# 2013-2014 School Progress Report

## Henry C. Lea School

Governance	District	Report Type	K-8 School
Address	4700 Locust St.	Enrollment	
	Philadelphia, PA 19139	Grade Range	K-8
Phone / Fax	215.471.2915 / 215.471.4355	Admissions Category	Neighborhood
Website	www.philasd.org/schools/lea	Turnaround Model	N/A

#### Welcome

The School Progress Report (SPR) provides parents, families, and community members with valuable information on the progress schools are making towards citywide goals. Each school receives a score and a corresponding performance tier at the overall and domain levels. Each school also receives two rankings: one within all schools of the same grade configuration (City Rank) and one within a peer group of schools with similar student demographics (Peer Rank). A school is designated a City Leader if it ranks first among all schools with the same grade configuration. A school is designated a Peer Leader if it ranks first in its peer group.

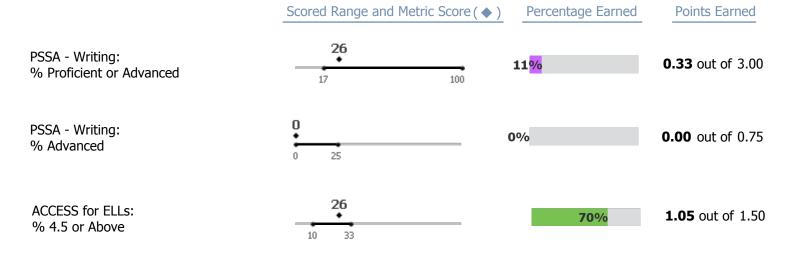
## **Scoring Summary**

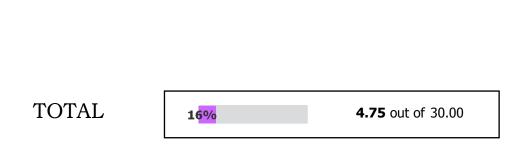
TIER:	■ □ □ □ INTERVENE (0-24%)	□ ■ □ □ WATCH (25-49%)	□ ■ □ REINFORCE (50-74%)		%)	□□□■ MODEL (75-100%)	
			Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)	
OVERALL A school's overall score represents its combined performance on the Achievement, Progress, Climate, and College & Career (for high schools only) domains.			33%	WATCH	70th of 126 (-52)	10th of 51 (-40)	
Achievement The Achievement domain measures performance on standardized assessments, including the PSSA, Keystone Exams, ACCESS for ELLs, and reading assessments.			16%	INTERVENE	85th of 126 (-72)	15th of 51 (-34)	
Progress The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).		41%	WATCH	38th of 126 (-50)	11th of 51 (-50)		
	ate imate domain measures schoo arent/guardian engagement.	l climate and student	38%	WATCH	81st of 126 (-62)	13th of 51 (-48)	

### Achievement

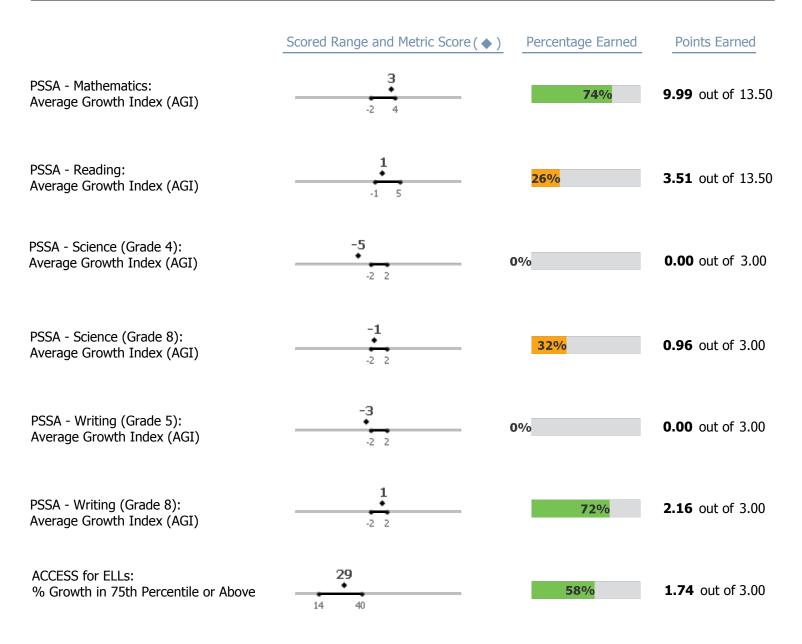
Scored Range and Metric Score (♠) Percentage Earned **Points Earned** % Reading at Grade Level (Grades K-2) **42**% **0.95** out of 2.25 69 34 PSSA - Reading (Grade 3): 0% **0.00** out of 3.00 % Proficient or Advanced PSSA - Reading (Grade 3): **0.11** out of 0.75 **15%** % Advanced 25 30 PSSA - Mathematics: **0.54** out of 6.00 9% % Proficient or Advanced PSSA - Mathematics: **0.18** out of 1.50 12% % Advanced PSSA - Reading (Grades 4-8): **0.78** out of 6.00 **13**% % Proficient or Advanced 100 **0.23** out of 1.50 15% PSSA - Reading (Grades 4-8): % Advanced 31 28 PSSA - Science: **0.51** out of 3.00 **17%** % Proficient or Advanced PSSA - Science: **0.07** out of 0.75 9% % Advanced

## Achievement (Cont'd.)





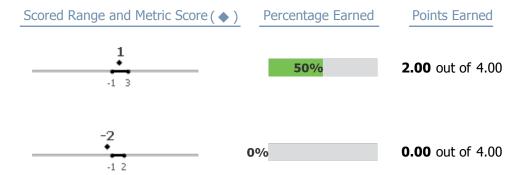
## **Progress**

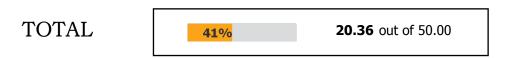


## Progress, on Equity

PSSA - Mathematics: AGI for Lowest-Performing 20% of Students

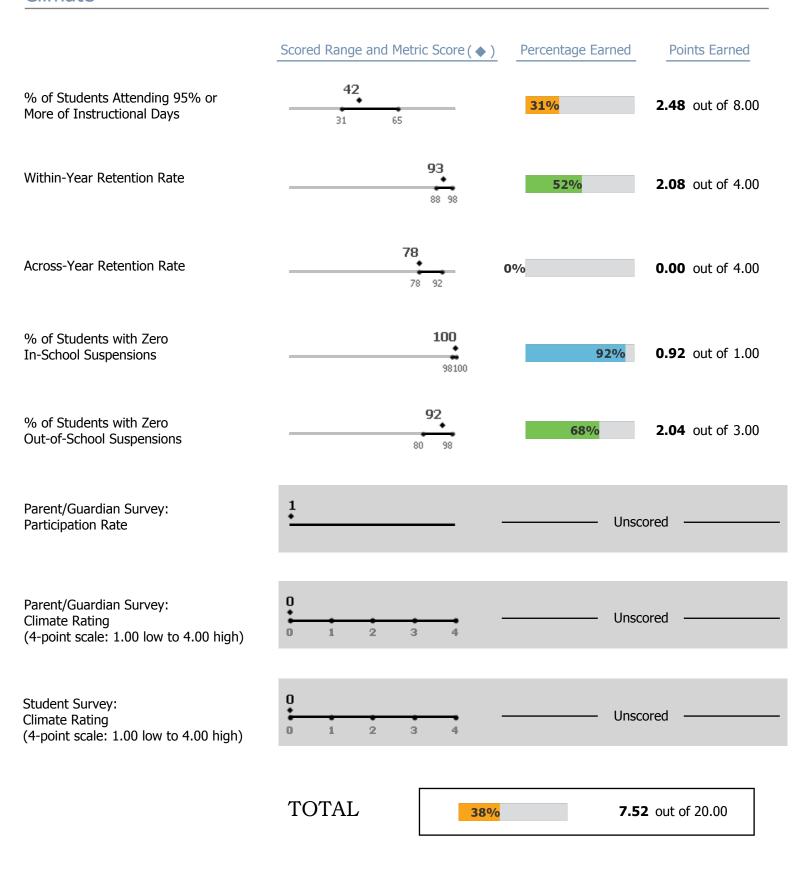
PSSA - Reading: AGI for Lowest-Performing 20% of Students





□ ■ □ □ WATCH (25-49%)

### Climate



□ ■ □ □ WATCH (25-49%)

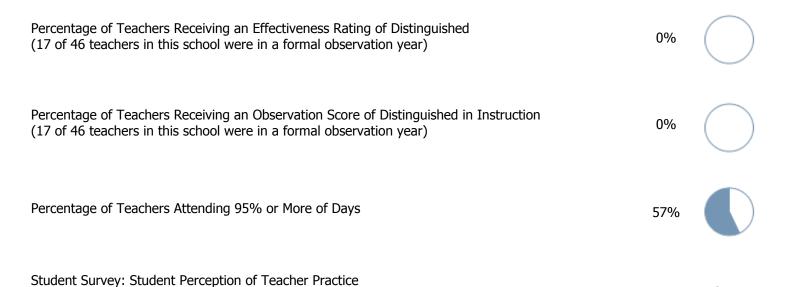
#### **Educator Effectiveness**

(6 of 309 students in this school completed the survey)

(4-point scale: 1.00 low to 4.00 high)

Teacher effectiveness measures are being described in the School Progress Report, but not included in the SPR rating, to share data we are gathering to monitor and support teacher practice. This information is also used to develop responsive and customized professional learning for teachers to ensure that all students have access to great teachers. Here are some important details to contextualize the teacher effectiveness data reported in the SPR.

- Teachers in a formal observation year who fail to receive a required observation receive a default observation score of 2 (Proficient) for any missing observation data, which may inflate the overall scores.
- Until district-wide, inter-rater reliability norming is held for all principals, observation scores may vary significantly across schools and observers. As a result, comparisons of scores between schools may not be meaningful.
- The district's observation tool evaluates 10 components of the Danielson Framework for Teaching. Therefore, comparing SDP's observation scores to scores evaluated against all 22 components of the Danielson Framework may not be meaningful.



3.62 out of 4.00