2017 Academic Achievement & *Growth* Report






Pine-Richland School District

Pine-Richland School District

Academic Achievement Report

November 20, 2017

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Dr. Brian Miller, Superintendent

Report prepared by

Dr. Brian Miller, Superintendent

Dr. Michael Pasquinelli, Assistant Superintendent

Dr. Kristen Silbaugh, Assistant Superintendent

Noel Hustwit, Director of Special Education

in Consultation with the

Pine-Richland School District K-12 Principals

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Pine-Richland School District

Academic Achievement and Growth Report

Executive Summary

The mission of the Pine-Richland School District is to focus on learning for every student every day**.** The vision at PRSD emphasizes the fact that learning is reflected in both achievement and growth. In the fifth year of publication, the format and structure of this report have been refined each year to provide descriptive statistics and analyses across a series of standardized assessments. For the 2017 report, we have again included PSSA performance level comparisons with a Pennsylvania top decile benchmark. We also strengthened a focus on action by revising the structure of recommendations (i.e., key personnel, timeline, and major action steps).

As a disclaimer to all who review this report, it is important to note the narrow focus on standardized achievement test results (i.e., PSSA, Keystone Exams, SAT, ACT, and AP). These are important and high stakes assessments. However, we also know that measures of school effectiveness and learning are far more comprehensive than the information in this report. Those measures include: classroom-based assessments; school climate; participation in extra- and co-curricular activities; graduation rates; attendance; discipline; post-secondary readiness; and more.

In 2017 - 2018, we are focused on making our mission actionable. We have asked, "*How do we focus on academic learning for every student every day?*" The academic system at Pine-Richland School District is illustrated by the following image:

Model for Teaching and Learning

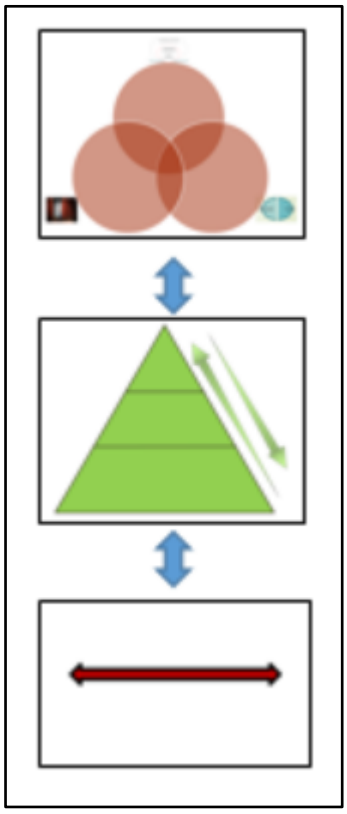
- Curriculum
- Instruction
- Assessment

Multi-Tier System of Supports (MTSS)

- ELA and Math
- Decision Trees
- Research-Based Interventions

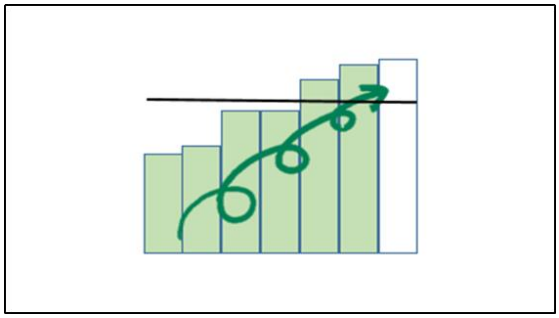
Continuum of Services

- Special Education
- Gifted Education
- Other Programming



As a district, we are focusing on process and results. Building principals and assistant principals were actively engaged in the development of this year's report. We have been intentional in celebrating strengths and identifying opportunities for improvement. The results in this report are directly integrated with other strategic initiatives related to the model for teaching and learning, in-depth program review, curriculum review process, and instructional strategies focus. Short-term and long-term goals of the strategic plan influence the educational program for students and the learning results.

Within the Baldrige Performance Excellence framework, "LeTCI" is used as an acronym to describe evaluation factors for reviewing results (i.e., Levels, Trends, Comparisons, and Integration). We have again utilized those factors in evaluating the results. Various types of PSSA and School Performance Profile comparisons with high performing schools and school districts are included in our presentation this year. We plan to further strengthen this approach in future years for the other assessments. The emphasis on both process and results is captured in the following image:



Key highlights of this year's report include:

- High School Performance Profile levels throughout the district and comparisons
- PSSA achievement levels at or above the top decile in almost all cases
- PVAAS District Value-Added report of significant evidence that students exceeded the standard for PA Academic Growth in Math and English Language Arts
- Stable performance on the SAT, ACT, and AP Exams

Areas of action include:

- Continued examination of curriculum, assessment, and instruction at certain grade levels
- Identification of best practices to replicate strengths and improve weaknesses
- In-depth program review conducted in science (2016-2017) and math (2017-2018)
- Specific emphasis on areas of relative need in assessment anchors for Math and ELA

School Performance Profile

The Pennsylvania School Performance Profile serves the purposes of providing a building level academic score to be used as part of the Educator Effectiveness System and as information to determine federal accountability status as required by the Federal Elementary and Secondary Education Act. The School Performance Profile also informs the public of the academic performance measures of each school. These measures assist schools and districts in the evaluation of the effectiveness of their educational programs. Specifically, the School

Performance Profile is a resource for communicating and comparing school performance overall, analyzing student achievement performance, and encouraging the use of best practices. Districts can use the School Performance Profile as a tool to: 1) inform goal setting, planning, and allocation of resources to improve student achievement; 2) compare performance of one school to other schools; and 3) communicate school performance to various communities.

Each school receives its own School Performance Profile annually which contains a score that indicates the effectiveness of its educational programs. The score is composed of many data elements, most of which have been included here in the Academic Achievement and Growth Report. The various data elements included in the profile are weighted differently in the calculation of the school's overall score. The elements are categorized into the following five areas:

Indicators of Academic Achievement (40%)

- Percent of students scoring Proficient or Advanced on the PSSA tests and Keystone Exams which are part of the Pennsylvania System of School Assessment
- Percent of students scoring Proficient or Advanced on PSSA Grade 3 Reading
- Percent of students meeting benchmarks set by SAT and ACT for college readiness

Indicators of Closing the Achievement Gap – All Students (5%)

- Percent of gap closure met in Mathematics/Algebra 1, Reading/Literature, Science/Biology, and Writing

Indicators of Closing the Achievement Gap – Historically Underperforming Students (5%)

- Percent of gap closure met in Mathematics/Algebra 1, Reading/Literature, Science/Biology, and Writing

Indicators of Academic Growth/PVAAS (40%)

- The PVAAS growth index for the school overall which represents a measure of student progress across the tested grade levels in a school in Mathematics/Algebra 1, Reading/Literature, Science/Biology, and Writing

Other Academic Indicators (10%)

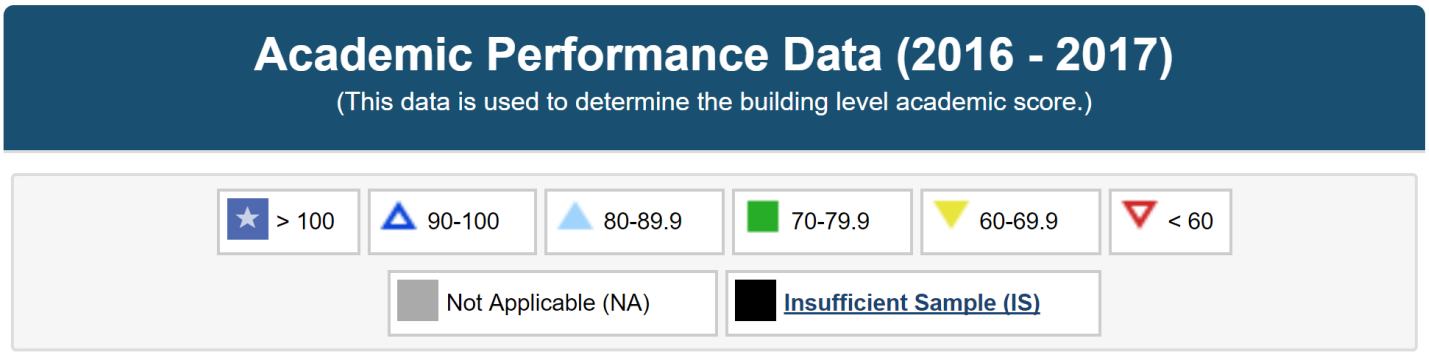
- Cohort graduation rate
- Promotion rate
- Attendance rate
- Advanced Placement, International Baccalaureate, or College Credit courses offered
- PSAT/PLAN test participation

Extra credit for Advanced Achievement (up to 7 points)

- Percent of students scoring Advanced on PSSA tests and Keystone Exams in Mathematics/Algebra 1, Reading/Literature, Science/Biology, and Writing
- Percent of students scoring 3 or higher on Advanced Placement tests

For schools with grades 3-8, most of the data involved in calculating the School Performance Profile score comes from PSSA scores. PDE administered two new PSSA assessments in the spring of 2015, Math and English Language Arts. Because the assessments were aligned to a different set of standards, PA Core, PDE set new cut scores for each performance level category. The tests are more rigorous and student performance levels throughout the state have decreased. To give school districts more time to revise curriculum to align with the PA Core Standards, PDE issued School Performance Profile scores only for schools with grade 11 students in 2015. This year, 2016, PDE has resumed calculating School Performance Profile scores for schools with students in grades 3-11.

Once SPP scores have been calculated, they are then placed within the following scale:



For Pine-Richland School District, the most recent building level scores were:

PRHS	92.0
PRMS	70.0
EHUE	74.5
Hance	99.1
Richland	91.0
Wexford	99.0

When completing a comparison of PRSD School Performance Profile scores against the top achieving school districts in Pennsylvania, the results indicate that the six schools in PRSD are very high performing within the top levels of this measure (see presentation).

PSSA: Pennsylvania System of State Assessment

Overview of Achievement and Growth

Summative assessment of learning is an important element in monitoring the achievement of our students. In addition to curriculum and instruction, assessment data provides information on the effectiveness of the overall educational program. PSSA data for Pine-Richland students within this report is compared generally to other students in the state and particularly to students scoring in the top decile, as it is the most relevant and challenging comparator group. These comparisons provide a context for understanding how well we are educating our students. The performance levels of our students on the PSSA tests for 2017 and several years prior is presented. For the first time since the adoption of the PA Core Academic Standards for the 2015 PSSA, trends in the achievement of different cohorts of students can analyzed given the collection of three years of data points. In capturing the scores for this year, great care was taken to ensure consistent data points were rerun utilizing eMetric for the past years. For example, when analyzing data at the 4-6 grade level, one could select either “Eden Hall Upper Elementary School” or “Pine-Richland School District”. The “school” data points were utilized in this updated version of the report to reflect students taking part in our daily instruction at our school, as opposed to students attributed back to the district from other instructional settings. Since these updates have been made, one might notice slightly different percentages when comparing this report to past reports.

The PSSA tests are scored according to the performance levels of:

- Advanced: The advanced level reflects superior academic performance. Advanced work indicates an in-depth understanding and exemplary display of the skills included in the Pennsylvania Core Academic Standards.

- Proficient: The proficient level reflects satisfactory academic performance. Proficient work indicates a solid understanding and adequate display of the skills included in the Pennsylvania Core Academic Standards.

- Basic: The basic level reflects marginal academic performance. Basic work indicates a partial understanding and limited display of the skills included in the Pennsylvania Core Academic Standards.

- Below Basic: The below basic level reflects inadequate academic performance. Below basic work indicates little understanding and minimal display of the skills included in the Pennsylvania Core Academic Standards.

For PSSA Math and ELA, data is presented for 2015-2017, the three years in which the revised PSSA assessments have been administered. Comparisons and trends in the data from the State and Pine-Richland School District can be made. The Science PSSA has not been revised and multiple years of anchor performance level data is available for trend analysis and comparisons to state performance.

Equally important in the monitoring of student learning is the assessment of growth in achievement. PVAAS data is the way in which Pennsylvania provides feedback to schools and parents about the value that educational programs add to student achievement. In addition to the presentation of PSSA performance level data, the PVAAS value-added and quintile diagnostic scores are presented for each grade level. The value-added score indicates whether the entire grade level of students met the standard for academic growth (i.e., one year of academic growth). In order to demonstrate adequate growth, students must maintain their relative position in performance relative to all other students in the state. A 3-year average value-added score is also included for each grade level as a measure of growth over time.

PVAAS quintile diagnostic scores for each grade level are presented to check the growth of five sub-sets (quintiles) of students. Pine-Richland students are placed into a quintile based on their performance relative to all students in the state. The first quintile represents the growth made by students scoring in the lowest 20%. While these students will not have scored proficient or advanced on the test, they are able to demonstrate growth in their learning. The fifth quintile represents the growth made by the highest scoring 20% of students (i.e. 80%ile – 99%ile). These students will have scored proficient or above on the PSSA but may or may not have made one year's growth in their learning.

Following the PVAAS scores is performance data on how well students mastered the content of each standard. Each assessment has anchors that describe the eligible content to be tested. Data presented are the numbers and percentages of students who answered the anchor questions correctly. An analysis of levels, trends, comparisons, and integrations (LeTCI) of anchor performance assessment data provides educators with information about areas of strength and weakness in curriculum and instruction.

Our goal is to demonstrate high performance levels of student achievement and growth in student achievement as measured by the state system of assessment. By examining both achievement and growth, we gain the most complete picture of how well our students are learning. Analyzing the anchor data of these state tests helps us understand areas of relative strength and weakness in our curriculum and instruction. The summative data presented here provide information for educators to consider when making improvements in curriculum and instruction to increase student learning. The action steps outlined below the next steps will serve as a guide along our journey of continuous improvement.

PSSA MATH

Note: The Spring of 2017 was the third assessment based upon the new PA Core standards introduced in 2015, allowing us to identify trends for the first time. The results of the 2010-2014 former Math PSSA are reflected for context only, not comparison.

GRADE 3 Performance Level Percentages over Time

	PR 2010 Percent	PR 2011 Percent	PR 2012 Percent	PR 2013 Percent	PR 2014 Percent	PA 2014 Percent
ADV	66.8	71.3	73.8	66.8	74.0	39.7
PROF	29.9	26.4	22.5	26.5	22.6	35.3
ADV/PRO	**96.7**	**97.7**	**96.3**	**93.2**	**96.6**	**75.0**
BASIC	3.3	1.7	1.8	5.4	2.8	14.6
BEL BAS	0.0	0.6	1.8	1.4	0.6	10.3
# TESTED	361	348	325	355	327	124702

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent	PA Top Decile*
ADV	48.5	61.3	62.5	26.0	
PROF	32.3	26.9	25.7	28.5	
ADV/PRO	**80.8**	**88.2**	**88.2**	**54.5**	**81.0**
BASIC	11.7	7.1	9.9	19.7	
BEL BAS	7.6	4.6	1.9	25.8	
# TESTED	291	323	323	125205	
		Mean Score	1150	1020	

Females

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	34.8	54.1	61.7	25
PROF	38.3	33.1	28.1	28.6
ADV/PRO	**73.1**	**87.2**	**89.8**	**53.6**
BASIC	16.5	8.7	7.8	20.4
BEL BAS	10.4	4.1	2.4	26
# TESTED	115	172	167	61264
		Mean Score	1150	1020

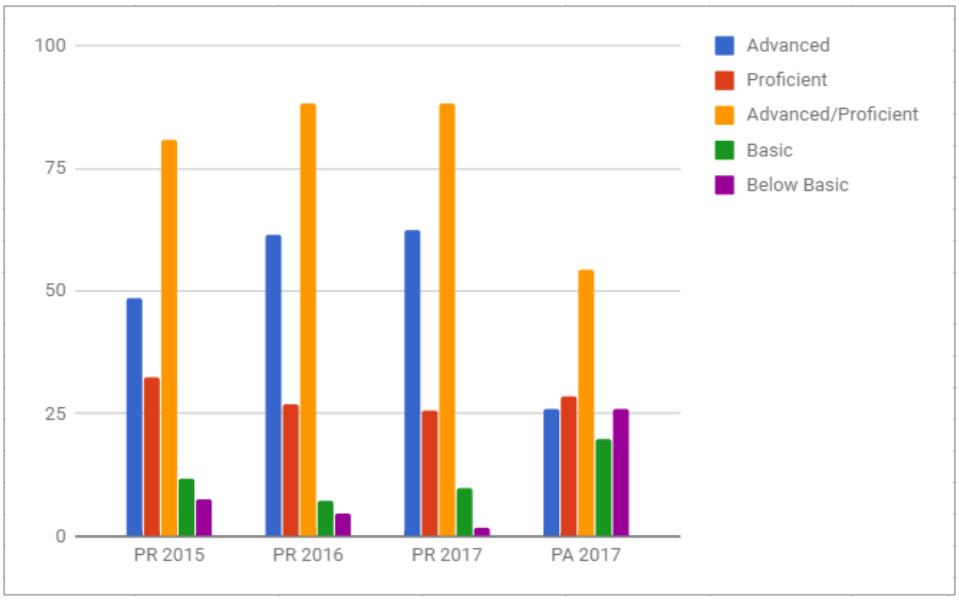
Males

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	57.4	69.5	63.5	27
PROF	28.4	19.9	23.1	28.2
ADV/PRO	**85.8**	**89.4**	**86.5**	**55.2**
BASIC	8.5	5.3	12.2	19
BEL BAS	5.7	5.3	1.3	25.7
# TESTED	176	151	156	63941
		Mean Score	1150	1020

Students with IEPs

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	36.6	36.4	45.5	10.2
PROF	19.5	27.3	34.5	16.8
ADV/PRO	**56.1**	**63.6**	**80**	**27**
BASIC	22.0	15.9	16.4	19.3
BEL BAS	22.0	20.5	3.6	53.7
# TESTED	41	44	55	19858
		Mean Score	1100	940

GRADE 3 Performance Level Percentages over Time



HANCE Grade 3 Performance Level Percentages over Time

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	44.6	58.6	58.7	26
PROF	33.7	31.3	30.4	28.5
ADV/PRO	**78.3**	**89.9**	**89.1**	**54.5**
BASIC	14.5	5.1	10.9	19.7
BEL BAS	7.2	5.1	0	25.8
# TESTED	83	99	92	127572
		Mean Score	1150	1020

RICHLAND Grade 3 Performance Level Percentages over Time

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	41.7	53.4	54.1	26
PROF	33.9	32.2	30.1	28.4
ADV/PRO	**75.7**	**85.6**	**84.2**	**54.4**
BASIC	15.7	9.3	12.8	19.7
BEL BAS	8.7	5.1	3	25.9
# TESTED	115	118	133	157803
		Mean Score	1130	1020

WEXFORD Grade 3 Performance Level Percentages over Time

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	60.9	72	77.6	26
PROF	29.3	17.8	15.3	28.4
ADV/PRO	**90.2**	**89.7**	**92.9**	**54.5**
BASIC	4.3	6.5	5.1	19.7
BEL BAS	5.4	3.7	2	25.9
# TESTED	92	106	98	125205
		Mean Score	1180	1020

Grade 3 Anchor Performance vs. State

Numbers and Operations – Base Ten

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M3.A-T	11	7.8	70.5	11	9.0	81.5	12	9.2	76.5	6.7	55.9
M3. A-T.1	11	7.8	70.5	11	9.0	81.5	12	9.2	76.5	6.7	55.9

Numbers and Operations – Fractions

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M3.A-F	10	7.3	73.5	10	8.2	82.2	10	7.3	72.8	5.3	53.2
M3.A-F.1	10	7.3	73.5	10	8.2	82.2	10	7.3	72.8	5.3	53.2

Operations and Algebraic Thinking

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M3.B-O	22	15.1	68.4	21	18.1	86.3	20	17.5	87.4	13.7	68.7
M3.B-O.1	5	3.7	73.8	8	6.7	83.5	6	5.2	86.2	4.1	68.2
M3.B-O.2	5	4.2	83.6	5	4.4	88.2	6	5.5	90.9	4.4	73
M3.B-O.3	12	7.2	59.9	8	7.0	88.0	8	6.9	85.7	5.3	65.8

Geometry

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M3.C-G	10	7.4	73.6	11	8.1	73.9	10	7.5	75.1	5.6	56
M3.C-G.1	10	7.4	73.6	11	8.1	73.9	10	7.5	75.1	5.6	56

Measurement and Data

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M3.D-M	19	13.0	68.4	19	14.5	76.3	20	15.3	76.5	11	55.2
M3.D-M.1	8	6.2	77.6	8	6.5	81.2	8	6.7	84.3	5.0	62.9
M3.D-M.2	7	4.3	61.9	8	5.5	68.9	5	3.7	74.1	2.7	53.5
M3.D-M.3	2	1.3	66.8	1	1.0	96.9	4	2.7	67.2	1.7	42.9
M3.D-M.4	2	1.1	56.2	2	1.5	76.3	3	2.2	72.2	1.6	53.6

Grade 3 Math Anchors

M3.A-T	**Numbers and Operations in Base Ten**
M3.A-T.1	Use place-value understanding and properties of operations to perform multi-digit arithmetic

M3.A-F	**Numbers and Operations - Fractions**
M3.A-F.1	Develop an understanding of fractions as numbers

M3.B-O	**Operations and Algebraic Thinking**
M3.B-O.1	Represent and solve problems involving multiplication and division
M3.B-O.2	Understand properties of multiplication and the relationship between multiplications and division
M3.B-O.3	Solve problems involving the four operations, and identify and explain patterns in arithmetic

M3.C-G	**Geometry**
M3.C-G.1	Reason with shapes and their attributes

M3.D-M	**Measurement and Data**
M3.D-M.1	Solve problems involving measurement and estimation of intervals of time, money, liquid volumes, masses, and lengths of objects
M3.D-M.2	Represent and interpret data
M3.D-M.3	Geometric measurement: understand concepts of area and relate area to multiplication and addition
M3.D-M.4	Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measurements

PSSA MATH

Note: The Spring of 2017 was the third assessment based upon the new PA Core standards introduced in 2015, allowing us to identify trends for the first time. The results of the 2010-2014 former Math PSSA are reflected for context only, not comparison.

GRADE 4 Performance Level Percentages over Time

	PR 2010 Percent	PR 2011 Percent	PR 2012 Percent	PR 2013 Percent	PR 2014 Percent	PA 2014 Percent
ADV	67.4	72.1	74.8	69.3	77.4	49.2
PROF	25.3	19.6	20.6	21.5	13.2	27.0
ADV/PRO	**92.7**	**91.7**	**95.4**	**90.8**	**90.6**	**76.2**
BASIC	3.4	5.4	3.4	5.3	3.9	8.8
BEL BAS	4.0	2.9	1.1	3.8	5.5	14.9
# TESTED	328	373	349	339	363	126911

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent	PA Top Decile*
ADV	34.9	41.3	39.1	18.1	
PROF	35.2	31.0	36.7	28.5	
ADV/PRO	**70.1**	**72.3**	**75.8**	**46.6**	**74.6**
BASIC	22.4	18.8	17.1	27.3	
BEL BAS	7.5	8.9	7	26.1	
# TESTED	335	303	327	125575	
		Mean Score	1070	990	

Females

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	32.9	26.0	31.6	16.3
PROF	37.5	37.4	41.1	28.8
ADV/PRO	**70.4**	**63.4**	**72.7**	**45.1**
BASIC	23.0	25.2	19.5	28.9
BEL BAS	6.6	11.4	7.5	26
# TESTED	152	123	174	61564
		Mean Score	1060	990

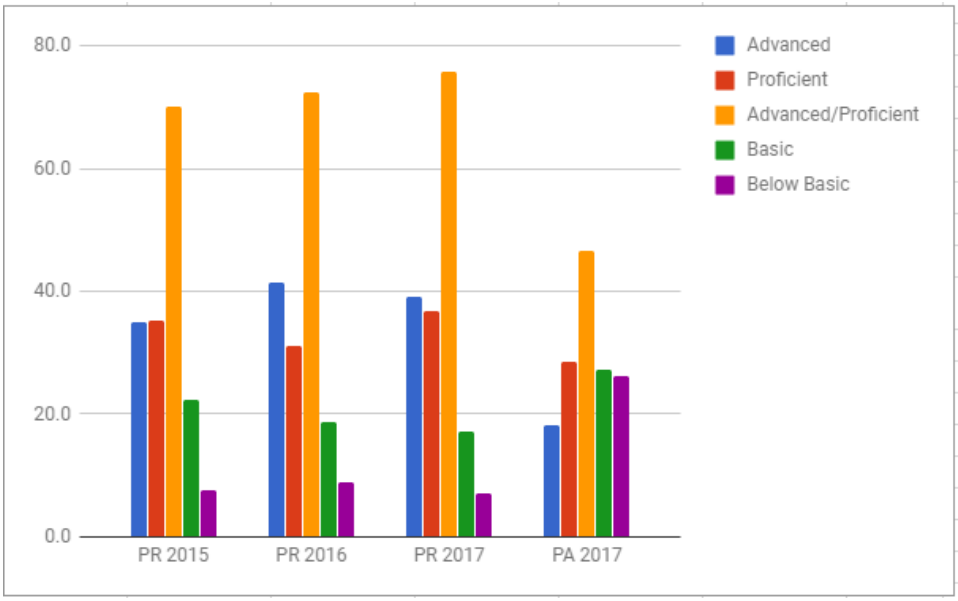
Males

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	36.6	51.7	47.7	19.8
PROF	33.3	26.7	31.4	28.1
ADV/PRO	**69.9**	**78.4**	**78.8**	**47.9**
BASIC	21.9	14.4	14.4	25.8
BEL BAS	8.2	7.2	6.5	26.2
# TESTED	183	180	153	64011
		Mean Score	1090	1000

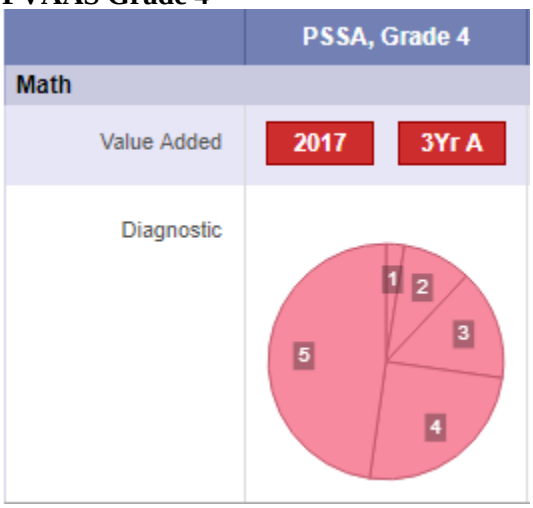
Students with IEPs

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	16.7	27.9	19.5	6
PROF	25.9	18.6	29.3	13.5
ADV/PRO	**42.6**	**46.5**	**48.8**	**19.5**
BASIC	29.6	18.6	26.8	24.1
BEL BAS	27.8	34.9	24.4	56.3
# TESTED	54	43	41	20985
		Mean Score	1000	910

GRADE 4 Performance Level Percentages over Time



PVAAS Grade 4



District Value Added

- Significant evidence that the district exceeded the standard for PA Academic Growth
- Moderate evidence that the district exceeded the standard for PA Academic Growth
- Evidence that the district met the standard for PA Academic Growth
- Moderate evidence that the district did not meet the standard for PA Academic Growth
- Significant evidence that the district did not meet the standard for PA Academic Growth

LEA/District Quintile Diagnostic

- Moderate evidence that the group exceeded the standard for PA Academic Growth.
- Evidence that the group met the standard for PA Academic Growth.
- Moderate evidence that the group did not meet the standard for PA Academic Growth.
- There were not enough students to define growth.

Grade 4 Math Anchor Performance vs. State

Numbers and Operations – Base Ten

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M4.A-T	14	10.0	71.1	14	11.2	80.0	15	10.7	71.6	8.5	57.1
M4.A-T.1	6	3.6	60.4	7	5.3	75.0	9	5.9	65.3	4.6	51.5
M4.A-T.2	8	6.3	79.1	7	5.9	85.0	6	4.9	81	3.9	65.5

Numbers and Operations – Fractions

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M4.A-F	15	9.2	61.1	17	12.1	71.2	15	10.5	69.7	8.7	58.1
M4.A-F.1	2	1.2	62.4	2	1.4	67.9	3	2.2	74.1	1.6	54.9
M4.A-F.2	5	3.3	65.9	8	6.2	78.0	8	5.5	69.1	4.9	61
M4.A-F.3	8	4.6	57.7	7	4.5	64.4	4	2.7	67.7	2.2	54.8

Operation and Algebraic Thinking

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M4.B-O	19	10.3	54.2	18	13.6	75.5	19	14.1	74.1	11.4	60.1
M4.B-O.1	11	5.4	49.2	11	7.9	72.2	9	6.7	74.9	5.5	61.6
M4. B-O.2	2	1.3	63.1	2	1.7	85.4	3	2.2	73.6	1.8	59.3
M4.B-O.3	6	3.6	60.3	5	3.9	78.9	7	5.1	73.4	4.1	58.6

Geometry

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M4.C-G	11	6.9	62.8	10	7.1	70.6	10	7.4	74	5.9	59
M4.C-G.1	11	6.9	62.8	10	7.1	70.6	10	7.4	74	5.9	59

Measurement and Data

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M4.D-M	13	7.2	55.6	13	8.5	65.7	13	7.8	60	5.9	45.7
M4.D-M.1	8	4.0	49.6	7	3.7	52.7	8	4.1	50.8	2.6	33
M4.D-M.2	3	2.0	66.4	3	2.4	81.5	2	1.8	88.7	1.6	78.6
M4.D-M.3	2	1.3	63.4	3	2.4	80.4	3	2	65.4	1.7	57.3

Grade 4 PSSA Math Anchors

M4.A-T	**Numbers and Operations in Base Ten**
M4.A-T.1	Generalize place-value understanding of multi-digit whole numbers
M4.A-T.2	Use place-value understanding and properties of operations to perform multi-digit arithmetic

M4.A-F	**Numbers and Operations-Fractions**
M4.A-F.1	Extend understanding of fraction equivalence and ordering
M4.A-F.2	Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers
M4.A-F.3	Understand decimal notion for fractions and compare decimal fractions

M4.B-O	**Operations and Algebraic Thinking**
M4.B-O.1	Use the four operations with whole numbers to solve problems
M4.B-O.2	Gain familiarity with factors and multiples
M4.B-O.3	Generate and analyze patterns

M4.C-G	**Geometry**
M4.C-G.1	Draw and identify lines and angles, and classify shapes by the properties of their lines and angles

M4.D-M	**Measurement and Data**
M4.D-M.1	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit
M4.D-M.2	Represent and interpret data
M4.D-M.3	Geometric measurement: understand concepts of angle; measure and create angles

PSSA MATH

Note: The Spring of 2017 was the third assessment based upon the new PA Core standards introduced in 2015, allowing us to identify trends for the first time. The results of the 2010-2014 former Math PSSA are reflected for context only, not comparison.

GRADE 5 Performance Level Percentages over Time

	PR 2010 Percent	PR 2011 Percent	PR 2012 Percent	PR 2013 Percent	PR 2014 Percent	PA 2014 Percent
ADV	57.1	57.3	61.6	64.4	60.8	44.4
PROF	25.2	28.5	24.0	27.0	24.4	22.8
ADV/PRO	**82.5**	**85.8**	**85.6**	**91.4**	**85.2**	**67.2**
BASIC	13.0	11.0	11.5	8.3	8.9	17.4
BEL BAS	4.5	3.3	2.9	0.3	5.8	15.4
# TESTED	331	337	375	348	360	126693

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent	PA Top Decile*
ADV	32.1	46.4	39.3	16.2	
PROF	40.3	29.8	36.7	27.5	
ADV/PRO	**72.4**	**76.2**	**76**	**43.7**	**71.3**
BASIC	17.6	17.3	16.9	31.4	
BEL BAS	9.9	6.5	7	24.8	
# TESTED	353	336	313	124405	
		Mean Score	1080	990	

Females

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	28.7	47.8	24.4	15.2
PROF	43.3	31.8	47.2	28.3
ADV/PRO	**72**	**79.6**	**71.6**	**43.5**
BASIC	20.2	15.9	21.1	33.2
BEL BAS	7.9	4.5	7.3	23.2
# TESTED	178	157	123	60945
		Mean Score	1050	990

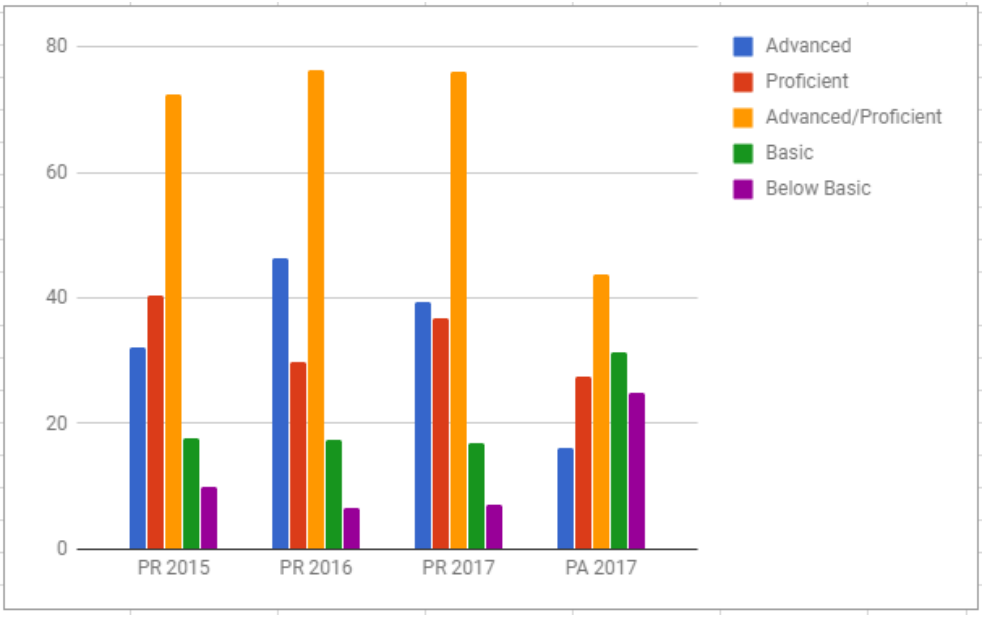
Males

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	35.6	45.3	48.9	17.2
PROF	37.4	27.9	30	26.7
ADV/PRO	**73**	**73.2**	**78.9**	**43.9**
BASIC	14.9	18.4	14.2	29.7
BEL BAS	12.1	8.4	6.8	26.3
# TESTED	174	179	190	63460
		Mean Score	1100	990

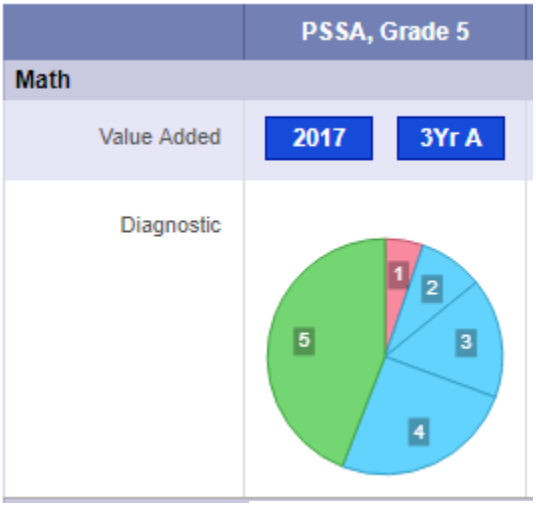
Students with IEPs

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	5	19.2	14.3	4.4
PROF	15	25.0	28.6	10.7
ADV/PRO	**20**	**44.2**	**42.9**	**15.1**
BASIC	22.5	32.7	19	27.9
BEL BAS	57.5	23.1	38.1	57
# TESTED	40	52	42	20810
		Mean Score	970	910

GRADE 5 Performance Level Percentages over Time



PVAAS Grade 5



District Value Added

- Significant evidence that the district exceeded the standard for PA Academic Growth
- Moderate evidence that the district exceeded the standard for PA Academic Growth
- Evidence that the district met the standard for PA Academic Growth
- Moderate evidence that the district did not meet the standard for PA Academic Growth
- Significant evidence that the district did not meet the standard for PA Academic Growth

LEA/District Quintile Diagnostic

- Moderate evidence that the group exceeded the standard for PA Academic Growth.
- Evidence that the group met the standard for PA Academic Growth.
- Moderate evidence that the group did not meet the standard for PA Academic Growth.
- There were not enough students to define growth.

Grade 5 Math Anchor Performance vs. State

Numbers and Operations – Base Ten

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M5.A-T	18	12.4	68.7	19	14.6	76.6	18	12.1	67.1	9.5	53
M5. A-T.1	10	6.3	62.6	11	7.8	70.5	11	6.6	60	5.2	47.2
M5.A-T.2	8	6.1	76.4	8	6.8	84.9	7	5.5	78.1	4.4	62.2

Numbers and Operations – Fractions

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M5.A-F	20	11.9	59.6	20	12.6	63.1	19	11.7	61.8	9.3	48.8
M5.A-F.1	6	3.9	64.6	9	5.3	58.9	8	5	62.5	4	49.4
M5.A-F.2	14	8.1	57.5	11	7.3	66.6	11	6.7	61.3	5.3	48.4

Operation and Algebraic Thinking

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M5.B-O	11	6.5	58.8	11	7.2	65.2	11	8	72.8	6.1	55.2
M5.B-O.1	4	3.0	74.4	4	3.2	79.3	5	3.8	75.7	3	60.3
M5.B-O.2	7	3.5	49.9	7	4.0	57.1	6	4.2	70.4	3.1	50.9

Geometry

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M5.C-G	10	7.2	72.5	10	8.0	79.9	11	9.3	84.3	7.3	66.3
M5.C-G.1	6	4.9	82.2	6	4.9	81.9	6	5.2	86.7	4.2	69.2
M5.C-G.2	4	2.3	57.9	4	3.1	76.9	5	4.1	81.5	3.1	62.7

Measurement and Data

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M5.D-M	13	7.4	57.2	12	8.1	67.5	13	8.1	62.1	5.5	42.2
M5.D-M.1	2	1.3	63.2	2	1.5	75.9	4	2.6	66.2	1.9	47.9
M5.D-M.2	3	1.6	54.4	3	2.0	65.5	3	2.2	72.6	1.5	49.8
M5.D-M.3	8	4.5	56.7	7	4.6	66.0	6	3.2	54.1	2.1	34.5

Grade 5 PSSA Math Anchors

M5.A-T	**Numbers and Operations in Base Ten**
M5.A-T.1	Understand the place-value system
M5.A-T.2	Perform operations with multi-digit whole numbers and decimals to hundredths

M5.A-F	**Numbers and Operations - Fractions**
M5.A-F.1	Use equivalent fractions as a strategy to add and subtract fractions
M5.A-F.2	Apply and extend previous understanding of multiplication and division to multiply and divide fractions

M5.B-O	**Operations and Algebraic Thinking**
M5.B-O.1	Write and interpret numerical expressions
M5.B-O.2	Analyze patterns and relationships

M5.C-G	**Geometry**
M5.C-G.1	Graph points on the coordinate plane to solve real-world and mathematical problems
M5.C-G.2	Classify two-dimensional figures into categories based on their properties

M5.D-M	**Measurement and Data**
M5.D-M.1	Convert like measurement units within a given measurement system
M5.D-M.2	Represent and interpret data
M5.D-M.3	Geometric measurement: understand concepts of volume and relate volume to multiplication and addition

PSSA MATH

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GRADE 6 Performance Level Percentages over Time

	PR 2010 Percent	PR 2011 Percent	PR 2012 Percent	PR 2013 Percent	PR 2014 Percent	PA 2014 Percent
ADV	68.2	76.1	77.6	70.5	71.4	48.7
PROF	18.6	15.2	15.7	19.9	17.6	23.2
ADV/PRO	**86.8**	**91.3**	**93.3**	**90.4**	**89.0**	**71.9**
BASIC	7.9	4.8	4.4	4.7	7.1	13.9
BEL BAS	5.4	3.9	2.3	4.9	4.0	14.1
# TESTED	355	335	343	387	353	126128

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent	PA Top Decile*
ADV	29.6	40.3	35.7	14.1	
PROF	39.6	35.2	43.5	26.1	
ADV/PRO	**69.2**	**75.5**	**79.2**	**40.2**	**64.3**
BASIC	24.9	15.6	14.9	30.6	
BEL BAS	5.8	8.8	6	29.1	
# TESTED	361	352	336	123112	
		Mean Score	1070	980	

Females

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	32.5	41.7	32.9	14.1
PROF	40.2	37.1	50.3	27.7
ADV/PRO	**72.7**	**78.9**	**83.2**	**41.8**
BASIC	21.9	12.6	10.6	31.8
BEL BAS	5.3	8.6	6.2	26.4
# TESTED	169	175	161	60214
		Mean Score	1070	980

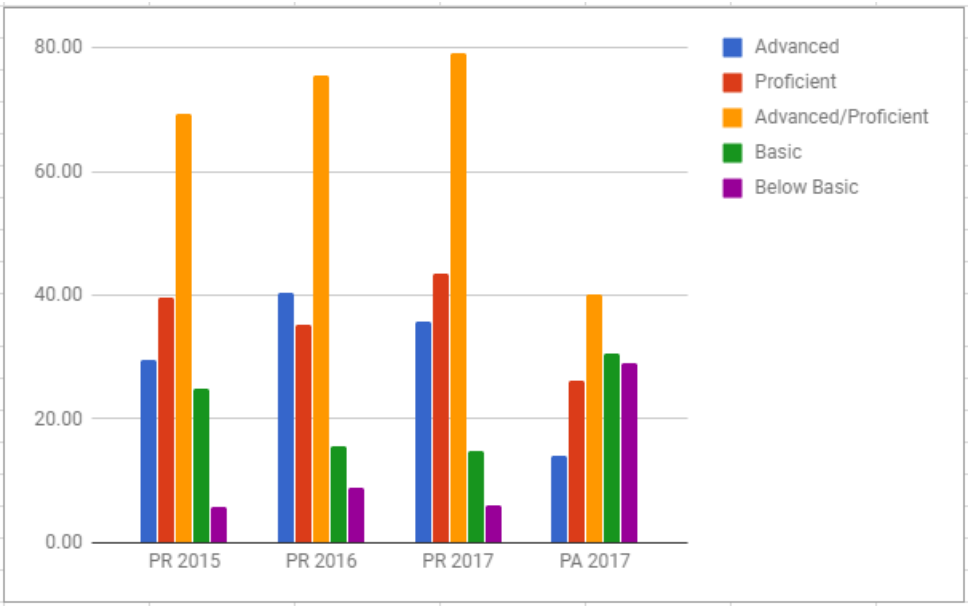
Males

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	27.1	39.0	38.3	14.2
PROF	39.1	33.3	37.1	24.6
ADV/PRO	**66.2**	**72.3**	**75.4**	**38.8**
BASIC	27.6	18.6	18.9	29.5
BEL BAS	6.3	9.0	5.7	31.6
# TESTED	192	177	175	62898
		Mean Score	1070	970

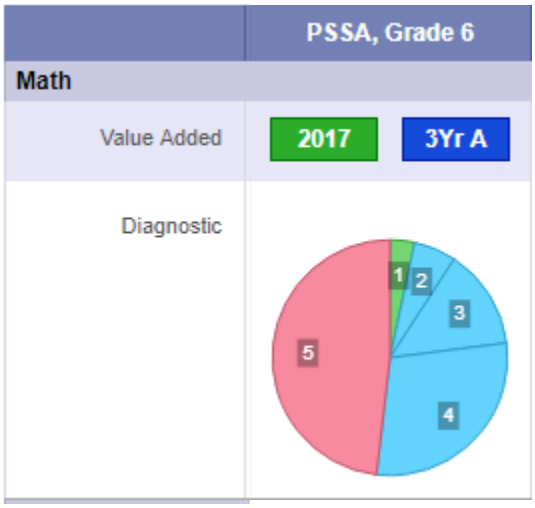
Students with IEPs

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	7.8	0	8.2	2.3
PROF	17.6	23.1	36.7	7.5
ADV/PRO	**25.4**	**23.1**	**44.9**	**9.8**
BASIC	43.1	23.1	28.6	22.8
BEL BAS	31.4	53.8	26.5	67.4
# TESTED	51	39	49	20206
		Mean Score	970	880

GRADE 6 Performance Level Percentages over Time



PVAAS Grade 6



District Value Added

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LEA/District Quintile Diagnostic

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Grade 6 Math Anchor Performance vs. State

The Number System

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M6.A-N	14	10.3	73.4	15	11.6	77.1	15	10.9	72.5	8.5	56.4
M6. A-N.1	2	1.3	64.5	4	2.9	71.4	4	2.7	67.2	2.0	49.4
M6.A-N.2	4	3.3	82.8	5	3.8	75.9	6	4.4	73.5	3.4	57.2
M6.A-N.3	8	5.7	71.0	6	4.9	81.9	5	3.8	75.6	3	61

Ratios and Proportional Relationships

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M6.A-R	12	8.9	73.9	13	9.1	69.8	12	7.4	61.8	4.9	41
M6.A-R.1	12	8.9	73.9	13	9.1	69.8	12	7.4	61.8	4.9	41

Expressions and Equations

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M6.B-E	21	13.9	66.2	21	16.3	77.5	22	16.2	73.8	12.3	55.7
M6.B-E.1	12	7.6	63.5	10	7.4	73.7	6	4.9	81.9	3	61.4
M6.B-E.2	6	4.2	70.8	7	5.7	81.5	10	6.6	66.1	5	49.6
M6.B-E.3	3	2.0	68.2	4	3.2	79.8	6	4.7	78.5	3.6	60.3

Geometry

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M6.C-G	11	6.8	62.3	10	7.8	78.4	10	7.3	73.4	5.4	53.7
M6.C-G.1	11	6.8	62.3	10	7.8	78.4	10	7.3	73.4	5.4	53.7

Statistics and Probability

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M6.D-S	14	8.4	59.9	13	8.9	68.7	13	7.4	56.6	5.7	43.9
M6.D-S.1	14	8.4	59.9	13	8.9	68.7	13	7.4	56.6	5.7	43.9

Grade 6 PSSA Math Anchors

M6.A-N	**The Number System**
M6.A-N.1	Apply and extend previous understandings of multiplication and division to divide fractions by fractions
M6.A-N.2	Compute with multi-digit numbers and find common factors and multiples
M6.A-N.3	Apply and extend previous understandings of numbers to the system of rational numbers

M6.A-R	**Ratios and Proportional Relationships**
M6.A-R.1	Understand ratio concepts and use ratio reasoning to solve problems

M6.B-E	**Expressions and Equations**
M6.B-E.1	Apply and extend previous understanding of arithmetic to numerical and algebraic expressions
M6.B-E.2	Interpret and solve one-variable equations and inequalities
M6.B-E.3	Represent and analyze quantitative relationships between dependent and independent variables

M6.C-G	**Geometry**
M6-C.G.1	Solve real-world and mathematical problems involving area, surface area, and volume

M6.D-S	**Statistics and Probability**
M6-S.1	Demonstrate understanding of statistical variability by summarizing and describing distributions

PSSA MATH

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GRADE 7 Performance Level Percentages over Time

	PR 2010 Percent	PR 2011 Percent	PR 2012 Percent	PR 2013 Percent	PR 2014 Percent	PA 2014 Percent
ADV	67.0	68.8	77.5	72.2	69.3	52.1
PROF	23.9	19.3	15.3	18.1	20.1	23.6
ADV/PRO	**90.9**	**88.1**	**92.8**	**90.3**	**89.4**	**75.7**
BASIC	5.9	6.5	4.8	5.6	5.7	11.7
BEL BAS	3.1	5.4	2.4	4.2	4.9	12.6
# TESTED	360	353	383	364	388	130189

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent	PA Top Decile*
ADV	13.0	29.0	35.0	15.7	
PROF	37.0	37.5	35.8	22.1	
ADV/PRO	**50.0**	**66.5**	**70.8**	**37.8**	**57.1**
BASIC	36.7	22.3	18.3	25.2	
BEL BAS	13.3	11.3	10.8	37.0	
# TESTED	346	373	360	125584	
		Mean Score	1060	970	

Females

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	10.2	30.7	35	15.6
PROF	38.0	36.9	36.1	22.9
ADV/PRO	**48.2**	**67.6**	**71.1**	**38.6**
BASIC	39.8	21.0	17.5	26.9
BEL BAS	12.0	11.4	11.5	34.5
# TESTED	166	176	183	61112
		Mean Score	1070	970

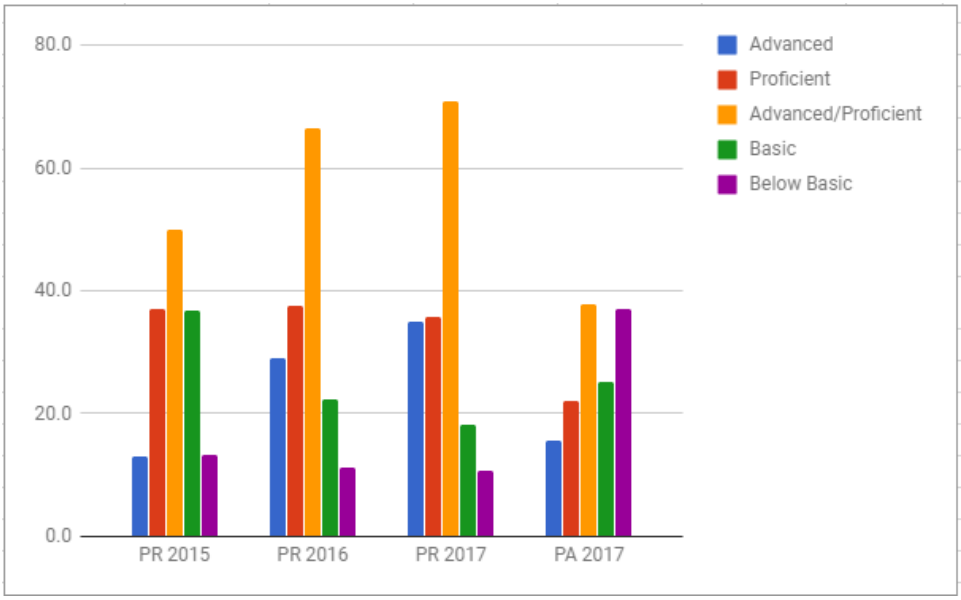
Males

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	15.6	27.4	35	15.8
PROF	36.1	38.1	35.6	21.3
ADV/PRO	**51.7**	**65.5**	**70.6**	**37.1**
BASIC	33.9	23.4	19.2	23.6
BEL BAS	14.4	11.2	10.2	39.3
# TESTED	180	197	177	64472
		Mean Score	1060	970

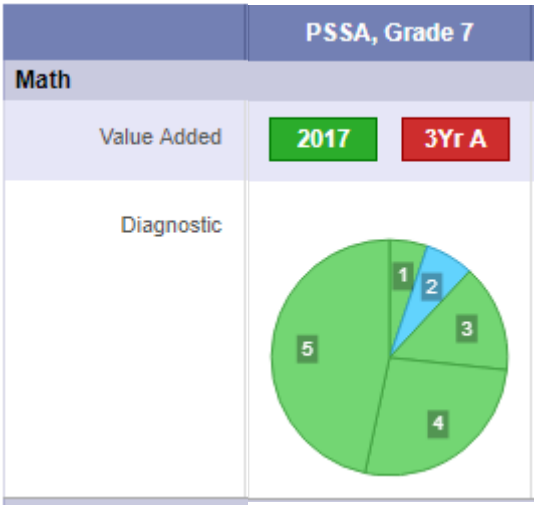
Students with IEPs

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	2.6	5.6	0	2.4
PROF	17.9	20.4	20.9	5.8
ADV/PRO	**20.5**	**25.9**	**20.9**	**8.2**
BASIC	25.6	29.6	19.1	14.1
BEL BAS	53.8	44.4	58.1	77.7
# TESTED	39	54	43	20169
		Mean Score	900	870

GRADE 7 Performance Level Percentages over Time



PVAAS Grade 7



District Value Added

- Significant evidence that the district exceeded the standard for PA Academic Growth
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LEA/District Quintile Diagnostic

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Grade 7 Math Anchor Performance vs. State

The Number System

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M7.A-N	11	6.7	60.9	12	8.8	73.1	11	7.7	70	5.8	53.1
M7.A-N.1	11	6.7	60.9	12	8.8	73.1	11	7.7	70	5.8	53.1

Ratios and Proportional Relationships

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M7.A-R	18	10.6	58.9	17	11.0	65.0	19	13.4	70.5	10.5	55
M7.A-R.1	18	10.6	58.9	17	11.0	65.0	19	13.4	70.5	10.5	55

Expressions and Equations

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M7.B-E	19	9.2	48.5	17	10.2	59.7	18	10.8	60.1	8.1	45
M7.B-E.1	8	2.9	36.8	7	3.4	48.3	7	3.4	48	2.4	34.9
M7.B-E.2	11	6.3	57.0	10	6.8	67.7	11	7.5	67.7	5.7	51.4

Geometry

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M7.C-G	13	7.5	58.0	14	9.2	65.5	13	7.9	60.7	5.6	43.3
M7.C-G.1	6	3.8	62.5	7	4.6	65.5	9	4.9	54.9	3.4	37.6
M7.C-G.2	7	3.8	54.0	7	4.6	65.5	4	3	73.8	2.2	56.1

Statistics and Probability

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M7.D-S	11	7.5	68.3	12	8.0	67.0	11	8.4	76.6	6.2	56.2
M7.D-S.1	3	2.0	67.9	4	2.8	70.6	3	2.5	84.6	2	66.5
M7.D-S.2	2	1.3	63.2	2	1.1	55.0	2	1.4	71	1.0	49.2
M7.D-S.3	6	4.2	70.1	6	4.1	68.6	6	4.5	74.5	3.2	53.5

Grade 7 PSSA Math Anchors

M7.A-N	**The Number System**
M7.A-N.1	Apply and extend previous understandings of operations to add, subtract, and divide rational numbers

M7.A-R	**Ratios and Proportional Relationships**
M7.A-R.1	Demonstrate an understanding of proportional relationships

M7.B-E	**Expressions and Equations**
M7.B-E.1	Represent expressions in equivalent forms
M7.B-E.2	Solve real-world mathematical problems using mathematical and algebraic expressions, equations, and inequalities

M7.C-G	**Geometry**
M7.C-G.1	Demonstrate an understanding of geometric figures and their properties
M7.C-G.2	Solve real-world and mathematical problems involving angle measure, circumference, area, surface area, and volume

M7.D-S	**Statistics and Probability**
M7.D-S.1	Use random sampling to draw inferences about a population
M7.D-S.2	Draw comparative inferences about a population
M7.D-S.3	Investigate chance processes and develop, use, and evaluate probability models

PSSA MATH

Note: The Spring of 2017 was the third assessment based upon the new PA Core standards introduced in 2015, allowing us to identify trends for the first time. The results of the 2010-2014 former Math PSSA are reflected for context only, not comparison.

GRADE 8 Performance Level Percentages over Time

	PR 2010 Percent	PR 2011 Percent	PR 2012 Percent	PR 2013 Percent	PR 2014 Percent	PA 2014 Percent
ADV	66.3	70.7	76.5	69.9	75.5	52.0
PROF	23.9	23.1	19.4	22.9	17.5	21.6
ADV/PRO	**90.2**	**93.8**	**95.9**	**92.8**	**93.0**	**73.6**
BASIC	8.1	5.4	2.9	3.7	5.0	10.8
BEL BAS	1.7	0.8	1.2	3.4	1.9	15.6
# TESTED	356	373	347	349	364	131363

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent	PA Top Decile*
ADV	13.3	17.7	21.9	10.6	
PROF	31.4	36.3	39.1	21.9	
ADV/PRO	**44.7**	**54.1**	**61**	**32.5**	**51.5**
BASIC	39.8	34.2	26.5	27.8	
BEL BAS	15.6	11.7	12.6	39.7	
# TESTED	392	333	389	123271	
		Mean Score	1030	950	

Females

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	9.4	17.2	23.1	10.7
PROF	31.8	35.0	37.4	23.3
ADV/PRO	**41.2**	**52.2**	**60.5**	**33.9**
BASIC	44.7	38.9	28.6	29.3
BEL BAS	14.1	8.9	11	36.8
# TESTED	170	157	183	60157
		Mean Score	1030	960

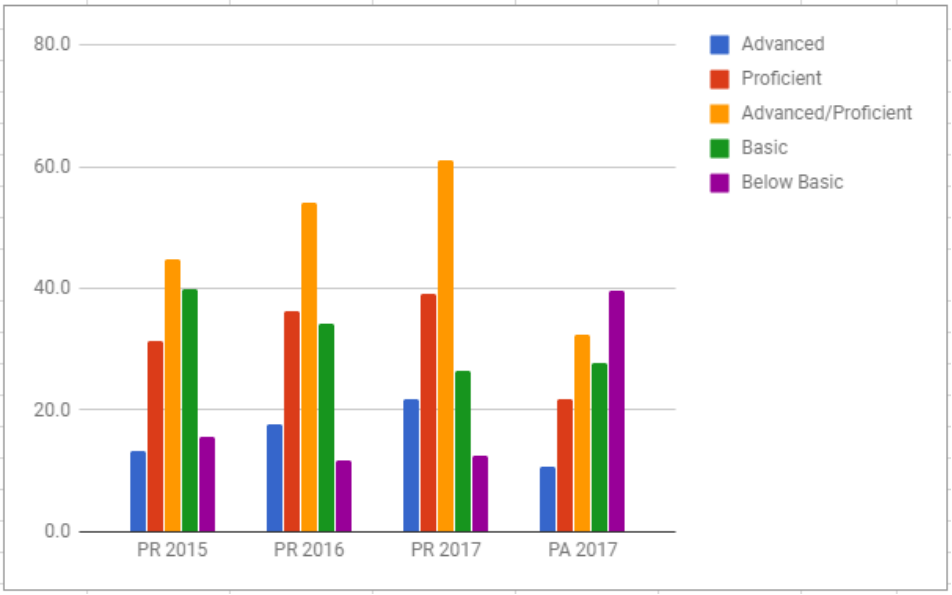
Males

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	16.2	18.2	20.8	10.5
PROF	31.1	37.5	40.6	20.6
ADV/PRO	**47.3**	**55.7**	**61.4**	**31**
BASIC	36.0	30.1	24.6	26.4
BEL BAS	16.7	14.2	14	42.5
# TESTED	222	176	207	63114
		Mean Score	1020	950

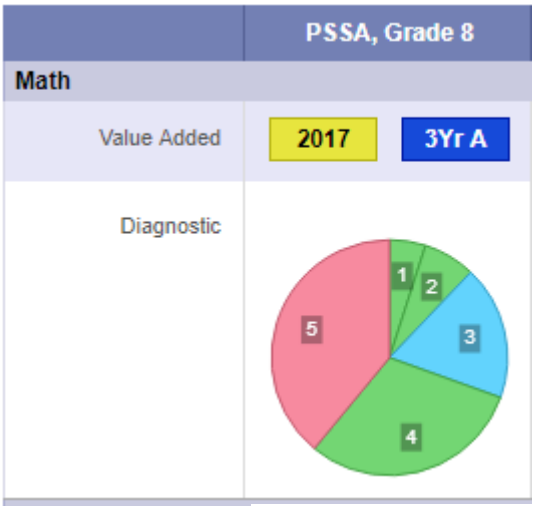
Students with IEPs

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	0.0	5.7	0	1.3
PROF	6.7	17.1	16.9	4.2
ADV/PRO	**6.7**	**22.9**	**16.9**	**5.5**
BASIC	37.8	28.6	33.9	13.8
BEL BAS	55.6	48.6	49.2	80.7
# TESTED	45	35	59	19292
		Mean Score	910	860

GRADE 8 Performance Level Percentages over Time



PVAAS Grade 8



District Value Added

- Significant evidence that the district exceeded the standard for PA Academic Growth
- Moderate evidence that the district exceeded the standard for PA Academic Growth
- Evidence that the district met the standard for PA Academic Growth
- Moderate evidence that the district did not meet the standard for PA Academic Growth
- Significant evidence that the district did not meet the standard for PA Academic Growth

LEA/District Quintile Diagnostic

- Moderate evidence that the group exceeded the standard for PA Academic Growth.
- Evidence that the group met the standard for PA Academic Growth.
- Moderate evidence that the group did not meet the standard for PA Academic Growth.
- There were not enough students to define growth.

Grade 8 Math Anchor Performance vs. State

The Number System

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M8.A-N	12	6.5	53.9	11	6.7	61.1	12	7.5	62.8	5.9	49
M8.A-N.1	12	6.5	53.9	11	6.7	61.1	12	7.5	62.8	5.9	49

Expressions and Equations

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M8.B-E	23	12.6	54.6	24	16.4	68.5	22	14.4	65.5	11.3	51.2
M8.B-E.1	8	4.7	59.0	8	5.9	74.2	7	5	71.6	4.1	58.2
M8.B-E.2	8	4.0	49.8	9	5.6	62.4	9	5.4	60.5	3.8	42.5
M8.B-E.3	7	3.9	55.2	7	4.9	69.8	6	4	66	3.4	56.3

Functions

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M8.B-F	15	8.9	59.6	14	10.0	71.3	15	10.2	68	8	53.3
M8.B-F.1	9	4.6	51.3	8	5.3	65.9	10	6.8	67.6	5.2	51.6
M8.B-F.2	6	4.3	71.9	6	4.7	78.6	5	3.4	68.8	2.8	56.5

Geometry

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M8.C-G	12	4.9	40.9	12	7.1	58.8	13	7.9	60.6	6.2	48
M8.C-G.1	4	2.2	54.9	5	3.2	64.4	4	2.4	60	1.9	48.2
M8.C-G.2	6	1.7	28.9	4	1.9	47.4	6	3.5	57.7	2.7	44.7
M8.C-G.3	2	1.0	49.1	3	1.9	64.5	3	2.0	67.2	1.6	54.5

Statistics and Probability

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M8.D-S	10	6.6	66.4	11	6.7	60.9	10	5.8	58	4.5	44.6
M8.D-S.1	10	6.6	66.4	11	6.7	60.9	10	5.8	58	4.5	44.6

Grade 8 PSSA Math Anchors

M8.A-N	**The Number System**
M8.A-N.1	Demonstrate an understanding of rational and irrational numbers

M8.B-E	**Expressions and Equations**
M8.B-E.1	Demonstrate an understanding of expressions and equations with radicals and integer exponents
M8.B-E.2	Understand the connections between proportional relationships, lines, and linear equations
M8.B-E.3	Analyze and solve linear equations and pairs of simultaneous linear equations

M8.B-F	**Functions**
M8.B-F.1	Analyze and interpret functions
M8.B-F.2	Use functions to model relationships between quantities

M8.C-G	**Geometry**
M8.C-G.1	Demonstrate and understanding of geometric transformations
M8.C-G.2	Understand and apply the Pythagorean Theorem
M8.C-G.3	Solve real-world and mathematical problems involving volume

M8-D.S	**Statistics and Probability**
M8.D-S.1	Investigate patterns of association in bivariate data

PSSA MATH

Results and Findings

- Pine-Richland students outperformed the state average at all levels of the PSSA Math assessment.
- Pine-Richland students outperformed the top decile benchmark for combined advanced/proficient performance at all grade levels (i.e., top 10% of schools in Pennsylvania).
- When comparing the 2015, 2016, and 2017 grade level achievement, the percent of students at the advanced/proficient levels increased or remained stable across all grade levels.
- The analysis of student performance by PA Math Assessment Anchors helps us understand areas of relative strength and need with a higher level of meaning. While there are many strengths, the relative opportunities for improvement include:
    - **Grade 3**
        - **M3.A-F Numbers and Operations**
            - Develop an understanding of fractions as numbers
        - **M3.C-G.1 Operations and Algebraic Thinking**
            - Reason with shapes and their attributes
        - **M3.D-M.3-M.4 Measurement and Data**
            - Geometric Measurement: Understand concepts of area and relate area to multiplication and addition
            - Geometric Measurement: Recognize perimeter as an attribute of plane figures and distinguish between linear and area measurements
    - **Grade 4**
        - **M4.D-M.1 Measurement and Data**
            - Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit
        - **M4.A-T.1 Numbers and Operations in Base Ten**
            - Generalize place-value understanding for multi-digit whole numbers
    - **Grade 5**
        - **M5.A-F.2 Numbers and Operations Fractions**
            - Apply and extend previous understandings of multiplication and division to multiply and divide fractions
        - **M5.D-M.3 Measurement and Data**
            - Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition
    - **Grade 6**
        - **M6.D-S.1 Statistics and Probability**
            - Demonstrate understanding of statistical variability by summarizing and describing distributions
        - **M6.A-R.1 Ratios and Proportional Relationships**
            - Understand ratio concepts and use ratio reasoning to solve problems
    - **Grade 7**

- **M7.B-E Expressions and Equations**
  - Represent expressions in equivalent forms
- **M7.C-G Geometry**
  - Demonstrate an understanding of geometric figures and their properties

- **Grade 8**
  - **M8.C-G.1-2 Geometry**
    - Understand and apply the Pythagorean Theorem
    - Demonstrate an understanding of geometric transformations
  - **M8.D-S.1 Statistics and Probability**
    - Investigate patterns of association in bivariate data

- The PVAAS 3-Year District Value-Added Report indicates "evidence students met the Standard for PA Academic Growth" in math for 2015 through 2017 (i.e., green). The District:
  - Significantly exceeded the standard for PA Academic Growth in grades 5, 6, and 8 (i.e., dark blue)
  - Did not meet the standard for PA Academic Growth in grades 4 and 7 (i.e., red).

- Although grades 5, 6, and 7 met or exceeded the standard for growth (i.e green or dark blue) for 2017, grades 4 and 8 had significant and moderate evidence of no growth respectively (i.e red and yellow).

- Utilizing the PVAAS Math Quintile Diagnostic Report, many students in the 2nd through 4th quintile groups are meeting or exceeding the Standard for PA Academic Growth (i.e., grades 5, 6, 7, 8, and Algebra I Keystone).
  - Students in grades 5 and 7, and those who took the Algebra I Keystone, exceeded or met the Standard for PA Academic Growth in quintiles 2, 3, 4, and 5.
  - Students in the 5th quintile in grades 4, 6, and 8 did not meet the standard for growth.
  - Students in grade 4 did not meet the PA standard for academic growth across any quintiles.

Next Steps

- Review PSSA and PVAAS data, results, and findings with grade level and vertical teams.
  - Key Personnel: Principals
  - Timeline (Anticipated Start/Finish): 12/1/2017 - 3/30/2018
  - Major Action Steps: (1) Distribute the Academic Achievement and Growth Report to the teachers and have them familiarize themselves with their content and grade level results and action steps; (2) Locate specific areas of content focus within the unit-based curriculum for analysis; (3) Identify potential modifications to learning goals and/or learning activities to strengthen learning; (4) View individual student achievement and predicted performance reports to plan for students and flexible groups in lesson design; and (5) Monitor performance in specific focus areas on a regular basis and through collaboration with grade level and/or same course teachers.

- Continue refining implementation of Compacted/Extended (C/E) and Current pathways and monitor alignment with PA Core in Math.
  - Key Personnel: Administration, Department/Grade Level Chairs, Math Core/Vertical Team
  - Timeline (Anticipated Start/Finish): September 2017 - May 2018
  - Major Action Steps: (1) Revise the math pathway data matrix to include STAR 360 math data after studying the results of each benchmark test; (2) Study the success through both achievement and growth of individual and groups of students in various courses in the math pathways as a part of the Math In-Depth Program Review to make curricular and instructional recommendations K-12; (3) Select resources

to support the curriculum in both Compacted/Extended and Current pathways which are aligned to the PA Core in KG through 5th Grade.

- Continue use of STAR360 math as an online computer-adapted assessment aligned with the revised standards and eligible content and integrated with the MTSS resources and process.
  - Key Personnel: Administration, Department/Grade Level Chairs, Teachers, District data team
  - Timeline (Anticipated Start/Finish): 12/1/2017-6/1/2018
  - Major Action Steps: (1) Re-examine benchmark criteria; (2) Determine most effective instructional planning tools and reports within the system; (3) Ensure integration of the STAR 360 math data with the MTSS decision trees and instructional programming; and (4) Utilize the PA-Standards aligned norms to begin predicting student performance.

- Refine MTSS processes for mathematics to determine next steps for a systematic approach to interventions for enrichment and/or remediation.
  - Key Personnel: Principals, Intervention Specialist, School Psychologist
  - Timeline (Anticipated Start/Finish): 12/1/2017 - 04/27/18
  - Major Action Steps: (1) Identify math interventions and resources as a part of the in-depth program review; (2) Develop/revise the decision tree matrix to include these materials; (3) Train personnel in the use of the new instructional materials; and (4) Determine effectiveness of interventions based on students' formative and summative performance and growth data.

- Continue professional development and support for co-teaching model.
  - Key Personnel: Director of Special Education and Student Services, School Psychologists, Principals, Intervention Specialist, Special Education Teachers, Regular Education Teacher Representation
  - Timeline (Anticipated Start/Finish): September 2017 - May 2018
  - Major Action Steps: (1) Provide ongoing professional development opportunities; (2) Fully develop approach to be implemented; (3) Develop a fidelity guide for implementation; (4) Integrate content-specific training and feedback related to co-teaching; (5) Determine success of interventions based upon students' performance.

- Leverage information and data from new curriculum resources such as ALEKS in 6th grade to develop opportunities for improvement.
  - Key Personnel: Principal, Grade Six Math Teachers
  - Timeline (Anticipated Start/Finish): 12/1/2017 - 04/27/17
  - Major Action Steps: (1) Review assessment data from new curriculum resource; (2) Identify strengths and needs of ALEKS resource from current implementation; (3) Identify professional development needs.

- Leverage information and data from new curriculum resources such as ALEKS in 7th and 8th grades to develop opportunities for improvement.
  - Key Personnel: Principal, Assistant Principal, Grades 7 and 8 Math Teachers
  - Timeline (Anticipated Start/Finish): 12/1/2017 - 04/27/2017
  - Major Action Steps: (1) Review assessment data from new curriculum resources; (2) Identify strengths and opportunities for improvement of ALEKS implementation; and (3) Identify if further training is needed.

- Analyze and understand data from the Classroom Diagnostic Tools (CDT) assessment.
  - Key Personnel: Principal, Assistant Principal, Grades 7 and 8 Math Teachers
  - Timeline (Anticipated Start/Finish): 12/1/2017 - 04/27/2017

  - Major Action Steps: (1) Analyze assessment data and identify strengths and opportunities for improvement; (2) Share data with classroom teachers and data teams; (3) Develop and implement instructional interventions to meet the needs of students; and (4) Monitor assessment data formatively and continue responding to students' needs to impact results.

- Continue professional development and support for co-teaching model in 7th and 8th grades.
  - Key Personnel: Principal, Assistant Principal, Grades 7 and 8 Math Teachers and Special E
  - Timeline (Anticipated Start/Finish): December 2017 - May 2018
  - Major Action Steps: (1) Provide ongoing professional development opportunities; (2) Fully develop approach to be implemented; (3) Establish look-fors during walk-throughs and provide feedback to teams to coach them in the new model; and (4) Determine effectiveness of models through continued reflection on students' growth and achievement.

- Identify pockets of excellence at the building or classroom level that allow further expansion of effective practices. Common assessments could be utilized to initiate these conversations among data teams of teaching professionals.
  - Key Personnel: Principals, Professional Staff
  - Timeline (Anticipated Start/Finish): 12/1/2017 - 5/1/2018
  - Major Action Steps: (1) Continue to conduct walk-through observations and capture examples that can be shared with staff during building meetings and in-service; (2) Include examples during pre/post-conference observation meetings; and (3) Establish a culture of data in which professionals can analyze results of common assessments and share the approach used to attain them.

- Consider how teacher specific data can be used to identify strengths in the effort to replicate effective practices across the district.
  - Key Personnel: Principals
  - Timeline (Anticipated Start/Finish): 12/1/2017 - 5/1/2018
  - Major Action Steps: (1) Conduct walk-throughs with predetermined criteria based upon teacher specific data with administrators across buildings and grade spans; (2) Document and share the approach used to attain effective results; (3) Foster professional learning communities to engage in collaborative inquiry and discussion of best practices; and (4) Capture instructional strategies within the unit-based curriculum.

PSSA ENGLISH LANGUAGE ARTS (ELA)

Note: The Spring of 2017 was the third assessment based upon the new PA Core standards introduced in 2015, allowing us to identify trends. The results of the 2010-2014 former Reading and Writing PSSA are reflected for context only, not comparison.

GRADE 3 Performance Level Percentages over Time

	PR 2010 Percent	PR 2011 Percent	PR 2012 Percent	PR 2013 Percent	PR 2014 Percent	PA 2014 Percent
ADV	44.0	38.8	44.6	42.5	48.3	25.8
PROF	45.1	52.6	47.4	47.3	44.4	44.5
ADV/PRO	**89.1**	**91.4**	**92.0**	**89.9**	**92.7**	**70.3**
BASIC	6.0	5.7	3.1	4.5	4.2	10.4
BEL BAS	4.9	2.9	4.9	5.6	3.0	19.3
# TESTED	364	348	325	355	331	124659

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent	PA Top Decile*
ADV	21.3	39.2	46.6	17.1	
PROF	62.9	50.0	46	47.6	
ADV/PRO	**84.2**	**89.2**	**92.6**	**64.6**	**87.6**
BASIC	15.5	9.3	6.5	23.3	
BEL BAS	0.3	1.5	0.9	12.1	
# TESTED	291	324	324	124923	
		Mean Score	1130	1040	

Females

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	18.3	42.2	55.1	20.2
PROF	68.7	48.6	39.5	48.3
ADV/PRO	**87.0**	**90.8**	**94.6**	**68.5**
BASIC	13.0	8.1	4.8	21.8
BEL BAS	0.0	1.2	0.6	9.7
# TESTED	115	173	167	61157
		Mean Score	1150	1050

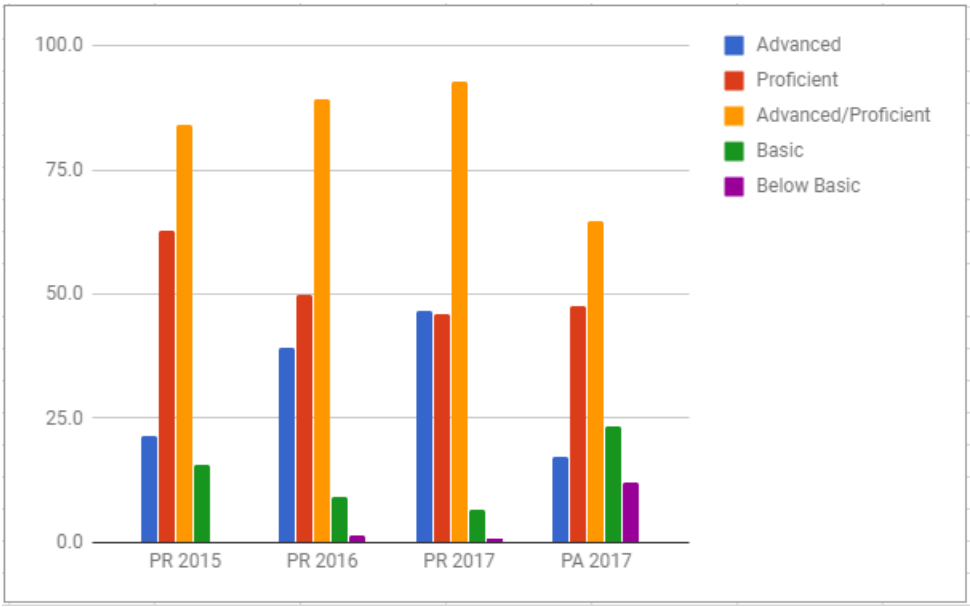
Males

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	23.3	35.8	37.6	14.1
PROF	59.1	51.7	52.9	46.9
ADV/PRO	**82.4**	**87.4**	**90.4**	**60.9**
BASIC	17.0	10.6	8.3	24.7
BEL BAS	0.6	2.0	1.3	14.3
# TESTED	176	151	157	63766
		Mean Score	1120	1030

Students with IEPs

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	9.5	15.6	30.4	5.3
PROF	38.1	42.2	48.2	24.8
ADV/PRO	**47.6**	**57.8**	**78.6**	**30.1**
BASIC	52.4	31.1	17.9	32.8
BEL BAS	0.0	11.1	3.6	37.1
# TESTED	42	45	56	19764
		Mean Score	1080	950

GRADE 3 Performance Level Percentages over Time



HANCE Grade 3 Performance Level Percentages over Time

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	14.3	40.8	51.1	17.6
PROF	70.2	49	47.8	47
ADV/PRO	**84.5**	**89.8**	**98.9**	**64.5**
BASIC	14.3	10.2	0	23.1
BEL BAS	1.2	0	1.1	12.4
# TESTED	83	98	92	127292
		Mean Score	1150	1040

RICHLAND Grade 3 Performance Level Percentages over Time

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	20.0	32.5	33.6	17.1
PROF	61.7	51.7	51.5	47.6
ADV/PRO	**81.7**	**84.2**	**85.1**	**64.6**
BASIC	18.3	12.5	13.4	23.3
BEL BAS	0.0	3.3	1.5	12.1
# TESTED	115	120	134	125123
		Mean Score	1100	1040

WEXFORD Grade 3 Performance Level Percentages over Time

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	29.3	45.3	60.2	17.1
PROF	57.6	49.1	36.7	47.6
ADV/PRO	**86.9**	**94.3**	**96.9**	**64.6**
BASIC	13.0	4.7	3.1	23.3
BEL BAS	0.0	0.9	0	12.1
# TESTED	92	106	98	124923
		Mean Score	1160	1040

GRADE 3 ELA Anchor Performance vs. State

Key Ideas and Details

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E3.F	19	12.5	66.0	20	13.0	64.8	21	14.7	70.0	11.2	53.5
E3.A-K.1	11	6.9	62.5	12	8.3	68.8	12	8.7	72.9	6.8	56.7
E3.B-K.1	8	5.7	70.7	8	4.7	58.6	9	6	66.2	4.4	49.2

Craft and Structure/Integration of Knowledge and Ideas

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E3.G	8	4.7	58.5	7	5.0	71.6	6	4.1	68	3.1	51.6
E3.A-C.2	2	1.1	56.7	2	1.4	72.1	1	0.7	68.2	0.5	50.4
E3.B-C.2	2	1.2	58.8	2	1.5	76.1	1	0.7	65.4	0.5	48.3
E3.B-C.3	4	2.4	59.4	3	2.0	68.2	3	2.1	71.4	1.6	53.4

Vocabulary Acquisition and Use

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E3.H	9	8.0	89.4	9	8.2	91.3	9	7.6	84.5	6.3	70.3
E3.A-V.4	5	4.4	88.0	5	4.7	93.2	4	3.6	90.8	3	74.7
E3.B-V.4	4	3.6	91.2	4	3.6	88.9	5	4	79.4	3.3	66.7

Types of Writing

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E3.C	8	4.9	60.7	8	4.7	59.3	8	4.6	57.9	3.9	49
E3.C.1	8	4.9	60.7	8	4.7	59.3	8	4.6	57.9	3.9	49

Language

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E3.D	18	12.2	67.5	18	14.0	77.6	18	13.9	77.1	11.2	62.1
E3.D.1	16	11.3	70.6	16	12.2	76.2	16	12.6	78.7	10.2	63.5
E3.D.2	2	0.9	43.1	2	1.8	89.0	2	1.3	65	1	50.7

Literature Text

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E3.A	18	12.4	69.0	19	14.4	75.6	18	13.7	75.9	10.8	60
E3.A-K.1	11	6.9	62.5	12	8.3	68.8	12	8.7	72.9	6.8	56.7
E3.A-C.2	2	1.1	56.7	2	1.4	72.1	1	0.7	68.2	0.5	50.4
E3.A-V.4	5	4.4	88.0	5	4.7	93.2	4	3.6	90.8	3	74.7

Informational Text

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E3.B	18	12.9	71.4	17	11.8	69.5	18	12.7	70.7	9.8	54.7
E3.B-K.1	8	5.7	70.7	8	4.7	58.6	9	6	66.2	4.4	49.2
E3.B-C.2	2	1.2	58.8	2	1.5	76.1	1	0.7	65.4	0.5	48.3
E3.B-C.3	4	2.4	59.4	3	2.0	68.2	3	2.1	71.4	1.6	53.4
E3.B-V.4	4	3.6	91.2	4	3.6	88.9	5	4	79.4	3.3	66.7

GRADE 3 PSSA ELA Anchors

E3.F **Key Ideas and Details**

3E.A-K.1 Demonstrate understanding of key ideas and details in literature texts

3E.B-K.1 Demonstrate understanding of key ideas and details in informational texts

E3.G **Craft and Structure/Integration of Knowledge and Ideas**

E3.A-C.2 Demonstrate knowledge of craft and structure of literature texts

E3.B-C.2 Demonstrate craft and structure of informational texts

E3.B-C.3 Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among informational texts

E3.H **Vocabulary Acquisition and Use**

E3.A-V.4 Demonstrate understanding of vocabulary and figurative language in literature texts

E3.B-V.4 Demonstrate understanding of vocabulary and figurative language in informational texts

E3.C **Types of Writing**

E3.C.1 Text Types and Purposes

E3.D **Language**

E3.D.1 Conventions of Standard English

E3.D.2 Knowledge of Language

E3.A **Literature Text**

E3.A-K.1 Demonstrate understanding of key ideas and details in literature texts

E3.A-C.2 Demonstrate knowledge of craft and structure of literature texts

E3.A-V.4 Demonstrate understanding of vocabulary and figurative language in literature texts

E3.B **Informational Text**

E3.B-K.1 Demonstrate understanding of key ideas and details in literature texts

E3.B-C.2 Demonstrate craft and structure of informational texts

E3.B-C.3 Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among informational texts

E3.B-V.4 Demonstrate understanding of vocabulary and figurative language in informational texts

PSSA ELA

Note: The Spring of 2017 was the third assessment based upon the new PA Core standards introduced in 2015, allowing us to identify trends. The results of the 2010-2014 former Reading and Writing PSSA are reflected for context only, not comparison.

GRADE 4 Performance Level Percentages over Time

	PR 2010 Percent	PR 2011 Percent	PR 2012 Percent	PR 2013 Percent	PR 2014 Percent	PA 2014 Percent
ADV	45.2	46.3	41.7	43.5	48.2	32.4
PROF	37.1	42.1	49.4	40.3	38.0	36.2
ADV/PRO	**82.3**	**88.4**	**91.1**	**83.8**	**86.2**	**68.6**
BASIC	11.1	9.9	6.8	12.4	7.7	15.6
BEL BAS	6.6	1.7	2.1	3.8	6.1	15.7
# TESTED	334	363	338	340	363	126887

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent	PA Top Decile*
ADV	37.1	34.4	43.5	25.7	
PROF	45.2	46.7	46.2	35.3	
ADV/PRO	**82.3**	**81.1**	**89.7**	**61**	**85.7**
BASIC	16.2	16.6	9.4	28.2	
BEL BAS	1.5	2.3	0.9	10.9	
# TESTED	334	302	329	125200	
		Mean Score	1090	1030	

Females

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	51.7	32.5	48.6	30.1
PROF	36.4	49.6	44.1	36.2
ADV/PRO	**88.1**	**82.1**	**92.7**	**66.3**
BASIC	11.3	16.3	6.8	25.6
BEL BAS	0.7	1.6	0.6	8
# TESTED	151	123	177	61452
		Mean Score	1100	1050

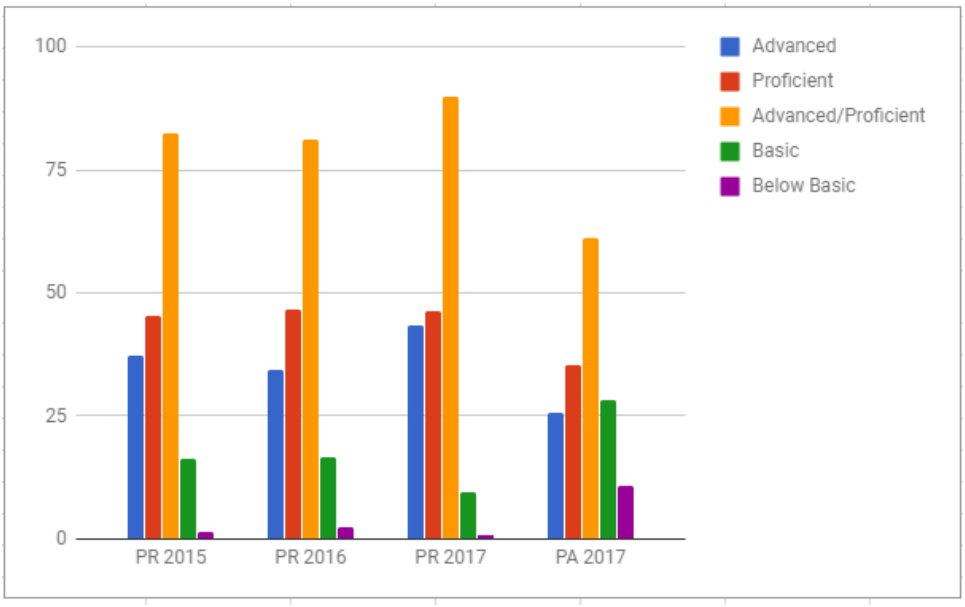
Males

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	25.1	35.8	37.5	21.3
PROF	52.5	44.7	48.7	34.3
ADV/PRO	**77.6**	**80.5**	**86.2**	**55.6**
BASIC	20.2	16.8	12.5	30.7
BEL BAS	2.2	2.8	1.3	13.7
# TESTED	183	179	152	63748
		Mean Score	1080	1020

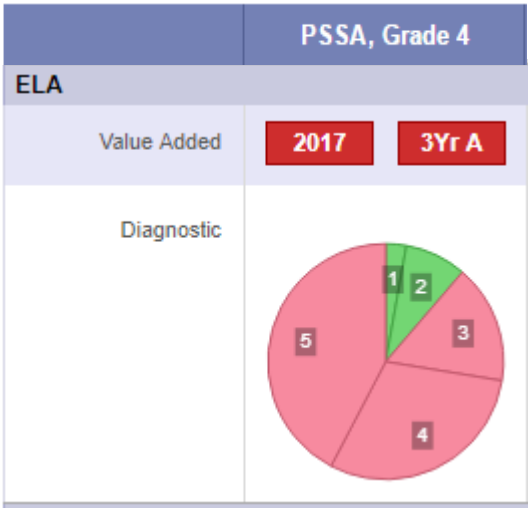
Students with IEPs

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	16.7	11.6	26.8	7.4
PROF	44.4	39.5	41.5	17.9
ADV/PRO	**61.1**	**27.9**	**68.3**	**25.3**
BASIC	29.6	32.6	24.4	39.6
BEL BAS	9.3	16.3	7.3	35.1
# TESTED	54	43	41	20901
		Mean Score	1030	940

GRADE 4 Performance Level Percentages over Time



PVAAS Grade 4



District Value Added

- Significant evidence that the district exceeded the standard for PA Academic Growth
- Moderate evidence that the district exceeded the standard for PA Academic Growth
- Evidence that the district met the standard for PA Academic Growth
- Moderate evidence that the district did not meet the standard for PA Academic Growth
- Significant evidence that the district did not meet the standard for PA Academic Growth
- No data currently available

District Quintile Diagnostic

- Moderate evidence that the group exceeded the standard for PA Academic Growth.
- Evidence that the group met the standard for PA Academic Growth.
- Moderate evidence that the group did not meet the standard for PA Academic Growth.
- There were not enough students to define growth.

GRADE 4 ELA Anchor Performance vs. State

Key Ideas and Details

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E4.F	17	12.8	75.5	22	16.6	75.5	15	11.9	79.4	10	66.7
E4.A-K.1	10	7.4	74.0	10	8.2	81.7	8	7	87.2	6	74.8
E4.B-K.1	7	5.4	77.7	12	8.4	70.3	7	4.9	70.6	4	57.5

Craft and Structure/Integration of Knowledge and Ideas

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E4.G	12	8.6	71.9	8	6.1	76.9	15	10.8	71.9	9	59.7
E4.A-C.2	1	0.6	60.8	1	0.7	73.6	2	1.7	85	1.3	65.1
E4.A-C.3	1	0.8	78.1	3	2.4	79.9	6	4.8	80.5	4.1	68.6
E4.B-C.2	2	1.1	56.7	1	0.8	75.9	1	0.5	51.2	0.4	43
E4.B-C.3	8	6.1	75.3	3	2.3	75.2	6	3.7	62.2	3.1	51.7

Vocabulary Acquisition and Use

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E4.H	9	7.1	78.7	8	6.7	83.2	8	5.9	73.8	4.8	60.5
E4.A-V.4	7	5.4	76.8	5	4.1	82.4	2	1.3	64.1	1.1	52.6
E4.B-V.4	2	1.7	85.3	3	2.5	84.5	6	4.6	77	3.8	63.1

Types of Writing

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E4.C	12	6.2	51.4	12	6.5	54.0	12	7.5	62.3	7.1	59
E4.C.1	12	6.2	51.4	12	6.5	54.0	12	7.5	62.3	7.1	59

Language

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E4.D	18	12.9	74.4	18	13.3	73.9	18	13.3	74.1	10.7	59.7
E4.D.1	12	8.8	73.1	12	8.6	71.5	12	9	75	7.2	60
E4.D.2	6	4.1	68.1	6	4.7	78.5	6	4.3	72.3	3.5	59

Text Dependent Analysis

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E4.E	16	7.1	44.5	16	5.6	35.1	16	7.6	47.2	6.8	42.2
E4.E.1	16	7.1	44.5	16	5.6	35.1	16	7.6	47.2	6.8	42.2

Literature Text

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E4.A	19	14.2	74.6	19	15.4	81.2	18	14.8	82.2	12.5	69.2
E4.A-K.1	10	7.4	74.0	10	8.2	81.7	8	7	87.2	6	74.8
E4.A-C.2	1	0.6	60.8	1	0.7	73.6	2	1.7	85	1.3	65.1
E4.A-C.3	1	0.8	78.1	3	2.4	79.9	6	4.8	80.6	4.1	68.6
E4.A-V.4	7	5.4	76.8	5	4.1	82.4	2	1.3	54.1	1.1	52.6

Informational Text

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E4.B	19	14.4	75.7	19	14.0	73.6	20	13.8	69	11.3	56.7
E4.B-K.1	7	5.4	77.7	12	8.4	70.3	7	4.9	70.6	4	57.5
E4.B-C.2	2	1.1	56.7	1	0.8	75.9	1	0.5	51.2	0.4	43
E4.B-C.3	8	6.1	76.3	3	2.3	75.2	6	3.7	62.2	3.1	51.7
E4.B-V.4	2	1.7	85.3	3	2.5	84.5	6	4.6	77	3.8	63.1

GRADE 4 English Language Arts Anchor Performance vs. State

E4.F	**Key Ideas and Details**
E4.A-K.1	Demonstrate understanding of key ideas and details in literature texts
E4.B-K.1	Demonstrate understanding of key ideas and details in informational texts
E4.G	**Craft and Structure/Integration of Knowledge and Ideas**
E4.A-C.2	Demonstrate knowledge of craft and structure of literature texts
E4.A-C.3	Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among literature texts
E4.B-C.2	Demonstrate craft and structure of informational texts
E4.B-C.3	Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among informational texts
E4.H	**Vocabulary Acquisition and Use**
E4.A-V.4	Demonstrate understanding of vocabulary and figurative language in literature texts
E4.B-V.4	Demonstrate understanding of vocabulary and figurative language in informational texts
E4.C	**Types of Writing**
E4.C.1	Text Types and Purposes
E4.D	**Language**
E4.D.1	Conventions of Standard English
E4.D.2	Knowledge of Language
E4.E	**Text-Dependent Analysis**
E4.E.1	Read with accuracy to support comprehension, analysis, reflection, and research
E4.A	**Literature Text**
E4.A-K.1	Demonstrate understanding of key ideas and details in literature texts
E4.A-C.2	Craft and Structure/Integration of Knowledge and Ideas
E4.A-C.3	Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among literature texts
E4.A-V.4	Demonstrate understanding of vocabulary and figurative language in literature text
E4.B	**Informational Text**
E4.B-K.1	Demonstrate understanding of key ideas and details in informational texts
E4.B-C.2	Demonstrate craft and structure of informational texts
E4.B-C.3	Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among informational texts
E4.B-V.4	Demonstrate understanding of vocabulary and figurative language in informational texts

PSSA ELA

Note: The Spring of 2017 was the third assessment based upon the new PA Core standards introduced in 2015, allowing us to identify trends. The results of the 2010-2014 former Reading and Writing PSSA are reflected for context only, not comparison.

GRADE 5 Performance Level Percentages over Time

	PR 2010 Percent	PR 2011 Percent	PR 2012 Percent	PR 2013 Percent	PR 2014 Percent	PA 2014 Percent
ADV	26.8	29.9	41.5	36.5	34.9	24.2
PROF	47.5	49.7	40.2	44.8	45.5	36.3
ADV/PRO	**74.3**	**79.6**	**81.7**	**81.3**	**80.4**	**60.5**
BASIC	15.9	15.6	13.7	13.2	13.7	18.0
BEL BAS	9.7	4.8	4.6	5.5	5.9	21.4
# TESTED	339	334	371	348	358	126639

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent	PA Top Decile*
ADV	31	34.8	27.4	16.4	
PROF	52.6	55.4	55.7	43.2	
ADV/PRO	**83.6**	**90.2**	**83.1**	**59.6**	**84.1**
BASIC	13.1	8.6	14.6	28.9	
BEL BAS	3.4	1.2	2.2	11.5	
# TESTED	352	336	314	124183	
		Mean Score	1090	1030	

Females

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	36.5	47.1	19.4	19.6
PROF	47.8	47.8	66.9	44.7
ADV/PRO	**84.3**	**94.9**	**86.3**	**64.3**
BASIC	13.5	5.1	12.9	27.2
BEL BAS	2.2	0.0	0.8	8.4
# TESTED	178	157	124	60872
		Mean Score	1090	1050

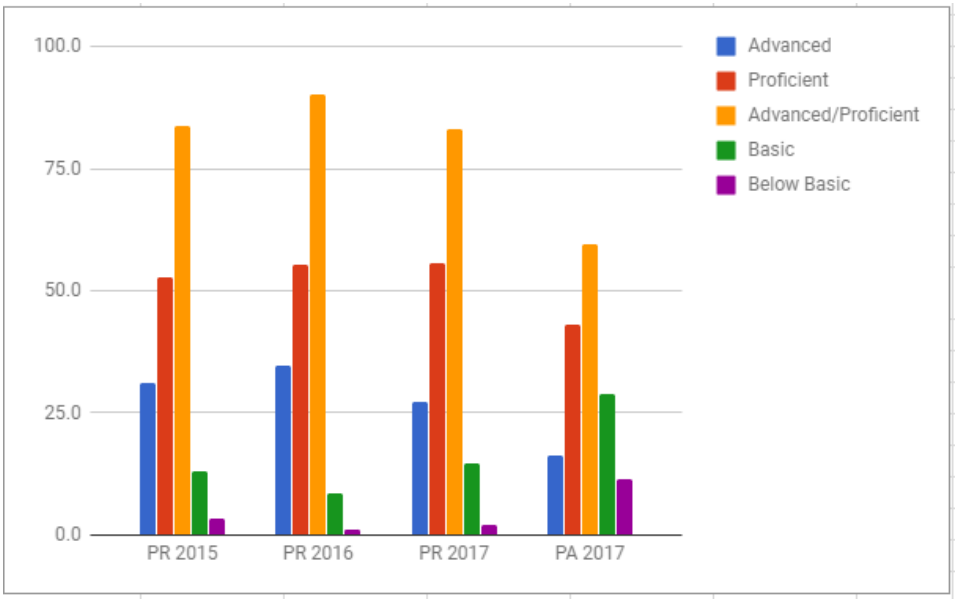
Males

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	25.3	24.0	32.6	13.3
PROF	57.5	62.0	48.4	41.7
ADV/PRO	**82.8**	**86.0**	**81**	**55**
BASIC	12.6	11.7	15.8	30.6
BEL BAS	4.6	2.2	3.2	14.4
# TESTED	174	179	190	63311
		Mean Score	1090	1020

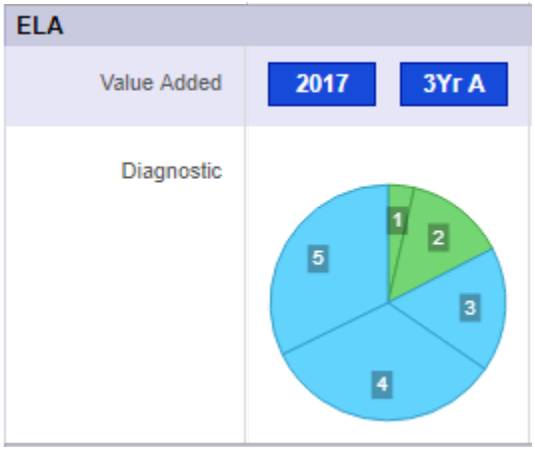
Students with IEPs

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	2.5	7.7	4.7	3.3
PROF	22.5	59.6	41.9	17.8
ADV/PRO	**25**	**67.3**	**46.6**	**21.1**
BASIC	47.5	25.0	41.9	41
BEL BAS	27.5	7.7	11.6	37.9
# TESTED	40	52	43	20776
		Mean Score	990	930

GRADE 5 Performance Level Percentages over Time



PVAAS Grade 5



District Value Added

- Significant evidence that the district exceeded the standard for PA Academic Growth
- Moderate evidence that the district exceeded the standard for PA Academic Growth
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District Quintile Diagnostic

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- Moderate evidence that the group did not meet the standard for PA Academic Growth.
- There were not enough students to define growth.

GRADE 5 ELA Anchor Performance vs. State

Key Ideas and Details

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E5.F	19	14.0	73.4	18	13.7	76.1	16	12.2	76.5	10.2	63.5
E5.A-K.1	9	7.1	79.4	8	6.2	77.8	8	5.9	73.7	4.9	60.7
E5.B-K.1	10	6.8	68.1	10	7.5	74.7	8	6.3	79.3	5.3	66.3

Craft and Structure/Integration of Knowledge and Ideas

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E5.G	7	4.6	66.1	7	4.8	69.3	14	9.4	67.2	7.7	54.9
E5.A-C.2	2	1.4	71.2	3	2.3	77.8	6	4.1	69.1	3.5	58.8
E5.A-C.3	Not Tested			1	0.6	61.0	1	0.6	58.3	0.4	42.9
E5.B-C.3	5	3.2	64.0	3	1.9	63.5	7	4.7	66.8	3.7	53.3

Vocabulary Acquisition and Use

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E5.H	12	9.7	80.9	13	10.6	81.5	8	5.9	74.3	4.9	61
E5.A-V.4	7	5.8	82.2	9	6.9	77.1	4	2.8	69.4	2.2	55.4
E5.B-V.4	5	3.9	78.9	4	3.7	91.5	4	3.2	79.1	2.7	66.5

Types of Writing

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E5.C	12	7.5	62.2	12	8.3	69.2	12	7.1	58.9	6.6	54.7
E5.C.1	12	7.5	62.2	12	8.3	69.2	12	7.1	58.9	6.6	54.7

Language

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E5.D	18	13.0	72.2	18	13.7	76.3	18	13.0	72.4	10.9	60.4
E5.D.1	12	9.1	75.4	12	9.2	76.3	12	8.7	72.8	7.3	61.1
E5.D.2	6	4.0	65.9	6	4.6	76.3	6	4.3	71.5	3.6	59.2

Text Dependent Analysis

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E5.E	16	7.4	46.4	16	7.2	45.0	16	7.2	45.2	6.6	41.3
E5.E.1	16	7.4	46.4	16	7.2	45.0	16	7.2	45.2	6.6	41.3

Literature Text

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E5.A	18	14.3	79.6	21	16.1	76.7	19	13.4	70.5	11	58
E5.A-K.1	9	7.1	79.4	8	6.2	77.8	8	5.9	73.7	4.9	60.7
E5.A-C.2	2	1.4	71.2	3	2.3	77.8	6	4.1	69.1	3.5	58.8
E5.A-C.3	Not Tested			1	0.6	61.0	4	2.8	69.4	2.2	55.4
E5.A-V.4	7	5.8	82.2	9	6.9	77.1	1	0.6	58.3	0.4	42.9

Informational Text

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E5.B	20	14.0	69.8	17	13.0	76.7	19	14.2	74.7	11.7	61.6
E5.B-K.1	10	6.8	68.1	10	7.5	74.7	8	6.3	79.3	5.3	66.3
E5.B-C.3	5	3.2	64.0	3	1.9	63.5	7	4.7	66.8	3.7	53.3
E5.B-V.4	5	3.9	78.9	4	3.7	91.5	4	3.2	79.1	2.7	66.5

GRADE 5 PSSA ELA Anchors

E5.F	**Key Ideas and Details**
E5.A-K.1	Demonstrate understanding of key ideas and details in literature texts
E5.B-K.1	Demonstrate understanding of key ideas and details in informational texts

E5.G	**Craft and Structure/Integration of Knowledge and Ideas**
E5.A-C.2	Demonstrate knowledge of craft and structure of literature texts
E5.A-C.3	Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among literature texts
E5.B-C.3	Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among informational texts

E5.H	**Vocabulary Acquisition and Use**
E5.A-V.4	Demonstrate understanding of vocabulary and figurative language in literature texts
E5.B-V.4	Demonstrate understanding of vocabulary and figurative language in informational texts

E5.C	**Types of Writing**
E5.C.1	Text Types and Purposes

E5.D	**Language**
E5.D.1	Conventions of Standard English
E5.D.2	Knowledge of Language

E5.E	**Text-Dependent Analysis**
E5.E.1	Read with accuracy to support comprehension, analysis, reflection, and research

E5.A	**Literature Text**
E5.A-K.1	Demonstrate understanding of key ideas and details in literature texts
E5.A-C.2	Demonstrate knowledge of craft and structure of literature texts
E5.A-C.3	Integration of knowledge and ideas; demonstrate understanding ov connections within, between, or among literature texts
E5.A-V.4	Demonstrate understanding of vocabulary and figurative language in literature texts

E5.B	**Informational Text**
E5.B-K.1	Demonstrate understanding of key ideas and details in informational texts
E5.B-C.3	Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among informational texts
E5.B-V.4	Demonstrate understanding of vocabulary and figurative language in informational texts

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PSSA ELA

Note: The Spring of 2017 was the third assessment based upon the new PA Core standards introduced in 2015, allowing us to identify trends. The results of the 2010-2014 former Reading and Writing PSSA are reflected for context only, not comparison.

GRADE 6 Performance Level Percentages over Time

	PR 2010 Percent	PR 2011 Percent	PR 2012 Percent	PR 2013 Percent	PR 2014 Percent	PA 2014 Percent
ADV	62.9	51.5	51.4	51.4	52.4	37.4
PROF	27.2	34.5	29.4	29.4	32.5	27.1
ADV/PRO	**90.1**	**86.0**	**80.8**	**80.8**	**84.9**	**64.5**
BASIC	5.7	10.5	14.3	14.3	11.1	17.5
BEL BAS	4.2	3.5	4.9	4.9	4.0	18.0
# TESTED	334	342	385	385	351	126044

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent	PA Top Decile*
ADV	34.3	41.4	40.2	22.2	
PROF	49.0	44	48.8	41.4	
ADV/PRO	**83.3**	**85.1**	**89**	**63.6**	**84.0**
BASIC	14.7	13.1	10.7	29.5	
BEL BAS	1.9	1.4	0.3	6.9	
# TESTED	361	350	336	123170	
		Mean Score	1100	1040	

Females

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	46.5	47.7	49.1	27.2
PROF	45.9	40.8	43.5	43
ADV/PRO	**92.4**	**88.5**	**92.6**	**70.2**
BASIC	7.1	10.9	7.5	25.5
BEL BAS	0.6	0.6	0	4.3
# TESTED	170	174	161	60276
		Mean Score	1120	1050

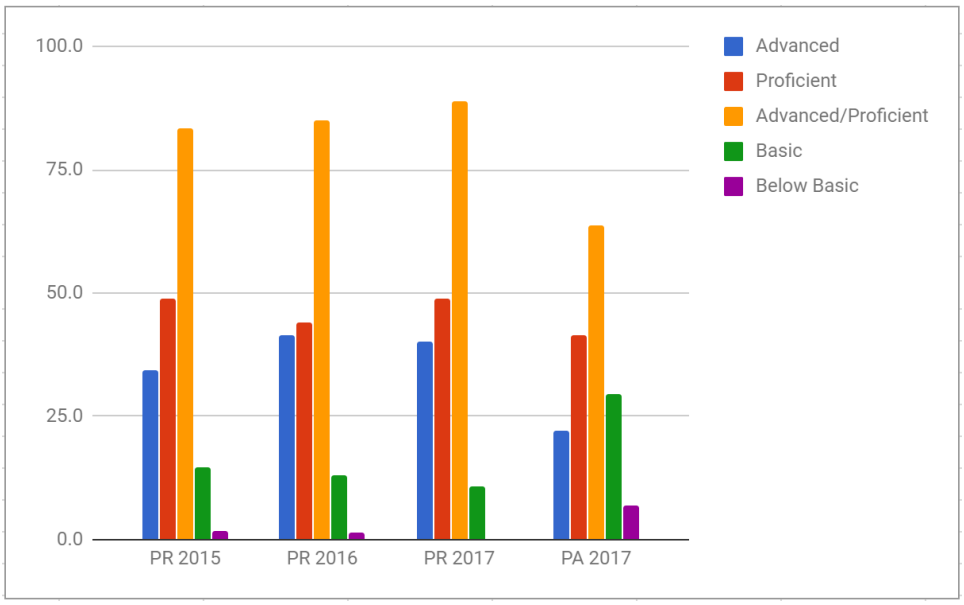
Males

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	23.6	35.2	32	17.4
PROF	51.8	47.2	53.7	40
ADV/PRO	**75.4**	**82.4**	**85.7**	**57.4**
BASIC	21.5	15.3	13.7	33.3
BEL BAS	3.1	2.3	0.6	9.3
# TESTED	191	176	175	62894
		Mean Score	1080	1020

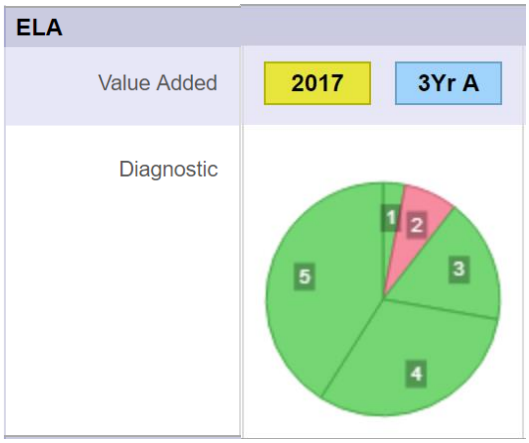
Students with IEPs

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	3.8	0	8.2	3.3
PROF	41.5	35.1	51	17.8
ADV/PRO	**45.3**	**35.1**	**59.2**	**21.1**
BASIC	41.5	51.4	38.8	52.4
BEL BAS	13.2	13.5	2	26.5
# TESTED	53	37	49	20241
		Mean Score	1020	930

GRADE 6 Performance Level Percentages over Time



PVAAS Grade 6



District Value Added

- Significant evidence that the district exceeded the standard for PA Academic Growth
- Moderate evidence that the district exceeded the standard for PA Academic Growth
- Evidence that the district met the standard for PA Academic Growth
- Moderate evidence that the district did not meet the standard for PA Academic Growth
- Significant evidence that the district did not meet the standard for PA Academic Growth

LEA/District Quintile Diagnostic

- Moderate evidence that the group exceeded the standard for PA Academic Growth.
- Evidence that the group met the standard for PA Academic Growth.
- Moderate evidence that the group did not meet the standard for PA Academic Growth.
- There were not enough students to define growth.

GRADE 6 ELA Anchor Performance vs. State

Key Ideas and Details

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E6.F	16	11.7	73.1	15	11.5	76.8	15	11.6	77	9.6	63.9
E6.A-K.1	8	5.4	67.7	8	5.7	71.5	10	7.6	76.5	6.3	63.2
E6.B-K.1	8	6.3	78.6	7	5.8	82.8	5	3.9	78.2	3.3	65.2

Craft and Structure/Integration of Knowledge and Ideas

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E6.G	14	9.8	70.3	13	9.1	70.2	18	12.9	71.6	10.6	59.1
E6.A-C.2	6	4.5	75.2	4	2.8	71.2	5	3	60.6	2.5	49.7
E6.B-C.2	5	3.7	73.4	3	2.4	80.7	5	3.8	75.2	3.1	61.8
E6.B-C.3	3	1.7	55.3	6	3.9	64.2	8	6.1	76.2	5.1	63.3

Vocabulary Acquisition and Use

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E6.H	8	6.5	81.7	10	8.0	79.6	5	3.7	74.3	2.9	58.3
E6.A-V.4	4	3.0	74.2	6	4.6	75.9	3	2.3	76.7	1.8	59.9
E6.B-V.4	4	3.6	89.2	4	3.4	85.2	2	1.4	70.8	1.1	55.9

Types of Writing

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E6.C	12	8.4	70.2	12	7.3	60.7	12	7.8	65	7.1	59.1
E6.C.1	12	8.4	70.2	12	7.3	60.7	12	7.8	65	7.1	59.1

Language

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E6.D	18	13.6	75.7	18	14.1	78.2	18	12.9	71.7	10.7	59.3
E6.D.1	12	9.1	75.8	12	10.1	83.9	12	9.4	78.3	7.7	64
E6.D.2	6	4.5	75.4	6	4.0	67.0	6	3.5	58.6	3	49.9

Text Dependent Analysis

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E6.E	16	8.1	50.4	16	8.8	55.1	16	8.3	51.9	7.2	44.7
E6.E.1	16	8.1	50.4	16	8.8	55.1	16	8.3	51.9	7.2	44.7

Literature Text

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E6.A	18	12.9	71.6	18	13.1	72.9	18	13	72.1	10.6	58.9
E6.A-K.1	8	5.4	67.7	8	5.7	71.5	10	7.6	76.5	6.3	63.2
E6.A-C.2	6	4.5	75.2	4	2.8	71.2	5	3	60.3	2.5	49.7
E6.A-V.4	4	3.0	74.2	6	4.6	75.9	3	2.3	76.7	1.8	59.9

Informational Text

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E6.B	20	15.2	75.9	20	15.5	77.4	20	15.2	75.9	12.5	62.7
E6.B-K.1	8	6.3	78.6	7	5.8	82.8	5	3.9	78.2	3.3	65.2
E6.B-C.2	5	3.7	73.4	3	2.4	80.7	5	3.8	75.2	3.1	61.8
E6.B-C.3	3	1.7	55.3	6	3.9	64.2	8	6.1	76.2	5.1	63.3
E6.B-V.4	4	3.6	89.2	4	3.4	85.2	2	1.4	70.8	1.1	55.9

GRADE 6 ELA Anchor Performance vs. State

E6.F	**Key Ideas and Details**
E6.A-K.1	Demonstrate understanding of key ideas and details in literature texts
E6.B-K.1	Demonstrate understanding of key ideas and details in informational texts

E6.G	**Craft and Structure/Integration of Knowledge and Ideas**
E6.A-C.2	Demonstrate knowledge of craft and structure of literature texts
E6.B-C.2	Demonstrate craft and structure of informational texts
E6.B-C.3	Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among informational texts

E6.H	**Vocabulary Acquisition and Use**
E6.A-V.4	Demonstrate understanding of vocabulary and figurative language in literature texts
E6.B-V.4	Demonstrate understanding of vocabulary and figurative language in informational texts

E6.C	**Types of Writing**
E6.C.1	Text Types and Purposes

E6.D	**Language**
E6.D.1	Conventions of Standard English
E6.D.2	Knowledge of Language

E6.E	**Text-Dependent Analysis**
E6.E.1	Read with accuracy to support comprehension, analysis, reflection, and research

E6.A	**Literature Text**
E6.A-K.1	Demonstrate understanding of key ideas and details in literature texts
E6.A-C.2	Demonstrate knowledge of craft and structure of literature texts
E6.A-V.4	Demonstrate understanding of vocabulary and figurative language in literature texts

E6.B	**Informational Text**
E6.B-K.1	Demonstrate understanding of key ideas and details in informational texts
E6.B-C.2	Demonstrate craft and structure of informational texts
E6.B-C.3	Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among informational texts
E6.B-V.4	Demonstrate understanding of vocabulary and figurative language in informational texts

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PSSA ELA

Note: The Spring of 2017 was the third assessment based upon the new PA Core standards introduced in 2015, allowing us to identify trends. The results of the 2010-2014 former Reading and Writing PSSA are reflected for context only, not comparison.

GRADE 7 Performance Level Percentages over Time

	PR 2010 Percent	PR 2011 Percent	PR 2012 Percent	PR 2013 Percent	PR 2014 Percent	PA 2014 Percent
ADV	59.3	61.6	60.3	64.7	62.9	41.7
PROF	29.9	27.4	33.7	23.9	26.4	30.3
ADV/PRO	**89.2**	**89.0**	**94.0**	**88.6**	**89.3**	**72.0**
BASIC	7.8	6.2	4.5	7.8	9.1	15.7
BEL BAS	3.0	4.8	1.5	3.6	1.6	12.2
# TESTED	366	355	338	363	386	130053

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent	PA Top Decile*
ADV	33.8	37.6	42.9	19.3	
PROF	48.8	52.7	43.5	40.1	
ADV/PRO	**82.6**	**90.3**	**86.4**	**59.4**	**78.0**
BASIC	16.5	9.4	13.4	36.9	
BEL BAS	0.9	0.3	0.3	3.6	
# TESTED	346	372	359	125744	
		Mean Score	1110	1030	

Females

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	41.6	44.9	51.4	24.1
PROF	48.8	50	36.6	41.9
ADV/PRO	**90.4**	**94.9**	**88**	**66.1**
BASIC	9.6	5.1	12	31.8
BEL BAS	0.0	0	0	2.1
# TESTED	166	176	183	61198
		Mean Score	1130	1050

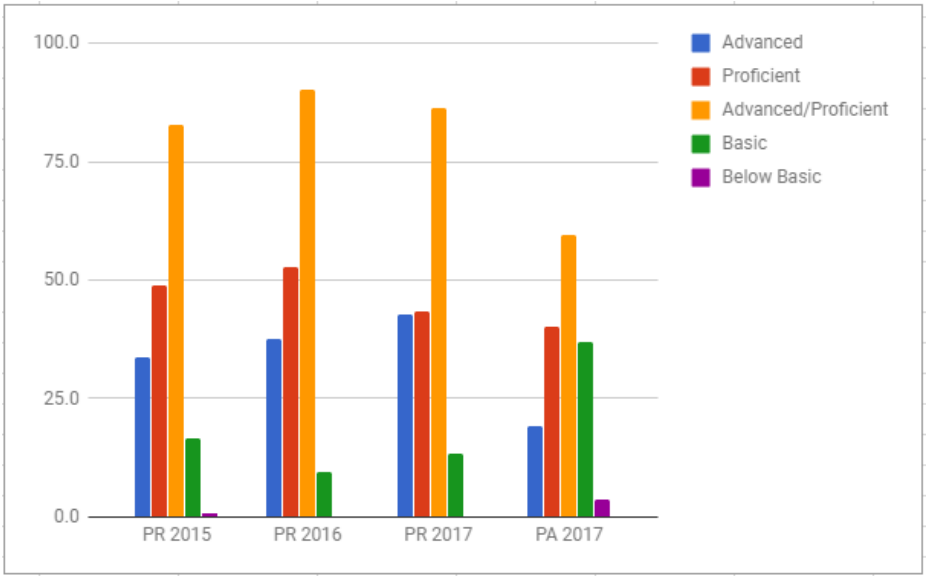
Males

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	26.7	31.1	34.1	14.7
PROF	48.9	55.1	50.6	38.4
ADV/PRO	**75.6**	**86.2**	**84.7**	**53.2**
BASIC	22.8	13.3	14.8	41.7
BEL BAS	1.7	0.5	0.6	5.1
# TESTED	180	196	176	64546
		Mean Score	1090	1010

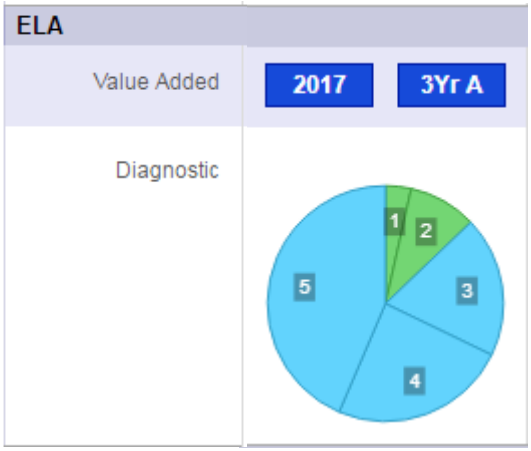
Students with IEPs

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	7.7	9.4	4.8	2.6
PROF	25.6	47.2	21.4	15.5
ADV/PRO	**33.3**	**56.6**	**26.2**	**18.2**
BASIC	64.1	41.5	71.4	67.4
BEL BAS	2.6	1.9	2.4	14.5
# TESTED	39	53	42	20,249
		Mean Score	970	930

GRADE 7 Performance Level Percentages over Time



PVAAS Grade 7



District Value Added

- Significant evidence that the district exceeded the standard for PA Academic Growth
- Moderate evidence that the district exceeded the standard for PA Academic Growth
- Evidence that the district met the standard for PA Academic Growth
- Moderate evidence that the district did not meet the standard for PA Academic Growth
- Significant evidence that the district did not meet the standard for PA Academic Growth
- No data currently available

District Quintile Diagnostic

- Moderate evidence that the group exceeded the standard for PA Academic Growth.
- Evidence that the group met the standard for PA Academic Growth.
- Moderate evidence that the group did not meet the standard for PA Academic Growth.
- There were not enough students to define growth.

GRADE 7 ELA Anchor Performance vs. State

Key Ideas and Details

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E7.F	14	9.7	69.3	15	10.0	66.4	18	12.6	70.1	10.2	56.6
E7.A-K.1	7	5.1	72.7	9	5.5	61.6	10	6.7	66.5	5.4	53.8
E7.B-K.1	7	4.6	65.8	6	4.4	73.6	8	6	74.5	4.8	60

Craft and Structure/Integration of Knowledge and Ideas

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E7.G	17	12.2	71.6	14	9.9	70.8	11	8.1	73.2	6.4	57.8
E7.A-C.2	7	4.9	69.7	6	3.9	64.4	4	3.1	77.2	2.5	61.9
E7.A-C.3	1	0.8	79.2	Not Tested			Not Tested				
E7.B-C.2	8	5.8	72.6	6	4.6	76.7	3	2.3	76	1.8	61.5
E7.B-C.3	1	0.7	69.7	2	1.4	72.4	4	2.7	67.2	2	50.8

Vocabulary Acquisition and Use

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E7.H	7	6.0	85.1	9	7.3	80.6	9	6.7	75	5.8	64
E7.A-V.4	4	3.2	80.1	5	3.9	78.1	5	3.9	77.3	3.3	66.7
E7.B-V.4	3	2.8	91.8	4	3.4	83.8	4	2.9	72.1	2.4	60

Types of Writing

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E7.C	12	8.1	67.8	12	8.7	72.3	12	8.3	69.2	7.4	61.5
E7.C.1	12	8.1	67.8	12	8.7	72.3	12	8.3	69.2	7.4	61.5

Language

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E7.D	18	13.3	73.7	18	13.8	76.7	18	13.3	73.6	11	61.3
E7.D.1	12	8.8	73.7	12	9.4	78.3	12	9.2	76.9	7.6	63.3
E7.D.2	6	4.4	73.7	6	4.4	73.5	6	4	67	3.4	57.2

Text Dependent Analysis

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E7.E	16	9.4	59.0	16	9.5	59.1	16	8.4	52.2	6.4	39.8
E7.E.1	16	9.4	59.0	16	9.5	59.1	16	8.4	52.2	6.4	39.8

Literature Text

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E7.A	19	14.0	73.5	20	13.3	66.6	19	13.6	71.6	11.2	58.9
E7.A-K.1	7	5.1	72.7	9	5.5	61.6	10	6.7	66.5	5.4	53.8
E7.A-C.2	7	4.9	69.7	6	3.9	64.4	4	3.1	77.2	2.5	61.9
E7.A-C.3	1	0.8	79.2	Not Tested			Not Tested				
E7.A-V.4	4	3.2	80.1	5	3.9	78.1	5	3.9	77.3	3.3	66.7

Informational Text

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E7.B	19	13.9	73.0	18	13.8	76.8	19	13.8	72.7	11.1	58.5
E7.B-K.1	7	4.6	65.8	6	4.4	73.6	8	6	74.5	4.8	60
E7.B-C.2	8	5.8	72.6	6	4.6	76.7	3	2.3	76	1.8	61.5
E7.B-C.3	1	0.7	69.7	2	1.4	72.4	4	2.7	67.2	2	61.5
E7.B-C.4	3	2.8	91.8	4	3.4	83.8	4	2.9	72.1	2.4	60.6

GRADE 7 PSSA Anchors

E7.F	**Key Ideas and Details**
E7.A-K.1	Demonstrate understanding of key ideas and details in literature texts
E7.B-K.1	Demonstrate understanding of key ideas and details in informational texts
E7.G	**Craft and Structure/Integration of Knowledge and Ideas**
E7.A-C.2	Demonstrate knowledge of craft and structure of literature texts
E7.A-C.3	Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among literature texts
E7.B-C.2	Demonstrate craft and structure of informational texts
E7.B-C.3	Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among informational texts
E7.H	**Vocabulary Acquisition and Use**
E7.A-V.4	Demonstrate understanding of vocabulary and figurative language in literature texts
E7.B-V.4	Demonstrate understanding of vocabulary and figurative language in informational texts
E7.C	**Types of Writing**
E7.C.1	Text Types and Purposes
E7.D	**Language**
E7.D.1	Conventions of Standard English
E7.D.2	Knowledge of Language
E7.E	**Text-Dependent Analysis**
E7.E.1	Read with accuracy to support comprehension, analysis, reflection, and research
E7.A	**Literature Text**
E7.A-K.1	Demonstrate understanding of key ideas and details in literature texts
E7.A-C.2	Demonstrate knowledge of craft and structure of literature texts
E7.A-C.3	Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among literature texts
E7.A-V.4	Demonstrate understanding of vocabulary and figurative language in literature texts
E7.B	**Informational Text**
E7.B-K.1	Demonstrate understanding of key ideas and details in informational texts
E7.B-C.2	Demonstrate craft and structure of informational texts
E7.B-C.3	Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among informational texts
E7.B-V.4	Demonstrate understanding of vocabulary and figurative language in informational texts

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PSSA ELA

Note: The Spring of 2017 was the third assessment based upon the new PA Core standards introduced in 2015, allowing us to identify trends. The results of the 2010-2014 former Reading and Writing PSSA are reflected for context only, not comparison.

GRADE 8 Performance Level Percentages over Time

	PR 2010 Percent	PR 2011 Percent	PR 2012 Percent	PR 2013 Percent	PR 2014 Percent	PA 2014 Percent
ADV	71.0	77.5	80.9	75.9	77.7	54.7
PROF	21.3	19.3	14.5	18.1	18.1	24.9
ADV/PRO	**92.2**	**96.8**	**95.4**	**94**	**95.8**	**79.6**
BASIC	5.5	2.9	3.5	2.3	2.2	9.4
BEL BAS	2.2	0.3	1.2	3.7	1.9	11.0
# TESTED	362	374	347	349	364	131218

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent	PA Top Decile*
ADV	27.0	27.7	28.8	15.9	
PROF	55.5	54.2	54.8	42.9	
ADV/PRO	**82.5**	**81.8**	**83.6**	**58.8**	**78.0**
BASIC	15.5	15.5	13.9	30.6	
BEL BAS	2.0	2.7	2.6	10.5	
# TESTED	393	336	389	123653	
		Mean Score	1080	1330	

Females

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	35.7	33.3	38.8	20.8
PROF	53.8	58.5	50.3	46
ADV/PRO	**89.5**	**91.8**	**89.1**	**66.7**
BASIC	10.5	8.2	9.8	46
BEL BAS	0	0	1.1	26.5
# TESTED	171	159	183	60411
		Mean Score	1110	1050

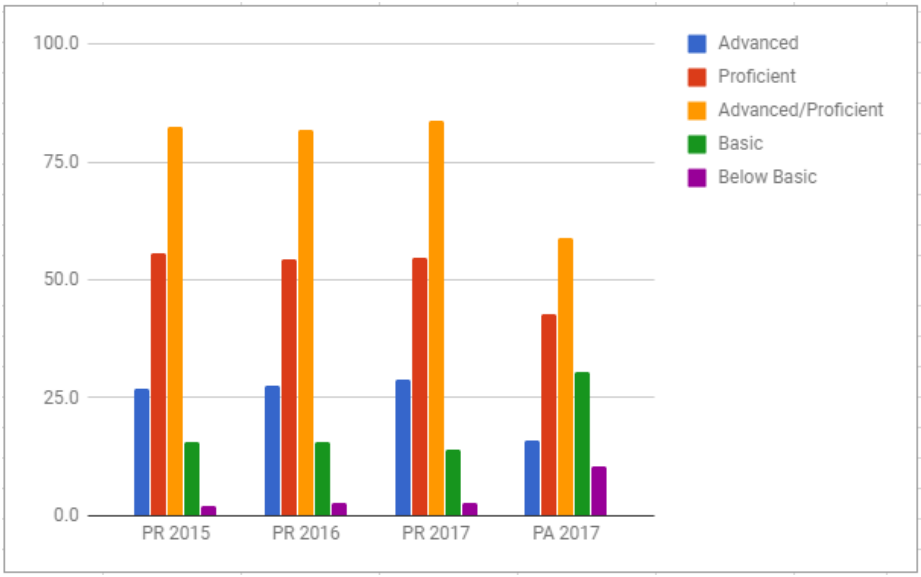
Males

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	20.3	22.6	19.9	11.3
PROF	56.8	50.3	58.7	40
ADV/PRO	**77.1**	**72.9**	**78.6**	**51.4**
BASIC	19.4	22	17.5	34.5
BEL BAS	3.6	5.1	3.9	14.1
# TESTED	222	177	206	63242
		Mean Score	1060	1000

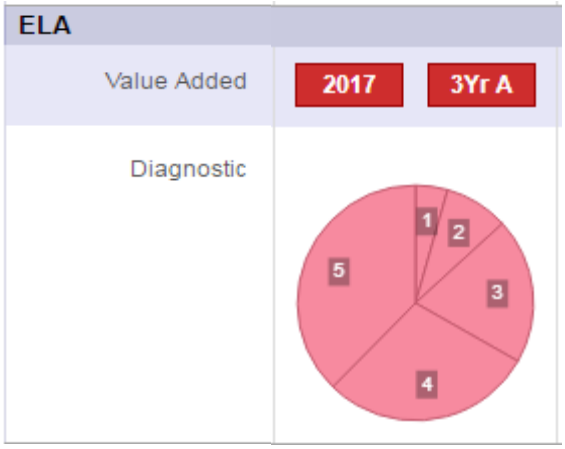
Students with IEPs

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	6.7	5.7	6.9	2
PROF	24.4	31.4	34.5	15
ADV/PRO	**31.1**	**37.1**	**41.4**	**16**
BASIC	53.3	40	43.1	47
BEL BAS	15.6	22.9	15.5	37
# TESTED	45	35	58	19,371
		Mean Score	980	920

GRADE 8 Performance Level Percentages over Time



PVAAS Grade 8



District Value Added

- Significant evidence that the district exceeded the standard for PA Academic Growth
- Moderate evidence that the district exceeded the standard for PA Academic Growth
- Evidence that the district met the standard for PA Academic Growth
- Moderate evidence that the district did not meet the standard for PA Academic Growth
- Significant evidence that the district did not meet the standard for PA Academic Growth
- No data currently available

District Quintile Diagnostic

- Moderate evidence that the group exceeded the standard for PA Academic Growth.
- Evidence that the group met the standard for PA Academic Growth.
- Moderate evidence that the group did not meet the standard for PA Academic Growth.
- There were not enough students to define growth.

GRADE 8 ELA Anchor Performance vs. State

Key Ideas and Details

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E8.F	14	10.4	74.0	14	9.8	69.9	18	12.9	71.9	11	61.3
E8.A-K.1	7	5.5	78.1	6	4.4	74.0	10	7.2	71.9	6.2	62.2
E8.B-K.1	7	4.9	69.9	8	5.3	66.7	8	5.8	71.9	4.8	60.1

Craft and Structure/Integration of Knowledge and Ideas

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E8.G	16	12.0	74.9	13	9.3	71.6	10	5.9	58.6	5.1	51
E8.A-C.2	7	5.4	77.1	6	4.7	78.9	2	1	51.4	1.1	53.6
E8.A-C.3	1	0.9	85.8	2	1.5	76.6	1	0.7	72.8	0.6	59.8
E8.B-C.2	8	5.7	71.7	5	3.0	60.9	6	3.6	59.8	3.0	50.2
E8.B-C.3	Not Tested			Not Tested			1	0.5	51.2	0.4	42.1

Vocabulary Acquisition and Use

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E8.H	8	5.4	66.9	11	8.5	77.4	10	7.9	79.1	7	69.5
E8.A-V.4	5	3.3	66.5	6	5.0	82.6	5	3.8	76	3.3	66
E8.B-V.4	3	2.0	67.6	5	3.6	71.1	5	4.1	82.2	3.7	73.4

Types of Writing

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E8.C	12	9.0	75.1	12	8.2	68.3	12	8.3	68.8	7.3	60.9
E8.C.1	12	9.0	75.1	12	8.2	68.3	12	8.3	68.8	7.3	60.9

Language

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E8.D	18	12.2	68.0	18	14.6	81.1	18	12.5	69.7	10.9	60.6
E8.D.1	12	7.7	64.2	12	9.8	82.0	12	8.8	73.4	7.7	63.8
E8.D.2	6	4.5	75.4	6	4.8	79.3	6	3.7	62.1	3.3	54.2

Text Dependent Analysis

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E8.E	16	10.0	62.5	16	8.8	54.9	16	9.4	58.7	7.8	48.5
E8.E.1	16	10.0	62.5	16	8.8	54.9	16	9.4	58.7	7.8	48.5

Literature Text

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E8.A	20	15.0	75.2	20	15.7	78.3	18	12.8	70.8	11.2	62.0
E8.A-K.1	**7**	5.5	78.1	6	4.4	74.0	10	7.2	71.9	6.2	62.2
E8.A-C.2	**7**	5.4	77.1	6	4.7	78.9	2	1	51.4	1.1	53.6
E8.A-C.3	1	0.9	85.8	2	1.5	76.6	1	0.7	72.8	0.6	59.8
E8.A-V.4	5	3.3	66.5	6	5.0	82.6	5	3.8	76	3.3	65.6

Informational Text

	2015			2016			2017				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E8.B	18	12.7	70.3	18	11.9	66.3	20	14	69.8	11.9	59.5
E8.B-K.1	7	4.9	69.9	8	5.3	66.7	8	5.7	71.9	4.8	60.1
E8.B-C.2	8	5.7	71.7	5	3.0	60.9	6	3.6	59.9	3.0	50.2
E8.B-V.4	3	2.0	67.6	5	3.6	71.1	1	0.5	51	0.4	42.1

GRADE 8 PSSA ELA Anchors

E8.F	**Key Ideas and Details**
E8.A-K.1	Demonstrate understanding of key ideas and details in literature texts
E8.B-K.1	Demonstrate understanding of key ideas and details in informational texts

E8.G	**Craft and Structure/Integration of Knowledge and Ideas**
E8.A-C.2	Demonstrate knowledge of craft and structure of literature texts
E8.A-C.3	Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among literature texts
E8.B-C.2	Demonstrate craft and structure of informational texts
E8.B-C.3	Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among informational texts

E8.H	**Vocabulary Acquisition and Use**
E8.A-V.4	Demonstrate understanding of vocabulary and figurative language in literature texts
E8.B-V.4	Demonstrate understanding of vocabulary and figurative language in informational texts

E8.C	**Types of Writing**
E8.C.1	Text Types and Purposes

E8.D	**Language**
E8.D.1	Conventions of Standard English
E8.D.2	Knowledge of Language

E8.E	**Text-Dependent Analysis**
E8.E.1	Read with accuracy to support comprehension, analysis, reflection, and research

E8.A	**Literature Text**
E8.A-K.1	Demonstrate understanding of key ideas and details in literature texts
E8.A-C.2	Demonstrate knowledge of craft and structure of literature texts
E8.A-C.3	Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among literature texts
E8.A-V.4	Demonstrate understanding of vocabulary and figurative language in literature texts

E8.B	**Informational Text**
E8.B-K.1	Demonstrate understanding of key ideas and details in informational texts
E8.B-C.2	Demonstrate craft and structure of informational texts
E8.B-V.4	Demonstrate understanding of vocabulary and figurative language in informational texts

PSSA ELA

Results and Findings

- Pine-Richland students outperformed the state average at all levels of the PSSA ELA assessment.

- Pine-Richland students outperformed the top decile benchmark for combined advanced/proficient performance at all grade levels with the exception of grade 5 (i.e., top 10% of schools in Pennsylvania).

- When comparing the 2015, 2016, and 2017 grade level achievement, the percentage of students at the advanced/proficient levels increased in grades 3 and 6, with grades 4 and 8 improving performance from 2016 to 2017.

- The analysis of student performance by PA ELA Assessment Anchors helps us understand areas of relative strength and need with a higher level of meaning. While there are many strengths, the opportunities for improvement include:
    - **Grade 3**
        - **E3.B-K.1 Key Ideas and Details**
            - Demonstrate understanding of key ideas and details in informational texts
        - **E3.C1 Types of Writing**
            - Text Types and Purposes

    - **Grade 4**
        - **E4.E.1 Text Dependent Analysis**
            - Read with accuracy to support comprehension, analysis, reflection, and research
        - **E4.B-C.2 Craft and Structure/Integration of Knowledge and Ideas**
            - Demonstrate craft and structure of informational texts

    - **Grade 5**
        - **E5.E.1 Text Dependent Analysis**
            - Read with accuracy to support comprehension, analysis, reflection, and research
        - **E5.A Literature Texts & E5.A-C.3 Craft and Structure**
            - Integration of knowledge and ideas
            - Demonstrate understanding of connections within, between, or among literature texts

    - **Grade 6**
        - **E5.A-C.3 Craft and Structure**
            - Integration of knowledge and ideas
            - Demonstrate understanding of connections within, between, or among literature texts
        - **E6.E.1 Text Dependent Analysis**
            - Read with accuracy to support comprehension, analysis, reflection, and research

    - **Grade 7**
        - **E7.A-K.1 Key Ideas and Details and Literature Texts**
            - Demonstrate understanding of key ideas and details in literature texts
        - **E7.E.1 Text Dependent Analysis**

- Read with accuracy to support, comprehension, analysis, reflection, and research

- **Grade 8**
  - **E8.A-C.2-3 and E8.B-C.3 Craft and Structure**
    - Demonstrate knowledge of craft and structure of literature texts
    - Demonstrate knowledge of craft and structure of informational texts
    - Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among informational texts
  - **E8.E.1 Text Dependent Analysis**
    - Read with accuracy to support, comprehension, analysis, reflection, and research

- The PVAAS District Value-Added Report indicates "significant evidence that students did not meet the Standard for PA Academic Growth" in ELA for 2016 (i.e., red).
  - The 2015 and 2016 growth measures were dark blue, indicating significant evidence that students exceeded the growth standard in ELA as a District.
  - The three-year growth measure indicates moderate evidence that students "met the Standard for PA Academic Growth" in ELA (i.e., light blue).

- Based on the three-year PVAAS averages for ELA in the Value-Added Report, measures reflected:
  - Significant or moderate evidence that the district exceeded the standard for PA Academic Growth in grades 5, 6, and 7 (i.e., light or dark blue).
  - Did not meet the standard for PA Academic Growth in grades 4 and 8 (i.e., red) or 6 (i.e., yellow).

- Across the performance groups in the PVAAS ELA Quintile Diagnostic Report, nearly all five quintiles for grades 5, 6, 7, and those taking the Literature Keystone met or exceeded the Standard for PA Academic Growth. Results for grades 4 and 8 varied as described below:
  - The PVAAS ELA Quintile Diagnostic report for grade four indicated that quintiles one and two met the standard for PA Academic Growth, while quintiles three through five did not.
  - The PVAAS ELA Quintile Diagnostic Report indicated for grade eight that none of the quintiles met the standard for PA Academic Growth.

Next Steps

- Review PSSA and PVAAS data, results, and findings with grade level and vertical teams.
  - Key Personnel: Administration, Department/Grade Level Chairs, Vertical Team
  - Timeline (Anticipated Start/Finish): 8/1/2017 - 12/22/2017
  - Major Action Steps: (1) Distribute the Academic Achievement and Growth Report to the teachers and have them familiarize themselves with their content and grade level results and action steps; (2) Locate specific areas of content focus within the unit-based curriculum for analysis; (3) Identify potential modifications to learning goals and/or learning activities to strengthen learning; (4) View individual student achievement and predicted performance reports to plan for students and flexible groups in lesson design; and (5) Monitor performance in specific focus areas on a regular basis and through collaboration with grade level and/or same course teachers.

- Integrate STAR 360 ELA as a computer adapted assessment aligned with the PA standards and eligible content until a recommendation is made regarding universal screeners.
    - Key Personnel: Administration, Department/Grade Level Chairs, Teachers, District data team
    - Timeline (Anticipated Start/Finish): 12/1/2017-6/1/2018
    - Major Action Steps: (1) Re-examine benchmark criteria; (2) Determine most effective instructional planning tools and reports within the system; (3) Ensure integration of the STAR 360 reading data with the MTSS decision trees and instructional programming; and (4) Utilize the PA-Standards aligned norms to begin predicting student performance.

- Expand the use of ELA curricular materials, including the intervention resources (e.g. *Wonder Works*).
    - Key Personnel: Principals, Director of Special Education and Student Services, Intervention Specialist, K-6 teachers
    - Timeline (Anticipated Start/Finish): 12/1/2017 - 5/31/2017
    - Major Action Steps: (1) Utilize professional learning communities to explore the intervention resources within our textbook and ancillary resources with which it came for both remediation and extension; (2) Share findings and recommendations with all grade level teachers; (3) Ensure staff members are able to leverage the technological resources and set parameters to support student needs; and (4) Determine effectiveness of resources and share feedback within the professional learning communities to ensure cyclical improvement of practice.

- Develop instructional strategies for text-dependent analysis in vertical teams to enhance students' skills as demonstrated through increased achievement and growth.
    - Key Personnel: ALCs, ELA Administrators, K-12 ELA Teachers
    - Timeline (Anticipated Start/Finish): 12/1/2017 - 10/1/2018
    - Major Action Steps: (1) Identify a core team of ELA teachers and administrators to develop a professional development session for the ELA Vertical Team; (2) Engage members of the ELA Vertical Team in exchanging best instructional practices, learning from research, and creating new resources for integration into the classroom across grade levels; (3) Begin developing students' capacity to cite evidence from a text in the primary schools as an approach to critical reading and academic writing and continue the learning progression throughout the 12th grade as developmentally appropriate; (4) Create common rubrics to assess TDAs within each grade level incorporating grade -specific skills; and (5) Utilize common rubrics to assess students' writing and provide individualized feedback.

- Refine MTSS processes for English Language Arts (ELA) to determine next steps for a systematic approach to enrichment and/or remediation.
    - Key Personnel: Principals, Intervention Specialist, School Psychologist
    - Timeline (Anticipated Start/Finish): 12/1/2017 - 04/27/18
    - Major Action Steps: (1) Review ELA interventions and resources; (2) Revise the MTSS Decision Tree matrix benchmarks to address students' needs as demonstrated in the performance data; (3) Determine effectiveness of interventions based on students' formative and summative performance and growth data.

- Continue professional development and support for co-teaching model.
    - Key Personnel: Director of Special Education and Student Services, School Psychologists, Principals, Intervention Specialist, Special Education Teachers, Regular Education Teacher Representation
    - Timeline (Anticipated Start/Finish): September 2017 - May 2018
    - Major Action Steps: (1) Provide ongoing professional development opportunities; (2) Fully develop approach to be implemented; (3) Develop a fidelity guide for implementation; (4) Integrate content-

specific training and feedback related to co-teaching; and (5) Determine success of interventions based upon students' performance.

- Identify pockets of excellence at the building or classroom level that allow further expansion of effective practices. Common assessments could be utilized to initiate these conversations among data teams of teaching professionals.
    - Key Personnel: Principals, Professional Staff
    - Timeline (Anticipated Start/Finish): 12/1/2017 - 5/1/2018
    - Major Action Steps: (1) Continue to conduct walk-through observations and capture examples that can be shared with staff during building meetings and in-service; (2) Include examples during pre/post-conference observation meetings; and (3) Establish a culture of data in which professionals can analyze results of common assessments and share the approach used to attain them.

- Consider how teacher specific data can be used to identify strengths in the effort to replicate effective practices across the district.
    - Key Personnel: Principals
    - Timeline (Anticipated Start/Finish): 12/1/2017 - 5/1/2018
    - Major Action Steps: (1) Conduct walk-throughs with predetermined criteria based upon teacher specific data with administrators across buildings and grade spans; (2) Document and share the approach used to attain effective results; (3) Foster professional learning communities to engage in collaborative inquiry and discussion of best practices; and (4) Capture instructional strategies within the unit-based curriculum.

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PSSA SCIENCE

Note: PDE has not revised the Science assessment. Comparisons of results over time may be made. Trends can also be identified across the years; although it should be noted that each year represents a different group of students contributing to the results. Identified trends could be an indication of curricular impact.

GRADE 4 Performance Level Percentages over Time

	PR 2012 Percent	PR 2013 Percent	PR 2014 Percent	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent	PA Top Decile*
ADV	56.4	53.4	61.3	62.8	58.2	57.8	33	
PROF	37.0	38.3	30.6	31.5	33.9	36.4	41.6	
ADV/PRO	**93.4**	**91.7**	**91.9**	**94.3**	**92.1**	**94.2**	**74.6**	**94.0**
BASIC	4.9	6.5	5.8	3.6	5.3	5.2	20.2	
BEL BAS	1.7	1.8	2.2	2.1	2.6	0.6	5.3	
# TESTED	346	339	359	336	304	327	125488	
				Mean Score	1520	1510	1410	

Females

	PR 2012 Percent	PR 2013 Percent	PR 2014 Percent	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	56.7	53.8	62.9	66.0	48.0	54.6	31.4
PROF	38.4	38.6	30.3	29.4	44.7	39.1	43.7
ADV/PRO	**95.1**	**92.4**	**93.3**	**95.4**	**92.7**	**93.7**	**75.1**
BASIC	3.0	6.3	5.1	3.3	4.1	5.7	20.2
BEL BAS	1.8	1.3	1.7	1.3	3.3	0.6	4.7
# TESTED	164	158	178	153	123	174	61546
				Mean Score	1470	1500	1400

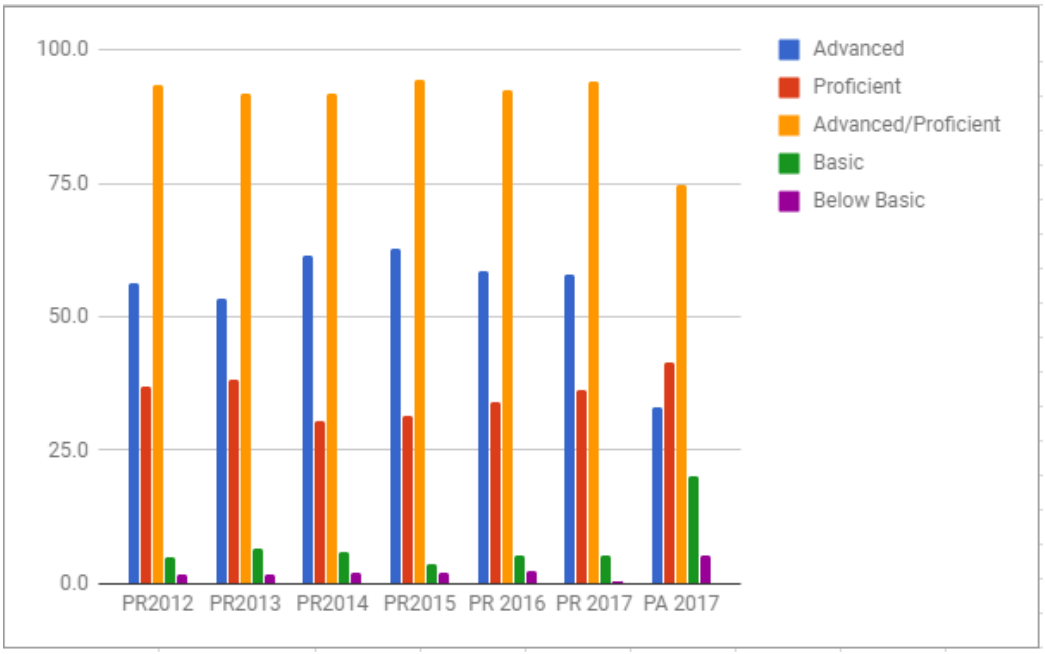
Males

	PR 2012 Percent	PR 2013 Percent	PR 2014 Percent	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	56.0	53.0	59.7	60.1	65.2	61.4	34.5
PROF	35.7	38.1	30.9	33,3	26.5	33.3	39.5
ADV/PRO	**91.8**	**91.2**	**90.6**	**93.4**	**91.7**	**94.7**	**74**
BASIC	6.6	6.6	6.6	3.8	6.1	4.6	20.2
BEL BAS	1.6	2.2	2.8	2.7	2.2	0.7	5.8
# TESTED	182	181	181	183	181	153	63942
				Mean Score	1540	1520	1410

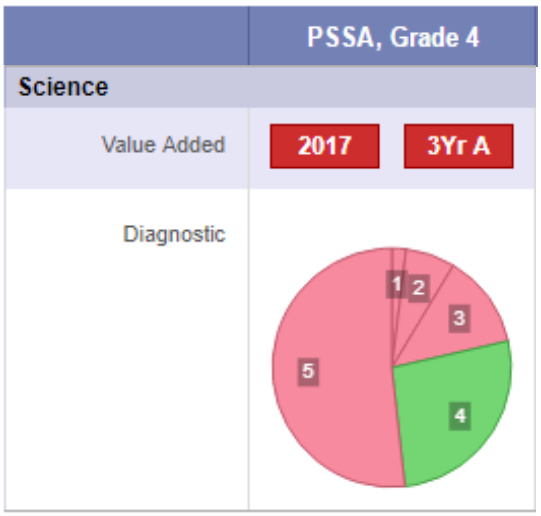
Students with IEPs

	PR 2012 Percent	PR 2013 Percent	PR 2014 Percent	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	32.1	19.4	21.3	37.0	34.1	34.1	13.6
PROF	43.4	48.4	36.2	40.7	36.4	39	35.4
ADV/PRO	**75.5**	**67.7**	**57.5**	**77.8**	**70.5**	**73.1**	**49**
BASIC	17.0	22.6	27.7	11.1	15.9	22	37
BEL BAS	7.5	9.7	14.9	11.1	13.6	4.9	14
# TESTED	53	62	49	54	44	41	20931
				Mean Score	1380	1420	1300

GRADE 4 Performance Level Percentages over Time



PVAAS Grade 4



District Value Added

- Significant evidence that the district exceeded the standard for PA Academic Growth
- Moderate evidence that the district exceeded the standard for PA Academic Growth
- Evidence that the district met the standard for PA Academic Growth
- Moderate evidence that the district did not meet the standard for PA Academic Growth
- Significant evidence that the district did not meet the standard for PA Academic Growth
- No data currently available

District Quintile Diagnostic

- Moderate evidence that the group exceeded the standard for PA Academic Growth.
- Evidence that the group met the standard for PA Academic Growth.
- Moderate evidence that the group did not meet the standard for PA Academic Growth.
- There were not enough students to define growth.

GRADE 4 PSSA SCIENCE Assessment Anchors

Performance Averages over Time

	2012			2013			2014		
	Mean	Max	Percent	Mean	Max	Percent	Mean	Max	Percent
S.A	26.7	35	76	23.9	32	75	26.7	35	76
S.A.1	9.0	12	75	8.7	11	79	9.4	12	78
S.A.2	5.0	7	72	5.2	7	75	5.4	7	78
S.A.3	12.7	16	79	9.9	14	71	11.9	16	74
S.B	8.2	12	68	8.8	12	74	9.4	12	79
S.B.1	3.1	5	61	1.7	3	58	1.9	2	96
S.B.2	2.4	3	81	1.8	2	91	0.4	1	43
S.B.3	2.7	4	67	5.3	7	75	7.1	9	79
S.C	8.0	11	73	8.8	12	73	9.2	11	84
S.C.1	0.9	1	87	2.8	4	70	2.6	3	88
S.C.2	4.2	6	69	3.7	5	73	3.9	5	78
S.C.3	3.0	4	74	2.3	3	77	2.7	3	88
S.D	7.0	10	70	8.4	12	70	7.0	10	70
S.D.1	5.0	7	71	6.5	9	73	5.4	8	67
S.D.2	0.7	1	74	1.3	2	65	0.9	1	94
S.D.3	1.2	2	61	0.6	1	58	0.7	1	69

2017 Grade 4 Anchor Performance vs. State

Nature of Sciences

	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
S4.A	32	21.7	68	17.8	55.7
S4.A.1	9	6.6	73.2	5.5	61.5
S4.A.2	8	5.8	73	5.0	62
S4.A.3	15	9.3	62.1	7.3	48.9

Biological Sciences

	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
S4.B	12	7.8	65.1	6.6	55.3
S4.B.1	3	2	67.5	1.7	58.1
S4.B.2	2	1.3	65.2	1.1	57.2
S4.B.3	7	4.5	64	3.8	53.6

Physical Sciences

	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
S4.C	12	8.4	69.7	6.4	53.1
S4.C.1	Not Tested				
S4.C.2	6	4.1	68.6	3.2	52.8
S4.C.3	6	4.2	70.7	3.2	53.4

Earth and Space Sciences

	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
S4.D	12	7.6	63.4	6.4	53.1
S4.D.1	9	5.8	64	4.8	53.5
S4.D.2	3	1.9	61.8	1.6	52
S4.D.3	Not Tested				

GRADE 4 SCIENCE Assessment Anchors

Performance Averages over Time

	2015			2016			2017		
	Mean	**Max**	**Percent**	**Mean**	**Max**	**Percent**	**Mean**	**Max**	**Percent**
S.A	26.4	34	78	25.5	33	77	21.7	32	68
S.A.1	9.4	12	78	12.7	16	80	6.6	9	73.2
S.A.2	7.4	9	82	5.9	8	74	5.8	8	73
S.A.3	9.6	13	74	6.6	9	76	9.3	15	62.1
S.B	9.8	12	82	10.7	13	82	7.8	12	65.1
S.B.1	2.8	3	93	5.3	6	89	2	3	67.5
S.B.2	3.8	5	77	3.0	4	75	1.3	2	65.2
S.B.3	3.2	4	79	2.4	3	79	4.5	7	64
S.C	8.3	10	83	10.0	12	83	8.4	12	69.7
S.C.1	2.3	3	78	1.8	2	88	Not Tested		
S.C.2	2.6	3	87	3.4	4	85	4.1	6	68.6
S.C.3	3.4	4	84	4.8	6	80	4.2	5	70.7
S.D	8.6	12	72	7.6	10	76	7.6	12	63.4
S.D.1	3.8	5	76	4.6	6	76	5.8	9	64
S.D.2	2.3	4	59	0.9	1	88	1.9	3	61.8
S.D.3	2.4	3	81	2.2	3	72	Not Tested		

Anchor Descriptors

S.A **Nature of Science**
- S.A.1 Reasoning and Analysis
- S.A.2 Processes, Procedures, and Tools of Scientific Investigation
- S.A.3 Systems, Models, and Patterns

S.B **Biological Sciences**
- S.B.1 Structure and Function of Organisms
- S.B.2 Continuity of Life
- S.B.3 Ecological Behavior and Systems

S.C **Physical Sciences**
- S.C.1 Structure, Properties, and Interactions of Matter and Energy
- S.C.2 Forms, Sources, Conversions, and Transfer of Energy
- S.C.3 Principles of Force and Motion

S.D **Earth and Space Sciences**
- S.D.1 Earth Features and Processes that Change Earth and its Resources
- S.D.2 Weather, Climate, and Atmospheric Processes
- S.D.3 Composition and Structure of the Universe

PSSA SCIENCE

Note: PDE has not revised the Science assessment. Comparisons of results over time may be made.

GRADE 8 Performance Level Percentages over Time

	PR 2012 Percent	PR 2013 Percent	PR 2014 Percent	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent	PA Top Decile*
ADV	41.8	39.4	31.3	38.8	37.3	31.1	21.2	
PROF	40.1	44.8	45.0	40.6	41.9	39.9	31.5	
ADV/PRO	**81.9**	**84.2**	**76.3**	**79.4**	**79.2**	**71.0**	**52.7**	**72.4**
BASIC	13.7	10.6	16.8	13.5	13.3	18.1	22.4	
BEL BAS	4.4	5.2	7.0	7.1	7.5	10.9	25.0	
# TESTED	355	353	364	394	332	386	122716	
				Mean Score	1410	1370	1300	

Females

	PR 2012 Percent	PR 2013 Percent	PR 2014 Percent	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	36.0	27.9	25.1	29.8	34.4	28	20.1
PROF	44.0	57.0	48.0	48.0	47.1	44.5	33.6
ADV/PRO	**80.0**	**84.9**	**73.1**	**77.8**	**81.5**	**72.5**	**53.7**
BASIC	16.0	11.5	19.9	13.5	15.9	18.7	23.7
BEL BAS	4.0	3.6	7.0	8.8	2.5	8.8	22.6
# TESTED	179	168	175	171	157	182	59900
				Mean Score	1410	1370	1300

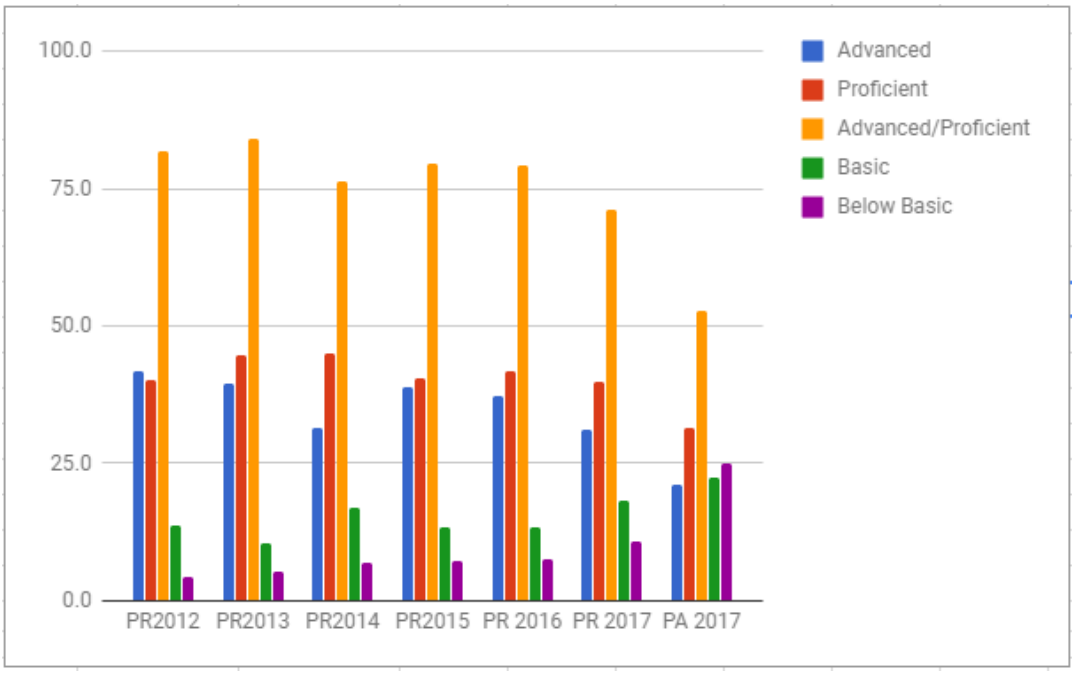
Males

	PR 2012 Percent	PR 2013 Percent	PR 2014 Percent	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	47.9	49.7	36.9	45.7	40.0	33.8	22.2
PROF	35.9	33.9	42.2	35.0	37.1	35.8	29.5
ADV/PRO	**83.8**	**83.6**	**79.1**	**80.7**	**77.1**	**69.6**	**51.7**
BASIC	11.4	9.8	13.9	13.5	10.9	17.6	21.1
BEL BAS	4.8	6.6	7.0	5.8	12.0	12.7	27.2
# TESTED	176	185	189	223	175	204	62816
				Mean Score	1400	1370	1300

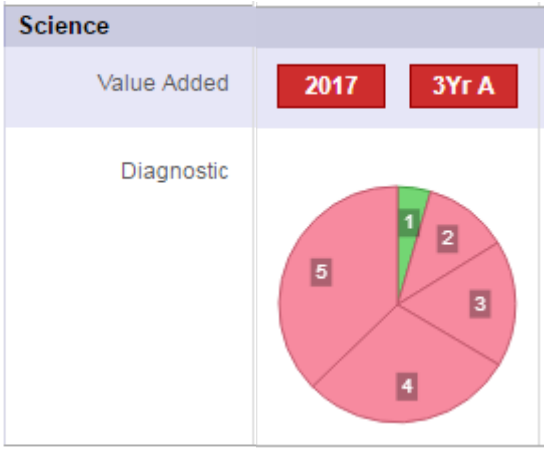
Students with IEPs

	PR 2012 Percent	PR 2013 Percent	PR 2014 Percent	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2017 Percent
ADV	5.7	31.5	18.9	6.7	2.9	7	4.5
PROF	31.4	14.8	24.5	20.0	35.3	24.6	12.3
ADV/PRO	**37.1**	**46.3**	**43.4**	**26.7**	**38.2**	**31.6**	**16.8**
BASIC	40.0	22.2	24.5	31.1	26.5	24.6	23.9
BEL BAS	22.9	31.5	32.1	42.2	35.3	43.9	59.3
# TESTED	48	59	53	45	34	57	19202
				Mean Score	1200	1220	1150

GRADE 8 Performance Level Percentages over Time



PVAAS Grade 8



District Value Added

- Significant evidence that the district exceeded the standard for PA Academic Growth
- Moderate evidence that the district exceeded the standard for PA Academic Growth
- Evidence that the district met the standard for PA Academic Growth
- Moderate evidence that the district did not meet the standard for PA Academic Growth
- Significant evidence that the district did not meet the standard for PA Academic Growth
- No data currently available

District Quintile Diagnostic

- Moderate evidence that the group exceeded the standard for PA Academic Growth.
- Evidence that the group met the standard for PA Academic Growth.
- Moderate evidence that the group did not meet the standard for PA Academic Growth.
- There were not enough students to define growth.

GRADE 8 SCIENCE Assessment Anchors

Performance Averages over Time

	2012			2013			2014		
	Mean	Max	Percent	Mean	Max	Percent	Mean	Max	Percent
S.A	22.5	32	70	24.9	33	76	26.1	34	77
S.A.1	10.4	15	69	7.7	10	77	10.6	14	75
S.A.2	6.2	9	69	9.1	12	76	6.6	9	74
S.A.3	5.9	8	73	8.1	11	74	8.9	11	81
S.B	9.9	12	82	9.1	12	76	9.6	12	80
S.B.1	0.7	1	68	1.6	3	55	0.7	1	68
S.B.2	5.0	6	84	5.8	7	82	2.9	4	73
S.B.3	4.2	5	84	1.7	2	84	6.0	7	85
S.C	8.2	12	68	7.7	11	70	7.5	10	75
S.C.1	2.3	3	77	2.5	3	85	3.0	4	74
S.C.2	3.3	5	67	4.5	7	64	3.2	4	79
S.C.3	2.5	4	64	0.7	1	69	1.4	2	71
S.D	9.2	12	76	9.1	12	76	7.5	12	62
S.D.1	6.3	8	79	5.3	7	76	5.2	8	65
S.D.2	0.9	1	87	1.5	2	77	0.6	1	62
S.D.3	2.0	3	66	2.2	3	74	1.7	2	55

2017 Grade 8 Anchor Performance vs. State

Nature of Sciences

	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
S8.A	33	21	63.5	17.5	53
S8.A.1	13	7.9	60.5	6.7	51.4
S8.A.2	13	8.6	65.9	7.0	53.8
S8.A.3	7	4.5	64.8	3.8	54.8

Biological Sciences

	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
S8.B	11	6.9	62.3	5.8	52.7
S8.B.1	3	2.3	75.1	1.9	64.5
S8.B.2	4	2.5	62.2	2.1	51.6
S8.B.3	4	2.1	52.9	1.8	44.7

Physical Sciences

	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
S8.C	12	6.8	56.6	6.2	51.5
S8.C.1	3	1.9	63.0	1.6	53.5
S8.C.2	6	3.6	59.4	3.4	57.3
S8.C.3	3	1.3	44.6	1.1	38.0

Earth and Space Sciences

	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
S8.D	12	5.7	47.7	5.5	45.5
S8.D.1	11	5.3	48.2	5.0	45.7
S8.D.2	1	0.4	42.2	0.4	42.7
S8.D.3	Not Tested				

GRADE 8 SCIENCE Assessment Anchors

Performance Averages over Time

	2015			2016			2017		
	Mean	**Max**	**Percent**	**Mean**	**Max**	**Percent**	**Mean**	**Max**	**Percent**
S.A	26.1	34	77	25.9	34	76	21	33	63.5
S.A.1	10.7	14	76	12.0	17	70	7.9	13	60.5
S.A.2	9.5	12	80	9.0	11	82	8.6	13	65.9
S.A.3	5.8	8	73	4.9	6	82	4.5	7	64.8
S.B	9.7	13	75	10.5	14	75	6.9	11	62.3
S.B.1	1.6	2	79	3.7	5	75	2.3	3	75.1
S.B.2	2.0	3	66	1.5	2	77	2.5	4	62.2
S.B.3	6.2	8	77	5.3	7	75	2.1	4	52.9
S.C	8.5	11	78	6.9	9	77	6.8	12	56.5
S.C.1	2.5	3	82	2.3	3	77	1.9	3	63
S.C.2	3.0	4	75	3.9	5	78	3.6	6	59.3
S.C.3	3.1	4	77	0.7	1	73	1.3	3	44.6
S.D	7.0	10	70	7.4	11	68	5.7	12	47.7
S.D.1	3.9	5	78	6.6	10	66	5.3	11	48.2
S.D.2	1.2	2	61	Not Tested			0.4	1	42.1
S.D.3	1.8	3	61	0.8	1	82	Not Tested		

Anchor Descriptors

S.A **Nature of Science**
- S.A.1 Reasoning and Analysis
- S.A.2 Processes, Procedures, and Tools of Scientific Investigation
- S.A.3 Systems, Models, and Patterns

S.B **Biological Sciences**
- S.B.1 Structure and Function of Organisms
- S.B.2 Continuity of Life
- S.B.3 Ecological Behavior and Systems

S.C **Physical Sciences**
- S.C.1 Structure, Properties, and Interactions of Matter and Energy
- S.C.2 Forms, Sources, Conversions, and Transfer of Energy
- S.C.3 Principles of Force and Motion

S.D **Earth and Space Sciences**
- S.D.1 Earth Features and Processes that Change Earth and its Resources
- S.D.2 Weather, Climate, and Atmospheric Processes
- S.D.3 Composition and Structure of the Universe

PSSA SCIENCE

Results and Findings

- Pine-Richland students outperformed the state average of students scoring proficient and advanced on the PSSA Science assessment in both the 4th and 8th Grade.
    - When comparing the percent of students scoring in the combined proficient and advanced category, Pine-Richland 4th Grade students (94.2%) outperformed the top decile benchmark representing the top 10% of schools in Pennsylvania (94.0%).
    - The aggregate percentage of Pine-Richland 8th Grade students (71.0%) performing at the combined proficient and advanced range was just below the PA Top Decile representing the top 10% of schools in Pennsylvania (72.4%).

- The percentage of male and female students at the advanced and proficient levels were found to be stable over the past four years within Grade 4.

- Pine-Richland students with an IEP in Grades 4 (73.1%) performed nearly commensurate with the overall performance of all Pennsylvania students (74.6%), both without and with IEPs, in the combined advanced/proficient category.

- The analysis of student performance by PA Science Assessment Anchors helps us understand areas of relative strength and need with a higher level of meaning. While there are several relative strengths, the opportunities for improvement include:
    - **Grade 4**
        - **S.A.3 Nature of Science**
            - Systems, Models, and Patterns
        - **S4.B.3 Biological Sciences**
            - Ecological Behavior and Systems
        - **S.D.1-2 Earth and Space Sciences**
            - Earth Features and Processes that Change Earth and its Resources
            - Weather, Climate, and Atmospheric Processes
    - **Grade 8**
        - **S8.B.3 Biological Sciences**
            - Ecological Behavior and Systems
        - **S8.C.2-3 Physical Sciences**
            - Forms, Sources, Conversions, and Transfer of Energy
            - Principles of Force and Motion
        - **S8.D.1-2 Earth and Space Sciences**
            - Earth Features and Processes that Change Earth and its Resources
            - Weather, Climate, and Atmospheric Processes

- The 2017 PVAAS District Value-Added Report for grade 4 indicates “significant evidence that the district did not meet the standard for PA Academic Growth” (i.e., red) in quintiles 1,2,3 and 5. The value-added growth measures for 2015 and 2016 for Grade 4 were also red; however, on the 2017 administration, students in quintile 4 do show “evidence that the students met the growth standard”. The

3-year value-added average growth measure is red, indicating significant evidence that the district did not meet the growth standard for Grade 4 Science.

- The 2017 PVAAS District Value-Added Report for grade 8 indicates "evidence that the district did not met the standard for PA Academic Growth" (i.e., red). The growth measure in 2015 was green and the growth measure for 2016 was green. The 3-year average value-added growth measure for grade 8 is red indicating significant evidence that the district did not meet the standard for PA academic growth.

- The 2017 PVAAS Quintile Diagnostic Report for grade 8 demonstrates that students in the first quintile met the growth standard while students in the second, third, fourth, and fifth quintiles did not meet the growth standard for PSSA Science.

Next Steps

- Review PSSA and PVAAS data, results, and findings with grade level and vertical teams.
  - Key Personnel: Administration, Department/Grade Level Chairs, Vertical Team
  - Timeline (Anticipated Start/Finish): 8/1/2017 - 12/22/2017
  - Major Action Steps: (1) Distribute the Academic Achievement and Growth Report to the teachers and have them familiarize themselves with their content and grade level results and action steps; (2) Locate specific areas of content focus within the unit-based curriculum for analysis; (3) Identify potential modifications to learning goals and/or learning activities to strengthen learning; (4) View individual student achievement and predicted performance reports to plan for students and flexible groups in lesson design; and (5) Monitor performance in specific focus areas on a regular basis and through collaboration with grade level and/or same course teachers.

- Continue professional development on using new textbooks and curricular materials implemented this year.
  - Key Personnel: Assistant Superintendents, ALCs, and Science Department Teachers
  - Timeline (Anticipated Start/Finish): 7/1/2017 - 6/1/2018
  - Major Action Steps: (1) Identify products for which professional development is needed throughout the year; (2) Determine dates and model for professional development; (3) Invite vendors or schedule training webinars; and (4) Plan professional development sessions to increase engagement, learning, and to impact teacher behavior/instruction and student results.

- Implement the recommendations from the systematic, in-depth program review with the Science Department aimed at improving our educational program K-12.
  - Key Personnel: Assistant Superintendents, ALCs, & Science Department Teachers
  - Timeline (Anticipated Start/Finish): 6/1/2017 - 6/1/2019
  - Major Action Steps: (1) Review recommendations and key personnel responsible for each action with department members; (2) Create additional short-term goals and quarterly benchmarking points to assess performance measures; (3) Capture completion of each of the recommendations on the performance measures spreadsheet; and (4) Share updates with the Academic Achievement Committee, School Board, Department, and community through electronic newsletters and forums like Key Communicators.

- Analyze and understand data from the Classroom Diagnostic Tools (CDT) assessment.
  - Key Personnel: Principal, Assistant Principal, Grades 7 and 8 Science Teachers
  - Timeline (Anticipated Start/Finish): 12/1/2017 - 04/27/2017
  - Major Action Steps: (1) Analyze assessment data and identify strengths and opportunities for improvement; (2) Share data with classroom teachers and data teams; (3) Develop and implement

instructional interventions to meet the needs of students; and (4) Monitor assessment data formatively and continue responding to students' needs to impact results.

- Continue professional development and support for co-teaching model.
  - Key Personnel: Director of Special Education and Student Services, School Psychologists, Principals, Intervention Specialist, Special Education Teachers, Regular Education Teacher Representation
  - Timeline (Anticipated Start/Finish): September 2017 - May 2018
  - Major Action Steps: (1) Provide ongoing professional development opportunities; (2) Fully develop approach to be implemented; (3) Develop a fidelity guide for implementation; (4) Integrate content-specific training and feedback related to co-teaching; (5) Determine success of interventions based upon students' performance.

- Further develop the daily Science instruction implemented in 2017-2018 in grade 6 to embed additional learning opportunities for students, aligned to the PA Standards and infused with the Next Generation Science Standards, as recommended in the 2016-2017 In-Depth Program Review.
  - Key Personnel: Eden Hall Upper Elementary Principals and 6th Grade Science Teachers
  - Timeline (Anticipated Start/Finish): 8/24/2017 - 6/1/2018
  - Major Action Steps: (1) Review unit-based curriculum and embed new resources in a systematic manner when specific eligible content are being addressed; (2) Identify gaps or areas to bolster within the curriculum based upon the 4th and 8th grade Science PSSA results; (3) Develop or identify new instructional resources and strategies to target these areas of need; (4) Document the new content resources and pacing within the unit-based curriculum; (5) Ensure alignment among curriculum, instruction, and assessment; (6) Examine assessments for rigor of questions using Webb's Depth of Knowledge; and (7) Provide opportunities for remediation and extension within the science classroom as a part of differentiated instruction, based upon students' performance.

- Effectively implement the newly selected instructional resources (e.g. Amplify Science) in grades 6 through 8, which enhance inquiry-based learning, critical thinking, and transfer of skills to real world situations and problems.
  - Key Personnel: Eden Hall Upper Elementary and Middle School Principals, 6-8 Grade Science Teachers
  - Timeline (Anticipated Start/Finish): 8/24/2017 - 6/1/2018
  - Major Action Steps: (1) Identify units most closely aligned with the standards, particularly within areas where further resources are needed to support eligible content; (2) Provide professional development to teachers on new resources; (3) Implement instructional resources with students and determine their effectiveness in helping students to master the concepts; (4) Integrate the resources into the unit-based curriculum if obtaining the expected results; and (5) Consider developing additional problem-based (real world) learning activities for students and incorporating them into regular instruction.

- Examine the K-3 unit-based curriculum for Science and backmap the eligible content and skills to be mastered by grade 4, ensuring spiraling of content through instructional and learning opportunities and formative assessment.
  - Key Personnel: Assistant Superintendent for Elementary Education & Curriculum, K-6 Principals, K-4 Teachers
  - Timeline: 12/1/2017 - 9/1/2018
  - Major Action Steps: (1) Examine unit-based curriculum for science in grades K-4; (2) Determine where each of the eligible content items are being addressed already and determine any gaps; (3) Identify additional big ideas tied to the eligible content and embed them in the unit-based curriculum by grade level; (4) Design learning activities and identify resources to support mastery of the learning goals; (5) Infuse the Next Generation Science Standards where appropriate; (6) Create common assessments by unit; (7) Establish professional learning communities within each building and across buildings through the use of both face-to-face and video conferencing technology to share ideas and learning across grade

levels; and (8) Continue to refine the curriculum, instruction, and assessment annually, based on students' results.

- Examine the 4-8 unit-based curriculum for Science and back map the eligible content and skills to be mastered by grade 8, ensuring spiraling of content through instructional and learning opportunities and formative assessment.
    - Key Personnel: Assistant Superintendents, 4-8 Principals, 4-8 Teachers
    - Timeline: 12/1/2017 - 9/1/2018
    - Major Action Steps: (1) Examine unit-based curriculum for science in grades 4-8; (2) Determine where each of the eligible content items are being addressed already and determine any gaps or areas of duplication without a progression of learning; (3) Identify additional big ideas tied to the eligible content and embed them in the unit-based curriculum by grade level; (4) Design learning activities and identify resources to support mastery of the learning goals; (5) Infuse the Next Generation Science Standards where appropriate; (6) Create common assessments by unit; (7) Establish professional learning communities within each building and across buildings through the use of both face-to-face and video conferencing technology to share ideas and learning across grade levels; and (8) Continue to refine the curriculum, instruction, and assessment annually, based on students' results.

- Identify pockets of excellence at the building or classroom level that allow further expansion of effective practices. Common assessments could be utilized to initiate these conversations among data teams of teaching professionals.
    - Key Personnel: Principals, Professional Staff
    - Timeline (Anticipated Start/Finish): 12/1/2017 - 5/1/2018
    - Major Action Steps: (1) Continue to conduct walk-through observations and capture examples that can be shared with staff during building meetings and in-service; (2) Include examples during pre/post-conference observation meetings; and (3) Establish a culture of data in which professionals can analyze results of common assessments and share the approach used to attain them.

- Consider how teacher specific data can be used to identify strengths in the effort to replicate effective practices across the district.
    - Key Personnel: Principals, Professional Staff
    - Timeline (Anticipated Start/Finish): 12/1/2017 - 5/1/2018
    - Major Action Steps: (1) Conduct walk-throughs with predetermined criteria based upon teacher specific data with administrators across buildings and grade spans; (2) Document and share the approach used to attain effective results; (3) Foster professional learning communities to engage in collaborative inquiry and discussion of best practices; and (4) Capture instructional strategies within the unit-based curriculum.

KEYSTONE EXAMS: Pennsylvania System of State Assessment

Overview of Achievement and Growth

Keystone Exams are part of the Pennsylvania State System of Assessment (PSSA) and replaced the PSSAs in Math, Reading, Writing, and Science in grade 11 beginning in 2012. Keystone Exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Literature, and Biology. The Algebra I and Literature Keystone Exams include items written to the assessment anchors and eligible content aligned to the Pennsylvania Core Standards in Mathematics and English Language Arts. The Biology Keystone Exam includes items written to the assessment anchors and eligible content aligned to the enhanced Pennsylvania Academic Standards for Science. Student performance is measured with the same levels as the PSSA tests: advanced, proficient, basic, and below basic.

For accountability purposes, the results of Keystone Exams are used as the high school assessment for federal compliance and the Pennsylvania School Performance Profile. Pine-Richland requires proficiency on the Keystone Exams as a high school graduate requirement. Pennsylvania will require proficiency on the Keystone Exams as a requirement for high school graduation beginning with the Class of 2020. All students must take the Keystone Exams and non-proficient students are required to retake the exam. Students have three opportunities to take Keystone Exams throughout the year: winter, spring, and summer. School districts have the responsibility of providing some form of supplemental instruction for non-proficient students before they retake the exam. Students who have retaken the Keystone Exam and remain non-proficient have alternative methods to demonstrate proficiency in the content areas and meet graduation requirements. Students with IEPs who are non-proficient may graduate by demonstrating proficiency through progress towards their IEP goals.

Because the Keystone Exams are end-of-course assessments, students are tested at different times, whenever they have taken the corresponding course. Students enroll in Algebra 1 whenever they are ready for the challenge, most typically in grades 7-9. All students take the Literature Keystone at the end of grade 9 while students take the Biology Keystone at the end of either grade 9 or grade 10. Because the majority of our students have attempted the Keystone Exams by the end of their sophomore year, non-proficient students have time for remediation of their skills before retesting. The proficiency levels for accountability purposes and the school performance profile are determined at the end of junior year.

In the pages that follow, Keystone Exam results have been presented first for Algebra 1, followed by Literature and Biology. For each exam, data is presented that provides the comparison of district performance to state performance levels. Similarly to PSSA data, PVAAS data for value-added and quintile scores is provided for each exam. Next are performance levels by grade level over time for each exam. Last, data on the performance over time for each graduating class is presented.

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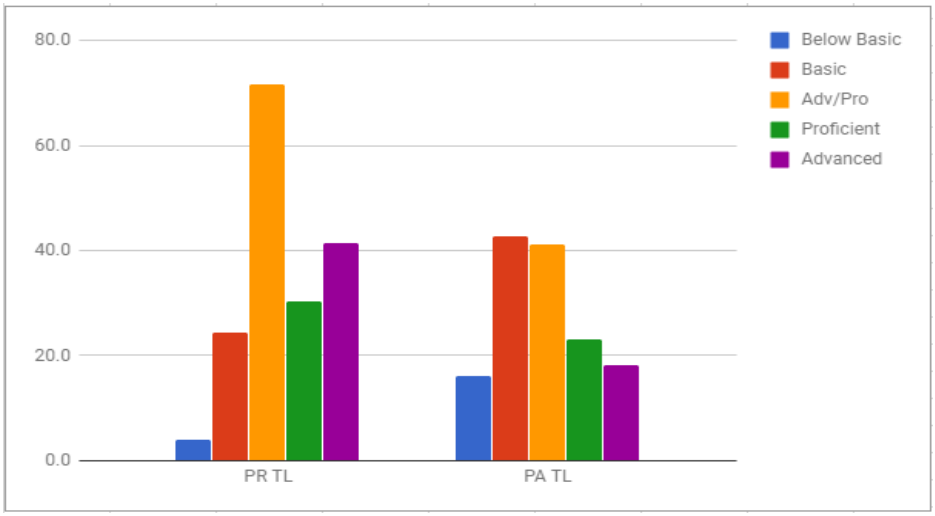
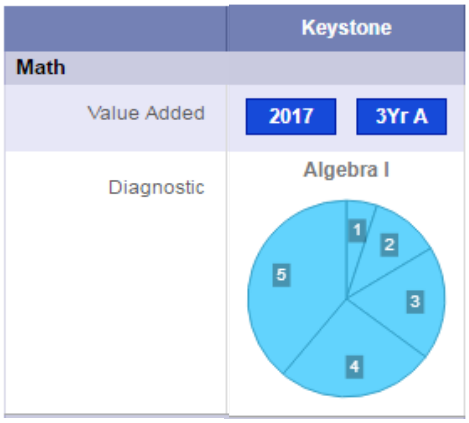
ALGEBRA I Keystone Exam

Comparison of District and State Results
Percentage of Students Scoring at Each Performance Level
All Test Takers, Spring 2017

	# Students	Below Basic	Basic	Adv/Pro	Proficient	Advanced
PR TL	437	3.9	24.5	71.6	30.2	41.4
PA TL	168559	16.2	42.7	41.1	23.1	18.1



PVAAS ALGEBRA 1



District Value Added

- Significant evidence that the district exceeded the standard for PA Academic Growth
- Moderate evidence that the district exceeded the standard for PA Academic Growth
- Evidence that the district met the standard for PA Academic Growth
- Moderate evidence that the district did not meet the standard for PA Academic Growth
- Significant evidence that the district did not meet the standard for PA Academic Growth
- No data currently available

District Quintile Diagnostic

- Moderate evidence that the group exceeded the standard for PA Academic Growth.
- Evidence that the group met the standard for PA Academic Growth.
- Moderate evidence that the group did not meet the standard for PA Academic Growth.
- There were not enough students to define growth.

Algebra 1 End-of-Course Assessment Results
Performance Levels by Grade Level Tested over Time

GRADE 6				2016 Percent	2017 Percent
ADV				100	100
PROF				0	0
ADV/PRO				**100**	**100**
BASIC				0	0
BEL BAS				0	0
# TESTED				2	1

GRADE 7	2013 Percent	2014 Percent	2015 Percent	2016 Percent	2017 Percent
ADV	92	86	82	91	96
PROF	8	14	18	9	4
ADV/PRO	**100**	**100**	**100**	**100**	**100**
BASIC	0	0	0	0	0
BEL BAS	0	0	0	0	0
# TESTED	62	80	66	80	50

GRADE 8	2013 Percent	2014 Percent	2015 Percent	2016 Percent	2017 Percent
ADV	47	46	36	39	52
PROF	44	41	44	44	37
ADV/PRO	**91**	**87**	**80**	**83**	**89**
BASIC	9	12	19	17	10
BEL BAS	0	1	0	0	1
# TESTED	211	214	254	224	245

GRADE 9	2013 Percent	2014 Percent	2015 Percent	2016 Percent	2017 Percent
ADV	7	5	9	5	3
PROF	36	39	35	27	34
ADV/PRO	**43**	**44**	**44**	**32**	**37**
BASIC	45	51	52	58	55
BEL BAS	11	5	4	10	8
# TESTED	139	105	100	88	88

GRADE 10	2013 Percent	2014 Percent	2015 Percent	2016 Percent	2017 Percent
ADV	8	0	2	0	2
PROF	17	23	27	5	16
ADV/PRO	**25**	**23**	**30**	**5**	**18**
BASIC	58	71	70	88	72
BEL BAS	17	7	0	7	9
# TESTED	12	61	44	41	43

GRADE 11	2013 Percent	2014 Percent	2015 Percent	2016 Percent	2017 Percent
ADV	0	0	0	0	0
PROF	0	26	35	36	30
ADV/PRO	**0**	**26**	**35**	**36**	**30**
BASIC	0	70	59	27	30
BEL BAS	0	4	6	36	40
# TESTED	0	50	17	11	10

Algebra I Results by Graduating Class

Class of 2016 (Graduates)

Level	2010-11 School Year Grade 7						2011-2012 School Year – Grade 8					
	Winter		Spring		Summer		Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0		30	53	0		0		0		0	
PROF	0		24	42	0		0		0		0	
ADV/PRO	**0**		**54**	**95**	**0**		**0**		**0**		**0**	
BASIC	0		2	4	0		0		0		0	
BEL BAS	0		1	2	0		0		0		0	
# Tested	0		57		0		0		0		0	

Class of 2016 (Graduates) continued

Level	2012-13 School Year Grade 9						2013-2014 School Year – Grade 10					
	Winter		Spring		Summer		Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	62	33	10	7	0		7	7	0	0	0	0
PROF	102	54	50	36	0		35	34	14	23	0	0
ADV/PRO	**164**	**87**	**60**	**43**	**0**		**42**	**41**	**14**	**23**	**0**	**0**
BASIC	24	13	63	45	0		56	54	43	70	2	100
BEL BAS	0	0	16	12	0		5	5	4	7	0	0
# Tested	188		139		0		103		61		2	

Class of 2016 (Graduates) continued

Level	2014-15 School Year Grade 11					
	Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent
ADV	2	6	0	0	0	
PROF	9	25	6	35	0	
ADV/PRO	**11**	**31**	**6**	**35**	**0**	
BASIC	23	64	10	59	0	
BEL BAS	2	6	1	6	0	
# Tested	36		17		0	

Class of 2017 (Graduates)

Level	2010-11 School Year Grade 6						2011-2012 School Year – Grade 7					
	Winter		Spring		Summer		Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0		2	100	0		0		0		0	
PROF	0		0	0	0		0		0		0	
ADV/PRO	**0**		**2**	**100**	**0**		**0**		**0**		**0**	
BASIC	0		0	0	0		0		0		0	
BEL BAS	0		0	0	0		0		0		0	
# Tested	0		2		0		0		0		0	

Class of 2017 (Graduates) continued

Level	2012-13 School Year Grade 8						2013-2014 School Year – Grade 9					
	Winter		Spring		Summer		Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	45	87	99	47	0		4	13	5	5	0	0
PROF	7	13	93	44	0		13	42	41	39	1	20
ADV/PRO	**52**	**100**	**192**	**91**	**0**		**17**	**55**	**46**	**44**	**1**	**20**
BASIC	0	0	19	9	0		14	45	54	51	4	80
BEL BAS	0	0	0	0	0		0	0	5	5	0	0
# Tested	52		211		0		31		105		5	

Class of 2017 (Graduates) continued

Level	2014-15 School Year Grade 10						2015-2016 School Year – Grade 11					
	Winter		Spring		Summer		Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	3	5	1	2	1	25	0	0	0	0	0	
PROF	16	28	12	27	0	0	11	27	4	36	0	
ADV/PRO	**19**	**33**	**13**	**30**	**1**	**25**	**11**	**27**	**4**	**36**	**0**	
BASIC	38	66	31	70	3	75	29	71	3	27	0	
BEL BAS	1	2	0	0	0	0	1	2	4	36	0	
# Tested	58		44		4		41		11		0	

Class of 2018 (Seniors)

Level	2012-13 School Year Grade 7						2013-2014 School Year – Grade 8					
	Winter		Spring		Summer		Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0		57	92	0		0		99	46	0	0
PROF	0		5	8	0		0		88	41	0	0
ADV/PRO	**0**		**62**	**100**	**0**		**0**		**187**	**87**	**0**	**0**
BASIC	0		0	0	0		0		26	12	2	100
BEL BAS	0		0	0	0		0		1	0	0	0
# Tested	0		62		0		0		214		2	

Class of 2018 (Seniors) continued

Level	2014-15 School Year Grade 9						2015-2016 School Year – Grade 10					
	Winter		Spring		Summer		Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	3	8	9	9	1	17	2	3	0	0	0	
PROF	24	62	35	35	0	0	17	28	2	5	0	
ADV/PRO	**27**	**69**	**44**	**44**	**1**	**17**	**19**	**31**	**2**	**5**	**0**	
BASIC	12	31	52	52	5	83	41	68	36	88	0	
BEL BAS	0	0	4	4	0	0	0	0	3	7	0	
# Tested	39		100		6		60		41		0	

Class of 2018 (Seniors) continued

Level	2016-17 School Year Grade 11					
	Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0	0	0	0	0	
PROF	3	33	2	29	0	
ADV/PRO	**3**	**33**	**2**	**29**	**0**	
BASIC	6	67	1	14	0	
BEL BAS	0	0	4	57	0	
# Tested	9		7		0	

Class of 2019 (Juniors)

Level	2013-14 School Year Grade 7						2014-2015 School Year – Grade 8					
	Winter		Spring		Summer		Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0		69	86	0		0		92	36	0	0
PROF	0		11	14	0		0		112	44	4	33
ADV/PRO	**0**		**80**	**100**	**0**		**0**		**204**	**80**	**4**	**33**
BASIC	0		0	0	0		0		49	19	8	67
BEL BAS	0		0	0	0		0		1	0	0	0
# Tested	0		80		0		0		254		12	

Class of 2019 (Juniors) continued

Level	2015-16 School Year Grade 9						2016-17 School Year Grade 10					
	Winter		Spring		Summer		Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	5	9	4	5	0	0	2	4	1	3	0	0
PROF	26	45	24	27	0	0	8	16	5	13	1	100
ADV/PRO	**31**	**54**	**28**	**32**	**0**	**0**	**10**	**20**	**6**	**15**	**1**	**100**
BASIC	26	45	51	58	2	100	40	80	25	63	0	0
BEL BAS	1	2	9	10	0	0	0	0	9	23	0	0
# Tested	58		88		2		50		40		1	

Class of 2020 (Sophomores)

Level	2014-15 School Year Grade 7						2015-2016 School Year – Grade 8					
	Winter		Spring		Summer		Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0		54	82	0		0		87	39	0	0
PROF	0		12	18	0		0		99	44	5	83
ADV/PRO	**0**		**66**	**100**	**0**		**0**		**186**	**83**	**5**	**83**
BASIC	0		0	0	0		0		37	17	1	17
BEL BAS	0		0	0	0		0		1	0	0	0
# Tested	0		66		0		0		224		6	

Class of 2020 (Sophomores) continued

Level	2016-17 School Year Grade 9					
	Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0	0	3	3	0	0
PROF	12	38	27	31	0	0
ADV/PRO	**12**	**38**	**30**	**34**	**0**	**0**
BASIC	20	63	50	57	4	100
BEL BAS	0	0	7	8	0	0
# Tested	32		87		4	

Class of 2021 (Freshman)

Level	2015-16 School Year Grade 7						2016-17 School Year Grade 8					
	Winter		Spring		Summer		Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0		73	91	0		0		128	52	0	0
PROF	0		7	9	0		0		90	37	4	100
ADV/PRO	**0**		**80**	**100**	**0**		**0**		**218**	89	**4**	100
BASIC	0		0	0	0		0		25	10	0	0
BEL BAS	0		0	0	0		0		2	1	0	0
# Tested	0		80		0		0		245		4	

Class of 2022 (Grade 8 Middle School)

Level	2015-16 School Year Grade 6						2016-17 School Year Grade 7					
	Winter		Spring		Summer		Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0		2	100	0		0		48	96	0	
PROF	0		0	0	0		0		2	4	0	
ADV/PRO	**0**		**2**	**100**	**0**		**0**		**50**	100	**0**	
BASIC	0		0	0	0		0		0	0	0	
BEL BAS	0		0	0	0		0		0	0	0	
# Tested	0		2		0		0		50		0	

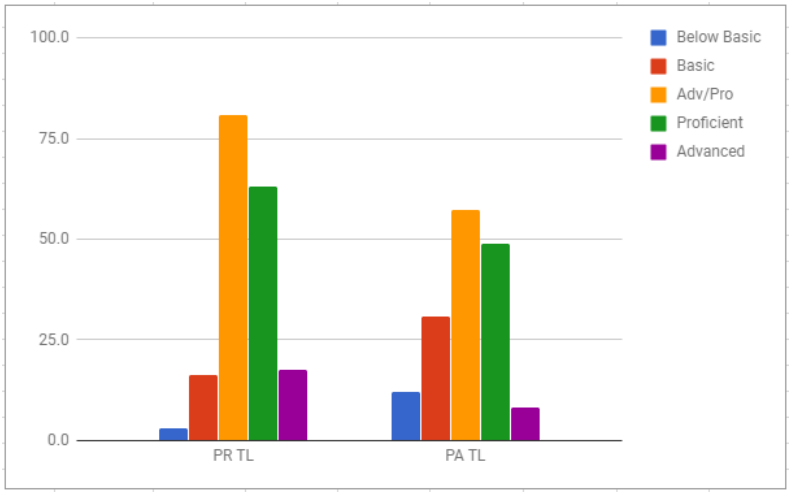
Class of 2023 (Grade 7 Middle School)

Level	2016-17 School Year Grade 6					
	Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0		1	100	0	
PROF	0		0	0	0	
ADV/PRO	**0**		**1**	**100**	**0**	
BASIC	0		0	0	0	
BEL BAS	0		0	0	0	
# Tested	0		1		0	

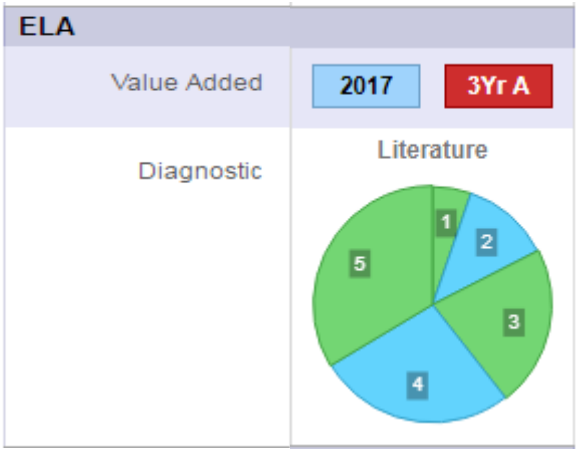
LITERATURE Keystone Exam

Comparison of District and State Results
Percentage of Students Scoring at Each Performance Level
All Test Takers, Spring 2017

	# Students	Below Basic	Basic	Adv/Pro	Proficient	Advanced
PR TL	380	2.9	16.3	**80.8**	63.2	17.6
PA TL	130606	12.1	30.7	**57.2**	49.0	8.2



PVAAS Literature



District Value Added

- Significant evidence that the district exceeded the standard for PA Academic Growth
- Moderate evidence that the district exceeded the standard for PA Academic Growth
- Evidence that the district met the standard for PA Academic Growth
- Moderate evidence that the district did not meet the standard for PA Academic Growth
- Significant evidence that the district did not meet the standard for PA Academic Growth
- No data currently available

District Quintile Diagnostic

- Moderate evidence that the group exceeded the standard for PA Academic Growth.
- Evidence that the group met the standard for PA Academic Growth.
- Moderate evidence that the group did not meet the standard for PA Academic Growth.
- There were not enough students to define growth.

Literature End-of-Course Assessment Results
Performance Levels by Grade Level Tested over Time

GRADE 9	2013 Percent	2014 Percent	2015 Percent	2016 Percent	2017 Percent
ADV	18	14	12	10	19
PROF	64	68	72	74	67
ADV/PRO	**82**	**82**	**84**	**84**	**86**
BASIC	16	16	14	15	11
BEL BAS	2	2	2	1	2
# TESTED	384	349	362	397	341

GRADE 10	2013 Percent	2014 Percent	2015 Percent	2016 Percent	2017 Percent
ADV	23	0	0	0	3
PROF	63	39	24	32	29
ADV/PRO	**86**	**39**	**24**	**32**	**32**
BASIC	13	53	71	64	62
BEL BAS	1	8	5	4	6
# TESTED	376	36	21	28	34

GRADE 11	2013 Percent	2014 Percent	2015 Percent	2016 Percent	2017 Percent
ADV	0	0	0	0	0
PROF	0	27	0	33	0
ADV/PRO	**0**	**27**	**0**	**33**	**0**
BASIC	0	73	0	50	60
BEL BAS	0	0	0	17	40
# TESTED	0	22	0	6	5

Literature Results by Graduating Class

Class of 2016 (Graduates)

Level	2012-13 School Year Grade 9						2013-2014 School Year – Grade 10					
	Winter		Spring		Summer		Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0		69	18	0		3	4	0	0	0	
PROF	0		246	64	0		33	48	14	39	0	
ADV/PRO	**0**		**315**	**82**	**0**		**36**	**52**	**14**	**39**	**0**	
BASIC	0		60	16	0		32	46	19	53	0	
BEL BAS	0		9	2	0		1	1	3	8	0	
# Tested	0		384		0		69		36		0	

Class of 2016 (Graduates) continued

Level	2014-15 School Year Grade 11					
	Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent
ADV	3	15	0	0	0	
PROF	4	20	0	0	0	
ADV/PRO	**7**	**35**	**0**	**0**	**0**	
BASIC	12	60	6	100	0	
BEL BAS	1	5	0	0	0	
# Tested	20		6		0	

Class of 2017 (Graduates)

Level	2013-14 School Year Grade 9						2014-2015 School Year – Grade 10					
	Winter		Spring		Summer		Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0		47	13	0	0	2	3	0	0	0	0
PROF	0		237	68	9	82	42	60	5	24	1	13
ADV/PRO	**0**		**284**	**81**	**9**	**82**	**44**	**63**	**5**	**24**	**1**	**13**
BASIC	0		57	16	2	18	24	34	15	71	7	88
BEL BAS	0		8	2	0	0	2	3	1	5	0	0
# Tested	0		349		11		70		21		8	

Class of 2017 (Graduates) continued

Level	2015-16 School Year Grade 11					
	Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0	0	0	0	0	
PROF	7	27	2	33	0	
ADV/PRO	**7**	**27**	**2**	**33**	**0**	
BASIC	16	62	3	50	0	
BEL BAS	3	11	1	17	0	
# Tested	26		6		0	

Class of 2018 (Seniors)

Level	2014-15 School Year Grade 9						2015-2016 School Year – Grade 10					
	Winter		Spring		Summer		Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0		45	12	1	9	1	1	0	0	0	0
PROF	0		265	72	5	45	32	52	9	32	1	100
ADV/PRO	**0**		**310**	**84**	**6**	**55**	**33**	**53**	**9**	**32**	**1**	**100**
BASIC	0		51	14	5	45	28	45	18	64	0	0
BEL BAS	0		6	2	0	0	1	1	1	4	0	0
# Tested	0		367		11		62		28		1	

Class of 2018 (Seniors) continued

Level	2016-17 School Year Grade 11					
	Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent
ADV	1	14	0	0	0	
PROF	2	29	0	0	0	
ADV/PRO	**3**	**43**	**0**	**0**	**0**	
BASIC	4	57	1	33	0	
BEL BAS	0	0	2	67	0	
# Tested	7		3		0	

Class of 2019 (Juniors)

Level	2015-16 School Year Grade 9						2016-17 School Year Grade 10					
	Winter		Spring		Summer		Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0		40	10	0	0	0	0	1	3	0	0
PROF	0		295	74	4	80	32	58	8	24	0	0
ADV/PRO	**0**		**335**	**84**	**4**	**80**	**32**	**58**	**9**	**27**	**0**	**0**
BASIC	0		59	15	1	20	22	40	17	52	1	100
BEL BAS	0		3	1	0	0	1	2	7	21	0	0
# Tested	0		397		5		55		33		1	

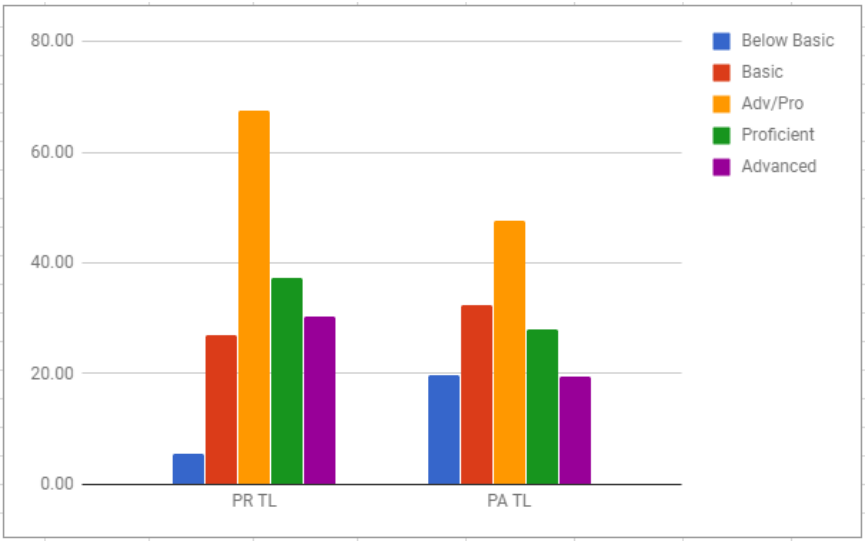
Class of 2020 (Sophomores)

Level	2016-17 School Year Grade 9					
	Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0		67	19	0	0
PROF	0		233	67	6	86
ADV/PRO	0		**300**	**86**	**6**	**86**
BASIC	0		41	12	1	14
BEL BAS	0		9	3	0	0
# Tested	0		350		7	

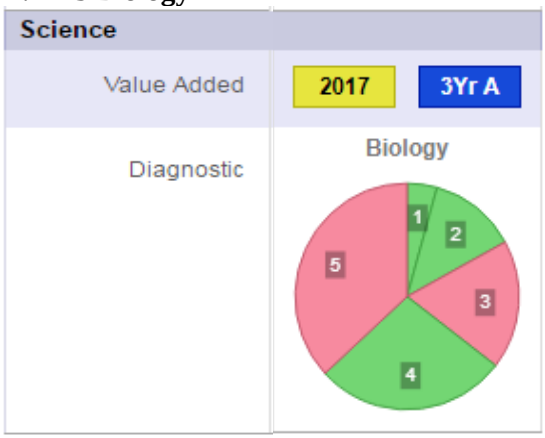
BIOLOGY Keystone Exam

Comparison and State Results
Percentage of Students Scoring at Each Performance Level
All Test Takers, Spring 2017

	# Students	Below Basic	Basic	Adv/Pro	Proficient	Advanced
PR TL	391	5.6	26.9	67.5	37.3	30.2
PA TL	143352	19.8	32.5	47.6	28.1	19.5



PVAAS Biology



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Biology

End-of-Course Assessment Results
Performance Levels by Grade Level Tested over Time

GRADE 9	2013 Percent	2014 Percent	2015 Percent	2016 Percent	2017 Percent
ADV	60	52	52	57	42
PROF	36	41	40	34	45
ADV/PRO	**96**	**93**	**92**	**91**	**87**
BASIC	4	6	5	8	13
BEL BAS	0	1	0	1	1
# TESTED	228	242	280	325	264

GRADE 10	2013 Percent	2014 Percent	2015 Percent	2016 Percent	2017 Percent
ADV	15	13	16	5	9
PROF	52	42	43	43	28
ADV/PRO	**67**	**55**	**59**	**48**	**37**
BASIC	26	30	30	35	54
BEL BAS	7	15	11	17	9
# TESTED	175	161	110	98	90

GRADE 11	2013 Percent	2014 Percent	2015 Percent	2016 Percent	2017 Percent
ADV	100	0	3	0	0
PROF	0	18	19	12	8
ADV/PRO	**100**	**18**	**22**	**12**	**8**
BASIC	0	72	65	58	58
BEL BAS	0	10	14	30	33
# TESTED	1	39	37	33	36

Biology Results by Graduating Class

Class of 2016 (Graduates)

Level	2012-13 School Year Grade 9						2013-2014 School Year – Grade 10					
	Winter		Spring		Summer		Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0		137	60	0		0	0	21	13	0	0
PROF	0		82	36	0		3	33	67	42	1	14
ADV/PRO	**0**		**219**	**96**	**0**		**3**	**33**	**88**	**55**	**1**	**14**
BASIC	0		9	4	0		5	56	48	30	6	86
BEL BAS	0		0	0	0		1	11	25	16	0	0
# Tested	0		228		0		9		161		7	

Class of 2016 (Graduates) continued

Level	2014-15 School Year Grade 11					
	Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent
ADV	1	2	1	3	0	
PROF	8	14	7	19	0	
ADV/PRO	**9**	**15**	**8**	**22**	**0**	
BASIC	38	64	24	65	0	
BEL BAS	12	20	5	14	0	
# Tested	59		37		0	

Class of 2017 (Graduates)

Level	2013-14 School Year Grade 9						2014-2015 School Year – Grade 10					
	Winter		Spring		Summer		Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0		125	52	0	0	5	25	18	16	0	0
PROF	0		100	41	1	50	10	50	47	43	1	17
ADV/PRO	**0**		**225**	**93**	**1**	**50**	**15**	**75**	**65**	**59**	**1**	**17**
BASIC	0		15	6	1	50	4	20	33	30	5	83
BEL BAS	0		2	1	0	0	1	5	12	11	0	0
# Tested	0		242		2		20		110		6	

Class of 2017 (Graduates) continued

Level	2015-16 School Year Grade 11					
	Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent
ADV	2	4	0	0	0	
PROF	12	23	4	12	0	
ADV/PRO	**14**	**27**	**4**	**12**	**0**	
BASIC	30	58	19	58	0	
BEL BAS	8	15	10	30	0	
# Tested	52		33		0	

Class of 2018 (Seniors)

Level	2014-15 School Year Grade 9						2015-2016 School Year – Grade 10					
	Winter		Spring		Summer		Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0		145	52	0	0	1	5	5	5	0	0
PROF	0		113	40	2	33	10	45	42	43	0	0
ADV/PRO	**0**		**258**	**92**	**2**	**33**	**11**	**50**	**47**	**48**	**0**	**0**
BASIC	0		22	8	4	67	11	50	34	35	1	100
BEL BAS	0		0	0	0	0	0	0	17	17	0	0
# Tested	0		280		6				98		1	0

Class of 2018 (Seniors) continued

Level	2016-17 School Year Grade 11					
	Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0	0	0	0	0	0
PROF	2	6	1	3	0	0
ADV/PRO	**2**	**6**	**1**	**3**	**0**	**0**
BASIC	28	88	13	43	1	100
BEL BAS	2	6	16	53	0	0
# Tested	32		30		1	

Class of 2019 (Juniors)

Level	2015-16 School Year Grade 9						2016-17 School Year Grade 10					
	Winter		Spring		Summer		Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0		186	57	1	33	0	0	8	9	0	0
PROF	0		110	34	1	33	10	36	22	25	0	0
ADV/PRO	**0**		**296**	**91**	**2**	**66**	**10**	**36**	**30**	**34**	**0**	**0**
BASIC	0		27	8	1	33	18	64	46	53	1	100
BEL BAS	0		2	1	0	0	0	0	11	13	0	0
# Tested	0		325		3		28		87		1	

Class of 2020 (Sophomores)

Level	2015-16 School Year Grade 9					
	Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0		110	42	1	20
PROF	0		118	45	2	40
ADV/PRO	**0**		**228**	**86**	**3**	**60**
BASIC	0		34	13	2	40
BEL BAS	0		2	1	0	0
# Tested	0		264		5	

KEYSTONE EXAMS

Results and Findings

Algebra 1

- In 2017, 79.2% of first-time test-takers at Pine-Richland scored advanced/proficient on the Keystone Algebra 1 Exam. In comparison, 52.2% of first-time test-taker statewide scored advanced/proficient.

- The percentages of students scoring advanced/proficient increases the earlier the students take the exams. For example, in 2017, 89% of students in grade 8 scored advanced/proficient as compared to 34.9% in grade 9.

- Trend data indicates that Pine-Richland students in grades 7 or below have consistently scored at 100% proficiency.

- Within a graduating class, the number of students scoring advanced/proficient increases as students progress through the grade levels.
    - For the Class of 2016, 341 students (90% of the class) demonstrated proficiency by the end of their junior year.
    - For the Class of 2017, 358 students (97% of the class) demonstrated proficiency by the end of their junior year.

- The 2017 District Value-Added PVAAS data indicates "significant evidence that the district exceeded the standard for PA Academic Growth" (i.e., dark blue). The 3-year average value-added data is also dark blue.

- The 2017 Diagnostic Quintile data demonstrates evidence that every student quintile group exceeded the growth standard in Algebra I.

Literature

- In 2017, 85.7% of first-time test-takers at Pine-Richland scored advanced/proficient on the Keystone Literature Exam. In comparison, 65.1% of first-time test-takers statewide scored advanced/proficient.

- In 2017, the percentage of students in grade 9 scoring advanced/proficient and taking the exam for the first time was 85.7%. In 2016, this percentage was 84%.

- Within a graduating class, the number of students scoring advanced/proficient increases as students progress through the grade levels.
    - For the Class of 2016, 372 students (98% of the class) demonstrated proficiency by the end of their junior year.
    - For the Class of 2017, 352 students (96% of the class) demonstrated proficiency by the end of their junior year.

- The 2017 District Value-Added PVAAS data indicates "moderate evidence that the district exceeded the growth standard for PA Academic Growth" (i.e., light blue); although the 3-year average value-added data is red indicating significant evidence that the district did not meet the growth standard.

- The 2017 Diagnostic Quintile data demonstrates evidence that students in all 5 quintiles, met or exceeded the growth standard.

Biology

- In 2017, 77% of first-time test-takers at Pine-Richland scored advanced/proficient on the Keystone Biology Exam. In comparison, 57.2% of first-time test-taker statewide scored advanced/proficient.

- The percentages of students scoring advanced or proficient increases the earlier the students take the exam. For example, in 2017, 86% of students in grade 9 scored advanced/proficient as compared to 37% in grade 10. These results have trended on the decline over the past 3 years.

- Within a graduating class, the number of students scoring advanced/proficient increases as students progress through the grade levels.
    - With the Class of 2016, 328 students (87% of the class) demonstrated proficiency by the end of their junior year.
    - With the Class of 2017, 325 students (88% of the class) demonstrated proficiency by the end of their junior year.

- The 2017 District Value-Added PVAAS data indicates "moderate evidence that the district did not meet the growth standard" (i.e., yellow). The 3-year average value-added measure is dark blue "significant evidence that the district exceeded the growth standard.

- The 2017 Diagnostic Quintile data demonstrates evidence that students in the third and fifth quintile did not meet the growth standard. Students in quintiles 1, 2, and 4 met the growth standard.

Next Steps

- Review Keystone and PVAAS data, results, and findings with grade level and vertical teams.
    - Key Personnel: Administration, Department/Grade Level Chairs, Vertical Team, Keystone Teachers
    - Timeline (Anticipated Start/Finish): 12/1/2017 - 1/31/2018
    - Major Action Steps: (1) Distribute the Academic Achievement and Growth Report to the teachers and have them familiarize themselves with their content and grade level results and action steps; (2) Locate specific areas of content focus within the unit-based curriculum for analysis; (3) Identify potential modifications to learning goals and/or learning activities to strengthen learning; (4) View individual student achievement and predicted performance reports to plan for students and flexible groups in lesson design; and (5) Monitor performance in specific focus areas on a regular basis and through collaboration with grade level and/or same course teachers.

- Analyze anchor performance on the Keystone Exams to modify curriculum, instruction, and formative assessment in each content area.
    - Key Personnel: Administration, Academic Leadership Council, Vertical Teams, Keystone Teachers
    - Timeline (Anticipated Start/Finish): 12/1/2017 - 1/31/2018
    - Major Action Steps: (1) Keystone content areas teachers will meet to review the data and dig into additional available metrics to guide their data analysis and decision making; (2) Teachers will revise curriculum unit plans based upon data analysis; (3) Formative assessments will be utilized in the classroom to monitor students' mastery of the eligible content and make instructional adjustments, differentiating for students; and (4) Common assessments will be developed to help teachers compare

performance across classes and hold professional discussions based upon the data to exchange instructional practices.

- Continue to use Curriculum Diagnostic Tools (CDTs) as a diagnostic assessment aligned with standards and eligible content.
    - Key Personnel: Building Administrators, Keystone Teachers
    - Timeline (Anticipated Start/Finish): 9/1/2017 - 3/30/2018
    - Major Action Steps: (1) Administer CDT exams three times per year; (2) Keystone teachers meet after each administration to analyze results guided by PVAAS publication "Digging Deeper"; and (3) Leverage co-teaching models and collaborative lesson planning to provide remediation to meet each student's needs based upon data analysis.

- Continue to review individual student graduation plans annually.
    - Key Personnel: High School Counselors
    - Timeline: 8/21/2017 - 6/1/2018 (Ongoing)
    - Major Action Steps: (1) School counselors will revisit and update graduation plans with individual students through the course scheduling process; (2) Plans will be modified to ensure completion of requirements are laid out in action steps with contingencies where applicable; and (3) Regular checkpoints will be established to monitor progress and adjust accordingly.

- Identify pockets of excellence at the building or classroom level that allow further expansion of effective practices. Common assessments could be utilized to initiate these conversations among data teams of teaching professionals.
    - Key Personnel: Principals, Keystone Teachers
    - Timeline (Anticipated Start/Finish): 12/1/2017 - 5/1/2018
    - Major Action Steps: (1) Continue to conduct walk-through observations and capture examples that can be shared with staff during building meetings and in-service; (2) Include examples during pre/post-conference observation meetings; and (3) Establish a culture of data in which professionals can analyze results of common assessments and share the approach used to attain them.

SAT: Scholastic Aptitude Test

Overview

The SAT is published by CollegeBoard and administered typically to juniors and seniors in high school. Many colleges and universities require that applicants take the SAT as part of their admissions processes. The SAT is a four hour test that measures the critical thinking skills students need for academic success in college. Two subtests are given: (a) Math and (b) Evidence-based Reading & Writing.

Previously, the SAT had three subtests, each with a maximum score of 800 points; perfect scores on all three subtests resulted in a combined score of 2400. In the spring of 2016, CollegeBoard changed the format of the SAT reducing to two subtests, not three. In the past, the reading and writing components were separate subtests. These have now been combined. Each subtest in the revised SAT still received 800 points for a combined total of 1600 points. CollegeBoard began reporting scores of the revised test in the spring of 2017.

Former SAT Scoring Structure		
Total Score (600-2400)		
Critical Reading (200-800) 33 $^{1}/_{3}$% of Total Score	Writing (200-800) 33 $^{1}/_{3}$% of Total Score	Math (200-800) 33 $^{1}/_{3}$% of Total Score

Revised SAT Scoring Structure		
Total Score (400-1600)		
Evidence-Based Reading and Writing (200-800) 50% of Total Score		Math (200-800) 50% of Total Score
Reading 25% of Total Score	Writing 25% of Total Score	

To help prepare our students for the SAT, the district provides students with user accounts for Naviance, a college and career planning software. This program includes SAT test taking tips and practice tests for students. Starting in the winter of 2017, students were also offered an opportunity to take face-to-face SAT preparation courses on campus, due to a partnership with a local services provider. Students are also able to make use of free open source preparation classes through the Khan Academy online. Providing families with options to meet their students' needs through various formats of instruction was a goal of the District. In addition, the district administers the PSAT, a preliminary SAT, to juniors. Some of our students choose to take the PSAT as sophomores. While PDE does not include SAT scores as part of the SPP calculation, it does include participation in the PSAT test.

In the pages that follow are SAT test results for the past five years for Math, Critical Reading, and Writing (former test format) and the first year of the new testing format with results in Math and Evidence-based Reading & Writing for Pine-Richland School District, Pennsylvania, and the Total Group. Total Group refers to all students both nationally and internationally who took the SAT test. Also given is six years of participation data for Pine-Richland School District. Finally, test results for the past six years for male and female student performance are given for the district, state, and Total Group. Comparisons between 2017 and any other year cannot be made due to the alterations in test format and scoring.

SAT Data Tables

Note: Beginning in the spring of 2016 the format of the SAT changed from 3 equally-weighted subtests, including Critical Reading, Writing, and Mathematics, to only 2 subtests. The results were reported in this manner starting in the spring of 2017. Within the altered format, the newly-named Evidence-based Reading & Writing were combined to comprise one subtest, with Mathematics remaining as the second. The weights and score scales of 2 subcategories altered from the previous format and therefore cannot be compared to previous testing years.

PARTICIPATION

Percent of Graduating Class Taking the SATs

	2012	2013	2014	2015	2016
Total # taking test	331	328	333	341	336
Total # graduates	363	372	367	367	379
% taking test	91.2	88.2	90.7	92.9	88.7

	2017
Total # taking test	302
Total # graduates	356
% taking test	84.8

Participation over Time

	2012	2013	2014	2015	2016
District	331	328	333	341	336
State	104220	101368	99460	96826	92569
TL Group	1664479	1660047	1672365	1698521	1637589

	2017
District	302
State	81840
TL Group	1828107

Gender as a Percent of Test Takers over Time

	2012 F/M	2013 F/M	2014 F/M	2015 F/M	2016 F/M
District	50/50	46/54	52/48	51/49	52/48
State	53/47	53/47	53/47	54/46	54/46
TL Group	53/47	53/47	53/47	53/47	53/47

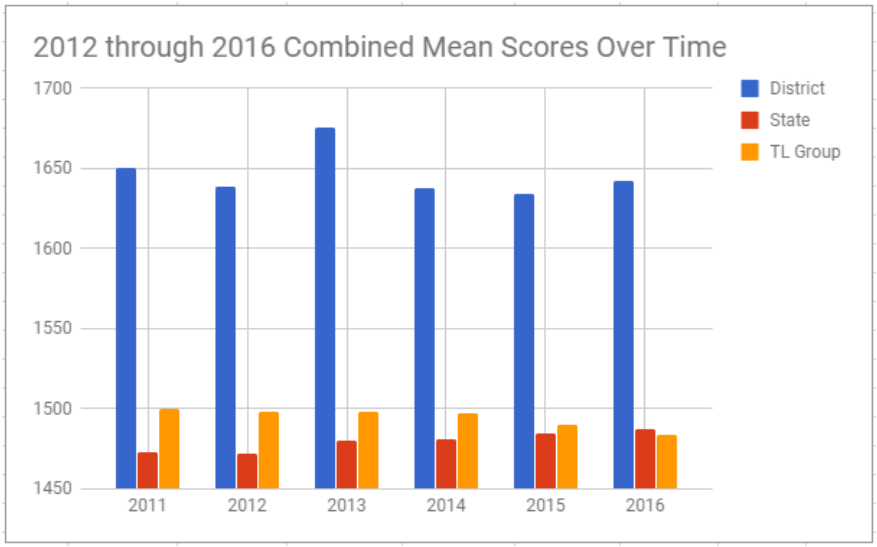
	2017 F/M
District	51/49
State	54/46
TL Group	53/47

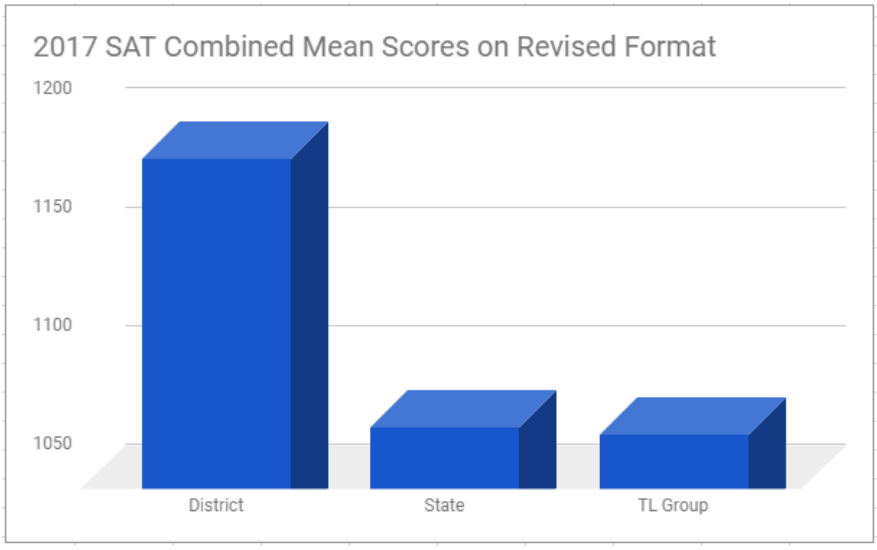
COMBINED SCORES

Combined Mean Scores over Time

	2012	2013	2014	2015	2016
District	1639	1676	1638	1634	1642
State	1472	1480	1481	1485	1487
TL Group	1498	1498	1497	1490	1484

	2017
District	1186
State	1073
TL Group	1070





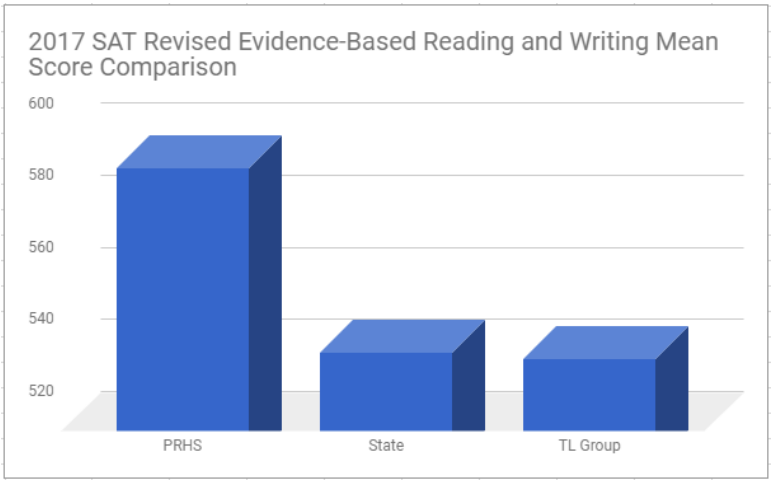
EVIDENCE-BASED READING AND WRITING

Critical Reading Mean Scores over Time

	2012	2013	2014	2015	2016
PRHS	543	549	539	537	545
State	491	494	497	499	500
TL Group	496	496	497	495	494

Evidence-Based Reading and Writing Mean Scores (First Year of New Format)

	2017
PRHS	591
State	540
TL Group	538



Critical Reading Female Student Mean Scores over Time

	2012	2013	2014	2015	2016
PRHS	553	552	548	543	545
State	488	491	493	494	497
TL Group	493	494	495	493	493

Evidence-Based Reading and Writing Female Student Mean Scores (First Year of New Format)

	2017
PRHS	586
State	539
TL Group	539

Critical Reading Male Student Mean Scores over Time

	2012	2013	2014	2015	2016
PRHS	533	547	528	531	544
State	495	497	501	504	504
TL Group	498	499	499	497	495

Evidence-Based Reading and Writing Male Student Mean Scores (First Year of New Format)

	2017
PRHS	597
State	543
TL Group	537

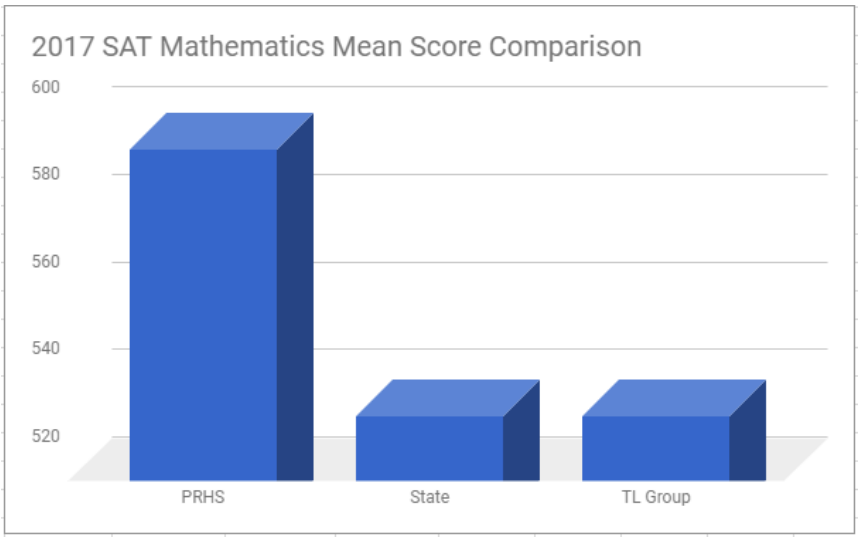
MATHEMATICS

Mathematics Means Scores over Time

	2012	2013	2014	2015	2016
PRHS	561	577	562	567	567
State	501	504	504	504	506
TL Group	514	514	513	511	508

Mathematics Mean Scores (First Year of New Format)

	2017
PRHS	594
State	533
TL Group	533



Female Student Mean Scores over Time

	2012	2013	2014	2015	2016
PRHS	560	562	552	558	559
State	485	489	489	489	492
TL Group	499	499	499	496	496

Female Student Mean Scores (First Year of New Format)

	2017
PRHS	579
State	520
TL Group	522

Male Student Mean Scores over Time

	2012	2013	2014	2015	2016
PRHS	562	591	574	576	577
State	519	520	521	521	524
TL Group	532	531	530	527	524

Male Student Mean Scores (First Year of New Format)

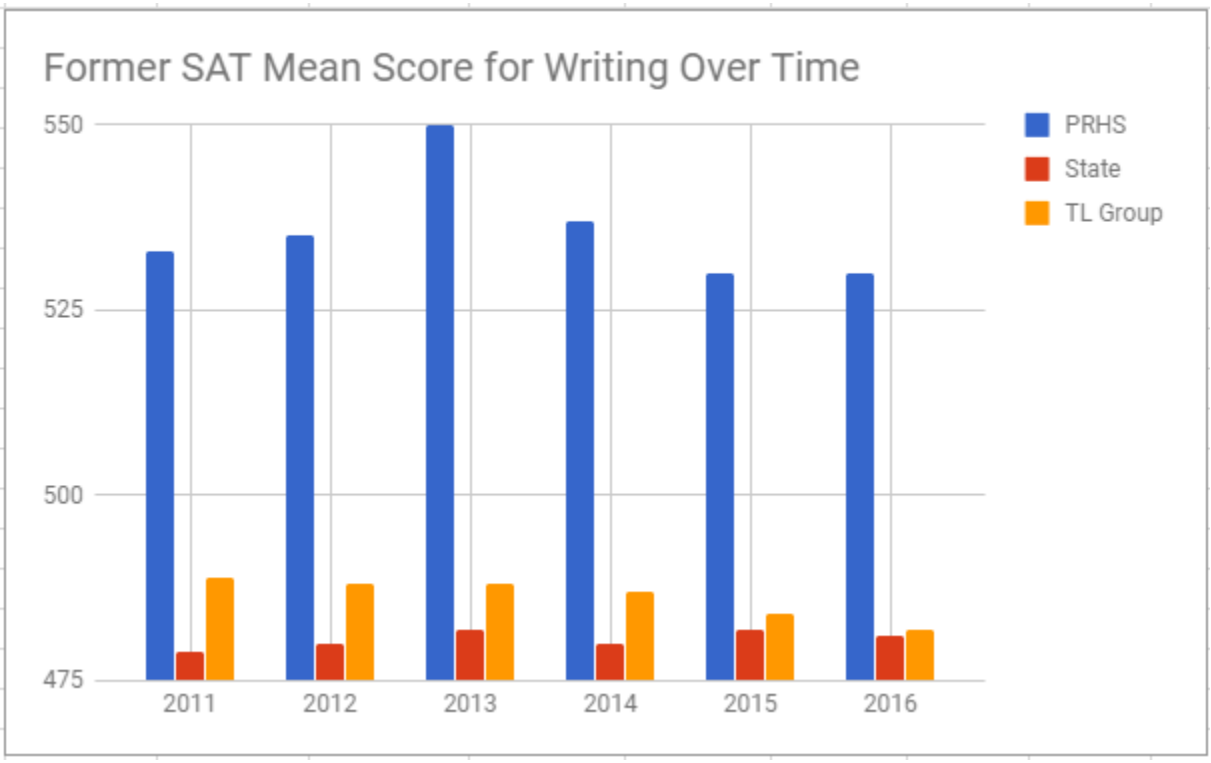
	2017
PRHS	609
State	548
TL Group	544

WRITING

Note: The scores below are shown through 2016, when the Writing Subtest was the third subtest of the SAT. Starting in the spring of 2017, the scores were reported in only two subtests, with writing becoming a part of the evidence-based reading portion.

Means Scores over Time

	2012	2013	2014	2015	2016
PRHS	535	550	537	530	530
State	480	482	480	482	481
TL Group	488	488	487	484	482



Female Student Mean Scores over Time

	2012	2013	2014	2015	2016
PRHS	555	564	556	550	543
State	487	487	484	486	486
TL Group	494	493	492	490	487

Male Student Mean Scores over Time

	2012	2013	2014	2015	2016
PRHS	515	539	515	509	517
State	472	476	474	477	476
TL Group	481	482	481	478	475

SAT

Results and Findings

- In 2017, student participation in the newly formatted SAT at Pine-Richland dropped to 84.8% from 88.7% in 2016.

- In the first year of the new test, Pine-Richland students have outperformed state and Total Group comparisons in combined score performance and across both subtest (Evidence-based Reading and Writing & Mathematics).

- In the first year of the new test, Pine-Richland students performed at commensurate levels across both subtests, Evidence-based Reading and Writing (591) and Mathematics (594).

- Pine-Richland male students (609) outperformed female students (579) on the Mathematics subtest; whereas, performance on Evidence-based Reading and Writing was more equitable with males scoring on average 597 points and females scoring 586 on average.

Next Steps

- Continue to communicate changes to the SAT format.
    - Key Personnel: School Counselors, Director of College and Career Planning
    - Timeline: 12/1/2017 - 6/1/2018
    - Major Action Steps: (1) Communicate changes to SAT format during parent informational sessions; (2) Communicate changes to SAT format during classroom visitations to students.

- Monitor the impact of the newly formed partnership for students to receive face-to-face SAT preparation instruction.
    - Key Personnel: District Administrators, School counselors, Building administrators
    - Timeline: 12/1/2017 - 5/31/2018
    - Major Action Steps: (1) Identify number of students participating in each course; (2) Gather feedback from sample students; (3) Review pre- and post-assessment results to determine impact and benefit.

- Inform students and families of the SAT preparation instructional opportunities that are available online through Naviance and other web-based programs.
    - Key Personnel: Building Administrators; School Counselors; Director of Communications, Director of College and Career Counseling
    - Timeline: 12/1/2017 - 5/31/2018
    - Major Action Steps: (1) Initiate electronic communications to families once students have access to Naviance, both targeted and static on the website; (2) Hold information sessions for students during counselor classroom visits.

- Provide professional development to teachers about incorporating similarly formatted test questions into their classes to help prepare students for the SAT.
    - Key Personnel: School Counselors; District Administrators; Teachers
    - Timeline: 12/1/2017 - 3/31/2018
    - Major Action Steps: (1) Develop professional development presentation; (2) Present the information to high school teachers; (3) Integrate the question format into unit assessments.

ACT: American College Test

Overview

The ACT is designed to measure high school students' general education development and their ability to complete college-level work. The ACT measures skills in English, Math, Reading, and Science. Test results can help students with career as well as educational planning. The highest possible scaled score for each subject area test as well as a composite score across all four subject areas is 36. Students may use their Naviance accounts to prepare for the ACT as well as the SAT.

Similarly to the SAT, some colleges and universities require ACT scores in their admissions processes. Some colleges and universities allow students to choose which scores to send with their applications: ACT or SAT. Historically, ACT scores were more likely required by technical and western colleges; this is changing. College admissions practices vary and many of our students take both the ACT and the SAT to be prepared for any application process.

In the pages that follow are test results for the past six years for Pine-Richland School District, Pennsylvania, and United States students in English, Math, Reading, and Science as well as their composite scores. Pine-Richland School District participation rates are given for six years both generally and disaggregated by gender. Finally, test scores for Pine-Richland School District and Pennsylvania students by gender are presented for the past six years.

ACT Data Tables

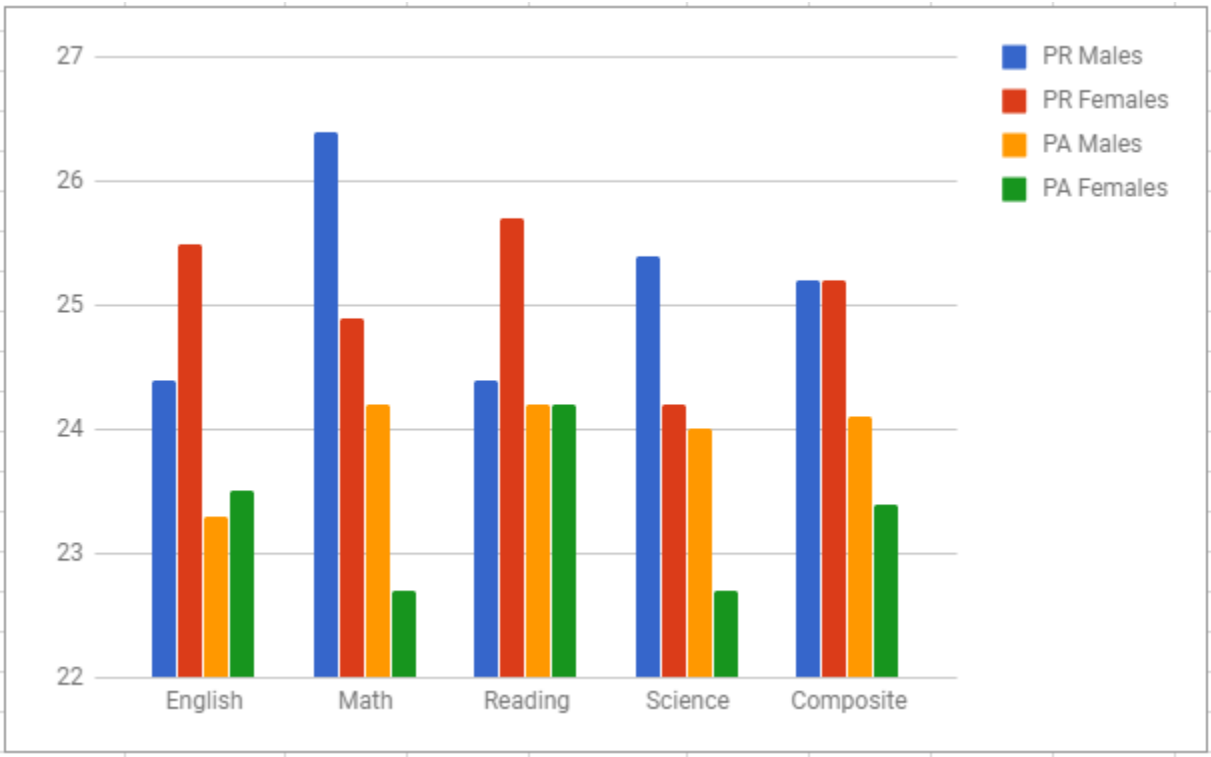
Participation over Time

	2012	2013	2014	2015	2016	2017
TL # PR Students	171	206	182	219	220	203
TL # PR Graduates	363	372	367	367	379	361
% of Class Tested	47.1	55.4	49.6	59.7	58.0	56.2
# PR Boys Tested	77	96	78	96	95	101
# PR Girls Tested	94	110	104	123	125	102
TL # PA Tested	25426	26171	27136	29776	31342	30987
TL # US Tested	1666017	1799243	1845787	1924436	2090342	2030038

2017 Mean Scores by Gender

	English	Math	Reading	Science	Composite	% of Tested
PR Males	24.4	26.4	24.4	25.4	25.2	50
PR Females	25.5	24.9	25.7	24.2	25.2	50
PA Males	23.3	24.2	24.2	24	24.1	45
PA Females	23.5	22.7	24.2	22.7	23.4	55

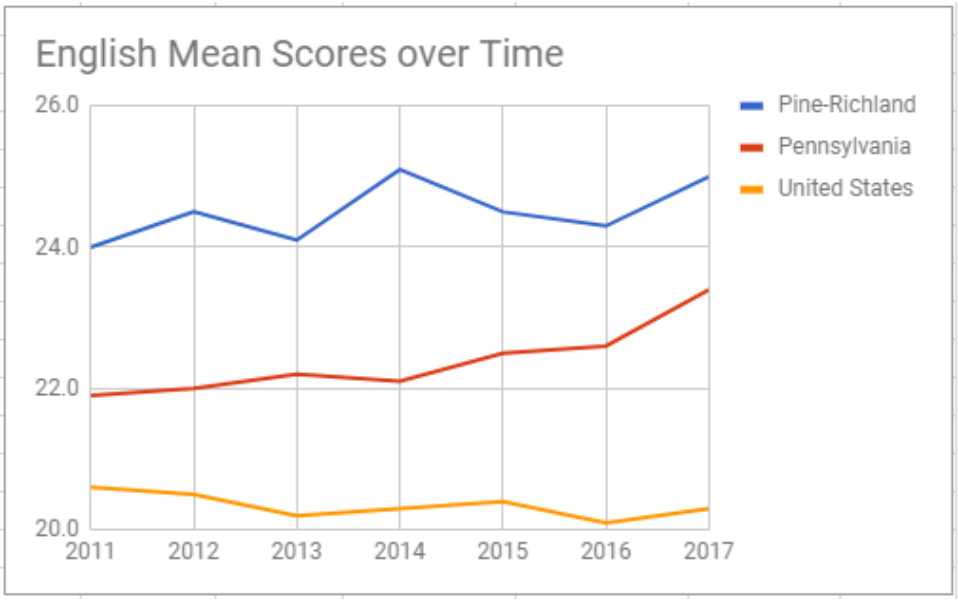
2017 Mean Scores by Gender per Subject Test



Mean Scores over Time

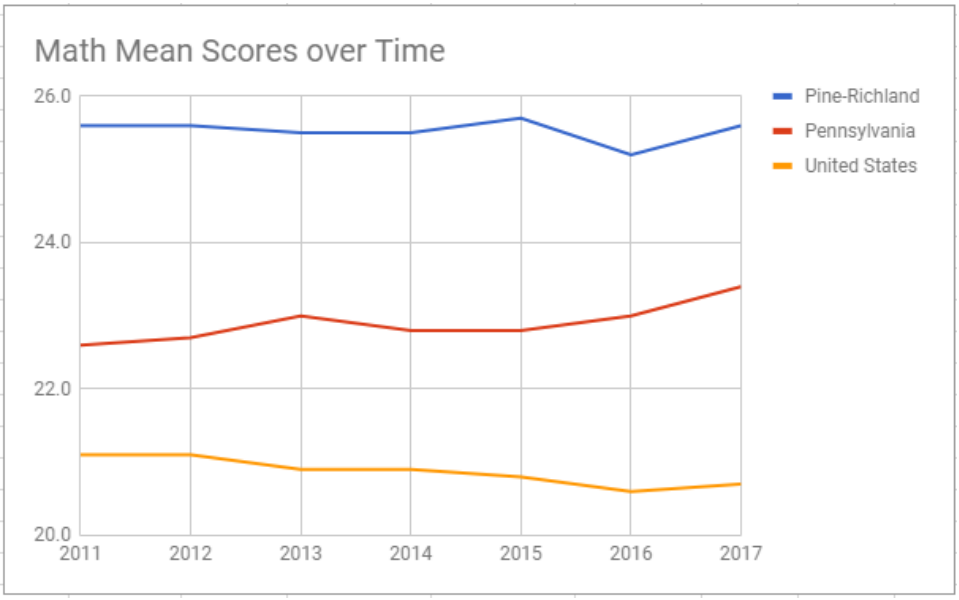
ENGLISH

	2012	2013	2014	2015	2016	2017
Pine-Richland	24.5	24.1	25.1	24.5	24.3	25
Pennsylvania	22.0	22.2	22.1	22.5	22.6	23.4
United States	20.5	20.2	20.3	20.4	20.1	20.3



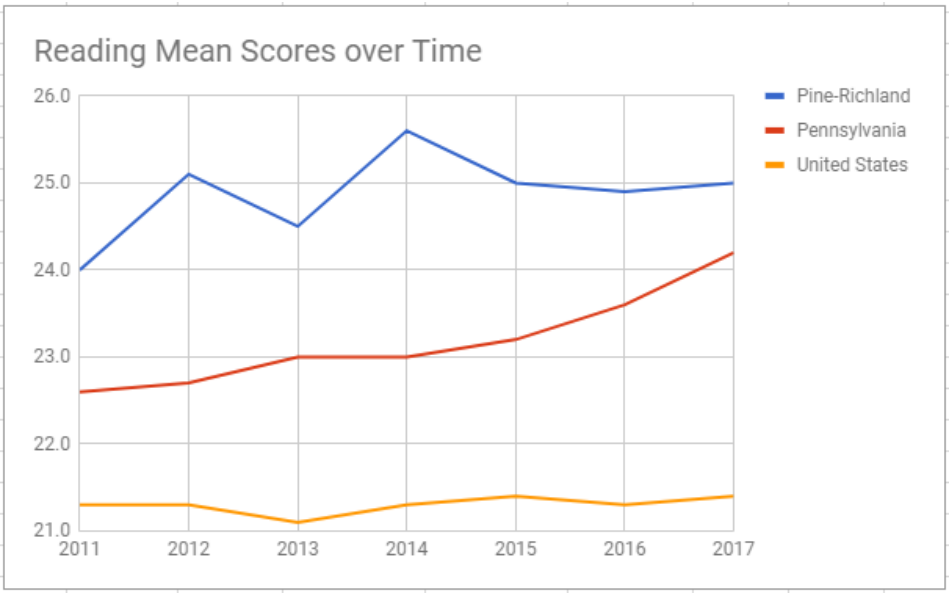
MATH

	2012	2013	2014	2015	2016	2017
Pine-Richland	25.6	25.5	25.5	25.7	25.2	25.6
Pennsylvania	22.7	23.0	22.8	22.8	23.0	23.4
United States	21.1	20.9	20.9	20.8	20.6	20.7



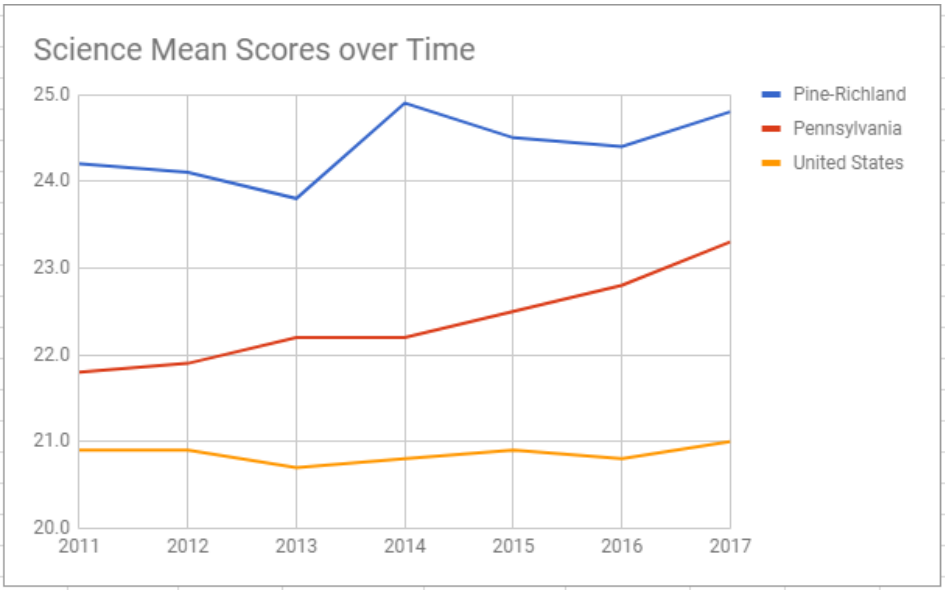
READING

	2012	2013	2014	2015	2016	2017
Pine-Richland	25.1	24.5	25.6	25.0	24.9	25
Pennsylvania	22.7	23.0	23.0	23.2	23.6	24.2
United States	21.3	21.1	21.3	21.4	21.3	21.4



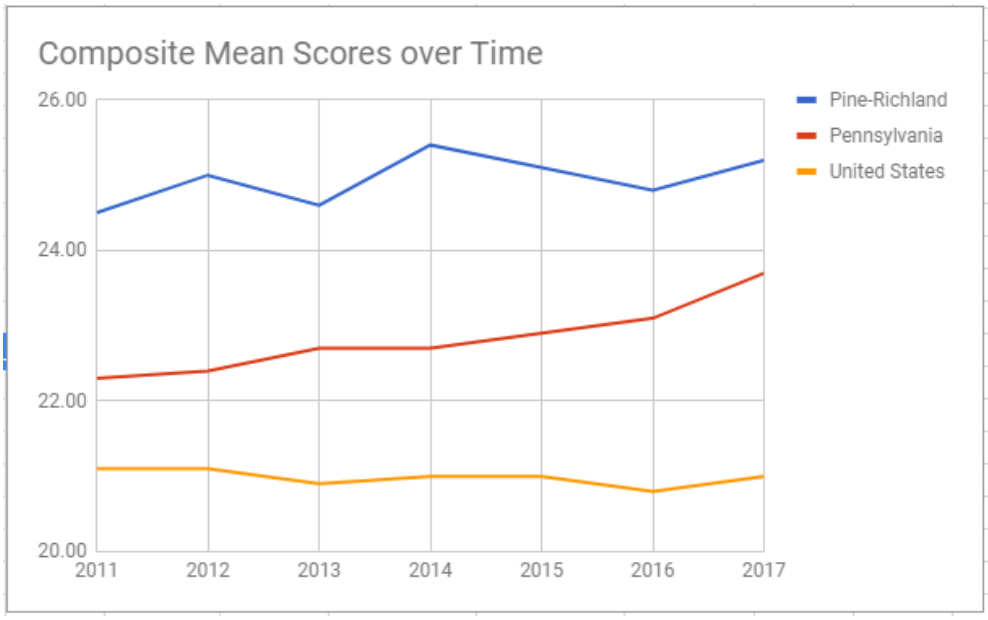
SCIENCE

	2012	2013	2014	2015	2016	2017
Pine-Richland	24.1	23.8	24.9	24.5	24.4	24.8
Pennsylvania	21.9	22.2	22.2	22.5	22.8	23.3
United States	20.9	20.7	20.8	20.9	20.8	21



COMPOSITE

	2012	2013	2014	2015	2016	2017
Pine-Richland	25.0	24.6	25.4	25.1	24.8	25.2
Pennsylvania	22.4	22.7	22.7	22.9	23.1	23.7
United States	21.1	20.9	21.0	21.0	20.8	21



ACT

Results and Findings

- Despite a general slight decrease in the percentage of students in the class of 2017 participating in the ACT exam, the Pine-Richland participation rate remains strong at 56.2%. This trend in fewer students, graduating in 2017, participating in the ACT exam is consistent at both the state and national levels. For the first time, the composite score for males and females at Pine-Richland was equal (i.e., 25.2 points for both) in 2017.

- For the past six years, Pine-Richland students have outperformed Pennsylvania and United States students in all subject areas.

- The Composite, English, Reading, Math and Science mean scores for Pine-Richland students increased slightly for the class of 2017.

- In 2017, male students at Pine-Richland scored higher than female students on the Science and Math tests of the ACT. Female students at Pine Richland scored higher than male students on the English and Reading tests of the ACT. However, the Composite mean score for both genders was identical.

Next Steps

- Explore opportunities to offer a face-to-face ACT preparation course for Pine-Richland students.
    - Key Personnel: District Administrators; Directors of College and Career Planning
    - Timeline: 12/1/2017 - 6/1/2018
    - Major Action Steps: (1) Research providers of ACT preparation courses in the area; (2) Approach potential partners and review history of pre-course and post-course assessment scores and discuss experiences of previous customers; (3) Determine benefits and cost savings to Pine-Richland families if course were to be offered; (4) Recommend provider and proposed costs to Academic Achievement or Student Services Committee, as well as the School Board of Directors for consideration; (5) Implement approved actions on determined timeline.

- Offer and communicate additional ACT online training opportunities, such as available services through Naviance and potential other sources.
    - Key Personnel: District Administrators; Director of College and Career Planning; Director of Communications
    - Timeline: 12/1/2017 - 6/1/2018
    - Major Action Steps: (1) Evaluate ACT preparation courses online, particularly those offered through open source free formats; (2) Compile a list of viable online opportunities for students, whose needs are best met electronically in a flexible format; (3) Publish the resources on the website and send electronic communications to families.

- Provide professional development to teachers about incorporating similarly formatted test questions into their classes to help prepare students for the ACT.
    - Key Personnel: School Counselors; District Administrators; Teachers
    - Timeline: 12/1/2017 - 3/31/2018
    - Major Action Steps: (1) Develop professional development presentation; (2) Present the information to high school teachers; (3) Integrate the question format into unit assessments.

Advanced Placement Test

Overview

AP exams are published by CollegeBoard. By taking AP courses and exams, students have the opportunity to experience college-level work in high school and gain valuable skills and study habits for college. At Pine-Richland School District, students enrolled in AP courses must take the end-of-course AP exam. Scores range from a low of one through a high of five, with a five indicating a student is well-qualified to receive college credit and/or advanced placement in college programs. Colleges and universities vary in the ways they use AP exam scores.

Currently, Pine-Richland offers 19 Advanced Placement courses at the high school. Six years of exam scores per subject area are presented as well state and global results for 2017. Data analyses of levels of performance, trends in performance, and comparisons of performance may all be made.

Students may elect to take an AP exam without having taken the corresponding course. For example, test results for Physics C: Mechanics are included in the data presented. Pine-Richland does not currently offer a stand-alone AP Physics course at the high school. Rather, students may take College in High School Physics, a course taught by agreement with the University of Pittsburgh. In spring of 2017, seven students elected to take the AP Physics C exam and those results are reported here. The Science Department completed a program review in the 2016-2017 school year. AP Physics will be offered to students beginning in the 2018-2019 school year.

Advanced Placement exams can be thought of as the culminating exams within an area of study. Student performance on the AP exams provides us with information about the quality of our education programs. Students are best prepared for college level work when courses in the pathways leading up the AP course are themselves rigorous. PDE includes in its calculation of the high school SPP the offering of Advanced Placement courses and the percent of students scoring a 3 or above on the AP exams.

AP Data Tables

PRHS AP Test Participation over Time

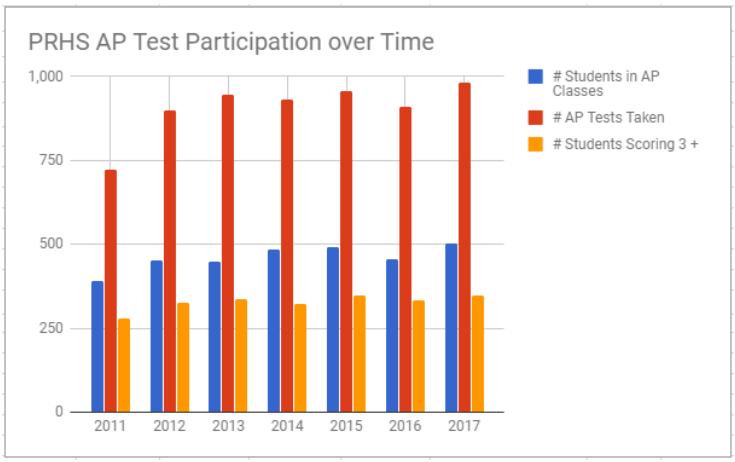
	PR 2012	PR 2013	PR 2014	PR 2015	PR 2016	PR 2017	PA 2017	Global 2017
Total # Students	453	450	486	490	456	504	75,952	2,741,399
Total # Exams Taken	900	944	932	958	911	983	135,747	4,957,885
# Students Scoring 3+	326	337	324	349	333	349	50,945	1,651,991

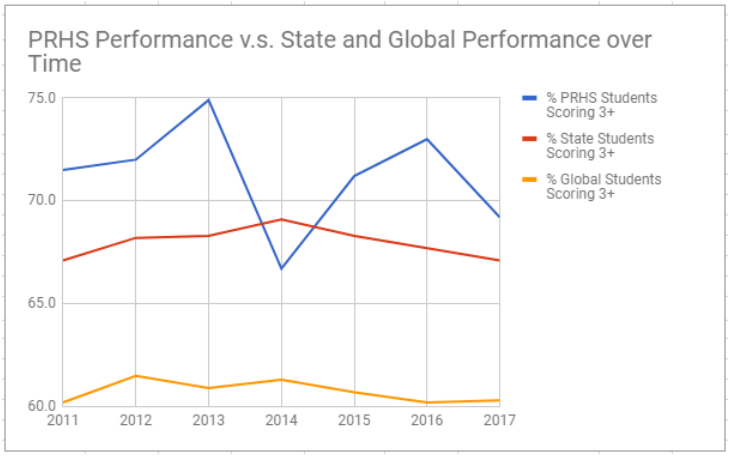
PRHS AP Test Performance vs. State and Global Performance over Time

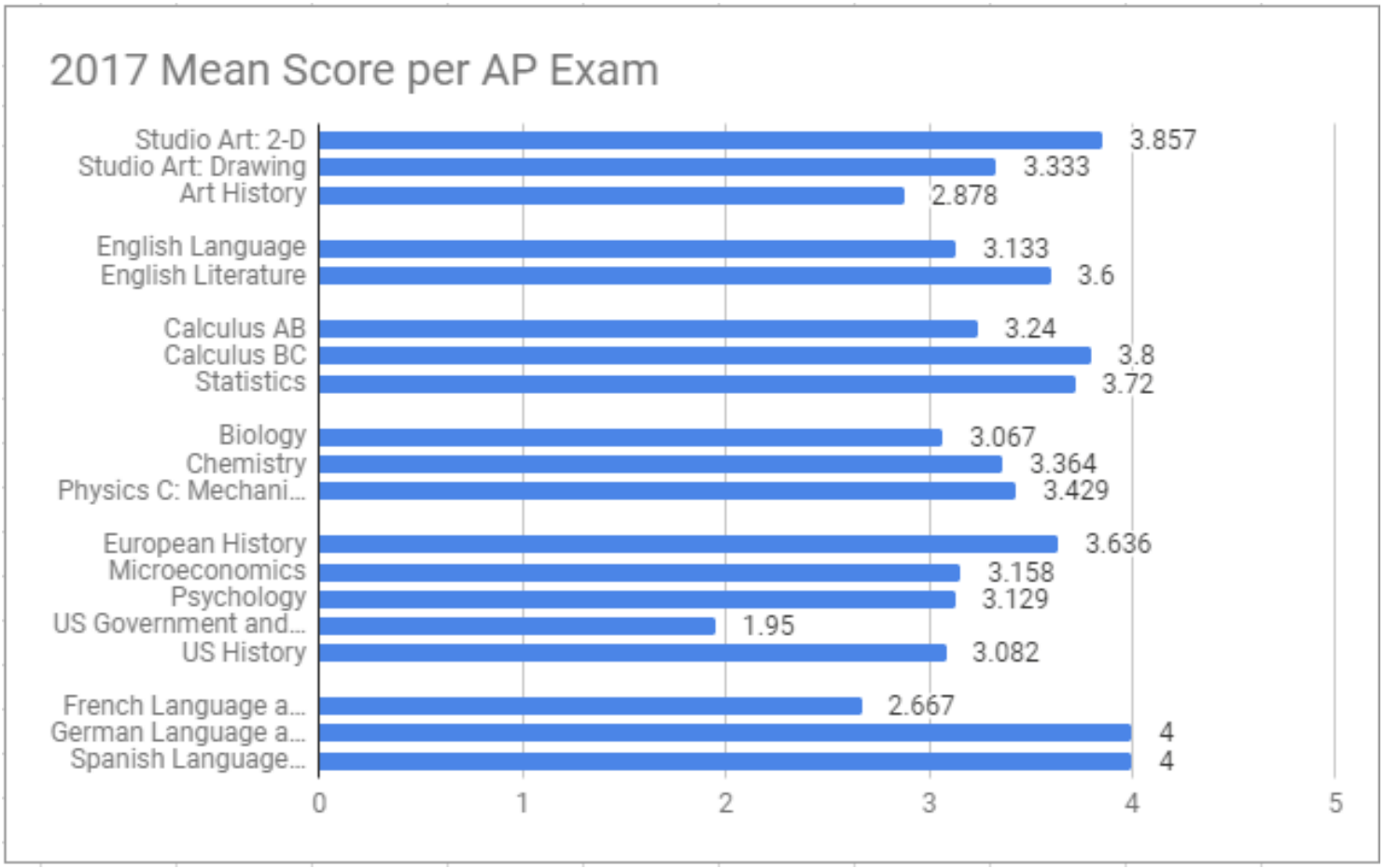
	2012	2013	2014	2015	2016	2017
% PRHS Students Scoring 3+	72.0	74.9	66.7	71.2	73.0	69.2
% State Students Scoring 3+	68.2	68.3	69.1	68.3	67.7	67.1
% Global Students Scoring 3+	61.5	60.9	61.3	60.7	60.2	60.3

2017 PRHS AP Test Results

Subject Area Test	# Tests Taken	# Scored 3+	% Scored 3+	Mean Score
ART				
Studio Art: 2-D	14	14	100	3.857
Studio Art: Drawing	6	6	100	3.333
Art History	41	25	60.98	2.878
ENGLISH				
English Language	135	92	68.15	3.133
English Literature	45	40	88.88	3.6
MATH				
Calculus AB	50	35	70	3.24
Calculus BC	40	35	87.5	3.8
Statistics	25	23	92	3.72
SCIENCE				
Biology	75	58	77.3	3.067
Chemistry	55	45	81.81	3.364
Physics C: Mechanics	7	6	85.71	3.429
SOCIAL STUDIES				
European History	44	41	93.18	3.636
Microeconomics	57	42	73.68	3.158
Psychology	99	68	68.68	3.129
US Government and Politics	100	34	34	1.95
US History	110	76	69.09	3.082
WORLD LANGUAGES				
French Language and Culture	9	5	55.56	2.667
German Language and Culture	2	2	100	4
Spanish Language and Culture	4	4	100	4


PRHS AP Test Participation over Time
1,000
750
500
250
0
2011
2012
2013
2014
2015
2016
2017
Students in AP Classes
AP Tests Taken
Students Scoring 3 +


PRHS Performance v.s. State and Global Performance over Time
75.0
70.0
65.0
60.0
2011
2012
2013
2014
2015
2016
2017
% PRHS Students Scoring 3+
% State Students Scoring 3+
% Global Students Scoring 3+


2017 Mean Score per AP Exam
Studio Art: 2-D
Studio Art: Drawing
Art History
English Language
English Literature
Calculus AB
Calculus BC
Statistics
Biology
Chemistry
Physics C: Mechani...
European History
Microeconomics
Psychology
US Government and...
US History
French Language a...
German Language a...
Spanish Language...
3.857
3.333
2.878
3.133
3.6
3.24
3.8
3.72
3.067
3.364
3.429
3.636
3.158
3.129
1.95
3.082
2.667
4
4
0
1
2
3
4
5

ART

Studio Art: 2-D Design Portfolio

	PR 2012	PR 2013	PR 2014	PR 2015	PR 2016	PR 2017	PA 2017	Global 2017
5	18.2	0	7.1	16.7	6.7	28.6	17.3	16.8
4	18.2	44.4	50.0	25.0	40.0	28.6	31.3	27
3	45.5	55.6	42.9	50.0	26.7	42.9	34.7	30
3 and above	81.9	100	100	91.7	73.3	100	83.3	73.9
2	18.2	0	0	8.3	26.7	0	14.2	11.3
1	0	0	0	0	0.0	0	2.4	1.6
Total Tests Taken	11	9	14	12	15	14	619	37732
Average Score	3.36	3.44	3.64	3.50	3.27	3.86	3.47	3.53

Studio Art: Design Portfolio

	PR 2012	PR 2013	PR 2014	PR 2015	PR 2016	PR 2017	PA 2017	Global 2017
5	12.5	15.4	0	33.3	0	0	21.4	21.9
4	12.5	23.1	16.6	33.3	75.0	33	31.6	27.7
3	62.5	38.5	50.0	33.3	25.0	66.7	35.5	35.8
3 and above	87.5	77.0	66.6	100	100	100	88.5	85.5
2	12.5	23.1	33.3	0	0	0	10.3	12.9
1	0	0	0	0	0	0	1	1.6
Total Tests Taken	8	13	6	6	4	6	513	19957
Average Score	3.25	3.31	2.83	4.00	3.75	3.33	3.62	3.56

ENGLISH

English Language and Composition

	PR 2012	PR 2013	PR 2014	PR 2015	PR 2016	PR 2017	PA 2017	Global 2017
5	8.9	18.9	5.6	18.2	15.9	10.4	13.6	9.1
4	22.6	24.5	28.0	24.2	32.7	25.9	24.4	18.3
3	44.6	33.0	37.8	31.3	29.0	31.9	30.1	27.7
3 and above	76.1	76.4	71.4	73.7	77.6	68.1	68.1	55.0
2	22.6	22.6	28.0	24.2	22.4	30.4	24.2	30.7
1	1.2	0.9	0.6	2.0	0.0	1.5	7.7	14.2
Total Tests Taken	168	106	143	99	107	135	13559	579423
Average Score	3.15	3.38	3.10	3.32	3.42	3.13	3.12	2.77

English Literature and Composition

	PR 2012	PR 2013	PR 2014	PR 2015	PR 2016	PR 2017	PA 2017	Global 2017
5	14.8	6.1	11.7	15.7	31.9	13.3	8.4	6.8
4	23.0	19.5	30.0	31.4	40.4	44.4	19.9	16.1
3	36.1	58.5	36.7	39.2	19.1	31.1	33.0	29.7
3 and above	73.9	84.1	78.4	86.3	91.5	88.9	61.3	52.6
2	24.6	14.6	18.3	13.7	8.5	10.0	28.9	33.9
1	1.6	1.2	3.3	0	0.0	0.0	9.8	13.5
Total Tests Taken	61	82	60	51	47	45	11696	404132
Average Score	3.25	3.15	3.28	3.49	3.96	3.6	2.88	2.69

MATH

Calculus AB

	PR 2012	PR 2013	PR 2014	PR 2015	PR 2016	PR 2017	PA 2017	Global 2017
5	5.6	37.0	12.0	26.1	11.1	18.0	24.0	18.7
4	33.3	29.6	24.0	17.4	16.7	22.0	20.1	18.0
3	38.9	11.1	28.0	26.1	36.1	30.0	19.8	20.8
3 and above	77.8	77.7	64.0	69.6	63.9	70.0	63.8	57.5
2	0	18.5	32.0	4.3	19.4	26.0	19.9	22.0
1	22.2	3.7	2.9	26.1	16.7	4.0	16.3	20.4
Total Tests Taken	18	27	25	23	36	50	11,301	316,097
Average Score	3.0	3.78	3.08	3.13	2.86	3.24	3.16	2.93

Calculus BC

	PR 2012	PR 2013	PR 2014	PR 2015	PR 2016	PR 2017	PA 2017	Global 2017
5	75.0	32.1	56.4	64.0	42.9	3.5	48.3	42.6
4	6.25	25.0	17.9	16.0	34.3	27.5	19.3	18.1
3	6.25	35.7	17.9	12.0	17.1	25.0	28.7	19.9
3 and above	87.5	92.8	92.2	92.0	94.3	85.0	86.2	80.6
2	12.5	0	5.1	4.0	5.7	7.5	11.0	14.1
1	0	7.1	2.7	4.0	0.0	5.0	2.8	5.3
Total Tests Taken	16	28	39	25	35	40	4,149	132,514
Average Score	4.44	3.75	4.21	4.32	4.14	3.8	3.99	3.78

Statistics

	PR 2012	PR 2013	PR 2014	PR 2015	PR 2016	PR 2017	PA 2017	Global 2017
5	34.5	34.9	25.0	42.9	33.3	20.0	17.2	13.6
4	45.6	31.7	45.8	34.7	41.7	40.0	20.9	15.9
3	10.9	23.8	12.5	16.3	25.0	32.0	28.5	24.8
3 and above	91.0	90.4	83.3	93.9	100.0	92.0	66.7	54.3
2	7.3	9.5	12.5	6.1	0.0	8.0	18.7	20.2
1	1.8	0	4.2	0	0.0	0.0	14.7	25.5
Total Tests Taken	55	63	24	49	48	25	7591	215839
Average Score	4.04	3.92	3.70	4.14	4.08	3.72	3.07	2.72

SCIENCE

Biology

	PR 2012	PR 2013	PR 2014	PR 2015	PR 2016	PR 2017	PA 2017	Global 2017
5	14.3	0	2.9	3.7	7.6	4.0	7.6	6.4
4	20.8	28.9	24.6	31.7	27.3	21.0	25.5	21.0
3	19.5	51.3	50.7	46.3	45.5	52.0	39.5	36.7
3 and above	54.6	80.2	78.2	81.7	80.3	77.0	72.6	64.1
2	22.1	18.4	18.8	18.3	18.2	27.0	22.4	27.1
1	23.3	1.3	2.9	0	1.5	0.0	5.1	8.4
Total Tests Taken	77	76	69	82	66	75	8,607	254,266
Average Score	2.81	3.08	3.06	3.21	3.21	3.07	3.08	2.89

Chemistry

	PR 2012	PR 2013	PR 2014	PR 2015	PR 2016	PR 2017	PA 2017	Global 2017
5	41.1	46.3	17.2	16.1	17.2	16.4	10.7	10.1
4	35.7	40.7	31.3	30.6	32.8	40.0	27.9	16.2
3	10.7	11.1	28.1	45.2	39.1	43.6	29.3	26.1
3 and above	87.5	98.1	76.6	91.9	89.1	81.8	57.2	52.4
2	12.5	1.9	20.3	8.1	10.9	18.2	27.5	26.2
1	0	0	3.1	0	0.0	0.0	15.4	21.4
Total Tests Taken	56	54	64	62	64	55	5859	158929
Average Score	4.05	4.13	3.39	3.55	3.56	3.36	2.80	2.67

Physics C: Mechanics

	PR 2015	PR 2016	PR 2017	PA 2017	Global 2017
5	27.3	16.7	14.3	5.7	5.4
4	18.2	50.0	42.9	18.0	16.1
3	27.3	16.7	28.6	22.3	20.3
3 and above	72.7	83.3	85.7	46.0	41.9
2	18.2	16.7	0.0	32.8	29.1
1	9.1	0.0	14.3	21.3	29.0
Total Tests Taken	11	6	7	4655	170447
Average Score	3.36	3.67	3.43	2.54	2.4

SOCIAL STUDIES

European History

	PR 2012	PR 2013	PR 2014	PR 2015	PR 2016	PR 2017	PA 2017	Global 2017
5	6.1	18.5	21.4	12.2	31.2	18.2	11.6	9.3
4	25.8	22.2	42.9	29.3	46.9	31.8	25.0	18.6
3	53.0	48.1	14.3	34.1	15.6	40.9	32.2	28.0
3 and above	84.9	88.8	78.6	75.6	93.7	93.2	68.7	56.0
2	9.1	3.7	3.6	9.8	6.3	6.8	25.2	31.9
1	6.1	7.4	17.9	14.6	0.0	0.0	6.2	12.1
Total Tests Taken	66	27	28	41	32	44	3671	105343
Average Score	3.17	3.41	3.46	3.15	4.03	3.64	3.11	2.81

Microeconomics

	PR 2012	PR 2013	PR 2014	PR 2015	PR 2016	PR 2017	PA 2017	Global 2017
5	9.3	7.1	4.9	7.8	14.8	12.3	25.2	23.5
4	26.7	26.2	13.9	30.1	45.9	35.1	31.1	28.1
3	21.3	22.6	22.9	19.4	11.4	26.3	18.5	18.0
3 and above	57.3	55.9	41.7	57.3	72.1	73.7	74.8	69.6
2	21.3	22.6	26.2	25.4	16.4	8.8	11.4	12.0
1	21.3	21.4	32.0	17.4	11.4	17.5	13.8	18.5
Total Tests Taken	75	84	132	103	61	57	3108	87858
Average Score	2.81	2.75	2.34	2.85	3.36	3.16	3.42	3.26

Psychology

	PR 2012	PR 2013	PR 2014	PR 2015	PR 2016	PR 2017	PA 2017	Global 2017
5	13.7	13.1	17.0	21.6	18.1	18.7	21.2	19.1
4	19.3	26.9	22.6	30.4	35.5	26.6	26.9	25.1
3	24.2	19.4	24.5	20.3	19.6	21.6	21.7	20.0
3 and above	57.2	59.4	64.1	72.3	73.2	66.9	69.9	64.2
2	23.0	16.9	15.7	12.2	13.8	15.1	13.7	14.6
1	19.9	23.6	20.1	15.5	13.0	18.0	16.4	21.2
Total Tests Taken	161	160	159	148	138	139	9772	302369
Average Score	2.84	2.89	3.01	3.30	3.32	3.13	3.23	3.06

United States Government and Politics

	PR 2012	PR 2013	PR 2014	PR 2015	PR 2016	PR 2017	PA 2017	Global 2017
5	13.6	12.5	9.4	1.4	9.2	3.0	14.4	11.0
4	27.3	7.5	6.2	0	7.1	4.0	15.0	12.4
3	18.2	42.5	28.1	12.9	19.4	27.0	27.9	25.7
3 and above	59.1	62.5	43.7	14.3	35.7	34.0	57.5	49.3
2	36.4	17.5	31.2	30.0	30.6	17.0	22.0	24.6
1	4.5	20.0	25.0	55.7	33.7	49.0	20.4	26.1
Total Tests Taken	22	40	32	70	98	100	9695	319611
Average Score	3.09	2.75	2.44	1.61	2.68	1.95	2.81	2.58

United States History

	PR 2012	PR 2013	PR 2014	PR 2015	PR 2016	PR 2017	PA 2017	Global 2017
5	2.6	8.5	12.0	8.9	14.1	11.0	12.5	10.8
4	20.8	25.5	34.3	22.2	26.1	24.0	21.0	17.7
3	26.0	36.8	29.6	30.4	37.0	36.0	25.0	22.3
3 and above	49.4	70.8	75.9	61.5	77.2	69.0	58.7	50.9
2	36.4	25.5	18.5	26.7	19.6	25.0	22.8	23.5
1	14.3	3.8	5.6	11.9	3.3	6.4	18.5	25.6
Total Tests Taken	77	106	108	135	92	110	13090	505295
Average Score	2.61	3.09	3.29	2.90	3.28	3.08	2.86	2.65

WORLD LANGUAGES

French Language and Culture

	PR 2012	PR 2013	PR 2014	PR 2015	PR 2016	PR 2017	PA 2017	Global 2017
5	0	3.6	0	0	0	0	11.2	17.0
4	0	3.6	6.2	0	9.5	11.1	24.5	25.0
3	50.0	32.1	68.8	50.0	66.7	44.4	42.4	33.4
3 and above	50.0	39.3	75.0	50.0	76.2	55.6	78.1	75.4
2	50.0	35.6	25.0	31.8	23.8	44.4	18.6	19.6
1	0	25	0	18.2	0	0	3.3	5.1
Total Tests Taken	2	28	16	22	21	9	748	22621
Average Score	2.5	2.25	2.81	2.32	2.86	2.67	3.22	3.29

German Language and Culture

	PR 2012	PR 2013	PR 2014	PR 2015	PR 2016	PR 2017	PA 2017	Global 2017
5	0	15.0	0	0	9.5	50.0	15.6	23.0
4	75.0	20.0	60.0	50.0	33.3	0.0	36.5	47.1
3	25.0	35.0	30.0	16.7	28.6	50.0	33.1	28.5
3 and above	100	70.0	90.0	66.7	71.4	100.0	85.2	75.5
2	0	30.0	0	33.3	28.6	0.0	12.4	17.6
1	0	0	10.0	0	0.0	0.0	2.4	6.9
Total Tests Taken	8	20	10	6	21	2	411	5089
Average Score	3.75	3.2	3.4	3.17	3.24	4	3.5	3.39

Spanish Language and Culture

	PR 2012	PR 2013	PR 2014	PR 2015	PR 2016	PR 2017	PA 2017	Global 2017
5	20.0	33.3	50.0	28.6	35.7	25.0	16.5	19.5
4	40.0	25.0	25.0	28.6	35.7	50.0	31.2	34.8
3	30.0	33.3	25.0	28.6	28.6	25.0	35.0	34.2
3 and above	90.0	91.6	100	85.7	100.0	100.0	82.6	88.5
2	0	8.3	0	14.3	0.0	0.0	14.2	10.0
1	10.0	0	0	0	0.0	0.0	3.2	15.0
Total Tests Taken	10	12	8	7	14	4	2586	168305
Average Score	3.60	3.83	4.25	3.71	4.07	4	3.44	3.61

AP

Results and Findings

- The percentage of Pine-Richland students scoring a 3 or better on an AP exam has been higher than state or global comparisons for 6 of the past seven years.

- In 2017, 69.2% of Pine-Richland students scored 3 or above on an AP exam; this percentage is a slight decrease when comparing 2016 and 2017 data. State and global results remained unchanged.

- The 2017 Pine-Richland student scores averaged 4.00 in two courses: German Language and Culture and Spanish Language and Culture. In 2017, Pine-Richland student scores averaged under 3.0 in three courses: French Language and Culture (2.67), Art History (2.88) and United States Government and Politics (1.95).

- Based on an analysis of individual 2017 AP assessments, the following observations were made:
  - *Art*
    - Studio Art: 2-D Design Portfolio – 100% of the 14 students participating scored a 3 or above, with 3.86 being the average score for the group.
    - Studio Art: Design Portfolio – 100% of students scored a 3 or above, with 3.33 being the average score for the group.
    - Art History - This course was added to the Program of Studies and 41 students enrolled. 61% of the students earned a 3 or above on the exam.
  - *English*
    - English Language and Composition – There was an increase in the number of students enrolled in the course in 2017, reflecting the highest enrollment in three years. The average score of 3.13 is a decline when comparing the past three years.
    - English Literature and Composition – There is a slight decrease in the average score to 3.6; however, 89% of the students earned a 3 or above.
  - *Math*
    - Calculus AB – The average score of 3.24 shows marked improvement when compared to 2016 results. The enrollment of 50 students shows a continued increase in the number of students enrolled, the highest in five years.
    - Calculus BC – The average score of 3.8 is a decrease and the first time the average fell below 4.0 in recent years. Enrollment in the course was the highest it has been in the past seven years with 40 students participating.
    - Statistics – Student participation dropped to 25, the lowest number over the past five years. While the average score showed a decrease to 3.72, the score is still far above the state and global averages for this exam.
  - *Science*
    - Biology – In 2017, enrollment increased to 75 students, while the average score of 3.07 is a slight decrease from the previous year.

- Chemistry – Enrollment in this course declined for the first time in four years. The average score of 3.36 for Pine-Richland students outperforms both state and global comparisons.
- Physics C: Mechanics – The number of students increased to 7 with 85.7 % of the group achieving a 3 or above. This score is far above state and global results.

- *Social Studies*
  - European History – Enrollment increased to 44 students, the highest number in five years. The average score in 2017 of 3.64 is a decrease for Pine-Richland, however, our students' performance is well above that of state and global comparisons.
  - Microeconomics – Enrollment continued to decline in 2017 with 57 students. Pine-Richland students achieving a 3 or above increased to 73.68% of those enrolled.
  - Psychology – Student participation (99) continues to be the fourth highest of any AP course offered. There was a slight drop in the average score earned to 3.13.
  - United States Government and Politics – Student enrollment continued to increase in 2017 with 100 students. The average score dropped to 1.95, the lowest over the past five years.
  - United States History – Enrollment in the course jumped to 110 in 2017. The average score of 3.08 outperforms state and global comparisons in 2017.
- *World Languages*
  - French Language and Culture – The average score in 2017 was 2.67, a slight decrease from 2016.
  - German Language and Culture - The number of students taking this course decreased from 21 in 2016 to 2 in 2017; the average score for the students was a 4.00.
  - Spanish Language and Culture – In 2017, 4 students took the exam, a decrease over the past five years; the average score of 4.00 remains above state and global results.

Next Steps

- Continue to correlate end-of-course grades to AP test scores.
  - Key Personnel: Building Administrators, Director of College and Career Planning, & Keystone Teachers
  - Timeline (Anticipated Start/Finish): 12/1/2017 - 6/1/2018
  - Major Action Steps: (1) Gather AP test scores disaggregated by subject and subtest scores at the conclusion of the year; (2) Create a spreadsheet of end-of-course grades by individual student and enter AP data by student; (3) Compare students' performance in each subtest area with their end-of-course grades; (4) Examine data for areas of strength and opportunity, particularly for consistent performance patterns across the student population; and (5) Alter unit-based curriculum to reflect necessary curricular or instructional updates to address trends in student needs over several cohorts.

- Continue to monitor and address changes from CollegeBoard for AP curriculum.
  - Key Personnel: Building Administrators, Director of College and Career Planning, & Keystone Teachers
  - Timeline (Anticipated Start/Finish): 12/1/2017 - 5/1/2018

- Major Action Steps: (1) Review AP test information and any available blueprints to ensure balanced approach to content instruction; (2) Review test format and scoring protocols, sharing information with Keystone teachers, students, and parents.

- Continue to provide professional development to teachers based on performance results.
  - Key Personnel: Building Administrators, Director of College and Career Planning, Keystone Teachers
  - Timeline (Anticipated Start/Finish): 12/1/2017 - 6/1/2018
  - Major Action Steps: (1) Engage Keystone teachers in data analysis and identification of results/findings; (2) Review action steps in the Academic Achievement and Growth Report and determine in which areas professional development would be beneficial to support instructional efforts to impact student achievement; (3) Create opportunities (e.g. Differentiated Supervision focus or training session) to assist teachers in learning and implementing new techniques; and (4) Monitor students' results to determine benefit.

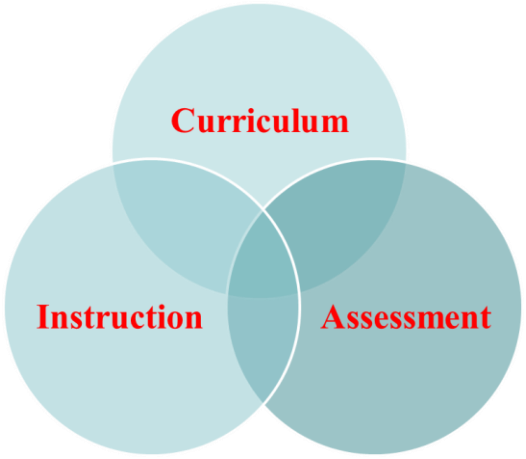
- During vertical teaming for curriculum review, focus on the instructional strategies needed in earlier years to prepare students for the challenge of AP coursework.
  - Key Personnel: Administrators, Academic Leadership Council Members, Vertical Teams
  - Timeline (Anticipated Start/Finish): 12/1/2017 - 6/1/2018
  - Major Action Steps: (1) Examine Academic Achievement and Growth Report and other sources of data for analysis to identify intradisciplinary areas of strength and need; (2) Solidify understanding of content across Webb's Depth of Knowledge for transfer and application of skills in real world scenarios; (3) Strengthen students' close reading and evidence-based analysis skills in grade-appropriate progression to build accuracy, quality, independence, and stamina; and (4) Increase expectations for the rigor of work (not quantity) performed independently throughout the students' schooling experience.

Conclusion and Next Steps

The 2017 Academic Achievement and Growth Report is good news! Members of the school community should feel pride in the levels of growth and achievement. There are many strengths within this report across multiple indicators. Importantly, the results of these standardized tests are valued as one measure of school effectiveness. The district has consistently articulated the importance of a more holistic approach to determining success.

A balanced assessment of these results also illustrates many opportunities for improvement. It takes knowledge, skill, and discipline to "jump the gap" from "knowing" about an area of concern to "doing" something about it. Educators use assessment results to analyze and modify curriculum and instruction so the student achievement and growth increase. The model shown below for teaching and learning at Pine-Richland is intended to emphasize the intersection of curriculum, assessment, and instruction.

Model for Teaching and Learning



Via district- and building-level teams, administrators and teachers must work collaboratively to understand the results and refine the educational program. These actions must recognize that students (and teachers) may feel a level of stress associated with high stakes tests. In an ideal situation, the refinements occur at the level of written curriculum with embedded practice in the normal day-to-day class schedule. When the three circles above are more aligned, this level of improvement – without artificial test preparation – is possible.

Summative assessments give a snapshot of student learning at one point in time. The Academic Achievement and Growth Report is itself a snapshot of achievement and growth in the 2017-2018 school year. Already this year, teachers and students together are focusing on learning for every student every day through personal journeys of resilience, innovation, diverse opportunities, and engagement. There is more important work than ensuring the achievement and growth of all.