

## Boys Latin of Philadelphia Charter School

School Code: W88  
 Sector: Charter  
 Address: 5501 Cedar Ave., 19143  
 Phone/Fax: 215-387-5149 / 215-387-5159  
 Website: www.boyslatin.org/pages/blmain

Report Type: Middle School (6-8)  
 Peer Group: 2  
 Enrollment: 373  
 Admissions Category: Citywide  
 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: 59% REINFORCE

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



### Achievement: 7% Intervene

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



### Progress: 81% Model

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



### Climate: 83% Model

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



# Achievement

METRIC	METRIC SCORE	POINTS EARNED	TIER
<b>PSSA: English Language Arts</b>			
% Proficient or Advanced	<b>28%</b> (348 students)	<b>1.02</b> out of <b>10.0</b> (10%)	<b>INTERVENE</b>
% Advanced	<b>2%</b> (348 students)	<b>0.14</b> out of <b>2.0</b> (7%)	<b>INTERVENE</b>
<b>PSSA: Mathematics</b>			
% Proficient or Advanced	<b>7%</b> (348 students)	<b>0.00</b> out of <b>10.0</b> (0%)	<b>INTERVENE</b>
% Advanced	<b>1%</b> (348 students)	<b>0.07</b> out of <b>2.0</b> (3%)	<b>INTERVENE</b>
<b>PSSA: Science</b>			
% Proficient or Advanced	<b>30%</b> (114 students)	<b>0.49</b> out of <b>4.0</b> (12%)	<b>INTERVENE</b>
% Advanced	<b>7%</b> (114 students)	<b>0.14</b> out of <b>0.5</b> (28%)	<b>WATCH</b>
<b>ACCESS for ELLs: % 4.5 or Above</b>		<b>*Data Not Available</b>	
<b>Achievement Total:</b>	<b>7%</b>	<b>1.86</b> out of <b>28.5</b>	<b>INTERVENE</b>

## Progress

METRIC	METRIC SCORE	POINTS EARNED	TIER
PSSA Mathematics Average Growth Index (AGI)	2.53	12.00 out of 12.0 (100%)	<b>MODEL</b>
PSSA English Language Arts Average Growth Index (AGI)	2.46	12.00 out of 12.0 (100%)	<b>MODEL</b>
PSSA Science (Grade 8) Average Growth Index (AGI)	3.62	5.00 out of 5.0 (100%)	<b>MODEL</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	-1.45	0.00 out of 4.0 (0%)	<b>INTERVENE</b>
PSSA English Language Arts: AGI for Lowest-Performing 20% of Students	-0.23	1.03 out of 4.0 (26%)	<b>WATCH</b>
<b>Progress Total:</b>	<b>81%</b>	<b>30.03</b> out of <b>37.0</b>	<b>MODEL</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	70% (377 students)	12.00 out of 12.0 (100%)	<b>MODEL</b>
% Attending 90% to 95% of Days	20% (377 students)	-	
% Attending 85% to 90% of Days	6% (377 students)	-	
% Attending 80% to 85% of Days	2% (377 students)	-	
% Attending Less than 80% of Days	2% (377 students)	-	
Annual Retention Rate	89% (372 students)	6.86 out of 10.0 (69%)	<b>REINFORCE</b>
% of Students with Zero In-School Suspensions	100% (377 students)	1.00 out of 1.0 (100%)	<b>MODEL</b>
% of Students with Zero Out-of-School Suspensions	95% (377 students)	3.40 out of 4.0 (85%)	<b>MODEL</b>
Student Survey: School Climate Rating (% most positive responses)	63%	0.63 out of 1.0 (63%)	<b>REINFORCE</b>
Parent Survey: School Climate Rating (% most positive responses)	87%	0.87 out of 1.0 (87%)	<b>MODEL</b>
Parent/Guardian Survey: Participation Rate	14%	0.09 out of 1.0 (9%)	<b>INTERVENE</b>
<b>Climate Total:</b>	<b>83%</b>	<b>24.84</b> out of 30.0	<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

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Percentage of Teachers Receiving an Effectiveness Rating of Distinguished	*Data Not Available
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Percentage of Teachers Receiving an Observation Score of Distinguished in Instruction	*Data Not Available
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Percentage of Teachers Attending 95% or More of Days	*Data Not Available
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Student Survey: Student Perception of Quality of Teacher Practice (% most positive responses)	59%
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