



# STUDENT ACADEMIC OUTCOMES REPORT





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MT. LEBANON  
 SCHOOL  
 DISTRICT

STRATEGIC  
 PLAN  
 2019-2025





# BACKGROUND

The **Fall 2024 Student Academic Outcomes Report** is a collection of aggregate data from the 2023-2024 school year used as indicators of programmatic and student success. This report represents summative achievement data that the District collects throughout the year via capstone assessments such as the SAT, ACT, Advanced Placement (AP), Keystone Exams, and PSSA exams.

To the extent possible, the Student Academic Outcomes Report reflects trend data so patterns can be discerned, analyzed, addressed, and/or celebrated.

- It is important to note that data reflecting any single year is not indicative of a trend.
- It should be expected that there will be slight fluctuations in the data from year to year.

Only through an analysis of a collection of results over time can valid conclusions be drawn regarding changes in student performance.

The District’s Administration, Curriculum Councils, Department Chairs, and Facilitators regularly examine and analyze additional student data to assist with program planning and evaluation. This additional data can include attendance, discipline, graduation rates, and graduation survey information.

The framework of this report is analogous to our curricular design model, **Understanding by Design**. This framework emphasizes that our curriculum design begins with the end in mind. Teachers and administrators backwards map the curriculum using “big ideas”, “enduring understandings”, and “essential questions” before identifying assessments and then lesson plans. This strategy keeps the curricular goal(s) as the focal point(s). Similarly, as a reflection of our curriculum design process, this report will begin with the end in mind: **well-rounded graduates who are prepared for success in their chosen path.**

The focus of this report is academic achievement in the core content areas and does not include the many other important factors of student success, including student engagement in the arts, athletics and extracurricular activities.



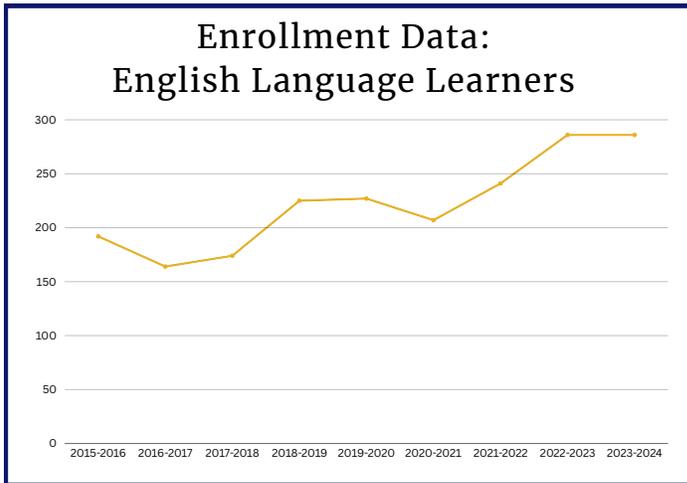
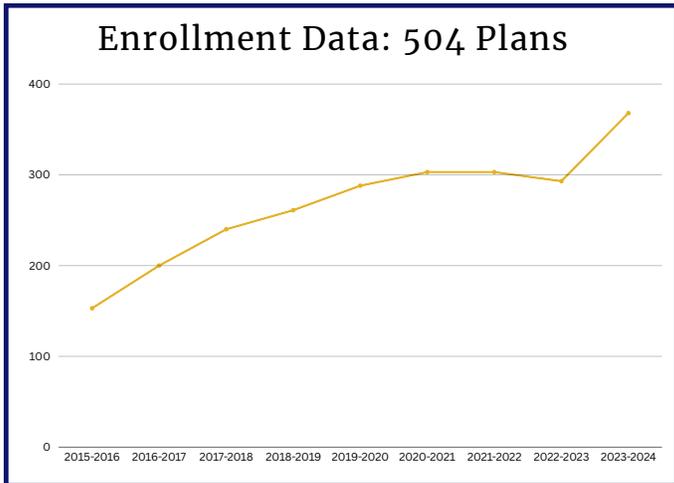
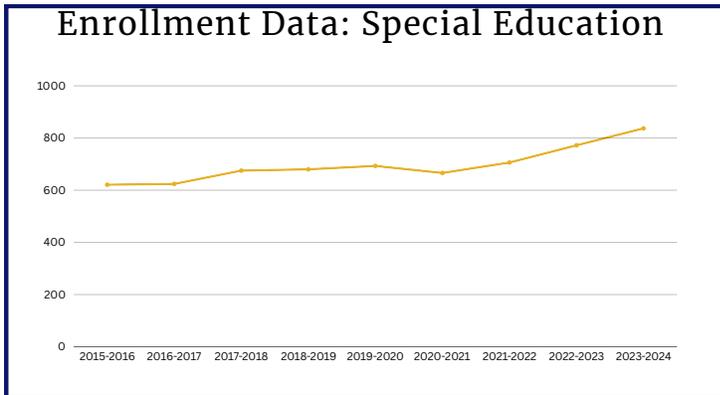


# CONTEXT

Mt. Lebanon School District is committed to ensuring that all students receive a Free and Appropriate Education (FAPE) in the most conducive and least restrictive environment.

The District prides itself on fostering and advancing a **culture of academic inclusion**, serving the needs of all students.

Understanding the demographic profile of the District provides context to the data presented in this report. Our District demographic data in 2024 continues with recent trends, diversifying the student body.



The Student Academic Outcomes Report includes, when available, achievement data from 15 high-performing Pennsylvania Comparator School Districts: Central Bucks, Fox Chapel, Great Valley, Hampton, Lower Merion, Lower Moreland, North Allegheny, Peters Township, Radnor, South Fayette, Tredyffrin-Easttown, Unionville-Chadds Ford, Upper Dublin, Upper St. Clair, and Wallingford-Swarthmore.





# PROCESS

Data analysis is an integral component of the decision-making process and the Strategic Plan. We use a conceptual model of improvement that emphasizes thoughtful analysis of data, the identification of areas for growth, a targeted plan for improvement, and a process for monitoring change. The Professional Learning Communities (PLC) model is the structure by which student data is analyzed. PLCs are collaborative groups of teachers who examine and use data to improve student achievement by focusing on learning targets and standards. Other initiatives such as Multi-Tiered Student Support and Universal Design for Learning help teachers create and implement standards-aligned lessons that are structured to meet the differing needs of students. The District uses the following frameworks to analyze data:

At the student level, individual results are used to determine appropriate instruction and necessary supports. Individualized Education Plan or an Individualized Learning Plan are created for students to help meet their learning goals. Interventions in the form of differentiation and remediation are provided by the classroom teacher and support staff. Progress is monitored regularly and new data used to determine next steps. Various intensities of interventions are available to students in the form of curricular materials and staff support.

At the curricular level, both yearly and cohort achievement data are utilized by Curriculum Councils, secondary Department Chairs, and elementary Facilitators to make decisions regarding learning standards, alignment, curricular resources and instructional strategies. This can occur at the course, grade level, or content area level. Teacher committees are formed to respond to data indicators and make decisions regarding both major revisions and minor adjustments. Professional development planning is part of this process.

At the building level, principals and teacher data teams analyze grade level and student data across and between years to identify issues. Each principal is required to develop a building level plan that addresses three key factors: content, process and motivation. Planning for professional development also emanates from the discussion of building data.

Data is an excellent tool that, when analyzed and leveraged, provides insight as to where improvement efforts should be directed so as to ensure the *best education possible for each and every student.*



# CONCLUSIONS

## Key findings from the examination of our current data indicate that:

- Students are prepared for a broad range of post-secondary interests, meeting their individual needs at locations around the country and world.
- Student career interests are addressed, in part, by the partnership with Parkway West Career and Technical Center.
- Students experience a rigorous, academic experience aligned to the College Board curricular standards through our Advanced Placement program.
- Student diversity is increasing within the student body.
- Student academic performance remains strong and is facilitated through:
  - Teaching methodologies that are research-based and differentiated to meet the needs of all students.
  - K-12 curriculum that is rigorous, well-aligned to the standards, developmentally appropriate, and engaging for students.
  - Instructional resources, including the use of technology where appropriate, that supports, supplements, and complements the curriculum.

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## Key areas of focus:

- Continued emphasis on research based instructional strategies, particularly in English Language Arts.
  - Provide appropriate interventions to ensure all students meet their academic goals.
  - Support high school students in their pursuit of graduation requirements as outlined in Act 158.
  - Ensure a safe and welcoming learning environment for all students to support academic growth and social and emotional well-being.
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# RECOMMENDATIONS

Given the District's philosophy of continuous improvement, it is important, as part of the improvement model aligned to Professional Learning Communities, to continue valuing the role data plays in our decision making process.

## The District:

- will pursue a key Science resource for Grades K-5.
- will review K-5 Intervention programming, including Tier 2/3 Support Services.
- will examine the role artificial intelligence plays in the K-12 curriculum.
- will utilize appropriate instructional technologies to support student learning.
- will continue to use data in the refinement of curriculum, instructional strategies, and resource materials.
- will deliver professional development opportunities for teachers and administrators, to become even more proficient in instructional leadership.





# EXECUTIVE SUMMARY

The data presented in the 2024 Student Academic Outcomes Report illustrates a positive outlook of the academic performance of the District. Our students continue to meet or exceed the high expectations inherent in our educational system and community. Student Academic Outcomes Report data has remained consistently strong; families, educators, and community members should take great pride in the performance of the Mt. Lebanon School District. The mission of the Mt. Lebanon School District, *To provide the best education possible for each and every student*, focuses our educators efforts and informs our decision-making.

## Highlights of 2023-2024 Assessment Data

### Graduates

91.7% of the graduating class indicated that they would be attending a two or four year college program.

The percentage of students attending the top tier categories of difficulty, according to Peterson's Guide, is 88.9%; **highest in last 6 years!**

### Advanced Placement (AP)

**Highest in the last 5+ years!**

254 AP scholars

526 students scored a 3+ on an AP Exam

989 AP Exams scored 3+

### Parkway West Industry Credentials

**94%** Passing Rate on NOCTI Exams

90 Industry Credentials

### PSAT/NMSQT - National Merit

The graduating class of 2025 (2024 Juniors) had **29 students qualify as Commended or Semi-Finalist** National Merit students; **10** Semi-Finalists.

### ACT

Scores remain significantly higher than state and national means:

Mt. Lebanon Composite - 27.7

Pennsylvania Composite - 24.3

National Composite - 19.4

**Highest in the last 10+ years!!**

### SAT

The combined Mathematics & ERW score of 1,198 remains significantly higher than state and national means:

**168 points higher** than the national mean

**117 points higher** than the Pennsylvania mean

### PSSA

Scores remain significantly higher than state averages:

Math = **31.9% points higher**; ELA = **28% points higher**; Science = **26% points higher**

### Keystone Exams

While the majority of our students qualify for the proficiency pathway made available in Act 158, we anticipate alternate pathways will become more prominent for District students, and we must be prepared to support students in those pathways.

# To Provide the Best Education Possible for Each and Every Student

As defined by its constituents, students, staff, parents and community, the mission of the Mt. Lebanon School District is to provide the best education possible in a fiscally responsible manner. This means operating within the constraints of Local, State and Federal resources and limitations. Additionally, the Mt. Lebanon School District provides the best education possible for each individual student and every student collectively.

## We believe that:

- Every individual has a unique combination of abilities and attributes that when recognized, nurtured, and challenged help them achieve their full potential;
- Each individual has worth and deserves dignity and respect;
- All students can be successful learners; Successful learning builds self-esteem;
- Excellence in education is worth the commitment of time, effort, and money;
- Learning is most effective in a safe, caring environment, taught by highly qualified teachers;
- High expectations directly affect performance; and
- An educated citizenry is vital to a strong foundation for a democratic society.

## Core Values

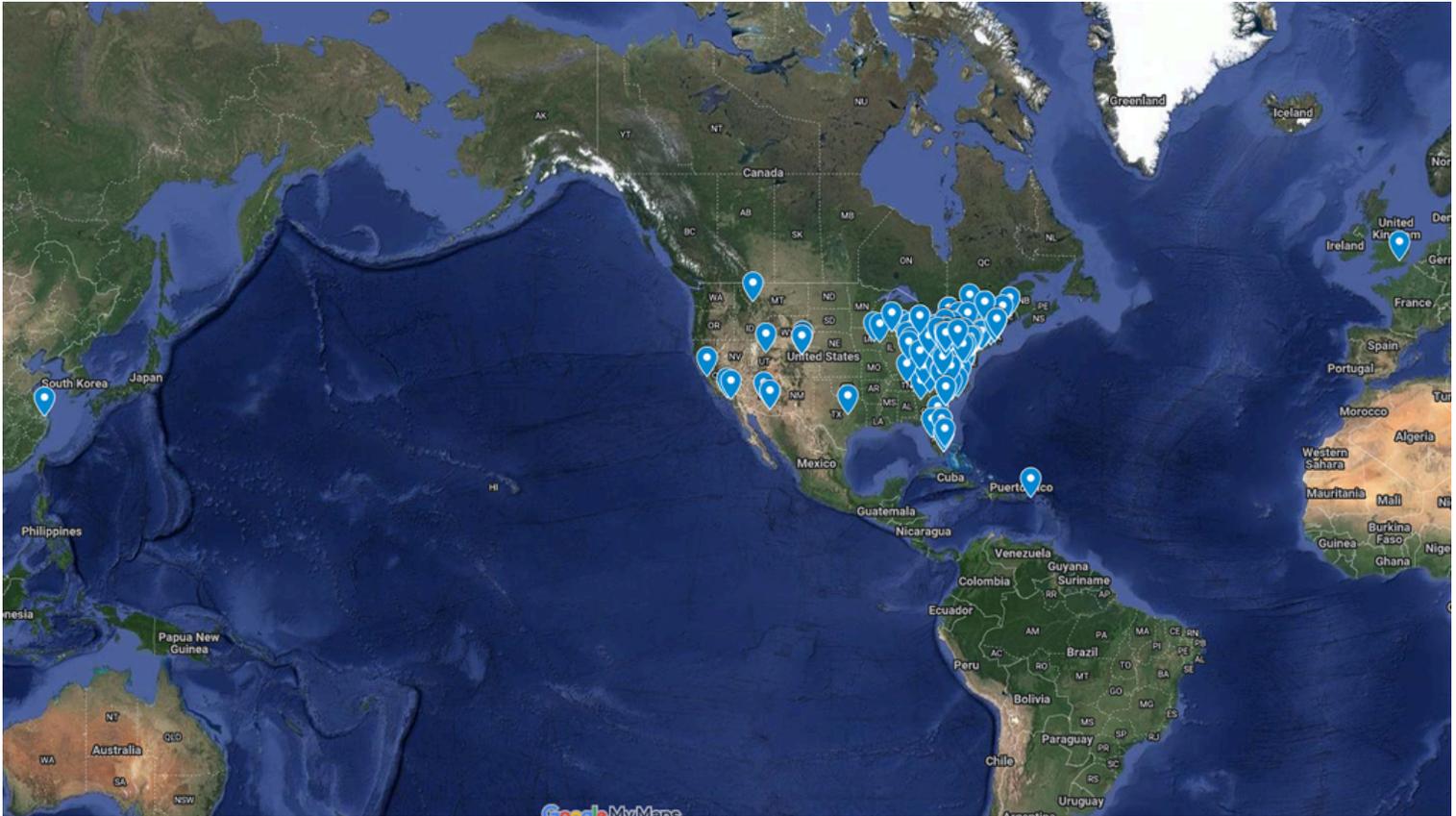
- Keep high expectations for all
- Demonstrate respect, honesty, and integrity
- Focus on student centered learning
- Reach goals through teamwork and collaboration
- Practice continuous improvement based on research and best practice
- Use data-informed decision making
- Value the contributions of all stakeholders

**Vision:  
A Relentless Pursuit of  
Excellence**



# THE GRADUATE

## Post Graduation Activities Summary



Graduate Activity	Students	Percent
4-Year College and University	374	85.8%
2-Year College	26	5.9%
<b>Total College-Bound Grads</b>	<b>400</b>	<b>91.7%</b>
Employment	20	4.6%
Military	7	1.6%
Other	9	2.1%
<b>Grand Total</b>	<b>436</b>	<b>100%</b>





# THE GRADUATE

## Schools Attended by Mt. Lebanon's Class of 2024

Allegheny College  
American University  
Appalachian State University  
Arizona State University Tempe  
Baldwin Wallace University  
Baylor University  
Berklee College of Music  
Bowdoin College  
Bowling Green State University - Main Campus  
Brigham Young University - Idaho  
Bucknell University  
Butler University  
Carleton University  
Carnegie Mellon University  
Case Western Reserve University  
Chapman University  
Chatham University  
Clarkson University  
Clemson University  
Coastal Carolina University  
Coastal Carolina University  
College of Charleston  
College of the Holy Cross  
Colorado State University - Fort Collins  
Columbia University in the City of New York  
Community College of Allegheny County  
Community College of Beaver County  
Connecticut College  
Davidson College  
Dickinson College  
Drexel University  
Duquesne University  
East Carolina University  
Elon University  
Emerson College  
Flagler College  
Florida Institute of Technology  
Fontys Hogescholen - Netherlands  
Fordham University  
Franklin & Marshall College  
Gannon University  
Georgetown University  
Grinnell College  
Hamilton College  
High Point University  
Indiana University of Pennsylvania - Main Campus  
Indiana University - Bloomington  
Italy  
Ithaca College  
James Madison University  
Johnson & Wales University - Charlotte  
Kent State University at Kent  
Kenyon College  
King's College London (University of London)  
Loyola Marymount University  
Loyola University Maryland  
Loyola University of Chicago  
Lynn University  
Mercyhurst University  
Miami University - Oxford  
Michigan State University  
Middlebury College  
Molloy University  
Muskingum University  
Nazareth University  
North Carolina State University at Raleigh  
Northeastern University  
NYU Shanghai  
Oberlin College  
Ohio State University - Main Campus  
Ohio University - Main Campus  
Penn West California  
Penn West Edinboro  
Pennsylvania State University - Penn State Altoona  
Pennsylvania State University - Beaver  
Pennsylvania State University - Penn State Altoona  
Pennsylvania State University - Penn State Erie - Behrend College  
Pennsylvania State University - Penn State Main Campus  
PennWest California  
Point Park University  
Pratt Institute - Main  
Purdue University - Main Campus  
Rhode Island School of Design  
Roanoke College  
Robert Morris University  
Rochester Institute of Technology  
Rosedale Technical College  
Saint Joseph's University  
Seton Hill University  
Slippery Rock University of Pennsylvania  
South University  
Spelman College  
St Francis University  
Syracuse University  
Tallinn University, Estonia  
Temple University  
United States Naval Academy  
University of Arizona  
University of California - Santa Cruz  
University of Chicago  
University of Cincinnati  
University of Colorado Boulder  
University of Dayton  
University of Delaware  
University of Iowa  
University of Kentucky  
University of Maine  
University of Maryland - College Park  
University of Massachusetts - Amherst  
University of Miami  
University of Michigan  
University of Michigan - Ann Arbor  
University of Montana  
University of New Haven  
University of North Carolina at Charlotte  
University of North Carolina Wilmington  
University of Notre Dame  
University of Pennsylvania  
University of Pittsburgh Johnstown  
University of Pittsburgh - Bradford  
University of Pittsburgh - Greensburg  
University of Pittsburgh - Johnstown  
University of Pittsburgh - Pittsburgh Campus  
University of Southern California  
University of Tampa  
University of Tennessee - Knoxville  
University of the Virgin Islands - St. Thomas  
University of Toronto  
University of Vermont  
University of Virginia  
University of Wisconsin - Madison  
Vanderbilt University  
Villanova University  
Virginia Tech  
Wake Forest University  
West Chester University of Pennsylvania  
West Virginia University  
William & Mary  
Xavier University  
Yale University





# THE GRADUATE

## POST GRADUATION ACTIVITIES FOR THE CLASS OF 2024

Historically, the level of college entrance competitiveness was taken from Barron's Guide to Colleges to ensure a level of consistency in review. This publication was discontinued by the publisher, and now the District is using Peterson's Four-Year Colleges to determine competitiveness rankings. This section provides the number and percentage of students from the class of 2024 attending 4-year colleges or universities by the level of competitiveness.

The Peterson report illustrates that 23 students (5.8%) from last year's graduating class are attending a 4-year college or university that is classified as "the most difficult" in the country. The percentage of students attending the top two categories, most difficult and very difficult, is 40.7%. And, the total percentage of students attending the top three tiers of schools (88.9%) has slightly increased in comparison to the prior year.



This year's report shows that a significant percentage of students from our District are being admitted to rigorous, competitive post-secondary institutions. This accomplishment continues to be significant given the environment for admission to top-tier colleges has increased significantly in competitiveness over the past two decades. Because of this increased competition, one area of possible concern that will be carefully monitored over the next few years is the number and percentage of students getting into the most difficult colleges and universities. In general, national acceptance rates at these institutions have declined significantly in the last two decades. Data related to the percentage of students opting for state-affiliated and public, state schools will also be closely monitored in coming years.

Data is submitted to the state of Pennsylvania each year. The report summarizes the post-high school activity of our graduating class of 2024. For the Class of 2024, the data indicates a slight increase in the number of students attending 4-year colleges or universities and a slight decrease in the number of students attending 2-year colleges from the previous year.

Reasons for 2-year interest may include the national economic and health situation coupled with the continuing rise of tuition costs at 4-year institutions. Additionally, students and families may have been seeking a phased approach to their post-secondary education, with students attending more cost effective 2-year educational options with full intent of transferring to a 4-year educational option at a later date. Finally, specialized and technical education is becoming desirable to meet industry demands in the current economy.



# THE GRADUATE

## TREND DATA: COLLEGE ATTENDANCE BY COMPETITIVENESS

### Barron's Guide 2009-2018

	2009		2010		2011		2012		2013	
	#	%	#	%	#	%	#	%	#	%
Most Competitive	60	14.8%	57	13.9%	58	15.5%	45	11.1%	51	12.3%
Highly Competitive	114	28.1%	77	18.8%	64	17.1%	68	16.8%	88	21.2%
Very Competitive	97	24.0%	115	28.0%	103	27.5%	100	24.7%	124	29.8%
Competitive	102	25.2%	128	31.2%	98	26.2%	128	31.6%	94	22.6%
Less Competitive	22	5.4%	24	5.9%	15	4.0%	56	13.8%	18	4.3%
Non Competitive	3	0.7%	3	0.7%	35	9.4%	4	1.0%	32	7.7%
Specialized	7	1.7%	6	1.5%	1	0.3%	4	1.0%	9	2.2%
<b>TOTAL</b>	<b>405</b>	<b>100%</b>	<b>410</b>	<b>100%</b>	<b>374</b>	<b>100%</b>	<b>405</b>	<b>100%</b>	<b>416</b>	<b>100%</b>

	2014		2015		2016		2017		2018	
	#	%	#	%	#	%	#	%	#	%
Most Competitive	39	10%	43	10.8%	55	15.4%	57	14.7%	54	12.9%
Highly Competitive	88	22.6%	75	18.9%	60	16.8%	62	16.0%	79	18.9%
Very Competitive	133	34.1%	126	31.9%	99	27.7%	116	29.9%	106	25.4%
Competitive	80	20.5%	78	19.7%	66	18.4%	87	22.4%	106	25.4%
Less Competitive	16	4.1%	20	5.1%	24	6.7%	7	1.8%	18	4.3%
Non Competitive	29	7.4%	44	11.1%	52	14.5%	48	12.4%	47	11.2%
Specialized	5	1.3%	9	2.5%	2	0.5%	11	2.8%	8	1.9%
<b>TOTAL</b>	<b>390</b>	<b>100%</b>	<b>395</b>	<b>100%</b>	<b>358</b>	<b>100%</b>	<b>388</b>	<b>100%</b>	<b>418</b>	<b>100%</b>

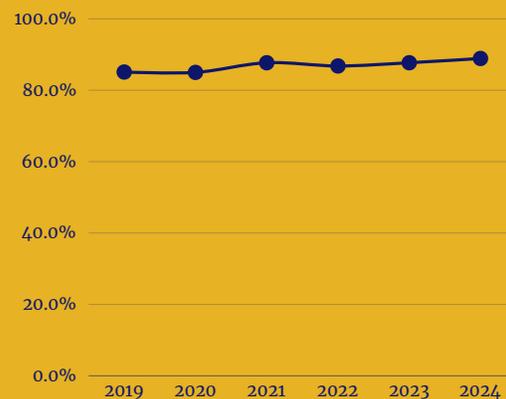
### Peterson's Guide 2019-2024

<https://www.petersons.com/college-search.aspx>

	2019		2020		2021		2022		2023		2024	
	#	%	#	%	#	%	#	%	#	%	#	%
Most Difficult	22	5.3%	27	6.8%	29	7.6%	35	8.7%	20	4.4%	23	5.8%
Very Difficult	145	34.9%	145	36.8%	135	35.2%	142	35.3%	158	34.7%	139	34.9%
Moderately Difficult	187	44.9%	163	41.4%	172	44.9%	172	42.8%	221	48.6%	192	48.2%
Minimally Difficult	19	4.6%	13	3.3%	14	3.7%	12	2.9%	17	3.7%	17	4.3%
Non-Competitive	43	10.3%	46	11.7%	33	8.6%	41	10.3%	39	8.6%	27	6.8%
<b>TOTAL</b>	<b>416</b>	<b>100%</b>	<b>394</b>	<b>100%</b>	<b>383</b>	<b>100%</b>	<b>402</b>	<b>100%</b>	<b>455</b>	<b>100%</b>	<b>398</b>	<b>100%</b>

NOTE: Analysis is in terms of graduates attending 4-year colleges or universities only (398) not the entire graduating class.

**88.9%**  
Class of 2024 Students  
attending the top three tiers of  
college difficulty.





# THE GRADUATE

## Number of Students Who Graduated Early

The data below indicates the number of students who chose to graduate early over the past 10 years. Although all graduation credit requirements are met at the end of junior year or in January of a student’s senior year, early graduates participate in June’s commencement program and receive their diplomas with their respective graduating class.

YEAR	STUDENTS GRADUATED EARLY
2015	5
2016	8
2017	6
2018	5
2019	3
2020	5
2021	6
2022	8
2023	12
2024	9



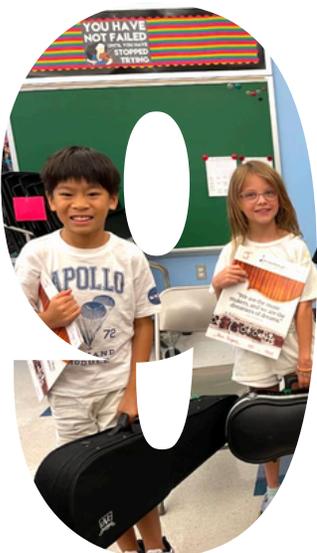
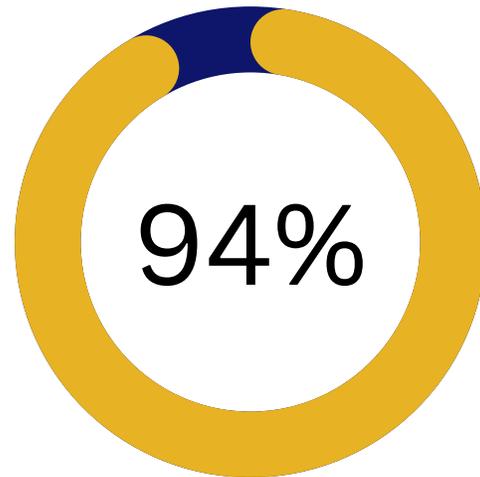


# THE HIGH SCHOOL STUDENT NATIONAL OCCUPATIONAL COMPETENCY TESTING INSTITUTE (NOCTI)

Career and Technology Education provides an unparalleled learning environment for students to acquire hands-on skills. Measuring these skills is essential to ensure that students are ready to enter their chosen career field or further their education.

NOCTI skill-based credentials provide an opportunity for students to demonstrate their skills by completing actual jobs using the tools, materials, machines, and equipment of the occupation. Members of the local industry advisory committee often serve as third-party evaluators during the administration process.

**94%**  
**Pass Rate**  
**for the**  
**Class of 2024**



**Certifications**  
**Earned**  
**During the**  
**2023-2024**  
**School Year**



# THE HIGH SCHOOL STUDENT



Advanced Placement courses follow a prescribed syllabus developed and audited by the College Board. AP courses are designed to equate to the initial year of college/university study in a given subject. Students who score a 3 or above, out of a possible high score of 5, generally indicate that a student is “qualified” for college-level coursework; a 4 indicates a student is “well qualified”; and a 5 indicates a student is “extremely well qualified”. Therefore, a student scoring a 3 generally receives advanced placement, or college credit, from colleges and universities. The most competitive colleges and universities often require an AP score of 4 or 5 prior to granting credit.

On the following pages, Advanced Placement data is reported on the basis of the number and percentage of scores in a given range for the May 2023 administration.

Additionally, the report represents advanced placement scores by course. The report also shows the number of students enrolled in a course versus how many students subsequently chose to participate in testing. It can be difficult to draw a valid analysis of scores due to the discrepancy that often occurs between the number of students taking the class versus those that actually go on to take the test. Students opt not to take the test for a variety of reasons. In some cases, virtually all students enrolled in a given course take the test which assists in drawing valid conclusions about our students’ performance and course delivery.

Each AP subject teacher receives an Instructional Planning Report, providing summary data about student performance and related item analysis. Additionally, teachers can review their students’ performance by identity groups. Teachers begin reviewing this data in the summer months in preparation for the following school year.



# THE HIGH SCHOOL STUDENT ADVANCED PLACEMENT

## AP SCHOLARS

The AP Scholar Awards recognize high school students who have demonstrated exemplary college-level achievement on AP Exams.

Year	Total # of Scholars	Average Score
2020	178	4.19
2021	165	4.09
2022	195	3.98
2023	221	4.05
2024	254	4.18

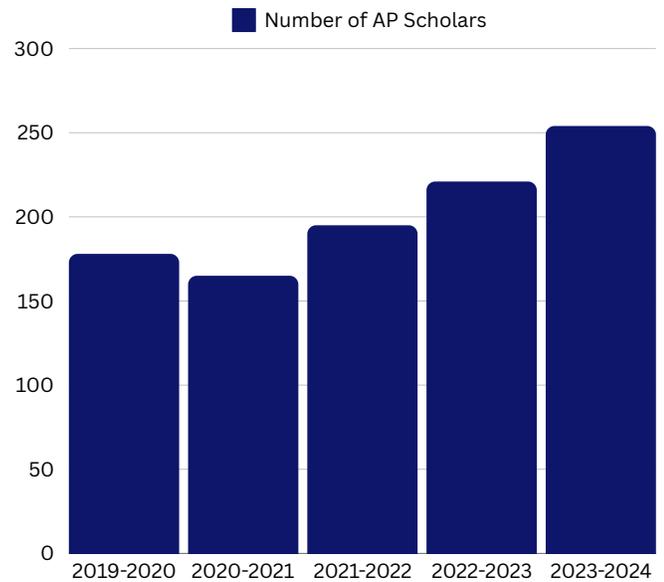
### Award Criteria

**AP Scholar:** Granted to students who receive scores of 3 or higher on three or more AP Exams

**AP Scholar with Honor:** Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams

**AP Scholar with Distinction:** Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams

	2020		2021		2022		2023		2024	
	#	Ave								
AP Scholar	71	3.87	62	3.68	84	3.60	84	3.62	98	3.77
AP Scholar with Honor	52	4.11	39	3.99	46	3.92	51	4.07	59	4.12
AP Scholar with Distinction	55	4.33	64	4.33	65	4.27	86	4.29	97	4.43



## AP EQUITY AND EXCELLENCE TREND DATA

Academic Year	2019-20	2020-21	2021-22	2022-23	2023-24
10th*	20.1%	25.1%	23.6%	31.3%	28.0%
11th*	46.0%	35.5%	44.6%	44.3%	51.4%
12th*	36.7%	35.4%	36.4%	33.0%	37.0%
<b>GRADUATING CLASS SUMMARY**</b>	<b>49.1%</b>	<b>53.1%</b>	<b>47.1%</b>	<b>53.0%</b>	<b>51.9%</b>

Data compiled from 2024 The College Board; AP Equity and Excellence (2024)

\* These measures indicate the percentage of students enrolled in grades 10, 11 and 12 scoring a 3 or higher on at least one AP exam during the prior year divided by the total number of students in the respective grade.

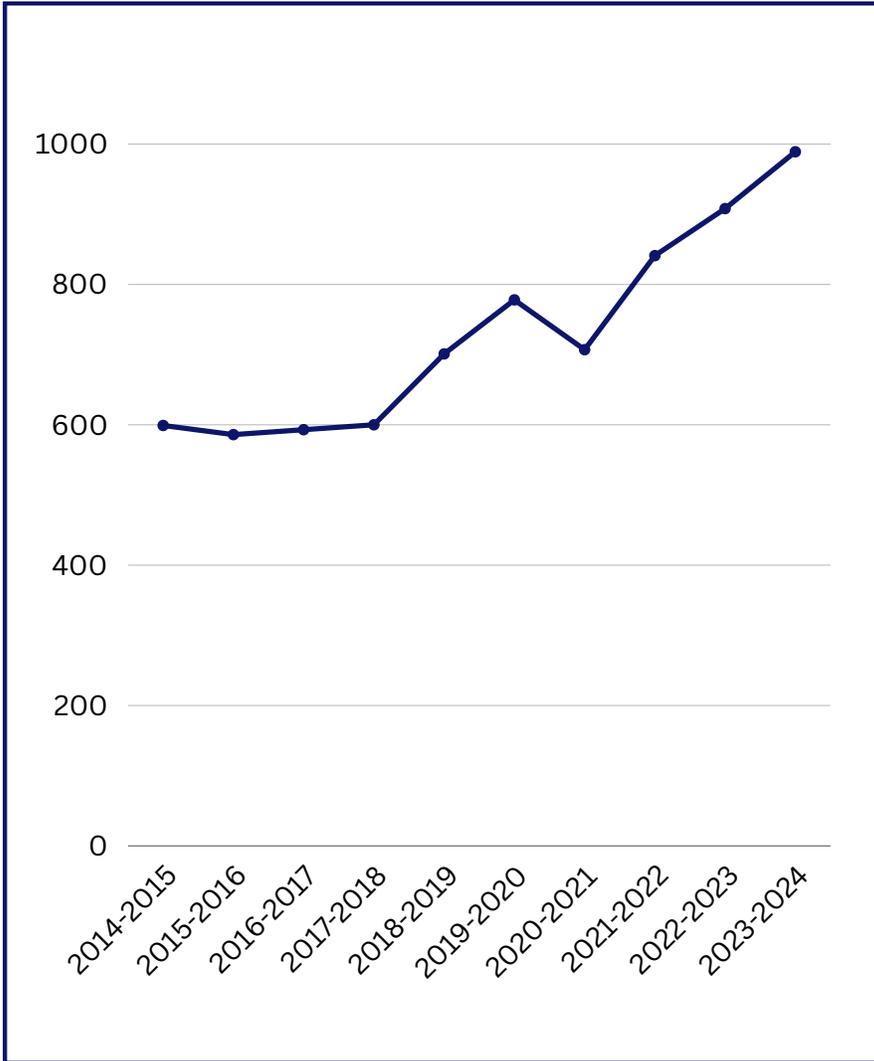
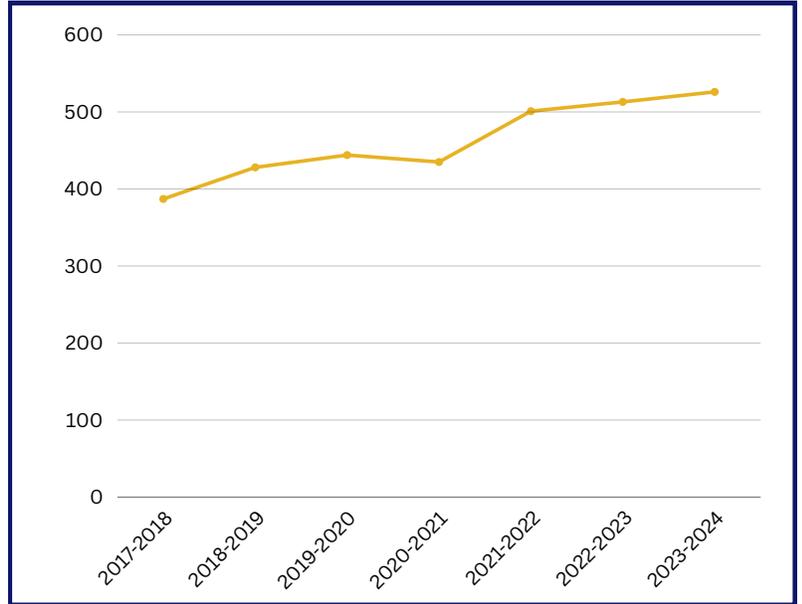
\*\* The Graduating Class Summary represents the percentage of twelfth graders scoring a 3 or higher on at least one AP exam at any point in their high school careers divided by the total number of the school's seniors.



# THE HIGH SCHOOL STUDENT ADVANCED PLACEMENT

## Advanced Placement Number of Students Score 3, 4, or 5

2017-2018	387
2018-2019	428
2019-2020	444
2020-2021	435
2021-2022	501
2022-2023	514
2023-2024	526



## Advanced Placement Number of Exams Score 3, 4, or 5

2014-2015	599
2015-2016	586
2016-2017	593
2017-2018	600
2018-2019	701
2019-2020	778
2020-2021	707
2021-2022	841
2022-2023	908
2023-2024	989

**AP Students  
Scoring 3, 4, or 5  
92.28%**



# THE HIGH SCHOOL STUDENT ADVANCED PLACEMENT

## PERFORMANCE BY IDENTITY GROUP

GENDER	TOTAL NUMBER OF EXAMS			MEAN SCORES		
	2022	2023	2024	2022	2023	2024
Male	457	451	497	3.67	3.94	4.03
Female	510	544	591	3.65	3.89	3.99
Another	-	14		-	4.07	

RACE / ETHNICITY	TOTAL NUMBER OF EXAMS			MEAN SCORES		
	2022	2023	2024	2022	2023	2024
American Indian/ Alaskan Native		-	-		-	-
Asian	106	109	103	3.87	3.96	4.17
Black/African American						
Hispanic/Latino	44	51	64	3.70	4.20	4.06
White	774	766	812	3.64	3.88	4.00
Two or More Races	26	48	43	3.92	4.10	3.77
No Response	26	31	64	3.62	4.10	3.94





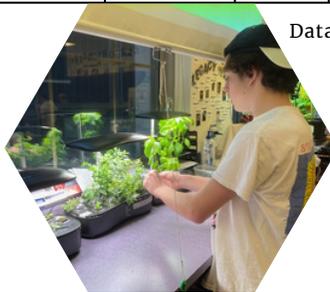
# THE HIGH SCHOOL STUDENT

## ADVANCED PLACEMENT

### HISTORICAL MEAN SCORES BY SUBJECT

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Art (Studio)	4.00	4.57	4.57	4.14	4.63	4.50	3.45	4.10	4.20	4.11
Biology	3.86	4.09	4.09	4.05	3.97	3.93	3.46	4.01	4.48	4.29
Calculus AB					3.05	4.07	4.17	4.16	4.37	4.53
Calculus BC	4.34	4.59	4.18	2.80	3.82	3.67	3.61	3.79	4.03	4.21
Chemistry	3.71	3.76	3.49	3.94	3.81	3.54	3.08	3.44	4.18	4.33
Computer Science A	3.80	3.80	3.44	2.86	3.06	3.63	2.71	2.53	3.07	2.80
English Language/Comp	4.28	4.23	4.08	4.22	4.29	3.83	3.83	4.11	4.23	3.84
English Lit/Comp	4.40	4.11	4.17	4.33	4.14	3.86	3.87	5.00	4.63	4.71
Environmental Science	3.99	3.94	4.21	3.91	4.04	3.79	3.37	3.74	3.89	4.05
European History	3.77	3.25	3.86	3.86	3.84	3.74	3.74	3.91	3.96	4.25
French Language	3.89	4.33	3.86	3.70	4.13	3.92	3.67	3.57	3.58	3.20
German Language	4.06	2.86	3.89	3.67	3.38	4.27	4.36	3.76	3.63	4.33
Human Geography						3.75	3.62	3.42	4.23	4.34
Macro Economics									4.00	3.57
Music Theory	1.88	3.20	3.50	3.40	3.11	-	2.50	3.00	4.00	-
Physics 1					3.69	3.57	3.12	3.45	3.30	3.38
Physics 2									4.38	3.67
Physics- E & M	4.60	4.50	4.17	4.27	4.63	4.37	4.31	4.00	4.27	4.17
Physics - Mechanics	4.05	3.45	3.89	3.59	3.89	4.02	3.75	4.00	3.93	4.09
Psychology	3.73	3.97	3.42	3.46	3.82	3.65	3.16	3.08	3.48	3.49
Spanish Language	4.23	4.40	4.15	3.65	3.79	3.38	3.42	4.20	4.11	4.33
Statistics	3.22	3.78	3.44	3.44	3.51	3.75	3.38	3.43	3.77	3.74
US History	3.77	3.31	3.27	3.71	3.65	3.52	3.44	3.36	3.20	3.82
US Government & Politics	3.21	3.92	3.60	3.68	3.33	3.27	3.29	3.68	2.82	4.47

Data compiled from: 2024 AP Score Report for Educators





# THE HIGH SCHOOL STUDENT ADVANCED PLACEMENT

## MTLHS COMPARED TO NATIONAL DATA 2019-2021

	2019						2020						2021					
	Students	Students	%	MTLSD	Nat'l.	Avg.	Students	Students	%	MTLSD	Nat'l.	Avg.	Students	Students	%	MTLSD	Nat'l.	Avg.
	Enrolled	Testing	Testing	Mean	Mean	Diff.	Enrolled	Testing	Testing	Mean	Mean	Diff.	Enrolled	Testing	Testing	Mean	Mean	Diff.
Art - Studio	18	8	44.4	4.63	3.57	1.06	25	6	24.0	4.50	3.49	1.01	26	11	42.3	3.45	3.42	0.03
Biology	91	74	81.3	3.97	2.93	1.04	112	85	75.9	3.93	3.03	0.90	85	59	69.4	3.46	2.83	0.63
Calculus AB	98	76	77.6	3.05	2.97	0.08	111	61	55.0	4.07	3.06	1.01	109	58	53.2	4.17	2.81	1.36
Calculus BC	52	45	86.5	3.82	3.80	0.02	35	33	94.3	3.67	3.84	-0.17	46	36	78.3	3.61	3.62	-0.01
Chemistry	53	52	98.1	3.81	2.74	1.07	44	39	88.6	3.54	2.75	0.79	58	50	86.2	3.08	2.67	0.41
Computer Science A	68	17	25.0	2.94	3.26	-0.32	65	19	29.2	3.63	3.25	0.38	78	17	21.8	2.71	3.15	-0.44
English Lang/ Comp	41	24	58.5	4.29	2.78	1.51	65	52	80.0	3.83	2.96	0.87	63	41	65.1	3.83	2.86	0.97
English Lit/Comp	20	14	70.0	4.14	2.62	1.52	11	7	63.6	3.86	2.84	1.02	22	15	68.2	3.87	2.49	1.38
Environmental Science	182	162	89.0	4.04	2.68	1.36	212	188	88.7	3.79	2.84	0.95	217	142	65.4	3.37	2.68	0.69
European History	41	18	43.9	3.94	2.90	1.04	36	23	63.9	3.74	2.95	0.79	57	27	47.4	3.74	2.84	0.90
French Language	10	8	80.0	4.13	3.30	0.83	13	13	100.0	3.92	3.56	0.36	15	9	60.0	3.67	3.13	0.54
German Language	10	8	80.0	3.38	3.30	0.08	15	11	73.3	4.27	3.48	0.79	15	11	73.3	4.36	3.09	1.27
Human Geography							86	77	89.5	3.75	2.75	1.00	147	126	85.7	3.62	2.70	0.92
Macro Economics																		
Music Theory	24	9	37.5	3.11	3.11	0.00	0	0	0.0	0.00	0.00	0.00	12	4	33.3	2.50	3.04	-0.54
Physics 1	122	70	57.4	3.69	2.51	1.18	36	28	77.8	3.57	2.65	0.92	44	25	54.5	3.12	2.42	0.70
Physics 2																		
Physics E & M	16	8	50.0	4.63	3.60	1.03	24	19	79.2	4.37	3.67	0.70	24	16	66.7	4.31	3.47	0.84
Physics Mechanics	54	36	66.7	3.89	3.76	0.13	57	45	78.9	4.02	3.87	0.15	49	36	73.5	3.75	3.37	0.38
Psychology	107	68	63.6	3.82	3.30	0.52	118	54	45.8	3.65	3.21	0.44	169	77	45.6	3.16	2.73	0.43
Spanish Language	43	14	32.6	3.79	3.71	0.08	43	21	48.8	3.38	3.86	-0.48	35	12	34.3	3.42	3.41	0.01
Statistics	74	35	47.3	3.51	2.87	0.64	61	36	59.0	3.75	2.93	0.82	88	24	27.3	3.38	2.84	0.54
U.S. History	62	48	77.4	3.65	2.71	0.94	75	66	88.0	3.52	2.83	0.69	83	66	79.5	3.44	2.53	0.91
U.S. Gov. & Politics	25	15	60.0	3.33	2.73	0.60	19	11	57.9	3.27	2.85	0.42	23	7	30.4	3.29	2.63	0.66
TOTALS	1211	809					1263	894					1465	869				
Overall % Tested	66.8%						70.8%						59.3%					



# THE HIGH SCHOOL STUDENT ADVANCED PLACEMENT

## MTLHS COMPARED TO NATIONAL DATA 2022-2024

	2022						2023						2024					
	Students	Students	%	MTLSD	Nat'l.	Avg.	Students	Students	%	MTLSD	Nat'l.	Avg.	Students	Students	%	MTLSD	Nat'l.	Avg.
	Enrolled	Testing	Testing	Mean	Mean	Diff.	Enrolled	Testing	Testing	Mean	Mean	Diff.	Enrolled	Testing	Testing	Mean	Mean	Diff.
Art - Studio	26	10	38.5	4.10	3.43	0.67	29	15	52.0	4.20	3.36	0.84	37	9	24.3	4.11	3.31	0.80
Biology	103	85	82.5	4.01	3.11	0.90	69	50	72.0	4.48	3.04	1.44	119	101	84.9	4.29	3.15	1.14
Calculus AB	112	77	68.8	4.16	2.91	1.25	108	79	73.0	4.37	2.99	1.38	103	74	71.8	4.53	3.22	1.31
Calculus BC	25	24	96.0	3.79	3.68	0.11	45	39	87.0	4.03	3.75	0.28	44	34	77.3	4.21	3.92	0.29
Chemistry	27	27	100.0	3.44	2.73	0.71	43	40	93.0	4.18	3.26	0.92	35	27	77.1	4.33	3.31	1.02
Computer Science A	72	19	26.4	2.53	3.2	-0.67	50	15	30.0	3.07	3.21	-0.14	72	16	22.2	2.69	3.18	-0.49
English Lang/Comp	126	84	66.7	4.11	2.83	1.28	56	52	92.9	4.23	2.82	1.41	63	62	98.4	3.84	2.79	1.05
English Lit/Comp	13	7	53.8	5.00	3.31	1.69	31	19	61.3	4.63	3.26	1.37	34	21	61.8	4.71	3.16	1.55
Environmental Science	235	191	81.3	3.74	2.80	0.94	164	149	90.9	3.89	2.79	1.10	220	186	84.5	4.05	2.80	1.25
European History	44	22	50.0	3.91	2.95	0.96	47	25	53.2	3.96	2.95	1.01	49	21	42.9	4.24	3.23	1.01
French	11	7	63.6	3.57	3.16	0.41	15	12	80.0	3.58	3.19	0.39	13	5	38.5	3.20	3.20	0.00
German	28	17	60.7	3.76	3.13	0.63	10	8	80.0	3.63	3.19	0.44	13	6	46.2	4.33	3.32	1.01
Human Geography	144	126	86.1	3.42	2.70	0.72	121	111	91.7	4.23	2.75	1.48	130	118	90.8	4.31	2.83	1.48
Macro Economics							107	38	35.5	4.00	3.08	0.92	72	43	59.7	3.58	3.13	0.45
Music Theory	9	5	55.5	3.00	3.03	0.03	17	9	52.9	4.0	3.01	0.99	12	3	75.0	4.33	3.00	1.33
Physics 1	60	38	63.3	3.45	2.47	0.98	92	63	68.5	3.30	2.55	0.75	82	61	74.4	3.38	2.59	0.79
Physics 2							12	8	66.7	4.38	3.15	1.23	8	3	37.5	3.67	3.20	0.47
Physics - E & M	14	12	85.7	4.00	3.43	0.57	16	11	68.8	4.27	3.49	0.78	24	18	75.0	4.17	3.53	0.64
Physics - Mechanics	30	23	76.7	4.00	3.41	0.59	40	29	72.5	3.93	3.40	0.53	72	56	77.8	4.09	3.50	0.59
Psychology	166	83	50.0	3.08	2.86	0.22	195	101	51.8	3.47	2.88	0.59	207	119	57.5	3.47	2.97	0.50
Spanish Language	27	5	18.5	4.20	3.54	0.66	35	19	54.3	4.11	3.56	0.55	30	12	40.0	4.33	3.54	0.79
Statistics	71	35	49.3	3.43	2.89	0.54	80	35	43.8	3.77	2.88	0.89	52	32	61.5	3.75	2.96	0.79
U.S. History	84	64	76.2	3.36	2.57	0.79	75	65	86.7	3.20	2.54	0.66	71	52	73.2	3.83	3.23	0.60
U.S. Gov. & Politics	40	23	55.0	3.68	2.58	1.10	25	11	44.0	2.82	2.59	0.23	26	19	73.1	4.47	3.38	1.09
TOTALS	1467	981					1482	1003					1588	1098				
Overall % Tested	66.9%						67.7%						69.1%					



# THE HIGH SCHOOL STUDENT ADVANCED PLACEMENT

## HISTORICAL PERFORMANCE BY SUBJECT

ART - STUDIO	2019-20	2020-21	2021-22	2022-23	2023-24
# of 5	3	-	2	6	2
# of 4	3	5	7	6	6
# of 3	-	6	1	3	1
# of 2	-	-	-	-	-
# of 1	-	-	-	-	-
Total Tested	6	11	10	15	9
% of 5	50%	0%	20%	40%	22%
% of 4 and above	100%	46%	90%	80%	89%
% of 3 and above	100%	100%	100%	100%	100%
BIOLOGY	2019-20	2020-21	2021-22	2022-23	2023-24
# of 5	24	8	30	30	44
# of 4	35	19	28	14	42
# of 3	22	24	25	6	15
# of 2	4	8	2	-	-
# of 1	-	-	-	-	-
Total Tested	85	59	85	50	101
% of 5	28%	14%	35%	60%	44%
% of 4 and above	69%	46%	68%	88%	85%
% of 3 and above	95%	86%	98%	100%	100%
CALCULUS AB	2019-20	2020-21	2021-22	2022-23	2023-24
# of 5	23	30	34	45	46
# of 4	24	14	23	21	24
# of 3	10	8	18	11	1
# of 2	3	6	2	1	3
# of 1	1	-	-	1	-
Total Tested	61	58	77	79	74
% of 5	38%	52%	44%	57%	62%
% of 4 and above	77%	76%	87%	84%	95%
% of 3 and above	93%	90%	97%	97%	96%
CALCULUS BC	2019-20	2020-21	2021-22	2022-23	2023-24
# of 5	11	10	7	16	14
# of 4	5	8	8	12	15
# of 3	12	12	6	7	4
# of 2	5	6	3	4	-
# of 1	-	-	-	-	1
Total Tested	33	36	24	39	34
% of 5	33%	28%	29%	41%	41%
% of 4 and above	48%	50%	63%	72%	85%
% of 3 and above	85%	83%	88%	90%	97%
CHEMISTRY	2019-20	2020-21	2021-22	2022-23	2023-24
# of 5	6	7	3	16	11
# of 4	17	9	11	15	14
# of 3	9	18	9	9	2
# of 2	6	13	3	-	-
# of 1	1	3	1	-	-
Total Tested	39	50	27	40	27
% of 5	15%	14%	11%	40%	41%
% of 4 and above	59%	32%	52%	78%	93%
% of 3 and above	82%	68%	85%	100%	100%
COMPUTER SCIENCE A	2019-20	2020-21	2021-22	2022-23	2023-24
# of 5	6	3	3	3	3
# of 4	4	2	1	4	2
# of 3	6	4	5	3	3
# of 2	2	3	4	1	3
# of 1	1	5	6	4	4
Total Tested	19	17	19	15	15
% of 5	32%	18%	15%	20%	20%
% of 4 and above	53%	29%	21%	47%	33%
% of 3 and above	84%	53%	47%	67%	53%



# THE HIGH SCHOOL STUDENT ADVANCED PLACEMENT

## HISTORICAL PERFORMANCE BY SUBJECT

ENGLISH LANG/COMP	2019-20	2020-21	2021-22	2022-23	2023-24
# of 5	16	11	32	21	16
# of 4	17	17	33	22	27
# of 3	13	9	15	9	12
# of 2	6	3	4	-	7
# of 1	-	1	-	-	-
Total Tested	52	41	84	52	62
% of 5	31%	27%	38%	40%	26%
% of 4 and above	63%	68%	77%	83%	69%
% of 3 and above	88%	90%	96%	100%	89%
ENGLISH LIT/COMP	2019-20	2020-21	2021-22	2022-23	2023-24
# of 5	2	3	7	12	16
# of 4	3	8	-	7	4
# of 3	1	3	-	-	1
# of 2	1	1	-	-	-
# of 1	-	-	-	-	-
Total Tested	7	15	7	19	21
% of 5	29%	20%	100%	63%	76%
% of 4 and above	71%	73%	100%	100%	95%
% of 3 and above	86%	93%	100%	100%	100%
ENVIRONMENTAL SCIENCE	2019-20	2020-21	2021-22	2022-23	2023-24
# of 5	54	16	42	29	57
# of 4	78	51	83	88	93
# of 3	23	47	41	20	26
# of 2	28	25	23	11	9
# of 1	5	3	2	1	1
Total Tested	188	142	191	149	186
% of 5	29%	11%	22%	19%	31%
% of 4 and above	70%	47%	65%	79%	81%
% of 3 and above	82%	80%	87%	92%	95%
EUROPEAN HISTORY	2019-20	2020-21	2021-22	2022-23	2023-24
# of 5	6	6	7	11	8
# of 4	10	12	8	4	9
# of 3	2	5	5	8	3
# of 2	5	4	2	2	-
# of 1	-	-	-	-	-
Total Tested	23	27	22	25	20
% of 5	26%	22%	32%	44%	40%
% of 4 and above	70%	45%	68%	60%	85%
% of 3 and above	78%	85%	91%	92%	100%
FRENCH LANGUAGE	2019-20	2020-21	2021-22	2022-23	2023-24
# of 5	3	1	-	1	-
# of 4	6	4	4	6	3
# of 3	4	4	3	4	-
# of 2	-	-	-	1	2
# of 1	-	-	-	-	-
Total Tested	13	9	7	12	5
% of 5	23%	11%	0%	8%	0%
% of 4 and above	69%	56%	57%	58%	60%
% of 3 and above	100%	100%	100%	92%	60%
GERMAN LANGUAGE	2019-20	2020-21	2021-22	2022-23	2023-24
# of 5	4	7	3	2	4
# of 4	6	2	7	3	1
# of 3	1	1	7	1	-
# of 2	-	1	-	2	1
# of 1	-	-	-	-	-
Total Tested	11	11	17	8	6
% of 5	36%	64%	18%	25%	67%
% of 4 and above	91%	82%	59%	63%	83%
% of 3 and above	100%	91%	100%	75%	83%



# THE HIGH SCHOOL STUDENT ADVANCED PLACEMENT

## HISTORICAL PERFORMANCE BY SUBJECT

HUMAN GEOGRAPHY	2019-20	2020-21	2021-22	2022-23	2023-24
# of 5	29	32	31	56	66
# of 4	19	41	32	34	30
# of 3	16	31	32	14	13
# of 2	7	17	20	4	7
# of 1	6	5	11	3	-
Total Tested	77	126	126	111	116
% of 5	38%	25%	24%	50%	57%
% of 4 and above	62%	58%	50%	81%	83%
% of 3 and above	83%	83%	75%	94%	94%
Macroeconomics	2019-20	2020-21	2021-22	2022-23	2023-24
# of 5	-	-	-	9	10
# of 4	-	-	-	20	12
# of 3	-	-	-	9	13
# of 2	-	-	-	-	6
# of 1	-	-	-	-	1
Total Tested	-	-	-	38	42
% of 5	-	-	-	24%	24%
% of 4 and above	-	-	-	76%	52%
% of 3 and above	-	-	-	100%	83%
MUSIC THEORY	2019-20	2020-21	2021-22	2022-23	2023-24
# of 5	-	-	-	3	2
# of 4	-	-	2	3	-
# of 3	-	2	2	3	1
# of 2	-	2	-	-	-
# of 1	-	-	1	-	-
Total Tested	-	4	5	9	3
% of 5	-	0%	0%	33%	67%
% of 4 and above	-	0%	40%	67%	67%
% of 3 and above	-	50%	80%	100%	100%
PHYSICS 1	2019-20	2020-21	2021-22	2022-23	2023-24
# of 5	6	2	6	9	7
# of 4	6	6	13	18	26
# of 3	14	10	12	20	14
# of 2	2	7	6	15	11
# of 1	-	-	1	1	3
Total Tested	28	25	38	63	61
% of 5	21%	8%	16%	14%	11%
% of 4 and above	43%	32%	50%	43%	54%
% of 3 and above	93%	72%	82%	75%	77%
PHYSICS 2	2019-20	2020-21	2021-22	2022-23	2023-24
# of 5	-	-	-	4	1
# of 4	-	-	-	3	1
# of 3	-	-	-	1	-
# of 2	-	-	-	-	1
# of 1	-	-	-	-	-
Total Tested	-	-	-	8	3
% of 5	-	-	-	50%	33%
% of 4 and above	-	-	-	88%	67%
% of 3 and above	-	-	-	100%	67%
PHYSICS - E & M	2019-20	2020-21	2021-22	2022-23	2023-24
# of 5	12	8	5	7	11
# of 4	3	6	4	2	3
# of 3	3	1	1	1	-
# of 2	1	1	2	-	4
# of 1	-	-	-	1	-
Total Tested	19	16	12	11	18
% of 5	63%	50%	42%	64%	61%
% of 4 and above	79%	88%	75%	82%	78%
% of 3 and above	95%	94%	83%	91%	78%



# THE HIGH SCHOOL STUDENT ADVANCED PLACEMENT

## HISTORICAL PERFORMANCE BY SUBJECT

<b>PHYSICS - MECHANICS</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
# of 5	16	6	10	9	20
# of 4	19	19	5	11	23
# of 3	6	7	6	8	11
# of 2	3	4	2	-	2
# of 1	1	-	-	1	-
Total Tested	45	36	23	29	56
% of 5	36%	17%	43%	31%	36%
% of 4 and above	78%	69%	65%	69%	77%
% of 3 and above	91%	89%	91%	97%	96%
<b>PSYCHOLOGY</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
# of 5	19	11	6	25	33
# of 4	13	27	25	28	32
# of 3	13	15	31	24	24
# of 2	2	11	12	17	15
# of 1	7	13	9	7	13
Total Tested	54	77	83	101	117
% of 5	35%	14%	7%	25%	28%
% of 4 and above	59%	49%	37%	52%	56%
% of 3 and above	83%	69%	75%	76%	76%
<b>SPANISH LANGUAGE</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
# of 5	2	-	2	9	6
# of 4	7	6	2	3	4
# of 3	9	5	1	7	2
# of 2	3	1	-	-	-
# of 1	-	-	-	-	-
Total Tested	21	12	5	19	12
% of 5	10%	0%	40%	47%	50%
% of 4 and above	43%	50%	80%	63%	83%
% of 3 and above	86%	92%	100%	100%	100%
<b>STATISTICS</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
# of 5	13	2	7	6	11
# of 4	9	11	10	16	9
# of 3	7	8	11	12	5
# of 2	6	-	5	1	4
# of 1	1	3	2	-	2
Total Tested	36	24	35	35	31
% of 5	36%	8%	20%	17%	35%
% of 4 and above	61%	54%	49%	51%	65%
% of 3 and above	81%	88%	80%	97%	81%
<b>U.S. GOV &amp; POLITICS</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
# of 5	2	2	8	2	12
# of 4	4	-	3	-	4
# of 3	2	3	8	3	3
# of 2	1	2	4	6	-
# of 1	2	-	-	-	-
Total Tested	11	7	23	11	19
% of 5	18%	29%	35%	18%	63%
% of 4 and above	55%	29%	48%	18%	84%
% of 3 and above	73%	71%	83%	45%	100%



# THE HIGH SCHOOL STUDENT ADVANCED PLACEMENT

## HISTORICAL PERFORMANCE BY SUBJECT

U.S. HISTORY	2019-20	2020-21	2021-22	2022-23	2023-24
# of 5	13	15	9	12	11
# of 4	21	21	24	15	24
# of 3	21	12	16	18	12
# of 2	9	14	11	14	4
# of 1	2	4	4	6	-
Total Tested	66	66	64	65	51
% of 5	20%	23%	14%	18%	22%
% of 4 and above	52%	55%	52%	42%	69%
% of 3 and above	83%	73%	77%	69%	92%
<b>TOTAL</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
# of 5	273	180	253	349	413
# of 4	311	288	333	355	410
# of 3	194	235	255	201	166
# of 2	94	129	105	79	81
# of 1	27	37	37	25	25
Total Tested	899	869	983	1,009	1095
% of 5	30%	21%	26%	35%	38%
% of 4 and above	65%	54%	60%	70%	75%
% of 3 and above	87%	81%	86%	90%	90%

Data compiled from 2024 AP Score Reports for Education



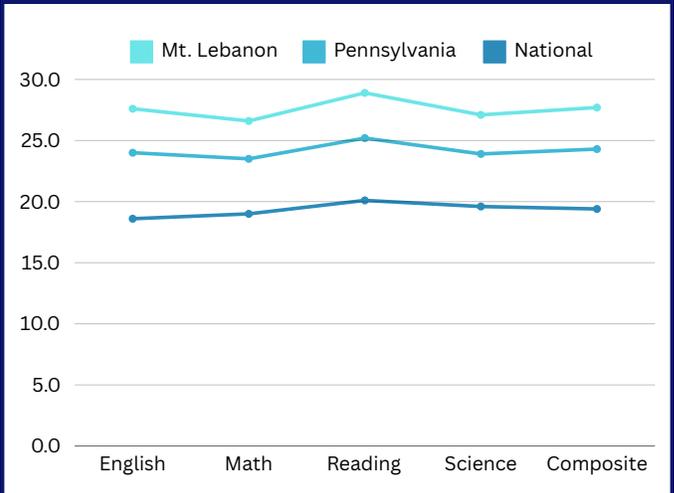
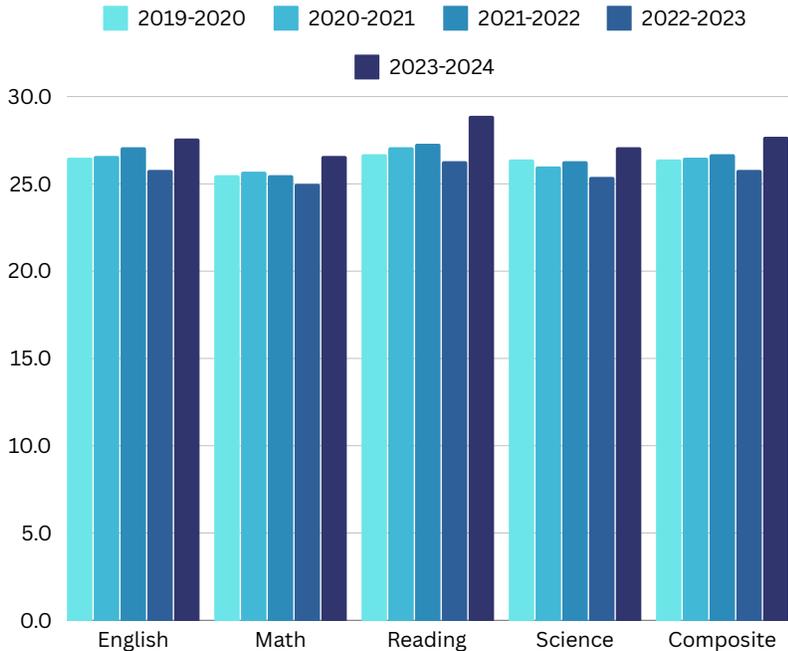


# THE HIGH SCHOOL STUDENT

## 2024 ACT MEAN SCORES

The ACT Assessment is a college admission test in direct competition with the SAT. The ACT Assessment contains four curriculum based tests that measure academic achievement in the areas of English, Mathematics, Reading and Science. The ACT also provides an overall Composite score. In addition to these four curricular areas and the summary composite, students may also opt to complete an additional writing assessment (ACT Plus) new in 2006. The ACT writing component is recommended by our high school counseling staff when students opt to take the ACT.

	English	Math	Reading	Science	Composite
2019-2020	26.5	25.5	26.7	26.4	26.4
2020-2021	26.6	25.7	27.1	26	26.5
2021-2022	27.1	25.5	27.3	26.3	26.7
2022-2023	25.8	25.0	26.3	25.4	25.8
2023-2024	27.6	26.6	28.9	27.1	27.7



Data compiled from College Board

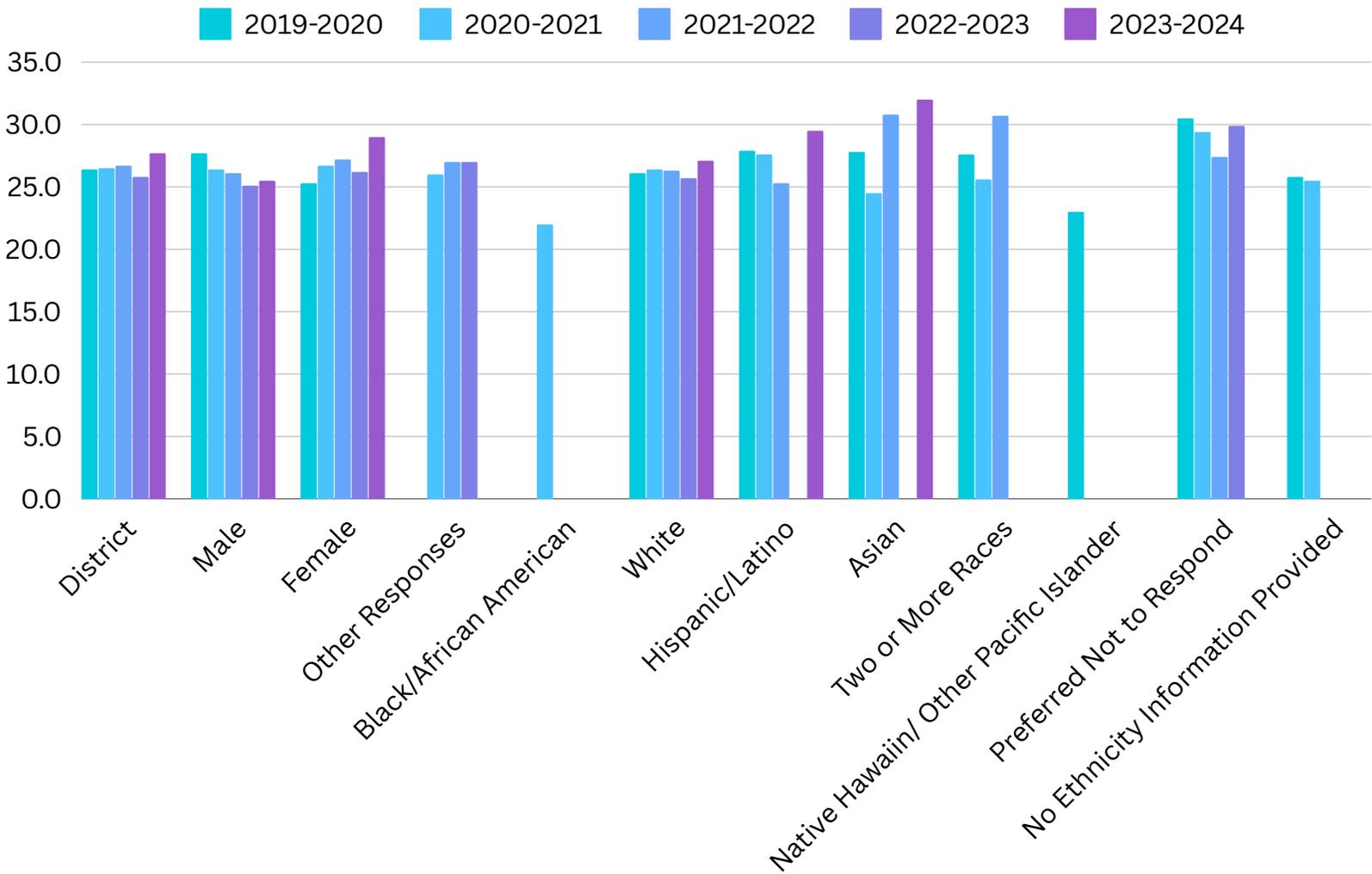
2024 ACT	English	Math	Reading	Science	Composite
Mt. Lebanon	27.6	26.6	28.9	27.1	27.7
Pennsylvania	24.0	23.5	25.2	23.9	24.3
National	18.6	19.0	20.1	19.6	19.4

The ACT is headquartered in Iowa City, Iowa and today its assessment is accepted at all colleges and universities. The SAT currently has a historical foothold in our area of the country, which partially explains why the vast majority of students at Mt. Lebanon take the SAT. Increasing competition between the ACT and SAT over the last few years has resulted in nation-wide acceptance of both assessments. Counselors regularly recommend that college-bound students sit for an ACT during junior or senior year. This report shows the mean score for Mt. Lebanon students on the ACT, as well as the mean score for all students in Pennsylvania and nationally who took the ACT. The scores can range from a low of 1 to a high of 36 for each of the sub-tests (English, Mathematics, Reading and Science). This is also true for the overall Composite score. The number of participants in 2023 was 163. The average ACT composite score for Mt. Lebanon students this year was 27.7.



# THE HIGH SCHOOL STUDENT

## FIVE YEAR ACT DISAGGREGATED COMPOSITE SCORES



Composite Score	District	Male	Female	Other Responses	Black/African American	White	Hispanic/Latino	Asian	Two or More Races	Native Hawaiian/ Other Pacific Islander	Preferred Not to Respond	No Ethnicity Information Provided
2019-2020	26.4	27.7	25.3	-	-	26.1	27.6	27.8	27.6	23	30.5	25.8
2020-2021	26.5	26.4	26.7	26	22	26.4	27.6	24.5	25.6	-	29.4	25.5
2021-2022	26.7	26.1	27.2	27	-	26.3	25.3	30.8	30.7	-	27.4	-
2022-2023	25.8	25.1	26.2	-	-	25.7	-	-	-	-	29.9	-
2023-2024	27.7	25.5	29.0	-	-	27.1	29.5	32.0	-	-	-	-

Data compiled from College Board



# THE HIGH SCHOOL STUDENT

## Historical ACT Participation Rates and Mean Scores

Mt. Lebanon*	# of Students	% of Class Participating	English	Math	Reading	Science	Composite
2014-2015	269	62	25.9	25.0	25.8	25.1	25.6
2015-2016	247	64	26.2	25.3	26.6	25.9	26.1
2016-2017	274	74	26.2	25.6	26.3	25.1	25.9
2017-2018	277	61	26.6	25.4	26.8	25.7	26.3
2018-2019	265	58	25.9	25.5	26.2	25.7	25.9
2019-2020	367	85	26.5	25.5	26.7	26.4	26.4
2020-2021	270	65	26.6	25.7	27.1	26.0	26.5
2021-2022	226	52	27.1	25.5	27.3	26.3	26.7
2022-2023	202	44	25.8	25.0	26.3	25.4	25.8
2023-2024	163	38	27.6	26.6	28.9	27.1	27.7
Pennsylvania*			English	Math	Reading	Science	Composite
2014-2015			22.5	22.8	23.2	22.5	22.9
2015-2016			22.6	23.0	23.6	22.8	23.1
2016-2017			23.4	23.4	24.2	23.3	23.7
2017-2018			23.3	23.2	24.0	23.1	23.5
2018-2019			23.3	23.1	24.1	23.2	23.6
2019-2020			23.4	23.2	24.3	23.4	23.7
2020-2021			24.8	24.3	25.8	24.5	25.0
2021-2022			24.3	23.7	25.2	24.0	24.4
2022-2023			23.6	23.2	24.7	23.6	23.9
2023-2024			24.0	23.5	25.2	23.9	24.3
Nation**			English	Math	Reading	Science	Composite
2014-2015			20.4	20.8	21.4	20.9	21.0
2015-2016			20.1	20.6	21.3	20.8	20.8
2016-2017			20.3	20.7	21.4	21.0	21.0
2017-2018			20.2	20.5	21.3	20.7	20.8
2018-2019			20.1	20.4	21.2	20.6	20.7
2019-2020			19.9	20.2	21.2	20.6	20.6
2020-2021			19.6	19.9	20.9	20.4	20.3
2021-2022			19.0	19.3	20.4	19.9	19.8
2022-2023			18.6	19.0	20.1	19.6	19.5
2023-2024			18.6	19.0	20.1	19.6	19.4

\*MTLSD and Pennsylvania data compiled from: ACT Profile Report - College Readiness Letter

\*\*Nation data compiled from: ACT Profile Report - National: Section I, Executive Summary



# THE HIGH SCHOOL STUDENT

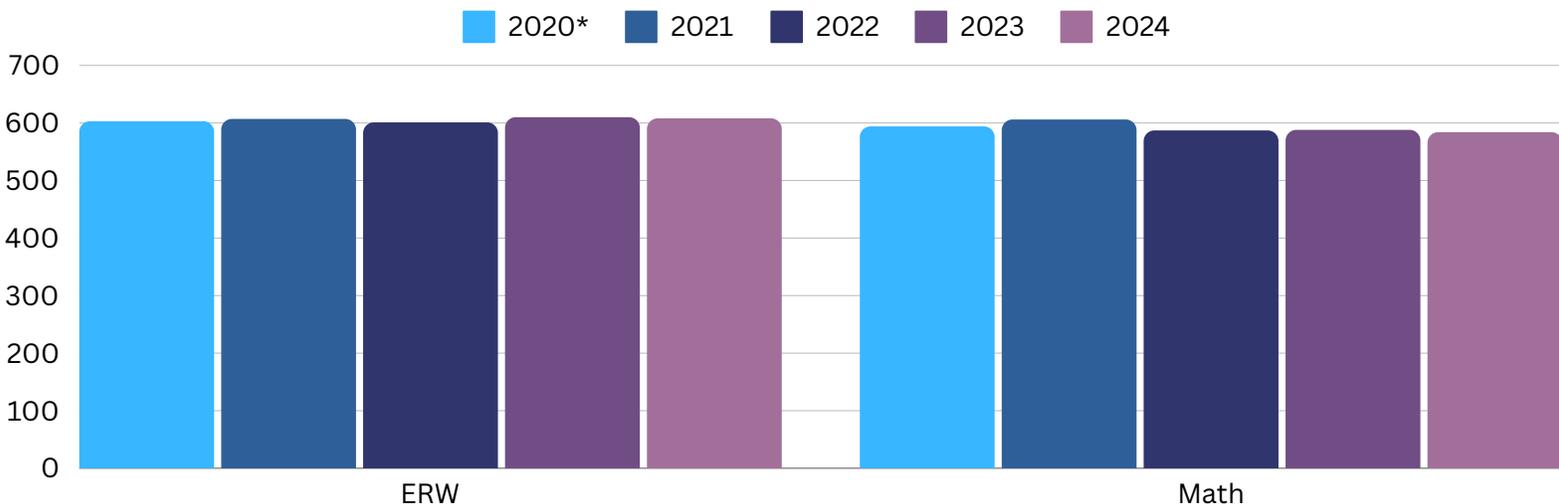
## 2023 SUMMARY OF SAT SCORES

The SAT test is a nationally-normed benchmark utilized by colleges and universities as a major admissions indicator. It is designed to help admissions personnel in assessing a student’s likelihood of success in a college environment. SAT scores can range from 200-800 on each of the two sections of the test.

The scores for Evidence-Based Reading and Writing (ERW) and Mathematics are listed separately and compared with both national and Pennsylvania state means. Additionally, data is further broken down by gender. The cumulative mean score of the Evidence-Based Reading and Writing (ERW) and Mathematics sections for Mt. Lebanon students combined was 1,192:

**168 points higher than the national mean**  
**117 points higher than the Pennsylvania mean.**

Students of all abilities are taking the SAT test within our district and are being accounted for in very favorable national and state comparisons. SAT Subject tests are offered in specific content areas. They are often required for admission to the most highly selective colleges and universities. Students typically take only those tests that will be required or recommended for those universities/colleges to which they will be applying. Data provided is from a narrow cross section of our school, state and national populations that self-select to take exams based on college admission intentions.



	ERW	Math
2020*	603	594
2021	607	606
2022	601	587
2023	610	588
2024	608	584

\*Spring 2020 SAT Test Administration was cancelled due to Covid-19  
 Data compiled from: 20231 SAT Annual Report

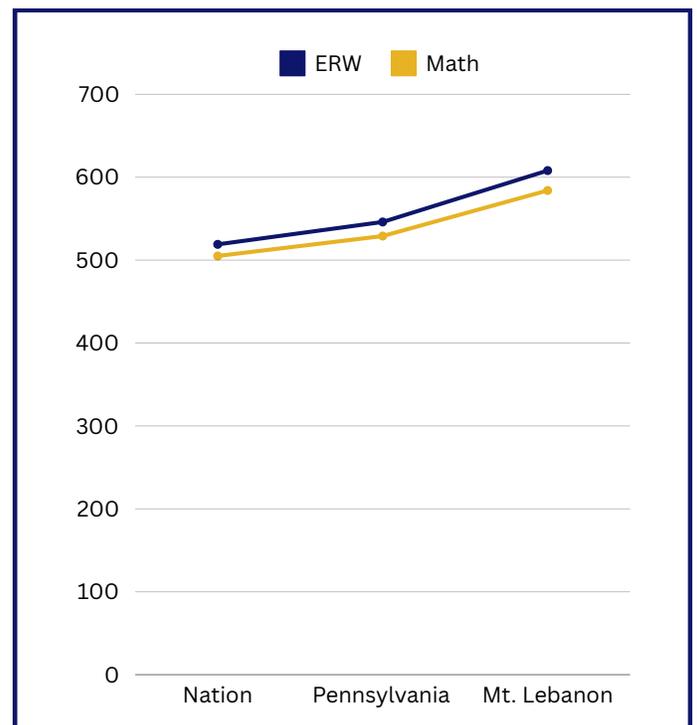


# THE HIGH SCHOOL STUDENT

## OVERALL SAT PERFORMANCE BY IDENTITY GROUPS

	Number of Exams			Total Score			ERW			Math		
	22	23	24	22	23	24	22	23	24	22	23	24
American Indian/Alaska Native	1	1	1	-	-	-	-	-	-	-	-	-
Asian	22	25	19	1210	1329	1237	591	652	616	619	676	621
Black/African-American	5	4	1	-	-	-	-	-	-	-	-	-
Hispanic/Latino	12	19	11	1119	1229	1182	571	614	610	548	616	572
White	287	307	300	1193	1187	1194	605	608	610	588	579	584
Two or More Races	10	12	16	1228	1243	1181	610	632	603	618	611	579
No Response	8	3	10	-	-	1156	-	-	587	-	-	569

	ERW	Math
Mt. Lebanon	608	584
Pennsylvania	546	529
Nation	519	505



**SAT**  
**vs.**  
**State & National**



# THE HIGH SCHOOL STUDENT

## SAT REASONING MEAN SCORES TREND SUMMARY

### Historical SAT Participation Rates and Mean Scores

MT. LEBANON SCHOOL DISTRICT					NATION			PENNSYLVANIA		
ERW	MALE	FEMALE	COMBINED	% OF CLASS TESTING	MALE	FEMALE	COMBINED	MALE	FEMALE	COMBINED
2016-17	602	611	607	85.3	532	534	533	542	538	540
2017-18	608	616	612	81.2	534	539	536	549	546	547
2018-19	605	630	617	85.3	529	534	531	546	545	545
2019-20	606	600	603	86.9	523	532	528	544	543	543
2020-21	609	604	607	76.6	530	535	533	567	565	566
2021-22	597	604	601	83.3	526	531	529	553	549	551
2022-23	594	624	610	75.8	517	523	520	549	545	547
2023-24	604	612	608	82.1	516	522	519	547	545	546
MATH					NATION			PENNSYLVANIA		
YEAR	MALE	FEMALE	COMBINED	% OF CLASS TESTING	MALE	FEMALE	COMBINED	MALE	FEMALE	COMBINED
2016-17	606	576	591		538	516	527	546	518	531
2017-18	613	585	600		542	522	531	554	526	539
2018-19	603	603	603		537	519	528	551	525	537
2019-20	612	575	594		531	516	523	549	522	534
2020-21	624	590	606		537	519	528	573	544	557
2021-22	601	569	587		530	512	521	556	526	540
2022-23	591	584	588		515	500	508	549	518	531
2023-24	597	571	584		514	496	505	545	515	529
CRITICAL READING					NATION			PENNSYLVANIA		
YEAR	MALE	FEMALE	COMBINED	% OF CLASS TESTING	MALE	FEMALE	COMBINED	MALE	FEMALE	COMBINED
2014-15	563	569	566	86	497	493	495	504	494	499
2015-16	564	572	568	83	495	493	494	504	497	500
MATH					NATION			PENNSYLVANIA		
YEAR	MALE	FEMALE	COMBINED	% OF CLASS TESTING	MALE	FEMALE	COMBINED	MALE	FEMALE	COMBINED
2014-15	583	559	572		527	496	511	521	489	504
2015-16	585	562	573		524	494	508	524	492	506
WRITING					NATION			PENNSYLVANIA		
YEAR	MALE	FEMALE	COMBINED	% OF CLASS TESTING	MALE	FEMALE	COMBINED	MALE	FEMALE	COMBINED
2014-15	551	583	566		478	490	484	477	486	482

Data compiled from: 2024 The College Board; 2024 College-Bound Seniors High School Highlights Report for Mt. Lebanon High School





# THE HIGH SCHOOL STUDENT

## SUMMARY OF PSAT/NMSQT SCORES OF SEMIFINALISTS AND COMMENDED STUDENTS

This report represents a ten year summary of the Preliminary Scholastic Assessment Test (PSAT)/National Merit Scholarship Qualifying Test (NMSQT). The scores for both verbal and math sections range from 20 to 80. The total score possible is 240. Designed for students in their junior year, many of the District's sophomores and even some younger students take the PSAT as preparation for the SAT. [The selection index is used for National Merit purposes for juniors only.] Two thirds of the Selection Index is verbal (critical reading and writing scores) and one third is the mathematics score.

Scores are reported both for those selected as Semifinalists and those receiving Commended status.

The following data is a ten year summary of the total number of National Merit Semifinalists from comparable selected schools in Western Pennsylvania. Comparisons with demographically similar local schools offer insight about our top students' performances relative to the performances of top students in other, similar districts. This does not, however, provide an overall reflection of programmatic quality across the spectrum of learners.

### NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST (NMSQT) SUMMARY

Class of	Students Taking the NMSQT	Semi-Finalist Students	Commended Students	Total Semi-Finalists & Commended Students
2016	341	10	15	25
2017	403	9	9	18
2018	402	11	14	25
2019	433	5	6	11
2020	432	9	13	22
2022	406	7	14	21
2023	419	13	19	32
2023	428	6	21	27
2024	413	3	25	28
2025	439	10	19	29

The above data is a ten year summary of the National Merit Scholarship Qualifying Test results for Mt. Lebanon High School. These results are based on the Preliminary Scholastic Assessment Test (PSAT) that was given to eleventh graders in October 2023. Semifinalist standing usually represents students scoring within the top 1% of test takers in Pennsylvania and Commended standing within the top 3% in Pennsylvania. It is important to note that National Merit indexes vary from year-to-year and state-to-state. In Pennsylvania, for the Class of 2025, the index score was 219 to be a National Merit Semi-Finalist.



# THE HIGH SCHOOL STUDENT

10-YEAR COMPARISON OF SOUTHWESTERN PENNSYLVANIA SCHOOLS  
AND COMPARISON OF COMPARATOR PENNSYLVANIA SCHOOLS

## 2024-2025 (CLASS OF 2025) National Merit Semi-Finalists

DISTRICT	2016	2017	2018	2019	2020	2022	2023	2023	2024	2025	TOTAL
Bethel Park School District	4	1	1	0	0	2	2	0	2	2	15
Central Bucks School District**	17	20	18	28	19	27	15	18	21	12	195
Fox Chapel School District	15	14	3	11	14	7	9	9	6	7	95
Gateway School District	1	0	3	0	3	2	1	0	2	2	14
Great Valley School District	10	11	13	4	16	11	16	6	6	6	99
Hampton School District	4	2	2	6	8	3	4	3	3	2	37
Lower Merion School District*	21	20	23	29	28	33	37	33	37	27	288
Lower Moreland School District	5	4	5	4	6	3	3	5	6	5	46
Mt. Lebanon School District	10	9	11	5	9	7	13	6	3	10	83
North Allegheny School District	21	19	29	29	22	14	20	22	16	17	209
Peters Township School District	2	5	7	1	3	3	5	3	5	2	36
Radnor School District	12	11	13	16	20	10	17	17	11	8	135
South Fayette School District	3	3	2	1	1	3	6	2	3	4	28
Taylor Alderdice (Pittsburgh Publich School District)	4	5	7	4	2	6	3	0	4	2	37
Tredyffrin-Easttown School District	33	33	34	34	42	29	38	47	50	40	380
Unionville-Chadds Ford School District	7	15	18	15	22	13	21	16	18	24	169
Upper Dublin School District	12	5	12	16	8	13	7	8	7	5	93
Upper St. Clair School District	14	12	11	4	6	11	10	9	9	6	92
Wallingford-Swarthmore School District	5	13	9	7	8	14	10	11	4	8	89

\* Denotes two (2) high schools  
\*\* Denotes three (3) high schools





# THE HIGH SCHOOL STUDENT

## Keystone Exams

Beginning in the 2012-2013 school year, the Keystone Exams were developed and are required by the Pennsylvania Department of Education as end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Biology, and English Literature. The data typically included represents that of the Junior cohort's results through the Spring administration of their exam year.

For those enrolled in a Keystone Exam trigger course in 2019-2020, the students are deemed non-numerically proficient with successful completion of their grade-based course.

## ACT 158

Act 158 of 2018 and Act 6 of 2017 provide alternatives to Pennsylvania's statewide requirement of attaining proficiency on the three end-of-course Keystone Exams (Algebra I, Literature, and Biology). Effective with the graduating class of 2023, students have the option to demonstrate postsecondary preparedness through additional pathways that more fully illustrate college, career, and community readiness.

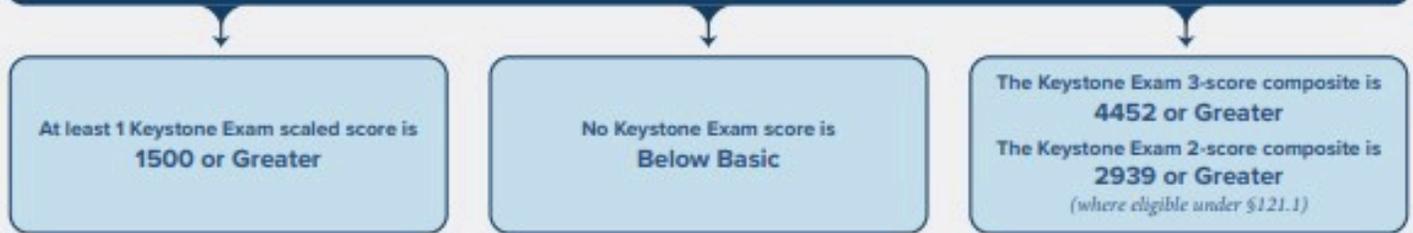


# Pennsylvania Pathways to Graduation

## Keystone Proficiency Pathway *Numeric or Non-Numeric Scores*



## Keystone Composite Pathway *Numeric Scores Only*



### CTE Concentrator

Meet locally established, grade-based requirements for Keystone content in which the student is less than Proficient

#### CTE Concentrator

1 Artifact from pathway criteria

### Alternative Assessment

Meet locally established, grade-based requirements for Keystone content in which the student is less than Proficient

#### Alternative Assessment

1 Artifact from pathway criteria

### Evidence-Based Pathways

Meet locally established, grade-based requirements for Keystone content in which the student is less than Proficient

#### Evidence-Based

3 Artifacts from pathway criteria

### Waiver

A student in 12th grade, or experiencing extenuating circumstances, who meets locally established grade-based requirements for Keystone content area(s) in which the student is less than proficient, and is unable to satisfy the requirements of a graduation pathway may be granted a waiver by the chief school administrator.

### Individualized Education Plan

A student with a disability who is unable to satisfy pathway requirements but who satisfactorily completes a special education program is granted a diploma under Title 22 §4.24.

# Pathway Criteria

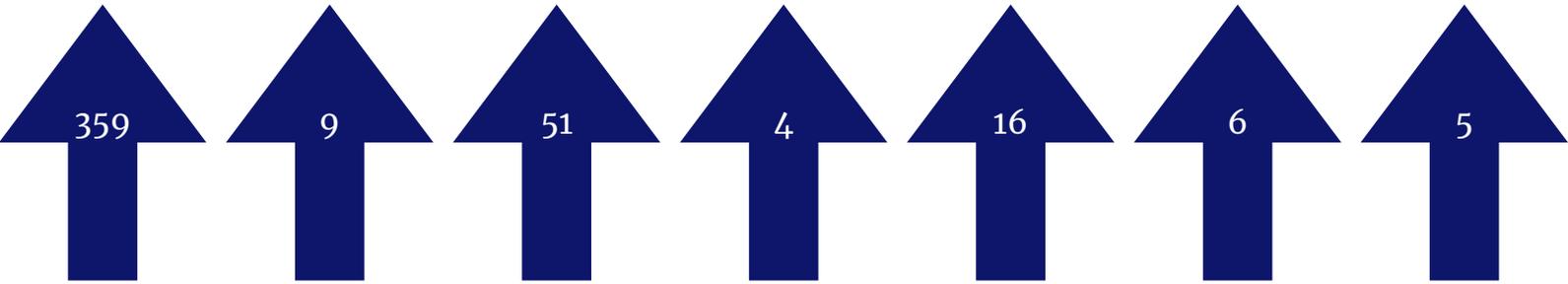
CTE Concentrator	Alternative Assessment	Evidence-Based
<p style="text-align: center;"><b>1 Artifact</b></p>	<p style="text-align: center;"><b>1 Artifact</b></p>	<p style="text-align: center;"><b>3 Artifacts</b> consistent w/student goals <b>ONE</b> or more from Section One <b>No more than TWO</b> from Section Two</p>
<p>Industry-based competency certification</p> <hr/> <p>Likelihood of industry-based competency assessment success</p> <hr/> <p>Readiness for continued engagement in CTE Concentrator program of study</p>	<p>Attainment of one alternative assessment score or better: ACT (21), ASVAB AFQT (31), PSAT/NMSQT (970), or SAT (1010)</p> <hr/> <p>Attainment of Gold Level or better on ACT WorkKeys</p> <hr/> <p>Attainment of 3 or better on AP Exam(s) related to each Keystone content area in which less than Proficient</p> <hr/> <p>Attainment of 4 or better on IB Exam(s) related to each Keystone content area in which less than Proficient</p> <hr/> <p>Successful completion of concurrent enrollment course(s) related to each Keystone content area in which less than Proficient</p> <hr/> <p>Successful completion of a pre-apprenticeship program</p> <hr/> <p>Acceptance into accredited, non-profit Institution of Higher Education (IHE) 4yr program for college-level coursework</p>	<p style="text-align: center;"><b>Section 1</b></p> <p>Attainment of 630 or better on any SAT Subject Test</p> <hr/> <p>Attainment of Silver Level or better on ACT WorkKeys</p> <hr/> <p>Attainment of 3 or better on any AP Exam</p> <hr/> <p>Attainment of 3 or better on any IB Exam</p> <hr/> <p>Successful completion of any concurrent enrollment or postsecondary course</p> <hr/> <p>Industry-recognized credentialization</p> <hr/> <p>Acceptance into accredited, non-profit Institution of Higher Education (IHE) for college-level coursework in an other-than-4yr program</p> <hr/> <p style="text-align: center;"><b>Section 2</b></p> <p>Attainment of Proficient or Advanced on any Keystone Exam</p> <hr/> <p>Successful completion of a service-learning project</p> <hr/> <p>Letter guaranteeing full-time employment or military enlistment</p> <hr/> <p>Completion of an internship, externship, or cooperative education program</p> <hr/> <p>Compliance with NCAA Division II academic requirements</p>



# THE HIGH SCHOOL STUDENT

## ACT 158

### Mt. Lebanon High School Class of 2025 Graduation (Anticipated Pathways)



**Proficiency Pathway**  
(Numeric or Non-Numeric Proficient or Advanced)

**3 score Composite Pathway**  
(1500 on at least 1 exam; no score Below Basic; 4452 or greater)

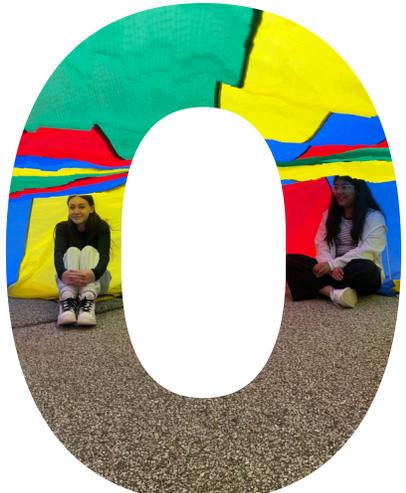
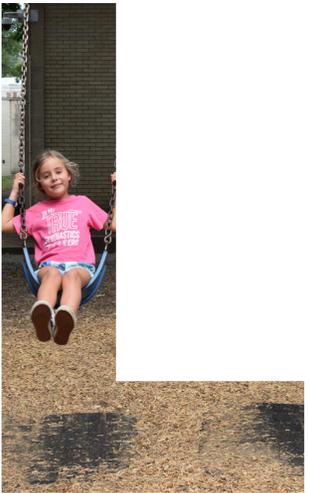
**2 score Composite Pathway**  
(Earned a non-numeric proficient; 1500 on at least 1 exam; no score Below Basic; 2939 or greater)

**CTE Concentrator Pathway**  
(Meet locally established, grade-based requirements for Keystone content in which the student is less than Proficient; 1 Artifact from Pathway Criteria)

**Alternative Assessment Pathway**  
(Meet locally established, grade-based requirements for Keystone content in which the student is less than Proficient; 1 Artifact from Pathway Criteria)

**Evidence-Based Pathway**  
(Meet locally established, grade-based requirements for Keystone content in which the student is less than Proficient; 3 Artifacts from Pathway Criteria)

**Individualized Education Plan**  
(A student with a disability who is unable to satisfy pathway requirements but who satisfactorily completes a special education program is granted a diploma under Title 22 §4.24.)





# THE MIDDLE AND ELEMENTARY SCHOOL STUDENT

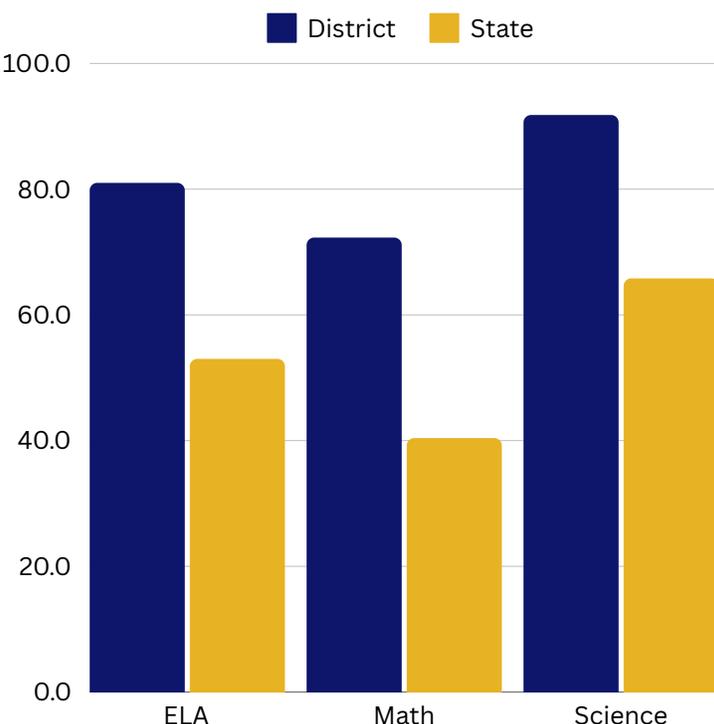
## Pennsylvania System School Assessment (PSSA)

The annual Pennsylvania System School Assessment is a standards-based, criterion-referenced assessment which provides students, parents, educators and citizens with an understanding of student and school performance related to the attainment of proficiency of the academic standards. These standards in English Language Arts, Mathematics, and Science and Technology identify what a student should know and be able to do at varying grade levels. School districts possess the freedom to design curriculum and instruction to ensure that students meet or exceed the standards' expectations.

Every Pennsylvania student in grades 3 through 8 is assessed in English Language Arts and Math. Every Pennsylvania student in grades 4 and 8 is assessed in science.

Individual student scores, provided only to their respective schools, can be used to assist teachers in identifying students who may be in need of additional educational opportunities, and school scores provide information to schools and districts for curriculum and instruction improvement discussions and planning.

In compliance with §4.51(a)(4) of the PA School Code the State Board of Education approved, "specific criteria for advanced, proficient, basic and below basic levels of performance."



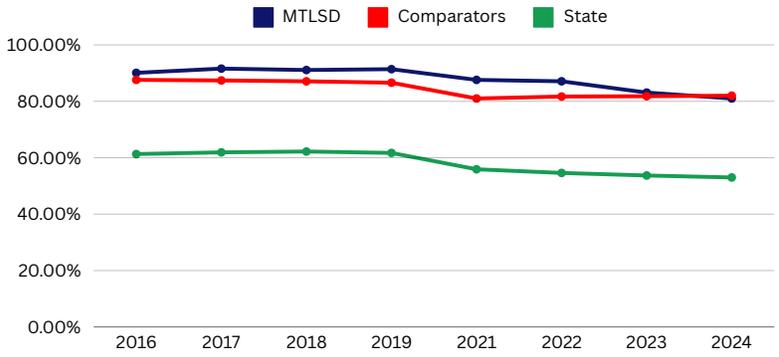
*PSSA All District Data*

2024 PSSA	District	State
ELA	81.0	53.0
Math	72.3	40.4
Science	91.8	65.8



# THE MIDDLE AND ELEMENTARY SCHOOL STUDENT

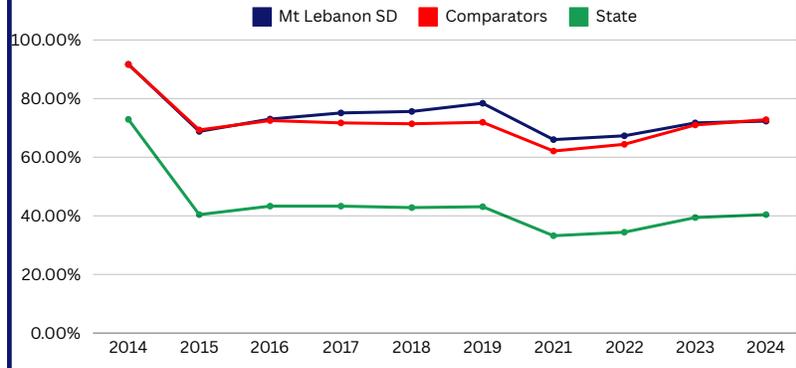
## PSSA ELA



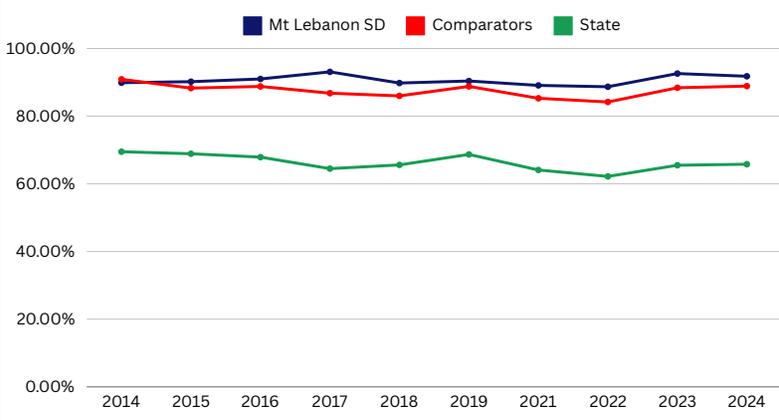
Year	MTLSD	Comparators	State
2016	90.1%	87.6%	61.3%
2017	91.6%	87.4%	61.9%
2018	91.1%	87.1%	62.2%
2019	91.4%	86.6%	61.7%
2021	87.6%	81%	55.9%
2022	87.1%	81.7%	54.6%
2023	83.1%	81.8%	53.7%
2024	81.0%	82	53.0%

Year	Mt Lebanon SD	Comparators	State
2014	91.7%	91.6%	72.9%
2015	68.8%	69.3%	40.4%
2016	73.0%	72.5%	43.3%
2017	75.1%	71.7%	43.3%
2018	75.6%	71.4%	42.8%
2019	78.4%	71.9%	43.1%
2021	66.0%	62.1%	33.2%
2022	67.3%	64.4%	34.4%
2023	71.7%	71.0%	39.4%
2024	72.3%	72.8	40.4%

## PSSA Math



## PSSA Science

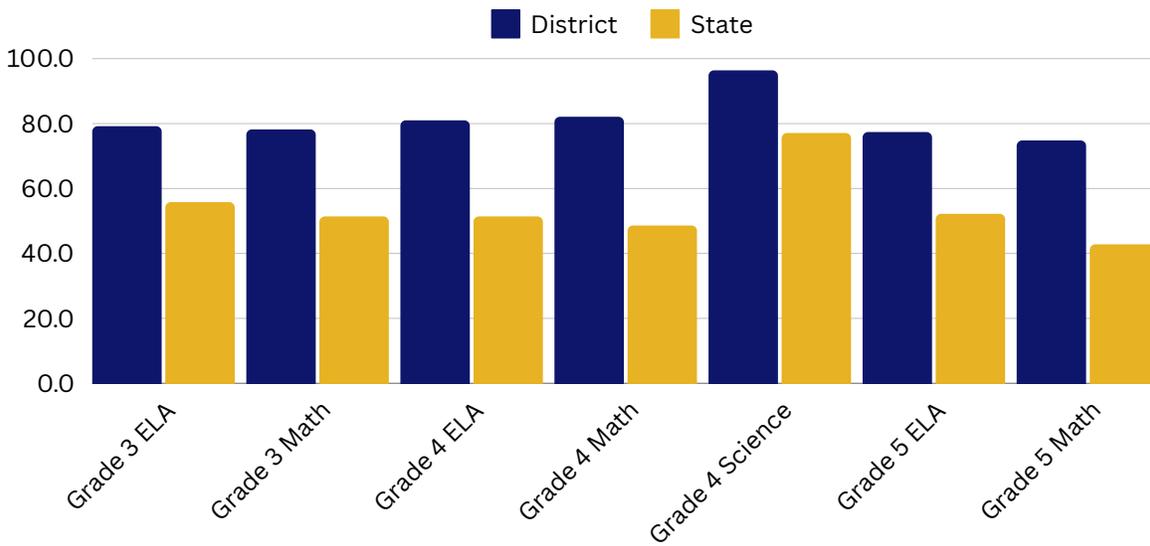


Year	Mt Lebanon SD	Comparators	State
2014	89.9%	90.9%	69.5%
2015	90.2%	88.3%	68.9%
2016	91.0%	88.8%	67.9%
2017	93.1%	86.8%	64.5%
2018	89.8%	86.0%	65.6%
2019	90.4%	88.8%	68.7%
2021	89.1%	85.3%	64.1%
2022	88.7%	84.2%	62.2%
2023	92.6%	88.4%	65.5%
2024	91.8%	88.9	65.8%



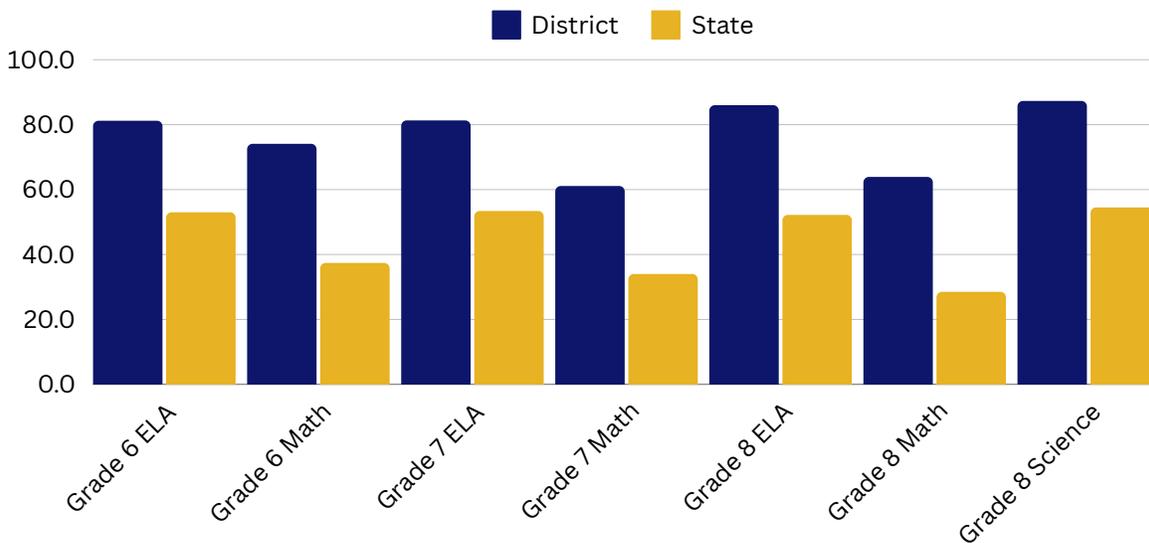
# THE MIDDLE AND ELEMENTARY SCHOOL STUDENT

## PSSA 3-5



	Grade 3 ELA	Grade 3 Math	Grade 4 ELA	Grade 4 Math	Grade 4 Science	Grade 5 ELA	Grade 5 Math
District	79.2	78.2	81.0	82.1	96.4	77.4	74.8
State	55.8	51.4	51.4	48.6	77.1	52.2	42.8

## PSSA 6-8

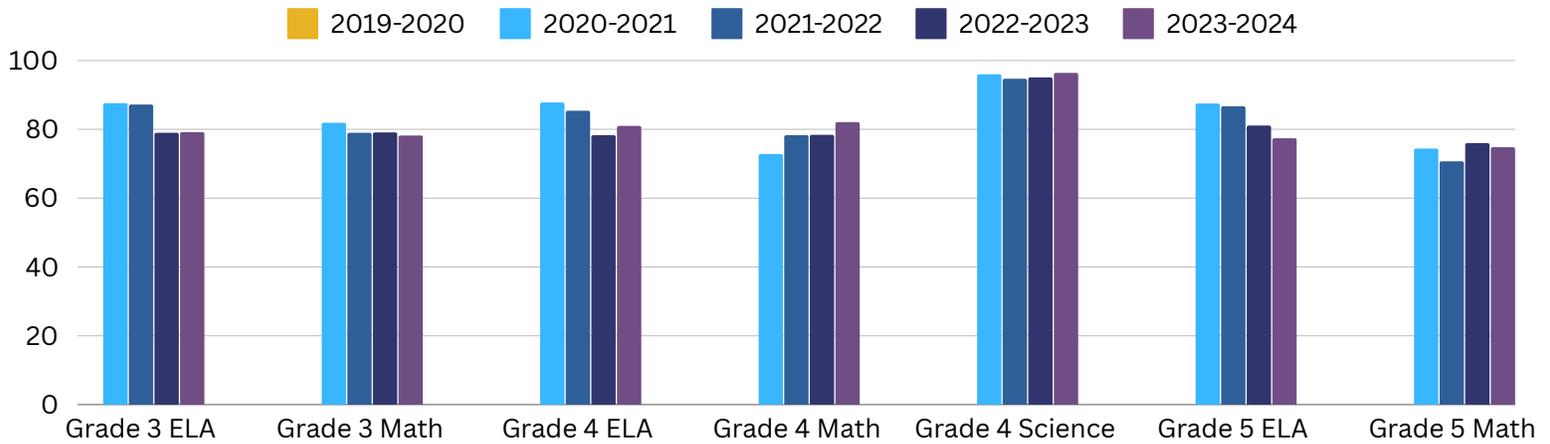


	Grade 6 ELA	Grade 6 Math	Grade 7 ELA	Grade 7 Math	Grade 8 ELA	Grade 8 Math	Grade 8 Science
District	81.2	74.1	81.3	61.1	86.0	63.9	87.3
State	53.0	37.4	53.4	34.0	52.2	28.5	54.5



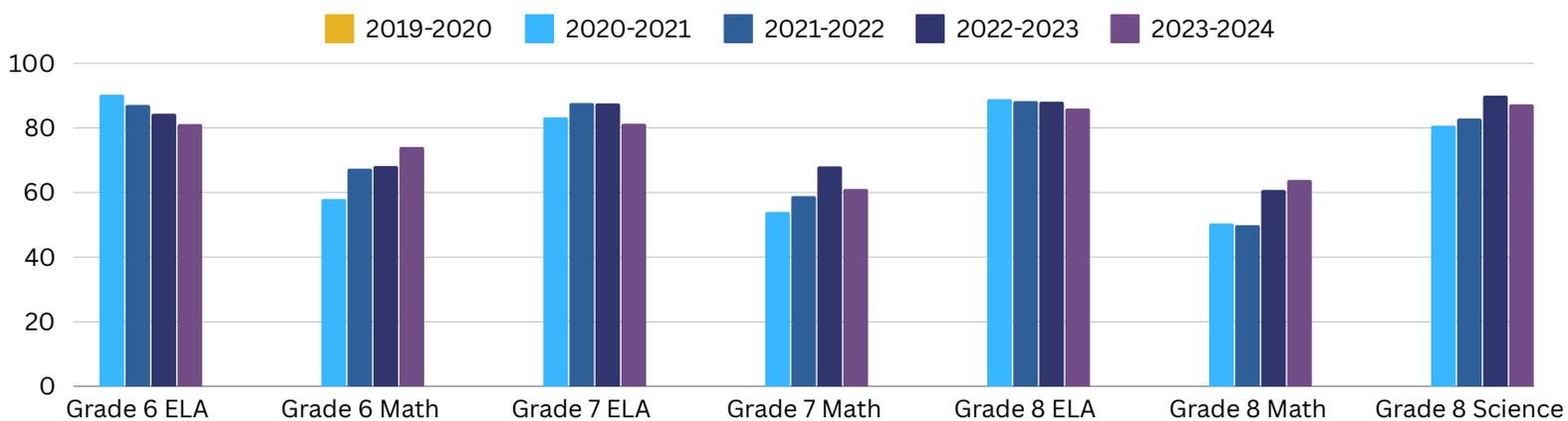
# THE MIDDLE AND ELEMENTARY SCHOOL STUDENT

## PSSA 5 Year Elementary



	Grade 3 ELA	Grade 3 Math	Grade 4 ELA	Grade 4 Math	Grade 4 Science	Grade 5 ELA	Grade 5 Math
2019-2020	0	0	0	0	0	0	0
2020-2021	87.6	81.9	87.8	72.8	96	87.5	74.4
2021-2022	87.2	79	85.4	78.3	94.7	86.7	70.7
2022-2023	79.0	79.1	78.3	78.4	95.1	81.1	76.0
2023-2024	79.2	78.2	81.0	82.1	96.4	77.4	74.8

## PSSA 5 Year Middle School



	Grade 6 ELA	Grade 6 Math	Grade 7 ELA	Grade 7 Math	Grade 8 ELA	Grade 8 Math	Grade 8 Science
2019-2020	0	0	0	0	0	0	0
2020-2021	90.3	58	83.3	54	88.9	50.4	80.7
2021-2022	87.1	67.4	87.7	58.9	88.3	49.9	82.9
2022-2023	84.4	68.2	87.6	68.1	88.1	60.8	90.0
2023-2024	81.2	74.1	81.3	61.1	86.0	63.9	87.3



# THE MIDDLE AND ELEMENTARY SCHOOL STUDENT

## 2024 PSSA Disaggregated Data

### English Language Arts Performance by Group

Percentages and Total Number by Group*	Total Tested	Below Basic	Basic	Proficient	Advanced	Percentage of Students Below Basic and Basic in English Language Arts		Percentage of Students Proficient and Advanced in English Language Arts			
						Percentage	Count	Percentage	Count		
All Students	2382	3	16	49	32	19.0	16	49	32	81.0	
Historically Underperforming	687	9	31	44	15	40.6	9	31	44	15	59.4
IEP-Special Education	388	11	35	41	13	45.6	11	35	41	13	54.4
English Learner	67	31	49	19	0	80.6	31	49	19	19.4	
Economically Disadvantaged	378	10	30	44	16	39.7	10	30	44	16	60.3
Male	1253	4	20	50	26	23.5	20	50	26	76.5	
Female	1129	2	12	48	38	14.1	12	48	38	85.9	
American Indian/Alaskan Native (not Hispanic)	0	0	0	0	0						
Asian (not Hispanic)	155	5	20	35	40	25.2	20	35	40	74.8	
Black or African American (not Hispanic)	49	14	37	35	14	51.0	14	37	35	14	49.0
Hispanic (any race)	92	9	26	48	17	34.8	9	26	48	17	65.2
Multi-Racial (not Hispanic)	135	4	17	41	38	20.7	17	41	38	79.3	
White (not Hispanic)	1951	2	15	51	32	16.9	15	51	32	83.1	
Native Hawaiian/other Pacific Islander (not Hispanic)	0	0	0	0	0						
Migrant	0	0	0	0	0						

### Mathematics Performance by Group

Percentages and Total Number by Group*	Total Tested	Below Basic	Basic	Proficient	Advanced	Percentage of Students Below Basic and Basic in Mathematics		Percentage of Students Proficient and Advanced in Mathematics			
						Percentage	Count	Percentage	Count		
All Students	2382	8	20	37	35	27.7	8	20	37	35	72.3
Historically Underperforming	687	21	29	31	20	49.3	21	29	31	20	50.7
IEP-Special Education	387	26	29	27	18	55.6	26	29	27	18	44.4
English Learner	68	40	26	28	6	66.2	40	26	28	6	33.8
Economically Disadvantaged	379	24	28	29	20	51.7	24	28	29	20	48.3
Male	1253	9	20	35	36	28.3	9	20	35	36	71.7
Female	1129	7	20	39	34	27.0	7	20	39	34	73.0
American Indian/Alaskan Native (not Hispanic)	0	0	0	0	0						
Asian (not Hispanic)	155	8	14	29	50	21.3	8	14	29	50	78.7
Black or African American (not Hispanic)	49	33	24	29	14	57.1	33	24	29	14	42.9
Hispanic (any race)	91	20	25	33	22	45.1	20	25	33	22	54.9
Multi-Racial (not Hispanic)	135	11	21	31	37	31.9	11	21	31	37	68.1
White (not Hispanic)	1952	7	20	38	35	26.4	7	20	38	35	73.6
Native Hawaiian/other Pacific Islander (not Hispanic)	0	0	0	0	0						
Migrant	0	0	0	0	0						



# THE MIDDLE AND ELEMENTARY SCHOOL STUDENT

## 2024 PSSA Disaggregated Data

### Science Performance by Group

Percentages and Total Number by Group*	Total Tested	Below Basic	Basic	Proficient	Advanced	Percentage of Students Below Basic and Basic in Science		Percentage of Students Proficient and Advanced in Science			
						Percentage	Count	Percentage	Count		
All Students	782	2	6	32	60	8.2	6	32	60	91.8	
Historically Underperforming	201	6	15	33	46	21.4	6	15	46	78.6	
IEP-Special Education	115	8	19	31	42	27.0	8	19	31	73.0	
English Learner	14	14	43	36	7	57.1	14	43	36	7	42.9
Economically Disadvantaged	102	7	14	33	46	20.6	7	14	33	46	79.4
Male	407	2	7	30	60	9.6	7	30	60	90.4	
Female	375	2	5	34	59	6.7	5	34	59	93.3	
American Indian/Alaskan Native (not Hispanic)	0	0	0	0	0						
Asian (not Hispanic)	50	2	8	26	64	10.0	8	26	64	90.0	
Black or African American (not Hispanic)	9	0	0	56	44			56	44	100.0	
Hispanic (any race)	31	3	16	35	45	19.4	16	35	45	80.6	
Multi-Racial (not Hispanic)	40	3	5	25	68	7.5	5	25	68	92.5	
White (not Hispanic)	652	2	6	33	60	7.7	6	33	60	92.3	
Native Hawaiian/other Pacific Islander (not Hispanic)	0	0	0	0	0						
Migrant	0	0	0	0	0						



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# RENAISSANCE FUNDAMENTALS (PASS)

## Interpreting Percentile Scores

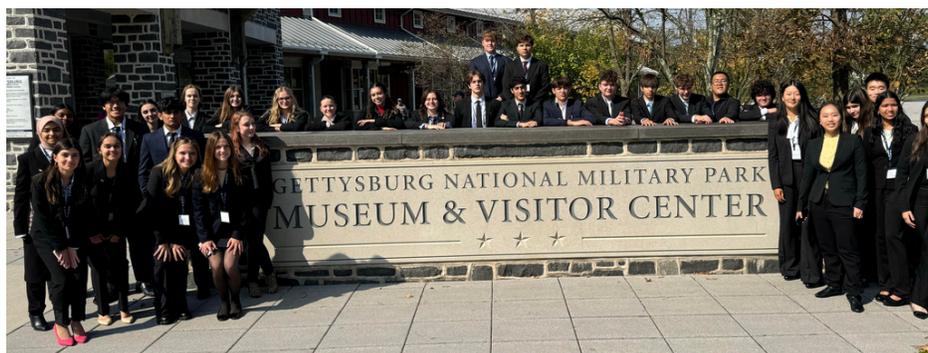


## Renaissance Fundamentals

The color coding used in the report should be interpreted as a guide to help schools see at a glance the level of satisfaction that cohorts or individuals have with their school experience. Those found to be in the lowest 5% compared to the US population should be taken as an immediate concern for the school. The average range of responses lies between the 16th and 84th percentile. Your Renaissance Fundamentals survey report interprets factor based on the following percentile values.

Attention should be paid to the exact percentiles shown in the standardized score tables as some factor responses shown in green may show a significantly high level of satisfaction and act as evidence of the success of the school's existing programs.

<b>High satisfaction with their school experience</b>	Students/Cohorts in the 31 <sup>st</sup> – 100 <sup>th</sup> percentile
<b>Moderate satisfaction with their school experience</b>	Students/Cohorts in the 21 <sup>st</sup> – 30 <sup>th</sup> percentile
<b>Low moderate satisfaction with their school experience</b>	Students/Cohorts in the 6 <sup>th</sup> – 20 <sup>th</sup> percentile
<b>Low satisfaction with their school experience</b>	Students/Cohorts in the lowest 5% of responses





# RENAISSANCE FUNDAMENTALS (PASS)

## The Renaissance Fundamentals factors are:

### **Factor 1 – Feelings about school**

- Measuring students' sense of well-being, safety, and comfort in school.

### **Factor 2 – Perceived learning capability**

- Measures students' views of how positive and successful they feel in their specific capabilities as learners.

### **Factor 3 – Self-regard as a learner**

- Measures the impact of their learning on their concept of self more generally.

### **Factor 4 – Preparedness for learning**

- Measures students' perceptions of their behavior and attitude in learning situations (including metacognitive skills).

### **Factor 5 – Attitudes to teachers**

- Measures students' perceptions of their relationships with teachers.

### **Factor 6 – General work ethic**

- Measures students' attitudes and responses to work in general.

### **Factor 7 – Confidence in learning**

- Measures students' confidence in approaching and dealing with learning and perseverance when presented with challenging tasks, and includes associated feelings such as a 'high' anxiety element.

### **Factor 8 – Attitudes to attendance**

- Measures students' attitudes to attendance at school.

### **Factor 9 – Response to curriculum demands**

- Measures students' perceptions of the appropriateness of the level of difficulty of work they are asked to complete.



# RENAISSANCE FUNDAMENTALS (PASS)



## Primary Results

Category	Feelings about school	Preparedness for learning	Learner self-worth	Response to learning
Overall	24.4	63.1	51.0	72.2
Boys	23.1	65.0	50.2	74.7
Girls	31.0	61.1	51.8	69.6
Others				
White	24.4	63.1	51.0	72.2
Any Other Mixed Background	24.4	63.1	51.0	59.6
Asian	34.8	63.1	51.0	72.2
Hispanic or Latino	34.8	63.1	37.4	59.6
Black or African American	19.6	26.2	37.4	47.0
Not Specified				
Native Hawaiian or Other Pacific Islander				

## Intermediate Results

Category	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
Overall	27.8	43.6	64.4	43.0	29.8	58.8	44.2	34.8	57.2
Boys	34.3	44.3	66.3	40.4	33.4	59.8	44.8	31.3	61.8
Girls	26.9	42.8	62.4	34.6	26.1	37.6	43.6	39.1	52.5
White	27.8	43.6	64.4	43.0	29.8	58.8	44.2	34.8	57.2
Asian	34.2	43.6	74.4	43.0	29.8	58.8	52.1	46.5	71.2
Any Other Mixed Background	22.4	52.5	64.4	43.0	29.8	58.8	44.2	24.8	57.2
Hispanic or Latino	34.2	35.2	53.6	43.0	48.4	58.8	44.2	34.8	57.2
Black or African American	27.8	52.5	42.5	43.0	48.4	58.8	52.1	34.8	42.7
Not Specified	61.8	52.5	53.6	67.4	48.4	58.8	52.1	59.8	71.2
American Indian	51.1	27.8	53.6	80.2	72.7	58.8	30.7	59.8	71.2

## Secondary Results

Category	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
Overall	55.2	61.2	47.3	60.5	57.4	36.3	57.9	36.3	45.2
Boys	57.4	58.6	60.4	63.4	56.4	35.5	55.3	39.7	47.1
Girls	52.9	63.8	48.1	66.4	58.4	37.2	60.6	33.0	43.2
White	55.2	61.2	47.3	60.5	57.4	36.3	57.9	36.3	45.2
Asian	64.3	51.5	61.7	69.1	57.4	36.3	66.4	50.3	45.2
Any Other Mixed Background	55.2	61.2	47.3	60.5	57.4	36.3	57.9	50.3	45.2
Hispanic or Latino	55.2	61.2	61.7	60.5	57.4	36.3	57.9	50.3	45.2
Black or African American	43.3	51.5	33.6	51.3	57.4	36.3	49.0	36.3	29.2
Not Specified	64.3	51.5	47.3	51.3	57.4	36.3	57.9	50.3	29.2
American Indian									
Native Hawaiian or Other Pacific Islander									

