



# West Jefferson Hills School District 2002 – 2003 REPORT CARD

Thomas Jefferson High School



Jefferson  
Elementary  
School



Gill Hall Elementary



Under the *No Child Left Behind Act of 2001 (NCLB)*, school districts are required to provide parents and community members with a detailed report about student achievement in their schools. This report contains data from the 2002 and 2003 Pennsylvania System of School Assessment (PSSA) tests for students in grades 5, 8, and 11 in Mathematics and Reading. Because the intent of NCLB is to ensure that every child regardless of their background is achieving, student achievement data is provided by subgroups. Subgroups are race, ethnicity, gender, English language proficiency (students whose native language is not English), migrant status, disability status, and low-income status. The report also contains information about the attendance of students in grades kindergarten through eight and the graduation rate of high school students.

The report lists the percentage of students in the district, the school and in each subgroup who are achieving at the *Advanced + Proficient* level compared with students in the state. Students at the *Proficient* level have demonstrated a solid understanding and an adequate display of skills included in the Pennsylvania Academic Standards. Standards define what each student should know and do in a core set of subjects. Students at the *Advanced* level have demonstrated superior academic performance indicating an in-depth understanding and exemplary display of the skills. The goal of *No Child Left Behind* is to have every student at the *Proficient* level by the year 2014. Every year schools are expected to make *Adequate Yearly Progress (AYP)* toward this goal.

Pennsylvania established the following AYP targets for 2003:

- 45% of students proficient or above in reading
- 35% of students proficient or above in math
- 95% student participation in the PSSA
- Improvement in attendance/graduation rates

If a school or district does not meet its AYP in the first year, it is placed in "warning" status. Warning means that the school fell short of the AYP targets but has another year to achieve them. If a school does not meet AYP for two consecutive years, it is designated as needing improvement and is placed in the School Improvement I category. With each year that follows, if the school does not meet AYP, it moves through a progression of categories – School Improvement II, Corrective Action I, and Corrective Action II. Each of these categories requires action on the part of the school district and communication to parents.

Because a single test cannot provide a fair picture of whether or not a school is in need of improvement, our district report card provides other indicators of student achievement as well as district strategies for developing well-rounded, academically successful students.

**WEST** Elizabeth  
**JEFFERSON Hills** SCHOOL DISTRICT  
Pleasant **HILLS**

Pleasant Hills Middle School



McClellan  
Elementary School



## Report Card Summary

### Thomas Jefferson High School

- Eleventh graders increased the upper two performance levels in Math by 3% and decreased the lower two performance levels in Math by 3%.
- Eleventh graders increased the upper two performance levels in Reading by .2% and decreased the lower two performance levels in Reading by .2%.
- The strongest relative performance in Math was *Computation and Estimation Without a Calculator*.
- The weakest relative performance in Math is *Mathematical Problem Solving and Communications*.
- The strongest relative performance in Reading is *Reading Critically in all Content Areas*.
- The weakest relative performance in Reading is *Reading, Analyzing, and Interpreting Literature and Characteristics and Functions of the English Language*.
- Of the 129 male students who took the PSSA Writing Assessment, 74.4% scored at or above the proficient level.
- Of the 137 female students who took the PSSA Writing Assessment, 86.2% scored at or above the proficient level.
- Of the 12 IEP students who took the Writing Assessment, 8.3% scored at the proficient level.
- Of the 12 Economically Disadvantaged students who took the PSSA Writing Assessment, 33.3% scored at the proficient level.
- The strongest relative performance in Types of Writing is *Persuasive*.
- The weakest relative performance in Types of writing is *Narrative*.
- The strongest relative performance in Writing Domains is *Total Conventions*.
- The weakest relative performance in Writing Domains is *Narrative Focus*.
- Of the 128 male students who took the Reading Assessment, 76.6% scored at or above the proficient level
- Of the 137 female students who took the Reading Assessment, 73% scored at or above the proficient level.
- Of the 128 male students who took the Math Assessment, 73.5% scored at or above the proficient level.
- Of the 137 female students who took the Math Assessment, 54% scored at or above the proficient level.

### Pleasant Hills Middle School

- Eighth graders decreased the upper two performance levels in Math by 2.4% and increased the lower two performance levels in Math by 2.4%.
- Eighth graders increased the upper two performance levels in Reading by 6% and decreased the lower two performance levels in Reading by 6.6%.
- The strongest relative performance in Math is *Computation and Estimation Without a Calculator*.
- The weakest relative performance in Math is *Problem Solving and Communications*.
- The strongest relative performance in Reading is *Learning to Read Independently*.

### Pleasant Hills Middle School (continued)

- The weakest relative performance in Reading is *Reading, Analyzing, and Interpreting Literature*.
- Of the 125 male eighth grade students who took the PSSA Math Assessment, 68.8% scored at the proficient level or above.
- Of the 128 female eighth grade students who took the PSSA Math Assessment, 63.2% scored at the proficient level or above.
- Of the 126 male eighth grade students who took the PSSA Reading Assessment, 83.4% scored at the proficient level or above.
- Of the 128 female eighth grade students who took the PSSA Reading Assessment, 82.8% scored at the proficient level or above.
- Of the 20 IEP students who took the PSSA Reading Assessment, 35% scored at the proficient level or above.
- Of the 23 Economically Disadvantaged students who took the PSSA Reading Assessment, 62.5% scored at the proficient level or above.

### McClellan Elementary

- Fifth graders increased the upper two performance levels in Math by 4.6% and decreased the lower two performance levels in Math by 4.6%.
- Fifth graders decreased the upper two performance levels in Reading by 2% and increased the bottom two performance levels in Reading by 2%.
- The strongest relative performance in Math is *Trigonometry*.
- The weakest relative performance in Math is *Measurement and Estimation*.
- The strongest relative performance in Reading is *Learning to Read Independently*.
- The weakest relative performance in Reading is *Characteristics and Functions of the English Language*.
- Of the 29 male fifth grade students who took the PSSA Math Assessment, 75.8% scored at the proficient level or above.
- Of the 31 female fifth grade students who took the PSSA Math Assessment, 83.9% scored at the proficient level or above.
- Of the 29 male fifth grade students who took the PSSA Reading Assessment, 75.5% scored at the proficient level or above.
- Of the 31 female fifth grade students who took the PSSA Reading Assessment, 90.3% scored at the proficient level or above.

### Gill Hall Elementary

- Fifth graders increased the upper two performance levels in Math by 12.5% and decreased the lower two performance levels in Math by 12.2%.
- Fifth graders increased the upper two performance levels in Reading by 13.6% and decreased the lower two performance levels in Reading by 13.6%.
- The strongest relative performance in Math is *Trigonometry*.
- The weakest relative performance in Math is *Measurement and Estimation*.

**Gill Hall Elementary School (continued)**

- The strongest relative performance in Reading is *Research*.
- The weakest relative performance in Reading is *Learning to Read Independently*.
- Of the 28 male fifth grade students who took the PSSA Math Assessment, 85.7% scored at the proficient level or above.
- Of the 17 female fifth grade students who took the PSSA Math Assessment, 76.5% scored at the proficient level or above.
- Of the 28 male fifth grade students who took the PSSA Reading Assessment, 89.3% scored at the proficient level or above.
- Of the 17 female fifth grade students who took the PSSA Reading Assessment, 94.1% scored at the proficient level or above.

**Jefferson Elementary School**

- Fifth graders increased the upper two performance levels in Math by 10.2% and decreased the lower two performance levels in Math by 10.1%.
- Fifth graders increased the upper two performance levels in Reading by 4.8% and decreased the lower two performance levels in Reading by 4.8%.
- The strongest relative performance in Math is *Computation and Estimation Without a Calculator*.
- The weakest relative performance in Math is *Measurement and Estimation*.
- The strongest relative performance in Reading is *Reading Critically in All Content Areas*.
- The weakest relative performance in Reading is *Characteristics and Functions of the English Language*.
- Of the 48 male fifth grade students who took the PSSA Math Assessment, 85.5% scored at the proficient level or above.
- Of the 50 female fifth grade students who took the PSSA Math Assessment, 78% scored at the proficient level or above.
- Of the 48 male fifth grade students who took the PSSA Reading Assessment, 79.2% scored at the proficient level or above.
- Of the 50 female fifth grade students who too the PSSA Reading Assessment, 80% scored at the proficient level or above.
- Of the 14 IEP students, 42.8% scored at or above the proficient level on the Math Assessment.
- Of the 14 IEP students, 21.4% scored at or above the proficient level on the Reading Assessment.

**Advanced Placement Test Results**

In May, 96 students completed 151 AP examinations. All AP examinations contain multiple-choice and free-response (essay) questions and are administered in 3-hour sessions according to a schedule provided by the College Board.

**Every completed examination is graded on a 5-point scale as follows:**

- 5 – Extremely Well Qualified
- 4 – Well Qualified
- 3 – Qualified
- 2 - Possible Qualification
- 1 – No recommendation

According to the College Board, AP scores of 4 and 5 are comparable to college grades of A, and scores of 3 and 2 are comparable to college grades of B and C respectively.

**A summary of the 2002-2003 year grades reported for our students is listed below:**

AP Course	Tests Taken	AP Test Scores				
		1	2	3	4	5
US. History	41	1	16	11	9	4
Biology	7	0	1	4	1	1
Chemistry	17	1	1	6	8	1
English Language/Comp	34	0	7	18	7	2
English Lit. & Comp.	12	0	0	4	8	0
European History	32	1	4	16	9	2
Calculus AP	3	0	0	2	0	1
Art	5	0	0	4	1	0
<b>Totals</b>	<b>151</b>	<b>3</b>	<b>29</b>	<b>65</b>	<b>43</b>	<b>11</b>
<b>Percent</b>	<b>100</b>	<b>2</b>	<b>20</b>	<b>43</b>	<b>28</b>	<b>7</b>

**A summary of Grades “3” or higher and the number of tests completed by year is listed below:**

Year	Percent	No. Tests
2002	85	142
2003	79	151

## 2002-2003 Report Card

### Student Achievement Indicators (continued)

#### Scholastic Aptitude Test – Class of 2003 Verbal

Verbal	Male	Female	Total
No. Students	99	107	206
Mean	513	523	518
50 <sup>th</sup> Percentile	510	520	510

#### Scholastic Aptitude Test – Class of 2003 - Math

Math	Male	Female	Total
No. Students	99	107	206
Mean	542	507	524
50 <sup>th</sup> Percentile	580	490	520

#### Comparison of 2003 Mean Scores with State and National Scores:

	Verbal	Math	Total Combined
TJ High School	518	524	1042
Pennsylvania	500	502	1002
National	507	519	1026

#### Thomas Jefferson Two-Year SAT Profile:

Year	Verbal	Math	Combined
2002	510	516	1026
2003	518	524	1042

#### American College Test (ACT) Scores – Class of 2003:

	National	State	Local
English	20.3	20.9	22.8
Math	10.6	21.2	23.3
Reading	21.2	22.1	24.1
Science	20.8	21.3	22.4
Composite Report	20.8	21.5	23.3

#### Thomas Jefferson Two-Year ACT Profile:

Year	English	Math	Reading	Science	Composite
2002	23.1	23.4	23.4	23.3	23.3
2003	22.8	23.3	24.1	22.4	23.3

### Percent Tested in West Jefferson Hills School District

Student Enrollment	Math	Reading	Students Receiving PSSA Score		%
Jefferson Elementary	101	101	99	99	98%
McClellan Elementary	60	60	60	60	100%
Gill Hall Elementary	45	45	45	45	100%
Pleasant Hills Middle School	256	256	254	254	99.2%
Thomas Jefferson High School	272	272	265	265	97.4%

Under *No Child Left Behind*, all of the data on the pages of this report is used to determine if a school made Adequate Yearly Progress (AYP). If a school does not make AYP, the school is placed into one of six categories based on the number of years AYP is not met:

- First Year: Warning
- Second Year: School Improvement I. Must offer school choice and develop improvement plan.
- Third Year: School Improvement II. Above sanctions plus supplemental services.
- Fourth Year: Corrective Action I. Above sanctions plus leadership change.
- Fifth Year: Corrective Action II. Above sanctions, plus plan for governance changes.
- Sixth Year: Governance changes.

Based on the preceding information, the following buildings in the West Jefferson Hills School District have made AYP:

2002	2003
Gill Hall Elementary	Gill Hall Elementary
Jefferson Elementary	Jefferson Elementary
McClellan Elementary	McClellan Elementary
Pleasant Hills Middle School	Pleasant Hills Middle School
Thomas Jefferson High School	Thomas Jefferson High School

It is the policy of the West Jefferson Hills School District to not discriminate on the basis of sex, handicap, age, race, color, and national origin in its educational and vocational programs, activities, or employment as required by Title IX, Section 5094 and Title VI. For information regarding services, activities, programs, and facilities that are accessible to and usable by handicapped persons or about your rights or grievance procedures, contact the Personnel Director at 412-655-8540 x 2228.