



School District of Philadelphia

No Child Left Behind (NCLB) District Report Card 2003-2004

What is Adequate Yearly Progress (AYP)?

To make AYP, No Child Left Behind (NCLB) requires that the district and each school meet a set of goals defined by the state. In Pennsylvania, the goals for 2004 were:

- On the Pennsylvania System of School Assessment (PSSA), the state's test:
 - Reading: 45% of the students must score Advanced or Proficient
 - Mathematics: 35% of the students must score Advanced or Proficient
- The achievement goal may also be met by reducing the percentage of students scoring below Proficient by 10 percent
- 95% of the students must take the PSSA
- 90% attendance for the year in elementary and middle schools (or have increased their attendance)
- 80% on-time high school graduation rate (or have increased on-time graduation)

(Beginning in 2005-2006, 100% of the teachers must be highly qualified.)

What is School Improvement?

A school that does not make AYP two or more years in a row 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. A school must make AYP two years in a row to get out of School Improvement.

What is School Improvement Status?

School Improvement Status is determined by how many years a school has or has not made AYP. Below is a list of the School Improvement Statuses with the supports and possible school changes for each:

- Met AYP** - The school met AYP and was not in School Improvement the previous year.
- Making Progress** - the school met its AYP but was in School Improvement the previous year. The Pennsylvania Department of Education considers these schools to have met AYP for one year, but the schools are still in School Improvement. If such schools make AYP the following year, they will get out of School Improvement.
- Warning** - The school did not meet its AYP 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 AYP 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 and the school receives the support of a School Assistance Team.
- School Improvement II** - The school has not met AYP 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.
- Corrective Action I** - The school has not met AYP 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.
- Corrective Action II** - The school has not met AYP 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.

How can parents access the supports that are part of NCLB?

The supports outlined above are being provided for the 2004-2005 school year. During the summer of 2005, the School Improvement Status of all schools will be revised based on the 2005 results. **Parents of children who are eligible for School Choice or Supplemental Educational Services for next school year (2005-2006) will be notified through their child's school in early fall 2005.**

If there are questions about School Choice, please call Marie Bonner at 215-299-2525.

If there are questions about Supplemental Educational Services, please call Audrey Harris-Talley at 215-299-7742.

The Pennsylvania Department of Education has a website (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:

The No Child Left Behind Act of 2001 (NCLB) is a federal law intended to improve student achievement in America's schools. One of the new pieces of information you receive under NCLB is a district report card. This School District of Philadelphia report card shows how our District is performing compared to public schools in Pennsylvania. Under No Child Left Behind (NCLB), every state must define a set of goals in reading and math. When a school meets all of these goals, the school is said to have made Adequate Yearly Progress (AYP). Pennsylvania's goals and more information about how NCLB works are on the back of this report.

Most of the information in this report card is from the Pennsylvania System of School Assessment (PSSA). The PSSA is the test that all grade 5, 8 and 11 students in Pennsylvania take each spring. The PSSA tests reading and mathematics. Student scores on the PSSA fall into one of four levels: Advanced, Proficient, Basic and Below Basic. Advanced is the highest level while Below Basic is the lowest.

A review of 2003-2004 PSSA results and AYP information shows that the School District continues to make substantial progress. We are very excited that:

- The number of schools that made Adequate Yearly Progress increased to 160 in 2003-2004, up from 58 in 2002-2003 and 22 in 2001-2002.
- Our 2003-2004 PSSA results showed that we made greater gains than students across the state in five of six categories; gains by eighth graders almost doubled those made by the state in both reading and mathematics.
- All racial/ethnic groups—African American, White, Hispanic, and Asian—increased their percentages of students scoring Advanced and Proficient. Likewise, economically disadvantaged students, students with disabilities, and English Language Learners increased their percentages scoring Advanced and Proficient.

Despite this progress, the School District's PSSA results are still below statewide results. In addition, as across the nation and in the rest of our state, African American and Hispanic students score much lower on achievement tests, including the PSSA, than White and Asian students. We are committed to closing these gaps through our reform agenda. The agenda includes a managed instructional program with standardized curriculum and instructional models, using data to make decisions about instruction. Our program also provides smaller class sizes, and increased time for reading and mathematics instruction during and after the regular school day and year. We believe that these initiatives will lead to continued improvement in 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 all 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. Moreover, we have established a set of quantifiable goals, which we call the Declaration of Education, to guide us in creating a School District that is second to none. For information about the Declaration of Education, visit our web site, www.phila.k12.pa.us. Please work with us as we improve our schools and the outcomes for our children.

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			
		2002-2003		2003-2004	
		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 2002-2003, 23.1% of School District of Philadelphia students scored *Proficient* or *Advanced* while 56.3% 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 2003-2004	
		District	PA
		All Students	MATH
READING			
Male	MATH		
	READING		
Female	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: 2003-2004 PSSA Participation Rates

		District	PA
		All Students	MATH
READING			
Male	MATH		
	READING		
Female	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 2004 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: 2002-2003 Attendance and Graduation Rates

	2002-2003	
	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

	2003-2004		
	District	High Poverty PA	PA
% of Highly Qualified Teachers			
% of Teachers With Emergency Certificate			

Chart 6: AYP/School Improvement Status

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

Chart 6 reports Adequate Yearly Progress based upon 2003-2004 results and the resulting School Improvement Status for the current year (2004-2005) 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.

¹ Schools "Making Progress" have made AYP for one year only and are not included in the count of Schools Making AYP. Schools Making AYP are schools that have made AYP for at least two consecutive years.