

Inclusive Excellence

EDI

Monday, September 26, 2022



Presenting This Evening



- Bob Rizzo, Superintendent
- Philip Leddy, 6th Grade House Principal
- Beth Leiss, Director of Human Resources
- Mark Moyer, Oaks Elementary Principal

Mr. Leddy and Mr. Moyer will be facilitating our Inclusive Excellence work for the 2022-2023 school year. Mr. Rizzo and Mrs. Leiss will be available to support.

Presentation Outline



- 2021-2022 Goal Progress
- Data Analysis Review
- Revised structure for the 2022-2023 school year

2021-2022 Goal Progress



Goal Area #1 Progress

- Better use of student data to address student learning needs.
 - Review of available data (5 year lookback). Disaggregate data by gender, race, and students with special needs.
 - Develop a database to better track student discipline to include infractions and discipline incurred for the purpose of determining fairness in discipline application going forward.
 - Identify and prioritize areas of need based upon data review and develop further plans of action to address needs.

2021-2022 Goal Progress



Goal Area #2 Progress

- Increase recruitment strategies that attract diverse groups when hiring new staff.
 - Expand or develop relationships with colleges and universities that have historical underrepresented populations to create a pipeline of student teachers.
 - Work with the FPC to build an internal pipeline to encourage students to enter the teacher profession.
 - Develop an employee satisfaction survey and implement support and/or PD based upon results of the survey. Be visible to gather feedback. Develop mentorship programs for staff.

2021-2022 Goal Progress



Goal Area #3 Progress

- Offer Inclusive Excellence Training and Strategies to teachers, staff, and administrators.

2021-2022 Goal Progress



Goal Area #4 Progress

- Create an open and affirming community that is supportive, respectful, and values differing perspectives and experiences.
 - Evaluate and increase prosocial activities in 5th Grade to build a stronger sense of community as students from seven elementary schools come together for 5th Grade.
 - Survey students in grades 5-12 to gain insight on the clubs they would like to see added to the current offerings. Consider expanding clubs at the secondary level that represent the needs and voice of the students.
 - Develop mentorship opportunities for students. Students at the HS level would be provided the opportunity to mentor students at the elementary level and middle levels. Alumni would be provided the opportunity to mentor students at the HS level.

Data Analysis Summary



Data Slides



Areas to Consider:

1. Data interpretation is subjective.
 - a. How large of a gap creates disproportionality?
2. Data is influenced by the total # in any particular cohort.
3. More important to discover the story behind the data than the data.
 - a. Discover the “why” behind the data.
4. What trends do we see...
 - a. From 2014 - present
 - b. Consistently in cohorts
5. PSSA/Keystone data pulled from eMetrics
6. Dropout/AP data pulled from Skyward

Dropout Rate

- The Spring-Ford dropout rate is consistently and significantly lower than the state average in all cohorts.
- Subgroup data analysis reveals some disproportionate findings in dropout rate in the following areas:
- GENDER
 - Male students
- RACE/ETHNICITY
 - Hispanic students
 - Black or African American students
- SPECIAL EDUCATION
 - Students with IEPs
- SOCIOECONOMIC STATUS
 - Registered Free/Reduced lunch

Advanced Placement (AP) Course Participation

- Spring-Ford consistently has high participation rates in AP courses and has steadily increased since 2014.
- Subgroup data analysis reveals some disproportionate findings in AP Participation in the following areas:
- GENDER
 - Male students
- RACE/ETHNICITY
 - Hispanic student - Lower participation since 2018
 - Black or African American students - Increased participation since 2018
- SPECIAL EDUCATION
 - Students with IEPs
- SOCIOECONOMIC STATUS
 - Registered Free/Reduced lunch

Keystone Exams – Algebra

- Spring Keystone testing in Algebra maintains the highest participation rate and is the closest measure for comparison. Data do not include Winter testing sessions.
- Subgroup data analysis reveals some disproportionate findings in Keystone Algebra in the following areas:
- GENDER
 - Female students consistently outperform male students - Gap is closing
- RACE/ETHNICITY
 - Hispanic students
 - Black or African American students
- SPECIAL EDUCATION
 - Students with IEPs
- SOCIOECONOMIC STATUS
 - Registered Free/Reduced lunch

Keystone Exams – Biology

- Spring Keystone testing in Biology maintains the highest participation rate and is the closest measure for comparison. Data do not include Winter testing sessions.
- Subgroup data analysis reveals some disproportionate findings in Keystone Biology in the following areas:
- GENDER
 - Female students generally outperform male students - Gap is closing
- RACE/ETHNICITY
 - Hispanic students - since 2018
 - Black or African American students - Increased prof./adv. #s since 2018
- SPECIAL EDUCATION
 - Students with IEPs
- SOCIOECONOMIC STATUS
 - Registered Free/Reduced lunch

Keystone Exams – Literature

- Spring Keystone testing in Literature maintains the highest participation rate and is the closest measure for comparison. Data do not include Winter testing sessions.
- Subgroup data analysis reveals some disproportionate findings in Keystone Literature in the following areas:
- GENDER
 - Female students consistently outperform male students.
- RACE/ETHNICITY
 - Hispanic students - since 2018
 - Black or African American students
- SPECIAL EDUCATION
 - Students with IEPs
- SOCIOECONOMIC STATUS
 - Registered Free/Reduced lunch

PSSA Key Points

- Grade level, non-cohort comparison data.
- Most groups experienced a drop in scores from 2019-2021.
- Trend line data. Many data points varied year to year.
- Generally, females slightly outperform males in reading.
- Generally, males slightly outperform females in math.
- The trend we see is that the "white" subgroup follows the trend line of "all Spring-Ford" while all other subgroups are below the all-student group (except Asian subgroup).
- Gaps between sub groups appear to be less drastic in Science, followed by ELA. In general the gaps between subgroups appears greater in Math.
- Gaps between sub groups in 3rd and 4th grade appears to close between 2015 through 2019, but increases again after 2019. This suggests that the pandemic may have impacted groups differently.
- Looking for “outliers” in the trends and the reasons why.

PSSAs (2015–2021) – 3rd Grade

Group	ELA - Trend	Math - Trend
All-Students	Consistent	Slightly upward
Male	Consistent	Slightly upward
Female	Consistent	Slightly upward
Asian	Slightly downward	Slightly downward
White	Consistent	Slightly upward
Hispanic	Slightly upward	Significantly upward
Black or African American	Significantly upward	Significantly upward
Native American	N/A	N/A
Multi-Racial	Consistent	Significantly upward
IEPs	Slightly downward	Consistent
ED Status	Consistent	Significantly upward

PSSAs (2015–2021) – 4th Grade

Group	ELA - Trend	Math - Trend	Science - Trend
All-Students	Slightly upward	Consistent	Consistent
Male	Slightly upward	Consistent	Consistent
Female	Slightly upward	Consistent	Consistent
Asian	Slightly upward	Slightly upward	Consistent
White	Slightly upward	Consistent	Consistent
Hispanic	Slightly upward	Slightly upward	Slightly downward
Black or African American	Consistent	Consistent	Slightly downward
Native American	N/A	N/A	N/A
Multi-Racial	Slightly upward	Slightly upward	Consistent
IEPs	Slightly upward	Consistent	Slightly downward
ED Status	Consistent	Slightly downward	Slightly downward

PSSAs (2015–2021) – 5th Grade

Group	ELA - Trend	Math - Trend
All-Students	Consistent	Slightly downward
Male	Consistent	Slightly downward
Female	Consistent	Slightly downward
Asian	Slightly downward	Significantly downward
White	Consistent	Slightly downward
Hispanic	Significantly upward	Slightly upward
Black or African American	Significantly downward	Significantly downward
Native American	N/A	N/A
Multi-Racial	Slightly upward	Slightly downward
IEPs	Slightly upward	Slightly upward
ED Status	Slightly upward	Slightly downward

PSSAs (2015–2021) – 6th Grade

Group	ELA - Trend	Math - Trend
All-Students	Slightly downward	Slightly downward
Male	Slightly downward	Slightly downward
Female	Slightly downward	Slightly downward
Asian	Slightly downward	Significantly downward
White	Slightly downward	Consistent
Hispanic	Slightly downward	Significantly downward
Black or African American	Slightly upward	Significantly downward
Native American	N/A	N/A
Multi-Racial	Consistent	Significantly downward
IEPs	Consistent	Slightly downward
ED Status	Slightly upward	Slightly downward

PSSAs (2015–2021) – 7th Grade

Group	ELA - Trend	Math - Trend
All-Students	Slightly downward	Significantly downward
Male	Slightly downward	Significantly downward
Female	Slightly downward	Significantly downward
Asian	Slightly upward	Slightly downward
White	Slightly downward	Significantly downward
Hispanic	Slightly upward	Slightly downward
Black or African American	Significantly downward	Significantly downward
Native American	N/A	N/A
Multi-Racial	Significantly downward	Significantly downward
IEPs	Slightly upward	Slightly downward
ED Status	Significantly downward	Significantly downward

PSSAs (2015–2021) – 8th Grade

Group	ELA - Trend	Math - Trend	Science - Trend
All-Students	Slightly downward	Significantly downward	Slightly downward
Male	Slightly downward	Significantly downward	Slightly downward
Female	Slightly downward	Significantly downward	Slightly downward
Asian	Consistent	Significantly downward	Slightly upward
White	Slightly downward	Significantly downward	Slightly downward
Hispanic	Consistent	Significantly downward	Slightly downward
Black or African American	Slightly downward	Significantly downward	Slightly downward
Native American	N/A	N/A	N/A
Multi-Racial	Significantly downward	Significantly downward	Slightly downward
IEPs	Slightly upward	Slightly downward	Consistent
ED Status	Slightly downward	Slightly downward	Slightly upward

Discipline Data Collection

- Data collection in the following subgroups (consistent with other data points)
 - Gender
 - Ethnicity/Race
 - Students with IEPs
 - Socioeconomic (ED) status
- At the secondary level, Skyward is the primary data collection instrument
- At the elementary Google Forms seems the most appropriate tool although Skyward can also be utilized.
- Not enough data points to accurately identify trends from 2014-2022.
- Will have ongoing data collection and analysis at the building level to determine if trends exist.

Meeting Structure 2022-2023



- **District Core Team:** Building Administrators; Lead staff members; School Board representatives
- **Building-Based Team:** Building Administrators; staff members; parent representatives
- Monthly Meetings
- Core Team Discussions will be infused into each building

Next Step

- Core Team will meet in October
 - Building Level Teams will meet as a follow up to identify building-based priorities
- Core and Building Teams will meet monthly going forward
- Identify Professional Development opportunities for staff



Questions?



Data Slides – Available as needed

9th-12th Grade Demographics (2014 - 2022)

9th-12th Grade	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
ALL STUDENTS								
All Students Total	2429	2514	2538	2631	2600	2607	2672	2696
GENDER								
Male %	51.38%	51.91%	51.54%	49.94%	50.00%	49.98%	49.55%	50.96%
Female %	48.62%	48.09%	48.46%	50.06%	50.00%	50.02%	50.45%	49.04%
RACE/ETHNICITY								
Asian %	4.61%	4.81%	5.75%	6.99%	7.62%	7.79%	8.12%	8.61%
White %	83.12%	82.50%	81.28%	80.12%	78.88%	77.45%	76.53%	75.26%
Hispanic %	3.95%	3.98%	4.06%	3.53%	3.85%	4.18%	4.83%	6.42%
Black or African American %	5.64%	5.77%	5.36%	5.25%	5.04%	5.45%	5.09%	4.30%
Native American %	0.08%	0.12%	0.12%	0.11%	0.12%	0.04%	0.00%	0.07%
Multi-Racial %	2.59%	2.82%	3.43%	3.99%	4.50%	5.10%	5.43%	5.34%
SPECIAL EDUCATION								
With IEPs %	19.84%	20.37%	17.42%	17.29%	17.65%	18.37%	19.42%	20.92%
ECONOMICALLY DISADVANTAGED								
ED Students %	17.83%	15.71%	17.57%	17.94%	16.96%	18.95%	18.15%	19.81%

Data Slides – Available as needed

3rd-8th Grade Demographics (2014 - 2022)

3rd-8th Grade	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
ALL STUDENTS								
All Students Total	3931	4037	3951	3982	3916	3997	3950	4018
GENDER								
Male %	50.55%	50.58%	50.70%	51.56%	51.48%	51.29%	52.20%	52.17%
Female %	49.45%	49.42%	49.30%	48.44%	48.52%	48.71%	47.80%	47.83%
RACE/ETHNICITY								
Asian %	6.84%	7.68%	8.02%	8.56%	9.37%	10.33%	11.59%	12.59%
White %	81.71%	79.84%	78.13%	76.49%	75.33%	73.28%	71.16%	68.77%
Hispanic %	3.18%	3.99%	4.45%	5.00%	5.08%	5.45%	5.75%	6.72%
Black or African American %	4.07%	3.86%	4.02%	3.77%	4.06%	4.20%	4.78%	4.88%
Native American %	0.13%	0.07%	0.05%	0.05%	0.03%	0.08%	0.08%	0.05%
Multi-Racial %	4.07%	4.56%	5.32%	6.13%	6.13%	6.65%	6.63%	6.99%
SPECIAL EDUCATION								
With IEPs %	23.05%	23.04%	23.23%	23.78%	23.29%	22.72%	23.14%	22.35%
ECONOMICALLY DISADVANTAGED								
ED Students %	19.08%	17.12%	17.62%	16.60%	16.80%	17.29%	16.58%	18.14%

Data: Dropout Rate



Data Slides – Available as needed

Statewide Dropout Data (2014 - 2022)

STATEWIDE DATA	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students Dropout %	1.33%	1.41%	1.51%	1.56%	1.43%	1.21%	1.05%	N/A
Spring-Ford Area School District (All Students)	0.36%	0.32%	0.53%	0.31%	0.24%	0.03%	0.18%	N/A
Male Dropout %	0.78%	0.83%	0.91%	0.95%	0.87%	0.73%	0.67%	N/A
Female Dropout %	0.55%	0.57%	0.60%	0.61%	0.56%	0.47%	0.38%	N/A
American Indian / Alaskan Native	0.79%	1.26%	1.88%	1.64%	2.25%	2.36%	1.20%	N/A
Asian	0.68%	0.70%	0.90%	0.82%	0.64%	0.56%	0.35%	N/A
Black or African American	3.04%	3.47%	3.49%	3.84%	3.30%	3.01%	2.15%	N/A
Hispanic	3.06%	3.54%	3.92%	3.93%	3.66%	2.98%	2.43%	N/A
Multi-Racial	1.72%	2.06%	2.40%	2.26%	2.24%	1.63%	1.42%	N/A
Native Hawaiian or other Pacific Islander(not hispanic)	0.63%	0.97%	0.46%	1.06%	0.60%	1.90%	0.83%	N/A
White	0.94%	1.08%	1.05%	1.13%	1.11%	0.86%	0.80%	N/A

Data Slides

9th-12th Grade Demographics (2014 - 2022) - Dropout Rate (Gender)

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
ALL STUDENTS								
All Students Dropout %	1.54%	1.28%	2.29%	1.08%	1.16%	0.00%	0.78%	1.77%
GENDER								
Male Dropout %	2.01%	2.08%	3.26%	1.29%	1.57%	0.00%	0.64%	2.30%
Female Dropout %	1.05%	0.39%	1.15%	0.89%	0.70%	0.00%	0.91%	1.27%

Data Slides

9th-12th Grade Demographics (2014 - 2022) - Dropout Rate (Race/Ethnicity)

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
ALL STUDENTS								
All Students Dropout %	1.54%	1.28%	2.29%	1.08%	1.16%	0.00%	0.78%	1.77%
RACE/ETHNICITY								
Asian Dropout %	0.00%	0.00%	6.25%	0.00%	3.13%	0.00%	0.00%	0.00%
White Dropout %	1.21%	1.32%	1.88%	0.57%	0.39%	0.00%	0.59%	1.26%
Hispanic Dropout %	5.26%	4.17%	0.00%	8.33%	9.52%	0.00%	0.00%	7.41%
Black or African American Dropout %	6.67%	0.00%	5.88%	3.13%	10.00%	0.00%	5.00%	10.00%
Native American Dropout %	0.00%	0.00%	N/A	N/A	0.00%	0.00%	N/A	N/A
Multi-Racial Dropout %	0.00%	0.00%	7.69%	3.70%	0.00%	0.00%	0.00%	0.00%

Data Slides

9th-12th Grade Demographics (2014 - 2022) - Dropout Rate (Students with IEPs)

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
ALL STUDENTS								
All Students Dropout %	1.54%	1.28%	2.29%	1.08%	1.16%	0.00%	0.78%	1.77%
SPECIAL EDUCATION								
With IEPs Dropout %	1.98%	4.24%	6.32%	4.21%	1.96%	0.00%	2.97%	5.26%

Data Slides

9th-12th Grade Demographics (2014 - 2022) - Dropout Rate (Economically Disadvantaged)

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
ALL STUDENTS								
All Students Dropout %	1.54%	1.28%	2.29%	1.08%	1.16%	0.00%	0.78%	1.77%
ECONOMICALLY DISADVANTAGED								
ED Students Dropout %	5.21%	3.57%	6.19%	3.33%	2.97%	0.00%	3.81%	7.44%

Data: AP Partic.



Data Slides

9th-12th Grade Demographics (2014 - 2022) - AP Course Participation (Gender)

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
ALL STUDENTS								
All Students AP Partic. %	22.19%	20.41%	29.39%	25.16%	30.35%	32.49%	30.61%	27.11%
GENDER								
Male AP Partic. %	20.51%	18.77%	25.54%	24.05%	25.54%	27.71%	27.34%	23.65%
Female AP Partic. %	23.96%	22.17%	33.50%	26.27%	35.15%	37.27%	33.83%	30.71%

Data Slides

9th-12th Grade Demographics (2014 - 2022) - AP Course Participation (Race/Ethnicity)

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
ALL STUDENTS								
All Students AP Partic. %	22.19%	20.41%	29.39%	25.16%	30.35%	32.49%	30.61%	27.11%
RACE/ETHNICITY								
Asian AP Partic. %	43.75%	42.15%	45.89%	22.28%	55.05%	67.00%	64.98%	59.05%
White AP Partic. %	22.39%	20.15%	29.62%	25.09%	29.64%	30.46%	29.10%	25.87%
Hispanic AP Partic. %	16.67%	20.00%	25.24%	29.03%	18.00%	21.10%	14.73%	11.56%
Black or African American AP Partic. %	10.22%	11.03%	13.97%	26.09%	18.32%	28.87%	23.53%	15.52%
Native American AP Partic. %	100.00%	0.00%	N/A	N/A	33.33%	0.00%	N/A	N/A
Multi-Racial AP Partic. %	9.52%	11.27%	26.44%	27.62%	24.79%	24.06%	21.38%	21.53%

Data Slides

9th-12th Grade Demographics (2014 - 2022) - AP Course Participation (Students with IEPs)

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
ALL STUDENTS								
All Students AP Partic. %	22.19%	20.41%	29.39%	25.16%	30.35%	32.49%	30.61%	27.11%
SPECIAL EDUCATION								
With IEPs AP Partic. %	1.24%	3.32%	4.07%	21.54%	4.14%	3.76%	2.89%	3.01%

Data Slides

9th-12th Grade Demographics (2014 - 2022) - AP Course Participation (Economically Disadvantaged)

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
ALL STUDENTS								
All Students AP Partic. %	22.19%	20.41%	29.39%	25.16%	30.35%	32.49%	30.61%	27.11%
ECONOMICALLY DISADVANTAGED								
ED AP Partic. %	10.62%	9.87%	13.23%	27.54%	13.15%	12.96%	12.58%	11.42%

Data: Keystones



Data Slides

Keystone Exams (Spring Session 2015 - 2022) - ALGEBRA (Gender)

Algebra	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2021	Spring 2022
ALL STUDENTS							
All Students %	77.7	79.4	78.1	78.1	71.1	60.5	63.9
GENDER							
Male %	75.2	77.8	77.5	79.7	68.9	60.6	63.3
Female %	80.4	81.2	78.8	76.5	73.3	60.4	64.5

Data Slides

Keystone Exams (Spring Session 2015 - 2022) - ALGEBRA (Race/Ethnicity)

Algebra	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2021	Spring 2022
ALL STUDENTS							
All Students %	77.7	79.4	78.1	78.1	71.1	60.5	63.9
RACE/ETHNICITY							
Asian %	78.1	92.1	89.6	88.9	92.7	89.3	93.6
White %	78.2	81	80	80.5	72	59.8	63.7
Hispanic %	75	59.1	54.5	39.1	63.3	47.5	40.5
Black or African American %	69	55.9	50	55.3	39.4	19	36.3
Native American %	0	100	100	N/A	N/A	N/A	0
Multi-Racial %	82.4	71.4	73.1	74.2	60.5	51.2	55.8

Data Slides

Keystone Exams (Spring Session 2015 - 2022) - ALGEBRA (SE/ED/HU)

Algebra	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2021	Spring 2022
ALL STUDENTS							
All Students %	77.7	79.4	78.1	78.1	71.1	60.5	63.9
SPECIAL EDUCATION							
Students with IEPs %	27.6	37.6	38.7	32.8	21.8	21.7	18.6
ECONOMICALLY DISADVANTAGED							
Economically Disadvantaged %	48.3	59.6	60.1	50.5	41.3	38.7	34.7
HISTORICALLY UNDERSERVED							
Historically Underserved %	43.9	51.6	52.4	45.3	33.5	31.9	28.4

Data Slides

Keystone Exams (Spring Session 2015 - 2022) - BIOLOGY (Gender)

Biology	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2021	Spring 2022
ALL STUDENTS							
All Students %	74.3	88.3	88.7	84.9	85.2	75.7	79.7
GENDER							
Male %	75.3	85.5	88.1	83.4	84.4	79	78.9
Female %	73.3	91	89.5	86.4	86.1	72.1	80.5

Data Slides

Keystone Exams (Spring Session 2015 - 2022) - BIOLOGY (Race/Ethnicity)

Biology	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2021	Spring 2022
ALL STUDENTS							
All Students %	74.3	88.3	88.7	84.9	85.2	75.7	79.7
RACE/ETHNICITY							
Asian %	81.2	100	92.4	93	90.3	92.3	97.9
White %	74.1	89.2	90	86.7	87.4	75.2	82.2
Hispanic %	88	84.7	80.9	60.7	50	48.3	52.4
Black or African American %	70	67.5	65.4	69	76.2	66.6	55.2
Native American %	50	N/A	100	100	N/A	N/A	0
Multi-Racial %	66.7	84.6	87.5	80	71.5	80	73.7

Data Slides

Keystone Exams (Spring Session 2015 - 2022) - BIOLOGY (SE/ED/HU)

Biology	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2021	Spring 2022
ALL STUDENTS							
All Students %	74.3	88.3	88.7	84.9	85.2	75.7	79.7
SPECIAL EDUCATION							
Students with IEPs %	29.4	43.6	55.9	46.1	45.4	41	37.2
ECONOMICALLY DISADVANTAGED							
Economically Disadvantaged %	44.9	63.8	75.2	67.5	58	56.1	64.4
HISTORICALLY UNDERSERVED							
Historically Underserved %	40.4	60.7	67.9	60.6	53.7	50.9	54.3

Data Slides

Keystone Exams (Spring Session 2015 - 2022) - LITERATURE (Gender)

Literature	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2021	Spring 2022
ALL STUDENTS							
All Students %	83.8	84.2	81.3	82.4	77	77.3	78.6
GENDER							
Male %	79.8	80.4	76	78.4	69.5	73.1	73.9
Female %	87.6	88.6	86.7	86.5	84.7	81.4	84.2

Data Slides

Keystone Exams (Spring Session 2015 - 2022) - LITERATURE (Race/Ethnicity)

Literature	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2021	Spring 2022
ALL STUDENTS							
All Students %	83.8	84.2	81.3	82.4	77	77.3	78.6
RACE/ETHNICITY							
Asian %	92.7	100	91.5	86.6	88.3	94.7	90.6
White %	83	85.5	82.5	83.9	79.7	78.9	79.4
Hispanic %	86.6	84.2	69.5	72	51.6	64.3	56.4
Black or African American %	83.9	53	60	73.2	47.5	39.1	66.7
Native American %	50	100	100	N/A	N/A	N/A	100
Multi-Racial %	88.9	71.4	71.4	68.9	76.3	65	75

Data Slides

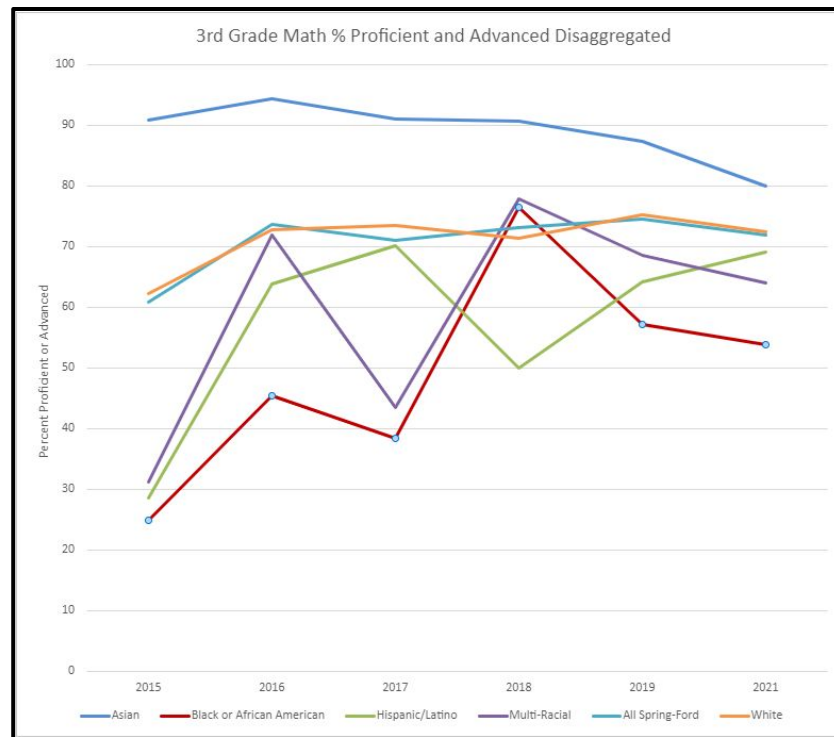
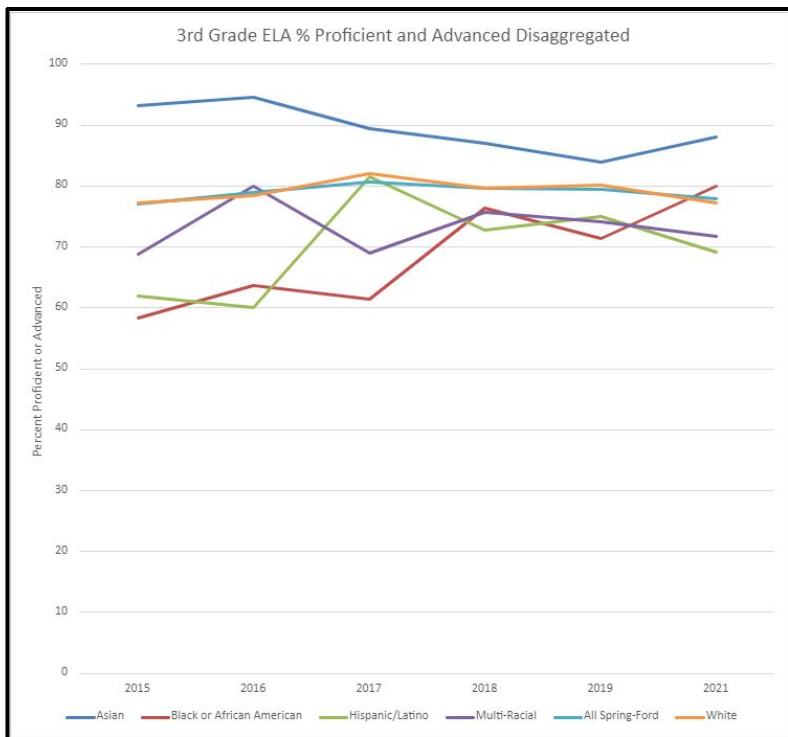
Keystone Exams (Spring Session 2015 - 2022) - LITERATURE (SE/ED/HU)

Literature	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2021	Spring 2022
ALL STUDENTS							
All Students %	83.8	84.2	81.3	82.4	77	77.3	78.6
SPECIAL EDUCATION							
Students with IEPs %	41.2	39	36	41.3	31.4	36.3	40.3
ECONOMICALLY DISADVANTAGED							
Economically Disadvantaged %	62.2	60.2	67	60.3	47.6	58.1	63.2
HISTORICALLY UNDERSERVED							
Historically Underserved %	57.3	54.2	55.6	53.9	42.1	51.1	55.3

Data: PSSAs

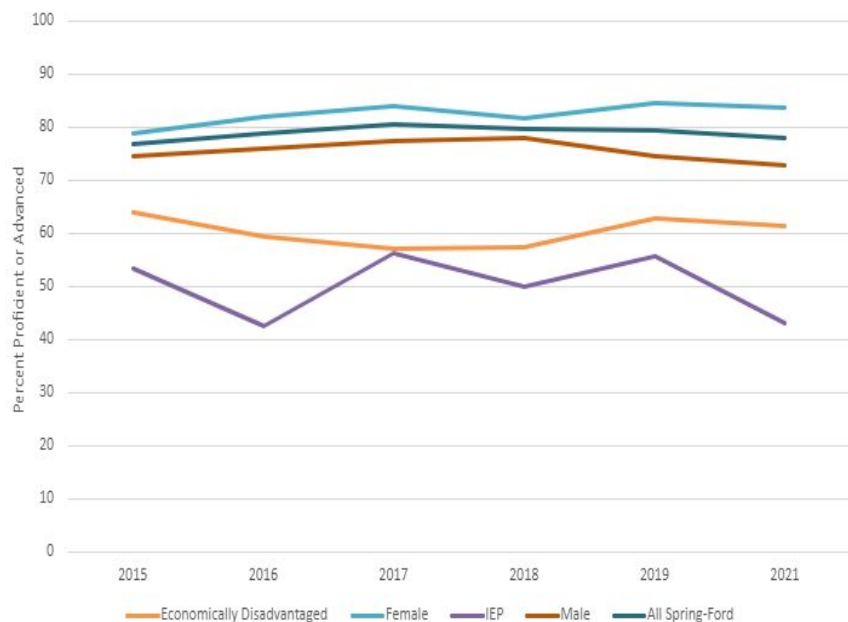


PSSA Data – 3rd Grade (Ethnicity/Race)

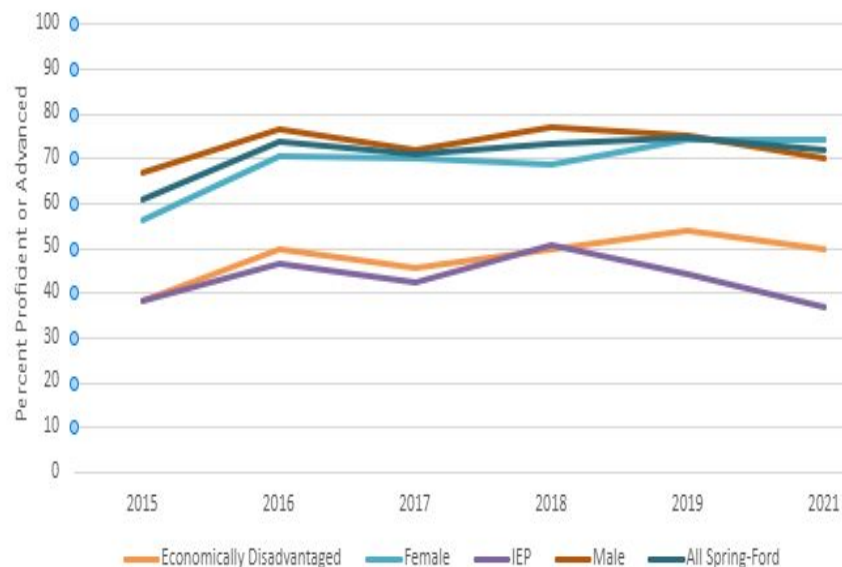


PSSA Data – 3rd Grade (Gender/ED/IEP)

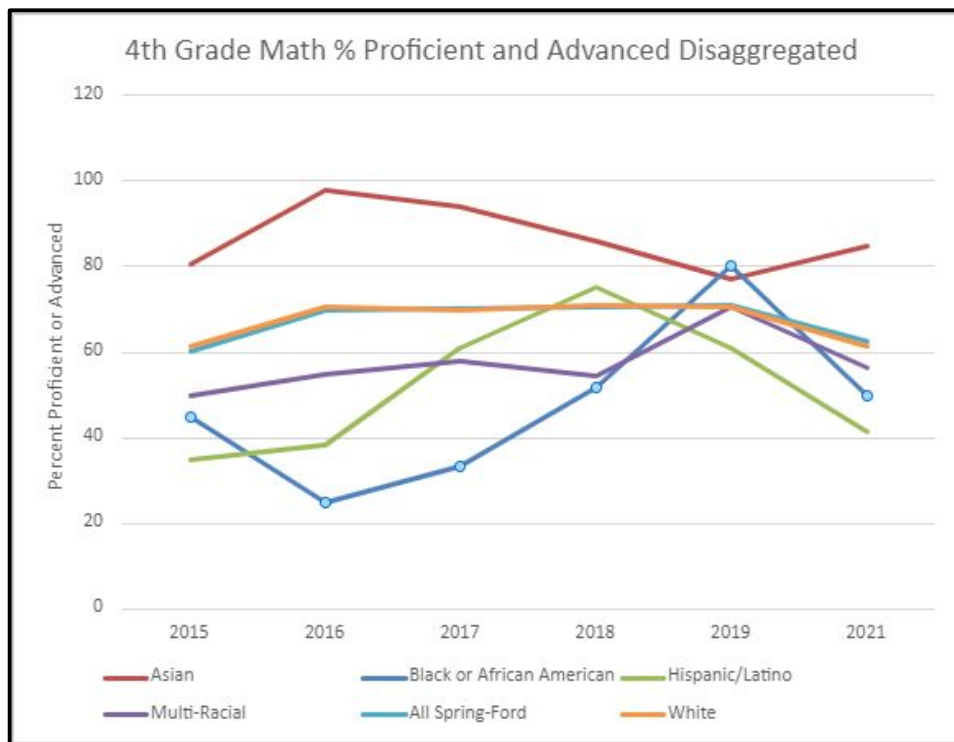
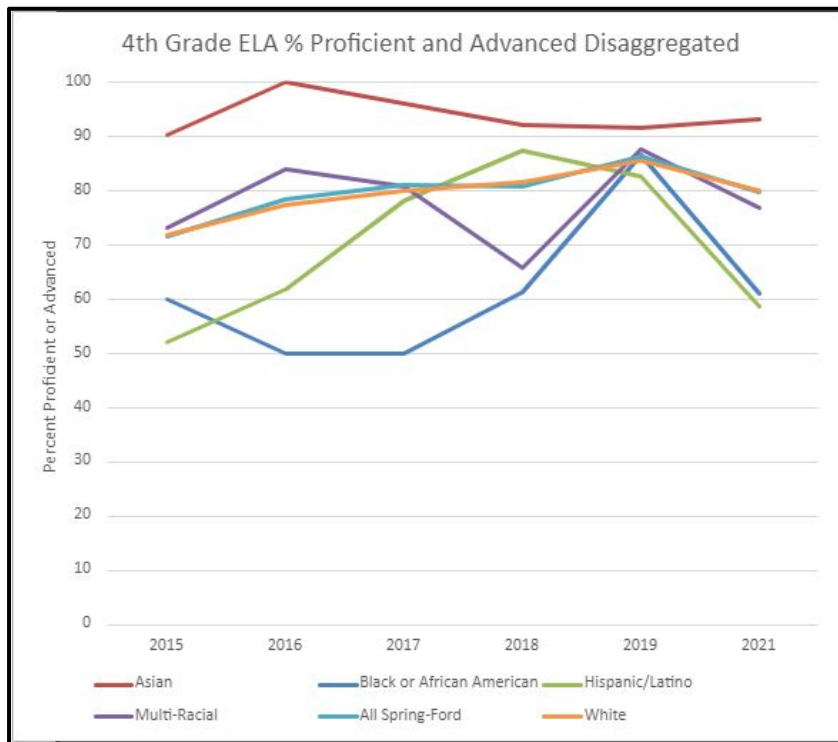
3rd Grade ELA % Proficient and Advanced Gender, Economically Disadvantaged and IEP



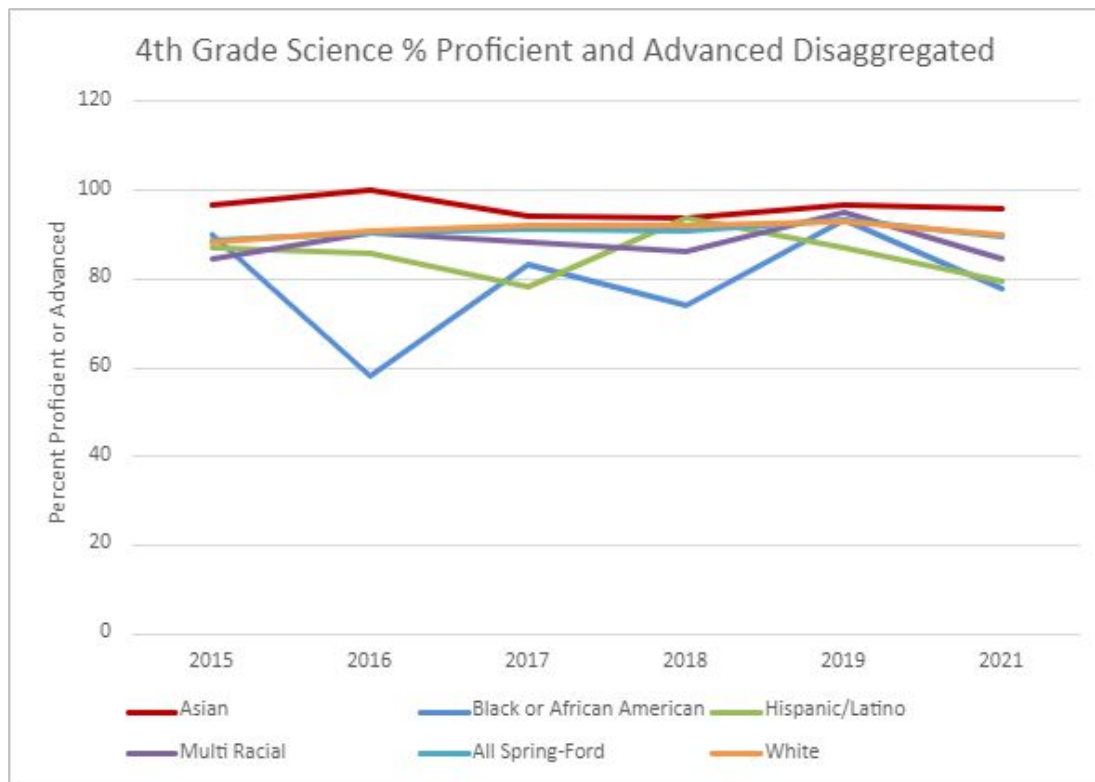
3rd Grade Math % Proficient and Advanced Gender, Economically Disadvantaged and IEP



PSSA Data – 4th Grade (Ethnicity/Race)

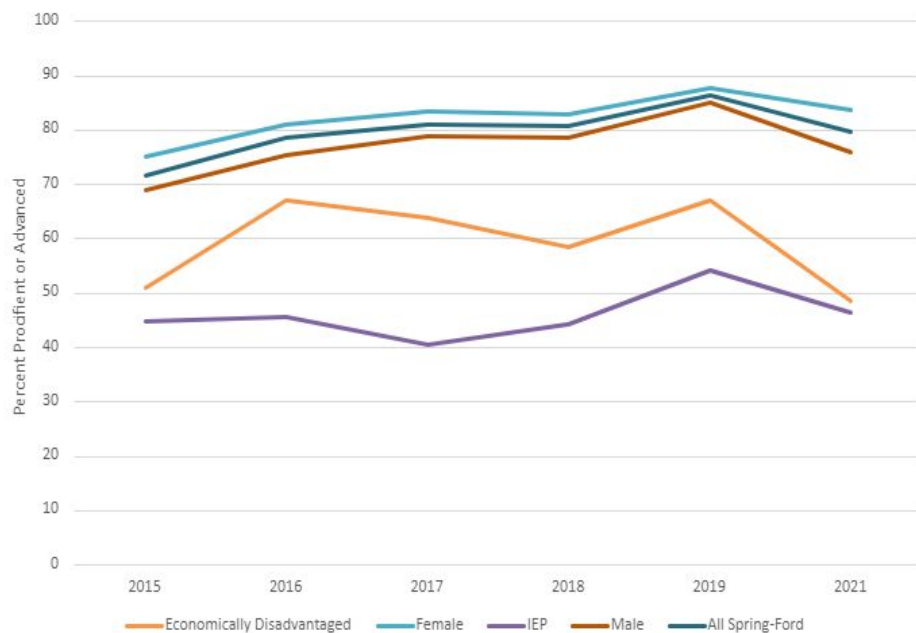


PSSA Data – 4th Grade (Ethnicity/Race)



PSSA Data – 4th Grade (Gender/ED/IEP)

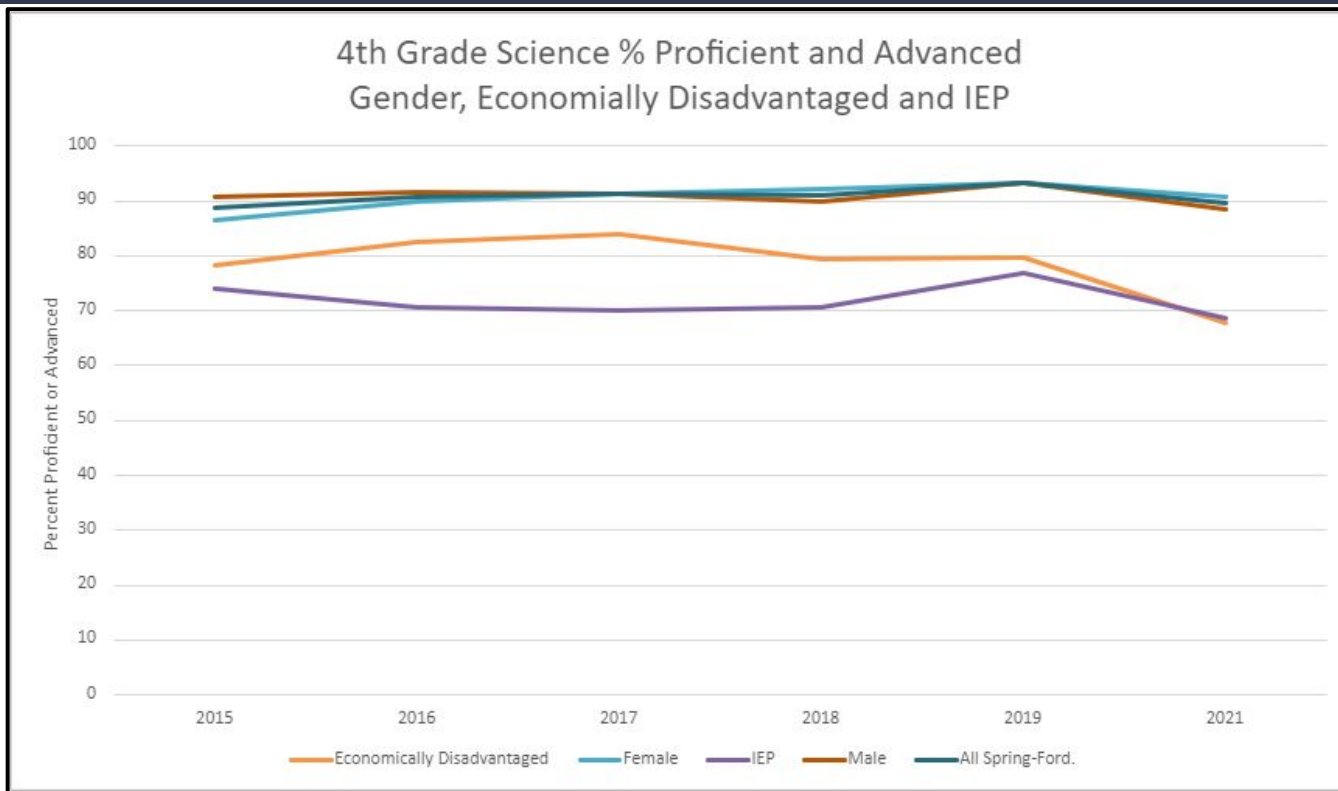
4th Grade ELA % Proficient and Advanced Gender, Economically Disadvantaged and IEP



4th Grade Math % Proficient and Advanced Gender, Economically Disadvantaged and IEP

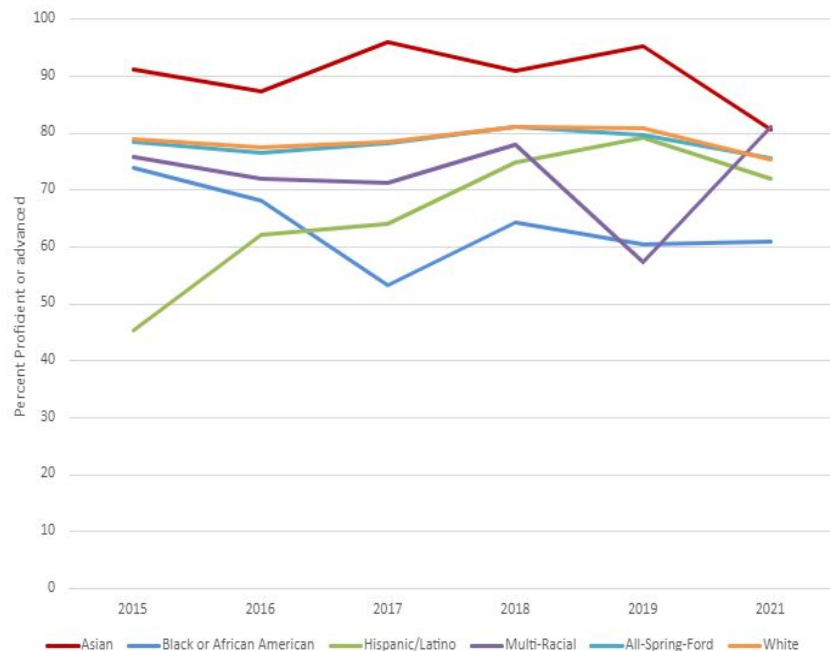


PSSA Data - 4th Grade (Gender/ED/IEP)

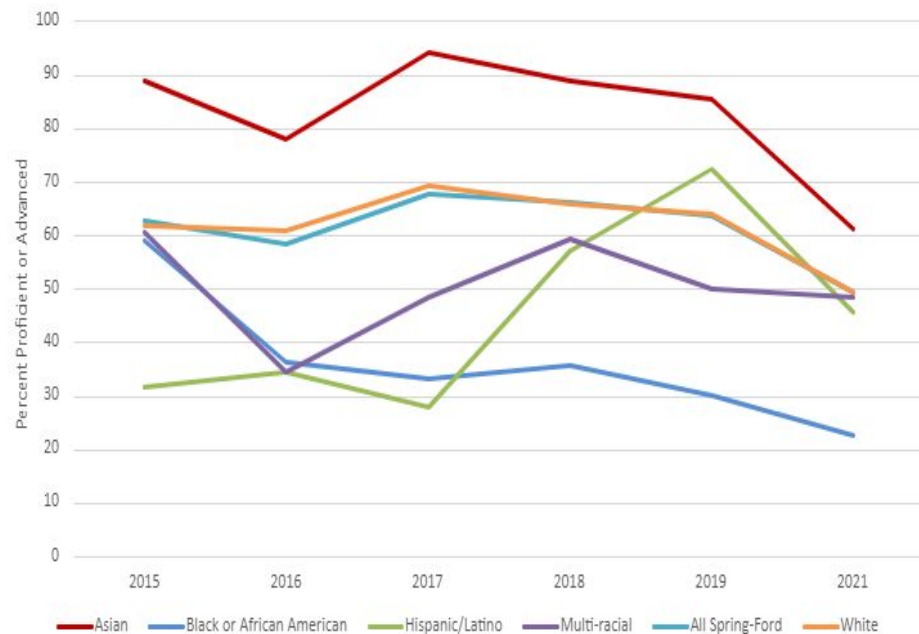


PSSA Data – 5th Grade (Ethnicity/Race)

5th Grade ELA % Proficient and Advanced Disaggregated

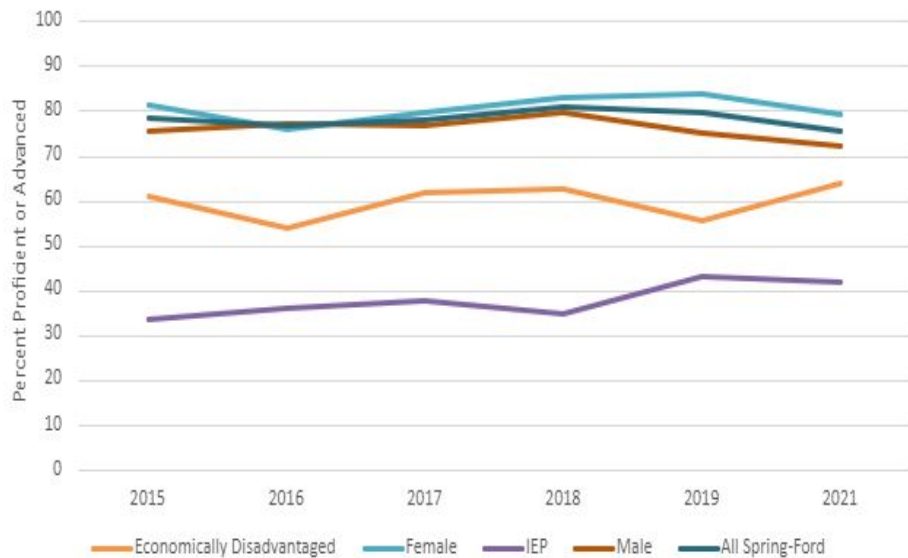


5th Grade Math % Proficient and Advanced

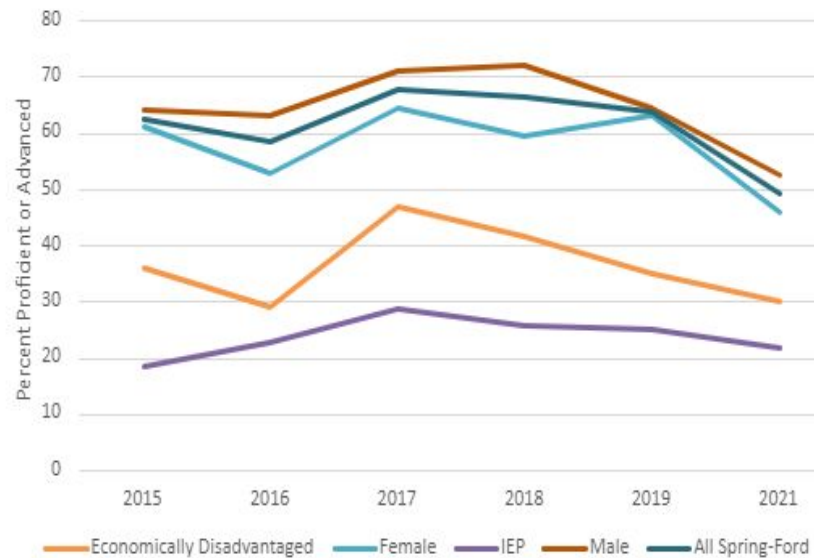


PSSA Data – 5th Grade (Gender/ED/IEP)

5th Grade ELA % Proficient and Advanced Gender, Economically Disadvantaged and IEP

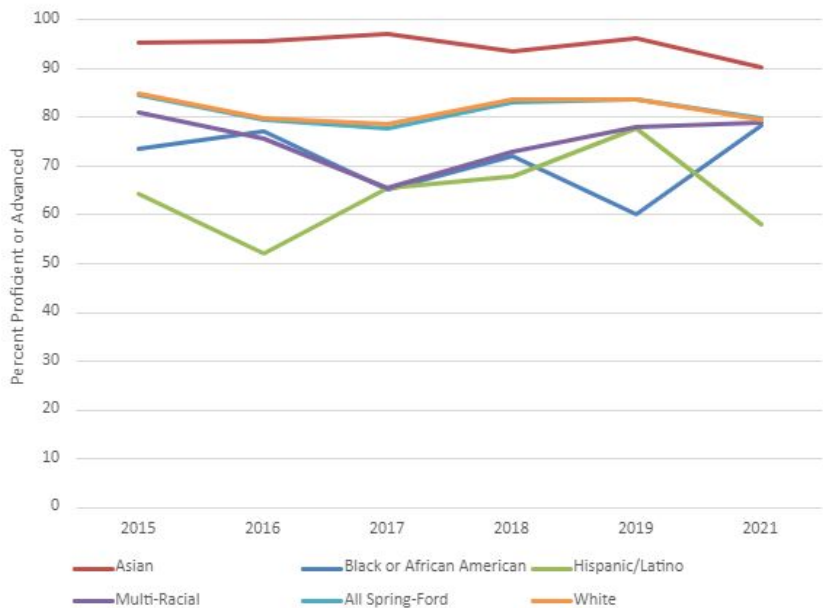


5th Grade Math % Proficient and Advanced Gender, Economically Disadvantaged and IEP

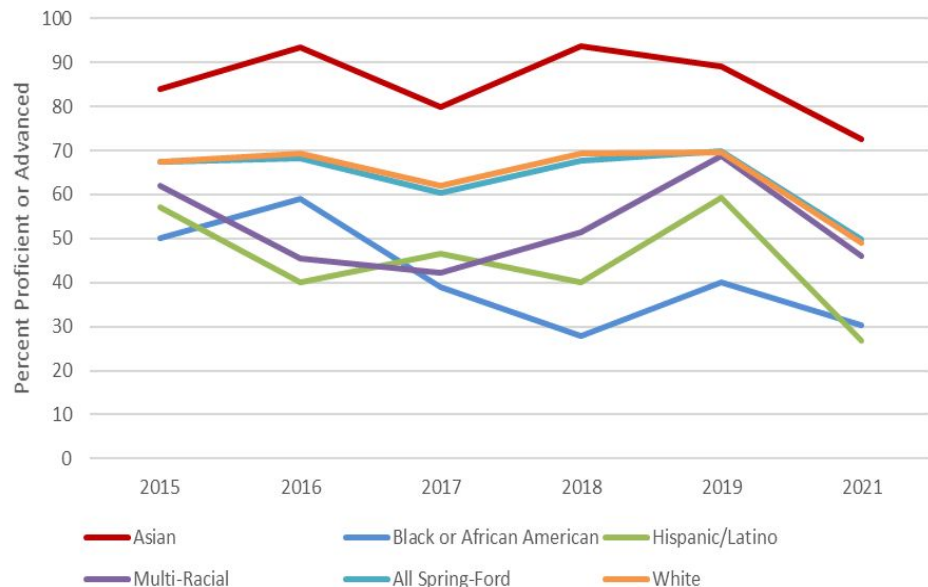


PSSA Data – 6th Grade (Ethnicity/Race)

6th Grade ELA % Proficient and Advanced Disaggregated

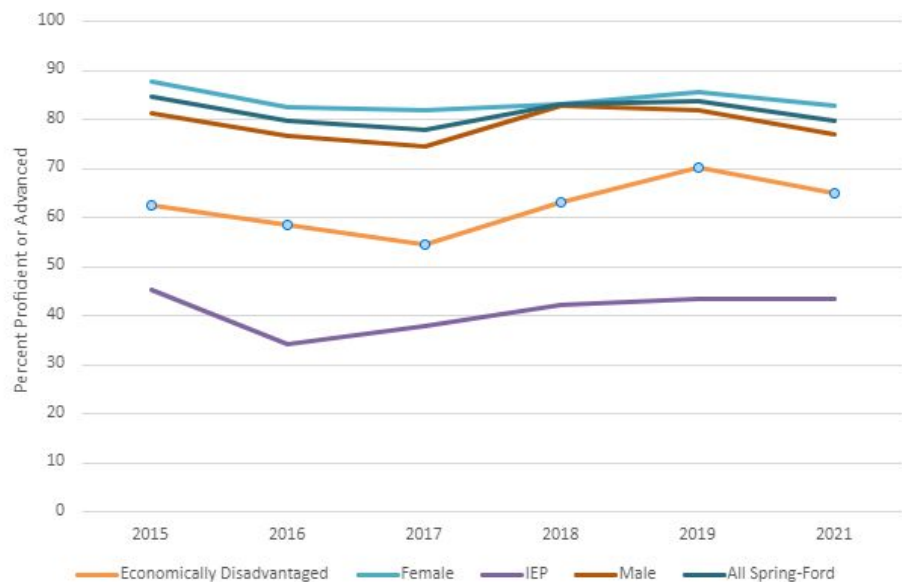


6th Grade Math % Proficient and Advanced Disaggregated

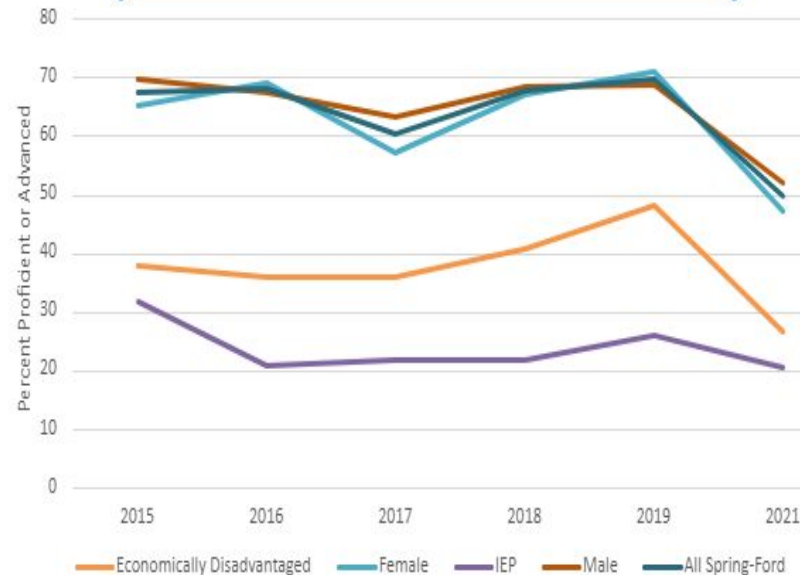


PSSA Data – 6th Grade (Gender/ED/IEP)

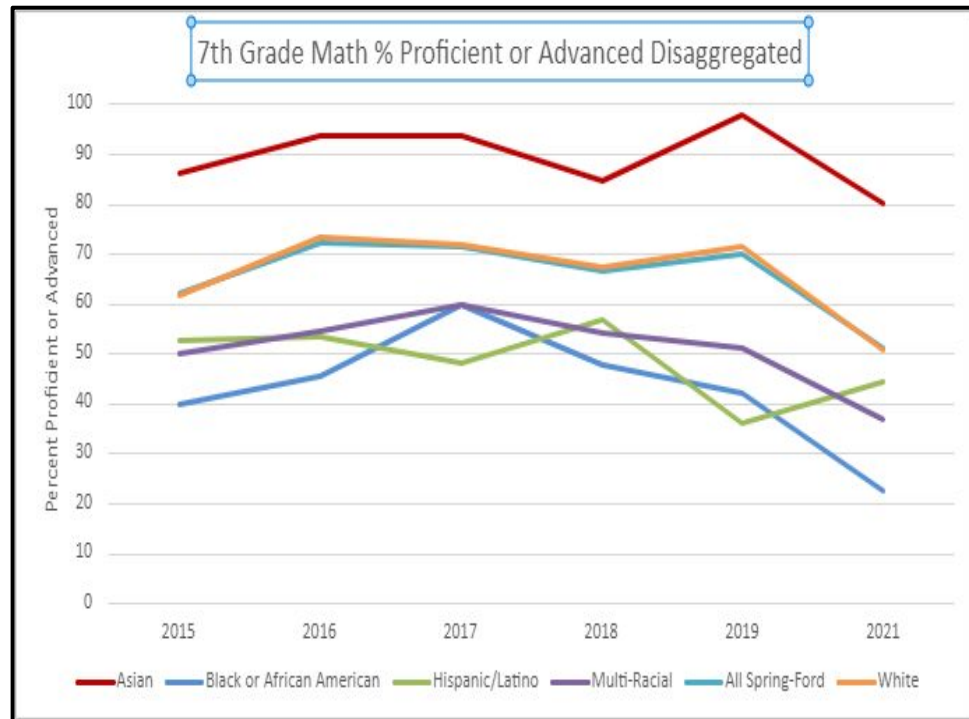
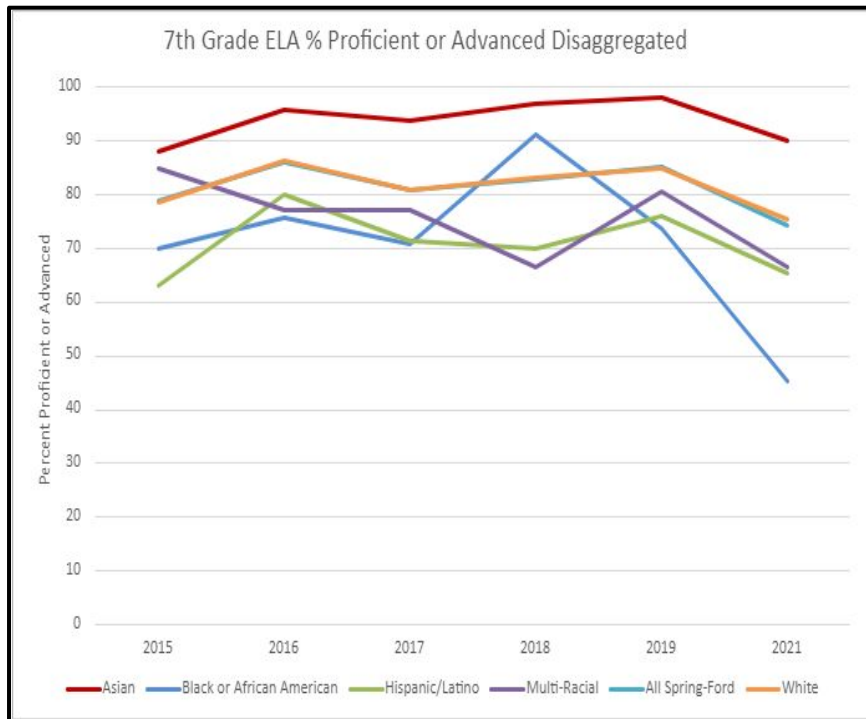
6th Grade ELA % Proficient and Advanced
Gender, Economically Disadvantaged and IEP



6th Grade Math % Proficient and Advanced
Gender, Economically Disadvantaged and IEP

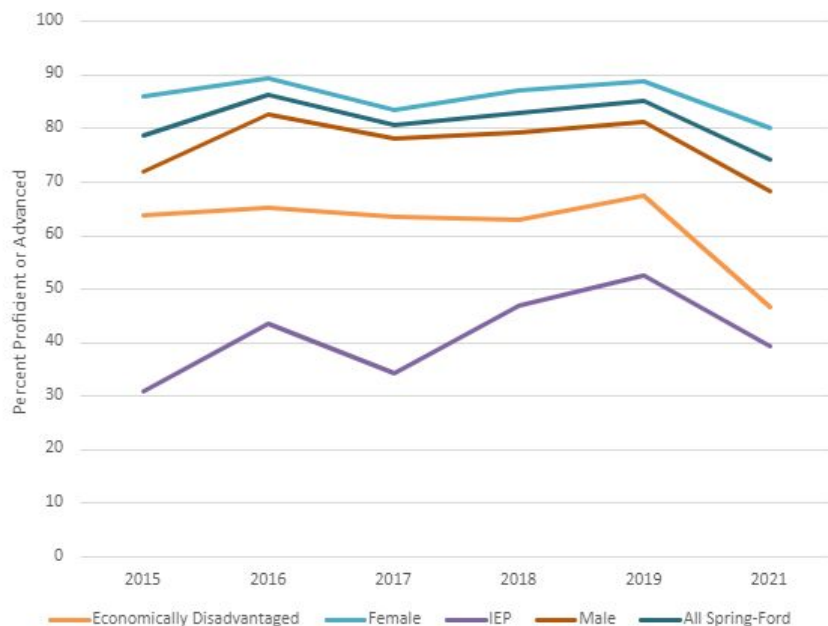


PSSA Data – 7th Grade (Ethnicity/Race)

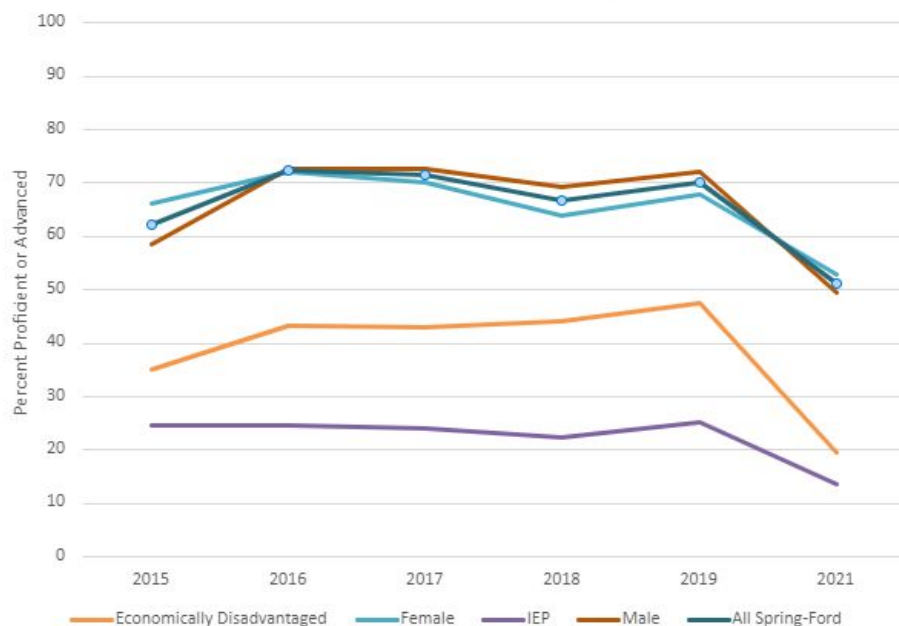


PSSA Data - 7th Grade (Gender/ED/IEP)

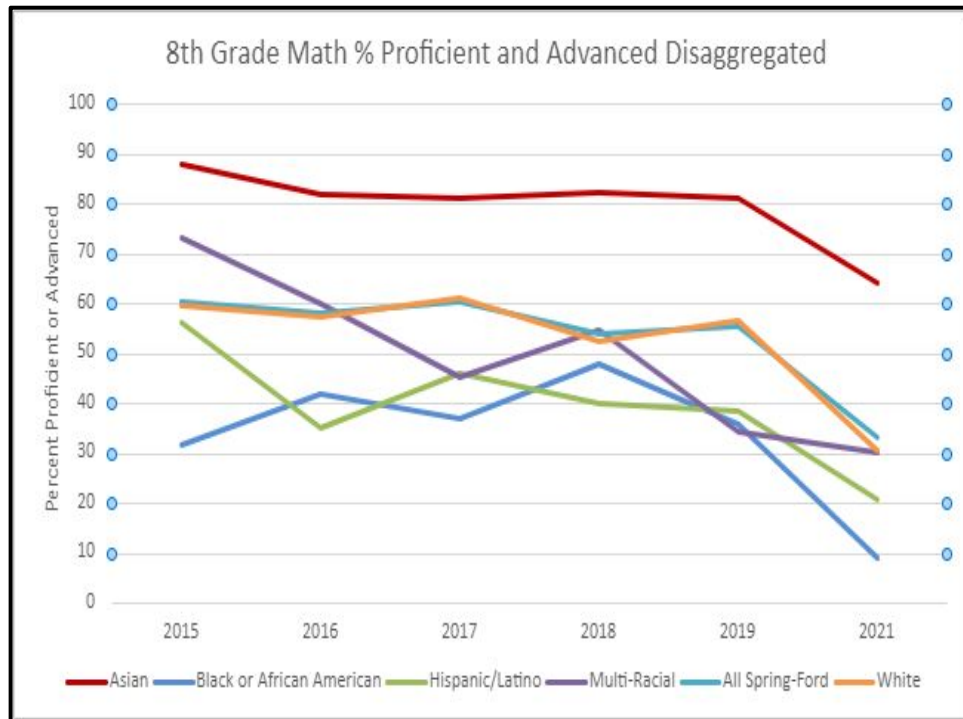
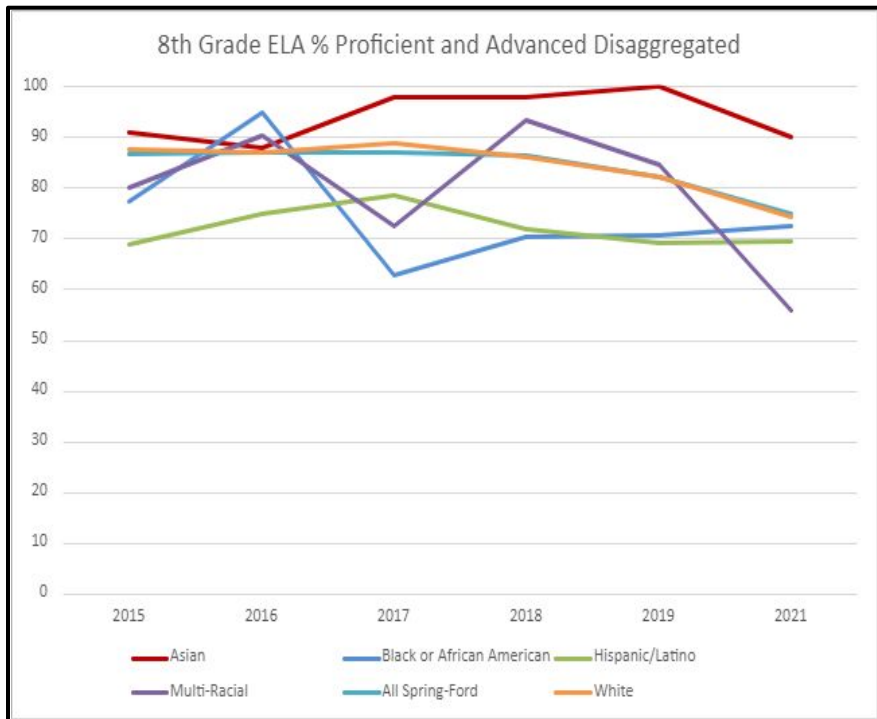
7th Grade ELA % Proficient and Advanced Gender, Economically Disadvantaged and IEP



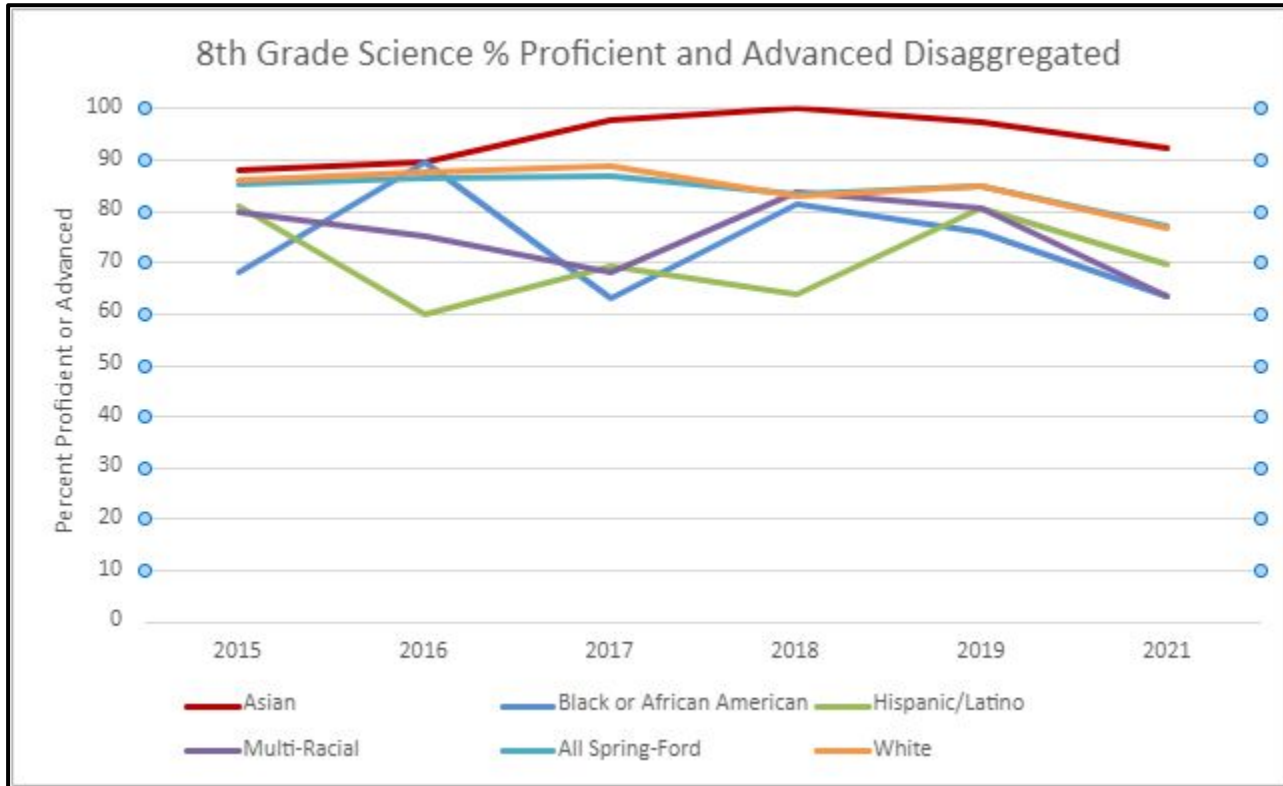
7th Grade Math % Proficient and Advanced Gender, Economically Disadvantaged and IEP



PSSA Data – 8th Grade (Ethnicity/Race)



PSSA Data – 8th Grade (Ethnicity/Race)

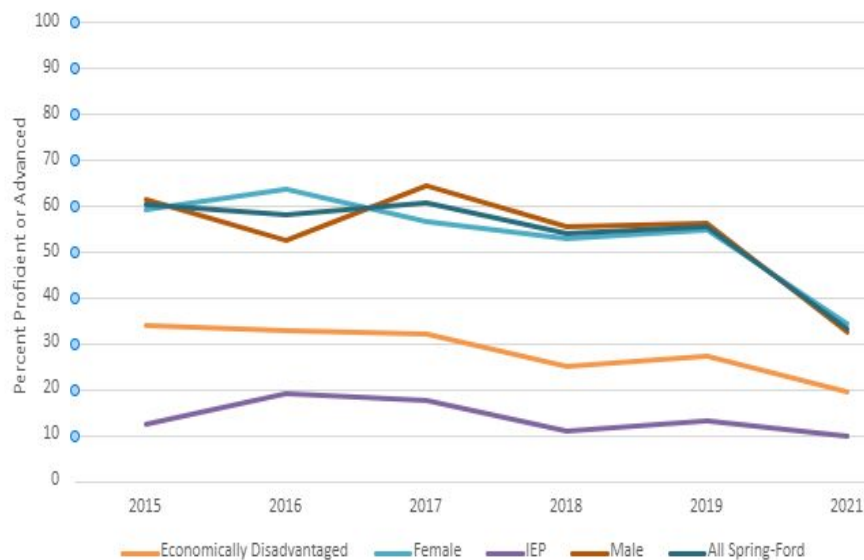


PSSA Data – 8th Grade (Gender/ED/IEP)

8th Grade ELA % Proficient and Advanced
Gender, Economically Disadvantaged and IEP



8th Grade Math % Proficient and Advanced
Gender, Economically Disadvantaged and IEP



PSSA Data – 8th Grade (Gender/ED/IEP)

