













# SPOTlight: School Year 2022-2023

## Philadelphia Performing Arts: A String Theory Charter School

<b>School Code</b>	3336	<b>Principal Name</b>	Angela Puleio
<b>Sector</b>	Charter	<b>Address</b>	2600 S Broad St
<b>Network</b>	Charters	<b>Phone</b>	215 551 4000
<b>Report Type</b>	K 8 School	<b>Admission Category</b>	Citywide With Criteria
<b>Receives HS Report</b>	Yes	<b>October 1 Enrollment</b>	2085
<b>Grades in Report</b>	K 8		
<b>Website</b>	stringtheoryschools.org		

## School Performance Outcomes Table

CONDITIONS FOR SUCCESS				
Metric Name	2021-22 Results	2022-23 Results	2022-23 Progress	Metric Description
Student Attendance	89.1%	92.0%	+2.9 %-pts 	Percentage of students attending 90% or more of instructional days
Teacher Attendance	Not Applicable			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
<b>Goals 1-3: Grades 3-8</b>	<b>PSSA/PASA Proficient or Advanced</b>			<b>PSSA/PASA Below Basic</b>		
Grade 3 Reading	57.8%	59.5%	+1.7 %-pts 	8.9%	6.7%	-2.2 %-pts 
Grade 3 - 8 Reading	60.0%	57.1%	-2.9 %-pts 	9.1%	7.8%	-1.3 %-pts 
Grade 3 Math	42.5%	54.7%	+12.2 %-pts 	22.0%	15.4%	-6.6 %-pts 
Grade 3 - 8 Math	31.9%	37.3%	+5.4 %-pts 	35.6%	34.9%	-0.7 %-pts 
Grade 4 and 8 Science	66.4%	64.8%	-1.6 %-pts 	9.5%	12.1%	+2.6 %-pts 

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

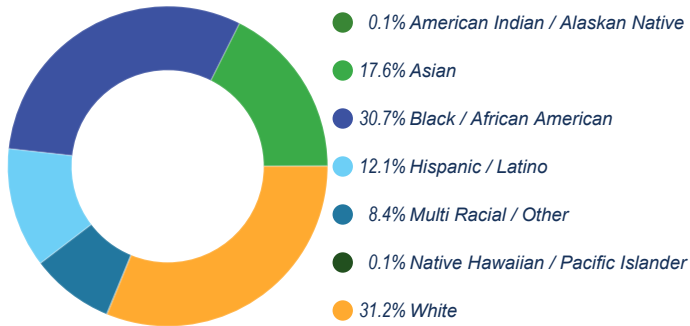
SPOTlight Legend:	Improving 	Maintaining 	Not Improving 
-------------------	---	--	---

# Philadelphia Performing Arts: A String Theory Charter School

## 2022-2023 SCHOOL PROGRESS REPORT ON EDUCATION AND EQUITY

School Code | 3336 Sector | Charter Network | Charters  
Principal Name | Angela Puleio Address | 2600 S Broad St  
Phone | 215-551-4000 Website | stringtheorieschools.org  
Report Type | K-8 School Grades in Report | K-8  
Admissions Category | Citywide With Criteria  
Receives HS Report | Yes Oct 1 Enrollment | 2085

### Student Enrollment and Demographics



**2108**

# of Students Served Over the Full Year

**20.9%**

% of Students with IEPs

**10.4%**

% of Students Identified as English Learners

**66.8%**

% of Students Identified as Economically Disadvantaged



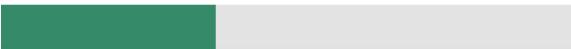
### Student Attendance

**78.9%**

% of Students Attending at Least 95% of Instructional Days

**92.0%**

% of Students Attending at Least 90% of Instructional Days

Score Level	Performance	Improvement	Level
<b>Not Applicable for 2022-2023</b>			
Performance Insufficient Data for Score	<b>Black / African American</b>		
	Insufficient Data for Score	<b>70.0%</b>	NA
Improvement Improving in 8 out of 13 Eligible Metrics	<b>Hispanic / Latino</b>		
	Insufficient Data for Score	<b>20.0%</b>	NA
<b>Goal Performance (All Students)</b>			
<b>GOAL 1   PSSA ELA: % of Students Proficient or Advanced, Grades 3-8</b>			
<b>Score: 57.1%</b>			
			
<span style="background-color: red; color: white; border-radius: 15px; padding: 5px;">NOT IMPROVING</span> -2.9 From Prior Year <span style="color: red; font-size: 2em;">✗</span>			
<b>GOAL 2   PSSA ELA: % of Students Proficient or Advanced, Grade 3</b>			
<b>Score: 59.5%</b>			
			
<span style="background-color: green; color: white; border-radius: 15px; padding: 5px;">IMPROVING</span> +1.7 From Prior Year <span style="color: green; font-size: 2em;">✓</span>			
<b>GOAL 3   PSSA Math: % of Students Proficient or Advanced, Grades 3-8</b>			
<b>Score: 37.3%</b>			
			
<span style="background-color: green; color: white; border-radius: 15px; padding: 5px;">IMPROVING</span> +5.4 From Prior Year <span style="color: green; font-size: 2em;">✓</span>			
		<span style="color: green; font-size: 1.5em;">●</span> Improving <span style="color: orange; font-size: 1.5em;">●</span> Maintaining <span style="color: red; font-size: 1.5em;">●</span> Not Improving <span style="color: grey; font-size: 1.5em;">●</span> Not Applicable	
		<b>White</b>	
Insufficient Data for Score	<b>90.0%</b>	NA	
		<b>American Indian / Alaskan Native</b>	
Insufficient Data for Score	Insufficient Data for Score	NA	
		<b>Asian</b>	
Insufficient Data for Score	<b>30.0%</b>	NA	
		<b>Native Hawaiian / Pacific Islander</b>	
Insufficient Data for Score	Insufficient Data for Score	NA	
		<b>English Learners</b>	
Insufficient Data for Score	<b>60.0%</b>	NA	
		<b>Students with IEPs</b>	
Insufficient Data for Score	<b>60.0%</b>	NA	
		<b>Economically Disadvantaged</b>	
Insufficient Data for Score	<b>40.0%</b>	NA	

# Climate, Culture & Opportunity

## Conditions for Success

School Code | 3336 School Name | Philadelphia Performing Arts: A String Theory Charter School

### % of Students Attending 90%+ of Days

#### All Students

2108 Students

Score: 92.0%



IMPROVING

+2.9 From Prior Year



### % of Students Attending

Greater Than 95% of Instructional Days

78.9%

90-95% of Instructional Days

13.1%

85-90% of Instructional Days

4.4%

80-85% of Instructional Days

1.6%

Less than 80% of Instructional Days

2.0%

### 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

2108 Students

Score: 99.5%



MAINTAINING

-0.5 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.



# Reading: Every Student Reads On or Above Grade Level

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

School Code | 3336 School Name | Philadelphia Performing Arts: A String Theory Charter School

PSSA ELA: % of Students Proficient or Advanced, Grades 3-8	PSSA ELA: % of Students Below Basic, Grades 3-8
<p><b>All Students</b> 736 out of 1288 Students</p> <p><b>Score: 57.1%</b></p> <p>NOT IMPROVING -2.9 From Prior Year ❌</p>	<p><b>All Students</b> 100 out of 1288 Students</p> <p><b>Score: 7.8%</b></p> <p>IMPROVING -1.3 From Prior Year ✅</p>
<p><b>Black / African American</b> 172 out of 431 Students</p> <p><b>Score: 39.9%</b></p> <p>IMPROVING +1.2 From Prior Year ✅</p>	<p><b>Black / African American</b> 59 out of 431 Students</p> <p><b>Score: 13.7%</b></p> <p>IMPROVING -1.5 From Prior Year ✅</p>
<p><b>Hispanic / Latino</b> 74 out of 136 Students</p> <p><b>Score: 54.4%</b></p> <p>NOT IMPROVING -11.0 From Prior Year ❌</p>	<p><b>Hispanic / Latino</b> 12 out of 136 Students</p> <p><b>Score: 8.8%</b></p> <p>NOT IMPROVING +1.1 From Prior Year ❌</p>
<p><b>Multi Racial / Other</b> 62 out of 110 Students</p> <p><b>Score: 56.4%</b></p> <p>NOT IMPROVING -1.4 From Prior Year ❌</p>	<p><b>Multi Racial / Other</b> 5 out of 110 Students</p> <p><b>Score: 4.6%</b></p> <p>IMPROVING -9.9 From Prior Year ✅</p>
<p><b>White</b> 253 out of 388 Students</p> <p><b>Score: 65.2%</b></p> <p>NOT IMPROVING -2.1 From Prior Year ❌</p>	<p><b>White</b> 17 out of 388 Students</p> <p><b>Score: 4.4%</b></p> <p>IMPROVING -1.8 From Prior Year ✅</p>
<p><b>American Indian / Alaskan Native</b></p> <p>Insufficient Sample</p>	<p><b>American Indian / Alaskan Native</b></p> <p>Insufficient Sample</p>
<p><b>Asian</b> 174 out of 221 Students</p> <p><b>Score: 78.7%</b></p> <p>IMPROVING +2.1 From Prior Year ✅</p>	<p><b>Asian</b> 7 out of 221 Students</p> <p><b>Score: 3.2%</b></p> <p>MAINTAINING -0.2 From Prior Year 🟡</p>
<p><b>Native Hawaiian / Pacific Islander</b></p> <p>Insufficient Sample</p>	<p><b>Native Hawaiian / Pacific Islander</b></p> <p>Insufficient Sample</p>
<p><b>English Learners</b> 83 out of 131 Students</p> <p><b>Score: 63.4%</b></p> <p>IMPROVING +8.0 From Prior Year ✅</p>	<p><b>English Learners</b> 12 out of 131 Students</p> <p><b>Score: 9.2%</b></p> <p>IMPROVING -2.9 From Prior Year ✅</p>
<p><b>Students with IEPs</b> 59 out of 241 Students</p> <p><b>Score: 24.5%</b></p> <p>NOT IMPROVING -2.4 From Prior Year ❌</p>	<p><b>Students with IEPs</b> 57 out of 241 Students</p> <p><b>Score: 23.7%</b></p> <p>IMPROVING -2.8 From Prior Year ✅</p>
<p><b>Economically Disadvantaged</b> 404 out of 797 Students</p> <p><b>Score: 50.7%</b></p> <p>NOT IMPROVING -4.3 From Prior Year ❌</p>	<p><b>Economically Disadvantaged</b> 75 out of 797 Students</p> <p><b>Score: 9.4%</b></p> <p>IMPROVING -1.8 From Prior Year ✅</p>

\* 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 | 3336 School Name | Philadelphia Performing Arts: A String Theory Charter School

PSSA ELA: % of Students Proficient or Advanced, Grade 3	PSSA ELA: % of Students Below Basic, Grade 3
<b>All Students</b> 125 out of 210 Students <b>Score: 59.5%</b> <div style="display: flex; align-items: center; gap: 10px;"> <span style="background-color: #28a745; color: white; border-radius: 15px; padding: 5px 10px;">IMPROVING</span> <span>+1.7 From Prior Year</span> <span style="color: green; font-size: 24px;">✓</span> </div>	<b>All Students</b> 14 out of 210 Students <b>Score: 6.7%</b> <div style="display: flex; align-items: center; gap: 10px;"> <span style="background-color: #28a745; color: white; border-radius: 15px; padding: 5px 10px;">IMPROVING</span> <span>-2.2 From Prior Year</span> <span style="color: green; font-size: 24px;">✓</span> </div>
<b>Black / African American</b> 30 out of 56 Students <b>Score: 53.6%</b> <div style="display: flex; align-items: center; gap: 10px;"> <span style="background-color: #28a745; color: white; border-radius: 15px; padding: 5px 10px;">IMPROVING</span> <span>+23.0 From Prior Year</span> <span style="color: green; font-size: 24px;">✓</span> </div>	<b>Black / African American</b> 3 out of 56 Students <b>Score: 5.4%</b> <div style="display: flex; align-items: center; gap: 10px;"> <span style="background-color: #28a745; color: white; border-radius: 15px; padding: 5px 10px;">IMPROVING</span> <span>-6.8 From Prior Year</span> <span style="color: green; font-size: 24px;">✓</span> </div>
<b>Hispanic / Latino</b> 11 out of 27 Students <b>Score: 40.7%</b> <div style="display: flex; align-items: center; gap: 10px;"> <span style="background-color: #dc3545; color: white; border-radius: 15px; padding: 5px 10px;">NOT IMPROVING</span> <span>-26.0 From Prior Year</span> <span style="color: red; font-size: 24px;">✗</span> </div>	<b>Hispanic / Latino</b> 4 out of 27 Students <b>Score: 14.8%</b> <div style="display: flex; align-items: center; gap: 10px;"> <span style="background-color: #ffc107; color: white; border-radius: 15px; padding: 5px 10px;">MAINTAINING</span> <span>+0.0 From Prior Year</span> <span style="color: orange; font-size: 24px;">—</span> </div>
<b>Multi Racial / Other</b> Insufficient Sample	<b>Multi Racial / Other</b> Insufficient Sample
<b>White</b> 42 out of 66 Students <b>Score: 63.6%</b> <div style="display: flex; align-items: center; gap: 10px;"> <span style="background-color: #28a745; color: white; border-radius: 15px; padding: 5px 10px;">IMPROVING</span> <span>+4.8 From Prior Year</span> <span style="color: green; font-size: 24px;">✓</span> </div>	<b>White</b> 3 out of 66 Students <b>Score: 4.6%</b> <div style="display: flex; align-items: center; gap: 10px;"> <span style="background-color: #28a745; color: white; border-radius: 15px; padding: 5px 10px;">IMPROVING</span> <span>-7.3 From Prior Year</span> <span style="color: green; font-size: 24px;">✓</span> </div>
<b>American Indian / Alaskan Native</b> Insufficient Sample	<b>American Indian / Alaskan Native</b> Insufficient Sample
<b>Asian</b> 31 out of 42 Students <b>Score: 73.8%</b> <div style="display: flex; align-items: center; gap: 10px;"> <span style="background-color: #ffc107; color: white; border-radius: 15px; padding: 5px 10px;">MAINTAINING</span> <span>-0.6 From Prior Year</span> <span style="color: orange; font-size: 24px;">—</span> </div>	<b>Asian</b> 2 out of 42 Students <b>Score: 4.8%</b> <div style="display: flex; align-items: center; gap: 10px;"> <span style="background-color: #dc3545; color: white; border-radius: 15px; padding: 5px 10px;">NOT IMPROVING</span> <span>+4.8 From Prior Year</span> <span style="color: red; font-size: 24px;">✗</span> </div>
<b>Native Hawaiian / Pacific Islander</b> Insufficient Sample	<b>Native Hawaiian / Pacific Islander</b> Insufficient Sample
<b>English Learners</b> 13 out of 24 Students <b>Score: 54.2%</b> <div style="display: flex; align-items: center; gap: 10px;"> <span style="background-color: #dc3545; color: white; border-radius: 15px; padding: 5px 10px;">NOT IMPROVING</span> <span>-13.5 From Prior Year</span> <span style="color: red; font-size: 24px;">✗</span> </div>	<b>English Learners</b> 4 out of 24 Students <b>Score: 16.7%</b> <div style="display: flex; align-items: center; gap: 10px;"> <span style="background-color: #dc3545; color: white; border-radius: 15px; padding: 5px 10px;">NOT IMPROVING</span> <span>+13.8 From Prior Year</span> <span style="color: red; font-size: 24px;">✗</span> </div>
<b>Students with IEPs</b> 13 out of 40 Students <b>Score: 32.5%</b> <div style="display: flex; align-items: center; gap: 10px;"> <span style="background-color: #ffc107; color: white; border-radius: 15px; padding: 5px 10px;">MAINTAINING</span> <span>-0.8 From Prior Year</span> <span style="color: orange; font-size: 24px;">—</span> </div>	<b>Students with IEPs</b> 8 out of 40 Students <b>Score: 20.0%</b> <div style="display: flex; align-items: center; gap: 10px;"> <span style="background-color: #28a745; color: white; border-radius: 15px; padding: 5px 10px;">IMPROVING</span> <span>-4.2 From Prior Year</span> <span style="color: green; font-size: 24px;">✓</span> </div>
<b>Economically Disadvantaged</b> 72 out of 135 Students <b>Score: 53.3%</b> <div style="display: flex; align-items: center; gap: 10px;"> <span style="background-color: #dc3545; color: white; border-radius: 15px; padding: 5px 10px;">NOT IMPROVING</span> <span>-2.1 From Prior Year</span> <span style="color: red; font-size: 24px;">✗</span> </div>	<b>Economically Disadvantaged</b> 13 out of 135 Students <b>Score: 9.6%</b> <div style="display: flex; align-items: center; gap: 10px;"> <span style="background-color: #ffc107; color: white; border-radius: 15px; padding: 5px 10px;">MAINTAINING</span> <span>+0.1 From Prior Year</span> <span style="color: orange; font-size: 24px;">—</span> </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.

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

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

School Code | 3336 School Name | Philadelphia Performing Arts: A String Theory Charter School

PSSA Math: % of Students Proficient or Advanced, Grades 3-8			PSSA Math: % of Students Below Basic, Grades 3-8		
<b>All Students</b> 490 out of 1314 Students <b>Score: 37.3%</b> IMPROVING +5.4 From Prior Year ✓	<b>All Students</b> 458 out of 1314 Students <b>Score: 34.9%</b> MAINTAINING -0.7 From Prior Year —				
<b>Black / African American</b> 73 out of 433 Students <b>Score: 16.9%</b> IMPROVING +5.2 From Prior Year ✓	<b>Black / African American</b> 256 out of 433 Students <b>Score: 59.1%</b> NOT IMPROVING +2.2 From Prior Year ✗				
<b>Hispanic / Latino</b> 41 out of 136 Students <b>Score: 30.2%</b> IMPROVING +5.0 From Prior Year ✓	<b>Hispanic / Latino</b> 48 out of 136 Students <b>Score: 35.3%</b> NOT IMPROVING +1.3 From Prior Year ✗				
<b>Multi Racial / Other</b> 38 out of 110 Students <b>Score: 34.6%</b> NOT IMPROVING -1.8 From Prior Year ✗	<b>Multi Racial / Other</b> 37 out of 110 Students <b>Score: 33.6%</b> IMPROVING -4.9 From Prior Year ✓				
<b>White</b> 187 out of 412 Students <b>Score: 45.4%</b> IMPROVING +10.8 From Prior Year ✓	<b>White</b> 95 out of 412 Students <b>Score: 23.1%</b> IMPROVING -8.7 From Prior Year ✓				
<b>American Indian / Alaskan Native</b> Insufficient Sample	<b>American Indian / Alaskan Native</b> Insufficient Sample				
<b>Asian</b> 151 out of 221 Students <b>Score: 68.3%</b> IMPROVING +8.3 From Prior Year ✓	<b>Asian</b> 20 out of 221 Students <b>Score: 9.1%</b> MAINTAINING +0.3 From Prior Year —				
<b>Native Hawaiian / Pacific Islander</b> Insufficient Sample	<b>Native Hawaiian / Pacific Islander</b> Insufficient Sample				
<b>English Learners</b> 85 out of 153 Students <b>Score: 55.6%</b> IMPROVING +14.6 From Prior Year ✓	<b>English Learners</b> 23 out of 153 Students <b>Score: 15.0%</b> MAINTAINING -0.7 From Prior Year —				
<b>Students with IEPs</b> 36 out of 245 Students <b>Score: 14.7%</b> IMPROVING +1.6 From Prior Year ✓	<b>Students with IEPs</b> 161 out of 245 Students <b>Score: 65.7%</b> MAINTAINING +0.8 From Prior Year —				
<b>Economically Disadvantaged</b> 254 out of 821 Students <b>Score: 30.9%</b> IMPROVING +2.0 From Prior Year ✓	<b>Economically Disadvantaged</b> 342 out of 821 Students <b>Score: 41.7%</b> NOT IMPROVING +2.0 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.

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

## PSSA Math Proficiency, Grade 3

School Code | 3336 School Name | Philadelphia Performing Arts: A String Theory Charter School

PSSA Math: % of Students Proficient or Advanced, Grade 3	PSSA Math: % of Students Below Basic, Grade 3
<b>All Students</b> 117 out of 214 Students <b>Score: 54.7%</b> <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;">+12.2 From Prior Year</div> <div style="font-size: 2em;">✓</div> </div>	<b>All Students</b> 33 out of 214 Students <b>Score: 15.4%</b> <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;">-6.6 From Prior Year</div> <div style="font-size: 2em;">✓</div> </div>
<b>Black / African American</b> 26 out of 56 Students <b>Score: 46.4%</b> <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;">+30.4 From Prior Year</div> <div style="font-size: 2em;">✓</div> </div>	<b>Black / African American</b> 18 out of 56 Students <b>Score: 32.1%</b> <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;">-11.9 From Prior Year</div> <div style="font-size: 2em;">✓</div> </div>
<b>Hispanic / Latino</b> 10 out of 27 Students <b>Score: 37.0%</b> <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;">-3.7 From Prior Year</div> <div style="font-size: 2em;">✗</div> </div>	<b>Hispanic / Latino</b> 3 out of 27 Students <b>Score: 11.1%</b> <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="font-size: 2em;">✓</div> </div>
<b>Multi Racial / Other</b> Insufficient Sample	<b>Multi Racial / Other</b> Insufficient Sample
<b>White</b> 40 out of 70 Students <b>Score: 57.1%</b> <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;">+14.4 From Prior Year</div> <div style="font-size: 2em;">✓</div> </div>	<b>White</b> 8 out of 70 Students <b>Score: 11.4%</b> <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;">-10.7 From Prior Year</div> <div style="font-size: 2em;">✓</div> </div>
<b>American Indian / Alaskan Native</b> Insufficient Sample	<b>American Indian / Alaskan Native</b> Insufficient Sample
<b>Asian</b> 33 out of 42 Students <b>Score: 78.6%</b> <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;">+13.5 From Prior Year</div> <div style="font-size: 2em;">✓</div> </div>	<b>Asian</b> 1 out of 42 Students <b>Score: 2.4%</b> <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="font-size: 2em;">✗</div> </div>
<b>Native Hawaiian / Pacific Islander</b> Insufficient Sample	<b>Native Hawaiian / Pacific Islander</b> Insufficient Sample
<b>English Learners</b> 17 out of 28 Students <b>Score: 60.7%</b> <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;">+4.8 From Prior Year</div> <div style="font-size: 2em;">✓</div> </div>	<b>English Learners</b> 3 out of 28 Students <b>Score: 10.7%</b> <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;">+7.8 From Prior Year</div> <div style="font-size: 2em;">✗</div> </div>
<b>Students with IEPs</b> 12 out of 40 Students <b>Score: 30.0%</b> <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;">+8.8 From Prior Year</div> <div style="font-size: 2em;">✓</div> </div>	<b>Students with IEPs</b> 13 out of 40 Students <b>Score: 32.5%</b> <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;">-9.9 From Prior Year</div> <div style="font-size: 2em;">✓</div> </div>
<b>Economically Disadvantaged</b> 65 out of 139 Students <b>Score: 46.8%</b> <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;">+6.5 From Prior Year</div> <div style="font-size: 2em;">✓</div> </div>	<b>Economically Disadvantaged</b> 29 out of 139 Students <b>Score: 20.9%</b> <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;">-1.9 From Prior Year</div> <div style="font-size: 2em;">✓</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.



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

## PSSA Science Proficiency, Grades 4 and 8

School Code | 3336 School Name | Philadelphia Performing Arts: A String Theory Charter School

PSSA Science: % of Students Proficient or Advanced, Grades 4 & 8	PSSA Science: % of Students Below Basic, Grades 4 & 8
<p><b>All Students</b> 278 out of 429 Students</p> <p><b>Score: 64.8%</b></p> <p>NOT IMPROVING -1.6 From Prior Year </p>	<p><b>All Students</b> 52 out of 429 Students</p> <p><b>Score: 12.1%</b></p> <p>NOT IMPROVING +2.6 From Prior Year </p>
<p><b>Black / African American</b> 54 out of 126 Students</p> <p><b>Score: 42.9%</b></p> <p>NOT IMPROVING -4.7 From Prior Year </p>	<p><b>Black / African American</b> 32 out of 126 Students</p> <p><b>Score: 25.4%</b></p> <p>NOT IMPROVING +15.7 From Prior Year </p>
<p><b>Hispanic / Latino</b> 27 out of 42 Students</p> <p><b>Score: 64.3%</b></p> <p>MAINTAINING -0.9 From Prior Year </p>	<p><b>Hispanic / Latino</b> 2 out of 42 Students</p> <p><b>Score: 4.8%</b></p> <p>MAINTAINING +0.4 From Prior Year </p>
<p><b>Multi Racial / Other</b> 29 out of 41 Students</p> <p><b>Score: 70.7%</b></p> <p>MAINTAINING -0.7 From Prior Year </p>	<p><b>Multi Racial / Other</b> 2 out of 41 Students</p> <p><b>Score: 4.9%</b></p> <p>IMPROVING -14.2 From Prior Year </p>
<p><b>White</b> 104 out of 148 Students</p> <p><b>Score: 70.3%</b></p> <p>IMPROVING +2.3 From Prior Year </p>	<p><b>White</b> 13 out of 148 Students</p> <p><b>Score: 8.8%</b></p> <p>IMPROVING -3.4 From Prior Year </p>
<p><b>American Indian / Alaskan Native</b></p> <p>Insufficient Sample</p>	<p><b>American Indian / Alaskan Native</b></p> <p>Insufficient Sample</p>
<p><b>Asian</b> 63 out of 71 Students</p> <p><b>Score: 88.7%</b></p> <p>NOT IMPROVING -1.3 From Prior Year </p>	<p><b>Asian</b> 3 out of 71 Students</p> <p><b>Score: 4.2%</b></p> <p>NOT IMPROVING +2.8 From Prior Year </p>
<p><b>Native Hawaiian / Pacific Islander</b></p> <p>Insufficient Sample</p>	<p><b>Native Hawaiian / Pacific Islander</b></p> <p>Insufficient Sample</p>
<p><b>English Learners</b> 44 out of 53 Students</p> <p><b>Score: 83.0%</b></p> <p>IMPROVING +5.7 From Prior Year </p>	<p><b>English Learners</b> 2 out of 53 Students</p> <p><b>Score: 3.8%</b></p> <p>IMPROVING -5.3 From Prior Year </p>
<p><b>Students with IEPs</b> 30 out of 79 Students</p> <p><b>Score: 38.0%</b></p> <p>NOT IMPROVING -2.7 From Prior Year </p>	<p><b>Students with IEPs</b> 19 out of 79 Students</p> <p><b>Score: 24.1%</b></p> <p>IMPROVING -5.6 From Prior Year </p>
<p><b>Economically Disadvantaged</b> 145 out of 250 Students</p> <p><b>Score: 58.0%</b></p> <p>NOT IMPROVING -4.4 From Prior Year </p>	<p><b>Economically Disadvantaged</b> 37 out of 250 Students</p> <p><b>Score: 14.8%</b></p> <p>NOT IMPROVING +2.2 From Prior Year </p>

\* 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.