

Anne Frank School

School Code 840
 Sector District
 Address 2000 Bowler St, 19115
 Phone/Fax 215-400-3070 / 215-400-3071
 Website webgui.phila.k12.pa.us/schools/f/frank

Report Type Elementary School
 Grades in Report K-5
 Enrollment 1,284
 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: MODEL (78%)

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



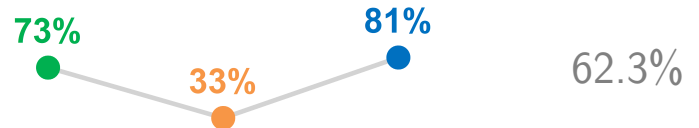
Achievement: REINFORCE (64%)

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



Progress: MODEL (81%)

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



Climate: MODEL (88%)

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	61% (646 students)	2.71 out of 3.00 (90%)	MODEL
PSSA: English Language Arts			
% Proficient or Advanced	68% (576 students)	5.35 out of 9.00 (59%)	REINFORCE
Grade 3 - % Proficient or Advanced	73% (191 students)		
Grades 4-8 - % Proficient or Advanced	65% (385 students)		
% Advanced	24% (576 students)	1.89 out of 2.00 (94%)	MODEL
Grade 3 - % Advanced	20% (191 students)		
Grades 4-8 - % Advanced	25% (385 students)		
PSSA: Mathematics			
% Proficient or Advanced	55% (575 students)	3.97 out of 9.00 (44%)	WATCH
% Advanced	22% (575 students)	1.77 out of 2.00 (88%)	MODEL
PSSA: Science			
% Proficient or Advanced	75% (204 students)	2.06 out of 3.00 (69%)	REINFORCE
% Advanced	28% (204 students)	0.50 out of 0.50 (100%)	MODEL
Access for ELLs: % 4.5 or Above	11% (271 students)	0.86 out of 1.50 (57%)	REINFORCE
Achievement Total: % of Points Earned	64%	19.10 out of 30.00	REINFORCE

Progress

METRIC	METRIC SCORE	POINTS EARNED	TIER
PSSA Mathematics: Average Growth Index (AGI)	2.79	12.00 out of 12.00 (100%)	MODEL
PSSA English Language Arts: Average Growth Index (AGI)	2.48	12.00 out of 12.00 (100%)	MODEL
PSSA Science (Grade 4): Average Growth Index (AGI)	-1.03	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	0.76	2.35 out of 4.00 (59%)	REINFORCE
PSSA English Language Arts: AGI for Lowest-Performing 20% of Students	1.74	3.65 out of 4.00 (91%)	MODEL
Progress Total: % of Points Earned	81%	30.00 out of 37.00	MODEL

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	60% (1388 students)	11.86 out of 12.00 (99%)	MODEL
% Attending 90% to 95% of days	29% (1388 students)		
% Attending 85% to 90% of days	7% (1388 students)		
% Attending 80% to 85% of days	2% (1388 students)		
% Attending less than 80% of days	2% (1388 students)		
Annual Retention Rate	90% (1211 students)	9.89 out of 10.00 (99%)	MODEL
% of Students with Zero In-School Suspensions	100% (1388 students)	1.00 out of 1.00 (100%)	MODEL
% of Students with Zero Out-of-School Suspensions	99% (1388 students)	3.73 out of 4.00 (93%)	MODEL
Student Survey: School Climate Rating (% most positive responses)	0%	0.00 out of 1.00 (0%)	INTERVENE
Parent Survey: School Climate Rating (% most positive responses)	0%	0.00 out of 1.00 (0%)	INTERVENE
Parent/Guardian Survey: Participation Rate	5%	0.00 out of 1.00 (0%)	INTERVENE
Climate Total: % of Points Earned	88%	26.48 out of 30.00	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 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	33%
Percentage of Teachers Receiving an Observation Score of Distinguished in Instruction	45%
Percentage of Teachers Attending 95% or More of Days	63%
Student Survey: Student Perception of Quality of Teacher Practice (% most positive responses)	0%

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.