

Delaware Valley Charter High School

Governance	Charter	Report Type	High School
Address	5201 Old York Rd., Ste. A Philadelphia, PA 19141	Enrollment	695
Phone / Fax	215.455.2550 / 215.455.5701	Grade Range	9-12
Website	www.dvchs.net/	Admissions Category	Lottery
		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%)

	<u>Score</u>	<u>Performance Tier</u>	<u>City Rank (Gap to Leader)</u>	<u>Peer Rank (Gap to Leader)</u>
OVERALL A school's overall score represents its combined performance on the Achievement, Progress, Climate, and College & Career (for high schools only) domains.	18%	■ □ □ □ INTERVENE	54th of 71 (-64)	13th of 27 (-47)
Achievement The Achievement domain measures performance on standardized assessments, including PSSA, Keystone Exams, ACCESS for ELLs, and reading assessments.	3%	■ □ □ □ INTERVENE	61st of 70 (-81)	18th of 27 (-35)
Progress The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).	14%	■ □ □ □ INTERVENE	58th of 71 (-70)	19th of 27 (-58)
Climate The Climate domain measures school climate and student and parent/guardian engagement.	31%	□ ■ □ □ WATCH	52nd of 72 (-69)	13th of 28 (-47)
College & Career The College & Career domain measures college and career readiness and post-secondary outcomes.	52%	□ □ ■ □ REINFORCE	40th of 70 (-46)	7th of 26 (-33)

Achievement

	Scored Range and Metric Score (◆)	Percentage Earned	Points Earned
Keystone Exam - Algebra I: First-Time Pass Rate	4 ◆ 1 ————— 100	3%	0.18 out of 6.00
Keystone Exam - Algebra I: Re-Test Pass Rate	12 ◆ 5 ————— 100	7%	0.21 out of 3.00
Keystone Exam - Algebra I: % Advanced	1 ◆ 0 — 25 ————— 100	2%	0.01 out of 0.60
Keystone Exam - Biology: First-Time Pass Rate	1 ◆ 1 ————— 100	0%	0.00 out of 6.00
Keystone Exam - Biology: Re-Test Pass Rate	4 ◆ 0 ————— 100	4%	0.12 out of 3.00
Keystone Exam - Biology: % Advanced	0 ◆ 0 — 25 ————— 100	0%	0.00 out of 0.60
Keystone Exam - Literature: First-Time Pass Rate	9 ◆ 8 ————— 100	1%	0.06 out of 6.00
Keystone Exam - Literature: Re-Test Pass Rate	13 ◆ 9 ————— 100	5%	0.15 out of 3.00
Keystone Exam - Literature: % Advanced	0 ◆ 0 — 25 ————— 100	0%	0.00 out of 0.60

TIER: ■■■ INTERVENE (0-24%) ■■■ WATCH (25-49%) ■■■ REINFORCE (50-74%) ■■■ MODEL (75-100%)

Achievement (Cont'd.)

Scored Range and Metric Score (◆)

Percentage Earned

Points Earned

ACCESS for ELLs:
% 4.5 or Above

Insufficient Sample

TOTAL

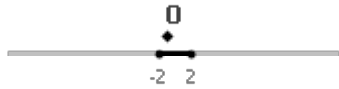



Progress

	Scored Range and Metric Score (◆)	Percentage Earned	Points Earned
Keystone Exam - Algebra I: Average Growth Index (AGI)		0%	0.00 out of 6.50
Keystone Exam - Biology: Average Growth Index (AGI)		0%	0.00 out of 6.50
Keystone Exam - Literature: Average Growth Index (AGI)		0%	0.00 out of 6.50
ACCESS for ELLs: % Growth in 75th Percentile or Above	_____	Insufficient Sample	_____
% of On-Track Students Earning Credits Required for Promotion		11%	0.88 out of 8.00
% of Off-Track Students Earning Credits Required for Promotion		54%	3.24 out of 6.00

TIER: ■ ■ ■ ■ ■ INTERVENE (0-24%) WATCH (25-49%) REINFORCE (50-74%) MODEL (75-100%)

Progress, on Equity

	<u>Scored Range and Metric Score (◆)</u>	<u>Percentage Earned</u>	<u>Points Earned</u>
Keystone Exam - Algebra I: AGI for Lowest-Performing 20% of Students			0.90 out of 1.50
Keystone Exam - Biology: AGI for Lowest-Performing 20% of Students	_____	Insufficient Sample	_____
Keystone Exam - Literature: AGI for Lowest-Performing 20% of Students	_____	Insufficient Sample	_____

TOTAL



Climate

	Scored Range and Metric Score (◆)	Percentage Earned	Points Earned
% of Students Attending 95% or More of Instructional Days			1.84 out of 8.00
Within-Year Retention Rate			2.60 out of 4.00
Across-Year Retention Rate			1.36 out of 4.00
% of Students with Zero In-School Suspensions	_____	Not Applicable	_____
% of Students with Zero Out-of-School Suspensions			0.00 out of 3.00
Parent/Guardian Survey: Participation Rate		_____	Unscored
Parent/Guardian Survey: Climate Rating (4-point scale: 1.00 low to 4.00 high)		_____	Unscored
Student Survey: Climate Rating (4-point scale: 1.00 low to 4.00 high)		_____	Unscored

TOTAL



TIER: ■ ■ ■ ■ INTERVENE (0-24%) WATCH (25-49%) REINFORCE (50-74%) MODEL (75-100%)

College & Career

	Scored Range and Metric Score (◆)	Percentage Earned	Points Earned
Four-Year Cohort Graduation Rate			2.88 out of 6.00
First-Fall College Matriculation Rate			2.28 out of 4.00
AP/IB: % of 12th-Graders Scoring 3 (AP)/4 (IB) or Higher on an Exam		Unscored	
ACT/SAT: % of 12th-Graders Scoring College & Career Readiness Benchmark		Unscored	
FAFSA Completion Rate		Not Available	

TOTAL



Educator Effectiveness

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.

Percentage of Teachers Receiving an Effectiveness Rating of Distinguished	Not Available
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Percentage of Teachers Receiving an Observation Score of Distinguished in Instruction	Not Available
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Percentage of Teachers Attending 95% or More of Days	Not Available
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Student Survey: Student Perception of Teacher Practice (0 of 674 students in this school completed the survey) (4-point scale: 1.00 low to 4.00 high)	Not Available
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