

# Clara Barton School

Governance District  
Address 4600 Rosehill St.  
Philadelphia, PA 19120  
Phone/Fax 215-456-3007 / 215-456-5578  
Website www.philasd.org/schools/barton

Report Type Elementary School  
Enrollment 838  
Grade Range K-2  
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

INSUFFICIENT DATA

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

### Achievement

INSUFFICIENT DATA

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

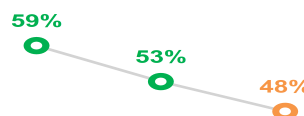
### Progress

INSUFFICIENT DATA

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

### Climate: 48% Watch

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



25th  
out of 60

5th  
out of 23

## Achievement

METRIC	METRIC SCORE	TIER	POINTS EARNED
% Reading at Grade Level - Grades K-2	63%	MODEL	2.84 out of 3
PSSA: English Language Arts			
% Proficient or Advanced			NOT APPLICABLE
% Advanced			NOT APPLICABLE
PSSA: Mathematics			
% Proficient or Advanced			NOT APPLICABLE
% Advanced			NOT APPLICABLE
PSSA: Science			
% Proficient or Advanced			NOT APPLICABLE
% Advanced			NOT APPLICABLE
Access for ELLs: % 4.5 or Above	10%	INTERVENE	0.00 out of 1.5
<b>Achievement Total:</b>		INSUFFICIENT DATA	<b>2.84</b> out of 4.5

## Progress

METRIC	METRIC SCORE	TIER	POINTS EARNED
PSSA Mathematics Average Growth Index (AGI)			NOT APPLICABLE
PSSA English Language Arts Average Growth Index (AGI)			NOT APPLICABLE
PSSA Science (Grade 4) Average Growth Index (AGI)			NOT APPLICABLE
ACCESS for ELLs: % Growth in 75th Percentile or Above	42%	REINFORCE	2.00 out of 3

## Progress, On Equity

PSSA Mathematics: AGI for Lowest-Performing 20% of Students			NOT APPLICABLE
PSSA English Language Arts: AGI for Lowest-Performing 20% of Students			NOT APPLICABLE

**Progress Total:**

INSUFFICIENT DATA

**2.00**  
out of 3

## Climate

METRIC	METRIC SCORE	TIER	POINTS EARNED
% of Students Attending 95% or More of Instructional Days	33%	<b>INTERVENE</b>	1.30 out of 12
Annual Retention Rate	85%	<b>REINFORCE</b>	6.73 out of 10
% of Students with Zero In-School Suspensions	100%	<b>MODEL</b>	1.00 out of 1
% of Students with Zero Out-of-School Suspensions	99%	<b>MODEL</b>	3.83 out of 4
Student Survey: School Climate Rating (% of students responding most positively)			NOT APPLICABLE
Parent Survey: School Climate Rating (% of parents responding most positively)	86%	<b>REINFORCE</b>	0.72 out of 1
Parent/Guardian Survey: Participation Rate	26%	<b>WATCH</b>	0.40 out of 1
<b>Climate Total:</b>	<b>48%</b>	<b>WATCH</b>	<b>13.98</b> out of 29

## 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 (30 of 45 teachers in this school were in a formal observation year)	20%
---	-----

Percentage of Teachers Receiving an Observation Score of Distinguished in Instruction (30 of 45 teachers in this school were in a formal observation year)	33%
---	-----

Percentage of Teachers Attending 95% or More of Days	59%
--	-----

Student Survey: Student Perception of Quality of Teacher Practice (% of students responding most positively)	NOT APPLICABLE
---	----------------