














SPOTlight: School Year 2022-2023

Alexander Adaire School			
School Code	5200	Principal Name	Anna Jenkins
Sector	District	Address	1300 E Palmer St
Network	Network 3	Phone	215 400 7480
Report Type	K 8 School	Admission Category	Catchment
Receives HS Report	No	October 1 Enrollment	394
Grades in Report	K 8		
Website	adaire.philasd.org		

School Performance Outcomes Table

CONDITIONS FOR SUCCESS				
Metric Name	2021-22 Results	2022-23 Results	2022-23 Progress	Metric Description
Student Attendance	86.0%	89.4%	+3.4 %-pts 	Percentage of students attending 90% or more of instructional days
Teacher Attendance	89.7%	89.7%	+0.0 %-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	79.0%	91.7%	+12.7 %-pts 	5.3%	2.1%	-3.2 %-pts 
Grade 3 - 8 Reading	63.5%	71.2%	+7.7 %-pts 	9.1%	6.4%	-2.7 %-pts 
Grade 3 Math	79.0%	85.4%	+6.4 %-pts 	10.5%	4.2%	-6.3 %-pts 
Grade 3 - 8 Math	37.7%	48.9%	+11.2 %-pts 	35.5%	21.9%	-13.6 %-pts 
Grade 4 and 8 Science	70.5%	72.4%	+1.9 %-pts 	17.9%	6.9%	-11.0 %-pts 

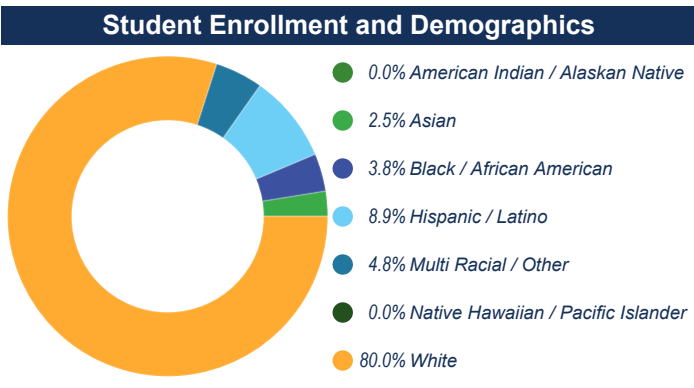
All SPOTlight indicator colors are based on unrounded changes in results. Percentage point changes are rounded to the nearest tenth for display.

SPOTlight Legend:	Improving 	Maintaining 	Not Improving 
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Alexander Adaire School

2022-2023 SCHOOL PROGRESS REPORT ON EDUCATION AND EQUITY

School Code | 5200 Sector | District Network | Network 3
 Principal Name | Anna Jenkins Address | 1300 E Palmer St
 Phone | 215-400-7480 Website | adaire.philasd.org
 Report Type | K-8 School Grades in Report | K-8
 Admissions Category | Catchment Receives HS Report | No
 Oct 1 Enrollment | 394



404 # of Students Served Over the Full Year	11.7% % of Students with IEPs
0.3% % of Students Identified as English Learners	39.3% % of Students Identified as Economically Disadvantaged

Student Attendance

61.1% % of Students Attending at Least 95% of Instructional Days	89.4% % of Students Attending at Least 90% of Instructional Days
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Score Level	Performance	Improvement	Level
Not Applicable for 2022-2023			
Black / African American			
Performance	Insufficient Data for Score	Insufficient Data for Score	NA
Hispanic / Latino			
Performance	Insufficient Data for Score	Insufficient Data for Score	NA
Multi Racial / Other			
Improvement	Improving in 13 out of 14 Eligible Metrics	92.9%	NA
Goal Performance (All Students)			
GOAL 1 PSSA ELA: % of Students Proficient or Advanced, Grades 3-8			
Score: 71.2%			
IMPROVING +7.7 From Prior Year			
GOAL 2 PSSA ELA: % of Students Proficient or Advanced, Grade 3			
Score: 91.7%			
IMPROVING +12.7 From Prior Year			
GOAL 3 PSSA Math: % of Students Proficient or Advanced, Grades 3-8			
Score: 48.9%			
IMPROVING +11.2 From Prior Year			
<ul style="list-style-type: none"> ● Improving ● Maintaining ● Not Improving ● Not Applicable 			
White			
Performance	Insufficient Data for Score	100.0%	NA
American Indian / Alaskan Native			
Performance	Insufficient Data for Score	Insufficient Data for Score	NA
Asian			
Performance	Insufficient Data for Score	Insufficient Data for Score	NA
Native Hawaiian / Pacific Islander			
Performance	Insufficient Data for Score	Insufficient Data for Score	NA
English Learners			
Performance	Insufficient Data for Score	Insufficient Data for Score	NA
Students with IEPs			
Performance	Insufficient Data for Score	Insufficient Data for Score	NA
Economically Disadvantaged			
Performance	Insufficient Data for Score	100.0%	NA

Climate, Culture & Opportunity

Conditions for Success

School Code | 5200 School Name | Alexander Adaire School

% of Students Attending 90%+ of Days

All Students

404 Students

Score: 89.4%



IMPROVING

+3.4 From Prior Year



% of Students Attending

Greater Than 95% of Instructional Days

61.1%

90-95% of Instructional Days

28.2%

85-90% of Instructional Days

5.9%

80-85% of Instructional Days

3.5%

Less than 80% of Instructional Days

1.2%

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

404 Students

Score: 100.0%



IMPROVING

+0.2 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 | 5200 School Name | Alexander Adaire School

% of Teachers Attending 90%+ of Days

All Teachers

29 Teachers

Score: 89.7%



MAINTAINING

+0.0 From Prior Year



Additional Teacher Metrics

13.0%

% of Teachers Rated as Distinguished

87.0%

% of Teachers Rated as Proficient

78.6%

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 | 5200 School Name | Alexander Adaire School





PSSA ELA: % of Students Proficient or Advanced, Grades 3-8	PSSA ELA: % of Students Below Basic, Grades 3-8
All Students <i>166 out of 233 Students</i> Score: 71.2% <div style="display: inline-block; border: 1px solid gray; padding: 2px;"> IMPROVING +7.7 From Prior Year ✔ </div>	All Students <i>15 out of 233 Students</i> Score: 6.4% <div style="display: inline-block; border: 1px solid gray; padding: 2px;"> IMPROVING -2.7 From Prior Year ✔ </div>
Black / African American <div style="text-align: center; padding: 10px;">Insufficient Sample</div>	Black / African American <div style="text-align: center; padding: 10px;">Insufficient Sample</div>
Hispanic / Latino <i>13 out of 22 Students</i> Score: 59.1% <div style="display: inline-block; border: 1px solid gray; padding: 2px;"> Not Applicable No Data Prior Year ○ </div>	Hispanic / Latino <i>1 out of 22 Students</i> Score: 4.6% <div style="display: inline-block; border: 1px solid gray; padding: 2px;"> Not Applicable No Data Prior Year ○ </div>
Multi Racial / Other <div style="text-align: center; padding: 10px;">Insufficient Sample</div>	Multi Racial / Other <div style="text-align: center; padding: 10px;">Insufficient Sample</div>
White <i>140 out of 189 Students</i> Score: 74.1% <div style="display: inline-block; border: 1px solid gray; padding: 2px;"> IMPROVING +8.7 From Prior Year ✔ </div>	White <i>11 out of 189 Students</i> Score: 5.8% <div style="display: inline-block; border: 1px solid gray; padding: 2px;"> IMPROVING -3.0 From Prior Year ✔ </div>
American Indian / Alaskan Native <div style="text-align: center; padding: 10px;">Insufficient Sample</div>	American Indian / Alaskan Native <div style="text-align: center; padding: 10px;">Insufficient Sample</div>
Asian <div style="text-align: center; padding: 10px;">Insufficient Sample</div>	Asian <div style="text-align: center; padding: 10px;">Insufficient Sample</div>
Native Hawaiian / Pacific Islander <div style="text-align: center; padding: 10px;">Insufficient Sample</div>	Native Hawaiian / Pacific Islander <div style="text-align: center; padding: 10px;">Insufficient Sample</div>
English Learners <div style="text-align: center; padding: 10px;">Insufficient Sample</div>	English Learners <div style="text-align: center; padding: 10px;">Insufficient Sample</div>
Students with IEPs <i>11 out of 35 Students</i> Score: 31.4% <div style="display: inline-block; border: 1px solid gray; padding: 2px;"> IMPROVING +13.7 From Prior Year ✔ </div>	Students with IEPs <i>11 out of 35 Students</i> Score: 31.4% <div style="display: inline-block; border: 1px solid gray; padding: 2px;"> IMPROVING -15.7 From Prior Year ✔ </div>
Economically Disadvantaged <i>56 out of 99 Students</i> Score: 56.6% <div style="display: inline-block; border: 1px solid gray; padding: 2px;"> IMPROVING +9.0 From Prior Year ✔ </div>	Economically Disadvantaged <i>11 out of 99 Students</i> Score: 11.1% <div style="display: inline-block; border: 1px solid gray; padding: 2px;"> IMPROVING -1.5 From Prior Year ✔ </div>

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Reading: Every Student Reads On or Above Grade Level

Goal 2 - PSSA Reading Proficiency, Grade 3

School Code | 5200 School Name | Alexander Adaire School

PSSA ELA: % of Students Proficient or Advanced, Grade 3	PSSA ELA: % of Students Below Basic, Grade 3
<p>All Students 44 out of 48 Students</p> <p>Score: 91.7%</p> <p>IMPROVING +12.7 From Prior Year </p>	<p>All Students 1 out of 48 Students</p> <p>Score: 2.1%</p> <p>IMPROVING -3.2 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 40 out of 42 Students</p> <p>Score: 95.2%</p> <p>IMPROVING +12.8 From Prior Year </p>	<p>White 0 out of 42 Students</p> <p>Score: 0.0%</p> <p>IMPROVING -3.9 From Prior Year </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 | 5200 School Name | Alexander Adaire School





PSSA Math: % of Students Proficient or Advanced, Grades 3-8	PSSA Math: % of Students Below Basic, Grades 3-8
All Students <i>114 out of 233 Students</i> Score: 48.9% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #28a745; color: white; padding: 2px 5px; border-radius: 10px;">IMPROVING</div> <div style="font-size: 0.8em;">+11.2 From Prior Year</div> <div style="color: green; font-size: 1.2em;">✓</div> </div>	All Students <i>51 out of 233 Students</i> Score: 21.9% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #28a745; color: white; padding: 2px 5px; border-radius: 10px;">IMPROVING</div> <div style="font-size: 0.8em;">-13.6 From Prior Year</div> <div style="color: green; font-size: 1.2em;">✓</div> </div>
Black / African American <p style="text-align: center; color: gray;">Insufficient Sample</p>	Black / African American <p style="text-align: center; color: gray;">Insufficient Sample</p>
Hispanic / Latino <i>6 out of 22 Students</i> Score: 27.3% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #6c757d; color: white; padding: 2px 5px; border-radius: 10px;">Not Applicable</div> <div style="font-size: 0.8em;">No Data Prior Year</div> <div style="color: gray; font-size: 1.2em;">⊙</div> </div>	Hispanic / Latino <i>8 out of 22 Students</i> Score: 36.4% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #6c757d; color: white; padding: 2px 5px; border-radius: 10px;">Not Applicable</div> <div style="font-size: 0.8em;">No Data Prior Year</div> <div style="color: gray; font-size: 1.2em;">⊙</div> </div>
Multi Racial / Other <p style="text-align: center; color: gray;">Insufficient Sample</p>	Multi Racial / Other <p style="text-align: center; color: gray;">Insufficient Sample</p>
White <i>98 out of 189 Students</i> Score: 51.9% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #28a745; color: white; padding: 2px 5px; border-radius: 10px;">IMPROVING</div> <div style="font-size: 0.8em;">+10.7 From Prior Year</div> <div style="color: green; font-size: 1.2em;">✓</div> </div>	White <i>37 out of 189 Students</i> Score: 19.6% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #28a745; color: white; padding: 2px 5px; border-radius: 10px;">IMPROVING</div> <div style="font-size: 0.8em;">-12.8 From Prior Year</div> <div style="color: green; font-size: 1.2em;">✓</div> </div>
American Indian / Alaskan Native <p style="text-align: center; color: gray;">Insufficient Sample</p>	American Indian / Alaskan Native <p style="text-align: center; color: gray;">Insufficient Sample</p>
Asian <p style="text-align: center; color: gray;">Insufficient Sample</p>	Asian <p style="text-align: center; color: gray;">Insufficient Sample</p>
Native Hawaiian / Pacific Islander <p style="text-align: center; color: gray;">Insufficient Sample</p>	Native Hawaiian / Pacific Islander <p style="text-align: center; color: gray;">Insufficient Sample</p>
English Learners <p style="text-align: center; color: gray;">Insufficient Sample</p>	English Learners <p style="text-align: center; color: gray;">Insufficient Sample</p>
Students with IEPs <i>8 out of 35 Students</i> Score: 22.9% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #28a745; color: white; padding: 2px 5px; border-radius: 10px;">IMPROVING</div> <div style="font-size: 0.8em;">+20.0 From Prior Year</div> <div style="color: green; font-size: 1.2em;">✓</div> </div>	Students with IEPs <i>23 out of 35 Students</i> Score: 65.7% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #28a745; color: white; padding: 2px 5px; border-radius: 10px;">IMPROVING</div> <div style="font-size: 0.8em;">-19.6 From Prior Year</div> <div style="color: green; font-size: 1.2em;">✓</div> </div>
Economically Disadvantaged <i>23 out of 99 Students</i> Score: 23.2% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #28a745; color: white; padding: 2px 5px; border-radius: 10px;">IMPROVING</div> <div style="font-size: 0.8em;">+4.7 From Prior Year</div> <div style="color: green; font-size: 1.2em;">✓</div> </div>	Economically Disadvantaged <i>34 out of 99 Students</i> Score: 34.3% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #28a745; color: white; padding: 2px 5px; border-radius: 10px;">IMPROVING</div> <div style="font-size: 0.8em;">-18.1 From Prior Year</div> <div style="color: green; font-size: 1.2em;">✓</div> </div>

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

PSSA Math Proficiency, Grade 3

School Code | 5200 School Name | Alexander Adaire School

PSSA Math: % of Students Proficient or Advanced, Grade 3	PSSA Math: % of Students Below Basic, Grade 3
<p>All Students 41 out of 48 Students</p> <p>Score: 85.4%</p> <p>IMPROVING +6.4 From Prior Year </p>	<p>All Students 2 out of 48 Students</p> <p>Score: 4.2%</p> <p>IMPROVING -6.3 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 36 out of 42 Students</p> <p>Score: 85.7%</p> <p>IMPROVING +5.3 From Prior Year </p>	<p>White 2 out of 42 Students</p> <p>Score: 4.8%</p> <p>IMPROVING -3.0 From Prior Year </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 | 5200 School Name | Alexander Adaire School

PSSA Science: % of Students Proficient or Advanced, Grades 4 & 8	PSSA Science: % of Students Below Basic, Grades 4 & 8
<p>All Students 63 out of 87 Students</p> <p>Score: 72.4%</p> <p>IMPROVING +1.9 From Prior Year </p>	<p>All Students 6 out of 87 Students</p> <p>Score: 6.9%</p> <p>IMPROVING -11.0 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 55 out of 71 Students</p> <p>Score: 77.5%</p> <p>IMPROVING +5.1 From Prior Year </p>	<p>White 4 out of 71 Students</p> <p>Score: 5.6%</p> <p>IMPROVING -11.6 From Prior Year </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 21 out of 35 Students</p> <p>Score: 60.0%</p> <p>IMPROVING +2.5 From Prior Year </p>	<p>Economically Disadvantaged 4 out of 35 Students</p> <p>Score: 11.4%</p> <p>IMPROVING -16.1 From Prior Year </p>

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