# SPOTlight: School Year 2022-2023

## William H. Hunter School

<table>
<thead>
<tr>
<th>School Code</th>
<th>5330</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sector</td>
<td>District</td>
</tr>
<tr>
<td>Network</td>
<td>Network 5</td>
</tr>
<tr>
<td>Report Type</td>
<td>K 8 School</td>
</tr>
<tr>
<td>Receives HS Report</td>
<td>No</td>
</tr>
<tr>
<td>Grades in Report</td>
<td>K 8</td>
</tr>
<tr>
<td>Website</td>
<td>hunter.philasd.org</td>
</tr>
<tr>
<td>Principal Name</td>
<td>Heather Miller</td>
</tr>
<tr>
<td>Address</td>
<td>2400 N Front St</td>
</tr>
<tr>
<td>Phone</td>
<td>215 400 7110</td>
</tr>
<tr>
<td>Admission Category</td>
<td>Catchment</td>
</tr>
<tr>
<td>October 1 Enrollment</td>
<td>423</td>
</tr>
</tbody>
</table>

## School Performance Outcomes Table

### CONDITIONS FOR SUCCESS

<table>
<thead>
<tr>
<th>Metric Name</th>
<th>2021-22 Results</th>
<th>2022-23 Results</th>
<th>2022-23 Progress</th>
<th>Metric Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Attendance</td>
<td>43.6%</td>
<td>49.3%</td>
<td>+5.7 %-pts</td>
<td>Percentage of students attending 90% or more of instructional days</td>
</tr>
<tr>
<td>Teacher Attendance</td>
<td>82.6%</td>
<td>80.0%</td>
<td>-2.6 %-pts</td>
<td>Percentage of teachers attending 90% or more of work days</td>
</tr>
<tr>
<td>Student Dropouts (Grades 7-8)</td>
<td>1</td>
<td>2</td>
<td>+1</td>
<td>Number of students no longer enrolled, and who did not transfer or graduate</td>
</tr>
</tbody>
</table>

### ACADEMIC GOALS

<table>
<thead>
<tr>
<th>Metric Name</th>
<th>2021-22 Results</th>
<th>2022-23 Results</th>
<th>2022-23 Progress</th>
<th>2021-22 Results</th>
<th>2022-23 Results</th>
<th>2022-23 Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3 Reading</td>
<td>5.6%</td>
<td>18.8%</td>
<td>+13.2 %-pts</td>
<td>52.8%</td>
<td>37.5%</td>
<td>-15.3 %-pts</td>
</tr>
<tr>
<td>Grade 3 - 8 Reading</td>
<td>19.5%</td>
<td>16.0%</td>
<td>-3.5 %-pts</td>
<td>38.6%</td>
<td>35.9%</td>
<td>-2.7 %-pts</td>
</tr>
<tr>
<td>Grade 3 Math</td>
<td>8.3%</td>
<td>8.3%</td>
<td>+0.0 %-pts</td>
<td>77.8%</td>
<td>75.0%</td>
<td>-2.8 %-pts</td>
</tr>
<tr>
<td>Grade 3 - 8 Math</td>
<td>6.8%</td>
<td>7.4%</td>
<td>+0.6 %-pts</td>
<td>73.4%</td>
<td>70.6%</td>
<td>-2.9 %-pts</td>
</tr>
<tr>
<td>Grade 4 and 8 Science</td>
<td>23.4%</td>
<td>15.5%</td>
<td>-7.9 %-pts</td>
<td>49.5%</td>
<td>54.6%</td>
<td>+5.1 %-pts</td>
</tr>
</tbody>
</table>

All SPOTlight indicator colors are based on unrounded changes in results. Percentage point changes are rounded to the nearest tenth for display.

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**SPOTlight Legend:**
- **Improving**
- **Maintaining**
- **Not Improving**

Office of Evaluation, Research, and Accountability
### 2022-2023 SCHOOL PROGRESS REPORT ON EDUCATION AND EQUITY

**William H. Hunter School**

**Student Enrollment and Demographics**
- 0.0% American Indian / Alaskan Native
- 1.4% Asian
- 20.1% Black / African American
- 72.6% Hispanic / Latino
- 3.8% Multi Racial / Other
- 0.0% Native Hawaiian / Pacific Islander
- 2.1% White

- **465** # of Students Served Over the Full Year
- 32.2% % of Students with IEPs
- 13.2% % of Students Identified as English Learners
- 94.1% % of Students Identified as Economically Disadvantaged

### Student Attendance
- 23.4% % of Students Attending at Least 95% of Instructional Days
- 49.3% % of Students Attending at Least 90% of Instructional Days

### Goal Performance (All Students)

<table>
<thead>
<tr>
<th>GOAL</th>
<th>Description</th>
<th>Score</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL 1</td>
<td>PSSA ELA: % of Students Proficient or Advanced, Grades 3-8</td>
<td>16.0%</td>
<td>NA</td>
</tr>
<tr>
<td>GOAL 2</td>
<td>PSSA ELA: % of Students Proficient or Advanced, Grade 3</td>
<td>18.8%</td>
<td>NA</td>
</tr>
<tr>
<td>GOAL 3</td>
<td>PSSA Math: % of Students Proficient or Advanced, Grades 3-8</td>
<td>7.4%</td>
<td>NA</td>
</tr>
</tbody>
</table>

### Performance

**Insufficient Data for Score**

### Improvement

- **42.9%** improving in 6 out of 14 Eligible Metrics

### Not Applicable for 2022-2023
* Schools that are performing at the most positive value for a metric automatically receive a label of "Improving", even if no change in performance occurred.
### Climate, Culture & Opportunity

#### Conditions for Success

| School Code | 5330 | School Name | William H. Hunter School |

| % of Teachers Attending 90%+ of Days | Additional Teacher Metrics |

**All Teachers**

*40 Teachers*

**Score: 80.0%**

<table>
<thead>
<tr>
<th>0.0%</th>
<th>100.0%</th>
<th>73.2%</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Teachers Rated as Distinguished</td>
<td>% of Teachers Rated as Proficient</td>
<td>Year-to-Year Teacher Retention</td>
</tr>
</tbody>
</table>

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### Reading: Every Student Reads On or Above Grade Level

**Goal 1 - PSSA Reading Proficiency, Grades 3-8**

- **School Code**: 5330
- **School Name**: William H. Hunter School

#### PSSA ELA: % of Students Proficient or Advanced, Grades 3-8

<table>
<thead>
<tr>
<th>Group</th>
<th>Score</th>
<th>Change From Prior Year</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>16.0%</td>
<td>-3.5</td>
<td>Not Improving</td>
</tr>
<tr>
<td>Black / African American</td>
<td>20.7%</td>
<td>+4.7</td>
<td>Improving</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>14.4%</td>
<td>-4.4</td>
<td>Not Improving</td>
</tr>
<tr>
<td>Multi Racial / Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian / Alaskan Native</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td>5.6%</td>
<td>+5.6</td>
<td>Improving</td>
</tr>
<tr>
<td>Students with IEPs</td>
<td>13.5%</td>
<td>+3.9</td>
<td>Improving</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>15.5%</td>
<td>-3.5</td>
<td>Not Improving</td>
</tr>
</tbody>
</table>

#### PSSA ELA: % of Students Below Basic, Grades 3-8

<table>
<thead>
<tr>
<th>Group</th>
<th>Score</th>
<th>Change From Prior Year</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>35.9%</td>
<td>-2.7</td>
<td>Improving</td>
</tr>
<tr>
<td>Black / African American</td>
<td>37.9%</td>
<td>+1.9</td>
<td>Improving</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>36.2%</td>
<td>-5.3</td>
<td>Improving</td>
</tr>
<tr>
<td>Multi Racial / Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian / Alaskan Native</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td>35.4%</td>
<td>-5.5</td>
<td>Improving</td>
</tr>
<tr>
<td>Students with IEPs</td>
<td>49.0%</td>
<td>-5.3</td>
<td>Improving</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Office of Evaluation, Research, and Accountability
## Goal 2 - PSSA Reading Proficiency, Grade 3

<table>
<thead>
<tr>
<th>Category</th>
<th>All Students</th>
<th>Black / African American</th>
<th>Hispanic / Latino</th>
<th>Multi Racial / Other</th>
<th>White</th>
<th>American Indian / Alaskan Native</th>
<th>Asian</th>
<th>Native Hawaiian / Pacific Islander</th>
<th>English Learners</th>
<th>Students with IEPs</th>
<th>Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Score</strong></td>
<td>18.8%</td>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
<td></td>
</tr>
<tr>
<td><strong>Change</strong></td>
<td>+13.2 From Prior Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Score</strong></td>
<td>37.5%</td>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
<td></td>
</tr>
<tr>
<td><strong>Change</strong></td>
<td>-15.3 From Prior Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>9 out of 48 Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>18 out of 48 Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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# Math & Science: Every Student Performs On or Above Grade Level

**Goal 3 - PSSA Math Proficiency, Grades 3-8**

| School Code | 5330 | School Name | William H. Hunter School |

## PSSA Math: % of Students Proficient or Advanced, Grades 3-8

<table>
<thead>
<tr>
<th>Group</th>
<th>Score</th>
<th>Change From Prior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>7.4%</td>
<td>+0.6%</td>
</tr>
<tr>
<td>Black / African American</td>
<td>5.2%</td>
<td>-0.8%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>6.6%</td>
<td>+0.3%</td>
</tr>
<tr>
<td>Multi Racial / Other</td>
<td>Insufficient Sample</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>Insufficient Sample</td>
<td></td>
</tr>
<tr>
<td>American Indian / Alaskan Native</td>
<td>Insufficient Sample</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>Insufficient Sample</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Islander</td>
<td>Insufficient Sample</td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td>11.1%</td>
<td>+8.5%</td>
</tr>
<tr>
<td>Students with IEPs</td>
<td>7.8%</td>
<td>-4.2%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>7.3%</td>
<td>+0.8%</td>
</tr>
</tbody>
</table>

## PSSA Math: % of Students Below Basic, Grades 3-8

<table>
<thead>
<tr>
<th>Group</th>
<th>Score</th>
<th>Change From Prior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>70.6%</td>
<td>-2.9%</td>
</tr>
<tr>
<td>Black / African American</td>
<td>74.1%</td>
<td>+0.1%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>69.6%</td>
<td>-5.9%</td>
</tr>
<tr>
<td>Multi Racial / Other</td>
<td>Insufficient Sample</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>Insufficient Sample</td>
<td></td>
</tr>
<tr>
<td>American Indian / Alaskan Native</td>
<td>Insufficient Sample</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>Insufficient Sample</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Islander</td>
<td>Insufficient Sample</td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td>80.6%</td>
<td>-6.2%</td>
</tr>
<tr>
<td>Students with IEPs</td>
<td>80.4%</td>
<td>+4.3%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>70.5%</td>
<td>-3.2%</td>
</tr>
</tbody>
</table>

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Math & Science: Every Student Performs On or Above Grade Level

PSSA Math Proficiency, Grade 3

School Code | 5330  School Name | William H. Hunter School

<table>
<thead>
<tr>
<th>PSSA Math: % of Students Proficient or Advanced, Grade 3</th>
<th>PSSA Math: % of Students Below Basic, Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>All Students</td>
</tr>
<tr>
<td>4 out of 48 Students</td>
<td>36 out of 48 Students</td>
</tr>
<tr>
<td>Score: 8.3%</td>
<td>Score: 75.0%</td>
</tr>
<tr>
<td>MAINTAINING</td>
<td>IMPROVING</td>
</tr>
<tr>
<td>+0.0 From Prior Year</td>
<td>-2.8 From Prior Year</td>
</tr>
<tr>
<td>Black / African American</td>
<td>Black / African American</td>
</tr>
<tr>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>Hispanic / Latino</td>
</tr>
<tr>
<td>3 out of 41 Students</td>
<td>30 out of 41 Students</td>
</tr>
<tr>
<td>Score: 7.3%</td>
<td>Score: 73.2%</td>
</tr>
<tr>
<td>IMPROVING</td>
<td>IMPROVING</td>
</tr>
<tr>
<td>+4.0 From Prior Year</td>
<td>-10.1 From Prior Year</td>
</tr>
<tr>
<td>Multi Racial / Other</td>
<td>Multi Racial / Other</td>
</tr>
<tr>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
</tr>
<tr>
<td>White</td>
<td>White</td>
</tr>
<tr>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
</tr>
<tr>
<td>American Indian / Alaskan Native</td>
<td>American Indian / Alaskan Native</td>
</tr>
<tr>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
</tr>
<tr>
<td>Asian</td>
<td>Asian</td>
</tr>
<tr>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Islander</td>
<td>Native Hawaiian / Pacific Islander</td>
</tr>
<tr>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
</tr>
<tr>
<td>English Learners</td>
<td>English Learners</td>
</tr>
<tr>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
</tr>
<tr>
<td>Students with IEPs</td>
<td>Students with IEPs</td>
</tr>
<tr>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>Economically Disadvantaged</td>
</tr>
<tr>
<td>4 out of 43 Students</td>
<td>31 out of 43 Students</td>
</tr>
<tr>
<td>Score: 9.3%</td>
<td>Score: 72.1%</td>
</tr>
<tr>
<td>MAINTAINING</td>
<td>IMPROVING</td>
</tr>
<tr>
<td>-0.1 From Prior Year</td>
<td>-2.9 From Prior Year</td>
</tr>
</tbody>
</table>

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Office of Evaluation, Research, and Accountability
### Math & Science: Every Student Performs On or Above Grade Level

**PSSA Science Proficiency, Grades 4 and 8**

**School Code | 5330  School Name | William H. Hunter School**

<table>
<thead>
<tr>
<th><strong>PSSA Science: % of Students Proficient or Advanced, Grades 4 &amp; 8</strong></th>
<th><strong>PSSA Science: % of Students Below Basic, Grades 4 &amp; 8</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students</strong></td>
<td></td>
</tr>
<tr>
<td>15 out of 97 Students</td>
<td></td>
</tr>
<tr>
<td><strong>Score:</strong> 15.5%</td>
<td></td>
</tr>
<tr>
<td>NOT IMPROVING</td>
<td>-7.9 From Prior Year</td>
</tr>
<tr>
<td><strong>Black / African American</strong></td>
<td></td>
</tr>
<tr>
<td>Insufficient Sample</td>
<td></td>
</tr>
<tr>
<td><strong>Hispanic / Latino</strong></td>
<td></td>
</tr>
<tr>
<td>12 out of 75 Students</td>
<td></td>
</tr>
<tr>
<td><strong>Score:</strong> 16.0%</td>
<td></td>
</tr>
<tr>
<td>NOT IMPROVING</td>
<td>-5.8 From Prior Year</td>
</tr>
<tr>
<td><strong>Multi Racial / Other</strong></td>
<td></td>
</tr>
<tr>
<td>Insufficient Sample</td>
<td></td>
</tr>
<tr>
<td><strong>White</strong></td>
<td></td>
</tr>
<tr>
<td>Insufficient Sample</td>
<td></td>
</tr>
<tr>
<td><strong>American Indian / Alaskan Native</strong></td>
<td></td>
</tr>
<tr>
<td>Insufficient Sample</td>
<td></td>
</tr>
<tr>
<td><strong>Asian</strong></td>
<td></td>
</tr>
<tr>
<td>Insufficient Sample</td>
<td></td>
</tr>
<tr>
<td><strong>Native Hawaiian / Pacific Islander</strong></td>
<td></td>
</tr>
<tr>
<td>Insufficient Sample</td>
<td></td>
</tr>
<tr>
<td><strong>English Learners</strong></td>
<td></td>
</tr>
<tr>
<td>Insufficient Sample</td>
<td></td>
</tr>
<tr>
<td><strong>Students with IEPs</strong></td>
<td></td>
</tr>
<tr>
<td>4 out of 39 Students</td>
<td></td>
</tr>
<tr>
<td><strong>Score:</strong> 10.3%</td>
<td></td>
</tr>
<tr>
<td>IMPROVING</td>
<td>+1.7 From Prior Year</td>
</tr>
<tr>
<td><strong>Economically Disadvantaged</strong></td>
<td></td>
</tr>
<tr>
<td>15 out of 92 Students</td>
<td></td>
</tr>
<tr>
<td><strong>Score:</strong> 16.3%</td>
<td></td>
</tr>
<tr>
<td>NOT IMPROVING</td>
<td>-6.4 From Prior Year</td>
</tr>
<tr>
<td><strong>All Students</strong></td>
<td></td>
</tr>
<tr>
<td>53 out of 97 Students</td>
<td></td>
</tr>
<tr>
<td><strong>Score:</strong> 54.6%</td>
<td></td>
</tr>
<tr>
<td>NOT IMPROVING</td>
<td>+5.1 From Prior Year</td>
</tr>
<tr>
<td><strong>Black / African American</strong></td>
<td></td>
</tr>
<tr>
<td>Insufficient Sample</td>
<td></td>
</tr>
<tr>
<td><strong>Hispanic / Latino</strong></td>
<td></td>
</tr>
<tr>
<td>40 out of 75 Students</td>
<td></td>
</tr>
<tr>
<td><strong>Score:</strong> 53.3%</td>
<td></td>
</tr>
<tr>
<td>IMPROVING</td>
<td>-1.8 From Prior Year</td>
</tr>
<tr>
<td><strong>Multi Racial / Other</strong></td>
<td></td>
</tr>
<tr>
<td>Insufficient Sample</td>
<td></td>
</tr>
<tr>
<td><strong>White</strong></td>
<td></td>
</tr>
<tr>
<td>Insufficient Sample</td>
<td></td>
</tr>
<tr>
<td><strong>American Indian / Alaskan Native</strong></td>
<td></td>
</tr>
<tr>
<td>Insufficient Sample</td>
<td></td>
</tr>
<tr>
<td><strong>Asian</strong></td>
<td></td>
</tr>
<tr>
<td>Insufficient Sample</td>
<td></td>
</tr>
<tr>
<td><strong>Native Hawaiian / Pacific Islander</strong></td>
<td></td>
</tr>
<tr>
<td>Insufficient Sample</td>
<td></td>
</tr>
<tr>
<td><strong>English Learners</strong></td>
<td></td>
</tr>
<tr>
<td>Insufficient Sample</td>
<td></td>
</tr>
<tr>
<td><strong>Students with IEPs</strong></td>
<td></td>
</tr>
<tr>
<td>27 out of 39 Students</td>
<td></td>
</tr>
<tr>
<td><strong>Score:</strong> 69.2%</td>
<td></td>
</tr>
<tr>
<td>MAINTAINING</td>
<td>+0.6 From Prior Year</td>
</tr>
<tr>
<td><strong>Economically Disadvantaged</strong></td>
<td></td>
</tr>
<tr>
<td>49 out of 92 Students</td>
<td></td>
</tr>
<tr>
<td><strong>Score:</strong> 53.3%</td>
<td></td>
</tr>
<tr>
<td>NOT IMPROVING</td>
<td>+1.7 From Prior Year</td>
</tr>
</tbody>
</table>

* Schools that are performing at the most positive value for a metric automatically receive a label of “Improving”, even if no change in performance occurred.