

The Reformer

A Publication of the School District of Philadelphia

SPRING 2006



Vallas describes what's next

CEO'S CALL TO ACTION

Governor's budget vital to sustaining school reform and moving forward

Over the past four years, the School District of Philadelphia has undergone dramatic change. Once regarded as a system on the brink of collapse, the District is now a national model for reform. The transformation has included four successive years of rising test scores, improved attendance, and higher graduation rates. The District has also achieved a financial stability once thought impossible while maintaining collaborative, if not always perfectly harmonious, relationships with its unions.

In order to sustain these reforms, the District is depending on the passage of Governor Edward G. Rendell's budget, including no reduction in the reform subsidies agreed to in 2001.

Reforms such as class-size reduction and the next phase of our capital improvements will require significant funding from both the City and the State — funding that these governments can't afford today. Now is the time, though, to begin discussions to secure future funding.

Some things, however, can be accomplished now with existing State and local funds. The reforms outlined below require only marginal changes in how existing monies are utilized.

At the end of this school year, our challenges are two-fold: First, what do we need in order to sustain our current reforms? Second, what high impact reforms do we focus on next? The changes with the highest impact so far have been:

Early childhood education. The number of students in early childhood programs increased by 40%, or 3,000 children, and the quality of these programs has improved dramatically as well.

Standardized curriculum. We standardized the curriculum and instructional models in grades pre-K through 12, and distributed all new textbooks and curriculum materials in all cores subjects to all students. Our curriculum and academic benchmarking system are second to none.

Extended day and extended year. We implemented one of the largest Extended Day and Extended Year (summer school) programs to help struggling students as well as offer opportunities for academic enrichment.

Accelerated programs. The District now offers advanced placement and honors programs

in every high school, achieving a four-fold increase in the number of students in AP classes. Next year, all schools will offer Extended Day accelerated programs. By 2008, over half our elementary schools will have accelerated offerings during regular school hours.

A K-8 and 9-12 system. The replacement of middle schools with a K-8 and a 9-12 system, the opening of 31 new small high schools and approval of new charter high schools have cut the average high school population from 1,700 students to less than 800. Half will have fewer than 500 students by 2008.

School choice. By adding 31 high schools, developing more magnet and specialized schools and currently approving 60 charter schools, the District is offering unprecedented school choice options.

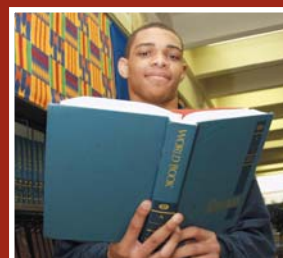
Enforcing a tough discipline policy. The District has implemented one of the nation's tougher discipline policies, including expulsions to alternative schools. To date, serious incidents when compared to last year have decreased 14.4%, including a 33% decline in morals offenses.

Our new challenges

1. Classroom modernization. Wireless Internet access, laptops for every student, interactive smart boards, modular furniture and electrical upgrades can take instruction and student learning to a whole new level.

continued on page 8

Students spell, speak and . . .



Abdul R. Sulayman/Philadelphia Tribune

slam dunk their way to winning championships
See page 5

FamilyNet is here!

New on-line tool gives parents direct access to student information and instructional resources

Philadelphia public school parents now are able to check their children's educational progress on line through a new School District of Philadelphia initiative called FamilyNet.

As of May 1, 2006, FamilyNet is available system-wide, serving the parents of approximately 182,000 students in all Philadelphia public schools.

"FamilyNet strengthens the home-to-school connection, offering parents on-line access to their children's performance data in a system that is password-protected to maintain confidentiality," said Patricia Renzulli, the District's Chief Information Officer (CIO).

The kinds of student information that a parent or guardian can review include:

- the student's enrollment and academic history;
- report cards;
- scores from the District's periodic benchmark tests, and the analysis of those scores; and



Karen James Photo

School District CIO Patricia Renzulli and her staff are responsible for making FamilyNet a reality. This on-line tool is now available to the parents of children in every Philadelphia public school.

- scores from the PSSA and TerraNova standardized tests, and the analysis of those results.

In addition, one of the most exciting features of FamilyNet is that it provides instructional activities for parents and

children, including individualized resources based on benchmark testing.

Next school year, the Office of Information Technology (IT) will continue to offer school-based parent workshops to help them take full advantage of FamilyNet.

Flyers containing instructions on how to access FamilyNet were sent home during March and April report card periods. Any parent who did not receive a flyer can get a user name and password by going to the following internet address:

<http://www.phila.k12.pa.us/parents/familynet/>



School Reform Commission

Chairman

James E. Nevels

Commissioners

Martin G. Bednarek

Sandra Dungee Glenn

James P. Gallagher, Ph. D.

Daniel J. Whelan

Executive Director

Diane Guveyian

The School District of Philadelphia

Chief Executive Officer

Paul G. Vallas

Chief of Staff

Claudia Averette

Executive Editor

Cecilia Cummings

Editor

Barbara Farley

The School District of Philadelphia

Office of Communications

Education Center, Room 102

440 North Broad St.

Philadelphia, PA 19130

(215) 400-4040

www.phila.k12.pa.us

To log in to FamilyNet once you receive a username and password, go to
<http://phila.schoolnet.com>

To find out about low-cost computers and printers and affordable internet access, contact
Jay Cohen at jabcohen@phila.k12.pa.us,
or call 215-400-5099.

For general questions about FamilyNet, contact

Fran Newberg at fnewberg@phila.k12.pa.us or
Gayle Enlow at genlow@phila.k12.pa.us or
call 215-400-4420.

Commissioners' Commentary

EMO's prove their value; this business strategy bolsters reform

When the School Reform Commission — the School District of Philadelphia's governing body — was created in December 2001, public regard for the city's public schools was at the low tide mark. Since then, a wave of dynamic initiatives has resulted in a rigorous, standardized curriculum and programs to assist both struggling and high achieving students. While we have far to go to meet our goals, which we call the Declaration of Education, we have made dramatic strides.

At the outset of Philadelphia's education transformation five years ago, the SRC was convinced that we had to prove to our stakeholders, especially parents, that things were going to change for the better, starting *immediately*. Since it was necessary to win back the confidence of parents, the SRC determined that new — even radical — ways of delivering public education were necessary.

The result was something never before seen in American public education. We call it the diverse provider model. What does this mean? It means that we looked to the marketplace and identified entities that could deliver high-quality, education-related products and services efficiently. We are now working with a broad range of partners who share with us the achievement of four years of improved test scores and three balanced budgets.

First, we brought in outside organizations to manage some of our most academically distressed schools. These managers include for-profit and non-profit entities as well as universities. This undoubtedly was the most controversial step that the SRC took, and had the effect of making our earliest months a time of heated public debate about the "privatization" of these schools.



Third Eye Pro

SRC members (from left) *Chairman James E. Nevels, Daniel J. Whelan, Sandra Dungee Glenn, James P. Gallagher, Ph.D., and Martin G. Bednarek.*

Since then, the District has achieved working relationships with the current school managers that are productive and collegial. The District as a whole has learned from the innovations of these education management organizations, or EMOs. And, the students in EMO-managed schools have been part of the District's overall success story of improved student achievement and an increasing number of schools making Adequate Yearly Progress (AYP). This is the measure indicating progress toward meeting the

federal No Child Left Behind education goals.

There are many other noteworthy ways in which outside partners are contributing toward a more effective and efficient operation of our educational system. For example, prior to the SRC's birth in 2001, the District allocated significant dollar and staff resources to developing several kinds of tests for our students. Instead, we decided to purchase a number of tests "off the shelf," including our principal standardized test, TerraNova. It is aligned with the Pennsylvania education standards. It also enables us to compare our students' progress to that of children in school districts across the country. Because of the per-pupil cost savings gained from changing tests, we now are able to test more students.

This example is indicative of how the financial clout of America's eighth largest school system can make the marketplace respond and deliver the tools that we need to reach and teach every child in every classroom.

Just as the Founding Fathers did here in Philadelphia in 1776, the SRC has set in motion something that is revolutionary. By fostering the diverse provider model, we are leading the way in American education reform.

James E. Nevels
Chairman
School Reform Commission

Third balanced budget is healthy change

There is an adage that “When you have your health, you have everything.”

For a public organization, the state of its financial health *means* everything. For the School District, it means being responsible stewards of the public’s trust as well as its resources. It means being better able to serve students, parents and the community at large. It means the difference between the year 2001 — when the District was operating with a \$115 million two-year deficit and expecting the next four years to yield a staggering \$1 billion shortfall — and today.

Dramatic fiscal turnaround since 2001

Today, for the third year in a row, the District has a balanced budget. And, going into its fourth year of reforms, the District’s \$2.4 billion budget sustains all of its core initiatives. The proposed budget identifies over \$61 million in cumulative savings and spends less than 6% of the operating budget on administrative costs. Seventy-nine percent of the budget is earmarked strictly for activities related to academic achievement and ensuring an equal balance of resources among schools. When compared to other large urban school districts, this is one of

the highest percentages dedicated to these critical areas.

This year’s budget, which begins July 1, 2006 for the fiscal year, is particularly important since it marks the first time that the District has no need to rely on one-time revenue sources, and the District projects achieving a balanced budget at least through the 2010-2011 school year.

Some cuts necessary for financial stability

To ensure that a state of sound financial health is sustained, budget cuts occurred at the central, regional and school levels. Beginning in January of this year, the largest percentage decrease was felt at the central and regional administrative levels. Further cuts in administrative costs will be achieved in FY07 by eliminating additional administrative vacancies and by reducing various contractual obligations.

Schools also have been asked to do some belt-tightening. For FY07, principals were asked to budget at 95% of last year’s discretionary spending. The District hopes to offset some or all of the 5% cuts in discretionary dollars with additional resources in the form of centrally-funded initiatives including: classroom moderniza-

tion; curriculum coordinators; high school teacher coaches; and accelerated and enrichment programs. Elementary schools can also take advantage of centrally-funded university interns to replace the function of Supportive Service Assistants at the primary grade level.

Budget supports learning, safety

The budget allows for even more resources dedicated to improving school climate. These resources include the use of counselors, social workers and psychologists as well as various safety technologies such as scanners, cameras, video door phones, metal detectors and walkie-talkies.

To ensure that all teachers are highly effective, in FY07 there will be a School Growth Teacher position in the 129 schools currently in the “School Improvement” category. And, to further support safe schools, the budget makes permanent the positions of School Climate Manager and School Climate Support Assistant.

In keeping with the District’s \$1.8 billion capital plan, \$720 million is earmarked for new capital projects that include new schools and additions, major renovations and campus parks.

Philadelphia Futures helps senior’s quest to fathom past

by Domonique Williams

When I was little, my grandma took me to museums and other places that were educational for my age instead of letting me sit in front of the television. I loved going out with her because she always knew exactly where the interesting places were!

I liked to go to these places and look closely at the displays. This gave me an interest in anthropology. I did not know what it was until the third grade when I decided that I wanted to be an archaeologist.

My family was a large influence for me to go to college. My mom and grandmother encouraged me to receive good grades in school. They wanted me to go to college so that I will have an education that will provide me with a meaningful life.

By the time I was a freshman in high school, I was selected to join Philadelphia Futures. The main objective of this program



is to have as many of their students as possible graduate high school, go on to college, and graduate from college as well. This program helps students like me to further prepare for

college by offering classes such as debate, creative writing, and SAT prep. We are also assigned a coordinator to help keep us on the right track and a mentor for guidance.

I am now a senior in Motivation High School. I look back into what had possessed me to remain in school, graduate, and go on to college. My mom and my grandma were always there to offer me advice about school. My Philadelphia Futures coordinator praised me as her best student because I

value my education, and my mentor will be there to give me an extra hand when it comes to college life.

Editor’s Note: Domonique is a member of Motivation High School’s National Honor Society. She plans to attend Pennsylvania State University and major in anthropology.

How to become a Philadelphia Futures Scholar

For more information, visit
www.philadelphiafutures.org

Click on “Sponsor A Scholar High School Program,” then select “Prospective Students.”

Serious incidents down 14%; community plus technology help keep schools safe



Eyes on the streets — Exterior safety cameras like the one pictured here demonstrate how the District is using technology to make schools safe. The cameras serve as electronic “eyes on the streets” and are on 24 hours a day, seven days a week.

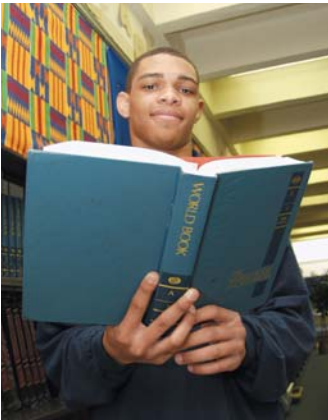
Through April 2006, the overall number of reported serious incidents in and around District schools was down more than 14% system-wide over the same period (September through April) last school year.

While many efforts—such as school-based community policing and the expansion of school-community partnerships—are contributing to this trend, technology also is helping the District create and maintain orderly environments in and around schools.

To enhance safety, \$2 million in interior and exterior cameras are being installed. As of April 2006, 2,334 cameras were in place.

High tech video door units enable staff from various school locations to see who is seeking entrance into school buildings. Together with the high-powered exterior cameras, they represent the District’s new safety technologies.

Students spell, speak and slam dunk their way to winning championships



Abdul R. Sulayman/Philadelphia Tribune

Making the grade — The most intimidating words in the dictionary are no match for Andrew Wallace; neither were the other contestants from five-county public, charter, private and parochial schools entered in the Philadelphia Tribune — Scripps Howard Spelling Bee. As the first place winner, the Hamilton Elementary School 8th grader—the first boy in 10 years to win the local ‘bee’—also won the honor of competing in the National Spelling Bee in Washington, D.C. Splendiferous!



Alejandro A. Alvarez/Philadelphia Daily News

Making history — A Prep Charter athlete runs through victory banner. The boy's basketball team from Prep Charter High School made history this spring by being the first Philadelphia public school to win a statewide team sports championship in competition sponsored by the Pennsylvania Interscholastic Athletic Association (PIAA).



Karen James Photo

Making the argument— University City High School senior Jawanna Davis was selected as best respondent at the seventh annual “We the Students” National Moot Court Competition held at American University in Washington, D.C. Her achievement is all the more noteworthy because this is the first year she has ever been involved in moot court activities.

PARTNERSHIP PAGE

The 2005-2006 school year saw the School District of Philadelphia continue and expand the core education reforms that are making a positive difference in schools and classrooms throughout the city. The support of the District's many valued partners helped make these gains possible.



Joining students, teachers, parents and District officials at a news conference announcing support for Student Voices were (left to right): Comcast Corporation Executive Vice President David L. Cohen; The Pew Charitable Trusts President and CEO Rebecca W. Rimel; and University of Pennsylvania President Dr. Amy Gutmann.

GE grant lights up Reading Stars

A \$250,000 General Electric grant to Greater Philadelphia Cares extends the 10-year relationship between these two organizations to the benefit of Philadelphia public school students. The grant will be used by Greater Philadelphia Cares to support the Reading Stars Program, a volunteer-driven, one-on-one tutoring program.

The Philadelphia Stock Exchange supports our future

The Philadelphia Stock Exchange, the nation's first stock exchange, has provided a \$100,000 grant, payable over five years, for the School of the Future, a new District high school developed in conjunction with Microsoft. The grant will give the Philadelphia Stock Exchange naming rights to a room in the school, which will open in September 2006. The grant was arranged by Stock Exchange Chairman and CEO Meyer "Sandy" Frucher, a native New Yorker, and a former chairman of the New York City School Building Authority.

William Penn Foundation grant assists SchoolStat

The William Penn Foundation has awarded the District a \$90,000 grant in support of the SchoolStat program, a performance and data management system created through a partnership with the Fels Institute of Government at the University of Pennsylvania.

Pew, Comcast lift student voices

Two District partners are building on the success of the University of Pennsylvania's Student Voices civic engagement program through commitments to build professional development for participating teachers and to create a supporting media literacy curriculum. The Pew Charitable Trusts awarded the program a \$300,000 grant over three years for training teachers to teach civic engagement, and The Comcast Foundation contributed a \$25,000 grant to support student-produced videos about civic issues.

Sunoco helps bring high-tech to Bok Tech

Students at Bok Vocational Technology High School are the beneficiaries of the expertise and industry status of Sunoco, Inc. The company assisted the District in identifying appropriate state-of-the-art equipment for the school's Petrochemical Academy resource technology lab.

U.S.T.A., Ashe Center a smash with students

Students from Steele and Cramp Elementary Schools received free tennis lessons compliments of the U.S. Tennis Association. Then, at a gala to benefit the Arthur Ashe Youth Tennis and Education Center, they had the chance to demonstrate their skills.



Garfield Foundation in middle of things

Through a grant of \$15,762 to the Philadelphia's Children First Fund, the Eugene Garfield Foundation is supporting the District's middle school jazz program.

Lowe's helps beautify school grounds



Lowe's Home Improvement has once again signed on to assist school-based volunteers to beautify

school grounds in the District's second annual Back to School Beautification Project which will take place in August. An estimated 1,200 parents, teachers and community members will beautify 185 schools.

Partner team helps Constitution High School

The District's new Constitution High School, set to open in September 2006, will benefit from a portion of a significant Annenberg Foundation grant to the National Constitution Center. A multi-year gift of \$100,000 a year will go to the school for curriculum development. Another partner, Gilder Lehrman Institute of American History, has provided \$25,000 for student travel and other school needs.

Youth Hockey Foundation a hit



Thanks to a partnership with the Ed Snider Youth Hockey Foundation, approximately 450 students from 15 District schools learned the funda-

mentals of ice hockey as part of their physical education classes. In addition, the Foundation is assisting the District in developing its first-ever middle school hockey teams at six schools.

Independence Blue Cross honors Class of 2006

Independence Blue Cross has once again committed \$20,000 to sponsor the Philadelphia Tribune's Graduation Supplement, which will feature photographs of the Class of 2006 from every Philadelphia public high school. Complimentary copies of the supplement are delivered to every high school prior to graduation.

Sponsors value outstanding students

Thanks to the generosity of a number of partners, the District once again recognized outstanding members of its high school graduating class at the Most Valuable Senior dinner and awards ceremony. The sponsors were: Aramark, Accommodation Mollen, Houghton Mifflin, K-12, Maramount Corp., and Philadelphia Coca-Cola Bottling Co.

Crisis Fund march will benefit families hit by tragedy

On October 8, 2006, National Children's Day, students, parents and District employees—joined by corporate representatives and community members from every corner of Philadelphia—will participate in the School District of Philadelphia's inaugural "I Can, I Will... Step Up, Stop the Violence" march. Governor Edward G. Rendell and Mayor John F. Street also are scheduled to participate.



Proceeds from this event will benefit the School District of Philadelphia's Crisis Fund. The crisis fund provides small cash grants to families who experience extraordinary hardship as a result of death, fire, illness, homelessness, or other tragedies and do not have the financial resources to recover. One of just a few of its kind in the nation, the crisis fund recognizes the relationship between a student's classroom performance and the home environment.

Registration will begin at 12:30 p.m. at the District's Education Center, 440 N. Broad Street, with free T-shirts distributed on a first-come-first-served basis. The walk, beginning at 1 p.m., will take participants south on Broad Street to Dilworth Plaza on the west side of City Hall. The post-event will include entertainment and a resource fair where students and parents can sign up for community activities.

For more information about the "I Can, I Will... Step Up, Stop the Violence" march, contact Robin Walker at (215) 400-5399 or by e-mail at rdwalker@phila.k12.pa.us.

Praising the District's NCLB efforts, U.S. Education Secretary kicks off conference in Philly

The School District of Philadelphia was the proud host of U.S. Secretary of Education Margaret Spellings for the first annual *No Child Left Behind* Summit. The theme was "Teachers Make it Happen." The event, which was held at the District headquarters at 440 N. Broad Street, brought together panels of teachers, administrators and education experts from across the country.

Spellings selected Philadelphia for the kick-off of this annual event because the District leads the nation in its willingness to meet the NCLB standards, and has achieved outstanding increases in test scores.



The District's 2006 Teacher of the Year, Carolyn C. Monson (center) from Dobbins High School, is congratulated by Tina Waters, Comcast's Vice President for Customer Service, and event MC Neil Hartman, anchor for Comcast SportsNet. The award was presented at the 22nd annual Celebration of Excellence in Education. For the third consecutive year, Comcast was the District's lead partner, contributing \$35,000 to underwrite the dinner and awards program.

Partners celebrate excellence

A spring tradition continued as the District honored exemplary teachers, outstanding administrators and distinguished alumni at the 22nd annual Celebration of Excellence in Education held at the Franklin Institute. Making this year's recognition event and awards possible were: platinum sponsor Comcast; gold sponsor Southwest Airlines; and silver benefactors Freedom Credit Union, sponsor of the Marcus A. Foster Award to an outstanding School District administrator; Lincoln Investment Planning, Inc., sponsor of the Dr. Ruth Wright Hayre Teacher of the Year Award; and Obermayer, Rebmann, Maxwell & Hippel, sponsor of the Leon J. Obermayer Award for a distinguished alumnus/a of a Philadelphia public high school. Also presented was the de Lone Family Scholarship.



Cecilia P. Cannon
Marcus A. Foster Award



Amia Jackson
de Lone Family Scholarship



Falakah Fattah
Leon J. Obermayer Award

Governor's Budget *continued from page 1*

How do we get there? The District is seeking \$10 million each (or \$20 million total) from the two proposed Philadelphia casinos for the purpose of modernizing public school classrooms. Precedent for funding public projects with casino revenues exists. Pittsburgh is building a sports stadium using revenues from one casino.

- 2. Improved student behavior.** While the District has 29 school-based behavioral health programs, serving more than 2,000 students since last July, the need is even greater. The District needs a licensed clinician and a consultation and education specialist in *every* school.

How do we get there? The District has recommended to the Mayor's Blue Ribbon Commission on behavioral health services that more of the City's programs be school-based, since that is where most children spend the most time.

- 3. Enhanced school security.** We are enhancing our relationships with parent and community organizations to expand their presence in our schools and along the routes that students take to and from school. Parents and communities play an important role in ensuring safety for our students.

How do we get there? These partnerships can be funded through reimbursements by

public and private entities for the use of District facilities for recreation.

- 4. Reducing the dropout rate.** Existing reforms will improve attendance and graduation rates in the future, but we cannot ignore our students who are now at risk of dropping out. To address this problem, the District's program includes an initiative that places students as early as the 6th grade into smaller, self-contained classrooms with wrap-around services. The high school program includes both in-school and out-of-school transitional programs for over-age and underperforming students.

How do we get there? The District has the funds to serve 2,800 at-risk students, but that leaves out 5,000 additional children. That is why the District is asking Philadelphia's Democratic Caucus to use some of its discretionary legislative initiatives money (formerly known as WAM money) to fund dropout prevention throughout the entire District. There is precedent for using discretionary funds for public school improvement; for example, Speaker of the House John Perzel secured such funds for expanding alternative schools.

- 5. Dual credit programs.** Students can earn college credit and see that college is attainable by experiencing life at one of 86 area colleges or universities.

How do we get there? To grow this program, the District is asking the State to extend financial aid opportunities to high school

students enrolled in dual credit courses and to discount State tuition rates for those same students.

- 6. Increasing school choice.** The District has currently operating 55 charter schools in Philadelphia, representing more than 50% of charters throughout the state. We hope to create more choice by approving more quality charters.

How do we get there? By law, public school districts are entitled to State reimbursement for 30% of charter school costs. Unfortunately, full reimbursement has never been funded. The District is asking the legislature to fully fund charter school reimbursement.

All of these initiatives are achievable. None require significant amounts of money. None are "budget busting" for either the City or the State. All would improve the quality and lives of our students.

In summary, the District has worked tirelessly to turn this system around. We rose to the challenge and we have delivered. If the Governor's budget is passed, we can maintain our existing reforms. And if modest adjustments in funding allocations are made, we can turn our attention to the six high impact initiatives outlined above. The District is asking for your — the parents' — support because you are the greatest advocates for your children's education. We at the District believe that, with that support, we will continue to change this system and the lives of our children for generations to come.

Paul G. Vallas

IMPORTANT DATES through October 2006

July 5 — First day of Summer Program

July 28 — Last day of Summer Program

August 3 – 31

Registration at neighborhood high schools and middle schools

August 21 – 31

Registration at elementary schools, including kindergarten.

Registration is for pupils new to the Philadelphia public schools and for public school students who have moved to new neighborhoods over the summer. Hours for all grade levels are 9:30 a.m. – 2 p.m. High schools only will have registration hours after school on September 7, 8 and 11.

September 7 — First day of school for pupils in grades 1-12

September 12 — First day of school for Prekindergarten Head Start and Bright Futures pupils

September 14 — First day of school for kindergarten pupils

October 2 — Schools and administrative offices closed for Yom Kippur

October 9 — Schools and administrative offices closed for Columbus Day

October 27 — Staff only — professional development day

For the complete 2006-2007 school year calendar, visit the District's web site, www.phila.k12.pa.us

New, small high schools focus on technology, history, science and math



Parents, students and educators are excited about the learning environment at the School of the Future. This Microsoft partnership school is opening in September 2006.

Parents, students and educators are excited about the learning environment at the School of the Future. This Microsoft partnership school is opening in September 2006. The District's new secondary "School of the Future" in West Philadelphia is set to open in September 2006. This new facility, which has gained international attention, is just one of the examples of expanded school choice made possible through the creation of new, small high schools.

Two other new secondary schools, developed in conjunction with well-known partner institutions, are set to welcome their first students this fall. The Science Leadership Academy, located on the 2100 block of Arch Street, expects a 9th grade class of approximately 125 students. Another grade will be added each year until the school has its full complement of grades 9 through 12. The Franklin Institute is the District's and the school's partner. Tentatively known as the Constitution High School, the District's first history-themed school will open in the former Balch Institute site on 7th Street south of Market Street. Developed in conjunction with the National Constitution Center and the Gilder Lehrman Institute of American History, this school's incoming 9th grade class also is expected to include 125 students.