

Notice of Adequate Yearly Progress
Please Read: Important Information Affecting Your Child

August 3, 2012

Dear South Allegheny Parent or Guardian,

We would like to make you aware of the choices and resources available to you based on the progress of your child's school under the guidelines of No Child Left Behind (NCLB).

What are the Pennsylvania System of School Assessment (PSSA) and Adequate Yearly Progress (AYP)?

The PSSA is an annual exam given to Pennsylvania students at various grade levels to measure their academic progress. The state uses the PSSA to determine whether South Allegheny and each of our schools are making Adequate Yearly Progress (AYP). AYP is determined by how successful districts and schools are in meeting state goals for attendance, graduation rates, test participation and academic progress.

To make AYP, a school must meet the state goals for the student body as a whole as well for each subgroup of students. A subgroup consists of 40 or more students in a school in the following categories: ethnicity, socio-economic status, Individual Education Plan (IEP) – Special Education, and English Language Learner (ELL) status. The number of subgroups that a school has determines the number of "targets" that it must meet to make AYP. For the prior 2011-12 school year, students at the South Allegheny High School made remarkable progress in Reading and Mathematics proficiency on 14 of the 19 targets.

South Allegheny School District met 100% of AYP targets in 2011-12. Below are highlights of reading and mathematics achievements:

Mathematics

- The percentage of district students scoring proficient or advanced is 63.8%.
- The percentage of middle school students scoring proficient or advanced is 78.8%.

Reading

- The percentage of district students scoring at proficient or advanced is 64.4%.
- The percentage of middle school students scoring proficient or advanced is 71.6%.

Participation

- The percentage of district participation was 98.6% which exceeds the state goal of 95%.

However, based on the performance of some subgroups, South Allegheny High School has been identified in Corrective Action II year two AYP Status by the Pennsylvania Department of Education (PDE). South Allegheny High School PSSA results indicate that the school did not meet the state's academic achievement targets, based on **2011-12** PSSA results in Math and Reading all students, the subgroup economically disadvantaged (math and reading) and the subgroup white-ethnicity students (reading) .

<u>Reading</u>	<u>Proficient/Adv</u>	<u>State Target</u>	<u>Math</u>	<u>Proficient/Adv</u>	<u>State Target</u>
All Students	64.4%	81%	All Students	63.8%	78%
Economically Disadvantaged	59.7%	81%	Economically Disadvantaged	58%	78%
White-ethnicity	64.8%	81%			

Please review the attachment for an explanation of school improvement and more information on how the South Allegheny District compares to other Pennsylvania schools.

Action Plan for Improving Student Achievement

In our *Getting Results* academic improvement plan, we call for dramatic changes to improve student achievement. The school district has implemented rigorous curriculum aligned to the State standards and extensive professional development for teachers and principals on the curriculum and using data.

Explanation of School Choice Option

According to NCLB, South Allegheny must offer students the choice to transfer to another school in the district not in School Improvement however South Allegheny High School does not have another school building available to offer the choice to transfer at the High School level.

How parents and Families Can Help Improve Student Achievement

Parent support is essential to the success of South Allegheny. Communicating with your child's teachers, making sure your child attends school regularly, helping your child with homework, monitoring your child's television time, volunteering in the classroom, and participating in school decision-making are important.

The district-wide parent involvement policy will be updated this fall. If you are interested in providing input for this policy, please call the Title I office at 412-673-3070 x2225. In addition, South Allegheny High School will have its annual meeting to revise our school parent involvement policy and parent compact and to review parent rights under Title I. This meeting is scheduled for September 19, 2012 at 6:30 pm in the High School Library during Open House.

The many successes a South Allegheny Middle/High School cannot be measured in one test and we appreciate your continued support. The South Allegheny High School has shown increased graduation rates, tutoring services through SES, professional development for the teachers through outside accredited consultants and class size reduction through Title IIA in the area of Math. Plans are in place to increase parent involvement to a greater level this coming school year to prepare for a smooth transition to our Middle/High Schools.

We must admit, however, that if ALL of our students are not doing well, we are not as good as we can be. That is our challenge, our goal and our commitment. Please continue to work with us to make sure that we achieve success for every student.

Sincerely,

High School Principal
Middle School Principal

Enclosures: Additional NCLB Information

ADDITIONAL NCLB INFORMATION

Explanation of School Improvement

Any school that fails to meet state targets or Adequate yearly Progress (AYP) for one year is considered in Warning and is not identified for School Improvement. However, when the school fails to meet targets for two years in a row the school must be identified as a school in need of improvement and given the designation of School Improvement I. For each successive year that a school does not make AYP, the school advances to another level of school improvement. For example, a school that is in School Improvement I that fails to make AYP will be identified as School Improvement II. A school that fails to make AYP for the fourth year is listed in Corrective Action I and for the fifth year, Corrective Action II.

If a school makes AYP at any point after being identified in School Improvement, the school will not advance to the next level. The status is defined as Making Progress and still considered in School Improvement at the same level as the previous year. If the school makes AYP for the second consecutive year the building is no longer in school improvement. On the other hand if the school misses AYP after a year of Making Progress the school proceeds to the next designated level of School Improvement.

Reading

- At Grade 5 the District had a gain of 3 percentage points compared to a statewide gain of 3 percentage points.
- At Grade 8 the District had a gain of 0 percentage points compared to a statewide gain of 0 percentage points.
- At Grade 11 the District had a gain of 14 percentage points compared to a statewide gain of 2 percentage points.

Mathematics

- At Grade 5 the District had a gain of 10 percentage points compared to a statewide gain of 2 percentage points.
- At Grade 8 the District had a gain of 10 percentage points compared to a statewide gain of 1 percentage points.
- At Grade 11 the District had a gain of 8 percentage points compared to a statewide gain of 1 percentage points.

What are Supplemental Educational Services?

Supplemental Educational Services (SES) are extra academic services available in schools identified for School Improvement II or Corrective Action. Free tutoring is offered online or on Saturday to help eligible students (only students eligible for Free/or Reduced Lunch) to improve in reading, mathematics and science.

How Parents and Families Can Help Improve Student Achievement

Your support is not only essential to your child's success, but to the success of the school as well. Under NCLB, parents are to be involved in the school improvement process and to help write the school's School Plan. This is the plan to help raise the student achievement of all children in the school. Parents also have the right to help create or update the school's parent involvement policy and the home-school compact. You can contribute to your child's academic success by ensuring that your child attends school regularly, comes prepared to learn and completes all homework. Please plan to attend the Title I and Parent School Community Council meetings to obtain more information about school improvement activities and parent engagement opportunities at your child's school.