

William Cramp School

School Code 547
 Sector District
 Address 3449 N Mascher St, 19140
 Phone/Fax 215-400-3860 / 215-400-3861
 Website webgui.phila.k12.pa.us/schools/c/cramp

Report Type Elementary School
 Grades in Report K-5
 Enrollment 515
 Admissions Category Neighborhood
 Turnaround Model N/A

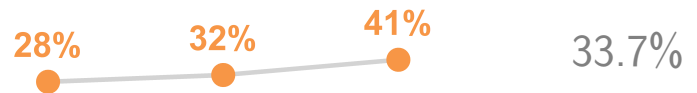
Performance Tiers

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

2014-15 2015-16 2016-17 3 YEAR AVG

OVERALL: WATCH (41%)

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



Achievement: INTERVENE (4%)

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



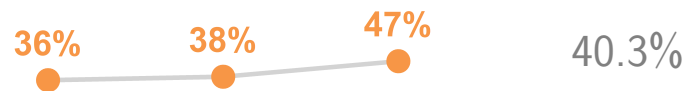
Progress: REINFORCE (67%)

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



Climate: WATCH (47%)

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



Achievement

METRIC	METRIC SCORE	POINTS EARNED	TIER
% Reading at Grade Level - Grades K-2	35% (218 students)	0.74 out of 3.00 (25%)	WATCH
PSSA: English Language Arts			
% Proficient or Advanced	22% (246 students)	0.22 out of 9.00 (2%)	INTERVENE
Grade 3 - % Proficient or Advanced	29% (82 students)		
Grades 4-8 - % Proficient or Advanced	18% (164 students)		
% Advanced	2% (246 students)	0.13 out of 2.00 (7%)	INTERVENE
Grade 3 - % Advanced	2% (82 students)		
Grades 4-8 - % Advanced	1% (164 students)		
PSSA: Mathematics			
% Proficient or Advanced	11% (248 students)	0.00 out of 9.00 (0%)	INTERVENE
% Advanced	0% (248 students)	0.03 out of 2.00 (2%)	INTERVENE
PSSA: Science			
% Proficient or Advanced	20% (89 students)	0.01 out of 3.00 (0%)	INTERVENE
% Advanced	0% (89 students)	0.00 out of 0.50 (0%)	INTERVENE
Access for ELLs: % 4.5 or Above	4% (144 students)	0.00 out of 1.50 (0%)	INTERVENE
Achievement Total: % of Points Earned	4%	1.13 out of 30.00	INTERVENE

Progress

METRIC	METRIC SCORE	POINTS EARNED	TIER
PSSA Mathematics: Average Growth Index (AGI)	2.25	12.00 out of 12.00 (100%)	MODEL
PSSA English Language Arts: Average Growth Index (AGI)	0.37	5.48 out of 12.00 (46%)	WATCH
PSSA Science (Grade 4): Average Growth Index (AGI)	-4.68	0.00 out of 5.00 (0%)	INTERVENE
ACCESS for ELLs: % Growth in 60th Percentile or Above			SEE NOTE FOR SY 2016-2017

Progress, On Equity

PSSA Mathematics: AGI for Lowest-Performing 20% of Students	1.55	3.40 out of 4.00 (85%)	MODEL
PSSA English Language Arts: AGI for Lowest-Performing 20% of Students	3.04	4.00 out of 4.00 (100%)	MODEL
Progress Total: % of Points Earned	67%	24.88 out of 37.00	REINFORCE

Starting in School Year 2016-2017, the standards on the ACCESS assessment were revised. Consequently, growth estimates are not available, so this metric is suppressed for School Year 2016-2017.

Climate

METRIC	METRIC SCORE	POINTS EARNED	TIER
% of Students Attending 95% or More of Instructional Days	38% (581 students)	3.08 out of 12.00 (26%)	WATCH
% Attending 90% to 95% of days	32% (581 students)		
% Attending 85% to 90% of days	16% (581 students)		
% Attending 80% to 85% of days	8% (581 students)		
% Attending less than 80% of days	7% (581 students)		
Annual Retention Rate	83% (491 students)	5.13 out of 10.00 (51%)	REINFORCE
% of Students with Zero In-School Suspensions	100% (581 students)	1.00 out of 1.00 (100%)	MODEL
% of Students with Zero Out-of-School Suspensions	98% (581 students)	3.40 out of 4.00 (85%)	MODEL
Student Survey: School Climate Rating (% most positive responses)	63%	0.63 out of 1.00 (63%)	REINFORCE
Parent Survey: School Climate Rating (% most positive responses)	77%	0.77 out of 1.00 (77%)	MODEL
Parent/Guardian Survey: Participation Rate	17%	0.18 out of 1.00 (18%)	INTERVENE
Climate Total: % of Points Earned	47%	14.19 out of 30.00	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 SDP's 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 Overall Observation Score of Distinguished	40%
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Percentage of Teachers Receiving an Observation Score of Distinguished in Instruction	57%
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Percentage of Teachers Attending 95% or More of Days	61%
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Student Survey: Student Perception of Quality of Teacher Practice (% most positive responses)	65%
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FOR MORE INFORMATION

More information about the School Progress Reports, including the User Guide, Public Business Rules, and FAQ, is available at philasd.org/spr.

NOTES ABOUT ROUNDING

All calculated values in the SPR (metric scores, percent of points earned, and points earned) are calculated using unrounded values; however, displayed values may differ slightly due to rounding for publication purposes.

UNDERSTANDING DUAL REPORTS

Schools that serve multiple grade spans receive separate SPRs for each grade span (for example, a school serving grades 6-12 receives a Middle School Report and a High School report). The grades included in a particular report are displayed on the top right of the cover page.