



## School District of Philadelphia

### No Child Left Behind (NCLB) Report Card 2002-2003

#### What is School Improvement?

Chart 6 in the report card shows the number of schools in the School District and in Pennsylvania that are in each School Improvement Status. The information below will help you understand School Improvement.

Under No Child Left Behind (NCLB), a school must achieve three goals. First, the school must meet yearly performance goals on the PSSA. Schools must have at least 95% of their students take the PSSA test. Also, elementary and middle schools must increase student attendance. High schools must increase the graduation rate. When a school meets all of these goals, the school is said to have made Adequate Yearly Progress.

When a school does not make Adequate Yearly Progress two or more years in a row, it is placed in "School Improvement" by the Pennsylvania Department of Education. School Improvement is a program that provides support to students and schools. In some cases, a school might be required to change staff or change the way it is managed. All supports and changes are designed to improve student achievement at the school.

What does School Improvement Status mean? School Improvement Status shows if a school has made Adequate Yearly Progress, and if not, for how many years. If a school continues not to make Adequate Yearly Progress, the federal NCLB law requires the District to provide more supports to students and to implement more dramatic changes at the school. A school must make Adequate Yearly Progress two years in a row to get out of School Improvement.

#### What are these supports and changes?

Specific supports and changes are part of each School Improvement Status. Below is a listing of each status, the supports and possible school changes for each.

Met AYP - The school met Adequate Yearly Progress (AYP) and is not in School Improvement.

Making Progress - Schools that met AYP for one year are recognized as "Making Progress", but are still in School Improvement. If such schools make AYP in 2004, they will get out of School Improvement.

Warning - The school did not meet its Adequate Yearly Progress for one year. The school is not in School Improvement; no additional support is provided to the school.

School Improvement I - The school has not met Adequate Yearly Progress for two years in a row. Two supports are provided to a school with this status. Parents of eligible students are given a School Choice option. This means that parents can apply to transfer their child to another school in the District. As outlined in the NCLB law, priority is given to the lowest achieving children

from low-income families. The school is also provided the support of a School Assistance Team, which develops a specific plan for improvement at the school.

School Improvement II - The school has not met Adequate Yearly Progress for three years in a row. The school receives the same supports as a school in School Improvement I PLUS Supplemental Educational Services such as tutoring are made available to eligible students. Again, priority is given to the lowest achieving children from low-income families.

Corrective Action I - The school has not met Adequate Yearly Progress for four years in a row. The school is entitled to the same supports as in School Improvement I and II PLUS significant changes may occur at the school in school leadership, curriculum, and professional development. A change in school leadership means the naming of a new principal. Changes in curriculum and professional development mean that the school must use different teaching materials and methods of instruction. Teachers must also be trained in how to use the new materials and methods.

Corrective Action II - The school has not met Adequate Yearly Progress for five years in a row. The school receives the same supports as outlined in all other School Improvement Statuses PLUS there are significant changes in how the school is managed. One possible change is removing the school's principal and teachers (called "reconstitution"). Another is turning the school into a charter school. A third possible change is letting a company manage the school (called "privatization").

How can parents access the supports that are part of No Child Left Behind?

The supports outlined above have already been provided for the 2003-2004 school year. During the summer of 2004, the School Improvement Status of all schools will be revised based on the 2004 PSSA results. If children are eligible for School Choice or Supplemental Educational Services for NEXT school year (2004-2005), parents will be notified over the summer and in the early fall by U.S. Mail.

If there are questions about School Choice, please call Marie Bonner at 215-299-3408.

If there are questions about Supplemental Educational Services, please call Paula Cruz at 215-299-1719.

The Pennsylvania Department of Education has a website ([www.pde.state.pa.us](http://www.pde.state.pa.us)) with information about NCLB. Go to the website and choose "NCLB" from the menu at the right of the page.



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Dear Philadelphia Community Member:

May 2004

The No Child Left Behind Act of 2001 (NCLB) is a federal law. The aim of the law is to improve student achievement in America's schools. One of the new pieces of information that parents and the larger community receive under NCLB is a District report card. The District report card shows how the School District of Philadelphia is performing compared to all public schools in Pennsylvania.

Most of the information in the report card is from the Pennsylvania System of School Assessment (PSSA). The PSSA is the test that all students in Pennsylvania in grades 5, 8, and 11 must take each spring. The two subjects covered by the test are reading and math. Student scores on the PSSA fall into one of four levels: *Advanced*, *Proficient*, *Basic* or *Below Basic*. *Advanced* is the highest level while *Below Basic* is the lowest.

Under No Child Left Behind (NCLB), every state must look at how students are achieving in each of its schools by setting goals in reading and math. In Pennsylvania, the goal for 2003 and 2004 in reading is to have at least 45% of students score *Advanced* or *Proficient* on the PSSA. In math, the goal is 35% *Advanced* or *Proficient*. In addition to meeting goals in reading and math, schools must meet goals in other areas. Schools must have at least 95% of their students take the PSSA test. Also, elementary and middle schools must increase student attendance. High schools must increase the graduation rate. When a school meets all of these goals, the school is said to have made Adequate Yearly Progress. Beginning in 2005-2006, all teachers in a school must be "highly qualified." Additional information about No Child Left Behind can be found on the back of the report card.

Our 2003 PSSA results show that the District is making progress. We are excited that:

- Our 2003 PSSA results rose from 2002.
- PSSA results for all racial/ethnic groups—African American, White, Hispanic, and Asian—increased their percentages of students scoring *Advanced* and *Proficient*. Likewise, poor students, students with disabilities, and English Language Learners increased their percentages scoring *Advanced* and *Proficient*.
- The number of schools that made Adequate Yearly Progress increased to 58 this year from 22 last year, an increase of over 150%.

Despite this progress, District PSSA results are much below statewide results. In addition, African American and Hispanic students score much lower on the PSSA than White and Asian students. The District is committed to closing these gaps through its reform agenda. The agenda includes Extended Day instruction, Summer Programs, smaller class sizes, and increased time for reading and math instruction. The District believes that these initiatives will lead to improved student achievement.

All of the information inside these pages was reviewed by the Accountability Review Council (ARC). The ARC advises the School Reform Commission and is not a part of the School District. The School Reform Commission manages the School District. The ARC ensures that this report card is an accurate picture of school performance.

We want a system of public education where all students receive the support they need to graduate from high school and be successful in higher education or the workplace. Please work with us as we improve our schools and the outcomes for our children.

Sincerely,

James Nevels, Chairman  
School Reform Commission

Paul Vallas, Chief Executive Officer  
School District of Philadelphia



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### Performance Goals for Adequate Yearly Progress:

Chart 1 & Chart 2

35% Advanced or Proficient in Math and  
45% Advanced or Proficient in Reading

**Chart 1: Pennsylvania System of School Assessment (PSSA) Results By Grade**

		Percent Proficient or Advanced			
		2001-2002		2002-2003	
		District	PA	District	PA
All Grade 5 Students	MATH				
	READING				
All Grade 8 Students	MATH				
	READING				
All Grade 11 Students	MATH				
	READING				

Chart 1 shows the District's results for the last two PSSA exams. The State results are shown in the PA column. For example, in math results for grade 5 students in 2001-2002, 18.7% of School District of Philadelphia students scored *Proficient* or *Advanced* while 53.1% of the students in Pennsylvania scored *Proficient* or *Advanced*.

Chart 2 shows the District's and Pennsylvania's results for grades 5, 8, and 11 combined on the last PSSA exam and displays these results by various student groups. No Child Left Behind (NCLB) requires that test results must be reported: by gender, by race/ethnicity, for students with disabilities, for students who are learning the English language (English Language Learners), for Migrant students, and for economically disadvantaged students.

The Pennsylvania Department of Education (PDE) has decided that results should only be reported for groups of 10 or more students. When any group has less than 10 students, results are not reported and the box is blank for that group. By looking at this chart, comparisons of performance can be made among the student groups in Philadelphia and also with these student groups in Pennsylvania. Like the first chart, the results are percentages of students scoring *Proficient* or *Advanced*.

**Chart 2: PSSA Results By Group, All Grades Combined**

		Percent Proficient or Advanced 2002-2003	
		District	PA
		All Students	MATH
READING			
Males	MATH		
	READING		
Females	MATH		
	READING		
White	MATH		
	READING		
Black	MATH		
	READING		
Hispanic	MATH		
	READING		
Asian	MATH		
	READING		
Native American	MATH		
	READING		
Students with Disabilities	MATH		
	READING		
English Language Learners	MATH		
	READING		
Migrant	MATH		
	READING		
Economically Disadvantaged	MATH		
	READING		



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**Chart 3: 2002-2003 PSSA Participation Rates**

		District	PA
All Students	MATH		
	READING		
Males	MATH		
	READING		
Females	MATH		
	READING		
White	MATH		
	READING		
Black	MATH		
	READING		
Hispanic	MATH		
	READING		
Asian	MATH		
	READING		
Native American	MATH		
	READING		
Students with Disabilities	MATH		
	READING		
English Language Learners	MATH		
	READING		
Migrant	MATH		
	READING		
Economically Disadvantaged	MATH		
	READING		

Chart 3 displays the percentage of students who participated in the 2003 PSSA in math and reading for the entire District and for student groups. "Extended absence" is the most common reason for a student not participating.

Chart 4 displays the District and state attendance rates (average daily attendance) for elementary and middle schools and the District and state graduation rates for high schools as required by NCLB.

**Chart 4: 2001-2002 Attendance & Graduation Rates**

	2001-2002	
	District	PA
Attendance Rate (K-8)		
Graduation Rate (9-12)		

Chart 5 reports the percentage of highly qualified teachers teaching in the District, as well as in Pennsylvania and in high poverty districts in Pennsylvania. A highly qualified teacher "is fully certified, has a bachelor's degree, has completed a content area major, and must have passed a content area test." A teacher who holds an Emergency Certificate must hold a bachelor's degree conferred by a state-approved college or university.

**Chart 5: % of Highly Qualified & Emergency Certified Teachers**

	2002-2003		
	District	High Poverty PA	PA
% of Highly Qualified Teachers			
% of Teachers with Emergency Certification			

**Chart 6: AYP/School Improvement Status**

AYP/School Improvement Status	District		PA	
	No.	%	No.	%
Schools Making AYP <sup>1</sup>				
Making Progress <sup>1</sup>				
Warning				
School Improvement 1				
School Improvement 2				
Corrective Action 1				
Corrective Action 2 <sup>2</sup>				
TOTAL				

Chart 6 reports Adequate Yearly Progress based upon 2002-2003 PSSA scores and the resulting School Improvement Status for the current year (2003-2004) for all District schools and for all schools in PA. School Improvement Status defines the level of school intervention and support as required by NCLB. The back page of the report provides information about the types of support provided to schools based upon their School Improvement Status.

<sup>1</sup> Schools "Making Progress" are considered as having made AYP but are not included in the count of "Schools Making AYP".  
<sup>2</sup> Counts of District schools by AYP/School Improvement Status include K-4 schools while the counts for Pennsylvania do not. This is why the number of District schools in Corrective Action 2 is higher than the number of schools in Corrective Action 2 statewide.