

Woodrow Wilson School

Governance District
 Address 1800 Cottman Ave.
 Philadelphia, PA 19111
 Phone/Fax 215-728-5015 / 215-728-5051
 Website www.philasd.org/schools/wilson

Report Type Middle School
 Enrollment 1,134
 Grade Range 6-8
 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: 47% WATCH

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

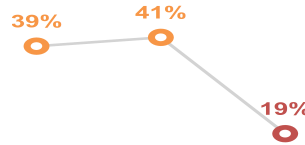


8th
out of 36

4th
out of 7

Achievement: 19% Intervene

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



9th
out of 35

5th
out of 7

Progress: 62% Reinforce

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

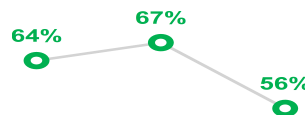


8th
out of 36

3rd
out of 7

Climate: 56% Reinforce

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



13th
out of 35

4th
out of 7

Achievement

METRIC	METRIC SCORE	TIER	POINTS EARNED
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PSSA: English Language Arts

% Proficient or Advanced	40%	WATCH	2.53 out of 10
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% Advanced	9%	WATCH	0.68 out of 2
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PSSA: Mathematics

% Proficient or Advanced	20%	INTERVENE	0.06 out of 10
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% Advanced	5%	INTERVENE	0.36 out of 2
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PSSA: Science

% Proficient or Advanced	36%	INTERVENE	0.79 out of 4
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% Advanced	12%	WATCH	0.24 out of 0.5
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Access for ELLs:

% 4.5 or Above

39%	REINFORCE	1.05 out of 1.5
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Achievement Total:

19%

INTERVENE

5.70
out of 30

Progress

METRIC	METRIC SCORE	TIER	POINTS EARNED
PSSA Mathematics Average Growth Index (AGI)	1.90	MODEL	11.60 out of 12
PSSA English Language Arts Average Growth Index (AGI)	0.68	REINFORCE	6.72 out of 12
PSSA Science (Grade 8) Average Growth Index (AGI)	-6.84	INTERVENE	0.00 out of 5
ACCESS for ELLs: % Growth in 75th Percentile or Above	26%	INTERVENE	0.15 out of 3

Progress, On Equity

PSSA Mathematics: AGI for Lowest-Performing 20% of Students	2.84	MODEL	4.00 out of 4
PSSA English Language Arts: AGI for Lowest-Performing 20% of Students	0.72	REINFORCE	2.29 out of 4

Progress Total: **62%** **REINFORCE** **24.76**
out of 40

Climate

METRIC	METRIC SCORE	TIER	POINTS EARNED
% of Students Attending 95% or More of Instructional Days	50%	REINFORCE	6.08 out of 12
Annual Retention Rate	91%	MODEL	8.05 out of 10
% of Students with Zero In-School Suspensions	98%	MODEL	0.81 out of 1
% of Students with Zero Out-of-School Suspensions	84%	WATCH	1.84 out of 4
Student Survey: School Climate Rating (% of students responding most positively)	0%	INTERVENE	0.00 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
Climate Total:	56%	REINFORCE	16.78 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 (38 of 58 teachers in this school were in a formal observation year)	0%
Percentage of Teachers Receiving an Observation Score of Distinguished in Instruction (38 of 58 teachers in this school were in a formal observation year)	11%
Percentage of Teachers Attending 95% or More of Days	57%
Student Survey: Student Perception of Quality of Teacher Practice (% of students responding most positively)	0%