2018 Academic Achievement & *Growth* Report

Pine-Richland School District

702 Warrendale Rd., Gibsonia, PA 15044

Pine-Richland School District

Academic Achievement & Growth Report

November 19, 2018

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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 sixth year of publication, the format and structure of this report have been refined each year to provide descriptive statistics and analyses across a series of standardized assessments. For the 2018 report, we leveraged the support of our Academic Leadership Council members in leading data analysis sessions with our departmental and grade level teams of teachers, who identified and prioritized strengths, opportunities, and action steps to be reflected in the recommendations section. Additionally, we have included information about the benchmark assessments utilized K-12, including STAR 360 (Grades K-6) and Classroom Diagnostic Tests (Grades 7-12), which help us measure student growth and performance throughout the year.

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 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.

In 2018 - 2019, we are continuing to focus on making our mission actionable. We have asked, "*How do we focus on academic learning for every student every day?*" The academic system at Pine-Richland School District is illustrated by the following image:

Model for Teaching and Learning

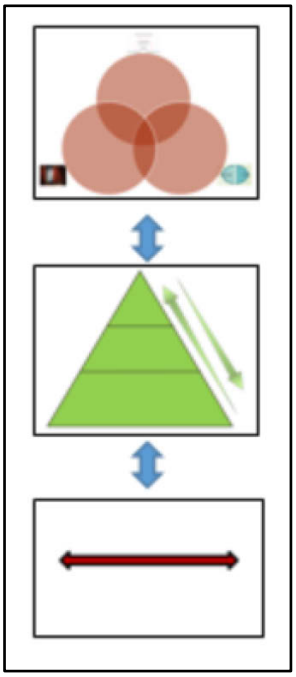
- Curriculum
- Instruction
- Assessment

Multi-Tier System of Supports (MTSS)

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

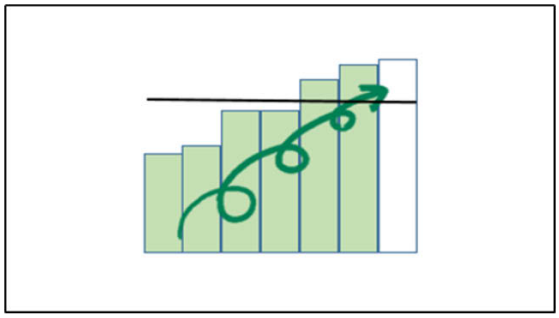
Continuum of Services

- Special Education
- Gifted Education
- Other Programming



As a district, we are focusing on process and results. Building principals, assistant principals, Academic Leadership Council Members, and our K-12 classroom teachers were actively engaged in the development of this year's report. We have been intentional in celebrating strengths and identifying opportunities for improvement. The results in this report are directly integrated with other strategic initiatives related to the model for teaching and learning, in-depth program review, curriculum review process, and instructional strategies focus. Short-term and long-term goals of the strategic plan influence the educational program for students and the learning results.

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



Key highlights of this year's report include:

- An introduction to the Future Ready PA Index
- PSSA achievement levels at or above the top decile from 2017 in almost all cases
- Use of benchmarking tools to drive instructional interventions down to the student level
- An integration of our Academic Leadership Council and teachers during the data analysis and action planning portion of the Academic Achievement & Growth Report creation

Areas of action include:

- Continued examination and revisions of curriculum, assessment, and instruction at all grade levels
- Integration of regular, collaborative data analysis to replicate best practices among teachers
- Ensure alignment and effectiveness of MTSS interventions to meet students' unique needs
- Establish a systematic approach and consistent implementation of curricular resources and instructional strategies

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
- Percent of students scoring Proficient or Advanced on PSSA Grade 3 Reading
- Percent of students scoring Competent or Advanced on Industry Standards-Based Assessments
- Percent of students meeting benchmarks set by SAT and ACT for College/Career Readiness

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

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

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

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

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, and Science/Biology

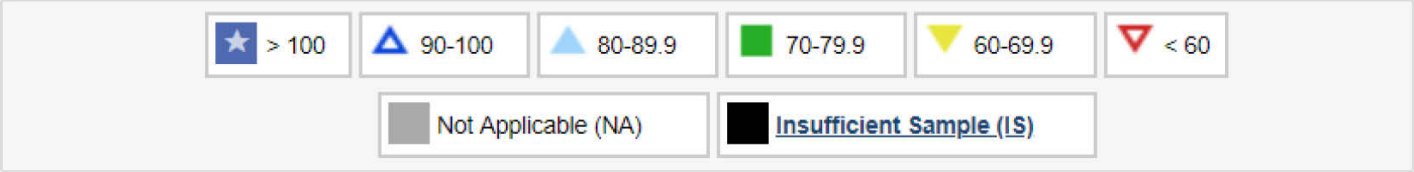
Other Academic Indicators (10%)

- 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
- Percent of students scoring 3 or higher on Advanced Placement tests
- Percent of students Advanced on the Industry Standards-Based Competency Assessment

School Performance Profile Rating Scale



PRSD 2018 SPP Scores	
PRHS	89.8
PRMS	77.6
EHUE	85.6
Hance	78.5
Richland	93.8
Wexford	92.4

Introduction of the Future Ready Index

Visit the Future Ready PA Index

For the first time, the Pennsylvania Department of Education is also releasing 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 dashboard elements were designed to reflect reporting that:

- 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 process 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 supports. The concept behind these tools is the ability to identify areas of relative strength and need for each child. Within the Academic System (see page 6), 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. At the district-level, students' achievement and growth is monitored by the District Data Team during quarterly meetings. It is during these sessions that the teams review the decision trees created to help chart an intervention pathway for students presenting with specific needs. The decision trees have assisted in ensuring aligned systems, consistency of programming, and the regular monitoring of student growth and achievement to allow fluid movement among the tiered supports, for both remediation and enrichment.

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 grade, students take the STAR 360 assessment for Reading only, with the Classroom Diagnostic Tool (CDT) being administered for Mathematics and Science. Beginning in 8th grade, students' progress is then benchmarked utilizing the CDT suite of assessments across all three content areas, English Language Arts, Mathematics, and Science, mapping to the PSSA and/or Keystone assessments and their corresponding standards, anchors, and eligible content. Regardless of the age or grade level of students, teachers are able to analyze data for the building, grade, classroom, and individual student level for comparisons. The most valuable component of these tools has been the tracking of student progress throughout the year in terms of scaled score point increases, marking growth within specific competencies.

The results from these assessments can be analyzed within the system itself; however, we also upload them to our district's data warehouse for additional comparisons across achievement measures. 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 student 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.

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 2018 and several years prior is presented. This is the second year since the adoption of the PA Core Academic Standards for the 2015 PSSA that trends in the achievement of different cohorts of students can be analyzed given the collection of four years of data points. An adjustment in the format and number of sections for each content area was made in 2018, leading to a reduction in the number of maximum points per anchor and eligible content section. In capturing the scores for the 2017 report, great care was taken to ensure consistent data points were rerun utilizing eMetric for the past years and this attention to detail persisted into the 2018 analysis. For example, when analyzing data at the 4-6 grade level, one could select either “Eden Hall Upper Elementary School” or “Pine-Richland School District”. The “school” data points were utilized in both last year’s and this year’s version of the report to reflect students taking part in our daily instruction at our school, as opposed to students attributed back to the district from other instructional settings. Since these updates have been made, one might notice slightly different percentages when comparing the 2017 and 2018 reports to past reports.

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

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

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

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

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

For PSSA Math and ELA, data is presented for 2015-2018, the four 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. In the spring of 2018, the test format was reduced by a section on each of the three content area assessments. ELA was reduced from 4 to 3 sections and Math was reduced from 3 to 2 sections. Science remained the same with 2 sections. This resulted in a decline in the maximum number of points possible for each anchor and piece of eligible content; however, comparisons can still be made based upon the consistent assessment of the same standards and the statistical integrity maintained by the state design.

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

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

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

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

PSSA MATH

Note: The Spring of 2018 was the fourth assessment based upon the new PA Core standards introduced in 2015, allowing us to identify trends. The math assessment was updated in 2018 to reduce the number of test sections from 3 down to 2, altering the total points possible in each anchor.

GRADE 3 Performance Level Percentages over Time

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent	PA Top Decile 2018
ADV	48.5	61.3	62.5	59.4	22.7	
PROF	32.3	26.9	25.7	28.1	31.4	
ADV/PRO	**80.8**	**88.2**	**88.2**	**87.5**	**54.1**	**81.7**
BASIC	11.7	7.1	9.9	10.2	21.4	
BEL BAS	7.6	4.6	1.9	2.3	24.5	
# TESTED	291	323	323	352	122563	
			Mean Score	1130	1020	

Females

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	34.8	54.1	61.7	59.7	22
PROF	38.3	33.1	28.1	27.6	31.8
ADV/PRO	**73.1**	**87.2**	**89.8**	**87.3**	**53.8**
BASIC	16.5	8.7	7.8	11	22
BEL BAS	10.4	4.1	2.4	1.7	24.2
# TESTED	115	172	167	181	60114
			Mean Score	1130	1020

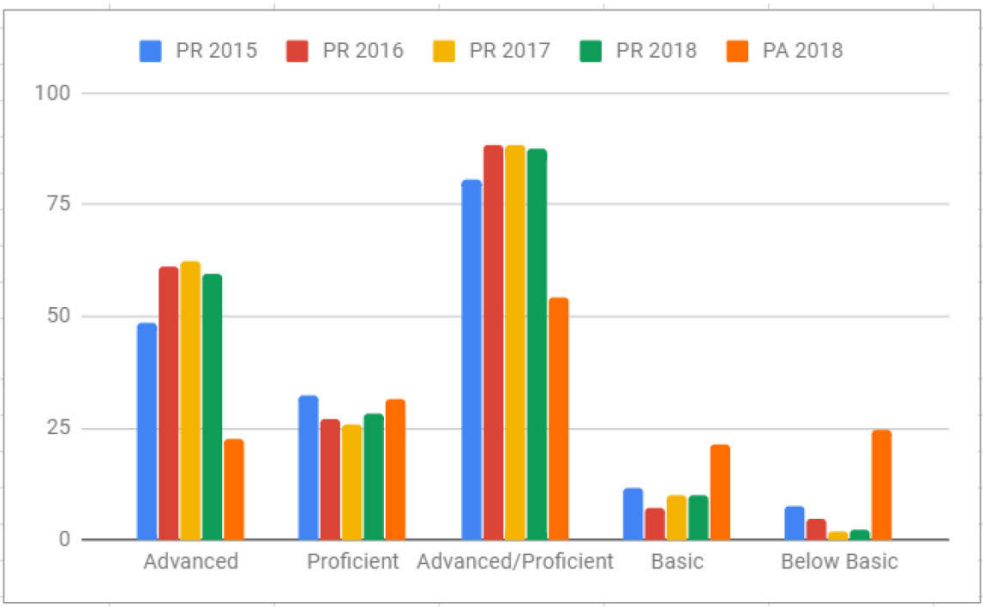
Males

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	57.4	69.5	63.5	59.1	23.4
PROF	28.4	19.9	23.1	28.7	31
ADV/PRO	**85.8**	**89.4**	**86.5**	**87.8**	**54.4**
BASIC	8.5	5.3	12.2	9.4	20.9
BEL BAS	5.7	5.3	1.3	2.9	24.8
# TESTED	176	151	156	171	62449
			Mean Score	1130	1020

Students with IEPs

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	36.6	36.4	45.5	27.5	8.4
PROF	19.5	27.3	34.5	25.5	18
ADV/PRO	**56.1**	**63.6**	**80**	**53**	**26.4**
BASIC	22.0	15.9	16.4	35.3	21.9
BEL BAS	22.0	20.5	3.6	11.8	51.6
# TESTED	41	44	55	51	940
			Mean Score	1030	940

GRADE 3 Performance Level Percentages over Time



HANCE Grade 3 Performance Level Percentages over Time

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	44.6	58.6	58.7	53	22.7
PROF	33.7	31.3	30.4	34	31.4
ADV/PRO	**78.3**	**89.9**	**89.1**	**87**	**54.1**
BASIC	14.5	5.1	10.9	10	21.4
BEL BAS	7.2	5.1	0	3	24.5
# TESTED	83	99	92	100	122563
			Mean Score	1130	1020

RICHLAND Grade 3 Performance Level Percentages over Time

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	41.7	53.4	54.1	55	22.7
PROF	33.9	32.2	30.1	30	31.4
ADV/PRO	**75.7**	**85.6**	**84.2**	**85**	**54.1**
BASIC	15.7	9.3	12.8	12.9	21.4
BEL BAS	8.7	5.1	3	2.1	24.5
# TESTED	115	118	133	140	122563
			Mean Score	1120	1020

WEXFORD Grade 3 Performance Level Percentages over Time

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	60.9	72	77.6	70.5	22.7
PROF	29.3	17.8	15.3	20.5	31.4
ADV/PRO	**90.2**	**89.7**	**92.9**	**91**	**54.1**
BASIC	4.3	6.5	5.1	7.1	21.4
BEL BAS	5.4	3.7	2	1.8	24.5
# TESTED	92	106	98	112	122563
			Mean Score	1160	1020

Grade 3 Anchor Performance vs. State

Numbers and Operations – Base Ten

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M3.A-T	11	9.0	81.5	12	9.2	76.5	8	6	80.7	4.2	52.7
M3. A-T.1	11	9.0	81.5	12	9.2	76.5	8	6	80.7	2.9	52.7

Numbers and Operations – Fractions

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M3.A-F	10	8.2	82.2	10	7.3	72.8	8	4.7	80.1	2.9	36.7
M3.A-F.1	10	8.2	82.2	10	7.3	72.8	8	4.7	80.1	2.9	36.7

Operations and Algebraic Thinking

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M3.B-O	21	18.1	86.3	20	17.5	87.4	15	11.8	82.6	9.1	60.6
M3.B-O.1	8	6.7	83.5	6	5.2	86.2	5	4	89.2	3.1	62.2
M3.B-O.2	5	4.4	88.2	6	5.5	90.9	4	3.3	82.9	2.6	64.9
M3.B-O.3	8	7.0	88.0	8	6.9	85.7	6	4.5	75.8	3.4	56.4

Geometry

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M3.C-G	11	8.1	73.9	10	7.5	75.1	7	5	84.4	3.6	51
M3.C-G.1	11	8.1	73.9	10	7.5	75.1	7	5	84.4	3.6	51

Measurement and Data

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M3.D-M	19	14.5	76.3	20	15.3	76.5	14	10.2	90	7.2	51.2
M3.D-M.1	8	6.5	81.2	8	6.7	84.3	4	2.8	86.4	2.0	50.8
M3.D-M.2	8	5.5	68.9	5	3.7	74.1	4	3.1	92.4	2.1	52.6
M3.D-M.3	1	1.0	96.9	4	2.7	67.2	4	2.7	82.9	1.7	42.4
M3.D-M.4	2	1.5	76.3	3	2.2	72.2	2	1.7	98.3	1.3	66.9

Grade 3 Math Anchors

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

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

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

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

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

PSSA MATH

Note: The Spring of 2018 was the fourth assessment based upon the new PA Core standards introduced in 2015, allowing us to identify trends. The math assessment was updated in 2018 to reduce the number of test sections from 3 down to 2, altering the total points possible in each anchor.

GRADE 4 Performance Level Percentages over Time

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent	PA Top Decile 2018
ADV	34.9	41.3	39.1	41.1	17.8	
PROF	35.2	31.0	36.7	32.4	25.8	
ADV/PRO	**70.1**	**72.3**	**75.8**	**73.6**	**43.5**	**72.3**
BASIC	22.4	18.8	17.1	19.5	26.7	
BEL BAS	7.5	8.9	7	6.9	29.8	
# TESTED	335	303	327	333.0	126481	
			Mean Score	1080	990	

Females

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	32.9	26.0	31.6	38.6	16.5
PROF	37.5	37.4	41.1	35.7	26.3
ADV/PRO	**70.4**	**63.4**	**72.7**	**74.3**	**42.8**
BASIC	23.0	25.2	19.5	19.9	27.4
BEL BAS	6.6	11.4	7.5	5.8	29.8
# TESTED	152	123	174	171	61798
			Mean Score	1070	990

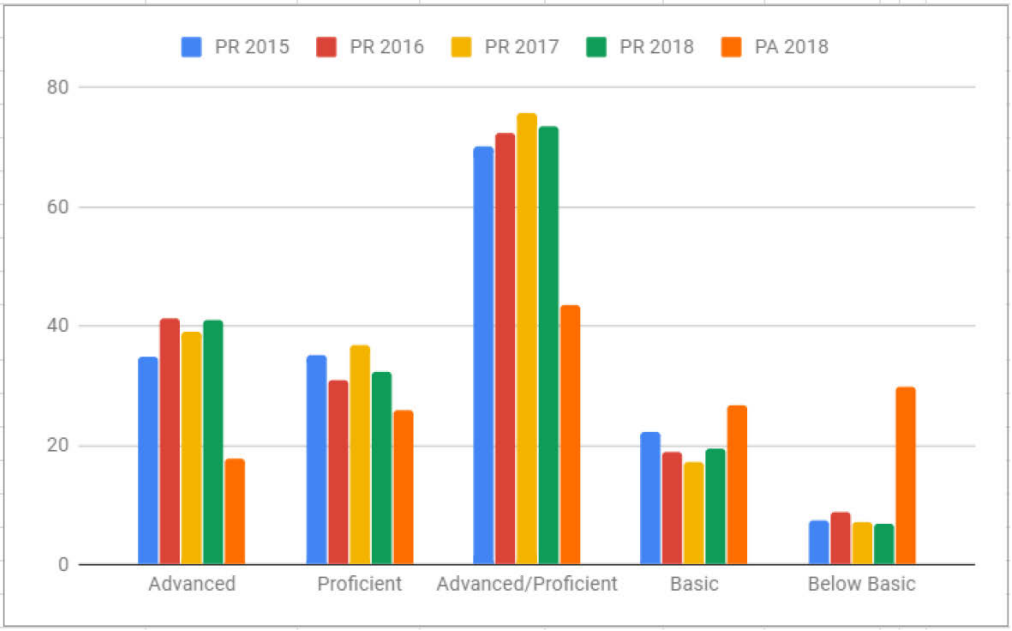
Males

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	36.6	51.7	47.7	43.8	19
PROF	33.3	26.7	31.4	29	25.2
ADV/PRO	**69.9**	**78.4**	**78.8**	**72.8**	**44.2**
BASIC	21.9	14.4	14.4	19.1	26.1
BEL BAS	8.2	7.2	6.5	8	29.7
# TESTED	183	180	153	162	64683
			Mean Score	1080	990

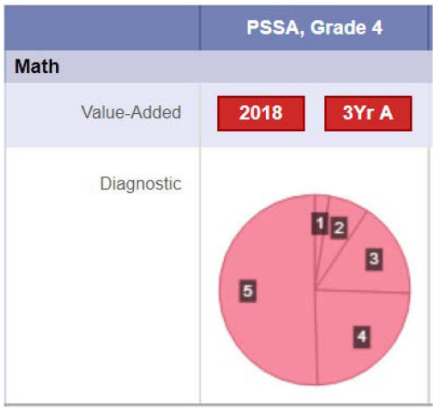
Students with IEPs

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	16.7	27.9	19.5	26.5	6
PROF	25.9	18.6	29.3	20.4	11.5
ADV/PRO	**42.6**	**46.5**	**48.8**	**46.9**	**17.4**
BASIC	29.6	18.6	26.8	26.5	22.6
BEL BAS	27.8	34.9	24.4	26.5	60
# TESTED	54	43	41	49	21913
			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

LEA/District Quintile Diagnostic

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

Grade 4 Math Anchor Performance vs. State

Numbers and Operations – Base Ten

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M4.A-T	14	11.2	80.0	15	10.7	71.6	10	6.0	60	4.3	43
M4.A-T.1	7	5.3	75.0	9	5.9	65.3	6	3.1	52	2.2	37
M4.A-T.2	7	5.9	85.0	6	4.9	81	4	2.9	73	2.1	53

Numbers and Operations – Fractions

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M4.A-F	17	12.1	71.2	15	10.5	69.7	11	6.7	61	5.4	49
M4.A-F.1	2	1.4	67.9	3	2.2	74.1	3	1.7	57	1.3	43
M4.A-F.2	8	6.2	78.0	8	5.5	69.1	4	2.2	55	1.7	43
M4.A-F.3	7	4.5	64.4	4	2.7	67.7	4	2.7	68	2.4	60

Operation and Algebraic Thinking

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M4.B-O	18	13.6	75.5	19	14.1	74.1	13	9	69	6.9	53
M4.B-O.1	11	7.9	72.2	9	6.7	74.9	6	4.2	70	3.3	55
M4. B-O.2	2	1.7	85.4	3	2.2	73.6	3	2.2	73	1.7	57
M4.B-O.3	5	3.9	78.9	7	5.1	73.4	4	2.6	65	1.9	48

Geometry

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M4.C-G	10	7.1	70.6	10	7.4	74	8	5.4	68	3.8	48
M4.C-G.1	10	7.1	70.6	10	7.4	74	8	5.4	68	3.8	48

Measurement and Data

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M4.D-M	13	8.5	65.7	13	7.8	60	10	7.2	72	5.4	54
M4.D-M.1	7	3.7	52.7	8	4.1	50.8	4	2.9	73	2	50
M4.D-M.2	3	2.4	81.5	2	1.8	88.7	3	2.1	70	1.7	57
M4.D-M.3	3	2.4	80.4	3	2	65.4	3	2.2	73	1.7	57

Grade 4 PSSA Math Anchors

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

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

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

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

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

PSSA MATH

Note: The Spring of 2018 was the fourth assessment based upon the new PA Core standards introduced in 2015, allowing us to identify trends. The math assessment was updated in 2018 to reduce the number of test sections from 3 down to 2, altering the total points possible in each anchor.

GRADE 5 Performance Level Percentages over Time

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent	PA Top Decile 2018
ADV	32.1	46.4	39.3	46.8	17.8	
PROF	40.3	29.8	36.7	31.7	27.4	
ADV/PRO	**72.4**	**76.2**	**76**	**78.5**	**45.2**	**72.8**
BASIC	17.6	17.3	16.9	14.2	26.1	
BEL BAS	9.9	6.5	7	7.3	28.7	
# TESTED	353	336	313	342	126868	
			Mean Score	1090	1030	

Females

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	28.7	47.8	24.4	41.9	16.9
PROF	43.3	31.8	47.2	35.8	28.5
ADV/PRO	**72**	**79.6**	**71.6**	**77.7**	**45.3**
BASIC	20.2	15.9	21.1	15.6	27.3
BEL BAS	7.9	4.5	7.3	6.7	27.4
# TESTED	178	157	123	179	62129
			Mean Score	1080	990

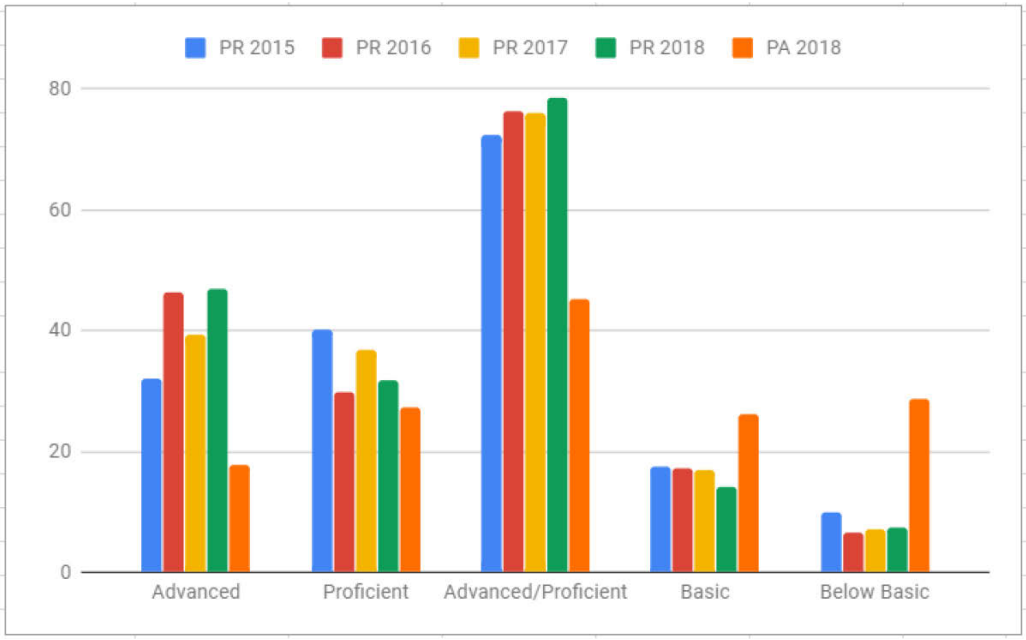
Males

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	35.6	45.3	48.9	52.1	18.6
PROF	37.4	27.9	30	27.3	26.5
ADV/PRO	**73**	**73.2**	**78.9**	**79.4**	**45.1**
BASIC	14.9	18.4	14.2	12.7	24.9
BEL BAS	12.1	8.4	6.8	7.9	30
# TESTED	174	179	190	165	64739
			Mean Score	1100	990

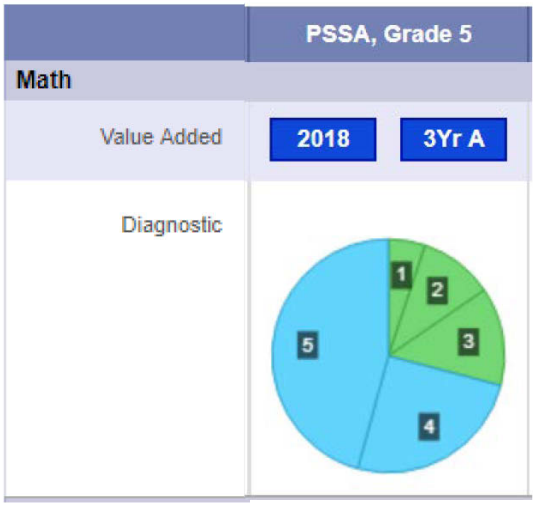
Students with IEPs

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	5	19.2	14.3	22.2	4.7
PROF	15	25.0	28.6	17.8	11
ADV/PRO	**20**	**44.2**	**42.9**	**40**	**15.7**
BASIC	22.5	32.7	19	22.2	21.7
BEL BAS	57.5	23.1	38.1	37.8	62.6
# TESTED	40	52	42	45	22005
			Mean Score	980	900

GRADE 5 Performance Level Percentages over Time



PVAAS Grade 5



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LEA/District Quintile Diagnostic

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Grade 5 Math Anchor Performance vs. State

Numbers and Operations – Base Ten

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M5.A-T	19	14.6	76.6	18	12.1	67.1	13	8.9	68	6.7	52
M5. A-T.1	11	7.8	70.5	11	6.6	60	8	5.1	64	3.9	49
M5.A-T.2	8	6.8	84.9	7	5.5	78.1	5	3.8	76	2.8	56

Numbers and Operations – Fractions

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M5.A-F	20	12.6	63.1	19	11.7	61.8	15	9.9	66	7.8	52
M5.A-F.1	9	5.3	58.9	8	5	62.5	8	5.1	64	4.2	53
M5.A-F.2	11	7.3	66.6	11	6.7	61.3	7	4.8	69	3.6	51

Operation and Algebraic Thinking

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M5.B-O	11	7.2	65.2	11	8	72.8	7	5.1	73	3.9	56
M5.B-O.1	4	3.2	79.3	5	3.8	75.7	3	2.2	73	1.8	60
M5.B-O.2	7	4.0	57.1	6	4.2	70.4	4	2.9	73	2.1	53

Geometry

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M5.C-G	10	8.0	79.9	11	9.3	84.3	8	5.6	70	3.8	48
M5.C-G.1	6	4.9	81.9	6	5.2	86.7	6	3.9	65	2.4	40
M5.C-G.2	4	3.1	76.9	5	4.1	81.5	2	1.7	85	1.4	70

Measurement and Data

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M5.D-M	12	8.1	67.5	13	8.1	62.1	9	6.2	69	4.3	48
M5.D-M.1	2	1.5	75.9	4	2.6	66.2	2	1.4	70	1	50
M5.D-M.2	3	2.0	65.5	3	2.2	72.6	4	2.8	70	2.1	53
M5.D-M.3	7	4.6	66.0	6	3.2	54.1	3	2.1	70	1.3	43

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

Note: The Spring of 2018 was the fourth assessment based upon the new PA Core standards introduced in 2015, allowing us to identify trends. The math assessment was updated in 2018 to reduce the number of test sections from 3 down to 2, altering the total points possible in each anchor.

GRADE 6 Performance Level Percentages over Time

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent	PA Top Decile 2018
ADV	29.6	40.3	35.7	40.30	14.7	
PROF	39.6	35.2	43.5	32.00	24.8	
ADV/PRO	**69.2**	**75.5**	**79.2**	**72.30**	**39.6**	**63.1**
BASIC	24.9	15.6	14.9	20.00	30.8	
BEL BAS	5.8	8.8	6	7.70	29.7	
# TESTED	361	352	336	325	125385	
			Mean Score	1080	980	

Females

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	32.5	41.7	32.9	28.8	14.9
PROF	40.2	37.1	50.3	41.7	26.4
ADV/PRO	**72.7**	**78.9**	**83.2**	**70.5**	**41.3**
BASIC	21.9	12.6	10.6	24.2	32.2
BEL BAS	5.3	8.6	6.2	5.3	26.5
# TESTED	169	175	161	132	61403
			Mean Score	1060	980

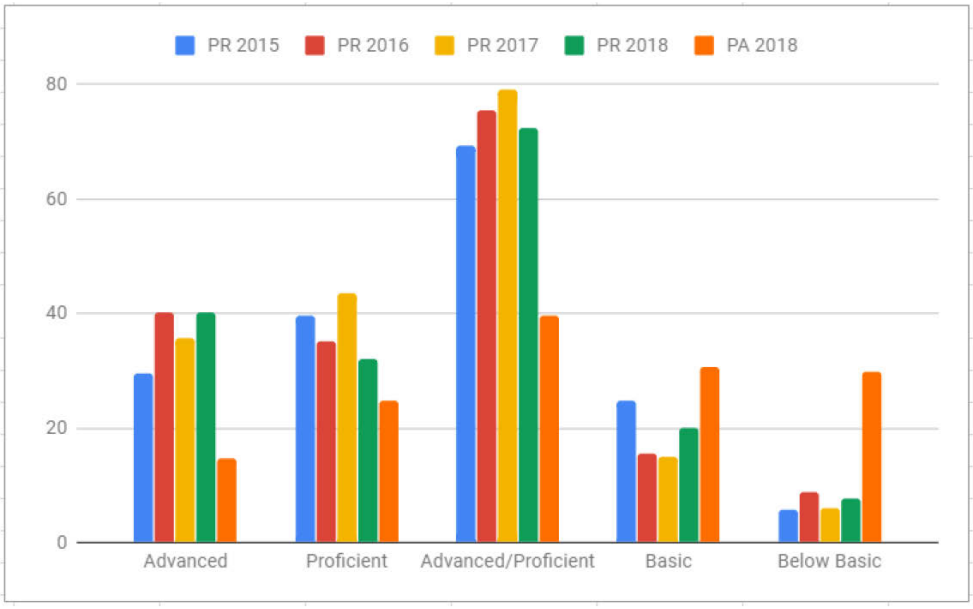
Males

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	27.1	39.0	38.3	48.2	14.6
PROF	39.1	33.3	37.1	25.4	23.3
ADV/PRO	**66.2**	**72.3**	**75.4**	**73.6**	**37.9**
BASIC	27.6	18.6	18.9	17.1	29.4
BEL BAS	6.3	9.0	5.7	9.3	32.7
# TESTED	192	177	175	193	63982
			Mean Score	1090	970

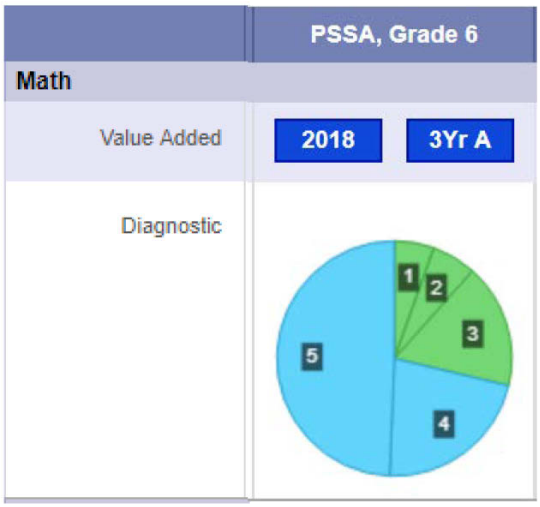
Students with IEPs

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	7.8	0	8.2	22	2.7
PROF	17.6	23.1	36.7	17.1	7.1
ADV/PRO	**25.4**	**23.1**	**44.9**	**39**	**9.8**
BASIC	43.1	23.1	28.6	24.4	23.4
BEL BAS	31.4	53.8	26.5	36.6	66.8
# TESTED	51	39	49	41	21332
			Mean Score	980	880

GRADE 6 Performance Level Percentages over Time



PVAAS Grade 6



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LEA/District Quintile Diagnostic

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Grade 6 Math Anchor Performance vs. State

The Number System

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M6.A-N	15	11.6	77.1	15	10.9	72.5	10	7.7	77	6.2	62
M6. A-N.1	4	2.9	71.4	4	2.7	67.2	2	1.4	70	1.2	60
M6.A-N.2	5	3.8	75.9	6	4.4	73.5	4	3	75	2.5	63
M6.A-N.3	6	4.9	81.9	5	3.8	75.6	4	3.2	80.0	2.6	65

Ratios and Proportional Relationships

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M6.A-R	13	9.1	69.8	12	7.4	61.8	10	6.2	62	4.4	44
M6.A-R.1	13	9.1	69.8	12	7.4	61.8	10	6.2	62	4.4	44

Expressions and Equations

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M6.B-E	21	16.3	77.5	22	16.2	73.8	15	9.8	65	7.4	49
M6.B-E.1	10	7.4	73.7	6	4.9	81.9	4	2.8	70	2.2	55
M6.B-E.2	7	5.7	81.5	10	6.6	66.1	7	4.1	59	2.8	40
M6.B-E.3	4	3.2	79.8	6	4.7	78.5	4.0	3	75	2.4	60

Geometry

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M6.C-G	10	7.8	78.4	10	7.3	73.4	8	5.4	68	3.7	46
M6.C-G.1	10	7.8	78.4	10	7.3	73.4	8	5.4	68	3.7	46

Statistics and Probability

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M6.D-S	13	8.9	68.7	13	7.4	56.6	9	6.6	73	4.8	53
M6.D-S.1	13	8.9	68.7	13	7.4	56.6	9	6.6	73	4.8	53

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

Note: The Spring of 2018 was the fourth assessment based upon the new PA Core standards introduced in 2015, allowing us to identify trends. The math assessment was updated in 2018 to reduce the number of test sections from 3 down to 2, altering the total points possible in each anchor.

GRADE 7 Performance Level Percentages over Time

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent	PA Top Decile 2018
ADV	13.0	29.0	35.0	39.5	16.2	
PROF	37.0	37.5	35.8	38.9	22.8	
ADV/PRO	**50.0**	**66.5**	**70.8**	**78.3**	**39**	**59.3**
BASIC	36.7	22.3	18.3	10.5	23.3	
BEL BAS	13.3	11.3	10.8	11.1	37.8	
# TESTED	346	373	360	332	124225	
		Mean Score	1060	1080	970	

Females

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	10.2	30.7	35	37.6	16.1
PROF	38.0	36.9	36.1	41.4	23.2
ADV/PRO	**48.2**	**67.6**	**71.1**	**79**	**39.3**
BASIC	39.8	21.0	17.5	11.5	24.6
BEL BAS	12.0	11.4	11.5	9.6	36.1
# TESTED	166	176	183	157	60551
		Mean Score	1070	1080	970

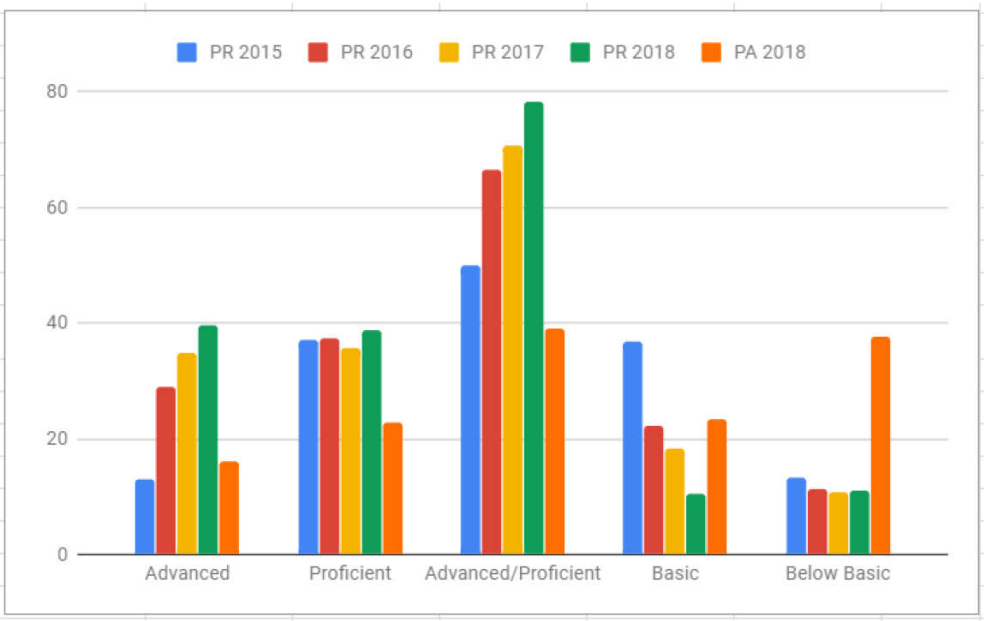
Males

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	15.6	27.4	35	41.1	16.2
PROF	36.1	38.1	35.6	36.6	22.4
ADV/PRO	**51.7**	**65.5**	**70.6**	**77.7**	**38.6**
BASIC	33.9	23.4	19.2	9.7	22.1
BEL BAS	14.4	11.2	10.2	12.6	39.4
# TESTED	180	197	177	175	63674
		Mean Score	1060	1080	960

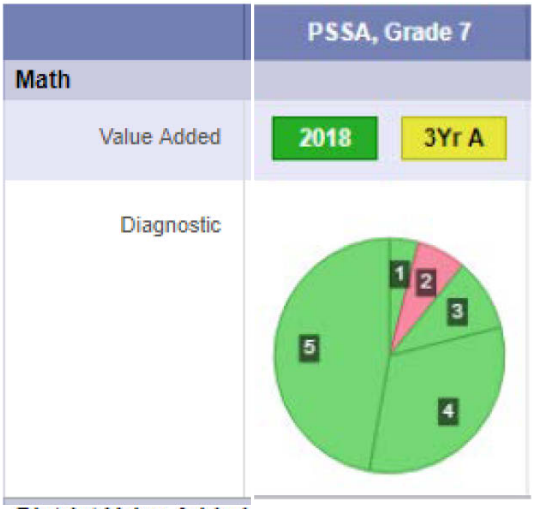
Students with IEPs

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	2.6	5.6	0	6.3	2.4
PROF	17.9	20.4	20.9	31.3	5.8
ADV/PRO	**20.5**	**25.9**	**20.9**	**37.5**	**8.2**
BASIC	25.6	29.6	19.1	16.7	13.5
BEL BAS	53.8	44.4	58.1	45.8	78.3
# TESTED	39	54	43	48	20745
		Mean Score	900	950	860

GRADE 7 Performance Level Percentages over Time



PVAAS Grade 7



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Grade 7 Math Anchor Performance vs. State

The Number System

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M7.A-N	12	8.8	73.1	11	7.7	70	8	6	75.5	4.4	54.8
M7.A-N.1	12	8.8	73.1	11	7.7	70	8	6	75.5	4.4	54.8

Ratios and Proportional Relationships

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M7.A-R	17	11.0	65.0	19	13.4	70.5	13	9.5	72.8	7.1	54.7
M7.A-R.1	17	11.0	65.0	19	13.4	70.5	13	9.5	72.8	7.1	54.7

Expressions and Equations

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M7.B-E	17	10.2	59.7	18	10.8	60.1	14	9.6	68.6	6.9	49.3
M7.B-E.1	7	3.4	48.3	7	3.4	48	4	3	75.1	2.3	57.9
M7.B-E.2	10	6.8	67.7	11	7.5	67.7	10	6.6	66.0	4.6	45.8

Geometry

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M7.C-G	14	9.2	65.5	13	7.9	60.7	9	4.7	52.4	3.2	35.2
M7.C-G.1	7	4.6	65.5	9	4.9	54.9	6	3	49.9	2	33.6
M7.C-G.2	7	4.6	65.5	4	3	73.8	3	1.7	57.2	1.2	38.4

Statistics and Probability

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M7.D-S	12	8.0	67.0	11	8.4	76.6	8	6.5	81.6	4.9	61.1
M7.D-S.1	4	2.8	70.6	3	2.5	84.6	3	2.5	82.3	1.9	63.3
M7.D-S.2	2	1.1	55.0	2	1.4	71	1	0.6	55.4	0.4	41.3
M7.D-S.3	6	4.1	68.6	6	4.5	74.5	4	3.5	87.5	2.6	64.3

Grade 7 PSSA Math Anchors

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

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

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

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

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

PSSA MATH

Note: The Spring of 2018 was the fourth assessment based upon the new PA Core standards introduced in 2015, allowing us to identify trends. The math assessment was updated in 2018 to reduce the number of test sections from 3 down to 2, altering the total points possible in each anchor.

GRADE 8 Performance Level Percentages over Time

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent	PA Top Decile 2018
ADV	13.3	17.7	21.9	24.3	10.8	
PROF	31.4	36.3	39.1	33.1	20.2	
ADV/PRO	**44.7**	**54.1**	**61**	**57.5**	**31**	**49.4**
BASIC	39.8	34.2	26.5	30.4	27.9	
BEL BAS	15.6	11.7	12.6	12.2	41.1	
# TESTED	392	333	389	362.0	124780	
		Mean Score	1030	1030	950	

Females

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	9.4	17.2	23.1	25	16.1
PROF	31.8	35.0	37.4	33.9	23.2
ADV/PRO	**41.2**	**52.2**	**60.5**	**58.9**	**39.3**
BASIC	44.7	38.9	28.6	30.6	24.6
BEL BAS	14.1	8.9	11	10.6	36.1
# TESTED	170	157	183	180	60551
		Mean Score	1030	1040	960

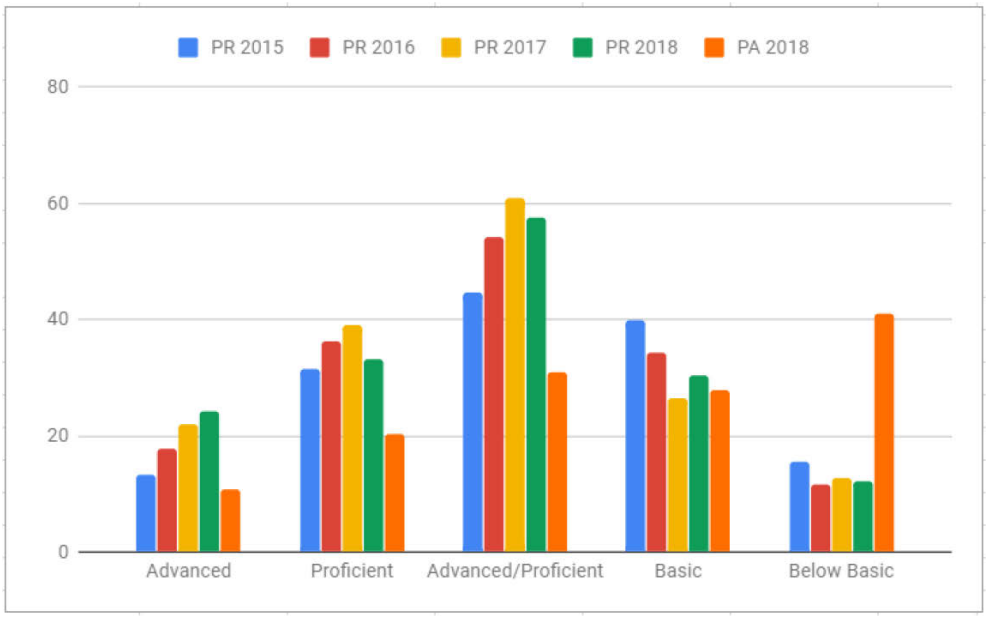
Males

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	16.2	18.2	20.8	23.6	16.2
PROF	31.1	37.5	40.6	32.4	22.4
ADV/PRO	**47.3**	**55.7**	**61.4**	**56**	**38.6**
BASIC	36.0	30.1	24.6	30.2	22.1
BEL BAS	16.7	14.2	14	13.7	39.4
# TESTED	222	176	207	182	63674
		Mean Score	1020	1030	940

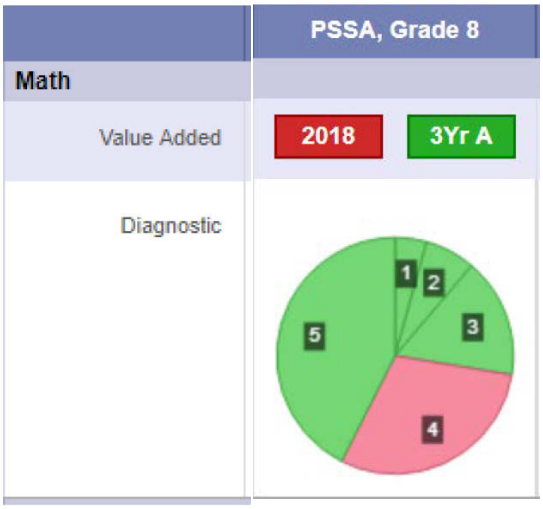
Students with IEPs

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	0.0	5.7	0	2.3	2.4
PROF	6.7	17.1	16.9	9.1	5.8
ADV/PRO	**6.7**	**22.9**	**16.9**	**11.4**	**8.2**
BASIC	37.8	28.6	33.9	27.3	13.5
BEL BAS	55.6	48.6	49.2	61.4	78.3
# TESTED	45	35	59	44	20745
		Mean Score	910	890	850

GRADE 8 Performance Level Percentages over Time



PVAAS Grade 8



District Value Added

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

LEA/District Quintile Diagnostic

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

Grade 8 Math Anchor Performance vs. State

The Number System

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M8.A-N	11	6.7	61.1	12	7.5	62.8	7	5.1	73.3	4.1	57.9
M8.A-N.1	11	6.7	61.1	12	7.5	62.8	7	5.1	73.3	4.1	57.9

Expressions and Equations

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M8.B-E	24	16.4	68.5	22	14.4	65.5	17	11.6	68.2	9	52.7
M8.B-E.1	8	5.9	74.2	7	5	71.6	5	3.3	66.1	2.5	51
M8.B-E.2	9	5.6	62.4	9	5.4	60.5	7	4.6	66.3	3.4	49.2
M8.B-E.3	7	4.9	69.8	6	4	66	5	3.6	72.9	3	59.4

Functions

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M8.B-F	14	10.0	71.3	15	10.2	68	11	7.6	69.3	5.6	51.2
M8.B-F.1	8	5.3	65.9	10	6.8	67.6	4	2.9	72	2.2	54
M8.B-F.2	6	4.7	78.6	5	3.4	68.8	7	4.7	67.8	3.5	49.5

Geometry

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M8.C-G	12	7.1	58.8	13	7.9	60.6	9	5.7	63	4.6	50.8
M8.C-G.1	5	3.2	64.4	4	2.4	60	4	2.4	60.7	1.9	46.9
M8.C-G.2	4	1.9	47.4	6	3.5	57.7	3	2	66.7	1.6	54.4
M8.C-G.3	3	1.9	64.5	3	2.0	67.2	2	1.2	62.3	1.1	53.1

Statistics and Probability

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
M8.D-S	11	6.7	60.9	10	5.8	58	8	4.6	57.3	3.4	43.1
M8.D-S.1	11	6.7	60.9	10	5.8	58	8	4.6	57.3	3.4	43.1

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 2017 top decile benchmark for combined advanced/proficient performance at all grade levels except grade 4 (i.e., top 10% of schools in Pennsylvania).
- When comparing the 2015, 2016, 2017, and 2018 grade level achievement, the percent of students at the advanced/proficient levels increased or remained stable across all grade levels.
- The analysis of student performance by PA Math Assessment Anchors helps us understand areas of relative strength and need with a higher level of meaning. While there are many strengths, the relative opportunities for improvement include:
    - **Grade 3**
        - **M3.A-F Numbers and Operations**
            - Develop an understanding of fractions as numbers
        - **M3.B-O.3 Operations and Algebraic Thinking**
            - Solve problems involving the four operations and identify and explain patterns in arithmetic
        - **M3.D-M.3 Measurement and Data**
            - Geometric Measurement: Understand concepts of area and relate area to multiplication and addition
    - **Grade 4**
        - **M4.A-T.1 Numbers and Operations in Base Ten**
            - Generalize place-value understanding for multi-digit whole numbers
        - **M4.A-F.2 Numbers and Operations Fractions**
            - Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers
        - **M4.B-O.3 Operations and Algebraic Thinking**
            - Generate and analyze patterns
        - **M4.C-G.1 Geometry**
            - Draw and identify lines and angles, and classify shapes by the properties of their lines and angles
    - **Grade 5**
        - **M5.A-T.1&2 Numbers and Operations in Base 10**
            - Understand the place-value system
            - Perform operations within multi-digit whole numbers and decimals to hundredths
        - **M5.A-F.1&2 Numbers and Operations Fractions**
            - Use equivalent fractions as a strategy to add and subtract fractions
            - Apply and extend previous understandings of multiplication and division to multiply and divide fractions
        - **M5.C-G.1 Geometry**
            - Graph points on the coordinate plane to solve real-world and mathematical problems
        - **M5.D-M.3 Measurement and Data**

        - Convert like measurement units within a given measurement system
        - Represent and interpret data
        - Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition

    - **Grade 6**
        - **M6.A-R.1 Ratios and Proportional Relationships**
            - Understand ratio concepts and use ratio reasoning to solve problems
        - **M6.B-E.1-3 Expressions and Equations**
            - Apply and extend previous understanding of arithmetic to numerical and algebraic expressions
            - Interpret and solve one-variable equations and inequalities
            - Represent and analyze quantitative relationships between dependent and independent variables
        - **M6.C-G Geometry**
            - Solve real-world mathematical problems involving area, surface area, and volume

    - **Grade 7**
        - **M7.B-E Expressions and Equations**
            - Solve read-world mathematical problems using mathematical and algebraic expressions, equations, and inequalities
        - **M7.C-G Geometry**
            - Demonstrate an understanding of geometric figures and their properties
            - Solve read-world mathematical problems involving angle measure, circumference, area, surface area, and volume
        - **M7.D-S Statistics and Probability**
            - Draw comparative inferences about a population

    - **Grade 8**
        - **M8.C-G.1-2 Geometry**
            - Demonstrate an understanding of geometric transformations
            - Solve real-world mathematical problems involving volume
        - **M8.D-S.1 Statistics and Probability**
            - Investigate patterns of association in bivariate data

- The Pennsylvania 3-Year Value-Added Report indicates varying levels of evidence that "students met the Standard for PA Academic Growth" in math for 2016 through 2018. The District:
    - Significantly exceeded the standard for PA Academic Growth in grades 5 and 6 (i.e., dark blue).
    - Demonstrated evidence that grade 8 met the standard for PA Academic Growth (i.e., green).
    - Reflected moderate evidence that grade 7 did not meet the standard for PA Academic Growth (i.e., yellow).
    - Did not meet the standard for PA Academic Growth in grades 4 (i.e., red).

- Although grades 5, 6, and 7 met or exceeded the standard for growth (i.e green or dark blue) for 2018, grades 4 and 8 had significant evidence of no growth (i.e red).

- Utilizing the PVAAS Math Quintile Diagnostic Report, evidence continues to vary among the quintile groups and grade level regarding the Standard for PA Academic Growth.

- Students in the all 5 quintiles in grades 5, 6, 7 and 8 either met or demonstrated moderate evidence that they exceeded the standard for PA Academic Growth, with the exception of quintile 2 in seventh grade and quintile 4 in eighth grade.
- Students in grade 4 did not meet the PA standard for academic growth across any quintiles. This is consistent with the performance of that grade level in math in 2017 as well.

Next Steps

- Revisit PSSA and PVAAS data analysis process, results, findings, and next steps with grade level and vertical teams.
  - Key Personnel: Principals, Academic Leadership Council, Teachers
  - Timeline (Anticipated Start/Finish): November 2018 – March 2019
  - Major Action Steps: (1) Distribute the Academic Achievement and Growth Report to the teachers and have them revisit their content and grade level results and action steps; (2) Locate specific areas of content focus within the unit-based curriculum for analysis; (3) Identify potential modifications to learning goals and/or learning activities to strengthen learning; (4) View individual student achievement and predicted performance reports to plan for students and flexible groups in lesson design; (5) Identify resources to support students' needs from approved resources across Tiers 1-3 in MTSS; and (6) Monitor performance in specific focus areas on a regular basis and through collaboration with grade level and/or same course teachers and embedded formative assessment probes.

- Continue refining implementation of Compacted/Extended (C/E) and Current pathways and monitor alignment with PA Core in Math, particularly in Grades K-5 where new resources were just integrated in 2018-2019 and in Grades 6-8 where resources were embedded in 2017-2018.
  - Key Personnel: Administration, Academic Leadership Council, Math Resource Selection Committee, Math Vertical Team
  - Timeline (Anticipated Start/Finish): August 2018 - May 2019
  - Major Action Steps: (1) Monitor the math pathway data matrix based on the inclusion of STAR data in 2017-2018 to determine appropriate cut scores and placement decisions; (2) Study the success through both achievement and growth of individual and groups of students in various courses in the math pathways to make curricular and instructional recommendations K-12; (3) Fully integrate the new math resources with fidelity and consistency in both Compacted/Extended and Current pathways which are aligned to the PA Core (e.g. *Real World Problem Solving Readers*); and (4) Create guidelines for the best use of self-paced, computer-adaptive resources across the K-8 grade span (e.g. ALEKS and Red Bird).

- Begin using STAR 360 math as a predictor of student performance on the PSSA given a year of data to start correlations to standardized testing scores and ensure alignment and integration with the MTSS resources and process.
  - Key Personnel: Administration, ALCs, District Data Team, MTSS Building Teams, Teachers
  - Timeline (Anticipated Start/Finish): November 2018 - Ongoing
  - Major Action Steps: (1) Re-examine benchmark criteria; (2) Determine most effective instructional planning tools and reports within the system; (3) Ensure integration of the STAR 360 math data with the MTSS decision trees and instructional programming; and (4) Utilize the PA-Standards aligned norms to begin predicting student performance.

- Refine MTSS processes for mathematics to determine next steps for a systematic approach to interventions for enrichment and/or remediation.
  - Key Personnel: Principals, ALCs, Intervention Specialists, School Psychologists
  - Timeline (Anticipated Start/Finish): November 2018 - Ongoing

- Major Action Steps: (1) Identify math interventions and resources in addition to ALEKS and Red Bird to embed in the decision trees and MTSS process; (2) Revise the decision tree matrix to include these materials; (3) Train personnel in the use of the new instructional materials; and (4) Ensure time during the school day for interventions to take place at each grade span; (5) Determine effectiveness of interventions based on students' formative and summative performance and growth data.

- Continue professional development and support for co-teaching and MTSS models.
  - Key Personnel: Director of Special Education and Student Services, School Psychologists, Principals, Intervention Specialists, Special Education Teachers, Regular Education Teacher Representation
  - Timeline (Anticipated Start/Finish): October 2018 – June 2019
  - Major Action Steps: (1) Provide ongoing professional development opportunities; (2) Utilize walk-through form and team meetings to collaboratively discuss the approach being implemented and provide feedback; (3) Analyze collective data from walk-throughs to determine common themes to guide ongoing professional development and feedback; (4) Integrate content-specific training and feedback related to co-teaching; and (5) Continue monitoring success of interventions based upon students' performance.

- Analyze and understand data from the Classroom Diagnostic Tools (CDT) assessment, connecting back to curriculum and instruction through the PRSD Model for Teaching and Learning.
  - Key Personnel: Principal, Assistant Principal, Grades 7 and 8 Math Teachers
  - Timeline (Anticipated Start/Finish): December 2018 – June 2019
  - Major Action Steps: (1) Analyze assessment data and identify strengths and opportunities for improvement; (2) Share data with classroom teachers and data teams; (3) Develop and implement instructional interventions to meet the needs of students; and (4) Monitor assessment data formatively and continue responding to students' needs to impact results.

- Utilize teacher-specific data and collaborative analysis of common assessment results to identify strengths and instructional strategies utilized, allowing replication of effective practices across the district.
  - Key Personnel: Principals, Professional Staff across Grade Levels and Departments
  - Timeline (Anticipated Start/Finish): December 2018 – June 2019
  - Major Action Steps: (1) Conduct walk-throughs with predetermined criteria based upon teacher specific data with administrators across buildings and grade spans; (2) Document and share the approach used to attain effective results; (3) Foster professional learning communities to engage in collaborative inquiry and discussion of best practices; and (4) Capture instructional strategies within the unit-based curriculum.

PSSA ENGLISH LANGUAGE ARTS (ELA)

Note: The Spring of 2018 was the fourth assessment based upon the new PA Core standards introduced in 2015, allowing us to identify trends. The ELA assessment was updated in 2018 to reduce the number of test sections from 4 down to 3, altering the total points possible in each anchor.

GRADE 3 Performance Level Percentages over Time

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent	PA Top Decile 2018
ADV	21.3	39.2	46.6	45.2	19.1	
PROF	62.9	50.0	46	45.7	44.4	
ADV/PRO	**84.2**	**89.2**	**92.6**	**90.9**	**63.5**	**86.1**
BASIC	15.5	9.3	6.5	8.2	26.1	
BEL BAS	0.3	1.5	0.9	0.9	10.4	
# TESTED	291	324	324	352.0	122397	
			Mean Score	1130	1040	

Females

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	18.3	42.2	55.1	46.4	45
PROF	68.7	48.6	39.5	46.4	24.4
ADV/PRO	**87.0**	**90.8**	**94.6**	**92.8**	**69.4**
BASIC	13.0	8.1	4.8	7.2	24.4
BEL BAS	0.0	1.2	0.6	0	8.7
# TESTED	115	173	167	181	60077
			Mean Score	1130	1050

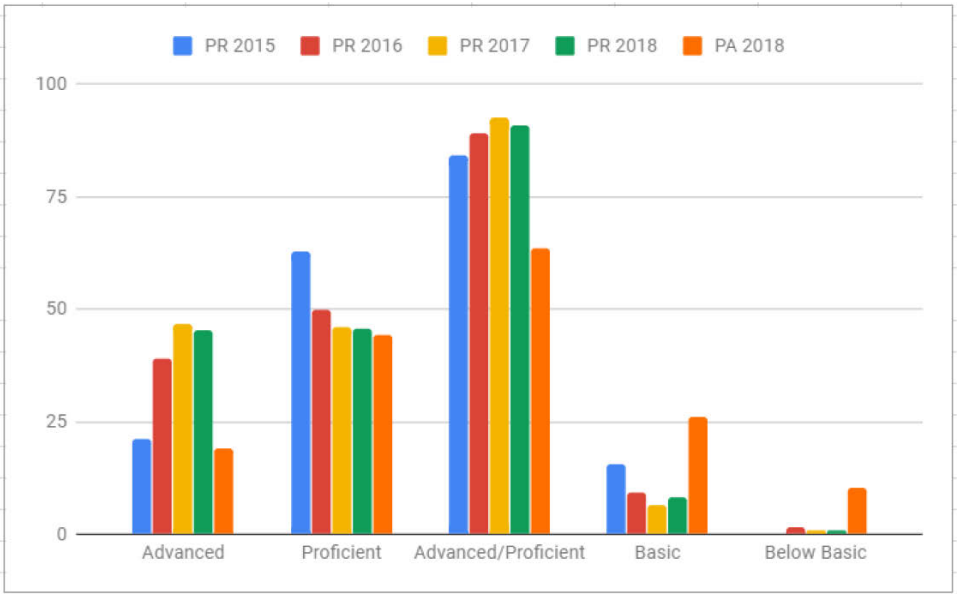
Males

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	23.3	35.8	37.6	43.9	16.5
PROF	59.1	51.7	52.9	45	43.8
ADV/PRO	**82.4**	**87.4**	**90.4**	**88.9**	**60.3**
BASIC	17.0	10.6	8.3	9.4	27.7
BEL BAS	0.6	2.0	1.3	1.8	12
# TESTED	176	151	157	171	62320
			Mean Score	1120	1030

Students with IEPs

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	9.5	15.6	30.4	23.5	6.2
PROF	38.1	42.2	48.2	37.3	24.2
ADV/PRO	**47.6**	**57.8**	**78.6**	**60.8**	**30.4**
BASIC	52.4	31.1	17.9	33.3	39.2
BEL BAS	0.0	11.1	3.6	5.9	30.4
# TESTED	42	45	56	51	20218
			Mean Score	1040	960

GRADE 3 Performance Level Percentages over Time



HANCE Grade 3 Performance Level Percentages over Time

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	14.3	40.8	51.1	48	19.1
PROF	70.2	49	47.8	36	44.4
ADV/PRO	**84.5**	**89.8**	**98.9**	**84**	**63.5**
BASIC	14.3	10.2	0	16	26.1
BEL BAS	1.2	0	1.1	0	10.4
# TESTED	83	98	92	100	122397
			Mean Score	1130	1040

RICHLAND Grade 3 Performance Level Percentages over Time

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	20.0	32.5	33.6	42.1	19.1
PROF	61.7	51.7	51.5	50	44.4
ADV/PRO	**81.7**	**84.2**	**85.1**	**92.1**	**63.5**
BASIC	18.3	12.5	13.4	5.7	26.1
BEL BAS	0.0	3.3	1.5	2.1	10.4
# TESTED	115	120	134	140	122397
			Mean Score	1120	1040

WEXFORD Grade 3 Performance Level Percentages over Time

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	29.3	45.3	60.2	46.4	19.1
PROF	57.6	49.1	36.7	49.1	44.4
ADV/PRO	**86.9**	**94.3**	**96.9**	**95.5**	**63.5**
BASIC	13.0	4.7	3.1	4.5	26.1
BEL BAS	0.0	0.9	0	0	10.4
# TESTED	92	106	98	112	122397
			Mean Score	1140	1040

GRADE 3 ELA Anchor Performance vs. State

Key Ideas and Details

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E3.F	20	13.0	64.8	21	14.7	70.0	17	11.2	87.8	8.6	50.3
E3.A-K.1	12	8.3	68.8	12	8.7	72.9	8	5.6	91	4.3	53..6
E3.B-K.1	8	4.7	58.6	9	6	66.2	9	5.6	84.6	4.3	47.4

Craft and Structure/Integration of Knowledge and Ideas

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E3.G	7	5.0	71.6	6	4.1	68	8	5.4	79.9	4.2	53.1
E3.A-C.2	2	1.4	72.1	1	0.7	68.2	5	3.2	87.3	2.6	52.3
E3.B-C.2	2	1.5	76.1	1	0.7	65.4	1	0.6	60.5	0.5	49.6
E3.B-C.3	3	2.0	68.2	3	2.1	71.4	2	1.6	91.8	1.1	56.7

Vocabulary Acquisition and Use

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E3.H	9	8.2	91.3	9	7.6	84.5	11	8.9	89.7	7.4	67.4
E3.A-V.4	5	4.7	93.2	4	3.6	90.8	6	5	91.8	4.2	70
E3.B-V.4	4	3.6	88.9	5	4	79.4	5	3.9	87.5	3.2	64.3

Types of Writing

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E3.C	8	4.7	59.3	8	4.6	57.9	Not Assessed				
E3.C.1	8	4.7	59.3	8	4.6	57.9					

Language

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E3.D	18	14.0	77.6	18	13.9	77.1	9	6.3	71.9	4.6	51.5
E3.D.1	16	12.2	76.2	16	12.6	78.7	8	5.8	90.3	4.2	53
E3.D.2	2	1.8	89.0	2	1.3	65	1	0.5	53.4	0.4	39

Literature Text

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E3.A	19	14.4	75.6	18	13.7	75.9	19	13.8	90.0	11.1	58.4
E3.A-K.1	12	8.3	68.8	12	8.7	72.9	8	5.6	91	4.3	53.6
E3.A-C.2	2	1.4	72.1	1	0.7	68.2	5	3.2	87.3	2.6	52.3
E3.A-V.4	5	4.7	93.2	4	3.6	90.8	6	5	91.6	4.2	46.7

Informational Text

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E3.B	17	11.8	69.5	18	12.7	70.7	17	11.7	81.1	9.1	53.6
E3.B-K.1	8	4.7	58.6	9	6	66.2	9	5.6	84.6	4.3	47.4
E3.B-C.2	2	1.5	76.1	1	0.7	65.4	1	0.6	60.5	0.5	49.6
E3.B-C.3	3	2.0	68.2	3	2.1	71.4	2	1.6	91.8	1.1	56.7
E3.B-V.4	4	3.6	88.9	5	4	79.4	5	3.9	87.5	3.2	64.3

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 texts

E3.B **Informational Text**

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

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

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

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

PSSA ELA

Note: The Spring of 2018 was the fourth assessment based upon the new PA Core standards introduced in 2015, allowing us to identify trends. The ELA assessment was updated in 2018 to reduce the number of test sections from 4 down to 3, altering the total points possible in each anchor.

GRADE 4 Performance Level Percentages over Time

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent	PA Top Decile 2018
ADV	37.1	34.4	43.5	54.8	25.1	
PROF	45.2	46.7	46.2	31.6	34.7	
ADV/PRO	**82.3**	**81.1**	**89.7**	**86.4**	**59.8**	**83.1**
BASIC	16.2	16.6	9.4	12.3	30.6	
BEL BAS	1.5	2.3	0.9	1.2	9.7	
# TESTED	334	302	329	332	126223	
			Mean Score	1110	1030	

Females

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	51.7	32.5	48.6	61.5	29.1
PROF	36.4	49.6	44.1	27.8	35.6
ADV/PRO	**88.1**	**82.1**	**92.7**	**89.3**	**64.8**
BASIC	11.3	16.3	6.8	9.5	27.7
BEL BAS	0.7	1.6	0.6	1.2	7.5
# TESTED	151	123	177	169	61702
			Mean Score	1130	1040

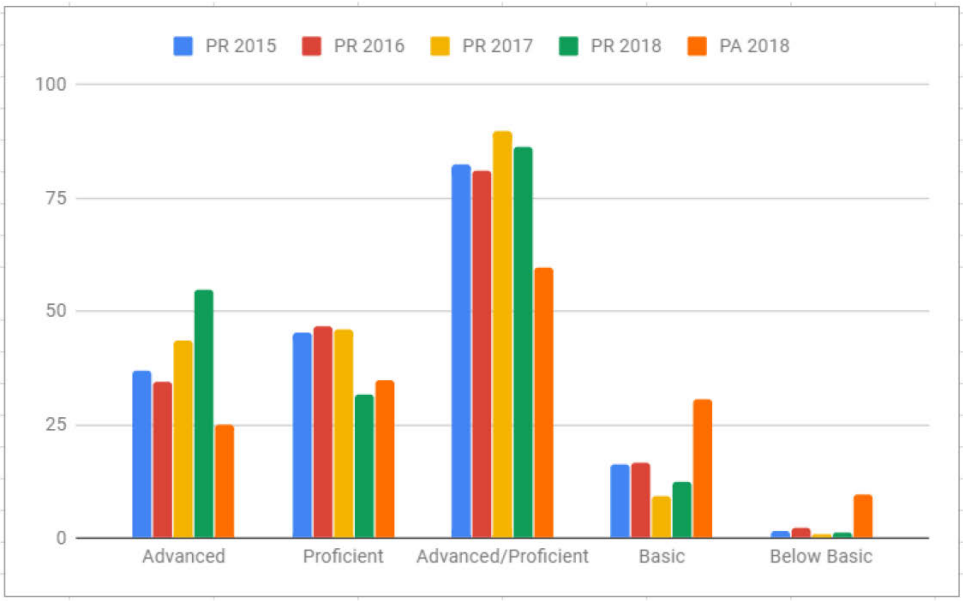
Males

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	25.1	35.8	37.5	47.5	21.2
PROF	52.5	44.7	48.7	35.8	33.9
ADV/PRO	**77.6**	**80.5**	**86.2**	**83.3**	**55**
BASIC	20.2	16.8	12.5	15.4	33.3
BEL BAS	2.2	2.8	1.3	1.2	11.7
# TESTED	183	179	152	162	64521
			Mean Score	1090	1020

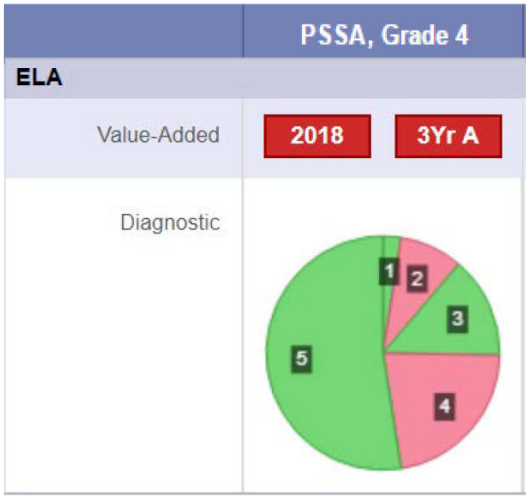
Students with IEPs

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	16.7	11.6	26.8	32.7	6.9
PROF	44.4	39.5	41.5	24.5	17.6
ADV/PRO	**61.1**	**27.9**	**68.3**	**57.1**	**24.5**
BASIC	29.6	32.6	24.4	34.7	46
BEL BAS	9.3	16.3	7.3	8.2	29.6
# TESTED	54	43	41	49	21849
			Mean Score	1030	940

GRADE 4 Performance Level Percentages over Time



PVAAS Grade 4



District Value Added

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

District Quintile Diagnostic

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

GRADE 4 ELA Anchor Performance vs. State

Key Ideas and Details

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E4.F	22	16.6	75.5	15	11.9	79.4	16	11.2	70	9	56
E4.A-K.1	10	8.2	81.7	8	7	87.2	9	6.5	72.0	5.1	57
E4.B-K.1	12	8.4	70.3	7	4.9	70.6	7	4.7	67	3.9	56

Craft and Structure/Integration of Knowledge and Ideas

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E4.G	8	6.1	76.9	15	10.8	71.9	13	9.7	75	7.8	60.0
E4.A-C.2	1	0.7	73.6	2	1.7	85	1	0.8	80	0.6	60
E4.A-C.3	3	2.4	79.9	6	4.8	80.5	3	2.4	80	1.9	63
E4.B-C.2	1	0.8	75.9	1	0.5	51.2	2	1.4	70	1.1	55
E4.B-C.3	3	2.3	75.2	6	3.7	62.2	7	5.2	74	4.2	60

Vocabulary Acquisition and Use

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E4.H	8	6.7	83.2	8	5.9	73.8	9	6.6	73	5.5	61
E4.A-V.4	5	4.1	82.4	2	1.3	64.1	4	2.6	65	2.2	55
E4.B-V.4	3	2.5	84.5	6	4.6	77	5	3.9	78	3.4	68

Types of Writing

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E4.C	12	6.5	54.0	12	7.5	62.3	Not Assessed				
E4.C.1	12	6.5	54.0	12	7.5	62.3					

Language

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E4.D	18	13.3	73.9	18	13.3	74.1	9	6.8	76	5.3	59
E4.D.1	12	8.6	71.5	12	9	75	6	4.7	78	3.6	60
E4.D.2	6	4.7	78.5	6	4.3	72.3	3	2.1	70	1.7	57

Text Dependent Analysis

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E4.E	16	5.6	35.1	16	7.6	47.2	16	8.3	52	6.5	41.0
E4.E.1	16	5.6	35.1	16	7.6	47.2	16	8.3	52	6.5	41.0

Literature Text

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E4.A	19	15.4	81.2	18	14.8	82.2	17	12.3	72	9.8	58
E4.A-K.1	10	8.2	81.7	8	7	87.2	9	6.5	72.0	5.1	57
E4.A-C.2	1	0.7	73.6	2	1.7	85	1	0.8	80	0.6	60
E4.A-C.3	3	2.4	79.9	6	4.8	80.6	3	2.4	80	1.9	63
E4.A-V.4	5	4.1	82.4	2	1.3	54.1	4	2.6	65	2.2	55

Informational Text

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E4.B	19	14.0	73.6	20	13.8	69	21	15.2	72	12.5	60
E4.B-K.1	12	8.4	70.3	7	4.9	70.6	7	4.7	67	3.9	56
E4.B-C.2	1	0.8	75.9	1	0.5	51.2	2	1.4	70	1.1	55
E4.B-C.3	3	2.3	75.2	6	3.7	62.2	7	5.2	74	4.2	60
E4.B-V.4	3	2.5	84.5	6	4.6	77	5	3.9	78	3.4	68

GRADE 4 English Language Arts Anchor Performance vs. State

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

PSSA ELA

Note: The Spring of 2018 was the fourth assessment based upon the new PA Core standards introduced in 2015, allowing us to identify trends. The ELA assessment was updated in 2018 to reduce the number of test sections from 4 down to 3, altering the total points possible in each anchor.

GRADE 5 Performance Level Percentages over Time

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent	PA Top Decile 2018
ADV	31	34.8	27.4	35.0	14	
PROF	52.6	55.4	55.7	57.1	45.4	
ADV/PRO	**83.6**	**90.2**	**83.1**	**92.1**	**59.4**	**84.0**
BASIC	13.1	8.6	14.6	7.3	31.7	
BEL BAS	3.4	1.2	2.2	0.6	8.9	
# TESTED	352	336	314	343.0	126761	
			Mean Score	1110	1030	

Females

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	36.5	47.1	19.4	39.7	16.1
PROF	47.8	47.8	66.9	54.2	47.7
ADV/PRO	**84.3**	**94.9**	**86.3**	**93.9**	**63.8**
BASIC	13.5	5.1	12.9	5	29.5
BEL BAS	2.2	0.0	0.8	1.1	6.7
# TESTED	178	157	124	179	62100
			Mean Score	1120	1040

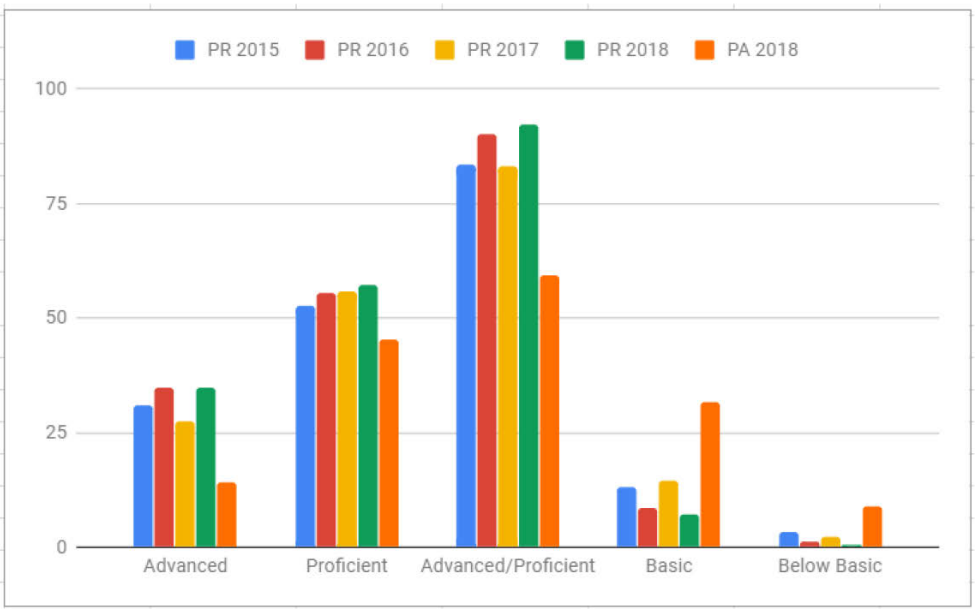
Males

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	25.3	24.0	32.6	29.4	12
PROF	57.5	62.0	48.4	60.1	43.2
ADV/PRO	**82.8**	**86.0**	**81**	**89.6**	**55.2**
BASIC	12.6	11.7	15.8	10/4	33.8
BEL BAS	4.6	2.2	3.2	0	11
# TESTED	174	179	190	163	64661
			Mean Score	1100	1020

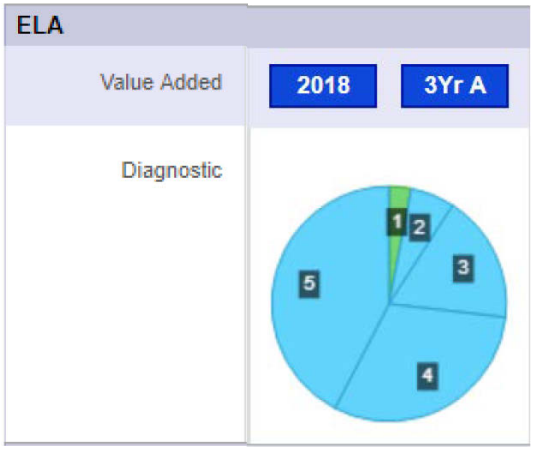
Students with IEPs

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	2.5	7.7	4.7	9.1	3
PROF	22.5	59.6	41.9	52.3	19.7
ADV/PRO	**25**	**67.3**	**46.6**	**61.4**	**22.6**
BASIC	47.5	25.0	41.9	34.1	48.5
BEL BAS	27.5	7.7	11.6	4.5	28.9
# TESTED	40	52	43	44	21983
			Mean Score	1030	940

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
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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

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E5.F	18	13.7	76.1	16	12.2	76.5	20	14.2	71	11.1	56
E5.A-K.1	8	6.2	77.8	8	5.9	73.7	12	8.5	71	6.7	56
E5.B-K.1	10	7.5	74.7	8	6.3	79.3	8	5.7	71	4.4	55

Craft and Structure/Integration of Knowledge and Ideas

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E5.G	7	4.8	69.3	14	9.4	67.2	11	7	64	5.2	47
E5.A-C.2	3	2.3	77.8	6	4.1	69.1	2	1.3	65	1	50.0
E5.A-C.3	1	0.6	61.0	1	0.6	58.3	2	1.3	65.0	0.9	45
E5.B-C.3	3	1.9	63.5	7	4.7	66.8	7	4.5	64	3.2	46

Vocabulary Acquisition and Use

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E5.H	13	10.6	81.5	8	5.9	74.3	7	4.5	64	4.5	64
E5.A-V.4	9	6.9	77.1	4	2.8	69.4	5	3.1	62	3.1	64
E5.B-V.4	4	3.7	91.5	4	3.2	79.1	2	1.4	70	1.4	70

Types of Writing

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E5.C	12	8.3	69.2	12	7.1	58.9	Not Assessed				
E5.C.1	12	8.3	69.2	12	7.1	58.9					

Language

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E5.D	18	13.7	76.3	18	13.0	72.4	9	6.2	69	5	56
E5.D.1	12	9.2	76.3	12	8.7	72.8	6	4.2	70	3.4	57
E5.D.2	6	4.6	76.3	6	4.3	71.5	3	2.0	67	1.6	53

Text Dependent Analysis

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E5.E	16	7.2	45.0	16	7.2	45.2	16	8.7	54	6.7	42.0
E5.E.1	16	7.2	45.0	16	7.2	45.2	16	8.7	54	6.7	42.0

Literature Text

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E5.A	21	16.1	76.7	19	13.4	70.5	19	13.4	71	10.8	57
E5.A-K.1	8	6.2	77.8	8	5.9	73.7	12	8.5	71	6.7	56
E5.A-C.2	3	2.3	77.8	6	4.1	69.1	2	1.3	65	1	50.0
E5.A-C.3	1	0.6	61.0	4	2.8	69.4	Not Assessed				
E5.A-V.4	9	6.9	77.1	1	0.6	58.3	5	3.7	74	3.1	62

Informational Text

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E5.B	17	13.0	76.7	19	14.2	74.7	19	13.2	69	10	53
E5.B-K.1	10	7.5	74.7	8	6.3	79.3	8	5.7	71	4.4	55
E5.B-C.2	Not Assessed			Not Assessed			2	1.3	65	0.9	45
E5.B-C.3	3	1.9	63.5	7	4.7	66.8	7	4.5	64	3.2	46
E5.B-V.4	4	3.7	91.5	4	3.2	79.1	2	1.8	90	1.4	70

GRADE 5 PSSA ELA Anchors

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

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

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

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

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

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

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

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

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PSSA ELA

Note: The Spring of 2018 was the fourth assessment based upon the new PA Core standards introduced in 2015, allowing us to identify trends. The ELA assessment was updated in 2018 to reduce the number of test sections from 4 down to 3, altering the total points possible in each anchor.

GRADE 6 Performance Level Percentages over Time

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent	PA Top Decile 2018
ADV	34.3	41.4	40.2	47.5	26.3	
PROF	49.0	44	48.8	38.9	36.2	
ADV/PRO	**83.3**	**85.1**	**89**	**86.4**	**62.5**	**83.0**
BASIC	14.7	13.1	10.7	12.3	31.9	
BEL BAS	1.9	1.4	0.3	1.2	5.5	
# TESTED	361	350	336	324.0	125341	
			Mean Score	1110	1040	

Females

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	46.5	47.7	49.1	43.1	31.6
PROF	45.9	40.8	43.5	46.9	37
ADV/PRO	**92.4**	**88.5**	**92.6**	**90**	**68.6**
BASIC	7.1	10.9	7.5	9.2	27.7
BEL BAS	0.6	0.6	0	0.8	3.7
# TESTED	170	174	161	130	61388
			Mean Score	1110	1060

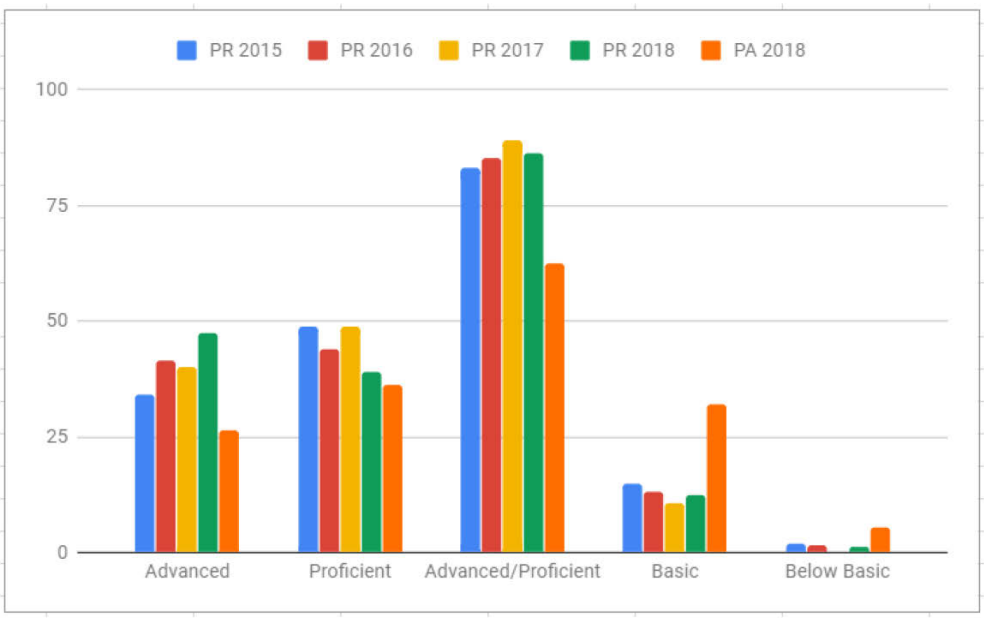
Males

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	23.6	35.2	32	50.8	21.1
PROF	51.8	47.2	53.7	33	35.5
ADV/PRO	**75.4**	**82.4**	**85.7**	**83.8**	**56.8**
BASIC	21.5	15.3	13.7	14.7	35.9
BEL BAS	3.1	2.3	0.6	1.6	7.3
# TESTED	191	176	175	191	63953
			Mean Score	1100	1020

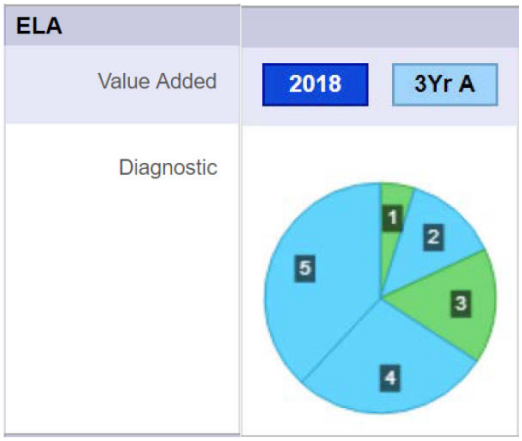
Students with IEPs

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	3.8	0	8.2	17.1	7.7
PROF	41.5	35.1	51	34.1	19
ADV/PRO	**45.3**	**35.1**	**59.2**	**51.2**	**26.7**
BASIC	41.5	51.4	38.8	39	54.9
BEL BAS	13.2	13.5	2	9.8	18.4
# TESTED	53	37	49	41	21302
			Mean Score	1010	950

GRADE 6 Performance Level Percentages over Time



PVAAS Grade 6



District Value Added

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

LEA/District Quintile Diagnostic

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

GRADE 6 ELA Anchor Performance vs. State

Key Ideas and Details

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E6.F	15	11.5	76.8	15	11.6	77	13	9.3	72	7.5	58
E6.A-K.1	8	5.7	71.5	10	7.6	76.5	6	4.3	72	3.4	57
E6.B-K.1	7	5.8	82.8	5	3.9	78.2	7	5	71	4.1	59

Craft and Structure/Integration of Knowledge and Ideas

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E6.G	13	9.1	70.2	18	12.9	71.6	20	14.3	70	11.8	59
E6.A-C.2	4	2.8	71.2	5	3	60.6	5	3.4	68.0	2.9	58
E6.A-C.3	Not Assessed			Not Assessed			4	3	75	2.5	63
E6.B-C.2	3	2.4	80.7	5	3.8	75.2	6	4.4	73	3.7	62
E6.B-C.3	6	3.9	64.2	8	6.1	76.2	5	3.5	69.6	2.8	56

Vocabulary Acquisition and Use

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E6.H	10	8.0	79.6	5	3.7	74.3	5	3.7	74	3.9	78
E6.A-V.4	6	4.6	75.9	3	2.3	76.7	3	2.2	73	1.9	63
E6.B-V.4	4	3.4	85.2	2	1.4	70.8	2	1.4	70	1.1	55

Types of Writing

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E6.C	12	7.3	60.7	12	7.8	65	Not Assessed				
E6.C.1	12	7.3	60.7	12	7.8	65					

Language

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E6.D	18	14.1	78.2	18	12.9	71.7	9	6.6	73	5.5	61
E6.D.1	12	10.1	83.9	12	9.4	78.3	5	3.9	78	3.3	66
E6.D.2	6	4.0	67.0	6	3.5	58.6	4	2.7	68	2.2	55

Text Dependent Analysis

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E6.E	16	8.8	55.1	16	8.3	51.9	16	7.6	48	6.6	41
E6.E.1	16	8.8	55.1	16	8.3	51.9	16	7.6	48	6.6	41

Literature Text

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E6.A	18	13.1	72.9	18	13	72.1	18	12.9	72	10.6	59
E6.A-K.1	8	5.7	71.5	10	7.6	76.5	6	4.3	72	3.4	57
E6.A-C.2	4	2.8	71.2	5	3	60.3	3	2.2	73	1.9	63
E6.A-V.4	6	4.6	75.9	3	2.3	76.7	4	3	75	2.5	63
E6.B-K.1	Not Assessed			Not Assessed			5	3.4	68	2.9	58

Informational Text

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E6.B	20	15.5	77.4	20	15.2	75.9	20	14.4	72	11.8	59
E6.B-K.1	7	5.8	82.8	5	3.9	78.2	7	5	71	4.1	59
E6.B-C.2	3	2.4	80.7	5	3.8	75.2	6	4.4	73	3.7	62
E6.B-C.3	6	3.9	64.2	8	6.1	76.2	5	3.5	70	2.8	56
E6.B-V.4	4	3.4	85.2	2	1.4	70.8	2	1.4	70	1.1	55

GRADE 6 ELA Anchor Performance vs. State

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

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

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

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

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

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

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

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

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PSSA ELA

Note: The Spring of 2018 was the fourth assessment based upon the new PA Core standards introduced in 2015, allowing us to identify trends. The ELA assessment was updated in 2018 to reduce the number of test sections from 4 down to 3, altering the total points possible in each anchor.

GRADE 7 Performance Level Percentages over Time

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent	PA Top Decile 2018
ADV	33.8	37.6	42.9	43.8	17.7	
PROF	48.8	52.7	43.5	45.9	44.3	
ADV/PRO	**82.6**	**90.3**	**86.4**	**89.8**	**62.0**	**80.4**
BASIC	16.5	9.4	13.4	9.9	35.5	
BEL BAS	0.9	0.3	0.3	0.3	2.5	
# TESTED	346	372	359	333.0	124226	
			Mean Score	1110	1030	

Females

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	41.6	44.9	51.4	52.5	22.6
PROF	48.8	50	36.6	40.5	47.1
ADV/PRO	**90.4**	**94.9**	**88**	**93**	**69.7**
BASIC	9.6	5.1	12	7	28.8
BEL BAS	0.0	0	0	0	1.4
# TESTED	166	176	183	158	60580
			Mean Score	1130	1050

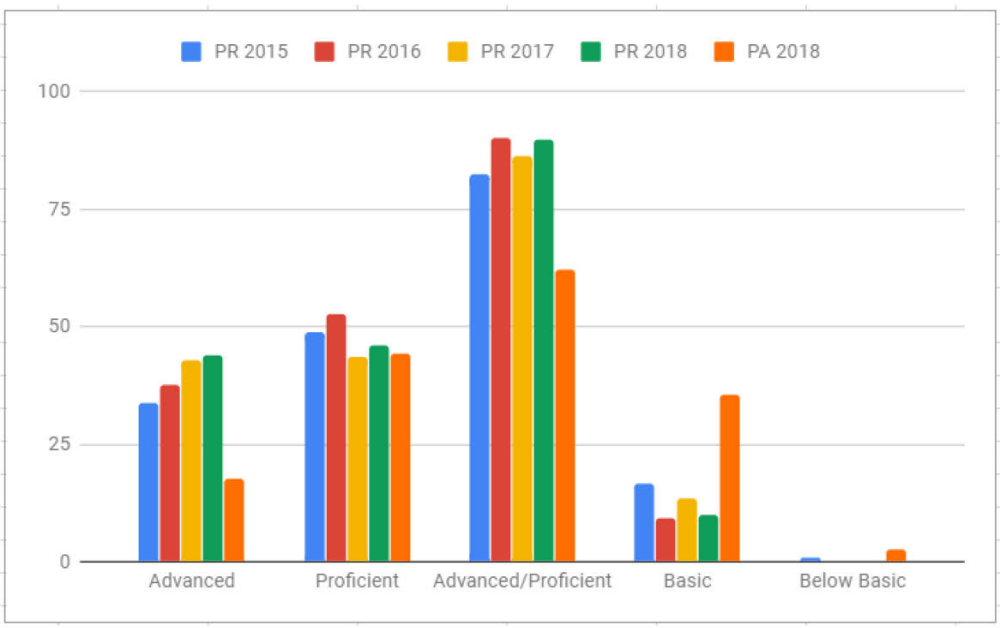
Males

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	26.7	31.1	34.1	36	12.9
PROF	48.9	55.1	50.6	50.9	41.6
ADV/PRO	**75.6**	**86.2**	**84.7**	**86.9**	**54.5**
BASIC	22.8	13.3	14.8	12.6	42
BEL BAS	1.7	0.5	0.6	0.6	3.5
# TESTED	180	196	176	175	63646
			Mean Score	1100	1010

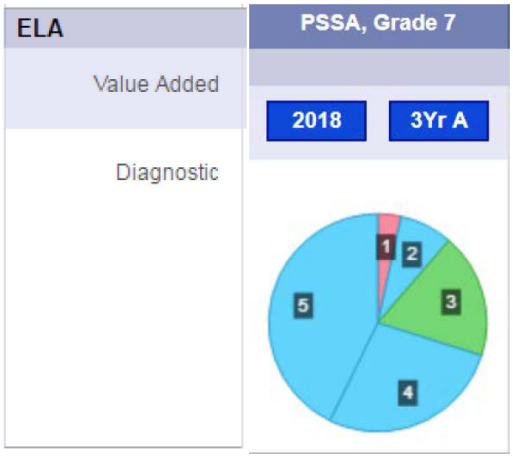
Students with IEPs

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	7.7	9.4	4.8	6.4	2.3
PROF	25.6	47.2	21.4	53.2	18.4
ADV/PRO	**33.3**	**56.6**	**26.2**	59.6	20.7
BASIC	64.1	41.5	71.4	38.3	70.1
BEL BAS	2.6	1.9	2.4	2.1	9.2
# TESTED	39	53	42	47	20779
			Mean Score	1010	940

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

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E7.F	15	10.0	66.4	18	12.6	70.1	16	11.5	71.6	9.1	56.6
E7.A-K.1	9	5.5	61.6	10	6.7	66.5	7	5	71.3	3.8	54.1
E7.B-K.1	6	4.4	73.6	8	6	74.5	9	6.5	71.8	5.3	58.5

Craft and Structure/Integration of Knowledge and Ideas

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E7.G	14	9.9	70.8	11	8.1	73.2	15	10.5	70.3	8.4	56.3
E7.A-C.2	6	3.9	64.4	4	3.1	77.2	6	4.3	71.9	3.5	58.7
E7.A-C.3	Not Tested			Not Tested			Not Tested				
E7.B-C.2	6	4.6	76.7	3	2.3	76	4	3.1	77.1	2.6	64
E7.B-C.3	2	1.4	72.4	4	2.7	67.2	5	3.1	62.9	2.4	47.3

Vocabulary Acquisition and Use

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E7.H	9	7.3	80.6	9	6.7	75	7	5.5	79	4.8	68.7
E7.A-V.4	5	3.9	78.1	5	3.9	77.3	5	3.9	77.5	3.3	66.9
E7.B-V.4	4	3.4	83.8	4	2.9	72.1	2	1.7	82.6	1.5	73.1

Types of Writing

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E7.C	12	8.7	72.3	12	8.3	69.2	Not Tested				
E7.C.1	12	8.7	72.3	12	8.3	69.2					

Language

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E7.D	18	13.8	76.7	18	13.3	73.6	9	6.2	69.1	4.9	54.7
E7.D.1	12	9.4	78.3	12	9.2	76.9	6	4.3	71.6	3.5	57.7
E7.D.2	6	4.4	73.5	6	4	67	3	1.9	64.1	1.5	48.7

Text Dependent Analysis

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E7.E	16	9.5	59.1	16	8.4	52.2	16	9.7	60.6	7.7	48.3
E7.E.1	16	9.5	59.1	16	8.4	52.2	16	9.7	60.6	7.7	48.3

Literature Text

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E7.A	20	13.3	66.6	19	13.6	71.6	18	13.2	73.3	10.7	59.2
E7.A-K.1	9	5.5	61.6	10	6.7	66.5	7	5	71.3	3.8	54.1
E7.A-C.2	6	3.9	64.4	4	3.1	77.2	6	4.3	71.9	3.5	58.7
E7.A-C.3	Not Tested										
E7.A-V.4	5	3.9	78.1	5	3.9	77.3	5	3.9	77.5	3.3	66.9

Informational Text

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E7.B	18	13.8	76.8	19	13.8	72.7	20	14.3	71.7	11.6	58.2
E7.B-K.1	6	4.4	73.6	8	6	74.5	9	6.5	71.8	5.3	58.5
E7.B-C.2	6	4.6	76.7	3	2.3	76	4	3.1	77.1	2.6	64
E7.B-C.3	2	1.4	72.4	4	2.7	67.2	5	3.1	62.9	2.4	47.3
E7.B-C.4	4	3.4	83.8	4	2.9	72.1	2	1.7	82.6	1.5	73.1

GRADE 7 PSSA Anchors

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

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PSSA ELA

Note: The Spring of 2018 was the fourth assessment based upon the new PA Core standards introduced in 2015, allowing us to identify trends. The ELA assessment was updated in 2018 to reduce the number of test sections from 4 down to 3, altering the total points possible in each anchor.

GRADE 8 Performance Level Percentages over Time

PA 2018 Percent		PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent	PA Top Decile 2018
ADV	27.0	27.7	28.8	28.8	29.6	14.4	
PROF	55.5	54.2	54.8	54.8	55.2	47.1	
ADV/PRO	**82.5**	**81.8**	**83.6**	**83.6**	**84.8**	**61.5**	**80.2**
BASIC	15.5	15.5	13.9	13.9	13.8	30.6	
BEL BAS	2.0	2.7	2.6	2.6	1.4	7.8	
# TESTED	393	336	389	389	362	124907	
		Mean Score	1080	1080	1090	1030	

Females

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	35.7	33.3	38.8	36.7	19.2
PROF	53.8	58.5	50.3	55	50.8
ADV/PRO	**89.5**	**91.8**	**89.1**	**91.7**	**70**
BASIC	10.5	8.2	9.8	7.8	25.4
BEL BAS	0	0	1.1	0.6	4.6
# TESTED	171	159	183	180	60658
		Mean Score	1110	1110	1050

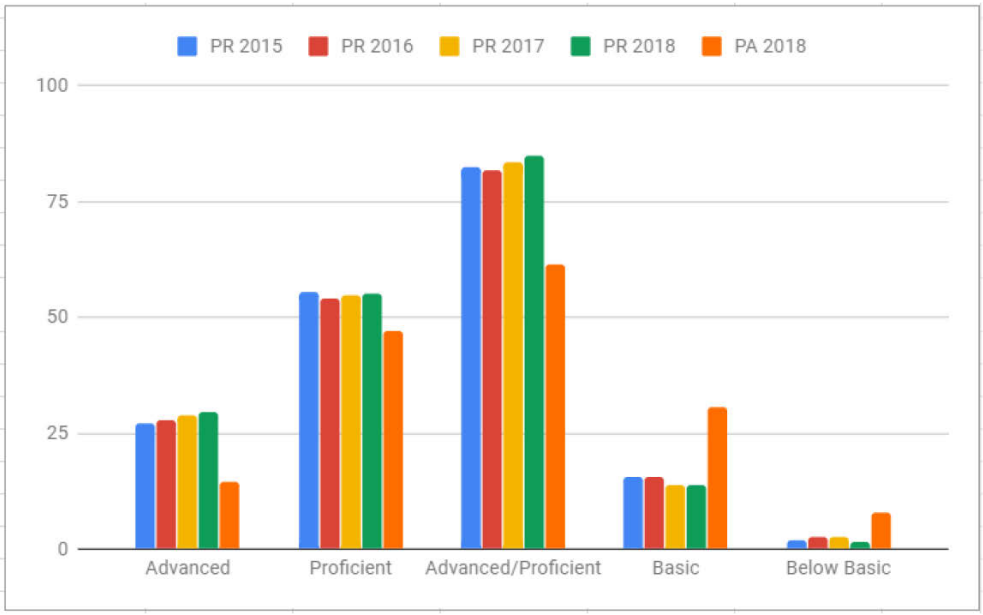
Males

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	20.3	22.6	19.9	22.5	10
PROF	56.8	50.3	58.7	55.5	43.6
ADV/PRO	**77.1**	**72.9**	**78.6**	**78**	**53.6**
BASIC	19.4	22	17.5	19.8	35.6
BEL BAS	3.6	5.1	3.9	2.2	10.8
# TESTED	222	177	206	182	64249
		Mean Score	1060	1060	1010

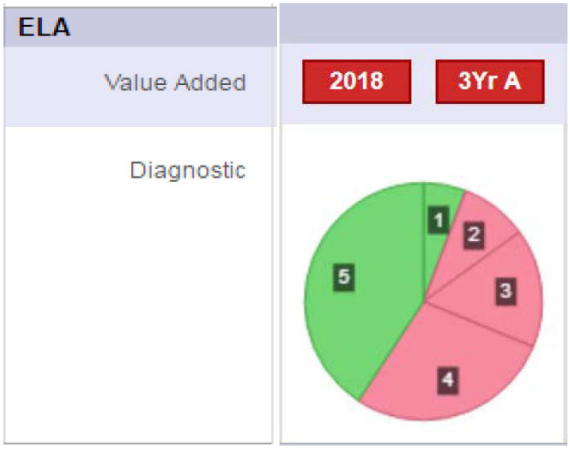
Students with IEPs

	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	6.7	5.7	6.9	5	1.5
PROF	24.4	31.4	34.5	23	17.6
ADV/PRO	**31.1**	**37.1**	**41.4**	28	19.1
BASIC	53.3	40	43.1	61	54.8
BEL BAS	15.6	22.9	15.5	11	26
# TESTED	45	35	58	44	20592
		Mean Score	980	970	930

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

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E8.F	14	9.8	69.9	18	12.9	71.9	12	8.1	67.6	6.7	55.7
E8.A-K.1	6	4.4	74.0	10	7.2	71.9	9	6.1	67.9	5.1	56.5
E8.B-K.1	8	5.3	66.7	8	5.8	71.9	3	2	66.5	1.6	53.2

Craft and Structure/Integration of Knowledge and Ideas

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E8.G	13	9.3	71.6	10	5.9	58.6	16	11.5	71.7	10.1	62.9
E8.A-C.2	6	4.7	78.9	2	1	51.4	5	3.3	65.6	2.8	56.7
E8.A-C.3	2	1.5	76.6	1	0.7	72.8	Not Tested				
E8.B-C.2	5	3.0	60.9	6	3.6	59.8	7	5	71.5	4.5	64.4
E8.B-C.3	Not Tested			1	0.5		4	3.2	79.7	2.7	68

Vocabulary Acquisition and Use

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E8.H	11	8.5	77.4	10	7.9	79.1	10	6.6	66.2	5.8	58.1
E8.A-V.4	6	5.0	82.6	5	3.8	76	5	3.6	71.4	3.2	65
E8.B-V.4	5	3.6	71.1	5	4.1	82.2	5	3.1	61	2.6	51.6

Types of Writing

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E8.C	12	8.2	68.3	12	8.3	68.8	Not Tested				
E8.C.1	12	8.2	68.3	12	8.3	68.8					

Language

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E8.D	18	14.6	81.1	18	12.5	69.7	9	6.2	69.0	5.3	58.6
E8.D.1	12	9.8	82.0	12	8.8	73.4	6	4.4	72.7	3.8	62.6
E8.D.2	6	4.8	79.3	6	3.7	62.1	3	1.9	61.7	1.5	50.5

Text Dependent Analysis

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E8.E	16	8.8	54.9	16	9.4	58.7	16	9.9	62.1	7.8	48.7
E8.E.1	16	8.8	54.9	16	9.4	58.7	16	9.9	62.1	7.8	48.7

Literature Text

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E8.A	20	15.7	78.3	18	12.8	70.8	19	13.0	68.2	11.2	58.7
E8.A-K.1	6	4.4	74.0	10	7.2	71.9	9	6.1	67.9	5.1	56.5
E8.A-C.2	6	4.7	78.9	2	1	51.4	5	3.3	65.6	2.8	56.7
E8.A-C.3	2	1.5	76.6	1	0.7	72.8	Not Tested				
E8.A-V.4	6	5.0	82.6	5	3.8	76	5	3.6	71.4	3.2	64.7

Informational Text

	2016			2017			2018				
	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
E8.B	18	11.9	66.3	20	14	69.8	19	13.2	69.7	11.4	60
E8.B-K.1	8	5.3	66.7	8	5.7	71.9	3	2	66.5	1.6	53.2
E8.B-C.2	5	3.0	60.9	6	3.6	59.9	7	5	71.5	4.5	64.4
E8.B-C.3	Not Tested			1	0.5	51	4	3.2	79.7	2.7	68
E8.B-V.4	5	3.6	71.1	5	4.1	82.2	5	3.1	61	2.6	51.6

GRADE 8 PSSA ELA Anchors

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

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

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

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

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

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

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

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

PSSA ELA

Results and Findings

- Pine-Richland students outperformed the state average at all levels of the PSSA ELA assessment.
- Pine-Richland students outperformed the top decile benchmark for combined advanced/proficient performance at all grade levels (i.e., top 10% of schools in Pennsylvania).
- When comparing the 2015, 2016, 2017, and 2018 grade level achievement, the percentage of students at the advanced/proficient levels increased in grades 5, 7, and 8.
- The analysis of student performance by PA ELA Assessment Anchors helps us understand areas of relative strength and need with a higher level of meaning. While there are many strengths, the opportunities for improvement include:
    - **Grade 3**
        - **E3.B-C.2 Craft and Structure/Integration of Knowledge and Ideas**
            - Demonstrate craft and structure of informational texts
        - **E3.D.2 Language**
            - Knowledge of Language
    - **Grade 4**
        - **E4.E.1 Text Dependent Analysis**
            - Read with accuracy to support comprehension, analysis, reflection, and research
        - **E4.F Key Ideas and Details**
            - Demonstrate understanding of key ideas and details in literature texts
            - Demonstrate understanding of key ideas and details in informational texts
    - **Grade 5**
        - **E5.A-V.4 Vocabulary Acquisition and Use**
            - Demonstrate understanding of vocabulary and figurative language in literature texts
        - **E.5.B-C.2&3 Craft and Structure/Integration of Knowledge and Ideas**
            - Demonstrate understanding of craft and structure in informational text
            - Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among informational texts
        - **E5.E.1 Text Dependent Analysis**
            - Read with accuracy to support comprehension, analysis, reflection, and research
    - **Grade 6**
        - **E6.B Informational Text**
            - Demonstrate understanding of key ideas and details in informational texts
        - **E6.D Language**
            - Knowledge of Language
        - **E6.E.1 Text Dependent Analysis**
            - Read with accuracy to support comprehension, analysis, reflection, and research
        - **E6.G Craft and Structure/Integration of Knowledge and Ideas**
            - Demonstrate knowledge of craft and structure of literature texts

        - Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among informational texts

    - **Grade 7**
        - **E7.B-C.3 Craft and Structure/Integration of Knowledge and Ideas**
            - Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among informational texts
        - **E7.D.2 Language**
            - Knowledge of Language
        - **E7.E.1 Text Dependent Analysis**
            - Read with accuracy to support, comprehension, analysis, reflection, and research

    - **Grade 8**
        - **E8.A-C.2-3 and E8.B-C.3 Craft and Structure**
            - Demonstrate knowledge of craft and structure of literature texts
        - **E8.B-V.4 Vocabulary Acquisition and Use**
            - Demonstrating understanding of vocabulary and figurative language in informational texts
        - **E8.D.2 Language**
            - Knowledge of Language
        - **E8.E.1 Text Dependent Analysis**
            - Read with accuracy to support, comprehension, analysis, reflection, and research

- The 2018 Pennsylvania Value-Added Report indicates “significant evidence that students did not meet the Standard for PA Academic Growth” in ELA for grades 4 and 8. (i.e., red). Conversely, the 2018 Value-Added Report reflects “significant evidence that the students exceeded the Standard for PA Academic Growth” in ELA for grades 5, 6, and 7 (i.e. dark blue). The three-year average for grades 5 and 7 is also dark blue, with grade 6 showing “moderate evidence that the students exceeded the standard for PA Academic Growth” (i.e. light blue).

- Across the performance groups in the PVAAS ELA Quintile Diagnostic Report, nearly all five quintiles for grades 5, 6, 7, and those taking the Literature Keystone met or exceeded the Standard for PA Academic Growth, with the exception of quintile 1 in grade 7. Results for grades 4 and 8 varied as described below:
    - The PVAAS ELA Quintile Diagnostic report for grade four indicated that quintiles 1, 3, and 5 met the standard for PA Academic Growth, while quintiles 2 and 4 did not.
    - The PVAAS ELA Quintile Diagnostic Report indicated for grade eight that quintiles 1 and 5 met the standard for PA Academic Growth, while quintiles 2 through 4 did not. This shows an improvement from 2017, where none of the quintiles had met the standard for PA Academic Growth.

Next Steps

- Revisit PSSA and PVAAS data analysis process, results, findings, and next steps with grade level and vertical teams.
    - Key Personnel: Principals, Academic Leadership Council, Teachers
    - Timeline (Anticipated Start/Finish): November 2018 – March 2019

- Major Action Steps: (1) Distribute the Academic Achievement and Growth Report to the teachers and have them revisit their content and grade level results and action steps; (2) Locate specific areas of content focus within the unit-based curriculum for analysis; (3) Identify potential modifications to learning goals and/or learning activities to strengthen learning; (4) View individual student achievement and predicted performance reports to plan for students and flexible groups in lesson design; (5) Identify resources to support students' needs from approved resources across Tiers 1-3 in MTSS; and (6) Monitor performance in specific focus areas on a regular basis and through collaboration with grade level and/or same course teachers and embedded formative assessment probes.

- Continue using STAR 360 reading as a predictor of student performance on the PSSA given a year of data to start correlations to standardized testing scores and ensure alignment, effectiveness, and integration of the MTSS resources and process.
  - Key Personnel: Administration, ALCs, District Data Team, MTSS Building Teams, Teachers
  - Timeline (Anticipated Start/Finish): November 2018 - Ongoing
  - Major Action Steps: (1) Re-examine benchmark criteria; (2) Determine most effective instructional planning tools and reports within the system; (3) Ensure integration of the STAR 360 reading data with the MTSS decision trees and instructional programming; (4) Provide time in the schedule for interventions to occur at each grade span outside of the core content time; and (5) Utilize the PA-Standards aligned norms to begin predicting student performance.

- Expand the use of ELA curricular materials, including the intervention resources (e.g. *Wonder Work*s), ensuring fidelity and best practices in implementation (e.g. independent cold read v.s. teacher read-aloud for comprehension checks; use of grade level materials for instruction and assessment unless a student has a formally documented need within an IEP).
  - Key Personnel: Principals, Director of Special Education and Student Services, Building-Based MTSS Teams, Intervention Specialist, K-6 teachers
  - Timeline (Anticipated Start/Finish): November 2018 – June 2018
  - Major Action Steps: (1) Utilize professional learning communities to explore the intervention resources within our textbook and ancillary resources with which it came for both remediation and extension; (2) Share findings and recommendations with all grade level teachers; (3) Ensure staff members are able to leverage the technological resources and set parameters to support student needs; and (4) Determine effectiveness of resources and share feedback within the professional learning communities to ensure cyclical improvement of practice.

- Develop a systematic, integrated, and progressive approach to text-dependent analysis instructional strategies and feedback provision, beginning to develop students' capacity as early as grade one and building upon the necessary skills at each grade level.
  - Key Personnel: ALCs, ELA Administrators, K-12 ELA Teachers
  - Timeline (Anticipated Start/Finish): December 2018 – March 2019
  - Major Action Steps: (1) Identify a core team of ELA teachers and administrators to engage in professional development; (2) Develop a checklist/model for students to use when responding to TDAs to ensure inclusion of all components; (3) Utilizing a train-the-trainer model, the core team will create a training session for ELA teachers by grade level including the progression of skills and checklist/model; (4) Create common rubrics to assess TDAs within each grade level incorporating grade -specific skills; (5) Utilize common rubrics to assess students' writing and provide individualized feedback; and (6) Engage ELA teachers in exchanging best instructional practices based on their results, learning from research, and

creating new resources for integration into the classroom across grade levels.

- Continue professional development and support for co-teaching and MTSS models.
  - Key Personnel: Director of Special Education and Student Services, School Psychologists, Principals, Intervention Specialists, Special Education Teachers, Regular Education Teacher Representation
  - Timeline (Anticipated Start/Finish): October 2018 – June 2019
  - Major Action Steps: (1) Provide ongoing professional development opportunities; (2) Utilize walk-through form and team meetings to collaboratively discuss the approach being implemented and provide feedback; (3) Analyze collective data from walk-throughs to determine common themes to guide ongoing professional development and feedback; (4) Integrate content-specific training and feedback related to co-teaching; and (5) Continue monitoring success of interventions based upon students' performance.

- Analyze and understand data from the Classroom Diagnostic Tools (CDT) assessment, connecting back to curriculum and instruction through the PRSD Model for Teaching and Learning.
  - Key Personnel: Principal, Assistant Principal, Grades 7 and 8 ELA Teachers
  - Timeline (Anticipated Start/Finish): December 2018 – June 2019
  - Major Action Steps: (1) Analyze assessment data and identify strengths and opportunities for improvement; (2) Share data with classroom teachers and data teams; (3) Develop and implement instructional interventions to meet the needs of students; and (4) Monitor assessment data formatively and continue responding to students' needs to impact results.

- Utilize teacher-specific data and collaborative analysis of common assessment results to identify strengths and instructional strategies utilized, allowing replication of effective practices across the district.
  - Key Personnel: Principals, Professional Staff across Grade Levels and Departments
  - Timeline (Anticipated Start/Finish): December 2018 – June 2019
  - Major Action Steps: (1) Conduct walk-throughs with predetermined criteria based upon teacher specific data with administrators across buildings and grade spans; (2) Document and share the approach used to attain effective results; (3) Foster professional learning communities to engage in collaborative inquiry and discussion of best practices; and (4) Capture instructional strategies within the unit-based curriculum.

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PSSA SCIENCE

Note: PDE revised the number of sections on the Science assessment in the Spring of 2018 from 3 down to 2 and the number of max points reflects this change in the anchor performance chart.

GRADE 4 Performance Level Percentages over Time

	PR 2013 Percent	PR 2014 Percent	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent	PA Top Decile 2018
ADV	53.4	61.3	62.8	58.2	57.8	64.4	35.8	
PROF	38.3	30.6	31.5	33.9	36.4	29.9	39.7	
ADV/PRO	**91.7**	**91.9**	**94.3**	**92.1**	**94.2**	**94.3**	**75.5**	**94.3**
BASIC	6.5	5.8	3.6	5.3	5.2	5.1	19.1	
BEL BAS	1.8	2.2	2.1	2.6	0.6	0.6	5.4	
# TESTED	339	359	336	304	327	334	126353	
				Mean Score	1510	1520	1410	

Females

	PR 2013 Percent	PR 2014 Percent	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	53.8	62.9	66.0	48.0	54.6	62.2	34.5
PROF	38.6	30.3	29.4	44.7	39.1	30.8	41.7
ADV/PRO	**92.4**	**93.3**	**95.4**	**92.7**	**93.7**	**93**	**75.5**
BASIC	6.3	5.1	3.3	4.1	5.7	6.4	19
BEL BAS	1.3	1.7	1.3	3.3	0.6	0.6	4.8
# TESTED	158	178	153	123	174	172	61736
				Mean Score	1500	1500	1410

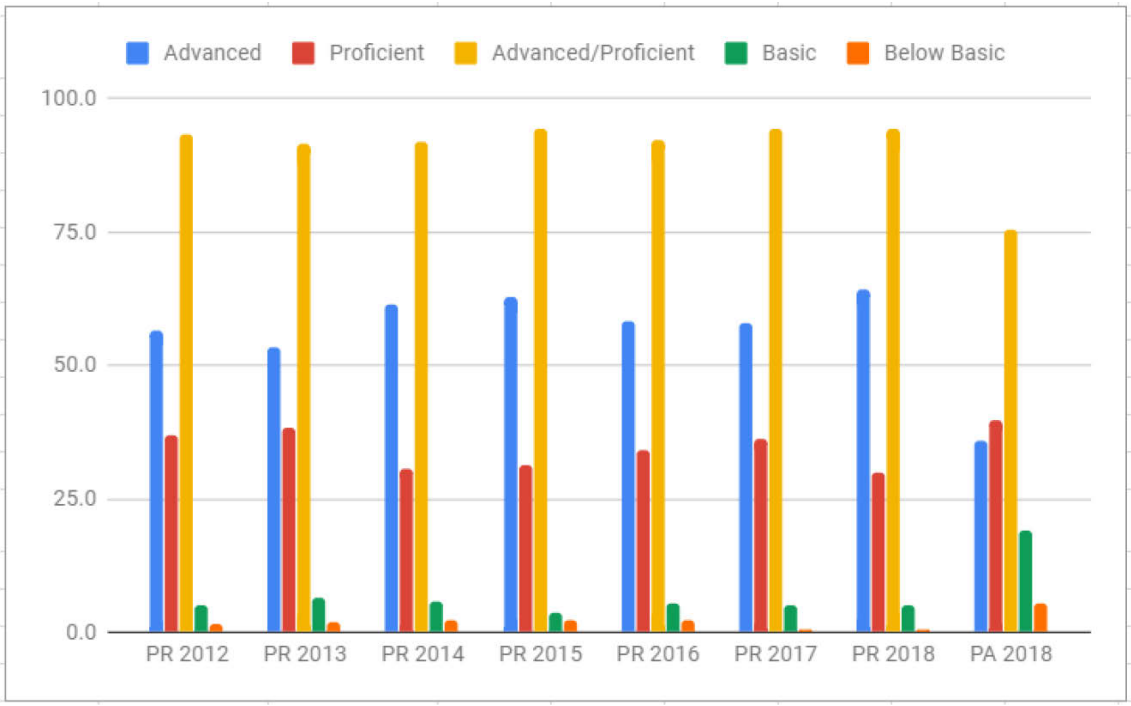
Males

	PR 2013 Percent	PR 2014 Percent	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	53.0	59.7	60.1	65.2	61.4	66.7	37
PROF	38.1	30.9	33,3	26.5	33.3	29	37.8
ADV/PRO	**91.2**	**90.6**	**93.4**	**91.7**	**94.7**	**95.7**	**74.8**
BASIC	6.6	6.6	3.8	6.1	4.6	3.7	19.1
BEL BAS	2.2	2.8	2.7	2.2	0.7	0.6	6.1
# TESTED	181	181	183	181	153	162	64617
				Mean Score	1520	1530	1420

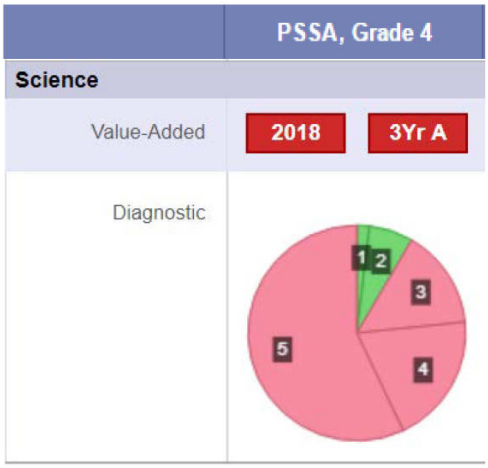
Students with IEPs

	PR 2013 Percent	PR 2014 Percent	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PR 2018 Percent	PA 2018 Percent
ADV	19.4	21.3	37.0	34.1	34.1	40.8	14.6
PROF	48.4	36.2	40.7	36.4	39	40.8	35.2
ADV/PRO	**67.7**	**57.5**	**77.8**	**70.5**	**73.1**	**81.6**	**49.7**
BASIC	22.6	27.7	11.1	15.9	22	14.3	35.7
BEL BAS	9.7	14.9	11.1	13.6	4.9	4.1	14.5
# TESTED	62	49	54	44	41	49	21876
				Mean Score	1420	1430	1300

GRADE 4 Performance Level Percentages over Time



PVAAS Grade 4



District Value Added

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

District Quintile Diagnostic

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

GRADE 4 PSSA SCIENCE Assessment Anchors

Performance Averages over Time

	2013			2014			2015		
	Mean	Max	Percent	Mean	Max	Percent	Mean	Max	Percent
S.A	23.9	32	75	26.7	35	76	26.4	34	78
S.A.1	8.7	11	79	9.4	12	78	9.4	12	78
S.A.2	5.2	7	75	5.4	7	78	7.4	9	82
S.A.3	9.9	14	71	11.9	16	74	9.6	13	74
S.B	8.8	12	74	9.4	12	79	9.8	12	82
S.B.1	1.7	3	58	1.9	2	96	2.8	3	93
S.B.2	1.8	2	91	0.4	1	43	3.8	5	77
S.B.3	5.3	7	75	7.1	9	79	3.2	4	79
S.C	8.8	12	73	9.2	11	84	8.3	10	83
S.C.1	2.8	4	70	2.6	3	88	2.3	3	78
S.C.2	3.7	5	73	3.9	5	78	2.6	3	87
S.C.3	2.3	3	77	2.7	3	88	3.4	4	84
S.D	8.4	12	70	7.0	10	70	8.6	12	72
S.D.1	6.5	9	73	5.4	8	67	3.8	5	76
S.D.2	1.3	2	65	0.9	1	94	2.3	4	59
S.D.3	0.6	1	58	0.7	1	69	2.4	3	81

2018 Grade 4 Anchor Performance vs. State

Nature of Sciences

	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
S4.A	24	16.6	69	13.1	54.7
S4.A.1	8	5.8	73.0	4.6	57.4
S4.A.2	8	5.5	69	4.4	54.4
S4.A.3	8	5.3	66	4.2	52.2

Biological Sciences

	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
S4.B	8	5.8	73	4.8	60.4
S4.B.1	3	1.9	63	1.7	58.2
S4.B.2	3	2.5	83	2.1	69.4
S4.B.3	2	1.4	70	1	50.4

Physical Sciences

	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
S4.C	8	5.1	64.0	4.3	54.2
S4.C.1	2	1.2	60	1	51.2
S4.C.2	3	2.3	77	1.9	61.7
S4.C.3	3	1.6	53	1.5	48.7

Earth and Space Sciences

	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
S4.D	8	3.5	44	3	37
S4.D.1	3	1.3	43	1.1	36.9
S4.D.2	3	1.3	43	1.1	36
S4.D.3	2	1	50	0.8	38.4

GRADE 4 SCIENCE Assessment Anchors

Performance Averages over Time

	2016			2017			2018		
	Mean	**Max**	**Percent**	**Mean**	**Max**	**Percent**	**Mean**	**Max**	**Percent**
S.A	25.5	33	77	21.7	32	68	16.6	24	69
S.A.1	12.7	16	80	6.6	9	73.2	5.8	8	73.0
S.A.2	5.9	8	74	5.8	8	73	5.5	8	69
S.A.3	6.6	9	76	9.3	15	62.1	5.3	8	66
S.B	10.7	13	82	7.8	12	65.1	5.8	8	73
S.B.1	5.3	6	89	2	3	67.5	1.9	3	63
S.B.2	3.0	4	75	1.3	2	65.2	2.5	3	83
S.B.3	2.4	3	79	4.5	7	64	1.4	2	70
S.C	10.0	12	83	8.4	12	69.7	5.1	8	64.0
S.C.1	1.8	2	88	Not Tested			1.2	2	51.2
S.C.2	3.4	4	85	4.1	6	68.6	2.3	3	77
S.C.3	4.8	6	80	4.2	5	70.7	1.6	3	53
S.D	7.6	10	76	7.6	12	63.4	3.5	8	44
S.D.1	4.6	6	76	5.8	9	64	1.3	3	43
S.D.2	0.9	1	88	1.9	3	61.8	1.3	3	43
S.D.3	2.2	3	72	Not Tested			1.0	2	50

Anchor Descriptors

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

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

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

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

PSSA SCIENCE

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

GRADE 8 Performance Level Percentages over Time

	PR 2013 Percent	PR 2014 Percent	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2018 Percent	PA 2018 Percent	PA Top Decile 2018
ADV	39.4	31.3	38.8	37.3	31.1	29.4	20.4	
PROF	44.8	45.0	40.6	41.9	39.9	43.1	33.5	
ADV/PRO	**84.2**	**76.3**	**79.4**	**79.2**	**71.0**	**72.5**	**53.9**	**73.4**
BASIC	10.6	16.8	13.5	13.3	18.1	20.0	23.9	
BEL BAS	5.2	7.0	7.1	7.5	10.9	7.5	22.2	
# TESTED	353	364	394	332	386	360	124417	
					Mean Score	1380	1310	

Females

	PR 2013 Percent	PR 2014 Percent	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2018 Percent	PA 2018 Percent
ADV	27.9	25.1	29.8	34.4	28	27.4	19.1
PROF	57.0	48.0	48.0	47.1	44.5	46.9	35.8
ADV/PRO	**84.9**	**73.1**	**77.8**	**81.5**	**72.5**	**74.3**	**54.9**
BASIC	11.5	19.9	13.5	15.9	18.7	20.7	25.2
BEL BAS	3.6	7.0	8.8	2.5	8.8	5	19.9
# TESTED	168	175	171	157	182	179	60379
					Mean Score	1380	1310

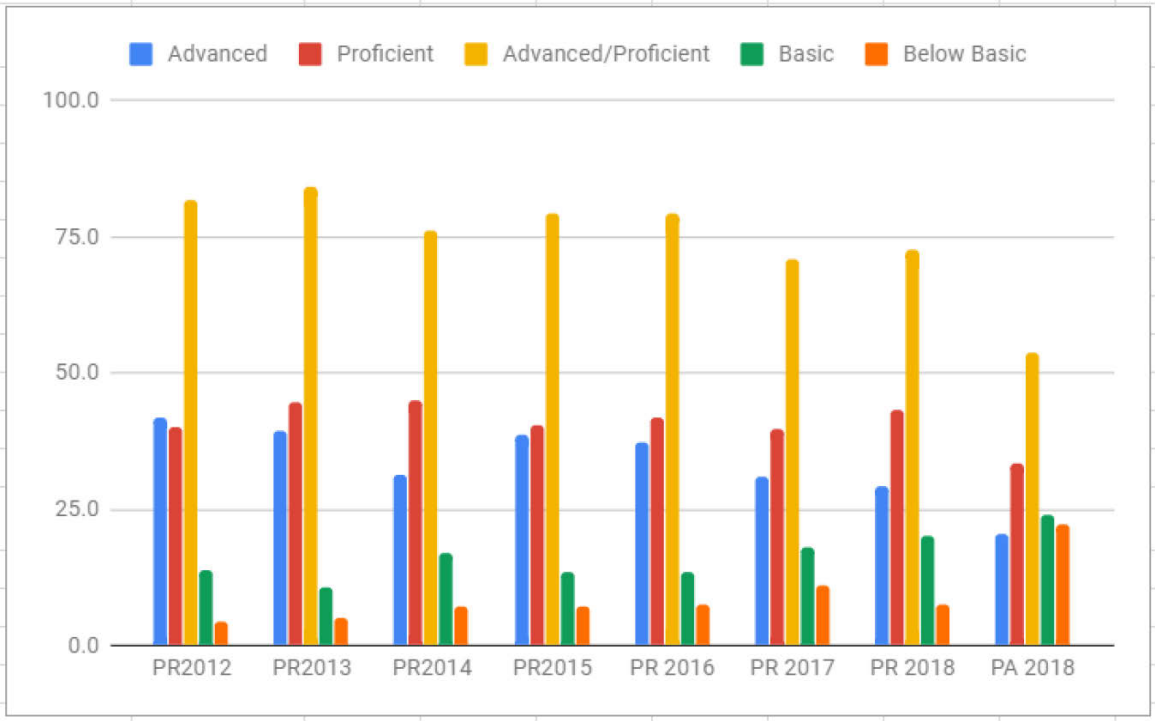
Males

	PR 2013 Percent	PR 2014 Percent	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2018 Percent	PA 2018 Percent
ADV	49.7	36.9	45.7	40.0	33.8	31.5	21.6
PROF	33.9	42.2	35.0	37.1	35.8	39.2	31.6
ADV/PRO	**83.6**	**79.1**	**80.7**	**77.1**	**69.6**	**70.7**	**52.9**
BASIC	9.8	13.9	13.5	10.9	17.6	19.3	22.8
BEL BAS	6.6	7.0	5.8	12.0	12.7	9.9	24.3
# TESTED	185	189	223	175	204	181	64038
					Mean Score	1370	1300

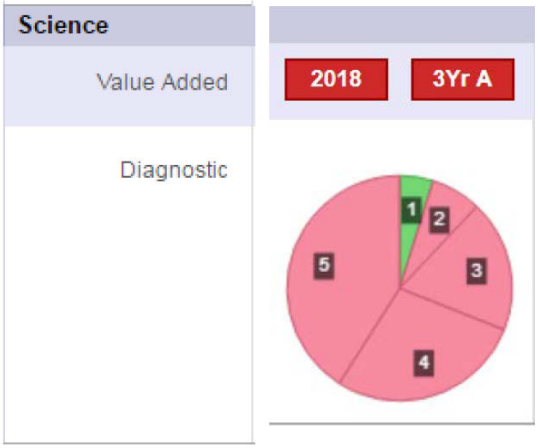
Students with IEPs

	PR 2013 Percent	PR 2014 Percent	PR 2015 Percent	PR 2016 Percent	PR 2017 Percent	PA 2018 Percent	PA 2018 Percent
ADV	31.5	18.9	6.7	2.9	7	7	4.4
PROF	14.8	24.5	20.0	35.3	24.6	27.9	14.4
ADV/PRO	**46.3**	**43.4**	**26.7**	**38.2**	**31.6**	**34.9**	**18.8**
BASIC	22.2	24.5	31.1	26.5	24.6	30.2	27.8
BEL BAS	31.5	32.1	42.2	35.3	43.9	34.9	53.5
# TESTED	59	53	45	34	57	43	20432
					Mean Score	1230	1170

GRADE 8 Performance Level Percentages over Time



PVAAS Grade 8



District Value Added

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

District Quintile Diagnostic

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

GRADE 8 SCIENCE Assessment Anchors

Performance Averages over Time

	2013			2014			2015		
	Mean	Max	Percent	Mean	Max	Percent	Mean	Max	Percent
S.A	24.9	33	76	26.1	34	77	26.1	34	77
S.A.1	7.7	10	77	10.6	14	75	10.7	14	76
S.A.2	9.1	12	76	6.6	9	74	9.5	12	80
S.A.3	8.1	11	74	8.9	11	81	5.8	8	73
S.B	9.1	12	76	9.6	12	80	9.7	13	75
S.B.1	1.6	3	55	0.7	1	68	1.6	2	79
S.B.2	5.8	7	82	2.9	4	73	2.0	3	66
S.B.3	1.7	2	84	6.0	7	85	6.2	8	77
S.C	7.7	11	70	7.5	10	75	8.5	11	78
S.C.1	2.5	3	85	3.0	4	74	2.5	3	82
S.C.2	4.5	7	64	3.2	4	79	3.0	4	75
S.C.3	0.7	1	69	1.4	2	71	3.1	4	77
S.D	9.1	12	76	7.5	12	62	7.0	10	70
S.D.1	5.3	7	76	5.2	8	65	3.9	5	78
S.D.2	1.5	2	77	0.6	1	62	1.2	2	61
S.D.3	2.2	3	74	1.7	2	55	1.8	3	61

2018 Grade 8 Anchor Performance vs. State

Nature of Sciences

	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
S8.A	23	14	60.8	11.5	50
S8.A.1	6	3.9	64.7	3.2	53.2
S8.A.2	9	5.3	58.4	4.2	46.2
S8.A.3	8	4.8	60.6	4.1	51.9

Biological Sciences

	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
S8.B	9	5.4	60.2	4.8	53.1
S8.B.1	3	1.9	64.5	1.8	59.2
S8.B.2	3	1.8	60.4	1.6	53.3
S8.B.3	3	1.7	55.7	1.4	46.8

Physical Sciences

	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
S8.C	8	4.7	58.5	4.2	52.5
S8.C.1	3	1.5	50.6	1.4	46.6
S8.C.2	2	1.1	53.1	1.1	53.2
S8.C.3	3	2.1	70.1	1.7	57.8

Earth and Space Sciences

	Max Points	PR Mean	PR Percent	PA Mean	PA Percent
S8.D	8	3.6	44.7	3.4	42.2
S8.D.1	5	2.1	42.3	1.9	37.7
S8.D.2	1	0.5	47.2	0.5	46.6
S8.D.3	2	1	49.3	1	51.0

GRADE 8 SCIENCE Assessment Anchors

Performance Averages over Time

	2016			2017			2018		
	Mean	**Max**	**Percent**	**Mean**	**Max**	**Percent**	**Mean**	**Max**	**Percent**
S.A	25.9	34	76	21	33	63.5	14.0	23	60.8
S.A.1	12.0	17	70	7.9	13	60.5	3.9	6	64.7
S.A.2	9.0	11	82	8.6	13	65.9	5.3	9	58.4
S.A.3	4.9	6	82	4.5	7	64.8	4.8	8	60.6
S.B	10.5	14	75	6.9	11	62.3	5.4	9	60.2
S.B.1	3.7	5	75	2.3	3	75.1	1.9	3	64.5
S.B.2	1.5	2	77	2.5	4	62.2	1.8	3	60.4
S.B.3	5.3	7	75	2.1	4	52.9	1.7	3	55.7
S.C	6.9	9	77	6.8	12	56.5	4.7	8	58.5
S.C.1	2.3	3	77	1.9	3	63	1.5	3	50.6
S.C.2	3.9	5	78	3.6	6	59.3	1.1	2	53.1
S.C.3	0.7	1	73	1.3	3	44.6	2.1	3	70.1
S.D	7.4	11	68	5.7	12	47.7	3.6	8	44.7
S.D.1	6.6	10	66	5.3	11	48.2	2.1	5	42.3
S.D.2	Not Tested			0.4			0.5	1	47.2
S.D.3	0.8	1	82	Not Tested			1.0	2	49.3

Anchor Descriptors

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

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

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

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

PSSA SCIENCE

Results and Findings

- Pine-Richland students outperformed the state average of students scoring proficient and advanced on the PSSA Science assessment in both the 4th and 8th Grade.
    - When comparing the percent of students scoring in the combined proficient and advanced category, Pine-Richland 4th Grade students (94.3%) outperformed the top decile benchmark representing the 2017 top 10% of schools in Pennsylvania (94.0%).
    - The aggregate percentage of Pine-Richland 8th Grade students (72.5%) performing at the combined proficient and advanced range was just above the 2017 PA Top Decile representing the top 10% of schools in Pennsylvania (72.4%).

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

- Pine-Richland students with an IEP in Grades 4 (81.6%) out-performed the overall performance of all Pennsylvania students (75.5%), both without and with IEPs, in the combined advanced/proficient category.

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

- The 2018 PVAAS District Value-Added Report for grade 4 indicates “significant evidence that the district did not meet the standard for PA Academic Growth” (i.e., red) in quintiles 3, 4 and 5. The value-added growth measures for 2015 and 2016 for Grade 4 were also red; however, on the 2018

administration, students in quintiles 1 and 2 do show "evidence that the students met the growth standard". The 3-year value-added average growth measure is red, indicating significant evidence that the district did not meet the growth standard for Grade 4 Science.

- The 2018 PVAAS District Value-Added Report for grade 8 indicates "evidence that the district did not meet the standard for PA Academic Growth" (i.e., red). The growth measure in 2015 and 2016 was green and the growth measure for 2017 was red. The 3-year average value-added growth measure for grade 8 is red indicating significant evidence that the district did not meet the standard for PA Academic Growth.

- The 2018 PVAAS Quintile Diagnostic Report for grade 8 demonstrates that students in the first quintile met the growth standard while students in the second, third, fourth, and fifth quintiles did not meet the growth standard for PSSA Science. This is identical to the quintile composition in 2017.

Next Steps

- Revisit PSSA and PVAAS data analysis process, results, findings, and next steps with grade level and vertical teams.
  - Key Personnel: Principals, Academic Leadership Council, Teachers
  - Timeline (Anticipated Start/Finish): November 2018 – March 2019
  - Major Action Steps: (1) Distribute the Academic Achievement and Growth Report to the teachers and have them revisit their content and grade level results and action steps; (2) Locate specific areas of content focus within the unit-based curriculum for analysis; (3) Identify potential modifications to learning goals and/or learning activities to strengthen learning; (4) View individual student achievement and predicted performance reports to plan for students and flexible groups in lesson design; (5) Identify resources to support students' needs from approved resources across Tiers 1-3 in MTSS; and (6) Monitor performance in specific focus areas on a regular basis and through collaboration with grade level and/or same course teachers and embedded formative assessment probes.

- Continue professional development regarding new curricular resources, as well as instructional and assessment strategies based on the PA Academic and Next Generation Science Standards in concert with the PRSD Model for Teaching and Learning.
  - Key Personnel: Assistant Superintendents, Administrative Science Liaisons, ALCs, and Science Teachers
  - Timeline (Anticipated Start/Finish): June 2018 – June 2019
  - Major Action Steps: (1) Identify professional development needs by grade span; (2) Plan professional development sessions to increase engagement, learning, and to impact teacher behavior/instruction and student results; (3) Utilize learning from professional development sessions to help guide curricular alignment and to identify instructional and resource needs; and (4) Update the written curriculum to inform the instructional topics and sequence within the K-12 classrooms.

- Continue implementation of the recommendations from the systematic, in-depth program review with the Science Department aimed at improving our educational program K-12.
  - Key Personnel: Assistant Superintendents, ALCs, & Science Department Teachers
  - Timeline (Anticipated Start/Finish): November 2018 – June 2019
  - Major Action Steps: (1) Review recommendations and key personnel responsible for each action with department members; (2) Review action plan and update progress in real time to reflect implementation levels; and (3) Monitor effectiveness and fidelity of implemented changes.

- Analyze and understand data from the Classroom Diagnostic Tools (CDT) assessment.
  - Key Personnel: Principal, Assistant Principal, Grades 7 and 8 Science Teachers

- Timeline (Anticipated Start/Finish): December 2018 – April 2019
- Major Action Steps: (1) Analyze assessment data and identify strengths and opportunities for improvement; (2) Share data with classroom teachers and data teams; (3) Develop and implement instructional interventions to meet the needs of students; and (4) Monitor assessment data formatively and continue responding to students' needs to impact results.

- Continue professional development and support for co-teaching and MTSS models.
  - Key Personnel: Director of Special Education and Student Services, School Psychologists, Principals, Intervention Specialists, Special Education Teachers, Regular Education Teacher Representation
  - Timeline (Anticipated Start/Finish): October 2018 – June 2019
  - Major Action Steps: (1) Provide ongoing professional development opportunities; (2) Utilize walk-through form and team meetings to collaboratively discuss the approach being implemented and provide feedback; (3) Analyze collective data from walk-throughs to determine common themes to guide ongoing professional development and feedback; (4) Integrate content-specific training and feedback related to co-teaching; and (5) Continue monitoring success of interventions based upon students' performance.

- Examine the K-3 unit-based curriculum for Science and back-map the eligible content and skills to be mastered by grade 4, ensuring spiraling of content through instructional and learning opportunities and formative assessment.
  - Key Personnel: Assistant Superintendent for Elementary Education & Curriculum, K-6 Principals, K-4 Teachers
  - Timeline: September 2018 – March 2019
  - Major Action Steps: (1) Examine unit-based curriculum for science in grades K-4; (2) Determine where each of the eligible content items are being addressed already and determine any gaps; (3) Identify additional big ideas tied to the eligible content and embed them in the unit-based curriculum by grade level; (4) Design learning activities and identify resources to support mastery of the learning goals; (5) Infuse the Next Generation Science Standards where appropriate; (6) Create common assessments by unit; (7) Establish professional learning communities within each building and across buildings through the use of both face-to-face and video conferencing technology to share ideas and learning across grade levels; and (8) Continue to refine the curriculum, instruction, and assessment annually, based on students' results.

- Examine the 4-8 unit-based curriculum for Science and back map the eligible content and skills to be mastered by grade 8, ensuring spiraling of content through instructional and learning opportunities and formative assessment.
  - Key Personnel: Assistant Superintendents, 4-8 Principals, 4-8 Teachers
  - Timeline: September 2018 – March 2019
  - Major Action Steps: (1) Examine unit-based curriculum for science in grades 4-8; (2) Determine where each of the eligible content items are being addressed already and determine any gaps or areas of duplication without a progression of learning; (3) Identify additional big ideas tied to the eligible content and embed them in the unit-based curriculum by grade level; (4) Design learning activities and identify resources to support mastery of the learning goals; (5) Infuse the Next Generation Science Standards where appropriate; (6) Create common assessments by unit; (7) Establish professional learning communities within each building and across buildings through the use of both face-to-face and video conferencing technology to share ideas and learning across grade levels; and (8) Continue to refine the curriculum, instruction, and assessment annually, based on students' results.

- Utilize teacher-specific data and collaborative analysis of common assessment results to identify strengths and instructional strategies utilized, allowing replication of effective practices across the district.
  - Key Personnel: Principals, Professional Staff across Grade Levels and Departments
  - Timeline (Anticipated Start/Finish): December 2018 – June 2019

- Major Action Steps: (1) Conduct walk-throughs with predetermined criteria based upon teacher specific data with administrators across buildings and grade spans; (2) Document and share the approach used to attain effective results; (3) Foster professional learning communities to engage in collaborative inquiry and discussion of best practices; and (4) Capture instructional strategies within the unit-based curriculum.

KEYSTONE EXAMS: Pennsylvania System of State Assessment

Overview of Achievement and Growth

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

For accountability purposes, the results of Keystone Exams are used as the high school assessment for federal compliance and the Pennsylvania School Performance Profile. Pine-Richland requires proficiency on the Keystone Exams as a high school graduate requirement. Pennsylvania will require proficiency on the Keystone Exams as a requirement for high school graduation beginning with the Class of 2022. All students must take the Keystone Exams and non-proficient students are required to retake the exam. Students have three opportunities to take Keystone Exams throughout the year: winter, spring, and summer. School districts have the responsibility of providing some form of supplemental instruction for non-proficient students before they retake the exam. Students who have retaken the Keystone Exam and remain non-proficient have alternative methods to demonstrate proficiency in the content areas and meet graduation requirements. Students with IEPs who are non-proficient may graduate by demonstrating proficiency through progress towards their IEP goals.

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

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

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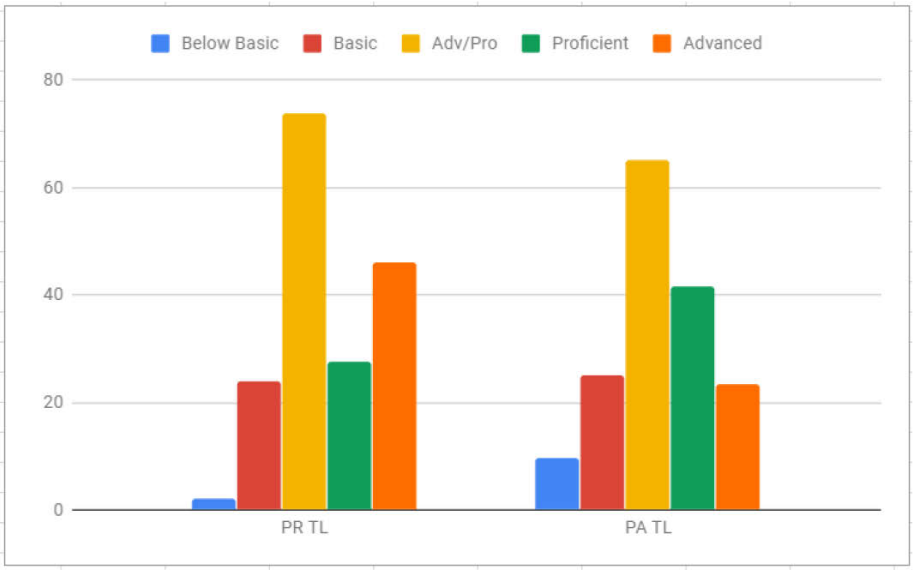
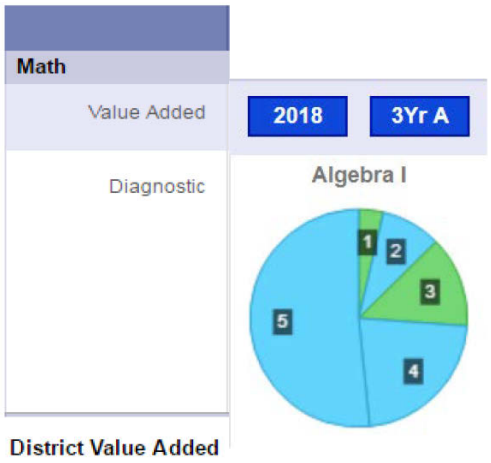
ALGEBRA I Keystone Exam

Comparison of District and State Results
Percentage of Students Scoring at Each Performance Level
All Test Takers, Spring 2018

	# Students	Below Basic	Basic	Adv/Pro	Proficient	Advanced
PR TL	491	2.0	24.0	73.9	27.7	46.2
PA TL	122260	9.7	25.1	65.2	41.7	23.5



PVAAS ALGEBRA 1



District Value Added

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

District Quintile Diagnostic

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

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

GRADE 6			2016 Percent	2017 Percent	2018 Percent
ADV			100	100	0
PROF			0	0	0
ADV/PRO			**100**	**100**	**0**
BASIC			0	0	0
BEL BAS			0	0	0
# TESTED			2	1	0

GRADE 7	2014 Percent	2015 Percent	2016 Percent	2017 Percent	2018 Percent
ADV	86	82	91	96	91
PROF	14	18	9	4	9
ADV/PRO	**100**	**100**	**100**	**100**	**100**
BASIC	0	0	0	0	0
BEL BAS	0	0	0	0	0
# TESTED	80	66	80	50	91

GRADE 8	2014 Percent	2015 Percent	2016 Percent	2017 Percent	2018 Percent
ADV	46	36	39	52	52
PROF	41	44	44	37	36
ADV/PRO	**87**	**80**	**83**	**89**	**88**
BASIC	12	19	17	10	12
BEL BAS	1	0	0	1	0
# TESTED	214	254	224	245	265

GRADE 9	2014 Percent	2015 Percent	2016 Percent	2017 Percent	2018 Percent
ADV	5	9	5	3	7
PROF	39	35	27	34	32
ADV/PRO	**44**	**44**	**32**	**37**	**39**
BASIC	51	52	58	55	57
BEL BAS	5	4	10	8	4
# TESTED	105	100	88	88	82

GRADE 10	2014 Percent	2015 Percent	2016 Percent	2017 Percent	2018 Percent
ADV	0	2	0	2	3
PROF	23	27	5	16	15
ADV/PRO	**23**	**30**	**5**	**18**	**18**
BASIC	71	70	88	72	75
BEL BAS	7	0	7	9	8
# TESTED	61	44	41	43	40

GRADE 11	2014 Percent	2015 Percent	2016 Percent	2017 Percent	2018 Percent
ADV	0	0	0	0	0
PROF	26	35	36	30	8
ADV/PRO	**26**	**35**	**36**	**30**	**7**
BASIC	70	59	27	30	62
BEL BAS	4	6	36	40	31
# TESTED	50	17	11	10	13

Algebra I Results by Graduating Class

Class of 2016 (Graduates)

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

Class of 2016 (Graduates) continued

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

Class of 2016 (Graduates) continued

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

Class of 2017 (Graduates)

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

Class of 2017 (Graduates) continued

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

Class of 2017 (Graduates) continued

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

Class of 2018 (Graduates)

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

Class of 2018 (Graduates) continued

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

Class of 2018 (Graduates) continued

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

Class of 2019 (Seniors)

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

Class of 2019 (Seniors) continued

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

Class of 2019 (Seniors) continued

Level	2017-18 School Year Grade 11					
	Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent
ADV	4	20	0	0	0	0
PROF	2	10	1	7.7	0	0
ADV/PRO	6	30	1	7.7	**0**	**0**
BASIC	12	60	8	61.5	0	0
BEL BAS	2	10	4	30.8	0	0
# Tested	20		13		0	

Class of 2020 (Juniors)

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

Class of 2020 (Juniors) continued

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

Class of 2020 (Juniors) continued

Level	2017-18 School Year Grade 10					
	Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent
ADV	7	13.0	1	2.5	0	0
PROF	11	20.4	6	15.0	0	0
ADV/PRO	18	33.4	7	17.5	0	0
BASIC	36	66.7	30	75.0	3	100
BEL BAS	0	0	3	7.5	0	0
# Tested	54		40		3	

Class of 2021 (Sophomores)

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

Class of 2021 (Sophomores) continued

Level	2017-18 School Year Grade 9					
	Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent
ADV	2	8.0	6	7.3	1	14.3
PROF	10	40.0	26	31.7	2	28.6
ADV/PRO	12	48.0	32	39.0	3	42.9
BASIC	13	52.0	47	57.3	4	57.1
BEL BAS	0	0	3	3.7	0	0
# Tested	25		82		7	

Class of 2022 (Freshmen)

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

Class of 2022 (Freshmen) Continued

Level	2017-18 School Year Grade 8					
	Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0	0	137	51.7	0	0
PROF	0	0	95	35.8	3	60.0
ADV/PRO	0	0	232	87.5	3	60
BASIC	0	0	33	12.5	2	40.0
BEL BAS	0		0	0	0	0
# Tested	0		265		5	

Class of 2023 (Grade 8 Middle School)

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

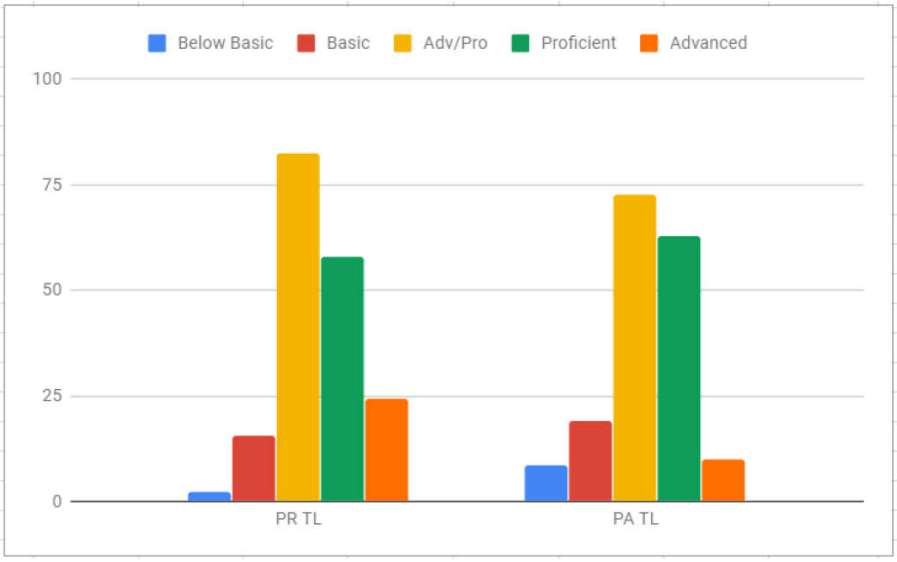
Class of 2023 (Grade 8 Middle School) Continued

Level	2017-18 School Year Grade 7					
	Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0	0	83	91.2		
PROF	0	0	8	8.8		
ADV/PRO	**0**	0	91	**100**		
BASIC	0	0	0	0		
BEL BAS	0	0	0	0		
# Tested	0		91			

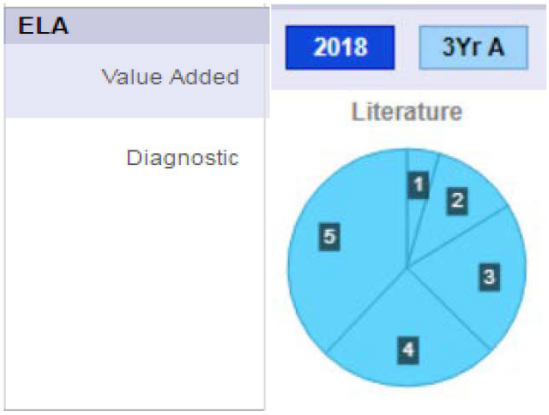
LITERATURE Keystone Exam

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

	# Students	Below Basic	Basic	Adv/Pro	Proficient	Advanced
PR TL	419	2.1	15.5	**82.3**	58.00	24.3
PA TL	121508	8.4	18.9	**72.7**	62.7	10.0



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	2014 Percent	2015 Percent	2016 Percent	2017 Percent	2018 Percent
ADV	14	12	10	19	27
PROF	68	72	74	67	62
ADV/PRO	**82**	**84**	**84**	**86**	**89**
BASIC	16	14	15	11	9
BEL BAS	2	2	1	2	1
# TESTED	349	362	397	341	376

GRADE 10	2014 Percent	2015 Percent	2016 Percent	2017 Percent	2018 Percent
ADV	0	0	0	3	0
PROF	39	24	32	29	27
ADV/PRO	**39**	**24**	**32**	**32**	**27**
BASIC	53	71	64	62	64
BEL BAS	8	5	4	6	9
# TESTED	36	21	28	34	33

GRADE 11	2014 Percent	2015 Percent	2016 Percent	2017 Percent	2018 Percent
ADV	0	0	0	0	0
PROF	27	0	33	0	0
ADV/PRO	**27**	**0**	**33**	**0**	**0**
BASIC	73	0	50	60	90
BEL BAS	0	0	17	40	10
# TESTED	22	0	6	5	10

Literature Results by Graduating Class

Class of 2016 (Graduates)

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

Class of 2016 (Graduates) continued

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

Class of 2017 (Graduates)

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

Class of 2017 (Graduates) continued

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

Class of 2018 (Graduates)

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

Class of 2018 (Graduates) continued

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

Class of 2019 (Seniors)

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

Class of 2019 (Seniors) continued

Level	2017-18 School Year Grade 11					
	Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent
ADV	2	10.5	0	0	0	0
PROF	4	21.1	0	0	0	0
ADV/PRO	**6**	**31.6**	**0**	**0**	**0**	**0**
BASIC	12	63.2	9	90.0	0	0
BEL BAS	1	5.3	1	10.0	0	0
# Tested	19		10		0	

Class of 2020 (Juniors)

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

Class of 2020 (Juniors) Continued

Level	2017-18 School Year Grade 10					
	Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent
ADV	1	2.0	0	0	0	0
PROF	25	51.0	9	27.3	0	0
ADV/PRO	**26**	**53.0**	**9**	**27.3**	**0**	**0**
BASIC	19	38.8	21	63.6	1	100
BEL BAS	4	8.2	3	9.1	0	0
# Tested	49		33		1	

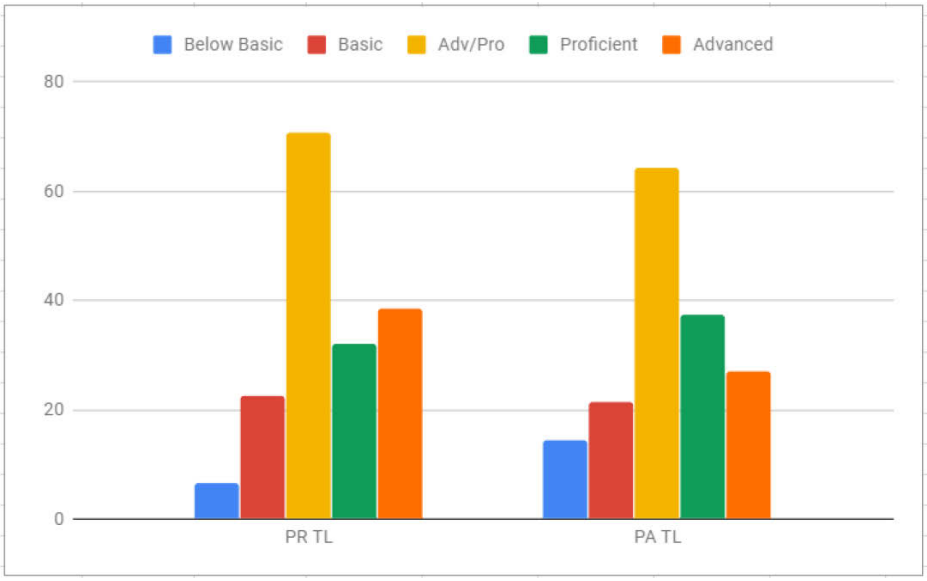
Class of 2021 (Sophomores)

Level	2017-18 School Year Grade 9					
	Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent
ADV			102	27.1	0	0
PROF			234	62.2	3	42.9
ADV/PRO			**336**	**89.3**	**3**	**42.9**
BASIC			35	9.3	4	57.1
BEL BAS			5	1.3	0	0
# Tested			376		7	

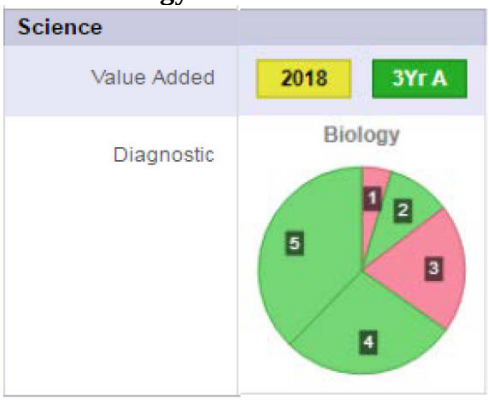
BIOLOGY Keystone Exam

Comparison and State Results
Percentage of Students Scoring at Each Performance Level
All Test Takers, Spring 2018

	# Students	Below Basic	Basic	Adv/Pro	Proficient	Advanced
PR TL	451	6.7	22.6	70.8	32.2	38.6
PA TL	121144	14.3	21.3	64.4	37.4	27.0



PVAAS Biology



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Biology

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

GRADE 9	2014 Percent	2015 Percent	2016 Percent	2017 Percent	2018 Percent
ADV	52	52	57	42	54
PROF	41	40	34	45	36
ADV/PRO	**93**	**92**	**91**	**87**	**90**
BASIC	6	5	8	13	9
BEL BAS	1	0	1	1	1
# TESTED	242	280	325	264	302

GRADE 10	2014 Percent	2015 Percent	2016 Percent	2017 Percent	2018 Percent
ADV	13	16	5	9	9
PROF	42	43	43	28	32
ADV/PRO	**55**	**59**	**48**	**37**	**41**
BASIC	30	30	35	54	42
BEL BAS	15	11	17	9	17
# TESTED	161	110	98	90	105

GRADE 11	2014 Percent	2015 Percent	2016 Percent	2017 Percent	2018 Percent
ADV	0	3	0	0	2
PROF	18	19	12	8	7
ADV/PRO	**18**	**22**	**12**	**8**	**9**
BASIC	72	65	58	58	71
BEL BAS	10	14	30	33	21
# TESTED	39	37	33	36	44

Biology Results by Graduating Class

Class of 2016 (Graduates)

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

Class of 2016 (Graduates) continued

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

Class of 2017 (Graduates)

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

Class of 2017 (Graduates) continued

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

Class of 2018 (Graduates)

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

Class of 2018 (Graduates) continued

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

Class of 2019 (Seniors)

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

Class of 2019 (Seniors)

Level	2017-18 School Year Grade 11					
	Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent
ADV	2	4.1	1	2.3	0	0
PROF	6	12.2	3	6.8	0	0
ADV/PRO	**8**	**16.3**	**4**	**9.1**	**0**	**0**
BASIC	34	69.4	31	70.5	1	100
BEL BAS	7	14.3	9	20.5	0	0
# Tested	49		44		1	

Class of 2020 (Junior)

Level	2016-17 School Year Grade 9					
	Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0		110	42	1	20
PROF	0		118	45	2	40
ADV/PRO	**0**		**228**	**86**	**3**	**60**
BASIC	0		34	13	2	40
BEL BAS	0		2	1	0	0
# Tested	0		264		5	

Class of 2020 (Juniors) Continued

Level	2017-18 School Year Grade 10					
	Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent
ADV	3	7.7	9	8.6	0	0
PROF	15	38.5	34	32.4	2	25.0
ADV/PRO	**18**	**46.2**	**43**	**41**	**2**	**25.0**
BASIC	21	53.8	44	41.9	6	75.0
BEL BAS	0	0	18	17.1	0	0
# Tested	39		105		8	

Class of 2021 (Sophomores)

Level	2017-18 School Year Grade 9					
	Winter		Spring		Summer	
	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0		164	54.3	0	0
PROF	0		108	35.8	5	71.4
ADV/PRO	0		272	90.1	5	71.4
BASIC	0		27	8.9	2	28.6
BEL BAS	0		3	1.0	0	0
# Tested	0		302		7	

KEYSTONE EXAMS

Results and Findings

Algebra 1

- In 2018, 73.9% of all test-takers at Pine-Richland scored advanced/proficient on the Keystone Algebra 1 Exam. In comparison, 65.2% of test-takers statewide scored advanced/proficient. Of note, is that 46.2% of the Pine-Richland students scored at the advanced level, in comparison to 23.5% statewide.

- The percentages of students scoring advanced/proficient increases the earlier the students take the exams. For example, in 2018, 88% of students in grade 8 scored advanced/proficient as compared to 39% in grade 9.

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

- Within a graduating class, the number of students scoring advanced/proficient increases as students progress through the grade levels.
  - For the Class of 2016, 341 students (90% of the class) demonstrated proficiency by the end of their junior year.
  - For the Class of 2017, 358 students (97% of the class) demonstrated proficiency by the end of their junior year.
  - For the Class of 2018, 348 students (97% of the class) demonstrated proficiency by the end of their junior year.

- The 2018 District Value-Added PVAAS data indicates "significant evidence that the district exceeded the standard for PA Academic Growth" (i.e., dark blue). The 3-year average value-added data is also dark blue.

- The 2018 Diagnostic Quintile data demonstrates evidence that every student quintile group met (1 & 3) or exceeded (2, 4, & 5) the growth standard in Algebra I.

Literature

- In 2018, 82.3% of all test-takers at Pine-Richland scored advanced/proficient on the Keystone Literature Exam. In comparison, 72.7% of all test-takers statewide scored advanced/proficient. Of note, 24.3% of Pine-Richland students scored at the advanced level, in comparison to 10% statewide.

- In 2018, the percentage of students in grade 9 scoring advanced/proficient and taking the exam for the first time was 89%, compared to 85.7% in 2017 and 84% in 2016, respectively.

- 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 the Class of 2018, 362 students (~99% of the class) demonstrated proficiency by the end of their junior year.

- The 2018 District Value-Added PVAAS data indicates "significant evidence that the district exceeded the growth standard for PA Academic Growth" (i.e., dark blue). The 3-year average value-added data is light blue indicating moderate evidence that the district exceeded the growth standard over the time period. This is a significant increase, since the 3 year average was red in 2017.

- The 2018 Diagnostic Quintile data demonstrates evidence that students in all 5 quintiles, exceeded the growth standard. This is also an improvement from 2017, where 3 of the quintiles had met, but not exceeded the growth standard.

Biology

- In 2018, 70.8% of all test-takers at Pine-Richland scored advanced/proficient on the Keystone Biology Exam. In comparison, 64.4% of all test-takers statewide scored advanced/proficient. Of note, 38.6% of Pine-Richland students scored at the advanced level in comparison to 27% statewide.

- The percentages of students scoring advanced or proficient increases the earlier the students take the exam. For example, in 2018, 90% of students in grade 9 scored advanced/proficient as compared to 41% in grade 10. These results have trended on the decline over the past 4 years.

- Within a graduating class, the number of students scoring advanced/proficient increases as students progress through the grade levels.
    - With the Class of 2016, 328 students (87% of the class) demonstrated proficiency by the end of their junior year.
    - With the Class of 2017, 325 students (88% of the class) demonstrated proficiency by the end of their junior year.
    - With the Class of 2018, 321 students (89.2% of the class) demonstrated proficiency by the end of their junior year.

- The 2018 District Value-Added PVAAS data indicates "moderate evidence that the district did not meet the growth standard" (i.e., yellow). The 3-year average value-added measure is green, indicating evidence that the district met the growth standard.

- The 2018 Diagnostic Quintile data demonstrates evidence that students in the first and third quintiles did not meet the growth standard. Students in quintiles 2, 4, and 5 met the growth standard. This demonstrates an improvement in our growth of students in the top quintiles, as well as growth across the majority of our student population, which was not the case in 2017.

Next Steps

- Revisit Keystone and PVAAS data analysis process, results, findings, and next steps with course and vertical teams.
    - Key Personnel: Principals, Academic Leadership Council, Keystone Teachers
    - Timeline (Anticipated Start/Finish): November 2018 – March 2019
      Major Action Steps: (1) Distribute the Academic Achievement and Growth Report to the teachers and have them revisit their content results and action steps; (2) Locate specific areas of content focus within

the unit-based curriculum for analysis; (3) Identify potential modifications to learning goals and/or learning activities to strengthen learning; (4) View individual student achievement and projected performance reports to plan for students and flexible groups in lesson design; (5) Identify resources to support students' needs; and (6) Monitor performance in specific focus areas on a regular basis and through collaboration with same course and/or departmental teachers and embedded formative assessment probes.

- Analyze and understand data from the Classroom Diagnostic Tools (CDT) assessment, connecting back to curriculum and instruction through the PRSD Model for Teaching and Learning.
    - Key Personnel: Principal, Assistant Principal, ALCs, and Keystone Teachers
    - Timeline (Anticipated Start/Finish): December 2018 – June 2019
    - Major Action Steps: (1) Analyze assessment data and identify strengths and opportunities for improvement; (2) Share data with classroom teachers and data teams; (3) Develop and implement instructional interventions to meet the needs of students; and (4) Monitor assessment data formatively and continue responding to students' needs to impact results.

- Utilize teacher-specific data and collaborative analysis of common assessment results to identify strengths and instructional strategies utilized, allowing replication of effective practices across the district.
    - Key Personnel: Principals, Professional Staff across Keystone Courses
    - Timeline (Anticipated Start/Finish): December 2018 – June 2019
    - Major Action Steps: (1) Conduct walk-throughs with predetermined criteria based upon teacher specific data with administrators across buildings and grade spans; (2) Document and share the approach used to attain effective results; (3) Foster professional learning communities to engage in collaborative inquiry and discussion of best practices; and (4) Capture instructional strategies within the unit-based curriculum.

- Continue to review individual student graduation plans annually and implement interventions to support student mastery, prior to retesting.
    - Key Personnel: High School Counselors
    - Timeline: August 2017 – June 2019 (Ongoing)
    - Major Action Steps: (1) School counselors will revisit and update graduation plans with individual students through the course scheduling process; (2) Plans will be modified to ensure completion of requirements are laid out in action steps with contingencies where applicable; (3) Interventions will be identified and implemented to assist with student mastery; and (4) Regular checkpoints will be established to monitor progress and adjust plans accordingly.

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.

Prior to 2017, the SAT had three subtests, each with a maximum score of 800 points; perfect scores on all three subtests resulted in a combined score of 2400. In the spring of 2016, CollegeBoard changed the format of the SAT reducing to two subtests, combining the reading and writing components. Each subtest in the revised SAT still received 800 points for a combined total of 1600 points.

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

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

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

In the pages that follow are SAT test results for the last five years in the former testing format for Math, Critical Reading, and Writing and the first two years of the new testing format with results in Math and Evidence-based Reading & Writing for Pine-Richland School District, Pennsylvania, and the Total Group. Total Group refers to all students both nationally and internationally who took the SAT test. Also given is seven years of participation data for Pine-Richland School District. Finally, test results for the past seven years for male and female student performance are given for the district, state, and Total Group. Comparisons between 2017 and 2018 can now be made; however, trends will not be identifiable until the third year of administration in 2019.

SAT Data Tables

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

PARTICIPATION

Percent of Graduating Class Taking the SATs

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

	2017	2018
Total # taking test	302	318
Total # graduates	356	354
% taking test	84.8	89.8

Participation over Time

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

	2017	2018
District	302	318
State	81840	96740
TL Group	1828107	2136539

Gender as a Percent of Test Takers over Time

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

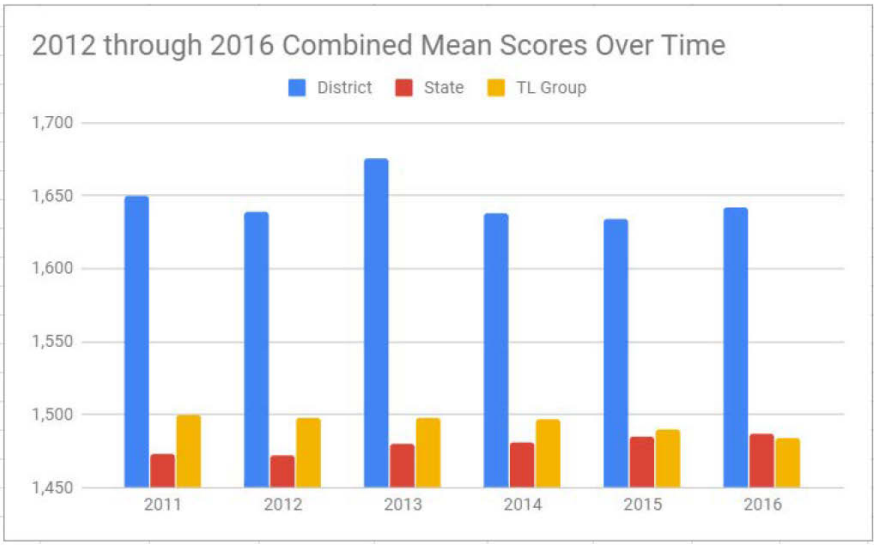
	2017 F/M	2018 F/M
District	51/49	51/49
State	54/46	54/46
TL Group	53/47	52/48

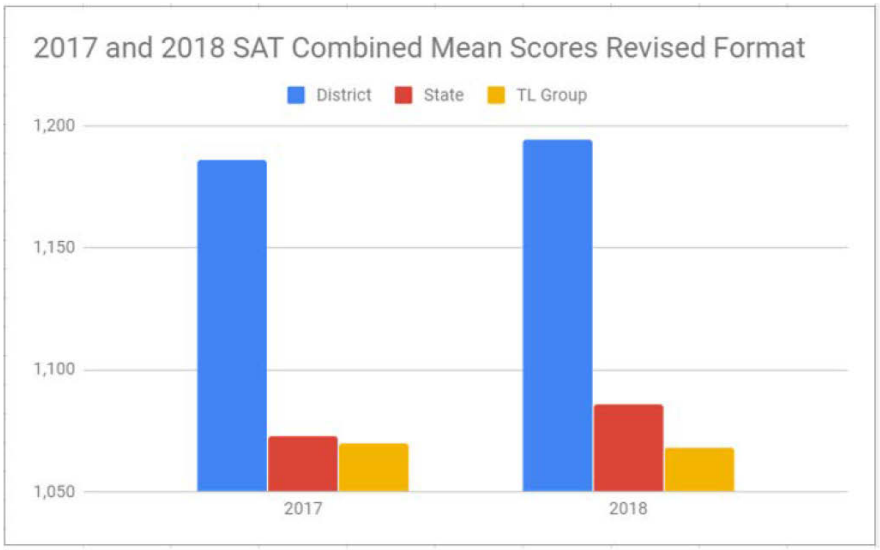
COMBINED SCORES

Combined Mean Scores over Time

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

	2017	2018
District	1186	1194
State	1073	1086
TL Group	1070	1068





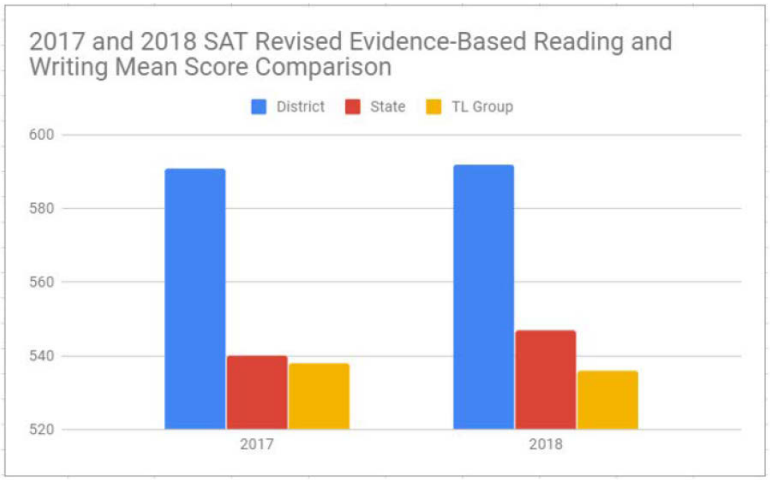
EVIDENCE-BASED READING AND WRITING

Critical Reading Mean Scores over Time

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

Evidence-Based Reading and Writing Mean Scores (Two Years in New Format)

	2017	2018
PRHS	591	592
State	540	547
TL Group	538	536



Critical Reading Female Student Mean Scores over Time

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

Evidence-Based Reading and Writing Female Student Mean Scores (Two Years in New Format)

	2017	2018
PRHS	586	591
State	539	546
TL Group	539	539

Critical Reading Male Student Mean Scores over Time

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

Evidence-Based Reading and Writing Male Student Mean Scores (Two Years in New Format)

	2017	2018
PRHS	597	593
State	543	549
TL Group	537	534

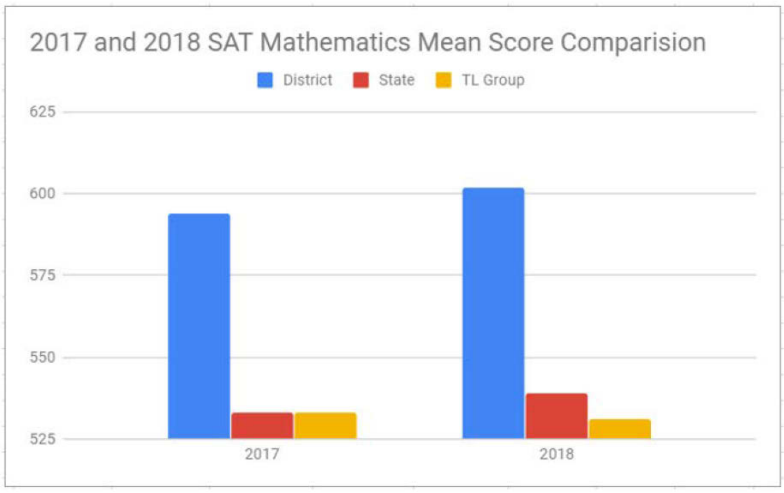
MATHEMATICS

Mathematics Means Scores over Time

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

Mathematics Mean Scores (Two Years in New Format)

	2017	2018
PRHS	594	602
State	533	539
TL Group	533	531



Female Student Mean Scores over Time

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

Female Student Mean Scores (Two Years in New Format)

	2017	2018
PRHS	579	591
State	520	526
TL Group	522	522

Male Student Mean Scores over Time

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

Male Student Mean Scores (Two Years in New Format)

	2017	2018
PRHS	609	614
State	548	554
TL Group	544	542

SAT

Results and Findings

- In 2017, student participation in the newly formatted SAT at Pine-Richland dropped to 84.8% from 88.7% in 2016; however, in 2018 during the second year of administration, participation rates increased to 89.8% again.

- In the second year of the new test format, Pine-Richland students (1194) have continued to outperform state (1086) and Total Group (1068) comparisons in combined score performance and across both subtests (Evidence-based Reading and Writing & Mathematics).

- In the second year of the new test format, Pine-Richland students performed at commensurate levels across both subtests, Evidence-based Reading and Writing (592) and Mathematics (602), increasing performance levels on both subtests slightly from the 2017 test results.

- Pine-Richland male students (614) outperformed female students (591) on the Mathematics subtest with both genders increasing in their scaled scores since 2017; whereas, performance on Evidence-based Reading and Writing was more equitable with males scoring on average 593 points and females scoring 591 points on average.

Next Steps

- Continue the partnership established to permit students the option to receive face-to-face SAT preparation instruction, now in its second year.
  - Key Personnel: District Administrators, School counselors, Building administrators
  - Timeline: December 2018 – June 2019
  - Major Action Steps: (1) Identify number of students participating in each course; (2) Review pre- and post-assessment results to monitor benefit; and (3) ensure communication of preparatory options available to students based upon their preferences.

- Inform students and families of the SAT preparation instructional opportunities that are available online through Naviance and other web-based programs.
  - Key Personnel: Building Administrators; School Counselors; Director of Communications, Director of College and Career Counseling
  - Timeline: Annually & Ongoing
  - Major Action Steps: (1) Initiate electronic communications to families once students have access to Naviance, both targeted and static on the website; (2) Hold information sessions for students during counselor classroom visits; and (3) Monitor the use of the available tools and corresponding performance of students on the assessments.

- Ensure similarly formatted test questions are integrated into secondary courses to help prepare students for the SAT.
  - Key Personnel: School Counselors; District Administrators; Teachers
  - Timeline: December 2018 – June 2019
  - Major Action Steps: (1) Review formatting information with high school teachers; (2) Integrate the question format into unit assessments; and (3) Share feedback among teachers using the format to determine where students might need additional assistance.

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 seven 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 seven years both generally and disaggregated by gender. Finally, test scores for Pine-Richland School District and Pennsylvania students are presented for each subject area over the past seven years.

ACT Data Tables

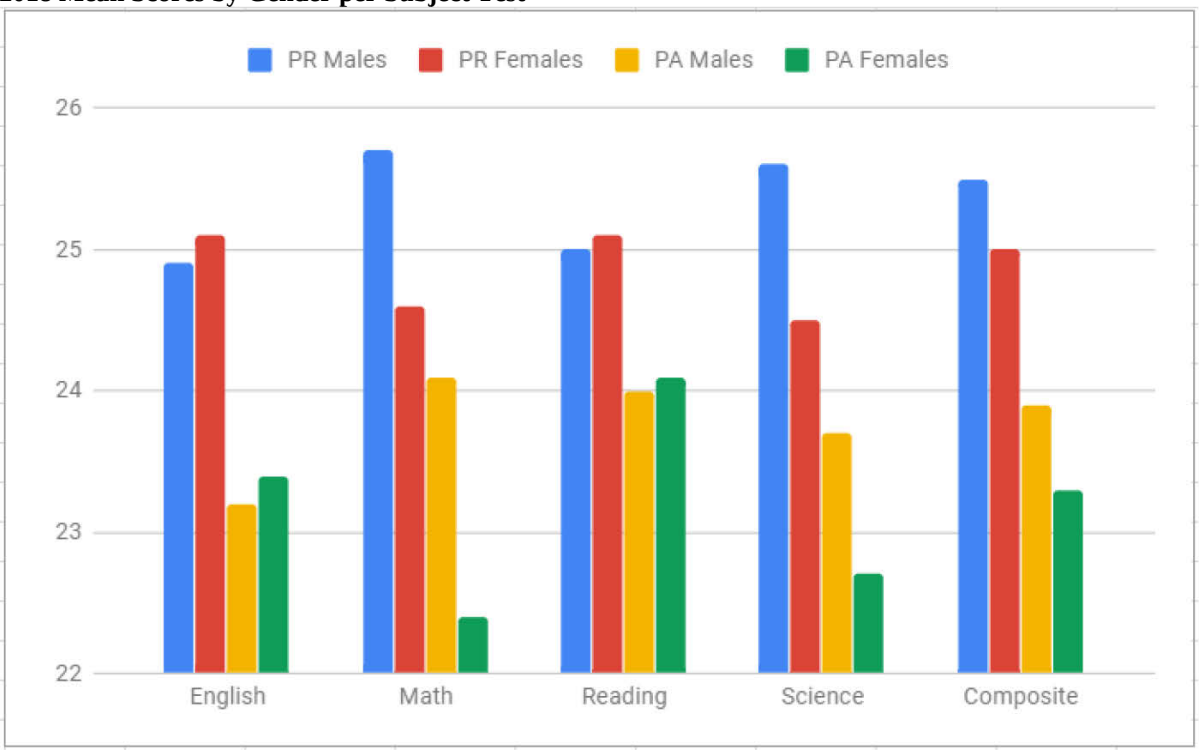
Participation over Time

	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
# PR Boys Tested	77	96	78	96	95	101	80
# PR Girls Tested	94	110	104	123	125	102	94
TL # PA Tested	25426	26171	27136	29776	31342	30987	27694
TL # US Tested	1666017	1799243	1845787	1924436	2090342	2030038	1914817

2018 Mean Scores by Gender

	English	Math	Reading	Science	Composite	% of Tested
PR Males	24.9	25.7	25.0	25.6	25.5	46
PR Females	25.1	24.6	25.1	24.5	25.0	54
PA Males	23.2	24.1	24.0	23.7	23.9	44
PA Females	23.4	22.4	24.1	22.7	23.3	56

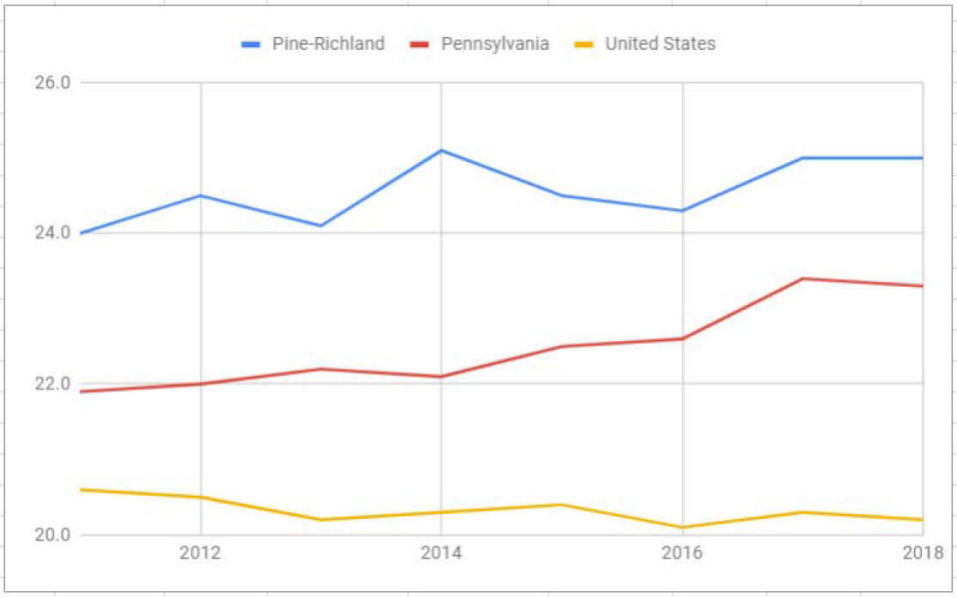
2018 Mean Scores by Gender per Subject Test



Mean Scores over Time

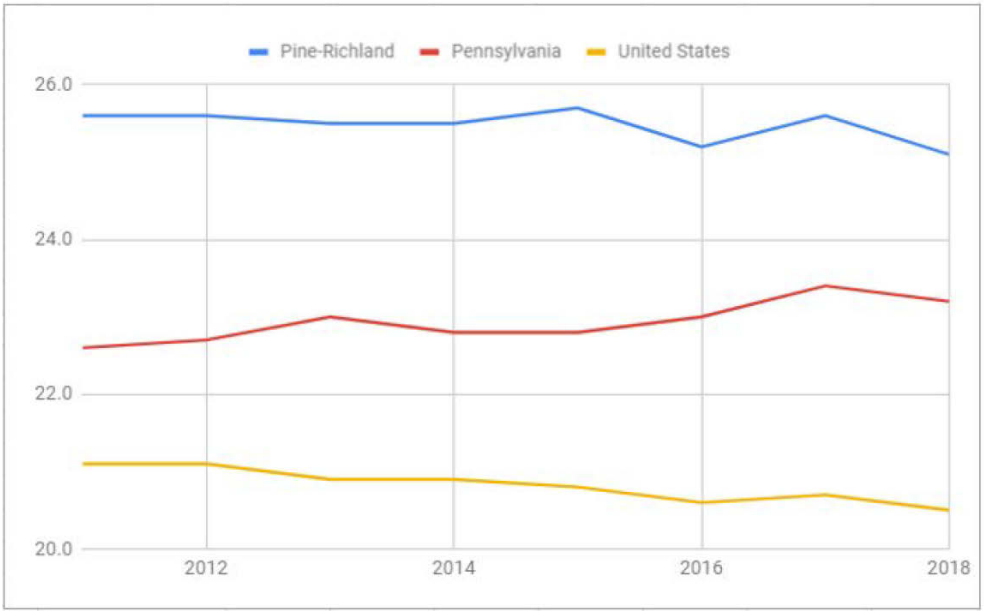
ENGLISH

	2012	2013	2014	2015	2016	2017	2018
Pine-Richland	24.5	24.1	25.1	24.5	24.3	25	25.0
Pennsylvania	22.0	22.2	22.1	22.5	22.6	23.4	23.3
United States	20.5	20.2	20.3	20.4	20.1	20.3	20.2



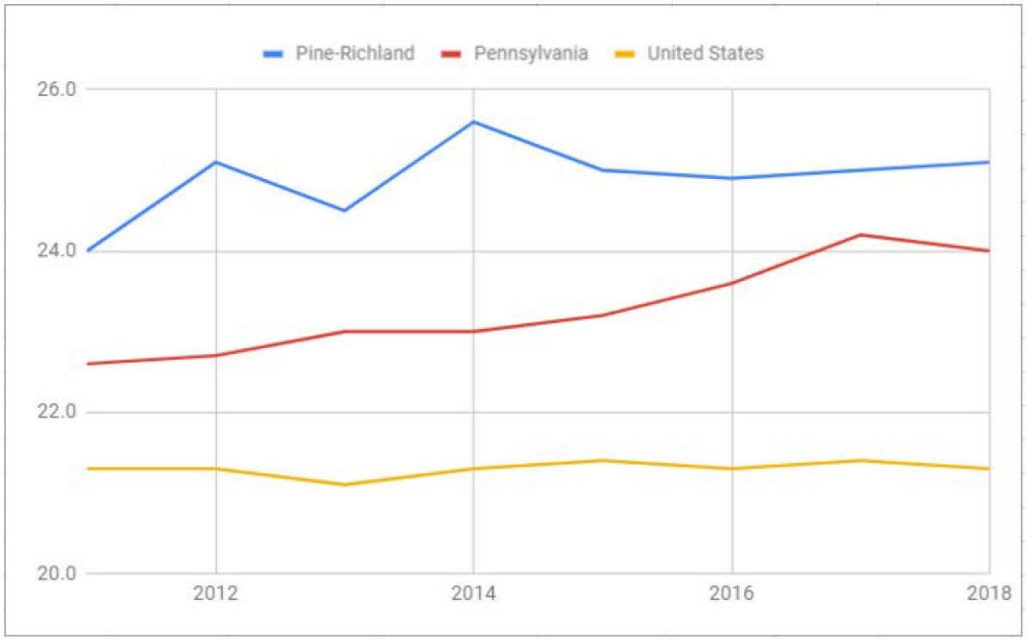
MATH

	2012	2013	2014	2015	2016	2017	2018
Pine-Richland	25.6	25.5	25.5	25.7	25.2	25.6	25.1
Pennsylvania	22.7	23.0	22.8	22.8	23.0	23.4	23.2
United States	21.1	20.9	20.9	20.8	20.6	20.7	20.5



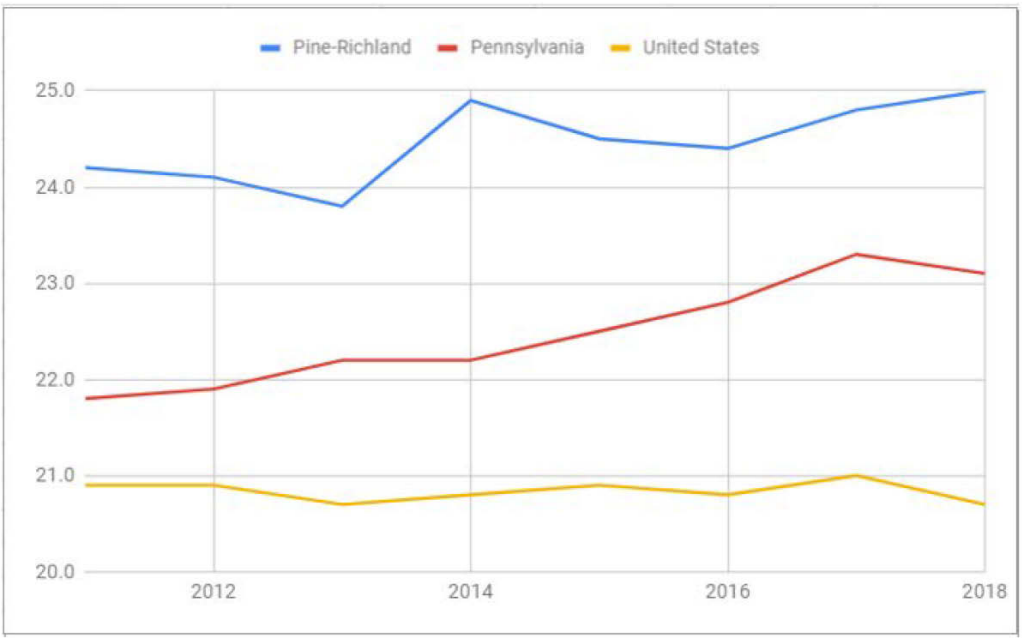
READING

	2012	2013	2014	2015	2016	2017	2018
Pine-Richland	25.1	24.5	25.6	25.0	24.9	25	25.1
Pennsylvania	22.7	23.0	23.0	23.2	23.6	24.2	24.0
United States	21.3	21.1	21.3	21.4	21.3	21.4	21.3



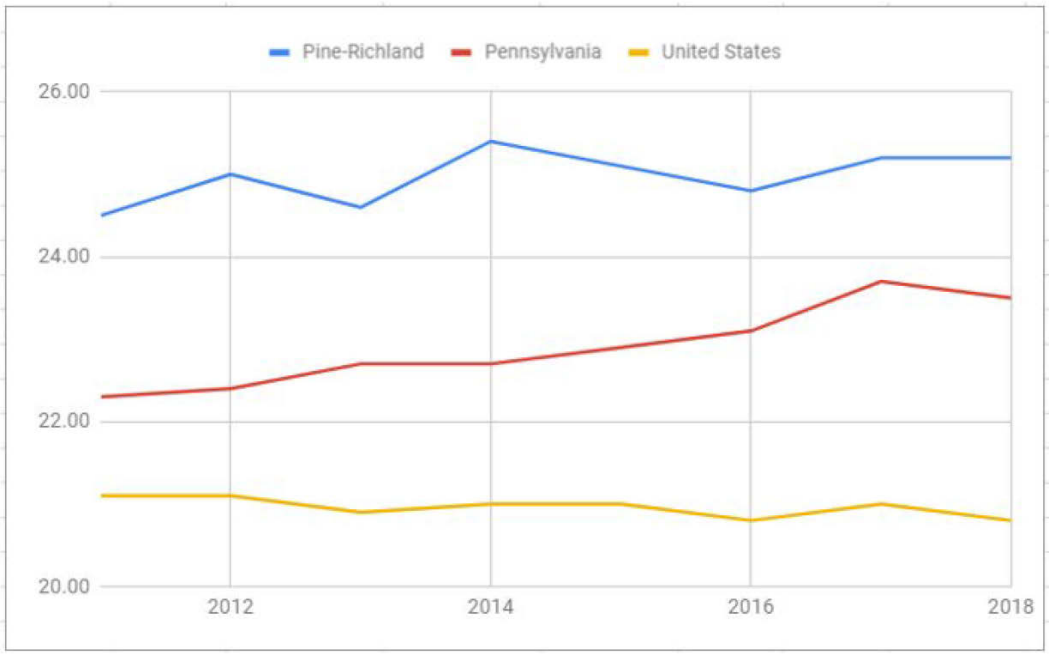
SCIENCE

	2012	2013	2014	2015	2016	2017	2018
Pine-Richland	24.1	23.8	24.9	24.5	24.4	24.8	25.0
Pennsylvania	21.9	22.2	22.2	22.5	22.8	23.3	23.1
United States	20.9	20.7	20.8	20.9	20.8	21	20.7



COMPOSITE

	2012	2013	2014	2015	2016	2017	2018
Pine-Richland	25.0	24.6	25.4	25.1	24.8	25.2	25.2
Pennsylvania	22.4	22.7	22.7	22.9	23.1	23.7	23.5
United States	21.1	20.9	21.0	21.0	20.8	21	20.8



ACT

Results and Findings

- Over the past 3 years, participation rates for Pine-Richland students have decreased slightly each year along with the percentage of Pine-Richland graduates choosing to take the ACT. This likely aligns with the requirements for admission from popular colleges and universities. Composite scores for both PR male and female students are higher than state and national averages.

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

- The Composite, English and Science mean scores for Pine-Richland students increased slightly for the class of 2018.

- In 2018, male students at Pine-Richland scored higher than female students on the Science and Math tests of the ACT. Female students at Pine Richland scored higher than male students on the English and Reading tests of the ACT. The average composite score difference was .5 point.

Next Steps

- Continue to offer a face-to-face ACT preparation courses for Pine-Richland students.
  - Key Personnel: District Administrators; Directors of College and Career Planning
  - Timeline: November 2018 - June 2019
  - Major Action Steps: A partnership with a local SAT/ACT test preparation company was established during the 2017-2018 school year. (1) Advertise face-to-face course offerings throughout the 2018-2019 school year.

- Offer and communicate additional ACT online training opportunities, such as available services through Naviance and other potential sources.
  - Key Personnel: District Administrators; Director of College and Career Planning; Director of Communications; Teachers
  - Timeline: December 2018 – June 2019
  - Major Action Steps: (1) Publish the available online resources on the website and send electronic communications to families; (2) Teach students how to access the resources during homeroom or activity periods; (3) Provide a family awareness/training night to update parents.

- Provide professional development to teachers about incorporating similarly formatted test questions into their common assessments to help prepare students for the ACT.
  - Key Personnel: School Counselors; District Administrators; Teachers
  - Timeline: December 2018 – June 2019
  - Major Action Steps: (1) Refine and update the professional development presentation; (2) Present the information to high school teachers; (3) Integrate the question format into unit assessments.

Advanced Placement Test

Overview

AP exams are published by CollegeBoard. By taking AP courses and exams, students have the opportunity to experience college-level work in high school and gain valuable skills and study habits for college. At Pine-Richland School District, students enrolled in AP courses must take the end-of-course AP exam. 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.

Currently, Pine-Richland offers 19 Advanced Placement courses at the high school. Six years of exam scores per subject area are presented as well state and global results for 2018. Data analyses of levels of performance, trends in performance, and comparisons of performance may all be made.

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

AP Data Tables

PRHS AP Test Participation over Time

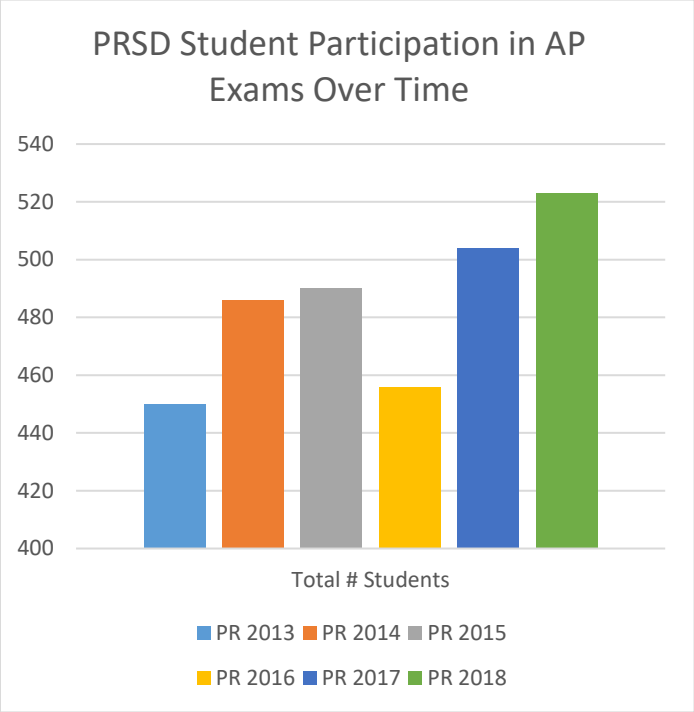
	PR 2013	PR 2014	PR 2015	PR 2016	PR 2017	PR 2018	PA 2018	Global 2018
Total # Students	450	486	490	456	504	523	77527	2827137
Total # Exams Taken	944	932	958	911	983	1024	139986	5129734
# Students Scoring 3+	337	324	349	333	349	376	52865	1734395

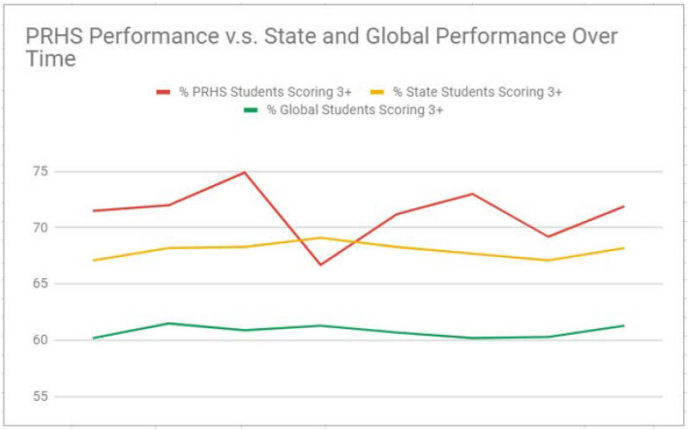
PRHS AP Test Performance vs. State and Global Performance over Time

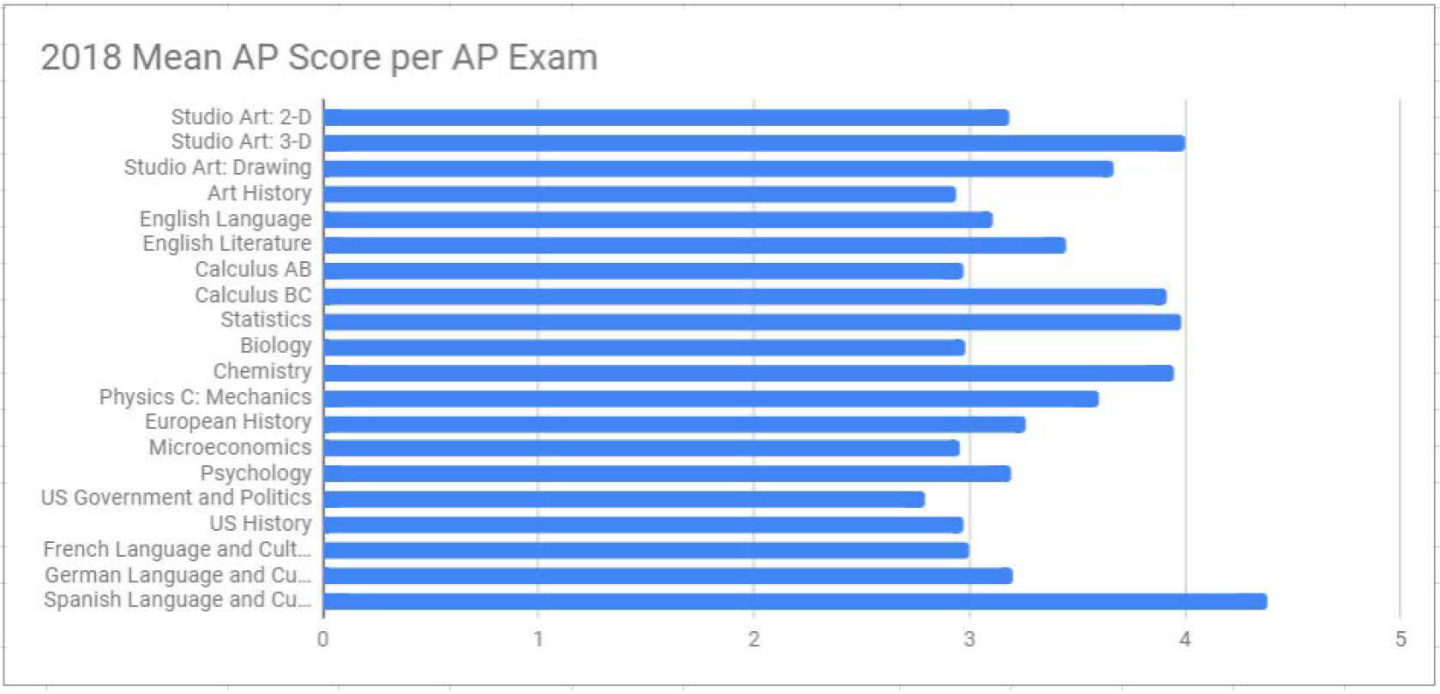
	2012	2013	2014	2015	2016	2017	2018
% PRHS Students Scoring 3+	72.0	74.9	66.7	71.2	73.0	69.2	71.9
% State Students Scoring 3+	68.2	68.3	69.1	68.3	67.7	67.1	68.2
% Global Students Scoring 3+	61.5	60.9	61.3	60.7	60.2	60.3	61.3

2018 PRHS AP Test Results

Subject Area Test	# Tests Taken	# Scored 3+	% Scored 3+	Mean Score
ART				
Studio Art: 2-D	17	16	94.1	3.18
Studio Art: 3-D	1	1	100%	4
Studio Art: Drawing	6	6	100.0	3.67
Art History	65	33	50.8	2.94
ENGLISH				
English Language	139	101	72.7	3.11
English Literature	33	30	90.9	3.45
MATH				
Calculus AB	32	21	65.6	2.97
Calculus BC	32	28	87.5	3.91
Statistics	57	52	91.2	3.98
SCIENCE				
Biology	108	76	70.3	2.98
Chemistry	42	40	95.2	3.95
Physics C: Mechanics	10	7	70.0	3.6
SOCIAL STUDIES				
European History	47	33	70.2	3.26
Microeconomics	73	42	57.5	2.95
Psychology	153	106	69.3	3.19
US Government and Politics	57	31	54.4	2.79
US History	122	78	63.9	2.97
WORLD LANGUAGES				
French Language and Culture	6	5	83.3	3.00
German Language and Culture	5	4	80.0	3.20
Spanish Language and Culture	8	8	100.0	4.38


PRSD Student Participation in AP Exams Over Time
540
520
500
480
460
440
420
400
Total # Students
PR 2013
PR 2014
PR 2015
PR 2016
PR 2017
PR 2018


PRHS Performance v.s. State and Global Performance Over Time
% PRHS Students Scoring 3+
% State Students Scoring 3+
% Global Students Scoring 3+
75
70
65
60
55


2018 Mean AP Score per AP Exam
Studio Art: 2-D
Studio Art: 3-D
Studio Art: Drawing
Art History
English Language
English Literature
Calculus AB
Calculus BC
Statistics
Biology
Chemistry
Physics C: Mechanics
European History
Microeconomics
Psychology
US Government and Politics
US History
French Language and Cult...
German Language and Cu...
Spanish Language and Cu...
0
1
2
3
4
5

ART

Studio Art: 2-D Design Portfolio

	PR 2013	PR 2014	PR 2015	PR 2016	PR 2017	PR 2018	PA 2018	Global 2018
5	0	7.1	16.7	6.7	28.6	5.88	17.00	17.91
4	44.4	50.0	25.0	40.0	28.6	11.76	29.54	30.85
3	55.6	42.9	50.0	26.7	42.9	76.47	40.10	35.73
3 and above	**100**	**100**	**91.7**	**73.3**	**100**	**94.12**	**86.63**	**84.49**
2	0	0	8.3	26.7	0	5.88	11.22	12.25
1	0	0	0	0.0	0	0.00	2.15	3.26
Total Tests Taken	9	14	12	15	14	17	606	36520
Average Score	3.44	3.64	3.50	3.27	3.86	3.18	3.48	3.48

Studio Art: Drawing Portfolio

	PR 2013	PR 2014	PR 2015	PR 2016	PR 2017	PR 2018	PA 2018	Global 2018
5	15.4	0	33.3	0	0	16.67	21.64	22.36
4	23.1	16.6	33.3	75.0	33	33.33	36.36	31.59
3	38.5	50.0	33.3	25.0	66.7	50.00	32.91	35.46
3 and above	**77.0**	**66.6**	**100**	**100**	**100**	**100.00**	**90.91**	**89.41**
2	23.1	33.3	0	0	0	0.00	8.36	9.01
1	0	0	0	0	0	0.00	0.73	1.58
Total Tests Taken	13	6	6	4	6	6	550	21049
Average Score	3.31	2.83	4.00	3.75	3.33	3.67	3.7	3.64

Art History

	PR 2017	PR 2018	PA 2018	Global 2018
5	14.6	4.62	10.02	12.68
4	17.07	10.77	22.54	24.45
3	29.27	35.38	29.48	27.48
3 and above	**60.94**	**50.77**	**62.04**	**64.61**
2	19.51	26.15	27.17	24.95
1	19.51	7.69	10.79	10.44
Total Tests Taken	41	65	519	25057
Average Score	2.88	2.94	2.94	3.04

ENGLISH

English Language and Composition

	PR 2013	PR 2014	PR 2015	PR 2016	PR 2017	PR 2018	PA 2018	Global 2018
5	18.9	5.6	18.2	15.9	10.4	10.07	14.35	10.61
4	24.5	28.0	24.2	32.7	25.9	20.86	22.08	17.75
3	33.0	37.8	31.3	29.0	31.9	41.73	31.61	28.81
3 and above	**76.4**	**71.4**	**73.7**	**77.6**	**68.1**	**72.66**	**68.04**	**57.17**
2	22.6	28.0	24.2	22.4	30.4	24.46	24.47	29.28
1	0.9	0.6	2.0	0.0	1.5	2.88	7.49	13.56
Total Tests Taken	106	143	99	107	135	139	14171	583192
Average Score	3.38	3.10	3.32	3.42	3.13	3.11	3.11	2.83

English Literature and Composition

	PR 2013	PR 2014	PR 2015	PR 2016	PR 2017	PR 2018	PA 2018	Global 2018
5	6.1	11.7	15.7	31.9	13.3	15.15	6.61	5.65
4	19.5	30.0	31.4	40.4	44.4	27.27	17.80	14.54
3	58.5	36.7	39.2	19.1	31.1	48.48	30.45	27.15
3 and above	**84.1**	**78.4**	**86.3**	**91.5**	**88.9**	**90.91**	**54.87**	**47.34**
2	14.6	18.3	13.7	8.5	10.0	6.06	33.17	35.96
1	1.2	3.3	0	0.0	0.0	3.03	11.96	16.70
Total Tests Taken	82	60	51	47	45	33	11476	406207
Average Score	3.15	3.28	3.49	3.96	3.6	3.45	2.74	2.56

MATH

Calculus AB

	PR 2013	PR 2014	PR 2015	PR 2016	PR 2017	PR 2018	PA 2018	Global 2018
5	37.0	12.0	26.1	11.1	18.0	9.38	22.28	19.35
4	29.6	24.0	17.4	16.7	22.0	15.63	19.37	17.25
3	11.1	28.0	26.1	36.1	30.0	40.63	21.57	20.99
3 and above	**77.7**	**64.0**	**69.6**	**63.9**	**70.0**	**65.63**	**63.22**	**57.59**
2	18.5	32.0	4.3	19.4	26.0	31.25	21.92	22.36
1	3.7	2.9	26.1	16.7	4.0	3.13	14.87	20.05
Total Tests Taken	27	25	23	36	50	32	11362	309980
Average Score	3.78	3.08	3.13	2.86	3.24	2.97	3.12	3.93

Calculus BC

	PR 2013	PR 2014	PR 2015	PR 2016	PR 2017	PR 2018	PA 2018	Global 2018
5	32.1	56.4	64.0	42.9	3.5	40.63	45.65	40.48
4	25.0	17.9	16.0	34.3	27.5	25.00	19.19	18.66
3	35.7	17.9	12.0	17.1	25.0	21.88	19.80	20.71
3 and above	**92.8**	**92.2**	**92.0**	**94.3**	**85.0**	**87.50**	**84.64**	**79.85**
2	0	5.1	4.0	5.7	7.5	9.38	12.31	14.54
1	7.1	2.7	4.0	0.0	5.0	3.13	3.05	5.61
Total Tests Taken	28	39	25	35	40	32	4394	137249
Average Score	3.75	4.21	4.32	4.14	3.8	3.91	3.92	3.74

Statistics

	PR 2013	PR 2014	PR 2015	PR 2016	PR 2017	PR 2018	PA 2018	Global 2018
5	34.9	25.0	42.9	33.3	20.0	45.61	17.45	14.55
4	31.7	45.8	34.7	41.7	40.0	17.54	24.80	21.16
3	23.8	12.5	16.3	25.0	32.0	28.07	28.44	24.94
3 and above	**90.4**	**83.3**	**93.9**	**100.0**	**92.0**	**91.23**	**70.69**	**60.65**
2	9.5	12.5	6.1	0.0	8.0	7.02	14.74	15.91
1	0	4.2	0	0.0	0.0	1.75	14.58	23.44
Total Tests Taken	63	24	49	48	25	57	8259	223532
Average Score	3.92	3.70	4.14	4.08	3.72	3.98	3.16	2.87

SCIENCE

Biology

	PR 2013	PR 2014	PR 2015	PR 2016	PR 2017	PR 2018	PA 2018	Global 2018
5	0	2.9	3.7	7.6	4.0	5.56	8.53	7.16
4	28.9	24.6	31.7	27.3	21.0	18.52	25.13	21.56
3	51.3	50.7	46.3	45.5	52.0	46.30	37.33	32.79
3 and above	**80.2**	**78.2**	**81.7**	**80.3**	**77.0**	**70.37**	**70.99**	**61.51**
2	18.4	18.8	18.3	18.2	27.0	27.78	23.96	28.31
1	1.3	2.9	0	1.5	0.0	1.85	5.06	10.18
Total Tests Taken	76	69	82	66	75	108	8524	260662
Average Score	3.08	3.06	3.21	3.21	3.07	2.98	3.08	2.87

Chemistry

	PR 2013	PR 2014	PR 2015	PR 2016	PR 2017	PR 2018	PA 2018	Global 2018
5	46.3	17.2	16.1	17.2	16.4	28.57	13.62	13.34
4	40.7	31.3	30.6	32.8	40.0	42.86	18.27	17.60
3	11.1	28.1	45.2	39.1	43.6	23.81	26.79	24.89
3 and above	**98.1**	**76.6**	**91.9**	**89.1**	**81.8**	**95.24**	**58.68**	**55.82**
2	1.9	20.3	8.1	10.9	18.2	4.76	24.33	24.14
1	0	3.1	0	0.0	0.0	0.00	16.99	20.66
Total Tests Taken	54	64	62	64	55	42	6063	162338
Average Score	4.13	3.39	3.55	3.56	3.36	3.95	2.87	2.79

Physics C: Mechanics

	PR 2015	PR 2016	PR 2017	PR 2018	PA 2018	Global 2018
5	27.3	16.7	14.3	30.00	27.86	30.23
4	18.2	50.0	42.9	30.00	30.25	27.31
3	27.3	16.7	28.6	10.00	21.68	19.75
3 and above	**72.7**	**83.3**	**85.7**	**70.00**	**79.80**	**77.29**
2	18.2	16.7	0.0	30.00	13.08	12.69
1	9.1	0.0	14.3	0.00	7.13	10.01
Total Tests Taken	11	6	7	10	2638	57553
Average Score	3.36	3.67	3.43	3.6	3.59	3.55

SOCIAL STUDIES

European History

	PR 2013	PR 2014	PR 2015	PR 2016	PR 2017	PR 2018	PA 2018	Global 2018
5	18.5	21.4	12.2	31.2	18.2	14.89	15.06	11.97
4	22.2	42.9	29.3	46.9	31.8	29.79	24.19	19.98
3	48.1	14.3	34.1	15.6	40.9	25.53	27.71	25.82
3 and above	**88.8**	**78.6**	**75.6**	**93.7**	**93.2**	**70.21**	**66.96**	**57.77**
2	3.7	3.6	9.8	6.3	6.8	25.53	26.71	29.97
1	7.4	17.9	14.6	0.0	0.0	4.26	6.34	12.25
Total Tests Taken	27	28	41	32	44	47	3692	102989
Average Score	3.41	3.46	3.15	4.03	3.64	3.26	3.15	2.89

Microeconomics

	PR 2013	PR 2014	PR 2015	PR 2016	PR 2017	PR 2018	PA 2018	Global 2018
5	7.1	4.9	7.8	14.8	12.3	13.70	21.49	20.91
4	26.2	13.9	30.1	45.9	35.1	24.66	30.14	27.87
3	22.6	22.9	19.4	11.4	26.3	19.18	20.94	19.15
3 and above	**55.9**	**41.7**	**57.3**	**72.1**	**73.7**	**57.53**	**72.57**	**67.93**
2	22.6	26.2	25.4	16.4	8.8	27.40	16.13	15.33
1	21.4	32.0	17.4	11.4	17.5	15.07	11.29	16.74
Total Tests Taken	84	132	103	61	57	73	2913	90230
Average Score	2.75	2.34	2.85	3.36	3.16	2.95	3.34	3.21

Psychology

	PR 2013	PR 2014	PR 2015	PR 2016	PR 2017	PR 2018	PA 2018	Global 2018
5	13.1	17.0	21.6	18.1	18.7	18.30	24.46	21.19
4	26.9	22.6	30.4	35.5	26.6	27.45	29.34	26.29
3	19.4	24.5	20.3	19.6	21.6	23.53	18.65	18.11
3 and above	**59.4**	**64.1**	**72.3**	**73.2**	**66.9**	**69.28**	**72.44**	**65.60**
2	16.9	15.7	12.2	13.8	15.1	16.34	14.31	14.48
1	23.6	20.1	15.5	13.0	18.0	14.38	13.25	19.93
Total Tests Taken	160	159	148	138	139	153	10758	313686
Average Score	2.89	3.01	3.30	3.32	3.13	3.19	3.37	3.14

United States Government and Politics

	PR 2013	PR 2014	PR 2015	PR 2016	PR 2017	PR 2018	PA 2018	Global 2018
5	12.5	9.4	1.4	9.2	3.0	14.04	17.92	13.31
4	7.5	6.2	0	7.1	4.0	12.28	16.28	13.26
3	42.5	28.1	12.9	19.4	27.0	28.07	28.53	26.40
3 and above	**62.5**	**43.7**	**14.3**	**35.7**	**34.0**	**54.39**	**62.73**	**52.97**
2	17.5	31.2	30.0	30.6	17.0	29.82	21.96	24.08
1	20.0	25.0	55.7	33.7	49.0	15.79	15.32	22.64
Total Tests Taken	40	32	70	98	100	57	9422	327597
Average Score	2.75	2.44	1.61	2.68	1.95	2.79	3	2.7

United States History

	PR 2013	PR 2014	PR 2015	PR 2016	PR 2017	PR 2018	PA 2018	Global 2018
5	8.5	12.0	8.9	14.1	11.0	9.84	12.55	10.69
4	25.5	34.3	22.2	26.1	24.0	20.49	22.32	18.46
3	36.8	29.6	30.4	37.0	36.0	33.61	25.85	22.74
3 and above	**70.8**	**75.9**	**61.5**	**77.2**	**69.0**	**63.93**	**60.73**	**51.90**
2	25.5	18.5	26.7	19.6	25.0	28.69	21.25	22.60
1	3.8	5.6	11.9	3.3	6.4	7.38	18.02	25.51
Total Tests Taken	106	108	135	92	110	122	12431	508000
Average Score	3.09	3.29	2.90	3.28	3.08	2.97	2.9	2.66

WORLD LANGUAGES

French Language and Culture

	PR 2013	PR 2014	PR 2015	PR 2016	PR 2017	PR 2018	PA 2018	Global 2018
5	3.6	0	0	0	0	0.00	11.61	16.55
4	3.6	6.2	0	9.5	11.1	16.67	27.42	25.72
3	32.1	68.8	50.0	66.7	44.4	66.67	39.16	34.64
3 and above	**39.3**	**75.0**	**50.0**	**76.2**	**55.6**	**83.33**	**78.19**	**76.90**
2	35.6	25.0	31.8	23.8	44.4	16.67	19.13	18.40
1	25	0	18.2	0	0	0.00	2.68	4.70
Total Tests Taken	28	16	22	21	9	6	784	23593
Average Score	2.25	2.81	2.32	2.86	2.67	3	3.26	3.31

German Language and Culture

	PR 2013	PR 2014	PR 2015	PR 2016	PR 2017	PR 2018	PA 2018	Global 2018
5	15.0	0	0	9.5	50.0	0.00	13.06	22.30
4	20.0	60.0	50.0	33.3	0.0	40.00	30.17	22.51
3	35.0	30.0	16.7	28.6	50.0	40.00	34.68	25.91
3 and above	**70.0**	**90.0**	**66.7**	**71.4**	**100.0**	**80.00**	**77.91**	**70.72**
2	30.0	0	33.3	28.6	0.0	20.00	19.00	21.68
1	0	10.0	0	0.0	0.0	0.00	3.09	7.60
Total Tests Taken	20	10	6	21	2	5	421	5157
Average Score	3.2	3.4	3.17	3.24	4	3.2	3.31	3.3

Spanish Language and Culture

	PR 2013	PR 2014	PR 2015	PR 2016	PR 2017	PR 2018	PA 2018	Global 2018
5	33.3	50.0	28.6	35.7	25.0	50.00	17.25	23.23
4	25.0	25.0	28.6	35.7	50.0	37.50	30.28	34.42
3	33.3	25.0	28.6	28.6	25.0	12.50	34.25	30.05
3 and above	**91.6**	**100**	**85.7**	**100.0**	**100.0**	**100.00**	**81.78**	**87.70**
2	8.3	0	14.3	0.0	0.0	0.00	15.47	10.71
1	0	0	0	0.0	0.0	0.00	2.75	1.59
Total Tests Taken	12	8	7	14	4	8	2870	188655
Average Score	3.83	4.25	3.71	4.07	4	4.38	3.44	3.67

AP

Results and Findings

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

- In 2018, 71.9% of Pine-Richland students scored 3 or above on an AP exam; this percentage is a slight increase compared to 2017 data. State and global results increased slightly as well.

- The 2018 Pine-Richland student scores averaged above 4.00 in one course: Spanish Language and Culture (4.38). In 2018, Pine-Richland student scores averaged under 3.0 in six courses: Art History (2.94); Calculus AB (2.97); Biology (2.98); Microeconomics (2.95); US Government and Politics (2.79); US History (2.97). With the exception of Calculus AB, over 50 students took each of these six assessments.

- Based on an analysis of individual 2017 AP assessments, the following observations were made:
  - *Art*
    - Studio Art: 2-D Design Portfolio – 94% of the 17 students participating scored a 3 or above, with 3.18 being the average score for the group.
    - Studio Art: Design Portfolio – 100% of students scored a 3 or above, with 3.67 being the average score for the group which is an increase from last year.
    - Art History - This course was added to the Program of Studies for the 2016-2017 school year. The number of students taking the exam increased from 41 in 2017 to 65 in 2018. The average score also increase from 2.88 in 2017 to 2.94 in 2018.
  - *English*
    - English Language and Composition – There was a continued increase in the number of students enrolled in the course in 2018. The average score of 3.11 is a decline when comparing the past three years.
    - English Literature and Composition – There is a slight decrease in the average score to 3.45; however, 91% of the students earned a 3 or above.
  - *Math*
    - Calculus AB – The average score of 2.97 is a decrease when compared to 2017 results. The enrollment dropped to a number more consistent with years prior to 2017 (32).
    - Calculus BC – The average score of 3.91 is an increase compared to 2017 results. Enrollment in the course was 32, a decrease from the previous year but aligned to other years.
    - Statistics – Student enrollment and average score both increased. The average score is still well above the state and global averages for this exam.
  - *Science*
    - Biology – In 2018, enrollment increased to 108 students, the highest enrollment by far. The average score decreased slightly and fell below the state average.
    - Chemistry – Enrollment in this course declined to 42. The average score of 3.95 is an increase and Pine-Richland students outperformed both state and global comparisons.

- Physics C: Mechanics – The number of students increased from 7 to 10 with 70% of the group achieving a 3 or above.

- *Social Studies*
  - European History – Enrollment increased to 47 students, the highest number in five years. The average score in 2018 of 3.26 is a decrease for Pine-Richland, however, our students' performance is well above that of state and global comparisons.
  - Microeconomics – Enrollment increased to 73 students. However, Pine-Richland students achieving a 3 or above decreased to 58% of those enrolled, a three year low.
  - Psychology – Student participation continues to grow (153). There was a slight increase in the average score earned to 3.19.
  - United States Government and Politics – Student enrollment dropped from 100 to 57. The average score increased from 1.95 to 2.79.
  - United States History – Enrollment in the course continued to increase from 110 to 122. The average score of 2.97 was a slight decrease from last year.
- *World Languages*
  - French Language and Culture – The average score in 2018 was 3, a slight increase from 2017.
  - German Language and Culture - The number of students taking this test increased from 2 to 5; the average score for the students was a 3.2.
  - Spanish Language and Culture – In 2018, 8 students took the exam, 100% of the students scored a 3 or higher. The average score increased from 4 to 4.38.

Next Steps

- Continue to correlate end-of-course grades to AP test scores.
  - Key Personnel: Building Administrators, Director of College and Career Planning, & Keystone Teachers
  - Timeline (Anticipated Start/Finish): December 2018 – June 2019
  - Major Action Steps: (1) Gather AP test scores disaggregated by subject and subtest scores at the conclusion of the year; (2) Create a spreadsheet of end-of-course grades by individual student and enter AP data by student; (3) Compare students' performance in each subtest area with their end-of-course grades; (4) Examine data for areas of strength and opportunity, particularly for consistent performance patterns across the student population; and (5) Alter unit-based curriculum to reflect necessary curricular or instructional updates to address trends in student needs over several cohorts.

- Continue to monitor and address changes from CollegeBoard for AP curriculum.
  - Key Personnel: Building Administrators, Director of College and Career Planning, & Keystone Teachers
  - Timeline (Anticipated Start/Finish): December 2018 – May 2019
  - Major Action Steps: (1) Review AP test information and any available blueprints to ensure balanced approach to content instruction; (2) Review test format and scoring protocols, sharing information with Keystone teachers, students, and parents.

- Continue to provide professional development to teachers based on performance results.
  - Key Personnel: Building Administrators, Director of College and Career Planning, Keystone Teachers
  - Timeline (Anticipated Start/Finish): December 2018 – June 2019
  - Major Action Steps: (1) Create opportunities (e.g. Differentiated Supervision focus or training session) to assist teachers in learning and implementing new techniques; (2) Provide professional development related to new curricular resources; and (3) Monitor students' results to determine benefit.

- During vertical teaming for curriculum review, focus on the instructional strategies needed in earlier years to prepare students for the challenge of AP coursework.
  - Key Personnel: Administrators, Academic Leadership Council Members, Vertical Teams
  - Timeline (Anticipated Start/Finish): December 2018 – June 2019
  - Major Action Steps: (1) Examine Academic Achievement and Growth Report and other sources of data for analysis to identify intradisciplinary areas of strength and need; (2) Solidify understanding of content across Webb's Depth of Knowledge for transfer and application of skills in real world scenarios; (3) Strengthen students' close reading and evidence-based analysis skills in grade-appropriate progression to build accuracy, quality, independence, and stamina; and (4) Increase expectations for the rigor of work (not quantity) performed independently throughout the students' schooling experience.

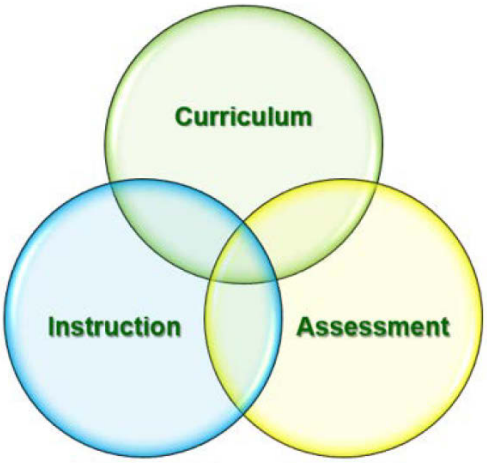
- Utilize benchmark assessment results to monitor student progress in courses where benchmark assessments are available.
  - Key Personnel: Administrators and Teachers
  - Timeline (Anticipated Start/Finish): December 2018 – September 2019
  - Major Action Steps: (1) Provide professional development for teachers where benchmark assessments are available through newly purchased curriculum resources; (2) Monitor assessments results to measure student growth from one benchmark to the next; (3) Evaluate correlations between final benchmark assessments and AP exam scores.

Conclusion and Next Steps

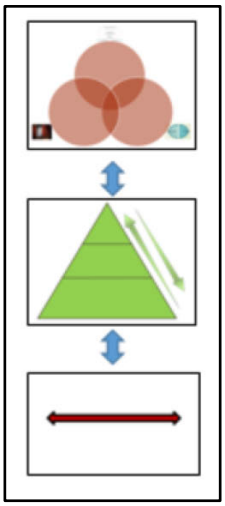
The 2018 Academic Achievement and Growth Report provides us with overwhelmingly positive information to celebrate and helps us to identify our areas of opportunity for continuous improvement. As a district, we recognize the results of these multiple standardized tests are valued, representing one approach to the measurement of school effectiveness. At Pine-Richland School District, we value the growth and achievement of individual students across multiple holistic measures in addition to those conveyed through this annual report. Our desire to drive effective change to the classroom and individual student level is evident through our mission, vision, and values and through the long-term goals and short-term actions outlined in our strategic plan.

The next steps outlined in this annual report help us to commit to taking action based upon the results and findings within each content area. 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 to positively impact student achievement and growth. The Pine-Richland School District Model for Teaching and Learning is intended to emphasize the "sweet spot" situated at the intersection of curriculum, assessment, and instruction. When these three areas are tightly aligned, the model works as a foundational component to our academic system, allowing for interventions and a wide range of learner supports to be offered.

Model for Teaching and Learning



Academic System



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 educational experience. When the three circles above are more aligned, this level of improvement – without artificial test preparation – is possible.

Summative assessments give a snapshot of student learning at one point in time. The Academic Achievement and Growth Report is itself a snapshot of achievement and growth in the 2017-2018 school year. Already this year, teachers and students together are ***focusing on learning for every student every day*** through personal journeys of resilience, innovation, diverse opportunities, and engagement. There is no more important work than ensuring the achievement and growth of all students, who attend our schools.