














SPOTlight: School Year 2022-2023

George W. Childs School			
School Code	2260	Principal Name	Gordon Laurie
Sector	District	Address	1599 Wharton St
Network	Network 10	Phone	215 400 7950
Report Type	K 8 School	Admission Category	Catchment
Receives HS Report	No	October 1 Enrollment	396
Grades in Report	K 8		
Website	childs.philasd.org		

School Performance Outcomes Table

CONDITIONS FOR SUCCESS				
Metric Name	2021-22 Results	2022-23 Results	2022-23 Progress	Metric Description
Student Attendance	62.1%	63.3%	+1.2 %-pts 	Percentage of students attending 90% or more of instructional days
Teacher Attendance	74.4%	81.1%	+6.7 %-pts 	Percentage of teachers attending 90% or more of work days
Student Dropouts (Grades 7-8)	1	3	+2 	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	21.6%	33.3%	+11.7 %-pts 	37.3%	47.2%	+9.9 %-pts 
Grade 3 - 8 Reading	27.6%	28.6%	+1.0 %-pts 	29.2%	30.8%	+1.6 %-pts 
Grade 3 Math	13.7%	33.3%	+19.6 %-pts 	56.9%	52.8%	-4.1 %-pts 
Grade 3 - 8 Math	10.0%	16.2%	+6.2 %-pts 	67.0%	59.0%	-8.0 %-pts 
Grade 4 and 8 Science	28.3%	35.6%	+7.3 %-pts 	42.5%	33.7%	-8.9 %-pts 

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

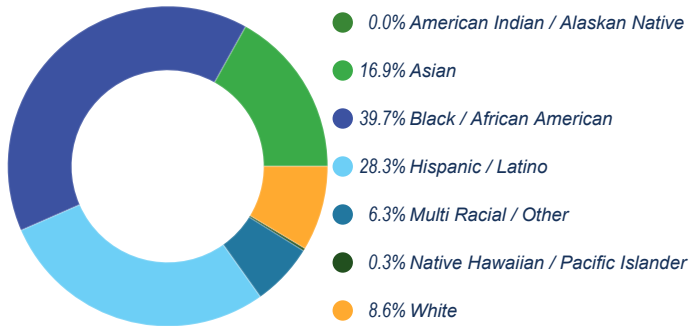
SPOTlight Legend:	Improving 	Maintaining 	Not Improving 
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George W. Childs School

2022-2023 SCHOOL PROGRESS REPORT ON EDUCATION AND EQUITY

School Code | 2260 Sector | District Network | Network 10
 Principal Name | Gordon Laurie Address | 1599 Wharton St
 Phone | 215-400-7950 Website | child.s.philasd.org
 Report Type | K-8 School Grades in Report | K-8
 Admissions Category | Catchment Receives HS Report | No
 Oct 1 Enrollment | 396

Student Enrollment and Demographics



458

of Students Served Over the Full Year

23.0%

% of Students with IEPs

25.0%

% of Students Identified as English Learners

81.3%

% of Students Identified as Economically Disadvantaged

Student Attendance

38.9%

% of Students Attending at Least 95% of Instructional Days

63.3%

% of Students Attending at Least 90% of Instructional Days

Score Level	Performance	Improvement	Level
Not Applicable for 2022-2023			
Performance	Black / African American		
	Insufficient Data for Score	66.7%	NA
Improvement	Hispanic / Latino		
	Insufficient Data for Score	66.7%	NA
Improvement	Multi Racial / Other		
	Insufficient Data for Score	Insufficient Data for Score	NA
Goal Performance (All Students) GOAL 1 PSSA ELA: % of Students Proficient or Advanced, Grades 3-8 Score: 28.6% IMPROVING +1.0 From Prior Year			
GOAL 2 PSSA ELA: % of Students Proficient or Advanced, Grade 3 Score: 33.3% IMPROVING +11.7 From Prior Year			
GOAL 3 PSSA Math: % of Students Proficient or Advanced, Grades 3-8 Score: 16.2% IMPROVING +6.2 From Prior Year			
English Learners Insufficient Data for Score 50.0% NA			
Students with IEPs Insufficient Data for Score 33.3% NA			
Economically Disadvantaged Insufficient Data for Score 50.0% NA			

● Improving ● Maintaining
● Not Improving ● Not Applicable

Climate, Culture & Opportunity

Conditions for Success

School Code | 2260 School Name | George W. Childs School

% of Students Attending 90%+ of Days

All Students

458 Students

Score: 63.3%



IMPROVING

+1.2 From Prior Year



% of Students Attending

Greater Than 95% of Instructional Days

38.9%

90-95% of Instructional Days

24.5%

85-90% of Instructional Days

13.8%

80-85% of Instructional Days

8.5%

Less than 80% of Instructional Days

14.4%

Number of Dropouts

All Students

Grades 7-8

Students: 3

NOT IMPROVING

+2.0 From Prior Year



% of Students Receiving Zero Out-of-School Suspensions

All Students

458 Students

Score: 95.2%



IMPROVING

+3.2 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 | 2260 School Name | George W. Childs School

% of Teachers Attending 90%+ of Days

All Teachers

37 Teachers

Score: 81.1%



IMPROVING

+6.7 From Prior Year



Additional Teacher Metrics

32.3%

% of Teachers Rated as Distinguished

67.7%

% of Teachers Rated as Proficient

81.6%

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 | 2260 School Name | George W. Childs School





PSSA ELA: % of Students Proficient or Advanced, Grades 3-8	PSSA ELA: % of Students Below Basic, Grades 3-8
All Students 79 out of 276 Students Score: 28.6% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #28a745; color: white; padding: 5px 10px; border-radius: 15px;">IMPROVING</div> <div style="text-align: right;">+1.0 From Prior Year</div> <div style="color: green; font-size: 24px;">✓</div> </div>	All Students 85 out of 276 Students Score: 30.8% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #dc3545; color: white; padding: 5px 10px; border-radius: 15px;">NOT IMPROVING</div> <div style="text-align: right;">+1.6 From Prior Year</div> <div style="color: red; font-size: 24px;">✗</div> </div>
Black / African American 24 out of 122 Students Score: 19.7% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #ffc107; color: white; padding: 5px 10px; border-radius: 15px;">MAINTAINING</div> <div style="text-align: right;">-0.6 From Prior Year</div> <div style="color: orange; font-size: 24px;">—</div> </div>	Black / African American 45 out of 122 Students Score: 36.9% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #dc3545; color: white; padding: 5px 10px; border-radius: 15px;">NOT IMPROVING</div> <div style="text-align: right;">+2.5 From Prior Year</div> <div style="color: red; font-size: 24px;">✗</div> </div>
Hispanic / Latino 17 out of 79 Students Score: 21.5% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #ffc107; color: white; padding: 5px 10px; border-radius: 15px;">MAINTAINING</div> <div style="text-align: right;">-0.5 From Prior Year</div> <div style="color: orange; font-size: 24px;">—</div> </div>	Hispanic / Latino 28 out of 79 Students Score: 35.4% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #dc3545; color: white; padding: 5px 10px; border-radius: 15px;">NOT IMPROVING</div> <div style="text-align: right;">+2.4 From Prior Year</div> <div style="color: red; font-size: 24px;">✗</div> </div>
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 23 out of 46 Students Score: 50.0% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #28a745; color: white; padding: 5px 10px; border-radius: 15px;">IMPROVING</div> <div style="text-align: right;">+8.9 From Prior Year</div> <div style="color: green; font-size: 24px;">✓</div> </div>	Asian 4 out of 46 Students Score: 8.7% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #28a745; color: white; padding: 5px 10px; border-radius: 15px;">IMPROVING</div> <div style="text-align: right;">-3.6 From Prior Year</div> <div style="color: green; font-size: 24px;">✓</div> </div>
Native Hawaiian / Pacific Islander Insufficient Sample	Native Hawaiian / Pacific Islander Insufficient Sample
English Learners 8 out of 63 Students Score: 12.7% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #dc3545; color: white; padding: 5px 10px; border-radius: 15px;">NOT IMPROVING</div> <div style="text-align: right;">-1.9 From Prior Year</div> <div style="color: red; font-size: 24px;">✗</div> </div>	English Learners 27 out of 63 Students Score: 42.9% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #dc3545; color: white; padding: 5px 10px; border-radius: 15px;">NOT IMPROVING</div> <div style="text-align: right;">+4.7 From Prior Year</div> <div style="color: red; font-size: 24px;">✗</div> </div>
Students with IEPs 2 out of 73 Students Score: 2.7% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #dc3545; color: white; padding: 5px 10px; border-radius: 15px;">NOT IMPROVING</div> <div style="text-align: right;">-1.4 From Prior Year</div> <div style="color: red; font-size: 24px;">✗</div> </div>	Students with IEPs 42 out of 73 Students Score: 57.5% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #28a745; color: white; padding: 5px 10px; border-radius: 15px;">IMPROVING</div> <div style="text-align: right;">-9.6 From Prior Year</div> <div style="color: green; font-size: 24px;">✓</div> </div>
Economically Disadvantaged 60 out of 232 Students Score: 25.9% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #ffc107; color: white; padding: 5px 10px; border-radius: 15px;">MAINTAINING</div> <div style="text-align: right;">+0.3 From Prior Year</div> <div style="color: orange; font-size: 24px;">—</div> </div>	Economically Disadvantaged 74 out of 232 Students Score: 31.9% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #dc3545; color: white; padding: 5px 10px; border-radius: 15px;">NOT IMPROVING</div> <div style="text-align: right;">+2.1 From Prior Year</div> <div style="color: red; font-size: 24px;">✗</div> </div>

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Reading: Every Student Reads On or Above Grade Level

Goal 2 - PSSA Reading Proficiency, Grade 3

School Code | 2260 School Name | George W. Childs School

PSSA ELA: % of Students Proficient or Advanced, Grade 3	PSSA ELA: % of Students Below Basic, Grade 3
<p>All Students 12 out of 36 Students</p> <p>Score: 33.3%</p> <p>IMPROVING +11.7 From Prior Year </p>	<p>All Students 17 out of 36 Students</p> <p>Score: 47.2%</p> <p>NOT IMPROVING +9.9 From Prior Year </p>
<p>Black / African American</p> <p>Insufficient Sample</p>	<p>Black / African American</p> <p>Insufficient Sample</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 9 out of 30 Students</p> <p>Score: 30.0%</p> <p>IMPROVING +11.8 From Prior Year </p>	<p>Economically Disadvantaged 16 out of 30 Students</p> <p>Score: 53.3%</p> <p>NOT IMPROVING +14.7 From Prior Year </p>

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

Goal 3 - PSSA Math Proficiency, Grades 3-8

School Code | 2260 School Name | George W. Childs School





PSSA Math: % of Students Proficient or Advanced, Grades 3-8	PSSA Math: % of Students Below Basic, Grades 3-8
All Students <i>45 out of 278 Students</i> Score: 16.2% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #28a745; color: white; padding: 5px 10px; border-radius: 15px;">IMPROVING</div> <div style="text-align: right;">+6.2 From Prior Year</div> <div style="color: green; font-size: 24px;">✓</div> </div>	All Students <i>164 out of 278 Students</i> Score: 59.0% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #28a745; color: white; padding: 5px 10px; border-radius: 15px;">IMPROVING</div> <div style="text-align: right;">-8.0 From Prior Year</div> <div style="color: green; font-size: 24px;">✓</div> </div>
Black / African American <i>9 out of 119 Students</i> Score: 7.6% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #28a745; color: white; padding: 5px 10px; border-radius: 15px;">IMPROVING</div> <div style="text-align: right;">+1.5 From Prior Year</div> <div style="color: green; font-size: 24px;">✓</div> </div>	Black / African American <i>81 out of 119 Students</i> Score: 68.1% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #28a745; color: white; padding: 5px 10px; border-radius: 15px;">IMPROVING</div> <div style="text-align: right;">-3.7 From Prior Year</div> <div style="color: green; font-size: 24px;">✓</div> </div>
Hispanic / Latino <i>12 out of 84 Students</i> Score: 14.3% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #28a745; color: white; padding: 5px 10px; border-radius: 15px;">IMPROVING</div> <div style="text-align: right;">+3.7 From Prior Year</div> <div style="color: green; font-size: 24px;">✓</div> </div>	Hispanic / Latino <i>58 out of 84 Students</i> Score: 69.1% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #28a745; color: white; padding: 5px 10px; border-radius: 15px;">IMPROVING</div> <div style="text-align: right;">-4.4 From Prior Year</div> <div style="color: green; font-size: 24px;">✓</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 <i>15 out of 46 Students</i> Score: 32.6% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #28a745; color: white; padding: 5px 10px; border-radius: 15px;">IMPROVING</div> <div style="text-align: right;">+14.8 From Prior Year</div> <div style="color: green; font-size: 24px;">✓</div> </div>	Asian <i>13 out of 46 Students</i> Score: 28.3% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #28a745; color: white; padding: 5px 10px; border-radius: 15px;">IMPROVING</div> <div style="text-align: right;">-21.0 From Prior Year</div> <div style="color: green; font-size: 24px;">✓</div> </div>
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>1 out of 68 Students</i> Score: 1.5% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #dc3545; color: white; padding: 5px 10px; border-radius: 15px;">NOT IMPROVING</div> <div style="text-align: right;">-2.9 From Prior Year</div> <div style="color: red; font-size: 24px;">✗</div> </div>	English Learners <i>51 out of 68 Students</i> Score: 75.0% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #28a745; color: white; padding: 5px 10px; border-radius: 15px;">IMPROVING</div> <div style="text-align: right;">-3.3 From Prior Year</div> <div style="color: green; font-size: 24px;">✓</div> </div>
Students with IEPs <i>4 out of 69 Students</i> Score: 5.8% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #dc3545; color: white; padding: 5px 10px; border-radius: 15px;">NOT IMPROVING</div> <div style="text-align: right;">-1.0 From Prior Year</div> <div style="color: red; font-size: 24px;">✗</div> </div>	Students with IEPs <i>55 out of 69 Students</i> Score: 79.7% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #ffc107; color: white; padding: 5px 10px; border-radius: 15px;">MAINTAINING</div> <div style="text-align: right;">+0.0 From Prior Year</div> <div style="color: orange; font-size: 24px;">—</div> </div>
Economically Disadvantaged <i>31 out of 232 Students</i> Score: 13.4% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #28a745; color: white; padding: 5px 10px; border-radius: 15px;">IMPROVING</div> <div style="text-align: right;">+3.1 From Prior Year</div> <div style="color: green; font-size: 24px;">✓</div> </div>	Economically Disadvantaged <i>141 out of 232 Students</i> Score: 60.8% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #28a745; color: white; padding: 5px 10px; border-radius: 15px;">IMPROVING</div> <div style="text-align: right;">-7.4 From Prior Year</div> <div style="color: green; font-size: 24px;">✓</div> </div>

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

PSSA Math Proficiency, Grade 3

School Code | 2260 School Name | George W. Childs School

PSSA Math: % of Students Proficient or Advanced, Grade 3	PSSA Math: % of Students Below Basic, Grade 3
<p>All Students 12 out of 36 Students</p> <p>Score: 33.3%</p> <p>IMPROVING +19.6 From Prior Year </p>	<p>All Students 19 out of 36 Students</p> <p>Score: 52.8%</p> <p>IMPROVING -4.1 From Prior Year </p>
Black / African American	Black / African American
Insufficient Sample	Insufficient Sample
Hispanic / Latino	Hispanic / Latino
Insufficient Sample	Insufficient Sample
Multi Racial / Other	Multi Racial / Other
Insufficient Sample	Insufficient Sample
White	White
Insufficient Sample	Insufficient Sample
American Indian / Alaskan Native	American Indian / Alaskan Native
Insufficient Sample	Insufficient Sample
Asian	Asian
Insufficient Sample	Insufficient Sample
Native Hawaiian / Pacific Islander	Native Hawaiian / Pacific Islander
Insufficient Sample	Insufficient Sample
English Learners	English Learners
Insufficient Sample	Insufficient Sample
Students with IEPs	Students with IEPs
Insufficient Sample	Insufficient Sample
<p>Economically Disadvantaged 8 out of 30 Students</p> <p>Score: 26.7%</p> <p>IMPROVING +13.1 From Prior Year </p>	<p>Economically Disadvantaged 18 out of 30 Students</p> <p>Score: 60.0%</p> <p>MAINTAINING +0.9 From Prior Year </p>

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

PSSA Science Proficiency, Grades 4 and 8

School Code | 2260 School Name | George W. Childs School

PSSA Science: % of Students Proficient or Advanced, Grades 4 & 8	PSSA Science: % of Students Below Basic, Grades 4 & 8
<p>All Students 37 out of 104 Students</p> <p>Score: 35.6%</p> <p>IMPROVING +7.3 From Prior Year ✓</p>	<p>All Students 35 out of 104 Students</p> <p>Score: 33.7%</p> <p>IMPROVING -8.9 From Prior Year ✓</p>
<p>Black / African American 11 out of 44 Students</p> <p>Score: 25.0%</p> <p>IMPROVING +15.9 From Prior Year ✓</p>	<p>Black / African American 22 out of 44 Students</p> <p>Score: 50.0%</p> <p>IMPROVING -11.4 From Prior Year ✓</p>
<p>Hispanic / Latino 11 out of 28 Students</p> <p>Score: 39.3%</p> <p>IMPROVING +7.9 From Prior Year ✓</p>	<p>Hispanic / Latino 7 out of 28 Students</p> <p>Score: 25.0%</p> <p>IMPROVING -12.1 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 10 out of 20 Students</p> <p>Score: 50.0%</p> <p>NOT IMPROVING -5.2 From Prior Year ✗</p>	<p>Asian 3 out of 20 Students</p> <p>Score: 15.0%</p> <p>IMPROVING -5.7 From Prior Year ✓</p>
<p>Native Hawaiian / Pacific Islander</p> <p>Insufficient Sample</p>	<p>Native Hawaiian / Pacific Islander</p> <p>Insufficient Sample</p>
<p>English Learners 6 out of 24 Students</p> <p>Score: 25.0%</p> <p>IMPROVING +6.2 From Prior Year ✓</p>	<p>English Learners 10 out of 24 Students</p> <p>Score: 41.7%</p> <p>IMPROVING -11.4 From Prior Year ✓</p>
<p>Students with IEPs 4 out of 25 Students</p> <p>Score: 16.0%</p> <p>IMPROVING +7.7 From Prior Year ✓</p>	<p>Students with IEPs 19 out of 25 Students</p> <p>Score: 76.0%</p> <p>NOT IMPROVING +9.3 From Prior Year ✗</p>
<p>Economically Disadvantaged 24 out of 83 Students</p> <p>Score: 28.9%</p> <p>MAINTAINING +0.5 From Prior Year —</p>	<p>Economically Disadvantaged 32 out of 83 Students</p> <p>Score: 38.6%</p> <p>IMPROVING -5.8 From Prior Year ✓</p>

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