



Merlin Thomas, Greenberg School, 2009

The Calendar of The School District of Philadelphia

September 2009 to July 2010

2009-2010

SRC CHAIRMAN'S MESSAGE

To the Entire School District Community:

Welcome back to school for the 2009-2010 academic year. I am truly excited to be a part of The School District of Philadelphia during what is going to be an exhilarating year full of change and opportunity for our students, parents/guardians, teachers and administrators.

One of the School Reform Commission's first actions at the time I was named Chairman was to approve a strategic plan for the School District, *Imagine 2014*. I was impressed with how a community as large and diverse as the School District community could work together over many months to articulate a common vision for what high-quality education means and then develop a specific plan for achieving it. Moreover, I believe that several tenets of the plan—such as reducing class size, the Renaissance Schools initiative and the move to weighted student funding—underscore the philosophy of the School Reform Commission that equity and school choice are fundamental to creating a system of successful schools for our students and our city.

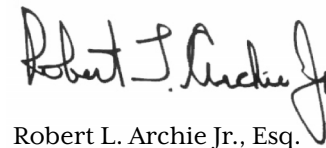
As the School District builds on a foundation of impressive academic growth as measured by seven years of rising PSSA scores, by implementing the strategic plan, the School Reform Commission will continue to build on the good governance foundation laid over the past several years. This means conducting our business in public, listening and being responsive to the community, adopting budgets that are balanced and reflect the priorities of our strategic plan, and placing the educational needs of our students first.

I ask for your partnership moving forward because we all have a role to play. Teachers must strive for excellence in the classroom. Administrators must support teachers and create excellent schools. Parents and guardians must ensure that their children are at school on time every day and prepared to learn. Above all, students must embrace learning, participate in class, complete homework assignments, and study hard.

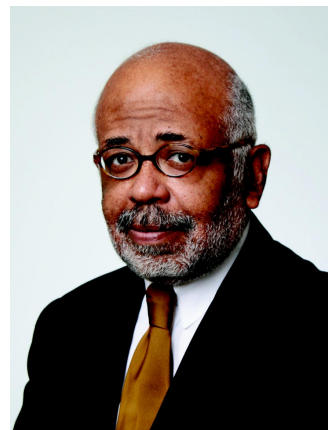
There is much work to be done this year and many decisions to be made about how the vision in our strategic plan will be realized. However, I have been inspired by what the School District community has achieved thus far and am confident that together much will be accomplished this school year.

Once again, welcome back to school, and best wishes for a successful year.

Sincerely,



Robert L. Archie Jr., Esq.
Chairman
School Reform Commission



SUPERINTENDENT'S MESSAGE

Dear School District of Philadelphia Family and Community Members,

The beginning of a school year is full of promises and possibilities. Imagine the high hopes every child brings to the first day of school and think about how the children are depending on us to make them happen. That, my friends, is how we measure our success. Can we do this? Yes, we can and we will because it is our responsibility to develop the promises and possibilities of their young lives.

This is also an ideal time to reflect on what we believe and to renew our determination to live each new day according to our beliefs. That said, let's always remember that:

1. Children come first;
2. Parents are our partners;
3. Victory is in the classrooms, facilitated by a strong instructional leader in the principal's office;
4. Leadership and accountability are keys to the success; and
5. It takes an entire community to ensure the success of its public schools.

For all of us, students and staff, the secret of getting ahead is getting off to a good start. With teamwork, collaboration, dedication and the conviction that



student success is our top priority, I believe we can look forward to a great year. Meanwhile, let's not forget what President Obama often says, "It's cool to be smart!"

Our strategic plan, *Imagine 2014*, is in full swing. Implementation and project teams are working hard at helping us to

build a system of great schools for ALL students—with great staff, quality choices, accountability structures for adults, and world-class operations.

Parents continue to be terrific partners in education. Thousands have attended the Superintendent's Monthly Parent Roundtables, and just as many have visited our Parent and Community Resource Center at "440" and attended classes at the District's Parent University. The active participation of parents is growing stronger every day. As a result, our children are achieving at higher levels and District initiatives are more

responsive to school, family and community needs. So long as we continue to work together, our children's dreams will no longer be deferred but delivered.

We have traveled a good distance but we still have a long way to go to ensure that ALL Philadelphia's children have fair and equal access to the education and opportunities they deserve.

Special thanks to the School Reform Commission, our elected officials, and all our corporate and community partners for their ongoing support. Nothing less than the engagement of the entire community will help us to realize every promise and possibility outlined in our strategic plan, *Imagine 2014*.

Respectfully,

A handwritten signature in black ink, which appears to read "Arlene C. Ackerman". The signature is fluid and cursive, written over a light-colored background.

Arlene C. Ackerman, Ed.D.
Superintendent
The School District of Philadelphia

The Superintendent's Parent and Community Engagement Initiatives

The first year of Superintendent Arlene Ackerman's administration at The School District of Philadelphia was marked by many successful innovations aimed at strengthening services for parents and the community.

Superintendent's Parent Roundtables

In 2008-2009 Superintendent Ackerman met seven times with parents in dialogues called roundtables. These evening sessions gave parents an opportunity to meet and speak with the Superintendent, ask questions, air ideas and concerns, and provide the Superintendent and staff with a chance to update parents on key initiatives. A full schedule of Parent Roundtables will continue in 2009-2010. Contact: Office of Parent, Family and Community Engagement and Faith-Based Partnerships, 215-400-4180.

Parent and Community Resource Center

Located in the School District Education Center at 440 N. Broad Street, this facility is staffed by multi-lingual personnel who provide one-on-one help with student and school-related information and programs. A broad array of resource materials and computers with internet access are available here for parents. Hours are Monday through Friday from 7:30 a.m. to 6 p.m. Contact: 215-400-7272.



Kimiera Seobreeze, Overbrook High School, 2009

Parent University of Philadelphia

The School District of Philadelphia's Parent University offers free classes and workshops to accelerate student and parent learning outcomes and strengthen parenting skills and knowledge. Most classes are held at the School District Education Center. The only requirement to enroll is that the individual is a parent of a child currently enrolled in a School District of Philadelphia school. Contact: 215-400-4180.

Parent and Community Ombudsmen

For the first time, in 2008-2009 the School District recruited and hired 128 parent and community ombudsmen and assigned them to schools and regional offices. For 2009-2010, 165 schools are expected to have ombudsmen on staff. The ombudsmen build school, family and community connections, respond to questions from parents and other stakeholders and assist in resolving concerns. Contact: Your child's school.

Faith-Based Partnerships

At present, 169 District schools have faith-based partners. The partnerships take many forms, guided by the needs of the schools being paired with the resources of nurturing local congregations or faith partners. Secular activities such as mentoring, sports, drama, games and homework assistance are the most common after-school activities supported by these partnerships. Contact: 215-400-6626.

Strategic Planning

As a result of unprecedented outreach, more than 3,000 Philadelphians provided input on every aspect of the draft of the District's five-year strategic plan, *Imagine 2014*, at regional community meetings, listening sessions, and meetings held specifically for students. Since the strategic plan is a living document, this public engagement effort will continue as the plan is reviewed and updated.

Welcome

Welcome to the 2009-2010 academic year in The School District of Philadelphia!

This calendar includes all the important school dates, including holidays and closures and special academic dates such as report cards and District-wide testing.

In addition, the Word of the Week and Book of the Month features will help you participate with your children in their academic pursuits.

At the back of the calendar you will find District and individual school and region contact information, as well as details on special programs and organizations which support and serve the District and its families, and samples of the District's new school annual reports. Finally, you will find answers to the most Frequently Asked Questions (FAQs) about School District policies.

Word of the Week

Tips for mastery of the Word of the Week

- Day 1: Look the word up in the dictionary; put the definition in your own words.
- Day 2: Use the word in a sentence.
- Day 3: Learn to spell the word.
- Day 4: Find two words with a similar meaning.
- Day 5: Find an example of the word or its meaning.
- Day 6: Change the word by adding a word part (cat / cats; change / exchange).
- Day 7: Find at least two words with similar word parts (prefix, suffix, roots and root words).

Please see page 51 for more word activities.

Book of the Month

Discussions to have with your child after reading the Book of the Month

- What can you tell me about the book you read?
- Did you like the book? Why or why not?
- Was your book fiction or non-fiction? How do you know?
- Who were the characters in the book? Who was your favorite character? Why?
- Where does the story take place? (What is the setting?)
- Was there a problem in the story? Was it resolved? How?
- What happened in the beginning, middle and end of the book?
- What new things did you learn from the book?
- What was your favorite part of the book?
- Would you recommend this book to a friend? Why?

NOTE: Books suggested for reading can be found at your local school library, at your local bookstore or the public library. Call the Free Library of Philadelphia at (215) 686-5322 for a list of branches.

Emergency Contact Information

It is very important that your child's school have on file emergency contact information. Please make a copy of this form for each child who attends a School District of Philadelphia school, fill it out and send it to the school. It is also important to update the school's record when any of this information changes.

School addresses and phone numbers may be found on pages 34-41 of this calendar.

SCHOOL DISTRICT OF PHILADELPHIA EMERGENCY CONTACT FORM					Sex	Grade	Rm./Sec./Bk.
(EH-4) Student ID		Student's Name			Birth Date		School No.
Address			Zip Code	Apt. No.	Home Phone		
Enter Child's Social Security No.				Does your child have health insurance? <input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, check the appropriate health insurance below:			
Name of child's doctor/clinic			Phone No.		<input type="checkbox"/> Aetna/US Health Care	<input type="checkbox"/> Blue Cross	
Name of child's dentist/clinic			Phone No.		<input type="checkbox"/> Health Partners	<input type="checkbox"/> Americhoice	
					<input type="checkbox"/> Keystone Mercy	<input type="checkbox"/> Keystone Health Plan East	
					<input type="checkbox"/> Other		
First Emergency Contact (full name) Parent/Guardian		Relationship to child	Daytime Phone	Cell Phone	E-Mail		
Second Emergency Contact (full name)							
Third Emergency Contact (full name)							

BOOK OF THE MONTH for September

Elementary (K-2):

Chrysanthemum by Kevin Henkes.
Chrysanthemum loves her name, but when she goes to school, the other children giggle. "Her name is so *long*," said Jo. "It scarcely fits on her name tag," said Rita, pointing."

Elementary (3-5):

The True Story of the Three Little Pigs
by Jon Scieszka.
The big bad wolf has spent ten years in pig prison for the destruction of the three little pigs, and he has quite a story to tell that just might prove his innocence!

Middle School (6-8):

Walk Two Moons by Sharon Creech.
This is the story of thirteen-year-old Salamanca Tree Hiddle, from Bybanks, Kentucky, who is traveling across the country to Idaho with her grandparents. Along the way, she tells them the story of "Phoebe Winterbottom, her disappearing mother, and the lunatic." She also tells you, the reader, another more serious story about her own mother and herself.

High School (9-12):

Speak by Laurie Halse Anderson.
Speak is a 1999 novel by Laurie Halse Anderson about a teenager named Melinda Sordino who is assaulted at a party during summer vacation. It was made into a film of the same name in 2004. The novel was a *New York Times* and *Publishers Weekly* bestseller. *Speak* is also the winner of the 2000 Michael L. Printz Honor Book Award.

Student Success

The success of each student from grade to grade, with an on-time graduation at the end of his or her career with the School District, will position that child for success in college, work and life. *Imagine 2014* lays out a comprehensive menu of specialized services, comprehensive supports, transition services, and high-quality instruction to ensure that this goal is realized for each student. These interconnected elements will help propel each boy and girl on the path to success, from early childhood education, through the elementary and middle school grades, and on through high school.

During this month, the School District will publish a District-wide annual report and individual school annual reports for the previous school year.



For more information on Student Success, and all of the elements of *Imagine 2014*, The School District of Philadelphia's five-year strategic plan, visit www.philasd.org/strategicplan.

September 2009

AUGUST

1
2 3 4 5 6 7 8
9 10 11 12 13 14 15
16 17 18 19 20 21 22
23 24 25 26 27 28 29
30 31

OCTOBER

1 2 3
4 5 6 7 8 9 10
11 12 13 14 15 16 17
18 19 20 21 22 23 24
25 26 27 28 29 30 31

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

1
Organization Day
STAFF ONLY

2
Professional Development
STAFF ONLY

3
Professional Development
STAFF ONLY

4
Professional Development
STAFF ONLY

5

6
Ultrafine

7
Schools and
Administrative Offices
Closed
LABOR DAY

8
First Day of Grades 1-12
Pupil Attendance

9

10

11

12

Kindergarten, Pre-Kindergarten Head Start and Bright Futures Parent/Teacher Conferences

13
Ultrapremium

14
Pre-K Conferences
continue

15
First Day for
Kindergarten,
Pre-Kindergarten Head
Start and Bright Futures
Pupil Attendance

16

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20
Ultramodern

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23
SRC Meeting

24

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26
High School Expo

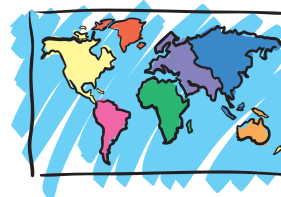
27
Ultrasoft
High School Expo

28
Schools and
Administrative Offices
Closed
YOM KIPPUR

29

30
SRC Meeting

TRAVEL THE WORLD WITH FAST FACTS



Country: Albania
Continent: Europe
Capital: Tirana
Fast Fact: The mild climate favors agriculture; among the most popular crops are peppers, eggplants, tomatoes and cucumbers.

BOOK OF THE MONTH for October

Elementary (K-2):

Miss Nelson is Missing by Harry Allard. The kids in sweet Miss Nelson's class are rude and obnoxious, until a mean substitute replaces her. By the time Miss Nelson returns, they have learned to show their appreciation by behaving well. A great moral, certainly, but hardly sugar-coated: the children's misbehavior and the substitute's grouchiness are outrageous and delightful.

Elementary (3-5):

Nate the Great by Marjorie Weinman Sharmat. Everyone's favorite detective—Nate the Great—has been delighting readers for over 30 years! The quirky characters and fun storylines are a big hit with kids—all of whom love to solve each mystery alongside the most popular sleuth in the business.

Middle School (6-8):

The Witches by Roald Dahl. The Grand High Witch has a fiendish plan for getting rid of all the children in England. First, her fellow hags will take over all the sweet shops. Next, they will sell poisoned sweets and chocolate which turn children into mice!

High School (9-12):

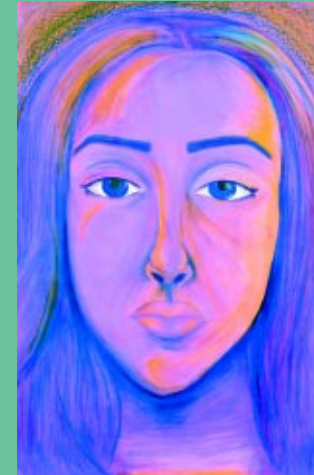
A Wreath for Emmett Till by Marilyn Nelson. In 1955, people all over the United States knew that Emmett Louis Till was a fourteen-year-old African American boy lynched for supposedly whistling at a white woman in Mississippi. The brutality of his murder, the open-casket funeral, and the acquittal of the men tried for the crime drew wide media attention.



Stefanie Johnson, Philadelphia High School for Creative and Performing Arts, 2009



Jonathan Hudson, Philadelphia High School for Creative and Performing Arts, 2009



Mireya Delgado, Philadelphia High School for Creative and Performing Arts, 2009

During this month, the School District will set outcome and progress goals for the school year.

Quality Choices

The School District of Philadelphia has pledged to build a world-class system of schools in which students are given every chance to succeed. *Imagine 2014* includes establishing uniform high standards that will be used to evaluate all types of public schools in Philadelphia, including those managed by the District, those District schools served by contracted partners, and charter schools.

High-performing schools will get greater flexibility to build on their successes; struggling schools will

continue to receive supports; and bold new educational approaches will be used to restructure and transform consistently low-performing schools. Moreover, students, parents and the community will be included in a transparent decision-making process aimed at providing quality choices to students and parents.

Imagine
2014



For more information on Quality Choices, and all of the elements of *Imagine 2014*, The School District of Philadelphia's five-year strategic plan, visit www.philasd.org/strategicplan.

October 2009

SEPTEMBER

	1	2	3	4	5
6	7	8	9	10	11
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30

NOVEMBER

1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

TRAVEL THE WORLD WITH FAST FACTS



Country: Cambodia
 Continent: Asia
 Capital: Phnom Penh
 Fast Fact: The National Museum here has more than 5,000 works of art.

4

Ambulatory

5

6

7

Half-Day for Students
(Professional Development)

8

9

10

11

Laudatory

12

Schools and
Administrative Offices
Closed

COLUMBUS DAY

13

14

SRC Meeting

15

Superintendent's
Parent Roundtable

16

17

18

Congratulatory

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21

SRC Meeting

Half-Day for Students
(Professional Development)

22

23

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Obligatory

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PSSA Grade 12 Retest (Math, Reading, Science and Writing)

BOOK OF THE MONTH for November

Elementary (K-2):

Where the Wild Things Are
by Maurice Sendak.

Where the Wild Things Are is a children's picture book originally published by Harper & Row. The book is about the imaginary adventures of a young boy named Max, who is punished for making mischief by being sent to his room without supper.

Elementary (3-5):

Goosebumps by R. L. Stine.

Goosebumps is a series of children's horror fiction novellas created and authored by R. L. Stine. Sixty-two books were published under the *Goosebumps* umbrella title from 1992 to 1997, the first being *Welcome to Dead House*, and the last being *Monster Blood IV*.

Middle School (6-8):

Holes by Louis Sachar.

Stanley is just a regular kid until he is found responsible for a crime he didn't commit. We learn about a curse that has been in his family for several generations. His bad luck lands Stanley in a very strange correctional camp in the Texas desert.

High School (9-12):

Sunrise over Fallujah

by Walter Dean Myers.

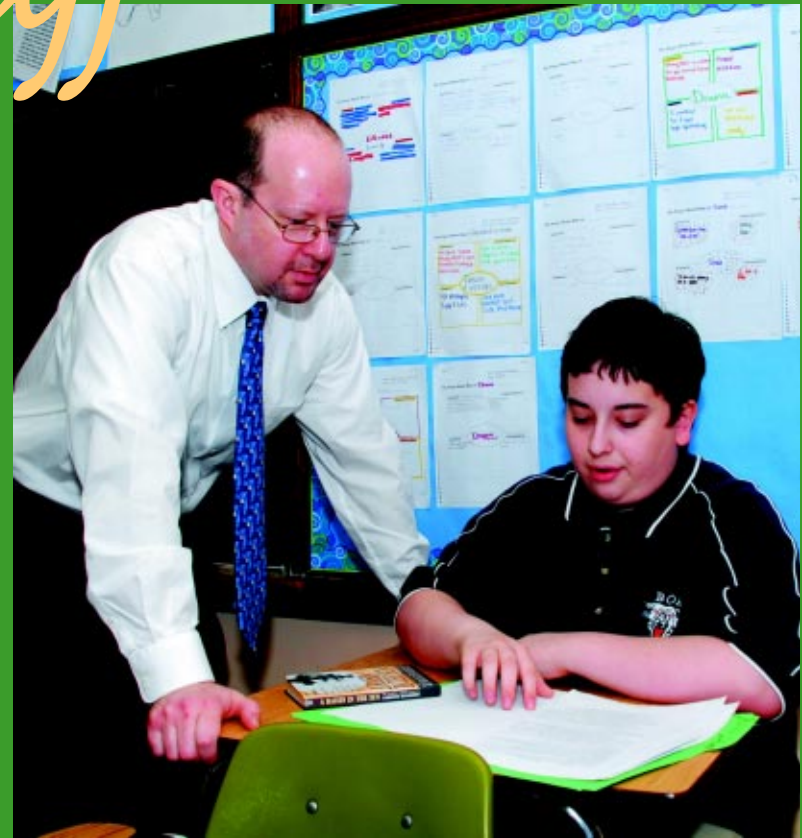
Operation Iraqi Freedom, that's the code name. But the young men and women in the military's Civil Affairs Battalion have a simpler name for it: WAR.

Great Staff

Great schools—and a great school system—depend on great staff. As stated in *Imagine 2014*, The School District of Philadelphia will:

- Aggressively seek the best candidates for teacher, principal and other staff positions;
- Support teachers and other staff members in their career development and leadership growth; and
- Put in place a new, standards-based process by which employees will be evaluated.

Also, the School District's staff hiring and retention practices will be geared to building and maintaining a workforce whose diversity matches that of its student body.



For more information on Great Staff, and all of the elements of *Imagine 2014*, The School District of Philadelphia's five-year strategic plan, visit www.philasd.org/strategicplan.

November 2009

OCTOBER

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DECEMBER

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12	13	14	15	16	17
18	19	20	21	22	23
24	25	26	27	28	29
30	31				

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 Debase	2	3 General Election Day SCHOOLS CLOSED FOR STUDENTS (Professional Development)	4	5	6	7
PSSA Grade 12 Retest (Math, Reading, Science and Writing)						
8 Decamp	9	10	11 Schools and Administrative Offices Closed VETERAN'S DAY	12 SRC Meeting	13	14
15 Decay	16	17	18 SRC Meeting	19 Superintendent's Parent Roundtable City-Wide PreK-12 Principals' Professional Development Meetings	20	21
22 Decline	23 First Day for High School Winter Sports High School Report Cards High School Report Card Conferences High School Early Dismissal	24 High School Report Card Conferences High School Early Dismissal	25	26 Schools and Administrative Offices Closed THANKSGIVING BREAK	27 Schools and Administrative Offices Closed THANKSGIVING BREAK	28
29 Deflate	30	TRAVEL THE WORLD WITH FAST FACTS  Country: Canada Continent: North America Capital: Ottawa Fast Fact: In the winter, many people skate to work in Ottawa on the frozen Rideau Canal.				

BOOK OF THE MONTH for December

Elementary (K-2)

The Snowy Day by Ezra Jack Keats.
The Snowy Day is a timeless tale of a little boy's adventures in the deep, deep snow. Peter builds a snowman, makes angels in the snow, and pretends to be a mountain climber.

Elementary (3-5)

Shiloh by Phyllis Reynolds Naylor.
The story takes place in the small town of Friendly, West Virginia where an eleven-year-old boy named Marty Preston finds a stray beagle wandering in the hills near his house.

Middle School (6-8)

The True Meaning of Smekday by Adam Rex.
What if your mother thought that she'd been abducted by aliens? What if she told everyone at work about it? Embarrassing, right? But what if she was right? What if she HAD been abducted by aliens and it was only a matter of time until those aliens not only abducted her again, but Took Over the World?

High School (9-12)

Leaving Fishers by Margaret Peterson Haddix.
Dorry is unbearably lonely at her new high school until she meets Angela and her circle of friends. She soon discovers they all belong to a religious group, the Fishers of Men. At first, as Dorry becomes involved with the Fishers, she is eager to fit in and flattered by her new friends' attention.



Accountable Adults

The School District's strategic plan declares the organization's willingness to take responsibility for delivering a solid and basic education for all Philadelphia students. *Imagine 2014* also affirms that employees ("adults") are held accountable for student outcomes. This commitment

signals that every adult must care, pay attention, and "get it right." In addition, all employees are charged with working together and striving to meet measurable goals for high performance.



For more information on Accountable Adults, and all of the elements of *Imagine 2014*, The School District of Philadelphia's five-year strategic plan, visit www.philasd.org/strategicplan.

December 2009

NOVEMBER

1 2 3 4 5 6 7
8 9 10 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 28
29 30

JANUARY

1 2
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10 11 12 13 14 15 16
17 18 19 20 21 22 23
24 25 26 27 28 29 30
31

SUNDAY

MONDAY

TUESDAY

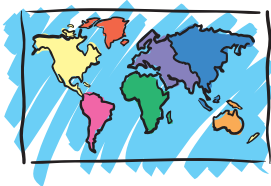
WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

TRAVEL THE WORLD WITH FAST FACTS



Country: China
Continent: Asia
Capital: Beijing
Fast Fact: The Chinese culture dates back nearly 4,000 years.

		1	2	3	4	5
6 Subzero	7	8	9 SRC Meeting	10 City-Wide PreK-12 Principals' Professional Development Meetings	11	12
13 Subpar	14	15	16 SRC Meeting Half Day for Students (Professional Development)	17 Superintendent's Parent Roundtable K-8 Afternoon and Evening Report Card Conferences Elementary Early Dismissal	18 K-8 Afternoon Report Card Conferences Elementary Early Dismissal	19
20 Subtopic	21	22	23	24 Schools and Administrative Offices Closed WINTER BREAK	25 Schools and Administrative Offices Closed WINTER BREAK	26
27 Subscale	28 Schools Closed Administrative Offices Open WINTER BREAK	29 Schools Closed Administrative Offices Open WINTER BREAK	30 Schools Closed Administrative Offices Open WINTER BREAK	31 Schools Closed Administrative Offices Open WINTER BREAK		

BOOK OF THE MONTH for January

Elementary (K-2)

Junie B. Jones Series by Beverly Cleary.
It's Junie B.'s first day of kindergarten, but she's not happy that she has to ride the bus to school. The bus is so big and noisy and full of kids she doesn't know. They look mean, too. And then there's that scary door that might squish you if you're not careful!

Elementary (3-5)

The Picture Book of Martin Luther King
by David A. Adler.
A brief, illustrated biography of the Baptist minister and civil rights leader whose philosophy and practice of nonviolent civil disobedience helped American blacks win many battles for equal rights.

Middle School (6-8)

The Giver by Lois Lowry.
A haunting novel in which a boy inhabits a seemingly ideal world—a world without conflict, poverty, unemployment, divorce, injustice or inequality. In this world, family values are paramount, teenage rebellion is unheard of, and even good manners are a way of life.

High School (9-12)

Kindred by Octavia E. Butler.
Kindred is about a black woman named Dana who has the ability to go back in time. She cannot control her gift and is thrust into the early 1800s where blacks are slaves. She battles through hardships because of her race.



World-Class Operations

Imagine 2014 commits The School District of Philadelphia to use the best business and operational practices to equitably support its educational mission, maximize efficiencies and minimize costs. To further these objectives, the District will:

- Create a forward-looking facilities master plan which ensures that the District has clean, modern school buildings that are conducive to teaching and learning—in the right location, at the right size, with the right facilities and equipment;
- Build a District-wide information and telecommunications network that is effective and efficient;
- Balance the annual budget and align it with District goals; and
- Develop a formula for funding schools, called weighted student funding, that is based on the actual needs of students at each school.



For more information on World-Class Operations, and all of the elements of *Imagine 2014*, The School District of Philadelphia's five-year strategic plan, visit www.philasd.org/strategicplan.

January 2010

DECEMBER

1 2 3 4 5
6 7 8 9 10 11 12
13 14 15 16 17 18 19
20 21 22 23 24 25 26
27 28 29 30 31

FEBRUARY

1 2 3 4 5 6
7 8 9 10 11 12 13
14 15 16 17 18 19 20
21 22 23 24 25 26 27
28

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

TRAVEL THE WORLD WITH FAST FACTS



Country: Costa Rica
Continent: Central America
Capital: San Jose
Fast Fact: This country has more than four million residents and encompasses nearly 20,000 square miles.

3
Agreeable

4

5

6

7

1
Schools and
Administrative Offices
Closed
NEW YEAR'S DAY

2

10
Capable

11

12

13
SRC Meeting

14
City-Wide PreK-12
Principals' Professional
Development Meetings

15

16

17
Insurable

18
Schools and
Administrative Offices
Closed
**MARTIN LUTHER
KING JR DAY**

19

20
SRC Meeting

21

22

23

24
Redeemable

25
Half-Day for K-8 Students
(Professional Development)
High School
Re-Organization
Early Dismissal

26
Half-Day for K-8 Students
(Professional Development)
High School
Re-Organization
Early Dismissal

27

28

29

30

ACCESS for ELLs Testing for All English Language Learners (Grades K-12)

31
Remarkable

BOOK OF THE MONTH for February

Elementary (K-2)

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst.
"I went to sleep with gum in my mouth and now there's gum in my hair and when I got out of bed this morning I tripped on the skateboard and by mistake I dropped my sweater in the sink while the water was running and I could tell it was going to be a terrible, horrible, no good, very bad day."

Elementary (3-5)

Charlotte's Web by E. B. White.
Charlotte's Web, an award-winning children's novel by acclaimed American author E. B. White, is about a pig named Wilbur who is saved from being slaughtered by an intelligent spider named Charlotte.

Middle School (6-8)

Bud, Not Buddy by Christopher Paul Curtis.
In this Newbery Award-winning book we are asked to believe that a ten-year-old boy, without resources other than his own self-constructed list of rules "to Have a Funner Life and Make a Better Liar Out of Yourself," will find love, a home and a real family. Such is the skill of Christopher Paul Curtis that we take all that and more with hardly a nod toward the percentages.

High School (9-12)

Day of Tears by Julius Lester.
Set in pre-Civil War America, this book and its dramatic first-person style give readers a heartbreaking glimpse into the lives of enslaved children and adults.

Meeting Diverse Needs

The School District of Philadelphia's students are incredibly diverse. To meet the needs of English Language Learners (ELLs), special education learners and gifted and talented students, *Imagine 2014* outlines the scope of the comprehensive supports, educational programs and activities that help them grow, succeed in school, explore their interests, and express their individuality.

Whether through: high-quality academic and career counseling; remediation and enrichment initiatives; targeted programs for ELLs; a curriculum accessible to special needs students; athletic programs, student government and clubs; access to quality reading materials and resources; re-engagement programs for drop-outs; opportunities for work-based experiences; or any combination of these, the School District is responding to its students' diverse needs.



Megan Stapf, Mayfair School, 2009



For more information on how The School District of Philadelphia is Meeting Diverse Needs to ensure Student Success, see *Imagine 2014*, the School District's five-year strategic plan at www.philasd.org/strategicplan.

February 2010

JANUARY

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31

MARCH

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SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Misapprehend	1	2	3	4	5	6
ACCESS for ELLs Testing for All English Language Learners (Grades K-12)						
7 Misaddress	8 High School Report Cards	9	10 SRC Meeting Half-Day for Students (Professional Development)	11	12	13
ACCESS for ELLs Testing for All English Language Learners (Grades K-12)						
14 Misbehave	15 Schools and Administrative Offices Closed PRESIDENTS' DAY	16	17 SRC Meeting	18	19	20
ACCESS for ELLs Testing for All English Language Learners (Grades K-12) PASA Testing (Grades 3, 4, 5, 6, 7, 8 and 11 – Math and Reading)						
21 Misdial	22	23	24	25 City-Wide PreK-12 Principals' Professional Development Meetings	26	27
ACCESS for ELLs Testing for All English Language Learners (Grades K-12) PASA Testing (Grades 3, 4, 5, 6, 7, 8 and 11 – Math and Reading)						

28

TRAVEL THE WORLD WITH FAST FACTS



Country: Ecuador
Continent: South America
Capital: Quito
Fast Fact: Bordered by Columbia and Peru, Ecuador was once part of the Inca empire.

BOOK OF THE MONTH for March

Elementary (K-2)

Arthur's Teacher Trouble by Marc Brown.
Arthur is a little apprehensive on his first day of school, especially when he meets his new teacher, Mr. Ratburn. Find out what happens as the school year progresses. Arthur represents his school in the school spellathon. Kids can practice along with Arthur as he studies for the spelling bee.

Elementary (3-5)

Esperanza Rising by Pam Muñoz Ryan.
When she is a young girl learning with difficulty to crochet, her grandmother unravels all of Esperanza's rows and tells her, "Do not be afraid to start over." Although she does not realize it at the time, this advice will become Esperanza's guiding principle as she learns to confront some of life's harsher realities.

Middle School (6-8)

Number the Stars by Louis Lowry.
Ten-year-old Annemarie Johansen and her best friend Ellen Rosen often think about life before the war. But it's now 1943 and their life in Copenhagen is filled with school, food shortages, and the Nazi soldiers marching into their town.

High School (9-12)

The Secret Life of Bees by Sue Monk Kidd.
This is a tale of a young girl's adventure in finding the truth about her mother's death. Helping her solve this mystery are three women who befriend her and help her place the pieces together to solve the puzzle. This novel is not only about a girl living her life with a blurred memory of her mother's killing, but also about self-discovery and the power of women.



During this month, the School District will publish its mid-year progress report.

Student Opportunities and Activities

The School District of Philadelphia recognizes that access to many kinds of extra-curricular and co-curricular programs and activities not only supplements academic learning but also adds new dimensions to a student's educational experience.

Whether through sports, dance, choral or instrumental music, art, or clubs that reflect interest in a particular course, such as math, or a future aspiration, such as entrepreneurship, the District is encouraging a menu of offerings that are aligned to each school.

Imagine
2014



For more information on how expanding Student Opportunities and Activities contributes to Student Success, one of the goals of *Imagine 2014*, The School District of Philadelphia's five-year strategic plan, visit www.philasd.org/strategicplan.

March 2010

FEBRUARY

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7 8 9 10 11 12 13
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28

APRIL

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18 19 20 21 22 23 24
25 26 27 28 29 30

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Motivator	1	2	3	4	5	6
	ACCESS for ELLs Testing for All English Language Learners (Grades K-12) PASA Testing (Grades 3, 4, 5, 6, 7, 8 and 11 – Math and Reading)					
7 Investigator	8 First Day for High School Spring Sports	9	10 SRC Meeting Half-Day for Students (Professional Development)	11 City-Wide PreK-12 Principals' Professional Development Meetings	12	13
	ACCESS for ELLs Testing for All English Language Learners (Grades K-12) PASA Testing (Grades 3, 4, 5, 6, 7, 8 and 11 – Math and Reading)					
14 Regulator	15	16	17 SRC Meeting	18	19	20
	PASA Testing (Grades 3, 4, 5, 6, 7, 8 and 11 – Math and Reading)					
21 Aviator	22	23	24 K-8 Afternoon Report Card Conferences Elementary Early Dismissal	25 K-8 Afternoon Report Card Conferences Elementary Early Dismissal	26 K-8 Afternoon Report Card Conferences Elementary Early Dismissal	27
	PASA Testing (Grades 3, 4, 5, 6, 7, 8 and 11 – Math and Reading)					
28 Speculator	29 Schools Closed Administrative Offices Open SPRING RECESS	30 Schools Closed Administrative Offices Open SPRING RECESS	31 Schools Closed Administrative Offices Open SPRING RECESS	TRAVEL THE WORLD WITH FAST FACTS  Country: Egypt Continent: Africa Capital: Cairo Fast Fact: The country's populous cities and its agriculture are concentrated along the Nile River and its delta.		

BOOK OF THE MONTH for April

Elementary (K-2)

Ramona the Pest by Beverly Cleary.
This engaging tale of young Ramona Quimby's first days in kindergarten, *Ramona the Pest* takes a pint-sized perspective on the trials and delights of beginning school.

Elementary (3-5)

The Logan Family Series by Mildred D. Taylor.
Entirely through its own internal development, the novel shows the rich inner rewards of black pride, love and independence.

Middle School (6-8)

Maniac McGee by Jerry Spinelli.
Jeffrey Lionel Magee is orphaned at age three when his parents are killed in a trolley accident. After eight intolerable years with his Aunt Dot and Uncle Dan, Jeffrey runs away to Two Mills, Pennsylvania. There, he amazes the townspeople with his athletic feats, his ability to untie knots, and his fearlessness, earning the nickname "Maniac."

High School (9-12)

The Absolutely True Diary of a Part-Time Indian by Sherman Alexie.
This novel for young adults is told in the first-person, from the viewpoint of Native American teenager and budding cartoonist Arnold Spirit, Jr. (better known by the nickname "Junior"). Detailing Arnold's life on the Spokane Indian Reservation and his decision, upon encouragement from a reservation high school teacher, to go to an all-white high school in the off-reservation nearby town of Reardan, the novel deals with issues of racism, poverty and the following of tradition.

Early Childhood Education

The School District of Philadelphia offers a broad array of programs for its youngest learners and their parents. Through *Imagine 2014*, the District has committed to do even more.

Since a quality early learning experience provides the solid foundation for ongoing student success, the District will expand its services to:

- Create regional centers with early developmental screening, pre-school and parent classes, and take-home learning packets;
- Establish early childhood centers in selected high schools; and
- Develop and use common standards for entry into kindergarten.



For more information on how The School District of Philadelphia is developing new Early Childhood Education initiatives to ensure Student Success, see *Imagine 2014*, the School District's five-year strategic plan, at www.philasd.org/strategicplan.

April 2010

MARCH							MAY						
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7	8	9	10	11	12	13	2	3	4	5	6	7	8
14	15	16	17	18	19	20	9	10	11	12	13	14	15
21	22	23	24	25	26	27	16	17	18	19	20	21	22
28	29	30	31				23	24	25	26	27	28	29
							30	31					

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

TRAVEL THE WORLD WITH FAST FACTS



Country: Kenya
 Continent: Africa
 Capital: Nairobi
 Fast Fact: President Obama's father came from western Kenya.

1
 Schools Closed
 Administrative Offices
 Open
SPRING RECESS

2
 Schools and Administrative
 Offices Closed
SPRING RECESS

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4
Intermingle

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6

7
 Half-Day for Students
 (Professional Development)
PSSA Testing (Grades 3, 4, 5, 6, 7, 8 and 11, Reading and Math)
PSSA-Modified Testing (Selected Students, Grades 4, 5, 6, 7, 8 and 11, Math)

8
 City-Wide PreK-12
 Principals' Professional
 Development Meetings

9

10

11
Intergalactic

12

13

14
 SRC Meeting
PSSA Testing (Grades 3, 4, 5, 6, 7, 8 and 11, Reading and Math)
PSSA-Modified Testing (Selected Students, Grades 4, 5, 6, 7, 8, and 11, Math)

15

16

17

18
Interject

19
 High School Report Cards
 High School Report Card
 Conferences
 High School Early Dismissal

20
 High School Report Card
 Conferences
 High School Early Dismissal
PSSA Testing (Grades 5, 8 and 11, Writing)

21
 SRC Meeting

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25
Interlock

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PSSA Testing (Grades 4, 8 and 11, Science)

BOOK OF THE MONTH for May

Elementary (K-2)

Tiny Titch Series by Pat Hutchins.

In childhood, being the youngest often means you're the littlest, too. For Titch, it also means getting the smallest bike—a tricycle, actually—while his older brother and sister get the bigger ones.

Elementary (3-5)

In the Year of the Boar and Jackie Robinson by Bette Bao Lord.

In the Year of the Boar and Jackie Robinson is a children's novel about a young girl who leaves a secure life within her clan in China following World War II. She begins a new life in America because her father has taken a job as an engineer in the United States.

Middle School (6-8)

Roll of Thunder, Hear My Cry by Mildred D. Taylor.

This dramatic novel by Mildred D. Taylor follows the life of an African-American family in 1930s Mississippi, showing how they cope with racism and oppression.

High School (9-12)

How the García Girls Lost Their Accents by Julia Alvarez.

Uprooted from their family home in the Dominican Republic, the four García sisters—Carla, Sandra, Yolanda, and Sofia—arrive in New York City in 1960 to find life far different from the genteel existence of maids, manicures, and extended family that they left behind.

Healthy Living

In conjunction with *Imagine 2014*, The School District of Philadelphia will be doing more to promote healthy, lifelong habits in its students through exercise, nutrition and preventive health care. Among the nutrition and health-related action steps included in the strategic plan are:

- * Promoting healthy eating habits in elementary school students through a “Healthy Buddies” program incorporating peer teaching from older to younger students;
- * Developing a recommended healthful living plan for students and staff; and
- * Expanding the school breakfast and lunch programs so that all students have access to these programs at their schools.



Richard Zheng, Spruance School, 2009

School Breakfast and Lunch

Most School District schools participate in the District's Universal Feeding Program. In these locations, all students are eligible for free or reduced-price breakfast and lunch; parents need not fill out application forms. Contact your child's school to check whether it is a Universal Feeding Program site. Parents of students at other District schools may apply online for free or reduced-price breakfast and lunch at www.compass.state.pa.us, or may obtain a Household Meal Benefit Application from the school.



For more information on how Healthy Living supports Student Success, one of the goals of *Imagine 2014*, The School District of Philadelphia's five-year strategic plan, visit www.philasd.org/strategicplan.

May 2010

APRIL

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JUNE

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24	25	26	27	28	29	30		

SUNDAY

MONDAY


TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

						1
2 Assemblage	3	4	5	6	7	8
PSSA and PSSA-Modified Make-Up Testing (All Subjects, and All Grades Tested) PASA Testing (Grades 4, 8 and 11, Science)						
9 Storage	10	11	12 SRC Meeting	13 City-Wide PreK-12 Principals' Professional Development Meetings	14	15
PASA Testing (Grades 4, 8 and 11, Science)						
16 Equipage	17	18 Primary Election Day SCHOOLS CLOSED FOR STUDENTS (Professional Development)	19 SRC Meeting	20	21	22
PSSA-Modified, Limited Scope Field Testing (Grades 4,5,6,7,8, and 11, Reading) (Grades 8 and 11, Science) PASA Testing (Grades 4, 8 and 11, Science)						
23 Passage	24	25	26	27	28	29
PASA Testing (Grades 4, 8 and 11, Science)						
30	31 Schools and Administrative Offices Closed MEMORIAL DAY	TRAVEL THE WORLD WITH FAST FACTS  Country: Mexico Continent: North America Capital: Mexico City Fast Fact: Many of the city's and country's outstanding museums are located in the 2,000-acre Chapultepec Park.				

BOOK OF THE MONTH for June

Elementary (K-2)

Brown Bear Series by Bill Martin Jr.
The gentle rhyming and gorgeous, tissue-paper collage illustrations in this classic picture book make it a dog-eared favorite on many children's bookshelves.

Elementary (3-5)

The Boxcar Children Series
by Gertrude Chandler Warner.
There are 119 books in the main *Boxcar Children* series. Books 1-19 were written by Gertrude Chandler Warner. The succeeding books were written by a variety of authors. In addition to the main series, there is also a group of Specials and a series for younger children. In the Specials series, each chapter book version includes an activity section.

Middle School (6-8)

Stargirl by Jerry Spinelli.
Stargirl was first published in 2000. The book centers on a new 10th-grade student at Mica Area High School in Arizona: Stargirl Caraway, otherwise known as Susan Julia Caraway, an eccentric and compassionate girl who has spent her previous years in homeschooling.

High School (9-12)

Anansi Boys by Neil Gaiman.
In *Anansi Boys* we discover that 'Mr. Nancy' (Anansi) has two sons, and the two sons in turn discover each other. The novel follows their adventures as they explore their common heritage.

Graduation and Next Steps

Graduation

The entire School District of Philadelphia family extends congratulations and best wishes to the Class of 2010!

For high school students, graduation from The School District of Philadelphia requires the successful accumulation of at least 23.5 credits earned in a District classroom, in a classroom of a college or university participating in the District's dual enrollment program, or through outside experience, such as community service. The required subjects that must be taken, and the credits per subject, are: English (four credits); mathematics (three); science (three); social studies (three); African American history (one); world language (two); arts and humanities (two); physical education (one); health (one-half credit); and electives (four). Students also must successfully complete a multidisciplinary project or a service learning project. One elective must be in one of the following: mathematics, science, International Baccalaureate or Advanced Placement courses. Special admission schools and other criteria-based schools or programs may predetermine the electives to require additional subject credits in math, science or other areas.



Re-Entry

The School District's Re-Engagement Center, which opened in 2008, is a comprehensive "one-stop shop" for information and placement services for youth ages 16 to 21 who are interested in re-enrolling in a high school diploma program or a GED program. Center staff make referrals to education programs that best fit each young person's needs. Through a wide range of partnerships the center is able to refer re-entering young women and men to social service providers for employment, housing, childcare, parenting services, mental health counseling and drug and alcohol counseling.

The Re-Engagement Center is located in The School District of Philadelphia Education Center at 440 N. Broad Street. Hours are 7:30 a.m. to 6 p.m. While walk-ins are accepted, clients may also make an appointment for center-based referral services by calling the Re-Engagement Center Hotline, 215-400-6700, during those same business hours.

Imagine
2014



June 2010

**Final K-12 Report Cards
Will Be Mailed Home**

MAY

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JULY

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SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Relapse		1	2	3 Finals for 12th-Graders	4 Finals for 12th-Graders	5
6 Retrench	7	8	9 SRC Meeting	10 City-Wide PreK-12 Principals' Professional Development Meetings	11	12
		Finals for All Grades Other Than 12th				
13 Recoup	14	15	16 SRC Meeting	17 Last Day of School for Students	18 Last Day of School for Staff (Organization Day)	19
20 Recede	21	22	23	24	25	26
27 Resurge	28	29	30	TRAVEL THE WORLD WITH FAST FACTS  Country: Switzerland Continent: Europe Capital: Geneva Fast Fact: The flag of Switzerland inspired the symbol for the Red Cross organization, but the colors are reversed.		

BOOK OF THE MONTH for July

Elementary (K-2):

Playing to Win:

The Story of Althea Gibson

by Karen Deans.

This is an illustrated biography of the life and achievements of African American tennis champion Althea Gibson.

Elementary (3-5):

School Fever by Brod Bagert.

Hilarious poems, clever art work and wacky subjects combine to change the way you'll think of school forever.

Middle School (6-8):

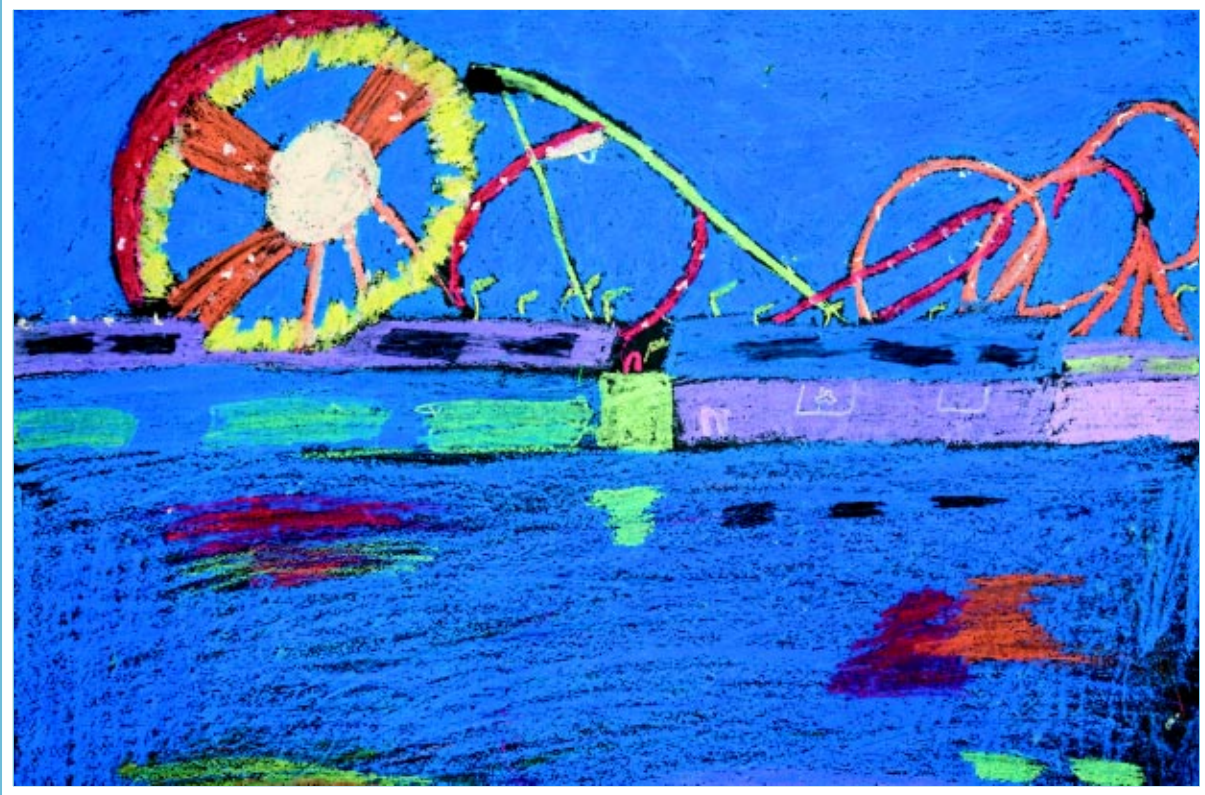
Fairest by Gail Carson Levine.

Aza, who is not the fairest, is valued for her beautiful singing voice in this fairy tale that includes gnomes, magic mirrors and a bumbling good fairy, Lucinda.

High School (9-12):

Into the Wild by Jon Krakauer.

Christopher McCandless abandoned all he knew, gave his entire savings account to charity, and hitchhiked to Alaska in an attempt to rebel against authority and his privileged upbringing. Four months later, his body was found by hunters in the wilderness.



Shawnaya Eubanks, Gillespie Middle School, 2009

Summer Learning and More (SLAM)

The School District's 2009 Summer Learning And More (SLAM), an *Imagine 2014* initiative, served nearly 39,000 students at approximately 130 sites across the city. There were morning academic classes—mostly reading and math—and a variety of enrichment programs in the afternoon, such as art, music, dance and chess. Nutritional breakfasts and lunches were provided.

Look for the 2010 SLAM to be even more extensive. Details will be available on the School District web site, www.philasd.org in June 2010.



For more information on how SLAM contributes to Student Success, one of the goals of *Imagine 2014*, The School District of Philadelphia's five-year strategic plan, visit www.philasd.org/strategicplan.

July 2010

JUNE

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AUGUST

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22	23	24	25	26	27	28
29	30	31				

SEPTEMBER

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26	27	28	29	30		

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

TRAVEL THE WORLD WITH FAST FACTS



Country: Australia
 Continent: Australia
 Capital: Canberra
 Fast Fact: "The land down under" is both a country and a continent.

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 INDEPENDENCE DAY

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Imagine 2014

Imagine a great city
system of schools in
which all students
succeed, families
have many quality
choices, staff is great,
adults are
accountable,
and world-class
operations support
the entire enterprise.

Imagine 2014 is The School District of Philadelphia's strategic plan to accelerate the success of all children in its public schools. Throughout the school year, the District's efforts and resources, outlined here, will be focused on driving achievement, equity and growth. As part of the five-year plan, these initiatives will be implemented equitably in schools across the District in 2009-2010.

What's New for Philadelphia Students This Year? Focus Areas for 2009-2010: Where You'll See the Difference!

Focus Areas for All School Levels

- **Positive Behavior Supports:** each school will have clearly defined student expectations, utilize discipline data, and consistently apply rewards/consequences
- **Parent Ombudsmen** (all empowerment and school improvement schools): staff member dedicated to reaching out to parents and promoting parental engagement
- **Student Advisors** (all empowerment and school improvement schools): staff member dedicated to providing additional support to struggling students
- **Teacher Collaboration:** provide teachers with common planning time to share lessons and learn from each other on how best to support student learning
- **Instructional Materials:** ensure that all textbooks and instructional materials critical to student learning are available to students and teachers in a timely manner and properly tracked and maintained
- **Special Education:** provide more opportunities for special education students to participate in classes and activities with other students and improve the level of support to special education students as described in their IEPs
- **Summer School and Summer Bridge:** expand academic and enrichment opportunities for students to learn over the summer and prepare for the following school year

Focus Areas for Different School Levels

Elementary School

- **Class-Size Reduction:** decrease the student-to-teacher ratios in empowerment (K: 20:1, 1-3: 22:1) and school improvement schools (K: 23:1, 1-3: 24:1)
- **Elementary Reading Supports:** provide additional supports to the lowest-performing 1st-grade students in empowerment schools so that they can accelerate their literacy achievement and get back on track
- **Gifted and Talented Students:** streamline and improve identification processes so that all students receive equitable access to gifted and talented programs
- **Healthy Eating:** institute a healthy eating program in elementary schools to promote the importance of healthy eating

Middle Grades

- **Athletics:** provide at least two intramural athletic opportunities at schools with middle grade students
- **Counseling:** decrease the student-to-counselor ratio (250:1) and keep counselors with the same students through multiple years to build relationships and to focus on academic/career counseling
- **In-School Suspension:** provide schools with an additional disciplinary option where students can still engage academically and be provided behavioral supports
- **Peer Mediation:** give students the opportunity and skill set to resolve conflicts with their peers and build leadership traits

High School

- **Counseling:** decrease the student-to-counselor ratio (300:1) and keep counselors with the same students through multiple years to build relationships and to focus on academic/career counseling
- **CTE Programs:** improve current career and technical programs and identify new program opportunities that meet student demand and need
- **Dual Enrollment and Early College:** increase opportunities for high school students to participate in college coursework and experiences
- **High School Scheduling:** increase coursework options and more flexible scheduling for high school students so they have more opportunities for remediation, enrichment and acceleration
- **Student Leadership:** offer an opportunity for middle and high school students to develop as leaders and represent the voice of their fellow students
- **Student Success Centers:** provide high school students with one location at the school site for academic support, social support, career exploration, college preparation and leadership development
- **In-School Suspension:** see Middle Grades description
- **Peer Mediation:** see Middle Grades description

*Imagine
2014*

Student Success

Quality Choices

Great Staff

Accountable Adults

World-Class Operations

Building a system of great schools for all Philadelphia students



District-Wide Focus Areas

- **Staff Development:** provide a variety of professional development options for all District staff members that address their individual needs
- **Teaching Standards:** utilize uniform teaching standards across the District that guide consistent teaching and learning in all classrooms
- **Parent University:** engage parents with innovative, meaningful classes that support their growth as individuals and as parents
- **Office of Teacher Affairs:** provide information and support to teachers in an easily accessible manner
- **School Report Cards:** establish goals and measurements for each school that are clearly and openly communicated so that all stakeholders can review the progress and performance of each individual school on a yearly basis
- **Regional Early Childhood Center:** provide improved parental access to developmental screening, educational programming and services for children ages 0-3.
- **New Teacher Support:** enhance support structures for new teachers through induction and coaches to improve the first-year teaching experience so that new teachers are successful and remain with the District
- **School Performance Index:** develop measurements to identify high-performing, traditional, struggling and failing schools so that each can be provided the supports and resources it needs
- **Regional Talent Center:** offer enrichment opportunities in arts and athletics for students and their families after school, weekends and over the summer
- **Substitute Teacher Support:** provide orientation and training for substitute teachers to help them be as effective as possible in the classroom
- **Coordination of City Support Services:** work with the City to optimize the use of available City-based supports that remove obstacles to student learning
- **Certification Support:** provide teachers with additional supports/ incentives to obtain higher levels of certification throughout their careers
- **Re-Engagement Center:** facilitate the re-enrollment of students who have dropped out and provide them with options to complete their high school education

Imagine 2014

*Building a system of
great schools for all
Philadelphia students*

Student Success

Quality Choices

Great Staff

Accountable Adults

World-Class Operations

Remaining 2009-2010 Focus Areas (Planning Stage):

Student Success:

- **Core Curriculum Redesign:** begin revising language arts, math, science, and social studies curricula to be more integrated, rigorous and relevant in preparing students for college and careers in the 21st century
- **Model Classrooms:** start to identify exemplary classrooms and highly effective teaching throughout the District that can be used as examples and shared with other teachers
- **High School for Future Teachers:** plan for a small high school focused on teaching as a profession (with a concentration on urban education) to prepare future Philadelphia teachers
- **Newcomer Welcome Center:** plan for a support center that will assist bilingual and immigrant families with the school enrollment process and help them understand the available support options to ensure their children's educational success
- **Develop Strategic Partnerships:** continue to develop and coordinate business and community partnerships aligned with the District's strategic goals so that supports are provided to schools and students in an equitable manner

Quality Choices:

- **Renaissance Schools:** begin the process of transforming historically failing schools using bold, proven educational approaches in an inclusive decision-making process that engages students, parents and the community

Great Staff:

- **Partnerships with Colleges of Education:** begin working more strategically with colleges of education to increase the number of quality teacher applicants who are prepared with the knowledge and skills necessary to be successful educators in urban settings such as Philadelphia
- **Recruit Teachers of Color:** begin building a teaching force that reflects the racial, ethnic and cultural composition of the District's students
- **Streamline Human Resources (HR) Processes:** begin updating and streamlining processes and technology so that potential and current employees receive services and support in a timely and appropriate manner

Accountable Adults:

- **Performance Measures:** begin instituting performance goals and measures for all central office departments
- **Employee Evaluations:** begin instituting annual evaluations for employees that align with department performance goals and measures

World-Class Operations:

- **Facilities Master Plan:** create a plan to ensure that District facilities are effectively and efficiently utilized and that facilities are cleaned and maintained in an equitable manner to maximize high-quality teaching and learning
- **Improve School Budget Process (Weighted Student Funding):** ensure equitable distribution of resources by developing a transparent and inclusive process and formula for funding schools that is based on the actual needs of individual students
- **Streamline Business Processes:** begin redesigning the District's business processes to increase the efficiency and effectiveness of services and supports for schools

It's Report Card Time... for the Schools: School Annual Reports

Parents will now be able to review the performance of their child's school by examining each school's annual report. By the end of September, the District will publish the 2008-2009 report cards for each individual school (see sample). Each school's report card will be available online and at the school site. These annual reports provide enhanced public reporting of School District data by school using the same indicators District-wide.

Parents, ask your school how they plan on improving in the 2009-2010 school year based on the 2008-2009 report card!

Parents will be able to see the school targets for a number of different indicators and then the actual performance of their school in each of the indicator areas. These diverse indicators include student achievement, school operations and community satisfaction. Schools also select additional indicators they would like to include on their report cards and can receive extra credit for exceptional performance in closing the achievement gap.

The school's annual report is a great way for parents to understand the goals and progress of their particular school. Parents can then join the school in celebrating its successes and providing support in areas that need improvement.

To access a guide to the annual reports, see the 2008-2009 baseline reports for District schools, or view each school's 2009-2010 goals (available in October 2009), go to www.philasd.org/offices/accountability. For more information, please call the office at 215-400-4260.

SAMPLE ANNUAL REPORT

SAMPLE

2008-2009
ANNUAL REPORT

440 N. Broad St., Philadelphia, PA 19130 (215-400-5886)

Grades: K-6 Enrollment: 650
English Language Learners: 6.7%
Special Education: 15.7%
Mentally Gifted Program: 3.6%
Economically Disadvantaged: 68.5%

African American: 64.1%
Asian: 6.3%
Latino: 17.2%
White: 13.5%
Other: 1.6%

INDICATOR GUIDE

- ⊗ Target missed
- ⊕ Target missed, positive growth
- Ⓢ Target Met

⊕ out of ⊕ targets met

Student Achievement

These indicators measure students' academic performance. This section is primarily based on the Pennsylvania System of School Assessment (PSSA). In addition to student proficiency, there are also goals for growth at all performance levels (using PVAAS to measure which grade levels are, on average, are adding a one year's worth of growth) and progress toward closing the city's achievement gap. Additionally, there is a measure to gauge how accurately student report card marks align with proficiency levels on the PSSA. The minimum number of students for any calculation is 20.

	2008 BASELINE	2009 TARGET	2009 ACTUAL	TARGET MET
⊕ out of ⊕ targets met				
PSSA Proficiency - Math	49.0%	53.1%		
PSSA Proficiency - Reading	44.8%	49.0%		
PSSA Growth - Math (PVAAS)	4/6	5/6		
PSSA Growth - Reading (PVAAS)	3/6	4/6		
Achievement gap - Math	28.1	21.0		
Achievement gap - Reading	24.8	18.6		
PSSA Proficiency - African American (Math)	43.0%	47.6%		
PSSA Proficiency - African American (Reading)	40.3%	45.1%		
PSSA Proficiency - Latino (Math)	44.7%	48.1%		
PSSA Proficiency - Latino (Reading)	38.4%	43.3%		
PSSA Proficiency - Special Education (Math)	19.9%	26.3%		
PSSA Proficiency - Special Ed. (Reading)	14.7%	21.5%		
PSSA Proficiency - ELL (Math)	38.8%	43.7%		
PSSA Proficiency - ELL (Reading)	25.1%	31.1%		
Alignment of report card marks and PSSA	57.5%	61.7%		

School Operations

These indicators measure the school's ability to maintain an environment conducive to learning. These indicators measure attendance, service to students, and compliance with School District policies. More information about these indicators can be found on the reverse of this page. A fully detailed description of the data and calculations can be found in the "Complete Guide to the Annual Report."

	2008 BASELINE	2009 TARGET	2009 ACTUAL	TARGET MET
⊕ out of ⊕ targets met				
Student Assistance (CSAP) Rating	62.3	70		
Facility Safety Audit	B	B+		
Percent of Discretionary Budget Spent	92.3%	85-100%		
ELL Progress	37.5%	39.5%		
Special Education compliance	99.7%	100%		
Curriculum Implementation Rating	81.2%	100%		
Student Attendance Rate	90.3%	91.7%		
Teacher Attendance Rate	96.2%	98.0%		

Teacher attendance rate is calculated with short-term absences only

Community Satisfaction

These indicators quantify students', parents', and teachers' perceptions of the school's environment. All ratings are on a scale from 1 to 4, with 4 being the best possible. The goal for all schools is a minimum average of 3.

	2008 BASELINE	2009 TARGET	2009 ACTUAL	TARGET MET
⊕ out of ⊕ targets met				
Teacher Commitment to School	2.7	3.0		
Perceptions of Safety	2.1	3.0		
Parent/Community Involvement	2.2	3.0		
Number of Parents Returning Survey	1,807	21,799		

School-Selected Indicators

Each school has an opportunity to select additional indicators for achievement, operations, and/or satisfaction. Once a school selects its indicators, they will be provided targets in this section. For a complete list of possible indicators, see "Complete Guide to the Annual Report."

	2008 BASELINE	2009 TARGET	2009 ACTUAL	TARGET MET
⊕ out of ⊕ targets met				

Extra Credit

Each school has an opportunity for extra credit for exceptional performance in closing the achievement gap, based on PSSA results.

	2008 BASELINE	2009 TARGET	2009 ACTUAL	TARGET MET
⊕ Extra Credit targets met				
Achievement gap reduction - Math	28.1	14.1		
Achievement gap reduction - Reading	24.8	12.4		

N/A in baseline or target field denotes that the school has too small of a population in group for reliable measurement.

OFFICE of
ACCOUNTABILITY
The School District of Philadelphia

To access a guide to this report or to see a report for each SDP school, visit <http://www.philasd.org/offices/accountability>. For more information, please contact us at 215-400-4260.

More Parent and Community Engagement Resources

Every parent wants the best education for his or her child and children want their parents to participate in their education. For more information on how you may become engaged with your child's education, please contact the School District's Office of Parent, Family and Community Engagement, 215-400-4180.

Title I Parents "R" Equal Partners (PREP) Program:

A new initiative that offers parent/caregiver workshops and parent-to-parent training within schools. Topics include: understanding school budgets and school improvement plans, drafting parent-school compacts, and working with your child at home. Contact: 215-400-4180.

The Philadelphia Home and School Council:

The Philadelphia Home and School Council is a bridge uniting principals and teachers with parents and the community. It helps parents organize associations at their children's schools. Contact: 215-400-4080 or www.phillyhsc.org.

The Philadelphia Right to Education Task Force:

A parent-led association focused on providing appropriate special education services and programs to students with cognitive disabilities. Contact: 215-400-5151 or www.philadelphialt.org.

Parents United for Public Education:

An independent, citywide collective of public school parents that informs parents on the budget, mobilizes them to take an active role in budget issues impacting their schools, and lobbies civic and elected officials. Contact: www.parentsunitedphila.googlepages.com/.

Pre-Kindergarten Head Start Parents:

Parents/guardians are volunteers, advocates, full/part time employees at program sites and members of the Policy Council. The male involvement group, F.A.M.I.L.Y. (Fathers Advocating Male Involvement in the Lives of Youth), develops father/male involvement initiatives. Contact: 215-400-4270.

Community EPIC Stakeholder Groups:

Community EPIC Stakeholder Groups are made up of individuals who live and/or work in a community and are actively involved in the continued development of that community, such as eradicating challenges to school attendance and performance.

Community EPIC Stakeholder Branches:

Central North:
215-482-1423, ext. 1391

Logan/Olney:
215-456-5561

Hunting Park:
215-455-1300, ext. 139

Northwest:
215-549-2686

South:
215-468-6111

Southwest:
215-730-2262

West:
215-748-2997

William Penn/Fairmount:
215-989-9809

Kensington:
215-455-6310, ext.190

School District of Philadelphia

frequently called

Department contact numbers

General Information	215-400-4000
Accountability, Assessment, and Intervention	215-400-4250
Attendance and Truancy	215-400-4220
Charter Schools	215-400-4090
Chief Academic Office	215-400-4200
Climate and Safety	215-400-4710
Communications	215-400-4040
Early Childhood	215-400-4270
Educational Technology	215-400-4420
Employee Benefits	215-400-4630
Employee Health Services	215-400-4660
Food Services	215-400-4360
Human Resources (Talent Acquisition)	215-400-4600
Re-Engagement Center	215-400-6700
Payroll	215-400-4490
PSTV (Public School Television)	215-400-4040
Parent, Family and Community Engagement and Faith-Based Partnerships	215-400-4180
Records Management	215-400-4780
Retirement	215-400-4680
School Reform Commission	215-400-4010

Specialized Services	215-400-4170
Student Placement	215-400-4290
Superintendent's Office	215-400-4100
Teacher Certification	215-400-4670
Teaching and Learning	215-400-4210
Technology Helpdesk	215-400-5555
Title I Parents "R" Equal Partners (PREP Program)	215-400-4180
Transportation	215-400-4350
Working Papers Hotline	215-400-6007

The School District provides telephonic translation services to parents, students and other callers who communicate more comfortably in languages other than English. Callers to the appropriate number below will hear a greeting in their own language asking them to leave, in their own language, information that includes: the parent's name and telephone number; the student's name; and a brief description of the issue. The parent will receive a return call from someone who speaks his/her language by the next business day.

Albanian	215-400-8480	Khmer	215-400-8484
Arabic	215-400-8481	Russian	215-400-8485
Chinese	215-400-8482	Spanish	215-400-8489
French	215-400-8483	Vietnamese	215-400-8487

School District of Philadelphia

ELEMENTARY SCHOOLS

Adaire, Alexander 1300 E. Palmer St. (19125) 291-4712	K-8 CE
Alcorn, James 1500 S. 32nd St. (19146) 952-6219	K-8 S
Allen, Ethan 6329 Battersby St. (19149) 537-2530	K-8 E
Allen, Ethel D. 3200 W. Lehigh Ave. (19132) 227-4404	K-6 C
Anderson, Add B. 1034 S. 60th St. (19143) 471-2903	K-7 SW
Arthur, Chester A. 2000 Catharine St. (19146) 875-5774	K-8 S

Bache-Martin 2201 Brown St. (19130) 684-5074	K-8 C
Barry, John 5900 Race St. (19139) 471-2744	K-8 W
Barton, Clara 4600 Rosehill St. (19120) 456-3007	K-2 N
Bethune, Mary Mc Leod 3301 Old York Rd. (19140) 227-4433	K-8 N
Birney, David B. 900-914 W. Lindley Ave. (19141) 456-3000	K-8 N
Blaine, James G. 3001-29 West Berks St. (19121) 684-5085	K-8 C
Blankenburg, Rudolph 4600 W. Girard Ave. (19131) 581-5505	K-8 W
Bluford, Guion at Turner 5900 Baltimore Ave. (19143) 471-2906	K-6 W
Bregy, F. Amedee 1700 Bigler St. (19145) 952-6218	K-8 S
Bridesburg 2824 Jenks St. (19137) 537-2515	K-5 E



Nasir Curry, Stearne School, 2009

Brown, Henry A. 1946 E. Sergeant St. (19125) 291-4717	K-5 CE
Brown, Joseph H. 3600 Stanwood St. (19136) 335-5650	K-6 NE
Bryant, William Cullen 6001 Cedar Ave. (19143) 471-2910	K-8 SW
Carnell, Laura H. 1100 Devereaux Ave. (19111) 537-2527	K-6 N
Carnell Annex at Fels 901 Devereaux Ave. (19111) 537-2910	7-8 N
Cassidy, Lewis C. 6523 Lansdowne Ave. (19151) 581-5506	K-6 W
Catharine, Joseph 6600 Chester Ave. (19142) 727-2155	K-5 SW

Cayuga 4344-4358 N. 5th St. (19140) 456-3167	K-5 CE
Childs, George W. 1541 S. 17th St. (19146) 952-6213	K-8 S
Cleveland, Grover 3735-37 N. 19th St. (19140) 227-4415	K-8 N
Clymer, George 1201 W. Rush St. (19133) 227-8610	K-8 C
Comegys, Benjamin B. 5100 Greenway Ave. (19143) 727-2162	K-6 SW
Comly, Watson 1001 Byberry Rd. (19116) 961-2008	K-5 NE
Cooke, Jay 1300 W. Loudon St. (19141) 456-3002	K-8 N
Cook-Wissahickon 201 Salaignac (19128) 487-4463	K-8 W
Cramp, William 3449 N. Masher St. (19140) 291-4704	K-6 CE
Creighton, Thomas 5401 E. Tabor Rd. (19120) 537-2531	K-8 N
Crossan, Kennedy C. 7350 Bingham St. (19111) 728-5014	K-5 NE

ALT ED	Alternative Education Region
C	Central Region
CE	Central East Region
CHS	Comprehensive High School Region
E	East Region
N	North Region
NE	Northeast Region
NW	Northwest Region
S	South Region
SW	Southwest Region
W	West Region

All numbers are 215 area code.

Daroff, Samuel H. 5630 Vine St. (19139) 471-2905	K-8 W	Edmonds, Franklin S. 8025 Thouron Ave. (19150) 276-5261	K-6 NW	Fitler, Edwin H. 140 West Seymour St. (19144) 951-4009	1-8 NW	Greenfield, Albert M. 2200 Chestnut St. (19103) 299-3566	K-8 S
Day, Anna Blakiston 6324-42 Crittenden St. (19138) 276-5250	K-8 NW	Edmunds, Henry R. 1197 Haworth St. (19124) 537-2520	K-8 E	FitzPatrick, Aloysius L. 11061 Knights Rd. (19154) 281-2602	K-8 NE	Hackett, Horatio B. 2161 E. York St. (19125) 291-4706	K-6 CE
DeBurgos, Julia 401 W. Lehigh Ave. (19133) 291-4065	K-8 CE	Elkin, Lewis 3199 D St. (19134) 291-4701	K-4 CE	Forrest, Edwin 7300 Cottage St. (19136) 335-5652	K-6 E	Hamilton, Andrew 5640 Spruce St. (19139) 471-2911	K-8 SW
Decatur, Stephen 3500 Academy Rd. (19154) 281-2606	K-8 NE	Ellwood 6701 N. 13th St. (19126) 276-5286	K-6 NW	Fox Chase 500 Rhawn St. (19111) 728-5016	K-5 NE	Hancock, John 3700 Morrell Ave. (19114) 281-2604	K-5 NE
Dick, William 2498 W. Diamond St. (19121) 684-5081	K-8 C	Emlen, Eleanor C. 6501 Chew Ave. (19119) 951-4010	K-6 NW	Frank, Anne 2000 Bowler St. (19115) 961-2005	K-5 NE	Harrington, Avery 5300-34 Baltimore Ave. (19143) 471-2914	K-6 SW
Disston, Hamilton 6801 Cottage St. (19135) 335-5661	K-8 E	Fairhill 601 W. Somerset St. (19133) 227-4406	K-8 CE	Franklin, Benjamin (Elem) 5735 Rising Sun Ave. (19120) 728-5017	K-8 N	Harrison, William 1012 W. Thompson St. (19122) 684-5067	K-8 C
Dobson, James 4667 Umbria St. (19127) 487-4460	K-8 W	Farrell, Louis H. 8300 Castor Ave. (19152) 728-5009	K-8 NE	Fulton, Robert 60 East Haines St. (19144) 951-4005	K-8 NW	Harrity, William 5601 Christian St. (19143) 471-2908	K-8 SW
Douglass, Frederick 2118 W. Norris St. (19121) 684-5063	K-8 C	Fell, D. Newlin 900 W. Oregon Ave. (19148) 952-6237	K-8 S	Gideon, Edward 2817 W. Glenwood Ave. (19121) 684-5072	K-8 C	Hartranft, John F. 720 W. Cumberland St. (19133) 684-5088	K-8 CE
Drew, Charles R. 3724 Warren St. (19104) 823-8204	K-8 W	Feltonville Intermediate 238 E. Wyoming Ave. (19120) 456-3012	3-5 N	Girard, Stephen 1800 Snyder Ave. (19145) 952-8554	K-4 S	Henry, Charles W. 601 Carpenter Ln. (19119) 951-4006	K-8 NW
Duckrey, Tanner 1501 W. Diamond St. (19121) 684-5066	K-8 C	Ferguson, Joseph C. 2000 N. 7th St. (19122) 684-5092	K-8 CE	Gompers, Samuel 5701 Wynnefield Ave. (19131) 581-5503	K-6 W	Heston, Edward 1621 N. 54th St. (19131) 581-5514	K-8 W
Dunbar, Paul Laurence 1750 N. 12th St. (19122) 684-5065	K-8 CE	Finletter, Thomas K. 6101 N. Front St. (19120) 276-5265	K-8 N	Greenberg, Joseph 600 Sharon Ln. (19115) 961-2002	K-8 NE	Hill, Leslie Pinckney 3133 Ridge Ave. (19132) 684-5077	K-8 C

All numbers are 215 area code.

Holme, Thomas K-6
9125 Academy Rd. (19114)
335-5656 NE

Hopkinson, Francis K-8
4001 L St. (19124)
537-2526 E

Houston, Henry E. K-8
7300 Rural Ln. (19119)
248-6608 NW

Howe, Julia Ward K-5
5800 N. 13th St. (19141)
276-5270 NW

Huey, Samuel B. K-8
5200 Pine St. (19143)
471-2901 SW

Hunter, William H. K-8
2400-54 N. Front St. (19133)
291-4710 CE

Jackson, Andrew K-8
1213 S. 12th St. (19147)
952-6223 S

Jenks, Abram K-4
2501 S. 13th St. (19148)
952-6224 S

ALT ED Alternative Education Region
C Central Region
CE Central East Region
CHS Comprehensive High School Region
E East Region
N North Region
NE Northeast Region
NW Northwest Region
S South Region
SW Southwest Region
W West Region

Jenks, John S. K-8
8301 Germantown Ave. (19118)
248-6604 NW

Juniata Park Academy K-8
801 E. Hunting Park Ave. (19124)
289-7930 E

Kearny, Philip K-8
601 Fairmount Ave. (19123)
351-7343 C

Kelley, William D. K-8
1601 N. 28th St. (19121)
684-5071 C

Kelly, John B. K-6
5116 Pulaski Ave. (19144)
951-4011 NW

Kenderton K-8
1500 W. Ontario St. (19140)
227-4412 N

Key, Francis Scott K-6
2230 S. 8th St. (19148)
952-6216 S

Kinsey, John L. K-8
6501 Limekiln Pk. (19138)
276-5266 NW

Kirkbride, Elizabeth B. K-8
1501 S. 7th St. (19147)
952-6214 S

Lamberton, Robert E. K-8
7501 Woodbine Ave. (19151)
581-5650 W

Lawton, Henry W. K-5
6100 Jackson St. (19135)
335-5659 E



Jasmine Kent, Philadelphia High School for Girls, 2009

Lea, Henry C. K-8
4700 Locust St. (19139)
471-2915 SW

Leidy, Joseph K-8
1300 Belmont Ave. (19104)
581-5500 W

Levering, William K-8
6000 Ridge Ave. (19128)
487-4462 W

Lingelbach, Anna L. K-8
6340 Wayne Ave. (19144)
951-4001 NW

Locke, Alain K-8
4550 Haverford Ave. (19139)
823-8202 W

Loesche, William H. K-5
595 Tomlinson Rd. (19116)
961-2000 NE

Logan, James K-6
1700 Lindley Ave. (19141)
456-3006 NW

Longstreth, William K-8
5700 Willows Ave. (19143)
727-2158 SW

Lowell, James R. K-4
450 W. Nedro Ave. (19120)
276-5272 N

Ludlow, James R. K-8
550 W. Master St. (19122)
684-5060 C

Mann, Willam K-5
5376 W. Berks St. (19131)
581-5516 W

Marshall, John K-5
4500 Griscom St. (19124)
537-2521 E

Marshall, Thurgood K-8
5120-50 N. 6th St. (19120)
456-0170 N

Mayfair K-8
3001 Princeton Ave. (19149)
335-5651 E

McCall, George A. K-8
325 S. 7th St. (19106)
351-7350 S

McCloskey, John F. K-6
8500 Pickering St. (19150)
248-6600 NW

McClure, Alexander K. K-4
4198 N. 6th St. (19140)
456-3001 CE

All numbers are 215 area code.

McDaniel, Delaplaine K-6
1801 S. 22nd St. (19145)
952-6380 S

McKinley, William K-8
2101 Orkney St. (19122)
291-4702 CE

McMichael, Morton K-8
3543 Fairmount Ave. (19104)
823-8205 W

Meade, George G. K-8
1600 N. 18th St. (19121)
684-5062 C

Meredith, William M. K-8
725 S. 5th St. (19147)
351-7360 S

Mifflin, Thomas K-8
3624 Conrad St. (19129)
951-4007 W

Mitchell, Weir K-5
5500 Kingessing Ave. (19143)
727-2160 SW

Moffet, John K-5
127 W. Oxford St. (19122)
291-4721 C

Moore, J. Hampton K-5
6900 Summerdale Ave. (19111)
728-5011 NE

Morris, Robert K-8
2600 W. Thompson St. (19121)
684-5087 C

Morrison, Andrew J. K-8
5100 N. 3rd St. (19120)
456-3004 N

Morton, Thomas G. K-5
2501 S. 63rd St. (19142)
727-2164 SW

Munoz-Marin, Luis K-8
3300 N. 3rd St. (19134)
291-8825 CE

Nebinger, George W. K-8
601 Carpenter St. (19147)
952-6202 S

Olney Elementary K-8
5301 N. Water St. (19120)
456-3003 N

Overbrook Educational Center 1-8
6722 Lansdowne Ave. (19151)
581-5890 W

Overbrook Elementary K-5
2032 N. 62nd St. (19151)
581-5691 W

Pastorius, Francis K-8
5650 Sprague St. (19138)
951-4008 NW

Patterson, John M. K-4
7000 Buist Ave. (19142)
492-6453 SW



Peirce, Thomas M. K-6
2300 W. Cambria St. (19132)
227-4411 C

Penn Alexander K-8
4209 Spruce St. (19104)
823-5465

Pennell, Joseph K-6
1800 Nedro Ave. (19141)
276-5267 NW

Pennypacker, Samuel K-6
1858 E. Washington Ln. (19138)
276-5271 NW

Penrose K-8
2515 S. 78th St. (19153)
492-6455 SW

Pollock, Robert B. K-6
2850 Welsh Rd. (19152)
961-2004 NE

Potter-Thomas K-8
3001 N. 6th St. (19133)
227-4423 CE

Powel, Samuel K-4
301 N. 36th St. (19104)
823-8201 W

Pratt, Anna K-6
2200 N. 22nd St. (19132)
684-5083 C

Prince Hall K-5
6101-6167 N. Gratz St. (19141)
276-5255 NW

Reynolds, John K-8
1429 N. 24th St. (19121)
684-5061 C

Rhawnhurst K-5
7809 Castor Ave. (19152)
728-5013 NE

Rhoads, James K-7
4901 Parrish St. (19139)
581-5504 W

Richmond K-5
2944 Belgrade St. (19134)
291-4718 E

Rowen, William K-5
6841 N. 19th St. (19126)
276-5251 NW

Sharswood, George K-8
2300 S. 2nd St. (19148)
952-6212 S

Shawmont K-8
535 Shawmont Ave. (19128)
487-4466 W

Sheppard, Isaac K-4
120 W. Cambria St. (19133)
291-4711 CE

Sheridan, Philip H. K-4
800 E. Ontario St. (19134)
291-4724 E

All numbers are 215 area code.

Smedley, Franklin
1790 Bridge St. (19124)
537-2523

Smith, Walter George
1900 Wharton St. (19146)
952-6222

Solis-Cohen, Solomon
7001 Horrocks St. (19149)
728-5012

Southwark
1835 S. 9th St. (19148)
952-8606

Spring Garden
1146 Melon St. (19123)
684-5070

Spruance, Gilbert
6401 Horrocks St. (19149)
537-2514

Stanton, Edwin M.
901 S. 17th St. (19146)
875-3185

Stanton, M. Hall
2539 N. 16th St. (19132)
227-4434

ALT ED Alternative Education Region
C Central Region
CE Central East Region
CHS Comprehensive High School Region
E East Region
N North Region
NE Northeast Region
NW Northwest Region
S South Region
SW Southwest Region
W West Region

K-5 **Stearne, Allen M.**
1655 Unity St. (19124)
E 537-2522

K-8 **Steel, Edward**
4301 Wayne Ave. (19140)
S 456-3008

K-6 **Sullivan, James J.**
5300 Ditman St. (19124)
NE 537-2524

K-8 **Taggart, John H.**
400 W. Porter St. (19148)
S 952-6228

K-8 **Taylor, Bayard**
3698 N. Randolph St. (19140)
C 227-4435

K-8 **Vare, Abigail**
1621 E. Moyamensing Ave. (19148)
NE 952-8620

K-8 **Waring, Laura W.**
1801-27 Greene St. (19130)
S 684-5073

K-7 **Washington, George (Elem.)**
1198 S. 5th St. (19147)
C 952-6209

Washington, Martha
766 N. 44th St. (19104)
823-8203

Webster, John H.
3400 Frankford Ave. (19134)
537-2525

Welsh, John
2331 N. 4th St. (19133)
291-4708

K-7
E

K-7
N

K-5
E

K-8
S

K-5
CE

K-8
S

K-8
C

K-8
S

K-8
W

K-5
E

K-8
CE



Aivy Pham, Levering School, 2009

K-6 **Wister, John**
67 E. Bringhurst St. (19144)
C 951-4003
NW

K-4 **Wright, Richard**
2700 W. Dauphin St. (19132)
E 684-5076
C

K-6 **Ziegler, William H.**
5935 Saul St. (19149)
SW 537-2510
E

School District of Philadelphia

MIDDLE SCHOOLS

AMY at James Martin
3380 Richmond St. (19134)
291-4172

6-8
E

AMY Northwest
6611 Ardleigh St. (19119)
951-5200

6-8
NW

Baldi, C. C. A.
8801 Verree Rd. (19115)
961-2003

6-8
NE

Barratt, Norris S.
1599 Wharton St. (19146)
952-6217

7-8
S

Beeber, Dimner
5925 Malvern Ave. (19131)
581-5513

6-8
W

Clemente, Roberto
122 W. Erie Ave. (19140)
291-5400

5-8
CE

ALT ED Alternative Education Region
C Central Region
CE Central East Region
CHS Comprehensive High School Region
E East Region
N North Region
NE Northeast Region
NW Northwest Region
S South Region
SW Southwest Region
W West Region

Conwell, Russell
1829 Clearfield Ave. (19134)
291-4722

5-8
CE

Feltonville School of Arts and Sciences
210 E. Courtland St. (19120)
456-5603

6-8
N

Gillespie at Gratz
1798 W. Hunting Park Ave. (19140)
227-4409

8
N

Harding, Warren G.
2000 Wakeling St. (19124)
537-2528

6-8
E

Hill-Freedman
6200 Crittenden St. (19138)
276-5260

6-8
NW

Jones, John Paul
2950 Memphis St. (19134)
291-4709

5-8
E

LaBrum, J. Harry
10800 Hawley Rd. (19154)
281-2607

6-8
NE

Leeds, Morris E.
1100 E. Mt. Pleasant Ave. (19150)
248-6602

7-8
NW

Masterman Middle School
1699 Spring Garden St. (19130)
299-4661

5-8
C

Meehan, Austin
3001 Ryan Ave. (19152)
335-5654

7-8
NE

Middle Years Alternative (MYA)
4725 Fairmount Ave. (19139)
471-6400

5-8
W

Penn Treaty
600 E. Thompson St. (19125)
291-4715

5-8
CE

Pepper, George
2901 S. 84th St. (19153)
492-6457

5-8
SW



Roosevelt, Theodore
430 E. Washington Ln. (19144)
951-4170

7-8
NW

Shaw, Anna
5400 Warrington Ave. (19143)
727-2161

7-8
SW

Sheridan West
3701 Frankford Ave. (19124)
537-2920

6-8
E

Stetson, John B.
3200 B St. (19134)
291-4720

5-8
CE

Tilden, William
6601 Elmwood Ave. (19142)
492-6454

8
SW

Vare, Edwin H.
2100 South 24th St. (19145)
952-8611

5-8
S

Wagner, Louis
1701 W. Cheltenham Ave. (19126)
276-5252

6-8
NW

Washington Jr., Grover
201 E. Olney Ave. (19120)
456-0422

5-8
N

Wilson, Woodrow
1800 Cottman Ave. (19111)
728-5015

6-8
NE

All numbers are 215 area code.

School District of Philadelphia

HIGH SCHOOLS

Academy at Palumbo 1100 Catharine St. (19147) 351-7618	9-12 S	Communications Technology 8110 Lyons Ave. (19142) 492-6958	9-12 CHS	Franklin Learning Center 616 N. 15th St. (19130) 684-5916	9-12 C	Kensington / Culinary Arts 2463 Emerald St. (19125) 291-5185	9-12 E
Arts Academy at Benjamin Rush 11081 Knights Rd. (19154) 281-2603	9-10 NE	Constitution 18 S. 7th St. (19106) 351-7310	9-11 CE	Franklin, Benjamin 550 N. Broad St. (19130) 299-4662	9-12 CHS	Kensington / International Business, Finance and Entrepreneurship 2051 E. Cumberland St. (19125) 291-5168	9-12 E
Audenried 3301 Tasker St. (19145) 952-4801	9-10 CHS	Creative and Performing Arts (CAPA) 901 S. Broad St. (19147) 952-2462	9-12 S	Furness, Horace 1900 S. 3rd St. (19148) 952-6226	9-12 CHS	King, Martin Luther 6100 Stenton Ave. (19138) 276-5253	9-12 CHS
Bartram, John 2401 S. 67th St. (19142) 492-6450	9-12 CHS	Dobbins, Murrell (AVTS) 2150 W. Lehigh Ave. (19132) 227-4421	9-12 CHS	Germantown 40 E. High St. (19144) 951-4004	9-12 CHS	Lamberton 7501 Woodbine Ave. (19151) 581-5647	9-12 W
Bodine, William W. 1101 N. 4th St. (19123) 351-7332	9-12 CE	Douglas, Stephen A. 2700 E. Huntingdon St. (19125) 291-4705	9-12 E	Girard Academic Music Program (GAMP) 2136 Ritner St. (19145) 952-8589	5-12 S	Lankenau 201 Spring Lane (19128) 487-4465	9-12 NW
Bok, Edward (AVTS) 1901 S. 9th St. (19148) 952-6200	9-12 S	Edison, Thomas A. 151 W. Luzerne St. (19140) 324-9440	9-12 CHS	Girls, Phila. High School for 1400 W. Olney Ave. (19141) 276-5258	9-12 N	Lincoln, Abraham 3201 Ryan Ave. (19136) 335-5653	9-12 CHS
Carroll, Charles 2700 E. Auburn St. (19134) 291-4707	9-12 CHS	Fels, Samuel S. 5900 Langdon St. (19124) 537-2516	9-12 CHS	Gratz, Simon 1798 Hunting Park Ave. (19140) 227-4408	9-12 CHS	Mastbaum, Jules E. (AVTS) 3116 Frankford Ave. (19134) 291-4703	9-12 CHS
Carver, George Washington 1600 W. Norris St. (19121) 684-5079	9-12 C	FitzSimons, Thomas 2601 W. Cumberland St. (19132) 227-4431	7-12 CHS	Kensington / Creative, Visual and Performing Arts 2051 E. Cumberland St. (19125) 291-5010	9-12 E	Masterman, Julia R. 1699 Spring Garden St. (19130) 299-4661	9-12 C
Central 1700 W. Olney Ave. (19141) 276-5262	9-12 NW	Frankford 5000 Oxford Ave. (19124) 537-2519	9-12 CHS				

All numbers are 215 area code.

Motivation 2555 S. 78th St. (19153) 492-6451	9-12 SW	Penn, William 1303 N. Broad St. (19122) 684-5900	12 CHS	Sayre, William 5800 Walnut St. (19139) 471-2904	9-12 CHS	University City 3601 Filbert St. (19104) 387-5100	9-12 CHS
Northeast 1601 Cottman Ave. (19111) 728-5018	9-12 CHS	Pennypack House 7901 State Road (19136) 685-7750	9-12 ALT ED	School of the Future 4021 Parkside Ave. (19104) 823-5500	9-11 W	Vaux, Roberts 2300 W. Master St. (19121) 684-5068	9-12 CHS
Olney East 100 E. Duncannon Ave. (19120) 456-3014	9-12 CHS	Philadelphia / Business and Technology 540 N. 13th St. (19123) 351-7375	9-12 C	Science Leadership Academy 2130 Arch St. (19103) 979-5620	9-11 C	Washington, George 10175 Bustleton Ave. (19116) 961-2001	9-12 CHS
Olney West 100 E. Duncannon Ave. (19120) 456-0109	9-12 CHS	Philadelphia Military Academy at Elverson 2118 N. 13th St. (19122) 684-5091	9-12 CE	South Philadelphia 2101 S. Broad St. (19148) 952-6220	9-12 CHS	West Philadelphia 4700 Walnut St. (19139) 471-2902	9-12 CHS
Overbrook 5898 Lancaster Ave. (19131) 581-5507	9-12 CHS	Philadelphia Military Academy at Leeds 1100 E. Mt. Pleasant Ave. (19150) 248-6650	9-12 NW	Strawberry Mansion 3133 Ridge Ave. (19132) 684-5089	9-12 CHS	Widener Memorial 1450 W. Olney Ave. (19141) 456-3015	K-12 NW
Parkway Center City 540 N. 13th St. (19123) 351-7095	9-12 C	Randolph Skills Center 3101 Henry Ave. (19129) 227-4407	9-12 W	Swenson Arts and Technology (AVTS) 2750 Red Lion Rd. (19114) 961-2009	9-12 CHS	Youth Study Center 2020 Pennsylvania Ave. (19130) 299-4669	8-12 ALT ED
Parkway Northwest 7500 Germantown Ave. (19119) 248-6220	9-12 NW	Rhodes, E. Washington 2900 W. Clearfield St. (19132) 227-4402	7-12 CHS				
Parkway West 4725 Fairmount Ave. (19139) 471-5007	9-12 W	Robeson, Paul / Human Services 4125 Ludlow St. (19104) 823 -8207	9-12 W				
		Roxborough 6498 Ridge Ave. (19128) 487-4464	9-12 CHS				
		Saul, Walter B. (AVTS) 7100 Henry Ave. (19128) 487-4467	9-12 NW				

ALT ED	Alternative Education Region
C	Central Region
CE	Central East Region
CHS	Comprehensive High School Region
E	East Region
N	North Region
NE	Northeast Region
NW	Northwest Region
S	South Region
SW	Southwest Region
W	West Region

All numbers are 215 area code.



PSTV 52 The School District of Philadelphia's Cable Television Station

PSTV (Public Schools Television) 52 develops, produces and broadcasts community outreach and educational support television programs that communicate the goals and

accomplishments of The School District of Philadelphia. The station is televised city-wide over the Comcast Network in Philadelphia. PSTV also provides a forum to showcase student talent and serves as a vocational laboratory for students interested in both on and off-camera television careers.

For a list of month-by-month PSTV programs, go to www.philasd.org/offices/p/pstv and click on "PSTV Cable Channel 52 TV Listings."

REGIONS AND MEMBER SCHOOLS

CENTRAL #3710

540 N. 13th St. - Rm. 103
Philadelphia, PA 19123
Phone: 215-351-3807
Fax: 215-351-3809

Marilyn Perez
Regional Superintendent

Code School

2210	Bache-Martin
4220	Blaine
5220	Clymer
4270	Dick
4510	Douglass, F
4460	Duckrey
4440	Ethel Allen
4530	Gideon
5310	Harrison
4450	Hill, LP
5480	Kearny
4560	Kelley, WD
5340	Ludlow
4570	Meade
5370	Moffet
2390	Morris
4380	Peirce, TM
4390	Pratt
2420	Reynolds
5560	Spring Garden
4400	Stanton, MH
2490	Waring
4430	Whittier
4470	Wright
4030	HS for Engin & Sci
2290	Franklin LC
2140	Masterman
5080	Parkway CC
1090	Phila Bus & Tech
2650	Sci Ldrshp Acad

CENTRAL EAST #3670

Ramonita Rivera Bldg.
4th Flr.
2603 N. 5th St.
Philadelphia, PA 19133
Phone: 215-291-5696
Fax: 215-291-6040

Francisco Durán
Regional Superintendent

Code School

5200	Adaïre
5210	Brown, HA
5490	Cayuga
7730	Clemente
5230	Conwell
5470	Cramp
5170	DeBurgos
5250	Dunbar
5260	Elkin
5280	Fairhill
5290	Ferguson
5300	Hackett
5320	Hartranft
5330	Hunter
7380	McClure
5350	McKinley
5680	Munoz-Marin
5110	Penn Treaty
5390	Potter Thomas
5410	Sheppard
5120	Stetson
7440	Taylor
5420	Welsh
5150	Bodine
2670	Constitution HS
5050	Elverson

EAST #3690

Ramonita Rivera Bldg.
5th Flr.
2603 N. 5th St.
Philadelphia, PA 19133
Phone: 215-291-5680
Fax: 215-291-5690

Gregory Shannon
Regional Superintendent

Code School

5430	AMY at James Martin
7470	Bridesburg
8240	Disston
7250	Edmunds, HR
8200	Ethan Allen
8250	Forrest
7110	Harding
7300	Hopkinson
5100	Jones
7150	Juniata Park Academy
7330	Lawton
7360	Marshall, J
8300	Mayfair
5400	Richmond
5530	Sheridan
5650	Sheridan West
7420	Smedley
7290	Stearne
7430	Sullivan
5590	Webster
5440	Willard
7460	Ziegler
5240	Douglas, SA
5520	Kens CAPA
5550	Kens Culinary
5510	Kens International

NORTH #3680

Grover Washington, Jr.
2nd Flr.
201 E. Olney Ave.
Philadelphia, PA 19120
Phone: 215-456-0998
Fax: 215-456-0458

Lucy Feria
Regional Superintendent

Code School

7200	Barton
7510	Bethune
7210	Birney
7220	Carnell
7221	Carnell Annex at Fels
4260	Cleveland
7100	Cooke
7240	Creighton
7310	Feltonville Intmed
7500	Feltonville A&S
7270	Finletter
7280	Franklin
4120	Gillespie
4310	Kenderton
7350	Lowell
5500	Marshall, T
7390	Morrison
7400	Olney Elementary
6390	Steel
7370	Grov Washington Jr
6050	Girls HS

NORTHEAST #3700

4101 Chalfont Drive
Philadelphia, PA 19154
Phone: 215-281-5903
Fax: 215-281-2645

Lissa Johnson
Regional Superintendent

Code School

8400	Frank, Anne
8160	Baldi
8210	Brown, JH
8370	Comly
8230	Crossan
8420	Decatur
8380	Farrell
8390	FitzPatrick
8260	Fox Chase
8430	Greenberg
8180	Hancock
8270	Holme
8320	LaBrum
8440	Loesche
8140	Meehan
8310	Moore
8410	Pollock
8360	Rhawnhurst
8340	Solis-Cohen
8350	Spruance
8120	Wilson
8040	Arts Academy at Benjamin Rush

NORTHWEST #3660

Leeds M. S. - Rm. 8
1100 E. Mt. Pleasant Ave.
Philadelphia, PA 19150
Phone: 215-248-6684
Fax: 215-248-6687

Pamela Brown
Regional Superintendent

Code School

6480	AMY NW
6200	Day
6210	Edmonds, FS
7260	Ellwood
6220	Emlen
6230	Fitler
6240	Fulton
6250	Henry
6460	Hill-Freedman
6260	Houston
7320	Howe
6270	Jenks, JS
6470	Kelly, JB
6280	Kinsey
6100	Leeds
6440	Lingelbach
6300	Logan
6310	McCloskey
6330	Pastorious
6340	Pennell
6350	Pennypacker
7490	Prince Hall
6110	Roosevelt
7530	Rowen
7130	Wagner
6400	Widener
6430	Wister
6010	Central
6540	Lankenau
5070	Parkway NW
6070	PMA at Leeds
6040	Saul



SOUTH #3610

Monroe Building
427 Monroe St.
Philadelphia, PA 19147
Phone: 215-351-7604
Fax: 215- 351-7628

John Frangipani
Regional Superintendent

Code School

2200	Alcorn
2480	Arthur
2110	Barratt
2240	Bregy
2260	Childs
2190	Fell
2320	Girard
2470	Greenfield
2510	Jackson
2520	Jenks, AS
2540	Key
2580	Kirkbride
2340	McCall
2370	McDaniel
2380	Meredith
2590	Nebinger
2630	Sharswood
2440	Smith
2640	Southwark
2450	Stanton, EM
2690	Taggart
2720	Vare, A
2120	Vare, E
2730	Washington, G
2090	Bok
2020	CAPA
2410	GAMP
2620	Acad at Palumbo

SOUTHWEST #3620

6900 Greenway Ave.
Philadelphia, PA 19142
Phone: 215-727-5920
Fax: 215-727-5768

LaVerne Wiley
Regional Superintendent

Code School

1460	Anderson
1230	Bryant
1250	Catharine
1260	Comegys
1290	Hamilton
1300	Harrington
1310	Harrity
1330	Huey
1340	Lea
1350	Longstreth
1370	Mitchell
1380	Morton
1400	Patterson
1280	Penn Alexander
1440	Penrose
1150	Pepper
1110	Shaw
1130	Tilden
1430	Wilson
1190	Motivation HS

WEST #3640

3543 Farimount Ave.
Philadelphia, PA 19104
Phone: 215-823-5530
Fax: 215-823-5535

Diane Hathaway
Regional Superintendent

Code School

1200	Barry
4100	Beeber
1490	Blankenburg
4290	Bluford at Turner
4240	Cassidy
6410	Cook-Wissahickon
4210	Daroff
6450	Dobson
1270	Drew
4280	Gompers
4300	Heston
4320	Lamberton
1530	Leidy
6290	Levering
1470	Locke
4340	Mann
1360	McMichael
6320	Mifflin
1580	MYA
4480	Overbrook Ed Center
4370	Overbrook Elem
1390	Powel
1410	Rhoads
6380	Shawmont
1420	Washington, M
4330	Lamberton
5090	Parkway West
6090	Randolph
1050	Robeson
1030	School of Future

COMPREHENSIVE HS #3780

L. P. Hill School
3133 Ridge Ave.
Philadelphia, PA 19132
Phone: 215-684-5132
Fax: 215-684-5258

Michael Silverman
Regional Superintendent

Code School

2800	Audenried
1010	Bartram
5020	Edison
5450	Carroll
1060	Communications Tech
4060	Dobbins
7120	Fels
4110	FitzSimons
7010	Frankford
2010	Franklin, Benjamin
2160	Furness
6020	Germantown
4010	Gratz
6060	King, ML
8010	Lincoln
5060	Mastbaum
8020	Northeast
7050	Olney East
7040	Olney West
4020	Overbrook
5040	Penn, W
4150	Rhodes
6030	Roxborough
1100	Sayre
2000	South Philadelphia
4140	Strawberry Mansion
8090	Swenson
1080	University City
2130	Vaux
8030	Washington, G
1020	West Philadelphia

ALTERNATIVE EDUCATION #8110

School District Education Center
440 N. Broad St. - 2nd Flr.
Philadelphia, PA 19130
Phone: 215-400-6578
Fax: 215-400-4223

Benjamin Wright
Regional Superintendent

ACCELERATED HIGH SCHOOL PROGRAMS

Students who want to get back on track and earn credits toward graduation in less than two years may seek to enroll in an Accelerated High School.

Big Picture Allegheny
Big Picture West Somerset
CADI/OIC
Camelot Excel Academy I
Camelot Excel Academy II
CEP/You First Accelerated Academy South
CEP/You First Accelerated Academy Southwest
CEP/You First Accelerated Academy West
Communities in Schools Southwest
Communities in Schools West
IECI/ One Bright Ray Fairhill
IECI/One Bright Ray N Phila Community HS
Ombudsman Northeast
Ombudsman Northwest
Ombudsman West
Youth Empowerment Services

EDUCATION OPTIONS PROGRAM (EOP)

The Educational Options Program (formerly Twilight) allows students 17 years of age and older to continue earning credits toward a high school diploma. Classes are held at nine locations between 3:00 p.m. and 6:30 p.m., Monday through Thursday. Participants can earn 6 or more credits each year.

Bartram High School EOP
Edison High School EOP
Frankford High School EOP
Germantown High School EOP
Northeast High School EOP
Olney East High School EOP

Overbrook High School EOP
South Philadelphia High School EOP
William Penn High School EOP

TRANSITION SCHOOLS

These programs are stand-alone for students who require a temporary alternative school setting due to Level 2 violations of the Code of Conduct. These programs shall provide students with a highly engaging academic program that promotes their educational, social and emotional development in preparation for successful transition back to another academic setting.



Siphan Seng, Olney West High School, 2009

Abraxas (10 sites for gr 3-5, 3 sites for gr 6-8)
Camelot Boone (gr 5-12)
Camelot Woodhaven (gr 5-12)
Community Education Partners (CEP) Miller (gr 9-12)
Delaware Valley HS (gr 7-12)
Ombudsman Hunting Park Ave (gr 7-12)
Ombudsman Cheltenham Ave (gr 9-12)
Ombudsman Frankford Ave (gr 9-12)
Ombudsman Front St (gr 9-12)

OASIS PROGRAM

Co-located in District middle or high schools, this program is intended to assist students who need skill remediation and services to adjust in the classroom. These "school within a school" locations create a symbiotic relationship with their host school, which will include sharing facilities, and may include sharing faculty or other instructional resources.

DISTRICT SCHOOLS AND PROGRAMS

THE PHILADELPHIA LEARNING ACADEMY: NORTH AND SOUTH SITES

Through the Philadelphia Learning Academy, expelled students will enroll and participate in public education. The Philadelphia Learning Academy provides students with structured classrooms, personalized learning strategies, curricular options, and academic progress monitoring in an alternative education setting.

YOUTH STUDY CENTER PENNYPACK HOUSE

Educational sites for students involved in the juvenile justice process.

THE FAMILY HELP CENTER

The center functions as a liaison between schools and court in facilitating supportive services for young people to help them succeed in their schools and communities.

RETI-WRAP

Re-Entry Transition Initiative Welcome Return Assessment Process is a non-instructional transition program for adjudicated delinquent youth discharged or released from a court-ordered residential placement or day treatment program. The program is designed to assist students returning from adjudicated placement in successfully reintegrating back to school. RETI-WRAP is a collaboration between the School District of Philadelphia, the Department of Human Services (DHS), Juvenile Probation and Family Court, and the Behavioral Health Systems.

RE-ENGAGEMENT CENTER

The Re-Engagement Center provides young people and adults with "one stop" access to information and direct placement services leading to re-enrollment in a high school diploma or GED program.

FAQs

Can my child be barred from commencement exercises, a graduation trip and/or the prom?

Some students, due to their actions in and out of school, may lose the privilege of participating in commencement exercises, graduation trips, proms and other special activities. For more information on this topic, and the specific criteria, please refer to your child's 2009-2010 school handbook, Student Code of Conduct or contact the school principal.

If I won't be home at the time, can my child stay at the school after the school day ends?

Parents need to exercise responsibility for their children's welfare and whereabouts after school. Make standing contingency arrangements with a relative or a neighbor to be used in case of an emergency. Make sure your child knows where to go after school if you or another responsible adult will not be at home after school hours. The school will attempt to reach you using the information you provide. The School Police Dispatcher will notify the City Department of Human Services (DHS) or the Philadelphia Police Department if negligence or abuse is indicated.

What is the process for home schooling a child?

To begin the process, contact your Regional Office (see pages 42 and 43). The documents you will be asked to provide to complete this process include: a copy of the parent's high school diploma; immunization records for the child; the proposed curriculum; and a signed and notarized affidavit.

What are alternative transition schools?

They are schools with structured environments, designed to teach students appropriate and responsible behavior. The program models address the reason for referral. Parents cannot enroll their children in this program. Students are referred to alternative transition schools as a result of CSAP Tier III teams' decisions or Code of Student Conduct Level 2 violations. Alternative transition schools feature: a higher ratio of adult staff members to students; behavior modification and character education teaching that supports personal responsibility for behavior infractions; additional support services for students and their families; and an academic program that is aligned with the standards of both The School District of Philadelphia and Commonwealth of Pennsylvania.

What is the School District's attendance policy?

The School District of Philadelphia is committed to providing a quality education. A critical component of student achievement is regular and prompt school attendance. It is mandated by the Pennsylvania State Compulsory School Attendance law, which requires that:

- Students attend school every day on time.
- Parents/guardians notify the school when their child misses any instructional time. (Parents/guardians will be notified by the local school by phone and in writing after their child's unlawful absences.)

Students must submit a note from the parent/guardian to their teacher/advisor stating the date and reason for the absence, including a telephone number for verification purposes, immediately upon their return to school. Notes will not be accepted later than three (3) days after the student returns to school. (The District records lawful (excused) and unlawful (illegal) absences daily in compliance with the law.) The principal or designee will require a physician's certificate from the parent or guardian of a student reported continuously absent for illness/injury after three consecutive days.





A child who is absent from school without a valid written reason is considered truant. If a child is absent unlawfully (truant) the following events will take place:

- Parents or guardians will/may:
 - receive telephone and written notification;
 - be invited to attend a parent-teacher conference;
 - receive a visit from a Parent Ombudsman, Student Advisor or Parent Truancy Officer to determine the nature of the absences;
 - be asked to help prepare a Truancy Elimination Plan (TEP) for their child; and/or
 - be invited to participate in a Comprehensive Student Assistance Process (CSAP)/Attendance Team meeting.

- At ten (10) or more unlawful (unexcused) absences, a referral will be forwarded to the Department of Human Services, Office of Truancy and Delinquency Prevention and to Truancy Court.
- The student and the parent/guardian are required to report to Truancy Court and will be compelled to comply with the procedures and orders of the Family Court’s Truancy Program.
- Parents/guardians may be subject to a fine, community service or parenting classes.

Under what circumstances can I transfer my child out of the neighborhood school?

The School District has separate processes by which children may be transferred to schools other than their neighborhood schools:

Extenuating Circumstances

A parent may obtain from the neighborhood school a copy of the form EH-36E, fill it out and return it to the neighborhood school, along with documentation that: there is physical/psychological danger to the child in the current school; there is a School District Serious Incident report that justifies this move; there is a record of past efforts by the school and parents to remedy the situation, with valid documentation that other alternatives are not available; and the request is for the current school year.

School assignments will be made by the Regional Office. Parents cannot request a specific school. If a transfer is approved and accepted by the parent, the transfer is permanent unless the parent, at some point in the future, wants the child returned to the neighborhood school. A parent who is not informed of the results of the request within two weeks of submitting the completed and documented form to the home school should follow up by calling the Regional Office.

Persistently Dangerous Schools

Each year, the Commonwealth of Pennsylvania releases a list of persistently dangerous schools. Parents of children enrolled in a school on this list will receive written notice from the District and may apply any time during the school year for a transfer to another school not on the list. To apply, obtain form EH-36E from your child’s school and indicate in the section entitled “Reason for Request”, that your child attends a persistently dangerous school. In the District, the highest priorities for transfers are

SAFE/Bully Hotline 215-400-SAFE (7233)

Call this 24-hour hotline to report instances of bullying or harassment, or dangerous conditions in or around schools. Calls may be anonymous.

Information/School Closings Hotline 215-400-INFO (4636)

Call this 24-hour number to hear announcements and breaking information about circumstances such as school closings or early dismissals due to inclement weather.

children who have been victims or witnesses of criminal activity and who attend a school on the persistently dangerous schools list. School assignments will be made by the Office of Student Placement. Parents may not request a specific school.

Voluntary Transfers

The District accepts applications for voluntary transfers, beginning the third Monday in September and running through the last Friday in October, for the next school year. Students, including English language learners and children with disabilities, may apply at this time to special admission middle schools and to other neighborhood elementary and middle schools within The School District of Philadelphia. Parents may obtain the Voluntary Transfer Program

Elementary/Middle School Pupil Transfer Application at the current school and at the Office of Student Placement.

High School Applications and Transfers

During the same fall period—September 21 through October 30, 2009—the District accepts Voluntary Transfer Program High School Admission applications from current 8th graders for their high school placement for the following year. At this time applications are also accepted from students in grades 9 through 11 for consideration for placement in high schools outside their neighborhoods, in citywide admission high schools and programs, and in special admission high schools. Current students may obtain the Voluntary Transfer High School Admission application from their school counselor.

Students not enrolled in a District school may obtain a Voluntary Transfer Program High School Admission application from the Office of Student Placement.

For more information about extenuating circumstances transfers, persistently dangerous schools transfers, voluntary transfers and the high school admission process, call the Office of Student Placement, 215-400-4290.

School Choice The Federal No Child Left Behind (NCLB) Act

The act established a school choice process for parents of children whose schools have been placed in “school improvement” status.

In The School District of Philadelphia, parents from schools in any level of “school improvement” receive a letter from the District in the fall explaining what this means. Then, in late winter or early spring, schools in “school improvement” send home School Choice parent packets that include: a cover letter; a schedule of information sessions for parents about this process; and the list of the schools which may be considered to receive School Choice transfers. There are no District special admission or criteria-based programs or charter schools on this list.

Parents obtain a copy of transfer form EH-35C from the child’s current school, complete the form, and return it to the current school by the cutoff date stated in the letter in the packet; there is a four-week period during which parents may file an EH-35C to transfer their children to any school on the School Choice transfer list in the packet. Filing a request does not guarantee that a transfer request will be approved. In accordance with the law, in considering requests for School Choice transfers, the District gives highest priority to the lowest achieving students from low-income families.

For more information about the NCLB School Choice transfer process, call the Title I Office, 215-400-5798.

What educational opportunities exist in Charter Schools?

With a commitment to empowering communities and dramatically enhancing school choice, the School Reform Commission has been a national leader in the creation of charter schools for the parents and students of Philadelphia. The SRC has taken this District from 37 charters in 2002 to 67 fully operating in 2009, with additional schools opening in future years, including one in 2010.

The District encourages all parents to explore the wide variety of school management and program offerings that the District and the SRC have made available so that parents can find the best educational environment for their children. To learn more about charters or to view a list of currently open charter schools, please visit the District web site at www.philasd.org, click on “Site Map” and then select “Charter School Information” from the list of options.

Parents may also call the District’s Charter School Office at 215-400-4090.

How do I get my child evaluated if I suspect my child is eligible for special education?

If you believe that your child may have a disability, you may request an evaluation of your child at any time by putting the request in writing, and giving it to any professional employee or administrator at your child’s school. Your child’s school is obligated to adhere to the 60-day timeline for completion of

the evaluation, once the school receives the permission-to-evaluate form signed by the parent.

Under what circumstances can over-the-counter and prescription medicines be given to students?

Students may receive prescription medications in school only if the doctor’s orders indicate it must be given during school hours. The parent can obtain an MED-1 form from the school nurse that the doctor must complete and the parent must sign, in order for the student to receive prescription medications during the school day.

A doctor may also order, on a short-term basis, medicines that are sold over-the-counter (OTC), but the school nurse *must* receive a doctor’s order, written on a prescription form or letterhead, so that the medicine can be given during school. The OTC medication must be delivered in the original, unopened manufacturer’s package, including directions and dosage, along with the parent’s written permission for the OTC medicine to be given in school.

Acetaminophen or Ibuprofen may sometimes be given at school, but only by the school nurse under very specific circumstances and, when necessary, in consultation with the parent and/or health care provider.

Multiple Pathways to Graduation

The School District of Philadelphia offers a variety of flexible options for students who have previously left school or are struggling to graduate. The Office of Multiple Pathways to Graduation's Re-Engagement Center provides young people and adults with "one stop" access to information and direct placement services leading to re-enrollment in a high school diploma or GED program. The center also connects youth to comprehensive resources such as childcare and employment, which support successful educational out-

comes. Youth will also receive transition support from the center to help make their transition back to an educational setting successfully.

Interested persons may call the Re-Engagement Center Hotline at 215-400-6700 or come in for a visit at The School District of Philadelphia Education Center, 440 N. Broad Street, Monday through Friday, 7:30 a.m. until 6 p.m.

Accelerated Schools

This is a full-time academic program for students, ages 16-21, who have earned eight or fewer credits and who wish to obtain a high school diploma from The School District of Philadelphia. Persons who meet the criteria should contact the Re-Engagement Center, 215-400-6700, for placement.

Accelerated Learning

Academy—Hunting Park

4224 N. Front St. (19140)

Bonnie Taylor 215-754-1368
bonnie.taylor@communityeducation.com

Career and Academic Development Institute

1225 Vine St. (19107)

Indira Lawson 215-561-0820
ilawson@oicofamerica.org.

Accelerated Learning

Academy— Southwest

6404 Elmwood Ave. (19143)

Timothy Griffiths 215-727-1212
timothy.griffiths@communityeducation.com

Excel Academy

6600 Bustleton Ave. (19149)

Angela Gregory 215-332-3101
agregory@camelotforkids.org

Accelerated Learning

Academy – Southern

2101 S. Broad St. (19148)

Joyce Velasquez 215-271-5902
joycet.velasquez@communityeducation.com

Fairhill Community High School

2820 N. 4th St. (19133)

Jennifer Matos 215-423-1776
jmatos@fairhillcommunity.org

North Philadelphia

Community High School

1142 E. Erie Ave. (19124)

Christina Vega 267-687-8157
cvega@onebrightray.org

Open Door Academy

6600 Bustleton Ave. (19149)

Milton Alexander 215-332-3101
malexander@camelotforkids.org

Performance Learning Centers (PLC) Southwest

5407-5409 Grays Ave. (19143)

Dawn McCray 267-386-4600
dmccray@cisphl.org

El Centro (Big Picture)

426 E. Allegheny Ave. (19134)

David Bromley 215-837-6102
dbromley@bigpicture.org

Ombudsman—Northeast

1810 Grant Ave. (19115)

Jeffrey Flynn 610-876-3810
jflynn@esa-education.com

Ombudsman—Northwest

2116 Haines St. (19138)

Jeffrey Flynn 610-876-3810
jflynn@esa-education.com

Ombudsman—West

52nd and Jefferson,
Park West Town Ctr. (19131)

Jeffrey Flynn 610-876-3810
jflynn@esa-education.com

Educational Options Programs (EOP)

Educational Options Programs (EOP), formerly known as Twilight Schools, are for students, ages 17 and older, who have earned more than eight (8) high school credits and who wish to obtain a high school diploma from The School District of Philadelphia. Persons who meet the criteria may contact the individual Educational Options Program of interest (see list below). Please note that EOP does not operate in the summer months, so students who want more information during the summer months should call the Re-Engagement Center Hotline, 215-400-6700.

Bartram High School

2401 S. 67th St. (19142)

Klint Lee 215-492-6450

Northeast High School

1601 Cottman Ave. (19111)

Robert Jones or
Bernadette Hofer 215-728-5018

Edison High School

151 W. Luzerne St. (19140)

Lawrence King 215-324-9599

Olney High School

100 W. Duncannon Ave. (19120)

Jerry White 215-456-3014

Frankford High School

5000 Oxford Ave. (19142)

Barbara Hutchins 215-537-2519

Overbrook High School

5898 Lancaster Ave. (19131)

Leah Pearson 215-581-5507

Germantown High School

40 E. High St. (19144)

Patricia Harrell 215-951-4004

South Philadelphia High School

2101 S. Broad St. (19148)

Donald Snyder 215-952-6220

Gateway to College

This is a dual-enrollment college program for students, ages 16-21, who have dropped out of a School District school at least six months prior to admission to the Gateway program. While earning a high school diploma from Gateway to College, students will also receive credits toward an Associate's Degree. Interested students must complete an application, pass a series of placement exams in reading and mathematics, and participate in an interview with program staff. Students enrolled in this program must be able to complete the requirements for a high school diploma before their 22nd birthday.

Community College of Philadelphia

1700 Spring Garden St.

Room M1-24 (19130)

215-751-8540

gateway@ccp.edu

Adult Diploma Programs

This program is for adults over the age of 21 who are interested in an independent study path to a high school diploma. Students do not need to have any high school credits to enroll. However, they must pass an entrance exam to verify literacy levels. Students interested should contact the programs listed below directly.

Center for Literacy

(multiple locations)

215-474-1235

District I199C

100 S. Broad St. (19110)

215-568-2220

GED Programs

The School District does not operate any GED programs. However, the District does refer prospective students to a number of approved GED preparation and testing programs citywide (see the list below). Students cannot enroll until they are at least 17 years of age. The District will not award a high school diploma to GED recipients.

Community Learning Center

(multiple locations)

215-426-7940

Community College of Philadelphia

1700 Spring Garden St. (19130)

215-751-8376

Temple University

1913 N. Broad St. (19122)

215-204-8613

E3 Centers

(multiple locations)

267-502-3800

Credit Recovery Programs

Students enrolled in regular School District high schools during the academic year are eligible to participate in credit recovery programs if they have failed a course or are currently failing a course in day school. The programs are run by and held at regional high school locations and the District's Education Center between November and May in the afternoons and on weekends. Interested students should contact their principal or counselor for enrollment information or you may contact the Re-Engagement Center at 215-400-6700.



StudentNet

StudentNet is a new initiative of The School District of Philadelphia to foster student engagement. Through an online portal, StudentNet provides a way for students to view their own academic record and to access a wealth of resources for planning their path to graduation and beyond.

On StudentNet, students can view their report cards, behavior and attendance records, and scores on all benchmark and standardized assessments going back to the 2001-02 school year. In addition, students can see how many credits they have accumulated by graduation area (math, history, science, etc.), and can use tracking tools to determine whether they are on track for graduation. Resources and tools are available to help those who are off track or who have already dropped out. StudentNet also provides access to information and resources about college and career planning, after-school and summer programs, youth leadership and service opportunities, and social support services.

At the start of the 2009-10 school year, StudentNet will be made available to all high school students, and subsequently to those in early grades. On class rosters distributed in September, high school students will receive temporary passwords that they can use to log-in and register for a StudentNet account on the District's website (www.philasd.org). School counselors will also be available to administer temporary passwords and, along with other school staff, to support students in the use of StudentNet.

FamilyNet

Philadelphia public school parents are able to check their children's educational progress online through a School District of Philadelphia initiative called FamilyNet. FamilyNet is available system-wide, serving the parents of approximately 159,000 students in all Philadelphia public schools. The areas of student information that a parent or guardian can review include: the student's enrollment and academic history; report card grades; scores from the District's periodic benchmark tests and scores from the PSSA, as well as the analysis of those results.

Any parent can get a user name and password by going to the District's web site at www.philasd.org and clicking on the green "Parents" box, and then clicking on "FamilyNet."

Once parents have a user name and password, they log in to FamilyNet by going to www.phila.schoolnet.com.



More Word of the Week Activities

These additional activities, associated with the 2009-2010 Word of the Week feature in this calendar, foster skills that include vocabulary building, reading, writing and researching. They also encourage narrative skills—in other words, being able to tell stories and describe things. Students may do some of these activities independently. However, others are specifically designed to involve friends, parents, family members and other adults who are special in the life of the child.

SEPTEMBER

Word: Ultrasoft

Write a one-minute commercial for a product that either is ultrasoft, or that makes things ultrasoft. Read your commercial aloud to time it.

OCTOBER

Word: Congratulatory

Pretend you are an artist designing a congratulatory greeting card. Draw up to three designs that you feel convey the sentiment, “Congratulations!” Ask family members or friends which of these designs they think best says “Congratulations!”



“Words form the thread on which we string our experiences.” — Aldous Huxley, author

NOVEMBER

Word: Decline

How do you say “no” (in other words, to decline), in three languages other than English?

DECEMBER

Word: Subzero

See how many American states you can name which have subzero temperatures at least once a year. What is the source of your information?

JANUARY

Word: Insurable

How many things can you think of that are insurable? Hint: an automobile is one. If you are struggling with this activity, ask a family member to help you.

FEBRUARY

Word: Misinform

Can you think of a story you have read or heard in which a character misinformed another character? If so, what was the result? If you can't think of a story, write your own. What was the result of this misinformation?

MARCH

Word: Aviator

Name a famous aviator. What was his or her special achievement?

APRIL

Word: Intergalactic

Write down as many books, movies or television shows you can think of that have intergalactic themes. Pretend you are an author or a screenwriter. Compose a brief description for an original book, TV series or movie about space travel.

MAY

Word: Passage

The quest to find a Northwest Passage spurred many 15th- to 17th-century explorers to take great risks as they crossed the Atlantic Ocean in wooden ships. What was this fabled Northwest Passage? Why did explorers feel that its discovery would be so important?

JUNE

Word: Recede

On the beach along the Atlantic Ocean, you may notice that the ocean recedes to a point that is called low tide. What causes tides—both low and high?

JULY

Word: Semicircle

Draw a semicircle. Those who study geometry learn that a circle is 360 degrees. How many degrees are in a semicircle?



Zion Morrison, Greenfield School, 2009

Thank you to the students of The School District of Philadelphia whose beautiful faces and expressive art grace the pages of the 2009-2010 calendar.

Dates and other details in this calendar were based upon information available at the time of publication (August 2009). For more information, visit The School District of Philadelphia web site at www.philasd.org or call 215-400-4000.



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