














# SPOTlight: School Year 2022-2023

Louis H. Farrell School			
School Code	8380	Principal Name	Peter Jepsen
Sector	District	Address	8300 Castor Ave
Network	Network 8	Phone	215 400 3230
Report Type	K 8 School	Admission Category	Catchment
Receives HS Report	No	October 1 Enrollment	1093
Grades in Report	K 8		
Website	farrell.philasd.org		

## School Performance Outcomes Table

CONDITIONS FOR SUCCESS				
Metric Name	2021-22 Results	2022-23 Results	2022-23 Progress	Metric Description
Student Attendance	76.4%	69.4%	-7.0 %-pts 	Percentage of students attending 90% or more of instructional days
Teacher Attendance	75.3%	80.9%	+5.6 %-pts 	Percentage of teachers attending 90% or more of work days
Student Dropouts (Grades 7-8)	2	1	-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
<b>Goals 1-3: Grades 3-8</b>	<b>PSSA/PASA Proficient or Advanced</b>			<b>PSSA/PASA Below Basic</b>		
Grade 3 Reading	26.3%	36.6%	+10.3 %-pts 	40.4%	27.7%	-12.7 %-pts 
Grade 3 - 8 Reading	39.9%	38.3%	-1.6 %-pts 	22.4%	22.6%	+0.2 %-pts 
Grade 3 Math	27.8%	41.8%	+14.0 %-pts 	42.6%	35.0%	-7.7 %-pts 
Grade 3 - 8 Math	20.1%	26.7%	+6.6 %-pts 	49.4%	46.7%	-2.7 %-pts 
Grade 4 and 8 Science	54.5%	43.8%	-10.8 %-pts 	20.9%	27.5%	+6.6 %-pts 

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

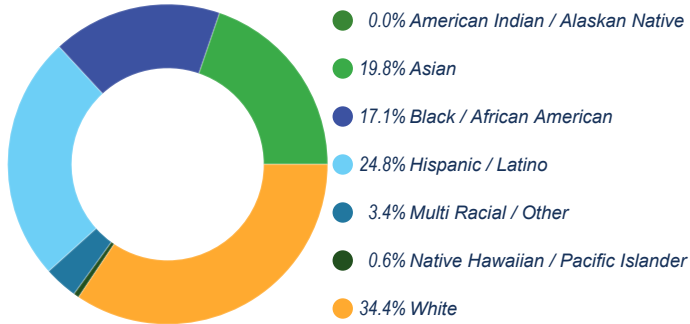
SPOTlight Legend:	Improving 	Maintaining 	Not Improving 
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# Louis H. Farrell School

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

School Code | 8380 Sector | District Network | Network 8  
 Principal Name | Peter Jepsen Address | 8300 Castor Ave  
 Phone | 215-400-3230 Website | farrell.philasd.org  
 Report Type | K-8 School Grades in Report | K-8  
 Admissions Category | Catchment Receives HS Report | No  
 Oct 1 Enrollment | 1093

### Student Enrollment and Demographics



1207

# of Students Served Over the Full Year

13.8%

% of Students with IEPs

38.1%

% of Students Identified as English Learners

70.3%

% of Students Identified as Economically Disadvantaged

### Student Attendance

43.0%

% of Students Attending at Least 95% of Instructional Days

69.4%

% 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	50.0%	NA
Improvement	Multi Racial / Other		
	Insufficient Data for Score	Insufficient Data for Score	NA
<b>Goal Performance (All Students)</b> <b>GOAL 1   PSSA ELA: % of Students Proficient or Advanced, Grades 3-8</b> <b>Score: 38.3%</b>  <b>NOT IMPROVING</b> -1.6 From Prior Year ❌			
<b>GOAL 2   PSSA ELA: % of Students Proficient or Advanced, Grade 3</b> <b>Score: 36.6%</b>  <b>IMPROVING</b> +10.3 From Prior Year ✅			
<b>GOAL 3   PSSA Math: % of Students Proficient or Advanced, Grades 3-8</b> <b>Score: 26.7%</b>  <b>IMPROVING</b> +6.6 From Prior Year ✅			
● Improving ● Maintaining ● Not Improving ● Not Applicable			
Performance		Improvement	
Black / African American			
Insufficient Data for Score	66.7%	NA	
Hispanic / Latino			
Insufficient Data for Score	50.0%	NA	
Multi Racial / Other			
Insufficient Data for Score	Insufficient Data for Score	NA	
White			
Insufficient Data for Score	60.0%	NA	
American Indian / Alaskan Native			
Insufficient Data for Score	Insufficient Data for Score	NA	
Asian			
Insufficient Data for Score	40.0%	NA	
Native Hawaiian / Pacific Islander			
Insufficient Data for Score	Insufficient Data for Score	NA	
English Learners			
Insufficient Data for Score	40.0%	NA	
Students with IEPs			
Insufficient Data for Score	50.0%	NA	
Economically Disadvantaged			
Insufficient Data for Score	70.0%	NA	

# Climate, Culture & Opportunity

## Conditions for Success

School Code | 8380 School Name | Louis H. Farrell School

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

#### All Students

1207 Students

**Score: 69.4%**



NOT IMPROVING

-7.0 From Prior Year



### % of Students Attending

Greater Than 95% of Instructional Days

43.0%

90-95% of Instructional Days

26.4%

85-90% of Instructional Days

14.4%

80-85% of Instructional Days

6.5%

Less than 80% of Instructional Days

9.7%

### Number of Dropouts

#### All Students

Grades 7-8

**Students: 1**

IMPROVING

-1.0 From Prior Year



### % of Students Receiving Zero Out-of-School Suspensions

#### All Students

1207 Students

**Score: 97.8%**



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.

# Climate, Culture & Opportunity

## Conditions for Success

School Code | 8380 School Name | Louis H. Farrell School

### % of Teachers Attending 90%+ of Days

#### All Teachers

68 Teachers

Score: 80.9%



IMPROVING

+5.6 From Prior Year



### Additional Teacher Metrics

1.6%

% of Teachers Rated as Distinguished

98.4%

% of Teachers Rated as Proficient

91.7%



















Year-to-Year Teacher Retention

\* 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 | 8380 School Name | Louis H. Farrell 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> 273 out of 713 Students</p> <p><b>Score: 38.3%</b></p> <p>NOT IMPROVING -1.6 From Prior Year </p>	<p><b>All Students</b> 161 out of 713 Students</p> <p><b>Score: 22.6%</b></p> <p>MAINTAINING +0.2 From Prior Year </p>
<p><b>Black / African American</b> 46 out of 128 Students</p> <p><b>Score: 35.9%</b></p> <p>IMPROVING +3.7 From Prior Year </p>	<p><b>Black / African American</b> 30 out of 128 Students</p> <p><b>Score: 23.4%</b></p> <p>IMPROVING -4.4 From Prior Year </p>
<p><b>Hispanic / Latino</b> 58 out of 172 Students</p> <p><b>Score: 33.7%</b></p> <p>NOT IMPROVING -4.0 From Prior Year </p>	<p><b>Hispanic / Latino</b> 53 out of 172 Students</p> <p><b>Score: 30.8%</b></p> <p>NOT IMPROVING +3.6 From Prior Year </p>
<p><b>Multi Racial / Other</b> 17 out of 31 Students</p> <p><b>Score: 54.8%</b></p> <p>IMPROVING +3.6 From Prior Year </p>	<p><b>Multi Racial / Other</b> 3 out of 31 Students</p> <p><b>Score: 9.7%</b></p> <p>IMPROVING -1.9 From Prior Year </p>
<p><b>White</b> 82 out of 240 Students</p> <p><b>Score: 34.2%</b></p> <p>NOT IMPROVING -2.5 From Prior Year </p>	<p><b>White</b> 60 out of 240 Students</p> <p><b>Score: 25.0%</b></p> <p>IMPROVING -1.2 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> 69 out of 139 Students</p> <p><b>Score: 49.6%</b></p> <p>NOT IMPROVING -1.5 From Prior Year </p>	<p><b>Asian</b> 15 out of 139 Students</p> <p><b>Score: 10.8%</b></p> <p>NOT IMPROVING +1.9 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> 51 out of 263 Students</p> <p><b>Score: 19.4%</b></p> <p>NOT IMPROVING -6.3 From Prior Year </p>	<p><b>English Learners</b> 105 out of 263 Students</p> <p><b>Score: 39.9%</b></p> <p>NOT IMPROVING +8.4 From Prior Year </p>
<p><b>Students with IEPs</b> 17 out of 96 Students</p> <p><b>Score: 17.7%</b></p> <p>IMPROVING +3.6 From Prior Year </p>	<p><b>Students with IEPs</b> 43 out of 96 Students</p> <p><b>Score: 44.8%</b></p> <p>NOT IMPROVING +4.6 From Prior Year </p>
<p><b>Economically Disadvantaged</b> 198 out of 504 Students</p> <p><b>Score: 39.3%</b></p> <p>MAINTAINING +0.6 From Prior Year </p>	<p><b>Economically Disadvantaged</b> 91 out of 504 Students</p> <p><b>Score: 18.1%</b></p> <p>IMPROVING -2.9 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 | 8380 School Name | Louis H. Farrell School

PSSA ELA: % of Students Proficient or Advanced, Grade 3	PSSA ELA: % of Students Below Basic, Grade 3
<b>All Students</b> <i>37 out of 101 Students</i> <b>Score: 36.6%</b> <div style="display: inline-block; border: 1px solid gray; padding: 2px;">IMPROVING</div> <span style="margin-left: 10px;">+10.3 From Prior Year</span>	<b>All Students</b> <i>28 out of 101 Students</i> <b>Score: 27.7%</b> <div style="display: inline-block; border: 1px solid gray; padding: 2px;">IMPROVING</div> <span style="margin-left: 10px;">-12.7 From Prior Year</span>
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
<b>White</b> <i>10 out of 38 Students</i> <b>Score: 26.3%</b> <div style="display: inline-block; border: 1px solid gray; padding: 2px;">IMPROVING</div> <span style="margin-left: 10px;">+4.7 From Prior Year</span>	<b>White</b> <i>13 out of 38 Students</i> <b>Score: 34.2%</b> <div style="display: inline-block; border: 1px solid gray; padding: 2px;">IMPROVING</div> <span style="margin-left: 10px;">-9.0 From Prior Year</span>
American Indian / Alaskan Native	American Indian / Alaskan Native
Insufficient Sample	Insufficient Sample
<b>Asian</b> <i>13 out of 28 Students</i> <b>Score: 46.4%</b> <div style="display: inline-block; border: 1px solid gray; padding: 2px;">IMPROVING</div> <span style="margin-left: 10px;">+5.7 From Prior Year</span>	<b>Asian</b> <i>5 out of 28 Students</i> <b>Score: 17.9%</b> <div style="display: inline-block; border: 1px solid gray; padding: 2px;">NOT IMPROVING</div> <span style="margin-left: 10px;">+10.5 From Prior Year</span>
Native Hawaiian / Pacific Islander	Native Hawaiian / Pacific Islander
Insufficient Sample	Insufficient Sample
<b>English Learners</b> <i>8 out of 39 Students</i> <b>Score: 20.5%</b> <div style="display: inline-block; border: 1px solid gray; padding: 2px;">IMPROVING</div> <span style="margin-left: 10px;">+7.2 From Prior Year</span>	<b>English Learners</b> <i>16 out of 39 Students</i> <b>Score: 41.0%</b> <div style="display: inline-block; border: 1px solid gray; padding: 2px;">IMPROVING</div> <span style="margin-left: 10px;">-15.7 From Prior Year</span>
Students with IEPs	Students with IEPs
Insufficient Sample	Insufficient Sample
<b>Economically Disadvantaged</b> <i>28 out of 74 Students</i> <b>Score: 37.8%</b> <div style="display: inline-block; border: 1px solid gray; padding: 2px;">IMPROVING</div> <span style="margin-left: 10px;">+9.6 From Prior Year</span>	<b>Economically Disadvantaged</b> <i>18 out of 74 Students</i> <b>Score: 24.3%</b> <div style="display: inline-block; border: 1px solid gray; padding: 2px;">IMPROVING</div> <span style="margin-left: 10px;">-14.2 From Prior Year</span>

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

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

School Code | 8380 School Name | Louis H. Farrell School

PSSA Math: % of Students Proficient or Advanced, Grades 3-8	PSSA Math: % of Students Below Basic, Grades 3-8
<b>All Students</b> 190 out of 713 Students <b>Score: 26.7%</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: center;">+6.6 From Prior Year</div> <div style="color: green; font-size: 24px;">✓</div> </div>	<b>All Students</b> 333 out of 713 Students <b>Score: 46.7%</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: center;">-2.7 From Prior Year</div> <div style="color: green; font-size: 24px;">✓</div> </div>
<b>Black / African American</b> 19 out of 129 Students <b>Score: 14.7%</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: center;">+5.4 From Prior Year</div> <div style="color: green; font-size: 24px;">✓</div> </div>	<b>Black / African American</b> 69 out of 129 Students <b>Score: 53.5%</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: center;">-6.7 From Prior Year</div> <div style="color: green; font-size: 24px;">✓</div> </div>
<b>Hispanic / Latino</b> 33 out of 173 Students <b>Score: 19.1%</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: center;">+4.5 From Prior Year</div> <div style="color: green; font-size: 24px;">✓</div> </div>	<b>Hispanic / Latino</b> 96 out of 173 Students <b>Score: 55.5%</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: center;">-3.7 From Prior Year</div> <div style="color: green; font-size: 24px;">✓</div> </div>
<b>Multi Racial / Other</b> 7 out of 31 Students <b>Score: 22.6%</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: center;">+13.3 From Prior Year</div> <div style="color: green; font-size: 24px;">✓</div> </div>	<b>Multi Racial / Other</b> 13 out of 31 Students <b>Score: 41.9%</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: center;">-20.9 From Prior Year</div> <div style="color: green; font-size: 24px;">✓</div> </div>
<b>White</b> 60 out of 239 Students <b>Score: 25.1%</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: center;">+5.6 From Prior Year</div> <div style="color: green; font-size: 24px;">✓</div> </div>	<b>White</b> 120 out of 239 Students <b>Score: 50.2%</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: center;">+3.0 From Prior Year</div> <div style="color: red; font-size: 24px;">✗</div> </div>
<b>American Indian / Alaskan Native</b> Insufficient Sample	<b>American Indian / Alaskan Native</b> Insufficient Sample
<b>Asian</b> 71 out of 138 Students <b>Score: 51.5%</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: center;">+10.5 From Prior Year</div> <div style="color: green; font-size: 24px;">✓</div> </div>	<b>Asian</b> 32 out of 138 Students <b>Score: 23.2%</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: center;">-3.7 From Prior Year</div> <div style="color: green; font-size: 24px;">✓</div> </div>
<b>Native Hawaiian / Pacific Islander</b> Insufficient Sample	<b>Native Hawaiian / Pacific Islander</b> Insufficient Sample
<b>English Learners</b> 41 out of 263 Students <b>Score: 15.6%</b> <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: center;">+0.7 From Prior Year</div> <div style="color: orange; font-size: 24px;">—</div> </div>	<b>English Learners</b> 158 out of 263 Students <b>Score: 60.1%</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: center;">+2.2 From Prior Year</div> <div style="color: red; font-size: 24px;">✗</div> </div>
<b>Students with IEPs</b> 11 out of 96 Students <b>Score: 11.5%</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: center;">+5.0 From Prior Year</div> <div style="color: green; font-size: 24px;">✓</div> </div>	<b>Students with IEPs</b> 70 out of 96 Students <b>Score: 72.9%</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: center;">-6.7 From Prior Year</div> <div style="color: green; font-size: 24px;">✓</div> </div>
<b>Economically Disadvantaged</b> 127 out of 503 Students <b>Score: 25.3%</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: center;">+7.2 From Prior Year</div> <div style="color: green; font-size: 24px;">✓</div> </div>	<b>Economically Disadvantaged</b> 234 out of 503 Students <b>Score: 46.5%</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: center;">-4.9 From Prior Year</div> <div style="color: green; font-size: 24px;">✓</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 Math Proficiency, Grade 3

School Code | 8380 School Name | Louis H. Farrell School

PSSA Math: % of Students Proficient or Advanced, Grade 3	PSSA Math: % of Students Below Basic, Grade 3
<b>All Students</b> 43 out of 103 Students <b>Score: 41.8%</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>+14.0 From Prior Year</span> <span style="color: green; font-size: 24px;">✓</span> </div>	<b>All Students</b> 36 out of 103 Students <b>Score: 35.0%</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>-7.7 From Prior Year</span> <span style="color: green; font-size: 24px;">✓</span> </div>
<b>Black / African American</b> Insufficient Sample	<b>Black / African American</b> Insufficient Sample
<b>Hispanic / Latino</b> 7 out of 20 Students <b>Score: 35.0%</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>+17.8 From Prior Year</span> <span style="color: green; font-size: 24px;">✓</span> </div>	<b>Hispanic / Latino</b> 8 out of 20 Students <b>Score: 40.0%</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>-15.2 From Prior Year</span> <span style="color: green; font-size: 24px;">✓</span> </div>
<b>Multi Racial / Other</b> Insufficient Sample	<b>Multi Racial / Other</b> Insufficient Sample
<b>White</b> 13 out of 38 Students <b>Score: 34.2%</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>+9.9 From Prior Year</span> <span style="color: green; font-size: 24px;">✓</span> </div>	<b>White</b> 15 out of 38 Students <b>Score: 39.5%</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>-6.5 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> 15 out of 28 Students <b>Score: 53.6%</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>-2.0 From Prior Year</span> <span style="color: red; font-size: 24px;">✗</span> </div>	<b>Asian</b> 7 out of 28 Students <b>Score: 25.0%</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>+10.2 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> 14 out of 40 Students <b>Score: 35.0%</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>+18.3 From Prior Year</span> <span style="color: green; font-size: 24px;">✓</span> </div>	<b>English Learners</b> 17 out of 40 Students <b>Score: 42.5%</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>-20.8 From Prior Year</span> <span style="color: green; font-size: 24px;">✓</span> </div>
<b>Students with IEPs</b> Insufficient Sample	<b>Students with IEPs</b> Insufficient Sample
<b>Economically Disadvantaged</b> 30 out of 76 Students <b>Score: 39.5%</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>+14.2 From Prior Year</span> <span style="color: green; font-size: 24px;">✓</span> </div>	<b>Economically Disadvantaged</b> 27 out of 76 Students <b>Score: 35.5%</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>-8.8 From Prior Year</span> <span style="color: green; 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

## PSSA Science Proficiency, Grades 4 and 8

School Code | 8380 School Name | Louis H. Farrell School

PSSA Science: % of Students Proficient or Advanced, Grades 4 & 8	PSSA Science: % of Students Below Basic, Grades 4 & 8
<b>All Students</b> <i>105 out of 240 Students</i> <b>Score: 43.8%</b> <div style="display: flex; align-items: center; gap: 10px;"> <span style="background-color: #c00000; color: white; padding: 2px 5px; border-radius: 10px;">NOT IMPROVING</span> <span>-10.8 From Prior Year</span> <span style="color: red; font-size: 24px;">✗</span> </div>	<b>All Students</b> <i>66 out of 240 Students</i> <b>Score: 27.5%</b> <div style="display: flex; align-items: center; gap: 10px;"> <span style="background-color: #c00000; color: white; padding: 2px 5px; border-radius: 10px;">NOT IMPROVING</span> <span>+6.6 From Prior Year</span> <span style="color: red; font-size: 24px;">✗</span> </div>
<b>Black / African American</b> <i>16 out of 47 Students</i> <b>Score: 34.0%</b> <div style="display: flex; align-items: center; gap: 10px;"> <span style="background-color: #c00000; color: white; padding: 2px 5px; border-radius: 10px;">NOT IMPROVING</span> <span>-17.4 From Prior Year</span> <span style="color: red; font-size: 24px;">✗</span> </div>	<b>Black / African American</b> <i>17 out of 47 Students</i> <b>Score: 36.2%</b> <div style="display: flex; align-items: center; gap: 10px;"> <span style="background-color: #c00000; color: white; padding: 2px 5px; border-radius: 10px;">NOT IMPROVING</span> <span>+13.3 From Prior Year</span> <span style="color: red; font-size: 24px;">✗</span> </div>
<b>Hispanic / Latino</b> <i>24 out of 66 Students</i> <b>Score: 36.4%</b> <div style="display: flex; align-items: center; gap: 10px;"> <span style="background-color: #c00000; color: white; padding: 2px 5px; border-radius: 10px;">NOT IMPROVING</span> <span>-12.0 From Prior Year</span> <span style="color: red; font-size: 24px;">✗</span> </div>	<b>Hispanic / Latino</b> <i>19 out of 66 Students</i> <b>Score: 28.8%</b> <div style="display: flex; align-items: center; gap: 10px;"> <span style="background-color: #ffc000; color: white; padding: 2px 5px; border-radius: 10px;">MAINTAINING</span> <span>-0.9 From Prior Year</span> <span style="color: orange; font-size: 24px;">—</span> </div>
<b>Multi Racial / Other</b> <p style="text-align: center;">Insufficient Sample</p>	<b>Multi Racial / Other</b> <p style="text-align: center;">Insufficient Sample</p>
<b>White</b> <i>33 out of 79 Students</i> <b>Score: 41.8%</b> <div style="display: flex; align-items: center; gap: 10px;"> <span style="background-color: #c00000; color: white; padding: 2px 5px; border-radius: 10px;">NOT IMPROVING</span> <span>-12.1 From Prior Year</span> <span style="color: red; font-size: 24px;">✗</span> </div>	<b>White</b> <i>22 out of 79 Students</i> <b>Score: 27.9%</b> <div style="display: flex; align-items: center; gap: 10px;"> <span style="background-color: #c00000; color: white; padding: 2px 5px; border-radius: 10px;">NOT IMPROVING</span> <span>+9.9 From Prior Year</span> <span style="color: red; font-size: 24px;">✗</span> </div>
<b>American Indian / Alaskan Native</b> <p style="text-align: center;">Insufficient Sample</p>	<b>American Indian / Alaskan Native</b> <p style="text-align: center;">Insufficient Sample</p>
<b>Asian</b> <i>28 out of 39 Students</i> <b>Score: 71.8%</b> <div style="display: flex; align-items: center; gap: 10px;"> <span style="background-color: #008000; color: white; padding: 2px 5px; border-radius: 10px;">IMPROVING</span> <span>+5.1 From Prior Year</span> <span style="color: green; font-size: 24px;">✓</span> </div>	<b>Asian</b> <i>6 out of 39 Students</i> <b>Score: 15.4%</b> <div style="display: flex; align-items: center; gap: 10px;"> <span style="background-color: #c00000; color: white; padding: 2px 5px; border-radius: 10px;">NOT IMPROVING</span> <span>+2.9 From Prior Year</span> <span style="color: red; font-size: 24px;">✗</span> </div>
<b>Native Hawaiian / Pacific Islander</b> <p style="text-align: center;">Insufficient Sample</p>	<b>Native Hawaiian / Pacific Islander</b> <p style="text-align: center;">Insufficient Sample</p>
<b>English Learners</b> <i>24 out of 84 Students</i> <b>Score: 28.6%</b> <div style="display: flex; align-items: center; gap: 10px;"> <span style="background-color: #c00000; color: white; padding: 2px 5px; border-radius: 10px;">NOT IMPROVING</span> <span>-12.9 From Prior Year</span> <span style="color: red; font-size: 24px;">✗</span> </div>	<b>English Learners</b> <i>29 out of 84 Students</i> <b>Score: 34.5%</b> <div style="display: flex; align-items: center; gap: 10px;"> <span style="background-color: #c00000; color: white; padding: 2px 5px; border-radius: 10px;">NOT IMPROVING</span> <span>+5.2 From Prior Year</span> <span style="color: red; font-size: 24px;">✗</span> </div>
<b>Students with IEPs</b> <i>6 out of 40 Students</i> <b>Score: 15.0%</b> <div style="display: flex; align-items: center; gap: 10px;"> <span style="background-color: #c00000; color: white; padding: 2px 5px; border-radius: 10px;">NOT IMPROVING</span> <span>-13.6 From Prior Year</span> <span style="color: red; font-size: 24px;">✗</span> </div>	<b>Students with IEPs</b> <i>23 out of 40 Students</i> <b>Score: 57.5%</b> <div style="display: flex; align-items: center; gap: 10px;"> <span style="background-color: #c00000; color: white; padding: 2px 5px; border-radius: 10px;">NOT IMPROVING</span> <span>+11.1 From Prior Year</span> <span style="color: red; font-size: 24px;">✗</span> </div>
<b>Economically Disadvantaged</b> <i>77 out of 173 Students</i> <b>Score: 44.5%</b> <div style="display: flex; align-items: center; gap: 10px;"> <span style="background-color: #c00000; color: white; padding: 2px 5px; border-radius: 10px;">NOT IMPROVING</span> <span>-9.2 From Prior Year</span> <span style="color: red; font-size: 24px;">✗</span> </div>	<b>Economically Disadvantaged</b> <i>42 out of 173 Students</i> <b>Score: 24.3%</b> <div style="display: flex; align-items: center; gap: 10px;"> <span style="background-color: #c00000; color: white; padding: 2px 5px; border-radius: 10px;">NOT IMPROVING</span> <span>+3.7 From Prior Year</span> <span style="color: red; font-size: 24px;">✗</span> </div>

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