

*Looking Back...
Moving Forward...
and
Asking the Right Questions*

Public Education in Philadelphia



PCCY
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When fully considered, public education is a concept of great, indeed breathtaking grandeur. When done poorly, it diminishes us all.

When done well, it is a work of art, of science, of passion, and aspiration-that has hugely to do with who we as individuals and as a nation will become.

- Raymond Bacchetti

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Introduction
Section I

2001-2002

The tumult and shouting have died, Philadelphia's public schools survived the 2001-2002 school year. Last year, the political, financial, and academic struggles of the ninth largest school district in the nation dominated much of the national and local news. Power struggles between the city and the state shaped the atmosphere. While the state's perception was that Philadelphia could not run its own schools efficiently, many in the city believed that the School District had been struggling with inadequate support to improve student achievement as both enrollment and poverty levels had increased. In a surprise move, the state had contracted with Edison Schools in the late summer to conduct a study of the school system; the study led to recommendations that Edison be given a leadership role in the District. Many in the community objected to Edison's role and recommendations.

December brought an agreement between the city and state that provided some fiscal relief in exchange for the state's gaining control of the District's governance through a School Reform Commission, a majority of which was appointed by the Governor. The newly appointed School Reform Commission moved swiftly to pursue a controversial agenda that included hiring private for-profit companies to manage much of the system as well as many individual schools. Walk outs, sit-ins, demonstrations, petition drives, press conferences and many community-based meetings sponsored by students, parents, community organizations and unions all provided expression for the many questions raised by the proposals. With arguments over local decision-making and state control still raging, a new School District chief executive officer, Paul Vallas, was appointed in July. In the end, a compromise agreement between the city and the state was reached that limited the role of the educational management organizations: over 200 schools would be managed by the School District and 40 schools would be administered by outside agencies, some for-profit, some not-for-profit.

But controversy continued. The new state budget provided Philadelphia schools with \$75 million in new funding as promised, but a new battle began as the PA Secretary of Education insisted that most of the funds go only to the privatized schools, particularly to those which were to be managed by Edison. Again, much of the citizenry, the media and city officials reacted negatively to this proposition.

In the end, the new C.E.O. negotiated an agreement with the state that provided that 80 low-performing schools receive some increased funding to support reform efforts. Thirty of these schools would be run by private for-profit companies and twenty of these thirty schools would be contracted to Edison, Inc, which would receive the highest amount of additional state aid. Assuring a doubting and weary public that he was in charge of *all* schools and that he intended to hold *all* private and public staff and organizations accountable for improving the system, the new C.E.O. brought a welcome sense of stability to a weary community.

2002-2003

Although there has been some steady progress, indeed a 42% improvement over the last five years in test scores, the overall test results of the Philadelphia public school students continue to be very low. The average score on state tests rose in both fifth grade and eighth grade math and reading. Still, more than half of the students in these grades scored below basic on both the math and reading sections of the state PSSA tests.

The new leadership at the School District hit the ground running announcing a new code of student conduct, naming a taskforce to attract and retain teachers, developing and implementing mandatory after-school and summer programs for students at risk of failing, launching a parent-truancy initiative, unveiling a major capital program, creating a new staff organization plan, and calling for several efforts resembling those in Chicago that had strengthened the delivery of health services to students and families.

The federal No Child Left Behind legislation and the Pennsylvania Empowerment Act both resulted in warnings being issued to schools concerning the need to demonstrate improvement in school achievement as a necessary condition for continued operation. In the closing days of the 2002 school year, the State Department of Education issued warnings to 203 Philadelphia public schools and 30 local charter schools because they did not meet participation, math or reading standards.

Many advocates agree with the need to demand progress in student achievement but are concerned about the increasing reliance on test results and the absence of adequate or equitable funding to assure that schools at risk of failing their students were able to provide small class size, adequate support and supplies, qualified teachers in every class and environments conducive to learning.

It is within this context, of a school district in the throes of re-making itself, that this report is being published. We turn to look closer at some of the issues behind the numbers that describe our schools and our student body, to better understand where we are and what we must do to improve public education for all our children.

Note: Data Available

Data on each individual school in Philadelphia and the current management structure is available to view and to print by going on-line to PCCY's website at www.pccy.org and clicking on "schools."



Overview of the Data Section II

“Perhaps the greatest idea America has given to the world, is the idea of education for all. The world is entitled to know whether this idea means that everybody can be educated, or that everybody must go to school.”

- Robert Maynard Hutchins

- **Almost 205,000 children are enrolled in the public schools in the School District of Philadelphia, making it the ninth largest district in the country.**
- **More than 71% of our school buildings are more than 50 years old.**
- **More than 12% of the students in Philadelphia receive special education.**
- **Between 70% and 80% of the student body live in poverty.**
- **Twelve thousand students are absent without cause everyday.**
- **Fifty-nine percent of the fifth graders, 61% of the eighth graders and 57% of the eleventh graders scored below basic in the PSSA math test last year.**
- **Forty-eight percent of the fifth graders, 51% of the eighth graders and 54% of the eleventh graders scored above basic in the PSSA reading test last year.**
- **The average class size in Philadelphia's schools is 30 for elementary schools and 33 for secondary schools.**
- **The average school has one counselor for 543 students.**
- **Fifty percent of the schools do not have a full-time librarian.**
- **Fifty-five percent of the students graduate on time.**
- **Thirty-six charter schools served about 15,000 students in Philadelphia last year.**

Interpreting the data

There are many different explanations and many ways to interpret the data: we could say that in spite of continued under-funding, large class size, and inadequate faculty supports, Philadelphia students are improving. Or we could say that the improvement is inadequate. Understanding the impact of statistics on schools and the limitations of reliance on test results alone is a tricky business. Numbers can tell us different things. While enrollment figures, attendance rates, poverty and student body demographics can give us specific information about a school, other data may raise as many questions as they answer. We turn now to look at some of the data that describe our schools and the students that they serve. We begin with the students and families, most of whom are low-income students of color.



*Who Are The
Students of The
District?
Section III*

Economic Status

Racial and Ethnic Diversity

English Language Learners

Economic Status

At least 74% of Philadelphia public school students come from low-income families. It is hard to find a neighborhood public school anywhere in the city that does not have a majority, or near majority of its students coming from low-income homes. In fact, many schools have student bodies that are over 90% low-income. The impact of poverty on the life and learning circumstances of children is enormous. Children growing up poor have more exposure to lead, asthma, to danger and “to a wide range of events and circumstances that can thwart their development, aspirations, energy and hope” (Haveman and Wolfe, *Succeeding Generations*). They are more likely to attend schools which do not have the resources or capacity to overcome these barriers.

How are federal Title 1 funds being used to address the needs of children living in poverty? What else might we do as a nation, state and city to provide extra supports and learning opportunities to the students in these schools?

Racial and Ethnic Diversity

Philadelphia’s school population is diverse, primarily composed of African-American (65%), White (16%), Latino (13%), and Asian (5%) students. Thirty-one years after the School District was ordered to desegregate, the system is highly segregated with over half the K-5 schools reporting a student population more than 90% African-American and a majority of the K-8 schools having between 70 and 80% African-American population. Nine of the 48 K-8 schools have African-American populations of over 90%. Of the city’s 22 neighborhood high schools, seven have student populations over 95% African-American and one has a Latino population of over 75%.

Is racial desegregation still an issue in Philadelphia? What, if any effects do school grade organization, admission procedures, extra supports, or parent and community involvement have on desegregation or student success? What steps might we take to increase racial and cultural diversity and end ethnic isolation of some neighborhood schools?

English Language Learners (ELL)

Many students begin school speaking languages other than English; there are about 80 different languages spoken by children of the School District.

ELL refers to students who are not currently at grade-level in reading and writing English and for whom English is a second language. More than six percent of Philadelphia’s students are classified as ELL and their numbers are growing. The School District has difficulty attracting and keeping qualified teachers for English language learners. A principal noted, “I can’t find a math teacher let alone a Spanish speaking math teacher.” These students are at a further disadvantage in taking the standardized state tests.

In addition to teaching children in their home language, what other efforts should we be making to help children adjust to a new culture? How do we attract teachers who have expertise in a language other than English?



Does Size Matter?
Section IV

School Size

Class Size

School Size

While there are small elementary, middle and high schools, most of the schools in Philadelphia are large.

Elementary Schools

Elementary schools can be as small as 141 or as large as 1,407 students. Overall, grade organization falls into three major patterns in our elementary schools: 28 schools were K-4 organizations, 90 were K-5 schools and 48 were K-8 schools. In each of these arrangements, there are examples of small schools: Powell a K-4 school had 238 students, Bregy a K-5 school had 247 students, while Palumbo a K-eighth grade school had 141 students and Dobson had 284 students. There are also very large schools in each of the major grade organizations. Elkin, J.B. Kelly, Lowell and Morton all K-4 schools each had more than 1,000 students enrolled, Cassidy, Sheridan, Webster, all K-5 schools had between 900 and 1,100 students, and Alcorn, Spruance and Morrisson serving K-8 students each had more than 1,000 students.

Middle Schools

There are more than 42 middle schools; the most common grade organizations are those schools that cover sixth through eighth grade or fifth through eighth grade. At one end of the spectrum, there are those schools which serve fewer than 300 students. Often these schools (AMY NW, Middle Years Alternative, Hill-Freedman) were developed as alternatives to the larger schools. At the other end are schools like Baldi, Beeber, Central East, Harding, Rush, Sayre, Tilden, Turner, Stetson and Wilson, each with more than 1,000 students.

High Schools

Again, high schools can have as few as 200 or as many as 3,500 students. Most of our schools are at the larger range with Bartram and Northeast being the largest and Carroll, Douglas and Regional each being under 300. Many, but not all, of the smaller schools, are schools which focus on a special target population; and most but not all of the larger schools are neighborhood schools.

While most of our schools are large, enrollment statistics do not reveal whether a school is being used up to its capacity and is bursting at its seams (indeed there are schools where there is no place for counselors to speak privately with a student); or whether a school has been emptying out and has sections that are unused and dangerous.

Although we were not able to correlate size and grade organization alone with achievement, there is increasing support for the notion that better learning environments can be fostered in smaller schools, particularly in urban areas. The Chicago Small Schools Coalition suggests that ideally schools that serve kids would have no more than 350 students in elementary grades and no more than 500 in high school. By those standards, Philadelphia's schools have great distances to go in size of school population alone. Indeed, the growth of the small learning communities in the city's high schools have been efforts to reshape our high schools into feeling like smaller schools.

Surprisingly, we found that the Philadelphia elementary schools with smaller grade organization often had larger numbers of students while those with a broad range of grades were often kept to a small size. While we were not able to show connections between children's academic success or the number of school suspensions with school size or grade organization, many parents prefer small schools believing they can provide a better learning environment for students. The impact of choices about grade organization and school size are factors to consider as we embark on a new school capital program.

As the School District considers moving more of our elementary schools into K-8 organizations, what should we expect to be different? As we close some of our older schools, and consolidate others, how do we make sure we are not creating large schools? As some of our formerly over-crowded schools empty out or become less full, how do we maximize the effectiveness of these new and unexpected small schools? As we move to provide more services in schools and smaller class size, how should we control for school size?

Class Size

In most of our schools, students sit in classes of 30 or 33 students.

Philadelphia continues to have very large class size compared to almost every other school district in the state. Although we have implemented different pedagogical and classroom management models over the years, our classes have remained large. Generally, there are 30 children per teacher in the early grades and 33 students per teacher in the upper grades. Last year, literacy interns worked in 75% of the kindergarten and first grade classes and 25% of the second grade classrooms. These "teachers in training" provided more attention and learning opportunities to many of our youngest students. Although these "extra" teachers in these classrooms lowered the teacher-student ratio and raised student achievement, there are currently no local plans to assure lower class size to all elementary students. The new Governor has urged that small class size become a priority throughout the Commonwealth schools.

*How can we fund and staff smaller class size?
How can we make sure that our classes are small enough
to give kids the attention they need?*



“Many teachers are obligated to be physicians, counselors and psychiatrists to students in this school... to help a child over an unknown sadness that she is too small and scared to translate into words.”

- Jonathon Kozal, Ordinary Resurrections



***Who Will Teach
Our Children?
Section V***

Teacher Vacancies

Teacher Recruitment and Retention

Counselors, Librarians, Music and Art Programs

Teacher Vacancies

Last year, PCCY reported that about 45,000 students were being taught by teachers who were not qualified in their subject area or certified as teachers.

Although there is no one factor that by itself can be responsible for children's achievement, the quality of the teaching faculty is commonly identified with school success or failure, particularly in the early grades. Philadelphia's struggle to attract and retain teachers has gotten much attention in the last several years. Studies and reports by the Philadelphia Education Fund, ACORN and PCCY have highlighted the difficulty of attracting and keeping good teachers in our system and the great disparity in teaching talent and experience between the higher and lower achieving schools.

In spite of the turmoil of the last year, the schools opened this year with about the same number of vacancies (200) as in previous years. The vacancy number does not take into account those teachers who have "emergency" temporary certificates or those teachers who were teaching out of the subject area in which they were/are certified. The idea that we have grown accustomed to having so many unfilled positions underscores the depth of the problem. This year, the stakes are higher than usual as the federal government now requires that states assure a qualified teacher in every school classroom by 2005.

Teacher Recruitment and Retention

Among the recommendations agreed upon by many reform groups were providing monetary incentives and mentors to attract and support teachers in the lower achieving schools and adopting school-based selection of new faculty. Although these issues were a part of the last contract negotiation process, implementation has been very slow. Overcoming faculty concern about school-based faculty selection and providing extra supports to schools with inexperienced faculty continue to present challenges. The School District leadership has identified attracting teachers as a critical priority and has brought together a group of educators, parents, business and civic leaders to guide teacher recruitment and retention strategies.

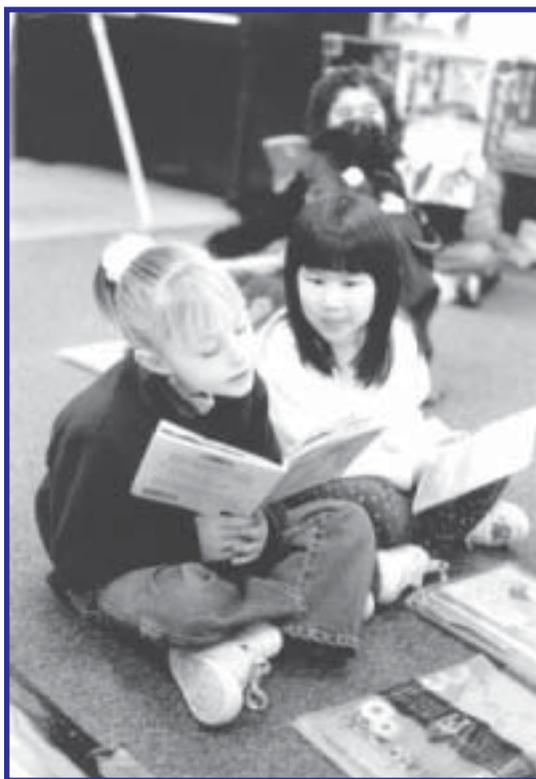
What are we prepared to do to provide more supports to attract and keep teachers?

Music and Art Teachers, Librarians and Counselors

Each school is allotted a budget based on its enrollment. Whether or not to keep a certified librarian instead of bringing in another classroom teacher or a counselor is a school-based decision in which one human resource is traded for another. And in spite of research arguing for the connection between music and art and academic achievement, PCCY reported earlier this year that more than 83 schools had no music or art programs when school started this year. Although music and art are said to be priorities, and the C.E.O. of the system has discussed the importance of music and art generally and high school bands particularly, there is not yet a plan to realize the promise of art and music in the education of our children.

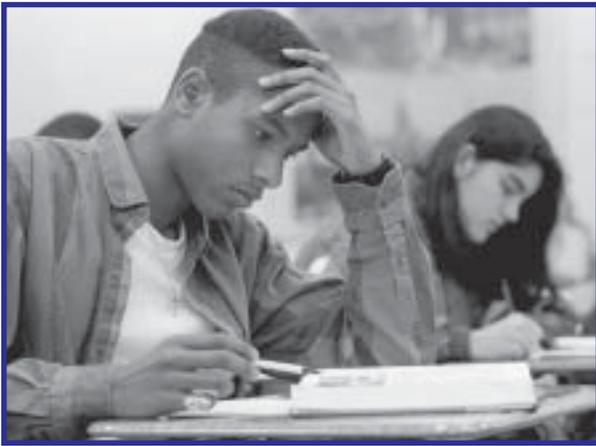
Many of our schools have no librarians and too few counselors. Only about one fourth of the elementary schools have full-time librarians. Middle and high schools are required to have librarians, but tight budgets have often resulted in schools filling these positions with lower-paid librarian assistants instead of certified librarians. Counselors are expected to help students deal with academic and life challenges, to pave the way for students to choose among course and school options, to help students deal with home, community and transition issues. The line to meet with the counselor is long for most students and the time to deal with their issues is short.

How much counseling can take place when one person is responsible for hundreds and hundreds of children? How can counselors really help students with a ratio of 1:500 or 1000? In high schools, should there be two separate counselors responsible for providing behavioral health services and career and college guidance?



*“Every chance that we have to speak to our children
is a chance to touch the future.”*

- John Gray



*How are
Philadelphia
Students Performing
on Standardized
Exams?*

Section VI

PSSA Test Results

Test Scores

The PSSA is the standardized test given across the state of Pennsylvania. Though the Philadelphia School District reported high participation in 2000-2001, the scores were low while showing improvement. Fifty-nine percent of fifth graders scored “below basic” on the math exam, while 49% of reading test-takers in eighth grade scored in that category.

As we go to press, the state has just issued warnings to 203 regular public schools and 30 charter schools in the District as well as to many schools in the region and throughout the state. The warnings are based on a combination of standards and requirements of the state’s PSSA and the No Child Left Behind legislation. This year, the requirements are that 45% of the students have to be reading at the proficient or above level, 35% performing at the proficient or above level in math and that 95% of the students have to have taken the test. **Sixty-one schools which were warned by the state that they were at risk because of low reading and math scores on the PSSA tests also were awarded prizes for improved performance based on the same tests!**

The promise and problems of our emphasis on test results can be seen by this year’s experience. The promise is that we are all as a society going to look at these scores and hopefully be stimulated to do what needs to be done to improve them - to not settle for a status quo that is unacceptable. The problem is that these tests measure narrowly and reflect only one point in time.

How should we acknowledge major progress and yet recognize that it isn’t enough? How do we keep morale up in a school that is making substantial progress but is still behind? Are there other standards we should be using to assess progress?

There is a long-standing debate between those who argue that we rely too heavily on test scores as a means of judging student success. The testing opponents say that the tests have little to do with quality of instruction. Others believe that standardized tests are the only true means we have of judging and comparing school performance and student progress. Additional issues about the tests are expressed by those concerned that since all students have to take the tests, schools with large numbers of children with disabilities are at a competitive disadvantage. The test scores in this report are meant to be only one of many indicators creating a more complete picture of our schools. A new test, the Terra Nova is going to be instituted this year. The new administration has suggested that this test will be more accurate for measuring improvement.

How else or how in addition might we assess progress and problems that the system and its students are experiencing so that we can work toward correcting them? How can we make sure that testing is used to inform instruction?



*What Happens When
Kids Fail or Don't
Stay in School?*

Section VII

Retention Rates

Suspension Rates

Drop Out Rates/On Time Graduation

Attendance

Student Turnover

Retention Rates

Our schools, “hold children back,” most frequently in the first and ninth grades, as demonstrated by average retention rates of 11% and 39%, respectively, at those levels. Few students are retained during the middle years, with rates at or below five percent through the third, fifth, and seventh grades. The value of passing or “keeping back” a student who has not mastered the material has been a controversial topic for many years.

The low retention rate in elementary schools is not a mark of success. Many children are passed without having mastered the subject area. The data reveal that there is much more willingness to retain students in the first grade than any other year before high school and much less willingness to hold kids back in the fifth grade. In fact, it is hard to find any school which retained many students in the fifth grade, the age at which most students leave lower school to begin middle school. Few middle schools reported their seventh grade retention rates, and those which did retain few students.

The story changes in the ninth grade as students begin high school, where retention rates are often over 40%, and sometimes as high as 75%. Thus, too often students are sent to high school unprepared for what is expected of them and end up failing two or more courses and then giving up. The new mandatory after-school and summer program for those youngsters at risk of failure may offer students the opportunity to develop grade level competency before passing on to the next grade.

What, if any, other programs or supports should we be developing for students who are unsuccessful in traditional schools?

Suspension Rates

This school year, more than twice as many children have been suspended compared to last year. The average number of suspensions per 100 students in Philadelphia was 17 last year. There are schools with 5:100 suspension ratios and others with 53:100 student suspension ratios. Again, there tends to be a large increase in suspensions from elementary school to middle school, though the numbers can vary dramatically from school to school. It is hard to determine the real meaning of this statistic. The increased suspension rate could reflect more students acting out or stricter enforcement of discipline policies.

Are the same students being suspended repeatedly, or are many different students being suspended? Are schools with higher suspension rates creating an orderly environment, or merely dumping “problem” students? Are the suspended students being provided support or just being removed from the classroom?

Drop-Out Rate/On-time Graduation - Generally

Philadelphia's average dropout rate is 28%, although that number only measures students who officially leave school and not those who just stop showing up.

Many students who are retained in ninth grade end up dropping out. There is no neighborhood high school with a drop-out rate under 20%; many are much higher. On-time graduation in these schools tends to be under 50%. There are several efforts to address this problem, including the regional high school, Twilight and YouthWorks programs and other initiatives to retrieve those who have left or are about to leave. Much more needs to be done.

Given the importance of high school graduation to future life success, what other initiatives should we be developing for these students? What do we expect graduation to signify?

Special Admission Schools - Drop-Out Rates & Graduation

There are several special selection models in the community. The schools with competitive admission criteria offer a much different picture, with drop-out rates below five percent and on-time graduation rates over 90%. The newly proposed building plan envisions magnet type high schools in many communities.

How do we transfer the assets of these magnet schools to other schools in the community? Do these statistics overlook quality programs in schools that continue to have stubbornly high dropout rates and poor on-time graduation rates?

Other Special Schools - Drop-Out Rates & Graduation

There are other special selection schools - those that have been created to deal with kids who had dropped out (Carroll and Regional High Schools for example;) or been disruptive (Boone, Miller, Shallcross or Community Education Partners, CEP) or been released from delinquency institutions (CEP and Twilight Schools). In Philadelphia, the increase reflects the expanded responsibilities of schools and the neediness of many of the youngsters who attend them as well as the increased availability of weapons and presence of violence in our culture.

In the last several years, concern about school safety has increased across the nation. Last year, The Pennsylvania General Assembly passed legislation that prohibits students who had been released from delinquent institutions from returning to their regular school. This law (which has been challenged in the Courts) in combination with a new emphasis on adhering to a strict school conduct policy has increased the use of alternative disciplinary schools in the District.

Whether these options result in providing more youth an alternative education opportunity or an accelerated drop-out reality is unclear at this time. Drop-out rates in the three traditional disciplinary high schools are very high, ranging from 58% to 71% last year. CEP, a new large private provider of services to disruptive students or those returning from institutions, is responsible for about 2,000 youth in two different settings this year. CEP does not include 12th grade; students are expected to return to a “regular” school to complete their course work and graduate.

*As an informed citizenry, how can we assess these special schools?
What is their mission? What seems to be working and what not?
What are the costs? What happens to the students when they return?
What should happen?*

Attendance

The average district attendance rate is reported as 88%. However, student attendance rates drop as the school population grows older: attendance over 90% is common in the elementary schools, including the K-8 schools; middle schools tend to have attendance under 90%. While the special admission high schools maintain a high attendance, over 90%, the neighborhood high schools tend to have attendance below 80%, sometimes under 70%. As young people enter adolescence, many stay away from school. In the last two years, there has been a concerted effort to decrease truancy, yet more than 12,000 youth are still absent, without cause, every day. The School District has recently developed a parent truant officer corps to respond to student absenteeism.

*What other steps schools should be taken to address this issue?
What can we do to make kids want to attend school?*

Student Turnover

The turnover rate (students entering after the first day and leaving before the end of the school year) is very high in most neighborhood schools, whether elementary, middle or secondary. Across the city, 20% of the student population enters after the first day of school and almost 19% exit before classes end. The disruption caused by students being added and dropped from the school’s roster obviously can have a significant impact on the quality of instruction offered. This student movement can also significantly affect the validity of published test scores.

Why is there is so much movement of students? Can we track the impact of implementing a unified curriculum on student achievement among highly mobile students? How do we “count” tests for students who weren’t even in the school for more than a few months?



*The Charter Schools
A Quick Glance
Section VIII*

Performance on Standardized Tests

School Size

Student to Counselor Ratio

Computer to Student Ratio

The Charter School Story

More than 36 charter schools were operating in Philadelphia last year; this year the numbers will have grown to 45. Like their more traditional counterparts, the schools served primarily low-income minority students and were varied in their emphasis and results. The schools generally were smaller than other public schools, and served an average of 355 students, with a range between 120 and 950 students last year. Although the students' achievement thus far appears to be mixed, the schools generally enjoy waiting lists.

Of the 16 schools that reported fifth grade reading, writing and math PSSA scores, 48% of the students reported scoring below basic and 63% scored below basic in math. Of the 13 schools that showed eighth grade reports, 36% were below basic in reading and 55% were below basic in math. Of the ten schools that reported 11th grade results, 43% were found to be below basic in reading and 62% scored below basic in math. Some of the difficulties experienced by both the charter and regular school systems in working out their relationship seems to have improved in the last year as the Legislature began to recognize some funding and governance problems. While the charter schools' showing on the PSSA tests revealed neither the success that their supporters had hoped nor the failures that their opponents feared, their popularity may suggest that factors like choice, focus, and size may play important parts in school support. In future years, as more reports and information are available, the community can best assess the experience and progress of the charter school movement.

PSSA Tests Scores			
Percentage of Students Scoring Below Basic			
	<u>State</u>	<u>District</u>	<u>Char</u>
<u>5th Grade</u>			
Reading	20%	52%	48
Math	25%	59%	69
<u>8th Grade</u>			
Reading	21%	48%	36
Math	27%	61%	55
<u>11th Grade</u>			
Reading	29%	46%	43
Math	20%	57%	62

Student/Counselor Ratio		
<u>State</u>	<u>District</u>	<u>Charters</u>
1:479	1:543	1:325

Student/Computer Ratio		
<u>State</u>	<u>District</u>	<u>Charters</u>
1:5	1:8	1:8

School District of Philadelphia and State of Pennsylvania

District of Philadelphia

Address: 21st & The Parkway, Philadelphia, Pa 19103
 Phone: (215) 299-7000

Total Enrollment: 204,900	Classes w/ 24-26 Students: 17%	Attendance Rate: 88%
White: 16%	Classes w/ 27-29 Students: 24%	Suspensions/100 Students: 17
Black: 65%	Classes w/ 30+ Students: 38%	
Latino: 13%	Percentage entered after-school began: 20%	
Asian: 5%	Percentage withdrew before school ended: 19%	
Other: <1%	Student : Counselor Ratio 543 : 1	
Percentage Low-income: 74%	Full-time Librarians/School: 0.5	
Percentage ELL: 6%	Dropout Rate: 28.0%	
Percentage Taking SAT: 9%	Student : Computer Ratio: 8 : 1	On-time Graduation: 55%
	Percentage computers w/ Net Access: 76%	Persistence Score: 57%

Retention Rates (By Grade) 1st: 11% / 3rd: 5% / 5th: 1% / 7th: 5% / 9th: 39% / 11th: 19%

PSSA Scores

Subject	Grade	Scale	Adv.	Prof.	Basic	Below
Math	5	1158	6%	13%	22%	59%
Reading	5	1153	4%	17%	27%	52%
Math	8	1178	3%	19%	22%	61%
Reading	8	1156	4%	20%	27%	49%
Math	11	1165	8%	15%	20%	57%
Reading	11	1145	5%	24%	25%	46%

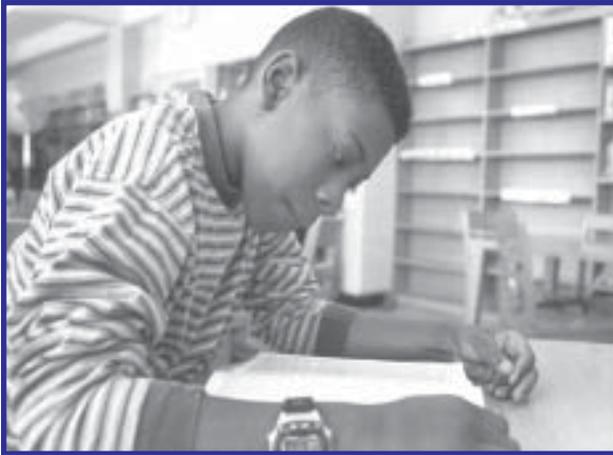
State of Pennsylvania

Address: 333 Market Street, Harrisburg, PA 17126
 Phone: (717) 783-6788

Total Enrollment: 1,821,600	Classes w/ 24-26 Students: 28%	Attendance Rate: 94%
White: 78%	Classes w/ 27-29 Students: 27%	Suspensions/100 Students: -
Black: 15%	Classes w/ 30+ Students: 11%	
Latino: 5%	Percentage entered after-school began: -	
Asian: 2%	Percentage withdrew before school ended: -	
Other: <1%	Student : Counselor Ratio: 474 : 1	
Percentage Low-income: 31%	Full-time Librarians/School: 0.7	
Percentage ELL: 2%	Dropout Rate: 18%	
Percentage taking SAT: 15%	Student : Computer Ratio: 5 : 1	On-time Graduation: -
	Percentage computers w/ Net Access: 81%	

PSSA Scores

Subject	Grade	Scale	Adv.	Prof.	Basic	Below
Math	5	1320	26%	27%	22%	25%
Reading	5	1320	18%	39%	23%	20%
Math	8	1320	18%	34%	21%	27%
Reading	8	1310	20%	38%	21%	21%
Math	11	1320	23%	27%	21%	29%
Reading	11	1320	16%	43%	21%	20%



Appendix The Data

***We look at this data with neither despair nor relief,
but with a commitment to improve the process, the conditions
and the educational outcomes for all children.***

***Until the nation accepts responsibility for fairness and
equity in funding and results, the struggle must go on.***

Profiles Key

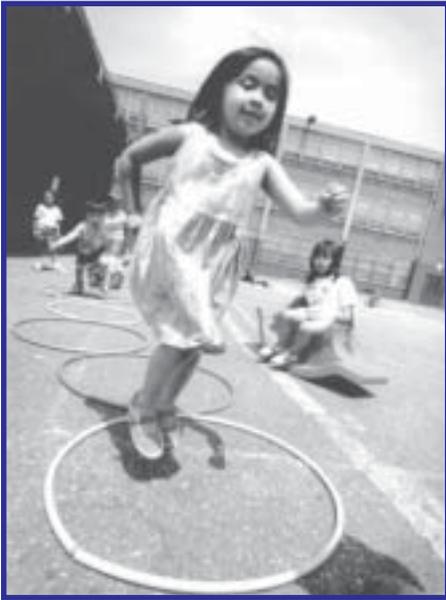
Key Figures

- Suspensions/100 Students – The number of total suspensions for every hundred students in a school. Multiple suspensions for one child are counted individually.
- Persistence Score – A District-created measure of ultimate graduation outcomes, based on on-time and six year graduation rates, that is scaled from 0 to 100.
- PSSA Trends – A rating of the annual percentage change in PSSA scores, averaged over the last seven years, 1996-2002.

Data Sources

- *School District of Philadelphia (2001-2002)*: Enrollment, Racial Makeup, Low-income, ELL, Attendance Rate, Suspensions, Entered/Withdrew, Drop-out Rate, On-time Graduation, Persistence Scores
- *State Department of Education (2001-2002)*: PSSA Scores*, Score Trends – Gathered from: <http://www.pde.state.pa.us/>
- *State Department of Education (2000-2001)*: Class Size, Student : Counselor Ratio, Full-time Librarians, Student : Computer Ratio, Internet Access, SAT Participation, Retention Rates – Gathered from: <http://www.paprofiles.org>

* PSSA scores for the sixth and ninth grade writing tests (2001-2002) were not available at the time of publication.



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