

The LINC

School Code: 566
 Sector: District
 Address: 122 W. Erie Ave., 19140
 Phone/Fax: 215-291-5432 / 215-291-5449
 Website: www.philasd.org/schools/thelinc

Report Type: High School (9-10)
 Peer Group: 1
 Enrollment: 205
 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: 13% INTERVENE

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

13%
●

65th
out of 83

6th
out of 12

Achievement: 4% Intervene

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

4%
●

48th
out of 79

5th
out of 12

Progress: 21% Intervene

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

21%
●

57th
out of 83

4th
out of 12

Climate: 15% Intervene

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

15%
●

68th
out of 84

7th
out of 12

College & Career:

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

*Insufficient Data

Achievement

METRIC	METRIC SCORE	POINTS EARNED	TIER
Keystone Exam - Algebra I			
% Proficient or Advanced	4% (168 students)	0.00 out of 8.0 (0%)	INTERVENE
% Advanced	0% (168 students)	0.00 out of 1.5 (0%)	INTERVENE
Keystone Exam - Biology			
% Proficient or Advanced	3% (76 students)	0.00 out of 8.0 (0%)	INTERVENE
% Advanced	0% (76 students)	0.00 out of 1.5 (0%)	INTERVENE
Keystone Exam - Literature			
% Proficient or Advanced	18% (80 students)	0.00 out of 8.0 (0%)	INTERVENE
% Advanced	0% (80 students)	0.00 out of 1.5 (0%)	INTERVENE
ACCESS for ELLs: % 4.5 or Above	28% (32 students)	1.31 out of 1.5 (88%)	MODEL
Achievement Total:	4%	1.31 out of 30.0	INTERVENE

Progress

METRIC	METRIC SCORE	POINTS EARNED	TIER
Keystone Exam - Algebra I: Average Growth Index (AGI)	-8.81	0.00 out of 6.5 (0%)	INTERVENE
Keystone Exam - Biology: Average Growth Index (AGI)	-3.55	0.00 out of 6.5 (0%)	INTERVENE
Keystone Exam - Literature: Average Growth Index (AGI)	-2.66	0.00 out of 6.5 (0%)	INTERVENE
% of On-Track Students Earning Credits Required For Promotion	89% (176 students)	5.12 out of 8.0 (64%)	REINFORCE
% of Off-Track Students Earning Credits Required for Promotion			*Insufficient Sample
ACCESS for ELLs: % Growth in 60th Percentile or Above		SEE NOTE FOR SY 2015-2016	

Progress, On Equity

Keystone Exam - Algebra I: AGI for Lowest-Performing 20% of Students	-0.05	0.48 out of 1.5 (32%)	WATCH
Keystone Exam - Biology: AGI for Lowest-Performing 20% of Students	0.95	0.98 out of 1.5 (65%)	REINFORCE
Keystone Exam - Literature: AGI for Lowest-Performing 20% of Students	-1.68	0.00 out of 1.5 (0%)	INTERVENE
Progress Total:	21%	6.57 out of 32.0	INTERVENE

*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	33% (211 students)	2.03 out of 8.0 (25%)	WATCH
% Attending 90% to 95% of Days	27% (211 students)	-	
% Attending 85% to 90% of Days	18% (211 students)	-	
% Attending 80% to 85% of Days	7% (211 students)	-	
% Attending Less than 80% of Days	16% (211 students)	-	
Annual Retention Rate	73% (199 students)	0.00 out of 6.0 (0%)	INTERVENE
% of Students with Zero In-School Suspensions	100% (211 students)	0.50 out of 0.5 (100%)	MODEL
% of Students with Zero Out-of-School Suspensions	75% (211 students)	0.41 out of 2.5 (16%)	INTERVENE
Student Survey: School Climate Rating (% most positive responses)	0%	0.00 out of 1.0 (0%)	INTERVENE
Parent Survey: School Climate Rating (% most positive responses)	0%	0.00 out of 1.0 (0%)	INTERVENE
Parent/Guardian Survey: Participation Rate	0%	0.00 out of 1.0 (0%)	INTERVENE
Climate Total:	15%	2.94 out of 20.0	INTERVENE

College & Career

METRIC	METRIC SCORE	POINTS EARNED	TIER
Four-Year Cohort Graduation Rate			*Not Applicable
First-Fall College Matriculation Rate			*Not Applicable
AP, IB & NOCTI Exams Participation & Performance			*Not Applicable
% Participating, Not Meeting Threshold			
% Not Participating			
SAT & ACT Exams Participation & Performance			*Not Applicable
% Participating, Not Meeting Threshold			
% Not Participating			
FAFSA Completion Rate			*Not Applicable
Student Survey: College & Career Readiness Rating (% most positive responses)	0%	0.00 out of 1.0 (0%)	INTERVENE
College & Career Total:		0.00 out of 1.0	*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

Percentage of Teachers Receiving an Effectiveness Rating of Distinguished (7 of 12 teachers in this school were in a formal observation year)	0%
Percentage of Teachers Receiving an Observation Score of Distinguished in Instruction (7 of 12 teachers in this school were in a formal observation year)	0%
Percentage of Teachers Attending 95% or More of Days	42%
Student Survey: Student Perception of Quality of Teacher Practice (% most positive responses)	0%