# 2015-2016 School Progress Report

## Building 21

<table>
<thead>
<tr>
<th>School Code: 561</th>
<th>Report Type: High School (9-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sector: District</td>
<td>Peer Group: 2</td>
</tr>
<tr>
<td>Address: 2000 N. 7th St., 19122</td>
<td>Enrollment: 293</td>
</tr>
<tr>
<td>Phone/Fax: 215-684-2030 / 215-684-2172</td>
<td>Admissions Category: Citywide</td>
</tr>
<tr>
<td>Website: <a href="http://www.philasd.org/schools/building21">www.philasd.org/schools/building21</a></td>
<td>Turnaround Model: N/A</td>
</tr>
</tbody>
</table>

## Performance Tiers

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

## Overall: 5% INTERVENE

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5%</td>
<td>82nd</td>
<td>19th</td>
<td>out of 83</td>
<td>out of 20</td>
</tr>
</tbody>
</table>

## Achievement: 0% Intervene

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>71st</td>
<td>14th</td>
<td>out of 79</td>
<td>out of 20</td>
</tr>
</tbody>
</table>

## Progress: 5% Intervene

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5%</td>
<td>81st</td>
<td>20th</td>
<td>out of 83</td>
<td>out of 20</td>
</tr>
</tbody>
</table>

## Climate: 12% Intervene

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12%</td>
<td>72nd</td>
<td>16th</td>
<td>out of 84</td>
<td>out of 21</td>
</tr>
</tbody>
</table>

## College & Career:

The College & Career domain measures college and career readiness and post-secondary outcomes.

*Insufficient Data
# Achievement

<table>
<thead>
<tr>
<th>Metric</th>
<th>Metric Score</th>
<th>Points Earned</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Keystone Exam - Algebra I</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Proficient or Advanced</td>
<td>5%</td>
<td>0.00 out of 8.0</td>
<td>INTERVENE</td>
</tr>
<tr>
<td>(224 students)</td>
<td></td>
<td>(0%)</td>
<td></td>
</tr>
<tr>
<td>% Advanced</td>
<td>0%</td>
<td>0.00 out of 1.5</td>
<td>INTERVENE</td>
</tr>
<tr>
<td>(224 students)</td>
<td></td>
<td>(0%)</td>
<td></td>
</tr>
<tr>
<td><strong>Keystone Exam - Biology</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Proficient or Advanced</td>
<td>4%</td>
<td>0.00 out of 8.0</td>
<td>INTERVENE</td>
</tr>
<tr>
<td>(105 students)</td>
<td></td>
<td>(0%)</td>
<td></td>
</tr>
<tr>
<td>% Advanced</td>
<td>1%</td>
<td>0.06 out of 1.5</td>
<td>INTERVENE</td>
</tr>
<tr>
<td>(105 students)</td>
<td></td>
<td>(4%)</td>
<td></td>
</tr>
<tr>
<td><strong>Keystone Exam - Literature</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Proficient or Advanced</td>
<td>14%</td>
<td>0.00 out of 8.0</td>
<td>INTERVENE</td>
</tr>
<tr>
<td>(102 students)</td>
<td></td>
<td>(0%)</td>
<td></td>
</tr>
<tr>
<td>% Advanced</td>
<td>0%</td>
<td>0.00 out of 1.5</td>
<td>INTERVENE</td>
</tr>
<tr>
<td>(102 students)</td>
<td></td>
<td>(0%)</td>
<td></td>
</tr>
<tr>
<td><strong>ACCESS for ELLs:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% 4.5 or Above</td>
<td></td>
<td></td>
<td>*Insufficient Sample</td>
</tr>
</tbody>
</table>

**Achievement Total:**

0%  
0.06 out of 28.5  
INTERVENE
## Progress

<table>
<thead>
<tr>
<th>METRIC</th>
<th>METRIC SCORE</th>
<th>POINTS EARNED</th>
<th>TIER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keystone Exam - Algebra I: Average Growth Index (AGI)</td>
<td>-10.29</td>
<td>0.00 out of 6.5 (0%)</td>
<td>INTERVENE</td>
</tr>
<tr>
<td>Keystone Exam - Biology: Average Growth Index (AGI)</td>
<td>-4.53</td>
<td>0.00 out of 6.5 (0%)</td>
<td>INTERVENE</td>
</tr>
<tr>
<td>Keystone Exam - Literature: Average Growth Index (AGI)</td>
<td>-6.32</td>
<td>0.00 out of 6.5 (0%)</td>
<td>INTERVENE</td>
</tr>
<tr>
<td>% of On-Track Students Earning Credits Required For Promotion</td>
<td>*Not Applicable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of Off-Track Students Earning Credits Required for Promotion</td>
<td>*Not Applicable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCESS for ELLs: % Growth in 60th Percentile or Above</td>
<td>SEE NOTE FOR SY 2015-2016</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Progress, On Equity

<table>
<thead>
<tr>
<th>METRIC</th>
<th>METRIC SCORE</th>
<th>POINTS EARNED</th>
<th>TIER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keystone Exam - Algebra I: AGI for Lowest-Performing 20% of Students</td>
<td>-1.04</td>
<td>0.00 out of 1.5 (0%)</td>
<td>INTERVENE</td>
</tr>
<tr>
<td>Keystone Exam - Biology: AGI for Lowest-Performing 20% of Students</td>
<td>1.47</td>
<td>1.24 out of 1.5 (82%)</td>
<td>MODEL</td>
</tr>
<tr>
<td>Keystone Exam - Literature: AGI for Lowest-Performing 20% of Students</td>
<td>-2.86</td>
<td>0.00 out of 1.5 (0%)</td>
<td>INTERVENE</td>
</tr>
<tr>
<td><strong>Progress Total:</strong></td>
<td><strong>5%</strong></td>
<td><strong>1.24 out of 24.0</strong></td>
<td>INTERVENE</td>
</tr>
</tbody>
</table>

*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>21%</td>
<td>0.16 out of 8.0</td>
<td>INTERVENE</td>
</tr>
<tr>
<td>% Attending 90% to 95% of Days</td>
<td>21%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Attending 85% to 90% of Days</td>
<td>18%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Attending 80% to 85% of Days</td>
<td>14%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Attending Less than 80% of Days</td>
<td>27%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual Retention Rate</td>
<td>75%</td>
<td>0.00 out of 6.0</td>
<td>INTERVENE</td>
</tr>
<tr>
<td>% of Students with Zero In-School Suspensions</td>
<td>100%</td>
<td>0.50 out of 0.5</td>
<td>MODEL</td>
</tr>
<tr>
<td>% of Students with Zero Out-of-School Suspensions</td>
<td>84%</td>
<td>1.17 out of 2.5</td>
<td>WATCH</td>
</tr>
<tr>
<td>Student Survey: School Climate Rating (% most positive responses)</td>
<td>54%</td>
<td>0.54 out of 1.0</td>
<td>REINFORCE</td>
</tr>
<tr>
<td>Parent Survey: School Climate Rating (% most positive responses)</td>
<td>0%</td>
<td>0.00 out of 1.0</td>
<td>INTERVENE</td>
</tr>
<tr>
<td>Parent/Guardian Survey: Participation Rate</td>
<td>5%</td>
<td>0.00 out of 1.0</td>
<td>INTERVENE</td>
</tr>
</tbody>
</table>

**Climate Total:** 12% out of 20.0
## College & Career

<table>
<thead>
<tr>
<th>METRIC</th>
<th>METRIC SCORE</th>
<th>POINTS EARNED</th>
<th>TIER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four-Year Cohort Graduation Rate</td>
<td></td>
<td>*Not Applicable</td>
<td></td>
</tr>
<tr>
<td>First-Fall College Matriculation Rate</td>
<td></td>
<td>*Not Applicable</td>
<td></td>
</tr>
<tr>
<td>AP, IB &amp; NOCTI Exams Participation &amp; Performance</td>
<td></td>
<td>*Not Applicable</td>
<td></td>
</tr>
<tr>
<td>% Participating, Not Meeting Threshold</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Not Participating</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAT &amp; ACT Exams Participation &amp; Performance</td>
<td></td>
<td>*Not Applicable</td>
<td></td>
</tr>
<tr>
<td>% Participating, Not Meeting Threshold</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Not Participating</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FAFSA Completion Rate</td>
<td></td>
<td>*Not Applicable</td>
<td></td>
</tr>
<tr>
<td>Student Survey: College &amp; Career Readiness Rating (% most positive responses)</td>
<td>36%</td>
<td>0.36 out of 1.0 (36%)</td>
<td>WATCH</td>
</tr>
</tbody>
</table>

**College & Career Total:**  

| 0.36 | *Insufficient Data |
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>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of Teachers Receiving an Effectiveness Rating of Distinguished</td>
<td>0%</td>
</tr>
<tr>
<td>(11 of 16 teachers in this school were in a formal observation year)</td>
<td></td>
</tr>
<tr>
<td>Percentage of Teachers Receiving an Observation Score of Distinguished in</td>
<td>11%</td>
</tr>
<tr>
<td>Instruction</td>
<td></td>
</tr>
<tr>
<td>(9 of 16 teachers in this school were in a formal observation year)</td>
<td></td>
</tr>
<tr>
<td>Percentage of Teachers Attending 95% or More of Days</td>
<td>71%</td>
</tr>
<tr>
<td>Student Survey: Student Perception of Quality of Teacher Practice</td>
<td>45%</td>
</tr>
<tr>
<td>(% most positive responses)</td>
<td></td>
</tr>
</tbody>
</table>