

THE SCHOOL DISTRICT OF PHILADELPHIA



April, 2014

FY15 DISTRICT-OPERATED SCHOOL BUDGETS

440 N. Broad Street, Philadelphia, PA 19130

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The School District of Philadelphia
Office of Family and Community Engagement
440 N. Broad Street, Suite 114
Philadelphia, PA 19130-4015
Email: ask@philasd.org
Tel: (215) 400-4000
Fax: (215) 400-4181

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Action Plan v2.0

School District of Philadelphia

February 17, 2014

**“We are making our schools great.
Join us.”**

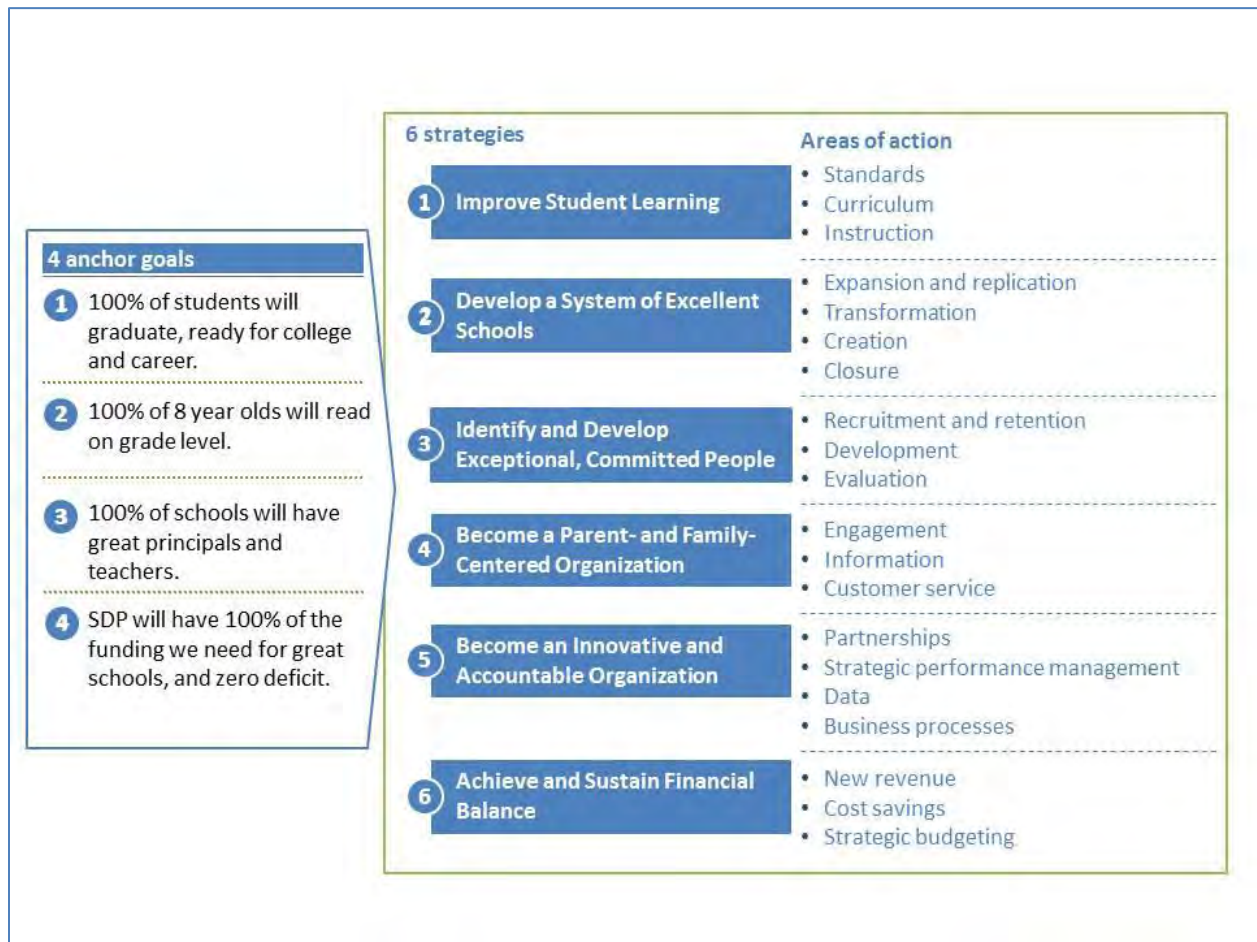
OVERVIEW

This plan is a description of the School District of Philadelphia’s current and planned priority work. Its primary objective is to align the work of all employees to the Goals, Strategies, and Actions described here. It is also intended to communicate a comprehensive overview of the District’s plan to parents, families, students, partners and stakeholders. Building off v1.0, and developed after an additional year of work and reflection, review, and research, it is a “living document” subject to change as new facts are gathered and new evidence comes to light.

Feedback on this Action Plan and new ideas should be provided to: actionplan@philasd.org

This Action Plan can be accessed online at: www.philasd.org/actionplan

Executive Summary: Goals, Strategies and Actions in Brief



Specific Actions

STRATEGY 1: IMPROVE STUDENT LEARNING

- A. Fully adopt and integrate the PA Core standards in all of our teaching and learning activities
- B. Define college and career readiness based on student mastery of content, and align graduation standards
- C. Identify and implement a rigorous, flexible PreK-12 curriculum
- D. Implement a literacy-rich early childhood continuum of services, including recuperative practices
- E. Develop and implement a coherent assessment system
- F. Promote effective instructional practices in every classroom
- G. Accelerate progress towards personalized learning
- H. Provide high quality Special Education services in the least restrictive learning environment
- I. Support rigorous and linguistically appropriate learning experiences for English Language Learners (ELLs)
- J. Integrate a focus on “academic tenacity” throughout the curriculum
- K. Improve student nutrition and meal experience

STRATEGY 2: DEVELOP A SYSTEM OF EXCELLENT SCHOOLS

- A. Make all District schools great by implementing high performing school practices
- B. Provide students with an environment conducive to learning by implementing and maintaining safety and climate plans that incorporate evidence-based programs
- C. Ensure all schools are porous – connected to community resources and partnerships to meet student needs
- D. Empower school leaders and their leadership teams with the authority to make important decisions
- E. Make poor performing schools better through the Renaissance turnaround program, including evidence-based revisions to the Promise Academy model
- F. Promote compelling, successful programs including Career and Technical Education and project-based learning
- G. Review and improve the provision of schooling across all our alternative settings
- H. Strengthen neighborhood schools
- I. Create and launch new, evidence-based school models, and scale the ones that work
- J. Be a great charter school authorizer to ensure all charters are good school options, and promote the sharing of successful practices across all schools
- K. Develop and implement a school progress measure
- L. Provide a clean and comfortable building environment in all schools
- M. Continuously update and refine the system-of-schools plan, including school expansions and closure assessments of chronically under-enrolled and under-performing schools

STRATEGY 3: IDENTIFY AND DEVELOP EXCEPTIONAL, COMMITTED PEOPLE

- A. Improve recruitment and hiring practices to attract the highest quality candidates
- B. Strengthen the principal and teacher pipelines
- C. Celebrate, retain and promote high performing staff, particularly great teachers and principals
- D. Support the continuous development of all personnel – tailored to individuals – including an emphasis on school-based coaching for principals and teachers
- E. Create meaningful opportunities for teacher collaboration and for principal collaboration
- F. Collaborate with city and other partners to make Philadelphia a premier place for principals and teachers to work
- G. Set clear expectations for teachers, principals and support staff and implement regular performance evaluations
- H. Engage teachers, principals, professional networks, labor unions and other partners to identify, explore, develop, and scale great ideas related to talent

STRATEGY 4: BECOME A PARENT- AND FAMILY-CENTERED ORGANIZATION

- A. Actively reach out to parents to involve them in their children's schools, including the launch of a School Advisory Council in every school
- B. Establish clear processes for parent and family input and ideas
- C. Provide parents with information about their students' progress and how to support that progress
- D. Provide parents and families with excellent customer service
- E. Provide parents with ample information on schools, and increase the equity and transparency of the school selection, transfer, and placement processes

STRATEGY 5: BECOME AN INNOVATIVE AND ACCOUNTABLE ORGANIZATION

- A. Cultivate and sustain partnerships at the system and school levels
- B. Transform the organization by instituting strategic management processes at all levels and building a culture of excellence
- C. Improve data accuracy, application, and accessibility
- D. Implement effective, aligned business processes
- E. Improve communication throughout the organization and to the public
- F. Actively promote innovation and cross-functional design thinking
- G. Implement core student- and teacher-facing systems for schools, including a Learning Management System and a Student Information System
- H. Improve the quality and lower the cost of transportation services

STRATEGY 6: ACHIEVE AND SUSTAIN FINANCIAL BALANCE

- A. Seek additional revenues
- B. Continuously identify savings opportunities and capture identified cost savings
- C. Meet the immediate financial challenges of FY14 and FY15
- D. Continuously analyze the impact of spending and deploy resources to achieve priorities, including the activities, schools and programs that need them the most
- E. Develop a comprehensive, outcomes-focused budgeting strategy, including five-year planning
- F. Institute financial controls
- G. Align the capital and grants programs in support of the anchor goals

Preface

In working to make all schools great, this much is clear: All means all.

We cannot maintain a school system where too few students are adequately prepared for higher education and the workforce, where too many lack opportunities for academic or professional growth. All of our schools and students need bold expectations, ambitious goals and unapologetic solutions.

The citizens of Philadelphia deserve great schools. Parents deserve great schools for their children. Students deserve high-quality education that prepares them for life. Residents deserve an outstanding next generation of civic, business and social leaders – people committed to the collective effort of building and sustaining a system of exceptional schools for all children.

In introducing Action Plan v2.0, the four goals that anchor our work are both aspirational in scope and urgent in nature. All students must graduate, ready for college and career. All 8-year-olds must be able to read on grade level in preparing for future academic success. All schools must have great principals and teachers at all grade levels. And we must spend all funds wisely. That is the challenge before us, and we need all Philadelphians to join us in achieving these goals.

Action Plan v2.0 is an evolution of our blueprint for making schools great. It explains what we mean by great, our goals and strategies for achieving our targets, and the actions inside our strategies that comprise our core, priority work. It also identifies how we will know our schools are becoming great.

My team and I understand what it will take to make our schools great. In many cases, this will not be a return to past practices or staffing patterns that did not produce better results. Making schools great requires investments in evidenced-based strategies that have worked here and in similar urban settings. These investments will require commitments from our legislators, local leaders, businesses and taxpayers. Our schools are operating this year under circumstances that none of us would wish for; a year-to-year funding mindset cannot continue to be the norm. A stable statewide funding structure that meets students' needs is paramount in order for The School District of Philadelphia to meet its obligation to all students and families.

As a school district – as a city – we should aspire to have all children exposed to rigorous academics, surrounded by caring adults with high expectations for them. Our goals are solidly intertwined; we cannot graduate 100 percent of students who are both college- and career ready if we do not have 100 percent of 8-year-olds reading on grade level. We cannot invest in making all schools great without 100 percent of the funding needed to educate all children. We cannot have 100 percent of our students meeting our high expectations without 100 percent of our schools having great principals and teachers. And we cannot enhance our workforce and regional economy without 100 percent of students becoming productive citizens.

This work will ultimately determine the future of our great city and the opportunities for our youngest citizens to access a rich, rigorous, high-quality education. Every child can learn. Every school can be great. All of us can help. That is our foundation moving forward. We ask you and all Philadelphians to join us.

*Superintendent William Hite
February 2014*

Introduction: We Are Making Our Schools Great. Join Us.

Every morning throughout the city, students wake up ready to learn. Every day, teachers, principals, and support staff arrive at our schools ready to teach, to lead, and to support student learning. The countless meaningful interactions between students and adults that unfold each day in our schools are the heart of what we do. These are the building blocks of opportunity. This is the way that we, collectively, deliver on the civil right of every child to a quality public education. This is how we develop the next generation of civic and social leaders. This is what it takes to grow the city. And we can do much, much better. We all have a stake in this work – and we all can contribute to its success.

We are making our schools great. Period. And we say to everyone in Philadelphia and beyond: join us.

This Action Plan v2.0 is an evolution of our blueprint for making our schools great. In the pages that follow, we provide the details of what we need to do, our collective work and obligations. We are at a fortunate moment in the history of education in this country; we know what to do, based on the mountains of practice and research and evidence that have been accumulating over decades. Much of our collective challenge is about doing it well. Therefore, many actions here are about excellence of implementation, and about building the strong, elaborate support systems to enable the crucible of our classrooms – the fine points of interaction between our teachers, other educators, and our students – to become places of consistent joy and success.

We are making our schools great. Join us.

Our Vision

The goals, strategies and actions detailed in this plan all promote our profound vision:

The School District of Philadelphia will deliver on the right of every child in Philadelphia to an excellent public school education and ensure all children graduate from high school ready to succeed.

The key word in this vision is “right.” The District exists to deliver on the civil right of every child to a strong, lifelong foundation.

The Values That Drive Our Work

A set of core values undergird this vision, and inform all of our strategies and actions. We believe that:

- 1) **All students can and will learn** – We care deeply about each student, and we believe that every student has the potential to learn at high levels. We believe the culture, language, and background that each child brings to school are strengths to build upon, and that we have a responsibility to meet each student’s educational needs and goals and provide a safe and engaging environment.
- 2) **High quality instruction is at the core of our work** – We believe in the persistent pursuit of excellence in teaching and expertise in content. We strive to deliver instruction that reflects high expectations for learning, that inspires students to meet high standards, and that sparks passionate and joyful interest in learning. We believe in the power of teachers and the principals who support them to provide transformative instructional experiences for all children.
- 3) **Schools are learning organizations** – We believe in cultivating respectful and productive relationships amongst all stakeholders that promote critical reflection, shared accountability, and continuous improvement. We are committed to constantly improving the performance of each person and each system within the organization.

- 4) **Parents and families are our partners** – Parents and families are the primary custodians of their child’s learning. We believe that our role is to work in partnership with parents and families to provide students with the education they need and deserve.
- 5) **We are trusted stewards of public resources** – We believe that all District staff are responsible stewards of existing resources whereby all expenditure decisions – no matter how large or small –are aligned with and help to advance the District’s strategic priorities. It is equally important that we operate in manner that ensures fiscal and financial stability.

What We Have Accomplished: v1.0 to v2.0

By taking many of the Actions outlined in Action Plan v1.0, published in January 2013, we have managed significant changes to both the structure and operations of the District and achieved much during this past school year. As a result, we have a stronger foundation on which to expand our system of excellent schools and to continue to ensure more students are in great schools.

Throughout this past year, we have increased our **focus on teaching and learning** by launching the alignment of our curriculum with the Pennsylvania Core Standards and the implementation of these standards within our schools. Toward that end, the District developed and is working with our educators to implement high-performing school practices as well as highly effective instructional practices across all District schools (see **Exhibits 3 and 4**).

We have also worked to **improve school climate and safety**. The School District has decreased the number of persistently dangerous schools from six (6) schools in SY 2012-2013 to two (2) schools this current year. Just as importantly, we were able to provide research-based behavioral and intervention programs – Positive Behavioral Intervention and Supports (PBIS) and International Institute for Restorative Practices (IIRP) – to 26 District schools to improve students’ learning environment.

Our staff, along with our principals and partners worked tirelessly throughout the summer to **provide a welcoming environment** for our students and their families. More than fifty District schools received new paint jobs, lighting upgrades, tile replacements or other improvements and every school that welcomed our students hosted an open house. Our partners also provided over \$3 million of additional funds and services to support school opening.

While 23 schools were closed and two schools relocated, improving the utilization of our schools from 67% to 74%, the District along with our partners continued to concentrate on **improving our overall system of schools** and providing our students with quality options. The District continued to turnaround our lowest performing schools by investing resources in four (4) new Promise Academies, two (2) new pre-Promise Academies, and three (3) Renaissance charter schools, positively affecting a over 5,000 students. We improved Career and Technical Education (CTE) programming with the support of the Middleton Family, implemented a career academy model at two high schools, and piloted a proficiency based pathways program in several of our high schools. Furthermore, over \$5.9 million was secured to support the expansion or creation of high performing schools in the city for SY13-14; we opened an extension campus for SLA at Beeber, established a new project-based learning school, The Workshop School, and expanded Hill-Freedman, a high performing middle school. Additionally, \$3.3 million was secured to support the development of three new, evidence-based high schools for SY14-15.

As this school year saw charter school enrollment increase to over 60,000, we have also seen significant improvements in our **charter authorizing** function. This year’s charter renewal process is more effective and efficient, and less burdensome on charter schools. We have drafted a comprehensive revision to the SRC’s authorizing policies, including clearer standards and a focus on student outcomes. We have made tough non-renewal recommendations on three low-performing charter schools.

None of this work could be achieved without **talented staff**. We launched the PhillyPlus+ pilot program for principal training residencies in collaboration with the Great Schools Compact and have sought to provide increased and improved professional opportunities for teachers and principals through the implementation of evidence-based “high performing schools practices.” We have also worked with higher education partners to

implement change management programs for school leaders and administrators. Our teachers and principals have also all been trained on the Danielson Framework for Teaching. Teachers are now implementing PA Core aligned instructional practices, and we are planning city-wide teacher conferences to share expertise and develop collaborative solutions to instructional challenges.

Our **organization** has also begun a profound transformation. We have shifted towards greater transparency and accountability through the launch of our open data initiative, and the revamping of our town halls and leadership meetings. We have improved our operational efficiency and effectiveness by, amongst other things, reducing principal's approval burden on grant-funded extra-curricular activities as well as starting the process of revising our position control systems. We have continued to support innovation through our support of EduCon and the first-ever District-sponsored hackathon to promote technology solutions for business challenges.

Finally, in our role as **responsible financial stewards** of public resources, we consistently advocated for additional school funding to ensure our schools could open; this resulted in \$112 million of additional revenue for the District in FY 2014. In FY 2012 a series of actions were taken to reduce expenditures by \$662 million, consisting of \$526 million in recurring cuts and, \$136 million of non-recurring cuts. However, a structural gap remained for FY 2013; as a result, the District borrowed \$300 million in FY 2013 in order to maintain FY 2012 service in levels in schools, while simultaneously generating approximately a \$17 million savings. For FY 2014, owing to the loss of approximately \$119 million in federal and state grant funds and a projected budget gap of approximately \$304 million, the District was forced to cut expenditures and open schools with minimal staffing and a reduced central office; this loss was mitigated by the fact that we identified and are tracking an additional \$96 million in savings. We have also implemented a strong system of grant compliance and have begun planning for the implementation of a weighted student funding formula.

The District's continued development and progress since the release of Action Plan v1.0 in January 2013 merits an update to the Plan. Consistent with v1.0, Action Plan v2.0 is intended to outline the priority work that we will pursue to achieve our Anchor Goals. As with Action Plan v1.0, Action Plan v2.0 is a "living document," subject to change as progress is made, circumstances change, and additional evidence comes to light.

The Case for Investment

This Action Plan describes what we need to do. We can do some portion of each listed action within our existing resources, but this will not make our schools great. While we feel tremendous urgency to make our schools great, we are constrained by our financial condition. More investment is required, and the case for this investment is clear:

- We have a detailed, evidence-based plan to make all our schools great and to ensure all students have access to a great school.
- For students, increased educational attainment has been consistently linked to increased wages. Earning a high school diploma "increases average lifetime earnings by \$200,000, a bachelor's degree increases such earnings by \$600,000."¹ Furthermore, increased education improves life outcomes and results in higher levels of civic engagement.
- For communities, a well-maintained, quality neighborhood school can help attract and retain residents in an existing neighborhood, generate support for local businesses, and revitalize the community.
- For the local economy, an educated workforce increases productivity and, by extension, regional wealth; successful graduates also reduce the burden on the public of future costs.

To facilitate these positive outcomes, it is imperative that the educational options provided to our students and families are of high quality.

In the near-term an improved education system provides a rationale for our families to continue to select our schools and for our millennial workforce to remain in the region as they raise their own families. According to a recently released study, half of the young adults living in Philadelphia indicated that they “definitely or probably would not be living in Philadelphia five to 10 years from now [...] because of] job and career reasons, school and child-rearing concerns, and crime and public safety.” Of those who indicated they might move from Philadelphia 29% stated school and child-upbringing concerns – the second most cited reason.

A high quality education system can help draw new families and jobs to the region; contributing to a virtuous cycle of economic development. In the long-term, an improved education system will mean more of our students graduate ready for college and career, thereby contributing to and benefitting from this economic growth. The imperative is clear: we must work to improve our schools to ensure that Philadelphia is a city of opportunity for all our children.

Part I: Anchor Goals

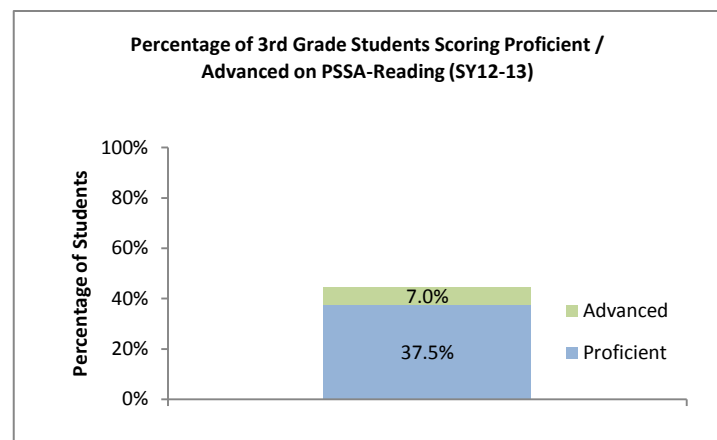
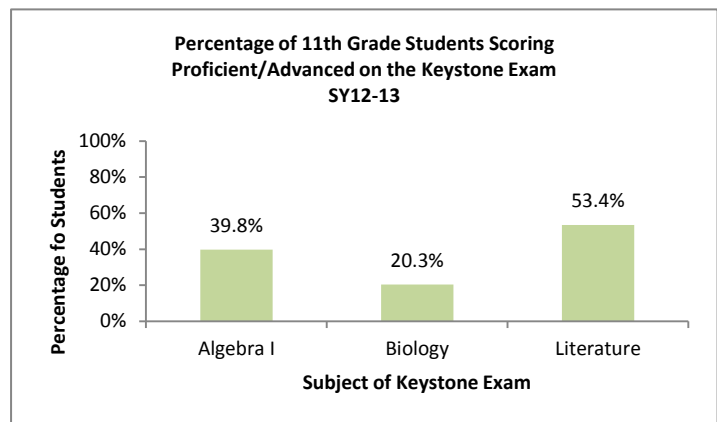
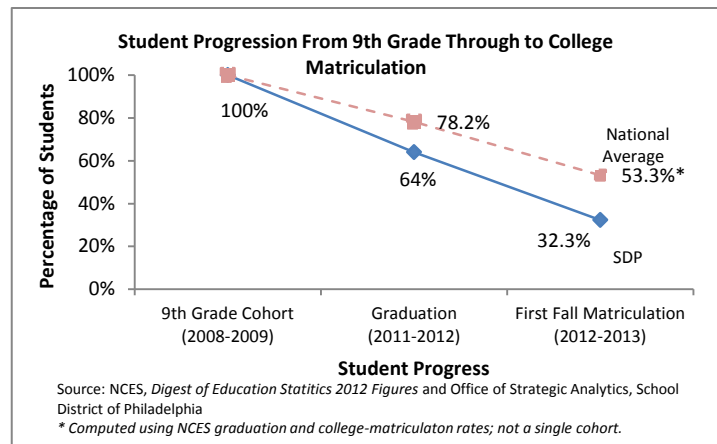
Anchor Goal 1: 100% of students will graduate, ready for college and career.

We believe that all students can succeed academically. This is demonstrated by the fact that the District is home to some of the best schools in the city and state. It is our collective responsibility to work relentlessly to improve academic outcomes and opportunities for our students who are progressing through our system. The truth is that while we have graduated more students over time and our college matriculation rate has also risen, we are still far below the national average for graduation and college matriculation rates. Our 4-year cohort graduation rate of 64% is 14 percentage points lower than the national average of 78%.

More than ever, our students’ graduation and future success depends on their ability to demonstrate mastery of high standards at all levels. Specifically, our entering 9th grade class is now required to score at proficient on the state’s Algebra I, Literature and Biology exams in order to graduate. Based on the most recent performance results, only 39.8% of our 11th graders scored proficient or advanced in Algebra I, 20.3% scored proficient or advanced in Biology; and 53.4% scored proficient or advanced in Literature.

Anchor Goal 2: 100% of 8-year-olds will read on grade level.

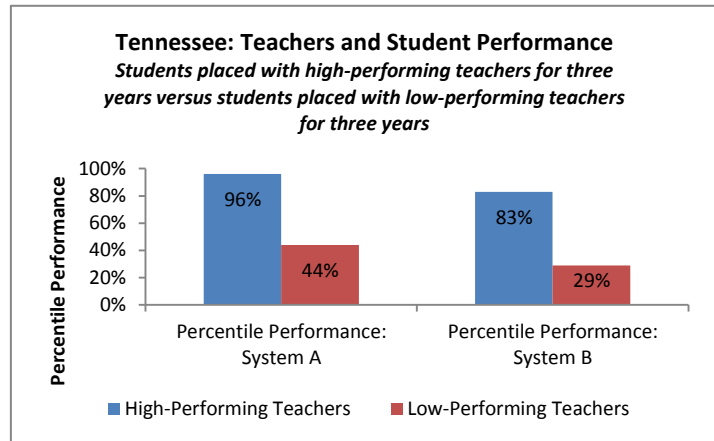
The foundation of all student learning begins in early childhood and is built on the ability to



read on grade level. Research has shown that students' third grade reading levels are highly predictive of their 8th and 9th grade reading performance, high school graduation and college attendance.² However, in 2012-2013, only 45% of District students scored proficient or advanced on the PSSA-Reading assessment, the lowest it has been since 2005-2006. Recognizing this fact, and the importance of 3rd grade literacy in students' future success,³ it is imperative that we work to improve early literacy performance across the District.

Anchor Goal 3: 100% of schools will have great principals and teachers.

Teachers and principals have a tremendous impact on student learning. In a longitudinal study of student performance in Tennessee (see chart), students who were placed with high-performing teachers for three consecutive years performed 52 to 54 percentile rank higher than students who were placed with low-performing teachers for three consecutive years.⁴ Therefore, in order to provide students with a school climate and culture, and dynamic, excellent classroom experiences which facilitate and advance learning, we are committed to ensuring that all of our schools have great principals and teachers.



Anchor Goal 4: SDP will have 100% of the funding we need for great schools, and zero deficit.

We are currently faced with significant financial challenges. Although we have made significant cuts to our operating costs, non-discretionary costs including pensions, benefits and debt-service continue to increase and impose enormous financial responsibilities.

As detailed above, additional resources are needed to provide our students with a high quality education. The District will work tirelessly to seek additional resources for our students and schools, and to ensure these resources are deployed in a manner that will help yield the best student outcomes.

Simultaneously, we must continue to be good stewards of public resources and maintain financial stability in order to better serve our students' academic, social and emotional needs. Through sound fiscal management, we will be able to provide our students and staff with a stable learning and working environment while ensuring the financial sustainability of the District.

How We Will Track Our Progress and How We Will Hold Ourselves Accountable

Anchor Goal 1: 100% of students will graduate college and career-ready

- The percentage of students who score advanced on the PSSA exams
- The percentage of students who score proficient or advanced on the PSSA exams
- Keystone exam pass rate (first time and repeat)
- The percentage of students who score advanced on the Keystone exams
- The percentage of students reading below grade level who demonstrate improvement
- Growth (AGI) on PSSA exams
- Growth (AGI) on Keystone exams
- On-Track Metric - % of First-Time 9th-, 10th, and 11th-Graders who Earned the Minimum Number Credits Required for Promotion
- Back-on-Track Metric - % of Under-Credited Students who Earned the Minimum Number of Credits Required (or More) for Promotion
- AP - % 12th Graders Ever Scored 3 or Higher (on at least one exam)
- SAT/ACT - % 12th Graders Ever Scored 1550 on SAT/22 on ACT
- NOCTI/NIMS - % Competent or Advanced
- 4-Year Cohort Graduation Rate (New Local)
- First-Fall College Matriculation Rate
- % of Students Attending 95% or More of Instructional Days
- Student Retention Rate
- % of Students with Zero Out-of-School Suspensions
- Teacher Attendance Rate
- ELL – ACCESS performance and growth
- ELL – exit / re-entry

Anchor Goal 2: 100% of 8 year-olds will read on grade level

- The percentage of students in grades kindergarten through 3rd grade reading on grade level
- The percentage of students in 3rd grade scoring proficient or advanced on the PSSA-Reading Assessment

Anchor Goal 3: 100% of schools will have great principals and teachers

- The percentage of schools with principals who have improved school climate and student growth
- The percentage of schools where the principal is identified as “proficient” or “distinguished”
- The percentage of schools where the majority of teachers are identified as “proficient” or “distinguished”

Anchor Goal 4: SDP will have 100% of funding we need for great schools, and zero deficit

- (Revenues – Expenditures Required for Great Schools) > 0
- % increase in revenues

The Actions that follow have been proven to help promote and improve student achievement; it is our job to take these Actions and implement them with fidelity.

Part II: Strategies and Actions

KEY DEFINITIONS:

STRATEGY: Represents a District priority around which District work is organized that directly contributes to the achievement of our Anchor goals.

ACTION: Represents a specific and measurable body of work that directly and significantly contributes to the achievement of a Strategy.

The Strategies and Actions that follow are connected. The decision to place any particular Action under any specific Strategy is an attempt to provide order and clarity to the work; it is by no means an indication that a particular Action does not influence or advance another Strategy.

Strategy 1: Improve Student Learning

Providing our students with opportunities and choices upon graduation requires that we improve the content we deliver and empower our teachers with the tools necessary to furnish our students with the best quality instruction. Through this Strategy, we will implement Actions that will clarify our expectations for teaching and learning and provide the tools our educators need to differentiate their high quality instruction.

- A. Fully adopt and integrate the PA Core Standards in all of our teaching and learning activities.** The PA Core Standards are a consistent set of standards developed in reference to best educational practices from across the globe aimed at ensuring students are prepared to succeed in their college and career goals.⁵ The PA State Board of Education adopted the Common Core standards in 2010 and subsequently tailored them to meet the specific needs of students in Pennsylvania, creating the PA Core Standards. These new standards will require PA Core aligned assessments for graduation starting with the class of 2016-2017. We are working to ensure our students have the instruction and opportunities to master the new rigorous academic content and will modify the curriculum to match the focus on literacy and increased reading time.

The Pennsylvania State Board of Education adopted the Common Core Standards⁶ in 2010, an important step towards ensuring that our students graduate with the knowledge and skills critical for success. The state has released new Keystone assessments and changed its graduation requirements to reflect these new standards.⁷ Research suggests that District proficiency rates could decline by as much as 36 percentage⁸ points during the shift to assessment under these higher standards.

"The shift to Common Core Standards was a good step to take. We all need to understand how to be 'results oriented' regarding academics and curriculum."

- Elementary School Principal

- B. Define college and career readiness based on student mastery of content, and align graduation standards.** Preparing students for college and career begins the moment our students enter our schools. By providing our students with high quality programs, instruction, and learning experiences, as well as with diverse opportunities to demonstrate content mastery, District students will have multiple means by which they can reach their college and career aspirations.

Students who read on grade level by third grade, graduate within four years, score a 3 or better on an AP exam, score a 1550 on the SAT⁹, and matriculate within one year of high school graduation are more likely to persist and graduate from college. Graduation standards were last revised in 2005, and are need of updating.

- C. Identify and implement a rigorous, flexible PreK-12 curriculum..** The District will work to implement a PA Core aligned curriculum which is coherent enough to provide principals and teachers with much-sought guidance, yet flexible enough to facilitate individual school missions and approaches. A rigorous, flexible curriculum will foster opportunities for personalized instruction while ensuring that students have the opportunity to achieve and exceed state standards.

Coherent, comprehensive curricula aligned with clear standards have been shown to be critical components of systemic, sustained improvements in student outcomes.¹⁰

- D. Implement a literacy-rich early childhood continuum, including recuperative practices.** We will equip our young learners with the cognitive, social and emotional skills they need to start and stay on track in school by implementing a comprehensive literacy framework, working with our partners to increase the number of high quality pre-K seats across the city, strengthening our students and families' kindergarten transition experience, and bolstering literacy in kindergarten through 3rd grade. We will do all of this as an active collaborator with Philadelphia's campaign for grade-level reading.

High-quality early education programs are critical for the success of children.¹¹ Research demonstrates that children who take part in high-quality pre-kindergarten programs become better, higher performing students. Such success translates into higher graduate rates, better jobs, more fiscally responsible citizens, less dependency on social supports or involvement with law enforcement and a significant improvement of their state's economy.¹² However, based on performance on the Developmental Reading Assessment (DRA), only 53% of District kindergarten students were reading on grade level at the end of the 2012-2013 school year and by the end of 3rd grade, approximately 45% of District students are scoring proficient or advanced on the state's PSSA Reading assessment.

"Begin to stress literacy and writing from elementary school onward so that by the time students arrive in high school they will have a working vocabulary to discuss literature and the ability to write on a proficient level."

- High School Teacher

- E. Develop and implement a coherent assessment system.** To ensure that students are learning throughout the year and that teachers and parents have the information necessary to support student learning, the District will implement a comprehensive assessment system that helps educators monitor student progress against PA Core aligned standards, informs instructional practices, and assists in the identification of student interventions. To advance our early literacy goal, the District will prioritize common assessments and universal screeners for early learners.

A coherent assessment system – one which uses a combination of formative and summative assessments – makes it possible for educators to track and advance student learning¹³ throughout the year as well as determine whether students have learned the necessary content by the end of the year. High performing systems have used individual student data to identify strengths and weaknesses in instruction, establish a sense of shared accountability and focus on results.¹⁴

- F. Promote effective instructional practices in every classroom.** Quality instruction is core to student success; therefore, we will provide professional development opportunities and support teachers in the implementation of highly effectively instructional practices (see **Exhibit 4**), a researched-based set of effective English Language Arts, technical subject and math practices aligned to PA Core instruction. In addition, we will continue to promote the District's Backward By Design instructional framework, an outcomes-focused

instructional model aimed at ensuring effective delivery of the PA Core Standards and enhanced by the Response to Instruction and Intervention (RtII) process.

Student achievement is highly correlated to the quality of instruction students receive; it is critical that we define quality instruction and support our teachers in its delivery.¹⁵

- G. Accelerate progress towards personalized learning.** Our students have different backgrounds, experiences, skills, interests, and learning styles. We can best support our diverse student population by implementing a variety of instructional strategies and offering learning opportunities that keep our students engaged.¹⁶ Personalization involves both the creation of deep relationships so students are well known to adults, as well as the customization of how content is delivered to better support a more diverse array of learners. Promising strategies and opportunities include competency-based and individualized learning pathways, project-based experiences, and opportunities for self-paced acceleration and recuperation that include online learning, anywhere/anytime learning, and internships as well as other real world learning experiences. To help facilitate this work, our educators, families and students will work collaboratively to develop personalized learning plans to guide our students learning. We will also provide educators and administrators with disaggregated data to inform instructional and intervention practices, helping to promote personalized educational experiences for our students.¹⁷ The District will develop and promote these practices, and identify and invest in technology tools and systems that will give students and educators the ability to personalize pathways and pace with opportunities for accelerating and recuperating learning and access to "just in time" feedback and instructional content. By deeply personalizing the learning experience for its students the District will support all students to master rigorous standards.

Personalized, or competency-based, learning allows students to progress as they demonstrate content mastery. Such instructional approaches to personalizing learning are relatively new, but hold great promise.¹⁸ Schools that are advancing models of personalized learning are achieving impressive results. For example, Summit Schools in California are highly personalized, rigorous and focused on helping students to direct their own learning. Summit graduates are on track to graduate college in six years at double the national average.¹⁹ Similarly, The New Tech Network, a nonprofit organization that transforms schools into innovative learning through a more personalized, blended-learning and project based approach, is showing promising results – 74% of New Tech students enroll in 2 or 4 year colleges.²⁰

- H. Provide high quality Special Education services in the least restrictive learning environment.** The needs of our students with disabilities are diverse; accordingly, we will align our organization, systems, policies, and investments to provide excellent instruction and effectively meet their unique needs.²¹ Among other activities, we will review and utilize our students' data during IEP meetings to inform the programs and services we provide; train and share practices and instructional strategies that have proven effective in improving the outcomes for our students with disabilities with our administrators, teachers and staff; and work with schools and staff to ensure that students with disabilities are being educated in the least restrictive environment.

Most recent District data indicate that only 16% of District students who have an IEP scored proficient or advanced on the PSSA in Reading and only 18% scored proficient or advanced on the PSSA in Mathematics. To offer a national comparison, in Maryland, 28% of 4th grade students with an IEP scored proficient or advanced on the National Assessment of Educational Progress (NAEP) Reading Assessment, considered a "harder" assessment than PSSAs. Similarly, in Massachusetts, 21% of 4th grade students with an IEP scored proficient or advanced on the NAEP Math Assessment.²²

- I. Support rigorous and linguistically appropriate learning experiences for English Language Learners (ELLs).** With appropriate capacity and fidelity of implementation, English Language Learner programs improve the outcomes of the students they serve.²³ The District will work to improve and expand bilingual programs and New Learning Academies to serve additional students and will track ELL students' progress to ensure they are succeeding and have received sufficient support.

In 2012-2013, only 14% of English Language Learner students scored proficient or advanced on the PSSA in Reading and 27% scored proficient or advanced on the PSSA in Mathematics. To offer a national comparison, in Ohio 18% of 4th grade ELL students scored proficient or advanced the National Assessment of Educational Progress (NAEP) Reading Assessment, considered a “harder” assessment than PSSAs. Similarly, in Indiana and Ohio, 30% of 4th grade ELL students scored proficient or advanced on the NAEP Math Assessment.²⁴

- J. Integrate a focus on “academic tenacity” throughout the curriculum.** We will actively cultivate students’ academic tenacity by integrating the language and skills of resilience, perseverance, self-control, and problem-solving into schools’ curriculum and culture.²⁵

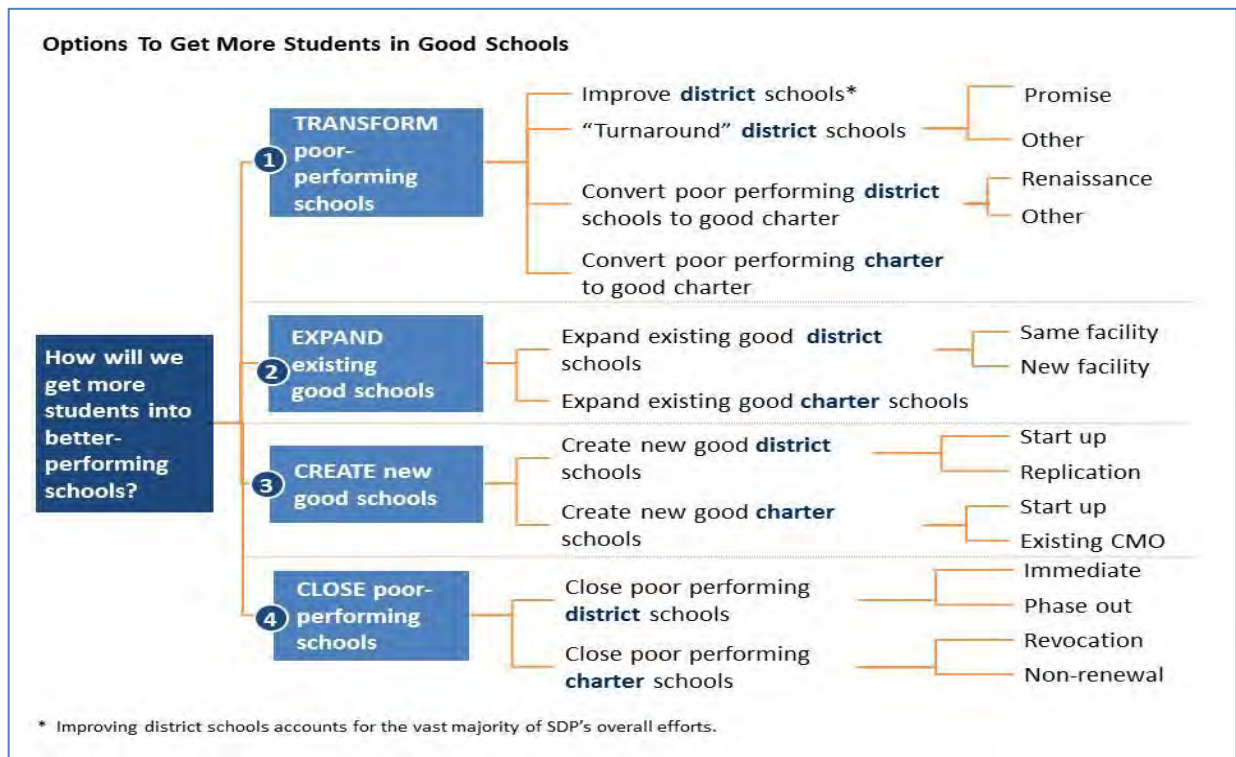
Students can be taught techniques²⁶ to strengthen their academic tenacity, defined as the “mindsets and skills that allow students to look beyond short-term concerns to longer-term or higher-order goals and to withstand challenges and setbacks to persevere toward these goals”.²⁷ These “non-cognitive” skills are more reliable than traditional academic indicators in predicting whether students will graduate, their final Grade Point Average, and their income levels, savings behavior, and mental and physical health as adults.²⁸

- K. Improve student nutrition and meal experience.** We will continually improve student nutrition, student participation in meals, and customer satisfaction by transitioning schools, where possible, to full-service meals and actively engaging students in making healthy dietary decisions. In addition, we will utilize the 2014 satellite meal RFP to improve nutritional value and options, move to the USDA Community Eligibility Option, and work to retain our student meal “best practices” designation from the USDA and PDE. We have promising evidence of declining obesity rates among Philadelphia students,²⁹ and we will continue to actively invest in our students’ health through high quality school meals.

Improved nutrition and participation in meals – especially breakfast – have been associated with increased academic performance, improved attendance, and decreased tardiness among school-age children.³⁰

Strategy 2: Develop a System of Excellent Schools

Regardless of whether our schools are being managed by District staff, charter operators, or contractors we are committed to providing high quality options for all Philadelphia students. As this Action Plan makes clear, while we aspire to being a great charter school authorizer and contract-school manager, the vast majority of our efforts are focused on making District-managed schools great. The District has four levers to help ensure that Philadelphia students have high quality school options: (1) transforming poor performing schools; (2) expanding existing good schools; (3) creating new good schools; and (4) closing poor performing schools.



The Actions that follow reflect the fact that no single lever offers a “solution.” Rather, we must engage all levers as parts of a necessary system of change.

- A. Make all District schools great by implementing high performing school practices (see Exhibit 3).** Based on extensive research regarding high performing school practices, the District has defined the expectations for all schools, and therefore, for school leadership. By promoting these practices, incorporating them into principal development, and holding all school leaders accountable for the implementation of these practices, the District will create the best possible in-school conditions for student success.

Schools that have strong essential supports analogous to many of the District’s high performing school practices were up to ten times more likely to improve students’ reading and mathematics learning than those where one or more of these indicators were weak. Moreover, a low score on even just one indicator can reduce the likelihood of improvement to less than ten percent.³¹

- B. Provide students with an environment conducive to learning by implementing and maintaining age-appropriate, school-wide safety and climate plans that incorporate evidence-based programs.** It is imperative that we improve school safety and climate as they are essential elements of an environment that is conducive to learning.³² The District will implement evidence-based school-wide climate and culture programs and train school administrators on the creation of safe and constructive climates;³³ provide

professional development and support regarding our attendance, truancy, and disciplinary policies and practices; and implement Response to Instruction and Intervention (RtII) strategies that address students' behavioral needs. The District will prioritize the identification of age-appropriate behavioral health and disciplinary alternatives for young students.

Safety and climate have been linked to improved student achievement; reduced vandalism, absenteeism and disciplinary incidents; and higher teacher retention and satisfaction.³⁴ However, in the 2012-2013 school year, there were over 9,500 serious incidents in District schools and more than 17,000 students received at least one in-school or out-of school suspension. This meant that 58 of our schools had 10 or more serious incidents per 100 students and 12% of District students were suspended at least once during the school year. Just as importantly, only 8 out of 52 high schools had 50% or more of their students attending 95% or more enrolled days.

"Safety is one of my most important concerns. Students need to know that their school is a safe, welcoming learning community. Bullying awareness, prevention should be emphasized."

- Elementary School Teacher

- C. Ensure all schools are porous – connected to community resources and partnerships to meet student needs.** Philadelphia schools are surrounded by a rich array of resources that support the development and learning of students. These resources are currently under-utilized. District and school leadership need to ensure that all schools are “porous” – meaning open to partnerships that aid and support students to thrive – and that such resources are best aligned with the needs of students.

In a review of effective high school design principles, establishing and maintaining effective partnerships with organizations that enrich student learning is one of the 10 core principles found in high-performing secondary schools.³⁵

- D. Empower school leaders and their leadership teams with the authority to make important decisions.** Based on the practices of high performing schools globally, we know that student performance can be improved when principals have autonomy over academic content, personnel and budgets. Accordingly, we will clarify and communicate a consistent set of autonomies, decision-making processes and expectations to help our principals manage their schools. We will also ensure that our schools receive appropriate and differentiated support, guidance and oversight.

Research suggests that nearly 25 percent of the variation in a school's achievement can be attributed to a principal because he/she is in a unique position to bring together the multiple in-school factors that are necessary to significantly improve student achievement on a large scale.³⁶ This fact, in combination with a study by OECD which suggests that “in countries where schools have greater autonomy over what is taught and how students are assessed, students tend to perform better,”³⁷ makes it clear that principal autonomy is critical to student success.

- E. Make poor performing schools better through the Renaissance turnaround program, including evidence-based revisions to the Promise Academy model.** Through the Renaissance Schools Initiative and other proven interventions, we will turn around our lowest-performing schools that have failed to make and sustain significant improvements in student academic performance, attendance, and school climate. It is imperative that the District utilize evidence-based models and strategies associated with aggressive turnarounds.

Initial reviews of the Renaissance Initiative indicate that K-8 schools were making statistically significant gains (or mitigating declines) over comparison schools in both reading and math during the first two years of the program. In projecting whether schools participating in the program are on track for dramatic improvements over a 5-6 year window, Renaissance charter schools operated by Mastery Charter are on

track for dramatic improvements in both reading and math while the results for other Renaissance charters indicate that they may fall short. Mastery, Aspira, Young Scholars and Universal have successfully turned around former District schools. In particular, four Mastery schools and one Aspira school are projected to have reading and math proficiency scores that exceed 60% by 2015-2016. Promise Academies, on the other hand, while exhibiting promising early results, are not currently on track to achieve similarly significant gains over a 5-6 year window; however, this may be a result of poor implementation fidelity.³⁸

- F. Promote compelling, successful programs including Career and Technical Education and project based learning.** The District will increase the numbers of students that are enrolled in and have access to relevant high-quality programs that support student learning by promoting existing programs that still have capacity and expanding programs that have proven successful.

Students who participated in project-based learning classes tended to perform better on assessments of content knowledge, had high levels of engagement, and benefitted from improved critical thinking, problem-solving, and collaborative skills.³⁹

In 2012-13, the graduation rate for students in comprehensive CTE high schools was 89.2%, which is higher than the District's average graduation rate of 64%. In partnership with the business community, continued investment in CTE programs that reflect Philadelphia's high-priority, growing occupations supports the Mayor's initiatives in these areas and will improve academic outcomes for participating students.

- G. Review and improve the provision of schooling across all our alternative settings.** The District will work to improve and monitor the quality of non-traditional programming currently being provided to Philadelphia's students, including students in alternative education students, foster students placed by external agencies, and students placed in outside educational institutions.

Nearly 10,000 Philadelphia students either participate in alternative education programs or attend outside education institutions at a cost of approximately \$129 million annually. For students in our accelerated program, across every 9th grade cohort from 2003 to 2006, "accelerated high school students had significantly higher five- and six-year graduation rates than similar students enrolled in neighborhood high schools;" however, the majority of our accelerated students graduate below high school reading and numeracy levels, only 27% go on to postsecondary education, and only 11% persist.⁴⁰

- H. Strengthen neighborhood schools.** Nearly 90% of the students who attend a District school are enrolled in a neighborhood school. Therefore, in order to improve opportunities and outcomes for the most students living in this city, it is imperative that the District focus on strengthening neighborhood schools. We will do this by prioritizing neighborhood schools as we implement many of the instructional and climate actions outlined in this Plan.

In 2012-2013, excluding charter and closure schools, less than half of the students attending neighborhood schools tested proficient or advanced on the PSSA Math and PSSA Reading. This was comparatively lower than 80% of their peers who attended special admission schools.

- I. Create and launch new, evidence-based school models, and scale the ones that work.** We will adjust our school models and classroom structures to reflect the needs of our students by expanding and replicating high-performing schools and programs, investing in new models, and encouraging flexibility and innovation in educational delivery.

New York City implemented a reform effort to establish "small schools of choice" (SSC) – small, academically nonselective four-year public high schools. With additional start-up resources and assistance as well as policy protections to facilitate leadership development, hiring and implementation there have

*been promising results. For example, after the first year of high school, 58.5% of SSC students were on track to graduate compared to 48.5% of non-SSC students. Furthermore, after four years, SSCs increased their overall graduation rates by 6.8 percentage points.*⁴¹

- J. Be a great charter school authorizer to ensure all charters are good school options, and promote the sharing of successful practices across all schools.** The District will support the School Reform Commission (SRC) in becoming a top-quality charter school authorizer by improving the quality, clarity, transparency, and consistency of the SRC's charter school authorizing practices through the Authorizing Quality Initiative (AQI).⁴² In becoming a great charter authorizer, the SRC will both promote and expand high-quality public school options and actively seek the non-renewal and revocation of the lowest-performing charter schools. In addition, as a part of this work, the District will continue working on behalf of the SRC to ensure all charter schools have signed charter agreements and manage their enrollment to ensure that they stay within their enrollment limits, to facilitate the equitable and successful distribution of resources across families of students in District and charter schools and within the charter sector.

The 86 charter schools in operation in Philadelphia enroll approximately 60,000 students. The number of Philadelphia students enrolled at charters has expanded by over 45,000 since the 2003-2004 school year. While there are many examples of charters driving transformational change, charter school performance, like that of District schools, is variable. According to the State School Performance Profile 37 out of 86 charter schools achieved a "good school" state rating, i.e., a score of 70 points or better.

- K. Develop and implement a school progress measure.** We will develop a School Progress Report to measure and communicate the performance of both District and charter managed schools across key indicators that reflect the feedback of parents and educators and are also aligned with District priorities. This new measure will also help the District hold District and charter schools to the same high standards of academic performance, equity and safety.

*School report cards can help increase transparency, establish a basis for accountability and provide tools for effective management, ultimately helping parents, teachers and school officials assess school performance and status, and develop the most effective interventions and supports.*⁴³

- L. Provide a clean and comfortable building environment in all schools.** We will improve the physical and environmental condition of buildings and transform buildings into welcoming and inviting spaces. Specific work will include executing our collaborative labor plan with 32BJ / SEIU 1201, implementing a work order management system, executing a facility condition assessment study, undertaking customer surveys and executing a more aggressive preventative maintenance plan.

*School building design and building conditions have a measurable impact on student achievement. Researchers have found a "5-17 percentile point difference between students in poor buildings and those in standard buildings."*⁴⁴

"Make schools a place where people WANT to go. Where do you work? Is it somewhere bright, clean and cheerful? Why shouldn't schools be the same?"

—Elementary School Teacher

- M. Continuously update and refine the system-of-schools plan, including expansions and replications of good schools, and transformation or closure of chronically under-enrolled and under-performing schools.** We continue to develop a comprehensive, evidence-based, transparent decision-making system for all our schools to ensure that good schools are supported and promoted, good schooling ideas flourish, and poor-performing schools are not left to languish. To this end, we are implementing a revised way of making decisions about our system of schools, including transparent processes, clear expectations, and follow-up actions.

The School District of Philadelphia has some of the best performing schools in the state; we have selective admission schools; we have career academies and neighborhood schools; we also have schools struggling to get more than 50% of their students reading and completing math on grade level. Therefore, in order to support all of our students we must simultaneously review schools on an individual basis but also as a collective

Strategy 3: Identify and Develop Exceptional, Committed People

Our ability to achieve our Anchor Goals depends on the ability of everyone in the District – our full team – to execute the Actions identified in this Plan. We are therefore committed to supporting our staffs’ continuous professional growth and development, as well as ensuring exceptional people continue to choose the District, and choose to stay.

- A. Improve recruitment and hiring practices to attract the highest quality candidates.** It is crucial that we continue to recruit, hire, and retain quality teachers, principals and central office staff to successfully execute the Actions in this Plan. Practices that would help advance this action include: recruiting and hiring talented teachers and hiring them in a timely manner,⁴⁵ strengthening the principal pipeline and identifying principals with strong leadership capacity; and improving placement practices to better match employees’ skills with position requirements.⁴⁶ To help advance our goal of improving early literacy, the District will prioritize the hiring and placement of high quality teachers and principals in elementary schools.

With aggressive recruitment, districts receive more applicants than they need to fill existing vacancies; however, delays in job offers result in the withdrawal of between 31 to 60 percent of applicants with the majority (50 to 70 percent) of applicants indicating the hiring timeline as a major reason for taking another position. Consequently, districts are often forced to fill their vacancies with less qualified candidates.⁴⁷

“...[p]eople, not programs, impact student performance. Recruit and retain highly qualified teachers.”

- Middle School Teacher

- B. Strengthen the principal and teacher pipelines.** The District will work to actively prepare new leaders from our cadre of high-performing educators. We will also promote residency years for aspiring leaders and will build stronger, more actively-managed relationships with our core relevant partners including higher education institutions.

School leadership ranks second only to teacher quality in its impact on student achievement,⁴⁸ and cultivating a strong pipeline of school leaders by investing in leadership pathways has proven to produce highly effective school leaders. According to over 10 years of research by the Wallace Foundation, building a strong pipeline of school leaders requires that districts clearly detail the rigorous requirements for school leadership positions, provide high-quality training for aspiring leaders, engage in selective hiring, and offer solid on-the-job support and performance evaluations.⁴⁹

- C. Celebrate, reward, retain and promote high performing staff, particularly great teachers and principals.** Given the District’s investment in recruiting and training our high-performing employees and, more importantly, their contribution to improving student achievement, it is crucial that we retain high performing staff by providing them with opportunities for on-going growth in their current roles, leadership development, and/or other advancement possibilities.

Retaining our highest performing teachers improves student outcomes in both the short- and long-term.⁵⁰ According to research, “when a high value-added teacher enters a school, end-of-school year test scores in

the grade he/she teaches immediately rise and students assigned to such high value-added teachers are more likely to go to college, earn higher incomes, and are less likely to be teenage mothers.”⁵¹

- D. Support the continuous development of all personnel – tailored to individuals – including an emphasis on school-based coaching for principals and teachers.** Teachers, principals and central office staff must be equipped to succeed in their roles. As our system evolves and improves, we will support our personnel in their efforts to adapt and enhance their skills to meet the changing demands of their jobs. Specifically, we are committed to providing effective and intensive development opportunities to support principals in the implementation of “high performing school practices” (see **Exhibit 3**), by focusing on improving principals’ abilities to serve as instructional leaders and the operational managers of their schools. We will also support teachers in the implementation of “highly effective instructional practices (see **Exhibit 4**).

Effective professional development matters. When principals are given the support, feedback, and resources to be effective, teacher performance, student achievement, and school quality improve.⁵² From a teacher perspective, job-embedded professional development – such as literacy coaching – has demonstrated increasing improvements in student literacy learning which persisted over time. For example, on average, students in 17 schools that participated in a literacy coaching program made 16% larger gains in the first year than students whose teacher did not participate in the program; these gains increased to 28% in the second year and 32% by the third year.⁵³

- E. Create meaningful opportunities for teacher collaboration and for principal collaboration.** We will promote teacher collaboration by supporting or creating meaningful supportive and knowledge sharing opportunities for teachers in formal and informal groups, cohorts, and networks both within and between schools.⁵⁴ To advance our goal of improving early literacy, the District will provide professional development focused on differentiated reading and literacy strategies and interventions.

A recent study of New York City public school teachers found that “social capital” among teachers—defined as the quality and frequency of interaction and collaboration—“was a significant predictor of student achievement gains above and beyond teacher experience or ability in the classroom”.⁵⁵

“Teachers need time to work as a team.”

- Elementary School Teacher

- F. Collaborate with the City and other partners to make Philadelphia a premier place for principals and teachers to work.** We believe that Philadelphia is a special place to work and live, and that our schools are special places within the city. We will collaborate with teachers, principals, community organizations, city agencies and private enterprise to get the word out: we are making our schools great, and we need exceptional people to join us in this endeavor. Specific steps here include support for reduced-price housing for teachers, the promotion of Philadelphia through local and national networks, multi-city job fairs, the promotion of school successes, and collaboration with the City of Philadelphia.

To address the need for high-quality teachers and principals, districts are partnering with postsecondary institutions and non-profits to establish teacher pipelines,⁵⁶ and cities and states are providing tax credits to developers who create affordable, supportive housing complexes for teachers and non-profit educational organizations.⁵⁷

- G. Set clear expectations for teachers, principals, and support staff and implement regular performance evaluations.** Defining roles and expectations allows leaders to communicate the activities and roles that they value in their employees. We will implement the Pennsylvania Educator Effectiveness System as outlined in Pennsylvania Act 82⁵⁸ for teachers, principals, and school-based specialists, as well as a performance management system for all staff. In short, we will be setting and adhering to high expectations for all staff -- our teachers,⁵⁹ principals, specialists, and central office employees.

The Pennsylvania Department of Education (PDE) Educator Effectiveness Project⁶⁰ is currently piloting new educator performance evaluation systems, which will be implemented statewide for school-based professionals. Quality classroom-observation-based evaluations have been linked to improved teacher performance both during the evaluation period and in subsequent years, even for experienced teachers.⁶¹ Well-structured principal evaluations that provide timely, actionable feedback and District oversight of schools can strengthen leadership practices and have meaningful impact on student achievement.⁶²

"All educators must know what our expected outcomes are and provide clear directions to both parents and students alike."

- High School Assistant Principal

- H. Engage teachers, professional networks, labor unions, and other partners to identify, explore, develop, and scale great ideas related to talent.** The majority of the District's labor force is represented by one of five union organizations. Therefore, in order to further develop and strengthen the District's workforce, it is important that we work collaboratively with both our staff and the organizations that represent them to develop and scale practices that work. Furthermore, the District will continue to promote and support the many formal and informal professional educator networks in Philadelphia.

The District is made of up of 17,024 employees, 16,592 of whom are represented by our labor partners, including our 8,910 teachers, counselors, assistant principals, and principals.

Strategy 4: Become a Parent- and Family-Centered Organization

Parents and families are vital assets to our schools whose active engagement will help improve the achievement of our students as well as our overall system performance.

- A. Actively reach out to parents to involve them in the achievement of the goals of their children's schools, including the launch of an SAC in every school.** We will support our parents' efforts to be more actively and meaningfully engaged in supporting their children's schools. We have School Advisory Councils (SACs) in 152 schools and will continue to expand the establishment of SACs to include every school in the District and will work to increase the number of parents participating in school-based family and parent groups.

Research has shown that increased engagement of parents leads to improved academic outcomes,⁶³ including improved student language use and reading and writing skills.⁶⁴

"We need to include parents in the process of creating plans for student achievement, invite parents into school to see their students, and then continue to support parents with whatever they need for their child to succeed."

-Elementary School Teacher

- B. Establish clear processes for parent and family input and ideas.** The District will establish, publicize, and monitor multiple clear and consistent avenues for parents and families to express and resolve concerns. We will also seek parental feedback, either through surveys, focus groups, or town halls, on the effectiveness of our schools and our key departments.

Meaningful family engagement in schools enables our principals and educators to capitalize on our families' knowledge of students and communities,⁶⁵ which has been associated with improved academic, behavioral and social outcomes for students.⁶⁶

- C. Provide parents with information about their students' progress and how to support that progress.** We will clearly articulate our expectations for learners at all ages and parents' role in their children's learning by providing parents with training, information, and necessary tools to support student learning. In short, we will empower parents and families with information, insight, and ideas on how to support students in their learning and how to hold schools and the District accountable for the delivery of high-quality educational opportunities.

Parents and families are an incredible source of support for students; a number of innovative practices around the country have illustrated the powerful impact of parents and teachers collaborating on student learning.⁶⁷ In addition, parents and families throughout Philadelphia and elsewhere have demonstrated an ability to advocate for and support better outcomes for their children.

- D. Provide parents and families with excellent customer service.** Parents and families are critical partners in our work to educate their children. As such, it is essential that we provide them with a welcoming environment in our schools and at the central office, including improving the quality and accessibility of the District's call center by establishing a call-ticketing system and launching the Knowledge Base, a parent-developed initiative serving as a one-stop-shop for parents to obtain immediate answers to frequently asked questions.

We work on behalf of the public, for the public. At parent meetings around the city and in recent SRC Strategy, Policy and Priority meetings we have heard from parents that they expect better experiences with schools and with central administration.

"Parents should not have to work through a tangled system to make sure they are getting all they can out of the school system."

—Elementary School Teacher

- E. Provide parents with ample information on schools, and increase the equity and transparency of the school selection, transfer, and placement process.** Parents are better able to support the academic needs of their children when equipped with the necessary information.⁶⁸ Toward that end, the District is committed to providing parents with frequent and transparent information about their children, our schools, and our performance as a system through ParentNet. We will integrate information requested by parents into our School Progress Report framework, leverage and utilize the multiple means of communication currently at our disposal, and clearly articulate and streamline processes associated with student enrollment, transfer and placement.

During the 2012-2013 school year, 63,316 District students were placed or transferred between and among schools. Of these, 34,962 participated in the high school selection process.

Strategy 5: Become an Innovative and Accountable Organization

In addition to having talented individuals to help execute this Plan, to do this work most efficiently and effectively it is important that we coordinate and align our efforts and hold ourselves and each other accountable for our progress. We also need to create essential space for innovation and build a performance-oriented culture focused squarely on students.

- A. Cultivate and sustain partnerships at the system and school levels.** We will form new, and cultivate existing partnerships in an effort to supplement the progress schools have made in order to improve children’s academic, social, and emotional development and better support families.⁶⁹ The District will continue to develop and maintain partnerships with philanthropic, business, non-profit, higher education and community organizations and others, and collaboratively determine where and how our partners can support our goals. The District will also maintain and expand collaboration opportunities with current City and institutional partners to provide and prioritize academic and behavioral supports, ensure student safety, and offer extra-curricular opportunities for our students in the early grades. The District will work with our partners to promote kindergarten attendance and will work with citywide pre-K providers to create a common understanding and expectation associated with Kindergarten readiness.

During a period of significant financial challenges and transitions, City agencies, philanthropic and community organizations, and families have been extraordinarily supportive of the District and its schools. Over \$10 million was secured in SY12-13 to support the transition of District students, to enable the expansion of high quality schools, and to help sustain important student-focused programming.

- B. Transform the organization by instituting strategic management processes at all levels and building a culture of excellence.** Strategic management provides a rigorous approach for communicating organizational goals, prioritizing and pursuing highest impact strategies, tracking progress against targets, evaluating and adjusting strategies based on data, holding the organization and team members accountable for progress toward collective goals, and identifying and celebrating individual and team contributions to overall efforts. We will implement strategic management tools to expand our capacity to more effectively, reliably, and efficiently achieve our Anchor Goals, which are focused on student and school success.

We do not currently have strategic management processes in place across the District. High performing organizations incorporate a focus on results into their cultures, ensuring all people understand how to contribute to organizational success.

- C. Improve data accuracy, application, and accessibility.** In order to implement data-driven goals, it is critical that we ensure the accuracy of our data and the appropriateness of its application across the system – in classrooms, schools and the central administration. To facilitate this work, we will update the District’s core systems, implement a performance framework, and implement internal processes that incorporate the use of data.

Currently, many management decisions are made in the absence of data. Strong organizations understand their goals and track progress in order to justify decisions and make necessary course corrections. At the school-level, effective and timely data can help drive instructional and curricular changes, student interventions, and resource-allocation decisions.

- D. Implement effective, aligned business processes.** Efficiency and alignment of our organizational structures are critical to the effective implementation of reform efforts.⁷⁰ This work includes, but is not limited to, the re-engineering of our position control system, our automated routing system, and our facility work order system; improving the cost and quality competitiveness of procurement services; automating additional business processes where possible; and providing training on core systems to ensure that staff understand and can utilize systems relevant to their work.

In order to effectively execute the District’s Anchor Goals and strategies, the District must take the initiative to realign its businesses practices to reflect a more efficient working environment.

Improve communication throughout the organization and to the public. The District can build and maintain momentum for the excellent work performed by our staff through frequent, transparent and consistent communication of expectations and progress across all levels of the organization. We will start by redesigning

our internal meeting structure to include regularly scheduled meetings dedicated to data-focused, collaborative problem solving, and by establishing teacher and principal advisory groups to improve communication with school-based staff. Furthermore, much of the great work underway at, and many successful programs within, the District remain under the public radar. The District has made and will continue to make a concerted effort to call attention to and highlight the innovative, productive, and excellent work that our staff and students do on a more frequent, consistent and transparent basis.

Communication is a core competency that, when properly executed, can help ensure successful project implementation by connecting the team to a common set of strategies, goals and actions.⁷¹ Clear communication can help foster organizational coherence, which ultimately improves the effectiveness and sustainability of reform efforts.⁷²

- E. Actively promote innovation and cross-functional design thinking.** As a system designed to promote excellent educational experiences for children, we expect our own organization, from central administration to all our schools, to be a “learning organization.” This means we expect all elements of our organization – from classrooms to transportation depots, parent engagement centers to staff development functions – to be flexible enough to respond to information as it comes in, to solve problems quickly and efficiently, and to collaborate with a variety of colleagues (and not live in silos). This mindset and organizational philosophy will lead to better outcomes for students and families.

At the school level working in teams can improve school performance and sustain a continuous improvement process through empowering staff, creating a sense of ownership and fostering collaboration.⁷³

- F. Implement core student- and teacher-facing systems for schools, including a Learning Management System and a Student Information System.** In order to meet the growing need to use data to drive accountability in both financial practice and instructional change, the District must position itself to modernize its core systems. The District currently operates on a 13-year old legacy Enterprise Resource Planning (ERP) system and a 25-year old Student Information System (SIS).

Accurate and accessible data is of utmost importance for school districts that use data to inform their policies and for educators who use this information to inform their practice.⁷⁴

- G. Improve quality and lower cost of transportation services.** We remain committed to getting all students to school safely, on time and with less than an hour of travel time. This means we will continue to roll out GPS on all our buses and work to optimize all of our route times. Additionally, we will actively review bell times and look into consolidating pick-up locations in the interest of providing much better transportation services to the majority of our student riders.

A recent research study on long bus rides indicated that students with “large average times on a bus report lower grades and poorer level of fitness, fewer social activities and poor study habits.”⁷⁵ Furthermore, given the importance of a healthy breakfast on student achievement, it is imperative that school buses arrive safely, and on-time to enable students to participate in the school breakfast program.

Strategy 6: Achieve and Sustain Financial Balance

The District’s future depends on our ability to efficiently and effectively manage our resources and obtain additional revenues. Through this Strategy, we will put into place Actions that ensure our expenditures do not exceed our revenues while continuing to aggressively seek additional revenues to meet the District’s strategic priorities.

- A. Seek additional revenues.** Attainment of additional revenues, both private and public, will supplement our limited resources to allow us to better serve our students. The District will continue to seek additional, recurring revenues from the State and the City to help ensure financial sustainability; leverage the Office of Strategic Partnerships to establish partnerships to supplement the work of schools, with a focus on early literacy, until recurring revenues are secure; and apply for and manage grants that meet the needs of our students and systems.

As a result of the end of stimulus funding, historically low levels of state education funding, and stagnating local tax revenues, revenues received by the District have significantly diminished. After over \$300 million in budget cuts in 2012, the School District is a "bare bones" operation. We must actively pursue additional recurring sources of revenue, including better collection efforts with the city, in support of our commitment to improve student academic outcomes.

- B. Continuously identify savings opportunities and capture identified cost savings.** In order to help meet ongoing fiscal challenges, the District has identified and is implementing a series of cost savings measures.

Over the course of the next five years the District is expected to save over \$120M through a series of cost savings initiatives.

- C. Meet the immediate financial challenges of Fiscal Year 2014 and Fiscal Year 2015.** As we prepare for Fiscal Year 2015, it is critical that we do not exceed our expected expenditures in Fiscal Year 2014. Therefore, we must implement strict financial controls, be strategic in our resource allocation process and continuously track progress to ensure fiscal stability in Fiscal Year 2014. Moreover, to begin to address the challenges of Fiscal Year 2015, the District must seek additional recurring revenues to replace the various one-time revenues it received in Fiscal Year 2014.

In Fiscal Year 2014, the District requested \$304 million in order to provide students with the same level of educational services as was received in Fiscal Year 2013; however, the District received \$112 million in revenues, of which approximately \$95 million in was non-recurring. These revenues enabled the District to open schools with the minimal number staff and resources required to do so, a staffing level that was far below the allocations schools received in Fiscal Year 2013.

- D. Continuously analyze the impact of spending, and deploy resources to achieve priorities, including the activities, schools and programs that need them the most.** The District must continuously review our investments and the effects they have on student achievement. We will work to identify our desired student and system level outcomes and will allocate resources towards strategies that have proven effective in achieving those identified outcomes. If and when we determine that programs are ineffective, we will stop investing in them. We will also pilot a student weighted funding formula by allocating resources to schools based upon the number and needs of the students they serve.

The District invests over \$1.4 billion in the education of approximately 131,000 District students.

- E. Develop a comprehensive, outcomes-focused budgeting strategy, including five year planning.** Many school districts tend to budget based on prior expenditures and long-established formulas. However, to facilitate our ability to reach our goals, we will work to establish an outcomes focused budgeting strategy which takes into account both the short- and long-term implications of our decisions. We will start by implementing an annual, standard, data-driven budgeting process across operating, capital and grant budgets to improve financial sustainability as well as organizational efficiency, transparency and innovation.⁷⁶

Disciplined resource allocation is fundamental to achieving sustainable results in public education. Budgeting is an essential vehicle for prioritizing and planning, gathering stakeholder input, communicating with funders, and ensuring organizational alignment and accountability to our most important work—educating students.⁷⁷

- F. Institute financial controls.** Incorporating fiscal discipline and control helps us manage and better understand our spending.⁷⁸ The District will institute financial controls at all levels of the organization, including incorporating good financial stewardship as part of principal and program manager training, supports and evaluations.

With the limited financial controls currently in place, our organization is at tremendous risk for fiscal mismanagement and inefficiencies. We must ensure our principals and program managers, the day-to-day financial managers of our District, receive the training and support necessary to be effective, responsible financial stewards.

- G. Align capital and grants programs in support of Anchor Goals.** Our organization has developed certain “habits” of spending both capital dollars as well as Federal grant dollars. While these allocations from capital and grants have served the organization well historically, it is critical in this moment of serious fiscal austerity that we ensure all spending from all sources conforms with this Action Plan, in support of our Anchor Goals. Toward this end, we will implement a new “capital call” planning cycle, review all grant spending, and incorporate both capital and grant budgets alongside our operating budget within the five-year planning process.

The School District of Philadelphia’s Capital Budget for FY14 is \$134 million and its grant budget is \$336 million.

PART III: Where We Go From Here

The plan described above is part of a process. Much of what is described here has already started, or is ongoing. Some Actions will be new, done differently, or done better. And all Actions are subject to review and revision. As with Action Plan v1.0, this document will evolve with time. That said, there is a clear path forward.

Our specific next steps are:

1. Begin implementation. We will define timing, metrics and targets, identify owners, and develop implementation plans for all Actions included in the Plan with a specific focus on activities that will advance the District's early literacy goal.

2. Set up systems and routines to drive progress. There will be weekly reviews of progress toward our targets. Collectively, we will engage in solution-oriented, data-driven problem solving sessions in support of the realization of our commitments and to resolve implementation challenges.

3. Drive the FY 2015 budgeting process. This Action Plan will serve as a major input into the District budgeting process. All central office departments and schools will be asked to align their work and budgets to the priorities set forth in the Action Plan.

4. Refine through stakeholder input. We will incorporate input from staff and stakeholders to refine and further evolve the Plan.

Principals will be invited to utilize their Learning Networks (LNs) as a forum for discussion of and input into this plan. In addition, the principal advisory board will continue to be a source of school-level input into District policy and practices. We will also use the annual District-Wide Principal Survey to refine our understanding of principals' needs and opinions.

Teachers and other school-based professionals will be invited to participate in building-level discussions and focus groups. We will continue to collaborate with teacher networks, the Philadelphia Federation of Teachers and other labor partners. We will also use the annual District-Wide Teacher Survey to refine our understanding of teachers' needs and opinions.

Parents and families will be engaged through the Actions identified above in Strategy 4, as well as through the District parent advisory council and a parent survey.

Students will be invited to participate in "youth-friendly spaces" that will encourage their participation and engagement, such as the District-wide student government initiative and existing youth organizations. Student voices and input is also provided via the Superintendent's student advisory board, and an annual student survey.

Central administrative staff will engage in quarterly "town halls" and will have ongoing opportunities to share input within teams, and executive staff will engage in monthly "executive team" meetings with District leadership.

External partners will be directly engaged through our Office of Strategic Partnerships.

Furthermore, stakeholders will be invited to provide input through a comprehensive planning process throughout 2014, which will ultimately inform the next iteration of this Action Plan.

Exhibit 1 – Inputs to Action Plan v2.0

Action Plan v2.0 expanded and improved upon Action Plan v1.0 which was developed inclusive of input from our employees, parents and families, and the broader community. All amendments in v2.0 were made in reference to input from our principals, assistant principals, teachers, school based support staff and central office staff. More specifically, in addition to a high reliance on the content of Action Plan v1.0, Action Plan v2.0 reflects input from the following sources:

- "Invitation for Input on District-wide Strategic Priorities" December 2012 survey through which 295 school-based staff provided input
- 2011-2012 District-Wide Public School Principal Survey
- 2011-2012 District-Wide Public School Teacher Survey
- Interviews with more than 30 district leaders, Assistant Superintendents, and program managers.
- Inputs and support from additional central office staff who offered their thoughts and feedback throughout the development of the Plan
- Focus groups and parent conversations during over 50 school visits and meetings conducted by Dr. Hite from September through December 2012
- Community meetings and interviews with over 35 groups across Philadelphia
- Feedback received at Parent School Progress Report sessions
- Feedback received at Stakeholder School Progress Report meetings
- Input from the SRC's Strategy, Policy and Priorities meetings from parents, families, students, educators, community members and advocates
- Public testimony at monthly SRC public meetings

In addition, several strategic documents shaped the content of this Plan. These documents include:

- Action Plan v1.0
- Professional Development Handbook for School Leaders
- The Office of Career and Technical Education's Five Year Strategic Plan for Quality, Access and Equity: Action Plan
- The Office of Curriculum Instruction and Assessment's proposed RtII Model Plan
- Charter School Office Authorizing Quality Initiative documents
- The Five Year Financial Plan, Fiscal Years 2013-2017
- Renaissance Schools Initiative Progress Report: 2010-2011 through 2012-2013
- The School District of Philadelphia draft Academic Priorities 2012-2013
- Meeting Milestones: The Third Annual Report to Mayor Nutter From the Philadelphia Council for College and Career Success
- A Blueprint for Action: Blue Ribbon Commission on Safe Schools, January 2012
- The Philadelphia Great Schools Compact, December 20, 2011
- College Board, Advanced Placement Data, 2009-2010
- Analysis and Findings of the SDP College-Going Working Group

- Ongoing work of the SDP Early Literacy Working Group
- Embracing the Challenge: A Five Year Blueprint For Increasing Achievement in Secondary Grades in The School District Of Philadelphia, 2008-2013
- The African American and Latino Male Dropout Taskforce Report, September 2, 2010
- Harvard University Strategic Data Project Human Capital Analyses, June 2012 and findings of the SDP Human Capital Working Group
- The Office of Charter Schools Strategic Plan Draft
- Strategic Planning for the School District of Philadelphia: Lessons Learned from Improved Districts, December 2012
- Financial Systems and Operations Working Group Report, July 2011
- Convectus Solutions, April 2011 Report
- A Blueprint for Transforming Philadelphia' Public Schools: Safe, high-quality schools. Fiscal Sustainability.
- School District of Philadelphia, 2010-2011 High School Exit Survey
- SY2013-2014 Principal Handbook
- Student Code of Conduct
- Draft early childhood strategy

Exhibit 2 – How Did We Do? A Scorecard Against Action Plan v1.0

Anchor Goal 1: Improve academic outcomes for students in all the schools we manage and in the charter schools we authorize

Anchor Goal 2: Ensure the financial stability and sustainability of the District

● = Significant Progress ◐ = Some Progress ○ = Little Progress

Strategy 1: ACHIEVE AND SUSTAIN FINANCIAL BALANCE

A. Capture cost savings and track progress against the Five Year Financial Plan	●
B. Meet the immediate financial challenge of Fiscal Year 2014	●
C. Implement a data-driven budgeting process	◐
D. Institute financial controls	◐
E. Seek additional revenues	●
F. Effectively manage grants	●

Strategy 2: IMPROVE STUDENT OUTCOMES

A. Utilize data to assess student needs	◐
B. Sustain high academic standards and expectations	◐
C. Advance the implementation of Response to Instruction and Intervention	●
D. Prioritize early literacy	◐
E. Cultivate academic tenacity	○
F. Clarify the profiles of college and career ready graduates	○
G. Track students' progress to graduation, college and career	○
H. Develop a high school improvement strategy	◐
I. Increase access to Career and Technical Education	●
J. Meet the needs of students in Special Education	◐
K. Meet the needs of English Language Learners	◐
L. Improve alternative education	◐
M. Review outside educational institutions	●
N. Improve student nutrition	●

Strategy 3: DEVELOP A SYSTEM OF EXCELLENT SCHOOLS

A. Improve school safety and climate	●
B. Implement the Facilities Master Plan	●
C. Enhance the physical environments of schools	●
D. Clarify school autonomy	○
E. Develop innovative school models	●
F. Turn around low performing schools	◐
G. Become a top-quality charter school authorizer	◐
H. Collaborate with other school operators	◐
I. Develop school performance measure	●

Strategy 4: IDENTIFY AND DEVELOP COMMITTED, CAPABLE PEOPLE

A. Enhance teacher recruitment and hiring practices	<input type="radio"/>
B. Implement teacher, principal and specialist evaluations	<input checked="" type="radio"/>
C. Strengthen teacher development	<input type="radio"/>
D. Create meaningful opportunities for teacher collaboration	<input type="radio"/>
E. Provide effective principal support	<input type="radio"/>
F. Increase capacity of principals and leadership teams	<input type="radio"/>
G. Strengthen the principal pipeline	<input type="radio"/>
H. Clearly define administrative staff roles and performance evaluations	<input type="radio"/>
I. Launch the Transformation Corps	<input type="radio"/>

Strategy 5: BECOME A PARENT AND FAMILY-CENTERED ORGANIZATION

A. Improve customer service	<input type="radio"/>
B. Launch additional, effective School Advisory Councils	<input checked="" type="radio"/>
C. Establish clear processes for parent/family input	<input type="radio"/>
D. Support the unique needs of parents	<input type="radio"/>
E. Empower parents with information	<input type="radio"/>

Strategy 6: BECOME AN ALIGNED, ACCOUNTABLE ORGANIZATION

A. Institute a change management program	<input type="radio"/>
B. Institute performance management processes	<input type="radio"/>
C. Improve data accuracy and application	<input type="radio"/>
D. Implement effective, aligned business processes	<input checked="" type="radio"/>
E. Invest in core systems	<input type="radio"/>
F. Ensure testing integrity	<input checked="" type="radio"/>
G. Cultivate and sustain partnerships	<input checked="" type="radio"/>
H. Update the organization structure	<input checked="" type="radio"/>

Exhibit 3 – SDP High Performing Schools Practices Based on the Research

The following High Performing School Practices for the School District of Philadelphia were developed as a collaborative effort between District teachers, principals, and central office administrators. Based on the most current research on effective schools, the following practices articulate the District’s baseline expectations for performance in every school.

Categories	Practices <i>When you walk into a SDP school, you should expect to see evidence of...</i>
Vision for Learning	<ul style="list-style-type: none"> • School leaders developing, articulating, stewarding, and implementing a clear vision for learning for all students and a strategic plan to accomplish that vision • All school stakeholders able to articulate a clear and shared vision for learning
School Safety	<ul style="list-style-type: none"> • A safe, secure and orderly environment for all
High Quality Instruction	<ul style="list-style-type: none"> • Principals who are experts in high quality instructional practices that consistently promote excellent instruction school-wide • Principals who are visible in classrooms and teachers regularly receiving timely and constructive feedback on classroom instruction from school administrators and colleagues • School leaders and teachers clearly communicating learning and development objectives that reflect high expectations for learning and growth, a belief that all students can learn, and a commitment to meet each student’s educational needs
Positive Environment	<ul style="list-style-type: none"> • Collegial and professional relationships among staff and students that promote critical reflection, shared accountability, and continuous improvement • Constructive management of conflict at all levels
Talent Development	<ul style="list-style-type: none"> • Teachers regularly collaborating on practice and providing each other with support and constructive feedback • Careful staff selection and effective assignment of staff • Plans to support the professional growth of staff members that are differentiated based on identified needs and individual goals • A deliberate approach to building leadership capacity among staff
Data	<ul style="list-style-type: none"> • The frequent collection, analysis, and use of multiple sources of data to guide continuous improvement in student achievement and well-being and professional development for staff
Family and Community Relationships	<ul style="list-style-type: none"> • Positive and collaborative relationships with families and communities

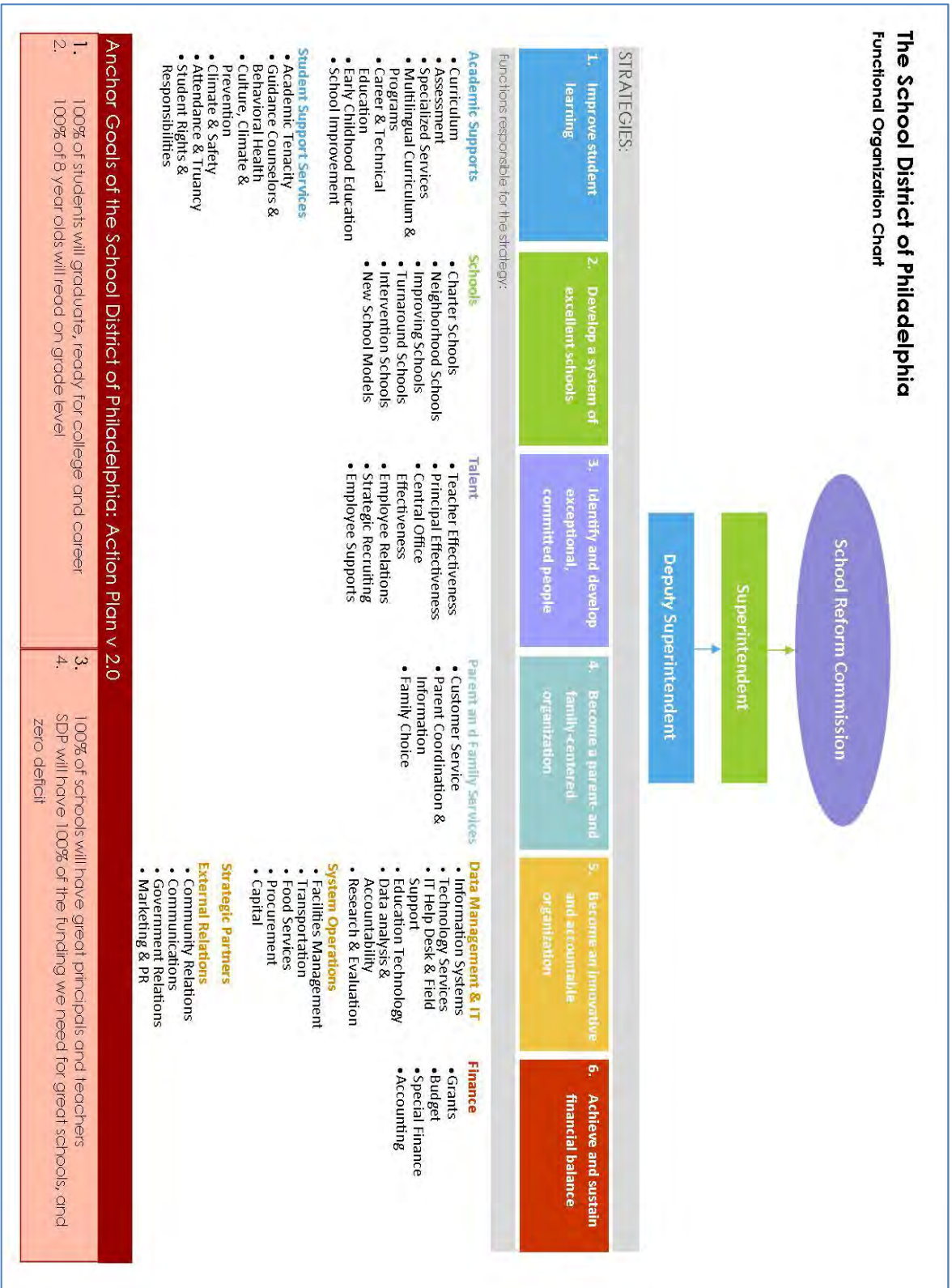
For alignment with principal leadership framework, please see the SY2013-2014 Principal Handbook

Exhibit 4 – SDP Highly Effective Instructional Practices

Ensuring excellent instruction in every classroom is at the core of the School District’s work. Principal leadership and support of the District’s teachers to be able to implement high quality, standards-based instructional practices is of critical importance. To drive this process, a working group comprised of teachers, assistant superintendents, and curriculum administrators developed a set of highly effective instructional practices to serve as a core set of District-wide expectations for teaching. The practices for English language arts, social studies, science, and the technical subjects, as well as those for math, are listed below. Philadelphia school leaders are charged with developing expertise in the instructional practices both for themselves, and also among the staff. Through consistent observation and monitoring, principals will promote the implementation of the highly effective instructional practices using timely, constructive, and evidence-based feedback to teachers on their planning, preparation, and instruction in accordance with these practices. More information on these practices can be found on SchoolNet in the Outreach Collaboration Section by clicking on the “Instructional Practices” link.



Exhibit 5 – SDP Functional Organization Chart Aligned with Action Plan v2.0



Endnotes

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⁵ Common Core standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards are generally:

- Aligned with college and work expectations;
 - Clear, understandable and consistent;
 - Evidence-based; and
 - Informed by other top performing countries, so that all students are prepared to succeed in our global economy and society;
- <http://www.corestandards.org/about-the-standards>

Additional information can also be accessed through: PA Core. (2012). Frequently Asked Questions. Retrieved from <http://www.pa-commoncorestandards.com/faq/>

⁶ Common Core standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards are generally:

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 - Informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- <http://www.corestandards.org/about-the-standards>

⁷ Pennsylvania Academic Code, Chapter 4. Academic Standards and Assessments, retrieved at: <http://www.pacode.com/secure/data/022/chapter4/chap4toc.html>.

⁸ The state of Kentucky experienced a 28 percentage point decline in reading and a 33 percentage point drop in mathematics for its elementary-aged students. Similarly, after its initial administration of its Common Core-aligned assessment, proficiency rates for English language arts and math declined by 24 percentage points and 34 percentage points, respectively.

<http://www.edweek.org/ew/articles/2012/11/02/11standards.h32.html> and http://blogs.edweek.org/edweek/state_edwatch/2013/08/one_interesting_aspect_of.html

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¹¹ According to the Ounce of Prevention Fund, at-risk children who don't receive a high-quality early childhood education are:

- 25% more likely to drop out of school
- 40% more likely to become a teen parent
- 50% more likely to be placed in special education
- 60% more likely to never attend college
- 70% more likely to be arrested for a violent crime

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Action Plan v2.0

Financial Supplement: Getting to Great

February 20, 2014

This brief supplement to the Action Plan v2.0 asks our funders to provide the sustainable level of investment needed for us all to be successful as we work together to make our schools great.

As laid out in Action Plan v2.0, the case for investing in great schools is clear.

Firstly, we know what works and what we need to do. We are making our schools great by investing in school leadership and in teacher development, by investing in neighborhood schools, by investing in new ways of reaching all students according to their needs, by investing in the quality instruction necessary to achieve high standards, by investing in school safety and high-quality service for parents and families, and by investing in high quality charter options. In short, we are investing our precious resources in what works.

In addition, over the past year, in spite of our budget constraints, the District has been able to invest in specific programs that work including: expanding Career and Technical Education programs in high priority occupations; investing in turning a program – the Sustainability Workshop – into a new school; starting a career academies model at Roxborough and Lincoln; replicating and expanding high performing schools such as the Science Leadership Academy and Hill-Freedman; and turning around seven low performing schools by establishing three new Renaissance charters and six new Promise Academies.

While these programs helped to move over 5,000 students into programs and school models that have been demonstrated to improve student achievement, this number remains far too low.

Secondly, a quality education benefits our students, families, communities, and the city.¹ Our funders, and thus taxpayers, should support the necessary investment because it is the right thing to do, to make great schools for all young people; and because strong schools are the heart of any vibrant city's civic and economic infrastructure. Simply put, strong schools will strengthen the foundation of Philadelphia's economy in meaningful ways; weak schools will erode the progress that the city has recently experienced.

More specifically, there are five facts that support the case for investing in great schools.

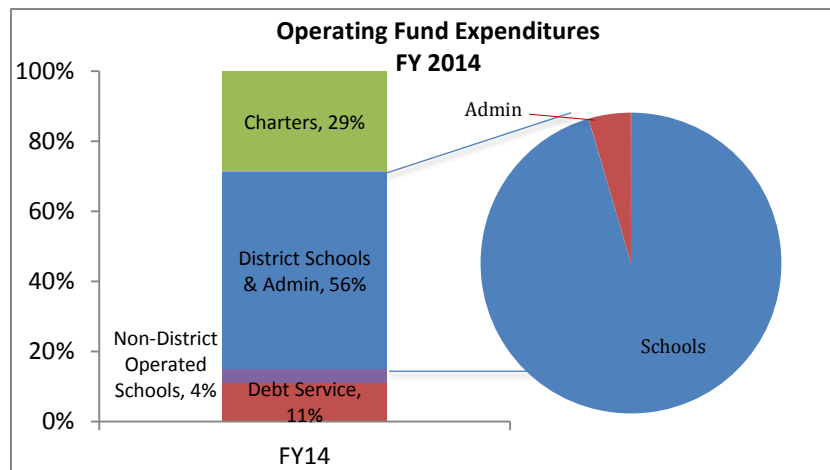
1. *Children benefit tremendously from great schooling, as great schools improve learning, decrease the number of drop-outs, and increase the likelihood of children going on to further education and work.* High school graduates enjoy 39% more in earnings over their lifetimes than high school dropouts, while people who complete college earn 129% more over their lifetime. Annually, high school dropouts earn \$10,300 less than high school graduates and \$31,400 less than college graduates.² Conversely, high school dropouts are 1.5 times more likely to end up unemployed than high school graduates, and more than 63 times more likely to enter the criminal justice system than those with at least a bachelor's degree.³
2. *Families deserve equitable investments across all schools, particularly given regressive taxation policies.* According to the Education Law Center's review of all fifty state's education funding

policies, Pennsylvania is considered a state with a regressive policy, i.e., it does not provide additional resources to schools based on their poverty concentration.⁴ In essence, the state's funding policy does not provide differentiated levels of support to students based on their level of need.

3. *Great schools support and sustain neighborhoods, providing essential "social capital" that counters the adverse effects of blight and poverty.* Schools and education can build social capital by providing forums for community activity.⁵
4. *Great schools will contribute meaningfully to Philadelphia's and Pennsylvania's economy.* Investments in great schools both increase future public revenue and decrease current and future public costs. Educated workers raise regional income because of increased productivity. Furthermore, dollars invested in quality schools can reduce other areas of public spending such as unemployment, the criminal justice system, and public aid.⁶ For example, every \$1 spent on quality pre-school for low income families is estimated to generate \$4 to \$11 of economic benefits over a child's lifetime.⁷
5. *Great schools contribute to the recruitment and maintenance of a high quality workforce.* According to a recent study by the Pew Charitable Trusts, 56% of young adults said they would not recommend Philadelphia as a place to live as the condition of the School District of Philadelphia "weighs heavily on millennials;" 81% of them have a negative impression of the job that schools are doing.⁸ In addition to not recommending Philadelphia as a place to live, half of those surveyed indicated that they definitely or probably will not be living in Philadelphia in the next five to 10 years with 29% indicating that school and child-upbringing as their primary source of concern.⁹

Our Current Ability to Invest in Students and Schools

Improving our schools is our work; it is clearly reflected as our highest priority in the way we spend our limited resources. After paying for mandatory expenditures, approximately \$1.41 billion, or 56% of our operating budget is available for District expenses. Of the \$1.41 billion available to cover District expenses, \$1.35 billion goes to paying for our school buildings and our students' instruction.



This constitutes 95% of our available funding.

In spite of the District's commitment and our actions to protect as much school funding as possible, we have had to scale back on school-based personnel and many activities that support our students, including decreasing some instructional programming, shrinking our extracurricular programming and counseling support, decreasing the number of librarians, scaling back on our school transformation efforts, and decreasing the activities that support our retention activities and gifted programs.

These reductions have occurred over several years, and we have endeavored to minimize the impact on students and the school district. However, over the past three years, The School District of Philadelphia has made massive budget reductions to close shortfalls. In FY 2012 the District closed a budget gap of over \$700 million which included \$315 million in school-based reductions and reducing the central office FTE total by 50%. To allow schools to open, the District borrowed \$300 million – an option that was no longer available to us in FY 2014. Therefore, by FY 2014, the District was facing a \$304 million budget gap. In an effort to only spend what we have, the adopted budget for FY 2014 included over \$250 million in additional expenditure reductions, leaving many of our schools with a principal, teachers at the contractual class size limits and very little else. The District had to reduce nearly 5,000 positions (25% of total positions) resulting in roughly 3,800 layoffs. Central office spending was further reduced by 30% leaving Central Office spending at a little over 2% of the total operating budget.

Since Budget adoption, additional revenue (\$112 million) has been identified which has partially restored some services to school. However, as the majority of the \$112 million in new revenues for FY 2014 is non-recurring, these resources are no longer available for FY 2015. Therefore, it is critical that the District receives the full \$120 million in recurring revenues from the 1% sales tax continuance.

As a result, we are in the same situation we were last year. The District cannot afford what works. We can only afford some of what works. This means that we cannot afford to replicate and scale programs that work at the rate our students deserve. We cannot afford to provide all of our schools with the opportunities necessary to ensure a high quality education which prepares our students for college and career. We cannot afford to provide our teachers and principals and other educators with the time and support necessary to help strengthen their instructional practice and continue their own professional growth in aid of our students.

We cannot afford these things because we do not have sufficient funding. If we compare our estimated per pupil spend to our nine top performing neighboring districts, the District spends between \$1,890 and \$12,204 less on each student than our neighboring districts, despite having 150%-1600% higher proportion of students who qualify for free and reduced-price meals (see Table 1).¹⁰ Therefore, to have a similar per-pupil spend as neighboring districts, the SDP’s operating budget would have to increase by ~\$250 million to ~\$1.6 billion annually.

Table 1: 2012 Per Pupil Spend for SDP and Nine Neighboring School Districts & Pittsburgh¹¹

School District	Per Pupil Estimate* (2012)	PSSA Proficiency (Gr 3-5)** (2012)	Economically Disadvantaged*** (2012-2013)	Funding required to provide SDP with similar resources
Lower Merion	\$25,370	90%	8.17%	\$1,603 million
Pittsburgh	\$21,000	52.8%	69.46%	\$1,029 million
Cheltenham	\$20,941	80%	22.40%	\$1,021 million
Colonial	\$19,132	90%	18.55%	\$784 million
Lower Moreland	\$18,718	86%	5.14%	\$729 million
Neshaminy	\$17,230	81%	19.68%	\$534 million
Bensalem	\$16,976	67%	46%	\$500 million
Abington	\$15,543	84%	18.42%	\$312 million
Haverford	\$15,398	89%	12.95%	\$293 million
Springfield	\$15,056	89%	13%	\$248 million
Philadelphia	\$13,167	41%	83.93%	\$0

*Source: Pennsylvania Department of Education Statewide AFR Expenditures

** Source: PA AYP

***Source: Pennsylvania Department of Education PA School Performance Profile

Similarly, a recent report prepared for Philadelphia’s City Council by scholars at the University of Pennsylvania about education spending in Pennsylvania (based on 2009-2010 budgets) estimates that Philadelphia spends \$5,478 per student less than it should to provide an adequate education.¹² In 2013 dollars, this means that the District is operating a budget that is approximately \$770 million less than what is required for adequacy.¹³

Furthermore, in comparison to neighboring states, The School District of Philadelphia spends between \$2,800 to \$5,900 less per pupil.¹⁴ Therefore, when accounting for the number of students we serve, this difference equates to approximately \$368 million less than what New Jersey would otherwise spend on its students and about \$776 million less than what New York would spend (see Table 2).

Table 2: Per Pupil Spend in Neighboring States (2011)

Comparison State	Per Pupil Amounts FY 2011	Equivalency Gap
New York	\$15,968	\$776 million
District of Columbia	\$18,475	\$697 million
New Jersey	\$19,076	\$368 million

Source: US Census Bureau

We agree that funding is not the sole solution to the many challenges facing our schools. However, money does matter, and we do not have enough. For example, we currently do not have resources to:

- Significantly improve our early literacy and kindergarten readiness program
- Provide our students with an adequate number of counselors¹⁵
- Offer a range of extracurricular options for our students¹⁶
- Support students who demonstrate advanced academic potential¹⁷
- Provide our teachers with opportunities to be observed and receive feedback to help strengthen their instructional practices
- Incubate or replicate our high performing schools
- Dramatically improve the physical environments of all of our schools

In short, we do not have sufficient funds to fully implement the evidence-based actions identified in Action Plan v2.0.

A Stark Choice

In addition to the \$120 million of recurring revenues from the 1% sales tax continuance, the District will require \$320 million in recurring revenues to provide a minimum amount of improved and sustained educational opportunities for our students and families. Approximately \$80m of this recurring funding would go to closing a new anticipated budget gap (due to increased expenses for pensions and charter school growth), to ensure that students are provided the same level of service. The difference of approximately \$240 million will allow the District to provide additional supports to our schools and students (see Table 3). These services will provide the incremental support our schools and the system needs to reverse the tide of underinvestment and under performance.

Table 3: Additional Resources for Schools with \$320 Million Additional Recurring Revenues

Action Plan Strategies	Activities
Strategy 1: Improve Student Learning	<ul style="list-style-type: none"> • Robust early literacy program • School climate programs • Limited credit recovery program for high school students • Additional supports to English Language learners and students with IEPs • Additional counseling, mental, and behavioral health support to schools and students • Additional support to students for Keystone exams • Updated curricular materials • College and career readiness assessments and programs for most schools (e.g., PSAT, SAT, AP, IB, and dual enrollment) • Modest increase in discretionary spend for schools
Strategy 2: Develop a System of Excellent Schools	<ul style="list-style-type: none"> • More expansions, replications, and creation of new schools • Strengthened and expanded career academies operating in the District • Expanded CTE programming • Improved safety and physical infrastructure for a select number of schools • 1-5 Renaissance Charter conversions • Expansion of top charter performers
Strategy 3: Identify and Develop Exceptional, Committed People	<ul style="list-style-type: none"> • Additional instructional activities • Strengthened teacher and principal PD • Principal residency program • Development of internal leadership pipeline • Additional non-instructional supports for schools
Strategy 4: Become a Parent- and Family-Centered Organization	<ul style="list-style-type: none"> • Improved student enrollment process • Improved customer service and training for parents
Strategy 5: Become and Innovative and Accountable Organization	<ul style="list-style-type: none"> • Upgraded student information system • Improved data processing and reporting
Strategy 6: Achieve and Sustain Financial Balance	<ul style="list-style-type: none"> • Increased capacity to leverage partnership support

However, to be clear, the additional \$320 million in new recurring revenues will not provide the District, our schools, our students, or the charter sector the sufficient resources to fully implement the activities identified in Action Plan v2.0. It does not allow us to do all of the hard work necessary to turnaround each school and get to great. Getting to great requires more.

Further Considerations

In addition to the operating budget, additional considerations must be made for other sources of revenues received by the District; the charter funding formula; and supports received from our communities and partners.

Labor

We are currently engaged in contract negotiations with four of our five labor unions. Last year, we included \$133 million in cost reductions from our labor partners in our funding requests. We remain committed to the belief that all must share in the sacrifice. In order for the District to implement the various initiatives in a sustainable and cost effective manner, cost savings will be paramount to further enhance the program improvements outlined in Action Plan v2.0.

Furthermore, we need more than economic concessions from our labor partners. The following work rule reforms are absolutely necessary to implement our initiatives so they achieve the outcomes desired. Those reforms include:

- Getting the right people in schools, ensuring that principals and school leadership teams are able to assemble school teams that best meet the needs of the students and school community through:
 - 100% inbound site selection (i.e., all open positions in schools may be filled through a thoughtful process involving interviews)
 - Providing principals with the authority to determine who exits a building owing to either enrollment or funding reductions based on appropriate, student-focused criteria
 - Enabling flexibility on recall of laid-off employees
- Providing principals with the ability to construct the use of preparation periods to facilitate collaborative planning among teachers in a school
- Increasing the length of instructional time during the school day
- Flexibility around a school's roster so that class schedules can be created in an efficient manner that meets the needs of students in the school

State funding commission

We are enthusiastic about the state's interest in establishing a commission to review the distribution of school funding and will fully support the commission's work should House Bill 1738 be voted into law.¹⁸ At the same time, our students and families should not have to wait another year for better resourced schools. We ask our funders to invest in making our schools better now.

Additional funding streams

In terms of other revenues, the District also receives resources in the form of state and federal grants, capital funds, and small enterprise funds. Therefore, we are working to ensure that all of our resources are well managed and that our expenditures are allocated in a manner that is aligned with our strategies.

- ***Grant Funds.*** Grants comprise approximately 11% of the total District consolidated budget,¹⁹ or \$336 million. The District has spent two years ensuring we are completely compliant with federal regulations, and were recently cited for our exceptional approach to the use of Grant funds. We are now reviewing all allowable uses to make sure that our Federal grants are being allocated to our most important priorities.
- ***Capital Funds.*** Our Fiscal Year 2014 capital budget is \$134 million.²⁰ We have instituted strong controls on capital budget decision-making to ensure complete harmony with our overall budget priorities.
- ***Enterprise Funds.*** These funds are used to account for the operations of the Food Services Division within the School District of Philadelphia. These fund budgets are not adopted; however, formal budgets are prepared and approved by management. These funds amount to approximately \$81.8 million, which is 2.8% of the District's budget.

Charter School Funding

The District, as authorizer, supports high performing charter schools as important and real options for families in Philadelphia. The District also suffers from an unreasonable state funding formula that penalizes District schools for every child that leaves to attend a charter school. Therefore, as we

consider our authorizing work, we are committed to expanding high performing charter schools, and doing so in ways that are cost neutral to the District. Toward this end, we plan to continue to work with the state to stop payments to schools, especially low performing schools, that are over-enrolled and get payment directly from the state; and we plan to aggressively seek to close the lowest performing charter schools that are under-serving children and families.

Partnership Goals

It is our intention to work collaboratively with the philanthropic and corporate communities to secure both financial and in-kind services to support our priorities. We have established the following financial and service targets for our fledging Office of Strategic Partnerships over the next year:

- \$2 million from corporations
- \$7 million from local and regional foundations
- \$5 million from national foundations
- \$25 million of in-kind services

The total estimated value of partnerships in FY15 is \$39 million. These resources are intended to provide our schools with the complement of supports and services necessary to accelerate their progress towards “great;” it is not to achieve the minimum of services described above.

Conclusion

As the numbers starkly indicate, for too long there has been a disinvestment in the School District of Philadelphia’s students. This is a policy with real and damaging consequences for the lives of our students, the future of our city, and the social and economic health of our state. As a District, we are committed to realizing a system of excellent schools capable of providing all our students with the quality education they deserve. Such a system, however, is not possible with the kind of chronic underfunding that is starving our schools and shortchanging our students. Together we have an opportunity to take action. Yes, commitment is necessary. And yes, we have an evidence-based and implementable plan. But good intentions, good will, and good planning can only take us so far. Real improvement requires adequate, fair and stable funding.

End Notes

- ¹ Students without a high school diploma are three times more likely to be unemployed compared to individuals with a bachelor's degree, see the Bureau of Labor Statistics Employment Projections for 2012 (http://www.bls.gov/emp/ep_chart_001.htm). In terms of lifetime earnings, an individual with a bachelor degree could expect to earn approximately \$900,000 more than a high school drop out and about \$700,000 more than a high school graduate throughout his/her lifetime, see US Census American Community Survey Report "Education and Synthetic Work-Life Earning Estimates" (<http://www.census.gov/prod/2011pubs/acs-14.pdf>). Additional information about impact of public schools can be found in Weiss, Johathan D. (2004), "Public Schools and Economic Development: What the Research Shows," Knowledge Works Foundation. Also see Action Plan v2.0 section on "The Case for Investment." www.philasd.org/actionplan/.
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- ⁵ The World Bank. "Social Capital and Education." Retrieved from <http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTSOCIALDEVELOPMENT/EXTSOCIALCAPITAL/0,,contentMDK:20186584~isCURL:Y~menuPK:418214~pagePK:148956~piPK:216618~theSitePK:401015,00.html>
- ⁶ Alliance for Excellent Education (2013). "Saving Futures, Saving Dollars: The Impact of Education on Crime Reduction and Earnings." Retrieved from <http://all4ed.org/wp-content/uploads/2013/09/SavingFutures.pdf>
- ⁷ National Institutes of Health (2011). "High-quality preschool program produces long-term economic payoff." Retrieved from <http://www.nih.gov/news/health/feb2011/nichd-04.htm>.
- ⁸ The Pew Charitable Trust (2004). "Millennials in Philadelphia: A Promising but Fragile Boom." Retrieved from http://www.pewtrusts.org/uploadedFiles/wwwpewtrustsorg/Reports/Philadelphia_Research_Initiative/Philly_Millennials_Report_012214.pdf
- ⁹ The Pew Charitable Trust (2004). "Millennials in Philadelphia: A Promising but Fragile Boom." Retrieved from. http://www.pewtrusts.org/uploadedFiles/wwwpewtrustsorg/Reports/Philadelphia_Research_Initiative/Philly_Millennials_Report_012214.pdf
- ¹⁰ The statewide per pupil funding table can be accessed here: http://www.portal.state.pa.us/portal/server.pt/community/summaries_of_annual_financial_report_data/7673/afr_excel_data_files/509047
- ¹¹ The funding required to provide SDP with similar resources was calculated by taking the difference in per pupil expenditures and multiplying it to the number of students currently served by SDP.
- ¹² Steinberg, M. and Quinn, R., (2013). "Assessing Adequacy in Education Spending: A Summary of Key Findings from Pennsylvania and Philadelphia." Retrieved from http://www.gse.upenn.edu/pdf/school_funding_summary_findings_steinberg_quinn.pdf
- ¹³ The \$770 million dollar estimate was derived by multiplying the adequacy funding gap (\$5,478) by the number of K-12 students currently served by SDP (131,362) and converting a 2010 dollar value to a 2013 dollar value. The cumulative rate of inflation between 2010 and 2013 is approximately 6.8%. It is important to note that between 2010 and 2013, the District has cut more than \$200 million in expenditures, if this was added back to our operating budget the gap would be closer to \$970 million. This calculation also excludes Pre-K students, alternative education students, and students who are placed in alternative settings – all of whom are paid for by SDP.
- ¹⁴ These estimates were derived by subtracting the 2011 state per pupil spend as estimated by the US Census from SDP's 2012 per pupil spend as provided by PDE.
- ¹⁵ Decreasing the student to counselor ratio to 250:1 has shown to have decreased the probability of disciplinary infraction or recurrences, see Carrell, S.(2006). "Do Lower Student-to-Counselor Ratios Reduce School

Disciplinary Problems?” *Contributions to Economic Analysis & Policy*, vol. 5: Iss 1. <http://www.umass.edu/schoolcounseling/uploads/breif5.3.pdf>. Furthermore, lower student-to-counselor ratio has shown to improve graduation and school attendance rates, see Lapan, R., Gysbers, N., Stanley, B., and Pierce, M. (2012). “Missouri Professional School Counselors: Ratios Matter, Especially in High-Poverty Schools.” *Professional School Counseling*, v16, n2, p108-116.

¹⁶ Hallow, J., (2002). “Research Link / Extracurricular Activities and Student Motivation.” *Educational Leadership*, v60, no1. Retrieved from <http://www.ascd.org/publications/educational-leadership/sept02/vol60/num01/-Extracurricular-Activities-and-Student-Motivation.aspx> and Scott, T. (2010). “The Benefit of Extracurricular Activities in High School: Involvement Enhances Academic Achievement and the Way Forward.” *Academic Leadership*, vol8, issue 3, p 239-244.

¹⁷ While there is research indicating that students who achieve a certain score on the PSAT are likely to score a 3 or 4 on the AP exam, the District is currently unable to fund PSAT exams for all our students. As a result, we are unable to identify and support students who demonstrate a potential to succeed at higher levels. See Ewing, M., Camara, W., and Millsap R., (2006). “The Relationship between PSAT/NMSQT Scores and AP Examination Grades: A Follow-Up Study.” College Board Research Report No 2006-1.

¹⁸ Harris, M. (2013). “House OKs commission to examine school spending.” TRIBLive. Accessed on 2/14/14 at <http://triblive.com/news/education/5422379-74/funding-formula-state#axzz2teDa8p00>. See also The General Assembly of Pennsylvania House Bill 1738. Retrieved from <http://www.legis.state.pa.us/CFDOCS/Legis/PN/Public/btCheck.cfm?txtType=HTM&sessYr=2013&sessInd=0&billBody=H&billTyp=B&billNbr=1738&pn=2878>.

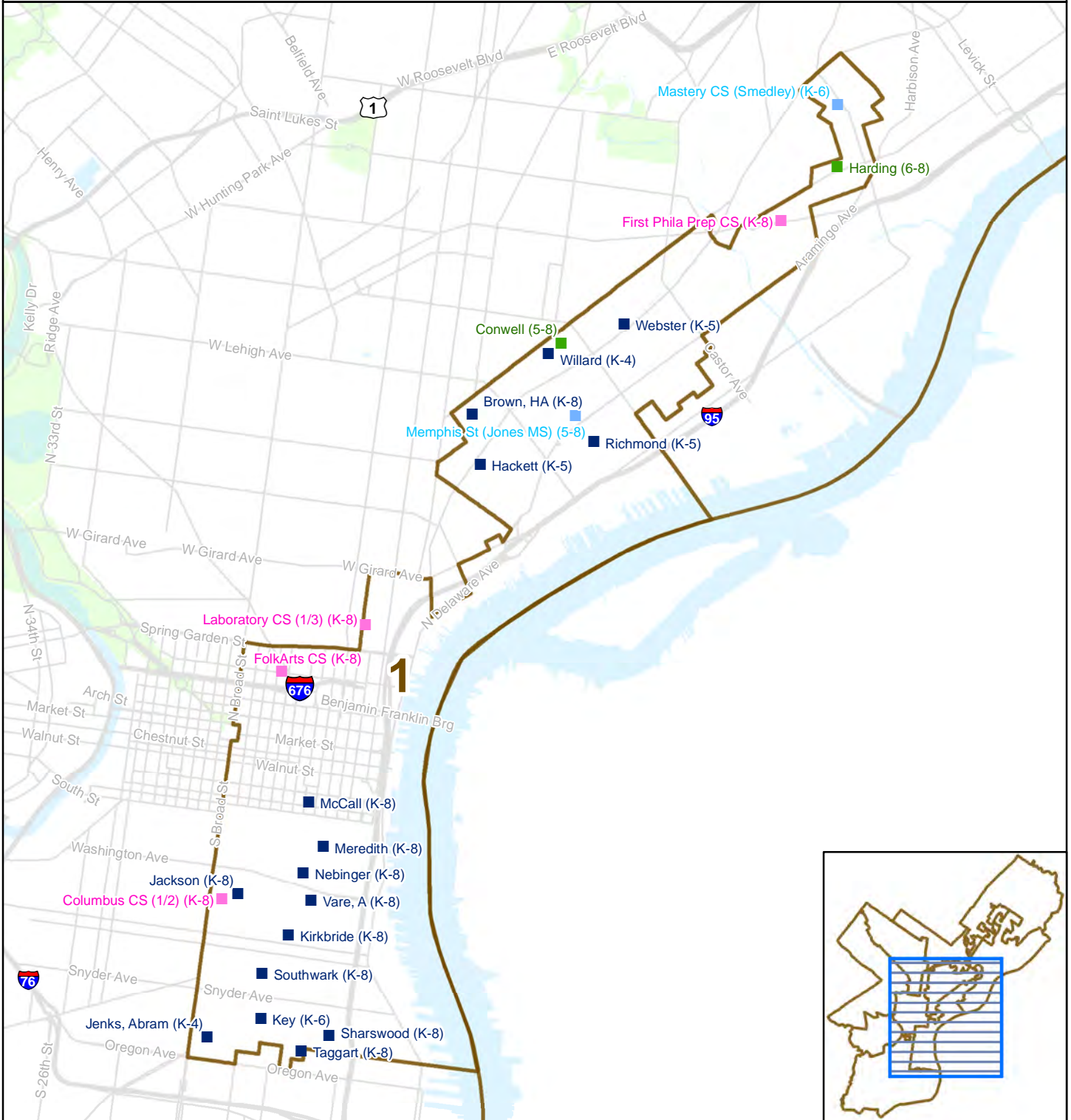
¹⁹ The District’s consolidated budget includes four sources of funding: operating, categorical (grants), and food services.

²⁰ The Capital budget is not based on a specific source of revenue, rather it is based on a bond issuance; therefore, the Capital budget will vary based on District need as well as the District’s ability to absorb debt service fees in its operating costs.

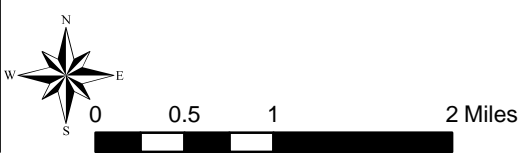
COUNCIL DISTRICT 1

THE SCHOOL DISTRICT OF PHILADELPHIA

1st Councilmanic District - Elementary and Middle Schools (2013/14)

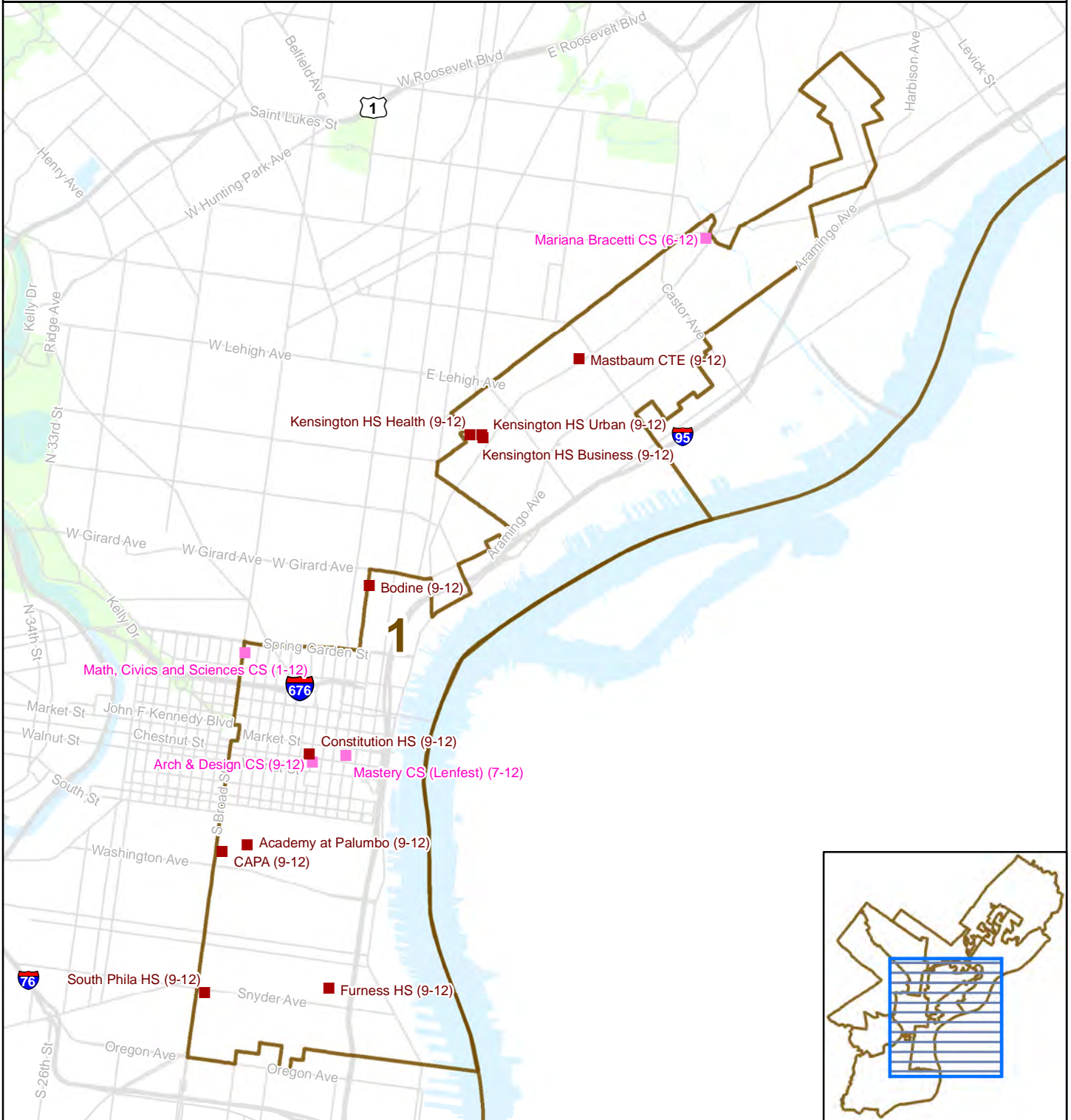









City Council	Elementary School	Charter
Middle School	Charter (Renaissance)	
Middle Secondary		
High School		

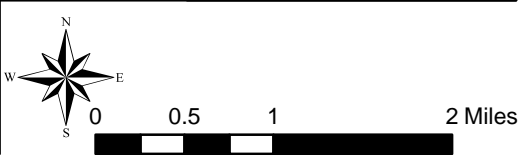


THE SCHOOL DISTRICT OF PHILADELPHIA

1st Councilmanic District - Middle Secondary and High Schools (2013/14)



 City Council	 Elementary School	 Charter
 Middle School	 Charter (Renaissance)	
 Middle Secondary		
 High School		



SOUTH PHILADELPHIA HIGH SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 1	PSSA Reading / Literacy Keystone	10.20%
Organization Code	2000	PSSA Math / Keystone	15.00%
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	835	1030	907
2 Poverty Rate	84.00%	90.46%	90.46%

Operating Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	3.0	3.0	2.0	2.0
4 Teachers - Regular Education	42.5	49.5	38.8	32.8
5 Teachers - Special Education	19.0	19.0	15.0	15.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	3.0	3.8	2.1	2.1
7 Nurses/Health Services	1.8	0.9	0.9	0.9
8 Classroom Assistants/Teacher Assistants	2.0	7.0	6.0	6.0
9 Secretaries	3.0	1.0	1.0	1.0
10 Support Services Assistants	2.0	0.0	0.0	0.0
11 Noontime Aides	9.0	7.0	5.0	5.0
12 Other	4.0	0.0	0.2	0.2
13 Total Positions	89.3	91.2	71.0	65.0
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$232,665	\$34,308	\$20,898	\$20,898

Grant Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	17.5	8.2	10.2	10.2
16 Teachers - Special Education	2.0	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	4.8	1.6	2.3	2.3
18 Classroom Assistants/Teacher Assistants	3.0	8.0	7.0	7.0
19 Other	2.0	0.0	0.0	0.0
20 Total Positions	29.3	17.8	19.5	19.5
21 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$62,484	\$106,013	\$41,344	\$41,344

Operating and Grant Funds Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
22 Total Positions	118.6	109.0	90.5	84.5
23 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$295,149	\$140,321	\$62,242	\$62,242
24 Difference from FY11 Budget - Total Position		(9.6)	(28.1)	(34.1)
25 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$154,828)	(\$232,907)	(\$232,907)

South Philadelphia High School

Address	2101 S. Broad St. Philadelphia, PA 19148	Grade Range	9-12
Phone / Fax	215.952.6220 / 215.551.2275	Comprehensive CTE	No
Website	www.philasd.org/schools/southphila	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

The School Progress Report (SPR) provides parents, families, and community members with valuable information on the progress schools are making towards District-wide goals. Each school receives a score and a corresponding performance tier at the overall and domain levels. Each school also receives two rankings: one within all schools of the same grade configuration (City Rank) and one within a peer group of schools with similar student demographics (Peer Rank). A school is designated a City Leader if it ranks first among all schools with the same grade configuration. A school is designated a Peer Leader if it ranks first in its peer group.

Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
11%	■■■■ INTERVENE	42nd of 53 (-85)	4th of 5 (-12)

Achievement

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

5%	■■■■ INTERVENE	38th of 53 (-93)	4th of 5 (-7)
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Progress

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

9%	■■■■ INTERVENE	46th of 53 (-88)	4th of 5 (-15)
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Climate

The Climate domain measures student engagement and school climate.

26%	■■■ WATCH	38th of 54 (-74)	4th of 5 (-9)
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College & Career

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

6%	■■■■ INTERVENE	46th of 53 (-94)	5th of 5 (-36)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

CREATIVE AND PERFORMING ARTS HIGH SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 1	PSSA Reading / Literacy Keystone	61.80%
Organization Code	2020	PSSA Math / Keystone	84.30%
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	682	709	719
2 Poverty Rate	49.00%	71.99%	71.99%

Operating Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	1.0	1.0	1.0
4 Teachers - Regular Education	39.0	30.0	31.0	25.4
5 Teachers - Special Education	1.0	3.0	3.4	3.4
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.3	1.0	1.0	1.0
7 Nurses/Health Services	1.0	0.6	1.0	1.0
8 Classroom Assistants/Teacher Assistants	1.0	4.0	4.0	4.0
9 Secretaries	3.0	1.0	1.0	1.0
10 Support Services Assistants	0.0	1.0	0.0	0.0
11 Noontime Aides	4.0	5.0	5.0	5.0
12 Other	2.0	0.0	0.0	0.0
13 Total Positions	54.3	46.6	47.4	41.8
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$197,138	\$32,160	\$55,236	\$55,236

Grant Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	2.4	0.6	0.6	0.6
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	0.7	0.0	0.0	0.0
18 Total Positions	3.6	0.6	0.6	0.6
19 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$23,082	\$15,041	\$1,798	\$1,798

Operating and Grant Funds Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
20 Total Positions	57.9	47.2	48.0	42.4
21 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$220,220	\$47,201	\$57,034	\$57,034
22 Difference from FY11 Budget - Total Position		(10.7)	(9.9)	(15.5)
23 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$173,019)	(\$163,186)	(\$163,186)

High School For Creative and Performing Arts

Address	901 S. Broad St. Philadelphia, PA 19147	Grade Range	9-12
Phone / Fax	215.952.2462 / 215.952.6472	Comprehensive CTE	No
Website	www.philasd.org/schools/capa	Admissions Category	Special Admission
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
59%	 REINFORCE	12th of 53 (-37)	3rd of 8 (-21)

Achievement

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

46%	 WATCH	8th of 53 (-52)	3rd of 8 (-5)
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Progress

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

39%	 WATCH	17th of 53 (-58)	3rd of 8 (-47)
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Climate

The Climate domain measures student engagement and school climate.

95%	 MODEL	7th of 54 (-5)	3rd of 9 (-5)
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College & Career

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

89%	 MODEL	8th of 53 (-11)	3rd of 9 (-5)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

FURNESS, HORACE HIGH SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 1	PSSA Reading / Literacy Keystone	28.40%
Organization Code	2160	PSSA Math / Keystone	32.70%
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	600	695	667
2 Poverty Rate	75.00%	83.70%	83.70%

Operating Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	2.0	1.0	1.0
4 Teachers - Regular Education	36.0	34.5	33.2	28.2
5 Teachers - Special Education	11.0	9.0	7.8	7.8
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.5	2.0	2.7	2.7
7 Nurses/Health Services	1.0	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	1.0	1.0	1.0	1.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Support Services Assistants	5.0	0.0	0.0	0.0
11 Noontime Aides	7.0	3.0	4.0	4.0
12 Other	2.0	0.0	0.2	0.2
13 Total Positions	68.5	53.5	51.9	46.9
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$142,140	\$39,201	\$26,798	\$26,798

Grant Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	10.5	0.0	2.8	2.8
16 Teachers - Special Education	2.0	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	4.1	1.2	1.7	1.7
18 Classroom Assistants/Teacher Assistants	4.0	2.0	4.0	4.0
19 Support Services Assistants	2.0	3.0	3.0	3.0
20 Total Positions	22.6	6.2	11.5	11.5
21 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$61,824	\$832,624	\$45,136	\$45,136

Operating and Grant Funds Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
22 Total Positions	91.1	59.7	63.4	58.4
23 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$203,964	\$871,825	\$71,934	\$71,934
24 Difference from FY11 Budget - Total Position		(31.4)	(27.7)	(32.7)
25 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$667,861	(\$132,030)	(\$132,030)

Furness High School

Address	1900 S. 3rd St. Philadelphia, PA 19148	Grade Range	9-12
Phone / Fax	215.952.6226 / 215.952.8635	Comprehensive CTE	No
Website	www.philasd.org/schools/furness	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
29%	■ ■ ■ ■ WATCH	27th of 53 (-67)	7th of 8 (-51)

Achievement

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

14%	■ ■ ■ ■ INTERVENE	23rd of 53 (-84)	7th of 8 (-37)
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Progress

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

25%	■ ■ ■ ■ WATCH	27th of 53 (-72)	7th of 8 (-61)
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Climate

The Climate domain measures student engagement and school climate.

51%	■ ■ ■ ■ REINFORCE	25th of 54 (-49)	6th of 9 (-49)
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College & Career

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

44%	■ ■ ■ ■ WATCH	31st of 53 (-56)	8th of 9 (-50)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

MC CALL, GEN. GEORGE A. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 1	PSSA Reading / Literacy Keystone	85.20%
Organization Code	2340	PSSA Math / Keystone	69.10%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	570	658	668
2 Poverty Rate	48.00%	50.92%	50.92%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	28.0	29.7	30.9	26.3
5 Teachers - Special Education	3.0	2.5	2.5	2.5
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	1.6	1.6
7 Nurses/Health Services	1.0	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	1.0	2.0	2.0	2.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Support Services Assistants	1.0	0.0	0.0	0.0
11 Noontime Aides	5.0	4.0	4.0	4.0
12 Total Positions	43.0	42.2	44.0	39.4
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$56,791	\$36,105	\$21,588	\$21,588

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	9.5	4.1	4.1	4.1
15 Teachers - Special Education	0.5	0.0	0.0	0.0
16 Counselors/Student Adv./ Soc. Serv. Liaisons	3.0	1.0	0.4	0.4
17 Classroom Assistants/Teacher Assistants	0.0	1.0	0.0	0.0
18 Support Services Assistants	1.0	0.0	0.0	0.0
19 Total Positions	14.0	6.1	4.5	4.5
20 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$35,167	\$90,027	\$6,509	\$6,509

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
21 Total Positions	57.0	48.3	48.5	43.9
22 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$91,958	\$126,132	\$28,097	\$28,097
23 Difference from FY11 Budget - Total Position		(8.7)	(8.5)	(13.1)
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$34,174	(\$63,861)	(\$63,861)

General George A. McCall School

Address	325 S. 7th St. Philadelphia, PA 19106	Grade Range	K-8
Phone / Fax	215.351.7350 / 215.351.7349	Comprehensive CTE	No
Website	www.philasd.org/schools/mccall	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
78%	□ □ □ ■ MODEL	3rd of 98 (-3)	2nd of 9 (-1)

Achievement

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

74%	□ □ ■ □ REINFORCE	4th of 98 (-14)	Peer Leader
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Progress

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

74%	□ □ ■ □ REINFORCE	9th of 98 (-15)	3rd of 9 (-15)
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Climate

The Climate domain measures student engagement and school climate.

96%	□ □ □ ■ MODEL	7th of 98 (-4)	2nd of 9 (-4)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

MEREDITH, WILLIAM M. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 1	PSSA Reading / Literacy Keystone	83.60%
Organization Code	2380	PSSA Math / Keystone	79.50%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	485	533	542
2 Poverty Rate	49.00%	48.59%	48.59%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	21.0	22.9	21.7	19.3
5 Teachers - Special Education	2.0	2.0	2.0	2.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.5	1.0	1.0
7 Nurses/Health Services	0.8	0.4	0.4	0.4
8 Classroom Assistants/Teacher Assistants	1.0	2.0	1.0	1.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	5.0	0.0	0.0	0.0
11 Noontime Aides	6.0	4.0	3.0	3.0
12 Other	0.2	0.0	0.0	0.0
13 Total Positions	39.0	33.8	31.1	28.7
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$96,891	\$20,796	\$10,908	\$10,908

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	6.5	3.8	1.8	1.8
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.0	0.0	0.0
18 Support Services Assistants	2.0	4.0	2.0	2.0
19 Total Positions	10.0	7.8	3.8	3.8
20 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$14,479	\$70,584	\$2,231	\$2,231

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
21 Total Positions	49.0	41.6	34.9	32.5
22 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$111,370	\$91,380	\$13,139	\$13,139
23 Difference from FY11 Budget - Total Position		(7.4)	(14.1)	(16.5)
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$19,990)	(\$98,231)	(\$98,231)

William M. Meredith School

Address	725 S. 5th St. Philadelphia, PA 19147	Grade Range	K-8
Phone / Fax	215.351.7360 / 215.351.7190	Comprehensive CTE	No
Website	www.philasd.org/schools/meredith	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
47%	■ ■ ■ ■ WATCH	30th of 98 (-34)	7th of 9 (-34)

Achievement

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

79%	■ ■ ■ ■ MODEL	2nd of 98 (-9)	2nd of 9 (-9)
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Progress

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

5%	■ ■ ■ ■ INTERVENE	93rd of 98 (-84)	9th of 9 (-73)
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Climate

The Climate domain measures student engagement and school climate.

100%	■ ■ ■ ■ MODEL	City Leader	Peer Leader
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

JACKSON, ANDREW SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 1	PSSA Reading / Literacy Keystone	61.10%
Organization Code	2510	PSSA Math / Keystone	50.50%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	341	452	466
2 Poverty Rate	76.00%	85.52%	85.52%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	1.0	1.0	1.0	1.0
4	Teachers - Regular Education	14.5	21.0	22.2	16.2
5	Teachers - Special Education	4.0	4.0	4.0	4.0
6	Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.5	0.9	0.9
7	Nurses/Health Services	0.8	0.3	0.3	0.3
8	Classroom Assistants/Teacher Assistants	1.0	4.0	4.0	4.0
9	Secretaries	1.0	1.0	1.0	1.0
10	Support Services Assistants	3.0	0.0	0.0	0.0
11	Noontime Aides	5.0	4.0	5.0	5.0
12	Total Positions	31.3	35.8	38.4	32.4
13	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$38,538</i>	<i>\$13,180</i>	<i>\$11,828</i>	<i>\$11,828</i>

Grant Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14	Teachers - Regular Education	9.0	3.3	4.0	4.0
15	Teachers - Special Education	0.5	0.0	0.0	0.0
16	Counselors/Student Adv./ Soc. Serv. Liaisons	2.6	1.2	0.2	0.2
17	Support Services Assistants	0.0	3.0	1.0	1.0
18	Total Positions	12.1	7.5	5.2	5.2
19	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$31,899</i>	<i>\$84,350</i>	<i>\$33,343</i>	<i>\$33,343</i>

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
20	Total Positions	43.4	43.3	43.6	37.6
21	<i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$70,437</i>	<i>\$97,530</i>	<i>\$45,171</i>	<i>\$45,171</i>
22	Difference from FY11 Budget - Total Position		(0.1)	0.2	(5.8)
23	<i>Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other</i>		<i>\$27,093</i>	<i>(\$25,266)</i>	<i>(\$25,266)</i>

Andrew Jackson School

Address	1213 S. 12th St. Philadelphia, PA 19147	Grade Range	K-8
Phone / Fax	215.952.6223 / 215.952.6488	Comprehensive CTE	No
Website	www.philasd.org/schools/jackson	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
43%	■ ■ ■ ■ WATCH	37th of 98 (-38)	3rd of 9 (-7)

Achievement

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

41%	■ ■ ■ ■ WATCH	22nd of 98 (-47)	Peer Leader
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Progress

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

23%	■ ■ ■ ■ INTERVENE	67th of 98 (-66)	6th of 9 (-30)
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Climate

The Climate domain measures student engagement and school climate.

95%	■ ■ ■ ■ MODEL	8th of 98 (-5)	Peer Leader
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

JENKS, ABRAM SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 1	PSSA Reading / Literacy Keystone	77.20%
Organization Code	2520	PSSA Math / Keystone	65.80%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	361	303	289
2 Poverty Rate	73.00%	83.55%	83.55%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	13.9	12.3	11.3	8.9
5 Teachers - Special Education	1.0	2.0	2.0	2.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.5	0.5	0.5
7 Nurses/Health Services	1.0	0.3	0.3	0.3
8 Classroom Assistants/Teacher Assistants	0.0	6.0	6.0	6.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	6.0	0.0	0.0	0.0
11 Noontime Aides	5.0	2.0	3.0	3.0
12 Other	0.2	0.0	0.0	0.0
13 Total Positions	30.1	25.1	25.1	22.7
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$24,617	\$7,542	\$4,748	\$4,748

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	6.3	2.8	2.8	2.8
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Support Services Assistants	1.0	2.0	1.0	1.0
18 Total Positions	7.8	4.8	3.8	3.8
19 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$23,726	\$77,989	\$29,970	\$29,970

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
20 Total Positions	37.9	29.9	28.9	26.5
21 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$48,343	\$85,531	\$34,718	\$34,718
22 Difference from FY11 Budget - Total Position		(8.0)	(9.0)	(11.4)
23 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$37,188	(\$13,625)	(\$13,625)

Abram S. Jenks School

Address	2501 S. 13th St. Philadelphia, PA 19148	Grade Range	K-4
Phone / Fax	215.952.6224 / 215.952.6407	Comprehensive CTE	No
Website	www.philasd.org/schools/asjenks	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
49%	 WATCH	23rd of 63 (-35)	7th of 8 (-35)

Achievement

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

72%	 REINFORCE	2nd of 63 (-1)	2nd of 8 (-1)
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Progress

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

18%	 INTERVENE	50th of 63 (-68)	7th of 8 (-66)
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Climate

The Climate domain measures student engagement and school climate.

83%	 MODEL	13th of 64 (-17)	5th of 8 (-17)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

KEY, FRANCIS SCOTT SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 1	PSSA Reading / Literacy Keystone	62.60%
Organization Code	2540	PSSA Math / Keystone	49.80%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	436	535	528
2 Poverty Rate	89.00%	93.57%	93.57%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	20.9	25.2	24.7	21.1
5 Teachers - Special Education	3.0	2.0	2.0	2.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	2.4	2.2	2.2
7 Nurses/Health Services	0.5	0.4	0.4	0.4
8 Classroom Assistants/Teacher Assistants	1.0	0.0	0.0	0.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	3.0	0.0	0.0	0.0
11 Noontime Aides	6.0	4.0	4.0	4.0
12 Other	1.0	0.0	0.0	0.0
13 Total Positions	38.4	36.0	35.3	31.7
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$101,074	\$18,892	\$17,408	\$17,408

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	9.1	4.2	4.2	4.2
16 Counselors/Student Adv./ Soc. Serv. Liaisons	2.0	0.4	0.8	0.8
17 Support Services Assistants	2.0	1.0	1.0	1.0
18 Other	1.0	1.0	0.0	0.0
19 Total Positions	14.1	6.6	6.0	6.0
20 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$65,659	\$142,781	\$109,009	\$109,009

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
21 Total Positions	52.5	42.6	41.3	37.7
22 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$166,733	\$161,673	\$126,417	\$126,417
23 Difference from FY11 Budget - Total Position		(9.9)	(11.2)	(14.8)
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$5,060)	(\$40,316)	(\$40,316)

Francis S. Key School

Address	2230 S. 8th St. Philadelphia, PA 19148	Grade Range	K-6
Phone / Fax	215.952.6216 / 215.952.8505	Comprehensive CTE	No
Website	www.philasd.org/schools/key	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
56%	□ □ ■ □ REINFORCE	14th of 63 (-28)	5th of 11 (-6)

Achievement

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

38%	□ ■ □ □ WATCH	19th of 63 (-35)	8th of 11 (-19)
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Progress

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

51%	□ □ ■ □ REINFORCE	30th of 63 (-35)	7th of 11 (-21)
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Climate

The Climate domain measures student engagement and school climate.

94%	□ □ □ ■ MODEL	4th of 64 (-6)	2nd of 11 (-3)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

KIRKBRIDE, ELIZA B. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 1	PSSA Reading / Literacy Keystone	62.70%
Organization Code	2580	PSSA Math / Keystone	52.40%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	468	532	551
2 Poverty Rate	75.00%	77.82%	77.82%

Operating Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	22.8	28.0	28.0	24.4
5 Teachers - Special Education	4.0	5.0	5.0	5.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.9	2.1	2.1
7 Nurses/Health Services	0.6	0.4	0.4	0.4
8 Classroom Assistants/Teacher Assistants	3.0	5.0	5.0	5.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	2.0	0.0	0.0	0.0
11 Noontime Aides	2.0	3.0	3.0	3.0
12 Total Positions	37.4	45.3	45.4	41.8
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$96,045	\$30,870	\$18,328	\$18,328

Grant Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	5.2	2.0	2.2	2.2
15 Counselors/Student Adv./ Soc. Serv. Liaisons	1.8	0.4	0.7	0.7
16 Total Positions	7.0	2.4	3.0	3.0
17 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$74,606	\$81,516	\$12,056	\$12,056

Operating and Grant Funds Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
18 Total Positions	44.4	47.7	48.4	44.8
19 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$170,651	\$112,386	\$30,384	\$30,384
20 Difference from FY11 Budget - Total Position		3.3	4.0	0.4
21 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$58,265)	(\$140,267)	(\$140,267)

Elizabeth B. Kirkbride School

Address	1501 S. 7th St. Philadelphia, PA 19147	Grade Range	K-8
Phone / Fax	215.952.6214 / 215.952.6253	Comprehensive CTE	No
Website	www.philasd.org/schools/kirkbride	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
59%	□□■□ REINFORCE	11th of 98 (-22)	4th of 9 (-20)

Achievement

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

53%	□□■□ REINFORCE	15th of 98 (-35)	4th of 9 (-21)
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Progress

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

47%	□■□□ WATCH	37th of 98 (-42)	7th of 9 (-42)
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Climate

The Climate domain measures student engagement and school climate.

100%	□□□■ MODEL	City Leader	Peer Leader
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

NEBINGER, GEORGE W. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 1	PSSA Reading / Literacy Keystone	47.90%
Organization Code	2590	PSSA Math / Keystone	41.00%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	247	310	291
2 Poverty Rate	85.00%	89.68%	89.68%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	13.3	15.9	15.2	11.8
5 Teachers - Special Education	6.0	6.0	6.0	6.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.1	1.4	1.4
7 Nurses/Health Services	0.4	0.3	0.3	0.3
8 Classroom Assistants/Teacher Assistants	6.0	12.0	12.0	12.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Noontime Aides	4.0	6.0	3.0	3.0
11 Other	0.2	0.0	0.0	0.0
12 Total Positions	32.9	43.2	39.8	36.4
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$33,439	\$28,333	\$4,828	\$4,828

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	3.6	2.5	2.2	2.2
15 Counselors/Student Adv./ Soc. Serv. Liaisons	0.6	0.0	0.2	0.2
16 Support Services Assistants	3.0	0.0	0.0	0.0
17 Total Positions	7.2	2.5	2.5	2.5
18 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$70,221	\$33,587	\$14,897	\$14,897

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
19 Total Positions	40.1	45.8	42.3	38.9
20 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$103,660	\$61,920	\$19,725	\$19,725
21 Difference from FY11 Budget - Total Position		5.7	2.1	(1.3)
22 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$41,740)	(\$83,935)	(\$83,935)

George W. Nebinger School

Address	601 Carpenter St. Philadelphia, PA 19147	Grade Range	K-8
Phone / Fax	215.952.6202 / 215.952.6392	Comprehensive CTE	No
Website	N/A	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
36%	 WATCH	52nd of 98 (-45)	12th of 21 (-33)

Achievement

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

33%	 WATCH	33rd of 98 (-55)	6th of 21 (-18)
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Progress

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

27%	 WATCH	60th of 98 (-62)	14th of 21 (-60)
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Climate

The Climate domain measures student engagement and school climate.

64%	 REINFORCE	26th of 98 (-36)	6th of 21 (-9)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

ACADEMY AT PALUMBO

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 1	PSSA Reading / Literacy Keystone	80.80%
Organization Code	2620	PSSA Math / Keystone	93.60%
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	560	815	869
2 Poverty Rate	73.00%	76.14%	76.14%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	1.0	1.0	1.0	1.0
4	Teachers - Regular Education	28.2	34.4	36.2	29.8
5	Teachers - Special Education	1.0	3.0	3.2	3.2
6	Counselors/Student Adv./ Soc. Serv. Liaisons	2.0	1.0	1.0	1.0
7	Nurses/Health Services	0.6	0.6	0.6	0.6
8	Classroom Assistants/Teacher Assistants	0.0	1.0	2.0	2.0
9	Secretaries	2.0	1.0	1.0	1.0
10	Support Services Assistants	2.0	0.0	0.0	0.0
11	Noontime Aides	3.0	3.0	6.0	6.0
12	Other	1.6	0.0	0.0	0.0
13	Total Positions	41.4	45.0	51.0	44.6
14	Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$159,535	\$60,816	\$161,178	\$161,178

Grant Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15	Teachers - Regular Education	1.2	0.0	0.3	0.3
16	Teachers - Special Education	0.5	0.0	0.0	0.0
17	Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.0	0.0	0.0
18	Classroom Assistants/Teacher Assistants	0.0	2.0	0.0	0.0
19	Support Services Assistants	1.0	2.0	2.0	2.0
20	Total Positions	3.7	4.0	2.3	2.3
21	Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$9,349	\$60,554	\$8,658	\$8,658

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
22	Total Positions	45.1	49.0	53.3	46.9
23	Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$168,884	\$121,370	\$169,836	\$169,836
24	Difference from FY11 Budget - Total Position		3.9	8.2	1.8
25	Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$47,514)	\$952	\$952

Academy at Palumbo

Address	1100 Catharine St. Philadelphia, PA 19147	Grade Range	9-12
Phone / Fax	215.351.7618 / 215.351.7685	Comprehensive CTE	No
Website	www.philasd.org/schools/palumbo	Admissions Category	Special Admission
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
60%	 REINFORCE	10th of 53 (-36)	2nd of 8 (-20)

Achievement

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

51%	 REINFORCE	6th of 53 (-47)	Peer Leader
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Progress

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

31%	 WATCH	19th of 53 (-66)	4th of 8 (-55)
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Climate

The Climate domain measures student engagement and school climate.

99%	 MODEL	5th of 54 (-1)	2nd of 9 (-1)
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College & Career

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

94%	 MODEL	6th of 53 (-6)	Peer Leader
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

SHARSWOOD, GEORGE SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 1	PSSA Reading / Literacy Keystone	58.00%
Organization Code	2630	PSSA Math / Keystone	50.20%
School Level	ELEMENTARY SCHOOL		

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	FY11	FY14	FY15
1 Enrollment	525	507	492
2 Poverty Rate	84.00%	84.86%	84.86%

Operating Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	23.5	20.4	20.4	19.2
5 Teachers - Special Education	6.5	7.0	7.0	7.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.7	0.6	0.6
7 Nurses/Health Services	1.0	0.4	0.4	0.4
8 Classroom Assistants/Teacher Assistants	6.0	12.0	12.0	12.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	1.0	3.0	1.0	1.0
11 Noontime Aides	8.0	4.0	4.0	4.0
12 Total Positions	49.0	49.5	47.4	46.2
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$85,351	\$20,138	\$22,168	\$22,168

Grant Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	6.7	2.8	2.4	2.4
15 Teachers - Special Education	0.5	0.0	0.0	0.0
16 Counselors/Student Adv./ Soc. Serv. Liaisons	3.2	0.0	0.1	0.1
17 Classroom Assistants/Teacher Assistants	2.0	0.0	0.0	0.0
18 Support Services Assistants	5.0	0.0	0.0	0.0
19 Other	0.0	0.0	0.0	0.0
20 Total Positions	17.4	2.8	2.5	2.5
21 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$49,225	\$83,043	\$17,301	\$17,301

Operating and Grant Funds Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
22 Total Positions	66.4	52.3	49.9	48.7
23 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$134,576	\$103,181	\$39,469	\$39,469
24 Difference from FY11 Budget - Total Position		(14.1)	(16.5)	(17.7)
25 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$31,395)	(\$95,107)	(\$95,107)

George W. Sharswood School

Address	2300 S. 2nd St. Philadelphia, PA 19148	Grade Range	K-8
Phone / Fax	215.952.6212 / 215.952.6405	Comprehensive CTE	No
Website	www.philasd.org/schools/sharswood	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Achievement

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

Progress

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

Climate

The Climate domain measures student engagement and school climate.

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
56%	■■■ REINFORCE	12th of 98 (-25)	5th of 9 (-23)
46%	■■ WATCH	19th of 98 (-42)	6th of 9 (-28)
62%	■■■ REINFORCE	19th of 98 (-27)	5th of 9 (-27)
58%	■■■ REINFORCE	35th of 98 (-42)	8th of 9 (-42)

Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

SOUTHWARK SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 1	PSSA Reading / Literacy Keystone	50.80%
Organization Code	2640	PSSA Math / Keystone	38.20%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	516	556	569
2 Poverty Rate	76.00%	88.77%	88.77%

Operating Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	23.0	30.1	29.9	27.5
5 Teachers - Special Education	4.0	4.0	4.0	4.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	2.2	2.8	2.8
7 Nurses/Health Services	0.8	0.4	0.4	0.4
8 Classroom Assistants/Teacher Assistants	1.4	4.0	4.0	4.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	3.0	0.0	0.0	0.0
11 Noontime Aides	5.0	4.0	4.0	4.0
12 Total Positions	40.2	46.7	47.1	44.7
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$48,934	\$33,431	\$15,948	\$15,948

Grant Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	12.6	3.4	3.6	3.6
15 Teachers - Special Education	0.5	0.0	0.0	0.0
16 Counselors/Student Adv./ Soc. Serv. Liaisons	4.4	0.8	1.2	1.2
17 Support Services Assistants	2.0	4.0	0.0	0.0
18 Total Positions	19.5	8.2	4.8	4.8
19 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$70,043	\$83,221	\$7,508	\$7,508

Operating and Grant Funds Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
20 Total Positions	59.7	54.9	51.9	49.5
21 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$118,977	\$116,652	\$23,456	\$23,456
22 Difference from FY11 Budget - Total Position		(4.8)	(7.8)	(10.2)
23 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$2,325)	(\$95,521)	(\$95,521)

Southwark School

Address	1835 S. 9th St. Philadelphia, PA 19148	Grade Range	K-8
Phone / Fax	215.952.8606 / 215.952.8670	Comprehensive CTE	No
Website	www.philasd.org/schools/southwark/	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Achievement

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

Progress

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

Climate

The Climate domain measures student engagement and school climate.

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
56%	 REINFORCE	12th of 98 (-25)	5th of 9 (-23)
26%	 WATCH	48th of 98 (-62)	9th of 9 (-48)
63%	 REINFORCE	16th of 98 (-26)	4th of 9 (-26)
84%	 MODEL	12th of 98 (-16)	3rd of 9 (-16)

Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

CONSTITUTION HIGH SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 1	PSSA Reading / Literacy Keystone	44.70%
Organization Code	2670	PSSA Math / Keystone	78.70%
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	380	373	377
2 Poverty Rate	73.00%	77.36%	77.36%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	1.0	1.0	1.0	1.0
4	Teachers - Regular Education	19.4	15.3	15.7	12.9
5	Teachers - Special Education	1.5	1.0	1.0	1.0
6	Counselors/Student Adv./ Soc. Serv. Liaisons	2.0	1.0	1.0	1.0
7	Nurses/Health Services	1.0	0.3	0.3	0.3
8	Classroom Assistants/Teacher Assistants	0.0	1.0	1.0	1.0
9	Secretaries	2.0	1.0	1.0	1.0
10	Noontime Aides	2.0	1.0	1.0	1.0
11	Other	0.0	0.0	0.0	0.0
12	Total Positions	28.9	21.6	22.0	19.2
13	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$82,959</i>	<i>\$50,482</i>	<i>\$14,798</i>	<i>\$14,798</i>

Grant Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14	Teachers - Regular Education	1.1	0.2	0.3	0.3
15	Teachers - Special Education	0.5	0.0	0.0	0.0
16	Classroom Assistants/Teacher Assistants	1.0	0.0	0.0	0.0
17	Total Positions	2.6	0.2	0.3	0.3
18	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$23,508</i>	<i>\$24,541</i>	<i>\$4,206</i>	<i>\$4,206</i>

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
19	Total Positions	31.5	21.8	22.3	19.5
20	<i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$106,467</i>	<i>\$75,023</i>	<i>\$19,004</i>	<i>\$19,004</i>
21	Difference from FY11 Budget - Total Position		(9.7)	(9.2)	(12.0)
22	Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$31,444)	(\$87,463)	(\$87,463)

Constitution High School

Address 18 S. 7th St.
Philadelphia, PA 19106

Phone / Fax 215.351.7310 / 215.351.7694

Website www.philasd.org/schools/constitution

Grade Range 9-12

Comprehensive CTE No

Admissions Category Citywide

Turnaround Model N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
41%	■■■ WATCH	20th of 53 (-55)	5th of 5 (-46)

Achievement

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

23%	■■ INTERVENE	17th of 53 (-75)	5th of 5 (-47)
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Progress

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

25%	■■■ WATCH	27th of 53 (-72)	5th of 5 (-65)
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Climate

The Climate domain measures student engagement and school climate.

68%	■■■ REINFORCE	17th of 54 (-32)	5th of 5 (-29)
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College & Career

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

88%	■■■ MODEL	11th of 53 (-12)	3rd of 5 (-10)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

TAGGART, JOHN H. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 1	PSSA Reading / Literacy Keystone	44.20%
Organization Code	2690	PSSA Math / Keystone	38.00%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	471	470	463
2 Poverty Rate	84.00%	90.25%	90.25%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	22.0	22.4	21.8	18.2
5 Teachers - Special Education	5.0	6.0	2.6	2.6
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.5	1.7	1.7
7 Nurses/Health Services	1.0	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	0.0	6.0	0.0	0.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	1.0	0.0	0.0	0.0
11 Noontime Aides	5.0	4.0	4.0	4.0
12 Bus Attendants	1.0	0.0	0.0	0.0
13 Total Positions	38.0	42.9	33.1	29.5
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$125,629	\$16,589	\$9,728	\$9,728

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	10.4	4.8	5.4	5.4
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	4.6	0.0	0.5	0.5
18 Classroom Assistants/Teacher Assistants	3.0	0.0	0.0	0.0
19 Support Services Assistants	0.0	2.0	1.0	1.0
20 Total Positions	18.5	6.8	6.9	6.9
21 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$27,192	\$127,868	\$62,500	\$62,500

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
22 Total Positions	56.5	49.7	40.0	36.4
23 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$152,821	\$144,457	\$72,228	\$72,228
24 Difference from FY11 Budget - Total Position		(6.8)	(16.5)	(20.1)
25 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$8,364)	(\$80,593)	(\$80,593)

John H. Taggart School

Address	400 W. Porter St. Philadelphia, PA 19148	Grade Range	K-8
Phone / Fax	215.952.6228 / 215.952.8502	Comprehensive CTE	No
Website	www.philasd.org/schools/taggart	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome


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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
31%		62nd of 98 (-50)	9th of 9 (-48)


Achievement

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

27%		42nd of 98 (-61)	8th of 9 (-47)
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Progress

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

18%		76th of 98 (-71)	9th of 9 (-71)
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Climate

The Climate domain measures student engagement and school climate.

71%		21st of 98 (-29)	6th of 9 (-29)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

VARE, ABIGAIL SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 1	PSSA Reading / Literacy Keystone	61.40%
Organization Code	2720	PSSA Math / Keystone	47.30%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	322	370	362
2 Poverty Rate	90.00%	85.37%	85.37%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	14.1	21.5	19.6	16.0
5 Teachers - Special Education	6.0	7.0	7.2	7.2
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.1	0.9	0.9
7 Nurses/Health Services	1.0	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	4.0	10.0	10.0	10.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	4.0	2.0	2.0	2.0
11 Noontime Aides	5.0	6.0	5.0	5.0
12 Total Positions	37.1	50.6	47.6	44.0
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$30,641	\$61,577	\$6,548	\$6,548

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	7.4	1.8	2.8	2.8
15 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.0	0.2	0.2
16 Classroom Assistants/Teacher Assistants	1.0	0.0	0.0	0.0
17 Support Services Assistants	3.0	3.0	3.0	3.0
18 Other	1.0	0.0	0.0	0.0
19 Total Positions	13.4	4.8	6.1	6.1
20 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$80,383	\$47,808	\$1,935	\$1,935

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
21 Total Positions	50.5	55.4	53.7	50.1
22 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$111,024	\$109,385	\$8,483	\$8,483
23 Difference from FY11 Budget - Total Position		4.9	3.2	(0.4)
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$1,639)	(\$102,541)	(\$102,541)

Abigail Vare School

Address	1198 S. 5th St. Philadelphia, PA 19147	Grade Range	K-8
Phone / Fax	215.952.8620 / 215.952.8508	Comprehensive CTE	No
Website	www.philasd.org/schools/avare	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Achievement

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

Progress

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

Climate

The Climate domain measures student engagement and school climate.

Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
44%	 WATCH	34th of 98 (-37)	2nd of 9 (-6)
40%	 WATCH	23rd of 98 (-48)	2nd of 9 (-1)
44%	 WATCH	41st of 98 (-45)	2nd of 9 (-9)
52%	 REINFORCE	43rd of 98 (-48)	5th of 9 (-43)

MASTBAUM, JULES E. HIGH SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 1	PSSA Reading / Literacy Keystone	21.50%
Organization Code	5060	PSSA Math / Keystone	44.70%
School Level	CAREER AND TECHNICAL HIGH SCHL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	934	759	713
2 Poverty Rate	85.00%	93.98%	93.98%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	3.0	2.0	2.0	2.0
4 Teachers - Regular Education	51.8	35.0	33.4	25.2
5 Teachers - Special Education	8.0	6.0	5.0	5.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	2.0	1.4	1.2	1.2
7 Nurses/Health Services	1.2	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	1.0	0.0	0.0	0.0
9 Secretaries	3.0	1.0	1.0	1.0
10 Noontime Aides	4.0	6.0	5.0	5.0
11 Other	6.0	0.0	0.0	0.0
12 Total Positions	80.0	52.4	48.6	40.4
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$92,860	\$22,940	\$36,358	\$36,358

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	9.2	4.0	5.6	5.6
15 Teachers - Special Education	3.0	0.0	0.0	0.0
16 Counselors/Student Adv./ Soc. Serv. Liaisons	3.4	0.0	0.2	0.2
17 Classroom Assistants/Teacher Assistants	1.0	0.0	0.0	0.0
18 Total Positions	16.6	4.0	5.8	5.8
19 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$60,095	\$72,060	\$103,973	\$103,973

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
20 Total Positions	96.6	56.4	54.4	46.2
21 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$152,955	\$95,000	\$140,331	\$140,331
22 Difference from FY11 Budget - Total Position		(40.2)	(42.2)	(50.4)
23 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$57,955)	(\$12,624)	(\$12,624)

Jules E. Mastbaum Area Vocational Technical High School

Address	3116 Frankford Ave. Philadelphia, PA 19134	Grade Range	9-12
Phone / Fax	215.291.4703 / 215.291.5657	Comprehensive CTE	Yes
Website	www.philasd.org/schools/mastbaum	Admissions Category	Citywide
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
30%	■ ■ ■ ■ WATCH	26th of 53 (-66)	2nd of 19 (-2)

Achievement

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

8%	■ ■ ■ ■ INTERVENE	30th of 53 (-90)	2nd of 19 (-4)
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Progress

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

27%	■ ■ ■ ■ WATCH	24th of 53 (-70)	Peer Leader
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Climate

The Climate domain measures student engagement and school climate.

57%	■ ■ ■ ■ REINFORCE	24th of 54 (-43)	2nd of 19 (-10)
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College & Career

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

45%	■ ■ ■ ■ WATCH	30th of 53 (-55)	3rd of 18 (-14)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

BODINE, WILLIAM W. H.S. FOR INTERNATIONAL AFFAIRS

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 1	PSSA Reading / Literacy Keystone	91.80%
Organization Code	5150	PSSA Math / Keystone	95.90%
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	545	494	528
2 Poverty Rate	62.00%	78.25%	78.25%

Operating Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	1.0	1.0	1.0
4 Teachers - Regular Education	27.0	22.5	22.1	17.9
5 Teachers - Special Education	2.0	1.0	1.0	1.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.2	1.0	1.0	1.0
7 Nurses/Health Services	1.0	0.4	0.4	0.4
8 Classroom Assistants/Teacher Assistants	4.0	5.0	6.0	6.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	2.0	0.0	0.0	0.0
11 Noontime Aides	4.0	4.0	4.0	4.0
12 Other	2.0	0.0	0.0	0.0
13 Total Positions	46.2	35.9	36.5	32.3
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$165,385	\$21,329	\$16,558	\$16,558

Grant Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	1.5	0.2	0.2	0.2
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	1.4	0.0	0.0	0.0
18 Classroom Assistants/Teacher Assistants	1.0	0.0	0.0	0.0
19 Total Positions	4.4	0.2	0.2	0.2
20 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$11,479	\$40,684	\$29,551	\$29,551

Operating and Grant Funds Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
21 Total Positions	50.6	36.1	36.7	32.5
22 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$176,864	\$62,013	\$46,109	\$46,109
23 Difference from FY11 Budget - Total Position		(14.5)	(13.9)	(18.1)
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$114,851)	(\$130,755)	(\$130,755)

William W. Bodine High School

Address	1101 N. 4th St. Philadelphia, PA 19123	Grade Range	9-12
Phone / Fax	215.351.7332 / 215.351.7370	Comprehensive CTE	No
Website	www.philasd.org/schools/bodine	Admissions Category	Special Admission
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
77%	■■■ MODEL	5th of 53 (-19)	2nd of 5 (-10)

Achievement

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

62%	■■■ REINFORCE	5th of 53 (-36)	2nd of 5 (-8)
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Progress

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

80%	■■■ MODEL	5th of 53 (-17)	2nd of 5 (-10)
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Climate

The Climate domain measures student engagement and school climate.

85%	■■■ MODEL	9th of 54 (-15)	2nd of 5 (-12)
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College & Career

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

87%	■■■ MODEL	12th of 53 (-13)	4th of 5 (-11)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

BROWN, HENRY A. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 1	PSSA Reading / Literacy Keystone	41.30%
Organization Code	5210	PSSA Math / Keystone	34.00%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	480	594	592
2 Poverty Rate	94.00%	94.53%	94.53%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	1.0	1.0	1.0
4 Teachers - Regular Education	19.6	27.6	25.7	23.3
5 Teachers - Special Education	5.0	7.0	7.0	7.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.4	1.8	1.5	1.5
7 Nurses/Health Services	0.6	0.4	0.4	0.4
8 Classroom Assistants/Teacher Assistants	1.0	9.0	9.0	9.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	2.0	0.0	0.0	0.0
11 Noontime Aides	8.0	5.0	4.0	4.0
12 Other	0.2	0.0	0.0	0.0
13 Total Positions	40.8	52.8	49.6	47.2
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$33,516	\$21,734	\$21,768	\$21,768

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	8.7	4.8	5.8	5.8
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	2.6	0.0	0.3	0.3
18 Classroom Assistants/Teacher Assistants	1.0	0.0	0.0	0.0
19 Support Services Assistants	7.0	0.0	0.0	0.0
20 Other	0.0	0.0	0.0	0.0
21 Total Positions	19.8	4.8	6.1	6.1
22 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$40,454	\$251,293	\$274,591	\$274,591

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
23 Total Positions	60.6	57.6	55.7	53.3
24 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$73,970	\$273,027	\$296,359	\$296,359
25 Difference from FY11 Budget - Total Position		(3.0)	(4.9)	(7.3)
26 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$199,057	\$222,389	\$222,389

Henry A. Brown School

Address	1946 E. Sergeant St. Philadelphia, PA 19125	Grade Range	K-8
Phone / Fax	215.291.4717 / 215.291.5836	Comprehensive CTE	No
Website	www.philasd.org/schools/habrown	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
29%	■ ■ ■ ■ WATCH	63rd of 98 (-52)	7th of 9 (-21)

Achievement

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

23%	■ ■ ■ ■ INTERVENE	51st of 98 (-65)	8th of 9 (-18)
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Progress

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

24%	■ ■ ■ ■ INTERVENE	65th of 98 (-65)	5th of 9 (-29)
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Climate

The Climate domain measures student engagement and school climate.

48%	■ ■ ■ ■ WATCH	46th of 98 (-52)	7th of 9 (-47)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

CONWELL, RUSSELL MIDDLE SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 1	PSSA Reading / Literacy Keystone	72.90%
Organization Code	5230	PSSA Math / Keystone	76.00%
School Level	MIDDLE SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	784	603	542
2 Poverty Rate	84.00%	93.48%	93.48%

Operating Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	1.0	1.0	1.0
4 Teachers - Regular Education	40.0	29.0	24.4	20.4
5 Teachers - Special Education	0.0	1.0	3.6	3.6
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	1.0	1.0
7 Nurses/Health Services	1.0	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	0.0	0.0	2.0	2.0
9 Secretaries	3.0	1.0	1.0	1.0
10 Support Services Assistants	1.0	0.0	0.0	0.0
11 Noontime Aides	14.0	8.0	4.0	4.0
12 Bus Attendants	0.0	0.0	0.0	0.0
13 Other	2.0	0.0	0.0	0.0
14 Total Positions	64.0	42.0	38.0	34.0
15 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$414,211</i>	<i>\$16,653</i>	<i>\$17,118</i>	<i>\$17,118</i>

Grant Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
16 Teachers - Regular Education	0.7	2.2	2.2	2.2
17 Counselors/Student Adv./ Soc. Serv. Liaisons	3.4	0.0	0.0	0.0
18 Classroom Assistants/Teacher Assistants	2.0	0.0	0.0	0.0
19 Support Services Assistants	8.0	3.0	2.0	2.0
20 Total Positions	14.1	5.2	4.2	4.2
21 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$172,396</i>	<i>\$63,620</i>	<i>\$23,598</i>	<i>\$23,598</i>

Operating and Grant Funds Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
22 Total Positions	78.1	47.2	42.2	38.2
23 <i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$586,607</i>	<i>\$80,273</i>	<i>\$40,716</i>	<i>\$40,716</i>
24 Difference from FY11 Budget - Total Position		(30.9)	(35.9)	(39.9)
25 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$506,334)	(\$545,891)	(\$545,891)

Russell H. Conwell School

Address	1829 Clearfield St. Philadelphia, PA 19134	Grade Range	5-8
Phone / Fax	215.291.4722 / 215.291.5019	Comprehensive CTE	No
Website	www.philasd.org/schools/conwell	Admissions Category	Special Admission
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
68%	■■■ REINFORCE	4th of 25 (-14)	2nd of 18 (-13)

Achievement

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

60%	■■■ REINFORCE	6th of 25 (-36)	3rd of 18 (-29)
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Progress

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

67%	■■■ REINFORCE	4th of 25 (-25)	3rd of 18 (-5)
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Climate

The Climate domain measures student engagement and school climate.

81%	■■■ MODEL	5th of 25 (-19)	3rd of 18 (-18)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

HACKETT, HORATIO B. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 1	PSSA Reading / Literacy Keystone	71.00%
Organization Code	5300	PSSA Math / Keystone	59.30%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	406	331	328
2 Poverty Rate	90.00%	95.17%	95.17%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	13.2	13.0	13.0	10.6
5 Teachers - Special Education	7.0	8.0	7.0	7.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	0.6	0.6
7 Nurses/Health Services	1.0	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	4.0	16.0	14.0	14.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	0.0	1.0	0.0	0.0
11 Noontime Aides	6.0	3.0	3.0	3.0
12 Other	0.0	0.0	0.0	0.0
13 Total Positions	34.2	45.0	40.6	38.2
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$65,591	\$23,184	\$4,328	\$4,328

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	10.5	4.8	3.8	3.8
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	2.2	0.0	0.0	0.0
18 Classroom Assistants/Teacher Assistants	4.0	0.0	0.0	0.0
19 Support Services Assistants	6.0	2.4	4.0	4.0
20 Other	0.0	0.0	0.0	0.0
21 Total Positions	23.2	7.2	7.8	7.8
22 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$79,206	\$38,961	\$35,339	\$35,339

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
23 Total Positions	57.4	52.2	48.4	46.0
24 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$144,797	\$62,145	\$39,667	\$39,667
25 Difference from FY11 Budget - Total Position		(5.2)	(9.0)	(11.4)
26 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$82,652)	(\$105,130)	(\$105,130)

Horatio B. Hackett School

Address	2161 E. York St. Philadelphia, PA 19125	Grade Range	K-6
Phone / Fax	215.291.4706 / 215.291.4169	Comprehensive CTE	No
Website	www.philasd.org/schools/hackett	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
68%	 REINFORCE	6th of 63 (-16)	6th of 8 (-16)

Achievement

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

58%	 REINFORCE	8th of 63 (-15)	7th of 8 (-15)
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Progress

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

79%	 MODEL	4th of 63 (-7)	2nd of 8 (-5)
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Climate

The Climate domain measures student engagement and school climate.

57%	 REINFORCE	32nd of 64 (-43)	8th of 8 (-43)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

RICHMOND SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 1	PSSA Reading / Literacy Keystone	54.70%
Organization Code	5400	PSSA Math / Keystone	41.20%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	683	657	666
2 Poverty Rate	89.00%	94.50%	94.50%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	2.0	1.0	1.0	1.0
4	Teachers - Regular Education	22.2	23.9	23.9	21.7
5	Teachers - Special Education	4.0	5.0	5.0	5.0
6	Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.2	1.1	1.1
7	Nurses/Health Services	0.9	0.6	0.6	0.6
8	Classroom Assistants/Teacher Assistants	2.0	5.0	5.0	5.0
9	Secretaries	2.0	1.0	1.0	1.0
10	Support Services Assistants	0.0	0.0	0.0	0.0
11	Noontime Aides	10.0	5.0	6.0	6.0
12	Other	0.6	0.0	0.0	0.0
13	Total Positions	44.7	42.7	43.6	41.4
14	Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$112,385	\$26,915	\$10,528	\$10,528

Grant Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15	Teachers - Regular Education	12.2	8.1	7.9	7.9
16	Teachers - Special Education	0.0	0.0	0.0	0.0
17	Counselors/Student Adv./ Soc. Serv. Liaisons	2.4	0.0	0.1	0.1
18	Support Services Assistants	8.0	5.0	4.0	4.0
19	Total Positions	22.6	13.1	12.0	12.0
20	Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$104,441	\$179,858	\$52,753	\$52,753

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
21	Total Positions	67.3	55.8	55.6	53.4
22	Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$216,826	\$206,773	\$63,281	\$63,281
23	Difference from FY11 Budget - Total Position		(11.5)	(11.7)	(13.9)
24	Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$10,053)	(\$153,545)	(\$153,545)

Richmond School

Address 2944 Belgrade St.
Philadelphia, PA 19134
Phone / Fax 215.291.4718 / 215.291.4141
Website N/A

Grade Range K-5
Comprehensive CTE No
Admissions Category Neighborhood
Turnaround Model N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
19%	■■■■ INTERVENE	58th of 63 (-65)	11th of 11 (-43)

Achievement

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

28%	■■■■ WATCH	25th of 63 (-45)	10th of 11 (-29)
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Progress

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

3%	■■■■ INTERVENE	61st of 63 (-83)	11th of 11 (-69)
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Climate

The Climate domain measures student engagement and school climate.

46%	■■■■ WATCH	37th of 64 (-54)	9th of 11 (-51)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

WILLARD, FRANCES E. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 1	PSSA Reading / Literacy Keystone	60.60%
Organization Code	5440	PSSA Math / Keystone	39.40%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	796	831	805
2 Poverty Rate	94.00%	96.50%	96.50%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	2.0	1.0	1.0
4 Teachers - Regular Education	27.1	30.6	30.8	26.0
5 Teachers - Special Education	5.0	5.0	5.0	5.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.4	1.2	1.2
7 Nurses/Health Services	1.0	0.6	0.6	0.6
8 Classroom Assistants/Teacher Assistants	1.0	4.0	3.0	3.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Support Services Assistants	8.0	0.0	6.0	6.0
11 Noontime Aides	10.0	6.0	7.0	7.0
12 Other	0.6	0.0	0.2	0.2
13 Total Positions	57.7	50.6	55.8	51.0
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$79,170	\$22,584	\$40,208	\$40,208

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	17.9	11.1	10.8	10.8
16 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.0	0.2	0.2
17 Support Services Assistants	2.0	7.0	1.0	1.0
18 Other	1.0	0.0	0.0	0.0
19 Total Positions	21.9	18.1	12.0	12.0
20 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$108,149	\$195,013	\$43,455	\$43,455

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
21 Total Positions	79.6	68.7	67.8	63.0
22 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$187,319	\$217,597	\$83,663	\$83,663
23 Difference from FY11 Budget - Total Position		(10.9)	(11.8)	(16.6)
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$30,278	(\$103,656)	(\$103,656)

Frances E. Willard School

Address	1930 E. Elkhart St. Philadelphia, PA 19134	Grade Range	K-4
Phone / Fax	215.291.4714 / 215.291.4161	Comprehensive CTE	No
Website	www.philasd.org/schools/willard	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome


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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
45%	 WATCH	27th of 63 (-39)	2nd of 16 (-11)


Achievement

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

35%	 WATCH	22nd of 63 (-38)	3rd of 16 (-4)
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Progress

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

55%	 REINFORCE	25th of 63 (-31)	3rd of 16 (-20)
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Climate

The Climate domain measures student engagement and school climate.

34%	 WATCH	45th of 64 (-66)	11th of 17 (-42)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

KENSINGTON BUS, FIN & ENT

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 1	PSSA Reading / Literacy Keystone	11.80%
Organization Code	5510	PSSA Math / Keystone	24.00%
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	486	370	336
2 Poverty Rate	89.00%	95.00%	95.00%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	3.0	1.0	1.0	1.0
4 Teachers - Regular Education	23.2	17.1	15.0	12.8
5 Teachers - Special Education	11.0	10.0	9.0	9.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.2	1.1	1.1
7 Nurses/Health Services	1.0	0.4	0.4	0.4
8 Classroom Assistants/Teacher Assistants	4.0	3.0	3.0	3.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Support Services Assistants	1.2	1.0	0.0	0.0
11 Noontime Aides	7.0	5.0	2.0	2.0
12 Other	1.0	0.0	0.0	0.0
13 Total Positions	54.4	39.7	32.5	30.3
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$168,046	\$40,267	\$24,378	\$24,378

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	11.0	1.9	3.0	3.0
16 Teachers - Special Education	2.0	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	3.4	0.0	0.1	0.1
18 Classroom Assistants/Teacher Assistants	0.0	5.0	4.0	4.0
19 Support Services Assistants	5.0	0.0	0.0	0.0
20 Other	1.0	0.0	0.0	0.0
21 Total Positions	22.4	6.9	7.1	7.1
22 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$107,930	\$54,946	\$112,904	\$112,904

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
23 Total Positions	76.8	46.6	39.6	37.4
24 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$275,976	\$95,213	\$137,282	\$137,282
25 Difference from FY11 Budget - Total Position		(30.3)	(37.3)	(39.5)
26 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$180,763)	(\$138,694)	(\$138,694)

Kensington International Business, Finance, and Entrepreneurship HS

Address	2501 Coral St. Philadelphia, PA 19125	Grade Range	9-12
Phone / Fax	215.291.5168 / 215.291.5708	Comprehensive CTE	No
Website	N/A	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
Less than 10%	■■■■ INTERVENE	50th of 53 (N/A)	16th of 19 (N/A)

Achievement

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

Less than 10%	■■■■ INTERVENE	33rd of 53 (N/A)	4th of 19 (N/A)
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Progress

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

Less than 10%	■■■■ INTERVENE	49th of 53 (N/A)	16th of 19 (N/A)
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Climate

The Climate domain measures student engagement and school climate.

Less than 10%	■■■■ INTERVENE	51st of 54 (N/A)	16th of 19 (N/A)
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College & Career

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

Less than 10%	■■■■ INTERVENE	49th of 53 (N/A)	14th of 18 (N/A)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

KENSINGTON CULINARY

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 1	PSSA Reading / Literacy Keystone	9.30%
Organization Code	5550	PSSA Math / Keystone	22.20%
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	501	393	378
2 Poverty Rate	90.00%	94.65%	94.65%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	3.0	1.0	1.0	1.0
4	Teachers - Regular Education	20.7	15.1	14.5	12.1
5	Teachers - Special Education	9.0	8.0	7.0	7.0
6	Counselors/Student Adv./ Soc. Serv. Liaisons	1.1	1.2	1.0	1.0
7	Nurses/Health Services	0.6	0.4	0.8	0.8
8	Classroom Assistants/Teacher Assistants	1.0	4.0	3.0	3.0
9	Secretaries	2.0	1.0	1.0	1.0
10	Support Services Assistants	9.4	0.0	0.0	0.0
11	Noontime Aides	6.0	3.0	2.0	2.0
12	Other	1.0	0.0	0.0	0.0
13	Total Positions	53.8	33.7	30.3	27.9
14	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$122,376</i>	<i>\$28,632</i>	<i>\$34,158</i>	<i>\$34,158</i>

Grant Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15	Teachers - Regular Education	12.4	1.0	0.5	0.5
16	Teachers - Special Education	1.0	0.0	0.0	0.0
17	Counselors/Student Adv./ Soc. Serv. Liaisons	3.3	0.0	1.2	1.2
18	Classroom Assistants/Teacher Assistants	2.0	2.0	2.0	2.0
19	Support Services Assistants	0.0	0.0	0.0	0.0
20	Total Positions	18.7	3.0	3.7	3.7
21	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$39,335</i>	<i>\$165,759</i>	<i>\$276,130</i>	<i>\$276,130</i>

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
22	Total Positions	72.5	36.7	34.0	31.6
23	<i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$161,711</i>	<i>\$194,391</i>	<i>\$310,288</i>	<i>\$310,288</i>
24	Difference from FY11 Budget - Total Position		(35.9)	(38.5)	(40.9)
25	Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$32,680	\$148,577	\$148,577

Kensington Health Sciences Academy

Address 2463 Emerald St.
Philadelphia, PA 19125

Phone / Fax 215.291.5185 / 215.291.6320

Website www.philasd.org/schools/kensington-health-sciences

Grade Range 9-12

Comprehensive CTE No

Admissions Category Neighborhood

Turnaround Model N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
15%	■■■■ INTERVENE	37th of 53 (-81)	5th of 19 (-17)

Achievement

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

8%	■■■■ INTERVENE	30th of 53 (-90)	2nd of 19 (-4)
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Progress

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

15%	■■■■ INTERVENE	36th of 53 (-82)	6th of 19 (-12)
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Climate

The Climate domain measures student engagement and school climate.

33%	■■■ WATCH	31st of 54 (-67)	4th of 19 (-34)
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College & Career

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

2%	■■■■ INTERVENE	48th of 53 (-98)	13th of 18 (-57)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

WEBSTER, JOHN H. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 1	PSSA Reading / Literacy Keystone	40.80%
Organization Code	5590	PSSA Math / Keystone	35.10%
School Level	ELEMENTARY SCHOOL		

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	FY11	FY14	FY15
1 Enrollment	940	900	845
2 Poverty Rate	95.00%	96.51%	96.51%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	2.0	2.0	2.0
4 Teachers - Regular Education	32.1	32.2	32.4	26.4
5 Teachers - Special Education	9.0	9.0	7.8	7.8
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.2	1.2	1.2
7 Nurses/Health Services	1.2	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	6.0	13.0	15.0	15.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Support Services Assistants	5.0	3.0	0.0	0.0
11 Noontime Aides	10.0	9.0	6.0	6.0
12 Other	1.0	0.0	0.2	0.2
13 Total Positions	69.3	71.4	66.6	60.6
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$57,381	\$26,045	\$19,268	\$19,268

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	25.4	8.8	11.1	11.1
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	4.0	2.0	1.2	1.2
18 Classroom Assistants/Teacher Assistants	0.0	0.0	0.0	0.0
19 Support Services Assistants	13.0	5.0	3.0	3.0
20 Total Positions	42.9	15.8	15.3	15.3
21 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$60,042	\$134,449	\$86,393	\$86,393

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
22 Total Positions	112.2	87.2	81.9	75.9
23 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$117,423	\$160,494	\$105,661	\$105,661
24 Difference from FY11 Budget - Total Position		(25.0)	(30.3)	(36.3)
25 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$43,071	(\$11,762)	(\$11,762)

John H. Webster School

Address	3400 Frankford Ave. Philadelphia, PA 19134	Grade Range	K-5
Phone / Fax	215.537.2525 / 215.537.2517	Comprehensive CTE	No
Website	www.philasd.org/schools/webster	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Achievement

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

Progress

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

Climate

The Climate domain measures student engagement and school climate.

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
24%	■■■ INTERVENE	50th of 63 (-60)	10th of 14 (-29)
17%	■■■ INTERVENE	41st of 63 (-56)	4th of 14 (-15)
22%	■■■ INTERVENE	49th of 63 (-64)	13th of 14 (-64)
42%	■■■ WATCH	41st of 64 (-58)	3rd of 14 (-18)

Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

KENSINGTON URBAN ED ACADEMY

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 1	PSSA Reading / Literacy Keystone	21.70%
Organization Code	5600	PSSA Math / Keystone	23.00%
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	76	319	293
2 Poverty Rate	0.00%	95.25%	95.25%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	9.0	12.8	11.6	9.6
5 Teachers - Special Education	1.5	4.0	4.0	4.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.2	1.0	1.0
7 Nurses/Health Services	0.4	0.3	0.3	0.3
8 Classroom Assistants/Teacher Assistants	0.0	0.0	1.0	1.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	2.0	0.0	0.0	0.0
11 Noontime Aides	5.0	5.0	2.0	2.0
12 Other	0.2	0.0	0.0	0.0
13 Total Positions	21.1	24.3	21.9	19.9
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$54,163	\$37,488	\$13,358	\$13,358

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	3.0	1.2	2.4	2.4
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Support Services Assistants	3.0	2.0	3.0	3.0
18 Total Positions	6.5	3.2	5.4	5.4
19 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$33,120	\$126,012	\$84,127	\$84,127

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
20 Total Positions	27.6	27.5	27.3	25.3
21 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$87,283	\$163,500	\$97,485	\$97,485
22 Difference from FY11 Budget - Total Position		(0.1)	(0.3)	(2.3)
23 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$76,217	\$10,202	\$10,202

Kensington Urban Education Academy

Address 2051 E. Cumberland St.
Philadelphia, PA 19125
Phone / Fax 215.291.5420 / 215.291.5427
Website N/A

Grade Range 9-11
Comprehensive CTE No
Admissions Category Neighborhood
Turnaround Model N/A

Welcome

The School Progress Report (SPR) provides parents, families, and community members with valuable information on the progress schools are making towards District-wide goals. Each school receives a score and a corresponding performance tier at the overall and domain levels. Each school also receives two rankings: one within all schools of the same grade configuration (City Rank) and one within a peer group of schools with similar student demographics (Peer Rank). A school is designated a City Leader if it ranks first among all schools with the same grade configuration. A school is designated a Peer Leader if it ranks first in its peer group.

Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
12%	■■■■ INTERVENE	40th of 53 (-84)	8th of 19 (-20)

Achievement

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

2%	■■■■ INTERVENE	46th of 53 (-96)	13th of 19 (-10)
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Progress

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

12%	■■■■ INTERVENE	40th of 53 (-85)	9th of 19 (-15)
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Climate

The Climate domain measures student engagement and school climate.

29%	■■■ WATCH	34th of 54 (-71)	5th of 19 (-38)
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College & Career

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

————— Not Applicable —————

Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

HARDING, WARREN G. MIDDLE SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 1	PSSA Reading / Literacy Keystone	27.30%
Organization Code	7110	PSSA Math / Keystone	35.90%
School Level	MIDDLE SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	800	919	874
2 Poverty Rate	90.00%	93.97%	93.97%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	3.3	2.0	2.0	2.0
4 Teachers - Regular Education	35.0	41.0	37.3	31.5
5 Teachers - Special Education	16.5	16.0	15.6	15.6
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.4	1.2	1.2
7 Nurses/Health Services	1.2	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	3.0	19.0	18.0	18.0
9 Secretaries	3.0	2.0	1.0	1.0
10 Support Services Assistants	2.0	0.0	0.0	0.0
11 Noontime Aides	11.0	14.0	7.0	7.0
12 Other	2.0	0.0	0.0	0.0
13 Total Positions	78.0	96.4	83.1	77.3
14 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$209,210</i>	<i>\$22,532</i>	<i>\$22,898</i>	<i>\$22,898</i>

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Principals/Assistant Principals	0.7	0.0	0.0	0.0
16 Teachers - Regular Education	10.5	4.6	6.3	6.3
17 Teachers - Special Education	1.5	0.0	0.0	0.0
18 Counselors/Student Adv./ Soc. Serv. Liaisons	4.4	0.0	0.2	0.2
19 Classroom Assistants/Teacher Assistants	2.0	0.0	1.0	1.0
20 Support Services Assistants	5.0	1.0	0.0	0.0
21 Noontime Aides	0.0	0.0	0.0	0.0
22 Other	0.0	0.0	0.0	0.0
23 Total Positions	24.1	5.6	7.5	7.5
24 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$68,748</i>	<i>\$73,515</i>	<i>\$91,627</i>	<i>\$91,627</i>

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
25 Total Positions	102.1	102.0	90.6	84.8
26 <i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$277,958</i>	<i>\$96,047</i>	<i>\$114,525</i>	<i>\$114,525</i>
27 Difference from FY11 Budget - Total Position		(0.1)	(11.5)	(17.3)
28 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$181,911)	(\$163,433)	(\$163,433)

Warren G. Harding School

Address	2000 Wakeling St. Philadelphia, PA 19124	Grade Range	6-8
Phone / Fax	215.537.2528 / 215.537.2850	Comprehensive CTE	No
Website	www.philasd.org/schools/harding	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
18%	■ ■ ■ ■ INTERVENE	21st of 25 (-64)	14th of 18 (-63)

Achievement

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

10%	■ ■ ■ ■ INTERVENE	19th of 25 (-86)	12th of 18 (-79)
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Progress

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

22%	■ ■ ■ ■ INTERVENE	18th of 25 (-70)	13th of 18 (-50)
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Climate

The Climate domain measures student engagement and school climate.

21%	■ ■ ■ ■ INTERVENE	22nd of 25 (-79)	15th of 18 (-78)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

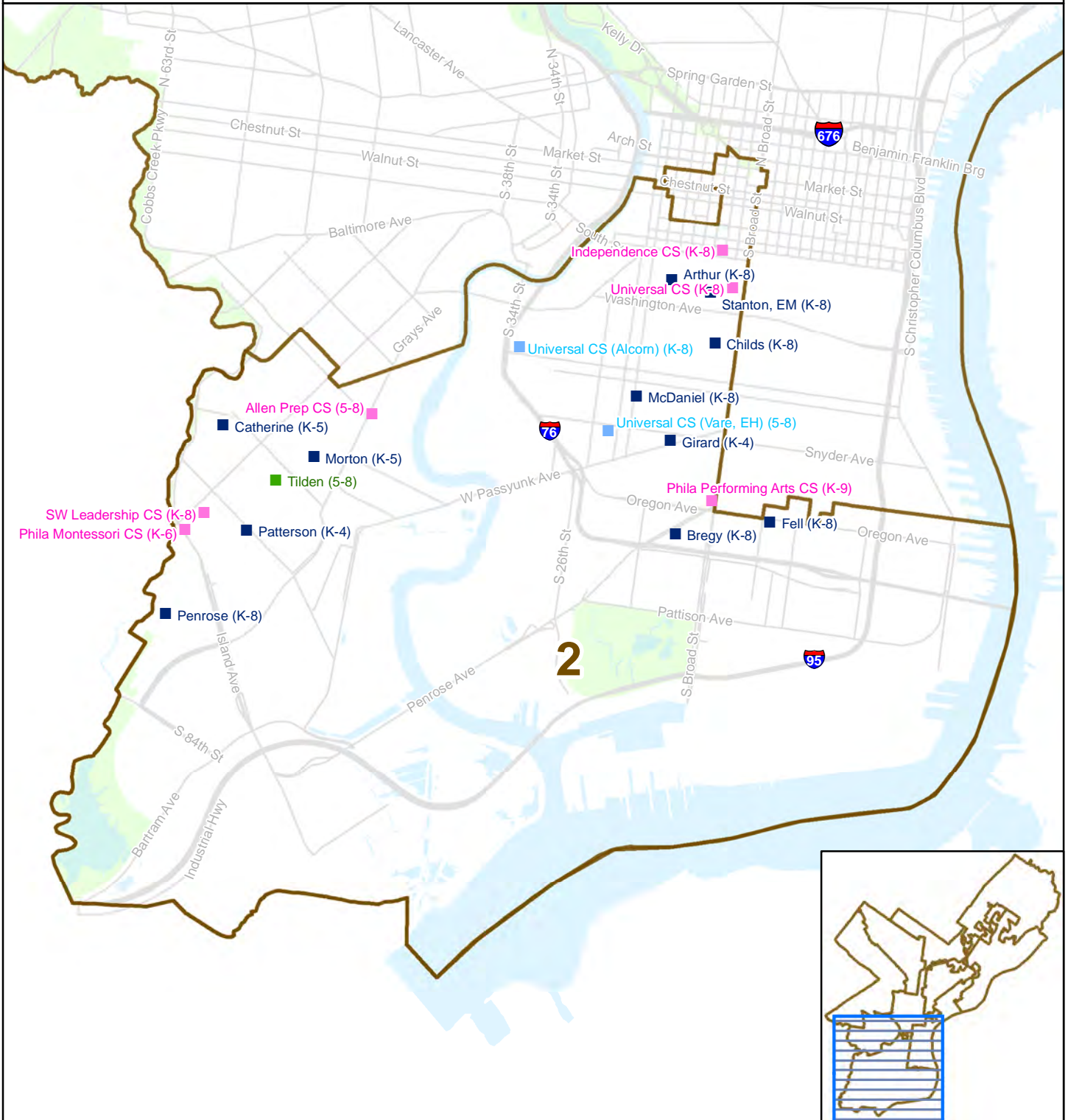
Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

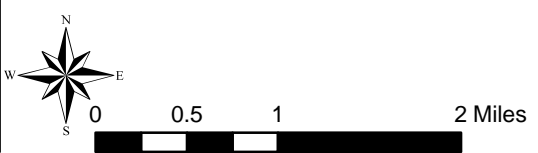
COUNCIL DISTRICT 2

THE SCHOOL DISTRICT OF PHILADELPHIA

2nd Councilmanic District - Elementary and Middle Schools (2013/14)

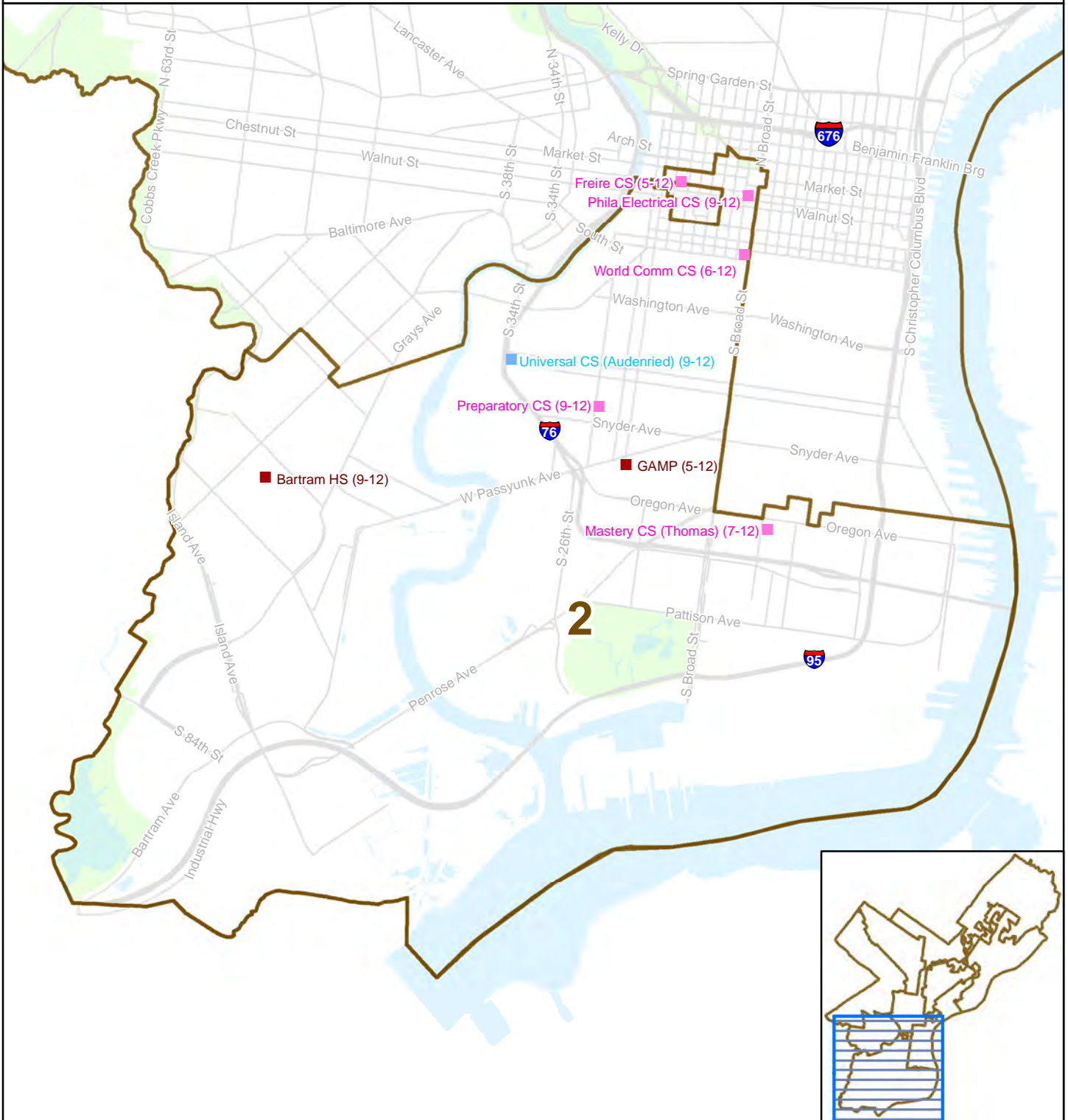









City Council	Elementary School	Charter
Middle School	Charter (Renaissance)	
Middle Secondary		
High School		

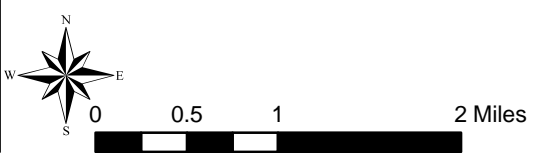


THE SCHOOL DISTRICT OF PHILADELPHIA

2nd Councilmanic District - Middle Secondary and High Schools (2013/14)



 City Council	 Elementary School	 Charter
 Middle School	 Charter (Renaissance)	
 Middle Secondary		
 High School		



JOHN BARTRAM HIGH SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 2	PSSA Reading / Literacy Keystone	9.80%
Organization Code	1010	PSSA Math / Keystone	22.10%
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	1091	1070	946
2 Poverty Rate	84.00%	89.75%	89.75%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	3.0	3.0	2.0	2.0
4 Teachers - Regular Education	47.8	41.3	36.2	30.0
5 Teachers - Special Education	16.0	17.0	13.8	13.8
6 Counselors/Student Adv./ Soc. Serv. Liaisons	3.5	2.2	1.1	1.1
7 Nurses/Health Services	2.0	1.0	1.2	1.2
8 Classroom Assistants/Teacher Assistants	3.0	8.0	5.0	5.0
9 Secretaries	4.0	2.0	1.0	1.0
10 Support Services Assistants	0.0	0.0	0.0	0.0
11 Noontime Aides	13.0	7.0	5.0	5.0
12 Bus Attendants	1.0	0.0	0.0	0.0
13 Other	2.0	2.0	0.2	0.2
14 Total Positions	95.3	83.5	65.5	59.3
15 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$243,450</i>	<i>\$51,918</i>	<i>\$22,458</i>	<i>\$22,458</i>

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
16 Principals/Assistant Principals	1.0	0.0	0.0	0.0
17 Teachers - Regular Education	30.8	7.8	10.2	10.2
18 Teachers - Special Education	2.0	0.0	0.0	0.0
19 Counselors/Student Adv./ Soc. Serv. Liaisons	5.7	0.0	1.1	1.1
20 Classroom Assistants/Teacher Assistants	2.0	4.0	5.0	5.0
21 Support Services Assistants	9.0	0.0	0.0	0.0
22 Noontime Aides	0.0	0.0	0.0	0.0
23 Other	4.0	4.0	0.0	0.0
24 Total Positions	54.5	15.8	16.3	16.3
25 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$664,626</i>	<i>\$51,931</i>	<i>\$124,783</i>	<i>\$124,783</i>

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
26 Total Positions	149.8	99.3	81.8	75.6
27 <i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$908,076</i>	<i>\$103,849</i>	<i>\$147,241</i>	<i>\$147,241</i>
28 Difference from FY11 Budget - Total Position		(50.5)	(68.0)	(74.2)
29 <i>Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other</i>		<i>(\$804,227)</i>	<i>(\$760,835)</i>	<i>(\$760,835)</i>

John Bartram High School

Address	2401 S. 67th St. Philadelphia, PA 19142	Grade Range	9-12
Phone / Fax	215.492.6450 / 215.492.6117	Comprehensive CTE	No
Website	N/A	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
21%	■■■■ INTERVENE	31st of 53 (-75)	4th of 19 (-11)

Achievement

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

6%	■■■■ INTERVENE	33rd of 53 (-92)	4th of 19 (-6)
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Progress

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

26%	■■■ WATCH	25th of 53 (-71)	2nd of 19 (-1)
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Climate

The Climate domain measures student engagement and school climate.

28%	■■■ WATCH	36th of 54 (-72)	6th of 19 (-39)
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College & Career

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

30%	■■■ WATCH	36th of 53 (-70)	6th of 18 (-29)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

TILDEN MIDDLE SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 2	PSSA Reading / Literacy Keystone	26.30%
Organization Code	1130	PSSA Math / Keystone	27.10%
School Level	MIDDLE SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	407	680	582
2 Poverty Rate	90.00%	93.75%	93.75%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	1.0	1.0	1.0
4 Teachers - Regular Education	20.5	29.5	26.4	22.2
5 Teachers - Special Education	5.5	6.0	8.0	8.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	1.1	1.1
7 Nurses/Health Services	1.0	0.6	0.6	0.6
8 Classroom Assistants/Teacher Assistants	1.0	5.0	4.0	4.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Support Services Assistants	1.0	0.0	0.0	0.0
11 Noontime Aides	7.0	8.0	4.0	4.0
12 Other	0.2	0.0	0.0	0.0
13 Total Positions	41.2	52.1	46.1	41.9
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$216,803	\$54,924	\$31,118	\$31,118

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	3.2	3.2	4.5	4.5
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	1.4	0.2	0.1	0.1
18 Classroom Assistants/Teacher Assistants	0.0	0.0	0.0	0.0
19 Support Services Assistants	8.0	0.0	4.0	4.0
20 Total Positions	13.1	3.4	8.6	8.6
21 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$110,613	\$103,781	\$160,412	\$160,412

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
22 Total Positions	54.3	55.5	54.7	50.5
23 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$327,416	\$158,705	\$191,530	\$191,530
24 Difference from FY11 Budget - Total Position		1.2	0.4	(3.8)
25 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$168,711)	(\$135,886)	(\$135,886)

William T. Tilden School

Address	6601 Elmwood Ave. Philadelphia, PA 19142	Grade Range	6-8
Phone / Fax	215.492.6454 / 215.492.6128	Comprehensive CTE	No
Website	N/A	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
24%	■■■■ INTERVENE	16th of 25 (-58)	10th of 18 (-57)

Achievement

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

4%	■■■■ INTERVENE	22nd of 25 (-92)	15th of 18 (-85)
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Progress

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

37%	■■■ WATCH	14th of 25 (-55)	10th of 18 (-35)
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Climate

The Climate domain measures student engagement and school climate.

27%	■■■ WATCH	19th of 25 (-73)	12th of 18 (-72)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

CATHARINE, JOSEPH SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 2	PSSA Reading / Literacy Keystone	51.90%
Organization Code	1250	PSSA Math / Keystone	52.40%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	574	597	574
2 Poverty Rate	90.00%	93.39%	93.39%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	23.4	24.0	21.9	18.3
5 Teachers - Special Education	7.0	6.0	4.0	4.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.6	1.2	1.2
7 Nurses/Health Services	1.0	0.6	0.6	0.6
8 Classroom Assistants/Teacher Assistants	3.0	6.0	3.0	3.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Support Services Assistants	5.0	0.0	0.0	0.0
11 Noontime Aides	11.0	7.0	5.0	5.0
12 Total Positions	54.4	47.2	37.8	34.2
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$126,644	\$23,142	\$16,148	\$16,148

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	12.2	5.9	6.5	6.5
15 Counselors/Student Adv./ Soc. Serv. Liaisons	0.8	0.0	0.2	0.2
16 Classroom Assistants/Teacher Assistants	1.0	0.0	0.0	0.0
17 Support Services Assistants	1.0	3.0	4.0	4.0
18 Total Positions	15.0	8.9	10.6	10.6
19 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$147,282	\$151,604	\$50,329	\$50,329

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
20 Total Positions	69.4	56.1	48.4	44.8
21 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$273,926	\$174,746	\$66,477	\$66,477
22 Difference from FY11 Budget - Total Position		(13.3)	(21.0)	(24.6)
23 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$99,180)	(\$207,449)	(\$207,449)

Joseph W. Catharine School

Address	6600 Chester Ave. Philadelphia, PA 19142	Grade Range	K-5
Phone / Fax	215.727.2155 / 215.727.5671	Comprehensive CTE	No
Website	www.philasd.org/schools/catharine	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
43%	■ ■ ■ ■ WATCH	29th of 63 (-41)	3rd of 16 (-13)

Achievement

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

39%	■ ■ ■ ■ WATCH	18th of 63 (-34)	Peer Leader
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Progress

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

38%	■ ■ ■ ■ WATCH	37th of 63 (-48)	5th of 16 (-37)
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Climate

The Climate domain measures student engagement and school climate.

63%	■ ■ ■ ■ REINFORCE	25th of 64 (-37)	4th of 17 (-13)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

MORTON, THOMAS G. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 2	PSSA Reading / Literacy Keystone	33.80%
Organization Code	1380	PSSA Math / Keystone	25.80%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	770	844	871
2 Poverty Rate	89.00%	93.73%	93.73%

Operating Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	2.0	2.0	2.0
4 Teachers - Regular Education	28.5	30.2	31.4	27.8
5 Teachers - Special Education	6.0	6.0	7.0	7.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.2	1.2	1.2
7 Nurses/Health Services	1.0	0.6	0.6	0.6
8 Classroom Assistants/Teacher Assistants	3.0	11.0	11.0	11.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Support Services Assistants	3.0	0.0	0.0	0.0
11 Noontime Aides	11.0	8.0	8.0	8.0
12 Other	1.0	0.0	0.0	0.0
13 Total Positions	58.5	60.0	62.2	58.6
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$54,119	\$32,272	\$18,728	\$18,728

Grant Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	14.1	8.1	11.7	11.7
16 Counselors/Student Adv./ Soc. Serv. Liaisons	3.8	0.0	0.2	0.2
17 Support Services Assistants	10.0	7.0	8.0	8.0
18 Other	1.0	1.0	0.0	0.0
19 Total Positions	28.9	16.1	19.9	19.9
20 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$95,819	\$198,454	\$122,174	\$122,174

Operating and Grant Funds Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
21 Total Positions	87.4	76.1	82.1	78.5
22 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$149,938	\$230,726	\$140,902	\$140,902
23 Difference from FY11 Budget - Total Position		(11.3)	(5.3)	(8.9)
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$80,788	(\$9,036)	(\$9,036)

Thomas G. Morton School

Address	2501 S. 63rd St. Philadelphia, PA 19142	Grade Range	K-5
Phone / Fax	215.727.2164 / 215.727.2341	Comprehensive CTE	No
Website	www.philasd.org/schools/morton	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
33%	■ ■ ■ ■ WATCH	38th of 63 (-51)	6th of 16 (-23)

Achievement

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

7%	■ ■ ■ ■ INTERVENE	53rd of 63 (-66)	13th of 16 (-32)
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Progress

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

46%	■ ■ ■ ■ WATCH	33rd of 63 (-40)	4th of 16 (-29)
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Climate

The Climate domain measures student engagement and school climate.

40%	■ ■ ■ ■ WATCH	42nd of 64 (-60)	9th of 17 (-36)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

PATTERSON, JOHN M. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 2	PSSA Reading / Literacy Keystone	37.60%
Organization Code	1400	PSSA Math / Keystone	38.90%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	685	646	625
2 Poverty Rate	85.00%	89.62%	89.62%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	24.5	23.7	23.2	19.8
5 Teachers - Special Education	2.0	2.0	2.0	2.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	1.0	1.0
7 Nurses/Health Services	1.0	0.6	0.6	0.6
8 Classroom Assistants/Teacher Assistants	0.0	1.0	2.0	2.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Support Services Assistants	0.0	0.0	0.0	0.0
11 Noontime Aides	10.0	5.0	5.0	5.0
12 Total Positions	41.5	35.3	35.8	32.4
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$63,651	\$22,676	\$8,888	\$8,888

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	11.2	7.0	8.1	8.1
15 Counselors/Student Adv./ Soc. Serv. Liaisons	1.8	0.4	0.6	0.6
16 Support Services Assistants	10.0	4.0	4.0	4.0
17 Total Positions	23.0	11.4	12.7	12.7
18 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$109,556	\$148,966	\$115,564	\$115,564

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
19 Total Positions	64.5	46.7	48.5	45.1
20 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$173,207	\$171,642	\$124,452	\$124,452
21 Difference from FY11 Budget - Total Position		(17.8)	(16.0)	(19.4)
22 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$1,565)	(\$48,755)	(\$48,755)

John M. Patterson School

Address	7001 Buist Ave. Philadelphia, PA 19142	Grade Range	K-4
Phone / Fax	215.492.6453 / 215.492.6827	Comprehensive CTE	No
Website	www.philasd.org/schools/patterson	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
37%	 WATCH	36th of 63 (-47)	5th of 16 (-19)

Achievement

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

18%	 INTERVENE	40th of 63 (-55)	8th of 16 (-21)
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Progress

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

31%	 WATCH	44th of 63 (-55)	8th of 16 (-44)
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Climate

The Climate domain measures student engagement and school climate.

76%	 MODEL	17th of 64 (-24)	Peer Leader
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

PENROSE SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 2	PSSA Reading / Literacy Keystone	46.60%
Organization Code	1440	PSSA Math / Keystone	43.50%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	602	703	651
2 Poverty Rate	76.00%	89.24%	89.24%

Operating Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	2.0	1.0	1.0
4 Teachers - Regular Education	25.5	28.9	26.5	22.9
5 Teachers - Special Education	8.0	13.0	13.2	13.2
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	1.0	1.0
7 Nurses/Health Services	1.0	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	5.0	24.0	24.0	24.0
9 Secretaries	1.6	2.0	1.0	1.0
10 Support Services Assistants	4.0	0.0	0.0	0.0
11 Noontime Aides	6.0	7.0	6.0	6.0
12 Total Positions	53.1	78.9	73.7	70.1
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$126,772	\$11,198	\$19,228	\$19,228

Grant Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	9.0	4.4	5.8	5.8
15 Teachers - Special Education	0.5	0.0	0.0	0.0
16 Counselors/Student Adv./ Soc. Serv. Liaisons	3.0	0.0	0.0	0.0
17 Classroom Assistants/Teacher Assistants	4.0	0.0	0.0	0.0
18 Support Services Assistants	0.0	2.0	0.0	0.0
19 Total Positions	16.5	6.4	5.8	5.8
20 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$42,139	\$256,615	\$23,025	\$23,025

Operating and Grant Funds Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
21 Total Positions	69.6	85.3	79.5	75.9
22 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$168,911	\$267,813	\$42,253	\$42,253
23 Difference from FY11 Budget - Total Position		15.7	9.9	6.3
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$98,902	(\$126,658)	(\$126,658)

Penrose School

Address	2515 S. 78th St. Philadelphia, PA 19153	Grade Range	K-8
Phone / Fax	215.492.6455 / 215.492.6985	Comprehensive CTE	No
Website	www.philasd.org/schools/penrose	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
29%		63rd of 98 (-52)	15th of 21 (-40)

Achievement

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

30%		36th of 98 (-58)	8th of 21 (-21)
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Progress

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

17%		78th of 98 (-72)	17th of 21 (-70)
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Climate

The Climate domain measures student engagement and school climate.

58%		35th of 98 (-42)	9th of 21 (-15)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

FELL, D. NEWLIN SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 2	PSSA Reading / Literacy Keystone	65.60%
Organization Code	2190	PSSA Math / Keystone	58.90%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	499	554	561
2 Poverty Rate	83.00%	83.48%	83.48%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	23.0	23.3	25.6	22.0
5 Teachers - Special Education	3.0	3.0	3.0	3.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.9	1.0	1.0
7 Nurses/Health Services	1.0	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	0.0	3.0	3.0	3.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Support Services Assistants	1.0	0.0	0.0	0.0
11 Noontime Aides	3.0	4.0	6.0	6.0
12 Other	1.0	0.0	0.0	0.0
13 Total Positions	36.0	37.2	41.6	38.0
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$81,362	\$20,945	\$55,408	\$55,408

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	5.4	4.2	2.0	2.0
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	2.0	0.6	0.4	0.4
18 Support Services Assistants	7.0	0.0	1.0	1.0
19 Total Positions	14.9	4.8	3.4	3.4
20 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$17,073	\$43,968	\$57,491	\$57,491

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
21 Total Positions	50.9	42.0	45.0	41.4
22 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$98,435	\$64,913	\$112,899	\$112,899
23 Difference from FY11 Budget - Total Position		(8.9)	(5.9)	(9.5)
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$33,522)	\$14,464	\$14,464

D. Newlin Fell School

Address	900 W. Oregon Ave. Philadelphia, PA 19148	Grade Range	K-8
Phone / Fax	215.952.6237 / 215.952.6239	Comprehensive CTE	No
Website	www.philasd.org/schools/dnfell	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
66%	■■■ REINFORCE	8th of 98 (-15)	3rd of 9 (-13)

Achievement

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

52%	■■■ REINFORCE	17th of 98 (-36)	5th of 9 (-22)
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Progress

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

76%	■■■ MODEL	7th of 98 (-13)	2nd of 9 (-13)
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Climate

The Climate domain measures student engagement and school climate.

61%	■■■ REINFORCE	29th of 98 (-39)	7th of 9 (-39)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

BREGY, F. AMEDEE SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 2	PSSA Reading / Literacy Keystone	29.40%
Organization Code	2240	PSSA Math / Keystone	31.70%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	395	462	473
2 Poverty Rate	91.00%	94.14%	94.14%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	16.2	20.6	21.1	18.7
5 Teachers - Special Education	5.0	6.0	6.0	6.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	0.0	0.0
7 Nurses/Health Services	1.0	0.3	0.3	0.3
8 Classroom Assistants/Teacher Assistants	3.0	8.0	8.0	8.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Support Services Assistants	4.0	0.0	0.0	0.0
11 Noontime Aides	5.0	3.0	4.0	4.0
12 Total Positions	38.2	40.9	41.4	39.0
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$25,451	\$24,356	\$31,568	\$31,568

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	8.0	2.6	5.3	5.3
15 Counselors/Student Adv./ Soc. Serv. Liaisons	0.0	0.0	0.0	0.0
16 Classroom Assistants/Teacher Assistants	1.0	0.0	0.0	0.0
17 Support Services Assistants	0.0	4.0	6.0	6.0
18 Other	0.0	0.0	0.0	0.0
19 Total Positions	9.0	6.6	11.3	11.3
20 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$58,402	\$203,231	\$109,585	\$109,585

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
21 Total Positions	47.2	47.5	52.7	50.3
22 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$83,853	\$227,587	\$141,153	\$141,153
23 Difference from FY11 Budget - Total Position		0.3	5.5	3.1
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$143,734	\$57,300	\$57,300

F. Amedee Bregy School

Address	1700 Bigler St. Philadelphia, PA 19145	Grade Range	K-8
Phone / Fax	215.952.6218 / 215.952.0858	Comprehensive CTE	No
Website	www.philasd.org/schools/bregy	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
20%	■■■■ INTERVENE	81st of 98 (-61)	9th of 9 (-30)

Achievement

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

13%	■■■■ INTERVENE	73rd of 98 (-75)	9th of 9 (-28)
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Progress

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

6%	■■■■ INTERVENE	91st of 98 (-83)	9th of 9 (-47)
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Climate

The Climate domain measures student engagement and school climate.

60%	□□■□ REINFORCE	32nd of 98 (-40)	3rd of 9 (-35)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

CHILDS, GEORGE W. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 2	PSSA Reading / Literacy Keystone	56.20%
Organization Code	2260	PSSA Math / Keystone	45.20%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	544	650	622
2 Poverty Rate	90.00%	94.08%	94.08%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	1.0	1.0	1.0
4 Teachers - Regular Education	25.0	27.7	25.1	22.7
5 Teachers - Special Education	5.0	7.0	9.6	9.6
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	2.2	1.7	1.7
7 Nurses/Health Services	0.8	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	0.0	9.0	15.0	15.0
9 Secretaries	1.6	2.0	1.0	1.0
10 Noontime Aides	8.0	5.0	3.0	3.0
11 Other	0.2	0.0	0.0	0.0
12 Total Positions	43.6	54.9	57.4	55.0
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$48,633	\$24,227	\$33,568	\$33,568

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	9.3	6.6	5.2	5.2
15 Counselors/Student Adv./ Soc. Serv. Liaisons	1.4	0.0	0.5	0.5
16 Classroom Assistants/Teacher Assistants	2.0	0.0	0.0	0.0
17 Support Services Assistants	4.0	7.0	0.0	0.0
18 Total Positions	16.7	13.6	5.7	5.7
19 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$88,111	\$153,284	\$91,986	\$91,986

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
20 Total Positions	60.3	68.5	63.1	60.7
21 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$136,744	\$177,511	\$125,554	\$125,554
22 Difference from FY11 Budget - Total Position		8.2	2.8	0.4
23 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$40,767	(\$11,190)	(\$11,190)

George W. Childs School

Address	1599 Wharton St. Philadelphia, PA 19146	Grade Range	K-8
Phone / Fax	215.952.6213 / 215.952.6443	Comprehensive CTE	No
Website	www.philasd.org/schools/childs	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
40%	■ ■ ■ ■ WATCH	41st of 98 (-41)	4th of 9 (-10)

Achievement

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

40%	■ ■ ■ ■ WATCH	23rd of 98 (-48)	2nd of 9 (-1)
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Progress

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

38%	■ ■ ■ ■ WATCH	46th of 98 (-51)	3rd of 9 (-15)
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Climate

The Climate domain measures student engagement and school climate.

45%	■ ■ ■ ■ WATCH	49th of 98 (-55)	9th of 9 (-50)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

GIRARD, STEPHEN SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 2	PSSA Reading / Literacy Keystone	38.90%
Organization Code	2320	PSSA Math / Keystone	38.30%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	595	576	568
2 Poverty Rate	85.00%	93.73%	93.73%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	1.0	1.0	1.0
4 Teachers - Regular Education	23.1	21.6	20.9	17.3
5 Teachers - Special Education	4.0	3.0	2.0	2.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.6	1.6	1.6
7 Nurses/Health Services	0.8	0.8	0.8	0.8
8 Classroom Assistants/Teacher Assistants	1.0	1.0	1.0	1.0
9 Secretaries	1.4	1.0	1.0	1.0
10 Support Services Assistants	3.0	0.0	0.0	0.0
11 Noontime Aides	6.0	5.0	4.0	4.0
12 Other	0.4	0.0	0.0	0.0
13 Total Positions	42.7	35.0	32.3	28.7
14 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$50,820</i>	<i>\$9,756</i>	<i>\$35,368</i>	<i>\$35,368</i>

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	10.1	6.9	7.9	7.9
16 Counselors/Student Adv./ Soc. Serv. Liaisons	3.6	0.8	0.4	0.4
17 Classroom Assistants/Teacher Assistants	0.6	0.0	0.0	0.0
18 Support Services Assistants	8.0	8.0	8.0	8.0
19 Total Positions	22.3	15.7	16.3	16.3
20 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$105,910</i>	<i>\$228,414</i>	<i>\$105,221</i>	<i>\$105,221</i>

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
21 Total Positions	65.0	50.7	48.6	45.0
22 <i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$156,730</i>	<i>\$238,170</i>	<i>\$140,589</i>	<i>\$140,589</i>
23 Difference from FY11 Budget - Total Position		(14.4)	(16.5)	(20.1)
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$81,440	(\$16,141)	(\$16,141)

Stephen Girard School

Address	1800 Snyder Ave. Philadelphia, PA 19145	Grade Range	K-4
Phone / Fax	215.952.8554 / 215.952.6397	Comprehensive CTE	No
Website	www.philasd.org/schools/girard	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
28%	 WATCH	46th of 63 (-56)	10th of 16 (-28)

Achievement

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

25%	 WATCH	30th of 63 (-48)	5th of 16 (-14)
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Progress

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

16%	 INTERVENE	53rd of 63 (-70)	13th of 16 (-59)
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Climate

The Climate domain measures student engagement and school climate.

59%	 REINFORCE	28th of 64 (-41)	5th of 17 (-17)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

MCDANIEL, DELAPLAINE SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 2	PSSA Reading / Literacy Keystone	26.40%
Organization Code	2370	PSSA Math / Keystone	24.40%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	831	800	738
2 Poverty Rate	90.00%	95.11%	95.11%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	3.0	2.0	2.0
4 Teachers - Regular Education	29.0	31.5	27.4	23.8
5 Teachers - Special Education	5.0	6.0	6.0	6.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	1.0	1.0
7 Nurses/Health Services	1.0	0.6	0.6	0.6
8 Classroom Assistants/Teacher Assistants	0.0	1.0	3.0	3.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Support Services Assistants	0.0	0.0	0.0	0.0
11 Noontime Aides	9.0	3.0	5.0	5.0
12 Other	1.0	0.0	1.0	1.0
13 Total Positions	50.0	47.1	47.0	43.4
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$109,636	\$8,807	\$7,808	\$7,808

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	15.4	6.9	11.0	11.0
16 Counselors/Student Adv./ Soc. Serv. Liaisons	2.0	0.0	0.0	0.0
17 Support Services Assistants	4.0	4.0	4.0	4.0
18 Total Positions	21.4	10.9	15.0	15.0
19 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$179,277	\$289,732	\$261,785	\$261,785

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
20 Total Positions	71.4	58.0	62.0	58.4
21 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$288,913	\$298,539	\$269,593	\$269,593
22 Difference from FY11 Budget - Total Position		(13.4)	(9.4)	(13.0)
23 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$9,626	(\$19,320)	(\$19,320)

Delaplaine McDaniel School

Address	1801 S. 22nd St. Philadelphia, PA 19145	Grade Range	K-8
Phone / Fax	215.952.6380 / 215.952.6379	Comprehensive CTE	No
Website	www.philasd.org/schools/mcdaniel	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
13%	■ ■ ■ ■ INTERVENE	89th of 98 (-68)	36th of 45 (-42)

Achievement

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

6%	■ ■ ■ ■ INTERVENE	89th of 98 (-82)	37th of 45 (-27)
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Progress

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

18%	■ ■ ■ ■ INTERVENE	76th of 98 (-71)	33rd of 45 (-62)
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Climate

The Climate domain measures student engagement and school climate.

9%	■ ■ ■ ■ INTERVENE	93rd of 98 (-91)	40th of 45 (-65)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

GAMP

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 2	PSSA Reading / Literacy Keystone	93.50%
Organization Code	2410	PSSA Math / Keystone	98.40%
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	494	513	514
2 Poverty Rate	47.00%	50.29%	50.29%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	2.0	1.0	1.0	1.0
4	Teachers - Regular Education	25.0	23.0	23.4	19.6
5	Teachers - Special Education	1.0	2.0	2.0	2.0
6	Counselors/Student Adv./ Soc. Serv. Liaisons	1.1	1.0	1.0	1.0
7	Nurses/Health Services	1.0	0.4	0.4	0.4
8	Classroom Assistants/Teacher Assistants	0.0	0.0	0.0	0.0
9	Secretaries	1.0	1.0	1.0	1.0
10	Support Services Assistants	3.0	0.0	0.0	0.0
11	Noontime Aides	3.0	3.0	4.0	4.0
12	Total Positions	37.1	31.4	32.8	29.0
13	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$208,606</i>	<i>\$34,136</i>	<i>\$15,998</i>	<i>\$15,998</i>

Grant Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14	Teachers - Regular Education	1.9	0.6	0.2	0.2
15	Teachers - Special Education	0.5	0.0	0.0	0.0
16	Counselors/Student Adv./ Soc. Serv. Liaisons	0.9	0.0	0.0	0.0
17	Total Positions	3.3	0.6	0.2	0.2
18	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$34,876</i>	<i>\$30,932</i>	<i>\$12,011</i>	<i>\$12,011</i>

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
19	Total Positions	40.4	32.0	33.0	29.2
20	<i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$243,482</i>	<i>\$65,068</i>	<i>\$28,009</i>	<i>\$28,009</i>
21	Difference from FY11 Budget - Total Position		(8.4)	(7.4)	(11.2)
22	<i>Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other</i>		<i>(\$178,414)</i>	<i>(\$215,473)</i>	<i>(\$215,473)</i>

Girard Academic Music Program

Address	2136 W. Ritner St. Philadelphia, PA 19145	Grade Range	5-8
Phone / Fax	215.952.8589 / 215.952.6544	Comprehensive CTE	No
Website	www.philasd.org/schools/gamp	Admissions Category	Special Admission
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
65%	 REINFORCE	5th of 25 (-17)	3rd of 7 (-17)

Achievement

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

83%	 MODEL	3rd of 25 (-13)	2nd of 7 (-13)
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Progress

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

40%	 WATCH	13th of 25 (-52)	4th of 7 (-52)
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Climate

The Climate domain measures student engagement and school climate.

100%	 MODEL	City Leader	Peer Leader
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

Girard Academic Music Program

Address	2136 W. Ritner St. Philadelphia, PA 19145	Grade Range	9-12
Phone / Fax	215.952.8589 / 215.952.6544	Comprehensive CTE	No
Website	www.philasd.org/schools/gamp	Admissions Category	Special Admission
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
77%	■■■■ MODEL	5th of 53 (-19)	3rd of 4 (-19)

Achievement

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

74%	■■■ REINFORCE	3rd of 53 (-24)	3rd of 4 (-24)
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Progress

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

59%	■■■ REINFORCE	10th of 53 (-38)	3rd of 4 (-38)
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Climate

The Climate domain measures student engagement and school climate.

100%	■■■■ MODEL	City Leader	Peer Leader
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College & Career

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

97%	■■■■ MODEL	4th of 53 (-3)	3rd of 4 (-3)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

STANTON, EDWIN M. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 2	PSSA Reading / Literacy Keystone	50.00%
Organization Code	2450	PSSA Math / Keystone	48.60%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	223	308	329
2 Poverty Rate	90.00%	94.30%	94.30%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	10.6	11.9	12.6	11.4
5 Teachers - Special Education	2.0	3.0	4.2	4.2
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.5	0.9	0.9
7 Nurses/Health Services	0.4	0.3	0.3	0.3
8 Classroom Assistants/Teacher Assistants	0.0	4.0	3.0	3.0
9 Secretaries	1.8	1.0	1.0	1.0
10 Noontime Aides	3.0	4.0	3.0	3.0
11 Total Positions	19.8	25.7	26.0	24.8
12 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$132,841	\$45,715	\$6,348	\$6,348

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
13 Teachers - Regular Education	4.4	5.2	4.8	4.8
14 Counselors/Student Adv./ Soc. Serv. Liaisons	0.0	0.0	0.0	0.0
15 Classroom Assistants/Teacher Assistants	0.0	0.0	0.0	0.0
16 Support Services Assistants	0.0	0.0	1.0	1.0
17 Other	1.0	0.0	0.0	0.0
18 Total Positions	5.4	5.2	5.8	5.8
19 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$68,520	\$77,259	\$39,242	\$39,242

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
20 Total Positions	25.2	30.9	31.8	30.6
21 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$201,361	\$122,974	\$45,590	\$45,590
22 Difference from FY11 Budget - Total Position		5.7	6.6	5.4
23 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$78,387)	(\$155,771)	(\$155,771)

Edwin M. Stanton School

Address	1700 Christian St. Philadelphia, PA 19146	Grade Range	K-8
Phone / Fax	215.875.3185 / 215.875.3711	Comprehensive CTE	No
Website	N/A	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
39%	 WATCH	44th of 98 (-42)	8th of 21 (-30)

Achievement

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

39%	 WATCH	25th of 98 (-49)	3rd of 21 (-12)
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Progress

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

37%	 WATCH	48th of 98 (-52)	10th of 21 (-50)
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Climate

The Climate domain measures student engagement and school climate.

42%	 WATCH	53rd of 98 (-58)	14th of 21 (-31)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

ARTHUR, CHESTER A. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 2	PSSA Reading / Literacy Keystone	43.40%
Organization Code	2480	PSSA Math / Keystone	52.00%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	195	300	292
2 Poverty Rate	84.00%	93.88%	93.88%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	10.4	14.2	12.6	11.6
5 Teachers - Special Education	6.0	6.0	6.0	6.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	1.0	1.0
7 Nurses/Health Services	1.0	0.4	0.4	0.4
8 Classroom Assistants/Teacher Assistants	2.0	5.0	4.0	4.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	5.0	0.0	0.0	0.0
11 Noontime Aides	4.0	1.0	2.0	2.0
12 Other	0.8	0.0	0.0	0.0
13 Total Positions	32.2	29.6	28.0	27.0
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$22,442	\$17,791	\$25,448	\$25,448

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	6.0	3.3	4.3	4.3
16 Counselors/Student Adv./ Soc. Serv. Liaisons	2.0	0.0	0.0	0.0
17 Classroom Assistants/Teacher Assistants	2.0	0.0	0.0	0.0
18 Support Services Assistants	3.0	0.0	0.0	0.0
19 Total Positions	13.0	3.3	4.3	4.3
20 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$78,152	\$56,375	\$7,820	\$7,820

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
21 Total Positions	45.2	32.9	32.3	31.3
22 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$100,594	\$74,166	\$33,268	\$33,268
23 Difference from FY11 Budget - Total Position		(12.3)	(12.9)	(13.9)
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$26,428)	(\$67,326)	(\$67,326)

Chester A. Arthur School

Address	2000 Catharine St. Philadelphia, PA 19146	Grade Range	K-8
Phone / Fax	215.875.5774 / 215.875.8057	Comprehensive CTE	No
Website	philasd.org/schools/arthur	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
51%	□ □ ■ □ REINFORCE	20th of 98 (-30)	3rd of 45 (-4)

Achievement

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

27%	□ ■ □ □ WATCH	42nd of 98 (-61)	4th of 45 (-6)
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Progress

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

61%	□ □ ■ □ REINFORCE	21st of 98 (-28)	8th of 45 (-19)
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Climate

The Climate domain measures student engagement and school climate.

63%	□ □ ■ □ REINFORCE	27th of 98 (-37)	2nd of 45 (-11)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

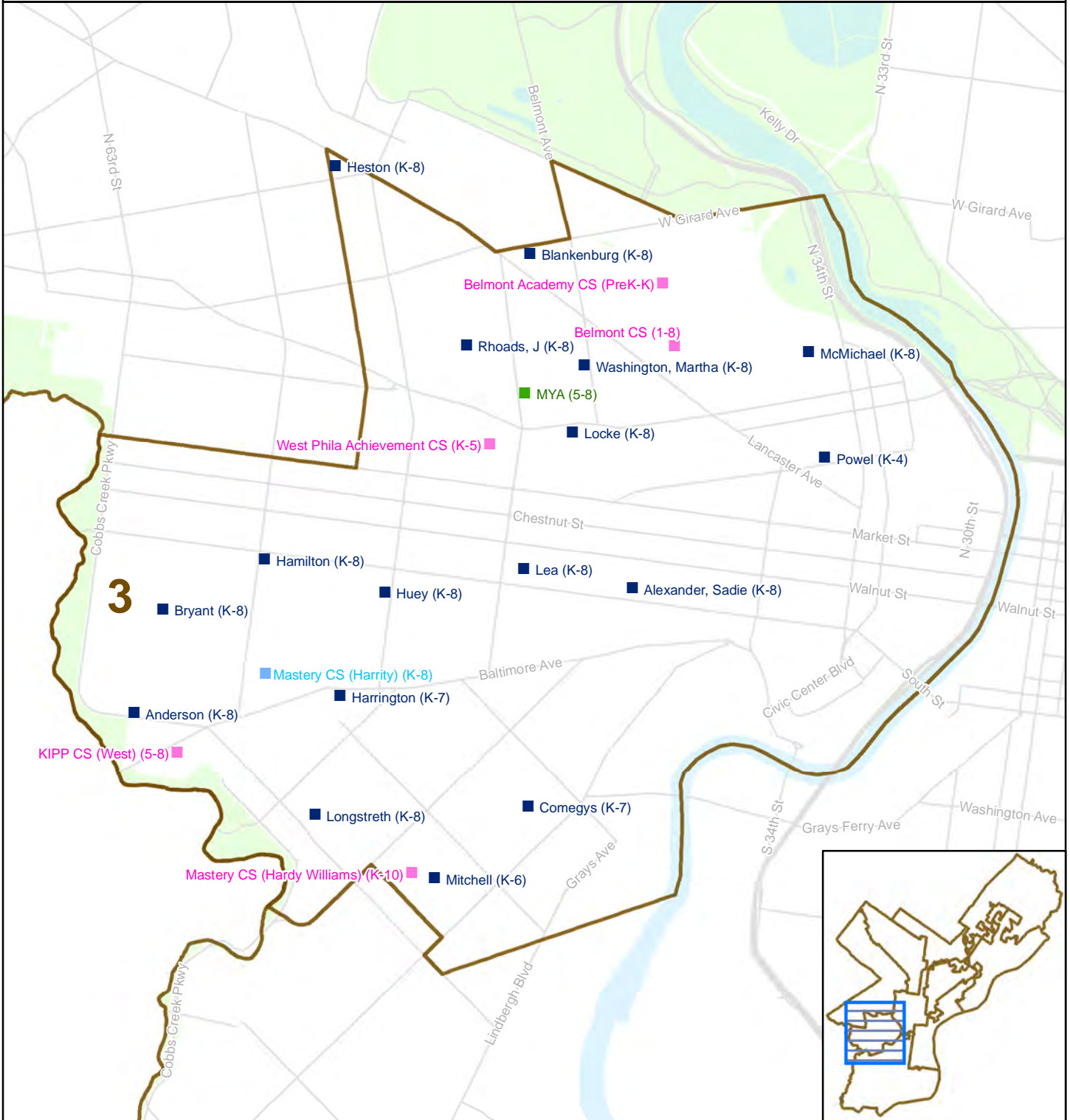
Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

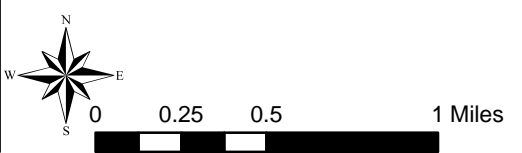
COUNCIL DISTRICT 3

THE SCHOOL DISTRICT OF PHILADELPHIA

3rd Councilmanic District - Elementary and Middle Schools (2013/14)

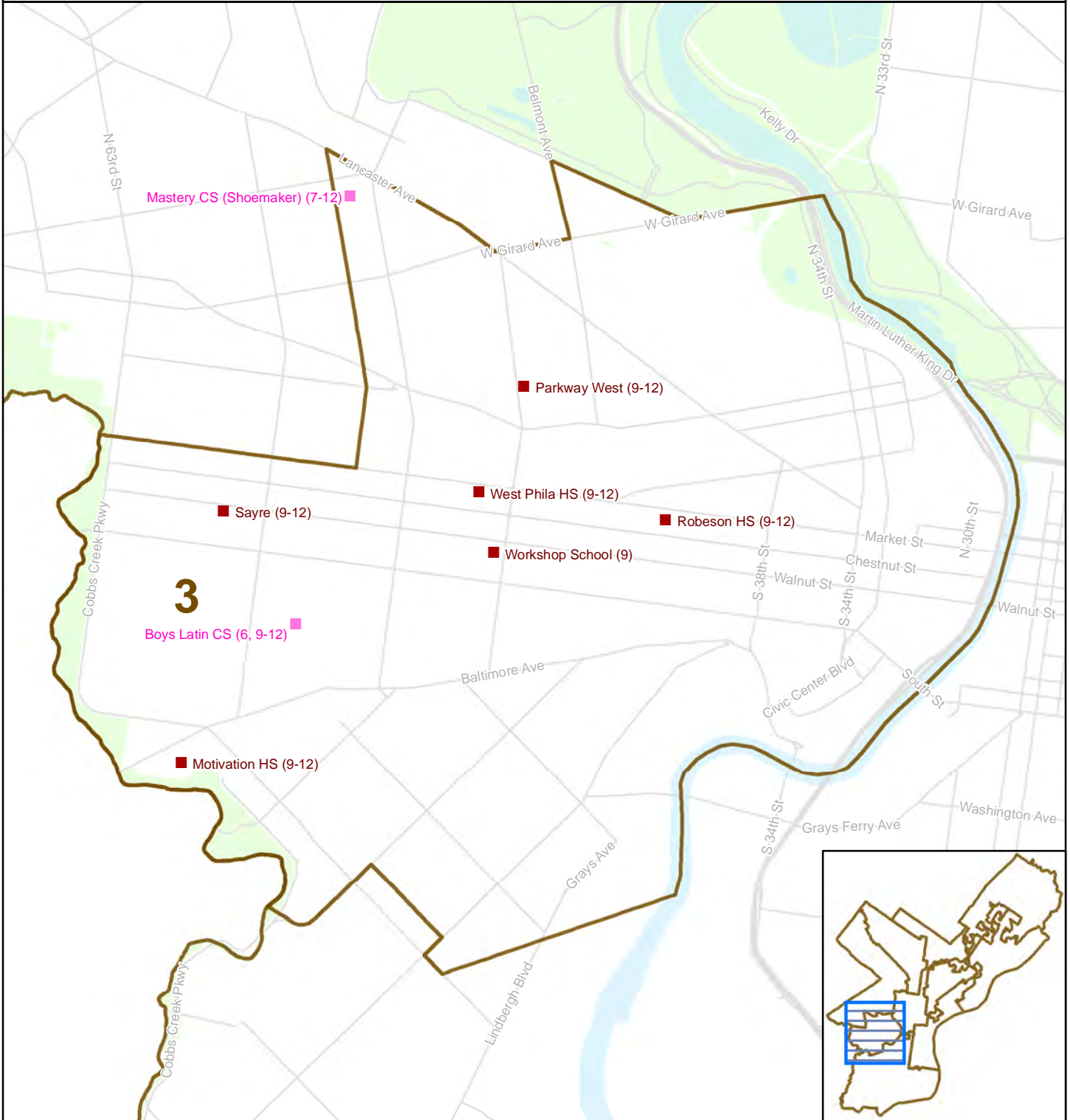


City Council	Elementary School	Charter
Middle School	Charter (Renaissance)	
Middle Secondary		
High School		

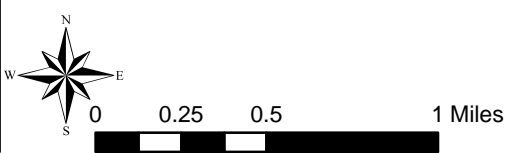


THE SCHOOL DISTRICT OF PHILADELPHIA

3rd Councilmanic District - Middle Secondary and High Schools (2013/14)



City Council	Elementary School	Charter
Middle School	Middle Secondary	Charter (Renaissance)
High School		



WEST PHILADELPHIA HIGH SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 3	PSSA Reading / Literacy Keystone	15.90%
Organization Code	1020	PSSA Math / Keystone	30.70%
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	780	667	539
2 Poverty Rate	85.00%	93.63%	93.63%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	3.0	2.0	1.0	1.0
4 Teachers - Regular Education	37.1	31.1	21.7	18.3
5 Teachers - Special Education	12.0	12.0	11.0	11.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.8	2.5	2.0	2.0
7 Nurses/Health Services	1.2	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	4.0	7.0	7.0	7.0
9 Secretaries	3.0	1.0	1.0	1.0
10 Noontime Aides	3.0	4.0	5.0	5.0
11 Bus Attendants	0.0	0.0	1.0	1.0
12 Other	5.1	0.0	0.2	0.2
13 Total Positions	70.2	60.6	50.9	47.5
14 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$287,816</i>	<i>\$238,232</i>	<i>\$82,162</i>	<i>\$82,162</i>

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Principals/Assistant Principals	1.0	0.0	0.0	0.0
16 Teachers - Regular Education	27.4	8.2	5.5	5.5
17 Teachers - Special Education	1.0	0.0	0.0	0.0
18 Counselors/Student Adv./ Soc. Serv. Liaisons	4.2	0.0	0.0	0.0
19 Classroom Assistants/Teacher Assistants	0.0	4.0	4.0	4.0
20 Support Services Assistants	0.0	0.0	1.0	1.0
21 Other	0.9	0.0	0.0	0.0
22 Total Positions	34.5	12.2	10.5	10.5
23 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$943,165</i>	<i>\$291,436</i>	<i>\$60,132</i>	<i>\$60,132</i>

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
24 Total Positions	104.7	72.8	61.4	58.0
25 <i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$1,230,981</i>	<i>\$529,668</i>	<i>\$142,294</i>	<i>\$142,294</i>
26 Difference from FY11 Budget - Total Position		(31.9)	(43.3)	(46.7)
27 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$701,313)	(\$1,088,687)	(\$1,088,687)

West Philadelphia High School

Address 4901 Chestnut St.
Philadelphia, PA 19139
Phone / Fax 215.471.2902 / 215.471.6402
Website www.philasd.org/schools/westphila

Grade Range 9-12
Comprehensive CTE No
Admissions Category Neighborhood
Turnaround Model Promise Academy

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
Less than 10%	■■■■ INTERVENE	49th of 53 (N/A)	15th of 19 (N/A)

Achievement

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

Less than 10%	■■■■ INTERVENE	41st of 53 (N/A)	9th of 19 (N/A)
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Progress

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

10%	■■■■ INTERVENE	45th of 53 (-87)	13th of 19 (-17)
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Climate

The Climate domain measures student engagement and school climate.

Less than 10%	■■■■ INTERVENE	53rd of 54 (N/A)	18th of 19 (N/A)
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College & Career

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

19%	■■■■ INTERVENE	41st of 53 (-81)	8th of 18 (-40)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

ROBESON - HUMAN SERV HS

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 3	PSSA Reading / Literacy Keystone	23.40%
Organization Code	1050	PSSA Math / Keystone	39.10%
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	282	270	280
2 Poverty Rate	74.00%	89.92%	89.92%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	17.6	14.0	12.3	10.3
5 Teachers - Special Education	2.0	2.0	2.0	2.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	1.0	1.0
7 Nurses/Health Services	0.4	0.3	0.4	0.4
8 Classroom Assistants/Teacher Assistants	0.0	0.0	0.0	0.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	1.0	0.0	0.0	0.0
11 Noontime Aides	8.0	1.0	2.0	2.0
12 Other	1.0	0.0	0.0	0.0
13 Total Positions	33.0	20.3	19.7	17.7
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$82,668	\$23,388	\$19,038	\$19,038

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	1.0	1.2	2.2	2.2
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Support Services Assistants	1.0	0.0	0.0	0.0
18 Total Positions	2.5	1.2	2.2	2.2
19 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$1,672	\$59,175	\$30,985	\$30,985

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
20 Total Positions	35.5	21.5	21.9	19.9
21 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$84,340	\$82,563	\$50,023	\$50,023
22 Difference from FY11 Budget - Total Position		(14.0)	(13.6)	(15.6)
23 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$1,777)	(\$34,317)	(\$34,317)

Paul Robeson High School for Human Services

Address	4125 Ludlow St. Philadelphia, PA 19104	Grade Range	9-12
Phone / Fax	215.823.8207 / 215.823.8252	Comprehensive CTE	No
Website	www.philasd.org/schools/robeson	Admissions Category	Citywide
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
34%	■■■ WATCH	23rd of 53 (-62)	8th of 12 (-27)

Achievement

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

9%	■■ INTERVENE	29th of 53 (-89)	9th of 12 (-27)
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Progress

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

28%	■■■ WATCH	23rd of 53 (-69)	9th of 12 (-45)
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Climate

The Climate domain measures student engagement and school climate.

58%	■■■ REINFORCE	23rd of 54 (-42)	8th of 12 (-27)
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College & Career

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

76%	■■■ MODEL	17th of 53 (-24)	5th of 12 (-13)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

SAYRE HIGH SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 3	PSSA Reading / Literacy Keystone	3.50%
Organization Code	1100	PSSA Math / Keystone	12.80%
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	615	514	435
2 Poverty Rate	85.00%	94.15%	94.15%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	2.0	1.0	1.0
4 Teachers - Regular Education	27.4	19.0	17.0	14.8
5 Teachers - Special Education	8.0	14.0	10.8	10.8
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.3	2.0	1.0	1.0
7 Nurses/Health Services	1.0	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	0.0	8.0	3.0	3.0
9 Secretaries	3.0	1.0	1.0	1.0
10 Support Services Assistants	5.0	0.0	0.0	0.0
11 Noontime Aides	3.0	6.0	3.0	3.0
12 Other	2.6	0.0	0.0	0.0
13 Total Positions	52.3	53.0	37.8	35.6
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$78,048	\$23,852	\$25,238	\$25,238

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	15.8	4.2	4.0	4.0
16 Teachers - Special Education	1.0	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	2.7	0.0	0.0	0.0
18 Classroom Assistants/Teacher Assistants	4.0	9.0	9.0	9.0
19 Support Services Assistants	0.0	2.0	2.0	2.0
20 Total Positions	23.5	15.2	15.0	15.0
21 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$39,564	\$256,475	\$57,179	\$57,179

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
22 Total Positions	75.8	68.2	52.8	50.6
23 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$117,612	\$280,327	\$82,417	\$82,417
24 Difference from FY11 Budget - Total Position		(7.6)	(23.0)	(25.2)
25 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$162,715	(\$35,195)	(\$35,195)

William L. Sayre High School

Address	5800 Walnut St. Philadelphia, PA 19139	Grade Range	9-12
Phone / Fax	215.471.2904 / 215.471.3486	Comprehensive CTE	No
Website	www.philasd.org/schools/sayre	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
Less than 10%	■ ■ ■ ■ INTERVENE	52nd of 53 (N/A)	18th of 19 (N/A)

Achievement

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

Less than 10%	■ ■ ■ ■ INTERVENE	50th of 53 (N/A)	16th of 19 (N/A)
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Progress

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

Less than 10%	■ ■ ■ ■ INTERVENE	51st of 53 (N/A)	17th of 19 (N/A)
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Climate

The Climate domain measures student engagement and school climate.

Less than 10%	■ ■ ■ ■ INTERVENE	52nd of 54 (N/A)	17th of 19 (N/A)
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College & Career

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

Less than 10%	■ ■ ■ ■ INTERVENE	49th of 53 (N/A)	14th of 18 (N/A)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

MOTIVATION HS

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 3	PSSA Reading / Literacy Keystone	74.00%
Organization Code	1190	PSSA Math / Keystone	90.00%
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	207	241	375
2 Poverty Rate	74.00%	89.08%	89.08%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	1.0	1.0	1.0	1.0
4	Teachers - Regular Education	11.0	10.0	15.9	12.9
5	Teachers - Special Education	1.0	1.0	1.0	1.0
6	Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	1.0	1.0
7	Nurses/Health Services	0.2	0.2	0.2	0.2
8	Classroom Assistants/Teacher Assistants	1.0	0.0	0.0	0.0
9	Secretaries	1.0	1.0	1.0	1.0
10	Support Services Assistants	1.0	3.0	1.0	1.0
11	Noontime Aides	2.0	4.0	3.0	3.0
12	Other	1.0	0.0	0.0	0.0
13	Total Positions	20.2	21.2	24.1	21.1
14	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$143,589</i>	<i>\$46,956</i>	<i>\$13,538</i>	<i>\$13,538</i>

Grant Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15	Teachers - Regular Education	1.4	0.2	0.0	0.0
16	Other	1.0	0.0	0.0	0.0
17	Total Positions	2.4	0.2	0.0	0.0
18	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$57,058</i>	<i>\$26,872</i>	<i>\$42,291</i>	<i>\$42,291</i>

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
19	Total Positions	22.6	21.4	24.1	21.1
20	<i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$200,647</i>	<i>\$73,828</i>	<i>\$55,829</i>	<i>\$55,829</i>
21	Difference from FY11 Budget - Total Position		(1.2)	1.5	(1.5)
22	Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$126,819)	(\$144,818)	(\$144,818)

Motivation High School

Address	5900 Baltimore Ave. Philadelphia, PA 19143	Grade Range	9-12
Phone / Fax	215.471.2906 / 215.492.6924	Comprehensive CTE	No
Website	www.philasd.org/schools/motivation	Admissions Category	Special Admission
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
61%	 REINFORCE	8th of 53 (-35)	Peer Leader

Achievement

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

29%	 WATCH	13th of 53 (-69)	2nd of 12 (-7)
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Progress

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

65%	 REINFORCE	7th of 53 (-32)	2nd of 12 (-8)
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Climate

The Climate domain measures student engagement and school climate.

85%	 MODEL	9th of 54 (-15)	Peer Leader
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College & Career

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

79%	 MODEL	15th of 53 (-21)	3rd of 12 (-10)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

BRYANT, WILLIAM C. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 3	PSSA Reading / Literacy Keystone	21.60%
Organization Code	1230	PSSA Math / Keystone	25.60%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	482	451	427
2 Poverty Rate	91.00%	94.46%	94.46%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	19.6	21.2	20.0	15.2
5 Teachers - Special Education	4.0	3.0	4.0	4.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	2.0	2.0	2.0
7 Nurses/Health Services	1.0	0.4	0.4	0.4
8 Classroom Assistants/Teacher Assistants	1.0	1.0	2.0	2.0
9 Secretaries	1.6	1.0	1.0	1.0
10 Support Services Assistants	2.0	0.0	0.0	0.0
11 Noontime Aides	4.0	3.0	7.0	7.0
12 Other	0.2	0.0	1.0	1.0
13 Total Positions	35.4	32.6	38.4	33.6
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$46,586	\$152,530	\$74,218	\$74,218

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	11.8	5.2	7.4	7.4
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	4.0	0.0	0.0	0.0
18 Support Services Assistants	4.0	5.0	8.0	8.0
19 Total Positions	20.3	10.2	15.4	15.4
20 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$73,558	\$132,890	\$77,960	\$77,960

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
21 Total Positions	55.7	42.8	53.8	49.0
22 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$120,144	\$285,420	\$152,178	\$152,178
23 Difference from FY11 Budget - Total Position		(12.9)	(1.9)	(6.7)
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$165,276	\$32,034	\$32,034

William C. Bryant School

Address	6001 Cedar Ave. Philadelphia, PA 19143	Grade Range	K-8
Phone / Fax	215.471.2910 / 215.471.8379	Comprehensive CTE	No
Website	www.philasd.org/schools/bryant	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
26%	■■■ WATCH	68th of 98 (-55)	21st of 45 (-29)

Achievement

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

6%	■■ INTERVENE	89th of 98 (-82)	37th of 45 (-27)
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Progress

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

47%	■■■ WATCH	37th of 98 (-42)	17th of 45 (-33)
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Climate

The Climate domain measures student engagement and school climate.

7%	■■ INTERVENE	95th of 98 (-93)	42nd of 45 (-67)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

COMEGYS, BENJAMIN B. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 3	PSSA Reading / Literacy Keystone	31.90%
Organization Code	1260	PSSA Math / Keystone	24.90%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	495	534	582
2 Poverty Rate	94.00%	95.58%	95.58%

Operating Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	1.0	1.0	1.0
4 Teachers - Regular Education	19.8	19.8	22.2	21.0
5 Teachers - Special Education	4.0	3.0	4.0	4.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	1.0	1.0
7 Nurses/Health Services	1.0	0.4	0.4	0.4
8 Classroom Assistants/Teacher Assistants	0.0	3.0	3.0	3.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Support Services Assistants	1.0	0.0	0.0	0.0
11 Noontime Aides	8.0	3.0	5.0	5.0
12 Other	0.0	0.0	0.0	0.0
13 Total Positions	38.8	32.2	37.6	36.4
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$27,248	\$27,663	\$32,828	\$32,828

Grant Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	11.2	7.6	8.2	8.2
16 Counselors/Student Adv./ Soc. Serv. Liaisons	3.0	0.0	0.0	0.0
17 Support Services Assistants	12.0	0.0	3.0	3.0
18 Total Positions	26.2	7.6	11.2	11.2
19 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$92,837	\$207,506	\$119,068	\$119,068

Operating and Grant Funds Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
20 Total Positions	65.0	39.8	48.8	47.6
21 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$120,085	\$235,169	\$151,896	\$151,896
22 Difference from FY11 Budget - Total Position		(25.2)	(16.2)	(17.4)
23 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$115,084	\$31,811	\$31,811

Benjamin B. Comegys School

Address	5100 Greenway Ave. Philadelphia, PA 19143	Grade Range	K-6
Phone / Fax	215.727.2162 / 215.727.2329	Comprehensive CTE	No
Website	www.philasd.org/schools/comegys	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
40%	■ ■ ■ ■ WATCH	31st of 63 (-44)	4th of 14 (-13)

Achievement

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

4%	■ ■ ■ ■ INTERVENE	59th of 63 (-69)	11th of 14 (-28)
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Progress

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

70%	■ ■ ■ ■ REINFORCE	9th of 63 (-16)	2nd of 14 (-16)
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Climate

The Climate domain measures student engagement and school climate.

26%	■ ■ ■ ■ WATCH	53rd of 64 (-74)	7th of 14 (-34)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

PENN ALEXANDER

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 3	PSSA Reading / Literacy Keystone	88.80%
Organization Code	1280	PSSA Math / Keystone	85.80%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	584	549	532
2 Poverty Rate	47.00%	46.45%	46.45%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	1.0	1.0	1.0	1.0
4	Teachers - Regular Education	28.0	22.8	22.8	20.4
5	Teachers - Special Education	2.0	2.0	2.0	2.0
6	Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	1.0	1.0
7	Nurses/Health Services	1.0	0.5	0.5	0.5
8	Classroom Assistants/Teacher Assistants	1.0	1.0	1.0	1.0
9	Secretaries	1.0	0.7	0.4	0.4
10	Noontime Aides	4.0	3.0	3.0	3.0
11	Total Positions	39.0	32.0	31.7	29.3
12	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$40,053</i>	<i>\$30,256</i>	<i>\$65,208</i>	<i>\$65,208</i>

Grant Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
13	Teachers - Regular Education	9.9	9.8	9.8	9.8
14	Secretaries	0.0	0.3	0.6	0.6
15	Total Positions	9.9	10.1	10.4	10.4
16	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$51,106</i>	<i>\$248,280</i>	<i>\$136,801</i>	<i>\$136,801</i>

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
17	Total Positions	48.9	42.1	42.1	39.7
18	<i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$91,159</i>	<i>\$278,536</i>	<i>\$202,009</i>	<i>\$202,009</i>
19	Difference from FY11 Budget - Total Position		(6.8)	(6.8)	(9.2)
20	Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$187,377	\$110,850	\$110,850

Sadie Alexander School

Address	4209B Spruce St. Philadelphia, PA 19104	Grade Range	K-8
Phone / Fax	215.823.5465 / 215.382.2031	Comprehensive CTE	No
Website	www.philasd.org/schools/pennalexander	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
74%	□ □ ■ □ REINFORCE	4th of 98 (-7)	2nd of 9 (-7)

Achievement

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

88%	□ □ □ ■ MODEL	City Leader	Peer Leader
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Progress

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

56%	□ □ ■ □ REINFORCE	27th of 98 (-33)	3rd of 9 (-22)
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Climate

The Climate domain measures student engagement and school climate.

100%	□ □ □ ■ MODEL	City Leader	Peer Leader
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

HAMILTON, ANDREW SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 3	PSSA Reading / Literacy Keystone	51.50%
Organization Code	1290	PSSA Math / Keystone	48.80%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	623	582	568
2 Poverty Rate	89.00%	93.65%	93.65%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	1.0	1.0	1.0
4 Teachers - Regular Education	21.2	23.5	23.7	19.9
5 Teachers - Special Education	7.0	7.0	3.6	3.6
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	1.0	1.0
7 Nurses/Health Services	0.9	0.5	0.5	0.5
8 Classroom Assistants/Teacher Assistants	5.0	9.0	7.0	7.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Support Services Assistants	0.0	0.0	0.0	0.0
11 Noontime Aides	7.0	3.0	5.0	5.0
12 Total Positions	46.1	46.0	42.8	39.0
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$56,345	\$31,925	\$14,358	\$14,358

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	9.7	4.2	3.8	3.8
15 Teachers - Special Education	0.5	0.0	0.0	0.0
16 Counselors/Student Adv./ Soc. Serv. Liaisons	3.0	0.0	0.0	0.0
17 Support Services Assistants	4.0	3.0	3.0	3.0
18 Total Positions	17.2	7.2	6.8	6.8
19 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$56,998	\$75,390	\$35,169	\$35,169

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
20 Total Positions	63.3	53.2	49.6	45.8
21 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$113,343	\$107,315	\$49,527	\$49,527
22 Difference from FY11 Budget - Total Position		(10.1)	(13.7)	(17.5)
23 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$6,028)	(\$63,816)	(\$63,816)

Andrew Hamilton School

Address	5640 Spruce St. Philadelphia, PA 19139	Grade Range	K-8
Phone / Fax	215.471.2911 / 215.471.2724	Comprehensive CTE	No
Website	www.philasd.org/schools/hamilton	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
29%	■■■ WATCH	63rd of 98 (-52)	15th of 21 (-40)

Achievement

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

30%	■■■ WATCH	36th of 98 (-58)	8th of 21 (-21)
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Progress

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

26%	■■■ WATCH	62nd of 98 (-63)	15th of 21 (-61)
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Climate

The Climate domain measures student engagement and school climate.

36%	■■■ WATCH	59th of 98 (-64)	17th of 21 (-37)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

HARRINGTON, AVERY D. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 3	PSSA Reading / Literacy Keystone	48.20%
Organization Code	1300	PSSA Math / Keystone	44.70%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	469	518	567
2 Poverty Rate	94.00%	95.05%	95.05%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	16.0	20.4	23.0	19.4
5 Teachers - Special Education	5.0	6.0	6.0	6.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.5	1.0	1.0
7 Nurses/Health Services	0.6	0.4	0.4	0.4
8 Classroom Assistants/Teacher Assistants	3.0	3.0	3.0	3.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	7.0	2.0	2.0	2.0
11 Noontime Aides	5.0	3.0	4.0	4.0
12 Total Positions	39.6	37.3	41.4	37.8
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$123,341	\$54,627	\$25,168	\$25,168

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	12.0	5.8	5.0	5.0
15 Support Services Assistants	2.0	9.0	9.0	9.0
16 Total Positions	14.0	14.8	14.0	14.0
17 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$93,181	\$96,091	\$81,511	\$81,511

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
18 Total Positions	53.6	52.1	55.4	51.8
19 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$216,522	\$150,718	\$106,679	\$106,679
20 Difference from FY11 Budget - Total Position		(1.5)	1.8	(1.8)
21 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$65,804)	(\$109,843)	(\$109,843)

Avery D. Harrington School

Address	5300 Baltimore Ave. Philadelphia, PA 19143	Grade Range	K-6
Phone / Fax	215.471.2914 / 215.471.5087	Comprehensive CTE	No
Website	www.philasd.org/schools/harrington	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
43%	 WATCH	29th of 63 (-41)	3rd of 14 (-10)

Achievement

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

32%	 WATCH	24th of 63 (-41)	Peer Leader
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Progress

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

49%	 WATCH	32nd of 63 (-37)	8th of 14 (-37)
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Climate

The Climate domain measures student engagement and school climate.

47%	 WATCH	36th of 64 (-53)	2nd of 14 (-13)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

HUEY, SAMUEL B. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 3	PSSA Reading / Literacy Keystone	19.60%
Organization Code	1330	PSSA Math / Keystone	21.10%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	778	588	537
2 Poverty Rate	90.00%	95.58%	95.58%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	1.0	1.0	1.0
4 Teachers - Regular Education	28.0	22.6	21.6	19.2
5 Teachers - Special Education	5.0	5.0	5.0	5.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	1.0	1.0
7 Nurses/Health Services	1.0	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	1.0	3.0	2.0	2.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	5.0	6.0	0.0	0.0
11 Noontime Aides	11.0	4.0	4.0	4.0
12 Other	0.0	0.0	0.0	0.0
13 Total Positions	55.0	44.6	36.6	34.2
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$162,763	\$35,206	\$23,968	\$23,968

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	13.2	7.8	6.8	6.8
16 Counselors/Student Adv./ Soc. Serv. Liaisons	3.0	0.0	1.0	1.0
17 Classroom Assistants/Teacher Assistants	1.0	0.0	0.0	0.0
18 Support Services Assistants	2.0	3.0	8.0	8.0
19 Total Positions	19.2	10.8	15.8	15.8
20 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$243,689	\$70,914	\$124,240	\$124,240

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
21 Total Positions	74.2	55.4	52.4	50.0
22 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$406,452	\$106,120	\$148,208	\$148,208
23 Difference from FY11 Budget - Total Position		(18.8)	(21.8)	(24.2)
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$300,332)	(\$258,244)	(\$258,244)

Samuel B. Huey School

Address	5200 Pine St. Philadelphia, PA 19143	Grade Range	K-8
Phone / Fax	215.471.2901 / 215.471.2720	Comprehensive CTE	No
Website	N/A	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
Less than 10%	■■■■ INTERVENE	95th of 98 (N/A)	42nd of 45 (N/A)

Achievement

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

Less than 10%	■■■■ INTERVENE	93rd of 98 (N/A)	40th of 45 (N/A)
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Progress

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

14%	■■■■ INTERVENE	81st of 98 (-75)	36th of 45 (-66)
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Climate

The Climate domain measures student engagement and school climate.

Less than 10%	■■■■ INTERVENE	97th of 98 (N/A)	44th of 45 (N/A)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

LEA, HENRY C.

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 3	PSSA Reading / Literacy Keystone	29.60%
Organization Code	1340	PSSA Math / Keystone	33.00%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	407	563	599
2 Poverty Rate	90.00%	93.83%	93.83%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	20.9	25.7	26.8	23.2
5 Teachers - Special Education	4.0	7.0	7.0	7.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.2	1.2	1.2
7 Nurses/Health Services	1.0	1.0	1.1	1.1
8 Classroom Assistants/Teacher Assistants	2.0	12.0	13.0	13.0
9 Secretaries	1.4	1.0	1.0	1.0
10 Support Services Assistants	1.0	0.0	0.0	0.0
11 Noontime Aides	5.0	4.0	4.0	4.0
12 Total Positions	37.3	52.9	55.2	51.6
13 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$27,921</i>	<i>\$96,081</i>	<i>\$14,048</i>	<i>\$14,048</i>

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	10.6	7.7	6.8	6.8
15 Counselors/Student Adv./ Soc. Serv. Liaisons	2.4	0.4	0.2	0.2
16 Support Services Assistants	0.0	0.0	3.0	3.0
17 Total Positions	13.0	8.1	9.9	9.9
18 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$136,628</i>	<i>\$164,294</i>	<i>\$185,885</i>	<i>\$185,885</i>

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
19 Total Positions	50.3	61.0	65.1	61.5
20 <i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$164,549</i>	<i>\$260,375</i>	<i>\$199,933</i>	<i>\$199,933</i>
21 Difference from FY11 Budget - Total Position		10.7	14.8	11.2
22 <i>Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other</i>		<i>\$95,826</i>	<i>\$35,384</i>	<i>\$35,384</i>

Henry C. Lea School

Address	4700 Locust St. Philadelphia, PA 19139	Grade Range	K-8
Phone / Fax	215.471.2915 / 215.471.4355	Comprehensive CTE	No
Website	www.philasd.org/schools/lea	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Achievement

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

Progress

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

Climate

The Climate domain measures student engagement and school climate.

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
22%	■ ■ ■ ■ INTERVENE	75th of 98 (-59)	18th of 21 (-47)
17%	■ ■ ■ ■ INTERVENE	59th of 98 (-71)	18th of 21 (-34)
12%	■ ■ ■ ■ INTERVENE	84th of 98 (-77)	18th of 21 (-75)
53%	■ ■ ■ ■ REINFORCE	42nd of 98 (-47)	13th of 21 (-20)

Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

LONGSTRETH, WILLIAM C. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 3	PSSA Reading / Literacy Keystone	28.90%
Organization Code	1350	PSSA Math / Keystone	32.90%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	517	536	482
2 Poverty Rate	90.00%	94.58%	94.58%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	1.0	1.0	1.0
4 Teachers - Regular Education	18.8	21.5	20.6	19.4
5 Teachers - Special Education	3.0	4.0	4.0	4.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.5	0.5	0.5
7 Nurses/Health Services	1.0	0.6	1.0	1.0
8 Classroom Assistants/Teacher Assistants	0.0	2.0	3.0	3.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	4.0	0.0	0.0	0.0
11 Noontime Aides	2.0	6.0	3.0	3.0
12 Total Positions	32.8	36.6	34.1	32.9
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$36,118	\$19,850	\$21,768	\$21,768

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	9.9	5.0	6.0	6.0
15 Teachers - Special Education	0.5	0.0	0.0	0.0
16 Counselors/Student Adv./ Soc. Serv. Liaisons	3.0	0.0	0.0	0.0
17 Support Services Assistants	7.0	1.0	8.0	8.0
18 Total Positions	20.4	6.0	14.0	14.0
19 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$63,501	\$168,812	\$156,445	\$156,445

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
20 Total Positions	53.2	42.6	48.1	46.9
21 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$99,619	\$188,662	\$178,213	\$178,213
22 Difference from FY11 Budget - Total Position		(10.6)	(5.1)	(6.3)
23 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$89,043	\$78,594	\$78,594

William C. Longstreth School

Address	5700 Willows Ave. Philadelphia, PA 19143	Grade Range	K-8
Phone / Fax	215.727.2158 / 215.727.2260	Comprehensive CTE	No
Website	www.philasd.org/schools/longstreth	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
42%	□ ■ □ □ WATCH	39th of 98 (-39)	8th of 45 (-13)

Achievement

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

12%	■ □ □ □ INTERVENE	76th of 98 (-76)	24th of 45 (-21)
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Progress

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

66%	□ □ ■ □ REINFORCE	14th of 98 (-23)	6th of 45 (-14)
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Climate

The Climate domain measures student engagement and school climate.

31%	□ ■ □ □ WATCH	73rd of 98 (-69)	21st of 45 (-43)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

MC MICHAEL, MORTON SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 3	PSSA Reading / Literacy Keystone	21.50%
Organization Code	1360	PSSA Math / Keystone	19.00%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	334	415	420
2 Poverty Rate	94.00%	95.05%	95.05%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	12.2	20.7	18.7	17.5
5 Teachers - Special Education	3.0	9.0	9.0	9.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	2.0	2.0	2.0
7 Nurses/Health Services	0.4	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	2.0	14.0	12.0	12.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	2.0	0.0	0.0	0.0
11 Noontime Aides	5.0	5.0	5.0	5.0
12 Other	0.2	0.0	0.0	0.0
13 Total Positions	27.8	53.7	49.7	48.5
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$66,421	\$123,293	\$128,248	\$128,248

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	6.8	3.3	7.3	7.3
16 Teachers - Special Education	0.0	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	2.0	0.0	0.0	0.0
18 Classroom Assistants/Teacher Assistants	0.0	0.0	3.0	3.0
19 Support Services Assistants	4.0	7.0	4.0	4.0
20 Total Positions	12.8	10.3	14.3	14.3
21 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$87,550	\$80,568	\$19,915	\$19,915

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
22 Total Positions	40.6	64.0	64.0	62.8
23 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$153,971	\$203,861	\$148,163	\$148,163
24 Difference from FY11 Budget - Total Position		23.4	23.4	22.2
25 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$49,890	(\$5,808)	(\$5,808)

Morton McMichael School

Address	3543 Fairmount Ave. Philadelphia, PA 19104	Grade Range	K-8
Phone / Fax	215.823.8205 / 215.386.3549	Comprehensive CTE	No
Website	www.philasd.org/schools/mcmichael	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
20%	■■■■ INTERVENE	81st of 98 (-61)	31st of 45 (-35)

Achievement

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

3%	■■■■ INTERVENE	93rd of 98 (-85)	40th of 45 (-30)
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Progress

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

34%	■■■ WATCH	51st of 98 (-55)	19th of 45 (-46)
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Climate

The Climate domain measures student engagement and school climate.

12%	■■■■ INTERVENE	91st of 98 (-88)	38th of 45 (-62)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

MITCHELL, S. WEIR SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 3	PSSA Reading / Literacy Keystone	33.60%
Organization Code	1370	PSSA Math / Keystone	29.60%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	529	678	745
2 Poverty Rate	93.00%	94.74%	94.74%

Operating Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	1.0	1.0	1.0
4 Teachers - Regular Education	17.8	23.5	28.3	24.7
5 Teachers - Special Education	3.0	4.0	4.0	4.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	1.0	1.0
7 Nurses/Health Services	1.0	0.6	0.6	0.6
8 Classroom Assistants/Teacher Assistants	0.0	2.0	3.0	3.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	2.0	0.0	0.0	0.0
11 Noontime Aides	6.0	4.0	5.0	5.0
12 Total Positions	33.8	37.1	43.9	40.3
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$80,575	\$41,981	\$67,888	\$67,888

Grant Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14 Principals/Assistant Principals	0.0	0.0	0.0	0.0
15 Teachers - Regular Education	12.2	7.1	8.7	8.7
16 Teachers - Special Education	0.0	0.0	0.0	0.0
17 Support Services Assistants	1.0	3.0	4.0	4.0
18 Total Positions	13.2	10.1	12.7	12.7
19 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$205,988	\$191,018	\$107,310	\$107,310

Operating and Grant Funds Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
20 Total Positions	47.0	47.2	56.6	53.0
Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$286,563	\$232,999	\$175,198	\$175,198
22 Difference from FY11 Budget - Total Position		0.2	9.6	6.0
23 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$53,564)	(\$111,365)	(\$111,365)

S. Weir Mitchell School

Address 5500 Kingsessing Ave.
Philadelphia, PA 19143
Phone / Fax 215.727.2160 / 215.727.2218
Website www.philasd.org/schools/mitchell

Grade Range K-5
Comprehensive CTE No
Admissions Category Neighborhood
Turnaround Model N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
25%	■■■ WATCH	48th of 63 (-59)	9th of 14 (-28)

Achievement

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

11%	■■ INTERVENE	45th of 63 (-62)	5th of 14 (-21)
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Progress

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

36%	■■■ WATCH	39th of 63 (-50)	10th of 14 (-50)
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Climate

The Climate domain measures student engagement and school climate.

22%	■■ INTERVENE	56th of 64 (-78)	9th of 14 (-38)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

POWEL, SAMUEL SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 3	PSSA Reading / Literacy Keystone	75.20%
Organization Code	1390	PSSA Math / Keystone	69.60%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	235	283	284
2 Poverty Rate	60.00%	83.99%	83.99%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	9.0	10.6	10.6	9.4
5 Teachers - Special Education	0.5	2.0	2.0	2.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	0.5	0.5
7 Nurses/Health Services	0.4	0.2	0.2	0.2
8 Classroom Assistants/Teacher Assistants	1.0	1.0	2.0	2.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	3.0	0.0	0.0	0.0
11 Noontime Aides	4.0	4.0	3.0	3.0
12 Other	1.0	0.0	0.0	0.0
13 Total Positions	21.9	20.8	20.3	19.1
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$39,722	\$5,686	\$4,548	\$4,548

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	5.5	1.8	1.8	1.8
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	2.0	0.0	0.0	0.0
18 Support Services Assistants	1.0	1.0	2.0	2.0
19 Total Positions	9.0	2.8	3.8	3.8
20 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$13,441	\$68,194	\$13,679	\$13,679

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
21 Total Positions	30.9	23.6	24.1	22.9
22 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$53,163	\$73,880	\$18,227	\$18,227
23 Difference from FY11 Budget - Total Position		(7.3)	(6.8)	(8.0)
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$20,717	(\$34,936)	(\$34,936)

Samuel Powel School

Address	301 N. 36th St. Philadelphia, PA 19104	Grade Range	K-4
Phone / Fax	215.823.8201 / 215.823.8215	Comprehensive CTE	No
Website	www.philasd.org/schools/powel	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
66%	 REINFORCE	7th of 63 (-18)	Peer Leader

Achievement

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

67%	 REINFORCE	6th of 63 (-6)	Peer Leader
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Progress

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

57%	 REINFORCE	23rd of 63 (-29)	7th of 14 (-26)
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Climate

The Climate domain measures student engagement and school climate.

85%	 MODEL	11th of 64 (-15)	2nd of 14 (-5)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

RHOADS SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 3	PSSA Reading / Literacy Keystone	33.60%
Organization Code	1410	PSSA Math / Keystone	29.30%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	623	608	594
2 Poverty Rate	90.00%	95.90%	95.90%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	1.0	1.0	1.0	1.0
4	Teachers - Regular Education	22.6	23.2	23.2	20.8
5	Teachers - Special Education	4.0	4.0	5.0	5.0
6	Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	1.0	1.0
7	Nurses/Health Services	0.8	0.5	1.0	1.0
8	Classroom Assistants/Teacher Assistants	5.0	7.0	7.0	7.0
9	Secretaries	2.0	1.0	1.0	1.0
10	Support Services Assistants	4.0	2.0	0.0	0.0
11	Noontime Aides	8.0	4.0	4.0	4.0
12	Other	0.4	0.0	0.0	0.0
13	Total Positions	48.8	43.7	43.2	40.8
14	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$62,771</i>	<i>\$33,689</i>	<i>\$13,848</i>	<i>\$13,848</i>

Grant Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15	Principals/Assistant Principals	0.0	0.0	0.0	0.0
16	Teachers - Regular Education	8.8	7.2	5.2	5.2
17	Teachers - Special Education	0.5	0.0	0.0	0.0
18	Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.0	1.0	1.0
19	Classroom Assistants/Teacher Assistants	1.0	0.0	0.0	0.0
20	Support Services Assistants	8.0	7.0	8.0	8.0
21	Total Positions	19.3	14.2	14.2	14.2
22	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$56,696</i>	<i>\$170,026</i>	<i>\$133,832</i>	<i>\$133,832</i>

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
23	Total Positions	68.1	57.9	57.4	55.0
24	<i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$119,467</i>	<i>\$203,715</i>	<i>\$147,680</i>	<i>\$147,680</i>
25	<i>Difference from FY11 Budget - Total Position</i>		<i>(10.3)</i>	<i>(10.7)</i>	<i>(13.1)</i>
26	<i>Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other</i>		<i>\$84,248</i>	<i>\$28,213</i>	<i>\$28,213</i>

James Rhoads School

Address	4901 Parrish St. Philadelphia, PA 19139	Grade Range	K-8
Phone / Fax	215.581.5504 / 215.581.3405	Comprehensive CTE	No
Website	www.philasd.org/schools/rhoads	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
36%	■ ■ ■ ■ WATCH	52nd of 98 (-45)	13th of 45 (-19)

Achievement

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

12%	■ ■ ■ ■ INTERVENE	76th of 98 (-76)	24th of 45 (-21)
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Progress

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

61%	■ ■ ■ ■ REINFORCE	21st of 98 (-28)	8th of 45 (-19)
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Climate

The Climate domain measures student engagement and school climate.

11%	■ ■ ■ ■ INTERVENE	92nd of 98 (-89)	39th of 45 (-63)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

WASHINGTON, MARTHA SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 3	PSSA Reading / Literacy Keystone	27.50%
Organization Code	1420	PSSA Math / Keystone	32.20%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	375	435	424
2 Poverty Rate	89.00%	94.57%	94.57%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	13.8	19.9	17.3	17.3
5 Teachers - Special Education	6.0	9.0	9.0	9.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	0.5	0.5
7 Nurses/Health Services	1.0	0.4	0.6	0.6
8 Classroom Assistants/Teacher Assistants	5.0	14.0	10.0	10.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	4.0	0.0	0.0	0.0
11 Noontime Aides	6.0	5.0	4.0	4.0
12 Other	0.4	0.0	0.0	0.0
13 Total Positions	39.2	51.3	43.4	43.4
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$33,229	\$74,623	\$10,148	\$10,148

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	7.8	3.3	5.9	5.9
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	2.0	0.0	0.0	0.0
18 Support Services Assistants	2.0	4.0	3.0	3.0
19 Total Positions	12.3	7.3	8.9	8.9
20 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$38,593	\$109,709	\$86,419	\$86,419

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
21 Total Positions	51.5	58.6	52.3	52.3
22 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$71,822	\$184,332	\$96,567	\$96,567
23 Difference from FY11 Budget - Total Position		7.1	0.8	0.8
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$112,510	\$24,745	\$24,745

Martha Washington School

Address	766 N. 44th St. Philadelphia, PA 19104	Grade Range	K-8
Phone / Fax	215.823.8203 / 215.823.8292	Comprehensive CTE	No
Website	www.philasd.org/schools/marthawashington	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
27%	■ ■ ■ ■ WATCH	66th of 98 (-54)	20th of 45 (-28)

Achievement

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

13%	■ ■ ■ ■ INTERVENE	73rd of 98 (-75)	22nd of 45 (-20)
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Progress

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

31%	■ ■ ■ ■ WATCH	54th of 98 (-58)	22nd of 45 (-49)
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Climate

The Climate domain measures student engagement and school climate.

36%	■ ■ ■ ■ WATCH	59th of 98 (-64)	11th of 45 (-38)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

ANDERSON, ADD B. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 3	PSSA Reading / Literacy Keystone	30.30%
Organization Code	1460	PSSA Math / Keystone	29.80%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	518	531	528
2 Poverty Rate	86.00%	90.79%	90.79%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	1.0	1.0	1.0
4 Teachers - Regular Education	20.0	21.4	21.5	20.3
5 Teachers - Special Education	3.0	3.0	3.0	3.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	1.0	1.0
7 Nurses/Health Services	0.8	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	0.0	4.0	3.0	3.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	1.0	2.0	0.0	0.0
11 Noontime Aides	5.0	6.0	4.0	4.0
12 Total Positions	33.8	40.4	35.5	34.3
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$34,581	\$10,768	\$11,208	\$11,208

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	11.2	4.8	5.8	5.8
15 Teachers - Special Education	0.5	0.0	0.0	0.0
16 Counselors/Student Adv./ Soc. Serv. Liaisons	3.0	0.0	0.0	0.0
17 Support Services Assistants	0.0	0.0	4.0	4.0
18 Total Positions	14.7	4.8	9.8	9.8
19 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$79,385	\$208,208	\$120,121	\$120,121

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
20 Total Positions	48.5	45.2	45.3	44.1
21 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$113,966	\$218,976	\$131,329	\$131,329
22 Difference from FY11 Budget - Total Position		(3.3)	(3.2)	(4.4)
23 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$105,010	\$17,363	\$17,363

Add B. Anderson School

Address	1034 S. 60th St. Philadelphia, PA 19143	Grade Range	K-8
Phone / Fax	215.471.2903 / 215.471.6718	Comprehensive CTE	No
Website	www.philasd.org/schools/anderson	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
14%	■■■■ INTERVENE	88th of 98 (-67)	21st of 21 (-55)

Achievement

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

14%	■■■■ INTERVENE	68th of 98 (-74)	20th of 21 (-37)
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Progress

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

9%	■■■■ INTERVENE	89th of 98 (-80)	20th of 21 (-78)
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Climate

The Climate domain measures student engagement and school climate.

27%	■■■ WATCH	78th of 98 (-73)	21st of 21 (-46)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

LOCKE, ALAIN SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 3	PSSA Reading / Literacy Keystone	18.70%
Organization Code	1470	PSSA Math / Keystone	19.60%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	421	490	519
2 Poverty Rate	95.00%	94.27%	94.27%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	1.0	1.0	1.0	1.0
4	Teachers - Regular Education	16.8	21.2	22.9	21.7
5	Teachers - Special Education	3.0	4.0	4.0	4.0
6	Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.2	0.6	0.6
7	Nurses/Health Services	1.0	0.4	0.4	0.4
8	Classroom Assistants/Teacher Assistants	1.0	4.0	4.0	4.0
9	Secretaries	1.0	1.0	1.0	1.0
10	Support Services Assistants	1.0	0.0	0.0	0.0
11	Noontime Aides	7.0	3.0	4.0	4.0
12	Other	0.0	0.0	0.0	0.0
13	Total Positions	32.8	35.8	37.9	36.7
14	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$55,196</i>	<i>\$28,667</i>	<i>\$18,848</i>	<i>\$18,848</i>

Grant Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15	Teachers - Regular Education	13.3	5.0	7.8	7.8
16	Counselors/Student Adv./ Soc. Serv. Liaisons	2.0	0.5	0.1	0.1
17	Support Services Assistants	4.0	3.0	3.0	3.0
18	Total Positions	19.3	8.5	10.9	10.9
19	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$118,899</i>	<i>\$145,963</i>	<i>\$41,556</i>	<i>\$41,556</i>

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
20	Total Positions	52.1	44.3	48.8	47.6
21	<i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$174,095</i>	<i>\$174,630</i>	<i>\$60,404</i>	<i>\$60,404</i>
22	Difference from FY11 Budget - Total Position		(7.8)	(3.3)	(4.5)
23	Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$535	(\$113,691)	(\$113,691)

Alain Locke School

Address	4550 Haverford Ave. Philadelphia, PA 19139	Grade Range	K-8
Phone / Fax	215.823.8202 / 215.823.5721	Comprehensive CTE	No
Website	www.philasd.org/schools/locke	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
Less than 10%	■■■■ INTERVENE	98th of 98 (N/A)	45th of 45 (N/A)

Achievement

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

Less than 10%	■■■■ INTERVENE	97th of 98 (N/A)	44th of 45 (N/A)
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Progress

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

Less than 10%	■■■■ INTERVENE	96th of 98 (N/A)	44th of 45 (N/A)
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Climate

The Climate domain measures student engagement and school climate.

Less than 10%	■■■■ INTERVENE	95th of 98 (N/A)	42nd of 45 (N/A)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

BLANKENBURG, RUDOLPH SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 3	PSSA Reading / Literacy Keystone	32.80%
Organization Code	1490	PSSA Math / Keystone	29.80%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	365	508	515
2 Poverty Rate	91.00%	95.30%	95.30%

Operating Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	16.0	19.9	21.1	17.5
5 Teachers - Special Education	3.0	6.0	6.0	6.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	0.0	0.0
7 Nurses/Health Services	0.4	0.5	0.5	0.5
8 Classroom Assistants/Teacher Assistants	0.0	5.0	3.0	3.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	0.0	0.0	0.0	0.0
11 Noontime Aides	5.0	5.0	4.0	4.0
12 Other	0.4	0.0	1.0	1.0
13 Total Positions	27.8	39.3	37.5	33.9
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$121,441	\$67,051	\$20,588	\$20,588

Grant Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	7.1	4.2	3.0	3.0
16 Counselors/Student Adv./ Soc. Serv. Liaisons	2.0	0.0	0.0	0.0
17 Support Services Assistants	4.0	10.0	12.0	12.0
18 Total Positions	13.1	14.2	15.0	15.0
19 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$143,368	\$156,867	\$246,808	\$246,808

Operating and Grant Funds Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
20 Total Positions	40.9	53.6	52.6	49.0
21 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$264,809	\$223,918	\$267,396	\$267,396
22 Difference from FY11 Budget - Total Position		12.7	11.7	8.1
23 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$40,891)	\$2,587	\$2,587

Rudolph Blankenburg School

Address	4600 W. Girard Ave. Philadelphia, PA 19131	Grade Range	K-8
Phone / Fax	215.581.5505 / 215.581.5922	Comprehensive CTE	No
Website	www.philasd.org/schools/blankenburg	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Achievement

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

Progress

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

Climate

The Climate domain measures student engagement and school climate.

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
20%	■■■■ INTERVENE	81st of 98 (-61)	31st of 45 (-35)
15%	■■■■ INTERVENE	65th of 98 (-73)	15th of 45 (-18)
24%	■■■■ INTERVENE	65th of 98 (-65)	27th of 45 (-56)
16%	■■■■ INTERVENE	88th of 98 (-84)	35th of 45 (-58)

Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

MIDDLE YEARS ALTERNATIVE(MYA) SCHOOL FOR THE HUMANITIES

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 3	PSSA Reading / Literacy Keystone	65.00%
Organization Code	1580	PSSA Math / Keystone	60.90%
School Level	MIDDLE SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	246	301	286
2 Poverty Rate	62.00%	89.04%	89.04%

Operating Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	1.0	1.0	1.0
4 Teachers - Regular Education	13.0	14.2	13.9	11.9
5 Teachers - Special Education	1.0	2.0	2.0	2.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	0.5	0.5
7 Nurses/Health Services	0.4	0.2	0.2	0.2
8 Classroom Assistants/Teacher Assistants	0.0	6.0	6.0	6.0
9 Secretaries	1.0	1.0	0.6	0.6
10 Noontime Aides	2.0	2.0	1.0	1.0
11 Other	0.0	0.0	0.0	0.0
12 Total Positions	20.4	27.4	25.2	23.2
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$55,617	\$12,712	\$19,048	\$19,048

Grant Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	1.5	0.1	0.0	0.0
15 Total Positions	1.5	0.1	0.0	0.0
16 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$54,584	\$51,597	\$53,462	\$53,462

Operating and Grant Funds Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
17 Total Positions	21.9	27.5	25.2	23.2
18 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$110,201	\$64,309	\$72,510	\$72,510
19 Difference from FY11 Budget - Total Position		5.6	3.3	1.3
20 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$45,892)	(\$37,691)	(\$37,691)

Middle Years Alternative School

Address 4725 Fairmount Ave.
Philadelphia, PA 19139

Phone / Fax 215.581.5633 / 215.581.5668

Website www.philasd.org/schools/mya

Grade Range 5-8

Comprehensive CTE No

Admissions Category Citywide

Turnaround Model N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
51%	■■■ REINFORCE	9th of 25 (-31)	5th of 18 (-30)

Achievement

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

39%	■■ WATCH	9th of 25 (-57)	4th of 18 (-50)
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Progress

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

53%	■■■ REINFORCE	11th of 25 (-39)	8th of 18 (-19)
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Climate

The Climate domain measures student engagement and school climate.

63%	■■■ REINFORCE	8th of 25 (-37)	4th of 18 (-36)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

HESTON, EDWARD SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 3	PSSA Reading / Literacy Keystone	33.00%
Organization Code	4300	PSSA Math / Keystone	27.30%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	455	511	511
2 Poverty Rate	90.00%	95.29%	95.29%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	18.0	20.6	20.6	19.4
5 Teachers - Special Education	4.0	5.0	5.0	5.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	0.5	0.5
7 Nurses/Health Services	1.0	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	2.0	9.0	9.0	9.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	0.0	0.0	0.0	0.0
11 Noontime Aides	5.0	5.0	4.0	4.0
12 Other	2.4	0.0	0.0	0.0
13 Total Positions	35.4	43.6	42.1	40.9
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$54,529	\$68,299	\$10,528	\$10,528

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	8.1	3.8	6.8	6.8
16 Counselors/Student Adv./ Soc. Serv. Liaisons	3.0	0.0	0.0	0.0
17 Classroom Assistants/Teacher Assistants	4.0	0.0	0.0	0.0
18 Support Services Assistants	5.0	2.0	2.0	2.0
19 Total Positions	20.1	5.8	8.8	8.8
20 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$69,523	\$181,191	\$91,282	\$91,282

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
21 Total Positions	55.5	49.4	50.9	49.7
22 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$124,052	\$249,490	\$101,810	\$101,810
23 Difference from FY11 Budget - Total Position		(6.1)	(4.6)	(5.8)
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$125,438	(\$22,242)	(\$22,242)

Edward Heston School

Address	1621 N. 54th St. Philadelphia, PA 19131	Grade Range	K-8
Phone / Fax	215.581.5514 / 215.581.5724	Comprehensive CTE	No
Website	N/A	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

The School Progress Report (SPR) provides parents, families, and community members with valuable information on the progress schools are making towards District-wide goals. Each school receives a score and a corresponding performance tier at the overall and domain levels. Each school also receives two rankings: one within all schools of the same grade configuration (City Rank) and one within a peer group of schools with similar student demographics (Peer Rank). A school is designated a City Leader if it ranks first among all schools with the same grade configuration. A school is designated a Peer Leader if it ranks first in its peer group.

Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
11%	■ ■ ■ ■ INTERVENE	92nd of 98 (-70)	39th of 45 (-44)

Achievement

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

10%	■ ■ ■ ■ INTERVENE	79th of 98 (-78)	27th of 45 (-23)
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Progress

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

15%	■ ■ ■ ■ INTERVENE	80th of 98 (-74)	35th of 45 (-65)
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Climate

The Climate domain measures student engagement and school climate.

5%	■ ■ ■ ■ INTERVENE	97th of 98 (-95)	44th of 45 (-69)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

PARKWAY WEST HS

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 3	PSSA Reading / Literacy Keystone	55.80%
Organization Code	5090	PSSA Math / Keystone	81.40%
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	285	320	354
2 Poverty Rate	74.00%	85.71%	85.71%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	1.0	1.0	1.0
4 Teachers - Regular Education	15.4	13.2	14.8	12.0
5 Teachers - Special Education	2.0	3.0	1.8	1.8
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	1.0	1.0
7 Nurses/Health Services	0.4	0.2	0.2	0.2
8 Classroom Assistants/Teacher Assistants	1.0	1.0	1.0	1.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Noontime Aides	3.0	2.0	2.0	2.0
11 Other	0.0	0.0	0.0	0.0
12 Total Positions	25.8	22.4	22.8	20.0
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$118,399	\$37,101	\$21,998	\$21,998

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	0.6	0.4	0.2	0.2
15 Classroom Assistants/Teacher Assistants	0.0	2.0	1.0	1.0
16 Support Services Assistants	3.0	0.0	0.0	0.0
17 Total Positions	3.6	2.4	1.2	1.2
18 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$58,028	\$17,706	\$30,241	\$30,241

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
19 Total Positions	29.4	24.8	24.0	21.2
20 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$176,427	\$54,807	\$52,239	\$52,239
21 Difference from FY11 Budget - Total Position		(4.6)	(5.4)	(8.2)
22 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$121,620)	(\$124,188)	(\$124,188)

Parkway West High School

Address	4725 Fairmount Ave. Philadelphia, PA 19139	Grade Range	9-12
Phone / Fax	215.581.5510 / 215.581.5600	Comprehensive CTE	No
Website	www.philasd.org/schools/parkwaywest	Admissions Category	Special Admission
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
53%	 REINFORCE	14th of 53 (-43)	3rd of 12 (-8)

Achievement

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

23%	 INTERVENE	17th of 53 (-75)	4th of 12 (-13)
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Progress

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

63%	 REINFORCE	8th of 53 (-34)	3rd of 12 (-10)
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Climate

The Climate domain measures student engagement and school climate.

68%	 REINFORCE	17th of 54 (-32)	4th of 12 (-17)
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College & Career

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

70%	 REINFORCE	20th of 53 (-30)	7th of 12 (-19)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

THE WORKSHOP SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 3	PSSA Reading / Literacy Keystone	N/A
Organization Code	8560	PSSA Math / Keystone	N/A
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	0	93	173
2 Poverty Rate	0.00%	95.95%	95.95%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	0.0	1.0	1.0	1.0
4 Teachers - Regular Education	0.0	3.8	9.0	7.0
5 Teachers - Special Education	0.0	0.0	1.0	1.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	0.0	0.5	1.0	1.0
7 Secretaries	0.0	1.0	1.0	1.0
8 Noontime Aides	0.0	1.0	1.0	1.0
9 Total Positions	0.0	7.3	14.0	12.0
10 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$0	\$35,317	\$20,958	\$20,958

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
11 Teachers - Regular Education	0.0	4.0	1.0	1.0
12 Support Services Assistants	0.0	0.0	1.0	1.0
13 Total Positions	0.0	4.0	2.0	2.0
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$0	\$0	\$92,140	\$92,140

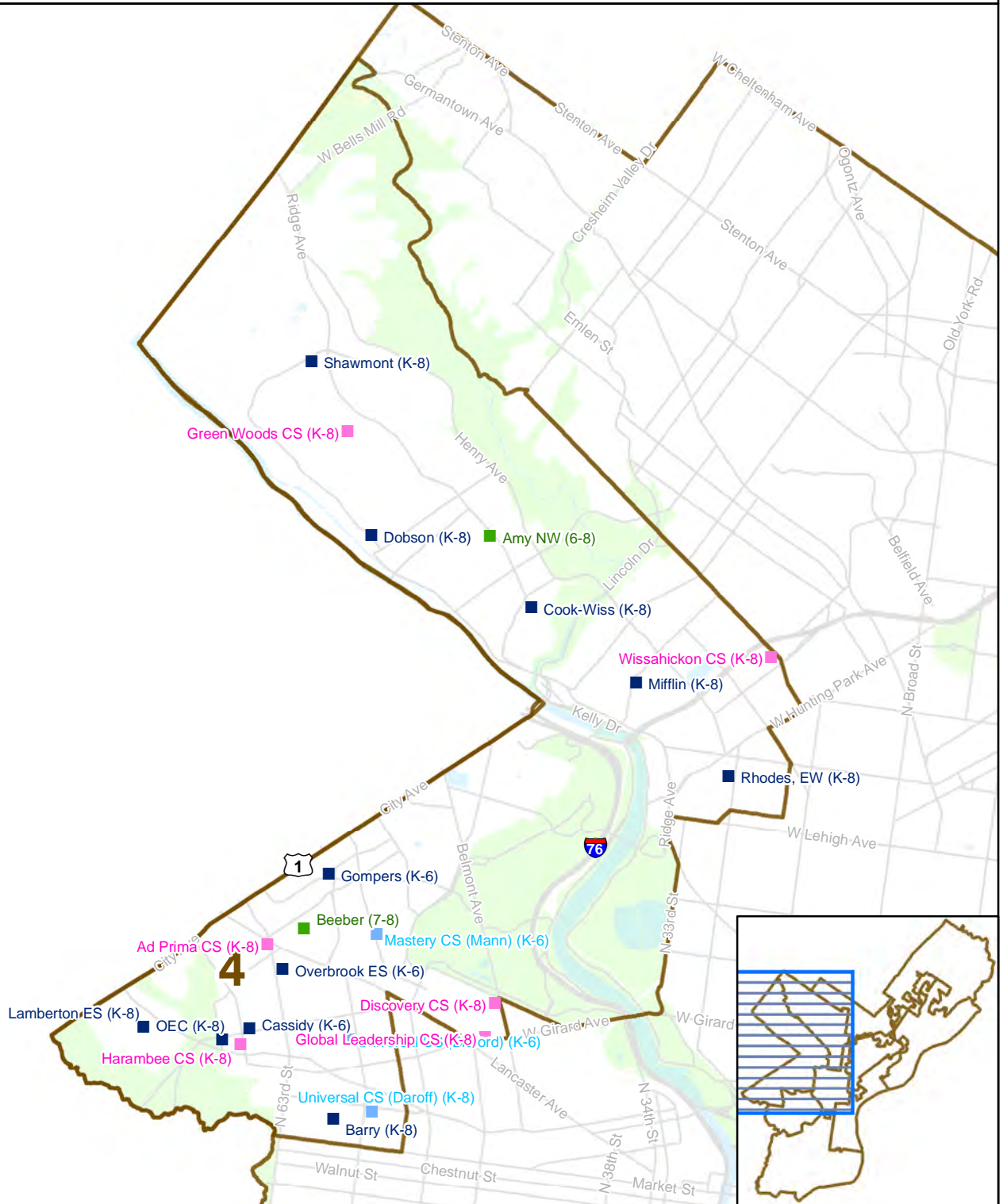
Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15 Total Positions	0.0	11.3	16.0	14.0
16 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$0	\$35,317	\$113,098	\$113,098
17 Difference from FY11 Budget - Total Position		11.3	16.0	14.0
18 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$35,317	\$113,098	\$113,098

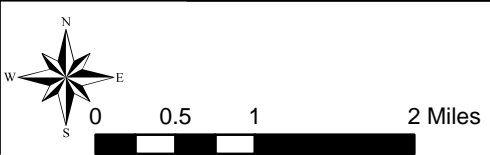
COUNCIL DISTRICT 4

THE SCHOOL DISTRICT OF PHILADELPHIA

4th Councilmanic District - Elementary and Middle Schools (2013/14)

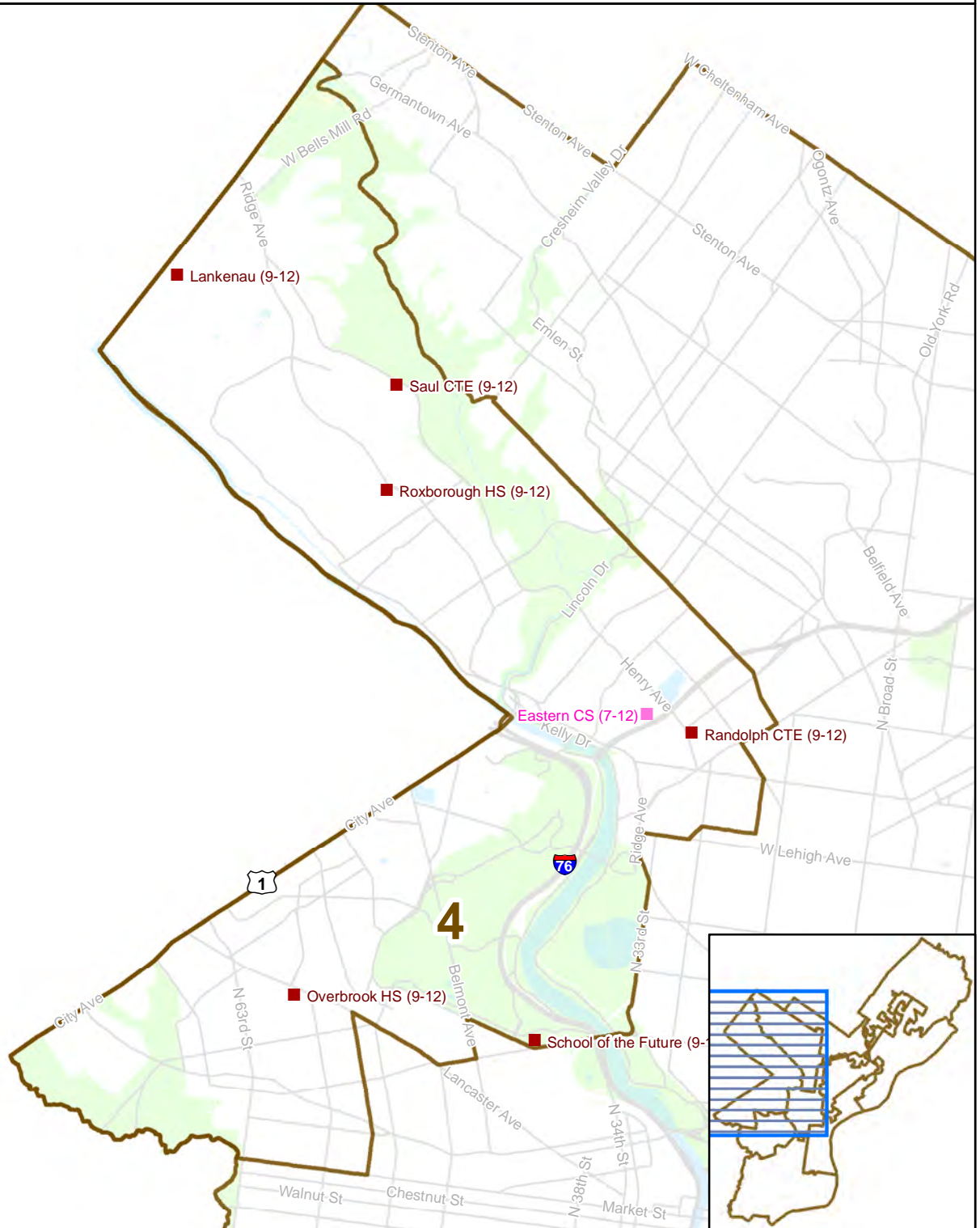


City Council	Elementary School	Charter
Middle School	Charter (Renaissance)	Middle Secondary
High School		

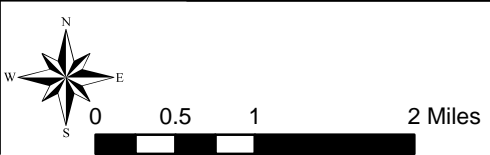


THE SCHOOL DISTRICT OF PHILADELPHIA

4th Councilmanic District - Middle Secondary and High Schools (2013/14)



City Council	Elementary School	Charter
Middle School	Charter (Renaissance)	
Middle Secondary		
High School		



SCHOOL OF THE FUTURE

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 4	PSSA Reading / Literacy Keystone	32.80%
Organization Code	1030	PSSA Math / Keystone	64.10%
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	397	704	724
2 Poverty Rate	84.00%	89.32%	89.32%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	2.0	2.0	2.0	2.0
4	Teachers - Regular Education	21.6	28.3	30.1	24.7
5	Teachers - Special Education	5.0	11.0	7.8	7.8
6	Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	1.0	1.0
7	Nurses/Health Services	1.0	1.0	1.0	1.0
8	Classroom Assistants/Teacher Assistants	2.0	7.0	4.0	4.0
9	Secretaries	1.0	1.0	1.0	1.0
10	Support Services Assistants	2.0	1.0	0.0	0.0
11	Noontime Aides	3.0	5.0	4.0	4.0
12	Other	2.0	0.0	0.0	0.0
13	Total Positions	40.6	57.3	50.9	45.5
14	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$228,858</i>	<i>\$162,534</i>	<i>\$13,998</i>	<i>\$13,998</i>

Grant Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15	Teachers - Regular Education	2.9	3.2	2.2	2.2
16	Teachers - Special Education	1.0	0.0	0.0	0.0
17	Counselors/Student Adv./ Soc. Serv. Liaisons	3.0	0.0	0.0	0.0
18	Classroom Assistants/Teacher Assistants	1.0	6.0	8.0	8.0
19	Support Services Assistants	0.0	0.0	2.0	2.0
20	Other	1.0	0.0	0.0	0.0
21	Total Positions	8.9	9.2	12.2	12.2
22	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$97,045</i>	<i>\$100,103</i>	<i>\$48,584</i>	<i>\$48,584</i>

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
23	Total Positions	49.5	66.5	63.1	57.7
24	<i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$325,903</i>	<i>\$262,637</i>	<i>\$62,582</i>	<i>\$62,582</i>
25	Difference from FY11 Budget - Total Position		17.0	13.6	8.2
26	Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$63,266)	(\$263,321)	(\$263,321)

High School of the Future

Address 4021 Parkside Ave.
Philadelphia, PA 19104
Phone / Fax 215.823.5500 / 215.823.5504
Website www.philasd.org/schools/hsof

Grade Range 9-12
Comprehensive CTE No
Admissions Category Citywide
Turnaround Model N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
32%	■■■ ■ WATCH	25th of 53 (-64)	Peer Leader

Achievement

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

12%	■■■ ■ INTERVENE	25th of 53 (-86)	Peer Leader
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Progress

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

20%	■■■ ■ INTERVENE	34th of 53 (-77)	4th of 19 (-7)
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Climate

The Climate domain measures student engagement and school climate.

67%	■■■ ■ REINFORCE	19th of 54 (-33)	Peer Leader
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College & Career

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

59%	■■■ ■ REINFORCE	23rd of 53 (-41)	Peer Leader
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

BARRY, COMM. JOHN SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 4	PSSA Reading / Literacy Keystone	21.00%
Organization Code	1200	PSSA Math / Keystone	21.90%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	744	799	814
2 Poverty Rate	94.00%	95.21%	95.21%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.4	2.0	2.0	2.0
4 Teachers - Regular Education	29.4	31.8	33.8	26.8
5 Teachers - Special Education	4.0	5.0	5.4	5.4
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	3.0	3.0	3.0
7 Nurses/Health Services	1.0	1.0	1.1	1.1
8 Classroom Assistants/Teacher Assistants	0.0	4.0	4.0	4.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Support Services Assistants	2.0	0.0	0.0	0.0
11 Noontime Aides	6.0	5.0	2.0	2.0
12 Other	0.4	1.0	1.0	1.0
13 Total Positions	48.2	53.8	53.3	46.3
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$21,192	\$198,230	\$210,648	\$210,648

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Principals/Assistant Principals	0.6	0.0	0.0	0.0
16 Teachers - Regular Education	13.8	10.8	8.2	8.2
17 Counselors/Student Adv./ Soc. Serv. Liaisons	3.0	0.4	0.4	0.4
18 Classroom Assistants/Teacher Assistants	2.0	0.0	1.0	1.0
19 Support Services Assistants	8.0	1.0	10.0	10.0
20 Total Positions	27.4	12.2	19.6	19.6
21 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$99,503	\$538,159	\$120,043	\$120,043

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
22 Total Positions	75.6	66.0	72.9	65.9
23 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$120,695	\$736,389	\$330,691	\$330,691
24 Difference from FY11 Budget - Total Position		(9.6)	(2.7)	(9.7)
25 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$615,694	\$209,996	\$209,996

John Barry School

Address	5900 Race St. Philadelphia, PA 19139	Grade Range	K-8
Phone / Fax	215.471.2744 / 215.471.6320	Comprehensive CTE	No
Website	N/A	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
32%	■■■ WATCH	59th of 98 (-49)	17th of 45 (-23)

Achievement

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

7%	■■■ INTERVENE	84th of 98 (-81)	32nd of 45 (-26)
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Progress

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

57%	■■■ REINFORCE	26th of 98 (-32)	12th of 45 (-23)
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Climate

The Climate domain measures student engagement and school climate.

8%	■■■ INTERVENE	94th of 98 (-92)	41st of 45 (-66)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

SLA AT BEEBER

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 4	PSSA Reading / Literacy Keystone	N/A
Organization Code	2651	PSSA Math / Keystone	N/A
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	0	0	238
2 Poverty Rate	0.00%	0.00%	0.00%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	0.0	0.0	1.0	1.0
4 Teachers - Regular Education	0.0	0.0	10.3	8.3
5 Teachers - Special Education	0.0	0.0	1.0	1.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	0.0	0.0	1.0	1.0
7 Other	0.0	0.0	1.0	1.0
8 Total Positions	0.0	0.0	14.3	12.3
9 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$0</i>	<i>\$0</i>	<i>\$23,358</i>	<i>\$23,358</i>

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
10 Total Positions	0.0	0.0	14.3	12.3
11 <i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$0</i>	<i>\$0</i>	<i>\$23,358</i>	<i>\$23,358</i>
12 Difference from FY11 Budget - Total Position		0.0	14.3	12.3
13 <i>Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other</i>		<i>\$0</i>	<i>\$23,358</i>	<i>\$23,358</i>

OVERBROOK HIGH SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 4	PSSA Reading / Literacy Keystone	10.50%
Organization Code	4020	PSSA Math / Keystone	32.80%
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	1435	983	938
2 Poverty Rate	84.00%	89.09%	89.09%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	4.0	2.0	2.0	2.0
4	Teachers - Regular Education	60.8	37.8	35.2	28.8
5	Teachers - Special Education	16.0	12.0	10.8	10.8
6	Counselors/Student Adv./ Soc. Serv. Liaisons	3.2	2.0	1.0	1.0
7	Nurses/Health Services	2.0	1.2	1.2	1.2
8	Classroom Assistants/Teacher Assistants	5.0	5.0	3.0	3.0
9	Secretaries	4.0	1.0	1.0	1.0
10	Support Services Assistants	2.0	0.0	0.0	0.0
11	Noontime Aides	13.0	7.0	6.0	6.0
12	Other	5.0	0.0	0.0	0.0
13	Total Positions	115.0	68.0	60.2	53.8
14	Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$170,936	\$11,691	\$45,358	\$45,358

Grant Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15	Principals/Assistant Principals	1.0	0.0	0.0	0.0
16	Teachers - Regular Education	29.6	4.0	6.2	6.2
17	Teachers - Special Education	3.0	0.0	0.0	0.0
18	Counselors/Student Adv./ Soc. Serv. Liaisons	3.8	0.0	1.0	1.0
19	Classroom Assistants/Teacher Assistants	2.0	3.0	3.0	3.0
20	Support Services Assistants	10.0	0.0	7.0	7.0
21	Other	2.0	0.0	0.0	0.0
22	Total Positions	51.4	7.0	17.2	17.2
23	Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$924,855	\$120,441	\$34,838	\$34,838

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
24	Total Positions	166.4	75.0	77.4	71.0
25	Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$1,095,791	\$132,132	\$80,196	\$80,196
26	Difference from FY11 Budget - Total Position		(91.4)	(89.0)	(95.4)
27	Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$963,659)	(\$1,015,595)	(\$1,015,595)

Overbrook High School

Address	5898 Lancaster Ave. Philadelphia, PA 19131	Grade Range	9-12
Phone / Fax	215.581.5507 / 215.581.3406	Comprehensive CTE	No
Website	www.philasd.org/schools/overbrookhs	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
Less than 10%	■■■■ INTERVENE	46th of 53 (N/A)	13th of 19 (N/A)

Achievement

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

Less than 10%	■■■■ INTERVENE	33rd of 53 (N/A)	4th of 19 (N/A)
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Progress

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

Less than 10%	■■■■ INTERVENE	48th of 53 (N/A)	15th of 19 (N/A)
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Climate

The Climate domain measures student engagement and school climate.

13%	■■■■ INTERVENE	48th of 54 (-87)	13th of 19 (-54)
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College & Career

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

12%	■■■■ INTERVENE	44th of 53 (-88)	10th of 18 (-47)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

BEEBER, DIMNER MIDDLE

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 4	PSSA Reading / Literacy Keystone	43.80%
Organization Code	4100	PSSA Math / Keystone	34.80%
School Level	MIDDLE SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	466	225	199
2 Poverty Rate	84.00%	89.91%	89.91%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	1.0	1.0	1.0
4 Teachers - Regular Education	23.1	9.6	9.0	7.6
5 Teachers - Special Education	5.0	6.0	5.0	5.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	0.5	0.5
7 Nurses/Health Services	1.0	0.4	0.4	0.4
8 Classroom Assistants/Teacher Assistants	0.0	3.0	2.0	2.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Support Services Assistants	0.0	4.0	0.0	0.0
11 Noontime Aides	4.0	3.0	2.0	2.0
12 Other	3.0	0.0	0.0	0.0
13 Total Positions	41.1	29.0	20.9	19.5
14 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$55,160</i>	<i>\$21,607</i>	<i>\$15,798</i>	<i>\$15,798</i>

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	3.6	1.0	1.4	1.4
16 Teachers - Special Education	1.0	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	3.0	0.2	0.2	0.2
18 Classroom Assistants/Teacher Assistants	2.6	0.0	1.0	1.0
19 Support Services Assistants	4.0	1.0	2.0	2.0
20 Other	0.0	0.0	0.0	0.0
21 Total Positions	14.2	2.2	4.6	4.6
22 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$92,434</i>	<i>\$32,350</i>	<i>\$39,847</i>	<i>\$39,847</i>

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
23 Total Positions	55.3	31.2	25.5	24.1
24 <i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$147,594</i>	<i>\$53,957</i>	<i>\$55,645</i>	<i>\$55,645</i>
25 Difference from FY11 Budget - Total Position		(24.1)	(28.8)	(31.2)
26 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$93,637)	(\$91,949)	(\$91,949)

Dimmer Beeber School

Address	5925 Malvern Ave. Philadelphia, PA 19131	Grade Range	6-8
Phone / Fax	215.581.5513 / 215.581.5694	Comprehensive CTE	No
Website	www.philasd.org/schools/beeber	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
17%	■ ■ ■ ■ INTERVENE	22nd of 25 (-65)	15th of 18 (-64)

Achievement

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

14%	■ ■ ■ ■ INTERVENE	16th of 25 (-82)	9th of 18 (-75)
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Progress

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

22%	■ ■ ■ ■ INTERVENE	18th of 25 (-70)	13th of 18 (-50)
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Climate

The Climate domain measures student engagement and school climate.

11%	■ ■ ■ ■ INTERVENE	24th of 25 (-89)	17th of 18 (-88)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

CASSIDY, LEWIS C. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 4	PSSA Reading / Literacy Keystone	44.60%
Organization Code	4240	PSSA Math / Keystone	40.80%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	630	562	550
2 Poverty Rate	83.00%	89.34%	89.34%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	1.0	1.0	1.0
4 Teachers - Regular Education	22.2	22.0	22.0	18.4
5 Teachers - Special Education	3.0	3.0	4.2	4.2
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	1.0	1.0
7 Nurses/Health Services	1.0	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	1.0	6.0	8.0	8.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Support Services Assistants	2.0	1.0	1.0	1.0
11 Noontime Aides	6.0	5.0	0.0	0.0
12 Other	0.0	0.0	0.0	0.0
13 Total Positions	40.2	41.0	39.2	35.6
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$27,229	\$22,341	\$61,688	\$61,688

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	12.1	5.8	4.8	4.8
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	2.0	0.0	0.0	0.0
18 Support Services Assistants	5.0	4.0	0.0	0.0
19 Total Positions	19.6	9.8	4.8	4.8
20 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$36,491	\$111,966	\$71,326	\$71,326

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
21 Total Positions	59.8	50.8	44.0	40.4
22 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$63,720	\$134,307	\$133,014	\$133,014
23 Difference from FY11 Budget - Total Position		(9.0)	(15.8)	(19.4)
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$70,587	\$69,294	\$69,294

Lewis C. Cassidy Academics Plus School

Address	6523 Lansdowne Ave. Philadelphia, PA 19151	Grade Range	K-6
Phone / Fax	215.581.5506 / 215.581.5581	Comprehensive CTE	No
Website	www.philasd.org/schools/cassidy	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
54%	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> REINFORCE	16th of 63 (-30)	4th of 14 (-12)

Achievement

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

27%	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> WATCH	28th of 63 (-46)	5th of 14 (-40)
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Progress

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

83%	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> MODEL	3rd of 63 (-3)	Peer Leader
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Climate

The Climate domain measures student engagement and school climate.

30%	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> WATCH	49th of 64 (-70)	13th of 14 (-60)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

GOMPERS, SAMUEL SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 4	PSSA Reading / Literacy Keystone	32.80%
Organization Code	4280	PSSA Math / Keystone	35.40%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	328	342	355
2 Poverty Rate	74.00%	84.82%	84.82%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	13.0	15.7	15.2	14.0
5 Teachers - Special Education	5.0	5.0	5.0	5.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	0.5	0.5
7 Nurses/Health Services	0.4	0.3	0.3	0.3
8 Classroom Assistants/Teacher Assistants	3.0	9.0	9.0	9.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	6.0	0.0	0.0	0.0
11 Noontime Aides	7.0	3.0	3.0	3.0
12 Other	0.0	0.0	0.0	0.0
13 Total Positions	37.4	36.0	35.0	33.8
14 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	\$31,250	\$23,073	\$13,588	\$13,588

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	5.4	1.8	4.3	4.3
16 Support Services Assistants	1.0	2.0	2.0	2.0
17 Total Positions	6.4	3.8	6.3	6.3
18 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	\$60,443	\$67,775	\$49,669	\$49,669

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
19 Total Positions	43.8	39.8	41.3	40.1
20 <i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	\$91,693	\$90,848	\$63,257	\$63,257
21 Difference from FY11 Budget - Total Position		(4.0)	(2.5)	(3.7)
22 <i>Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other</i>		(\$845)	(\$28,436)	(\$28,436)

Samuel Gompers School

Address	5701 Wynnefield Ave. Philadelphia, PA 19131	Grade Range	K-6
Phone / Fax	215.581.5503 / 215.581.5686	Comprehensive CTE	No
Website	www.philasd.org/schools/gompers	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
28%	■ ■ ■ ■ WATCH	46th of 63 (-56)	11th of 14 (-38)

Achievement

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

10%	■ ■ ■ ■ INTERVENE	48th of 63 (-63)	13th of 14 (-57)
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Progress

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

42%	■ ■ ■ ■ WATCH	35th of 63 (-44)	9th of 14 (-41)
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Climate

The Climate domain measures student engagement and school climate.

21%	■ ■ ■ ■ INTERVENE	57th of 64 (-79)	14th of 14 (-69)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

LAMBERTON, ROBERT E. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 4	PSSA Reading / Literacy Keystone	49.90%
Organization Code	4320	PSSA Math / Keystone	49.70%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	561	520	486
2 Poverty Rate	62.00%	83.43%	83.43%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	1.0	1.0	1.0
4 Teachers - Regular Education	23.0	22.5	20.8	18.4
5 Teachers - Special Education	3.0	8.0	8.0	8.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	0.5	0.5
7 Nurses/Health Services	0.0	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	0.0	12.0	12.0	12.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	0.0	0.0	0.0	0.0
11 Noontime Aides	8.0	4.0	4.0	4.0
12 Total Positions	38.0	50.5	48.3	45.9
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$46,553	\$36,148	\$21,928	\$21,928

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	9.0	2.2	3.4	3.4
15 Teachers - Special Education	0.0	0.0	0.0	0.0
16 Counselors/Student Adv./ Soc. Serv. Liaisons	3.2	0.0	0.0	0.0
17 Support Services Assistants	1.0	0.0	0.0	0.0
18 Total Positions	13.2	2.2	3.4	3.4
19 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$75,589	\$84,978	\$18,698	\$18,698

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
20 Total Positions	51.2	52.7	51.7	49.3
21 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$122,142	\$121,126	\$40,626	\$40,626
22 Difference from FY11 Budget - Total Position		1.5	0.5	(1.9)
23 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$1,016)	(\$81,516)	(\$81,516)

Robert E. Lamberton School

Address	7501 Woodbine Ave. Philadelphia, PA 19151	Grade Range	K-8
Phone / Fax	215.581.5650 / 215.581.3403	Comprehensive CTE	No
Website	www.philasd.org/schools/lamberton	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Achievement

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

Progress

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

Climate

The Climate domain measures student engagement and school climate.

Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
53%	 REINFORCE	18th of 98 (-28)	2nd of 5 (-14)
28%	 WATCH	41st of 98 (-60)	5th of 5 (-32)
63%	 REINFORCE	16th of 98 (-26)	Peer Leader
68%	 REINFORCE	24th of 98 (-32)	4th of 5 (-29)

RHODES ELEMENTARY SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 4	PSSA Reading / Literacy Keystone	40.10%
Organization Code	4350	PSSA Math / Keystone	25.30%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	504	720	604
2 Poverty Rate	0.00%	95.15%	95.15%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	0.0	2.0	1.0	1.0
4	Teachers - Regular Education	0.0	28.3	25.6	20.8
5	Teachers - Special Education	0.0	8.0	7.0	7.0
6	Counselors/Student Adv./ Soc. Serv. Liaisons	0.0	1.0	1.0	1.0
7	Nurses/Health Services	0.0	0.6	1.0	1.0
8	Classroom Assistants/Teacher Assistants	0.0	8.0	9.0	9.0
9	Secretaries	0.0	1.0	1.0	1.0
10	Support Services Assistants	0.0	5.0	0.0	0.0
11	Noontime Aides	0.0	3.0	4.0	4.0
12	Other	0.0	1.0	0.0	0.0
13	Total Positions	0.0	57.9	49.6	44.8
14	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$0</i>	<i>\$10,521</i>	<i>\$23,548</i>	<i>\$23,548</i>

Grant Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15	Teachers - Regular Education	0.0	7.1	7.8	7.8
16	Support Services Assistants	0.0	0.0	4.0	4.0
17	Total Positions	0.0	7.1	11.8	11.8
18	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$0</i>	<i>\$72,993</i>	<i>\$50,975</i>	<i>\$50,975</i>

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
19	Total Positions	0.0	65.0	61.4	56.6
20	<i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$0</i>	<i>\$83,514</i>	<i>\$74,523</i>	<i>\$74,523</i>
21	Difference from FY11 Budget - Total Position		65.0	61.4	56.6
22	<i>Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other</i>		<i>\$83,514</i>	<i>\$74,523</i>	<i>\$74,523</i>

Rhodes Middle School

Address 2900 W. Clearfield St.
Philadelphia, PA 19132
Phone / Fax 215.227.4402 / 215.227.4926
Website N/A

Grade Range 7-8
Comprehensive CTE No
Admissions Category Neighborhood
Turnaround Model N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
21%	■■■■ INTERVENE	18th of 25 (-61)	12th of 18 (-60)

Achievement

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

6%	■■■■ INTERVENE	21st of 25 (-90)	14th of 18 (-83)
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Progress

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

36%	■■■ WATCH	15th of 25 (-56)	11th of 18 (-36)
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Climate

The Climate domain measures student engagement and school climate.

9%	■■■■ INTERVENE	25th of 25 (-91)	18th of 18 (-90)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

OVERBROOK ELEMENTARY

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 4	PSSA Reading / Literacy Keystone	50.80%
Organization Code	4370	PSSA Math / Keystone	36.30%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	274	254	235
2 Poverty Rate	84.00%	93.68%	93.68%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	11.5	11.8	9.1	7.9
5 Teachers - Special Education	2.0	2.0	2.0	2.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	0.5	0.5
7 Nurses/Health Services	0.4	0.2	0.2	0.2
8 Secretaries	1.0	1.0	1.0	1.0
9 Support Services Assistants	1.0	0.0	0.0	0.0
10 Noontime Aides	4.0	2.0	2.0	2.0
11 Other	0.2	0.0	0.0	0.0
12 Total Positions	22.1	19.0	15.8	14.6
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$31,133	\$6,343	\$11,888	\$11,888

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	6.7	4.8	2.9	2.9
15 Support Services Assistants	2.0	2.0	1.0	1.0
16 Total Positions	8.7	6.8	3.9	3.9
17 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$70,963	\$71,567	\$12,820	\$12,820

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
18 Total Positions	30.8	25.8	19.7	18.5
19 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$102,096	\$77,910	\$24,708	\$24,708
20 Difference from FY11 Budget - Total Position		(5.0)	(11.1)	(12.3)
21 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$24,186)	(\$77,388)	(\$77,388)

Overbrook School

Address	2032 N. 62nd St. Philadelphia, PA 19151	Grade Range	K-5
Phone / Fax	215.581.5691 / 215.581.2175	Comprehensive CTE	No
Website	www.philasd.org/schools/overbrook	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
62%	 REINFORCE	8th of 63 (-22)	2nd of 14 (-4)

Achievement

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

35%	 WATCH	22nd of 63 (-38)	3rd of 14 (-32)
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Progress

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

77%	 MODEL	6th of 63 (-9)	3rd of 14 (-6)
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Climate

The Climate domain measures student engagement and school climate.

65%	 REINFORCE	23rd of 64 (-35)	7th of 14 (-25)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

OVERBROOK EDUCATIONAL CENTER

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 4	PSSA Reading / Literacy Keystone	70.50%
Organization Code	4480	PSSA Math / Keystone	72.50%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	274	220	233
2 Poverty Rate	52.00%	75.69%	75.69%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	18.5	15.6	10.8	9.8
5 Teachers - Special Education	19.0	18.0	9.4	9.4
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	0.0	0.0
7 Nurses/Health Services	0.6	0.6	0.6	0.6
8 Classroom Assistants/Teacher Assistants	5.0	8.0	10.0	10.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Support Services Assistants	2.0	0.0	0.0	0.0
11 Noontime Aides	1.0	3.0	3.0	3.0
12 Bus Attendants	4.0	4.0	0.0	0.0
13 Other	0.0	0.0	0.0	0.0
14 Total Positions	54.1	52.2	35.8	34.8
15 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$56,944	\$23,577	\$27,048	\$27,048

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
16 Teachers - Regular Education	1.1	0.9	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	2.0	0.6	0.0	0.0
18 Support Services Assistants	4.0	0.0	0.0	0.0
19 Total Positions	7.1	1.5	0.0	0.0
20 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$48,527	\$45,575	\$22,788	\$22,788

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
21 Total Positions	61.2	53.7	35.8	34.8
22 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$105,471	\$69,152	\$49,836	\$49,836
23 Difference from FY11 Budget - Total Position		(7.5)	(25.4)	(26.4)
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$36,319)	(\$55,635)	(\$55,635)

Overbrook Educational Center

Address: 6722 Lansdowne Ave.
Philadelphia, PA 19151
Phone / Fax: 215.581.5890 / 215.581.5677
Website: www.philasd.org/schools/oec

Grade Range: K-8
Comprehensive CTE: No
Admissions Category: Citywide
Turnaround Model: N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
67%	□ □ ■ □ REINFORCE	7th of 98 (-14)	Peer Leader

Achievement

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

60%	□ □ ■ □ REINFORCE	10th of 98 (-28)	Peer Leader
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Progress

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

62%	□ □ ■ □ REINFORCE	19th of 98 (-27)	2nd of 5 (-1)
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Climate

The Climate domain measures student engagement and school climate.

87%	□ □ □ ■ MODEL	10th of 98 (-13)	2nd of 5 (-10)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

ROXBOROUGH HIGH SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 4	PSSA Reading / Literacy Keystone	16.50%
Organization Code	6030	PSSA Math / Keystone	39.40%
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	633	621	530
2 Poverty Rate	76.00%	84.25%	84.25%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	3.0	1.0	1.0	1.0
4 Teachers - Regular Education	33.2	29.5	25.4	21.8
5 Teachers - Special Education	15.0	16.0	11.6	11.6
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.7	1.0	1.0	1.0
7 Nurses/Health Services	1.0	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	5.0	19.0	15.0	15.0
9 Secretaries	3.0	1.0	1.0	1.0
10 Noontime Aides	8.0	3.0	4.0	4.0
11 Other	2.0	0.0	0.0	0.0
12 Total Positions	71.9	71.5	60.0	56.4
13 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$185,771</i>	<i>\$88,662</i>	<i>\$16,638</i>	<i>\$16,638</i>

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	12.0	3.3	5.4	5.4
15 Teachers - Special Education	2.0	0.0	0.0	0.0
16 Counselors/Student Adv./ Soc. Serv. Liaisons	4.3	0.0	0.0	0.0
17 Classroom Assistants/Teacher Assistants	4.0	11.0	7.0	7.0
18 Support Services Assistants	2.0	0.0	0.0	0.0
19 Total Positions	24.3	14.3	12.4	12.4
20 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$22,150</i>	<i>\$55,160</i>	<i>\$61,275</i>	<i>\$61,275</i>

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
21 Total Positions	96.2	85.8	72.4	68.8
22 <i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$207,921</i>	<i>\$143,822</i>	<i>\$77,913</i>	<i>\$77,913</i>
23 Difference from FY11 Budget - Total Position		(10.4)	(23.8)	(27.4)
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$64,099)	(\$130,008)	(\$130,008)

Roxborough High School

Address	6498 Ridge Ave. Philadelphia, PA 19128	Grade Range	9-12
Phone / Fax	215.487.4464 / 215.487.4843	Comprehensive CTE	No
Website	www.philasd.org/schools/roxborough	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

The School Progress Report (SPR) provides parents, families, and community members with valuable information on the progress schools are making towards District-wide goals. Each school receives a score and a corresponding performance tier at the overall and domain levels. Each school also receives two rankings: one within all schools of the same grade configuration (City Rank) and one within a peer group of schools with similar student demographics (Peer Rank). A school is designated a City Leader if it ranks first among all schools with the same grade configuration. A school is designated a Peer Leader if it ranks first in its peer group.

Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
23%	■■■■ INTERVENE	29th of 53 (-73)	Peer Leader

Achievement

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

12%	■■■■ INTERVENE	25th of 53 (-86)	Peer Leader
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Progress

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

24%	■■■■ INTERVENE	29th of 53 (-73)	Peer Leader
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Climate

The Climate domain measures student engagement and school climate.

35%	■■■ WATCH	28th of 54 (-65)	Peer Leader
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College & Career

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

28%	■■■ WATCH	37th of 53 (-72)	3rd of 5 (-14)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

SAUL, WALTER B. HIGH SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 4	PSSA Reading / Literacy Keystone	59.10%
Organization Code	6040	PSSA Math / Keystone	87.90%
School Level	CAREER AND TECHNICAL HIGH SCHL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	570	583	578
2 Poverty Rate	60.00%	76.48%	76.48%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	1.0	1.0	1.0
4 Teachers - Regular Education	33.7	29.0	27.8	20.8
5 Teachers - Special Education	3.0	3.0	3.0	3.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.1	1.0	1.0	1.0
7 Nurses/Health Services	1.0	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	4.0	2.0	2.0	2.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Support Services Assistants	4.0	0.0	0.0	0.0
11 Noontime Aides	1.0	3.0	3.0	3.0
12 Other	2.8	0.0	0.0	0.0
13 Total Positions	54.6	41.0	39.8	32.8
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$303,614	\$37,572	\$30,958	\$30,958

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	0.4	0.0	0.2	0.2
16 Counselors/Student Adv./ Soc. Serv. Liaisons	1.9	0.0	0.0	0.0
17 Support Services Assistants	0.0	2.0	2.0	2.0
18 Total Positions	2.3	2.0	2.2	2.2
19 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$71,980	\$28,693	\$1,813	\$1,813

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
20 Total Positions	56.8	43.0	42.0	35.0
21 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$375,594	\$66,265	\$32,771	\$32,771
22 Difference from FY11 Budget - Total Position		(13.8)	(14.8)	(21.8)
23 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$309,329)	(\$342,823)	(\$342,823)

Walter B. Saul High School

Address	7100 Henry Ave. Philadelphia, PA 19128	Grade Range	9-12
Phone / Fax	215.487.4467 / 215.487.4844	Comprehensive CTE	Yes
Website	www.philasd.org/schools/saul	Admissions Category	Special Admission
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
58%	 REINFORCE	13th of 53 (-38)	4th of 5 (-29)

Achievement

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

35%	 WATCH	12th of 53 (-63)	4th of 5 (-35)
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Progress

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

57%	 REINFORCE	11th of 53 (-40)	3rd of 5 (-33)
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Climate

The Climate domain measures student engagement and school climate.

77%	 MODEL	13th of 54 (-23)	3rd of 5 (-20)
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College & Career

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

76%	 MODEL	17th of 53 (-24)	5th of 5 (-22)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

RANDOLPH TECH HIGH SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 4	PSSA Reading / Literacy Keystone	13.30%
Organization Code	6090	PSSA Math / Keystone	45.60%
School Level	CAREER AND TECHNICAL HIGH SCHL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	349	539	634
2 Poverty Rate	84.00%	90.07%	90.07%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	2.0	1.0	1.0
4 Teachers - Regular Education	23.5	30.9	32.1	24.7
5 Teachers - Special Education	3.0	4.0	3.0	3.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	0.5	0.5
7 Nurses/Health Services	0.6	0.8	0.8	0.8
8 Classroom Assistants/Teacher Assistants	0.0	0.0	0.0	0.0
9 Secretaries	1.0	1.0	0.0	0.0
10 Noontime Aides	12.0	4.0	5.0	5.0
11 Other	1.0	1.0	1.0	1.0
12 Total Positions	43.1	44.7	43.4	36.0
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$152,890	\$75,277	\$69,348	\$69,348

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	2.5	2.0	3.0	3.0
15 Counselors/Student Adv./ Soc. Serv. Liaisons	2.0	0.0	0.0	0.0
16 Support Services Assistants	0.0	0.0	0.0	0.0
17 Total Positions	4.5	2.0	3.0	3.0
18 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$77,924	\$201,475	\$186,623	\$186,623

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
19 Total Positions	47.6	46.7	46.4	39.0
20 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$230,814	\$276,752	\$255,971	\$255,971
21 Difference from FY11 Budget - Total Position		(0.9)	(1.2)	(8.6)
22 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$45,938	\$25,157	\$25,157

A. Philip Randolph Career and Technical High School

Address	2901 Henry Ave. Philadelphia, PA 19129	Grade Range	9-12
Phone / Fax	215.227.4407 / 215.227.8655	Comprehensive CTE	Yes
Website	www.philasd.org/schools/randolph	Admissions Category	Citywide
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
21%	■ ■ ■ ■ INTERVENE	31st of 53 (-75)	11th of 12 (-40)

Achievement

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

2%	■ ■ ■ ■ INTERVENE	46th of 53 (-96)	12th of 12 (-34)
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Progress

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

22%	■ ■ ■ ■ INTERVENE	31st of 53 (-75)	11th of 12 (-51)
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Climate

The Climate domain measures student engagement and school climate.

29%	■ ■ ■ ■ WATCH	34th of 54 (-71)	11th of 12 (-56)
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College & Career

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

59%	■ ■ ■ ■ REINFORCE	23rd of 53 (-41)	9th of 12 (-30)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

MIFFLIN, THOMAS SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 4	PSSA Reading / Literacy Keystone	40.00%
Organization Code	6320	PSSA Math / Keystone	44.80%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	233	294	292
2 Poverty Rate	85.00%	90.17%	90.17%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	10.2	14.0	12.8	11.6
5 Teachers - Special Education	2.0	2.0	3.0	3.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.5	0.5	0.5
7 Nurses/Health Services	1.0	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	0.0	0.0	1.0	1.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	0.0	0.0	0.0	0.0
11 Noontime Aides	5.0	1.0	2.0	2.0
12 Other	0.2	0.0	0.0	0.0
13 Total Positions	21.4	20.5	22.3	21.1
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$50,932	\$18,567	\$14,168	\$14,168

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	7.5	5.2	3.8	3.8
16 Counselors/Student Adv./ Soc. Serv. Liaisons	2.0	0.0	0.0	0.0
17 Support Services Assistants	2.0	0.0	0.0	0.0
18 Total Positions	11.5	5.2	3.8	3.8
19 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$73,384	\$109,543	\$41,764	\$41,764

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
20 Total Positions	32.9	25.7	26.1	24.9
21 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$124,316	\$128,110	\$55,932	\$55,932
22 Difference from FY11 Budget - Total Position		(7.2)	(6.8)	(8.0)
23 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$3,794	(\$68,384)	(\$68,384)

Thomas Mifflin School

Address	3624 Conrad St. Philadelphia, PA 19129	Grade Range	K-8
Phone / Fax	215.951.4007 / 215.951.4510	Comprehensive CTE	No
Website	www.philasd.org/schools/mifflin	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
39%	 WATCH	44th of 98 (-42)	8th of 21 (-30)

Achievement

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

27%	 WATCH	42nd of 98 (-61)	11th of 21 (-24)
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Progress

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

45%	 WATCH	40th of 98 (-44)	8th of 21 (-42)
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Climate

The Climate domain measures student engagement and school climate.

42%	 WATCH	53rd of 98 (-58)	14th of 21 (-31)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

SHAWMONT SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 4	PSSA Reading / Literacy Keystone	70.70%
Organization Code	6380	PSSA Math / Keystone	65.40%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	587	560	553
2 Poverty Rate	52.00%	70.59%	70.59%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	1.0	1.0	1.0	1.0
4	Teachers - Regular Education	23.2	23.0	21.8	19.4
5	Teachers - Special Education	4.0	3.0	3.0	3.0
6	Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	1.0	1.0
7	Nurses/Health Services	1.0	1.0	1.0	1.0
8	Classroom Assistants/Teacher Assistants	5.0	10.0	8.0	8.0
9	Secretaries	2.0	1.0	1.0	1.0
10	Support Services Assistants	4.0	1.0	0.0	0.0
11	Noontime Aides	6.0	3.0	3.0	3.0
12	Total Positions	47.2	44.0	39.8	37.4
13	Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$80,852	\$32,370	\$24,608	\$24,608

Grant Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14	Teachers - Regular Education	6.8	1.8	3.0	3.0
15	Teachers - Special Education	0.5	0.0	0.0	0.0
16	Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.0	0.0	0.0
17	Classroom Assistants/Teacher Assistants	1.0	1.0	1.0	1.0
18	Support Services Assistants	0.0	0.0	0.0	0.0
19	Total Positions	9.3	2.8	4.0	4.0
20	Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$26,903	\$99,886	\$32,130	\$32,130

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
21	Total Positions	56.5	46.8	43.8	41.4
22	Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$107,755	\$132,256	\$56,738	\$56,738
23	Difference from FY11 Budget - Total Position		(9.7)	(12.7)	(15.1)
24	Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$24,501	(\$51,017)	(\$51,017)

Shawmont School

Address	535 Shawmont Ave. Philadelphia, PA 19128	Grade Range	K-8
Phone / Fax	215.487.4466 / 215.487.4815	Comprehensive CTE	No
Website	www.philasd.org/schools/shawmont	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Achievement

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

Progress

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

Climate

The Climate domain measures student engagement and school climate.

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
70%	 REINFORCE	5th of 98 (-11)	3rd of 9 (-11)
68%	 REINFORCE	7th of 98 (-20)	6th of 9 (-20)
64%	 REINFORCE	15th of 98 (-25)	2nd of 9 (-14)
87%	 MODEL	10th of 98 (-13)	5th of 9 (-13)

Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

COOK-WISSAHICKON SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 4	PSSA Reading / Literacy Keystone	73.10%
Organization Code	6410	PSSA Math / Keystone	67.00%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	426	458	454
2 Poverty Rate	61.00%	77.56%	77.56%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	1.0	1.0	1.0
4 Teachers - Regular Education	18.4	20.8	19.6	17.2
5 Teachers - Special Education	5.0	5.0	5.0	5.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.5	0.0	0.0
7 Nurses/Health Services	1.0	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	12.0	16.0	16.0	16.0
9 Secretaries	1.6	1.0	1.0	1.0
10 Support Services Assistants	2.0	0.0	1.0	1.0
11 Noontime Aides	5.0	2.0	4.0	4.0
12 Total Positions	48.0	47.3	48.6	46.2
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$55,282	\$41,815	\$33,788	\$33,788

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	8.0	4.0	3.2	3.2
15 Support Services Assistants	3.0	1.0	0.0	0.0
16 Total Positions	11.0	5.0	3.2	3.2
17 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$55,106	\$68,623	\$4,046	\$4,046

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
18 Total Positions	59.0	52.3	51.8	49.4
19 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$110,388	\$110,438	\$37,834	\$37,834
20 Difference from FY11 Budget - Total Position		(6.7)	(7.2)	(9.6)
21 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$50	(\$72,554)	(\$72,554)

Cook-Wissahickon School

Address	201 E. Salignac St. Philadelphia, PA 19128	Grade Range	K-8
Phone / Fax	215.487.4463 / 215.487.4808	Comprehensive CTE	No
Website	www.philasd.org/schools/cookwissahickon	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
44%	■ ■ ■ ■ WATCH	34th of 98 (-37)	8th of 9 (-37)

Achievement

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

63%	■ ■ ■ ■ REINFORCE	8th of 98 (-25)	7th of 9 (-25)
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Progress

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

26%	■ ■ ■ ■ WATCH	62nd of 98 (-63)	6th of 9 (-52)
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Climate

The Climate domain measures student engagement and school climate.

61%	■ ■ ■ ■ REINFORCE	29th of 98 (-39)	8th of 9 (-39)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

DOBSON, JAMES SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 4	PSSA Reading / Literacy Keystone	72.40%
Organization Code	6450	PSSA Math / Keystone	70.70%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	250	297	303
2 Poverty Rate	61.00%	77.18%	77.18%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	1.0	1.0	1.0	1.0
4	Teachers - Regular Education	13.2	13.7	13.5	11.3
5	Teachers - Special Education	4.0	6.0	7.0	7.0
6	Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.5	0.5	0.5
7	Nurses/Health Services	0.6	1.0	1.0	1.0
8	Classroom Assistants/Teacher Assistants	6.0	11.0	11.0	11.0
9	Secretaries	1.0	1.0	1.0	1.0
10	Support Services Assistants	1.0	0.0	0.0	0.0
11	Noontime Aides	4.0	2.0	3.0	3.0
12	Other	0.2	0.0	0.0	0.0
13	Total Positions	32.0	36.2	38.0	35.8
14	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$59,725</i>	<i>\$6,737</i>	<i>\$14,608</i>	<i>\$14,608</i>

Grant Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15	Teachers - Regular Education	6.2	1.8	1.8	1.8
16	Teachers - Special Education	0.5	0.0	0.0	0.0
17	Support Services Assistants	1.0	1.0	1.0	1.0
18	Total Positions	7.7	2.8	2.8	2.8
19	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$19,479</i>	<i>\$55,879</i>	<i>\$15,064</i>	<i>\$15,064</i>

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
20	Total Positions	39.7	39.0	40.8	38.6
21	<i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$79,204</i>	<i>\$62,616</i>	<i>\$29,672</i>	<i>\$29,672</i>
22	Difference from FY11 Budget - Total Position		(0.7)	1.1	(1.1)
23	<i>Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other</i>		<i>(\$16,588)</i>	<i>(\$49,532)</i>	<i>(\$49,532)</i>

James Dobson School

Address	4667 Umbria St. Philadelphia, PA 19127	Grade Range	K-8
Phone / Fax	215.487.4460 / 215.487.4804	Comprehensive CTE	No
Website	www.philasd.org/schools/dobson	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
64%	■■■ REINFORCE	9th of 98 (-17)	4th of 9 (-17)

Achievement

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

71%	■■■ REINFORCE	5th of 98 (-17)	4th of 9 (-17)
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Progress

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

55%	■■■ REINFORCE	29th of 98 (-34)	4th of 9 (-23)
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Climate

The Climate domain measures student engagement and school climate.

78%	■■■ MODEL	15th of 98 (-22)	7th of 9 (-22)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

AMY NORTHWEST

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 4	PSSA Reading / Literacy Keystone	82.70%
Organization Code	6480	PSSA Math / Keystone	74.90%
School Level	MIDDLE SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	244	284	305
2 Poverty Rate	60.00%	77.54%	77.54%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	1.0	1.0	1.0	1.0
4	Teachers - Regular Education	12.2	12.5	13.7	11.3
5	Teachers - Special Education	1.0	2.0	2.0	2.0
6	Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.5	0.5	0.5
7	Nurses/Health Services	0.4	0.2	0.2	0.2
8	Classroom Assistants/Teacher Assistants	0.0	4.0	4.0	4.0
9	Secretaries	1.0	1.0	1.0	1.0
10	Support Services Assistants	3.0	0.0	0.0	0.0
11	Noontime Aides	0.0	1.0	2.0	2.0
12	Total Positions	19.6	22.2	24.4	22.0
13	Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$99,473	\$23,152	\$23,138	\$23,138

Grant Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14	Teachers - Regular Education	1.3	0.0	0.1	0.1
15	Teachers - Special Education	0.5	0.0	0.0	0.0
16	Support Services Assistants	0.0	1.0	0.0	0.0
17	Total Positions	1.8	1.0	0.1	0.1
18	Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$12,184	\$15,652	\$18,711	\$18,711

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
19	Total Positions	21.4	23.2	24.5	22.1
20	Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$111,657	\$38,804	\$41,849	\$41,849
21	Difference from FY11 Budget - Total Position		1.8	3.1	0.7
22	Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$72,853)	(\$69,808)	(\$69,808)

Academy for the Middle Years at Northwest

Address	6000 Ridge Ave. Philadelphia, PA 19128	Grade Range	6-8
Phone / Fax	215.487.7600 / 215.487.7505	Comprehensive CTE	No
Website	www.philasd.org/schools/amywnw	Admissions Category	Special Admission
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
65%	■■■ ■ REINFORCE	5th of 25 (-17)	3rd of 18 (-16)

Achievement

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

64%	■■■ ■ REINFORCE	5th of 25 (-32)	2nd of 18 (-25)
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Progress

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

51%	■■■ ■ REINFORCE	12th of 25 (-41)	9th of 18 (-21)
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Climate

The Climate domain measures student engagement and school climate.

95%	■■■ ■ MODEL	4th of 25 (-5)	2nd of 18 (-4)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

LANKENAU HIGH SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 4	PSSA Reading / Literacy Keystone	43.50%
Organization Code	6540	PSSA Math / Keystone	58.70%
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	268	320	368
2 Poverty Rate	60.00%	82.80%	82.80%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	2.0	1.0	1.0	1.0
4	Teachers - Regular Education	14.4	13.4	15.0	12.2
5	Teachers - Special Education	1.0	1.0	1.0	1.0
6	Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	1.0	1.0
7	Nurses/Health Services	0.4	0.3	0.3	0.3
8	Classroom Assistants/Teacher Assistants	0.0	1.0	1.0	1.0
9	Secretaries	1.0	1.0	1.0	1.0
10	Support Services Assistants	0.0	1.0	0.0	0.0
11	Noontime Aides	1.0	1.0	3.0	3.0
12	Other	1.4	0.0	0.0	0.0
13	Total Positions	22.2	20.7	23.3	20.5
14	Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$45,593	\$24,803	\$22,558	\$22,558

Grant Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15	Teachers - Regular Education	1.0	0.0	0.0	0.0
16	Teachers - Special Education	0.5	0.0	0.0	0.0
17	Total Positions	1.5	0.0	0.0	0.0
18	Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$14,801	\$61,003	\$51,867	\$51,867

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
19	Total Positions	23.7	20.7	23.3	20.5
20	Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$60,394	\$85,806	\$74,425	\$74,425
21	Difference from FY11 Budget - Total Position		(3.0)	(0.4)	(3.2)
22	Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$25,412	\$14,031	\$14,031

Lankenau High School

Address	201 Spring Lane Philadelphia, PA 19128	Grade Range	9-12
Phone / Fax	215.487.4465 / 215.487.4879	Comprehensive CTE	No
Website	www.philasd.org/schools/lankenau	Admissions Category	Special Admission
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
46%	■ ■ ■ ■ WATCH	16th of 53 (-50)	5th of 12 (-15)

Achievement

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

24%	■ ■ ■ ■ INTERVENE	16th of 53 (-74)	3rd of 12 (-12)
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Progress

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

31%	■ ■ ■ ■ WATCH	19th of 53 (-66)	8th of 12 (-42)
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Climate

The Climate domain measures student engagement and school climate.

76%	■ ■ ■ ■ MODEL	16th of 54 (-24)	3rd of 12 (-9)
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College & Career

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

89%	■ ■ ■ ■ MODEL	8th of 53 (-11)	Peer Leader
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

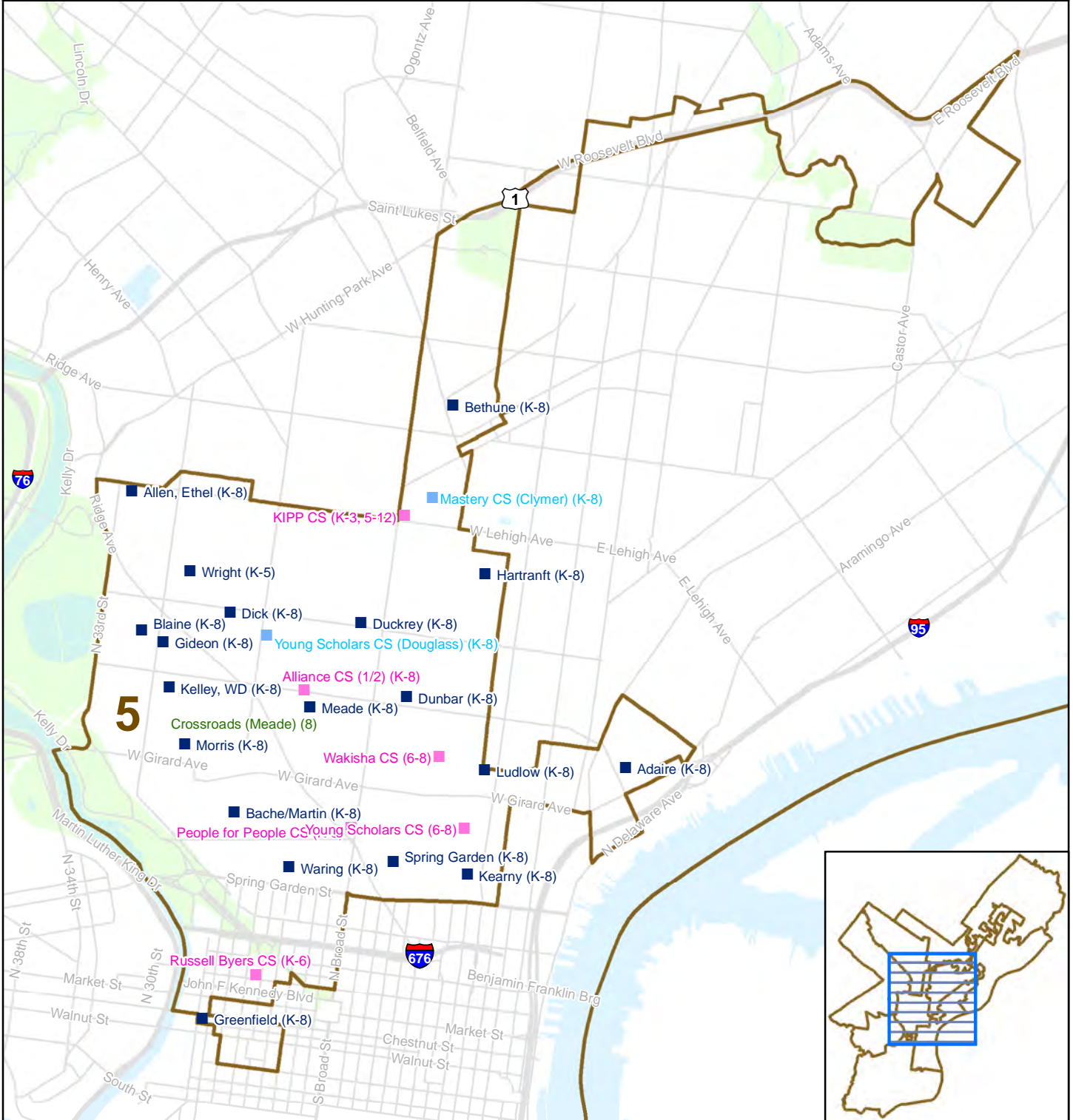
Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

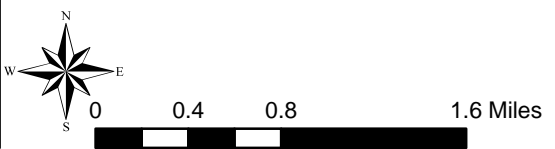
COUNCIL DISTRICT 5

THE SCHOOL DISTRICT OF PHILADELPHIA

5th Councilmanic District - Elementary and Middle Schools (2013/14)

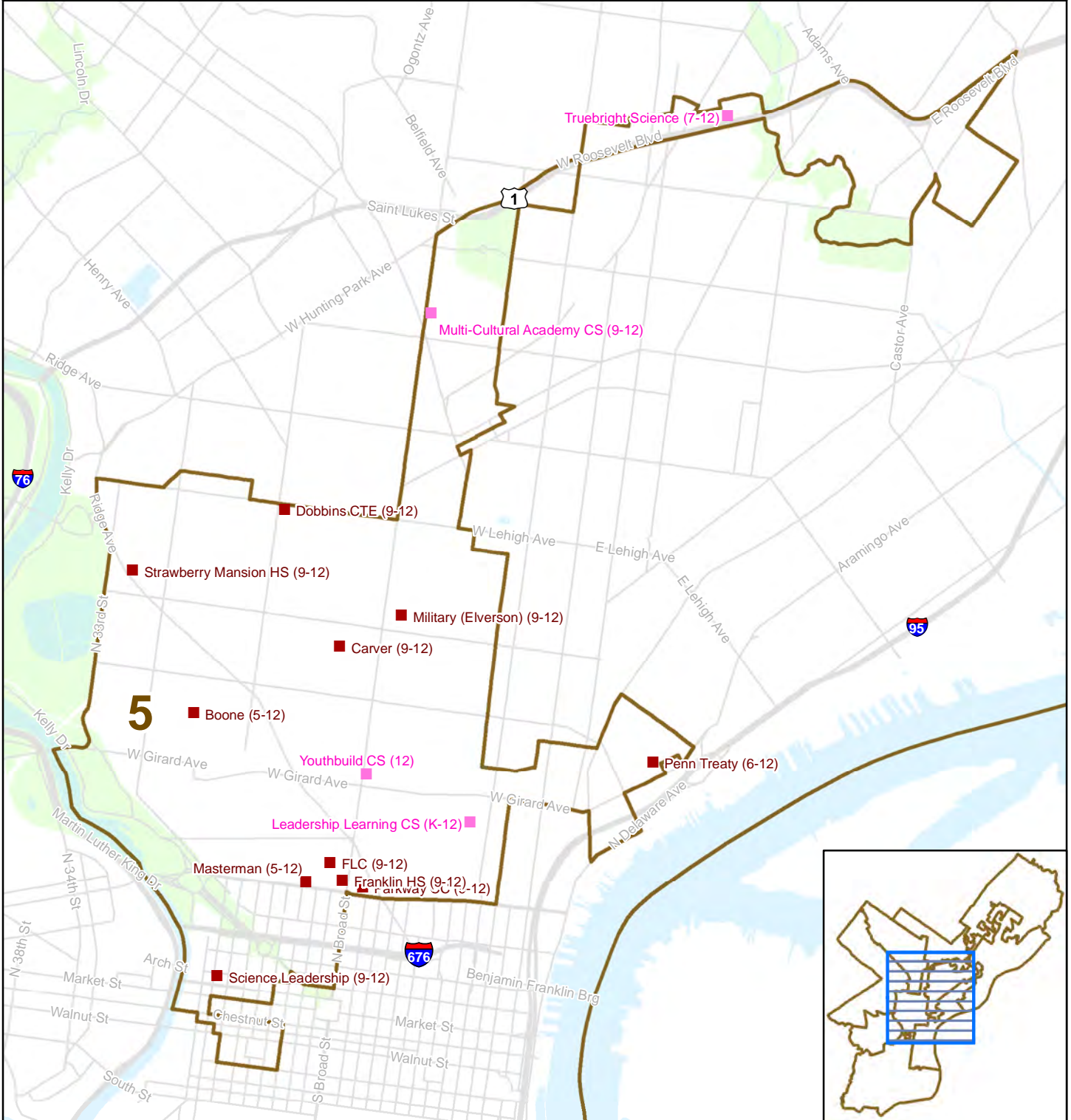


City Council	Elementary School	Charter
Middle School	Charter (Renaissance)	
Middle Secondary		
High School		

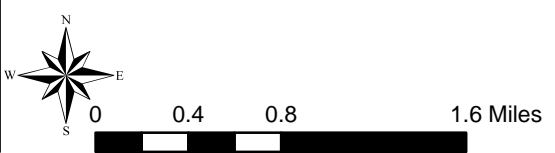


THE SCHOOL DISTRICT OF PHILADELPHIA

5th Councilmanic District - Middle Secondary and High Schools (2013/14)



City Council	Elementary School	Charter
Middle School	Middle Secondary	Charter (Renaissance)
High School		



FRANKLIN BENJAMIN HIGH SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 5	PSSA Reading / Literacy Keystone	12.10%
Organization Code	2010	PSSA Math / Keystone	24.60%
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	651	850	838
2 Poverty Rate	89.00%	90.16%	90.16%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	3.0	2.0	2.0	2.0
4 Teachers - Regular Education	31.2	39.8	39.6	33.8
5 Teachers - Special Education	13.0	12.0	11.0	11.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	2.2	2.6	1.5	1.5
7 Nurses/Health Services	1.2	0.7	0.7	0.7
8 Classroom Assistants/Teacher Assistants	4.0	14.0	11.0	11.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Noontime Aides	7.0	6.0	6.0	6.0
11 Other	3.0	0.0	0.2	0.2
12 Total Positions	66.6	78.1	73.0	67.2
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$175,275	\$18,029	\$24,338	\$24,338

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	12.8	5.2	6.4	6.4
15 Teachers - Special Education	2.0	0.0	0.0	0.0
16 Counselors/Student Adv./ Soc. Serv. Liaisons	2.8	0.2	1.3	1.3
17 Classroom Assistants/Teacher Assistants	2.0	4.0	4.0	4.0
18 Support Services Assistants	7.0	7.0	5.0	5.0
19 Other	0.0	0.0	1.0	1.0
20 Total Positions	26.6	16.4	17.7	17.7
21 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$87,400	\$37,047	\$79,224	\$79,224

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
22 Total Positions	93.2	94.5	90.7	84.9
23 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$262,675	\$55,076	\$103,562	\$103,562
24 Difference from FY11 Budget - Total Position		1.3	(2.5)	(8.3)
25 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$207,599)	(\$159,113)	(\$159,113)

Benjamin Franklin High School

Address	550 N. Broad St. Philadelphia, PA 19130	Grade Range	9-12
Phone / Fax	215.299.4662 / 215.299.7285	Comprehensive CTE	No
Website	www.philasd.org/schools/benfranklin	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
Less than 10%	■ ■ ■ ■ INTERVENE	51st of 53 (N/A)	17th of 19 (N/A)

Achievement

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

Less than 10%	■ ■ ■ ■ INTERVENE	50th of 53 (N/A)	16th of 19 (N/A)
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Progress

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

Less than 10%	■ ■ ■ ■ INTERVENE	52nd of 53 (N/A)	18th of 19 (N/A)
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Climate

The Climate domain measures student engagement and school climate.

18%	■ ■ ■ ■ INTERVENE	46th of 54 (-82)	12th of 19 (-49)
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College & Career

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

Less than 10%	■ ■ ■ ■ INTERVENE	47th of 53 (N/A)	12th of 18 (N/A)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

MASTERMAN, JULIA R. SR. HIGH

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 5	PSSA Reading / Literacy Keystone	100.00%
Organization Code	2140	PSSA Math / Keystone	100.00%
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	1179	1178	1169
2 Poverty Rate	45.00%	46.22%	46.22%

Operating Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	3.0	2.0	2.0	2.0
4 Teachers - Regular Education	62.0	53.5	52.6	43.6
5 Teachers - Special Education	2.0	2.0	1.0	1.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	2.0	2.0	2.0
7 Nurses/Health Services	1.4	1.3	1.3	1.3
8 Classroom Assistants/Teacher Assistants	2.0	4.0	4.0	4.0
9 Secretaries	3.0	2.2	2.0	2.0
10 Support Services Assistants	5.0	0.0	0.0	0.0
11 Noontime Aides	6.0	2.0	0.0	0.0
12 Other	3.0	1.0	0.6	0.6
13 Total Positions	88.4	70.0	65.5	56.5
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$312,242	\$27,159	\$40,125	\$40,125

Grant Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	1.9	1.5	0.4	0.4
16 Counselors/Student Adv./ Soc. Serv. Liaisons	4.0	0.0	0.0	0.0
17 Classroom Assistants/Teacher Assistants	0.0	0.0	0.0	0.0
18 Secretaries	0.0	0.8	0.0	0.0
19 Support Services Assistants	0.0	0.0	0.0	0.0
20 Total Positions	5.9	2.3	0.4	0.4
21 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$114,165	\$30,478	\$27,890	\$27,890

Operating and Grant Funds Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
22 Total Positions	94.3	72.3	65.9	56.9
23 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$426,407	\$57,637	\$68,015	\$68,015
24 Difference from FY11 Budget - Total Position		(22.1)	(28.5)	(37.5)
25 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$368,770)	(\$358,392)	(\$358,392)

Julia R. Masterman School

Address	1699 Spring Garden St. Philadelphia, PA 19130	Grade Range	5-8
Phone / Fax	215.299.4661 / 215.299.3425	Comprehensive CTE	No
Website	www.philasd.org/schools/masterman	Admissions Category	Special Admission
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
81%	■■■ MODEL	2nd of 25 (-1)	2nd of 7 (-1)

Achievement

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

96%	■■■ MODEL	City Leader	Peer Leader
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Progress

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

64%	■■■ REINFORCE	6th of 25 (-28)	2nd of 7 (-28)
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Climate

The Climate domain measures student engagement and school climate.

100%	■■■ MODEL	City Leader	Peer Leader
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

Julia R. Masterman School

Address	1699 Spring Garden St. Philadelphia, PA 19130	Grade Range	9-12
Phone / Fax	215.299.4661 / 215.299.3425	Comprehensive CTE	No
Website	www.philasd.org/schools/masterman	Admissions Category	Special Admission
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Achievement

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

Progress

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

Climate

The Climate domain measures student engagement and school climate.

College & Career

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
93%	■■■■ MODEL	2nd of 53 (-3)	2nd of 4 (-3)
98%	■■■■ MODEL	City Leader	Peer Leader
83%	■■■■ MODEL	4th of 53 (-14)	2nd of 4 (-14)
100%	■■■■ MODEL	City Leader	Peer Leader
100%	■■■■ MODEL	City Leader	Peer Leader

Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

BACHE-MARTIN SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 5	PSSA Reading / Literacy Keystone	41.30%
Organization Code	2210	PSSA Math / Keystone	39.00%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	362	413	434
2 Poverty Rate	83.00%	83.57%	83.57%

Operating Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	2.0	1.0	1.0
4 Teachers - Regular Education	15.5	19.1	19.6	18.6
5 Teachers - Special Education	8.0	9.0	10.4	10.4
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.5	0.5	0.5
7 Nurses/Health Services	1.0	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	2.0	12.0	13.0	13.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	0.0	0.0	0.0	0.0
11 Noontime Aides	3.0	5.0	3.0	3.0
12 Other	0.0	0.0	0.0	0.0
13 Total Positions	33.5	49.6	49.5	48.5
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$49,607	\$25,261	\$19,848	\$19,848

Grant Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	16.7	2.2	4.1	4.1
16 Counselors/Student Adv./ Soc. Serv. Liaisons	3.2	0.0	0.0	0.0
17 Classroom Assistants/Teacher Assistants	6.0	0.0	0.0	0.0
18 Other	0.6	0.0	0.0	0.0
19 Total Positions	26.5	2.2	4.1	4.1
20 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$69,408	\$119,419	\$28,461	\$28,461

Operating and Grant Funds Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
21 Total Positions	60.0	51.8	53.6	52.6
22 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$119,015	\$144,680	\$48,309	\$48,309
23 Difference from FY11 Budget - Total Position		(8.2)	(6.4)	(7.4)
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$25,665	(\$70,706)	(\$70,706)

Bache-Martin School

Address	2201 Brown St. Philadelphia, PA 19130	Grade Range	K-8
Phone / Fax	215.684.5074 / 215.684.5446	Comprehensive CTE	No
Website	www.philasd.org/schools/bachemartin	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
23%	■ □ □ □ INTERVENE	72nd of 98 (-58)	17th of 21 (-46)

Achievement

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

27%	□ ■ □ □ WATCH	42nd of 98 (-61)	11th of 21 (-24)
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Progress

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

0%	■ □ □ □ INTERVENE	97th of 98 (-89)	21st of 21 (-87)
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Climate

The Climate domain measures student engagement and school climate.

71%	□ □ ■ □ REINFORCE	21st of 98 (-29)	3rd of 21 (-2)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

FRANKLIN LEARNING CENTER

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 5	PSSA Reading / Literacy Keystone	51.50%
Organization Code	2290	PSSA Math / Keystone	83.20%
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	670	817	820
2 Poverty Rate	73.00%	83.52%	83.52%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	2.0	2.0	2.0	2.0
4	Teachers - Regular Education	34.0	33.4	34.3	27.9
5	Teachers - Special Education	1.0	2.0	2.0	2.0
6	Counselors/Student Adv./ Soc. Serv. Liaisons	2.3	1.0	1.0	1.0
7	Nurses/Health Services	1.0	0.6	0.6	0.6
8	Classroom Assistants/Teacher Assistants	1.0	0.0	0.0	0.0
9	Secretaries	3.0	1.0	1.0	1.0
10	Support Services Assistants	1.0	0.0	0.0	0.0
11	Noontime Aides	4.0	6.0	6.0	6.0
12	Other	2.0	0.0	0.0	0.0
13	Total Positions	51.3	46.0	46.9	40.5
14	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$417,968</i>	<i>\$47,767</i>	<i>\$22,038</i>	<i>\$22,038</i>

Grant Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15	Teachers - Regular Education	2.3	0.2	0.9	0.9
16	Teachers - Special Education	0.5	0.0	0.0	0.0
17	Counselors/Student Adv./ Soc. Serv. Liaisons	1.7	0.0	0.0	0.0
18	Total Positions	4.5	0.2	0.9	0.9
19	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$56,197</i>	<i>\$135,311</i>	<i>\$28,164</i>	<i>\$28,164</i>

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
20	Total Positions	55.8	46.2	47.8	41.4
21	<i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$474,165</i>	<i>\$183,078</i>	<i>\$50,202</i>	<i>\$50,202</i>
22	Difference from FY11 Budget - Total Position		(9.6)	(8.0)	(14.4)
23	<i>Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other</i>		<i>(\$291,087)</i>	<i>(\$423,963)</i>	<i>(\$423,963)</i>

Franklin Learning Center

Address	616 N. 15th St. Philadelphia, PA 19130	Grade Range	9-12
Phone / Fax	215.684.5916 / 215.684.8969	Comprehensive CTE	No
Website	www.flc.phila.k12.pa.us	Admissions Category	Special Admission
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
_____	Insufficient Data	_____	_____

Achievement

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

_____	Insufficient Data	_____	_____
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Progress

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

_____	Insufficient Data	_____	_____
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Climate

The Climate domain measures student engagement and school climate.

78%	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> MODEL	12th of 54 (-22)	4th of 9 (-22)
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College & Career

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

80%	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> MODEL	14th of 53 (-20)	4th of 9 (-14)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

MORRIS, ROBERT SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 5	PSSA Reading / Literacy Keystone	58.10%
Organization Code	2390	PSSA Math / Keystone	46.50%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	350	550	552
2 Poverty Rate	90.00%	96.20%	96.20%

Operating Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	13.0	21.6	21.6	18.0
5 Teachers - Special Education	6.0	5.0	5.0	5.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	1.0	1.0
7 Nurses/Health Services	1.0	0.4	0.4	0.4
8 Classroom Assistants/Teacher Assistants	3.0	9.0	9.0	9.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	1.0	0.0	0.0	0.0
11 Noontime Aides	4.0	3.0	2.0	2.0
12 Other	0.0	0.0	0.0	0.0
13 Total Positions	31.0	42.0	41.0	37.4
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$22,670	\$99,438	\$43,168	\$43,168

Grant Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	7.5	5.4	5.8	5.8
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	2.0	0.0	0.0	0.0
18 Support Services Assistants	1.0	0.0	2.0	2.0
19 Other	1.0	2.0	1.0	1.0
20 Total Positions	12.0	7.4	8.8	8.8
21 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$29,914	\$253,530	\$32,609	\$32,609

Operating and Grant Funds Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
22 Total Positions	43.0	49.4	49.8	46.2
23 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$52,584	\$352,968	\$75,777	\$75,777
24 Difference from FY11 Budget - Total Position		6.4	6.8	3.2
25 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$300,384	\$23,193	\$23,193

Robert Morris School

Address	2600 W. Thompson St. Philadelphia, PA 19121	Grade Range	K-8
Phone / Fax	215.684.5087 / 215.684.8881	Comprehensive CTE	No
Website	www.philasd.org/schools/morris	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
55%	 REINFORCE	14th of 98 (-26)	Peer Leader

Achievement

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

33%	 WATCH	33rd of 98 (-55)	Peer Leader
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Progress

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

77%	 MODEL	6th of 98 (-12)	3rd of 45 (-3)
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Climate

The Climate domain measures student engagement and school climate.

31%	 WATCH	73rd of 98 (-69)	21st of 45 (-43)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

GREENFIELD, ALBERT M. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 5	PSSA Reading / Literacy Keystone	71.70%
Organization Code	2470	PSSA Math / Keystone	67.10%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	501	565	570
2 Poverty Rate	57.00%	51.33%	51.33%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	20.9	23.9	25.1	21.5
5 Teachers - Special Education	6.0	6.0	6.0	6.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	1.0	1.0
7 Nurses/Health Services	1.0	0.6	1.0	1.0
8 Classroom Assistants/Teacher Assistants	14.0	20.0	19.0	19.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	7.0	0.0	0.0	0.0
11 Noontime Aides	7.0	3.0	4.0	4.0
12 Other	1.0	0.0	0.0	0.0
13 Total Positions	59.9	56.5	58.1	54.5
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$71,895	\$52,928	\$12,888	\$12,888

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	7.7	3.8	4.0	4.0
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.0	0.0	0.0
18 Support Services Assistants	1.0	5.0	0.0	0.0
19 Total Positions	10.2	8.8	4.0	4.0
20 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$13,579	\$174,791	\$19,977	\$19,977

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
21 Total Positions	70.1	65.3	62.1	58.5
22 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$85,474	\$227,719	\$32,865	\$32,865
23 Difference from FY11 Budget - Total Position		(4.8)	(8.0)	(11.6)
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$142,245	(\$52,609)	(\$52,609)

Albert M. Greenfield School

Address	2200 Chestnut St. Philadelphia, PA 19103	Grade Range	K-8
Phone / Fax	215.299.3566 / 215.299.3567	Comprehensive CTE	No
Website	www.centercityschools.com/Greenfield/	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Achievement

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

Progress

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

Climate

The Climate domain measures student engagement and school climate.

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
51%	■■■ REINFORCE	20th of 98 (-30)	6th of 9 (-30)
70%	■■■ REINFORCE	6th of 98 (-18)	5th of 9 (-18)
19%	■■ INTERVENE	73rd of 98 (-70)	8th of 9 (-59)
100%	■■■ MODEL	City Leader	Peer Leader

Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

WARING, LAURA W. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 5	PSSA Reading / Literacy Keystone	43.30%
Organization Code	2490	PSSA Math / Keystone	39.90%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	260	331	334
2 Poverty Rate	91.00%	95.17%	95.17%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	1.0	1.0	1.0	1.0
4	Teachers - Regular Education	12.7	13.0	13.0	11.8
5	Teachers - Special Education	2.0	4.0	4.0	4.0
6	Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.5	0.5	0.5
7	Nurses/Health Services	0.4	0.3	0.3	0.3
8	Classroom Assistants/Teacher Assistants	0.0	6.0	6.0	6.0
9	Secretaries	1.0	1.0	1.0	1.0
10	Support Services Assistants	2.0	0.0	0.0	0.0
11	Noontime Aides	7.0	1.0	2.0	2.0
12	Total Positions	27.1	26.7	27.7	26.5
13	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$20,561</i>	<i>\$19,668</i>	<i>\$18,948</i>	<i>\$18,948</i>

Grant Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14	Teachers - Regular Education	3.5	4.4	7.0	7.0
15	Teachers - Special Education	0.5	0.0	0.0	0.0
16	Counselors/Student Adv./ Soc. Serv. Liaisons	0.2	0.0	0.0	0.0
17	Support Services Assistants	0.0	1.0	1.0	1.0
18	Total Positions	4.2	5.4	8.0	8.0
19	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$13,267</i>	<i>\$101,681</i>	<i>\$26,784</i>	<i>\$26,784</i>

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
20	Total Positions	31.3	32.2	35.8	34.6
21	<i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$33,828</i>	<i>\$121,349</i>	<i>\$45,732</i>	<i>\$45,732</i>
22	Difference from FY11 Budget - Total Position		0.9	4.5	3.3
23	<i>Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other</i>		<i>\$87,521</i>	<i>\$11,904</i>	<i>\$11,904</i>

Laura W. Waring School

Address	1801 Green St. Philadelphia, PA 19130	Grade Range	K-8
Phone / Fax	215.684.5073 / 215.684.5479	Comprehensive CTE	No
Website	N/A	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Achievement

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

Progress

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

Climate

The Climate domain measures student engagement and school climate.

Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
35%	□ ■ □ □ WATCH	55th of 98 (-46)	15th of 45 (-20)
30%	□ ■ □ □ WATCH	36th of 98 (-58)	2nd of 45 (-3)
23%	■ □ □ □ INTERVENE	67th of 98 (-66)	28th of 45 (-57)
74%	□ □ ■ □ REINFORCE	18th of 98 (-26)	Peer Leader

SCIENCE LEADERSHIP ACADEMY

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 5	PSSA Reading / Literacy Keystone	88.30%
Organization Code	2650	PSSA Math / Keystone	95.80%
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	482	602	499
2 Poverty Rate	49.00%	69.00%	69.00%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	1.0	1.0	1.0	1.0
4	Teachers - Regular Education	24.0	24.6	20.6	16.8
5	Teachers - Special Education	1.0	2.0	2.0	2.0
6	Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	2.0	1.0	1.0
7	Nurses/Health Services	0.6	0.4	0.6	0.6
8	Classroom Assistants/Teacher Assistants	1.0	2.0	2.0	2.0
9	Secretaries	1.0	1.0	1.0	1.0
10	Support Services Assistants	2.0	0.0	0.0	0.0
11	Noontime Aides	2.0	1.0	0.0	0.0
12	Other	1.0	0.0	0.0	0.0
13	Total Positions	34.6	34.0	28.2	24.4
14	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$160,528</i>	<i>\$22,612</i>	<i>\$17,758</i>	<i>\$17,758</i>

Grant Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15	Teachers - Regular Education	1.0	5.6	1.4	1.4
16	Teachers - Special Education	0.0	0.0	0.0	0.0
17	Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.0	0.0	0.0
18	Classroom Assistants/Teacher Assistants	0.0	1.0	1.0	1.0
19	Secretaries	0.0	1.0	0.0	0.0
20	Total Positions	2.0	7.6	2.4	2.4
21	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$73,454</i>	<i>\$30,938</i>	<i>\$9,936</i>	<i>\$9,936</i>

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
22	Total Positions	36.6	41.6	30.6	26.8
23	<i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$233,982</i>	<i>\$53,550</i>	<i>\$27,694</i>	<i>\$27,694</i>
24	<i>Difference from FY11 Budget - Total Position</i>		<i>5.0</i>	<i>(6.0)</i>	<i>(9.8)</i>
25	<i>Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other</i>		<i>(\$180,432)</i>	<i>(\$206,288)</i>	<i>(\$206,288)</i>

Science Leadership Academy

Address	55 N. 22nd St. Philadelphia, PA 19103	Grade Range	9-12
Phone / Fax	215.979.5620 / 215.567.2809	Comprehensive CTE	No
Website	www.sla.fi.edu	Admissions Category	Special Admission
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
80%	■■■ MODEL	4th of 53 (-16)	Peer Leader

Achievement

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

51%	■■■ REINFORCE	6th of 53 (-47)	Peer Leader
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Progress

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

86%	■■■ MODEL	3rd of 53 (-11)	Peer Leader
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Climate

The Climate domain measures student engagement and school climate.

100%	■■■ MODEL	City Leader	Peer Leader
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College & Career

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

93%	■■■ MODEL	7th of 53 (-7)	2nd of 9 (-1)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

H.S. OF ENGINEERING & SCIENCE ENGINEERING & SCIENCE

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 5	PSSA Reading / Literacy Keystone	93.70%
Organization Code	4030	PSSA Math / Keystone	97.70%
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	699	754	761
2 Poverty Rate	59.00%	71.49%	71.49%

Operating Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	1.0	1.0	1.0
4 Teachers - Regular Education	31.0	32.4	33.4	27.6
5 Teachers - Special Education	1.0	1.0	1.0	1.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.3	1.0	1.0	1.0
7 Nurses/Health Services	1.0	0.7	0.7	0.7
8 Classroom Assistants/Teacher Assistants	1.0	1.0	0.0	0.0
9 Secretaries	3.0	1.0	1.0	1.0
10 Support Services Assistants	4.0	0.0	0.0	0.0
11 Noontime Aides	4.0	3.0	4.0	4.0
12 Other	3.0	1.0	1.2	1.2
13 Total Positions	51.3	42.1	43.3	37.5
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$117,466	\$58,471	\$55,398	\$55,398

Grant Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	0.4	0.0	0.0	0.0
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	0.7	0.0	0.0	0.0
18 Total Positions	1.6	0.0	0.0	0.0
19 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$55,107	\$88,374	\$74,439	\$74,439

Operating and Grant Funds Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
20 Total Positions	52.9	42.1	43.3	37.5
Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$172,573	\$146,845	\$129,837	\$129,837
22 Difference from FY11 Budget - Total Position		(10.9)	(9.7)	(15.5)
23 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$25,728)	(\$42,736)	(\$42,736)

High School of Engineering and Science

Address 1600 W. Norris St.
Philadelphia, PA 19121
Phone / Fax 215.684.5079 / 215.684.5151
Website www.carver.phila.k12.pa.us

Grade Range 9-12
Comprehensive CTE No
Admissions Category Special Admission
Turnaround Model N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
87%	■■■ MODEL	3rd of 53 (-9)	Peer Leader

Achievement

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

70%	■■■ REINFORCE	4th of 53 (-28)	Peer Leader
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Progress

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

90%	■■■ MODEL	2nd of 53 (-7)	Peer Leader
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Climate

The Climate domain measures student engagement and school climate.

97%	■■■ MODEL	6th of 54 (-3)	Peer Leader
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College & Career

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

98%	■■■ MODEL	2nd of 53 (-2)	Peer Leader
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

DOBBINS, MURRELL HIGH SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 5	PSSA Reading / Literacy Keystone	27.50%
Organization Code	4060	PSSA Math / Keystone	41.20%
School Level	CAREER AND TECHNICAL HIGH SCHL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	783	615	589
2 Poverty Rate	89.00%	93.67%	93.67%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	3.0	1.0	1.0	1.0
4 Teachers - Regular Education	44.5	32.5	27.5	20.7
5 Teachers - Special Education	7.0	7.0	5.0	5.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.8	1.0	0.8	0.8
7 Nurses/Health Services	1.4	0.6	0.6	0.6
8 Classroom Assistants/Teacher Assistants	1.0	0.0	0.0	0.0
9 Secretaries	3.0	1.0	1.0	1.0
10 Noontime Aides	7.0	4.0	2.0	2.0
11 Other	5.0	1.0	0.6	0.6
12 Total Positions	73.7	48.1	38.5	31.7
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$62,481	\$45,240	\$22,558	\$22,558

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	9.0	3.5	4.5	4.5
15 Teachers - Special Education	2.0	0.0	0.0	0.0
16 Counselors/Student Adv./ Soc. Serv. Liaisons	3.2	0.0	0.0	0.0
17 Classroom Assistants/Teacher Assistants	0.0	0.0	0.0	0.0
18 Support Services Assistants	7.0	0.0	5.0	5.0
19 Other	1.0	0.0	0.0	0.0
20 Total Positions	22.2	3.5	9.5	9.5
21 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$37,740	\$42,874	\$16,295	\$16,295

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
22 Total Positions	95.9	51.6	48.0	41.2
23 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$100,221	\$88,114	\$38,853	\$38,853
24 Difference from FY11 Budget - Total Position		(44.3)	(47.9)	(54.7)
25 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$12,107)	(\$61,368)	(\$61,368)

Murrell Dobbins Career and Technical High School

Address	2150 W. Lehigh Ave. Philadelphia, PA 19132	Grade Range	9-12
Phone / Fax	215.227.4421 / 215.227.4944	Comprehensive CTE	Yes
Website	www.philasd.org/schools/dobbins	Admissions Category	Citywide
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
15%	■■■■ INTERVENE	37th of 53 (-81)	5th of 19 (-17)

Achievement

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

5%	■■■■ INTERVENE	38th of 53 (-93)	8th of 19 (-7)
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Progress

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

11%	■■■■ INTERVENE	41st of 53 (-86)	10th of 19 (-16)
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Climate

The Climate domain measures student engagement and school climate.

20%	■■■■ INTERVENE	45th of 54 (-80)	11th of 19 (-47)
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College & Career

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

48%	■■■ WATCH	29th of 53 (-52)	2nd of 18 (-11)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

STRAWBERRY MANSION HIGH SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 5	PSSA Reading / Literacy Keystone	8.10%
Organization Code	4140	PSSA Math / Keystone	13.10%
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	405	447	483
2 Poverty Rate	90.00%	94.44%	94.44%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	1.0	1.0	1.0
4 Teachers - Regular Education	21.3	17.4	18.1	14.9
5 Teachers - Special Education	12.0	13.0	10.8	10.8
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.1	1.0	1.0	1.0
7 Nurses/Health Services	1.2	0.6	0.6	0.6
8 Classroom Assistants/Teacher Assistants	5.0	4.0	2.0	2.0
9 Secretaries	4.0	1.0	1.0	1.0
10 Support Services Assistants	2.0	0.0	1.0	1.0
11 Noontime Aides	2.0	4.0	4.0	4.0
12 Other	1.0	0.0	6.2	6.2
13 Total Positions	51.6	42.0	45.7	42.5
14 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$240,909</i>	<i>\$62,134</i>	<i>\$75,678</i>	<i>\$75,678</i>

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	10.1	4.4	6.3	6.3
16 Teachers - Special Education	1.0	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	0.9	0.0	0.0	0.0
18 Classroom Assistants/Teacher Assistants	1.0	8.0	8.0	8.0
19 Support Services Assistants	0.0	0.0	0.0	0.0
20 Other	1.0	0.0	0.0	0.0
21 Total Positions	14.0	12.4	14.3	14.3
22 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$160,780</i>	<i>\$53,102</i>	<i>\$6,298</i>	<i>\$6,298</i>

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
23 Total Positions	65.6	54.4	60.0	56.8
24 <i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$401,689</i>	<i>\$115,236</i>	<i>\$81,976</i>	<i>\$81,976</i>
25 Difference from FY11 Budget - Total Position		(11.2)	(5.6)	(8.8)
26 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$286,453)	(\$319,713)	(\$319,713)

Strawberry Mansion High School

Address	3133 Ridge Ave. Philadelphia, PA 19132	Grade Range	9-12
Phone / Fax	215.684.5089 / 215.684.5380	Comprehensive CTE	No
Website	N/A	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
Less than 10%	■■■■ INTERVENE	53rd of 53 (N/A)	19th of 19 (N/A)

Achievement

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

Less than 10%	■■■■ INTERVENE	46th of 53 (N/A)	13th of 19 (N/A)
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Progress

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

Less than 10%	■■■■ INTERVENE	53rd of 53 (N/A)	19th of 19 (N/A)
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Climate

The Climate domain measures student engagement and school climate.

Less than 10%	■■■■ INTERVENE	54th of 54 (N/A)	19th of 19 (N/A)
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College & Career

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

Less than 10%	■■■■ INTERVENE	49th of 53 (N/A)	14th of 18 (N/A)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

BLAINE, JAMES G. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 5	PSSA Reading / Literacy Keystone	45.60%
Organization Code	4220	PSSA Math / Keystone	31.30%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	266	401	405
2 Poverty Rate	91.00%	95.06%	95.06%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	11.0	17.4	17.4	15.0
5 Teachers - Special Education	6.0	8.0	8.0	8.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	0.5	0.5
7 Nurses/Health Services	0.5	0.4	0.4	0.4
8 Classroom Assistants/Teacher Assistants	3.0	9.0	10.0	10.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	3.0	0.0	0.0	0.0
11 Noontime Aides	5.0	3.0	2.0	2.0
12 Total Positions	31.5	40.8	40.3	37.9
13 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$83,533</i>	<i>\$86,396</i>	<i>\$21,788</i>	<i>\$21,788</i>

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	10.0	5.6	4.6	4.6
15 Teachers - Special Education	0.5	0.0	0.0	0.0
16 Counselors/Student Adv./ Soc. Serv. Liaisons	3.0	0.0	0.0	0.0
17 Classroom Assistants/Teacher Assistants	1.0	0.0	0.0	0.0
18 Support Services Assistants	2.0	0.0	6.0	6.0
19 Other	0.0	0.0	0.0	0.0
20 Total Positions	16.5	5.6	10.6	10.6
21 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$46,348</i>	<i>\$52,314</i>	<i>\$147,615</i>	<i>\$147,615</i>

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
22 Total Positions	48.0	46.4	50.9	48.5
23 <i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$129,881</i>	<i>\$138,710</i>	<i>\$169,403</i>	<i>\$169,403</i>
24 Difference from FY11 Budget - Total Position		(1.6)	2.9	0.5
25 <i>Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other</i>		<i>\$8,829</i>	<i>\$39,522</i>	<i>\$39,522</i>

James G. Blaine School

Address	3001 W. Berks St. Philadelphia, PA 19121	Grade Range	K-8
Phone / Fax	215.684.5085 / 215.684.8858	Comprehensive CTE	No
Website	www.philasd.org/schools/blaine	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Achievement

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

Progress

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

Climate

The Climate domain measures student engagement and school climate.

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
19%	■■■■ INTERVENE	85th of 98 (-62)	34th of 45 (-36)
23%	■■■■ INTERVENE	51st of 98 (-65)	6th of 45 (-10)
6%	■■■■ INTERVENE	91st of 98 (-83)	41st of 45 (-74)
42%	■■■ WATCH	53rd of 98 (-58)	8th of 45 (-32)

Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

DICK, WILLIAM SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 5	PSSA Reading / Literacy Keystone	41.30%
Organization Code	4270	PSSA Math / Keystone	29.20%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	296	459	487
2 Poverty Rate	96.00%	97.33%	97.33%

Operating Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	11.0	18.8	19.8	17.4
5 Teachers - Special Education	3.0	3.0	4.0	4.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	0.5	0.5
7 Nurses/Health Services	0.4	0.4	0.4	0.4
8 Classroom Assistants/Teacher Assistants	0.0	0.0	2.0	2.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	3.0	0.0	0.0	0.0
11 Noontime Aides	3.0	4.0	4.0	4.0
12 Total Positions	23.4	29.2	32.7	30.3
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$36,151	\$76,777	\$18,868	\$18,868

Grant Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	10.0	5.0	5.2	5.2
15 Counselors/Student Adv./ Soc. Serv. Liaisons	2.0	0.0	0.0	0.0
16 Support Services Assistants	1.0	3.0	3.0	3.0
17 Other	1.0	1.0	0.0	0.0
18 Total Positions	14.0	9.0	8.2	8.2
19 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$69,219	\$152,279	\$205,011	\$205,011

Operating and Grant Funds Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
20 Total Positions	37.4	38.2	40.9	38.5
21 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$105,370	\$229,056	\$223,879	\$223,879
22 Difference from FY11 Budget - Total Position		0.8	3.5	1.1
23 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$123,686	\$118,509	\$118,509

William Dick School

Address	2498 W. Diamond St. Philadelphia, PA 19121	Grade Range	K-8
Phone / Fax	215.684.5081 / 215.684.8995	Comprehensive CTE	No
Website	N/A	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
40%	 WATCH	41st of 98 (-41)	9th of 45 (-15)

Achievement

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

17%	 INTERVENE	59th of 98 (-71)	11th of 45 (-16)
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Progress

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

51%	 REINFORCE	33rd of 98 (-38)	14th of 45 (-29)
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Climate

The Climate domain measures student engagement and school climate.

47%	 WATCH	48th of 98 (-53)	5th of 45 (-27)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

ALLEN, DR.ETHEL SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 5	PSSA Reading / Literacy Keystone	22.10%
Organization Code	4440	PSSA Math / Keystone	26.10%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	394	607	578
2 Poverty Rate	91.00%	95.50%	95.50%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	15.8	25.7	24.5	22.1
5 Teachers - Special Education	2.0	3.0	3.0	3.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	3.0	3.0	3.0
7 Nurses/Health Services	1.0	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	0.0	1.0	1.0	1.0
9 Secretaries	1.5	1.0	1.0	1.0
10 Support Services Assistants	0.0	0.0	0.0	0.0
11 Noontime Aides	5.0	5.0	4.0	4.0
12 Other	1.0	0.0	0.0	0.0
13 Total Positions	28.3	40.7	38.5	36.1
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$37,167	\$240,334	\$157,708	\$157,708

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	12.5	7.8	7.8	7.8
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	2.4	0.0	0.0	0.0
18 Support Services Assistants	5.0	0.0	6.0	6.0
19 Total Positions	20.4	7.8	13.8	13.8
20 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$43,480	\$267,580	\$54,226	\$54,226

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
21 Total Positions	48.7	48.5	52.3	49.9
22 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$80,647	\$507,914	\$211,934	\$211,934
23 Difference from FY11 Budget - Total Position		(0.2)	3.6	1.2
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$427,267	\$131,287	\$131,287

Dr. Ethel Allen School

Address	3200 W. Lehigh Ave. Philadelphia, PA 19132	Grade Range	K-8
Phone / Fax	215.227.4404 / 215.227.2971	Comprehensive CTE	No
Website	www.philasd.org/schools/ethelallen	Admissions Category	Neighborhood
		Turnaround Model	Promise Academy

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
Less than 10%	■■■■ INTERVENE	95th of 98 (N/A)	42nd of 45 (N/A)

Achievement

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

Less than 10%	■■■■ INTERVENE	83rd of 98 (N/A)	31st of 45 (N/A)
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Progress

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

Less than 10%	■■■■ INTERVENE	93rd of 98 (N/A)	42nd of 45 (N/A)
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Climate

The Climate domain measures student engagement and school climate.

19%	■■■■ INTERVENE	85th of 98 (-81)	32nd of 45 (-55)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

DUCKREY, TANNER SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 5	PSSA Reading / Literacy Keystone	31.60%
Organization Code	4460	PSSA Math / Keystone	32.90%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	357	589	583
2 Poverty Rate	95.00%	95.62%	95.62%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	16.0	21.7	22.9	19.3
5 Teachers - Special Education	3.0	3.0	4.2	4.2
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	1.0	1.0
7 Nurses/Health Services	0.6	0.5	0.5	0.5
8 Classroom Assistants/Teacher Assistants	1.0	0.0	1.0	1.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	0.0	1.0	0.0	0.0
11 Noontime Aides	5.0	3.0	4.0	4.0
12 Other	0.5	0.0	0.0	0.0
13 Total Positions	29.1	32.2	35.6	32.0
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$50,231	\$89,163	\$13,408	\$13,408

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	7.4	8.5	8.3	8.3
16 Counselors/Student Adv./ Soc. Serv. Liaisons	2.0	0.0	0.0	0.0
17 Classroom Assistants/Teacher Assistants	0.0	0.0	0.0	0.0
18 Support Services Assistants	5.0	2.0	4.0	4.0
19 Other	0.0	0.0	0.0	0.0
20 Total Positions	14.4	10.5	12.3	12.3
21 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$148,508	\$117,766	\$168,866	\$168,866

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
22 Total Positions	43.5	42.7	47.9	44.3
23 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$198,739	\$206,929	\$182,274	\$182,274
24 Difference from FY11 Budget - Total Position		(0.8)	4.4	0.8
25 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$8,190	(\$16,465)	(\$16,465)

Tanner G. Duckrey School

Address	1501 W. Diamond St. Philadelphia, PA 19121	Grade Range	K-8
Phone / Fax	215.684.5066 / 215.684.8927	Comprehensive CTE	No
Website	N/A	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
35%	 WATCH	55th of 98 (-46)	15th of 45 (-20)

Achievement

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

13%	 INTERVENE	73rd of 98 (-75)	22nd of 45 (-20)
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Progress

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

49%	 WATCH	36th of 98 (-40)	16th of 45 (-31)
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Climate

The Climate domain measures student engagement and school climate.

34%	 WATCH	64th of 98 (-66)	14th of 45 (-40)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

WRIGHT, RICHARD R. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 5	PSSA Reading / Literacy Keystone	27.00%
Organization Code	4470	PSSA Math / Keystone	18.20%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	432	369	345
2 Poverty Rate	91.00%	96.11%	96.11%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	1.0	1.0	1.0
4 Teachers - Regular Education	14.4	14.6	13.4	11.0
5 Teachers - Special Education	6.0	6.0	6.0	6.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	0.5	0.5
7 Nurses/Health Services	0.8	0.3	0.4	0.4
8 Classroom Assistants/Teacher Assistants	2.0	7.0	6.0	6.0
9 Secretaries	1.4	1.0	1.0	1.0
10 Support Services Assistants	1.0	0.0	0.0	0.0
11 Noontime Aides	1.0	4.0	3.0	3.0
12 Bus Attendants	1.0	0.0	0.0	0.0
13 Total Positions	30.6	34.9	31.3	28.9
14 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$22,044</i>	<i>\$73,282</i>	<i>\$6,988</i>	<i>\$6,988</i>

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	7.6	5.0	6.6	6.6
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	0.0	0.6	0.0	0.0
18 Classroom Assistants/Teacher Assistants	0.0	0.0	0.0	0.0
19 Support Services Assistants	3.0	1.0	0.0	0.0
20 Other	0.0	0.0	0.0	0.0
21 Total Positions	11.1	6.6	6.6	6.6
22 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$9,653</i>	<i>\$76,789</i>	<i>\$60,537</i>	<i>\$60,537</i>

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
23 Total Positions	41.7	41.5	37.9	35.5
24 <i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$31,697</i>	<i>\$150,071</i>	<i>\$67,525</i>	<i>\$67,525</i>
25 <i>Difference from FY11 Budget - Total Position</i>		<i>(0.2)</i>	<i>(3.8)</i>	<i>(6.2)</i>
26 <i>Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other</i>		<i>\$118,374</i>	<i>\$35,828</i>	<i>\$35,828</i>

Richard R. Wright School

Address · 2700 W. Dauphin St.
Philadelphia, PA 19132

Phone / Fax 215.684.5076 / 215.684.7018

Website N/A

Grade Range K-6

Comprehensive CTE No

Admissions Category Neighborhood

Turnaround Model N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
24%	■■■■ INTERVENE	50th of 63 (-60)	10th of 14 (-29)

Achievement

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

2%	■■■■ INTERVENE	61st of 63 (-71)	13th of 14 (-30)
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Progress

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

41%	■■■ WATCH	36th of 63 (-45)	9th of 14 (-45)
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Climate

The Climate domain measures student engagement and school climate.

16%	■■■■ INTERVENE	61st of 64 (-84)	12th of 14 (-44)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

GIDEON, EDWARD SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 5	PSSA Reading / Literacy Keystone	35.00%
Organization Code	4530	PSSA Math / Keystone	27.30%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	341	369	358
2 Poverty Rate	94.00%	95.82%	95.82%

Operating Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	13.0	15.4	14.4	11.8
5 Teachers - Special Education	3.0	3.0	4.0	4.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.5	0.5	0.5
7 Nurses/Health Services	1.0	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	0.0	2.0	3.0	3.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	4.0	0.0	0.0	0.0
11 Noontime Aides	3.0	3.0	4.0	4.0
12 Other	0.2	0.0	0.0	0.0
13 Total Positions	27.2	26.9	28.9	26.3
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$121,382	\$21,142	\$7,508	\$7,508

Grant Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	9.5	5.6	7.0	7.0
16 Support Services Assistants	7.0	3.0	2.0	2.0
17 Total Positions	16.5	8.6	9.0	9.0
18 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$140,495	\$62,413	\$46,190	\$46,190

Operating and Grant Funds Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
19 Total Positions	43.7	35.5	37.9	35.3
20 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$261,877	\$83,555	\$53,698	\$53,698
21 Difference from FY11 Budget - Total Position		(8.2)	(5.8)	(8.4)
22 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$178,322)	(\$208,179)	(\$208,179)

Edward Gideon School

Address	2817 W. Glenwood Ave. Philadelphia, PA 19121	Grade Range	K-8
Phone / Fax	215.684.5072 / 215.684.8917	Comprehensive CTE	No
Website	N/A	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
50%	■■■ ■ REINFORCE	24th of 98 (-31)	4th of 45 (-5)

Achievement

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

15%	■ ■ ■ ■ INTERVENE	65th of 98 (-73)	15th of 45 (-18)
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Progress

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

80%	■■ ■ ■ ■ MODEL	3rd of 98 (-9)	Peer Leader
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Climate

The Climate domain measures student engagement and school climate.

31%	■ ■ ■ ■ WATCH	73rd of 98 (-69)	21st of 45 (-43)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

KELLEY, WILLIAM D. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 5	PSSA Reading / Literacy Keystone	32.10%
Organization Code	4560	PSSA Math / Keystone	28.20%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	309	436	423
2 Poverty Rate	90.00%	95.98%	95.98%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	12.0	19.0	17.8	15.4
5 Teachers - Special Education	4.0	5.0	5.0	5.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.5	0.5	0.5
7 Nurses/Health Services	1.0	0.4	0.4	0.4
8 Classroom Assistants/Teacher Assistants	1.0	4.0	5.0	5.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	4.0	0.0	0.0	0.0
11 Noontime Aides	5.0	3.0	3.0	3.0
12 Other	1.0	0.0	0.0	0.0
13 Total Positions	31.0	33.9	33.7	31.3
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$26,901	\$88,685	\$19,408	\$19,408

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	11.1	4.0	6.2	6.2
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	2.0	2.0	0.7	0.7
18 Classroom Assistants/Teacher Assistants	0.0	1.0	0.0	0.0
19 Support Services Assistants	0.0	4.0	4.0	4.0
20 Total Positions	13.6	11.0	10.9	10.9
21 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$54,487	\$357,479	\$40,976	\$40,976

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
22 Total Positions	44.6	44.9	44.6	42.2
23 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$81,388	\$446,164	\$60,384	\$60,384
24 Difference from FY11 Budget - Total Position		0.3	0.0	(2.4)
25 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$364,776	(\$21,004)	(\$21,004)

William D. Kelley School

Address	1601 N. 28th St. Philadelphia, PA 19121	Grade Range	K-8
Phone / Fax	215.684.5071 / 215.684.5179	Comprehensive CTE	No
Website	www.philasd.org/schools/kelley	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
24%	■ □ □ □ INTERVENE	70th of 98 (-57)	23rd of 45 (-31)

Achievement

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

10%	■ □ □ □ INTERVENE	79th of 98 (-78)	27th of 45 (-23)
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Progress

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

31%	□ ■ □ □ WATCH	54th of 98 (-58)	22nd of 45 (-49)
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Climate

The Climate domain measures student engagement and school climate.

28%	□ ■ □ □ WATCH	76th of 98 (-72)	24th of 45 (-46)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

MEADE, GEN. GEORGE C. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 5	PSSA Reading / Literacy Keystone	25.90%
Organization Code	4570	PSSA Math / Keystone	22.80%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	370	375	370
2 Poverty Rate	95.00%	96.21%	96.21%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	14.0	17.0	15.8	14.6
5 Teachers - Special Education	4.0	5.0	6.2	6.2
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	0.5	0.5
7 Nurses/Health Services	1.0	0.3	0.3	0.3
8 Classroom Assistants/Teacher Assistants	0.0	3.0	4.0	4.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	1.0	0.0	0.0	0.0
11 Noontime Aides	4.0	3.0	3.0	3.0
12 Other	1.0	0.0	0.0	0.0
13 Total Positions	28.0	31.2	31.7	30.5
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$29,606	\$22,126	\$12,888	\$12,888

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	9.5	3.8	7.2	7.2
16 Counselors/Student Adv./ Soc. Serv. Liaisons	2.0	0.0	0.0	0.0
17 Support Services Assistants	2.0	7.0	5.0	5.0
18 Other	0.0	0.0	0.0	0.0
19 Total Positions	13.5	10.8	12.2	12.2
20 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$82,244	\$148,881	\$23,086	\$23,086

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
21 Total Positions	41.5	42.1	44.0	42.8
22 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$111,850	\$171,007	\$35,974	\$35,974
23 Difference from FY11 Budget - Total Position		0.5	2.5	1.3
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$59,157	(\$75,876)	(\$75,876)

General George G. Meade School

Address	1600 N. 18th St. Philadelphia, PA 19121	Grade Range	K-8
Phone / Fax	215.684.5062 / 215.684.7006	Comprehensive CTE	No
Website	N/A	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
36%	■ ■ ■ ■ WATCH	52nd of 98 (-45)	13th of 45 (-19)

Achievement

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

10%	■ ■ ■ ■ INTERVENE	79th of 98 (-78)	27th of 45 (-23)
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Progress

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

56%	■ ■ ■ ■ REINFORCE	27th of 98 (-33)	13th of 45 (-24)
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Climate

The Climate domain measures student engagement and school climate.

28%	■ ■ ■ ■ WATCH	76th of 98 (-72)	24th of 45 (-46)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

PHILA. MIL. ACAD. AT ELVERSON

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 5	PSSA Reading / Literacy Keystone	46.90%
Organization Code	5050	PSSA Math / Keystone	71.40%
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	241	330	340
2 Poverty Rate	83.00%	85.45%	85.45%

Operating Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	2.0	1.0	1.0
4 Teachers - Regular Education	16.0	15.1	14.3	11.7
5 Teachers - Special Education	1.0	2.0	2.0	2.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	1.1	1.1
7 Nurses/Health Services	0.4	0.4	0.4	0.4
8 Secretaries	1.0	1.0	1.0	1.0
9 Support Services Assistants	1.0	0.0	0.0	0.0
10 Noontime Aides	1.0	4.0	4.0	4.0
11 Other	0.5	0.0	0.0	0.0
12 Total Positions	23.9	25.5	23.8	21.2
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$53,791	\$74,360	\$12,138	\$12,138

Grant Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	4.0	4.0	4.0	4.0
15 Teachers - Special Education	0.5	0.0	0.0	0.0
16 Counselors/Student Adv./ Soc. Serv. Liaisons	0.2	0.0	0.1	0.1
17 Classroom Assistants/Teacher Assistants	0.0	1.0	1.0	1.0
18 Support Services Assistants	0.0	0.0	0.0	0.0
19 Total Positions	4.7	5.0	5.1	5.1
20 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$25,754	\$68,124	\$56,255	\$56,255

Operating and Grant Funds Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
21 Total Positions	28.6	30.5	28.9	26.3
22 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$79,545	\$142,484	\$68,393	\$68,393
23 Difference from FY11 Budget - Total Position		1.9	0.3	(2.4)
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$62,939	(\$11,152)	(\$11,152)

Philadelphia Military Academy at Elverson

Address	2118 N. 13th St. Philadelphia, PA 19122	Grade Range	9-12
Phone / Fax	215.684.5091 / 215.684.5507	Comprehensive CTE	No
Website	N/A	Admissions Category	Citywide
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
45%	■■ WATCH	17th of 53 (-51)	6th of 12 (-16)

Achievement

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

22%	■ INTERVENE	20th of 53 (-76)	6th of 12 (-14)
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Progress

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

41%	■■ WATCH	16th of 53 (-56)	6th of 12 (-32)
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Climate

The Climate domain measures student engagement and school climate.

85%	■■■ MODEL	9th of 54 (-15)	Peer Leader
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College & Career

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

58%	■■ REINFORCE	25th of 53 (-42)	10th of 12 (-31)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

Philadelphia Military Academy at Leeds

Address	2118 N. 13th St. Philadelphia, PA 19122	Grade Range	9-12
Phone / Fax	215.684.5091 / 215.684.5507	Comprehensive CTE	No
Website	N/A	Admissions Category	Citywide
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
52%	■■■ ■ REINFORCE	15th of 53 (-44)	4th of 12 (-9)

Achievement

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

20%	■ ■ ■ ■ INTERVENE	22nd of 53 (-78)	7th of 12 (-16)
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Progress

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

62%	■■ ■■ REINFORCE	9th of 53 (-35)	4th of 12 (-11)
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Climate

The Climate domain measures student engagement and school climate.

65%	■■ ■■ REINFORCE	20th of 54 (-35)	5th of 12 (-20)
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College & Career

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

83%	■■ ■■ ■■ MODEL	13th of 53 (-17)	2nd of 12 (-6)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

PARKWAY CENTER CITY HS

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 5	PSSA Reading / Literacy Keystone	70.80%
Organization Code	5080	PSSA Math / Keystone	80.90%
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	386	559	560
2 Poverty Rate	75.00%	89.25%	89.25%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	1.0	1.0	1.0	1.0
4	Teachers - Regular Education	17.6	22.8	21.8	17.4
5	Teachers - Special Education	1.0	1.0	2.0	2.0
6	Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	1.0	1.0
7	Nurses/Health Services	0.4	0.5	0.5	0.5
8	Classroom Assistants/Teacher Assistants	0.0	0.0	1.0	1.0
9	Secretaries	1.0	1.0	1.0	1.0
10	Support Services Assistants	6.0	1.0	0.0	0.0
11	Noontime Aides	4.0	6.0	3.0	3.0
12	Other	1.6	0.0	0.0	0.0
13	Total Positions	33.6	34.3	31.3	26.9
14	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$147,467</i>	<i>\$70,342</i>	<i>\$39,538</i>	<i>\$39,538</i>

Grant Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15	Teachers - Regular Education	0.4	2.0	0.2	0.2
16	Teachers - Special Education	0.5	0.0	0.0	0.0
17	Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.0	0.0	0.0
18	Support Services Assistants	0.0	0.0	4.0	4.0
19	Total Positions	1.9	2.0	4.2	4.2
20	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$34,902</i>	<i>\$107,797</i>	<i>\$198,952</i>	<i>\$198,952</i>

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
21	Total Positions	35.5	36.3	35.5	31.1
22	<i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$182,369</i>	<i>\$178,139</i>	<i>\$238,490</i>	<i>\$238,490</i>
23	Difference from FY11 Budget - Total Position		0.8	(0.0)	(4.5)
24	<i>Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other</i>		<i>(\$4,230)</i>	<i>\$56,121</i>	<i>\$56,121</i>

Parkway Center City High School

Address	540 N. 13th St. Philadelphia, PA 19123	Grade Range	9-12
Phone / Fax	215.351.7095 / 215.351.7097	Comprehensive CTE	No
Website	www.philasd.org/schools/parkwaycc	Admissions Category	Special Admission
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
61%	 REINFORCE	8th of 53 (-35)	Peer Leader

Achievement

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

36%	 WATCH	11th of 53 (-62)	Peer Leader
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Progress

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

73%	 REINFORCE	6th of 53 (-24)	Peer Leader
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Climate

The Climate domain measures student engagement and school climate.

63%	 REINFORCE	21st of 54 (-37)	6th of 12 (-22)
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College & Career

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

78%	 MODEL	16th of 53 (-22)	4th of 12 (-11)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

PENN TREATY HIGH SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 5	PSSA Reading / Literacy Keystone	46.70%
Organization Code	5160	PSSA Math / Keystone	38.30%
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	406	614	618
2 Poverty Rate	0.00%	95.05%	95.05%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	0.0	1.0	1.0	1.0
4	Teachers - Regular Education	0.0	27.6	24.7	20.5
5	Teachers - Special Education	0.0	11.0	11.0	11.0
6	Counselors/Student Adv./ Soc. Serv. Liaisons	0.0	1.0	1.0	1.0
7	Nurses/Health Services	0.0	0.6	0.6	0.6
8	Classroom Assistants/Teacher Assistants	0.0	9.0	4.0	4.0
9	Secretaries	0.0	1.0	1.0	1.0
10	Noontime Aides	0.0	2.0	4.0	4.0
11	Other	0.0	0.0	0.2	0.2
12	Total Positions	0.0	53.2	47.5	43.3
13	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$0</i>	<i>\$109,440</i>	<i>\$12,438</i>	<i>\$12,438</i>

Grant Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
14	Principals/Assistant Principals	0.0	1.0	0.0	0.0
15	Teachers - Regular Education	0.0	4.9	4.8	4.8
16	Counselors/Student Adv./ Soc. Serv. Liaisons	0.0	1.5	1.0	1.0
17	Classroom Assistants/Teacher Assistants	0.0	0.0	2.0	2.0
18	Total Positions	0.0	7.4	7.8	7.8
19	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$0</i>	<i>\$695,549</i>	<i>\$72,055</i>	<i>\$72,055</i>

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
20	Total Positions	0.0	60.6	55.3	51.1
21	<i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$0</i>	<i>\$804,989</i>	<i>\$84,493</i>	<i>\$84,493</i>
22	Difference from FY11 Budget - Total Position		60.6	55.3	51.1
23	<i>Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other</i>		<i>\$804,989</i>	<i>\$84,493</i>	<i>\$84,493</i>

Penn Treaty Middle School

Address	600 E. Thompson St. Philadelphia, PA 19125	Grade Range	6-8
Phone / Fax	215.291.4715 / 215.291.5172	Comprehensive CTE	No
Website	www.philasd.org/schools/penntreaty	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
40%	■■■ WATCH	12th of 25 (-42)	8th of 18 (-41)

Achievement

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

15%	■■■ INTERVENE	15th of 25 (-81)	8th of 18 (-74)
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Progress

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

61%	■■■ REINFORCE	8th of 25 (-31)	6th of 18 (-11)
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Climate

The Climate domain measures student engagement and school climate.

31%	■■■ WATCH	15th of 25 (-69)	8th of 18 (-68)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

ADAIRE, ALEXANDER SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 5	PSSA Reading / Literacy Keystone	57.30%
Organization Code	5200	PSSA Math / Keystone	53.70%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	423	379	381
2 Poverty Rate	85.00%	90.35%	90.35%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	18.2	16.8	16.9	14.5
5 Teachers - Special Education	4.0	3.0	3.0	3.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	0.5	0.5
7 Nurses/Health Services	0.6	0.3	0.3	0.3
8 Classroom Assistants/Teacher Assistants	0.0	1.0	1.0	1.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	3.1	0.0	0.0	0.0
11 Noontime Aides	3.0	2.0	3.0	3.0
12 Total Positions	31.9	26.1	26.7	24.3
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$42,787	\$34,145	\$17,728	\$17,728

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	7.4	3.6	2.8	2.8
15 Teachers - Special Education	0.5	0.0	0.0	0.0
16 Counselors/Student Adv./ Soc. Serv. Liaisons	2.2	0.0	0.0	0.0
17 Support Services Assistants	2.9	0.0	3.0	3.0
18 Other	0.0	0.0	1.0	1.0
19 Total Positions	13.0	3.6	6.8	6.8
20 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$14,754	\$66,857	\$62,320	\$62,320

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
21 Total Positions	44.9	29.7	33.5	31.1
22 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$57,541	\$101,002	\$80,048	\$80,048
23 Difference from FY11 Budget - Total Position		(15.2)	(11.4)	(13.8)
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$43,461	\$22,507	\$22,507

Alexander Adaire School

Address	1300 E. Palmer St. Philadelphia, PA 19125	Grade Range	K-8
Phone / Fax	215.291.4712 / 215.291.6350	Comprehensive CTE	No
Website	N/A	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
51%	■ ■ ■ ■ REINFORCE	20th of 98 (-30)	8th of 9 (-28)

Achievement

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

46%	■ ■ ■ ■ WATCH	19th of 98 (-42)	6th of 9 (-28)
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Progress

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

52%	■ ■ ■ ■ REINFORCE	32nd of 98 (-37)	6th of 9 (-37)
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Climate

The Climate domain measures student engagement and school climate.

57%	■ ■ ■ ■ REINFORCE	37th of 98 (-43)	9th of 9 (-43)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

DUNBAR, PAUL L. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 5	PSSA Reading / Literacy Keystone	39.40%
Organization Code	5250	PSSA Math / Keystone	34.30%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	171	232	249
2 Poverty Rate	90.00%	95.24%	95.24%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	1.0	1.0	1.0	1.0
4	Teachers - Regular Education	10.0	13.7	13.7	12.5
5	Teachers - Special Education	3.0	4.0	5.0	5.0
6	Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	2.0	2.0	2.0
7	Nurses/Health Services	1.0	0.4	0.4	0.4
8	Classroom Assistants/Teacher Assistants	2.0	5.0	3.0	3.0
9	Secretaries	1.0	1.0	1.0	1.0
10	Support Services Assistants	4.0	0.0	0.0	0.0
11	Noontime Aides	4.0	1.0	3.0	3.0
12	Other	0.4	0.0	0.2	0.2
13	Total Positions	27.4	28.1	29.3	28.1
14	Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$26,921	\$78,366	\$91,078	\$91,078

Grant Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15	Teachers - Regular Education	5.3	3.5	4.5	4.5
16	Teachers - Special Education	0.5	0.0	0.0	0.0
17	Counselors/Student Adv./ Soc. Serv. Liaisons	2.4	0.0	0.0	0.0
18	Support Services Assistants	0.0	2.0	4.0	4.0
19	Total Positions	8.2	5.5	8.5	8.5
20	Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$37,443	\$31,809	\$42,141	\$42,141

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
21	Total Positions	35.6	33.6	37.8	36.6
22	Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$64,364	\$110,175	\$133,219	\$133,219
23	Difference from FY11 Budget - Total Position		(2.0)	2.2	1.0
24	Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$45,811	\$68,855	\$68,855

Paul L. Dunbar School

Address	1750 N. 12th St. Philadelphia, PA 19122	Grade Range	K-8
Phone / Fax	215.684.5065 / 215.684.8945	Comprehensive CTE	No
Website	www.philasd.org/schools/dunbar	Admissions Category	Neighborhood
		Turnaround Model	Promise Academy

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
39%	■ ■ ■ ■ WATCH	44th of 98 (-42)	10th of 45 (-16)

Achievement

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

14%	■ ■ ■ ■ INTERVENE	68th of 98 (-74)	18th of 45 (-19)
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Progress

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

51%	■ ■ ■ ■ REINFORCE	33rd of 98 (-38)	14th of 45 (-29)
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Climate

The Climate domain measures student engagement and school climate.

45%	■ ■ ■ ■ WATCH	49th of 98 (-55)	6th of 45 (-29)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

HARTRANFT, JOHN F. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 5	PSSA Reading / Literacy Keystone	40.10%
Organization Code	5320	PSSA Math / Keystone	29.50%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	416	548	557
2 Poverty Rate	95.00%	95.78%	95.78%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	18.6	24.1	24.0	19.2
5 Teachers - Special Education	4.0	6.0	6.0	6.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	1.0	1.0
7 Nurses/Health Services	1.0	0.4	0.4	0.4
8 Classroom Assistants/Teacher Assistants	0.0	9.0	9.0	9.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	0.0	0.0	0.0	0.0
11 Noontime Aides	7.0	6.0	4.0	4.0
12 Other	0.4	0.0	0.0	0.0
13 Total Positions	34.0	48.5	46.4	41.6
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$65,495	\$65,235	\$12,368	\$12,368

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	8.4	8.2	9.2	9.2
16 Counselors/Student Adv./ Soc. Serv. Liaisons	2.4	0.0	0.4	0.4
17 Support Services Assistants	3.0	0.0	0.0	0.0
18 Total Positions	13.8	8.2	9.6	9.6
19 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$86,704	\$135,309	\$105,238	\$105,238

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
20 Total Positions	47.8	56.7	56.0	51.2
21 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$152,199	\$200,544	\$117,606	\$117,606
22 Difference from FY11 Budget - Total Position		8.9	8.2	3.4
23 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$48,345	(\$34,593)	(\$34,593)

John F. Hartranft School

Address 720 W. Cumberland St.
Philadelphia, PA 19133
Phone / Fax 215.684.5088 / 215.765.6515
Website N/A

Grade Range K-8
Comprehensive CTE No
Admissions Category Neighborhood
Turnaround Model N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
22%	■ ■ ■ ■ INTERVENE	75th of 98 (-59)	27th of 45 (-33)

Achievement

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

17%	■ ■ ■ ■ INTERVENE	59th of 98 (-71)	11th of 45 (-16)
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Progress

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

20%	■ ■ ■ ■ INTERVENE	71st of 98 (-69)	31st of 45 (-60)
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Climate

The Climate domain measures student engagement and school climate.

33%	■ ■ ■ ■ WATCH	65th of 98 (-67)	15th of 45 (-41)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

LUDLOW, JAMES R. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 5	PSSA Reading / Literacy Keystone	37.60%
Organization Code	5340	PSSA Math / Keystone	27.50%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	304	331	315
2 Poverty Rate	95.00%	95.08%	95.08%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	11.7	13.8	13.4	13.4
5 Teachers - Special Education	6.5	7.0	6.8	6.8
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.5	1.0	1.0
7 Nurses/Health Services	0.6	0.3	0.3	0.3
8 Classroom Assistants/Teacher Assistants	4.0	5.0	5.0	5.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	5.0	1.0	0.0	0.0
11 Noontime Aides	4.0	4.0	4.0	4.0
12 Total Positions	34.8	33.5	32.4	32.4
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$73,901	\$16,522	\$17,068	\$17,068

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	11.1	4.8	5.4	5.4
15 Teachers - Special Education	0.5	0.0	0.0	0.0
16 Counselors/Student Adv./ Soc. Serv. Liaisons	2.0	0.0	0.0	0.0
17 Support Services Assistants	3.0	0.0	4.0	4.0
18 Total Positions	16.6	4.8	9.4	9.4
19 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$61,111	\$74,108	\$154,778	\$154,778

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
20 Total Positions	51.4	38.4	41.9	41.9
21 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$135,012	\$90,630	\$171,846	\$171,846
22 Difference from FY11 Budget - Total Position		(13.1)	(9.6)	(9.6)
23 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$44,382)	\$36,834	\$36,834

James R. Ludlow School

Address	550 W. Master St. Philadelphia, PA 19122	Grade Range	K-8
Phone / Fax	215.684.5060 / 215.684.4387	Comprehensive CTE	No
Website	N/A	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
21%	■■■■ INTERVENE	78th of 98 (-60)	28th of 45 (-34)

Achievement

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

15%	■■■■ INTERVENE	65th of 98 (-73)	15th of 45 (-18)
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Progress

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

20%	■■■■ INTERVENE	71st of 98 (-69)	31st of 45 (-60)
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Climate

The Climate domain measures student engagement and school climate.

35%	■■■ WATCH	62nd of 98 (-65)	12th of 45 (-39)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

KEARNY, GEN PHILIP SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 5	PSSA Reading / Literacy Keystone	44.30%
Organization Code	5480	PSSA Math / Keystone	41.00%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	415	456	465
2 Poverty Rate	85.00%	93.86%	93.86%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	19.2	20.2	19.0	16.6
5 Teachers - Special Education	4.0	4.0	4.0	4.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.5	0.5	0.5
7 Nurses/Health Services	1.0	0.4	0.4	0.4
8 Classroom Assistants/Teacher Assistants	4.0	3.0	4.0	4.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	2.0	0.0	0.0	0.0
11 Noontime Aides	8.0	3.0	5.0	5.0
12 Total Positions	41.2	33.1	34.9	32.5
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$27,941	\$26,486	\$11,788	\$11,788

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	7.1	4.2	4.4	4.4
15 Teachers - Special Education	0.5	0.0	0.0	0.0
16 Counselors/Student Adv./ Soc. Serv. Liaisons	2.0	0.0	0.0	0.0
17 Support Services Assistants	3.0	3.0	3.0	3.0
18 Other	0.0	0.0	0.0	0.0
19 Total Positions	12.6	7.2	7.4	7.4
20 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$26,378	\$113,424	\$14,437	\$14,437

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
21 Total Positions	53.8	40.3	42.3	39.9
22 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$54,319	\$139,910	\$26,225	\$26,225
23 Difference from FY11 Budget - Total Position		(13.5)	(11.5)	(13.9)
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$85,591	(\$28,094)	(\$28,094)

General Philip Kearny School

Address	601 Fairmount Ave. Philadelphia, PA 19123	Grade Range	K-8
Phone / Fax	215.351.7343 / 215.351.7129	Comprehensive CTE	No
Website	N/A	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
33%	■ ■ ■ ■ WATCH	58th of 98 (-48)	14th of 21 (-36)

Achievement

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

30%	■ ■ ■ ■ WATCH	36th of 98 (-58)	8th of 21 (-21)
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Progress

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

19%	■ ■ ■ ■ INTERVENE	73rd of 98 (-70)	16th of 21 (-68)
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Climate

The Climate domain measures student engagement and school climate.

73%	■ ■ ■ ■ REINFORCE	19th of 98 (-27)	Peer Leader
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

SPRING GARDEN SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 5	PSSA Reading / Literacy Keystone	33.30%
Organization Code	5560	PSSA Math / Keystone	36.30%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	297	277	281
2 Poverty Rate	90.00%	95.68%	95.68%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	12.4	14.3	13.6	12.4
5 Teachers - Special Education	3.0	2.0	2.0	2.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	0.5	0.5
7 Nurses/Health Services	0.4	0.2	0.2	0.2
8 Classroom Assistants/Teacher Assistants	0.0	0.0	1.0	1.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	0.0	0.0	0.0	0.0
11 Noontime Aides	2.0	1.0	1.0	1.0
12 Other	1.2	0.0	0.0	0.0
13 Total Positions	22.0	20.5	20.3	19.1
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$42,551	\$17,137	\$19,928	\$19,928

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	7.1	2.7	4.5	4.5
16 Teachers - Special Education	0.0	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.0	0.0	0.0
18 Support Services Assistants	7.0	4.0	4.0	4.0
19 Other	0.0	0.0	0.0	0.0
20 Total Positions	15.1	6.7	8.5	8.5
21 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$73,019	\$73,304	\$81,861	\$81,861

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
22 Total Positions	37.1	27.2	28.8	27.6
23 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$115,570	\$90,441	\$101,789	\$101,789
24 Difference from FY11 Budget - Total Position		(9.9)	(8.3)	(9.5)
25 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$25,129)	(\$13,781)	(\$13,781)

Spring Garden School

Address	1146 Melon St. Philadelphia, PA 19123	Grade Range	K-8
Phone / Fax	215.684.5070 / 215.684.5059	Comprehensive CTE	No
Website	N/A	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

The School Progress Report (SPR) provides parents, families, and community members with valuable information on the progress schools are making towards District-wide goals. Each school receives a score and a corresponding performance tier at the overall and domain levels. Each school also receives two rankings: one within all schools of the same grade configuration (City Rank) and one within a peer group of schools with similar student demographics (Peer Rank). A school is designated a City Leader if it ranks first among all schools with the same grade configuration. A school is designated a Peer Leader if it ranks first in its peer group.

Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
20%	■ □ □ □ INTERVENE	81st of 98 (-61)	31st of 45 (-35)

Achievement

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

18%	■ □ □ □ INTERVENE	57th of 98 (-70)	10th of 45 (-15)
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Progress

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

11%	■ □ □ □ INTERVENE	87th of 98 (-78)	38th of 45 (-69)
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Climate

The Climate domain measures student engagement and school climate.

45%	□ ■ □ □ WATCH	49th of 98 (-55)	6th of 45 (-29)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

BUILDING 21

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 5	PSSA Reading / Literacy Keystone	N/A
Organization Code	5610	PSSA Math / Keystone	N/A
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	0	0	145
2 Poverty Rate	0.00%	0.00%	0.00%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	0.0	0.0	1.0	1.0
4	Teachers - Regular Education	0.0	0.0	6.0	3.8
5	Teachers - Special Education	0.0	0.0	1.0	1.0
6	Counselors/Student Adv./ Soc. Serv. Liaisons	0.0	0.0	0.0	0.0
7	Nurses/Health Services	0.0	0.0	0.1	0.1
8	Secretaries	0.0	0.0	1.0	1.0
9	Total Positions	0.0	0.0	9.1	6.9
10	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$0</i>	<i>\$0</i>	<i>\$13,838</i>	<i>\$13,838</i>

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
11	Total Positions	0.0	0.0	9.1	6.9
12	<i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$0</i>	<i>\$0</i>	<i>\$13,838</i>	<i>\$13,838</i>
13	Difference from FY11 Budget - Total Position		0.0	9.1	6.9
14	<i>Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other</i>		<i>\$0</i>	<i>\$13,838</i>	<i>\$13,838</i>

U SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 5	PSSA Reading / Literacy Keystone	N/A
Organization Code	5620	PSSA Math / Keystone	N/A
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	0	0	114
2 Poverty Rate	0.00%	0.00%	0.00%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	0.0	0.0	1.0	1.0
4 Teachers - Regular Education	0.0	0.0	5.5	4.3
5 Teachers - Special Education	0.0	0.0	1.0	1.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	0.0	0.0	1.0	1.0
7 Nurses/Health Services	0.0	0.0	0.1	0.1
8 Secretaries	0.0	0.0	1.0	1.0
9 Noontime Aides	0.0	0.0	2.0	2.0
10 Total Positions	0.0	0.0	11.6	10.4
11 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	\$0	\$0	\$12,398	\$12,398

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
12 Total Positions	0.0	0.0	11.6	10.4
13 <i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	\$0	\$0	\$12,398	\$12,398
14 Difference from FY11 Budget - Total Position		0.0	11.6	10.4
15 <i>Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other</i>		\$0	\$12,398	\$12,398

BETHUNE, MARY MC LEOD SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 5	PSSA Reading / Literacy Keystone	32.70%
Organization Code	7510	PSSA Math / Keystone	28.80%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	641	736	753
2 Poverty Rate	94.00%	95.52%	95.52%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	1.0	1.0	1.0
4 Teachers - Regular Education	23.7	28.8	31.2	24.2
5 Teachers - Special Education	4.0	3.0	4.0	4.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.2	1.1	1.1
7 Nurses/Health Services	1.0	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	0.0	2.0	3.0	3.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Noontime Aides	8.0	5.0	5.0	5.0
11 Total Positions	41.7	43.0	47.3	40.3
12 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$70,001	\$28,596	\$187,208	\$187,208

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
13 Principals/Assistant Principals	0.0	0.0	0.0	0.0
14 Teachers - Regular Education	15.8	9.1	9.9	9.9
15 Counselors/Student Adv./ Soc. Serv. Liaisons	3.4	0.0	0.1	0.1
16 Support Services Assistants	4.0	0.0	0.0	0.0
17 Total Positions	23.2	9.1	10.0	10.0
18 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$201,090	\$175,268	\$118,923	\$118,923

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
19 Total Positions	64.9	52.1	57.3	50.3
20 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$271,091	\$203,864	\$306,131	\$306,131
21 Difference from FY11 Budget - Total Position		(12.8)	(7.6)	(14.6)
22 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$67,227)	\$35,040	\$35,040

Mary M. Bethune School

Address	3301 Old York Rd. Philadelphia, PA 19140	Grade Range	K-8
Phone / Fax	215.227.4433 / 215.227.8658	Comprehensive CTE	No
Website	www.philasd.org/schools/bethune	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
13%	■ □ □ □ INTERVENE	89th of 98 (-68)	36th of 45 (-42)

Achievement

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

14%	■ □ □ □ INTERVENE	68th of 98 (-74)	18th of 45 (-19)
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Progress

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

5%	■ □ □ □ INTERVENE	93rd of 98 (-84)	42nd of 45 (-75)
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Climate

The Climate domain measures student engagement and school climate.

33%	□ ■ □ □ WATCH	65th of 98 (-67)	15th of 45 (-41)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

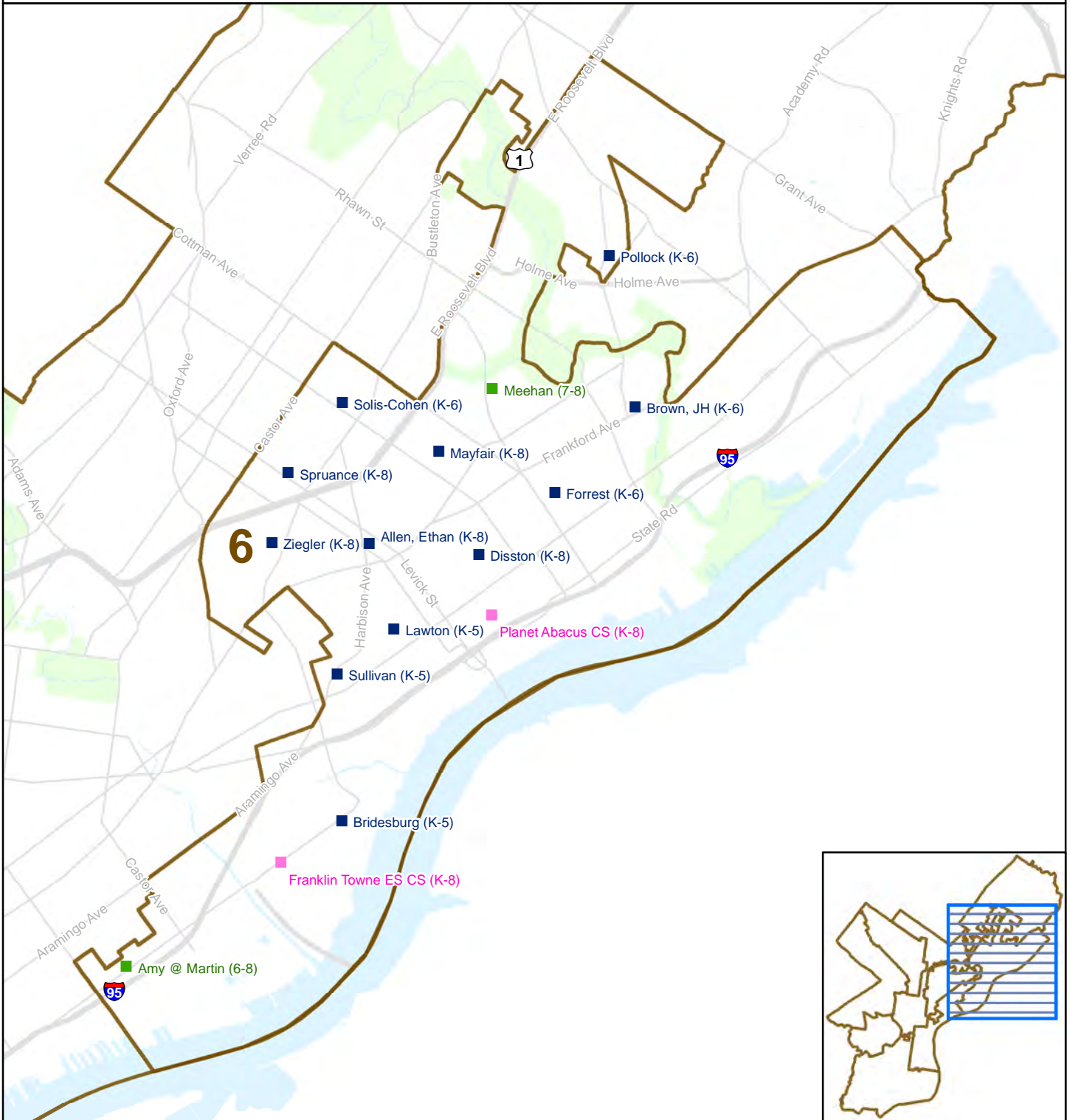
Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

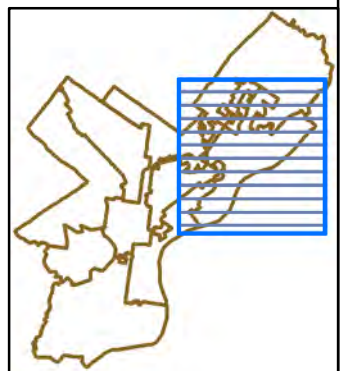
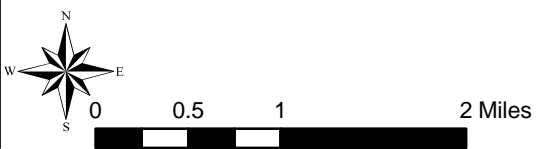
COUNCIL DISTRICT 6

THE SCHOOL DISTRICT OF PHILADELPHIA

6th Councilmanic District - Elementary and Middle Schools (2013/14)

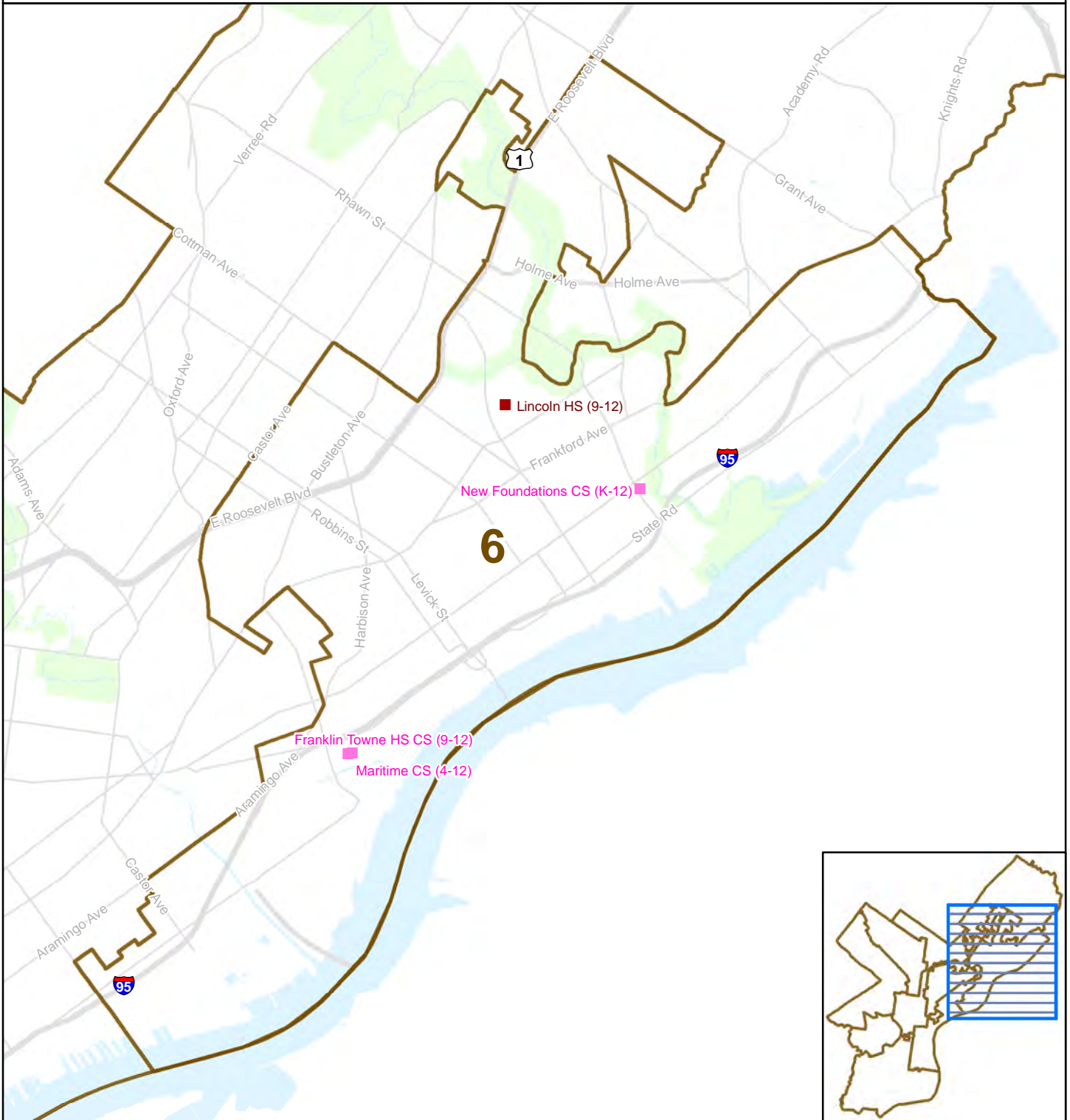


City Council	Elementary School	Charter
Middle School	Charter (Renaissance)	
Middle Secondary		
High School		

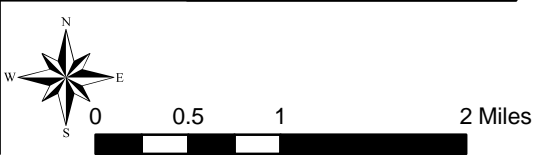


THE SCHOOL DISTRICT OF PHILADELPHIA

6th Councilmanic District - Middle Secondary and High Schools (2013/14)



City Council	Elementary School	Charter
Middle School	Charter (Renaissance)	
Middle Secondary		
High School		



AMY AT JAMES MARTIN

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 6	PSSA Reading / Literacy Keystone	63.60%
Organization Code	5430	PSSA Math / Keystone	64.90%
School Level	MIDDLE SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	397	388	417
2 Poverty Rate	83.00%	88.71%	88.71%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	1.0	1.0	1.0
4 Teachers - Regular Education	19.9	18.1	19.2	16.0
5 Teachers - Special Education	2.0	3.0	3.0	3.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	0.0	0.0
7 Nurses/Health Services	0.5	0.3	0.3	0.3
8 Classroom Assistants/Teacher Assistants	1.0	3.0	4.0	4.0
9 Secretaries	1.6	1.0	1.0	1.0
10 Support Services Assistants	0.0	0.0	0.0	0.0
11 Noontime Aides	5.0	4.0	3.0	3.0
12 Other	0.4	0.0	0.0	0.0
13 Total Positions	33.4	31.4	31.5	28.3
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$102,976	\$19,256	\$15,218	\$15,218

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	2.5	0.3	0.2	0.2
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.0	0.0	0.0
18 Support Services Assistants	1.0	0.0	2.0	2.0
19 Total Positions	5.0	0.3	2.2	2.2
20 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$17,540	\$44,999	\$10,407	\$10,407

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
21 Total Positions	38.4	31.7	33.7	30.5
22 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$120,516	\$64,255	\$25,625	\$25,625
23 Difference from FY11 Budget - Total Position		(6.7)	(4.7)	(7.9)
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$56,261)	(\$94,891)	(\$94,891)

Alternative Middle Years at James Martin

Address	3380 Richmond St. Philadelphia, PA 19134	Grade Range	6-8
Phone / Fax	215.291.4172 / 215.291.5180	Comprehensive CTE	No
Website	www.philasd.org/schools/martin	Admissions Category	Citywide
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
36%	 WATCH	13th of 25 (-46)	5th of 7 (-46)

Achievement

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

48%	 WATCH	8th of 25 (-48)	5th of 7 (-48)
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Progress

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

24%	 INTERVENE	17th of 25 (-68)	5th of 7 (-68)
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Climate

The Climate domain measures student engagement and school climate.

42%	 WATCH	12th of 25 (-58)	7th of 7 (-58)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

LAWTON, HENRY W. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 6	PSSA Reading / Literacy Keystone	45.80%
Organization Code	7330	PSSA Math / Keystone	39.10%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	846	703	688
2 Poverty Rate	83.00%	90.37%	90.37%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	1.0	1.0	1.0
4 Teachers - Regular Education	28.2	25.9	25.6	22.2
5 Teachers - Special Education	6.0	8.0	8.0	8.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.2	1.1	1.1
7 Nurses/Health Services	1.0	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	6.0	12.0	12.0	12.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Support Services Assistants	3.0	0.0	0.0	0.0
11 Noontime Aides	17.0	5.0	5.0	5.0
12 Other	0.4	0.0	0.0	0.0
13 Total Positions	66.6	55.1	54.7	51.3
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$38,091	\$27,779	\$30,008	\$30,008

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	14.2	7.2	4.7	4.7
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	3.2	0.0	0.1	0.1
18 Classroom Assistants/Teacher Assistants	0.0	0.0	0.0	0.0
19 Support Services Assistants	0.0	6.0	6.0	6.0
20 Other	1.0	1.0	1.0	1.0
21 Total Positions	18.9	14.2	11.8	11.8
22 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$72,550	\$142,439	\$57,092	\$57,092

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
23 Total Positions	85.5	69.3	66.5	63.1
24 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$110,641	\$170,218	\$87,100	\$87,100
25 Difference from FY11 Budget - Total Position		(16.2)	(19.0)	(22.4)
26 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$59,577	(\$23,541)	(\$23,541)

Henry W. Lawton School

Address	6101 Jackson St. Philadelphia, PA 19135	Grade Range	K-6
Phone / Fax	215.335.5659 / 215.335.5325	Comprehensive CTE	No
Website	www.philasd.org/schools/lawton	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
46%	□■□□ WATCH	26th of 63 (-38)	9th of 11 (-16)

Achievement

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

26%	□■□□ WATCH	29th of 63 (-47)	11th of 11 (-31)
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Progress

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

55%	□□■□ REINFORCE	25th of 63 (-31)	5th of 11 (-17)
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Climate

The Climate domain measures student engagement and school climate.

56%	□□■□ REINFORCE	33rd of 64 (-44)	8th of 11 (-41)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

SULLIVAN, JAMES J. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 6	PSSA Reading / Literacy Keystone	31.90%
Organization Code	7430	PSSA Math / Keystone	29.70%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	628	717	731
2 Poverty Rate	90.00%	94.56%	94.56%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	1.0	2.0	2.0
4 Teachers - Regular Education	24.0	25.1	26.5	23.1
5 Teachers - Special Education	7.0	7.0	7.0	7.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.2	1.2	1.2
7 Nurses/Health Services	1.0	0.6	0.6	0.6
8 Classroom Assistants/Teacher Assistants	1.0	7.0	6.0	6.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	2.0	0.0	0.0	0.0
11 Noontime Aides	10.0	4.0	5.0	5.0
12 Other	0.4	0.0	0.0	0.0
13 Total Positions	49.4	46.9	49.4	46.0
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$27,613	\$38,246	\$25,528	\$25,528

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	15.6	7.9	8.7	8.7
16 Counselors/Student Adv./ Soc. Serv. Liaisons	2.2	0.0	0.2	0.2
17 Classroom Assistants/Teacher Assistants	2.0	0.0	0.0	0.0
18 Support Services Assistants	6.0	4.0	4.0	4.0
19 Other	1.0	0.0	0.0	0.0
20 Total Positions	26.8	11.9	12.8	12.8
21 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$77,248	\$148,467	\$113,300	\$113,300

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
22 Total Positions	76.2	58.8	62.2	58.8
23 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$104,861	\$186,713	\$138,828	\$138,828
24 Difference from FY11 Budget - Total Position		(17.4)	(14.0)	(17.4)
25 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$81,852	\$33,967	\$33,967

James J. Sullivan School

Address	5300 Ditman St. Philadelphia, PA 19124	Grade Range	K-5
Phone / Fax	215.537.2524 / 215.537.2984	Comprehensive CTE	No
Website	www.philasd.org/schools/sullivan	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
22%	■■■■ INTERVENE	55th of 63 (-62)	13th of 16 (-34)

Achievement

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

11%	■■■■ INTERVENE	45th of 63 (-62)	11th of 16 (-28)
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Progress

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

30%	■■■ WATCH	46th of 63 (-56)	10th of 16 (-45)
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Climate

The Climate domain measures student engagement and school climate.

23%	■■■■ INTERVENE	55th of 64 (-77)	15th of 17 (-53)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

ZIEGLER, WILLIAM H. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 6	PSSA Reading / Literacy Keystone	48.60%
Organization Code	7460	PSSA Math / Keystone	46.50%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	540	527	515
2 Poverty Rate	83.00%	89.89%	89.89%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	23.0	23.1	22.9	20.5
5 Teachers - Special Education	4.0	6.0	6.0	6.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.2	0.7	0.7
7 Nurses/Health Services	1.0	0.4	0.6	0.6
8 Classroom Assistants/Teacher Assistants	3.0	10.0	7.0	7.0
9 Secretaries	1.8	1.0	1.0	1.0
10 Support Services Assistants	3.0	0.0	0.0	0.0
11 Noontime Aides	6.0	4.0	5.0	5.0
12 Total Positions	43.8	46.7	44.2	41.8
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$52,117	\$17,447	\$13,788	\$13,788

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	7.8	4.6	2.8	2.8
15 Counselors/Student Adv./ Soc. Serv. Liaisons	2.0	0.0	0.2	0.2
16 Classroom Assistants/Teacher Assistants	0.0	0.0	1.0	1.0
17 Support Services Assistants	4.0	5.0	5.0	5.0
18 Total Positions	13.8	9.6	9.0	9.0
19 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$100,097	\$136,837	\$77,384	\$77,384

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
20 Total Positions	57.6	56.3	53.2	50.8
21 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$152,214	\$154,284	\$91,172	\$91,172
22 Difference from FY11 Budget - Total Position		(1.3)	(4.4)	(6.8)
23 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$2,070	(\$61,042)	(\$61,042)

William H. Ziegler School

Address	5935 Saul St. Philadelphia, PA 19149	Grade Range	K-8
Phone / Fax	215.537.2510 / 215.537.2987	Comprehensive CTE	No
Website	www.philasd.org/schools/ziegler	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Achievement

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

Progress

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

Climate

The Climate domain measures student engagement and school climate.

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
39%	 WATCH	44th of 98 (-42)	8th of 21 (-30)
31%	 WATCH	35th of 98 (-57)	7th of 21 (-20)
37%	 WATCH	48th of 98 (-52)	10th of 21 (-50)
56%	 REINFORCE	38th of 98 (-44)	10th of 21 (-17)

Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

BRIDESBURG SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 6	PSSA Reading / Literacy Keystone	61.60%
Organization Code	7470	PSSA Math / Keystone	54.10%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	450	495	485
2 Poverty Rate	73.00%	82.83%	82.83%

Operating Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	15.6	18.2	19.2	17.0
5 Teachers - Special Education	3.0	5.0	5.0	5.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	0.5	0.5
7 Nurses/Health Services	0.6	0.3	0.4	0.4
8 Classroom Assistants/Teacher Assistants	1.0	4.0	3.0	3.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Support Services Assistants	3.0	0.0	0.0	0.0
11 Noontime Aides	3.0	3.0	4.0	4.0
12 Other	0.2	0.0	0.0	0.0
13 Total Positions	30.4	33.5	34.1	31.9
14 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$47,195</i>	<i>\$25,394</i>	<i>\$21,888</i>	<i>\$21,888</i>

Grant Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	5.4	4.2	2.2	2.2
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	0.0	0.0	0.0	0.0
18 Support Services Assistants	5.0	1.0	1.0	1.0
19 Total Positions	10.9	5.2	3.2	3.2
20 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$12,326</i>	<i>\$87,930</i>	<i>\$15,970</i>	<i>\$15,970</i>

Operating and Grant Funds Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
21 Total Positions	41.3	38.7	37.3	35.1
22 <i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$59,521</i>	<i>\$113,324</i>	<i>\$37,858</i>	<i>\$37,858</i>
23 Difference from FY11 Budget - Total Position		(2.6)	(4.0)	(6.2)
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$53,803	(\$21,663)	(\$21,663)

Bridesburg School

Address	2824 Jenks St. Philadelphia, PA 19137	Grade Range	K-5
Phone / Fax	215.537.2515 / 215.537.3145	Comprehensive CTE	No
Website	www.philasd.org/schools/bridesburg	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
29%	■ ■ ■ ■ WATCH	42nd of 63 (-55)	8th of 8 (-55)

Achievement

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

45%	■ ■ ■ ■ WATCH	12th of 63 (-28)	8th of 8 (-28)
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Progress

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

4%	■ ■ ■ ■ INTERVENE	59th of 63 (-82)	8th of 8 (-80)
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Climate

The Climate domain measures student engagement and school climate.

64%	■ ■ ■ ■ REINFORCE	24th of 64 (-36)	7th of 8 (-36)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

LINCOLN, ABRAHAM HIGH SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 6	PSSA Reading / Literacy Keystone	19.60%
Organization Code	8010	PSSA Math / Keystone	42.40%
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	1796	1638	1497
2 Poverty Rate	74.00%	85.29%	85.29%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	3.0	3.0	3.0	3.0
4 Teachers - Regular Education	67.5	73.6	64.9	56.1
5 Teachers - Special Education	31.0	27.0	23.4	23.4
6 Counselors/Student Adv./ Soc. Serv. Liaisons	4.2	2.6	2.4	2.4
7 Nurses/Health Services	2.2	1.4	1.4	1.4
8 Classroom Assistants/Teacher Assistants	9.0	15.0	12.0	12.0
9 Secretaries	8.0	2.0	2.0	2.0
10 Support Services Assistants	3.0	0.0	0.0	0.0
11 Noontime Aides	7.0	9.0	6.0	6.0
12 Other	9.0	1.0	0.4	0.4
13 Total Positions	143.9	134.6	115.5	106.7
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$124,186	\$23,958	\$160,465	\$160,465

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Principals/Assistant Principals	1.0	0.0	0.0	0.0
16 Teachers - Regular Education	30.0	4.0	7.2	7.2
17 Teachers - Special Education	2.0	0.0	0.0	0.0
18 Counselors/Student Adv./ Soc. Serv. Liaisons	4.4	1.0	1.8	1.8
19 Classroom Assistants/Teacher Assistants	4.0	15.0	12.0	12.0
20 Support Services Assistants	0.0	3.0	3.0	3.0
21 Other	1.0	1.0	0.0	0.0
22 Total Positions	42.4	24.0	24.0	24.0
23 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$622,529	\$110,121	\$71,012	\$71,012

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
24 Total Positions	186.3	158.6	139.5	130.7
25 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$746,715	\$134,079	\$231,477	\$231,477
26 Difference from FY11 Budget - Total Position		(27.7)	(46.8)	(55.6)
27 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$612,636)	(\$515,238)	(\$515,238)

Abraham Lincoln High School

Address	3201 Ryan Ave. Philadelphia, PA 19136	Grade Range	9-12
Phone / Fax	215.335.5653 / 215.335.5997	Comprehensive CTE	No
Website	www.philasd.org/schools/lincoln	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
16%	■ ■ ■ ■ INTERVENE	35th of 53 (-80)	8th of 8 (-64)

Achievement

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

13%	■ ■ ■ ■ INTERVENE	24th of 53 (-85)	8th of 8 (-38)
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Progress

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

11%	■ ■ ■ ■ INTERVENE	41st of 53 (-86)	8th of 8 (-75)
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Climate

The Climate domain measures student engagement and school climate.

25%	■ ■ ■ ■ WATCH	39th of 54 (-75)	9th of 9 (-75)
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College & Career

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

23%	■ ■ ■ ■ INTERVENE	40th of 53 (-77)	9th of 9 (-71)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

MEEHAN, AUSTIN MIDDLE SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 6	PSSA Reading / Literacy Keystone	55.70%
Organization Code	8140	PSSA Math / Keystone	52.10%
School Level	MIDDLE SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	573	551	505
2 Poverty Rate	75.00%	88.85%	88.85%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.4	2.0	1.0	1.0
4 Teachers - Regular Education	30.0	26.2	21.7	18.3
5 Teachers - Special Education	13.0	10.0	10.0	10.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	0.5	0.5
7 Nurses/Health Services	1.2	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	4.0	5.0	13.0	13.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Support Services Assistants	6.0	0.0	0.0	0.0
11 Noontime Aides	6.0	7.0	4.0	4.0
12 Other	1.4	0.0	0.0	0.0
13 Total Positions	67.0	53.2	52.2	48.8
14 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$69,630</i>	<i>\$38,547</i>	<i>\$15,638</i>	<i>\$15,638</i>

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Principals/Assistant Principals	0.6	0.0	0.0	0.0
16 Teachers - Regular Education	5.0	1.0	0.8	0.8
17 Teachers - Special Education	0.5	0.0	0.0	0.0
18 Counselors/Student Adv./ Soc. Serv. Liaisons	4.2	0.0	0.0	0.0
19 Classroom Assistants/Teacher Assistants	4.0	7.0	0.0	0.0
20 Support Services Assistants	5.0	1.0	0.0	0.0
21 Total Positions	19.3	9.0	0.8	0.8
22 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$36,682</i>	<i>\$20,482</i>	<i>\$2,471</i>	<i>\$2,471</i>

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
23 Total Positions	86.3	62.2	53.0	49.6
24 <i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$106,312</i>	<i>\$59,029</i>	<i>\$18,109</i>	<i>\$18,109</i>
25 Difference from FY11 Budget - Total Position		(24.1)	(33.3)	(36.7)
26 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$47,283)	(\$88,203)	(\$88,203)

Austin Meehan School

Address	3001 Ryan Ave. Philadelphia, PA 19152	Grade Range	7-8
Phone / Fax	215.335.5654 / 215.335.5992	Comprehensive CTE	No
Website	www.philasd.org/schools/meehan	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
20%	■ ■ ■ ■ INTERVENE	19th of 25 (-62)	7th of 7 (-62)

Achievement

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

31%	■ ■ ■ ■ WATCH	11th of 25 (-65)	7th of 7 (-65)
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Progress

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

1%	■ ■ ■ ■ INTERVENE	24th of 25 (-91)	7th of 7 (-91)
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Climate

The Climate domain measures student engagement and school climate.

46%	■ ■ ■ ■ WATCH	11th of 25 (-54)	6th of 7 (-54)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

ALLEN, ETHAN SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 6	PSSA Reading / Literacy Keystone	45.50%
Organization Code	8200	PSSA Math / Keystone	41.70%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	912	846	806
2 Poverty Rate	76.00%	89.45%	89.45%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	3.0	1.0	2.0	2.0
4 Teachers - Regular Education	38.7	34.2	34.0	29.4
5 Teachers - Special Education	6.5	6.0	6.0	6.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.8	1.6	1.6
7 Nurses/Health Services	1.0	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	0.0	3.0	4.0	4.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Support Services Assistants	3.0	2.0	1.0	1.0
11 Noontime Aides	10.0	4.0	4.0	4.0
12 Other	0.4	0.0	0.2	0.2
13 Total Positions	65.6	54.0	54.8	50.2
14 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$40,294</i>	<i>\$52,535</i>	<i>\$23,908</i>	<i>\$23,908</i>

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	13.5	6.8	6.2	6.2
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	3.8	0.2	0.4	0.4
18 Support Services Assistants	9.0	6.0	6.0	6.0
19 Other	0.0	0.0	0.0	0.0
20 Total Positions	26.8	13.0	12.6	12.6
21 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$12,814</i>	<i>\$169,409</i>	<i>\$57,909</i>	<i>\$57,909</i>

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
22 Total Positions	92.4	67.0	67.4	62.8
23 <i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$53,108</i>	<i>\$221,944</i>	<i>\$81,817</i>	<i>\$81,817</i>
24 Difference from FY11 Budget - Total Position		(25.4)	(25.0)	(29.6)
25 <i>Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other</i>		<i>\$168,836</i>	<i>\$28,709</i>	<i>\$28,709</i>

Ethan Allen School

Address	6329 Battersby St. Philadelphia, PA 19149	Grade Range	K-8
Phone / Fax	215.537.2530 / 215.537.2599	Comprehensive CTE	No
Website	N/A	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
27%	■ ■ ■ WATCH	66th of 98 (-54)	8th of 9 (-23)

Achievement

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

34%	■ ■ ■ WATCH	31st of 98 (-54)	7th of 9 (-7)
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Progress

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

14%	■ ■ ■ INTERVENE	81st of 98 (-75)	8th of 9 (-39)
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Climate

The Climate domain measures student engagement and school climate.

48%	■ ■ ■ WATCH	46th of 98 (-52)	7th of 9 (-47)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

BROWN, JOSEPH H. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 6	PSSA Reading / Literacy Keystone	55.10%
Organization Code	8210	PSSA Math / Keystone	45.00%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	531	534	525
2 Poverty Rate	76.00%	89.45%	89.45%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	21.0	20.4	20.2	17.8
5 Teachers - Special Education	5.0	6.0	5.0	5.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	1.0	1.0
7 Nurses/Health Services	1.0	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	4.0	6.0	6.0	6.0
9 Secretaries	1.8	1.0	1.0	1.0
10 Support Services Assistants	10.0	0.0	0.0	0.0
11 Noontime Aides	6.0	3.0	4.0	4.0
12 Total Positions	50.8	39.4	39.2	36.8
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$37,361	\$31,476	\$36,648	\$36,648

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	11.4	6.0	4.0	4.0
15 Teachers - Special Education	0.5	0.0	0.0	0.0
16 Counselors/Student Adv./ Soc. Serv. Liaisons	2.0	0.0	0.0	0.0
17 Support Services Assistants	5.0	4.0	5.0	5.0
18 Total Positions	18.9	10.0	9.0	9.0
19 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$22,165	\$65,989	\$57,148	\$57,148

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
20 Total Positions	69.7	49.4	48.2	45.8
21 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$59,526	\$97,465	\$93,796	\$93,796
22 Difference from FY11 Budget - Total Position		(20.3)	(21.5)	(23.9)
23 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$37,939	\$34,270	\$34,270

Joseph H. Brown School

Address	3600 Stanwood St. Philadelphia, PA 19136	Grade Range	K-6
Phone / Fax	215.335.5650 / 215.335.5381	Comprehensive CTE	No
Website	www.philasd.org/schools/jhbrown	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
47%	 WATCH	24th of 63 (-37)	8th of 11 (-15)

Achievement

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

37%	 WATCH	21st of 63 (-36)	9th of 11 (-20)
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Progress

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

53%	 REINFORCE	28th of 63 (-33)	6th of 11 (-19)
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Climate

The Climate domain measures student engagement and school climate.

45%	 WATCH	38th of 64 (-55)	10th of 11 (-52)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

DISSTON, HAMILTON SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 6	PSSA Reading / Literacy Keystone	47.10%
Organization Code	8240	PSSA Math / Keystone	46.40%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	821	855	855
2 Poverty Rate	84.00%	90.66%	90.66%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	2.0	2.0	2.0	2.0
4	Teachers - Regular Education	33.2	33.7	34.8	28.8
5	Teachers - Special Education	8.0	9.0	7.0	7.0
6	Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.2	1.1	1.1
7	Nurses/Health Services	1.0	1.0	1.2	1.2
8	Classroom Assistants/Teacher Assistants	0.0	0.0	1.0	1.0
9	Secretaries	2.0	1.0	1.0	1.0
10	Support Services Assistants	4.0	4.0	0.0	0.0
11	Noontime Aides	7.0	6.0	8.0	8.0
12	Total Positions	58.2	58.0	56.2	50.2
13	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$32,441</i>	<i>\$33,151</i>	<i>\$34,448</i>	<i>\$34,448</i>

Grant Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14	Teachers - Regular Education	10.1	6.0	5.0	5.0
15	Teachers - Special Education	0.0	0.0	0.0	0.0
16	Counselors/Student Adv./ Soc. Serv. Liaisons	3.2	0.5	0.1	0.1
17	Classroom Assistants/Teacher Assistants	1.0	0.0	0.0	0.0
18	Support Services Assistants	9.0	3.0	4.0	4.0
19	Other	2.0	1.0	1.0	1.0
20	Total Positions	25.3	10.4	10.0	10.0
21	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$89,097</i>	<i>\$197,936</i>	<i>\$59,320</i>	<i>\$59,320</i>

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
22	Total Positions	83.5	68.4	66.2	60.2
23	<i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$121,538</i>	<i>\$231,087</i>	<i>\$93,768</i>	<i>\$93,768</i>
24	<i>Difference from FY11 Budget - Total Position</i>		<i>(15.1)</i>	<i>(17.3)</i>	<i>(23.3)</i>
25	<i>Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other</i>		<i>\$109,549</i>	<i>(\$27,770)</i>	<i>(\$27,770)</i>

Hamilton Disston School

Address	6801 Cottage St. Philadelphia, PA 19135	Grade Range	K-8
Phone / Fax	215.335.5661 / 215.335.5030	Comprehensive CTE	No
Website	www.philasd.org/schools/disston	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
40%	□■□□ WATCH	41st of 98 (-41)	4th of 9 (-10)

Achievement

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

36%	□■□□ WATCH	29th of 98 (-52)	6th of 9 (-5)
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Progress

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

38%	□■□□ WATCH	46th of 98 (-51)	3rd of 9 (-15)
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Climate

The Climate domain measures student engagement and school climate.

50%	□□■□ REINFORCE	45th of 98 (-50)	6th of 9 (-45)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

FORREST, EDWIN SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 6	PSSA Reading / Literacy Keystone	54.00%
Organization Code	8250	PSSA Math / Keystone	48.20%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	1129	1110	1096
2 Poverty Rate	76.00%	89.04%	89.04%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	3.0	2.0	2.0	2.0
4 Teachers - Regular Education	40.4	39.3	38.7	33.9
5 Teachers - Special Education	7.0	7.0	5.0	5.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.2	1.7	1.7
7 Nurses/Health Services	1.2	1.2	1.2	1.2
8 Classroom Assistants/Teacher Assistants	1.0	1.0	0.0	0.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Support Services Assistants	5.0	0.0	0.0	0.0
11 Noontime Aides	17.0	9.0	9.0	9.0
12 Other	1.0	0.0	0.0	0.0
13 Total Positions	78.6	61.7	58.6	53.8
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$32,175	\$32,956	\$115,728	\$115,728

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	10.1	6.8	5.6	5.6
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	3.4	0.0	0.1	0.1
18 Support Services Assistants	15.0	0.0	2.0	2.0
19 Total Positions	29.0	6.8	7.7	7.7
20 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$48,850	\$185,587	\$48,300	\$48,300

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
21 Total Positions	107.6	68.5	66.3	61.5
22 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$81,025	\$218,543	\$164,028	\$164,028
23 Difference from FY11 Budget - Total Position		(39.1)	(41.3)	(46.1)
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$137,518	\$83,003	\$83,003

Edwin Forrest School

Address	7300 Cottage St. Philadelphia, PA 19136	Grade Range	K-6
Phone / Fax	215.335.5652 / 215.335.5983	Comprehensive CTE	No
Website	www.philasd.org/schools/forrest	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
60%	 REINFORCE	12th of 63 (-24)	3rd of 11 (-2)

Achievement

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

43%	 WATCH	14th of 63 (-30)	4th of 11 (-14)
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Progress

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

66%	 REINFORCE	12th of 63 (-20)	2nd of 11 (-6)
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Climate

The Climate domain measures student engagement and school climate.

71%	 REINFORCE	19th of 64 (-29)	7th of 11 (-26)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

MAYFAIR SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 6	PSSA Reading / Literacy Keystone	68.80%
Organization Code	8300	PSSA Math / Keystone	64.90%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	993	1137	1180
2 Poverty Rate	60.00%	82.77%	82.77%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	1.0	2.0	2.0	2.0
4	Teachers - Regular Education	36.0	46.9	47.3	40.1
5	Teachers - Special Education	5.5	5.0	6.0	6.0
6	Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.6	2.3	2.3
7	Nurses/Health Services	1.2	1.2	1.2	1.2
8	Classroom Assistants/Teacher Assistants	0.0	5.0	5.0	5.0
9	Secretaries	1.0	1.0	1.0	1.0
10	Support Services Assistants	7.0	0.0	0.0	0.0
11	Noontime Aides	8.0	7.0	10.0	10.0
12	Other	1.0	0.0	0.0	0.0
13	Total Positions	61.7	69.7	74.8	67.6
14	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$52,792</i>	<i>\$24,765</i>	<i>\$49,416</i>	<i>\$49,416</i>

Grant Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15	Teachers - Regular Education	10.4	5.6	6.1	6.1
16	Teachers - Special Education	0.5	0.0	0.0	0.0
17	Counselors/Student Adv./ Soc. Serv. Liaisons	3.6	0.6	0.6	0.6
18	Support Services Assistants	4.0	0.0	0.0	0.0
19	Other	0.0	0.0	0.0	0.0
20	Total Positions	18.5	6.2	6.7	6.7
21	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$39,021</i>	<i>\$139,099</i>	<i>\$16,722</i>	<i>\$16,722</i>

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
22	Total Positions	80.2	75.9	81.5	74.3
23	<i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$91,813</i>	<i>\$163,864</i>	<i>\$66,138</i>	<i>\$66,138</i>
24	Difference from FY11 Budget - Total Position		(4.3)	1.3	(5.9)
25	Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$72,051	(\$25,675)	(\$25,675)

Mayfair School

Address	3001 Princeton Ave. Philadelphia, PA 19149	Grade Range	K-8
Phone / Fax	215.335.5651 / 215.335.5035	Comprehensive CTE	No
Website	www.philasd.org/schools/mayfair	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
79%	■■■ MODEL	2nd of 98 (-2)	Peer Leader

Achievement

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

63%	■■■ REINFORCE	8th of 98 (-25)	2nd of 9 (-11)
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Progress

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

89%	■■■ MODEL	City Leader	Peer Leader
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Climate

The Climate domain measures student engagement and school climate.

77%	■■■ MODEL	16th of 98 (-23)	5th of 9 (-23)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

SOLIS COHEN, SOLOMON SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 6	PSSA Reading / Literacy Keystone	58.60%
Organization Code	8340	PSSA Math / Keystone	49.80%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	1151	1313	1345
2 Poverty Rate	73.00%	84.76%	84.76%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	3.0	2.0	2.0	2.0
4 Teachers - Regular Education	41.5	53.3	54.1	47.1
5 Teachers - Special Education	11.0	10.0	9.0	9.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	2.4	3.0	3.0
7 Nurses/Health Services	1.4	1.4	1.4	1.4
8 Classroom Assistants/Teacher Assistants	4.0	17.0	16.0	16.0
9 Secretaries	2.0	1.0	2.0	2.0
10 Support Services Assistants	7.0	0.0	0.0	0.0
11 Noontime Aides	14.0	9.0	8.0	8.0
12 Other	1.2	0.0	0.0	0.0
13 Total Positions	86.1	96.1	95.4	88.4
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$65,721	\$46,992	\$103,896	\$103,896

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	21.9	7.1	7.3	7.3
16 Counselors/Student Adv./ Soc. Serv. Liaisons	4.8	0.4	0.6	0.6
17 Support Services Assistants	10.0	0.0	0.0	0.0
18 Total Positions	36.7	7.5	8.0	8.0
19 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$107,384	\$190,824	\$17,792	\$17,792

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
20 Total Positions	122.8	103.6	103.4	96.4
21 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$173,105	\$237,816	\$121,688	\$121,688
22 Difference from FY11 Budget - Total Position		(19.2)	(19.4)	(26.4)
23 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$64,711	(\$51,417)	(\$51,417)

Solomon Solis-Cohen School

Address	7001 Horrocks St. Philadelphia, PA 19149	Grade Range	K-6
Phone / Fax	215.728.5012 / 215.728.5982	Comprehensive CTE	No
Website	www.philasd.org/schools/solis-cohen	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
62%	 REINFORCE	8th of 63 (-22)	Peer Leader

Achievement

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

41%	 WATCH	16th of 63 (-32)	6th of 11 (-16)
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Progress

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

64%	 REINFORCE	16th of 63 (-22)	3rd of 11 (-8)
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Climate

The Climate domain measures student engagement and school climate.

88%	 MODEL	10th of 64 (-12)	5th of 11 (-9)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

SPRUANCE, GILBERT SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 6	PSSA Reading / Literacy Keystone	53.10%
Organization Code	8350	PSSA Math / Keystone	49.10%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	1316	1319	1315
2 Poverty Rate	76.00%	89.29%	89.29%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	3.0	2.0	2.0	2.0
4 Teachers - Regular Education	48.9	52.1	52.4	45.2
5 Teachers - Special Education	11.0	10.0	9.0	9.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	2.0	1.0	1.6	1.6
7 Nurses/Health Services	1.8	1.4	1.4	1.4
8 Classroom Assistants/Teacher Assistants	2.0	13.0	13.0	13.0
9 Secretaries	2.0	1.0	2.0	2.0
10 Support Services Assistants	0.0	1.0	1.0	1.0
11 Noontime Aides	11.0	7.0	8.0	8.0
12 Other	2.0	0.0	1.0	1.0
13 Total Positions	83.7	88.5	91.4	84.2
14 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	\$76,797	\$72,003	\$69,076	\$69,076

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	22.4	10.2	8.4	8.4
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	4.0	0.6	0.4	0.4
18 Classroom Assistants/Teacher Assistants	6.0	0.0	0.0	0.0
19 Support Services Assistants	6.0	6.0	7.0	7.0
20 Other	1.0	1.0	1.0	1.0
21 Total Positions	39.9	17.8	16.8	16.8
22 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	\$102,266	\$203,998	\$46,397	\$46,397

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
23 Total Positions	123.6	106.3	108.2	101.0
24 <i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	\$179,063	\$276,001	\$115,473	\$115,473
25 Difference from FY11 Budget - Total Position		(17.3)	(15.4)	(22.6)
26 <i>Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other</i>		\$96,938	(\$63,590)	(\$63,590)

Gilbert Spruance School

Address	6401 Horrocks St. Philadelphia, PA 19149	Grade Range	K-8
Phone / Fax	215.537.2514 / 215.537.2933	Comprehensive CTE	No
Website	www.philasd.org/schools/spruance	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
50%	□□■□ REINFORCE	24th of 98 (-31)	Peer Leader

Achievement

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

37%	□■□□ WATCH	28th of 98 (-51)	5th of 9 (-4)
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Progress

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

53%	□□■□ REINFORCE	30th of 98 (-36)	Peer Leader
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Climate

The Climate domain measures student engagement and school climate.

59%	□□■□ REINFORCE	34th of 98 (-41)	4th of 9 (-36)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

POLLOCK, ROBERT B. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 6	PSSA Reading / Literacy Keystone	68.60%
Organization Code	8410	PSSA Math / Keystone	57.50%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	735	783	775
2 Poverty Rate	59.00%	77.23%	77.23%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	27.0	30.5	32.3	26.3
5 Teachers - Special Education	4.5	7.0	7.6	7.6
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.2	1.0	1.0
7 Nurses/Health Services	0.6	0.6	0.6	0.6
8 Classroom Assistants/Teacher Assistants	2.0	6.0	7.0	7.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Support Services Assistants	8.0	0.0	0.0	0.0
11 Noontime Aides	8.0	5.0	7.0	7.0
12 Other	0.4	0.0	0.0	0.0
13 Total Positions	54.5	52.3	57.5	51.5
14 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$46,529</i>	<i>\$36,472</i>	<i>\$88,548</i>	<i>\$88,548</i>

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	10.6	4.7	3.7	3.7
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	0.6	0.4	0.0	0.0
18 Support Services Assistants	1.0	3.0	3.0	3.0
19 Total Positions	12.7	8.1	6.7	6.7
20 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$15,903</i>	<i>\$117,355</i>	<i>\$32,349</i>	<i>\$32,349</i>

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
21 Total Positions	67.2	60.4	64.2	58.2
22 <i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$62,432</i>	<i>\$153,827</i>	<i>\$120,897</i>	<i>\$120,897</i>
23 <i>Difference from FY11 Budget - Total Position</i>		<i>(6.8)</i>	<i>(3.0)</i>	<i>(9.0)</i>
24 <i>Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other</i>		<i>\$91,395</i>	<i>\$58,465</i>	<i>\$58,465</i>

Robert B. Pollock School

Address	2850 Welsh Rd. Philadelphia, PA 19152	Grade Range	K-6
Phone / Fax	215.961.2004 / 215.961.2597	Comprehensive CTE	No
Website	www.philasd.org/schools/pollock	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
54%	□ □ ■ □ REINFORCE	16th of 63 (-30)	6th of 11 (-8)

Achievement

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

57%	□ □ ■ □ REINFORCE	9th of 63 (-16)	Peer Leader
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Progress

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

38%	□ ■ □ □ WATCH	37th of 63 (-48)	9th of 11 (-34)
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Climate

The Climate domain measures student engagement and school climate.

90%	□ □ □ ■ MODEL	6th of 64 (-10)	4th of 11 (-7)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

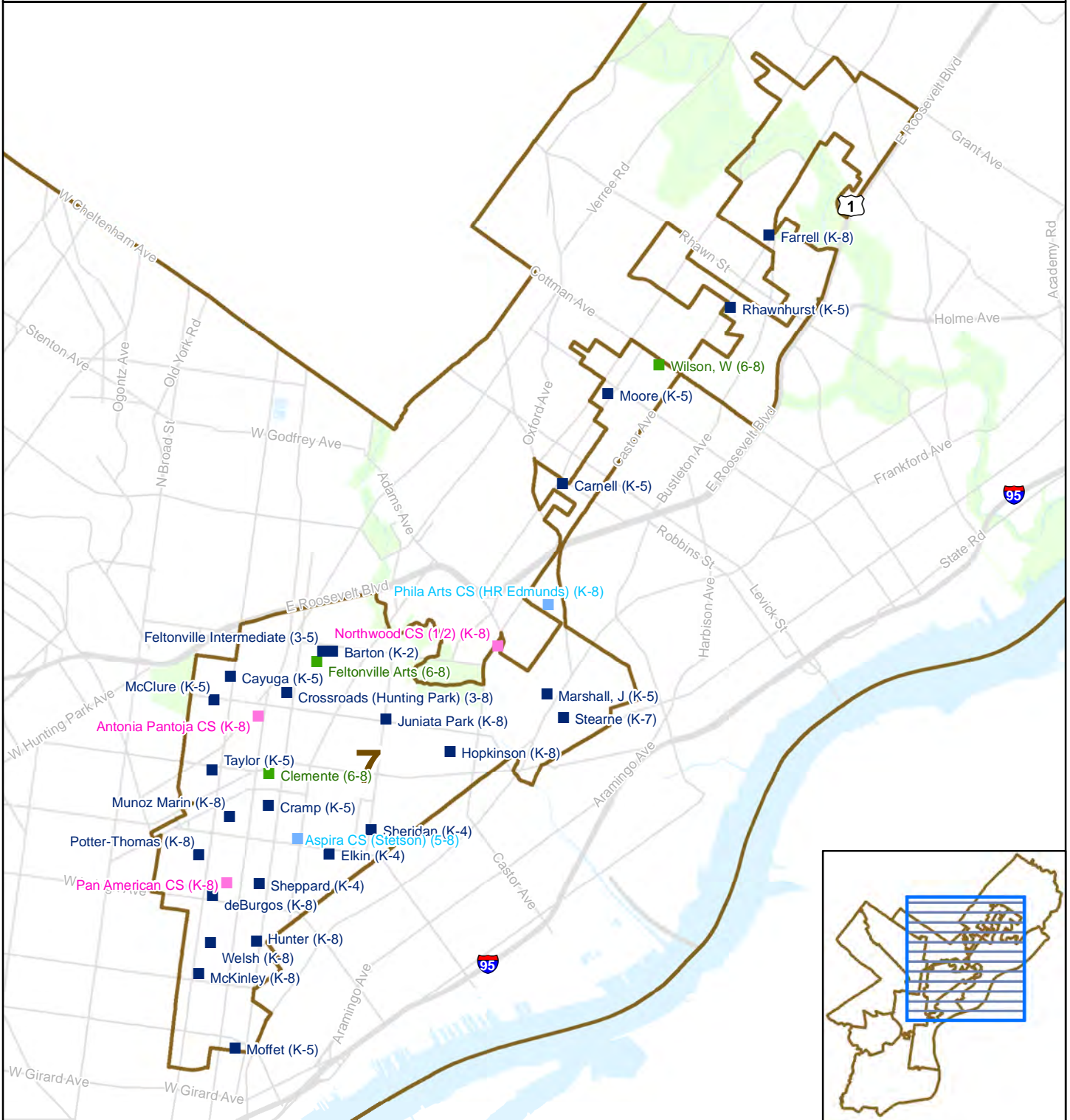
Stakeholder Feedback








The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

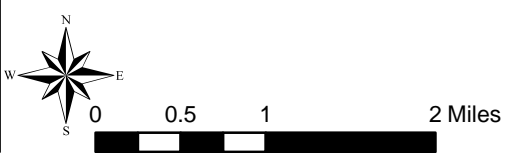
COUNCIL DISTRICT 7

THE SCHOOL DISTRICT OF PHILADELPHIA

7th Councilmanic District - Elementary and Middle Schools (2013/14)

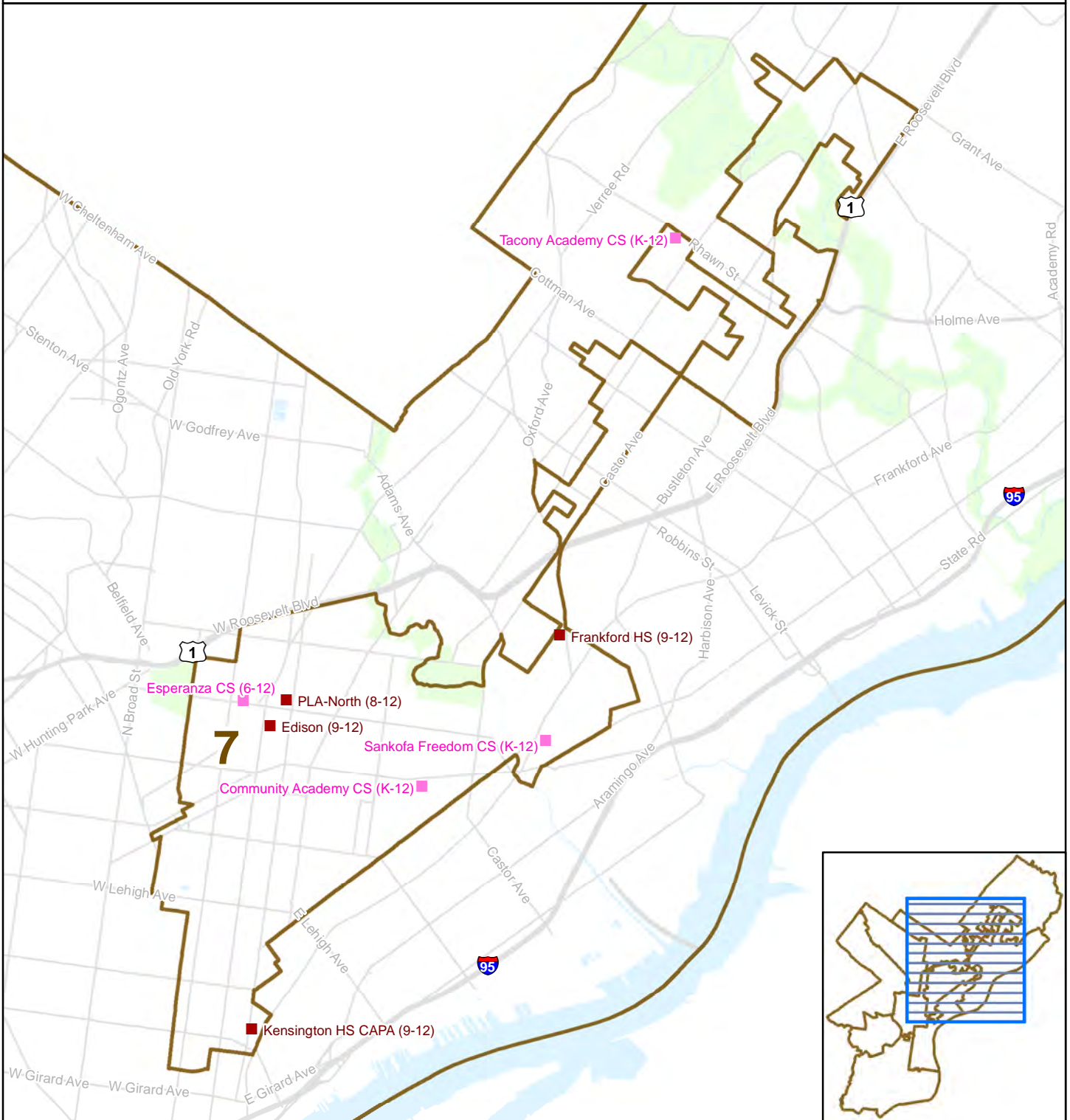


 City Council	 Elementary School	 Charter
 Middle School	 Charter (Renaissance)	
 Middle Secondary		
 High School		

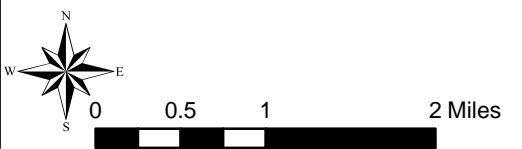


THE SCHOOL DISTRICT OF PHILADELPHIA

7th Councilmanic District - Middle Secondary and High Schools (2013/14)



City Council	Elementary School	Charter
Middle School	Charter (Renaissance)	
Middle Secondary		
High School		



EDISON, THOMAS A. HIGH SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 7	PSSA Reading / Literacy Keystone	10.50%
Organization Code	5020	PSSA Math / Keystone	22.50%
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	1261	888	653
2 Poverty Rate	91.00%	94.24%	94.24%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	4.0	2.0	3.0	3.0
4 Teachers - Regular Education	62.5	32.7	28.9	25.3
5 Teachers - Special Education	31.0	21.0	15.6	15.6
6 Counselors/Student Adv./ Soc. Serv. Liaisons	3.1	3.0	4.1	4.1
7 Nurses/Health Services	2.2	2.0	2.0	2.0
8 Classroom Assistants/Teacher Assistants	2.0	6.0	4.0	4.0
9 Secretaries	5.0	1.0	2.0	2.0
10 Support Services Assistants	10.0	10.0	3.0	3.0
11 Noontime Aides	4.0	9.0	6.0	6.0
12 Bus Attendants	0.0	0.0	0.0	0.0
13 Other	7.0	0.0	0.2	0.2
14 Total Positions	130.8	86.7	68.8	65.2
15 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$158,016</i>	<i>\$49,903</i>	<i>\$99,475</i>	<i>\$99,475</i>

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
16 Principals/Assistant Principals	1.0	0.0	0.0	0.0
17 Teachers - Regular Education	36.2	8.0	12.0	12.0
18 Teachers - Special Education	2.0	0.0	0.0	0.0
19 Counselors/Student Adv./ Soc. Serv. Liaisons	4.9	0.0	0.1	0.1
20 Classroom Assistants/Teacher Assistants	11.0	13.0	9.0	9.0
21 Support Services Assistants	5.0	0.0	0.0	0.0
22 Other	1.0	0.0	1.0	1.0
23 Total Positions	61.1	21.0	22.1	22.1
24 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$1,388,684</i>	<i>\$170,380</i>	<i>\$142,875</i>	<i>\$142,875</i>

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
25 Total Positions	191.9	107.7	90.9	87.3
26 <i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$1,546,700</i>	<i>\$220,283</i>	<i>\$242,350</i>	<i>\$242,350</i>
27 Difference from FY11 Budget - Total Position		(84.2)	(101.0)	(104.6)
28 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$1,326,417)	(\$1,304,350)	(\$1,304,350)

Edison Fareira Skills Center

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 7	PSSA Reading / Literacy Keystone	10.50%
Organization Code	5024	PSSA Math / Keystone	22.50%
School Level	ACADEMY		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	450	450	500
2 Poverty Rate	91.00%	94.24%	94.24%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	0.0	1.0	0.0	0.0
4	Teachers - Regular Education	24.6	22.6	25.2	18.8
5	Teachers - Special Education	1.0	0.0	0.0	0.0
6	Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.0	0.0	0.0
7	Secretaries	4.0	1.0	0.0	0.0
8	Noontime Aides	2.0	1.0	0.0	0.0
9	Other	9.0	0.0	0.0	0.0
10	Total Positions	41.6	25.6	25.2	18.8
11	Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$116,553	\$7,817	\$5,350	\$5,350

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
12	Total Positions	41.6	25.6	25.2	18.8
13	Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$116,553	\$7,817	\$5,350	\$5,350
14	Difference from FY11 Budget - Total Position		(16.0)	(16.4)	(22.8)
15	Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$108,736)	(\$111,203)	(\$111,203)

Thomas A. Edison High School

Address	151 W. Luzerne St. Philadelphia, PA 19140	Grade Range	9-12
Phone / Fax	215.324.9599 / 215.329.5824	Comprehensive CTE	No
Website	www.philasd.org/schools/edison	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
11%	■■■ INTERVENE	42nd of 53 (-85)	10th of 19 (-21)

Achievement

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

1%	■■■ INTERVENE	50th of 53 (-97)	16th of 19 (-11)
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Progress

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

16%	■■■ INTERVENE	35th of 53 (-81)	5th of 19 (-11)
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Climate

The Climate domain measures student engagement and school climate.

22%	■■■ INTERVENE	42nd of 54 (-78)	8th of 19 (-45)
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College & Career

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

0%	■■■ INTERVENE	49th of 53 (-100)	14th of 18 (-59)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

DE BURGOS, JULIA BILINGUAL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 7	PSSA Reading / Literacy Keystone	56.50%
Organization Code	5170	PSSA Math / Keystone	34.40%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	577	827	807
2 Poverty Rate	94.00%	95.89%	95.89%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	2.0	2.0	2.0
4 Teachers - Regular Education	25.4	36.7	35.4	30.8
5 Teachers - Special Education	9.0	8.0	8.0	8.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	1.0	1.0
7 Nurses/Health Services	1.0	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	1.0	7.0	7.0	7.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Noontime Aides	6.0	9.0	6.0	6.0
11 Total Positions	47.4	65.7	61.4	56.8
12 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$76,989	\$62,148	\$16,168	\$16,168

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
13 Teachers - Regular Education	15.1	9.6	6.0	6.0
14 Teachers - Special Education	0.5	0.0	0.0	0.0
15 Counselors/Student Adv./ Soc. Serv. Liaisons	3.6	0.0	0.0	0.0
16 Classroom Assistants/Teacher Assistants	3.0	0.0	0.0	0.0
17 Support Services Assistants	6.0	4.0	4.0	4.0
18 Other	0.0	0.0	0.0	0.0
19 Total Positions	28.2	13.6	10.0	10.0
20 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$33,998	\$121,273	\$113,341	\$113,341

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
21 Total Positions	75.6	79.3	71.4	66.8
22 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$110,987	\$183,421	\$129,509	\$129,509
23 Difference from FY11 Budget - Total Position		3.7	(4.2)	(8.8)
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$72,434	\$18,522	\$18,522

Julia de Burgos School

Address	401 W. Lehigh Ave. Philadelphia, PA 19133	Grade Range	K-8
Phone / Fax	215.291.4065 / 215.291.4084	Comprehensive CTE	No
Website	N/A	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
32%	□■□□ WATCH	59th of 98 (-49)	17th of 45 (-23)

Achievement

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

29%	□■□□ WATCH	40th of 98 (-59)	3rd of 45 (-4)
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Progress

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

34%	□■□□ WATCH	51st of 98 (-55)	19th of 45 (-46)
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Climate

The Climate domain measures student engagement and school climate.

33%	□■□□ WATCH	65th of 98 (-67)	15th of 45 (-41)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

ELKIN, LEWIS SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 7	PSSA Reading / Literacy Keystone	45.40%
Organization Code	5260	PSSA Math / Keystone	31.50%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	830	896	859
2 Poverty Rate	95.00%	96.98%	96.98%

Operating Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	3.0	2.0	2.0	2.0
4 Teachers - Regular Education	31.8	37.1	37.1	32.3
5 Teachers - Special Education	5.0	3.0	4.0	4.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	1.0	1.0
7 Nurses/Health Services	2.0	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	0.0	0.0	0.0	0.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Noontime Aides	6.0	9.0	8.0	8.0
11 Other	1.2	0.0	0.0	0.0
12 Total Positions	51.0	54.1	54.1	49.3
13 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$61,150</i>	<i>\$22,405</i>	<i>\$12,048</i>	<i>\$12,048</i>

Grant Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	22.6	10.1	13.1	13.1
15 Counselors/Student Adv./ Soc. Serv. Liaisons	3.0	1.0	1.0	1.0
16 Classroom Assistants/Teacher Assistants	1.0	0.0	0.0	0.0
17 Support Services Assistants	13.0	6.0	6.0	6.0
18 Other	0.0	0.0	0.0	0.0
19 Total Positions	39.6	17.1	20.1	20.1
20 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$173,868</i>	<i>\$278,284</i>	<i>\$154,421</i>	<i>\$154,421</i>

Operating and Grant Funds Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
21 Total Positions	90.6	71.2	74.2	69.4
22 <i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$235,018</i>	<i>\$300,689</i>	<i>\$166,469</i>	<i>\$166,469</i>
23 Difference from FY11 Budget - Total Position		(19.4)	(16.4)	(21.2)
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$65,671	(\$68,549)	(\$68,549)

Lewis Elkin School

Address	3199 D St. Philadelphia, PA 19134	Grade Range	K-4
Phone / Fax	215.291.4701 / 215.291.4876	Comprehensive CTE	No
Website	www.philasd.org/schools/elkin	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
40%	■ ■ ■ ■ WATCH	31st of 63 (-44)	4th of 16 (-16)

Achievement

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

15%	■ ■ ■ ■ INTERVENE	42nd of 63 (-58)	9th of 16 (-24)
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Progress

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

58%	■ ■ ■ ■ REINFORCE	22nd of 63 (-28)	2nd of 16 (-17)
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Climate

The Climate domain measures student engagement and school climate.

32%	■ ■ ■ ■ WATCH	47th of 64 (-68)	12th of 17 (-44)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

HUNTER, WILLIAM H. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 7	PSSA Reading / Literacy Keystone	34.60%
Organization Code	5330	PSSA Math / Keystone	27.30%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	529	515	496
2 Poverty Rate	94.00%	95.69%	95.69%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	1.0	1.0	1.0
4 Teachers - Regular Education	21.0	22.9	22.7	19.1
5 Teachers - Special Education	9.0	8.0	7.2	7.2
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.7	0.6	0.6
7 Nurses/Health Services	1.0	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	0.0	10.0	11.0	11.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	1.0	0.0	0.0	0.0
11 Noontime Aides	4.0	5.0	4.0	4.0
12 Other	0.4	0.0	0.0	0.0
13 Total Positions	40.4	49.6	48.5	44.9
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$39,065	\$5,122	\$9,928	\$9,928

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	10.5	5.6	5.6	5.6
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	2.4	0.0	0.6	0.6
18 Classroom Assistants/Teacher Assistants	5.0	0.0	0.0	0.0
19 Support Services Assistants	9.0	4.0	3.0	3.0
20 Other	0.0	0.0	0.0	0.0
21 Total Positions	27.4	9.6	9.2	9.2
22 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$61,234	\$115,165	\$62,456	\$62,456

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
23 Total Positions	67.8	59.2	57.7	54.1
24 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$100,299	\$120,287	\$72,384	\$72,384
25 Difference from FY11 Budget - Total Position		(8.6)	(10.1)	(13.7)
26 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$19,988	(\$27,915)	(\$27,915)

William H. Hunter School

Address	2400 N. Front St. Philadelphia, PA 19133	Grade Range	K-8
Phone / Fax	215.291.4710 / 215.291.5177	Comprehensive CTE	No
Website	www.philasd.org/schools/hunter	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
32%	■ ■ ■ ■ WATCH	59th of 98 (-49)	17th of 45 (-23)

Achievement

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

12%	■ ■ ■ ■ INTERVENE	76th of 98 (-76)	24th of 45 (-21)
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Progress

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

40%	■ ■ ■ ■ WATCH	44th of 98 (-49)	18th of 45 (-40)
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Climate

The Climate domain measures student engagement and school climate.

41%	■ ■ ■ ■ WATCH	56th of 98 (-59)	9th of 45 (-33)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

MC KINLEY, WILLIAM SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 7	PSSA Reading / Literacy Keystone	41.80%
Organization Code	5350	PSSA Math / Keystone	34.60%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	292	463	454
2 Poverty Rate	94.00%	96.34%	96.34%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	13.2	21.7	20.8	17.2
5 Teachers - Special Education	6.0	6.0	7.6	7.6
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.2	1.1	1.1
7 Nurses/Health Services	0.6	0.4	0.4	0.4
8 Classroom Assistants/Teacher Assistants	5.0	11.0	11.0	11.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	4.0	0.0	0.0	0.0
11 Noontime Aides	5.0	7.0	6.0	6.0
12 Other	0.2	0.0	0.2	0.2
13 Total Positions	37.0	49.3	49.1	45.5
14 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$30,247</i>	<i>\$30,755</i>	<i>\$25,928</i>	<i>\$25,928</i>

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	6.2	4.7	5.6	5.6
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	2.4	0.0	0.1	0.1
18 Classroom Assistants/Teacher Assistants	2.0	0.0	0.0	0.0
19 Support Services Assistants	1.0	4.0	6.0	6.0
20 Total Positions	12.1	8.7	11.7	11.7
21 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$13,579</i>	<i>\$66,384</i>	<i>\$29,978</i>	<i>\$29,978</i>

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
22 Total Positions	49.1	58.0	60.8	57.2
23 <i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$43,826</i>	<i>\$97,139</i>	<i>\$55,906</i>	<i>\$55,906</i>
24 Difference from FY11 Budget - Total Position		8.9	11.7	8.1
25 <i>Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other</i>		<i>\$53,313</i>	<i>\$12,080</i>	<i>\$12,080</i>

William McKinley School

Address	2101 N. Orkney St. Philadelphia, PA 19122	Grade Range	K-8
Phone / Fax	215.291.4702 / 215.291.5613	Comprehensive CTE	No
Website	N/A	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

The School Progress Report (SPR) provides parents, families, and community members with valuable information on the progress schools are making towards District-wide goals. Each school receives a score and a corresponding performance tier at the overall and domain levels. Each school also receives two rankings: one within all schools of the same grade configuration (City Rank) and one within a peer group of schools with similar student demographics (Peer Rank). A school is designated a City Leader if it ranks first among all schools with the same grade configuration. A school is designated a Peer Leader if it ranks first in its peer group.

Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
48%	 WATCH	29th of 98 (-33)	6th of 45 (-7)

Achievement

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

22%	 INTERVENE	53rd of 98 (-66)	7th of 45 (-11)
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Progress

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

61%	 REINFORCE	21st of 98 (-28)	8th of 45 (-19)
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Climate

The Climate domain measures student engagement and school climate.

54%	 REINFORCE	40th of 98 (-46)	3rd of 45 (-20)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

MOFFET, JOHN SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 7	PSSA Reading / Literacy Keystone	55.60%
Organization Code	5370	PSSA Math / Keystone	48.70%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	458	423	416
2 Poverty Rate	90.00%	94.35%	94.35%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	1.0	1.0	1.0	1.0
4	Teachers - Regular Education	17.0	16.3	15.1	14.1
5	Teachers - Special Education	3.0	2.0	2.0	2.0
6	Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	0.5	0.5
7	Nurses/Health Services	0.8	0.8	0.8	0.8
8	Classroom Assistants/Teacher Assistants	1.0	2.0	2.0	2.0
9	Secretaries	1.0	1.0	1.0	1.0
10	Support Services Assistants	4.0	1.0	0.0	0.0
11	Noontime Aides	10.0	4.0	3.0	3.0
12	Other	0.2	0.0	0.0	0.0
13	Total Positions	39.0	29.2	25.5	24.5
14	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$47,154</i>	<i>\$13,311</i>	<i>\$9,828</i>	<i>\$9,828</i>

Grant Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15	Teachers - Regular Education	8.3	5.0	5.2	5.2
16	Teachers - Special Education	0.5	0.0	0.0	0.0
17	Counselors/Student Adv./ Soc. Serv. Liaisons	0.4	0.0	0.0	0.0
18	Support Services Assistants	4.0	4.0	3.0	3.0
19	Other	1.0	0.0	0.0	0.0
20	Total Positions	14.2	9.0	8.2	8.2
21	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$10,092</i>	<i>\$128,513</i>	<i>\$32,783</i>	<i>\$32,783</i>

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
22	Total Positions	53.2	38.1	33.6	32.6
23	<i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$57,246</i>	<i>\$141,824</i>	<i>\$42,611</i>	<i>\$42,611</i>
24	Difference from FY11 Budget - Total Position		(15.1)	(19.6)	(20.6)
25	Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$84,578	(\$14,635)	(\$14,635)

John Moffet School

Address	127 W. Oxford St. Philadelphia, PA 19122	Grade Range	K-5
Phone / Fax	215.291.4721 / 215.291.5190	Comprehensive CTE	No
Website	www.philasd.org/schools/moffet	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
29%	■ ■ ■ ■ WATCH	42nd of 63 (-55)	8th of 16 (-27)

Achievement

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

38%	■ ■ ■ ■ WATCH	19th of 63 (-35)	2nd of 16 (-1)
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Progress

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

8%	■ ■ ■ ■ INTERVENE	57th of 63 (-78)	15th of 16 (-67)
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Climate

The Climate domain measures student engagement and school climate.

69%	■ ■ ■ ■ REINFORCE	20th of 64 (-31)	2nd of 17 (-7)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

POTTER-THOMAS SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 7	PSSA Reading / Literacy Keystone	26.70%
Organization Code	5390	PSSA Math / Keystone	23.00%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	401	565	563
2 Poverty Rate	94.00%	96.44%	96.44%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	1.0	1.0	1.0
4 Teachers - Regular Education	22.8	28.5	28.6	25.0
5 Teachers - Special Education	4.5	4.0	4.0	4.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	3.2	2.1	2.1
7 Nurses/Health Services	1.0	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	0.0	0.0	0.0	0.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Noontime Aides	8.0	7.0	7.0	7.0
11 Other	0.0	0.0	0.0	0.0
12 Total Positions	40.3	45.7	44.8	41.2
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$195,818	\$215,039	\$104,018	\$104,018

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	13.6	7.8	9.8	9.8
15 Teachers - Special Education	0.5	0.0	0.0	0.0
16 Counselors/Student Adv./ Soc. Serv. Liaisons	4.0	0.0	0.1	0.1
17 Classroom Assistants/Teacher Assistants	1.0	0.0	0.0	0.0
18 Support Services Assistants	3.0	0.0	0.0	0.0
19 Total Positions	22.1	7.8	9.8	9.8
20 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$92,238	\$107,314	\$35,475	\$35,475

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
21 Total Positions	62.4	53.5	54.6	51.0
22 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$288,056	\$322,353	\$139,493	\$139,493
23 Difference from FY11 Budget - Total Position		(8.9)	(7.8)	(11.4)
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$34,297	(\$148,563)	(\$148,563)

Potter-Thomas School

Address	3001 N. 6th St. Philadelphia, PA 19133	Grade Range	K-8
Phone / Fax	215.227.4423 / 215.227.7196	Comprehensive CTE	No
Website	www.philasd.org/schools/potterthomas	Admissions Category	Neighborhood
		Turnaround Model	Promise Academy

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
21%	■ □ □ □ INTERVENE	78th of 98 (-60)	28th of 45 (-34)

Achievement

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

10%	■ □ □ □ INTERVENE	79th of 98 (-78)	27th of 45 (-23)
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Progress

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

27%	□ ■ □ □ WATCH	60th of 98 (-62)	26th of 45 (-53)
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Climate

The Climate domain measures student engagement and school climate.

20%	■ □ □ □ INTERVENE	84th of 98 (-80)	31st of 45 (-54)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

SHEPPARD, ISAAC SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 7	PSSA Reading / Literacy Keystone	48.20%
Organization Code	5410	PSSA Math / Keystone	32.50%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	293	263	248
2 Poverty Rate	94.00%	96.59%	96.59%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	1.0	1.0	1.0	1.0
4	Teachers - Regular Education	12.5	11.2	11.0	9.8
5	Teachers - Special Education	2.0	2.0	1.0	1.0
6	Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.5	0.5	0.5
7	Nurses/Health Services	0.4	0.2	0.2	0.2
8	Classroom Assistants/Teacher Assistants	0.0	0.0	1.0	1.0
9	Secretaries	1.0	1.0	1.0	1.0
10	Support Services Assistants	0.0	0.0	0.0	0.0
11	Noontime Aides	4.0	1.0	2.0	2.0
12	Other	1.4	0.0	0.0	0.0
13	Total Positions	23.3	16.9	17.7	16.5
14	Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$32,674	\$24,072	\$6,208	\$6,208

Grant Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15	Teachers - Regular Education	7.1	5.2	5.4	5.4
16	Teachers - Special Education	0.5	0.0	0.0	0.0
17	Counselors/Student Adv./ Soc. Serv. Liaisons	2.4	0.0	0.0	0.0
18	Support Services Assistants	3.0	2.0	2.0	2.0
19	Other	0.0	0.0	0.0	0.0
20	Total Positions	13.0	7.2	7.4	7.4
21	Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$11,453	\$74,091	\$24,851	\$24,851

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
22	Total Positions	36.3	24.1	25.1	23.9
23	Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$44,127	\$98,163	\$31,059	\$31,059
24	Difference from FY11 Budget - Total Position		(12.2)	(11.2)	(12.4)
25	Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$54,036	(\$13,068)	(\$13,068)

Isaac A. Sheppard School

Address	120 W. Cambria St. Philadelphia, PA 19133	Grade Range	K-4
Phone / Fax	215.291.4711 / 215.291.4156	Comprehensive CTE	No
Website	www.philasd.org/schools/sheppard	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
23%	■■■■ INTERVENE	52nd of 63 (-61)	11th of 16 (-33)

Achievement

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

13%	■■■■ INTERVENE	44th of 63 (-60)	10th of 16 (-26)
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Progress

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

33%	■■■ WATCH	41st of 63 (-53)	7th of 16 (-42)
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Climate

The Climate domain measures student engagement and school climate.

12%	■■■■ INTERVENE	62nd of 64 (-88)	17th of 17 (-64)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

WELSH, JOHN SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 7	PSSA Reading / Literacy Keystone	45.20%
Organization Code	5420	PSSA Math / Keystone	37.80%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	611	525	508
2 Poverty Rate	94.00%	95.82%	95.82%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	1.0	1.0	1.0	1.0
4	Teachers - Regular Education	26.0	22.3	23.3	20.9
5	Teachers - Special Education	4.0	3.0	4.0	4.0
6	Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.9	0.7	0.7
7	Nurses/Health Services	1.0	0.4	0.4	0.4
8	Classroom Assistants/Teacher Assistants	0.0	0.0	2.0	2.0
9	Secretaries	2.0	1.0	1.0	1.0
10	Support Services Assistants	1.0	0.0	0.0	0.0
11	Noontime Aides	11.0	5.0	5.0	5.0
12	Other	1.0	0.0	0.0	0.0
13	Total Positions	48.0	33.6	37.4	35.0
14	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$53,500</i>	<i>\$8,127</i>	<i>\$13,508</i>	<i>\$13,508</i>

Grant Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15	Teachers - Regular Education	11.9	7.0	5.4	5.4
16	Teachers - Special Education	0.5	0.0	0.0	0.0
17	Counselors/Student Adv./ Soc. Serv. Liaisons	3.6	0.0	0.2	0.2
18	Support Services Assistants	3.0	2.0	3.0	3.0
19	Other	0.0	0.0	0.4	0.4
20	Total Positions	19.0	9.0	9.0	9.0
21	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$81,938</i>	<i>\$126,627</i>	<i>\$136,780</i>	<i>\$136,780</i>

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
22	Total Positions	67.0	42.6	46.4	44.0
23	<i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$135,438</i>	<i>\$134,754</i>	<i>\$150,288</i>	<i>\$150,288</i>
24	Difference from FY11 Budget - Total Position		(24.4)	(20.6)	(23.0)
25	Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(5684)	\$14,850	\$14,850

John Welsh School

Address	2331 N. 4th St. Philadelphia, PA 19133	Grade Range	K-8
Phone / Fax	215.291.4708 / 215.291.4153	Comprehensive CTE	No
Website	www.philasd.org/schools/welsh	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
52%	 REINFORCE	19th of 98 (-29)	2nd of 45 (-3)

Achievement

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

27%	 WATCH	42nd of 98 (-61)	4th of 45 (-6)
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Progress

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

67%	 REINFORCE	13th of 98 (-22)	5th of 45 (-13)
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Climate

The Climate domain measures student engagement and school climate.

52%	 REINFORCE	43rd of 98 (-48)	4th of 45 (-22)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

CRAMP, WILLIAM SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 7	PSSA Reading / Literacy Keystone	38.40%
Organization Code	5470	PSSA Math / Keystone	30.70%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	685	614	578
2 Poverty Rate	95.00%	96.58%	96.58%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	1.0	1.0	1.0
4 Teachers - Regular Education	27.4	25.7	23.2	20.8
5 Teachers - Special Education	5.0	5.0	5.0	5.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.2	1.2	1.2
7 Nurses/Health Services	0.8	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	0.0	7.0	8.0	8.0
9 Secretaries	1.6	1.0	1.0	1.0
10 Noontime Aides	5.0	5.0	5.0	5.0
11 Other	0.2	0.0	0.0	0.0
12 Total Positions	43.0	46.9	45.5	43.1
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$40,270	\$9,950	\$16,308	\$16,308

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	16.0	8.1	6.8	6.8
15 Teachers - Special Education	0.5	0.0	0.0	0.0
16 Counselors/Student Adv./ Soc. Serv. Liaisons	2.4	0.0	0.2	0.2
17 Support Services Assistants	10.0	4.0	5.0	5.0
18 Other	1.0	1.0	1.0	1.0
19 Total Positions	29.9	13.1	12.9	12.9
20 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$41,826	\$185,858	\$80,221	\$80,221

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
21 Total Positions	72.9	60.0	58.4	56.0
22 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$82,096	\$195,808	\$96,529	\$96,529
23 Difference from FY11 Budget - Total Position		(12.9)	(14.5)	(16.9)
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$113,712	\$14,433	\$14,433

William Cramp School

Address	3449 N. Mascher St. Philadelphia, PA 19140	Grade Range	K-6
Phone / Fax	215.291.4704 / 215.291.5694	Comprehensive CTE	No
Website	N/A	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
30%	■■■ WATCH	41st of 63 (-54)	7th of 16 (-26)

Achievement

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

8%	■■ INTERVENE	52nd of 63 (-65)	12th of 16 (-31)
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Progress

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

35%	■■■ WATCH	40th of 63 (-51)	6th of 16 (-40)
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Climate

The Climate domain measures student engagement and school climate.

53%	■■■ REINFORCE	35th of 64 (-47)	8th of 17 (-23)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

CAYUGA SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 7	PSSA Reading / Literacy Keystone	25.40%
Organization Code	5490	PSSA Math / Keystone	21.40%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	393	437	422
2 Poverty Rate	94.00%	94.76%	94.76%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	1.0	1.0	1.0
4 Teachers - Regular Education	16.3	23.6	21.4	19.2
5 Teachers - Special Education	3.0	2.0	3.0	3.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	2.0	2.0	2.0
7 Nurses/Health Services	1.0	0.4	1.0	1.0
8 Classroom Assistants/Teacher Assistants	0.0	1.0	2.0	2.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Noontime Aides	8.0	5.0	5.0	5.0
11 Other	0.0	0.0	0.2	0.2
12 Total Positions	32.3	36.0	36.6	34.4
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$38,532	\$121,826	\$59,668	\$59,668

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	10.6	5.8	7.0	7.0
15 Teachers - Special Education	0.5	0.0	0.0	0.0
16 Counselors/Student Adv./ Soc. Serv. Liaisons	2.6	0.0	0.0	0.0
17 Classroom Assistants/Teacher Assistants	1.0	0.0	0.0	0.0
18 Support Services Assistants	1.0	0.0	0.0	0.0
19 Other	1.0	0.0	0.0	0.0
20 Total Positions	16.7	5.8	7.0	7.0
21 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$31,403	\$107,654	\$38,104	\$38,104

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
22 Total Positions	49.0	41.8	43.6	41.4
23 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$69,935	\$229,480	\$97,772	\$97,772
24 Difference from FY11 Budget - Total Position		(7.2)	(5.4)	(7.6)
25 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$159,545	\$27,837	\$27,837

Cayuga School

Address	4344-4358 N. 5th St. Philadelphia, PA 19140	Grade Range	K-5
Phone / Fax	215.456.3167 / 215.456.5622	Comprehensive CTE	No
Website	www.philasd.org/schools/cayuga	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
22%	■■■ INTERVENE	55th of 63 (-62)	13th of 16 (-34)

Achievement

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

5%	■■■ INTERVENE	58th of 63 (-68)	15th of 16 (-34)
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Progress

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

31%	■■ WATCH	44th of 63 (-55)	8th of 16 (-44)
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Climate

The Climate domain measures student engagement and school climate.

27%	■■ WATCH	51st of 64 (-73)	14th of 17 (-49)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

KENSINGTON CAPA

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 7	PSSA Reading / Literacy Keystone	19.70%
Organization Code	5520	PSSA Math / Keystone	25.00%
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	544	455	447
2 Poverty Rate	90.00%	93.91%	93.91%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	2.0	1.0	1.0	1.0
4	Teachers - Regular Education	22.7	19.7	19.7	16.5
5	Teachers - Special Education	7.0	7.0	7.0	7.0
6	Counselors/Student Adv./ Soc. Serv. Liaisons	1.1	1.2	1.0	1.0
7	Nurses/Health Services	0.8	0.6	0.6	0.6
8	Classroom Assistants/Teacher Assistants	2.0	4.0	5.0	5.0
9	Secretaries	1.0	1.0	1.0	1.0
10	Support Services Assistants	3.4	0.0	0.0	0.0
11	Noontime Aides	9.0	3.0	3.0	3.0
12	Other	2.1	0.0	0.0	0.0
13	Total Positions	51.1	37.5	38.3	35.1
14	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$162,837</i>	<i>\$29,208</i>	<i>\$16,418</i>	<i>\$16,418</i>

Grant Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15	Teachers - Regular Education	11.4	2.2	2.2	2.2
16	Teachers - Special Education	2.0	0.0	0.0	0.0
17	Counselors/Student Adv./ Soc. Serv. Liaisons	3.3	0.0	1.0	1.0
18	Classroom Assistants/Teacher Assistants	0.0	4.0	4.0	4.0
19	Support Services Assistants	4.0	0.0	0.0	0.0
20	Other	1.9	0.0	1.0	1.0
21	Total Positions	22.6	6.2	8.2	8.2
22	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$73,130</i>	<i>\$98,592</i>	<i>\$75,002</i>	<i>\$75,002</i>

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
23	Total Positions	73.7	43.7	46.5	43.3
24	<i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$235,967</i>	<i>\$127,800</i>	<i>\$91,420</i>	<i>\$91,420</i>
25	Difference from FY11 Budget - Total Position		(30.0)	(27.2)	(30.4)
26	Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$108,167)	(\$144,547)	(\$144,547)

Kensington High School for Creative and Performing Arts

Address	1901 N. Front St. Philadelphia, PA 19125	Grade Range	9-12
Phone / Fax	215.291.5010 / 215.291.6334	Comprehensive CTE	No
Website	N/A	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
25%	■ ■ ■ ■ WATCH	28th of 53 (-71)	3rd of 19 (-7)

Achievement

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

3%	■ ■ ■ ■ INTERVENE	41st of 53 (-95)	9th of 19 (-9)
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Progress

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

26%	■ ■ ■ ■ WATCH	25th of 53 (-71)	2nd of 19 (-1)
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Climate

The Climate domain measures student engagement and school climate.

35%	■ ■ ■ ■ WATCH	28th of 54 (-65)	3rd of 19 (-32)
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College & Career

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

42%	■ ■ ■ ■ WATCH	32nd of 53 (-58)	4th of 18 (-17)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

SHERIDAN, PHILIP H. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 7	PSSA Reading / Literacy Keystone	30.50%
Organization Code	5530	PSSA Math / Keystone	23.80%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	773	724	681
2 Poverty Rate	95.00%	96.60%	96.60%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	2.0	1.0	1.0
4 Teachers - Regular Education	26.6	27.9	25.2	21.8
5 Teachers - Special Education	4.0	6.0	5.0	5.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.4	1.2	1.2
7 Nurses/Health Services	1.0	0.6	0.6	0.6
8 Classroom Assistants/Teacher Assistants	0.0	4.0	3.0	3.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	0.0	0.0	0.0	0.0
11 Noontime Aides	6.0	8.0	7.0	7.0
12 Other	1.0	0.0	0.0	0.0
13 Total Positions	42.6	50.9	44.0	40.6
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$34,772	\$18,110	\$33,688	\$33,688

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	17.5	9.7	10.4	10.4
16 Counselors/Student Adv./ Soc. Serv. Liaisons	3.4	0.0	1.2	1.2
17 Classroom Assistants/Teacher Assistants	1.0	0.0	0.0	0.0
18 Support Services Assistants	8.0	2.0	4.0	4.0
19 Other	0.0	1.0	0.0	0.0
20 Total Positions	29.9	12.7	15.6	15.6
21 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$148,272	\$257,921	\$143,702	\$143,702

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
22 Total Positions	72.5	63.6	59.6	56.2
23 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$183,044	\$276,031	\$177,390	\$177,390
24 Difference from FY11 Budget - Total Position		(8.9)	(12.9)	(16.3)
25 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$92,987	(\$5,654)	(\$5,654)

Philip H. Sheridan School

Address 800 E. Ontario St.
Philadelphia, PA 19134
Phone / Fax 215.291.4724 / 215.291.5615
Website www.philasd.org/schools/sheridan

Grade Range K-4
Comprehensive CTE No
Admissions Category Neighborhood
Turnaround Model N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
Less than 10%	■■■■ INTERVENE	63rd of 63 (N/A)	16th of 16 (N/A)

Achievement

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

Less than 10%	■■■■ INTERVENE	63rd of 63 (N/A)	16th of 16 (N/A)
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Progress

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

Less than 10%	■■■■ INTERVENE	62nd of 63 (N/A)	16th of 16 (N/A)
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Climate

The Climate domain measures student engagement and school climate.

17%	■■■■ INTERVENE	60th of 64 (-83)	16th of 17 (-59)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

THE LINC

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 7	PSSA Reading / Literacy Keystone	N/A
Organization Code	5660	PSSA Math / Keystone	N/A
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	0	0	114
2 Poverty Rate	0.00%	0.00%	0.00%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	0.0	0.0	1.0	1.0
4	Teachers - Regular Education	0.0	0.0	5.5	5.3
5	Teachers - Special Education	0.0	0.0	1.0	1.0
6	Counselors/Student Adv./ Soc. Serv. Liaisons	0.0	0.0	1.0	1.0
7	Nurses/Health Services	0.0	0.0	0.1	0.1
8	Secretaries	0.0	0.0	1.0	1.0
9	Noontime Aides	0.0	0.0	2.0	2.0
10	Total Positions	0.0	0.0	11.6	11.4
11	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$0</i>	<i>\$0</i>	<i>\$12,498</i>	<i>\$12,498</i>

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
12	Total Positions	0.0	0.0	11.6	11.4
13	<i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$0</i>	<i>\$0</i>	<i>\$12,498</i>	<i>\$12,498</i>
14	Difference from FY11 Budget - Total Position		0.0	11.6	11.4
15	<i>Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other</i>		<i>\$0</i>	<i>\$12,498</i>	<i>\$12,498</i>

MUNOZ MARIN, HON. LUIS SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 7	PSSA Reading / Literacy Keystone	33.20%
Organization Code	5680	PSSA Math / Keystone	33.40%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	704	710	704
2 Poverty Rate	94.00%	96.03%	96.03%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	2.0	1.0	1.0
4 Teachers - Regular Education	28.6	32.0	34.0	30.4
5 Teachers - Special Education	11.0	11.0	9.0	9.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	0.0	1.0	1.0	1.0
7 Nurses/Health Services	1.2	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	2.0	16.0	16.0	16.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	2.0	2.0	2.0	2.0
11 Noontime Aides	6.0	1.0	4.0	4.0
12 Other	0.6	0.0	0.0	0.0
13 Total Positions	54.4	67.0	69.0	65.4
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$43,471	\$7,614	\$16,648	\$16,648

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	14.8	6.8	8.4	8.4
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	3.6	0.0	1.0	1.0
18 Classroom Assistants/Teacher Assistants	5.0	0.0	0.0	0.0
19 Support Services Assistants	11.0	5.0	7.0	7.0
20 Other	1.0	1.0	1.0	1.0
21 Total Positions	35.9	12.8	17.4	17.4
22 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$87,389	\$158,737	\$61,520	\$61,520

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
23 Total Positions	90.3	79.8	86.4	82.8
24 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$130,860	\$166,351	\$78,168	\$78,168
25 Difference from FY11 Budget - Total Position		(10.5)	(3.9)	(7.5)
26 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$35,491	(\$52,692)	(\$52,692)

Honorable Luis Munoz-Marin School

Address	3300 N. 3rd St. Philadelphia, PA 19140	Grade Range	K-8
Phone / Fax	215.291.8825 / 215.291.8845	Comprehensive CTE	No
Website	www.philasd.org/schools/marin	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
Less than 10%	■ □ □ □ INTERVENE	95th of 98 (N/A)	42nd of 45 (N/A)

Achievement

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

14%	■ □ □ □ INTERVENE	68th of 98 (-74)	18th of 45 (-19)
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Progress

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

Less than 10%	■ □ □ □ INTERVENE	97th of 98 (N/A)	45th of 45 (N/A)
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Climate

The Climate domain measures student engagement and school climate.

26%	■ □ □ □ WATCH	79th of 98 (-74)	26th of 45 (-48)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

FRANKFORD HIGH SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 7	PSSA Reading / Literacy Keystone	13.00%
Organization Code	7010	PSSA Math / Keystone	20.10%
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	1792	1356	1194
2 Poverty Rate	84.00%	90.50%	90.50%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	4.0	2.0	2.0	2.0
4	Teachers - Regular Education	65.8	51.0	45.3	38.3
5	Teachers - Special Education	26.0	23.0	23.2	23.2
6	Counselors/Student Adv./ Soc. Serv. Liaisons	4.5	2.8	1.4	1.4
7	Nurses/Health Services	2.0	1.2	1.2	1.2
8	Classroom Assistants/Teacher Assistants	8.0	11.0	12.0	12.0
9	Secretaries	4.0	2.0	2.0	2.0
10	Support Services Assistants	5.0	0.0	0.0	0.0
11	Noontime Aides	9.0	10.0	10.0	10.0
12	Other	9.0	0.5	1.5	1.5
13	Total Positions	137.3	103.5	98.6	91.6
14	Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$184,742	\$39,326	\$39,535	\$39,535

Grant Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15	Principals/Assistant Principals	1.0	0.0	0.0	0.0
16	Teachers - Regular Education	27.6	7.4	9.6	9.6
17	Teachers - Special Education	2.0	0.0	0.0	0.0
18	Counselors/Student Adv./ Soc. Serv. Liaisons	5.1	1.8	2.2	2.2
19	Classroom Assistants/Teacher Assistants	0.0	10.0	9.0	9.0
20	Support Services Assistants	3.0	4.0	6.0	6.0
21	Other	0.0	1.0	0.0	0.0
22	Total Positions	38.7	24.2	26.8	26.8
23	Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$697,102	\$257,237	\$103,843	\$103,843

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
24	Total Positions	176.0	127.7	125.4	118.4
25	Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$881,844	\$296,563	\$143,378	\$143,378
26	Difference from FY11 Budget - Total Position		(48.3)	(50.6)	(57.6)
27	Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$585,281)	(\$738,466)	(\$738,466)

Frankford High School

Address	5000 Oxford Ave. Philadelphia, PA 19124	Grade Range	9-12
Phone / Fax	215.537.2519 / 215.537.2598	Comprehensive CTE	No
Website	www.philasd.org/schools/frankford	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Achievement

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

Progress

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

Climate

The Climate domain measures student engagement and school climate.

College & Career

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
10%	■■■■ INTERVENE	44th of 53 (-86)	11th of 19 (-22)
6%	■■■■ INTERVENE	33rd of 53 (-92)	4th of 19 (-6)
9%	■■■■ INTERVENE	46th of 53 (-88)	14th of 19 (-18)
22%	■■■■ INTERVENE	42nd of 54 (-78)	8th of 19 (-45)
7%	■■■■ INTERVENE	45th of 53 (-93)	11th of 18 (-52)

Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

JUNIATA PARK ACADEMY

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 7	PSSA Reading / Literacy Keystone	46.90%
Organization Code	7150	PSSA Math / Keystone	41.50%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	1086	1099	1107
2 Poverty Rate	85.00%	93.52%	93.52%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	2.0	2.0	2.0	2.0
4	Teachers - Regular Education	41.4	46.4	46.5	39.3
5	Teachers - Special Education	7.0	7.0	5.0	5.0
6	Counselors/Student Adv./ Soc. Serv. Liaisons	2.0	1.2	1.1	1.1
7	Nurses/Health Services	1.0	1.0	1.0	1.0
8	Classroom Assistants/Teacher Assistants	4.0	3.0	3.0	3.0
9	Secretaries	1.8	1.0	1.0	1.0
10	Support Services Assistants	2.0	0.0	0.0	0.0
11	Noontime Aides	6.0	6.0	8.0	8.0
12	Other	1.0	0.0	0.0	0.0
13	Total Positions	68.2	67.6	67.6	60.4
14	Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$111,451	\$47,243	\$125,468	\$125,468

Grant Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15	Teachers - Regular Education	12.4	8.1	8.1	8.1
16	Teachers - Special Education	0.5	0.0	0.0	0.0
17	Counselors/Student Adv./ Soc. Serv. Liaisons	2.2	0.2	1.1	1.1
18	Classroom Assistants/Teacher Assistants	1.0	0.0	0.0	0.0
19	Support Services Assistants	7.0	4.0	4.0	4.0
20	Total Positions	23.1	12.3	13.2	13.2
21	Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$61,063	\$215,422	\$32,476	\$32,476

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
22	Total Positions	91.3	79.9	80.8	73.6
23	Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$172,514	\$262,665	\$157,944	\$157,944
24	Difference from FY11 Budget - Total Position		(11.4)	(10.5)	(17.7)
25	Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$90,151	(\$14,570)	(\$14,570)

Juniata Park Academy

Address	801 E. Hunting Park Ave. Philadelphia, PA 19124	Grade Range	K-8
Phone / Fax	215.289.7930 / 215.289.7949	Comprehensive CTE	No
Website	www.philasd.org/schools/juniatapark	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome


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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
69%	 REINFORCE	6th of 98 (-12)	Peer Leader

Achievement

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

35%	 WATCH	30th of 98 (-53)	5th of 21 (-16)
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Progress

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

87%	 MODEL	2nd of 98 (-2)	Peer Leader
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Climate

The Climate domain measures student engagement and school climate.

73%	 REINFORCE	19th of 98 (-27)	Peer Leader
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

BARTON, CLARA SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 7	PSSA Reading / Literacy Keystone	N/A
Organization Code	7200	PSSA Math / Keystone	N/A
School Level	ELEMENTARY SCHOOL		

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	FY11	FY14	FY15
1 Enrollment	730	833	782
2 Poverty Rate	90.00%	94.03%	94.03%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	24.1	29.4	28.9	25.3
5 Teachers - Special Education	3.0	4.0	2.0	2.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.4	1.2	1.2
7 Nurses/Health Services	1.0	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	1.0	9.0	8.0	8.0
9 Secretaries	2.0	1.0	1.2	1.2
10 Support Services Assistants	0.0	1.0	1.0	1.0
11 Noontime Aides	6.0	6.0	7.0	7.0
12 Total Positions	39.1	53.8	51.4	47.8
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$79,637	\$29,692	\$38,488	\$38,488

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	19.0	13.6	12.1	12.1
15 Teachers - Special Education	0.5	0.0	0.0	0.0
16 Counselors/Student Adv./ Soc. Serv. Liaisons	3.2	0.0	0.2	0.2
17 Support Services Assistants	9.0	0.0	0.0	0.0
18 Total Positions	31.7	13.6	12.2	12.2
19 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$88,736	\$225,390	\$34,951	\$34,951

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
20 Total Positions	70.8	67.4	63.6	60.0
Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$168,373	\$255,082	\$73,439	\$73,439
22 Difference from FY11 Budget - Total Position		(3.4)	(7.2)	(10.8)
23 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$86,709	(\$94,934)	(\$94,934)

Clara Barton School

Address	4600 Rosehill St. Philadelphia, PA 19120	Grade Range	K-2
Phone / Fax	215.456.3007 / 215.456.5578	Comprehensive CTE	No
Website	www.philasd.org/schools/barton	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
	Insufficient Data		

Achievement

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

	Insufficient Data		
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Progress

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

	Insufficient Data		
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Climate

The Climate domain measures student engagement and school climate.

59%	■ ■ ■ ■ REINFORCE	28th of 64 (-41)	5th of 17 (-17)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

CARNELL, LAURA H. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 7	PSSA Reading / Literacy Keystone	33.40%
Organization Code	7220	PSSA Math / Keystone	31.80%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	1644	1062	1029
2 Poverty Rate	84.00%	90.36%	90.36%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	4.0	2.0	2.0	2.0
4 Teachers - Regular Education	68.4	41.6	41.1	35.1
5 Teachers - Special Education	11.0	10.0	4.0	4.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.8	1.5	1.5
7 Nurses/Health Services	1.6	1.6	1.6	1.6
8 Classroom Assistants/Teacher Assistants	3.0	6.0	3.0	3.0
9 Secretaries	3.0	1.0	1.6	1.6
10 Support Services Assistants	2.0	5.0	0.0	0.0
11 Noontime Aides	12.0	5.0	6.0	6.0
12 Other	1.0	0.0	0.2	0.2
13 Total Positions	107.0	74.0	61.0	55.0
14 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$90,407</i>	<i>\$59,521</i>	<i>\$86,628</i>	<i>\$86,628</i>

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Principals/Assistant Principals	0.0	0.0	0.0	0.0
16 Teachers - Regular Education	23.3	10.7	13.1	13.1
17 Counselors/Student Adv./ Soc. Serv. Liaisons	5.0	0.6	0.3	0.3
18 Classroom Assistants/Teacher Assistants	1.0	0.0	0.0	0.0
19 Support Services Assistants	18.0	0.0	0.0	0.0
20 Other	0.0	0.0	0.0	0.0
21 Total Positions	47.3	11.3	13.4	13.4
22 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$167,657</i>	<i>\$337,359</i>	<i>\$168,869</i>	<i>\$168,869</i>

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
23 Total Positions	154.3	85.3	74.4	68.4
24 <i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$258,064</i>	<i>\$396,880</i>	<i>\$255,497</i>	<i>\$255,497</i>
25 Difference from FY11 Budget - Total Position		(69.0)	(79.9)	(85.9)
26 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$138,816	(\$2,567)	(\$2,567)

Laura H. Carnell School

Address	1100 Devereaux Ave. Philadelphia, PA 19111	Grade Range	K-8
Phone / Fax	215.537.2527 / 215.537.6305	Comprehensive CTE	No
Website	www.philasd.org/schools/carnell	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
18%	■ ■ ■ ■ INTERVENE	86th of 98 (-63)	20th of 21 (-51)

Achievement

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

17%	■ ■ ■ ■ INTERVENE	59th of 98 (-71)	18th of 21 (-34)
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Progress

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

12%	■ ■ ■ ■ INTERVENE	84th of 98 (-77)	18th of 21 (-75)
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Climate

The Climate domain measures student engagement and school climate.

33%	■ ■ ■ ■ WATCH	65th of 98 (-67)	19th of 21 (-40)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

STARNE, ALLEN M. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 7	PSSA Reading / Literacy Keystone	21.80%
Organization Code	7290	PSSA Math / Keystone	22.30%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	474	463	475
2 Poverty Rate	94.00%	95.58%	95.58%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	1.0	1.0	1.0
4 Teachers - Regular Education	19.6	20.4	21.6	19.2
5 Teachers - Special Education	6.0	6.0	7.4	7.4
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.7	0.6	0.6
7 Nurses/Health Services	1.0	0.4	0.4	0.4
8 Classroom Assistants/Teacher Assistants	2.0	3.0	5.0	5.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	2.0	0.0	0.0	0.0
11 Noontime Aides	6.0	3.0	4.0	4.0
12 Other	0.4	0.0	0.0	0.0
13 Total Positions	41.0	35.5	41.0	38.6
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$35,507	\$28,304	\$21,488	\$21,488

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	9.1	3.8	5.8	5.8
16 Counselors/Student Adv./ Soc. Serv. Liaisons	3.2	0.0	0.1	0.1
17 Classroom Assistants/Teacher Assistants	2.0	1.0	1.0	1.0
18 Support Services Assistants	6.0	5.0	7.0	7.0
19 Other	0.0	0.0	0.0	0.0
20 Total Positions	20.3	9.8	13.9	13.9
21 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$88,350	\$166,005	\$183,776	\$183,776

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
22 Total Positions	61.3	45.3	54.9	52.5
23 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$123,857	\$194,309	\$205,264	\$205,264
24 Difference from FY11 Budget - Total Position		(16.0)	(6.4)	(8.8)
25 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$70,452	\$81,407	\$81,407

Allen M. Stearne School

Address	1655 Unity St. Philadelphia, PA 19124	Grade Range	K-6
Phone / Fax	215.537.2522 / 215.537.2918	Comprehensive CTE	No
Website	www.philasd.org/schools/stearne	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
18%	■■■ INTERVENE	59th of 63 (-66)	12th of 14 (-35)

Achievement

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

7%	■■■ INTERVENE	53rd of 63 (-66)	8th of 14 (-25)
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Progress

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

32%	■■ WATCH	42nd of 63 (-54)	11th of 14 (-54)
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Climate

The Climate domain measures student engagement and school climate.

5%	■■■ INTERVENE	64th of 64 (-95)	14th of 14 (-55)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

HOPKINSON, FRANCIS SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 7	PSSA Reading / Literacy Keystone	39.50%
Organization Code	7300	PSSA Math / Keystone	32.60%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	878	955	936
2 Poverty Rate	90.00%	93.58%	93.58%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	2.0	2.0	2.0
4 Teachers - Regular Education	36.5	38.6	39.8	34.0
5 Teachers - Special Education	8.0	9.0	6.0	6.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.6	1.2	1.2
7 Nurses/Health Services	1.2	1.2	1.2	1.2
8 Classroom Assistants/Teacher Assistants	1.0	6.0	6.0	6.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Support Services Assistants	3.0	0.0	0.0	0.0
11 Noontime Aides	4.0	8.0	8.0	8.0
12 Other	0.6	0.0	0.0	0.0
13 Total Positions	59.3	67.4	65.3	59.5
14 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$56,094</i>	<i>\$42,694</i>	<i>\$21,328</i>	<i>\$21,328</i>

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	20.2	9.9	8.9	8.9
16 Teachers - Special Education	0.5	0.0	1.0	1.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	4.2	0.5	2.0	2.0
18 Support Services Assistants	8.0	0.0	7.0	7.0
19 Other	1.0	0.0	0.0	0.0
20 Total Positions	33.9	10.4	18.8	18.8
21 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$93,281</i>	<i>\$112,198</i>	<i>\$66,193</i>	<i>\$66,193</i>

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
22 Total Positions	93.2	77.8	84.1	78.3
23 <i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$149,375</i>	<i>\$154,892</i>	<i>\$87,521</i>	<i>\$87,521</i>
24 <i>Difference from FY11 Budget - Total Position</i>		<i>(15.4)</i>	<i>(9.1)</i>	<i>(14.9)</i>
25 <i>Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other</i>		<i>\$5,517</i>	<i>(\$61,854)</i>	<i>(\$61,854)</i>

Francis Hopkinson School

Address	4001 L St. Philadelphia, PA 19124	Grade Range	K-8
Phone / Fax	215.537.2526 / 215.537.2900	Comprehensive CTE	No
Website	www.philasd.org/schools/hopkinson	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
37%	■ ■ ■ ■ WATCH	48th of 98 (-44)	11th of 21 (-32)

Achievement

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

20%	■ ■ ■ ■ INTERVENE	54th of 98 (-68)	16th of 21 (-31)
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Progress

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

46%	■ ■ ■ ■ WATCH	39th of 98 (-43)	7th of 21 (-41)
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Climate

The Climate domain measures student engagement and school climate.

41%	■ ■ ■ ■ WATCH	56th of 98 (-59)	16th of 21 (-32)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

FELTONVILLE INTERMEDIATE

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 7	PSSA Reading / Literacy Keystone	41.60%
Organization Code	7310	PSSA Math / Keystone	34.90%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	666	671	664
2 Poverty Rate	90.00%	94.36%	94.36%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	2.0	1.0	1.0	1.0
4	Teachers - Regular Education	28.2	28.9	27.9	24.3
5	Teachers - Special Education	7.0	6.0	5.0	5.0
6	Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.9	1.3	1.3
7	Nurses/Health Services	1.0	0.5	0.5	0.5
8	Classroom Assistants/Teacher Assistants	2.0	8.0	7.0	7.0
9	Secretaries	1.0	1.0	1.0	1.0
10	Noontime Aides	7.0	6.0	5.0	5.0
11	Other	1.0	0.0	0.0	0.0
12	Total Positions	50.2	52.3	48.7	45.1
13	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$76,846</i>	<i>\$12,827</i>	<i>\$9,543</i>	<i>\$9,543</i>

Grant Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14	Teachers - Regular Education	11.3	3.8	4.2	4.2
15	Teachers - Special Education	0.5	0.0	0.0	0.0
16	Counselors/Student Adv./ Soc. Serv. Liaisons	2.6	0.0	1.1	1.1
17	Support Services Assistants	8.0	3.0	4.0	4.0
18	Total Positions	22.4	6.8	9.3	9.3
19	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$68,119</i>	<i>\$92,295</i>	<i>\$83,420</i>	<i>\$83,420</i>

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
20	Total Positions	72.6	59.1	58.0	54.4
21	<i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$144,965</i>	<i>\$105,122</i>	<i>\$92,963</i>	<i>\$92,963</i>
22	Difference from FY11 Budget - Total Position		(13.5)	(14.6)	(18.2)
23	Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$39,843)	(\$52,002)	(\$52,002)

Feltonville Intermediate School

Address	238 E. Wyoming Ave. Philadelphia, PA 19120	Grade Range	3-5
Phone / Fax	215.456.3012 / 215.456.0122	Comprehensive CTE	No
Website	www.philasd.org/schools/feltonville-intermediate	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
56%	 REINFORCE	14th of 63 (-28)	Peer Leader

Achievement

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

21%	 INTERVENE	36th of 63 (-52)	7th of 16 (-18)
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Progress

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

75%	 MODEL	7th of 63 (-11)	Peer Leader
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Climate

The Climate domain measures student engagement and school climate.

58%	 REINFORCE	31st of 64 (-42)	7th of 17 (-18)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

MARSHALL, JOHN SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 7	PSSA Reading / Literacy Keystone	27.00%
Organization Code	7360	PSSA Math / Keystone	23.50%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	390	453	397
2 Poverty Rate	91.00%	95.97%	95.97%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	16.9	16.7	15.3	14.1
5 Teachers - Special Education	8.0	8.0	7.0	7.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.7	0.5	0.5
7 Nurses/Health Services	1.0	0.4	0.4	0.4
8 Classroom Assistants/Teacher Assistants	3.0	11.0	11.0	11.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	0.0	0.0	0.0	0.0
11 Noontime Aides	8.0	4.0	4.0	4.0
12 Other	0.4	0.0	0.0	0.0
13 Total Positions	40.3	43.8	40.2	39.0
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$47,834	\$12,739	\$9,068	\$9,068

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	8.8	4.8	5.7	5.7
16 Counselors/Student Adv./ Soc. Serv. Liaisons	2.2	0.0	0.0	0.0
17 Classroom Assistants/Teacher Assistants	6.0	0.0	0.0	0.0
18 Support Services Assistants	9.0	6.0	6.0	6.0
19 Total Positions	26.0	10.8	11.7	11.7
20 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$80,825	\$180,617	\$127,500	\$127,500

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
21 Total Positions	66.3	54.6	51.9	50.7
22 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$128,659	\$193,356	\$136,568	\$136,568
23 Difference from FY11 Budget - Total Position		(11.7)	(14.4)	(15.6)
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$64,697	\$7,909	\$7,909

John Marshall School

Address	4500 Griscom St. Philadelphia, PA 19124	Grade Range	K-5
Phone / Fax	215.537.2521 / 215.537.2847	Comprehensive CTE	No
Website	www.philasd.org/schools/marshall	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
10%	■■■■ INTERVENE	62nd of 63 (-74)	14th of 14 (-43)

Achievement

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

6%	■■■■ INTERVENE	55th of 63 (-67)	9th of 14 (-26)
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Progress

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

9%	■■■■ INTERVENE	56th of 63 (-77)	14th of 14 (-77)
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Climate

The Climate domain measures student engagement and school climate.

20%	■■■■ INTERVENE	58th of 64 (-80)	10th of 14 (-40)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

MC CLURE, ALEXANDER K. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 7	PSSA Reading / Literacy Keystone	46.80%
Organization Code	7380	PSSA Math / Keystone	38.00%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	468	551	542
2 Poverty Rate	95.00%	94.89%	94.89%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	1.0	1.0	1.0
4 Teachers - Regular Education	18.4	25.1	24.4	22.0
5 Teachers - Special Education	4.0	2.0	3.0	3.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.4	1.2	1.2
7 Nurses/Health Services	1.0	0.4	0.4	0.4
8 Classroom Assistants/Teacher Assistants	0.0	1.0	2.0	2.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	3.0	0.0	0.0	0.0
11 Noontime Aides	5.0	4.0	5.0	5.0
12 Other	0.2	0.0	0.0	0.0
13 Total Positions	35.6	35.9	38.1	35.7
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$63,677	\$21,279	\$8,668	\$8,668

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	13.6	6.9	8.1	8.1
16 Counselors/Student Adv./ Soc. Serv. Liaisons	0.6	0.0	0.2	0.2
17 Classroom Assistants/Teacher Assistants	0.0	0.0	0.0	0.0
18 Support Services Assistants	3.0	4.0	5.0	5.0
19 Total Positions	17.2	10.9	13.2	13.2
20 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$79,183	\$141,280	\$109,642	\$109,642

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
21 Total Positions	52.8	46.8	51.3	48.9
22 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$142,860	\$162,559	\$118,310	\$118,310
23 Difference from FY11 Budget - Total Position		(6.0)	(1.5)	(3.9)
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$19,699	(\$24,550)	(\$24,550)

Alexander K. McClure School

Address	600 W. Hunting Park Ave. Philadelphia, PA 19140	Grade Range	K-5
Phone / Fax	215.456.3001 / 215.456.5587	Comprehensive CTE	No
Website	www.philasd.org/schools/mcclure	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
23%	■ ■ ■ ■ INTERVENE	52nd of 63 (-61)	11th of 16 (-33)

Achievement

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

22%	■ ■ ■ ■ INTERVENE	35th of 63 (-51)	6th of 16 (-17)
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Progress

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

18%	■ ■ ■ ■ INTERVENE	50th of 63 (-68)	11th of 16 (-57)
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Climate

The Climate domain measures student engagement and school climate.

37%	■ ■ ■ ■ WATCH	43rd of 64 (-63)	10th of 17 (-39)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

TAYLOR, BAYARD SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 7	PSSA Reading / Literacy Keystone	35.10%
Organization Code	7440	PSSA Math / Keystone	19.80%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	581	527	491
2 Poverty Rate	94.00%	95.06%	95.06%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	24.8	27.3	24.6	21.0
5 Teachers - Special Education	4.0	4.0	2.0	2.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.1	0.7	0.7
7 Nurses/Health Services	1.0	0.4	0.4	0.4
8 Secretaries	2.0	1.0	1.0	1.0
9 Noontime Aides	8.0	5.0	5.0	5.0
10 Total Positions	41.8	39.8	34.8	31.2
11 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$61,984	\$30,951	\$12,828	\$12,828

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
12 Teachers - Regular Education	20.9	5.9	8.6	8.6
13 Teachers - Special Education	0.0	0.0	0.0	0.0
14 Counselors/Student Adv./ Soc. Serv. Liaisons	2.6	0.0	0.2	0.2
15 Support Services Assistants	6.0	0.0	0.0	0.0
16 Other	1.0	1.0	1.0	1.0
17 Total Positions	30.5	6.9	9.7	9.7
18 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$111,471	\$209,896	\$50,836	\$50,836

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
19 Total Positions	72.3	46.7	44.5	40.9
20 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$173,455	\$240,847	\$63,664	\$63,664
21 Difference from FY11 Budget - Total Position		(25.6)	(27.8)	(31.4)
22 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$67,392	(\$109,791)	(\$109,791)

Bayard Taylor School

Address	3698 N. Randolph St. Philadelphia, PA 19140	Grade Range	K-5
Phone / Fax	215.227.4435 / 215.227.4900	Comprehensive CTE	No
Website	www.philasd.org/schools/taylor	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
17%	■ ■ ■ ■ INTERVENE	60th of 63 (-67)	15th of 16 (-39)

Achievement

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

6%	■ ■ ■ ■ INTERVENE	55th of 63 (-67)	14th of 16 (-33)
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Progress

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

18%	■ ■ ■ ■ INTERVENE	50th of 63 (-68)	11th of 16 (-57)
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Climate

The Climate domain measures student engagement and school climate.

32%	■ ■ ■ ■ WATCH	47th of 64 (-68)	12th of 17 (-44)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

FELTONVILLE SCHL OF ARTS SCI

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 7	PSSA Reading / Literacy Keystone	41.40%
Organization Code	7500	PSSA Math / Keystone	29.80%
School Level	MIDDLE SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	685	596	553
2 Poverty Rate	90.00%	93.56%	93.56%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	3.0	1.0	1.0	1.0
4 Teachers - Regular Education	32.8	28.0	26.6	22.6
5 Teachers - Special Education	7.0	8.0	7.3	7.3
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.9	1.4	1.4
7 Nurses/Health Services	1.0	0.5	0.5	0.5
8 Classroom Assistants/Teacher Assistants	1.0	2.0	3.0	3.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Noontime Aides	5.0	4.0	4.0	4.0
11 Other	4.0	0.0	0.0	0.0
12 Total Positions	56.8	45.4	44.8	40.8
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$87,797	\$26,881	\$17,558	\$17,558

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	9.5	2.3	3.7	3.7
15 Counselors/Student Adv./ Soc. Serv. Liaisons	5.0	0.2	0.2	0.2
16 Classroom Assistants/Teacher Assistants	0.0	0.0	0.0	0.0
17 Support Services Assistants	3.0	1.0	4.0	4.0
18 Other	0.0	0.0	0.0	0.0
19 Total Positions	17.5	3.5	7.9	7.9
20 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$88,857	\$136,255	\$93,423	\$93,423

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
21 Total Positions	74.3	48.9	52.7	48.7
22 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$176,654	\$163,136	\$110,981	\$110,981
23 Difference from FY11 Budget - Total Position		(25.4)	(21.6)	(25.6)
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$13,518)	(\$65,673)	(\$65,673)

Feltonville School of Arts and Sciences

Address	210 E. Courtland St. Philadelphia, PA 19120	Grade Range	6-8
Phone / Fax	215.456.5603 / 215.456.5614	Comprehensive CTE	No
Website	www.philasd.org/schools/feltonville-arts-and-sciences	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
36%	■■ WATCH	13th of 25 (-46)	9th of 18 (-45)

Achievement

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

14%	■ INTERVENE	16th of 25 (-82)	9th of 18 (-75)
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Progress

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

54%	■■ REINFORCE	10th of 25 (-38)	7th of 18 (-18)
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Climate

The Climate domain measures student engagement and school climate.

27%	■■ WATCH	19th of 25 (-73)	12th of 18 (-72)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

CLEMENTE, ROBERTO MIDDLE SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 7	PSSA Reading / Literacy Keystone	20.30%
Organization Code	7730	PSSA Math / Keystone	20.50%
School Level	MIDDLE SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	711	519	495
2 Poverty Rate	95.00%	94.94%	94.94%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	3.0	1.0	1.4	1.4
4 Teachers - Regular Education	35.0	25.4	25.2	21.8
5 Teachers - Special Education	15.0	9.0	8.0	8.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	2.0	2.0	2.0	2.0
7 Nurses/Health Services	1.2	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	0.0	6.0	4.0	4.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Support Services Assistants	5.0	2.0	0.0	0.0
11 Noontime Aides	6.0	2.0	3.0	3.0
12 Other	2.0	0.0	0.0	0.0
13 Total Positions	71.2	49.4	45.6	42.2
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$160,425	\$197,775	\$160,158	\$160,158

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Principals/Assistant Principals	0.0	0.0	0.1	0.1
16 Teachers - Regular Education	10.6	2.0	4.2	4.2
17 Teachers - Special Education	0.0	0.0	0.0	0.0
18 Counselors/Student Adv./ Soc. Serv. Liaisons	5.6	0.0	0.1	0.1
19 Classroom Assistants/Teacher Assistants	6.0	0.0	3.0	3.0
20 Support Services Assistants	5.0	4.0	5.0	5.0
21 Total Positions	27.2	6.0	12.4	12.4
22 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$71,904	\$70,701	\$14,876	\$14,876

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
23 Total Positions	98.4	55.4	58.0	54.6
24 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$232,329	\$268,476	\$175,034	\$175,034
25 Difference from FY11 Budget - Total Position		(43.0)	(40.4)	(43.8)
26 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$36,147	(\$57,295)	(\$57,295)

Roberto Clemente School

Address	122 W. Erie Ave. Philadelphia, PA 19140	Grade Range	6-8
Phone / Fax	215.291.5400 / 215.291.5421	Comprehensive CTE	No
Website	www.philasd.org/schools/clemente	Admissions Category	Neighborhood
		Turnaround Model	Promise Academy

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
17%	■■■ INTERVENE	22nd of 25 (-65)	15th of 18 (-64)

Achievement

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

2%	■■■ INTERVENE	24th of 25 (-94)	17th of 18 (-87)
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Progress

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

21%	■■■ INTERVENE	21st of 25 (-71)	16th of 18 (-51)
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Climate

The Climate domain measures student engagement and school climate.

31%	■■ WATCH	15th of 25 (-69)	8th of 18 (-68)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

WILSON, WOODROW MIDDLE

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 7	PSSA Reading / Literacy Keystone	56.50%
Organization Code	8120	PSSA Math / Keystone	54.90%
School Level	MIDDLE SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	1218	1171	1145
2 Poverty Rate	62.00%	83.09%	83.09%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	4.0	2.0	2.0	2.0
4 Teachers - Regular Education	53.0	52.8	51.6	43.2
5 Teachers - Special Education	12.0	8.0	7.0	7.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.4	2.7	2.7
7 Nurses/Health Services	1.2	1.0	1.2	1.2
8 Classroom Assistants/Teacher Assistants	1.0	3.0	3.0	3.0
9 Secretaries	3.0	1.0	1.0	1.0
10 Support Services Assistants	1.0	0.0	0.0	0.0
11 Noontime Aides	9.0	7.0	7.0	7.0
12 Other	5.0	0.0	0.0	0.0
13 Total Positions	90.2	76.2	75.5	67.1
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$87,210	\$42,262	\$43,038	\$43,038

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	1.7	0.8	1.0	1.0
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	6.6	1.1	0.5	0.5
18 Support Services Assistants	5.0	6.0	3.0	3.0
19 Other	0.0	0.0	0.0	0.0
20 Total Positions	13.8	7.9	4.5	4.5
21 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$63,124	\$16,176	\$25,901	\$25,901

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
22 Total Positions	104.0	84.1	80.0	71.6
23 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$150,334	\$58,438	\$68,939	\$68,939
24 Difference from FY11 Budget - Total Position		(19.9)	(24.0)	(32.4)
25 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$91,896)	(\$81,395)	(\$81,395)

Woodrow Wilson School

Address	1800 Cottman Ave. Philadelphia, PA 19111	Grade Range	6-8
Phone / Fax	215.728.5015 / 215.728.5051	Comprehensive CTE	No
Website	www.philasd.org/schools/wilson	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
54%	 REINFORCE	7th of 25 (-28)	4th of 7 (-28)

Achievement

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

39%	 WATCH	9th of 25 (-57)	6th of 7 (-57)
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Progress

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

60%	 REINFORCE	9th of 25 (-32)	3rd of 7 (-32)
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Climate

The Climate domain measures student engagement and school climate.

64%	 REINFORCE	7th of 25 (-36)	4th of 7 (-36)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

MOORE, J. HAMPTON SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 7	PSSA Reading / Literacy Keystone	53.70%
Organization Code	8310	PSSA Math / Keystone	48.10%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	1104	1160	1172
2 Poverty Rate	62.00%	84.85%	84.85%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	2.0	2.0	2.0
4 Teachers - Regular Education	37.0	47.2	46.3	39.3
5 Teachers - Special Education	7.0	7.0	6.0	6.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	2.0	2.0	2.0
7 Nurses/Health Services	1.2	1.4	1.4	1.4
8 Classroom Assistants/Teacher Assistants	10.0	6.0	5.0	5.0
9 Secretaries	2.0	1.0	2.0	2.0
10 Support Services Assistants	14.0	2.0	2.0	2.0
11 Noontime Aides	17.0	7.0	9.0	9.0
12 Other	0.4	0.0	0.0	0.0
13 Total Positions	91.6	75.6	75.7	68.7
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$88,362	\$60,272	\$115,884	\$115,884

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	14.6	7.4	7.2	7.2
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	3.8	1.0	0.6	0.6
18 Support Services Assistants	3.0	0.0	0.0	0.0
19 Total Positions	21.9	8.4	7.8	7.8
20 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$58,476	\$178,569	\$19,529	\$19,529

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
21 Total Positions	113.5	84.0	83.5	76.5
22 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$146,838	\$238,841	\$135,413	\$135,413
23 Difference from FY11 Budget - Total Position		(29.5)	(30.0)	(37.0)
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$92,003	(\$11,425)	(\$11,425)

J. Hampton Moore School

Address	6900 Summerdale Ave. Philadelphia, PA 19111	Grade Range	K-5
Phone / Fax	215.728.5011 / 215.728.5692	Comprehensive CTE	No
Website	www.philasd.org/schools/moore	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
52%	■ ■ ■ ■ REINFORCE	20th of 63 (-32)	7th of 11 (-10)

Achievement

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

40%	■ ■ ■ ■ WATCH	17th of 63 (-33)	7th of 11 (-17)
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Progress

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

43%	■ ■ ■ ■ WATCH	34th of 63 (-43)	8th of 11 (-29)
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Climate

The Climate domain measures student engagement and school climate.

91%	■ ■ ■ ■ MODEL	5th of 64 (-9)	3rd of 11 (-6)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

RHAWNURST SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 7	PSSA Reading / Literacy Keystone	54.30%
Organization Code	8360	PSSA Math / Keystone	52.00%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	520	583	575
2 Poverty Rate	62.00%	83.79%	83.79%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	22.0	23.8	23.6	21.2
5 Teachers - Special Education	3.5	3.0	2.0	2.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.2	1.5	1.5
7 Nurses/Health Services	1.0	0.5	0.5	0.5
8 Classroom Assistants/Teacher Assistants	0.0	3.0	2.0	2.0
9 Secretaries	1.4	1.0	1.0	1.0
10 Support Services Assistants	5.0	0.0	0.0	0.0
11 Noontime Aides	4.0	4.0	5.0	5.0
12 Other	0.4	0.0	0.0	0.0
13 Total Positions	39.3	37.5	36.6	34.2
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$48,381	\$20,238	\$13,088	\$13,088

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	6.4	4.0	3.8	3.8
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	2.4	0.4	0.3	0.3
18 Support Services Assistants	0.0	3.0	4.0	4.0
19 Total Positions	9.3	7.4	8.1	8.1
20 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$35,378	\$83,479	\$15,148	\$15,148

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
21 Total Positions	48.6	44.9	44.7	42.3
22 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$83,759	\$103,717	\$28,236	\$28,236
23 Difference from FY11 Budget - Total Position		(3.8)	(4.0)	(6.3)
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$19,958	(\$55,523)	(\$55,523)

Rhawnhurst School

Address	7809 Castor Ave. Philadelphia, PA 19152	Grade Range	K-5
Phone / Fax	215.728.5013 / 215.728.5931	Comprehensive CTE	No
Website	www.philasd.org/schools/rhawnhurst	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
62%	 REINFORCE	8th of 63 (-22)	Peer Leader

Achievement

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

44%	 WATCH	13th of 63 (-29)	3rd of 11 (-13)
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Progress

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

59%	 REINFORCE	21st of 63 (-27)	4th of 11 (-13)
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Climate

The Climate domain measures student engagement and school climate.

97%	 MODEL	2nd of 64 (-3)	Peer Leader
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

FARRELL, LOUIS H. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 7	PSSA Reading / Literacy Keystone	64.50%
Organization Code	8380	PSSA Math / Keystone	56.60%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	924	998	1015
2 Poverty Rate	59.00%	77.91%	77.91%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	1.0	1.0	1.0	1.0
4	Teachers - Regular Education	41.4	40.6	43.0	36.0
5	Teachers - Special Education	9.0	9.0	11.2	11.2
6	Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	2.6	2.7	2.7
7	Nurses/Health Services	1.2	1.0	1.0	1.0
8	Classroom Assistants/Teacher Assistants	3.0	17.0	16.0	16.0
9	Secretaries	2.0	2.0	1.0	1.0
10	Support Services Assistants	7.0	0.0	0.0	0.0
11	Noontime Aides	4.0	7.0	8.0	8.0
12	Other	0.2	0.0	0.0	0.0
13	Total Positions	69.8	80.2	83.9	76.9
14	Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$41,181	\$34,993	\$56,988	\$56,988

Grant Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15	Teachers - Regular Education	7.4	5.9	3.9	3.9
16	Counselors/Student Adv./ Soc. Serv. Liaisons	3.4	0.6	0.5	0.5
17	Classroom Assistants/Teacher Assistants	4.0	0.0	0.0	0.0
18	Support Services Assistants	2.0	2.0	2.0	2.0
19	Total Positions	16.8	8.5	6.4	6.4
20	Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$84,808	\$96,099	\$47,210	\$47,210

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
21	Total Positions	86.6	88.7	90.3	83.3
22	Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$125,989	\$131,092	\$104,198	\$104,198
23	Difference from FY11 Budget - Total Position		2.1	3.7	(3.3)
24	Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$5,103	(\$21,791)	(\$21,791)

Louis H. Farrell School

Address	8300 Castor Ave. Philadelphia, PA 19152	Grade Range	K-8
Phone / Fax	215.728.5009 / 215.728.5225	Comprehensive CTE	No
Website	www.philasd.org/schools/farrell	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
55%	□ □ ■ □ REINFORCE	14th of 98 (-26)	7th of 9 (-24)

Achievement

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

56%	□ □ ■ □ REINFORCE	12th of 98 (-32)	3rd of 9 (-18)
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Progress

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

42%	□ ■ □ □ WATCH	42nd of 98 (-47)	8th of 9 (-47)
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Climate

The Climate domain measures student engagement and school climate.

84%	□ □ □ ■ MODEL	12th of 98 (-16)	3rd of 9 (-16)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

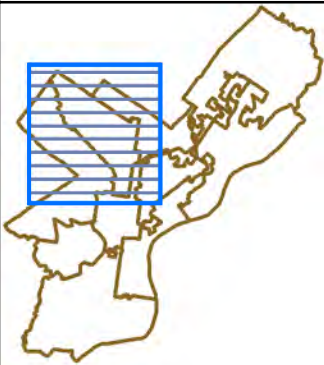
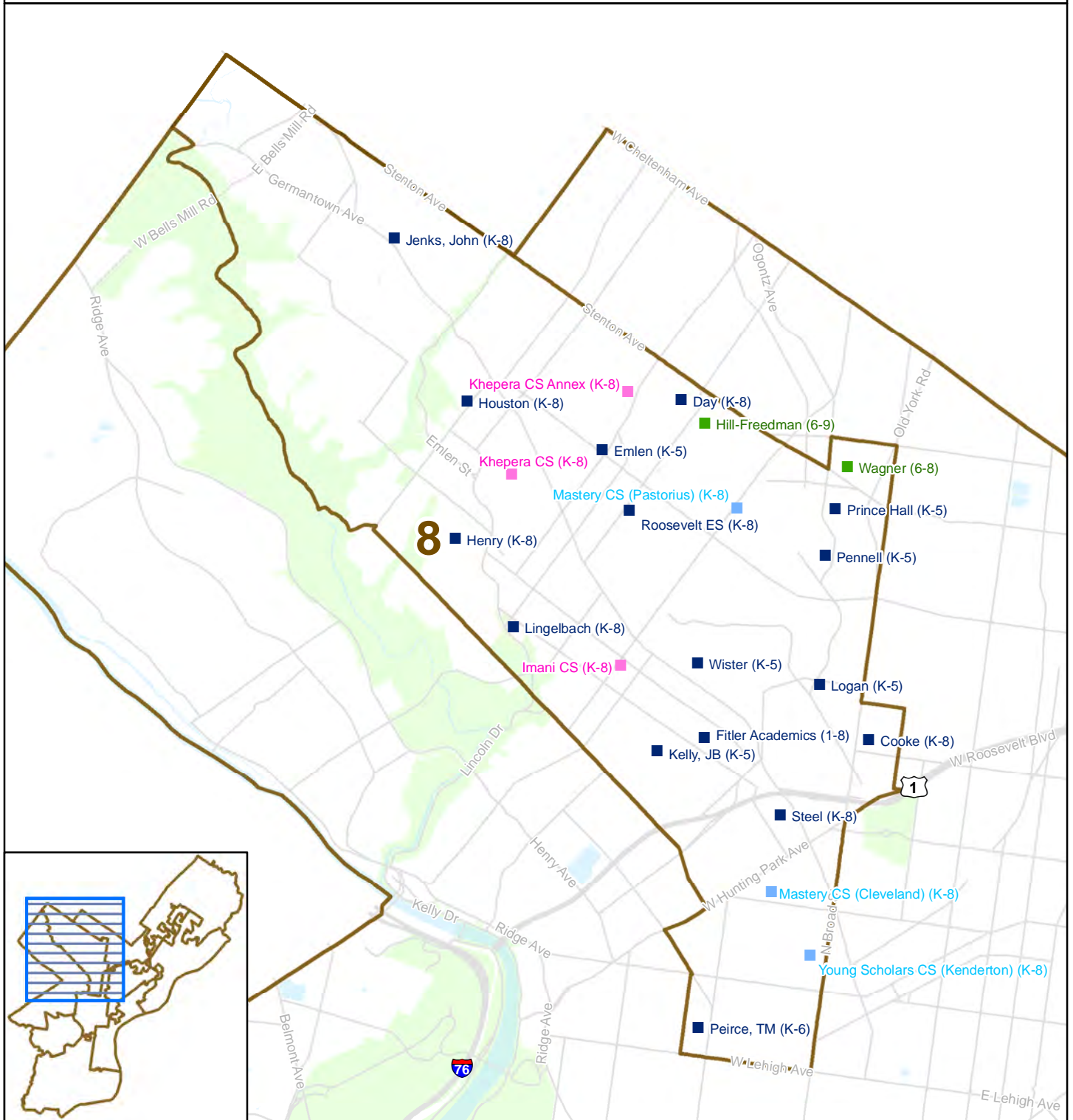
Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

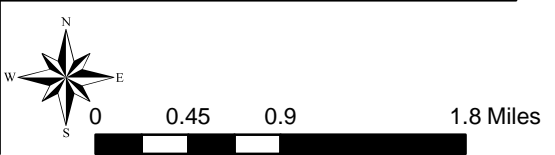
COUNCIL DISTRICT 8

THE SCHOOL DISTRICT OF PHILADELPHIA

8th Councilmanic District - Elementary and Middle Schools (2013/14)

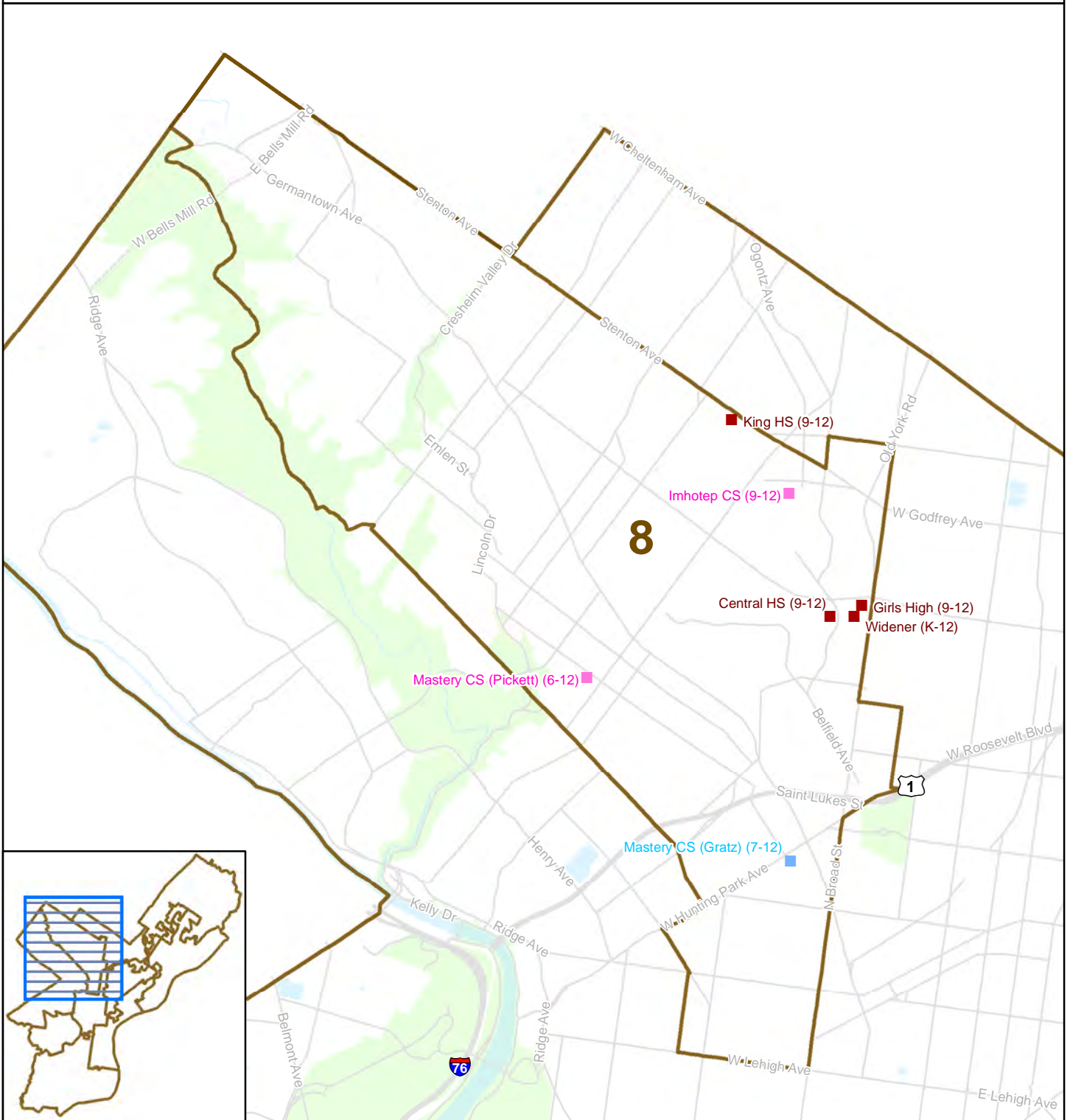


City Council	Elementary School	Charter
Middle School	Charter (Renaissance)	Middle Secondary
High School		

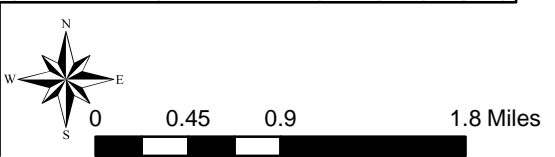


THE SCHOOL DISTRICT OF PHILADELPHIA

8th Councilmanic District - Middle Secondary and High Schools (2013/14)



City Council	Elementary School	Charter
Middle School	Charter (Renaissance)	Middle Secondary
High School		



PEIRCE, THOMAS M. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 8	PSSA Reading / Literacy Keystone	27.70%
Organization Code	4380	PSSA Math / Keystone	23.00%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	380	392	387
2 Poverty Rate	91.00%	94.63%	94.63%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	13.6	15.5	14.2	13.2
5 Teachers - Special Education	3.0	4.0	2.8	2.8
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	0.5	0.5
7 Nurses/Health Services	0.6	0.6	0.6	0.6
8 Classroom Assistants/Teacher Assistants	0.0	2.0	1.0	1.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	3.0	0.0	0.0	0.0
11 Noontime Aides	4.0	3.0	3.0	3.0
12 Total Positions	27.2	28.1	24.1	23.1
13 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$19,661</i>	<i>\$23,221</i>	<i>\$8,668</i>	<i>\$8,668</i>

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	8.0	4.7	7.0	7.0
15 Counselors/Student Adv./ Soc. Serv. Liaisons	2.0	0.0	0.0	0.0
16 Support Services Assistants	3.0	4.0	5.0	5.0
17 Total Positions	13.0	8.7	12.0	12.0
18 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$81,198</i>	<i>\$193,627</i>	<i>\$46,002</i>	<i>\$46,002</i>

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
19 Total Positions	40.2	36.8	36.1	35.1
20 <i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$100,859</i>	<i>\$216,848</i>	<i>\$54,670</i>	<i>\$54,670</i>
21 Difference from FY11 Budget - Total Position		(3.4)	(4.1)	(5.1)
22 <i>Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other</i>		<i>\$115,989</i>	<i>(\$46,189)</i>	<i>(\$46,189)</i>

Thomas M. Peirce School

Address	2300 W. Cambria St. Philadelphia, PA 19132	Grade Range	K-6
Phone / Fax	215.227.4411 / 215.227.4599	Comprehensive CTE	No
Website	N/A	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
37%	 WATCH	36th of 63 (-47)	6th of 14 (-16)

Achievement

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

9%	 INTERVENE	49th of 63 (-64)	6th of 14 (-23)
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Progress

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

54%	 REINFORCE	27th of 63 (-32)	5th of 14 (-32)
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Climate

The Climate domain measures student engagement and school climate.

37%	 WATCH	43rd of 64 (-63)	4th of 14 (-23)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

CENTRAL HIGH SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 8	PSSA Reading / Literacy Keystone	98.40%
Organization Code	6010	PSSA Math / Keystone	99.80%
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	2379	2332	2291
2 Poverty Rate	49.00%	68.68%	68.68%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	4.0	3.0	4.0	4.0
4 Teachers - Regular Education	109.0	95.0	94.5	80.9
5 Counselors/Student Adv./ Soc. Serv. Liaisons	4.7	2.0	3.0	3.0
6 Nurses/Health Services	2.0	2.0	2.0	2.0
7 Classroom Assistants/Teacher Assistants	3.0	1.0	1.0	1.0
8 Secretaries	7.0	2.0	2.0	2.0
9 Noontime Aides	2.0	4.0	4.0	4.0
10 Other	7.0	0.0	0.0	0.0
11 Total Positions	138.7	109.0	110.5	96.9
12 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$254,296	\$35,876	\$101,743	\$101,743

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
13 Teachers - Regular Education	4.3	3.0	1.5	1.5
14 Counselors/Student Adv./ Soc. Serv. Liaisons	3.9	0.0	0.0	0.0
15 Total Positions	8.2	3.0	1.5	1.5
16 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$106,983	\$40,136	\$42,991	\$42,991

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
17 Total Positions	146.9	112.0	112.0	98.4
18 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$361,279	\$76,012	\$144,734	\$144,734
19 Difference from FY11 Budget - Total Position		(34.9)	(34.9)	(48.5)
20 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$285,267)	(\$216,545)	(\$216,545)

Central High School

Address 1700 W. Olney Ave.
Philadelphia, PA 19141
Phone / Fax 215.276.5262 / 215.276.4721
Website www.centralhigh.net

Grade Range 9-12
Comprehensive CTE No
Admissions Category Special Admission
Turnaround Model N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
96%	■■■■ MODEL	City Leader	Peer Leader

Achievement

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

92%	■■■■ MODEL	2nd of 53 (-6)	2nd of 4 (-6)
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Progress

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

97%	■■■■ MODEL	City Leader	Peer Leader
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Climate

The Climate domain measures student engagement and school climate.

100%	■■■■ MODEL	City Leader	Peer Leader
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College & Career

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

98%	■■■■ MODEL	2nd of 53 (-2)	2nd of 4 (-2)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

PHILA HIGH SCHOOL FOR GIRLS

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 8	PSSA Reading / Literacy Keystone	83.50%
Organization Code	6050	PSSA Math / Keystone	96.00%
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	1076	1125	1217
2 Poverty Rate	59.00%	77.94%	77.94%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	3.0	2.0	2.0	2.0
4 Teachers - Regular Education	54.4	46.2	49.6	41.4
5 Teachers - Special Education	3.0	2.0	1.0	1.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	2.2	1.8	2.0	2.0
7 Nurses/Health Services	1.2	1.2	1.2	1.2
8 Classroom Assistants/Teacher Assistants	1.0	0.0	0.0	0.0
9 Secretaries	3.0	1.0	1.0	1.0
10 Noontime Aides	4.0	2.0	3.0	3.0
11 Bus Attendants	1.0	0.0	1.0	1.0
12 Other	1.0	0.0	1.0	1.0
13 Total Positions	73.8	56.2	61.8	53.6
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$105,006	\$8,167	\$36,405	\$36,405

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	2.5	0.6	0.2	0.2
16 Counselors/Student Adv./ Soc. Serv. Liaisons	2.2	0.2	0.0	0.0
17 Support Services Assistants	0.0	0.0	1.0	1.0
18 Total Positions	4.7	0.8	1.2	1.2
19 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$66,884	\$75,103	\$75,694	\$75,694

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
20 Total Positions	78.5	57.0	63.0	54.8
21 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$171,890	\$83,270	\$112,099	\$112,099
22 Difference from FY11 Budget - Total Position		(21.5)	(15.5)	(23.7)
23 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$88,620)	(\$59,791)	(\$59,791)

Philadelphia High School for Girls

Address	1400 W. Olney Ave. Philadelphia, PA 19141	Grade Range	9-12
Phone / Fax	215.276.5258 / 215.276.5738	Comprehensive CTE	No
Website	www.philasd.org/schools/girlshigh	Admissions Category	Special Admission
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
60%	■■■ REINFORCE	10th of 53 (-36)	3rd of 5 (-27)

Achievement

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

45%	■■ WATCH	10th of 53 (-53)	3rd of 5 (-25)
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Progress

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

52%	■■■ REINFORCE	12th of 53 (-45)	4th of 5 (-38)
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Climate

The Climate domain measures student engagement and school climate.

77%	■■■ MODEL	13th of 54 (-23)	3rd of 5 (-20)
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College & Career

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

89%	■■■ MODEL	8th of 53 (-11)	2nd of 5 (-9)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

KING, MARTIN LUTHER HIGH SCH.

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 8	PSSA Reading / Literacy Keystone	9.30%
Organization Code	6060	PSSA Math / Keystone	17.30%
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	986	1078	956
2 Poverty Rate	0.00%	89.29%	89.29%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	3.0	3.0	2.0	2.0
4	Teachers - Regular Education	46.2	43.5	37.6	31.6
5	Teachers - Special Education	23.0	23.0	23.0	23.0
6	Counselors/Student Adv./ Soc. Serv. Liaisons	2.4	3.0	4.1	4.1
7	Nurses/Health Services	2.0	1.2	1.2	1.2
8	Classroom Assistants/Teacher Assistants	4.0	16.0	12.0	12.0
9	Secretaries	5.0	1.0	1.0	1.0
10	Support Services Assistants	1.0	0.0	0.0	0.0
11	Noontime Aides	7.0	12.0	7.0	7.0
12	Other	2.5	1.0	2.0	2.0
13	Total Positions	96.1	103.7	89.9	83.9
14	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$211,036</i>	<i>\$254,349</i>	<i>\$110,148</i>	<i>\$110,148</i>

Grant Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15	Principals/Assistant Principals	0.0	0.0	0.0	0.0
16	Teachers - Regular Education	17.2	5.7	8.8	8.8
17	Teachers - Special Education	1.0	0.0	0.0	0.0
18	Counselors/Student Adv./ Soc. Serv. Liaisons	3.6	1.0	1.1	1.1
19	Classroom Assistants/Teacher Assistants	2.0	10.0	13.0	13.0
20	Support Services Assistants	2.0	0.0	0.0	0.0
21	Other	0.5	0.0	2.0	2.0
22	Total Positions	26.3	16.7	24.9	24.9
23	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$21,995</i>	<i>\$160,239</i>	<i>\$95,083</i>	<i>\$95,083</i>

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
24	Total Positions	122.4	120.4	114.8	108.8
25	<i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$233,031</i>	<i>\$414,588</i>	<i>\$205,231</i>	<i>\$205,231</i>
26	Difference from FY11 Budget - Total Position		(2.0)	(7.6)	(13.6)
27	Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$181,557	(\$27,800)	(\$27,800)

Martin Luther King High School

Address	6100 Stenton Ave. Philadelphia, PA 19138	Grade Range	9-12
Phone / Fax	215.276.5253 / 215.276.5844	Comprehensive CTE	No
Website	www.philasd.org/schools/mlking	Admissions Category	Neighborhood
		Turnaround Model	Promise Academy

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
10%	■■■■ INTERVENE	44th of 53 (-86)	11th of 19 (-22)

Achievement

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

3%	■■■■ INTERVENE	41st of 53 (-95)	9th of 19 (-9)
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Progress

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

11%	■■■■ INTERVENE	41st of 53 (-86)	10th of 19 (-16)
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Climate

The Climate domain measures student engagement and school climate.

21%	■■■■ INTERVENE	44th of 54 (-79)	10th of 19 (-46)
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College & Career

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

0%	■■■■ INTERVENE	49th of 53 (-100)	14th of 18 (-59)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

DAY, ANNA B. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 8	PSSA Reading / Literacy Keystone	56.60%
Organization Code	6200	PSSA Math / Keystone	53.40%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	502	458	441
2 Poverty Rate	75.00%	85.21%	85.21%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	21.8	20.2	19.0	16.6
5 Teachers - Special Education	5.0	6.0	5.0	5.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	2.0	1.0	0.4	0.4
7 Nurses/Health Services	1.0	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	0.0	9.0	8.0	8.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	2.0	0.0	0.0	0.0
11 Noontime Aides	7.0	5.0	3.0	3.0
12 Other	0.2	0.0	0.0	0.0
13 Total Positions	41.0	44.2	38.4	36.0
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$77,086	\$27,974	\$28,308	\$28,308

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	5.6	2.6	3.4	3.4
16 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.0	0.0	0.0
17 Support Services Assistants	0.0	0.0	0.0	0.0
18 Total Positions	6.6	2.6	3.4	3.4
19 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$68,358	\$76,260	\$9,322	\$9,322

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
20 Total Positions	47.6	46.8	41.8	39.4
21 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$145,444	\$104,234	\$37,630	\$37,630
22 Difference from FY11 Budget - Total Position		(0.8)	(5.8)	(8.2)
23 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$41,210)	(\$107,814)	(\$107,814)

Anna B. Day School

Address 6324 Crittenden St.
Philadelphia, PA 19138
Phone / Fax 215.276.5250 / 215.276.5817
Website www.philasd.org/schools/day

Grade Range K-8
Comprehensive CTE No
Admissions Category Neighborhood
Turnaround Model N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
50%	■■■ ■ REINFORCE	24th of 98 (-31)	5th of 21 (-19)

Achievement

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

43%	■■■ ■ WATCH	21st of 98 (-45)	2nd of 21 (-8)
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Progress

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

53%	■■■ ■ REINFORCE	30th of 98 (-36)	6th of 21 (-34)
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Climate

The Climate domain measures student engagement and school climate.

55%	■■■ ■ REINFORCE	39th of 98 (-45)	11th of 21 (-18)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

EMLÉN, ELEANOR C. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 8	PSSA Reading / Literacy Keystone	41.90%
Organization Code	6220	PSSA Math / Keystone	32.70%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	609	530	516
2 Poverty Rate	85.00%	94.64%	94.64%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	1.0	1.0	1.0
4 Teachers - Regular Education	19.0	19.4	19.4	17.0
5 Teachers - Special Education	6.0	7.0	5.0	5.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.5	0.5	0.5
7 Nurses/Health Services	1.0	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	1.0	6.0	6.0	6.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Support Services Assistants	3.0	0.0	0.0	0.0
11 Noontime Aides	5.0	4.0	4.0	4.0
12 Total Positions	40.0	39.9	37.9	35.5
13 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$51,756</i>	<i>\$46,267</i>	<i>\$23,128</i>	<i>\$23,128</i>

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	8.2	5.0	7.8	7.8
15 Teachers - Special Education	0.5	0.0	0.0	0.0
16 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.0	0.0	0.0
17 Classroom Assistants/Teacher Assistants	1.0	0.0	0.0	0.0
18 Support Services Assistants	5.0	8.0	4.0	4.0
19 Other	0.0	0.0	0.0	0.0
20 Total Positions	15.7	13.0	11.8	11.8
21 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$10,535</i>	<i>\$99,524</i>	<i>\$45,117</i>	<i>\$45,117</i>

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
22 Total Positions	55.7	52.9	49.7	47.3
23 <i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$62,291</i>	<i>\$145,791</i>	<i>\$68,245</i>	<i>\$68,245</i>
24 <i>Difference from FY11 Budget - Total Position</i>		<i>(2.8)</i>	<i>(6.0)</i>	<i>(8.4)</i>
25 <i>Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other</i>		<i>\$83,500</i>	<i>\$5,954</i>	<i>\$5,954</i>

Eleanor C. Emlen School

Address	6501 Chew Ave. Philadelphia, PA 19119	Grade Range	K-6
Phone / Fax	215.951.4010 / 215.951.4131	Comprehensive CTE	No
Website	www.philasd.org/schools/emlen	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
47%	■■■ WATCH	24th of 63 (-37)	7th of 14 (-19)

Achievement

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

15%	■■ INTERVENE	42nd of 63 (-58)	11th of 14 (-52)
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Progress

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

63%	■■■ REINFORCE	18th of 63 (-23)	5th of 14 (-20)
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Climate

The Climate domain measures student engagement and school climate.

59%	■■■ REINFORCE	28th of 64 (-41)	9th of 14 (-31)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

FITLER ACADEMICS PLUS

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 8	PSSA Reading / Literacy Keystone	60.70%
Organization Code	6230	PSSA Math / Keystone	56.50%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	322	263	242
2 Poverty Rate	76.00%	88.93%	88.93%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	1.0	1.0	1.0	1.0
4	Teachers - Regular Education	15.8	13.6	12.4	11.2
5	Teachers - Special Education	1.0	1.0	2.0	2.0
6	Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	0.4	0.4
7	Nurses/Health Services	0.4	0.2	0.2	0.2
8	Classroom Assistants/Teacher Assistants	0.0	2.0	3.0	3.0
9	Secretaries	1.0	1.0	1.0	1.0
10	Noontime Aides	1.0	2.0	3.0	3.0
11	Other	1.0	0.0	0.0	0.0
12	Total Positions	22.2	21.8	23.0	21.8
13	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$17,559</i>	<i>\$4,949</i>	<i>\$11,048</i>	<i>\$11,048</i>

Grant Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
14	Teachers - Regular Education	4.4	1.2	0.2	0.2
15	Total Positions	4.4	1.2	0.2	0.2
16	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$59,778</i>	<i>\$32,893</i>	<i>\$23,920</i>	<i>\$23,920</i>

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
17	Total Positions	26.6	23.0	23.2	22.0
18	<i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$77,337</i>	<i>\$37,842</i>	<i>\$34,968</i>	<i>\$34,968</i>
19	Difference from FY11 Budget - Total Position		(3.6)	(3.4)	(4.6)
20	<i>Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other</i>		<i>(\$39,495)</i>	<i>(\$42,369)</i>	<i>(\$42,369)</i>

Fitler Academics Plus School

Address 140 W. Seymour St.
Philadelphia, PA 19144
Phone / Fax 215.951.4009 / 215.951.4502
Website www.philasd.org/schools/fitler

Grade Range 1-8
Comprehensive CTE No
Admissions Category Citywide
Turnaround Model N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
63%	■■■ REINFORCE	10th of 98 (-18)	2nd of 21 (-6)

Achievement

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

51%	■■■ REINFORCE	18th of 98 (-37)	Peer Leader
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Progress

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

68%	■■■ REINFORCE	11th of 98 (-21)	3rd of 21 (-19)
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Climate

The Climate domain measures student engagement and school climate.

69%	■■■ REINFORCE	23rd of 98 (-31)	4th of 21 (-4)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

HENRY, CHARLES W. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 8	PSSA Reading / Literacy Keystone	58.20%
Organization Code	6250	PSSA Math / Keystone	60.50%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	438	479	460
2 Poverty Rate	60.00%	76.21%	76.21%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	20.0	20.8	21.0	17.6
5 Teachers - Special Education	5.0	6.0	5.8	5.8
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	0.5	0.5
7 Nurses/Health Services	1.0	0.4	0.4	0.4
8 Classroom Assistants/Teacher Assistants	0.0	16.0	17.0	17.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	1.0	0.0	0.0	0.0
11 Noontime Aides	7.0	4.0	5.0	5.0
12 Total Positions	37.0	50.2	51.7	48.3
13 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$36,773</i>	<i>\$14,691</i>	<i>\$11,588</i>	<i>\$11,588</i>

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	5.7	1.8	2.0	2.0
15 Teachers - Special Education	0.5	0.0	0.0	0.0
16 Counselors/Student Adv./ Soc. Serv. Liaisons	3.0	0.0	0.0	0.0
17 Support Services Assistants	1.0	1.0	1.0	1.0
18 Total Positions	10.2	2.8	3.0	3.0
19 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$23,578</i>	<i>\$77,940</i>	<i>\$10,734</i>	<i>\$10,734</i>

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
20 Total Positions	47.2	53.0	54.7	51.3
21 <i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$60,351</i>	<i>\$92,631</i>	<i>\$22,322</i>	<i>\$22,322</i>
22 Difference from FY11 Budget - Total Position		5.8	7.5	4.1
23 <i>Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other</i>		\$32,280	(\$38,029)	(\$38,029)

Charles W. Henry School

Address	601 Carpenter Ln. Philadelphia, PA 19119	Grade Range	K-8
Phone / Fax	215.951.4006 / 215.951.4505	Comprehensive CTE	No
Website	www.philasd.org/schools/henry	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
50%	■■■ REINFORCE	24th of 98 (-31)	3rd of 5 (-17)

Achievement

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

54%	■■■ REINFORCE	14th of 98 (-34)	2nd of 5 (-6)
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Progress

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

37%	■■■ WATCH	48th of 98 (-52)	4th of 5 (-26)
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Climate

The Climate domain measures student engagement and school climate.

76%	■■■ MODEL	17th of 98 (-24)	3rd of 5 (-21)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

HOUSTON, HENRY E. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 8	PSSA Reading / Literacy Keystone	44.90%
Organization Code	6260	PSSA Math / Keystone	45.60%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	476	376	348
2 Poverty Rate	62.00%	78.51%	78.51%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	21.0	18.5	17.1	14.7
5 Teachers - Special Education	8.0	8.0	7.0	7.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	1.0	1.0
7 Nurses/Health Services	1.0	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	2.0	7.0	7.0	7.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Support Services Assistants	3.0	0.0	0.0	0.0
11 Noontime Aides	2.0	4.0	3.0	3.0
12 Other	0.0	0.0	0.0	0.0
13 Total Positions	41.0	41.5	38.1	35.7
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$29,316	\$14,219	\$5,128	\$5,128

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	4.6	3.0	4.8	4.8
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	3.0	0.0	0.0	0.0
18 Support Services Assistants	1.0	0.0	0.0	0.0
19 Total Positions	9.1	3.0	4.8	4.8
20 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$11,439	\$62,042	\$26,356	\$26,356

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
21 Total Positions	50.1	44.5	42.9	40.5
22 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$40,755	\$76,261	\$31,484	\$31,484
23 Difference from FY11 Budget - Total Position		(5.6)	(7.2)	(9.6)
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$35,506	(\$9,271)	(\$9,271)

Henry H. Houston School

Address	7300 Rural Ln. Philadelphia, PA 19119	Grade Range	K-8
Phone / Fax	215.248.6608 / 215.248.6683	Comprehensive CTE	No
Website	www.philasd.org/schools/houston	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
44%	■ ■ ■ ■ WATCH	34th of 98 (-37)	4th of 5 (-23)

Achievement

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

34%	■ ■ ■ ■ WATCH	31st of 98 (-54)	4th of 5 (-26)
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Progress

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

50%	■ ■ ■ ■ REINFORCE	35th of 98 (-39)	3rd of 5 (-13)
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Climate

The Climate domain measures student engagement and school climate.

43%	■ ■ ■ ■ WATCH	52nd of 98 (-57)	5th of 5 (-54)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

JENKS, JOHN S. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 8	PSSA Reading / Literacy Keystone	60.00%
Organization Code	6270	PSSA Math / Keystone	58.30%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	501	496	483
2 Poverty Rate	52.00%	70.87%	70.87%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	20.0	20.8	20.8	18.4
5 Teachers - Special Education	5.0	5.0	5.0	5.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	0.5	0.5
7 Nurses/Health Services	0.6	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	4.0	5.0	5.0	5.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	4.0	0.0	0.0	0.0
11 Noontime Aides	4.0	3.0	4.0	4.0
12 Total Positions	40.6	37.8	38.3	35.9
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$37,398	\$27,242	\$21,808	\$21,808

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	5.7	1.8	1.8	1.8
15 Teachers - Special Education	0.5	0.0	0.0	0.0
16 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.0	0.0	0.0
17 Support Services Assistants	0.0	1.0	1.0	1.0
18 Total Positions	7.2	2.8	2.8	2.8
19 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$30,853	\$70,388	\$26,670	\$26,670

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
20 Total Positions	47.8	40.6	41.1	38.7
21 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$68,251	\$97,630	\$48,478	\$48,478
22 Difference from FY11 Budget - Total Position		(7.2)	(6.7)	(9.1)
23 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$29,379	(\$19,773)	(\$19,773)

John S. Jenks School

Address	8301 Germantown Ave. Philadelphia, PA 19118	Grade Range	K-8
Phone / Fax	215.248.6604 / 215.248.6681	Comprehensive CTE	No
Website	www.philasd.org/schools/jsjenks	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
43%	■ ■ ■ ■ WATCH	37th of 98 (-38)	5th of 5 (-24)

Achievement

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

53%	■ ■ ■ ■ REINFORCE	15th of 98 (-35)	3rd of 5 (-7)
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Progress

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

14%	■ ■ ■ ■ INTERVENE	81st of 98 (-75)	5th of 5 (-49)
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Climate

The Climate domain measures student engagement and school climate.

97%	■ ■ ■ ■ MODEL	5th of 98 (-3)	Peer Leader
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

LOGAN SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 8	PSSA Reading / Literacy Keystone	50.20%
Organization Code	6300	PSSA Math / Keystone	37.90%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	408	304	282
2 Poverty Rate	89.00%	90.13%	90.13%

Operating Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	15.6	12.3	11.1	9.9
5 Teachers - Special Education	5.0	5.0	4.0	4.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	0.4	0.4
7 Nurses/Health Services	1.0	0.3	0.3	0.3
8 Classroom Assistants/Teacher Assistants	2.0	4.0	4.0	4.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Support Services Assistants	1.0	0.0	0.0	0.0
11 Noontime Aides	3.0	2.0	3.0	3.0
12 Total Positions	31.6	26.6	24.8	23.6
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$27,373	\$6,846	\$9,548	\$9,548

Grant Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	5.5	4.3	4.0	4.0
15 Teachers - Special Education	0.5	0.0	0.0	0.0
16 Support Services Assistants	3.0	0.0	0.0	0.0
17 Other	1.0	0.0	0.0	0.0
18 Total Positions	10.0	4.3	4.0	4.0
19 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$25,417	\$113,634	\$23,853	\$23,853

Operating and Grant Funds Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
20 Total Positions	41.6	30.9	28.8	27.6
21 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$52,790	\$120,480	\$33,401	\$33,401
22 Difference from FY11 Budget - Total Position		(10.7)	(12.8)	(14.0)
23 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$67,690	(\$19,389)	(\$19,389)

James Logan School

Address	1700 Lindley Ave. Philadelphia, PA 19141	Grade Range	K-6
Phone / Fax	215.456.3006 / 215.456.0271	Comprehensive CTE	No
Website	www.philasd.org/schools/logan	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
54%	 REINFORCE	16th of 63 (-30)	4th of 14 (-12)

Achievement

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

28%	 WATCH	25th of 63 (-45)	4th of 14 (-39)
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Progress

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

66%	 REINFORCE	12th of 63 (-20)	4th of 14 (-17)
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Climate

The Climate domain measures student engagement and school climate.

61%	 REINFORCE	26th of 64 (-39)	8th of 14 (-29)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

PENNELL, JOSEPH SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 8	PSSA Reading / Literacy Keystone	33.30%
Organization Code	6340	PSSA Math / Keystone	27.40%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	442	376	342
2 Poverty Rate	89.00%	93.92%	93.92%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	16.8	14.0	12.8	11.6
5 Teachers - Special Education	4.0	4.0	4.2	4.2
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.5	0.4	0.4
7 Nurses/Health Services	1.0	0.4	0.4	0.4
8 Classroom Assistants/Teacher Assistants	0.0	2.0	4.0	4.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	2.0	0.0	0.0	0.0
11 Noontime Aides	8.0	5.0	5.0	5.0
12 Other	0.3	0.0	0.0	0.0
13 Total Positions	35.1	27.8	28.7	27.5
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$30,871	\$23,855	\$12,288	\$12,288

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	11.2	2.8	4.6	4.6
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	2.0	0.0	0.8	0.8
18 Classroom Assistants/Teacher Assistants	0.0	1.0	0.0	0.0
19 Support Services Assistants	3.0	4.0	4.0	4.0
20 Total Positions	16.7	7.8	9.4	9.4
21 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$26,196	\$56,331	\$75,599	\$75,599

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
22 Total Positions	51.8	35.7	38.2	37.0
23 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$57,067	\$80,186	\$87,887	\$87,887
24 Difference from FY11 Budget - Total Position		(16.2)	(13.7)	(14.9)
25 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$23,119	\$30,820	\$30,820

Joseph Pennell School

Address	1800 Nedro Ave. Philadelphia, PA 19141	Grade Range	K-6
Phone / Fax	215.276.5267 / 215.549.4562	Comprehensive CTE	No
Website	www.philasd.org/schools/pennell	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
23%	■ □ □ □ INTERVENE	52nd of 63 (-61)	13th of 14 (-43)

Achievement

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

9%	■ □ □ □ INTERVENE	49th of 63 (-64)	14th of 14 (-58)
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Progress

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

26%	□ ■ □ □ WATCH	47th of 63 (-60)	11th of 14 (-57)
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Climate

The Climate domain measures student engagement and school climate.

33%	□ ■ □ □ WATCH	46th of 64 (-67)	12th of 14 (-57)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

ROOSEVELT ELEMENTARY SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 8	PSSA Reading / Literacy Keystone	24.40%
Organization Code	6360	PSSA Math / Keystone	22.60%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	359	701	678
2 Poverty Rate	0.00%	94.56%	94.56%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	0.0	2.0	1.0	1.0
4 Teachers - Regular Education	0.0	29.1	27.5	23.9
5 Teachers - Special Education	0.0	8.0	8.0	8.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	0.0	1.0	1.0	1.0
7 Nurses/Health Services	0.0	0.7	1.0	1.0
8 Classroom Assistants/Teacher Assistants	0.0	5.0	4.0	4.0
9 Secretaries	0.0	2.0	1.0	1.0
10 Noontime Aides	0.0	4.0	7.0	7.0
11 Other	0.0	1.0	0.0	0.0
12 Total Positions	0.0	52.7	50.5	46.9
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$0	\$33,185	\$13,668	\$13,668

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	0.0	4.8	8.2	8.2
15 Counselors/Student Adv./ Soc. Serv. Liaisons	0.0	0.0	0.0	0.0
16 Support Services Assistants	0.0	8.0	4.0	4.0
17 Other	0.0	0.0	1.0	1.0
18 Total Positions	0.0	12.8	13.2	13.2
19 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$0	\$165,385	\$66,216	\$66,216

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
20 Total Positions	0.0	65.6	63.7	60.1
21 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$0	\$198,570	\$79,884	\$79,884
22 Difference from FY11 Budget - Total Position		65.6	63.7	60.1
23 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$198,570	\$79,884	\$79,884

Theodore Roosevelt Middle School

Address	430 E. Washington Ln. Philadelphia, PA 19144	Grade Range	7-8
Phone / Fax	215.951.4170 / 215.951.7762	Comprehensive CTE	No
Website	N/A	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
20%	■■■■ INTERVENE	19th of 25 (-62)	13th of 18 (-61)

Achievement

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

1%	■■■■ INTERVENE	25th of 25 (-95)	18th of 18 (-88)
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Progress

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

25%	■■■ WATCH	16th of 25 (-67)	12th of 18 (-47)
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Climate

The Climate domain measures student engagement and school climate.

37%	■■■ WATCH	14th of 25 (-63)	7th of 18 (-62)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

STEEL, EDWARD SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 8	PSSA Reading / Literacy Keystone	34.00%
Organization Code	6390	PSSA Math / Keystone	32.00%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	566	522	524
2 Poverty Rate	94.00%	94.00%	94.00%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	2.0	1.0	1.0	1.0
4	Teachers - Regular Education	20.8	21.2	20.0	18.8
5	Teachers - Special Education	5.0	3.0	4.0	4.0
6	Counselors/Student Adv./ Soc. Serv. Liaisons	1.4	1.0	0.5	0.5
7	Nurses/Health Services	1.0	0.5	0.5	0.5
8	Classroom Assistants/Teacher Assistants	0.0	0.0	1.0	1.0
9	Secretaries	1.0	1.0	1.0	1.0
10	Support Services Assistants	2.0	0.0	0.0	0.0
11	Noontime Aides	6.0	3.0	4.0	4.0
12	Other	0.0	0.0	0.0	0.0
13	Total Positions	39.2	30.7	32.0	30.8
14	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$34,488</i>	<i>\$31,707</i>	<i>\$23,448</i>	<i>\$23,448</i>

Grant Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15	Teachers - Regular Education	10.2	5.8	7.0	7.0
16	Counselors/Student Adv./ Soc. Serv. Liaisons	0.6	0.0	0.0	0.0
17	Classroom Assistants/Teacher Assistants	1.0	1.0	1.0	1.0
18	Support Services Assistants	5.0	0.0	0.0	0.0
19	Total Positions	16.8	6.8	8.0	8.0
20	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$128,638</i>	<i>\$162,020</i>	<i>\$130,821</i>	<i>\$130,821</i>

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
21	Total Positions	56.0	37.5	40.0	38.8
22	<i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$163,126</i>	<i>\$193,727</i>	<i>\$154,269</i>	<i>\$154,269</i>
23	Difference from FY11 Budget - Total Position		(18.6)	(16.1)	(17.3)
24	Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$30,601	(\$8,857)	(\$8,857)

Edward T. Steel School

Address	4301 Wayne Ave. Philadelphia, PA 19140	Grade Range	K-8
Phone / Fax	215.456.3008 / 215.457.1466	Comprehensive CTE	No
Website	www.philasd.org/schools/steel	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
15%	■ ■ ■ ■ INTERVENE	87th of 98 (-66)	35th of 45 (-40)

Achievement

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

17%	■ ■ ■ ■ INTERVENE	59th of 98 (-71)	11th of 45 (-16)
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Progress

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

7%	■ ■ ■ ■ INTERVENE	90th of 98 (-82)	40th of 45 (-73)
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Climate

The Climate domain measures student engagement and school climate.

32%	■ ■ ■ ■ WATCH	70th of 98 (-68)	19th of 45 (-42)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

WISTER, JOHN SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 8	PSSA Reading / Literacy Keystone	29.70%
Organization Code	6430	PSSA Math / Keystone	24.50%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	394	406	396
2 Poverty Rate	94.00%	95.32%	95.32%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	1.0	1.0	1.0	1.0
4	Teachers - Regular Education	14.8	15.0	13.8	12.8
5	Teachers - Special Education	3.0	3.0	3.0	3.0
6	Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	0.5	0.5
7	Nurses/Health Services	0.6	0.4	0.4	0.4
8	Classroom Assistants/Teacher Assistants	0.0	3.0	3.0	3.0
9	Secretaries	1.0	1.0	1.0	1.0
10	Noontime Aides	7.0	4.0	3.0	3.0
11	Total Positions	28.4	28.4	25.7	24.7
12	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$83,276</i>	<i>\$12,485</i>	<i>\$9,028</i>	<i>\$9,028</i>

Grant Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
13	Teachers - Regular Education	12.2	6.8	8.2	8.2
14	Counselors/Student Adv./ Soc. Serv. Liaisons	2.0	0.0	0.0	0.0
15	Support Services Assistants	9.0	2.0	4.0	4.0
16	Total Positions	23.2	8.8	12.2	12.2
17	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$82,031</i>	<i>\$159,842</i>	<i>\$81,373</i>	<i>\$81,373</i>

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
18	Total Positions	51.6	37.2	37.9	36.9
19	<i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$165,307</i>	<i>\$172,327</i>	<i>\$90,401</i>	<i>\$90,401</i>
20	Difference from FY11 Budget - Total Position		(14.4)	(13.7)	(14.7)
21	Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$7,020	(\$74,906)	(\$74,906)

John Wister School

Address	67 E. Bringhurst St. Philadelphia, PA 19144	Grade Range	K-6
Phone / Fax	215.951.4003 / 215.951.4534	Comprehensive CTE	No
Website	www.philasd.org/schools/wister	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
32%	■ ■ ■ ■ WATCH	39th of 63 (-52)	7th of 14 (-21)

Achievement

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

4%	■ ■ ■ ■ INTERVENE	59th of 63 (-69)	11th of 14 (-28)
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Progress

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

51%	■ ■ ■ ■ REINFORCE	30th of 63 (-35)	7th of 14 (-35)
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Climate

The Climate domain measures student engagement and school climate.

29%	■ ■ ■ ■ WATCH	50th of 64 (-71)	5th of 14 (-31)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

LINGELBACH, ANNA L. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 8	PSSA Reading / Literacy Keystone	53.90%
Organization Code	6440	PSSA Math / Keystone	51.30%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	416	417	385
2 Poverty Rate	75.00%	85.00%	85.00%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	1.0	1.0	1.0	1.0
4	Teachers - Regular Education	16.2	19.9	18.5	17.5
5	Teachers - Special Education	3.0	3.0	3.0	3.0
6	Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	1.1	1.1
7	Nurses/Health Services	1.0	1.0	1.0	1.0
8	Secretaries	1.0	1.0	1.0	1.0
9	Support Services Assistants	3.0	0.0	0.0	0.0
10	Noontime Aides	2.0	3.0	1.0	1.0
11	Total Positions	28.2	29.9	26.6	25.6
12	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$73,296</i>	<i>\$23,546</i>	<i>\$2,648</i>	<i>\$2,648</i>

Grant Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
13	Teachers - Regular Education	7.1	2.2	3.4	3.4
14	Teachers - Special Education	0.5	0.0	0.0	0.0
15	Counselors/Student Adv./ Soc. Serv. Liaisons	0.0	0.0	0.1	0.1
16	Support Services Assistants	1.0	0.0	0.0	0.0
17	Total Positions	8.6	2.2	3.5	3.5
18	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$17,403</i>	<i>\$75,257</i>	<i>\$3,537</i>	<i>\$3,537</i>

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
19	Total Positions	36.8	32.1	30.1	29.1
20	<i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$90,699</i>	<i>\$98,803</i>	<i>\$6,185</i>	<i>\$6,185</i>
21	Difference from FY11 Budget - Total Position		(4.7)	(6.7)	(7.7)
22	Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$8,104	(\$84,514)	(\$84,514)

Anna L. Lingelbach School

Address	6340 Wayne Ave. Philadelphia, PA 19144	Grade Range	K-8
Phone / Fax	215.951.4001 / 215.951.4514	Comprehensive CTE	No
Website	www.philasd.org/schools/lingelbach	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
46%	 WATCH	32nd of 98 (-35)	7th of 21 (-23)

Achievement

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

39%	 WATCH	25th of 98 (-49)	3rd of 21 (-12)
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Progress

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

42%	 WATCH	42nd of 98 (-47)	9th of 21 (-45)
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Climate

The Climate domain measures student engagement and school climate.

67%	 REINFORCE	25th of 98 (-33)	5th of 21 (-6)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

HILL, J.E. SAMPSON FREEDMAN ACADEMY OF THE HUMANITIES

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 8	PSSA Reading / Literacy Keystone	92.30%
Organization Code	6460	PSSA Math / Keystone	95.00%
School Level	MIDDLE SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	214	276	452
2 Poverty Rate	58.00%	76.38%	76.38%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	12.6	12.5	19.8	16.8
5 Teachers - Special Education	8.6	9.0	11.6	11.6
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.5	1.0	1.0
7 Nurses/Health Services	1.0	0.6	1.0	1.0
8 Classroom Assistants/Teacher Assistants	2.0	15.0	18.0	18.0
9 Secretaries	1.0	1.0	2.0	2.0
10 Support Services Assistants	1.0	0.0	0.0	0.0
11 Noontime Aides	2.0	1.0	4.0	4.0
12 Bus Attendants	2.0	0.0	0.0	0.0
13 Total Positions	32.2	40.6	58.4	55.4
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$91,906	\$16,445	\$81,255	\$81,255

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	1.4	2.9	0.2	0.2
16 Teachers - Special Education	0.4	1.0	0.0	0.0
17 Classroom Assistants/Teacher Assistants	5.0	0.0	0.0	0.0
18 Total Positions	6.8	3.9	0.2	0.2
19 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$24,710	\$10,438	\$23,598	\$23,598

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
20 Total Positions	39.0	44.5	58.6	55.6
21 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$116,616	\$26,883	\$104,853	\$104,853
22 Difference from FY11 Budget - Total Position		5.5	19.6	16.6
23 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$89,733)	(\$11,763)	(\$11,763)

Hill-Freedman School

Address	6200 Crittenden St. Philadelphia, PA 19138	Grade Range	6-8
Phone / Fax	215.276.5260 / 215.276.5873	Comprehensive CTE	No
Website	www.philasd.org/schools/hill-freedman	Admissions Category	Special Admission
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
81%	■■■ MODEL	2nd of 25 (-1)	Peer Leader

Achievement

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

89%	■■■ MODEL	2nd of 25 (-7)	Peer Leader
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Progress

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

68%	■■■ REINFORCE	3rd of 25 (-24)	2nd of 18 (-4)
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Climate

The Climate domain measures student engagement and school climate.

99%	■■■ MODEL	3rd of 25 (-1)	Peer Leader
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

KELLY, JOHN B. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 8	PSSA Reading / Literacy Keystone	42.90%
Organization Code	6470	PSSA Math / Keystone	34.60%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	841	674	640
2 Poverty Rate	90.00%	94.05%	94.05%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	1.0	1.0	1.0
4 Teachers - Regular Education	27.6	23.6	21.9	19.5
5 Teachers - Special Education	11.0	9.0	7.2	7.2
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	1.0	1.0
7 Nurses/Health Services	1.2	0.6	0.6	0.6
8 Classroom Assistants/Teacher Assistants	5.0	14.0	12.0	12.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Support Services Assistants	4.0	8.0	3.0	3.0
11 Noontime Aides	10.0	5.0	7.0	7.0
12 Other	0.5	0.0	0.0	0.0
13 Total Positions	64.3	63.2	54.7	52.3
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$84,810	\$34,729	\$19,648	\$19,648

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Principals/Assistant Principals	0.0	0.0	0.0	0.0
16 Teachers - Regular Education	14.7	8.4	9.9	9.9
17 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.0	0.0	0.0
18 Classroom Assistants/Teacher Assistants	1.0	0.0	0.0	0.0
19 Support Services Assistants	8.0	3.0	3.0	3.0
20 Other	0.0	0.0	0.0	0.0
21 Total Positions	24.7	11.4	12.9	12.9
22 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$104,872	\$157,277	\$76,169	\$76,169

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
23 Total Positions	89.0	74.6	67.6	65.2
24 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$189,682	\$192,006	\$95,817	\$95,817
25 Difference from FY11 Budget - Total Position		(14.4)	(21.4)	(23.8)
26 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$2,324	(\$93,865)	(\$93,865)

John B. Kelly School

Address	5116 Pulaski Ave. Philadelphia, PA 19144	Grade Range	K-6
Phone / Fax	215.951.4011 / 215.951.4182	Comprehensive CTE	No
Website	www.philasd.org/schools/kelly	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
53%	 REINFORCE	19th of 63 (-31)	Peer Leader

Achievement

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

23%	 INTERVENE	34th of 63 (-50)	3rd of 14 (-9)
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Progress

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

86%	 MODEL	City Leader	Peer Leader
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Climate

The Climate domain measures student engagement and school climate.

24%	 INTERVENE	54th of 64 (-76)	8th of 14 (-36)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

COOKE, JAY ELEMENTARY

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 8	PSSA Reading / Literacy Keystone	46.60%
Organization Code	7100	PSSA Math / Keystone	34.70%
School Level	MIDDLE SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	456	462	452
2 Poverty Rate	89.00%	94.31%	94.31%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	19.1	20.3	20.1	17.9
5 Teachers - Special Education	5.0	4.0	5.0	5.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	0.5	0.5
7 Nurses/Health Services	1.0	0.4	0.4	0.4
8 Classroom Assistants/Teacher Assistants	0.0	4.0	4.0	4.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	2.0	1.0	1.0	1.0
11 Noontime Aides	4.0	3.0	5.0	5.0
12 Other	0.4	0.0	0.0	0.0
13 Total Positions	34.5	35.7	37.9	35.7
14 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$40,142</i>	<i>\$22,924</i>	<i>\$11,268</i>	<i>\$11,268</i>

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	13.8	5.4	6.2	6.2
16 Counselors/Student Adv./ Soc. Serv. Liaisons	4.2	0.0	0.0	0.0
17 Classroom Assistants/Teacher Assistants	1.0	0.0	0.0	0.0
18 Support Services Assistants	3.0	3.0	2.0	2.0
19 Total Positions	22.0	8.4	8.2	8.2
20 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$103,627</i>	<i>\$158,390</i>	<i>\$65,913</i>	<i>\$65,913</i>

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
21 Total Positions	56.5	44.1	46.2	44.0
22 <i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$143,769</i>	<i>\$181,314</i>	<i>\$77,181</i>	<i>\$77,181</i>
23 <i>Difference from FY11 Budget - Total Position</i>		<i>(12.5)</i>	<i>(10.4)</i>	<i>(12.6)</i>
24 <i>Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other</i>		<i>\$37,545</i>	<i>(\$66,588)</i>	<i>(\$66,588)</i>

Jay Cooke School

Address	1300 W. Loudon St. Philadelphia, PA 19141	Grade Range	K-8
Phone / Fax	215.456.3002 / 215.456.3185	Comprehensive CTE	No
Website	www.philasd.org/schools/jaycooke	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
24%	■■■ INTERVENE	70th of 98 (-57)	23rd of 45 (-31)

Achievement

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

20%	■■■ INTERVENE	54th of 98 (-68)	8th of 45 (-13)
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Progress

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

22%	■■■ INTERVENE	69th of 98 (-67)	29th of 45 (-58)
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Climate

The Climate domain measures student engagement and school climate.

33%	■■■ WATCH	65th of 98 (-67)	15th of 45 (-41)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

WAGNER, GEN. LOUIS MIDDLE

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 8	PSSA Reading / Literacy Keystone	38.10%
Organization Code	7130	PSSA Math / Keystone	40.30%
School Level	MIDDLE SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	557	579	562
2 Poverty Rate	76.00%	90.39%	90.39%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	2.0	2.0	1.0	1.0
4	Teachers - Regular Education	28.5	22.8	23.0	19.0
5	Teachers - Special Education	9.0	7.0	7.0	7.0
6	Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.5	0.5	0.5
7	Nurses/Health Services	1.0	0.6	0.6	0.6
8	Classroom Assistants/Teacher Assistants	0.0	3.0	3.0	3.0
9	Secretaries	2.0	1.0	1.0	1.0
10	Support Services Assistants	2.0	0.0	0.0	0.0
11	Noontime Aides	4.0	6.0	7.0	7.0
12	Total Positions	49.5	42.9	43.1	39.1
13	Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$96,213	\$59,049	\$35,368	\$35,368

Grant Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14	Teachers - Regular Education	2.1	2.5	4.3	4.3
15	Counselors/Student Adv./ Soc. Serv. Liaisons	3.2	0.0	0.0	0.0
16	Classroom Assistants/Teacher Assistants	1.0	0.0	0.0	0.0
17	Noontime Aides	7.0	0.0	0.0	0.0
18	Total Positions	13.3	2.5	4.3	4.3
19	Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$76,387	\$70,323	\$97,784	\$97,784

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
20	Total Positions	62.8	45.4	47.4	43.4
21	Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$172,600	\$129,372	\$133,152	\$133,152
22	Difference from FY11 Budget - Total Position		(17.4)	(15.4)	(19.4)
23	Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$43,228)	(\$39,448)	(\$39,448)

General Louis Wagner School

Address	1701 Cheltenham Ave. Philadelphia, PA 19126	Grade Range	6-8
Phone / Fax	215.276.5252 / 215.276.5849	Comprehensive CTE	No
Website	www.philasd.org/schools/wagner	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
43%	■ ■ ■ ■ WATCH	10th of 25 (-39)	6th of 18 (-38)

Achievement

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

25%	■ ■ ■ ■ WATCH	12th of 25 (-71)	5th of 18 (-64)
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Progress

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

62%	■ ■ ■ ■ REINFORCE	7th of 25 (-30)	5th of 18 (-10)
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Climate

The Climate domain measures student engagement and school climate.

28%	■ ■ ■ ■ WATCH	18th of 25 (-72)	11th of 18 (-71)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

PRINCE HALL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 8	PSSA Reading / Literacy Keystone	39.30%
Organization Code	7490	PSSA Math / Keystone	35.90%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	439	535	492
2 Poverty Rate	84.00%	93.58%	93.58%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	14.0	19.5	18.1	15.7
5 Teachers - Special Education	6.0	6.0	6.2	6.2
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.5	0.5	0.5
7 Nurses/Health Services	1.0	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	3.0	7.0	8.0	8.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	3.0	0.0	0.0	0.0
11 Noontime Aides	6.5	3.0	4.0	4.0
12 Other	1.4	0.0	0.0	0.0
13 Total Positions	37.9	39.0	39.8	37.4
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$50,029	\$90,385	\$8,468	\$8,468

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	7.3	5.4	6.6	6.6
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	2.0	0.0	0.0	0.0
18 Classroom Assistants/Teacher Assistants	0.0	1.0	1.0	1.0
19 Support Services Assistants	3.0	6.0	8.0	8.0
20 Total Positions	12.8	12.4	15.6	15.6
21 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$55,047	\$76,610	\$13,931	\$13,931

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
22 Total Positions	50.7	51.4	55.4	53.0
23 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$105,076	\$166,995	\$22,399	\$22,399
24 Difference from FY11 Budget - Total Position		0.7	4.7	2.3
25 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$61,919	(\$82,677)	(\$82,677)

Prince Hall School

Address	6101-6167 N. Gratz St. Philadelphia, PA 19141	Grade Range	K-5
Phone / Fax	215.276.5255 / 215.276.5803	Comprehensive CTE	No
Website	www.philasd.org/schools/princehall	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
25%	 WATCH	48th of 63 (-59)	12th of 14 (-41)

Achievement

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

19%	 INTERVENE	39th of 63 (-54)	10th of 14 (-48)
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Progress

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

4%	 INTERVENE	59th of 63 (-82)	13th of 14 (-79)
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Climate

The Climate domain measures student engagement and school climate.

83%	 MODEL	13th of 64 (-17)	3rd of 14 (-7)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

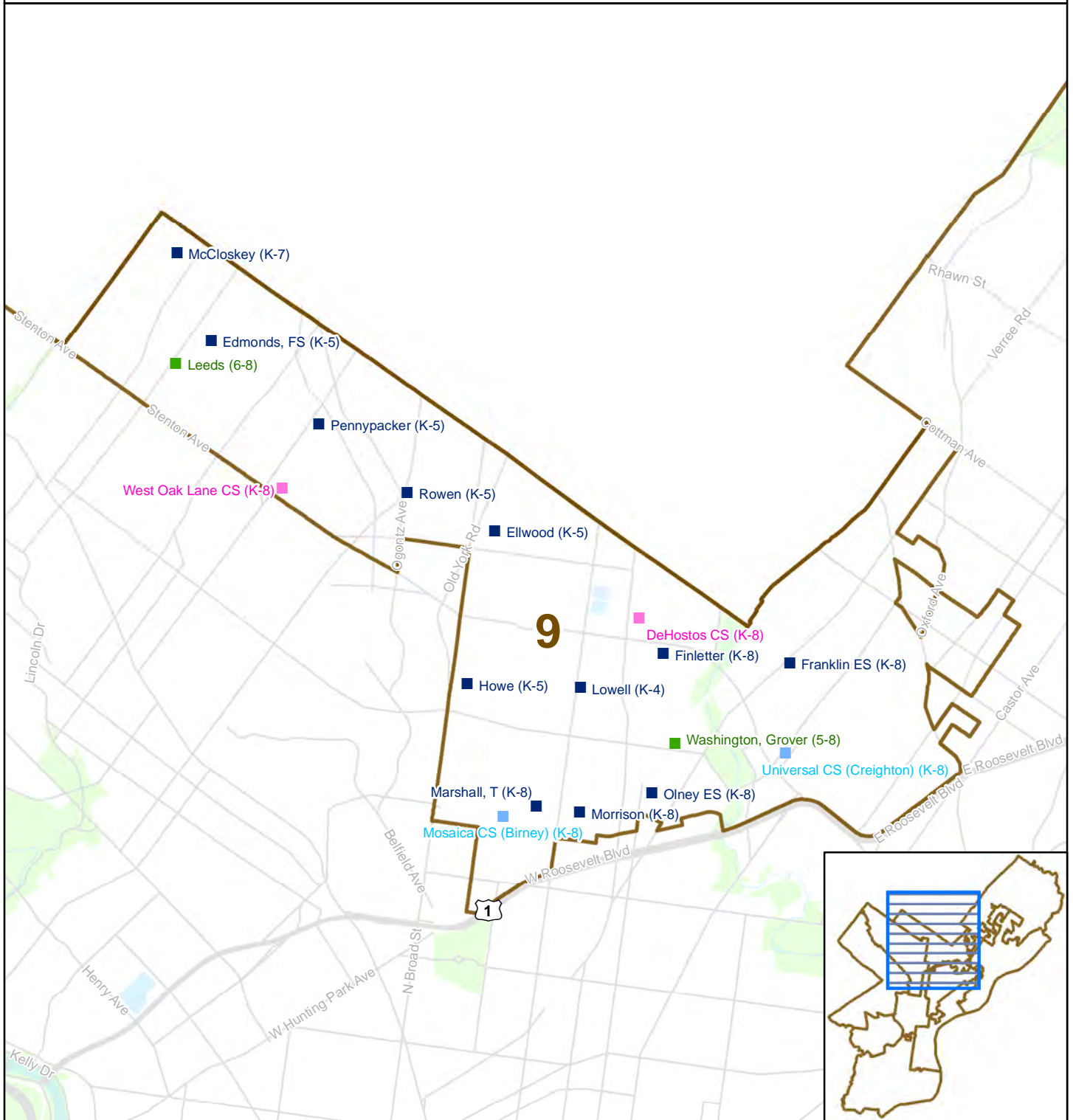
Stakeholder Feedback





The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

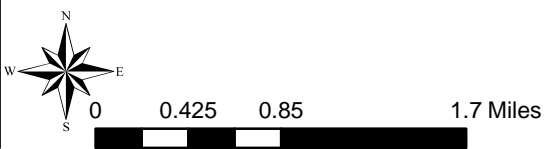
COUNCIL DISTRICT 9

THE SCHOOL DISTRICT OF PHILADELPHIA

9th Councilmanic District - Elementary and Middle Schools (2013/14)

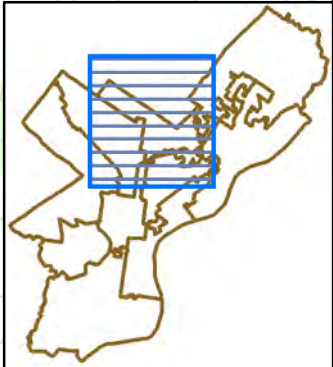
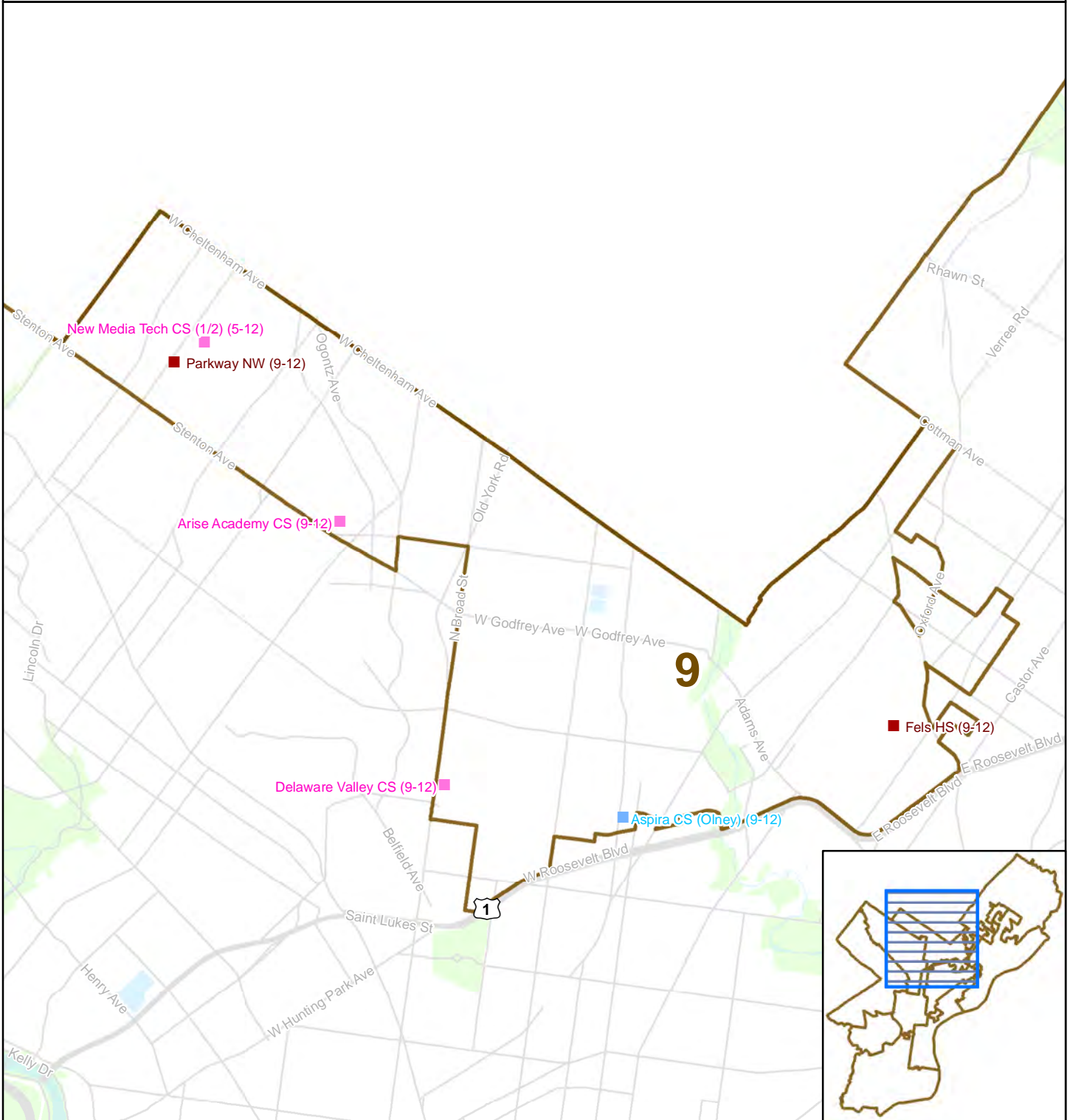









 City Council	 Elementary School	 Charter
 Middle School	 Charter (Renaissance)	
 Middle Secondary		
 High School		

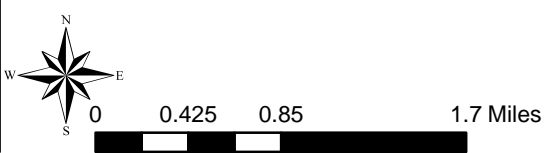


THE SCHOOL DISTRICT OF PHILADELPHIA

9th Councilmanic District - Middle Secondary and High Schools (2013/14)



 City Council	 Elementary School	 Charter
 Middle School	 Charter (Renaissance)	
 Middle Secondary		
 High School		



PARKWAY NORTHWEST HS

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 9	PSSA Reading / Literacy Keystone	48.40%
Organization Code	5070	PSSA Math / Keystone	67.20%
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	272	286	309
2 Poverty Rate	59.00%	83.45%	83.45%

Operating Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	15.0	12.6	12.4	10.0
5 Teachers - Special Education	1.0	1.0	1.0	1.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	1.0	1.0
7 Nurses/Health Services	0.4	0.3	0.3	0.3
8 Secretaries	1.0	1.0	1.0	1.0
9 Support Services Assistants	2.0	0.0	0.0	0.0
10 Noontime Aides	1.0	2.0	2.0	2.0
11 Other	1.4	0.0	0.0	0.0
12 Total Positions	23.8	18.9	18.7	16.3
13 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$157,882</i>	<i>\$76,173</i>	<i>\$29,498</i>	<i>\$29,498</i>

Grant Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	1.0	0.0	0.0	0.0
15 Support Services Assistants	1.0	0.0	0.0	0.0
16 Total Positions	2.0	0.0	0.0	0.0
17 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$57,780</i>	<i>\$55,598</i>	<i>\$47,278</i>	<i>\$47,278</i>

Operating and Grant Funds Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
18 Total Positions	25.8	18.9	18.7	16.3
19 <i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$215,662</i>	<i>\$131,771</i>	<i>\$76,776</i>	<i>\$76,776</i>
20 <i>Difference from FY11 Budget - Total Position</i>		<i>(7.0)</i>	<i>(7.2)</i>	<i>(9.6)</i>
21 <i>Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other</i>		<i>(\$83,891)</i>	<i>(\$138,886)</i>	<i>(\$138,886)</i>

Parkway Northwest High School

Address 1100 E. Mt. Pleasant Ave.
Philadelphia, PA 19150
Phone / Fax 215.248.6220 / 215.248.6015
Website www.phillasd.org/schools/parkwaynw

Grade Range 9-12
Comprehensive CTE No
Admissions Category Special Admission
Turnaround Model N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
43%	■ ■ ■ ■ WATCH	18th of 53 (-53)	7th of 12 (-18)

Achievement

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

23%	■ ■ ■ ■ INTERVENE	17th of 53 (-75)	4th of 12 (-13)
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Progress

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

39%	■ ■ ■ ■ WATCH	17th of 53 (-58)	7th of 12 (-34)
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Climate

The Climate domain measures student engagement and school climate.

60%	■ ■ ■ ■ REINFORCE	22nd of 54 (-40)	7th of 12 (-25)
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College & Career

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

73%	■ ■ ■ ■ REINFORCE	19th of 53 (-27)	6th of 12 (-16)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

MARSHALL, THURGOOD

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 9	PSSA Reading / Literacy Keystone	33.10%
Organization Code	5500	PSSA Math / Keystone	31.00%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	719	683	680
2 Poverty Rate	85.00%	93.81%	93.81%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	1.0	1.0	1.0
4 Teachers - Regular Education	25.3	30.3	28.4	23.6
5 Teachers - Special Education	12.0	12.0	13.2	13.2
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.6	1.2	1.2
7 Nurses/Health Services	1.0	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	5.0	17.0	19.0	19.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	0.0	1.0	0.0	0.0
11 Noontime Aides	10.0	5.0	6.0	6.0
12 Bus Attendants	1.0	0.0	0.0	0.0
13 Other	0.4	0.0	0.0	0.0
14 Total Positions	58.7	69.9	70.9	66.1
15 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$80,016	\$31,545	\$33,648	\$33,648

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
16 Teachers - Regular Education	13.6	7.0	7.8	7.8
17 Counselors/Student Adv./ Soc. Serv. Liaisons	4.4	0.0	0.2	0.2
18 Classroom Assistants/Teacher Assistants	6.0	0.0	0.0	0.0
19 Support Services Assistants	5.0	4.0	3.0	3.0
20 Other	1.0	0.0	1.0	1.0
21 Total Positions	30.0	11.0	11.9	11.9
22 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$139,925	\$106,773	\$33,085	\$33,085

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
23 Total Positions	88.7	80.9	82.8	78.0
24 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$219,941	\$138,318	\$66,733	\$66,733
25 Difference from FY11 Budget - Total Position		(7.8)	(5.9)	(10.7)
26 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$81,623)	(\$153,208)	(\$153,208)

Thurgood Marshall School

Address	5120 N. 6th St. Philadelphia, PA 19120	Grade Range	K-8
Phone / Fax	215.456.0170 / 215.456.0187	Comprehensive CTE	No
Website	www.philasd.org/schools/tmarshall	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
49%	■■■ WATCH	28th of 98 (-32)	5th of 45 (-6)

Achievement

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

14%	■■■ INTERVENE	68th of 98 (-74)	18th of 45 (-19)
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Progress

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

76%	■■■ MODEL	7th of 98 (-13)	4th of 45 (-4)
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Climate

The Climate domain measures student engagement and school climate.

35%	■■■ WATCH	62nd of 98 (-65)	12th of 45 (-39)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

LEEDS, MORRIS E. MIDDLE SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 9	PSSA Reading / Literacy Keystone	45.20%
Organization Code	6100	PSSA Math / Keystone	42.00%
School Level	MIDDLE SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	313	382	333
2 Poverty Rate	75.00%	83.15%	83.15%

Operating Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	14.8	18.2	14.1	11.9
5 Teachers - Special Education	7.0	5.0	5.0	5.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.5	0.4	0.4
7 Nurses/Health Services	0.5	0.8	0.8	0.8
8 Classroom Assistants/Teacher Assistants	2.0	4.0	4.0	4.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	5.0	1.0	0.0	0.0
11 Noontime Aides	5.0	4.0	3.0	3.0
12 Other	0.0	0.0	0.0	0.0
13 Total Positions	37.3	35.5	29.3	27.1
14 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$75,424</i>	<i>\$58,221</i>	<i>\$28,568</i>	<i>\$28,568</i>

Grant Funded Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	1.2	0.0	1.5	1.5
16 Counselors/Student Adv./ Soc. Serv. Liaisons	3.0	0.0	0.0	0.0
17 Support Services Assistants	0.0	3.0	3.0	3.0
18 Total Positions	4.2	3.0	4.5	4.5
19 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$56,794</i>	<i>\$17,116</i>	<i>\$30,143</i>	<i>\$30,143</i>

Operating and Grant Funds Allotments

Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
20 Total Positions	41.5	38.5	33.8	31.6
21 <i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$132,218</i>	<i>\$75,337</i>	<i>\$58,711</i>	<i>\$58,711</i>
22 <i>Difference from FY11 Budget - Total Position</i>		<i>(3.1)</i>	<i>(7.8)</i>	<i>(10.0)</i>
23 <i>Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other</i>		<i>(\$56,881)</i>	<i>(\$73,507)</i>	<i>(\$73,507)</i>

Morris E. Leeds School

Address 1100 E. Mt. Pleasant Ave.
Philadelphia, PA 19150
Phone / Fax 215.248.6602 / 215.248.6223
Website www.philasd.org/schools/leeds

Grade Range 7-8
Comprehensive CTE No
Admissions Category Neighborhood
Turnaround Model N/A

Welcome

The School Progress Report (SPR) provides parents, families, and community members with valuable information on the progress schools are making towards District-wide goals. Each school receives a score and a corresponding performance tier at the overall and domain levels. Each school also receives two rankings: one within all schools of the same grade configuration (City Rank) and one within a peer group of schools with similar student demographics (Peer Rank). A school is designated a City Leader if it ranks first among all schools with the same grade configuration. A school is designated a Peer Leader if it ranks first in its peer group.

Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
23%	■■■■ INTERVENE	17th of 25 (-59)	11th of 18 (-58)

Achievement

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

23%	■■■■ INTERVENE	13th of 25 (-73)	6th of 18 (-66)
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Progress

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

22%	■■■■ INTERVENE	18th of 25 (-70)	13th of 18 (-50)
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Climate

The Climate domain measures student engagement and school climate.

24%	■■■■ INTERVENE	21st of 25 (-76)	14th of 18 (-75)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

EDMONDS, FRANKLIN S. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 9	PSSA Reading / Literacy Keystone	47.70%
Organization Code	6210	PSSA Math / Keystone	37.40%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	612	487	460
2 Poverty Rate	74.00%	85.42%	85.42%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	22.8	18.8	16.6	14.2
5 Teachers - Special Education	6.0	6.0	5.0	5.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.5	0.5	0.5
7 Nurses/Health Services	1.0	0.4	0.4	0.4
8 Classroom Assistants/Teacher Assistants	0.0	4.0	4.0	4.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Support Services Assistants	3.0	0.0	0.0	0.0
11 Noontime Aides	4.0	3.0	4.0	4.0
12 Total Positions	40.8	34.7	32.5	30.1
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$59,534	\$28,706	\$8,488	\$8,488

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	6.6	2.8	4.0	4.0
15 Teachers - Special Education	0.5	0.0	0.0	0.0
16 Support Services Assistants	2.0	2.0	2.0	2.0
17 Total Positions	9.1	4.8	6.0	6.0
18 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$14,179	\$112,150	\$23,026	\$23,026

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
19 Total Positions	49.9	39.5	38.5	36.1
20 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$73,713	\$140,856	\$31,514	\$31,514
21 Difference from FY11 Budget - Total Position		(10.4)	(11.4)	(13.8)
22 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$67,143	(\$42,199)	(\$42,199)

Franklin S. Edmonds School

Address	8025 Thouron Ave. Philadelphia, PA 19150	Grade Range	K-6
Phone / Fax	215.276.5261 / 215.276.5811	Comprehensive CTE	No
Website	www.philasd.org/schools/edmonds	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
40%	 WATCH	31st of 63 (-44)	9th of 14 (-26)

Achievement

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

25%	 WATCH	30th of 63 (-48)	6th of 14 (-42)
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Progress

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

32%	 WATCH	42nd of 63 (-54)	10th of 14 (-51)
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Climate

The Climate domain measures student engagement and school climate.

82%	 MODEL	16th of 64 (-18)	4th of 14 (-8)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

MC CLOSKEY, JOHN F. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 9	PSSA Reading / Literacy Keystone	55.30%
Organization Code	6310	PSSA Math / Keystone	57.40%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	378	439	474
2 Poverty Rate	74.00%	78.60%	78.60%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	14.4	18.2	20.1	17.7
5 Teachers - Special Education	4.0	4.0	4.2	4.2
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.5	0.6	0.6
7 Nurses/Health Services	1.0	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	0.0	4.0	4.0	4.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	3.0	0.0	0.0	0.0
11 Noontime Aides	3.0	3.0	4.0	4.0
12 Other	1.0	0.0	0.0	0.0
13 Total Positions	29.4	32.7	35.9	33.5
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$45,037	\$24,271	\$29,628	\$29,628

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	8.2	3.8	2.2	2.2
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Classroom Assistants/Teacher Assistants	2.0	0.0	0.0	0.0
18 Support Services Assistants	0.0	2.0	0.0	0.0
19 Total Positions	10.7	5.8	2.2	2.2
20 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$22,353	\$50,879	\$6,184	\$6,184

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
21 Total Positions	40.1	38.5	38.1	35.7
22 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$67,390	\$75,150	\$35,812	\$35,812
23 Difference from FY11 Budget - Total Position		(1.6)	(2.0)	(4.4)
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$7,760	(\$31,578)	(\$31,578)

John F. McCloskey School

Address	8500 Pickering St. Philadelphia, PA 19150	Grade Range	K-6
Phone / Fax	215.248.6600 / 215.248.6235	Comprehensive CTE	No
Website	www.philasd.org/schools/mccloskey	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
62%	 REINFORCE	8th of 63 (-22)	2nd of 14 (-4)

Achievement

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

46%	 WATCH	11th of 63 (-27)	2nd of 14 (-21)
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Progress

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

60%	 REINFORCE	20th of 63 (-26)	6th of 14 (-23)
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Climate

The Climate domain measures student engagement and school climate.

90%	 MODEL	6th of 64 (-10)	Peer Leader
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

PENNYPACKER, SAMUEL SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 9	PSSA Reading / Literacy Keystone	39.70%
Organization Code	6350	PSSA Math / Keystone	32.90%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	484	408	384
2 Poverty Rate	76.00%	89.30%	89.30%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	18.5	15.4	12.8	11.6
5 Teachers - Special Education	5.0	6.0	5.0	5.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.5	1.0	1.0
7 Nurses/Health Services	0.6	0.4	0.4	0.4
8 Classroom Assistants/Teacher Assistants	0.0	5.0	4.0	4.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	4.0	3.0	0.0	0.0
11 Noontime Aides	5.0	3.0	4.0	4.0
12 Other	0.4	0.0	0.0	0.0
13 Total Positions	36.5	35.2	29.1	27.9
14 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$68,451</i>	<i>\$25,961</i>	<i>\$8,548</i>	<i>\$8,548</i>

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	8.7	4.8	5.4	5.4
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	0.0	0.0	0.0	0.0
18 Support Services Assistants	0.0	0.0	2.0	2.0
19 Other	0.8	0.0	0.0	0.0
20 Total Positions	10.0	4.8	7.4	7.4
21 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$14,479</i>	<i>\$60,008</i>	<i>\$94,551</i>	<i>\$94,551</i>

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
22 Total Positions	46.5	40.1	36.6	35.4
23 <i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$82,930</i>	<i>\$85,969</i>	<i>\$103,099</i>	<i>\$103,099</i>
24 Difference from FY11 Budget - Total Position		(6.5)	(10.0)	(11.2)
25 <i>Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other</i>		\$3,039	\$20,169	\$20,169

Samuel Pennypacker School

Address	1858 E. Washington Ln. Philadelphia, PA 19138	Grade Range	K-6
Phone / Fax	215.276.5271 / 215.276.5886	Comprehensive CTE	No
Website	www.philasd.org/schools/pennypacker	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
45%	■ ■ ■ ■ WATCH	27th of 63 (-39)	8th of 14 (-21)

Achievement

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

21%	■ ■ ■ ■ INTERVENE	36th of 63 (-52)	8th of 14 (-46)
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Progress

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

56%	■ ■ ■ ■ REINFORCE	24th of 63 (-30)	8th of 14 (-27)
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Climate

The Climate domain measures student engagement and school climate.

55%	■ ■ ■ ■ REINFORCE	34th of 64 (-45)	10th of 14 (-35)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

FELS, SAMUEL SR. HIGH

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 9	PSSA Reading / Literacy Keystone	12.40%
Organization Code	7120	PSSA Math / Keystone	29.10%
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	1520	1317	1201
2 Poverty Rate	74.00%	84.74%	84.74%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	3.0	2.0	2.0	2.0
4 Teachers - Regular Education	67.0	51.9	47.7	40.3
5 Teachers - Special Education	15.0	15.0	13.0	13.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	3.0	2.6	1.5	1.5
7 Nurses/Health Services	2.0	1.2	1.2	1.2
8 Classroom Assistants/Teacher Assistants	2.0	3.0	2.0	2.0
9 Secretaries	4.0	2.0	2.0	2.0
10 Support Services Assistants	4.0	0.0	0.0	0.0
11 Noontime Aides	10.0	7.0	7.0	7.0
12 Other	2.0	0.5	0.5	0.5
13 Total Positions	112.0	85.2	76.9	69.5
14 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$141,539</i>	<i>\$25,667</i>	<i>\$112,215</i>	<i>\$112,215</i>

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15 Principals/Assistant Principals	1.0	0.0	0.0	0.0
16 Teachers - Regular Education	15.9	1.8	6.0	6.0
17 Teachers - Special Education	3.0	0.0	0.0	0.0
18 Counselors/Student Adv./ Soc. Serv. Liaisons	5.4	0.4	1.3	1.3
19 Classroom Assistants/Teacher Assistants	3.0	2.0	2.0	2.0
20 Support Services Assistants	0.0	0.0	2.0	2.0
21 Other	0.0	0.0	0.0	0.0
22 Total Positions	28.3	4.2	11.3	11.3
23 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$955,488</i>	<i>\$156,305</i>	<i>\$48,734</i>	<i>\$48,734</i>

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
24 Total Positions	140.3	89.4	88.2	80.8
25 <i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$1,097,027</i>	<i>\$181,972</i>	<i>\$160,949</i>	<i>\$160,949</i>
26 Difference from FY11 Budget - Total Position		(50.9)	(52.1)	(59.5)
27 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$915,055)	(\$936,078)	(\$936,078)

Samuel Fels High School

Address	5500 Langdon St. Philadelphia, PA 19111	Grade Range	9-12
Phone / Fax	215.537.2516 / 215.537.2556	Comprehensive CTE	No
Website	www.philasd.org/schools/fels	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
18%	■■■ INTERVENE	34th of 53 (-78)	12th of 12 (-43)

Achievement

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

7%	■■■ INTERVENE	32nd of 53 (-91)	10th of 12 (-29)
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Progress

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

22%	■■■ INTERVENE	31st of 53 (-75)	11th of 12 (-51)
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Climate

The Climate domain measures student engagement and school climate.

24%	■■■ INTERVENE	40th of 54 (-76)	12th of 12 (-61)
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College & Career

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

24%	■■■ INTERVENE	39th of 53 (-76)	12th of 12 (-65)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

ELLWOOD SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 9	PSSA Reading / Literacy Keystone	43.80%
Organization Code	7260	PSSA Math / Keystone	40.10%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	410	320	307
2 Poverty Rate	83.00%	89.38%	89.38%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	15.6	11.8	11.8	10.6
5 Teachers - Special Education	3.0	2.0	2.0	2.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.5	0.5	0.5
7 Nurses/Health Services	0.7	0.3	0.3	0.3
8 Classroom Assistants/Teacher Assistants	2.0	0.0	0.0	0.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Support Services Assistants	2.0	1.0	0.0	0.0
11 Noontime Aides	5.0	2.0	3.0	3.0
12 Total Positions	32.3	19.5	19.5	18.3
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$91,431	\$7,939	\$8,568	\$8,568

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	9.8	4.0	5.0	5.0
15 Teachers - Special Education	0.5	0.0	0.0	0.0
16 Counselors/Student Adv./ Soc. Serv. Liaisons	2.0	0.0	0.0	0.0
17 Support Services Assistants	0.0	0.0	2.0	2.0
18 Total Positions	12.3	4.0	7.0	7.0
19 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$21,656	\$97,584	\$65,929	\$65,929

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
20 Total Positions	44.6	23.6	26.6	25.4
21 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$113,087	\$105,523	\$74,497	\$74,497
22 Difference from FY11 Budget - Total Position		(21.0)	(18.0)	(19.2)
23 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$7,564)	(\$38,590)	(\$38,590)

Ellwood School

Address	6701 N. 13th St. Philadelphia, PA 19126	Grade Range	K-5
Phone / Fax	215.276.5268 / 215.276.5876	Comprehensive CTE	No
Website	www.philasd.org/schools/ellwood	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

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

OVERALL

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

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
29%	■■■ WATCH	42nd of 63 (-55)	10th of 14 (-37)

Achievement

The Achievement domain measures performance on standardized assessments, including the DRA, PSSA, Keystone Exams, and ACCESS for ELLs.

24%	■■ INTERVENE	33rd of 63 (-49)	7th of 14 (-43)
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Progress

The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).

13%	■■ INTERVENE	55th of 63 (-73)	12th of 14 (-70)
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Climate

The Climate domain measures student engagement and school climate.

74%	■■■ REINFORCE	18th of 64 (-26)	5th of 14 (-16)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

FINLETTER, THOMAS K. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 9	PSSA Reading / Literacy Keystone	39.10%
Organization Code	7270	PSSA Math / Keystone	38.00%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	861	832	807
2 Poverty Rate	74.00%	89.05%	89.05%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	1.0	1.0	1.0
4 Teachers - Regular Education	33.2	34.2	33.2	28.4
5 Teachers - Special Education	4.0	5.0	5.2	5.2
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.2	1.4	1.4
7 Nurses/Health Services	1.2	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	0.0	1.0	2.0	2.0
9 Secretaries	2.0	1.0	2.0	2.0
10 Support Services Assistants	7.0	2.0	2.0	2.0
11 Noontime Aides	6.0	5.0	6.0	6.0
12 Other	0.6	0.0	0.0	0.0
13 Total Positions	57.0	51.4	53.8	49.0
14 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$63,690</i>	<i>\$55,420</i>	<i>\$94,308</i>	<i>\$94,308</i>

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	8.4	5.9	7.7	7.7
16 Counselors/Student Adv./ Soc. Serv. Liaisons	3.2	0.4	0.2	0.2
17 Support Services Assistants	0.0	3.0	6.0	6.0
18 Total Positions	11.6	9.3	13.9	13.9
19 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$86,972</i>	<i>\$109,212</i>	<i>\$59,903</i>	<i>\$59,903</i>

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
20 Total Positions	68.6	60.7	67.7	62.9
21 <i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$150,662</i>	<i>\$164,632</i>	<i>\$154,211</i>	<i>\$154,211</i>
22 <i>Difference from FY11 Budget - Total Position</i>		<i>(7.9)</i>	<i>(0.9)</i>	<i>(5.7)</i>
23 <i>Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other</i>		<i>\$13,970</i>	<i>\$3,549</i>	<i>\$3,549</i>

Thomas K. Finletter School

Address	6101 N. Front St. Philadelphia, PA 19120	Grade Range	K-8
Phone / Fax	215.276.5265 / 215.276.5285	Comprehensive CTE	No
Website	www.philasd.org/schools/finletter	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

TIER: ■■■■ INTERVENE (0-24%) ■■■■ WATCH (25-49%) ■■■■ REINFORCE (50-74%) ■■■■ MODEL (75-100%)

OVERALL

A school's overall score represents its combined performance on the Achievement, Progress, Climate, and College & Career (for high schools only) domains.

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
35%	■ ■ ■ ■ WATCH	55th of 98 (-46)	13th of 21 (-34)

Achievement

The Achievement domain measures performance on standardized assessments, including the DRA, PSSA, Keystone Exams, and ACCESS for ELLs.

26%	■ ■ ■ ■ WATCH	48th of 98 (-62)	14th of 21 (-25)
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Progress

The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).

30%	■ ■ ■ ■ WATCH	56th of 98 (-59)	12th of 21 (-57)
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Climate

The Climate domain measures student engagement and school climate.

62%	■ ■ ■ ■ REINFORCE	28th of 98 (-38)	7th of 21 (-11)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

FRANKLIN, BENJAMIN SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 9	PSSA Reading / Literacy Keystone	44.30%
Organization Code	7280	PSSA Math / Keystone	41.00%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	1078	1001	957
2 Poverty Rate	74.00%	85.60%	85.60%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	3.0	2.0	2.0	2.0
4 Teachers - Regular Education	40.3	39.1	39.1	33.3
5 Teachers - Special Education	7.0	6.0	6.0	6.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.4	2.4	2.4
7 Nurses/Health Services	1.6	1.2	1.2	1.2
8 Classroom Assistants/Teacher Assistants	2.0	2.0	2.0	2.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Support Services Assistants	8.0	0.0	0.0	0.0
11 Noontime Aides	12.0	8.0	7.0	7.0
12 Total Positions	76.9	60.7	60.7	54.9
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$98,214	\$47,981	\$22,168	\$22,168

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	11.6	5.3	7.3	7.3
15 Counselors/Student Adv./ Soc. Serv. Liaisons	3.8	0.2	0.2	0.2
16 Support Services Assistants	3.0	2.0	10.0	10.0
17 Total Positions	18.4	7.5	17.5	17.5
18 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$108,487	\$109,631	\$18,744	\$18,744

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
19 Total Positions	95.3	68.2	78.2	72.4
20 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$206,701	\$157,612	\$40,912	\$40,912
21 Difference from FY11 Budget - Total Position		(27.1)	(17.1)	(22.9)
22 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$49,089)	(\$165,789)	(\$165,789)

Benjamin Franklin School

Address	5735 Rising Sun Ave. Philadelphia, PA 19120	Grade Range	K-8
Phone / Fax	215.728.5017 / 215.728.5992	Comprehensive CTE	No
Website	www.philasd.org/schools/franklin	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

TIER: ■■■■ INTERVENE (0-24%) ■■■ WATCH (25-49%) ■■■ REINFORCE (50-74%) ■■■■ MODEL (75-100%)

OVERALL

A school's overall score represents its combined performance on the Achievement, Progress, Climate, and College & Career (for high schools only) domains.

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
54%	■■■ REINFORCE	17th of 98 (-27)	3rd of 21 (-15)

Achievement

The Achievement domain measures performance on standardized assessments, including the DRA, PSSA, Keystone Exams, and ACCESS for ELLs.

27%	■■ WATCH	42nd of 98 (-61)	11th of 21 (-24)
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Progress

The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).

68%	■■■ REINFORCE	11th of 98 (-21)	3rd of 21 (-19)
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Climate

The Climate domain measures student engagement and school climate.

61%	■■■ REINFORCE	29th of 98 (-39)	8th of 21 (-12)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

HOWE, JULIA WARD SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 9	PSSA Reading / Literacy Keystone	39.50%
Organization Code	7320	PSSA Math / Keystone	27.90%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	305	267	247
2 Poverty Rate	84.00%	90.64%	90.64%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	12.0	10.6	9.4	8.2
5 Teachers - Special Education	4.0	4.0	4.0	4.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	0.5	0.5
7 Nurses/Health Services	0.4	0.2	0.2	0.2
8 Classroom Assistants/Teacher Assistants	2.0	3.0	3.0	3.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Noontime Aides	8.0	2.0	2.0	2.0
11 Other	0.5	0.0	0.0	0.0
12 Total Positions	29.9	22.8	21.1	19.9
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$56,066	\$5,158	\$12,368	\$12,368

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	6.0	3.8	4.6	4.6
15 Teachers - Special Education	0.5	0.0	0.0	0.0
16 Counselors/Student Adv./ Soc. Serv. Liaisons	0.0	0.0	0.0	0.0
17 Support Services Assistants	2.0	0.0	2.0	2.0
18 Total Positions	8.5	3.8	6.6	6.6
19 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$4,826	\$89,601	\$82,858	\$82,858

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
20 Total Positions	38.4	26.6	27.7	26.5
21 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$60,892	\$94,759	\$95,226	\$95,226
22 Difference from FY11 Budget - Total Position		(11.8)	(10.7)	(11.9)
23 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$33,867	\$34,334	\$34,334

Julia W. Howe School

Address	5800 N. 13th St. Philadelphia, PA 19141	Grade Range	K-5
Phone / Fax	215.276.5270 / 215.276.5380	Comprehensive CTE	No
Website	www.philasd.org/schools/howe	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

TIER: ■■■■ INTERVENE (0-24%) ■■■ WATCH (25-49%) ■■■ REINFORCE (50-74%) ■■■ MODEL (75-100%)

OVERALL

A school's overall score represents its combined performance on the Achievement, Progress, Climate, and College & Career (for high schools only) domains.

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
50%	■■■ REINFORCE	22nd of 63 (-34)	6th of 14 (-16)

Achievement

The Achievement domain measures performance on standardized assessments, including the DRA, PSSA, Keystone Exams, and ACCESS for ELLs.

11%	■■ INTERVENE	45th of 63 (-62)	12th of 14 (-56)
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Progress

The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).

78%	■■■ MODEL	5th of 63 (-8)	2nd of 14 (-5)
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Climate

The Climate domain measures student engagement and school climate.

43%	■■ WATCH	39th of 64 (-57)	11th of 14 (-47)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

LOWELL, JAMES R. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 9	PSSA Reading / Literacy Keystone	45.50%
Organization Code	7350	PSSA Math / Keystone	45.00%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	978	946	946
2 Poverty Rate	76.00%	90.29%	90.29%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	2.0	2.0	2.0
4 Teachers - Regular Education	37.1	37.0	36.5	31.9
5 Teachers - Special Education	5.0	5.0	4.0	4.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.8	1.8	1.8
7 Nurses/Health Services	1.6	1.0	1.2	1.2
8 Classroom Assistants/Teacher Assistants	1.0	8.0	7.0	7.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Support Services Assistants	4.0	3.0	3.0	3.0
11 Noontime Aides	9.0	6.0	7.0	7.0
12 Other	1.0	0.0	0.0	0.0
13 Total Positions	63.7	64.8	63.5	58.9
14 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$82,075</i>	<i>\$40,901</i>	<i>\$31,028</i>	<i>\$31,028</i>

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	20.4	9.4	9.4	9.4
16 Counselors/Student Adv./ Soc. Serv. Liaisons	4.4	0.4	0.6	0.6
17 Support Services Assistants	5.0	9.0	4.0	4.0
18 Other	0.0	0.0	0.0	0.0
19 Total Positions	29.8	18.8	14.0	14.0
20 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$88,569</i>	<i>\$261,343</i>	<i>\$86,384</i>	<i>\$86,384</i>

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
21 Total Positions	93.5	83.6	77.5	72.9
22 <i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$170,644</i>	<i>\$302,244</i>	<i>\$117,412</i>	<i>\$117,412</i>
23 Difference from FY11 Budget - Total Position		(9.9)	(16.0)	(20.6)
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$131,600	(\$53,232)	(\$53,232)

James R. Lowell School

Address	450 W. Nedro Ave. Philadelphia, PA 19120	Grade Range	K-4
Phone / Fax	215.276.5272 / 215.276.5278	Comprehensive CTE	No
Website	www.philasd.org/schools/lowell	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

TIER: ■ ■ ■ ■ INTERVENE (0-24%) ■ ■ ■ WATCH (25-49%) ■ ■ ■ REINFORCE (50-74%) ■ ■ ■ MODEL (75-100%)

OVERALL

A school's overall score represents its combined performance on the Achievement, Progress, Climate, and College & Career (for high schools only) domains.

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
29%	■ ■ ■ ■ WATCH	42nd of 63 (-55)	8th of 16 (-27)

Achievement

The Achievement domain measures performance on standardized assessments, including the DRA, PSSA, Keystone Exams, and ACCESS for ELLs.

28%	■ ■ ■ ■ WATCH	25th of 63 (-45)	4th of 16 (-11)
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Progress

The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).

14%	■ ■ ■ ■ INTERVENE	54th of 63 (-72)	14th of 16 (-61)
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Climate

The Climate domain measures student engagement and school climate.

67%	■ ■ ■ ■ REINFORCE	21st of 64 (-33)	3rd of 17 (-9)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

WASHINGTON, GROVER JR. MIDDLE SCH

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 9	PSSA Reading / Literacy Keystone	41.30%
Organization Code	7370	PSSA Math / Keystone	37.80%
School Level	MIDDLE SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	749	591	526
2 Poverty Rate	75.00%	88.49%	88.49%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	1.0	1.0	1.0
4 Teachers - Regular Education	37.0	26.8	24.4	20.6
5 Teachers - Special Education	12.0	9.0	9.0	9.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.4	1.2	1.2
7 Nurses/Health Services	1.2	0.6	0.6	0.6
8 Classroom Assistants/Teacher Assistants	4.0	6.0	6.0	6.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Support Services Assistants	3.0	0.0	0.0	0.0
11 Noontime Aides	7.0	5.0	4.0	4.0
12 Other	2.0	0.0	0.0	0.0
13 Total Positions	71.2	50.8	47.2	43.4
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$117,489	\$28,788	\$28,878	\$28,878

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	2.8	0.3	1.7	1.7
16 Counselors/Student Adv./ Soc. Serv. Liaisons	5.0	0.8	1.0	1.0
17 Classroom Assistants/Teacher Assistants	2.0	0.0	0.0	0.0
18 Support Services Assistants	0.0	2.0	5.0	5.0
19 Other	0.0	0.0	0.0	0.0
20 Total Positions	9.8	3.1	7.7	7.7
21 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$66,785	\$69,589	\$58,429	\$58,429

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
22 Total Positions	81.0	53.9	54.9	51.1
23 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$184,274	\$98,377	\$87,307	\$87,307
24 Difference from FY11 Budget - Total Position		(27.1)	(26.1)	(29.9)
25 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$85,897)	(\$96,967)	(\$96,967)

Grover Washington, Jr. School

Address	201 E. Olney Ave. Philadelphia, PA 19120	Grade Range	5-8
Phone / Fax	215.456.0422 / 215.456.2181	Comprehensive CTE	No
Website	www.philasd.org/schools/grover	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

TIER: ■ □ □ □ INTERVENE (0-24%) □ ■ □ □ WATCH (25-49%) □ □ ■ □ REINFORCE (50-74%) □ □ □ ■ MODEL (75-100%)

OVERALL

A school's overall score represents its combined performance on the Achievement, Progress, Climate, and College & Career (for high schools only) domains.

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
53%	□ □ ■ □ REINFORCE	8th of 25 (-29)	4th of 18 (-28)

Achievement

The Achievement domain measures performance on standardized assessments, including the DRA, PSSA, Keystone Exams, and ACCESS for ELLs.

21%	■ □ □ □ INTERVENE	14th of 25 (-75)	7th of 18 (-68)
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Progress

The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).

72%	□ □ ■ □ REINFORCE	2nd of 25 (-20)	Peer Leader
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Climate

The Climate domain measures student engagement and school climate.

55%	□ □ ■ □ REINFORCE	10th of 25 (-45)	5th of 18 (-44)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

MORRISON, ANDREW J. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 9	PSSA Reading / Literacy Keystone	48.60%
Organization Code	7390	PSSA Math / Keystone	41.10%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	731	679	629
2 Poverty Rate	89.00%	93.83%	93.83%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	1.0	1.0	1.0
4 Teachers - Regular Education	30.2	30.0	28.1	23.3
5 Teachers - Special Education	5.0	7.0	5.0	5.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.4	1.2	1.2
7 Nurses/Health Services	1.0	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	1.0	6.0	5.0	5.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Support Services Assistants	1.0	0.0	0.0	0.0
11 Noontime Aides	7.0	5.0	5.0	5.0
12 Other	0.6	1.0	0.0	0.0
13 Total Positions	50.8	53.4	47.4	42.6
14 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$59,248</i>	<i>\$23,915</i>	<i>\$12,148</i>	<i>\$12,148</i>

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	14.2	6.4	5.8	5.8
16 Counselors/Student Adv./ Soc. Serv. Liaisons	3.4	0.8	0.2	0.2
17 Support Services Assistants	8.0	6.0	6.0	6.0
18 Noontime Aides	1.0	0.0	0.0	0.0
19 Other	0.8	0.0	0.0	0.0
20 Total Positions	27.4	13.2	11.9	11.9
21 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$102,094</i>	<i>\$97,582</i>	<i>\$48,916</i>	<i>\$48,916</i>

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
22 Total Positions	78.2	66.6	59.3	54.5
23 <i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$161,342</i>	<i>\$121,497</i>	<i>\$61,064</i>	<i>\$61,064</i>
24 Difference from FY11 Budget - Total Position		(11.6)	(18.9)	(23.7)
25 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$39,845)	(\$100,278)	(\$100,278)

Andrew J. Morrison School

Address	5100 N. 3rd St. Philadelphia, PA 19120	Grade Range	K-8
Phone / Fax	215.456.3004 / 215.456.5564	Comprehensive CTE	No
Website	www.philasd.org/schools/morrison	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

TIER: ■■■■ INTERVENE (0-24%) ■■■■ WATCH (25-49%) ■■■■ REINFORCE (50-74%) ■■■■ MODEL (75-100%)

OVERALL

A school's overall score represents its combined performance on the Achievement, Progress, Climate, and College & Career (for high schools only) domains.

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
51%	■■■ ■ REINFORCE	20th of 98 (-30)	4th of 21 (-18)

Achievement

The Achievement domain measures performance on standardized assessments, including the DRA, PSSA, Keystone Exams, and ACCESS for ELLs.

26%	■ ■ ■ ■ WATCH	48th of 98 (-62)	14th of 21 (-25)
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Progress

The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).

73%	■■ ■ ■ REINFORCE	10th of 98 (-16)	2nd of 21 (-14)
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Climate

The Climate domain measures student engagement and school climate.

36%	■ ■ ■ ■ WATCH	59th of 98 (-64)	17th of 21 (-37)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

OLNEY ELEMENTARY SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 9	PSSA Reading / Literacy Keystone	38.80%
Organization Code	7400	PSSA Math / Keystone	34.90%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	788	853	848
2 Poverty Rate	83.00%	89.05%	89.05%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	2.0	2.0	2.0
4 Teachers - Regular Education	35.9	36.1	36.0	33.6
5 Teachers - Special Education	6.0	7.0	6.0	6.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.4	1.5	1.5
7 Nurses/Health Services	1.0	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	2.0	4.0	4.0	4.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Support Services Assistants	2.0	0.0	0.0	0.0
11 Noontime Aides	7.0	8.0	8.0	8.0
12 Other	0.4	0.0	0.0	0.0
13 Total Positions	59.3	60.5	59.5	57.1
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$83,349	\$46,170	\$34,168	\$34,168

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	11.2	5.7	6.9	6.9
16 Counselors/Student Adv./ Soc. Serv. Liaisons	4.2	0.4	1.3	1.3
17 Support Services Assistants	1.0	4.0	4.0	4.0
18 Total Positions	16.4	10.1	12.2	12.2
19 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$169,306	\$96,764	\$92,365	\$92,365

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
20 Total Positions	75.7	70.6	71.7	69.3
21 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$252,655	\$142,934	\$126,533	\$126,533
22 Difference from FY11 Budget - Total Position		(5.1)	(4.0)	(6.4)
23 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$109,721)	(\$126,122)	(\$126,122)

Olney School

Address	5301 N. Water St. Philadelphia, PA 19120	Grade Range	K-8
Phone / Fax	215.456.3003 / 215.456.5566	Comprehensive CTE	No
Website	www.philasd.org/schools/olney	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

TIER: ■■■■ INTERVENE (0-24%) ■■■ WATCH (25-49%) ■■■ REINFORCE (50-74%) ■■■■ MODEL (75-100%)

OVERALL

A school's overall score represents its combined performance on the Achievement, Progress, Climate, and College & Career (for high schools only) domains.

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
47%	■■■ WATCH	30th of 98 (-34)	6th of 21 (-22)

Achievement

The Achievement domain measures performance on standardized assessments, including the DRA, PSSA, Keystone Exams, and ACCESS for ELLs.

18%	■■ INTERVENE	57th of 98 (-70)	17th of 21 (-33)
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Progress

The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).

61%	■■■ REINFORCE	21st of 98 (-28)	5th of 21 (-26)
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Climate

The Climate domain measures student engagement and school climate.

54%	■■■ REINFORCE	40th of 98 (-46)	12th of 21 (-19)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

ROWEN, WILLIAM SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 9	PSSA Reading / Literacy Keystone	48.70%
Organization Code	7530	PSSA Math / Keystone	36.70%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	451	535	529
2 Poverty Rate	83.00%	90.35%	90.35%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	15.0	19.9	19.8	16.2
5 Teachers - Special Education	4.0	3.0	3.0	3.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.5	1.0	1.0
7 Nurses/Health Services	1.0	0.4	0.4	0.4
8 Classroom Assistants/Teacher Assistants	0.0	3.0	2.0	2.0
9 Secretaries	1.6	1.0	1.0	1.0
10 Support Services Assistants	8.0	0.0	0.0	0.0
11 Noontime Aides	8.0	6.0	4.0	4.0
12 Other	0.0	0.0	0.0	0.0
13 Total Positions	39.6	34.8	32.2	28.6
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$30,555	\$56,256	\$33,808	\$33,808

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	7.2	4.2	4.2	4.2
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	2.0	0.0	0.0	0.0
18 Support Services Assistants	2.0	5.0	5.0	5.0
19 Total Positions	11.7	9.2	9.2	9.2
20 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$46,610	\$140,059	\$37,561	\$37,561

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
21 Total Positions	51.3	44.0	41.4	37.8
22 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$77,165	\$196,315	\$71,369	\$71,369
23 Difference from FY11 Budget - Total Position		(7.3)	(9.9)	(13.5)
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$119,150	(\$5,796)	(\$5,796)

William Rowen School

Address	6841 N. 19th St. Philadelphia, PA 19126	Grade Range	K-5
Phone / Fax	215.276.5251 / 215.276.5806	Comprehensive CTE	No
Website	www.philasd.org/schools/rowen	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

TIER: ■■■■ INTERVENE (0-24%) ■■■ WATCH (25-49%) ■■■ REINFORCE (50-74%) ■■■ MONITOR (75-100%)

OVERALL

A school's overall score represents its combined performance on the Achievement, Progress, Climate, and College & Career (for high schools only) domains.

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
21%	■■■■ INTERVENE	57th of 63 (-63)	14th of 14 (-45)

Achievement

The Achievement domain measures performance on standardized assessments, including the DRA, PSSA, Keystone Exams, and ACCESS for ELLs.

21%	■■■■ INTERVENE	36th of 63 (-52)	8th of 14 (-46)
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Progress

The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).

0%	■■■■ INTERVENE	63rd of 63 (-86)	14th of 14 (-83)
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Climate

The Climate domain measures student engagement and school climate.

67%	■■■ REINFORCE	21st of 64 (-33)	6th of 14 (-23)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

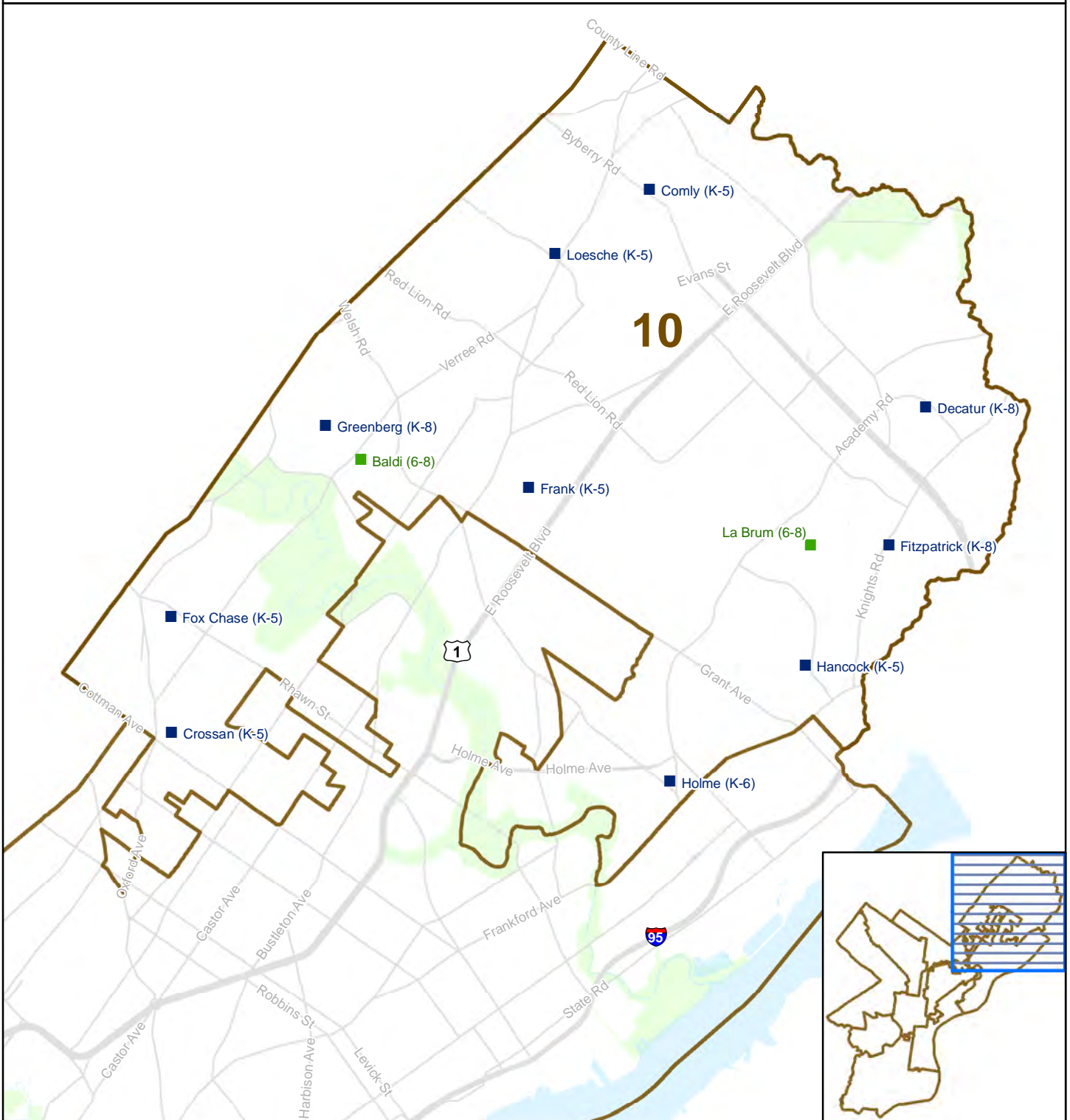
Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

COUNCIL DISTRICT 10

THE SCHOOL DISTRICT OF PHILADELPHIA

10th Councilmanic District - Elementary and Middle Schools (2013/14)

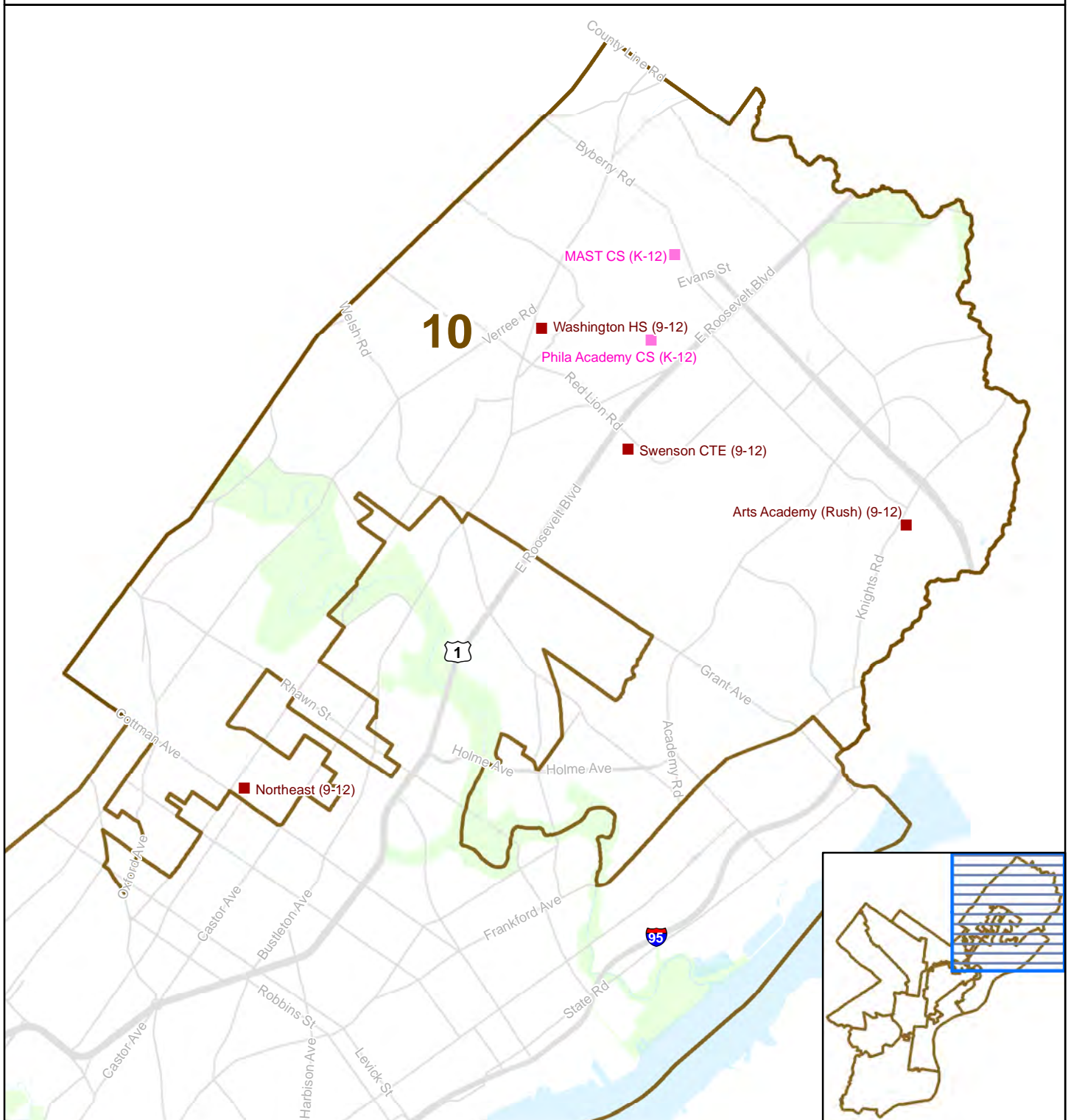


City Council	Elementary School	Charter
Middle School	Charter (Renaissance)	
Middle Secondary		
High School		

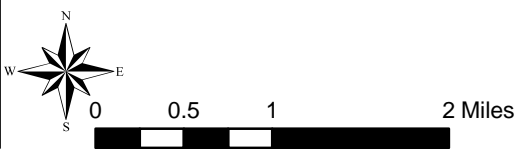
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THE SCHOOL DISTRICT OF PHILADELPHIA

10th Councilmanic District - Middle Secondary and High Schools (2013/14)



City Council	Elementary School	Charter
Middle School	Middle Secondary	Charter (Renaissance)
High School		



NORTHEAST HIGH SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 10	PSSA Reading / Literacy Keystone	53.40%
Organization Code	8020	PSSA Math / Keystone	62.00%
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	3292	3018	2949
2 Poverty Rate	58.00%	76.46%	76.46%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	6.0	5.0	5.0	5.0
4 Teachers - Regular Education	131.2	120.5	118.3	102.7
5 Teachers - Special Education	23.0	23.0	18.0	18.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	9.3	2.8	6.0	6.0
7 Nurses/Health Services	3.0	2.2	2.2	2.2
8 Classroom Assistants/Teacher Assistants	2.0	5.0	5.0	5.0
9 Secretaries	8.0	3.0	3.0	3.0
10 Support Services Assistants	11.0	0.0	0.0	0.0
11 Noontime Aides	15.0	13.0	16.0	16.0
12 Other	6.0	0.0	0.0	0.0
13 Total Positions	214.5	174.5	173.5	157.9
14 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$677,965</i>	<i>\$76,712</i>	<i>\$43,973</i>	<i>\$43,973</i>

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	31.0	2.4	1.6	1.6
16 Teachers - Special Education	2.0	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	7.5	2.8	1.4	1.4
18 Classroom Assistants/Teacher Assistants	5.0	7.0	7.0	7.0
19 Support Services Assistants	0.0	0.0	0.0	0.0
20 Noontime Aides	0.0	0.0	0.0	0.0
21 Total Positions	45.5	12.2	10.0	10.0
22 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$111,392</i>	<i>\$142,350</i>	<i>\$119,707</i>	<i>\$119,707</i>

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
23 Total Positions	260.0	186.7	183.5	167.9
24 <i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$789,357</i>	<i>\$219,062</i>	<i>\$163,680</i>	<i>\$163,680</i>
25 Difference from FY11 Budget - Total Position		(73.3)	(76.5)	(92.1)
26 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$570,295)	(\$625,677)	(\$625,677)

Northeast High School

Address 1601 Cottman Ave.
Philadelphia, PA 19111
Phone / Fax 215.728.5018 / 215.728.5004
Website www.nehs.phila.k12.pa.us

Grade Range 9-12
Comprehensive CTE No
Admissions Category Neighborhood
Turnaround Model N/A

Welcome

The School Progress Report (SPR) provides parents, families, and community members with valuable information on the progress schools are making towards District-wide goals. Each school receives a score and a corresponding performance tier at the overall and domain levels. Each school also receives two rankings: one within all schools of the same grade configuration (City Rank) and one within a peer group of schools with similar student demographics (Peer Rank). A school is designated a City Leader if it ranks first among all schools with the same grade configuration. A school is designated a Peer Leader if it ranks first in its peer group.

Scoring Summary

TIER: ■■■■ INTERVENE (0-24%) ■■■ WATCH (25-49%) ■■■ REINFORCE (50-74%) ■■■■ MODEL (75-100%)

OVERALL

A school's overall score represents its combined performance on the Achievement, Progress, Climate, and College & Career (for high schools only) domains.

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
42%	■■ WATCH	19th of 53 (-54)	4th of 8 (-38)

Achievement

The Achievement domain measures performance on standardized assessments, including the DRA, PSSA, Keystone Exams, and ACCESS for ELLs.

29%	■■ WATCH	13th of 53 (-69)	4th of 8 (-22)
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Progress

The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).

47%	■■ WATCH	15th of 53 (-50)	2nd of 8 (-39)
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Climate

The Climate domain measures student engagement and school climate.

47%	■■ WATCH	26th of 54 (-53)	7th of 9 (-53)
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College & Career

The College & Career domain measures college and career readiness and post-secondary outcomes.

53%	■■ REINFORCE	28th of 53 (-47)	7th of 9 (-41)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

WASHINGTON, GEORGE HIGH SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 10	PSSA Reading / Literacy Keystone	33.10%
Organization Code	8030	PSSA Math / Keystone	46.90%
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	2009	1695	1595
2 Poverty Rate	58.00%	75.57%	75.57%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	5.0	3.0	3.0	3.0
4 Teachers - Regular Education	84.5	69.8	63.7	54.5
5 Teachers - Special Education	27.0	22.0	19.0	19.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	4.1	1.4	2.8	2.8
7 Nurses/Health Services	2.6	2.0	2.0	2.0
8 Classroom Assistants/Teacher Assistants	6.0	15.0	13.0	13.0
9 Secretaries	8.0	2.0	2.0	2.0
10 Support Services Assistants	8.0	0.0	0.0	0.0
11 Noontime Aides	25.0	11.0	10.0	10.0
12 Other	3.0	0.0	0.0	0.0
13 Total Positions	173.2	126.2	115.5	106.3
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$217,106	\$47,393	\$45,125	\$45,125

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	18.5	1.6	5.2	5.2
16 Teachers - Special Education	2.0	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	5.7	0.6	1.6	1.6
18 Classroom Assistants/Teacher Assistants	6.0	11.0	11.0	11.0
19 Support Services Assistants	1.0	2.0	3.0	3.0
20 Total Positions	33.2	15.2	20.8	20.8
21 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$57,150	\$29,985	\$69,524	\$69,524

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
22 Total Positions	206.4	141.4	136.3	127.1
23 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$274,256	\$77,378	\$114,649	\$114,649
24 Difference from FY11 Budget - Total Position		(65.0)	(70.1)	(79.3)
25 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$196,878)	(\$159,607)	(\$159,607)

George Washington High School

Address 10175 Bustleton Ave.
Philadelphia, PA 19116

Phone / Fax 215.961.2001 / 215.961.2545

Website www.philasd.org/schools/gwhs

Grade Range 9-12

Comprehensive CTE No

Admissions Category Neighborhood

Turnaround Model N/A

Welcome

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Scoring Summary

TIER: ■■■■ INTERVENE (0-24%) ■■■ WATCH (25-49%) ■■■ REINFORCE (50-74%) ■■■■ MODEL (75-100%)

OVERALL

A school's overall score represents its combined performance on the Achievement, Progress, Climate, and College & Career (for high schools only) domains.

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
35%	■ ■ ■ ■ WATCH	22nd of 53 (-61)	6th of 8 (-45)

Achievement

The Achievement domain measures performance on standardized assessments, including the DRA, PSSA, Keystone Exams, and ACCESS for ELLs.

29%	■ ■ ■ WATCH	13th of 53 (-69)	4th of 8 (-22)
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Progress

The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).

29%	■ ■ ■ WATCH	22nd of 53 (-68)	6th of 8 (-57)
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Climate

The Climate domain measures student engagement and school climate.

43%	■ ■ ■ WATCH	27th of 54 (-57)	8th of 9 (-57)
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College & Career

The College & Career domain measures college and career readiness and post-secondary outcomes.

58%	■ ■ ■ REINFORCE	25th of 53 (-42)	6th of 9 (-36)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

ARTS ACADEMY AT RUSH

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 10	PSSA Reading / Literacy Keystone	70.40%
Organization Code	8040	PSSA Math / Keystone	90.70%
School Level	HIGH SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	387	561	608
2 Poverty Rate	51.00%	51.52%	51.52%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	19.0	23.5	25.4	20.6
5 Teachers - Special Education	3.0	4.0	4.0	4.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	1.0	1.0
7 Nurses/Health Services	0.4	0.4	0.4	0.4
8 Classroom Assistants/Teacher Assistants	1.0	4.0	4.0	4.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	1.0	0.0	1.0	1.0
11 Noontime Aides	1.0	2.0	4.0	4.0
12 Total Positions	28.4	36.9	41.8	37.0
13 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$80,802	\$116,133	\$18,558	\$18,558

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	8.3	0.0	0.2	0.2
15 Classroom Assistants/Teacher Assistants	1.0	3.0	3.0	3.0
16 Support Services Assistants	0.0	1.0	0.0	0.0
17 Total Positions	9.3	4.0	3.2	3.2
18 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$85,697	\$27,028	\$16,296	\$16,296

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
19 Total Positions	37.7	40.9	45.0	40.2
20 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$166,499	\$143,161	\$34,854	\$34,854
21 Difference from FY11 Budget - Total Position		3.2	7.3	2.5
22 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$23,338)	(\$131,645)	(\$131,645)

Arts Academy at Benjamin Rush

Address	11081 Knights Rd. Philadelphia, PA 19154	Grade Range	9-12
Phone / Fax	215.281.2603 / 215.281.2674	Comprehensive CTE	No
Website	N/A	Admissions Category	Special Admission
		Turnaround Model	N/A

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Scoring Summary

TIER: ■■■■ INTERVENE (0-24%) ■■■ WATCH (25-49%) ■■■ REINFORCE (50-74%) ■■■■ MODEL (75-100%)

OVERALL

A school's overall score represents its combined performance on the Achievement, Progress, Climate, and College & Career (for high schools only) domains.

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
63%	 REINFORCE	7th of 53 (-33)	4th of 4 (-33)

Achievement

The Achievement domain measures performance on standardized assessments, including the DRA, PSSA, Keystone Exams, and ACCESS for ELLs.

46%	 WATCH	8th of 53 (-52)	4th of 4 (-52)
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Progress

The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).

50%	 REINFORCE	13th of 53 (-47)	4th of 4 (-47)
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Climate

The Climate domain measures student engagement and school climate.

87%	 MODEL	8th of 54 (-13)	4th of 4 (-13)
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College & Career

The College & Career domain measures college and career readiness and post-secondary outcomes.

95%	 MODEL	5th of 53 (-5)	4th of 4 (-5)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

SWENSON ARTS AND TECHNOLOGY H.S.

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 10	PSSA Reading / Literacy Keystone	34.00%
Organization Code	8090	PSSA Math / Keystone	62.70%
School Level	CAREER AND TECHNICAL HIGH SCHL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	790	680	688
2 Poverty Rate	59.00%	75.85%	75.85%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	1.0	1.0	1.0
4 Teachers - Regular Education	40.0	36.6	34.2	26.6
5 Teachers - Special Education	10.0	9.0	8.0	8.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.5	1.2	1.0	1.0
7 Nurses/Health Services	1.0	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	5.0	14.0	13.1	13.1
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	3.0	0.0	0.0	0.0
11 Noontime Aides	9.0	3.0	3.0	3.0
12 Other	5.0	1.0	0.4	0.4
13 Total Positions	77.5	67.8	62.7	55.1
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$172,846	\$57,348	\$18,518	\$18,518

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	6.2	2.6	2.0	2.0
16 Teachers - Special Education	2.0	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	3.7	0.0	0.0	0.0
18 Classroom Assistants/Teacher Assistants	3.0	4.0	3.0	3.0
19 Total Positions	14.9	6.6	5.0	5.0
20 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$34,750	\$175,557	\$71,125	\$71,125

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
21 Total Positions	92.4	74.4	67.7	60.1
22 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$207,596	\$232,905	\$89,643	\$89,643
23 Difference from FY11 Budget - Total Position		(18.0)	(24.7)	(32.3)
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$25,309	(\$117,953)	(\$117,953)

Swenson Arts and Technology High School

Address 2750 Red Lion Rd.
Philadelphia, PA 19114
Phone / Fax 215.961.2009 / 215.961.2081
Website www.swenson.phila.k12.pa.us

Grade Range 9-12
Comprehensive CTE Yes
Admissions Category Citywide
Turnaround Model N/A

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Scoring Summary

TIER: ■■■■ INTERVENE (0-24%) ■■■ WATCH (25-49%) ■■■ REINFORCE (50-74%) ■■■■ MODEL (75-100%)

OVERALL

A school's overall score represents its combined performance on the Achievement, Progress, Climate, and College & Career (for high schools only) domains.

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
41%	■■ WATCH	20th of 53 (-55)	5th of 8 (-39)

Achievement

The Achievement domain measures performance on standardized assessments, including the DRA, PSSA, Keystone Exams, and ACCESS for ELLs.

21%	■ INTERVENE	21st of 53 (-77)	6th of 8 (-30)
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Progress

The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).

30%	■■ WATCH	21st of 53 (-67)	5th of 8 (-56)
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Climate

The Climate domain measures student engagement and school climate.

77%	■■■ MODEL	13th of 54 (-23)	5th of 9 (-23)
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College & Career

The College & Career domain measures college and career readiness and post-secondary outcomes.

64%	■■ REINFORCE	21st of 53 (-36)	5th of 9 (-30)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

BALDI, C C A MIDDLE SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 10	PSSA Reading / Literacy Keystone	78.10%
Organization Code	8160	PSSA Math / Keystone	72.30%
School Level	MIDDLE SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	1196	1240	1227
2 Poverty Rate	51.00%	71.64%	71.64%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	3.0	2.0	2.0	2.0
4 Teachers - Regular Education	60.0	55.8	55.6	46.6
5 Teachers - Special Education	14.0	12.0	12.0	12.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.2	2.6	2.6
7 Nurses/Health Services	1.2	1.2	1.2	1.2
8 Classroom Assistants/Teacher Assistants	8.0	10.0	13.0	13.0
9 Secretaries	3.0	1.0	2.0	2.0
10 Support Services Assistants	4.0	0.0	0.0	0.0
11 Noontime Aides	15.0	7.0	8.0	8.0
12 Other	3.0	0.0	0.0	0.0
13 Total Positions	112.2	90.2	96.4	87.4
14 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$141,885</i>	<i>\$50,103</i>	<i>\$50,105</i>	<i>\$50,105</i>

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	3.2	0.2	0.4	0.4
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	4.6	0.4	0.4	0.4
18 Classroom Assistants/Teacher Assistants	1.0	4.0	0.0	0.0
19 Support Services Assistants	3.0	1.0	1.0	1.0
20 Total Positions	12.3	5.6	1.8	1.8
21 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$41,576</i>	<i>\$102,152</i>	<i>\$54,836</i>	<i>\$54,836</i>

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
22 Total Positions	124.5	95.8	98.2	89.2
23 <i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$183,461</i>	<i>\$152,255</i>	<i>\$104,941</i>	<i>\$104,941</i>
24 Difference from FY11 Budget - Total Position		(28.7)	(26.3)	(35.3)
25 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		(\$31,206)	(\$78,520)	(\$78,520)

Baldi School

Address	8801 Verree Rd. Philadelphia, PA 19115	Grade Range	6-8
Phone / Fax	215.961.2003 / 215.961.2116	Comprehensive CTE	No
Website	www.philasd.org/schools/baldi	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

TIER: ■■■■ INTERVENE (0-24%) ■■■■ WATCH (25-49%) ■■■■ REINFORCE (50-74%) ■■■■ MODEL (75-100%)

OVERALL

A school's overall score represents its combined performance on the Achievement, Progress, Climate, and College & Career (for high schools only) domains.

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
82%	■■■■ MODEL	City Leader	Peer Leader

Achievement

The Achievement domain measures performance on standardized assessments, including the DRA, PSSA, Keystone Exams, and ACCESS for ELLs.

69%	■■■ REINFORCE	4th of 25 (-27)	3rd of 7 (-27)
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Progress

The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).

92%	■■■■ MODEL	City Leader	Peer Leader
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Climate

The Climate domain measures student engagement and school climate.

79%	■■■■ MODEL	6th of 25 (-21)	3rd of 7 (-21)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

HANCOCK, JOHN SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 10	PSSA Reading / Literacy Keystone	71.00%
Organization Code	8180	PSSA Math / Keystone	66.80%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	492	520	499
2 Poverty Rate	50.00%	71.92%	71.92%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	18.2	20.4	20.2	16.6
5 Teachers - Special Education	9.5	8.0	8.2	8.2
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	0.6	0.6
7 Nurses/Health Services	0.6	0.4	0.4	0.4
8 Classroom Assistants/Teacher Assistants	10.0	13.0	12.0	12.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	10.0	0.0	0.0	0.0
11 Noontime Aides	5.0	4.0	4.0	4.0
12 Total Positions	56.3	48.8	47.5	43.9
13 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$55,486</i>	<i>\$17,381</i>	<i>\$22,448</i>	<i>\$22,448</i>

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
14 Teachers - Regular Education	6.4	4.0	3.0	3.0
15 Teachers - Special Education	0.5	0.0	0.0	0.0
16 Counselors/Student Adv./ Soc. Serv. Liaisons	0.0	0.0	0.1	0.1
17 Classroom Assistants/Teacher Assistants	5.0	4.0	4.0	4.0
18 Support Services Assistants	1.0	1.0	1.0	1.0
19 Total Positions	12.9	9.0	8.0	8.0
20 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$15,903</i>	<i>\$75,017</i>	<i>\$12,392</i>	<i>\$12,392</i>

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
21 Total Positions	69.2	57.8	55.5	51.9
22 <i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$71,389</i>	<i>\$92,398</i>	<i>\$34,840</i>	<i>\$34,840</i>
23 Difference from FY11 Budget - Total Position		(11.4)	(13.7)	(17.3)
24 <i>Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other</i>		<i>\$21,009</i>	<i>(\$36,549)</i>	<i>(\$36,549)</i>

John Hancock Demonstration School

Address	3700 Morrell Ave. Philadelphia, PA 19114	Grade Range	K-5
Phone / Fax	215.281.2604 / 215.281.5900	Comprehensive CTE	No
Website	www.philasd.org/schools/hancock	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome


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Scoring Summary

TIER: ■■■■ INTERVENE (0-24%) ■■■■ WATCH (25-49%) ■■■■ REINFORCE (50-74%) ■■■■ MODEL (75-100%)


OVERALL

A school's overall score represents its combined performance on the Achievement, Progress, Climate, and College & Career (for high schools only) domains.

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
72%	 REINFORCE	3rd of 63 (-12)	3rd of 8 (-12)


Achievement

The Achievement domain measures performance on standardized assessments, including the DRA, PSSA, Keystone Exams, and ACCESS for ELLs.

69%	 REINFORCE	3rd of 63 (-4)	3rd of 8 (-4)
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Progress

The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).

65%	 REINFORCE	15th of 63 (-21)	5th of 8 (-19)
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Climate

The Climate domain measures student engagement and school climate.

90%	 MODEL	6th of 64 (-10)	3rd of 8 (-10)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

CROSSAN, KENNEDY C. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 10	PSSA Reading / Literacy Keystone	70.40%
Organization Code	8230	PSSA Math / Keystone	59.20%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	371	371	354
2 Poverty Rate	73.00%	78.71%	78.71%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	15.0	13.7	13.2	12.2
5 Teachers - Special Education	1.5	2.0	2.0	2.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	0.8	0.8
7 Nurses/Health Services	0.4	0.4	0.4	0.4
8 Classroom Assistants/Teacher Assistants	0.0	1.0	2.0	2.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	10.0	6.0	0.0	0.0
11 Noontime Aides	7.0	4.0	4.0	4.0
12 Other	0.6	0.0	0.0	0.0
13 Total Positions	37.5	30.1	24.4	23.4
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$31,771	\$9,131	\$7,348	\$7,348

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	8.4	3.0	2.1	2.1
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Support Services Assistants	1.0	0.0	0.0	0.0
18 Noontime Aides	0.0	1.0	0.0	0.0
19 Total Positions	9.9	4.0	2.1	2.1
20 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$15,903	\$61,921	\$6,487	\$6,487

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
21 Total Positions	47.4	34.1	26.5	25.5
22 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$47,674	\$71,052	\$13,835	\$13,835
23 Difference from FY11 Budget - Total Position		(13.3)	(20.9)	(21.9)
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$23,378	(\$33,839)	(\$33,839)

Kennedy C. Crossan School

Address	7350 Bingham St. Philadelphia, PA 19111	Grade Range	K-5
Phone / Fax	215.728.5014 / 215.728.5955	Comprehensive CTE	No
Website	www.philasd.org/schools/crossan	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

TIER: ■■■■ INTERVENE (0-24%) ■■■ WATCH (25-49%) ■■■ REINFORCE (50-74%) ■■■ MODEL (75-100%)

OVERALL

A school's overall score represents its combined performance on the Achievement, Progress, Climate, and College & Career (for high schools only) domains.

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
39%	■■■ WATCH	34th of 63 (-45)	10th of 11 (-23)

Achievement

The Achievement domain measures performance on standardized assessments, including the DRA, PSSA, Keystone Exams, and ACCESS for ELLs.

57%	■■■ REINFORCE	9th of 63 (-16)	Peer Leader
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Progress

The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).

6%	■■■ INTERVENE	58th of 63 (-80)	10th of 11 (-66)
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Climate

The Climate domain measures student engagement and school climate.

85%	■■■ MODEL	11th of 64 (-15)	6th of 11 (-12)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

FOX CHASE SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 10	PSSA Reading / Literacy Keystone	74.70%
Organization Code	8260	PSSA Math / Keystone	66.30%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	410	459	433
2 Poverty Rate	58.00%	75.65%	75.65%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	1.0	1.0	1.0	1.0
4	Teachers - Regular Education	16.0	18.9	16.5	15.3
5	Teachers - Special Education	2.0	3.0	3.0	3.0
6	Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	0.5	0.5
7	Nurses/Health Services	0.4	0.4	0.4	0.4
8	Classroom Assistants/Teacher Assistants	1.0	5.0	5.0	5.0
9	Secretaries	1.0	1.0	1.0	1.0
10	Support Services Assistants	4.0	0.0	0.0	0.0
11	Noontime Aides	5.0	4.0	3.0	3.0
12	Total Positions	31.4	34.3	30.4	29.2
13	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$38,689</i>	<i>\$15,318</i>	<i>\$10,508</i>	<i>\$10,508</i>

Grant Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14	Teachers - Regular Education	5.2	2.8	3.8	3.8
15	Teachers - Special Education	0.5	0.0	0.0	0.0
16	Support Services Assistants	4.0	2.0	2.0	2.0
17	Other	1.0	0.0	0.0	0.0
18	Total Positions	10.7	4.8	5.8	5.8
19	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$11,076</i>	<i>\$77,147</i>	<i>\$14,661</i>	<i>\$14,661</i>

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
20	Total Positions	42.1	39.1	36.2	35.0
21	<i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$49,765</i>	<i>\$92,465</i>	<i>\$25,169</i>	<i>\$25,169</i>
22	Difference from FY11 Budget - Total Position		(3.0)	(6.0)	(7.1)
23	Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$42,700	(\$24,596)	(\$24,596)

Fox Chase School

Address	500 Rhawn St. Philadelphia, PA 19111	Grade Range	K-5
Phone / Fax	215.728.5016 / 215.728.5006	Comprehensive CTE	No
Website	www.philasd.org/schools/foxchase	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

TIER: ■■■■ INTERVENE (0-24%) ■■■ WATCH (25-49%) ■■■ REINFORCE (50-74%) ■■■■ MODEL (75-100%)

OVERALL

A school's overall score represents its combined performance on the Achievement, Progress, Climate, and College & Career (for high schools only) domains.

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
70%	 REINFORCE	4th of 63 (-14)	4th of 8 (-14)

Achievement

The Achievement domain measures performance on standardized assessments, including the DRA, PSSA, Keystone Exams, and ACCESS for ELLs.

64%	 REINFORCE	7th of 63 (-9)	6th of 8 (-9)
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Progress

The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).

68%	 REINFORCE	10th of 63 (-18)	3rd of 8 (-16)
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Climate

The Climate domain measures student engagement and school climate.

83%	 MODEL	13th of 64 (-17)	5th of 8 (-17)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

HOLME, THOMAS SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 10	PSSA Reading / Literacy Keystone	57.50%
Organization Code	8270	PSSA Math / Keystone	54.10%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	415	508	510
2 Poverty Rate	75.00%	84.91%	84.91%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	1.0	1.0	1.0
4 Teachers - Regular Education	17.0	20.8	19.4	18.2
5 Teachers - Special Education	8.0	7.0	8.0	8.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	0.8	0.8
7 Nurses/Health Services	0.6	0.6	0.6	0.6
8 Classroom Assistants/Teacher Assistants	5.0	12.0	12.0	12.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	3.0	2.0	2.0	2.0
11 Noontime Aides	3.0	3.0	3.0	3.0
12 Other	0.0	0.0	0.0	0.0
13 Total Positions	40.6	48.4	47.8	46.6
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$25,191	\$30,592	\$11,608	\$11,608

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	8.4	3.4	3.4	3.4
16 Counselors/Student Adv./ Soc. Serv. Liaisons	2.0	0.0	0.0	0.0
17 Support Services Assistants	0.0	0.0	0.0	0.0
18 Total Positions	10.4	3.4	3.4	3.4
19 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$64,776	\$133,424	\$16,503	\$16,503

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
20 Total Positions	51.0	51.8	51.2	50.0
21 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$89,967	\$164,016	\$28,111	\$28,111
22 Difference from FY11 Budget - Total Position		0.8	0.2	(1.1)
23 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$74,049	(\$61,856)	(\$61,856)

Thomas Holme School

Address	9120 Academy Rd. Philadelphia, PA 19114	Grade Range	K-6
Phone / Fax	215.335.5656 / 215.335.5033	Comprehensive CTE	No
Website	www.philasd.org/schools/holme	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

TIER: ■■■■ INTERVENE (0-24%) ■■■ WATCH (25-49%) ■■■ REINFORCE (50-74%) ■■■■ MODEL (75-100%)

OVERALL

A school's overall score represents its combined performance on the Achievement, Progress, Climate, and College & Career (for high schools only) domains.

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
58%	 REINFORCE	13th of 63 (-26)	4th of 11 (-4)

Achievement

The Achievement domain measures performance on standardized assessments, including the DRA, PSSA, Keystone Exams, and ACCESS for ELLs.

43%	 WATCH	14th of 63 (-30)	4th of 11 (-14)
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Progress

The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).

72%	 REINFORCE	8th of 63 (-14)	Peer Leader
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Climate

The Climate domain measures student engagement and school climate.

43%	 WATCH	39th of 64 (-57)	11th of 11 (-54)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

LA BRUM GEN J HARRY MIDDLE SCH

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 10	PSSA Reading / Literacy Keystone	66.70%
Organization Code	8320	PSSA Math / Keystone	63.40%
School Level	MIDDLE SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	165	206	223
2 Poverty Rate	61.00%	72.20%	72.20%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	10.6	8.6	8.6	7.2
5 Teachers - Special Education	7.0	8.0	8.4	8.4
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.0	0.5	0.5
7 Nurses/Health Services	0.4	0.2	0.2	0.2
8 Classroom Assistants/Teacher Assistants	3.0	8.0	6.0	6.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	2.0	1.0	0.0	0.0
11 Noontime Aides	4.0	1.0	2.0	2.0
12 Other	0.2	0.0	0.0	0.0
13 Total Positions	30.2	28.8	27.7	26.3
14 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	\$58,703	\$36,136	\$21,658	\$21,658

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	1.6	0.0	0.0	0.0
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	2.0	0.0	0.0	0.0
18 Classroom Assistants/Teacher Assistants	3.0	6.0	7.0	7.0
19 Total Positions	7.1	6.0	7.0	7.0
20 <i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	\$13,236	\$24,260	\$20,440	\$20,440

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
21 Total Positions	37.3	34.8	34.7	33.3
22 <i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	\$71,939	\$60,396	\$42,098	\$42,098
23 <i>Difference from FY11 Budget - Total Position</i>		(2.5)	(2.6)	(4.0)
24 <i>Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other</i>		(\$11,543)	(\$29,841)	(\$29,841)

General J. Harry LaBrum School

Address	10800 Hawley Rd. Philadelphia, PA 19154	Grade Range	6-8
Phone / Fax	215.281.2607 / 215.281.5800	Comprehensive CTE	No
Website	www.philasd.org/schools/labrum	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

TIER: ■■■■ INTERVENE (0-24%) ■■■ WATCH (25-49%) ■■■ REINFORCE (50-74%) ■■■■ MODEL (75-100%)

OVERALL

A school's overall score represents its combined performance on the Achievement, Progress, Climate, and College & Career (for high schools only) domains.

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
32%	■■ WATCH	15th of 25 (-50)	6th of 7 (-50)

Achievement

The Achievement domain measures performance on standardized assessments, including the DRA, PSSA, Keystone Exams, and ACCESS for ELLs.

49%	■■ WATCH	7th of 25 (-47)	4th of 7 (-47)
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Progress

The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).

9%	■ INTERVENE	22nd of 25 (-83)	6th of 7 (-83)
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Climate

The Climate domain measures student engagement and school climate.

57%	■■ REINFORCE	9th of 25 (-43)	5th of 7 (-43)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

COMLY, WATSON SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 10	PSSA Reading / Literacy Keystone	79.30%
Organization Code	8370	PSSA Math / Keystone	67.70%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	455	490	498
2 Poverty Rate	50.00%	69.88%	69.88%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	14.9	21.0	21.1	17.5
5 Teachers - Special Education	6.5	6.0	6.0	6.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	0.6	0.6
7 Nurses/Health Services	1.0	0.4	0.4	0.4
8 Classroom Assistants/Teacher Assistants	8.0	13.0	11.0	11.0
9 Secretaries	1.0	1.0	1.0	1.0
10 Support Services Assistants	5.0	0.0	0.0	0.0
11 Noontime Aides	5.0	3.0	4.0	4.0
12 Other	0.0	0.0	0.0	0.0
13 Total Positions	43.4	46.4	45.1	41.5
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$40,755	\$30,287	\$3,628	\$3,628

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	7.9	2.8	2.8	2.8
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	0.0	0.2	0.0	0.0
18 Support Services Assistants	1.0	2.0	2.0	2.0
19 Total Positions	9.4	5.0	4.8	4.8
20 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$11,076	\$74,346	\$9,694	\$9,694

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
21 Total Positions	52.8	51.4	49.9	46.3
22 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$51,831	\$104,633	\$13,322	\$13,322
23 Difference from FY11 Budget - Total Position		(1.4)	(2.9)	(6.5)
24 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$52,802	(\$38,509)	(\$38,509)

Watson Comly School

Address	1001 Byberry Rd. Philadelphia, PA 19116	Grade Range	K-5
Phone / Fax	215.961.2008 / 215.961.2555	Comprehensive CTE	No
Website	www.philasd.org/schools/comly	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

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Scoring Summary

TIER: ■ ■ ■ ■ INTERVENE (0-24%) ■ ■ ■ ■ WATCH (25-49%) ■ ■ ■ ■ REINFORCE (50-74%) ■ ■ ■ ■ MODEL (75-100%)

OVERALL

A school's overall score represents its combined performance on the Achievement, Progress, Climate, and College & Career (for high schools only) domains.

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
73%	■ ■ ■ ■ REINFORCE	2nd of 63 (-11)	2nd of 8 (-11)

Achievement

The Achievement domain measures performance on standardized assessments, including the DRA, PSSA, Keystone Exams, and ACCESS for ELLs.

68%	■ ■ ■ ■ REINFORCE	4th of 63 (-5)	4th of 8 (-5)
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Progress

The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).

66%	■ ■ ■ ■ REINFORCE	12th of 63 (-20)	4th of 8 (-18)
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Climate

The Climate domain measures student engagement and school climate.

97%	■ ■ ■ ■ MODEL	2nd of 64 (-3)	2nd of 8 (-3)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

FITZPATRICK, ALOYSIUS L.

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 10	PSSA Reading / Literacy Keystone	67.70%
Organization Code	8390	PSSA Math / Keystone	58.30%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	799	852	840
2 Poverty Rate	57.00%	75.35%	75.35%

Operating Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3	Principals/Assistant Principals	2.0	2.0	2.0	2.0
4	Teachers - Regular Education	31.0	33.3	32.5	28.9
5	Teachers - Special Education	6.0	7.0	8.0	8.0
6	Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	1.0	1.0
7	Nurses/Health Services	1.0	1.0	1.0	1.0
8	Classroom Assistants/Teacher Assistants	4.0	11.0	9.0	9.0
9	Secretaries	2.0	1.0	1.0	1.0
10	Support Services Assistants	7.0	2.0	2.0	2.0
11	Noontime Aides	10.0	6.0	6.0	6.0
12	Total Positions	64.0	64.3	62.5	58.9
13	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$45,231</i>	<i>\$58,669</i>	<i>\$36,088</i>	<i>\$36,088</i>

Grant Funded Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
14	Teachers - Regular Education	13.4	4.5	5.3	5.3
15	Counselors/Student Adv./ Soc. Serv. Liaisons	3.2	0.0	0.0	0.0
16	Support Services Assistants	1.0	2.0	1.0	1.0
17	Total Positions	17.6	6.5	6.3	6.3
18	<i>Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$83,760</i>	<i>\$98,412</i>	<i>\$4,284</i>	<i>\$4,284</i>

Operating and Grant Funds Allotments

	Position/Expenditure	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
19	Total Positions	81.6	70.8	68.8	65.2
20	<i>Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other</i>	<i>\$128,991</i>	<i>\$157,081</i>	<i>\$40,372</i>	<i>\$40,372</i>
21	Difference from FY11 Budget - Total Position		(10.8)	(12.8)	(16.4)
22	Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$28,090	(\$88,619)	(\$88,619)

A.L. Fitzpatrick School

Address	11061 Knights Rd. Philadelphia, PA 19154	Grade Range	K-8
Phone / Fax	215.281.2602 / 215.281.3330	Comprehensive CTE	No
Website	www.philasd.org/schools/Fitzpatrick	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

TIER: ■■■■ INTERVENE (0-24%) ■■■ WATCH (25-49%) ■■■ REINFORCE (50-74%) ■■■■ MODEL (75-100%)


OVERALL

A school's overall score represents its combined performance on the Achievement, Progress, Climate, and College & Career (for high schools only) domains.

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
42%	 WATCH	39th of 98 (-39)	9th of 9 (-39)


Achievement

The Achievement domain measures performance on standardized assessments, including the DRA, PSSA, Keystone Exams, and ACCESS for ELLs.

55%	 REINFORCE	13th of 98 (-33)	9th of 9 (-33)
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Progress

The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).

26%	 WATCH	62nd of 98 (-63)	6th of 9 (-52)
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Climate

The Climate domain measures student engagement and school climate.

60%	 REINFORCE	32nd of 98 (-40)	9th of 9 (-40)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

FRANK, ANNE SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 10	PSSA Reading / Literacy Keystone	83.80%
Organization Code	8400	PSSA Math / Keystone	70.90%
School Level	ELEMENTARY SCHOOL		

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	FY11	FY14	FY15
1 Enrollment	975	1135	1156
2 Poverty Rate	49.00%	71.65%	71.65%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	2.0	2.0	2.0
4 Teachers - Regular Education	39.1	44.4	44.1	37.1
5 Teachers - Special Education	4.5	4.0	4.0	4.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.2	2.5	2.5
7 Nurses/Health Services	1.0	1.0	1.2	1.2
8 Classroom Assistants/Teacher Assistants	4.0	8.0	7.0	7.0
9 Secretaries	2.0	1.0	2.0	2.0
10 Support Services Assistants	14.0	4.0	2.0	2.0
11 Noontime Aides	12.0	9.0	10.0	10.0
12 Other	1.0	0.0	0.0	0.0
13 Total Positions	80.6	74.6	74.8	67.8
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$67,771	\$34,574	\$14,016	\$14,016

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	9.5	5.3	6.3	6.3
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	3.8	0.2	0.3	0.3
18 Support Services Assistants	2.0	1.0	0.0	0.0
19 Other	0.0	0.0	0.0	0.0
20 Total Positions	15.8	6.5	6.6	6.6
21 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$34,472	\$125,139	\$34,149	\$34,149

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenace)	FY15 Budget (without \$96m)
22 Total Positions	96.4	81.1	81.4	74.4
23 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$102,243	\$159,713	\$48,165	\$48,165
24 Difference from FY11 Budget - Total Position		(15.3)	(15.0)	(22.0)
25 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$57,470	(\$54,078)	(\$54,078)

Anne Frank School

Address	2000 Bowler St. Philadelphia, PA 19115	Grade Range	K-5
Phone / Fax	215.961.2005 / 215.961.2551	Comprehensive CTE	No
Website	www.philasd.org/schools/annefrank	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

TIER: ■■■■ INTERVENE (0-24%) ■■■ WATCH (25-49%) ■■■ REINFORCE (50-74%) ■■■ MODEL (75-100%)

OVERALL

A school's overall score represents its combined performance on the Achievement, Progress, Climate, and College & Career (for high schools only) domains.

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
84%	■■■ MODEL	City Leader	Peer Leader

Achievement

The Achievement domain measures performance on standardized assessments, including the DRA, PSSA, Keystone Exams, and ACCESS for ELLs.

73%	■■■ REINFORCE	City Leader	Peer Leader
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Progress

The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).

84%	■■■ MODEL	2nd of 63 (-2)	Peer Leader
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Climate

The Climate domain measures student engagement and school climate.

100%	■■■ MODEL	City Leader	Peer Leader
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

DECATUR, STEPHEN SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 10	PSSA Reading / Literacy Keystone	70.90%
Organization Code	8420	PSSA Math / Keystone	57.40%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	897	1029	1031
2 Poverty Rate	51.00%	72.26%	72.26%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	2.0	2.0	2.0	2.0
4 Teachers - Regular Education	32.7	41.5	39.5	32.5
5 Teachers - Special Education	9.0	10.0	11.0	11.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.0	1.4	1.4
7 Nurses/Health Services	1.0	1.0	1.2	1.2
8 Classroom Assistants/Teacher Assistants	5.0	13.0	13.0	13.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Support Services Assistants	7.0	0.0	1.0	1.0
11 Noontime Aides	8.0	7.0	9.0	9.0
12 Other	0.0	0.0	0.0	0.0
13 Total Positions	67.7	76.5	79.1	72.1
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$31,191	\$31,854	\$69,908	\$69,908

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	7.4	4.7	4.7	4.7
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	1.2	0.0	0.0	0.0
18 Support Services Assistants	2.0	2.0	1.0	1.0
19 Other	1.0	1.0	1.0	1.0
20 Total Positions	12.1	7.7	6.7	6.7
21 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$50,489	\$112,392	\$14,789	\$14,789

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
22 Total Positions	79.8	84.2	85.8	78.8
23 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$81,680	\$144,246	\$84,697	\$84,697
24 Difference from FY11 Budget - Total Position		4.4	6.0	(1.0)
25 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$62,566	\$3,017	\$3,017

Stephen Decatur School

Address	3500 Academy Rd. Philadelphia, PA 19154	Grade Range	K-8
Phone / Fax	215.281.2606 / 215.281.5803	Comprehensive CTE	No
Website	www.philasd.org/schools/decatur	Admissions Category	Neighborhood
		Turnaround Model	N/A

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Scoring Summary

TIER: ■■■■ INTERVENE (0-24%) ■■■■ WATCH (25-49%) ■■■■ REINFORCE (50-74%) ■■■■ MODEL (75-100%)

OVERALL

A school's overall score represents its combined performance on the Achievement, Progress, Climate, and College & Career (for high schools only) domains.

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
55%	 REINFORCE	14th of 98 (-26)	5th of 9 (-26)

Achievement

The Achievement domain measures performance on standardized assessments, including the DRA, PSSA, Keystone Exams, and ACCESS for ELLs.

59%	 REINFORCE	11th of 98 (-29)	8th of 9 (-29)
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Progress

The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).

40%	 WATCH	44th of 98 (-49)	5th of 9 (-38)
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Climate

The Climate domain measures student engagement and school climate.

83%	 MODEL	14th of 98 (-17)	6th of 9 (-17)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

GREENBERG, JOSEPH SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 10	PSSA Reading / Literacy Keystone	83.40%
Organization Code	8430	PSSA Math / Keystone	79.20%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	667	711	697
2 Poverty Rate	44.00%	47.32%	47.32%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	27.4	30.5	29.5	24.7
5 Teachers - Special Education	6.5	6.0	7.0	7.0
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	1.2	1.0	1.0
7 Nurses/Health Services	1.0	1.0	1.0	1.0
8 Classroom Assistants/Teacher Assistants	3.0	7.0	8.0	8.0
9 Secretaries	2.0	1.0	1.0	1.0
10 Support Services Assistants	6.0	0.0	0.0	0.0
11 Noontime Aides	6.0	4.0	4.0	4.0
12 Other	1.4	0.0	0.0	0.0
13 Total Positions	55.3	51.7	52.5	47.7
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$45,100	\$40,303	\$33,468	\$33,468

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	7.5	2.8	2.8	2.8
16 Teachers - Special Education	0.5	0.0	0.0	0.0
17 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	0.0	0.0	0.0
18 Classroom Assistants/Teacher Assistants	1.0	0.0	0.0	0.0
19 Support Services Assistants	0.0	0.0	0.0	0.0
20 Total Positions	10.0	2.8	2.8	2.8
21 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$30,929	\$106,005	\$46,266	\$46,266

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
22 Total Positions	65.3	54.5	55.3	50.5
23 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$76,029	\$146,308	\$79,734	\$79,734
24 Difference from FY11 Budget - Total Position		(10.8)	(10.0)	(14.8)
25 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$70,279	\$3,705	\$3,705

Joseph Greenberg School

Address	600 Sharon Ln. Philadelphia, PA 19115	Grade Range	K-8
Phone / Fax	215.961.2002 / 215.961.2560	Comprehensive CTE	No
Website	www.philasd.org/schools/greenberg	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

The School Progress Report (SPR) provides parents, families, and community members with valuable information on the progress schools are making towards District-wide goals. Each school receives a score and a corresponding performance tier at the overall and domain levels. Each school also receives two rankings: one within all schools of the same grade configuration (City Rank) and one within a peer group of schools with similar student demographics (Peer Rank). A school is designated a City Leader if it ranks first among all schools with the same grade configuration. A school is designated a Peer Leader if it ranks first in its peer group.

Scoring Summary

TIER: ■■■ INTERVENE (0-24%) ■■■ WATCH (25-49%) ■■■ REINFORCE (50-74%) ■■■ MODEL (75-100%)

OVERALL

A school's overall score represents its combined performance on the Achievement, Progress, Climate, and College & Career (for high schools only) domains.

Achievement

The Achievement domain measures performance on standardized assessments, including the DRA, PSSA, Keystone Exams, and ACCESS for ELLs.

Progress

The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).

Climate

The Climate domain measures student engagement and school climate.

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
81%	■■■ MODEL	City Leader	Peer Leader
77%	■■■ MODEL	3rd of 98 (-11)	3rd of 9 (-11)
78%	■■■ MODEL	4th of 98 (-11)	Peer Leader
97%	■■■ MODEL	5th of 98 (-3)	4th of 9 (-3)

Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

LOESCHE, WILLIAM H. SCHOOL

Basic Information		Academic Information (% proficient or advanced)	
Council District	District 10	PSSA Reading / Literacy Keystone	76.40%
Organization Code	8440	PSSA Math / Keystone	64.10%
School Level	ELEMENTARY SCHOOL		

Having already assumed \$120 million in revenues from the sales tax enactment, if the District does not receive the first \$96.2 million of the \$320 million of new revenues requested, the District will need to increase maximum class sizes by seven to eight students per class in grades 1 through 12. Projected class size maximums would increase from 30 to 37 in grades 1 through 3, 33 to 40 in grades 4 through 8, 33 to 41 in high schools, and 24 to 32 in Career and Technical Education schools. The District will also be forced to reduce funding for nurses, police, transportation, special education, alternative education, and school maintenance and cleaning, among others. These cuts have not yet been distributed to schools and are not shown in the tables below. Therefore, the impact of cutting expenditures to realize \$96.2 million in savings would likely be worse than shown. Taking into account the aforementioned challenge, if the District does not receive the \$120 million from the sales tax enactment, cuts to schools will be deeper and, as a result, even more detrimental.

	FY11	FY14	FY15
1 Enrollment	760	815	804
2 Poverty Rate	58.00%	76.71%	76.71%

Operating Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
3 Principals/Assistant Principals	1.0	1.0	1.0	1.0
4 Teachers - Regular Education	31.4	34.0	33.8	30.2
5 Teachers - Special Education	11.0	10.0	8.2	8.2
6 Counselors/Student Adv./ Soc. Serv. Liaisons	1.0	2.0	2.5	2.5
7 Nurses/Health Services	1.0	1.2	1.2	1.2
8 Classroom Assistants/Teacher Assistants	10.0	15.0	14.0	14.0
9 Secretaries	2.0	1.0	2.0	2.0
10 Support Services Assistants	13.0	0.0	0.0	0.0
11 Noontime Aides	7.0	4.0	6.0	6.0
12 Other	0.2	0.0	0.2	0.2
13 Total Positions	77.6	68.2	68.9	65.3
14 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$58,413	\$45,624	\$67,688	\$67,688

Grant Funded Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
15 Teachers - Regular Education	8.5	4.6	5.6	5.6
16 Counselors/Student Adv./ Soc. Serv. Liaisons	1.2	0.0	1.1	1.1
17 Support Services Assistants	2.0	0.0	0.0	0.0
18 Total Positions	11.7	4.6	6.7	6.7
19 Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$55,708	\$228,448	\$30,469	\$30,469

Operating and Grant Funds Allotments

	FY11 Budget	FY14 Budget	FY15 Budget (maintenance)	FY15 Budget (without \$96m)
20 Total Positions	89.3	72.8	75.6	72.0
21 Total Supplies/Equipment/Non Full Time Salaries & Benefits/Other	\$114,121	\$274,072	\$98,157	\$98,157
22 Difference from FY11 Budget - Total Position		(16.5)	(13.7)	(17.3)
23 Difference from FY11 Budget - Total Supplies/Equipment/Non Full-Time Salaries & Benefits/Other		\$159,951	(\$15,964)	(\$15,964)

William H. Loesche School

Address	595 Tomlinson Rd. Philadelphia, PA 19116	Grade Range	K-5
Phone / Fax	215.961.2000 / 215.961.2559	Comprehensive CTE	No
Website	www.philasd.org/schools/loesche	Admissions Category	Neighborhood
		Turnaround Model	N/A

Welcome

The School Progress Report (SPR) provides parents, families, and community members with valuable information on the progress schools are making towards District-wide goals. Each school receives a score and a corresponding performance tier at the overall and domain levels. Each school also receives two rankings: one within all schools of the same grade configuration (City Rank) and one within a peer group of schools with similar student demographics (Peer Rank). A school is designated a City Leader if it ranks first among all schools with the same grade configuration. A school is designated a Peer Leader if it ranks first in its peer group.

Scoring Summary

TIER: ■ ■ ■ ■ **INTERVENE (0-24%)** ■ ■ ■ ■ **WATCH (25-49%)** ■ ■ ■ ■ **REINFORCE (50-74%)** ■ ■ ■ ■ **MODEL (75-100%)**

OVERALL

A school's overall score represents its combined performance on the Achievement, Progress, Climate, and College & Career (for high schools only) domains.

Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
69%	■ ■ ■ ■ REINFORCE	5th of 63 (-15)	5th of 8 (-15)

Achievement

The Achievement domain measures performance on standardized assessments, including the DRA, PSSA, Keystone Exams, and ACCESS for ELLs.

68%	■ ■ ■ ■ REINFORCE	4th of 63 (-5)	4th of 8 (-5)
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Progress

The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).

63%	■ ■ ■ ■ REINFORCE	18th of 63 (-23)	6th of 8 (-21)
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Climate

The Climate domain measures student engagement and school climate.

89%	■ ■ ■ ■ MODEL	9th of 64 (-11)	4th of 8 (-11)
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Coming in 2014-2015

Equity

The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness

The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback

The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.

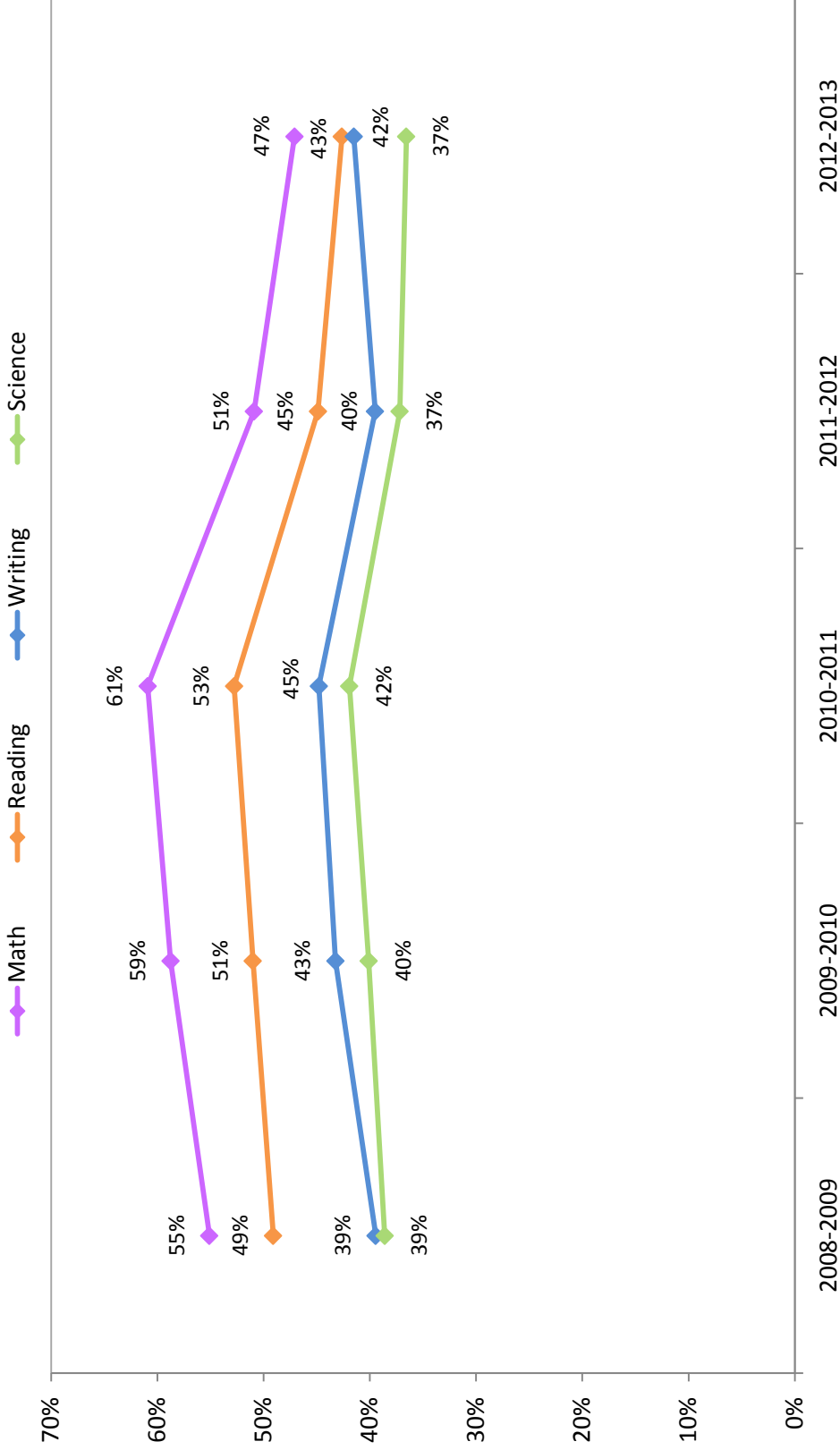
2013 District Data Overview

Office of Strategic Analytics
Created April 2014



2009-2013 PSSA Results – All Subjects Percentage Proficient or Advanced

Grades 3 - 8

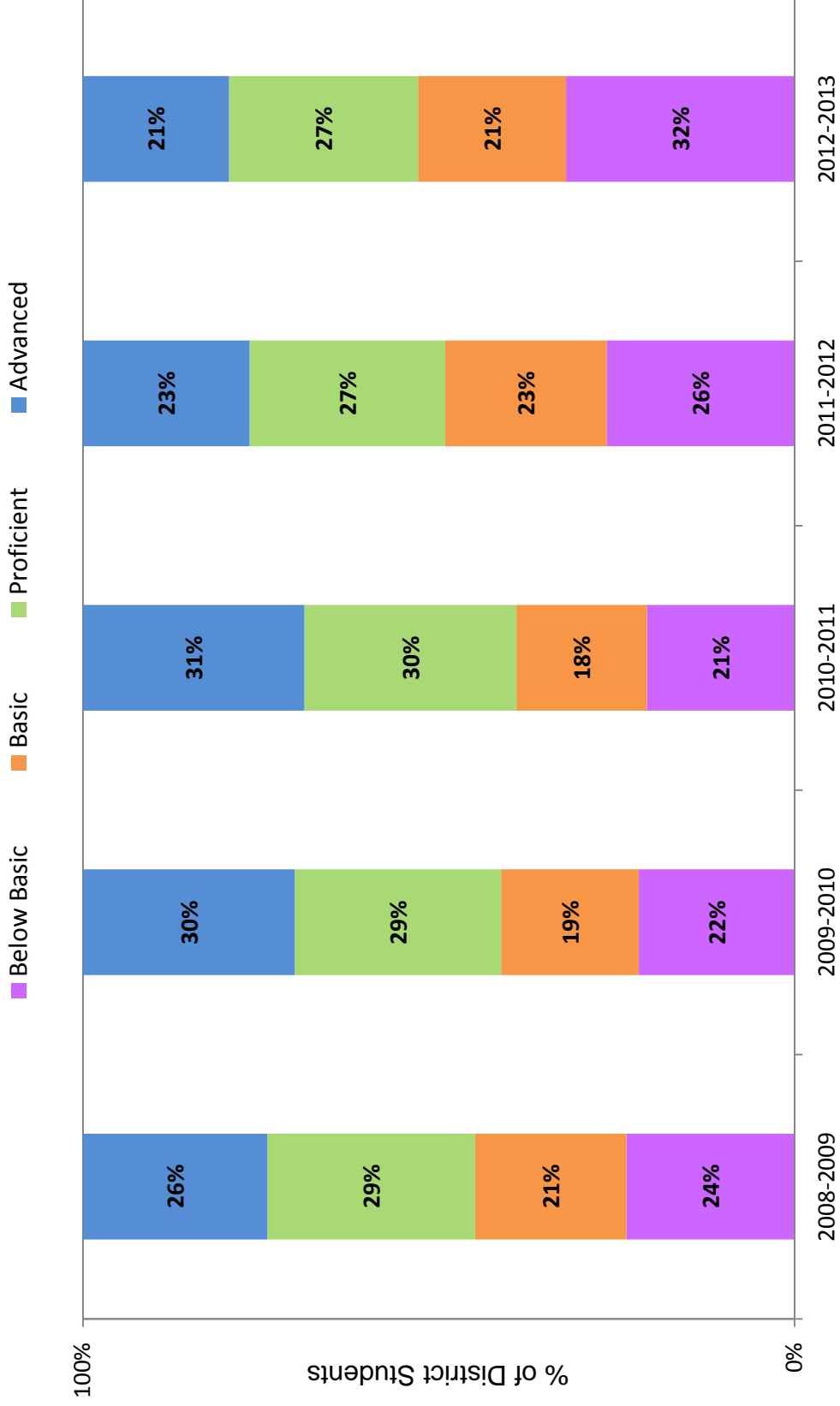


Source: All PSSA performance in this presentation are based on District-attributed data as reported by the Pennsylvania Department of Education in partnership with Data Recognition Corporation (DRC).

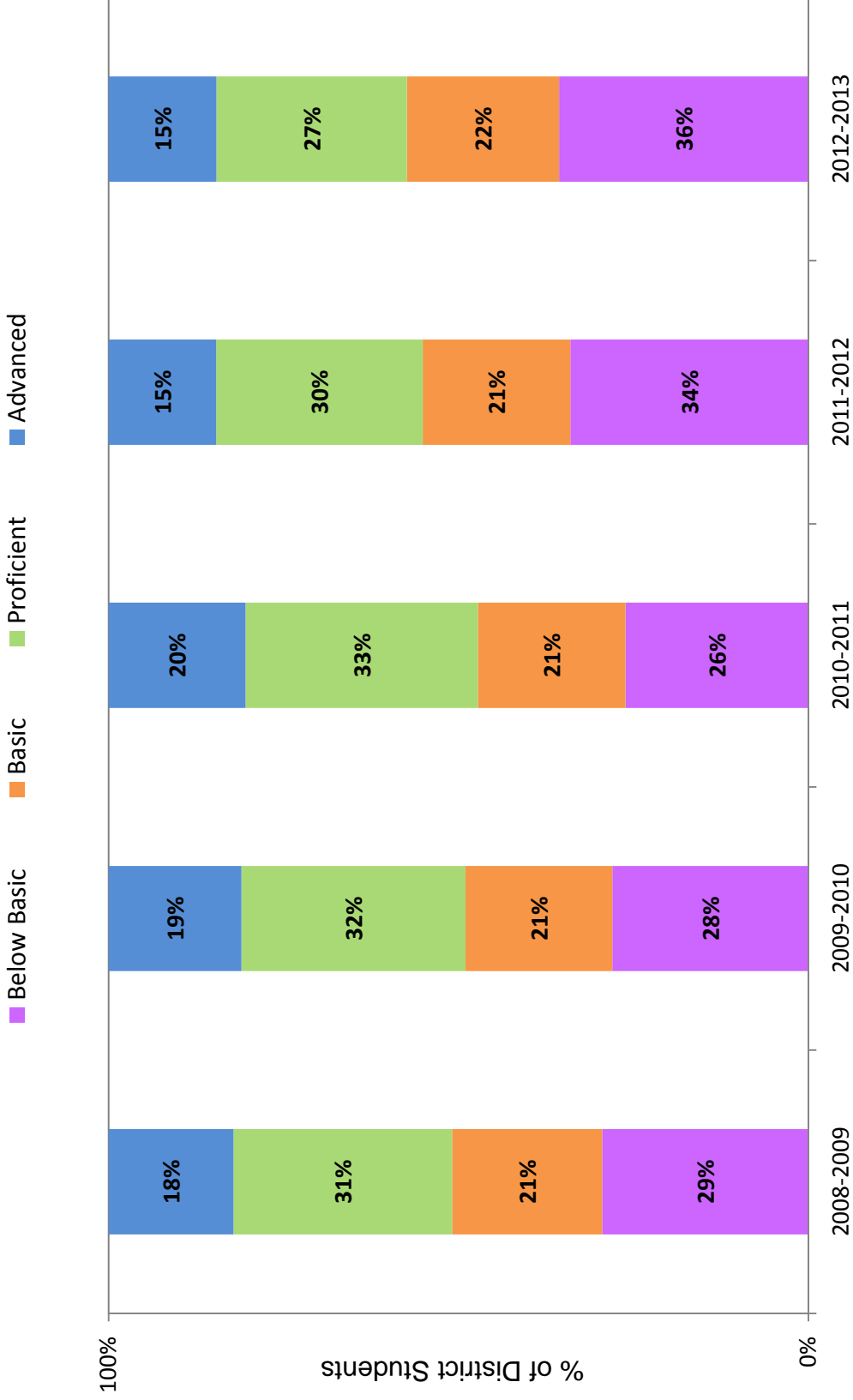


2009-2013 PSSA Results – Math

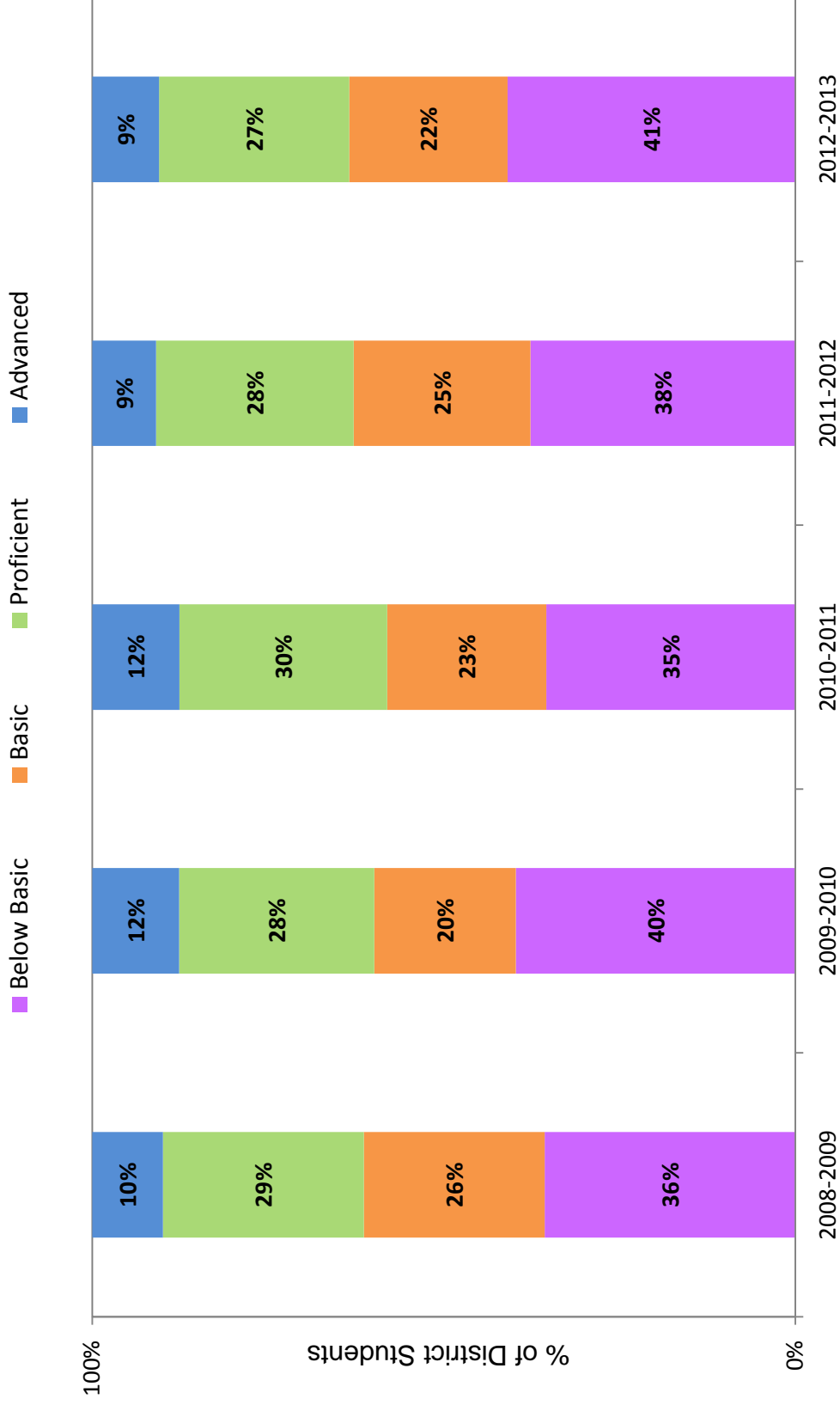
Grades 3 - 8



2009-2013 PSSA Results – Reading Grades 3 - 8



2009-2013 PSSA Results – Science Tested in Grades 4 and 8 Only



2009-2013 PSSA Results – Writing

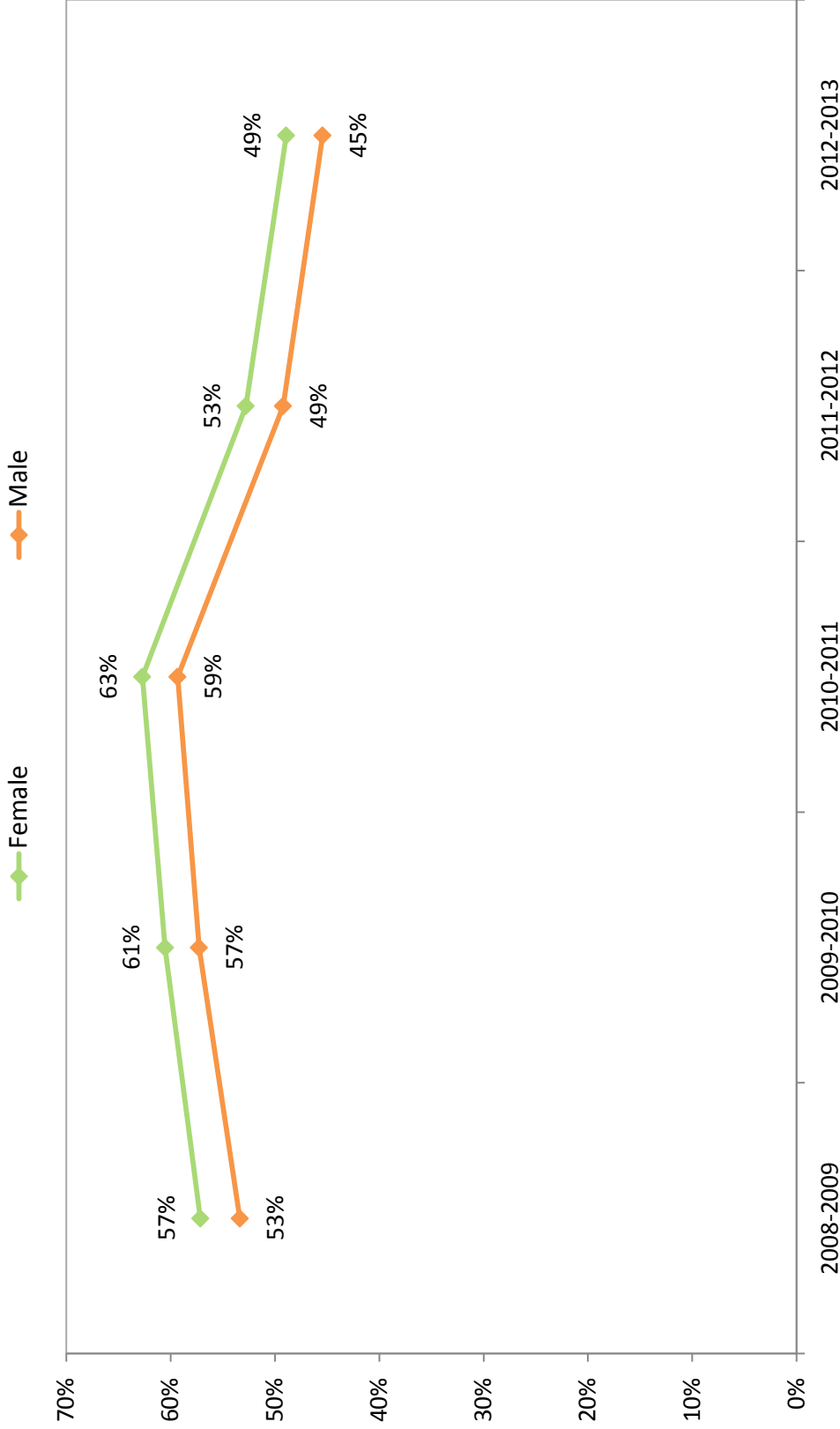
Tested in Grades 5 and 8 Only



2009-2013 PSSA Results – Math

Percentage Proficient or Advanced, by Gender

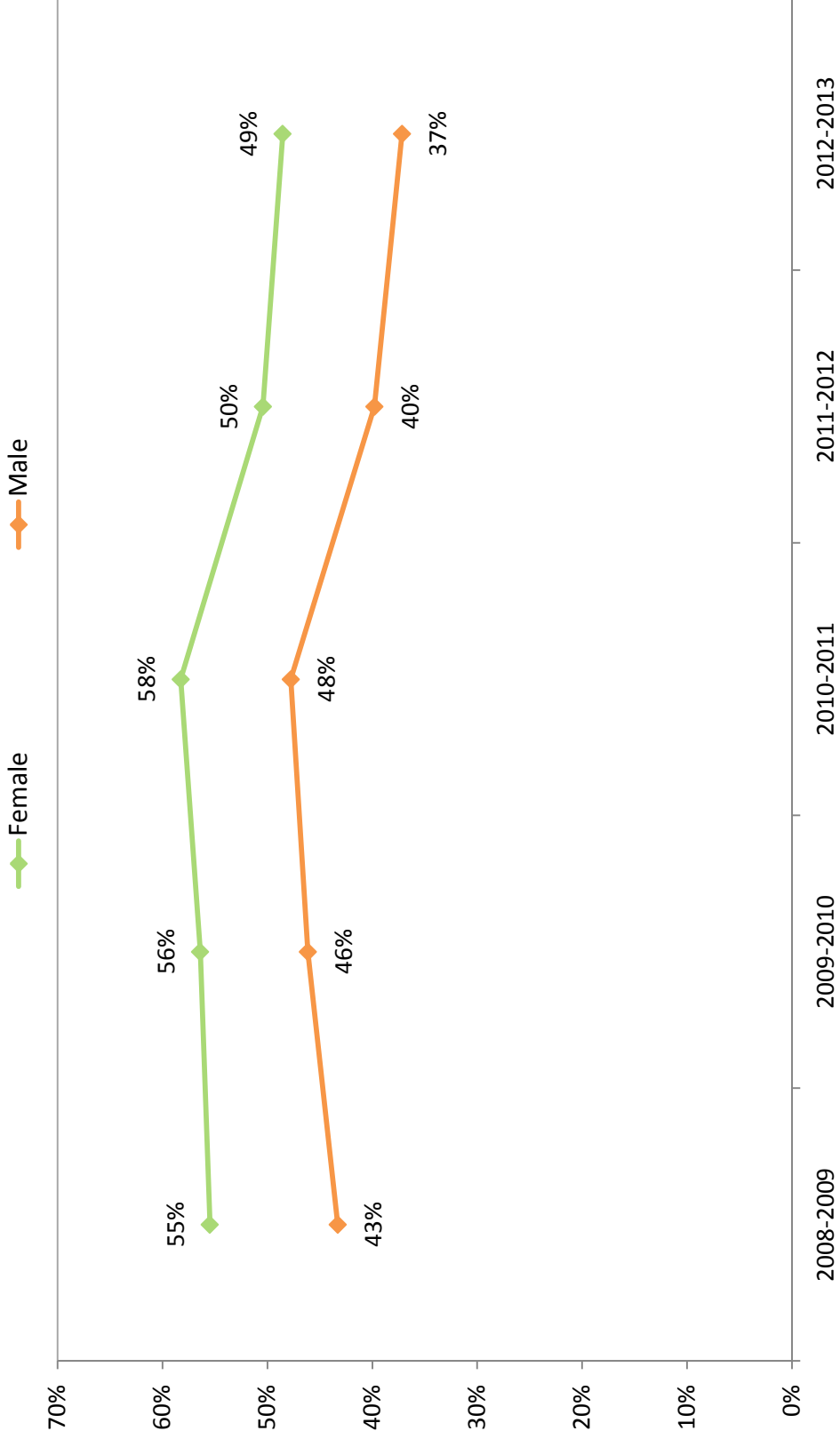
Grades 3 - 8



2009-2013 PSSA Results – Reading

Percentage Proficient or Advance, by Gender

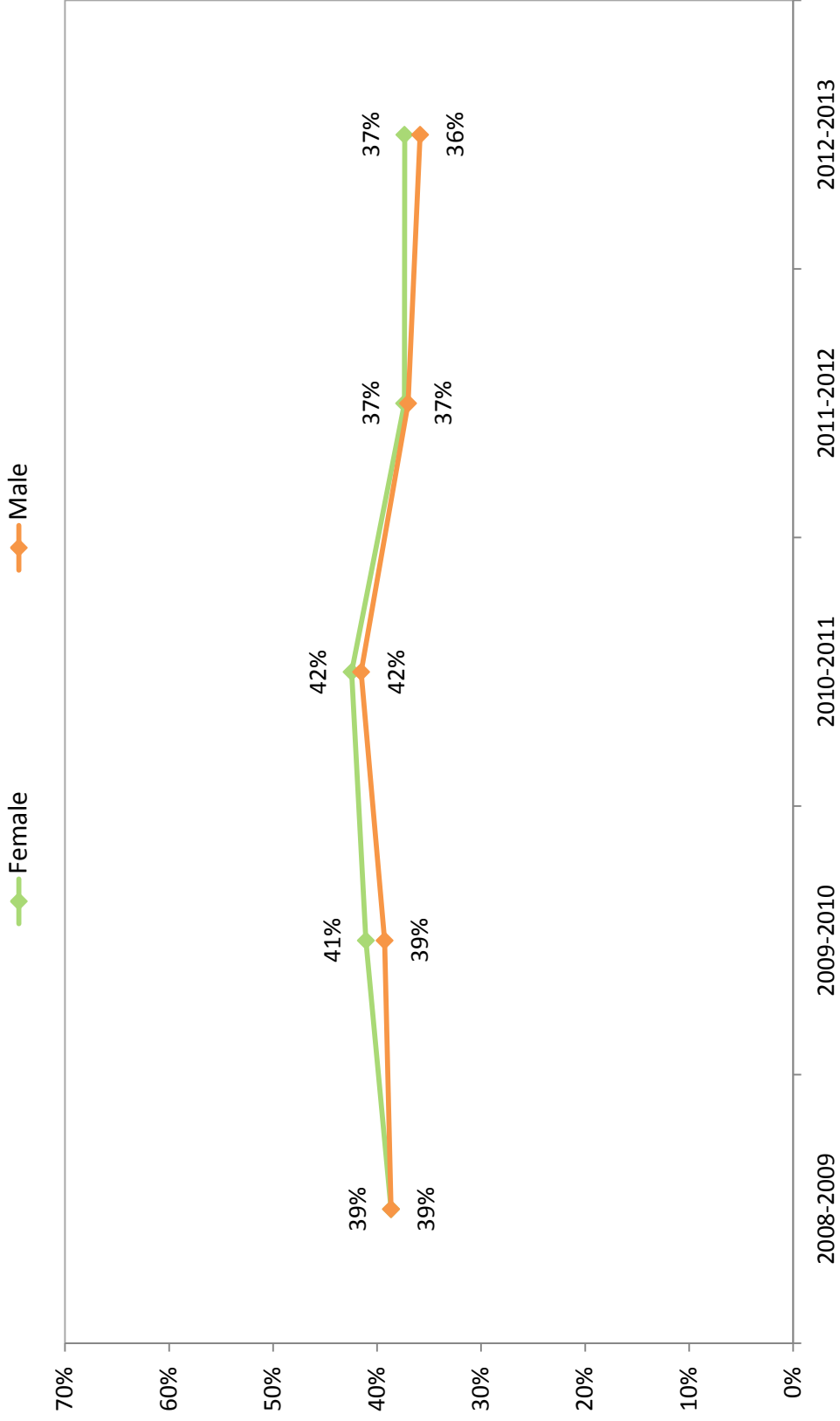
Grades 3 - 8



2009-2013 PSSA Results – Science

Percentage Proficient or Advanced, by Gender

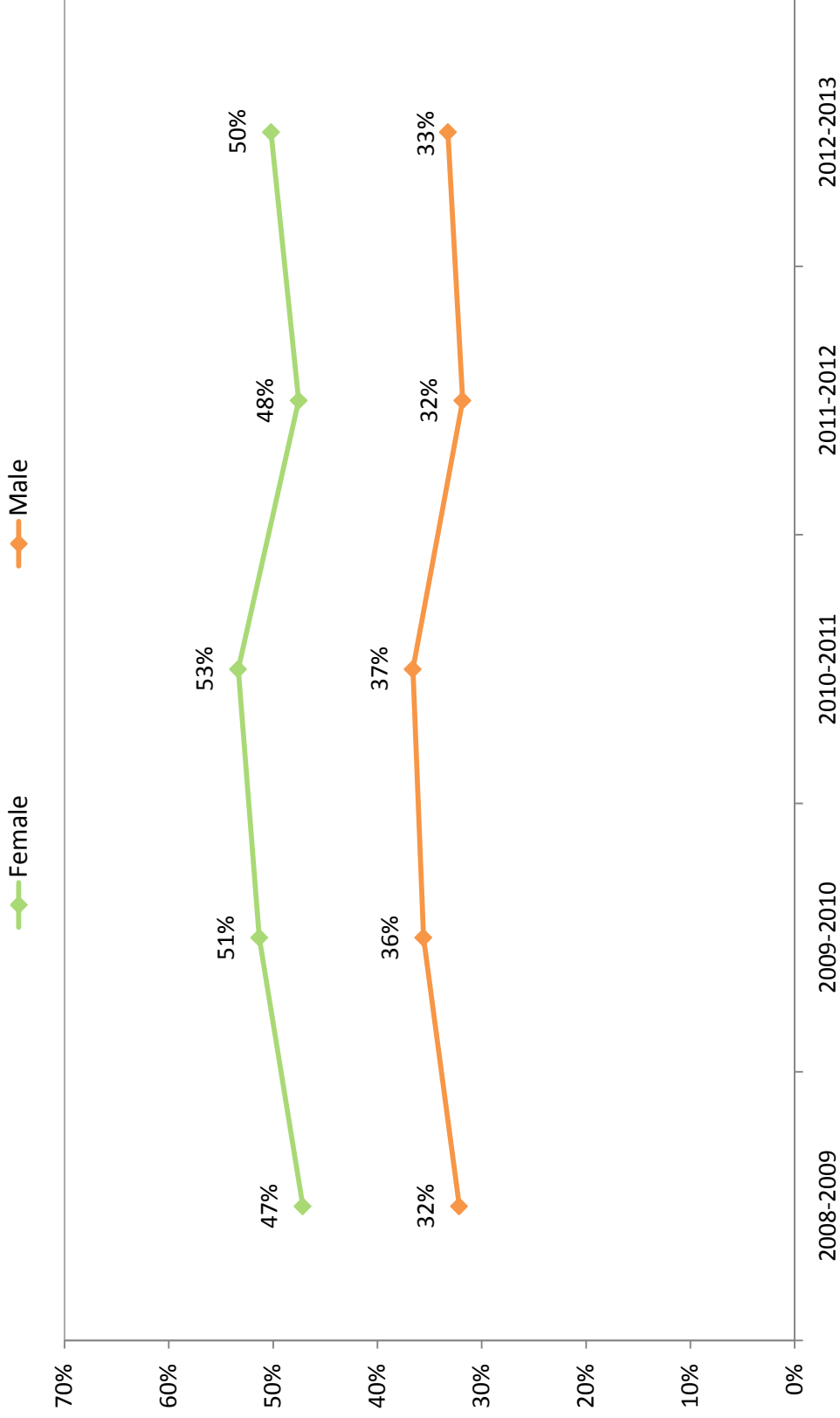
Tested in Grades 4 and 8 Only



2009-2013 PSSA Results – Writing

Percentage Proficient or Advanced, by Gender

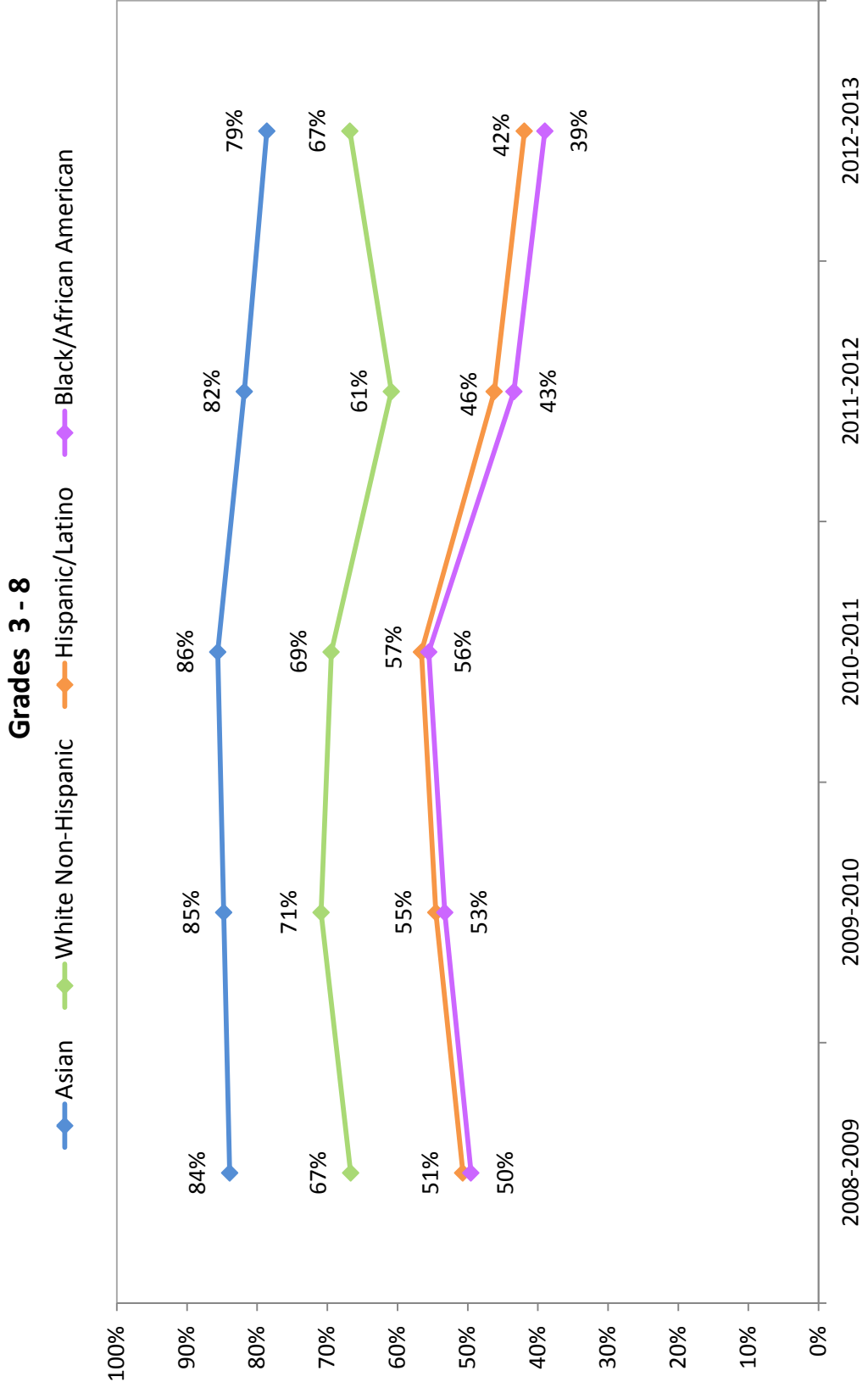
Tested in Grades 5 and 8 Only



2009-2013 PSSA Results – Math

Percentage Proficient or Advanced, by Race/Ethnicity

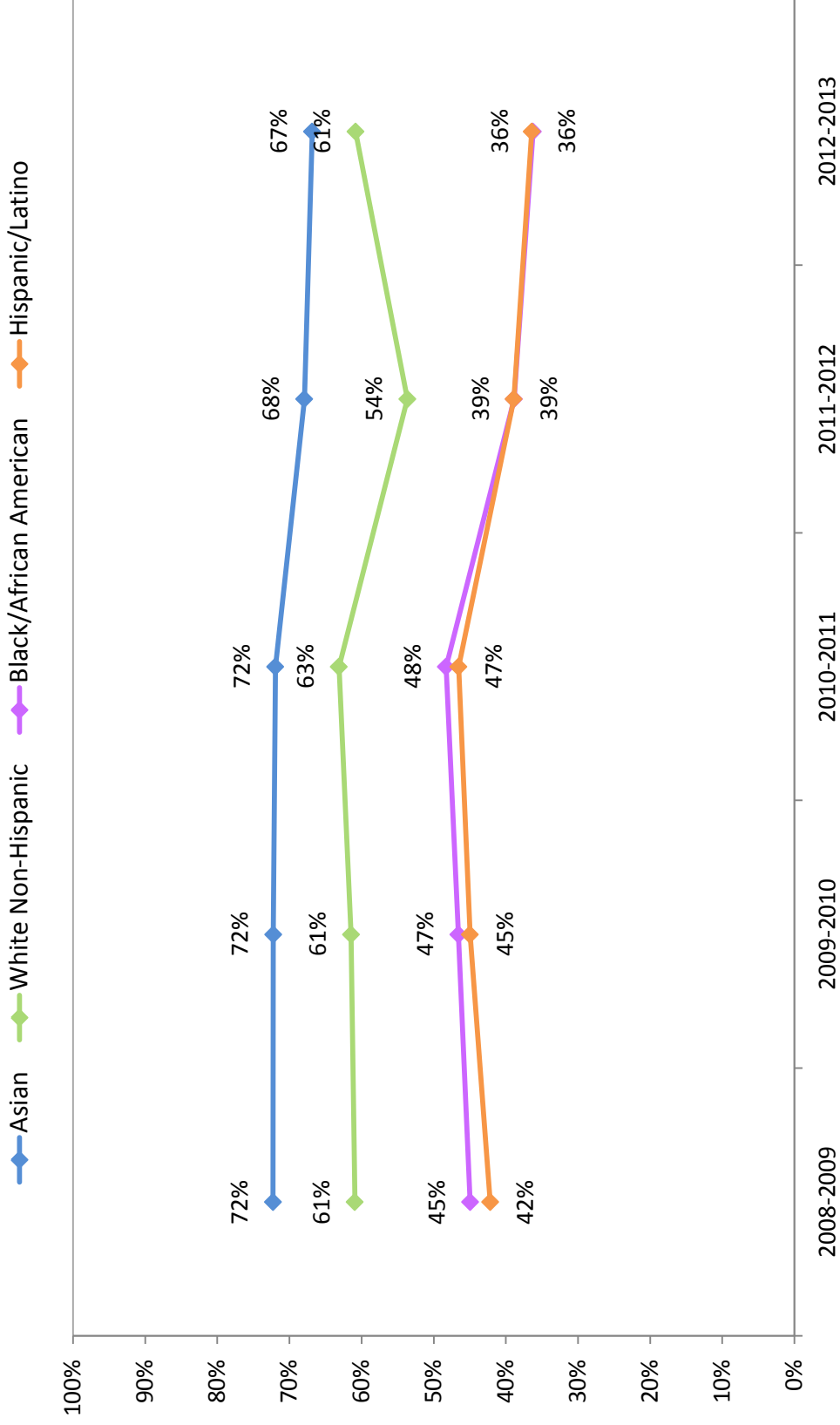
Grades 3 - 8



2009-2013 PSSA Results – Reading

Percentage Proficient or Advanced, by Race/Ethnicity

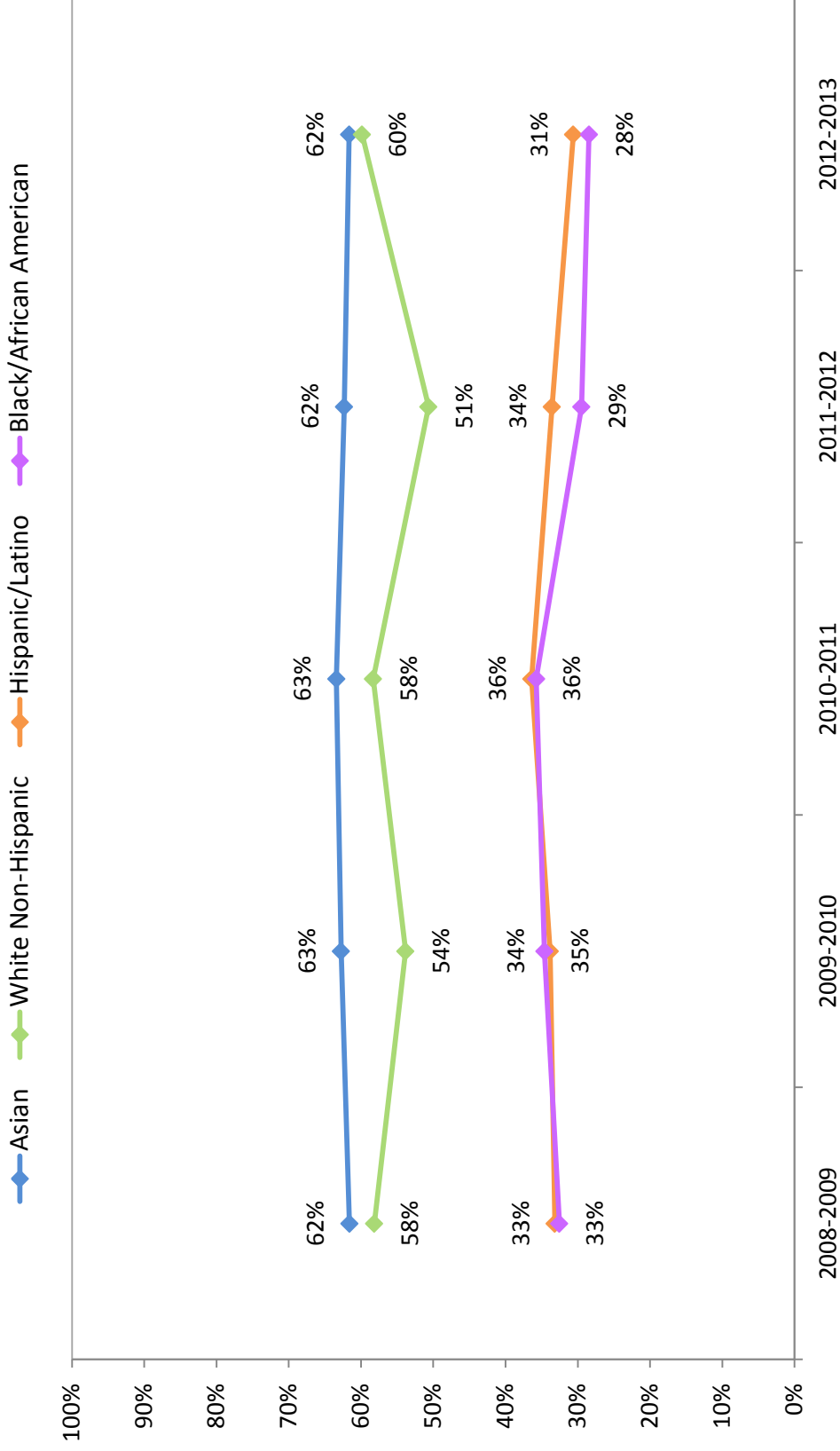
Grades 3 - 8



2009-2013 PSSA Results – Science

Percentage Proficient or Advanced, by Race/Ethnicity

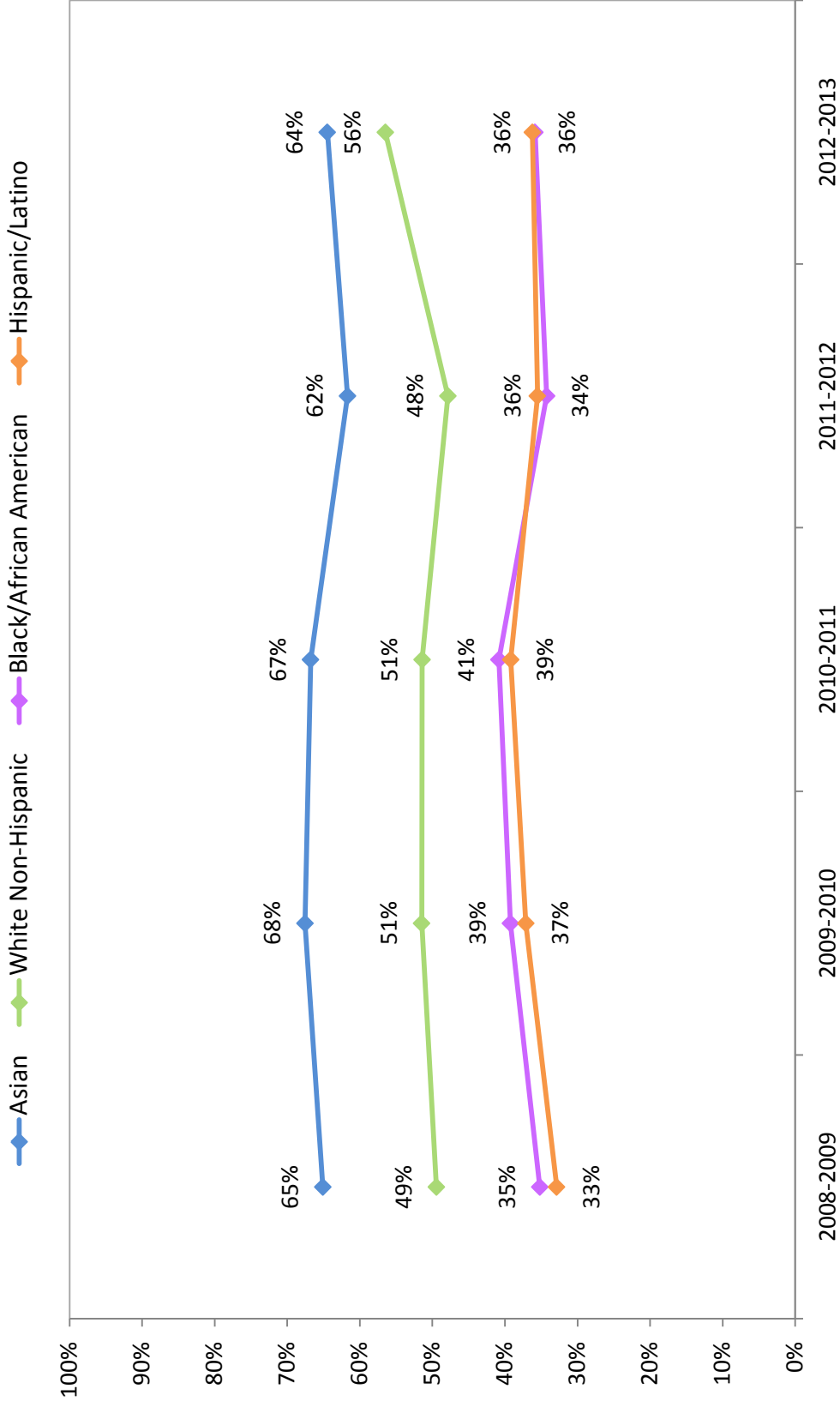
Tested in Grades 4 and 8 Only



2009-2013 PSSA Results – Writing

Percentage Proficient or Advanced, by Race/Ethnicity

Tested in Grades 5 and 8 Only

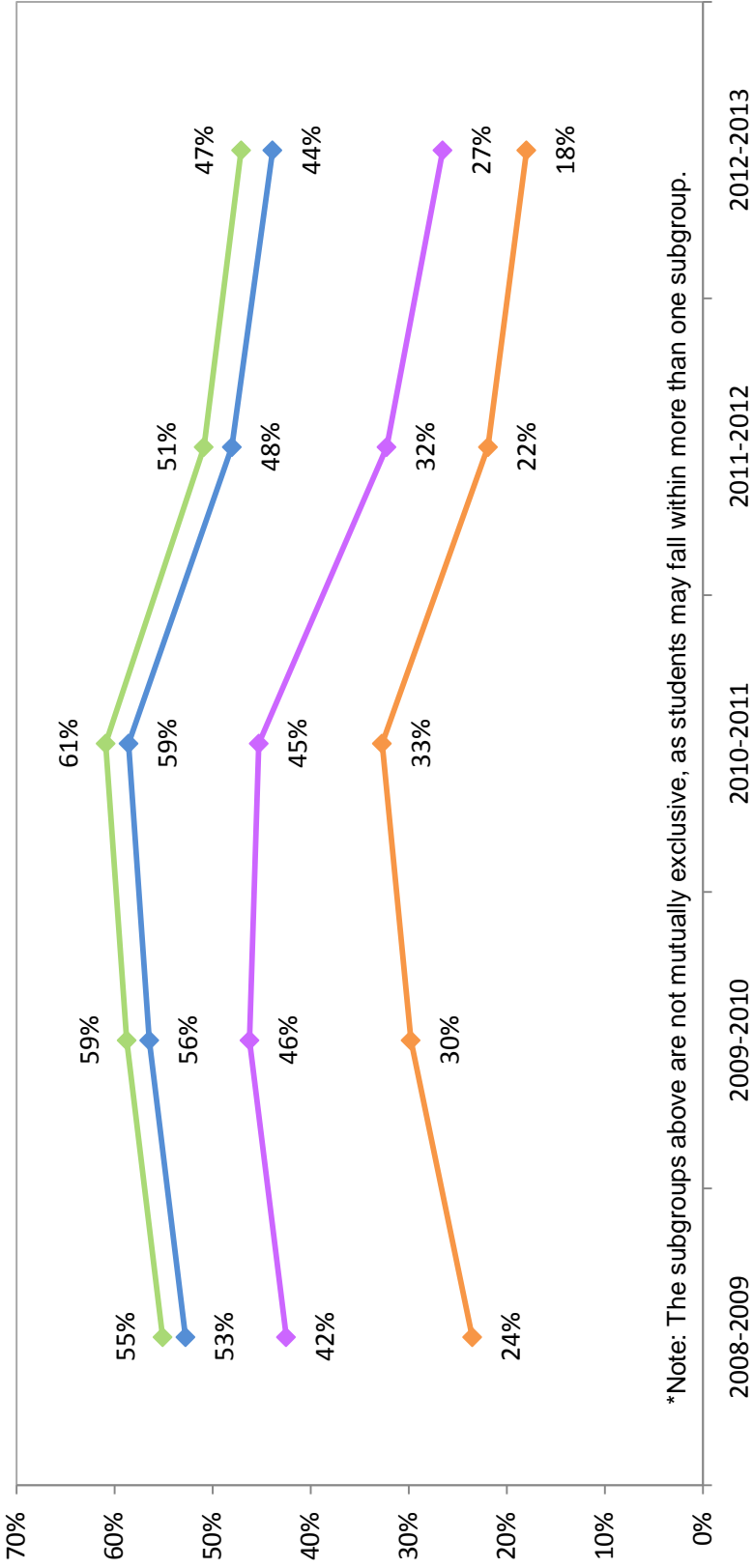


2009-2013 PSSA Results – Math

Percentage Proficient or Advanced, by Subgroup*

Grades 3 - 8

◆ All Students
 ◆ Economically Disadvantaged
 ◆ English Language Learners
 ◆ Students with Disabilities



*Note: The subgroups above are not mutually exclusive, as students may fall within more than one subgroup.

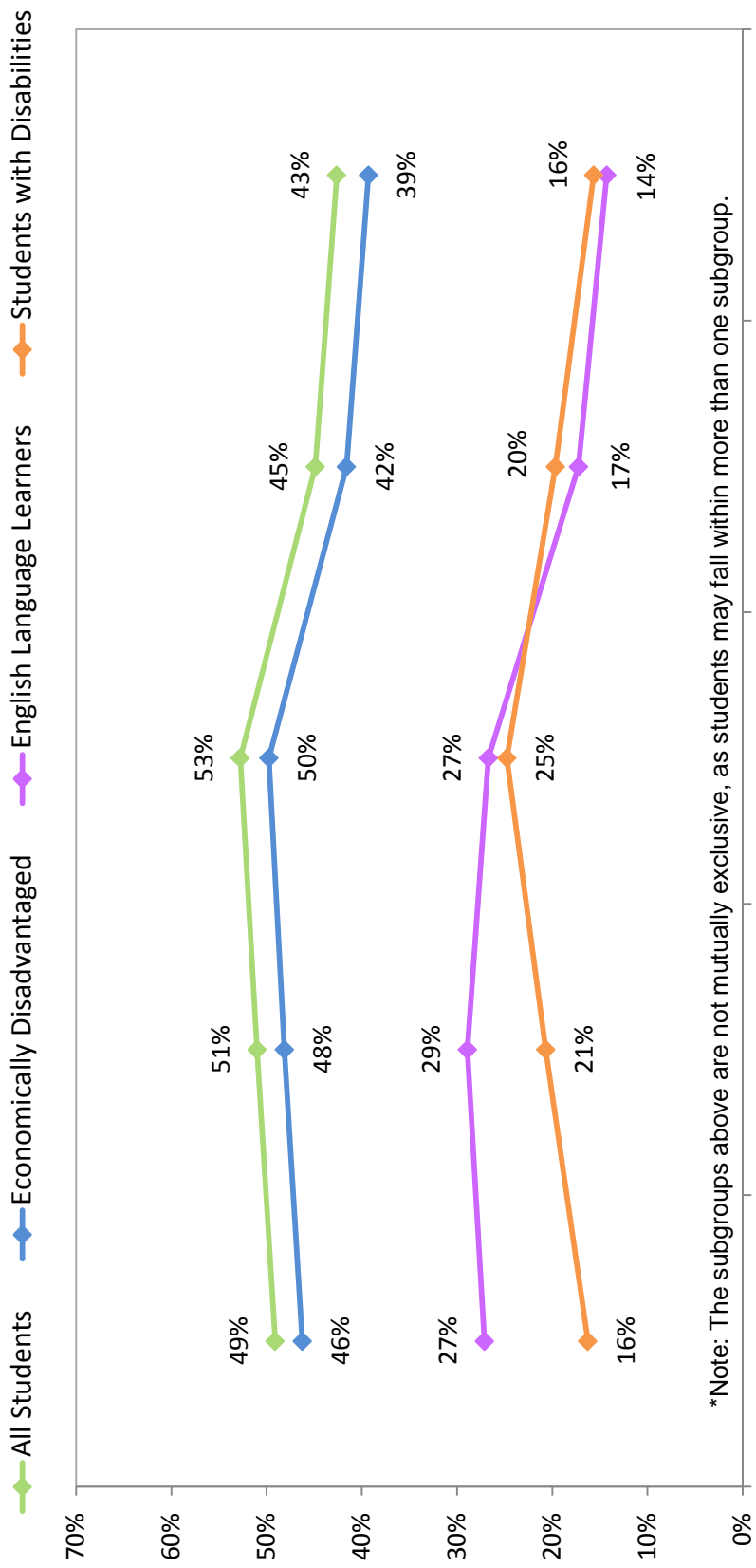
Number of Students	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
All Students	70,485	69,469	66,138	64,544	61,017
Economically Disadvantaged	60,860	59,049	56,839	56,448	54,509
English Language Learners	5,033	5,384	4,848	4,474	4,172
Students with Disabilities	12,094	11,701	11,400	11,276	10,526



2009-2013 PSSA Results – Reading

Percentage Proficient or Advanced, by Subgroup*

Grades 3 - 8



*Note: The subgroups above are not mutually exclusive, as students may fall within more than one subgroup.

Number of Students	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
All Students	70,349	69,349	66,042	64,456	60,926
Economically Disadvantaged	60,742	58,958	56,759	56,371	54,423
English Language Learners	5,014	5,360	4,830	4,454	4,146
Students with Disabilities	12,066	11,666	11,358	11,262	10,492

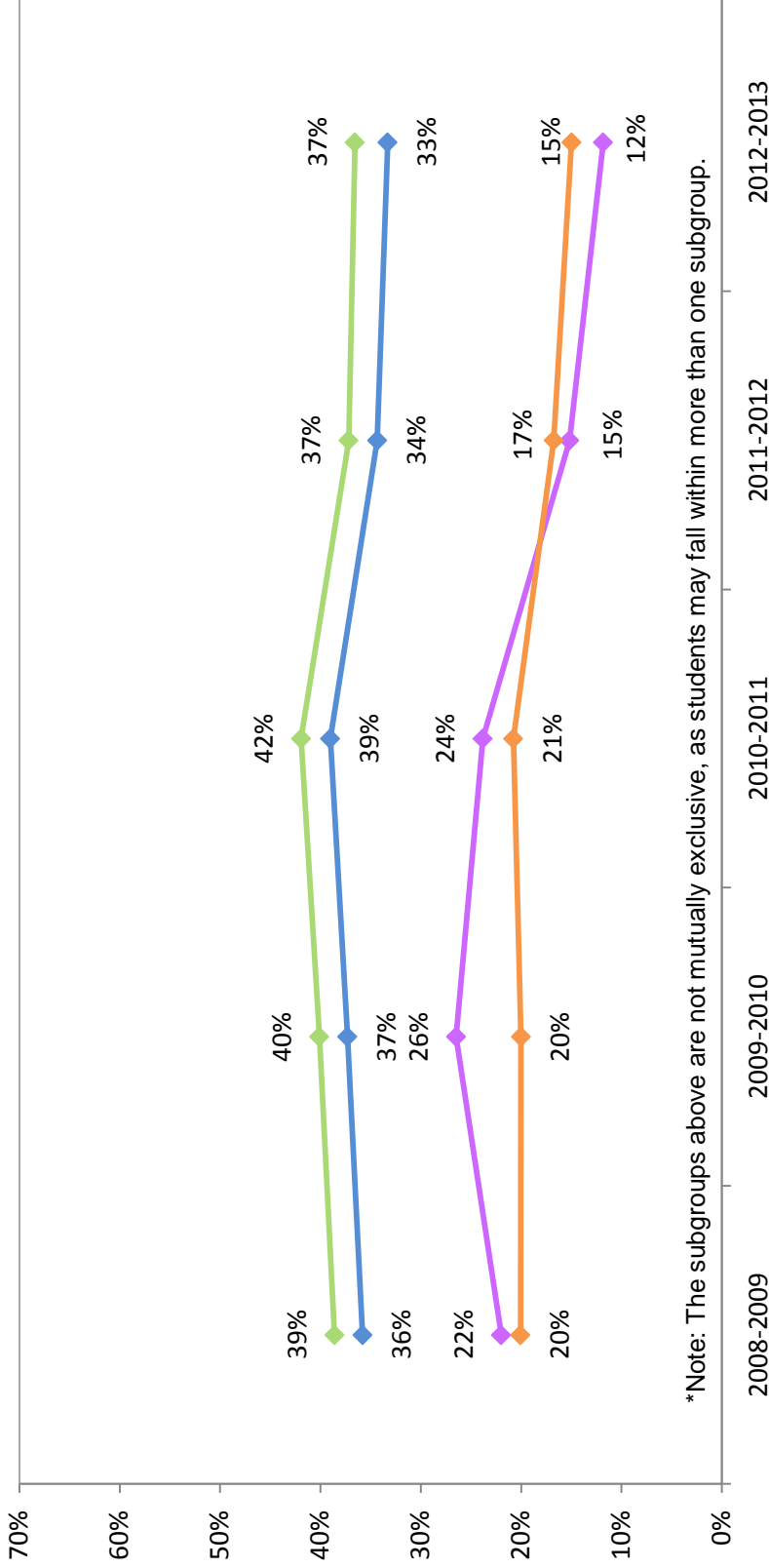


2009-2013 PSSA Results – Science

Percentage Proficient or Advanced, by Subgroup*

Tested in Grades 4 and 8 Only

◆ All Students
 ◆ Economically Disadvantaged
 ◆ English Language Learners
 ◆ Students with Disabilities



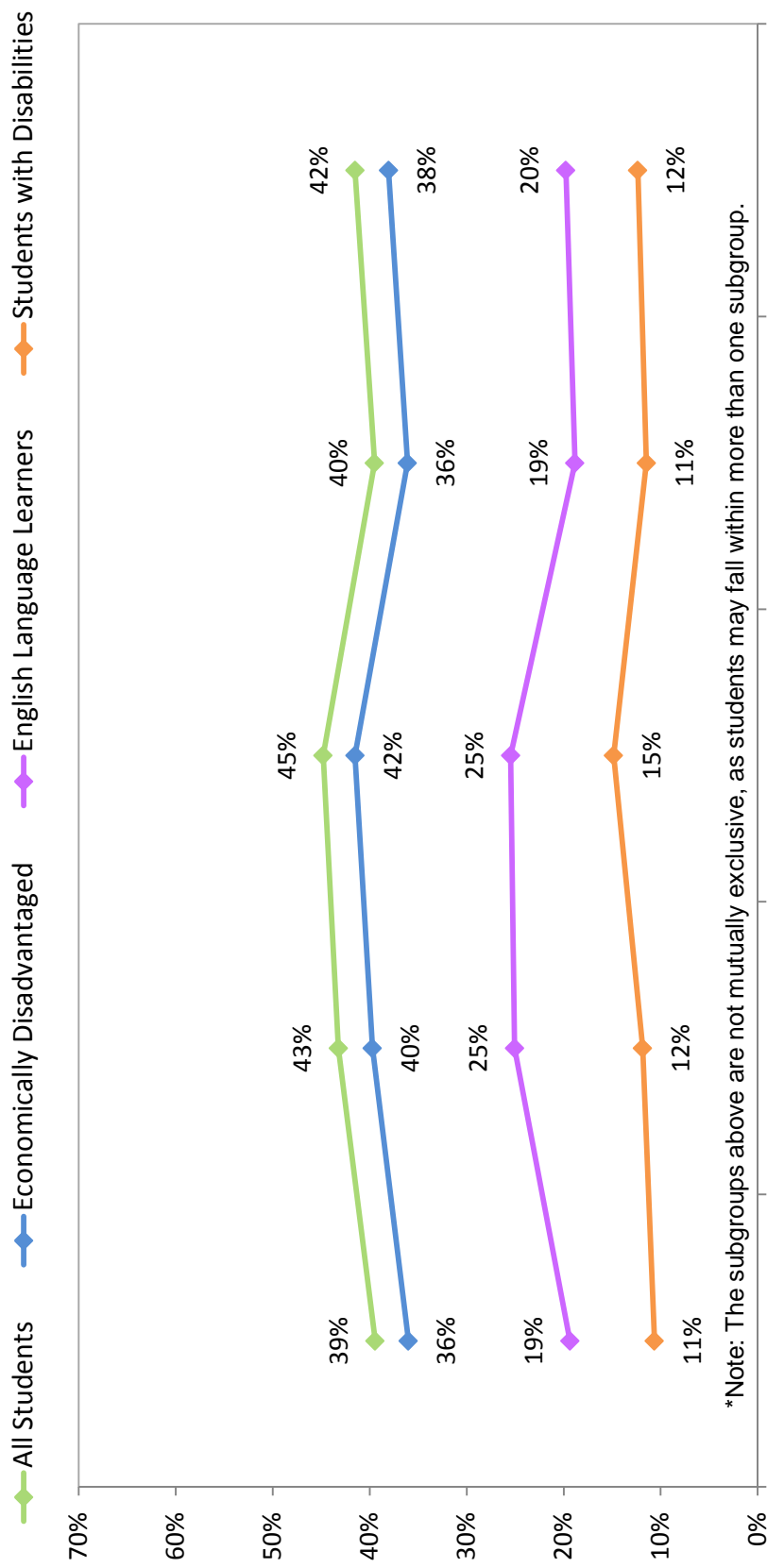
*Note: The subgroups above are not mutually exclusive, as students may fall within more than one subgroup.

Number of Students	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
All Students	23,402	22,660	21,896	21,032	20,440
Economically Disadvantaged	20,091	19,096	18,720	18,367	18,276
English Language Learners	1,542	1,692	1,621	1,383	1,439
Students with Disabilities	3,965	3,727	3,725	3,617	3,540



2009-2013 PSSA Results – Writing

Percentage Proficient or Advanced, by Subgroup* Tested in Grades 5 and 8 Only

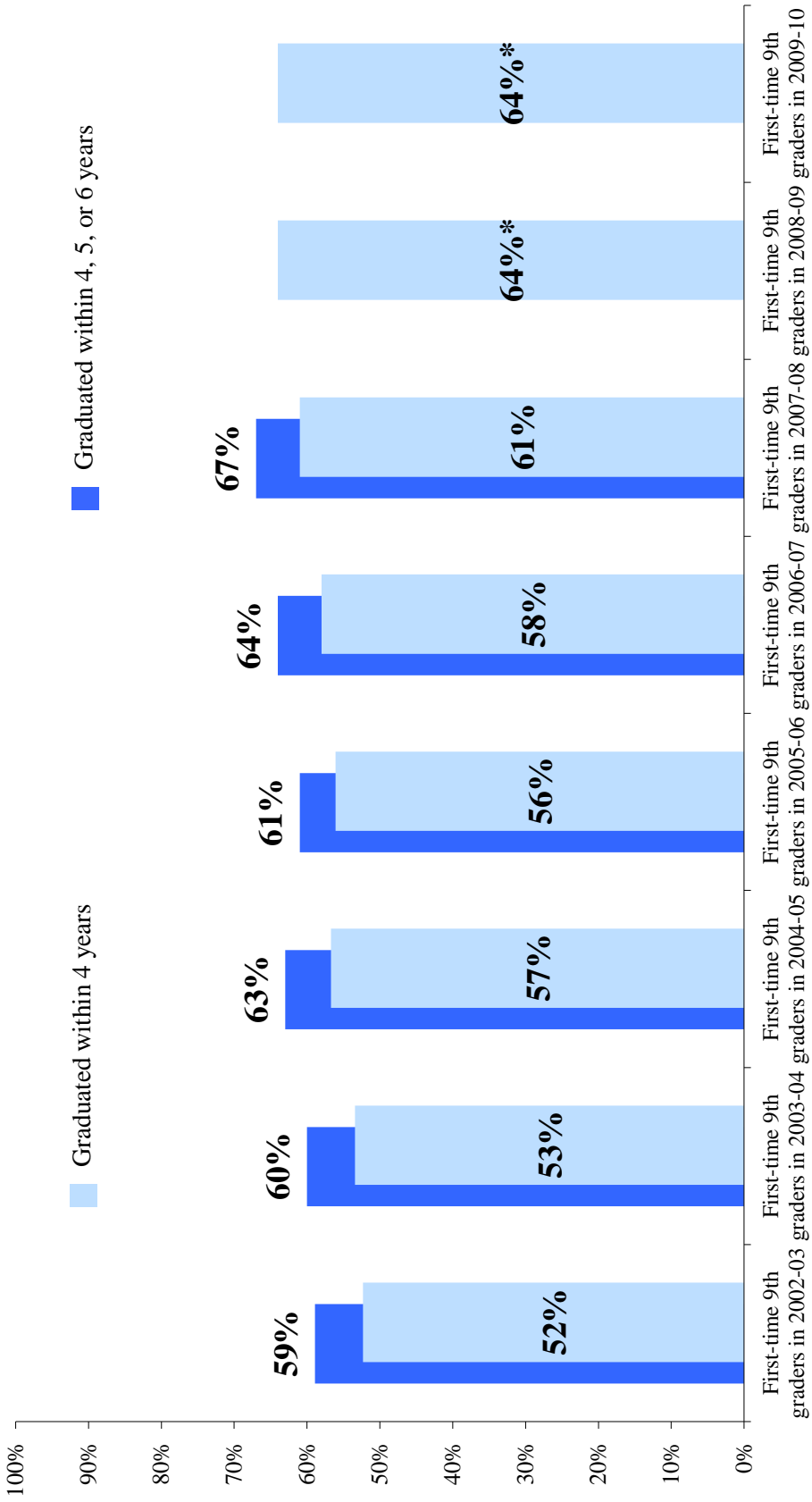


*Note: The subgroups above are not mutually exclusive, as students may fall within more than one subgroup.

Number of Students	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
All Students	22,474	22,075	20,577	19,746	18,445
Economically Disadvantaged	19,178	18,401	17,392	16,975	16,289
English Language Learners	1,379	1,500	1,398	1,263	1,052
Students with Disabilities	3,572	3,406	3,137	3,085	2,841



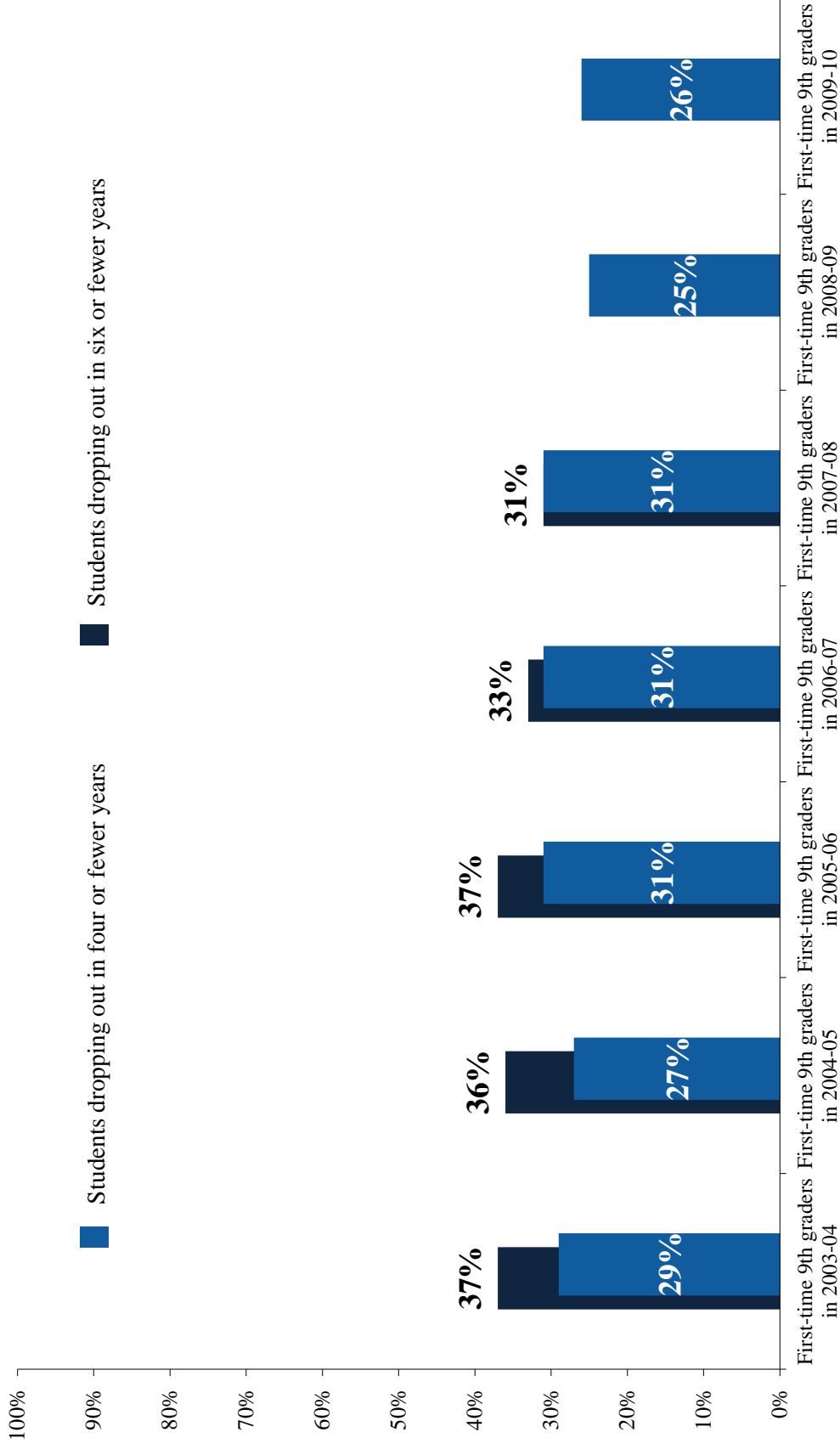
High School Cohort Graduation Rates for First-time 9th Grade Cohorts 2002-03 through 2009-10 ¹ (Graduating Classes of 2006 through 2013)



¹ Please note that the graduation rates presented in this graph were calculated under the District's old local methodology. This methodology attributes students to the school of 9th grade attendance and does not exclude students who transfer to charter schools. Starting this transitional year, the District is adopting a new graduation rate calculation that by attributing students to their most recent school of attendance and excluding students who transferred to a charter school, is more closely aligned with the method used by the Pennsylvania Department of Education (PDE). However, the new methodology differs from PDE's method in that it does not attribute students who enrolled in Alternative schools back to their neighborhood school.



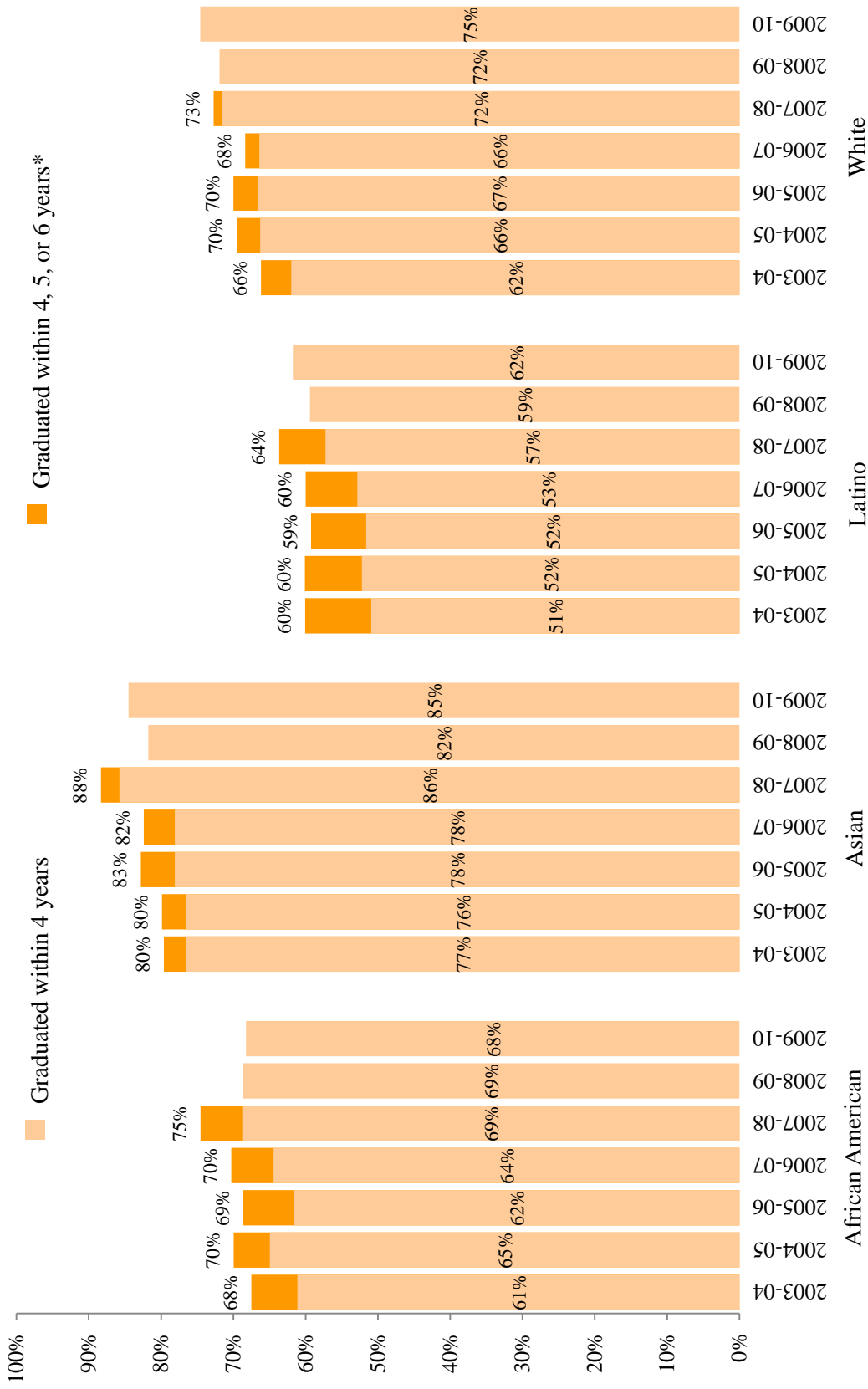
High School Cohort Dropout Rates for First-time 9th Grade Cohorts 2003-04 through 2009-10



High School Cohort Graduation Rates by Ethnicity and Gender – Females

First-time 9th Grade Cohorts 2003-04 through 2009-10

(Graduating Classes of 2007 through 2013)



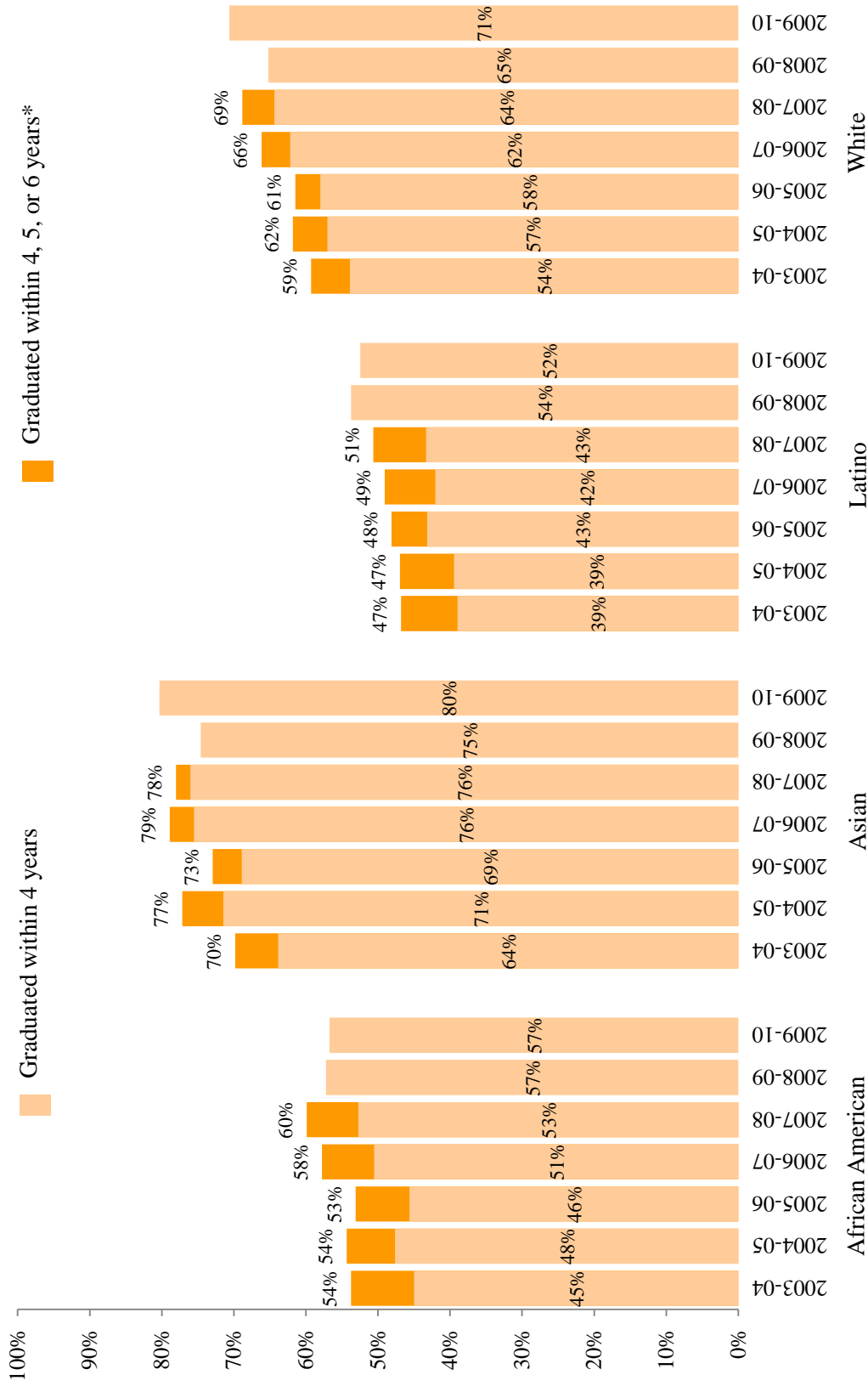
*The percentages of first-time 9th graders in 2008-09 and 2009-10 who graduated within 4, 5 or 6 years will be available in 2014 and 2015, respectively.



High School Cohort Graduation Rates by Ethnicity and Gender – Males

First-time 9th Grade Cohorts 2003-04 through 2009-10

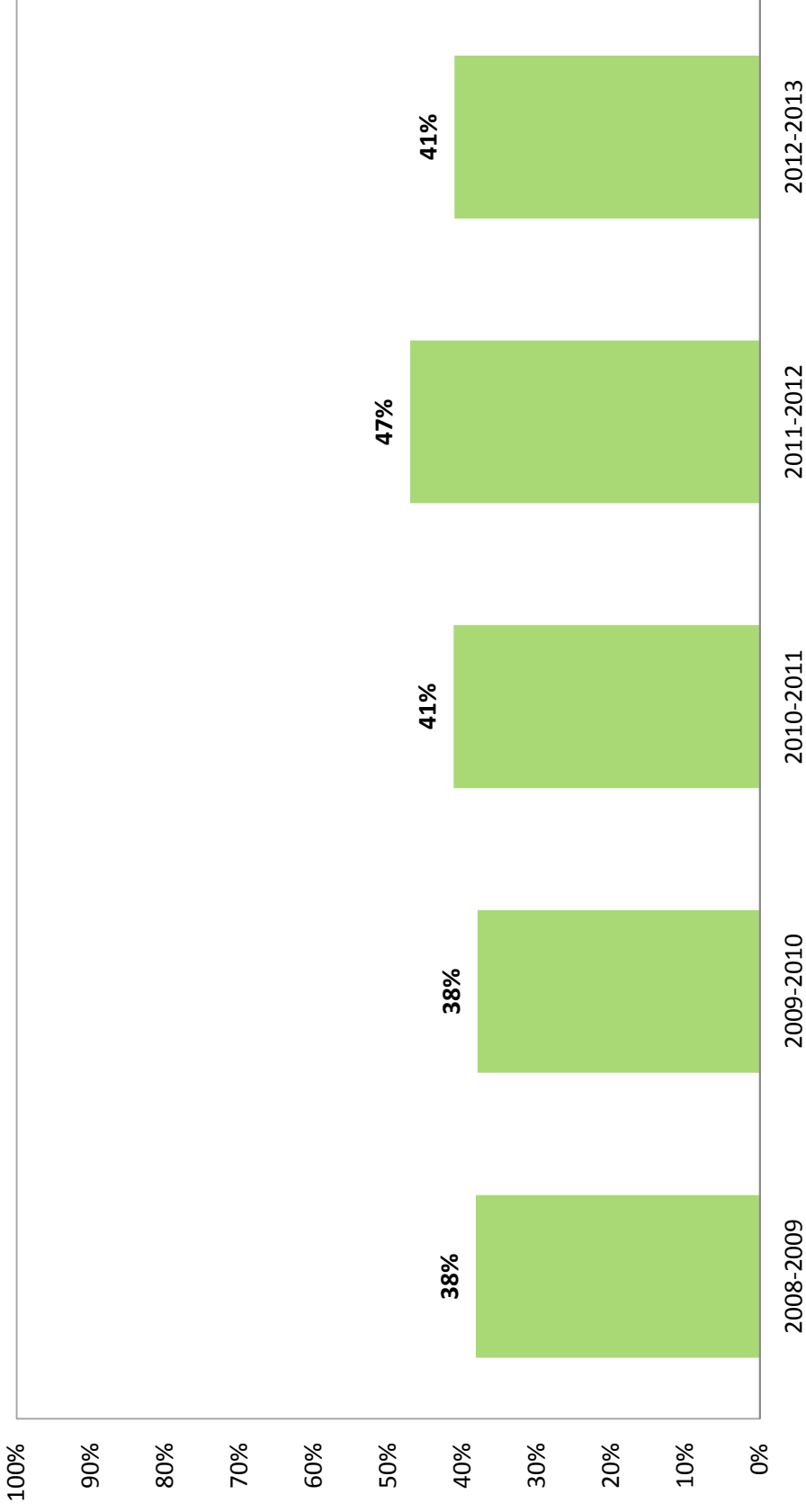
(Graduating Classes of 2007 through 2013)



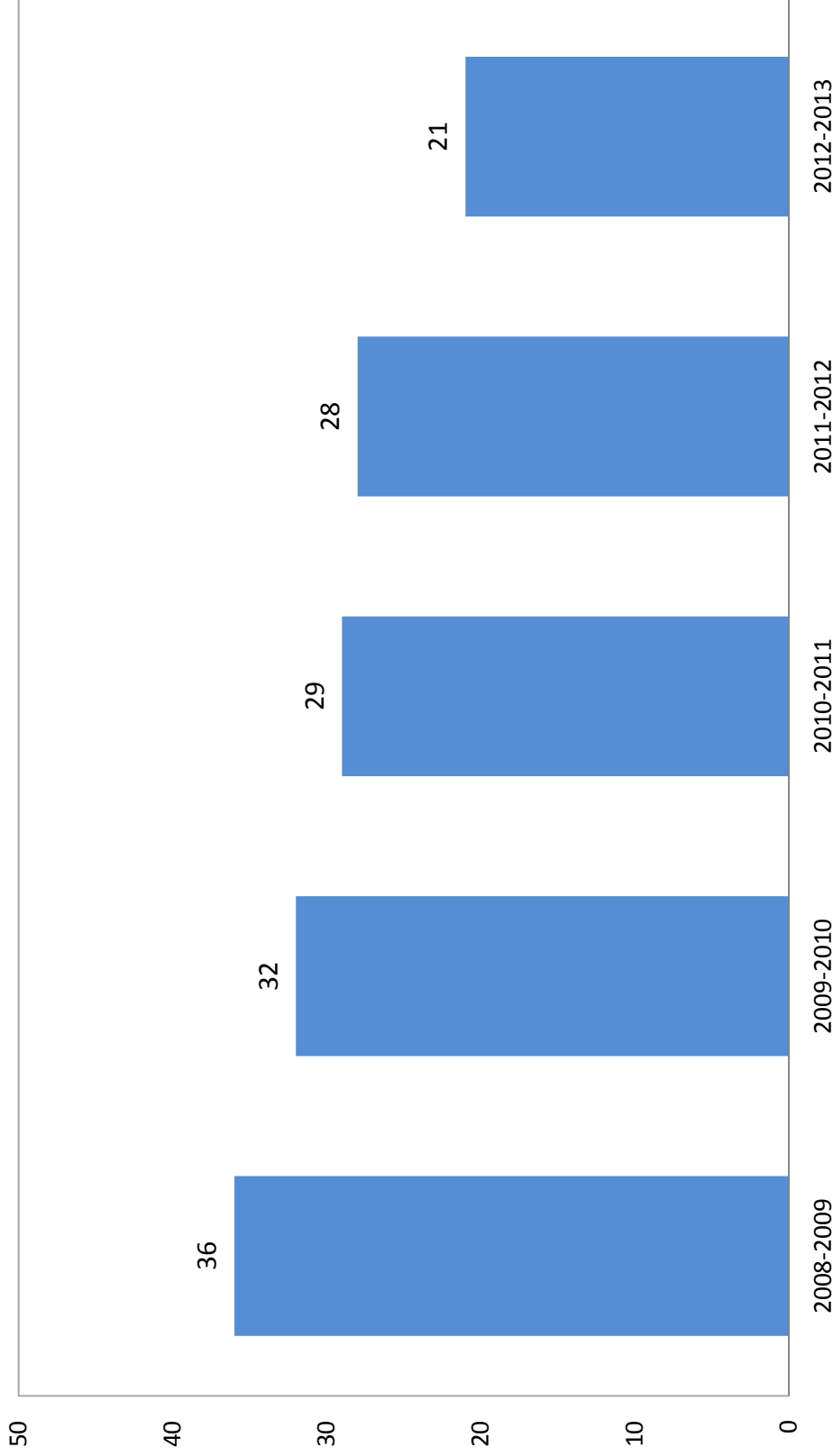
*The percentages of first-time 9th graders in 2008-09 and 2009-10 who graduated within 4, 5 or 6 years will be available in 2014 and 2015, respectively.



2008-2009 to 2012-2013 Attendance Data Percentage Attending 95% or More Enrolled Days



2008-2009 to 2012-2013 Incident Data Number of Violent Incidents Per 1,000 Students



Note: Incidents are classified as "violent" based on a criteria utilized by the Office of School Safety when reporting incident information to the Pennsylvania Department of Education. "Violent" incidents include those related to weapons, assaults, morals offenses, abductions & attempts, robbery, drug & alcohol offenses, fires-incendiary and investigations.



CAPITAL IMPROVEMENT PROGRAM - FY 14/15 & FY 15/16

1st Councilmanic District : Councilman Mark Squilla

List of Schools

ID	Name	Type	Address	Yr Open	Grades
District					
2620	Academy at Palumbo	High School	11th St & Catharine St	2006	9-12
5150	Bodine, William W	High School	04th St & George St	1935	9-12
5210	Brown, Henry A	Elementary School	Sergeant St & Jasper St	1959	K-8
2020	CAPA	High School	Broad St & Catherine St	1997	9-12
2670	Constitution High School	High School	S 7th St & Market St	2006	9-12
5230	Conwell, Russell	Middle School	Jasper St & Clearfield St	1926	5-8
2160	Furness, Horace	High School	03rd St & Mifflin St	1912	9-12
5300	Hackett, Horatio B	Elementary School	E York St & Trenton St	1969	K-5
7110	Harding, Warren G	Middle School	Torresdale Ave & Wakeling	1924	6-8
2510	Jackson, Andrew	Elementary School	12th St & Federal St	1925	K-8
2520	Jenks, Abram	Elementary School	13th St & Porter St	1897	K-4
5510	Kensington HS Business	High School	Amber St & Cumberland St	2005	9-12
5550	Kensington HS Health	High School	Emerald St & E Letterly St	2001	9-12
5600	Kensington HS Urban	High School	Amber St & Cumberland St	2010	9-12
2540	Key, Francis Scott	Elementary School	08th St & Wolf St	1889	K-6
2580	Kirkbride, Elizabeth B	Elementary School	07th St & Dickinson St	1926	K-8
5060	Mastbaum, Jules E (CTE)	High School	Frankford Ave & Clementine	1929	9-12
2340	McCall, General George A	Elementary School	06th St & Delancey St	1909	K-8
2380	Meredith, William M	Elementary School	05th St & Fitzwater St	1931	K-8
2590	Nebinger, George W	Elementary School	06th St & Carpenter St	1925	K-8
8070	OIC CADI	High School	N 12th St & Vine St	2004	9-12
3580	OIC Creative	High School	Broad St & Snyder Ave	2010	9-12
5400	Richmond	Elementary School	Ann St & Belgrade St	1929	K-5
2630	Sharswood, George	Elementary School	02nd St & Wolf St	1906	K-8
2000	South Philadelphia HS	High School	Broad St & Snyder Ave	1957	9-12
2640	Southwark	Elementary School	09th St & Mifflin St	1905	K-8
2690	Taggart, John H	Elementary School	04th St & Porter St	1917	K-8
2720	Vare-Washington ES	Elementary School	Morris St & Moyamensing A	1903	K-8
5590	Webster, John H	Elementary School	Frankford Ave & Ontario St	1968	K-5
5440	Willard, Frances	Elementary School	Emerald St & Orleans St	1907	K-4
Charter (Renaissance)					
3409	Mastery CS (Smedley)	Elementary School	Bridge St & Mulberry St	2010	K-6
3423	Memphis St (Jones MS)	Middle School	Ann St & Memphis St	2012	5-8
Charter					
3379	Ad Prima Charter School	Elementary School	63rd St & Lancaster Ave	2004	K-8
3317	Arch & Design CS	High School	Sansom St & 7th St	1999	9-12

CAPITAL IMPROVEMENT PROGRAM - FY 14/15 & FY 15/16

1st Councilmanic District : Councilman Mark Squilla

List of Schools

ID	Name	Type	Address	Yr Open	Grades
Charter					
3398	Arise Academy CS	High School	Market St & 11th St	2009	9-12
3306	Columbus CS (1/2)	Elementary School	13th St & Wharton St	1999	K-8
3369	Columbus CS (2/2)	Elementary School	S Hutchinson St & Christian		K-5
3364	First Phila Prep CS	Elementary School	Pennway St & Unruh St	2002	K-8
3384	FolkArts CS	Elementary School	N 10th St & Callowhill St	2005	K-8
3310	Laboratory CS (1/3)	Elementary School	N Orianna St & Brown St	1998	K-8
3332	Mariana Bracetti CS	Middle Secondary	Kensington Ave & E Cumber	2000	6-12
3361	Mastery CS (Lenfest)	Middle Secondary	04th St & Ranstead St	2001	7-12
3321	Math, Civics and Sciences CS	High School	N Broad St & Hamilton St	1999	1-12

CAPITAL IMPROVEMENT PROGRAM - FY 14/15 & FY 15/16

1st Councilmanic District : Councilman Mark Squilla

ID	Location	Project	Current Phase	FY 14/15	FY 15/16	Total
5230	Conwell, Russell	Boiler Replacements	Planning	\$168,000	\$2,471,080	\$2,639,080
2160	Furness, Horace	Roof Replacements	Pre-Design	\$634,515	\$1,249,960	\$1,884,475
7110	Harding, Warren G	Exterior / Structural Renovations	Design	\$72,784	\$1,484,590	\$1,557,374
5550	Kensington HS Health	Classroom Modernization	Design	\$358,754	\$0	\$358,754
3409	Mastery CS (Smedley)	Exterior / Structural Renovations	Pre-Design	\$25,897	\$405,727	\$431,624
2340	McCall, General George A	Classroom Modernization	Pre-Design	\$150,000	\$0	\$150,000
5400	Richmond	Electrical Distribution Replacements	Planning	\$58,971	\$963,176	\$1,022,147
2000	South Philadelphia HS	Exterior / Structural Renovations	Pre-Design	\$25,200	\$913,807	\$939,007
2640	Southwark	Deferred Maintenance	Planning	\$123,044	\$0	\$123,044
2690	Taggart, John H	Elevator Replacements	Design	\$51,119	\$635,094	\$686,213
2720	Vare-Washington ES	Asbestos Abatement	Design	\$300,000	\$0	\$300,000
5590	Webster, John H	Exterior / Structural Renovations	Design	\$93,892	\$1,707,390	\$1,801,282
		Exterior / Structural Renovations	Design	\$691,550	\$404,849	\$1,096,399
		Exterior / Structural Renovations	Pre-Design	\$87,365	\$1,129,492	\$1,216,857
		Exterior / Structural Renovations	Pre-Design	\$35,910	\$719,093	\$755,003
				<i>1st Councilmanic District Totals</i>		\$2,877,001
				<i>1st Councilmanic District Totals</i>		\$14,961,259

Totals**

Planning	\$3,784,271
Pre-Design	\$5,376,966
Design	\$5,800,022
<i>1st Councilmanic District Totals</i>	
	<u>\$14,961,259</u>

** Planning - The identification of capital project.
 Pre-Design - Verification of scope of work and budget.
 Design - Assignment to professional firm for documentation of capital project.
 Construction - The bid, contract award, and start of construction activities.
 Work Complete - Punch list and completion of project.

CAPITAL IMPROVEMENT PROGRAM - FY 14/15 & FY 15/16

2nd Councilmanic District : Councilman Kenyatta Johnson

List of Schools

ID	Name	Type	Address	Yr Open	Grades
District					
2480	Arthur, Chester A	Elementary School	20th St & Catharine St	1964	K-8
1010	Bartram, John	High School	67th St & Elmwood Ave	1939	9-12
1019	Bartram HS Field	High School	58th St & Elmwood Ave		
2240	Bregy, F Amedee	Elementary School	17th St & Bigler St	1923	K-8
1250	Catherine, Joseph	Elementary School	66th St & Chester Ave	1937	K-5
2260	Childs, George W	Elementary School	17th St & Tasker St	1927	K-8
2190	Fell, D Newlin	Elementary School	09th St & Oregon Ave	1924	K-8
2410	GAMP	Middle Secondary	22nd St & Ritner St	1914	5-12
2320	Girard, Stephen	Elementary School	18th St & Snyder Ave	1959	K-4
2370	McDaniel, Delaplaine	Elementary School	22nd St & Moore St	1937	K-8
1380	Morton, Thomas G	Elementary School	63rd St & Elmwood Ave	1971	K-5
1190	Motivation HS	High School	78th St & Buist Ave	2004	9-12
8480	Ombudsman South Transition	High School	Front St & E Oregon Ave		9-12
1400	Patterson, John M	Elementary School	70th St & Buist Ave	1921	K-4
1440	Penrose	Elementary School	78th St & Este Ave	1971	K-8
2009	South Phila HS Field	High School	Marvine St & Bigler St		
2450	Stanton, Edwin M	Elementary School	17th St & Christian St	1926	K-8
1130	Tilden, William	Middle School	66th St & Elmwood Ave	1927	5-8
Charter (Renaissance)					
3417	Universal CS (Audenried)	High School	33rd St & Tasker St	2011	9-12
3418	Universal CS (Vare, EH)	Middle School	24th St & Snyder Ave	2011	5-8
Charter					
3359	Allen Prep CS	Middle School	S 58th St & Lindbergh Blvd	2001	5-8
3318	Freire Charter School	High School	Arch St & N Broad St	1999	5-12
3341	Independence CS	Elementary School	16th St & Lombard St	2001	K-8
3385	Mastery CS (Thomas)	Middle Secondary	09th St & Johnson St	2005	K-12
3358	Phila Electrical CS	High School	Chestnut St & S Broad St	2002	9-12
3378	Phila Montessori CS	Elementary School	Saybrook Ave & S Lloyd St	2004	K-6
3336	Phila Performing Arts CS	Elementary School	Broad St & Ritner St	2000	K-9
3313	Preparatory CS	High School	50th St & Master St	1998	9-12
3392	SW Leadership CS	Elementary School	S 71st & Paschall Ave	2007	K-8
3326	Universal CS	Elementary School	15th St & Catharine St	1999	K-8
3303	World Comm CS	Middle Secondary	South St & S Broad St	1997	6-12

CAPITAL IMPROVEMENT PROGRAM - FY 14/15 & FY 15/16
2nd Councilmanic District : Councilman Kenyatta Johnson

ID	Location	Project	Current Phase	FY 14/15	FY 15/16	Total
1010	Bartram, John	Asbestos Abatement	Design	\$102,300	\$0	\$102,300
		Classroom Modernization	Work Complete	\$934,785	\$0	\$934,785
		ReLighting	Design	\$1,181,101	\$3,308,891	\$4,489,992
		Roof Replacements	Pre-Design	\$2,879,925	\$370,925	\$3,250,850
1250	Catherine, Joseph	Exterior / Structural Renovations	Planning	\$0	\$49,809	\$49,809
		Roof Replacements	Work Complete	\$148,239	\$0	\$148,239
9CZ0	Garage, Bus - Passyunk	Asbestos Abatement	Design	\$108,000	\$0	\$108,000
1130	Tilden, William	Interior Door Replacement	Design	\$0	\$240,786	\$240,786
<i>2nd Councilmanic District Totals</i>				\$5,354,350	\$3,970,411	\$9,324,761

Totals**

Planning	\$49,809
Pre-Design	\$3,250,850
Design	\$4,941,078
Work Complete	\$1,083,024
<hr/>	
<i>2nd Councilmanic District Totals</i>	<i>\$9,324,761</i>

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Pre-Design - Verification of scope of work and budget.
Design - Assignment to professional firm for documentation of capital project.
Construction - The bid, contract award, and start of construction activities.
Work Complete - Punch list and completion of project.

CAPITAL IMPROVEMENT PROGRAM - FY 14/15 & FY 15/16

3rd Councilmanic District : Councilwoman Jannie Blackwell

List of Schools

ID	Name	Type	Address	Yr Open	Grades
District					
1460	Anderson, Add B	Elementary School	61st St & Cobbs Creek Pky	1963	K-8
1490	Blankenburg, Rudolph	Elementary School	46th St & Girard Ave	1925	K-8
1230	Bryant, William Cullen	Elementary School	60th St & Cedar Ave	1903	K-8
1260	Comegys, Benjamin B	Elementary School	51st St & Greenway Ave	1911	K-7
1290	Hamilton, Andrew	Elementary School	57th St & Spruce St	1970	K-8
1300	Harrington, Avery	Elementary School	53rd St & Baltimore Ave	1927	K-7
4300	Heston, Edward	Elementary School	54th St & Lancaster Ave	1970	K-8
1330	Huey, Samuel B	Elementary School	52nd St & Pine St	1964	K-8
1340	Lea, Henry C	Elementary School	47th St & Locust St	1914	K-8
1470	Locke, Alain	Elementary School	46th St & Haverford Ave	1964	K-8
1350	Longstreth, William	Elementary School	57th St & Willows Ave	1971	K-8
1360	McMichael, Morton	Elementary School	36th St & Fairmount Ave	1963	K-8
1370	Mitchell, Weir	Elementary School	56th St & Kingsessing Ave	1916	K-6
1580	MYA	Middle School	49th St & Chestnut St	1972	5-8
5090	Parkway West	High School	49th St & Chestnut St	2004	9-12
1280	Penn Alexander	Elementary School	43rd St & Locust St	2001	K-8
8460	PLA-South	High School	26th St & Reed St	2009	9-12
3270	PLC-SW	High School	Grays Ave & S 54th St		9-12
1390	Powel, Samuel	Elementary School	36th St & Powelton Ave	1961	K-4
1410	Rhoads, James	Elementary School	50th St & Parrish St	1960	K-8
1050	Robeson HS	High School	42nd St & Ludlow St	2003	9-12
1100	Sayre, William	High School	58th St & Walnut St	1950	9-12
1420	Washington, Martha	Elementary School	44th St & Aspen St	1930	K-8
1020	West Philadelphia HS	High School	47th St & Walnut St	1911	9-12
1029	West Phila HS Field	High School	49th St & Spruce St		
Charter (Renaissance)					
3407	Mastery CS (Harrity)	Elementary School	56th St & Christian St	2010	K-8
Charter					
3308	Belmont Academy CS	Elementary School	41st St & Mantua St	1998	PreK-K
3368	Belmont Charter School	Elementary School	Brown St & Preston St	2005	1-8
3388	Boys Latin CS	High School	S 55th St & Cedar Ave	2007	6, 9-12
3396	KIPP CS (West)	Middle School	59th St & Baltimore Ave	2009	5-8
3323	Mastery CS (Hardy Williams)	Elementary School	56th St & Chester Ave	1999	K-10
3383	Mastery CS (Shoemaker)	Middle Secondary	53rd St & Media Ave	2006	7-12
3357	West Phila Achievement CS	Elementary School	49th St & Arch St	2002	K-5

CAPITAL IMPROVEMENT PROGRAM - FY 14/15 & FY 15/16
3rd Councilmanic District : Councilwoman Jannie Blackwell

ID	Location	Project	Current Phase	FY 14/15	FY 15/16	Total
1230	Bryant, William Cullen	Exterior / Structural Renovations	Pre-Design	\$40,688	\$1,234,827	\$1,275,515
1260	Comegys, Benjamin B	Roof Replacements	Design	\$459,800	\$1,316,800	\$1,776,600
4300	Heston, Edward	Exterior / Structural Renovations	Pre-Design	\$10,731	\$280,710	\$291,441
1340	Lea, Henry C	Asbestos Abatement	Work Complete	\$71,013	\$0	\$71,013
		Boiler Replacements	Construction	\$1,462,562	\$1,014,721	\$2,477,283
		Greening Initiative	Planning	\$50,100	\$0	\$50,100
1470	Locke, Alain	Exterior / Structural Renovations	Design	\$56,342	\$159,561	\$215,903
1350	Longstreth, William	Elevator Replacements	Design	\$0	\$42,000	\$42,000
1360	McMichael, Morton	Exterior / Structural Renovations	Work Complete	\$262,939	\$0	\$262,939
		Fire Alarm System Replacements	Planning	\$504,358	\$0	\$504,358
1580	MYA	Emergency Generator Replacements	Planning	\$34,343	\$565,657	\$600,000
		Roof Replacements	Pre-Design	\$1,097,262	\$399,556	\$1,496,818
1420	Washington, Martha	Exterior / Structural Renovations	Design	\$34,072	\$635,216	\$669,288
				<i>3rd Councilmanic District Totals</i>		<i>\$4,084,210</i>

Totals:**

Planning	\$1,154,458
Pre-Design	\$3,063,774
Design	\$2,703,791
Construction	\$2,477,283
Work Complete	\$333,952
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<i>3rd Councilmanic District Totals</i>	<i>\$9,733,258</i>

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Work Complete - Punch list and completion of project.

CAPITAL IMPROVEMENT PROGRAM - FY 14/15 & FY 15/16

4th Councilmanic District : Councilman Curtis Jones Jr.

List of Schools

ID	Name	Type	Address	Yr Open	Grades
District					
6480	Amy Northwest	Middle School	Ardleigh St & Roumfort Rd	2012	6-8
1200	Barry, Commodore John	Elementary School	53rd St & Media Ave	2007	K-8
4100	Beeber, Dimner	Middle School	59th St & Malvern Ave	1933	7-8
4240	Cassidy, Lewis C	Elementary School	Lansdowne Ave & Atwood R	1924	K-6
6410	Cook-Wissahickon	Elementary School	Righter St & E Salaignac St	1969	K-8
6261	Dobbins HS Field	High School	29th St & Chalmers Ave		
6450	Dobson, James	Elementary School	Umbria St & Hermitage St	1930	K-8
4280	Gompers, Samuel	Elementary School	57th St & Wynnefield Ave	1968	K-6
4320	Lamberton, Robert E	Elementary School	75th St & Woodbine Ave	1949	K-8
6540	Lankenau	High School	Hagys Mill Rd & Spring Ln	1987	9-12
6320	Mifflin, Thomas	Elementary School	Midvale Ave & Conrad St	1937	K-8
4480	OEC	Elementary School	68th St & Lansdowne Ave	1986	K-8
4370	Overbrook Elementary	Elementary School	62nd St & Lebanon Ave	1990	K-6
4020	Overbrook High	High School	59th St & Lancaster Ave	1926	9-12
6090	Randolph CTE	High School	Henry Ave & Roberts Ave	2004	9-12
4350	Rhodes, E Washington	Elementary School	29th St & Clearfield St	2013	K-8
6030	Roxborough High School	High School	Ridge Ave & Fountain St	1924	9-12
6039	Roxborough HS Field	High School	Pechin St & Hermitage St		
6040	Saul, Walter B (CTE)	High School	Henry Ave & Cinnaminson S	1950	9-12
1030	School of the Future	High School	40th St & Parkside Ave	2006	9-12
6380	Shawmont	Elementary School	Shawmont Ave & Eva St	1928	K-8
2530	Youth Study Center	High School	Henry Ave & W Abbottsford		
Charter (Renaissance)					
3408	Mastery CS (Mann)	Elementary School	54th St & Berks St	2010	K-6
3410	Universal CS (Bluford)	Elementary School	58th St & Media St	2010	K-6
3411	Universal CS (Daroff)	Elementary School	56th St & Vine St	2010	K-8
Charter					
3372	Discovery Charter School	Elementary School	58th St & Race St	2003	K-8
3397	Eastern CS	Middle Secondary	Henry Ave & Indian Queen L	2009	7-12
3337	Global Leadership CS	Elementary School	Warren St & Paxon St	2000	K-8
3365	Green Woods CS	Elementary School	Hagys Mill Rd & E Cathedral	2002	K-8
3302	Harambee CS	Elementary School	66th St & Media St	1997	K-8
3327	Laboratory CS (2/3)	Elementary School	Georges Ln & Lebanon Ave		2-7
3377	Laboratory CS (3/3)	Elementary School	N 59th St & Woodbine Ave		K-1
3362	Wissahickon CS	Elementary School	Roosevelt Expy & Wissahick	2002	K-8

CAPITAL IMPROVEMENT PROGRAM - FY 14/15 & FY 15/16

4th Councilmanic District : Councilman Curtis Jones Jr.

ID	Location	Project	Current Phase	FY 14/15	FY 15/16	Total
4280	Gompers, Samuel	Window Replacements	Pre-Design	\$29,584	\$762,274	\$791,858
4320	Lamberton, Robert E	Roof Replacements	Work Complete	\$577,968	\$0	\$577,968
6540	Lankenau	Window Replacements	Pre-Design	\$124,354	\$2,053,524	\$2,177,878
4350	Rhodes, E Washington	Fire Alarm System Replacements	Design	\$9,899	\$252,239	\$262,138
		Classroom Modernization	Work Complete	\$306,664	\$0	\$306,664
		Electrical Distribution Replacements	Planning	\$310,699	\$1,603,019	\$1,913,718
6040	Saul, Walter B (CTE)	Boiler Replacements	Work Complete	\$48,672	\$0	\$48,672
<i>4th Councilmanic District Totals</i>				<i>\$1,407,840</i>	<i>\$4,671,056</i>	<i>\$6,078,896</i>

Totals**

Planning	\$1,913,718
Pre-Design	\$2,969,736
Design	\$262,138
Work Complete	\$933,304
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<i>4th Councilmanic District Totals</i>	<i>\$6,078,896</i>

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 Work Complete - Punch list and completion of project.

CAPITAL IMPROVEMENT PROGRAM - FY 14/15 & FY 15/16

5th Councilmanic District : Council President Darrell Clarke

List of Schools

ID	Name	Type	Address	Yr Open	Grades
District					
5200	Adaire, Alexander	Elementary School	Palmer St & Thompson St	1957	K-8
4440	Allen, Ethel D	Elementary School	32nd St & Lehigh Ave	1971	K-8
2210	Bache / Martin	Elementary School	22nd St & Brown St	1906	K-8
7510	Bethune, Mary Mc Leod	Elementary School	Old York Rd & Ontario St	1970	K-8
4220	Blaine, James G	Elementary School	30th St & Berks St	1966	K-8
2310	Camelot Boone	Middle Secondary	26th St & Jefferson St	1963	5-12
4030	Carver, George Washington	High School	17th St & Norris St	1949	9-12
8690	Crossroads at Elverson	Middle School	13th St & Susquehanna Ave	2009	8
4270	Dick, William	Elementary School	25th St & Diamond St	1954	K-8
4060	Dobbins, Murrell (CTE)	High School	22nd St & Lehigh Ave	1938	9-12
4460	Duckrey, Tanner	Elementary School	15th St & Diamond St	1968	K-8
5250	Dunbar, Paul Laurence	Elementary School	12th St & Cecil B Moore Blv	1932	K-8
3290	Excel Academy South	High School			9-12
2290	Franklin Learning Center	High School	15th St & Mt Vernon St	1978	9-12
2010	Franklin, Benjamin HS	High School	Broad St & Green St	1958	9-12
8100	Gateway To College	High School	Spring Garden St & N 18th S		9-12
4530	Gideon, Edward	Elementary School	29th St & Glenwood Ave	1952	K-8
2470	Greenfield, Albert M	Elementary School	22nd St & Chestnut St	1970	K-8
5320	Hartranft, John F	Elementary School	08th St & Cumberland St	1968	K-8
5480	Kearny, General Philip	Elementary School	06th St & Fairmount Ave	1898	K-8
4560	Kelley, William D	Elementary School	28th St & Oxford St	1965	K-8
5340	Ludlow, James R	Elementary School	06th St & Master St	1927	K-8
2140	Masterman, Julia R	Middle Secondary	17th St & Spring Garden St	1933	5-12
4570	Meade, General George G	Elementary School	18th St & Oxford St	1937	K-8
5050	Military (Elverson)	High School	13th St & Susquehanna Ave	2005	9-12
2390	Morris, Robert	Elementary School	26th St & Thompson St	1964	K-8
7029	Olney HS Field	High School	Front St & Duncannon Ave		
5080	Parkway CC	High School	13th St & Green St	2005	9-12
5160	Penn Treaty HS	Middle Secondary	Montgomery & Thompson St	2013	6-12
2650	Science Leadership	High School	21st St & Arch St	2006	9-12
5560	Spring Garden	Elementary School	12th St & Melon St	1928	K-8
4140	Strawberry Mansion HS	High School	Ridge Ave & Susquehanna A	1964	9-12
2490	Waring, Laura W	Elementary School	18th St & Green St	1956	K-8
4470	Wright, Richard	Elementary School	28th St & Dauphin St	1970	K-5
Charter (Renaissance)					
3415	Mastery CS (Clymer)	Elementary School	12th St & Rush St	2011	K-8
3412	Young Scholars CS (Douglass)	Elementary School	22nd St & Norris St	2010	K-8

CAPITAL IMPROVEMENT PROGRAM - FY 14/15 & FY 15/16

5th Councilmanic District : Council President Darrell Clarke

List of Schools

ID	Name	Type	Address	Yr Open	Grades
Charter (Renaissance)					
Charter					
3315	Alliance CS (1/2)	Elementary School	Cecil B Moore Ave & Gratz	1998	K-8
3370	KIPP CS	Middle School	09th St & Germantown Ave	2003	K-3, 5-12
3340	Leadership Learning CS	K-12 School	N 06th St & Poplar St	2001	K-12
3312	Multi-Cultural Academy CS	High School	N Broad St & W Butler St	1998	9-12
3335	People for People CS	Elementary School	Brown St & N Broad St	2001	K-8
3360	Russell Byers CS	Elementary School	19th St & Arch St	2001	K-6
3399	Sankofa Freedom CS	K-12 School	Paul St & Ruan St	2009	K-12
3391	Truebright Science	Middle Secondary	C St & Roosevelt Boulavard	2007	7-12
3339	Wakisha Charter School	Middle School	Jefferson St & Hutchinson St	2000	6-8
3329	Young Scholars CS	Middle School	N Marshall St & Poplar St	1999	6-8
3304	Youthbuild CS	High School	Stiles St & N Broad St	1997	12

CAPITAL IMPROVEMENT PROGRAM - FY 14/15 & FY 15/16
5th Councilmanic District : Council President Darrell Clarke

ID	Location	Project	Current Phase	FY 14/15	FY 15/16	Total
5200	Adaire, Alexander	Electrical Distribution Replacements	Planning	\$0	\$43,217	\$43,217
2210	Bache / Martin	Fire Alarm System Replacements	Planning	\$13,014	\$214,346	\$227,360
4030	Carver, George Washington	Exterior / Structural Renovations	Construction	\$129,773	\$2,143,014	\$2,272,787
4270	Dick, William	Emergency Generator Replacements	Work Complete	\$205,138	\$0	\$205,138
4060	Dobbins, Murrell (CTE)	Asbestos Abatement	Design	\$837,000	\$663,000	\$1,500,000
		New Addition	Design	\$3,035,793	\$11,405,538	\$14,441,331
4460	Duckrey, Tanner	Chiller Replacements	Pre-Design	\$63,008	\$1,347,141	\$1,410,149
5290	Ferguson, Joseph C	Major Renovations	Planning	\$28,875	\$750,608	\$779,483
2290	Franklin Learning Center	Major Renovations	Work Complete	\$90,563	\$0	\$90,563
2010	Franklin, Benjamin HS	Classroom Modernization	Planning	\$0	\$164,025	\$164,025
2470	Greenfield, Albert M	Chiller Replacements	Work Complete	\$453,125	\$0	\$453,125
		Classroom Modernization	Work Complete	\$38,775	\$0	\$38,775
5480	Kearny, General Philip	New Addition	Work Complete	\$1,479,815	\$0	\$1,479,815
2140	Masterman, Julia R	Emergency Generator Replacements	Work Complete	\$450,014	\$0	\$450,014
3415	Mastery CS (Clymer)	Electrical Distribution Replacements	Work Complete	\$42,979	\$0	\$42,979
4570	Meade, General George G	Classroom Modernization	Planning	\$161,000	\$0	\$161,000
5080	Parkway CC	Roof Replacements	Design	\$0	\$1,351,969	\$1,351,969
5160	Penn Treaty HS	Boiler Replacements	Construction	\$2,826,028	\$906,166	\$3,732,194
		Elevator Replacements	Planning	\$0	\$224,354	\$224,354
5560	Spring Garden	Emergency Generator Replacements	Planning	\$11,288	\$203,712	\$215,000
4140	Strawberry Mansion HS	PCB Transformers	Construction	\$178,800	\$0	\$178,800
<i>5th Councilmanic District Totals</i>				\$10,044,988	\$19,417,090	\$29,462,078

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Pre-Design - Verification of scope of work and budget.
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Work Complete - Punch list and completion of project.

CAPITAL IMPROVEMENT PROGRAM - FY 14/15 & FY 15/16
5th Councilmanic District : Council President Darrell Clarke

ID	Location	Project	Current Phase	FY 14/15	FY 15/16	Total
Totals***						
		Planning		\$1,814,439		
		Pre-Design		\$1,410,149		
		Design		\$17,293,300		
		Construction		\$6,183,781		
		Work Complete		\$2,760,409		
		<i>5th Councilmanic District Totals</i>		\$29,462,078		

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 Pre-Design - Verification of scope of work and budget.
 Design - Assignment to professional firm for documentation of capital project.
 Construction - The bid, contract award, and start of construction activities.
 Work Complete - Punch list and completion of project.

CAPITAL IMPROVEMENT PROGRAM - FY 14/15 & FY 15/16

6th Councilmanic District : Councilman Bobby Henon

List of Schools

ID	Name	Type	Address	Yr Open	Grades
District					
8200	Allen, Ethan	Elementary School	Robbins Ave & Battersby St	1930	K-8
5430	AMY, at James Martin	Middle School	Richmond St & Ontario St	1985	6-8
7470	Bridesburg	Elementary School	Richmond St & Jenks St	1958	K-6
8210	Brown, Joseph H	Elementary School	Frankford Ave & Stanwood	1937	K-6
8240	Disston, Hamilton	Elementary School	Knorr St & Cottage St	1924	K-8
8080	Excel Academy North	High School			9-12
8250	Forrest, Edwin	Elementary School	Cottage St & Bleigh Ave	1929	K-6
7330	Lawton, Henry W	Elementary School	Benner & Jackson St	1973	K-5
8010	Lincoln, Abraham	High School	Rowland Ave & Ryan Ave	1950	9-12
8019	Lincoln HS Field	High School	Rowland Ave & Vista St		
8300	Mayfair	Elementary School	Princeton Ave & Hawthorne	1949	K-8
8140	Meehan, Austin	Middle School	Ryan Ave & Sandyford Rd	1970	7-8
8540	Pennypack House School	High School	State Rd & Pennypack Pth		9-12
3220	Phase 4 Accelerated SW	High School	Elmwood Ave & S 64th St	2013	9-12
8410	Pollock, Robert B	Elementary School	Welsh Rd & Tolbut Rd	1962	K-6
8340	Solis-Cohen, Solomon	Elementary School	Tyson Ave & Horrocks St	1948	K-6
8350	Spruance, Gilbert	Elementary School	Levick St & Horrocks St	1949	K-8
7430	Sullivan, James J	Elementary School	Harbison Ave & Sanger St	1930	K-5
7460	Ziegler, William H	Elementary School	Saul St & Comly St	1957	K-8
Charter					
3403	Franklin Towne ES CS	Elementary School	Montgomery St & Worth Rd	2009	K-8
3331	Franklin Towne HS CS	High School	Montgomery St & Worth Rd	2000	9-12
3366	Maritime CS	Middle Secondary	Rees St & Ramsay Rd	2003	4-12
3334	New Foundations CS	K-12 School	Torresdale Ave & Rhawn St	2000	K-12
3389	Planet Abacus CS	Elementary School	Keystone St & Unruh Ave	2007	K-8

CAPITAL IMPROVEMENT PROGRAM - FY 14/15 & FY 15/16

6th Councilmanic District : Councilman Bobby Henon

ID	Location	Project	Current Phase	FY 14/15	FY 15/16	Total
7470	Bridesburg	New Addition	Work Complete	\$838,783	\$0	\$838,783
8300	Mayfair	Asbestos Abatement	Work Complete	\$400,000	\$0	\$400,000
		ReLighting	Design	\$908,300	\$1,583,800	\$2,492,100
		Roof Replacements	Work Complete	\$951,531	\$0	\$951,531
8140	Meehan, Austin	Fire Alarm System Replacements	Work Complete	\$117,489	\$0	\$117,489
8410	Pollock, Robert B	Fire Alarm System Replacements	Design	\$9,766	\$248,830	\$258,596
8340	Solis-Cohen, Solomon	Window Replacements	Pre-Design	\$1,020,536	\$808,381	\$1,828,917
				<i>6th Councilmanic District Totals</i>	<i>\$4,246,405</i>	<i>\$6,887,416</i>

Totals**

Pre-Design	\$1,828,917
Design	\$2,750,696
Work Complete	\$2,307,803
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<i>6th Councilmanic District Totals</i>	<i>\$6,887,416</i>

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CAPITAL IMPROVEMENT PROGRAM - FY 14/15 & FY 15/16
7th Councilmanic District : Councilwoman Maria D. Quiñones-Sánchez

List of Schools

ID	Name	Type	Address	Yr Open	Grades
District					
7200	Barton, Clara	Elementary School	Rosehill St & Wyoming Ave	1925	K-2
7220	Carnell, Laura H	Elementary School	Frontenac St & Devereaux St	1931	K-5
5490	Cayuga	Elementary School	05th St & Cayuga St	1950	K-5
7730	Clemente, Roberto	Middle School	05th St & Luzerne St	1916	6-8
5470	Cramp, William	Elementary School	Howard St & Ontario St	1969	K-5
3190	Crossroads (Hunting Park)	Elementary School	Front St & Hunting Park Ave	2011	3-8
5170	deBurgos, Julia	Elementary School	04th St & Lehigh Ave	1903	K-8
5020	Edison, Thomas A	High School	Front St & Luzerne St	1985	9-12
3510	El Centro De Estudiantes	High School	Mascher St & Dauphin St		9-12
5260	Elkin, Lewis	Elementary School	D St & Allegheny Ave	1973	K-4
8380	Farrell, Louis H	Elementary School	Castor Ave & Fox Chase Rd	1959	K-8
7500	Feltonville Arts	Middle School	B St & Wyoming Ave	1993	6-8
7310	Feltonville Intermediate	Elementary School	B St & Wyoming Ave	1908	3-5
7010	Frankford HS	High School	Oxford Ave & Wakeling St	1914	9-12
7019	Frankford HS Field	High School	Large St & Dyre St		
7300	Hopkinson, Francis	Elementary School	L St & Luzerne St	1927	K-8
5330	Hunter, William H	Elementary School	Mascher St & Dauphin St	1909	K-8
7150	Juniata Park Academy	Elementary School	G St & Hunting Park Ave	2007	K-8
5520	Kensington HS CAPA	High School	Front St & Palmer Ave	2005	9-12
7360	Marshall, John	Elementary School	Sellers St & Griscom St	1909	K-5
7380	McClure, Alexander K	Elementary School	06th St & Hunting Park Ave	1910	K-5
5350	McKinley, William	Elementary School	Orkney St & Diamond St	1970	K-8
5370	Moffet, John	Elementary School	Howard St & Oxford St	1973	K-5
8310	Moore, J Hampton	Elementary School	Summerdale Ave & Longsho	1952	K-5
5680	Munoz-Marin, Luis	Elementary School	03rd St & Ontario St	1997	K-8
8190	One Bright Ray - Fairhill	High School	Somerset St & N 4th St		9-12
8890	One Bright Ray - Simpson	High School	J St & E Erie Ave		9-10
8470	PLA-North	Middle Secondary	Front St & Hunting Park Ave	2009	8-12
5390	Potter-Thomas	Elementary School	06th St & Indiana Ave	1967	K-8
5031	Reti-wrap	Middle Secondary	Front St & Hunting Park Ave	2002	6-12
8360	Rhawnhurst	Elementary School	Castor Ave & Borbeck St	1949	K-5
5410	Sheppard, Isaac	Elementary School	Howard St & Cambria St	1898	K-4
5530	Sheridan, Philip H	Elementary School	G St & Ontario St	1899	K-4
7290	Stearne, Allen M	Elementary School	Hedge St & Unity St	1968	K-7
7440	Taylor, Bayard	Elementary School	Randolph St & Erie Ave	1907	K-5
5420	Welsh, John	Elementary School	04th St & York St	1966	K-8
8120	Wilson, Woodrow	Middle School	Loretto Ave & Cottman Ave	1928	6-8

CAPITAL IMPROVEMENT PROGRAM - FY 14/15 & FY 15/16
7th Councilmanic District : Councilwoman Maria D. Quiñones-Sánchez

List of Schools

ID	Name	Type	Address	Yr Open	Grades
Charter (Renaissance)					
3406	Aspira CS (Stetson)	Middle School	B St & Allegheny Ave	2010	5-8
3422	Phila Arts CS (HR Edmunds)	Elementary School	Large St & Dyre St	2012	K-8
Charter					
3395	Antonia Pantoja CS	Elementary School	N American St & W Hunting	2008	K-8
3301	Community Academy CS	K-12 School	J St & E Erie Ave	1997	K-12
3333	Esperanza CS	High School	03rd St & W Hunting Park A	2000	6-12
3386	Northwood CS (1/2)	Elementary School	Castor Ave & Orthodox St	2005	K-8
3387	Northwood CS (2/2)	Elementary School	Penn St & Church St		K-7
3394	Pan American CS	Elementary School	N American St & W Somerse	2008	K-8
3399	Sankofa Freedom CS	K-12 School	Paul St & Ruan St	2009	K-12
3404	Tacony Academy CS	K-12 School	Rising Sun Ave & Robbins S	2009	K-12

CAPITAL IMPROVEMENT PROGRAM - FY 14/15 & FY 15/16
7th Councilmanic District : Councilwoman Maria D. Quiñones-Sánchez

ID	Location	Project	Current Phase	FY 14/15	FY 15/16	Total
3406	Aspira CS (Stetson)	Boiler Replacements	Work Complete	\$325,533	\$0	\$325,533
7730	Clemente, Roberto	Chiller Replacements	Planning	\$35,752	\$958,708	\$994,460
5470	Cramp, William	Electrical Distribution Replacements	Pre-Design	\$305,881	\$1,447,120	\$1,753,001
		Greening Initiative	Planning	\$0	\$175,000	\$175,000
7310	Feltonville Intermediate	Chiller Replacements	Planning	\$18,428	\$279,361	\$297,789
7010	Frankford HS	Electrical Distribution Replacements	Design	\$2,562,676	\$1,498,237	\$4,060,913
7380	McClure, Alexander K	Exterior / Structural Renovations	Pre-Design	\$0	\$49,809	\$49,809
5350	McKinley, William	Chiller Replacements	Planning	\$11,412	\$887,371	\$898,783
5370	Moffet, John	Chiller Replacements	Planning	\$248,400	\$311,600	\$560,000
3422	Phila Arts CS (HR Edmunds)	Chiller Replacements	Pre-Design	\$127,036	\$492,961	\$619,997
8470	PLA-North	Roof Replacements	Work Complete	\$2,726,223	\$1,562,449	\$4,288,672
5390	Potter-Thomas	Fire Alarm System Replacements	Design	\$257,919	\$55,418	\$313,337
5530	Sheridan, Philip H	Roof Replacements	Work Complete	\$50,815	\$0	\$50,815
7440	Taylor, Bayard	Exterior / Structural Renovations	Construction	\$2,639,611	\$511,960	\$3,151,571
<i>7th Councilmanic District Totals</i>				\$9,309,686	\$8,229,994	\$17,539,680

Totals**

Planning	\$2,926,032
Pre-Design	\$2,422,807
Design	\$4,374,250
Construction	\$3,151,571
Work Complete	\$4,665,020
<i>7th Councilmanic District Totals</i>	
	<u>\$17,539,680</u>

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CAPITAL IMPROVEMENT PROGRAM - FY 14/15 & FY 15/16

8th Councilmanic District : Councilwoman Cindy Bass

List of Schools

ID	Name	Type	Address	Yr Open	Grades
District					
6010	Central High School	High School	Ogontz Ave & Olney Ave	1939	9-12
6019	Central HS Field	High School	Broad St & Somerville Ave		
7100	Cooke, Jay	Elementary School	Old York Rd & Loudon St	1923	K-8
6200	Day, Anna Blakiston	Elementary School	Crittenden St & Johnson St	1952	K-8
6220	Emlen, Eleanor C	Elementary School	Chew Ave & Upsal St	1926	K-5
6230	Fitler, Edwin H	Elementary School	Seymour St & Knox St	1898	1-8
6050	Girls High School	High School	Broad St & Olney Ave	1956	9-12
6059	Girls High Field	High School	Broad St & Olney Ave		
4012	Gratz HS Field	High School	Staub St & Germantown Ave		
6250	Henry, Charles W	Elementary School	Greene St & Carpenter La	1908	K-8
6460	Hill-Freedman	Middle School	Crittenden St & Tulpehocken	1980	6-9
6260	Houston, Henry E	Elementary School	Allen & Rural Ln	1927	K-8
6270	Jenks, John S	Elementary School	Germantown Ave & Southam	1924	K-8
6470	Kelly, John B	Elementary School	Pulaski Ave & Hansberry St	1970	K-5
6060	King, Martin Luther	High School	Stenton Ave & Haines St	1972	9-12
6069	King HS Field	High School	Stenton Ave & E Washington		
6440	Lingelbach, Anna L	Elementary School	Wayne Ave & Johnson St	1955	K-8
6300	Logan, James	Elementary School	17th St & Lindley Ave	1924	K-5
5070	Parkway Northwest	High School	Germantown Ave & E McPh	1960	9-12
4380	Peirce, Thomas M	Elementary School	23rd St & Cambria St	1908	K-6
6340	Pennell, Joseph	Elementary School	Ogontz Ave & Nedro Ave	1927	K-5
7490	Prince Hall	Elementary School	Gratz St & Godfrey Ave	1971	K-5
6390	Steel, Edward	Elementary School	Wayne Ave & Bristol St	1973	K-8
7130	Wagner, General Louis	Middle School	18th St & Chelten Ave	1928	6-8
6400	Widener Memorial	K-12 School	Broad St & Olney Ave	1953	K-12
6430	Wister, John	Elementary School	Wakefield St & Bringhurst St	1955	K-5
Charter (Renaissance)					
3420	Mastery CS (Cleveland)	Elementary School	N 19th St & W Butler Ave	2012	K-8
3416	Mastery CS (Gratz)	High School	Germantown Ave & Luzerne	2011	7-12
3426	Mastery CS (Pastorius)	Elementary School	Chelten Ave & Sprague St	2013	K-8
3425	Young Scholars CS (Kenderton)	Elementary School	15th St & Ontario St	2013	K-8
Charter					
3320	Imani CS	Elementary School	Greene St & W Chelten Ave	1999	K-8
3309	Imhotep Charter School	High School	21th St & W Godfrey Ave	1998	9-12
3350	Khepera Charter School	Elementary School	Carpenter Ln & Cresheim Av	2004	K-8
3370	KIPP CS	Middle School	09th St & Germantown Ave	2003	K-3, 5-12

CAPITAL IMPROVEMENT PROGRAM - FY 14/15 & FY 15/16

8th Councilmanic District : Councilwoman Cindy Bass

List of Schools

ID	Name	Type	Address	Yr Open	Grades
Charter					
3393	Mastery CS (Pickett)	Middle Secondary	Wayne Ave & Chelton Ave	2007	6-12
3352	New Media Tech CS (2/2)	Middle School	Haines St & Osceola St		5-8

CAPITAL IMPROVEMENT PROGRAM - FY 14/15 & FY 15/16

8th Councilmanic District : Councilwoman Cindy Bass

ID	Location	Project	Current Phase	FY 14/15	FY 15/16	Total
6010	Central High School	Fire Alarm System Replacements ReLighting	Design	\$69,387	\$721,703	\$791,090
6200	Day, Anna Blakiston	Chiller Replacements	Work Complete	\$810,665	\$0	\$810,665
6020	Germentown HS	Exterior / Structural Renovations	Planning	\$41,900	\$158,100	\$200,000
6050	Girls High School	PCB Transformers	Design	\$0	\$258,000	\$258,000
6460	Hill-Freedman	Elevator Replacements	Construction	\$394,596	\$0	\$394,596
6060	King, Martin Luther	Boiler Replacements	Design	\$0	\$90,000	\$90,000
4380	Peirce, Thomas M	Classroom Modernization	Pre-Design	\$2,210,329	\$4,785,171	\$6,995,500
7490	Prince Hall	Exterior / Structural Renovations	Work Complete	\$2,153,310	\$0	\$2,153,310
7130	Wagner, General Louis	Greening Initiative	Pre-Design	\$0	\$203,948	\$203,948
6400	Widener Memorial	Fire Alarm System Replacements	Planning	\$75,000	\$0	\$75,000
3425	Young Scholars CS (Kenderton)	Roof Replacements	Work Complete	\$57,456	\$0	\$57,456
		Chiller Replacements	Design	\$1,280,243	\$1,799,414	\$3,079,657
		Major Renovations	Work Complete	\$119,562	\$0	\$119,562
		Major Renovations	Planning	\$1,281,821	\$5,983,824	\$7,265,645
		Elevator Replacements	Work Complete	\$55,286	\$0	\$55,286
			Design	\$0	\$228,000	\$228,000
				8th Councilmanic District Totals		\$8,549,555
						\$14,228,160
						\$22,777,715

Totals**

Planning	\$7,540,645
Pre-Design	\$7,199,448
Design	\$4,446,747
Construction	\$394,596
Work Complete	\$3,196,279
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8th Councilmanic District Totals	\$22,777,715

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CAPITAL IMPROVEMENT PROGRAM - FY 14/15 & FY 15/16

9th Councilmanic District : Councilwoman Marian B. Tasco

List of Schools

ID	Name	Type	Address	Yr Open	Grades
District					
6210	Edmonds, Franklin S	Elementary School	Sedgwick St & Thouron Ave	1948	K-5
7260	Ellwood	Elementary School	13th St & Oak Lane St	1957	K-5
7120	Fels, Samuel	High School	Devereaux Ave & Langdon S	1954	9-12
7270	Finletter, Thomas K	Elementary School	Front St & Godfrey Ave	1930	K-8
7280	Franklin, Benjamin ES	Elementary School	Rising Sun Ave & Cheltenha	1915	K-8
6029	Germantown HS Field	High School	Woolston Ave & E Sedgwick		
7320	Howe, Julia Ward	Elementary School	13th St & Grange St	1913	K-5
6100	Leeds, Morris E	Middle School	Mt Pleasant Ave & Woolston	1953	6-8
7350	Lowell, James R	Elementary School	05th St & Nedro Ave	1913	K-4
5500	Marshall, Thurgood	Elementary School	06th St & Duncannon St	1997	K-8
6310	McCloskey, John F	Elementary School	Pickering St & Gowen St	1956	K-7
7390	Morrison, Andrew J	Elementary School	03rd St & Duncannon Ave	1924	K-8
7400	Olney Elementary	Elementary School	Tabor Rd & Water St	1900	K-8
3540	Ombudsman NW Accelerated	High School	Wister St & E Haines St		9-12
6350	Pennypacker, Samuel	Elementary School	Washington Ln & Thouron A	1930	K-5
7530	Rowen, William	Elementary School	19th St & Haines St	1938	K-5
7370	Washington Jr, Grover	Middle School	B St & Olney Ave	2000	5-8
Charter (Renaissance)					
3414	Aspira CS (Olney)	High School	Front St & Duncannon Ave	2011	9-12
3419	Mosaica CS (Birney)	Elementary School	09th St & Lindley Ave	2011	K-8
3421	Universal CS (Creighton)	Elementary School	Tabor Rd & Foulkrod St	2012	K-8
Charter					
3307	DeHostos CS	Elementary School	02nd St & Chelten Ave	1998	K-8
3342	Delaware Valley CS	High School	Old York Rd & W Duncanno	2001	9-12
3380	New Media Tech CS (1/2)	Middle Secondary	Ogontz Ave & 78th Ave	2004	5-12
3404	Tacony Academy CS	K-12 School	Rising Sun Ave & Robbins S	2009	K-12
3314	West Oak Lane CS	Elementary School	Stenton Ave & E Tulpehocke	1998	K-8

CAPITAL IMPROVEMENT PROGRAM - FY 14/15 & FY 15/16
9th Councilmanic District : Councilwoman Marian B. Tasco

ID	Location	Project	Current Phase	FY 14/15	FY 15/16	Total
6210	Edmonds, Franklin S	Asbestos Abatement	Planning	\$235,000	\$0	\$235,000
		Exterior / Structural Renovations	Pre-Design	\$0	\$350,442	\$350,442
7120	Fels, Samuel	Paving Replacements	Work Complete	\$216,600	\$0	\$216,600
6100	Leeds, Morris E	Asbestos Abatement	Planning	\$0	\$85,000	\$85,000
		Roof Replacements	Pre-Design	\$548,973	\$1,733,849	\$2,282,822
7350	Lowell, James R	Exterior / Structural Renovations	Pre-Design	\$57,155	\$1,165,803	\$1,222,958
6350	Pennypacker, Samuel	Boiler Replacements	Work Complete	\$169,576	\$0	\$169,576
3421	Universal CS (Creighton)	Asbestos Abatement	Planning	\$275,000	\$0	\$275,000
		Exterior / Structural Renovations	Design	\$29,216	\$308,867	\$338,083
<i>9th Councilmanic District Totals</i>				<i>\$1,531,520</i>	<i>\$3,643,961</i>	<i>\$5,175,481</i>

Totals**

Planning	\$595,000
Pre-Design	\$3,856,222
Design	\$338,083
Work Complete	\$386,176
<i>9th Councilmanic District Totals</i>	
	<i>\$5,175,481</i>

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CAPITAL IMPROVEMENT PROGRAM - FY 14/15 & FY 15/16

10th Councilmanic District : Councilman Brian J. O'Neill

List of Schools

ID	Name	Type	Address	Yr Open	Grades
District					
8040	Arts Academy (Rush)	High School	Knights Rd & Fairdale Rd	2008	9-12
8160	Baldi, CCA	Middle School	Verree Rd S of Alburger Ave	1971	6-8
8370	Comly, Watson	Elementary School	Byberry Rd & Kelvin St	1929	K-5
8230	Crossan, Kennedy C	Elementary School	Bingham St & Bleigh St	1924	K-5
8420	Decatur, Stephen	Elementary School	Academy Rd & Torrey Rd	1964	K-8
8390	Fitzpatrick, Aloysius L	Elementary School	Knights Rd & Chalfont Dr	1960	K-8
8260	Fox Chase	Elementary School	Rhawn St & Ridgeway St	1949	K-5
8590	Fox Chase / Butler Farm	High School	Pine Rd & Shady Ln		
8400	Frank, Anne	Elementary School	Bowler St & Hoff St	1962	K-5
8430	Greenberg, Joseph	Elementary School	Sharon Ln & Alicia St	1964	K-8
8180	Hancock, John	Elementary School	Morrell St & W Crown Ave	1968	K-5
8270	Holme, Thomas	Elementary School	Academy Rd & Willits Rd	1950	K-6
8320	La Brum, General J Harry	Middle School	Hawley Rd & Brookview Rd	1974	6-8
8440	Loesche, William H	Elementary School	Tomlinson Rd & Bustleton A	1965	K-5
8020	Northeast High	High School	Cottman Ave & Algon Ave	1957	9-12
8029	Northeast HS Field	High School	Glendale Ave & Bleigh Ave		
8600	Phase 4 Lrn Ctr	High School			9-12
8090	Swenson CTE	High School	Red Lion Rd & Roosevelt Bl	2000	9-12
8030	Washington, George	High School	Bustleton Ave & Verree Rd	1963	9-12
8039	Washington HS Field	High School	Bustelton Ave & Verree Rd		
Charter					
3328	MAST CS	K-12 School	Byberry Rd & Evans St	1999	K-12
3322	Phila Academy CS	K-12 School	Haldeman Ave & Roosevelt	1999	K-12
3376	Phila Academy CS (HS)	High School	Jamison Ave & Tomlinson R	2003	9-12

CAPITAL IMPROVEMENT PROGRAM - FY 14/15 & FY 15/16

10th Councilmanic District : Councilman Brian J. O'Neill

ID	Location	Project	Current Phase	FY 14/15	FY 15/16	Total
8040	Arts Academy (Rush)	Roof Replacements	Work Complete	\$684,513	\$0	\$684,513
8420	Decatur, Stephen	Window Replacements	Work Complete	\$229,267	\$0	\$229,267
8260	Fox Chase	Roof Replacements	Work Complete	\$226,328	\$0	\$226,328
8430	Greenberg, Joseph	Elevator Replacements	Design	\$0	\$84,000	\$84,000
8020	Northeast High	Asbestos Abatement	Planning	\$275,000	\$0	\$275,000
		PCB Transformers	Planning	\$0	\$2,000,000	\$2,000,000
<i>10th Councilmanic District Totals</i>				<i>\$1,415,108</i>	<i>\$2,084,000</i>	<i>\$3,499,108</i>

Totals**

Planning	\$2,275,000
Design	\$84,000
Work Complete	\$1,140,108
<i>10th Councilmanic District Totals</i>	<i>\$3,499,108</i>

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Chief Financial Officer
Matthew E. Stanski

Budget Director
Wayne Harris