

# William C. Longstreth School

School Code 135  
 Sector District  
 Address 5700 Willows Ave., 19143  
 Phone/Fax 215-400-7870 / 215-400-7871  
 Website <http://philasd.org/longstreth>

Report Type K8 School  
 Grades in Report K-8  
 Enrollment 406  
 Admissions Category Neighborhood  
 Turnaround Model N/A

## Performance Tiers

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

2015-16      2016-17      2017-18      3 YEAR AVG

### OVERALL: WATCH (28%)

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



### Achievement: INTERVENE (2%)

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



### Progress: REINFORCE (56%)

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



### Climate: INTERVENE (17%)

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	<b>36%</b> (117 students)	<b>0.65</b> out of <b>3.00</b> (22%)	<b>INTERVENE</b>
PSSA: English Language Arts			
% Proficient or Advanced	<b>18%</b> (217 students)	<b>0.00</b> out of <b>9.00</b> (0%)	<b>INTERVENE</b>
Grade 3 - % Proficient or Advanced	<b>27%</b> (37 students)		
Grade 4 - % Proficient or Advanced	<b>15%</b> (41 students)		
Grade 5 - % Proficient or Advanced	<b>23%</b> (31 students)		
Grade 6 - % Proficient or Advanced	<b>9%</b> (33 students)		
Grade 7 - % Proficient or Advanced	<b>22%</b> (45 students)		
Grade 8 - % Proficient or Advanced	<b>7%</b> (30 students)		
% Advanced	<b>0%</b> (217 students)	<b>0.00</b> out of <b>2.00</b> (0%)	<b>INTERVENE</b>
ACCESS for ELLs: % 4.5 or Above			INSUFFICIENT SAMPLE

Achievement section continues on next page.

**Achievement (Continued)**

METRIC	METRIC SCORE	POINTS EARNED	TIER
PSSA: Mathematics			
% Proficient or Advanced	<b>4%</b> (216 students)	<b>0.00</b> out of <b>9.00</b> (0%)	<b>INTERVENE</b>
Grade 3 - % Proficient or Advanced	11% (37 students)		
Grade 4 - % Proficient or Advanced	5% (41 students)		
Grade 5 - % Proficient or Advanced	10% (30 students)		
Grade 6 - % Proficient or Advanced	0% (34 students)		
Grade 7 - % Proficient or Advanced	0% (44 students)		
Grade 8 - % Proficient or Advanced	0% (30 students)		
% Advanced	<b>0%</b> (216 students)	<b>0.00</b> out of <b>2.00</b> (0%)	<b>INTERVENE</b>
PSSA: Science			
% Proficient or Advanced	<b>18%</b> (71 students)	<b>0.00</b> out of <b>3.00</b> (0%)	<b>INTERVENE</b>
Grade 4 - % Proficient or Advanced	29% (41 students)		
Grade 8 - % Proficient or Advanced	3% (30 students)		
% Advanced	<b>1%</b> (71 students)	<b>0.03</b> out of <b>0.50</b> (6%)	<b>INTERVENE</b>
<b>Achievement Total:</b> % of Points Earned	<b>2%</b>	<b>0.68</b> out of <b>28.50</b>	<b>INTERVENE</b>

## Progress

METRIC	METRIC SCORE	POINTS EARNED	TIER
PSSA Mathematics: Average Growth Index (AGI)	0.29	5.16 out of 12.00 (43%)	WATCH
PSSA English Language Arts: Average Growth Index (AGI)	1.78	11.12 out of 12.00 (93%)	MODEL
PSSA Science (Grade 4): Average Growth Index (AGI)	-1.24	0.00 out of 2.50 (0%)	INTERVENE
PSSA Science (Grade 8): Average Growth Index (AGI)	1.04	1.70 out of 2.50 (68%)	REINFORCE
ACCESS for ELLs: % Growth in 60th Percentile or Above			SEE FOOTNOTE*

## Progress, On Equity

PSSA Mathematics: AGI for Lowest-Performing 33% of Students	1.09	2.79 out of 4.00 (70%)	REINFORCE
PSSA English Language Arts: AGI for Lowest-Performing 33% of Students	-1.25	0.00 out of 4.00 (0%)	INTERVENE
<b>Progress Total:</b> % of Points Earned	<b>56%</b>	<b>20.77</b> out of 37.00	<b>REINFORCE</b>

\*The ACCESS exam was in transition in School Year 2017-18 as the state was undergoing a re-calibration of the assessment; therefore, the ACCESS growth metric on the SPR is suppressed.

## Climate

METRIC	METRIC SCORE	POINTS EARNED	TIER
% of Students Attending 95% or More of Instructional Days	<b>37%</b> (464 students)	<b>1.77</b> out of <b>12.00</b> (15%)	<b>INTERVENE</b>
% Attending 90% to 95% of days	31% (464 students)		
% Attending 85% to 90% of days	14% (464 students)		
% Attending 80% to 85% of days	7% (464 students)		
% Attending less than 80% of days	12% (464 students)		
Annual Retention Rate	<b>71%</b> (376 students)	<b>0.00</b> out of <b>10.00</b> (0%)	<b>INTERVENE</b>
% of Students with Zero In-School Suspensions	<b>100%</b> (464 students)	<b>1.00</b> out of <b>1.00</b> (100%)	<b>MODEL</b>
% of Students with Zero Out-of-School Suspensions	<b>89%</b> (464 students)	<b>1.89</b> out of <b>4.00</b> (47%)	<b>WATCH</b>
Student Survey: School Climate Rating (% most positive responses)	<b>48%</b>	<b>0.48</b> out of <b>1.00</b> (48%)	<b>WATCH</b>
Parent Survey: School Climate Rating (% most positive responses)	<b>0%</b>	<b>0.00</b> out of <b>1.00</b> (0%)	<b>INTERVENE</b>
Parent/Guardian Survey: Participation Rate	<b>8%</b>	<b>0.00</b> out of <b>1.00</b> (0%)	<b>INTERVENE</b>
<b>Climate Total:</b> % of Points Earned	<b>17%</b>	<b>5.14</b> out of <b>30.00</b>	<b>INTERVENE</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	DATA NOT AVAILABLE
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Percentage of Teachers Receiving an Observation Score of Distinguished in Instruction	DATA NOT AVAILABLE
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Percentage of Teachers Attending 95% or More of Days	63%
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Student Survey: Student Perception of Quality of Teacher Practice (% most positive responses)	53%
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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](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.