

2024-2025 ACADEMIC ACHIEVEMENT AND GROWTH REPORT









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Academic Achievement & Growth Report
2024-2025 School Year Results
Presented December 4, 2025

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Table of Contents

Executive Summary **5**
High Level Findings: **5**
Pine-Richland School District Targets for Achievement and Growth 6
Stretch Goals for Pine-Richland School District **6**
Achievement Indicator Levels from PDE for PSSA & Keystone **7**
Growth Indicator Levels from PVAAS **7**
High-Level District PSSA Achievement Results by Subject (See Segmented Results in the Appendix) **9**
High-Level District Keystone Achievement Results by Subject **10**
High-Level PSSA & Keystone Combined PA Value Added Assessment System (PVAAS) Growth Indicators **11**
Next Steps: **12**
PSSA RESULTS **15**
Grade 3 PSSA State & District Results 15
Grade 3 ELA 15
Grade 3 Math 18
Grade 4 PSSA State & District Results 21
Grade 4 ELA 21
Grade 4 Math 24
Grade 4 Science - Exam Moved to Grade 5 Starting in 2025 and No Results Reported for 2025 27
Grade 5 PSSA State & District Results 30
Grade 5 ELA 30
Grade 5 Math 33
Grade 6 PSSA State & District Results 36
Grade 6 ELA 36
Grade 6 Math 39
Grade 7 PSSA State & District Results - English Language Arts 41
Grade 7 PSSA State & District Results - Mathematics 43
Grade 8 PSSA State & District Results - English Language Arts 45
Grade 8 PSSA State & District Results - Mathematics 47
Grade 8 PSSA State & District Results - Science 49
KEYSTONE EXAMS **51**
Overview of Achievement and Growth 51
Algebra Keystone Exams - First-Time Test Takers 52
Biology Keystone Exams - First-Time Test Takers 54
Literature Keystone Exams - First-Time Test Takers 56
SAT: Scholastic Aptitude Test **58**

Overview 58
ACT: American College Test **60**
Overview 60
ACT Data Tables 61
Advanced Placement Test **62**
Overview 62
Portrait of a Graduate **70**
Overview 70
Conclusion and Next Steps **73**
Appendix **75**
Grades 3 - 8 Aggregate PSSA Summary Data Segmented by Group (Return to Executive Summary) 75
Grade 3 ELA & Math Detailed Proficiency Levels: Return to Overview (ELA) 78
Grade 3 ELA & Math Detailed Proficiency Levels: Return to Overview (Math) 79
Grade 4 ELA, Math, & Science Detailed Proficiency Levels: Return to Overview (ELA) (Math) (Science) 80
Grade 5 ELA & Math Detailed Proficiency Levels: Return to Overview (ELA) (Math) 83
Grade 6 ELA & Math Detailed Proficiency Levels: Return to Overview (ELA) (Math) 85
PSSA 7th Grade ELA - Proficiency Percentages Over Time 87
PSSA 7th Grade Mathematics - Proficiency Percentages Over Time 88
PSSA 8th Grade English Language Arts - Proficiency Percentages Over Time 89
PSSA 8th Grade Mathematics - Proficiency Percentages Over Time 90
PSSA 8th Grade Science- Proficiency Percentages Over Time 91
Algebra Keystone - Proficiency Percentages Over Time 92
Biology First Time Test Takers - Proficiency Percentages Over Time 93
Literature Keystone - Proficiency Percentages Over Time 94
Grades 4 - 6 ELA Achievement Data Segmented by Demographic Group 95
Grades 4 - 6 Math Achievement Data Segmented by Demographic Group 96
Grades 7-8 ELA Achievement Data Segmented by Demographic Group 97
Grades 7-8 Math Achievement Data Segmented by Demographic Group 98
Literature First-Time Testers 99
Algebra First-Time Testers 101
Biology First-Time Testers 103
Math Quintiles for 2025 105
ELA Quintiles for 2025 106
Science Quintiles for 2024 (Back to Grade 4) (Back to Grade 8) 108
Math Quintiles for 2025 (Return to Grade 7) (Return to Grade 8) 109
ELA Quintiles for 2025 (Return to Grade 7) (Return to Grade 8) 110
Algebra, Literature, Biology Quintiles for 2025 111
SAT Participation and Performance Table 112

Pine-Richland School District

Academic Achievement and Growth Report (AAGR)

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 all twelve PSSA tested areas (**met/exceeded target achievement across grade levels and content areas**).
- PRSD students performed in the **top decile** in all three Keystone Exam tested areas (**consistent** with prior years).
- PRSD students met or exceeded the **PVAAS growth standard** in **eight of ten PSSA** tested areas (**increase** from 2024 results; reflects inability to include the 2 science areas based on baseline test year without reported results in grades 5 and 8).
- PRSD students met or exceeded the **PVAAS growth standard** in **all three Keystone Exam** tested areas (**consistent** with 2024 results).

For both the PSSA and Keystone Exams, PRSD students in special education with an IEP performed at levels much higher than the state proficiency average of special education students, and in some cases more akin to the general population's proficiency average.

For both the PSSA and Keystone Exams, PRSD students who are economically disadvantaged exceeded the scores of state proficiency average of all tested students in 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, economically disadvantaged, and special education.

- Female PRSD student and male PRSD student performance is generally consistent with some areas of discrepancy focus (e.g., ELA PSSA and Keystone Literature and Biology Exams).
- 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 historic levels on the **American College Test** (ACT).

Over 1300 **Advanced Placement** (AP) exams were taken by PRSD students with **84% of students scoring 3 or higher** on the required exams.

Pine-Richland School District Targets for Achievement and Growth

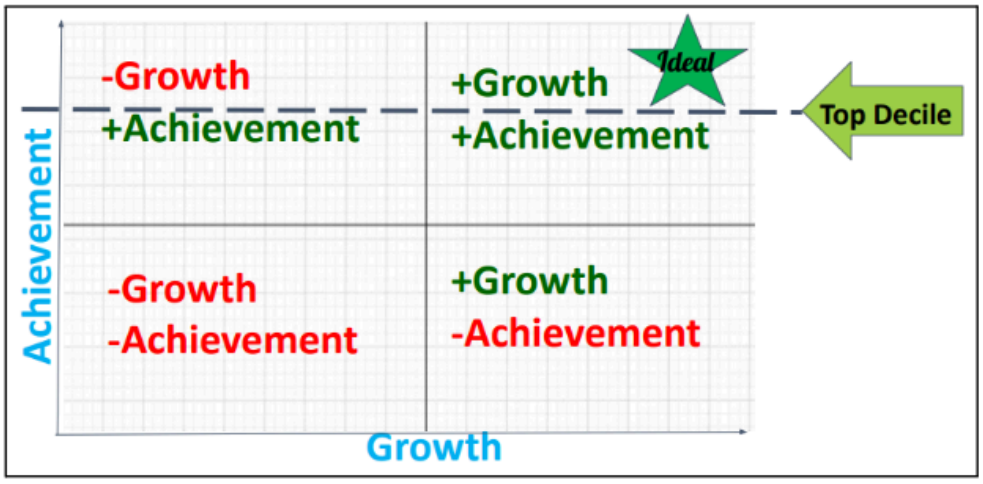
Achievement data for Pine-Richland students is compared generally to other students in the state and particularly to students scoring in the **top decile (e.g. top 10% of public schools in Pennsylvania)**. For achievement goals, performance within the top decile is the most relevant and challenging comparator 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 "students' actual score was the same or better as their predicted score." Our growth target is to ensure evidence of **meeting the growth standard** for each group of students (e.g. meets, above, well above). Starting with the Spring 2025 results, PVAAS leveraged the same growth methodology across all PSSA and Keystone exams, in what is referred to as predictive growth methodology.

According to PVAAS SAS (October 2025), "this [predictive] model generated a predicted score for each student. Entering achievement reflects students' achievement before the current year or when they entered a subject and grade or Keystone content area. A predicted score is the score the student would make on the selected assessment if the student makes average or typical growth…By considering how all other students performed on the assessment in relation to their testing histories, the model calculates a predicted score for each student based on their individual testing history."

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. Of note, the 2025 PVAAS methodologies were updated and aligned across grade levels and content areas. PSSA Math and ELA were updated to use the same predictive methodology to measure growth that have been historically used for Keystones and PSSA Science. The previous methodology was based on Normal Curve Equivalents (NCEs) and assessed whether students maintained their achievement in the same subjects (ELA or Math) from year to year. The new, predictive methodology compares students' predicted scores to their actual scores, using the scale scores of the assessments. According to SAS (2025), "Meeting the growth standard [within the predictive methodology] means that students' actual score was the same as their predicted score." Students not reaching their predicted score would be seen as below or well below the growth standard,

and students exceeding their predicted score would be above or well above the growth standard based on available evidence.

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
District 2025	3	21	48	28
District 2024	3	19	52	27
District 2023	3	18	47	33
State 2025	15	36	36	13



In 2025, 76.0 % of the students at PINE-RICHLAND SD met or exceeded proficiency in English Language Arts. Comparatively, 48.5 % of the students in Pennsylvania met or exceeded proficiency in English Language Arts. Use the 2023 and 2024 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
District 2025	10	19	35	36
District 2024	10	21	35	34
District 2023	10	22	38	30
State 2025	31	27	25	17



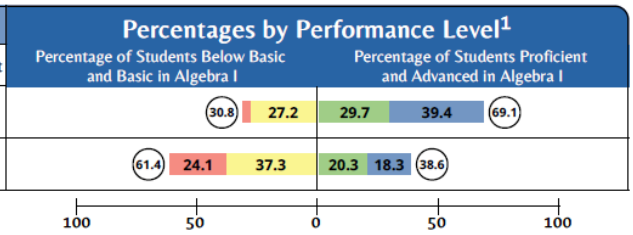
In 2025, 70.8 % of the students at PINE-RICHLAND SD met or exceeded proficiency in Mathematics. Comparatively, 41.7 % of the students in Pennsylvania met or exceeded proficiency in Mathematics. Use the 2023 and 2024 data provided to determine your district's three-year progress. These numbers indicate only the students who are in their full academic year.

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	360	13	3.6	98	27.2	107	29.7	142	39.4
State: First-Time Testers	113,645	27,364	24.1	42,348	37.3	23,091	20.3	20,842	18.3

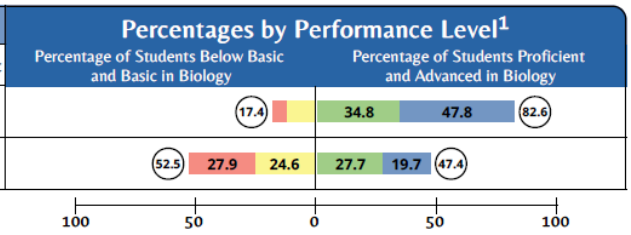


[1] If a percentage is not displayed within the bar graph, consult the table for the actual percentage.
Summaries are based on students' highest scores to date.
Please note that the percentages in the tables may not add up to 100% due to rounding.

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	362	22	6.1	41	11.3	126	34.8	173	47.8
State: First-Time Testers	109,081	30,486	27.9	26,870	24.6	30,207	27.7	21,518	19.7

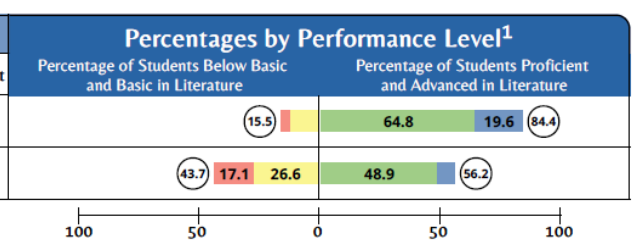


[1] If a percentage is not displayed within the bar graph, consult the table for the actual percentage.
Summaries are based on students' highest scores to date.
Please note that the percentages in the tables may not add up to 100% due to rounding.

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	347	14	4.0	40	11.5	225	64.8	68	19.6
State: First-Time Testers	105,256	18,028	17.1	28,050	26.6	51,501	48.9	7,677	7.3



[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.

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

Subject	Year	Grade	Growth Color Indicator
PSSA Math - Predictive	2025	4	Below
		5	Well Above
		6	Well Above
		7	Well Above
		8	Above
PSSA English Language Arts - Predictive	2025	4	Well Above
		5	Meets
		6	Well Below
		7	Well Above
		8	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

Findings:

1. We have 10 groups of students with moderate to significant evidence of exceeding the growth standard (Math in Grades 5-8 and Algebra; ELA in Grades 4, 7, 8, and Literature; Biology). Additionally we are meeting the growth standard in Grade 5 ELA.
2. 11 of 13 student groups met the growth standard.
3. Growth of students within the 2025 cohort for Math Grade 4 and ELA Grade 6 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.

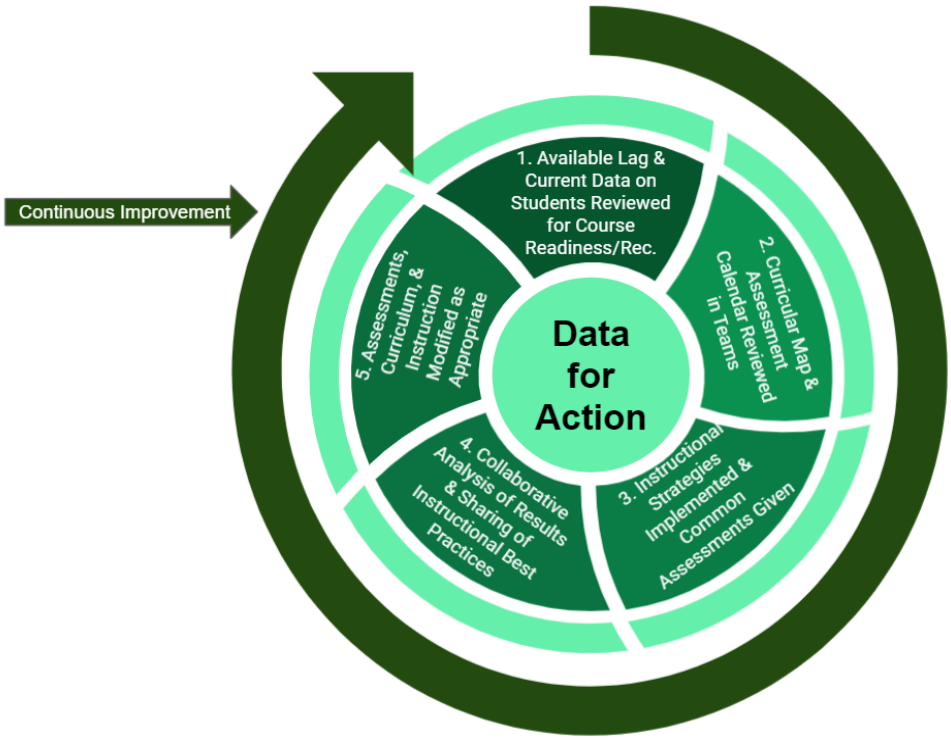
Next Steps:

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*.

Table of Contents



Student Results 2024-2025









Focused on Learning for Every Student, Every Day

· Curriculum/Alignment · Instruction/Time · Assessment/Feedback · Continuous Improvement · Focused on Excellence and Results ·

PSSA and Keystone Updates in 2025

While the growth methodology has been updated for the PSSA in ELA and Math, all of the actual *online* PSSA and Keystone assessments were also updated. Of note, starting in the spring of 2025, the *online assessments* were updated to include more interactive question types called Technology-Enhanced items (e.g., drag and drop, sorting and classification, graphic and chart manipulation, click-to-respond, and text highlighting), which was a new manner of testing for our students who had been used to clicking on a multiple choice item.

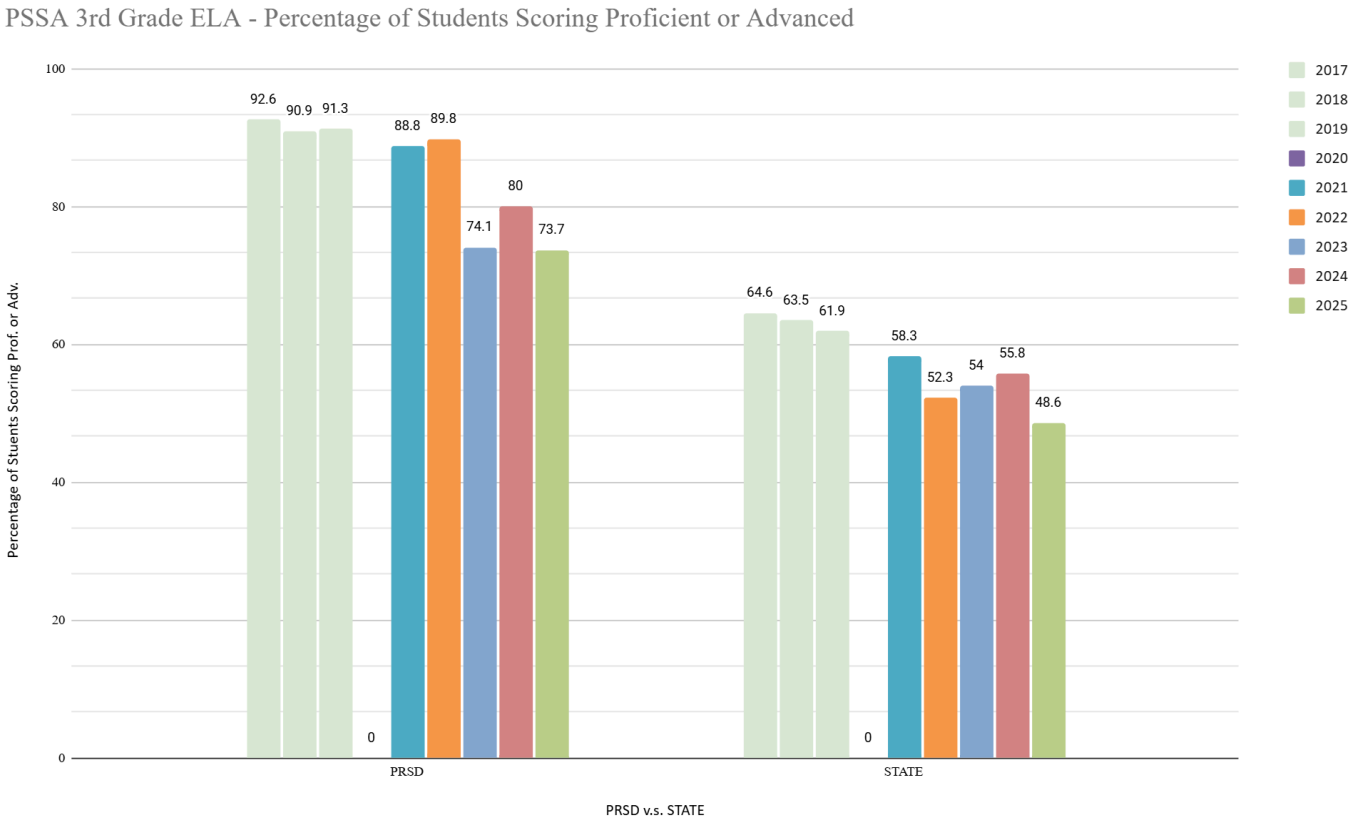
Changes were made only to the online tests, reflecting higher level tasks than those taking the multiple choice version of the test on paper. Spring of 2025 was the last session for schools to be able to use paper-based testing for all students, without a documented exception or need in their special education programming or 504. All schools will be required to move to online testing in the spring of 2026, which will allow for a more fair comparison of performance across schools given the cognitive demand differences in the online versus paper format.

During this first session, screen resolution was an issue for a handful of students at each school, where settings were not locked down to a particular screen resolution ratio. At first, students would be able to see part of an item that they knew was the answer but unable to select the answer because the mouse couldn't click on the response they desired. As students were notifying their test administrators of this, we were able to log them out, change settings, and then log back in. Our principals documented these issues and they were shared with the state and our IT team as they were occurring. Updates were made to ensure that this process got smoother by the second and subsequent testing days.

STUDENT RESULTS

PSSA RESULTS
Grade 3 PSSA State & District Results

Grade 3 ELA



Source: eMetric, PDE 2024; State Level Performance Data, PDE 2025

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

PSSA Top Decile Comparison*: Pine-Richland SD's Grade 3 ELA aggregate was in the Top 7% (36/498 districts). In comparison to all individual Pennsylvania Schools within their districts: Hance Grade 3 was in the top 17%; Richland Grade 3 was in the top 17%; Wexford Grade 3 was in the top 5%.

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:

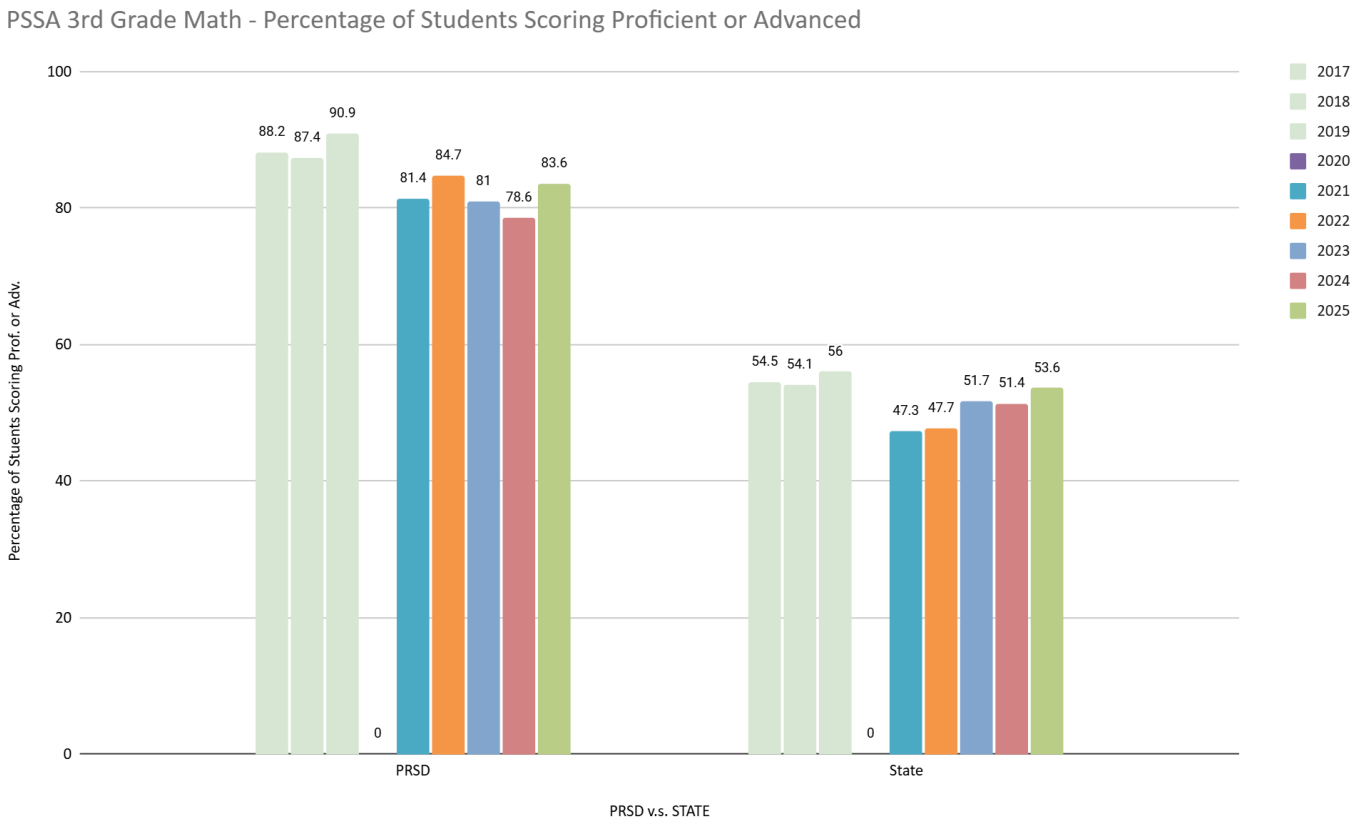
1. PRSD Grade 3 2025 ELA results (73.7% proficient/advanced) continue to surpass state performance significantly, by over 25 percentage points. Compared to the 2024 Grade 3 cohort, there was a 6.3% dip in achievement. The state mirrored a similar dip in performance between these different annual cohorts of students, representing a 7.2% dip in achievement at the state level (55.8% in 2024 to 48.6% in 2025). Our goal is to perform within the top decile for achievement.
2. Grade 3 ELA did achieve within the top decile of districts in 2025 (Top 7% given ranking as 36/498 districts). Two of the three primary schools' third grades achieved within the top quintile (Top 20%) of individual schools (Hance and Richland), with one (Wexford) at the top decile of individual schools.
3. The 2025 cohort of students demonstrated relative achievement strengths in the following areas:
    a. Key Ideas and Details in Literature Text (E3.A-K.1) performance was the strongest it has been over the last 5 years, where the range of performance has been from 58.4% proficient/advanced to 67.9% proficient/advanced this year. This represents progress in terms of the literature text, whereby students in Pine-Richland answered on average 7.5 of the 11 questions correctly (67.9%), compared to the state at 6.1 of 11 (55.5%). The overall performance in the anchor "Key Ideas and Details" is starting to trend upward again in comparison to the last 3 years, ranging from 59.1% proficient/advanced at PRSD to 63.9% during the 2025 Grade 3 test session.
    b. Another relative area of strength for Grade 3 in 2025 in comparison to the other reporting categories and anchors, was E3.D.1 Conventions of Standards English (Writing) where students are asked to "Demonstrate command of Standard English grammar and usage" across nine different areas of eligible content topics. Students in Grade 3 in 2025 achieved 67.1% proficient/advanced, in comparison to 48.5% proficient/advanced at the state level according to the 8 questions/possible points assessed.
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 in the past, but this trend reversed in 2025 with students performing better in literature texts. While student performance increased in this area slightly, it still remains a relative area of need with inconsistent performance across text types (literature versus informational). This is the flip side of the relative strength captured above.
    b. Craft and Structure/Integration of Knowledge and Ideas (E3.G): This was the lowest performance demonstrated across overall assessment anchors with combined performance for Craft and Structure/Integration of Knowledge and Ideas (54.6% proficient/advanced), as well as the breakout for just Craft and Structure for both literature (53.2% proficient/advanced) and informational texts (49.6% proficient/advanced). Again in this category, we see students performing better in the literature texts within the 2025 assessment year.
    c. Vocabulary Acquisition and Use (E3.H): 2025 achievement in Grade 3 demonstrated a decline in achievement within the overarching anchor of vocabulary acquisition and use with overall proficient/advanced scores dropping from 66.4% to 60.7% (the lowest it has been).

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. Implement a system that engages students with their own data so they can set individualized goals to help maintain assessment buy-in and structure.
3. Provide more frequent and intentional exposure to informational texts across content areas (science, social studies, and reading).
4. Continue to implement systematic vocabulary routines (e.g., Frayer model, morphology study of roots/prefixes/suffixes).
5. Facilitate collaboration among the three schools to identify instructional practices that are supporting high achievement and growth, based on student data (Common assessments, Firefly, Star)
6. Create targeted small groups and intervention lessons addressing those skills with explicit modeling and guided practice.
7. Enhance and expand instructional practices by building upon our transition to morpheme-based instruction to continue strengthening vocabulary acquisition, a key driver of language comprehension. Engage in professional development with the AIU in grade bands (K-2 and 3-6) to best address vocabulary acquisition within each grade span.
8. Work vertically to backmap foundational skills for K-3 that progress to higher level standards later within the ELA programming to ensure that students are equipped with the necessary prerequisite skills to ensure later success (e.g. identifying evidence for analysis in later TDAs).

Grade 3 Math



Source: eMetric, PDE 2024; State Level Performance Data, PDE 2025

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

PSSA Top Decile Comparison*: Pine-Richland SD's Grade 3 Math was in the Top 5% of districts (28/498 districts). In comparison to all Pennsylvania Schools, Hance Grade 3 was in the top 20%; Richland Grade 3 was in the top 4%; Wexford Grade 3 was in the top 5%.

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 2025 cohort of 3rd grade students' combined total of advanced and proficient results (83.6%) demonstrate an increase of 5 percentage points, when compared to the 2024 results, and continued to reflect performance 30 percentage points higher than the state average.
2. 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 2025 testing season in terms of assessment format and number of questions, reflecting consistency over time.
3. In comparison to the top decile in 2025, Grade 3 Math did achieve within the top decile of districts (Top 5%; 28/498 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 quintile (20%).
4. The 2025 cohort of students demonstrated relative achievement strengths in the following areas:
    a. Measurement and Data (M3.D-M.3): Find the areas of plane figures, requiring students to measure by counting unit squares (85%) reflects performance 1.6 percentage points higher than the past year's cohort, and reflecting the highest achievement in this category in the past 6 years (previous highest was 83.4% in 2024).
    b. Operations and Algebraic Thinking (M3.B-O.2): Understand properties of multiplication and the relationships between multiplication and division based on data showed a significant strength in achievement and growth with students scoring overall 82% achievement, increasing from 66% in 2023, and being the highest achievement level in the past 6 years.
5. Opportunities identified for the 2025 cohort of students and based on trends over time include the following:
    a. Measurement and Data (M3.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 continued to decline (57.1%), with an average score of .6 and a max score of 1 point.
    b. Geometry (M3.C-G): Reason with shapes and their attributes and analyzing the characteristics of polygons with students scoring 61.1%, the lowest score across 6 years of data which ranged between 61.4% and 77.3% (2019), maximum points between 7 and 8.
    c. Numbers and Operations in Base Ten (M3.A-T): Use place-value understanding and properties of operations to perform multi-digit arithmetic with students scoring 63.7%, the lowest score across 6 years of data which ranged between 69.1% and 80.5% (2019), maximum points, again, between 7 and 8.

Next Steps:

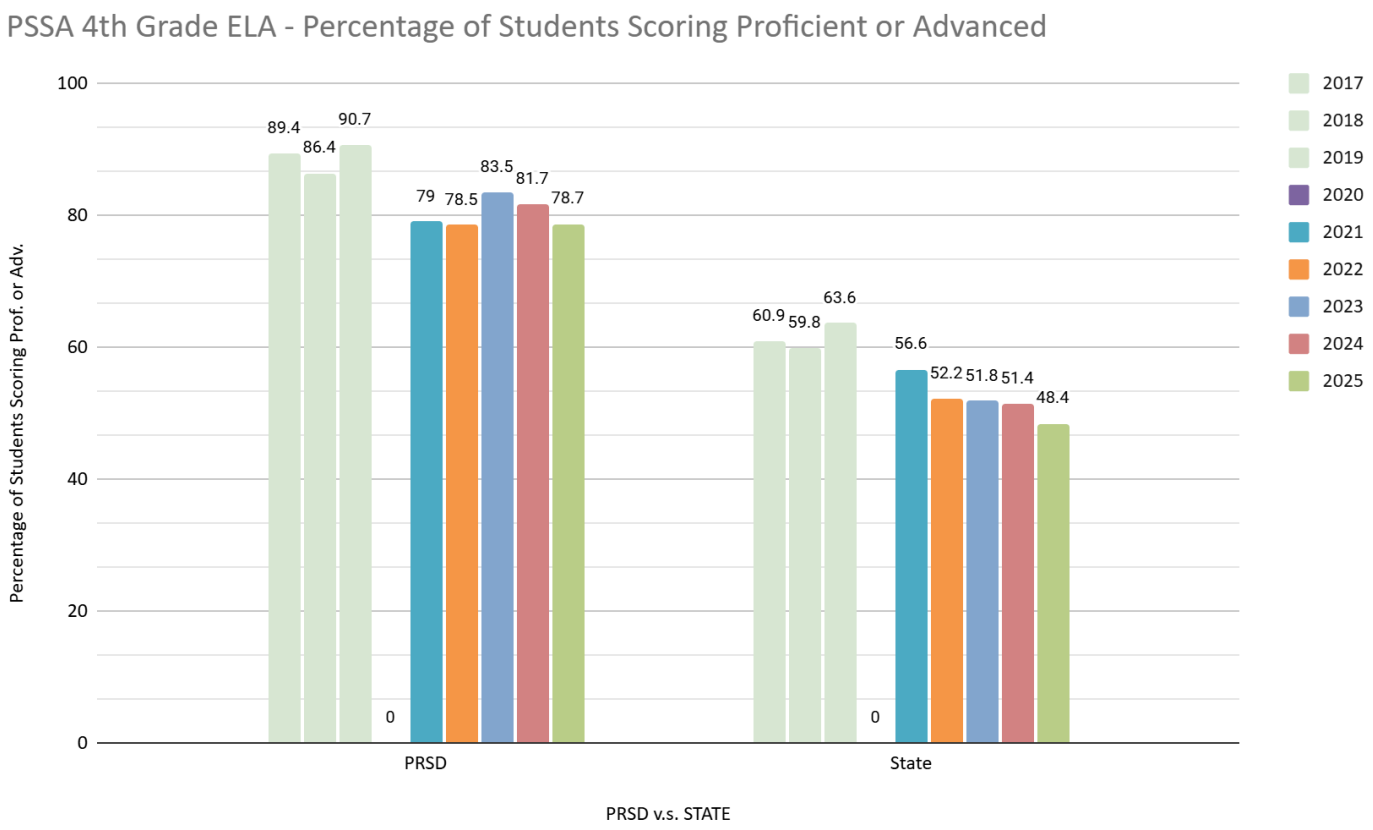
1. Identify and highlight focus areas (red areas) through collaborative unit and lesson planning.
2. Use hands-on geometry tasks (tangrams, geoboards, digital manipulatives) to explore polygons.
3. Implement a system that engages students with their own data so they can set individualized goals to help maintain assessment buy-in and structure.
4. Emphasize precise mathematical vocabulary (sides, vertices, parallel, equal length) during lessons and student discourse.
5. 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.
6. Use of Freckle to assign students specific problems in fractions during RAM Time and track student progress and growth through common assessments and Freckle.

7. Clarify the distinction between perimeter and area through visual models and problem comparisons. Provide real-world problem-solving experiences across disciplines (e.g., designing playgrounds, measuring classroom items) to help students apply measurement concepts.
8. 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.
9. Use the DRC Insight online learning system 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.
10. Incorporate math talks, "Which One Doesn't Belong?" activities, and error analysis to deepen reasoning. Encourage students to justify answers using mathematical language and models, improving both accuracy and communication skills.
11. Conduct professional development with deep understanding of the Standards of Mathematical Practices to transfer to the ways in which we instruct leveraging the 8 practices. Students should deeply understand them as well and recognize their purpose in helping them develop conceptual understanding and mathematical problem solving and sense making.
12. Work vertically to backmap foundational skills for K-3 that progress to higher level standards later within the mathematical programming to ensure that students are equipped with the necessary prerequisite skills to ensure later success.

Table of Contents

Grade 4 PSSA State & District Results

Grade 4 ELA



Source: eMetric, PDE 2024; State Level Performance Data, PDE 2025

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

PSSA Top Decile Comparison*: Pine-Richland SD's 4th Grade ELA was in the Top 4% of districts (22/497) and Top 7% of schools in Pennsylvania (104/1386).

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

Link to Reporting Categories/Anchors

Findings:

1. 2025 Grade 4 ELA students performed in the top decile (within the top 4% of districts and 7% of schools) for achievement.
2. The state performance trends have been declining each year since 2019 (range of 63.6% proficient and advanced to a new low of 48.4%); whereas, Pine-Richland students' performance in Grade 4 is more stable ranging between 78.5% and 83.5% in the last 4 years, with the 2025 score being 78.7% proficient and advanced combined.
3. Growth results are significantly positive for Grade 4 for the second year in a row, 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 82.5% (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 and 2025.
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 is our third lowest area of performance at 58.2 representing a nearly 3% point increase from last year's cohort (55.8% in 2024). This item is worth 16 maximum points with an average score of 9.3 points for the 2025 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. Achievement performance is inconsistent E4.A.C.2 Demonstrate understanding of craft and structure in literature 48.5% (1-2 questions over the past 5 years) E4.D.2 Use knowledge of language and its conventions 57.9% (2 questions last 2 years) These skills are requirements to successfully write a Text Dependent Analyses (TDAs).
    c. 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 2025 performance of 59.5%.

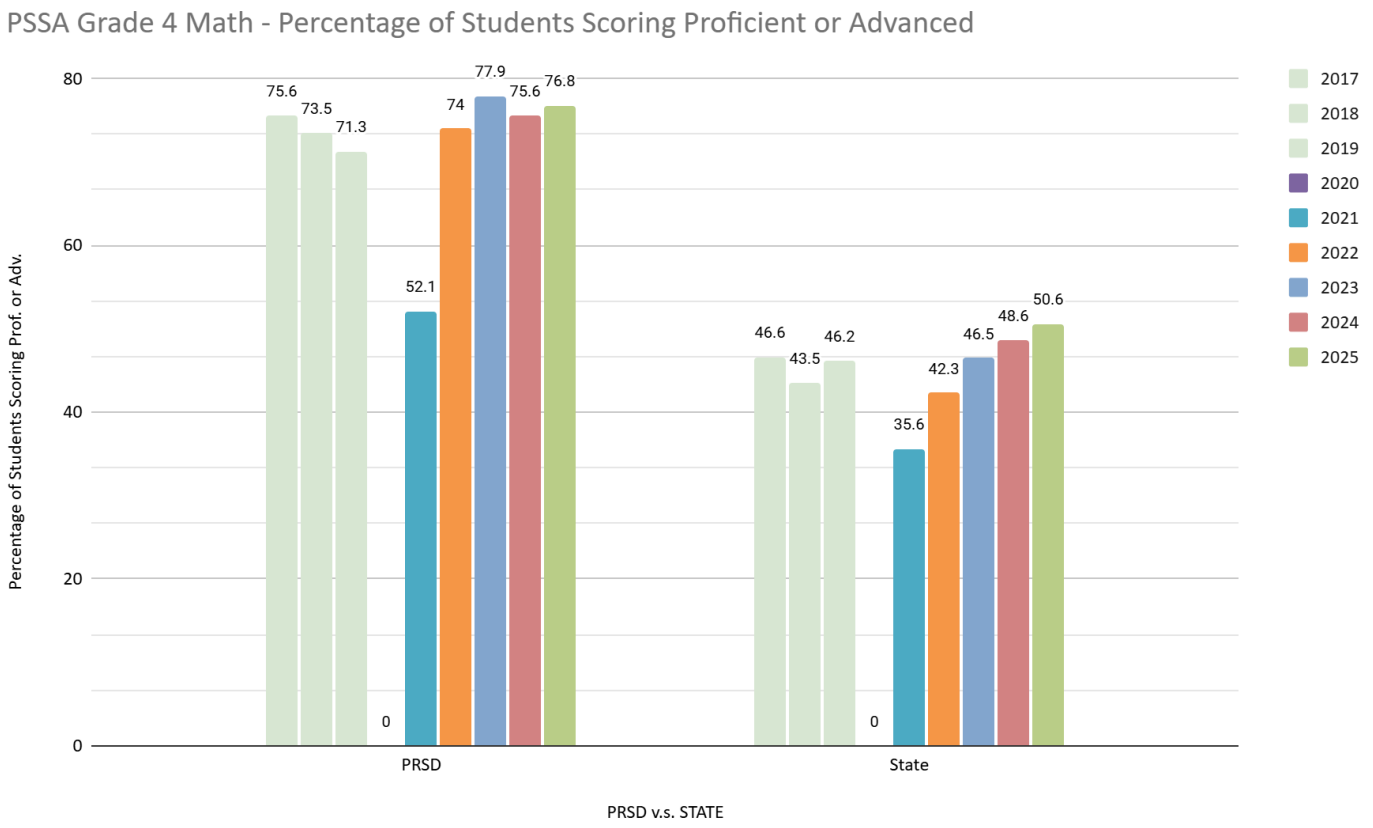
Next Steps:

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. Enhance and expand instructional practices by building upon our transition to morpheme-based instruction to continue strengthening vocabulary acquisition, a key driver of language comprehension. Engage in professional

development with the AIU in grade bands (K-2 and 3-6) to best address vocabulary acquisition within each grade span.

5. Ensure balanced exposure to both informational and literature texts with a focus on craft and structure.
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. Score writing pieces on a common rubric with comparison across classrooms to learn which practices yielded the best outcomes for replication. Consult with the AIU and others regarding best practices for various forms of writing and embed that into the instructional approach.
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 2025

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

PSSA Top Decile Comparison*: Pine-Richland SD's 4th Grade Math was in the Top 8% of districts (8% 41/498) and in the Top 12% of schools in Pennsylvania (12% 164/1387).

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

Link to Reporting Categories/Anchors

Findings:

1. 4th Grade math achievement levels in 2022-2025 have been higher than or commensurate with the performance prior to 2020, with the 2025 cohort (76.8% proficient/advanced) scoring 1.2 percentage points higher than the 2024 cohort (75.6%). In 2023, the highest score in the last 7 years of assessment was achieved (77.9% proficient or advanced).
2. The 4th grade cohort from 2025 demonstrated growth within the 1st quintile and a lack of growth to varying degrees across the 2nd through 5th quintile.
3. With regard to the top decile 4th Grade math was within the top decile (8%) when compared to all PA districts, yet just outside of the top decile when compared to all PA Schools (12%).
4. Strengths for Grade 4 math are as follows:
    a. Within Measurement and Data, an area of strength was M4. D-M. 2 (87.7%) Organize, display, and answer questions based on data.
    b. Within Numbers and Operations in Base 10, an area of relative strength was M4. A-T.1(85.7%) Apply place-value and numeration concepts to compare, find equivalencies, and round. Since 2019 (51.1%) there has been a steady increase in performance with this standard, now reaching 85.7, demonstrating a 34% increase.
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 2025 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 an area of opportunity with performance for 2025 at 52.2% 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. Within Operation and Algebraic Thinking, M.4.B-O.2 Gain familiarity with factors and multiples (58.2%) is an area of opportunity as performance has declined over the previous three years.

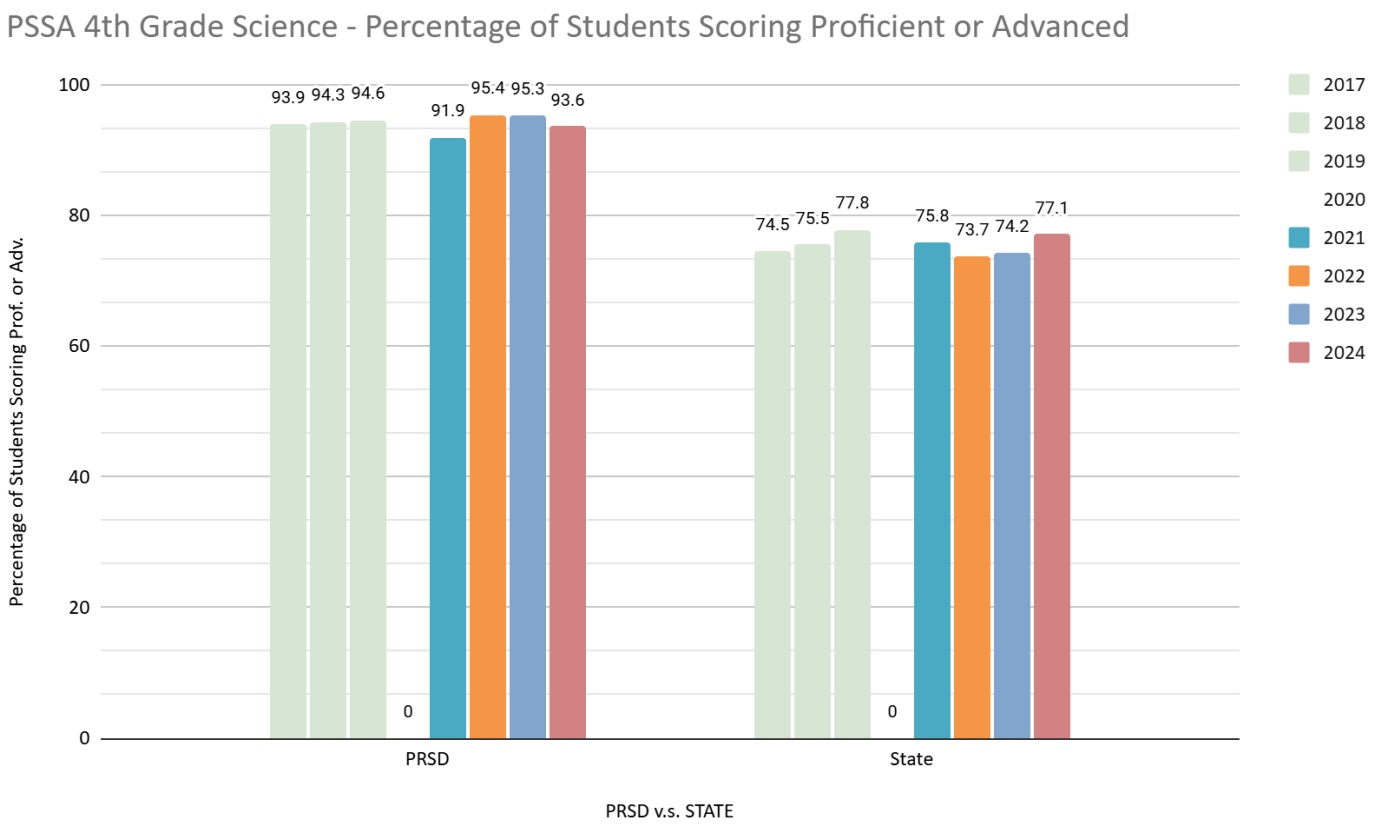
Next Steps:

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 such as fractions.
5. Continue refining our systematic approach to warm-up activities by incorporating regular opportunities for spiral review throughout the school year. Ensuring key concepts such as fractions and geometry are consistently revisited to promote retention of these skills.

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. Emphasizing contextualization and decontextualization with mathematical concepts is foundational to developing the critical thinking and problem solving skills necessary.
8. Engage in ongoing professional learning around the 8 Standards of Mathematical Practice to strengthen instructional approaches and deepen students’ problem-solving skills. Implement these practices within classrooms to build students’ independent use of the strategies.

Table of Contents

Grade 4 Science - Exam Moved to Grade 5 Starting in 2025 and No Results Reported for 2025



Source: eMetric, PDE 2024; State Level Performance Data, PDE 2024 (See Note above - No Longer in Grade 4)

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

PSSA Top Decile Comparison 2024*: 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) in 2024.

PVAAS Results 2024*: Meets Evidence that the LEA/district met the growth standard.

Link to Reporting Categories/Anchors

Findings 2024:

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.

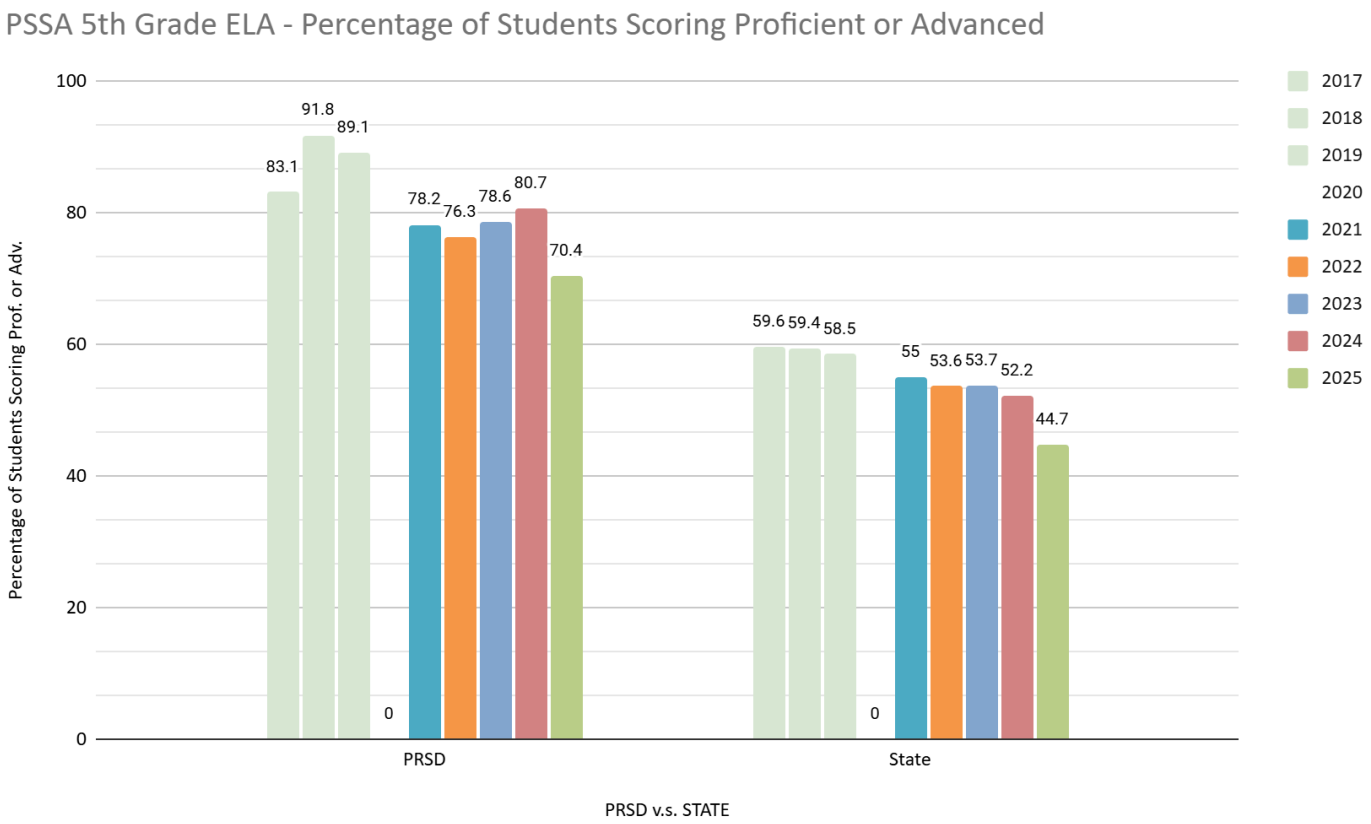
Next Steps:

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).

Table of Contents

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 7% of districts (37/497) and also in the Top 12% of schools in Pennsylvania (146/1261).

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

Link to Reporting Categories/Anchors

Findings:

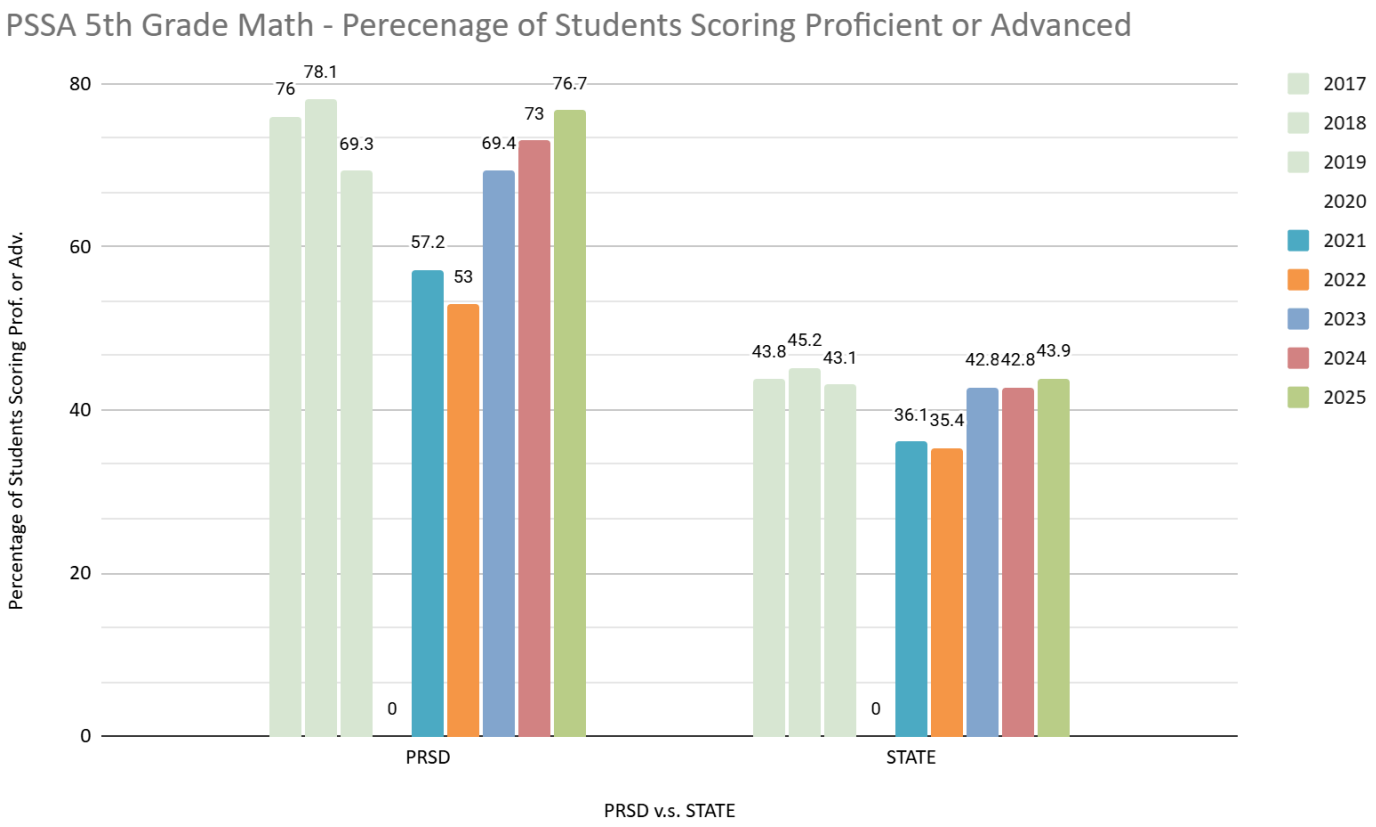
1. Both the 2025 state cohort and the Pine-Richland SD's 5th Grade ELA cohort experienced a performance dip, in comparison to the 2024 scores. The State's scores have been steadily declining since 2017 from a high score of 59.6% proficient/advanced combined through their present day low of 44.7%, representing an 8% point decrease from the 2024 state cohort. Pine-Richland has seen scores hovering between 70%-80.7% over the last 5 years. The 2025 score for PRSD (70.4%) is a 10.3% point drop from the 2024 year. Of note, starting in the spring of 2025, the Math and ELA assessments were updated to include more interactive question types called Technology-Enhanced items (e.g., drag and drop, sorting and classification, graphic and chart manipulation, click-to-respond, and text highlighting), which was a new manner of testing for our students who had been used to clicking on a multiple choice item.
2. In comparison to the top decile, Pine-Richland SD's 5th Grade ELA was in the Top 7% of districts (37/497) and also in the Top 12% of schools in Pennsylvania (146/1261).
3. Despite the achievement among the Grade 5 cohort from 2024, the cohort did not meet the growth standard according to PVAAS, however 2025 growth is trending in a positive direction, moving from well below to below the growth standard.
4. Strengths reflected within the Grade 5 ELA achievement data include:
    a. Vocabulary Acquisition (E05.H) is the reporting category reflecting the highest achievement (71.9%) by the 2025 cohort of Grade 5 ELA students in comparison to the other reporting categories.Within this reporting category, students had a strength specifically in (E5.B-V.4 Vocabulary Acquisition and Use) 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.
    a. Key Ideas and Details reflects a relative strength across categories in 2025. This section has between 20 - 25 questions each year.
    b. When comparing the test structure between Literature and Informational texts, the 2025 cohort demonstrated similar performance in both literature texts (65.1%) and informational texts (65.5). 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.
5. 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. Craft and Structure/ Integration of Knowledge and Ideas, comprises 11 possible points, and is the second lowest performance across reporting categories for the 2025 cohort. Within this category, the anchor E5. BC.3 Demonstrate understanding of connections within, between, and/or among informational texts was the lowest performing area 57.2%.
    c. Historically, Conventions of Standard English (Writing) (E05.D) has presented an area for improvement; however, 2025 marks the first year of overall growth in this domain. This area comprises 9 possible points. Within this category, the anchor (E05.D.1) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, indicating an increase to 65.1% which was an increase from 56.7%.

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. Enhance and expand instructional practices by building upon our transition to morpheme-based instruction to continue strengthening vocabulary acquisition, a key driver of language comprehension. Engage in professional development with the AIU in grade bands (K-2 and 3-6) to best address vocabulary acquisition within each grade span.
5. 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. Score writing pieces on a common rubric with comparison across classrooms to learn which practices yielded the best outcomes for replication. Consult with the AIU and others regarding best practices for various forms of writing and embed that into the instructional approach.
6. Develop lesson plans with the gifted education team, enrichment teacher, and learning support teachers that prioritize differentiation that meets the needs of both high-achieving and low-achieving students. This includes providing scaffolding, extensions, and targeted supports for both struggling and advanced learners. Instruction should integrate strategies that strengthen students' literary analysis, expand writing ability, and engage critical thinking in all classrooms.

Table of Contents

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 4% of districts (21/498) and also in the Top 7% of schools in Pennsylvania (94/1262).

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

Link to Reporting Categories/Anchors

Findings:

1. Over the last 4 cohorts, Pine-Richland students in Grade 5 have demonstrated a positive trend in math achievement levels, with students in 2025 (76.7%) performing at the highest level since 2018 (78.1%). In comparison to the state (43.9% proficient/advanced), Pine-Richland (76.7%) performed nearly 33 percentage points better in 2025.
2. In comparison to the top decile, Pine-Richland SD's 5th Grade Math was in the Top 4% of districts (21/498) and also in the Top 7% of schools in Pennsylvania (94/1262).
3. Growth indicators continue to hold strong for the 2025 Grade 5 Math cohort, with significant evidence that the students exceeded the growth standard. Students in the 1st, 3rd, 4th, and 5th quintiles exceeded the growth standard, while students in the 2nd quintile did not meet the growth standard in the 2025 cohort.
4. Strengths among the 2025 cohort of Grade 5 Math students, included:
    a. Numbers and Operations in Base Ten (M05.A-T) was the strongest reporting category for the 2025 cohort. This reporting category 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 2025, students in the Grade 5 math cohort scored the highest in this reporting category in comparison to the others (76.8%). Within the reporting category, students scored 90.3% 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.
    b. Operations and Algebraic Thinking (M5.B-O) was an area of strength demonstrating a 10.5 percentage point increase from 2024 (60.7%) to 2025 (71.2%) with an upward trend occurring over the past four years. Within this reporting category, M5.B-O.2 Create, extend, and analyze patterns was the area of highest performance at 75.7%.
5. Opportunities for the 2025 cohort of Grade 5 Math students, included:
    a. Measurement and Data (M5.DM) was the lowest reporting category in 2025 for the Grade 5 Math cohort (60.1%). The lowest anchor within this category was M05.DM.3 Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition (54%) with the second lowest being M5.DM.2 Organize, display, and answer questions based on data (57.1%).
    b. Geometry (M5.CG) was the second lowest reporting category (65.3%), with (M05.CG.2) Classifying two dimensional figures using basic properties as the lowest anchor of performance within the category (56.5%).

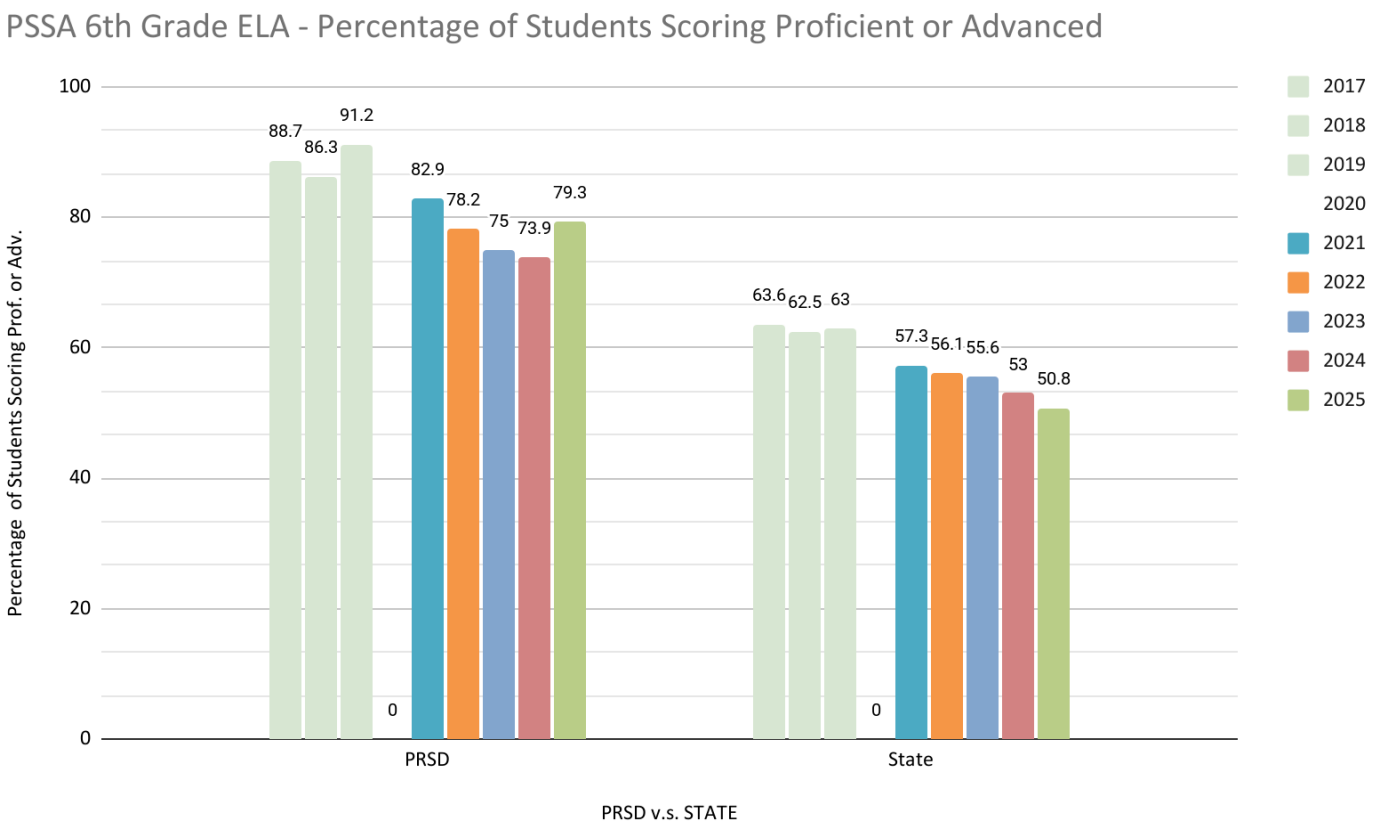
Next Steps:

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 geometry and data, 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. Engage in ongoing professional learning around the 8 Standards of Mathematical Practice to strengthen instructional approaches and deepen students' problem-solving skills. Implement these practices within classrooms to build students' independent use of the strategies.
6. Plan for differentiation within the classroom focused on our students within the second quintile 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.

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 4% of districts (19/499) and in the Top 6% of schools in Pennsylvania (52/863).

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

Link to Reporting Categories/Anchors

Findings:

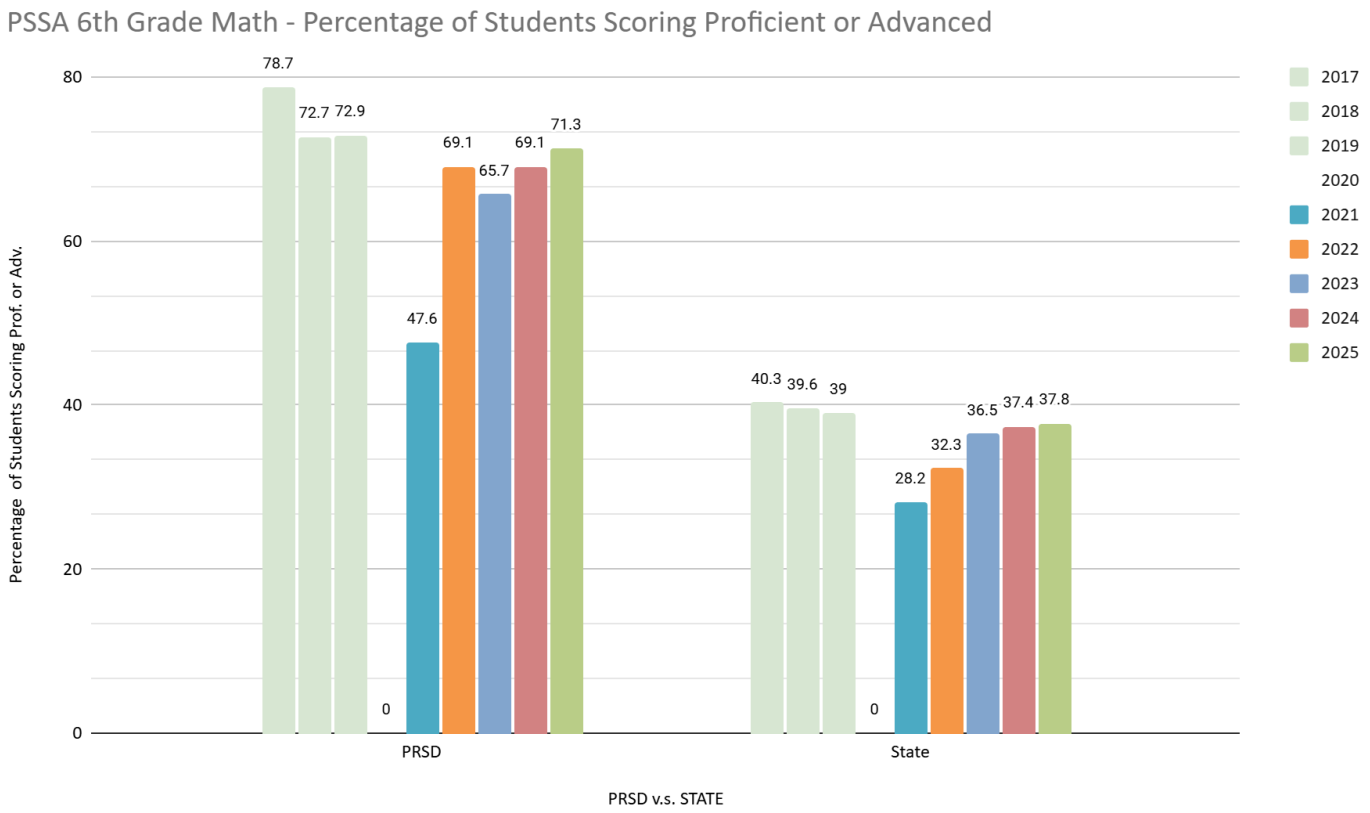
1. Results over the years beginning in 2019 and continuing through 2024 demonstrated a negative trend for cohorts of students at PRSD and in Pennsylvania over time in Grade 6 ELA. At the state level, that negative trend continued with the state average hitting an all-time low of 50.8% proficient/advanced. This trend has been reversed at PRSD starting with the 2025 Grade 6 ELA cohort, who achieved 79.3% combined proficient/advanced. This level of performance is nearly at the level it was in 2021 (82.9%), prior to the trending decline. Students at PRSD continue to outperform the state, now by nearly 30 percentage points.
2. In comparison to the top decile, Pine-Richland SD's 6th Grade ELA was in the Top 4% of districts (19/499) and in the Top 6% of schools in Pennsylvania (52/863).
3. The growth standard was not met in 2025 by the Grade 6 ELA cohort, with the exception of the 1st quintile and 2nd quintile (lowest performing) students. In 2024, only the 1st quintile made growth, so we did improve in the 2nd quintile. The 3rd through 5th quintiles did not meet the growth standard, which remains a clear goal.
4. Strengths reflected within the 2025 Grade 6 ELA cohort include:
    a. Key Ideas and Details is the reporting category reflecting the highest performance at (66.2%)
    b. Craft and Structure/Integration of knowledge E6.G (64.7%) was the highest performance in this category within the past 4 years.
5. Opportunities based on the performance of the 2025 Grade 6 ELA cohort include:
    a. 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. In 2024, performance in this category was 54.1%. In 2025, the performance in this category was 59.9%. This section has a maximum of 16 points.
    b. Conventions of Standard English (Writing) is also a relative area of need out of a possible 9 maximum points, our students scored 62.7% in the 2025 Grade 6 cohort.
    c. While Craft and Structure (E06.G) as a reporting category showed 64.7% correct responses (E06.BC.3) Demonstrate understanding of connections within and/or among informational texts was the lowest anchor within the category at 59.2%.

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. 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. Enhance and expand instructional practices by building upon our transition to morpheme-based instruction to continue strengthening vocabulary acquisition, a key driver of language comprehension.Engage in professional development with the AIU in grade bands (K-2 and 3-6) to best address vocabulary acquisition within each grade span.

6. Plan for differentiation within the classroom that provides enrichment and extension opportunities for our higher level 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).
7. Leverage Freckle to assign targeted practice tailored to individual student needs, with an emphasis on critical areas such as Craft and Structure, to offer focused reinforcement during RAM time, while also enabling ongoing progress monitoring to track student growth.
8. Explicitly teach and model close reading strategies to deepen students' comprehension, with a particular focus on analyzing craft and structure to strengthen their understanding of the text.

Grade 6 Math



Source: eMetric, PDE 2024; State Level Performance Data, PDE 2025

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

PSSA Top Decile Comparison*: Pine-Richland SD's 6th Grade Math was in the Top 3% of districts (16/499) and also in the Top 4% of schools in Pennsylvania (36/863).

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

Link to Reporting Categories/Anchors

Findings:

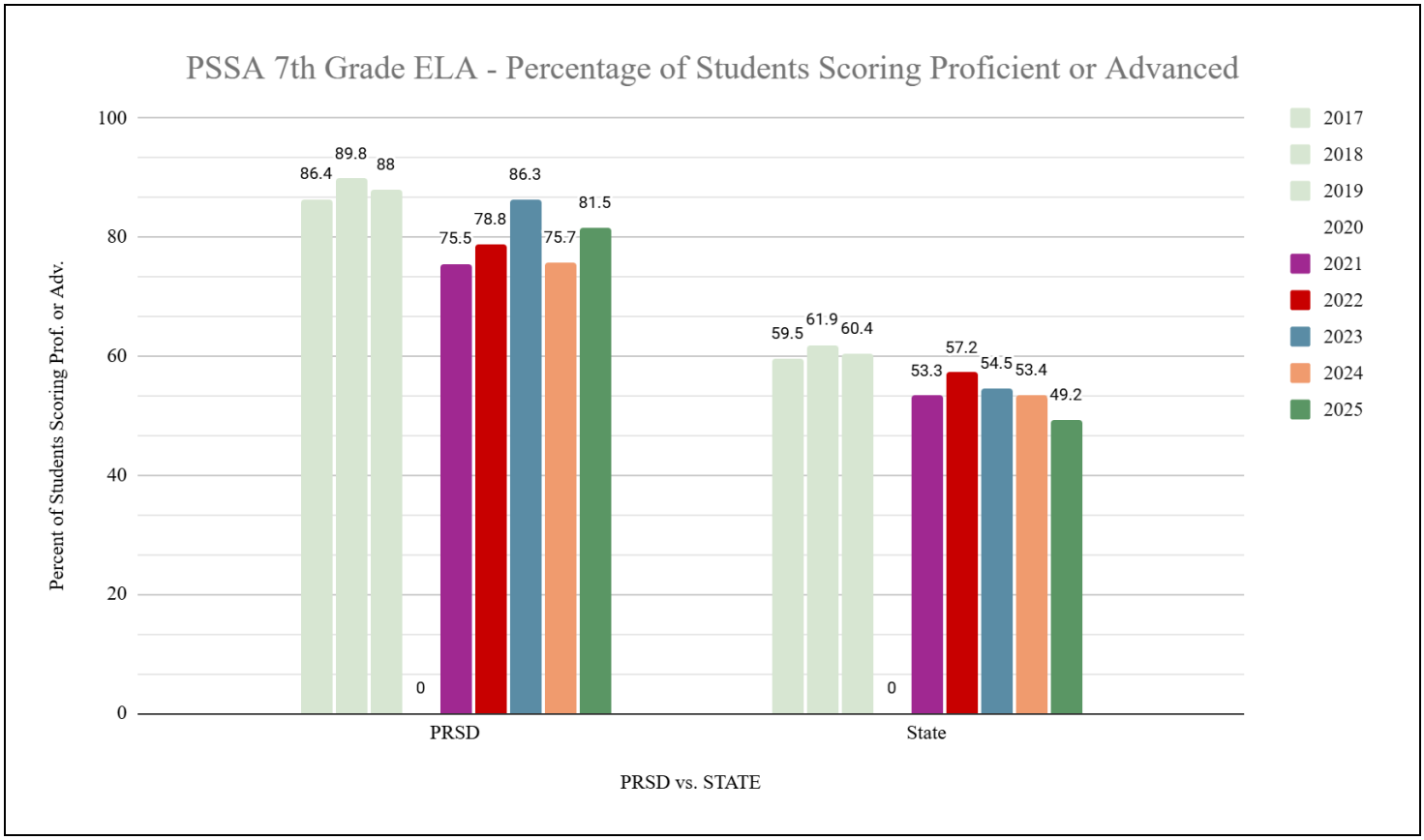
1. Both Pine-Richland School District and the State of Pennsylvania are showing a beneficial trend among the performance of Grade 6 Math students across the last 5 years of cohorts. The PRSD performance is over 33 percentage points above the state proficient and advanced level in 2025. The PRSD 2025 performance is now only 3.5 percentage points lower than the average of the 2017-2019 pre-Covid 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 3% of districts (16/499) and also in the Top 4% of schools in Pennsylvania (36/863).
3. The 2025 cohort of Grade 6 Math students had significant evidence that they exceeded the growth standard. Students in the fourth and fifth quintiles grew significantly and exceeded the growth standard. Students in the 1st and 2nd quintile did not make significant growth, and the third quintile just met 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 (79.5%) for our Grade 6 Math cohort in 2025, 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 79.5% score. This reporting category has a maximum of 8 points possible.
    b. Statistics and Probability (M6.D.S) was our second area of strength (69.4%). This score represents a peak performance over the past 4 years of data with a maximum of 10 points.
5. The following opportunities are reflected within the Grade 6 Math achievement data:
    a. The lowest category of performance for the 2025 Grade 6 Math cohort was Expressions & Equations (66.9% correct out of 14 maximum points); specifically the anchor (M6.B-E.3) represent and analyze quantitative relationships between dependent and independent variables.
    b. The Number System (M6.A-N) (68.5%) and in particular the anchor (M6.A-N.1) (62.9%) Apply and extend previous understandings of multiplication and division to divide fractions by fractions was the second lowest performance category for students in the 2025 Grade 6 Math cohort. Performance in this anchor has been inconsistent over time, with 3-6 maximum points possible across the last 5 years.

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. Engage in ongoing professional learning around the 8 Standards of Mathematical Practice to strengthen instructional approaches and deepen students' problem-solving skills. Implement these practices within classrooms to build students' independent use of the strategies.
5. Leverage ALEKS to assign targeted practice tailored to individual student needs, with an emphasis on fractions and variables, to offer focused reinforcement during RAM time, while also enabling ongoing progress monitoring to track student growth.

Table of Contents

Grade 7 PSSA State & District Results - English Language Arts



Source: eMetric, PDE 2025; State Level Performance Data, PDE 2025

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

PSSA Top Decile Comparison*: Pine-Richland SD's 7th Grade ELA was in the Top 3% of districts (14/497) and also in the Top 3% of schools in Pennsylvania (26/760).

Grade 7 PSSA ELA PVAAS Results:

Well Above	Significant evidence that the school exceeded the growth standard.

Link to Reporting Categories/Anchors

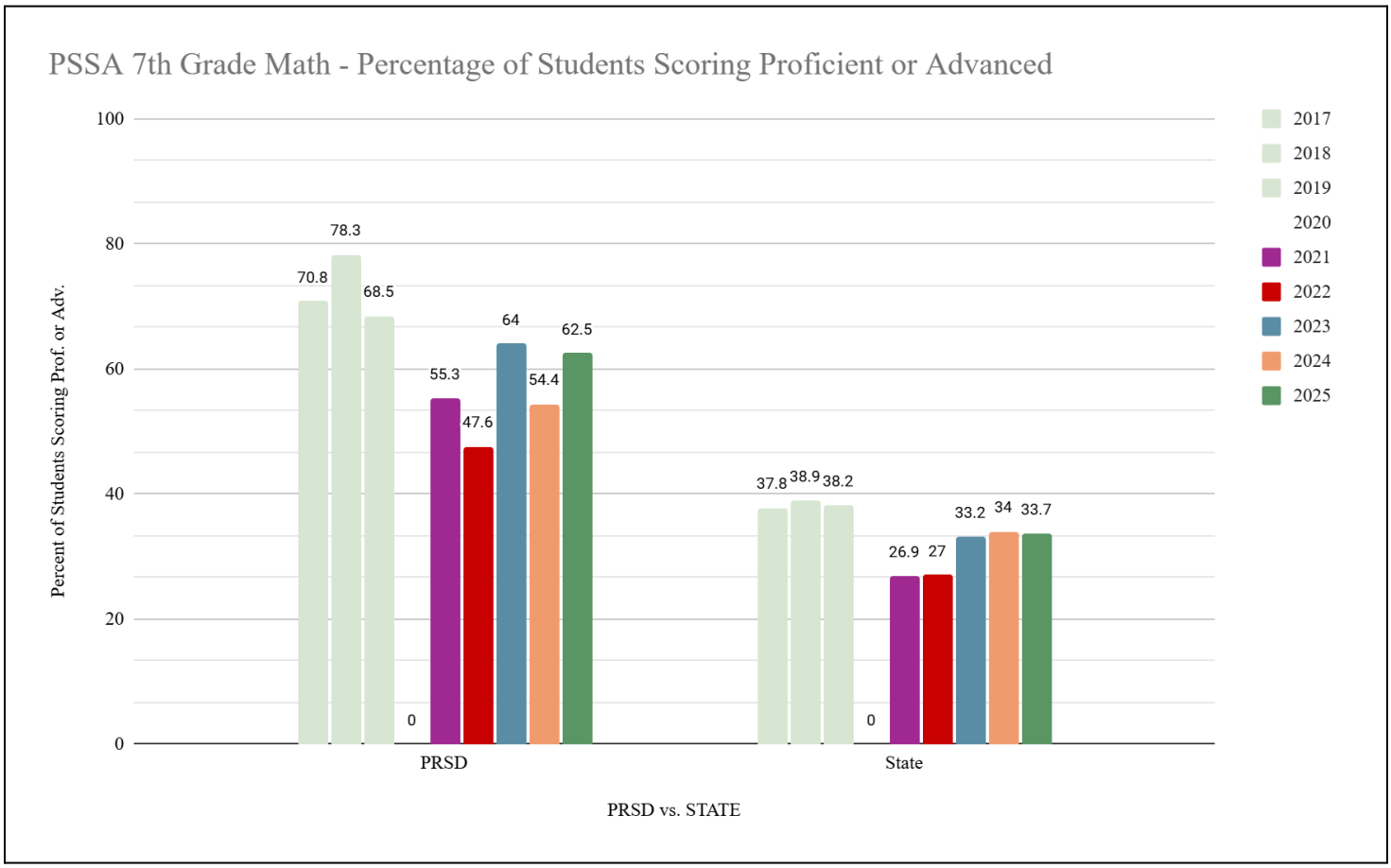
Findings:

1. PVAAS data indicated students in all five quintiles exceeded the growth standard.
2. Students in the lowest quintile groups grew the most. This helps reduce achievement gaps.
3. Results in the category Key Ideas and Details continues to be a strength.
4. 2023 achievement results were at the highest level since 2019. The 2025 results were just below the 2023 results.
5. Results from Literature and Informational text (highest-level reporting categories) have remained relatively consistent since 2019.
6. Opportunities exist to focus on analytical writing and writing conventions.
7. In the reporting category of informational text and the assessment anchor of craft & structure (E07.B-C.2.1), students will need to work on how authors build and present their ideas (e.g., point of view, how text is organized, word choice etc.).
8. In the reporting category of literature and the assessment anchor of vocabulary (E07.A-V.4.1), scores (determining the meaning of words and understanding figurative language and word relationships) are trending down over the last 3 years

Next Steps:

1. Analyze historical data in combination with STAR 360 data to determine strengths and opportunities to inform 2025-2026 instructional decisions
2. Firefly benchmark assessment will be administered. Schedules will be modified to replicate the state assessment environment. Firefly results will be incorporated into data meeting discussions to inform 2025-2026 instructional decisions.
3. All middle school ELA and social studies teachers will use and reinforce common language and feedback linked to students' analytical writing.
4. Vocabulary development will focus on context clues and word parts. Additionally, interpreting figures of speech, word relationships, and word connotations (feelings associated with words) will be reinforced through reading and writing activities.
5. Common assessment results will be analyzed to identify strengths and opportunities to inform instructional decisions. The results should lead to immediate intervention or enrichment learning activities.
6. Teachers will receive professional development to integrate the new ELA resources into their instruction.
7. The Classroom Diagnostic Tool assessment will be used as a practice tool for sample problems in preparation for the PSSA.

Grade 7 PSSA State & District Results - Mathematics



Source: eMetric, PDE 2025; State Level Performance Data, PDE 2025

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

PSSA Top Decile Comparison*: Pine-Richland SD's 7th Grade Math was in the Top 5% of districts (27/497) and Top 6% of individual schools in Pennsylvania (45/760).

Grade 7 Math PVAAS Results:

Well Above	Significant evidence that the school exceeded the growth standard.

Link to Reporting Categories/Anchors

Findings:

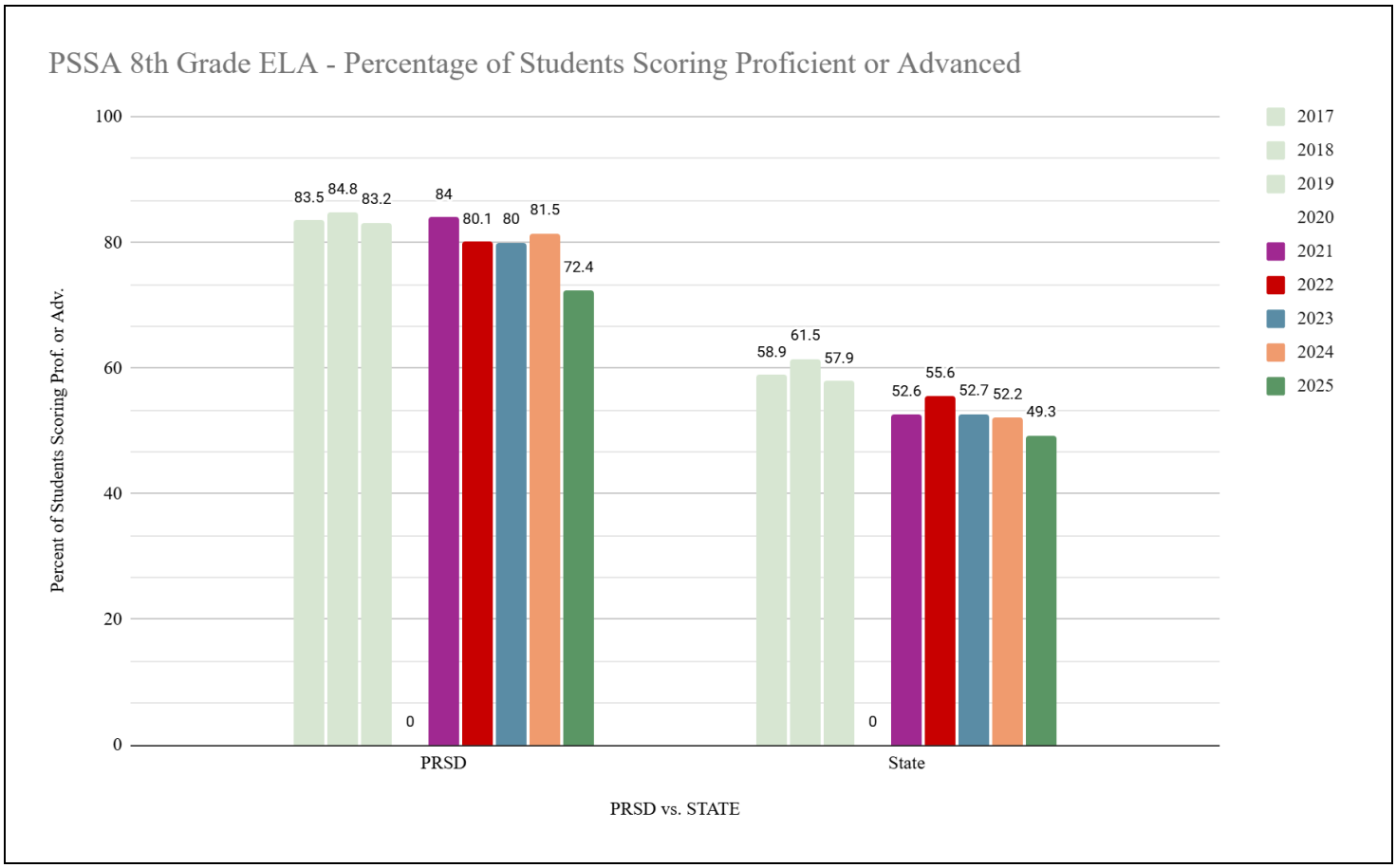
1. Achievement results from the reporting category Number Systems was at an all time high dating back to 2019.
2. Results from the Ratios reporting category were higher for the 2025 cohort compared to previous years.
3. Opportunities exist to review curriculum and instructional strategies within the reporting categories of Expressions/Equations and Statistics/Probability.
4. The first and fifth quintile groups (lowest & highest) both exceeded the growth standard. Students in the 2nd, 3rd, and 4th (Low-Middle to Middle-High) quintiles did not meet the growth standard.
5. Solving real-world problems using numeric and algebraic equations should continue to be an area of focus. This will include positive and negative rational numbers (numbers that can be expressed as a fraction).
6. Additionally, students need to improve their skills in problem solving (translating a story (problem) into a mathematical equation).
7. Interpreting data to make predictions or draw inferences is an area where our students have struggled. Although not heavily weighted in the assessment, it continues to be an area of opportunity.

Next Steps:

1. Analyze historical data in combination with STAR 360 data to determine strengths and opportunities to inform 2025-2026 instructional decisions.
2. Firefly benchmark assessment will be administered. Schedules will be modified to replicate the state assessment environment. Firefly results will be incorporated into data meeting discussions to inform 2025-2026 instructional decisions.
3. Common assessment results will be analyzed to identify strengths and opportunities to inform instructional decisions. The results should lead to immediate intervention or enrichment learning activities.
4. Instructional strategies and lesson planning between the Pre-Algebra Current and Pre-Algebra Compacted Extended courses will be reviewed to determine where adjustments are needed.
5. The Standards for Mathematical Practice will be integrated into all courses as part of the IDPR Lite study and professional development. Making sense of problems and persevering through a solution will be an area of focus.
6. The Classroom Diagnostic Tool assessment will be used as a practice tool for sample problems in preparation for the PSSA.

Table of Contents

Grade 8 PSSA State & District Results - English Language Arts



Source: eMetric, PDE 2025; State Level Performance Data, PDE 2025

8th Grade ELA See Detailed Chart of Proficiency Levels

PSSA Top Decile Comparison*: Pine-Richland SD's 8th Grade ELA was in the Top 9% of districts (46/497) and also in the Top 9% of schools in Pennsylvania (67/760).

Grade 8 ELA PVAAS Results:

Above	Moderate evidence that the school exceeded the growth standard.

Link to Reporting Categories/Anchors

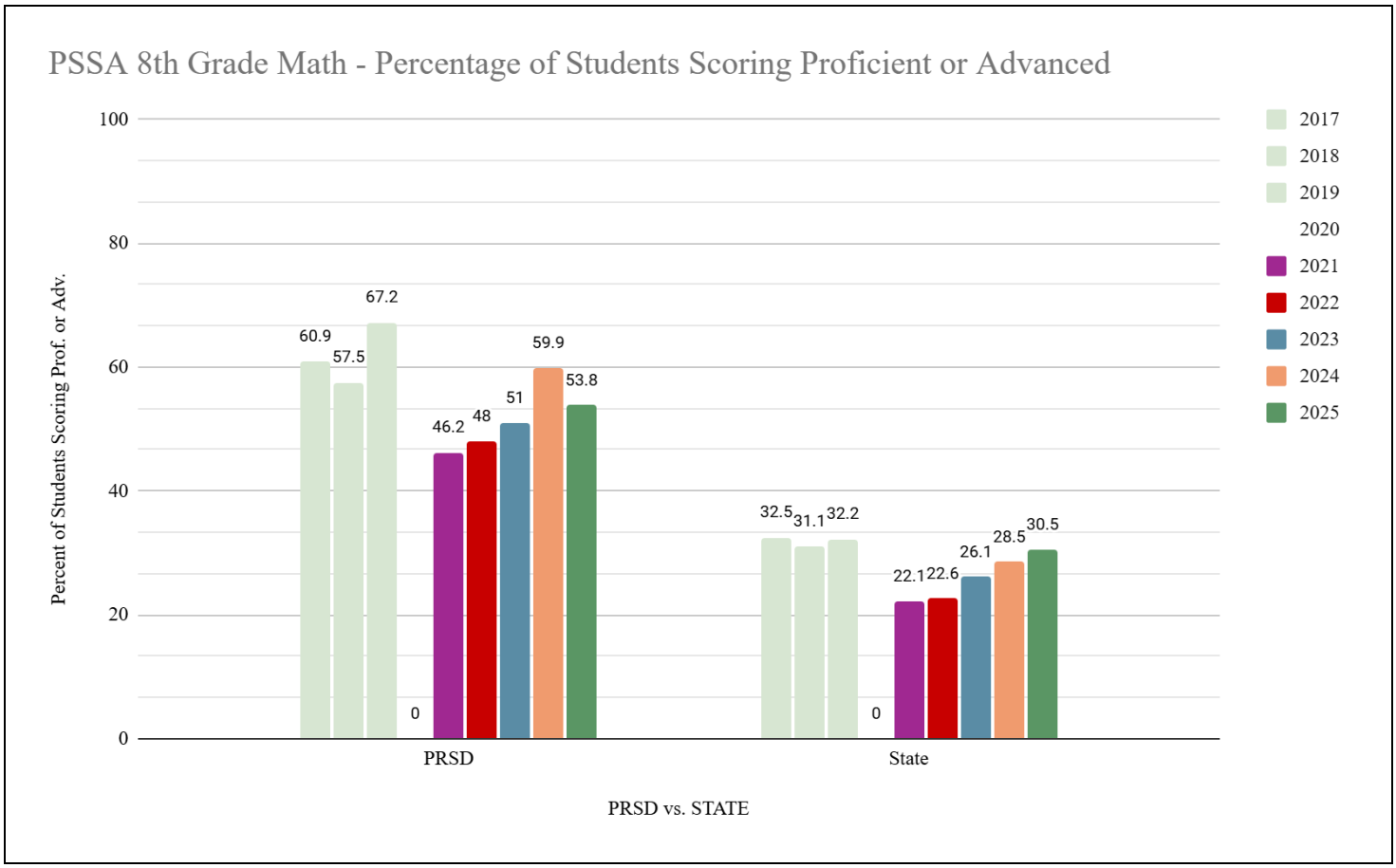
Findings:

1. PVAAS results show quintile groups 1,4, and 5 exceeded the growth standard (these 3 groups made up over 68% of the students in this cohort). Quintiles 2-3 did not meet the growth standard.
2. Achievement results for the 24-25 cohort students were lower than historical trends.
3. Vocabulary Acquisition and Use continues to be an area of strength.
4. Opportunities exist to focus on Key Ideas and Details in both fiction and non-fiction texts. This anchor is weighted heavily on the grade 8 PSSA.
5. Students' understanding of Craft and Structure in literature and informational texts has decreased from historical trends.
6. Writing convention strategies for secondary students is an area of opportunity.

Next Steps:

1. Analyze historical data in combination with STAR 360 data to determine strengths and opportunities to inform 2025-2026 instructional decisions.
2. Firefly benchmark assessment will be administered. Schedules will be modified to replicate the state assessment environment. Firefly results will be incorporated into data meeting discussions to inform 2025-2026 instructional decisions.
3. Common assessment results will be analyzed to identify strengths and opportunities to inform instructional decisions. The results should lead to immediate intervention or enrichment learning activities.
4. All middle school ELA and Social Studies teachers will reinforce common language and feedback linked to students' analytical writing.
5. Teachers will collaborate on instructional strategies related to Key Ideas and Details and use assessment data to monitor student progress and understanding.
6. Teachers will receive professional development to integrate the new ELA resources into their instruction.
7. The Classroom Diagnostic Tool assessment will be used as a practice tool for sample problems in preparation for the PSSA.

Grade 8 PSSA State & District Results - Mathematics



Source: eMetric, PDE 2025; State Level Performance Data, PDE 2025

8th Grade Math See Detailed Chart of Proficiency Levels

PSSA Top Decile Comparison*: Pine-Richland SD's 8th Grade Math was in the Top 9% of districts (43/497) and also in the Top 9% of schools in Pennsylvania (65/760).

Grade 8 Math PVAAS Results:

Above	Moderate evidence that the school exceeded the growth standard.

Link to Reporting Categories/Anchors

Findings:

1. Overall student achievement for this cohort group dropped from 2024, but aligns with the 2021-2023 trend data.
2. Demonstrating an understanding of geometric transformation is an area of opportunity. Analyzing and solving linear equations and pairs of simultaneous linear equations are areas of opportunity.
3. Student achievement in the reporting category of statistics and probability aligned with 2019 levels.
4. Although not heavily weighted, applying the Pythagorean theorem is an area of opportunity.
5. Two of the three anchors in the reporting category, Geometry, declined with this cohort. The anchor of understanding geometric transformations should be an area of focus for instructional improvements and ongoing assessments.
6. PVAAS results indicate students in the 1st, 2nd, 4th, and 5th-quintile groups exceeded the predictive growth standard, while students in the 3rd quintile did not.

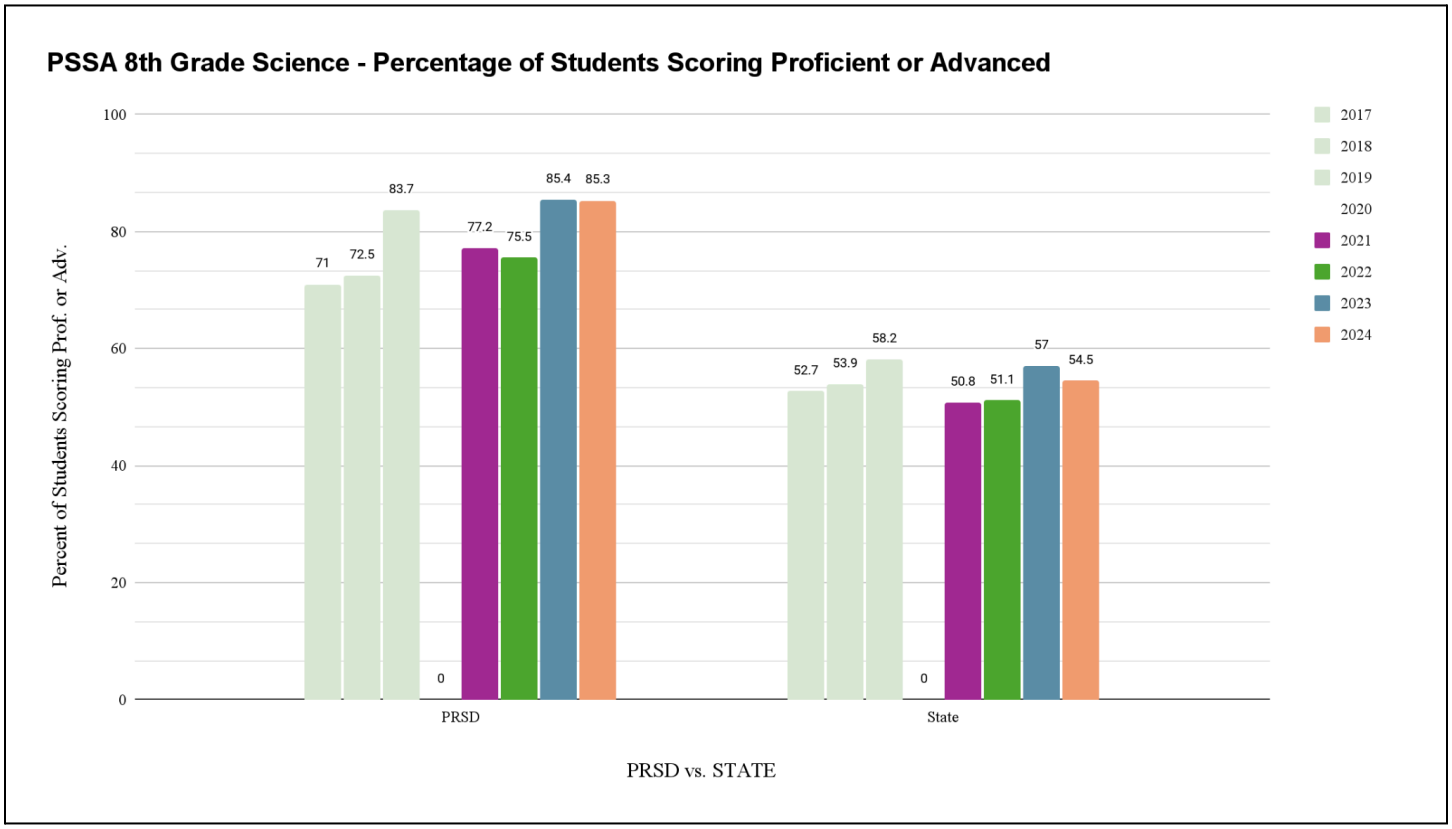
Next Steps:

1. Analyze historical data in combination with STAR 360 data to determine strengths and opportunities to inform 2025-2026 instructional decisions.
2. Firefly benchmark assessment will be administered. Schedules will be modified to replicate the state assessment environment. Firefly results will be incorporated into data meeting discussions to inform 2025-2026 instructional decisions.
3. Spiral PSSA content into Algebra and Geometry courses throughout the year and provide ongoing feedback.
4. Common assessment results will be analyzed to identify strengths and opportunities to inform instructional decisions. The results should lead to immediate intervention or enrichment learning activities.
5. The Standards for Mathematical Practice will be integrated into all courses as part of the IDPR Lite study and professional development.
6. The Classroom Diagnostic Tool assessment will be used as a practice tool for sample problems in preparation for the PSSA.

Table of Contents

Grade 8 PSSA State & District Results - Science

2025 - Field Test Year for STEELS Assessment - No State Reporting



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

Next Steps:

1. Modify all assessments to integrate STEELS standards question formats (skill and theme-based questions).
2. Analyze Progress Learning data to determine strengths and opportunities to inform 2025-2026 instructional decisions.
3. Make revisions to the curriculum after each unit of instruction and assessment.
4. The Classroom Diagnostic Tool assessment will be used as a practice tool for sample problems in preparation for the PSSA.
5. Common assessment results will be identified and analyzed to identify strengths and opportunities to inform instructional decisions. The results should lead to immediate intervention or enrichment learning activities.

KEYSTONE EXAMS

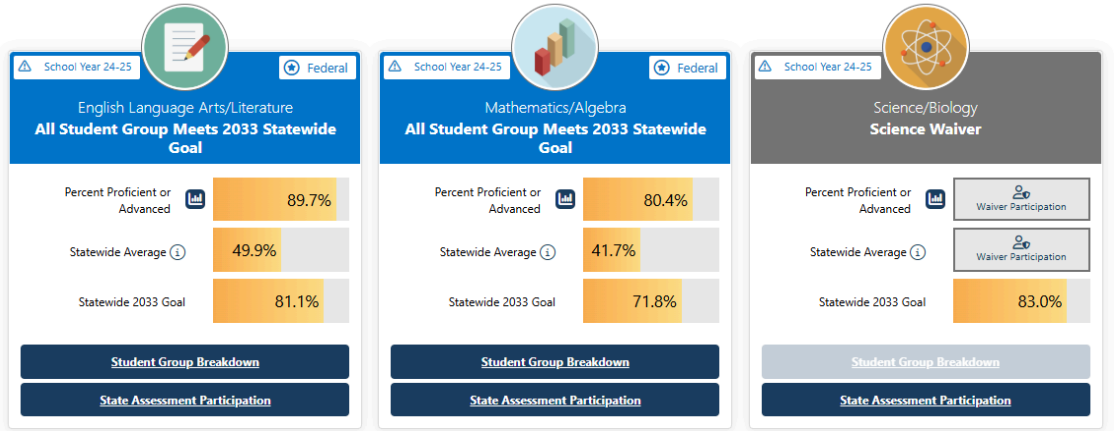
Overview of Achievement and Growth

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 included 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 demonstrate 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. Most 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).

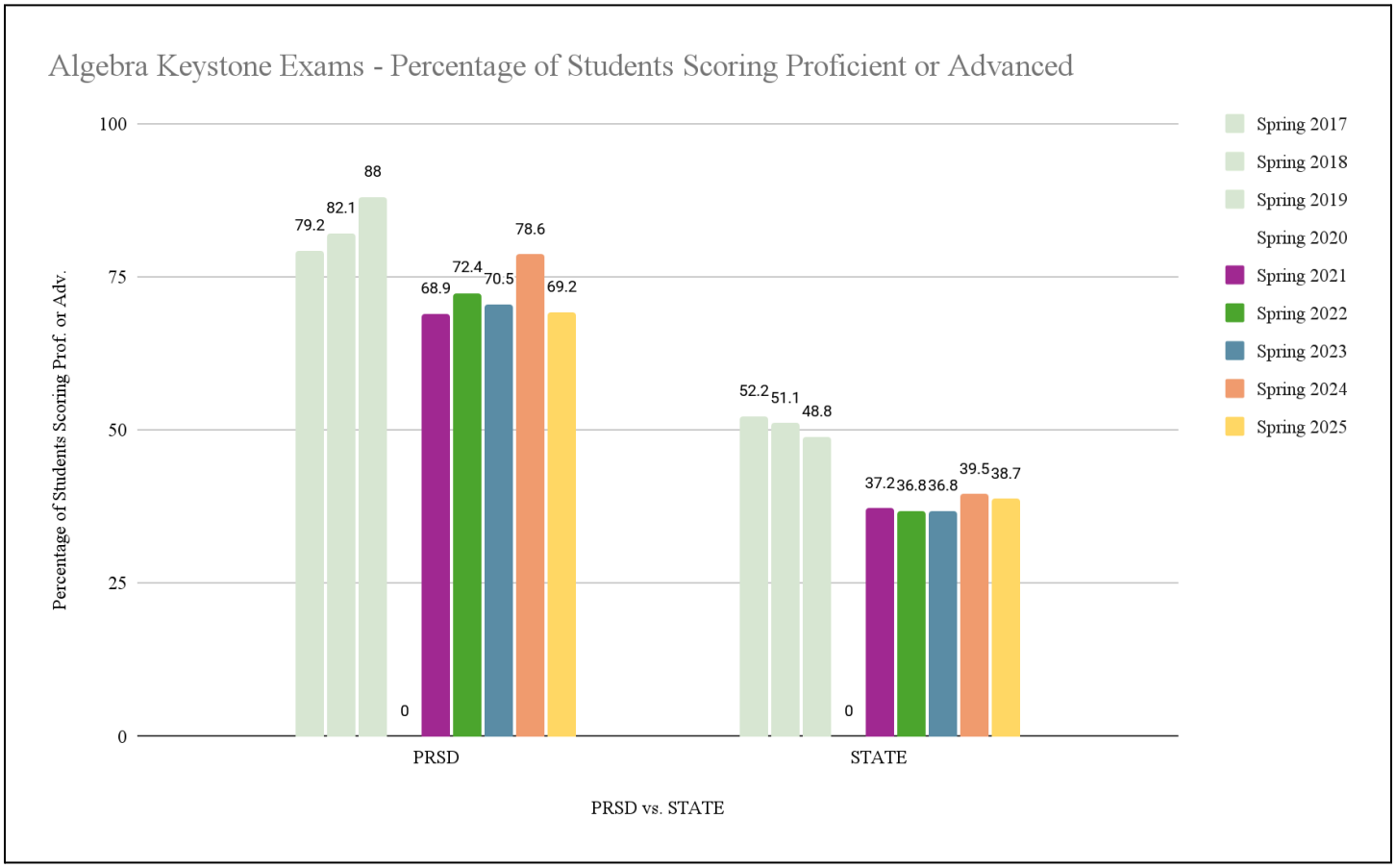
Pine-Richland High School Juniors Scoring Proficient or Advanced by the End of Grade 11 (Class of 2026). Note: Biology scores were not calculated due to STEELS integration.



Source: Future Ready PA Index 2025

KEYSTONE RESULTS OVER TIME

Algebra Keystone Exams - First-Time Test Takers



Source: eMetric, PDE 2025; State Level Performance Data, PDE 2025

Algebra - See Detailed Chart of Proficiency Levels

Keystone Top Decile Comparison: Pine-Richland SD's Algebra Keystone results were in the Top 2% of districts (11/495) and also in the Top 3% of schools in Pennsylvania 16/596).

Keystone Algebra PVAAS Results:

Above	Moderate evidence that the school exceeded the growth standard.

Reporting Category and Assessment Anchor Results:

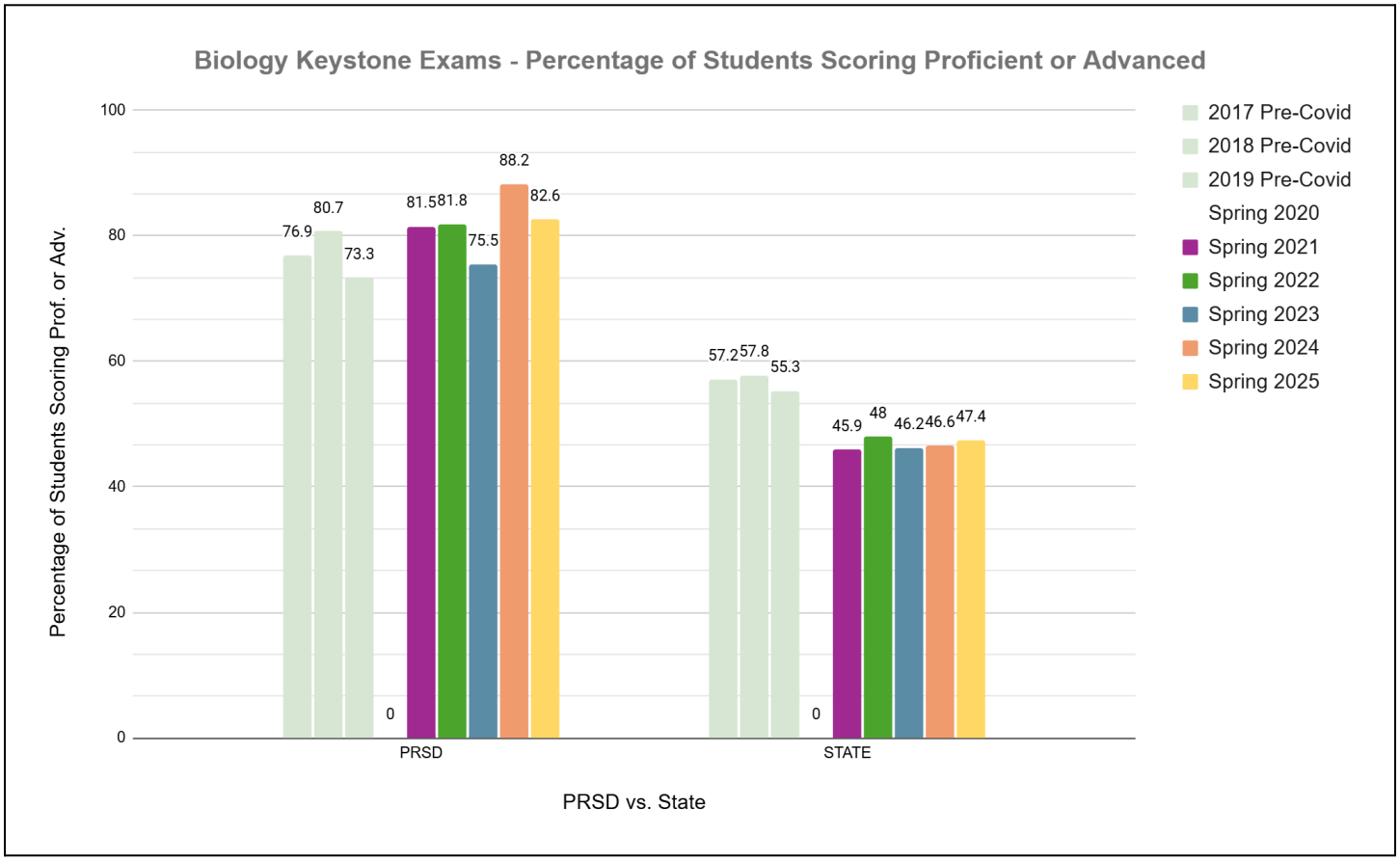
Findings:

1. Four (4) assessment anchors were identified as having patterns of opportunities for improvement. [(Module 1 - Linear Equations & Linear Inequalities) (Module 2 - Functions & Coordinate Geometry)]
2. There was a significant decrease in achievement from one cohort of students to the next in the anchors linear inequalities and functions.
3. The assessment anchor Linear Functions/Data Organization decreased from previous years.
4. Data analysis results have improved over the past four years.
5. PVAAS results indicate students in all five (5) quintiles exceeded the growth standard. The growth in quintile one represents a reduction in the achievement gap.
6. By the end of grade 11, 80.4% of Pine-Richland students reached proficiency on the Algebra I exam. This is an increase from the previous junior class. 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. Complete the In-Depth Program Review Lite with the K-12 mathematics department with a focus on instructional strategies (Standards of Math Practice).
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 (FireFly, 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. Implement FireFly benchmark assessment with teacher(s). Conduct thorough analysis after each benchmark and make instructional adjustments.
7. Continue to use **A**ssessment and **LE**arning in **K**nowledge **S**paces (ALEKS) as a diagnostic and benchmarking resource.
8. Continue the Summer Remediation and Retest Program for students needing additional support and remediation.

Biology Keystone Exams - First-Time Test Takers



Source: eMetric, PDE 2025; State Level Performance Data, PDE 2025

Biology-See Detailed Chart of Proficiency Levels

Top Decile Comparison*: Pine-Richland SD's Biology Keystone results were in the Top 1% of districts (4/495) and also in the Top 1% of schools in Pennsylvania (8/595).

Keystone Biology PVAAS Results:

Well Above	Significant evidence that the school exceeded the growth standard.

Reporting Category and Assessment Anchor Results:

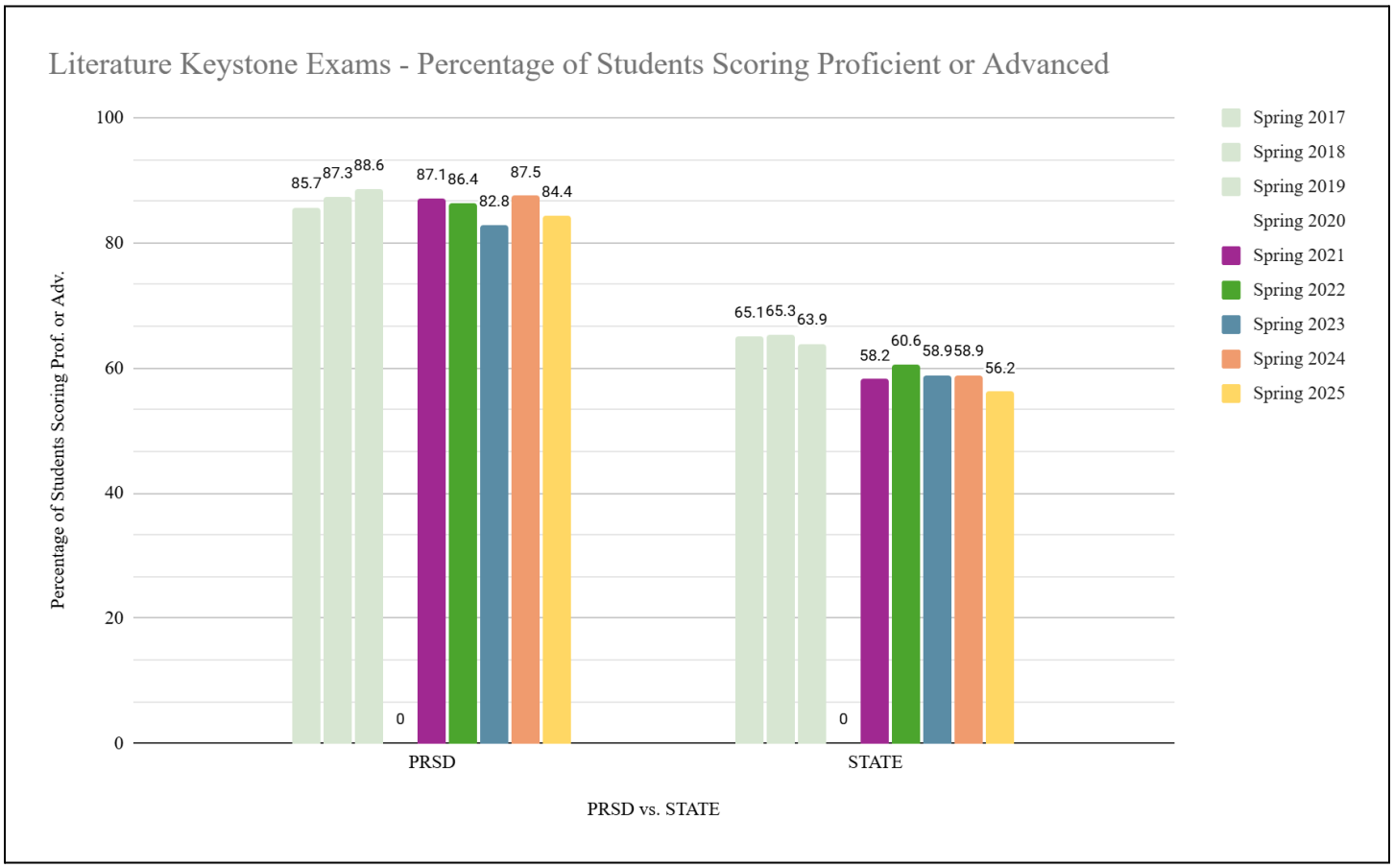
Findings:

1. The three (3) assessment anchors that were identified in 2025 as having patterns of opportunities for improvement. [(Module 1 - Basic Biological Principles and Bioenergetics) and (Module 2 - Cell Growth and Reproduction)] all showed significant improvement in 2025.
2. Two (2) additional assessment anchors were identified as having patterns of opportunities for improvement. [(Module 1- Homeostasis and Transport) and (Module 2- Theory of Evolution)]
3. Students with IEPs did not meet the state average for all students in Pennsylvania (PR Students with IEPs 41.3%).
4. 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.
5. The Biology Department engages regularly in data analysis and assigns student specific remediation based upon individual results within Progress Learning.
6. The Biology Department has developed a Keystone review program that is housed in Google Classroom for all students to access and engage with based on specific needs.
7. Four out of five 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. Prepare for new testing format: Beginning in Spring 2026, the assessment reporting categories will be changing: Two modules: The exam is divided into two modules, each taking about 1.5 hours.
    a. Module 1: Molecules to Organisms—Structures, Functions, and Natural Cycles.
    b. Module 2: Continuity and Unity of Life—Biodiversity, Genetics, and Changes over Time.
3. Continue review of Progress Learning benchmark data to determine if the assessment analysis aligns with Keystone results.
4. Continued implementation and maturity of the Biology Data Summit model (2-3 times per school year).
5. Use CDT diagnostic assessment for small and large group activities and to experience STEELS standards assessment questions.
    a. Technology-Enhanced Items (TEIs) such as drag-and-drop, graph and chart tools, and text/numeric entry for open-response questions.
6. Continue to update and revise curriculum to include STEELS standards.
7. Continue common planning for Biology teachers (started during the 2023-2024 school year).
8. Revise common unit assessments to include STEELS aligned questions.
9. Develop a Biology Summer Keystone remediation program for students not reaching proficiency (similar to the Algebra program).

Literature Keystone Exams - First-Time Test Takers



Source: eMetric, PDE 2025; State Level Performance Data, PDE 2025

Literature - See Detailed Chart of Proficiency Levels

Keystone Top Decile Comparison: Pine-Richland SD's Literature Keystone results were in the Top 2% of districts (12/495) and also in the Top 3% of schools in Pennsylvania (19/596).

Keystone Literature PVAAS Results:

Well Above	Significant evidence that the school exceeded the growth standard.

Reporting Category and Assessment Anchor Results:

Findings:

1. Two (2) assessment anchors continue to show a pattern of opportunity for improvement. [(Module 1 - Reading for Meaning- Fiction) and (Module 2 - Reading for Meaning - Nonfiction)].
2. The percentage of students achieving at the advanced level dropped back to historical trends.
3. Students across four (4) achievement quintile groups exceeded the growth standards. In 2025, students who took the Keystone Literature Exam demonstrated performance significantly above the expected growth standard.
4. Students in the lowest (1st quintile) did not meet the growth standard (11 students were in this achievement group; 4 exceeded the growth standard and 7 did not).

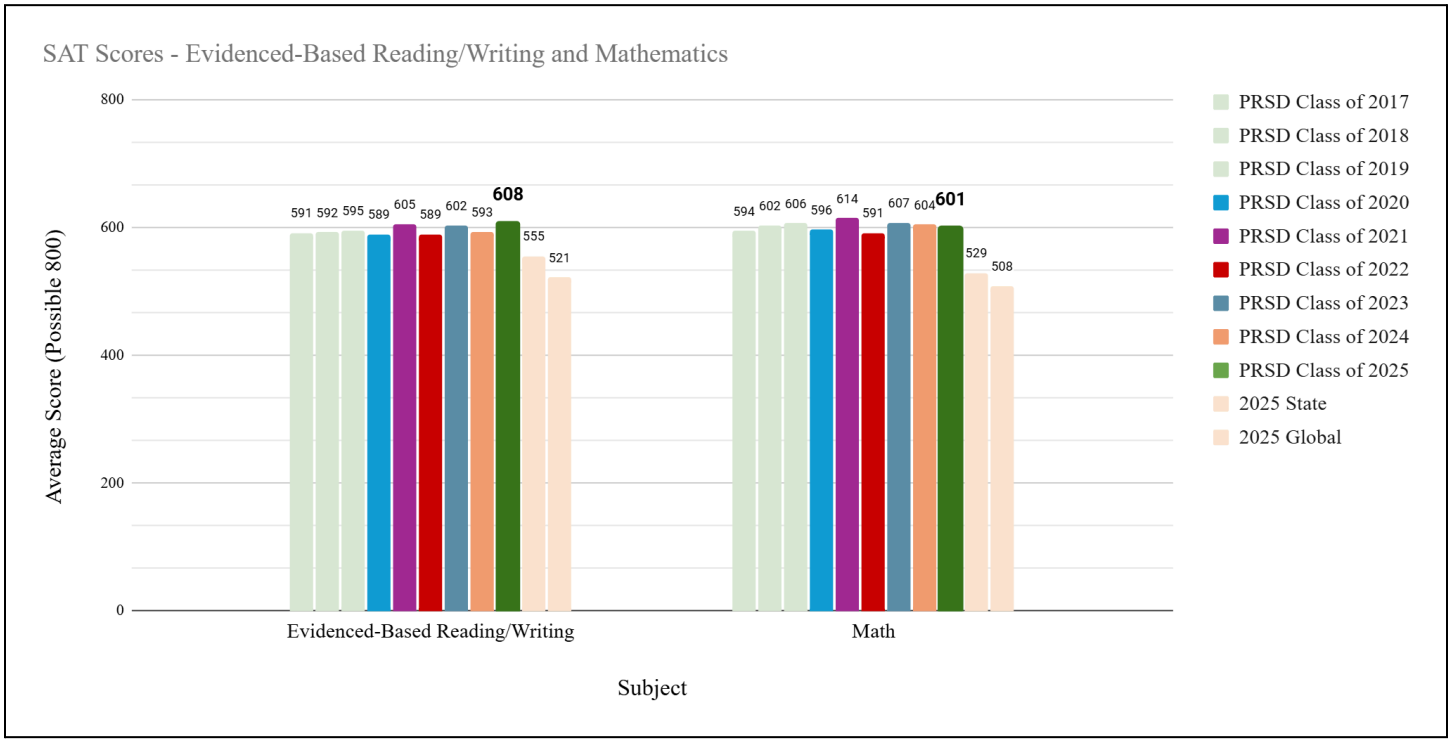
Next Steps:

1. Review eligible content for each anchor and make curricular adjustments.
2. Continue data summits conducted 2-3 times per school year after each benchmark assessment.
3. Implement FireFly benchmark assessment three times per school year. Modify the testing environment to mirror Keystone (as much as possible).
4. Analyze Firefly benchmark assessment data three times per school year.
5. Create new common assessments based on Keystone-released items to evaluate and track student progress.
6. Determine which primary resources most tightly align with the eligible content skills and integrate those text and analysis into lesson plans.
7. Provide support and professional development for the implementation of the new ELA resources for grade 9.
8. Conduct close read activities using both online and paper/pencil strategies to build student-stamina.
9. Collaborate with vertical team members (6-9) in providing instruction and feedback to students on analytical writing.

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, 2025

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	2025
Total # taking test	359	304	286	299	276	272	289
Total # graduates	397	341	378	357	335	335	375
% taking test	90.4	89.2	75.7	83.7	82.4	81.2	77.1

Source: College Board, 2025

Findings:

1. The percentage of students taking the SAT at least one time was lower than most of the previous cohorts of students.
2. 2025 Pine-Richland graduates performed better than students across the state and globally.
3. Average evidence-based reading/writing scores (608) were higher than average mathematics scores (601) for the first-time since at least 2017.
4. Male students slightly outperformed female students in evidenced-based reading/writing (609 to 606) and more significantly outperformed female students in mathematics (617 to 585).
5. The mean score for this cohort group (2025) is up from 2024 (1209 from 1197).

Next Steps:

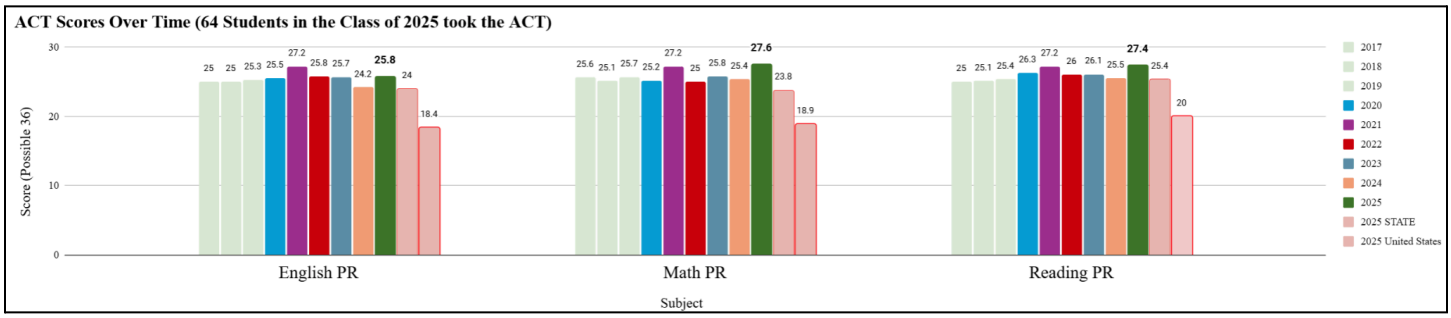
1. Continue to review test structure and assessment categories with grade 10-11 English teachers. Determine where alignment to PRSD curriculum may be needed.
2. Review test structure and assessment categories with grade 10-11 impacted mathematics teachers.
3. Teachers will review SAT results by reporting categories to identify areas of strength and weakness. The review will include skills insights and example questions.
4. 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.
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). For the first time in 2025, the high school schedule was modified to provide a better test environment for students.

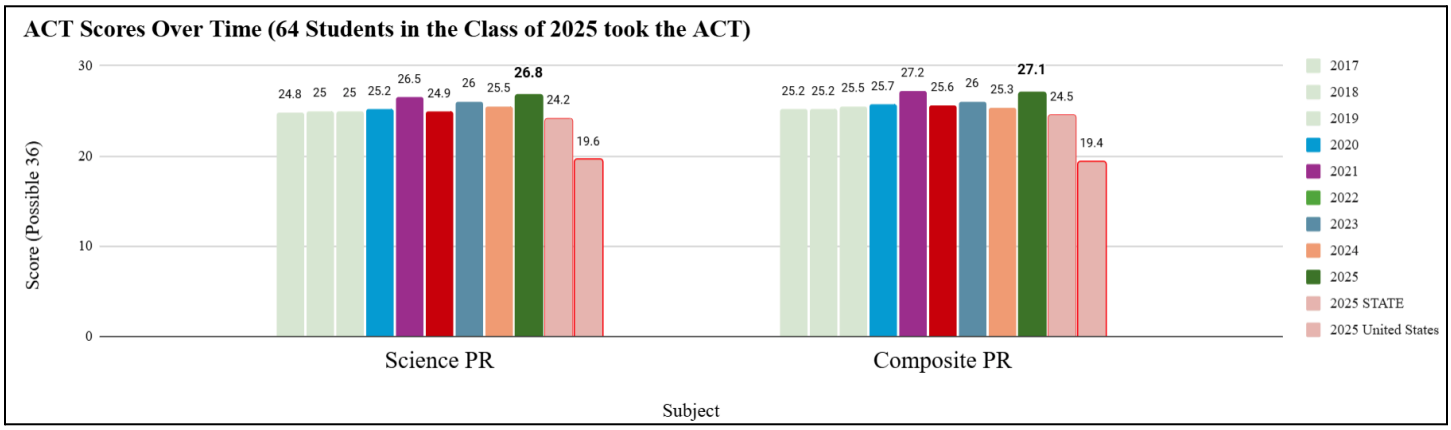
ACT: American College Test

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, 2025

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	2025
TL # PR Students	168	123	85	72	72	46	64
TL # PR Graduates	397	341	378	357	335	335	375
% of Class Tested	42.3	36.1	22.5	20.2	21.5	14	17.1
TL # PA Tested	23855	20114	9698	9561	8598	7517	6538
TL # US Tested	1782820	1670497	1295349	1349644	1386335	1374791	1380130

Source: ACT, 2025

Findings:

1. The number of students taking the ACT continues to vary each year with the 2021-2025 classes taking the ACT at a lower percentage compared to 2020 and prior graduating classes.
2. More students in the class of 2025 took the ACT. All categories including the overall composite increased from 2024.
3. The composite score average (27.1) was higher than all years since 2019 with the exception of 2021.
4. Within the Reading reporting categories, Integration of Knowledge and Ideas (author's purpose, text analysis) was the lowest mean score.
5. Within the Mathematics reporting categories, Statistics and Probability was the lowest mean score.

Next Steps:

1. Review test structure and assessment categories with content area teachers. Determine where alignment adjustments 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.

AP Honor Roll

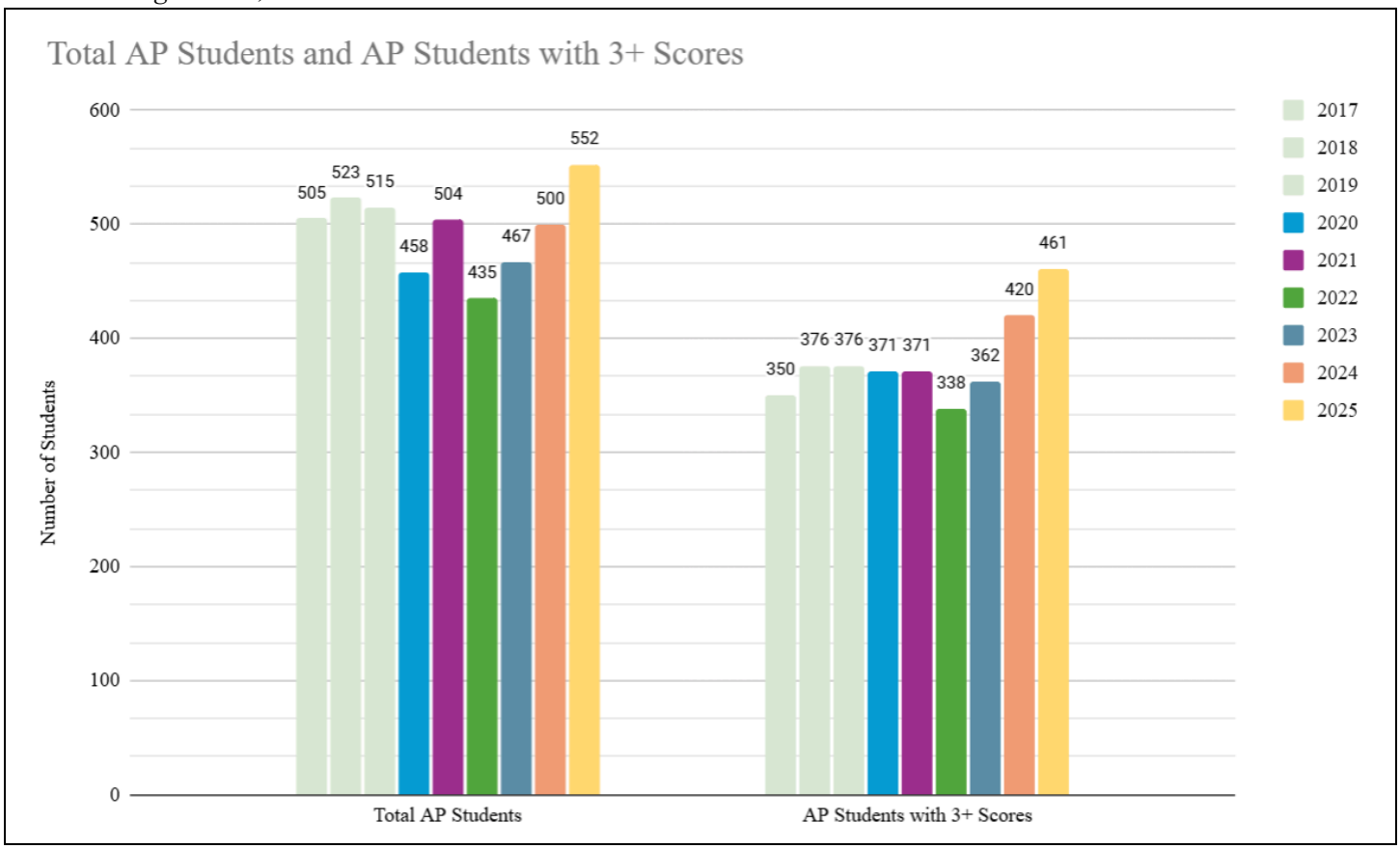
The AP Honor Roll results will be released in January. Pine-Richland has received the **Gold-Level** award the past two years. Criteria for being recognized is listed below.

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.

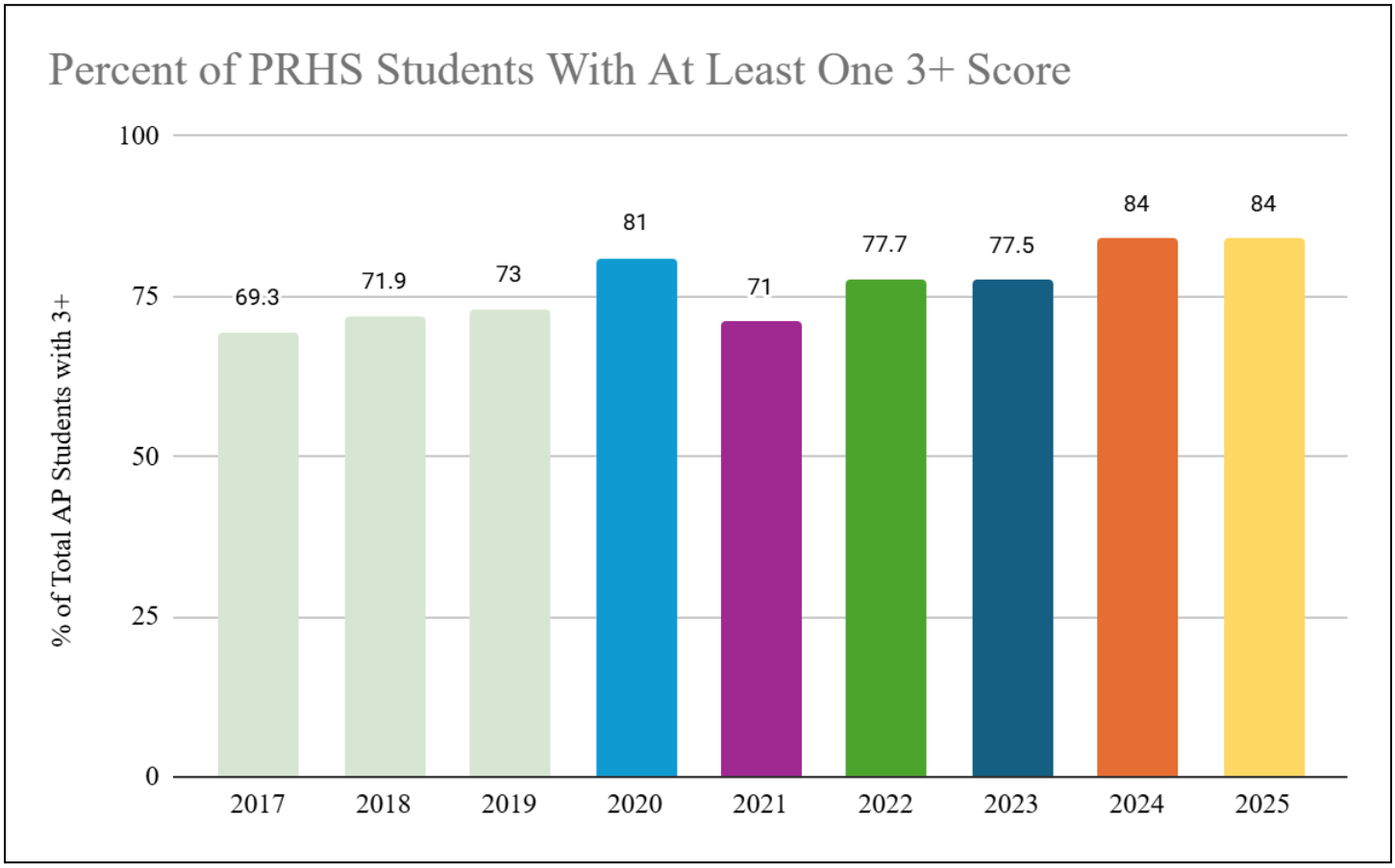
College Credit: **Percent of students in the graduating class who scored 3+ on any AP Exam in high school**. To avoid pressure on students to take large numbers of APs, only 1 AP exam score of 3 or higher, per student, contributes to this indicator.

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.

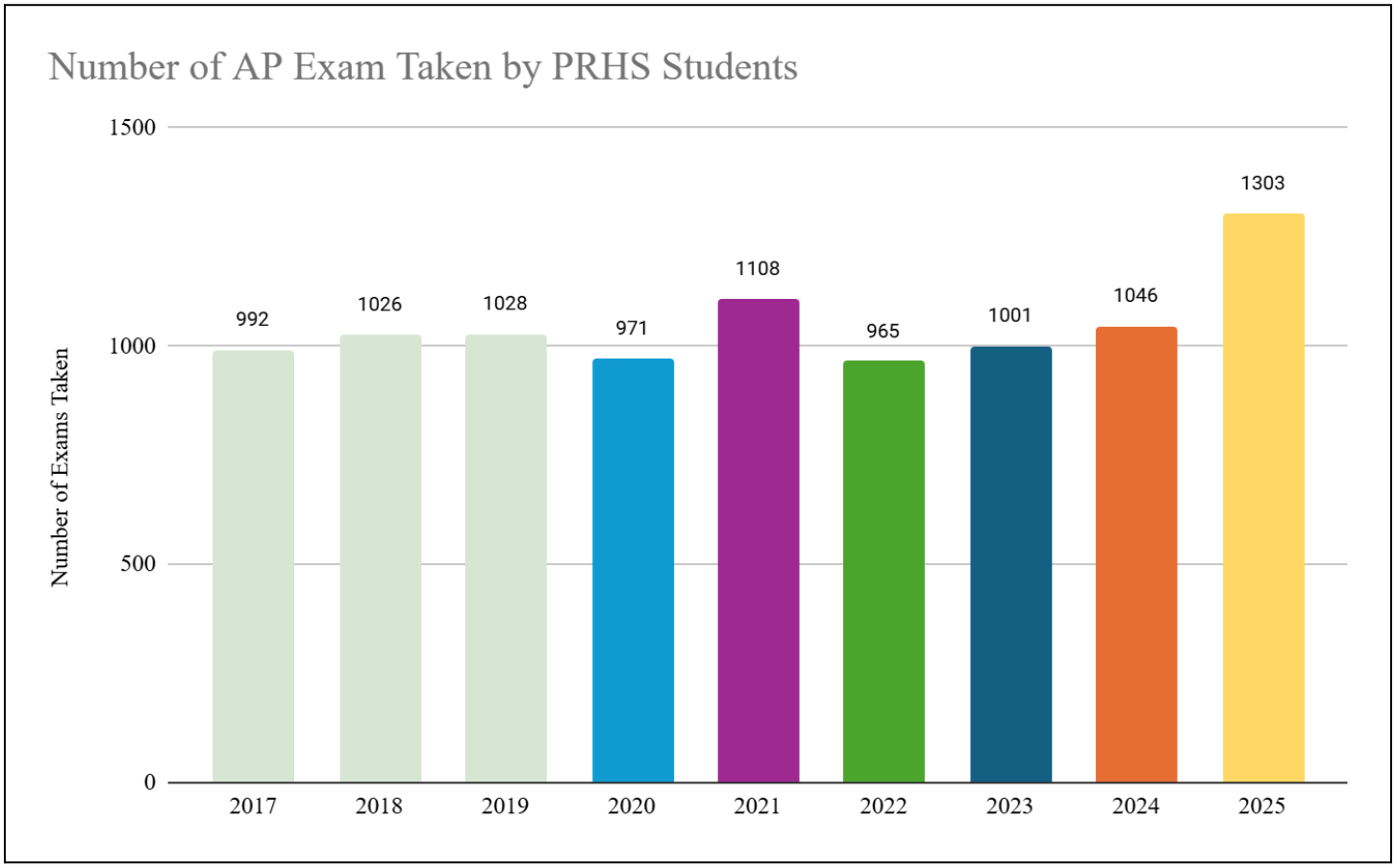
Source: College Board, 2024



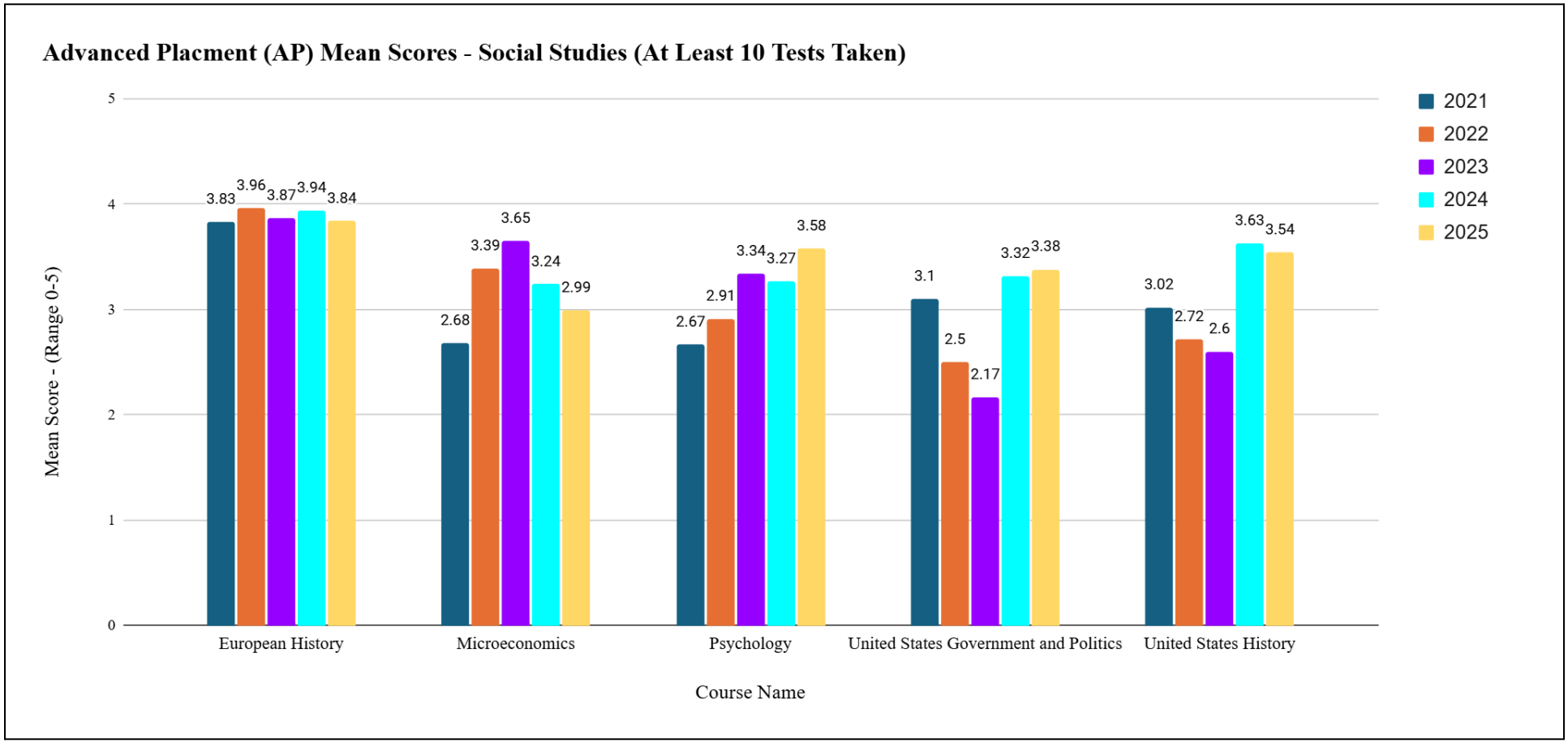
Source: College Board, 2025



Source: College Board, 2025

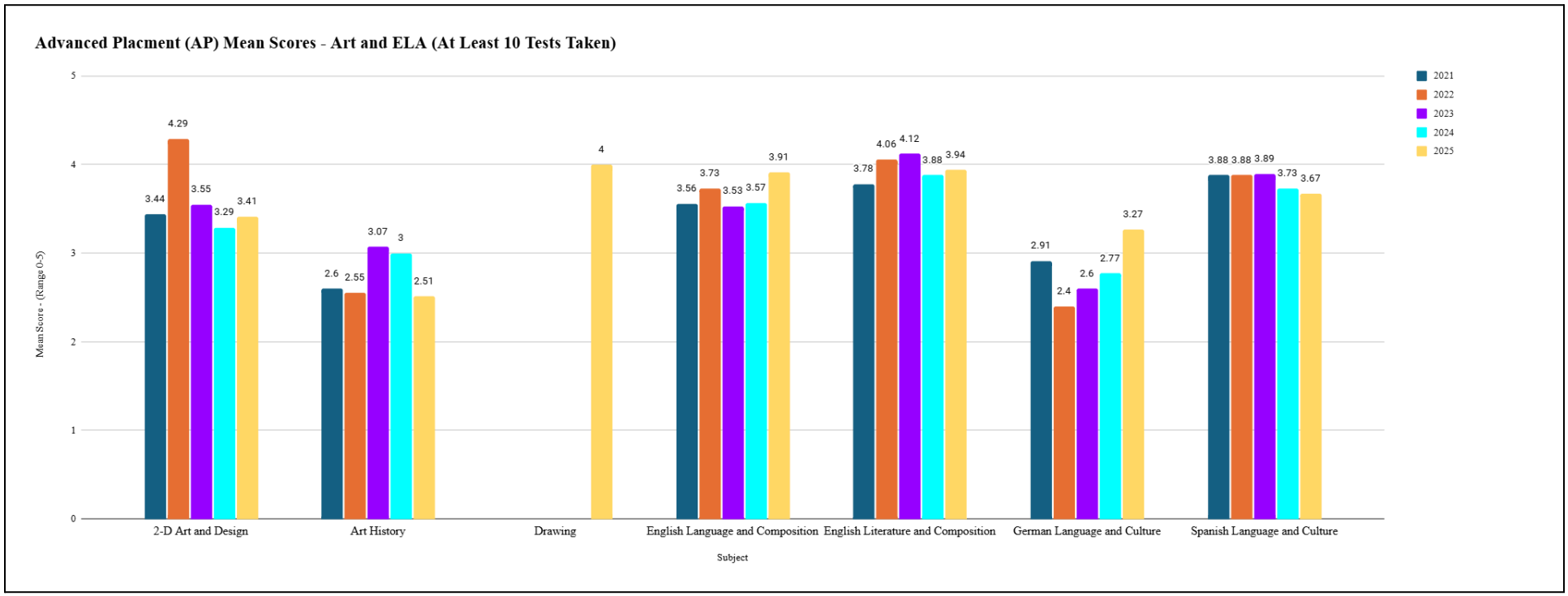


Source: College Board, 2025



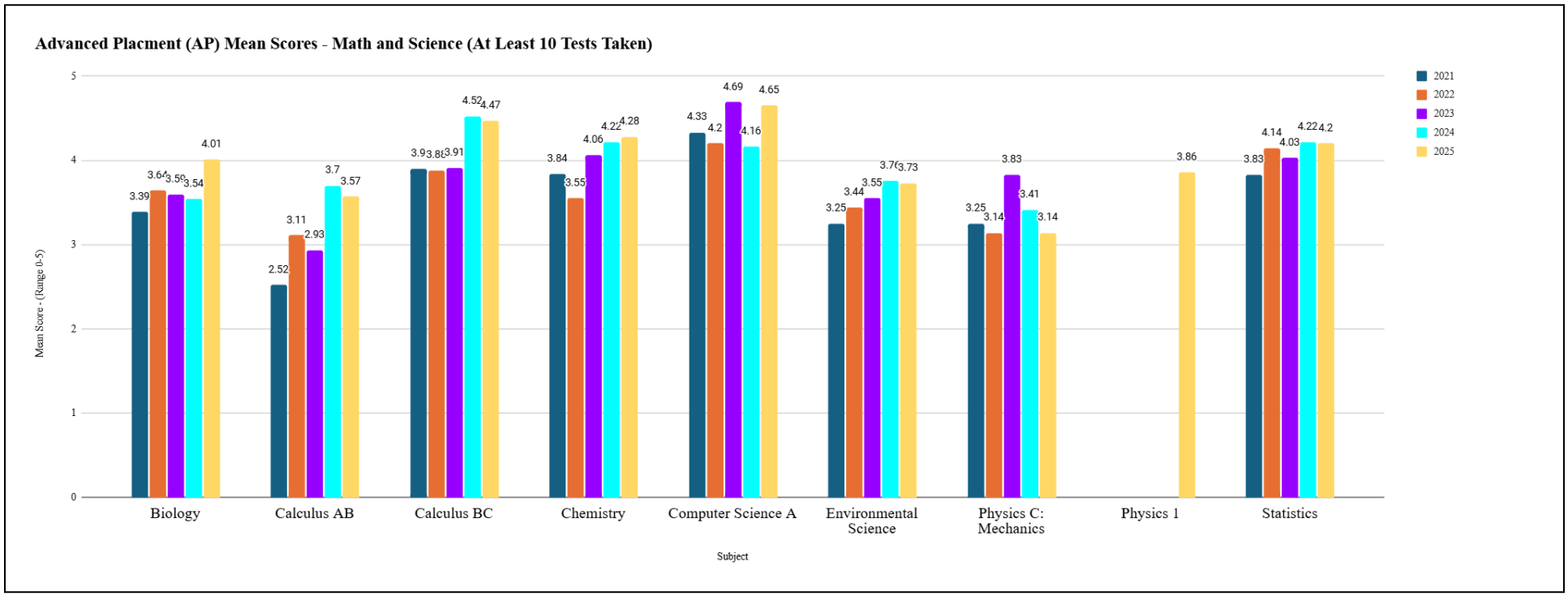
Test Taken in 2025:	**64**	**153**	**114**	**74**	**119**

Source: College Board, 2025



Test Taken in 2025:	**17**	**63**	**12**	**128**	**108**	**11**	**24**

Source: College Board, 2025



Test Taken in 2025: 84	**60**	**19**	**32**	**20**	**84**	**28**	**14**	**65**	

Source: College Board, 2025

PRHS AP Test Participation over Time

	PR 2017	PR 2018	PR 2019	PR 2020	PR 2021	PR 2022	PR 2023	PR 2024	PR 2025
Total # Students	504	523	515	458	504	435	467	500	552
Total # Exams Taken	983	1024	1028	971	1108	965	1001	1046	1303
# Students Scoring 3+	349	376	376	362	358	338	362	420	461

Source: College Board, 2025

Findings:

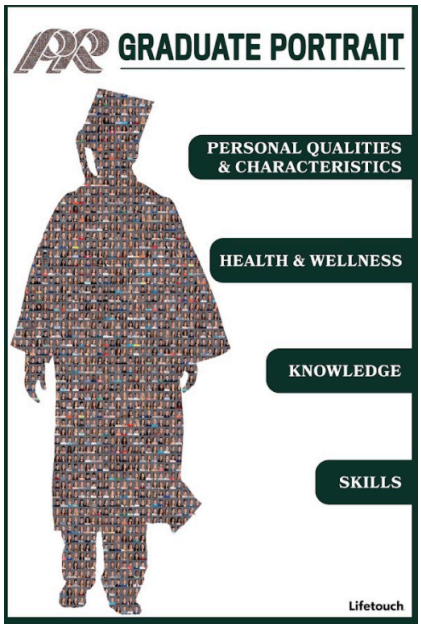
1. The number of students taking at least one AP exam rose to 552. This is well above the average of the past five (5) years (472).
2. The number of different students taking one or more AP exams increased. A total of 1,303 exams were taken by these students (this is well above the historical numbers) and 84% of the scores were a 3 or greater.
3. The number of students taking Microeconomics was 153 and the number of students taking Art History was 63. These are historically high enrollment numbers.
4. AP Biology enrollment (84) and achievement (4.01) increased. These numbers are well above the previous 4-year averages (enrollment:62; achievement:3.54).
5. AP Language and Composition (AP English 11) achievement (3.91) is higher than the past four years and enrollment continues to be high.
6. Enrollment in some AP language courses is low (French:5; German:11).

Next Steps:

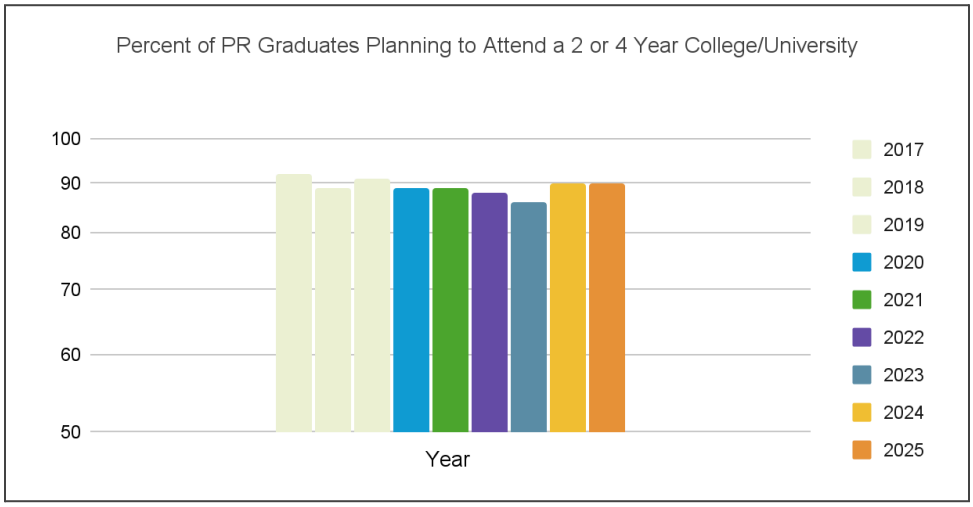
1. Expand the integration of AP Classroom across all AP courses. Provide ongoing professional development as needed.
2. Evaluate new resources aligned with the AP courses (Biology and Physics).
3. AP teachers will continue to use historical summative results (AP exams) along with their benchmark assessments 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.

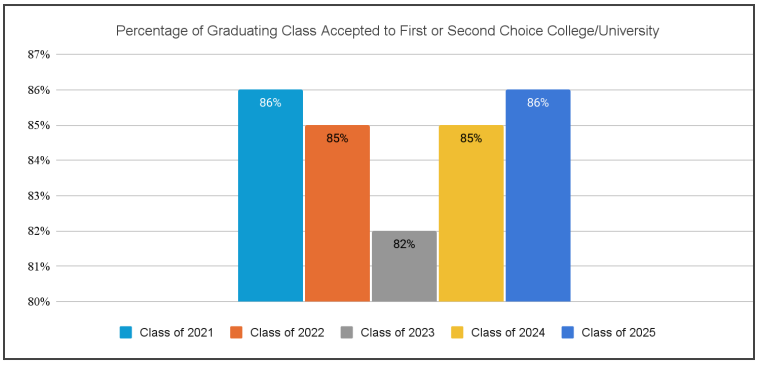
Portrait of a Graduate

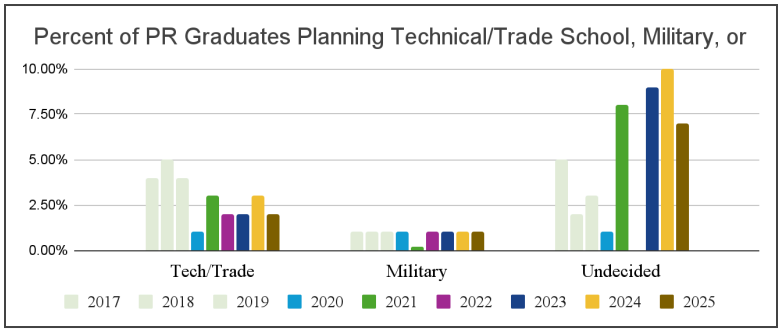
Overview

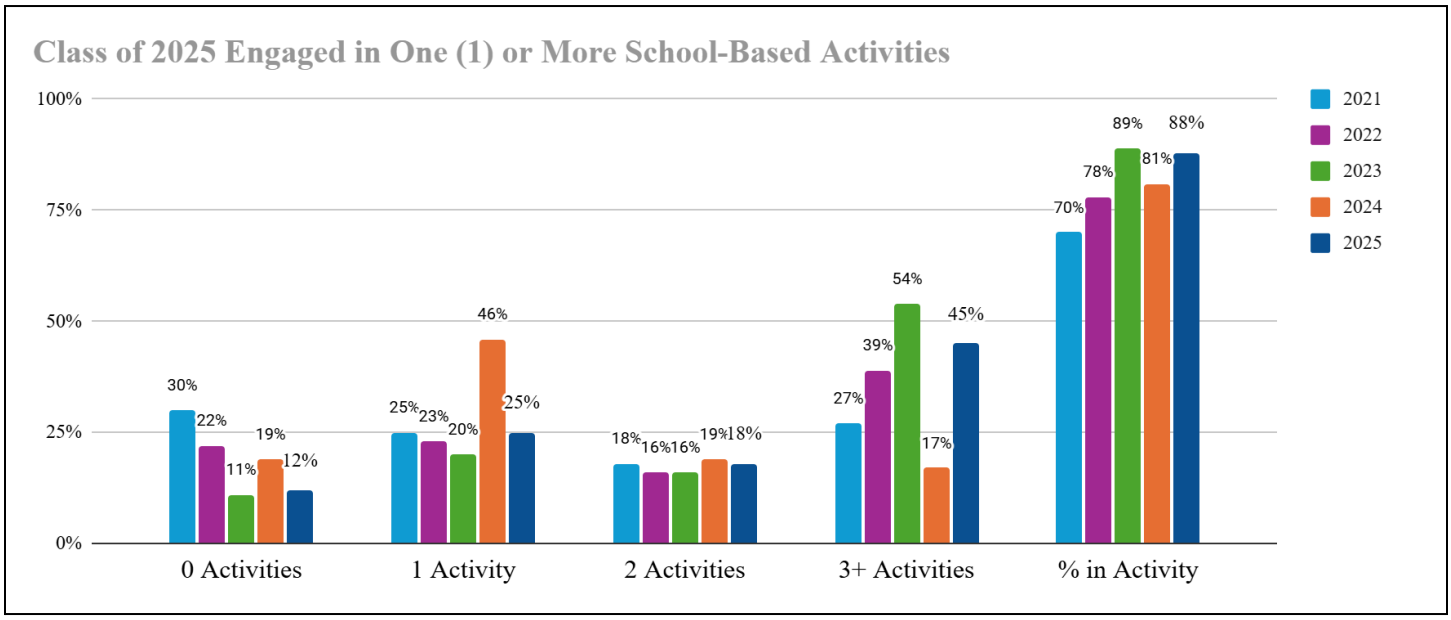


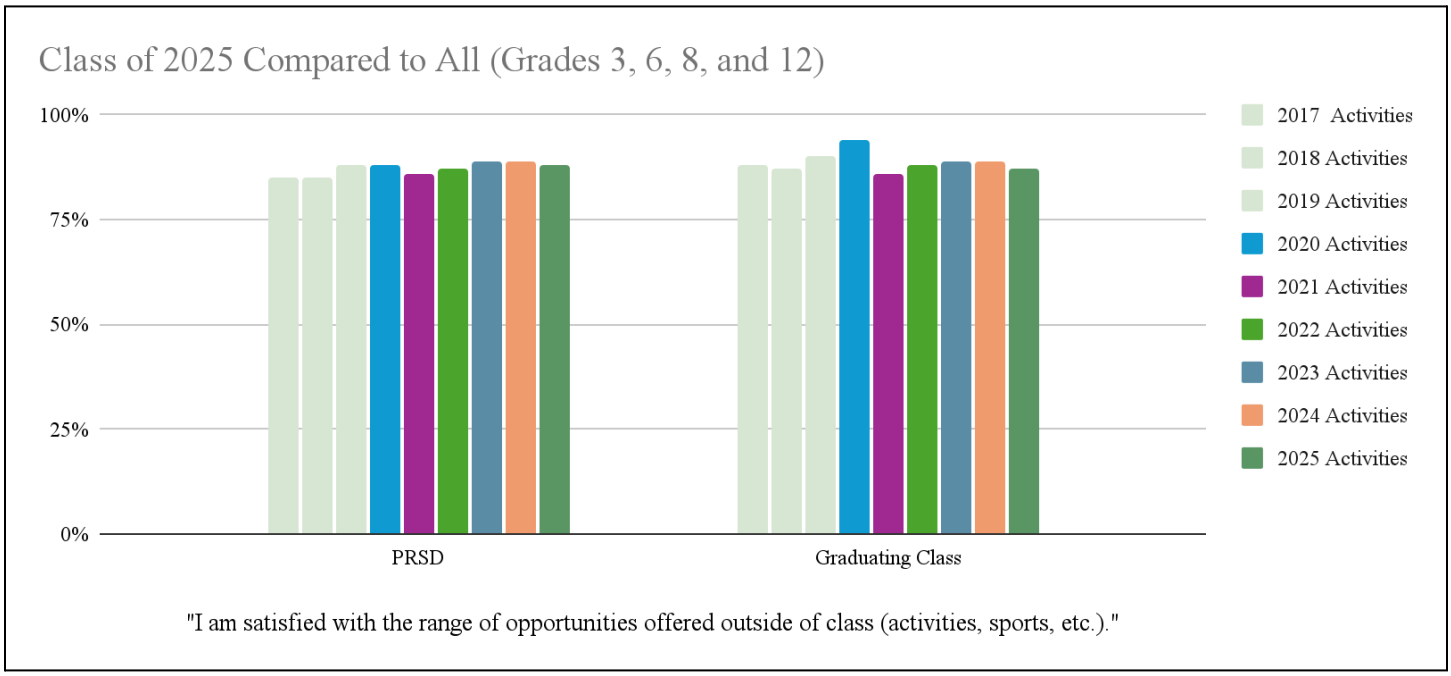
During the 2019-2023 strategic planning process, the district and community developed the concept of the "Portrait of a Graduate". School districts are historically measured by achievement scores (SAT, ACT, AP, Keystone Exams, etc.). The graduate portrait considers not only the knowledge attained throughout 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.

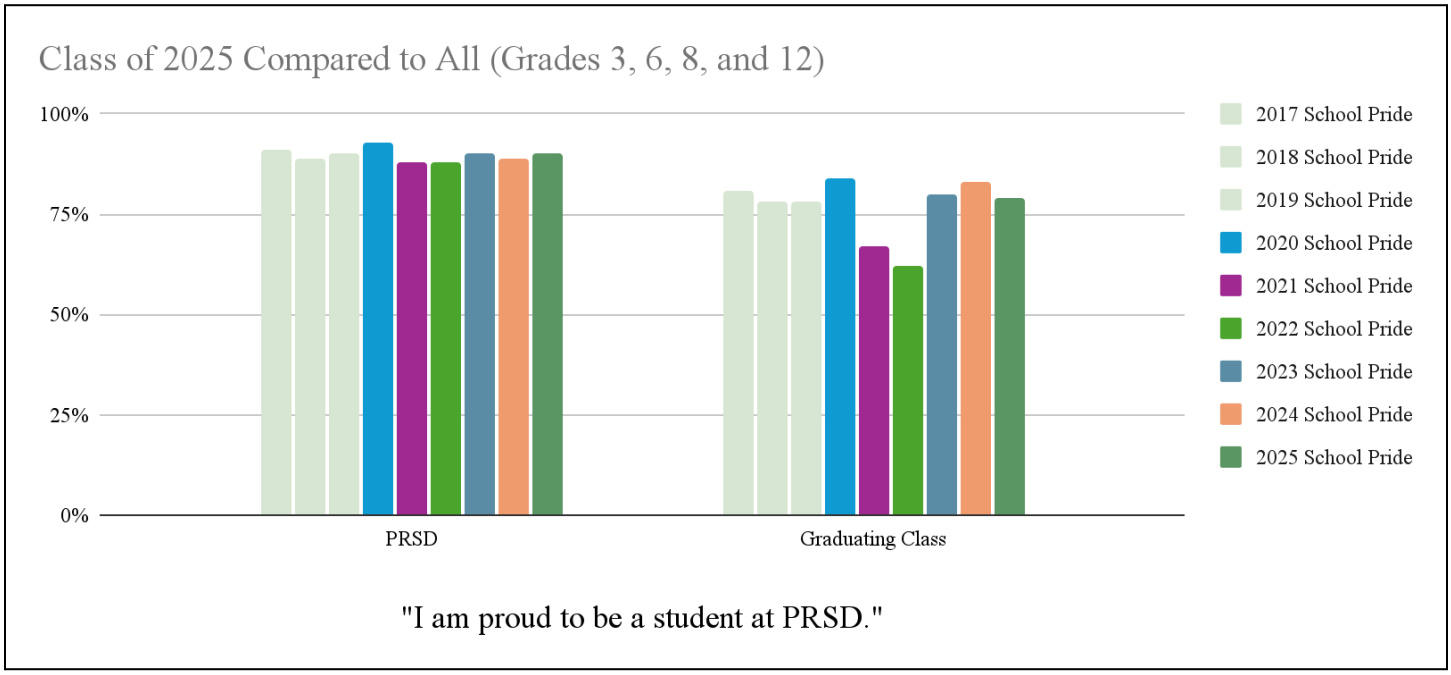







Class of 2025 Engaged in One (1) or More School-Based Activities
100%
75%
50%
25%
0%
0 Activities
1 Activity
2 Activities
3+ Activities
% in Activity
30%
22%
11%
19%
12%
25%
23%
20%
46%
25%
18%
16%
16%
19%
18%
27%
39%
54%
17%
45%
70%
78%
89%
81%
88%
2021
2022
2023
2024
2025


Class of 2025 Compared to All (Grades 3, 6, 8, and 12)
100%
75%
50%
25%
0%
PRSD
Graduating Class
2017 Activities
2018 Activities
2019 Activities
2020 Activities
2021 Activities
2022 Activities
2023 Activities
2024 Activities
2025 Activities
"I am satisfied with the range of opportunities offered outside of class (activities, sports, etc.)."



Source: PRSD Annual Stakeholder Survey Data, 2025

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 decreased from the previous two years.
3. The Class of 2025's general perception of their school experiences was positive (consistent with previous classes).
4. The Class of 2025's statement of "proud to be PR" continues to be about 75% but is less than the district average.
5. 88% of the students in the Class of 2025 participated in one or more school-based activities (extracurricular, cocurriculuar, athletics). The goal will continue to be 100%.

Next Steps

1. Improving school culture continues to be part of the building goal at PRHS. 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 more flexible options (virtual, in-person) for training on how to use Naviance as a tool for college and career awareness and preparation.
5. Review and update Career Education and Work Standard activities to align with the new standards beginning in the 2026-2027 school year.

Conclusion and Next Steps

At the highest level, the 2025 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! We know that simply setting goals, without working on the improvement of our systems is not sufficient. We continuously review our processes for improvement and ensure deep and effective deployment with ongoing reflection to integrate learning into the improved systems.

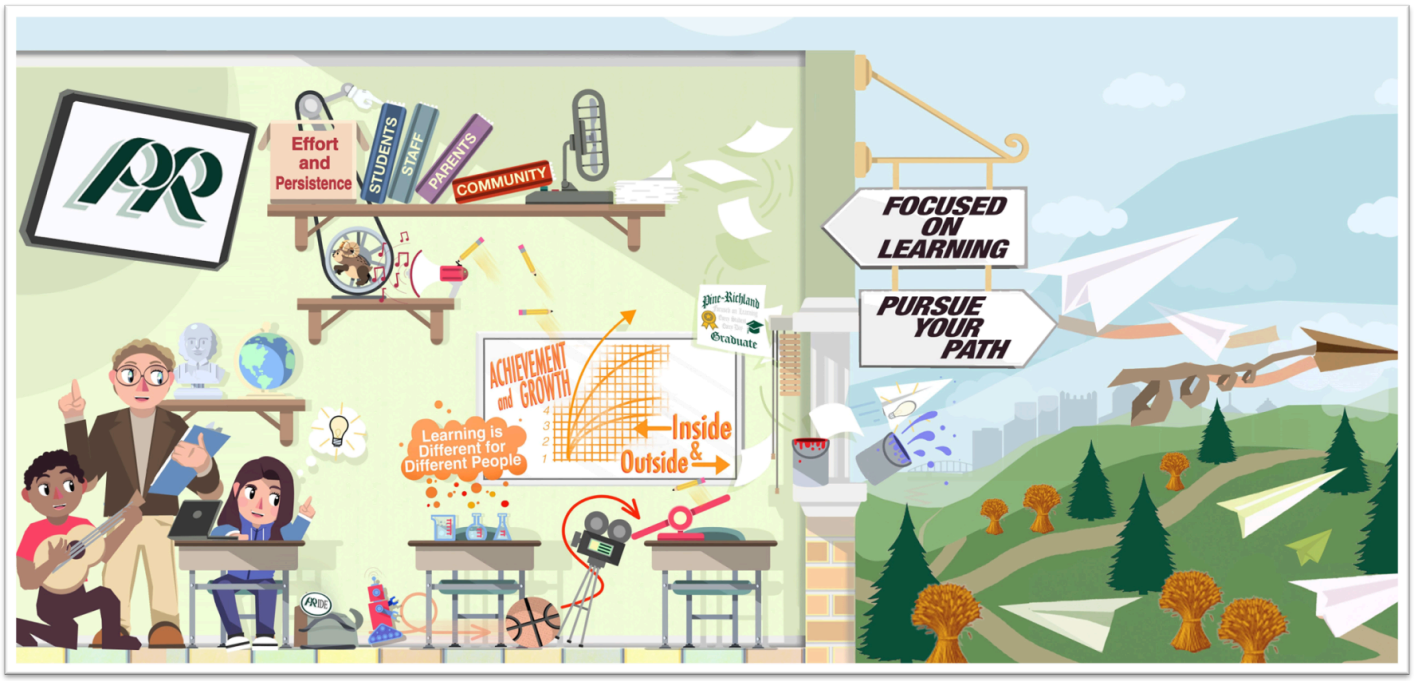
One of the key strategic initiatives since 2024 - 2025 is the intentional commitment to the concepts of **Alignment (Curriculum), Time (Instruction), and Feedback (Assessment)**. These key elements comprise the Model for Teaching and Learning. Specifically, the system of education at PRSD will continue 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. We are also renewing our focus on alignment to standards of practice and descriptions of college and career readiness within each discipline to ensure students are performing at rigorous and high levels that transfer to real world employability skills for success.

- **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.


Effort and Persistence
STUDENTS
STAFF
PARENTS
COMMUNITY
FOCUSED ON LEARNING
PURSUE YOUR PATH
Pine-Richland
Graduate
ACHIEVEMENT and GROWTH
Inside & Outside
Learning is Different for Different People
FREE

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	2083	3	21	48	28	24.0	76.0
Historically Underperforming	503	11	42	34	14	52.3	47.7
IEP-Special Education	393	13	48	28	11	60.6	39.4
English Learner							
Economically Disadvantaged	184	9	37	39	15	46.2	53.8
Male	1069	4	24	49	22	28.3	71.7
Female	1014	2	18	46	34	19.5	80.5
American Indian/Alaskan Native (not Hispanic)	19	5	21	58	16	26.3	73.7
Asian (not Hispanic)	150	1	11	41	46	12.7	87.3
Black or African American (not Hispanic)	22	0	18	73	9	18.2	81.8
Hispanic (any race)	62	5	34	45	16	38.7	61.3
Multi-Racial (not Hispanic)	68	3	18	47	32	20.6	79.4
White (not Hispanic)	1760	3	22	48	27	24.7	75.3
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	2084	10	19	35	36	29.2	70.8
Historically Underperforming	502	29	28	25	18	56.4	43.6
IEP-Special Education	392	34	28	22	16	62.5	37.5
English Learner							
Economically Disadvantaged	184	29	23	29	19	52.2	47.8
Male	1070	10	19	33	39	28.9	71.1
Female	1014	9	20	37	34	29.5	70.5
American Indian/Alaskan Native (not Hispanic)	19	16	5	32	47	21.1	78.9
Asian (not Hispanic)	150	6	5	25	64	11.3	88.7
Black or African American (not Hispanic)	22	9	23	36	32	31.8	68.2
Hispanic (any race)	62	18	24	35	23	41.9	58.1
Multi-Racial (not Hispanic)	68	9	19	38	34	27.9	72.1
White (not Hispanic)	1761	10	20	35	34	30.3	69.7
Native Hawaiian/other Pacific Islander (not Hispanic)							
Migrant	0	0	0	0	0		

Table of Contents

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		



*Table above depicts 2024 Science results by group for the Grade 4 Science exam. This assessment moved to Grade 5 in 2024-2025; however, results were not reported for this baseline year. The Academic Achievement & Growth Report next year will show Grade 5 and 8 performance against the new STEELS standards.

**Total Test <11 were hidden for anonymity purposes for this 2024 data.

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

Group	Year	Grade 3 ELA						
		Mean SS	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency	3-Year (Pre-Covid) Average
State	2017	1040	12.1	23.3	47.6	17.1	64.6	63.3
State	2018	1040	10.4	26.1	44.4	19.1	63.5	
State	2019	1040	11.4	26.6	45.4	16.5	61.9	
State	2020	0	0	0	0	0	0	
State	2021	1030	14	27.7	44.1	14.2	58.3	
State	2022	1020	17.9	29.7	40.6	11.8	52.3	
State	2023	1020	14.4	31.6	41.9	12.1	54	
State	2024	1010	16.2	28	46.7	9.1	55.8	
State	**2025**	**1000**	**20.3**	**31.1**	**38.1**	**10.5**	**48.6**	
PRSD	2017	1130	0.9	6.5	46	46.6	92.6	91.6
PRSD	2018	1130	0.9	8.3	45.7	45.1	90.9	
PRSD	2019	1140	1.5	7.2	40.7	50.6	91.3	
PRSD	2020	0	0	0	0	0	0	
PRSD	2021	1120	1	10.3	49.7	39.1	88.8	
PRSD	2022	1130	1.8	8.4	46.1	43.7	89.8	
PRSD	2023	1080	3.1	22.7	50.2	24	74.1	
PRSD	2024	1080	3.7	16.3	57.2	22.8	80	
PRSD	**2025**	**1070**	**3.4**	**22.9**	**49.2**	**24.6**	**73.7**	

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

Group	Year	Grade 3 Mathematics						
		Mean SS	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency	3-Year (Pre-Covid) Average
State	2017	1020	25.9	19.7	28.4	26	54.5	54.9
State	2018	1020	24.5	21.4	31.4	22.7	54.1	
State	2019	1030	22.4	21.6	29.3	26.7	56	
State	2020	0	0	0	0	0	0	
State	2021	1000	31	21.7	29.5	17.8	47.3	
State	2022	1000	28.9	23.4	26.9	20.9	47.7	
State	2023	1010	24.9	23.4	30.1	21.6	51.7	
State	2024	1010	26.2	22.4	30.8	20.6	51.4	
State	**2025**	**1010**	**25.1**	**21.3**	**29.9**	**23.6**	**53.6**	
PRSD	2017	1150	1.9	9.9	25.7	62.5	88.2	88.8
PRSD	2018	1130	2.3	10.3	28.3	59.1	87.4	
PRSD	2019	1150	3	6	20.8	70.1	90.9	
PRSD	2020	0	0	0	0	0	0	
PRSD	2021	1090	7.1	11.6	40.5	40.8	81.4	
PRSD	2022	1120	3.9	11.4	27.5	57.2	84.7	
PRSD	2023	1100	5.3	13.7	34.9	46.1	81	
PRSD	2024	1100	7	14.4	33.5	45.1	78.6	
PRSD	**2025**	**1100**	**5.4**	**11**	**39.8**	**43.8**	**83.6**	

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

Group	Year	Grade 4 ELA						
		Mean SS	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency	3-Year (Pre-Covid) Average
State	2017	1030	10.9	28.2	35.3	25.7	60.9	61.4
State	2018	1030	9.7	30.6	34.7	25.1	59.8	
State	2019	1040	10.3	26.1	36.3	27.3	63.6	
State	2020	0	0	0	0	0	0	
State	2021	1020	11.9	31.5	35.2	21.4	56.6	
State	2022	1010	18.6	29.2	30.9	21.3	52.2	
State	2023	1010	17.2	31	30.4	21.4	51.8	
State	2024	1000	16.2	32.4	34.6	16.9	51.4	
State	**2025**	**990**	**17.4**	**34.3**	**35**	**13.3**	**48.4**	
PRSD	2017	1090	0.9	9.7	46.1	43.3	89.4	88.8
PRSD	2018	1110	1.2	12.4	31.7	54.7	86.4	
PRSD	2019	1120	0.6	8.7	34.4	56.3	90.7	
PRSD	2020	0	0	0	0	0	0	
PRSD	2021	1070	4.9	16.2	39.2	39.8	79	
PRSD	2022	1090	3.4	18.1	32.5	46	78.5	
PRSD	2023	1100	4.1	12.4	33.3	50.1	83.5	
PRSD	2024	1080	3.4	14.9	40.2	41.5	81.7	
PRSD	**2025**	**1060**	**4.4**	**16.9**	**48.5**	**30.2**	**78.7**	

Group	Year	Grade 4 Mathematics						
		Mean SS	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency	3-Year (Pre-Covid) Average
State	2017	990	26.1	27.3	28.5	18.1	46.6	45.4
State	2018	990	29.8	26.7	25.8	17.8	43.5	
State	2019	990	26.1	27.7	27.2	19	46.2	
State	2020	N/A	0	0	0	0	0	
State	2021	970	33.9	30.6	23.4	12.1	35.6	
State	2022	980	30.9	26.8	25.3	17	42.3	
State	2023	990	25.1	28.5	30	16.5	46.5	
State	2024	1000	24.9	26.4	27.4	21.3	48.6	
State	**2025**	**1010**	**24.9**	**24.5**	**29.2**	**21.4**	**50.6**	
PRSD	2017	1070	7	17.4	36.6	39	75.6	73.5
PRSD	2018	1080	6.9	19.6	32.2	41.3	73.5	
PRSD	2019	1070	5.4	23.4	36.6	34.6	71.3	
PRSD	2020	0	0	0	0	0	0	
PRSD	2021	1020	11.7	36.2	31.7	20.4	52.1	
PRSD	2022	1070	6.7	19.3	37.3	36.7	74	
PRSD	2023	1060	6.8	15.3	46.9	31	77.9	
PRSD	2024	1080	7	17.4	37.2	38.4	75.6	
PRSD	**2025**	**1080**	**7.4**	**15.8**	**36.5**	**40.3**	**76.8**	

Group	Year	Grade 4 Science (No Longer Assessed in Grade 4; Moved to Grade 5; No Results Reported for 2025 Grade 5)						
		Mean SS	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency	3-Year (Pre-Covid) Average
State	2017	1410	5.3	20.2	41.6	33	74.5	75.9
State	2018	1410	5.4	19.1	39.7	35.8	75.5	
State	2019	1420	5	17.2	39	38.8	77.8	
State	2020	0	0	0	0	0	0	
State	2021	1400	7.6	16.6	43.5	32.3	75.8	
State	2022	1410	8	18.3	36.5	37.2	73.7	
State	2023	1410	7.8	18	38.9	35.2	74.2	
State	2024	1420	6.2	16.7	40.3	36.8	77.1	
State	**2025**	**Exam Moved to Grade 5 and No Results were Reported for 2025**						
PRSD	2017	1510	0.6	5.5	36.3	57.6	93.9	94.3
PRSD	2018	1520	0.6	5.1	30	64.3	94.3	
PRSD	2019	1510	0.3	5.1	38	56.6	94.6	
PRSD	2020	0	0	0	0	0	0	
PRSD	2021	1460	1.3	6.8	46.9	45	91.9	
PRSD	2022	1530	0.6	4	34	61.3	95.4	
PRSD	2023	1520	0.6	4.1	36.9	58.4	95.3	
PRSD	2024	1510	0.9	5.5	33.6	59.9	93.6	
PRSD	**2025**	**Exam Moved to Grade 5 and No Results were Reported for 2025**						

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

Group	Year	Grade 5 ELA						
		Mean SS	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency	3-Year (Pre-Covid) Average
State	2017	1030	11.5	28.9	43.2	16.4	59.6	59.2
State	2018	1030	8.9	31.7	45.4	14	59.4	
State	2019	1030	9.6	31.8	42.7	15.8	58.5	
State	2020	0	0	0	0	0	0	
State	2021	1010	10.6	34.4	46.4	8.6	55	
State	2022	1010	17.7	28.7	40.3	13.3	53.6	
State	2023	1010	15.4	31	40.4	13.2	53.7	
State	2024	1000	16.8	31.1	42	10.2	52.2	
State	**2025**	**990**	**19.3**	**35.9**	**36.1**	**8.6**	**44.7**	
PRSD	2017	1090	2.2	14.6	55.7	27.4	83.1	88
PRSD	2018	1110	0.6	7.6	57	34.8	91.8	
PRSD	2019	1110	1.2	9.7	51.3	37.8	89.1	
PRSD	2020	0	0	0	0	0	0	
PRSD	2021	1070	2.2	19.6	58.3	19.9	78.2	
PRSD	2022	1080	4.7	19	49.6	26.7	76.3	
PRSD	2023	1070	3.9	17.5	54.9	23.7	78.6	
PRSD	2024	1070	4	15.2	56.9	23.9	80.7	
PRSD	**2025**	**1060**	**4.8**	**24.8**	**48.6**	**21.8**	**70.4**	

Group	Year	Grade 5 Mathematics						
		Mean SS	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency	3-Year (Pre-Covid) Average
State	2017	990	24.8	31.4	27.5	16.2	43.8	44
State	2018	990	28.7	26.1	27.4	17.8	45.2	
State	2019	990	23.3	33.7	27.2	15.8	43.1	
State	2020	0	0	0	0	0	0	
State	2021	970	31.3	32.6	24.3	11.8	36.1	
State	2022	970	31.1	33.5	23.3	12.2	35.4	
State	2023	990	29.2	28.1	26.9	15.8	42.8	
State	2024	990	25.4	31.9	27.9	14.9	42.8	
State	**2025**	**1000**	**22.9**	**33.2**	**27.8**	**16.2**	**43.9**	
PRSD	2017	1080	7	16.9	36.7	39.3	76	74.5
PRSD	2018	1090	7.6	14.3	31.5	46.6	78.1	
PRSD	2019	1070	5.6	25.1	36	33.3	69.3	
PRSD	2020	0	0	0	0	0	0	
PRSD	2021	1030	10	32.8	35.3	21.9	57.2	
PRSD	2022	1010	13.3	33.7	36.4	16.6	53	
PRSD	2023	1060	9.8	20.8	37.1	32.3	69.4	
PRSD	2024	1070	8.9	18.1	38.2	34.8	73	
PRSD	**2025**	**1090**	**6.3**	**16.9**	**35.3**	**41.4**	**76.7**	

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

Group	Year	Grade 6 ELA						
		Mean SS	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency	3-Year (Pre-Covid) Average
State	2017	1040	6.9	29.5	41.4	22.2	63.6	63
State	2018	1040	5.3	32.2	36.3	26.2	62.5	
State	2019	1030	5.7	31.3	42.2	20.8	63	
State	2020	0	0	0	0	0	0	
State	2021	1020	7.1	35.6	39.8	17.5	57.3	
State	2022	1020	8.3	35.6	36.7	19.4	56.1	
State	2023	1020	8.1	36.3	36.8	18.8	55.6	
State	2024	1010	8.7	38.3	39.1	13.8	53	
State	**2025**	**1010**	**11.3**	**37.9**	**35.2**	**15.6**	**50.8**	
PRSD	2017	1100	0.3	11	48.7	40.1	88.7	88.7
PRSD	2018	1110	1.2	12.5	38.6	47.7	86.3	
PRSD	2019	1110	0.3	8.5	49.4	41.8	91.2	
PRSD	2020	0	0	0	0	0	0	
PRSD	2021	1070	1.6	15.5	56.2	26.7	82.9	
PRSD	2022	1070	0.3	21.5	47.6	30.6	78.2	
PRSD	2023	1070	1.5	23.5	46.4	28.6	75	
PRSD	2024	1050	1.5	24.6	53.7	20.2	73.9	
PRSD	**2025**	**1070**	**1.4**	**19.3**	**49**	**30.3**	**79.3**	

Group	Year	Grade 6 Mathematics						
		Mean SS	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency	3-Year (Pre-Covid) Average
State	2017	980	29.1	30.6	26.1	14.1	40.3	39.6
State	2018	980	29.7	30.8	24.8	14.7	39.6	
State	2019	980	25.9	35.1	23.2	15.8	39	
State	2020	0	0	0	0	0	0	
State	2021	950	35.1	36.6	20.6	7.6	28.2	
State	2022	950	38.9	28.8	18.9	13.3	32.3	
State	2023	960	33.5	30.1	23.5	12.9	36.5	
State	2024	970	31.8	30.8	22.6	14.7	37.4	
State	**2025**	**970**	**30.9**	**31.3**	**23**	**14.8**	**37.8**	
PRSD	2017	1070	5.9	15.4	43.2	35.5	78.7	74.8
PRSD	2018	1080	7.5	19.9	32.3	40.4	72.7	
PRSD	2019	1070	5.6	21.5	33.9	39	72.9	
PRSD	2020	0	0	0	0	0	0	
PRSD	2021	1000	16	36.4	36.1	11.6	47.6	
PRSD	2022	1060	7.1	23.8	32.6	36.5	69.1	
PRSD	2023	1040	10.2	24.1	40.4	25.3	65.7	
PRSD	2024	1080	8.2	22.6	34.4	34.7	69.1	
PRSD	**2025**	**1080**	**8**	**20.7**	**31.9**	**39.4**	**71.3**	

PSSA 7th Grade ELA - Proficiency Percentages Over Time

Group	Year	Grade 7 - PSSA - English Language Arts						
		Mean SS	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency	3-Year (Pre-Covid) Average
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	
State	**2025**	**1000**	**6**	**44.8**	**36.5**	**12.7**	**49.2**	
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	
PRSD	**2025**	**1080**	**0**	**18.5**	**49**	**32.6**	**81.5**	

PSSA 7th Grade Mathematics - Proficiency Percentages Over Time

Group	Year	Grade 7 - PSSA - Mathematics						
		Mean SS	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency	3-Year (Pre-Covid) Average
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	
State	**2025**	**960**	**37.8**	**28.4**	**20.2**	**13.5**	**33.7**	
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	
PRSD	**2025**	**1060**	**14.1**	**23.5**	**27**	**35.5**	**62.5**	

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

Group	Year	Grade 8 - PSSA - English Language Arts						
		Mean SS	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency	3-Year (Pre-Covid) Average
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	
State	**2025**	**1010**	**16.1**	**34.6**	**34.8**	**14.5**	**49.3**	
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	
PRSD	**2025**	**1070**	**2.6**	**25**	**42.9**	**29.4**	**72.4**	

PSSA 8th Grade Mathematics - Proficiency Percentages Over Time

Group	Year	Grade 8 - PSSA - Mathematics						
		Mean SS	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency	3-Year (Pre-Covid) Average
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	
State	**2025**	**940**	**43.9**	**25.7**	**20.5**	**10**	**30.5**	
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	
PRSD	**2025**	**1010**	**17.9**	**28.2**	**37.6**	**16.2**	**53.8**	

PSSA 8th Grade Science- Proficiency Percentages Over Time

Group	Year	Grade 8 - PSSA - Mathematics						
		Mean SS	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency	3-Year (Pre-Covid) Average
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 Proficiency	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	
State	**Algebra I**	**Spring 2025**	**1486.4**	**24.1**	**37.3**	**20.3**	**18.3**	**38.7**	
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	
PRSD	**Algebra I**	**Spring 2025**	**1535.2**	**3.6**	**27.2**	**29.7**	**39.4**	**69.2**	

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	
State	**Biology**	**Spring 2025**	**1500.1**	**27.9**	**24.6**	**27.7**	**19.7**	**47.4**	
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	
PRSD	**Biology**	**Spring 2025**	**1546.8**	**6.1**	**11.3**	**34.8**	**47.8**	**82.6**	

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	
State	**Literature**	**Spring 2025**	**1505.9**	**17.1**	**26.6**	**48.9**	**7.3**	**56.2**	
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	
PRSD	**Literature**	**Spring 2025**	**1549.3**	**4.0**	**11.5**	**64.8**	**19.6**	**84.4**	

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	1042	3	20	49	28	23.5	76.5
Historically Underperforming	275	12	40	33	14	52.4	47.6
IEP-Special Education	223	14	46	27	13	60.5	39.5
English Learner							
Economically Disadvantaged	96	13	35	40	13	47.9	52.1
Male	515	5	23	50	22	27.8	72.2
Female	527	2	17	47	33	19.4	80.6
American Indian/Alaskan Native (not Hispanic)							
Asian (not Hispanic)	84	2	14	45	38	16.7	83.3
Black or African American (not Hispanic)	12	0	17	75	8	16.7	83.3
Hispanic (any race)	19	5	26	53	16	31.6	68.4
Multi-Racial (not Hispanic)	31	3	26	55	16	29.0	71.0
White (not Hispanic)	889	4	20	48	28	24.0	76.0
Native Hawaiian/other Pacific Islander (not Hispanic)							
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	1043	7	18	35	40	24.8	75.2
Historically Underperforming	275	24	29	27	20	53.1	46.9
IEP-Special Education	223	29	31	22	18	60.1	39.9
English Learner							
Economically Disadvantaged	96	28	23	31	18	51.0	49.0
Male	516	6	18	33	44	23.6	76.4
Female	527	8	18	37	37	26.0	74.0
American Indian/Alaskan Native (not Hispanic)							
Asian (not Hispanic)	84	5	6	19	70	10.7	89.3
Black or African American (not Hispanic)	12	17	8	42	33	25.0	75.0
Hispanic (any race)	19	16	21	53	11	36.8	63.2
Multi-Racial (not Hispanic)	31	13	29	35	23	41.9	58.1
White (not Hispanic)	890	7	19	36	39	25.3	74.7
Native Hawaiian/other Pacific Islander (not Hispanic)							
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	681	1	22	46	31	23.1	76.9
Historically Underperforming	139	6	48	33	12	54.7	45.3
IEP-Special Education	96	7	60	27	5	67.7	32.3
English Learner	2						
Economically Disadvantaged	63	6	35	38	21	41.3	58.7
Male	370	2	28	48	22	30.0	70.0
Female	311	0	14	43	42	14.8	85.2
American Indian/Alaskan Native (not Hispanic)	2						
Asian (not Hispanic)	46	0	4	37	59	4.3	95.7
Black or African American (not Hispanic)	7						
Hispanic (any race)	28	7	32	39	21	39.3	60.7
Multi-Racial (not Hispanic)	19	5	5	32	58	10.5	89.5
White (not Hispanic)	578	1	23	47	29	24.4	75.6
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	681	16	26	32	26	41.9	58.1
Historically Underperforming	138	42	30	17	12	71.7	28.3
IEP-Special Education	95	54	31	11	5	84.2	15.8
English Learner	2	0	50	0	50	50.0	50.0
Economically Disadvantaged	63	33	21	27	19	54.0	46.0
Male	370	18	25	31	26	43.0	57.0
Female	311	14	27	34	25	40.5	59.5
American Indian/Alaskan Native (not Hispanic)	2	0	0	0	100	0.0	100.0
Asian (not Hispanic)	46	11	2	35	52	13.0	87.0
Black or African American (not Hispanic)	7	0	43	29	29	42.9	57.1
Hispanic (any race)	28	21	25	32	21	46.4	53.6
Multi-Racial (not Hispanic)	19	5	11	47	37	15.8	84.2
White (not Hispanic)	578	17	28	32	23	44.8	55.2
Native Hawaiian/other Pacific Islander (not Hispanic)	1	0	100	0	0	100.0	0.0
Migrant	0	0	0	0	0		



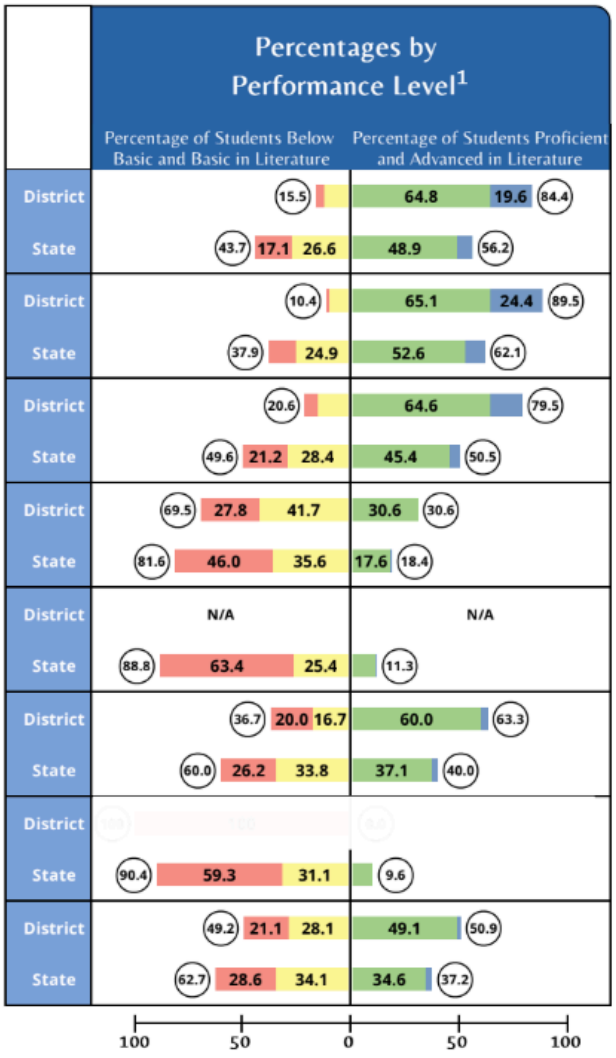
*Total Test <11 were hidden for anonymity purposes.

Keystone Exam Achievement Data Segmented by Demographic Group

Literature First-Time Testers

Performance Level Summary by Group: First-Time Testers

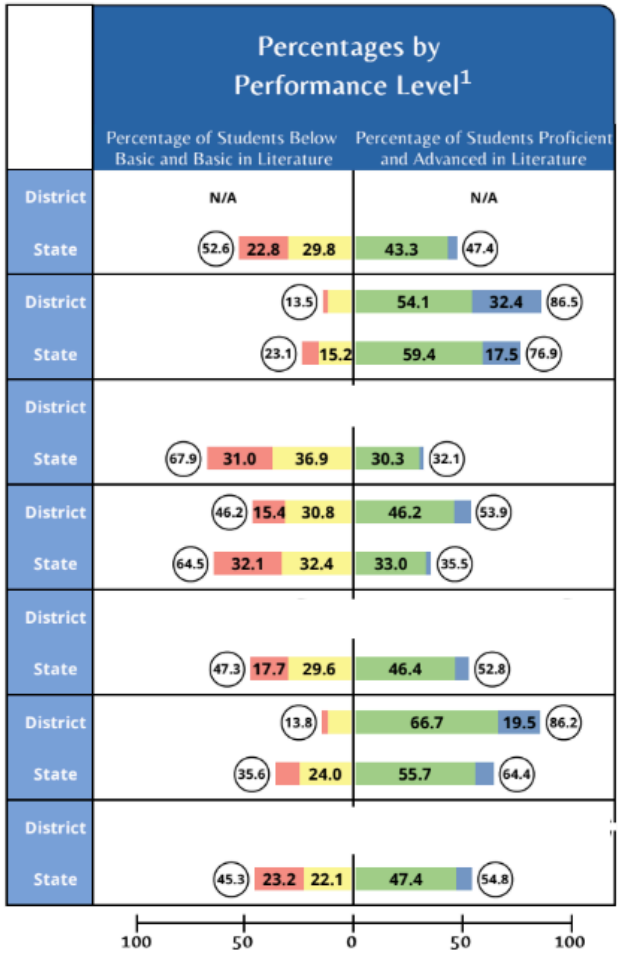
	Literature		District				State			
			Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
	All Students	#	14	40	225	68	18,028	28,050	51,501	7,677
		%	4.0	11.5	64.8	19.6	17.1	26.6	48.9	7.3
GENDER	Female	#	3	15	112	42	6,717	12,900	27,264	4,939
		%	1.7	8.7	65.1	24.4	13.0	24.9	52.6	9.5
GENDER	Male	#	11	25	113	26	11,306	15,148	24,225	2,738
		%	6.3	14.3	64.6	14.9	21.2	28.4	45.4	5.1
PROGRAM STATUS	IEP-Special Education	#	10	15	11	0	8,361	6,471	3,192	138
		%	27.8	41.7	30.6	0.0	46.0	35.6	17.6	0.8
PROGRAM STATUS	Migrant Education Program	#	0	0	0	0	135	54	23	1
		%	N/A	N/A	N/A	N/A	63.4	25.4	10.8	0.5
PROGRAM STATUS	Economically Disadvantaged	#	6	5	18	1	11,998	15,450	16,960	1,341
		%	20.0	16.7	60.0	3.3	26.2	33.8	37.1	2.9
PROGRAM STATUS	English Learner	#	*	*	*	*	3,323	1,743	531	4
		%	100	0.0	0.0	0.0	59.3	31.1	9.5	0.1
PROGRAM STATUS	Historically Underperforming	#	12	16	28	1	15,686	18,726	19,010	1,447
		%	21.1	28.1	49.1	1.8	28.6	34.1	34.6	2.6



*Total Test <11 were hidden for anonymity purposes.

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

RACE/ETHNICITY	Literature		District Below Basic	District Basic	District Proficient	District Advanced	State Below Basic	State Basic	State Proficient	State Advanced
	American Indian / Alaskan Native (not Hispanic)	#	0	0	0	0	39	51	74	7
		%	N/A	N/A	N/A	N/A	22.8	29.8	43.3	4.1
	Asian (not Hispanic)	#	1	4	20	12	441	852	3,320	979
		%	2.7	10.8	54.1	32.4	7.9	15.2	59.4	17.5
	Black or African American (not Hispanic)	#					4,219	5,034	4,134	241
		%					31.0	36.9	30.3	1.8
	Hispanic (any race)	#	2	4	6	1	4,808	4,860	4,941	380
		%	15.4	30.8	46.2	7.7	32.1	32.4	33.0	2.5
	Multi-Racial/Two or more races (not Hispanic)	#					859	1,437	2,253	309
		%					17.7	29.6	46.4	6.4
	White (not Hispanic)	#	8	31	188	55	7,635	15,793	36,722	5,754
		%	2.8	11.0	66.7	19.5	11.6	24.0	55.7	8.7
	Native Hawaiian or other Pacific Islander (not Hispanic)	#					22	21	45	7
		%					23.2	22.1	47.4	7.4



[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.

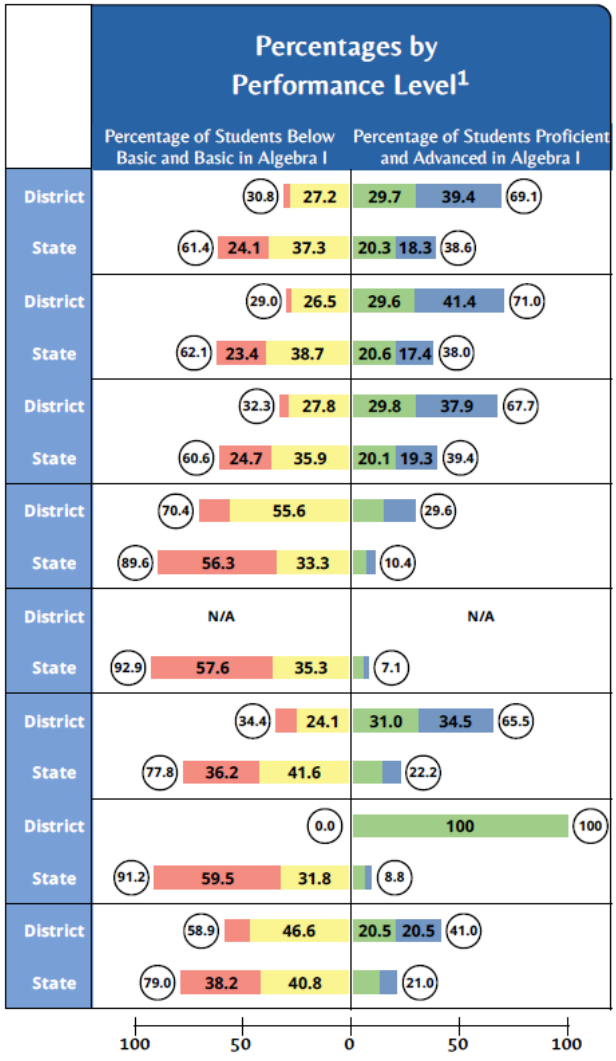
*Total Test <11 were hidden for anonymity purposes.

Keystone Exam Achievement Data Segmented by Demographic Group

Algebra First-Time Testers

Performance Level Summary by Group: First-Time Testers

	Algebra I		District				State			
			Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
GENDER	All Students	#	13	98	107	142	27,364	42,348	23,091	20,842
		%	3.6	27.2	29.7	39.4	24.1	37.3	20.3	18.3
	Female	#	4	43	48	67	13,029	21,509	11,440	9,652
		%	2.5	26.5	29.6	41.4	23.4	38.7	20.6	17.4
	Male	#	9	55	59	75	14,331	20,829	11,650	11,188
		%	4.5	27.8	29.8	37.9	24.7	35.9	20.1	19.3
PROGRAM STATUS	IEP-Special Education	#	8	30	8	8	10,715	6,348	1,296	686
		%	14.8	55.6	14.8	14.8	56.3	33.3	6.8	3.6
	Migrant Education Program	#	0	0	0	0	155	95	15	4
		%	N/A	N/A	N/A	N/A	57.6	35.3	5.6	1.5
	Economically Disadvantaged	#	3	7	9	10	18,116	20,855	7,086	4,040
		%	10.3	24.1	31.0	34.5	36.2	41.6	14.1	8.1
	English Learner	#					4,508	2,407	469	197
		%					59.5	31.8	6.2	2.6
	Historically Underperforming	#	9	34	15	15	23,123	24,736	8,079	4,638
		%	12.3	46.6	20.5	20.5	38.2	40.8	13.3	7.7



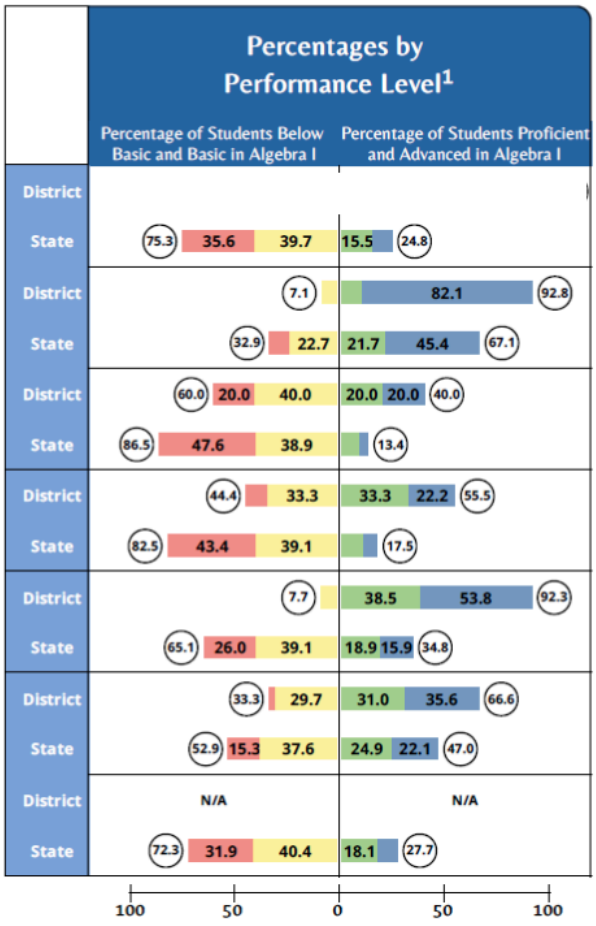
*Total Test <11 were hidden for anonymity purposes.

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

RACE/ETHNICITY

Algebra I		District Below Basic	District Basic	District Proficient	District Advanced	State Below Basic	State Basic	State Proficient	State Advanced
American Indian / Alaskan Native (not Hispanic)	#					69	77	30	18
	%	0.0	0.0	0.0	100	35.6	39.7	15.5	9.3
Asian (not Hispanic)	#	0	2	3	23	645	1,439	1,380	2,881
	%	0.0	7.1	10.7	82.1	10.2	22.7	21.7	45.4
Black or African American (not Hispanic)	#					7,156	5,847	1,416	608
	%					47.6	38.9	9.4	4.0
Hispanic (any race)	#					7,409	6,673	1,913	1,084
	%					43.4	39.1	11.2	6.3
Multi-Racial/Two or more races (not Hispanic)	#	0	1	5	7	1,423	2,139	1,031	871
	%	0.0	7.7	38.5	53.8	26.0	39.1	18.9	15.9
White (not Hispanic)	#	11	90	94	108	10,628	26,125	17,302	15,369
	%	3.6	29.7	31.0	35.6	15.3	37.6	24.9	22.1
Native Hawaiian or other Pacific Islander (not Hispanic)	#	0	0	0	0	30	38	17	9
	%	N/A	N/A	N/A	N/A	31.9	40.4	18.1	9.6

[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.



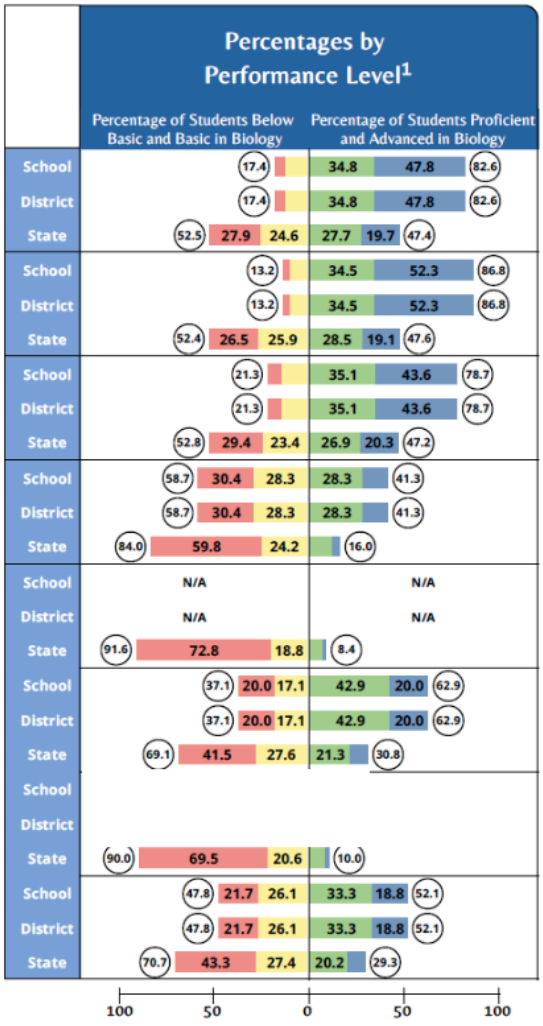
*Total Test <11 were hidden for anonymity purposes.

Keystone Exam Achievement Data Segmented by Demographic Group

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	#	22	41	126	173	22	41	126	173	30,486	26,870	30,207	21,518
		%	6.1	11.3	34.8	47.8	6.1	11.3	34.8	47.8	27.9	24.6	27.7	19.7
GENDER	Female	#	7	16	60	91	7	16	60	91	14,193	13,894	15,264	10,246
		%	4.0	9.2	34.5	52.3	4.0	9.2	34.5	52.3	26.5	25.9	28.5	19.1
GENDER	Male	#	15	25	66	82	15	25	66	82	16,291	12,976	14,943	11,271
		%	8.0	13.3	35.1	43.6	8.0	13.3	35.1	43.6	29.4	23.4	26.9	20.3
PROGRAM STATUS	IEP-Special Education	#	14	13	13	6	14	13	13	6	11,171	4,530	2,163	827
		%	30.4	28.3	28.3	13.0	30.4	28.3	28.3	13.0	59.8	24.2	11.6	4.4
PROGRAM STATUS	Migrant Education Program	#	0	0	0	0	0	0	0	0	190	49	18	4
		%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	72.8	18.8	6.9	1.5
PROGRAM STATUS	Economically Disadvantaged	#	7	6	15	7	7	6	15	7	20,022	13,301	10,288	4,584
		%	20.0	17.1	42.9	20.0	20.0	17.1	42.9	20.0	41.5	27.6	21.3	9.5
PROGRAM STATUS	English Learner	#									4,758	1,410	539	143
		%									69.5	20.6	7.9	2.1
PROGRAM STATUS	Historically Underperforming	#	15	18	23	13	15	18	23	13	25,057	15,878	11,703	5,248
		%	21.7	26.1	33.3	18.8	21.7	26.1	33.3	18.8	43.3	27.4	20.2	9.1

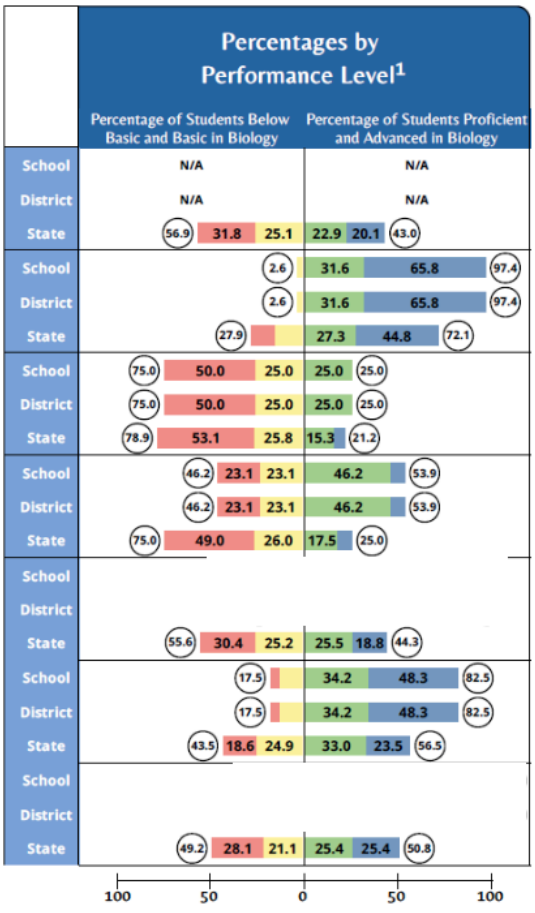


*Total Test <11 were hidden for anonymity purposes.

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

RACE/ETHNICITY	Biology		School				District				State			
			Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
	American Indian / Alaskan Native (not Hispanic)	#	0	0	0	0	0	0	0	0	57	45	41	36
		%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	31.8	25.1	22.9	20.1
	Asian (not Hispanic)	#	0	1	12	25	0	1	12	25	789	829	1,584	2,598
		%	0.0	2.6	31.6	65.8	0.0	2.6	31.6	65.8	13.6	14.3	27.3	44.8
	Black or African American (not Hispanic)	#									7,359	3,572	2,117	814
		%									53.1	25.8	15.3	5.9
	Hispanic (any race)	#	3	3	6	1	3	3	6	1	8,193	4,341	2,917	1,259
		%	23.1	23.1	46.2	7.7	23.1	23.1	46.2	7.7	49.0	26.0	17.5	7.5
	Multi-Racial/Two or more races (not Hispanic)	#									1,573	1,303	1,320	972
		%									30.4	25.2	25.5	18.8
	White (not Hispanic)	#	16	36	102	144	16	36	102	144	12,481	16,756	22,199	15,809
		%	5.4	12.1	34.2	48.3	5.4	12.1	34.2	48.3	18.6	24.9	33.0	23.5
	Native Hawaiian or other Pacific Islander (not Hispanic)	#									32	24	29	29
		%									28.1	21.1	25.4	25.4

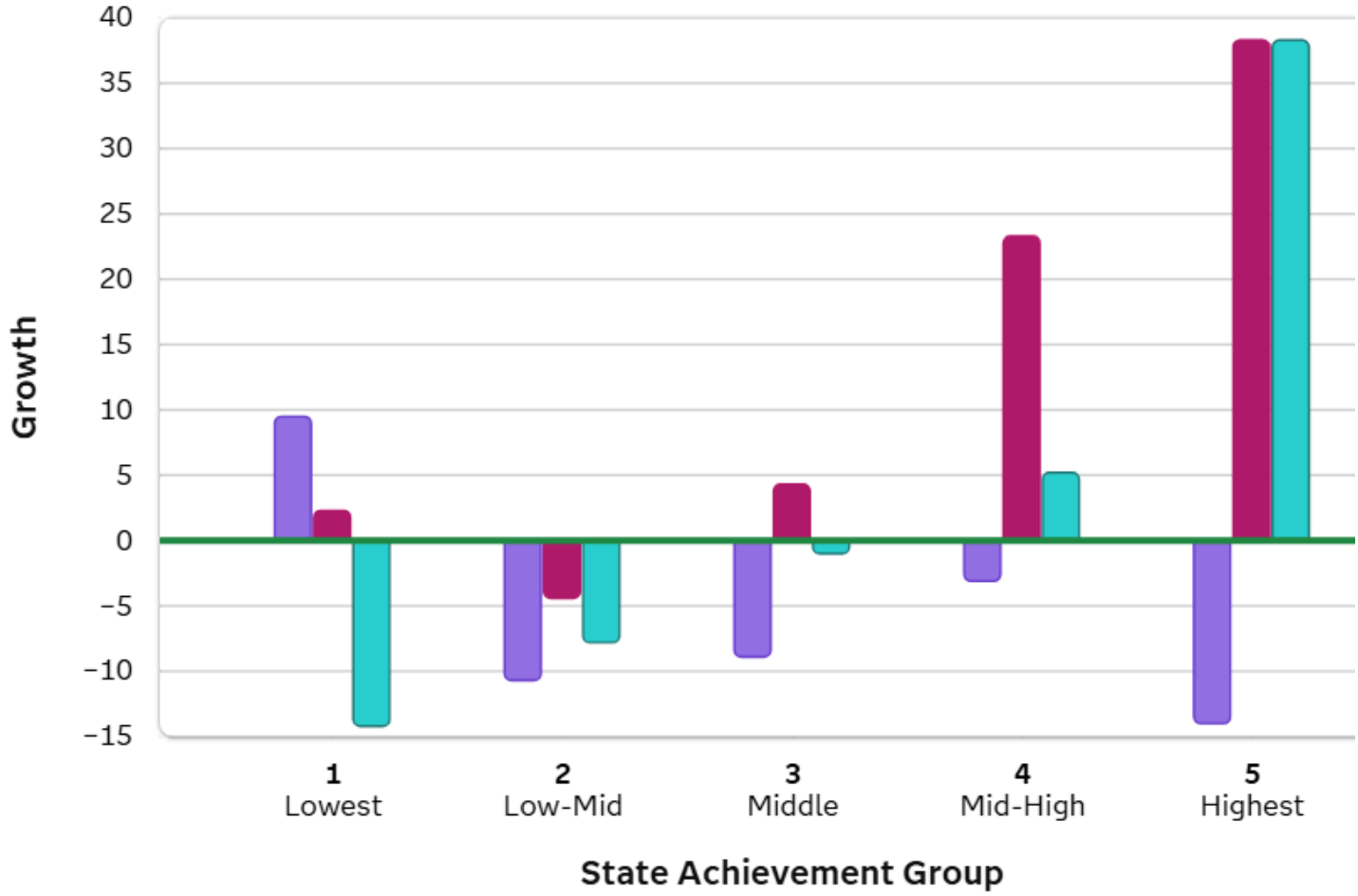
[1] If a percentage is not displayed within the bar graph, consult the table for the actual percentage.
Summaries are based on students' highest scores to date.
Please note that the percentages in the tables may not add up to 100% due to rounding.



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Grades 4-6 PSSA Growth Data by Subject and Quintile

Math Quintiles for 2025



2025 PSSA Math - Predictive 4th Grade
Base Test and Subject

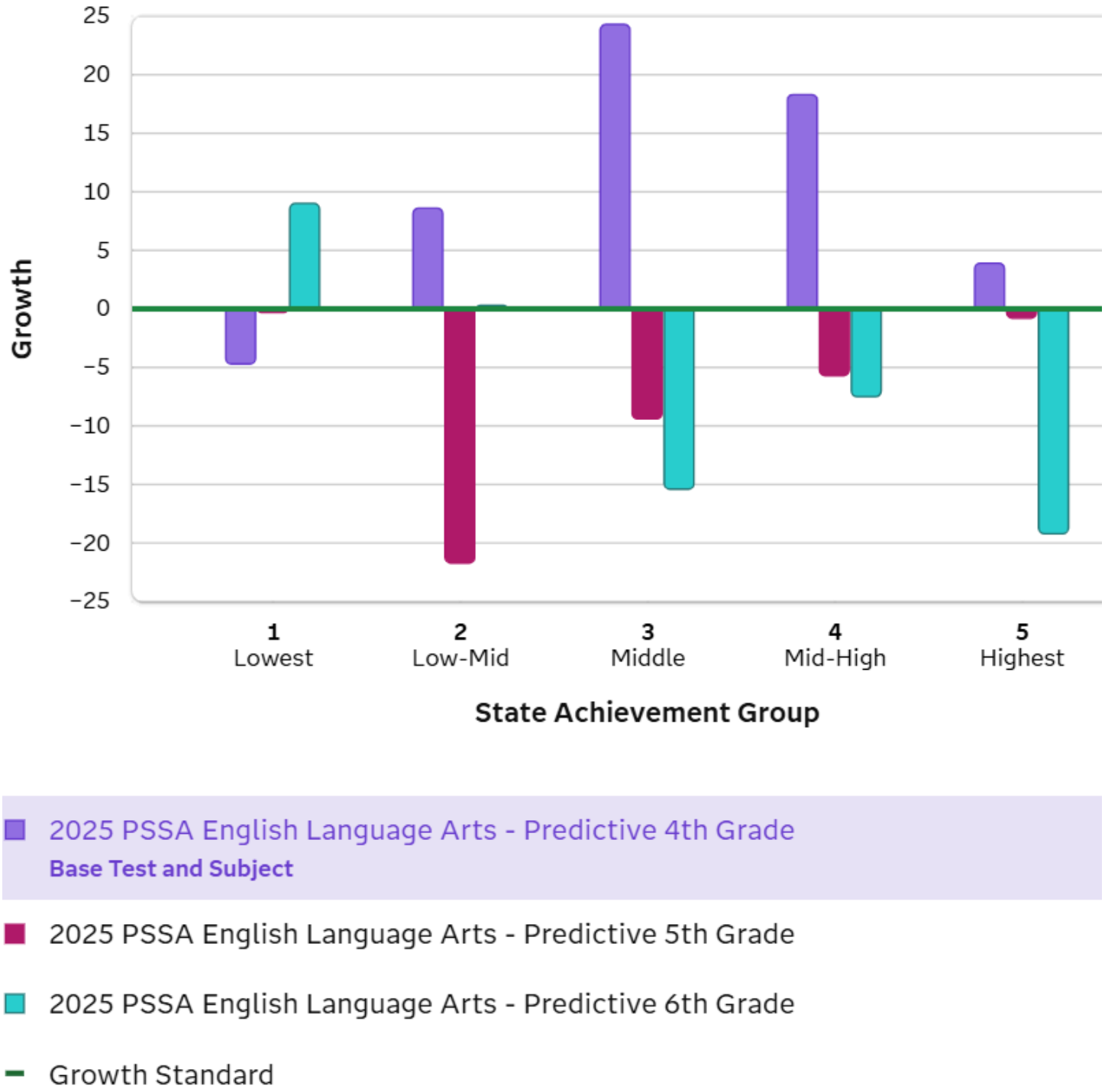
2025 PSSA Math - Predictive 5th Grade

2025 PSSA Math - Predictive 6th Grade

Growth Standard

Grades 4-6 PSSA Growth Data by Subject and Quintile

ELA Quintiles for 2025



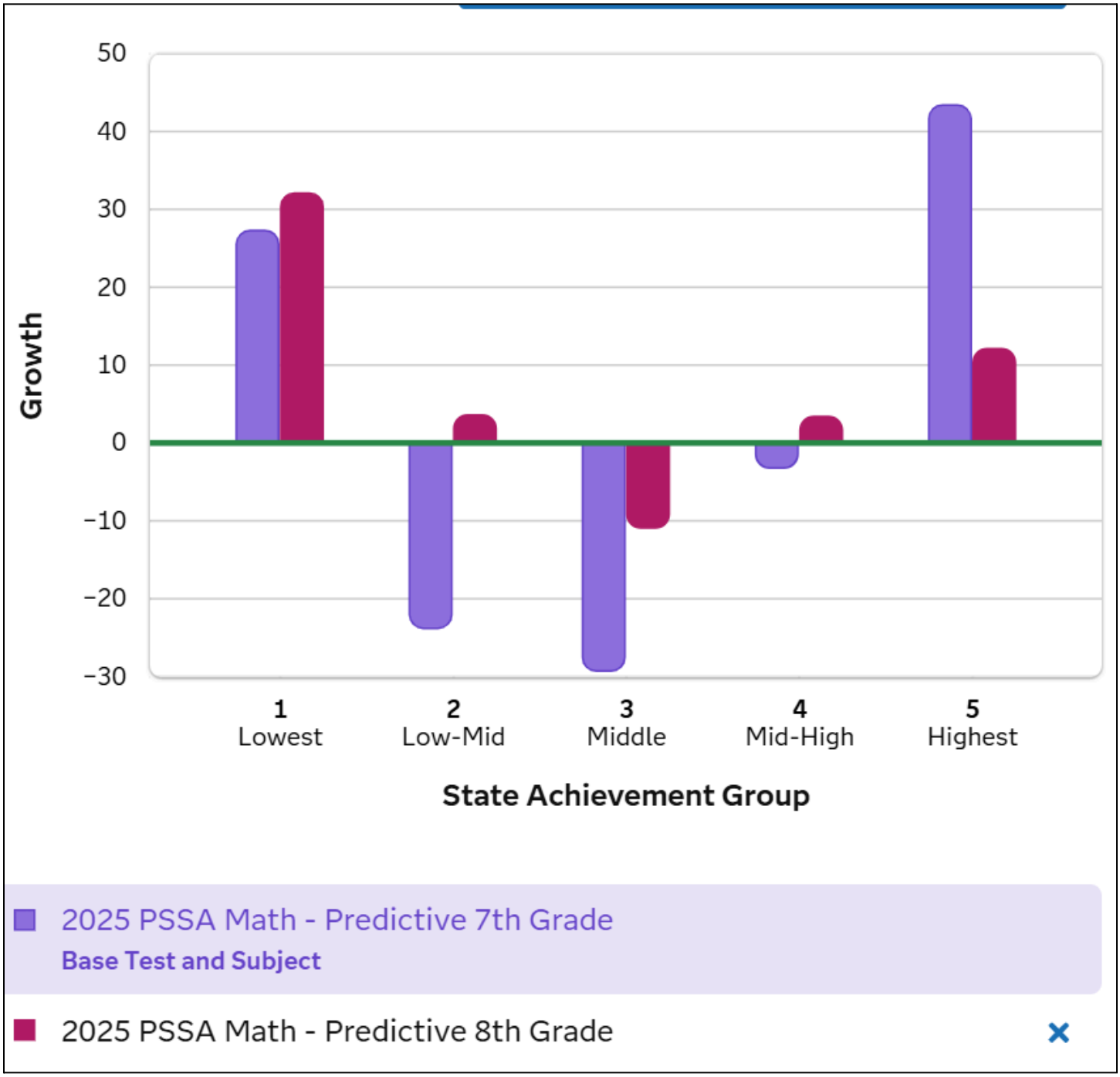
Grades 4 & 8 PSSA Growth Data by Subject and Quintile

Science Quintiles for 2024 (Back to Grade 4) (Back to Grade 8)



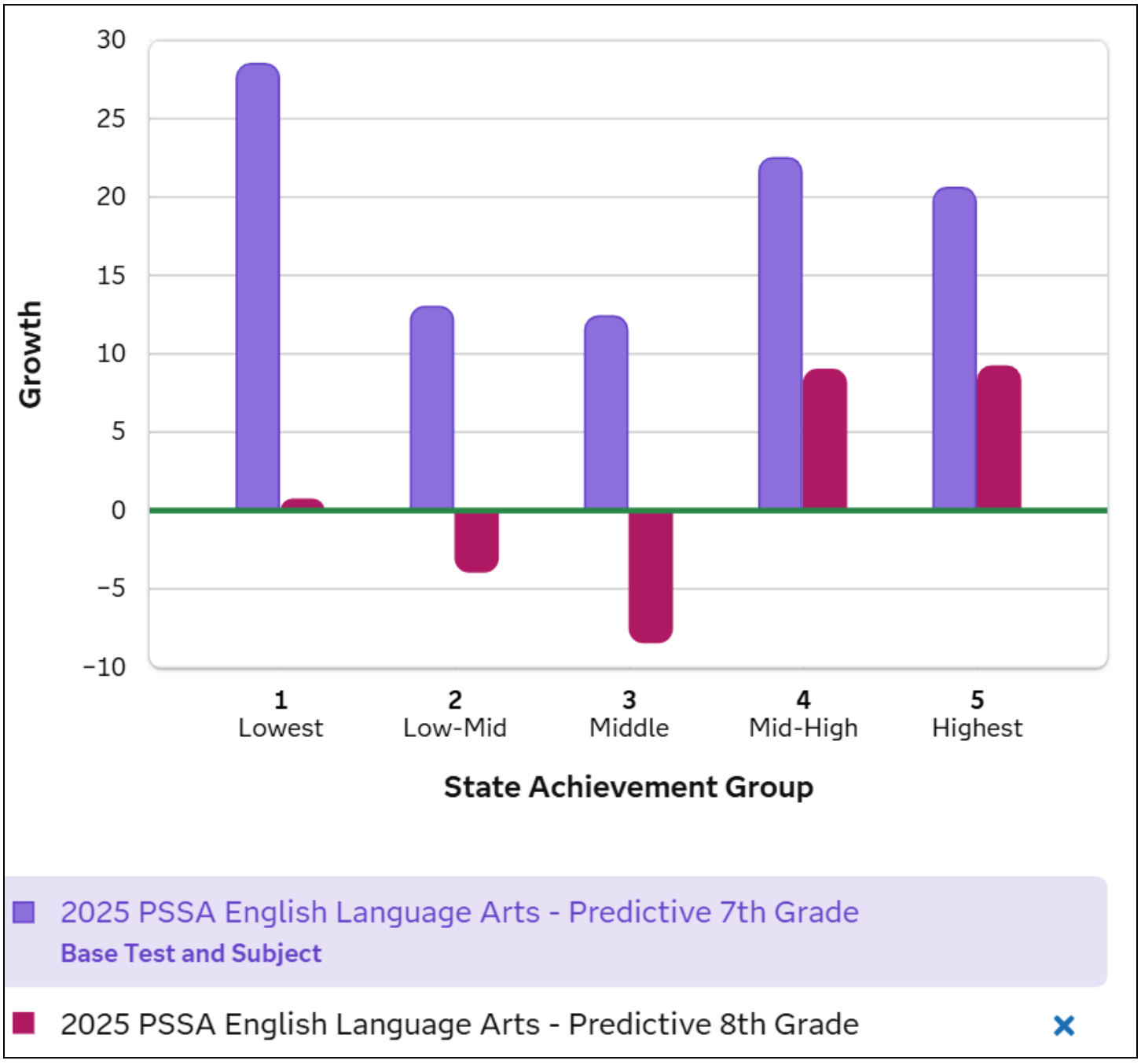
Grades 7-8 Math PSSA Growth Data by Subject and Quintile

Math Quintiles for 2025 (Return to Grade 7) (Return to Grade 8)



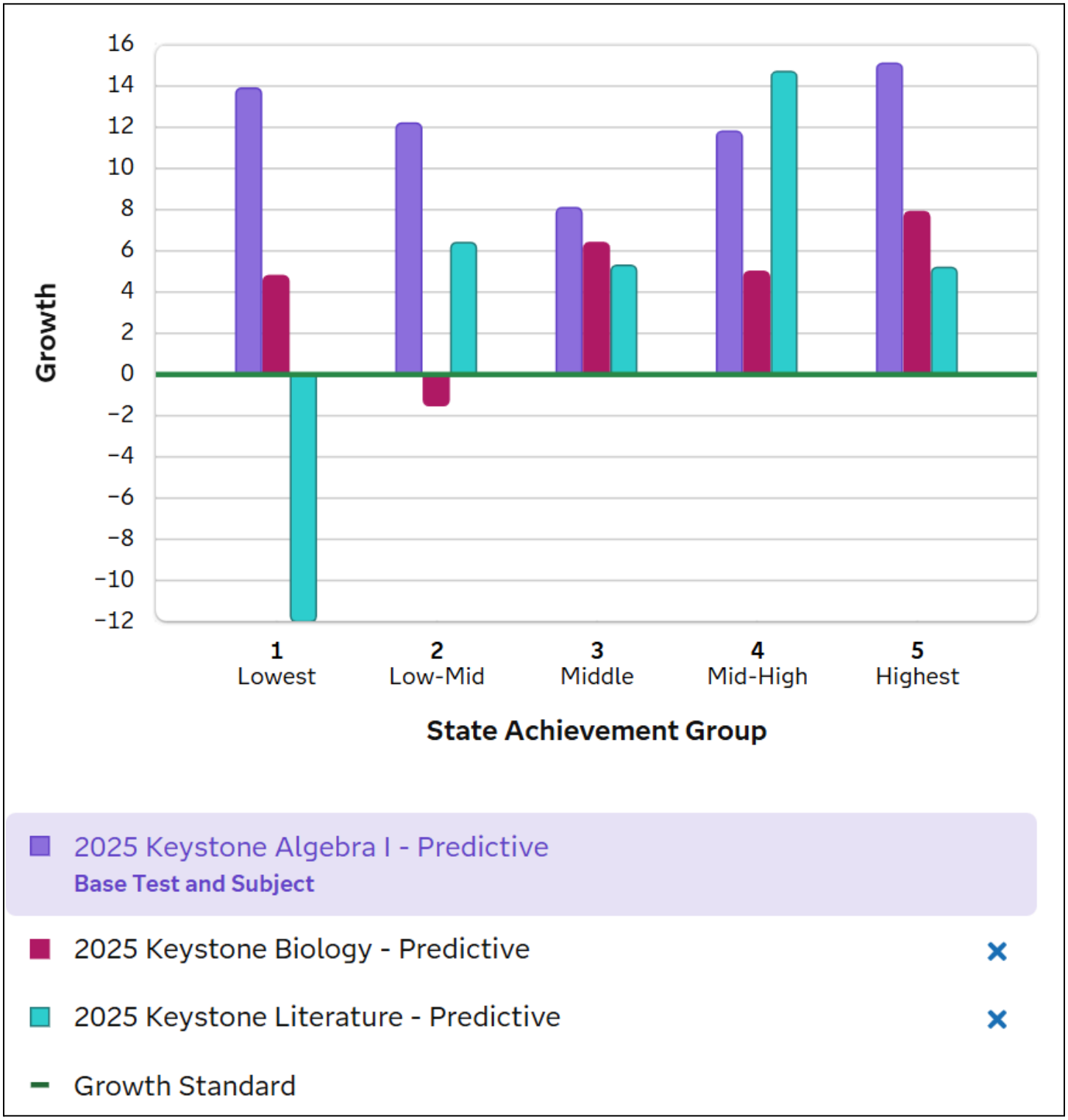
Grades 7-8 PSSA ELA Growth Data by Subject and Quintile

ELA Quintiles for 2025 (Return to Grade 7) (Return to Grade 8)



Keystone Growth Data by Subject and Quintile

Algebra, Literature, Biology Quintiles for 2025



SAT Participation and Performance Table

Data reflects SAT test activity for students who graduated high school in 2025. 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	289		1209	608	601	79%	93%	80%	5%
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	1	0%							
Asian	21	7%	1299	641	657	81%	100%	81%	0%
Black/African American	2	1%							
Hispanic/Latino	9	3%							
Native Hawaiian/Other Pacific Islander	0								
White	235	81%	1196	602	593	78%	92%	80%	6%
Two or More Races	10	3%	1272	639	633	90%	100%	90%	0%
No Response	11	4%	1275	635	640	73%	100%	73%	0%
Gender	**Test Takers**		**Mean Score**			**Met Benchmarks**			
	Number	Percent	Total	ERW	Math	Both	ERW	Math	None
Female	147	51%	1191	606	585	75%	93%	76%	6%
Male	141	49%	1226	609	617	82%	94%	84%	4%
Another/ No Response	1	0%							

Source: College Board, 2025