ACADEMIC ACHIEVEMENT AND GROWTH REPORT

2023-2024

Academic Achievement & Growth Report
December 9, 2024

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Pine-Richland School District

Academic Achievement and Growth Report

Executive Summary

The first annual report was compiled in the fall of 2013 to reflect student performance on a variety of standardized measures. This public display of standardized test results provides the highest levels of transparency. The format of the report has evolved over the course of the past decade. Major shifts in focus include: emphasis on both achievement and growth; top decile comparisons where available; expanded focus on measures of learning; and a focus on data for action. The AAGR and IDPR processes are both designed to analyze performance with further connection to the building-specific strategic plan focus areas.

High Level Findings:
In comparison to the state average and top decile benchmark, **PRSD students are performing at high levels on the PSSA and Keystone Exams.**

- PRSD students performed in the **top decile** in ten of fourteen PSSA tested areas (**consistent** with 2023 results).
- PRSD students performed in the **top decile** in all three Keystone Exam tested areas (**consistent** with 2023 results).
- PRSD students met or exceeded the **PVAAS growth standard** in **seven of twelve PSSA** tested areas (**increase** from 2023 results).
- PRSD students met or exceeded the **PVAAS growth standard** in **all three Keystone Exam** tested areas (**consistent** with 2023 results).

For both the PSSA and Keystone Exams, PRSD students in special education with an IEP at levels similar to the state proficiency average of general education students.

For both the PSSA and Keystone Exams, PRSD students who are economically disadvantaged scored at or above the state proficiency average of general education students in almost all tests.

For both the PSSA and Keystone Exams, PRSD students performed at generally consistent levels across gender with some performance differences noted for subgroups based on ethnicity.

- Female PRSD student and male PRSD student performance is generally consistent with some areas of discrepancy focus (e.g., ELA PSSA and Keystone Literature Exam).
- Given the small number of students in some groups, performance is generally consistent with some focus on differences at the individual student level/subgroup (e.g., ELL and ethnic diversity).

In comparison to state and global performance, PRSD students **outperformed benchmarks** and achieved at near historic levels on the **Scholastic Aptitude Test** (SAT).

In comparison to state and national averages, PRSD students **outperformed benchmarks** and achieved at near historic levels on the **American College Test** (ACT).

Over 1000 **Advanced Placement** (AP) exams were taken by PRSD students with the **highest ever percentage of students scoring 3 or higher** on the required exams.

Pine-Richland School District Targets for Achievement and Growth

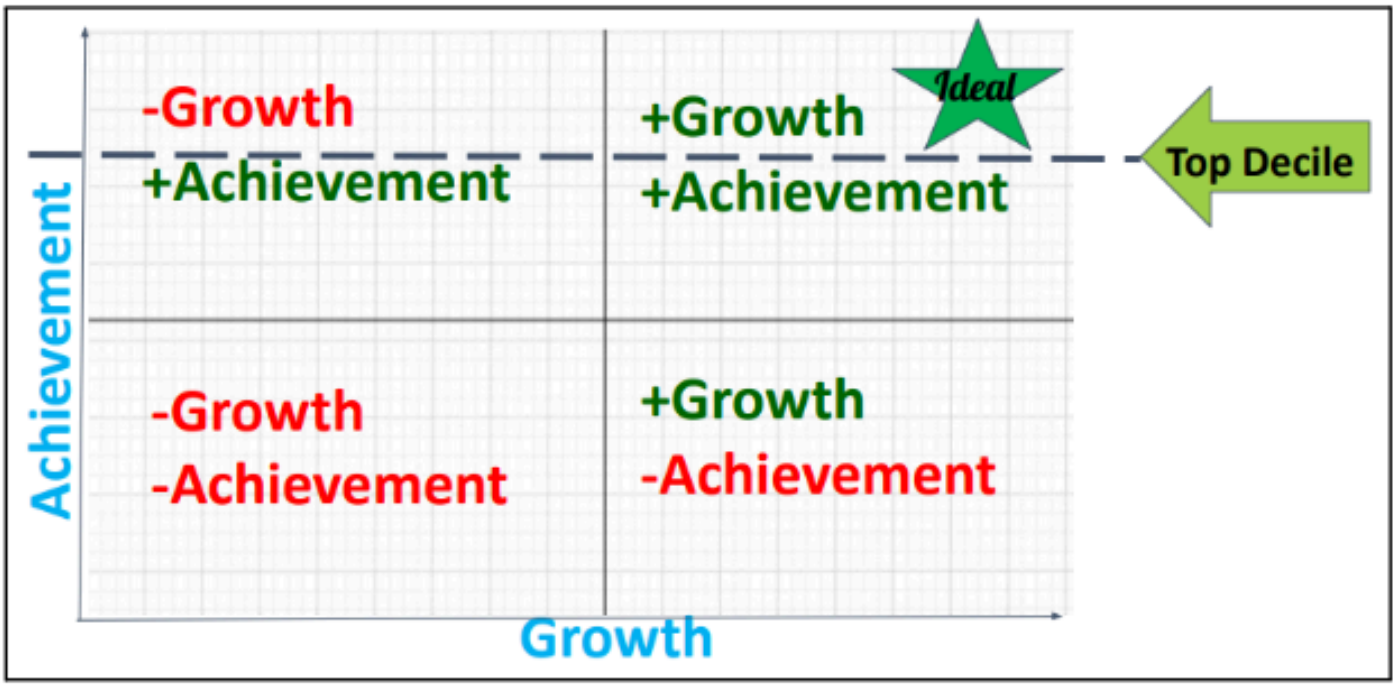
Achievement data for Pine-Richland students is compared generally to other students in the state and particularly to students scoring in the **top decile (e.g. top 10% of public schools in Pennsylvania)**. For achievement goals, performance within the top decile is the most relevant and challenging comparator group. These comparisons provide a context for understanding how well we are educating our students.

Growth data is provided to each school district, based on the PSSA and Keystone Exams, by the Pennsylvania Value-Added Assessment System (PVAAS). "Growth" as defined by PVAAS, is "the relative change in achievement for a group of students from one point in time to the next" and is measured by " the difference between expected achievement and actual achievement for a group of students" (PVAAS SAS Website, 2024) using normal curve equivalents (NCEs) to compare current performance to estimate the average NCE change for a group of students. Our growth target is to ensure evidence of **meeting the growth standard** for each group of students (e.g. meets, above, well above).

Stretch Goals for Pine-Richland School District

Goal #1: Achieve within the top decile (e.g. top 10%) of public schools within Pennsylvania.

Goal #2: Make at least one year's growth (e.g. meets, above, well above)



Achievement Indicator Levels from PDE for PSSA & Keystone

The performance indicators below are the achievement indicators utilized for the students' performance results on the PSSA and Keystone exams. These indicators are referenced throughout the report with combined proficient and advanced levels expressed as a percentage of the student population.

🟥 **Below Basic**: Inadequate academic performance, and work at this level demonstrates a minimal command of and ability to apply the knowledge, skills, and practices represented in the Pennsylvania standards. Consistent performance at this level indicates extensive additional academic support may be needed for engaging successfully in further studies in this content area.

🟨 **Basic**: Marginal academic performance, and work at this level demonstrates a partial command of and ability to apply the knowledge, skills, and practices represented in the Pennsylvania standards. Consistent performance at this level indicates additional academic support may be needed for engaging successfully in further studies in this content area.

🟩 **Proficient**: Satisfactory academic performance, and work at this level demonstrates an adequate command of and ability to apply the knowledge, skills, and practices represented in the Pennsylvania standards. Consistent performance at this level indicates academic preparation for engaging successfully in further studies in this content area.

🟦 **Advanced**: Superior academic performance, and work at this level demonstrates a thorough command of and ability to apply the knowledge, skills, and practices represented in the Pennsylvania standards. Consistent performance at this level indicates advanced academic preparation for engaging successfully in further studies in this content area.

Growth Indicator Levels from PVAAS

The performance indicators below are the growth indicators utilized for the students' performance results on the PSSA and Keystone exams.

Well Above	Significant evidence that the school exceeded the growth standard.
Above	Moderate evidence that the school exceeded the growth standard.
Meets	Evidence that the school met the growth standard.
Below	Moderate evidence that the school did not meet the growth standard.
Well Below	Significant evidence that the school did not meet the growth standard.

High-Level District PSSA Achievement Results by Subject (See Segmented Results in the Appendix)

PINE-RICHLAND SD
Performance Level Distribution by Subject

English Language Arts Performance Level Results

Percentages at Each Performance Level*	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
District 2024	3	19	52	27	21.2	78.8
District 2023	3	18	47	33	20.4	79.6
District 2022	2	17	46	34	19.7	80.3
State 2024	13	34	40	13	47.0	53.0

In 2024, 78.8 % of the students at PINE-RICHLAND SD met or exceeded proficiency in English Language Arts. Comparatively, 53.0 % of the students in Pennsylvania met or exceeded proficiency in English Language Arts. Use the 2022 and 2023 data provided to determine your district's three-year progress. These numbers indicate only the students who are in their full academic year.

Mathematics Performance Level Results

Percentages at Each Performance Level*	Below Basic	Basic	Proficient	Advanced	Percentage of Students Below Basic and Basic in Mathematics	Percentage of Students Proficient and Advanced in Mathematics
District 2024	10	21	35	34	31.6	68.4
District 2023	10	22	38	30	32.1	67.9
District 2022	11	26	33	30	37.4	62.6
State 2024	32	28	25	16	59.6	40.4

In 2024, 68.4 % of the students at PINE-RICHLAND SD met or exceeded proficiency in Mathematics. Comparatively, 40.4 % of the students in Pennsylvania met or exceeded proficiency in Mathematics. Use the 2022 and 2023 data provided to determine your district's three-year progress. These numbers indicate only the students who are in their full academic year.

Science Performance Level Results

Percentages at Each Performance Level*	Below Basic	Basic	Proficient	Advanced	Percentage of Students Below Basic and Basic in Science	Percentage of Students Proficient and Advanced in Science
District 2024	3	7	37	53	10.6	89.4
District 2023	2	7	40	51	9.8	90.2
District 2022	6	9	37	49	14.6	85.4
State 2024	16	18	36	30	34.2	65.8

In 2024, 89.4 % of the students at PINE-RICHLAND SD met or exceeded proficiency in Science. Comparatively, 65.8 % of the students in Pennsylvania met or exceeded proficiency in Science. Use the 2022 and 2023 data provided to determine your district's three-year progress. These numbers indicate only the students who are in their full academic year.

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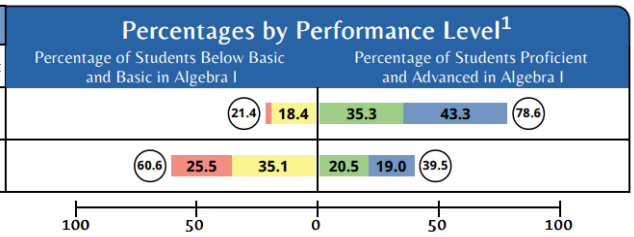
High-Level District Keystone Achievement Results by Subject

ALGEBRA I

Performance Level Summary: First-Time Testers

Algebra I	Total Tested	Below Basic		Basic		Proficient		Advanced	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
District: First-Time Testers	337	10	3.0	62	18.4	119	35.3	146	43.3
State: First-Time Testers	115,384	29,380	25.5	40,471	35.1	23,630	20.5	21,903	19.0

Percentages by Performance Level[1]



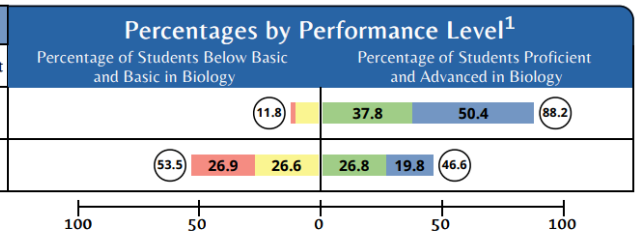
[1] If a percentage is not displayed within the bar graph, consult the table for the actual percentage.
Summaries are based on students' highest scores to date.
Please note that the percentages in the tables may not add up to 100% due to rounding.

BIOLOGY

Performance Level Summary: First-Time Testers

Biology	Total Tested	Below Basic		Basic		Proficient		Advanced	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
District: First-Time Testers	347	8	2.3	33	9.5	131	37.8	175	50.4
State: First-Time Testers	111,319	29,891	26.9	29,558	26.6	29,778	26.8	22,092	19.8

Percentages by Performance Level[1]



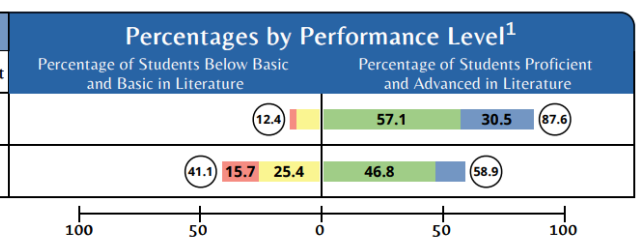
[1] If a percentage is not displayed within the bar graph, consult the table for the actual percentage.
Summaries are based on students' highest scores to date.
Please note that the percentages in the tables may not add up to 100% due to rounding.

LITERATURE

Performance Level Summary: First-Time Testers

Literature	Total Tested	Below Basic		Basic		Proficient		Advanced	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
District: First-Time Testers	361	11	3.0	34	9.4	206	57.1	110	30.5
State: First-Time Testers	107,439	16,874	15.7	27,335	25.4	50,272	46.8	12,958	12.1

Percentages by Performance Level[1]



[1] If a percentage is not displayed within the bar graph, consult the table for the actual percentage.
Summaries are based on students' highest scores to date.
Please note that the percentages in the tables may not add up to 100% due to rounding.

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High-Level PSSA & Keystone Combined PA Value Added Assessment System (PVAAS) Growth Indicators

Subject	Year	Grade	Growth Color Indicator
PSSA Math - 4-8	2024	4	Well Below
		5	Well Above
		6	Well Above
		7	Well Below
		8	Meets
		Across Grades	Above
PSSA English Language Arts - 4-8	2024	4	Well Above
		5	Well Below
		6	Well Below
		7	Above
		8	Well Below
		Across Grades	Meets
PSSA Science - 4,8	2024	4	Meets
		8	Above
Keystone Algebra I	2024	N/A	Well Above
Keystone Biology	2024	N/A	Well Above
Keystone Literature	2024	N/A	Well Above

Findings:

1. The Math, ELA, and Science programs across grade levels (4-8 aggregate) are meeting or exceeding the growth standard as a whole, based on each cohorts' growth. This is a vast improvement from the growth indicators reflective of the overarching program in 2023.
2. In comparison to the data from 2023, we have seen improvement at Eden Hall within the ability to grow students in 5th Grade math in 2024 and 6th grade has stayed at the "well above" growth indicator.
3. Additionally, 4th grade ELA and Science were meeting or exceeding the growth standard, which is an improvement from both of those 4th grade content areas being well below the growth indicator in 2023.
4. Growth of students within the 2024 cohort for Math (Grades 4 and 7) and ELA (Grades 5, 6, and 8) needs to be improved, as we want students to meet or exceed the growth standard annually and there is evidence that this did not occur with regard to holding their relative position over time with growth predictions.

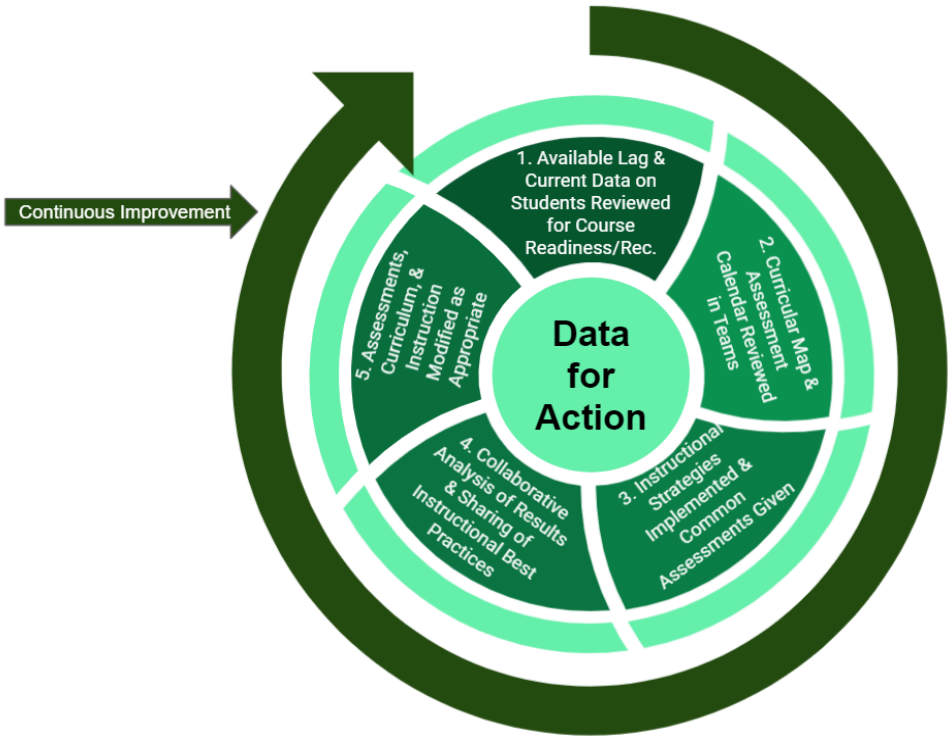
Next Steps:

The results included in the Academic Achievement and Growth Report reflect standardized test results from the prior school year. The district utilizes a variety of other local assessments or third-party assessments that allow educators to make adjustments to curriculum and instruction. Leveraging our Data for Action model, we are able to facilitate learning outcomes through a systematic approach with a focus on alignment of curriculum to standards, effective use of instructional time, and a wealth of rich feedback through various ongoing forms of assessment. The following next steps are already in process:

- Building and department teams will focus both horizontally (within a grade level or course) and vertically (between grade levels) to ensure a clear understanding of content-specific strengths and needs.

- For both the PSSA and Keystone Exams, members of the administration and teaching staff analyze performance for each assessment anchor and eligible content to determine overall trends for areas of strength or opportunity.

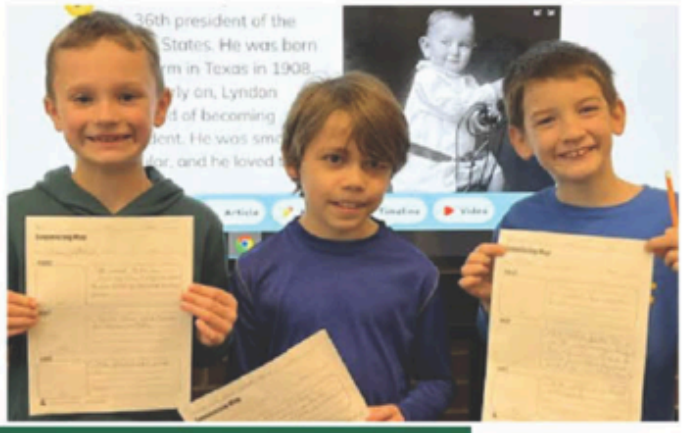
- Opportunities are then further reviewed in the context of the unit-based curriculum for each relevant course and/or grade band sequence.



Further segmentation of this aggregate data for the Pine-Richland School District is also continued in the first portion of the appendix. Each of these elements will be leveraged for continuous improvement and to help us achieve our mission, to *focus on learning for every student, every day*.

STUDENT RESULTS

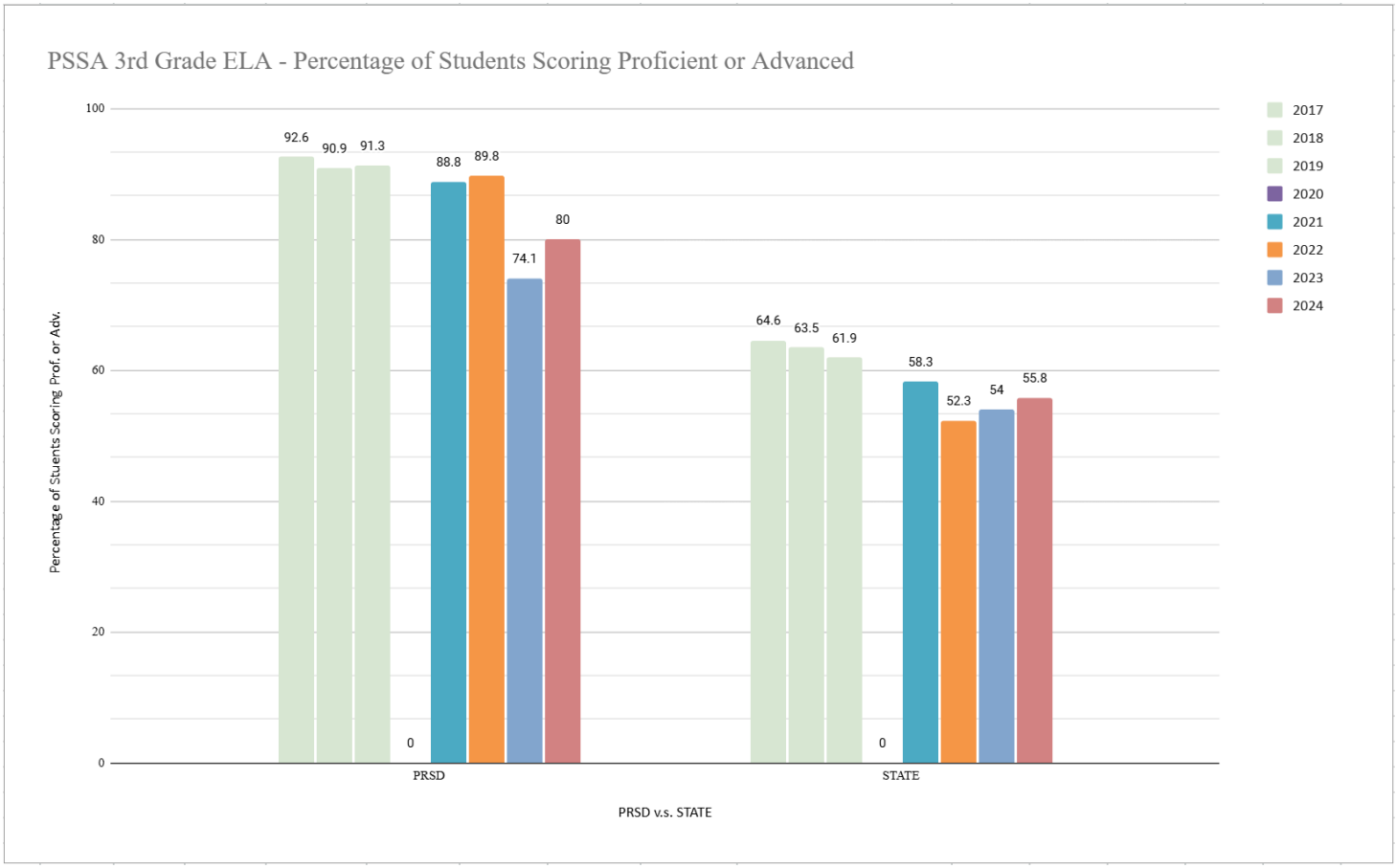
2023-2024



STUDENT RESULTS

PSSA RESULTS
Grade 3 PSSA State & District Results

Grade 3 ELA



Source: eMetric, PDE 2024; State Level Performance Data, PDE 2024

See Detailed Chart of Proficiency Levels (3rd Grade ELA)

PSSA Top Decile Comparison*: Pine-Richland SD's Grade 3 ELA was in the Top 10% (6.2%; 31/498 districts). In comparison to all Pennsylvania Schools: Hance Grade 3 was in the top 25.9%; Richland Grade 3 was in the top 7.9%; Wexford Grade 3 was in the top 3.1%.

PVAAS Results*: Not Applicable. 3rd Grade does not have value-added measures given that 3rd Grade is the baseline year of the PSSA to help with later calculations of growth.

Link to Reporting Categories/Anchors

Findings:

1. PRSD Grade 3 ELA results continue to surpass state performance significantly and are reflecting achievement with this cohort that is more commensurate with our performance in 2021 and 2022, after an outlier in 2023. Our goal is to perform within the top decile for achievement.
2. Grade 3 ELA did achieve within the top decile of districts (6.2%; 31/498 districts). Two of the three primary schools' third grades achieved within the top decile as well (Wexford and Richland), with one (Hance) at the top quartile.
3. The achievement for the conventions of writing category has yielded the most stable results across cohorts with regard to the command of the conventions of standard English grammar and usage (E3.D.1.1).
4. The following reporting categories continue to be an area of relative opportunity, given the data trends over the last 5 years:
    a. Key Ideas and Details (E3.F): Students have performed slightly better in the informational texts versus literature texts, but both remain relative areas of opportunity.
    b. Craft and Structure/Integration of Knowledge and Ideas (E3.G): Within this reporting category explaining the point of view in literature text (E3.A-C.2.1.1) is a relative area of opportunity for students. Additionally, demonstrating an understanding of connections within, between, and/or among informational texts (E3.B-C.3.1) has yielded inconsistent results over time, ranging from 62.5% to 91.8%, and the number of possible points has altered between a max of 2 points (2022, 2023, 2024) to upwards of 5 or 6 (2021 and 2019 respectively).
    c. Vocabulary Acquisition and Use (E3.H): 2024 achievement is similar to the 2023 cohort achievement, yet this category reflects inconsistent performance over time, across cohorts, ranging from 66.4% to 85.4%.

Next Steps:

1. Identify and highlight focus areas (red areas) through collaborative unit and lesson planning, designing meaningful and responsive instruction and assessments for students with ample feedback to promote growth.
2. Continue to analyze growth and achievement in focus areas during grade level meetings using assessment data (STAR360, Firefly, Classroom Diagnostic Tools (CDT), common assessments). Ensure familiarity with the test design with regard to clusters, reporting categories and points assigned in each section.
3. Build students' stamina and ability to focus and persist through lengthy, independent reading and writing tasks, as well as their familiarity with the online testing platform and tools, supply and resource management during testing (e.g., scratch paper, Chromebook, pencil, scoring guidelines), and comfort with high stakes testing scenarios.
4. Ensure balanced exposure to both informational and literature texts, asking questions about key ideas and details.
5. Assess students' ability to identify and explain point of view within literature texts by practicing cold reads frequently with modeling, followed by students independently completing the task to demonstrate competence and yield data for monitoring, updates to instructional responsiveness, and feedback to students.
6. Measure students ability to understand connections within, between, and/or among informational texts by practicing this skill routinely and assessing progress to provide instructional opportunities to ensure independent mastery.
7. Implement a systematic approach to vocabulary acquisition through consistent and evidence-based instruction of morphology and monitor progress and transfer of skills to new passages (e.g. cold reads).

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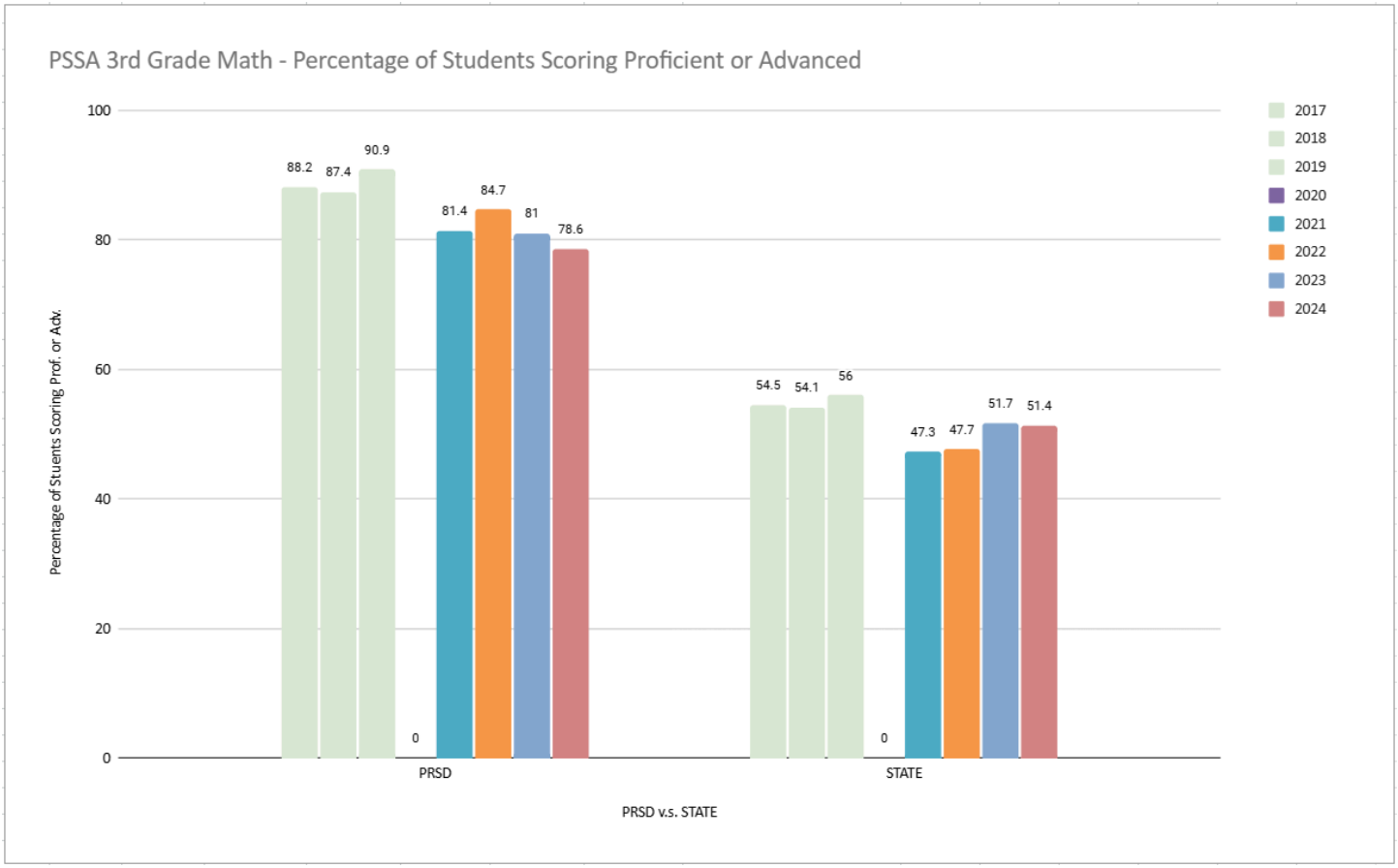
Grade 3 Math



Source: eMetric, PDE 2024; State Level Performance Data, PDE 2024

See Detailed Chart of Proficiency Levels (3rd Grade Math)

PSSA Top Decile Comparison*: Pine-Richland SD's Grade 3 Math was in the Top 10% of districts (6.6%; 33/498 districts). In comparison to all Pennsylvania Schools, Hance Grade 3 was in the top 26.1%; Richland Grade 3 was in the top 6.3%; Wexford Grade 3 was in the top 3.7%.

PVAAS Results*: Not Applicable. 3rd Grade does not have value-added measures given that 3rd Grade is the baseline year of the PSSA to help with later calculations of growth.

Link to Reporting Categories/Anchors

Findings:

1. The 2024 cohort of 3rd grade students' combined total of advanced and proficient results was 2.4% lower than the 2023 cohort, yet consistently reflects performance at nearly 30 percentage points higher than the state average. The range of combined proficient and advanced performance from 2021-2024 spans 6.1 percentage points and has fluctuated within that range over the last 4 years.
2. The peak of 3rd grade achievement performance in mathematics over time was in 2019, at an all time high of 90.9% proficient and advanced combined. The state also reflected a similar performance trend across cohorts from 2017-2019, with 2019 being the highest performance year for the state as well.
3. In comparison to the vast differences in points possible in the ELA reporting categories and anchors, the number of points possible in each section of mathematics for grade 3 has only fluctuated 1-2 points from 2019 until the 2024 testing season in terms of assessment format and number of questions, reflecting consistency over time.
4. In comparison to the top decile in 2024, Grade 3 Math did achieve within the top decile of districts (6.6%; 33/498 districts). Two of the three primary schools' third grades achieved within the top decile as well (Wexford and Richland), with one (Hance) at about the top quartile.
5. The 2024 cohort of students demonstrated relative achievement strengths in the following areas:
    a. Geometry (M03.C-G): Reason with shapes and their attributes and analyzing the characteristics of polygons (67.4%) reflects performance 4.4 percentage points higher than the past year's cohort, returning the grade level performance commensurate with the average level over the past 5 years (68.3%).
    b. Measurement and Data (M03.D-M.2.1): Organize, display, and answer questions based on data showed a significant strength of the students in 2024 and is rebounding toward the levels of peak performance in 2019, with a combined 82.2% correct average, up from the most recent low of 63.2% in 2021.
6. Opportunities identified for the 2024 cohort of students and based on trends over time include the following:
    a. Numbers and Operations in Base Ten (M03.A-T.1.1): Applying place-value strategies to solve problems (rounding, adding, subtracting, and multiplying whole numbers; ordering sets of whole numbers from least to greatest) has been declining in performance across cohorts when analyzing percent correct. The performance in 2024 was at 69.1% correct, compared to an all time high in 2019 of 80.5%. The average performance for this eligible content is 73.9% accurate, out of 7-8 max points possible across the 5 years compared.
    b. Numbers and Operations - Fractions (M03.A-F.1.1): Develop and apply number theory concepts to compare quantities and magnitudes of fractions and whole numbers remains the lowest relative area of performance for the 3rd grade on average since 2019.
    c. Measurement and Data (M03.D-M.4) Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures with application toward real-world problem-solving has been declining over the last 3 years; however, there are only 1-2 points in this section during those 3 years, so this is a relative area of opportunity in comparison to sections with more possible points.

Next Steps:

1. Identify and highlight focus areas (red areas) through collaborative unit and lesson planning.
2. All three K-3 buildings have a goal focusing on differentiation during Tier 1 math instruction. Professional development will continue to occur throughout the year during staff meetings and in-service opportunities.
3. Continue to analyze growth and achievement in focus areas during grade level meetings using assessment data (STAR360, Firefly, Classroom Diagnostic Tools (CDT), common assessments). Ensure familiarity with the test design with regard to clusters, reporting categories and points assigned in each section.
4. Review lesson timelines for each area of focus to determine if the math pacing calendar needs to be adjusted.

5. Increase students' opportunities for hands-on learning in measurement and data skills and concepts throughout the year, beyond the timing of the unit itself.
6. Engage students in number talks and Standards of Mathematical Practice strategies focused on ways to partition real-life objects representing fractions while reasoning the fundamentals of different and same denominators for sense-making to solve word problems.
7. Use of Freckle to assign students specific problems in fractions during RAM Time and track student progress and growth through common assessments and Freckle.
8. Explore perimeter by measuring and comparing the lengths around various classroom objects and shapes, helping them distinguish perimeter from area and understand its use in solving real-world problems like fencing a garden or framing a picture.
9. Build students' stamina and ability to focus and persist through multi-step mathematical problems, as well as their familiarity with the online testing platform and tools, supply and resource management during testing (e.g., scratch paper, Chromebook, pencil, scoring guidelines), and comfort with high stakes testing scenarios.
10. Use the CDT Website to provide students with experiences logging in, using the online testing tools, and answering PSSA questions on the same platform students will use when taking the assessments.
11. Align the consistent use of math vocabulary across all grade levels during daily math instruction.

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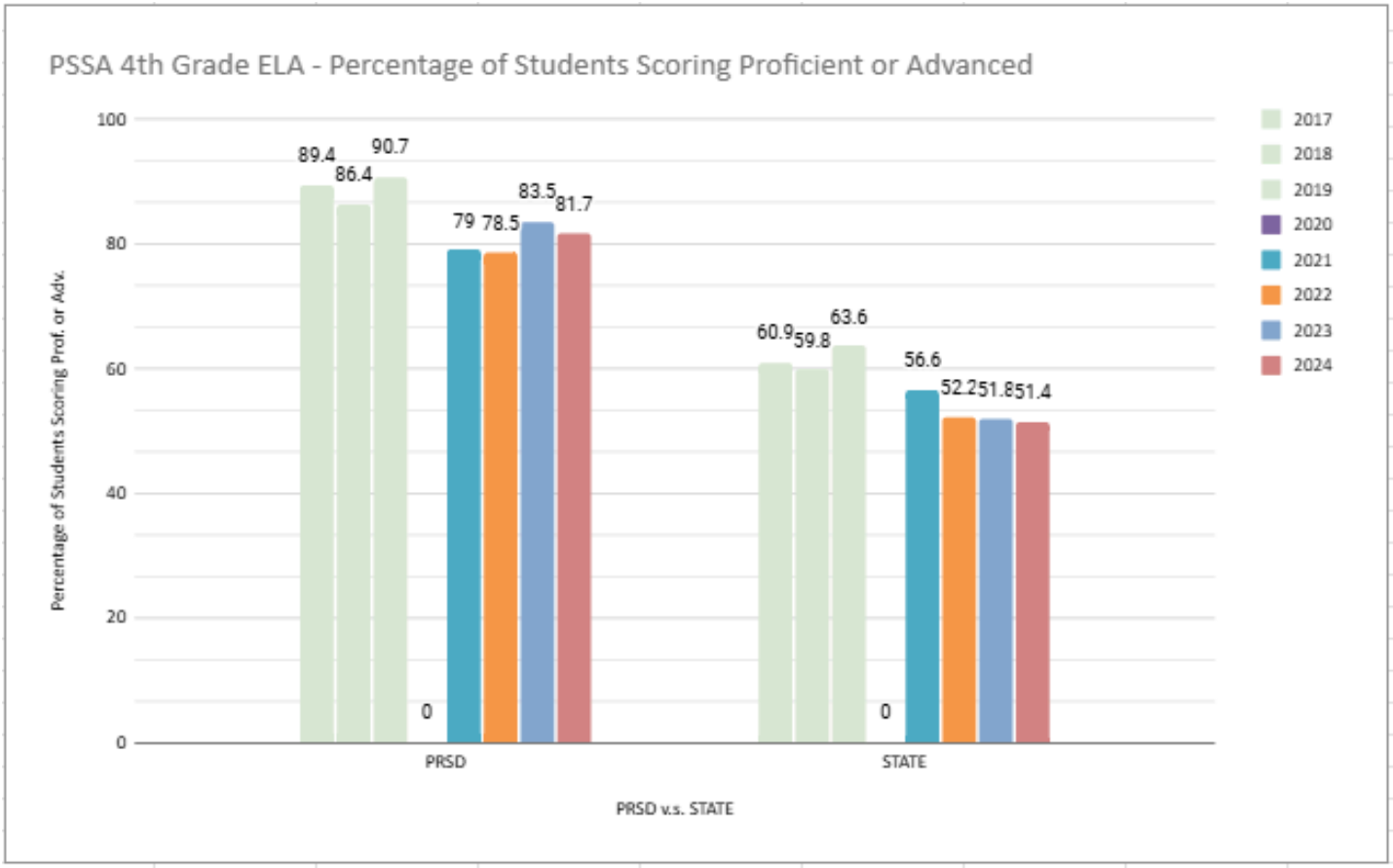
Grade 4 PSSA State & District Results

Grade 4 ELA



Source: eMetric, PDE 2024; State Level Performance Data, PDE 2024

See Detailed Chart of Proficiency Levels (4th Grade ELA)

PSSA Top Decile Comparison*: Pine-Richland SD's 4th Grade ELA was in the Top 10% of districts (3.8% 19/498) and schools in Pennsylvania (6.7% 94/1401)

PVAAS Results*: Well Above Significant evidence that the LEA/district exceeded the growth standard.

Link to Reporting Categories/Anchors

Findings:

1. Grade 4 ELA achievement performance in 2024 remains at least 30 percentage points higher than the state and in the top decile (within the top 3.8% of districts and 6.7% of schools) when compared to the top decile. The combined proficient and advanced performance of the 2024 4th Grade students in ELA was 81.7%, only a difference of 1.8 percentage points from 2023, when the data rebounded from the performance in 2021 and 2022.

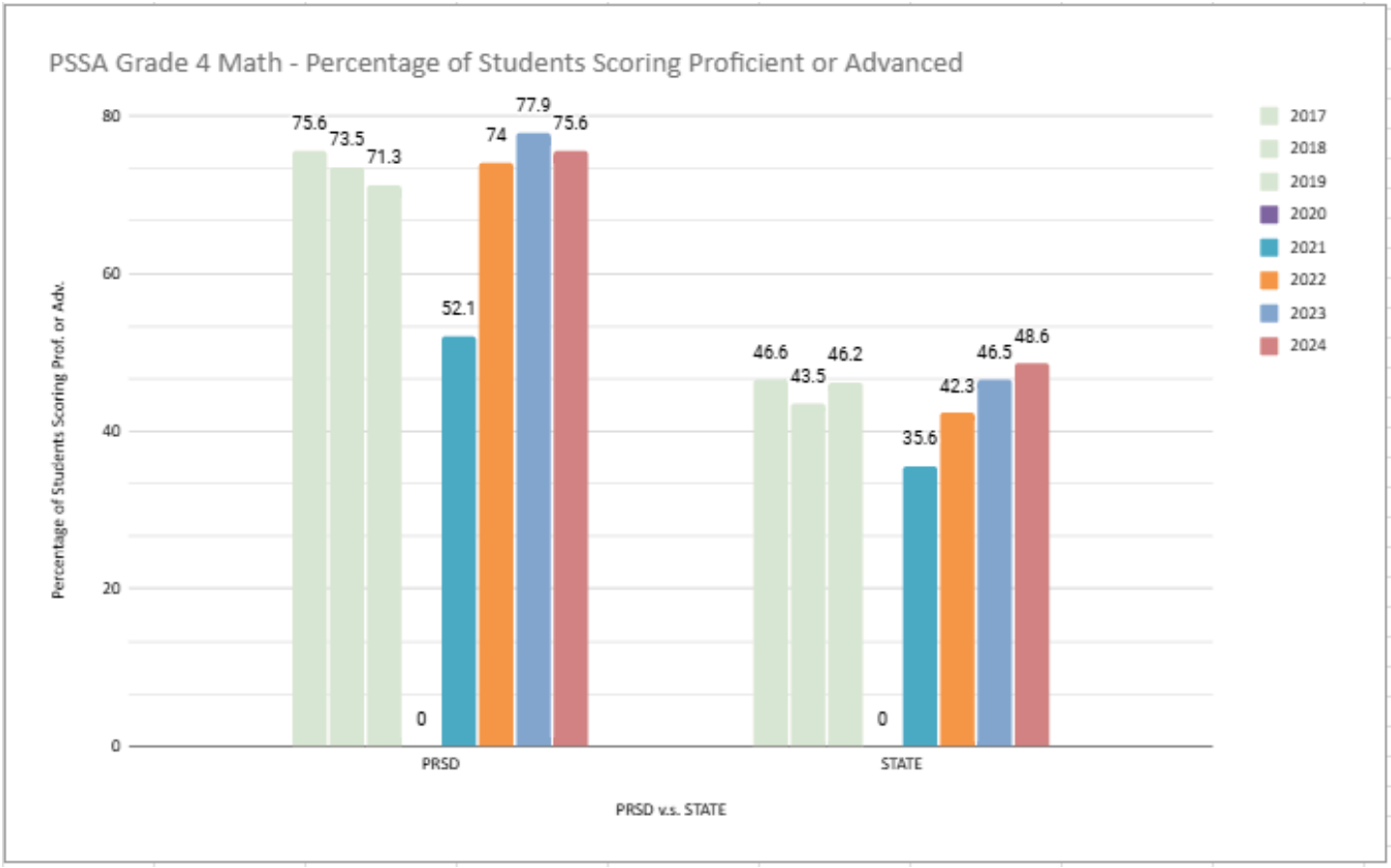
2. The state performance trends have been declining each year since 2019 (range of 63.6% proficient and advanced to a new low of 51.4%); whereas, Pine-Richland students' performance in Grade 4 has increased and become stable in the 80%+ range. There is still a difference of 9 percentage points from the peak performance (90.7%) in 2019 at PRSD with that cohort of 4th Grade students; however, the 3-year average prior to 2020 was 88.8% and we are once again nearing those levels of performance.
3. Growth results are significantly positive for Grade 4, with the 2nd through 5th quintiles demonstrating evidence of exceeding the growth standard. Within the 1st quintile, students did not meet the growth standard.
4. Strengths over time within the 4th grade ELA achievement data are as follows:
    a. Students' achievement performance in E04.B-V.4.1 in informational texts (demonstrate an understanding of vocabulary and figurative language in informational texts) was a relative strength with achievement at 82.1% (compared to the peak performance of 83.8% in 2019), demonstrating the highest performance in the last 4 years with a low of 45.6%. The number of points in this category has fluctuated over time between 2 and 9 points, however, with 3 maximum points in 2024.
5. Opportunities within 4th Grade ELA achievement are as follows:
    a. As the highest level analysis and synthesis skill asked of 4th Grade students, Text-Dependent Analysis (E04.E.1.1) Draw evidence from literary or informational texts to support analysis, reflection, and/or research remains the lowest area of performance (55.8%). This item is worth 16 maximum points with an average score of 8.9 points for the 2024 cohort. Over time, this has been a low performance area for 4th grade, with a peak in performance of 60.5% in 2023, when compared to the last 5 years of testing across cohorts.
    b. Within Literature Text, demonstrating an understanding of key ideas and details in literature (E04.A-K.1), which includes inferencing, determining theme, summarizing a text, and describing in depth the elements and events of the story, drama or poem, is a relative area of opportunity. Over the last five years of assessment, performance ranges from 76.6% at its peak in 2019 to this year's score of 66%.
    c. Within Informational Text, there is a parallel to the relative opportunity above in literature, whereby the ability to demonstrate understanding of key ideas and details in informational texts (E04.B-K1) is also showing a decline across the last three years' cohorts at a current performance score of 59.9% earned on the 9 point maximum section.
    d. Additionally within informational text, (E04.B-C.2) demonstrating an understanding of craft and structure in informational texts (e.g. compare/contrast firsthand and secondhand accounts of the same or different topic; describe differences in the focus and information provided; and overall structure leveraged within the text) has shown inconsistent results over time, yet has ranged from 2-4 maximum points possible each year.
    e. Vocabulary Acquisition and Use within literature texts, such as (E04.A-V.41.1) determining the meaning of unknown and multiple-meaning words and phrases and also (E04.A-V.4.1.2) demonstrating understanding of figurative language, word relationships, and nuances in word meanings, has yielded inconsistent performance over the last 5 years cohorts, ranging from 54.2% in 2021 through 76.8% in 2022, compared to the 2024 performance of 67%.

Next Steps:

1. Identify and highlight focus areas (red areas) through collaborative unit and lesson planning.
2. Use assessment data (STAR360, Firefly, Classroom Diagnostic Tools (CDT), common assessments) in PLCs to track growth in focus areas and create action plans based on findings. Ensure familiarity with the test design with regard to clusters, reporting categories and points assigned in each section.

3. Engage in ongoing professional development through PLCs, staff meetings, and in-services to design Tier I instruction that meets diverse learner needs, aligns with curriculum/standards, optimizes instructional time, and incorporates continuous assessment feedback.
4. Refine instructional practices to align with Structured Literacy by transitioning from traditional spelling instruction and vocabulary acquisition to a morpheme-based approach, emphasizing the understanding and application of morphemes, while closely monitoring student progress and the practical use of these skills.
5. Ensure balanced exposure to both informational and literature texts, asking questions about key ideas and details.
6. Implement a structured approach to writing that prioritizes critical text analysis and the effective integration of textual evidence, while offering frequent opportunities for students to practice and refine their writing skills.
7. Plan for differentiation within the classroom that specifically targets the needs of our lowest-achieving students (1st quintile). Collaborate with the reading support team to create scaffolded assignments that provide the right level of challenge, helping students build their understanding progressively and work toward achieving higher levels of proficiency.

Grade 4 Math



Source: eMetric, PDE 2024; State Level Performance Data, PDE 2024

See Detailed Chart of Proficiency Levels (4th Grade Math)

PSSA Top Decile Comparison*: Pine-Richland SD's 4th Grade Math was in the Top 10% of districts (8.2% 41/498) and just outside of the Top 10% of schools in Pennsylvania (12.2% 171/1401)

PVAAS Results*: Well Below Significant evidence that the LEA/district did not meet the growth standard.

Link to Reporting Categories/Anchors

Findings:

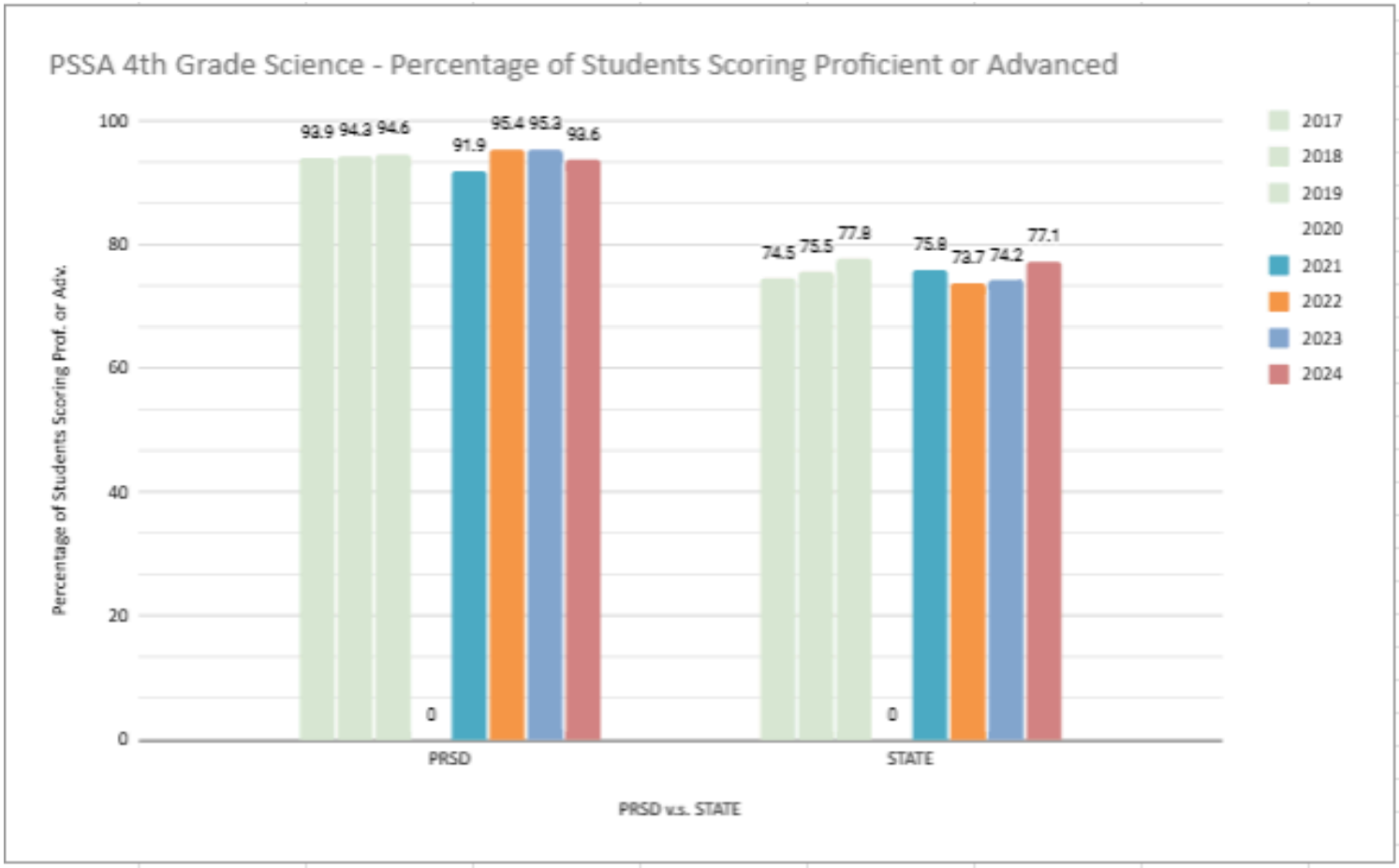
1. 4th Grade math achievement levels in 2022-2024 have been higher than or commensurate with the performance prior to 2020, with only a 2.3 percentage point difference between the 2023 and 2024 cohorts. In 2023, the highest score in the last 7 years of assessment was achieved (77.9% proficient or advanced) in comparison to the 75.6% proficient or advanced earned by the 2024 Grade 4 math cohort.
2. Despite achievement levels being at their second highest in the last 7 years of testing (back to 2017), this particular cohort of Grade 4 math students did not meet the growth standard based on their predicted levels of performance and relative position in comparison to others in their same grade with similar past performance.

3. With regard to the top decile 4th Grade math was within the top decile (8.2%) when compared to all PA districts, yet just outside of the top decile when compared to all PA Schools (12.2%)
4. Strengths for Grade 4 math are as follows:
    a. Within Operations and Algebraic Thinking, there are two areas of relative strength, including (M04.B-O.1.1) Use numbers and symbols to model the concepts of expressions and equations, as well as (M04.B-O.3.1) Recognize, describe, extend, create, and replicate a variety of patterns. Both of these areas have a beneficial trend across cohorts of students, beginning in 2019.
5. Opportunities for Grade 4 math are identified below:
    a. Within the Numbers and Operations - Fractions reporting category, students are struggling with all 3 areas with inconsistent (ranging a difference over 25 percentage points over time for each) performance trends and as a relative area of opportunity for 2024 also: (1) (M04.A-F.1.1) Find equivalencies and compare fractions, (2) (M04.A-F.2.1) Solve problems involving fractions and whole numbers (straight computation or word problems), and (3) (M04.A-F.3.1) Use operations to solve problems involving decimals, including converting between fractions and decimals (may include word problems).
    b. Geometry is a relative area of opportunity with performance for 2024 at 59.9% given 8 possible maximum points. In Grade 4, the geometry content target is (M04.C-G.1.1) list properties, classify, draw, and identify geometric figures in two dimensions. This includes points, lines, line segments, rays, angles, perpendicular and parallel lines, as well as classifying two-dimensional figures and recognizing lines of symmetry.
    c. Measurement and Data has been worth 10-11 points over the last 5 years and one particular area worth between 4-6 points has been on a decline across cohorts (ranging from 72.7% in 2019 to 48% in 2024). (M04.D-M.1.1) solve problems involving length, weight (mass), liquid volume, time, area, and perimeter. The eligible content in this section relates to knowing relative sizes of measurement units, and solving word problems involving those units in fraction or decimal form, as well as using area and perimeter formulas to solve real-world math problems.

Next Steps:

1. Identify and highlight focus areas (red areas) through collaborative unit and lesson planning.
2. Use assessment data (STAR360, Firefly, Classroom Diagnostic Tools (CDT), common assessments) in PLCs to track growth in focus areas and create action plans based on findings. Ensure familiarity with the test design with regard to clusters, reporting categories and points assigned in each section.
3. Engage in ongoing professional development through PLCs, staff meetings, and in-services to design Tier I instruction that meets diverse learner needs, aligns with curriculum/standards, optimizes instructional time, engages students, and incorporates continuous assessment feedback.
4. Conduct a thorough review of pacing to ensure all eligible content is effectively covered, making adjustments as needed to prioritize focus areas.
5. Incorporate regular opportunities for spiral review throughout the school year by implementing a systematic approach to warm-up activities that consistently revisit key concepts, such as geometry, measurement, and data, ensuring continuous reinforcement and retention of content.
6. Target specific areas of need by assigning targeted math practice on Freckle, providing additional practice and continuous progress monitoring to track student growth in these areas.
7. Use a Concrete-Representational-Abstract (CRA) approach to teach fractions, beginning with hands-on activities using manipulatives, then progressing to visual models, and finally to abstract symbols and equations to deepen students' conceptual understanding of fractions and enhance their ability to apply that understanding to solve word problems involving fractions.

Grade 4 Science



Source: eMetric, PDE 2024; State Level Performance Data, PDE 2024

See Detailed Chart of Proficiency Levels (4th Grade Science)

PSSA Top Decile Comparison*: Pine-Richland SD's 4th Grade Science was in the Top 10% of districts (9.4% 47/498) and just outside of the Top 10% of schools in Pennsylvania (12.8% 180/1401).

PVAAS Results*: Meets Evidence that the LEA/district met the growth standard.

Link to Reporting Categories/Anchors

Findings:

1. Students in each Grade 4 cohort have continued to achieve at a very high level from 2017 through 2024. The performance at Pine-Richland exceeds that of the state by nearly 17 percentage points in 2024.
2. In comparison to the top decile, 4th Grade Science met the Top Decile (9.4%) in comparison to the PA districts. In comparison to the PA schools with 4th grades, EHUE's 4th Grade was just outside of the top decile at 12.8%.

3. Students met the growth standard in 2024 as well, with students in the 2nd, 3rd, and 4th quintile all evidencing significant growth. There are opportunities within the 1st and 4th quintile to continue growing students and focusing on what would assist learners at each end of the performance continuum in growing.
4. Strengths within 4th grade Science achievement data (based on the current PA Science Standards; Note that there will be a shift to the STEELS standards and a new assessment format for 2025) include:
    a. A relative strength in the performance outcomes of the 2024 cohort of Grade 4 science PSSA participants was within the Nature of Science (S04.A) reporting category. Students performed at peak levels (71.7%) given the last 5 years of testing. This section is also worth 50% of the points of the Grade 4 Science PSSA with 24-25 possible points between 2019-2024, in comparison to a maximum of 8 points in the other three categories overall.
5. Opportunities reflected over time in the 4th Grade Science achievement data are as follows:
    a. The Biological Sciences reporting category (S04.B), worth 8 points and only a 54.7% correct response rate in 2024, is the lowest area of student performance in a reporting category overall. Within the category, the following areas were the lowest scoring and most inconsistent over the last 5 years of testing:
        i. (1) (S04.B3) Ecological Behavior and Systems (living and nonliving organisms and their interactions within the environment), with scores ranging from 45.8% to 65.4% over the last 5 years, and also fluctuating between 2 and 6 points possible over that time.
        ii. (2) (S04.B2) Continuity of Life (identify and explain how adaptations help organisms to survive; characteristics are inherited and offspring closely resemble their parents). S04.B2 has been worth 1 - 5 points across those same years and should be interpreted with caution as a priority, yet performance has fluctuated between 18.1% correct and 83.1%, earning 56.3% in the current year (out of 2 points in 2024).
    b. The Earth and Space Sciences reporting category (S04.D), worth between 6 - 8 points over the last 5 years, has yielded the second lowest performance for the 2024 Grade 4 science cohort. In 2024, only S04.D1 and S04.D3 were assessed, not S04.D2 (which had been a part of the past 4 years of assessments prior to 2024). Within this category, the performance has fluctuated between 55.1% (2021) and 62.2% (2022), with the 2024 cohort scoring 57.4%.
        i. (S04.D.1) Earth Features and Processes that Change Earth and Its Resources (landforms in PA; types and uses of Earth's resources; Earth's sources of water and changes in the form of water) comprised 7 of the 8 possible points in this reporting category, with our students scoring 58.9% overall. ;
        ii. (S04.D.3) Composition and Structure of the Universe (relationship of the Earth to the sun and moon via motions and positioning as it relates to days, months, years, and seasons) was the lowest area of performance in 2024 at 46.8% and was worth 1 point.

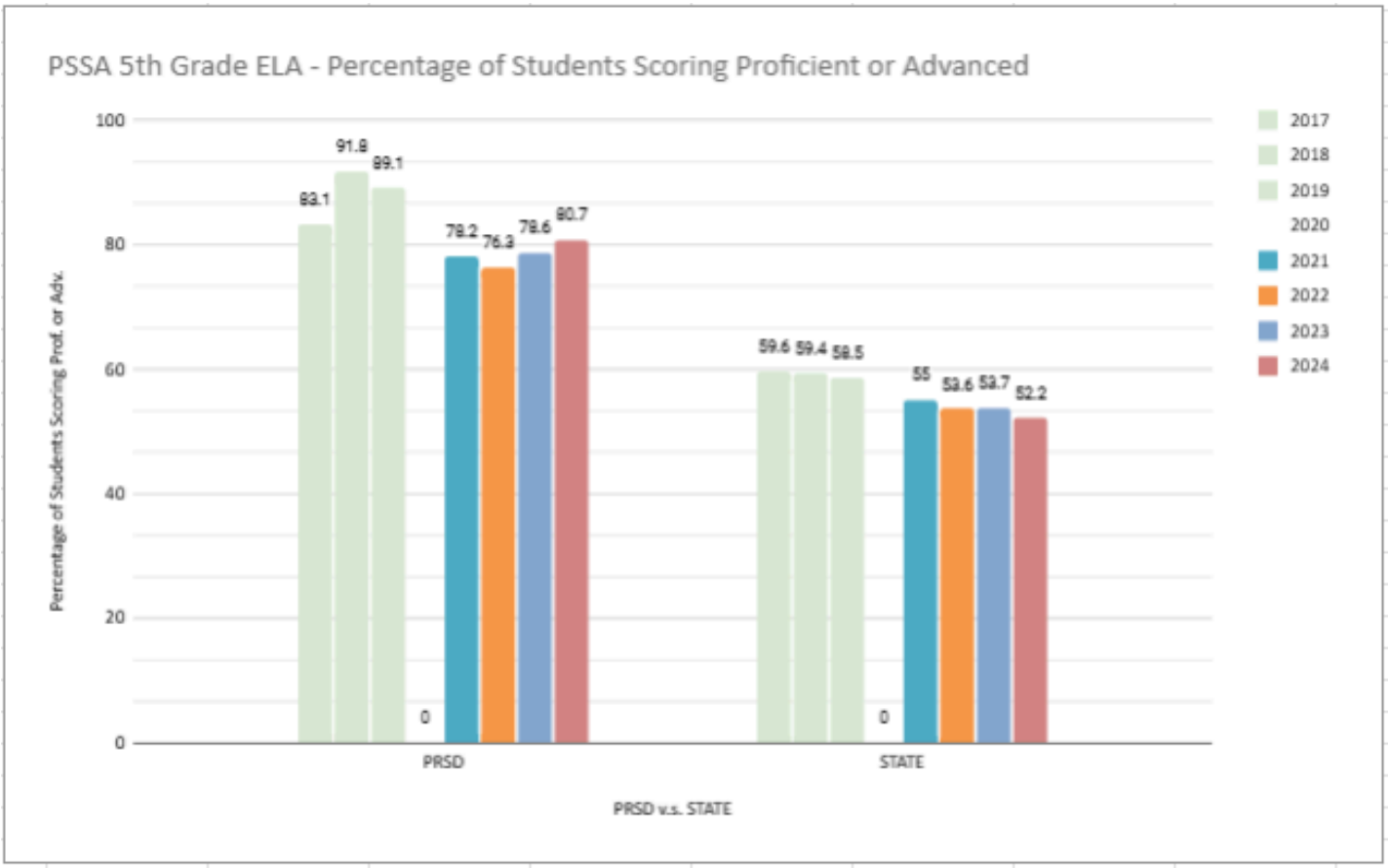
Next Steps:

1. Identify and highlight focus areas (red areas) through collaborative unit and lesson planning.
2. Use assessment data (Classroom Diagnostic Tools - Science CDT, Firefly, common assessments) in PLCs to track growth in focus areas and create action plans based on findings, both ensuring collaboration within grade level and vertically among grade levels (K-5; 6-8). Ensure familiarity with the test design with regard to clusters, reporting categories and points assigned in each section.
3. Engage in ongoing professional development through PLCs, staff meetings, and in-services to design Tier I instruction that meets diverse learner needs (especially within the 1st and 5th quintile of performance in Science), aligns with curriculum/standards, optimizes instructional time, and incorporates continuous assessment feedback.

4. Revise the written curriculum to ensure alignment with the new STEEL standards and leveraging inquiry- and phenomenon-based instructional approaches to foster critical thinking and problem solving using the scientific process and cross-cutting skills.
5. Implement spiral review of key concepts from grades K-4, now that the science assessment will be administered in Grade 5. Ensure that students regularly revisit material from previous years, reinforcing their understanding and helping them retain information. Focus on academic vocabulary and eligible content concepts throughout spiral reviews to ensure retention and utilization of past learning.
6. Plan for differentiation within the classroom that provides enrichment and extension opportunities for our highest-achieving learners. Collaborate with the gifted education team to design project-based experiences that deepen students' understanding and application of content (see Gifted and/or Highly Achieving In-Depth Program Review Recommendations #4, 5, 6, 7 and 8).

Grade 5 PSSA State & District Results

Grade 5 ELA



Source: eMetric, PDE 2024; State Level Performance Data, PDE 2024

See Detailed Chart of Proficiency Levels (5th Grade ELA)

PSSA Top Decile Comparison*: Pine-Richland SD's 5th Grade ELA was in the Top 10% of districts (3.8% 19/498) and also in the Top 10% of schools in Pennsylvania (7.5% 97/1280).

PVAAS Results*: Well Below Significant evidence that the LEA/district did not meet the growth standard.

Link to Reporting Categories/Anchors

Findings:

1. A positive trend across the Grade 5 ELA cohort has been established since 2021.
2. Pine-Richland students also continue to outperform the state average by nearly 30 percentage points, with the state showing a negative trend in the past 4-7 years, the inverse of our positive achievement trend over the last 4 cohorts.
3. In comparison to the top decile, Pine-Richland SD's 5th Grade ELA was in the Top 10% of districts (3.8% 19/498) and also in the Top 10% of schools in Pennsylvania (7.5% 97/1280).

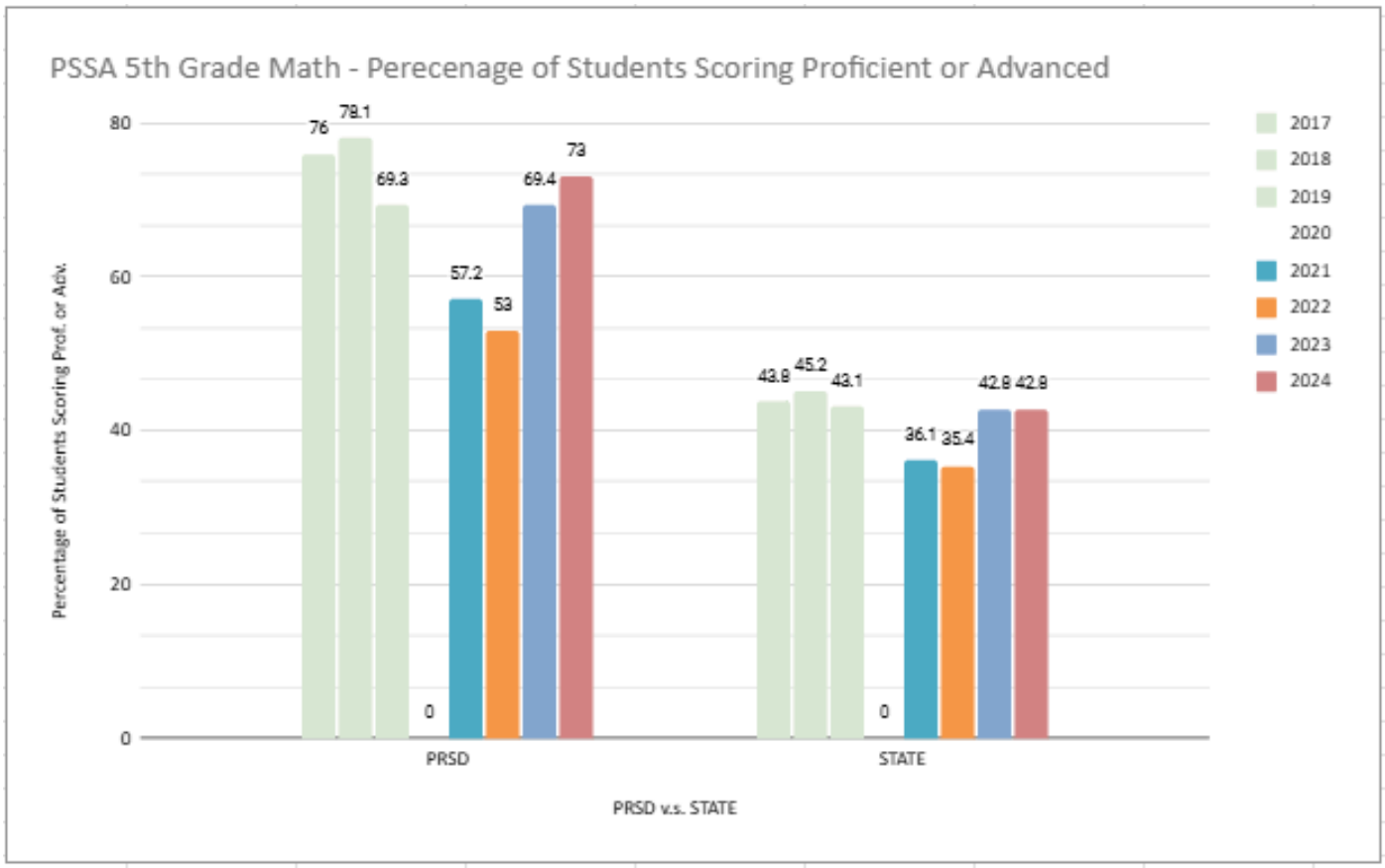
4. Despite the high achievement among the Grade 5 cohort from 2024, the cohort did not meet the growth standard according to PVAAS. Specifically, only the 1st quintile (lowest performing) of students did have evidence of meeting/exceeding the growth standard, whereas the other 4 quintiles did not show evidence of growth, including our highest performing students.
5. Strengths reflected within the Grade 5 ELA achievement data include:
    a. Vocabulary Acquisition (E05.H) is the reporting category reflecting the highest achievement (73.9%) by the 2024 cohort of Grade 5 ELA students in comparison to the other reporting categories. Within this reporting category, students had a strength specifically in (E05.B-V.4.1) Demonstrating understanding of vocabulary and figurative language in informational texts. This portion of the test has maximum possible points ranging from 6-9 points over time. Given that these data points are reported in aggregate, it is difficult to ascertain if the vocabulary acquisition or the figurative language were the specific area of strength.
    b. Craft and Structure/Integration of Knowledge (E05.G) reflects a relative strength across categories in 2024 and 71.8% was a peak score in this area in comparison to the last 5 years of data, ranging from 56.6% to 71.8% over that period of time. This section has between 6-11 questions each year.
    c. When comparing the test structure between Literature and Informational texts, the 2024 cohort demonstrated a relative strength with literature texts scoring 72.4%, compared to 65.9% in informational texts. Over time, there is not a consistent pattern between these two text types, with each one being stronger than the other off and on since 2019.
6. Opportunities for Grade 5 ELA achievement are reflected below:
    a. Text-Dependent Analysis (Reading/Writing) (E05.E) is the lowest performing area, which is also the highest level of complexity, analysis, and synthesis asked of students in Grade 5.
    b. Conventions of Standard English (Writing) (E05.D), comprises 9 possible points, and is the second lowest performance across reporting categories. Within this category, the anchor (E05.D.1) includes demonstrating command of the conventions of standard English grammar and usage, as well as command of the conventions of capitalization, punctuation, and spelling. This anchor (E05.D.1) is a relative area of opportunity with only 56.7% accuracy attained for the 5 point maximum in the subsection.

Next Steps:

1. Identify and highlight focus areas (red areas) through collaborative unit and lesson planning.
2. Use assessment data (STAR360, Classroom Diagnostic Tools (CDT), Firefly, common assessments) in PLCs to track growth in focus areas and create action plans based on findings. Ensure familiarity with the test design with regard to clusters, reporting categories and points assigned in each section.
3. Engage in ongoing professional development through PLCs, staff meetings, and in-services to design Tier I instruction that meets diverse learner needs, aligns with curriculum/standards, optimizes instructional time, and incorporates continuous assessment feedback.
4. Refine instructional practices to better align with Structured Literacy by shifting from traditional spelling instruction to a focus on morpheme-based learning, incorporating resources like Morpheme Magic into daily lessons to improve both conventions and vocabulary.
5. Implement a systematic approach to reading and writing that prioritizes critical text analysis and the effective integration of textual evidence from cold reads (independently read texts without support), while offering frequent opportunities for students to practice and refine their writing skills (TDAs).
6. Develop lesson plans with the gifted education team and enrichment teacher that prioritize differentiation, ensuring the needs of high-achieving students are effectively addressed ,while integrating instructional strategies that enhance students' critical thinking, deepen their literary analysis, and expand their writing ability.

7. Provide targeted, constructive feedback to students during writing assignments, clearly identifying areas for improvement, and leveraging focus correction areas (FCAs) to call students' attention to common errors proactively to improve writing outcomes. Encourage students to correct errors, even after work is assessed, to ensure mastery and generalization of skills in future scenarios (i.e., it's not just for a grade but learning).

Grade 5 Math



Source: eMetric, PDE 2024; State Level Performance Data, PDE 2024

See Detailed Chart of Proficiency Levels (5th Grade Math)

PSSA Top Decile Comparison*: Pine-Richland SD's 5th Grade Math was in the Top 10% of districts (5.8% 29/498) and also in the Top 10% of schools in Pennsylvania (8.9% 114/1280).

PVAAS Results*: Well Above Significant evidence that the LEA/district exceeded the growth standard.

Link to Reporting Categories/Anchors

Findings:

1. Over the last 3 cohorts, Pine-Richland students in Grade 5 have demonstrated a positive trend in achievement levels, with students in 2024 (73%) performing at the highest level since 2018 (79.1%). In comparison to the state, Pine-Richland performed over 30 percentage points better in 2024.
2. In comparison to the top decile, Pine-Richland SD's 5th Grade Math was in the Top 10% of districts (5.8% 29/498) and also in the Top 10% of schools in Pennsylvania (8.9% 114/1280).
3. Growth indicators were strong for the 2024 Grade 5 Math cohort, with significant evidence that the students exceeded the growth standard. Students in the 3rd, 4th, and 5th quintiles met or exceeded the growth standard, while students in the 1st and 2nd quintile did not meet the growth standard in the 2024 cohort.

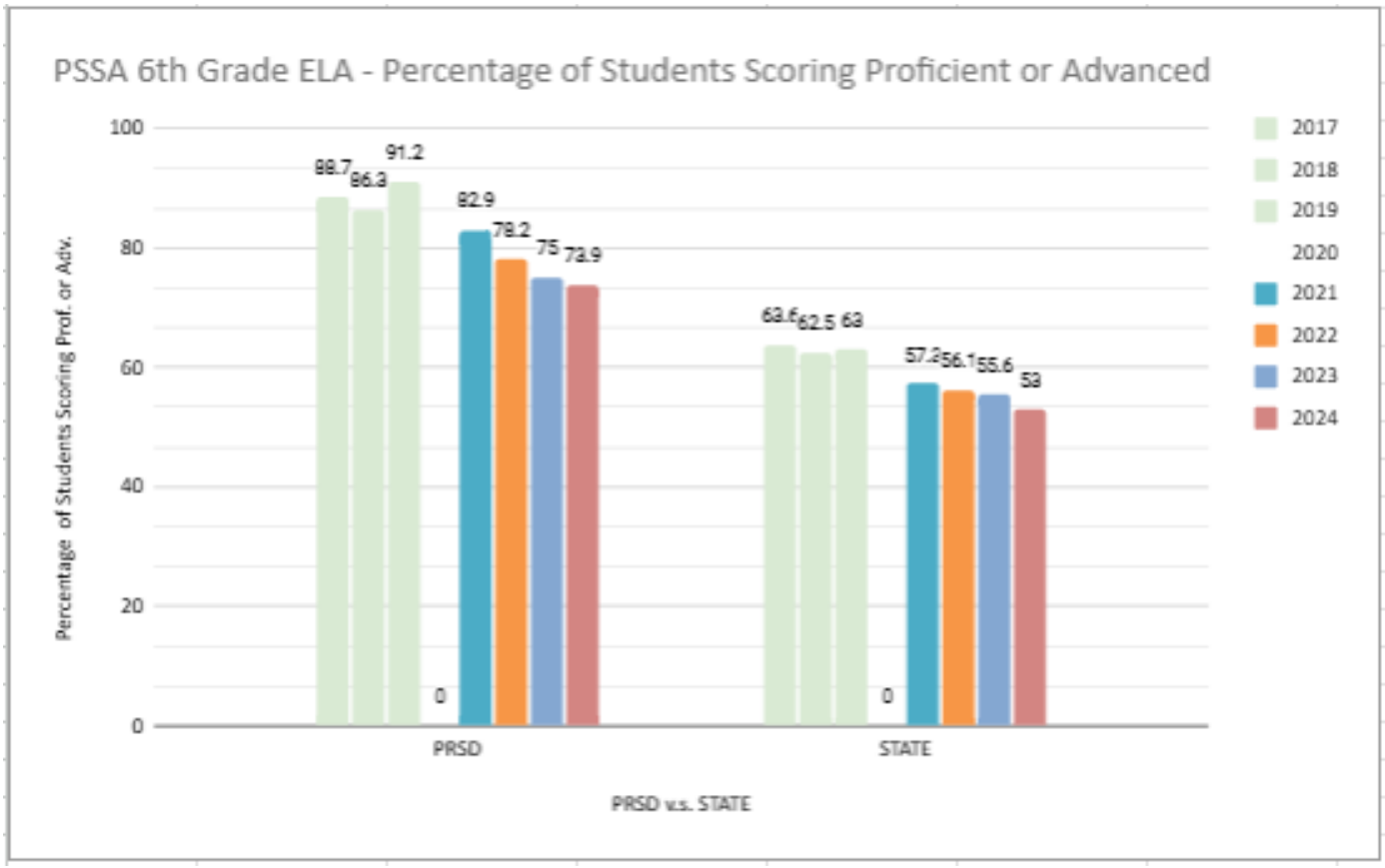
4. Strengths among the 2024 cohort of Grade 5 Math students, included:
    a. Measurement and Data (M05.D-M) was the strongest reporting category comparatively for the 2024 cohort of Grade 5 Math students with an overarching 69.3% accuracy rate for the 10 possible points. Within this reporting category, (M05.D-M.3) understanding concepts of geometric measurement and relating volume to multiplication and to addition, as well as using, describing, and developing procedures to solve problems involving volume was the area of highest performance (84.3%; 2 maximum points possible). This marked a great increase over the last 5 cohorts, ranging as low as 44.2% through the 2024 peak of 84.3%. Over time, this section has had between 1 - 3 maximum points.
    b. Numbers and Operations in Base Ten (M05.A-T) has fluctuated between 12 - 13 maximum points possible over time, with students' performance ranging between 57.7% in 2021 and 71.7% in 2023. In 2024, students in the Grade 5 math cohort scored second highest in this reporting category in comparison to the others (67.5%). Within the reporting category, students scored 78.9% within (M05.A-T.2) Performing operations with multi-digit whole numbers with decimals to hundredths (as straight computation or word problems). This was the highest performance within this anchor across the last five years' cohorts' performance with a maximum 4-7 points possible.
5. Opportunities for the 2024 cohort of Grade 5 Math students, included:
    a. Operations and Algebraic Thinking (M05.B-O) was the lowest reporting category in 2024 for the Grade 5 Math cohort (60.7%). The lowest anchor within this category was (M05.B-O.2) Analyzing patterns and relationships, specifically creating, extending, and analyzing patterns (51.9%).
    b. Numbers and Operations - Fractions (M05.A-F) was the second lowest reporting category (61%), with (M05.A-F.1) Using equivalent fractions as a strategy to add and subtract fractions, including mixed numbers and those with unlike denominators as the lowest anchor of performance within the category (55.2%).

Next Steps:

1. Identify and highlight focus areas (red areas) through collaborative unit and lesson planning.
2. Use assessment data (STAR360, Classroom Diagnostic Tools (CDT), Firefly, common assessments) in PLCs to track growth in focus areas and create action plans based on findings. Ensure familiarity with the test design with regard to clusters, reporting categories and points assigned in each section.
3. Engage in ongoing professional development through PLCs, staff meetings, and in-services to design Tier I instruction that meets diverse learner needs, aligns with curriculum/standards, optimizes instructional time, and incorporates continuous assessment feedback.
4. Target specific areas of need by assigning targeted math practice on Freckle, specifically focused on fractions and algebraic patterns, to provide spiral review and continuous progress monitoring to track student growth in these areas, as well as any additional areas of need evidenced by the current cohort of students that emerge through analysis of current assessment results.
5. Strengthen understanding of the 8 Standards of Mathematical Practice to enhance instruction and foster problem-solving skills in students and utilization of strategies with students taking initiative and making connections independently (increased rigor and application).
6. Plan for differentiation within the classroom focused on our lowest achieving students and leverage opportunities during RAM time to pull small groups for focused support both with the teacher and through our district-approved secondary resources like RedBird and Freckle. Our accelerated math courses and the compacted/extended courses are helping students grow in the upper quintiles. Students in the first two quintiles are likely within the current classrooms and need to be supported and scaffolded towards independent application and growth through differentiated instruction.

Grade 6 PSSA State & District Results

Grade 6 ELA



Source: eMetric, PDE 2024; State Level Performance Data, PDE 2024

See Detailed Chart of Proficiency Levels (6th Grade ELA)

PSSA Top Decile Comparison*:Pine-Richland SD's 6th Grade ELA was in the Top 10% of districts (9.2% 46/499) and just outside of the Top 10% of schools in Pennsylvania (12.0% 104/864).

PVAAS Results*: Well Below Significant evidence that the LEA/district did not meet the growth standard.

Link to Reporting Categories/Anchors

Findings:

1. Results over the years beginning in 2019 and continuing through 2024 demonstrate a negative trend for cohorts of students at PRSD and in Pennsylvania over time in Grade 6 ELA. While this relationship holds true, the students at PRSD are outperforming the state by between 20 and 25 percentage points when comparing students scoring proficient or advanced. Within the breakdown of student performance, more students are achieving proficient than advanced, at 2 times the rate in 2024.

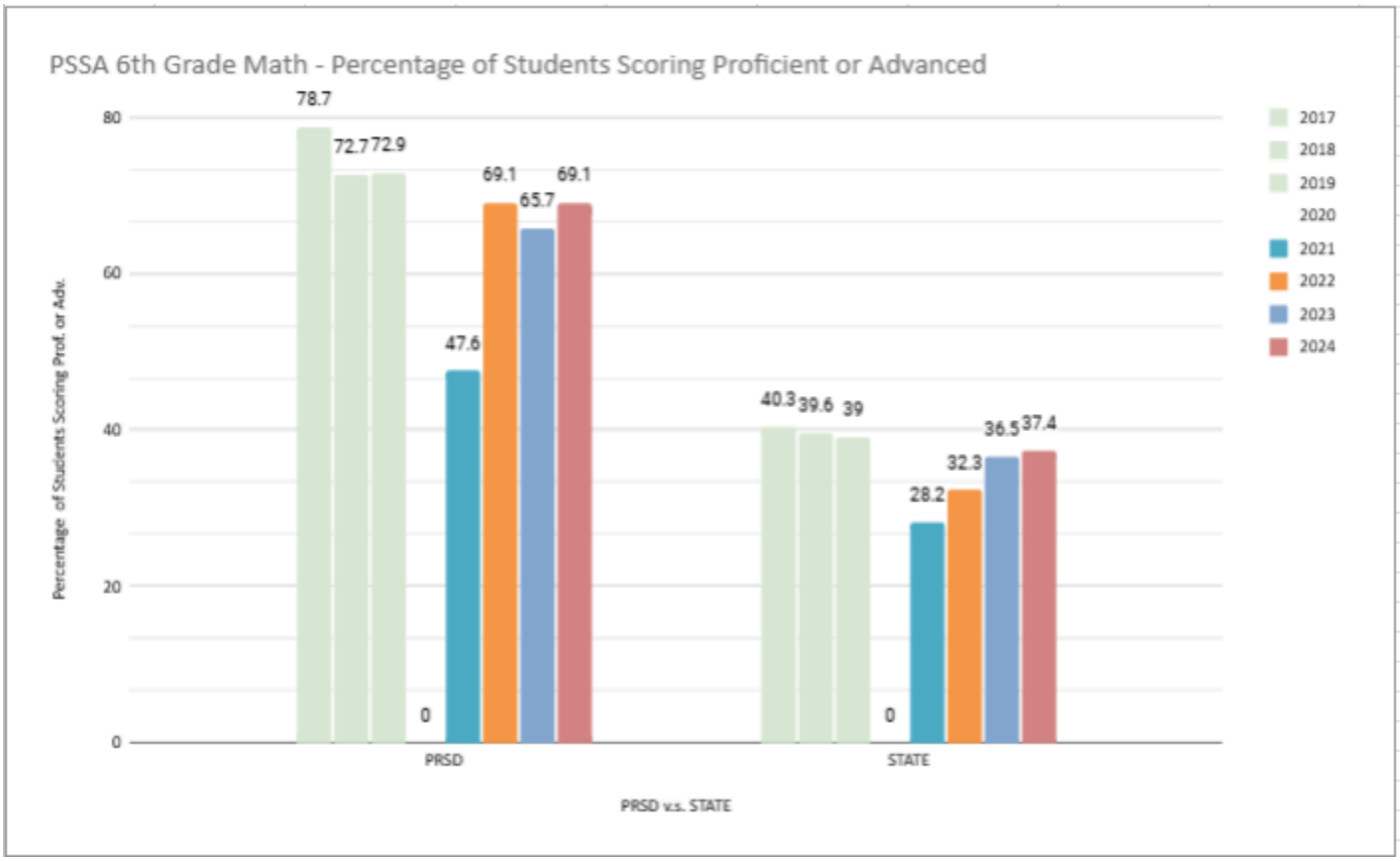
2. In comparison to the top decile, Pine-Richland SD's 6th Grade ELA was in the Top 10% of districts (9.2% 46/499) and just outside of the Top 10% of schools in Pennsylvania (12.0% 104/864).
3. The growth standard was not met in 2024 by the Grade 6 ELA cohort, with the exception of the 1st quintile (lowest performing) students. The 2nd through 5th quintile did not meet the growth standard.
4. Strengths reflected within the 2024 Grade 6 ELA cohort include:
    a. Vocabulary Acquisition and Use (E06.H) is a relative area of strength, as students scored highest in this reporting category (75.4%). Within the anchor and descriptor (E06.A-V.4.1) Demonstrate understanding of vocabulary and figurative language in literature reached its peak performance score of 75.5%, which had ranged as low as 65.5% in 2019. This anchor has been worth between 2 - 5 maximum points, with 2024 being worth a 3 point maximum. Of note (E06.B-V.4) Demonstrate understanding of vocabulary and figurative language in informational texts is also a strength at 75.4%, yet is not a peak performance score. This anchor has reflected inconsistencies in performance over time for informational texts in comparison to the positive trend we see with literature text.
5. Opportunities based on the performance of the 2024 Grade 6 ELA cohort include:
    a. When comparing the categories of Literature (60.1%) versus Informational (62.5%) Texts, student performance is approximately commensurate. The relative areas of opportunity remained consistent between the text types, as it relates to Key Ideas and Details (E06.F), both in E06.A-K.1 (56.3%) and E06.B-K.1 (58.8%). This reporting category is the second lowest in terms of performance.
    b. Text-Dependent Analysis (Reading/Writing) continues to be the lowest area of performance across all reporting categories for Grade 6 and represents the highest level skills of analysis and synthesis. Over time, this reporting category has ranged from 53.1% in 2021 to 69.7% in 2019. In 2024, performance in this category was 54.1%. This section has a maximum of 16 points, which is only second to the total number of points for Key Ideas and Details with a total of 19 in 2024 and between 15-20 over the last 5 years.
    c. Both Craft and Structure (E06.G) as a reporting category only showed 61.5% correct responses and (E06.A-C.2) Demonstrating an understanding of craft and structure in literature (author's purpose; how elements fit within the overall structure of a text to contribute to the theme, setting, or plot; and use of word, phrases, and figurative language and the impact of word choice on meaning) was the relatively lowest anchor within the category at 59.6%.
    d. Conventions of Standard English (Writing) is also a relative area of need out of a possible 9 maximum points, our students scored 60% in the 2024 Grade 6 cohort.

Next Steps:

1. Identify and highlight focus areas (red areas) through collaborative unit and lesson planning.
2. Use assessment data (STAR360, Classroom Diagnostic Tools (CDT), Firefly, common assessments) in PLCs to track growth in focus areas and create action plans based on findings. Ensure familiarity with the test design with regard to clusters, reporting categories and points assigned in each section.
3. Engage in ongoing professional development through PLCs, staff meetings, and in-services to design Tier I instruction that meets diverse learner needs, aligns with curriculum/standards, optimizes instructional time, and incorporates continuous assessment feedback.
4. Implement a systematic approach to reading and writing that prioritizes critical text analysis and the effective integration of textual evidence from cold reads (independently read texts without support), while offering frequent opportunities for students to practice and refine their writing skills (TDAs).
5. Conduct a thorough review of lesson plans to ensure alignment with curriculum and standards, verify that instructional resources support student needs, and confirm lessons are tailored to diverse student levels and abilities.

6. Refine instructional practices to align with Structured Literacy by shifting from traditional spelling instruction to a focus on morpheme-based learning, incorporating resources like Morpheme Magic into daily lessons.
7. Plan for differentiation within the classroom that provides enrichment and extension opportunities for our highest-achieving learners. Collaborate with the gifted education team to design project-based experiences that deepen students' understanding and application of content (see Gifted and/or Highly Achieving In-Depth Program Review Recommendations #4, 5, 6, 7 and 8).
8. Leverage Freckle to assign targeted practice tailored to individual student needs, with an emphasis on critical areas such as Key Ideas and Details, as well as Craft and Structure, to offer focused reinforcement during RAM time, while also enabling ongoing progress monitoring to track student growth.

Grade 6 Math



Source: eMetric, PDE 2024; State Level Performance Data, PDE 2024

See Detailed Chart of Proficiency Levels (6th Grade Math)

PSSA Top Decile Comparison*: Pine-Richland SD's 6th Grade Math was in the Top 10% of districts (4.4% 22/498) and also in the Top 10% of schools in Pennsylvania (5.5% 48/864).

PVAAS Results*:

Well Above Significant evidence that the LEA/district exceeded the growth standard.

Link to Reporting Categories/Anchors

Findings:

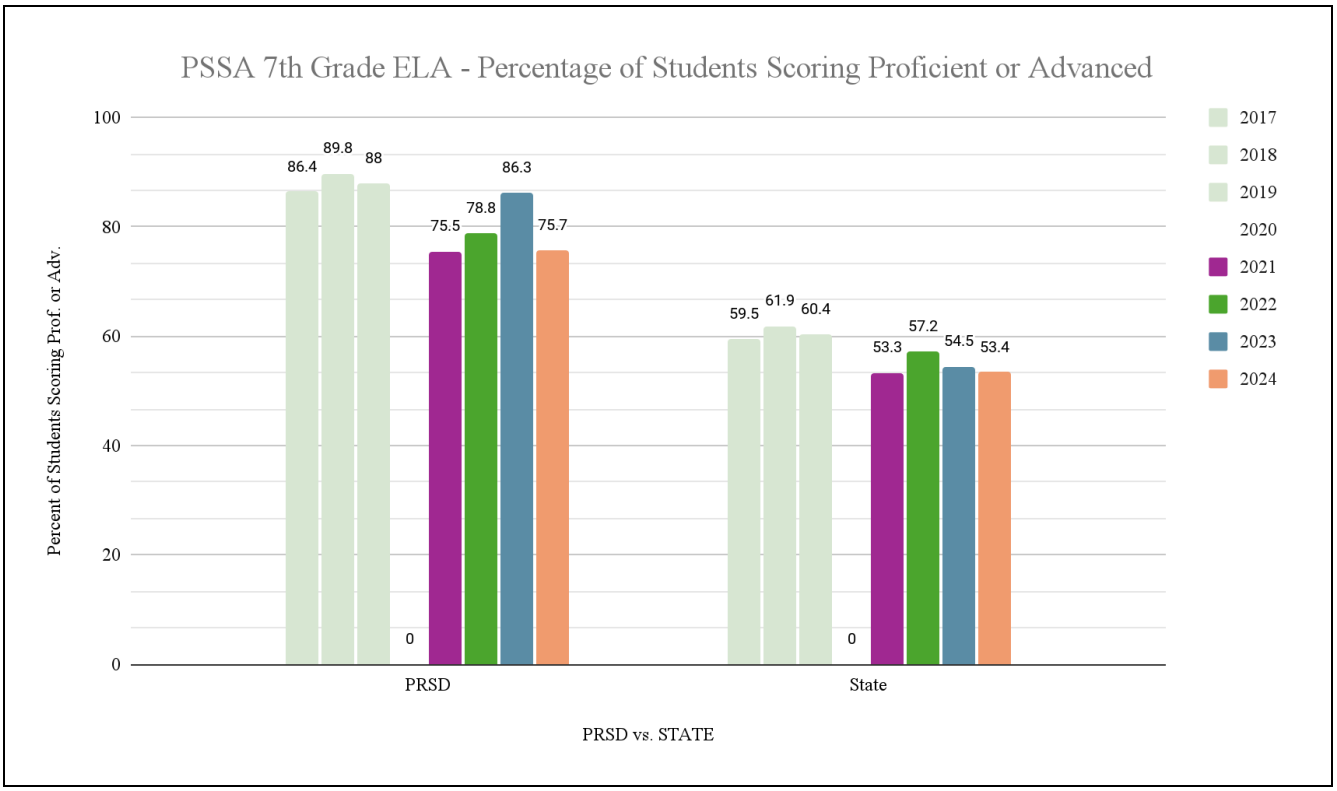
1. Both Pine-Richland School District and the State of Pennsylvania are showing a beneficial trend among the performance of Grade 6 Math students across the last 4 years of cohorts. The PRSD performance is over 31 percentage points above the state proficient and advanced level in 2024. The PRSD 2024 performance is 5.7 percentage points lower than the average of the 2017-2019 peak performance years and closing in on commensurate achievement levels.
2. In comparison to the top decile, Pine-Richland SD's 6th Grade Math was in the Top 10% of districts (4.4% 22/498) and also in the Top 10% of schools in Pennsylvania (5.5% 48/864).

3. The 2024 cohort of Grade 6 Math students had significant evidence that they exceeded the growth standard. Students in all five quintiles grew significantly and exceeded the growth standard.
4. The following strengths are reflected within the Grade 6 Math achievement data:
    a. Geometry (M06.C-G) was the category of best performance (79.3%) for our Grade 6 Math cohort in 2024, and also represents a new peak score within the last 5 years of achievement data for the PSSA. Prior scores ranged between 41.4% (2021) and this year's 79.3% score. This reporting category has a maximum of 8 points possible.
5. The following opportunities are reflected within the Grade 6 Math achievement data:
    a. The lowest category of performance for the 2024 Grade 6 Math cohort was Statistics and Probability (58.4% correct out of 10 maximum points). (M06.D-S.1.1) This anchor requires students to demonstrate their understanding of statistical variability by summarizing and describing distributions, including displaying, analyzing, and summarizing numerical data sets in relation to their context. Various eligible content fall under this category and encompass a wide array of math concepts.
    b. Expressions and Equations (M06.B-E) (63.6%) and in particular the anchor (M06.B-E.1) (59.6%) Apply and extend previous understandings of arithmetic to numerical and algebraic expressions, including identifying, writing, and evaluating numerical and algebraic expressions was the second lowest performance category for students in the 2024 Grade 6 Math cohort. Performance in this anchor has been inconsistent over time, with 3-7 maximum points possible across the last 5 years.
    c. With the reporting category The Number System, performance is consistent with the past; however one of the anchors M06.A-N.3 Apply and extend previous understandings of numbers to the system of rational numbers (including positive and negative numbers are used together to describe quantities having opposite directors or values and locations on the number line and coordinate plane) demonstrated performance at a rate of 63.7% correct, which was just over 10 percentage points lower than the other two anchors. In looking at this particular anchor over time, performance is inconsistent; however, the anchor has always been only 2 maximum points over the 4 years prior to 2024, and increased to being 6 maximum points in 2024. Points appeared to be reallocated to this anchor from M06.A-N.1 and M06.A0N.2, which were reduced to only 2 and 3 max points, respectively.

Next Steps:

1. Identify and highlight focus areas (red areas) through collaborative unit and lesson planning.
2. Use assessment data (STAR360, ALEKS, Firefly, Classroom Diagnostic Tools (CDT), common assessments) in PLCs to track growth in focus areas and create action plans based on findings. Replicate the work of the Grade 6 Math teachers' approach to data analysis and instructional responsiveness in other grade levels with their equivalent assessment tools through PLCs to share best practices.
3. Engage in ongoing professional development through PLCs, staff meetings, and in-services to design Tier I instruction that meets diverse learner needs, aligns with curriculum/standards, optimizes instructional time, and incorporates continuous assessment feedback.
4. Strengthen understanding of the 8 Standards of Mathematical Practice to enhance instruction and foster problem-solving skills in students.
5. Design real world opportunities and project-based learning to apply concepts of statistical analysis and probability, as well as expressions and equations, potentially in an interdisciplinary sense with 6th Grade Science and the STEELS standards. Bringing learning to life in this way has the potential to engage students at a higher level through creating relevance and helping them to persist through rigor.

Grade 7 PSSA State & District Results - English Language Arts



Source: eMetric, PDE 2024; State Level Performance Data, PDE 2024

See Detailed Chart of Proficiency Levels (7th Grade ELA)

PSSA Top Decile Comparison*: Pine-Richland SD's 7th Grade ELA was in the Top 10% of districts (8.9% 44/496) and also in the Top 10% of schools in Pennsylvania (8.5% 65/757).

Grade 7 PSSA ELA PVAAS Results:

Above	Moderate evidence that the LEA/district exceeded the growth standard.

Link to Reporting Categories/Anchors

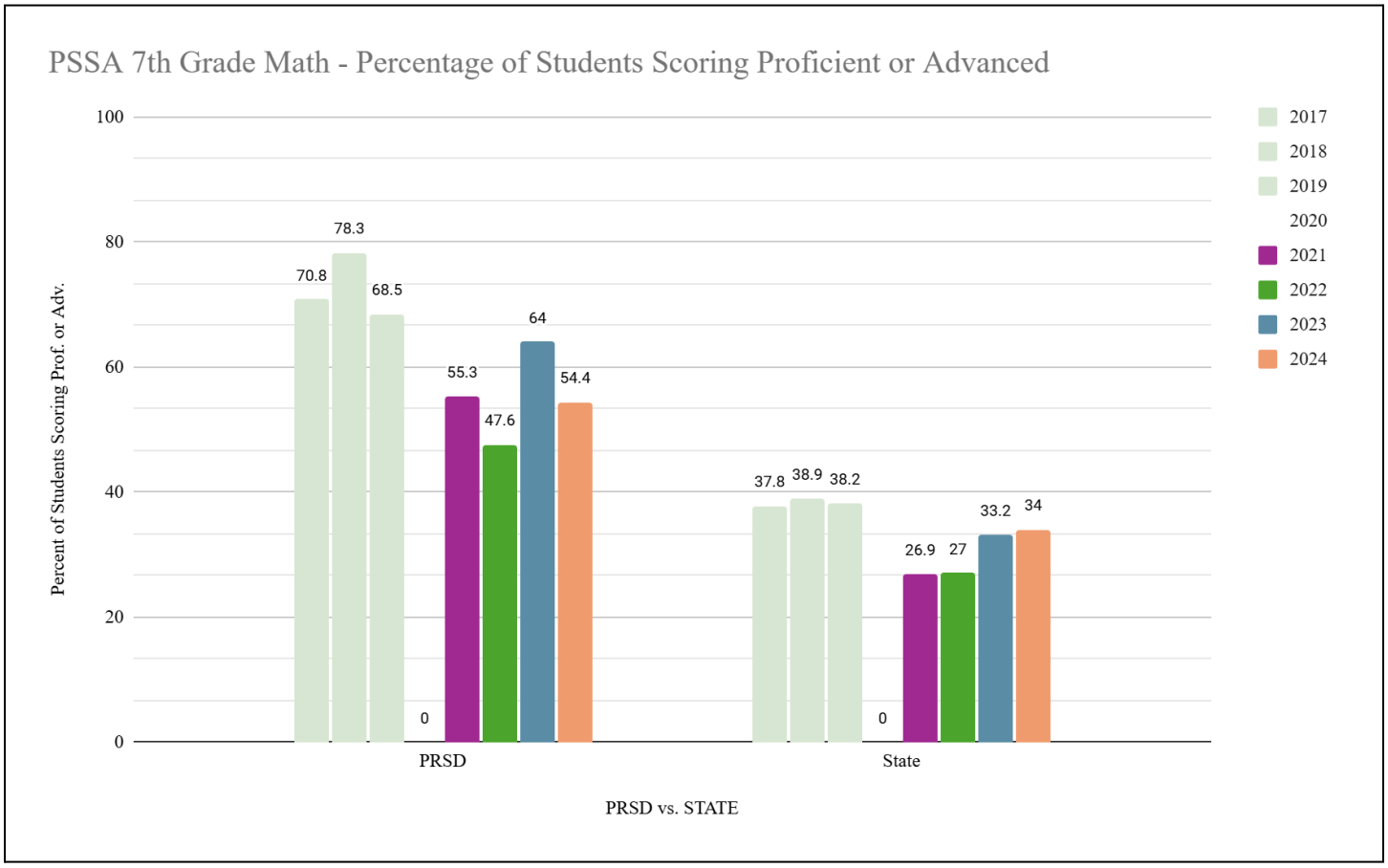
Findings:

1. Results in the category Key Ideas and Details are at or above historical averages.
2. 2023 results were at the highest level since 2019. The 2024 results align with 2021 and 2022.
3. Results from Literature and Informational text (highest-level reporting categories) have remained relatively consistent since 2019.
4. Opportunities exist to focus on vocabulary and analytical writing.
5. PVAAS data indicated students in the lowest and highest quintiles exceeded the growth standard.
6. Students in the middle quintiles were slightly below the growth standard.

Next Steps:

1. Analyze historical data in combination with STAR 360 data to determine strengths and opportunities for improvement for the 2024-2025 student cohort. Design action plans based on conclusions and monitor their progress.
2. The Classroom Diagnostic Tool assessment will be used as a practice tool in preparation for the PSSA.
3. ELA and social studies teachers will reinforce common language and feedback linked to students' writing (IDPR Recommendation 7b).
4. Identify and highlight focus areas (vocabulary, analytical writing) through collaborative unit and lesson planning.
5. 7th grade English and Reading teachers will collaborate to develop common text dependent analysis prompts and provide PSSA rubric-aligned feedback (beginning, middle, and end of year).
6. Teachers will focus on the use of context clues to improve student vocabulary through the use of the Collections anthology.

Grade 7 PSSA State & District Results - Mathematics



Source: eMetric, PDE 2024; State Level Performance Data, PDE 2024

(7th Grade Math) See Detailed Chart of Proficiency Levels

PSSA Top Decile Comparison*: Pine-Richland SD's 7th Grade Math was just outside of the Top 10% of districts (12.7% 63/496) and just outside of the Top 10% of schools in Pennsylvania (12.3% 93/757).

Grade 7 Math PVAAS Results:

Well Below	Significant evidence that the LEA/district did not meet the growth standard.

Link to Reporting Categories/Anchors

Findings:

1. Achievement results from the reporting category Geometry are trending in a positive direction.
2. Opportunities exist to review curriculum and instructional strategies within the reporting categories of Ratios and Statistics and Probability.
3. Growth scores fell below the growth standard by 1-3 points in all quintile groups. Although close to meeting the growth standards, opportunities exist to monitor student growth across all five groups throughout the year.
4. Demonstrating an understanding of proportional relationships is an assessment anchor where students have struggled since 2021.
5. Solving real-world problems using numeric and algebraic equations should continue to be an area of focus.
6. Interpreting data to make predictions or draw inferences is an area where our students have struggled. Although not heavily weighted in the assessment, it is an area of opportunity.

Next Steps:

1. Analyze historical data in combination with STAR 360 data to determine strengths and opportunities for improvement for the 2024-2025 student cohort. Design action plans based on conclusions and monitor their progress.
2. The Classroom Diagnostic Tool assessment will be used as a practice tool in preparation for the PSSA.
3. Common assessments will be reviewed to ensure specific areas of opportunity are identified and addressed in the assessments. The results should lead to immediate intervention or enrichment learning activities.
4. Students in 7th grade Algebra I (5th quintile), will need spiraled learning opportunities within the PSSA eligible content topics.
5. Pilot the benchmark assessment FireFly.

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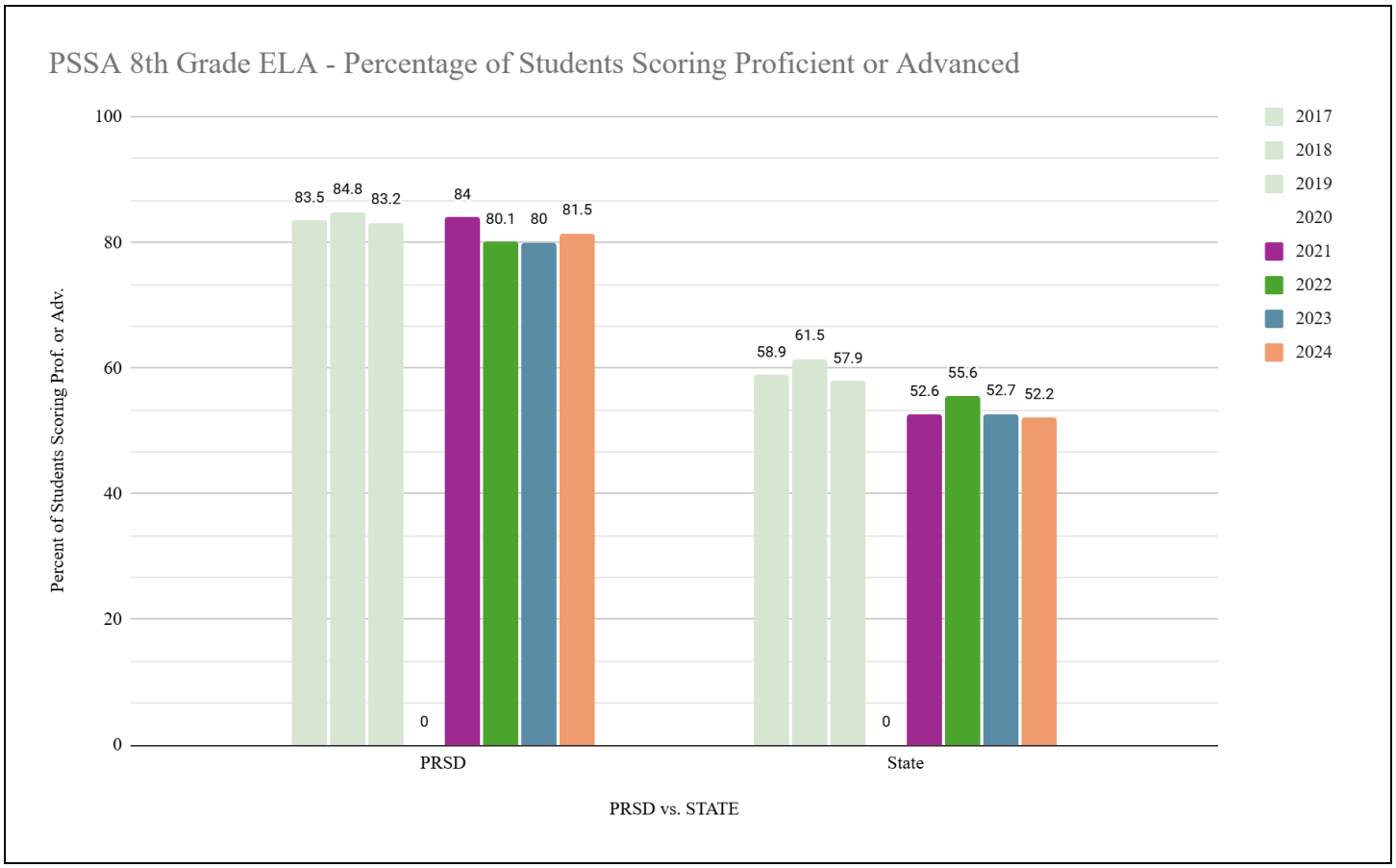
Grade 8 PSSA State & District Results - English Language Arts



Source: eMetric, PDE 2024; State Level Performance Data, PDE 2024

8th Grade ELA See Detailed Chart of Proficiency Levels

PSSA Top Decile Comparison*: Pine-Richland SD's 8th Grade ELA was in the Top 10% of districts (3.2% 16/498) and also in the Top 10% of schools in Pennsylvania (3.0% 23/757).

Grade 8 ELA PVAAS Results:

Well Below	Significant evidence that the LEA/district did not meet the growth standard.

Link to Reporting Categories/Anchors

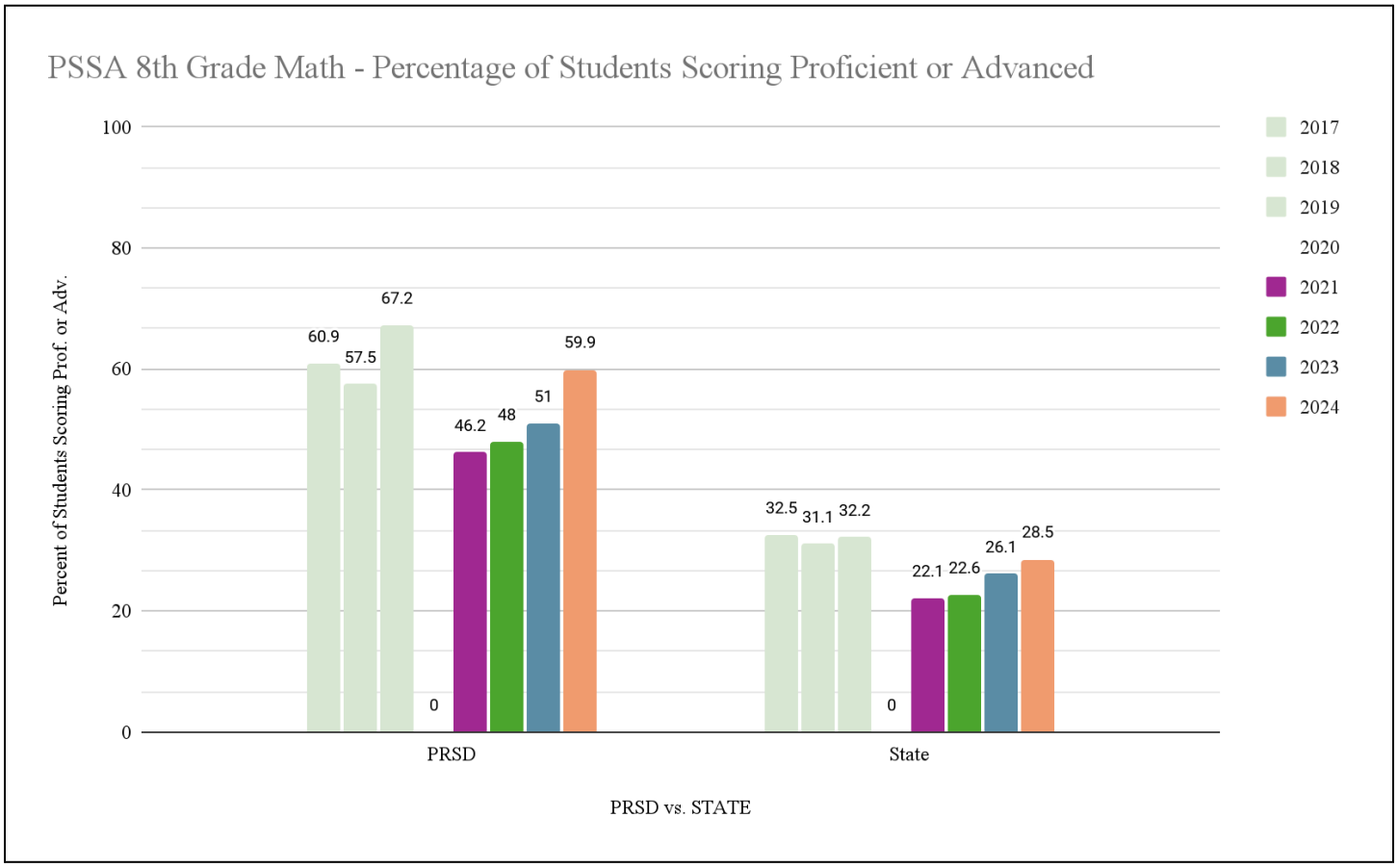
Findings:

1. Achievement results have been consistent over time, 80-85% (across different cohorts of students).
2. Results in the categories Vocabulary and Text Dependent Analysis (TDA) are at an all time high.
3. Opportunities exist to focus on Key Ideas and Details in both fiction and non-fiction text.
4. Students in the lowest quintile grew significantly. This is an area of celebration to help decrease the achievement gap for these students.
5. The majority of the 8th grade students in 2024 were in the highest achievement groups. These two groups of students did not meet the growth standard.

Next Steps:

1. Analyze historical data in combination with STAR 360 data to determine strengths and opportunities for improvement for the 2024-2025 student cohort. Design action plans based on conclusions and monitor their progress.
2. The Classroom Diagnostic Tool assessment will be used as a practice tool in preparation for the PSSA.
3. Collaborate on learning activities to support students' understanding of key ideas and details. Revise unit and lesson plans as needed.
4. Focus on explicit, inference, conclusion, and generalization analysis from text. Use the text to cite evidence to support the analysis.
5. Review the compacted/extended curriculum to determine where adjustments are needed to further challenge our high achieving students (quintiles 4-5).
6. Collaborate with GATE staff to further challenge our gifted and highly achieving students.

Grade 8 PSSA State & District Results - Mathematics



Source: eMetric, PDE 2024; State Level Performance Data, PDE 2024

8th Grade Math See Detailed Chart of Proficiency Levels

PSSA Top Decile Comparison*:Pine-Richland SD's 8th Grade Math was in the Top 10% of districts (3.6% 18/498) and also in the Top 10% of schools in Pennsylvania (4.0% 31/759).

Grade 8 Math PVAAS Results:

Meets	Evidence that the LEA/district met the growth standard.

Link to Reporting Categories/Anchors

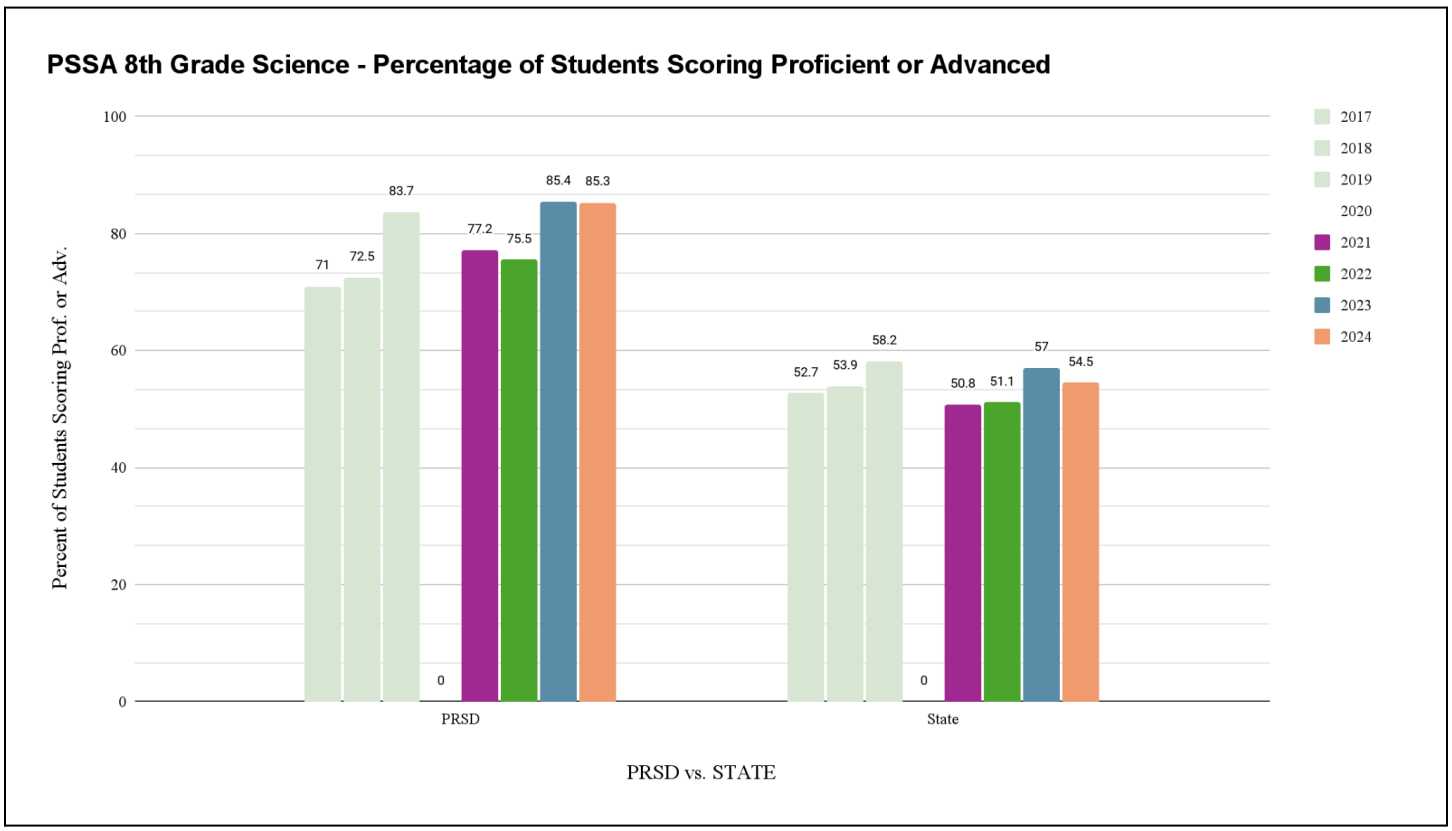
Findings:

1. Analyzing and solving linear equations and pairs of simultaneous linear equations are areas of opportunity.
2. Using functions to model relationships between quantities should remain an area of focus.
3. Student achievement in applying formulas for volume to solve real-world problems is now an area of strength.
4. Although not heavily weighted, applying the Pythagorean theorem is an area of opportunity.
5. Interpreting graphs and models to understand relationships between two variables is an area of opportunity.
6. PVAAS results indicate students in the middle quintile group exceeded the growth standard while students in quintiles 1 and 5 (lowest and highest achievement) did not.

Next Steps:

1. Analyze historical data in combination with STAR 360 data to determine strengths and opportunities for improvement for the 2024-2025 student cohort. Design action plans based on conclusions and monitor their progress.
2. The Classroom Diagnostic Tool assessment will be used as a practice tool in preparation for the PSSA.
3. Integrate statistics and probability throughout the year using examples linked to current areas of study.
4. Pilot the benchmark assessment tool FireFly.
5. Spiral PSSA content into Algebra and Geometry courses throughout the year and provide ongoing feedback.

Grade 8 PSSA State & District Results - Science



Source: eMetric, PDE 2024; State Level Performance Data, PDE 2024

8th Grade Science See Detailed Chart of Proficiency Levels

PSSA Top Decile Comparison*: Pine-Richland SD's 8th Grade Science was in the Top 10% of districts (2.4% 12/498) and also in the Top 10% of schools in Pennsylvania (3.2% 25/758).

Grade 8 Science PVAAS Results:

Above	Moderate evidence that the school exceeded the growth standard.

Link to Reporting Categories/Anchors

Findings:

1. Achievement gains in the reporting category Nature of Science are consistent. There was a decrease this year in Anchor A.3 - Systems, Models, and Patterns.
2. In the past two years, achievement levels have been at the highest levels since 2017.
3. The percentage of students reaching advanced is at the highest level since 2017.
4. Two of the three anchors in Biological Sciences have improved, however, there is little weight to these anchors. Anchor B.3 - Ecological Behavior and Systems holds the greatest weight and is an area that has decreased over the past two years.
5. The reporting category Earth Space Sciences has improved slightly but remains the lowest achievement reporting category.
6. Growth scores for our lowest quintile students (quintiles 1 and 2) are excellent. Additionally, our high achieving students - most likely in compacted/extended - are growing.

Next Steps:

1. Analyze historical data in combination with STAR 360 data to determine strengths and opportunities for improvement for the 2024-2025 student cohort. Design action plans based on conclusions and monitor their progress.
2. The Classroom Diagnostic Tool assessment will be used as a practice tool in preparation for the PSSA.
3. Teachers should schedule assessment and analysis windows for their common assessments. The analysis will then be used to make immediate adjustments to large and small group instruction.
4. Determine how Earth Space Science concepts can be integrated into the Life and Physical science courses to spiral eligible content for our students.

KEYSTONE EXAMS

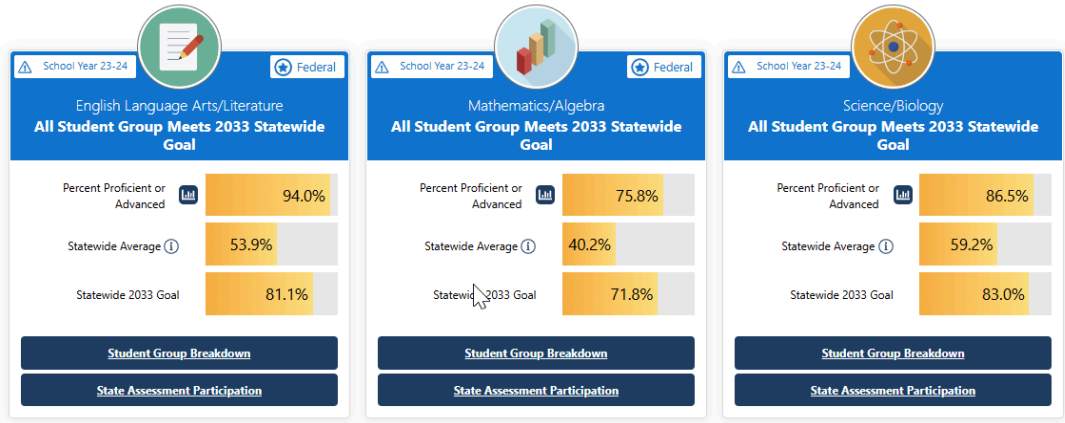
Overview of Achievement and Growth

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. For the first time in the Spring of 2025, the Biology Keystone Exam will include field-test items aligned to the new *Science, Technology, Engineering, Environmental Literacy and Sustainability* (STEELS) Standards. The STEELS standards will be fully integrated into the Biology Keystone Exam in the Spring of 2026. Student performance is measured with the same levels as the PSSA tests: advanced, proficient, basic, and below basic.

For accountability purposes, the results of Keystone Exams are used as the high school assessment for federal compliance and the Pennsylvania School Performance Profile. Pine-Richland requires proficiency on the Keystone Exams as a high school graduation requirement. All students must take the Keystone Exams and students scoring below proficient 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 offering some form of supplemental instruction for non-proficient students before they retake the exam. Students who have retaken the Keystone Exam and continue to score below proficient have alternative methods to demonst0rate proficiency in the content areas and meet graduation requirements. Students with IEPs who score below 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, students scoring below proficient 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 the junior year (see below).

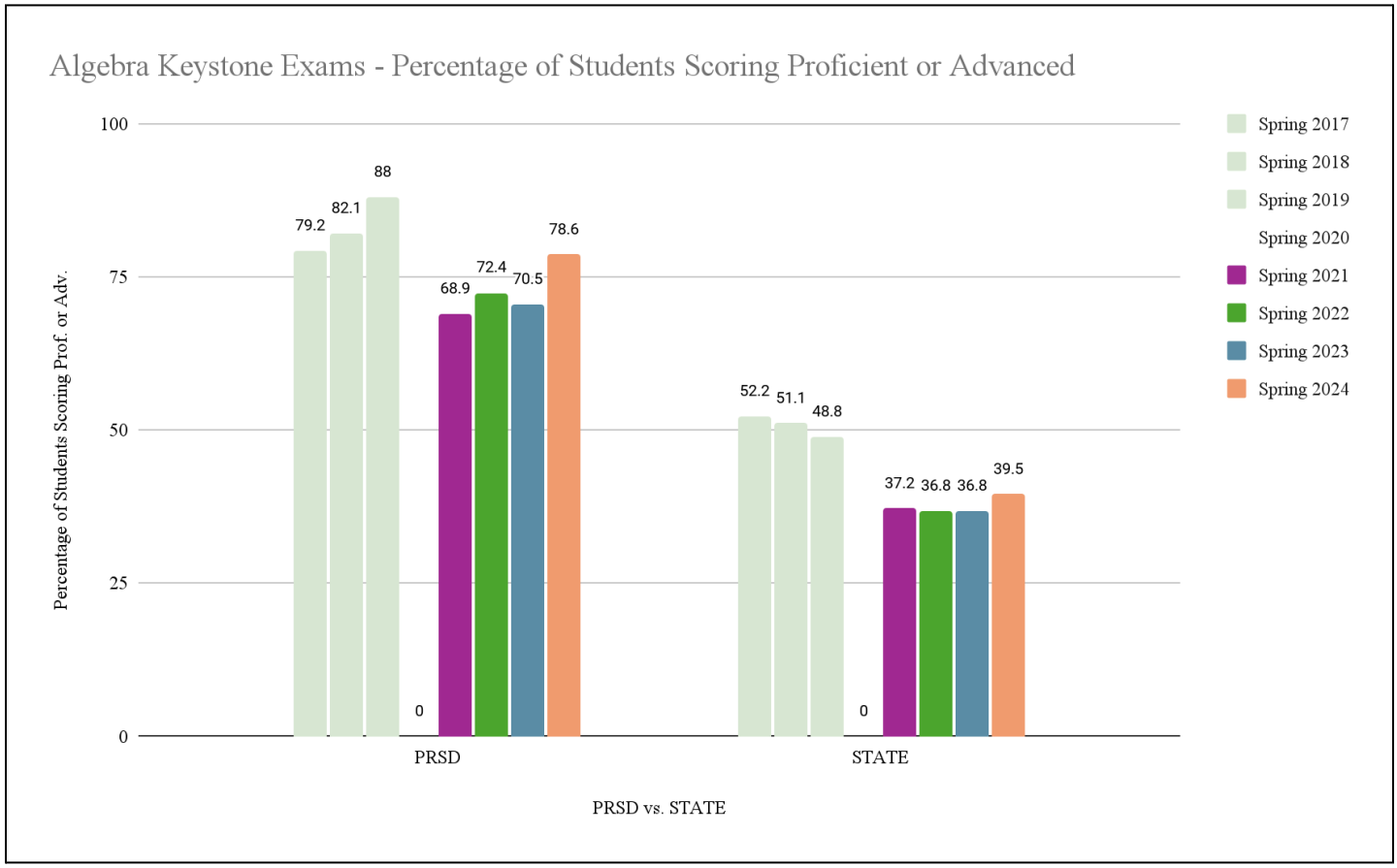
Pine-Richland High School Juniors Scoring Proficient or Advanced by the End of Grade 11 (Class of 2025)



Source: Future Ready PA Index

KEYSTONE RESULTS OVER TIME

Algebra Keystone Exams - First-Time Test Takers



Source: eMetric, PDE 2024; State Level Performance Data, PDE 2024

Algebra - See Detailed Chart of Proficiency Levels

Keystone Top Decile Comparison: Pine-Richland SD's Algebra Keystone results were in the Top 10% of districts (2.6% 13/495) and also in the Top 10% of schools in Pennsylvania (3.2% 19/593).

Keystone Algebra PVAAS Results:

Well Above	Significant evidence that the LEA/district exceeded the growth standard.

Reporting Category and Assessment Anchor Results:

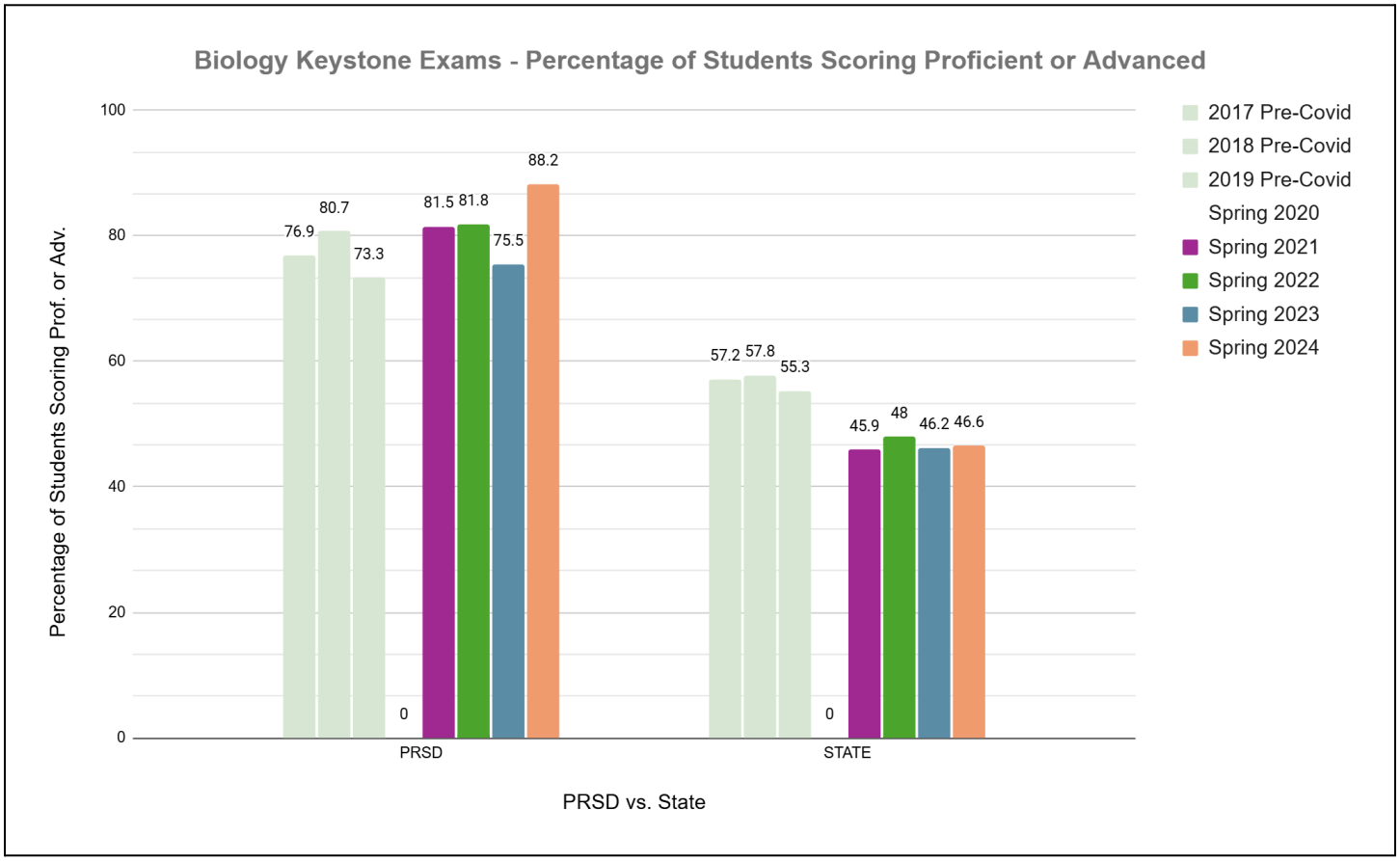
Findings:

1. Three (3) assessment anchors were identified as having patterns of opportunities for improvement. [(Module 1 - Linear Equations) (Module 2 - Functions & Coordinate Geometry)]
2. There was a significant increase in achievement from one cohort of students to the next in the anchor linear inequalities.
3. Data analysis results have improved over the past two years.
4. PVAAS results indicate students in all five (5) quintiles exceeded the growth standard.
5. By the end of grade 11, 76% of Pine-Richland students reached proficiency on the Algebra I exam. Opportunities exist to improve supplemental instruction options for students/families and to increase the percentage of students reaching proficiency at the end of their Algebra course.

Next Steps:

1. Highlight focus areas in the unit-based curriculum used to guide lesson plans (i.e., elevate areas of focus).
2. Review eligible content for each anchor and make curricular adjustments.
3. Continue data summits after each benchmark assessment (2-3 times per school year).
4. Identify benchmarking and data analysis windows (Progress Learning, STAR, and Common Assessment Results) for teachers to collaborate on students' strengths and weaknesses followed by instructional adjustments.
5. Analyze learning activities linked to eligible content with Algebra I teachers and develop spiral review bellwork problems for distributed practice.
6. Pilot FireFly Benchmark assessment with teacher(s).
7. Continue to use **A**ssessment and **LE**arning in **K**nowledge **S**paces (ALEKS) as a diagnostic and benchmarking resource.
8. Schedule common planning with high school algebra teachers and special education co-teachers beginning in 2025-2026.
9. Revisit supplemental instructional options for students and families for students needing to retake the exam.

Biology Keystone Exams - First-Time Test Takers



Source: eMetric, PDE 2024; State Level Performance Data, PDE 2024

Biology-See Detailed Chart of Proficiency Levels

Top Decile Comparison*: Pine-Richland SD's Biology Keystone results were in the Top 10% of districts (.6% 3/495) and also in the Top 10% of schools in Pennsylvania (1% 8/593).

Keystone Biology PVAAS Results:

Well Above	Significant evidence that the LEA/district exceeded the growth standard.

Reporting Category and Assessment Anchor Results:

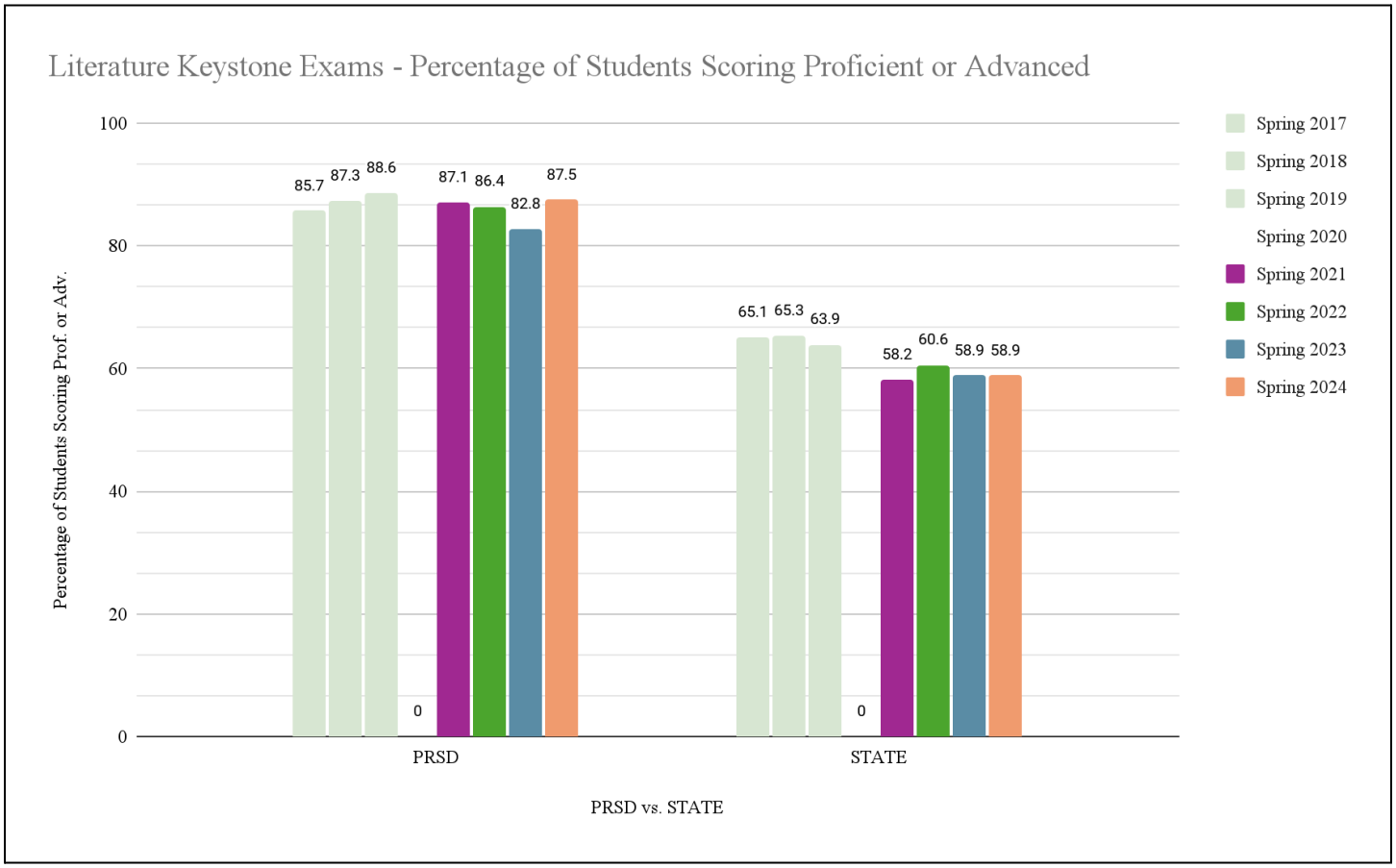
Findings:

1. Three (3) assessment anchors were identified as having patterns of opportunities for improvement. [(Module 1 - Basic Biological Principles and Bioenergetics) and (Module 2 - Ecology)].
2. Students with IEPs met the state average for all students in Pennsylvania.
3. The high school Biology Department has developed a high level of cohesion and collaboration in the use of benchmark and common assessments tied to the prior IDPR recommendation.
4. The Biology Department engages regularly in data analysis and assigns student specific remediation based upon individual results.
5. The Biology Department has developed a Keystone review program that is available to all Biology testers during the school day in preparation for the Keystone exam.
6. All five (5) quintile groups exceeded the growth standard. Our highest achieving students grew at the greatest rate.

Next Steps:

1. Department teachers and school-based administrators will continue to review instructional strategies and assessments in the identified eligible content areas where growth opportunities exist.
2. Highlight focus areas in unit-based curriculum (e.g. possible scope and sequence adjustments) used to guide lesson plans (i.e., elevate areas of focus) .
3. Review eligible content for each anchor and make curricular adjustments.
4. Continue review of Progress Learning benchmark data to determine if the assessment analysis aligns with Keystone results.
5. Continued implementation and maturity of the Biology Data Summit model (2-3 times per school year).
6. Use CDT diagnostic assessment for small and large group activities and to experience STEELS standards assessment questions.
7. Update curriculum to include STEELS standards (assessed in the spring of 2026).
8. Continue common planning for biology teachers (started during the 2023-2024 school year).

Literature Keystone Exams - First-Time Test Takers



Source: eMetric, PDE 2024; State Level Performance Data, PDE 2024

Literature - See Detailed Chart of Proficiency Levels

Keystone Top Decile Comparison: Pine-Richland SD's Literature Keystone results were in the Top 10% of districts (.2% 1/495) and also in the Top 10% of schools in Pennsylvania (1% 7/594).

Keystone Literature PVAAS Results:

Well Above	Significant evidence that the LEA/district exceeded the growth standard.

Reporting Category and Assessment Anchor Results:

Findings:

1. Two (2) assessment anchors were identified as having patterns of opportunities for improvement. [(Module 1 - Reading for Meaning- Fiction) and (Module 2 - Reading for Meaning - Nonfiction)]
2. Grade 9 English teachers were scheduled with common planning time during the 2024-2025 school year. Teachers are consistently using this time to discuss assessment results and lesson planning.
3. Students across all five (5) achievement quintile groups exceeded the growth standards. Our highest achieving students grew more than the other groups.
4. In 2024, the percentage of students scoring advanced was greater than other cohorts since 2017.

Next Steps:

1. Highlight focus areas in the unit-based curriculum used to guide lesson plans (i.e., elevate areas of focus).
2. Review eligible content for each anchor and make curricular adjustments.
3. Continue data summits conducted 2-3 times per school year after each benchmark assessment.
4. Review Progress Learning benchmark data to determine if the assessment analysis aligns with Keystone results.
5. Pilot FireFly as another benchmark assessment option.
6. Use CDT diagnostic assessment for small and large group activities.
7. Determine which primary resources most tightly align with the eligible content skills and integrate those text and analysis into lesson plans.
8. Evaluate new resources in grades 6-9 that tightly align with state standards, PRSD curriculum, and IDPR recommendations.
9. Conduct close read activities using both online and paper/pencil strategies.

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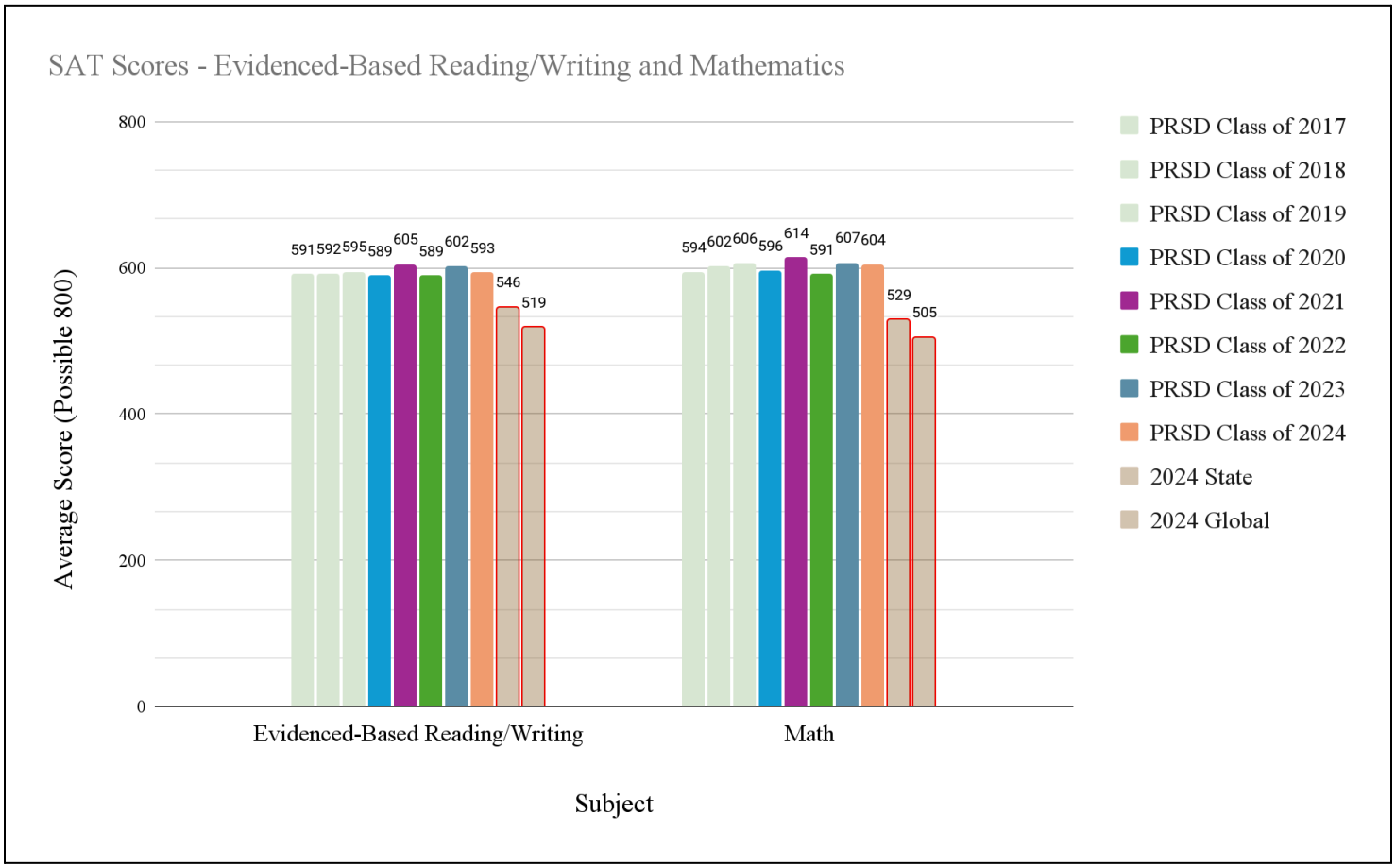
SAT: Scholastic Aptitude Test

Overview

The SAT is published by CollegeBoard and is administered typically to juniors and seniors in high school. Many colleges and universities require applicants to 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. Beginning with the 2023-2024 school year, the SAT and PSAT assessments are now administered electronically.



Source: College Board, 2024

SAT - Detailed Participation and Performance Report

Percent of Graduating Class Taking the SATs

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

	2019	2020	2021	2022	2023	2024
Total # taking test	359	304	286	299	276	272
Total # graduates	397	341	378	357	335	335
% taking test	90.4	89.2	75.7	83.7	82.4	81.2

Source: College Board, 2024

Findings:

1. A consistent percentage of Pine-Richland students took the SAT at least one time compared to previous years.
2. 2024 Pine-Richland graduates performed better than students across the state and globally.
3. Average mathematics scores (604) were higher than average evidence-based reading/writing scores (593).
4. Male students outperformed female students in both mathematics and evidence-based reading/writing.

Next Steps:

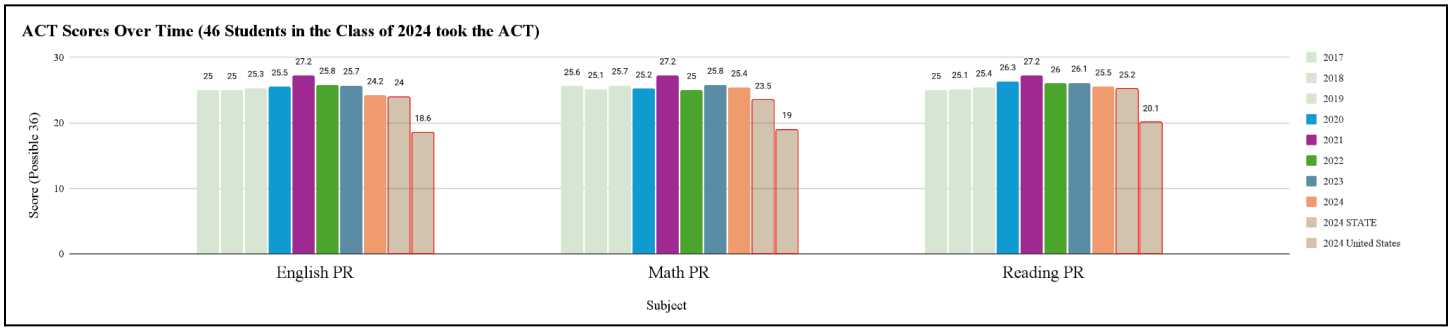
1. Review test structure and assessment categories with grade 10-11 English teachers. Determine where alignment to PRSD curriculum may be needed.
2. Teachers will review SAT results by reporting categories to identify areas of strength and weakness. The review will include skills insights and example questions.
3. Pine-Richland School District will continue a partnership with a local SAT preparation organization to provide our students with on-site, discounted SAT preparation lessons.
4. Sample questions (example) will be reviewed through the start and close of daily lessons.
5. PSAT results will be reviewed to identify potential areas of opportunity across multiple courses/departments (Every fall, all students in grade 11 and some 10th grade students take the PSAT assessment).

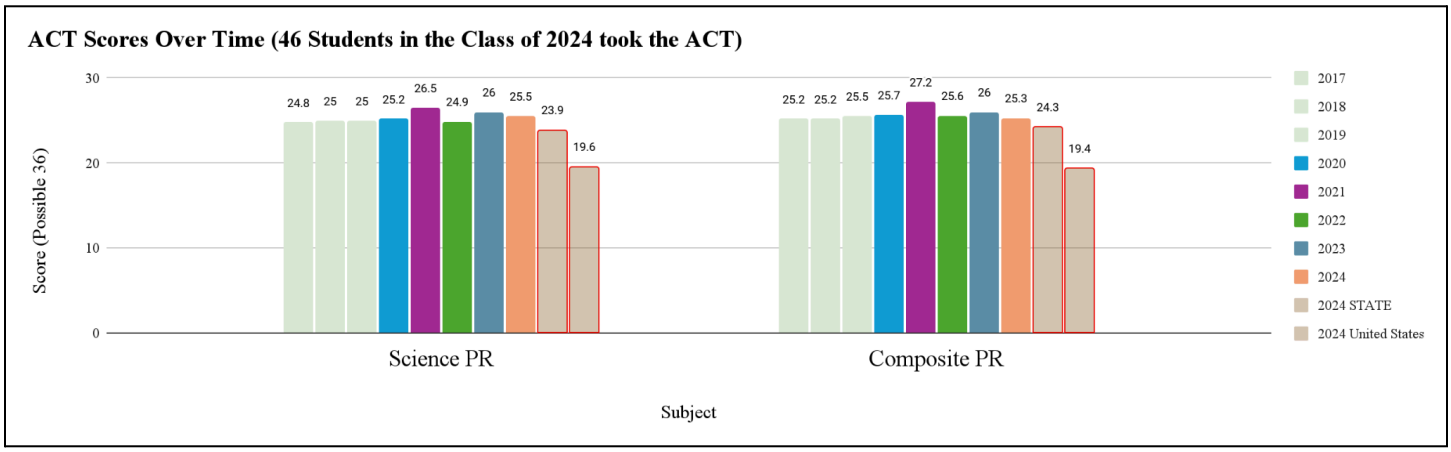
ACT: American College Test

Overview

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

Similar to the SAT, some colleges and universities require ACT scores in their admissions processes. Some colleges and universities allow students to choose which scores to send with their applications: ACT or SAT. Historically, ACT scores were more likely required by technical and western colleges; this is changing. College admissions practices vary and many of our students take both the ACT and the SAT to be prepared for any application process. Participation rates for the ACT have declined since a historic high in 2016.





Source: ACT, 2024

ACT Data Tables

Participation over Time - by Graduating Class

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

	2019	2020	2021	2022	2023	2024
TL # PR Students	168	123	85	72	72	46
TL # PR Graduates	397	341	378	357	335	335
% of Class Tested	42.3	36.1	22.5	20.2	21.5	14
TL # PA Tested	23855	20114	9698	9561	8598	7517
TL # US Tested	1782820	1670497	1295349	1349644	1386335	1374791

Source: ACT, 2024

Findings:

1. The number of students taking the ACT continued to decrease at PRSD, at the state level and nationally.
2. Achievement results in each of the reporting categories has been consistent.

Next Steps:

1. Review test structure and assessment categories with content area teachers. Determine where alignment to PRSD curriculum may be needed.
2. Teachers will review ACT results by reporting categories to identify areas of strength and weakness. The review will include skills insights and example questions.
    a. The number of students participating in the ACT must be considered in making any recommendations.

Advanced Placement Test

Overview

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

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

Congratulations! Pine-Richland High School has earned Gold recognition on the 2024 AP School Honor Roll.
Class of 2024

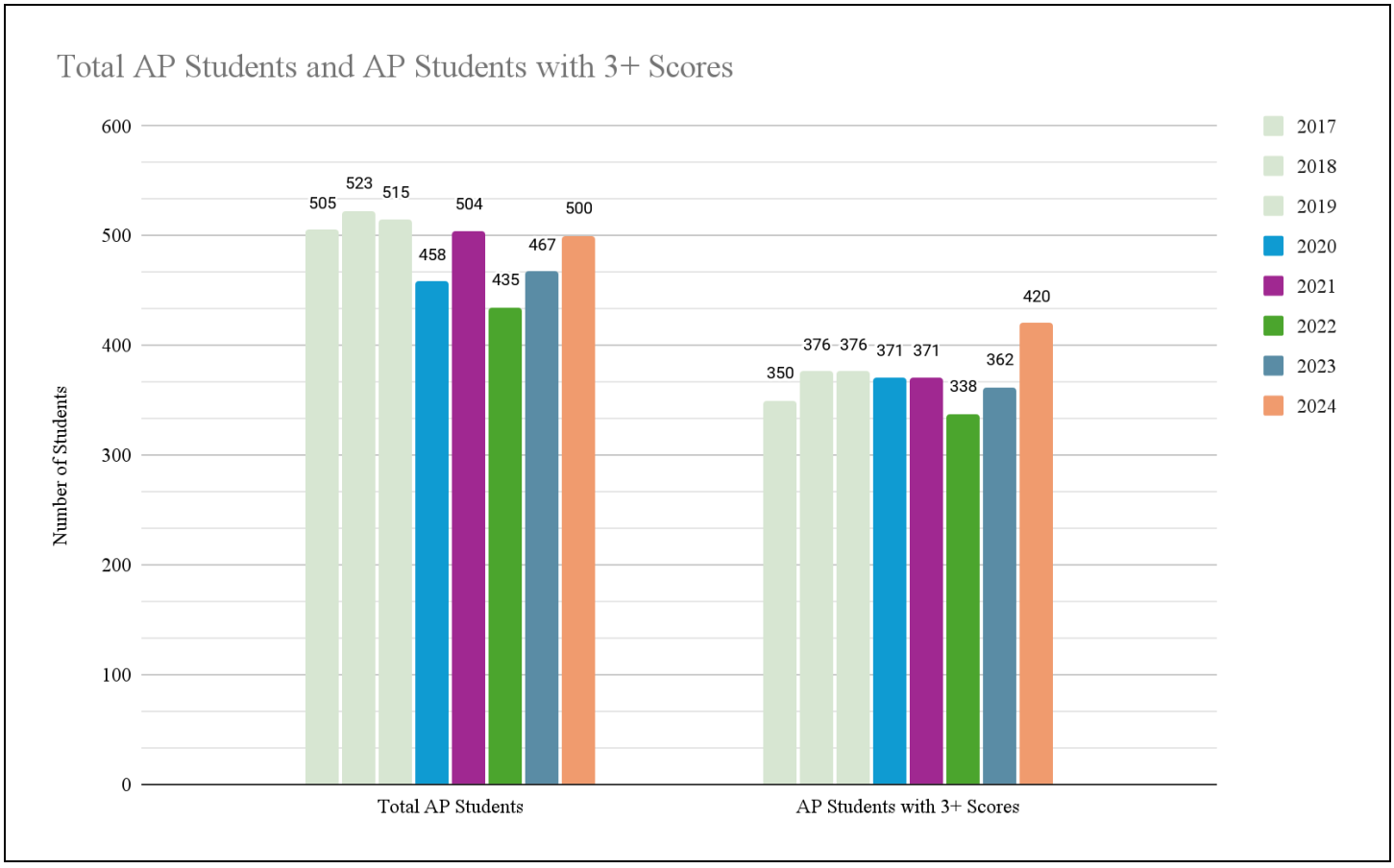
AP School Honor Roll Metrics	Bronze Criteria	Silver Criteria	Gold Criteria	Platinum Criteria	Your School GOLD — Your school achieved all Gold criteria!	
College Culture	40%	50%	65%	80%	68% (229/339)	Gold
College Credit	25%	30%	35%	50%	54% (183/339)	Platinum
College Optimization	2%	5%	10%	15%	11% (37/339)	Gold

AP Honor Roll Quick Facts:
Number of Schools in PA Qualifying for AP Honor Roll = 677
Number of Schools in PA Earning Honor Roll Status = 141
Number of Schools in PA Earning Gold Criteria = 17
(Pine-Richland High School is one of the 17. One of only two traditional public schools from the Pittsburgh Region)
Number of Schools in PA Earning Platinum Criteria = 14

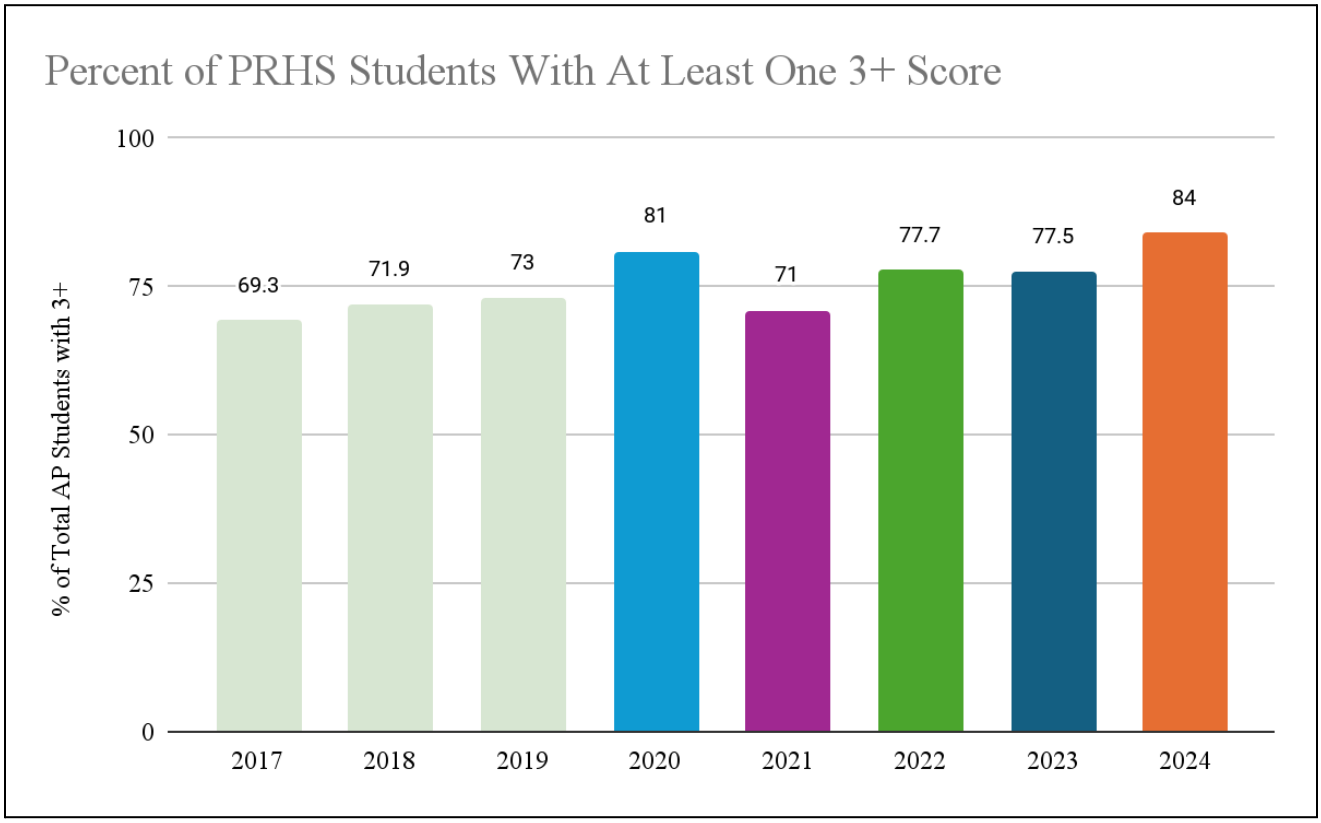
College Culture: **Percent of students in the graduating class who took an AP exam at any point in high school**, regardless of score. To avoid pressure on students to take large numbers of APs, only 1 AP exam per student contributes to this indicator.

College Credit: **Percent of students in the graduating class who scored 3+ on any AP Exam in high school**. To avoid pressure on students to take large numbers of APs, only 1 AP exam score of 3 or higher, per student, contributes to this indicator.

College Optimization: **Percent of students in the graduating class who took 5 or more AP Exams in high school, where at least 1 exam was taken in 9th or 10th grade**. Because research finds that 6 or more APs do not improve college graduation rates beyond the optimal total of 5 such courses in high school, no exams beyond 5 per student contribute to this indicator. The Honor Roll also recognizes schools that encourage students earlier on their AP journeys so as not to overload them with AP courses their junior and senior years.
Source: College Board, 2024



Source: College Board, 2024



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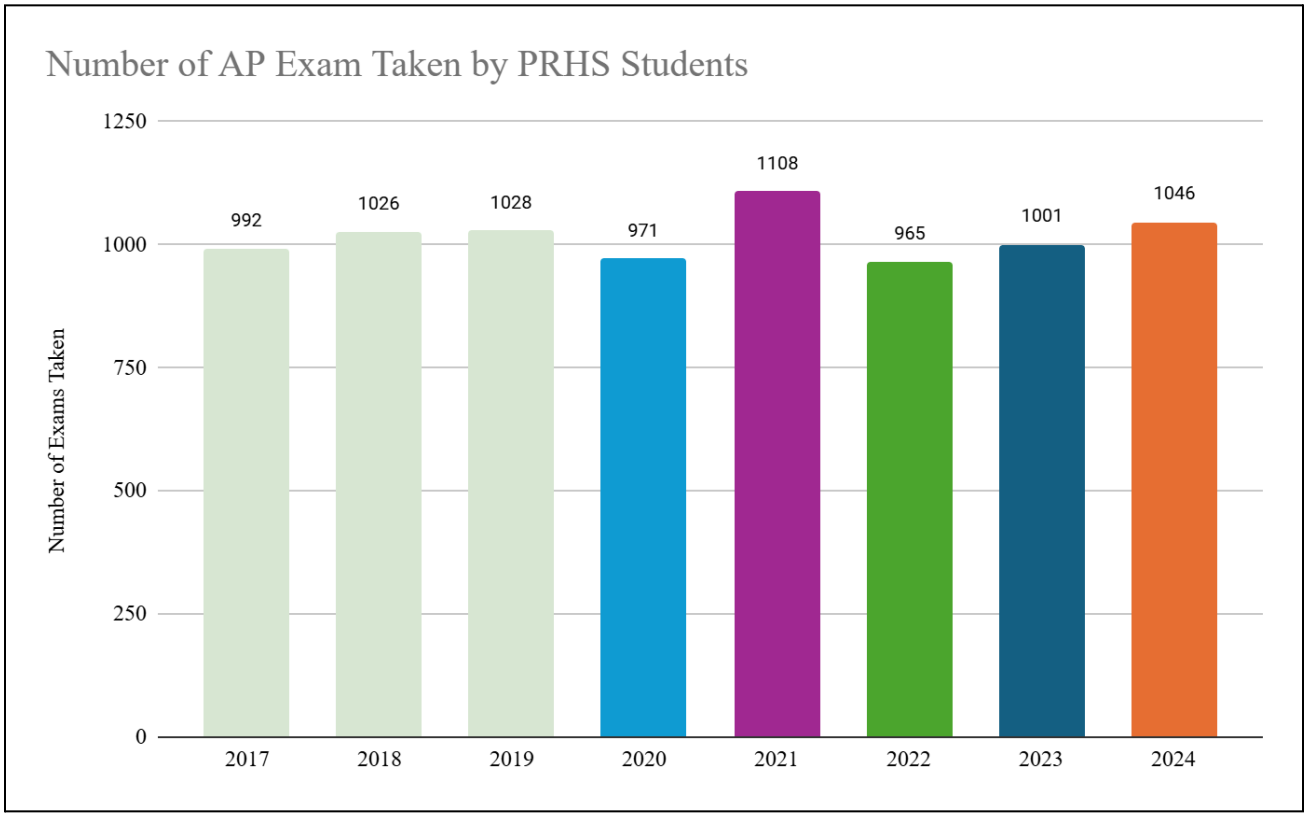
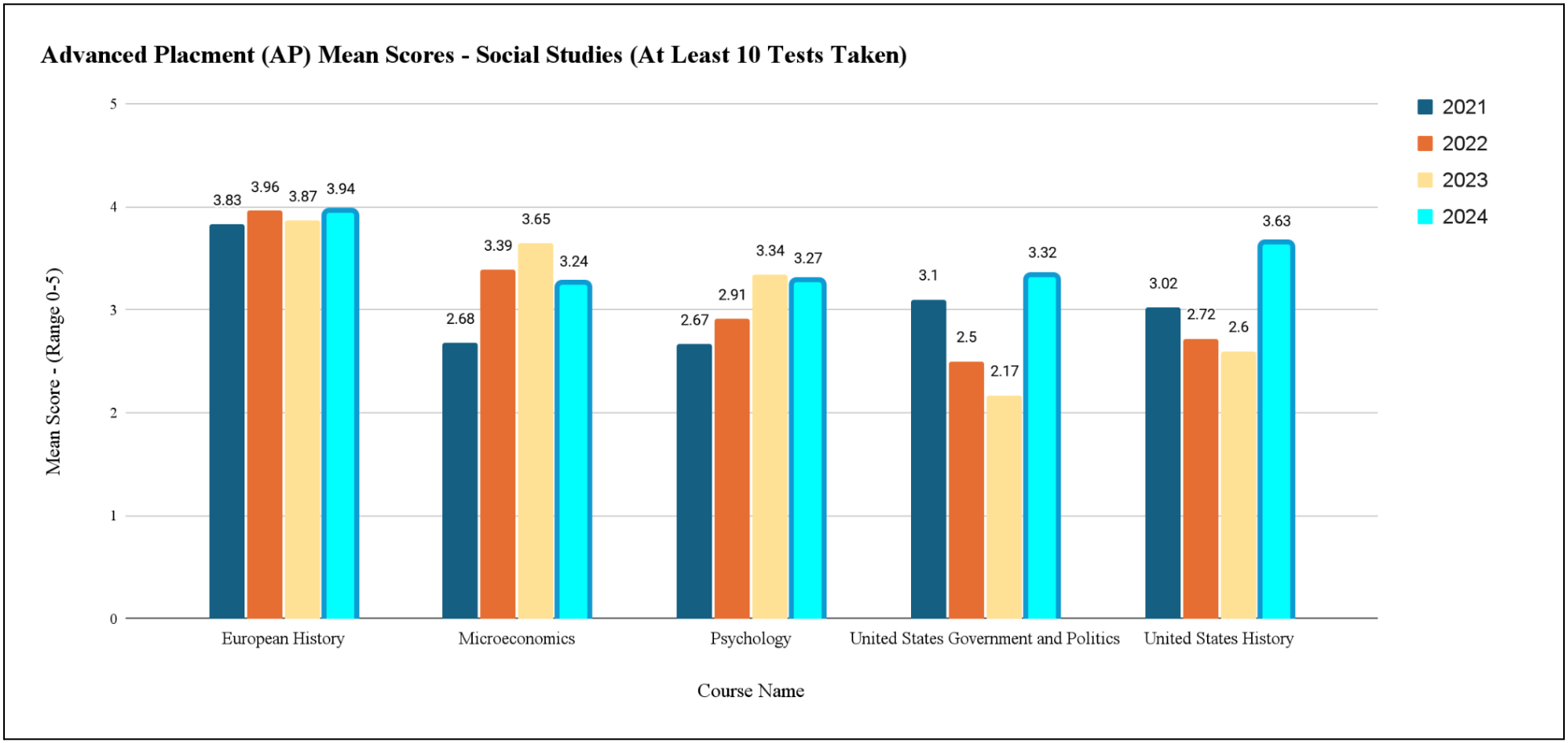
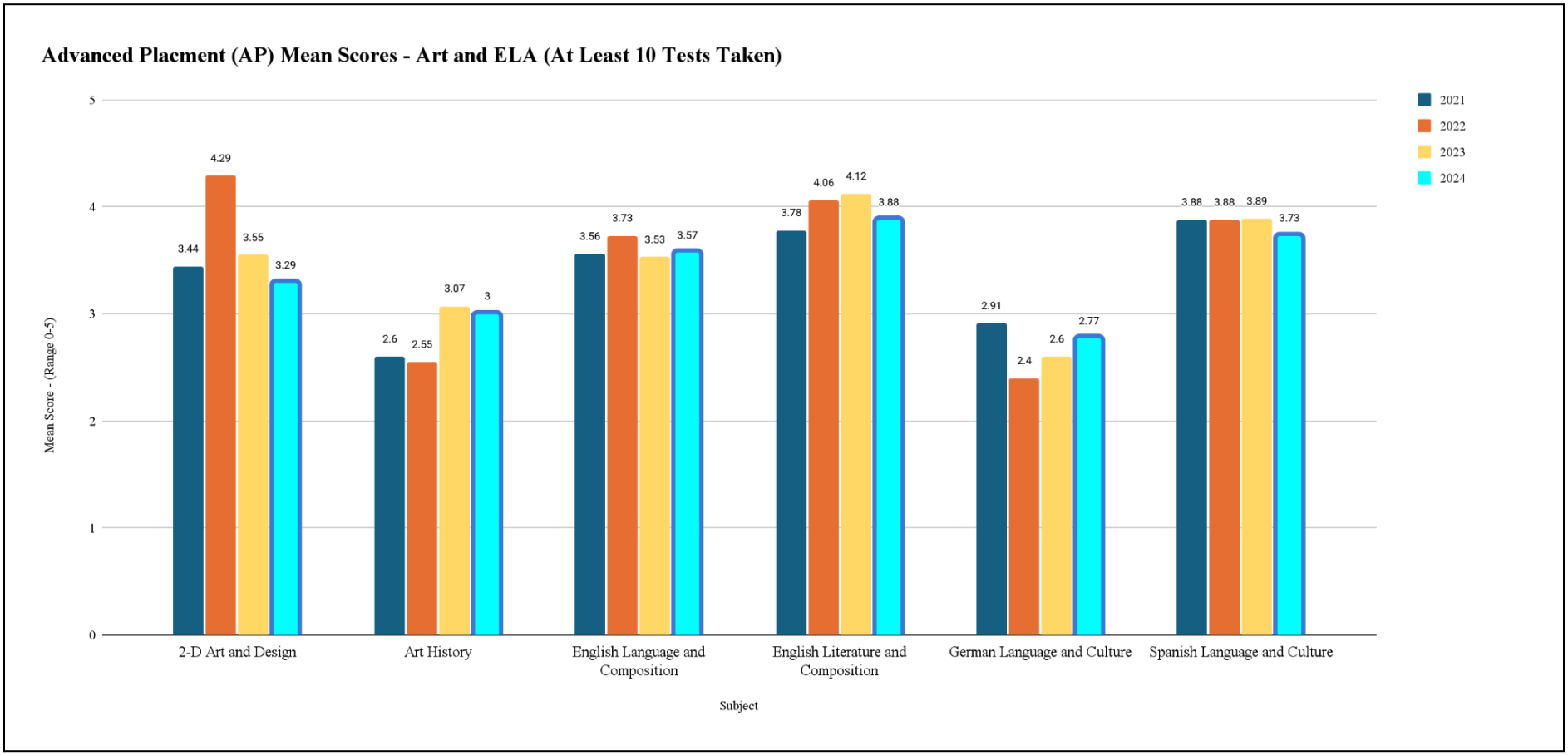


Source: College Board, 2024



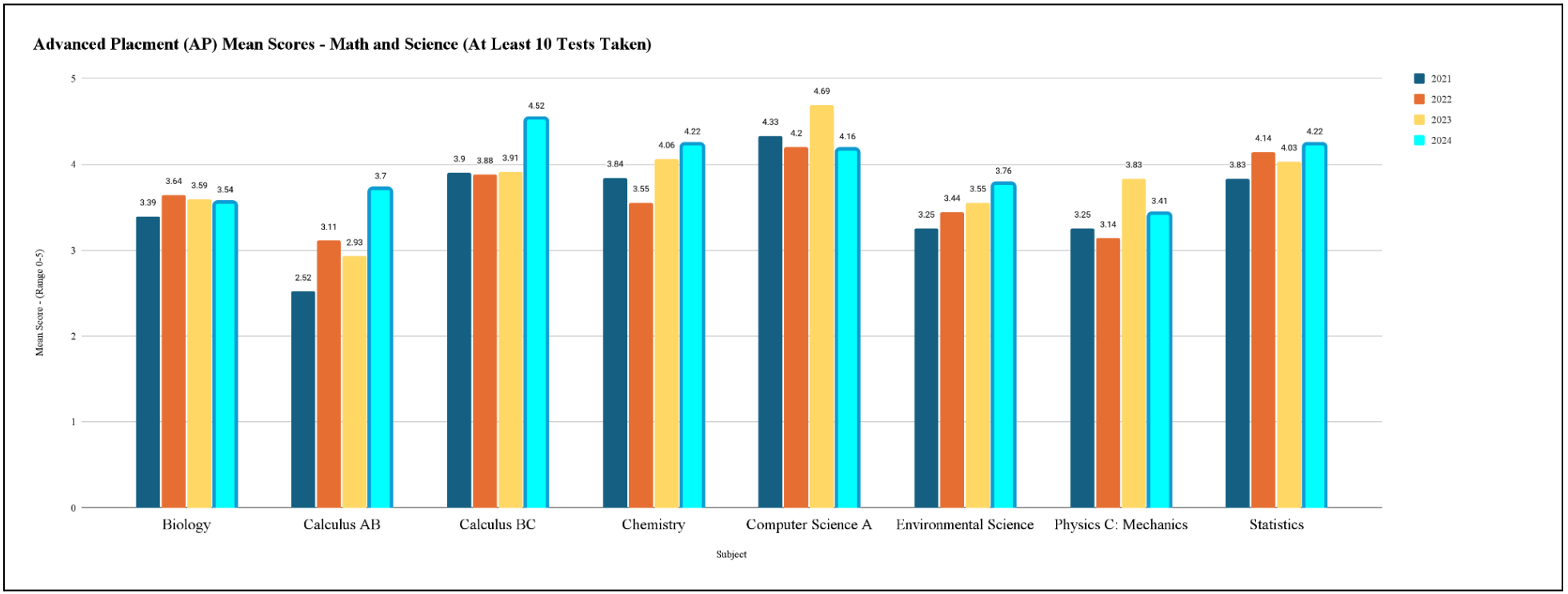
Test Taken in 2024:	**62**	**41**	**122**	**62**	**120**

Source: College Board, 2024



Test Taken in 2024:	**14**	**40**	**128**	**68**	**13**	**15**

Source: College Board, 2024



Test Taken in 2024:	52	40	23	58	19	63	22	73

Source: College Board, 2024

PRHS AP Test Participation over Time

	PR 2016	PR 2017	PR 2018	PR 2019	PR 2020	PR 2021	PR 2022	PR 2023	PR 2024
Total # Students	456	504	523	515	458	504	435	467	500
Total # Exams Taken	911	983	1024	1028	971	1108	965	1001	1046
# Students Scoring 3+	333	349	376	376	362	358	338	362	420

Source: College Board, 2024

Findings:

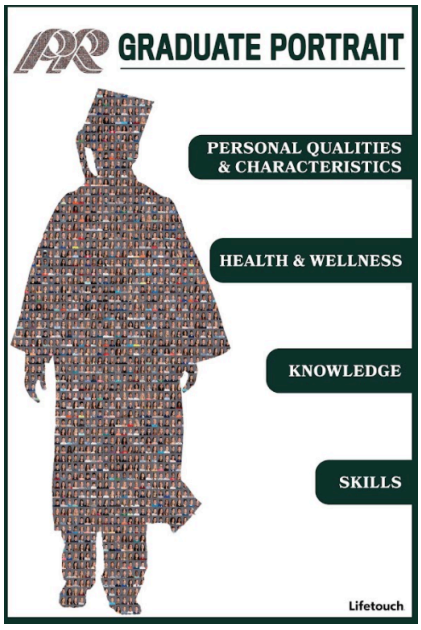
1. The number of different students taking one or more AP exams was 500. This is above the average of the past five (5) years (473).
2. The percentage of students scoring a 3 or greater was higher (84%) than any other year dating back to 2017.
3. The number of different tests taken was 1,046. This is above the past five year average of 1,018.
4. The cohort of students taking AP US Government and Politics and AP US History significantly outperformed previous cohorts.
5. The number of students taking AP Environmental science and the mean scores of students taking the exam have increased each of the past 3 years.

Next Steps:

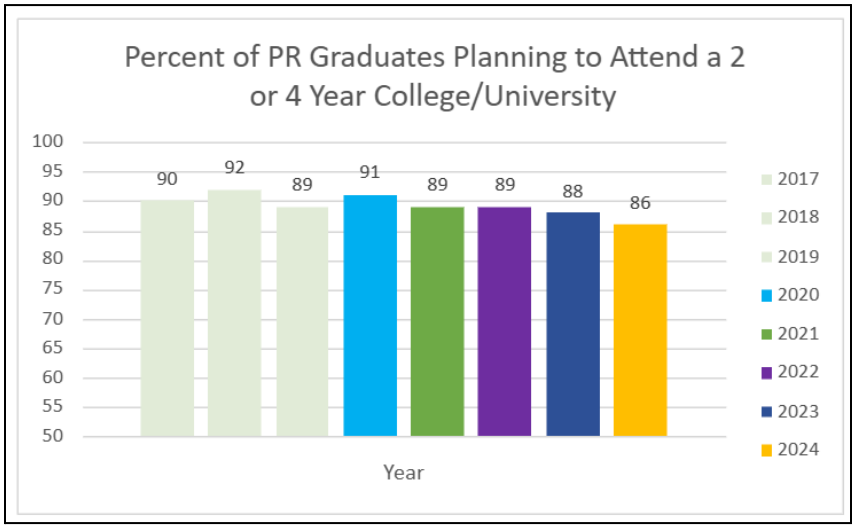
1. Understand how teachers are using AP Classroom and provide professional development as needed.
2. Evaluate new resources to replace outdated textbooks in AP Spanish, German and AP Psychology.
3. AP teachers will use historical summative results (AP exams) along with their benchmark assessments to determine actionable steps to support their students prior to the May tests.
4. Continue to offer summer professional development for AP teachers through the College Board.
5. Encourage more students to "stretch themselves" and take at least one AP class. Use PVAAS projection scores to help guide these decisions.

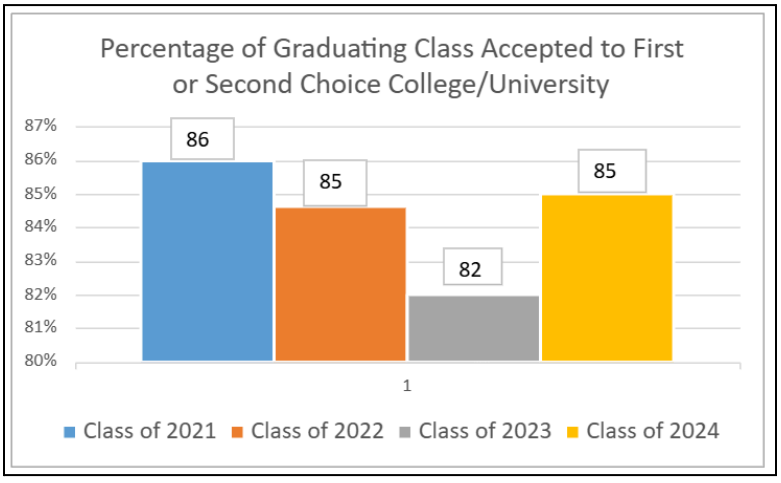
Portrait of a Graduate

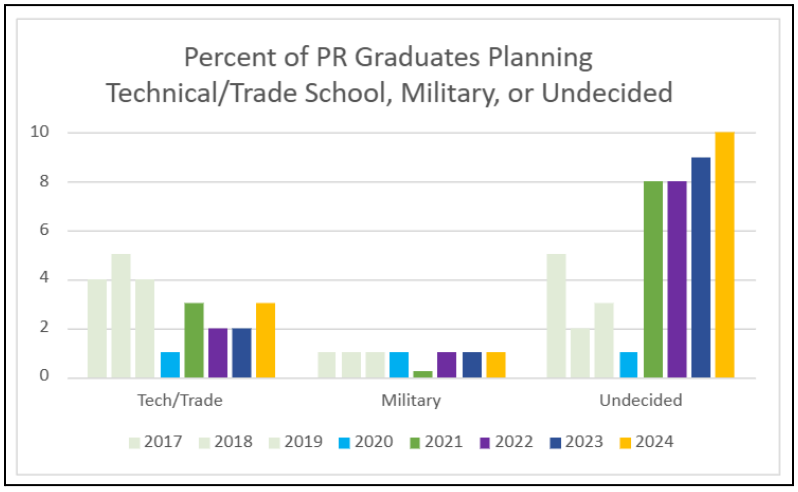
Overview

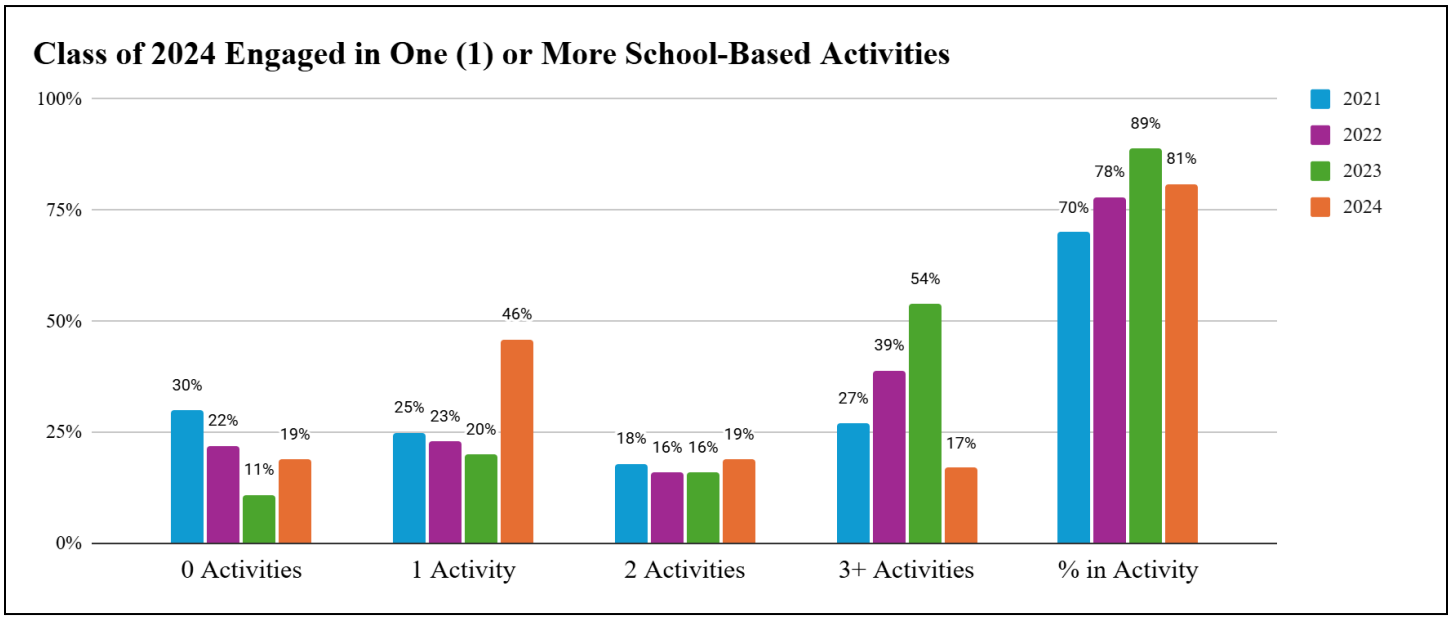


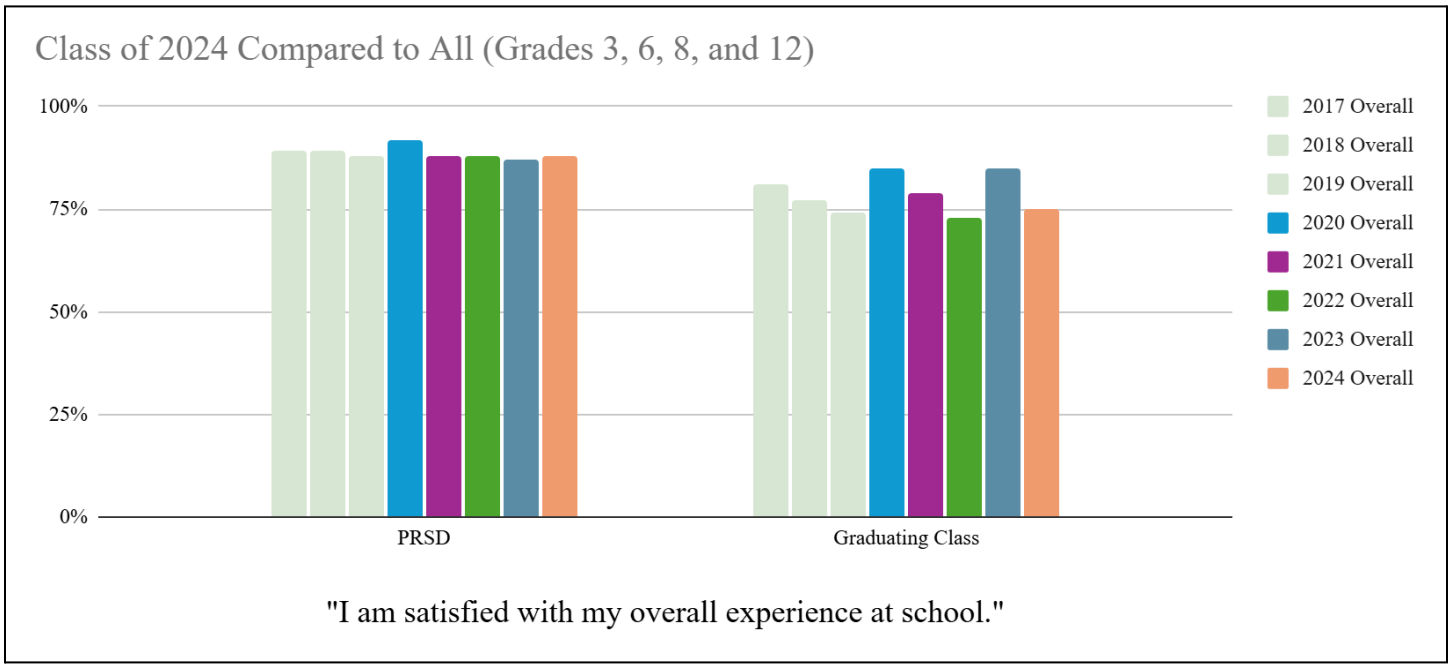
During the 2019-2023 strategic planning process, the district and community developed the concept of the "Portrait of a Graduate". School districts are historically measured by achievement scores (SAT, ACT, AP, Keystone Exams, etc.). The graduate portrait considers not only the knowledge attained throughout a student's school career but also key skills, health/wellness and personal qualities and characteristics. It is through this "well-rounded" portrait that students will be prepared to follow their individual, post-secondary paths. Revising and integrating the competencies for each of the four domains is embedded in our 2023-2027 strategic plan.

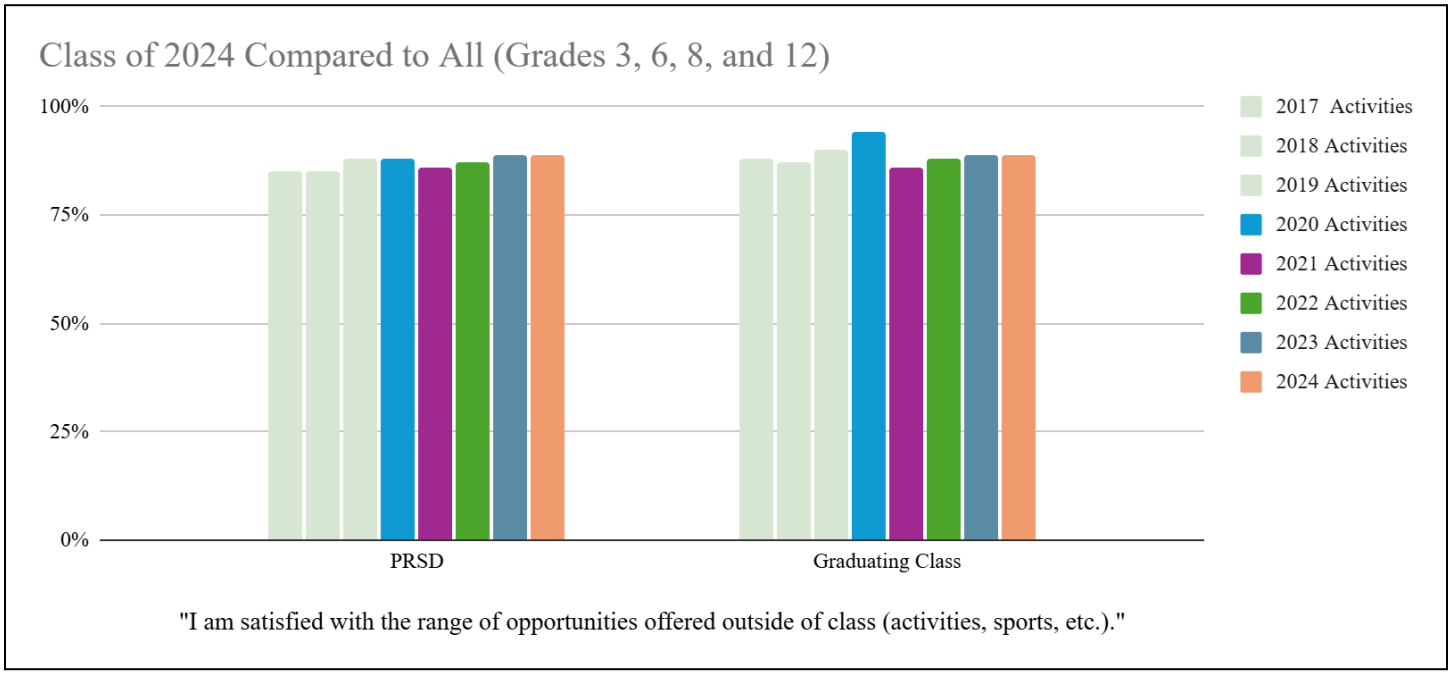


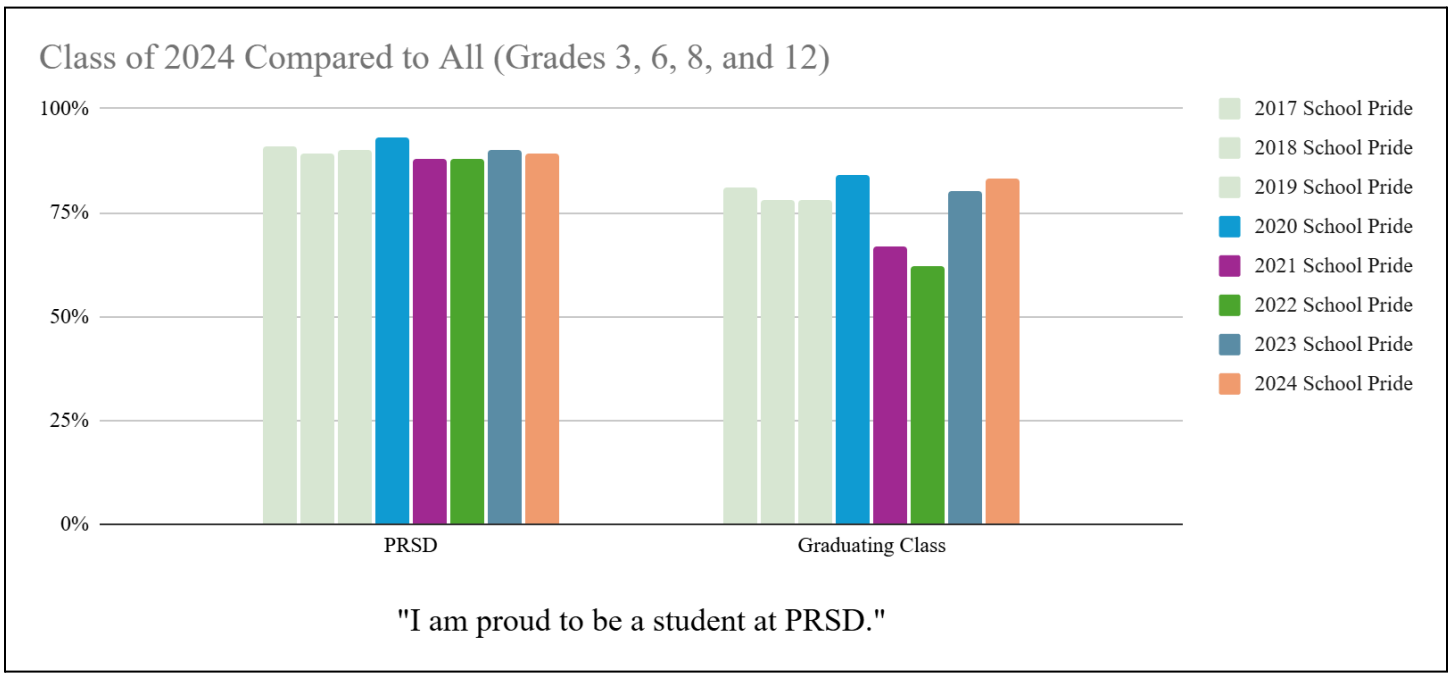





Class of 2024 Engaged in One (1) or More School-Based Activities
100%
75%
50%
25%
0%
30%
22%
11%
19%
25%
23%
20%
46%
18%
16%
16%
19%
27%
39%
54%
17%
70%
78%
89%
81%
0 Activities
1 Activity
2 Activities
3+ Activities
% in Activity
2021
2022
2023
2024


Class of 2024 Compared to All (Grades 3, 6, 8, and 12)
100%
75%
50%
25%
0%
PRSD
Graduating Class
2017 Overall
2018 Overall
2019 Overall
2020 Overall
2021 Overall
2022 Overall
2023 Overall
2024 Overall
"I am satisfied with my overall experience at school."





Source: PRSD Annual Stakeholder Survey Data, 2024

Finding:

1. The majority of our graduates continue to be accepted into their first or second college/university choice.
2. The percentage of graduates reporting they are undecided with their initial post-secondary plans has increased over the past two years.
3. The Class of 2024's perceptions of their PRSD experience decreased compared to the Class of 2023.
4. The Class of 2024's statement of "proud to be PR" improved to near a historic high compared to other graduating classes.

Next Steps

1. Improving school culture has been a focus area at PRHS over the past two years. It continues to be part of the building goal. Moving forward, staff, parents and students will continue to collaborate on ways to connect all students to our schools through clubs, activities, and athletics.
2. Review and refine the annual activities fair for 9-10 grade students.
3. Monitor student engagement throughout the year and connect with students who have not identified a club or activity of interest.
4. Provide parents and students with training on how to use Naviance as a tool for college and career awareness and preparation.

Conclusion and Next Steps

At the highest level, the 2024 Academic Achievement and Growth Report is **good news**! Pine-Richland students are performing at high levels compared to the state and nation on a range of standardized tests. This performance is a reflection of **student effort and persistence**. This performance is a reflection of **staff knowledge, skill, passion, and relationships.** This performance reinforces **parent support for the value of a quality education**.

We can also improve! One of the key strategic initiatives for 2024 - 2025 is the intentional commitment to the concepts of **Alignment (Curriculum), Time (Instruction), and Feedback (Assessment)**. These key elements comprise the Model for Teaching and Learning. Specifically, the system of education at PRSD will continue to focus on:

- **Alignment** speaks to the importance of our curriculum being aligned with the standards. This alignment is reinforced through daily lesson plans. Horizontal alignment supports vertical alignment as students progress through the K - 12 system. Teams have created pacing charts and are ensuring accountability to the written curriculum.

- **Time** addresses the effective use of the instructional opportunities we have with students on a daily basis. Efficient and effective use of time maximizes the learning activities in the classroom. Learning happens in different ways for students. These differences require teachers to modify the content, process, and products of learning to meet individual needs.

- **Feedback** is critical for learning. In addition to sparking curiosity and engagement, the ultimate goal is to help students master the content and demonstrate both achievement and growth over time on benchmark and classroom-based assessments, as well as standardized measures. Feedback can occur in formal and informal ways. Staff members also received feedback from students and through dialogue with colleagues and administrators. Ensuring a feedback-rich environment helps each individual to achieve their best.

The MTSS and Continuum of Services models help ensure systems that can meet varied needs. Through our updated vision, we know that **learning happens "inside and outside" the classroom**. We see other evidence of student learning through our graduate portrait, arts, athletics, and activities. The entire K - 12 experience is designed to help students gain the knowledge, skills, and experiences to **Pursue Your Path** after high school.

Appendix

Grades 3 - 8 Aggregate PSSA Summary Data Segmented by Group (Return to Executive Summary)

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
All Students	2052	3	19	52	27	21.2	78.8
Historically Underperforming	504	10	41	35	13	51.4	48.6
IEP-Special Education	386	13	47	27	13	59.8	40.2
English Learner							
Economically Disadvantaged	187	9	33	47	11	42.2	57.8
Male	1064	3	24	50	23	26.8	73.2
Female	988	2	13	54	31	15.1	84.9
American Indian/Alaskan Native (not Hispanic)							
Asian (not Hispanic)	154	1	12	42	45	13.0	87.0
Black or African American (not Hispanic)	27	4	26	56	15	29.6	70.4
Hispanic (any race)	55	7	24	53	16	30.9	69.1
Multi-Racial (not Hispanic)	58	3	19	48	29	22.4	77.6
White (not Hispanic)	1748	2	19	53	26	21.5	78.5
Native Hawaiian/other Pacific Islander (not Hispanic)							
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
All Students	2050	10	21	35	34	31.6	68.4
Historically Underperforming	502	32	28	22	19	59.8	40.2
IEP-Special Education	385	37	29	16	18	66.0	34.0
English Learner							
Economically Disadvantaged	186	34	22	29	15	56.5	43.5
Male	1062	11	20	33	36	30.8	69.2
Female	988	9	23	37	31	32.4	67.6
American Indian/Alaskan Native (not Hispanic)							
Asian (not Hispanic)	154	3	8	24	65	11.0	89.0
Black or African American (not Hispanic)	27	30	15	33	22	44.4	55.6
Hispanic (any race)	54	24	19	30	28	42.6	57.4
Multi-Racial (not Hispanic)	58	17	14	34	34	31.0	69.0
White (not Hispanic)	1747	10	23	36	31	32.9	67.1
Native Hawaiian/other Pacific Islander (not Hispanic)							
Migrant	0	0	0	0	0		

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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
All Students	667	3	7	37	53	10.6	89.4
Historically Underperforming	157	11	14	46	29	24.8	75.2
IEP-Special Education	119	13	16	40	31	28.6	71.4
English Learner							
Economically Disadvantaged	60	10	22	48	20	31.7	68.3
Male	348	4	8	32	56	11.8	88.2
Female	319	3	7	41	49	9.4	90.6
American Indian/Alaskan Native (not Hispanic)	0	0	0	0	0		
Asian (not Hispanic)	64	6	3	19	72	9.4	90.6
Black or African American (not Hispanic)							
Hispanic (any race)	16	6	19	44	31	25.0	75.0
Multi-Racial (not Hispanic)	16	6	6	56	31	12.5	87.5
White (not Hispanic)	565	3	7	38	52	9.9	90.1
Native Hawaiian/other Pacific Islander (not Hispanic)							
Migrant	0	0	0	0	0		

*Total Test <11 were hidden for anonymity purposes.

Grade 3 ELA & Math Detailed Proficiency Levels: Return to Overview (ELA) (Math)

Group	Subject	Year	Grade 3 ELA						
			Mean SS	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency	3 Year (pre-Covid) Average
STATE	ELA Grade 3	2017	1040	12.1	23.3	47.6	17.1	64.6	
STATE	ELA Grade 3	2018	1040	10.4	26.1	44.4	19.1	63.5	
STATE	ELA Grade 3	2019	1040	11.4	26.6	45.4	16.5	61.9	63.3
STATE	ELA Grade 3	2021	1030	14	27.7	44.1	14.2	58.3	
STATE	ELA Grade 3	2022	1020	17.9	29.7	40.6	11.8	52.3	
STATE	ELA Grade 3	2023	1020	14.4	31.6	41.9	12.1	54	
STATE	ELA Grade 3	2024	1010	16.2	28	46.7	9.1	55.8	
PRSD	ELA Grade 3	2017	1130	0.9	6.5	46	46.6	92.6	
PRSD	ELA Grade 3	2018	1130	0.9	8.3	45.7	45.1	90.9	
PRSD	ELA Grade 3	2019	1140	1.5	7.2	40.7	50.6	91.3	91.6
PRSD	ELA Grade 3	2021	1120	1	10.3	49.7	39.1	88.8	
PRSD	ELA Grade 3	2022	1130	1.8	8.4	46.1	43.7	89.8	
PRSD	ELA Grade 3	2023	1080	3.1	22.7	50.2	24	74.1	
PRSD	ELA Grade 3	2024	1080	3.7	16.3	57.2	22.8	80	

Group	Subject	Year	Grade 3 Mathematics						
			Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency	3 Year (pre-Covid) Average
STATE	Math Grade 3	2017	1020	25.9	19.7	28.4	26	54.5	
STATE	Math Grade 3	2018	1020	24.5	21.4	31.4	22.7	54.1	
STATE	Math Grade 3	2019	1030	22.4	21.6	29.3	26.7	56	54.9
STATE	Math Grade 3	2021	1000	31	21.7	29.5	17.8	47.3	
STATE	Math Grade 3	2022	1000	28.9	23.4	26.9	20.9	47.7	
STATE	Math Grade 3	2023	1010	24.9	23.4	30.1	21.6	51.7	
STATE	Math Grade 3	2024	1010	26.2	22.4	30.8	20.6	51.4	
PRSD	Math Grade 3	2017	1150	1.9	9.9	25.7	62.5	88.2	
PRSD	Math Grade 3	2018	1130	2.3	10.3	28.3	59.1	87.4	
PRSD	Math Grade 3	2019	1150	3	6	20.8	70.1	90.9	88.8
PRSD	Math Grade 3	2021	1090	7.1	11.6	40.5	40.8	81.4	
PRSD	Math Grade 3	2022	1120	3.9	11.4	27.5	57.2	84.7	
PRSD	Math Grade 3	2023	1100	5.3	13.7	34.9	46.1	81	
PRSD	Math Grade 3	2024	1100	7	14.4	33.5	45.1	78.6	

Grade 4 ELA, Math, & Science Detailed Proficiency Levels: Return to Overview (ELA) (Math) (Science)

Group	Subject	Year	Grade 4 ELA Mean SS	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency	3 Year (pre-Covid) Average
State	ELA Grade 4	2017	1030	10.9	28.2	35.3	25.7	60.9	
State	ELA Grade 4	2018	1030	9.7	30.6	34.7	25.1	59.8	
State	ELA Grade 4	2019	1040	10.3	26.1	36.3	27.3	63.6	61.4
State	ELA Grade 4	2021	1020	11.9	31.5	35.2	21.4	56.6	
State	ELA Grade 4	2022	1010	18.6	29.2	30.9	21.3	52.2	
State	ELA Grade 4	2023	1010	17.2	31	30.4	21.4	51.8	
State	ELA Grade 4	2024	1000	16.2	32.4	34.6	16.9	51.4	
PRSD	ELA Grade 4	2017	1090	0.9	9.7	46.1	43.3	89.4	
PRSD	ELA Grade 4	2018	1110	1.2	12.4	31.7	54.7	86.4	
PRSD	ELA Grade 4	2019	1120	0.6	8.7	34.4	56.3	90.7	88.8
PRSD	ELA Grade 4	2021	1070	4.9	16.2	39.2	39.8	79	
PRSD	ELA Grade 4	2022	1090	3.4	18.1	32.5	46	78.5	
PRSD	ELA Grade 4	2023	1100	4.1	12.4	33.3	50.1	83.5	
PRSD	ELA Grade 4	2024	1080	3.4	14.9	40.2	41.5	81.7	

Group	Subject	Year	Grade 4 Mathematics Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency	3 Year (pre-Covid) Average
State	Math Grade 4	2017	990	26.1	27.3	28.5	18.1	46.6	
State	Math Grade 4	2018	990	29.8	26.7	25.8	17.8	43.5	
State	Math Grade 4	2019	990	26.1	27.7	27.2	19	46.2	45.4
State	Math Grade 4	2021	970	33.9	30.6	23.4	12.1	35.6	
State	Math Grade 4	2022	980	30.9	26.8	25.3	17	42.3	
State	Math Grade 4	2023	990	25.1	28.5	30	16.5	46.5	
State	Math Grade 4	2024	1000	24.9	26.4	27.4	21.3	48.6	
PRSD	Math Grade 4	2017	1070	7	17.4	36.6	39	75.6	
PRSD	Math Grade 4	2018	1080	6.9	19.6	32.2	41.3	73.5	
PRSD	Math Grade 4	2019	1070	5.4	23.4	36.6	34.6	71.3	73.5
PRSD	Math Grade 4	2021	1020	11.7	36.2	31.7	20.4	52.1	
PRSD	Math Grade 4	2022	1070	6.7	19.3	37.3	36.7	74	
PRSD	Math Grade 4	2023	1060	6.8	15.3	46.9	31	77.9	
PRSD	Math Grade 4	2024	1080	7	17.4	37.2	38.4	75.6	

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Group	Subject	Year	Grade 4 Science						
			Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency	3 Year (pre-Covid) Average
State	Science Grade 4	2017	1410	5.3	20.2	41.6	33	74.5	
State	Science Grade 4	2018	1410	5.4	19.1	39.7	35.8	75.5	
State	Science Grade 4	2019	1420	5	17.2	39	38.8	77.8	75.9
State	Science Grade 4	2021	1400	7.6	16.6	43.5	32.3	75.8	
State	Science Grade 4	2022	1410	8	18.3	36.5	37.2	73.7	
State	Science Grade 4	2023	1410	7.8	18	38.9	35.2	74.2	
State	Science Grade 4	2024	1420	6.2	16.7	40.3	36.8	77.1	
PRSD	Science Grade 4	2017	1510	0.6	5.5	36.3	57.6	93.9	
PRSD	Science Grade 4	2018	1520	0.6	5.1	30	64.3	94.3	
PRSD	Science Grade 4	2019	1510	0.3	5.1	38	56.6	94.6	94.3
PRSD	Science Grade 4	2021	1460	1.3	6.8	46.9	45	91.9	
PRSD	Science Grade 4	2022	1530	0.6	4	34	61.3	95.4	
PRSD	Science Grade 4	2023	1520	0.6	4.1	36.9	58.4	95.3	
PRSD	Science Grade 4	2024	1510	0.9	5.5	33.6	59.9	93.6	

Grade 5 ELA & Math Detailed Proficiency Levels: Return to Overview (ELA) (Math)

Grade 5 ELA									
Group	Subject	Year	Mean SS	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency	3 Year (pre-Covid) Average
State	ELA	2017	1030	11.5	28.9	43.2	16.4	59.6	
State	ELA	2018	1030	8.9	31.7	45.4	14	59.4	
State	ELA	2019	1030	9.6	31.8	42.7	15.8	58.5	59.2
State	ELA	2021	1010	10.6	34.4	46.4	8.6	55	
State	ELA	2022	1010	17.7	28.7	40.3	13.3	53.6	
State	ELA	2023	1010	15.4	31	40.4	13.2	53.7	
State	ELA	2024	1000	16.8	31.1	42	10.2	52.2	
PRSD	ELA	2017	1090	2.2	14.6	55.7	27.4	83.1	
PRSD	ELA	2018	1110	0.6	7.6	57	34.8	91.8	
PRSD	ELA	2019	1110	1.2	9.7	51.3	37.8	89.1	88.0
PRSD	ELA	2021	1070	2.2	19.6	58.3	19.9	78.2	
PRSD	ELA	2022	1080	4.7	19	49.6	26.7	76.3	
PRSD	ELA	2023	1070	3.9	17.5	54.9	23.7	78.6	
PRSD	ELA	2024	1070	4	15.2	56.9	23.9	80.7	

Grade 5 Mathematics									
Group	Subject	Year	Mean SS	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency	3 Year (pre-Covid) Average
State	Mathematics	2017	990	24.8	31.4	27.5	16.2	43.8	
State	Mathematics	2018	990	28.7	26.1	27.4	17.8	45.2	
State	Mathematics	2019	990	23.3	33.7	27.2	15.8	43.1	44.0
State	Mathematics	2021	970	31.3	32.6	24.3	11.8	36.1	
State	Mathematics	2022	970	31.1	33.5	23.3	12.2	35.4	
State	Mathematics	2023	990	29.2	28.1	26.9	15.8	42.8	
State	Mathematics	2024	990	25.4	31.9	27.9	14.9	42.8	
PRSD	Mathematics	2017	1080	7	16.9	36.7	39.3	76	
PRSD	Mathematics	2018	1090	7.6	14.3	31.5	46.6	78.1	
PRSD	Mathematics	2019	1070	5.6	25.1	36	33.3	69.3	74.5
PRSD	Mathematics	2021	1030	10	32.8	35.3	21.9	57.2	
PRSD	Mathematics	2022	1010	13.3	33.7	36.4	16.6	53	
PRSD	Mathematics	2023	1060	9.8	20.8	37.1	32.3	69.4	
PRSD	Mathematics	2024	1070	8.9	18.1	38.2	34.8	73	

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Grade 6 ELA & Math Detailed Proficiency Levels: Return to Overview (ELA) (Math)

Grade 6 ELA									
Group	Subject	Year	Mean SS	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency	3 Year (pre-Covid) Average
State	Grade 6 ELA	2017	1040	6.9	29.5	41.4	22.2	63.6	
State	Grade 6 ELA	2018	1040	5.3	32.2	36.3	26.2	62.5	
State	Grade 6 ELA	2019	1030	5.7	31.3	42.2	20.8	63	63.0
State	Grade 6 ELA	2021	1020	7.1	35.6	39.8	17.5	57.3	
State	Grade 6 ELA	2022	1020	8.3	35.6	36.7	19.4	56.1	
State	Grade 6 ELA	2023	1020	8.1	36.3	36.8	18.8	55.6	
State	Grade 6 ELA	2024	1010	8.7	38.3	39.1	13.8	53	
PRSD	Grade 6 ELA	2017	1100	0.3	11	48.7	40.1	88.7	
PRSD	Grade 6 ELA	2018	1110	1.2	12.5	38.6	47.7	86.3	
PRSD	Grade 6 ELA	2019	1110	0.3	8.5	49.4	41.8	91.2	88.7
PRSD	Grade 6 ELA	2021	1070	1.6	15.5	56.2	26.7	82.9	
PRSD	Grade 6 ELA	2022	1070	0.3	21.5	47.6	30.6	78.2	
PRSD	Grade 6 ELA	2023	1070	1.5	23.5	46.4	28.6	75	
PRSD	Grade 6 ELA	2024	1050	1.5	24.6	53.7	20.2	73.9	

Grade 6 Mathematics									
Group	Subject	Year	Mean SS	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency	3 Year (pre-Covid) Average
State	Grade 6 Mathematics	2017	980	29.1	30.6	26.1	14.1	40.3	
State	Grade 6 Mathematics	2018	980	29.7	30.8	24.8	14.7	39.6	
State	Grade 6 Mathematics	2019	980	25.9	35.1	23.2	15.8	39	39.6
State	Grade 6 Mathematics	2021	950	35.1	36.6	20.6	7.6	28.2	
State	Grade 6 Mathematics	2022	950	38.9	28.8	18.9	13.3	32.3	
State	Grade 6 Mathematics	2023	960	33.5	30.1	23.5	12.9	36.5	
State	Grade 6 Mathematics	2024	970	31.8	30.8	22.6	14.7	37.4	
PRSD	Grade 6 Mathematics	2017	1070	5.9	15.4	43.2	35.5	78.7	
PRSD	Grade 6 Mathematics	2018	1080	7.5	19.9	32.3	40.4	72.7	
PRSD	Grade 6 Mathematics	2019	1070	5.6	21.5	33.9	39	72.9	74.8
PRSD	Grade 6 Mathematics	2021	1000	16	36.4	36.1	11.6	47.6	
PRSD	Grade 6 Mathematics	2022	1060	7.1	23.8	32.6	36.5	69.1	
PRSD	Grade 6 Mathematics	2023	1040	10.2	24.1	40.4	25.3	65.7	
PRSD	Grade 6 Mathematics	2024	1080	8.2	22.6	34.4	34.7	69.1	

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PSSA 7th Grade ELA - Proficiency Percentages Over Time

Group	Year	Grade 7 - PSSA - English Language Arts						
		Mean Scale Score	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency	3 Year Average (Pre-Covid)
State	2017	1030	3.6	36.9	40.1	19.3	59.5	60.6
State	2018	1030	2.5	35.5	44.3	17.7	61.9	
State	2019	1030	2.6	36.9	45.6	14.9	60.4	
State	2021	1010	3.9	42.8	43.5	9.8	53.3	
State	2022	1020	5.1	37.7	39.5	17.8	57.2	
State	2023	1020	4.5	41	36.8	17.7	54.5	
State	**2024**	**1010**	**4.9**	**41.7**	**37.9**	**15.5**	**53.4**	
PRSD	2017	1110	0.3	13.4	43.5	42.9	86.4	88
PRSD	2018	1110	0.3	9.9	45.9	43.8	89.8	
PRSD	2019	1100	0.0	12	50.6	37.3	88	
PRSD	2021	1060	0.6	23.8	57.1	18.5	75.5	
PRSD	2022	1080	0.6	20.6	49	29.8	78.8	
PRSD	2023	1110	0.0	13.7	41.3	45.1	86.3	
PRSD	**2024**	**1070**	**0.9**	**23.4**	**49.4**	**26.3**	**75.7**	

PSSA 7th Grade Mathematics - Proficiency Percentages Over Time

Group	Year	Grade 7 - PSSA - Mathematics						
		Mean Scale Score	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency	3 Year Average (Pre-Covid)
State	2017	970	37	25.2	22.1	15.7	37.8	38.3
State	2018	970	37.8	23.3	22.8	16.2	38.9	
State	2019	970	35.8	26	24.3	13.9	38.2	
State	2021	940	46.1	27.1	18.8	8.1	26.9	
State	2022	950	43	30	17.4	9.7	27	
State	2023	950	39.5	27.3	20.9	12.3	33.2	
State	**2024**	**960**	**37.9**	**28.1**	**21.5**	**12.4**	**34**	
PRSD	2017	1060	10.8	18.3	35.8	35	70.8	72.5
PRSD	2018	1080	11.1	10.5	38.9	39.5	78.3	
PRSD	2019	1060	9	22.5	36.1	32.4	68.5	
PRSD	2021	1000	22.6	22	37.1	18.2	55.3	
PRSD	2022	1000	18.1	34.4	31.5	16	47.6	
PRSD	2023	1050	13.1	23	34.3	29.7	64	
PRSD	**2024**	**1020**	**14.8**	**30.8**	**31.1**	**23.4**	**54.4**	

PSSA 8th Grade English Language Arts - Proficiency Percentages Over Time

Group	Year	Grade 8 - PSSA - English Language Arts						
		Mean Scale Score	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency	3 Year Average (Pre-Covid)
State	2017	1030	10.5	30.6	42.9	15.9	58.9	59.4
State	2018	1030	7.8	30.6	47.1	14.4	61.5	
State	2019	1020	11.9	30.2	41.9	16	57.9	
State	2021	1010	11.4	36	41.7	10.9	52.6	
State	2022	1010	14.4	29.9	39.7	16	55.6	
State	2023	1010	14.4	32.8	38.4	14.4	52.7	
State	**2024**	**1000**	**14.9**	**32.8**	**40.5**	**11.7**	**52.2**	
PRSD	2017	1080	2.6	13.9	54.8	28.8	83.5	83.8
PRSD	2018	1090	1.4	13.8	55.2	29.6	84.8	
PRSD	2019	1090	1.2	15.6	51.9	31.3	83.2	
PRSD	2021	1080	1.5	14.5	56.6	27.4	84	
PRSD	2022	1070	3.4	16.6	50.9	29.1	80.1	
PRSD	2023	1080	2.5	17.5	54.1	25.9	80	
PRSD	**2024**	**1080**	**1.8**	**16.8**	**54.4**	**27.1**	**81.5**	

PSSA 8th Grade Mathematics - Proficiency Percentages Over Time

Group	Year	Grade 8 - PSSA - Mathematics						
		Mean Scale Score	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency	3 Year Average (Pre-Covid)
State	2017	950	39.7	27.8	21.9	10.6	32.5	31.9
State	2018	950	41.1	27.9	20.2	10.8	31.1	
State	2019	950	39.6	28.2	22.3	9.9	32.2	
State	2021	920	53.5	24.5	15.8	6.3	22.1	
State	2022	920	50.3	27.1	15.7	6.8	22.6	
State	2023	930	46.9	27	17.7	8.3	26.1	
State	**2024**	**940**	**45.4**	**26**	**18.8**	**9.8**	**28.5**	
PRSD	2017	1030	12.6	26.5	39.1	21.9	60.9	61.9
PRSD	2018	1030	12.2	30.4	33.1	24.3	57.5	
PRSD	2019	1050	9.8	23.1	42	25.1	67.2	
PRSD	2021	990	22.5	31.4	30.2	16	46.2	
PRSD	2022	1000	18.5	33.5	32.3	15.7	48	
PRSD	2023	1010	16.3	32.7	34.6	16.3	51	
PRSD	**2024**	**1030**	**14.7**	**25.4**	**34.8**	**25.1**	**59.9**	

PSSA 8th Grade Science- Proficiency Percentages Over Time

Group	Year	Grade 8 - PSSA - Mathematics						
		Mean Scale Score	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency	3 Year Average (Pre-Covid)
State	2017	1300	25	22.4	31.5	21.2	52.7	54.9
State	2018	1310	22.2	23.9	33.5	20.4	53.9	
State	2019	1320	20	21.9	35.1	23.1	58.2	
State	2021	1290	26.7	22.5	31.2	19.6	50.8	
State	2022	1290	28.3	20.6	31	20.1	51.1	
State	2023	1310	24.5	18.4	30.8	26.2	57	
State	**2024**	**1310**	**26**	**19.5**	**32.3**	**22.2**	**54.5**	
PRSD	2017	1370	10.9	18.1	39.9	31.1	71	75.7
PRSD	2018	1380	7.5	20	43.1	29.4	72.5	
PRSD	2019	1420	5.9	10.4	43.5	40.2	83.7	
PRSD	2021	1400	4.6	18.2	40.4	36.7	77.2	
PRSD	2022	1410	11	13.5	39.3	36.2	75.5	
PRSD	2023	1430	4.2	10.4	42.3	43.1	85.4	
PRSD	**2024**	**1460**	**5.6**	**9.1**	**39.2**	**46**	**85.3**	

Algebra Keystone - Proficiency Percentages Over Time

Group	Subject	Year	Algebra I - FIRST TIME TEST TAKERS						
			Mean SS	Below Basic	Basic	Proficient	Advanced	% At/Above Prof.	3 Year (pre-Covid) Average
STATE	Algebra I	Spring 2017	1505.2	15.5	32.3	26.6	25.6	52.2	50.7
STATE	Algebra I	Spring 2018	1502.6	16.1	32.8	27.8	23.3	51.1	
STATE	Algebra I	Spring 2019	1481.3	19.2	32.0	23.5	25.3	48.8	
STATE	Algebra I	Spring 2021	1481.3	25.4	37.4	23	14.3	37.2	
STATE	Algebra I	Spring 2022	1481.8	26.6	36.6	21	15.8	36.8	
STATE	Algebra I	Spring 2023	1484.4	23.8	39.4	20.3	16.6	36.8	
STATE	**Algebra I**	**Spring 2024**	**1487.6**	**25.5**	**35.1**	**20.5**	**19.0**	**39.5**	
PRSD	Algebra I	Spring 2017	1546.0	3.5	17.3	30.3	48.9	79.2	83.1
PRSD	Algebra I	Spring 2018	1550.4	1.4	16.5	28.8	53.3	82.1	
PRSD	Algebra I	Spring 2019	1528.1	.3	11.7	26.8	61.1	88.0	
PRSD	Algebra I	Spring 2021	1528.1	4.3	26.8	33.9	35	68.9	
PRSD	Algebra I	Spring 2022	1530.2	4.2	23.4	33.8	38.6	72.4	
PRSD	Algebra I	Spring 2023	1529.7	2.9	26.6	31.6	38.8	70.5	
PRSD	**Algebra I**	**Spring 2024**	**1539.1**	**3.0**	**18.4**	**35.3**	**43.3**	**78.6**	

Biology First Time Test Takers - Proficiency Percentages Over Time

Group	Subject	Year	Biology - FIRST TIME TEST TAKERS						
			Mean SS	Below Basic	Basic	Proficient	Advanced	% At/Above Prof.	3 Year (pre-Covid) Average
STATE	Biology	Spring 2017	1512.5	16.9	25.9	32.7	24.5	57.2	56.8
STATE	Biology	Spring 2018	1513.0	21.6	20.6	29.1	28.7	57.8	
STATE	Biology	Spring 2019	1511.4	21.0	23.7	28.9	26.5	55.3	
STATE	Biology	Spring 2021	1499.9	23.7	30.4	27.3	18.6	45.9	
STATE	Biology	Spring 2022	1501.9	26	26	27.1	20.9	48	
STATE	Biology	Spring 2023	1499.5	27.8	26.0	26.8	19.5	46.2	
STATE	**Biology**	**Spring 2024**	**1499.6**	**26.9**	**26.6**	**26.8**	**19.8**	**46.6**	
PRSD	Biology	Spring 2017	1533.2	3.0	20.1	41.9	35.0	76.9	77.0
PRSD	Biology	Spring 2018	1540.5	5.7	13.7	35.8	44.8	80.7	
PRSD	Biology	Spring 2019	1528.4	6.8	19.8	41.3	32.0	73.3	
PRSD	Biology	Spring 2021	1536	3.3	15.2	43.6	37.9	81.5	
PRSD	Biology	Spring 2022	1547	5	13.3	34.5	47.2	81.8	
PRSD	Biology	Spring 2023	1537.9	7.8	16.7	37.1	38.4	75.5	
PRSD	**Biology**	**Spring 2024**	**1547.8**	**2.3**	**9.5**	**37.8**	**50.4**	**88.2**	

Literature Keystone - Proficiency Percentages Over Time

Group	Subject	Year	Literature - FIRST TIME TEST TAKERS						
			Mean SS	Below Basic	Basic	Proficient	Advanced	% At/ Above Prof.	3 Year (pre-Covid) Average
STATE	Literature	Spring 2017	1515.7	10.8	24.1	55.3	9.8	65.1	64.8
STATE	Literature	Spring 2018	1517.0	11.9	22.8	52.1	13.2	65.3	
STATE	Literature	Spring 2019	1514.4	13.2	23.0	53.3	10.6	63.9	
STATE	Literature	Spring 2021	1511	14	27.8	47.5	10.7	58.2	
STATE	Literature	Spring 2022	1511.1	13.3	26.2	51.3	9.3	60.6	
STATE	Literature	Spring 2023	1510.9	13.5	27.6	48.5	10.4	58.9	
STATE	**Literature**	**Spring 2024**	**1511.4**	**15.7**	**25.4**	**46.8**	**12.1**	**58.9**	
PRSD	Literature	Spring 2017	1540.4	2.6	11.7	66.6	19.1	85.7	87.2
PRSD	Literature	Spring 2018	1551.7	1.6	11.1	61.0	26.4	87.3	
PRSD	Literature	Spring 2019	1556.2	3.0	8.4	61.1	27.4	88.6	
PRSD	Literature	Spring 2021	1555.5	1.4	11.5	59.7	27.4	87.1	
PRSD	Literature	Spring 2022	1548.3	2.1	11.5	65.6	20.8	86.4	
PRSD	Literature	Spring 2023	1543.9	2.3	14.9	62.9	19.8	82.8	
PRSD	**Literature**	**Spring 2024**	**1559.4**	**3.0**	**9.4**	**57.1**	**30.5**	**87.5**	

Eden Hall Upper Elementary Grades 4-6 Demographically Segmented Achievement Data by Subject

Grades 4 - 6 ELA Achievement Data Segmented by Demographic Group

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
All Students	1014	3	18	50	28	21.1	78.9
Historically Underperforming	274	11	38	35	17	48.2	51.8
IEP-Special Education	206	14	43	27	17	56.3	43.7
English Learner	3						
Economically Disadvantaged	108	11	31	44	13	42.6	57.4
Male	517	3	23	49	25	26.5	73.5
Female	497	2	13	52	32	15.5	84.5
American Indian/Alaskan Native (not Hispanic)	5						
Asian (not Hispanic)	72	1	11	43	44	12.5	87.5
Black or African American (not Hispanic)	13	0	31	62	8	30.8	69.2
Hispanic (any race)	30	13	27	37	23	40.0	60.0
Multi-Racial (not Hispanic)	31	3	19	45	32	22.6	77.4
White (not Hispanic)	862	3	18	52	27	21.0	79.0
Native Hawaiian/other Pacific Islander (not Hispanic)	1						
Migrant	0	0	0	0	0		

*Total Test <11 were hidden for anonymity purposes.

Grades 4 - 6 Math Achievement Data Segmented by Demographic Group

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
All Students	1013	8	19	37	36	27.2	72.8
Historically Underperforming	273	27	27	26	20	54.2	45.8
IEP-Special Education	205	31	31	19	19	62.4	37.6
English Learner	3						
Economically Disadvantaged	108	32	19	33	15	51.9	48.1
Male	516	9	18	34	39	26.7	73.3
Female	497	7	20	39	33	27.8	72.2
American Indian/Alaskan Native (not Hispanic)	5						
Asian (not Hispanic)	72	3	7	26	64	9.7	90.3
Black or African American (not Hispanic)	13	15	15	46	23	30.8	69.2
Hispanic (any race)	30	27	13	37	23	40.0	60.0
Multi-Racial (not Hispanic)	31	23	16	32	29	38.7	61.3
White (not Hispanic)	861	7	21	38	34	27.9	72.1
Native Hawaiian/other Pacific Islander (not Hispanic)	1						
Migrant	0	0	0	0	0		

*Total Test <11 were hidden for anonymity purposes.

Pine-Richland Middle School Grades 7-8 Demographically Segmented Achievement Data by Subject

Grades 7-8 ELA Achievement Data Segmented by Demographic Group

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
All Students	678	1	20	52	27	21.4	78.6
Historically Underperforming	127	6	51	35	7	57.5	42.5
IEP-Special Education	90	9	63	23	4	72.2	27.8
English Learner	3						
Economically Disadvantaged	51	4	33	53	10	37.3	62.7
Male	354	1	27	51	21	28.0	72.0
Female	324	1	13	53	32	14.2	85.8
American Indian/Alaskan Native (not Hispanic)	0	0	0	0	0		
Asian (not Hispanic)	57	0	14	35	51	14.0	86.0
Black or African American (not Hispanic)	7						
Hispanic (any race)	19	0	21	79	0	21.1	78.9
Multi-Racial (not Hispanic)	19	5	11	53	32	15.8	84.2
White (not Hispanic)	575	1	21	53	25	22.1	77.9
Native Hawaiian/other Pacific Islander (not Hispanic)	1						
Migrant	0	0	0	0	0		

*Total Test <11 were hidden for anonymity purposes.

Grades 7-8 Math Achievement Data Segmented by Demographic Group

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
All Students	677	15	28	33	24	42.8	57.2
Historically Underperforming	126	50	29	13	8	78.6	21.4
IEP-Special Education	90	61	23	10	6	84.4	15.6
English Learner							
Economically Disadvantaged	50	40	30	20	10	70.0	30.0
Male	353	17	25	34	25	41.4	58.6
Female	324	13	32	32	23	44.4	55.6
American Indian/Alaskan Native (not Hispanic)	0	0	0	0	0		
Asian (not Hispanic)	57	5	11	23	61	15.8	84.2
Black or African American (not Hispanic)							
Hispanic (any race)	18	22	33	17	28	55.6	44.4
Multi-Racial (not Hispanic)	19	16	11	42	32	26.3	73.7
White (not Hispanic)	575	15	30	35	20	45.2	54.8
Native Hawaiian/other Pacific Islander (not Hispanic)							
Migrant	0	0	0	0	0		

Grades 4 & 8 Science Achievement Data Segmented by Demographic Group

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
All Students	667	3	7	37	53	10.6	89.4
Historically Underperforming	157	11	14	46	29	24.8	75.2
IEP-Special Education	119	13	16	40	31	28.6	71.4
English Learner							
Economically Disadvantaged	60	10	22	48	20	31.7	68.3
Male	348	4	8	32	56	11.8	88.2
Female	319	3	7	41	49	9.4	90.6
American Indian/Alaskan Native (not Hispanic)	0	0	0	0	0		
Asian (not Hispanic)	64	6	3	19	72	9.4	90.6
Black or African American (not Hispanic)							
Hispanic (any race)	16	6	19	44	31	25.0	75.0
Multi-Racial (not Hispanic)	16	6	6	56	31	12.5	87.5
White (not Hispanic)	565	3	7	38	52	9.9	90.1
Native Hawaiian/other Pacific Islander (not Hispanic)							
Migrant	0	0	0	0	0		

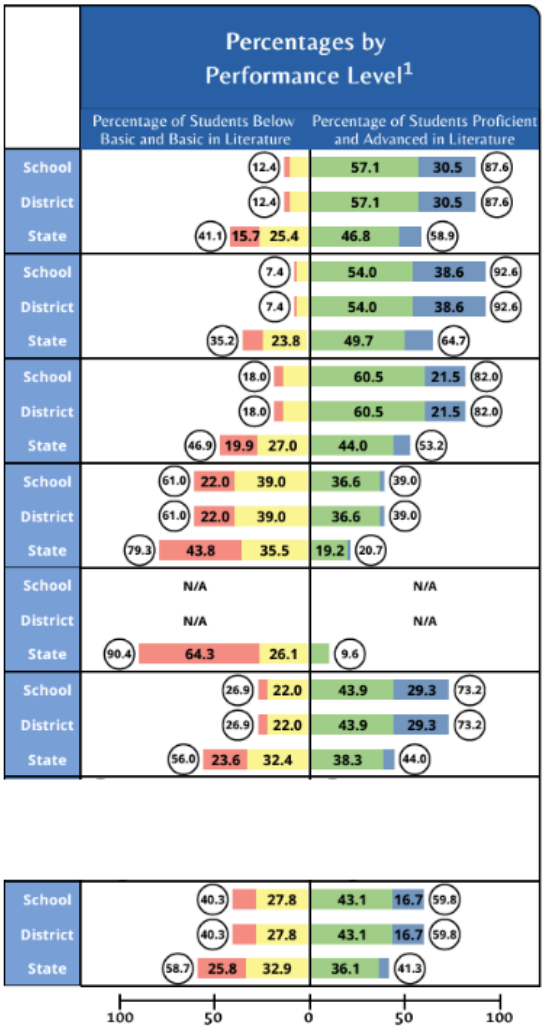
*Total Test <11 were hidden for anonymity purposes.

Keystone Exam Achievement Data Segmented by Demographic Group

Literature First-Time Testers

Performance Level Summary by Group: First-Time Testers

	Literature		School				District				State			
			Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
	All Students	#	11	34	206	110	11	34	206	110	16,874	27,335	50,272	12,958
		%	3.0	9.4	57.1	30.5	3.0	9.4	57.1	30.5	15.7	25.4	46.8	12.1
GENDER	Female	#	2	12	102	73	2	12	102	73	5,990	12,543	26,191	7,922
		%	1.1	6.3	54.0	38.6	1.1	6.3	54.0	38.6	11.4	23.8	49.7	15.0
	Male	#	9	22	104	37	9	22	104	37	10,881	14,790	24,081	5,034
		%	5.2	12.8	60.5	21.5	5.2	12.8	60.5	21.5	19.9	27.0	44.0	9.2
PROGRAM STATUS	IEP-Special Education	#	9	16	15	1	9	16	15	1	8,015	6,485	3,510	276
		%	22.0	39.0	36.6	2.4	22.0	39.0	36.6	2.4	43.8	35.5	19.2	1.5
	Migrant Education Program	#	0	0	0	0	0	0	0	0	101	41	15	0
		%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	64.3	26.1	9.6	0.0
	Economically Disadvantaged	#	2	9	18	12	2	9	18	12	11,460	15,769	18,598	2,794
		%	4.9	22.0	43.9	29.3	4.9	22.0	43.9	29.3	23.6	32.4	38.3	5.7
	English Learner	#												
		%												
	Historically Underperforming	#	9	20	31	12	9	20	31	12	14,725	18,777	20,650	2,986
		%	12.5	27.8	43.1	16.7	12.5	27.8	43.1	16.7	25.8	32.9	36.1	5.2

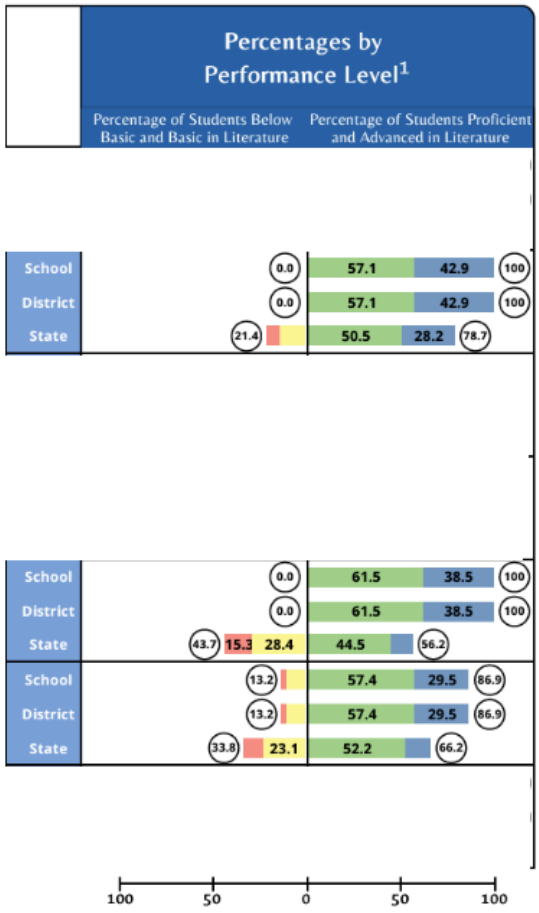


*Total Test <11 were hidden for anonymity purposes.

Performance Level Summary by Group: First-Time Testers (Continued)

RACE/ETHNICITY

Literature		School				District				State			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
American Indian / Alaskan Native (not Hispanic)	#												
	%												
Asian (not Hispanic)	#	0	0	12	9	0	0	12	9	409	732	2,699	1,506
	%	0.0	0.0	57.1	42.9	0.0	0.0	57.1	42.9	7.7	13.7	50.5	28.2
Black or African American (not Hispanic)	#												
	%												
Hispanic (any race)	#												
	%												
Multi-Racial/Two or more races (not Hispanic)	#	0	0	8	5	0	0	8	5	729	1,351	2,115	556
	%	0.0	0.0	61.5	38.5	0.0	0.0	61.5	38.5	15.3	28.4	44.5	11.7
White (not Hispanic)	#	9	32	179	92	9	32	179	92	7,376	15,894	35,908	9,673
	%	2.9	10.3	57.4	29.5	2.9	10.3	57.4	29.5	10.7	23.1	52.2	14.0
Native Hawaiian or other Pacific Islander (not Hispanic)	#												
	%												



[1] If a percentage is not displayed within the bar graph, consult the table for the actual percentage.
Summaries are based on students' highest scores to date.
Please note that the percentages in the tables may not add up to 100% due to rounding.

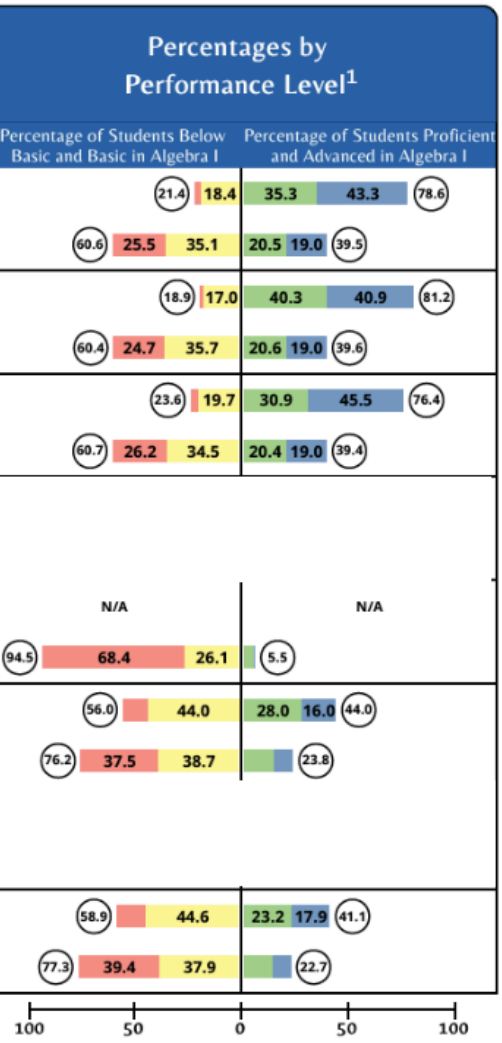
*Total Test <11 were hidden for anonymity purposes.

Keystone Exam Achievement Data Segmented by Demographic Group

Algebra First-Time Testers

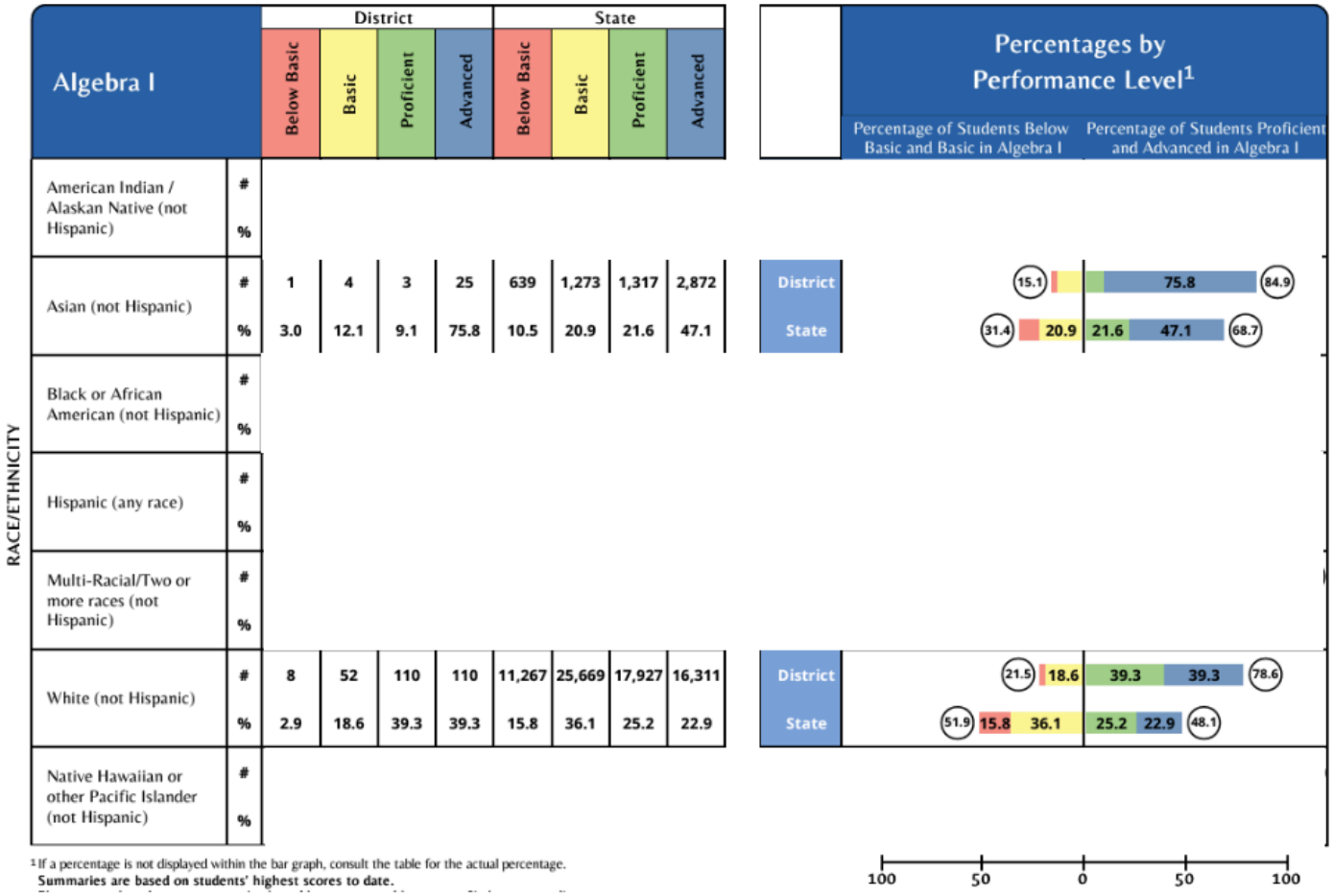
Performance Level Summary by Group: First-Time Testers

	Algebra I		District Below Basic	District Basic	District Proficient	District Advanced	State Below Basic	State Basic	State Proficient	State Advanced
	All Students	#	10	62	119	146	29,380	40,471	23,630	21,903
		%	3.0	18.4	35.3	43.3	25.5	35.1	20.5	19.0
GENDER	Female	#	3	27	64	65	13,862	20,028	11,544	10,651
		%	1.9	17.0	40.3	40.9	24.7	35.7	20.6	19.0
	Male	#	7	35	55	81	15,515	20,436	12,081	11,250
		%	3.9	19.7	30.9	45.5	26.2	34.5	20.4	19.0
PROGRAM STATUS	IEP-Special Education	#								
		%								
	Migrant Education Program	#	0	0	0	0	173	66	13	1
		%	N/A	N/A	N/A	N/A	68.4	26.1	5.1	0.4
	Economically Disadvantaged	#	3	11	7	4	20,200	20,830	7,970	4,868
		%	12.0	44.0	28.0	16.0	37.5	38.7	14.8	9.0
	English Learner	#								
		%								
	Historically Underperforming	#	8	25	13	10	24,985	24,072	8,902	5,524
		%	14.3	44.6	23.2	17.9	39.4	37.9	14.0	8.7



*Total Test <11 were hidden for anonymity purposes.

Performance Level Summary by Group: First-Time Testers (Continued)



Algebra I		District				State			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
American Indian / Alaskan Native (not Hispanic)	#								
	%								
Asian (not Hispanic)	#	1	4	3	25	639	1,273	1,317	2,872
	%	3.0	12.1	9.1	75.8	10.5	20.9	21.6	47.1
Black or African American (not Hispanic)	#								
	%								
Hispanic (any race)	#								
	%								
Multi-Racial/Two or more races (not Hispanic)	#								
	%								
White (not Hispanic)	#	8	52	110	110	11,267	25,669	17,927	16,311
	%	2.9	18.6	39.3	39.3	15.8	36.1	25.2	22.9
Native Hawaiian or other Pacific Islander (not Hispanic)	#								
	%								

RACE/ETHNICITY

[1] If a percentage is not displayed within the bar graph, consult the table for the actual percentage.
Summaries are based on students' highest scores to date.

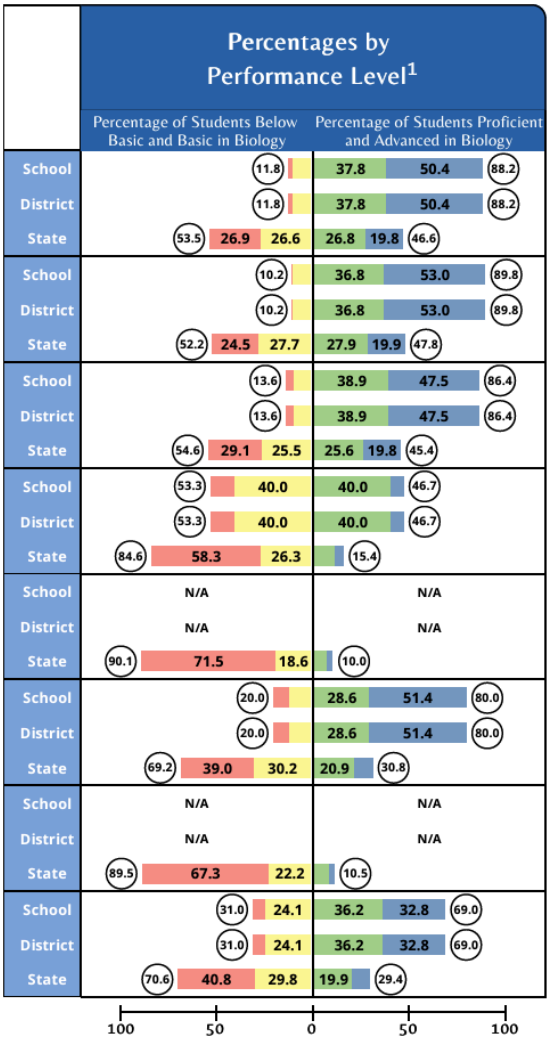
*Total Test <11 were hidden for anonymity purposes.

Keystone Exam Achievement Data Segmented by Demographic Group

Biology First-Time Testers

Performance Level Summary by Group: First-Time Testers

	Biology		School				District				State			
			Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
	All Students	#	8	33	131	175	8	33	131	175	29,891	29,558	29,778	22,092
		%	2.3	9.5	37.8	50.4	2.3	9.5	37.8	50.4	26.9	26.6	26.8	19.8
GENDER	Female	#	1	18	68	98	1	18	68	98	13,384	15,100	15,243	10,835
		%	0.5	9.7	36.8	53.0	0.5	9.7	36.8	53.0	24.5	27.7	27.9	19.9
	Male	#	7	15	63	77	7	15	63	77	16,503	14,456	14,534	11,257
		%	4.3	9.3	38.9	47.5	4.3	9.3	38.9	47.5	29.1	25.5	25.6	19.8
PROGRAM STATUS	IEP-Special Education	#	4	12	12	2	4	12	12	2	11,040	4,977	2,056	858
		%	13.3	40.0	40.0	6.7	13.3	40.0	40.0	6.7	58.3	26.3	10.9	4.5
	Migrant Education Program	#	0	0	0	0	0	0	0	0	158	41	15	7
		%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	71.5	18.6	6.8	3.2
	Economically Disadvantaged	#	3	4	10	18	3	4	10	18	19,939	15,421	10,679	5,067
		%	8.6	11.4	28.6	51.4	8.6	11.4	28.6	51.4	39.0	30.2	20.9	9.9
	English Learner	#	0	0	0	0	0	0	0	0	4,148	1,371	490	159
		%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	67.3	22.2	7.9	2.6
	Historically Underperforming	#	4	14	21	19	4	14	21	19	24,670	18,029	11,992	5,719
		%	6.9	24.1	36.2	32.8	6.9	24.1	36.2	32.8	40.8	29.8	19.9	9.5



*Total Test <11 were hidden for anonymity purposes.

Performance Level Summary by Group: First-Time Testers (Continued)

Biology		School				District				State			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
RACE/ETHNICITY													
American Indian / Alaskan Native (not Hispanic)	#												
	%												
Asian (not Hispanic)	#	0	0	9	13	0	0	9	13	617	750	1,484	2,745
	%	0.0	0.0	40.9	59.1	0.0	0.0	40.9	59.1	11.0	13.4	26.5	49.1
Black or African American (not Hispanic)	#												
	%												
Hispanic (any race)	#												
	%												
Multi-Racial/Two or more races (not Hispanic)	#	0	0	3	10	0	0	3	10	1,485	1,381	1,228	885
	%	0.0	0.0	23.1	76.9	0.0	0.0	23.1	76.9	29.8	27.7	24.7	17.8
White (not Hispanic)	#	8	31	114	146	8	31	114	146	13,007	18,757	22,150	16,442
	%	2.7	10.4	38.1	48.8	2.7	10.4	38.1	48.8	18.5	26.7	31.5	23.4
Native Hawaiian or other Pacific Islander (not Hispanic)	#												
	%												

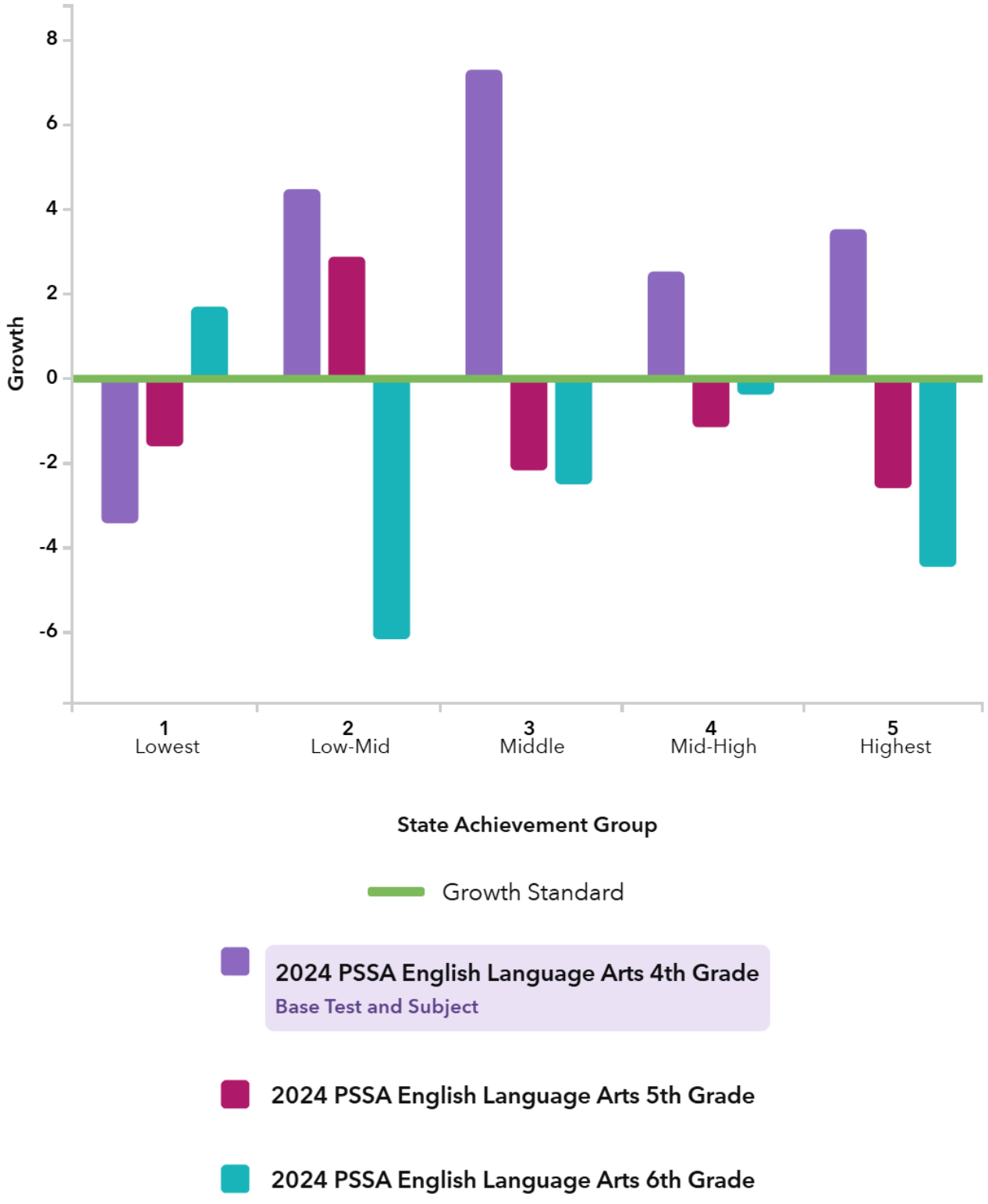
[1] If a percentage is not displayed within the bar graph, consult the table for the actual percentage.
Summaries are based on students' highest scores to date.

*Total Test <11 were hidden for anonymity purposes.

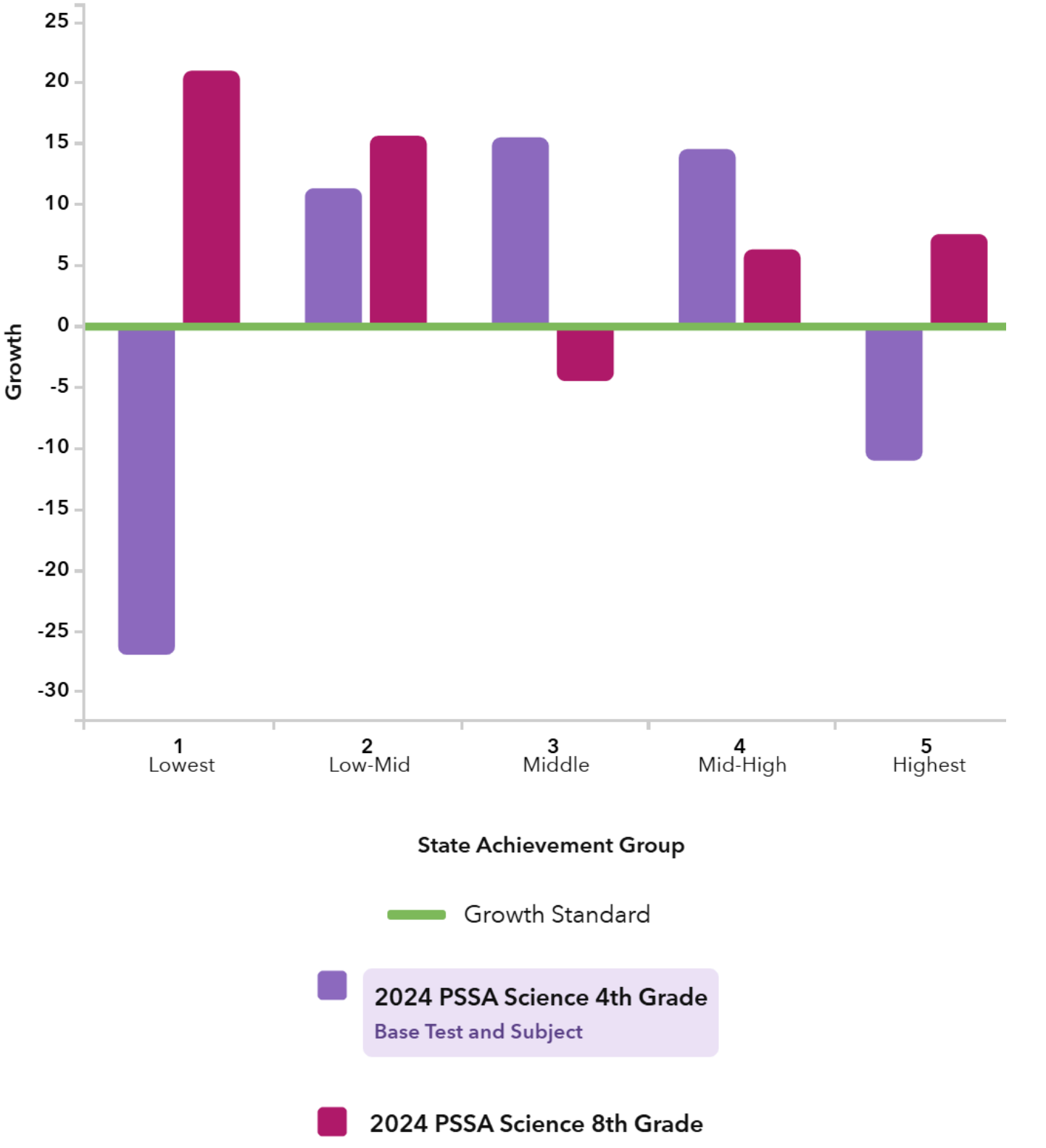
Grades 4-6 PSSA Growth Data by Subject and Quintile

Math Quintiles for 2024

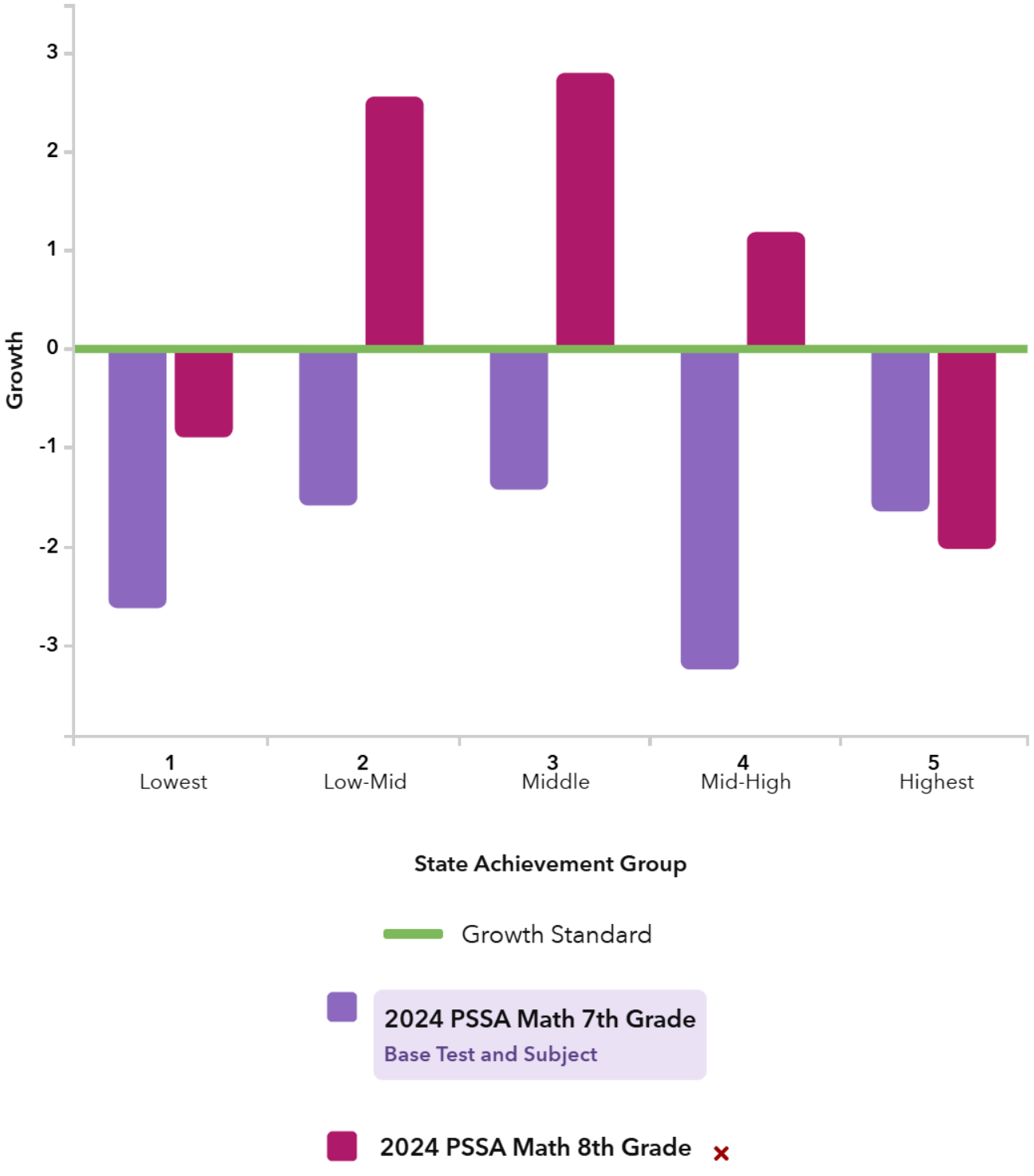
Grades 4-6 PSSA Growth Data by Subject and Quintile
ELA Quintiles for 2024



Grades 4 & 8 PSSA Growth Data by Subject and Quintile
Science Quintiles for 2024 (Back to Grade 4) (Back to Grade 8)

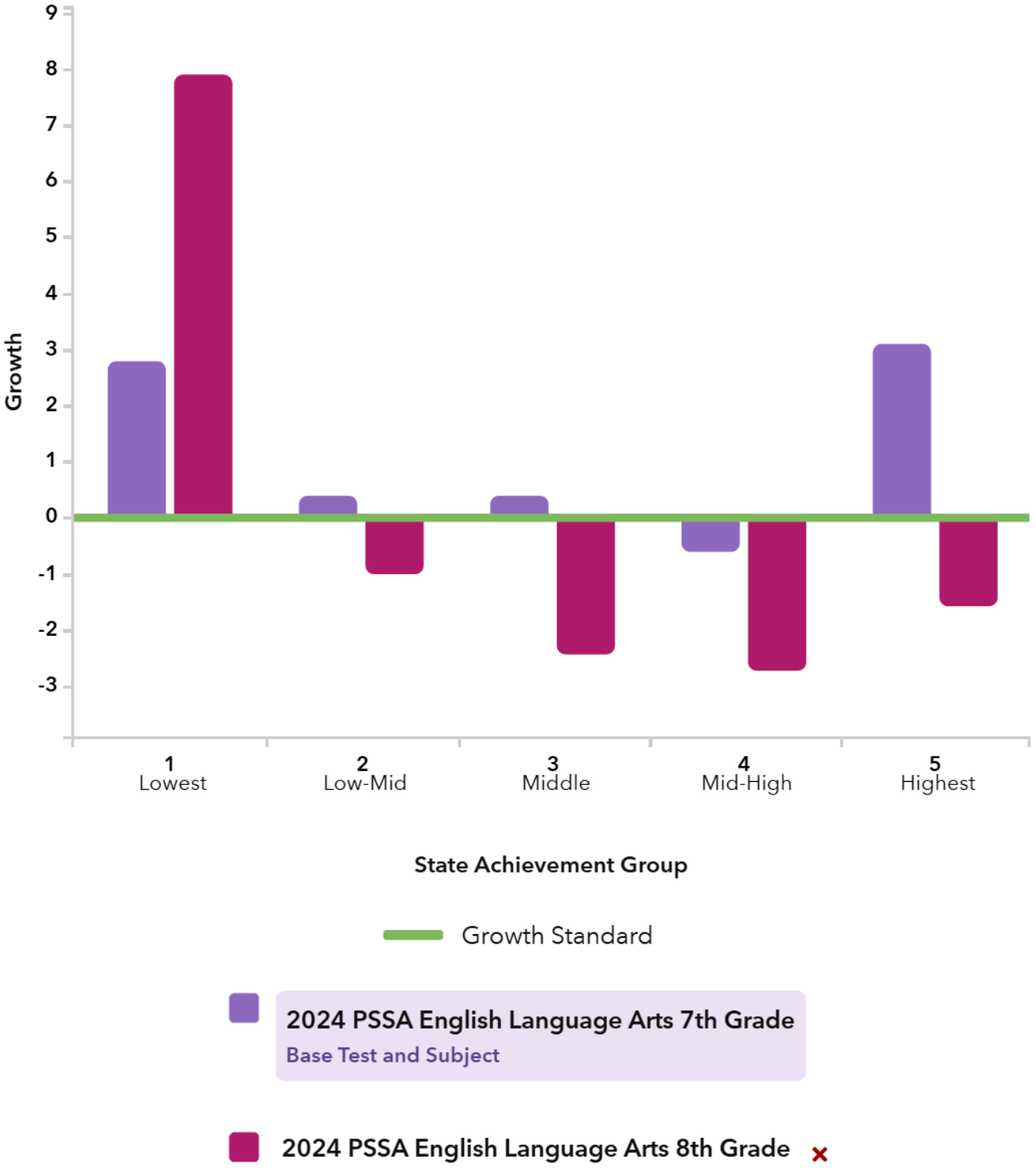


Grades 7-8 Math PSSA Growth Data by Subject and Quintile
Math Quintiles for 2024 (Return to Grade 7) (Return to Grade 8)



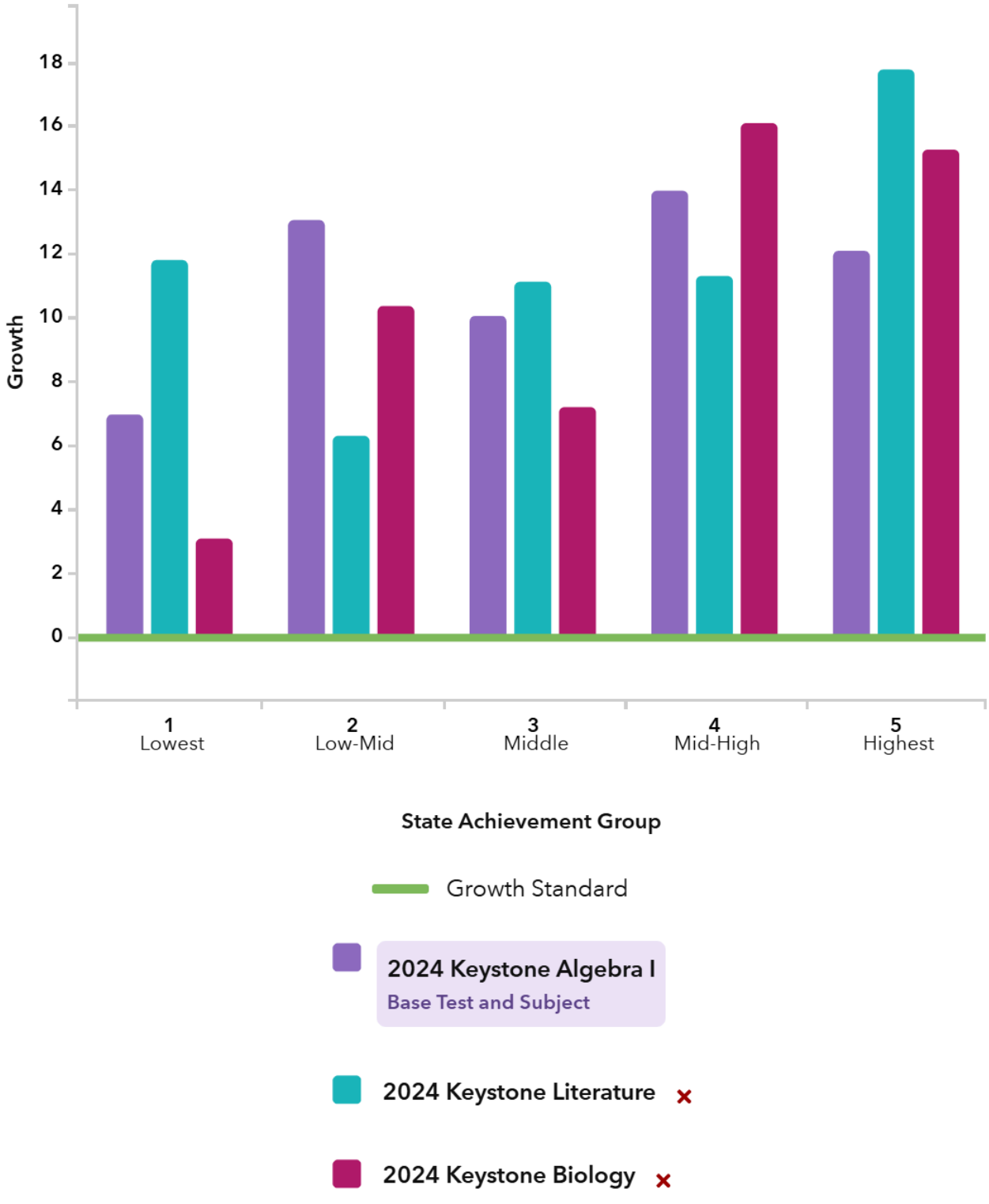
Grades 7-8 PSSA ELA Growth Data by Subject and Quintile

ELA Quintiles for 2024 (Return to Grade 7) (Return to Grade 8)



Keystone Growth Data by Subject and Quintile

Algebra, Literature, Biology Quintiles for 2024



SAT Participation and Performance Table

Data reflects SAT test activity for students who graduated high school in 2024. If a student took the SAT more than once, the most recent score is summarized.

Total	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	ERW	Math	Both	ERW	Math	None
Total	272		1197	593	604	76%	89%	77%	10%
Took Essay[1]	0								

Race / Ethnicity	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	ERW	Math	Both	ERW	Math	None
American Indian/Alaska Native	0								
Asian	17	6%	1385	682	703	94%	100%	94%	0%
Black/African American	8	3%							
Hispanic/Latino	12	4%	1188	587	601	67%	92%	67%	8%
Native Hawaiian/Other Pacific Islander	0								
White	221	81%	1185	586	598	75%	89%	76%	10%
Two or More Races	4	1%							
No Response	10	4%	1255	613	642	90%	90%	90%	10%

Gender	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	ERW	Math	Both	ERW	Math	None
Female	127	47%	1159	585	574	70%	89%	71%	10%
Male	144	53%	1230	599	630	81%	90%	82%	9%
Another/ No Response	1	0%							

Source: College Board, 2024