

Kennedy C. Crossan School

School Code: 823
 Sector: District
 Address: 7350 Bingham St., 19111
 Phone/Fax: 215-728-5014 / 215-728-5955
 Website: www.philasd.org/schools/crossan

Report Type: Elementary School (K-5)
 Peer Group: 3
 Enrollment: 377
 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: 41% WATCH

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



21st
out of 60

8th
out of 16

Achievement: 43% Watch

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



7th
out of 60

1st
out of 16

Progress: 10% Intervene

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



44th
out of 59

14th
out of 16

Climate: 78% Model

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



10th
out of 62

5th
out of 16

Achievement

METRIC	METRIC SCORE	POINTS EARNED	TIER
% Reading at Grade Level - Grades K-2	65% (195 students)	3.00 out of 3.0 (100%)	MODEL
PSSA: English Language Arts			
% Proficient or Advanced	44% (156 students)	2.65 out of 9.0 (29%)	WATCH
% Advanced	8% (156 students)	0.67 out of 2.0 (33%)	WATCH
PSSA: Mathematics			
% Proficient or Advanced	38% (156 students)	2.08 out of 9.0 (23%)	INTERVENE
% Advanced	11% (156 students)	0.87 out of 2.0 (44%)	WATCH
PSSA: Science			
% Proficient or Advanced	70% (57 students)	1.88 out of 3.0 (63%)	REINFORCE
% Advanced	19% (57 students)	0.39 out of 0.5 (77%)	MODEL
ACCESS for ELLs: % 4.5 or Above	35% (37 students)	1.50 out of 1.5 (100%)	MODEL
Achievement Total:	43%	13.04 out of 30.0	WATCH

Progress

METRIC	METRIC SCORE	POINTS EARNED	TIER
PSSA Mathematics Average Growth Index (AGI)	-3.00	0.00 out of 12.0 (0%)	INTERVENE
PSSA English Language Arts Average Growth Index (AGI)	-1.20	0.00 out of 12.0 (0%)	INTERVENE
PSSA Science (Grade 4) Average Growth Index (AGI)	-2.17	0.00 out of 5.0 (0%)	INTERVENE
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	1.25	3.00 out of 4.0 (75%)	MODEL
PSSA English Language Arts: AGI for Lowest-Performing 20% of Students	-0.44	0.75 out of 4.0 (19%)	INTERVENE
Progress Total:	10%	3.75 out of 37.0	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	64% (411 students)	12.00 out of 12.0 (100%)	MODEL
% Attending 90% to 95% of Days	27% (411 students)	-	
% Attending 85% to 90% of Days	6% (411 students)	-	
% Attending 80% to 85% of Days	1% (411 students)	-	
% Attending Less than 80% of Days	2% (411 students)	-	
Annual Retention Rate	85% (349 students)	6.54 out of 10.0 (65%)	REINFORCE
% of Students with Zero In-School Suspensions	99% (411 students)	0.52 out of 1.0 (52%)	REINFORCE
% of Students with Zero Out-of-School Suspensions	99% (411 students)	3.67 out of 4.0 (92%)	MODEL
Student Survey: School Climate Rating (% most positive responses)	66%	0.66 out of 1.0 (66%)	REINFORCE
Parent Survey: School Climate Rating (% most positive responses)	0%	0.00 out of 1.0 (0%)	INTERVENE
Parent/Guardian Survey: Participation Rate	1%	0.00 out of 1.0 (0%)	INTERVENE
Climate Total:	78%	23.39 out of 30.0	MODEL

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 (12 of 20 teachers in this school were in a formal observation year)	17%
Percentage of Teachers Receiving an Observation Score of Distinguished in Instruction (10 of 20 teachers in this school were in a formal observation year)	40%
Percentage of Teachers Attending 95% or More of Days	67%
Student Survey: Student Perception of Quality of Teacher Practice (% most positive responses)	63%