Young Scholars Charter School at Kenderton

School Code: X25
Sector: Charter
Address: 1500 W. Ontario St., 19140
Phone/Fax: 215-227-4412 / N/A
Website: www.phillyscholars.org/yskcs

Report Type: K-8 School (K-8)
Peer Group: 1
Enrollment: 535
Admissions Category: Neighborhood
Turnaround Model: Renaissance Charter

Performance Tiers

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

OVERALL: 18% INTERVENE
A school’s overall score represents its combined performance on the Achievement, Progress, Climate, and College & Career (for high schools only) domains.

Achievement: 0% Intervene
The Achievement domain measures performance on standardized assessments, including PSSA, Keystone Exams, ACCESS for ELLs, and reading assessments.

Progress: 7% Intervene
The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).

Climate: 47% Watch
The Climate domain measures school climate and student and parent/guardian engagement.


OVERALL: 18% INTERVENE
25% 18% 18% 111th 16th out of 138 out of 23

Achievement: 0% Intervene
7% 2% 0% 138th 23rd out of 138 out of 23

Progress: 7% Intervene
38% 0% 7% 114th 17th out of 132 out of 21

Climate: 47% Watch
26% 53% 47% 72nd 2nd out of 140 out of 23

## Achievement

<table>
<thead>
<tr>
<th>METRIC</th>
<th>METRIC SCORE</th>
<th>POINTS EARNED</th>
<th>TIER</th>
</tr>
</thead>
</table>
| % Reading at Grade Level  
- Grades K-2 | *Not Applicable | 0.00 out of 9.0 | INTERVENE |
| PSSA: English Language Arts | | | |
| % Proficient or Advanced  
(291 students) | 11% | 0.00 out of 9.0 | INTERVENE |
| % Advanced  
(291 students) | 0% | 0.00 out of 2.0 | INTERVENE |
| PSSA: Mathematics | | | |
| % Proficient or Advanced  
(294 students) | 5% | 0.00 out of 9.0 | INTERVENE |
| % Advanced  
(294 students) | 0% | 0.03 out of 2.0 | INTERVENE |
| PSSA: Science | | | |
| % Proficient or Advanced  
(97 students) | 12% | 0.00 out of 3.0 | INTERVENE |
| % Advanced  
(97 students) | 0% | 0.00 out of 0.5 | INTERVENE |
| ACCESS for ELLs:  
% 4.5 or Above | *Data Not Available | | |
| Achievement Total: | 0% | 0.03 out of 25.5 | INTERVENE |
## Progress

<table>
<thead>
<tr>
<th>Metric</th>
<th>Score</th>
<th>Points Earned</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSSA Mathematics Average Growth Index (AGI)</td>
<td>-4.52</td>
<td>0.00 out of 12.0 (0%)</td>
<td>INTERVENE</td>
</tr>
<tr>
<td>PSSA English Language Arts Average Growth Index (AGI)</td>
<td>-1.07</td>
<td>0.00 out of 12.0 (0%)</td>
<td>INTERVENE</td>
</tr>
<tr>
<td>PSSA Science (Grade 4) Average Growth Index (AGI)</td>
<td>-3.88</td>
<td>0.00 out of 2.5 (0%)</td>
<td>INTERVENE</td>
</tr>
<tr>
<td>PSSA Science (Grade 8) Average Growth Index (AGI)</td>
<td>-1.80</td>
<td>0.00 out of 2.5 (0%)</td>
<td>INTERVENE</td>
</tr>
</tbody>
</table>

**ACCESS for ELLs:**
% Growth in 60th Percentile or Above

SEE NOTE FOR SY 2015-2016

## Progress, On Equity

<table>
<thead>
<tr>
<th>Metric</th>
<th>Score</th>
<th>Points Earned</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSSA Mathematics: AGI for Lowest-Performing 20% of Students</td>
<td>0.85</td>
<td>2.47 out of 4.0 (62%)</td>
<td>REINFORCE</td>
</tr>
<tr>
<td>PSSA English Language Arts: AGI for Lowest-Performing 20% of Students</td>
<td>-3.83</td>
<td>0.00 out of 4.0 (0%)</td>
<td>INTERVENE</td>
</tr>
</tbody>
</table>

**Progress Total:**
7% out of 37.0

*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

<table>
<thead>
<tr>
<th>METRIC</th>
<th>METRIC SCORE</th>
<th>POINTS EARNED</th>
<th>TIER</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Students Attending 95% or More of Instructional Days</td>
<td>50% (613 students)</td>
<td>5.22 out of 12.0</td>
<td>WATCH</td>
</tr>
<tr>
<td>% Attending 90% to 95% of Days</td>
<td>25% (613 students)</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>% Attending 85% to 90% of Days</td>
<td>8% (613 students)</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>% Attending 80% to 85% of Days</td>
<td>6% (613 students)</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>% Attending Less than 80% of Days</td>
<td>11% (613 students)</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Annual Retention Rate</td>
<td>92% (528 students)</td>
<td>8.43 out of 10.0</td>
<td>MODEL</td>
</tr>
<tr>
<td>% of Students with Zero In-School Suspensions</td>
<td>*Not Applicable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of Students with Zero Out-of-School Suspensions</td>
<td>72% (613 students)</td>
<td>0.00 out of 4.0</td>
<td>INTERVENE</td>
</tr>
<tr>
<td>Student Survey: School Climate Rating (% most positive responses)</td>
<td>0% (613 students)</td>
<td>0.00 out of 1.0</td>
<td>INTERVENE</td>
</tr>
<tr>
<td>Parent Survey: School Climate Rating (% most positive responses)</td>
<td>0% (613 students)</td>
<td>0.00 out of 1.0</td>
<td>INTERVENE</td>
</tr>
<tr>
<td>Parent/Guardian Survey: Participation Rate</td>
<td>0% (613 students)</td>
<td>0.00 out of 1.0</td>
<td>INTERVENE</td>
</tr>
</tbody>
</table>

Climate Total: 47% 13.65 out of 29.0 WATCH
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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of Teachers Receiving an Effectiveness Rating of Distinguished</td>
<td>*Data Not Available</td>
</tr>
<tr>
<td>Percentage of Teachers Receiving an Observation Score of Distinguished in Instruction</td>
<td>*Data Not Available</td>
</tr>
<tr>
<td>Percentage of Teachers Attending 95% or More of Days</td>
<td>*Data Not Available</td>
</tr>
<tr>
<td>Student Survey: Student Perception of Quality of Teacher Practice (% most positive responses)</td>
<td>0%</td>
</tr>
</tbody>
</table>