Pine-Richland School District

Academic Achievement & Growth Report

The mission of the Pine-Richland School District is to focus on learning for every student every day.

2016

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Academic Achievement Report

November 21, 2016

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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 fourth 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 2016, we have included information from the School Performance Profile and also strengthened PSSA performance level comparisons with a Pennsylvania top decile benchmark.

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.

An area of emphasis for the 2016 – 2017 school year is the importance of a growth mindset and continuous improvement. As a result, 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, 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 our presentation this year. We plan to further strengthen this approach in future years for the other assessments.

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
- 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%)

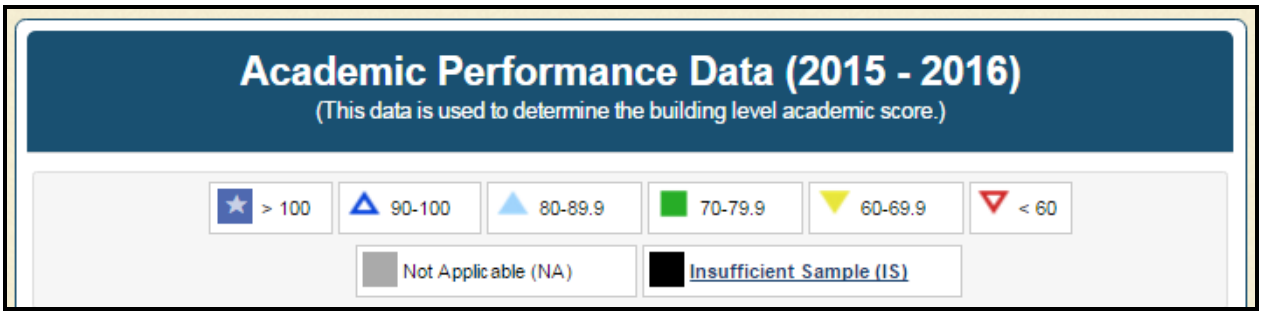
- Cohort graduation rate
- Promotion rate
- Attendance rate
- Advanced Placement, International Baccalaureate, or College Credit courses offered
- PSAT/PLAN test participation

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	93.0
PRMS	84.3
EHUE	83.2
Hance	94.4
Richland	88.2
Wexford	91.9

Trend data is not available for most schools given the change in the structure and content of the PSSA tests. 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 and clustered tightly 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. 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 2016 and several years prior is presented for the analysis of trends in the achievement of our students.

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 2016 and 2015, the two years in which the revised PSSA assessments have been administered. Because data is not available for three years, an analysis of trends is not possible. However, comparisons may be made to state data as a context for understanding district data. 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 assessment anchors that describe the eligible content to be tested by the assessment. 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.

PSSA MATH

Note: A newly developed Math assessment was given first in Spring 2015 to test PA Core standards. Spring 2016 is the second year the new assessment has been given. We do not yet have trend data for this test. Because the current (2015-2016) Math assessment is a different test than the earlier (2010-2014) Math assessment, comparisons between results may not be made.

GRADE 3 Performance Level Percentages over Time

	2010	2011	2012	2013	2014	PA 2014
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

	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent	PA Top Decile*
ADV	48.5	20.0	61.3	26.3	
PROF	32.3	28.5	26.9	28.1	
ADV/PRO	**80.8**	**48.5**	**88.2**	**54.4**	**81.1**
BASIC	11.7	23.5	7.1	21.0	
BEL BAS	7.6	28.0	4.6	24.6	
# TESTED	291	125309	323	124642	
		Mean Score	1140	1020	

***PA Top Decile**: Based on PDE-released data, all schools at this grade level were ranked-ordered based on combined levels of advanced/proficient performance. A benchmark level of the top 10% of schools was then identified. This comparison metric provides greater context for evaluating performance levels of high performing schools.

Females

	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent
ADV	34.8	18.6	54.1	24.6
PROF	38.3	28.8	33.1	28.5
ADV/PRO	**73.0**	**47.4**	**87.2**	**53.1**
BASIC	16.5	24.8	8.7	22.1
BEL BAS	10.4	27.8	4.1	24.8
# TESTED	115	61235	172	61065
		Mean Score	1120	1020

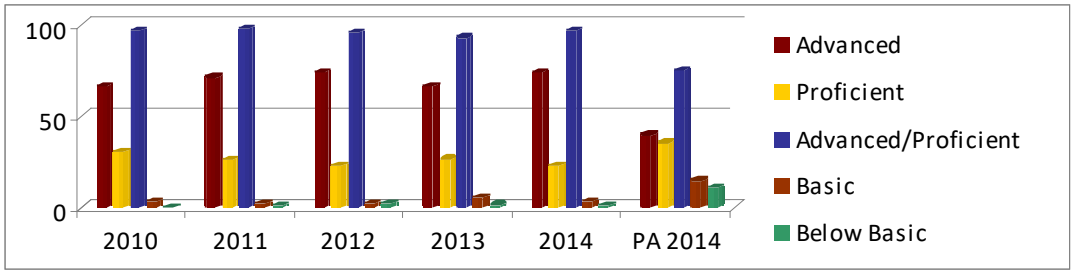
Males

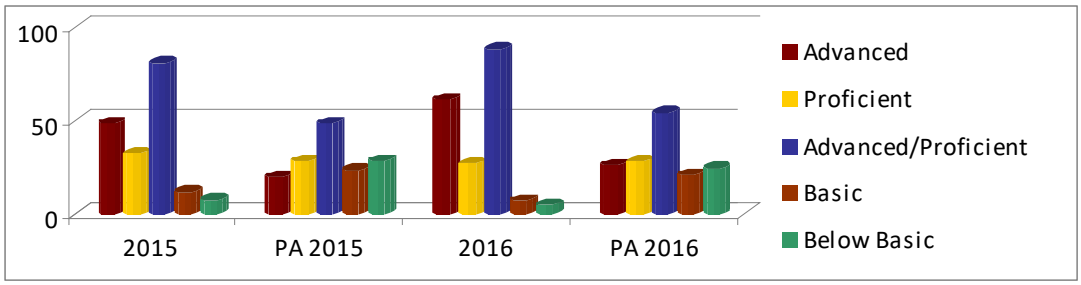
	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent
ADV	57.4	21.4	69.5	27.8
PROF	28.4	28.1	19.9	27.8
ADV/PRO	**85.8**	**49.5**	**89.4**	**55.7**
BASIC	8.5	22.3	5.3	19.9
BEL BAS	5.7	28.1	5.3	24.4
# TESTED	176	64043	151	63577
		Mean Score	1160	1020

Students with IEPs

	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent
ADV	36.6	7.8	36.4	10.5
PROF	19.5	15.1	27.3	16.8
ADV/PRO	**56.1**	**22.9**	**63.6**	**27.2**
BASIC	22.0	21.6	15.9	20.4
BEL BAS	22.0	55.4	20.5	52.4
# TESTED	41	19425	44	19484
		Mean Score	1060	930

GRADE 3 Performance Level Percentages over Time





HANCE Grade 3 Performance Level Percentages over Time

	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent
ADV	44.6	20.0	58.6	26.3
PROF	33.7	28.5	31.3	28.1
ADV/PRO	**78.3**	**48.5**	**89.9**	**54.4**
BASIC	14.5	23.5	5.1	21.0
BEL BAS	7.2	28.0	5.1	24.6
# TESTED	83	125309	99	124642
		Mean Score	1130	1020

RICHLAND Grade 3 Performance Level Percentages over Time

	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent
ADV	41.7	20.0	53.4	26.3
PROF	33.9	28.5	32.2	28.1
ADV/PRO	**75.7**	**48.5**	**85.6**	**54.4**
BASIC	15.7	23.5	9.3	21.0
BEL BAS	8.7	28.5	5.1	24.6
# TESTED	115	125309	118	124642
		Mean Score	1120	1020

WEXFORD Grade 3 Performance Level Percentages over Time

	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent
ADV	60.9	20.0	72.6	26.3
PROF	29.3	28.5	17.0	28.1
ADV/PRO	**90.2**	**48.5**	**89.6**	**54.4**
BASIC	4.3	23.5	6.6	21.0
BEL BAS	5.4	28.5	3.8	24.6
# TESTED	92	125309	106	124642
		Mean Score	1170	1020

Grade 3 Anchor Performance vs. State

Numbers and Operations – Base Ten

	2015			2016				
	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	7.3	66.2
M3. A-T.1	11	7.8	70.5	11	9.0	81.5	7.3	66.2

Numbers and Operations – Fractions

	2015			2016				
	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	6.5	64.9
M3.A-F.1	10	7.3	73.5	10	8.2	82.2	6.5	64.9

Operations and Algebraic Thinking

	2015			2016				
	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	14.7	69.8
M3.B-O.1	5	3.7	73.8	8	6.7	83.5	5.4	68.1
M3.B-O.2	5	4.2	83.6	5	4.4	88.2	3.5	69.8
M3.B-O.3	12	7.2	59.9	8	7.0	88.0	5.7	71.4

Geometry

	2015			2016				
	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	6.5	59.0
M3.C-G.1	10	7.4	73.6	11	8.1	73.9	6.5	59.0

Measurement and Data

	2015			2016				
	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	10.9	57.1
M3.D-M.1	8	6.2	77.6	8	6.5	81.2	4.9	61.3
M3.D-M.2	7	4.3	61.9	8	5.5	68.9	3.9	48.8
M3.D-M.3	2	1.3	66.8	1	1.0	96.9	0.9	88.1
M3.D-M.4	2	1.1	56.2	2	1.5	76.3	1.2	58.3

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: A newly developed Math assessment was given first in the Spring 2015 to test PA Core standards. Spring 2016 is the second year the new assessment has been given. We do not yet have trend data for this test. Because the current (2015-2016) Math assessment is a different test than the earlier (2010-2014) Math assessment, comparisons between results may not be made.

GRADE 4 Performance Level Percentages over Time

	2010	2011	2012	2013	2014	PA 2014
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

	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent	PA Top Decile*
ADV	34.9	16.9	41.1	19.9	
PROF	35.2	27.5	30.9	26.7	
ADV/PRO	**70.1**	**44.5**	**72.0**	**46.6**	**73.6**
BASIC	22.4	30.8	19.1	25.9	
BEL BAS	7.5	24.8	8.9	27.6	
# TESTED	335	124201	304	123651	
		Mean Score	1080	990	

***PA Top Decile**: Based on PDE-released data, all schools at this grade level were ranked-ordered based on combined levels of advanced/proficient performance. A benchmark level of the top 10% of schools was then identified. This comparison metric provides greater context for evaluating performance levels of high performing schools.

Females

	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent
ADV	32.9	15.4	26.0	17.9
PROF	37.5	28.1	37.4	27.2
ADV/PRO	**70.4**	**43.5**	**63.4**	**45.1**
BASIC	23.0	32.4	25.2	27.6
BEL BAS	6.6	24.1	11.4	27.3
# TESTED	152	60670	123	60569
		Mean Score	1040	990

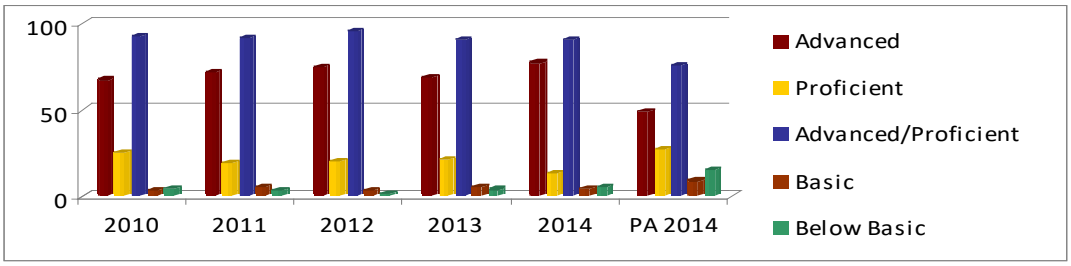
Males

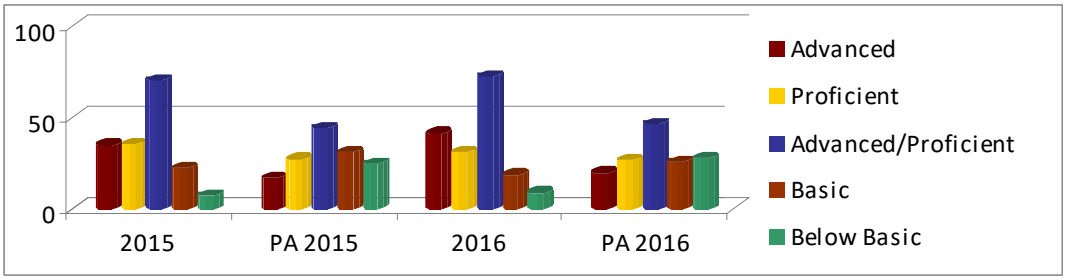
	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent
ADV	36.6	18.4	51.4	21.7
PROF	33.3	27.0	26.5	26.3
ADV/PRO	**69.9**	**45.4**	**77.9**	**48.0**
BASIC	21.9	29.2	14.9	24.2
BEL BAS	8.2	25.4	7.2	27.8
# TESTED	183	63509	181	63082
		Mean Score	1100	1000

Students with IEPs

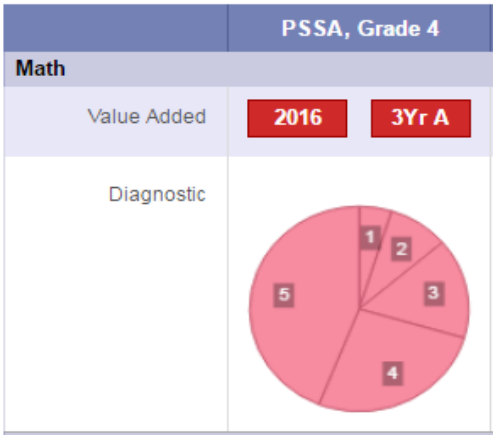
	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent
ADV	16.7	5.5	27.3	6.7
PROF	25.9	12.5	18.2	12.9
ADV/PRO	**42.6**	**18.0**	**45.5**	**19.6**
BASIC	29.6	27.2	20.5	21.1
BEL BAS	27.8	54.8	34.1	59.2
# TESTED	54	20247	44	20405
		Mean Score	1010	910

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
- 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 Math Anchor Performance vs. State

Numbers and Operations – Base Ten

	2015			2016				
	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	9.4	67.4
M4.A-T.1	6	3.6	60.4	7	5.3	75.0	4.6	65.1
M4.A-T.2	8	6.3	79.1	7	5.9	85.0	4.9	69.7

Numbers and Operations – Fractions

	2015			2016				
	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	10.1	59.7
M4.A-F.1	2	1.2	62.4	2	1.4	67.9	1.1	53.4
M4.A-F.2	5	3.3	65.9	8	6.2	78.0	5.4	68.0
M4.A-F.3	8	4.6	57.7	7	4.5	64.4	3.6	51.9

Operation and Algebraic Thinking

	2015			2016				
	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	11.1	61.6
M4.B-O.1	11	5.4	49.2	11	7.9	72.2	6.7	60.5
M4. B-O.2	2	1.3	63.1	2	1.7	85.4	1.4	69.6
M4.B-O.3	6	3.6	60.3	5	3.9	78.9	3.0	60.7

Geometry

	2015			2016				
	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	5.8	57.5
M4.C-G.1	11	6.9	62.8	10	7.1	70.6	5.8	57.5

Measurement and Data

	2015			2016				
	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	6.5	49.7
M4.D-M.1	8	4.0	49.6	7	3.7	52.7	2.4	33.8
M4.D-M.2	3	2.0	66.4	3	2.4	81.5	2.1	71.5
M4.D-M.3	2	1.3	63.4	3	2.4	80.4	2.0	65.0

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 understandings 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 indentify 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: A newly developed Math assessment was given first in the Spring 2015 to test PA Core standards. Spring 2016 is the second year the new assessment has been given. We do not yet have trend data for this test. Because the current (2015-2016) Math assessment is a different test than the earlier (2010-2014) Math assessment, comparisons between results may not be made.

GRADE 5 Performance Level Percentages over Time

	2010	2011	2012	2013	2014	PA 2014
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

	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent	PA Top Decile*
ADV	32.0	15.4	46.4	18.5	
PROF	40.2	27.4	29.8	25.9	
ADV/PRO	**72.2**	**42.8**	**76.2**	**44.4**	**71.6**
BASIC	17.6	31.3	17.3	27.6	
BEL BAS	10.2	25.9	6.5	28.0	
# TESTED	353	126683	336	122776	
		Mean Score	1090	990	

***PA Top Decile**: Based on PDE-released data, all schools at this grade level were ranked-ordered based on combined levels of advanced/proficient performance. A benchmark level of the top 10% of schools was then identified. This comparison metric provides greater context for evaluating performance levels of high performing schools.

Females

	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent
ADV	28.7	14.7	47.8	17.6
PROF	43.3	28.6	31.8	27.0
ADV/PRO	**72.0**	**43.3**	**79.6**	**44.7**
BASIC	20.2	32.7	15.9	29.2
BEL BAS	7.9	24.0	4.5	26.1
# TESTED	178	61906	157	60041
		Mean Score	1090	1000

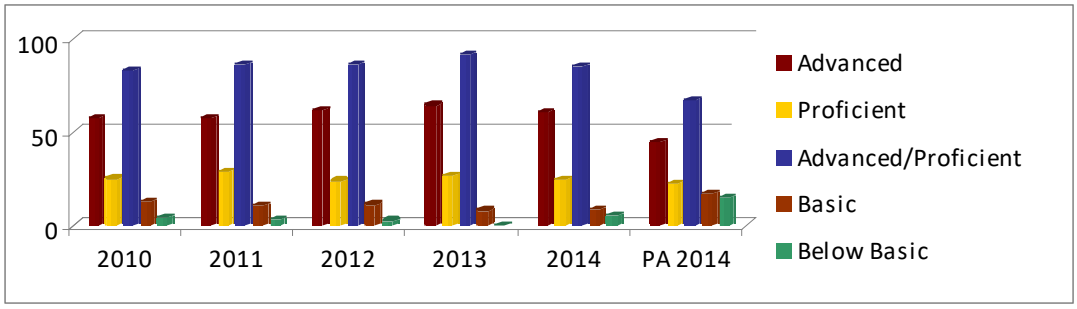
Males

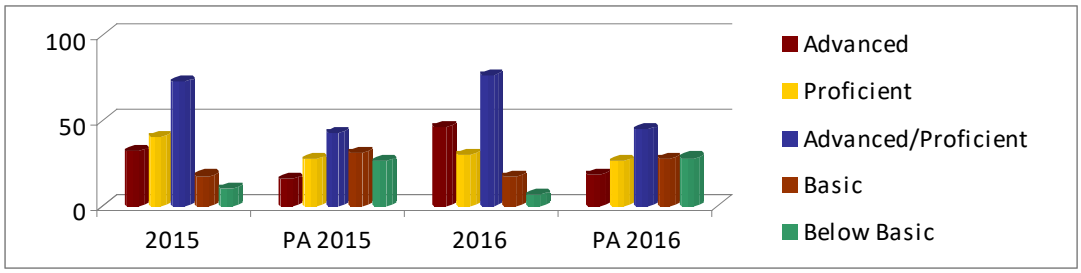
	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent
ADV	35.4	16.2	45.3	19.3
PROF	37.1	26.2	27.9	24.9
ADV/PRO	**72.5**	**42.4**	**73.2**	**44.2**
BASIC	14.9	29.9	18.4	26.1
BEL BAS	12.6	27.7	8.4	29.7
# TESTED	175	64747	179	62735
		Mean Score	1090	990

Students with IEPs

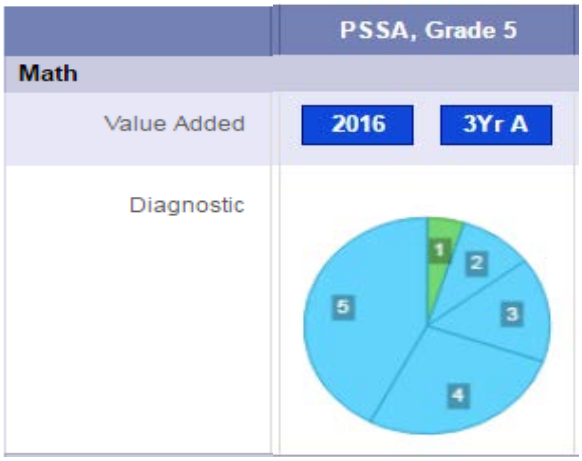
	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent
ADV	4.9	3.9	19.2	4.6
PROF	14.6	10.1	25.0	10.1
ADV/PRO	**19.5**	**14.0**	**44.2**	**14.7**
BASIC	22.0	25.7	32.7	22.2
BEL BAS	58.5	60.2	23.1	63.1
# TESTED	41	20594	52	20332
		Mean Score	1000	900

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
- 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 5 Math Anchor Performance vs. State

Numbers and Operations – Base Ten

	2015			2016				
	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	11.4	60.1
M5. A-T.1	10	6.3	62.6	11	7.8	70.5	6.1	55.4
M5.A-T.2	8	6.1	76.4	8	6.8	84.9	5.3	66.4

Numbers and Operations – Fractions

	2015			2016				
	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	10.1	50.3
M5.A-F.1	6	3.9	64.6	9	5.3	58.9	4.2	46.2
M5.A-F.2	14	8.1	57.5	11	7.3	66.6	5.9	53.3

Operation and Algebraic Thinking

	2015			2016				
	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	5.2	47.1
M5.B-O.1	4	3.0	74.4	4	3.2	79.3	2.5	62.5
M5.B-O.2	7	3.5	49.9	7	4.0	57.1	2.7	38.3

Geometry

	2015			2016				
	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	6.0	60.3
M5.C-G.1	6	4.9	82.2	6	4.9	81.9	3.9	65.0
M5.C-G.2	4	2.3	57.9	4	3.1	76.9	2.1	53.4

Measurement and Data

	2015			2016				
	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	5.5	45.9
M5.D-M.1	2	1.3	63.2	2	1.5	75.9	1.1	53.2
M5.D-M.2	3	1.6	54.4	3	2.0	65.5	1.4	47.8
M5.D-M.3	8	4.5	56.7	7	4.6	66.0	3.0	42.9

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

	2010	2011	2012	2013	2014	PA 2014
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

	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent	PA Top Decile*
ADV	29.6	11.3	40.2	16.9	
PROF	39.6	28.4	35.1	24.2	
ADV/PRO	**69.3**	**39.7**	**75.4**	**41.1**	**65.0**
BASIC	24.9	35.1	15.6	28.8	
BEL BAS	5.8	25.2	9.1	30.1	
# TESTED	361	126413	353	125088	
		Mean Score	1080	980	

***PA Top Decile**: Based on PDE-released data, all schools at this grade level were ranked-ordered based on combined levels of advanced/proficient performance. A benchmark level of the top 10% of schools was then identified. This comparison metric provides greater context for evaluating performance levels of high performing schools.

Females

	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent
ADV	32.5	11.2	41.7	17.4
PROF	40.2	29.8	37.1	25.5
ADV/PRO	**72.8**	**41.1**	**78.9**	**42.9**
BASIC	21.9	36.0	12.6	29.7
BEL BAS	5.3	22.9	8.6	27.4
# TESTED	169	61990	175	61089
		Mean Score	1090	990

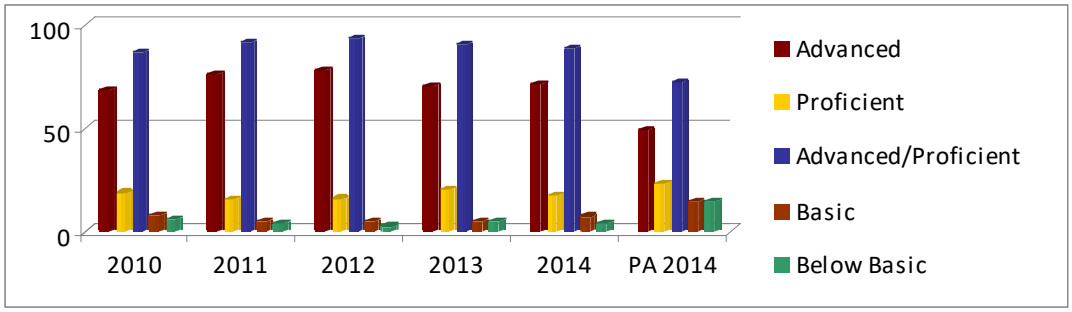
Males

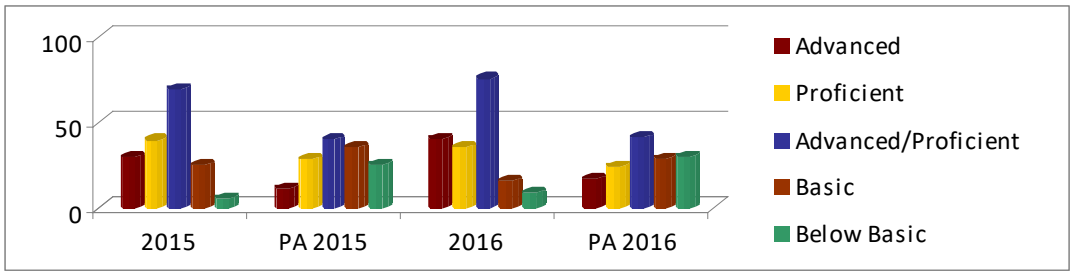
	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent
ADV	27.1	11.3	38.8	16.5
PROF	39.1	27.1	33.1	22.9
ADV/PRO	**66.1**	**38.4**	**71.9**	**39.4**
BASIC	27.6	34.3	18.5	28.0
BEL BAS	6.3	27.3	9.6	32.7
# TESTED	192	64411	178	63999
		Mean Score	1070	970

Students with IEPs

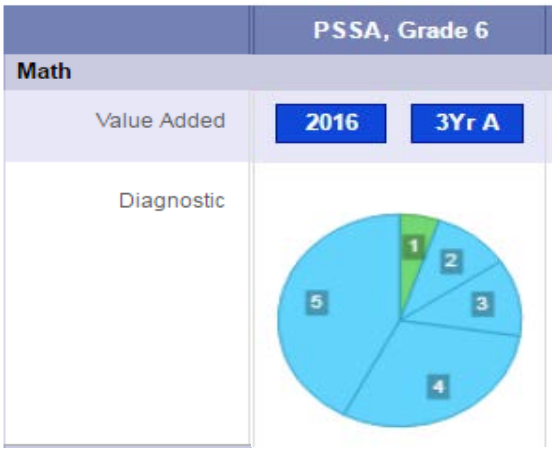
	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent
ADV	7.8	2.0	0	3.0
PROF	17.6	8.3	22.5	7.0
ADV/PRO	**25.5**	**10.4**	**22.5**	**10.0**
BASIC	43.1	27.0	22.5	20.2
BEL BAS	31.4	62.6	55.0	69.8
# TESTED	51	19987	40	20136
		Mean Score	900	870

GRADE 6 Performance Level Percentages over Time





PVAAS Grade 6



District Value Added

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District Quintile Diagnostic

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- There were not enough students to define growth.

Grade 6 Math Anchor Performance vs. State

The Number System

	2015			2016				
	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	9.2	61.1
M6. A-N.1	2	1.3	64.5	4	2.9	71.4	2.2	55.4
M6.A-N.2	4	3.3	82.8	5	3.8	75.9	3.0	59.0
M6.A-N.3	8	5.7	71.0	6	4.9	81.9	4.2	69.2

Ratios and Proportional Relationships

	2015			2016				
	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	7.0	54.1
M6.A-R.1	12	8.9	73.9	13	9.1	69.8	7.0	54.1

Expressions and Equations

	2015			2016				
	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	12.4	59.2
M6.B-E.1	12	7.6	63.5	10	7.4	73.7	5.6	56.0
M6.B-E.2	6	4.2	70.8	7	5.7	81.5	4.5	64.0
M6.B-E.3	3	2.0	68.2	4	3.2	79.8	2.4	59.0

Geometry

	2015			2016				
	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	6.1	60.5
M6.C-G.1	11	6.8	62.3	10	7.8	78.4	6.1	60.5

Statistics and Probability

	2015			2016				
	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	7.1	54.8
M6.D-S.1	14	8.4	59.9	13	8.9	68.7	7.1	54.8

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

	2010	2011	2012	2013	2014	PA 2014
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

	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent	PA Top Decile*
ADV	13.0	9.6	29.0	13.3	
PROF	37.0	23.4	37.5	23.7	
ADV/PRO	**50.0**	**33.1**	**66.5**	**37.0**	**56.8**
BASIC	36.7	33.4	22.3	28.1	
BEL BAS	13.3	33.5	11.3	34.9	
# TESTED	346	126299	373	124781	
		Mean Score	1050	970	

***PA Top Decile**: Based on PDE-released data, all schools at this grade level were ranked-ordered based on combined levels of advanced/proficient performance. A benchmark level of the top 10% of schools was then identified. This comparison metric provides greater context for evaluating performance levels of high performing schools.

Females

	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent
ADV	10.2	9.5	30.7	13.5
PROF	38.0	23.9	36.9	24.3
ADV/PRO	**48.2**	**33.4**	**67.6**	**37.8**
BASIC	39.8	35.2	21.0	29.4
BEL BAS	12.0	31.4	11.4	32.8
# TESTED	166	61323	176	61194
		Mean Score	1050	970

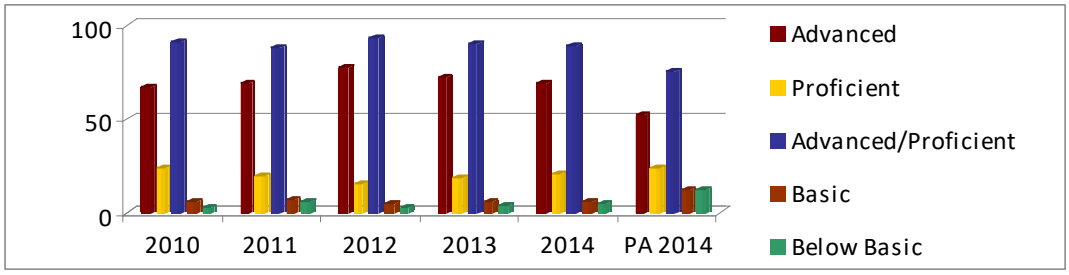
Males

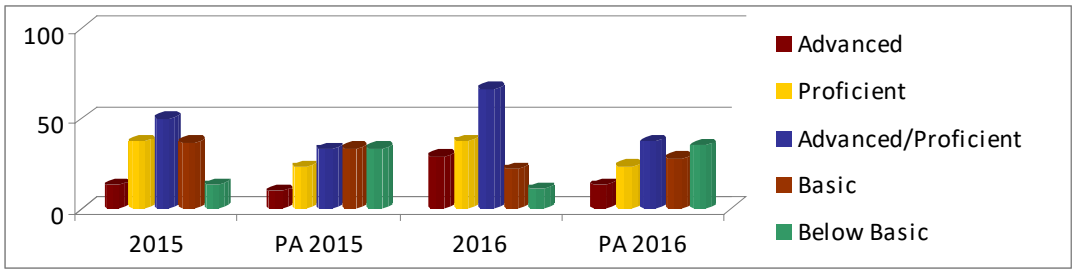
	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent
ADV	15.6	9.7	27.4	13.1
PROF	36.1	23.0	38.1	23.1
ADV/PRO	**51.7**	**32.7**	**65.5**	**36.3**
BASIC	33.9	31.7	23.4	26.8
BEL BAS	14.4	35.6	11.2	36.9
# TESTED	180	64954	197	63587
		Mean Score	1040	960

Students with IEPs

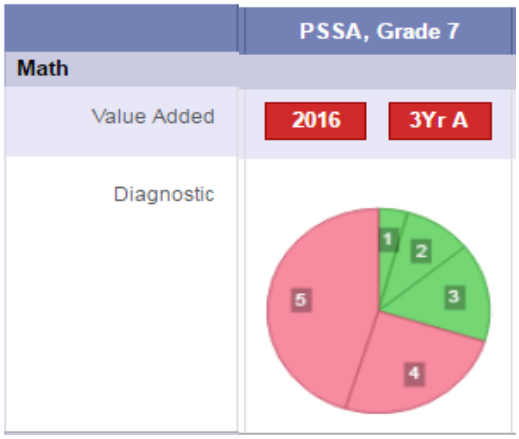
	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent
ADV	2.6	1.5	5.6	2.0
PROF	17.9	5.1	20.4	5.7
ADV/PRO	**20.5**	**6.6**	**25.9**	**7.7**
BASIC	25.6	18.4	29.6	16.3
BEL BAS	53.8	75.1	44.4	76.0
# TESTED	39	19514	54	19417
		Mean Score	930	870

GRADE 7 Performance Level Percentages over Time





PVAAS Grade 7



District Value Added

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District Quintile Diagnostic

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- There were not enough students to define growth.

Grade 7 Math Anchor Performance vs. State

The Number System

	2015			2016				
	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	6.8	56.7
M7.A-N.1	11	6.7	60.9	12	8.8	73.1	6.8	56.7

Ratios and Proportional Relationships

	2015			2016				
	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	8.8	52.0
M7.A-R.1	18	10.6	58.9	17	11.0	65.0	8.8	52.0

Expressions and Equations

	2015			2016				
	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	7.8	45.8
M7.B-E.1	8	2.9	36.8	7	3.4	48.3	2.5	35.0
M7.B-E.2	11	6.3	57.0	10	6.8	67.7	5.3	53.3

Geometry

	2015			2016				
	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	7.3	51.9
M7.C-G.1	6	3.8	62.5	7	4.6	65.5	3.9	55.2
M7.C-G.2	7	3.8	54.0	7	4.6	65.5	3.4	48.7

Statistics and Probability

	2015			2016				
	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	6.2	51.9
M7.D-S.1	3	2.0	67.9	4	2.8	70.6	2.2	55.9
M7.D-S.2	2	1.3	63.2	2	1.1	55.0	0.9	43.3
M7.D-S.3	6	4.2	70.1	6	4.1	68.6	3.1	52.0

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

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GRADE 8 Performance Level Percentages over Time

	2010	2011	2012	2013	2014	PA 2014
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

	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent	PA Top Decile*
ADV	13.3	8.0	17.7	10.5	
PROF	31.4	21.8	36.3	20.8	
ADV/PRO	**44.6**	**29.8**	**54.1**	**31.2**	**50.0**
BASIC	39.8	32.6	34.2	28.6	
BEL BAS	15.6	37.7	11.7	40.2	
# TESTED	392	128859	333	123003	
		Mean Score	1020	950	

***PA Top Decile**: Based on PDE-released data, all schools at this grade level were ranked-ordered based on combined levels of advanced/proficient performance. A benchmark level of the top 10% of schools was then identified. This comparison metric provides greater context for evaluating performance levels of high performing schools.

Females

	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent
ADV	9.4	7.6	17.2	10.4
PROF	31.8	22.9	35.0	21.7
ADV/PRO	**41.2**	**30.3**	**52.2**	**32.1**
BASIC	44.7	34.7	38.9	30.4
BEL BAS	14.1	35.0	8.9	37.5
# TESTED	170	62833	157	59621
		Mean Score	1020	960

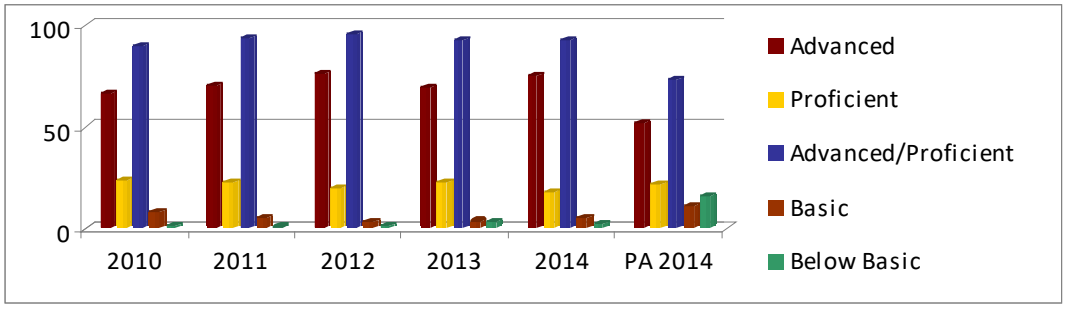
Males

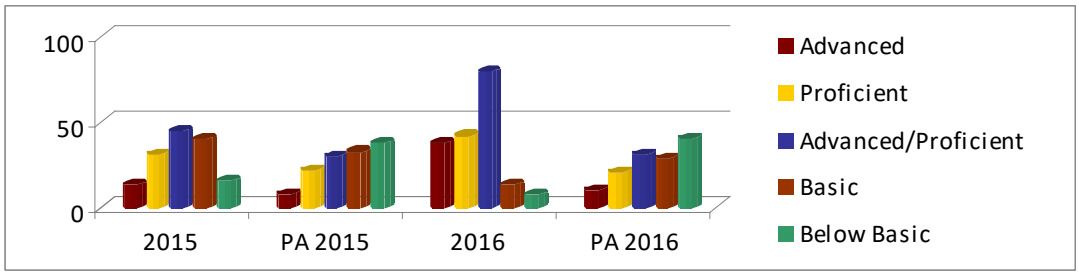
	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent
ADV	16.2	8.4	18.2	10.5
PROF	31.1	20.8	37.5	19.9
ADV/PRO	**47.3**	**29.2**	**55.7**	**30.4**
BASIC	36.0	30.5	30.1	26.9
BEL BAS	16.7	40.2	14.2	42.7
# TESTED	222	65991	176	63382
		Mean Score	1020	940

Students with IEPs

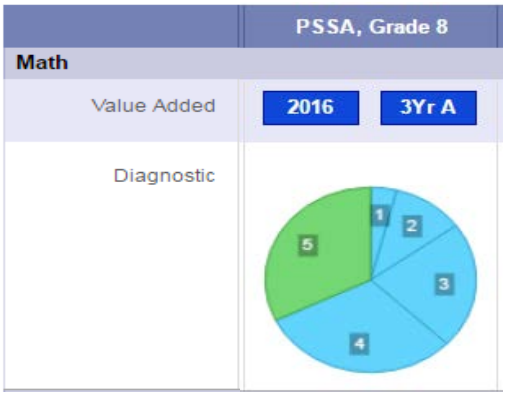
	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent
ADV	0.0	1.0	5.7	1.2
PROF	6.7	4.0	17.1	4.0
ADV/PRO	**6.7**	**5.0**	**22.9**	**5.2**
BASIC	37.8	15.9	28.6	13.4
BEL BAS	55.6	79.1	48.6	81.4
# TESTED	45	19763	35	18868
		Mean Score	920	940

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 Math Anchor Performance vs. State

The Number System

	2015			2016				
	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	5.6	50.7
M8.A-N.1	12	6.5	53.9	11	6.7	61.1	5.6	50.7

Expressions and Equations

	2015			2016				
	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	13.0	54.2
M8.B-E.1	8	4.7	59.0	8	5.9	74.2	4.7	58.3
M8.B-E.2	8	4.0	49.8	9	5.6	62.4	4.5	50.3
M8.B-E.3	7	3.9	55.2	7	4.9	69.8	3.8	54.7

Functions

	2015			2016				
	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	8.0	56.9
M8.B-F.1	9	4.6	51.3	8	5.3	65.9	4.2	53.0
M8.B-F.2	6	4.3	71.9	6	4.7	78.6	3.7	62.2

Geometry

	2015			2016				
	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	5.8	48.3
M8.C-G.1	4	2.2	54.9	5	3.2	64.4	2.5	50.3
M8.C-G.2	6	1.7	28.9	4	1.9	47.4	1.6	41.1
M8.C-G.3	2	1.0	49.1	3	1.9	64.5	1.6	54.7

Statistics and Probability

	2015			2016				
	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	5.5	49.8
M8.D-S.1	10	6.6	66.4	11	6.7	60.9	5.5	49.8

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 grades 3, 5, 6, 7, and 8 (i.e., top 10% of schools in Pennsylvania).

- When comparing the 2015 and 2016 grade level achievement, the percentage of students at the advanced/proficient levels increased in grades 3, 4, 5, 6, 7, and 8.

- 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 opportunities for improvement include:
    - Grade 3 – Reason with shapes and their attributes (Operations and Algebraic Thinking)
      Represent and interpret data (Measurement and Data)
    - Grade 4 – Understand decimal notation for fractions and compare decimal fractions (Numbers and Operations – Fractions)
      Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit (Measurement and Data)
    - Grade 5 – Use equivalent fractions as a strategy to add and subtract fractions (Numbers and Operations – Fractions)
      Analyze patterns and relationships (Operations and Algebraic Thinking)
    - Grade 6 – Demonstrate understanding of statistical variability by summarizing and describing distributions (Statistics and Probability)
      Understand ratio concepts and use ratio reasoning to solve problems (Ratios and Proportional Relationships)
    - Grade 7 – Represent expressions in equivalent forms (Expressions and Equations)
      Draw comparative inferences about a population (Statistics and Probability)
    - Grade 8 – Understand and apply the Pythagorean Theorem (Geometry)
      Investigate patterns of associate in bivariate data ((Statistics and Probability)

- The PVAAS District Value-Added Report indicates "*significant evidence students exceeded the Standard for PA Academic Growth*" in math for 2016 (i.e., dark blue).
    - As a trend, the 2014 growth measure was red and 2015 growth measure was light blue.
    - The three-year growth measure indicates that students "*met the Standard for PA Academic Growth*" in math (i.e., green).

- Based on the three-year PVAAS averages for Math in the Value Added Report, we see that the district:
    - Exceeded the standard for PA Academic Growth in grades 5, 6, 8, and Algebra 1 (i.e., dark blue).
    - Did not meet the standard for PA Academic Growth in grades 4 and 7 (i.e., red).

- In many cases of PVAAS Math Quintile Diagnostic Report, students in all five quintile groups are meeting or exceeding the Standard for PA Academic Growth (i.e., grades 5, 6, 8, and Algebra I Keystone). Students in the first three quintiles are also meeting the growth standard in grade 7. Students in the top quintile groups in grades 4 and 7 did not meet the PA standard for academic growth.

Next Steps

- Review PSSA and PVAAS data, results, and findings with grade level and vertical teams.

- Continue refining implementation of Compacted/Extended (C/E) and Current pathways and monitor alignment with PA Core in Math.
- Continue use of Curriculum Diagnostic Tools (CDTs) as an online diagnostic assessment aligned with the revised standards and eligible content until a recommendation is made regarding universal screeners.
- Refine MTSS/RTII processes for mathematics to determine next steps for a systematic approach to enrichment and/or remediation.
- Continue professional development and support for co-teaching model.
- Identify pockets of excellence at the building or classroom level that allow further expansion of effective practices.
- Consider how teacher specific data can be used to identify strengths in the effort to replicate effective practices across the district.

PSSA ENGLISH LANGUAGE ARTS (ELA)

Note: A separate assessment for Reading was last administered in Spring 2014. Reading is now tested as past of the English Language Arts (ELA) assessment first offered in Spring 2015. Spring 2016 is the second year the ELA assessment has been given. We do not yet have trend data for this test. Because Reading and ELA are different assessments, comparisons between results may not be made.

GRADE 3 Performance Level Percentages over Time

	2010	2011	2012	2013	2014	PA 2014
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

	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent	PA Top Decile*
ADV	21.3	13.0	39.2	15.2	
PROF	62.9	49.0	50.0	45.7	
ADV/PRO	**84.2**	**62.0**	**89.2**	**60.9**	**85.2**
BASIC	15.5	24.6	9.3	25.5	
BEL BAS	0.3	13.4	1.5	13.6	
# TESTED	291	125160	324	124507	
		Mean Score	1120	1030	

***PA Top Decile**: Based on PDE-released data, all schools at this grade level were ranked-ordered based on combined levels of advanced/proficient performance. A benchmark level of the top 10% of schools was then identified. This comparison metric provides greater context for evaluating performance levels of high performing schools.

Females

	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent
ADV	18.3	16.3	42.2	19.1
PROF	68.7	50.9	48.6	46.8
ADV/PRO	**87.0**	**67.2**	**90.8**	**65.9**
BASIC	13.0	22.2	8.1	23.5
BEL BAS	0.0	10.6	1.2	10.6
# TESTED	115	61175	173	61018
		Mean Score	1130	1050

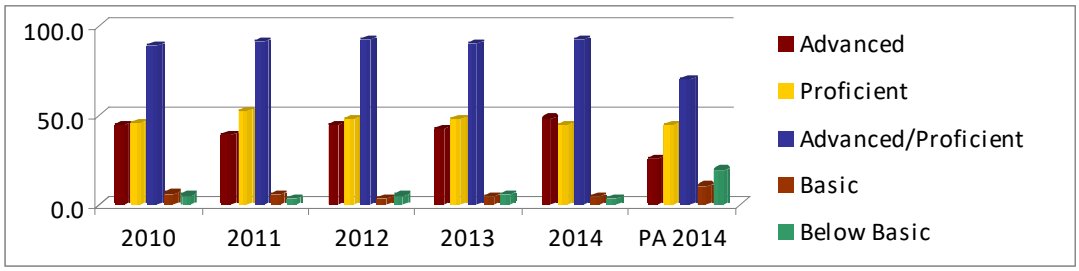
Males

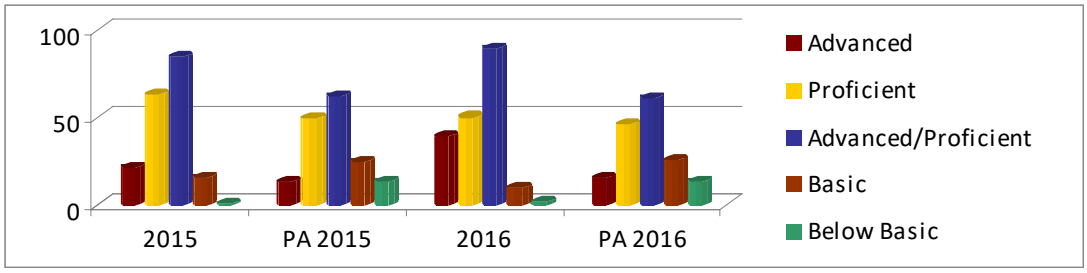
	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent
ADV	23.3	9.8	35.8	11.5
PROF	59.1	47.3	51.7	44.7
ADV/PRO	**82.4**	**57.0**	**87.4**	**57.0**
BASIC	17.0	26.9	10.6	27.4
BEL BAS	0.6	16.0	2.0	16.4
# TESTED	176	63958	151	63489
		Mean Score	1110	1020

Students with IEPs

	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent
ADV	9.5	3.6	15.6	4.0
PROF	38.1	23.9	42.2	22.6
ADV/PRO	**47.6**	**27.5**	**57.8**	**26.7**
BASIC	52.4	31.6	31.1	32.2
BEL BAS	0.0	40.9	11.1	41.2
# TESTED	42	19363	45	19435
		Mean Score	1030	940

GRADE 3 Performance Level Percentages over Time





HANCE Grade 3 Performance Level Percentages over Time

	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent
ADV	14.5	13.0	40.8	15.2
PROF	71.1	49.0	49.0	45.7
ADV/PRO	**85.5**	**62.0**	**89.8**	**60.9**
BASIC	13.3	24.6	10.2	25.5
BEL BAS	1.2	13.4	0.0	13.6
# TESTED	83	125160	98	124507
		Mean Score	1120	

RICHLAND Grade 3 Performance Level Percentages over Time

	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent
ADV	20.0	13.0	32.5	15.2
PROF	61.7	49.0	51.7	45.7
ADV/PRO	**81.7**	**62.0**	**84.2**	**60.9**
BASIC	18.3	24.6	12.5	25.5
BEL BAS	0.0	13.4	3.3	13.6
# TESTED	115	125160	120	124507
		Mean Score	1100	

WEXFORD Grade 3 Performance Level Percentages over Time

	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent
ADV	29.3	13.0	45.3	15.2
PROF	57.6	49.0	49.1	45.7
ADV/PRO	**87.0**	**62.0**	**94.3**	**60.9**
BASIC	13.0	24.6	4.7	25.5
BEL BAS	0.0	13.4	0.9	13.6
# TESTED	92	125160	106	124507
		Mean Score	1140	

GRADE 3 ELA Anchor Performance vs. State

Key Ideas and Details

	2015			2016				
	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	10.5	52.3
E3.A-K.1	11	6.9	62.5	12	8.3	68.8	6.5	54.5
E3.B-K.1	8	5.7	70.7	8	4.7	58.6	3.9	49.1

Craft and Structure/Integration of Knowledge and Ideas

	2015			2016				
	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	4.0	56.9
E3.A-C.2	2	1.1	56.7	2	1.4	72.1	1.0	52.3
E3.B-C.2	2	1.2	58.8	2	1.5	76.1	1.3	67.5
E3.B-C.3	4	2.4	59.4	3	2.0	68.2	1.6	52.9

Vocabulary Acquisition and Use

	2015			2016				
	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	6.8	75.3
E3.A-V.4	5	4.4	88.0	5	4.7	93.2	3.9	78.5
E3.B-V.4	4	3.6	91.2	4	3.6	88.9	2.9	71.3

Types of Writing

	2015			2016				
	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	3.7	46.2
E3.C.1	8	4.9	60.7	8	4.7	59.3	3.7	46.2

Language

	2015			2016				
	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	11.2	62.3
E3.D.1	16	11.3	70.6	16	12.2	76.2	9.6	60.2
E3.D.2	2	0.9	43.1	2	1.8	89.0	1.6	79.2

Literature Text

	2015			2016				
	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	11.5	60.5
E3.A-K.1	11	6.9	62.5	12	8.3	68.8	6.5	54.5
E3.A-C.2	2	1.1	56.7	2	1.4	72.1	1.0	52.3
E3.A-V.4	5	4.4	88.0	5	4.7	93.2	3.9	78.5

Informational Text

	2015			2016				
	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	9.7	57.1
E3.B-K.1	8	5.7	70.7	8	4.7	58.6	3.9	49.1
E3.B-C.2	2	1.2	58.8	2	1.5	76.1	1.3	67.5
E3.B-C.3	4	2.4	59.4	3	2.0	68.2	1.6	52.9
E3.B-V.4	4	3.6	91.2	4	3.6	88.9	2.9	71.3

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 te

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: A separate assessment for Reading was last administered in Spring 2014. Reading is now tested as part of the English Language Arts (ELA) assessment first offered in Spring 2015. Spring 2016 is the second year the ELA assessment has been given. We do not yet have trend data for this test. Because Reading and ELA are different assessments, comparisons between results may not be made.

GRADE 4 Performance Level Percentages over Time

	2010	2011	2012	2013	2014	PA 2014
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

	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent	PA Top Decile*
ADV	37.1	21.6	34.3	24.7	
PROF	45.2	37.0	46.5	34.0	
ADV/PRO	**82.3**	**58.6**	**80.9**	**58.7**	**82.9**
BASIC	16.2	28.5	16.5	29.1	
BEL BAS	1.5	12.9	2.6	12.2	
# TESTED	334	123986	303	123308	
		Mean Score	1070	1030	

***PA Top Decile**: Based on PDE-released data, all schools at this grade level were ranked-ordered based on combined levels of advanced/proficient performance. A benchmark level of the top 10% of schools was then identified. This comparison metric provides greater context for evaluating performance levels of high performing schools.

Females

	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent
ADV	51.7	27.0	32.5	29.6
PROF	36.4	38.0	49.6	34.6
ADV/PRO	**88.1**	**65.0**	**82.1**	**64.3**
BASIC	11.3	25.5	16.3	26.6
BEL BAS	0.7	9.6	1.6	9.2
# TESTED	151	60584	123	60438
		Mean Score	1080	1040

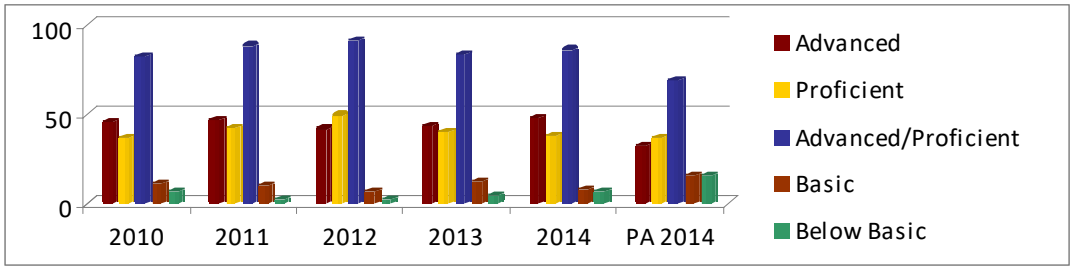
Males

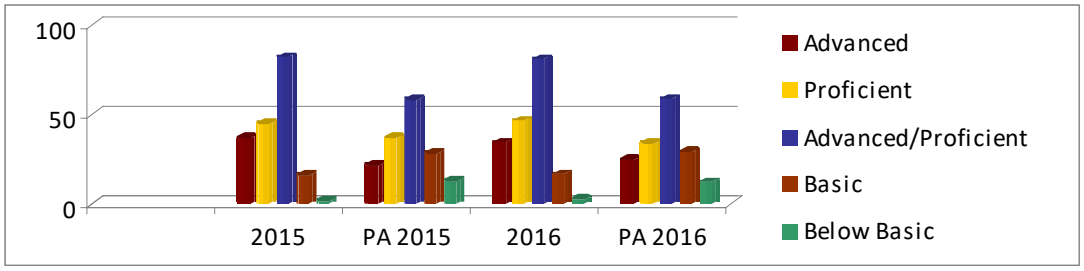
	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent
ADV	25.1	16.4	35.6	19.9
PROF	52.5	36.0	44.4	33.4
ADV/PRO	**77.6**	**52.5**	**80.0**	**53.3**
BASIC	20.2	31.4	16.7	31.5
BEL BAS	2.2	16.1	3.3	15.2
# TESTED	183	63685	180	62870
		Mean Score	1070	1010

Students with IEPs

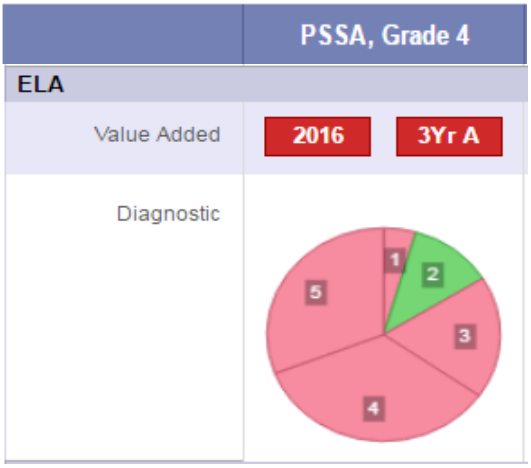
	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent
ADV	16.7	5.0	11.4	6.3
PROF	44.4	17.2	38.6	16.7
ADV/PRO	**61.1**	**22.2**	**50.0**	**23.0**
BASIC	29.6	36.8	31.8	38.2
BEL BAS	9.3	40.9	18.2	28.8
# TESTED	54	20196	44	20314
		Mean Score	1000	930

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				
	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	14.5	66.0
E4.A-K.1	10	7.4	74.0	10	8.2	81.7	7.2	72.2
E4.B-K.1	7	5.4	77.7	12	8.4	70.3	7.3	60.8

Craft and Structure/Integration of Knowledge and Ideas

	2015			2016				
	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	5.2	64.6
E4.A-C.2	1	0.6	60.8	1	0.7	73.6	0.6	63.0
E4.A-C.3	1	0.8	78.1	3	2.4	79.9	2.1	70.5
E4.B-C.2	2	1.1	56.7	1	0.8	75.9	0.6	63.4
E4.B-C.3	8	6.1	75.3	3	2.3	75.2	1.8	59.6

Vocabulary Acquisition and Use

	2015			2016				
	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	5.8	72.6
E4.A-V.4	7	5.4	76.8	5	4.1	82.4	3.6	71.1
E4.B-V.4	2	1.7	85.3	3	2.5	84.5	2.2	75.0

Types of Writing

	2015			2016				
	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	6.1	50.4
E4.C.1	12	6.2	51.4	12	6.5	54.0	6.1	50.4

Language

	2015			2016				
	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	11.1	61.7
E4.D.1	12	8.8	73.1	12	8.6	71.5	7.3	60.8
E4.D.2	6	4.1	68.1	6	4.7	78.5	3.8	63.7

Text Dependent Analysis

	2015			2016				
	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	5.5	34.2
E4.E.1	16	7.1	44.5	16	5.6	35.1	5.5	34.2

Literature Text

	2015			2016				
	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	13.5	71.1
E4.A-K.1	10	7.4	74.0	10	8.2	81.7	7.2	72.2
E4.A-C.2	1	0.6	60.8	1	0.7	73.6	0.6	63.0
E4.A-C.3	1	0.8	78.1	3	2.4	79.9	2.1	70.5
E4.A-V.4	7	5.4	76.8	5	4.1	82.4	3.6	71.1

Informational Text

	2015			2016				
	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	12.0	63.0
E4.B-K.1	7	5.4	77.7	12	8.4	70.3	7.3	60.8
E4.B-C.2	2	1.1	56.7	1	0.8	75.9	0.6	63.4
E4.B-C.3	8	6.1	76.3	3	2.3	75.2	1.8	59.6
E4.B-V.4	2	1.7	85.3	3	2.5	84.5	2.2	75.0

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 te

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: A separate assessment for Reading was last administered in Spring 2014. Reading is now tested as part of the English Language Arts (ELA) assessment first offered in Spring 2015. Spring 2016 is the second year the ELA assessment has been given. We do not yet have trend data for this test. Because Reading and ELA are different assessments, comparisons between results may not be made.

GRADE 5 Performance Level Percentages over Time

	2010	2011	2012	2013	2014	PA 2014
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

	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent	PA Top Decile*
ADV	30.9	17.8	34.8	16.2	
PROF	52.4	44.1	55.4	45.3	
ADV/PRO	**83.3**	**61.8**	**90.2**	**61.5**	**85.3**
BASIC	13.0	24.8	8.6	24.4	
BEL BAS	3.7	13.4	1.2	14.1	
# TESTED	353	126501	336	122662	
		Mean Score	1110	1030	

***PA Top Decile**: Based on PDE-released data, all schools at this grade level were ranked-ordered based on combined levels of advanced/proficient performance. A benchmark level of the top 10% of schools was then identified. This comparison metric provides greater context for evaluating performance levels of high performing schools.

Females

	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent
ADV	36.5	21.7	47.1	19.7
PROF	47.8	45.9	47.8	46.8
ADV/PRO	**84.3**	**67.6**	**94.9**	**66.6**
BASIC	13.5	22.6	5.1	22.7
BEL BAS	2.2	9.8	0.0	10.8
# TESTED	178	61837	157	60016
		Mean Score	1130	1050

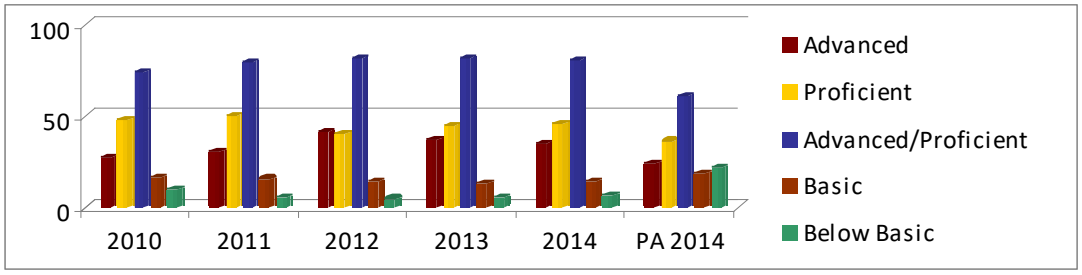
Males

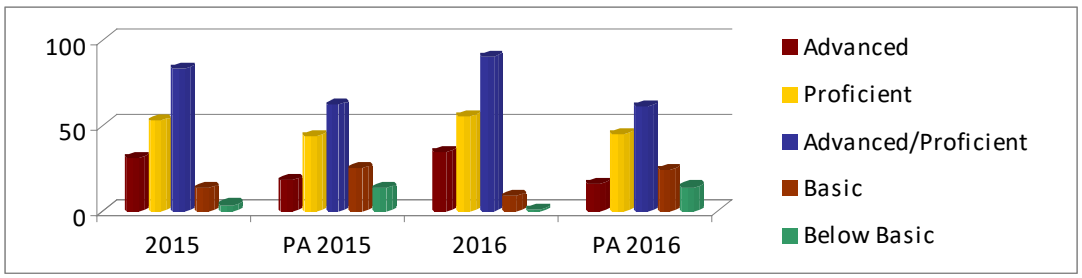
	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent
ADV	25.1	14.0	24.0	12.9
PROF	57.1	42.3	62.0	43.8
ADV/PRO	**82.2**	**56.4**	**86.0**	**56.7**
BASIC	12.6	26.8	11.7	26.1
BEL BAS	5.1	16.8	2.2	17.2
# TESTED	175	64640	179	62646
		Mean Score	1090	1010

Students with IEPs

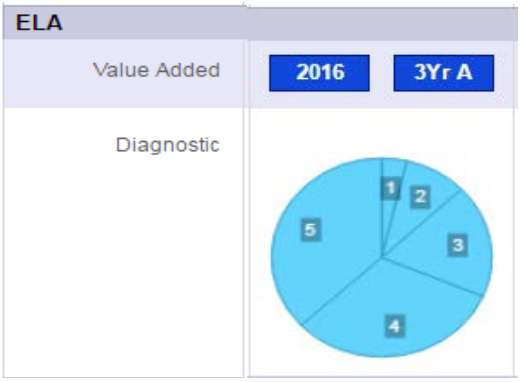
	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent
ADV	2.4	3.4	7.7	2.8
PROF	22.0	18.7	59.6	19.3
ADV/PRO	**24.4**	**22.1**	**67.3**	**22.1**
BASIC	46.3	32.7	25.0	33.2
BEL BAS	29.3	45.2	7.7	44.7
# TESTED	41	20556	52	20315
		Mean Score	1040	920

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
- 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 5 ELA Anchor Performance vs. State

Key Ideas and Details

	2015			2016				
	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	11.0	61.1
E5.A-K.1	9	7.1	79.4	8	6.2	77.8	5.1	63.1
E5.B-K.1	10	6.8	68.1	10	7.5	74.7	5.9	59.5

Craft and Structure/Integration of Knowledge and Ideas

	2015			2016				
	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	3.8	54.9
E5.A-C.2	2	1.4	71.2	3	2.3	77.8	1.9	63.6
E5.A-C.3	Not Tested			1	0.6	61.0	0.4	44.4
E5.B-C.3	5	3.2	64.0	3	1.9	63.5	1.5	49.7

Vocabulary Acquisition and Use

	2015			2016				
	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	8.7	66.8
E5.A-V.4	7	5.8	82.2	9	6.9	77.1	5.6	62.2
E5.B-V.4	5	3.9	78.9	4	3.7	91.5	3.1	77.1

Types of Writing

	2015			2016				
	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	7.3	61.0
E5.C.1	12	7.5	62.2	12	8.3	69.2	7.3	61.0

Language

	2015			2016				
	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	11.1	61.7
E5.D.1	12	9.1	75.4	12	9.2	76.3	7.4	61.9
E5.D.2	6	4.0	65.9	6	4.6	76.3	3.7	61.4

Text Dependent Analysis

	2015			2016				
	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	6.1	38.4
E5.E.1	16	7.4	46.4	16	7.2	45.0	6.1	38.4

Literature Text

	2015			2016				
	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	13.0	61.9
E5.A-K.1	9	7.1	79.4	8	6.2	77.8	5.1	63.1
E5.A-C.2	2	1.4	71.2	3	2.3	77.8	1.9	63.6
E5.A-C.3	Not Tested			1	0.6	61.0	0.4	44.4
E5.A-V.4	7	5.8	82.2	9	6.9	77.1	5.6	62.2

Informational Text

	2015			2016				
	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	10.5	61.9
E5.B-K.1	10	6.8	68.1	10	7.5	74.7	5.9	59.5
E5.B-C.3	5	3.2	64.0	3	1.9	63.5	1.5	49.7
E5.B-V.4	5	3.9	78.9	4	3.7	91.5	3.1	77.1

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 ov 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

PSSA ELA

Note: A separate assessment for Reading was last administered in Spring 2014. Reading is now tested as part of the English Language Arts (ELA) assessment first offered in Spring 2015. Spring 2016 is the second year the ELA assessment has been given. We do not yet have trend data for this test. Because Reading and ELA are different assessments, comparisons between results may not be made.

GRADE 6 Performance Level Percentages over Time

	2010	2011	2012	2013	2014	PA 2014
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

	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent	PA Top Decile*
ADV	34.3	21.3	41.3	22.7	
PROF	49.0	39.4	43.9	38.9	
ADV/PRO	**83.4**	**60.7**	**85.2**	**61.7**	**81.9**
BASIC	14.7	29.4	13.4	29.8	
BEL BAS	1.9	10.0	1.4	8.6	
# TESTED	361	126331	351	125047	
		Mean Score	1100	1030	

***PA Top Decile**: Based on PDE-released data, all schools at this grade level were ranked-ordered based on combined levels of advanced/proficient performance. A benchmark level of the top 10% of schools was then identified. This comparison metric provides greater context for evaluating performance levels of high performing schools.

Females

	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent
ADV	46.5	26.1	47.7	27.7
PROF	45.9	40.8	40.8	40.5
ADV/PRO	**92.4**	**66.9**	**88.5**	**68.1**
BASIC	7.1	26.3	10.9	26.2
BEL BAS	0.6	6.8	0.6	5.7
# TESTED	170	61944	174	61082
		Mean Score	1110	1050

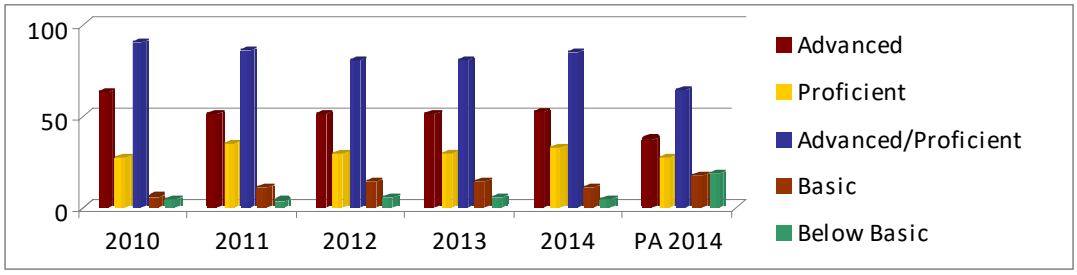
Males

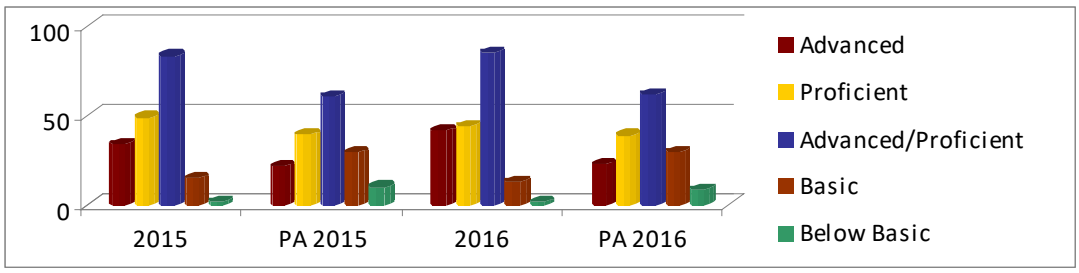
	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent
ADV	23.6	16.6	35.0	18.0
PROF	51.8	38.0	46.9	37.5
ADV/PRO	**75.4**	**54.6**	**81.9**	**55.5**
BASIC	21.5	32.3	15.8	33.2
BEL BAS	3.1	13.0	2.3	11.4
# TESTED	191	64374	177	63965
		Mean Score	1080	1010

Students with IEPs

	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent
ADV	3.8	3.4	0	3.7
PROF	41.5	16.1	34.2	16.4
ADV/PRO	**45.3**	**19.5**	**34.2**	**20.1**
BASIC	41.5	43.9	52.6	47.5
BEL BAS	13.2	36.6	13.2	32.5
# TESTED	53	19881	38	20113
		Mean Score	970	920

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
- 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 6 ELA Anchor Performance vs. State

Key Ideas and Details

	2015			2016				
	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	9.6	64.2
E6.A-K.1	8	5.4	67.7	8	5.7	71.5	4.7	59.0
E6.B-K.1	8	6.3	78.6	7	5.8	82.8	4.9	70.2

Craft and Structure/Integration of Knowledge and Ideas

	2015			2016				
	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	7.9	60.6
E6.A-C.2	6	4.5	75.2	4	2.8	71.2	2.4	59.8
E6.B-C.2	5	3.7	73.4	3	2.4	80.7	2.1	70.2
E6.B-C.3	3	1.7	55.3	6	3.9	64.2	3.4	56.4

Vocabulary Acquisition and Use

	2015			2016				
	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	6.8	67.7
E6.A-V.4	4	3.0	74.2	6	4.6	75.9	3.7	62.3
E6.B-V.4	4	3.6	89.2	4	3.4	85.2	3.0	75.8

Types of Writing

	2015			2016				
	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	6.8	56.3
E6.C.1	12	8.4	70.2	12	7.3	60.7	6.8	56.3

Language

	2015			2016				
	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	11.9	66.3
E6.D.1	12	9.1	75.8	12	10.1	83.9	8.4	70.2
E6.D.2	6	4.5	75.4	6	4.0	67.0	3.5	58.5

Text Dependent Analysis

	2015			2016				
	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	7.5	46.6
E6.E.1	16	8.1	50.4	16	8.8	55.1	7.5	46.6

Literature Text

	2015			2016				
	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	10.8	60.2
E6.A-K.1	8	5.4	67.7	8	5.7	71.5	4.7	59.0
E6.A-C.2	6	4.5	75.2	4	2.8	71.2	2.4	59.8
E6.A-V.4	4	3.0	74.2	6	4.6	75.9	3.7	62.3

Informational Text

	2015			2016				
	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	13.4	67.2
E6.B-K.1	8	6.3	78.6	7	5.8	82.8	4.9	70.2
E6.B-C.2	5	3.7	73.4	3	2.4	80.7	2.1	70.2
E6.B-C.3	3	1.7	55.3	6	3.9	64.2	3.4	56.4
E6.B-V.4	4	3.6	89.2	4	3.4	85.2	3.0	75.8

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

PSSA ELA

Note: A separate assessment for Reading was last administered in Spring 2014. Reading is now tested as part of the English Language Arts (ELA) assessment first offered in Spring 2015. Spring 2016 is the second year the ELA assessment has been given. We do not yet have trend data for this test. Because Reading and ELA are different assessments, comparisons between results may not be made.

GRADE 7 Performance Level Percentages over Time

	2010	2011	2012	2013	2014	PA 2014
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

	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent	PA Top Decile*
ADV	33.8	16.9	37.6	18.2	
PROF	48.8	41.7	52.7	43.3	
ADV/PRO	**82.7**	**58.7**	**90.3**	**61.5**	**80.5**
BASIC	16.5	34.9	9.4	33.5	
BEL BAS	0.9	6.4	0.3	5.0	
# TESTED	346	126228	372	124784	
		Mean Score	1110	1030	

***PA Top Decile**: Based on PDE-released data, all schools at this grade level were ranked-ordered based on combined levels of advanced/proficient performance. A benchmark level of the top 10% of schools was then identified. This comparison metric provides greater context for evaluating performance levels of high performing schools.

Females

	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent
ADV	41.6	21.9	44.9	23.0
PROF	48.8	44.4	50.0	45.8
ADV/PRO	**90.4**	**66.3**	**94.9**	**68.9**
BASIC	9.6	29.8	5.1	28.2
BEL BAS	0.0	3.8	0.0	2.9
# TESTED	166	61325	176	61248
		Mean Score	1140	1050

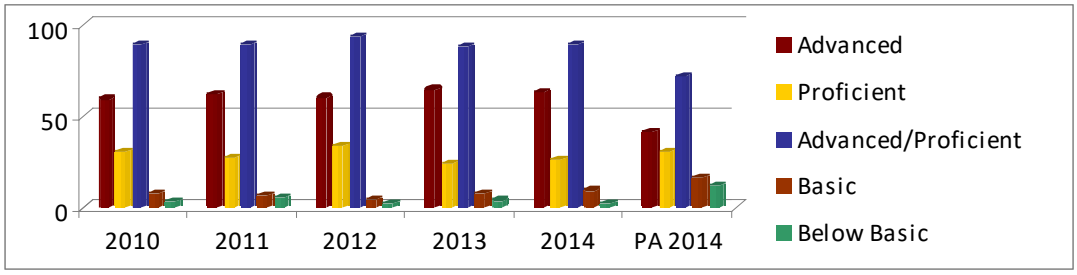
Males

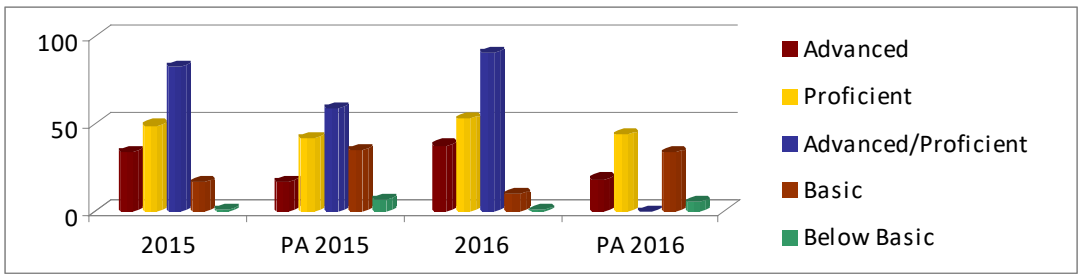
	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent
ADV	26.7	12.3	31.1	13.5
PROF	48.9	39.2	55.1	40.9
ADV/PRO	**75.6**	**51.4**	**86.2**	**54.4**
BASIC	22.8	39.7	13.3	38.5
BEL BAS	1.7	8.8	0.5	7.1
# TESTED	180	64892	196	63536
		Mean Score	1090	1010

Students with IEPs

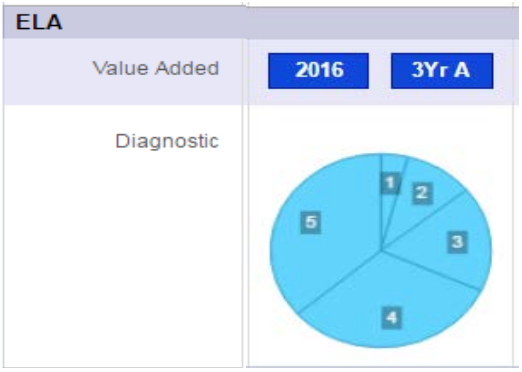
	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent
ADV	7.7	2.0	9.4	2.2
PROF	25.6	14.6	47.2	16.9
ADV/PRO	**33.3**	**16.7**	**56.6**	**19.1**
BASIC	64.1	57.1	41.5	60.5
BEL BAS	2.6	26.2	1.9	20.4
# TESTED	39	19494	53	19406
		Mean Score	1010	920

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				
	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	8.4	55.7
E7.A-K.1	7	5.1	72.7	9	5.5	61.6	4.5	49.9
E7.B-K.1	7	4.6	65.8	6	4.4	73.6	3.9	64.5

Craft and Structure/Integration of Knowledge and Ideas

	2015			2016				
	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	8.4	60.1
E7.A-C.2	7	4.9	69.7	6	3.9	64.4	3.2	53.5
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	4.0	67.5
E7.B-C.3	1	0.7	69.7	2	1.4	72.4	1.1	57.5

Vocabulary Acquisition and Use

	2015			2016				
	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	6.3	70.1
E7.A-V.4	4	3.2	80.1	5	3.9	78.1	3.4	67.9
E7.B-V.4	3	2.8	91.8	4	3.4	83.8	2.9	72.9

Types of Writing

	2015			2016				
	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	7.2	59.7
E7.C.1	12	8.1	67.8	12	8.7	72.3	7.2	59.7

Language

	2015			2016				
	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	11.9	66.2
E7.D.1	12	8.8	73.7	12	9.4	78.3	8.1	67.5
E7.D.2	6	4.4	73.7	6	4.4	73.5	3.8	63.5

Text Dependent Analysis

	2015			2016				
	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	6.8	42.7
E7.E.1	16	9.4	59.0	16	9.5	59.1	6.8	42.7

Literature Text

	2015			2016				
	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	11.1	55.5
E7.A-K.1	7	5.1	72.7	9	5.5	61.6	4.5	49.9
E7.A-C.2	7	4.9	69.7	6	3.9	64.4	3.2	53.5
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	3.4	67.9

Informational Text

	2015			2016				
	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	12.0	66.6
E7.B-K.1	7	4.6	65.8	6	4.4	73.6	3.9	64.5
E7.B-C.2	8	5.8	72.6	6	4.6	76.7	4.0	67.5
E7.B-C.3	1	0.7	69.7	2	1.4	72.4	1.1	57.5
E7.B-C.4	3	2.8	91.8	4	3.4	83.8	2.9	72.9

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

PSSA ELA

Note: A separate assessment for Reading was last administered in Spring 2014. Reading is now tested as part of the English Language Arts (ELA) assessment first offered in Spring 2015. Spring 2016 is the second year the ELA assessment has been given. We do not yet have trend data for this test. Because Reading and ELA are different assessments, comparisons between results may not be made.

GRADE 8 Performance Level Percentages over Time

	2010	2011	2012	2013	2014	PA 2014
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

	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent	PA Top Decile*
ADV	27.0	14.5	27.7	17.5	
PROF	55.5	43.5	54.2	40.9	
ADV/PRO	**82.4**	**58.0**	**81.8**	**58.4**	**77.8**
BASIC	15.5	31.1	15.5	30.4	
BEL BAS	2.0	10.9	2.7	11.3	
# TESTED	393	128889	336	123100	
		Mean Score	1080	1030	

***PA Top Decile**: Based on PDE-released data, all schools at this grade level were ranked-ordered based on combined levels of advanced/proficient performance. A benchmark level of the top 10% of schools was then identified. This comparison metric provides greater context for evaluating performance levels of high performing schools.

Females

	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent
ADV	35.7	18.9	33.3	22.7
PROF	53.8	47.4	58.5	43.8
ADV/PRO	**89.5**	**66.3**	**91.8**	**66.5**
BASIC	10.5	26.9	8.2	26.5
BEL BAS	0.0	6.9	0.0	7.0
# TESTED	171	62888	159	59720
		Mean Score	1100	1050

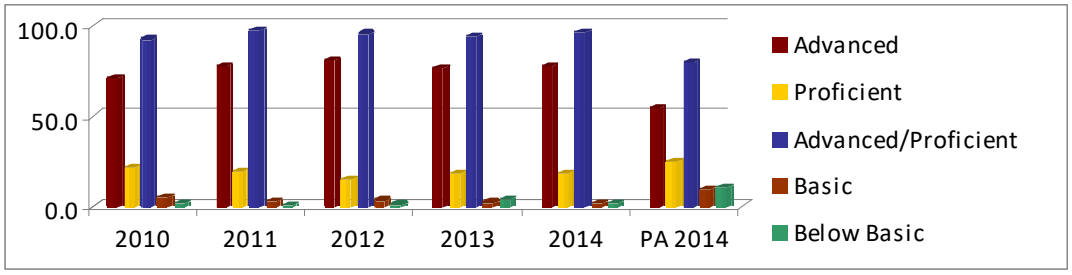
Males

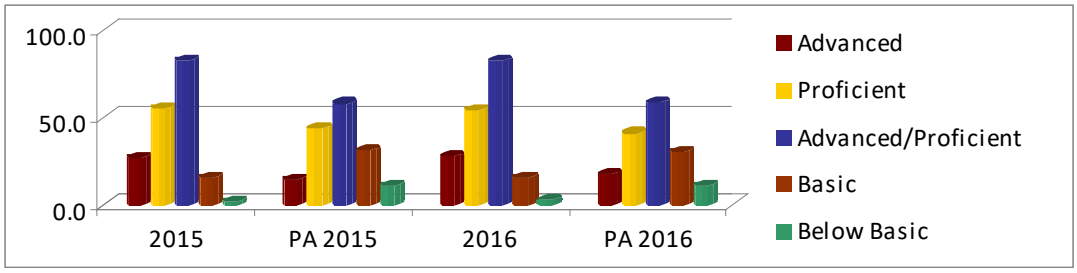
	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent
ADV	20.3	10.3	22.6	12.6
PROF	56.8	39.8	50.3	38.1
ADV/PRO	**77.0**	**50.1**	**72.9**	**50.7**
BASIC	19.4	35.2	22.0	34.1
BEL BAS	3.6	14.7	5.1	15.2
# TESTED	222	65975	177	63380
		Mean Score	1060	1000

Students with IEPs

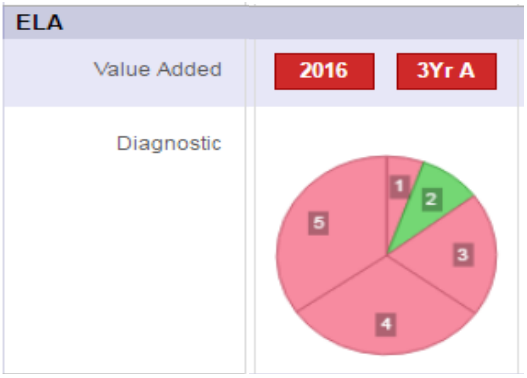
	2015 Percent	PA 2015 Percent	2016 Percent	PA 2016 Percent
ADV	6.7	1.3	5.7	1.9
PROF	24.4	14.2	31.4	14.1
ADV/PRO	**31.1**	**15.5**	**37.1**	**16.0**
BASIC	53.3	44.7	40.0	43.8
BEL BAS	15.6	39.8	22.9	40.2
# TESTED	45	19786	35	18872
		Mean Score	960	910

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				
	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	8.6	61.8
E8.A-K.1	7	5.5	78.1	6	4.4	74.0	3.9	65.0
E8.B-K.1	7	4.9	69.9	8	5.3	66.7	4.7	59.4

Craft and Structure/Integration of Knowledge and Ideas

	2015			2016				
	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	8.3	63.7
E8.A-C.2	7	5.4	77.1	6	4.7	78.9	4.3	71.8
E8.A-C.3	1	0.9	85.8	2	1.5	76.6	1.4	70.5
E8.B-C.2	8	5.7	71.7	5	3.0	60.9	2.6	51.2

Vocabulary Acquisition and Use

	2015			2016				
	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	7.6	68.6
E8.A-V.4	5	3.3	66.5	6	5.0	82.6	4.3	71.8
E8.B-V.4	3	2.0	67.6	5	3.6	71.1	3.2	64.9

Types of Writing

	2015			2016				
	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	7.5	62.5
E8.C.1	12	9.0	75.1	12	8.2	68.3	7.5	62.5

Language

	2015			2016				
	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	12.7	70.8
E8.D.1	12	7.7	64.2	12	9.8	82.0	8.6	71.9
E8.D.2	6	4.5	75.4	6	4.8	79.3	4.1	68.4

Text Dependent Analysis

	2015			2016				
	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	7.5	47.0
E8.E.1	16	10.0	62.5	16	8.8	54.9	7.5	47.0

Literature Text

	2015			2016				
	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	13.9	69.6
E8.A-K.1	**7**	5.5	78.1	6	4.4	74.0	3.9	65.0
E8.A-C.2	**7**	5.4	77.1	6	4.7	78.9	4.3	71.8
E8.A-C.3	1	0.9	85.8	2	1.5	76.6	1.4	70.5
E8.A-V.4	5	3.3	66.5	6	5.0	82.6	4.3	71.8

Informational Text

	2015			2016				
	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	10.6	58.6
E8.B-K.1	7	4.9	69.9	8	5.3	66.7	4.7	59.4
E8.B-C.2	8	5.7	71.7	5	3.0	60.9	2.6	51.2
E8.B-V.4	3	2.0	67.6	5	3.6	71.1	3.2	64.9

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.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 grades 3, 5, 6, 7, and 8 (i.e., top 10% of schools in Pennsylvania).
- When comparing the 2015 and 2016 grade level achievement, the percentage of students at the advanced/proficient levels increased in grades 3, 4, 5, 6, and 7.
- 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 – Key Ideas and Details (E3.F) and Types of Writing (E3.C)
    - Grade 4 – Types of Writing (E4.C) and Text Dependent Analysis (E4.E)
    - Grade 5 – Text Dependent Analysis (E5.E)
    - Grade 6 – Text Dependent Analysis (E6.E)
    - Grade 7 – Text Dependent Analysis (E7.E)
    - Grade 8 – Text Dependent Analysis (E8.E)
- The PVAAS District Value-Added Report indicates "*significant evidence students exceeded the Standard for PA Academic Growth*" in ELA for 2016 (i.e., dark blue).
    - The 2014 growth measure was yellow and 2015 growth measure was dark blue.
    - The three-year growth measure indicates that students "*met the Standard for PA Academic Growth*" in ELA (i.e., dark blue).
- Based on the three-year PVAAS averages for ELA in the Value-Added Report, we see that students:
    - Exceeded the standard for PA Academic Growth in grades 5, 6, and 7 (i.e., dark blue).
    - Met the Standard for PA Academic Growth in the Keystone Literature Exam (i.e., green).
    - Did not meet the standard for PA Academic Growth in grades 4 and 8 (i.e., red).
- In many cases of PVAAS ELA Quintile Diagnostic Report, students in the all five quintile groups are meeting or exceeding the Standard for PA Academic Growth (i.e., grades 5, 6, and 7). Other results vary by level and quintile group.

Next Steps

- Review PSSA and PVAAS data, results, and findings with grade level and vertical teams.
- Continue use of Curriculum Diagnostic Tools (CDTs) as an online diagnostic assessment aligned with the revised standards and eligible content until a recommendation is made regarding universal screeners.
- Continue to monitor the implementation of ELA curricular materials introduced last year.
- Focus on instructional strategies for text dependent analysis in vertical teams.
- Refine MTSS/RTII processes for mathematics to determine next steps for a systematic approach to enrichment and/or remediation.
- Continue professional development and support for co-teaching model.

- Identify pockets of excellence at the building or classroom level that allow further expansion of effective practices.

- Consider how teacher specific data can be used to identify strengths in the effort to replicate effective practices across the district.

PSSA SCIENCE

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

GRADE 4 Performance Level Percentages over Time

	2012	2013	2014	2015	2016	PA 2016	PA Top Decile*
ADV	56.4	53.4	61.3	62.8	58.2	39.5	
PROF	37.0	38.3	30.6	31.5	33.9	36.7	
ADV/PRO	**93.4**	**91.7**	**91.9**	**94.3**	**92.1**	**76.2**	**94.4**
BASIC	4.9	6.5	5.8	3.6	5.3	12.1	
BEL BAS	1.7	1.8	2.2	2.1	2.6	11.6	
# TESTED	346	339	359	336	304	123527	
				Mean Score	1520	1430	

***PA Top Decile**: Based on PDE-released data, all schools at this grade level were ranked-ordered based on combined levels of advanced/proficient performance. A benchmark level of the top 10% of schools was then identified. This comparison metric provides greater context for evaluating performance levels of high performing schools.

Females

	2012	2013	2014	2015	2016	PA 2016
ADV	56.7	53.8	62.9	66.0	48.0	38.6
PROF	38.4	38.6	30.3	29.4	44.7	38.9
ADV/PRO	**95.1**	**92.4**	**93.3**	**95.4**	**92.7**	**77.4**
BASIC	3.0	6.3	5.1	3.3	4.1	12.1
BEL BAS	1.8	1.3	1.7	1.3	3.3	10.4
# TESTED	164	158	178	153	123	60517
				Mean Score	1470	1430

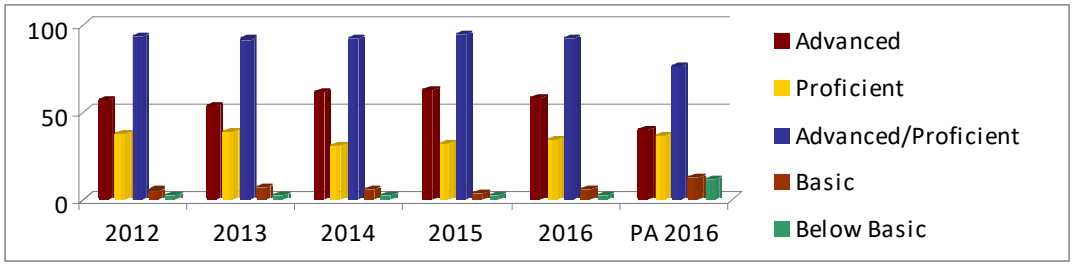
Males

	2012	2013	2014	2015	2016	PA 2016
ADV	56.0	53.0	59.7	60.1	65.2	40.4
PROF	35.7	38.1	30.9	33,3	26.5	34.6
ADV/PRO	**91.8**	**91.2**	**90.6**	**93.4**	**91.7**	**75.0**
BASIC	6.6	6.6	6.6	3.8	6.1	12.2
BEL BAS	1.6	2.2	2.8	2.7	2.2	12.8
# TESTED	182	181	181	183	181	63010
				Mean Score	1540	1430

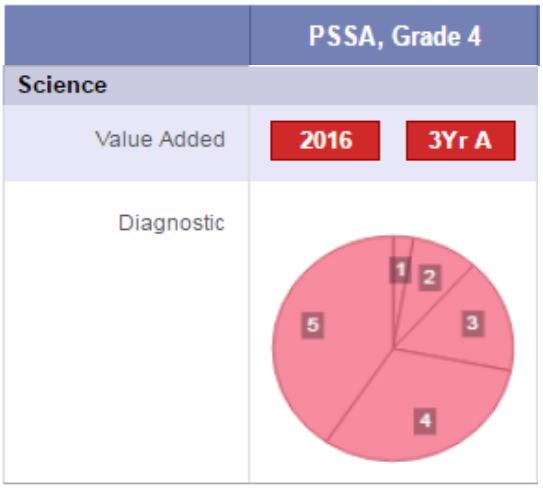
Students with IEPs

	2012	2013	2014	2015	2016	PA 2016
ADV	32.1	19.4	21.3	37.0	34.1	16.9
PROF	43.4	48.4	36.2	40.7	36.4	32.4
ADV/PRO	**75.5**	**67.7**	**57.5**	**77.8**	**70.5**	**49.3**
BASIC	17.0	22.6	27.7	11.1	15.9	20.7
BEL BAS	7.5	9.7	14.9	11.1	13.6	30.0
# TESTED	53	62	49	54	44	20353
				Mean Score	1380	1290

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

2016 Grade 4 Anchor Performance vs. State

Nature of Sciences

	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
S4.A	33	25.5	77	22.6	69
S4.A.1	16	12.7	80	11.2	70
S4.A.2	8	5.9	74	5.2	65
S4.A.3	9	6.6	76	6.3	70

Biological Sciences

	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
S4.B	13	10.7	82	9.7	74
S4.B.1	6	5.3	89	5.0	83
S4.B.2	4	3.0	75	2.6	65
S4.B.3	3	2.4	79	2.1	70

Physical Sciences

	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
S4.C	12	10.0	83	8.7	73
S4.C.1	2	1.8	88	1.6	82
S4.C.2	4	3.4	85	3.1	77
S4.C.3	6	4.8	80	4.0	67

Earth and Space Sciences

	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
S4.D	10	7.6	76	6.8	68
S4.D.1	6	4.6	76	4.2	70
S4.D.2	1	0.9	88	0.7	74
S4.D.3	3	2.2	72	1.8	61

GRADE 4 SCIENCE Assessment Anchors

Performance Averages over Time

	2015			2016		
	Mean	**Max**	**Percent**	**Mean**	**Max**	**Percent**
S.A	26.4	34	78	25.5	33	77
S.A.1	9.4	12	78	12.7	16	80
S.A.2	7.4	9	82	5.9	8	74
S.A.3	9.6	13	74	6.6	9	76
S.B	9.8	12	82	10.7	13	82
S.B.1	2.8	3	93	5.3	6	89
S.B.2	3.8	5	77	3.0	4	75
S.B.3	3.2	4	79	2.4	3	79
S.C	8.3	10	83	10.0	12	83
S.C.1	2.3	3	78	1.8	2	88
S.C.2	2.6	3	87	3.4	4	85
S.C.3	3.4	4	84	4.8	6	80
S.D	8.6	12	72	7.6	10	76
S.D.1	3.8	5	76	4.6	6	76
S.D.2	2.3	4	59	0.9	1	88
S.D.3	2.4	3	81	2.2	3	72

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

	2012	2013	2014	2015	2016	PA 2016	PA Top Decile*
ADV	41.8	39.4	31.3	38.8	37.3	27.3	
PROF	40.1	44.8	45.0	40.6	41.9	30.4	
ADV/PRO	**81.9**	**84.2**	**76.3**	**79.4**	**79.2**	**57.7**	**76.2**
BASIC	13.7	10.6	16.8	13.5	13.3	16.8	
BEL BAS	4.4	5.2	7.0	7.1	7.5	25.5	
# TESTED	355	353	364	394	332	1227282	
				Mean Score	1410	1310	

***PA Top Decile**: Based on PDE-released data, all schools at this grade level were ranked-ordered based on combined levels of advanced/proficient performance. A benchmark level of the top 10% of schools was then identified. This comparison metric provides greater context for evaluating performance levels of high performing schools.

Females

	2012	2013	2014	2015	2016	PA 2016
ADV	36.0	27.9	25.1	29.8	34.4	26.3
PROF	44.0	57.0	48.0	48.0	47.1	32.0
ADV/PRO	**80.0**	**84.9**	**73.1**	**77.8**	**81.5**	**58.3**
BASIC	16.0	11.5	19.9	13.5	15.9	18.0
BEL BAS	4.0	3.6	7.0	8.8	2.5	23.6
# TESTED	179	168	175	171	157	59489
				Mean Score	1410	1310

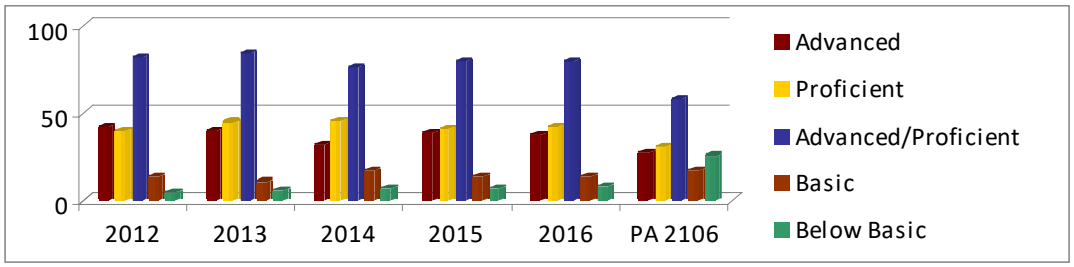
Males

	2012	2013	2014	2015	2016	PA 2016
ADV	47.9	49.7	36.9	45.7	40.0	28.2
PROF	35.9	33.9	42.2	35.0	37.1	28.8
ADV/PRO	**83.8**	**83.6**	**79.1**	**80.7**	**77.1**	**57.0**
BASIC	11.4	9.8	13.9	13.5	10.9	15.6
BEL BAS	4.8	6.6	7.0	5.8	12.0	27.3
# TESTED	176	185	189	223	175	63293
				Mean Score	1400	1310

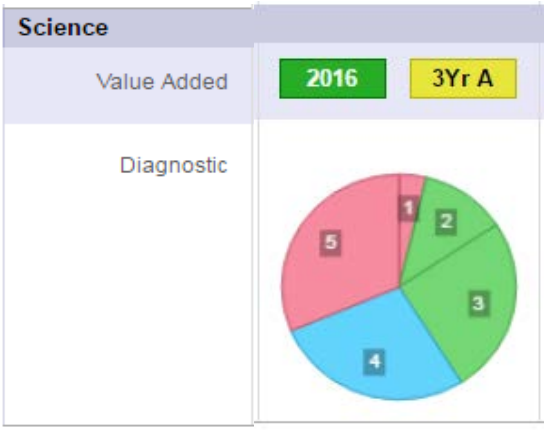
Students with IEPs

	2012	2013	2014	2015	2016	PA 2016
ADV	5.7	31.5	18.9	6.7	2.9	5.9
PROF	31.4	14.8	24.5	20.0	35.3	13.8
ADV/PRO	**37.1**	**46.3**	**43.4**	**26.7**	**38.2**	**19.7**
BASIC	40.0	22.2	24.5	31.1	26.5	17.6
BEL BAS	22.9	31.5	32.1	42.2	35.3	62.7
# TESTED	48	59	53	45	34	18776
				Mean Score	1200	1120

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
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- 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

2016 Grade 8 Anchor Performance vs. State

Nature of Sciences

	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
S8.A	34	25.9	76	22.6	66
S8.A.1	17	12.0	70	10.3	61
S8.A.2	11	9.0	82	7.9	72
S8.A.3	6	4.9	82	4.3	72

Biological Sciences

	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
S8.B	14	10.5	75	9.1	65
S8.B.1	5	3.7	75	3..3	66
S8.B.2	2	1.5	77	1.3	66
S8.B.3	7	5.3	75	4.5	64

Physical Sciences

	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
S8.C	9	6.9	77	6.1	68
S8.C.1	3	2.3	77	2.0	68
S8.C.2	5	3.9	78	3.5	70
S8.C.3	1	0.7	73	0.6	60

Earth and Space Sciences

	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
S8.D	11	7.4	68	6.7	61
S8.D.1	10	6.6	66	6.0	60
S8.D.2	Not Tested				
S8.D.3	1	0.8	82	0.7	74

GRADE 8 SCIENCE Assessment Anchors

Performance Averages over Time

	2015			2016		
	Mean	**Max**	**Percent**	**Mean**	**Max**	**Percent**
S.A	26.1	34	77	25.9	34	76
S.A.1	10.7	14	76	12.0	17	70
S.A.2	9.5	12	80	9.0	11	82
S.A.3	5.8	8	73	4.9	6	82
S.B	9.7	13	75	10.5	14	75
S.B.1	1.6	2	79	3.7	5	75
S.B.2	2.0	3	66	1.5	2	77
S.B.3	6.2	8	77	5.3	7	75
S.C	8.5	11	78	6.9	9	77
S.C.1	2.5	3	82	2.3	3	77
S.C.2	3.0	4	75	3.9	5	78
S.C.3	3.1	4	77	0.7	1	73
S.D	7.0	10	70	7.4	11	68
S.D.1	3.9	5	78	6.6	10	66
S.D.2	1.2	2	61		Not Tested	
S.D.3	1.8	3	61	0.8	1	82

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 at all levels of the PSSA Science assessment.
  - A 4-year positive trend in the percentage of male students at the advanced level was found in grade 4.
  - A 3-year positive trend in the percentage of female students at the advanced level was found in grade 8.

- Pine-Richland students outperformed the top decile benchmark for combined advanced/proficient performance at grade 8 (i.e., top 10% of schools in Pennsylvania).

- 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 strengths, the opportunities for improvement include:

  - Grade 4 – Processes, Procedures, and Tools of Scientific Investigation (Nature of Science)
    Continuity of Life (Biological Sciences)
    Composition and Structure of the Universe (Earth and Space Sciences)

  - Grade 8 – Reasoning and Analysis (Nature of Science)
    Earth Features and Processes that Change Earth and its Resources (Earth and Space Sciences)

- The 2016 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). The value-added growth measures for 2014 and 2015 for grade 4 were also red. The 3-yearvalue-added average growth measure is red, indicating significant evidence that the district did not meet the growth standard.

- The 2016 PVAAS District Value-Added Report for grade 8 indicates "*evidence that the district met the standard for PA Academic Growth*" (i.e., green). The growth measure in 2014 was red and the growth measure for 2015 was green. The 3-year average value-added growth measure for grade 8 is yellow indicating moderate evidence that the district met the growth standard.

- The PVAAS Quintile Diagnostic Report for grade 8 demonstrates that students in the fourth quintile exceeded the growth standard and students in the second and third quintiles met the growth standard. Students in the first and fifth quintiles in grade 8 and all quintiles in grade 4 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.

- Continue professional development on using new textbooks and curricular materials implemented this year.

- Conduct a systematic program review with the Science Department this year that culminates in a set of recommendations to the Board for improving its educational program K-12.

- Use the Classroom Diagnostic Tool (CDT) for Biology as an online diagnostic assessment aligned with eligible content to provide achievement data on mastery of PA Science standards.

- Identify pockets of excellence at the building or classroom level that allow further expansion of effective practices.

- Consider how teacher specific data can be used to identify strengths in the effort to replicate effective practices across the district.

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 2019. 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.

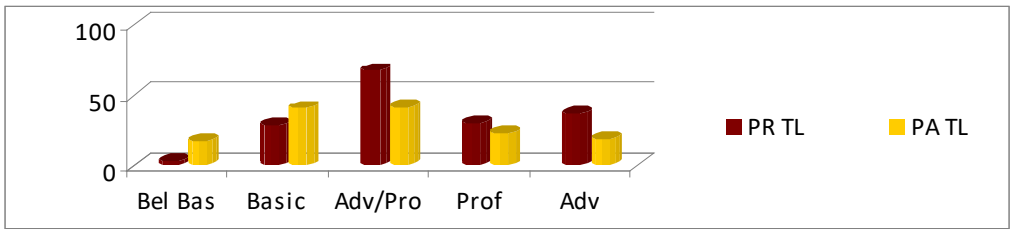
Because the Keystone Exams are end-of-course assessments, students are tested at different times, whenever they have taken the corresponding course. Students enroll in Algebra 1 whenever they are ready for the challenge, most typically in grades 7-9. All students take the Literature Keystone at the end 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.

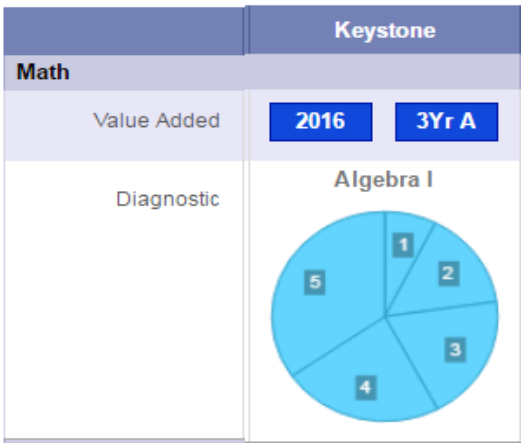
ALGEBRA I Keystone Exam

Comparison of District and State Results
Percentage of Students Scoring at Each Performance Level
All Test Takers, Spring 2016

	# Students	Below Basic	Basic	Adv/Pro	Proficient	Advanced
PR TL	446	3.8	28.5	**67.7**	30.5	37.2
PA TL	165414	17.3	40.9	**41.8**	23.1	18.7



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

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

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

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

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

Results by Graduating Class

Class of 2016 (Graduates)

	2010-11 School Year Grade 7						2011-2012 School Year – Grade 8					
	Winter		Spring		Summer		Winter		Spring		Summer	
Level	# 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

	2012-13 School Year Grade 9						2013-2014 School Year – Grade 10					
	Winter		Spring		Summer		Winter		Spring		Summer	
Level	# 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

	2014-15 School Year Grade 11					
	Winter		Spring		Summer	
Level	# 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 (Seniors)

	2010-11 School Year Grade 6						2011-2012 School Year – Grade 7					
	Winter		Spring		Summer		Winter		Spring		Summer	
Level	# 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 (Seniors) continued

	2012-13 School Year Grade 8						2013-2014 School Year – Grade 9					
	Winter		Spring		Summer		Winter		Spring		Summer	
Level	# 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 (Seniors) continued

	2014-15 School Year Grade 10						2015-2016 School Year – Grade 11					
	Winter		Spring		Summer		Winter		Spring		Summer	
Level	# 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 (Juniors)

	2012-13 School Year Grade 7						2013-2014 School Year – Grade 8					
	Winter		Spring		Summer		Winter		Spring		Summer	
Level	# 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 (Juniors) continued

	2014-15 School Year Grade 9						2015-2016 School Year – Grade 10					
	Winter		Spring		Summer		Winter		Spring		Summer	
Level	# 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 2019 (Sophomores)

	2013-14 School Year Grade 7						2014-2015 School Year – Grade 8					
	Winter		Spring		Summer		Winter		Spring		Summer	
Level	# 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 (Sophomores) continued

	2015-16 School Year Grade 9					
	Winter		Spring		Summer	
Level	# scoring	percent	# scoring	percent	# scoring	percent
ADV	5	9	4	5	0	0
PROF	26	45	24	27	0	0
ADV/PRO	**31**	**54**	**28**	**32**	**0**	**0**
BASIC	26	45	51	58	2	100
BEL BAS	1	2	9	10	0	0
# Tested	58		88		2	

Class of 2020 (Freshmen)

	2014-15 School Year Grade 7						2015-2016 School Year – Grade 8					
	Winter		Spring		Summer		Winter		Spring		Summer	
Level	# 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 2021 (Grade 8 Middle School)

	2015-16 School Year Grade 7					
	Winter		Spring		Summer	
Level	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0		73	91	0	
PROF	0		7	9	0	
ADV/PRO	**0**		**80**	**100**	**0**	
BASIC	0		0	0	0	
BEL BAS	0		0	0	0	
# Tested	0		80		0	

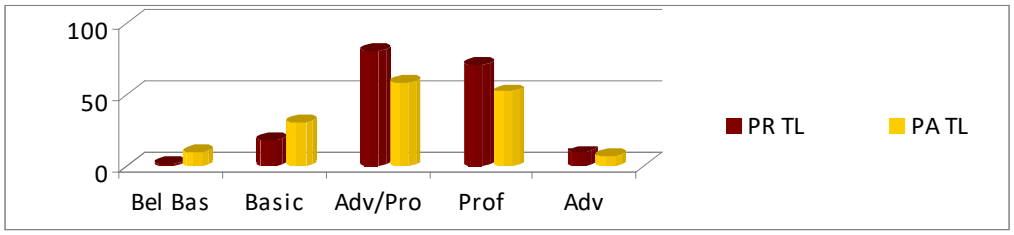
Class of 2022 (Grade 7 Middle School)

	2015-16 School Year Grade 6					
	Winter		Spring		Summer	
Level	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0		2	100	0	
PROF	0		0	0	0	
ADV/PRO	**0**		**2**	**100**	**0**	
BASIC	0		0	0	0	
BEL BAS	0		0	0	0	
# Tested	0		2		0	

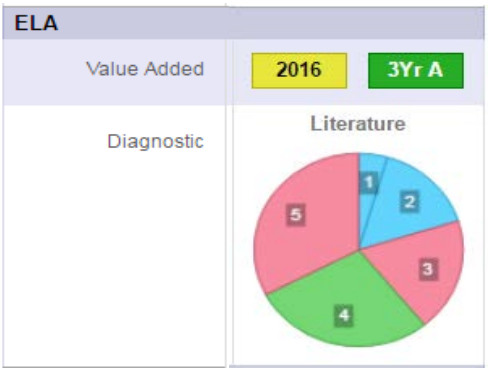
LITERATURE Keystone Exam

Comparison of District and State Results
Percentage of Students Scoring at Each Performance Level
All Test Takers, Spring, 2016

	# Students	Below Basic	Basic	Adv/Pro	Proficient	Advanced
PR TL	431	1.2	18.6	80.3	71.0	9.3
PA TL	130570	10.5	30.8	58.7	52.0	6.7



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
ADV	18	14	12	10
PROF	64	68	72	74
ADV/PRO	**82**	**82**	**84**	**84**
BASIC	16	16	14	15
BEL BAS	2	2	2	1
# TESTED	384	349	362	397

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

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

Literature Results by Graduating Class

Class of 2016 (Graduates)

	2012-13 School Year Grade 9						2013-2014 School Year – Grade 10					
	Winter		Spring		Summer		Winter		Spring		Summer	
Level	**# 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

	2014-15 School Year Grade 11					
	Winter		Spring		Summer	
Level	**# 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 (Seniors)

	2013-14 School Year Grade 9						2014-2015 School Year – Grade 10					
	Winter		Spring		Summer		Winter		Spring		Summer	
Level	# 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 (Seniors) continued

	2015-16 School Year Grade 11					
	Winter		Spring		Summer	
Level	# 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 (Juniors)

	2014-15 School Year Grade 9						2015-2016 School Year – Grade 10					
	Winter		Spring		Summer		Winter		Spring		Summer	
Level	# 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	

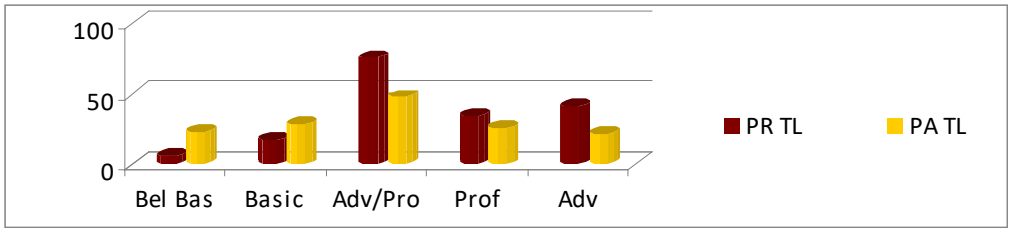
Class of 2019 (Sophomores)

	2015-16 School Year Grade 9					
	Winter		Spring		Summer	
Level	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0		40	10	0	0
PROF	0		295	74	4	80
ADV/PRO	**0**		**335**	**84**	**4**	**80**
BASIC	0		59	15	1	20
BEL BAS	0		3	1	0	0
# Tested	0		397		5	

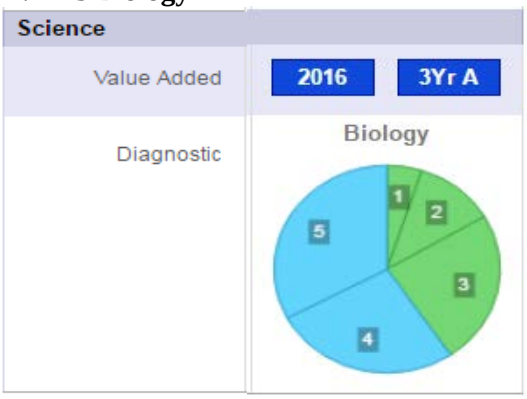
BIOLOGY Keystone Exam

Comparison and State Results
Percentage of Students Scoring at Each Performance Level
All Test Takers, Spring, 2016

	# Students	Below Basic	Basic	Adv/Pro	Proficient	Advanced
PR TL	456	6.4	17.5	**76.1**	34.2	41.9
PA TL	143278	23.1	28.9	**48.0**	26.1	21.9



PVAAS Biology



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.

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

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

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

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

Biology Results by Graduating Class

Class of 2016 (Graduates)

	2012-13 School Year Grade 9						2013-2014 School Year – Grade 10					
	Winter		Spring		Summer		Winter		Spring		Summer	
Level	# 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

	2014-15 School Year Grade 11					
	Winter		Spring		Summer	
Level	# 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 (Seniors)

	2013-14 School Year Grade 9						2014-2015 School Year – Grade 10					
	Winter		Spring		Summer		Winter		Spring		Summer	
Level	# 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 (Seniors) continued

	2015-16 School Year Grade 11					
	Winter		Spring		Summer	
Level	# 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 (Juniors)

	2014-15 School Year Grade 9						2015-2016 School Year – Grade 10					
	Winter		Spring		Summer		Winter		Spring		Summer	
Level	# 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 2019 (Sophomores)

	2015-16 School Year Grade 11					
	Winter		Spring		Summer	
Level	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0		186	57	1	33
PROF	0		110	34	1	33
ADV/PRO	**0**		**296**	**91**	**2**	**66**
BASIC	0		27	8	1	33
BEL BAS	0		2	1	0	0
# Tested	0		325		3	

KEYSTONE EXAMS

Results and Findings

Algebra1

- In 2016, 67.7% of all students at Pine-Richland scored advanced/proficient on the Keystone Algebra 1 Exam. In comparison, 41.8% of students statewide scored advanced/proficient.

- The percentages of students scoring advanced/proficient increases the earlier the students take the exams. For example, in 2016 83% of students in grade 8 scored advanced/proficient as compared to 32% in grade 9.

- 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.

- For 2016, the 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.

- For 2016, the Diagnostic Quintile data demonstrates evidence that every student quintile group exceeded the growth standard in Math.

Literature

- In 2016, 71% of all students at Pine-Richland scored advanced/proficient on the Keystone Literature Exam. In comparison, 52% of students statewide scored advanced/proficient.

- In 2016, the percentage of students in grade 9 scoring advanced/proficient and taking the exam for the first time was 84%. In 2015, this percentage was also 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.

- For 2016, the District Value-Added PVAAS data indicates *"moderate evidence that the district did not meet the growth standard for PA Academic Growth"* (i.e., yellow). The 3-year average value-added data is green indicating evidence that the district met the growth standard.

- For 2016, the Diagnostic Quintile data demonstrates evidence that students in the first and second quintiles exceeded the growth measure. Students in the fourth quintile met the growth standard and students in the third and fifth quintiles did not meet the growth standard.

Biology

- In 2016, 76.1% of all students at Pine-Richland scored advanced/proficient on the Keystone Biology Exam. In comparison, 48% of students statewide scored advanced/proficient.

- The percentages of students scoring advanced or proficient increases the earlier the students take the exam. For example, in 2016, 91% of students in grade 9 scored advanced/proficient as compared to 48% in grade 10.

- 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.

- For 2016, the 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 measure is also dark blue.

- For 2016, the Diagnostic Quintile data demonstrates evidence that students in the fourth and fifth quintile exceeded the growth standard. Students in the first, second, and third quintiles met the growth standard.

Next Steps

- Review Keystone and PSSA data, results, and finding with grade level, departments, and vertical teams.

- Analyze anchor performance on the Keystone Exams to modify curriculum and instruction in each content area.

- Continue to use Curriculum Diagnostic Tools (CDTs) as a diagnostic assessment aligned with standards and eligible content.

- Continue professional development and support for co-teaching models.

- Continue to review annually student graduation plans.

- Identify pockets of excellence at the building or classroom level that allow further expansion of effective practices.

- Consider how teacher specific data can be used to identify strengths in the effort to replicate effective practices across the district.

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. Subtests are given in Math, Critical Reading, and Writing.

Each SAT subtest has a maximum score of 800 points; perfect scores on all three subtests result in a combined score of 2400. The mean subtest score is set by College Board at or near 500 in the score scale of 200-800. For a tested population of between 300 and 400 students (the size of Pine-Richland), scores with a mean point difference of 5 or more are statistically significant.

To help prepare our students for the SAT, the district provide students with user accounts for Naviance, a college and career planning software. This program includes SAT test taking tips and practice tests for students. 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 spring of 2016 CollegeBoard changed the format of the SAT to include two subtests, not three. The revised SAT has subtests in Math and Language Arts, not Math, Critical Reading, and Writing. Each subtest in the revised SAT still received 800 points for a combined total of 1600 points. CollegeBoard will begin reporting scores of the revised test in the spring of 2017. Next year's Academic Achievement and Growth Report will include district, state, and total group scores from the new test format.

In the pages that follow are SAT test results for the past five years for Math, Critical Reading, and 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 five years of participation data for Pine-Richland School District. Finally, test results for the past five years for male and female student performance are given for the district, state, and Total Group so that comparisons can be made.

SAT Data Tables

Note: Beginning in the spring of 2016 the format of the SAT changed from 3 subtests to 2. The data presented for 2016 are the scores for the old SAT format of 3sub tests. College Board will report the results of its new format of 2 subtests in the spring of 2017.

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

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

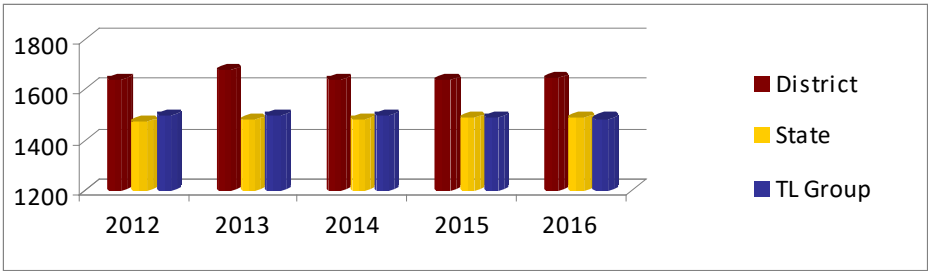
Gender as a Percent of Test Takers over Time

	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

COMBINED SCORES

Combined Mean Scores over Time

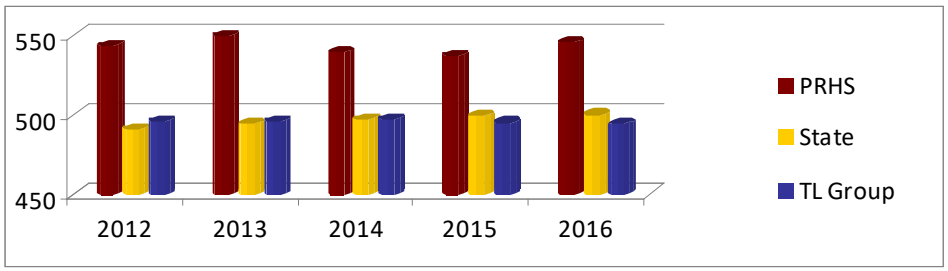
	2012	2013	2014	2015	2016
District	1639	1676	1638	1634	1642
State	1472	1480	1481	1485	1487
TL Group	1498	1498	1497	1490	1484



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



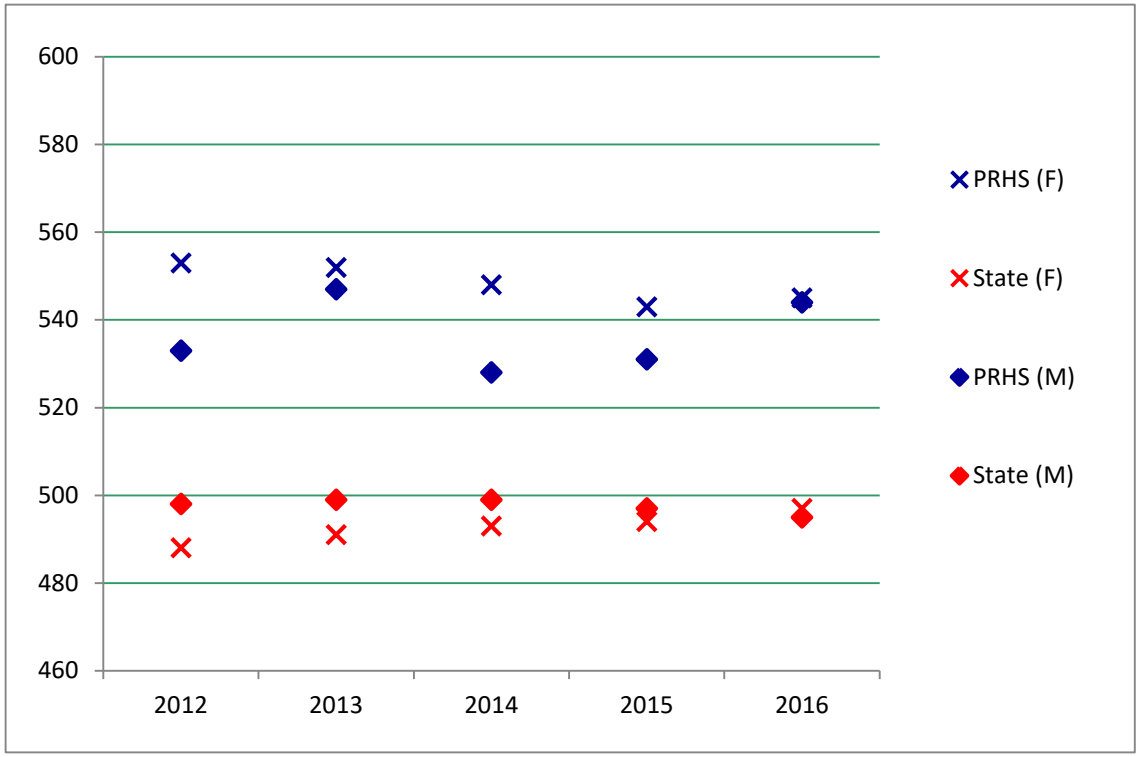
Female Student Mean Scores over Time

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

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

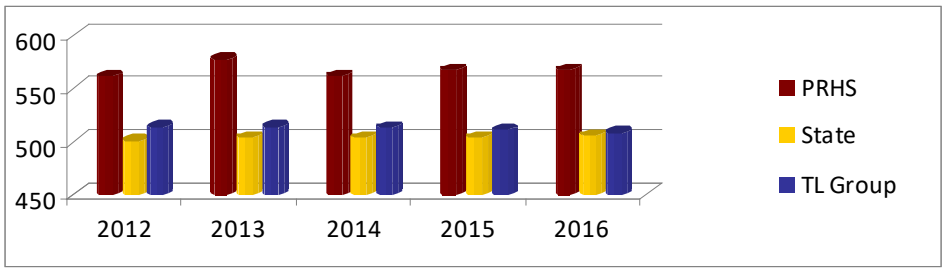
Critical Reading Mean Scores of District and Total Group by Gender over Time



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



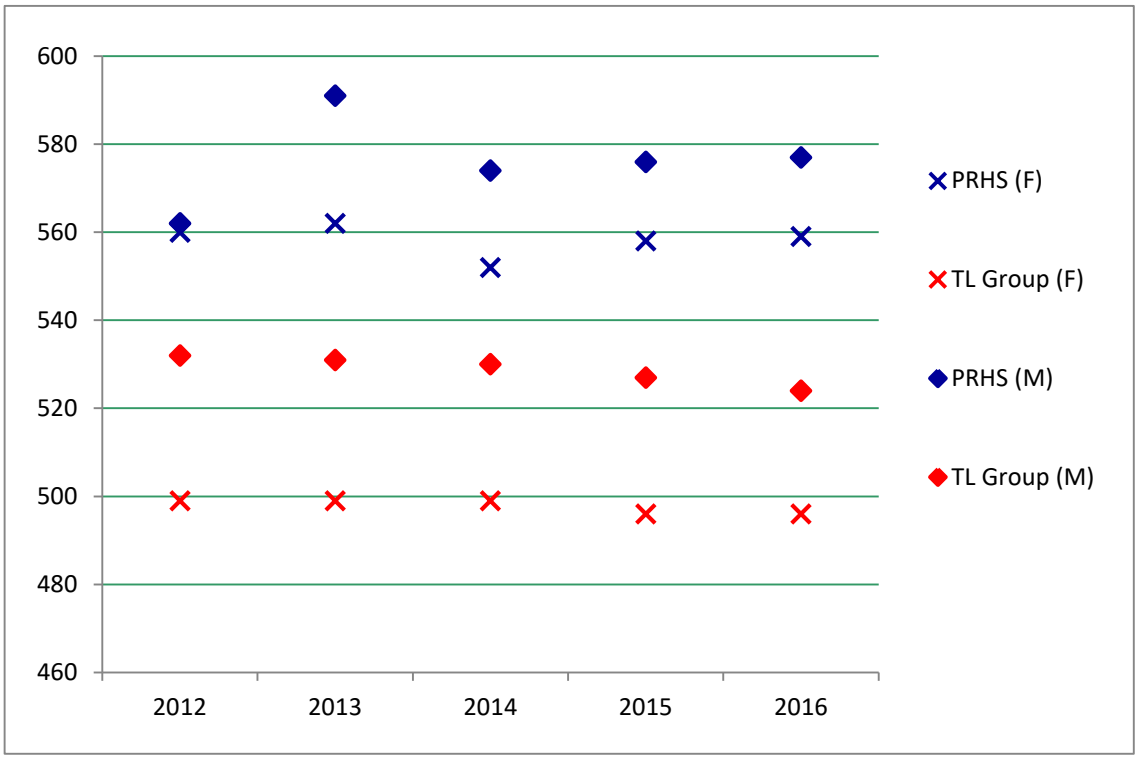
Female Student Mean Scores over Time

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

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

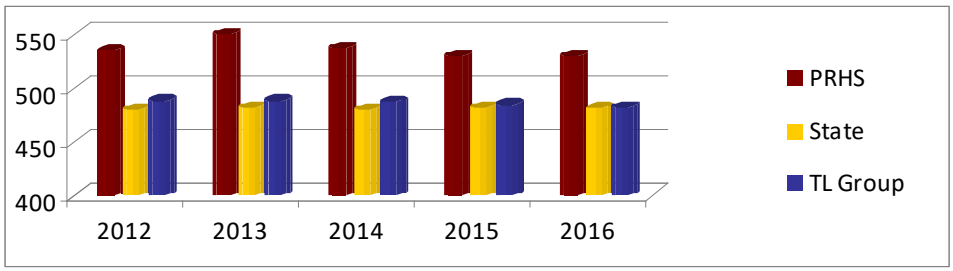
Mathematics Mean Scores of District and Total Group by Gender over Time



WRITING

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



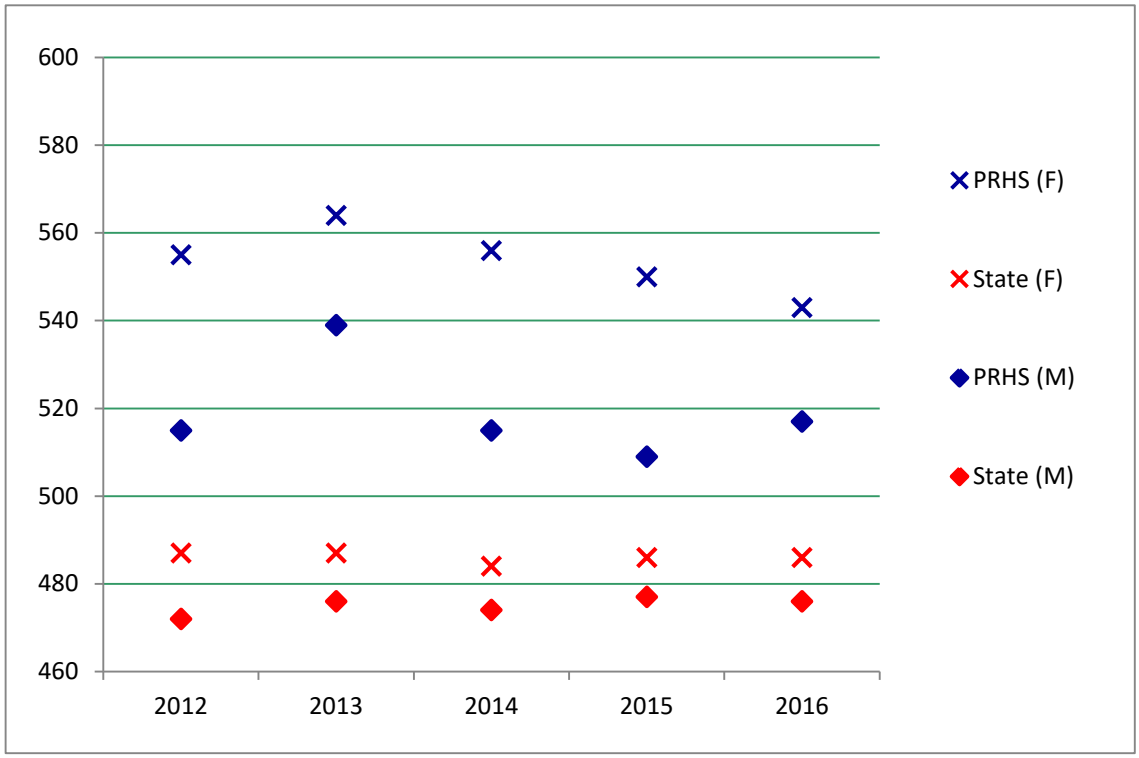
Female Student Mean Scores over Time

	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

Writing Mean Scores of District and Total Group by Gender over Time



SAT

Results and Findings

- In 2016, student participation in the SAT at Pine-Richland remains high at 88.7%.
- For the past five years, Pine-Richland students have outperformed state and Total Group comparisons in all subtests.
- Critical Reading mean scores show a 3-year positive trend for all students at Pine-Richland. Male students at Pine-Richland also show a 3-year positive trend in Critical Reading mean scores.
- For the past five years, Pine-Richland females have scored higher than Pine-Richland males in Critical Reading. In 2016, the gap between Critical Reading scores for males and females narrowed to within 1 point, the closest the scores have been in five years (male mean score:544; female mean score, 545).
- For the past five years, males have scored higher than females on the Math subtest. For the past five years, females have scored higher than males on the Writing subtest.
- For the past three years, Math mean scores have been the highest of the subtests, followed by Critical Reading and Writing mean scores.

Next Steps

- Continue to communicate changes to the SAT format.
- Offer a face-to-face SAT prep class.
- Offer additional SAT online training options for students.
- Provide professional development to teachers about incorporating similarly formatted test questions into their classes to help prepare students for the SAT.

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 five 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 five 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 five years.

ACT Data Tables

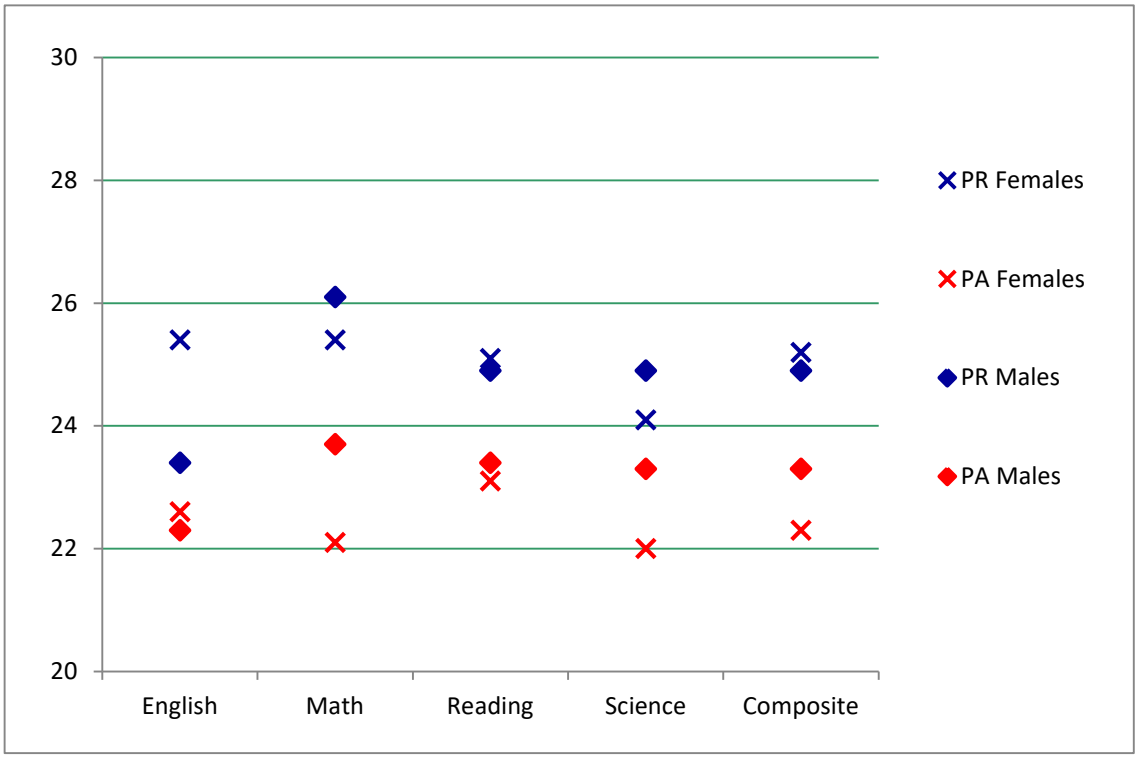
Participation over Time

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

2016 Mean Scores by Gender

	English	Math	Reading	Science	Composite	% of Tested
PR Males	23.5	25.6	25.0	24.8	24.9	43
PR Females	24.8	24.8	24.9	24.1	24.8	57
PA Males	22.5	23.9	23.6	23.5	23.9	45
PA Females	22.7	22.3	23.6	22.4	22.9	55

2016 Mean Scores by Gender per Subject Test



Mean Scores over Time

ENGLISH

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

MATH

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

READING

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

SCIENCE

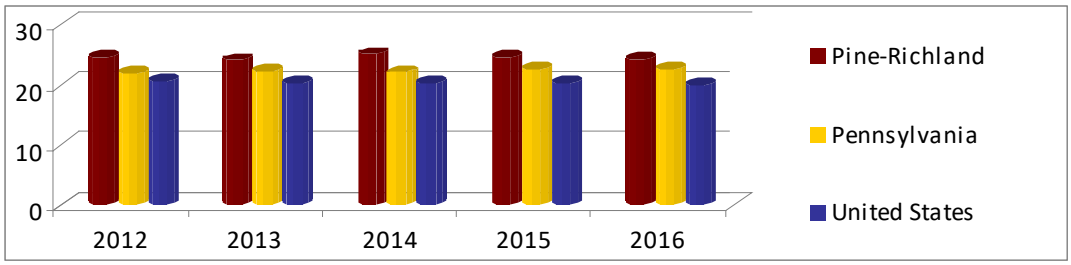
	2012	2013	2014	2015	2016
Pine-Richland	24.1	23.8	24.9	24.5	24.4
Pennsylvania	21.9	22.2	22.2	22.5	22.8
United States	20.9	20.7	20.8	20.9	20.8

COMPOSITE

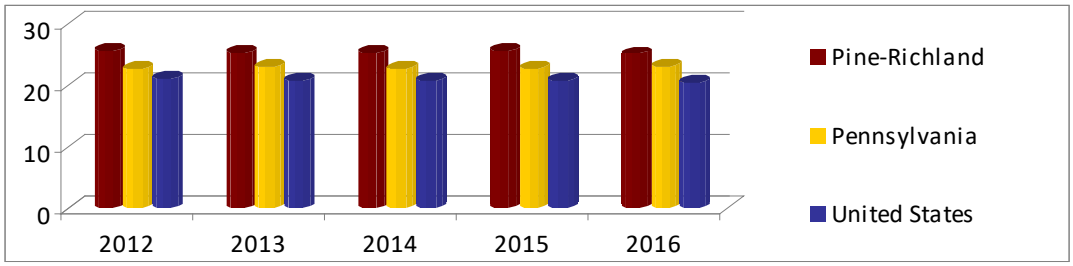
	2012	2013	2014	2015	2016
Pine-Richland	25.0	24.6	25.4	25.1	24.8
Pennsylvania	22.4	22.7	22.7	22.9	23.1
United States	21.1	20.9	21.0	21.0	20.8

Mean Scores over Time

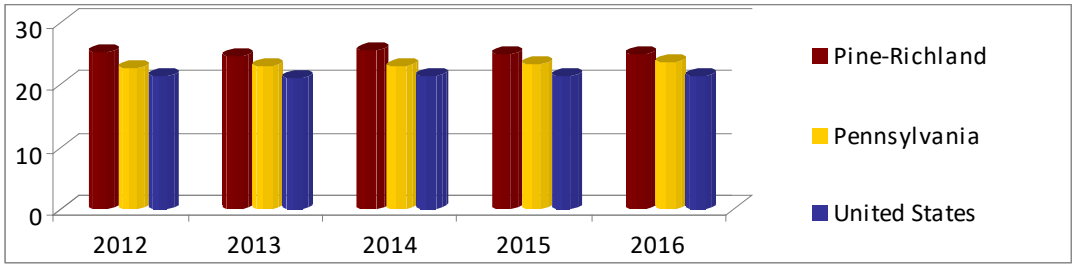
ENGLISH



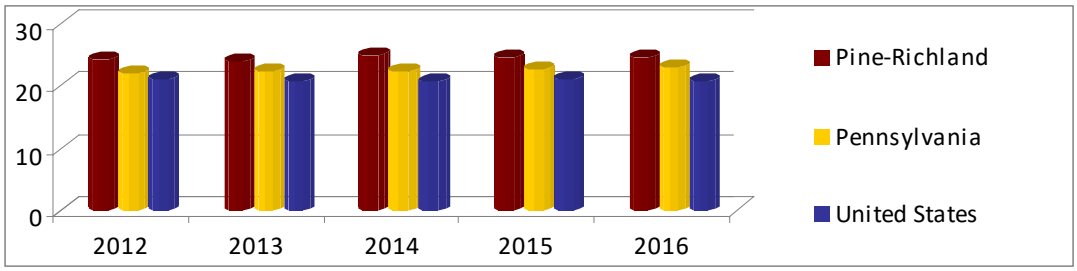
MATH



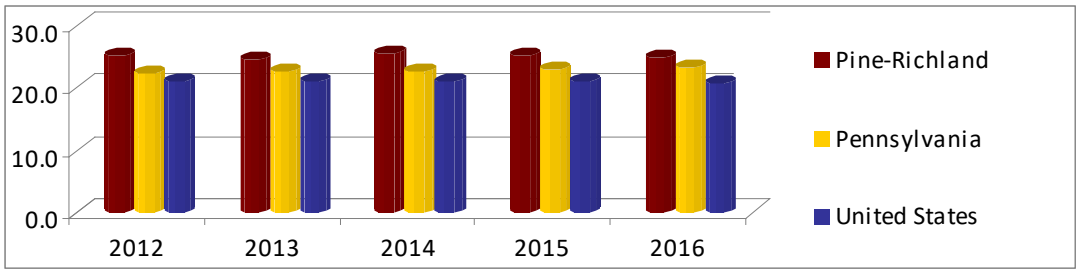
READING



SCIENCE



COMPOSITE



ACT

Results and Findings

- In 2016, a historically high number of Pine-Richland students participated in the ACT (220). The Pine-Richland participation rate remains strong at 58%. In both Pennsylvania and United states, the number of students participating in the ACT has increased for the past five years.

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

- The Composite, English, Reading, and Science mean scores for Pine-Richland students demonstrate a decreasing trend for the past three years.

- In 2016, male students at Pine-Richland scored higherthan female students on every test of the ACT.

Next Steps

- Offer a face-to-face ACT preparation course.

- Offer additional ACT online training opportunities.

- Provide professional development to teachers about incorporating similarly formatted questions in their classes to prepare students for the ACT.

AP: Advanced Placement Test

Overview

AP tests are published by CollegeBoard. By taking AP courses and tests, 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 test scores.

Currently, Pine-Richland offers 17 Advanced Placement courses at the high school. Five years of test scores per subject area are presented as well state and global results for 2016. Data analyses of levels of performance, trends in performance, and comparisons of performance may all be made.

Students may elect to take an AP test without having taken the corresponding course. For example, test results for Physics C: Mechanics are included in the data presented. Pine-Richland does not offer an 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 2016, six students elected to take the AP Physics C test and those results are reported here. In the 2016-2017 school year, the Science Department is completing a program review. Courses offered, enrollments over time, and program rigor are all being reviewed.

Advanced Placement tests can be thought of as the culminating tests 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 tests.

AP Data Tables

PRHS AP Test Participation over Time

	2012	2013	2014	2015	2016	PA 2016	Global 2016
Total # Students	453	450	486	490	456	71809	2613264
Total # Exams Taken	900	944	932	958	911	127738	4711915
# Students Scoring 3+	326	337	324	349	333	48629	1573240

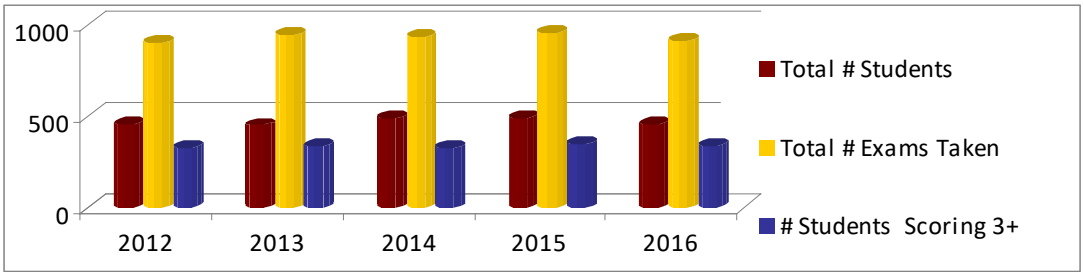
PRHS AP Test Performance vs. State and Global Performance over Time

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

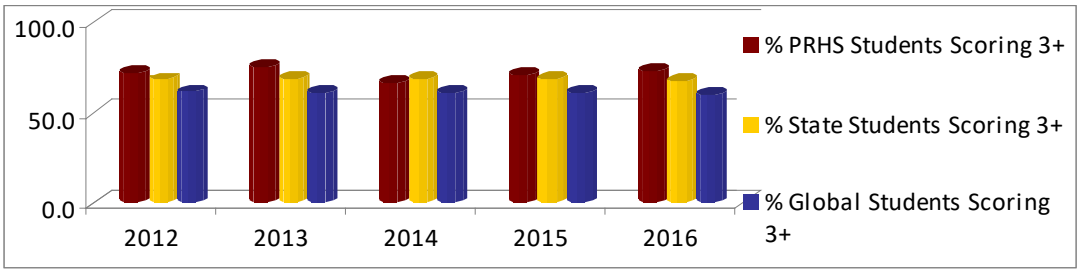
2016 PRHS AP Test Results

Subject Area Test	# Tests Taken	# Scored 3+	% Scored 3+	Mean Score
ART				
Studio Art: 2-D	15	11	73.3	3.27
Studio Art: Drawing	4	4	100	3.75
ENGLISH				
English Language	107	83	77.6	3.42
English Literature	47	43	91.5	3.96
MATH				
Calculus AB	36	23	63.9	2.86
Calculus BC	35	33	94.3	4.14
Statistics	48	48	100	4.08
SCIENCE				
Biology	66	53	80.3	3.21
Chemistry	64	57	89.1	3.56
Physics C: Mechanics	6	5	83.3	3.67
SOCIAL STUDIES				
European History	32	30	93.8	4.03
Microeconomics	61	44	72.1	3.36
Psychology	138	101	73.2	3.32
US Government and Politics	98	35	35.7	2.68
US History	92	71	77.2	3.28
WORLD LANGUAGES				
French Language and Culture	21	16	76.2	2.86
German Language and Culture	21	15	71.4	3.24
Spanish Language and Culture	14	14	100	4.07

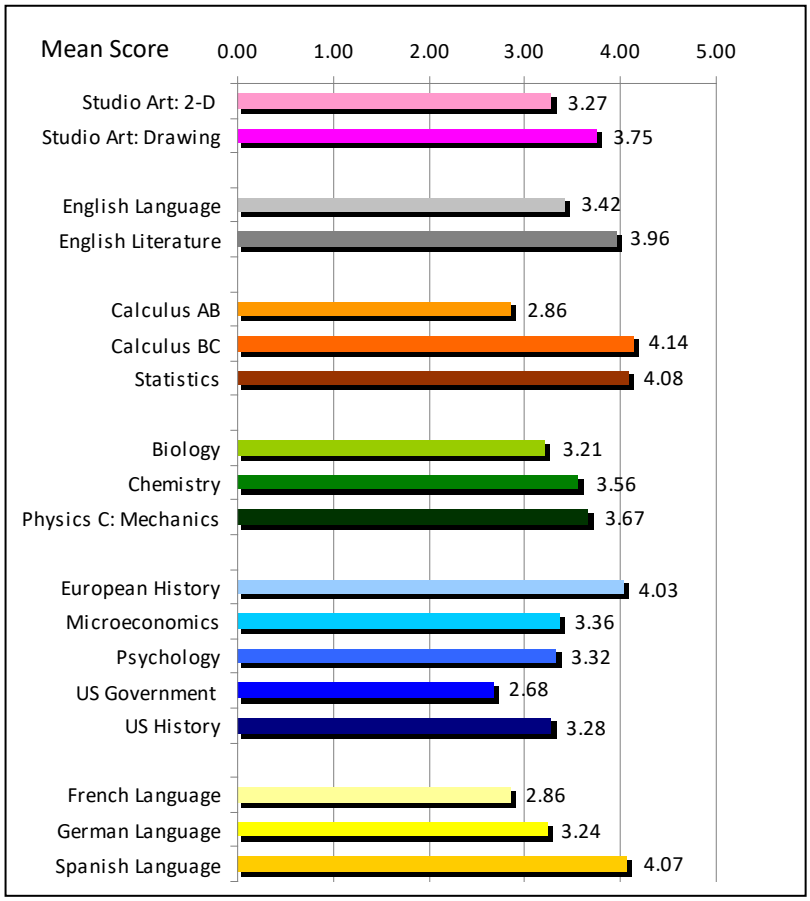
PRHS AP Test Participation over Time



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



2016 Average Score per AP Exam



ART

Studio Art: 2-D Design Portfolio

	2012	2013	2014	2015	2016	PA 2016	Global 2016
5	18.2	0	7.1	16.7	6.7	15.9	14.4
4	18.2	44.4	50.0	25.0	40.0	31.9	33.0
3	45.5	55.6	42.9	50.0	26.7	36.0	35.0
3 and above	81.9	100	100	91.7	73.3	83.8	82.4
2	18.2	0	0	8.3	26.7	14.5	15.4
1	0	0	0	0	0.0	1.7	2.2
Total Tests Taken	11	9	14	12	15	580	30937
Average Score	3.36	3.44	3.64	3.50	3.27	3.46	3.42

Studio Art: Design Portfolio

	2012	2013	2014	2015	2016	PA 2016	Global 2016
5	12.5	15.4	0	33.3	0	20.3	17.0
4	12.5	23.1	16.6	33.3	75.0	32.2	27.2
3	62.5	38.5	50.0	33.3	25.0	35.8	38.8
3 and above	87.5	77.0	66.6	100	100	88.4	82.9
2	12.5	23.1	33.3	0	0	10.0	14.6
1	0	0	0	0	0	1.6	2.4
Total Tests Taken	8	13	6	6	4	438	18422
Average Score	3.25	3.31	2.83	4.00	3.75	3.6	3.42

ENGLISH

English Language and Composition

	2012	2013	2014	2015	2016	PA 2016	Global 2016
5	8.9	18.9	5.6	18.2	15.9	17.7	10.7
4	22.6	24.5	28.0	24.2	32.7	23.8	17.6
3	44.6	33.0	37.8	31.3	29.0	29.5	27.1
3 and above	76.1	76.4	71.4	73.7	77.6	71.0	55.4
2	22.6	22.6	28.0	24.2	22.4	23.1	32.1
1	1.2	0.9	0.6	2.0	0.0	5.9	12.6
Total Tests Taken	168	106	143	99	107	12242	547796
Average Score	3.15	3.38	3.10	3.32	3.42	3.24	2.82

English Literature and Composition

	2012	2013	2014	2015	2016	PA 2016	Global 2016
5	14.8	6.1	11.7	15.7	31.9	9.9	7.4
4	23.0	19.5	30.0	31.4	40.4	21.7	17.8
3	36.1	58.5	36.7	39.2	19.1	31.6	29.4
3 and above	73.9	84.1	78.4	86.3	91.5	63.3	54.6
2	24.6	14.6	18.3	13.7	8.5	27.2	33.4
1	1.6	1.2	3.3	0	0.0	9.6	12.0
Total Tests Taken	61	82	60	51	47	11563	405718
Average Score	3.25	3.15	3.28	3.49	3.96	2.95	2.75

MATH

Calculus AB

	2012	2013	2014	2015	2016	PA 2016	Global 2016
5	5.6	37.0	12.0	26.1	11.1	30.3	24.8
4	33.3	29.6	24.0	17.4	16.7	19.0	17.3
3	38.9	11.1	28.0	26.1	36.1	16.9	17.4
3 and above	77.8	77.7	64.0	69.6	63.9	66.3	59.5
2	0	18.5	32.0	4.3	19.4	9.5	9.7
1	22.2	3.7	2.9	26.1	16.7	24.2	30.7
Total Tests Taken	18	27	25	23	36	10488	308680
Average Score	3.0	3.78	3.08	3.13	2.86	3.22	2.96

Calculus BC

	2012	2013	2014	2015	2016	PA 2016	Global 2016
5	75.0	32.1	56.4	64.0	42.9	56.1	48.5
4	6.25	25.0	17.9	16.0	34.3	16.1	15.4
3	6.25	35.7	17.9	12.0	17.1	15.9	17.2
3 and above	87.5	92.8	92.2	92.0	94.3	88.1	81.1
2	12.5	0	5.1	4.0	5.7	4.2	5.8
1	0	7.1	2.7	4.0	0.0	7.8	13.2
Total Tests Taken	16	28	39	25	35	4037	125076
Average Score	4.44	3.75	4.21	4.32	4.14	4.0	3.8

Statistics

	2012	2013	2014	2015	2016	PA 2016	Global 2016
5	34.5	34.9	25.0	42.9	33.3	17.9	14.3
4	45.6	31.7	45.8	34.7	41.7	25.9	21.7
3	10.9	23.8	12.5	16.3	25.0	26.7	24.9
3 and above	91.0	90.4	83.3	93.9	100.0	70.5	60.9
2	7.3	9.5	12.5	6.1	0.0	14.0	15.6
1	1.8	0	4.2	0	0.0	15.5	23.5
Total Tests Taken	55	63	24	49	48	7188	206641
Average Score	4.04	3.92	3.70	4.14	4.08	3.17	2.88

SCIENCE

Biology

	2012	2013	2014	2015	2016	PA 2016	Global 2016
5	14.3	0	2.9	3.7	7.6	7.7	6.6
4	20.8	28.9	24.6	31.7	27.3	25.3	21.0
3	19.5	51.3	50.7	46.3	45.5	36.7	33.6
3 and above	54.6	80.2	78.2	81.7	80.3	69.7	61.2
2	22.1	18.4	18.8	18.3	18.2	24.3	28.8
1	23.3	1.3	2.9	0	1.5	6.0	10.1
Total Tests Taken	77	76	69	82	66	7552	238527
Average Score	2.81	3.08	3.06	3.21	3.21	3.04	2.85

Chemistry

	2012	2013	2014	2015	2016	PA 2016	Global 2016
5	41.1	46.3	17.2	16.1	17.2	11.7	10.5
4	35.7	40.7	31.3	30.6	32.8	18.5	15.6
3	10.7	11.1	28.1	45.2	39.1	29.8	27.5
3 and above	87.5	98.1	76.6	91.9	89.1	60.0	53.6
2	12.5	1.9	20.3	8.1	10.9	24.7	24.8
1	0	0	3.1	0	0.0	15.2	21.6
Total Tests Taken	56	54	64	62	64	6106	153765
Average Score	4.05	4.13	3.39	3.55	3.56	2.87	2.69

Physics C: Mechanics

	2015	2016	PA 2016	Global 2016
5	27.3	16.7	29.0	32.3
4	18.2	50.0	30.2	27.0
3	27.3	16.7	19.3	18.1
3 and above	72.7	83.3	78.6	77.4
2	18.2	16.7	14.1	13.1
1	9.1	0.0	7.3	9.5
Total Tests Taken	11	6	2589	53122
Average Score	3.36	3.67	3.6	3.6

SOCIAL STUDIES

European History

	2012	2013	2014	2015	2016	PA 2016	Global 2016
5	6.1	18.5	21.4	12.2	31.2	9.8	7.4
4	25.8	22.2	42.9	29.3	46.9	19.1	16.0
3	53.0	48.1	14.3	34.1	15.6	33.3	29.2
3 and above	84.9	88.8	78.6	75.6	93.7	62.2	52.6
2	9.1	3.7	3.6	9.8	6.3	32.2	35.2
1	6.1	7.4	17.9	14.6	0.0	5.6	12.3
Total Tests Taken	66	27	28	41	32	3935	109067
Average Score	3.17	3.41	3.46	3.15	4.03	2.95	2.71

Microeconomics

	2012	2013	2014	2015	2016	PA 2016	Global 2016
5	9.3	7.1	4.9	7.8	14.8	19.2	17.8
4	26.7	26.2	13.9	30.1	45.9	33.8	27.5
3	21.3	22.6	22.9	19.4	11.4	23.4	22.0
3 and above	57.3	55.9	41.7	57.3	72.1	76.4	67.3
2	21.3	22.6	26.2	25.4	16.4	12.7	13.7
1	21.3	21.4	32.0	17.4	11.4	11.0	19.0
Total Tests Taken	75	84	132	103	61	2865	82402
Average Score	2.81	2.75	2.34	2.85	3.36	3.38	3.11

Psychology

	2012	2013	2014	2015	2016	PA 2016	Global 2016
5	13.7	13.1	17.0	21.6	18.1	22.0	19.1
4	19.3	26.9	22.6	30.4	35.5	29.5	26.1
3	24.2	19.4	24.5	20.3	19.6	21.1	19.1
3 and above	57.2	59.4	64.1	72.3	73.2	72.5	64.2
2	23.0	16.9	15.7	12.2	13.8	13.0	14.2
1	19.9	23.6	20.1	15.5	13.0	14.5	21.6
Total Tests Taken	161	160	159	148	138	9120	293673
Average Score	2.84	2.89	3.01	3.30	3.32	3.31	3.07

United States Government and Politics

	2012	2013	2014	2015	2016	PA 2016	Global 2016
5	13.6	12.5	9.4	1.4	9.2	16.2	12.3
4	27.3	7.5	6.2	0	7.1	16.0	13.5
3	18.2	42.5	28.1	12.9	19.4	26.4	24.9
3 and above	59.1	62.5	43.7	14.3	35.7	58.6	50.8
2	36.4	17.5	31.2	30.0	30.6	21.4	24.0
1	4.5	20.0	25.0	55.7	33.7	20.0	25.2
Total Tests Taken	22	40	32	70	98	9036	296362
Average Score	3.09	2.75	2.44	1.61	2.68	2.87	2.64

United States History

	2012	2013	2014	2015	2016	PA 2016	Global 2016
5	2.6	8.5	12.0	8.9	14.1	14.2	11.9
4	20.8	25.5	34.3	22.2	26.1	21.9	17.9
3	26.0	36.8	29.6	30.4	37.0	24.9	22.5
3 and above	49.4	70.8	75.9	61.5	77.2	61.0	52.4
2	36.4	25.5	18.5	26.7	19.6	21.5	23.3
1	14.3	3.8	5.6	11.9	3.3	17.5	24.3
Total Tests Taken	77	106	108	135	92	13159	492108
Average Score	2.61	3.09	3.29	2.90	3.28	2.94	2.7

WORLD LANGUAGES

French Language and Culture

	2012	2013	2014	2015	2016	PA 2016	Global 2016
5	0	3.6	0	0	0.0	12.8	17.6
4	0	3.6	6.2	0	9.5	28.0	26.5
3	50.0	32.1	68.8	50.0	66.7	40.5	32.5
3 and above	50.0	39.3	75.0	50.0	76.2	81.3	76.5
2	50.0	35.6	25.0	31.8	23.8	16.4	18.5
1	0	25	0	18.2	0.0	2.3	4.9
Total Tests Taken	2	28	16	22	21	781	22059
Average Score	2.5	2.25	2.81	2.32	2.86	3.33	3.33

German Language and Culture

	2012	2013	2014	2015	2016	PA 2016	Global 2016
5	0	15.0	0	0	9.5	13.6	21.4
4	75.0	20.0	60.0	50.0	33.3	29.1	22.5
3	25.0	35.0	30.0	16.7	28.6	32.6	27.0
3 and above	100	70.0	90.0	66.7	71.4	75.3	70.9
2	0	30.0	0	33.3	28.6	19.6	20.6
1	0	0	10.0	0	0.0	5.1	8.5
Total Tests Taken	8	20	10	6	21	433	4953
Average Score	3.75	3.2	3.4	3.17	3.24	3.27	3.28

Spanish Language and Culture

	2012	2013	2014	2015	2016	PA 2016	Global 2016
5	20.0	33.3	50.0	28.6	35.7	23.2	27.8
4	40.0	25.0	25.0	28.6	35.7	30.8	34.7
3	30.0	33.3	25.0	28.6	28.6	30.7	26.9
3 and above	90.0	91.6	100	85.7	100.0	84.7	89.4
2	0	8.3	0	14.3	0.0	13.7	9.2
1	10.0	0	0	0	0.0	1.5	1.4
Total Tests Taken	10	12	8	7	14	2345	155570
Average Score	3.60	3.83	4.25	3.71	4.07	3.61	3.78

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 the past five years.

- In 2016, 73% of Pine-Richland students scored 3 or above on an AP exam; this percentage has been increasing for the past three years. Over the same period, the percentages of students in the state and globally scoring a 3 or above have been trending downward.

- In 2016, Pine-Richland student scores averaged over 4.0 in four courses: Calculus BC (4.14), Statistics (4.03), European History (4.03), and Spanish Language and Culture (4.07). In 2016, Pine-Richland student scores averaged under 3.0 in three courses: Calculus AB (2.86), United States Government and Politics (2.68), and French Language and Culture (2.86).

- Based on an analysis of individual AP assessments, the following observations were made:
  - *Art*
    - Studio Art: 2-D Design Portfolio – In 2016, participation was at a historic high with 15 students; the percentages of students scoring a 3 or above show a 3-year decreasing trend.
    - Studio Art: Design Portfolio – In 2016, 100% of students scored a 3 or above; Pine-Richland students outperformed both state and global comparisons.
  - *English*
    - English Language and Composition – There are two positive trends in the data over the past three years: 1) the percentages of students scoring 3 or above on the exam, and 2) the average score. In 2016, the average score of 3.96 was the highest in five years.
    - English Literature and Composition – There is a 3-year trend increase in the percentage of students scoring 3 or above; there is a 4-year trend increase in the average score with the average score of 3.96 in 2016 being the highest in five years.
  - *Math*
    - Calculus AB – The average score of 2.86 is the lowest in five years and lower than state and global comparisons; the number of students taking the exam (36) is the highest in five years.
    - Calculus BC – The average score has been above 4.0 for the past four years; Pine-Richland students outperformed both state and global comparisons.
    - Statistics – Student participation remains high (48) and performance remains strong (average score, 4.08); Pine-Richland students outperformed both state and global comparisons.
  - *Science*
    - Biology – A 3-year positive trend exists in the percentage of students scoring a 5; in 2016, Pine-Richland students outperformed both state and global comparisons.
    - Chemistry – In 2016, participation remained high at 64 students and performance strong with an average score of 3.56; Pine-Richland students outperformed both state and global comparisons.
    - Physics C: Mechanics – The number of students dropped in 2016 to 6 from 11 in 2015; the average score increased from 3.36 in 2015 to 3.67 in 2016.

- *Social Studies*
  - European History – The average score in 2016 of 4.03 is a historic high; Pine-Richland performance is well above that of state and global comparisons.
  - Microeconomics – Average scores show a 3-year positive trend with 3.36 in 2016 being a historic high; there is a 3-year decrease in participation levels with 61 being the lowest in five years.
  - Psychology – There is a 5-year positive trend in the average score with 3.32 being a historic high; student participation (138) is the highest of any AP course offered.
  - United States Government and Politics – Student enrollment has tripled in 2016 with 98 students from 32 students in 2014; the average score in 2016 of 2.68 is higher than the average score of 1.61 last year.
  - United States History – The average score in 2016 of 3.28 is an increase from 2.90 in 2015; Pine-Richland students outperformed state and global comparisons in 2016.
- *World Languages*
  - French Language and Culture – The average score in 2016 of 2.36 is a historic high; both state and global students outperformed Pine-Richland students.
  - German Language and Culture - The number of students taking this course increased from 6 in 2015 to 21 in 2016; student performance remains stable and comparable to state and global comparisons.
  - Spanish Language and Culture – In 2016, 14 students took the exam, a historic high; the average score increased from 3.71 in 2015 to 4.07 in 2016, well above state and global comparisons.

Next Steps

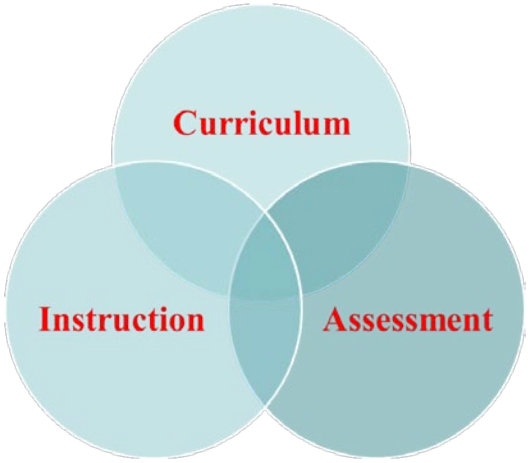
- Continue to correlate end-of-course grades to AP test scores.
- Continue to monitor and address changes from CollegeBoard for AP curriculum.
- Continue to provide professional development to teachers based on performance results and teacher interest.
- Include in the Science Department Program Review a comparison of AP course offerings in exemplar districts.
- During vertical teaming for curriculum review, focus on the instructional strategies needed in earlier years to prepare students for the challenge of AP coursework.

Conclusion and Next Steps

The 2016 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 2015-2016 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.