

## The LINC

School Code 566  
 Sector District  
 Address 122 W Erie Ave, 19140  
 Phone/Fax 215-400-3940 / 215-400-3941  
 Website webgui.phila.k12.pa.us/schools/l/the-linc

Report Type High School  
 Grades in Report 9-11  
 Enrollment 238  
 Admissions Category Citywide  
 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: INTERVENE (14%)

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



### Achievement: INTERVENE (1%)

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



### Progress: INTERVENE (24%)

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



### Climate: INTERVENE (18%)

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



### College & Career: INSUFFICIENT DATA

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

N/A

## Achievement

METRIC	METRIC SCORE	POINTS EARNED	TIER
Keystone Exam - Algebra I			
% Proficient or Advanced	<b>7%</b> (70 students)	0.00 out of 8.00 (0%)	<b>INTERVENE</b>
% Advanced	<b>0%</b> (70 students)	0.00 out of 1.50 (0%)	<b>INTERVENE</b>
Keystone Exam - Biology			
% Proficient or Advanced			INSUFFICIENT SAMPLE
% Advanced			INSUFFICIENT SAMPLE
Keystone Exam - Literature			
% Proficient or Advanced	<b>18%</b> (73 students)	0.00 out of 8.00 (0%)	<b>INTERVENE</b>
% Advanced	<b>1%</b> (73 students)	0.08 out of 1.50 (5%)	<b>INTERVENE</b>
Access for ELLs: % 4.5 or Above			
	<b>6%</b> (34 students)	0.13 out of 1.50 (9%)	<b>INTERVENE</b>
<b>Achievement Total:</b> % of Points Earned	<b>1%</b>	<b>0.21</b> out of 20.50	<b>INTERVENE</b>

## Progress

METRIC	METRIC SCORE	POINTS EARNED	TIER
Keystone Exam - Algebra I: Average Growth Index (AGI)	-1.09	0.00 out of 6.50 (0%)	<b>INTERVENE</b>
Keystone Exam - Biology: Average Growth Index (AGI)			INSUFFICIENT SAMPLE
Keystone Exam - Literature: Average Growth Index (AGI)	-1.50	0.00 out of 6.50 (0%)	<b>INTERVENE</b>
% of On-Track Students Earning Credits Required For Promotion	88% (172 students)	4.90 out of 8.00 (61%)	<b>REINFORCE</b>
% of Off-Track Students Earning Credits Required for Promotion			INSUFFICIENT SAMPLE
ACCESS for ELLs: % Growth in 60th Percentile or Above			SEE NOTE FOR SY 2016-2017

## Progress, On Equity

Keystone Exam - Algebra I: AGI for Lowest-Performing 20% of Students			INSUFFICIENT SAMPLE
Keystone Exam - Biology: AGI for Lowest-Performing 20% of Students			INSUFFICIENT SAMPLE
Keystone Exam - Literature: AGI for Lowest-Performing 20% of Students	-0.15	0.43 out of 1.50 (28%)	<b>WATCH</b>
<b>Progress Total:</b> % of Points Earned	<b>24%</b>	<b>5.32</b> out of 22.50	<b>INTERVENE</b>

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	<b>15%</b> (262 students)	<b>0.00</b> out of <b>8.00</b> (0%)	<b>INTERVENE</b>
% Attending 90% to 95% of days	28% (262 students)		
% Attending 85% to 90% of days	15% (262 students)		
% Attending 80% to 85% of days	13% (262 students)		
% Attending less than 80% of days	29% (262 students)		
Annual Retention Rate	<b>71%</b> (224 students)	<b>0.00</b> out of <b>6.00</b> (0%)	<b>INTERVENE</b>
% of Students with Zero In-School Suspensions	<b>100%</b> (262 students)	<b>0.50</b> out of <b>0.50</b> (100%)	<b>MODEL</b>
% of Students with Zero Out-of-School Suspensions	<b>88%</b> (262 students)	<b>1.51</b> out of <b>2.50</b> (61%)	<b>REINFORCE</b>
Student Survey: School Climate Rating (% most positive responses)	<b>59%</b>	<b>0.59</b> out of <b>1.00</b> (59%)	<b>REINFORCE</b>
Parent Survey: School Climate Rating (% most positive responses)	<b>71%</b>	<b>0.71</b> out of <b>1.00</b> (71%)	<b>REINFORCE</b>
Parent/Guardian Survey: Participation Rate	<b>19%</b>	<b>0.22</b> out of <b>1.00</b> (22%)	<b>INTERVENE</b>
<b>Climate Total:</b> % of Points Earned	<b>18%</b>	<b>3.55</b> out of <b>20.00</b>	<b>INTERVENE</b>

## 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 APPLICABLE
% Not Participating			NOT APPLICABLE
SAT & ACT Exams Participation & Performance			NOT APPLICABLE
% Participating Not Meeting Threshold			NOT APPLICABLE
% Not Participating			NOT APPLICABLE
FAFSA Completion Rate			NOT APPLICABLE
Student Survey: College & Career Readiness Rating (% most positive responses)	16%	0.16 out of 1.00 (16%)	<b>INTERVENE</b>
<b>College and Career Total:</b> % of Points Earned		<b>0.16</b> out of 1.00	<b>INSUFFICIENT DATA</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 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	0%
Percentage of Teachers Receiving an Observation Score of Distinguished in Instruction	0%
Percentage of Teachers Attending 95% or More of Days	69%
Student Survey: Student Perception of Quality of Teacher Practice (% most positive responses)	43%

### 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](http://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.