

## Clara Barton School

School Code: 720  
 Sector: District  
 Address: 4600 Rosehill St., 19120  
 Phone/Fax: 215-456-3007 / 215-456-5578  
 Website: www.philasd.org/schools/barton

Report Type: Elementary School (K-2)  
 Peer Group: 1  
 Enrollment: 807  
 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:

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

\*Insufficient Data

### Achievement:

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

\*Insufficient Data

### Progress:

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

\*Insufficient Data

### Climate: 66% Reinforce

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



19th  
out of 62

3rd  
out of 18

## Achievement

METRIC	METRIC SCORE	POINTS EARNED	TIER
% Reading at Grade Level - Grades K-2	55% (781 students)	2.27 out of 3.0 (76%)	<b>MODEL</b>
PSSA: English Language Arts			
% Proficient or Advanced			*Not Applicable
% Advanced			*Not Applicable
PSSA: Mathematics			
% Proficient or Advanced			*Not Applicable
% Advanced			*Not Applicable
PSSA: Science			
% Proficient or Advanced			*Not Applicable
% Advanced			*Not Applicable
ACCESS for ELLs: % 4.5 or Above	11% (150 students)	0.00 out of 1.5 (0%)	<b>INTERVENE</b>
<b>Achievement Total:</b>		<b>2.27</b> out of 4.5	<b>*Insufficient Data</b>

## Progress

METRIC	METRIC SCORE	POINTS EARNED	TIER
PSSA Mathematics Average Growth Index (AGI)			*Not Applicable
PSSA English Language Arts Average Growth Index (AGI)			*Not Applicable
PSSA Science (Grade 4) Average Growth Index (AGI)			*Not Applicable
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			*Not Applicable
PSSA English Language Arts: AGI for Lowest-Performing 20% of Students			*Not Applicable
<b>Progress Total:</b>			<b>*Insufficient Data</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>38%</b> (890 students)	<b>3.28</b> out of <b>12.0</b> (27%)	<b>WATCH</b>
% Attending 90% to 95% of Days	32% (890 students)	-	
% Attending 85% to 90% of Days	14% (890 students)	-	
% Attending 80% to 85% of Days	6% (890 students)	-	
% Attending Less than 80% of Days	9% (890 students)	-	
Annual Retention Rate	<b>89%</b> (766 students)	<b>9.27</b> out of <b>10.0</b> (93%)	<b>MODEL</b>
% of Students with Zero In-School Suspensions	<b>100%</b> (890 students)	<b>0.95</b> out of <b>1.0</b> (95%)	<b>MODEL</b>
% of Students with Zero Out-of-School Suspensions	<b>99%</b> (890 students)	<b>3.67</b> out of <b>4.0</b> (92%)	<b>MODEL</b>
Student Survey: School Climate Rating (% most positive responses)			*Not Applicable
Parent Survey: School Climate Rating (% most positive responses)	<b>88%</b>	<b>0.88</b> out of <b>1.0</b> (88%)	<b>MODEL</b>
Parent/Guardian Survey: Participation Rate	<b>73%</b>	<b>1.00</b> out of <b>1.0</b> (100%)	<b>MODEL</b>
<b>Climate Total:</b>	<b>66%</b>	<b>19.04</b> out of <b>29.0</b>	<b>REINFORCE</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 (36 of 49 teachers in this school were in a formal observation year)	22%
Percentage of Teachers Receiving an Observation Score of Distinguished in Instruction (23 of 49 teachers in this school were in a formal observation year)	35%
Percentage of Teachers Attending 95% or More of Days	58%
Student Survey: Student Perception of Quality of Teacher Practice (% most positive responses)	*Not Applicable