



July 30, 2012

Dear Esperanza Academy 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. On the high school level, only 11<sup>th</sup> grade students are required to take the exams. The state uses the PSSA to determine whether Esperanza Academy made Adequate Yearly Progress (AYP). AYP is determined by how successful districts and schools are in meeting state goals for attendance, graduation rates, test participation and academic progress.

To make AYP, a school must meet the state goals for the student body as a whole as well for each subgroup of students. A subgroup consists of 40 or more students in a school in the following categories: ethnicity, socio-economic status, Individual Education Plan (IEP) – Special Education, and English Language Learner (ELL) status. The number of subgroups that a school has determines the number of “targets” that it must meet to make AYP. For the prior 2009-10 school year, students at Esperanza Academy made remarkable progress in Reading and Mathematics proficiency on 13 of the 13 targets.

Esperanza met 9 out of 12 AYP targets in 2012. Below are highlights of reading and mathematics achievements:

**Reading**

- In Grade 11 the percentage of students scoring at proficient or advanced decreased from 49% in 2011 to 45.8% in 2012.

**Mathematics**

- In Grade 11 the percentage of students scoring proficient or advanced increased from 49% in 2011 to 52.3% in 2012.

Based on the comparison of our 2011 11<sup>th</sup> grade Reading test results to our 2011 11<sup>th</sup> grade Reading test results, Esperanza Academy has been identified in Making Progress: in School Improvement II by the Pennsylvania Department of Education (PDE).

<u>Reading</u>	<u>Proficient/Adv</u>	<u>State Target</u>
All Students	45.8%	81%
Latino/Hispanic	46.9%	81%
Economically Disadvantaged	45.1%	81%

*It is important to note that in comparison to the School District of Philadelphia's 11<sup>th</sup> grade students, a higher percentage of Esperanza students achieved Proficient/Advanced.*

**Action Plan for Improving Student Achievement**

As a result of an in depth needs assessment, Esperanza Academy has identified the following areas as key strategies for instructional improvement:

- Revision of the curriculum for all seminar classes to align more closely with State standards

- Individualized and Small Group mentoring for students below proficiency according to benchmark testing
- Creation of individualized Data Profiles for each student, which will be used to inform instruction, curriculum and tutoring.

**Explanation of School Choice Option**

According to NCLB, Esperanza Academy must offer students the choice to transfer to another school in the district not in School Improvement. Please know that the staff at Esperanza Academy has a relationship with your child and wants to continue serving your child all the way through 12<sup>th</sup> grade. However, if you feel your child will be better served in another school, you may request a transfer for your child to the district school in your neighborhood. Another option would be to take advantage of a tutoring program (see attachment).

**How parents and Families Can Help Improve Student Achievement**

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

The Esperanza Academy graduation rate and college acceptance rates continue to be well above 90%. The dropout rate at Esperanza is still at or below 1%. Many of our students enroll in Advanced Placement or Honors level classes. We continue to make progress and serve the students of this community with excellence. It is important to note that all students are required to be proficient in Math and Reading in order to graduate from Esperanza Academy. In June 2011 all graduating students met this proficiency requirement set forth by Esperanza Academy.

We look forward to our continued partnership with every Esperanza Academy parent to ensure that we achieve success for every student.

Sincerely,



David Rossi  
CEO

## ADDITIONAL NCLB INFORMATION

### Explanation of School Improvement

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

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

### Comparison of Esperanza Academy with other schools in Pennsylvania

The Pennsylvania Department of Education tracked statewide gains in student achievement between 2002 and 2008 in reading and mathematics for the following subjects and grades:

#### Reading

- The percentage of 11<sup>th</sup> grade students advanced or proficient at Esperanza Academy decreased 1 percentage point from 2009-2010 to 2010-2011, compared to an increase of 3.3 percentage points for 11<sup>th</sup> grade School District of Philadelphia students.
- 45.8% of Esperanza 11<sup>th</sup> graders were proficient or advanced compared to 45.9% of School District of Philadelphia 11<sup>th</sup> graders.

#### Mathematics

- At Grade 11 Esperanza Academy had an increase of 9 percentage points from 2009-2010 to 2010-2011 compared to an increase of 3.5 percentage points for the School District of Philadelphia at Grade 11.
- 52.3% of Esperanza 11<sup>th</sup> graders were proficient or advanced compared to 39.8% of School District of Philadelphia 11<sup>th</sup> graders.

# Pennsylvania AYP Reporting System

## Adequate Yearly Progress Results for 2011-2012

126513440 NUEVA ESPERANZA ACAD CS

### District and School AYP Status History

District AYP Status History Summary		
District/School	Year	AYP Status
District	2011-2012	Making Progress: in School Improvement II
	2010-2011	School Improvement II
	2009-2010	Making Progress: in School Improvement I
	2008-2009	School Improvement I
	2007-2008	Warning
	2006-2007	Made AYP
	2005-2006	Making Progress: in School Improvement II
	2004-2005	School Improvement II
	2003-2004	School Improvement I
	2002-2003	Warning

## Legend

Symbol	Definition	Symbol	Definition
~	Not measured for feeder schools	SH	Safe Harbor
N/A	Not applicable for subgroups with fewer than 40 students	CI	Confidence Interval
N2	Two Years of Data	APP	Appeal
N3	Three Years of Data	GM	Growth Model