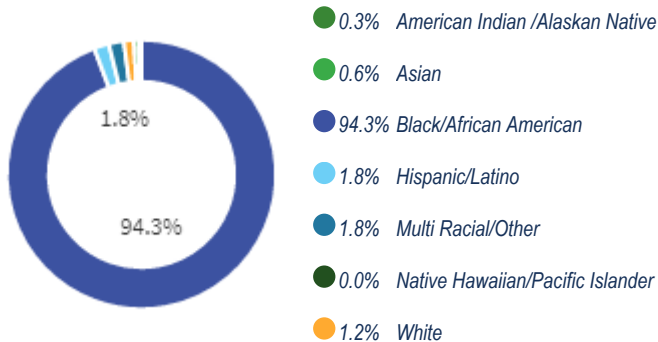


SAMUEL PENNYPACKER SCHOOL

2020-21 SCHOOL PROGRESS REPORT ON EDUCATION AND EQUITY

School Code | 6350 Sector | District Network | Network 6
 Principal Name | Mrs Tamika Gilliam
 Address | 1858 E Washington Ln
 Phone | 215-400-3510 Website | philasd.org/pennypacker
 Report Type | K-8 School Grades in Report | K-8
 Admissions Category | Neighborhood
 Turnaround Model | N/A
 Receives HS Report | No
 Oct 1 Enrollment | 333

Student Enrollment and Demographics



354

Total Number of students Served for 10+ Days Over the Year

20.1%

% Students with IEPs

0.0%

% English Learners

76.6%

% Economically Disadvantaged

SPREE Key Metrics - K-8 Report

Key Metric	Performance Tier
Proficiency - PSSA English Language Arts	Data Not Available Due to COVID-19 for SY2020-21
Growth - PSSA English Language Arts	Data Not Available Due to COVID-19 for SY2020-21
Growth - English Learners	Data Not Available Due to COVID-19 for SY2020-21
Proficiency - PSSA English Language Arts (Grade 3 only)	Data Not Available Due to COVID-19 for SY2020-21
Proficiency - PSSA Math	Data Not Available Due to COVID-19 for SY2020-21
Growth - PSSA Math	Data Not Available Due to COVID-19 for SY2020-21
Survey - Climate Score	Not Meeting
Survey - Instruction Score	Not Meeting
Attendance - 95% or more of days	Not Meeting
Attendance - 90% or more of days	Not Meeting
Survey - Relationship Score	Insufficient Sample for SY2020-21
Suspensions - Zero Out-of-School	Data Unavailable for SY2020-21

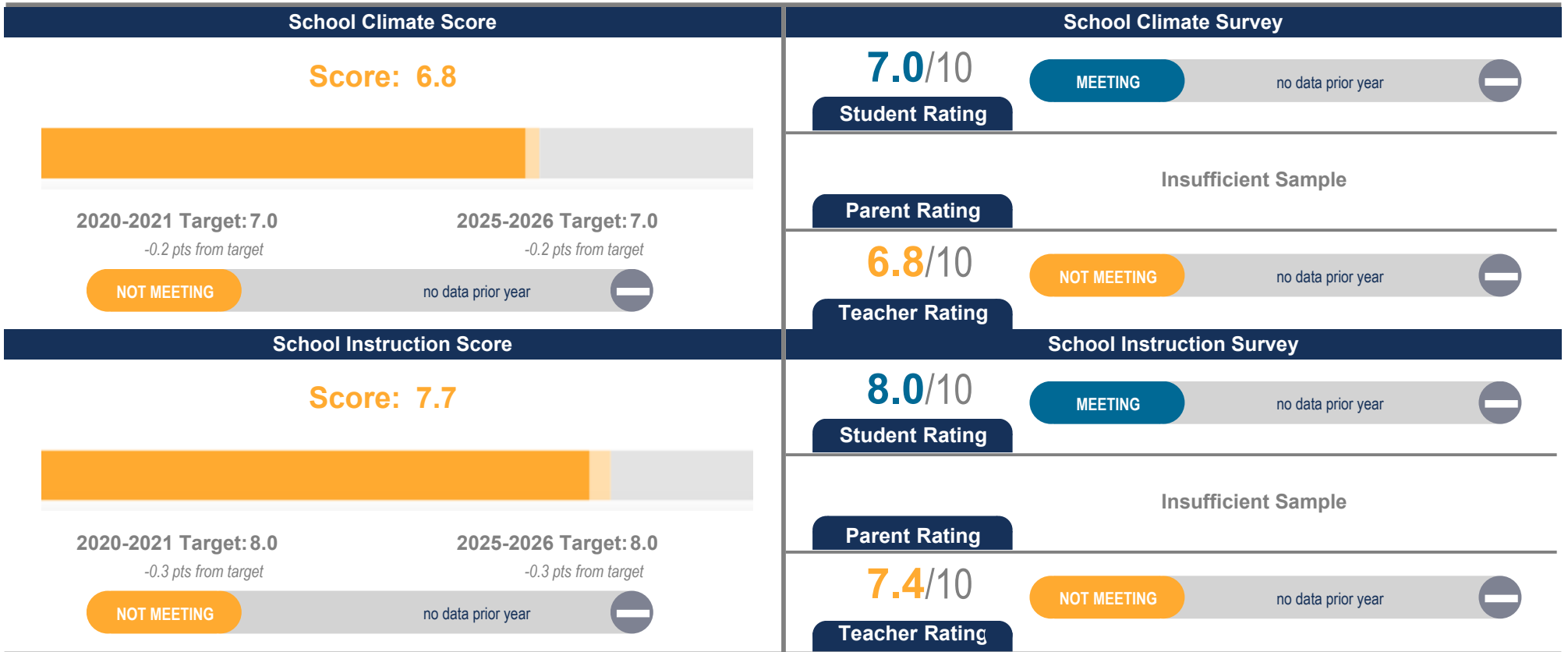
Due to COVID-19 related school closures and modified testing schedules, there was insufficient state assessment and growth data for SY2020-21 accountability reporting.

Climate, Culture & Opportunity

Guardrail 1 - Welcoming and Supportive Schools

School Code| 6350 School Name| Samuel Pennypacker School

Guardrail 1: Every school will be a safe, welcoming and healthy place where our students, staff and community want to be and learn each day. This means that our schools will be: 1) environmentally safe and clean; and 2) spaces with inclusive climates that provide students with access to robust social, emotional, and mental health supports.



- Meeting Target and Improving from Prior Year
- Meeting Target but Not Improving from Prior Year
- Not Meeting Target but Improving from Prior Year
- Not Meeting Target and Not Improving from Prior Year



Yes

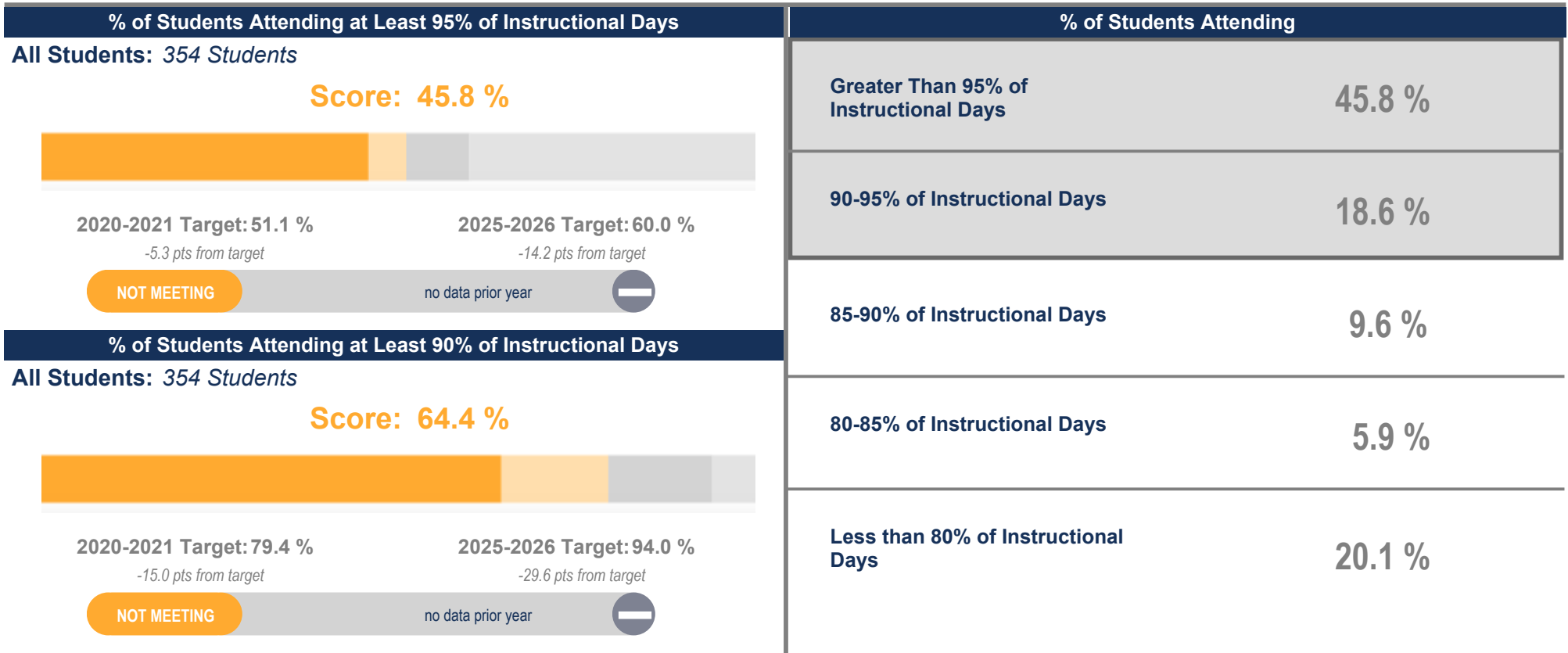
School Has at Least 2 Behavioral/Mental Health Support FTEs per 500 Students

Climate, Culture & Opportunity

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- Meeting Target and Improving from Prior Year
- Meeting Target but Not Improving from Prior Year
- Not Meeting Target but Improving from Prior Year
- Not Meeting Target and Not Improving from Prior Year

Climate, Culture & Opportunity

Guardrail 2 - Enriching and Well-rounded School Experiences

Guardrail 3 - Partnering with Parents / Family Members

School Code| 6350 School Name| Samuel Pennypacker School

Guardrail 2: Every student will have a well-rounded education with co-curricular opportunities, including arts and athletics, integrated into the school experience.

Guardrail 3: Every parent and guardian will be welcomed and encouraged to be partners in their child's school community.

% of Students Participating in Visual / Performing Arts

School Relationship Score

*% of Students
Participating in Visual /
Performing Arts*

97.2 %

313 out of 322 Students

Insufficient Sample

Additional Metrics



Yes

School Has a SAC/Parent Advisory Group



Yes

School Has a SAC/Parent Advisory Group That Meets Regularly



5

Number of SAC/Parent Advisory Group Meetings

- Meeting Target and Improving from Prior Year
- Meeting Target but Not Improving from Prior Year
- Not Meeting Target but Improving from Prior Year
- Not Meeting Target and Not Improving from Prior Year

Climate, Culture & Opportunity

Guardrail 4 - Addressing Racist Practices

School Code| 6350 School Name| Samuel Pennypacker School

Guardrail 4: Our students' potential will not be limited by practices that perpetuate systemic racism and hinder student achievement.

Suspension Disproportionality				% of Students Receiving Zero Out-of-School Suspensions		
	% of Enrollment (Total Enrollment)	(Total Enrollment)	% of Suspensions Given to Each Subgroup	All Students:		
All Students		(354)		Data Unavailable		
American Indian / Alaskan Native	0.3 %	(1)	Data Unavailable			
Asian	0.6 %	(2)	Data Unavailable			
Black / African American	94.3 %	(314)	Data Unavailable			
Hispanic / Latino	1.8 %	(6)	Data Unavailable			
Multi Racial / Other	1.8 %	(6)	Data Unavailable			
Native Hawaiian / Pacific Islander	0.0 %	(0)	Data Unavailable			
White	1.2 %	(4)	Data Unavailable			
English Learners	0.0 %	(0)	Data Unavailable			
Students with IEPs	20.1 %	(67)	Data Unavailable			
Economically Disadvantaged	76.6 %	(255)	Data Unavailable			
				% of Students Qualified to Attend Special Admission High Schools		
	All Students	Black / African American	Hispanic / Latino			
	3.2 %	3.3 %	Insufficient Sample			

- Meeting Target and Improving from Prior Year
- Meeting Target but Not Improving from Prior Year
- Not Meeting Target but Improving from Prior Year
- Not Meeting Target and Not Improving from Prior Year