

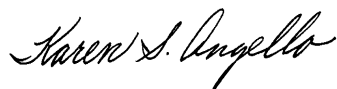
## ASD Designated Making Progress!

The District has made substantial progress. We were designated as District Improvement II based on the 2005 PSSA results and have now moved in a positive direction to Making Progress based upon 2006 results. If we continue to meet AYP targets with 2007 PSSA scores, we will achieve and make AYP status. However, we have a major challenge ahead as the 2008 targets will be raised once again.

I want to thank the ASD Board of Directors, ASD professional and support staff, students, parents/guardians, and the community for providing the energy and team spirit required for Allentown as it strives to meet the achievement targets of *No Child Left Behind*.

We begin the 2006-2007 school year with new partners: PDE/Johns Hopkins Center for Data Driven Reform in Education (CDDRE) and the Ball Foundation. We will begin this year with a relentless focus on advancing student achievement and our resources have been aligned with the strategic plan so we can increase the momentum of our work. We have an optimum opportunity this year as we not only have our new partners, but coupled with that is the goal directed ASD Board of Directors, committed ASD staff, local foundation and agency support and Education 2010! that had significant influence on our achieving a 21% increase in funding from the Commonwealth for 2006-2007.

I look forward to beginning my fifth year as Superintendent. Thank you all. It is a privilege to be part of our great ASD community.



Karen S. Angello, Ph.D., Superintendent of Schools

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## PSSA/AYP Highlights

- **17 of 20 District schools meet AYP target of 45% at Proficient or Advanced in mathematics performance.**
- **All elementary and middle schools meet AYP in mathematics.**
- **District exceeds overall 2006 Reading Target of 54% at Proficient or Advanced in seven of 20 schools.**
- **Eight ASD schools Made AYP and five others are designated as Making Progress.**
- **High schools are the greatest challenge.**

Allentown School District is releasing in advance the results of the Pennsylvania System of School Assessment (PSSA) scores for 2006. The District reports results toward meeting the benchmarks as set forth by the implementation of the *No Child Left Behind* (NCLB) federal legislation enacted January 8, 2001. It should be noted that 17 ASD schools met or exceeded the AYP mathematics target of 45 percent in proficient or advanced levels of performance, and seven ASD schools reached or exceeded

# Grades 3-5 soared above the mathematics target.

the AYP reading target of 54 percent in proficient or advanced levels of performance.

Jeff Glazier, President of the Allentown School District Board of Directors, said, “Our academic progress is the result of hard work across the whole ASD community, for which we can all be proud. We still face many challenges, but these results will serve as a springboard for action for the coming school year.”

## Summary of 2002-2006 AYP (Adequate Yearly Progress) Results - Mathematics

Allentown School District					
LEVEL	MATHEMATICS PROFICIENT + ADVANCED				
	2002	2003	2004	2005	2006
<b>TARGET SCORE</b>	<b>35</b>	<b>35</b>	<b>35</b>	<b>45</b>	<b>45</b>
District Grades 3-5	37.3	48.6	52.9	60.6	64.1
District Grades 6-8	29.7	30	35.4	42.8	45.8
District Grades 9-12	29.1	29.1	22.2	23.7	27.6

Dr. Angello summarized the gains made in mathematics achievement, “All elementary schools met AYP in mathematics. Grade 5 PSSA results reflect significant achievement in mathematics. The elementary mathematics program was implemented in 2001, and the long-term impact is clearly benefiting the students. All four middle schools made progress in grade 8 PSSA mathematics results. During the 2004-2005 school year, all four Title I middle schools received additional mathematics teachers as a direct recommendation of the middle school reform plan. This practice will continue to ensure more students move toward proficient levels of performance.”

“It is at the high school level that we face our greatest challenges,” Dr. Angello continued. “We are concerned with the level of performance in mathematics at the high school level. For the 2006-2007 school year, eight new mathematics teachers were added to our two high school teams and new math coaches will be providing additional support for teachers with new instructional strategies. Improved mathematics curriculum and instruction are necessary. This is a priority in the 2005-2011 strategic plan.”

## Summary of 2002-2006 AYP (Adequate Yearly Progress) Results - Reading

Allentown School District					
LEVEL	READING PROFICIENT + ADVANCED				
	2002	2003	2004	2005	2006
<b>TARGET SCORE</b>	<b>45</b>	<b>45</b>	<b>45</b>	<b>54</b>	<b>54</b>
District Grades 3-5	37.9	41.8	45.9	43.5	47.1
District Grades 6-8	39.9	39.9	45.5	40.2	42.5
District Grades 9-12	38.1	43.1	39.6	39.8	43.7

“Grants have been used to purchase grade 7 and 8 reading books for 2006-2007, resulting in a standardized reading program across all middle schools,” says Dr. Angello. “Through the use of state funds, we will be implementing programs at the high school level during the day for adolescents who are struggling. There will be

# “Proficiency in reading is the foundation for success...”

Dr. Karen S. Angello

added professional resources through ASD’s affiliation with the Ball Foundation ([www.ballfoundation.org](http://www.ballfoundation.org)) and the Center for Data Driven Reform in Education (CDDRE) ([www.cddre.org](http://www.cddre.org)) to monitor achievement, provide professional development and support implementation.” Seven ASD schools exceeded the 2006 reading target of 54 percent proficient/advanced.

## Participation, Graduation and Attendance Rates

- Attendance: 100% of elementary and middle schools met the 2006 attendance target of 90 percent.
- Participation: All schools but one met the 2006 participation target (participation in taking the PSSA tests) of 95 percent. William Allen High School did not meet the target.
- Graduation Rate: One high school made growth toward 80 percent. William Allen High School met the 2005 target with 60.32 percent in 2005 over 56.10 percent in 2004. Dieruff did not meet the graduation target with 64.43 percent in 2005 vs. 66.73 percent in 2004.

## Adequate Yearly Progress (AYP) Glossary

There are several categories by which Pennsylvania schools are monitored and labeled as a requirement in of the federal legislation *No Child Left Behind*. The designated categories indicating level of performance of schools and districts are as follow:

**Made Adequate Yearly Progress (AYP):** The school/district has met the achievement, participation and attendance and/or graduation benchmarks. In order for a school to meet AYP, the targets must be met in all subgroups: white; black; Latino/Hispanic; Asian; American Indian; IEP (special education); LEP (limited English proficient); economically disadvantaged.

**Warning:** The school/district has not met AYP for one year. Schools in this category will move into School Improvement I if they do not meet AYP the next year.

**Making Progress:** The school/district was identified in a prior year in either School Improvement or Corrective Action but has met AYP for one year. It will need to meet the targets two years in a row to be counted as Made AYP.

**Safe Harbor Designation:** Safe Harbor recognizes progress. Schools or sub-groups that do not achieve the 45% and 54% performance thresholds can still achieve AYP by meeting the Safe Harbor requirements by reducing percentage of non-proficient students by ten percent or more over the previous year.

*All of the categories listed below must offer greater levels of assistance to the school and ensure there is an improvement team that implements a comprehensive improvement plan.*

**School Improvement I:** has not met AYP for two years. Schools in this category must offer school choice and the district must provide technical assistance in helping it meet its benchmarks.

**School Improvement Year II:** has not met AYP for three years. Schools in this category must offer school choice and supplemental educational services (tutoring) in Title I schools.

**Corrective Action Year I:** has not met AYP for four years. At this point significant changes in leadership, curriculum, professional development or other strategies may be warranted. Schools in this category must offer school choice and supplemental educational services (tutoring) in Title I schools.

**Corrective Action Year II:** has not met AYP for five years. At this point the school might be reconstituted, privatized or chartered. Schools in this category must offer school choice and supplemental educational services (tutoring) in Title I schools.

Eight ASD schools qualify in ‘Made AYP’ status.

Allentown School District Progress, Per School

**ELEMENTARY SCHOOLS**

**Central Elementary** (Making Progress) — nearly doubled the amount of students who were proficient or advanced in reading from 2005, and for the fifth year in a row, improved in mathematics.

<i>PSSA PROFICIENCY + ADVANCED SCORES: CENTRAL ELEMENTARY</i>					
TARGET SCORE	35	35	35	45	45
Mathematics	12.9	17.8	18.1	24.1	32.7
	2002	2003	2004	2005	2006
TARGET SCORE	45	45	45	54	54
Reading	17.7	17.0	18.9	13.6	26.1

**Cleveland Elementary** (Made AYP)—based on grade 3 only. Math scores second highest in the District.

<i>PSSA PROFICIENCY + ADVANCED SCORES: CLEVELAND ELEMENTARY</i>					
TARGET SCORE	35	35	35	45	45
Mathematics			53.0	60.6	85.5
	2002	2003	2004	2005	2006
TARGET SCORE	45	45	45	54	54
Reading			45.9	43.5	62.9

**Hiram Dodd Elementary** (Made AYP)—met AYP targets four years in a row, maintaining high marks in mathematics and reading achievement.

<i>PSSA PROFICIENCY + ADVANCED SCORES: DODD ELEMENTARY</i>					
TARGET SCORE	35	35	35	45	45
Mathematics	48.2	71.1	76.2	81	79.4
	2002	2003	2004	2005	2006
TARGET SCORE	45	45	45	54	54
Reading	56.4	66.3	69.7	67.0	61.0

**Jackson Elementary** (Made AYP)—met AYP targets three out of four years, and improved both reading and mathematics scores by over 20 points.

<i>PSSA PROFICIENCY + ADVANCED SCORES: JACKSON ELEMENTARY</i>					
TARGET SCORE	35	35	35	45	45
Mathematics	41.2	54.1	53.8	53.4	75.0
	2002	2003	2004	2005	2006
TARGET SCORE	45	45	45	54	54
Reading	32.2	47.5	46.2	35.1	67.0

**Jefferson Elementary** (Making Progress)—showing improvement in mathematics over four years.

<i>PSSA PROFICIENCY + ADVANCED SCORES: JEFFERSON ELEMENTARY</i>					
TARGET SCORE	35	35	35	45	45
Mathematics	30.3	31.9	48.1	55.9	57.8
	2002	2003	2004	2005	2006
TARGET SCORE	45	45	45	54	54
Reading	30.3	27.9	46.2	37.2	38.2

# Jackson's reading score improved by 31.9 points.

**Lehigh Parkway Elementary** (Made AYP)—met AYP targets four years in a row, continuously surpassing all targets. 90.4% of the students at Lehigh Parkway Elementary School were at proficient or advanced levels of performance in mathematics, the highest math scores in the District.

<i>PSSA PROFICIENCY + ADVANCED SCORES: LEHIGH PARKWAY ELEMENTARY</i>					
TARGET SCORE	35	35	35	45	45
Mathematics	55.4	<b>85.7</b>	<b>100.0</b>	<b>93.1</b>	<b>90.4</b>
	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
TARGET SCORE	45	45	45	54	54
Reading	<b>52.1</b>	<b>80.0</b>	<b>89.3</b>	<b>75.9</b>	<b>74</b>

**McKinley Elementary** (Made AYP)—exceeded its AYP target in mathematics four years in a row. 48.3 percent of the students were proficient or advanced in reading, less than last year but still more than 20 percent better than just two years ago.

<i>PSSA PROFICIENCY + ADVANCED SCORES: MCKINLEY ELEMENTARY</i>					
TARGET SCORE	35	35	35	45	45
Mathematics	26.7	47.8	44.6	<b>52.6</b>	<b>63.4</b>
	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
TARGET SCORE	45	45	45	54	54
Reading	31.1	32.6	27.7	<b>55.3</b>	48.3

**Mosser Elementary** (Making Progress)—60.5 percent of the students were proficient or advanced in mathematics, coupled with an eight-point increase in reading to 38.9 percent. After having been in Corrective Action last year, these improvements changed the school's designation to Making Progress.

<i>PSSA PROFICIENCY + ADVANCED SCORES: MOSSER ELEMENTARY</i>					
TARGET SCORE	35	35	35	45	45
Mathematics	22.0	51.8	48.5	<b>60.6</b>	<b>60.5</b>
	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
TARGET SCORE	45	45	45	54	54
Reading	23.7	33.7	33.9	31.4	38.9

**Muhlenberg Elementary** (Made AYP)—met AYP targets four years in a row, continuously surpassing all targets.

<i>PSSA PROFICIENCY + ADVANCED SCORES: MUHLENBERG ELEMENTARY</i>					
TARGET SCORE	35	35	35	45	45
Mathematics	<b>81.3</b>	<b>79.1</b>	<b>86.9</b>	<b>86.1</b>	<b>83.1</b>
	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
TARGET SCORE	45	45	45	54	54
Reading	<b>79.2</b>	<b>75.0</b>	<b>84.8</b>	<b>78.6</b>	<b>74.8</b>

**Ritter Elementary** (Made AYP)—with consistent performance, met AYP targets in mathematics four years in a row and has demonstrated consistent AYP performance in reading..

<i>PSSA PROFICIENCY + ADVANCED SCORES: RITTER ELEMENTARY</i>					
TARGET SCORE	35	35	35	45	45
Mathematics	<b>59.0</b>	<b>67.5</b>	<b>77.0</b>	<b>74.6</b>	<b>74.6</b>
	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
TARGET SCORE	45	45	45	54	54
Reading	<b>56.1</b>	<b>62.8</b>	<b>61.8</b>	<b>57.2</b>	<b>59.8</b>

# Mosser's mathematics score almost tripled in 4 years.

**Roosevelt Elementary** (School Improvement II)—met its AYP target in mathematics four years in a row, with 54.4 percent of the students proficient or advanced in 2006.

<i>PSSA PROFICIENCY + ADVANCED SCORES: ROOSEVELT ELEMENTARY</i>					
TARGET SCORE	35	35	35	45	45
Mathematics	34.2	44.4	55.1	<b>60.0</b>	<b>54.4</b>
	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
TARGET SCORE	45	45	45	54	54
Reading	34.7	36.1	32.9	41.2	36.7

**Sheridan Elementary** (Making Progress)—highest reading score since 2002; exceeded mathematics target by 21.5 points.

<i>PSSA PROFICIENCY + ADVANCED SCORES: SHERIDAN ELEMENTARY</i>					
TARGET SCORE	35	35	35	45	45
Mathematics	44.3	43.0	41.9	<b>60.3</b>	<b>66.5</b>
	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
TARGET SCORE	45	45	45	54	54
Reading	43.6	37.5	34.6	32.5	40.1

**Union Terrace Elementary** (Warning)—made AYP again in mathematics 4 continuous years.

<i>PSSA PROFICIENCY + ADVANCED SCORES: UNION TERRACE ELEMENTARY</i>					
TARGET SCORE	35	35	35	45	45
Mathematics	<b>38.5</b>	<b>45.4</b>	<b>64.3</b>	<b>69.7</b>	<b>70.0</b>
	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
TARGET SCORE	45	45	45	54	54
Reading	<b>38.5</b>	<b>45.4</b>	<b>61.2</b>	<b>59.9</b>	52.5

**Washington Elementary** (Made AYP)—exceeded the target in 2006 and doubled its reading score since 2001, and tripled the mathematics score during the same period.

<i>PSSA PROFICIENCY + ADVANCED SCORES: WASHINGTON ELEMENTARY</i>					
TARGET SCORE	35	35	35	45	45
Mathematics	26.3	49.5	45.4	<b>72.5</b>	<b>79.1</b>
	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
TARGET SCORE	45	45	45	54	54
Reading	27.5	39.1	33.9	48	<b>54.3</b>

## MIDDLE SCHOOLS

**Harrison-Morton Middle** (Making Progress)—made AYP target in mathematics for three years and making progress in reading.

<i>PSSA PROFICIENCY + ADVANCED SCORES: HARRISON MORTON MIDDLE</i>					
TARGET SCORE	35	35	35	45	45
Mathematics	<b>20.5</b>	<b>24.2</b>	<b>36.2</b>	40.2	<b>46.6</b>
	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
TARGET SCORE	45	45	45	54	54
Reading	<b>31.9</b>	<b>37.8</b>	<b>44.6</b>	37.5	40.8

# Harrison-Morton doubles its math score in four years.

**Raub Middle** (Corrective Action I)—made overall math target four years in a row.

<i>PSSA PROFICIENCY + ADVANCED SCORES: RAUB MIDDLE</i>					
TARGET SCORE	35	35	35	45	45
Mathematics	28.0	35.0	51.8	49.4	46.1
	2002	2003	2004	2005	2006
TARGET SCORE	45	45	45	54	54
Reading	38.9	42.0	50.6	43.3	42.6

**South Mountain Middle** (Corrective Action I)—improved both mathematics and reading scores by two points since 2005.

<i>PSSA PROFICIENCY + ADVANCED SCORES: SOUTH MOUNTAIN MIDDLE</i>					
TARGET SCORE	35	35	35	45	45
Mathematics	32.7	30.8	29.9	41.6	43.8
	2002	2003	2004	2005	2006
TARGET SCORE	45	45	45	54	54
Reading	41.1	40.7	43.9	39.3	41.9

**Trexler Middle** (Corrective Action I)—48.6 percent of the students are at proficient or advanced levels of performance in mathematics, three points higher than the target.

<i>PSSA PROFICIENCY + ADVANCED SCORES: TREXLER MIDDLE</i>					
TARGET SCORE	35	35	35	45	45
Mathematics	34.9	28.6	30.5	44.5	48.6
	2002	2003	2004	2005	2006
TARGET SCORE	45	45	45	54	54
Reading	43.5	39.6	45.5	41.7	41.4

## HIGH SCHOOLS

**Louis E. Dieruff High** (Corrective Action I)—There has been progress in both mathematics and reading. Dieruff did not meet the graduation target with 64.43 percent in 2005 as compared to 66.73 percent in 2004. There is no Title I funding provided to Dieruff; therefore, school choice and SES tutoring services are not available. District tutoring programs are offered.

<i>PSSA PROFICIENCY + ADVANCED SCORES: DIERUFF HIGH</i>					
TARGET SCORE	35	35	35	45	45
Mathematics	31.5	29.5	25.0	21.2	32.9
	2002	2003	2004	2005	2006
TARGET SCORE	45	45	45	54	54
Reading	41.4	43.4	42.9	40.6	44.9

**William Allen High** (Corrective Action I)—ASD's largest school has witnessed a lack of progress in mathematics and reading, although it did achieve its attendance and graduation targets. William Allen High School missed the PSSA participation target. William Allen High School met the 2005 graduation target with 60.32 percent in 2005 over 56.10 percent in 2004. There is no Title I funding provided to Allen; therefore, school choice and SES tutoring services are not offered. District tutoring programs are offered.

<i>PSSA PROFICIENCY + ADVANCED SCORES: WILLIAM ALLEN HIGH</i>					
TARGET SCORE	35	35	35	45	45
Mathematics	27.5	28.1	26.2	26.4	25.5
	2002	2003	2004	2005	2006
TARGET SCORE	45	45	45	54	54
Reading	35.7	41.0	40.9	41.7	42.7

# Making A Positive Difference.

## Continued Growth Toward Proficiency

“Our focus on improvement of instructional practices is the key priority for us,” stated Superintendent Angello. “The elementary mathematics program is a good example of new practices that are making a difference. This program has been implemented for four years and is now impacting sustained improvement in achievement. We implemented a district-wide elementary reading program two years ago and are underway with our new long-term partnership with the Ball Foundation, which should have a profound impact on literacy. We are most fortunate to have received a state grant, Project 720, bringing with it very structured, accountable steps in advancing student achievement at the two high schools. We must commit even more to our high schools to ensure that all students are successful and remain in school. The new strategic plan addresses our current concerns. I cannot stress enough the importance of consistent instructional practices and a concern for every student to have the support needed to reach real gains in learning.”

“Community partnerships—with both focus on funding and performance—will continue to be important to the success of students in the Allentown School District,” Dr. Angello continued. “We must continue to reach out, for it is clear there is a strong commitment of our business partners and elected officials. The Education 2010! Partnership has already made a difference with ASD receiving a 21% increase in funding from the Commonwealth for 2006-2007. The ASD Board of Directors is very goal focused, and works with us to achieve our objectives and expects accountability in reaching them. If we continue to build on the strong partnerships we have, we can take significant steps to move the District forward at a faster pace.”

## The Road Ahead

### No Child Left Behind Targets

PROFICIENT + ADVANCED TARGET SCORES (%)							
YEAR	2002	2003	2004	2005	2006	2007	2008
READING	45	45	45	54	54	54	63
MATHEMATICS	35	35	35	45	45	45	56

“We must realize the sense of urgency to prepare for the higher targets two years from now,” stated Dr. Angello. “Systemic change must continue at all grade levels for students to have sequential preparation grade to grade. As we begin the school year with our new partners - the Ball Foundation team and the Center for Data Driven Reform in Education (CDDRE) partnership from Johns Hopkins University - we anticipate the instructional leadership learned will greatly improve results. We have a dedicated staff and have aligned our resources to grow together with stronger instructional practices for benchmarking greater student proficiency.”

Serving approximately 18,400 students in 22 early childhood, elementary, middle and high schools located throughout the City of Allentown, PA, Allentown School District is the fourth largest school district out of 501 Commonwealth districts. Allentown School District is a diverse, urban school district that continues to implement a standardized, district-wide curriculum, coupled with consistent teaching practices from school to school. Allentown School District employs approximately 1,200 teachers and 2,000 employees overall. [www.allentownsd.org](http://www.allentownsd.org) 484-765-4000.

To contribute to *The Communicator*, please contact Nidia Whiteman at 484.765.4235 or [info@allentownsd.org](mailto:info@allentownsd.org).

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