use the *Vocabulary Workshop* program. The data are not based on instituting a controlled research activity. As such, the following summaries essentially represent 16 “mini-studies,” each with unique student population characteristics, tests administered, research “design,” and analyses. In most cases, the “comparison” of most relevance in determining the impact of the *Vocabulary Workshop* program on student achievement is that between the Verbal portion of the tests with the corresponding Mathematics section. That is, if the program has an incremental impact on student achievement, one would predict that impact to be most evident in the *verbal* section of the test, that in which improved vocabulary knowledge and skill would be most helpful. In addition, several schools were able to provide data sets over multiple years, including

years both prior and subsequent to the implementation of the *Vocabulary Workshop* program; these data are even more directly pertinent to determining program impact.

Given the above caveats, taken holistically, the following data provide encouraging support for the effectiveness of the *Vocabulary Workshop* program as one component of the language-arts instructional program for secondary-level students. Users of Sadlier-Oxford's *Vocabulary Workshop* program typically outperformed the national norms for the SAT. More importantly, students in these schools generally showed SAT achievement levels either: (a) above those prior to instituting the program, (b) superior to that of comparable students who did not use these materials, or (c) higher in verbal area of the assessments than in mathematics portion. Each of these three possible outcomes is seen as providing a positive indicator of the success of the program in improving students' verbal skills.

A secondary analysis of the following data was conducted to supplement the school-by-school data. Scores for all schools providing 2002-2003 SAT data were combined across sites to assess an "overall" program effect. It is important to stress once again that these analyses do not result from a controlled study in which students were all tested at the same time following a specified "treatment." Students across the SAT sites were juniors or seniors who had used *Vocabulary Workshop* for a period of time ranging from one to several years.

Nevertheless, it seems appropriate to present such a set of combined data. Across the 16 schools, the following summary scores resulted:

SAT Verbal Mean = 525.1

SAT Mathematics Mean = 505.2

Note that the national average scores for the 2002-2003 school year were 507 in Verbal and 519 in Mathematics. Program users, on average, *exceeded* the national norm by 18 points while scoring almost 14 points below the national average in Mathematics. Given that these data are based on a broad range of schools and almost 3,000 students, the 20-point advantage of *Vocabulary Workshop* users in the Verbal area of this important college-admission examination is impressive.

Certainly not all of the following data sets evidence positive effects of the program on verbal skill development. However, taken as a whole, the data provide impressive indications of the success of the program in improving verbal skills of secondary students, especially in schools that have implemented the program in several grade levels over an extended time period. In conclusion, use of Sadlier-Oxford's *Vocabulary Workshop* series provides a positive impact on the assessed reading and related verbal achievement levels of high-school students across a range of educational settings.

## Summary of Study

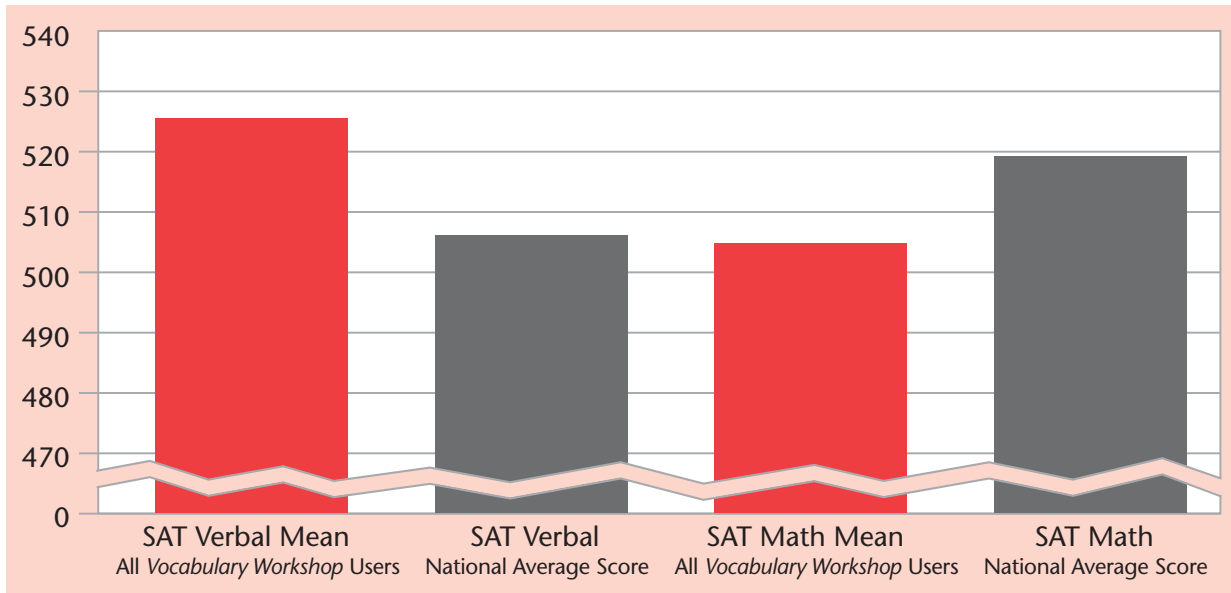
# Users of Sadlier-Oxford's *Vocabulary Workshop* program typically out-performed the national norms for the SAT.

Students in these schools generally showed SAT achievement levels either:

- above those prior to instituting the program,
- superior to that of comparable students who did not use these materials, or
- higher in verbal area of the assessments than in mathematics portion

### Scores for all 16 schools, almost 3,000 students

Comparison of *Vocabulary Workshop* Users vs. National Average Scores in SAT Verbal and Mathematics



**...taken as a whole, the data provide impressive indications of the success of the programs in improving verbal skills of secondary students...**

**STUDY 1**

**Type of School:** Public High School—Midwestern State

**Year of Test Data:** 2002-2003

**Data for Grade:** 11

**Sample Size:** 319

**Year Vocabulary Workshop Adopted:** 2002-2003; 1 Year in Use

**Grades Program Used:** 9-11

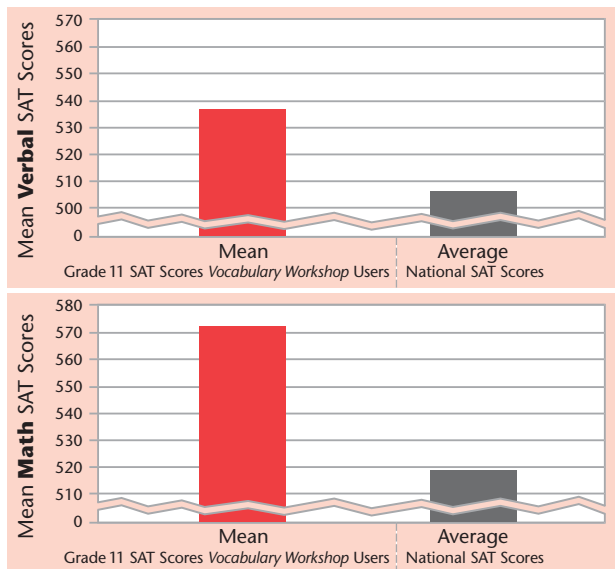
**Data & Commentary:**

- SAT—Juniors

<b>Verbal:</b>	Mean = 537.0	SD = 101.3	Median = 550
<b>Math:</b>	Mean = 572.3	SD = 107.3	Median = 560

- Note that Seniors in this school did not receive instruction using *Vocabulary Workshop*, as the program was implemented in Grades 9-11 during their Senior year.
- Average SAT scores in both areas were somewhat above national average scores of 507 (Verbal) and 519 (Mathematics).

**Chart 1** Public High School, Midwestern State, Verbal and Math SAT Comparison, Grade 11, Sample Size: 319



**STUDY 2**

**Type of School:** Public High School—Eastern State

**Year of Test Data:** 2002-2003

**Data for Grade:** 11 and 12

**Sample Size:** 1,533

**Test Score Metric:** Verbal and Math Scores

**Year Vocabulary Workshop Adopted:** 2001-2002 (9th Grade), 2002-2003 (9th and 10th Grade); 2 Years in Use

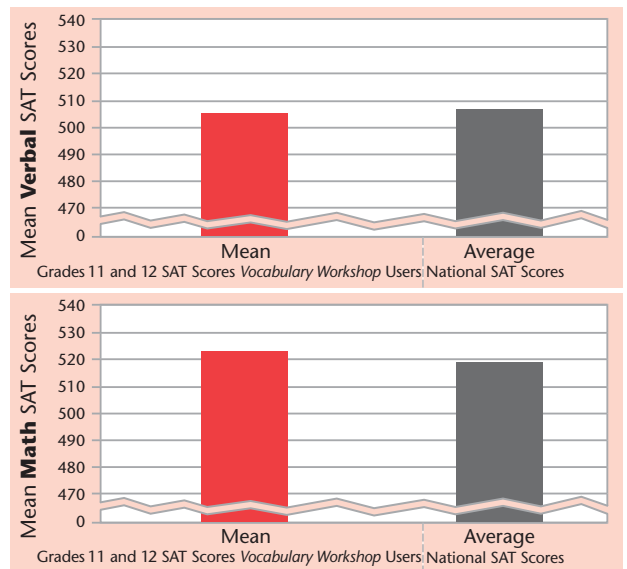
**Grades Program Used:** 9-10

**Data & Commentary:**

<b>Verbal:</b>	Mean = 505.3	SD = 80.9
<b>Math:</b>	Mean = 522.0	SD = 78.2

- This school scored at the national average on the Verbal portion of the SAT and slightly higher than average on the Math portion.
- This school instituted the Sadlier-Oxford *Vocabulary Workshop* program in 2001 in the 9th grade, 2002 in the 10th grade, etc. Sadlier program use is not reflected in these 11th and 12th grade scores for 2002-2003.

**Chart 2** Public High School, Eastern State, Verbal & Math SAT Comparison, Grades 11 & 12, Sample Size: 1,533



**STUDY 3**

**Type of School:** Public High School—  
Western State

**Data for Grade:** 12

**Test Score Metric:** Verbal and Math

**Year Vocabulary Workshop Adopted:** 2001-2002;  
2 Years in Use

**Year of Test Data:** 2000-2001 through  
2002-2003

**Sample Size:** 425 (total across three years)

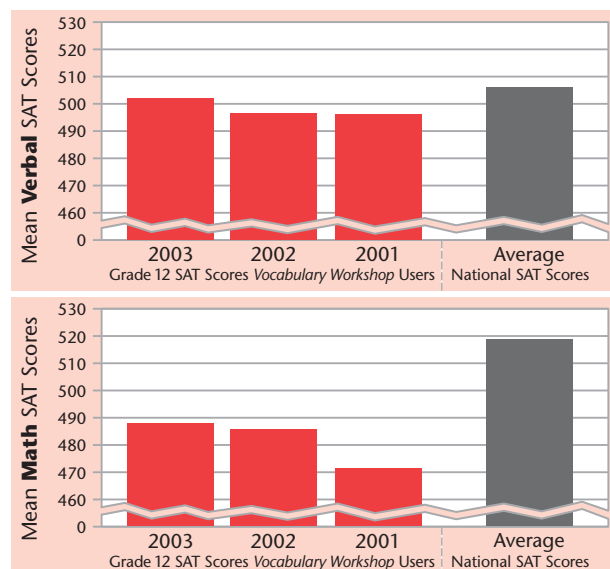
**Grades Program Used:** 11, 12

**Data & Commentary:**

Year of Testing	Mean SAT Scores		SD		Sample Size
	Verbal	Math	Verbal	Math	
2003	502	488	99	113	146
2002	497	486	97	100	136
2001	497	471	93	101	143

- 2003 Mean Verbal and Math scores are slightly below the national averages of 507 and 519 respectively. However, *relative* performance was significantly higher in the Verbal area than in Mathematics. That is, this school's average student scored approximately 5 points below the national average in Verbal and approximately 30 points below-average in Mathematics; the differences between Verbal and Mathematics are even larger when the median scores are compared (i.e., 2003 median scores were 490 Verbal vs. 460 Mathematics).
- The results demonstrate some relative superiority of these students in the Verbal area to that in Mathematics, providing some indication of a relatively stronger language-arts curriculum program.
- Slight improvements in mean scores in both areas are seen in the 2003 results, reflecting the performance of students who have received instruction using the program for two years. The gain in mean Verbal (5 points) slightly exceeds that in Mathematics (2 points), though those differences are not statistically significant.

**Chart 3** Public High School, Western State, Verbal & Math SAT Comparison, Grades 12, Sample Size: 425



**STUDY 4**

**Type of School:** Non-Public High School—Western State  
**Year of Test Data:** 2002-2003  
**Data for Grade:** 12  
**Sample Size:** 205  
**Year Vocabulary Workshop Adopted:** 2001-2002;  
 2 Years in Use  
**Grades Program Used:** 9-12  
**Data & Commentary:**

<b>Verbal:</b>	Mean = 544.0	SD = 101.7
<b>Math:</b>	Mean = 526.4	SD = 102.2

- While *Vocabulary Workshop* has been in use for a only short time period, both Verbal and Math average SAT scores were well above the national averages of 507 (Verbal) and 519 (Math). Note that these students' relative performance was superior in the Verbal area (37 points above the national average) to that in Mathematics (only 7 points above the national mean score).

**STUDY 5**

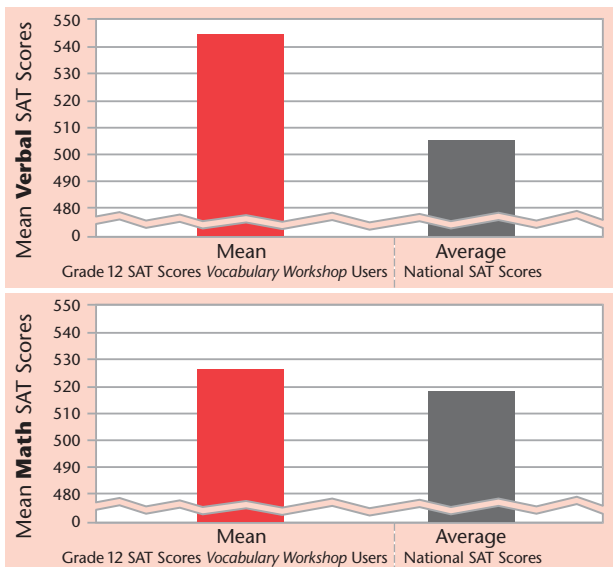
**Type of School:** Public Charter High School—Eastern State  
**Year of Test Data:** 2001-2002 and 2002-2003  
**Data for Grade:** 12  
**Sample Size:** 114 (total for the two years)  
**Year Vocabulary Workshop Adopted:** 2000-2001;  
 3 Years in Use  
**Grades Program Used:** 9-12  
**Data & Commentary:**

- SAT Score Summary:

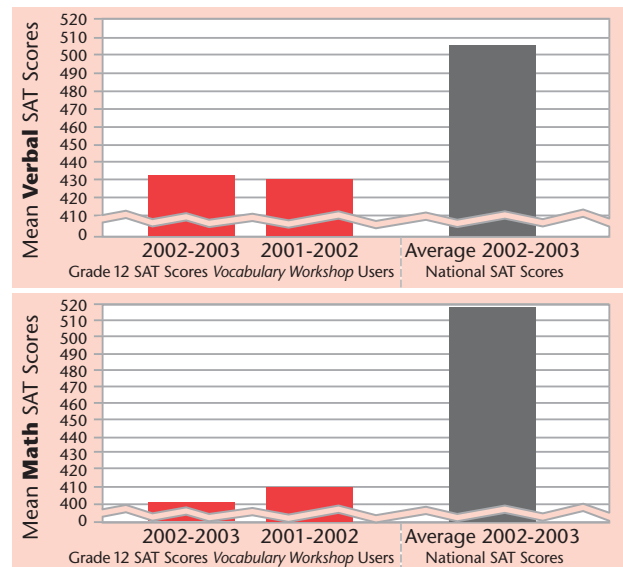
2002-2203	<b>Verbal Mean</b> = 431.9	SD = 89.1
	<b>Math Mean</b> = 400.7	SD = 96.6
2001-2002	<b>Verbal Mean</b> = 430	
	<b>Math Mean</b> = 410	

- Based upon small samples, these 12th graders in both school years scored well below the national average on the SAT. However, note that average student performance in Verbal is significantly higher than that in Mathematics. This was obtained despite the fact that average performance nationally in Mathematics was roughly 12 points higher than that in Verbal. Note also that while mean Verbal scores remained roughly equal over the past two years, the mean Mathematics score was 10 points lower for 2003 seniors. Given that SAT test-takers in this school have used *Vocabulary Workshop* for the past three years, this superior performance in Verbal skills may be at least in part attributable to the program.

**Chart 4** Non-Public High School, Western State, Verbal and Math SAT Comparison, Grade 12, Sample Size: 205



**Chart 5** Public Charter High School, Eastern State, Verbal & Math SAT Comparison, Grade 12 Sample Size: 114



**STUDY 6**

**Type of School:** Public High School—Eastern State

**Year of Test Data:** 2002, 2001

**Data for Grade:** 12

**Sample Size:** 595 total

**Year Vocabulary Workshop Adopted:** 1985 ;  
18 Years in Use

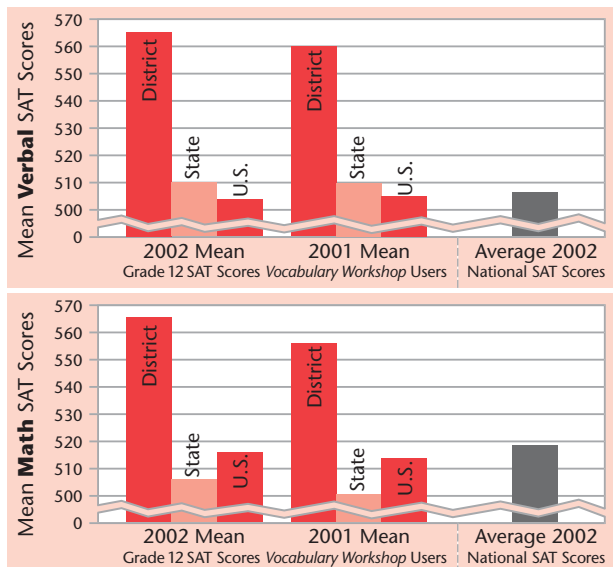
**Grades Program Used:** 9-12

**Data & Commentary:**

Year of Testing	Mean Verbal SAT Scores			Mean Math SAT Scores		
	Distr.	State	U.S.	Distr.	State	U.S.
2002	565	510	504	565	506	516
2001	560	510	506	556	501	514

- A long-term user of *Vocabulary Workshop*, this school's performance on both the verbal and math components of the SAT was far above the national averages in both years in both the Verbal and Mathematics scales. Mean performance also significantly exceeded the state averages in both content areas in both years.
- While performance in both areas was high, average scores were *relatively* higher in the Verbal area. Nationally, mean student scores are approximately 10 points higher in Mathematics than in Verbal. The fact that the relative strength of students in the Verbal area was maintained across two years of data strengthens the conclusion that college-bound students in this district are somewhat stronger in verbal skills than in quantitative skills relative to their national peers. These local-district data provide an indication of the effectiveness of the *Vocabulary Workshop* series as a component of the school's language-arts curriculum.

**Chart 6** Public High School, Eastern State, Verbal & Math SAT Comparison, Grade 12, Sample Size: 595



**STUDY 7**

**Type of School:** Public High School—Eastern State

**Year of Test Data:** 2002-2003

**Data for Grade:** 11

**Sample Size:** 906

**Year Vocabulary Workshop Adopted:** "Prior to 1983";  
20+ Years in Use

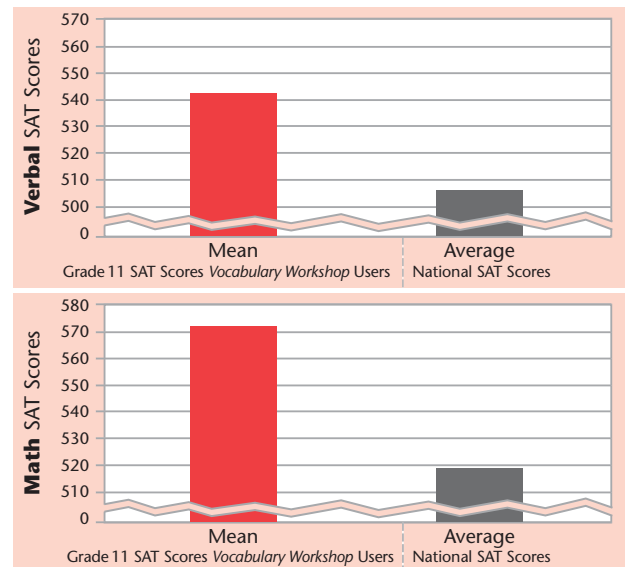
**Grades Program Used:** 7-12

**Data & Commentary:**

<b>Verbal:</b>	Mean = 542.0	SD = 94.6
<b>Math:</b>	Mean = 572.7	SD = 65.7

- The average student in this school scored well above the national average on both Verbal and Math portions of the SAT.

**Chart 7** Public High School, Eastern State, Verbal & Math SAT Comparison, Grade 11, Sample Size: 906



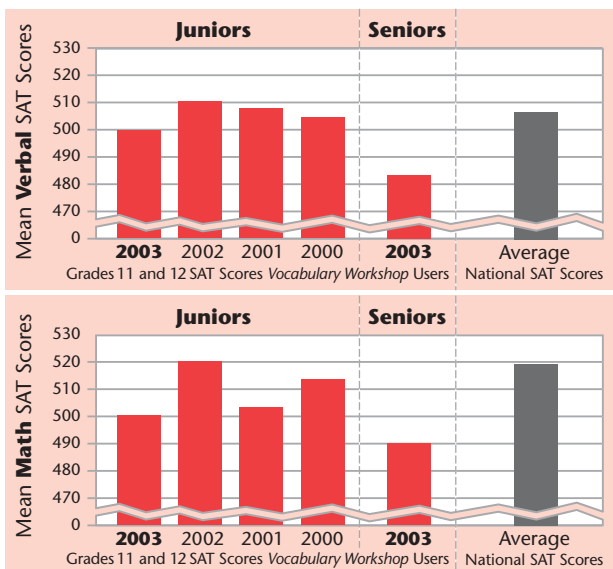
**STUDY 8**

**Type of School:** Public High School—Eastern State  
**Year of Test Data:** 2000, 2001, 2002, 2003  
**Data for Grade:** 11, 12  
**Sample Size:** 533 Juniors; 221 Seniors (2003 data only)  
**Year Vocabulary Workshop Adopted:** “Prior to 2000”;  
 3+ Years in Use  
**Grades Program Used:** 9, 10  
**Data & Commentary:**

	Year of Testing	Mean SAT Scores Verbal	Mean SAT Scores Math	Sample Size
<b>Juniors:</b>	2003	500.7	500.9	142
	2002	510.2	521.8	130
	2001	508.3	503.1	126
	2000	504.5	513.6	135
<b>Seniors:</b>	2003	484.9	490.8	221

- 2003 Juniors scored somewhat below the national average (Verbal = 507, Math = 519) on both the Verbal and Math portions of the SAT. Seniors scored somewhat lower.
- Across the four years of data, mean Verbal SAT scores have remained generally constant, varying within only a few points year to year. Mathematics mean scores, however, are slightly more than 10 points lower in 2003 than they were four years earlier. While these differences are small and statistically non-significant, *relative* performance of students in this school is somewhat higher in Verbal than in Mathematics in most years, given that national performance is somewhat higher in Mathematics than in the Verbal scale.

**Chart 8** Public High School, Eastern State, Verbal & Math SAT Comparison, Grades 11 & 12, Sample Size: 754



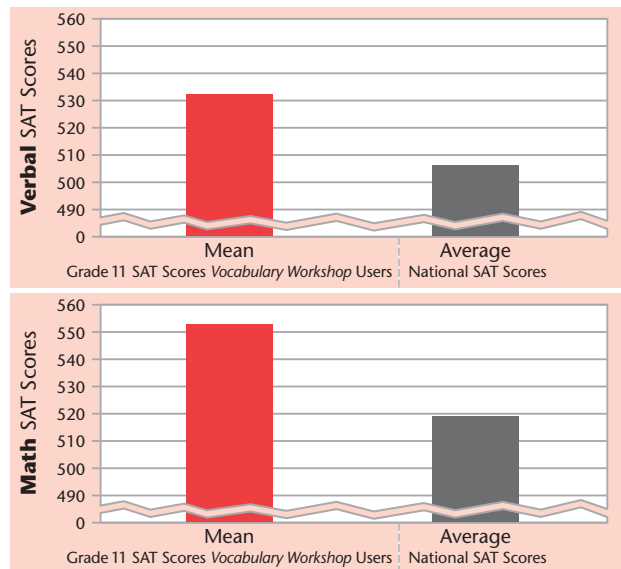
**STUDY 9**

**Type of School:** Public High School—Midwestern State  
**Year of Test Data:** 2002-2003  
**Data for Grade:** 11  
**Sample Size:** 117  
**Year Vocabulary Workshop Adopted:** “Prior to 1993”;  
 10+ Years in Use  
**Grades Program Used:** 9-12  
**Data & Commentary:**

<b>Verbal:</b>	Mean = 532.4	SD = 92.8
<b>Math:</b>	Mean = 552.9	SD = 94.9

- These 11th grade students have used the Sadlier-Oxford *Vocabulary Workshop* curriculum for three years.
- This may explain, in part, their above-average performance on both the Verbal and Math portions of the SAT. In 2003, this district’s average Verbal SAT score exceeded the national average by 25 points; in Mathematics, by 33 points.

**Chart 9** Public High School, Midwestern State, Verbal & Math SAT Comparison, Grade 11, Sample Size: 117



**STUDY 10**

**Type of School:** Public High School—Eastern State

**Year of Test Data:** 2002-2003

**Data for Grade:** 11, 12

**Sample Size:** 1,234

**Year Vocabulary Workshop Adopted:** 1991;  
12 Years in Use

**Grades Program Used:** 9-12

**Data & Commentary:**

Verbal:	Mean = 496.0	SD = 88.0
Math:	Mean = 482.0	SD = 100.0

- As a group, SAT test-takers were slightly below the national average.
- Note that student performance in Verbal exceeded that of Mathematics. This provides some indication of the effectiveness of the *Vocabulary Workshop* program. The same students performed relatively better on standardized tests of verbal skills than they did on the mathematics portions of the same exams.

**STUDY 11**

**Type of School:** Non-Public High School—Eastern State

**Year of Test Data:** 2002-2003

**Data for Grade:** 12

**Sample Size:** 540

**Year Vocabulary Workshop Adopted:** “Prior to 1991”;  
12+ Years in Use

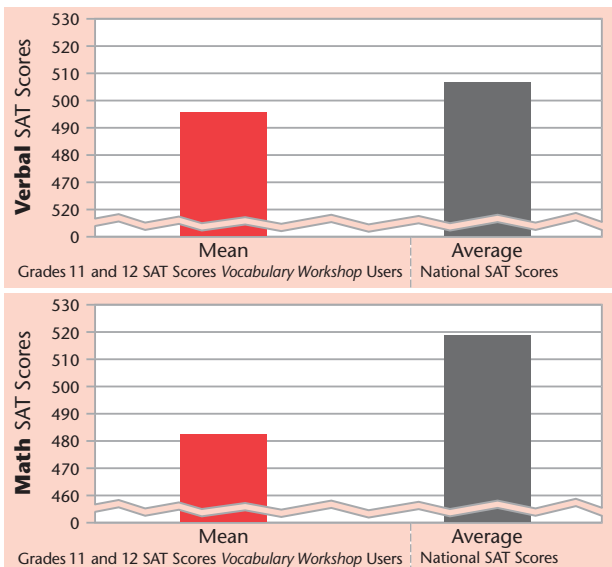
**Grades Program Used:** 9-12

**Data & Commentary:**

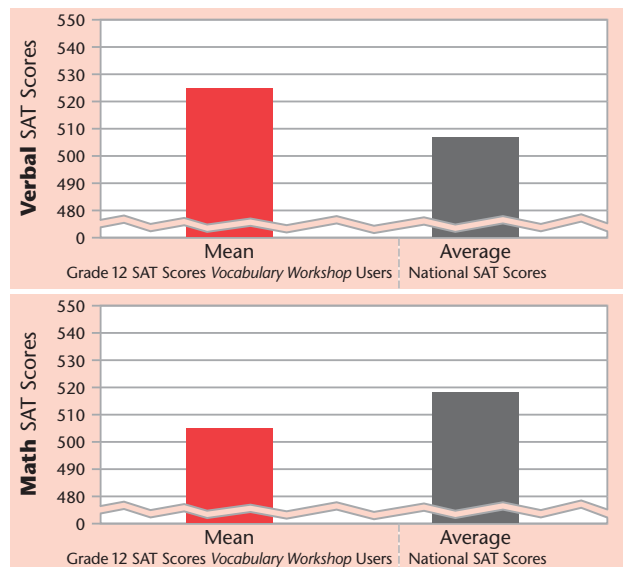
Verbal:	Mean = 525.2	SD = 83.1
Math:	Mean = 505.9	SD = 80.6

- These students have been Sadlier-Oxford *Vocabulary Workshop* users throughout their entire high-school years. Their verbal scores are well above the national average (507) for reading. However, they lag behind the national average (519) in math. Thus, these students score nearly 20 SAT points *above* national average on the Verbal scale and approximately 15 points *below* the national average in Mathematics. These data provide impressive indications of the effectiveness of the school’s English language arts program – a program that has long included *Vocabulary Workshop*.

**Chart 10** Public High School, Eastern State, Verbal & Math SAT Comparison, Grades 11 & 12, Sample Size: 1,234



**Chart 11** Non-Public High School, Eastern State, Verbal & Math SAT Comparison, Grade 12, Sample Size: 540



## STUDY 12

**Type of School:** Public High School—Eastern State

**Year of Test Data:** 2002-2003

**Data for Grade:** 11

**Sample Size:** 529

**Year Vocabulary Workshop Adopted:** 1989;  
14 Years in Use

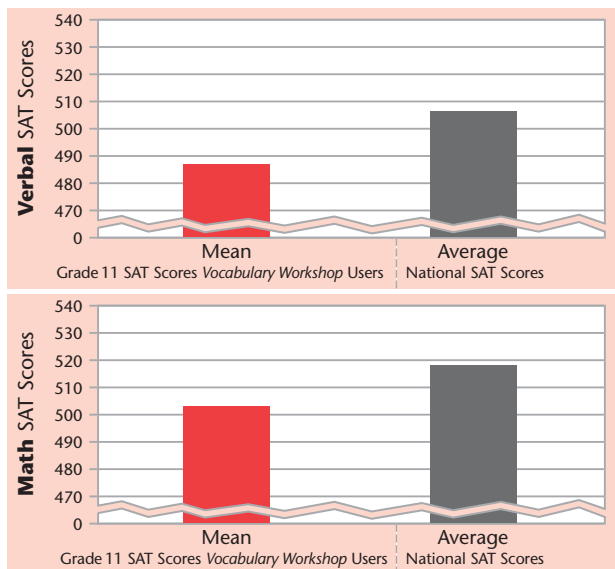
**Grades Program Used:** 9-12

**Data & Commentary:**

<b>Verbal:</b>	Mean = 487.42	SD = 112.11
<b>Math:</b>	Mean = 503.69	SD = 83.42

- Students scored, on average, somewhat below the national averages on both the Verbal and Mathematics portions of the SAT. No superiority in either content area, relative to national average scores, is apparent.

**Chart 12** Public High School, Eastern State, Verbal & Math SAT Comparison, Grade 11, Sample Size: 529



## STUDY 13

**Type of School:** Non-Public High School—Midwestern State

**Year of Test Data:** 2000-2002

**Data for Grade:** 12

**Sample Size:** 56 - 73

**Year Vocabulary Workshop Adopted:** 1988;  
15 Years in Use

**Grades Program Used:** 9-12

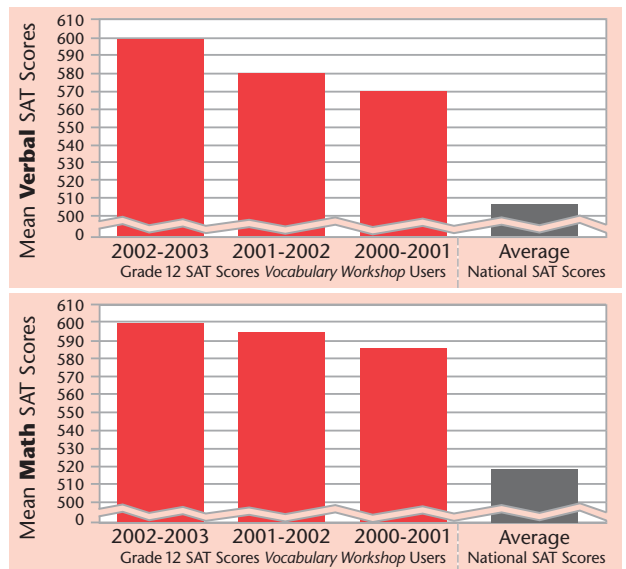
**Data & Commentary:**

- SAT Scores:

2002-2003 Mean:	<b>Verbal</b> = 599	<b>Math</b> = 599 (N = 73)
2001-2002 Mean:	<b>Verbal</b> = 580	<b>Math</b> = 594 (N = 56)
2000-2001 Mean:	<b>Verbal</b> = 570	<b>Math</b> = 587 (N = 62)

- Average student performance in this school is well above the national average and shows a clear increase across the three years for which data were available.
- The improvement is more dramatic for the SAT's Verbal and Mathematics scores. In 2003, this school's SAT-taking students outperformed the nation by 92 points in Verbal (almost an entire standard deviation) and by 80 points in Mathematics. While average performance of these students was high in both areas, both the average score and the improvement over the three years was most impressive in the Verbal area. This is a positive indicator of the effectiveness of the *Vocabulary Workshop* materials, which have been used throughout the high-school years for more than a decade.

**Chart 13** Non-Public High School, Midwestern State, Verbal & Math SAT Comparison, Grade 12, Sample Size: 56 – 73



**STUDY 14**

**Type of School:** Public High School—Eastern State

**Year of Test Data:** 2002-2003

**Data for Grade:** 12

**Sample Size:** 1,020

**Year Vocabulary Workshop Adopted:** 1988;  
15 Years in Use

**Grades Program Used:** 9-12

**Data & Commentary:**

<b>Verbal:</b>	Mean = 533.0	SD = 70.0
<b>Math:</b>	Mean = 540.0	SD = 65.0

- These students have used the *Vocabulary Workshop* series as part of their curriculum for all of their high-school years. Both Verbal and Mathematics average scores are above the national norm. Verbal average scores exceed the national average by 26 points; in Mathematics, the average student scored 21 points above the national mean score.

**STUDY 15**

**Type of School:** Public High School—Eastern State

**Year of Test Data:** 2002-2003

**Data for Grade:** 12

**Sample Size:** 562

**Year Vocabulary Workshop Adopted:** “Prior to 1987”;  
16+ Years in Use

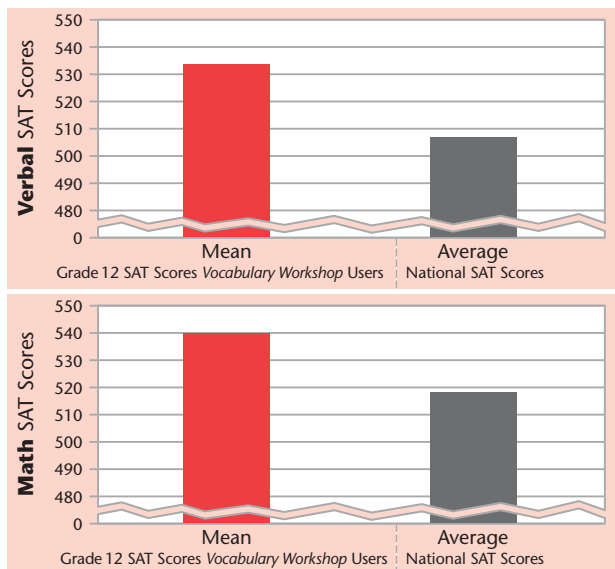
**Grades Program Used:** 9-12

**Data & Commentary:**

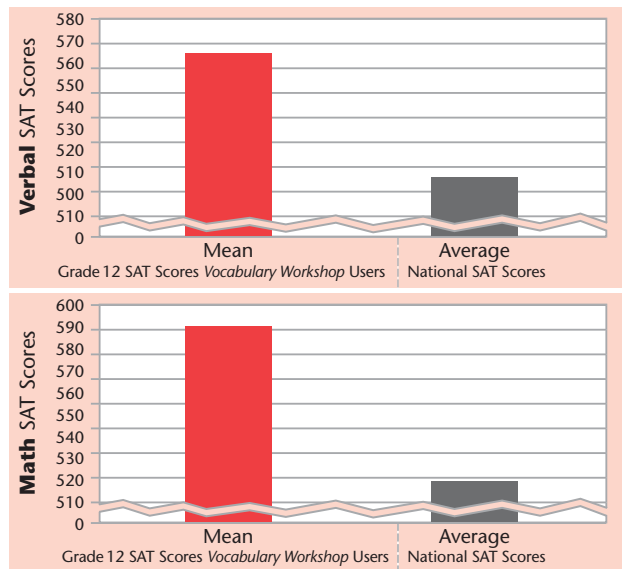
<b>Verbal:</b>	Mean = 567.8	SD = 99.7
<b>Math:</b>	Mean = 591.7	SD = 88.0

- The students in this school had average SAT scores that were significantly above-average in both the Verbal and Mathematics scales.
- This school’s 16+ years experience using the *Vocabulary Workshop* program is believed by school officials as having helped students score well above the national average.

**Chart 14** Public High School, Eastern State, Verbal & Math SAT Comparison, Grade 12, Sample Size: 1,020



**Chart 15** Public High School, Eastern State, Verbal & Math SAT Comparison, Grade 12, Sample Size: 562



**STUDY 16**

**Type of School:** Public High School—Eastern State

**Year of Test Data:** 1999-2003

**Data for Grade:** 11, 12

**Sample Size:** 119-146

**Test Score Metric:** Verbal, Math

**Grades Program Used:** 7-12

**Year Vocabulary Workshop Adopted:** 2000-2001; 3 Years in Use

**Data & Commentary:**

- Juniors—SAT I (Mean scores)

	<b>2003</b>	N = 137	Verbal = 528	Math = 533
	<b>2002</b>	N = 146	Verbal = 521	Math = 508
	<b>2001</b>	N = 130	Verbal = 516	Math = 518
<b>Vocabulary Workshop Started Here</b> ➤	<b>2000</b>	N = 119	Verbal = 505	Math = 500
	1999	N = 142	Verbal = 508	Math = 505

- Seniors—SAT II (Mean scores)

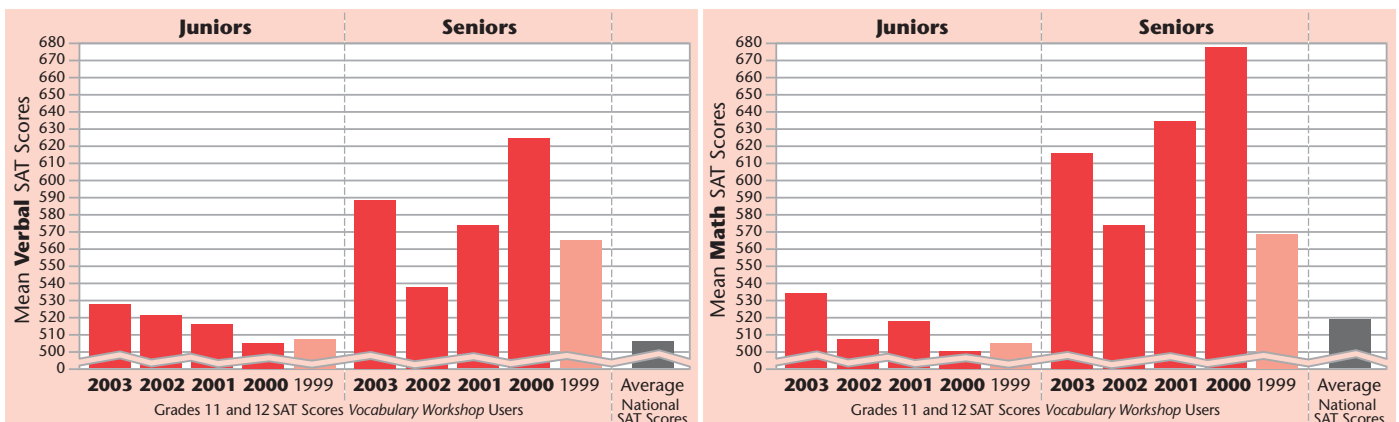
	<b>2003</b>	N = 20	Verbal = 589	Math = 616
	<b>2002</b>	N = 12	Verbal = 538	Math = 573
	<b>2001</b>	N = 14	Verbal = 572	Math = 634
<b>Vocabulary Workshop Started Here</b> ➤	<b>2000</b>	N = 9	Verbal = 624	Math = 678
	1999	N = 10	Verbal = 564	Math = 569

- The above table for Juniors shows clear evidence that both SAT Verbal and Math scores have increased since the *Vocabulary Workshop* was instituted in this school.
- Note that the Verbal average scores of students in this school have increased relative to the national average each year since the program was implemented. Mean Verbal national averages from 2000 through 2003 compared with those of students in this school were:

Year	School	Nation	DIFFERENCE
2000	505	505	<b>0</b>
2001	516	506	<b>+ 10</b>
2002	521	504	<b>+ 17</b>
2003	528	507	<b>+ 21</b>

- Seniors show inconsistent results, likely at least partially a result of very small sample sizes.

**Chart 16** Public High School, Eastern State, Verbal & Math SAT Comparison, Grades 11 & 12, Sample Size: 119-146



## ***Participants***

We have respected the wishes of the schools that provided data for this study by listing them as they wished to be acknowledged:

A private school in San Jose, California

A public high school in northwestern Georgia

Houston County High School, Warner Robins, Georgia

Joseph Wheeler High School, Marietta, Georgia

Easton High School, Easton, Maryland

A high school in Ohio

A public high school in northwestern Ohio

Belle Vernon Area High School, Belle Vernon, Pennsylvania

Bishop Shanahan High School, Downingtown, Pennsylvania

Franklin Towne Charter High School, Philadelphia, Pennsylvania

Parkland High School, Allentown, Pennsylvania

A high school in upstate South Carolina

Manchester High School, Midlothian, Virginia

Midlothian High School, Chesterfield County Public Schools of Virginia

Lakes High School, Lakewood, Washington



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