

No Child Left Behind

Chichester School District

August 2004

District Report Card

401 Cherry Tree Road
P.O. Box 2100
Boothwyn, PA 19061



610-485-6881
www.chichesterschools.net
Superintendent: Michael T. Golde

Welcome and Overview

The "No Child Left Behind Act" expands local requirements for reporting school quality. The following is required data for all schools in our district and Chichester School District as a whole.

Chichester students continue to show improvement on the Pennsylvania System of School Assessments (PSSA). While there is room for improvement, we are proud of our students' academic achievements and the support provided to them by our parents, teachers, and administrators.

Commendation is extended to Mr. Steve Marrone, our Federal Programs Coordinator and Mrs. Sandy Cislo, Title Programs Assistant for their efforts in the successful completion of this report.

Chichester School District is committed to providing a quality education that develops the total potential of every student. In addition to the continuous improvement in the areas of curriculum and instruction, Chichester School District offers the following programs in an effort to meet the diverse needs of all students.

10 Points of Pride

- **District-wide Full Day Kindergarten**
- **Alternative School**
- **Vo-Tech and Allied Health Programs**
- **MOUS (Microsoft Office User Specialist) Certification**
- **Full Internet Access in all Classrooms and Computer Labs**
- **Title I Services**
- **Science Olympiad Team**
- **After School and Extended School Year Programs**
- **100 Book Challenge at the Elementary Level**
- **Extensive Co-Curricular Athletics and Activities at the Middle School & High School**

Sincerely,

Barbara A. DiMarino
Assistant to the Superintendent

Demographics

District Enrollment:	3,796	Percent of Low-Income Students:	33%
Special Education Enrollment:	821	Number of Elementary Schools:	4
Gifted Enrollment:	93	Number of Middle Schools:	1
Limited English Proficiency Enrollment:	12	Cost per Pupil (regular education):	\$7,590.

Staffing

Teacher Qualifications		
Professional Staff <i>(total number)</i>	% of PA Certified Professional Staff <i>("highly qualified")</i>	% of Professional Staff w/Emergency Permits <i>(working towards "highly qualified")</i>
<i>District</i>	<i>District</i>	<i>District</i>
<i>287</i>	<i>98.6%</i>	<i>1.4%</i>

Number of Professional Staff	Level of Professional Education			Years of Experience in Education		
	<u>Degree</u>	<u>Administrators</u>	<u>Teachers</u>	<u>Years</u>	<u>Administrators</u>	<u>Teachers</u>
Building Principals:	6					
Assistant Principals:	4	Bachelor's Degree	75	0-5 years	0	130
Central Office Administrator:	6	Bachelor's Degree + 24 credits	29	6-10 years	1	34
Classroom Teachers:	198	Master's Degree	3	11-15 years	5	30
Guidance Counselors:	12	Master's Degree + 15 credits	2	16-20 years	4	24
Librarians:	3	Master's Degree + 30 credits	5	21-25 years	0	27
Psychologists:	4	Master's Degree + 45 credits	6	26-30 years	3	25
Social Workers:	0	Doctoral Degree	0	Over 30 years	3	17
		Total	16	Total	16	287

* Effective 2005; Title I Paraprofessionals must be included (credentials)

Adequate Yearly Progress

In order to comply with the requirements and mandates of the No Child Left Behind (NCLB) legislation, all schools and school districts must achieve a certain percentage of students who score “proficient” or “advanced” on tests in mathematics and reading. For 2004, the minimum percentages were 35% in mathematics and 45% in reading. In addition, certain identified subgroups of students that have more than 40 students per group must also have had the same percentage of students scoring above the benchmark criteria. Further, each elementary and middle school must improve their attendance rate each year or maintain it at or above 90%. High schools must improve their graduation rates each year or maintain it at or above 80%.

	Math - All Students	Reading - All Students	Math - All Sub- Groups	Reading - All Sub- Groups	Attendance Rate	Graduation Rate	Participation Rate	Met All Target Areas	Status
Middle School	Y	Y	N	N	Y	N/A	Y	N	B
High School	Y	Y	N	Y	N/A	Y	Y	N	B
Key:	Y = Yes		N = No			N/A = Not Applicable			

*Status

- A** = All AYP goals have been achieved
- A-** = **Warning** (one or more AYP goals not met for one year; requires effort to improve, no state or federal consequences)
- B** = **School Improvement I** (one or more AYP goals not met for two years in a row; requires school choice, school assistance teams, and a specific plan for improvement)
- C** = **School Improvement II** (one or more AYP goals not met for three years in a row; requires same as SI, plus supplemental services such as tutoring)
- D** = **Corrective Action I** (one or more AYP goals not met for four years in a row; requires same as SI and SII plus significant changes in leadership, curriculum, professional development or other strategies)
- F** = **Corrective Action II** (one or more AYP goals not met for five years in a row, requires same as CAI, plus significant changes in governance such as reconstitution, chartering, or privatization)

Feeder Schools

No Child Left Behind requires all schools to be included in the state accountability system. Because some schools are configured with no students in a PSSA tested grade, the Pennsylvania Department of Education (PDE) has no PSSA scores to account for them. Therefore, PDE has adopted an interim policy of identifying schools that feed into 5th grade schools. The policy addresses two situations that occur in Pennsylvania.

1. A single feeder school (K-4, K-3, or 1-4) that feeds into 5th grade, or
2. More than one (multiple) feeder schools that feed into 5th grade.

In both instances, the determination of Adequate Yearly Progress (AYP) status for the feeder school(s) is the overall performance of the district's 5th grade on the mathematics and reading assessments. Attendance, participation rate, and performance of subgroups are not examined in determining the feeder school(s) AYP status.

Policy: In a district like Chichester with multiple feeder schools, all feeder schools will be deemed to have made AYP if the results of the PSSA show at least 35% of the district's 5th grade students performed Proficient or higher on the math assessment and at least 45% of the district's 5th grade students performed Proficient or higher on the reading assessment. If the district's 5th grade results do not meet the 35% and/or 45% thresholds, the district is required to identify which, if any, feeder schools are low performing and deemed as not meeting AYP. In the 2003/2004 school year, all four of Chichester School District's elementary feeder schools met the requirements of Adequate Yearly Progress.

Multiple Feeder Schools

5 th Grade District Results		
	Math	Reading
	44.5%	52.3%
Feeder School Results		
School Number		Made AYP
1843	Boothwyn Elementary School	Y
1847	Linwood Elementary School	Y
1893	Marcus Hook Elementary School	Y
5322	Hilltop Elementary School	Y

Essential Points

No Child Left Behind (NCLB)

Sweeping and comprehensive federal legislation of 2001 that established academic performance goals and other indicators of student success for all students and schools nationwide.

PSSA – Pennsylvania System of School Assessment

Grades 3, 5, 8, and 11 Reading and Mathematics (spring).

Grades 6 and 9 Writing (fall).

Grade 11 Writing (winter).

Disaggregated Subgroups

The same performance goals for the general population of students further applies to all subgroups as defined by 1) economic classification, 2) racial and ethnic categorization, 3) students with specific learning disabilities, and 4) students with limited English proficiency. (Subgroups must have a minimum number of 40 participants in order to be evaluated.)

Performance Goals

For the 2003-2004 school year, all students overall, and within all subgroups, must demonstrate 35% competency ('proficient' and 'advanced') in Mathematics and 45% in Reading as measured by current state (PSSA) assessments.

Graduation and Attendance Rates

In compliance with the guidelines of NCLB, the Pennsylvania Accountability Plan has established benchmarks of successful performance in each category; a goal of 90% for attendance and a goal of 80% for graduation.

Participation Rate

In compliance with the guidelines of NCLB, the Pennsylvania Accountability Plan has established a goal of 95% as a benchmark figure for students participating ('taking the test') in the PSSA assessments. This figure applies to each grade, school, and subgroup population as well as the district as an entirety.

Participation Rate

The No Child Left Behind legislation requires that school districts report the percentage of students who were included in the state PSSA tests data shown. Schools are required to test no less than 95% of the students in each school and in each identified sub-group in order to make “adequate yearly progress.” The participation rates for each school and for each test are shown below for the entire group of students taking the test.

	<u>Mathematics</u>	<u>Reading</u>
Chichester Middle School	98.9% (1.1%)	98.9% (1.1%)
Chichester High School	96% (4.0%)	96.4% (3.6%)

Attendance / Graduation

The No Child Left Behind legislation requires that elementary and middle schools track attendance rates and work to improve them so that they are at least 90%. In addition, high schools are required to track graduation rates and to show that they are at least 80%. Attendance and graduation rates for Chichester schools are shown below.

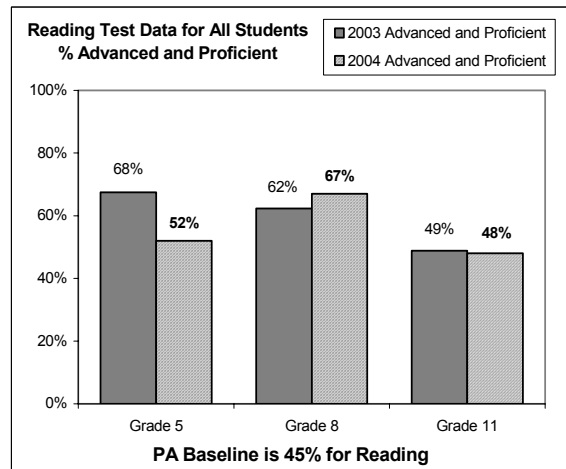
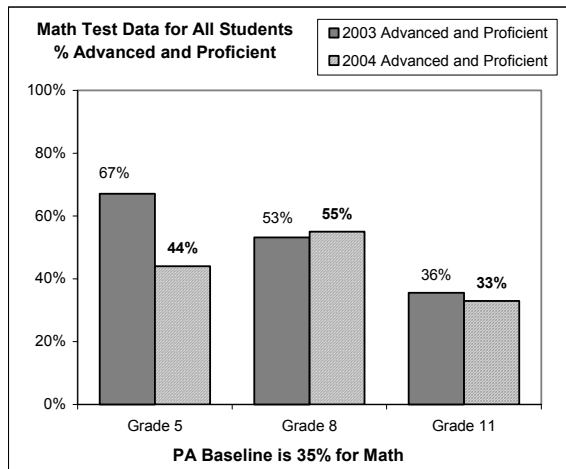
	Attendance Rate 2003-2004	Attendance Rate 2002-2003	Graduation Rate 2003-2004	Graduation Rate 2002-2003
PA State Target	90%	90%	80%	95%
Boothwyn	95.7%	94.7%	N/A	N/A
Hilltop	96%	93.5%	N/A	N/A
Linwood	94.3%	92.3%	N/A	N/A
Marcus Hook	93.5%	92.1%	N/A	N/A
Middle School	92.4%	89.9%	N/A	N/A
High School	N/A	95.0%	83%	83.7%

District Assessment

State PSSA tests are given to students in grades 5, 8, and 11 in the areas of reading and mathematics in the spring of each school year. Under the federal legislation known as No Child Left Behind, schools are required to have at least 35% of the students tested, score either “proficient” or “advanced” on the mathematics test while at least 45% of the students tested must score “proficient” or “advanced” in the reading test. In addition, scores for students who are members of selected sub-groups must be analyzed separately to determine if each sub-group has demonstrated the same percentage of students scoring “proficient” or “advanced.” These sub-groups include special education students, economically disadvantaged students, students with limited English proficiency, and students in specific racial and/or ethnic groups. Lastly, the data must also be reported separately by gender.

Based on the test results for all students, since more than 35% of the students tested were “proficient” or “advanced” in math and more than 45% of the students tested were “proficient” or “advanced” in reading at each grade level, Chichester’s middle and high schools both met the criteria for “adequate yearly progress” in the overall student category. Even though Chichester High School achieved a 33% of advanced and proficient in the area of mathematics, through the application of a statistically approved confidence interval, the minimum criteria was met. The graphs below illustrate how each grade level tested in relation to the minimum requirement set for 2004 by No Child Left Behind.

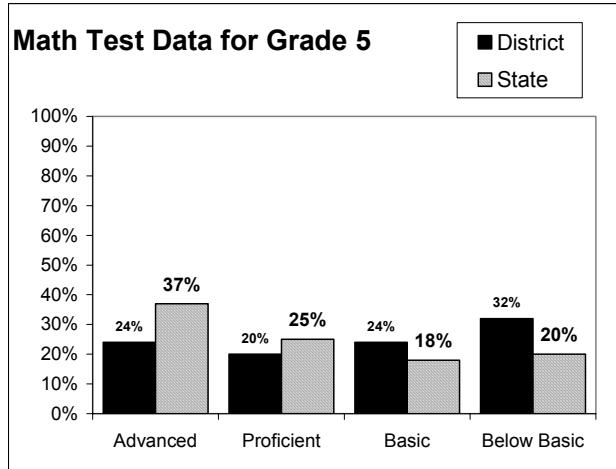
State Test Data by Subject Area For All Chichester School District Students Tested:



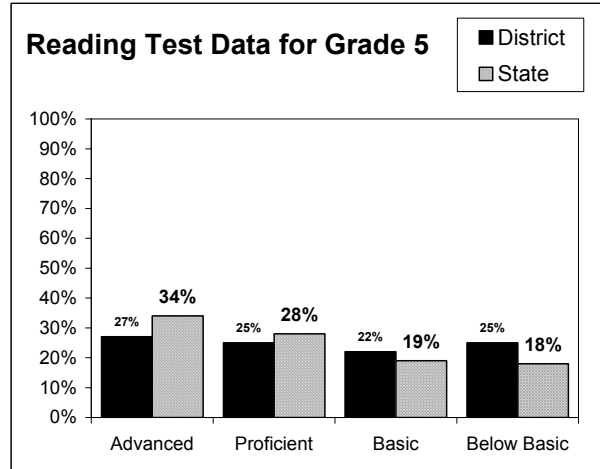
2004 Assessment Results Compared to Statewide Averages

PSSA test results for all students tested in each subject are shown below by performance level and compared to state averages for all students tested across the state. In each graph, the scores for **Chichester School District** students are shown as the left bar on the chart compared to state averages shown by the right bar. The goal of the No Child Left Behind legislation is to have more and more students score in the advanced or proficient categories each year so that by the year 2014 all students will score advanced or proficient on these tests.

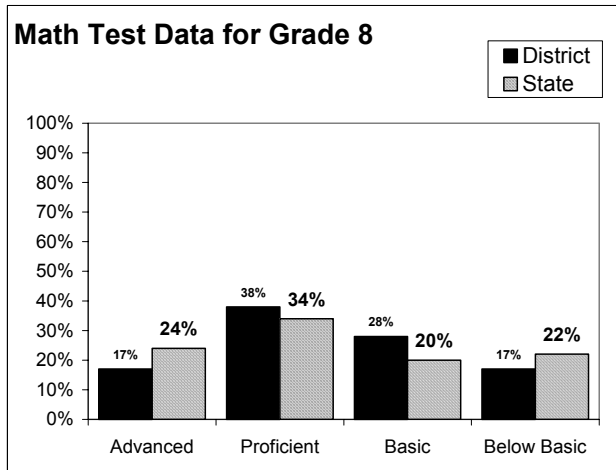
5th Grade Math



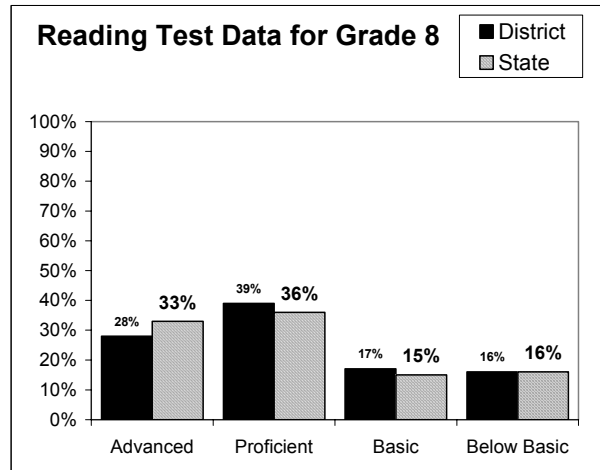
5th Grade Reading



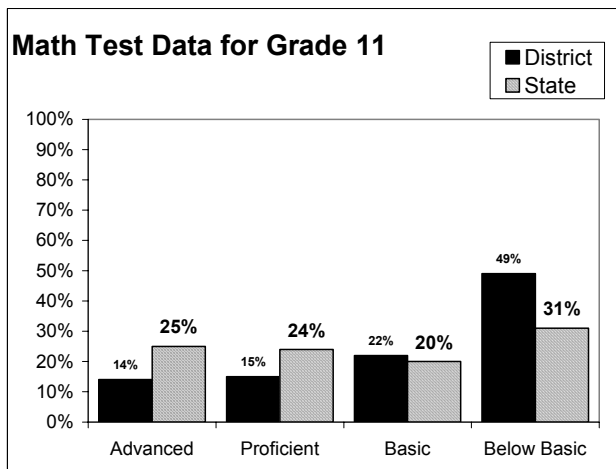
8th Grade Math



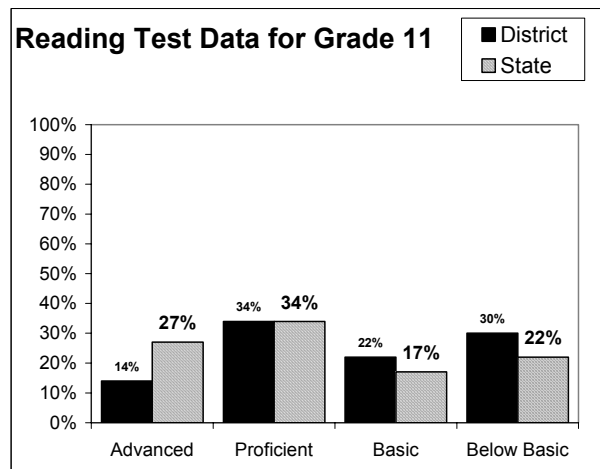
8th Grade Reading



11th Grade Math



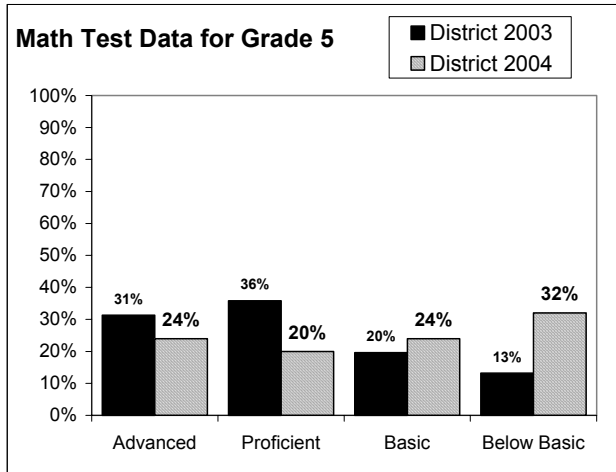
11th Grade Reading



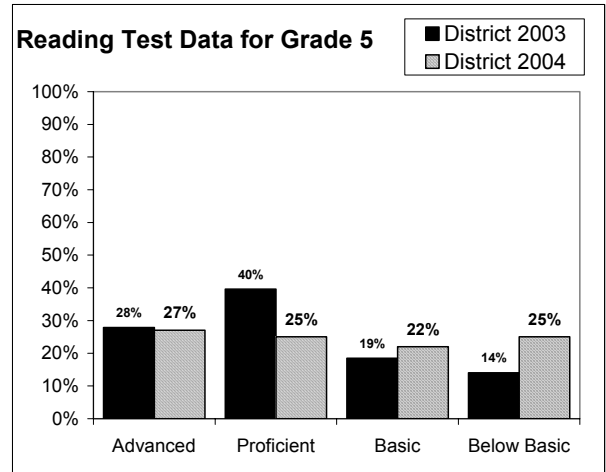
School District Two Year Trends

PSSA test results from the 2002-03 and 2003-04 school year are compared below for the subjects of mathematics and reading.

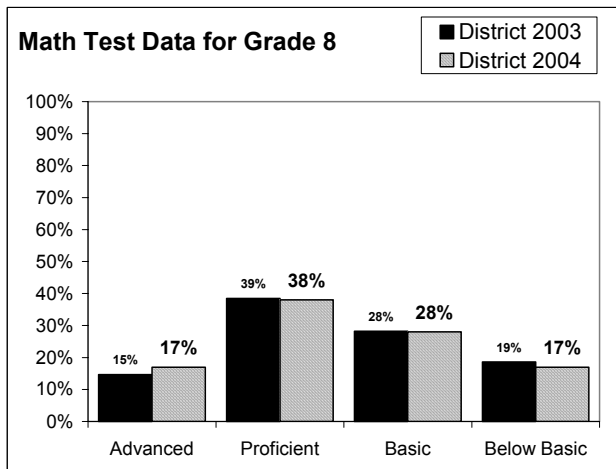
5th Grade Math



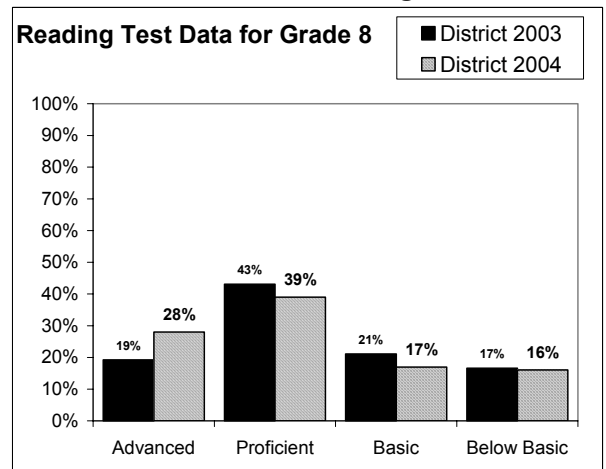
5th Grade Reading



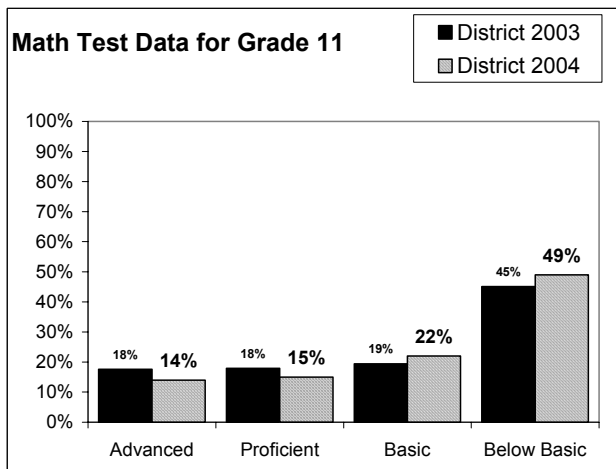
8th Grade Math



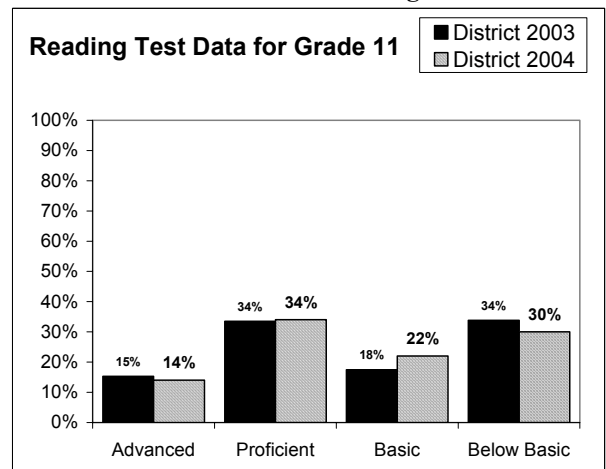
8th Grade Reading



11th Grade Math



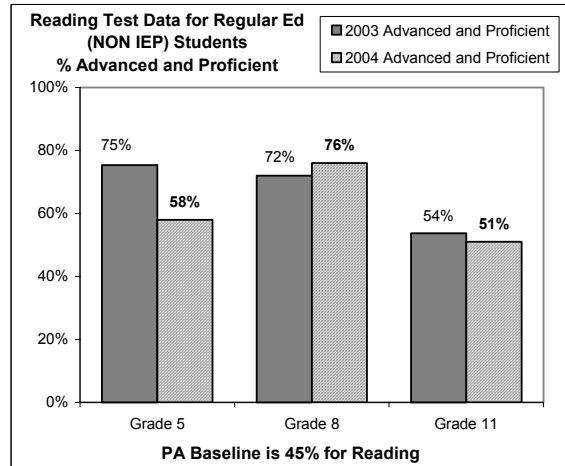
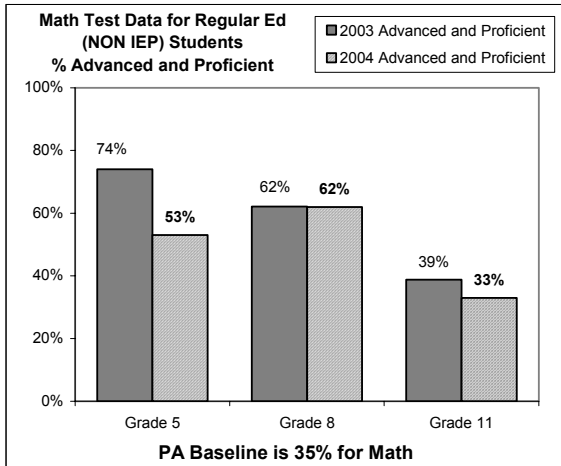
11th Grade Reading



State Test Data by Subject Area – Regular & Special Education

State Test Data by Subject area for All Chichester School District Regular Education Students – Non-IEP:

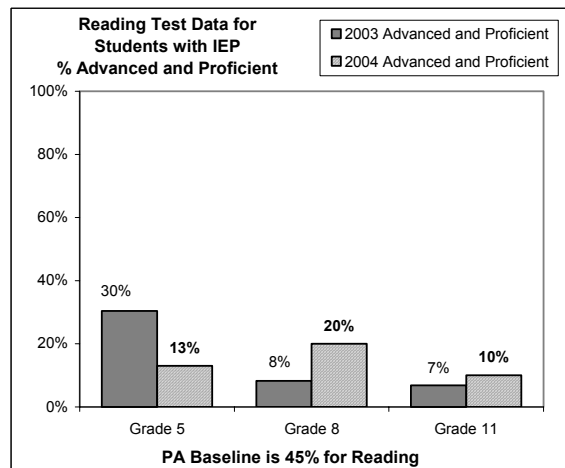
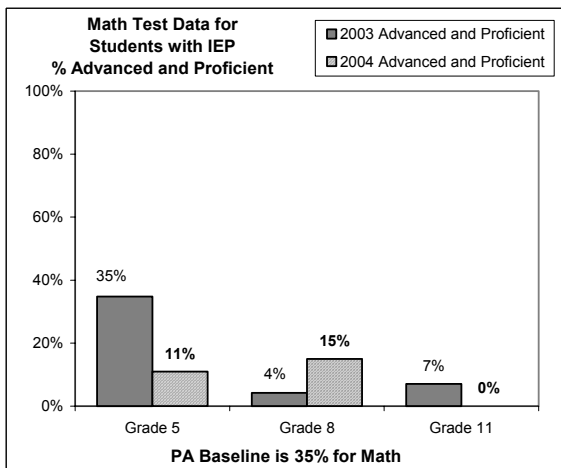
Based on the test results for all regular education students, the middle and high schools attained “adequate yearly progress” since more than 35% of the students tested were “proficient” or “advanced” in math and more than 45% of the students tested were “proficient” or “advanced” in reading at each grade level. Again, even though the figure for math in grade 11 was 32%, the criteria for meeting the benchmark was met through the application of an approved statistically correct confidence interval.



State Test Data by Subject area for All Chichester School District Special Education Students – Students with an IEP:

Based upon the PSSA results for the 2003-2004 school year, neither the middle school nor the high school met the proficiency goals of 35% (Mathematics) and 45% (Reading) with regard to the subgroup of Special Education students designated by IEP’s. Under the guidelines of NCLB, the goals are consistent for ALL students, regardless of their educational placement. However, with regard to students with IEP’s, these goals are especially ‘challenging,’ as these students are typically 2-3 years behind their grade level counterparts. A total of 68 fifth grade students were classified as special education students (22% of the total tested). A total of 45 eighth grade students were classified as special education students (15% of the total tested). A total of *30 eleventh grade students were classified as special education students (13% of the total tested). However, as this group was below the threshold of 40 students, the results were not calculated for the purpose of compliance under the “adequate yearly progress” criteria.

**Below the threshold of 40 students per subgroup.*

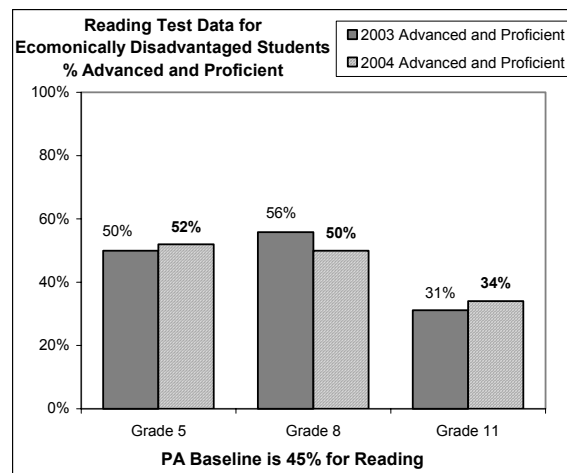
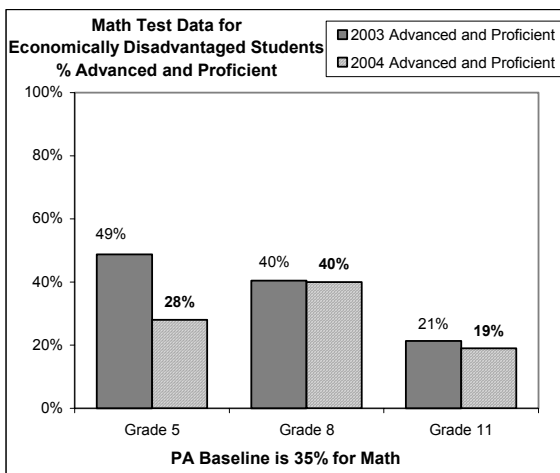


State Test Data by Subject Area – Economically Disadvantaged

State Test Data by Subject area for All Chichester School District Economically Disadvantaged Students:

Based on the 2004 test results of the subgroup of students classified as economically disadvantaged, the middle school met the criteria for “adequate yearly progress” with an overall proficiency percentage of 39% in mathematics and 49% in reading. However, the high school only met the criteria in reading with a 34%, using the confidence interval method for interpretation of results, while failing to meet the minimum criteria in mathematics.

A total of 100 fifth grade students were classified as economically disadvantaged (33% of the total tested). A total of 92 eighth grade students were classified as economically disadvantaged (32% of the total tested). A total of 42 eleventh grade students were classified as economically disadvantaged (18% of the total tested).



State Test Data by Subject Area – Ethnicity

The following sub-group information is required to be provided in a school district’s No Child Left Behind School District Report Card.

State Test Data by Subject for All Chichester School District Black/African American Students:

Math				
Percent at Each Proficiency Level				
Grade	Advanced	Proficient	Basic	Below Basic
5	15%	4%	31%	50%
8	8%	38%	30%	24%
11	6%	6%	18%	73%

Reading				
Percent at Each Proficiency Level				
Grade	Advanced	Proficient	Basic	Below Basic
5	15%	12%	27%	46%
8	16%	34%	26%	24%
11	0%	21%	52%	27%

No Child Left Behind regulations require that this group of students’ scores be reported on a district's school report card if more than 10 students were tested in each grade level. A total of 76 middle school students, and *33 high school students are included in this group.

*Since a group must have at least 40 students in order to have the sub-group scores used for "adequate yearly progress," these scores were not used in the calculation of district or school level "adequate yearly progress" determination.

State Test Data by Subject Area – Gender

No Child Left Behind legislation requires that state test results be reported by gender. However, this data is not used to determine “adequate yearly progress” for schools or school districts.

State Test Data by Subject area for All Chichester School District MALE Students:

Math Percent at Each Proficiency Level				
Grade	Advanced	Proficient	Basic	Below Basic
5	22%	18%	24%	35%
8	18%	36%	30%	16%
11	16%	17%	25%	42%

Reading Percent at Each Proficiency Level				
Grade	Advanced	Proficient	Basic	Below Basic
5	20%	27%	21%	33%
8	22%	41%	17%	20%
11	17%	35%	18%	30%

State Test Data by Subject area for All Chichester School District FEMALE Students:

Math Percent at Each Proficiency Level				
Grade	Advanced	Proficient	Basic	Below Basic
5	27%	24%	24%	25%
8	16%	41%	26%	18%
11	13%	13%	19%	56%

Reading Percent at Each Proficiency Level				
Grade	Advanced	Proficient	Basic	Below Basic
5	39%	23%	25%	13%
8	35%	36%	17%	11%
11	11%	32%	28%	29%

Standardized Assessment Information for Elementary Schools

Title and Non-Title Buildings

The *TerraNova* Standardized Assessment is used as part of the district’s comprehensive assessment plan to inform the community of the general progress being made by the school district, to provide additional information regarding individual student performance, and to assist in instructional program revision, planning, and decision making.

CTB/McGraw-Hill’s *TerraNova* is a group-administered standardized achievement test which assesses student performance in the areas of Reading, Language Arts, and Mathematics in grades 4, 6, 7, 9, and 10. It provides useful and informative data on achievement of individuals and groups of students compared to other students of the same grade nationally.

Further, the *TerraNova* is administered in conjunction with the *Test of Cognitive Skills*, an academic aptitude test, to provide ‘anticipated’ achievement scores. These scores allow comparisons between students’ actual (obtained) levels of performance and the anticipated (predicted) achievement scores. The following table shows student performance on the 2004 *TerraNova* at the grade 4 level within the district’s four elementary sites.

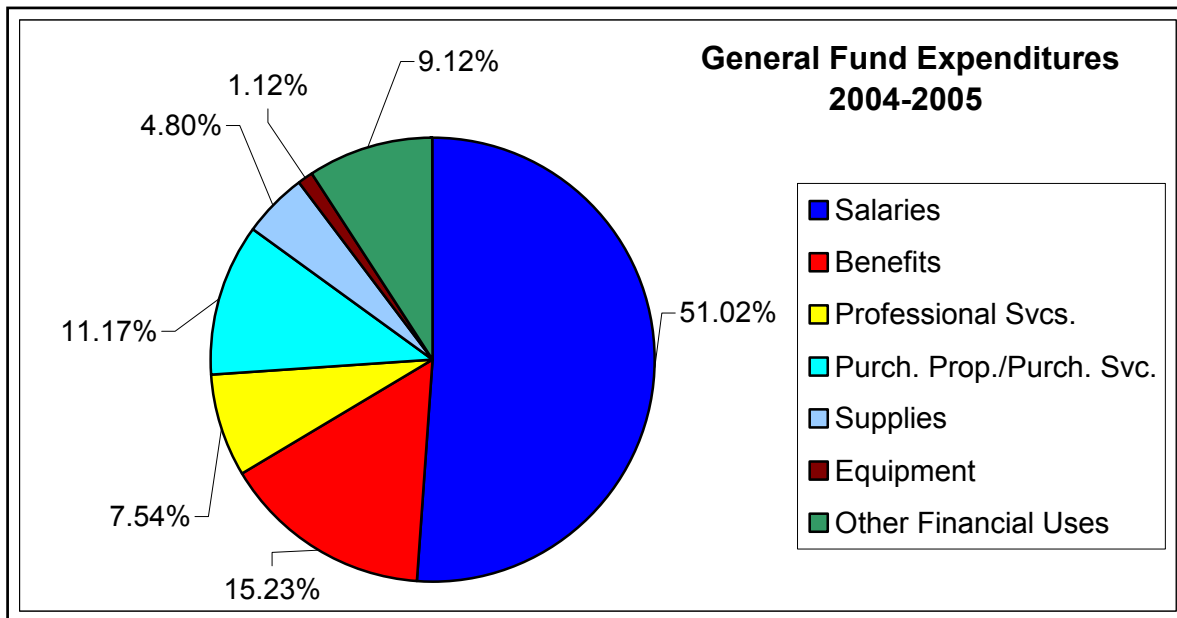
Grade 4 Terra Nova April 2004 Percentile Scores					
		Reading	Language	Math	Total
Boothwyn Elementary School	(obtained score)	80%	76%	91%	85%
	(anticipated score)	54%	55%	58%	55%
Hilltop Elementary School	(obtained score)	83%	71%	88%	85%
	(anticipated score)	63%	64%	66%	65%
*Linwood Elementary School	(obtained score)	75%	72%	81%	75%
	(anticipated score)	51%	52%	54%	51%
*Marcus Hook Elementary School	(obtained score)	60%	55%	80%	65%
	(anticipated score)	41%	43%	42%	40%

*Title I Schools

Financial Information

General Fund Expenditures for 2004-05

Program	Salaries	Benefits	Prof. Services	Purch. Property & Other Purch . Svc.	Supplies	Equipment	Other Finance Uses	Total
Regular Education	\$12,567,375	\$3,865,370	\$613,500	\$682,200	\$897,935	\$124,185	\$3,745	\$18,754,310
Special Education	\$2,477,995	\$668,305	\$2,132,200	\$1,688,380	\$78,750		\$2,500	\$7,048,130
Vocational Education	\$142,825	\$39,115		\$605,070				\$787,010
Other Instruction	\$608,340	\$146,220	\$12,300	\$20,000	\$24,020			\$810,880
Adult Programs	\$5,610	\$655	\$15,000					\$21,265
Pupil Personnel	\$1,228,250	\$311,570	\$22,500	\$14,110	\$25,800	\$500	\$5,700	\$1,608,430
Other Instructional Staff	\$607,610	\$178,415	\$85,115	\$91,895	\$119,915		\$2,700	\$1,085,650
Administration	\$1,493,995	\$429,635	\$244,000	\$91,700	\$27,100	\$3,400	\$21,020	\$2,310,850
Pupil Health	\$215,635	\$81,065	\$20,000	\$670	\$10,995	\$4,550	\$1,100	\$334,015
Fiscal Affairs	\$248,530	\$86,937	\$42,500	\$45,000	\$12,500	\$4,000	\$3,000	\$442,467
Operation/Maint.	\$1,525,500	\$510,000	\$147,150	\$1,382,185	\$797,150	\$8,075	\$5,000	\$4,375,060
Transportation	\$964,970	\$263,580	\$4,500	\$217,745	\$127,485	\$335,870	\$1,040	\$1,915,190
Central Services	\$323,548	\$102,675	\$46,000	\$297,510	\$33,310	\$10,500	\$4,800	\$818,343
IU & Other Services	\$873,410	\$340,310		\$34,845				\$1,248,565
Student Activ./Sports	\$529,245	\$89,620	\$57,715	\$49,160	\$79,715	\$30,000	\$15,860	\$851,315
Community Services	\$21,100	\$2,400	\$78,000		\$6,670			\$108,170
Debt Services							\$3,970,980	\$3,970,980
Budgetary Reserve							\$225,000	\$225,000
Total	\$23,833,938	\$7,115,872	\$3,520,480	\$5,220,470	\$2,241,345	\$521,080	\$4,262,445	\$46,715,630
	51.02%	15.23%	7.54%	11.17%	4.80%	1.12%	9.12%	100.00%



For questions regarding the No Child Left Behind Law of 2001 and/or district assessment results, please contact:

Steven R. Marrone
Coordinator of Federal Programs and Assessment
(610) 485-6881, Ext. #5032

District data compiled and formatted by:
Sandy Cislo
Title Programs Assistant

Copies of this report are available at the Chichester Education Center, 401 Cherry Tree Road, Aston, PA during normal business hours.

Resources

U.S. Department of Education www.ed.gov

- Click on No Child Left Behind or type in www.ed.gov/nclb/landing.jhtml
- Report Card Guidance Report www.ed.gov/programs/titleiparta/reportcardguidance.doc

Pennsylvania Department of Education - www.pde.state.pa.us/pde_internet/site

- Scroll down to “Find Documents” section on left side of screen and click on Report Card or type in URL below www.pde.state.pa.us/pas/cwp/view.asp?a=3&Q=95497&pde_internetNav=|

Education Commission of the States – NCLBA analysis report: www.ecs.org

Standard & Poor’s - www.ses.standardandpoors.com

The PA Grow Parents Website <http://www.pagrow.com/>