













SPOTlight: School Year 2022-2023

Joseph W. Catharine School

School Code	1250	Principal Name	Lisa Wilmer
Sector	District	Address	6600 Chester Ave
Network	Network 12	Phone	215 400 8150
Report Type	Elementary School	Admission Category	Catchment
Receives HS Report	No	October 1 Enrollment	409
Grades in Report	K 5		
Website	catharine.philasd.org		

School Performance Outcomes Table

CONDITIONS FOR SUCCESS				
Metric Name	2021-22 Results	2022-23 Results	2022-23 Progress	Metric Description
Student Attendance	56.1%	66.7%	+10.6 %-pts 	Percentage of students attending 90% or more of instructional days
Teacher Attendance	73.0%	97.0%	+24.0 %-pts 	Percentage of teachers attending 90% or more of work days
Student Dropouts (Grades 7-8)	Not Applicable			Number of students no longer enrolled, and who did not transfer or graduate

ACADEMIC GOALS						
Metric Name	2021-22 Results	2022-23 Results	2022-23 Progress	2021-22 Results	2022-23 Results	2022-23 Progress
Goals 1-3: Grades 3-8	PSSA/PASA Proficient or Advanced			PSSA/PASA Below Basic		
Grade 3 Reading	17.9%	18.9%	+1.0 %-pts 	47.8%	35.1%	-12.7 %-pts 
Grade 3 - 8 Reading	19.8%	20.0%	+0.2 %-pts 	47.6%	36.5%	-11.1 %-pts 
Grade 3 Math	18.8%	18.9%	+0.1 %-pts 	63.8%	67.6%	+3.8 %-pts 
Grade 3 - 8 Math	13.3%	14.8%	+1.5 %-pts 	65.4%	64.0%	-1.4 %-pts 
Grade 4 and 8 Science	44.1%	33.9%	-10.3 %-pts 	18.6%	35.4%	+16.8 %-pts 

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

SPOTlight Legend:	Improving 	Maintaining 	Not Improving 
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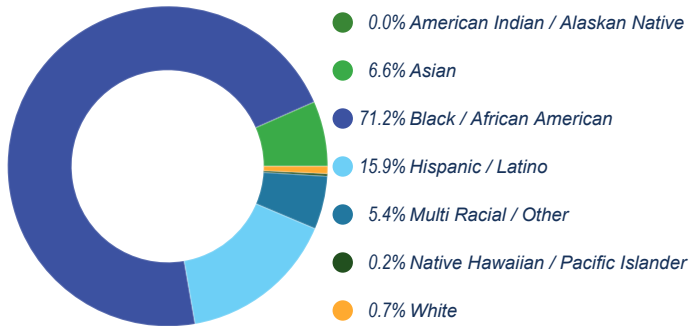


Joseph W. Catharine School

2022-2023 SCHOOL PROGRESS REPORT ON EDUCATION AND EQUITY

School Code | 1250 Sector | District Network | Network 12
Principal Name | Lisa Wilmer Address | 6600 Chester Ave
Phone | 215-400-8150 Website | catharine.philasd.org
Report Type | Elementary School Grades in Report | K-5
Admissions Category | Catchment Receives HS Report | No
Oct 1 Enrollment | 409

Student Enrollment and Demographics



447

of Students Served Over the Full Year

16.6%

% of Students with IEPs

21.3%

% of Students Identified as English Learners

88.5%

% of Students Identified as Economically Disadvantaged

Student Attendance

49.0%

% of Students Attending at Least 95% of Instructional Days

66.7%

% of Students Attending at Least 90% of Instructional Days

Score Level	Performance	Improvement	Level
Not Applicable for 2022-2023			
Performance Insufficient Data for Score	Black / African American		NA
	Insufficient Data for Score	40.0%	NA
Improvement Improving in 8 out of 13 Eligible Metrics	Hispanic / Latino		NA
	Insufficient Data for Score	Insufficient Data for Score	NA
Goal Performance (All Students)	Multi Racial / Other		NA
	Insufficient Data for Score	Insufficient Data for Score	NA
GOAL 1 PSSA ELA: % of Students Proficient or Advanced, Grades 3-8	White		NA
	Insufficient Data for Score	Insufficient Data for Score	NA
Score: 20.0%	American Indian / Alaskan Native		NA
	Insufficient Data for Score	Insufficient Data for Score	NA
GOAL 2 PSSA ELA: % of Students Proficient or Advanced, Grade 3	Asian		NA
	Insufficient Data for Score	Insufficient Data for Score	NA
Score: 18.9%	Native Hawaiian / Pacific Islander		NA
	Insufficient Data for Score	Insufficient Data for Score	NA
GOAL 3 PSSA Math: % of Students Proficient or Advanced, Grades 3-8	English Learners		NA
	Insufficient Data for Score	Insufficient Data for Score	NA
Score: 14.8%	Students with IEPs		NA
	Insufficient Data for Score	Insufficient Data for Score	NA
IMPROVING +1.5 From Prior Year	Economically Disadvantaged		NA
	Insufficient Data for Score	60.0%	NA

● Improving ● Maintaining
● Not Improving ● Not Applicable

Climate, Culture & Opportunity

Conditions for Success

School Code | 1250 School Name | Joseph W. Catharine School

% of Students Attending 90%+ of Days

All Students

447 Students

Score: 66.7%



IMPROVING

+10.6 From Prior Year



% of Students Attending

Greater Than 95% of Instructional Days

49.0%

90-95% of Instructional Days

17.7%

85-90% of Instructional Days

13.9%

80-85% of Instructional Days

6.0%

Less than 80% of Instructional Days

13.4%

Number of Dropouts

All Students

Grades 7-8

Not Applicable

% of Students Receiving Zero Out-of-School Suspensions

All Students

447 Students

Score: 100.0%



IMPROVING

+0.6 From Prior Year



* 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 | 1250 School Name | Joseph W. Catharine School

% of Teachers Attending 90%+ of Days

All Teachers

33 Teachers

Score: 97.0%



IMPROVING

+24.0 From Prior Year



Additional Teacher Metrics

0.0%

% of Teachers Rated as Distinguished

96.4%

% of Teachers Rated as Proficient

79.4%

Year-to-Year Teacher Retention

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Reading: Every Student Reads On or Above Grade Level

Goal 1 - PSSA Reading Proficiency, Grades 3-8

School Code | 1250 School Name | Joseph W. Catharine School

PSSA ELA: % of Students Proficient or Advanced, Grades 3-8	PSSA ELA: % of Students Below Basic, Grades 3-8
All Students <i>40 out of 200 Students</i> Score: 20.0% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #ffc107; border-radius: 10px; padding: 5px 10px;">MAINTAINING</div> <div style="text-align: right;">+0.2 From Prior Year</div> <div style="background-color: #ffc107; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;">—</div> </div>	All Students <i>73 out of 200 Students</i> Score: 36.5% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #28a745; border-radius: 10px; padding: 5px 10px;">IMPROVING</div> <div style="text-align: right;">-11.1 From Prior Year</div> <div style="background-color: #28a745; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;">✓</div> </div>
Black / African American <i>28 out of 137 Students</i> Score: 20.4% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #ffc107; border-radius: 10px; padding: 5px 10px;">MAINTAINING</div> <div style="text-align: right;">-0.9 From Prior Year</div> <div style="background-color: #ffc107; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;">—</div> </div>	Black / African American <i>51 out of 137 Students</i> Score: 37.2% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #28a745; border-radius: 10px; padding: 5px 10px;">IMPROVING</div> <div style="text-align: right;">-8.2 From Prior Year</div> <div style="background-color: #28a745; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;">✓</div> </div>
Hispanic / Latino <i>3 out of 29 Students</i> Score: 10.3% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #ffc107; border-radius: 10px; padding: 5px 10px;">MAINTAINING</div> <div style="text-align: right;">-0.4 From Prior Year</div> <div style="background-color: #ffc107; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;">—</div> </div>	Hispanic / Latino <i>13 out of 29 Students</i> Score: 44.8% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #28a745; border-radius: 10px; padding: 5px 10px;">IMPROVING</div> <div style="text-align: right;">-23.1 From Prior Year</div> <div style="background-color: #28a745; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;">✓</div> </div>
Multi Racial / Other <p style="text-align: center;">Insufficient Sample</p>	Multi Racial / Other <p style="text-align: center;">Insufficient Sample</p>
White <p style="text-align: center;">Insufficient Sample</p>	White <p style="text-align: center;">Insufficient Sample</p>
American Indian / Alaskan Native <p style="text-align: center;">Insufficient Sample</p>	American Indian / Alaskan Native <p style="text-align: center;">Insufficient Sample</p>
Asian <p style="text-align: center;">Insufficient Sample</p>	Asian <p style="text-align: center;">Insufficient Sample</p>
Native Hawaiian / Pacific Islander <p style="text-align: center;">Insufficient Sample</p>	Native Hawaiian / Pacific Islander <p style="text-align: center;">Insufficient Sample</p>
English Learners <i>3 out of 38 Students</i> Score: 7.9% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #ffc107; border-radius: 10px; padding: 5px 10px;">MAINTAINING</div> <div style="text-align: right;">-0.9 From Prior Year</div> <div style="background-color: #ffc107; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;">—</div> </div>	English Learners <i>18 out of 38 Students</i> Score: 47.4% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #28a745; border-radius: 10px; padding: 5px 10px;">IMPROVING</div> <div style="text-align: right;">-23.2 From Prior Year</div> <div style="background-color: #28a745; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;">✓</div> </div>
Students with IEPs <i>4 out of 38 Students</i> Score: 10.5% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #dc3545; border-radius: 10px; padding: 5px 10px;">NOT IMPROVING</div> <div style="text-align: right;">-2.3 From Prior Year</div> <div style="background-color: #dc3545; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;">✗</div> </div>	Students with IEPs <i>18 out of 38 Students</i> Score: 47.4% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #28a745; border-radius: 10px; padding: 5px 10px;">IMPROVING</div> <div style="text-align: right;">-32.1 From Prior Year</div> <div style="background-color: #28a745; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;">✓</div> </div>
Economically Disadvantaged <i>39 out of 184 Students</i> Score: 21.2% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #28a745; border-radius: 10px; padding: 5px 10px;">IMPROVING</div> <div style="text-align: right;">+1.4 From Prior Year</div> <div style="background-color: #28a745; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;">✓</div> </div>	Economically Disadvantaged <i>68 out of 184 Students</i> Score: 37.0% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #28a745; border-radius: 10px; padding: 5px 10px;">IMPROVING</div> <div style="text-align: right;">-12.4 From Prior Year</div> <div style="background-color: #28a745; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;">✓</div> </div>

* 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.

Reading: Every Student Reads On or Above Grade Level

Goal 2 - PSSA Reading Proficiency, Grade 3

School Code | 1250 School Name | Joseph W. Catharine School













PSSA ELA: % of Students Proficient or Advanced, Grade 3	PSSA ELA: % of Students Below Basic, Grade 3
All Students <i>14 out of 74 Students</i> Score: 18.9% <div style="display: inline-block; border: 1px solid gray; padding: 2px;"> IMPROVING +1.0 From Prior Year ✓ </div>	All Students <i>26 out of 74 Students</i> Score: 35.1% <div style="display: inline-block; border: 1px solid gray; padding: 2px;"> IMPROVING -12.7 From Prior Year ✓ </div>
Black / African American <i>7 out of 47 Students</i> Score: 14.9% <div style="display: inline-block; border: 1px solid gray; padding: 2px;"> NOT IMPROVING -4.7 From Prior Year ✗ </div>	Black / African American <i>19 out of 47 Students</i> Score: 40.4% <div style="display: inline-block; border: 1px solid gray; padding: 2px;"> IMPROVING -4.7 From Prior Year ✓ </div>
Hispanic / Latino Insufficient Sample	Hispanic / Latino Insufficient Sample
Multi Racial / Other Insufficient Sample	Multi Racial / Other Insufficient Sample
White Insufficient Sample	White Insufficient Sample
American Indian / Alaskan Native Insufficient Sample	American Indian / Alaskan Native Insufficient Sample
Asian Insufficient Sample	Asian Insufficient Sample
Native Hawaiian / Pacific Islander Insufficient Sample	Native Hawaiian / Pacific Islander Insufficient Sample
English Learners Insufficient Sample	English Learners Insufficient Sample
Students with IEPs Insufficient Sample	Students with IEPs Insufficient Sample
Economically Disadvantaged <i>14 out of 70 Students</i> Score: 20.0% <div style="display: inline-block; border: 1px solid gray; padding: 2px;"> IMPROVING +4.7 From Prior Year ✓ </div>	Economically Disadvantaged <i>26 out of 70 Students</i> Score: 37.1% <div style="display: inline-block; border: 1px solid gray; padding: 2px;"> IMPROVING -13.8 From Prior Year ✓ </div>

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

Goal 3 - PSSA Math Proficiency, Grades 3-8

School Code | 1250 School Name | Joseph W. Catharine School

PSSA Math: % of Students Proficient or Advanced, Grades 3-8	PSSA Math: % of Students Below Basic, Grades 3-8
<p>All Students 30 out of 203 Students</p> <p>Score: 14.8%</p> <p>IMPROVING +1.5 From Prior Year </p>	<p>All Students 130 out of 203 Students</p> <p>Score: 64.0%</p> <p>IMPROVING -1.4 From Prior Year </p>
<p>Black / African American 20 out of 138 Students</p> <p>Score: 14.5%</p> <p>IMPROVING +1.6 From Prior Year </p>	<p>Black / African American 88 out of 138 Students</p> <p>Score: 63.8%</p> <p>IMPROVING -3.3 From Prior Year </p>
<p>Hispanic / Latino 1 out of 30 Students</p> <p>Score: 3.3%</p> <p>MAINTAINING +0.0 From Prior Year </p>	<p>Hispanic / Latino 24 out of 30 Students</p> <p>Score: 80.0%</p> <p>NOT IMPROVING +10.0 From Prior Year </p>
<p>Multi Racial / Other</p> <p>Insufficient Sample</p>	<p>Multi Racial / Other</p> <p>Insufficient Sample</p>
<p>White</p> <p>Insufficient Sample</p>	<p>White</p> <p>Insufficient Sample</p>
<p>American Indian / Alaskan Native</p> <p>Insufficient Sample</p>	<p>American Indian / Alaskan Native</p> <p>Insufficient Sample</p>
<p>Asian</p> <p>Insufficient Sample</p>	<p>Asian</p> <p>Insufficient Sample</p>
<p>Native Hawaiian / Pacific Islander</p> <p>Insufficient Sample</p>	<p>Native Hawaiian / Pacific Islander</p> <p>Insufficient Sample</p>
<p>English Learners 4 out of 42 Students</p> <p>Score: 9.5%</p> <p>IMPROVING +3.9 From Prior Year </p>	<p>English Learners 33 out of 42 Students</p> <p>Score: 78.6%</p> <p>IMPROVING -2.0 From Prior Year </p>
<p>Students with IEPs 5 out of 38 Students</p> <p>Score: 13.2%</p> <p>MAINTAINING +0.4 From Prior Year </p>	<p>Students with IEPs 28 out of 38 Students</p> <p>Score: 73.7%</p> <p>IMPROVING -5.8 From Prior Year </p>
<p>Economically Disadvantaged 26 out of 184 Students</p> <p>Score: 14.1%</p> <p>IMPROVING +2.3 From Prior Year </p>	<p>Economically Disadvantaged 118 out of 184 Students</p> <p>Score: 64.1%</p> <p>IMPROVING -2.4 From Prior Year </p>

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

PSSA Math Proficiency, Grade 3

School Code | 1250 School Name | Joseph W. Catharine School







PSSA Math: % of Students Proficient or Advanced, Grade 3	PSSA Math: % of Students Below Basic, Grade 3
All Students 14 out of 74 Students Score: 18.9% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #ffc107; border-radius: 10px; padding: 2px 10px; font-weight: bold;">MAINTAINING</div> <div style="text-align: right;">+0.1 From Prior Year</div> <div style="background-color: #ffc107; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;">—</div> </div>	All Students 50 out of 74 Students Score: 67.6% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #dc3545; border-radius: 10px; padding: 2px 10px; font-weight: bold;">NOT IMPROVING</div> <div style="text-align: right;">+3.8 From Prior Year</div> <div style="background-color: #dc3545; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;">×</div> </div>
Black / African American 7 out of 47 Students Score: 14.9% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #dc3545; border-radius: 10px; padding: 2px 10px; font-weight: bold;">NOT IMPROVING</div> <div style="text-align: right;">-4.7 From Prior Year</div> <div style="background-color: #dc3545; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;">×</div> </div>	Black / African American 36 out of 47 Students Score: 76.6% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #dc3545; border-radius: 10px; padding: 2px 10px; font-weight: bold;">NOT IMPROVING</div> <div style="text-align: right;">+13.8 From Prior Year</div> <div style="background-color: #dc3545; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;">×</div> </div>
Hispanic / Latino Insufficient Sample	Hispanic / Latino Insufficient Sample
Multi Racial / Other Insufficient Sample	Multi Racial / Other Insufficient Sample
White Insufficient Sample	White Insufficient Sample
American Indian / Alaskan Native Insufficient Sample	American Indian / Alaskan Native Insufficient Sample
Asian Insufficient Sample	Asian Insufficient Sample
Native Hawaiian / Pacific Islander Insufficient Sample	Native Hawaiian / Pacific Islander Insufficient Sample
English Learners Insufficient Sample	English Learners Insufficient Sample
Students with IEPs Insufficient Sample	Students with IEPs Insufficient Sample
Economically Disadvantaged 12 out of 70 Students Score: 17.1% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #ffc107; border-radius: 10px; padding: 2px 10px; font-weight: bold;">MAINTAINING</div> <div style="text-align: right;">+0.4 From Prior Year</div> <div style="background-color: #ffc107; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;">—</div> </div>	Economically Disadvantaged 48 out of 70 Students Score: 68.6% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #dc3545; border-radius: 10px; padding: 2px 10px; font-weight: bold;">NOT IMPROVING</div> <div style="text-align: right;">+3.6 From Prior Year</div> <div style="background-color: #dc3545; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;">×</div> </div>

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

PSSA Science Proficiency, Grades 4 and 8

School Code | 1250 School Name | Joseph W. Catharine School

PSSA Science: % of Students Proficient or Advanced, Grades 4 & 8	PSSA Science: % of Students Below Basic, Grades 4 & 8
<p>All Students 22 out of 65 Students</p> <p>Score: 33.9%</p> <p>NOT IMPROVING -10.3 From Prior Year </p>	<p>All Students 23 out of 65 Students</p> <p>Score: 35.4%</p> <p>NOT IMPROVING +16.8 From Prior Year </p>
<p>Black / African American 15 out of 46 Students</p> <p>Score: 32.6%</p> <p>NOT IMPROVING -12.9 From Prior Year </p>	<p>Black / African American 17 out of 46 Students</p> <p>Score: 37.0%</p> <p>NOT IMPROVING +18.8 From Prior Year </p>
<p>Hispanic / Latino</p> <p>Insufficient Sample</p>	<p>Hispanic / Latino</p> <p>Insufficient Sample</p>
<p>Multi Racial / Other</p> <p>Insufficient Sample</p>	<p>Multi Racial / Other</p> <p>Insufficient Sample</p>
<p>White</p> <p>Insufficient Sample</p>	<p>White</p> <p>Insufficient Sample</p>
<p>American Indian / Alaskan Native</p> <p>Insufficient Sample</p>	<p>American Indian / Alaskan Native</p> <p>Insufficient Sample</p>
<p>Asian</p> <p>Insufficient Sample</p>	<p>Asian</p> <p>Insufficient Sample</p>
<p>Native Hawaiian / Pacific Islander</p> <p>Insufficient Sample</p>	<p>Native Hawaiian / Pacific Islander</p> <p>Insufficient Sample</p>
<p>English Learners</p> <p>Insufficient Sample</p>	<p>English Learners</p> <p>Insufficient Sample</p>
<p>Students with IEPs</p> <p>Insufficient Sample</p>	<p>Students with IEPs</p> <p>Insufficient Sample</p>
<p>Economically Disadvantaged 18 out of 58 Students</p> <p>Score: 31.0%</p> <p>NOT IMPROVING -8.6 From Prior Year </p>	<p>Economically Disadvantaged 21 out of 58 Students</p> <p>Score: 36.2%</p> <p>NOT IMPROVING +13.3 From Prior Year </p>

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