# Universal Charter School at Audenried

<table>
<thead>
<tr>
<th>School Code</th>
<th>X17</th>
<th>Report Type</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sector</td>
<td>Charter</td>
<td>Grades in Report</td>
<td>9-12</td>
</tr>
<tr>
<td>Address</td>
<td>3301 Tasker St., 19145</td>
<td>Enrollment</td>
<td>516</td>
</tr>
<tr>
<td>Phone/Fax</td>
<td>215-952-4801 / 267-909-9425</td>
<td>Admissions Category</td>
<td>Neighborhood</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.universalfamilyofschools.org/universal-audenreid-charter-high-school/">www.universalfamilyofschools.org/universal-audenreid-charter-high-school/</a></td>
<td>Turnaround Model</td>
<td>Renaissance Charter</td>
</tr>
</tbody>
</table>

### Performance Tiers Legend

<table>
<thead>
<tr>
<th>INTERVENE (0-24%)</th>
<th>WATCH (25-49%)</th>
<th>REINFORCE (50-74%)</th>
<th>MODEL (75-100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### OVERALL: WATCH (40%)

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>22%</td>
<td>24%</td>
<td>40%</td>
<td>28.7%</td>
</tr>
</tbody>
</table>

### Achievement: INTERVENE (2%)

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

### Progress: REINFORCE (72%)

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

### Climate: WATCH (45%)

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

### College & Career: INTERVENE (18%)

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

<table>
<thead>
<tr>
<th>METRIC</th>
<th>METRIC SCORE</th>
<th>POINTS Earned</th>
<th>TIER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Keystone Exam - Algebra I</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Proficient or Advanced</td>
<td>7% (334 students)</td>
<td>0.00 out of 8.00 (0%)</td>
<td>INTERVENE</td>
</tr>
<tr>
<td>Grade 9 - % Proficient or Advanced</td>
<td>15% (82 students)</td>
<td>0.04 out of 1.50 (2%)</td>
<td>INTERVENE</td>
</tr>
<tr>
<td>% Advanced</td>
<td>1% (334 students)</td>
<td>0.00 out of 1.50 (0%)</td>
<td>INTERVENE</td>
</tr>
<tr>
<td><strong>Keystone Exam - Biology</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Proficient or Advanced</td>
<td>6% (217 students)</td>
<td>0.00 out of 8.00 (0%)</td>
<td>INTERVENE</td>
</tr>
<tr>
<td>% Advanced</td>
<td>0% (217 students)</td>
<td>0.00 out of 1.50 (0%)</td>
<td>INTERVENE</td>
</tr>
<tr>
<td><strong>Keystone Exam - Literature</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Proficient or Advanced</td>
<td>27% (233 students)</td>
<td>0.66 out of 8.00 (8%)</td>
<td>INTERVENE</td>
</tr>
<tr>
<td>% Advanced</td>
<td>0% (233 students)</td>
<td>0.00 out of 1.50 (0%)</td>
<td>INTERVENE</td>
</tr>
</tbody>
</table>

**ACCESS for ELLs:**
% 4.5 or Above

**INSUFFICIENT SAMPLE**

| Achievement Total: | 2% | 0.70 out of 28.50 | INTERVENE |
## Progress

<table>
<thead>
<tr>
<th>METRIC</th>
<th>METRIC SCORE</th>
<th>POINTS EARNED</th>
<th>TIER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keystone Exam - Algebra I:</td>
<td>2.66</td>
<td>6.50 out of 6.50</td>
<td>MODEL</td>
</tr>
<tr>
<td>Average Growth Index (AGI)</td>
<td></td>
<td>(100%)</td>
<td></td>
</tr>
<tr>
<td>Keystone Exam - Biology:</td>
<td>0.81</td>
<td>3.92 out of 6.50</td>
<td>REINFORCE</td>
</tr>
<tr>
<td>Average Growth Index (AGI)</td>
<td></td>
<td>(60%)</td>
<td></td>
</tr>
<tr>
<td>Keystone Exam - Literature:</td>
<td>3.12</td>
<td>6.50 out of 6.50</td>
<td>MODEL</td>
</tr>
<tr>
<td>Average Growth Index (AGI)</td>
<td></td>
<td>(100%)</td>
<td></td>
</tr>
<tr>
<td>% of On-Track Students</td>
<td>88%</td>
<td>4.75 out of 8.00</td>
<td>REINFORCE</td>
</tr>
<tr>
<td>Earning Credits Required For Promotion</td>
<td>(279 students)</td>
<td>(59%)</td>
<td></td>
</tr>
<tr>
<td>% of Off-Track Students</td>
<td>60%</td>
<td>2.40 out of 6.00</td>
<td>WATCH</td>
</tr>
<tr>
<td>Earning Credits Required For Promotion</td>
<td>(40 students)</td>
<td>(40%)</td>
<td></td>
</tr>
<tr>
<td>ACCESS for ELLs:</td>
<td></td>
<td></td>
<td>DATA NOT AVAILABLE</td>
</tr>
<tr>
<td>% of Students Meeting Growth Target</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Progress, On Equity

<table>
<thead>
<tr>
<th>METRIC</th>
<th>METRIC SCORE</th>
<th>POINTS EARNED</th>
<th>TIER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keystone Exam - Algebra I:</td>
<td>4.00</td>
<td>1.50 out of 1.50</td>
<td>MODEL</td>
</tr>
<tr>
<td>AGI for Lowest-Performing 33% of Students</td>
<td></td>
<td>(100%)</td>
<td></td>
</tr>
<tr>
<td>Keystone Exam - Biology:</td>
<td>2.38</td>
<td>1.50 out of 1.50</td>
<td>MODEL</td>
</tr>
<tr>
<td>AGI for Lowest-Performing 33% of Students</td>
<td></td>
<td>(100%)</td>
<td></td>
</tr>
<tr>
<td>Keystone Exam - Literature:</td>
<td>-0.11</td>
<td>0.45 out of 1.50</td>
<td>WATCH</td>
</tr>
<tr>
<td>AGI for Lowest-Performing 33% of Students</td>
<td></td>
<td>(30%)</td>
<td></td>
</tr>
</tbody>
</table>

### Progress Total:

% of Points Earned | 72% | 27.52 out of 38.00 | REINFORCE |
## Climate

<table>
<thead>
<tr>
<th>METRIC</th>
<th>METRIC SCORE</th>
<th>POINTS EARNED</th>
<th>TIER</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Students Attending 95% or More of Instructional Days</td>
<td>14%</td>
<td>0.00 out of 8.00</td>
<td>INTERVENE</td>
</tr>
<tr>
<td>% Attending 90-95% of Days</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Attending 85-90% of Days</td>
<td>17%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Attending 80-85% of Days</td>
<td>11%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Attending Less Than 80% of Days</td>
<td>37%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual Retention Rate</td>
<td>86%</td>
<td>6.00 out of 6.00</td>
<td>MODEL</td>
</tr>
<tr>
<td>% of Students with Zero In-School Suspensions</td>
<td>100%</td>
<td>0.50 out of 0.50</td>
<td>MODEL</td>
</tr>
<tr>
<td>% of Students with Zero Out-Of-School Suspensions</td>
<td>84%</td>
<td>1.13 out of 2.50</td>
<td>WATCH</td>
</tr>
<tr>
<td>Student Survey: School Climate Rating ( % of most positive responses )</td>
<td>45%</td>
<td>0.45 out of 1.00</td>
<td>WATCH</td>
</tr>
<tr>
<td>Parent Survey: School Climate Rating ( % of most positive responses )</td>
<td>67%</td>
<td>0.67 out of 1.00</td>
<td>REINFORCE</td>
</tr>
<tr>
<td>Parent/Guardian Survey: Participation Rate</td>
<td>18%</td>
<td>0.20 out of 1.00</td>
<td>INTERVENE</td>
</tr>
</tbody>
</table>

**Climate Total:** 45%  
% of Points Earned: 8.95 out of 20.00  
TIER: WATCH
## College & Career

<table>
<thead>
<tr>
<th>METRIC</th>
<th>METRIC SCORE</th>
<th>POINTS Earned</th>
<th>TIER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four-Year Cohort Graduation Rate</td>
<td>66%</td>
<td>0.00 out of 4.50</td>
<td>INTERVENE</td>
</tr>
<tr>
<td></td>
<td>(106 students)</td>
<td>(0%)</td>
<td></td>
</tr>
<tr>
<td>First-Fall College Matriculation Rate</td>
<td>38%</td>
<td>0.35 out of 1.50</td>
<td>INTERVENE</td>
</tr>
<tr>
<td></td>
<td>(77 students)</td>
<td>(23%)</td>
<td></td>
</tr>
<tr>
<td>AP, IB, &amp; NOCTI Exams and Dual Enrollment Participation and Performance</td>
<td>41%</td>
<td>0.77 out of 1.00</td>
<td>MODEL</td>
</tr>
<tr>
<td></td>
<td>(88 students)</td>
<td>(77%)</td>
<td></td>
</tr>
<tr>
<td>% Participating</td>
<td>39%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Meeting Threshold</td>
<td>(88 students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Not Participating</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(88 students)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAT &amp; ACT Exams</td>
<td>2%</td>
<td>0.00 out of 1.00</td>
<td>INTERVENE</td>
</tr>
<tr>
<td>Participation and Performance</td>
<td>(88 students)</td>
<td>(0%)</td>
<td></td>
</tr>
<tr>
<td>% Participating</td>
<td>45%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Meeting Threshold</td>
<td>(88 students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Not Participating</td>
<td>52%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(88 students)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FAFSA Completion Rate</td>
<td>43%</td>
<td>0.36 out of 1.00</td>
<td>WATCH</td>
</tr>
<tr>
<td></td>
<td>(88 students)</td>
<td>(36%)</td>
<td></td>
</tr>
<tr>
<td>Student Survey:</td>
<td>32%</td>
<td>0.32 out of 1.00</td>
<td>WATCH</td>
</tr>
<tr>
<td>College &amp; Career Readiness Rating</td>
<td></td>
<td>(32%)</td>
<td></td>
</tr>
<tr>
<td>(% of most positive responses)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>College &amp; Career Total:</strong></td>
<td>18%</td>
<td><strong>1.80 out of 10.00</strong></td>
<td>INTERVENE</td>
</tr>
<tr>
<td>% of Points Earned</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**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**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Teachers Receiving an MMS Rating of Distinguished</td>
<td>DATA NOT AVAILABLE</td>
</tr>
<tr>
<td>% of Teachers Receiving an MMS Rating of Proficient</td>
<td>DATA NOT AVAILABLE</td>
</tr>
<tr>
<td>% of Teachers Attending 95% or More of Days</td>
<td>DATA NOT AVAILABLE</td>
</tr>
<tr>
<td>Student Survey: Student Perception of Quality of Teacher Practice (% of most positive responses)</td>
<td>37%</td>
</tr>
</tbody>
</table>

**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.

**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.