

A MESSAGE FROM DR. YANNI

LMSD is sharing this data presentation on Making Practices Public as a means to provide the community with easy access to our state assessment data and the steps we are taking to improve outcomes for our students. It is important to know that standardized testing data represent only some of the data points we use to improve our curriculum, instruction, and professional development.

Our Focus on Continuous Improvement

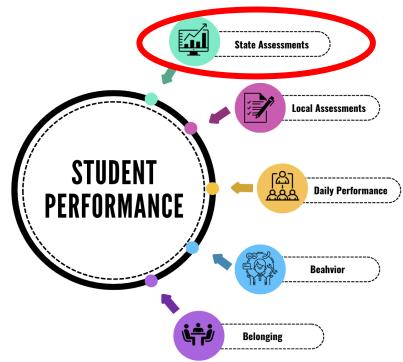
Education Committee | November 13, 2023

Why Are We Presenting This Data?

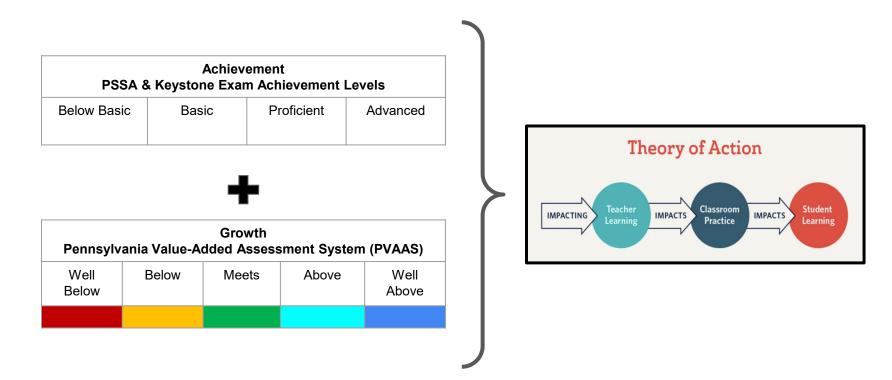
State assessment data is public facing via the Future Ready PA Index and is...

- used by the Department of Education to evaluate the effectiveness of districts.
- is used by rating companies (e.g., Niche, US News & World Report, etc).
- is generally referred to by parents, guardians, and community members to articulate the efficacy (or lack of efficacy) of districts.

Despite the public nature of this data, state assessment scores only tell a portion of our students' learning journeys.



Our Focus on Continuous Improvement – You Don't Have to be Bad to Get Better



Continuous Improvement – Our Theories of Action

Culture

• When we develop a culture where everyone in the school and greater community acts upon the belief that ALL students are capable of learning at high levels, then all students will have greater opportunities and the necessary supports to be successful.

Teaching and Learning

- When we ensure that every lesson is planned using standards-based curricula, is rigorous, and is taught in a differentiated manner designed to meet the learning needs of each student, then we will accelerate learning and close identified achievement gaps.
- When we implement high quality formative and summative assessments on a recursive basis and ensign in ongoing analysis of learning and teaching, then we will make responsive adjustments to instructional planning and delivery.
- When we implement high quality staff evaluations and reflection process that is directly connected to responsive professional development programs based on the learning needs of students and staff, then the process of continuous improvement will be enhanced.

Continuous Improvement – Our Theories of Action

Continuous Improvement

 When we engage in a deep and continuous process of data-driven decision-making with the best interest of our students in mind, then we will expand successful programs and support areas of need.

Leadership

• When we employ high quality administrators and teacher leaders and provide opportunities for them to continuously enhance their professional skills, then our leadership team will be capable of solving the most challenging problems of practice, while facilitating every-increasing levels of achievement.

Resources

• When we prioritize our news based on student outcomes, then we will make informed decisions when allocating resources.

Parent/Guardian & Community Partnerships

• When we increase meaningful engagement in each school, then our students will benefit from greater support before, during, and after school.

PSSA Achievement Results – LMSD's Data in Context

Knowns

- LMSD outperformed the Commonwealth.
- Test participation rate surpassed 95%.
- Our data matches statewide trends of improvement and regression.
- Achievement and growth together provide a strong understanding of data.

Unknowns

 Until we have access to other districts' data, we do not yet know how our performance compares to our peer districts.

Mathematics Performance Level Results

Percentages at Each Performance Level*	Below Basic	Basic	Proficient	Advanced	Percentage of Students Below Basic and Basic in Mathematics		ntage of Students Proficient Advanced in Mathematics
District 2023	5	15	30	50	20.0 15	30	50 80.0
District 2022	8	18	28	46	25.6 8 18	28	46 74.4
District 2021	9	18	31	41	27.6 9 18	31	41 72.4
State 2023	33	27	25	15	60.6 33 27	25	15 39.4

English Language Arts Performance Level Results

Percentages at Each Performance Level*	Below Basic	Basic	Proficient	Advanced	Percentage of Students Below Basic and Basic in English Language Arts	Percentage of Students Proficient and Advanced in English Language Arts				
District 2023	2	12	41	46	13.7 12	41 46 86.3				
District 2022	3	12	40	45	14.5 12	40 45 85.5				
District 2021	2	13	48	37	15.0 13	48 37 85.0				
State 2023	12	34	37	16	46.3 12 34	37 16 53.7				
						0 20 40 60 80 100				

	Science Ferrormance Lever Results														
Percentages at Each Performance Level*	Below Basic	Basic	Proficient	Advanced	Percentage of Students Below Basic and Basic in Science		ntage of Students Proficient nd Advanced in Science								
District 2023	3	5	26	66	7.7	26	66 92.3								
District 2022	5	8	27	61	12.0 8	27	61 88.0								
District 2021	5	6	34	55	11.2 6	34	55 88.8								
State 2023	16	18	35	31	34.5 16 18	35	31 65.5								
-						20	40 60 80 100								

Science Performance Level Results

Mathematics PSSAs Achievement & Growth – Grades 3-8

Areas of Opportunity - Fractions, Operations with Rational Numbers, and Geometric Transformations

Focus on Continuous Improvement

- Process Focus
 - Use of a common Districtwide evidence-based data protocol across all buildings (Team-Initiated Problem-Solving (TIPS), a What Works Clearinghouse approved Tier 1 intervention)
- Classroom Focus
 - Conferring about assessment results
 - Second chance learning
 - Refining common assessments (grades 6-8)
- Program Focus
 - Integration of STEM Special grades K-4 and PBLs
 - Summer programs for STEM grades 4-8
 - Summer Math Jumpstart Program grades 6-8

Mathematics Performance by Group

Percentages and Total Number by Group*	Total Tested	Below Basic	Basic	Proficient	Advanced	Percentage of Students Below Basic and Basic in Mathematics		Percentage of Students Proficient and Advanced in Mathematics			
All Students	3692	5	15	30	50	20.0 15	30	50	80.0		
Historically Underperforming	1129	15	26	31	28	40.7 15 26	31	28 59. 3	3		
IEP-Special Education	733	17	25	28	30	41.7 17 25	28	30 58.3	;		
English Learner	103	12	27	44	17	38.8 12 27	44	17 61 .	2		
Economically Disadvantaged	472	17	30	32	21	47.2 17 30	32	21 52.8			
Male	1901	6	14	29	52	19.5 <mark>6</mark> 14	29	52	80.5		
Female	1791	5	16	31	48	20.6 16	31	48	79.4		
American Indian/Alaskan Native (not Hispanic)	1	0	0	100	0			100	100.0		
Asian (not Hispanic)	433	2	7	20	71	9.2 7	20	71	90.8		
Black or African American (not Hispanic)	288	20	35	29	16	54.9 20 35	29	16 45.1			
Hispanic (any race)	238	11	16	31	42	27.3 11 16	31	42	72.7		
Multi-Racial (not Hispanic)	353	6	13	25	56	18.4 <mark>6</mark> 13	25	56	81.6		
White (not Hispanic)	2378	4	14	32	51	17.3 14	32	51	82.7		
Native Hawaiian/other Pacific Islander (not Hispanic)	1	0	0	0	100			100	100.0		
Migrant	0	0	0	0	0						
						100 80 60 40 20	0 20	40 60	80 100		

Growth - Gr. 4-8: Met Growth Standard

English Language Arts PSSAs – Grades 3-8 English Language Arts Performance by Group

Areas of Opportunity - Key Ideas & Details; Conventions; Text-Dependent Analysis

Focus on Continuous Improvement

- Process Focus
 - Use of a common Districtwide evidence-based data protocol across all buildings (Team-Initiated Problem-Solving (TIPS), a What Works Clearinghouse approved Tier 1 intervention)
- Classroom Focus
 - Implementation of common assessments
 - Analysis of benchmark scores for instructional decisions
- Program Focus
 - Review core literacy materials to ensure appropriate alignment to standards

Percentages and Total Number by Group*	Total Tested	Below Basic	Basic	Proficient	Advanced	Percentage of Students Below Basic and Basic in English Language Arts	Percentage of Students Proficient and Advanced in English Language Arts			
All Students	3669	2	12	41	46	13.7 12	41	46 86.3		
Historically Underperforming	1102	5	26	46	22	31.5 26	46	22 68.5		
IEP-Special Education	731	5	27	45	23	32.6 27	45	23 67.4		
English Learner	79	10	43	39	8	53.2 10 43	39	8 46.8		
Economically Disadvantaged	467	6	30	45	19	36.0 <mark>6</mark> 30	45	19 64.0		
Male	1884	2	14	45	39	16.0 14	45	39 84.0		
Female	1785	2	10	36	52	11.3 <mark>10</mark>	36	52 88.7		
American Indian/Alaskan Native (not Hispanic)	1	0	100	0	0	100.0 100				
Asian (not Hispanic)	427	1	5	35	59	6.3	35	59 93.7		
Black or African American (not Hispanic)	288	7	32	47	14	39.6 <mark>7</mark> 32	47	14 60.4		
Hispanic (any race)	233	2	18	43	37	20.2 18	43	37 79.8		
Multi-Racial (not Hispanic)	350	1	9	38	51	10.9 <mark>9</mark>	38	51 89.1		
White (not Hispanic)	2369	1	10	41	47	11.7 <mark>10</mark>	41	47 88.3		
Native Hawaiian/other Pacific Islander (not Hispanic)	1	0	0	100	0			100 100.0		
Migrant	0	0	0	0	0					

Growth - Gr. 4-8: Well Below Growth Standard

Science PSSAs – Grades 4 and 8

Area of Opportunity – Composition and Structure of the Universe, Planetary Motion, Weather

Focus on Continuous Improvement

- Process Focus
 - Use of a common Districtwide evidence-based data protocol across all buildings (Team-Initiated Problem-Solving (TIPS), a What Works Clearinghouse approved Tier 1 intervention)
- Classroom Focus
 - Refining common assessments (grades 6-12)
- Program Focus
 - Analysis and enhancement of STEM block for students in grades 7 or 8
 - Integration of STEM Special grades K-4 and PBLs
 - Summer programs for STEM grades 4-8

Science Performance by Group

Percentages and Total Number by Group*	Total Tested	Below Basic	Basic	Proficient	Advanced	Percentage of Students Below Basic and Basic in Science		Percentage of Students Proficient and Advanced in Science		
All Students	1252	3	5	26	66	7.7	26	66	92.3	
Historically Underperforming	388	7	11	37	45	18.3 <mark>7</mark> 11	37	45	81.7	
IEP-Special Education	267	7	10	36	47	17.6 <mark>7</mark> 10	36	47	82.4	
English Learner	27	15	19	33	33	33.3 15 19	33	33 66.7		
Economically Disadvantaged	152	7	15	42	36	22.4 7 15	42	36 7	7.6	
Male	637	3	6	24	67	8.9 6	24	67	91.1	
Female	615	2	4	28	66	6.3	28	66	93.7	
American Indian/Alaskan Native (not Hispanic)	0	0	0	0	0					
Asian (not Hispanic)	130	1	4	18	78	4.6	18	78	95.4	
Black or African American (not Hispanic)	94	11	11	47	32	21.3 <mark>11</mark> 11	47	32 7	8.7	
Hispanic (any race)	76	7	7	25	62	13.2 <mark>7</mark> 7	25	62	86.8	
Multi-Racial (not Hispanic)	125	2	6	22	70	8.0 <mark>6</mark>	22	70	92.0	
White (not Hispanic)	827	2	4	25	69	6.0	25	69	94.0	
Native Hawaiian/other Pacific Islander (not Hispanic)	0	0	0	0	0					
Migrant	0	0	0	0	0					
						100 80 60 40 20	20	40 60 80	100	

Growth - Gr. 4-8: Well Above Growth Standard

Keystone Exam Results – LMSD's Performance in Context

Knowns

- LMSD outperformed the ٠ Commonwealth
- Our data matches statewide . trends
- Achievement and growth ٠ together provide a strong understanding of data.
- Our students exceeded the . growth standard on all three Keystone Exams.

Unknowns

Until we have access to • other districts' data, we do not yet know how our performance compares to our peer districts.

Performance Level Summary: First-Time Testers

	_		Basic	Ba	sic	Profi	cient	Adva	nced	Percentages by Performance Level ¹					
Algebra I	Total Tested		Percent	Number	Percent	Number	Percent	ent Number Percent		Percentage of Students Below Basic Percentage of Students Proficient and Basic in Algebra I and Advanced in Algebra I					
District: First-Time Testers	758	40	5.3	136	17.9	171	22.6	411	54.2	23.2 17.9 22.6 54.2 76.8					
State: First-Time Testers	118,742	28,246	23.8	46,742	39.4	24,063	20.3	19,691	16.6	63.2 23.8 39.4 20.3 16.6 3 6.9					
	a percentage is not displayed within the bar graph, consult the table for the actual percentage.														

If a percentage is not displayed within the bar graph, consult the table for the actual percentage Summaries are based on students' highest scores to date.

Please note that the percentages in the tables may not add up to 100% due to rounding.

Performance Level Summary: First-Time Testers

			Basic	Ba	sic	Profi	cient	Adva	nced	Percentages by Performance Level ¹					
Literature	Total Tested		Percent	Number	Percent	Number	Percent	t Number Percent		Percentage of Students Below Basic and Basic in Literature	Percentage of Students Proficient and Advanced in Literature				
District: First-Time Testers	715	19	2.7	60	8.4	391	54.7	245	34.3	(11.1)	54.7 34.3 89.0				
State: First-Time Testers	107,002	14,426	13.5	29,553	27.6	51,932	48.5	11,091	10.4	(41.1) 27.6	48.5 (58.9)				
If a percentage is not displayed s Summaries are based on stu				e actual per	100 50	0 50 100									

Summaries are based on students' highest scores to date.

Please note that the percentages in the tables may not add up to 100% due to rounding.

Performance Level Summary: First-Time Testers

			Basic	Ba	sic	Profi	cient	Adva	nced	Percentages by Performance Level ¹						
Biology	Total Tested		Percent	Number	Percent	Number	Percent	Number	Percent	Percentage of Students Below Basic Percentage of Students Proficient and Basic in Biology and Advanced in Biology						
District: First-Time Testers	695	43	6.2	80	11.5	180	25.9	392	56.4	17.7 25.9 56.4 82.3						
State: First-Time Testers	112,055	31,117	27.8	29,113	26.0	30,000	26.8	21,825	19.5	53.8 27.8 26.0 26.8 19.5 46.3						
If a percentage is not displayed Summaries are based on stu																

Summaries are based on students' highest scores to date.

Please note that the percentages in the tables may not add up to 100% due to rounding.

Algebra I Keystone Exam Achievement & Growth

Performance Level Summary by Group: First-Time Testers

			District State											
	Algebra I		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced				
	All Students	#	40	136	171	411	28,246	46,742	24,063	19,691				
	An students	%	5.3	17.9	22.6	54.2	23.8	39.4	20.3	16.6				
	Female	#	18	63	88	204	13,218	23,477	11,880	9,371				
GENDER	remaie	%	4.8	16.9	23.6	54.7	22.8	40.5	20.5	16.2				
GEN	Mala	#	22	73	83	207	15,012	23,253	12,175	10,315				
	Male	%	5.7	19.0	21.6	53.8	24.7	38.3	20.0	17.0				
		#	25	39	25	32	10,277	7,035	1,223	576				
	IEP-Special Education	%	20.7	32.2	20.7	26.4	53.8	36.8	6.4	3.0				
	Migrant Education	#	0	0	0	0	129	64	9	3				
rus	Program	%	N/A	N/A	N/A	N/A	62.9	31.2	4.4	1.5				
PROGRAM STATUS	Economically	#	20	47	23	26	18,870	23,090	7,188	3,845				
GRAN	Disadvantaged	%	17.2	40.5	19.8	22.4	35.6	43.6	13.6	7.3				
PRG		#	4	7	5	2	3,741	2,118	333	156				
	English Learner	%	22.2	38.9	27.8	11.1	58.9	33.4	5.2	2.5				
	Historically	#	34	71	44	58	23,453	27,069	8,113	4,364				
	Underperforming	%	16.4	34.3	21.3	28.0	37.2	43.0	12.9	6.9				

	Percentages by
	Performance Level ¹
	Percentage of Students Below Percentage of Students Proficient Basic and Basic in Algebra I and Advanced in Algebra I
District	23.2 17.9 22.6 54.2 76.8
	63.2 23.8 39.4 20.3 16.6 (36.9)
District	21.7 16.9 23.6 54.7 78.3
	63.3 22.8 40.5 20.5 16.2 (36.7)
District	24.7 19.0 21.6 53.8 75.4
	63.0 24.7 38.3 20.0 17.0 (37.0)
District	(52.9) 20.7 32.2 20.7 26.4 (47.1)
	90.6 53.8 36.8 9.4
District	N/A N/A
	94.1 62.9 31.2 5.9
District	(57.7) 17.2 40.5 19.8 22.4 42.2
	79.2 35.6 43.6 20.9
District	61.1) 22.2 38.9 27.8 38.9
	92.3 58.9 33.4 7.7
District	50.7 16.4 34.3 21.3 28.0 (49.3)
	80.2 37.2 43.0 19.8

Performance Level Summary by Group: First-Time Testers (Continued)

				Di	strict		State								
	Algebra I		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced				Performa dents Below	tages by Ince Level ¹ Percentage of Students Prof and Advanced in Algebra
	American Indian /	#	0	1	0	0	67	78	34	21		District	\sim)0	0.0
	Alaskan Native (not Hispanic)	%	0.0	100	0.0	0.0	33.5	39.0	17.0	10.5			72.5 33.	5 39.0	17.0 27.5
	Asian (not Hispanic)	#	1	6	14	71	540	1,457	1,365	2,588		District		7.6	15.2 77.2 9
	Asian (not hispanic)	%	1.1	6.5	15.2	77.2	9.1	24.5	22.9	43.5			(33.6 24.5	22.9 43.5 66.4
	Black or African	#	21	40	12	7	7,550	6,093	1,266	499			76.3 26.3	50.0	23.8
ΥTI	American (not Hispanic)	%	26.3	50.0	15.0	8.8	49.0	39.5	8.2	3.2		State	88.5 49.0	39.5	11.4
RACE/ETHNICITY	Hispanic (any race)	#	3	19	8	13	7,050	6,766	1,866	971			(51.2)	44.2	18.6 30.2 48.8
ACE/E	rispanic (any race)	%	7.0	44.2	18.6	30.2	42.3	40.6	11.2	5.8		State	82.9 42.3	40.6	17.0
R	Multi-Racial/Two or more races (not	#	3	11	13	29	1,383	2,118	936	799				25.0 19.0	5 23.2 51.8 75.0
	Hispanic)	%	5.4	19.6	23.2	51.8	26.4	40.5	17.9	15.3		State	66.9 26.	4 40.5	17.9 15.3 (33.2)
	White (not Hispanic)	#	12	59	123	290	11,598	30,166	18,567	14,792				14.7	25.4 59.9 85.3
	white (not ruspanic)	%	2.5	12.2	25.4	59.9	15.4	40.2	24.7	19.7		State	55.6 1	5.4 40.2	24.7 19.7 44.4
	Native Hawaiian or other Pacific Islander (not Hispanic)	#	0	0	1	1	40	51	21	16				0.0	50.0 50.0
		%	0.0	0.0	50.0	50.0	31.3	39.8	16.4	12.5		State	71.1 31.	3 39.8	16.4 28.9
													1		1 1

100

50

0

1 If a percentage is not displayed within the bar graph, consult the table for the actual percentage Summaries are based on students' highest scores to date. Please note that the percentages in the tables may not add up to 100% due to rounding.

Growth - Algebra I : Well Above Growth Standard

ntage of Students Proficier d Advanced in Algebra I

92.4

85.3 59.9

50

100

100

English Literature Keystone Exam Achievement & Growth

Performance Level Summary by Group: First-Time Testers

	(District State]	Г
	Literature	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced			
	All Students		19	60	391	245	14,426	29,553	51,932	11,091		
		%	2.7	8.4	54.7	34.3	13.5	27.6	48.5	10.4		
	Female	#	6	21	173	143	4,811	13,265	27,724	6,785		
GENDER		%	1.7	6.1	50.4	41.7	9.1	25.2	52.7	12.9		
GEN	Z Wale	#	13	39	218	102	9,605	16,287	24,203	4,305		
			3.5	10.5	58.6	27.4	17.7	29.9	44.5	7.9		
	IEP-Special Education	#	13	34	57	11	7,085	7,077	3,301	235		
		%	11.3	29.6	49.6	9.6	40.0	40.0	18.7	1.3		
	Migrant Education	#	0	0	0	0	54	26	24	2		
TUS	Program	%	N/A	N/A	N/A	N/A	50.9	24.5	22.6	1.9		
PROGRAM STATUS	Economically Disadvantaged	#	13	32	53	19	9,718	16,424	17,918	2,008		
DGRA	Disauvantageu	%	11.1	27.4	45.3	16.2	21.1	35.7	38.9	4.4		
PRC	English Learner	#	5	3	3	0	1,933	1,547	544	17		
	Ligisi ceanci		45.5	27.3	27.3	0.0	47.8	38.3	13.5	0.4		
	Historically	#	19	49	103	27	12,489	19,800	19,981	2,182		
	Underperforming		9.6	24.7	52.0	13.6	22.9	36.4	36.7	4.0		

	Percent	ages by
	Performa	nce Level ¹
	Percentage of Students Below Basic and Basic in Literature	Percentage of Students Proficient and Advanced in Literature
District	(11.1)	54.7 34.3 (89.0)
	(41.1) 27.6	48.5 58.9
District	(7.8)	50.4 41.7 92.1
	34.3 25.2	52.7 65.6
District	14.0	58.6 27.4 86.0
	(47.6) 17.7 29.9	44.5 52.4
District	40.9 29.6	49.6 59.2
	80.0 40.0 40.0	18.7 20.0
District	N/A	N/A
	75.4 50.9 24.5	22.6 24.5
District	38.5 27.4	45.3 16.2 61.5
	56.8 21.1 35.7	38.9 43.3
District	72.7 45.5 27.3	27.3 27.3
	86.1 47.8 38.3	13.9
District	34.3 24.7	52.0 65.6
	59.3 22.9 36.4	36.7 40.7
	100 50	

Performance Level Summary by Group: First-Time Testers (Continued)

				Di	trict			State								
	Literature		al Below Basic Basic Proficient		Advanced	Below Basic Basic Proficient		Proficient	Advanced			Percentages by Performance Level ¹ Percentage of Students Below Percentage of Students Profici Basic and Basic in Literature and Advanced in Literature				
	American Indian / Alaskan Native (not	#	0	0	1	0	35	62	72	13		District	0.0	100 (100		
	Hispanic)	%	0.0	0.0	100	0.0	19.2	34.1	39.6	7.1		State	53.3 19.2 34.1	39.6 46.7		
	Asian (not Hispanic)	#	2	4	50	25	260	810	2,847	1,270		District	7.4	61.7 30.9 92.6		
	Asian (not rispanic)	%	2.5	4.9	61.7	30.9	5.0	15.6	54.9	24.5		State	20.6 15.6	54.9 24.5 79.4		
	Black or African	#	11	21	39	1	3,460	5,137	4,375	328		District	(44.5) 15.3 29.2	54.2 55.6		
ΥL	American (not Hispanic)	%	15.3	29.2	54.2	1.4	26.0	38.6	32.9	2.5		State	64.6 26.0 38.6	32.9 35.4		
THNIC		#	2	7	26	8	3,364	4,869	4,941	544		District	21.0 16.3	60.5 18.6 79.1		
RACE/ETHNICITY	Hispanic (any race)	%	4.7	16.3	60.5	18.6	24.5	35.5	36.0	4.0		State	60.0 24.5 35.5	36.0 40.0		
R/	Multi-Racial/Two or	#	1	7	22	23	672	1,346	2,028	390		District	(15.1)	41.5 43.4 84.9		
	more races (not Hispanic)	%	1.9	13.2	41.5	43.4	15.1	30.3	45.7	8.8		State	(45.4) 15.1 30.3	45.7 54.5		
		#	3	21	251	188	6,611	17,292	37,618	8,529		District	5.1	54.2 40.6 94.8		
	White (not Hispanic)	%	0.6	4.5	54.2	40.6	9.4	24.7	53.7	12.2		State	34.1 24.7	53.7 65.9		
	Native Hawaiian or	#	0	0	2	0	14	35	45	16		District	0.0	100 (100		
	other Pacific Islander (not Hispanic)	%	0.0	0.0	100	0.0	12.7	31.8	40.9	14.5		State	44.5 31.8	40.9 55.4		
	If a nercentage is not displayed wi	de la ste	. har araul		ha tabla fa											

100

50

ó

50

1If a percentage is not displayed within the bar graph, consult the table for the actual percentage. Summaries are based on students' highest scores to date.

Please note that the percentages in the tables may not add up to 100% due to rounding.

Growth - English Literature: Well Above Growth Standard

100

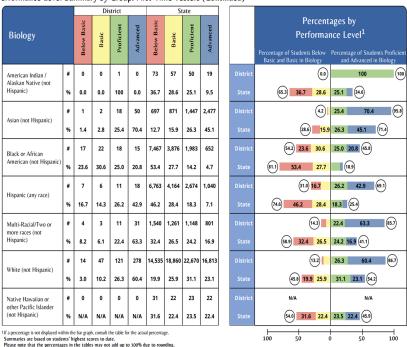
Biology Keystone Exam Achievement & Growth

Performance Level Summary by Group: First-Time Testers

				Dis	strict	_		St	ate			Ī
	Biology		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced		
	All Students	#	43	80	180	392	31,117	29,113	30,000	21,825		
	An students		6.2	11.5	25.9	56.4	27.8	26.0	26.8	19.5	State	
	Female		18	41	84	190	14,603	15,008	15,057	10,421		
GENDER			5.4	12.3	25.2	57.1	26.5	27.2	27.3	18.9		
GEN	Male		25	39	96	202	16,504	14,103	14,938	11,403		
			6.9	10.8	26.5	55.8	29.0	24.8	26.2	20.0		
	IEP-Special Education	#	26	35	40	47	11,119	4,541	2,044	792		ſ
	IEP-Special Education	%	17.6	23.6	27.0	31.8	60.1	24.6	11.1	4.3		
	Migrant Education	#	0	0	0	0	97	35	11	3		ſ
TUS	Program	%	N/A	N/A	N/A	N/A	66.4	24.0	7.5	2.1		
PROGRAM STATUS	Economically		25	23	29	34	20,293	14,239	9,917	4,429	District	ſ
OGRAN	Disadvantaged	%	22.5	20.7	26.1	30.6	41.5	29.1	20.3	9.1		
PRC	English Learner		2	5	5	6	3,421	1,100	385	90	District	ſ
			11.1	27.8	27.8	33.3	68.5	22.0	7.7	1.8		
	Historically	#	37	48	66	81	24,953	16,706	11,279	5,025	District	ſ
	Underperforming		15.9	20.7	28.4	34.9	43.0	28.8	19.5	8.7		

	Percentages by								
	Performance Level ¹								
	Percentage of Students Below Percentage of Students								
	Basic and Basic in Biology and Advanced in B	iology							
District	17.7 25.9 56.4	82.3							
State	53.8 27.8 26.0 26.8 19.5 46.3								
District	17.7 25.2 57.1	82.3							
State	53.7 26.5 27.2 27.3 18.9 46.2								
District	(17.7) 26.5 55.8	82.3							
State	53.8 29.0 24.8 26.2 20.0 4 6.2								
District	41.2 17.6 23.6 27.0 31.8 58.8								
	84.7 60.1 24.6 15.4								
District	N/A N/A								
State	90.4 66.4 24.0 9.6								
District	43.2 22.5 20.7 26.1 30.6 56.7								
State	70.6 41.5 29.1 20.3 29.4								
District	38.9 27.8 27.8 33.3 61.1								
State	90.5 68.5 22.0 9.5								
District	36.6 15.9 20.7 28.4 34.9 633								
State	71.8 43.0 28.8 19.5 28.2								
		100							

Performance Level Summary by Group: First-Time Testers (Continued)



Growth - Biology: Well Above Growth Standard

Hispanic)

Hispanic)

Our Focus on Continuous Improvement

Algebra

Areas of Opportunity –

Inequalities and Systems of Inequalities (solving, graphing, shading)

Biology

Areas of Opportunity – Cell Growth and Genetic Inheritance

English Literature

Areas of Opportunity – Reading for Meaning

Focus on Continuous Improvement

Process

 Strengthening professional learning communities (PLC) processes

Classroom

- Conferring about assessment results
- Second chance learning
- Refinding common assessments (grades 6-12)

Program

 Curriculum revisions and alignment