

SHAPING THE LIVES OF TENDER MINDS



2011-2012
ANNUAL REPORT



Cubbie Bear, Cleveland Elementary School mascot, spreads the love at a press conference in March 2012 where social and emotional learning was showcased as a critical ingredient for student success in urban schools. See the story on page 7.

ON LEADERSHIP

Outside Forces Change; Our Priorities Stay the Same



Dear Members of the ASD Community,

There is a reason for everything. I am a strong believer in that phrase. And I believe in hope, that while there is a reason for everything, if we have hope by our side, we will achieve our commitments.

With those thoughts in mind, I was asked to be your acting superintendent in August 2011. At the time, the district had just witnessed the retirement of one superintendent and the hiring and resignation of another. It was my turn.

What a year it has become! With over 254 school visits throughout the past 10 months, I have had the privilege to be welcomed into classrooms and administrative offices where learning is the priority of the day. There is nothing more exciting to me than to watch teachers engage their classrooms with suspense, and laughter, and healing, when needed. The Allentown teaching corps is a fine group of professionals. They get the urban landscape and they understand that dedication starts with a love of people, all people, from all over. That dedication ends each school year with the satisfaction of knowing that they have made a difference in the lives of many students and their families.

I believe teaching is one of the most rewarding professions in our world. Just where would our students go without the clean, efficiently run schools we have in Allentown, without the nutritious meals and the caring faculties, without the nursing staffs and physical education teachers, art and music teachers and volunteers and security staff?

In the past year, I have also had the opportunity to meet with hundreds of community leaders, from pastors to elected officials, the Mayor, City Council and the Allentown Police and Fire Departments, PTA groups, Education 2020!, and leaders from such important partnerships as United Way of the Greater Lehigh Valley, Lehigh Valley Health Network, Sacred Heart Hospital, St. Luke's Health Network, Boys & Girls Club of Allentown, Communities in Schools and Allentown School District Foundation, to name just a few. Their commitment to our work is astonishing. We believe that building these strong bridges for our students will help us bear the weight that is upon us, with the loss of significant funding on all fronts.

Counterclockwise from top | Celebrating student success with Mosser Elementary School students and the Allentown Fire Department in May 2012 | Three servant leaders who said farewell this year (left to right): Executive Director of Planning & External Funding Sally West, ASD Board President Jeff Glazier, and Interim Chief Academic Officer Regina S. Cesario, Ed.D. | Celebrating the Keystone Award with Ritter Elementary School Principal Melissa Marcks and staff in March 2012 | Chatting with Allentown Education Association President Deb Tretter | At ASD Board Meeting with Debra H. Lamb, ASD School Board Director | Stanley K. Landis, Ed.D., served as interim principal at William Allen High School for 7 months; ASD appreciates his dedication to urban education and his positive, caring presence while here | Greeting Cleveland Elementary School student during social-emotional learning presentation by Devereux Foundation in March 2012 | Attending Devereux presentation with Dr. Mayo is Ron Tomalis, Secretary of Education, Commonwealth of Pennsylvania | With Secretary, in discussion |



Whereas, failure to provide adequate funding will reverse the progress the School District of the City of Allentown has made since the enactment of No Child Left Behind. —Excerpt from ASD Board Resolution adopted March 22, 2012

The urban school district is a different type of educational model from traditional public school systems. It becomes even more atypical when funding dries up. There is simply no way to meet all the diverse needs in a district like ours—and produce consistently top academic performance when classroom sizes are large and support staff is lean, for instance. While research has proven that pre-K and full-day kindergarten really do make a significant difference for all students, and especially for those who come from poverty, we are being forced to reduce full-day kindergarten due to loss of funding.

In 2012-2013, we are going to not only attempt a bold plan to stabilize this district seized with change, but also to maximize hope for our kids. By taking a very close look at the talent within this district, I have instituted a major reorganization of the administrative team, including many principal positions. (See story on page 3.) We are planning to implement cohesive team-driven strategies to meet ASD board goals that add value to programming for increased student success.

The 2012-2013 budget has been vetted and is ready to go. With the support of our taxpayers and some added assistance of \$5.5 million from the Pennsylvania Legislature, Allentown School District will submit a balanced budget that was aided by about \$2.2 million from its fund balance. There is not much more we can cut without seriously depleting the programs our students so need to learn and have balanced lives.

I would like to thank the ASD Board of School Directors, and the many parents and guardians, students, teachers, residents, community leaders and media who have marched with us during this difficult year. The steadfast support is critical to me, personally, and to the district overall. Together, we hope, really hope, to make a difference in the upcoming year. There is a reason for everything, and it is my hope and dream that together, we can significantly improve over the next few years.

*C. Russell Mayo, Ed.D.
Superintendent of Schools, Allentown School District*

Steady and Ready for Now

This school year for Allentown School District has been one of the most important transitions in its 146-year history. Over a period of 15 months, Allentown's families and staff experienced three leadership changes with the retirement of Superintendent Karen S. Angello, Ph.D., after eight years of service; the hiring and resignation in 2010-2011 of Gerald L. Zahorchak, D.Ed., the Commonwealth's former Secretary of Education; and the promotion of C. Russell Mayo, Ed.D. to acting superintendent in August 2011. Effective July 1, 2012, Dr. Mayo officially assumed the role as 17th superintendent of the district, having been employed as deputy superintendent here since 2004.

And, during this period of change, the district has witnessed an historic loss of funding from the state as the Commonwealth works to balance its budgets during a period of record low tax revenues and high costs related to such items as pensions.

In December 2011, the Allentown Board of School Directors added three newly-elected directors: Scott Armstrong, Ce-Ce Gerlach and Joanne Jackson, who is returning to the board.

During this school year, we recognized that the ASD rank and file needed more than anything else a stabilization of ASD leadership and priorities. We have worked hard to cultivate the trust, support and communication with our employees that are the tools for future success. The negotiations with our unions, especially the largest, the Allentown Education Association, have been conducted with sincerity and honesty and they have met us half way during this year of such turbulent change. We worked to minimize future layoffs and did not make further cuts in the areas of the arts or athletics programs, so essential to the development of our highly diverse student body. Our teachers are the front line for us, they are important to us, their dedication and commitment make the difference.

Despite the tremendous cuts, our students and staff are resilient. The challenges this year have been offset with a continued effort to reduce dropout rates, improve the arts with award-winning

*Robert E. Smith, Jr.
President, ASD Board of School Directors*



work such as the nominations at the Freddy awards for William Allen and Dieruff High School musical talent, achieve better safety practices in our schools and of course, provide the support to improve academic performance in every classroom. In the past few years, we have completed a building program that will never be duplicated and we have provided focus to our many individualized programs such as the Newcomer Academy, alternative education and special education.

As your president, I will not lead in fear, or hopelessness, but will tackle the issues head on. We will together work harder, reach out to our legislators and demand action. We are at a crossroads, and we must not wallow in pity, but be united. It is time to seize the moment.

The budget crisis for Allentown School District for the 2012-2013 school year is manageable, but it could be better. There will be limited full-day kindergarten. Classroom size is being expanded when necessary throughout the 22 schools. All schools have reduced their operations budgets by 20%. Residents of the city will see a tax increase for the third year in a row. These are just some of the many adjustments that have been made to address financial pressures.

The district continues to work as efficiently as possible. Ranked 468 out of 500 Pennsylvania school districts, Allentown has proven it is one of the Commonwealth's lowest cost administrators of education in the state. We watch what is happening in Chester-Upland, York, Harrisburg, Reading and other urban school districts in our state. We worry about how to stay above the fray.

I want to thank everyone who has contributed time, talent, funding and moral support during the past year. It is our hope that our state partner, the Department of Education, will soon be able to see light at the end of the tunnel and that our students and our city may benefit from that light in the near future.

ASD BOARD GOALS 2011-2015

A Commitment to Progress

The following ASD Board Goals were adopted October 27, 2011.

VALUE-ADDED

1. The district will add value to student performance in reading, math, science, and writing based on the Pennsylvania Value-Added Assessment System (PVAAS).

DISTRICT PSSA GOALS

2. The district will show progress toward the proficiency goals and subject areas as described in the table below.

SUBJECT	2011 ACTUAL	2015 GOAL
MATH	59%	83%
READING	49%	78%
SCIENCE	32%	56%
WRITING	57%	81%

COLLEGE AND CAREER READINESS

3. The number of students enrolling in Advanced Placement (AP) courses will increase from the current level of 432 to 472 in 2015.
4. The percentage of Advanced Placement students receiving a 3 or higher on AP exams will increase from the current level of 22% to 66% in 2015.
5. The number of students enrolling in Dual Enrollment courses will increase from the current level of 347 to 401 in 2015.
6. The number of total Dual Enrollment credits earned will increase from the current level of 228 to 1,386 in 2015.

7. The number of students enrolling at Lehigh Career & Technical Institute (LCTI) will increase from the current level of 1,273 to 1,391 in 2015.
8. The number of students who complete the LCTI program at the advanced or proficient level on occupational competency tests will increase from the current level of 69% to 80% in 2015.

SAFE SCHOOLS

9. The district will improve its safe school culture as measured by staff and student surveys and by comparing annual PDE Safe Schools' Reports.

DROPOUT AND GRADUATION

10. The 4-year cohort graduation rate will increase from the current level of 62% to at least 75% in 2015.
11. The number of dropout students will decrease from the current level of 411 to at most 243 in 2015.

SPECIAL AREAS

12. 100% of ASD elementary teachers will integrate music, art, physical education, or library science into core subjects at least once a day.

COMMITMENT

The Allentown Board of School Directors is committed to providing the professional development necessary to realize these goals and beliefs through collaboration with teachers, administrators and staff.

Top to bottom | A portrait shot of the ASD Board of School Directors effective December 11, 2011 | President Robert E. Smith, Jr. co-signs labor agreement with Deb Tretter, president of the Allentown Education Association on January 26, 2012. The board voted 8-1 in favor of a contract that includes a pay freeze for next year and raises of between 2% and 2.5% the following two years | Board member Andrew Weiss during a board meeting with William Allen student board representative James Ragan in foreground | Newly-elected board members Scott Armstrong, Joanne Jackson and Ce-Ce Gerlach | ASD board member David F. Zimmerman | ASD Board Vice-President Julie Ambrose | Seated, left and right, ASD board members Ellen Bishop, M.D. and Debra H. Lamb at Keystone award presentation for Cleveland Elementary School in February 2012 |

Whereas, it is critical for Pennsylvania to continue to make smart investments that improve the ability of Allentown students to compete;
 —Excerpt from ASD Board Resolution adopted March 22, 2012



New Leadership in the Making

In a move to address instructional achievement in economically efficient ways, C. Russell Mayo, Ed.D., Superintendent, announced a reorganization of the district's Central Administration for the 2012-2013 school year effective July 1, 2012. The ASD Board of School Directors approved the plan as it was presented at April 26, May 24 and June 28 regularly-scheduled board meetings.

KEY FEATURES OF THE PLAN

With this plan, the district is promoting from within, anticipating positive results over time. As a five-to-seven year succession plan, the changes should stabilize the district, increase efficiency with a mix of less- and more-experienced administrators while operating with prudence during these tough economic times because:

- Administrators assume more responsibilities.
- Elimination and modification of many positions, some due to retirements, saved approximately \$250,000.
- Salary ranges are frozen for the three years of the administrative agreement.
- All administrator salaries have been frozen for this past year.

Reporting to the superintendent directly are Chief Academic Officer (CAO) Tina M. Belardi, Ph.D.; Chief Operations Officer (COO) David M. Wildonger; Chief Financial Officer (CFO) John (Jack) R. Clark, Ed.D.; and Director of Special Projects Jeffrey Fries. Belardi, past principal at Hiram S. Dodd Elementary School, will be responsible for the design, planning, and implementation of the instructional program for the district. Wildonger will be responsible for the educational operations side of the district that includes school safety, student conduct, human resources, student testing, and general accountability of administrators. Clark has been appointed chief financial officer after serving the district as director of grants and development for five years. Fries, leaving his post as principal at Central Elementary since 2012, will assume the responsibilities of the former chief turn-around officer, will establish a comprehensive timeline for implementing all requirements of ASD board goals and school improvement grants, and will be responsible for PDE-compliant document scrutiny.

The empowerment of existing staff is a key motivational ingredient for success. This young, bright team of new leaders will be trained to meet the challenges ahead.

2012-2013 Appointments

NEW LEADERSHIP

- Tina M. Belardi, Ph.D., Chief Academic Officer
- David M. Wildonger, Chief Operations Officer
- John (Jack) R. Clark, Ed.D., Chief Financial Officer

NEW PRINCIPALS

- Deborah L. Barnes, Central Elementary School
- Karen J. Boardman, Dodd Elementary School
- Daria Custer, Harrison-Morton Middle School
- Karen Dopera, Lehigh Parkway Elementary School
- Lisa Lesko, Sheridan Elementary School
- Shannon M. Mayfield, William Allen High School
- Jennifer M. Ramos, Washington Elementary School
- Stephen Serenits, Harry C. Trexler Middle School
- Melissa L. Smith, Muhlenberg Elementary School

NEW ASSISTANT PRINCIPALS

- Christin Adams, Jefferson Elementary School
- Rebecca Bodnar, South Mountain Middle School
- Tonya Dellatore, Union Terrace Elementary School
- Erin Martin, Roosevelt Elementary School
- Joshua D. Radcliffe, Ritter Elementary School
- William A. Seng, Washington Elementary School
- Luke Shafnisky, Louis E. Dieruff High School

NEW ADMINISTRATORS

- Brian Cote, Executive Director of Accountability
- Deborah W. Hartman, Executive Director of Special Education
- Kristin Kruger, Executive Director of Instruction
- Karen Gabryluk, Supervisor of Instruction, Louis E. Dieruff HS
- Karen Baurkot, Director of Assessment
- Jeffrey P. Fries, Director of Special Projects
- Michael G. Makhoul, Director of Educational Operations
- Kelly M. Murray, Ed.D., Director of Science, Technology, Engineering & Math
- Kelly Rosario, Director of Professional Development

AYP RESULTS: CORRECTIVE ACTION II, YEAR 4

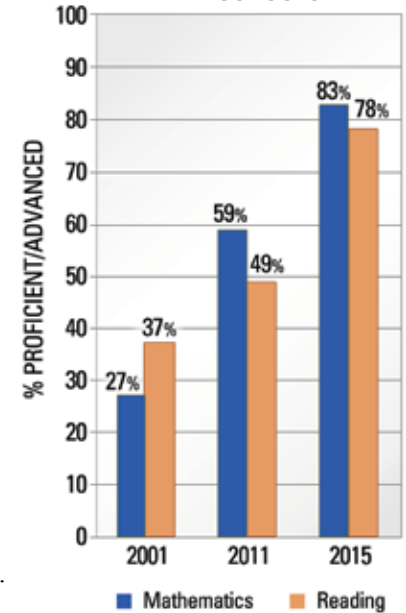


Ten Elementary Schools, One Middle School Making Adequate Yearly Progress (AYP)

HIGHLIGHTS 2010-2011

- Central Elementary met targets and is making progress.
- South Mountain Middle School met targets and is making progress.
- 100% of all elementary and middle schools met 90% attendance target.
- 19 of 20 tested schools met the 95% test participation target.
- 47.8% of all subgroups met AYP targets in mathematics (67%).
- 12 of 14 elementary schools and 1 middle school met all subgroup math targets.
- 34.8% of all subgroups met AYP targets in reading (72%).
- 10 of 14 elementary schools and 1 middle school met all subgroup reading targets.

PSSA PROGRESS ALL SCHOOLS



From top right | Emphasis on reading is a perennial priority in this school systems where 11.7% are English Language learners as this Ritter ES student participates happily in *Read Across America* | Throughout the district, a big deal is made of Dr. Seuss week, as seen here with unidentified students and teacher from McKinley ES who dress for the event | Retiree Barbara Parr volunteered her time this past year to help students learn during the innovative before-school program | Dictionary Day at Dodd ES was a grand affair, thanks to the Allentown Rotary Club which donates thousands of new dictionaries each year to almost all elementary schools, with volunteers helping to hand them out | On May 11, 2012, Lincoln ES celebrated *Muffins for Mom* with families | William Allen HS's writing program has seen amazing progress as students read to write and write to learn, with teacher Catherine Hamscher working here | On May 21, 2012, AP German students Nadine, Bethany and James represented Dieruff HS where they shared their *Virtual Trip to Germany* project at the Pennsylvania Association for Educational Communications & Technology (PAECT) Student Showcase, toured the Harrisburg Capitol and briefly sat in the Chamber of the House of Representatives | Teacher Sera Karahoca at the new Newcomer Academy uses couponing as a teaching device for learning math and money as students from different countries find something in common | On November 23, 2012, William Allen HS College & Career Counselor Rina Duggan listens to senior Demian Ruth Salaf whose outstanding senior project centered on Indian values and heritage that is connected to his paternal roots | William Allen HS teacher Jeffrey Dutt proudly gathers his dual enrollment students for a photograph | The ASD Technology Plan seeks to integrate technology throughout all courses as seen here in a classroom at Dieruff High School |

Whereas, expectations and requirements for Allentown's students do not diminish in times of economic difficulty...to meet rising targets in 2012 for proficiency;
 —Excerpt from ASD Board Resolution adopted March 22, 2012

AYP PROGRESS, BY SCHOOL

SCHOOL	2010	2011
ELEMENTARY SCHOOLS		
Central	School Improvement II	Making Progress ⚠
Cleveland	Made AYP	Made AYP ⬆
Hiram W. Dodd	Made AYP	Made AYP ⬆
Jefferson	Made AYP	Warning ⚠
Lehigh Parkway	Made AYP	Made AYP ⬆
Luis A. Ramos	–	Warning ⚠
McKinley	Warning	School Improvement I ⬇
Mosser	School Improvement I	School Improvement II ⬇
Muhlenberg	Made AYP	Made AYP ⬆
Ritter	Made AYP	Made AYP ⬆
Roosevelt	Made AYP	Made AYP ⬆
Sheridan	Making Progress	Made AYP ⬆
Union Terrace	Making Progress	Made AYP ⬆
Washington	Warning	Made AYP ⬆
MIDDLE SCHOOLS		
Francis D. Raub	Corrective Action II 4 th Year	Corrective Action II 5 th Year ⬇
Harrison-Morton	Corrective Action II 3 rd Year	Corrective Action II 4 th Year ⬇
South Mountain	School Improvement I	Making Progress ⚠
Trexler	Corrective Action II 4 th Year	Corrective Action II 5 th Year ⬇
HIGH SCHOOLS		
Louis E. Dieruff	Corrective Action II 3 rd Year	Corrective Action II 4 th Year ⬇
William Allen	Corrective Action II 4 th Year	Corrective Action II 5 th Year ⬇

⬆ Made AYP ⚠ Making Progress ⚠ Warning ⬇ Corrective Action

ASD TECHNOLOGY PLAN ADDS TO SUCCESS

Connecting the district with high-speed technology, and wireless where possible, has been a priority. The following goals from the ASD Technology Plan have been achieved:

- Implementation of a web-based Student Management System (Sapphire) with high school usage growing seven-fold in one year by teachers, students and parents alike.
- Palms and PC software used to record and analyze DIBELS data.
- Expansion of dual enrollment offerings made possible due to new video conferencing technology at both high schools.
- Implementation and professional development for a new web site authoring program.
- The addition of four new Technology Integration Leaders to facilitate the integration of technology for (K-12) 21st Century Teaching and Learning.
- Networkable security tools such as security cameras and electronic ID checks integrated at building entrances for greater safety.

Four Named Outstanding Educators

The Allentown Education Association (AEA) during ceremonies on May 22, 2012, recognized four educators who have been selected by their peers as outstanding representatives of the teaching profession:



Kim Zsitek-Brannan,
Mosser Elementary School – School Nurse

“Working with inner city children is a challenging but a rewarding experience.

I value the positive influence that I can make both on the lives of our students but also on their families. educate families and students for many reasons, and the primary reason is that education is the way that society perpetuates itself.”

Fredrick Montgomery, Harrison-Morton Middle School – Health & Physical Education

“An outstanding educator within the Allentown School District portrays the values and lifelong lessons of hard work and the opportunity to achieve and understand more. One must possess patience, hopefulness and a positive attitude that lends insight to benefit all of humanity.”



Christine Rappaport, Luis A. Ramos Elementary School – School Nurse

“Personally investing in the care and education of our children is so vital. If we positively teach with respect for differences, it can make a significant impact. If we show care and concern for students’ well-being and academic success, it may help solidify their personal sense of self-worth.”

Mary Ann Skrincosky,
Louis E. Dieruff High School – English

“Teaching is more than English and literature. It’s exposing a young mind to life experiences, the importance of reputation, the need for personal accountability and the acceptance of consequences. Teaching is unconditional love.”



An AEA Excellence in Education award was bestowed also upon State Representative Jennifer Mann who has worked closely with AEA, supports education funding and initiatives and, as a graduate of William Allen High School, attends many Allentown School District events.

THE ROAD AHEAD (No Child Left Behind Targets & ASD Results)

		2002 ACTUAL	2004 ACTUAL	2006 ACTUAL	2008 ACTUAL	2010 ACTUAL	2011 ACTUAL	2012 GOAL	2015 GOAL
Math	ASD	33	39	53	56	57	59	67	83
	Target	35	35	45	56	56	67	78	100
Reading	ASD	39	44	46	47	48	49	60	78
	Target	45	45	54	63	63	72	81	100

No ASD schools are projected to reach 100% proficiency, but 17 of 20 tested schools are planned to exceed 75% overall proficiency by 2015.

United Way Partners for Success

An initiative of the United Way of the Greater Lehigh Valley, Community Partners for Student Success (COMPASS) is an ambitious, two-county collaborative with a vision to identify, strengthen and promote community-connected schools so that all Lehigh Valley students succeed and graduate ready to lead meaningful and productive lives. In the Allentown School District alone, more than \$1.7 million has been invested through COMPASS, Allentown Promise Neighborhood and 22 programs in fiscal year 2011-2012.

Community Schools are designed to transform schools into the hub of their neighborhood by organizing a wide array of programs and services in the school so that students and families can get their needs met in one place. ASD's four COMPASS schools are Central ES, Roosevelt ES, South Mountain MS and McKinley ES, the newest school to take on the COMPASS Community School model at the start of the 2011-2012 school year. A site-based leadership team comprised of faculty, staff and community partners offers programs for students and families to enhance their growth.

COMPASS Community School results:

- Roosevelt Elementary School received its third Keystone Award in 2011, making Adequate Yearly Progress in PSSA scores for four consecutive years.
- South Mountain Middle School's PSSA scores have increased over 16% in reading and 30% in math over the past five years.
- Total office discipline referrals at Central Elementary School decreased from 289 in 2009-2010; 181 in 2010-2011; and 156 in 2011-2012.
- McKinley Elementary School K-1 students received new backpacks filled with school supplies at the start of the school year, and 4th and 5th grade students received over \$100,000 worth of books.

SAFETY & CLIMATE

Shaping the Lives of Tender Minds

ASD BOARD GOAL

The district will improve its safe school culture as measured by staff and student surveys and by comparing annual PDE Safe Schools' reports.

To be healthy and happy, students must learn the keys to being resilient. In 2011-2012, Allentown School District implemented several initiatives to produce safer schools, more aligned systems for support services and expanded partnerships that improve students' achievement in this diverse school district.

HIGH SCHOOL CLIMATE SURVEY: STAFF PERCEPTIONS

STATEMENT	IN AGREEMENT 2010	IN AGREEMENT 2011
High school is supportive and inviting	64%	66%
High school sets high standards for academic performance	43%	56%
High school is welcoming to and facilitates parent involvement	71%	80%
Weapons possession is a severe problem	22%	16%
Vandalism is a severe problem	28%	16%
Most adults treat all students fairly in their school	70%	59%

Source: The Safe Schools/Healthy Students Grant Initiative research 2011-2012

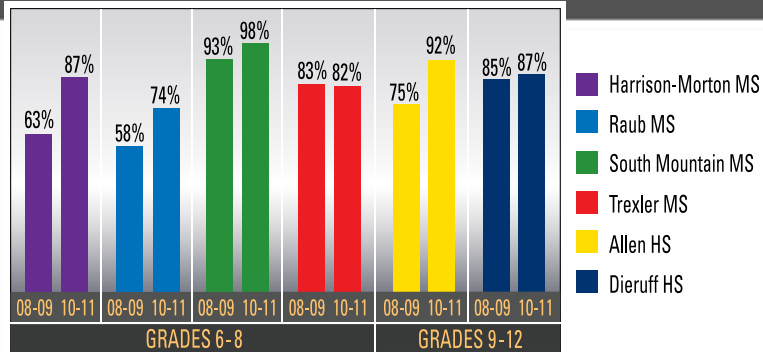
Expanded safety nets in 2011-2012 included the training of School Safety Committee members in non-violent crisis intervention by the district's certified trainers and the adoption of the Attendance Team approach to prevent truancy and intervene effectively, a method that was developed by Mosser Elementary School and now used by all ASD elementary schools. In 2012-2013, the district will implement a best practice approach to truancy prevention/intervention in all ASD middle and high schools.



Above, left to right | McKinley Elementary School officially opened as a COMPASS Community School on September 27, 2011 | Executive Director of Community & Student Services Susan Lozada with Captain Keith A. Morris, Allentown Police Department | Cleveland Elementary School K-2 students demonstrate ways to identify and address their feelings to avoid conflict learned through the PATHS program | Air Products & Chemicals Inc. volunteers and the American Heart Association staff challenged the students of Roosevelt Elementary School to a walking competition to improve heart health. In May 2012 volunteers walked with students for a combined total of 224,730 minutes |

SUSPENSION RATE

Percentage of students receiving NO out-of-school suspensions



South Mountain Middle School continues to achieve the highest percentage of students receiving NO out-of-school suspensions. All schools showed improvement except Trexler Middle School which remained relatively flat.

ASD HEALTH CARE REPORT

The district provides the health support services mandated by the state through its School Health Services department, committed to promoting a healthy lifestyle for the district community. By taking a holistic approach, ASD School Health Services seeks to attain optimal health to enhance the educational process for all. Twenty-six certified professionals assume responsibility for medical and dental injuries and illnesses; monitor, assess and triage any communicable diseases; maintain and keep secure electronic health records; and assure access and continuity of health care for students.

Students are routinely administered health screenings, including vision and hearing testing, height, weight and scoliosis assessment, immunization review, and physical and dental examinations.

Whereas, no increases in K-12 education funding actually is a net loss for public education considering increases in costs out of the control of school boards, including pensions...;
—Excerpt from ASD Board Resolution adopted March 22, 2012

Referrals for further evaluation are made to the nine school-based health centers. This includes Telehealth services—the use of electronic information and telecommunications technologies to support long-distance clinical health care—in four elementary schools with Central Elementary School the fifth and the base of the operation. Health and dental vans circulate throughout the district, with primary care physicians, physician assistants and outside agencies providing support. The Allentown Health Bureau, Lehigh Valley Health Network, St. Luke’s University Health Network in Allentown, and Sacred Heart Hospital are critical partners in the health care of ASD students. Approximately \$500,000 worth of donated services is provided by the hospital systems every year.

In 2012, ASD School Health Services worked with parents and students to ensure that students met the new state immunization requirements in Pennsylvania, going from 3,000 non-compliant students to less than 10 by the state deadline. Working with families, ASD nurses gathered the required documentation from each student, and vaccinations were provided in school in partnership with the Lehigh Valley Health Network, St. Luke’s Hospital Network, and Sacred Heart Hospital.

Positive mental health is essential to a child’s development. Undiagnosed mental illness interferes with learning and increases the risk for suicide. Suicide is the third leading cause of death for children ages 10-14 and young people ages 15-24. ASD has expanded suicide prevention work with training for all employees and safety education for all students.

New Social-Emotional Initiative

(Cover story)

Through a \$300,000 grant provided by the State of Pennsylvania and shepherded by Pennsylvania State Senator Pat Browne, the Devereux Center for Resilient Children worked with Allentown School District elementary schools to implement the *Promoting Alternative Thinking Strategies* (PATHS) program in August 2011. As a social and emotional learning program for students in grades K-2 developed at Penn State, the program teaches five key skills: self awareness, self management, social awareness, relationship skills and responsible decision making. It is part of the Allentown School Board’s approved *Resiliency Plan*, which includes teaching social and emotional skills to all elementary and middle school students supported by the Devereux grant, a national non-profit behavioral healthcare organization.

Significant progress has been made. By year-end, nearly 200 elementary school teachers in Allentown are now utilizing PATHS, and 100% of the elementary school principals report that students benefit from the PATHS program. The remaining elementary school grades 3-5 will begin PATHS instruction during the 2012-2013 school year.

Left | Trexler MS’s Future Health Club pictured here with School Nurse and Club Leader, Karen Goldner (left), M.Ed. in School Health, BSN, RN |

Right | Cleveland ES students including (front row, left to right) Miguel Balcazar, Aijalynn Washington, Marcus Morales and Eliezer Rodriguez participated in the PATHS program. A live classroom demonstration took place on March 23, 2012 for special guests (back row, left to right): Cleveland ES Principal Robert Wheeler, II; Mark Greenberg, Director of the PSU Prevention Research Center for the Promotion of Human Development; Chief of Staff Ellen Kern for Senator Pat Browne; Kristen Kentner, PATHS Coach, Devereux Center for Resilient Children; Paul LeBuffe, Devereux’s Co-Director; Robert Kreider, President & CEO of Devereux Foundation; Allentown School District Superintendent C. Russell Mayo, Ed.D.; Pennsylvania Secretary of Education Ron Tomalis; and Cubbie Bear |



ALLENTOWN SCHOOL DISTRICT 2011-2012 THE YEAR IN PICTURES







ELEMENTARY EDUCATION

ASD Elementary Program Keeps Pace

MATHEMATICS PROGRAM EXCEEDS TARGETS

ASD elementary schools continue to soar in the area of mathematics. Elementary math classrooms are structured to support students at their instructional level, working with our strengths and needs to fill in gaps and raise achievement for all students. Some of the most impressive aspects of the elementary math program are the collaborative environment and the higher-level thinking that are taking place on a daily basis. Collaboration occurs in several ways in the elementary classroom. If you walked into any elementary math class, you may see students working together to solve a complicated problem that requires several steps. Students have become good thinkers and are able to persevere when they are faced with a challenge. Or you may see students working together on an activity that reviews previously taught skills. If you listen

MATHEMATICS: PROFICIENT + ADVANCED PSSA

LEVEL	2006	2007	2008	2009	2010	2011
Target Score	45	45	56	56	56	67
District Grades 3-5	64	64	65	67	67	70

in on the conversation between these students, you will hear their thinking strategies. Students are expected to be able to explain how they solved problems. It is common to see students in the middle of a “think, pair, share,” which means students first think about the higher-level question asked, then share their thoughts with a partner before presenting to the whole group.

Elementary science continues to be hands-on investigations where students are engaged in science concepts throughout the school year. The FOSS program supports the constructivist view of education. The guiding principle behind this approach is that students learn more when they are actively engaged in building understanding.



Principals represented their schools when faculties were presented with the 2010-2011 PSSA Keystone Awards by Superintendent C. Russell Mayo, Ed.D., as follows (above, clockwise from top): Michele Ryan, Sheridan ES; Tina Belardi, Ph.D., Dodd ES; Betty Shankweiler, Lehigh Parkway ES, PSSA Grand Champions of the district for every year; David Hahn, Union Terrace ES; Lisa Lesko for Heather Bennett, Roosevelt ES; and Phil Turton, Muhlenberg ES.

Cleveland ES and Ritter ES principals Robert Wheeler, II and Melissa Marcks are featured receiving the award on page 2 and the inside front cover, respectively.



Above, left to right | Washington ES Cub Scouts and Brownie troop on November 21, 2011 staged a food drive to stock the Jefferson Place Food Pantry, collecting 2,313 non-perishable food items | Principal Nicolas Perez and student from Jefferson ES share an amusement ride on the first day that the Dorney Park dinosaur exhibition opened in April 2012 | Principal Richard Kern addressing the crowd as McKinley ES celebrated its 125th anniversary at nearby Christ Lutheran Church on November 16, 2011 with its 324 students, their families and ASD staff and community leaders | Mayor Ed Pawlowski with students during visit to Roosevelt ES | A Dodd ES father shares a special moment reading with his daughter on October 27, 2012 | Luis A. Ramos ES kindergartners learning math concepts early one morning |

Whereas, the continued reduction of state funding for basic education forced this district to make further cuts in essential staff, eliminate full-day kindergarten...;
 —Excerpt from ASD Board Resolution adopted March 22, 2012

Elementary Arts and Environment Programs Alive



LITERACY PROGRAM PROGRESSES

Through grade three, students learn to read; from then on, they read to learn to advance their knowledge for career and college.

The Allentown School District continues to strengthen curriculum and instruction in reading and writing in order to promote student growth and engagement in literacy. Although the district continues to make gains in these areas, it continues to seek the *No Child Left Behind* target of 72% proficient. With a diverse student body, encompassing more than 25 different languages spoken at home, whose families from over 40 countries have emigrated here, the curriculum is geared to guide these many cultures to embrace reading and comprehension in English. In 2011, 11.7% of ASD students were classified ESL (learning English as a Second Language).

The ASD literacy curriculum is currently being aligned to the Common Core Standards, ensuring that instruction is rigorous and relevant across all grade levels. The comprehensive literacy curriculum provides pacing, essential questions, resources, and assessments which support the Common Core Standards. Common Assessments are also being developed in all grades to help teachers monitor student learning and provide differentiated instruction by addressing the specific strengths and needs of each student.

At the elementary level, students learn literacy standards and skills through a Balanced Literacy Approach that provides whole group, small group and independent learning. The elementary curriculum



READING: PROFICIENT + ADVANCED PSSA

LEVEL	2006	2007	2008	2009	2010	2011
Target Score	54	54	63	63	63	72
District Grades 3-5	47	48	49	54	50	54

has been aligned to the Common Core Standards in reading, writing and word study. The revised curriculum provides consistency in the use of practices, strategies, and materials across all schools. Teachers in many schools are engaged in collaborative planning sessions that encourage collegial conversations about literacy instruction. These sessions provide opportunity for professional development, sharing among colleagues, and time to plan quality instruction in a collaborative setting.

Writing continues to be a priority throughout the district. At the elementary level, students participate in writing workshops each day, learning how to draft, revise, edit, and publish their writing. Using the *Lucy Calkins Units of Study for Writing: A Yearlong Curriculum (K-2)* and *Units of Study for Writing in Grades 3-5*, teachers provide instruction that enables students to become independent writers.

Two elementary schools, Central and McKinley, are in the second year of implementation in two research-based programs. These programs are being funded by a School Improvement Grant (SIG). The *Success for All* program was implemented in Grades 1-5 and the *Reading Recovery* program was implemented to support 1st grade students. Results have been positive.

Left to right | Photos from the Elementary Art Show presented at the 19th Street Theatre 514 Building throughout spring 2012 | Young violinists performing at the festivities leading up to the Allentown School District Foundation Gala on March 31, 2012 | Roosevelt ES is home to the international *El Sistema* program, in collaboration with the Allentown Symphony, where 90 or more students learn not only eight hours of music instruction each week, but partake in tutoring as well | City of Allentown Mayor Ed Pawlowski addresses Union Terrace ES children at the dedication of the Outdoor Classroom at Daddona Park on May 17, 2012 | Muhlenberg College biology students work with Union Terrace students before school on an Audubon-inspired bird educational experience that traveled to several schools |

The Allentown School District thanks the many cultural and civic organizations, and corporations in the Lehigh Valley that have supported the arts during this period: Allentown Symphony Association, Allentown Art Museum, Allentown School District Foundation, Alvin H. Butz Co., Baum School of Art, City of Allentown, Civic Little Theatre, Community Music School, Crayola LLC, Highmark, Roberson Butz Architects, Rodale, and many more.

Top, left to right | The Harrison-Morton MS Jazz Band, performing under the direction of music teacher Paul Recker, at the May 31, 2012 ASD retirement ceremonies | Trexler MS Supervisor of Instruction Erich May, a PDE teacher of the year finalist, posing with students | Trexler MS student Takyra Kondravy performing a dance number from the school's spring musical *Oklahoma!* | Raub MS teacher Ferd Surita gathers students from the after-school mentoring program *Common Ground* | South Mountain MS 8th grader, Mardochee Dade, named 2011 Jack Kent Cooke Young Scholar (center), with teachers | William Allen HS juniors, Melody Alam and An Phung, selected to be Air Products and Chemicals Inc. high school summer interns |

Bottom, left to right | Members of the William Allen Construction Company present the *Pavers and Path* beautification program to the ASD Board of Directors in May 2012 | William Allen HS Chorale in San Francisco on its annual service trip, March 22-26, 2012 | William Allen SADD Club members with the Canary and dignitaries launching *Don't Txt & Drive* campaign | Dieruff HS seniors, DeMarquis Holley and Jan Espinosa, with Academic Principal Susan Bocian | The Dieruff HS Class of 2012 | Sponsored by the Aspires program of the Lehigh County Conference of Churches and funded by a grant from Highmark, the Teen Iron Chef started with Dieruff HS students, seen here, and ended with a Crosstown Competition | Dieruff HS's AFJROTC PA-011 Cadet Corps earned a record 15 trophies during the 2011-2012 academic year |

SECONDARY EDUCATION



Graduation Success is Our Goal

In 2011-2012, ASD's secondary education program continued to use the small learning community strategy to achieve success, with graduation the priority. Programs that have been critical to the efforts to make a difference include:

- Lehigh Career & Technical Institute (LCTI) partnership
- LCTI Biotechnology Satellite Career and Technical program
- The Newcomer Academy at Midway Manor
- The IBEAM Academy (Inspire, Believe, Educate, Advocate, Mentor) at Jackson School
- The Ninth Grade Education Centers at William Allen and Louis E. Dieruff High Schools
- The 9th grade GEAR UP grant program focused on the Class of 2014
- The High School Graduation Initiative grant program for at-risk students
- Collaboration with Da Vinci Science Center, Allentown

- The United Way of the Greater Lehigh Valley Community School designation for South Mountain Middle School
- The Lehigh County Conference of Churches Aspires program and Community in Schools Success Academy
- Many other partnerships through grants or community support

Academically, the literacy program continues to focus on rigorous, relevant content that promotes higher level thinking and deeper discussion about text. William Allen High School teachers, for instance, have made a concerted effort to challenge students to reach for better modes of self-expression. More than 520 11th grade students were tested in spring 2011 and their PSSA scores increased 30.9 points to 73.6% over a five-year period. Middle school curriculum has been aligned to the Common Core Standards.

Mathematics and science courses are being revised to align with common assessments of state standards. The middle school science FOSS program is being strengthened. A physical science course was introduced to 9th grade students for them to explore physics and chemistry concepts. The biology curriculum has been revised to prepare students for next year's Keystone exam. Increased student engagement and daily formative assessments are key to increasing curiosity, preparedness and academic progress in these academic subjects that are nationally not witnessing the type of success America needs to remain competitive.



Whereas, the 2012-2013 proposed state budget for K-12 education does not restore funds eliminated in the 2011-2012 budget for charter school reimbursement, school improvement grants, education assistance programs;
 —Excerpt from ASD Board Resolution adopted March 22, 2012

Breaking the 6th Grade Slide

COLLEGE & CAREER READINESS HS Student Totals	BOARD GOAL	2011-2012 ACTUAL
Dual Enrollment	401 by 2015	342
Advanced Placement	472 by 2015	422

The dual enrollment program provides students with opportunities to receive college credit while in high school at little or no cost, saving students and parents significant tuition costs. Successful completion of dual enrollment or advanced placement courses shortens the time to college degree completion. Source: Allentown School District

ASD DROPOUT RATES HS Student Totals	ASD TOTAL 2009-2010	ASD TOTAL 2010-2011	STATE AVERAGE 2010-2011
Allentown School District	437 6.04%	251 3.45%	10,482 1.25%

The dropout initiative introduced last year is providing significant dividends for ASD. Funding from the High School Graduation Initiative and implementation of programs such as Operation Cap & Gown have emphasized the need for intervention and outreach earlier to connect with students who need support. Source: PA Department of Education PIMS Report

ASD GROWTH MEASURES PVAAS Value-Added Academic Prognosis	PSSA 9-11 READING		PSSA 9-11 WRITING		PSSA 9-11 MATH		PSSA 9-11 SCIENCE	
	2010	2011	2010	2011	2010	2011	2010	2011
William Allen High School	+4.7	-19.3	-41.8	-34.2	-59.3	-53.3	-43.3	-40.8
Louis E. Dieruff High School	+2.5	-9.7	+36.2	+17.6	-38.4	-26.7	-32.2	-24.2

Louis E. Dieruff HS met or exceeded the standard for PA Academic Growth in reading in 2010 and writing in 2010 and 2011. William Allen HS met or exceeded the standard for PA Academic Growth in writing in 2010. All other areas there is evidence that the schools did not meet the standard for PA Academic Growth. Sources: <http://pvaas.sas.com>, PA Department of Education PIMS Report

ASD GRADUATION RATES	2004-2005	2005-2006	2007-2008	2008-2009	2009-2010
William Allen High School	56.10%	60.32%	69.02%	70.33%	70.54%
Louis E. Dieruff High School	66.73%	64.43%	65.37%	68.64%	71.88%

Graduation rates for Dieruff High School continue to increase. William Allen High School noted a slight increase. Source: PA Department of Education PIMS Report

ASD GRADUATES COLLEGE-BOUND	TOTAL GRADS	TOTAL COLLEGE BOUND	TOTAL % COLLEGE BOUND
William Allen High School	638	371	58.3%
Louis E. Dieruff High School	421	290	68.9%

Many Allentown School District graduates attend the Lehigh County Community College for its flexible schedule, dual enrollment relationship with Allentown and its affordable tuition rates. There are strong four-year recruiting relationships with all area public universities and private colleges, including Ivy League schools. Source: PA Department of Education 2010-2011

Seventeen teams from seven elementary and middle schools participated in the Odyssey of the Mind Southeastern Pennsylvania Regional tournament on March 17, 2012. Seen here: Principal Susan Elliott (back row, left) with her Raub Middle School team.



In Allentown's elementary schools, PSSA math proficiency scores averaged 70% in 2011. However, 6th graders earned on average math proficiency scores significantly lower at 57%.

The culprit could be nothing more than study time. At the elementary level, math classes are approximately 90 minutes every day, allowing for both whole group instruction and small group differentiated learning. As students transition from 6th grade in middle school, they receive only 45 minutes of mathematics with very little time for differentiated instruction. To provide a solution that does not require additional funding, administrators will be implementing 90 minutes of mathematics daily. Within the 90 minutes of math, 6th grade honors students will have an opportunity for Science, Technology, Engineering, Mathematics (STEM) enrichment through project-based learning, focused around a specific career theme. Professional development for 6th grade math teachers at the four middle schools has been strengthened, with instructional supervisors providing ongoing support for this change.

Other changes for enhanced learning include an additional 15 minutes for reading daily; integration of social studies and English language arts content; and small tutoring sessions, especially for those below grade level.

GIFTS & GRANTS REPORT

Seeking More Ways to Fund Essential Programs

As the economy has tightened over the past few years, Allentown has witnessed a shift in federal funding away from basic programs that have supported critical activities. Many of the district's entitlement or formula grants have been reduced and a few have been completely eliminated. Most significantly, Title I, ASD's largest formula grant, has gone from \$9.1 million in 2007-2008 to \$8.4 million this year. The designated Title II-A Class Size Reduction Grant is down approximately \$170,000 to \$1,083,322. Title V Innovative Education, Title II-D Technology, and Title IV-A Safe and Drug Free Schools are examples of grants that are no longer funded. Along with this, many of the competitive grants offered in the past have been eliminated. The United States Department of Education has shifted such allocations into large, targeted competitive grants with a complex application process.

The importance of non-local funding cannot be underestimated for the survival of the Allentown School District to improve academic performance of its students.

10-YEAR COMPARISON

FUNDING DIFFERENTIAL	FREE-or-REDUCED LUNCH	POVERTY RATE	STATE + FEDERAL FUNDING	
	ASD	STATEWIDE	ASD	STATEWIDE
1999-2000	62.3%	9.2%	44.1%	46.7%
2009-2010	74.3%	13.4%	64.4%	48.8%

Sources: PA Department of Education Revenue Tables and Commonwealth of PA website

HIGHLIGHTS

The district is grateful for ongoing grants providing focused support in areas where students need help. For example:

- In its fourth and final year, the \$4.6 million Safe Schools Healthy Students initiative has greatly improved safety in this urban school district;
- In year two of the \$13.2 million five-year High School Graduation Initiative, the district has been able to develop much-needed leadership, allowing outreach programs at the secondary level to reduce the dropout rate;
- In the middle of the \$3.6 million Title I School Improvement Grants, Allentown has been able to improve academic performance in seven chronic under-performing schools, with Central Elementary School making progress last year;
- With \$4.3 million in GEAR-UP funding for two more years, the students in the Class of 2014 at two high schools are monitored to see if academic performance improves with this personalized program of academic guidance and instruction.

Top to bottom | At Union Terrace ES, students conduct a mock congressional hearing in spite of the fact that \$70,000 in federal funding was cut for the civic education program denying over 400 classrooms instruction on the constitution and civil rights | In May 2012, Dieruff Husky greets Ferrous the IronPig as the Dieruff HS baseball team celebrates the *IronPigs Charities* gift of \$12,000 for new equipment for both high schools | State Representative Jennifer Mann makes remarks after receiving a community service award from the staff of Cleveland ES on February 10, 2012 | At the 2nd Annual *High Notes* Gala in March 2012, Harrison-Morton MS students (left to right) Emily Sokalsky, Dedrik Ramos and Leslie Gonzalez perform the segment, *I've Got Nothin' to Say*, from the middle school's performance of *The Big Bad Musical* | The full company of six secondary schools end in unison at the *High Notes* Gala in front of hundreds of patrons at Allentown Symphony Hall | Senator Patrick Browne visits a 1st grade class at Sheridan ES in April 2012 to celebrate a personalized reading program | Partners, too, attract funding to help ASD. For instance, over 3,000 ASD students such as these 19 from Central ES in a Make Your M.A.R.K.™ tutoring program are helped by the Boys and Girls Club of Allentown whose funding is derived from a patchwork of over 16 different partner-funders |



ASD is to be commended for its commitment to excellence and maintaining high standards and expectations for both staff and students. The evaluation data support the conclusion that these efforts are having a clear-cut and constructive impact on all the constituents of the district.

—William Evans, Ed.D., Educational Enterprises, Inc., Philadelphia, Pa.



Sheridan Elementary students

The district continues to aggressively pursue opportunities that appear to be a good fit for its strategic plan, including recent grant applications for the AT&T Aspire Local High School Impact Initiative for student retention; ASSET STEM Education Assistance; Family Center Grant from the Department of Public Welfare and many more.

The district greatly appreciates the support from area residents and businesses. The Lehigh Valley Educators Credit Union donated \$2,000 in revenue on May 9, 2012 for Dodd Elementary School. On April 27, 2012, a check was issued from McDonald's® Owner/Operators of the Greater Philadelphia Region for \$1,000 as donated revenue for Union Terrace and two grants for Mosser Elementary School. On May 24, 2012, the ASD Board of School Directors accepted a total of \$918 from the Lehigh Chapter of the Pennsylvania Association of School Retirees for two elementary schools and the William Allen High School Chorale. These independent funding sources continue to be vital to the growth of the district.

“These are challenging times. Fortunately, the ASD Grants Department has been successful in identifying and securing a number of grants that fit the ASD Strategic Plan and fill major gaps caused by the critical cutbacks related to our educational programming.”

—John (Jack) R. Clark, Ed.D.

Director of ASD Grants and Development

21ST CENTURY GRANT LIFTS UP HUNDREDS OF STUDENTS

In January 2012, the Allentown School District Board of School Directors approved the acceptance of a \$1.5 million three-year grant from the United States Department of Education to assist students in academic enrichment and remedial education activities.

This very focused grant reaches 404 specific children who are enrolled at four elementary schools—Central, McKinley, Mosser, and Sheridan; and four middle schools—Harrison-Morton, South Mountain, Francis D. Raub, and Trexler.

The goals of the grant project are: 1) Students who participate in the after-school and summer programs will meet or exceed state and local academic achievement standards in reading and math; 2) Students will improve their school attendance and behavior; and 3) Students will demonstrate additional positive educational, social and behavioral changes.

The after-school program began in spring 2012 and will offer an expanded summer program. The grant stipulates that an independent evaluator check on progress.

2011-2012 GRANT SUMMARY BY CATEGORY

FUNDING TYPE	NUMBER OF AWARDS	AWARD	% of TOTAL FUNDING
Federal Formula	6	\$13,687,942	53.9%
Federal Competitive	7	\$8,696,214	34.2%
State Formula	1	\$1,517,850	6.0%
State Competitive	5	\$1,385,056	5.5%
Local	1	\$111,080	0.4%
TOTALS	20	\$25,398,143	100.0%

In 2010-2011, the Allentown School District was awarded 20 grants totaling \$42,593,606. The yield this year, as noted in the chart above, is 67% less than a year ago. While the district's population remains steady (between 17,000 and 18,000 students), the low-income rate of ASD families has increased from 74.6% in 2004-2005 to 79.7% in 2010-2011. Source: PA Department of Education



Left | High school ROTC students serve as greeters at the 2nd ASD Foundation Gala, *High Notes*, held on March 31, 2012 |

Foundation Grows in Support



www.allentownsd.org/foundation

As a 501(c)3 non-profit charity established in 2009, the Allentown School District Foundation has witnessed an increased number of donors and interest during the 2011-2012 school year.

The foundation expanded opportunities to raise funds for specific school projects that would not have been possible without the foundation's leadership support. Highlights include:

- New baseball equipment at both William Allen and Louis E. Dieruff High Schools, in collaboration with *IronPigs Charities*, totaling \$12,000
- Senior college scholarships, totaling \$11,250
- William Allen High School *Live!* communication project
- Teacher innovation grants, totaling \$5,048
- Second Annual *High Notes* gala, raising \$75,000
- Science Olympiad school expansion
- A Capella music initiative with Muhlenberg College
- Summer Arts Celebration on PPL Plaza

Reducing Resources, Improving Efficiencies

Allentown School District has continued to reduce its costs through reductions in the work force, decreased school operating budgets and less programming for such initiatives as full-day kindergarten. Improving efficiencies by restructuring responsibilities and retooling programs to reduce expense is the only way to meet commitments with reduced resources.

Heading into the 2011-2012 school year, ASD had a healthy fund balance and an 'A' credit and bond rating reaffirmed by Standard & Poor's on December 2, 2011. The district had recently built and/or expanded six schools; replaced and repaired roofs and/or chimneys at 10 schools, replaced over one-third of its computers and had begun the process for renovating the 4th & Allen school building using QZAB (Qualified Zone Academy Bonds) and RACP (Redevelopment Assistance Capital Program) funds. The anticipated use of this facility: alternative education.

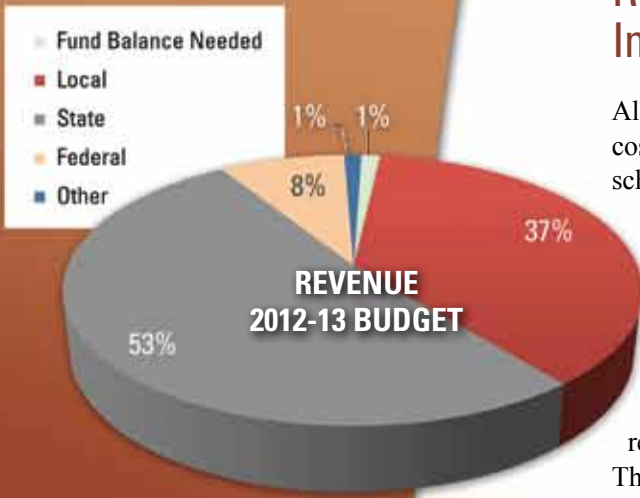
From 2007-2008 through 2009-2010, the district was able for three years to not raise taxes during the nation's deepest recession. In 2010-2011, a school property tax increase was imposed in anticipation of a rapid change of funding streams.

For the 2011-2012 school year, tax revenues and federal supports started to fade as the recession

continued to improve but at a very slow pace. Federal, state and local tax revenues were falling. The American Recovery and Reinvestment Act of 2009 stimulus funds were dwindling. The district was looking at a \$24.4 million shortfall. The ASD Board of School Directors was forced to 1) impose a 5.46% tax increase on residents; 2) reduce the budget by 1.98% to \$228,509,124; and 3) take \$5,087,750 from the fund balance in order to reconcile a shortfall of \$24.4 million. The loss of 204 positions was part of the operational changes needed.

For the 2012-2013 school year, there is more of the same, more doing less with less, as the new state government, effective January 2012, cut approximately \$900 million from the Pennsylvania Department of Education to balance its budget without tax increases. In a state with a proud public education heritage, school districts across the Commonwealth made significant academic progress over the past decade, ranked 9th in the nation overall for 2011 (Source: *Education Week Quality Counts* report). In fact, the Center for Educational Policy, a well-respected think tank in Washington, found that, from 2000-2008, Pennsylvania was the only state in the nation to show significant improvement in reading and math in every grade tested.

The significant loss of funding not only places poor districts at a poorer disadvantage, but also leaves administrators and locally-elected board members with the dilemma of



GENERAL FUND FISCAL GAP

The district has been drawing on its sinking fund since 2008-2009 to balance its budget. It is projected to run out of funds in 2014-2015.

BASELINE	FY 08-09
TOTAL REVENUES	\$201,962,683
TOTAL EXPENDITURES	\$200,418,915
BASELINE OPERATING BALANCE (Pre Initiatives)	\$1,543,768
TOTAL INITIATIVES	
BASELINE OPERATING BALANCE (Post Initiatives)	\$1,543,768
FUND BALANCE (Beginning of Year)	\$19,639,487
FUND BALANCE (End of Year)	\$21,183,255
ADEQUACY TARGET	
LESS: ACTUAL SPENDING	
ADEQUACY SHORTFALL	

Therefore, Be It Resolved, that the School District of the City of Allentown strongly urges the General Assembly to take legislative action in the 2012-2013 state budget to increase funding for...the basic education and special education subsidies, and restoration of funding for charter school reimbursement and Accountability Block Grants;
 —Excerpt from ASD Board Resolution adopted March 22, 2012

choosing between the value of good instruction and holding the line on tax increases.

The final ASD budget for 2012-2013 pegs expenses at \$234.5 million and revenues at \$232.3 million, with a \$2.2 million gap that will be paid out of the district's fund balance. No people will be furloughed, but 36 positions will not be filled through attrition. A 2.6% school property tax increase was approved for residents.

With 70% of the annual operating budget allocated to salaries and benefits, there is not much room for new or expanded programs. Allentown School District's children will see in 2012-2013 many of the full-day kindergarten classes eliminated. Dozens of other cost reductions have been implemented.

Long-Term Outlook

Allentown School District relies on 62% of its budget from state and federal sources. Future projections in revenue and expenses predict a very precarious situation, one that continues to portray a school district focused on financial uncertainty.

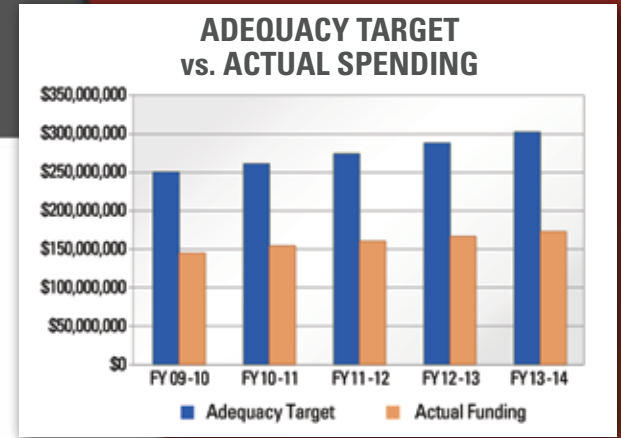
Out of 500 school districts, Allentown has the 35th highest AID ratio in the state. As a relative measure of wealth, AID ratios—employed by the Pennsylvania Department of Education to determine the formula for the funding of school districts—say a lot about poverty. The AID ratio is a weighted formula based on property value per resident and the personal wealth per resident.

Simply: the higher the ratio, the poorer the district. Allentown's AID ratio in 2011-2012 was .7570. Some of the neighboring suburban school districts were as low as .1706. The average for Lehigh County is .4041.

ASD is also ranked by the Pennsylvania Department of Education 468 out of 500, one of the lowest costs of administration for public education in the Commonwealth.

In two years, the district is projected to be without a fund balance, with a projected deficit of \$3,092,788 for the 2014-2015 school year with expenditures of \$260,584,500.

For low-wealth, high needs school districts like Allentown, adequate state funding remains key to solving the financial burden while increasing the chances to create meaningful careers for our students. Adequacy is the amount of state funding needed to enable districts to ensure every student can pass the core subjects with proficiency. The current budget figures do not take into consideration projected adequacy targets (upper right), as determined by the *APA Report to the State Board of Education, December 2007*. When calculated, those figures reach \$302,377,364 in 2013-2014 (see chart below). There are at this time no initiatives or indications that such resources will ever be available from the Commonwealth for more equitable funding for progress.



Over 85% of ASD students qualify for meals without payment or at a reduced cost. ASD Child Nutrition Services (CNS) operates 11 production kitchens and 10 transport kitchens throughout schools in the district. Meals are provided in 27 program locations. On average 4,500 breakfasts, 13,700 lunches, and 1,000 after-school snacks/supper are served daily. During the summer, over 3,000 meals per day are provided in over 50 locations. All programs follow nutritional guidelines established by the U.S. Department of Agriculture. CNS' annual contribution to the general fund is nearly \$1.5 million and the program operates in the black.

FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17
\$217,252,112	\$225,233,463	\$223,421,373	\$232,289,740	\$238,981,032	\$247,426,900	\$255,768,821	\$263,319,194
\$212,752,890	\$231,023,962	\$228,509,123	\$234,499,260	\$246,768,491	\$260,584,500	\$270,958,887	\$279,860,677
\$4,499,222	(\$5,790,499)	(\$5,087,750)	(\$2,209,520)	(\$7,787,459)	(\$13,157,600)	(\$15,190,066)	(\$16,541,483)
	5,257,564		-	-	-	-	-
\$4,499,222	(\$532,935)	(\$5,087,750)	(\$2,209,520)	(\$7,787,459)	(\$13,157,600)	(\$15,190,066)	(\$16,541,483)
\$21,183,255	\$25,682,477	\$25,149,542	\$20,061,792	\$17,852,272	\$10,064,812	(\$3,092,788)	(\$18,282,854)
\$25,682,477	\$25,149,542	\$20,061,792	\$17,852,272	\$10,064,812	(\$3,092,788)	(\$18,282,854)	(\$34,824,337)
\$250,506,436	\$261,204,935	\$274,265,181	\$287,978,442	\$302,377,364			
\$144,648,470	\$154,215,163	\$160,299,466	\$166,505,456	\$172,835,565			
\$105,857,966	\$106,989,772	\$113,965,715	\$121,472,986	\$129,541,799			

MISSION

To provide safe and rigorous educational experiences that motivate all students to excel in learning and life.

ASD BOARD OF SCHOOL DIRECTORS

Robert E. Smith, Jr., *President*

Julie Ambrose, *Vice-President*

Scott Armstrong Ellen B. Bishop, M.D.

Ce-Ce Gerlach Joanne E. Jackson

Debra H. Lamb Andrew J. Weiss

David F. Zimmerman

DISTRICT PROFILE

- ASD students originate from over 40 countries.
- ASD students speak more than 25 languages.
- Students considered limited English proficient: 11.7%
- Attendance rate of ASD students: 90.9%
- Mobility rate of ASD students: 20.2%

As the fourth largest of 500 districts throughout the Commonwealth of Pennsylvania, Allentown School District educates approximately 18,000 students in 22 elementary, middle, newcomer, alternative ed and high schools located throughout the City of Allentown, employing over 2,300 administrators, teaching professionals and staff members. 2011 PSSA scores revealed 49% of students proficient or advanced in reading and 59% proficient or advanced in mathematics. Just over 77% of ASD's students qualify and take part in a district-wide free or subsidized lunch program. Founded in 1866, Allentown is designated Corrective Action II under *No Child Left Behind* federal legislation. It had been "Making Progress" as of 2006, having recovered from an Empowerment designation bestowed upon it by the Commonwealth in 2001.

Source: ASD or PA Department of Education (2011-2012)

ASD CENTRAL ADMINISTRATION

As of July 1, 2012

C. Russell Mayo, Ed.D., *Superintendent of Schools*

Tina M. Belardi, Ph.D., *Chief Academic Officer*

John (Jack) R. Clark, Ed.D., *Chief Financial Officer*

David M. Wildonger, *Chief Operations Officer*

Brian Cote, *Executive Director of Accountability*

Deborah W. Hartman, *Executive Director of Special Education*

Kristin Kruger, *Executive Director of Instruction*

Susan Lozada, *Executive Director, Community & Student Services*

Karen Baurkot, *Director of Assessment*

Thomas Derhammer, *Director of Technology*

Jeffrey P. Fries, *Director of Special Projects*

Carol A. Hagenbuch, *Director of Literacy*

Kris James, *Director of Child Nutrition Services*

Michael G. Makhoul, *Director of Educational Operations*

Kelly M. Murray, Ed.D., *Director of Science, Technology, Engineering & Mathematics*

Jose Rosada, *Director of Community & Student Services*

Kelly Rosario, *Director of Professional Development*

Jane A. Schreiber, *Director of English Language Acquisition*

Robert E. Sperling, Jr., *Director of Facilities Services*

Mary Theresa Taglang, *Director of Human Resources*

NON-DISCRIMINATION POLICY

The Allentown School District is an equal rights and equal opportunity agency. The district provides all persons equal access, regardless of race, color, age, creed, religion, gender, sexual orientation, transgender identity, ancestry, national origin, citizenship, marital status, pregnancy or disability. The Allentown School District will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. The district shall make reasonable accommodations for those with physical and mental impairments that constitute disabilities, consistent with the requirements of federal and state laws and regulations. For information about the policy, please contact the Director of Human Resources, ASD Administration Center, 31 South Penn Street, PO Box 328, Allentown, PA 18105 or by calling 484-765-4129.

Highest Honors

– 2012 Valedictorians –

WILLIAM ALLEN HIGH SCHOOL

Gina Echevarria



With the highest grade point class average of 4.938, Gina achieved all A's throughout her four years in high school. She is planning to attend Ithaca College, Ithaca, N.Y., to major in psychology, eventually going on to become a psychiatrist. At William Allen, Gina participated in debate, student government, Key Club, National Honor Society, SADD (Students Against Destructive Decisions) and was a class officer.

LOUIS E. DIERUFF HIGH SCHOOL

Emily Madzik



With an incredibly high GPA of 4.691, Emily has decided that Lehigh University, Bethlehem, Pa., is the place for her, where she plans on pursuing a major in mechanical engineering with a minor in energy engineering. A senior athlete, Emily participated in the debate team, track and cross country teams, scholastic scrimmage, environmental club, Key Club and was vice president of the National Honor Society during her time at Dieruff.

Photo credits: Thanks to the many amateur and professional photographers who submitted photos used in this annual report: Tom Amico, Eric Butz, Lee Butz, Christmas City Photography, Richard Harwick, John G. Hughes, Jr., Michael Kubel, Renee Lorenzetti, Joyce Marin, C. Russell Mayo, Alexandra Reekie, Fred Schuler, Phil Stein and Hub Willson

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