

# Thomas M. Peirce School

Governance District  
 Address 2300 W. Cambria St.  
 Philadelphia, PA 19132  
 Phone/Fax 215-227-4411 / 215-227-4599  
 Website www.philasd.org/schools/tmpeirce

Report Type Elementary School  
 Enrollment 446  
 Grade Range K-6  
 Admissions Category Neighborhood  
 Turnaround Model N/A

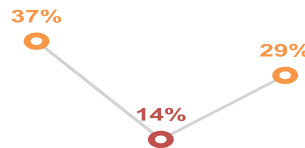
## Performance Tiers

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

2012-13      2013-14      2014-15      CITY RANK      PEER RANK

### OVERALL: 29% WATCH

A school's overall score represents its combined performance on the Achievement, Progress, Climate, and College & Career (for high schools only) domains.



**35th**  
out of 59

**14th**  
out of 20

### Achievement: 9% Intervene

The Achievement domain measures performance on standardized assessments, including PSSA, Keystone Exams, ACCESS for ELLs, and reading assessments.

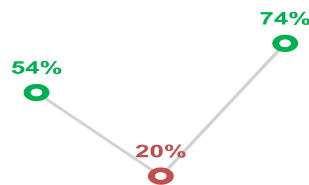


**44th**  
out of 59

**16th**  
out of 20

### Progress: 74% Reinforce

The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).

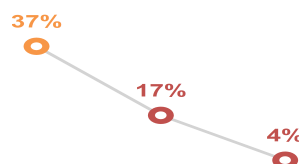


**11th**  
out of 58

**6th**  
out of 20

### Climate: 4% Intervene

The Climate domain measures school climate and student and parent/guardian engagement.



**60th**  
out of 60

**20th**  
out of 20

## Achievement

METRIC	METRIC SCORE	TIER	POINTS EARNED
% Reading at Grade Level - Grades K-2	47%	REINFORCE	1.62 out of 3
PSSA: English Language Arts			
% Proficient or Advanced	19%	INTERVENE	0.00 out of 9
% Advanced	2%	INTERVENE	0.15 out of 2
PSSA: Mathematics			
% Proficient or Advanced	5%	INTERVENE	0.00 out of 9
% Advanced	1%	INTERVENE	0.05 out of 2
PSSA: Science			
% Proficient or Advanced	35%	INTERVENE	0.56 out of 3
% Advanced	3%	INTERVENE	0.05 out of 0.5
Access for ELLs: % 4.5 or Above			INSUFFICIENT SAMPLE
<b>Achievement Total:</b>	<b>9%</b>	<b>INTERVENE</b>	<b>2.43</b> out of 28.5

## Progress

METRIC	METRIC SCORE	TIER	POINTS EARNED
PSSA Mathematics Average Growth Index (AGI)	3.08	<b>MODEL</b>	12.00 out of 12
PSSA English Language Arts Average Growth Index (AGI)	1.21	<b>REINFORCE</b>	8.84 out of 12
PSSA Science (Grade 4) Average Growth Index (AGI)	-0.56	<b>INTERVENE</b>	0.73 out of 5
ACCESS for ELLs: % Growth in 75th Percentile or Above			INSUFFICIENT SAMPLE

## Progress, On Equity

PSSA Mathematics: AGI for Lowest-Performing 20% of Students			INSUFFICIENT SAMPLE
PSSA English Language Arts: AGI for Lowest-Performing 20% of Students			INSUFFICIENT SAMPLE

**Progress Total:**

**74%**

**REINFORCE**

**21.57**  
out of 29

## Climate

METRIC	METRIC SCORE	TIER	POINTS EARNED
% of Students Attending 95% or More of Instructional Days	30%	INTERVENE	0.00 out of 12
Annual Retention Rate	73%	INTERVENE	0.00 out of 10
% of Students with Zero In-School Suspensions	100%	MODEL	1.00 out of 1
% of Students with Zero Out-of-School Suspensions	83%	INTERVENE	0.00 out of 4
Student Survey: School Climate Rating (% of students responding most positively)	59%	INTERVENE	0.18 out of 1
Parent Survey: School Climate Rating (% of parents responding most positively)	0%	INTERVENE	0.00 out of 1
Parent/Guardian Survey: Participation Rate	0%	INTERVENE	0.00 out of 1
<b>Climate Total:</b>	<b>4%</b>	<b>INTERVENE</b>	<b>1.18</b> out of 30

## 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.

### EDUCATOR EFFECTIVENESS INDICATORS

Percentage of Teachers Receiving an Effectiveness Rating of Distinguished (17 of 21 teachers in this school were in a formal observation year)	12%
Percentage of Teachers Receiving an Observation Score of Distinguished in Instruction (17 of 21 teachers in this school were in a formal observation year)	29%
Percentage of Teachers Attending 95% or More of Days	60%
Student Survey: Student Perception of Quality of Teacher Practice (% of students responding most positively)	72%