














SPOTlight: School Year 2022-2023

Potter-Thomas School			
School Code	5390	Principal Name	Nichole Polk
Sector	District	Address	3001 N 6th St
Network	Acceleration	Phone	215 400 7120
Report Type	K 8 School	Admission Category	Catchment
Receives HS Report	No	October 1 Enrollment	400
Grades in Report	K 8		
Website	potterthomas.philasd.org		

School Performance Outcomes Table

CONDITIONS FOR SUCCESS				
Metric Name	2021-22 Results	2022-23 Results	2022-23 Progress	Metric Description
Student Attendance	33.8%	39.6%	+5.8 %-pts 	Percentage of students attending 90% or more of instructional days
Teacher Attendance	69.4%	88.6%	+19.2 %-pts 	Percentage of teachers attending 90% or more of work days
Student Dropouts (Grades 7-8)	2	3	+1 	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	11.4%	9.5%	-1.9 %-pts 	52.3%	45.2%	-7.1 %-pts 
Grade 3 - 8 Reading	16.1%	12.9%	-3.2 %-pts 	45.3%	41.5%	-3.8 %-pts 
Grade 3 Math	2.3%	2.4%	+0.1 %-pts 	84.1%	88.1%	+4.0 %-pts 
Grade 3 - 8 Math	0.7%	1.8%	+1.1 %-pts 	88.1%	85.5%	-2.6 %-pts 
Grade 4 and 8 Science	14.4%	20.7%	+6.3 %-pts 	45.4%	53.3%	+7.9 %-pts 

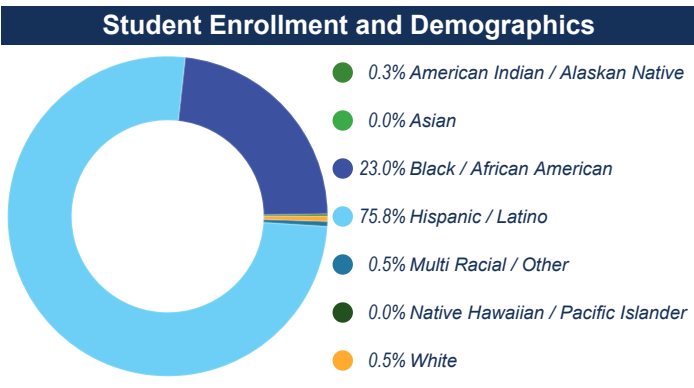
All SPOTlight indicator colors are based on unrounded changes in results. Percentage point changes are rounded to the nearest tenth for display.

SPOTlight Legend:	Improving 	Maintaining 	Not Improving 
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Potter-Thomas School

2022-2023 SCHOOL PROGRESS REPORT ON EDUCATION AND EQUITY

School Code | 5390 Sector | District Network | Acceleration
 Principal Name | Nichole Polk Address | 3001 N 6th St
 Phone | 215-400-7120 Website | potterthomas.philasd.org
 Report Type | K-8 School Grades in Report | K-8
 Admissions Category | Catchment Receives HS Report | No
 Oct 1 Enrollment | 400



445 # of Students Served Over the Full Year	20.3% % of Students with IEPs
23.8% % of Students Identified as English Learners	91.8% % of Students Identified as Economically Disadvantaged

Student Attendance

18.7% % of Students Attending at Least 95% of Instructional Days	39.6% % of Students Attending at Least 90% of Instructional Days
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Score Level	Performance	Improvement	Level
Not Applicable for 2022-2023			
Performance Insufficient Data for Score	Black / African American		Insufficient Data for Score
		Insufficient Data for Score	NA
		Hispanic / Latino	
		Insufficient Data for Score	40.0%
		Multi Racial / Other	
		Insufficient Data for Score	Insufficient Data for Score
		White	
		Insufficient Data for Score	Insufficient Data for Score
		American Indian / Alaskan Native	
		Insufficient Data for Score	Insufficient Data for Score
		Asian	
		Insufficient Data for Score	Insufficient Data for Score
		Native Hawaiian / Pacific Islander	
		Insufficient Data for Score	Insufficient Data for Score
		English Learners	
		Insufficient Data for Score	66.7%
		Students with IEPs	
		Insufficient Data for Score	Insufficient Data for Score
		Economically Disadvantaged	
		Insufficient Data for Score	50.0%
		Level	
		NA	

Score Level	Performance	Improvement	Level
Improving in 7 out of 14 Eligible Metrics			
		50.0%	
Goal Performance (All Students)			
GOAL 1 PSSA ELA: % of Students Proficient or Advanced, Grades 3-8			
Score: 12.9%			
NOT IMPROVING -3.2 From Prior Year ✗			
GOAL 2 PSSA ELA: % of Students Proficient or Advanced, Grade 3			
Score: 9.5%			
NOT IMPROVING -1.9 From Prior Year ✗			
GOAL 3 PSSA Math: % of Students Proficient or Advanced, Grades 3-8			
Score: 1.8%			
IMPROVING +1.1 From Prior Year ✓			
● Improving		● Maintaining	
● Not Improving		● Not Applicable	

Climate, Culture & Opportunity

Conditions for Success

School Code | 5390 School Name | Potter-Thomas School

% of Students Attending 90%+ of Days

All Students

445 Students

Score: 39.6%



IMPROVING

+5.8 From Prior Year



% of Students Attending

Greater Than 95% of Instructional Days

18.7%

90-95% of Instructional Days

20.9%

85-90% of Instructional Days

18.2%

80-85% of Instructional Days

14.2%

Less than 80% of Instructional Days

28.1%

Number of Dropouts

All Students

Grades 7-8

Students: 3

NOT IMPROVING

+1.0 From Prior Year



% of Students Receiving Zero Out-of-School Suspensions

All Students

445 Students

Score: 92.8%



NOT IMPROVING

-2.1 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 | 5390 School Name | Potter-Thomas School

% of Teachers Attending 90%+ of Days

All Teachers

44 Teachers

Score: 88.6%



IMPROVING

+19.2 From Prior Year



Additional Teacher Metrics

17.2%

% of Teachers Rated as Distinguished

75.9%

% of Teachers Rated as Proficient

84.2%

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 | 5390 School Name | Potter-Thomas School

PSSA ELA: % of Students Proficient or Advanced, Grades 3-8	PSSA ELA: % of Students Below Basic, Grades 3-8
All Students <i>35 out of 272 Students</i> Score: 12.9% <div style="display: inline-block; border: 1px solid gray; padding: 2px;">NOT IMPROVING</div> -3.2 From Prior Year	All Students <i>113 out of 272 Students</i> Score: 41.5% <div style="display: inline-block; border: 1px solid gray; padding: 2px; background-color: #28a745; color: white;">IMPROVING</div> -3.8 From Prior Year
Black / African American <i>10 out of 64 Students</i> Score: 15.6% <div style="display: inline-block; border: 1px solid gray; padding: 2px; background-color: #28a745; color: white;">IMPROVING</div> +1.3 From Prior Year	Black / African American <i>28 out of 64 Students</i> Score: 43.8% <div style="display: inline-block; border: 1px solid gray; padding: 2px;">NOT IMPROVING</div> +2.5 From Prior Year
Hispanic / Latino <i>25 out of 204 Students</i> Score: 12.3% <div style="display: inline-block; border: 1px solid gray; padding: 2px;">NOT IMPROVING</div> -4.0 From Prior Year	Hispanic / Latino <i>84 out of 204 Students</i> Score: 41.2% <div style="display: inline-block; border: 1px solid gray; padding: 2px; background-color: #28a745; color: white;">IMPROVING</div> -5.3 From Prior Year
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 <i>2 out of 63 Students</i> Score: 3.2% <div style="display: inline-block; border: 1px solid gray; padding: 2px;">NOT IMPROVING</div> -1.9 From Prior Year	English Learners <i>32 out of 63 Students</i> Score: 50.8% <div style="display: inline-block; border: 1px solid gray; padding: 2px; background-color: #28a745; color: white;">IMPROVING</div> -11.9 From Prior Year
Students with IEPs <i>4 out of 61 Students</i> Score: 6.6% <div style="display: inline-block; border: 1px solid gray; padding: 2px;">NOT IMPROVING</div> -2.0 From Prior Year	Students with IEPs <i>41 out of 61 Students</i> Score: 67.2% <div style="display: inline-block; border: 1px solid gray; padding: 2px; background-color: #ffc107;">MAINTAINING</div> +0.0 From Prior Year
Economically Disadvantaged <i>33 out of 255 Students</i> Score: 12.9% <div style="display: inline-block; border: 1px solid gray; padding: 2px;">NOT IMPROVING</div> -2.6 From Prior Year	Economically Disadvantaged <i>106 out of 255 Students</i> Score: 41.6% <div style="display: inline-block; border: 1px solid gray; padding: 2px; background-color: #28a745; color: white;">IMPROVING</div> -4.0 From Prior Year

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Reading: Every Student Reads On or Above Grade Level

Goal 2 - PSSA Reading Proficiency, Grade 3

School Code | 5390 School Name | Potter-Thomas School

PSSA ELA: % of Students Proficient or Advanced, Grade 3	PSSA ELA: % of Students Below Basic, Grade 3
All Students 4 out of 42 Students Score: 9.5% <div style="display: inline-block; border: 1px solid gray; padding: 2px;"> NOT IMPROVING -1.9 From Prior Year ✘ </div>	All Students 19 out of 42 Students Score: 45.2% <div style="display: inline-block; border: 1px solid gray; padding: 2px;"> IMPROVING -7.1 From Prior Year ✔ </div>
Black / African American Insufficient Sample	Black / African American Insufficient Sample
Hispanic / Latino 2 out of 29 Students Score: 6.9% <div style="display: inline-block; border: 1px solid gray; padding: 2px;"> NOT IMPROVING -4.5 From Prior Year ✘ </div>	Hispanic / Latino 13 out of 29 Students Score: 44.8% <div style="display: inline-block; border: 1px solid gray; padding: 2px;"> IMPROVING -6.6 From Prior Year ✔ </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 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 4 out of 39 Students Score: 10.3% <div style="display: inline-block; border: 1px solid gray; padding: 2px;"> NOT IMPROVING -1.1 From Prior Year ✘ </div>	Economically Disadvantaged 18 out of 39 Students Score: 46.2% <div style="display: inline-block; border: 1px solid gray; padding: 2px;"> IMPROVING -6.2 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 | 5390 School Name | Potter-Thomas School

PSSA Math: % of Students Proficient or Advanced, Grades 3-8	PSSA Math: % of Students Below Basic, Grades 3-8
All Students <i>5 out of 276 Students</i> Score: 1.8% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #28a745; color: white; border-radius: 15px; padding: 5px 10px;">IMPROVING</div> +1.1 From Prior Year </div>	All Students <i>236 out of 276 Students</i> Score: 85.5% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #28a745; color: white; border-radius: 15px; padding: 5px 10px;">IMPROVING</div> -2.6 From Prior Year </div>
Black / African American <i>1 out of 63 Students</i> Score: 1.6% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #28a745; color: white; border-radius: 15px; padding: 5px 10px;">IMPROVING</div> +1.6 From Prior Year </div>	Black / African American <i>55 out of 63 Students</i> Score: 87.3% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #28a745; color: white; border-radius: 15px; padding: 5px 10px;">IMPROVING</div> -1.4 From Prior Year </div>
Hispanic / Latino <i>4 out of 209 Students</i> Score: 1.9% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #ffc107; color: white; border-radius: 15px; padding: 5px 10px;">MAINTAINING</div> +0.9 From Prior Year </div>	Hispanic / Latino <i>177 out of 209 Students</i> Score: 84.7% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #28a745; color: white; border-radius: 15px; padding: 5px 10px;">IMPROVING</div> -3.9 From Prior Year </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>1 out of 69 Students</i> Score: 1.5% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #ffc107; color: white; border-radius: 15px; padding: 5px 10px;">MAINTAINING</div> -0.2 From Prior Year </div>	English Learners <i>63 out of 69 Students</i> Score: 91.3% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #28a745; color: white; border-radius: 15px; padding: 5px 10px;">IMPROVING</div> -2.5 From Prior Year </div>
Students with IEPs <i>0 out of 60 Students</i> Score: 0.0% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #dc3545; color: white; border-radius: 15px; padding: 5px 10px;">NOT IMPROVING</div> -1.7 From Prior Year </div>	Students with IEPs <i>57 out of 60 Students</i> Score: 95.0% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #dc3545; color: white; border-radius: 15px; padding: 5px 10px;">NOT IMPROVING</div> +3.6 From Prior Year </div>
Economically Disadvantaged <i>5 out of 255 Students</i> Score: 2.0% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #28a745; color: white; border-radius: 15px; padding: 5px 10px;">IMPROVING</div> +1.2 From Prior Year </div>	Economically Disadvantaged <i>217 out of 255 Students</i> Score: 85.1% <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: #28a745; color: white; border-radius: 15px; padding: 5px 10px;">IMPROVING</div> -2.1 From Prior Year </div>

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

PSSA Math Proficiency, Grade 3

School Code | 5390 School Name | Potter-Thomas School











PSSA Math: % of Students Proficient or Advanced, Grade 3	PSSA Math: % of Students Below Basic, Grade 3
<p>All Students 1 out of 42 Students</p> <p>Score: 2.4%</p> <p>MAINTAINING +0.1 From Prior Year </p>	<p>All Students 37 out of 42 Students</p> <p>Score: 88.1%</p> <p>NOT IMPROVING +4.0 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 1 out of 29 Students</p> <p>Score: 3.5%</p> <p>MAINTAINING +0.6 From Prior Year </p>	<p>Hispanic / Latino 25 out of 29 Students</p> <p>Score: 86.2%</p> <p>NOT IMPROVING +3.3 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</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 1 out of 38 Students</p> <p>Score: 2.6%</p> <p>MAINTAINING +0.3 From Prior Year </p>	<p>Economically Disadvantaged 33 out of 38 Students</p> <p>Score: 86.8%</p> <p>NOT IMPROVING +2.7 From Prior Year </p>

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

PSSA Science Proficiency, Grades 4 & 8

School Code | 5390 School Name | Potter-Thomas School

PSSA Science: % of Students Proficient or Advanced, Grades 4 & 8	PSSA Science: % of Students Below Basic, Grades 4 & 8
<p>All Students 19 out of 92 Students</p> <p>Score: 20.7%</p> <p>IMPROVING +6.3 From Prior Year </p>	<p>All Students 49 out of 92 Students</p> <p>Score: 53.3%</p> <p>NOT IMPROVING +7.9 From Prior Year </p>
<p>Black / African American</p> <p>Insufficient Sample</p>	
<p>Hispanic / Latino 17 out of 76 Students</p> <p>Score: 22.4%</p> <p>IMPROVING +6.9 From Prior Year </p>	<p>Hispanic / Latino 39 out of 76 Students</p> <p>Score: 51.3%</p> <p>NOT IMPROVING +7.6 From Prior Year </p>
<p>Multi Racial / Other</p> <p>Insufficient Sample</p>	
<p>White</p> <p>Insufficient Sample</p>	
<p>American Indian / Alaskan Native</p> <p>Insufficient Sample</p>	
<p>Asian</p> <p>Insufficient Sample</p>	
<p>Native Hawaiian / Pacific Islander</p> <p>Insufficient Sample</p>	
<p>English Learners 4 out of 28 Students</p> <p>Score: 14.3%</p> <p>IMPROVING +9.5 From Prior Year </p>	<p>English Learners 17 out of 28 Students</p> <p>Score: 60.7%</p> <p>IMPROVING -10.7 From Prior Year </p>
<p>Students with IEPs 1 out of 25 Students</p> <p>Score: 4.0%</p> <p>Not Applicable No Data Prior Year </p>	<p>Students with IEPs 21 out of 25 Students</p> <p>Score: 84.0%</p> <p>Not Applicable No Data Prior Year </p>
<p>Economically Disadvantaged 18 out of 84 Students</p> <p>Score: 21.4%</p> <p>IMPROVING +5.8 From Prior Year </p>	<p>Economically Disadvantaged 44 out of 84 Students</p> <p>Score: 52.4%</p> <p>NOT IMPROVING +10.2 From Prior Year </p>

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