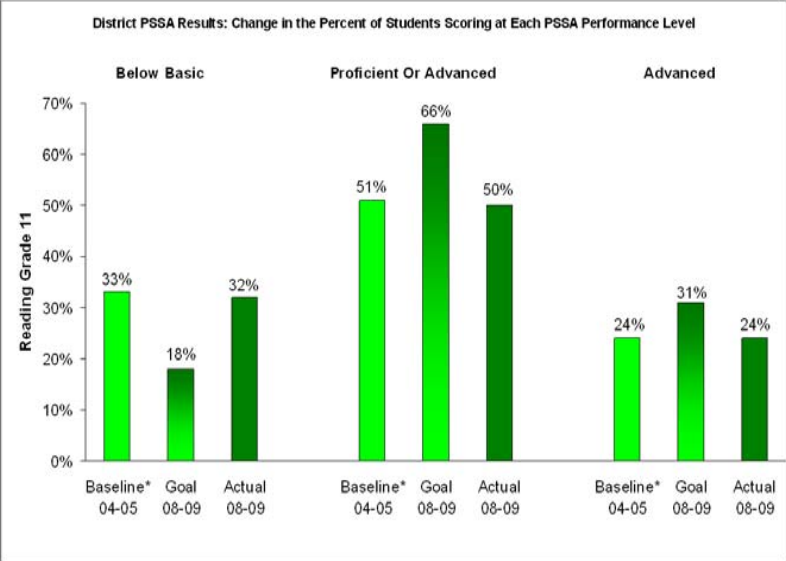
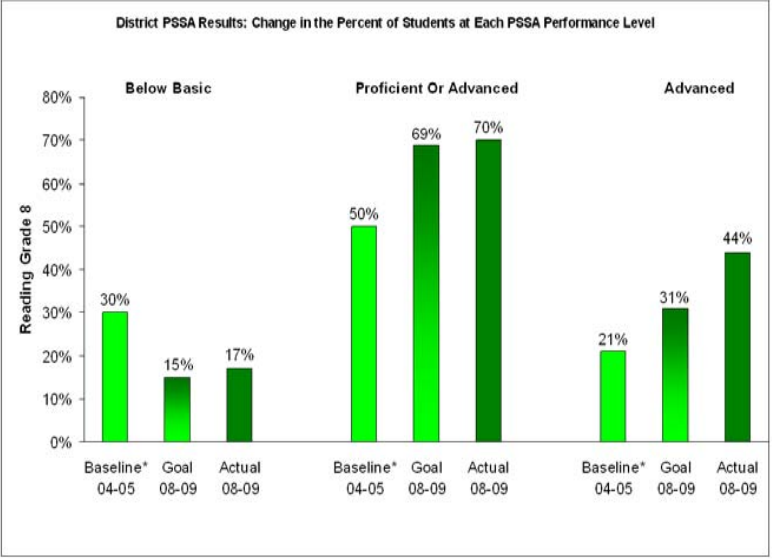
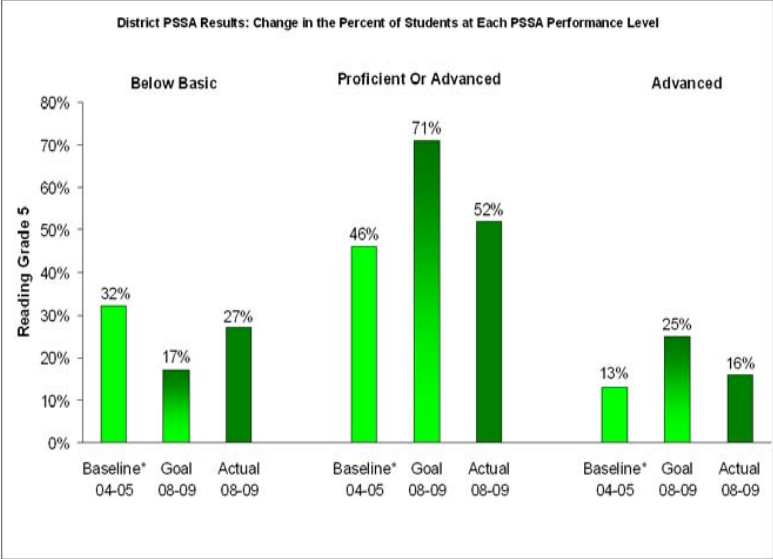


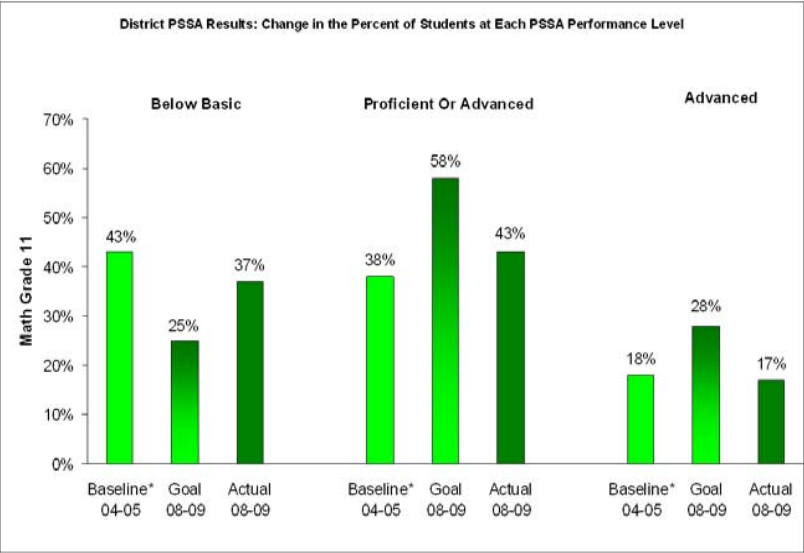
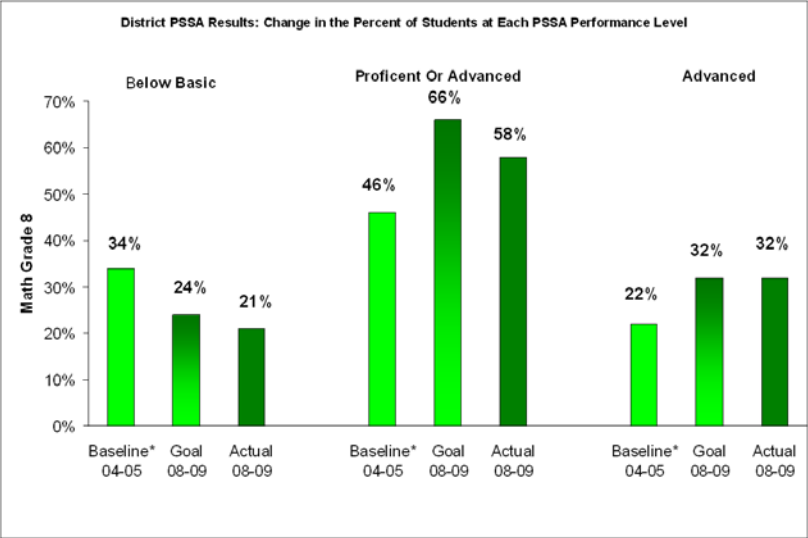
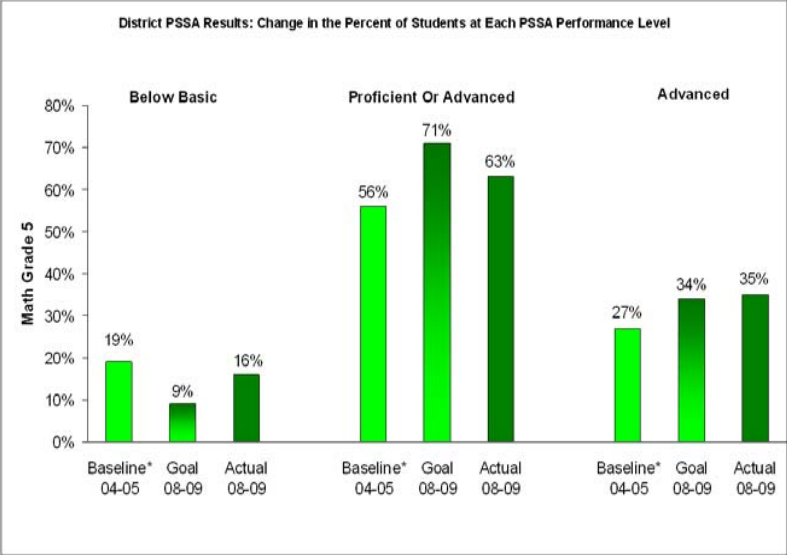
# Progress on Excellence for All Goals- November 24, 2009

## District PSSA Results: Change in Percent of Students Scoring at Each PSSA Performance Level in Reading



# Progress on Excellence for All Goals- November 24, 2009

## District PSSA Results: Change in Percent of Students Scoring at Each PSSA Performance Level in Math



# Progress on Excellence for All Goals- November 24, 2009

## SAT, Advanced Placement (AP), International Baccalaureate (IB), Graduation Rate, Attendance Rate and 3rd Grade Reading

SAT and AP Exams	2004-05	2008-09	Change
The percent of graduating seniors taking the SAT exam will increase 28 percentage points, from 52% in 2004-2005 to 80% in 2008-2009 <sup>1</sup>	52%	58%	+6 percentage points
The number of students that take AP exams will double, from 318 in 2004-2005 to 636 in 2008-2009 <sup>2</sup>	318	524	+206 students
The number of AP exam scores of 3-5 will increase 50%, from 336 in 2004-2005 to 499 in 2008-2009 <sup>3</sup>	336	397	61 students
The number of African American students that take AP courses will quadruple, from 37 in 2004-2005 to 148 in 2008-2009 <sup>4</sup>	37	192	+155 students
<b>IB Courses and Diplomas</b>			
The number of IB diplomas will double, from 19 in 2004-2005 to 38 in 2008-2009 <sup>5</sup>	19	11	-8 diplomas
The number of students that take IB diploma exams will double, from 24 in 2004-2005 to 48 in 2008-2009 <sup>6</sup>	24	21	-3 diplomas
The number of African American students that take IB courses will double, from 78 in 2004-2005 to 156 in 2008-2009 <sup>7</sup>	78	76	-2 dipolomas
<b>Graduation Rate</b>			
The graduation rate will increase 10 percentage points by 2008-2009 <sup>8</sup>	76.8% (reported in August, 2005)	85.1% (reported in August, 2009)	+ 8.3 percentage points
<b>Attendance Rate</b>			
All schools will maintain a minimum of 95% attendance rate and/or demonstrate marked improvement from the 2004-2005 attendance rate <sup>9</sup>	31.5% (23/73) <sup>10</sup>	62.5% (35/56) <sup>11</sup>	+31 percentage points
<b>Reading</b>			
80% of studens will be proficient in Reading on the PSSA by the end of 3rd Grade	49%	62%	+13 percentage points

<sup>1</sup> 2004-05 data indicates the percentage of self-reported graduating seniors who took one or more SAT exams in 2004-2005. 2008-09 data indicates the percentage of graduates who took one or more SAT exams at any time during their enrollment in PPS. Data sources are College Board and RTI.

<sup>2</sup> College Board; <sup>3</sup> College Board; <sup>4</sup> RTI; <sup>5</sup> IB Report; <sup>6</sup> IB Report; <sup>7</sup> RTI; <sup>8</sup> PDE; <sup>9</sup> RTI.

<sup>10</sup> Percent (and ratio) of schools with a 95% or better attendance rate; <sup>11</sup> Percent (and ratio) of schools with a 95% or better attendance rate or an improvement from 2004-2005

# Progress on Excellence for All Goals- November 24, 2009

## Change in Disparity

### Comparison of African-American and White Achievement on the PSSA

Percent of students scoring proficient or advanced on the PSSA.

Blue indicates goal met or exceeded; Green indicates progress toward the goal; Purple indicates no progress or a widening in the disparity

		3 <sup>rd</sup> Grade			5 <sup>th</sup> Grade			8 <sup>th</sup> Grade			11 <sup>th</sup> Grade		
		04-05	08-09 (Δ)	Δ AA minus Δ W	04-05	08-09 (Δ)	Δ AA minus Δ W	04-05	08-09 (Δ)	Δ AA minus Δ W	04-05	08-09 (Δ)	Δ AA minus Δ W
READING	African American	36.0%	50.9%	4.8	35.30%	39.4%	-3.1	36.10%	59.1%	8.1	30.80%	33.9%	1.3
	White	67.9%	78.0%		62.20%	69.4%		71%	85.9%		71.60%	73.4%	
			(14.9)			(4.1)			(23)			(3.1)	
			(10.1)			(7.2)			(14.9)			(1.8)	
MATH	African American	55.7%	60.7%	4.4	44.60%	52.9%	2.5	32.30%	45.6%	3.2	17.40%	26.8%	3.1
	White	83.2%	83.8%		72.30%	78.1%		66.50%	76.6%		59.20%	65.5%	
			(5)			(8.3)			(13.3)			(9.4)	
			(0.6)			(5.8)			(10.1)			(6.3)	

\*Source: PDE, does not include PASA results

Δ - percentage points change from 2004-2005 to 2008-2009

**Progress on Excellence for All Goals- November 24, 2009**

**All students, regardless of gender, ethnicity, socio-economic status, or ability level will improve their proficiency**

