PINE-RICHLAND SCHOOL DISTRICT

2022 ACADEMIC ACHIEVEMENT AND GROWTH REPORT

DATA FOR ACTION













Academic Achievement & Growth Report
November 17, 2022

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Table of Contents

Executive Summary 4

Future Ready Index 6

Benchmarking Student Achievement & Growth Throughout the Year 7

PSSA: Pennsylvania System of State Assessment 11

- 2021 PSSA Results: Math, English Language Arts, & Science 13
- Historical PSSA Results: Math, English Language Arts, & Science 14

Keystone Exams 17

- 2021 Keystone Results: Algebra, Literature, Biology 18
- Historical Keystone Results: Algebra, Literature, Biology 19

SAT: Scholastic Aptitude Test 20

ACT: American College Test 22

Advanced Placement Test 25

Portrait of a Graduate 28

Conclusion and Next Steps 30

Pine-Richland School District

Academic Achievement and Growth Report

Executive Summary

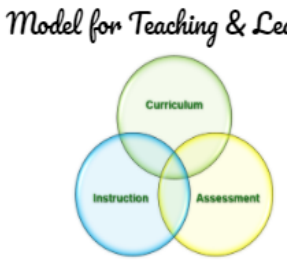
The mission of the Pine-Richland School District is to focus on learning for every student every day**.** The vision at PRSD emphasizes the fact that learning is reflected in both achievement and growth. We believe that learning happens differently for different people, requiring flexibility and variation in the approach. Learning also requires effort and persistence, as well as the support of everyone (e.g., students, staff, and parents).

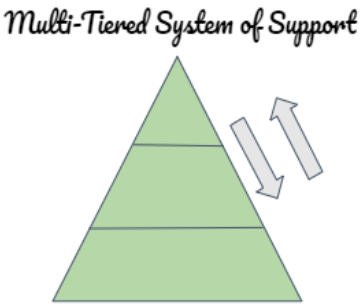


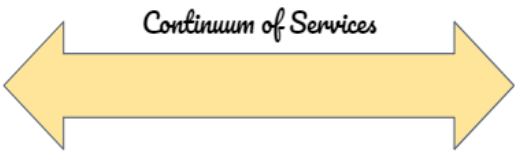
Monitoring and measuring "learning results" within our district is paramount to our cycles of learning and the improvement of our educational approach, through curriculum, instruction, and assessment efforts, as well as the differentiation and intervention necessary for learners of all abilities and varied backgrounds to succeed. Pine-Richland is a learning organization, in which continuous improvement is embraced and deeply ingrained in the culture. Our journey in the pursuit of excellence has been informed by the National Institute for Standards and Technology Baldrige Performance Excellence framework. 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 utilize those elements when gathering data for analysis to ensure appropriate benchmarking and the ability to assess performance levels and trends over time, with the ability to segment that data by relevant grade levels, disciplines, and subgroups.

While data analysis is an ongoing process for us to drive improvements to our curriculum, instruction, and even the assessments themselves throughout the school year, we pause each fall to create a reflective, aggregate profile of the outcomes for the prior school year within the Academic Achievement and Growth Report. Teams consistently leverage real-time formative data to drive instruction within the classroom level and leverage lag

data from standardized assessments both at the classroom and building level for course recommendations and intervention mapping. Over time, these concepts of using both real time and lag data to ensure appropriate student learning opportunities to improve outcomes has been coined, "**Data for Action**" within the Pine-Richland School District. We do not simply curate sets of data to admire statically, yet view these sets of facts as criteria from which to launch measurable educational programming and hold ourselves accountable to successful outcomes.







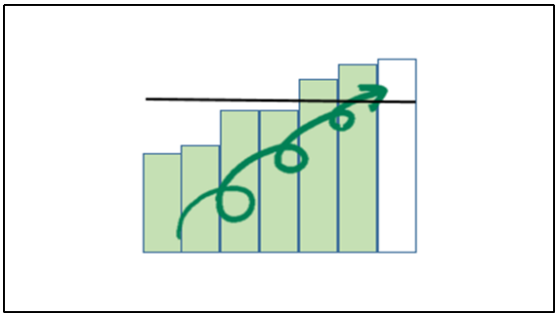
This collaboratively-authored report includes the most densely detailed, net results for the district, allowing individuals to quickly analyze the learning outcomes in the district at the highest level. A companion document for both the PSSA and Keystone standardized testing results has been published this year as well, given the need to review historical performance on these assessments with a lens towards specific subgroups between the years of 2018-2022, given concerns about the impact of the pandemic on student learning outcomes. We have included the following demographic subgroups in the companion document and in this report for the years since the pandemic: (a) gender; (b) IEP status; (c) economically disadvantaged; and (d) ethnicity. While segmentation can also be accomplished for English Learners (EL), our count of students within this subgroup is very low and would jeopardize the confidentiality of these students' achievement and growth levels. As a note, we have seen this EL subgroup grow from 10 students in 2018 to 21 students in 2022, and are continuing to refine our approach to staffing, scheduling, and delivery of interventions for students qualifying as EL to boost their achievement and growth outcomes.

The aggregate, summative district standardized testing results, in addition to the ones we monitor throughout a given school year (e.g. universal screening results), provide us with direction as to the next areas of improvement we can target, as we prioritize our relative areas of strength and opportunity. Senior leaders, principals, Academic Leadership Council members, and other teacher leaders own the analysis process together and assist with segmentation through their respective lenses as well. Concerted efforts have been made over time to include data reflective of the entire student development process, captured by our PR Graduate Portrait. We believe that student learning outcomes (measured through both achievement and growth) are evidenced across several factors, not just the snapshot of one standardized assessment measure. Data reflective of these more holistic outcomes are included in the PR Graduate Portrait section. Those measures would ideally include a holistic look at our schools and students, such as: classroom-based assessments; school climate; participation in extra- and co-curricular activities; graduation rates; attendance; discipline; post-secondary readiness; social-emotional development; wellness; and more.

Data contained in this report is also used as an input to the internal findings citations by the "data" subcommittee during our In-Depth Program Review Process when we study our K-12 programming within departments or support areas to prioritize recommended improvement actions for systematic implementation

and integration with other aspects of our learning system. Additionally, it is used as an input to our Strategic Planning Process as we design impactful, high leverage long-term goals and short term strategy actions, particularly within the Teaching & Learning category. Resulting recommendations impact students directly through improvements at the Tier 1 (all students), Tier 2, and/or Tier 3 level of services. While general education teachers own the improvements within Tier 1, our interventionists implement and own improvements within the interventions embedded in the Multi-Tiered System of Support (MTSS). District and building level MTSS teams are continuously reviewing the efficacy of interventions for individuals and groups of students alike to make recommendations for improvement.

Stakeholder surveys are conducted annually to assess satisfaction levels among students, parents, and staff members. A portion of the survey questions focuses on elements of learning (e.g., academic programming, support services, level of challenge and pacing, meaningful nature of homework assignments, learning goals and feedback, teacher expectations and curricular consistency, etc.). Buildings review this data annually as they are setting goals for their collective focal areas. The Special Education and MTSS In-Depth Program Review process conducted in the 2021-2022 school year recommended the inclusion of a universal screener for social and emotional development, which has been adopted and will be piloted in the spring of 2023 with full adoption for all students in grades 3 through 12 in the 2023-2024 school year. Adding considerations for social-emotional development and interventions to our MTSS model will help us to achieve more maturity within our system and to integrate both academic and social-emotional elements into individualized student planning and support.



Our focal question continues to be "*How do we focus on academic learning for every student every day?*" The learning system at Pine-Richland School District is illustrated by the following image, allowing us to focus on "Data for Action":

Future Ready Index

Visit the Future Ready PA Index

The Pennsylvania Department of Education utilizes the Future Ready PA Index as a method of evaluating schools in a more holistic manner than the SPP alone, utilizing a "dashboard model to highlight how schools are performing and showing progress on multiple measures" (PDE, 2018). The Future Ready PA Index:

- Increases an emphasis on student growth measures, which incentivizes a focus on all learners and is less sensitive to demographic variables.
- Measures English language acquisition among EL students, not simply performance on a test of grade-level ELA standards.
- Incentivizes career awareness instruction beginning at the elementary level.
- Addresses the issue of unequal weighting of content areas in the current SPP.

- Provides indicators of student success after graduation.
- Increases the emphasis on student access to course offerings such as AP, IB, college credit, and CTE programs of study.
- Allows LEAs to include locally-selected reading assessment (Grade 3) and math assessments (Grade 7) as additional snapshots of student progress.
- Incentivizes schools to offer career pathways that culminate in high value, industry-recognized credentials

Benchmarking Student Achievement and Growth Throughout the Year

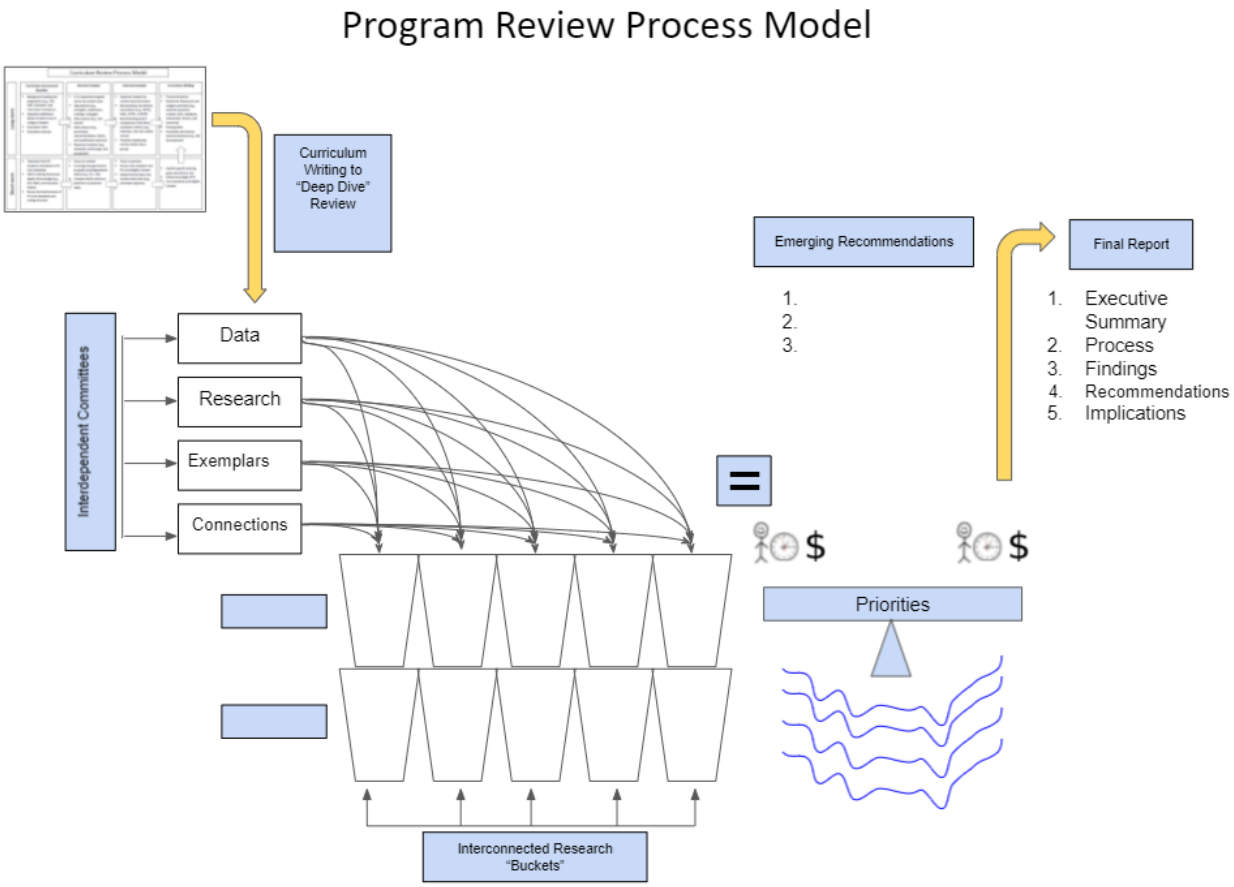
Starting in Kindergarten and continuing throughout the educational programs at Pine-Richland, we have embedded benchmark assessments to measure students' progress towards the grade level and content area standards, while also monitoring progress around individualized goals for students receiving support. The concept behind these tools is the ability to identify areas of relative strength and need for each child. Within the Learning System, our goal is to tightly align the areas of curriculum, instruction, and assessment to be responsive to students' needs. The Multi-Tiered System of Supports (MTSS) model allows students to move fluidly among interventions, by content area and particular topic within each content area. Building-based teams, including the school psychologists, principal, and counselor, in addition to the classroom teacher, meet regularly to reflect upon students' progress.

The STAR 360 Reading and Math benchmark assessments were first utilized during the 2017-2018 school year for students in Kindergarten through 6th grade. Within 7th-8th grade, students take the STAR 360 assessment for Reading and Mathematics, with the Classroom Diagnostic Tool (CDT) being administered in Science. During the 2019-2020 school year, students in Keystone "trigger" courses (Algebra I, Biology, English 9) took the CDT assessment. The results from these assessments are analyzed to assist in course placement and instructional interventions. For instance, a child in grade 5 would have several data points available for comparison, providing multiple criteria and a more robust sense of student performance. Within mathematics alone, the students would have data available including: (a) three STAR 360 benchmark performance points from their 4th-grade year and 5th grade year-to-date; (b) prior years' PSSA results; (c) past and current quarterly grades; (d) annual unit assessments and end-of-year exam data; (e) Cognitive Abilities Test results; and (f) annual student learning attributes rating. These data points can be pulled at one time and be utilized for the individualization of student learning. Teachers then also have the ability to drill further into a child's individual readiness levels and design an instructional sequence to help students progress through individual skills to find success. Based on a child's level, the MTSS model is utilized to flexibly and fluidly respond to their presented needs. Resources for interventions, both remediation and enrichment, have been identified on decision trees and are consistently implemented across grades K-6 and are being developed and refined in grades 7-12 alongside the typical course pathways. Each of these elements were reexamined as a part of our In-Depth Program Review Process for Special Education and MTSS during the 2021-2022 school year. Revisions to the decision trees are also underway, based on trends in the data and the addition of newly selected resources for Tier 1 English Language Arts at the primary level (e.g., phonics and phonemic awareness). Adjustments at Tier 1 help to close gaps in basic skills that allow students to find success without the need for additional Tier 2 or 3 interventions.

Emphasis on Programs, Curriculum, Instruction, & Assessments (Local/Common)

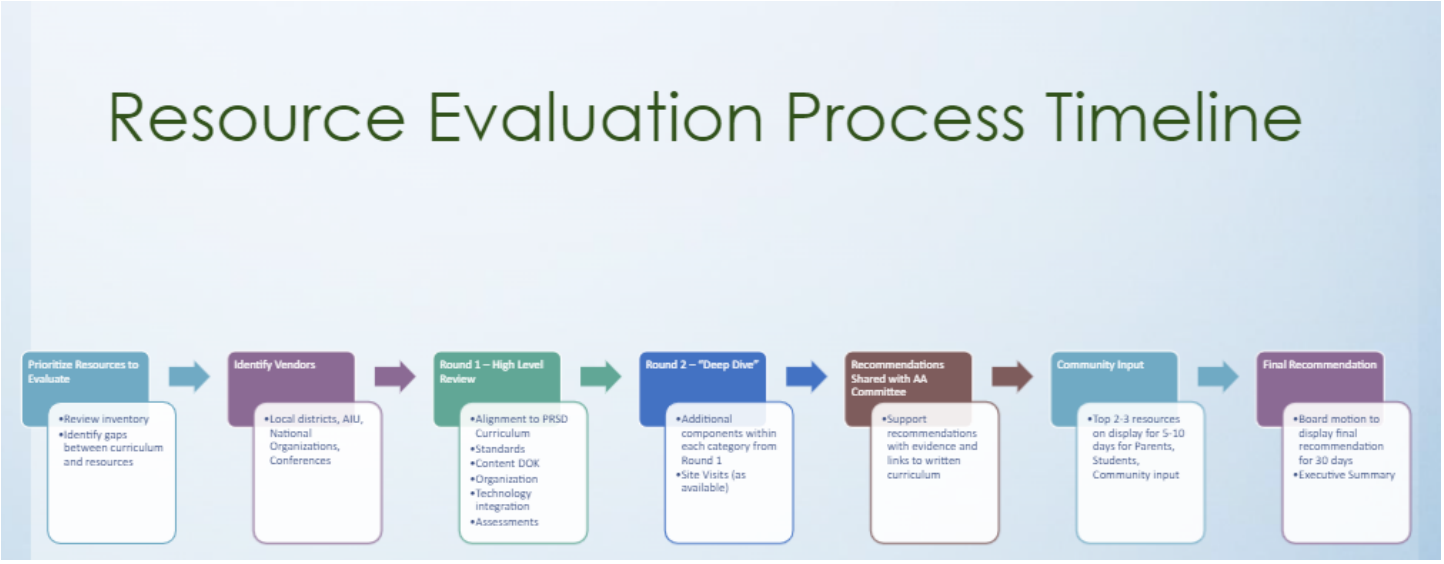
Beginning in 2014, our staff members first captured their written curriculum within living, shared documents, which are continuously updated and improved. Elements of that written curriculum include big ideas, learning goals, assessments, standards, and resources. Each of these individual areas have been updated over time to continuously improve our learning system by course content and level. The intent is to never have to "write" curriculum again from scratch, as it is constantly being updated and rewritten to reflect the best approach possible. From its initial documentation, the departments each reflected on the relative areas of strength and opportunity within their curriculum and overarching program model. This led to the design of an in-depth program review process.

Each year, two or three programs are reviewed through a year-long study, resulting in recommendations for action and improvement. Through our in-depth program review processes, we examine each of our programs by department (e.g. English Language Arts; Math; Health & Physical Education) or service (e.g. Gifted and/or Highly Achieving; Special Education and Intervention Supports). Importantly, the process was designed to emphasize a balance of internal needs and a review of best practices from external sources. It asks questions, such as, "Are we doing the right things?" or "Do we need to consider more significant changes in program design?"



In the image above, the curriculum writing process is like a "springboard" to "dive" more deeply into the content area. The personnel, structure, and work processes are then organized into four major sub-committees: (a) research; (b) data: (c) K-12 exemplars; and (d) community connections. Recommendations emerge and are taken through an action priority matrix to inform the final report conclusions, based on the internal and external findings. Formal action plans support the implementation process and ensure deployment to appropriate workforce members for shared ownership and accountability. It is understood that the entire program cannot be overhauled at once. The recommendations made are prioritized based on the degree of impact they will have on our students, which typically results in about 8-10 focused, strategic improvements in a cycle for that department/program.

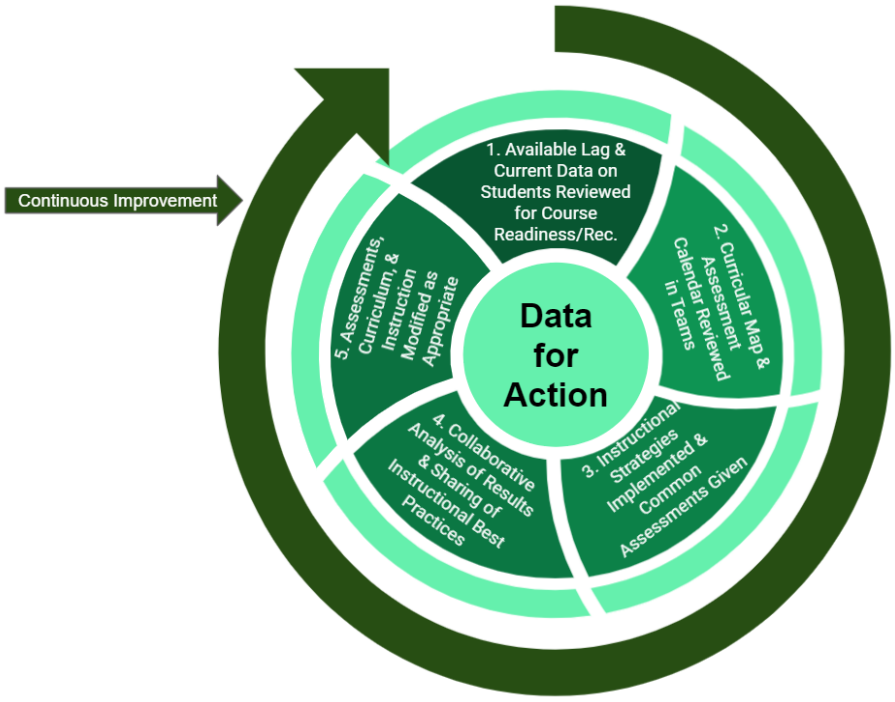
At times, recommendations emerge around the need for new resources to support learning. The resource review process is systematic and begins with an evaluation of gaps between the curriculum and the resources available to support the learning opportunities. Vendors with products to address these gaps and to support the rest of the curriculum are then identified with recommendations coming from local districts, the Allegheny Intermediate Unit, national professional organizations, etc. A list of key requirements for the resources is developed through which each vendor is able to present and be evaluated by a representative committee of staff members through two rounds, which increase in depth and detail. Where possible, pilots are arranged for the tools and aspects are trialed. Recommendations are then shared with the Academic Achievement Committee with evidence from the demonstrations and the written evaluations of the resource review team. Resources still being considered for recommendation (i.e. typically the top 2-3) are then put on display for parent, student, and community input. Input sought helps to guide the recommendation for just one of the resources and a 30-day display period commences during which stakeholder input is once again requested and reviewed. As resources are approved, professional development is arranged for staff members, focusing on the best practices around instructional integration of the resource, which is subsequently embedded into the written curriculum. Considerable time is spent on reviewing the assessments provided through the tool and to ensure that they meet the expectations we have set forth for our local assessments, including customization, differentiation, computer adaptivity, depth of knowledge, variation in assessment types, etc.



The development of common assessments has been an additional recommendation surfacing from our in-depth program reviews for each department and program being evaluated. Since 2018-2019, the District has been committed to developing, implementing, and refining a system of assessment that takes into account the local, universal screeners, student growth and achievement data within the classroom, and across courses through common assessments. As reflected in the PRSD Learning System and the Model for Teaching & Learning in particular, assessment results help our staff members to improve instructional approaches, better align and define curricular expectations, and potentially even update the assessments to best reflect the depth of knowledge sought.

Three big ideas underpin the philosophy of assessment at Pine-Richland School District: (1) "Achievement and growth provide a complete picture of learning"; (2) "We assess for different reasons"; and (3) "Assessments measure depth of understanding". For these reasons, the district emphasizes the ideals of pre-assessment to determine where students are prior to instruction, in order to design the most effective instructional and learning experiences, which also will lead to students' growth as measured by a summative assessment. Formative assessments, which are not always used as a grade, help to inform teachers about the effectiveness of their own instruction and how the learning experiences need to be adjusted for groups and individual students based on their performance and reflected levels of mastery. Focused and reflective attention is placed on the questions and prompts for our assessments to ensure that the correct level of mastery is reflected based on Webb's Depth of Knowledge. Utilizing these lenses in concert leads to the most effective system of assessment and ultimately learning.

As a key strategic initiative for the 2021-2022 school year, common assessments were the focus of a professional development session in October around the collaborative analysis of results and revisions to curriculum, instruction, and assessments as course-based teams. Initial work on common assessments began in 2018. We are moving beyond siloed analysis into the power of collaborative professional learning communities to enhance our approach to teaching and learning by sharing best practices with one another. This is referenced within our Data for Action illustration below, with steps #4 and 5 being supported by collaborative analysis, reflection, and revision.



PSSA: Pennsylvania System of State Assessment

Overview of Achievement and Growth

Summative assessment of learning is an important element in monitoring the achievement of our students. In addition to curriculum and instruction, assessment data provides information on the effectiveness of the overall educational program. PSSA data for Pine-Richland students within this report is compared generally to other students in the state and particularly to students scoring in the top decile, as it is the most relevant and challenging comparator group. These comparisons provide a context for understanding how well we are educating our students. The performance levels of our students on the PSSA tests for 2019 and several years prior is presented. In a separate section, we have highlighted the performance for the spring of 2021, which is to be interpreted with caution and intentionally is not paired next to prior data as it was not a standardized educational experience to which we can compare outcomes from prior years.

During the spring of 2020, the PSSA was not administered. Within the 2020-2021 school year, instructional modalities and assessment modalities varied by schools and districts. Even within Pine-Richland, students were receiving instruction either virtually, in-person, or both, and were assessed with either paper/pencil or online assessments depending on the level. In the 2020-2021 school year, students in Grade 3 took the paper-based assessments. Students in Grades 4-6 were assessed online, unless a student-specific accommodation for paper/pencil was documented within their support services and records. Students in Grades 7 and 8 were assigned to either through the online or paper-based version of the assessment based on the number of district-owned devices with assessment software and the need to permit physical distancing between students (e.g. couldn't use every seat in a computer lab to test at one time).

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

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

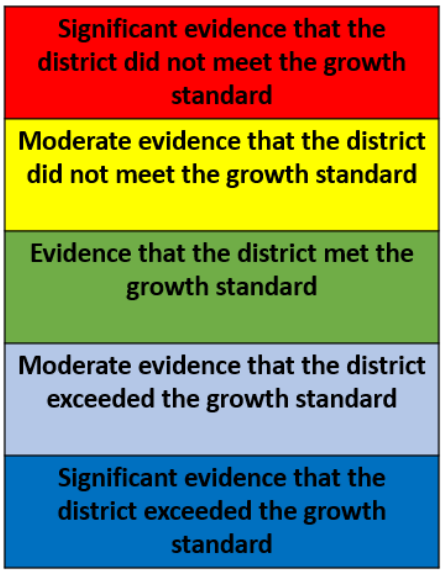
- Proficient: The proficient level reflects satisfactory academic performance. Proficient work indicates a solid understanding and adequate display of the skills included in the Pennsylvania Core Academic Standards.

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

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

For PSSA Math and ELA, data is presented for 2015-2019, the years in which the revised standards were assessed through the PSSA administration. The standards assessed on the Science PSSA have not been revised and multiple years of anchor performance level data is available for trend analysis and comparisons to state performance. These are the only years for which a trend can be established. The 2021 and 2022 scores are a standalone to which we are comparing performance to other districts for context, yet again acknowledging the vast differences in educational models during the 2020-2022 school years (e.g. in-person, hybrid, full virtual, asynchronous, etc.).

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 (blue-exceeded growth standard, green-met growth standard, yellow-below growth standard, red-well below growth standard) for the historic assessments. For the set of data for 2021 and 2022, a three-year average is not yet possible, as there was a gap in testing during the 2020 school year. A new baseline began being calculated with the 2021 school year. The new three year averages will not be available until the 2023 data is received and processed Utilizing individual student's PVAAS performance projections are a new area of focus for the district, given placement discussions and the need to scaffold students appropriately to attain their best performance results based on statistical probability and past assessment performance across content areas. 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.



PSSA RESULTS 2021 & 2022**

***Per the guidance of the Pennsylvania Department of Education, results contained in this section are intentionally removed from the historical data to prevent invalid comparisons between years, due to the impact of the pandemic on various learning modalities.*

Grade 3 PSSA State & District Results

Group	Subject	Year	Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
State	ELA	2021	1030	14	27.7	44.1	14.2	**58.3**
State	ELA	2022	1020	17.9	29.7	40.6	11.8	**52.3**
State	Mathematics	2021	1000	31	21.7	29.5	17.8	**47.3**
State	Mathematics	2022	1000	28.9	23.4	26.9	20.9	**47.7**
Pine-Richland SD	ELA	2021	1120	1	10.3	49.7	39.1	**88.8**
Pine-Richland SD	ELA	2022	1130	1.8	8.4	46.1	43.7	**89.8**
Pine-Richland SD	Mathematics	2021	1090	7.1	11.6	40.5	40.8	**81.4**
Pine-Richland SD	Mathematics	2022	1120	3.9	11.4	27.5	57.2	**84.7**

Grade 3 PSSA Results with Gender Segmentation

Group	Year	ELA					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1120**	**1**	**10.3**	**49.7**	**39.1**	**88.8**
Female	2021	1120	1.4	9.1	50.3	39.2	89.5
Male	2021	1110	0.6	11.2	49.1	39.1	88.2
Pine-Richland SD	**2022**	**1130**	**1.8**	**8.4**	**46.1**	**43.7**	**89.8**
Female	2022	1140	2.2	7.7	42.5	47.5	90.1
Male	2022	1130	1.3	9.2	50.3	39.2	89.5

Group	Year	MATH					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1090**	**7.1**	**11.6**	**40.5**	**40.8**	**81.4**
Female	2021	1090	8.5	11.3	42.3	38	80.3
Male	2021	1100	5.9	11.8	39.1	43.2	82.2
Pine-Richland SD	**2022**	**1120**	**3.9**	**11.4**	**27.5**	**57.2**	**84.7**
Female	2022	1110	6	10.4	28.6	54.9	83.5
Male	2022	1140	1.3	12.5	26.3	59.9	86.2

Grade 3 PSSA Results with IEP Segmentation

Group	Year	ELA					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1120**	**1**	**10.3**	**49.7**	**39.1**	**88.8**
Individualized Education	2021	1050	6.7	33.3	37.8	22.2	60
Pine-Richland SD	**2022**	**1130**	**1.8**	**8.4**	**46.1**	**43.7**	**89.8**
Individualized Education	2022	1070	7.8	31.2	37.5	23.4	60.9

Group	Year	MATH					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1090**	**7.1**	**11.6**	**40.5**	**40.8**	**81.4**
Individualized Education	2021	1040	22.2	26.7	17.8	33.3	51.1
Pine-Richland SD	**2022**	**1120**	**3.9**	**11.4**	**27.5**	**57.2**	**84.7**
Individualized Education	2022	1060	15.9	25.4	27	31.7	58.7

Grade 3 PSSA Results with Economically Disadvantaged Segmentation

Group	Year	ELA					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1120**	**1**	**10.3**	**49.7**	**39.1**	**88.8**
Economically Disadvantaged	2021	1060	0.0	19.2	65.4	15.4	80.8
Pine-Richland SD	**2022**	**1130**	**1.8**	**8.4**	**46.1**	**43.7**	**89.8**
Economically Disadvantaged	2022	1090	0.0	33.3	33.3	33.3	66.7

Group	Year	MATH					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1090**	**7.1**	**11.6**	**40.5**	**40.8**	**81.4**
Economically Disadvantaged	2021	1040	16	12	56	16	72
Pine-Richland SD	**2022**	**1120**	**3.9**	**11.4**	**27.5**	**57.2**	**84.7**
Economically Disadvantaged	2022	1060	9.5	38.1	14.3	38.1	52.4

Grade 3 PSSA Results with Ethnicity Segmentation

Group	Year	ELA					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1120**	**1**	**10.3**	**49.7**	**39.1**	**88.8**
Black or African American	2021	1060	0.0	0.0	75	25	100
Asian	2021	1170	0.0	9.5	28.6	61.9	90.5
Hispanic/Latino or any race	2021	1070	0.0	25	50	25	75
White	2021	1110	1.1	10.3	50.6	38	88.6
Native Hawaiian or other Pacific Islander	2021	1130	0.0	0.0	100	0.0	100
Multi-racial	2021	1160	0.0	0.0	57.1	42.9	100
Pine-Richland SD	**2022**	**1130**	**1.8**	**8.4**	**46.1**	**43.7**	**89.8**
American Indian or Alaska Native	2022	1220	0.0	0.0	50	50	100
Black or African American	2022	1140	0.0	0.0	66.7	33.3	100
Asian	2022	1190	0.0	0.0	35	65	100
Hispanic/Latino or any race	2022	1130	0.0	16.7	33.3	50	83.3
White	2022	1130	2.1	9	45.8	43.1	88.9
Multi-racial	2022	1110	0.0	8.3	66.7	25	91.7

Group	Year	MATH					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1090**	**7.1**	**11.6**	**40.5**	**40.8**	**81.4**
Black or African American	2021	1060	0.0	25	50	25	75
Asian	2021	1170	4.8	4.8	28.6	61.9	90.5
Hispanic/Latino or any race	2021	1040	12.5	12.5	62.5	12.5	75
White	2021	1090	7.4	12.2	41.5	38.9	80.4
Native Hawaiian or other Pacific Islander	2021	1140	0.0	0.0	0.0	100	100
Multi-racial	2021	1160	0.0	0.0	14.3	85.7	100
Pine-Richland SD	**2022**	**1120**	**3.9**	**11.4**	**27.5**	**57.2**	**84.7**
American Indian or Alaska Native	2022	1170	0.0	0.0	50	50	100
Black or African American	2022	1090	16.7	16.7	0.0	66.7	66.7
Asian	2022	1240	0.0	0.0	10	90	100
Hispanic/Latino or any race	2022	1100	0.0	33.3	0.0	66.7	66.7
White	2022	1120	4.2	11.8	29.9	54.2	84
Multi-racial	2022	1110	0.0	8.3	25	66.7	91.7

Grade 4 PSSA State & District Results

Group	Subject	Year	Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
State	ELA	2021	1020	11.9	31.5	35.2	21.4	**56.6**
State	ELA	2022	1010	18.6	29.2	30.9	21.3	**52.2**
State	Mathematics	2021	970	33.9	30.6	23.4	12.1	**35.6**
State	Mathematics	2022	980	30.9	26.8	25.3	17	**42.3**
State	Science	2021	1400	7.6	16.6	43.5	32.3	**75.8**
State	Science	2022	1410	8	18.3	36.5	37.2	**73.7**
Pine-Richland SD	ELA	2021	1070	4.9	16.2	39.2	39.8	**79**
Pine-Richland SD	ELA	2022	1090	3.4	18.1	32.5	46	**78.5**
Pine-Richland SD	Mathematics	2021	1020	11.7	36.2	31.7	20.4	**52.1**
Pine-Richland SD	Mathematics	2022	1070	6.7	19.3	37.3	36.7	**74**
Pine-Richland SD	Science	2021	1460	1.3	6.8	46.9	45	**91.9**
Pine-Richland SD	Science	2022	1530	0.6	4	34	61.3	**95.4**

Grade 4 PSSA Results with Gender Segmentation

		ELA					
Group	Year	Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1070**	**4.9**	**16.2**	**39.2**	**39.8**	**79**
Female	2021	1090	6	11.3	36	46.7	82.7
Male	2021	1060	3.8	20.8	42.1	33.3	75.5
Pine-Richland SD	**2022**	**1090**	**3.4**	**18.1**	**32.5**	**46**	**78.5**
Female	2022	1110	1.3	16.4	30.3	52	82.2
Male	2022	1080	5.2	19.5	34.5	40.8	75.3

		MATH					
Group	Year	Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1020**	**11.7**	**36.2**	**31.7**	**20.4**	**52.1**
Female	2021	1020	10.7	35.3	35.3	18.7	54
Male	2021	1020	12.6	37.1	28.3	22	50.3
Pine-Richland SD	**2022**	**1070**	**6.7**	**19.3**	**37.3**	**36.7**	**74**
Female	2022	1060	5.9	23.7	35.5	34.9	70.4
Male	2022	1080	7.4	15.4	38.9	38.3	77.1

		SCIENCE					
Group	Year	Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1460**	**1.3**	**6.8**	**46.9**	**45**	**91.9**
Female	2021	1460	1.3	6	48.7	44	92.7
Male	2021	1460	1.3	7.5	45.3	45.9	91.2
Pine-Richland SD	**2022**	**1530**	**0.6**	**4**	**34**	**61.3**	**95.4**
Female	2022	1530	0.7	3.3	34.2	61.8	96.1
Male	2022	1520	0.6	4.6	33.9	60.9	94.8

Grade 4 PSSA Results with IEP Segmentation

Group	Year	ELA					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1070**	**4.9**	**16.2**	**39.2**	**39.8**	**79**
Individualized Education Plan	2021	980	22.2	35.2	27.8	14.8	42.6
Pine-Richland SD	**2022**	**1090**	**3.4**	**18.1**	**32.5**	**46**	**78.5**
Individualized Education Plan	2022	1010	20.4	35.2	16.7	27.8	44.4

Group	Year	MATH					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1020**	**11.7**	**36.2**	**31.7**	**20.4**	**52.1**
Individualized Education Plan	2021	950	33.3	42.6	16.7	7.4	24.1
Pine-Richland SD	**2022**	**1070**	**6.7**	**19.3**	**37.3**	**36.7**	**74**
Individualized Education Plan	2022	1010	21.8	30.9	25.5	21.8	47.3

Group	Year	SCIENCE					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1460**	**1.3**	**6.8**	**46.9**	**45**	**91.9**
Individualized Education Plan	2021	1370	5.6	18.5	55.6	20.4	75.9
Pine-Richland SD	**2022**	**1530**	**0.6**	**4**	**34**	**61.3**	**95.4**
Individualized Education Plan	2022	1450	3.7	14.8	38.9	42.6	81.5

Grade 4 PSSA Results with Economically Disadvantaged Segmentation

Group	Year	ELA					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1070**	**4.9**	**16.2**	**39.2**	**39.8**	**79**
Economically Disadvantaged	2021	1040	5	25	50	20	70
Pine-Richland SD	**2022**	**1090**	**3.4**	**18.1**	**32.5**	**46**	**78.5**
Economically Disadvantaged	2022	1020	21.7	21.7	30.4	26.1	56.5

Group	Year	MATH					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1020**	**11.7**	**36.2**	**31.7**	**20.4**	**52.1**
Economically Disadvantaged	2021	970	25	35	20	20	40
Pine-Richland SD	**2022**	**1070**	**6.7**	**19.3**	**37.3**	**36.7**	**74**
Economically Disadvantaged	2022	1030	16.7	37.5	20.8	25	45.8

Group	Year	SCIENCE					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1460**	**1.3**	**6.8**	**46.9**	**45**	**91.9**
Economically Disadvantaged	2021	1420	0.0	15	50	35	85
Pine-Richland SD	**2022**	**1530**	**0.6**	**4**	**34**	**61.3**	**95.4**
Economically Disadvantaged	2022	1450	0.0	8.7	47.8	43.5	91.3

Grade 4 PSSA Results with Ethnicity Segmentation

Group	Year	ELA					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1070**	**4.9**	**16.2**	**39.2**	**39.8**	**79**
Black or African American	2021	1090	0.0	0.0	50	50	100
Asian	2021	1100	4.8	19	14.3	61.9	76.2
Hispanic/Latino or any race	2021	1120	0.0	0.0	66.7	33.3	100
White	2021	1070	5.2	16.5	41.2	37.1	78.3
Multi-racial	2021	1100	0.0	22.2	11.1	66.7	77.8
Pine-Richland SD	**2022**	**1090**	**3.4**	**18.1**	**32.5**	**46**	**78.5**
American Indian or Alaska Native	2022	1240	0.0	0.0	0.0	100	100
Black or African American	2022	1000	0.0	33.3	66.7	0.0	66.7
Asian	2022	1150	0.0	25	16.7	58.3	75
Hispanic/Latino or any race	2022	1110	0.0	18.2	18.2	63.6	81.8
White	2022	1090	3.6	17.9	34.8	43.7	78.5
Native Hawaiian or other Pacific Islander	2022	1190	0.0	0.0	0.0	100	100
Multi-racial	2022	1160	14.3	0.0	14.3	71.4	85.7

Group	Year	MATH					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1020**	**11.7**	**36.2**	**31.7**	**20.4**	**52.1**
Black or African American	2021	1050	16.7	16.7	33.3	33.3	66.7
Asian	2021	1090	19	4.8	28.6	47.6	76.2
Hispanic/Latino or any race	2021	1070	0.0	28.6	14.3	57.1	71.4
White	2021	1010	11.7	40.2	31.6	16.5	48.1
Multi-racial	2021	1080	0.0	11.1	55.6	33.3	88.9
Pine-Richland SD	**2022**	**1070**	**6.7**	**19.3**	**37.3**	**36.7**	**74**
American Indian or Alaska Native	2022	1060	0.0	0.0	100	0.0	100
Black or African American	2022	1030	0.0	33.3	66.7	0.0	66.7
Asian	2022	1130	4.2	8.3	29.2	58.3	87.5
Hispanic/Latino or any race	2022	1060	9.1	27.3	27.3	36.4	63.6
White	2022	1060	7.1	20	37.1	35.7	72.9
Native Hawaiian or other Pacific Islander	2022	1010	0.0	0.0	100	0.0	100
Multi-racial	2022	1080	0.0	14.3	57.1	28.6	85.7

Group	Year	SCIENCE					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1460**	**1.3**	**6.8**	**46.9**	**45**	**91.9**
Black or African American	2021	1510	0.0	0.0	33.3	66.7	100
Asian	2021	1530	0.0	14.3	19	66.7	85.7
Hispanic/Latino or any race	2021	1510	0.0	0.0	28.6	71.4	100
White	2021	1440	1.5	6.8	50.8	41	91.7
Multi-racial	2021	1550	0.0	0.0	22.2	77.8	100
Pine-Richland SD	**2022**	**1530**	**0.6**	**4**	**34**	**61.3**	**95.4**
American Indian or Alaska Native	2022	1420	0.0	0.0	100	0.0	100
Black or African American	2022	1400	0.0	33.3	66.7	0.0	66.7
Asian	2022	1600	0.0	0.0	29.2	70.8	100
Hispanic/Latino or any race	2022	1500	0.0	9.1	18.2	72.7	90.9
White	2022	1520	0.7	3.9	34.4	60.9	95.3
Native Hawaiian or other Pacific Islander	2022	1440	0.0	0.0	100	0.0	100
Multi-racial	2022	1580	0.0	0.0	28.6	71.4	100

Value-Add 2022 (1 Year): ELA Math Science

Grade 5 PSSA State & District Results

Group	Subject	Year	Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
State	ELA	2021	1010	10.6	34.4	46.4	8.6	**55**
State	ELA	2022	1010	17.7	28.7	40.3	13.3	**53.6**
State	Mathematics	2021	970	31.3	32.6	24.3	11.8	**36.1**
State	Mathematics	2022	970	31.1	33.5	23.3	12.2	**35.4**
Pine-Richland SD	ELA	2021	1070	2.2	19.6	58.3	19.9	**78.2**
Pine-Richland SD	ELA	2022	1080	4.7	19	49.6	26.7	**76.3**
Pine-Richland SD	Mathematics	2021	1030	10	32.8	35.3	21.9	**57.2**
Pine-Richland SD	Mathematics	2022	1010	13.3	33.7	36.4	16.6	**53**

Grade 5 PSSA Results with Gender Segmentation

Group	Year	ELA					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1070**	**2.2**	**19.6**	**58.3**	**19.9**	**78.2**
Female	2021	1090	0.6	14.1	57.7	27.6	85.3
Male	2021	1060	3.6	24.8	58.8	12.7	71.5
Pine-Richland SD	**2022**	**1080**	**4.7**	**19**	**49.6**	**26.7**	**76.3**
Female	2022	1100	2.5	15.5	47.8	34.2	82
Male	2022	1060	6.8	22.2	51.1	19.9	71

Group	Year	MATH					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1030**	**10**	**32.8**	**35.3**	**21.9**	**57.2**
Female	2021	1030	10.3	31	34.8	23.9	58.7
Male	2021	1030	9.7	34.5	35.8	20	55.8
Pine-Richland SD	**2022**	**1010**	**13.3**	**33.7**	**36.4**	**16.6**	**53**
Female	2022	1010	11.8	33.5	40.4	14.3	54.7
Male	2022	1010	14.7	33.9	32.8	18.6	51.4

Grade 5 PSSA Results with IEP Segmentation

Group	Year	ELA					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1070**	**2.2**	**19.6**	**58.3**	**19.9**	**78.2**
Individualized Education Plan	2021	980	14.3	42.9	40.8	2	42.9
Pine-Richland SD	**2022**	**1080**	**4.7**	**19**	**49.6**	**26.7**	**76.3**
Individualized Education Plan	2022	970	25.4	42.4	25.4	6.8	32.2

Group	Year	MATH					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1030**	**10**	**32.8**	**35.3**	**21.9**	**57.2**
Individualized Education Plan	2021	950	36.7	32.7	28.6	2	30.6
Pine-Richland SD	**2022**	**1010**	**13.3**	**33.7**	**36.4**	**16.6**	**53**
Individualized Education Plan	2022	930	42.4	35.6	13.6	8.5	22

Grade 5 PSSA Results with Economically Disadvantaged Segmentation

Group	Year	ELA					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1070**	**2.2**	**19.6**	**58.3**	**19.9**	**78.2**
Economically Disadvantaged	2021	1010	11.8	35.3	47.1	5.9	52.9
Pine-Richland SD	**2022**	**1080**	**4.7**	**19**	**49.6**	**26.7**	**76.3**
Economically Disadvantaged	2022	1020	24	12	48	16	64

Group	Year	MATH					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1030**	**10**	**32.8**	**35.3**	**21.9**	**57.2**
Economically Disadvantaged	2021	960	23.5	52.9	23.5	0.0	23.5
Pine-Richland SD	**2022**	**1010**	**13.3**	**33.7**	**36.4**	**16.6**	**53**
Economically Disadvantaged	2022	980	28	28	28	16	44

Grade 5 PSSA Results with Ethnicity Segmentation

Group	Year	ELA					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1070**	**2.2**	**19.6**	**58.3**	**19.9**	**78.2**
Black or African American	2021	900	0.0	100	0.0	0.0	0.0
Asian	2021	1120	3.3	6.7	46.7	43.3	90
Hispanic/Latino or any race	2021	1060	0.0	25	75	0.0	75
White	2021	1070	1.8	19.9	60.3	18.1	78.3
Multi-racial	2021	990	11.1	44.4	33.3	11.1	44.4
Pine-Richland SD	**2022**	**1080**	**4.7**	**19**	**49.6**	**26.7**	**76.3**
Black or African American	2022	1090	0.0	0.0	80	20	100
Asian	2022	1140	0.0	17.4	21.7	60.9	82.6
Hispanic/Latino or any race	2022	1090	0.0	14.3	71.4	14.3	85.7
White	2022	1070	5.1	19.9	51	24	75
Multi-racial	2022	1090	10	10	40	40	80

Group	Year	MATH					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1030**	**10**	**32.8**	**35.3**	**21.9**	**57.2**
Black or African American	2021	920	0.0	100	0.0	0.0	0.0
Asian	2021	1100	3.3	26.7	16.7	53.3	70
Hispanic/Latino or any race	2021	990	0.0	75	0.0	25	25
White	2021	1020	10.5	33	37.3	19.2	56.5
Multi-racial	2021	980	22.2	22.2	55.6	0.0	55.6
Pine-Richland SD	**2022**	**1010**	**13.3**	**33.7**	**36.4**	**16.6**	**53**
Black or African American	2022	1060	0.0	40	20	40	60
Asian	2022	1100	8.7	13	26.1	52.2	78.3
Hispanic/Latino or any race	2022	1080	14.3	14.3	42.9	28.6	71.4
White	2022	1000	14	36.5	36.5	13	49.5
Multi-racial	2022	1060	10	10	60	20	80

Value-Add 2022 (1 Year): ELA Math

Grade 6 PSSA State & District Results

Group	Subject	Year	Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
State	ELA	2021	1020	7.1	35.6	39.8	17.5	**57.3**
State	ELA	2022	1020	8.3	35.6	36.7	19.4	**56.1**
State	Mathematics	2021	950	35.1	36.6	20.6	7.6	**28.2**
State	Mathematics	2022	950	38.9	28.8	18.9	13.3	**32.3**
Pine-Richland SD	ELA	2021	1070	1.6	15.5	56.2	26.7	**82.9**
Pine-Richland SD	ELA	2022	1070	0.3	21.5	47.6	30.6	**78.2**
Pine-Richland SD	Mathematics	2021	1000	16	36.4	36.1	11.6	**47.6**
Pine-Richland SD	Mathematics	2022	1060	7.1	23.8	32.6	36.5	**69.1**

Grade 6 PSSA Results with Gender Segmentation

Group	Year	ELA					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1070**	**1.6**	**15.5**	**56.2**	**26.7**	**82.9**
Female	2021	1080	0.6	12	56.9	30.5	87.4
Male	2021	1050	2.6	19.4	55.5	22.6	78.1
Pine-Richland SD	**2022**	**1070**	**0.3**	**21.5**	**47.6**	**30.6**	**78.2**
Female	2022	1090	0.6	14.8	43.8	40.8	84.6
Male	2022	1050	0.0	28.1	51.5	20.5	71.9

Group	Year	MATH					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1000**	**16**	**36.4**	**36.1**	**11.6**	**47.6**
Female	2021	1000	13.8	38.9	35.3	12	47.3
Male	2021	1000	18.4	33.6	36.8	11.2	48
Pine-Richland SD	**2022**	**1060**	**7.1**	**23.8**	**32.6**	**36.5**	**69.1**
Female	2022	1060	7.1	24.7	32.4	35.9	68.2
Male	2022	1060	7.1	22.9	32.9	37.1	70

Grade 6 PSSA Results with IEP Segmentation

Group	Year	ELA					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1070**	**1.6**	**15.5**	**56.2**	**26.7**	**82.9**
Individualized Education Plan	2021	980	6.7	51.1	37.8	4.4	42.2
Pine-Richland SD	**2022**	**1070**	**0.3**	**21.5**	**47.6**	**30.6**	**78.2**
Individualized Education Plan	2022	970	2.3	67.4	25.6	4.7	30.2

Group	Year	MATH					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1000**	**16**	**36.4**	**36.1**	**11.6**	**47.6**
Individualized Education Plan	2021	890	61.4	27.3	11.4	0.0	11.4
Pine-Richland SD	**2022**	**1060**	**7.1**	**23.8**	**32.6**	**36.5**	**69.1**
Individualized Education Plan	2022	940	38.1	28.6	31	2.4	33.3

Grade 6 PSSA Results with Economically Disadvantaged Segmentation

Group	Year	ELA					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1070**	**1.6**	**15.5**	**56.2**	**26.7**	**82.9**
Economically Disadvantaged	2021	1020	0.0	34.8	56.5	8.7	65.2
Pine-Richland SD	**2022**	**1070**	**0.3**	**21.5**	**47.6**	**30.6**	**78.2**
Economically Disadvantaged	2022	1000	0.0	56.5	43.5	0.0	43.5

Group	Year	MATH					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1000**	**16**	**36.4**	**36.1**	**11.6**	**47.6**
Economically Disadvantaged	2021	960	28.6	33.3	33.3	4.8	38.1
Pine-Richland SD	**2022**	**1060**	**7.1**	**23.8**	**32.6**	**36.5**	**69.1**
Economically Disadvantaged	2022	970	27.3	45.5	18.2	9.1	27.3

Grade 6 PSSA Results with Ethnicity Segmentation

Group	Year	ELA					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1070**	**1.6**	**15.5**	**56.2**	**26.7**	**82.9**
Black or African American	2021	1060	0.0	0.0	100	0.0	100
Asian	2021	1100	0.0	13	47.8	39.1	87
Hispanic/Latino or any race	2021	1030	20	20	40	20	60
White	2021	1060	1.4	16.1	56.4	26.1	82.5
Native Hawaiian or other Pacific Islander	2021	1000	0.0	100	0.0	0.0	0.0
Multi-racial	2021	1110	0.0	0.0	70	30	100
Pine-Richland SD	**2022**	**1070**	**0.3**	**21.5**	**47.6**	**30.6**	**78.2**
Black or African American	2022	970	0.0	100	0.0	0.0	0.0
Asian	2022	1110	0.0	10	43.3	46.7	90
Hispanic/Latino or any race	2022	1080	0.0	16.7	66.7	16.7	83.3
White	2022	1070	0.0	22.6	47.9	29.5	77.4
Native Hawaiian or other Pacific Islander	2022	1100	0.0	0.0	100	0.0	100
Multi-racial	2022	1030	10	20	40	30	70

Group	Year	MATH					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1000**	**16**	**36.4**	**36.1**	**11.6**	**47.6**
Black or African American	2021	910	33.3	66.7	0.0	0.0	0.0
Asian	2021	1050	0.0	30.4	47.8	21.7	69.6
Hispanic/Latino or any race	2021	980	40	20	20	20	40
White	2021	1000	17.4	36.6	35.1	10.9	46
Native Hawaiian or other Pacific Islander	2021	980	0.0	100	0.0	0.0	0.0
Multi-racial	2021	1040	0.0	36.4	54.5	9.1	63.6
Pine-Richland SD	**2022**	**1060**	**7.1**	**23.8**	**32.6**	**36.5**	**69.1**
Black or African American	2022	960	0.0	100	0.0	0.0	0.0
Asian	2022	1160	3.3	6.7	20	70	90
Hispanic/Latino or any race	2022	1000	0.0	66.7	16.7	16.7	33.3
White	2022	1050	7.2	25	33.9	33.9	67.8
Native Hawaiian or other Pacific Islander	2022	1170	0.0	0.0	0.0	100	100
Multi-racial	2022	1020	20	10	50	20	70

Value-Add 2022 (1 Year): ELA Math

Grade 7 PSSA State & District Results

Group	Subject	Year	Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
State	ELA	2021	1010	3.9	42.8	43.5	9.8	**53.3**
State	ELA	2022	1020	5.1	37.7	39.5	17.8	**57.2**
State	Mathematics	2021	940	46.1	27.1	18.8	8.1	**26.9**
State	Mathematics	2022	950	43	30	17.4	9.7	**27**
Pine-Richland SD	ELA	2021	1060	0.6	23.8	57.1	18.5	**75.5**
Pine-Richland SD	ELA	2022	1080	0.6	20.6	49	29.8	**78.8**
Pine-Richland SD	Mathematics	2021	1000	22.6	22	37.1	18.2	**55.3**
Pine-Richland SD	Mathematics	2022	1000	18.1	34.4	31.5	16	**47.6**

Grade 7 PSSA Results with Gender Segmentation

Group	Year	ELA					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1060**	**0.6**	**23.8**	**57.1**	**18.5**	**75.5**
Female	2021	1070	0.6	20.2	54	25.2	79.1
Male	2021	1040	0.6	27.6	60.3	11.5	71.8
Pine-Richland SD	**2022**	**1080**	**0.6**	**20.6**	**49**	**29.8**	**78.8**
Female	2022	1100	0.0	15.2	48.9	35.9	84.8
Male	2022	1050	1.2	26.7	49.1	23	72.1

Group	Year	MATH					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1000**	**22.6**	**22**	**37.1**	**18.2**	**55.3**
Female	2021	1000	25.6	21.3	36.6	16.5	53
Male	2021	1010	19.5	22.7	37.7	20.1	57.8
Pine-Richland SD	**2022**	**1000**	**18.1**	**34.4**	**31.5**	**16**	**47.6**
Female	2022	1000	15.8	37.5	32.1	14.7	46.7
Male	2022	1010	20.6	30.9	30.9	17.6	48.5

Grade 7 PSSA Results with IEP Segmentation

Group	Year	ELA					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1060**	**0.6**	**23.8**	**57.1**	**18.5**	**75.5**
Individualized Education Plan	2021	980	3.9	60.8	27.5	7.8	35.3
Pine-Richland SD	**2022**	**1080**	**0.6**	**20.6**	**49**	**29.8**	**78.8**
Individualized Education Plan	2022	970	4.7	58.1	30.2	7	37.2

Group	Year	MATH					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1000**	**22.6**	**22**	**37.1**	**18.2**	**55.3**
Individualized Education Plan	2021	930	56	18	16	10	26
Pine-Richland SD	**2022**	**1000**	**18.1**	**34.4**	**31.5**	**16**	**47.6**
Individualized Education Plan	2022	890	67.4	20.9	11.6	0.0	11.6

Grade 7 PSSA Results with Economically Disadvantaged Segmentation

Group	Year	ELA					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1060**	**0.6**	**23.8**	**57.1**	**18.5**	**75.5**
Economically Disadvantaged	2021	1040	0.0	41.2	47.1	11.8	58.8
Pine-Richland SD	**2022**	**1080**	**0.6**	**20.6**	**49**	**29.8**	**78.8**
Economically Disadvantaged	2022	1040	0.0	30	53.3	16.7	70

Group	Year	MATH					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1000**	**22.6**	**22**	**37.1**	**18.2**	**55.3**
Economically Disadvantaged	2021	980	31.2	25	25	18.8	43.8
Pine-Richland SD	**2022**	**1000**	**18.1**	**34.4**	**31.5**	**16**	**47.6**
Economically Disadvantaged	2022	960	36.7	30	26.7	6.7	33.3

Grade 7 PSSA Results with Ethnicity Segmentation

Group	Year	ELA					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1060**	**0.6**	**23.8**	**57.1**	**18.5**	**75.5**
American Indian or Alaska Native	2021	950	0.0	100	0.0	0.0	0.0
Black or African American	2021	1080	0.0	0.0	100	0.0	100
Asian	2021	1090	0.0	27.8	38.9	33.3	72.2
Hispanic/Latino or any race	2021	1030	0.0	36.4	63.6	0.0	63.6
White	2021	1060	0.7	22.9	57.3	19	76.3
Multi-racial	2021	1030	0.0	25	75	0.0	75
Pine-Richland SD	**2022**	**1080**	**0.6**	**20.6**	**49**	**29.8**	**78.8**
Black or African American	2022	1040	0.0	0.0	75	25	100
Asian	2022	1110	0.0	13	47.8	39.1	87
Hispanic/Latino or any race	2022	1020	12.5	25	37.5	25	62.5
White	2022	1080	0.3	22.3	48	29.3	77.3
Native Hawaiian or other Pacific Islander	2022	1000	0.0	0.0	100	0.0	100
Multi-racial	2022	1110	0.0	0.0	69.2	30.8	100

Group	Year	MATH					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1000**	**22.6**	**22**	**37.1**	**18.2**	**55.3**
American Indian or Alaska Native	2021	810	100	0.0	0.0	0.0	0.0
Black or African American	2021	1070	0.0	0.0	100	0.0	100
Asian	2021	1080	11.1	16.7	33.3	38.9	72.2
Hispanic/Latino or any race	2021	960	27.3	36.4	36.4	0.0	36.4
White	2021	1000	22.7	22.3	36.7	18.3	55
Multi-racial	2021	960	37.5	12.5	50	0.0	50
Pine-Richland SD	**2022**	**1000**	**18.1**	**34.4**	**31.5**	**16**	**47.6**
Black or African American	2022	960	25	50	25	0.0	25
Asian	2022	1050	8.7	21.7	43.5	26.1	69.6
Hispanic/Latino or any race	2022	950	55.6	22.2	0.0	22.2	22.2
White	2022	1000	18.4	35.1	31.4	15.1	46.5
Native Hawaiian or other Pacific Islander	2022	950	0.0	100	0.0	0.0	0.0
Multi-racial	2022	1040	0.0	38.5	38.5	23.1	61.5

Value-Add 2022 (1 Year): ELA Math

Grade 8 PSSA State & District Results

Group	Subject	Year	Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
State	ELA	2021	1010	11.4	36	41.7	10.9	**52.6**
State	ELA	2022	1010	14.4	29.9	39.7	16	**55.6**
State	Mathematics	2021	920	53.5	24.5	15.8	6.3	**22.1**
State	Mathematics	2022	920	50.3	27.1	15.7	6.8	**22.6**
State	Science	2021	1290	26.7	22.5	31.2	19.6	**50.8**
State	Science	2022	1290	28.3	20.6	31	20.1	**51.1**
Pine-Richland SD	ELA	2021	1080	1.5	14.5	56.6	27.4	**84**
Pine-Richland SD	ELA	2022	1070	3.4	16.6	50.9	29.1	**80.1**
Pine-Richland SD	Mathematics	2021	990	22.5	31.4	30.2	16	**46.2**
Pine-Richland SD	Mathematics	2022	1000	18.5	33.5	32.3	15.7	**48**
Pine-Richland SD	Science	2021	1400	4.6	18.2	40.4	36.7	**77.2**
Pine-Richland SD	Science	2022	1410	11	13.5	39.3	36.2	**75.5**

Grade 8 PSSA Results with Gender Segmentation

Group	Year	ELA					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1080**	**1.5**	**14.5**	**56.6**	**27.4**	**84**
Female	2021	1080	0.6	11.8	57.4	30.2	87.6
Male	2021	1070	2.6	17.3	55.8	24.4	80.1
Pine-Richland SD	**2022**	**1070**	**3.4**	**16.6**	**50.9**	**29.1**	**80.1**
Female	2022	1090	1.9	13	48.1	37	85.2
Male	2022	1060	4.9	20.1	53.7	21.3	75

Group	Year	MATH					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**990**	**22.5**	**31.4**	**30.2**	**16**	**46.2**
Female	2021	990	22.5	36.1	28.4	13	41.4
Male	2021	1000	22.4	26.3	32.1	19.2	51.3
Pine-Richland SD	**2022**	**1000**	**18.5**	**33.5**	**32.3**	**15.7**	**48**
Female	2022	1000	17.8	36.2	30.1	16	46
Male	2022	1010	19.1	30.9	34.6	15.4	50

Group	Year	SCIENCE					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1400**	**4.6**	**18.2**	**40.4**	**36.7**	**77.2**
Female	2021	1390	3	21.4	43.5	32.1	75.6
Male	2021	1410	6.4	14.7	37.2	41.7	78.8
Pine-Richland SD	**2022**	**1410**	**11**	**13.5**	**39.3**	**36.2**	**75.5**
Female	2022	1400	9.2	11	47.9	31.9	79.8
Male	2022	1410	12.9	16	30.7	40.5	71.2

Grade 8 PSSA Results with IEP Segmentation

Group	Year	ELA					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1080**	**1.5**	**14.5**	**56.6**	**27.4**	**84**
Individualized Education Plan	2021	1010	5.9	26.5	64.7	2.9	67.6
Pine-Richland SD	**2022**	**1070**	**3.4**	**16.6**	**50.9**	**29.1**	**80.1**
Individualized Education Plan	2022	980	14	46	38	2	40

Group	Year	MATH					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**990**	**22.5**	**31.4**	**30.2**	**16**	**46.2**
Individualized Education Plan	2021	910	67.6	14.7	11.8	5.9	17.6
Pine-Richland SD	**2022**	**1000**	**18.5**	**33.5**	**32.3**	**15.7**	**48**
Individualized Education Plan	2022	910	57.1	30.6	6.1	6.1	12.2

Group	Year	SCIENCE					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1400**	**4.6**	**18.2**	**40.4**	**36.7**	**77.2**
Individualized Education Plan	2021	1280	20.6	26.5	44.1	8.8	52.9
Pine-Richland SD	**2022**	**1410**	**11**	**13.5**	**39.3**	**36.2**	**75.5**
Individualized Education Plan	2022	1250	36	28	22	14	36

Grade 8 PSSA Results with Economically Disadvantaged Segmentation

Group	Year	ELA					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1080**	**1.5**	**14.5**	**56.6**	**27.4**	**84**
Economically Disadvantaged	2021	1050	5	10	65	20	85
Pine-Richland SD	**2022**	**1070**	**3.4**	**16.6**	**50.9**	**29.1.**	**80.1**
Economically Disadvantaged	2022	1030	0.0	33.3	52.4	14.3	66.7

Group	Year	MATH					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**990**	**22.5**	**31.4**	**30.2**	**16**	**46.2**
Economically Disadvantaged	2021	950	40	30	25	5	30
Pine-Richland SD	**2022**	**1000**	**18.5**	**33.5**	**32.3**	**15.7**	**48**
Economically Disadvantaged	2022	940	47.4	21.1	21.1	10.5	31.6

Group	Year	SCIENCE					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1400**	**4.6**	**18.2**	**40.4**	**36.7**	**77.2**
Economically Disadvantaged	2021	1340	10	25	40	25	65
Pine-Richland SD	**2022**	**1410**	**11**	**13.5**	**39.3**	**36.2**	**75.5**
Economically Disadvantaged	2022	1350	20	15	40	25	65

Grade 8 PSSA Results with Ethnicity Segmentation

Group	Year	ELA					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1080**	**1.5**	**14.5**	**56.6**	**27.4**	**84**
American Indian or Alaska Native	2021	1080	0.0	0.0	100	0.0	100
Black or African American	2021	1050	25	0.0	25	50	75
Asian	2021	1150	0.0	0.0	47.4	52.6	100
Hispanic/Latino or any race	2021	1040	0.0	20	80	0.0	80
White	2021	1070	1.4	15.8	57.4	25.4	82.7
Multi-racial	2021	1120	0.0	8.3	50	41.7	91.7
Pine-Richland SD	**2022**	**1070**	**3.4**	**16.6**	**50.9**	**29.1**	**80.1**
Black or African American	2022	1050	0.0	0.0	100	0.0	100
Asian	2022	1120	0.0	10.5	42.1	47.4	89.5
Hispanic/Latino or any race	2022	1100	0.0	18.2	45.5	36.4	81.8
White	2022	1070	3.1	17.1	51	28.7	79.7
Multi-racial	2022	980	28.6	14.3	57.1	0.0	57.1

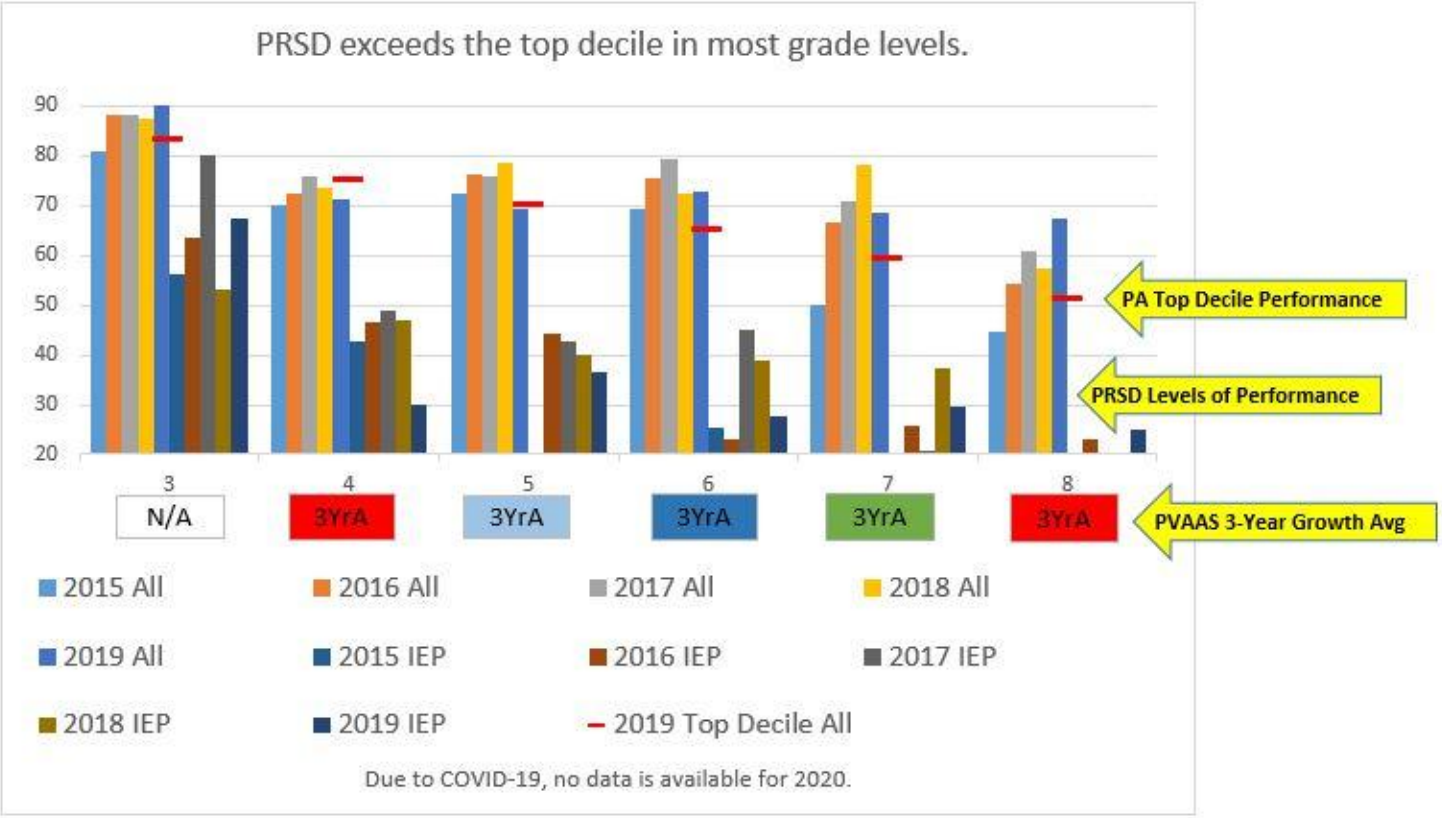
Group	Year	MATH					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**990**	**22.5**	**31.4**	**30.2**	**16**	**46.2**
American Indian or Alaska Native	2021	990	0.0	100	0.0	0.0	0.0
Black or African American	2021	910	50	25	25	0.0	25
Asian	2021	1070	10.5	15.8	31.6	42.1	73.7
Hispanic/Latino or any race	2021	950	20	60	20	0.0	20
White	2021	990	23.6	32	30.3	14.1	44.4
Multi-racial	2021	1050	8.3	25	33.3	33.3	66.7
Pine-Richland SD	**2022**	**1000**	**18.5**	**33.5**	**32.3**	**15.7**	**48**
Black or African American	2022	1000	0.0	66.7	33.3	0.0	33.3
Asian	2022	1070	5.3	21.1	42.1	31.6	73.7
Hispanic/Latino or any race	2022	990	25	25	33.3	16.7	50
White	2022	1000	18.7	34.9	31.7	14.8	46.5
Multi-racial	2022	930	42.9	14.3	28.6	14.3	42.9

Group	Year	SCIENCE					
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
Pine-Richland SD	**2021**	**1400**	**4.6**	**18.2**	**40.4**	**36.7**	**77.2**
American Indian or Alaska Native	2021	1590	0.0	0.0	0.0	100	100
Black or African American	2021	1300	25	25	50	0.0	50
Asian	2021	1480	0.0	5.3	42.1	52.6	94.7
Hispanic/Latino or any race	2021	1390	0.0	20	80	0.0	80
White	2021	1400	4.9	19.4	39.6	36	75.6
Multi-racial	2021	1460	0.0	8.3	41.7	50	91.7
Pine-Richland SD	**2022**	**1410**	**11**	**13.5**	**39.3**	**36.2**	**75.5**
Black or African American	2022	1470	0.0	0.0	66.7	33.3	100
Asian	2022	1500	5.3	0.0	31.6	63.2	94.7
Hispanic/Latino or any race	2022	1390	16.7	8.3	41.7	33.3	75
White	2022	1400	10.9	15.1	39.3	34.7	74
Multi-racial	2022	1360	28.6	0.0	42.9	28.6	71.4

Value-Add 2022 (1 Year): ELA Math Science

PSSA MATH HISTORICAL RESULTS

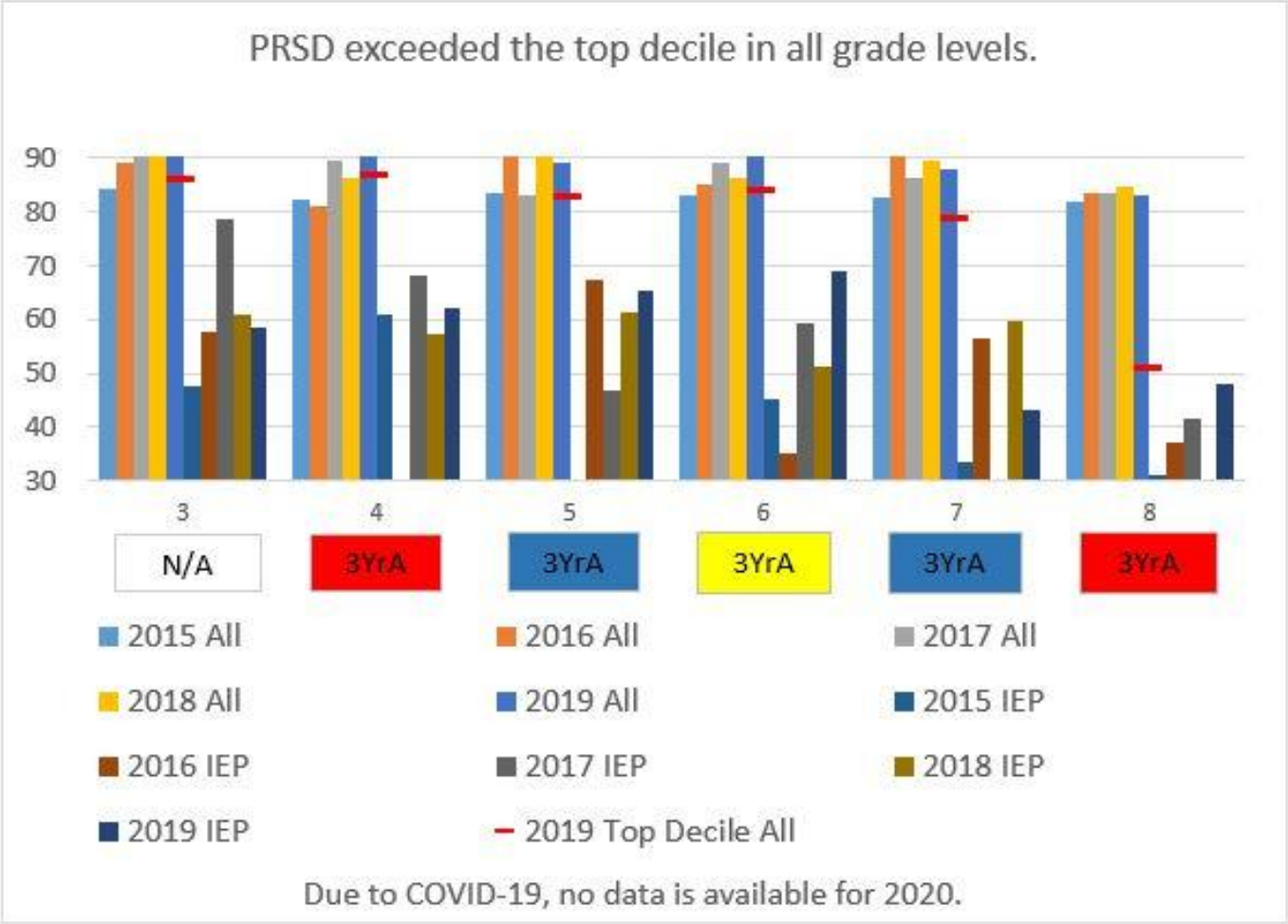
Results contained in this section are reflective of historical performance from 2015-2019, as trends and comparisons can be made for these years only. In 2020, the assessment was not given as students were not in attendance in-person at the conclusion of the year (e.g. starting March 13, 2020) across the Commonwealth of Pennsylvania.



	2015 All	2016 All	2017 All	2018 All	2019 All	2015 IEP	2016 IEP	2017 IEP	2018 IEP	2019 IEP	2019 Top Decile All
3	80.8	88.2	88.2	87.5	90.9	56.1	63.6	80	53	67.2	83
4	70.1	72.3	75.8	73.6	71.3	42.6	46.5	48.8	46.9	30	75
5	72.4	76.2	76	78.5	69.3	20	44.2	42.9	40	36.4	70
6	69.2	75.5	79.2	72.3	72.9	25.4	23.1	44.9	39	27.7	65
7	50	66.5	70.8	78.3	68.5	20.5	25.9	20.9	37.5	29.7	59
8	44.7	54.1	61	57.5	67.2	6.7	22.9	16.9	11.4	25	51

PSSA ENGLISH LANGUAGE ARTS (ELA) HISTORICAL RESULTS

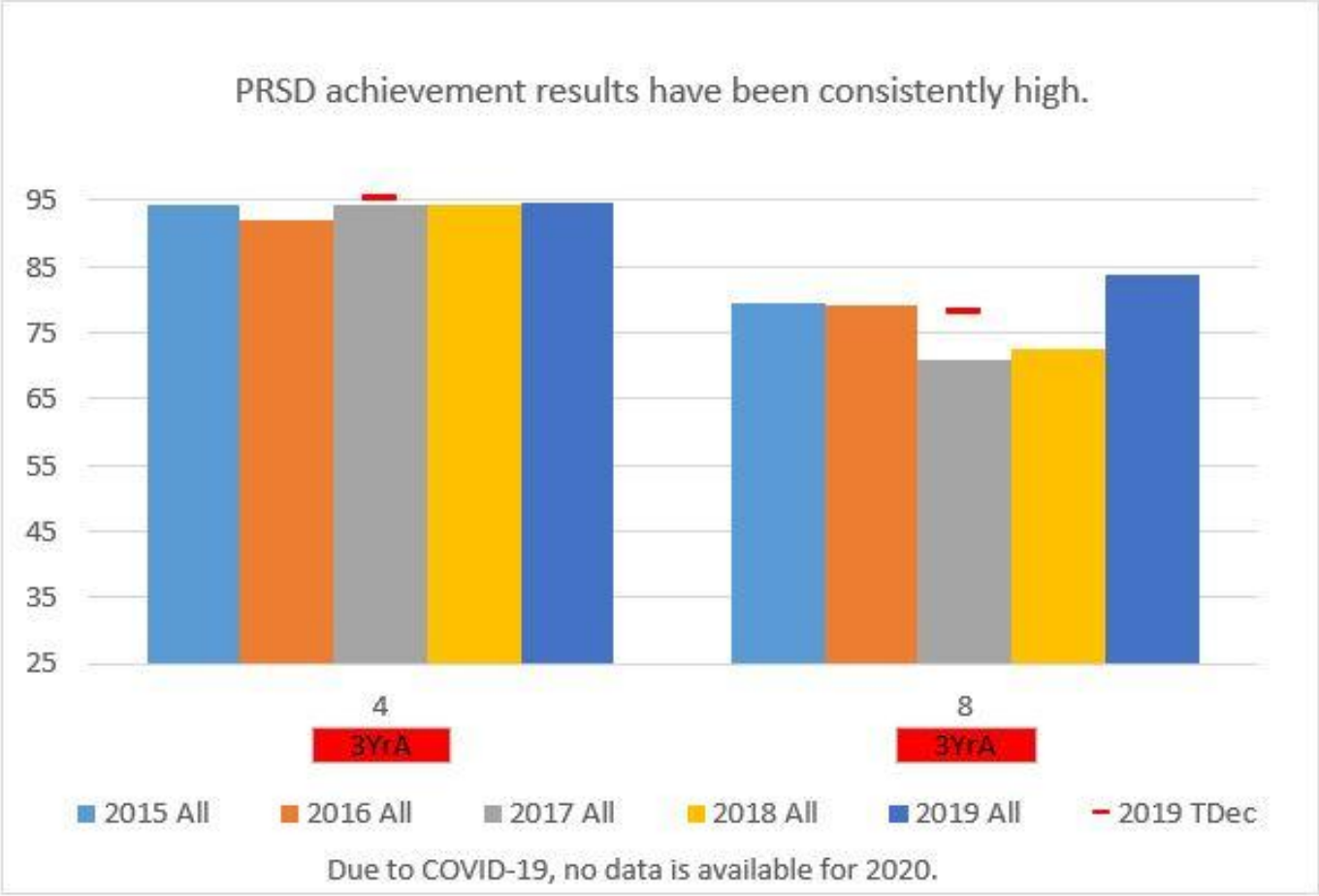
Results contained in this section are reflective of historical performance from 2015-2019, as trends and comparisons can be made for these years only. In 2020, the assessment was not given as students were not in attendance in-person at the conclusion of the year (e.g. starting March 13, 2020) across the Commonwealth of Pennsylvania.



	2015 All	2016 All	2017 All	2018 All	2019 All	2015 IEP	2016 IEP	2017 IEP	2018 IEP	2019 IEP	2019 Top Decile All
3	84.2	89.2	92.6	90.9	91.3	47.6	57.8	78.6	60.8	58.6	86
4	82.3	81.1	89.7	86.4	90.7	61.1	27.9	68.3	57.1	62	87
5	83.6	90.2	83.1	92.1	89.1	25	67.3	46.6	61.4	65.5	83
6	83.3	85.1	89	86.4	91.2	45.3	35.1	59.2	51.2	68.9	84
7	82.6	90.3	86.4	89.7	88	33.3	56.6	26.2	59.6	43.2	79
8	81.8	83.6	83.6	84.8	83.2	31.1	37.1	41.4	28	48.1	51

PSSA SCIENCE HISTORICAL RESULTS

Results contained in this section are reflective of historical performance from 2015-2019, as trends and comparisons can be made for these years only. In 2020, the assessment was not given as students were not in attendance in-person at the conclusion of the year (e.g. starting March 13, 2020) across the Commonwealth of Pennsylvania.



	2015 All	2016 All	2017 All	2018 All	2019 All	2019 TDec
4	94.3	92.1	94.2	94.3	94.6	95
8	79.4	79.2	71	72.5	83.7	78

KEYSTONE EXAMS

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 graduation requirement. Pennsylvania will require proficiency on the Keystone Exams as a requirement for high school graduation beginning with the Class of 2023. 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.

During the spring of 2020, the Keystone was not administered. Within the 2020-2021 school year, instructional modalities and assessment modalities varied by schools and districts. Even within Pine-Richland, students were receiving instruction either virtually, in-person, or both, and were assessed with either paper/pencil or online assessments depending on the level. In the 2020-2021 school year, students in Grades 7-12 were assigned to either through the online or paper-based version of the assessment based on the number of district-owned devices with assessment software and the need to permit physical distancing between students (e.g. couldn't use every seat in a computer lab to test at one time). As was described in the overview section of this report, caveats were issued by the Pennsylvania Department of Education regarding the interpretation of data and use of assessments.

KEYSTONE RESULTS 2021 & 2022**

***Per the guidance of the Pennsylvania Department of Education, results contained in this section are intentionally removed from the historical data to prevent invalid comparisons between years, due to the impact of the pandemic on various learning modalities.*

Group	Subject	Year	FIRST TIME TEST TAKERS					
			Mean SS	Below Basic	Basic	Proficient	Advanced	% At/Above Prof.
				%	%	%	%	
STATE	Algebra I	Spring 2021	1481.3	25.4	37.4	23	14.3	37.2
STATE	Algebra I	Spring 2022	1481.8	26.6	36.6	21	15.8	36.8
STATE	Biology	Spring 2021	1499.9	23.7	30.4	27.3	18.6	45.9
STATE	Biology	Spring 2022	1501.9	26	26	27.1	20.9	48
STATE	Literature	Spring 2021	1511	14	27.8	47.5	10.7	58.2
STATE	Literature	Spring 2022	1511.1	13.3	26.2	51.3	9.3	60.6
Pine-Richland SD	Algebra I	Spring 2021	1528.1	4.3	26.8	33.9	35	68.9
Pine-Richland SD	Algebra I	Spring 2022	1530.2	4.2	23.4	33.8	38.6	72.4
Pine-Richland SD	Biology	Spring 2021	1536	3.3	15.2	43.6	37.9	81.5
Pine-Richland SD	Biology	Spring 2022	1547	5	13.3	34.5	47.2	81.8
Pine-Richland SD	Literature	Spring 2021	1555.5	1.4	11.5	59.7	27.4	87.1
Pine-Richland SD	Literature	Spring 2022	1548.3	2.1	11.5	65.6	20.8	86.4

Keystone Exam Results with Gender Segmentation (Algebra I) First Time Test Takers

Group	Year	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Prof.
PRSD	Spring 2021	4.3	26.8	33.9	35	68.9
Female	Spring 2021	4.9	26.1	32.1	37	69
Male	Spring 2021	3.6	27.5	35.9	32.9	68.9
PRSD	Spring 2022	4.2	23.4	33.8	38.6	72.4
Female	Spring 2022	3	25.9	34.3	36.7	71.1
Male	Spring 2022	5.3	21.1	33.3	40.4	73.7

Keystone Exam Results with Gender Segmentation (Biology) First Time Test Takers

Group	Year	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Prof.
PRSD	Spring 2021	3.3	15.2	43.6	37.9	81.5
Female	Spring 2021	2.8	19.6	46.9	30.8	77.6
Male	Spring 2021	3.7	11.8	41.2	43.3	84.5
PRSD	Spring 2022	5	13.3	34.5	47.2	81.8
Female	Spring 2022	1.7	11	35.4	51.9	87.3
Male	Spring 2022	8.3	15.5	33.7	42.5	76.2

Keystone Exam Results with Gender Segmentation (Literature) First Time Test Takers

Group	Year	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Prof.
PRSD	Spring 2021	1.4	11.5	59.7	27.4	87.1
Female	Spring 2021	0.4	6.6	62.8	30.2	93
Male	Spring 2021	2.3	15.6	57.1	25	82.1
PRSD	Spring 2022	2.1	11.5	65.6	20.8	86.4
Female	Spring 2022	1.5	9.2	65.6	23.6	89.2
Male	Spring 2022	2.8	13.9	65.6	17.8	83.3

Keystone Exam Results with IEP Segmentation (Algebra I) First Time Test Takers

Group	Year	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Prof.
PRSD	Spring 2021	4.3	26.8	33.9	35	68.9
IEP	Spring 2021	15.2	50	19.6	15.2	34.8
PRSD	Spring 2022	4.2	23.4	33.8	38.6	72.4
IEP	Spring 2022	15.8	57.9	18.4	7.9	26.3

Keystone Exam Results with IEP Segmentation (Biology) First Time Test Takers

Group	Year	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Prof.
PRSD	Spring 2021	3.3	15.2	43.6	37.9	81.5
IEP	Spring 2021	10.4	29.2	43.8	16.7	60.4
PRSD	Spring 2022	5	13.3	34.5	47.2	81.8
IEP	Spring 2022	23.1	33.3	28.2	15.4	43.6

Keystone Exam Results with IEP Segmentation (Literature) First Time Test Takers

Group	Year	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Prof.
PRSD	Spring 2021	1.4	11.5	59.7	27.4	87.1
IEP	Spring 2021	8.6	42.9	47.1	1.4	48.6
PRSD	Spring 2022	2.1	11.5	65.6	20.8	86.4
IEP	Spring 2022	7.3	43.9	46.3	2.4	48.8

Keystone Exam Results with Economically Disadvantaged Segmentation (Algebra I) First Time Test Takers

Group	Year	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Prof.
PRSD	Spring 2021	4.3	26.8	33.9	35	68.9
ED	Spring 2021	15.6	31.2	43.8	9.4	53.1
PRSD	Spring 2022	4.2	23.4	33.8	38.6	72.4
ED	Spring 2022	19	38.1	33.3	9.5	42.9

Keystone Exam Results with Economically Disadvantaged Segmentation (Biology) First Time Test Takers

Group	Year	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Prof.
PRSD	Spring 2021	3.3	15.2	43.6	37.9	81.5
ED	Spring 2021	15	15	35	35	70
PRSD	Spring 2022	5	13.3	34.5	47.2	81.8
ED	Spring 2022	15.8	23.7	36.8	23.7	60.5

Keystone Exam Results with Economically Disadvantaged Segmentation (Literature) First Time Test Takers

Group	Year	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Prof.
PRSD	Spring 2021	1.4	11.5	59.7	27.4	87.1
ED	Spring 2021	2.8	27.8	55.6	13.9	69.4
PRSD	Spring 2022	2.1	11.5	65.6	20.8	86.4
ED	Spring 2022	3.2	29	51.6	16.1	67.7

Keystone Exam Results with Ethnicity Segmentation (Algebra I) First Time Test Takers

Group	Year	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Prof.
PRSD	Spring 2021	4.3	26.8	33.9	35	68.9
Am Indian or Ak Nat	Spring 2021	0.0	0.0	100	0.0	100
Bk or Afr American	Spring 2021	0.0	57.1	14.3	28.6	42.9
Hispanic or Latino	Spring 2021	16.7	33.3	33.3	16.7	50
White	Spring 2021	4.3	26.6	34.6	34.6	69.1
Multi-racial	Spring 2021	0.0	18.2	45.5	36.4	81.8
Asian	Spring 2021	0.0	21.1	21.1	57.9	78.9
PRSD	Spring 2022	4.2	23.4	33.8	38.6	72.4
Bk or Afr American	Spring 2022	33.3	0.0	66.7	0.0	66.7
Hispanic or Latino	Spring 2022	16.7	33.3	25	25	50
White	Spring 2022	2.7	23.6	35.3	38.4	73.6
Multi-racial	Spring 2022	0.0	37.5	12.5	50	62.5
Asian	Spring 2022	13.6	13.6	22.7	50	72.7

Keystone Exam Results with Ethnicity Segmentation (Biology) First Time Test Takers

Group	Year	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Prof.
PRSD	Spring 2021	3.3	15.2	43.6	37.9	81.5
Bk or Afr American	Spring 2021	0.0	28.6	57.1	14.3	71.4
Hispanic or Latino	Spring 2021	25	16.7	25	33.3	58.3
White	Spring 2021	2.8	15.9	44.2	37.1	81.3
Multi-racial	Spring 2021	0.0	14.3	57.1	28.6	85.7
Asian	Spring 2021	0.0	0.0	38.1	61.9	100
PRSD	Spring 2022	5	13.3	34.5	47.2	81.8
Am Indian or Ak Nat	Spring 2022	0.0	0.0	0.0	100	100
Bk or Afr American	Spring 2022	16.7	33.3	16.7	33.3	50
Hispanic or Latino	Spring 2022	11.1	22.2	44.4	22.2	66.7
White	Spring 2022	4.1	14	35.4	46.5	81.8
Multi-racial	Spring 2022	16.7	0.0	33.3	50	83.3
Asian	Spring 2022	5	0.0	25	70	95

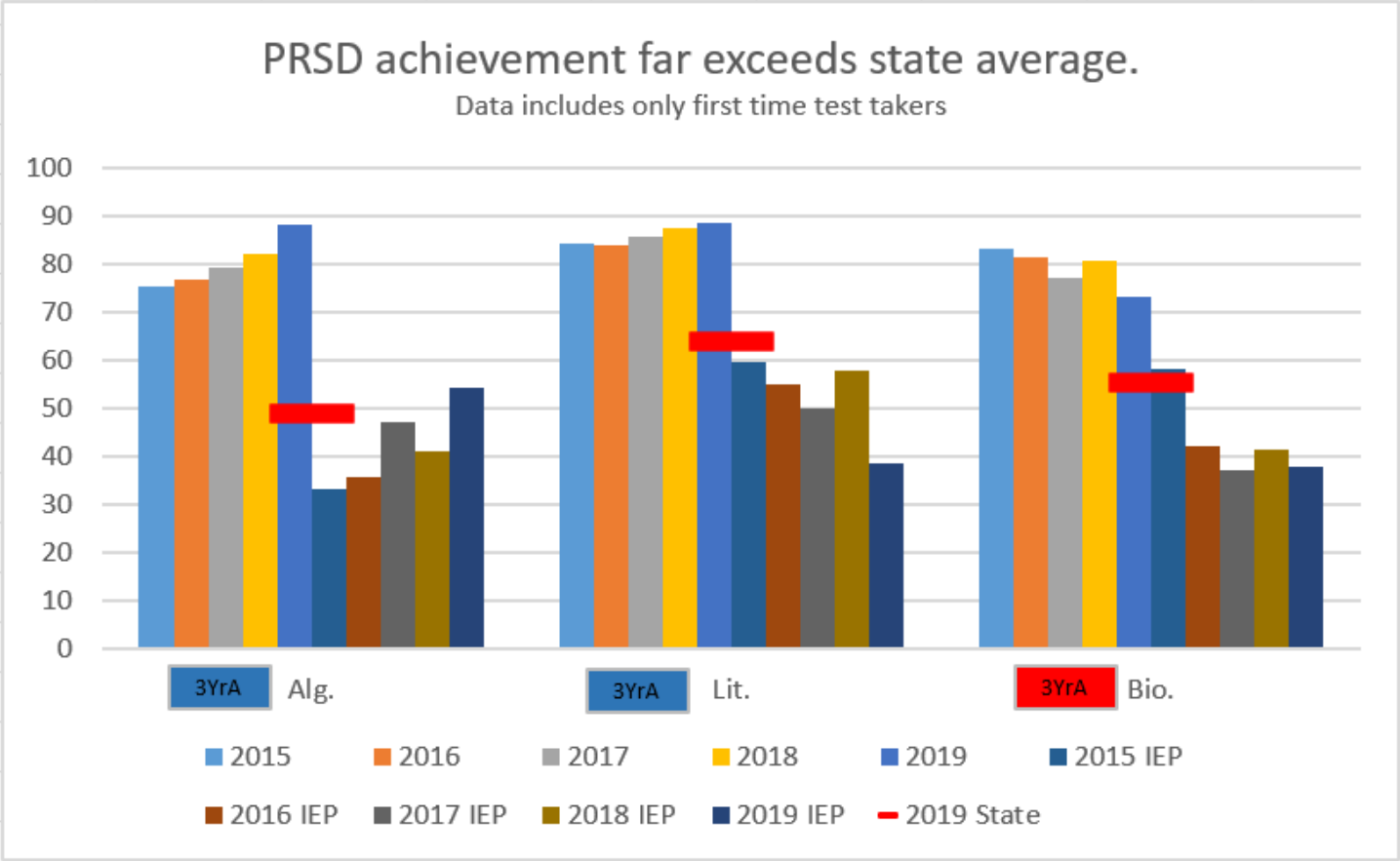
Keystone Exam Results with Ethnicity Segmentation (Literature) First Time Test Takers

Group	Year	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Prof.
PRSD	Spring 2021	1.4	11.5	59.7	27.4	87.1
Am Indian or Ak Nat	Spring 2021	0.0	0.0	0.0	100	100
Bk or Afr American	Spring 2021	0.0	33.3	66.7	0.0	66.7
Hispanic or Latino	Spring 2021	7.1	21.4	50	21.4	71.4
White	Spring 2021	1.4	10.3	61.8	26.4	88.3
Multi-racial	Spring 2021	0.0	45.5	27.3	27.3	54.5
Asian	Spring 2021	0.0	7.1	39.3	53.6	92.9
PRSD	Spring 2022	2.1	11.5	65.6	20.8	86.4
Am Indian or Ak Nat	Spring 2022	0.0	0.0	100	0.0	100
Bk or Afr American	Spring 2022	40	20	0.0	40	40
Hispanic or Latino	Spring 2022	18.2	9.1	63.6	9.1	72.7
White	Spring 2022	1.2	11.4	66.7	20.7	87.3
Multi-racial	Spring 2022	0.0	16.7	58.3	25	83.3
Asian	Spring 2022	0.0	9.1	68.2	22.7	90.9

Value-Add 2022 (1 Year): Literature Algebra Biology

KEYSTONE HISTORICAL RESULTS

Results contained in this section are reflective of historical performance from 2015-2019, as trends and comparisons can be made for these years only. In 2020, the assessment was not given as students were not in attendance in-person at the conclusion of the year (e.g. starting March 13, 2020) across the Commonwealth of Pennsylvania.



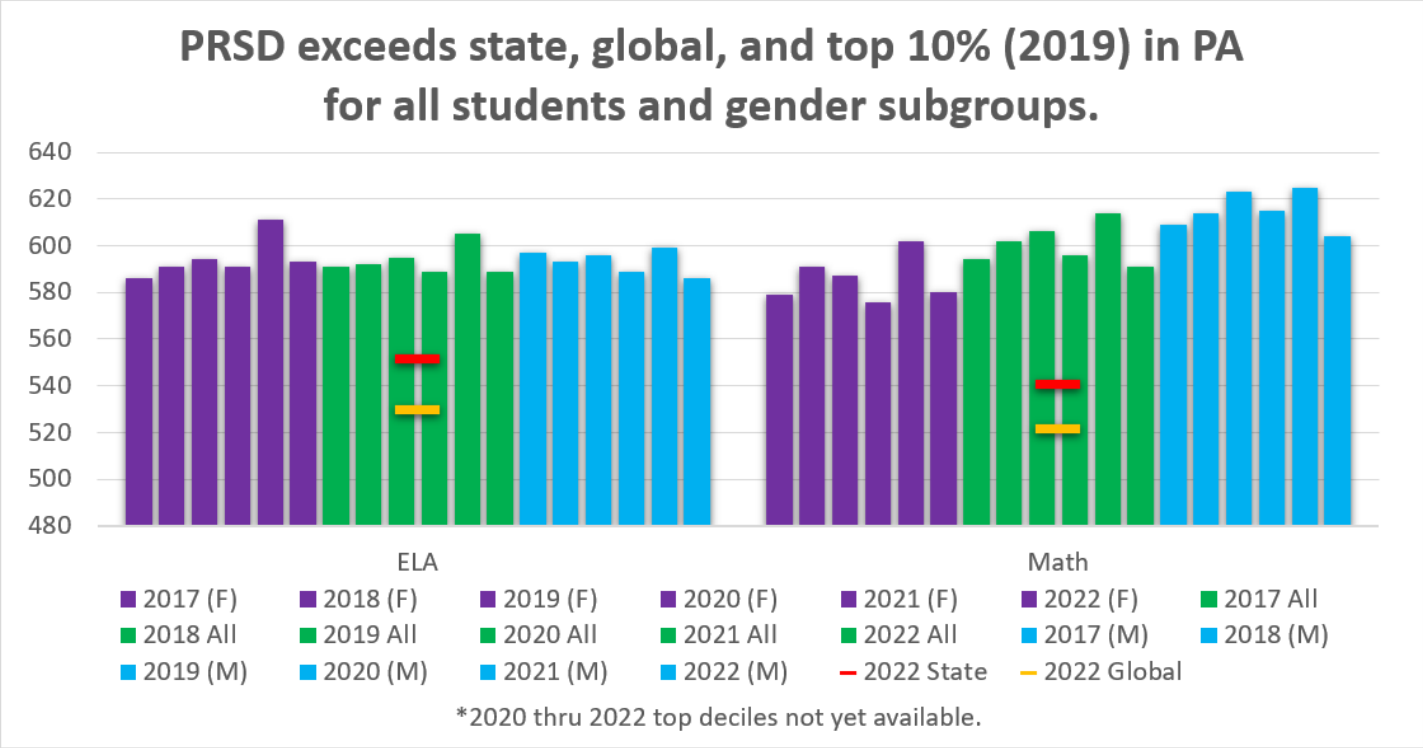
First Time Test Takers

	2015	2016	2017	2018	2019	2019 State	2015 IEP	2016 IEP	2017 IEP	2018 IEP	2019 IEP
Alg.	75.4	76.7	79.2	82.1	88	48.80	33.3	35.6	47.2	40.9	54.3
Lit.	84.1	83.7	85.7	87.3	88.6	63.90	59.6	54.8	50	57.7	38.5
Bio.	83.1	81.3	76.9	80.7	73.3	55.30	58.1	42.2	37.2	41.3	37.9

SAT: Scholastic Aptitude Test

Overview

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



	2017 (F)	2018 (F)	2019 (F)	2020 (F)	2021 (F)	2022 (F)	2017 All	2018 All	2019 All	2020 All	2021 All	2022 All	2017 (M)	2018 (M)	2019 (M)	2020 (M)	2021 (M)	2022 (M)
ELA	586	591	594	591	611	593	591	592	595	589	605	589	597	593	596	589	599	586
Math	579	591	587	576	602	580	594	602	606	596	614	591	609	614	623	615	625	604

	2019 State	2019 Global	2020 State	2020 Global	2021 State	2021 Global	2022 State	2022 Global
ELA	545	531	543	528	566	533	551	529
Math	537	528	534	523	557	528	540	521

SAT

Results and Findings

- For the 2022 SAT, the PRSD students outperformed the Global and State groups. All three groups demonstrated lower scores than 2021.

- Pine-Richland male students (604) outperformed female students (580) in the mathematics section; whereas, female students' average performance on Evidence-based Reading and Writing was higher than male students' average score (F-593, M-586).

- Scores for all students in ELA and mathematics fell slightly below the six year average:
    - Six year average math: 600 (PR 2022 - 591)
    - Six year average ELA: 593 (PR 2022 - 589)

Percent of Graduating Class Taking the SATs

	2012	2013	2014	2015	2016	2017	2018
Total # taking test	331	328	333	341	336	302	318
Total # graduates	363	372	367	367	379	356	354
% taking test	91.2	88.2	90.7	92.9	88.7	84.8	89.8

	2019	2020	2021	2022
Total # taking test	359	304	286	299
Total # graduates	397	341	378	357
% taking test	90.4	89.2	75.7	83.7

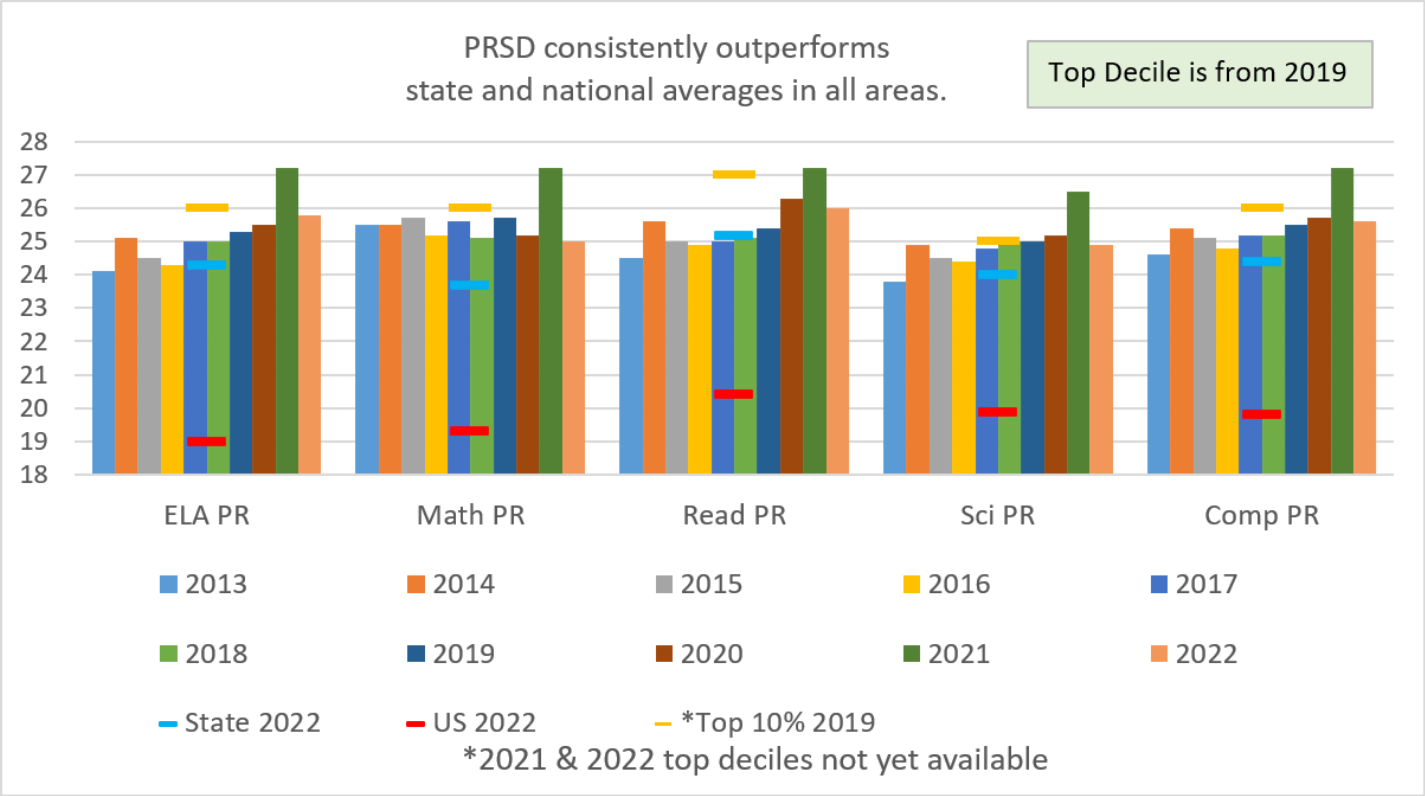
ACT: American College Test

Overview

The ACT is designed to measure high school students' general educational 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.

Similar 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.

ACT Data Tables



Participation over Time - by Graduating Class

	2012	2013	2014	2015	2016	2017	2018
TL # PR Students	171	206	182	219	220	203	174
TL # PR Graduates	363	372	367	367	379	361	356
% of Class Tested	47.1	55.4	49.6	59.7	58.0	56.2	48.9
TL # PA Tested	25426	26171	27136	29776	31342	30987	27694
TL # US Tested	1666017	1799243	1845787	1924436	2090342	2030038	1914817

	2019	2020	2021	2022
TL # PR Students	168	123	85	72
TL # PR Graduates	397	341	378	357
% of Class Tested	42.3	36.1	22.5	20.2
TL # PA Tested	23855	20114	9698	9561
TL # US Tested	1782820	1670497	1295349	1349644

ACT

Results and Findings

- Participation rates dropped again from 2021 to 2022 in PR and the state. Composite scores for both PR male and female students are higher than state and national averages.

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

- The Composite score for Pine-Richland students was higher than the past eight years: 27.2.

- Math scores dropped to a more traditional score (25). The past nine year average for math at PR is 25.6.

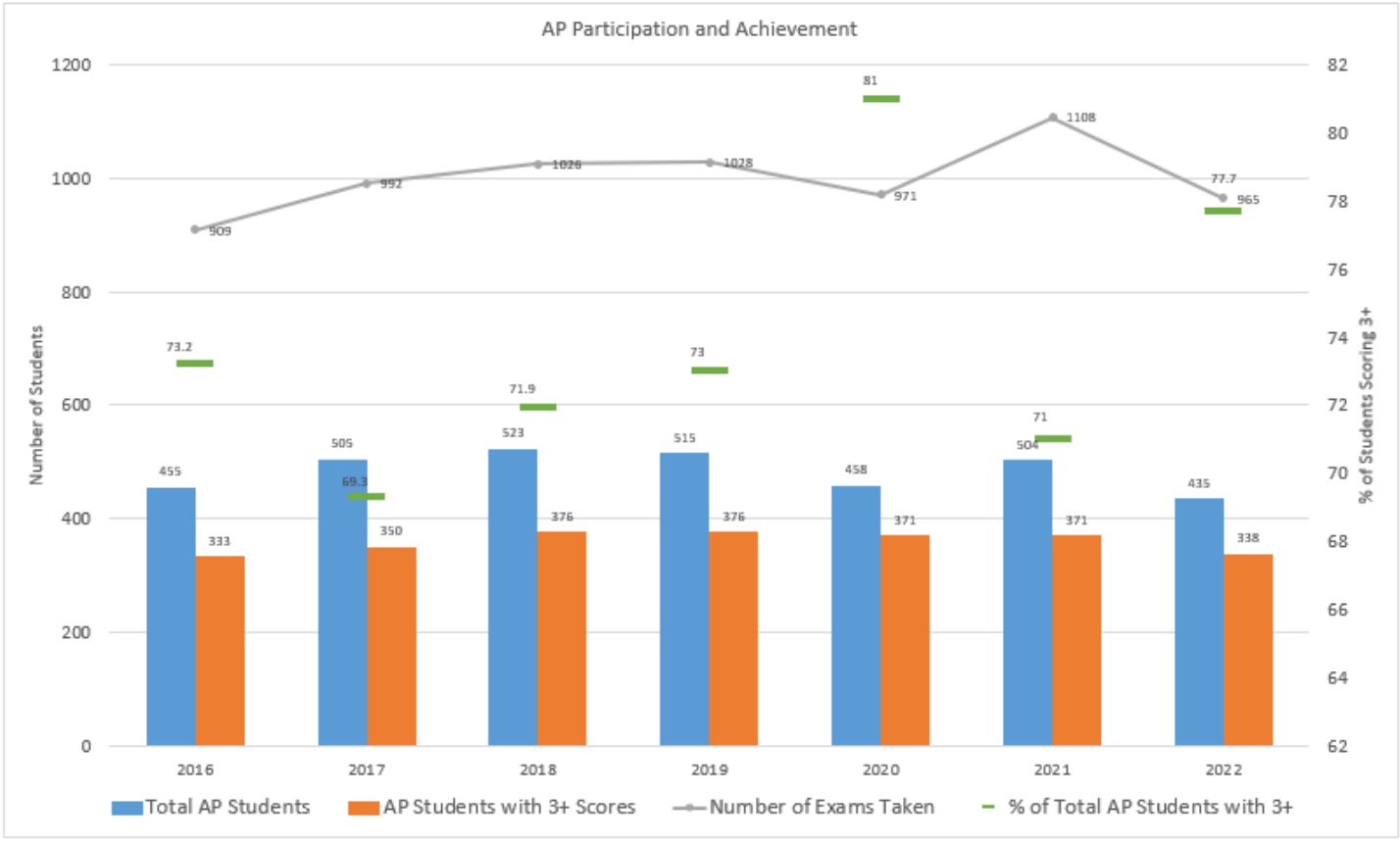
Advanced Placement Test

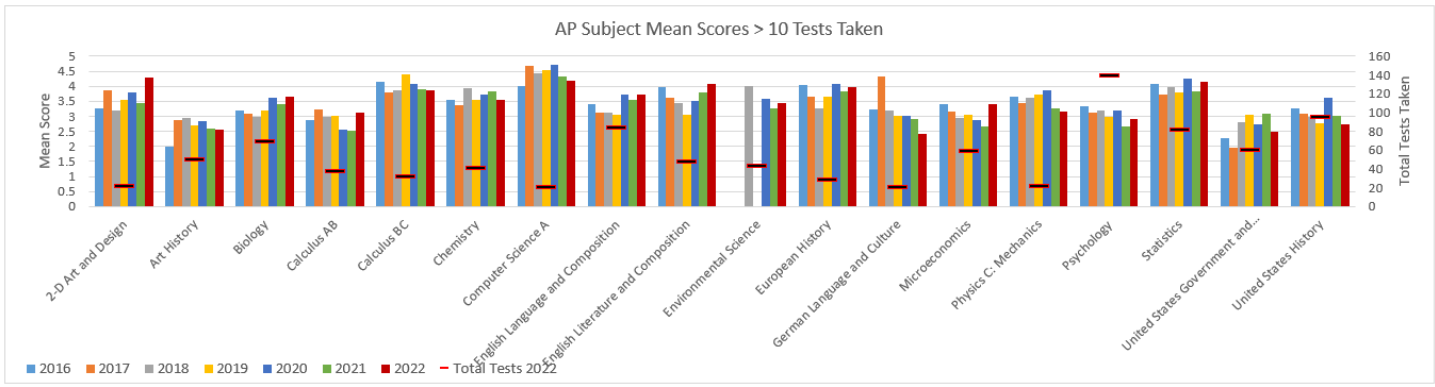
Overview

AP exams are published by CollegeBoard. By taking AP courses and exams, students have the opportunity to experience college-level work in high school and gain valuable skills and study habits for college. At Pine-Richland School District, students enrolled in AP courses must take the end-of-course AP exam. Students may elect to take an AP exam without having taken the corresponding course. Scores range from a low of one through a high of five, with a five indicating a student is well qualified to receive college credit and/or advanced placement in college programs. Colleges and universities vary in the ways they use AP exam scores.

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

While the data below reflects results from 2016 through 2022, caution should be taken in comparing the results between years. In the spring of 2020, while students' instructional experiences were traditional up until March, the assessments themselves were modified and also taken from home, as opposed to onsite at the school. This process was modified given that all students in the Commonwealth of Pennsylvania, and the nation, were required to finish the school year from home. The assessment results are therefore not to be compared to those of other years. Additionally, within the 2020-2021 school year, while the assessment experience was more traditional in its standardization, all students taken the AP exams at and outside of Pine-Richland were engaged in different learning modalities (e.g. virtual, in-person, hybrid, asynchronous, synchronous, etc.). Caution in interpretation of result trends and in comparisons among results should be exercised.


AP Participation and Achievement
Number of Students
% of Students Scoring 3+
1200
1000
800
600
400
200
0
82
80
78
76
74
72
70
68
66
64
62
909
992
1026
1028
971
1108
965
81
77.7
73.2
71.9
73
71
455
333
505
350
523
376
515
376
458
371
504
371
435
338
69.3
2016
2017
2018
2019
2020
2021
2022
Total AP Students
AP Students with 3+ Scores
Number of Exams Taken
% of Total AP Students with 3+


AP Subject Mean Scores > 10 Tests Taken
Mean Score
Total Tests Taken
5
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
160
140
120
100
80
60
40
20
0
2-D Art and Design
Art History
Biology
Calculus AB
Calculus BC
Chemistry
Computer Science A
English Language and Composition
English Literature and Composition
Environmental Science
European History
German Language and Culture
Microeconomics
Physics C: Mechanics
Psychology
Statistics
United States Government and...
United States History
2016
2017
2018
2019
2020
2021
2022
Total Tests 2022

PRHS AP Test Participation over Time

	PR 2014	PR 2015	PR 2016	PR 2017	PR 2018	PR 2019	PR 2020	PR 2021	PR 2022	*PA 2020	Global 2021
Total # Students	486	490	456	504	523	515	458	504	435	74276	2548228
Total # Exams Taken	932	958	911	983	1024	1028	971	1108	965	132032	4578302
# Students Scoring 3+	324	349	333	349	376	376	362	358	338	93294	2729517

*PA 2021 Data is not yet available

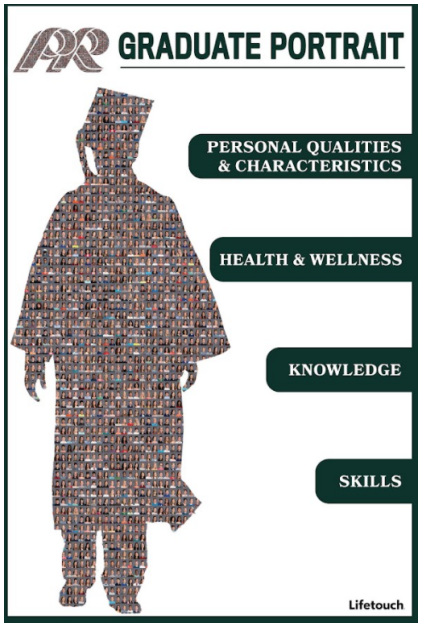
AP

Results and Findings

- In 2022, 435 different students took at least one AP exam. In 2021, 504 different students took at least one AP exam.
- The percentage of students scoring a 3 or greater increased to 78% the 2nd highest percentage in the past 7 years.
- Students took AP exams in 23 different subjects during the 2022 school year. Of those 23 subjects, the average score was 3.5.
- In the 18 subjects with greater than ten (10) test takers, the average score was 3.4.

Portrait of a Graduate

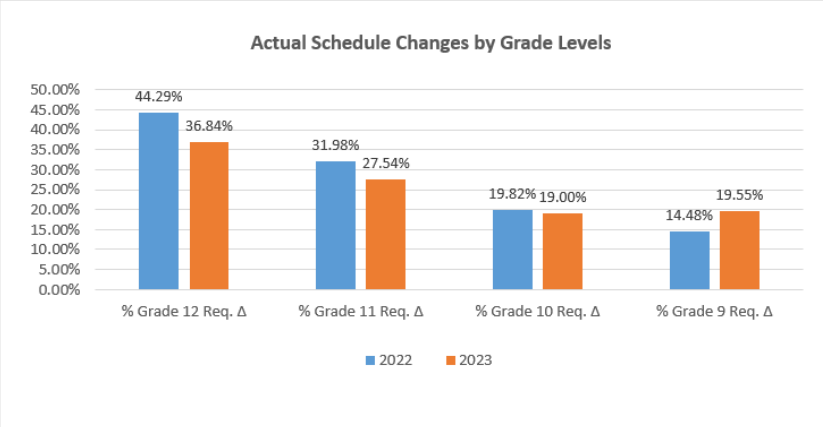
Overview

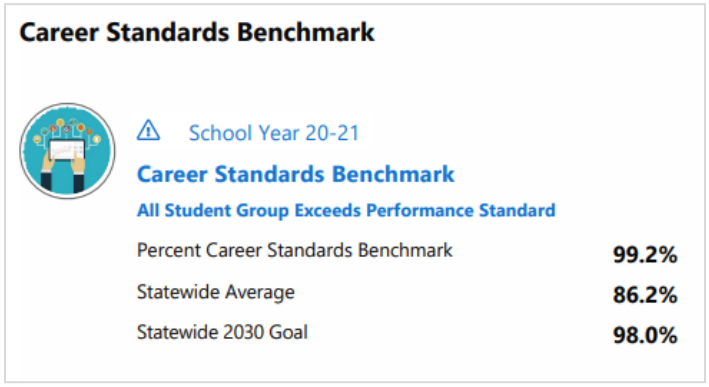


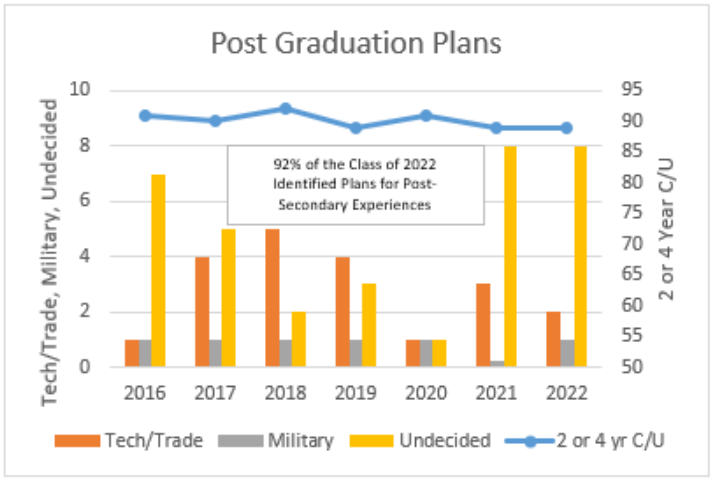
During the 2019-2023 strategic planning process, the district and community developed the concept of the "Portrait of a Graduate". School districts are historically measured by achievement scores (SAT, ACT, AP, Keystone Exams, etc.). The graduate portrait considers not only the knowledge attained throughout a student's school career but also key skills, health/wellness and personal qualities and characteristics. It is through this "well rounded" portrait that students will be prepared to follow their individual, post-secondary paths.

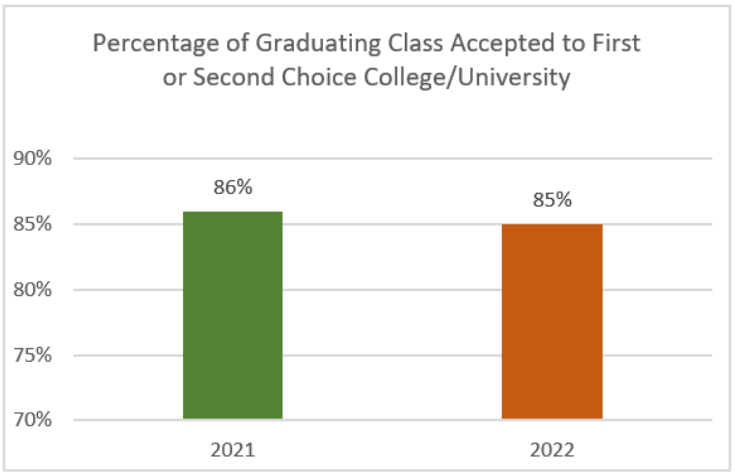
Skills • Organization • Time Management • Balancing Life's Activities • Study/Work Skills • Communication (Oral and Written) • Teamwork • Conflict Resolution • Research • Critical Thinking & Problem Solving • Creativity & Novel Thinking • Self-Advocacy	**Knowledge** • Foundation of Academic Content • Comprehension • Money Management • Independent Living • Career Awareness • College and Postsecondary Information • Global Awareness & Understanding • Legal & Societal Responsibilities • Technology Mastery Examples of key behaviors/skills
Health and Wellness • Sleep Habits • Exercise • Eating Healthy • Taking Time to Relax • Participate in Activities • Emotional Well-Being • Mindfulness • Resiliency/Coping/Stress Management • Go Outdoors More • Less Screen Time	**Personal Qualities & Characteristics** • Good Morals, Ethics, and Academic Integrity • Valuing Other Cultures & People • Civic and Community Involvement • Resiliency • Confidence • Leadership • Respect • Adapt/Versatility • Passionate/Motivated • Engagement

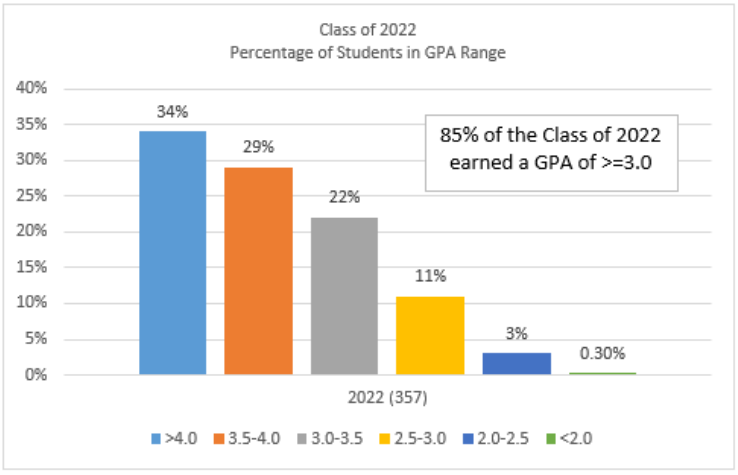
Portrait of the Class of 2022

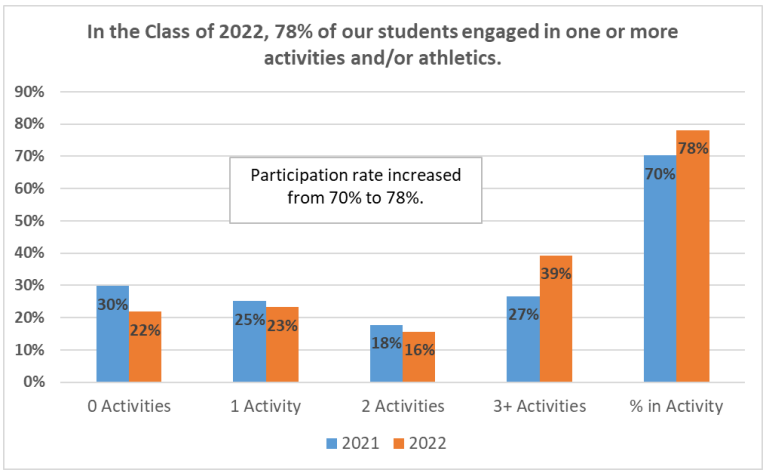












Conclusion and Next Steps

Within the robust analysis of student learning data as a part of the Strategic Planning Process cycle for 2023-2027, we have identified a set of relative strengths and areas of opportunity as it relates to student achievement and growth. Ultimately, while we celebrate our relative areas of strength and recognize that we are outperforming the state routinely, our true focus is on the areas of opportunity from which our growth and continuous improvement initiatives are identified.

Among our greatest areas of opportunity is the concept that we need to revisit the fundamentals of curriculum, instruction, and assessment as individual elements that can be improved, as well as a system of elements that must be tightly aligned and working in concert. Through focusing the efforts of our principals and Academic Leadership Council (ALC) members as instructional leaders, and helping teachers to individually improve upon their opportunities, we can collectively move the organization forward and ensure not only proficiency or above in terms of achievement, but growth across all quintiles of our student population. We will also continue to leverage the segmented demographic groups (e.g. gender, IEP/GIEP status, economically disadvantaged, and ethnicity) to understand performance trends within subgroups and respond to the needs of all students. Specifically targeting any noted needs of subgroups can help us to identify Tier 1 gaps potentially, in addition to individual student performance through the MTSS model and all Tiers (1-3) of support.

Finally, we will continue to leverage in-process measures related to learning occurring and make revisions through the integration of the Model for Teaching and Learning. Feedback from principals to individual teachers can incorporate elements of grade level and departmental goals and recommendations from in-depth program reviews, in addition to teachers' own reflections on areas of relative strength and opportunity. Data for Action will continue to be our mantra as we bolster student growth and achievement through the fundamentals of Teaching & Learning (curriculum, instruction, and assessment).

Strengths

- Achievement scores on standardized often exceed the top decile in the state. For those national assessments (e.g. SAT, ACT, AP), PRSD students generally outperform state, national, and global averages. Results are all shared publicly through the Academic Achievement & Growth Report annually (AAGR).
- Improvements to educational programs are driven systematically through the In-Depth Program Review process. Resources are also reviewed, selected, and implemented systematically to support curriculum by course.
- Data for Action model includes standardized, curriculum-based, common, universal screeners, and progress monitoring assessments to drive instructional and curricular changes and integrates within the Learning System including the full Model for Teaching and Learning (Curriculum, Instruction, Assessment).
- Decision trees guide data-driven interventions for enrichment and remediation in the areas of ELA and Math (with social and behavioral development being added). Resources to support these interventions have been recommended for approval with professional development included for implementation with fidelity (IDPR).

Opportunities

- Tightening the alignment and deepening systematic implementation within the Model for Teaching and Learning by leveraging the Data for Action concept for Tiers 1-3, as supported by new curricular resources (AAGR & IDPR).
- Ensuring student growth in all quintile performance groups, despite achievement levels, by leveraging Data for Action (AAGR).
- Deepen deployment of CEW standards, pathways to graduation, and related activities and assessments of progress in tandem with the Program of Studies and Graduation Plans to prepare students for life after PRSD (Graduate Portrait).
- Leverage data warehousing tools to aggregate, disaggregate, and analyze data more effectively to drive strategic action by facts and to differentiate for every student (Sapphire, Assessment Tracker, eMetric, STAR/Renaissance, etc.).
- Revise and implement In-Depth Program Review process for departments entering their second study phase and beyond to drive continuous improvement in academic offerings K-12 across all departments and programs (IDPR, AAGR).