

## Belmont Charter School

School Code	W68	Report Type	HS
Sector	Charter	Grades in Report	9-10
Address	4030 Brown St., 19104	Enrollment	145
Phone/Fax	215-823-8208 / 215-823-8209	Admissions Category	Neighborhood
Website	www.belmontcharternetwork.org/bcs	Turnaround Model	N/A

### Performance Tiers Legend

INTERVENE (0-24%)

WATCH (25-49%)

REINFORCE (50-74%)

MODEL (75-100%)

2018-2019

3-YEAR AVG

### OVERALL: REINFORCE (58%)

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

58%



N/A

### Achievement: INTERVENE (9%)

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

9%



N/A

### Progress: MODEL (93%)

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

93%



N/A

### Climate: REINFORCE (74%)

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

74%



N/A

### College & Career: INSUFFICIENT DATA

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

N/A

## Achievement

METRIC	METRIC SCORE	POINTS EARNED	TIER
Keystone Exam - Algebra I			
% Proficient or Advanced	<b>12%</b> (125 students)	<b>0.00</b> out of <b>8.00</b> (0%)	<b>INTERVENE</b>
Grade 9 - % Proficient or Advanced	<b>15%</b> (68 students)		
% Advanced	<b>2%</b> (125 students)	<b>0.10</b> out of <b>1.50</b> (6%)	<b>INTERVENE</b>
Keystone Exam - Biology			
% Proficient or Advanced	<b>18%</b> (71 students)	<b>0.00</b> out of <b>8.00</b> (0%)	<b>INTERVENE</b>
% Advanced	<b>0%</b> (71 students)	<b>0.00</b> out of <b>1.50</b> (0%)	<b>INTERVENE</b>
Keystone Exam - Literature			
% Proficient or Advanced	<b>45%</b> (84 students)	<b>2.52</b> out of <b>8.00</b> (32%)	<b>WATCH</b>
% Advanced	<b>1%</b> (84 students)	<b>0.07</b> out of <b>1.50</b> (5%)	<b>INTERVENE</b>
ACCESS for ELLs: % 4.5 or Above			INSUFFICIENT SAMPLE
<b>Achievement Total:</b> % of Points Earned	<b>9%</b>	<b>2.69</b> out of <b>28.50</b>	<b>INTERVENE</b>

## Progress

METRIC	METRIC SCORE	POINTS EARNED	TIER
Keystone Exam - Algebra I: Average Growth Index (AGI)	1.60	5.63 out of 6.50 (87%)	MODEL
Keystone Exam - Biology: Average Growth Index (AGI)	3.69	6.50 out of 6.50 (100%)	MODEL
Keystone Exam - Literature: Average Growth Index (AGI)	5.49	6.50 out of 6.50 (100%)	MODEL
% of On-Track Students Earning Credits Required For Promotion	95% (110 students)	6.55 out of 8.00 (82%)	MODEL
% of Off-Track Students Earning Credits Required For Promotion			INSUFFICIENT SAMPLE
ACCESS for ELLs: % of Students Meeting Growth Target			DATA NOT AVAILABLE

## Progress, On Equity

Keystone Exam - Algebra I: AGI for Lowest-Performing 33% of Students	2.07	1.50 out of 1.50 (100%)	MODEL
Keystone Exam - Biology: AGI for Lowest-Performing 33% of Students	2.94	1.50 out of 1.50 (100%)	MODEL
Keystone Exam - Literature: AGI for Lowest-Performing 33% of Students	3.12	1.50 out of 1.50 (100%)	MODEL
<b>Progress Total:</b> % of Points Earned	<b>93%</b>	<b>29.68</b> out of <b>32.00</b>	<b>MODEL</b>

## Climate

METRIC	METRIC SCORE	POINTS EARNED	TIER
% of Students Attending 95% or More of Instructional Days	<b>52%</b> (168 students)	<b>5.18</b> out of <b>8.00</b> (65%)	<b>REINFORCE</b>
% Attending 90-95% of Days	24% (168 students)		
% Attending 85-90% of Days	10% (168 students)		
% Attending 80-85% of Days	7% (168 students)		
% Attending Less Than 80% of Days	7% (168 students)		
Annual Retention Rate	<b>97%</b> (126 students)	<b>6.00</b> out of <b>6.00</b> (100%)	<b>MODEL</b>
% of Students with Zero In-School Suspensions	<b>96%</b> (168 students)	<b>0.32</b> out of <b>0.50</b> (64%)	<b>REINFORCE</b>
% of Students with Zero Out-Of-School Suspensions	<b>86%</b> (168 students)	<b>1.31</b> out of <b>2.50</b> (52%)	<b>REINFORCE</b>
Student Survey: School Climate Rating (% of most positive responses)	<b>53%</b>	<b>0.53</b> out of <b>1.00</b> (53%)	<b>REINFORCE</b>
Parent Survey: School Climate Rating (% of most positive responses)	<b>89%</b>	<b>0.89</b> out of <b>1.00</b> (89%)	<b>MODEL</b>
Parent/Guardian Survey: Participation Rate	<b>30%</b>	<b>0.49</b> out of <b>1.00</b> (49%)	<b>WATCH</b>
<b>Climate Total:</b> % of Points Earned	<b>74%</b>	<b>14.73</b> out of <b>20.00</b>	<b>REINFORCE</b>

## College & Career

METRIC	METRIC SCORE	POINTS EARNED	TIER
Four-Year Cohort Graduation Rate			NOT APPLICABLE
First-Fall College Matriculation Rate			NOT APPLICABLE
AP, IB, & NOCTI Exams and Dual Enrollment Participation and Performance			NOT APPLICABLE
% Participating Not Meeting Threshold			NOT APPLICABLE
% Not Participating			NOT APPLICABLE
SAT & ACT Exams Participation and Performance			NOT APPLICABLE
% Participating Not Meeting Threshold			NOT APPLICABLE
% Not Participating			NOT APPLICABLE
FAFSA Completion Rate			NOT APPLICABLE
Student Survey: College & Career Readiness Rating (% of most positive responses)	43%	0.43 out of 1.00 (43%)	WATCH
<b>College &amp; Career Total:</b> % of Points Earned		<b>0.43</b> out of <b>1.00</b>	<b>INSUFFICIENT DATA</b>

## Educator Effectiveness

Teacher effectiveness measures are displayed in the School Progress Report, but not included in the SPR rating, to share data we have gathered to monitor and support teacher practice. This information is also used to develop responsive and customized professional learning for teachers to ensure that all students have access to great instruction.

In addition to other metrics, the SPR includes teachers' overall Multiple Measure Summary (MMS) effectiveness ratings. These ratings are comprised of teachers' Formal Observation, Student Learning Objectives, Teacher-Specific PVAAS, and the building-level score from the state of Pennsylvania's School Performance Profile (SPP, also known as Act 82).

Here are some important details that contextualize the teacher effectiveness data reported in the SPR.

- Teachers in a formal observation year who fail to receive a required observation receive a default observation score of 2 (Proficient) for any missing observation data, which may inflate the overall scores.
- Until District-wide inter-rater reliability norming is held for all principals, observation scores may vary significantly across schools and observers. As a result, comparisons of scores between schools may not be meaningful.
- The District's observation tool evaluates 10 components of the Danielson Framework for Teaching. Therefore, comparing SDP's observation scores to scores evaluated against all 22 components of the Danielson Framework may not be meaningful.

### EDUCATOR EFFECTIVENESS INDICATORS

% of Teachers Receiving an MMS Rating of Distinguished

DATA NOT AVAILABLE

% of Teachers Receiving an MMS Rating of Proficient

DATA NOT AVAILABLE

% of Teachers Attending 95% or More of Days

DATA NOT AVAILABLE

Student Survey: Student Perception of Quality of Teacher Practice  
(% of most positive responses)

45%

#### FOR MORE INFORMATION

More information about the School Progress Reports, including the User Guide, Public Business Rules, and FAQ, is available at [philasd.org/spr](http://philasd.org/spr).

#### NOTES ABOUT ROUNDING

All calculated values in the SPR (metric scores, percent of points earned, and points earned) are calculated using unrounded values; however, displayed values may differ slightly due to rounding for publication purposes.

#### UNDERSTANDING DUAL REPORTS

Schools that serve multiple grade spans receive separate SPRs for each grade span (for example, a school serving grades 6-12 receives a Middle School Report and a High School Report). The grades included in a particular report are displayed on the top right of the cover page.