



CHESTER UPLAND SCHOOL DISTRICT

1720 MELROSE AVENUE
CHESTER, PENNSYLVANIA 19013

www.chesteruplandsd.org

Notice of Adequate Yearly Progress, Public School Choice Please Read: Important Information Affecting Your Child

August 15, 2011

Dear Toby Farms Elementary School Parent or Guardian,

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

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

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

To make AYP, a school must meet the state goals for the student body as a whole as well for each subgroup of students. A subgroup consists of 40 or more students in a school in any of the following categories: ethnicity, socio-economic status, Individual Education Plan (IEP) – Special Education, and English Language Learner (ELL) status. The number of subgroups that a school has determines the number of "targets" that it must meet to make AYP. For this past school year (2010-11), students of Toby Farms Elementary School met **13** of the **17** targets in Reading and Mathematics.

Toby Farms Elementary School met **76%** of the AYP targets for 2010-11. Below are highlights of reading and mathematics achievement at each grade level:

Reading

- In Grade 3, the percentage of students scoring at proficient or advanced decreased from **45%** in 2010 to **39%** in 2011.
- In Grade 4, the percentage of students scoring at proficient or advanced increased from **44%** in 2010 to **44%** in 2011.
- In Grade 5, the percentage of students scoring at proficient or advanced decreased from **38%** in 2010 to **23%** in 2011.
- In Grade 6, the percentage of students scoring at proficient or advanced increased from **54%** in 2010 to **55%** in 2011.
- In Grade 7, the percentage of students scoring at proficient or advanced decreased from **51%** in 2010 to **33%** in 2011.
- In Grade 8, the percentage of students scoring at proficient or advanced decreased from **76%** in 2010 to **61%** in 2011.

Mathematics

- In Grade 3, the percentage of students scoring at proficient or advanced decreased from 62% in 2010 to **53%** in 2011.
- In Grade 4, the percentage of students scoring at proficient or advanced decreased from 55% in 2010 to **54%** in 2011.
- In Grade 5, the percentage of students scoring at proficient or advanced increased from 61% in 2010 to **43%** in 2011.
- In Grade 6, the percentage of students scoring at proficient or advanced increased from 63% in 2010 to **70%** in 2011.
- In Grade 7, the percentage of students scoring at proficient or advanced decreased from 53% in 2010 to **34%** in 2011.
- In Grade 8, the percentage of students scoring at proficient or advanced increased from 36% in 2010 to **36%** in 2011.

Despite gains and based on the performance of some subgroups, Toby Farms Elementary School has been identified as being in WARNING by the Pennsylvania Department of Education (PDE). Toby Farms Elementary School's 2010-2011 PSSA results indicate that the school did not meet the state's academic achievement targets this year. Targets missed in Reading and Math were Performance Targets for Students with IEPs and Economically Disadvantaged Students.

<u>Reading</u>	<u>Proficient/Adv</u>	<u>State Target</u>	<u>Math</u>	<u>Proficient/Adv</u>	<u>State Target</u>
IEP	5.8%	72%	IEP	9.6%	67%

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

Action Plan for Improving Student Achievement

As a result of an in-depth needs assessment, Toby Farms Elementary School has identified the following areas as key strategies for instructional improvement:

- Increase PSSA achievement for all students in Reading and Math
- Increase PSSA achievement in Reading and Math for Students with IEPs
- Increase PSSA achievement in Reading and Math for Economically Disadvantaged Students

Explanation of School Choice Option

According to NCLB, Toby Farms *Elementary School* must offer students the choice to transfer to another school within the district that is not in School Improvement; however, based on AYP scores there is no school that is eligible to accept your child. Please know that the staff at *Toby Farms Elementary School* has a relationship with your child and looks forward to continuing to serve him or her.

How parents and Families Can Help Improve Student Achievement

Parent support is essential to the success of the students at Toby Farms *Elementary School*. Communicating with your child's teachers, making sure your child attends school regularly, helping your child with homework, monitoring your child's television time, volunteering in the classroom, and participating in school decision-making will support the school's efforts to help your child make significant academic progress.

The district-wide parent involvement policy will be updated this fall. If you are interested in providing input for this policy, please call Miss Doreen Harvell at 610-499-3815. In addition, Toby Farms *Elementary School* will have its annual meeting to revise our school parent involvement policy and parent compact and to review parent rights under Title I. This meeting is currently scheduled for September 14, 2011 in the Library. Additional opportunities for parental involvement will be discussed at that time.

If ALL of our students are not doing well, neither are we. At Toby Farms, it is our challenge, our goal and our commitment to provide your child with a high quality education. Please continue to work with us to make sure that we achieve success for every student.

Sincerely,

Miss Doreen Harvell
PRINCIPAL

Enclosures: Additional NCLB Information
 Choice Selection Form



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ADDITIONAL NCLB INFORMATION

Explanation of School Improvement

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

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

Comparison of Chester Upland School District with other schools in Pennsylvania

The Pennsylvania Department of Education tracks statewide gains in student achievement. This information is not yet available for 2010-11; however, our district's comparison to statewide gains between 2008-2009 and 2009-2011 in reading and mathematics for the following grades are:

Reading

- At Grade 3, the District showed no gain compared to a statewide loss of 2percentage points.
- At Grade 4, the District had a **loss** of **6** percentage points compared no change to the statewide score.
- At Grade 5, the District had a **gain** of **2** percentage points compared to a statewide loss of 1percentage point.
- At Grade 6, the District had a **loss** of **4** percentage points compared to a statewide gain of 1percentage point.
- At Grade 7, the District had a **gain** of **10** percentage points compared to a statewide gain of 3percentage points.
- At Grade 8, the District had a **gain** of **5** percentage points compared to a statewide gain of 1percentage point.

Mathematics

- At Grade 3, the District had a **gain** of **4** percentage points compared to a statewide gain of 3percentage points.
- At Grade 4, the District had a **gain** of **4** percentage points compared to a statewide gain of 3percentage points.
- At Grade 5, the District had a **gain** of **15** percentage points compared to a statewide gain of 1percentage point.
- At Grade 6, the District had a **loss** of **3** percentage points compared to a statewide gain of 2percentage points.
- At Grade 7, the District had a **gain** of **13** percentage points compared to a statewide gain of 3percentage points.
- At Grade 8, the District had a **loss** of **7** percentage points compared to a statewide gain of 4percentage points.

What are Supplemental Educational Services?

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

How Parents and Families Can Help Improve Student Achievement

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

School Choice Eligibility and Application Guidelines

August 2011

To be eligible:

To apply for a transfer under No Child Left Behind (NCLB), your child must currently attend a school in the Chester Upland School District that is in School Improvement or Corrective Action status.

Before you apply:

1. Talk to the staff at your current school. Learn about:
 - why the school needs improvement under NCLB;
 - steps the school and the District are taking to meet performance targets;
 - what support the school can offer your child.

2. Read about and visit the schools that interest you. See the enclosed list for information about each of the schools available to you for transfer. You may also visit the District website to learn more about the programs and services offered at the available schools that interest you.

3. Decide if you want to apply for a School Choice transfer or stay in your current school.

If you decide to apply for a School Choice transfer:

1. Select two schools from the list of schools available to you for transfer. Complete the School Choice Transfer Request Form and mail it to:

**Chester Upland School District
 SCHOOL CHOICE attn: Mrs. D. Arthur 1720
 Melrose Avenue
 Chester, PA 19013**

2. All School Choice Transfer Request Forms must be submitted no later than August 29, 2011.

3. If the District is not able to accommodate all transfer requests, priority must be given to the lowest achieving children from low-income families. You will receive a letter to let you know whether your transfer has been approved.

If you have questions about the process for School Choice, please contact Mrs. Denise Arthur at (610) 447-3618 or call your child's school.

Transportation Guidelines under School Choice

If your application for a School Choice transfer is approved, the School District will determine if your child is eligible for transportation under the State school transportation regulations.

Students who attend:	May transfer to:
The Village at Chester Upland	Stetser or Chester Upland School of the Arts (space permitting)
Main Street	Stetser or Chester Upland School of the Arts (space permitting)
Columbus School	Stetser or Chester Upland School of the Arts (space permitting)



Chester Upland School District
1720 Melrose Avenue
Chester, PA 19013
610-447-3618
www.chesteruplandsd.org

SCHOOL TRANSFER REQUEST

_____ Student Last Name	_____ Student First Name	_____ CUSD ID #
_____ Date of Birth	_____ Current School Assignment	_____ Current Grade
_____ Parent/Guardian		_____ Home Phone #
_____ Address		_____ Cell Phone #

I have reviewed the schools available to me for School Choice Transfer. My first and second choices are listed below.

First Choice: _____

Second Choice: _____

Signature of Parent/Guardian

Date

To apply for a School Choice transfer:

- Review the **eligibility guidelines**.
- Complete the **School Transfer Request**.
- Return the signed and completed application to:

**Chester Upland School District
SCHOOL CHOICE
Mrs. Denise Arthur
1720 Melrose Avenue
Chester, PA 19013**

Supplemental Educational Services (SES)

Introduction

The No Child Left Behind Act of 2001 (NCLB) is the main federal law affecting education from kindergarten through high school.

NCLB is based on the belief that setting high standards and establishing measurable goals can improve individual student outcomes in education. The four guiding principles are:

- * Accountability for results
- * More freedom for states and communities
- * Proven education methods
- * More choices for parents

The No Child Left Behind Act of 2001 (NCLB) is a federal law that requires school district's schools that are listed in School Improvement 2 or higher to offer parents of students in identified federally funded Title One schools the option to receive School Choice **OR** Supplemental Educational Services (SES).

What are Supplemental Educational Services?

Students who qualify for free or reduced-priced lunch and attend schools in School Improvement II or Corrective Action may apply for **free tutoring** in Reading, Mathematics and Science through Supplemental Education Services (SES). Sessions are provided after school, on weekends or during the summer by Pennsylvania Department of Education approved providers. The providers work to help students build and strengthen the skills they'll need to be successful.

Only eligible students may participate in the program, which is offered at no cost to families. However, transportation is **not** provided by the district. Families can select the provider for the list included. Use the SES Request of Services form to apply. These forms are available in this packet, at your child's school, at the administration building, or by contacting the Ms. Denise Arthur at 610-447-3618.

Schools that are required to offer Supplemental Educational Services in the 2011-2012 school year		
Chester High School	Grades 9-12	Corrective Action
Columbus School	Grades PreK-8	Corrective Action
Main Street School	Grades PreK-8	Corrective Action
The Village at Chester Upland	Grades PreK-8	School Improvement II
Schools that are not required to offer Supplemental Educational Services in the 2011-2012 school year		
Allied Health High School	Grades 9-12	Warning
Science & Discovery High School	Grades 9-12	Warning
Toby Farms Elementary	Grades PreK-8	Warning
Schools that made Annual Yearly Progress for the 2011-2012 school year		
Chester Upland School of the Arts	Grades PreK-5	MADE AYP
Stetser Elementary	Grades PreK-6	MADE AYP

How was my child's school identified for this program?

There are specific federal rules under the NCLB Act that apply to the annual performance of students in Title I schools. In Pennsylvania, students in Grades 3, 4, 5, 6, 7, 8 and 11 take the Pennsylvania State System of Assessment (PSSA) test each year. The Pennsylvania Department of Education (PDE) sets specific PSSA Improvement goals in reading and mathematics, attendance and graduation rate. These goals are known as Adequate Yearly Progress (AYP). Title I schools offer parents Supplemental Educational Services (SES) if one of the following occurs:

- The school does not meet AYP for three or more consecutive years, and is identified for school improvement, corrective action, or restructuring.
- Once identified, the school meets the target for one year, but not the next.

Schools must continue to offer SES until state improvement goals are met for two consecutive years. When the targets are met for two consecutive years, SES no longer is offered.

School Year	Math % of students (Adv/Prof)	Federal Targets	Reading % of students (Adv/Prof)	Federal Targets
Chester High School				
2010-2011	15.2%	67%	15.1%	72%
2009-2010	7.2%	56%	23.9%	63%
2008-2009	6.0 %	56%	19%	63%
2007-2008	3..0 %	45%	11%	56%
Columbus Elementary School				
2010-2011	30.9%	67%	26.4%	72%
2009-2010	27.3%	56%	28.7%	63%
2008-2009	24.5%	56%	22.9%	63%
2007-2008	21.3%	45%	18.8%	56%
Main Street School				
2010-2011	52.6%	67%	58.8%	72%
2009-2010	52.9%	56%	47.9%	63%
2008-2009	35.1%	56%	41.8%	63%
2007-2008	48.4%	45%	46.9%	56%
The Village at Chester Upland				
2010-2011	40.8%	67%	29.2%	72%
2009-2010		56%		63%
2008-2009		56%		63%
2007-2008		45%		56%

How do families choose the services and providers their child receives?

A list of all approved providers who wish to offer services in CUSD is included in this brochure. Families are able to choose among different types of providers who offer services at different locations.

- Staff at your school can help you select a provider if you ask for assistance.
- You may also contact Ms. Denise Arthur at 610-447-3618 for more information and assistance.
- Families are also encouraged to attend the Providers' Fair on September 26, 2011 to talk to the providers.
- You may contact providers directly to get more information about their services and programs. A list of suggested questions is provided to help you make a decision about a possible provider.

You **are not required** to enroll your child in SES.

QUESTIONS TO ASK THE PROVIDERS

1. Where will you offer services? (school, alternative site, online)
2. When will you offer services? (before/after school, weekends, other)
3. Do you offer transportation? (Yes, No)
4. How many total hours of instruction do you offer?
5. How many sessions?
6. How do you present your services? (Online, 1-1, small group (2-4), medium group(5 or more))
7. Will you pretest my child? (Yes, No)
8. May I see the credentials of my child's tutor?

9. How often do you contact me?
10. Do you work with my child's regular classroom teacher?

When will services begin and for how long will services be provided?

Services for our eligible students will begin no later than October 17, 2011. The providers offer a predetermined number of sessions that take place during the school year. The services must be completed in the school year in which they begin. 80% of instruction **MUST** be completed before the PSSA testing for this school year.

How does an SES provider get paid?

CUSD will pay the providers directly, based on a pre-approved contract. Providers are only paid for the hours that they provide direct tutoring to your child. There is no cost to parents.

Does everyone who applies for SES participate in the program?

The NCLB Act mandates that a specific percentage of the CUSD Title I funds be set aside to pay for SES. The SES Request for Services form will be used to determine the number of participants. If there are insufficient funds to pay for all applicants, we will give first priority to the lowest achieving students. The judgment of achievement level will be based on the student's scores on the PSSA and other available educational data.

How will I know if my child was approved for SES services?

- You will receive a postcard to confirm that your application has been received.
- If your child is eligible for services, the approved provider will contact you to tell you when tutoring services will begin.
- If your child is not eligible, you will receive a letter from the School District.

Can every student in a Title I school participate in the SES program?

Parents of eligible students are being notified via U.S. Mail. Inside the packet will be a letter notifying the parent regarding the progress of their child's school, information on SES, information on SES providers, as well as an application to apply and a stamped envelope to return the application to the District.

How do I apply for SES services for my child?

Before you apply:

Review the information provided in this letter to learn about providers.

Before making a choice, talk with the providers over the telephone or arrange to meet with them to discuss your child's needs. Talk with your child's teacher or contact the Mrs. Denise Arthur at 610-447-3618 if you would like more help choosing a provider.

To apply for SES:

Complete the [Request for Supplemental Services Form](#) and indicate **three** choices from the list of approved providers. It is important to make these choices in case your first choice is not able to provide the services. If your child is eligible for SES and your first/second choice is not available, the District will automatically assign your child to your next available choice.

Read the Family Educational Rights and Privacy Act (FERPA).

Sign and date the form where indicated to allow the District to release academic information to the provider you have chosen.

To return the application:

1. Return the completed application **to your child's school.**

OR

2. Mail the completed application to:
Chester Upland School District
SES APPLICATION
Mrs. Denise Arthur
1720 Melrose Avenue
Chester, PA 19013

Parents and families can sign up at **anytime** during the school year.

The District will host a Provider's Fair

When: September 26, 2011

Time: 3PM–7 PM

Where: Columbus School, 320 W. Tenth Street, Chester, PA.

SES providers will be present at the Fair to speak with parents about their programs.

The District will also reach out to parents and students in the following ways:

- SES information will be posted on the District's website.
- SES information packets will be available at all eligible schools, Crozer Library, Chester City Hall and the CUSD Administration Building.
- All parents/guardians of eligible students will be receiving reminder calls via the central voice messaging system, both before the Provider's Fair and before the deadline to sign up.
- Informational ads will appear in local newspapers.
- Informational ad will be run on a local radio station.
- Schools will promote the program within the buildings.
- Posters will be in all SES-eligible schools.



Chester Upland School District Parent Request for Supplemental Services 2011-2012

Please fill in *all* spaces. Form must be signed and dated.

Name of Student		DOB			
School Attending		Grade		Room	
Parent/Guardian		Phone (home)			
Address		(cell)			
City, State, Zip Code		(work)			
eMail (if any)					

I understand that my child may be eligible to participate in supplemental services. Based on this information, I have selected () the following option.

	I request assistance in selecting a state approved provider.
	Based on the information supplied, I have chosen the following as my SES provider
1	
2	
3	

I, the undersigned, parent or guardian of the student listed above, to the fullest extent permitted by applicable law, including but not limited to the federal Family Educational Rights and Privacy Act, 20 U.S.C. 1232(g), hereby authorize the Chester Upland School District to release to the contractor listed above, whom (I) we have selected as a provider of Supplemental Educational Services tutoring for the Student information, including confidential records of the CUSD concerning the Student, necessary in order to permit the contractor to design and implement its SES Program in a manner that will maximize the educational benefit to the student. This waiver constitutes my (our) written consent as required under 34 C.F.R. 99.30, SIGNED and DATED BEFORE the CUSD discloses personally identifiable information concerning the student to the contractor. Accordingly: (1) records that CUSD may disclose to the contractor are the grades and standard test scores for the current and previous academic years; (2) parties make this disclosure of such records only to the contractor in order to assist in designing and implementing the contractor's program; (3) CUSD may make disclosure of such records only to the contractor and the contractor may share this information ONLY with the instructors and administrators of the program. If I (we) request, CUSD will provide me (us) with a copy of the records disclosed. The contractor shall keep all information confidential to the fullest extent provided by the applicable law. The contractor must secure my (our) prior written consent before releasing any information concerning the student. The foregoing to the contrary notwithstanding, I (we) hereby consent to the release and delivery by the contractor to CUSD of information concerning the student's performance in the contractor's program including academic progress, attendance, standardized testing and assessments and disciplinary incidents, if any.

Parent Signature

Date

Student ID #	EXC	Test Date	Math	Reading	Lunch Application	Approved
CUSD	NO	PSSA			YES	YES
PA	YES	4SIGHT			NO	NO
	#	GMade/GRade			DENIED	Hold