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2008 PSSA Results

ASD: Designated Corrective Action II

Educational Gains Offset by Challenges

- **Of the 20 tested schools, 15 schools met overall AYP target of 56% at proficient or advanced in mathematics performance.**
- **Thirteen elementary schools, two middle schools, and one high school met AYP mathematics targets for all subgroups.**
- **Seven elementary schools and one middle school met AYP reading targets for all subgroups.**
- **South Mountain Middle School is the first middle school to make AYP.**
- **ESL students met Safe Harbor in reading at the elementary, middle and high school levels**
- **Four elementary schools and one middle school made AYP, as compared to ten schools in the prior year, and three elementary schools are designated as Making Progress towards Meeting AYP.**
- **High schools continue to be the District's greatest challenge; however, William Allen HS made substantial gains in mathematics.**

(Allentown, PA, August 14, 2008) –Dr. Karen S. Angello, Superintendent of the Allentown School District, reports the results of the Pennsylvania System of School Assessment (PSSA) scores for 2008. The District reports these results toward meeting the benchmarks set forth by the *No Child Left Behind* (NCLB) federal legislation enacted January 8, 2001.

As with all urban districts challenged with changing student needs, Allentown is prepared to handle change that comes with moving out of this student achievement designation. The achievement targets require that 56% of the students must be proficient in mathematics and 63% proficient in reading. ASD has already begun the district improvement planning process.

“Some of ASD’s schools have made significant progress, although it has not been enough,” says Karen S. Angello, Ph.D., ASD superintendent. “The Corrective Action II designation will require that we review instructional practices so that the needs of all of our students are better met. Significant expectations are placed upon each school and the District leadership to better align the curriculum and provide the professional development for staff that is linked to continuous improvement in instruction. School and District improvement plans must focus on very specific identification of the achievement needs of each of the students and implement evidence-based strategies that result in student success.”

“A district in Corrective Action II has not met AYP for five years,” she says. “As a result, for Allentown, we will continue to receive the support of the Pennsylvania Department of Education to increase student achievement. We will also seek the support of external consultants as well as provide District support to each of our schools. A central administrative liaison will again be assigned to each school as part of the school improvement process. Each school improvement plan will be reviewed as to how it will address specific achievement needs and to accelerate programs. There will be ongoing, explicit monitoring of progress.”

“I want to congratulate the following schools for the results achieved through their school improvement planning work: Roosevelt Elementary, Sheridan Elementary, Union Terrace Elementary, Washington Elementary, South Mountain Middle School and William Allen High School. The educators in these buildings rose to the occasion this year—and it shows. Others that have demonstrated continued progress and Made AYP should be recognized as well: Cleveland Elementary, Lehigh Parkway Elementary and Mosser Elementary. I also wish to thank all of our ASD educators as each of the schools have their individual success stories, success that we will build upon this year to accelerate achievement district-wide. The ASD professional and support staff demonstrate great dedication to the students of the District and will rise to the occasion to move the District out of Corrective Action II. That is the expectation for all of us.”

Andrew Weiss, President of the Allentown School District Board of Directors, said, "The ASD Board appreciates the hard work put forth by staff and students over the past year. The Board's major focus is to insure consistent progress throughout all of the schools and all of the grade levels. Our plans call for ASD

students to meet or exceed *No Child Left Behind* achievement benchmarks in reading, writing, mathematics and science by 2014. This will be done by meeting or exceeding either the Pennsylvania performance targets, safe harbor or confidence intervals."

Michele Ryan, Sheridan Elementary School principal and one of ASD's schools that is Making Progress, summarizes the sentiments of ASD educators, "It truly begins with the common belief that all children are capable of learning and achieving success. With this as our foundation, we intensified our efforts and raised our expectation level in: building a strong professional learning community; planning and preparation of highly engaging learning experiences; refining and delivery of research proven instructional best practices; analysis of student performance data to inform instructional decisions; and providing consistency of instruction for all students."

Educational Gains Offset by Challenges

- Of the 20 tested schools, 15 schools met overall AYP target of 56% at proficient or advanced in mathematics performance.
- Thirteen elementary schools, two middle schools, and one high school met AYP mathematics targets for all subgroups.
- Seven elementary schools and one middle school met AYP reading targets for all subgroups.
- South Mountain Middle School is the first middle school to make AYP.
- ESL students met Safe Harbor in Reading at the elementary, middle, and high school levels.
- Four elementary schools and one middle school made AYP, as compared to ten schools in the prior year, and three elementary schools are designated as Making Progress towards meeting AYP.
- High schools continue to be the District's greatest challenge; however, William Allen HS made substantial gains in mathematics.

Key Observations

Percent Proficient	Reading	Mathematics
80 – 90% Proficient		Lehigh Parkway (82.2%) Washington (81.4%)
70 – 79% Proficient	Lehigh Parkway (72.9%)	Muhlenberg (77.8%) Ritter (70.9%) Cleveland (70.6%) Sheridan (78.4%)
60 – 69% Proficient	Muhlenberg (64.1%)	Jefferson (63.7%) Mosser (67.6%) Union Terrace (60.4%) Dodd (67.6%) Roosevelt (60.5%)
50 – 59% Proficient	Washington (57.0%) Cleveland (59.2%) Ritter (55.9%) Union Terrace (52.8%) South Mountain (52.9%) Sheridan (55.3%)	Trexler (52.1%) South Mountain (57.6%) Jackson (56.6%) Harrison-Morton (54.4%)
40 – 49% Proficient	Jefferson (44.7%) Mosser (47.1%) Harrison-Morton (44.7%) William Allen (44.9%) Louis E. Dieruff (41.5%) Trexler (46.2%) Dodd (49.2%) Jackson (47.5%) Roosevelt (40.4%)	Central (48.6%) Raub (43.0%) McKinley (49.6%) William Allen (41.0%)
30 – 39% Proficient	Central (37.5%) McKinley (38.8%) Raub (38.5%)	Louis E. Dieruff (36.0%)
Below 30% Proficient		

[Summary of 2004-2008 AYP \(Adequate Yearly Progress\) Results - Mathematics](#)

**Allentown School District
MATHEMATICS
PROFICIENT + ADVANCED**

LEVEL	2004	2005	2006	2007	2008
TARGET SCORE	35	45	45	45	56
District Grades 3-5	52.9	60.6	64.1	64.0	64.7
District Grades 6-8	35.4	42.8	45.8	50.9	51.3
District Grades 9-12	22.2	23.7	27.6	32.3	38.7
<i>Grades 3-5 exceed the target but remain flat. There has been growth in testing for grades 6-8 and grades 9-12, but not enough.</i>					

[Summary of 2004-2008 AYP \(Adequate Yearly Progress\) Results - Reading](#)

**Allentown School District
READING
PROFICIENT + ADVANCED**

LEVEL	2004	2005	2006	2007	2008
TARGET SCORE	45	54	54	54	63
District Grades 3-5	45.9	43.5	47.1	48.3	49.3
District Grades 6-8	45.5	40.2	42.5	43.2	45.7
District Grades 9-12	39.6	39.8	43.7	42.8	43.1
<i>At all levels, progress is edging forward very slowly.</i>					

Participation, Graduation and Attendance Rates

- Attendance: 100% of elementary and middle schools met the 2007 attendance target of 90 percent.
- Participation: 21 of 22 schools met the 2008 participation target (participation in taking the PSSA tests) of 95 percent. William Allen High School [IEP subgroup] did not meet the target.
- Graduation Rate: Both high schools made growth toward 80 percent. William Allen High School met the 2007 target with 68.26 percent vs. 67.72 percent in 2006. Dieruff met the graduation target with 65.48 percent in 2007 vs. 63.66 percent in 2006.

Allentown School District Progress, Per School

ELEMENTARY SCHOOLS

(in bold, number results met AYP target)

- **Central Elementary** (Warning) — improved performance in reading (24 percentage points since 2005) and, for the seventh year in a row, improved in mathematics.

<i>PSSA PROFICIENCY + ADVANCED SCORES: CENTRAL ELEMENTARY</i>					
TARGET SCORE	35	45	45	45	56
Mathematics	18.1	24.1	32.7	47.2	48.6
	2004	2005	2006	2007	2008
TARGET SCORE	45	54	54	54	63
Reading	18.9	13.6	26.1	34.0	37.5

- **Cleveland Elementary** (Made AYP)—based on grades 3 and 4 only, made AYP three years in a row, exceeding AYP target in mathematics.

<i>PSSA PROFICIENCY + ADVANCED SCORES: CLEVELAND ELEMENTARY</i>					
TARGET SCORE	35	45	45	45	56
Mathematics	53.0	60.6	85.5	70.9	70.6
	2004	2005	2006	2007	2008
TARGET SCORE	45	54	54	54	63
Reading	45.9	43.5	62.9	61.0	59.2

- **Hiram Dodd Elementary** (Warning)—exceeded mathematics target six years in a row, but did not make gains in reading achievement.

<i>PSSA PROFICIENCY + ADVANCED SCORES: DODD ELEMENTARY</i>					
TARGET SCORE	35	45	45	45	56
Mathematics	76.2	81	79.4	75.5	67.6
	2004	2005	2006	2007	2008
TARGET SCORE	45	54	54	54	63
Reading	69.7	67.0	61.0	60.1	49.2

- **Jackson Elementary** (Warning)—met AYP target in mathematics, but did not make gains in reading achievement.

<i>PSSA PROFICIENCY + ADVANCED SCORES: JACKSON ELEMENTARY</i>					
TARGET SCORE	35	45	45	45	56
Mathematics	53.8	53.4	75.0	69.3	56.6
	2004	2005	2006	2007	2008
TARGET SCORE	45	54	54	54	63
Reading	46.2	35.1	67.0	55.3	47.5

- **Jefferson Elementary** (Corrective Action II)—continues to improve in mathematics, but did not make gains in reading achievement.

<i>PSSA PROFICIENCY + ADVANCED SCORES: JEFFERSON ELEMENTARY</i>					
TARGET SCORE	35	45	45	45	56
Mathematics	48.1	55.9	57.8	60.8	63.7
	2004	2005	2006	2007	2008
TARGET SCORE	45	54	54	54	63
Reading	46.2	37.2	38.2	48.8	44.7

- **Lehigh Parkway Elementary** (Made AYP)—met AYP targets six years in a row, continuously surpassing all targets. Students at Lehigh Parkway Elementary School received the highest results in the District in reading and mathematics.

<i>PSSA PROFICIENCY + ADVANCED SCORES: LEHIGH PARKWAY ELEMENTARY</i>					
TARGET SCORE	35	45	45	45	56
Mathematics	100.0	93.1	90.4	87.6	82.2
	2004	2005	2006	2007	2008
TARGET SCORE	45	54	54	54	63
Reading	89.3	75.9	74	77.7	72.9

- **McKinley Elementary** (Warning)—did not make gains in reading or mathematics.

<i>PSSA PROFICIENCY + ADVANCED SCORES: MCKINLEY ELEMENTARY</i>					
TARGET SCORE	35	45	45	45	56
Mathematics	44.6	52.6	63.4	63.3	49.6
	2004	2005	2006	2007	2008
TARGET SCORE	45	54	54	54	63
Reading	27.7	55.3	48.3	53	38.8

- **Mosser Elementary** (Made AYP)—continues to be a success story, making AYP for two consecutive years after being designated in Corrective Action 1 in 2005.

<i>PSSA PROFICIENCY + ADVANCED SCORES: MOSSER ELEMENTARY</i>					
TARGET SCORE	35	45	45	45	56
Mathematics	48.5	60.6	60.5	68.4	67.6
	2004	2005	2006	2007	2008
TARGET SCORE	45	54	54	54	63
Reading	33.9	31.4	38.9	43.9	47.1

- **Muhlenberg Elementary** (Warning)—met AYP targets six years in a row in mathematics, but did not make gains in reading.

<i>PSSA PROFICIENCY + ADVANCED SCORES: MUHLENBERG ELEMENTARY</i>					
TARGET SCORE	35	45	45	45	56
Mathematics	86.9	86.1	83.1	79.9	77.8
	2004	2005	2006	2007	2008
TARGET SCORE	45	54	54	54	63
Reading	84.8	78.6	74.8	72.2	64.1

- **Ritter Elementary** (Warning)—met AYP targets in mathematics six years in a row, but did not make gains in reading.

<i>PSSA PROFICIENCY + ADVANCED SCORES: RITTER ELEMENTARY</i>					
TARGET SCORE	35	45	45	45	56
Mathematics	77.0	74.6	74.6	74.8	70.9
	2004	2005	2006	2007	2008
TARGET SCORE	45	54	54	54	63
Reading	61.8	57.2	59.8	61.2	55.9

- **Roosevelt Elementary** (Making Progress)—met its AYP target in mathematics six years in a row, and made gains in reading.

<i>PSSA PROFICIENCY + ADVANCED SCORES: ROOSEVELT ELEMENTARY</i>					
TARGET SCORE	35	45	45	45	56
Mathematics	55.1	60.0	54.4	55.5	60.5
	2004	2005	2006	2007	2008
TARGET SCORE	45	54	54	54	63
Reading	32.9	41.2	36.7	36.9	40.4

- **Sheridan Elementary** (Making Progress)—made the largest gains of any ASD elementary school in both reading and mathematics.

<i>PSSA PROFICIENCY + ADVANCED SCORES: SHERIDAN ELEMENTARY</i>					
TARGET SCORE	35	45	45	45	56
Mathematics	41.9	60.3	66.5	67.0	78.4
	2004	2005	2006	2007	2008
TARGET SCORE	45	54	54	54	63
Reading	34.6	32.5	40.1	40.3	55.3

- **Union Terrace Elementary** (Making Progress)—made AYP in mathematics six continuous years and made gains in reading achievement.

<i>PSSA PROFICIENCY + ADVANCED SCORES: UNION TERRACE ELEMENTARY</i>					
TARGET SCORE	35	45	45	45	56
Mathematics	64.3	69.7	70.0	63.2	60.4
	2004	2005	2006	2007	2008
TARGET SCORE	45	54	54	54	63
Reading	61.2	59.9	52.5	47.9	52.8

- **Washington Elementary** (Made AYP)—exceeded the AYP mathematics target in 2008, and made gains in reading achievement.

<i>PSSA PROFICIENCY + ADVANCED SCORES: WASHINGTON ELEMENTARY</i>					
TARGET SCORE	35	45	45	45	56
Mathematics	45.4	72.5	79.1	72.8	81.4
	2004	2005	2006	2007	2008
TARGET SCORE	45	54	54	54	63
Reading	33.9	48	54.3	54.1	57.0

MIDDLE SCHOOLS

- **Harrison-Morton Middle** (Corrective Action II)—demonstrated a decline in both reading and mathematics.

<i>PSSA PROFICIENCY + ADVANCED SCORES: HARRISON MORTON MIDDLE</i>					
TARGET SCORE	35	45	45	45	56
Mathematics	36.2	40.2	46.6	60.3	54.4
	2004	2005	2006	2007	2008
TARGET SCORE	45	54	54	54	63
Reading	44.6	37.5	40.8	47.1	44.7

- **Raub Middle** (Corrective Action II)—demonstrated a decline in both reading and mathematics.

<i>PSSA PROFICIENCY + ADVANCED SCORES: RAUB MIDDLE</i>					
TARGET SCORE	35	45	45	45	56
Mathematics	51.8	49.4	46.1	48.3	43.0
	2004	2005	2006	2007	2008
TARGET SCORE	45	54	54	54	63
Reading	50.6	43.3	42.6	40.2	38.5

- **South Mountain Middle** (Made AYP)—improved mathematics scores six years in a row, making a 16 point gain over two years and almost doubling the score since 2004. Made substantial progress in reading.

<i>PSSA PROFICIENCY + ADVANCED SCORES: SOUTH MOUNTAIN MIDDLE</i>					
TARGET SCORE	35	45	45	45	56
Mathematics	29.9	41.6	43.8	49.8	57.6
	2004	2005	2006	2007	2008
TARGET SCORE	45	54	54	54	63
Reading	43.9	39.3	41.9	44.4	52.7

- **Trexler Middle** (Corrective Action II)—Made slight gains in reading and mathematics achievement.

<i>PSSA PROFICIENCY + ADVANCED SCORES: TREXLER MIDDLE</i>					
TARGET SCORE	35	45	45	45	56
Mathematics	30.5	44.5	48.6	51.2	52.1
	2004	2005	2006	2007	2008
TARGET SCORE	45	54	54	54	63
Reading	45.5	41.7	41.4	42.8	46.2

HIGH SCHOOLS

- **Louis E. Dieruff High** (Corrective Action II)—slight declines in reading and mathematics achievement, but met the graduation rate target.

<i>PSSA PROFICIENCY + ADVANCED SCORES: DIERUFF HIGH</i>					
TARGET SCORE	35	45	45	45	56
Mathematics	25.0	21.2	32.9	37.2	36.0
	2004	2005	2006	2007	2008
TARGET SCORE	45	54	54	54	63
Reading	42.9	40.6	44.9	43.2	41.5

- **William Allen High** (Corrective Action II)—ASD’s largest school made substantial gains in mathematics, an increase of 12 percentage points, and demonstrated growth in reading. In addition, Allen met the graduation rate target.

<i>PSSA PROFICIENCY + ADVANCED SCORES: WILLIAM ALLEN HIGH</i>					
TARGET SCORE	35	45	45	45	56
Mathematics	26.2	26.4	25.5	29.1	41.0
	2004	2005	2006	2007	2008
TARGET SCORE	45	54	54	54	63
Reading	40.9	41.7	42.7	42.6	44.9

[The Road Ahead](#)

No Child Left Behind Targets

PROFICIENT + ADVANCED TARGET SCORES (%)							
YEAR	2002	2003	2004	2005	2006	2007	2008
MATHEMATICS	35	35	35	45	45	45	56
READING	45	45	45	54	54	54	63
<i>The targets for 2008 will remain through 2010.</i>							

“Everyone in the District must be given the requisite support and professional development so we can adhere to a set of expectations required for continuous improvement,” stated Dr. Angello. “Accountability of performance will be linked to professional development. Key district-wide activities include: a thorough review of curriculum with an intense focus on literacy; improved strategies for English language learners and special education students; and alignment of curriculum across the District.”

[Adequate Yearly Progress \(AYP\) Glossary](#)

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

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 performance categories listed below signal the need for greater levels of assistance to designated schools to ensure there is improvement.

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.

[About Allentown School District](#)

Proud of its diversity, the Allentown School District has students originating from 41 countries and speaking 24 languages.

Serving 18,300 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 continues to implement a standardized, district-wide curriculum, coupled with improved instructional practices consistent from school to school. Allentown School District employs approximately 1,200 teachers and 2,000 employees overall.

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