

William W. Bodine High School

School Code 515
 Sector District
 Address 1101 N. 4th St., 19123
 Phone/Fax 215-400-7630 / 215-400-7631
 Website philasd.org/bodine

Report Type HS
 Grades in Report 9-12
 Enrollment 535
 Admissions Category Special Admit
 Turnaround Model N/A

Performance Tiers Legend

INTERVENE (0-24%)

WATCH (25-49%)

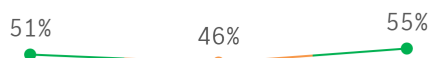
REINFORCE (50-74%)

MODEL (75-100%)

2016-2017 2017-2018 2018-2019 3-YEAR AVG

OVERALL: REINFORCE (55%)

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



50.7%

Achievement: WATCH (37%)

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



34.7%

Progress: WATCH (48%)

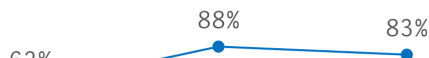
The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).



41.0%

Climate: MODEL (83%)

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



77.7%

College & Career: MODEL (75%)

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



75.7%

Achievement

METRIC	METRIC SCORE	POINTS EARNED	TIER
Keystone Exam - Algebra I			
% Proficient or Advanced	39% (161 students)	1.85 out of 8.00 (23%)	INTERVENE
Grade 9 - % Proficient or Advanced	42% (125 students)		
% Advanced	11% (161 students)	0.67 out of 1.50 (45%)	WATCH
Keystone Exam - Biology			
% Proficient or Advanced	43% (205 students)	2.34 out of 8.00 (29%)	WATCH
% Advanced	10% (205 students)	0.59 out of 1.50 (39%)	WATCH
Keystone Exam - Literature			
% Proficient or Advanced	69% (154 students)	4.95 out of 8.00 (62%)	REINFORCE
% Advanced	3% (154 students)	0.20 out of 1.50 (13%)	INTERVENE
ACCESS for ELLs: % 4.5 or Above			INSUFFICIENT SAMPLE
Achievement Total: % of Points Earned	37%	10.59 out of 28.50	WATCH

Progress

METRIC	METRIC SCORE	POINTS EARNED	TIER
Keystone Exam - Algebra I: Average Growth Index (AGI)	-2.54	0.00 out of 6.50 (0%)	INTERVENE
Keystone Exam - Biology: Average Growth Index (AGI)	-4.18	0.00 out of 6.50 (0%)	INTERVENE
Keystone Exam - Literature: Average Growth Index (AGI)	4.23	6.50 out of 6.50 (100%)	MODEL
% of On-Track Students Earning Credits Required For Promotion	97% (424 students)	7.25 out of 8.00 (91%)	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	-1.70	0.00 out of 1.50 (0%)	INTERVENE
Keystone Exam - Biology: AGI for Lowest-Performing 33% of Students	-1.94	0.00 out of 1.50 (0%)	INTERVENE
Keystone Exam - Literature: AGI for Lowest-Performing 33% of Students	2.48	1.50 out of 1.50 (100%)	MODEL
Progress Total: % of Points Earned	48%	15.25 out of 32.00	WATCH

Climate

METRIC	METRIC SCORE	POINTS EARNED	TIER
% of Students Attending 95% or More of Instructional Days	60% (541 students)	6.41 out of 8.00 (80%)	MODEL
% Attending 90-95% of Days	26% (541 students)		
% Attending 85-90% of Days	7% (541 students)		
% Attending 80-85% of Days	3% (541 students)		
% Attending Less Than 80% of Days	4% (541 students)		
Annual Retention Rate	96% (519 students)	6.00 out of 6.00 (100%)	MODEL
% of Students with Zero In-School Suspensions	100% (541 students)	0.48 out of 0.50 (96%)	MODEL
% of Students with Zero Out-Of-School Suspensions	98% (541 students)	2.32 out of 2.50 (93%)	MODEL
Student Survey: School Climate Rating (% of most positive responses)	54%	0.54 out of 1.00 (54%)	REINFORCE
Parent Survey: School Climate Rating (% of most positive responses)	80%	0.80 out of 1.00 (80%)	MODEL
Parent/Guardian Survey: Participation Rate	14%	0.09 out of 1.00 (9%)	INTERVENE
Climate Total: % of Points Earned	83%	16.64 out of 20.00	MODEL

College & Career

METRIC	METRIC SCORE	POINTS EARNED	TIER
Four-Year Cohort Graduation Rate	97% (102 students)	3.97 out of 4.50 (88%)	MODEL
First-Fall College Matriculation Rate	74% (100 students)	1.34 out of 1.50 (89%)	MODEL
AP, IB, & NOCTI Exams and Dual Enrollment Participation and Performance	29% (100 students)	0.48 out of 1.00 (48%)	WATCH
% Participating Not Meeting Threshold	52% (100 students)		
% Not Participating	19% (100 students)		
SAT & ACT Exams Participation and Performance	26% (100 students)	0.40 out of 1.00 (40%)	WATCH
% Participating Not Meeting Threshold	70% (100 students)		
% Not Participating	4% (100 students)		
FAFSA Completion Rate	88% (100 students)	1.00 out of 1.00 (100%)	MODEL
Student Survey: College & Career Readiness Rating (% of most positive responses)	27%	0.27 out of 1.00 (27%)	WATCH
College & Career Total: % of Points Earned	75%	7.45 out of 10.00	MODEL

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	42%
% of Teachers Receiving an MMS Rating of Proficient	58%
% of Teachers Attending 95% or More of Days	70%
Student Survey: Student Perception of Quality of Teacher Practice (% of most positive responses)	48%

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.