

# MT. LEBANON SCHOOL DISTRICT

## 2025 Student Academic Outcomes Report





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 Gina Mahouski, Ed.D., Mellon Middle School (Interim)  
 Joel Thompson, Ed.D., Mt. Lebanon High School

### 2025-2031 STRATEGIC PLAN

#### Focus Areas

Our community's input helped us identify key focus areas that will shape our path forward. To lead the way and ensure all students are future-ready, our plan will be built around five strategic priorities, with clear goals, objectives and action steps established within each area.



#### Leading For The Future

Cultivate an environment that prioritizes leadership development by strengthening programs, enhancing professional learning, and equipping all learners and employees with future-ready skills.



#### Engagement

Foster strong partnerships between students, families, staff, and the community through transparent communication, collaboration, and opportunities for involvement, ensuring every voice is valued.



#### Academic Excellence and Innovation

Deliver a high-quality, innovative education that meets the unique needs of all learners through a rigorous and relevant curriculum that empowers students to reach their full potential.



#### District Systems and Supports

Advance long-term student success by supporting staff, improving technology and infrastructure, and ensuring efficient operations and fiscal responsibility.



#### Safe, Supportive, and Inclusive Environment

Create a safe, supportive, and inclusive environment by prioritizing both physical safety and emotional well-being, and building a positive culture where every student and staff member feels respected and inspired to grow.



# BACKGROUND

The **Fall 2025 Student Academic Outcomes Report** is a collection of aggregate data from the 2024-2025 school year used as indicators of programmatic and student success. This report represents summative achievement data that the District collects throughout the year via capstone assessments such as the SAT, ACT, Advanced Placement (AP), Keystone Exams, and PSSA exams.

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

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

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

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

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

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



#LEBOPROUD

...Since  
1912



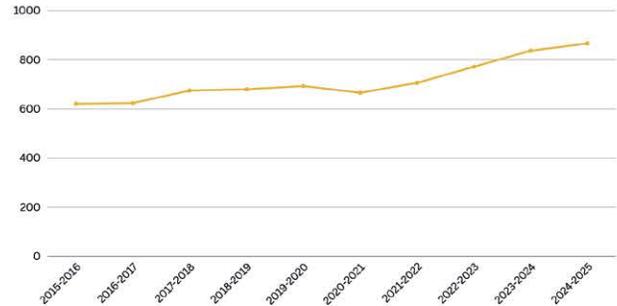
# CONTEXT

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

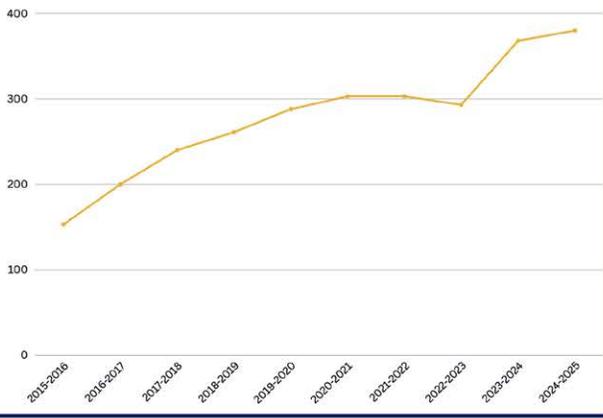
The District prides itself on fostering and advancing a **culture of academic inclusion**, serving the needs of all students.

Understanding the demographic profile of the District provides context to the data presented in this report. Our District demographic data in 2025 continues with recent trends, diversifying the student body.

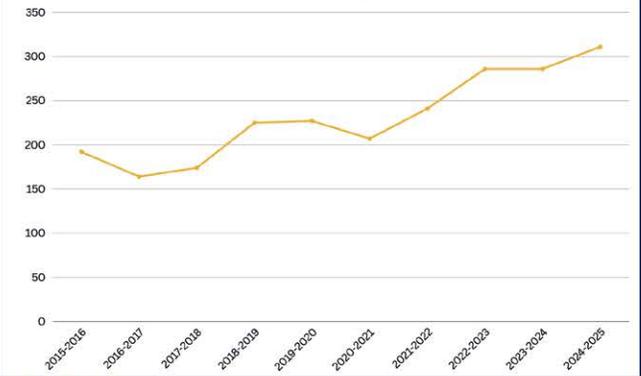
### Enrollment Data: Special Education



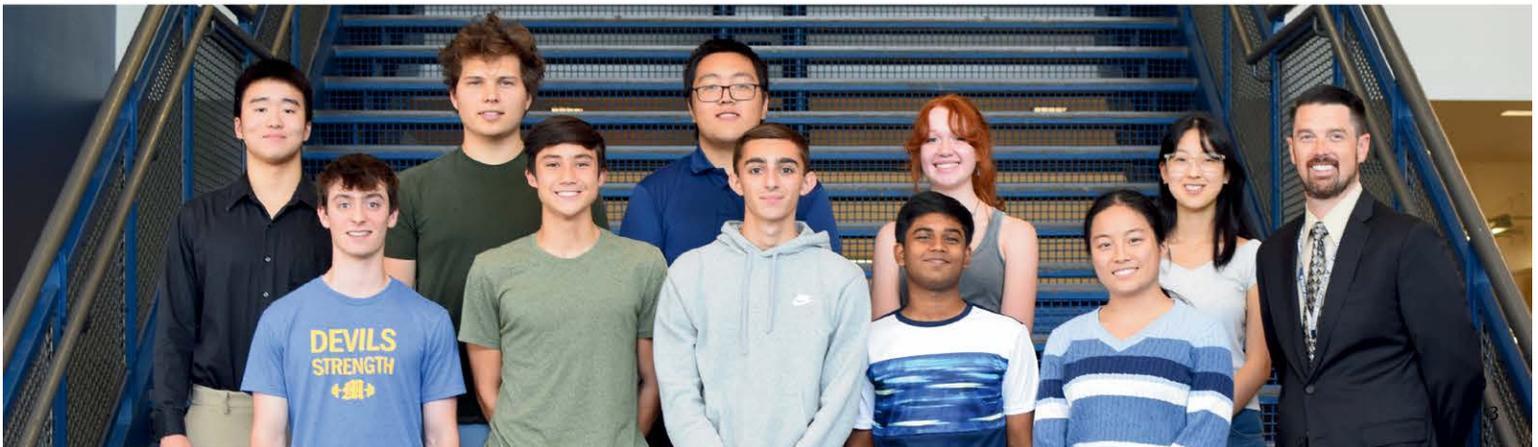
### Enrollment Data: 504 Plans



### Enrollment Data: English Language Learners



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





# PROCESS

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

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

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

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

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



# CONCLUSIONS

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

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

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## Key areas of focus:

- Develop high quality, innovative education that meets the unique needs of all learners.
  - Provide a rigorous and relevant curriculum that empowers students to reach their full potential.
  - Cultivate an environment that prioritizes leadership development by strengthening programs and equipping all learners with future ready skills.
  - Create a safe, supportive, and inclusive environment by prioritizing both physical safety and emotional wellbeing and building a positive culture where every student feels respected and inspired to grow.
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# RECOMMENDATIONS

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

## The District:

- will implement a comprehensive Curriculum Review cycle.
- will expand interdisciplinary learning and performance based assessments.
- will examine the role artificial intelligence plays in the K-12 curriculum.
- will continue the implementation of UDL principles to support all learners.
- will continue to use data in the refinement of curriculum, instructional strategies, and resource materials.
- will deliver professional development opportunities for staff, teachers, and administrators, to become even more proficient in instructional leadership.





# EXECUTIVE SUMMARY

The data presented in the 2025 Student Academic Outcomes Report illustrates a positive outlook of the academic performance of the District. Our students continue to meet or exceed the high expectations inherent in our educational system and community. Student Academic Outcomes Report data has remained consistently strong; families, educators, and community members **should take great pride in the performance of the Mt. Lebanon School District**. The mission of the Mt. Lebanon School District, *To provide the best education possible for each and every student*, focuses our educators efforts and informs our decision-making.

## Highlights of 2024-2025 Assessment Data

### Graduates

95.9% of the graduating class indicated that they would be attending a two or four year college program.

The percentage of students attending the top tier categories of difficulty, according to Peterson's Guide, is 88%.

### ACT

Scores remain significantly higher than state and national means:

Mt. Lebanon Composite - 27.0  
Pennsylvania Composite - 24.5  
National Composite - 19.4

### Advanced Placement (AP)

304 AP scholars  
585 students scored a 3+ on an AP Exam  
1,178 AP Exams scored 3+

### SAT

The combined Mathematics & ERW score of 1,215 remains significantly higher than state and national means:

**162 points higher** than the national mean  
**131 points higher** than the Pennsylvania mean

### Parkway West Industry Credentials

100% Passing Rate on NOCTI Exams  
72 Industry Credentials

### PSSA

Scores remain significantly higher than state averages:

ELA = 32% points higher  
Math = 31.6% points higher

### PSAT/NMSQT - National Merit

The graduating class of 2026 (2025 Juniors) had 34 students qualify as Commended or Semi-Finalist National Merit students; 10 Semi-Finalists.

### Keystone Exams

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

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

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

## We believe that:

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

## Core Values

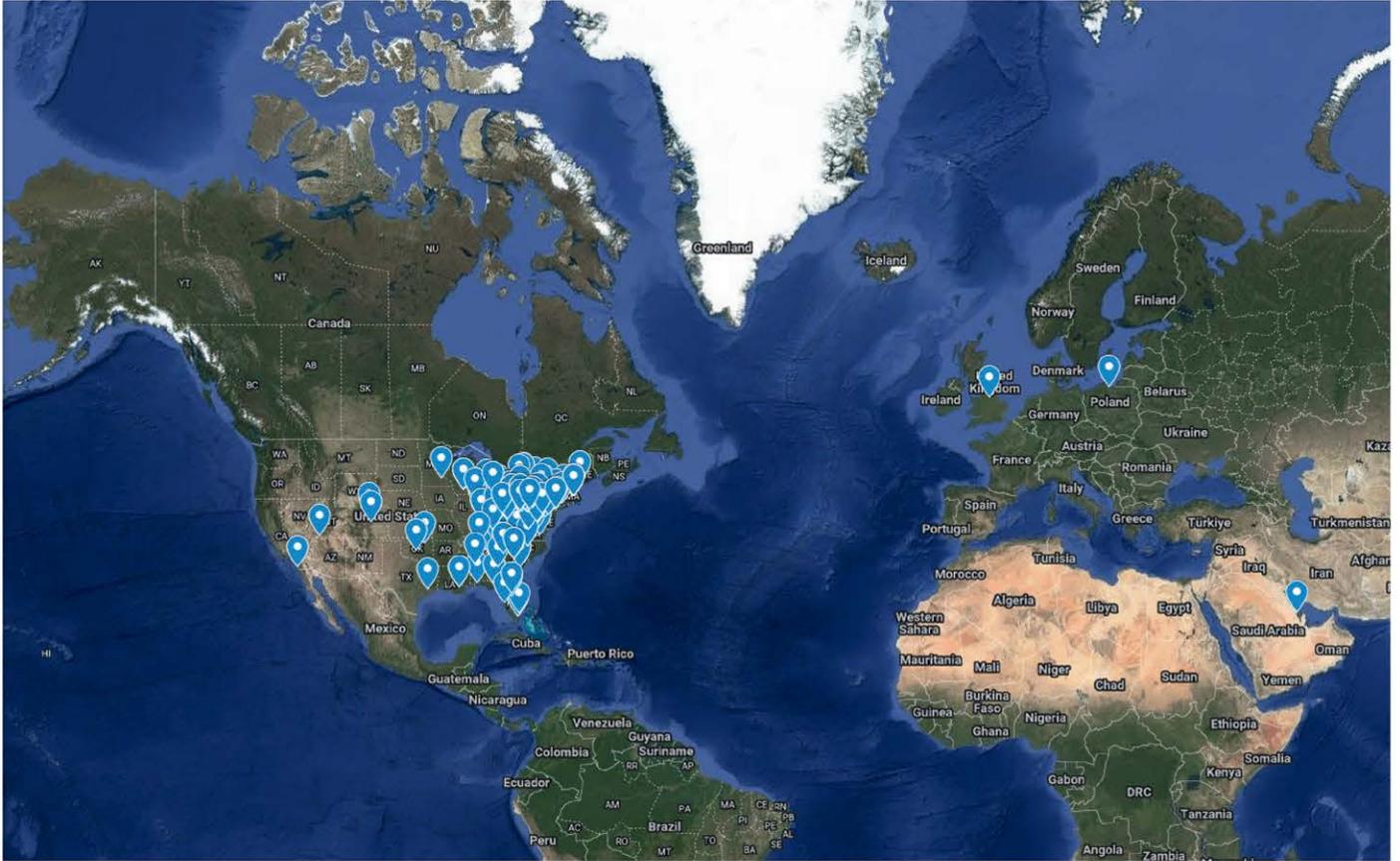
- Keep high expectations for all
- Demonstrate respect, honesty, and integrity
- Focus on student centered learning
- Reach goals through teamwork and collaboration
- Practice continuous improvement based on research and best practice
- Use data-informed decision making
- Value the contributions of all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

**Vision:  
A Relentless Pursuit of  
Excellence**



# THE GRADUATE

## Post Graduation Activities Summary



Graduate Activity	Students	Percent
4-Year College and University	377	86.5%
2-Year College	41	9.4%
<b>Total College-Bound Grads</b>	<b>418</b>	<b>95.9%</b>
Employment	10	2.3%
Military	2	0.5%
Other	6	1.3%
<b>Grand Total</b>	<b>436</b>	<b>100%</b>





# THE GRADUATE

## Schools Attended by Mt. Lebanon's Class of 2025

Allegheny College  
American University  
Arapahoe Community College  
Belmont University  
Bluffton University  
Boston College  
Bowdoin College  
Bucknell University  
Butler University  
Cairn University-Langhorne  
Calvin University  
Carleton University  
Carnegie Mellon University  
Case Western Reserve University  
Chatham University  
Citadel Military College of South Carolina  
Clemson University  
Cleveland Institute of Music  
Cleveland State University  
College of Charleston  
Columbia College Chicago  
Commonwealth Technical Institute- Hiram  
G. Andrews Center  
Community College of Allegheny County  
Community College of Beaver County  
Culinary Institute of America  
Davenport University  
Denison University  
Dickinson College  
Duquesne University  
Eckerd College  
Elon University  
Emerson College  
Fashion Institute of Technology  
Florida State University  
Fordham University  
Gannon University  
Georgetown University  
Georgia Institute of Technology- Main Campus  
Hamilton College  
Harvard University  
Haverford College  
High Point University  
Hiram College  
Indiana University of Pennsylvania- Main Campus  
Indiana University-Bloomington  
Ithaca College  
James Madison University  
John Carroll University  
Juniata College  
Kent State University at Kent  
King Fahd University of Petroleum and Minerals  
Lafayette College  
Lehigh University  
Loyola University Chicago  
Marietta College  
Marywood University  
Massachusetts Institute of Technology  
Mercer University  
Mercyhurst University  
Miami University- Oxford  
Michigan State University  
Millersville University of Pennsylvania  
Morgan State University  
New York University  
North Carolina A&T State University  
North Carolina State University at Raleigh  
Northeastern University  
Nova Southeastern University  
Oberlin College  
Ohio State University- Main Campus  
Ohio University- Main Campus  
Ohio Wesleyan University  
Pace University  
Pennsylvania College Of Technology  
Pennsylvania State University  
Pennsylvania State University- Altoona  
Pennsylvania State University- Beaver  
Pennsylvania State University- Behrend College  
Pennsylvania State University- Main Campus  
Pennsylvania Western University- California  
Point Park University  
Princeton University  
Purdue University- Main Campus  
Rensselaer Polytechnic Institute  
Rice University  
Robert Morris University  
Rochester Institute of Technology  
Rollins College  
School of the Art Institute of Chicago  
Seton Hill University  
Slippery Rock University of Pennsylvania  
Smith College  
Stetson University  
Syracuse University  
Temple University  
The College of Wooster  
The Eastman School of Music  
The George Washington University  
The New England Conservatory of Music  
The University of Alabama  
The University of Tennessee- Knoxville  
The University of West Florida  
Tulane University of Louisiana  
United States Air Force Academy  
University of California-San Diego  
University of Cincinnati- Main Campus  
University of Colorado Boulder  
University Of Dayton  
University of Delaware  
University of Gdansk-Poland  
University of Georgia  
University of Kent  
University of Kentucky  
University of Louisville  
University of Maryland- College Park  
University of Miami  
University of Michigan- Ann Arbor  
University of North Carolina at Charlotte  
University of Notre Dame  
University of Oklahoma- Norman Campus  
University of Pennsylvania  
University of Pittsburgh- Bradford  
University of Pittsburgh- Greensburg  
University of Pittsburgh- Johnstown  
University of Pittsburgh- Main Campus  
University of Richmond  
University of South Carolina- Columbia  
University of Toronto  
University of Tulsa  
University of Virginia-Main Campus  
University of Wisconsin-Madison  
Utah Tech University  
Vassar College  
Villanova University  
Virginia Tech  
Wake Forest University  
Washington & Jefferson College  
Washington and Lee University  
West Virginia University  
Westminster College  
William & Mary  
Yale University  
York University





# THE GRADUATE

## POST GRADUATION ACTIVITIES FOR THE CLASS OF 2025

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

The Peterson report illustrates that 27 students (6.5%) from last year's graduating class are attending a 4-year college or university that is classified as "the most difficult" in the country. The percentage of students attending the top two categories, most difficult and very difficult, is 45.6%. And, the total percentage of students attending the top three tiers of schools (88%) has slightly decreased in comparison to the prior year.



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

Data is submitted to the state of Pennsylvania each year. The report summarizes the post-high school activity of our graduating class of 2025. For the Class of 2025, the data indicates an increase in the number of students attending 4-year colleges or universities and an increase in the number of students attending 2-year colleges from the previous year. For the Class of 2025, the overall rate of attendance at 2-year or 4-year colleges or universities is 95.9%.

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



# THE GRADUATE

## TREND DATA: COLLEGE ATTENDANCE BY COMPETITIVENESS

### Barron's Guide 2014-2018

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

### Peterson's Guide 2019-2025

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

	2024		2025	
	#	%	#	%
Most Difficult	23	5.8%	27	6.5%
Very Difficult	139	34.9%	163	39.1%
Moderately Difficult	192	48.2%	177	42.4%
Minimally Difficult	17	4.3%	11	2.6%
Non-Competitive	27	6.8%	39	9.4%
<b>TOTAL</b>	<b>398</b>	<b>100%</b>	<b>417</b>	<b>100%</b>

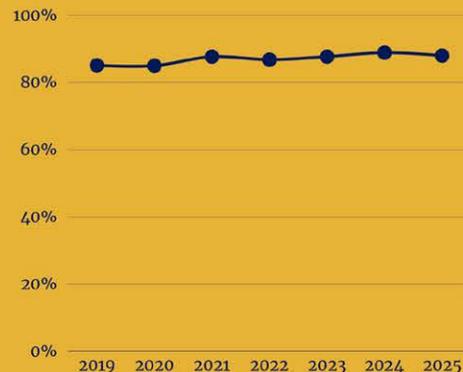
**Mt. Lebanon High School**  
#1 in Pittsburgh, PA  
Metro Area High Schools

- #7 Pennsylvania High Schools
- #433 National High School Rankings
- #102 STEM High Schools

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

NOTE: Analysis is in terms of graduates attending 4-year colleges or universities only (417) not the entire graduating class.

**88.0%**  
Class of 2025 Students  
attending the top three tiers of  
college difficulty.





# THE GRADUATE

## Number of Students Who Graduated Early

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

YEAR	STUDENTS GRADUATED EARLY
2016	8
2017	6
2018	5
2019	3
2020	5
2021	6
2022	8
2023	12
2024	9
2025	5





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

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

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



**Pass Rate  
for the  
Class of 2025  
83% Advanced  
17% Competent**



**Portable  
Industry  
Credentials  
Earned  
2024-2025**



# THE HIGH SCHOOL STUDENT



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

On the following pages, Advanced Placement data is reported on the basis of the number and percentage of scores in a given range for the May 2025 administration.

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

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



# THE HIGH SCHOOL STUDENT ADVANCED PLACEMENT

## AP SCHOLARS

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

Year	Total # of Scholars	Average Score
2020	178	4.19
2021	165	4.09
2022	195	3.98
2023	221	4.05
2024	254	4.18
2025	304	4.24

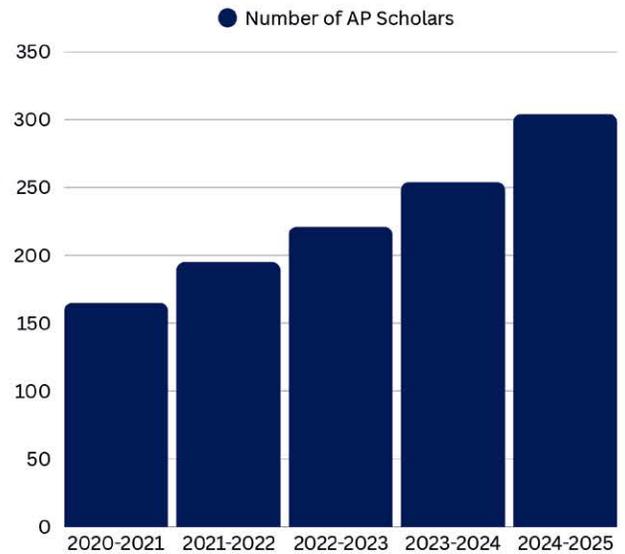
### Award Criteria

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

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

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

	2021		2022		2023		2024		2025	
	#	Ave								
AP Scholar	62	3.68	84	3.60	84	3.62	98	3.77	87	3.81
AP Scholar with Honor	39	3.99	46	3.92	51	4.07	59	4.12	77	4.09
AP Scholar with Distinction	64	4.33	65	4.27	86	4.29	97	4.43	140	4.42



## AP EQUITY AND EXCELLENCE TREND DATA

Academic Year	2020-21	2021-22	2022-23	2023-24	2024-25
10th*	25.1%	23.6%	31.3%	28.0%	30.3%
11th*	35.5%	44.6%	44.3%	51.4%	54.1%
12th*	35.4%	36.4%	33.0%	37.0%	45.6%
<b>GRADUATING CLASS SUMMARY**</b>	<b>53.1%</b>	<b>47.1%</b>	<b>53.0%</b>	<b>51.9%</b>	<b>59.3%</b>

Data compiled from 2024 The College Board; AP Equity and Excellence (2025)

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

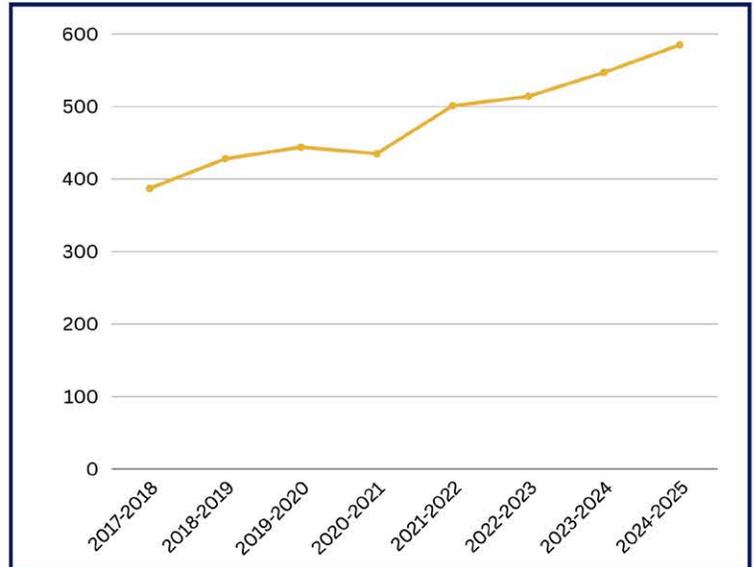
\*\* The Graduating Class Summary represents the percentage of twelfth graders scoring a 3 or higher on at least one AP exam at any point in their high school careers divided by the total number of the school's seniors.



# THE HIGH SCHOOL STUDENT ADVANCED PLACEMENT

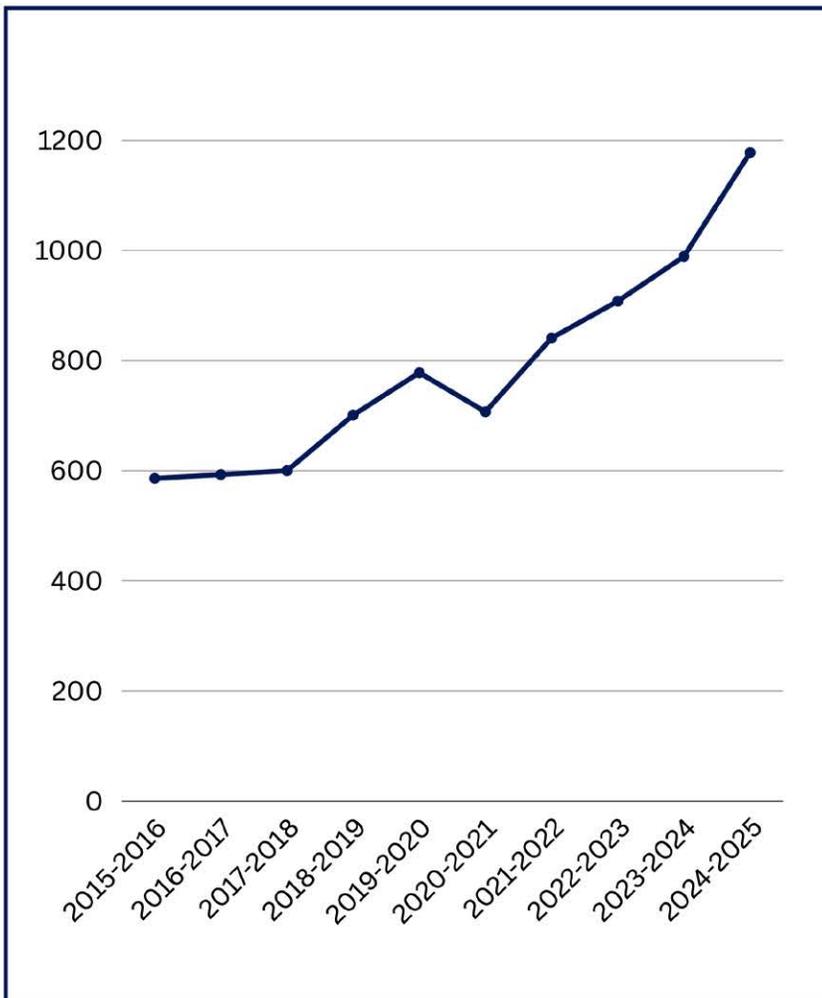
## Advanced Placement Number of Students Score 3, 4, or 5

2017-2018	387
2018-2019	428
2019-2020	444
2020-2021	435
2021-2022	501
2022-2023	514
2023-2024	547
2024-2025	585



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

2015-2016	586
2016-2017	593
2017-2018	600
2018-2019	701
2019-2020	778
2020-2021	707
2021-2022	841
2022-2023	908
2023-2024	989
2024-2025	1178



**AP Students  
Scoring 3, 4, or 5  
94.66%**



# THE HIGH SCHOOL STUDENT ADVANCED PLACEMENT

## PERFORMANCE BY IDENTITY GROUP

GENDER	TOTAL NUMBER OF EXAMS				MEAN SCORES			
	2022	2023	2024	2025	2022	2023	2024	2025
Male	457	451	497	565	3.67	3.94	4.03	4.08
Female	510	544	591	680	3.65	3.89	3.99	4.1
Another	-	14		10	-	4.07		3.8

RACE / ETHNICITY	TOTAL NUMBER OF EXAMS				MEAN SCORES			
	2022	2023	2024	2025	2022	2023	2024	2025
American Indian/ Alaskan Native		-	-	-		-	-	-
Asian	106	109	103	135	3.87	3.96	4.17	4.33
Black/African American				24				4.08
Hispanic/Latino	44	51	64	103	3.70	4.20	4.06	4.09
White	774	766	812	872	3.64	3.88	4.00	4.04
Two or More Races	26	48	43	51	3.92	4.10	3.77	4.14
No Response	26	31	64	70	3.62	4.10	3.94	4.21





# THE HIGH SCHOOL STUDENT ADVANCED PLACEMENT

## HISTORICAL MEAN SCORES BY SUBJECT

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
African American Studies										4.67
Art (Studio)	4.57	4.57	4.14	4.63	4.50	3.45	4.10	4.20	4.11	3.88
Biology	4.09	4.09	4.05	3.97	3.93	3.46	4.01	4.48	4.29	4.42
Calculus AB				3.05	4.07	4.17	4.16	4.37	4.53	4.36
Calculus BC	4.59	4.18	2.80	3.82	3.67	3.61	3.79	4.03	4.21	4.02
Chemistry	3.76	3.49	3.94	3.81	3.54	3.08	3.44	4.18	4.33	4.14
Computer Science A	3.80	3.44	2.86	3.06	3.63	2.71	2.53	3.07	2.80	3.06
English Language/Comp	4.23	4.08	4.22	4.29	3.83	3.83	4.11	4.23	3.84	4.38
English Lit/Comp	4.11	4.17	4.33	4.14	3.86	3.87	5.00	4.63	4.71	4.25
Environmental Science	3.94	4.21	3.91	4.04	3.79	3.37	3.74	3.89	4.05	4.21
European History	3.25	3.86	3.86	3.84	3.74	3.74	3.91	3.96	4.25	4.43
French Language	4.33	3.86	3.70	4.13	3.92	3.67	3.57	3.58	3.20	3.83
German Language	2.86	3.89	3.67	3.38	4.27	4.36	3.76	3.63	4.33	4.00
Human Geography					3.75	3.62	3.42	4.23	4.34	4.12
Macro Economics								4.00	3.57	3.74
Music Theory	3.20	3.50	3.40	3.11	-	2.50	3.00	4.00	-	4.00
Physics 1				3.69	3.57	3.12	3.45	3.30	3.38	4.11
Physics 2								4.38	3.67	4.29
Physics- E & M	4.50	4.17	4.27	4.63	4.37	4.31	4.00	4.27	4.17	4.27
Physics - Mechanics	3.45	3.89	3.59	3.89	4.02	3.75	4.00	3.93	4.09	3.80
Psychology	3.97	3.42	3.46	3.82	3.65	3.16	3.08	3.48	3.49	3.63
Spanish Language	4.40	4.15	3.65	3.79	3.38	3.42	4.20	4.11	4.33	4.27
Statistics	3.78	3.44	3.44	3.51	3.75	3.38	3.43	3.77	3.74	3.77
US History	3.31	3.27	3.71	3.65	3.52	3.44	3.36	3.20	3.82	4.28
US Government & Politics	3.92	3.60	3.68	3.33	3.27	3.29	3.68	2.82	4.47	4.12

Data compiled from: 2025 AP Score Report for Educators



# THE HIGH SCHOOL STUDENT ADVANCED PLACEMENT

## MTLHS COMPARED TO NATIONAL DATA 2020-2022

	2020						2021						2022					
	Students	Students	%	MTLSD	Nat'l.	Avg.	Students	Students	%	MTLSD	Nat'l.	Avg.	Students	Students	%	MTLSD	Nat'l.	Avg.
	Enrolled	Testing	Testing	Mean	Mean	Diff.	Enrolled	Testing	Testing	Mean	Mean	Diff.	Enrolled	Testing	Testing	Mean	Mean	Diff.
Art - Studio	25	6	24.0	4.50	3.49	1.01	26	11	42.3	3.45	3.42	0.03	26	10	38.5	4.10	3.43	0.67
Biology	112	85	75.9	3.93	3.03	0.90	85	59	69.4	3.46	2.83	0.63	103	85	82.5	4.01	3.11	0.90
Calculus AB	111	61	55.0	4.07	3.06	1.01	109	58	53.2	4.17	2.81	1.36	112	77	68.8	4.16	2.91	1.25
Calculus BC	35	33	94.3	3.67	3.84	-0.17	46	36	78.3	3.61	3.62	-0.01	25	24	96.0	3.79	3.68	0.11
Chemistry	44	39	88.6	3.54	2.75	0.79	58	50	86.2	3.08	2.67	0.41	27	27	100.0	3.44	2.73	0.71
Computer Science A	65	19	29.2	3.63	3.25	0.38	78	17	21.8	2.71	3.15	-0.44	72	19	26.4	2.53	3.2	-0.67
English Lang/ Comp	65	52	80.0	3.83	2.96	0.87	63	41	65.1	3.83	2.86	0.97	126	84	66.7	4.11	2.83	1.28
English Lit/Comp	11	7	63.6	3.86	2.84	1.02	22	15	68.2	3.87	2.49	1.38	13	7	53.8	5.00	3.31	1.69
Environmental Science	212	188	88.7	3.79	2.84	0.95	217	142	65.4	3.37	2.68	0.69	235	191	81.3	3.74	2.80	0.94
European History	36	23	63.9	3.74	2.95	0.79	57	27	47.4	3.74	2.84	0.90	44	22	50.0	3.91	2.95	0.96
French Language	13	13	100.0	3.92	3.56	0.36	15	9	60.0	3.67	3.13	0.54	11	7	63.6	3.57	3.16	0.41
German Language	15	11	73.3	4.27	3.48	0.79	15	11	73.3	4.36	3.09	1.27	28	17	60.7	3.76	3.13	0.63
Human Geography	86	77	89.5	3.75	2.75	1.00	147	126	85.7	3.62	2.70	0.92	144	126	86.1	3.42	2.70	0.72
Macro Economics																		
Music Theory	0	0	0.0	0.00	0.00	0.00	12	4	33.3	2.50	3.04	-0.54	9	5	55.5	3.00	3.03	0.03
Physics 1	36	28	77.8	3.57	2.65	0.92	44	25	54.5	3.12	2.42	0.70	60	38	63.3	3.45	2.47	0.98
Physics 2																		
Physics E & M	24	19	79.2	4.37	3.67	0.70	24	16	66.7	4.31	3.47	0.84	14	12	85.7	4.00	3.43	0.57
Physics Mechanics	57	45	78.9	4.02	3.87	0.15	49	36	73.5	3.75	3.37	0.38	30	23	76.7	4.00	3.41	0.59
Psychology	118	54	45.8	3.65	3.21	0.44	169	77	45.6	3.16	2.73	0.43	166	83	50.0	3.08	2.86	0.22
Spanish Language	43	21	48.8	3.38	3.86	-0.48	35	12	34.3	3.42	3.41	0.01	27	5	18.5	4.20	3.54	0.66
Statistics	61	36	59.0	3.75	2.93	0.82	88	24	27.3	3.38	2.84	0.54	71	35	49.3	3.43	2.89	0.54
U.S. History	75	66	88.0	3.52	2.83	0.69	83	66	79.5	3.44	2.53	0.91	84	64	76.2	3.36	2.57	0.79
U.S. Gov. & Politics	19	11	57.9	3.27	2.85	0.42	23	7	30.4	3.29	2.63	0.66	40	23	55.0	3.68	2.58	1.10
<b>TOTALS</b>	<b>1263</b>	<b>894</b>					<b>1465</b>	<b>869</b>					<b>1467</b>	<b>981</b>				
Overall % Tested	70.8%						59.3%						66.9%					



# THE HIGH SCHOOL STUDENT ADVANCED PLACEMENT

## MTLHS COMPARED TO NATIONAL DATA 2023-2025

	2023						2024						2025					
	Students	Students	%	MTLSD	Nat'l.	Avg.	Students	Students	%	MTLSD	Nat'l.	Avg.	Students	Students	%	MTLSD	Nat'l.	Avg.
	Enrolled	Testing	Testing	Mean	Mean	Diff.	Enrolled	Testing	Testing	Mean	Mean	Diff.	Enrolled	Testing	Testing	Mean	Mean	Diff.
African American Studies													14	9	64.3	4.67	3.41	1.26
Art - Studio	29	15	52.0	4.20	3.36	0.84	37	9	24.3	4.11	3.31	0.80	31	17	54.8	3.88	3.33	.55
Biology	69	50	72.0	4.48	3.04	1.44	119	101	84.9	4.29	3.15	1.14	80	71	88.8	4.42	3.24	1.18
Calculus AB	108	79	73.0	4.37	2.99	1.38	103	74	71.8	4.53	3.22	1.31	112	94	83.9	4.36	3.21	1.15
Calculus BC	45	39	87.0	4.03	3.75	0.28	44	34	77.3	4.21	3.92	0.29	51	48	94.1	4.02	3.82	.20
Chemistry	43	40	93.0	4.18	3.26	0.92	35	27	77.1	4.33	3.31	1.02	55	49	89.1	4.14	3.36	.78
Computer Science A	50	15	30.0	3.07	3.21	-.14	72	16	22.2	2.69	3.18	-.49	96	34	35.4	3.06	3.18	-.12
English Lang/Comp	56	52	92.9	4.23	2.82	1.41	63	62	98.4	3.84	2.79	1.05	92	86	93.5	4.38	3.19	1.19
English Lit/Comp	31	19	61.3	4.63	3.26	1.37	34	21	61.8	4.71	3.16	1.55	51	28	54.9	4.25	3.24	1.01
Environmental Science	164	149	90.9	3.89	2.79	1.10	220	186	84.5	4.05	2.80	1.25	203	174	85.7	4.21	3.06	1.15
European History	47	25	53.2	3.96	2.95	1.01	49	21	42.9	4.24	3.23	1.01	22	14	63.6	4.43	3.27	1.16
French	15	12	80.0	3.58	3.19	0.39	13	5	38.5	3.20	3.20	0.00	18	12	66.7	3.83	3.20	.63
German	10	8	80.0	3.63	3.19	0.44	13	6	46.2	4.33	3.32	1.01	11	5	45.5	4.00	3.28	.72
Human Geography	121	111	91.7	4.23	2.75	1.48	130	118	90.8	4.31	2.83	1.48	141	132	93.6	4.12	3.14	.98
Macro Economics	107	38	35.5	4.00	3.08	0.92	72	43	59.7	3.58	3.13	0.45	77	58	75.3	3.74	3.20	.54
Music Theory	17	9	52.9	4.0	3.01	0.99	12	3	25.0	4.33	3.00	1.33	12	2	16.7	4.00	3.01	.99
Physics 1	92	63	68.5	3.30	2.55	0.75	82	61	74.4	3.38	2.59	0.79	115	62	53.9	4.11	3.12	.99
Physics 2	12	8	66.7	4.38	3.15	1.23	8	3	37.5	3.67	3.20	0.47	13	7	53.8	4.29	3.38	.91
Physics - E & M	16	11	68.8	4.27	3.49	0.78	24	18	75.0	4.17	3.53	0.64	34	26	76.5	4.27	3.38	.89
Physics - Mechanics	40	29	72.5	3.93	3.40	0.53	72	56	77.8	4.09	3.50	0.59	40	30	75.0	3.80	3.30	.50
Psychology	195	101	51.8	3.47	2.88	0.59	207	119	57.5	3.47	2.97	0.50	140	89	63.6	3.63	3.20	.43
Spanish Language	35	19	54.3	4.11	3.56	0.55	30	12	40.0	4.33	3.54	0.79	22	11	50.0	4.27	3.58	.69
Statistics	80	35	43.8	3.77	2.88	0.89	52	32	61.5	3.75	2.96	0.79	102	69	67.6	3.77	2.92	.85
U.S. History	75	65	86.7	3.20	2.54	0.66	71	52	73.2	3.83	3.23	0.60	79	67	84.8	4.28	3.30	.98
U.S. Gov. & Politics	25	11	44.0	2.82	2.59	0.23	26	19	73.1	4.47	3.38	1.09	85	57	67.1	4.12	3.34	.78
<b>TOTALS</b>	<b>1482</b>	<b>1003</b>					<b>1588</b>	<b>1098</b>					<b>1696</b>	<b>1251</b>				
<b>Overall % Tested</b>	<b>67.7%</b>						<b>69.1%</b>						<b>73.8%</b>					



# THE HIGH SCHOOL STUDENT ADVANCED PLACEMENT

## HISTORICAL PERFORMANCE BY SUBJECT

African-American Studies	2020-21	2021-22	2022-23	2023-24	2024-25
# of 5	-	-	-	-	6
# of 4	-	-	-	-	3
# of 3	-	-	-	-	-
# of 2	-	-	-	-	-
# of 1	-	-	-	-	-
Total Tested	-	-	-	-	9
% of 5	-	-	-	-	68%
% of 4 and above	-	-	-	-	100%
% of 3 and above	-	-	-	-	100%
ART - STUDIO	2020-21	2021-22	2022-23	2023-24	2024-25
# of 5	-	2	6	2	2
# of 4	5	7	6	6	11
# of 3	6	1	3	1	4
# of 2	-	-	-	-	-
# of 1	-	-	-	-	-
Total Tested	11	10	15	9	17
% of 5	0%	20%	40%	22%	12%
% of 4 and above	46%	90%	80%	89%	76%
% of 3 and above	100%	100%	100%	100%	100%
BIOLOGY	2020-21	2021-22	2022-23	2023-24	2024-25
# of 5	8	30	30	44	34
# of 4	19	28	14	42	34
# of 3	24	25	6	15	2
# of 2	8	2	-	-	1
# of 1	-	-	-	-	-
Total Tested	59	85	50	101	71
% of 5	14%	35%	60%	44%	48%
% of 4 and above	46%	68%	88%	85%	96%
% of 3 and above	86%	98%	100%	100%	99%
CALCULUS AB	2020-21	2021-22	2022-23	2023-24	2024-25
# of 5	30	34	45	46	43
# of 4	14	23	21	24	43
# of 3	8	18	11	1	7
# of 2	6	2	1	3	1
# of 1	-	-	1	-	-
Total Tested	58	77	79	74	94
% of 5	52%	44%	57%	62%	46%
% of 4 and above	76%	87%	84%	95%	91%
% of 3 and above	90%	97%	97%	96%	99%
CALCULUS BC	2020-21	2021-22	2022-23	2023-24	2024-25
# of 5	10	7	16	14	22
# of 4	8	8	12	15	13
# of 3	12	6	7	4	5
# of 2	6	3	4	-	8
# of 1	-	-	-	1	-
Total Tested	36	24	39	34	48
% of 5	28%	29%	41%	41%	46%
% of 4 and above	50%	63%	72%	85%	73%
% of 3 and above	83%	88%	90%	97%	83%
CHEMISTRY	2020-21	2021-22	2022-23	2023-24	2024-25
# of 5	7	3	16	11	17
# of 4	9	11	15	14	23
# of 3	18	9	9	2	8
# of 2	13	3	-	-	1
# of 1	3	1	-	-	-
Total Tested	50	27	40	27	49
% of 5	14%	11%	40%	41%	35%
% of 4 and above	32%	52%	78%	93%	82%
% of 3 and above	68%	85%	100%	100%	98%



# THE HIGH SCHOOL STUDENT ADVANCED PLACEMENT

## HISTORICAL PERFORMANCE BY SUBJECT

COMPUTER SCIENCE A	2020-21	2021-22	2022-23	2023-24	2024-25
# of 5	3	3	3	3	4
# of 4	2	1	4	2	10
# of 3	4	5	3	3	9
# of 2	3	4	1	3	6
# of 1	5	6	4	4	5
Total Tested	17	19	15	15	34
% of 5	18%	15%	20%	20%	12%
% of 4 and above	29%	21%	47%	33%	41%
% of 3 and above	53%	47%	67%	53%	68%
ENGLISH LANG/COMP	2020-21	2021-22	2022-23	2023-24	2024-25
# of 5	11	32	21	16	41
# of 4	17	33	22	27	37
# of 3	9	15	9	12	8
# of 2	3	4	-	7	-
# of 1	1	-	-	-	-
Total Tested	41	84	52	62	86
% of 5	27%	38%	40%	26%	48%
% of 4 and above	68%	77%	83%	69%	91%
% of 3 and above	90%	96%	100%	89%	100%
ENGLISH LIT/COMP	2020-21	2021-22	2022-23	2023-24	2024-25
# of 5	3	7	12	16	13
# of 4	8	-	7	4	10
# of 3	3	-	-	1	4
# of 2	1	-	-	-	1
# of 1	-	-	-	-	-
Total Tested	15	7	19	21	28
% of 5	20%	100%	63%	76%	46%
% of 4 and above	73%	100%	100%	95%	82%
% of 3 and above	93%	100%	100%	100%	96%
ENVIRONMENTAL SCIENCE	2020-21	2021-22	2022-23	2023-24	2024-25
# of 5	16	42	29	57	66
# of 4	51	83	88	93	80
# of 3	47	41	20	26	26
# of 2	25	23	11	9	2
# of 1	3	2	1	1	-
Total Tested	142	191	149	186	174
% of 5	11%	22%	19%	31%	38%
% of 4 and above	47%	65%	79%	81%	84%
% of 3 and above	80%	87%	92%	95%	99%
EUROPEAN HISTORY	2020-21	2021-22	2022-23	2023-24	2024-25
# of 5	6	7	11	8	6
# of 4	12	8	4	9	8
# of 3	5	5	8	3	-
# of 2	4	2	2	-	-
# of 1	-	-	-	-	-
Total Tested	27	22	25	20	14
% of 5	22%	32%	44%	40%	43%
% of 4 and above	45%	68%	60%	85%	100%
% of 3 and above	85%	91%	92%	100%	100%
FRENCH LANGUAGE	2020-21	2021-22	2022-23	2023-24	2024-25
# of 5	1	-	1	-	1
# of 4	4	4	6	3	8
# of 3	4	3	4	-	3
# of 2	-	-	1	2	-
# of 1	-	-	-	-	-
Total Tested	9	7	12	5	12
% of 5	11%	0%	8%	0%	8%
% of 4 and above	56%	57%	58%	60%	75%
% of 3 and above	100%	100%	92%	60%	100%



# THE HIGH SCHOOL STUDENT ADVANCED PLACEMENT

## HISTORICAL PERFORMANCE BY SUBJECT

GERMAN LANGUAGE	2020-21	2021-22	2022-23	2023-24	2024-25
# of 5	7	3	2	4	1
# of 4	2	7	3	1	3
# of 3	1	7	1	-	1
# of 2	1	-	2	1	-
# of 1	-	-	-	-	-
Total Tested	11	17	8	6	5
% of 5	64%	18%	25%	67%	20%
% of 4 and above	82%	59%	63%	83%	80%
% of 3 and above	91%	100%	75%	83%	100%
HUMAN GEOGRAPHY	2020-21	2021-22	2022-23	2023-24	2024-25
# of 5	32	31	56	66	61
# of 4	41	32	34	30	38
# of 3	31	32	14	13	22
# of 2	17	20	4	7	10
# of 1	5	11	3	-	1
Total Tested	126	126	111	116	132
% of 5	25%	24%	50%	57%	46%
% of 4 and above	58%	50%	81%	83%	75%
% of 3 and above	83%	75%	94%	94%	92%
Macroeconomics	2020-21	2021-22	2022-23	2023-24	2024-25
# of 5	-	-	9	10	14
# of 4	-	-	20	12	20
# of 3	-	-	9	13	19
# of 2	-	-	-	6	5
# of 1	-	-	-	1	-
Total Tested	-	-	38	42	58
% of 5	-	-	24%	24%	24%
% of 4 and above	-	-	76%	52%	59%
% of 3 and above	-	-	100%	83%	91%
MUSIC THEORY	2020-21	2021-22	2022-23	2023-24	2024-25
# of 5	-	-	3	2	-
# of 4	-	2	3	-	2
# of 3	2	2	3	1	-
# of 2	2	-	-	-	-
# of 1	-	1	-	-	-
Total Tested	4	5	9	3	2
% of 5	0%	0%	33%	67%	0%
% of 4 and above	0%	40%	67%	67%	100%
% of 3 and above	50%	80%	100%	100%	100%
PHYSICS 1	2020-21	2021-22	2022-23	2023-24	2024-25
# of 5	2	6	9	7	26
# of 4	6	13	18	26	23
# of 3	10	12	20	14	10
# of 2	7	6	15	11	-
# of 1	-	1	1	3	3
Total Tested	25	38	63	61	62
% of 5	8%	16%	14%	11%	42%
% of 4 and above	32%	50%	43%	54%	79%
% of 3 and above	72%	82%	75%	77%	95%
PHYSICS 2	2020-21	2021-22	2022-23	2023-24	2024-25
# of 5	-	-	4	1	3
# of 4	-	-	3	1	3
# of 3	-	-	1	-	1
# of 2	-	-	-	1	-
# of 1	-	-	-	-	-
Total Tested	-	-	8	3	7
% of 5	-	-	50%	33%	43%
% of 4 and above	-	-	88%	67%	86%
% of 3 and above	-	-	100%	67%	100%



# THE HIGH SCHOOL STUDENT ADVANCED PLACEMENT

## HISTORICAL PERFORMANCE BY SUBJECT

PHYSICS - E & M	2020-21	2021-22	2022-23	2023-24	2024-25
# of 5	8	5	7	11	12
# of 4	6	4	2	3	10
# of 3	1	1	1	-	3
# of 2	1	2	-	4	1
# of 1	-	-	1	-	-
Total Tested	16	12	11	18	26
% of 5	50%	42%	64%	61%	46%
% of 4 and above	88%	75%	82%	78%	85%
% of 3 and above	94%	83%	91%	78%	96%
PHYSICS - MECHANICS	2020-21	2021-22	2022-23	2023-24	2024-25
# of 5	6	10	9	20	9
# of 4	19	5	11	23	8
# of 3	7	6	8	11	11
# of 2	4	2	-	2	2
# of 1	-	-	1	-	-
Total Tested	36	23	29	56	30
% of 5	17%	43%	31%	36%	30%
% of 4 and above	69%	65%	69%	77%	57%
% of 3 and above	89%	91%	97%	96%	93%
PSYCHOLOGY	2020-21	2021-22	2022-23	2023-24	2024-25
# of 5	11	6	25	33	20
# of 4	27	25	28	32	34
# of 3	15	31	24	24	19
# of 2	11	12	17	15	14
# of 1	13	9	7	13	2
Total Tested	77	83	101	117	89
% of 5	14%	7%	25%	28%	22%
% of 4 and above	49%	37%	52%	56%	61%
% of 3 and above	69%	75%	76%	76%	82%
SPANISH LANGUAGE	2020-21	2021-22	2022-23	2023-24	2024-25
# of 5	-	2	9	6	4
# of 4	6	2	3	4	6
# of 3	5	1	7	2	1
# of 2	1	-	-	-	-
# of 1	-	-	-	-	-
Total Tested	12	5	19	12	11
% of 5	0%	40%	47%	50%	36%
% of 4 and above	50%	80%	63%	83%	91%
% of 3 and above	92%	100%	100%	100%	100%
STATISTICS	2020-21	2021-22	2022-23	2023-24	2024-25
# of 5	2	7	6	11	24
# of 4	11	10	16	9	18
# of 3	8	11	12	5	16
# of 2	-	5	1	4	9
# of 1	3	2	-	2	2
Total Tested	24	35	35	31	69
% of 5	8%	20%	17%	35%	35%
% of 4 and above	54%	49%	51%	65%	61%
% of 3 and above	88%	80%	97%	81%	84%



# THE HIGH SCHOOL STUDENT ADVANCED PLACEMENT

## HISTORICAL PERFORMANCE BY SUBJECT

U.S. GOV & POLITICS	2020-21	2021-22	2022-23	2023-24	2024-25
# of 5	2	8	2	12	24
# of 4	-	3	-	4	19
# of 3	3	8	3	3	11
# of 2	2	4	6	-	3
# of 1	-	-	-	-	-
Total Tested	7	23	11	19	57
% of 5	29%	35%	18%	63%	42%
% of 4 and above	29%	48%	18%	84%	75%
% of 3 and above	71%	83%	45%	100%	95%
U.S. HISTORY	2020-21	2021-22	2022-23	2023-24	2024-25
# of 5	15	9	12	11	24
# of 4	21	24	15	24	38
# of 3	12	16	18	12	5
# of 2	14	11	14	4	-
# of 1	4	4	6	-	-
Total Tested	66	64	65	51	67
% of 5	23%	14%	18%	22%	36%
% of 4 and above	55%	52%	42%	69%	93%
% of 3 and above	73%	77%	69%	92%	100%
TOTAL	2020-21	2021-22	2022-23	2023-24	2024-25
# of 5	180	253	349	413	478
# of 4	288	333	355	410	503
# of 3	235	255	201	166	197
# of 2	129	105	79	81	64
# of 1	37	37	25	25	13
Total Tested	869	983	1,009	1095	1255
% of 5	21%	26%	35%	38%	38%
% of 4 and above	54%	60%	70%	75%	78%
% of 3 and above	81%	86%	90%	90%	94%



Data compiled from 2025 AP Score Reports for Education

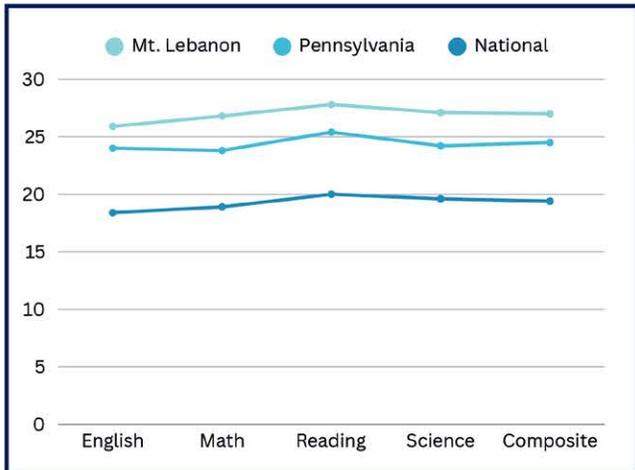
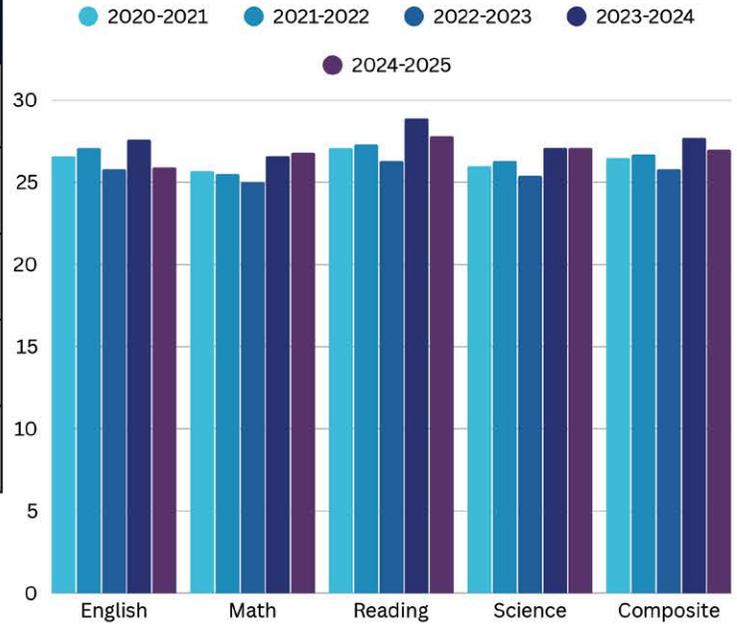


# THE HIGH SCHOOL STUDENT

## 2025 ACT MEAN SCORES

The ACT is a college admission test in direct competition with the SAT. The ACT contains four curriculum based tests that measure academic achievement in the areas of English, Mathematics, Reading and Science (optional). The ACT also provides an overall Composite score.

	English	Math	Reading	Science	Composite
2020-2021	26.6	25.7	27.1	26	26.5
2021-2022	27.1	25.5	27.3	26.3	26.7
2022-2023	25.8	25.0	26.3	25.4	25.8
2023-2024	27.6	26.6	28.9	27.1	27.7
2024-2025	25.9	26.8	27.8	27.1	27.0



2025 ACT	English	Math	Reading	Science	Composite
Mt. Lebanon	25.9	26.8	27.8	27.1	27.0
Pennsylvania	24.0	23.8	25.4	24.2	24.5
National	18.4	18.9	20.0	19.6	19.4

Data compiled from College Board

The ACT is headquartered in Iowa City, Iowa, and today its assessment is accepted at all colleges and universities. Counselors regularly recommend that college-bound students sit for an ACT during junior or senior year. As the ACT continues to evolve in test format and construction, it will be important to monitor our students' performance. Remaining consistent in the ACT during this evolution includes: Scale and Benchmarks, Prior test scores, Predicting 1<sup>st</sup> year college success, and paper & pencil and online options remain. Some adjustments include: Reduced number of questions, Shortened test time, More time per question, and Reduced (from 5 to 4) answer choices for math questions.

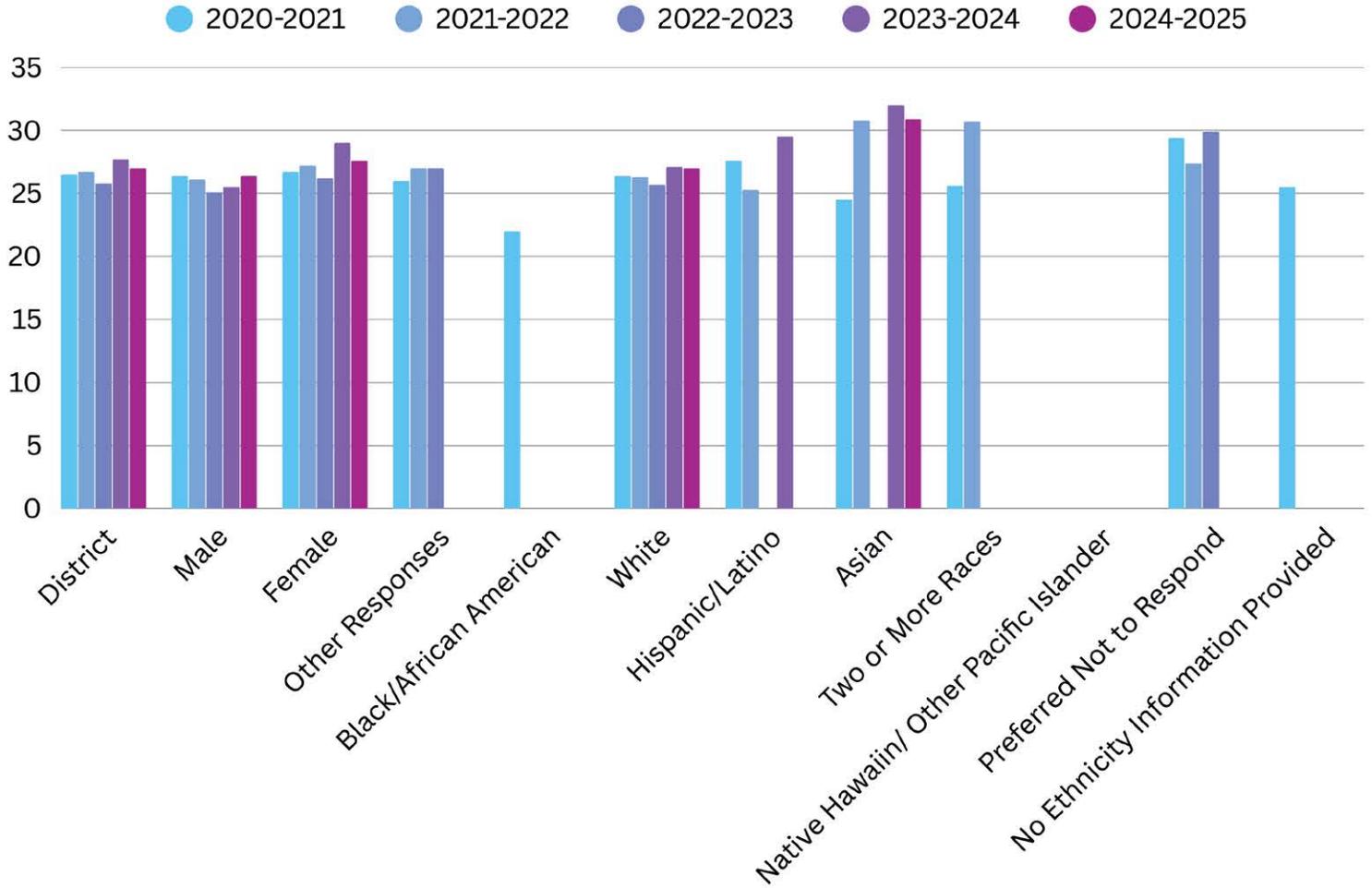
This report shows the mean score for Mt. Lebanon students on the ACT, as well as the mean score for all students in Pennsylvania and nationally who took the ACT. The scores can range from a low of 1 to a high of 36 for each of the sub-tests (English, Mathematics, Reading and Science). This is also true for the overall Composite score.

The number of participants in 2025 was 97. The average ACT composite score for Mt. Lebanon students this year was 27.1.



# THE HIGH SCHOOL STUDENT

## FIVE YEAR ACT DISAGGREGATED COMPOSITE SCORES



Composite Score	District	Male	Female	Other Responses	Black/African American	White	Hispanic/Latino	Asian	Two or More Races	Native Hawaiian/Other Pacific Islander	Preferred Not to Respond	No Ethnicity Information Provided
2020-2021	26.5	26.4	26.7	26	22	26.4	27.6	24.5	25.6	-	29.4	25.5
2021-2022	26.7	26.1	27.2	27	-	26.3	25.3	30.8	30.7	-	27.4	-
2022-2023	25.8	25.1	26.2	-	-	25.7	-	-	-	-	29.9	-
2023-2024	27.7	25.5	29.0	-	-	27.1	29.5	32.0	-	-	-	-
2024-2025	27.0	26.4	27.6	-	-	27.0	-	30.9	-	-	-	-

Data compiled from College Board



# THE HIGH SCHOOL STUDENT

## Historical ACT Participation Rates and Mean Scores

Mt. Lebanon*	# of Students	English	Math	Reading	Science	Composite
2015-2016	247	26.2	25.3	26.6	25.9	26.1
2016-2017	274	26.2	25.6	26.3	25.1	25.9
2017-2018	277	26.6	25.4	26.8	25.7	26.3
2018-2019	265	25.9	25.5	26.2	25.7	25.9
2019-2020	367	26.5	25.5	26.7	26.4	26.4
2020-2021	270	26.6	25.7	27.1	26.0	26.5
2021-2022	226	27.1	25.5	27.3	26.3	26.7
2022-2023	202	25.8	25.0	26.3	25.4	25.8
2023-2024	163	27.6	26.6	28.9	27.1	27.7
2024-2025	97	25.9	26.8	27.8	27.1	27.0
Pennsylvania*		English	Math	Reading	Science	Composite
2015-2016		22.6	23.0	23.6	22.8	23.1
2016-2017		23.4	23.4	24.2	23.3	23.7
2017-2018		23.3	23.2	24.0	23.1	23.5
2018-2019		23.3	23.1	24.1	23.2	23.6
2019-2020		23.4	23.2	24.3	23.4	23.7
2020-2021		24.8	24.3	25.8	24.5	25.0
2021-2022		24.3	23.7	25.2	24.0	24.4
2022-2023		23.6	23.2	24.7	23.6	23.9
2023-2024		24.0	23.5	25.2	23.9	24.3
2024-2025		24.0	23.8	25.4	24.2	24.5
Nation**		English	Math	Reading	Science	Composite
2015-2016		20.1	20.6	21.3	20.8	20.8
2016-2017		20.3	20.7	21.4	21.0	21.0
2017-2018		20.2	20.5	21.3	20.7	20.8
2018-2019		20.1	20.4	21.2	20.6	20.7
2019-2020		19.9	20.2	21.2	20.6	20.6
2020-2021		19.6	19.9	20.9	20.4	20.3
2021-2022		19.0	19.3	20.4	19.9	19.8
2022-2023		18.6	19.0	20.1	19.6	19.5
2023-2024		18.6	19.0	20.1	19.6	19.4
2024-2025		18.4	18.9	20.0	19.6	19.4

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

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



# THE HIGH SCHOOL STUDENT

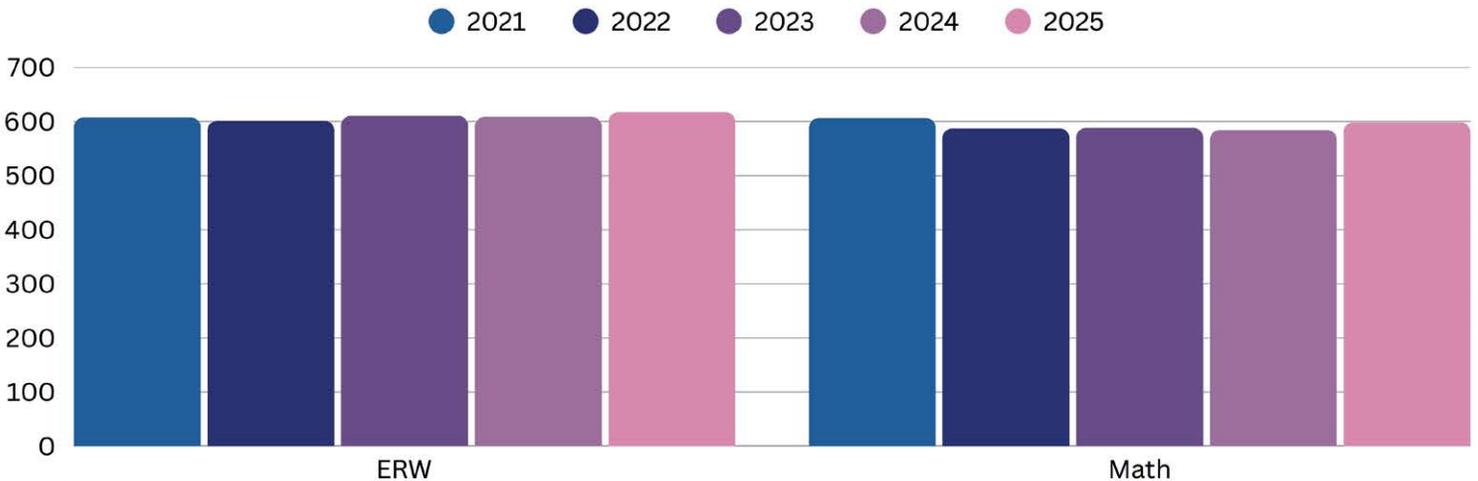
## 2025 SUMMARY OF SAT SCORES

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

The scores for Evidence-Based Reading and Writing (ERW) and Mathematics are listed separately and compared with both national and Pennsylvania state means. Additionally, data is further broken down by gender. The cumulative mean score of the Evidence-Based Reading and Writing (ERW) and Mathematics sections for Mt. Lebanon students combined was 1215.

Students of all abilities are taking the SAT test within our district and are being accounted for in very favorable national and state comparisons. Data provided is from a narrow cross section of our school, state and national populations that self-select to take exams based on college admission intentions.

**162 points higher than the national mean**  
**131 points higher than the Pennsylvania mean.**



	ERW	Math
2021	607	606
2022	601	587
2023	610	588
2024	608	584
2025	617	598



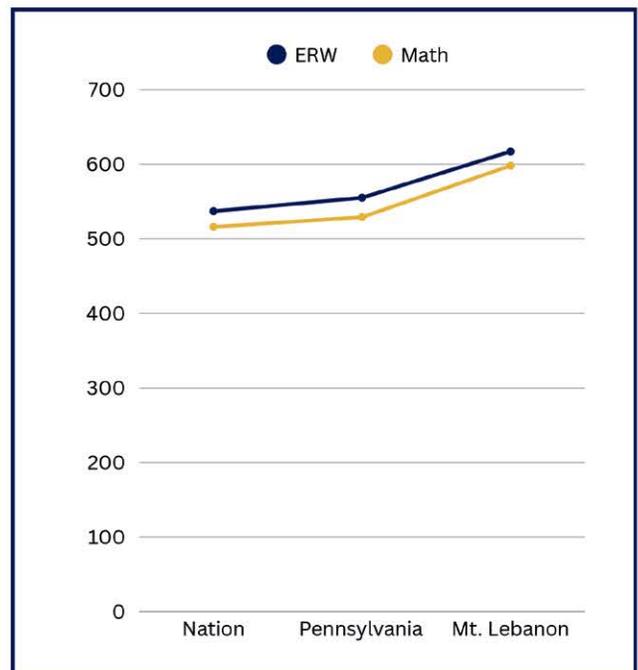
# THE HIGH SCHOOL STUDENT

## OVERALL SAT PERFORMANCE BY IDENTITY GROUPS

	Number of Exams			Total Score			ERW			Math		
	23	24	25	23	24	25	23	24	25	23	24	25
American Indian/ Alaska Native	1	1	-	-	-	-	-	-	-	-	-	-
Asian	25	19	21	1329	1237	1291	652	616	648	676	621	644
Black/ African-American	4	1	6	-	-	-	-	-	-	-	-	-
Hispanic/ Latino	19	11	20	1229	1182	1225	614	610	630	616	572	595
White	307	300	270	1187	1194	1218	608	610	618	579	584	600
Two or More Races	12	16	16	1243	1181	1166	632	603	601	611	579	565
No Response	3	10	19	-	1156	1153	-	587	583	-	569	571

	ERW	Math
Mt. Lebanon	617	598
Pennsylvania	555	529
Nation	537	516

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





# THE HIGH SCHOOL STUDENT

## SAT REASONING MEAN SCORES TREND SUMMARY

### Historical SAT Participation Rates and Mean Scores

ERW	MT. LEBANON SCHOOL DISTRICT				NATION			PENNSYLVANIA		
YEAR	MALE	FEMALE	COMBINED	% OF CLASS TESTING	MALE	FEMALE	COMBINED	MALE	FEMALE	COMBINED
2016-17	602	611	607	85.3	532	534	533	542	538	540
2017-18	608	616	612	81.2	534	539	536	549	546	547
2018-19	605	630	617	85.3	529	534	531	546	545	545
2019-20	606	600	603	86.9	523	532	528	544	543	543
2020-21	609	604	607	76.6	530	535	533	567	565	566
2021-22	597	604	601	83.3	526	531	529	553	549	551
2022-23	594	624	610	75.8	517	523	520	549	545	547
2023-24	604	612	608	82.1	516	522	519	547	545	546
2024-25	602	633	617	77.7	520	522	521	559	550	555
MATH					NATION			PENNSYLVANIA		
YEAR	MALE	FEMALE	COMBINED		MALE	FEMALE	COMBINED	MALE	FEMALE	COMBINED
2016-17	606	576	591		538	516	527	546	518	531
2017-18	613	585	600		542	522	531	554	526	539
2018-19	603	603	603		537	519	528	551	525	537
2019-20	612	575	594		531	516	523	549	522	534
2020-21	624	590	606		537	519	528	573	544	557
2021-22	601	569	587		530	512	521	556	526	540
2022-23	591	584	588		515	500	508	549	518	531
2023-24	597	571	584		514	496	505	545	515	529
2024-25	591	605	598		515	500	508	544	515	529

Data compiled from: 2025 The College Board Summary Report





# THE HIGH SCHOOL STUDENT

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

This report represents a ten year summary of the Preliminary Scholastic Assessment Test (PSAT)/National Merit Scholarship Qualifying Test (NMSQT). Designed for students in their junior year, many of the District's sophomores and even some younger students take the PSAT as preparation for the SAT.

The selection index is used for National Merit purposes for juniors only. The PSAT/NMSQT cutoff score for National Merit is not a single number, but a "Selection Index" score that varies by state.

TEST SCORING		
PSAT/NMSQT Score Reported	Details	Score Range
Section Scores (2)	Reading and Writing (RW)	160-760
	Math (M)	160-760
Total Score	Sum of the 2 section scores	320-1520
Selection Index Score	$\frac{2RW + M}{10}$	48-228

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

## NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST (NMSQT) SUMMARY

Class of	Students Taking the NMSQT	Semi-Finalist Students	Commended Students	Total Semi-Finalists & Commended Students
2017	403	9	9	18
2018	402	11	14	25
2019	433	5	6	11
2020	432	9	13	22
2022	406	7	14	21
2023	419	13	19	32
2023	428	6	21	27
2024	413	3	25	28
2025	439	10	19	29
2026	408	10	24	34

The above data is a ten year summary of the National Merit Scholarship Qualifying Test results for Mt. Lebanon High School. These results are based on the Preliminary Scholastic Assessment Test (PSAT) that was given to eleventh graders in October 2024. Semifinalist standing usually represents students scoring within the top 1% of test takers in Pennsylvania and Commended standing within the top 3% in Pennsylvania. It is important to note that National Merit indexes vary from year-to-year and state-to-state. In Pennsylvania, for the Class of 2026, the index score was 224 to be a National Merit Semi-Finalist.



# THE HIGH SCHOOL STUDENT

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

### 2025-2026 (CLASS OF 2026) National Merit Semi-Finalists

DISTRICT	2017	2018	2019	2020	2022	2023	2023	2024	2025	2026	TOTAL
Bethel Park School District	1	1	0	0	2	2	0	2	2	0	10
Central Bucks School District**	20	18	28	19	27	15	18	21	12	11	189
Fox Chapel School District	14	3	11	14	7	9	9	6	7	10	90
Gateway School District	0	3	0	3	2	1	0	2	2	0	13
Great Valley School District	11	13	4	16	11	16	6	6	6	17	106
Hampton School District	2	2	6	8	3	4	3	3	2	3	36
Lower Merion School District*	20	23	29	28	33	37	33	37	27	27	294
Lower Moreland School District	4	5	4	6	3	3	5	6	5	1	42
Mt. Lebanon School District	9	11	5	9	7	13	6	3	10	10	83
North Allegheny School District	19	29	29	22	14	20	22	16	17	28	216
Peters Township School District	5	7	1	3	3	5	3	5	2	3	37
Radnor School District	11	13	16	20	10	17	17	11	8	15	138
South Fayette School District	3	2	1	1	3	6	2	3	4	3	28
Taylor Alderdice (Pittsburgh Publich School District)	5	7	4	2	6	3	0	4	2	8	41
Tredyffrin-Easttown School District	33	34	34	42	29	38	47	50	40	40	387
Unionville-Chadds Ford School District	15	18	15	22	13	21	16	18	24	16	178
Upper Dublin School District	5	12	16	8	13	7	8	7	5	7	88
Upper St. Clair School District	12	11	4	6	11	10	9	9	6	8	86
Wallingford-Swarthmore School District	13	9	7	8	14	10	11	4	8	4	88

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



This data is a ten year summary of the total number of National Merit Semifinalists from our comparators and comparable selected schools in Western Pennsylvania.

**NATIONAL MERIT  
 SCHOLARSHIP PROGRAM**





# THE HIGH SCHOOL STUDENT

## Keystone Exams

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

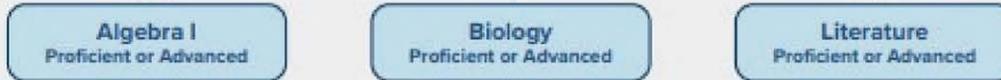
## ACT 158

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

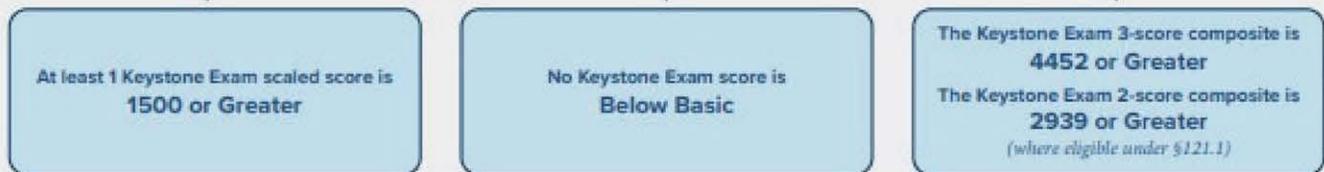


# Pennsylvania Pathways to Graduation

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



## Keystone Composite Pathway *Numeric Scores Only*



### CTE Concentrator

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

#### CTE Concentrator

1 Artifact from pathway criteria

### Alternative Assessment

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

#### Alternative Assessment

1 Artifact from pathway criteria

### Evidence-Based Pathways

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

#### Evidence-Based

3 Artifacts from pathway criteria

### Waiver

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

### Individualized Education Plan

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

**NOTE:** Although this infographic displays a sequential progression, students may fulfill criteria under the CTE Concentrator, Alternative Assessment, or Evidence-Based Pathways prior to demonstrating proficiency in Keystone academic content through Keystone Exam scores or locally established grade-based requirements.

# Pathway Criteria

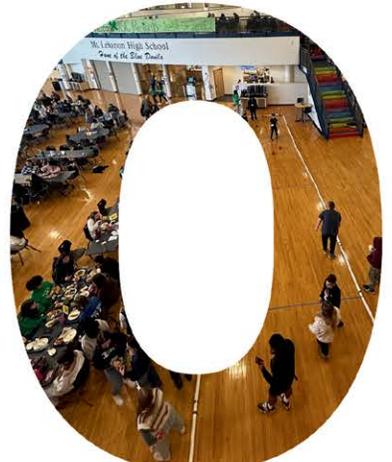
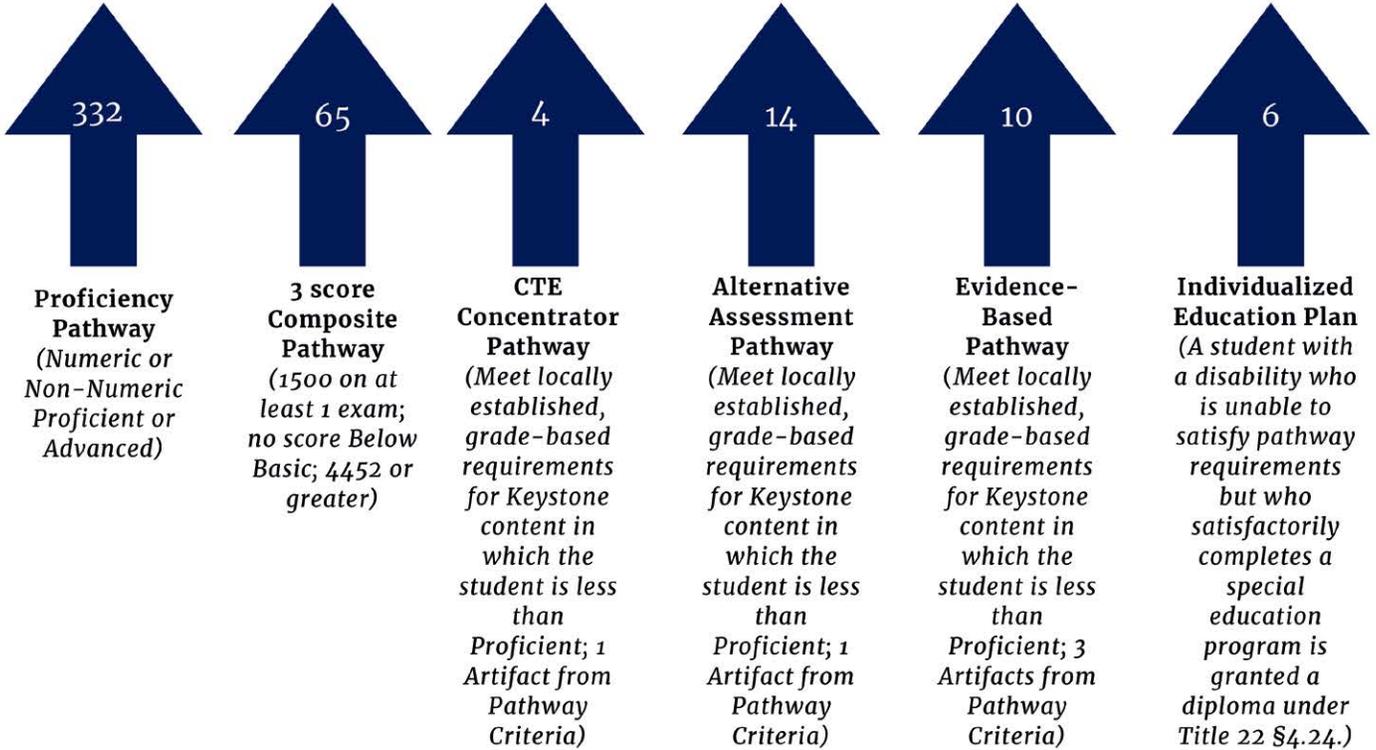
CTE Concentrator	Alternative Assessment	Evidence-Based
<p style="text-align: center;"><b>1 Artifact</b></p>	<p style="text-align: center;"><b>1 Artifact</b></p>	<p style="text-align: center;"><b>3 Artifacts consistent w/student goals</b></p> <p style="text-align: center;">ONE or more from Section One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



# THE HIGH SCHOOL STUDENT

## ACT 158

### Mt. Lebanon High School Class of 2026 Graduation (Anticipated Pathways)





# PENNSYLVANIA VALUE ADDED ASSESSMENT SYSTEM (PVAAS)

## Pennsylvania Value Added Assessment System (PVAAS)

PVAAS is one of the tools in the cadre of tools provided each fall to local education agencies (LEAs)/districts and schools from the Pennsylvania Department of Education.

LEAs/districts, schools, and teachers are using PVAAS (growth and projection data), in conjunction with achievement data, to make sure students are on a path to proficiency and beyond. Utilizing all the data available (growth and achievement), educators are able to make data-informed instructional decisions to ensure the academic growth and achievement of all students.

### Mt. Lebanon School District

Subject	← Year	← Grade	Growth	Color Indicator
PSSA Math - Predictive	2025	4	Well Above	
		5	Well Above	
		6	Well Above	
		7	Meets	
		8	Above	
PSSA English Language Arts - Predictive	2025	4	Well Above	
		5	Well Above	
		6	Above	
		7	Above	
		8	Well Above	
Keystone Algebra I - Predictive	2025	N/A	Well Above	
Keystone Biology - Predictive	2025	N/A	Well Above	
Keystone Literature - Predictive	2025	N/A	Well Above	



# THE MIDDLE AND ELEMENTARY SCHOOL STUDENT

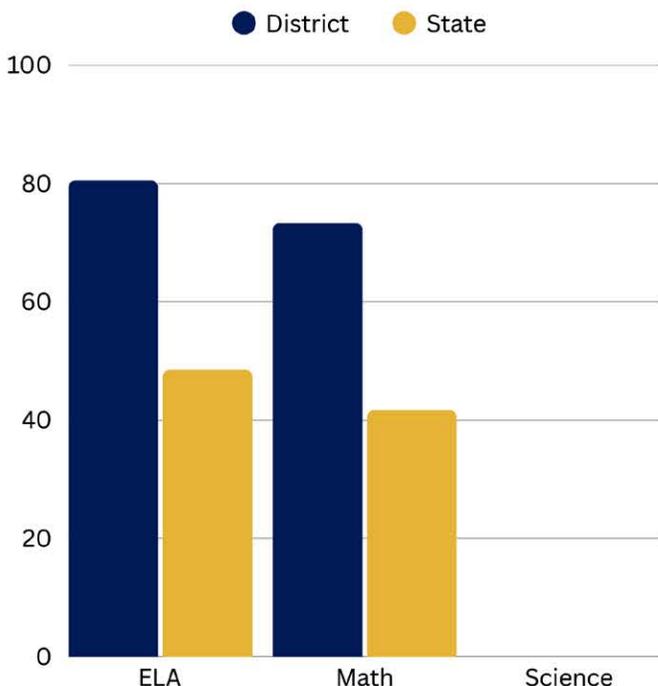
## Pennsylvania System School Assessment (PSSA)

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

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

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

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



PSSA All District Data

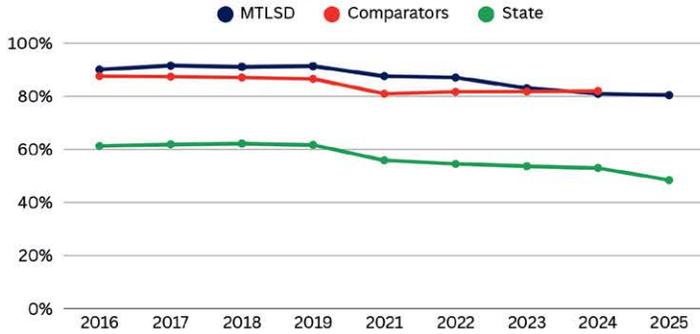
2024 PSSA	District	State
ELA	80.5	48.5
Math	73.3	41.7
Science	NA	NA

\*\*Science - Due to the piloting of the STEEL Standards, there is not a PSSA Score for the 2024-2025 school year



# THE MIDDLE AND ELEMENTARY SCHOOL STUDENT

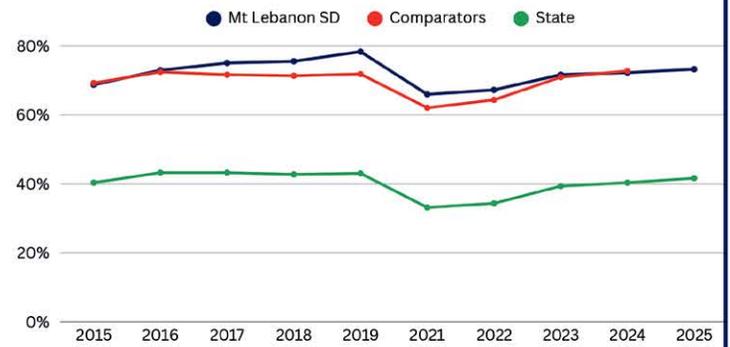
## PSSA ELA



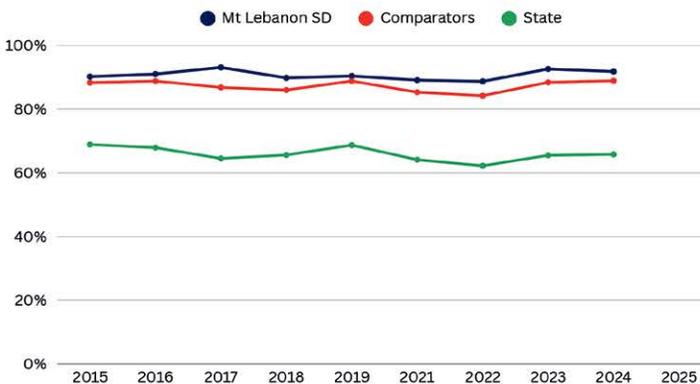
Year	MTLSD	Comparators	State
2016	90.1%	87.6%	61.3%
2017	91.6%	87.4%	61.9%
2018	91.1%	87.1%	62.2%
2019	91.4%	86.6%	61.7%
2021	87.6%	81%	55.9%
2022	87.1%	81.7%	54.6%
2023	83.1%	81.8%	53.7%
2024	81.0%	82%	53.0%
2025	80.5%		48.5%

Year	Mt Lebanon SD	Comparators	State
2015	68.8%	69.3%	40.4%
2016	73.0%	72.5%	43.3%
2017	75.1%	71.7%	43.3%
2018	75.6%	71.4%	42.8%
2019	78.4%	71.9%	43.1%
2021	66.0%	62.1%	33.2%
2022	67.3%	64.4%	34.4%
2023	71.7%	71.0%	39.4%
2024	72.3%	72.8%	40.4%
2025	73.3%		41.7%

## PSSA Math



## PSSA Science



Year	Mt Lebanon SD	Comparators	State
2015	90.2%	88.3%	68.9%
2016	91.0%	88.8%	67.9%
2017	93.1%	86.8%	64.5%
2018	89.8%	86.0%	65.6%
2019	90.4%	88.8%	68.7%
2021	89.1%	85.3%	64.1%
2022	88.7%	84.2%	62.2%
2023	92.6%	88.4%	65.5%
2024	91.8%	88.9%	65.8%
2025	NA	NA	NA

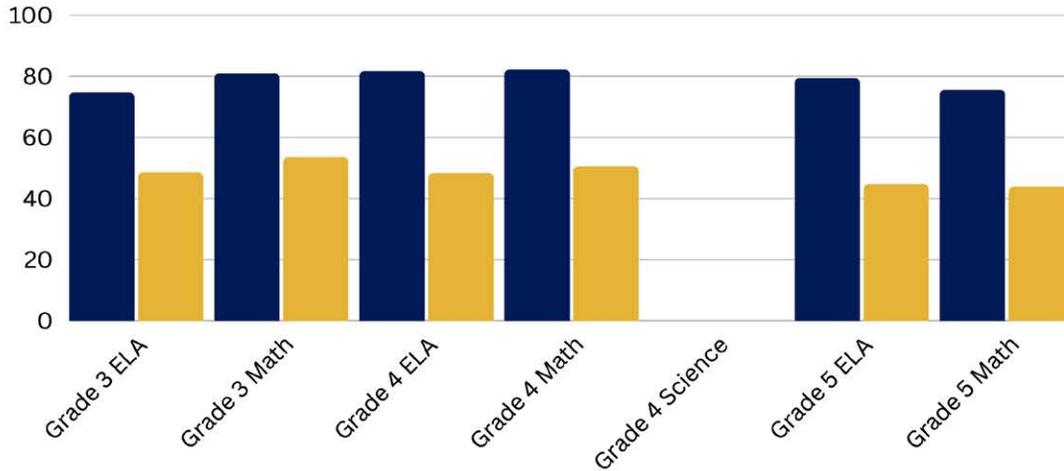
\*\*Science - Due to the piloting of the STEEL Standards, there is not a PSSA Score for the 2024-2025 school year



# THE MIDDLE AND ELEMENTARY SCHOOL STUDENT

## PSSA 3-5

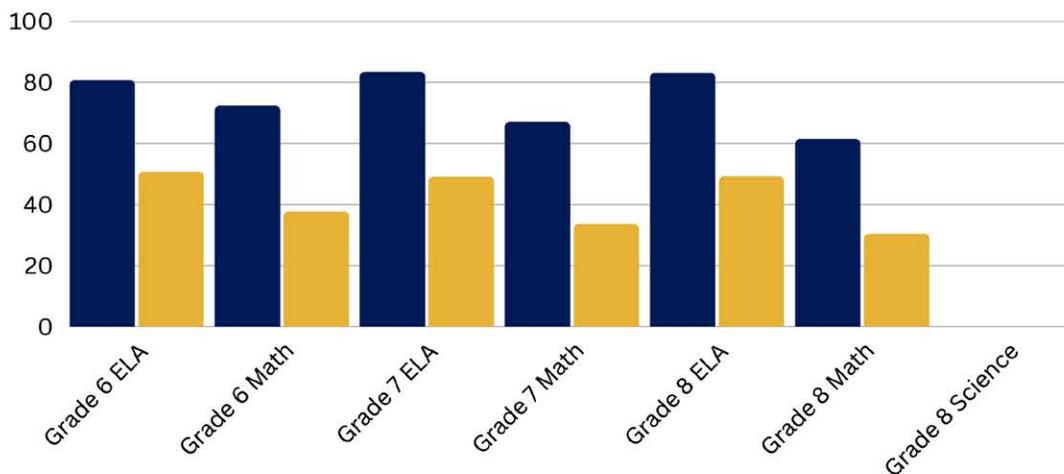
● District ● State



	Grade 3 ELA	Grade 3 Math	Grade 4 ELA	Grade 4 Math	Grade 4 Science	Grade 5 ELA	Grade 5 Math
District	74.7	81.0	81.7	82.2	NA	79.4	75.6
State	48.6	53.6	48.4	50.6	NA	44.7	43.9

## PSSA 6-8

● District ● State

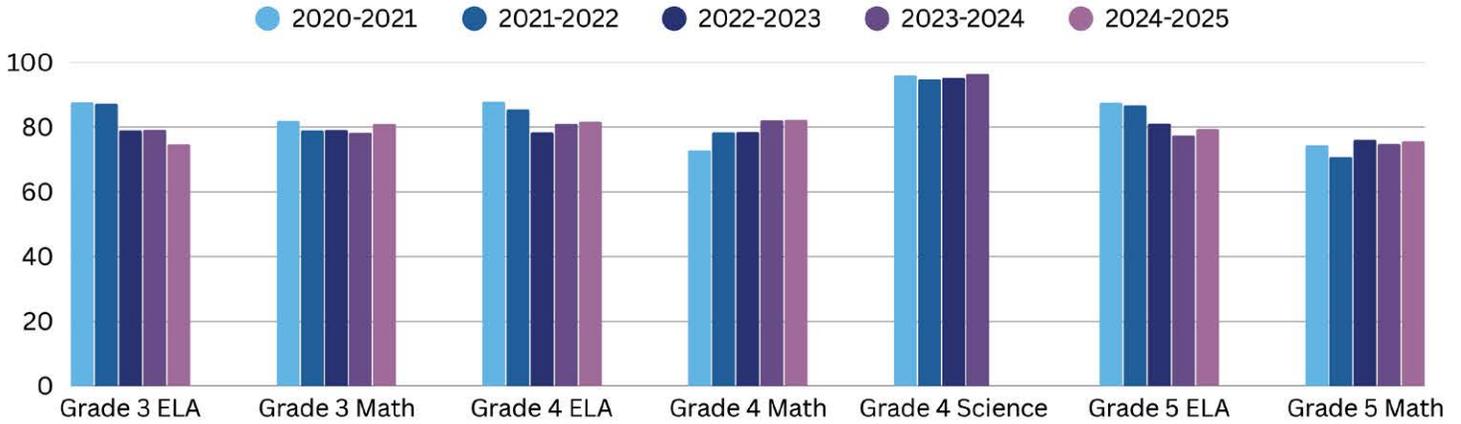


	Grade 6 ELA	Grade 6 Math	Grade 7 ELA	Grade 7 Math	Grade 8 ELA	Grade 8 Math	Grade 8 Science
District	80.8	72.4	83.5	67.1	83.2	61.5	NA
State	50.8	37.8	49.2	33.7	49.3	30.5	NA



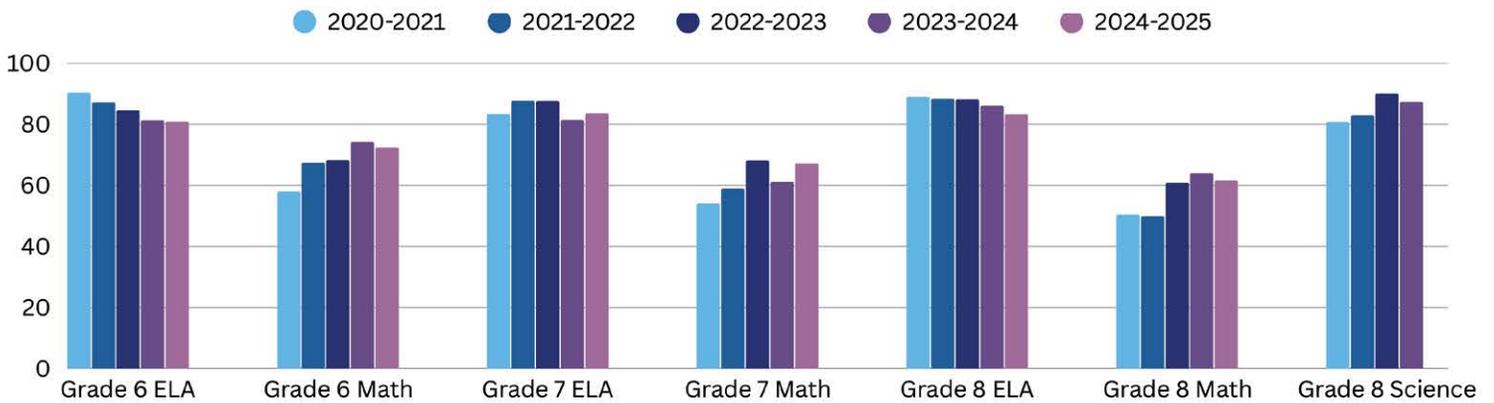
# THE MIDDLE AND ELEMENTARY SCHOOL STUDENT

## PSSA 5 Year Elementary



	Grade 3 ELA	Grade 3 Math	Grade 4 ELA	Grade 4 Math	Grade 4 Science	Grade 5 ELA	Grade 5 Math
2020-2021	87.6	81.9	87.8	72.8	96	87.5	74.4
2021-2022	87.2	79	85.4	78.3	94.7	86.7	70.7
2022-2023	79.0	79.1	78.3	78.4	95.1	81.1	76.0
2023-2024	79.2	78.2	81.0	82.1	96.4	77.4	74.8
2024-2025	74.7	81.0	81.7	82.2	NA	79.4	75.6

## PSSA 5 Year Middle School



	Grade 6 ELA	Grade 6 Math	Grade 7 ELA	Grade 7 Math	Grade 8 ELA	Grade 8 Math	Grade 8 Science
2020-2021	90.3	58	83.3	54	88.9	50.4	80.7
2021-2022	87.1	67.4	87.7	58.9	88.3	49.9	82.9
2022-2023	84.4	68.2	87.6	68.1	88.1	60.8	90.0
2023-2024	81.2	74.1	81.3	61.1	86.0	63.9	87.3
2024-2025	80.8	72.4	83.5	67.1	83.2	61.5	NA



# THE MIDDLE AND ELEMENTARY SCHOOL STUDENT

## 2025 PSSA Disaggregated Data English Language Arts Performance by Group

Percentages and Total Number by Group*	Total Tested	Below Basic	Basic	Proficient	Advanced	Percentage of Students Below Basic and Basic in English Language Arts		Percentage of Students Proficient and Advanced in English Language Arts		
						Percentage	Count	Percentage	Count	
All Students	2454	3	17	48	33	19.5	17	48	33	80.5
Historically Underperforming	659	9	34	44	14	42.9	9	34	44	57.1
IEP-Special Education	368	12	36	39	12	48.4	12	36	39	51.6
English Learner	84	18	55	24	4	72.6	18	55	24	27.4
Economically Disadvantaged	345	8	34	45	13	41.7	8	34	45	58.3
Male	1292	3	21	48	27	24.7	3	21	48	75.3
Female	1162	2	12	47	39	13.8	2	12	47	86.2
American Indian/Alaskan Native (not Hispanic)	0	0	0	0	0					
Asian (not Hispanic)	187	3	19	41	37	22.5	3	19	41	77.5
Black or African American (not Hispanic)	53	15	36	40	9	50.9	15	36	40	49.1
Hispanic (any race)	101	7	26	49	19	32.7	7	26	49	67.3
Multi-Racial (not Hispanic)	143	3	17	46	34	19.6	3	17	46	80.4
White (not Hispanic)	1970	2	16	48	34	17.7	2	16	48	82.3
Native Hawaiian/other Pacific Islander (not Hispanic)	0	0	0	0	0					
Migrant	0	0	0	0	0					

## Mathematics Performance by Group

Percentages and Total Number by Group*	Total Tested	Below Basic	Basic	Proficient	Advanced	Percentage of Students Below Basic and Basic in Mathematics		Percentage of Students Proficient and Advanced in Mathematics			
						Percentage	Count	Percentage	Count		
All Students	2458	8	19	34	39	26.7	8	19	34	39	73.3
Historically Underperforming	663	20	30	28	22	50.4	20	30	28	22	49.6
IEP-Special Education	369	24	33	25	18	56.4	24	33	25	18	43.6
English Learner	87	37	33	23	7	70.1	37	33	23	7	29.9
Economically Disadvantaged	349	22	28	27	22	50.4	22	28	27	22	49.6
Male	1296	8	19	33	40	26.7	8	19	33	40	73.3
Female	1162	7	20	36	38	26.7	7	20	36	38	73.3
American Indian/Alaskan Native (not Hispanic)	0	0	0	0	0						
Asian (not Hispanic)	188	9	12	26	53	21.3	9	12	26	53	78.7
Black or African American (not Hispanic)	53	26	36	19	19	62.3	26	36	19	19	37.7
Hispanic (any race)	101	13	27	34	27	39.6	13	27	34	27	60.4
Multi-Racial (not Hispanic)	143	8	17	31	44	25.2	8	17	31	44	74.8
White (not Hispanic)	1973	7	19	36	38	25.7	7	19	36	38	74.3
Native Hawaiian/other Pacific Islander (not Hispanic)	0	0	0	0	0						
Migrant	0	0	0	0	0						



MT. LEBANON SCHOOL DISTRICT



A TRADITION OF EXCELLENCE