

## Sadie Alexander School

School Code: 128  
 Sector: District  
 Address: 4209 Spruce St., 19104  
 Phone/Fax: 215-823-5465 / 215-382-2031  
 Website: www.philasd.org/schools/pennalexander

Report Type: K8 School (K-8)  
 Peer Group: 8  
 Enrollment: 556  
 Admissions Category: Neighborhood  
 Turnaround Model: N/A

### Performance Tiers

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

2013-2014    2014-2015    2015-2016    CITY RANK    PEER RANK

### OVERALL: 81% MODEL

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



3rd  
out of 138      1st  
out of 10

### Achievement: 85% Model

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



1st  
out of 138      1st  
out of 10

### Progress: 69% Reinforce

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



35th  
out of 132      3rd  
out of 10

### Climate: 92% Model

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



6th  
out of 140      3rd  
out of 10

## Achievement

METRIC	METRIC SCORE	POINTS EARNED	TIER
% Reading at Grade Level - Grades K-2	<b>82%</b> (206 students)	<b>3.00</b> out of <b>3.0</b> (100%)	<b>MODEL</b>
PSSA: English Language Arts			
% Proficient or Advanced	<b>88%</b> (328 students)	<b>7.66</b> out of <b>9.0</b> (85%)	<b>MODEL</b>
% Advanced	<b>55%</b> (328 students)	<b>2.00</b> out of <b>2.0</b> (100%)	<b>MODEL</b>
PSSA: Mathematics			
% Proficient or Advanced	<b>77%</b> (328 students)	<b>6.46</b> out of <b>9.0</b> (72%)	<b>REINFORCE</b>
% Advanced	<b>48%</b> (328 students)	<b>2.00</b> out of <b>2.0</b> (100%)	<b>MODEL</b>
PSSA: Science			
% Proficient or Advanced	<b>86%</b> (108 students)	<b>2.48</b> out of <b>3.0</b> (83%)	<b>MODEL</b>
% Advanced	<b>61%</b> (108 students)	<b>0.50</b> out of <b>0.5</b> (100%)	<b>MODEL</b>
ACCESS for ELLs: % 4.5 or Above	<b>64%</b> (53 students)	<b>1.50</b> out of <b>1.5</b> (100%)	<b>MODEL</b>
<b>Achievement Total:</b>	<b>85%</b>	<b>25.60</b> out of <b>30.0</b>	<b>MODEL</b>

## Progress

METRIC	METRIC SCORE	POINTS EARNED	TIER
PSSA Mathematics Average Growth Index (AGI)	8.06	12.00 out of 12.0 (100%)	<b>MODEL</b>
PSSA English Language Arts Average Growth Index (AGI)	1.01	8.04 out of 12.0 (67%)	<b>REINFORCE</b>
PSSA Science (Grade 4) Average Growth Index (AGI)	1.14	1.78 out of 2.5 (71%)	<b>REINFORCE</b>
PSSA Science (Grade 8) Average Growth Index (AGI)	0.79	1.49 out of 2.5 (60%)	<b>REINFORCE</b>
ACCESS for ELLs: % Growth in 60th Percentile or Above		SEE NOTE FOR SY 2015-2016	

## Progress, On Equity

PSSA Mathematics: AGI for Lowest-Performing 20% of Students	-0.62	0.51 out of 4.0 (13%)	<b>INTERVENE</b>
PSSA English Language Arts: AGI for Lowest-Performing 20% of Students	0.40	1.87 out of 4.0 (47%)	<b>WATCH</b>
<b>Progress Total:</b>	<b>69%</b>	<b>25.69</b> out of 37.0	<b>REINFORCE</b>

\*Starting in School Year 2015-2016, the ACCESS assessment was revised. Growth estimates were not available and so this metric is being suppressed for School Year 2015-2016.

## Climate

METRIC	METRIC SCORE	POINTS EARNED	TIER
% of Students Attending 95% or More of Instructional Days	<b>82%</b> (564 students)	<b>12.00</b> out of <b>12.0</b> (100%)	<b>MODEL</b>
% Attending 90% to 95% of Days	13% (564 students)	-	
% Attending 85% to 90% of Days	2% (564 students)	-	
% Attending 80% to 85% of Days	1% (564 students)	-	
% Attending Less than 80% of Days	1% (564 students)	-	
Annual Retention Rate	<b>95%</b> (521 students)	<b>9.91</b> out of <b>10.0</b> (99%)	<b>MODEL</b>
% of Students with Zero In-School Suspensions	<b>100%</b> (564 students)	<b>1.00</b> out of <b>1.0</b> (100%)	<b>MODEL</b>
% of Students with Zero Out-of-School Suspensions	<b>99%</b> (564 students)	<b>3.89</b> out of <b>4.0</b> (97%)	<b>MODEL</b>
Student Survey: School Climate Rating (% most positive responses)	<b>78%</b>	<b>0.78</b> out of <b>1.0</b> (78%)	<b>MODEL</b>
Parent Survey: School Climate Rating (% most positive responses)	<b>0%</b>	<b>0.00</b> out of <b>1.0</b> (0%)	<b>INTERVENE</b>
Parent/Guardian Survey: Participation Rate	<b>4%</b>	<b>0.00</b> out of <b>1.0</b> (0%)	<b>INTERVENE</b>
<b>Climate Total:</b>	<b>92%</b>	<b>27.58</b> out of <b>30.0</b>	<b>MODEL</b>

## 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 SDPs 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 (25 of 35 teachers in this school were in a formal observation year)	40%
Percentage of Teachers Receiving an Observation Score of Distinguished in Instruction (18 of 35 teachers in this school were in a formal observation year)	78%
Percentage of Teachers Attending 95% or More of Days	91%
Student Survey: Student Perception of Quality of Teacher Practice (% most positive responses)	69%