



# Chichester School District

## No Child Left Behind ~ District Report Card

December 2005

Superintendent: Michael T. Golde

401 Cherry Tree Road ■ P.O. Box 2100, Boothwyn, PA ■ 610-485-6881 ■ [www.chichesterschools.net](http://www.chichesterschools.net)

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## Welcome and Overview

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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. Based upon the 2005 PSSA results, the Chichester School District has moved from the category of 'School Improvement' to 'Making Progress.' The label 'Making Progress' indicates that Chichester School District students have met each of the AYP Goals in the 2004-2005 academic year.

Commendation is extended to Mr. Steve Marrone, our Federal Programs Coordinator and Mrs. Sandy Cislo, Secretary for Secondary Curriculum and Federal Programs 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.

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## 10 Points of Pride

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- **District-wide Full Day Kindergarten**
- **Inclusion and Co-teaching Model**
- **Vo-Tech and Allied Health Programs**
- **Full Internet Access in all Classrooms and Computer Labs**
- **Title I Services**
- **Study Island<sup>®</sup>, Kid Biz 3000<sup>®</sup>, and Teen Biz 3000<sup>®</sup> in grades 3-11**
- **Extended School Year Programs**
- **100 Book Challenge at all Levels**
- **Extensive Co-Curricular Athletics and Activities at the Middle School & High School**
- **During and After School Tutoring Services in Reading and Mathematics**

Sincerely,

Barbara A. DiMarino

*Assistant to the Superintendent*

## Demographics

District Enrollment:	3,944	Percent of Low-Income Students:	34%
Special Education Enrollment:	700	Number of Elementary Schools:	4
Gifted Enrollment:	99	Number of Middle Schools:	1
Limited English Proficiency Enrollment:	31	Cost per Pupil (regular education):	\$8,471.

## Staffing

Teacher Qualifications		
Professional Staff (total number)	% of PA Certified Professional Staff (“highly qualified”)	% of Professional Staff w/Emergency Permits (working towards “highly qualified”)
<i>District</i>	<i>District</i>	<i>District</i>
287	99%	1%

Number of Professional Staff	Level of Professional Education			Years of Experience in Education			
	Degree	Administrators	Teachers	Years	Administrators	Teachers	
Building Principals:	6						
Assistant Principals:	4	Bachelor’s Degree		69	0-5 years	0	86
Central Office Administrator:	9	Bachelor’s Degree + 24 credits		35	6-10 years	2	59
Classroom Teachers:	198	Master’s Degree	7	108	11-15 years	5	36
Guidance Counselors:	12	Master’s Degree + 15 credits	1	18	16-20 years	4	21
Librarians:	3	Master’s Degree + 30 credits	3	51	21-25 years	0	24
Psychologists:	4	Master’s Degree + 45 credits	5	4	26-30 years	2	26
Social Workers:	1	Doctoral Degree	0	1	Over 30 years	3	35
		<b>Total</b>	16	287	<b>Total</b>	16	287

Title I Paraprofessional Qualifications			
<i>District Title I Paraprofessionals</i>	<i>Highly Qualified</i>		<i>Working towards “Highly Qualified”</i>
5	4		1
	Associate’s Degree + 2	Local Assessment 2	

\* 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 2005, the minimum percentages were 45% in mathematics and 54% 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%.

### Spring, 2005 Results

	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	Y	Y	Y	N/A	Y	Y	A
High School	Y	Y	Y	Y	N/A	Y	Y	Y	A
<b>Key:</b>	<b>Y = Yes</b>		<b>N = No</b>			<b>N/A = Not Applicable</b>			

#### \*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 5<sup>th</sup> 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 5<sup>th</sup> grade, or
2. More than one (multiple) feeder schools that feed into 5<sup>th</sup> 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 5<sup>th</sup> 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 such as Chichester with multiple feeder schools, all feeder schools will be deemed to have made AYP if the results of the PSSA show at least 45% of the district’s 5<sup>th</sup> grade students performed Proficient or higher on the math assessment and at least 54% of the district’s 5<sup>th</sup> grade students performed Proficient or higher on the reading assessment. In the 2004/2005 school year, all four of Chichester School District’s elementary feeder schools met the requirements of Adequate Yearly Progress.

## Multiple Feeder Schools

<b>5<sup>th</sup> Grade District Results</b> <i>(Proficient and/or Advanced)</i>		
<b>Math</b>		<b>Reading</b>
60%		62%
<b>Feeder School Results</b>		
<b>School Number</b>		<b>Met AYP</b>
<b>1843</b>	<b>Boothwyn Elementary School</b>	<b>Y</b>
<b>1847</b>	<b>Linwood Elementary School</b>	<b>Y</b>
<b>1893</b>	<b>Marcus Hook Elementary School</b>	<b>Y</b>
<b>5322</b>	<b>Hilltop Elementary School</b>	<b>Y</b>

### 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 (2005)

For AYP purposes, only students' results in Reading and Mathematics are calculated.

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

Grades 5 and 8 Writing (winter).

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 2004-2005 school year, all students overall, and within all subgroups, must demonstrate 45% competency ('proficient' and/or 'advanced') in Mathematics and 54% for 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 - (Grades 5 & 8)	99.3% (0.7%)	99.3% (0.7%)
Chichester High School - (Grade 11)	97.2% (2.8%)	96.8% (3.2%)

## 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, using latest data available.

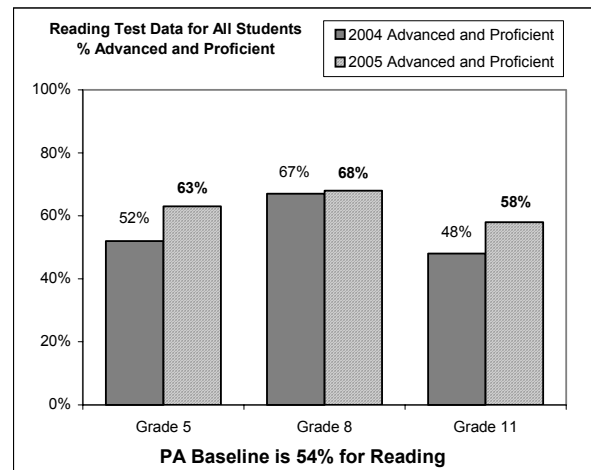
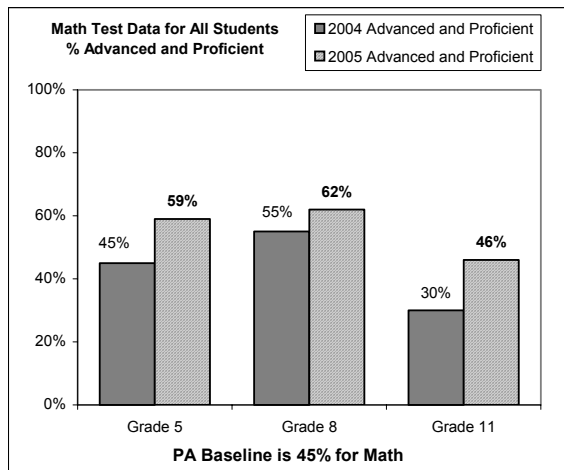
	Attendance Rate 2003-2004	Attendance Rate 2002-2003	Graduation Rate 2003-2004	Graduation Rate 2002-2003
<b>PA State Target</b>	<b>90%</b>	<b>90%</b>	<b>80%</b>	<b>95%</b>
Boothwyn	95.7%	94.7%	N/A	N/A
Hilltop	96%	93.5%	N/A	N/A
Linwood	94.3%	92.3%	N/A	N/A
Marcus Hook	93.5%	92.1%	N/A	N/A
Middle School	92.4%	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 45% of the students tested, score either “proficient” or “advanced” on the mathematics test while at least 54% of the students tested must score “proficient” or “advanced” on 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 upon the test results for all students, since more than 45% of the students tested were “proficient” or “advanced” in math and more than 54% 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. The graphs below illustrate how each grade level tested in relation to the minimum requirement set for 2005 by the *No Child Left Behind* law.

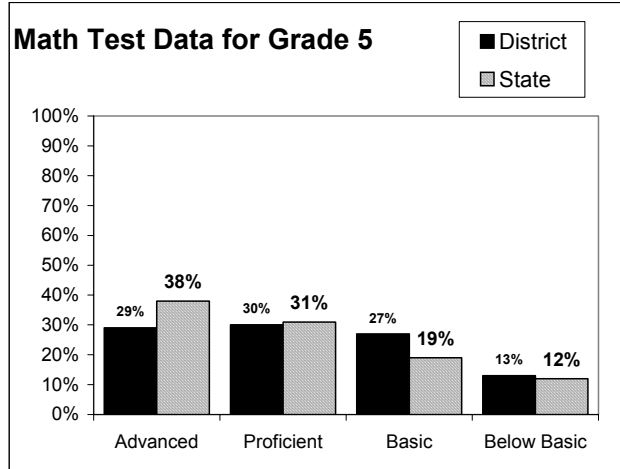
### State Test Data by Subject Area For All Chichester School District Students Tested:



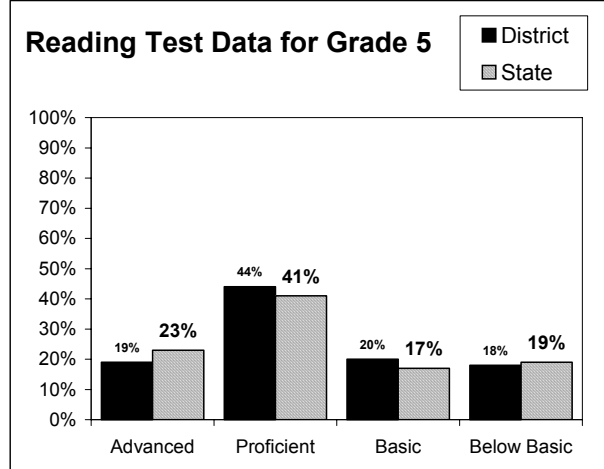
# 2005 Assessment Results Compared to Statewide Averages

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.

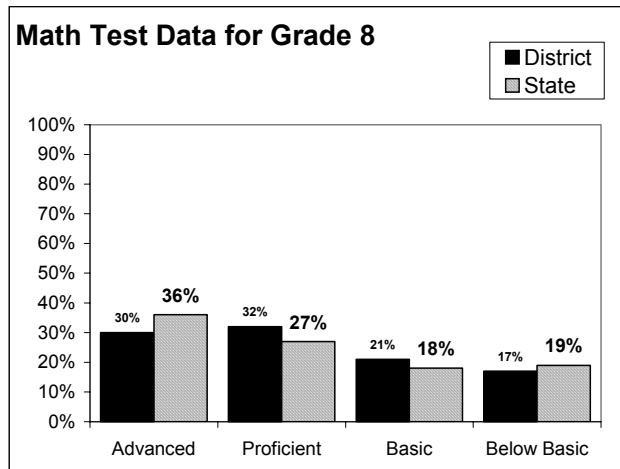
**5<sup>th</sup> Grade Math**



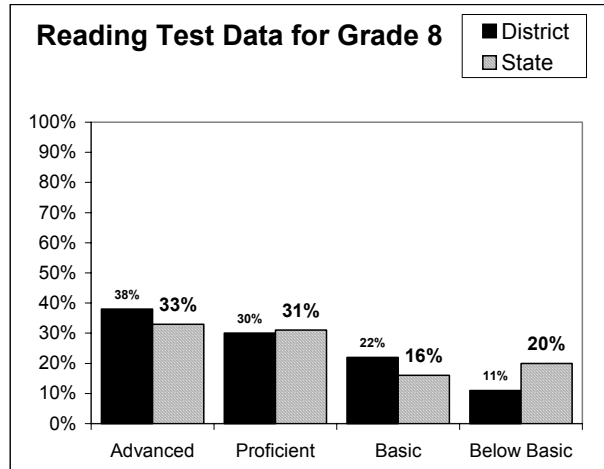
**5<sup>th</sup> Grade Reading**



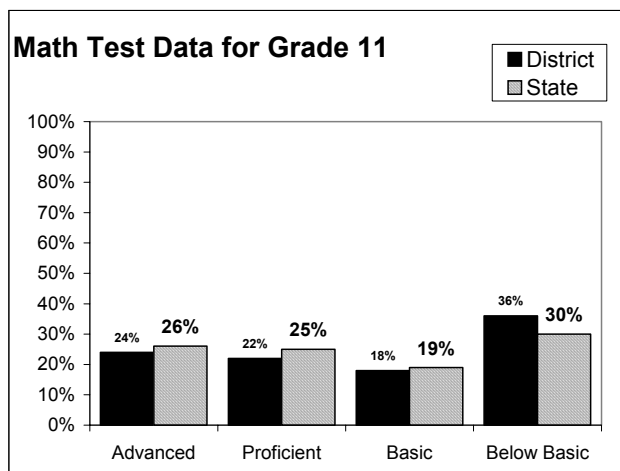
**8<sup>th</sup> Grade Math**



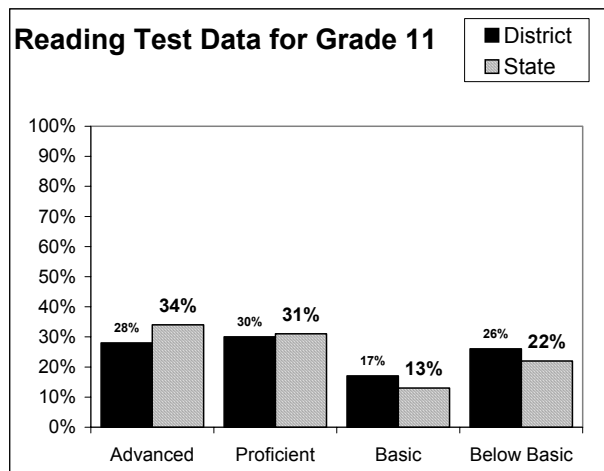
**8<sup>th</sup> Grade Reading**



**11<sup>th</sup> Grade Math**



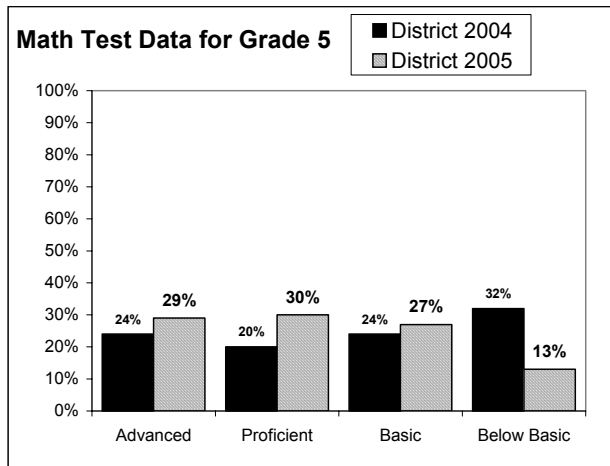
**11<sup>th</sup> Grade Reading**



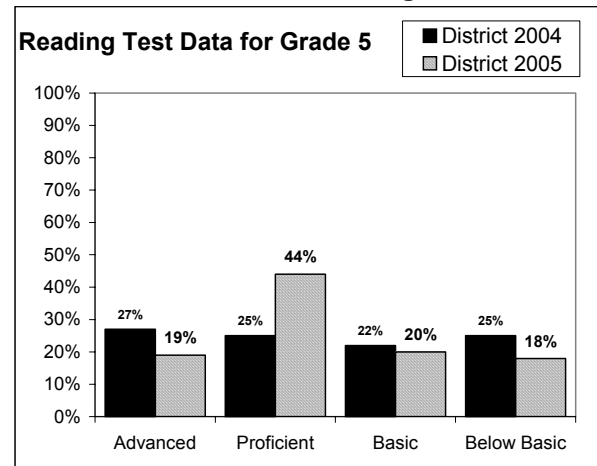
# School District Two Year Trends

PSSA test results from the 2003-04 and 2004-05 school years are compared below for the subjects of mathematics and reading.

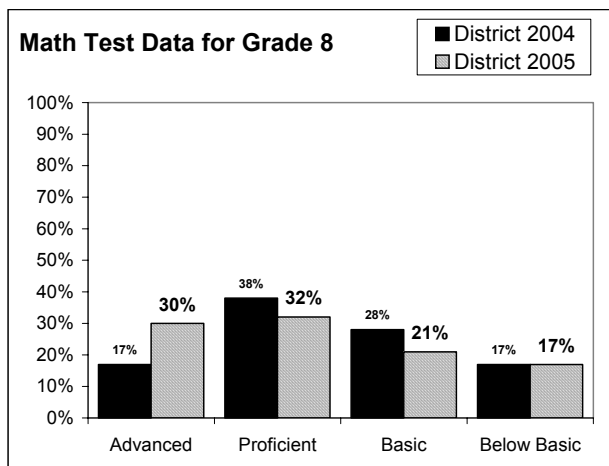
## 5<sup>th</sup> Grade Math



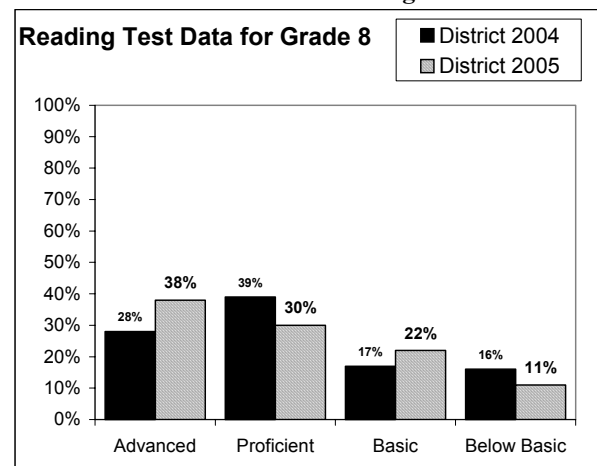
## 5<sup>th</sup> Grade Reading



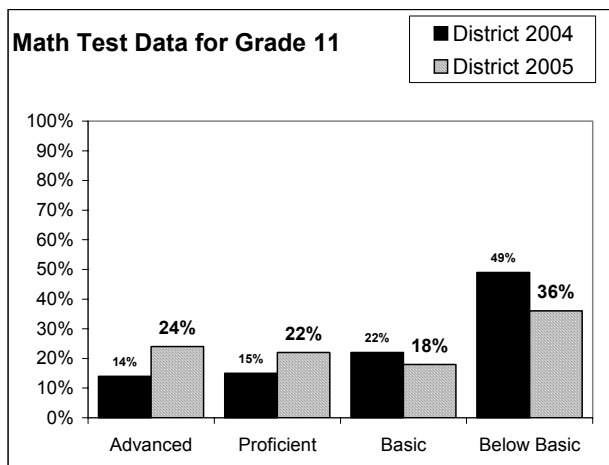
## 8<sup>th</sup> Grade Math



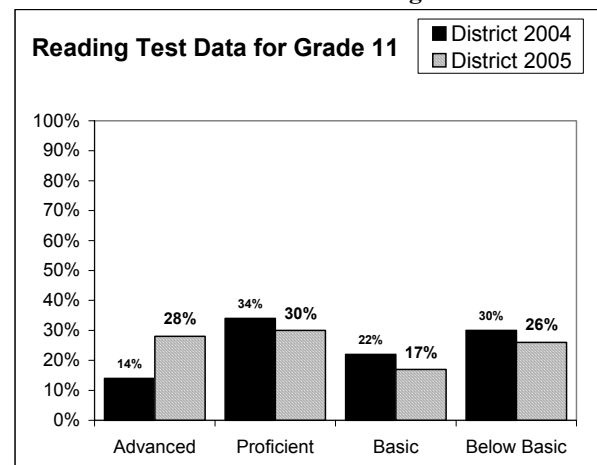
## 8<sup>th</sup> Grade Reading



## 11<sup>th</sup> Grade Math



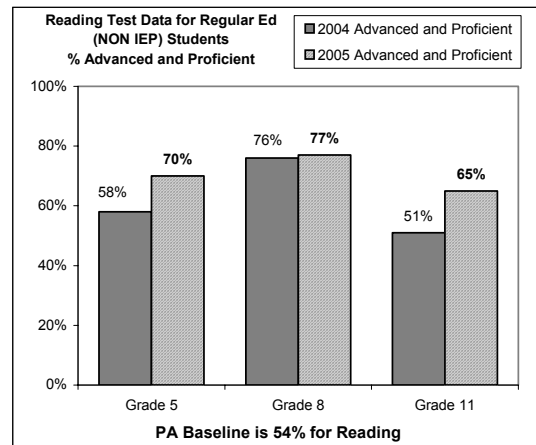
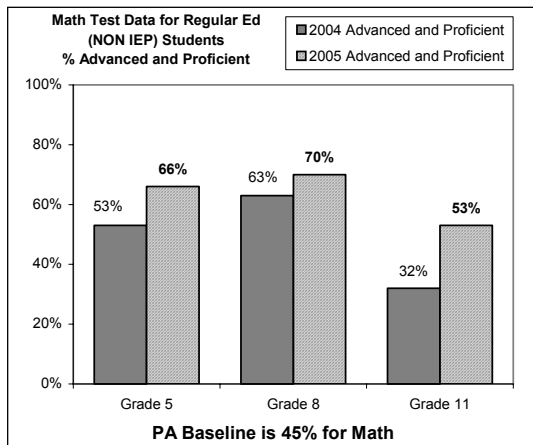
## 11<sup>th</sup> Grade Reading



## 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 45% of the students tested were “proficient” or “advanced” in math and more than 54% of the students tested were “proficient” or “advanced” in reading at each grade level.



## State Test Data by Subject Area – Regular & Special Education

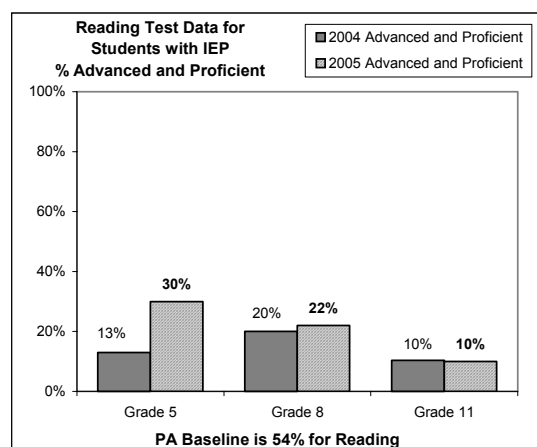
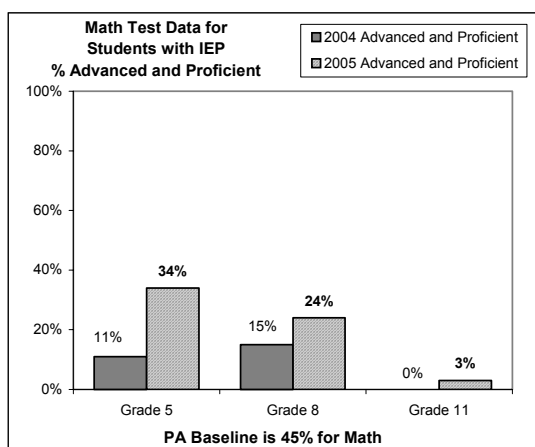
### State Test Data by Subject area for All Chichester School District Special Education Students – Students with an IEP:

Based upon the PSSA results for the 2004-2005 school year, neither the middle school nor the high school met the proficiency goals of 45% (Mathematics) and 54% (Reading) with regard to the subgroup of Special Education students designated by IEP's. (Under the guidelines of NCLB, these goals are consistent for ALL students, regardless of their educational placement. As these students are typically 2-3 years behind their grade level counterparts, these goals are especially 'challenging.')

However, in the case of these students in grade 5 at the middle school, this group did meet the goals of adequate yearly progress under the guideline for 'Safe Harbor' determination in both Mathematics and Reading. To make 'Safe Harbor,' a school or subgroup must reduce its *percentage* of students who performed below proficient in the previous year by 10%. For grade 8 students at the middle school in this subgroup in the area of Mathematics, the goals of adequate yearly progress again were achieved using the criteria of Safe Harbor and the addition of a Confidence Interval – an approved statistical model of calculation. For grade 8 students in the area of Reading, the goals for making adequate yearly progress were achieved using the calculations for the 'Pennsylvania Performance Index.' Using the model for 'PPI,' AYP can be achieved by demonstrating significant growth using the previous year's performance figures and then meeting or exceeding an index of performance established for the current year.

In the case of this subgroup in grade 11 at the high school, the criteria for achieving adequate yearly progress did not apply in either the area of Mathematics or Reading, as this subgroup failed to meet the minimum calculation standard of 40 students (31).

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

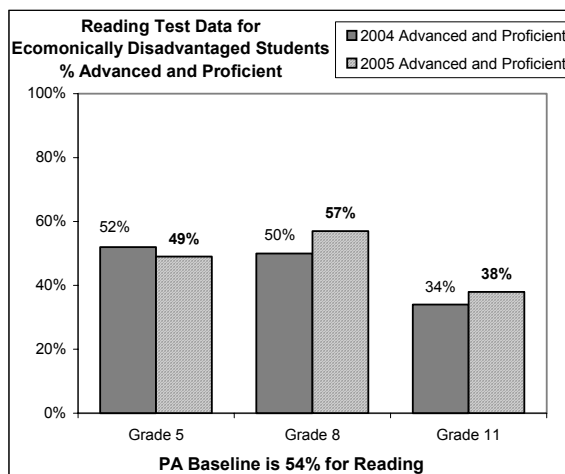
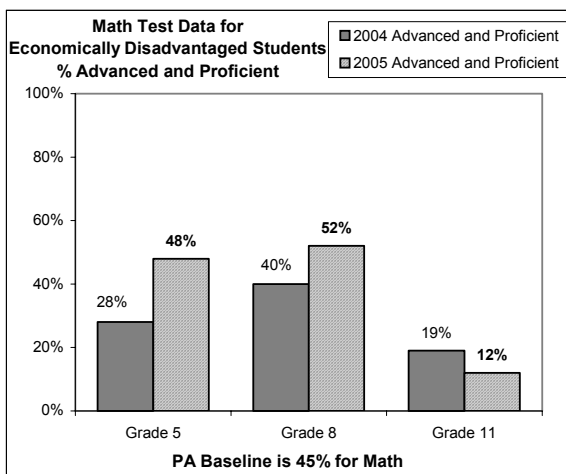


## State Test Data by Subject Area – Economically Disadvantaged

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

Based upon the 2005 test results of the subgroup classified as economically disadvantaged, the middle school students in grades 5 and 8 met the criteria for adequate yearly progress in both Mathematics and Reading, meeting or exceeding the minimum performance standards of 45% and 54% respectively. Further, in the case of grade 5 students within this subgroup in the area of Reading, this criteria was met utilizing an approved statistical model known as Confidence Interval.

In both areas of Mathematics and Reading for grade 11 students within this subgroup at the high school, the criteria for AYP did not apply as the minimum threshold for identification of a subgroup (40) was not met, with only 16 students.



## 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	19%	21%	47%	14%
8	7%	44%	22%	27%
11	6%	29%	23%	43%

Reading				
Percent at Each Proficiency Level				
Grade	Advanced	Proficient	Basic	Below Basic
5	7%	40%	26%	28%
8	9%	44%	31%	16%
11	12%	26%	18%	44%

The goals for adequate yearly progress were met by this subgroup at the middle school in grades 5 and 8 in both areas of Mathematics and Reading. The performance goals were met by either actual percentage (grade 8, Mathematics) or through the application of a Confidence Interval (grades 5 & 8 Reading, and grade 5 Mathematics). Again, the criteria for AYP in grade 11 in both areas did not apply, as this group did not meet the minimum threshold for calculation of 40 students, with 35 actual students identified in this subgroup.

## State Test Data by Subject Area – Gender

The *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	32%	26%	29%	14%
8	29%	33%	20%	18%
11	25%	18%	21%	36%

Reading				
Percent at Each Proficiency Level				
Grade	Advanced	Proficient	Basic	Below Basic
5	16%	39%	23%	23%
8	31%	29%	26%	13%
11	25%	26%	17%	32%

### 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%	35%	26%	11%
8	31%	32%	23%	15%
11	24%	25%	15%	36%

Reading				
Percent at Each Proficiency Level				
Grade	Advanced	Proficient	Basic	Below Basic
5	22%	48%	17%	13%
8	45%	30%	17%	8%
11	31%	33%	16%	20%

## 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.

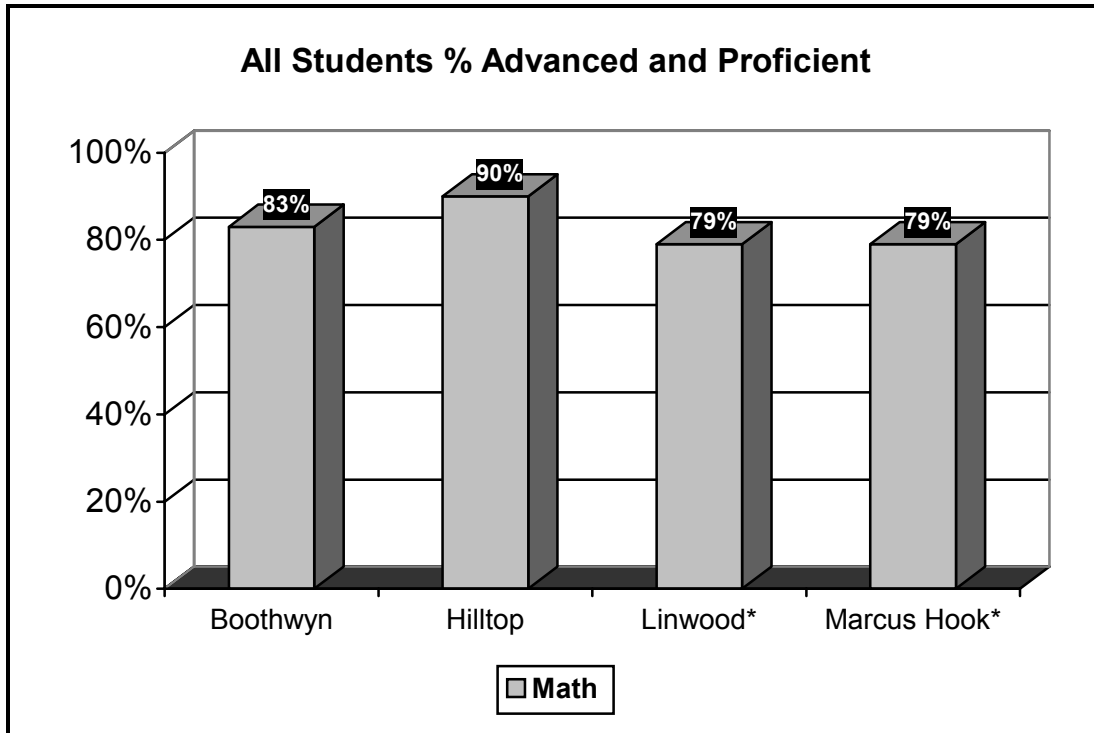
CTB/McGraw-Hill’s *TerraNova* is a group-administered standardized achievement test which assesses student performance in the areas of Reading, Language Arts, and Mathematics in grades 4, 6, 7, 9, and 10. It provides useful and informative data on achievement of individuals and groups of students compared 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 2005 *TerraNova* at the grade 4 level within the district’s four elementary sites.

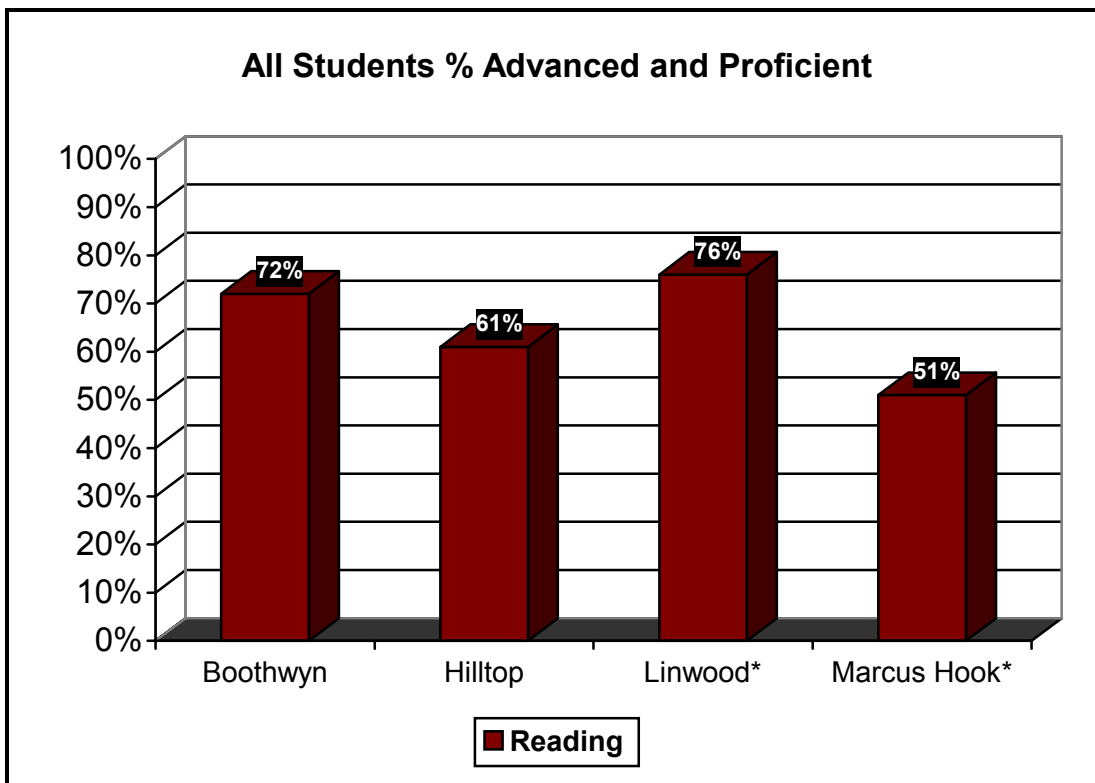
Grade 4 Terra Nova					
April 2005					
Percentile Scores					
		Reading	Language	Math	Total
Boothwyn Elementary School	(obtained score)	<b>81%</b>	<b>74%</b>	<b>93%</b>	<b>86%</b>
	(anticipated score)	56%	57%	62%	57%
Hilltop Elementary School	(obtained score)	<b>82%</b>	<b>79%</b>	<b>95%</b>	<b>90%</b>
	(anticipated score)	67%	67%	67%	69%
*Linwood Elementary School	(obtained score)	<b>81%</b>	<b>69%</b>	<b>90%</b>	<b>85%</b>
	(anticipated score)	51%	53%	53%	53%
*Marcus Hook Elementary School	(obtained score)	<b>59%</b>	<b>54%</b>	<b>75%</b>	<b>66%</b>
	(anticipated score)	42%	42%	45%	40%

\*Title I Schools

## Grade 3 PSSA Results



\* Title I Schools

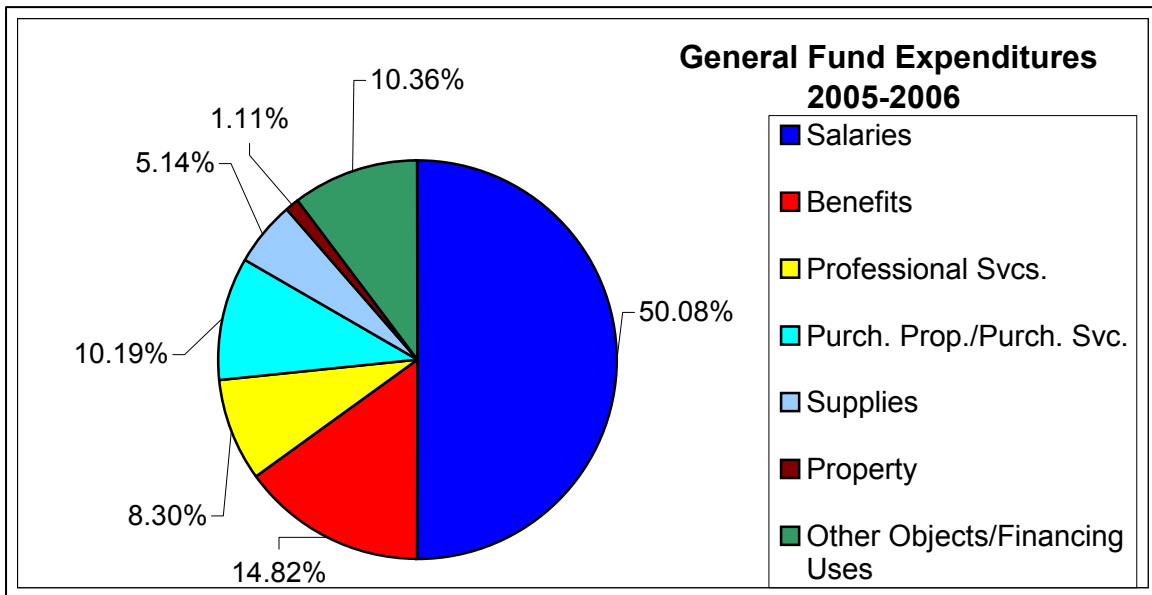


\*Title I Schools

# Financial Information

## General Fund Expenditures for 2005-06

Program	Salaries	Benefits	Prof. Services	Purch. Property & Other Purch. Svc.	Supplies	Property	Other Objects/Financing Uses	Total
Regular Education	\$12,873,105	\$3,880,904	\$766,965	\$641,213	\$1,198,715	\$88,575	\$3,810	\$19,453,287
Special Education	\$2,666,402	\$714,875	\$2,503,285	\$1,402,985	\$54,869	\$10,000	\$16,500	\$7,368,916
Vocational Education				\$687,600				\$687,600
Other Instruction	\$628,904	\$135,574		\$23,000	\$19,150			\$806,628
Adult Programs	\$6,000	\$847	\$15,000	\$2,000				\$23,847
Pupil Personnel	\$1,278,915	\$353,357	\$8,000	\$15,310	\$28,750		\$5,700	\$1,690,032
Other Instructional Staff	\$708,730	\$207,658	\$88,398	\$103,037	\$117,765	\$2,000	\$1,700	\$1,229,288
Administration	\$1,542,284	\$470,839	\$230,000	\$88,665	\$27,550	\$2,900	\$25,670	\$2,387,908
Pupil Health	\$274,655	\$101,505	\$43,000	\$960	\$11,795	\$1,480	\$1,100	\$434,495
Fiscal Affairs	\$391,245	\$138,120	\$38,500	\$42,480	\$10,750	\$3,000	\$4,750	\$628,845
Operation/Maint.	\$1,558,879	\$498,033	\$166,300	\$1,413,070	\$736,935	\$29,120	\$5,500	\$4,407,837
Transportation	\$960,255	\$249,185	\$4,000	\$288,000	\$161,930	\$354,645	\$0	\$2,018,015
Central Services	\$358,147	\$103,332	\$49,150	\$269,050	\$93,350	\$15,000	\$4,000	\$892,029
IU & Other Services	\$811,625	\$343,760	\$35,185			\$35,000		\$1,225,570
Student Activ./Sports	\$581,790	\$96,163	\$60,412	\$42,300	\$64,700	\$4,000	\$16,875	\$866,240
Community Services	\$21,390	\$3,024	\$80,000		\$5,265			\$109,679
Debt Services							\$4,789,820	\$4,789,820
Budgetary Reserve							\$225,000	\$225,000
<b>Total</b>	<b>\$24,662,326</b>	<b>\$7,297,176</b>	<b>\$4,088,195</b>	<b>\$5,019,670</b>	<b>\$2,531,524</b>	<b>\$545,720</b>	<b>\$5,100,425</b>	<b>\$49,245,036</b>
	50.08%	14.82%	8.30%	10.19%	5.14%	1.11%	10.36%	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, Assessments, and Grants*  
(610) 485-6881, Ext. #5032

District data compiled and formatted by:  
Sandy Cislo  
*Secretary for Secondary Curriculum and Federal Programs*

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

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## Resources

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**U.S. Department of Education** [www.ed.gov](http://www.ed.gov)

- Click on No Child Left Behind or type in [www.ed.gov/nclb/landing.jhtml](http://www.ed.gov/nclb/landing.jhtml)
- Report Card Guidance Report [www.ed.gov/programs/titleiparta/reportcardsguidance.doc](http://www.ed.gov/programs/titleiparta/reportcardsguidance.doc)

**Pennsylvania Department of Education** - [www.pde.state.pa.us/pde\\_internet/site](http://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=](http://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](http://www.ecs.org)

**Standard & Poor’s** - [www.ses.standardandpoors.com](http://www.ses.standardandpoors.com)

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