














SPOTlight: School Year 2022-2023

Edwin M. Stanton School

School Code	2450	Principal Name	Stacey Burnley
Sector	District	Address	901 S 17th St
Network	Network 10	Phone	215 400 7960
Report Type	K 8 School	Admission Category	Catchment
Receives HS Report	No	October 1 Enrollment	306
Grades in Report	K 8		
Website	emstanton.philasd.org		

School Performance Outcomes Table

CONDITIONS FOR SUCCESS				
Metric Name	2021-22 Results	2022-23 Results	2022-23 Progress	Metric Description
Student Attendance	60.7%	67.1%	+6.4 %-pts 	Percentage of students attending 90% or more of instructional days
Teacher Attendance	74.1%	92.3%	+18.2 %-pts 	Percentage of teachers attending 90% or more of work days
Student Dropouts (Grades 7-8)	0	0	+0 	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	43.9%	50.0%	+6.1 %-pts 	24.4%	16.7%	-7.7 %-pts 
Grade 3 - 8 Reading	38.6%	42.9%	+4.3 %-pts 	20.1%	18.6%	-1.5 %-pts 
Grade 3 Math	31.7%	45.8%	+14.1 %-pts 	41.5%	41.7%	+0.2 %-pts 
Grade 3 - 8 Math	11.0%	22.6%	+11.6 %-pts 	62.1%	47.5%	-14.6 %-pts 
Grade 4 and 8 Science	32.2%	52.3%	+20.1 %-pts 	32.2%	20.0%	-12.2 %-pts 

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

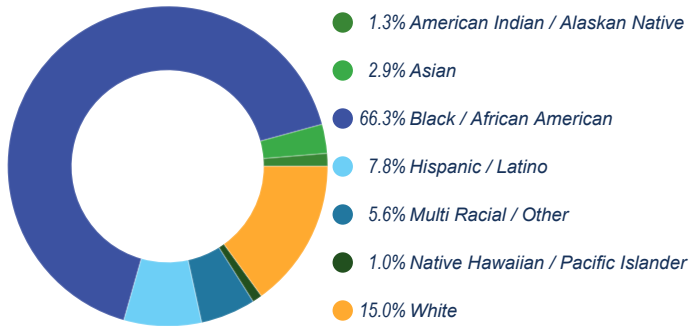
SPOTlight Legend:	Improving 	Maintaining 	Not Improving 
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Edwin M. Stanton School

2022-2023 SCHOOL PROGRESS REPORT ON EDUCATION AND EQUITY

School Code | 2450 Sector | District Network | Network 10
 Principal Name | Stacey Burnley Address | 901 S 17th St
 Phone | 215-400-7960 Website | emstanton.philasd.org
 Report Type | K-8 School Grades in Report | K-8
 Admissions Category | Catchment Receives HS Report | No
 Oct 1 Enrollment | 306

Student Enrollment and Demographics



319

of Students Served Over the Full Year

26.5%

% of Students with IEPs

2.0%

% of Students Identified as English Learners

72.6%

% of Students Identified as Economically Disadvantaged

Student Attendance

41.7%

% of Students Attending at Least 95% of Instructional Days

67.1%

% 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		Insufficient Data for Score 83.3% NA
	Hispanic / Latino		Insufficient Data for Score Insufficient Data for Score NA
Improvement Improving in 12 out of 14 Eligible Metrics 85.7%	Multi Racial / Other		Insufficient Data for Score Insufficient Data for Score NA
	White		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: 42.9%			
IMPROVING +4.3 From Prior Year			
GOAL 2 PSSA ELA: % of Students Proficient or Advanced, Grade 3			
Score: 50.0%			
IMPROVING +6.1 From Prior Year			
GOAL 3 PSSA Math: % of Students Proficient or Advanced, Grades 3-8			
Score: 22.6%			
IMPROVING +11.6 From Prior Year			
● Improving ● Maintaining		● Not Improving ● Not Applicable	
English Learners			
Insufficient Data for Score		Insufficient Data for Score	NA
Students with IEPs			
Insufficient Data for Score		Insufficient Data for Score	NA
Economically Disadvantaged			
Insufficient Data for Score		83.3%	NA

Climate, Culture & Opportunity

Conditions for Success

School Code | 2450 School Name | Edwin M. Stanton School

% of Students Attending 90%+ of Days

All Students

319 Students

Score: 67.1%



IMPROVING

+6.4 From Prior Year



% of Students Attending

Greater Than 95% of Instructional Days

41.7%

90-95% of Instructional Days

25.4%

85-90% of Instructional Days

11.0%

80-85% of Instructional Days

6.9%

Less than 80% of Instructional Days

15.1%

Number of Dropouts

All Students

Grades 7-8

Students: 0

IMPROVING

+0.0 From Prior Year



% of Students Receiving Zero Out-of-School Suspensions

All Students

319 Students

Score: 95.0%



MAINTAINING

-0.7 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 | 2450 School Name | Edwin M. Stanton School

% of Teachers Attending 90%+ of Days

All Teachers

26 Teachers

Score: 92.3%



IMPROVING

+18.2 From Prior Year



Additional Teacher Metrics

5.0%

% of Teachers Rated as Distinguished

95.0%

% of Teachers Rated as Proficient

85.2%

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 | 2450 School Name | Edwin M. Stanton School



PSSA ELA: % of Students Proficient or Advanced, Grades 3-8	PSSA ELA: % of Students Below Basic, Grades 3-8
All Students 76 out of 177 Students Score: 42.9% <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="font-size: 0.8em;">+4.3 From Prior Year</div> <div style="color: green; font-size: 1.2em;">✓</div> </div>	All Students 33 out of 177 Students Score: 18.6% <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="font-size: 0.8em;">-1.5 From Prior Year</div> <div style="color: green; font-size: 1.2em;">✓</div> </div>
Black / African American 52 out of 139 Students Score: 37.4% <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="font-size: 0.8em;">+4.1 From Prior Year</div> <div style="color: green; font-size: 1.2em;">✓</div> </div>	Black / African American 29 out of 139 Students Score: 20.9% <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="font-size: 0.8em;">+1.7 From Prior Year</div> <div style="color: red; font-size: 1.2em;">✗</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 8 out of 48 Students Score: 16.7% <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="font-size: 0.8em;">+6.1 From Prior Year</div> <div style="color: green; font-size: 1.2em;">✓</div> </div>	Students with IEPs 19 out of 48 Students Score: 39.6% <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="font-size: 0.8em;">+5.6 From Prior Year</div> <div style="color: red; font-size: 1.2em;">✗</div> </div>
Economically Disadvantaged 51 out of 142 Students Score: 35.9% <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="font-size: 0.8em;">+0.8 From Prior Year</div> <div style="color: orange; font-size: 1.2em;">—</div> </div>	Economically Disadvantaged 29 out of 142 Students Score: 20.4% <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="font-size: 0.8em;">-2.3 From Prior Year</div> <div style="color: green; font-size: 1.2em;">✓</div> </div>

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Reading: Every Student Reads On or Above Grade Level

Goal 2 - PSSA Reading Proficiency, Grade 3

School Code | 2450 School Name | Edwin M. Stanton School

PSSA ELA: % of Students Proficient or Advanced, Grade 3	PSSA ELA: % of Students Below Basic, Grade 3
<p>All Students 12 out of 24 Students</p> <p>Score: 50.0%</p> <p>IMPROVING +6.1 From Prior Year </p>	<p>All Students 4 out of 24 Students</p> <p>Score: 16.7%</p> <p>IMPROVING -7.7 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</p> <p>Insufficient Sample</p>	<p>Economically Disadvantaged</p> <p>Insufficient Sample</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 | 2450 School Name | Edwin M. Stanton School



PSSA Math: % of Students Proficient or Advanced, Grades 3-8	PSSA Math: % of Students Below Basic, Grades 3-8
<p>All Students 40 out of 177 Students</p> <p>Score: 22.6%</p> <p>IMPROVING +11.6 From Prior Year </p>	<p>All Students 84 out of 177 Students</p> <p>Score: 47.5%</p> <p>IMPROVING -14.6 From Prior Year </p>
<p>Black / African American 22 out of 139 Students</p> <p>Score: 15.8%</p> <p>IMPROVING +10.0 From Prior Year </p>	<p>Black / African American 77 out of 139 Students</p> <p>Score: 55.4%</p> <p>IMPROVING -10.8 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 5 out of 48 Students</p> <p>Score: 10.4%</p> <p>IMPROVING +3.9 From Prior Year </p>	<p>Students with IEPs 30 out of 48 Students</p> <p>Score: 62.5%</p> <p>IMPROVING -20.1 From Prior Year </p>
<p>Economically Disadvantaged 22 out of 142 Students</p> <p>Score: 15.5%</p> <p>IMPROVING +7.6 From Prior Year </p>	<p>Economically Disadvantaged 76 out of 142 Students</p> <p>Score: 53.5%</p> <p>IMPROVING -13.6 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 | 2450 School Name | Edwin M. Stanton School

PSSA Math: % of Students Proficient or Advanced, Grade 3	PSSA Math: % of Students Below Basic, Grade 3
<p>All Students 11 out of 24 Students</p> <p>Score: 45.8%</p> <p>IMPROVING +14.1 From Prior Year </p>	<p>All Students 10 out of 24 Students</p> <p>Score: 41.7%</p> <p>MAINTAINING +0.2 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</p> <p>Insufficient Sample</p>	<p>Economically Disadvantaged</p> <p>Insufficient Sample</p>

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

PSSA Science Proficiency, Grades 4 and 8

School Code | 2450 School Name | Edwin M. Stanton School

PSSA Science: % of Students Proficient or Advanced, Grades 4 & 8	PSSA Science: % of Students Below Basic, Grades 4 & 8
<p>All Students 34 out of 65 Students</p> <p>Score: 52.3%</p> <p>IMPROVING +20.1 From Prior Year </p>	<p>All Students 13 out of 65 Students</p> <p>Score: 20.0%</p> <p>IMPROVING -12.2 From Prior Year </p>
<p>Black / African American 22 out of 48 Students</p> <p>Score: 45.8%</p> <p>IMPROVING +11.2 From Prior Year </p>	<p>Black / African American 10 out of 48 Students</p> <p>Score: 20.8%</p> <p>IMPROVING -8.1 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 25 out of 55 Students</p> <p>Score: 45.5%</p> <p>IMPROVING +13.5 From Prior Year </p>	<p>Economically Disadvantaged 12 out of 55 Students</p> <p>Score: 21.8%</p> <p>IMPROVING -10.2 From Prior Year </p>

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