

# Architecture and Design Charter School

School Code W17  
 Sector Charter  
 Address 105 S. 7th St., 19106  
 Phone/Fax 215-351-2900 / 215-351-9458  
 Website <http://www.chadphila.org/>

Report Type High School  
 Grades in Report 9-12  
 Enrollment 609  
 Admissions Category Citywide  
 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: INTERVENE (21%)

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



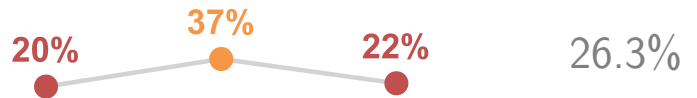
### Achievement: INTERVENE (0%)

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



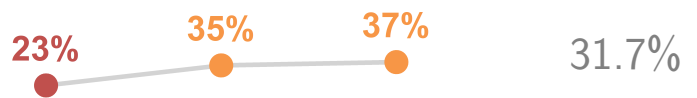
### Progress: INTERVENE (22%)

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



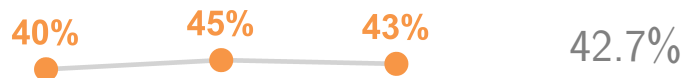
### Climate: WATCH (37%)

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



### College & Career: WATCH (43%)

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



## Achievement

METRIC	METRIC SCORE	POINTS EARNED	TIER
Keystone Exam - Algebra I			
% Proficient or Advanced	<b>3%</b> (160 students)	<b>0.00</b> out of <b>8.00</b> (0%)	<b>INTERVENE</b>
Grade 9 - % Proficient or Advanced	<b>5%</b> (39 students)		
% Advanced	<b>1%</b> (160 students)	<b>0.08</b> out of <b>1.50</b> (5%)	<b>INTERVENE</b>
Keystone Exam - Biology			
% Proficient or Advanced	<b>8%</b> (170 students)	<b>0.00</b> out of <b>8.00</b> (0%)	<b>INTERVENE</b>
% Advanced	<b>0%</b> (170 students)	<b>0.00</b> out of <b>1.50</b> (0%)	<b>INTERVENE</b>
Keystone Exam - Literature			
% Proficient or Advanced	<b>12%</b> (160 students)	<b>0.00</b> out of <b>8.00</b> (0%)	<b>INTERVENE</b>
% Advanced	<b>0%</b> (160 students)	<b>0.00</b> out of <b>1.50</b> (0%)	<b>INTERVENE</b>
ACCESS for ELLs: % 4.5 or Above			INSUFFICIENT SAMPLE
<b>Achievement Total:</b> % of Points Earned	<b>0%</b>	<b>0.08</b> out of <b>28.50</b>	<b>INTERVENE</b>

## Progress

METRIC	METRIC SCORE	POINTS EARNED	TIER
Keystone Exam - Algebra I: Average Growth Index (AGI)	-8.38	0.00 out of 6.50 (0%)	<b>INTERVENE</b>
Keystone Exam - Biology: Average Growth Index (AGI)	-8.45	0.00 out of 6.50 (0%)	<b>INTERVENE</b>
Keystone Exam - Literature: Average Growth Index (AGI)	-11.91	0.00 out of 6.50 (0%)	<b>INTERVENE</b>
% of On-Track Students Earning Credits Required For Promotion	86% (362 students)	4.17 out of 8.00 (52%)	<b>REINFORCE</b>
% of Off-Track Students Earning Credits Required for Promotion	76% (50 students)	4.32 out of 6.00 (72%)	<b>REINFORCE</b>
ACCESS for ELLs: % Growth in 60th Percentile or Above			SEE FOOTNOTE*

## Progress, On Equity

Keystone Exam - Algebra I: AGI for Lowest-Performing 33% of Students	-2.28	0.00 out of 1.50 (0%)	<b>INTERVENE</b>
Keystone Exam - Biology: AGI for Lowest-Performing 33% of Students	-2.02	0.00 out of 1.50 (0%)	<b>INTERVENE</b>
Keystone Exam - Literature: AGI for Lowest-Performing 33% of Students	-5.85	0.00 out of 1.50 (0%)	<b>INTERVENE</b>
<b>Progress Total:</b> % of Points Earned	<b>22%</b>	<b>8.49</b> out of 38.00	<b>INTERVENE</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>26%</b> (644 students)	<b>0.90</b> out of <b>8.00</b> (11%)	<b>INTERVENE</b>
% Attending 90% to 95% of days	27% (644 students)		
% Attending 85% to 90% of days	18% (644 students)		
% Attending 80% to 85% of days	10% (644 students)		
% Attending less than 80% of days	19% (644 students)		
Annual Retention Rate	<b>84%</b> (598 students)	<b>5.67</b> out of <b>6.00</b> (95%)	<b>MODEL</b>
% of Students with Zero In-School Suspensions	<b>100%</b> (644 students)	<b>0.50</b> out of <b>0.50</b> (100%)	<b>MODEL</b>
% of Students with Zero Out-of-School Suspensions	<b>73%</b> (644 students)	<b>0.29</b> out of <b>2.50</b> (12%)	<b>INTERVENE</b>
Student 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 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>0%</b>	<b>0.00</b> out of <b>1.00</b> (0%)	<b>INTERVENE</b>
<b>Climate Total:</b> % of Points Earned	<b>37%</b>	<b>7.36</b> out of <b>20.00</b>	<b>WATCH</b>

## College & Career

METRIC	METRIC SCORE	POINTS EARNED	TIER
Four-Year Cohort Graduation Rate	<b>90%</b> (119 students)	2.69 out of 4.50 (60%)	<b>REINFORCE</b>
First-Fall College Matriculation Rate	<b>51%</b> (113 students)	0.72 out of 1.50 (48%)	<b>WATCH</b>
AP, IB, & NOCTI Exams Participation & Performance	<b>0%</b> (116 students)	0.00 out of 1.00 (0%)	<b>INTERVENE</b>
% Participating Not Meeting Threshold	0% (116 students)		
% Not Participating	100% (116 students)		
SAT & ACT Exams Participation & Performance	<b>3%</b> (116 students)	0.00 out of 1.00 (0%)	<b>INTERVENE</b>
% Participating Not Meeting Threshold	62% (116 students)		
% Not Participating	35% (116 students)		
FAFSA Completion Rate	<b>72%</b> (116 students)	0.93 out of 1.00 (93%)	<b>MODEL</b>
Student Survey: College & Career Readiness Rating (% most positive responses)	<b>0%</b>	0.00 out of 1.00 (0%)	<b>INTERVENE</b>
<b>College and Career Total:</b> % of Points Earned	<b>43%</b>	<b>4.33</b> out of 10.00	<b>WATCH</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	DATA NOT AVAILABLE
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Student Survey: Student Perception of Quality of Teacher Practice (% most positive responses)	0%
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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.