

# Samuel Fels High School

School Code 712  
 Sector District  
 Address 5500 Langdon St., 19124  
 Phone/Fax 215-400-7100 / 215-400-7101  
 Website www.philasd.org/fels

Report Type HS  
 Grades in Report 9-12  
 Enrollment 953  
 Admissions Category Neighborhood  
 Turnaround Model N/A

## Performance Tiers Legend

**INTERVENE (0-24%)**

**WATCH (25-49%)**

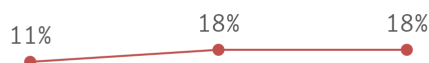
**REINFORCE (50-74%)**

**MODEL (75-100%)**

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

## OVERALL: **INTERVENE (18%)**

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



15.7%

## Achievement: **INTERVENE (0%)**

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



0.7%

## Progress: **WATCH (26%)**

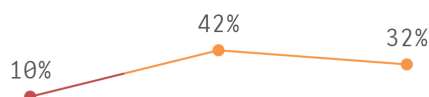
The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).



22.3%

## Climate: **WATCH (32%)**

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



28.0%

## College & Career: **INTERVENE (12%)**

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



9.3%

## Achievement

METRIC	METRIC SCORE	POINTS EARNED	TIER
Keystone Exam - Algebra I			
% Proficient or Advanced	<b>7%</b> (353 students)	<b>0.00</b> out of <b>8.00</b> (0%)	<b>INTERVENE</b>
Grade 9 - % Proficient or Advanced	<b>6%</b> (142 students)		
% Advanced	<b>1%</b> (353 students)	<b>0.03</b> out of <b>1.50</b> (2%)	<b>INTERVENE</b>
Keystone Exam - Biology			
% Proficient or Advanced	<b>9%</b> (234 students)	<b>0.00</b> out of <b>8.00</b> (0%)	<b>INTERVENE</b>
% Advanced	<b>1%</b> (234 students)	<b>0.05</b> out of <b>1.50</b> (3%)	<b>INTERVENE</b>
Keystone Exam - Literature			
% Proficient or Advanced	<b>20%</b> (213 students)	<b>0.02</b> out of <b>8.00</b> (0%)	<b>INTERVENE</b>
% Advanced	<b>0%</b> (213 students)	<b>0.00</b> out of <b>1.50</b> (0%)	<b>INTERVENE</b>
ACCESS for ELLs: % 4.5 or Above	<b>5%</b> (206 students)	<b>0.00</b> out of <b>1.50</b> (0%)	<b>INTERVENE</b>
<b>Achievement Total:</b> % of Points Earned	<b>0%</b>	<b>0.10</b> out of <b>30.00</b>	<b>INTERVENE</b>

## Progress

METRIC	METRIC SCORE	POINTS EARNED	TIER
Keystone Exam - Algebra I: Average Growth Index (AGI)	-1.46	0.00 out of 6.50 (0%)	INTERVENE
Keystone Exam - Biology: Average Growth Index (AGI)	-0.51	1.06 out of 6.50 (16%)	INTERVENE
Keystone Exam - Literature: Average Growth Index (AGI)	-0.07	2.02 out of 6.50 (31%)	WATCH
% of On-Track Students Earning Credits Required For Promotion	84% (505 students)	3.62 out of 8.00 (45%)	WATCH
% of Off-Track Students Earning Credits Required For Promotion	41% (68 students)	0.14 out of 6.00 (2%)	INTERVENE
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	1.97	1.49 out of 1.50 (99%)	MODEL
Keystone Exam - Biology: AGI for Lowest-Performing 33% of Students	2.38	1.50 out of 1.50 (100%)	MODEL
Keystone Exam - Literature: AGI for Lowest-Performing 33% of Students	-2.33	0.00 out of 1.50 (0%)	INTERVENE
<b>Progress Total:</b> % of Points Earned	<b>26%</b>	<b>9.82 out of 38.00</b>	<b>WATCH</b>

## Climate

METRIC	METRIC SCORE	POINTS EARNED	TIER
% of Students Attending 95% or More of Instructional Days	<b>27%</b> (1118 students)	<b>1.12</b> out of <b>8.00</b> (14%)	<b>INTERVENE</b>
% Attending 90-95% of Days	24% (1118 students)		
% Attending 85-90% of Days	14% (1118 students)		
% Attending 80-85% of Days	8% (1118 students)		
% Attending Less Than 80% of Days	28% (1118 students)		
Annual Retention Rate	<b>81%</b> (838 students)	<b>3.47</b> out of <b>6.00</b> (58%)	<b>REINFORCE</b>
% of Students with Zero In-School Suspensions	<b>100%</b> (1118 students)	<b>0.50</b> out of <b>0.50</b> (100%)	<b>MODEL</b>
% of Students with Zero Out-Of-School Suspensions	<b>80%</b> (1118 students)	<b>0.86</b> out of <b>2.50</b> (34%)	<b>WATCH</b>
Student Survey: School Climate Rating (% of most positive responses)	<b>37%</b>	<b>0.37</b> out of <b>1.00</b> (37%)	<b>WATCH</b>
Parent Survey: School Climate Rating (% of most positive responses)	<b>0%</b>	<b>0.00</b> out of <b>1.00</b> (0%)	<b>INTERVENE</b>
Parent/Guardian Survey: Participation Rate	<b>3%</b>	<b>0.00</b> out of <b>1.00</b> (0%)	<b>INTERVENE</b>
<b>Climate Total:</b> % of Points Earned	<b>32%</b>	<b>6.33</b> out of <b>20.00</b>	<b>WATCH</b>

## College & Career

METRIC	METRIC SCORE	POINTS EARNED	TIER
Four-Year Cohort Graduation Rate	<b>70%</b> (226 students)	0.00 out of 4.50 (0%)	<b>INTERVENE</b>
First-Fall College Matriculation Rate	<b>46%</b> (168 students)	0.57 out of 1.50 (38%)	<b>WATCH</b>
AP, IB, & NOCTI Exams and Dual Enrollment Participation and Performance	<b>1%</b> (179 students)	0.00 out of 1.00 (0%)	<b>INTERVENE</b>
% Participating Not Meeting Threshold	<b>22%</b> (179 students)		
% Not Participating	<b>77%</b> (179 students)		
SAT & ACT Exams Participation and Performance	<b>2%</b> (179 students)	0.00 out of 1.00 (0%)	<b>INTERVENE</b>
% Participating Not Meeting Threshold	<b>78%</b> (179 students)		
% Not Participating	<b>21%</b> (179 students)		
FAFSA Completion Rate	<b>47%</b> (179 students)	0.44 out of 1.00 (44%)	<b>WATCH</b>
Student Survey: College & Career Readiness Rating (% of most positive responses)	<b>19%</b>	0.19 out of 1.00 (19%)	<b>INTERVENE</b>
<b>College &amp; Career Total:</b> % of Points Earned	<b>12%</b>	<b>1.20</b> out of <b>10.00</b>	<b>INTERVENE</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	0%
% of Teachers Receiving an MMS Rating of Proficient	93%
% of Teachers Attending 95% or More of Days	53%
Student Survey: Student Perception of Quality of Teacher Practice (% of most positive responses)	34%

#### 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.