



# PHILADELPHIA HIGH SCHOOL FOR GIRLS

## 2021-22 SCHOOL PROGRESS REPORT ON EDUCATION AND EQUITY

School Code | 6050 Sector | District Network | Network 1  
Principal Name | Ms Lisa Mesi  
Address | 1400 W Olney Ave  
Phone | 215-400-3700 Website | girls.hs.philasd.org/  
Report Type | High School Grades in Report | 9-12  
Admissions Category | Criteria-Based  
Turnaround Model | N/A  
Receives K8 Report | No  
Oct 1 Enrollment | 819

### Student Enrollment and Demographics



- 0.1% American Indian / Alaskan Native
- 13.7% Asian
- 69.0% Black / African American
- 9.3% Hispanic / Latino
- 3.5% Multi Racial / Other
- 0.0% Native Hawaiian / Pacific Islander
- 4.4% White

**823**

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

**2.0%**

% Students with IEPs

**5.0%**

% English Learners

**66.9%**

% Economically Disadvantaged

### Student Attendance

**40.2%**

% Students Attending at Least 95% of Instructional Days

**64.9%**

% Students Attending at Least 90% of Instructional Days

Score Level	Performance	Improvement	Level
<b>Level 5</b>			
<b>Performance</b> <i>At or Above Target in</i> <b>28.6 %</b> 2 out of 7 Eligible Metrics			
<b>Improvement</b> <b>Insufficient Data for Score</b>			
<b>Goal Performance (All Students)</b>			
<b>GOAL 4   % of 11th Graders Proficient on Algebra, Biology, &amp; Literature Keystones</b> <b>Score: 68.6 %</b> 36.9 pts above 2021-2022 target MEETING 2026 GOAL no data prior year			
<b>GOAL 5   % of 12th Grade Career and Technical Education (CTE) Students Meeting Industry Standards</b> <b>Insufficient Sample</b>			
	<b>American Indian / Alaskan Native</b> Insufficient Data for Score	Insufficient Data for Score	
	<b>Asian</b> Insufficient Data for Score	Insufficient Data for Score	
	<b>Black / African American</b> Insufficient Data for Score	Insufficient Data for Score	
	<b>Hispanic / Latino</b> Insufficient Data for Score	Insufficient Data for Score	
	<b>Multi Racial / Other</b> Insufficient Data for Score	Insufficient Data for Score	
	<b>Native Hawaiian / Pacific Islander</b> Insufficient Data for Score	Insufficient Data for Score	
	<b>White</b> Insufficient Data for Score	Insufficient Data for Score	
	<b>English Learners</b> Insufficient Data for Score	Insufficient Data for Score	
	<b>Students with IEPs</b> Insufficient Data for Score	Insufficient Data for Score	
	<b>Economically Disadvantaged</b> Insufficient Data for Score	Insufficient Data for Score	

- Meeting Target
- Not Meeting Target

# College & Career: Every Student Graduates Ready for College and Careers

## Goal 4 - Keystone Proficiency

School Code | 6050 School Name | Philadelphia High School for Girls

**Goal 4:** The percentage of students who are proficient on all three state high school assessments (Algebra, Literature, and Biology) by the end of their 11th grade year will grow from 26.1% in August 2019 to 52.0% by August 2026.

### % of 11th Graders Proficient on Algebra, Biology, & Literature Keystones

**All Students**, 172 students

**Score: 68.6 %**



**2021-2022 Target: 31.7 %**

36.9 pts above target

**2025-2026 Goal: 52.0 %**

16.6 pts above target



- Meeting Target
- Not Meeting Target

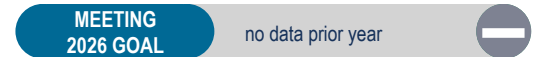
**American Indian / Alaskan Native**

Insufficient Sample

**Asian**, 28 students

**Score: 67.9 %**

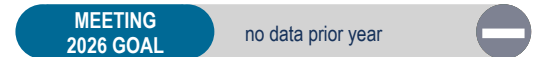
36.2 pts above target



**Black / African American**, 115 students

**Score: 67.0 %**

35.3 pts above target



**Hispanic / Latino**

Insufficient Sample

**Multi Racial / Other**

Insufficient Sample

**Native Hawaiian / Pacific Islander**

Insufficient Sample

**White**

Insufficient Sample

**English Learners**

Insufficient Sample

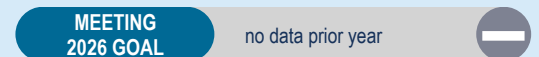
**Students with IEPs**

Insufficient Sample

**Economically Disadvantaged**, 116 students

**Score: 63.8 %**

32.1 pts above target



# College & Career: Every Student Graduates Ready for College and Careers

## Goal 5 - Career and Technical Education

## Graduation and College Readiness

School Code | 6050 School Name | Philadelphia High School for Girls

**Goal 5:** The percentage of Career and Technical Education (CTE) students who pass an industry standards-based competency assessment by the end of their 12th grade year will grow from 54.5% in August 2019 to 80.0% in August 2026.

### % of 12th Grade CTE Students Meeting Industry Standards

#### All Students

Insufficient Sample

### AP, IB, or Dual Enrollment Course Metrics

27.1 %

*% of Students Meeting Standard on AP Exam, on IB Exam, or in Dual Enrollment Course by End of 12th Grade*

27.1 %

*% of Students Participating in but Not Meeting Standard on AP Exam, IB Exam, or Dual Enrollment Course by the End of 12th Grade*

45.9 %

*% of Students Not Participating in AP Exam, IB Exam, or Dual Enrollment Course by the End of 12th Grade*

### Other Key Metrics

79.1 %

*Ninth-Grade On-Track Rate*

76.0 %

*First-Fall Matriculation*

83.5 %

*% of Students Completing the FAFSA by End of 12th Grade*

- Meeting Target
- Not Meeting Target

# College & Career: Every Student Graduates Ready for College and Careers

## Graduation and College Readiness

School Code | 6050 School Name | Philadelphia High School for Girls

### Four-Year Cohort Graduation Rate

All Students, 135 students

Score: 92.6 %



2021-2022 Target: 87.7 %  
4.9 pts above target

2025-2026 Goal: 90.0 %  
2.6 pts above target



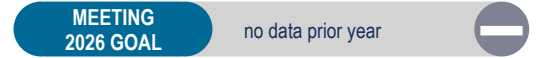
- Meeting Target
- Not Meeting Target

American Indian / Alaskan Native

Insufficient Sample

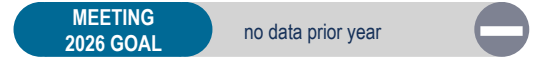
Asian, 28 students

Score: 96.4 %  
8.7 pts above target



Black / African American, 88 students

Score: 90.9 %  
3.2 pts above target



Hispanic / Latino

Insufficient Sample

Multi Racial / Other

Insufficient Sample

Native Hawaiian / Pacific Islander

Insufficient Sample

White

Insufficient Sample

English Learners

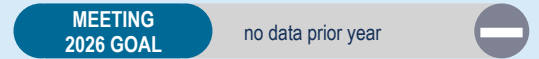
Insufficient Sample

Students with IEPs

Insufficient Sample

Economically Disadvantaged, 100 students

Score: 94.0 %  
6.3 pts above target



# College & Career: Every Student Graduates Ready for College and Careers

## Graduation and College Readiness

School Code | 6050 School Name | Philadelphia High School for Girls

### Four-Year Cohort Drop-Out Rate

### Four-Year Cohort Continuation Rate

#### All Students

9 out of 135 students

Score: 6.7%

#### All Students

1 out of 135 students

Score: 0.7%

#### American Indian / Alaskan Native

Insufficient Sample

#### American Indian / Alaskan Native

Insufficient Sample

#### Asian

1 out of 28 students

Score: 3.6%

#### Asian

0 out of 28 students

Score: 0.0%

#### Black / African American

7 out of 88 students

Score: 8.0%

#### Black / African American

1 out of 88 students

Score: 1.1%

#### Hispanic / Latino

Insufficient Sample

#### Hispanic / Latino

Insufficient Sample

#### Multi Racial / Other

Insufficient Sample

#### Multi Racial / Other

Insufficient Sample

#### Native Hawaiian / Pacific Islander

Insufficient Sample

#### Native Hawaiian / Pacific Islander

Insufficient Sample

#### White

Insufficient Sample

#### White

Insufficient Sample

#### English Learners

Insufficient Sample

#### English Learners

Insufficient Sample

#### Students with IEPs

Insufficient Sample

#### Students with IEPs

Insufficient Sample

#### Economically Disadvantaged

5 out of 100 students

Score: 5.0%

#### Economically Disadvantaged

1 out of 100 students

Score: 1.0%

# Climate, Culture & Opportunity

## Guardrail 1 - Welcoming and Supportive Schools

School Code | 6050 School Name | Philadelphia High School for Girls

**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.

### School Climate Score

Score: 5.6



2021-2022 Target: 7.0  
-1.4 pts from target

2025-2026 Goal: 7.0  
-1.4 pts from target

NOT MEETING

no data prior year



### School Climate Survey

6.8/10  
Student Rating

Insufficient Sample  
Parent Rating

5.1/10  
Teacher Rating

### School Instruction Score

Score: 7.1



2021-2022 Target: 8.0  
-0.9 pts from target

2025-2026 Goal: 8.0  
-0.9 pts from target

NOT MEETING

no data prior year



### School Instruction Survey

7.4/10  
Student Rating

Insufficient Sample  
Parent Rating

6.7/10  
Teacher Rating

- Meeting Target
- Not Meeting Target



Yes

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

# Climate, Culture & Opportunity

## Guardrail 1 - Welcoming and Supportive Schools

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% of Students Attending at Least 95% of Instructional Days	% of Students Attending					
<p><b>All Students: 823 Students</b></p> <p style="text-align: center;"><b>Score: 40.2 %</b></p> <p>2021-2022 Target: 52.9 % -12.7 pts from target</p> <p>2025-2026 Goal: 60.0 % -19.8 pts from target</p> <p>NOT MEETING <span style="margin-left: 150px;">no data prior year</span></p>	<p><b>Greater Than 95% of Instructional Days</b> 40.2 %</p>	<p><b>90-95% of Instructional Days</b> 24.7 %</p>				
<p><b>All Students: 823 Students</b></p> <p style="text-align: center;"><b>Score: 64.9 %</b></p> <p>2021-2022 Target: 82.3 % -17.4 pts from target</p> <p>2025-2026 Goal: 94.0 % -29.1 pts from target</p> <p>NOT MEETING <span style="margin-left: 150px;">no data prior year</span></p>	<p style="text-align: center;"><b>Additional Metrics</b></p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 50%; vertical-align: top;"> <p><b>47.9%</b></p> <p><i>% of Teachers Attending at Least 95% of Work Days (Cumulative)</i></p> </td> <td style="text-align: center; width: 50%; vertical-align: top;"> <p><b>82.2%</b></p> <p><i>Teacher Annual Retention</i></p> </td> </tr> <tr> <td style="text-align: center; vertical-align: top;"> <p><b>97.1%</b></p> <p><i>% of Teachers Receiving a Proficient MMS Rating</i></p> </td> <td style="text-align: center; vertical-align: top;"> <p><b>2.9%</b></p> <p><i>% of Teachers Receiving a Distinguished MMS Rating</i></p> </td> </tr> </table>		<p><b>47.9%</b></p> <p><i>% of Teachers Attending at Least 95% of Work Days (Cumulative)</i></p>	<p><b>82.2%</b></p> <p><i>Teacher Annual Retention</i></p>	<p><b>97.1%</b></p> <p><i>% of Teachers Receiving a Proficient MMS Rating</i></p>	<p><b>2.9%</b></p> <p><i>% of Teachers Receiving a Distinguished MMS Rating</i></p>
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- Meeting Target
- Not Meeting Target

# Climate, Culture & Opportunity

## Guardrail 2 - Enriching and Well-rounded School Experiences

## Guardrail 3 - Partnering with Parents / Family Members

School Code | 6050 School Name | Philadelphia High School for Girls

**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 Co-Curricular / Athletics Activities

### School Relationship Score

*% of Students  
Participating in Co-  
Curricular / Athletics  
Activities*

**Data Unavailable**

**Insufficient Sample**

### Additional Metrics



**Yes**

*School Has a SAC/Parent Advisory Group*



**Yes**

*School Has a SAC/Parent Advisory Group That Meets Regularly*



**4**

*Number of SAC/Parent Advisory Group Meetings*

- Meeting Target
- Not Meeting Target



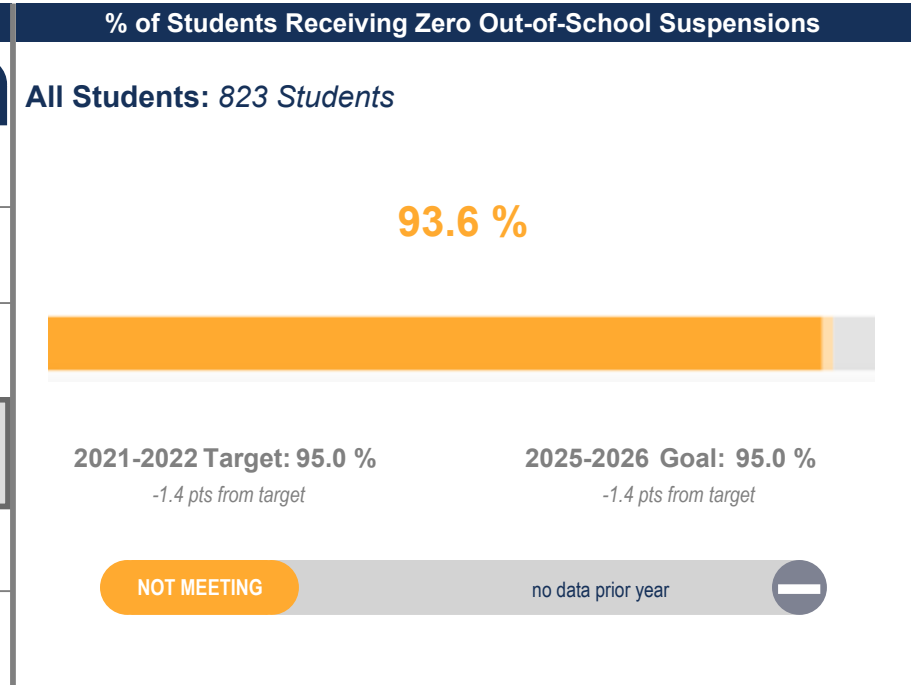
# Climate, Culture & Opportunity

## Guardrail 4 - Addressing Racist Practices

School Code | 6050 School Name | Philadelphia High School for Girls

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

Suspension Disproportionality		
	% of Enrollment (Total Enrollment)	% of Suspensions Given to Each Subgroup
All Students	(819)	
American Indian / Alaskan Native	0.1 % (1)	0.0 %
Asian	13.7 % (112)	1.6 %
Black / African American	69.0 % (565)	90.2 %
Hispanic / Latino	9.3 % (76)	4.9 %
Multi Racial / Other	3.5 % (29)	0.0 %
Native Hawaiian / Pacific Islander	0.0 % (0)	0.0 %
White	4.4 % (36)	3.3 %
English Learners	5.0 % (41)	0.0 %
Students with IEPs	2.0 % (16)	3.3 %
Economically Disadvantaged	66.9 % (548)	70.5 %



### Disproportionality in AP, IB, and Dual Enrollment Courses

All Students	Black / African American	Hispanic / Latino
58.7 %	48.3 %	62.5 %

- Meeting Target
- Not Meeting Target