



2023

# ACADEMIC ACHIEVEMENT AND GROWTH REPORT

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Data for Action





**Academic Achievement & Growth Report  
November 16, 2023**

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Superintendent**

**Report Prepared by:**

Dr. Brian R. Miller, Superintendent  
Dr. Michael Pasquinelli, Assistant Superintendent for Secondary Education & Curriculum  
Dr. Kristen Justus, Assistant Superintendent for Elementary Education & Curriculum  
Dr. Maura Paczan, Director of Student Services  
Dr. Greta Kuzilla, Asst. Director of Student Services & Special Education  
in Consultation with  
K-12 Principals & School Psychologists  
Academic Leadership Council Members

**Professional Staff Members****Table of Contents**

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# Pine-Richland School District

## Academic Achievement and Growth Report

### Executive Summary

The mission of the Pine-Richland School District is to focus on learning for every student every day. The vision at PRSD emphasizes the fact that learning is reflected in both achievement and growth. We believe that learning happens differently for different people, requiring flexibility and variation in the approach. Learning also requires effort and persistence, as well as the support of everyone (e.g., students, staff, and parents).

While data analysis is an ongoing process for us to drive improvements to our curriculum, instruction, and even the assessments themselves throughout the school year, we pause each fall to create a reflective, aggregate profile of the outcomes for the prior school year within the Academic Achievement and Growth Report. Teams consistently leverage real-time formative data to drive instruction within the classroom level and leverage lag data from standardized assessments both at the classroom and building level for course recommendations and intervention mapping. Over time, these concepts of using both real time and lag data to ensure appropriate student learning opportunities to improve outcomes has been coined, “**Data for Action**” within the Pine-Richland School District. We do not simply curate sets of data to admire statically, yet view these sets of facts as criteria from which to launch measurable educational programming and hold ourselves accountable to successful outcomes.

Within the Baldrige Performance Excellence framework, “LeTCI” is used as an acronym to describe evaluation factors for reviewing results (i.e., Levels, Trends, Comparisons, and Integration). We utilize those elements when gathering data for analysis to ensure appropriate benchmarking and the ability to assess performance levels and trends over time, with the ability to segment that data by relevant grade levels, disciplines, and subgroups.

This collaboratively-authored report includes the most densely detailed, net results for the district, allowing individuals to quickly analyze the learning outcomes in the district at the highest level. We have included the following demographic subgroups in the companion document and in this report for the years since the pandemic: (a) gender; (b) IEP status; (c) economically disadvantaged; and (d) ethnicity. While segmentation can also be accomplished for English Learners (EL), our count of students within this subgroup is very low and would jeopardize the confidentiality of these students’ achievement and growth levels.

### *The Learning System*

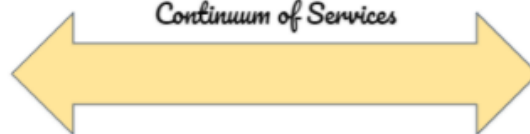
#### *Model for Teaching & Learning*



#### *Multi-Tiered System of Support*



#### *Continuum of Services*



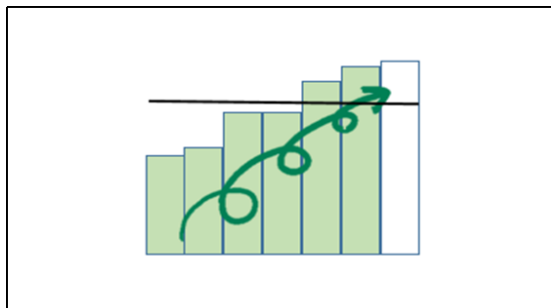


The aggregate, summative district standardized testing results, in addition to the ones we monitor throughout a given school year (e.g. universal screening results), provide us with direction as to the next areas of improvement we can target, as we prioritize our relative areas of strength and opportunity. Senior leaders, principals, Academic Leadership Council members, and other teacher leaders own the analysis process together and assist with segmentation through their respective lenses as well. Concerted efforts have been made over time to include data reflective of the entire student development process, captured by our PR Graduate Portrait. We believe that student learning outcomes (measured through both achievement and growth) are evidenced across several factors, not just the snapshot of one standardized assessment measure. Data reflective of these more holistic outcomes are included in the PR Graduate Portrait section. Those measures would ideally include a holistic look at our schools and students, such as: classroom-based assessments; school climate; participation in extra- and co-curricular activities; graduation rates; attendance; discipline; post-secondary readiness; social-emotional development; wellness; and more.

Data contained in this report is also used as an input to the internal findings citations by the “data” subcommittee during our [In-Depth Program Review Process](#) when we study our K-12 programming within departments or support areas to prioritize recommended improvement actions for systematic implementation and integration with other aspects of our learning system. Additionally, it is used as an input to our [Strategic Planning Process](#) as we design impactful, high leverage long-term goals and short term strategy actions, particularly within the Teaching & Learning category. Resulting recommendations impact students directly through improvements in the general education classroom and through various levels of intervention. While general education teachers own the improvements in their classrooms, our interventionists implement and own improvements within the interventions embedded in the Multi-Tiered System of Support (MTSS). District and building level MTSS teams are continuously reviewing the efficacy of interventions for individuals and groups of students alike to make recommendations for improvement.

Stakeholder surveys are conducted annually to assess satisfaction levels among students, parents, and staff members. A portion of the survey questions focuses on elements of learning (e.g., academic programming, support services, level of challenge and pacing, meaningful nature of homework assignments, learning goals and feedback, teacher expectations and curricular consistency, etc.). Buildings review this data annually as they are setting goals for their collective focal areas.

Our focal question continues to be “*How do we focus on academic learning for every student every day?*” The learning system at Pine-Richland School District is illustrated by the following image, allowing us to focus on “Data for Action.”



## **Future Ready Index**

[Visit the Future Ready PA Index](#)

The Pennsylvania Department of Education utilizes the Future Ready PA Index as a method of evaluating schools in a more holistic manner than the SPP alone, utilizing a “dashboard model to highlight how schools are performing and showing progress on multiple measures” (PDE, 2018). The Future Ready PA Index:

- Increases an emphasis on student growth measures, which incentivizes a focus on all learners and is less sensitive to demographic variables.
- Measures English language acquisition among EL students, not simply performance on a test of grade-level ELA standards.
- Incentivizes career awareness instruction beginning at the elementary level.
- Addresses the issue of unequal weighting of content areas in the current SPP.
- Provides indicators of student success after graduation.
- Increases the emphasis on student access to course offerings such as AP, IB, college credit, and CTE programs of study.
- Allows LEAs to include locally-selected reading assessment (Grade 3) and math assessments (Grade 7) as additional snapshots of student progress.
- Incentivizes schools to offer career pathways that culminate in high value, industry-recognized credentials

## **Benchmarking Student Achievement and Growth Throughout the Year**

Starting in Kindergarten and continuing throughout the educational programs at Pine-Richland, we have embedded benchmark assessments to measure students’ progress towards the grade level and content area standards, while also monitoring progress around individualized goals for students receiving support. The concept behind these tools is the ability to identify areas of relative strength and need for each child. Within the Learning System, our goal is to tightly align the areas of curriculum, instruction, and assessment to be responsive to students’ needs. The Multi-Tiered System of Supports (MTSS) model allows students to move fluidly among interventions, by content area and particular topic within each content area. Building-based teams, including the school psychologists, principal, and counselor, in addition to the classroom teacher, meet regularly to reflect upon students’ progress.

The STAR 360 Reading and Math benchmark assessments were first utilized during the 2017-2018 school year for students in Kindergarten through 6<sup>th</sup> grade. Within 7th-8th grade, students take the STAR 360 assessment for Reading and Mathematics, with the Classroom Diagnostic Tool (CDT) being administered in Science. During the 2019-2020 school year, students in Keystone “trigger” courses (Algebra I, Biology, English 9) took the CDT assessment. The results from these assessments are analyzed to assist in course placement and instructional interventions. For instance, a child in grade 5 would have several data points available for comparison, providing multiple criteria and a more robust sense of student performance. Within mathematics alone, the

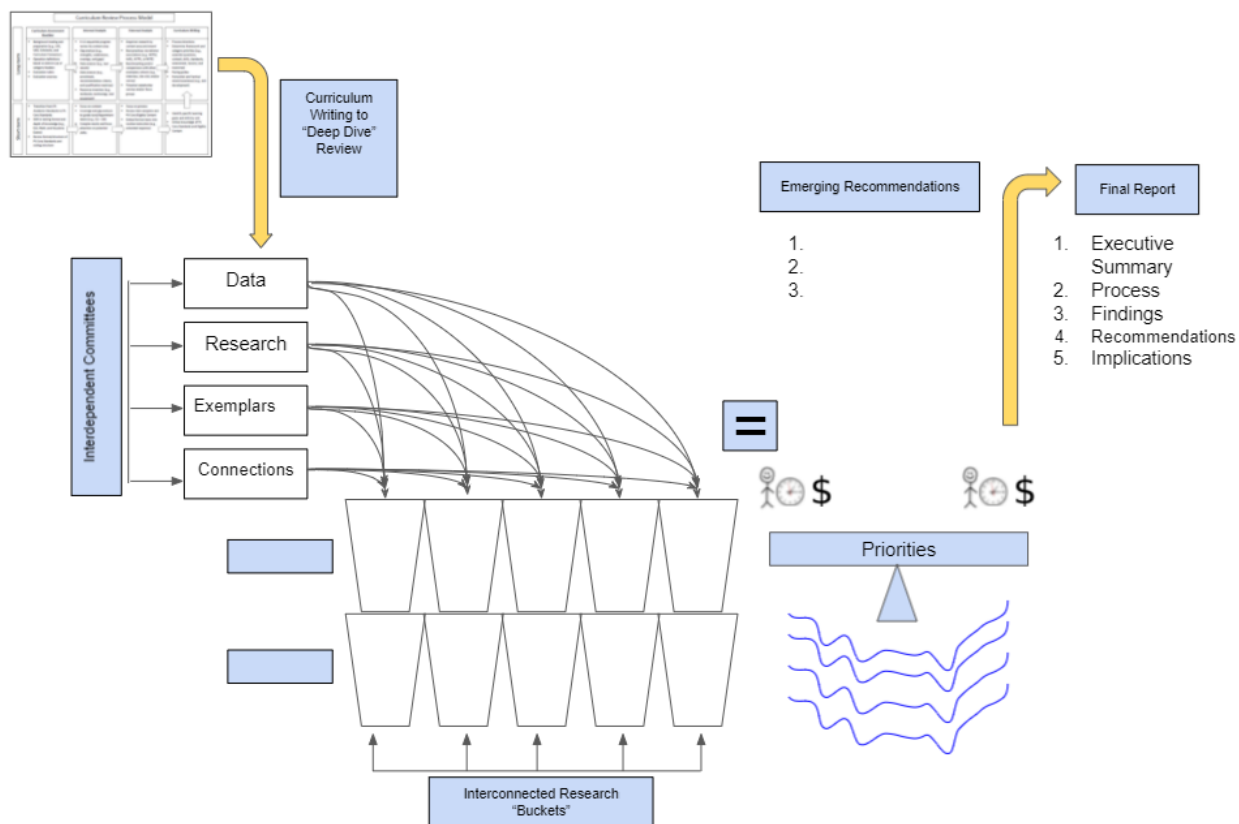
students would have data available including: (a) three STAR 360 benchmark performance points from their 4th-grade year and 5<sup>th</sup> grade year-to-date; (b) prior years' PSSA results; (c) past and current quarterly grades; (d) annual unit assessments and end-of-year exam data; (e) Cognitive Abilities Test results; and (f) annual student learning attributes rating. These data points can be pulled at one time and be utilized for the individualization of student learning. Teachers then also have the ability to drill further into a child's individual readiness levels and design an instructional sequence to help students progress through individual skills to find success. Based on a child's level, the MTSS model is utilized to flexibly and fluidly respond to their presented needs. Resources for interventions, both remediation and enrichment, have been identified on decision trees and are consistently implemented across grades K-6 and are being developed and refined in grades 7-12 alongside the typical course pathways. Each of these elements were reexamined as a part of our In-Depth Program Review Process for Special Education and MTSS during the 2021-2022 school year. Revisions to the decision trees are also underway, based on trends in the data and the addition of newly selected resources for Tier 1 English Language Arts at the primary level (e.g., phonics and phonemic awareness). Adjustments at Tier 1 help to close gaps in basic skills that allow students to find success without the need for additional Tier 2 or 3 interventions.

### **Emphasis on Programs, Curriculum, Instruction, & Assessments (Local/Common)**

Beginning in 2014, our staff members first captured their written curriculum within living, shared documents, which are continuously updated and improved. Elements of that written curriculum include big ideas, learning goals, assessments, standards, and resources. Each of these individual areas have been updated over time to continuously improve our learning system by course content and level. The intent is to never have to "write" curriculum again from scratch, as it is constantly being updated and rewritten to reflect the best approach possible. From its initial documentation, the departments each reflected on the relative areas of strength and opportunity within their curriculum and overarching program model. This led to the design of an in-depth program review process.

Each year, two or three programs are reviewed through a year-long study, resulting in recommendations for action and improvement. Through our in-depth program review processes, we examine each of our programs by department (e.g. English Language Arts; Math; Health & Physical Education) or service (e.g. Gifted and/or Highly Achieving; Special Education and Intervention Supports). Importantly, the process was designed to emphasize a balance of internal needs and a review of best practices from external sources. It asks questions, such as, "Are we doing the right things?" or "Do we need to consider more significant changes in program design?"

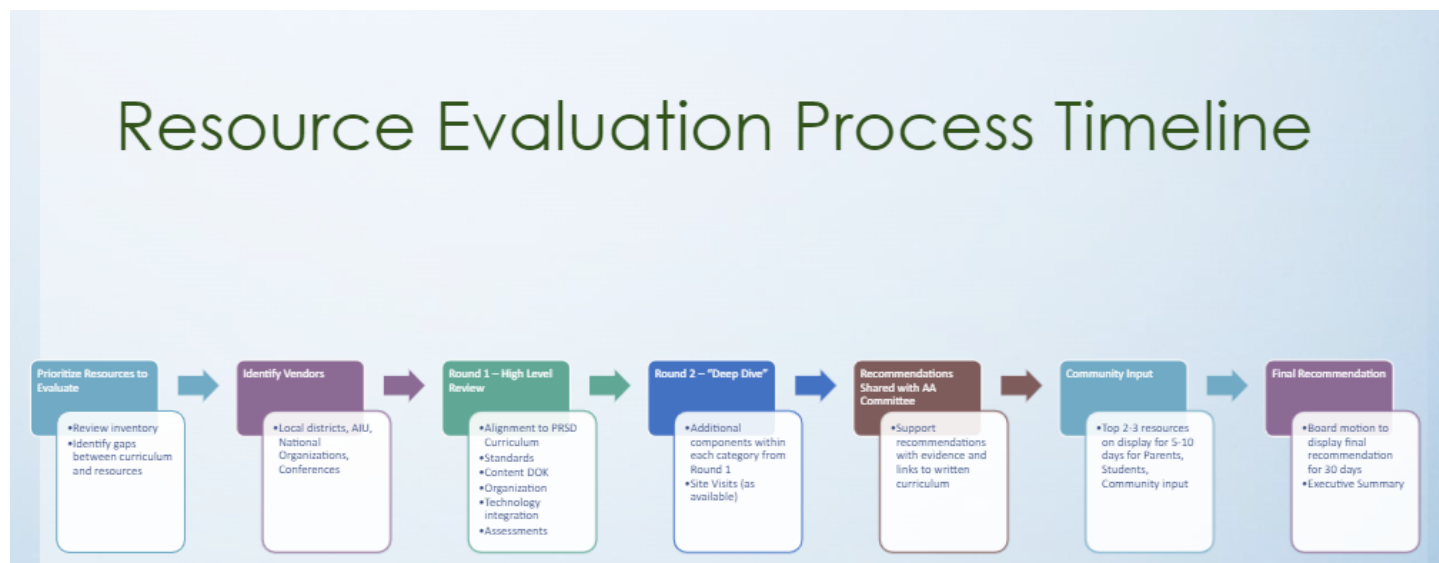
## Program Review Process Model



In the image above, the curriculum writing process is like a “springboard” to “dive” more deeply into the content area. The personnel, structure, and work processes are then organized into four major sub-committees: (a) research; (b) data; (c) K-12 exemplars; and (d) community connections. Recommendations emerge and are taken through an action priority matrix to inform the final report conclusions, based on the internal and external findings. Formal action plans support the implementation process and ensure deployment to appropriate workforce members for shared ownership and accountability. It is understood that the entire program cannot be overhauled at once. The recommendations made are prioritized based on the degree of impact they will have on our students, which typically results in about 8-10 focused, strategic improvements in a cycle for that department/program.

At times, recommendations emerge around the need for resources to support learning. The resource review process is systematic and begins with an evaluation of gaps between the curriculum and the resources available to support the learning opportunities. Vendors with products to address these gaps and to support the rest of the curriculum are then identified with recommendations coming from local districts, the Allegheny Intermediate Unit, national professional organizations, etc. A list of key requirements for the resources is developed through which each vendor is able to present and be evaluated by a representative committee of staff members through two rounds, which increase in depth and detail. Where possible, pilots are arranged for the tools and aspects are trialed. Recommendations are then shared with the Academic Achievement Committee with evidence from the demonstrations and the written evaluations of the resource review team. Resources still being considered for

recommendation (i.e. typically the top 2-3) are then put on display for parent, student, and community input. Input sought helps to guide the recommendation for just one of the resources and a 30-day display period commences during which stakeholder input is once again requested and reviewed. As resources are approved, professional development is arranged for staff members, focusing on the best practices around instructional integration of the resource, which is subsequently embedded into the written curriculum. Considerable time is spent on reviewing the assessments provided through the tool and to ensure that they meet the expectations we have set forth for our local assessments, including customization, differentiation, computer adaptivity, depth of knowledge, variation in assessment types, etc.



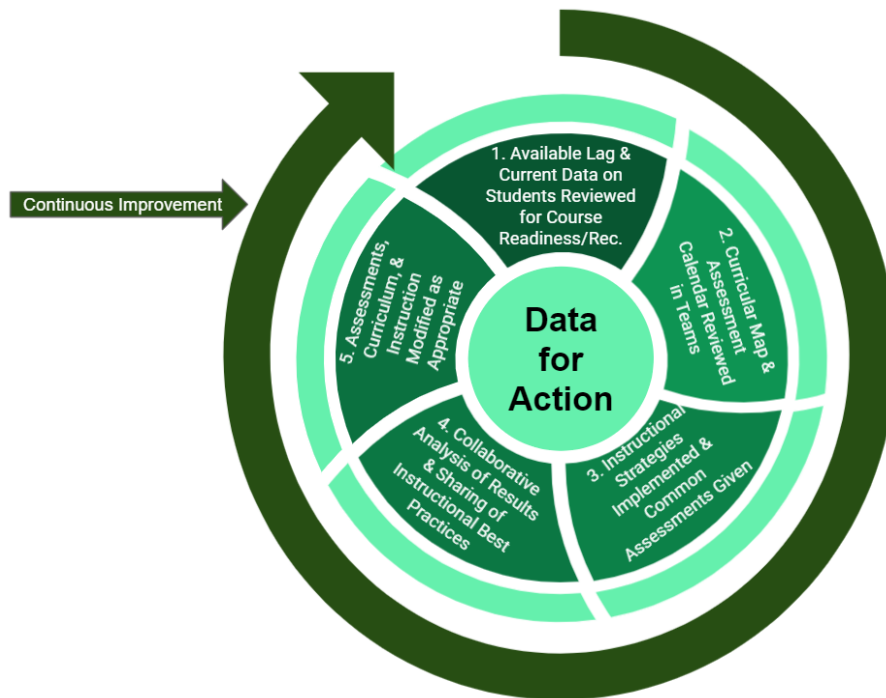
The development of common assessments has been an additional recommendation surfacing from our in-depth program reviews for each department and program being evaluated. Since 2018-2019, the District has been committed to developing, implementing, and refining a system of assessment that takes into account the local, universal screeners, student growth and achievement data within the classroom, and across courses through common assessments. As reflected in the PRSD Learning System and the Model for Teaching & Learning in particular, assessment results help our staff members to improve instructional approaches, better align and define curricular expectations, and potentially even update the assessments to best reflect the depth of knowledge sought.

Three big ideas underpin the philosophy of assessment at Pine-Richland School District: (1) "Achievement and growth provide a complete picture of learning"; (2) "We assess for different reasons"; and (3) "Assessments measure depth of understanding". For these reasons, the district emphasizes the ideals of pre-assessment to determine where students are prior to instruction, in order to design the most effective instructional and learning experiences, which also will lead to students' growth as measured by a summative assessment. Formative assessments, which are not always used as a grade, help to inform teachers about the effectiveness of their own instruction and how the learning experiences need to be adjusted for groups and individual students based on their performance and reflected levels of mastery. Focused and reflective attention is placed on the questions and prompts for our assessments to ensure that the correct level of mastery is reflected based on Webb's Depth



of Knowledge. Utilizing these lenses in concert leads to the most effective system of assessment and ultimately learning.

As a key strategic initiative for the 2021-2022 school year, common assessments were the focus of a professional development session in October around the collaborative analysis of results and revisions to curriculum, instruction, and assessments as course-based teams. Initial work on common assessments began in 2018. We are moving beyond siloed analysis into the power of collaborative professional learning communities to enhance our approach to teaching and learning by sharing best practices with one another. This is referenced within our Data for Action illustration below, with steps #4 and 5 being supported by collaborative analysis, reflection, and revision. **For 2023 - 2024 and beyond, instructional strategies are the top area of strategic focus.**



## PSSA: Pennsylvania System of State Assessment

### Overview of Achievement and Growth

Summative assessment of learning is an important element in monitoring the achievement of our students. In addition to curriculum and instruction, assessment data provides information on the effectiveness of the overall educational program. PSSA data for Pine-Richland students within this report is compared generally to other students in the state and particularly to students scoring in the top decile, as it is the most relevant and challenging comparator group. These comparisons provide a context for understanding how well we are educating our students. The performance levels of our students on the PSSA tests for 2019 and several years prior is presented. In a separate section, we have highlighted the performance for the spring of 2021, which is to be interpreted with caution and intentionally is not paired next to prior data as it was not a standardized educational experience to which we can compare outcomes from prior years.

During the spring of 2020, the PSSA was not administered. Within the 2020-2021 school year, instructional modalities and assessment modalities varied by schools and districts. Even within Pine-Richland, students were receiving instruction either virtually, in-person, or both, and were assessed with either paper/pencil or online assessments depending on the level. In the 2020-2021 and 2021-2022 school year, students in Grade 3 took the paper-based assessments. Students in Grades 4-6 were assessed online, unless a student-specific accommodation for paper/pencil was documented within their support services and records. Students in Grades 7 and 8 were assigned to either through the online or paper-based version of the assessment based on the number of district-owned devices with assessment software and the need to permit physical distancing between students (e.g. couldn't use every seat in a computer lab to test at one time).

**In the 2022-2023 school year, all students in grades 3-8 were tested online, marking the first year of online assessment for our 3rd grade students.** Online preparatory activities were embedded throughout the school year, with routine instruction and assessment opportunities occurring online to build familiarity. Additional keyboarding support was encouraged through computer courses to impact the skill and motivation for students to produce written responses via keyboarding as opposed to a traditional, hand-written approach. Paper-based and fully accommodated assessments (e.g. large print; Spanish) are also available for students with documented needs, receiving support.

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

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

- **Proficient:** The proficient level reflects satisfactory academic performance. Proficient work indicates a solid understanding and adequate display of the skills included in the Pennsylvania Core Academic Standards.
- **Basic:** The basic level reflects marginal academic performance. Basic work indicates a partial understanding and limited display of the skills included in the Pennsylvania Core Academic Standards.
- **Below Basic:** The below basic level reflects inadequate academic performance. Below basic work indicates little understanding and minimal display of the skills included in the Pennsylvania Core Academic Standards.

For PSSA Math and ELA, data is presented for 2015-2019, the years in which the revised standards were assessed through the PSSA administration. The standards assessed on the Science PSSA have not been revised and multiple years of anchor performance level data is available for trend analysis and comparisons to state performance. These are the only years for which a trend can be established. The 2021, 2022, and 2023 scores are a standalone to which we are comparing performance to other districts for context, yet again acknowledging the vast differences in educational models during the 2020-2022 school years (e.g. in-person, hybrid, full virtual, asynchronous, etc.).

Equally important in the monitoring of student learning is the assessment of growth in achievement. PVAAS data is the way in which Pennsylvania provides feedback to schools and parents about the value that educational programs add to student achievement. In addition to the presentation of PSSA performance level data, the PVAAS value-added and quintile diagnostic scores are presented for each grade level. The value-added score indicates whether the entire grade level of students met the standard for academic growth (i.e., one year of academic growth). In order to demonstrate adequate growth, students must maintain their relative position in performance relative to all other students in the state. A 3-year average value-added score is also included for each grade level as a measure of growth over time (blue-exceeded growth standard, green-met growth standard, yellow-below growth standard, red-well below growth standard) for the historic assessments. For the set of data for 2021, 2022, and 2023, a three-year average is not yet possible, as there was a gap in testing during the 2020 school year. A new baseline began being calculated with the 2022 school year. The new three year averages will not be available until the new data is received and processed at the of 2023-2024.. Utilizing individual student's PVAAS performance projections are a new area of focus for the district, given placement discussions and the need to scaffold students appropriately to attain their best performance results based on statistical probability and past assessment performance across content areas. Our goal is to demonstrate high-performance levels of student achievement and growth in student achievement as measured by the state system of assessment. By examining both achievement and growth, we gain the most complete picture of how well our students are learning.

<b>Significant evidence that the district did not meet the growth standard</b>
<b>Moderate evidence that the district did not meet the growth standard</b>
<b>Evidence that the district met the growth standard</b>
<b>Moderate evidence that the district exceeded the growth standard</b>
<b>Significant evidence that the district exceeded the growth standard</b>

## PSSA RESULTS 2021, 2022, & 2023\*\*

\*\*Per the guidance of the Pennsylvania Department of Education, results contained in this section are intentionally removed from the historical data to prevent invalid comparisons between years, due to the impact of the pandemic on various learning modalities.

### Grade 3 PSSA State & District Results

Group	Subject	Year	Mean Scale Score	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency
				%	%	%	%	
State	ELA	2021	1030	14	27.7	44.1	14.2	58.3
State	ELA	2022	1020	17.9	29.7	40.6	11.8	52.3
State	ELA	2023	1020	14.4	31.6	41.9	12.1	54
State	Mathematics	2021	1000	31	21.7	29.5	17.8	47.3
State	Mathematics	2022	1000	28.9	23.4	26.9	20.9	47.7
State	Mathematics	2023	1010	24.9	23.4	30.1	21.6	51.7
Pine-Richland SD	ELA	2021	1120	1	10.3	49.7	39.1	88.8
Pine-Richland SD	ELA	2022	1130	1.8	8.4	46.1	43.7	89.8
Pine-Richland SD	ELA	2023	1080	3.1	22.7	50.2	24	74.1
Pine-Richland SD	Mathematics	2021	1090	7.1	11.6	40.5	40.8	81.4
Pine-Richland SD	Mathematics	2022	1120	3.9	11.4	27.5	57.2	84.7
Pine-Richland SD	Mathematics	2023	1100	5.3	13.7	34.9	46.1	81

### Grade 3 PSSA Results with Gender Segmentation

ELA							
Group	Year	Mean Scale Score	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency
			%	%	%	%	
State	2021	1030	14	27.7	44.1	14.2	58.3
Female	2021	1030	12	26.9	45.5	15.5	61.1
Male	2021	1020	15.9	28.5	42.7	12.9	55.5
State	2022	1020	17.9	29.7	40.6	11.8	52.3
Female	2022	1030	15.7	28.4	42.1	13.9	56
Male	2022	1010	20.1	31.1	39.1	9.8	48.9
State	2023	1020	14.4	31.6	41.9	12.1	54
Female	2023	1030	12.5	30.1	43.6	13.9	57.4
Male	2023	1010	16.3	33.1	40.3	10.3	50.6
Pine-Richland SD	2021	1120	1	10.3	49.7	39.1	88.8
Female	2021	1120	1.4	9.1	50.3	39.2	89.5
Male	2021	1110	0.6	11.2	49.1	39.1	88.2
Pine-Richland SD	2022	1130	1.8	8.4	46.1	43.7	89.8
Female	2022	1140	2.2	7.7	42.5	47.5	90.1
Male	2022	1130	1.3	9.2	50.3	39.2	89.5
Pine-Richland SD	2023	1080	3.1	22.7	50.2	24	74.1
Female	2023	1080	2.6	18.7	52.3	26.5	78.7
Male	2023	1070	3.6	26.5	48.2	21.7	69.9

MATH							
Group	Year	Mean Scale Score	Below	Basic	Proficient	Advanced	% At/Above Proficiency
			%	%	%	%	
State	2021	1000	31	21.7	29.5	17.8	47.3
Female	2021	990	31.9	22.7	29.1	16.4	45.5
Male	2021	1000	30.1	20.9	29.9	19.2	49.1
State	2022	1000	28.9	23.4	26.9	20.9	47.7
Female	2022	1000	29.9	24.3	26.8	19	45.8
Male	2022	1010	27.9	22.4	27	22.6	49.6
State	2023	1010	24.9	23.4	30.1	21.6	51.7
Female	2023	1000	25.8	24.9	29.6	19.7	49.3
Male	2023	1010	24	22	30.5	23.5	54
Pine-Richland SD	2021	1090	7.1	11.6	40.5	40.8	81.4
Female	2021	1090	8.5	11.3	42.3	38	80.3
Male	2021	1100	5.9	11.8	39.1	43.2	82.2
Pine-Richland SD	2022	1120	3.9	11.4	27.5	57.2	84.7
Female	2022	1110	6	10.4	28.6	54.9	83.5
Male	2022	1140	1.3	12.5	26.3	59.9	86.2
Pine-Richland SD	2023	1100	5.3	13.7	34.9	46.1	81
Female	2023	1090	4.5	13.5	38.1	43.9	81.9
Male	2023	1100	6	13.9	31.9	48.2	80.1



### Grade 3 PSSA Results with IEP Segmentation

ELA							
Group	Year	Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
State	2021	1030	14	27.7	44.1	14.2	58.3
State Individualized Education Plan	2021	950	37.5	36.3	22	4.2	26.2
State	2022	1020	17.9	29.7	40.6	11.8	52.3
State Individualized Education Plan	2022	940	43.1	34.3	19.1	3.5	22.6
State	2023	1020	14.4	31.6	41.9	12.1	54
State Individualized Education Plan	2023	950	35.4	41.2	19.8	3.6	23.4
Pine-Richland SD	2021	1120	1	10.3	49.7	39.1	88.8
Individualized Education Plan	2021	1050	6.7	33.3	37.8	22.2	60
Pine-Richland SD	2022	1130	1.8	8.4	46.1	43.7	89.8
Individualized Education Plan	2022	1070	7.8	31.2	37.5	23.4	60.9
Pine-Richland SD	2023	1080	3.1	22.7	50.2	24	74.1
Individualized Education Plan	2023	1000	9.9	59.2	21.1	9.9	31

MATH							
Group	Year	Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
State	2021	1000	31	21.7	29.5	17.8	47.3
State Individualized Education Plan	2021	930	58.4	19.7	15.5	6.5	22
State	2022	1000	28.9	23.4	26.9	20.9	47.7
State Individualized Education Plan	2022	930	55.1	22.1	14.8	7.9	22.8
State	2023	1010	24.9	23.4	30.1	21.6	51.7
State Individualized Education Plan	2023	940	49.7	24.5	17.3	8.5	25.8
Pine-Richland SD	2021	1090	7.1	11.6	40.5	40.8	81.4
Individualized Education Plan	2021	1040	22.2	26.7	17.8	33.3	51.1
Pine-Richland SD	2022	1120	3.9	11.4	27.5	57.2	84.7
Individualized Education Plan	2022	1060	15.9	25.4	27	31.7	58.7
Pine-Richland SD	2023	1100	5.3	13.7	34.9	46.1	81
Individualized Education Plan	2023	1010	21.1	35.2	28.2	15.5	43.7

### Grade 3 PSSA Results with Economically Disadvantaged Segmentation

ELA							
Group	Year	Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
State	2021	1030	14	27.7	44.1	14.2	58.3
State Economically Disadvantaged	2021	980	23.6	36.4	34.6	5.3	39.9
State	2022	1020	17.9	29.7	40.6	11.8	52.3
State Economically Disadvantaged	2022	970	27.9	36.9	30.7	4.5	35.2
State	2023	1020	14.4	31.6	41.9	12.1	54
State Economically Disadvantaged	2023	980	22	39.4	33.6	5.1	38.6
Pine-Richland SD	2021	1120	1	10.3	49.7	39.1	88.8
Economically Disadvantaged	2021	1060	0.0	19.2	65.4	15.4	80.8
Pine-Richland SD	2022	1130	1.8	8.4	46.1	43.7	89.8
Economically Disadvantaged	2022	1090	0.0	33.3	33.3	33.3	66.7
Pine-Richland SD	2023	1080	3.1	22.7	50.2	24	74.1
Economically Disadvantaged	2023	1010	4	44	44	8	52

MATH							
Group	Year	Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
State	2021	1000	31	21.7	29.5	17.8	47.3
State Economically Disadvantaged	2021	940	49.5	23.1	20.9	6.5	27.4
State	2022	1000	28.9	23.4	26.9	20.9	47.7
State Economically Disadvantaged	2022	950	44.7	26.4	20.3	8.6	28.9
State	2023	1010	24.9	23.4	30.1	21.6	51.7
State Economically Disadvantaged	2023	960	38	28	24.3	9.8	34
Pine-Richland SD (103021003)	2021	1090	7.1	11.6	40.5	40.8	81.4
Economically Disadvantaged	2021	1040	16	12	56	16	72
Pine-Richland SD (103021003)	2022	1120	3.9	11.4	27.5	57.2	84.7
Economically Disadvantaged	2022	1060	9.5	38.1	14.3	38.1	52.4
Pine-Richland SD (103021003)	2023	1100	5.3	13.7	34.9	46.1	81
Economically Disadvantaged	2023	1000	20	28	44	8	52

## Grade 3 PSSA Results with Ethnicity Segmentation

Group	Year	Mean Scale Score	ELA				
			Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency
			%	%	%	%	
State	2021	1030	14	27.7	44.1	14.2	58.3
American Indian or Alaska Native	2021	1020	15.3	25.2	45.9	13.5	59.5
Black or African American	2021	950	33.1	39.2	25	2.7	27.7
Asian	2021	1080	5.7	16.9	49.9	27.5	77.4
Hispanic/Latino or any race	2021	970	27	36.9	31.3	4.7	36.1
White	2021	1040	9.5	25	48.8	16.6	65.5
Native Hawaiian or other Pacific Islander	2021	1030	9.3	32.6	46.5	11.6	58.1
Multi-racial	2021	1010	16.9	31.3	39.5	12.3	51.8
State	2022	1020	17.9	29.7	40.6	11.8	52.3
American Indian or Alaska Native	2022	1000	24.3	26	39.3	10.4	49.7
Black or African American	2022	950	36.9	38.4	22.4	2.3	24.7
Asian	2022	1060	7.4	22.8	47.9	21.9	69.8
Hispanic/Latino or any race	2022	960	31.6	36.9	27.9	3.6	31.5
White	2022	1040	11.2	26.6	47.1	15.1	62.2
Native Hawaiian or other Pacific Islander	2022	1000	21.6	36.3	32.4	9.8	42.2
Multi-racial	2022	1010	19.1	30.8	39.2	10.9	50.1
State	2023	1020	14.4	31.6	41.9	12.1	54
American Indian or Alaska Native	2023	1000	20.1	30.9	39.2	9.8	49
Black or African American	2023	960	28.9	41.4	26.6	3.2	29.7
Asian	2023	1060	6.5	23.7	48.1	21.8	69.8
Hispanic/Latino or any race	2023	970	25.8	40.9	29	4.3	33.3
White	2023	1040	9.1	27.8	47.9	15.1	63.1
Native Hawaiian or other Pacific Islander	2023	1010	14.9	34.5	43.7	6.9	50.6
Multi-racial	2023	1010	15.3	32.6	40.4	11.7	52.1
<b>Pine-Richland SD</b>	<b>2021</b>	<b>1120</b>	<b>1</b>	<b>10.3</b>	<b>49.7</b>	<b>39.1</b>	<b>88.8</b>
Black or African American	2021	1060	0.0	0.0	75	25	100
Asian	2021	1170	0.0	9.5	28.6	61.9	90.5
Hispanic/Latino or any race	2021	1070	0.0	25	50	25	75
White	2021	1110	1.1	10.3	50.6	38	88.6
Native Hawaiian or other Pacific Islander	2021	1130	0.0	0.0	100	0.0	100
Multi-racial	2021	1160	0.0	0.0	57.1	42.9	100
<b>Pine-Richland SD</b>	<b>2022</b>	<b>1130</b>	<b>1.8</b>	<b>8.4</b>	<b>46.1</b>	<b>43.7</b>	<b>89.8</b>
American Indian or Alaska Native	2022	1220	0.0	0.0	50	50	100
Black or African American	2022	1140	0.0	0.0	66.7	33.3	100
Asian	2022	1190	0.0	0.0	35	65	100
Hispanic/Latino or any race	2022	1130	0.0	16.7	33.3	50	83.3
White	2022	1130	2.1	9	45.8	43.1	88.9
Multi-racial	2022	1110	0.0	8.3	66.7	25	91.7
<b>Pine-Richland SD</b>	<b>2023</b>	<b>1080</b>	<b>3.1</b>	<b>22.7</b>	<b>50.2</b>	<b>24</b>	<b>74.1</b>
Black or African American	2023	1160	0.0	0.0	0.0	100	100
Asian	2023	1090	7.1	21.4	39.3	32.1	71.4
Hispanic/Latino or any race	2023	1050	12.5	25	62.5	0.0	62.5
White	2023	1080	2.2	22.8	51.1	23.9	75
Multi-racial	2023	1040	12.5	25	50	12.5	62.5

MATH							
Group	Year	Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
State	2021	1000	31	21.7	29.5	17.8	47.3
American Indian or Alaska Native	2021	1000	29.6	14.8	37.4	18.3	55.7
Black or African American	2021	900	67.2	18.8	11.4	2.6	13.9
Asian	2021	1080	13	15.6	32.4	39	71.4
Hispanic/Latino or any race	2021	930	56.6	21.7	16.3	5.4	21.7
White	2021	1020	21.9	22.5	34.4	21.1	55.5
Native Hawaiian or other Pacific Islander	2021	990	35.2	23.9	22.7	18.2	40.9
Multi-racial	2021	980	38.3	22.6	25.3	13.8	39.1
State	2022	1000	28.9	23.4	26.9	20.9	47.7
American Indian or Alaska Native	2022	980	39.7	20.7	21.8	17.8	39.7
Black or African American	2022	910	60.3	24	12.1	3.6	15.7
Asian	2022	1080	11.7	17.7	30.5	40.1	70.6
Hispanic/Latino or any race	2022	940	51	25.7	16.8	6.5	23.3
White	2022	1040	17.7	22.9	32.5	26.9	59.3
Native Hawaiian or other Pacific Islander	2022	980	37.3	25.5	21.6	15.7	37.3
Multi-racial	2022	990	31.6	26	25.2	17.2	42.4
State	2023	1010	24.9	23.4	30.1	21.6	51.7
American Indian or Alaska Native	2023	990	29.7	25	26.6	18.8	45.3
Black or African American	2023	930	52.2	26.8	16.7	4.3	21
Asian	2023	1080	10.6	16.5	32	41	72.9
Hispanic/Latino or any race	2023	950	44.4	27.9	20.2	7.6	27.8
White	2023	1040	15.1	21.9	35.3	27.6	62.9
Native Hawaiian or other Pacific Islander	2023	980	27.3	27.3	33	12.5	45.5
Multi-racial	2023	1000	27.6	25.8	28.4	18.2	46.6
Pine-Richland SD	2021	1090	7.1	11.6	40.5	40.8	81.4
Black or African American	2021	1060	0.0	25	50	25	75
Asian	2021	1170	4.8	4.8	28.6	61.9	90.5
Hispanic/Latino or any race	2021	1040	12.5	12.5	62.5	12.5	75
White	2021	1090	7.4	12.2	41.5	38.9	80.4
Native Hawaiian or other Pacific Islander	2021	1140	0.0	0.0	0.0	100	100
Multi-racial	2021	1160	0.0	0.0	14.3	85.7	100
Pine-Richland SD	2022	1120	3.9	11.4	27.5	57.2	84.7
American Indian or Alaska Native	2022	1170	0.0	0.0	50	50	100
Black or African American	2022	1090	16.7	16.7	0.0	66.7	66.7
Asian	2022	1240	0.0	0.0	10	90	100
Hispanic/Latino or any race	2022	1100	0.0	33.3	0.0	66.7	66.7
White	2022	1120	4.2	11.8	29.9	54.2	84
Multi-racial	2022	1110	0.0	8.3	25	66.7	91.7
Pine-Richland SD	2023	1100	5.3	13.7	34.9	46.1	81
Black or African American	2023	1120	0.0	0.0	0.0	100	100
Asian	2023	1160	3.6	7.1	21.4	67.9	89.3
Hispanic/Latino or any race	2023	1070	0.0	25	37.5	37.5	75
White	2023	1090	5.1	14.1	35.9	44.9	80.8
Multi-racial	2023	1010	25	12.5	50	12.5	62.5

## Grade 3 ELA Reporting Categories & Anchors Defined

### **E3.F Key Ideas and Details**

3E.A-K.1 Demonstrate understanding of key ideas and details in literature texts

3E.B-K.1 Demonstrate understanding of key ideas and details in informational texts

### **E3.G Craft and Structure/Integration of Knowledge and Ideas**

E3.A-C.2 Demonstrate knowledge of craft and structure of literature texts

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

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

### **E3.H Vocabulary Acquisition and Use**

E3.A-V.4 Demonstrate understanding of vocabulary and figurative language in literature texts

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

### **E3.C Types of Writing**

E3.C.1 Text Types and Purposes

### **E3.D Language**

E3.D.1 Conventions of Standard English

E3.D.2 Knowledge of Language

### **E3.A Literature Text**

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

E3.A-C.2 Demonstrate knowledge of craft and structure of literature texts

E3.A-V.4 Demonstrate understanding of vocabulary and figurative language in literature texts

### **E3.B Informational Text**

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

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

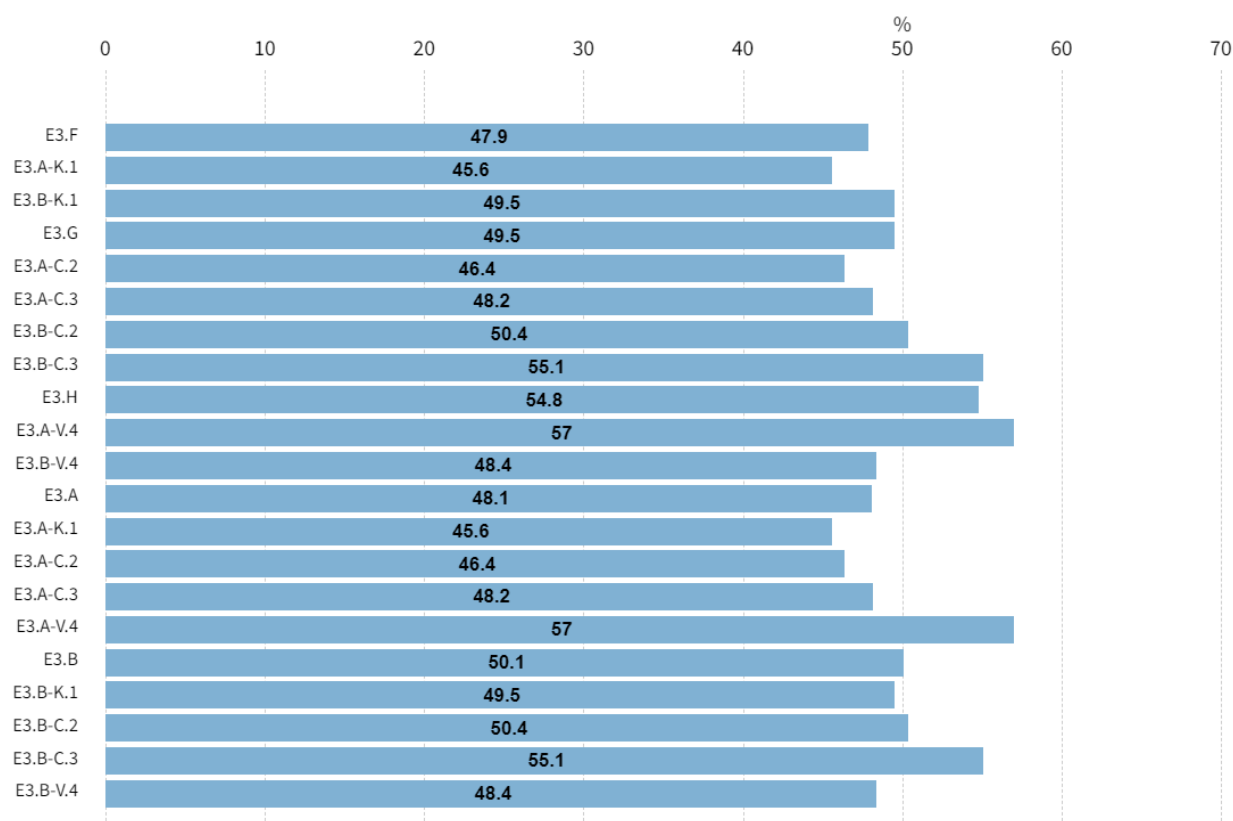
E3.B-C.3 Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among informational texts

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

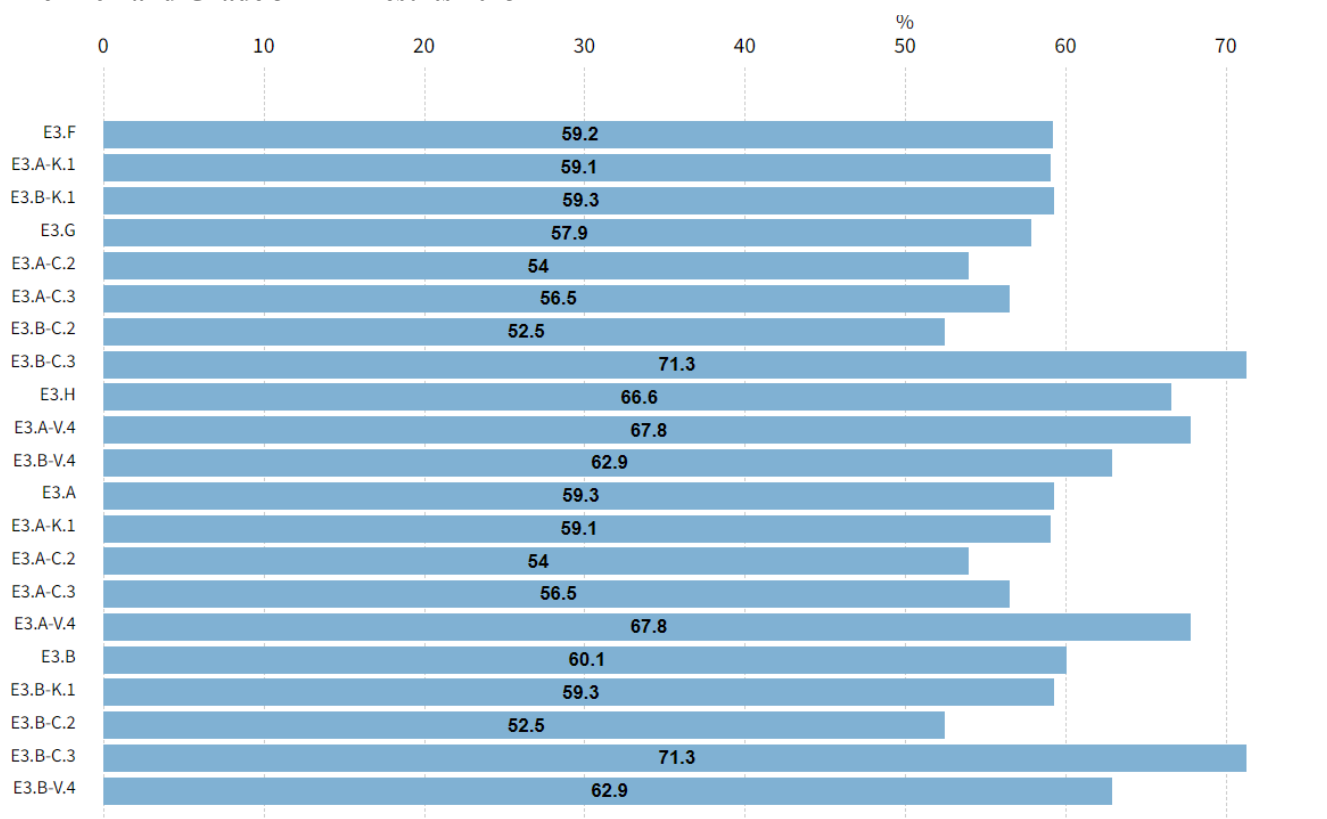


## Reporting Categories & Anchors Performance Grade 3

### State Grade 3 ELA Results 2023



### Pine-Richland Grade 3 ELA Results 2023



## Grade 3 Math Reporting Categories & Anchors Defined

### **M3.A-T      Numbers and Operations in Base Ten**

M3.A-T.1      Use place-value understanding and properties of operations to perform multi-digit arithmetic

### **M3.A-F      Numbers and Operations - Fractions**

M3.A-F.1      Develop an understanding of fractions as numbers

### **M3.B-O      Operations and Algebraic Thinking**

M3.B-O.1      Represent and solve problems involving multiplication and division

M3.B-O.2      Understand properties of multiplication and the relationship between multiplications and division

M3.B-O.3      Solve problems involving the four operations, and identify and explain patterns in arithmetic

### **M3.C-G      Geometry**

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

### **M3.D-M      Measurement and Data**

M3.D-M.1      Solve problems involving measurement and estimation of intervals of time, money, liquid volumes, masses, and lengths of objects

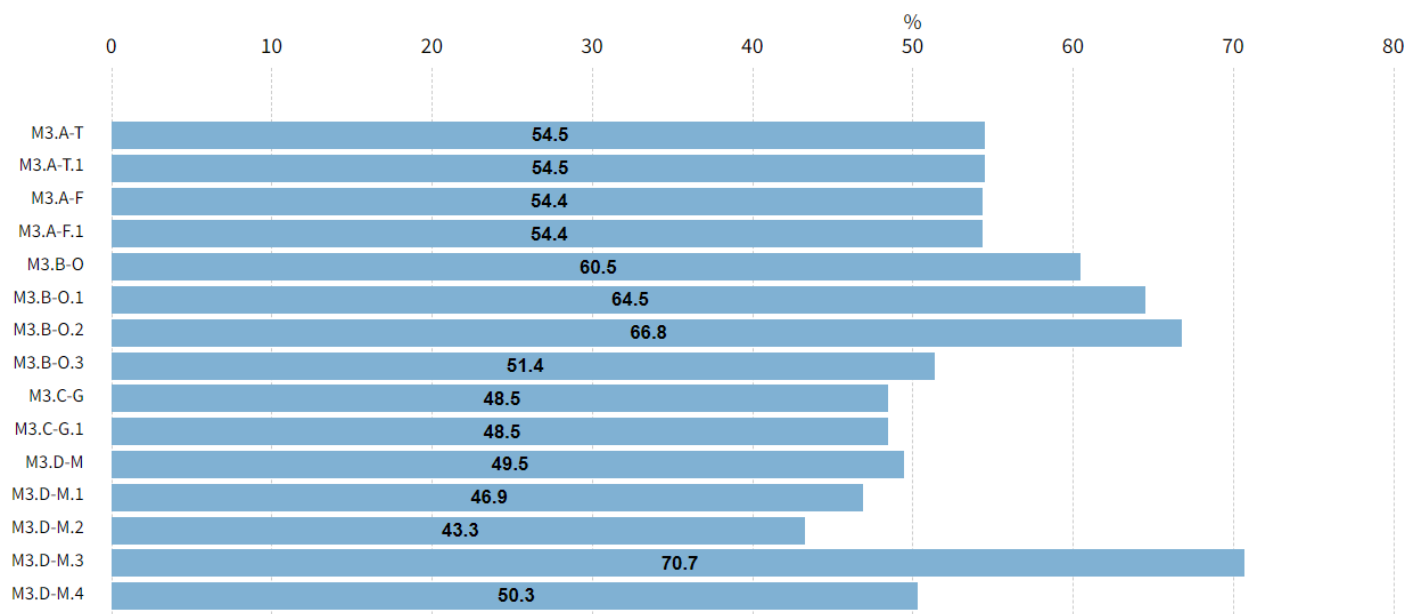
M3.D-M.2      Represent and interpret data

M3.D-M.3      Geometric measurement: understand concepts of area and relate area to multiplication and addition

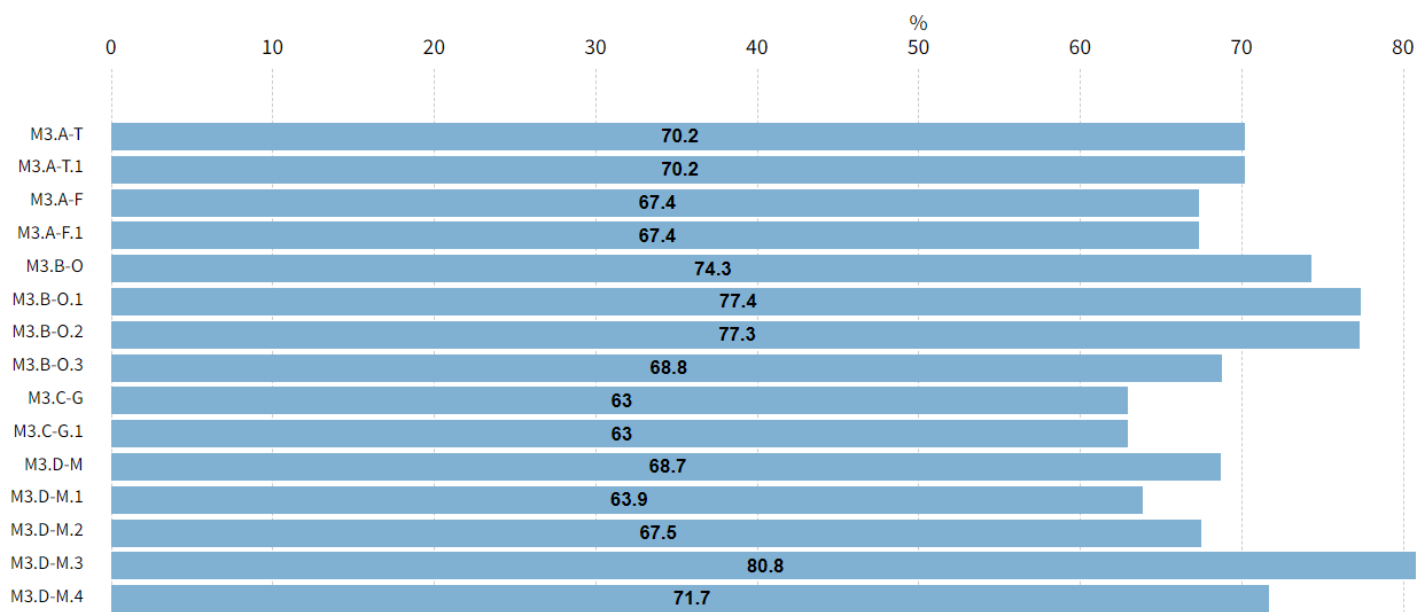
M3.D-M.4      Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measurements

## Reporting Categories & Anchors Performance Grade 3

### State Grade 3 Math Results 2023



### Pine-Richland Grade 3 Math Results 2023



## Grade 4 PSSA State & District Results

Group	Subject	Year	Mean Scale Score	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency
				%	%	%	%	
State	ELA	2021	1020	11.9	31.5	35.2	21.4	56.6
State	ELA	2022	1010	18.6	29.2	30.9	21.3	52.2
State	ELA	2023	1010	17.2	31	30.4	21.4	51.8
State	Mathematics	2021	970	33.9	30.6	23.4	12.1	35.6
State	Mathematics	2022	980	30.9	26.8	25.3	17	42.3
State	Mathematics	2023	990	25.1	28.5	30	16.5	46.5
State	Science	2021	1400	7.6	16.6	43.5	32.3	75.8
State	Science	2022	1410	8	18.3	36.5	37.2	73.7
State	Science	2023	1410	7.8	18	38.9	35.2	74.2
Pine-Richland SD	ELA	2021	1070	4.9	16.2	39.2	39.8	79
Pine-Richland SD	ELA	2022	1090	3.4	18.1	32.5	46	78.5
Pine-Richland SD	ELA	2023	1100	4.1	12.4	33.3	50.1	83.5
Pine-Richland SD	Mathematics	2021	1020	11.7	36.2	31.7	20.4	52.1
Pine-Richland SD	Mathematics	2022	1070	6.7	19.3	37.3	36.7	74
Pine-Richland SD	Mathematics	2023	1060	6.8	15.3	46.9	31	77.9
Pine-Richland SD	Science	2021	1460	1.3	6.8	46.9	45	91.9
Pine-Richland SD	Science	2022	1530	0.6	4	34	61.3	95.4
Pine-Richland SD	Science	2023	1520	0.6	4.1	36.9	58.4	95.3

## Grade 4 PSSA Results with Gender Segmentation

ELA							
Group	Year	Mean Scale Score	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency
			%	%	%	%	
State	2021	1020	11.9	31.5	35.2	21.4	56.6
Female	2021	1020	10.4	30.6	35.5	23.5	59
Male	2021	1010	13.4	32.3	34.9	19.5	54.4
State	2022	1010	18.6	29.2	30.9	21.3	52.2
Female	2022	1020	16.2	28	31.5	24.3	55.8
Male	2022	1000	20.9	30.3	30.3	18.5	48.8
State	2023	1010	17.2	31	30.4	21.4	51.8
Female	2023	1020	15	29.8	31.1	24.1	55.3
Male	2023	1000	19.3	32.1	29.8	18.8	48.5
Pine-Richland SD	2021	1070	4.9	16.2	39.2	39.8	79
Female	2021	1090	6	11.3	36	46.7	82.7
Male	2021	1060	3.8	20.8	42.1	33.3	75.5
Pine-Richland SD	2022	1090	3.4	18.1	32.5	46	78.5
Female	2022	1110	1.3	16.4	30.3	52	82.2
Male	2022	1080	5.2	19.5	34.5	40.8	75.3
Pine-Richland SD	2023	1100	4.1	12.4	33.3	50.1	83.5
Female	2023	1100	5.9	10.8	33.5	49.7	83.2
Male	2023	1090	1.9	14.3	33.1	50.6	83.8

MATH							
Group	Year	Scale Score	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency
			%	%	%	%	
State	2021	970	33.9	30.6	23.4	12.1	35.6
Female	2021	970	34.9	31.9	22.6	10.5	33.2
Male	2021	980	32.9	29.3	24.2	13.6	37.8
State	2022	980	30.9	26.8	25.3	17	42.3
Female	2022	980	31.6	28.5	25	14.9	39.9
Male	2022	990	30.2	25.2	25.5	19.1	44.5
State	2023	990	25.1	28.5	30	16.5	46.5
Female	2023	990	25.5	30	29.6	14.9	44.5
Male	2023	1000	24.6	27	30.5	17.9	48.4
Pine-Richland SD	2021	1020	11.7	36.2	31.7	20.4	52.1
Female	2021	1020	10.7	35.3	35.3	18.7	54
Male	2021	1020	12.6	37.1	28.3	22	50.3
Pine-Richland SD	2022	1070	6.7	19.3	37.3	36.7	74
Female	2022	1060	5.9	23.7	35.5	34.9	70.4
Male	2022	1080	7.4	15.4	38.9	38.3	77.1
Pine-Richland SD	2023	1060	6.8	15.3	46.9	31	77.9
Female	2023	1050	8.1	16.2	48.6	27	75.7
Male	2023	1070	5.2	14.3	44.8	35.7	80.5

SCIENCE							
Group	Year	Mean Scale Score	Below	Basic	Proficient	Advanced	% At/Above Proficiency
			%	%	%	%	
State	2021	1400	7.6	16.6	43.5	32.3	75.8
Female	2021	1390	7.1	17.4	46	29.6	75.6
Male	2021	1400	8.1	15.8	41.1	35	76.1
State	2022	1410	8	18.3	36.5	37.2	73.7
Female	2022	1410	7.6	18.4	38.4	35.6	74
Male	2022	1420	8.4	18.2	34.6	38.7	73.3
State	2023	1410	7.8	18	38.9	35.2	74.2
Female	2023	1410	7.3	18.4	40.6	33.6	74.3
Male	2023	1420	8.3	17.6	37.3	36.7	74
Pine-Richland SD	2021	1460	1.3	6.8	46.9	45	91.9
Female	2021	1460	1.3	6	48.7	44	92.7
Male	2021	1460	1.3	7.5	45.3	45.9	91.2
Pine-Richland SD	2022	1530	0.6	4	34	61.3	95.4
Female	2022	1530	0.7	3.3	34.2	61.8	96.1
Male	2022	1520	0.6	4.6	33.9	60.9	94.8
Pine-Richland SD	2023	1520	0.6	4.1	36.9	58.4	95.3
Female	2023	1520	0.5	4.9	36.2	58.4	94.6
Male	2023	1530	0.6	3.2	37.7	58.4	96.1



## Grade 4 PSSA Results with IEP Segmentation

ELA							
Group	Year	Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
State	2021	1020	11.9	31.5	35.2	21.4	56.6
Individualized Education Plan	2021	930	35.3	41.8	16.8	6.1	22.9
State	2022	1010	18.6	29.2	30.9	21.3	52.2
Individualized Education Plan	2022	920	47.7	31.8	14.5	6	20.5
State	2023	1010	17.2	31	30.4	21.4	51.8
Individualized Education Plan	2023	920	43.6	37	13.5	5.9	19.4
Pine-Richland SD	2021	1070	4.9	16.2	39.2	39.8	79
Individualized Education Plan	2021	980	22.2	35.2	27.8	14.8	42.6
Pine-Richland SD	2022	1090	3.4	18.1	32.5	46	78.5
Individualized Education Plan	2022	1010	20.4	35.2	16.7	27.8	44.4
Pine-Richland SD	2023	1100	4.1	12.4	33.3	50.1	83.5
Individualized Education Plan	2023	1010	20.3	30.4	26.1	23.2	49.3

MATH							
Group	Year	Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
State	2021	970	33.9	30.6	23.4	12.1	35.6
Individualized Education Plan	2021	900	63.8	22.9	9.6	3.7	13.3
State	2022	980	30.9	26.8	25.3	17	42.3
Individualized Education Plan	2022	900	59.4	22.4	12.4	5.8	18.1
State	2023	990	25.1	28.5	30	16.5	46.5
Individualized Education Plan	2023	920	52.6	27.5	14.5	5.3	19.8
Pine-Richland SD	2021	1020	11.7	36.2	31.7	20.4	52.1
Individualized Education Plan	2021	950	33.3	42.6	16.7	7.4	24.1
Pine-Richland SD	2022	1070	6.7	19.3	37.3	36.7	74
Individualized Education Plan	2022	1010	21.8	30.9	25.5	21.8	47.3
Pine-Richland SD	2023	1060	6.8	15.3	46.9	31	77.9
Individualized Education Plan	2023	1000	29	24.6	23.2	23.2	46.4

SCIENCE							
Group	Year	Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
State	2021	1400	7.6	16.6	43.5	32.3	75.8
Individualized Education Plan	2021	1290	20.2	29.9	36.9	13	49.9
State	2022	1410	8	18.3	36.5	37.2	73.7
Individualized Education Plan	2022	1300	20	32.5	31.8	15.7	47.5
State	2023	1410	7.8	18	38.9	35.2	74.2
Individualized Education Plan	2023	1300	19.5	32.5	34	13.9	48
Pine-Richland SD	2021	1460	1.3	6.8	46.9	45	91.9
Individualized Education Plan	2021	1370	5.6	18.5	55.6	20.4	75.9
Pine-Richland SD	2022	1530	0.6	4	34	61.3	95.4
Individualized Education Plan	2022	1450	3.7	14.8	38.9	42.6	81.5
Pine-Richland SD	2023	1520	0.6	4.1	36.9	58.4	95.3
Individualized Education Plan	2023	1420	2.9	15.9	47.8	33.3	81.2

## Grade 4 PSSA Results with Economically Disadvantaged Segmentation

ELA							
Group	Year	Mean Scale Score	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency
			%	%	%	%	
State	2021	1020	11.9	31.5	35.2	21.4	56.6
Economically Disadvantaged	2021	970	20.6	41.2	28.6	9.6	38.2
State	2022	1010	18.6	29.2	30.9	21.3	52.2
Economically Disadvantaged	2022	960	29.6	36.1	24.9	9.4	34.3
State	2023	1010	17.2	31	30.4	21.4	51.8
Economically Disadvantaged	2023	970	26.3	38.3	25.5	9.9	35.4
Pine-Richland SD	2021	1070	4.9	16.2	39.2	39.8	79
Economically Disadvantaged	2021	1040	5	25	50	20	70
Pine-Richland SD	2022	1090	3.4	18.1	32.5	46	78.5
Economically Disadvantaged	2022	1020	21.7	21.7	30.4	26.1	56.5
Pine-Richland SD	2023	1100	4.1	12.4	33.3	50.1	83.5
Economically Disadvantaged	2023	1010	22.2	14.8	40.7	22.2	63

MATH							
Group	Year	Mean Scale Score	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency
			%	%	%	%	
State	2021	970	33.9	30.6	23.4	12.1	35.6
Economically Disadvantaged	2021	920	52.9	29.7	13.5	3.9	17.4
State	2022	980	30.9	26.8	25.3	17	42.3
Economically Disadvantaged	2022	930	47.1	29	17.3	6.5	23.8
State	2023	990	25.1	28.5	30	16.5	46.5
Economically Disadvantaged	2023	950	37.9	33.1	22.3	6.7	29
Pine-Richland SD	2021	1020	11.7	36.2	31.7	20.4	52.1
Economically Disadvantaged	2021	970	25	35	20	20	40
Pine-Richland SD	2022	1070	6.7	19.3	37.3	36.7	74
Economically Disadvantaged	2022	1030	16.7	37.5	20.8	25	45.8
Pine-Richland SD	2023	1060	6.8	15.3	46.9	31	77.9
Economically Disadvantaged	2023	980	25.9	25.9	33.3	14.8	48.1

SCIENCE							
Group	Year	Mean Scale Score	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency
			%	%	%	%	
State	2021	1400	7.6	16.6	43.5	32.3	75.8
Economically Disadvantaged	2021	1330	13.6	25.4	44.1	17	61
State	2022	1410	8	18.3	36.5	37.2	73.7
Economically Disadvantaged	2022	1340	13.4	27.3	38.5	20.7	59.3
State	2023	1410	7.8	18	38.9	35.2	74.2
Economically Disadvantaged	2023	1340	12.5	26.2	41.5	19.8	61.3
Pine-Richland SD	2021	1460	1.3	6.8	46.9	45	91.9
Economically Disadvantaged	2021	1420	0.0	15	50	35	85
Pine-Richland SD	2022	1530	0.6	4	34	61.3	95.4
Economically Disadvantaged	2022	1450	0.0	8.7	47.8	43.5	91.3
Pine-Richland SD	2023	1520	0.6	4.1	36.9	58.4	95.3
Economically Disadvantaged	2023	1410	7.4	18.5	44.4	29.6	74.1

## Grade 4 PSSA Results with Ethnicity Segmentation

Group	Year	ELA					% At/Above Proficiency
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	
State	2021	1020	11.9	31.5	35.2	21.4	56.6
American Indian or Alaska Native	2021	1000	14.4	38.1	31.4	16.1	47.5
Black or African American	2021	940	30.4	43.6	20.7	5.4	26
Asian	2021	1070	4.8	18.5	36.2	40.5	76.7
Hispanic/Latino or any race	2021	960	23.6	41.9	26.3	8.2	34.4
White	2021	1030	7.7	28.6	38.9	24.9	63.7
Native Hawaiian or other Pacific Islander	2021	1010	7.1	41.4	38.6	12.9	51.4
Multi-racial	2021	1010	13.2	35.2	32.6	19	51.6
State	2022	1010	18.6	29.2	30.9	21.3	52.2
American Indian or Alaska Native	2022	1010	13.6	31.6	39	15.8	54.8
Black or African American	2022	930	39.5	37.3	18.3	4.9	23.2
Asian	2022	1070	7	19.4	33.9	39.7	73.5
Hispanic/Latino or any race	2022	950	34	35.7	22.3	8	30.3
White	2022	1030	11.1	26.5	35.6	26.8	62.4
Native Hawaiian or other Pacific Islander	2022	1020	17.6	32.4	28.4	21.6	50
Multi-racial	2022	1000	20.8	30.7	29.3	19.2	48.5
State	2023	1010	17.2	31	30.4	21.4	51.8
American Indian or Alaska Native	2023	990	26.9	26.4	25.3	21.4	46.7
Black or African American	2023	940	35.4	39.8	19	5.8	24.8
Asian	2023	1070	7.8	20.7	34.5	37	71.6
Hispanic/Latino or any race	2023	950	30.4	38.7	22.6	8.3	30.9
White	2023	1030	10.6	27.8	34.6	26.9	61.6
Native Hawaiian or other Pacific Islander	2023	990	22.9	31.2	33.3	12.5	45.8
Multi-racial	2023	1000	17.9	32.5	29.7	19.9	49.5
<b>Pine-Richland SD</b>	<b>2021</b>	<b>1070</b>	<b>4.9</b>	<b>16.2</b>	<b>39.2</b>	<b>39.8</b>	<b>79</b>
Black or African American	2021	1090	0.0	0.0	50	50	100
Asian	2021	1100	4.8	19	14.3	61.9	76.2
Hispanic/Latino or any race	2021	1120	0.0	0.0	66.7	33.3	100
White	2021	1070	5.2	16.5	41.2	37.1	78.3
Multi-racial	2021	1100	0.0	22.2	11.1	66.7	77.8
<b>Pine-Richland SD</b>	<b>2022</b>	<b>1090</b>	<b>3.4</b>	<b>18.1</b>	<b>32.5</b>	<b>46</b>	<b>78.5</b>
American Indian or Alaska Native	2022	1240	0.0	0.0	0.0	100	100
Black or African American	2022	1000	0.0	33.3	66.7	0.0	66.7
Asian	2022	1150	0.0	25	16.7	58.3	75
Hispanic/Latino or any race	2022	1110	0.0	18.2	18.2	63.6	81.8
White	2022	1090	3.6	17.9	34.8	43.7	78.5
Native Hawaiian or other Pacific Islander	2022	1190	0.0	0.0	0.0	100	100
Multi-racial	2022	1160	14.3	0.0	14.3	71.4	85.7
<b>Pine-Richland SD</b>	<b>2023</b>	<b>1100</b>	<b>4.1</b>	<b>12.4</b>	<b>33.3</b>	<b>50.1</b>	<b>83.5</b>
American Indian or Alaska Native	2023	1070	33.3	0.0	0.0	66.7	66.7
Black or African American	2023	1050	14.3	14.3	28.6	42.9	71.4
Asian	2023	1150	0.0	10.5	10.5	78.9	89.5
Hispanic/Latino or any race	2023	1040	28.6	0.0	28.6	42.9	71.4
White	2023	1090	3.4	12.7	35.1	48.8	83.8
Multi-racial	2023	1090	0.0	16.7	41.7	41.7	83.3

Group	Year	MATH					% At/Above Proficiency
		Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	
State	2021	970	33.9	30.6	23.4	12.1	35.6
American Indian or Alaska Native	2021	940	44.3	32.2	13.9	9.6	23.5
Black or African American	2021	890	70.3	22	6.3	1.4	7.7
Asian	2021	1050	15.5	23.3	29.7	31.5	61.2
Hispanic/Latino or any race	2021	910	59.6	27	10.2	3.1	13.3
White	2021	990	24.9	32.9	28.1	14.1	42.3
Native Hawaiian or other Pacific Islander	2021	970	31.9	36.1	26.4	5.6	31.9
Multi-racial	2021	950	41.4	30.6	18.4	9.7	28.1
State	2022	980	30.9	26.8	25.3	17	42.3
American Indian or Alaska Native	2022	980	32.6	22.5	28.1	16.9	44.9
Black or African American	2022	890	63.3	24.5	9.8	2.4	12.2
Asian	2022	1060	11.8	20.6	30.8	36.9	67.7
Hispanic/Latino or any race	2022	920	52	28.2	14.6	5.1	19.8
White	2022	1010	19.9	27.5	31	21.7	52.7
Native Hawaiian or other Pacific Islander	2022	980	31.7	22.8	30.7	14.9	45.5
Multi-racial	2022	970	35.5	27.7	22.2	14.5	36.8
State	2023	990	25.1	28.5	30	16.5	46.5
American Indian or Alaska Native	2023	980	27.3	30.6	27.9	14.2	42.1
Black or African American	2023	910	53	30.2	13.9	2.8	16.8
Asian	2023	1070	9.8	19.2	34.6	36.4	71
Hispanic/Latino or any race	2023	940	42.2	33.5	19.2	5.1	24.3
White	2023	1020	15.6	27.5	36.1	20.8	57
Native Hawaiian or other Pacific Islander	2023	980	28.4	32.6	29.5	9.5	38.9
Multi-racial	2023	980	27.8	30.2	27.7	14.3	42
<b>Pine-Richland SD</b>	<b>2021</b>	<b>1020</b>	<b>11.7</b>	<b>36.2</b>	<b>31.7</b>	<b>20.4</b>	<b>52.1</b>
Black or African American	2021	1050	16.7	16.7	33.3	33.3	66.7
Asian	2021	1090	19	4.8	28.6	47.6	76.2
Hispanic/Latino or any race	2021	1070	0.0	28.6	14.3	57.1	71.4
White	2021	1010	11.7	40.2	31.6	16.5	48.1
Multi-racial	2021	1080	0.0	11.1	55.6	33.3	88.9
<b>Pine-Richland SD</b>	<b>2022</b>	<b>1070</b>	<b>6.7</b>	<b>19.3</b>	<b>37.3</b>	<b>36.7</b>	<b>74</b>
American Indian or Alaska Native	2022	1060	0.0	0.0	100	0.0	100
Black or African American	2022	1030	0.0	33.3	66.7	0.0	66.7
Asian	2022	1130	4.2	8.3	29.2	58.3	87.5
Hispanic/Latino or any race	2022	1060	9.1	27.3	27.3	36.4	63.6
White	2022	1060	7.1	20	37.1	35.7	72.9
Native Hawaiian or other Pacific Islander	2022	1010	0.0	0.0	100	0.0	100
Multi-racial	2022	1080	0.0	14.3	57.1	28.6	85.7
<b>Pine-Richland SD</b>	<b>2023</b>	<b>1060</b>	<b>6.8</b>	<b>15.3</b>	<b>46.9</b>	<b>31</b>	<b>77.9</b>
American Indian or Alaska Native	2023	1000	33.3	0.0	33.3	33.3	66.7
Black or African American	2023	1000	28.6	0.0	71.4	0.0	71.4
Asian	2023	1180	0.0	0.0	26.3	73.7	100
Hispanic/Latino or any race	2023	1000	28.6	14.3	42.9	14.3	57.1
White	2023	1060	6.2	16.8	47.1	29.9	77
Multi-racial	2023	1050	0.0	16.7	66.7	16.7	83.3

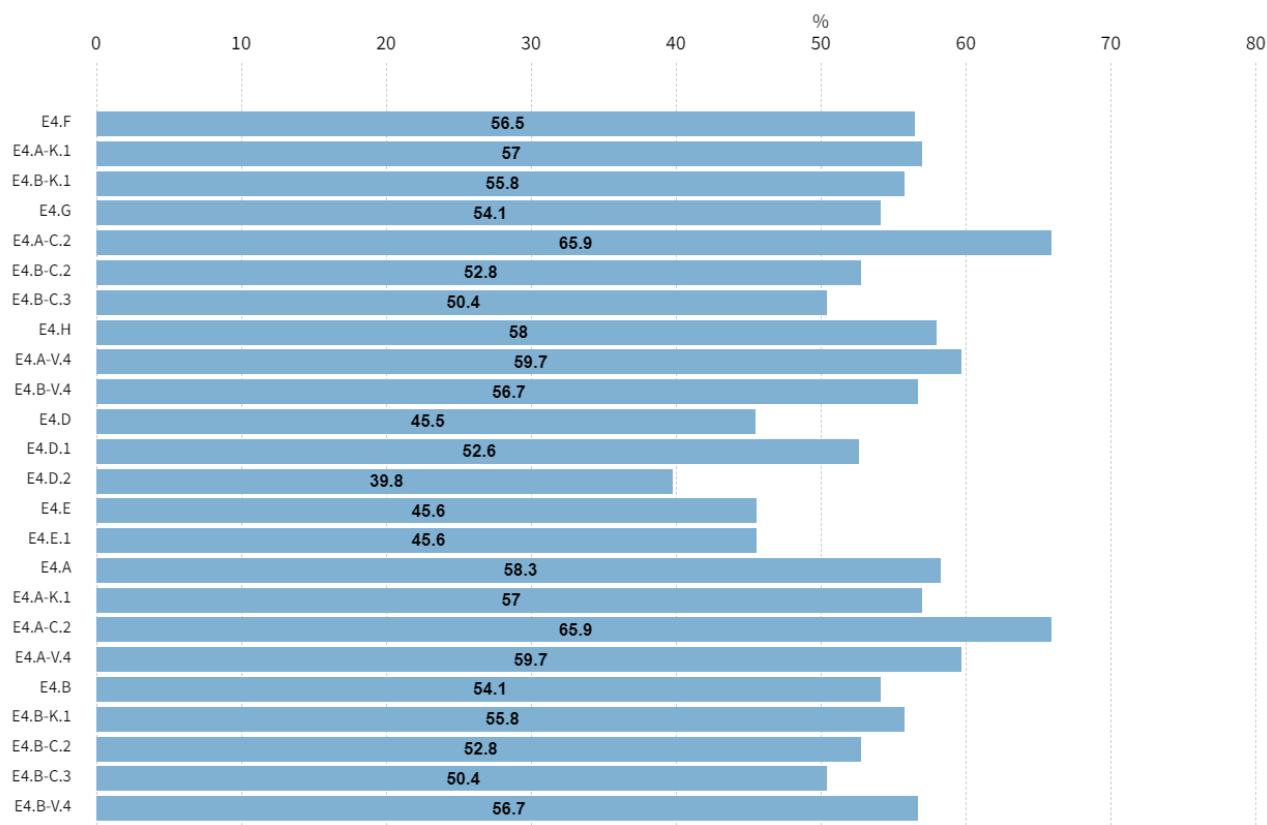
SCIENCE							
Group	Year	Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
State	2021	1400	7.6	16.6	43.5	32.3	75.8
American Indian or Alaska Native	2021	1370	6.8	22.2	45.3	25.6	70.9
Black or African American	2021	1270	22.6	32.7	35.9	8.9	44.7
Asian	2021	1470	3	9.1	36.4	51.5	87.9
Hispanic/Latino or any race	2021	1310	15.6	28.3	42.2	13.9	56.1
White	2021	1420	4.4	12.7	45.1	37.8	82.9
Native Hawaiian or other Pacific Islander	2021	1380	4.2	25	50	20.8	70.8
Multi-racial	2021	1370	8.8	19.7	44.9	26.6	71.5
State	2022	1410	8	18.3	36.5	37.2	73.7
American Indian or Alaska Native	2022	1420	5.6	18.5	38.2	37.6	75.8
Black or African American	2022	1280	20.7	34.9	33.4	11.1	44.5
Asian	2022	1500	3	9.9	31.5	55.6	87.1
Hispanic/Latino or any race	2022	1310	16.4	30.2	36.5	16.9	53.4
White	2022	1460	3.6	12.4	37.5	46.6	84
Native Hawaiian or other Pacific Islander	2022	1420	6.9	15.8	43.6	33.7	77.2
Multi-racial	2022	1400	8.3	21	37.7	33	70.7
State	2023	1410	7.8	18	38.9	35.2	74.2
American Indian or Alaska Native	2023	1400	9.9	20.4	34.8	34.8	69.6
Black or African American	2023	1280	19.7	33.7	35.9	10.6	46.5
Asian	2023	1490	3.8	9.6	35.9	50.6	86.5
Hispanic/Latino or any race	2023	1320	14.8	28.9	40.4	15.8	56.2
White	2023	1460	3.7	12.3	39.5	44.5	83.9
Native Hawaiian or other Pacific Islander	2023	1370	13.8	19.1	35.1	31.9	67
Multi-racial	2023	1400	8.1	19.8	40.1	32	72.1
Pine-Richland SD	2021	1460	1.3	6.8	46.9	45	91.9
Black or African American	2021	1510	0.0	0.0	33.3	66.7	100
Asian	2021	1530	0.0	14.3	19	66.7	85.7
Hispanic/Latino or any race	2021	1510	0.0	0.0	28.6	71.4	100
White	2021	1440	1.5	6.8	50.8	41	91.7
Multi-racial	2021	1550	0.0	0.0	22.2	77.8	100
Pine-Richland SD	2022	1530	0.6	4	34	61.3	95.4
American Indian or Alaska Native	2022	1420	0.0	0.0	100	0.0	100
Black or African American	2022	1400	0.0	33.3	66.7	0.0	66.7
Asian	2022	1600	0.0	0.0	29.2	70.8	100
Hispanic/Latino or any race	2022	1500	0.0	9.1	18.2	72.7	90.9
White	2022	1520	0.7	3.9	34.4	60.9	95.3
Native Hawaiian or other Pacific Islander	2022	1440	0.0	0.0	100	0.0	100
Multi-racial	2022	1580	0.0	0.0	28.6	71.4	100
Pine-Richland SD	2023	1520	0.6	4.1	36.9	58.4	95.3
American Indian or Alaska Native	2023	1570	33.3	0.0	0.0	66.7	66.7
Black or African American	2023	1480	0.0	14.3	42.9	42.9	85.7
Asian	2023	1600	0.0	0.0	26.3	73.7	100
Hispanic/Latino or any race	2023	1460	0.0	28.6	14.3	57.1	71.4
White	2023	1520	0.3	3.4	38.5	57.7	96.2
Multi-racial	2023	1510	0.0	8.3	33.3	58.3	91.7

## Reporting Categories & Anchors Grade 4 ELA

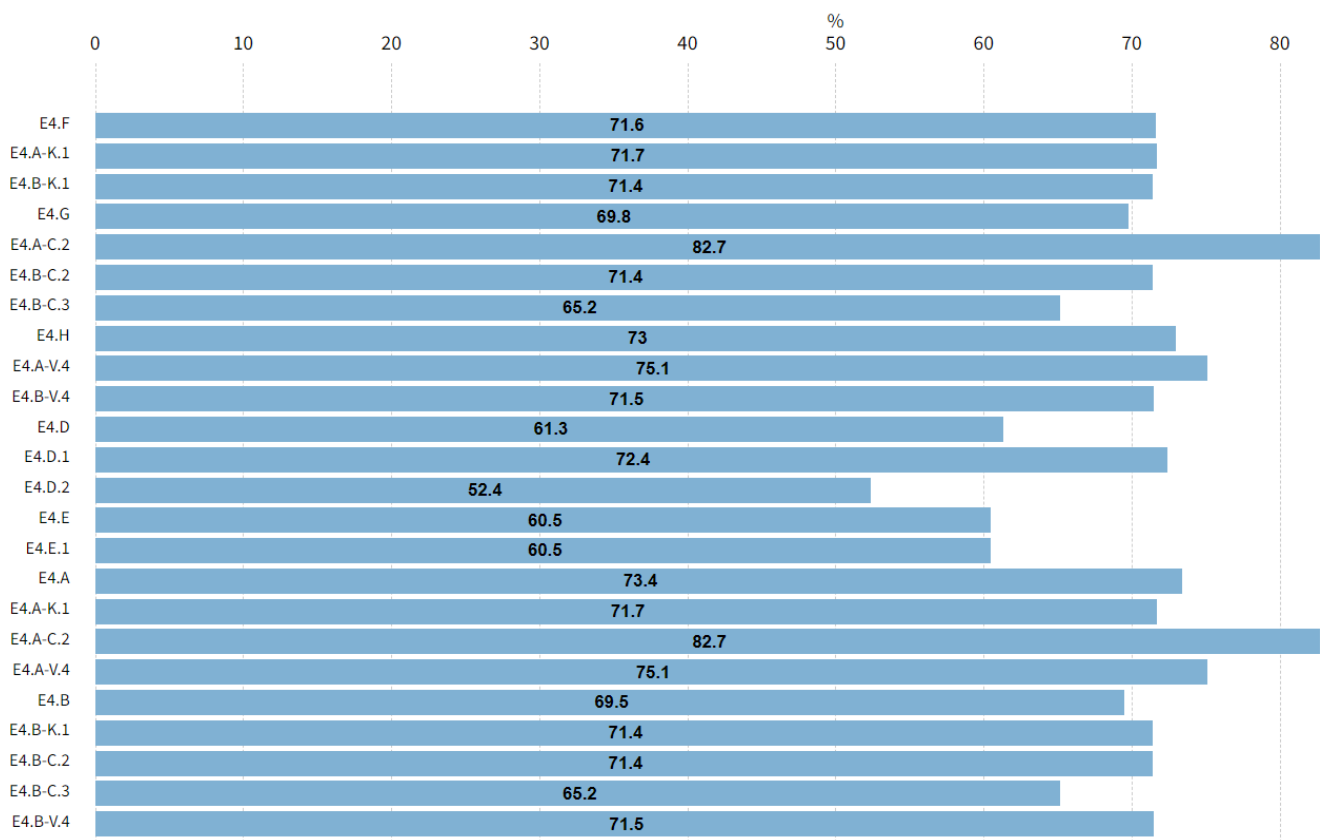
<b>E4.F</b>	<b>Key Ideas and Details</b>
E4.A-K.1	Demonstrate understanding of key ideas and details in literature texts
E4.B-K.1	Demonstrate understanding of key ideas and details in informational texts
<b>E4.G</b>	<b>Craft and Structure/Integration of Knowledge and Ideas</b>
E4.A-C.2	Demonstrate knowledge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



## Reporting Categories & Anchors Performance Grade 4 ELA State Grade 4 ELA Results 2023



## Pine-Richland Grade 4 ELA Results 2023





**Reporting Categories & Anchors Grade 4 Math****M4.A-T Numbers and Operations in Base Ten**

M4.A-T.1 Generalize place-value understanding of multi-digit whole numbers

M4.A-T.2 Use place-value understanding and properties of operations to perform multi-digit arithmetic

**M4.A-F Numbers and Operations-Fractions**

M4.A-F.1 Extend understanding of fraction equivalence and ordering

M4.A-F.2 Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers

M4.A-F.3 Understand decimal notion for fractions and compare decimal fractions

**M4.B-O Operations and Algebraic Thinking**

M4.B-O.1 Use the four operations with whole numbers to solve problems

M4.B-O.2 Gain familiarity with factors and multiples

M4.B-O.3 Generate and analyze patterns

**M4.C-G Geometry**

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

**M4.D-M Measurement and Data**

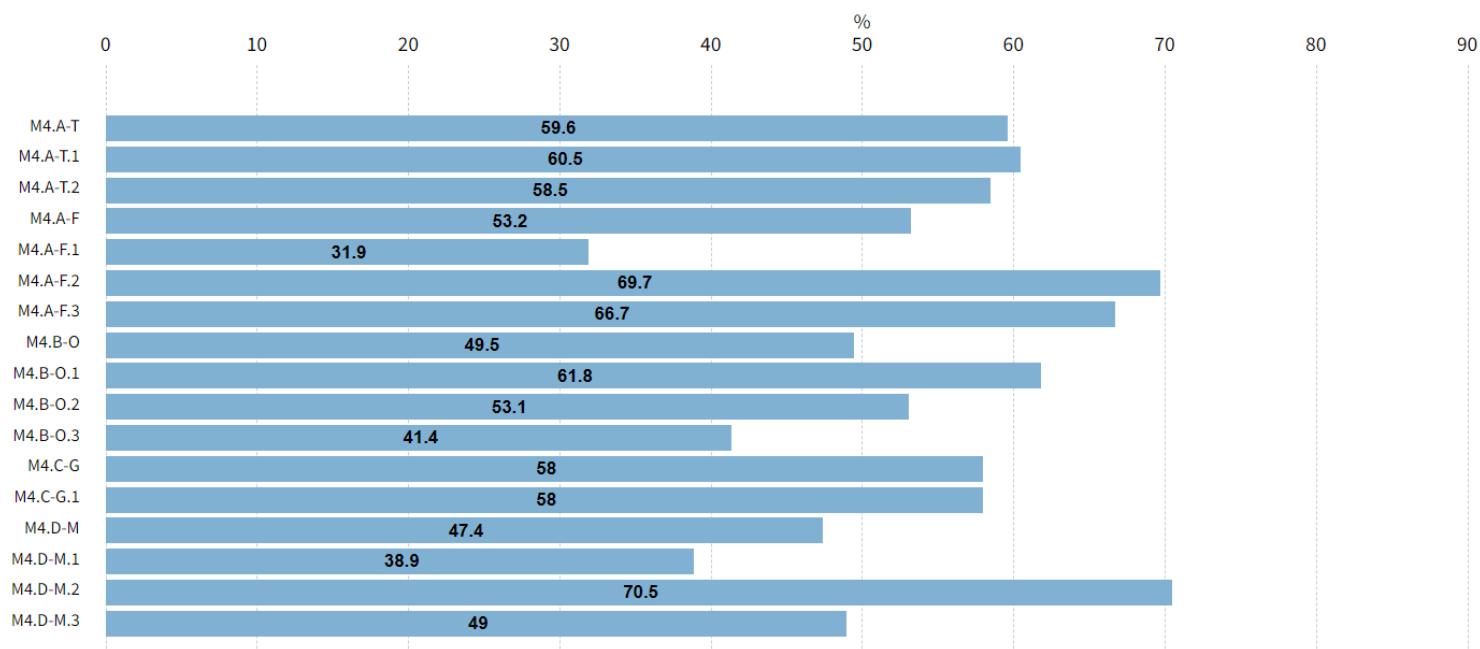
M4.D-M.1 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit

M4.D-M.2 Represent and interpret data

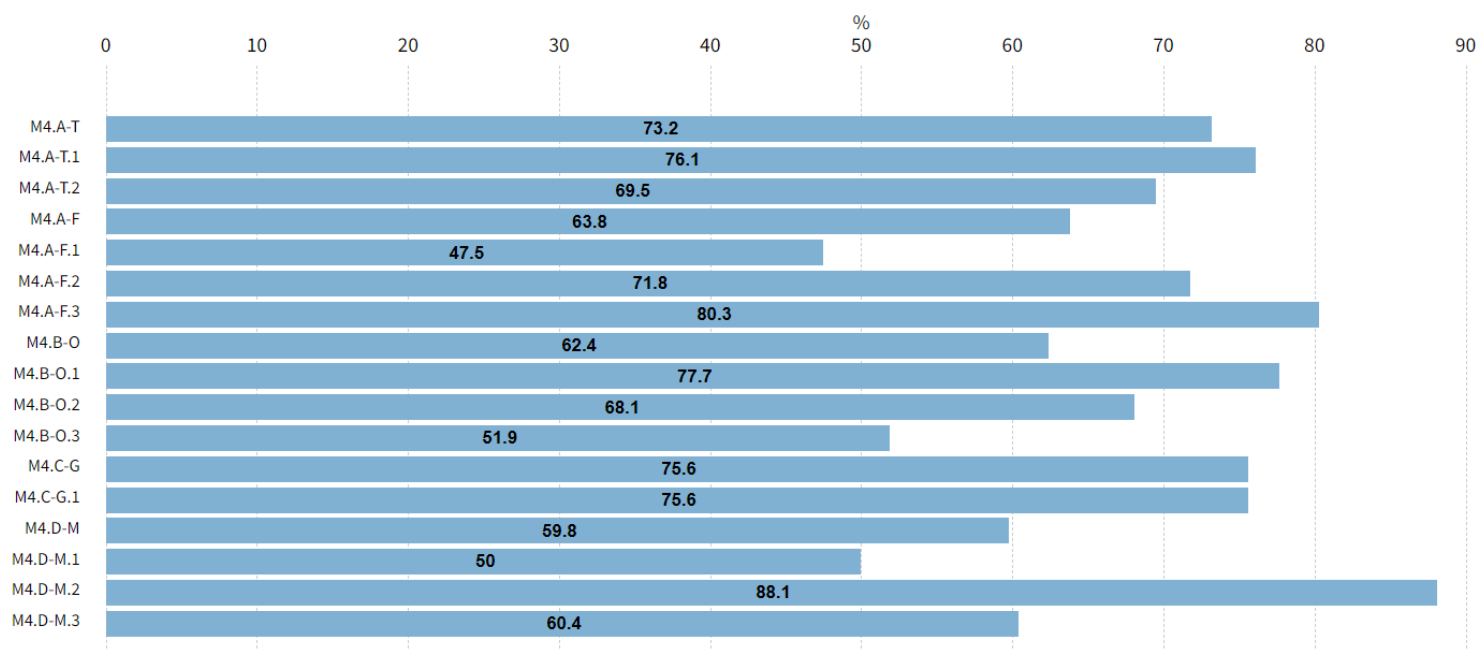
M4.D-M.3 Geometric measurement: understand concepts of angle; measure and create angles

## Reporting Categories & Anchors Performance Grade 4 Math

### State Grade 4 Math Results 2023



### Pine-Richland Grade 4 Math Results 2023



## Reporting Categories & Anchors Grade 4 Science

### S.A     **Nature of Science**

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

### S.B     **Biological Sciences**

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

### S.C     **Physical Sciences**

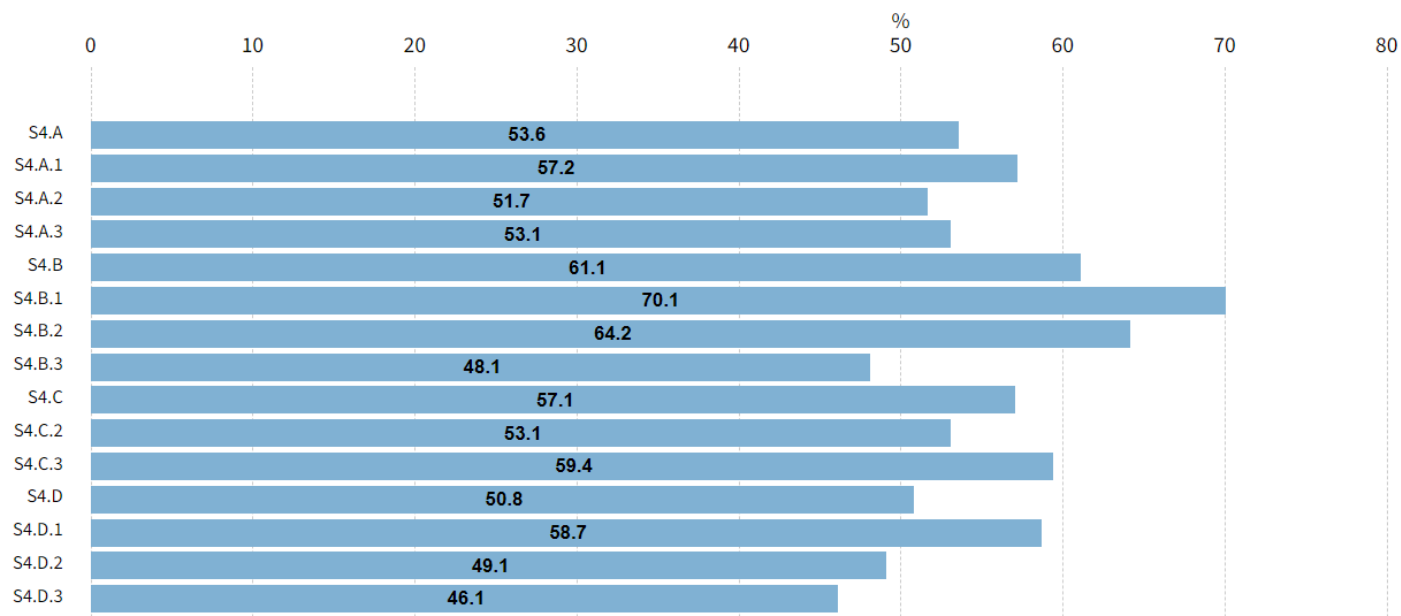
- S.C.1     Structure, Properties, and Interactions of Matter and Energy
- S.C.2     Forms, Sources, Conversions, and Transfer of Energy
- S.C.3     Principles of Force and Motion

### S.D     **Earth and Space Sciences**

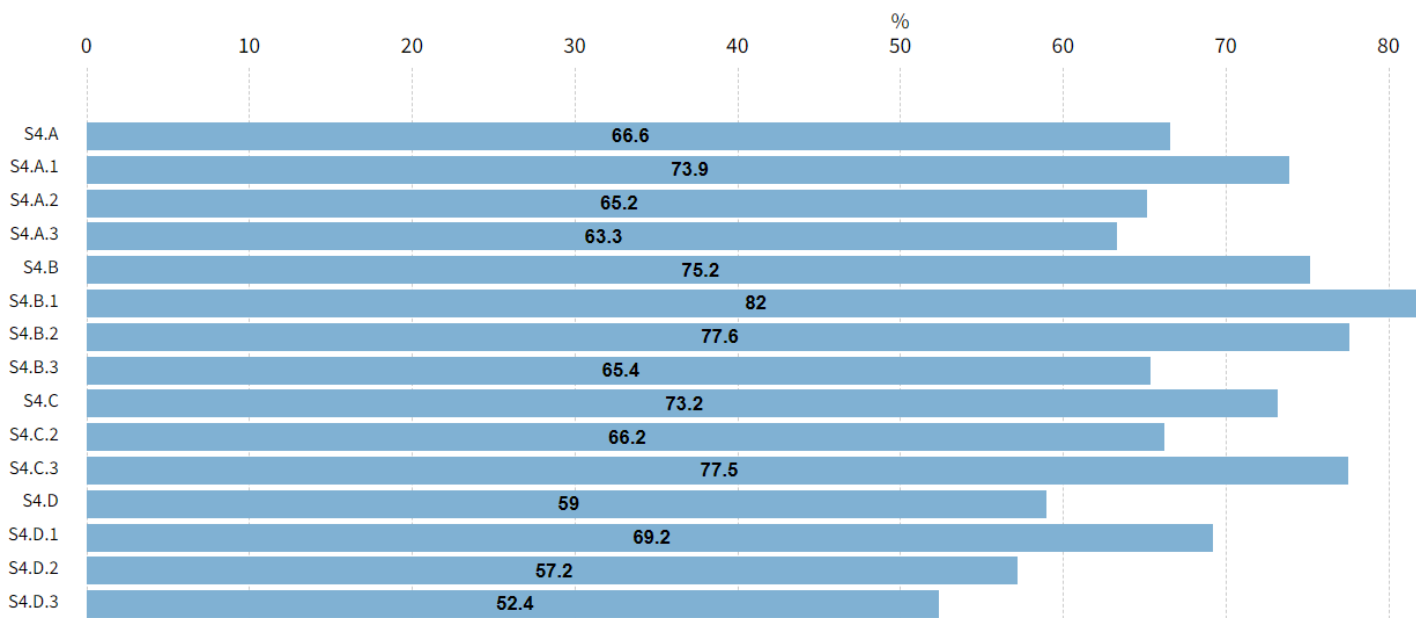
- S.D.1     Earth Features and Processes that Change Earth and its Resources
- S.D.2     Weather, Climate, and Atmospheric Processes
- S.D.3     Composition and Structure of the Universe

## Reporting Categories & Anchors Performance Grade 4 Science

### State Grade 4 Science Results 2023



### Pine-Richland Grade 4 Science Results 2023



Value-Add 2023	ELA	Math	Science
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## Grade 5 PSSA State & District Results

Group	Subject	Year	Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
State	ELA	2021	1010	10.6	34.4	46.4	8.6	<b>55</b>
State	ELA	2022	1010	17.7	28.7	40.3	13.3	<b>53.6</b>
State	ELA	2023	1010	15.4	31	40.4	13.2	<b>53.7</b>
State	Mathematics	2021	970	31.3	32.6	24.3	11.8	<b>36.1</b>
State	Mathematics	2022	970	31.1	33.5	23.3	12.2	<b>35.4</b>
State	Mathematics	2023	990	29.2	28.1	26.9	15.8	<b>42.8</b>
Pine-Richland SD	ELA	2021	1070	2.2	19.6	58.3	19.9	<b>78.2</b>
Pine-Richland SD	ELA	2022	1080	4.7	19	49.6	26.7	<b>76.3</b>
Pine-Richland SD	ELA	2023	1070	3.9	17.5	54.9	23.7	<b>78.6</b>
Pine-Richland SD	Mathematics	2021	1030	10	32.8	35.3	21.9	<b>57.2</b>
Pine-Richland SD	Mathematics	2022	1010	13.3	33.7	36.4	16.6	<b>53</b>
Pine-Richland SD	Mathematics	2023	1060	9.8	20.8	37.1	32.3	<b>69.4</b>

## Grade 5 PSSA Results with Gender Segmentation

ELA							
Group	Year	Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
State	2021	1010	10.6	34.4	46.4	8.6	55
Female	2021	1030	8	32.7	48.6	10.7	59.3
Male	2021	1000	13.1	36	44.3	6.5	50.8
State	2022	1010	17.7	28.7	40.3	13.3	53.6
Female	2022	1020	14.5	27.9	42.1	15.6	57.6
Male	2022	1000	20.7	29.5	38.5	11.2	49.7
State	2023	1010	15.4	31	40.4	13.2	53.7
Female	2023	1020	12.3	29.9	41.9	15.9	57.7
Male	2023	1000	18.3	31.9	39.1	10.7	49.8
Pine-Richland SD	2021	1070	2.2	19.6	58.3	19.9	78.2
Female	2021	1090	0.6	14.1	57.7	27.6	85.3
Male	2021	1060	3.6	24.8	58.8	12.7	71.5
Pine-Richland SD	2022	1080	4.7	19	49.6	26.7	76.3
Female	2022	1100	2.5	15.5	47.8	34.2	82
Male	2022	1060	6.8	22.2	51.1	19.9	71
Pine-Richland SD	2023	1070	3.9	17.5	54.9	23.7	78.6
Female	2023	1090	3.3	11.2	55.3	30.3	85.5
Male	2023	1060	4.3	22.7	54.6	18.4	73

MATH							
Group	Year	Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
State	2021	970	31.3	32.6	24.3	11.8	36.1
Female	2021	970	31.1	34.1	24	10.8	34.8
Male	2021	970	31.5	31.2	24.5	12.8	37.3
State	2022	970	31.1	33.5	23.3	12.2	35.4
Female	2022	970	30.9	35.1	23.1	10.9	34.1
Male	2022	970	31.3	32	23.4	13.3	36.7
State	2023	990	29.2	28.1	26.9	15.8	42.8
Female	2023	980	29.2	29.6	26.9	14.3	41.2
Male	2023	990	29.1	26.5	27	17.3	44.3
Pine-Richland SD	2021	1030	10	32.8	35.3	21.9	57.2
Female	2021	1030	10.3	31	34.8	23.9	58.7
Male	2021	1030	9.7	34.5	35.8	20	55.8
Pine-Richland SD	2022	1010	13.3	33.7	36.4	16.6	53
Female	2022	1010	11.8	33.5	40.4	14.3	54.7
Male	2022	1010	14.7	33.9	32.8	18.6	51.4
Pine-Richland SD	2023	1060	9.8	20.8	37.1	32.3	69.4
Female	2023	1050	8.6	25.7	36.8	28.9	65.8
Male	2023	1070	10.8	16.8	37.3	35.1	72.4

## Grade 5 PSSA Results with IEP Segmentation

ELA							
Group	Year	Mean Scale	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency
			%	%	%	%	
State	2021	1010	10.6	34.4	46.4	8.6	55
Individualized Education Plan	2021	930	33.5	46.1	18.7	1.7	20.4
State	2022	1010	17.7	28.7	40.3	13.3	53.6
Individualized Education Plan	2022	920	48.5	31.9	16.7	2.8	19.6
State	2023	1010	15.4	31	40.4	13.2	53.7
Individualized Education Plan	2023	920	42.1	37.6	17.5	2.9	20.3
Pine-Richland SD	2021	1070	2.2	19.6	58.3	19.9	78.2
Individualized Education Plan	2021	980	14.3	42.9	40.8	2	42.9
Pine-Richland SD	2022	1080	4.7	19	49.6	26.7	76.3
Individualized Education Plan	2022	970	25.4	42.4	25.4	6.8	32.2
Pine-Richland SD	2023	1070	3.9	17.5	54.9	23.7	78.6
Individualized Education Plan	2023	1010	17	35.8	32.1	15.1	47.2

MATH							
Group	Year	Mean Scale Score	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency
			%	%	%	%	
State	2021	970	31.3	32.6	24.3	11.8	36.1
Individualized Education Plan	2021	900	62.8	25.4	8.7	3.1	11.8
State	2022	970	31.1	33.5	23.3	12.2	35.4
Individualized Education Plan	2022	900	61.9	26.3	8.6	3.3	11.8
State	2023	990	29.2	28.1	26.9	15.8	42.8
Individualized Education Plan	2023	900	61.1	23.4	11.2	4.3	15.5
Pine-Richland SD	2021	1030	10	32.8	35.3	21.9	57.2
Individualized Education Plan	2021	950	36.7	32.7	28.6	2	30.6
Pine-Richland SD	2022	1010	13.3	33.7	36.4	16.6	53
Individualized Education Plan	2022	930	42.4	35.6	13.6	8.5	22
Pine-Richland SD	2023	1060	9.8	20.8	37.1	32.3	69.4
Individualized Education Plan	2023	990	37.7	24.5	13.2	24.5	37.7



**Grade 5 PSSA Results with Economically Disadvantaged Segmentation**

ELA							
Group	Year	Mean Scale Score	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency
			%	%	%	%	
State	2021	1010	10.6	34.4	46.4	8.6	55
Economically Disadvantaged	2021	970	18.6	44.8	33.9	2.7	36.6
State	2022	1010	17.7	28.7	40.3	13.3	53.6
Economically Disadvantaged	2022	970	28.2	35.8	31	5	36.1
State	2023	1010	15.4	31	40.4	13.2	53.7
Economically Disadvantaged	2023	970	23.8	38.7	32.4	5.2	37.6
Pine-Richland SD	2021	1070	2.2	19.6	58.3	19.9	78.2
Economically Disadvantaged	2021	1010	11.8	35.3	47.1	5.9	52.9
Pine-Richland SD	2022	1080	4.7	19	49.6	26.7	76.3
Economically Disadvantaged	2022	1020	24	12	48	16	64
Pine-Richland SD	2023	1070	3.9	17.5	54.9	23.7	78.6
Economically Disadvantaged	2023	1040	10.7	32.1	42.9	14.3	57.1

MATH							
Group	Year	Mean Scale Score	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency
			%	%	%	%	
State	2021	970	31.3	32.6	24.3	11.8	36.1
Economically Disadvantaged	2021	920	49	32.8	14.5	3.7	18.2
State	2022	970	31.1	33.5	23.3	12.2	35.4
Economically Disadvantaged	2022	920	47.1	34.7	14.1	4	18.1
State	2023	990	29.2	28.1	26.9	15.8	42.8
Economically Disadvantaged	2023	940	43.2	31	19.5	6.3	25.8
Pine-Richland SD	2021	1030	10	32.8	35.3	21.9	57.2
Economically Disadvantaged	2021	960	23.5	52.9	23.5	0.0	23.5
Pine-Richland SD	2022	1010	13.3	33.7	36.4	16.6	53
Economically Disadvantaged	2022	980	28	28	28	16	44
Pine-Richland SD	2023	1060	9.8	20.8	37.1	32.3	69.4
Economically Disadvantaged	2023	1030	21.4	21.4	28.6	28.6	57.1

## Grade 5 PSSA Results with Ethnicity Segmentation

Group	Year	Mean Scale Score	ELA				% At/Above Proficiency
			Below Basic %	Basic %	Proficient %	Advanced %	
State	2021	1010	10.6	34.4	46.4	8.6	55
American Indian or Alaska Native	2021	1000	15.9	36.5	44.4	3.2	47.6
Black or African American	2021	950	26.6	49.7	22.4	1.3	23.7
Asian	2021	1060	3.8	21.5	54.7	20	74.7
Hispanic/Latino or any race	2021	970	21.4	45.1	30.8	2.7	33.5
White	2021	1030	7	31.1	52	9.9	61.9
Native Hawaiian or other Pacific Islander	2021	1040	7.2	22.9	54.2	15.7	69.9
Multi-racial	2021	1010	11.8	37.6	43.1	7.6	50.7
State	2022	1010	17.7	28.7	40.3	13.3	53.6
American Indian or Alaska Native	2022	1000	16.7	32.8	40.6	9.9	50.5
Black or African American	2022	940	36.8	37.1	23.2	2.8	26.1
Asian	2022	1070	7.1	18.3	46	28.6	74.6
Hispanic/Latino or any race	2022	950	32.4	35.8	27.4	4.3	31.7
White	2022	1040	10.8	25.8	46.7	16.7	63.4
Native Hawaiian or other Pacific Islander	2022	1000	16.1	35.5	40.9	7.5	48.4
Multi-racial	2022	1010	17.8	30.8	38.9	12.4	51.4
State	2023	1010	15.4	31	40.4	13.2	53.7
American Indian or Alaska Native	2023	1010	11.5	35	44.8	8.7	53.6
Black or African American	2023	940	32.1	41.1	24.2	2.6	26.8
Asian	2023	1070	6.2	19.4	46.3	28.1	74.4
Hispanic/Latino or any race	2023	960	27.9	39.1	28.8	4.2	33
White	2023	1030	9.3	27.5	46.6	16.7	63.2
Native Hawaiian or other Pacific Islander	2023	1020	9	37.8	36.9	16.2	53.2
Multi-racial	2023	1000	16.5	33.4	38.2	12	50.2
Pine-Richland SD	2021	1070	2.2	19.6	58.3	19.9	78.2
Black or African American	2021	900	0.0	100	0.0	0.0	0.0
Asian	2021	1120	3.3	6.7	46.7	43.3	90
Hispanic/Latino or any race	2021	1060	0.0	25	75	0.0	75
White	2021	1070	1.8	19.9	60.3	18.1	78.3
Multi-racial	2021	990	11.1	44.4	33.3	11.1	44.4
Pine-Richland SD	2022	1080	4.7	19	49.6	26.7	76.3
Black or African American	2022	1090	0.0	0.0	80	20	100
Asian	2022	1140	0.0	17.4	21.7	60.9	82.6
Hispanic/Latino or any race	2022	1090	0.0	14.3	71.4	14.3	85.7
White	2022	1070	5.1	19.9	51	24	75
Multi-racial	2022	1090	10	10	40	40	80
Pine-Richland SD	2023	1070	3.9	17.5	54.9	23.7	78.6
American Indian or Alaska Native	2023	1160	0.0	0.0	0.0	100	100
Black or African American	2023	980	0.0	60	40	0.0	40
Asian	2023	1100	3.7	22.2	40.7	33.3	74.1
Hispanic/Latino or any race	2023	1030	7.7	30.8	46.2	15.4	61.5
White	2023	1070	3.9	16	57.7	22.4	80.1
Native Hawaiian or other Pacific Islander	2023	1090	0.0	0.0	100	0.0	100
Multi-racial	2023	1160	0.0	12.5	37.5	50	87.5

MATH							
Group	Year	Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
State	2021	970	31.3	32.6	24.3	11.8	36.1
American Indian or Alaska Native	2021	960	37.3	31	23	8.7	31.7
Black or African American	2021	890	67.3	25.3	6.1	1.3	7.4
Asian	2021	1060	12.9	23.4	30.2	33.5	63.7
Hispanic/Latino or any race	2021	910	53.8	30.8	11.9	3.5	15.4
White	2021	990	23.3	34.4	28.7	13.5	42.2
Native Hawaiian or other Pacific Islander	2021	980	25.9	34.1	29.4	10.6	40
Multi-racial	2021	950	37.3	33.5	20.2	8.9	29.1
State	2022	970	31.1	33.5	23.3	12.2	35.4
American Indian or Alaska Native	2022	950	37.1	36.1	18	8.8	26.8
Black or African American	2022	890	63.2	28.1	7.2	1.5	8.7
Asian	2022	1060	12	24.4	30.4	33.3	63.6
Hispanic/Latino or any race	2022	910	51.3	34.2	11.3	3.2	14.5
White	2022	990	20.4	35.1	29.4	15.1	44.6
Native Hawaiian or other Pacific Islander	2022	970	27.5	37.4	22	13.2	35.2
Multi-racial	2022	960	33.3	35.9	19.8	11	30.8
State	2023	990	29.2	28.1	26.9	15.8	42.8
American Indian or Alaska Native	2023	990	29.9	26.6	28.8	14.7	43.5
Black or African American	2023	900	58.5	27.6	11.3	2.6	13.9
Asian	2023	1080	10.8	18.9	31.1	39.1	70.3
Hispanic/Latino or any race	2023	930	47.7	31.1	16.2	5	21.2
White	2023	1010	19.3	28.1	32.9	19.7	52.6
Native Hawaiian or other Pacific Islander	2023	1000	25.2	26.1	33.3	15.3	48.6
Multi-racial	2023	980	32.6	29.1	24.3	14	38.3
Pine-Richland SD	2021	1030	10	32.8	35.3	21.9	57.2
Black or African American	2021	920	0.0	100	0.0	0.0	0.0
Asian	2021	1100	3.3	26.7	16.7	53.3	70
Hispanic/Latino or any race	2021	990	0.0	75	0.0	25	25
White	2021	1020	10.5	33	37.3	19.2	56.5
Multi-racial	2021	980	22.2	22.2	55.6	0.0	55.6
Pine-Richland SD	2022	1010	13.3	33.7	36.4	16.6	53
Black or African American	2022	1060	0.0	40	20	40	60
Asian	2022	1100	8.7	13	26.1	52.2	78.3
Hispanic/Latino or any race	2022	1080	14.3	14.3	42.9	28.6	71.4
White	2022	1000	14	36.5	36.5	13	49.5
Multi-racial	2022	1060	10	10	60	20	80
Pine-Richland SD	2023	1060	9.8	20.8	37.1	32.3	69.4
American Indian or Alaska Native	2023	1140	0.0	0.0	50	50	100
Black or African American	2023	1000	20	40	20	20	40
Asian	2023	1130	7.4	11.1	29.6	51.9	81.5
Hispanic/Latino or any race	2023	1020	23.1	15.4	38.5	23.1	61.5
White	2023	1050	9.3	22.4	37.7	30.6	68.3
Native Hawaiian or other Pacific Islander	2023	1000	0.0	0.0	100	0.0	100
Multi-racial	2023	1110	12.5	0.0	37.5	50	87.5

## Grade 5 ELA Reporting Categories & Anchors Defined

### **E5.F Key Ideas and Details**

- E5.A-K.1 Demonstrate understanding of key ideas and details in literature texts
- E5.B-K.1 Demonstrate understanding of key ideas and details in informational texts

### **E5.G Craft and Structure/Integration of Knowledge and Ideas**

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

### **E5.H Vocabulary Acquisition and Use**

- E5.A-V.4 Demonstrate understanding of vocabulary and figurative language in literature texts
- E5.B-V.4 Demonstrate understanding of vocabulary and figurative language in informational texts

### **E5.C Types of Writing**

- E5.C.1 Text Types and Purposes

### **E5.D Language**

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

### **E5.E Text-Dependent Analysis**

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

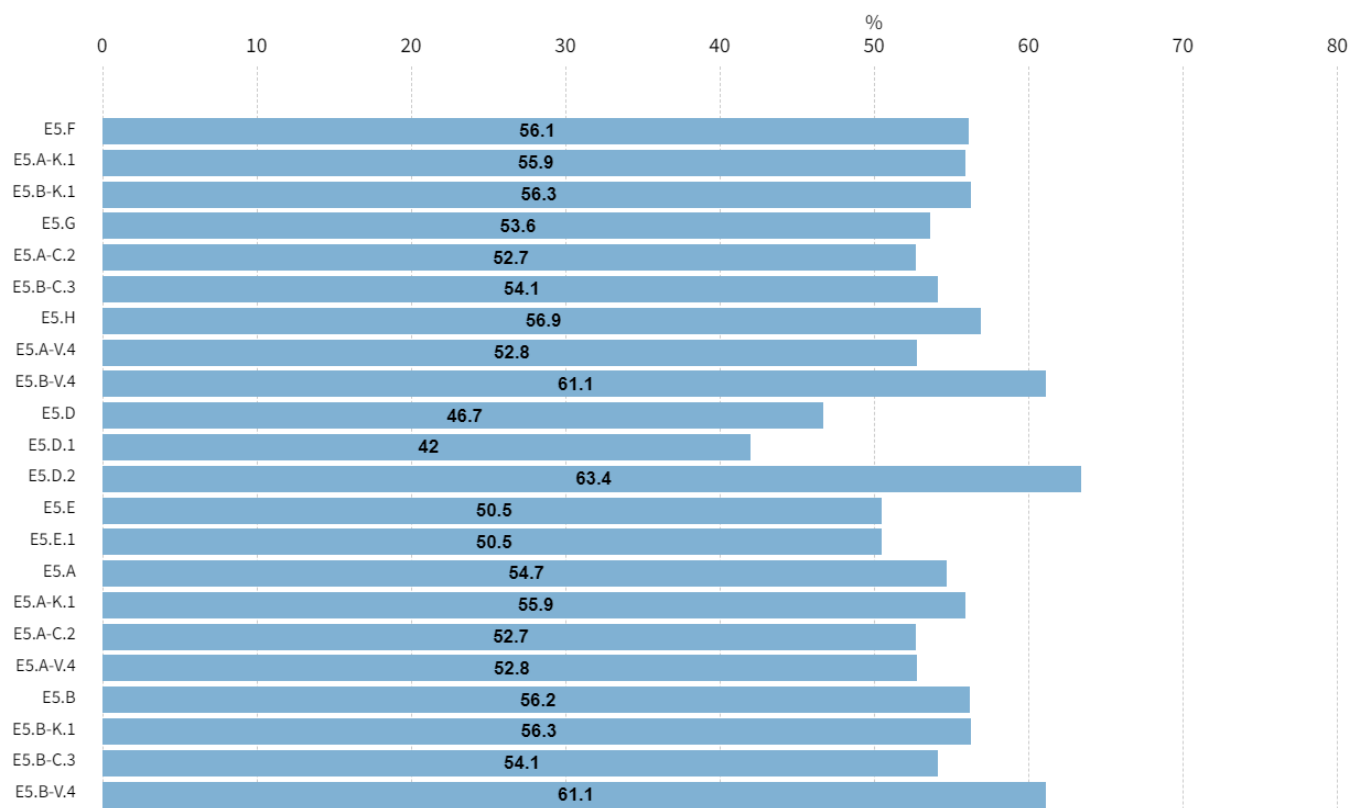
### **E5.A Literature Text**

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

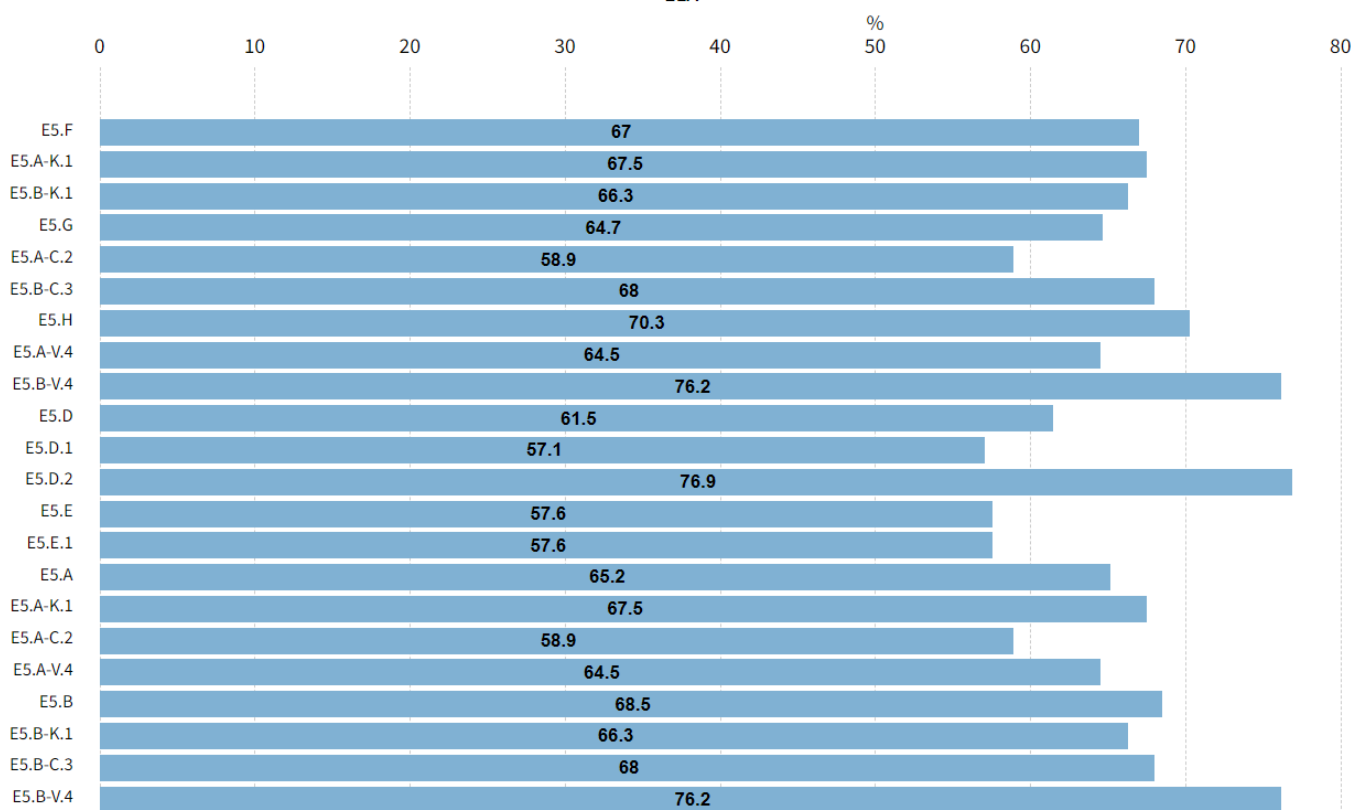
### **E5.B Informational Text**

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

## Reporting Categories & Anchors Performance Grade 5 ELA State Grade 5 ELA Results 2023



## Pine-Richland Grade 5 ELA Results 2023



## Grade 5 Math Reporting Categories & Anchors Defined

### **M5.A-T      Numbers and Operations in Base Ten**

M5.A-T.1      Understand the place-value system

M5.A-T.2      Perform operations with multi-digit whole numbers and decimals to hundredths

### **M5.A-F      Numbers and Operations - Fractions**

M5.A-F.1      Use equivalent fractions as a strategy to add and subtract fractions

M5.A-F.2      Apply and extend previous understanding of multiplication and division to multiply and divide fractions

### **M5.B-O      Operations and Algebraic Thinking**

M5.B-O.1      Write and interpret numerical expressions

M5.B-O.2      Analyze patterns and relationships

### **M5.C-G      Geometry**

M5.C-G.1      Graph points on the coordinate plane to solve real-world and mathematical problems

M5.C-G.2      Classify two-dimensional figures into categories based on their properties

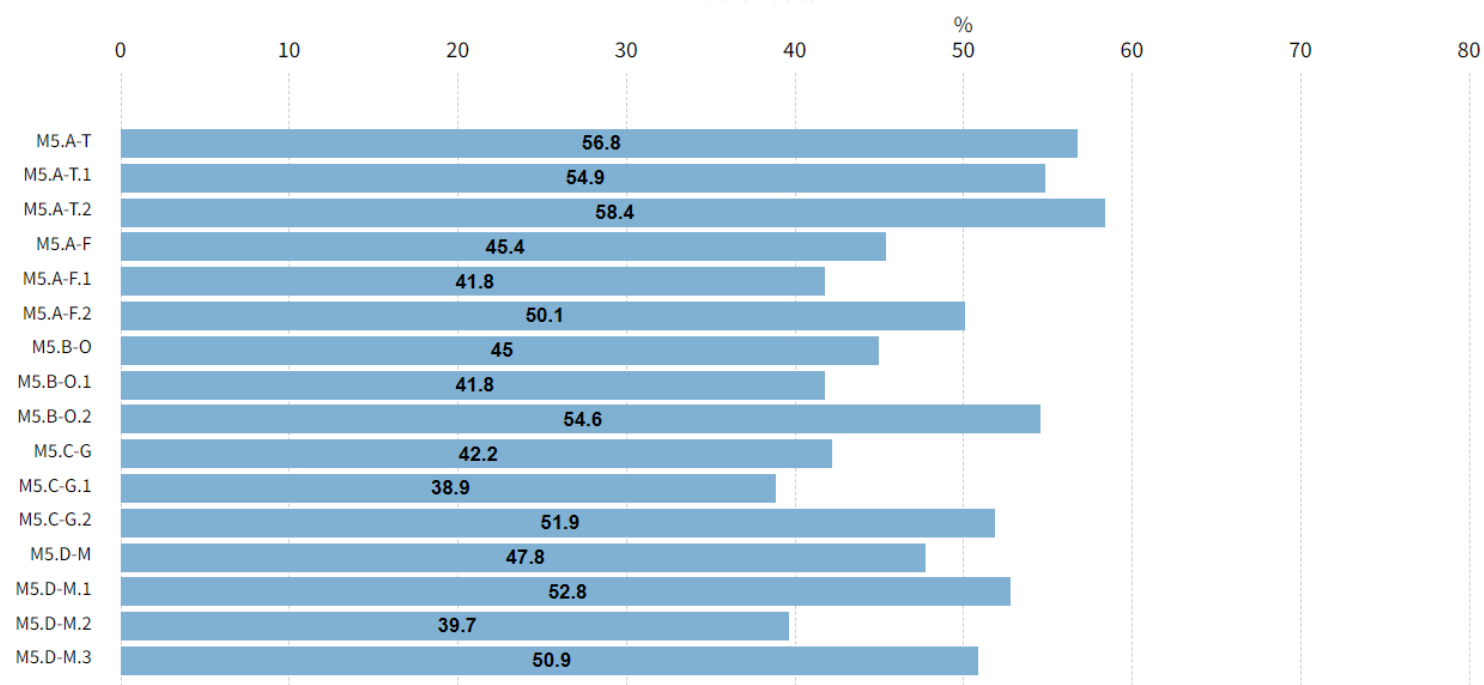
### **M5.D-M      Measurement and Data**

M5.D-M.1      Convert like measurement units within a given measurement system

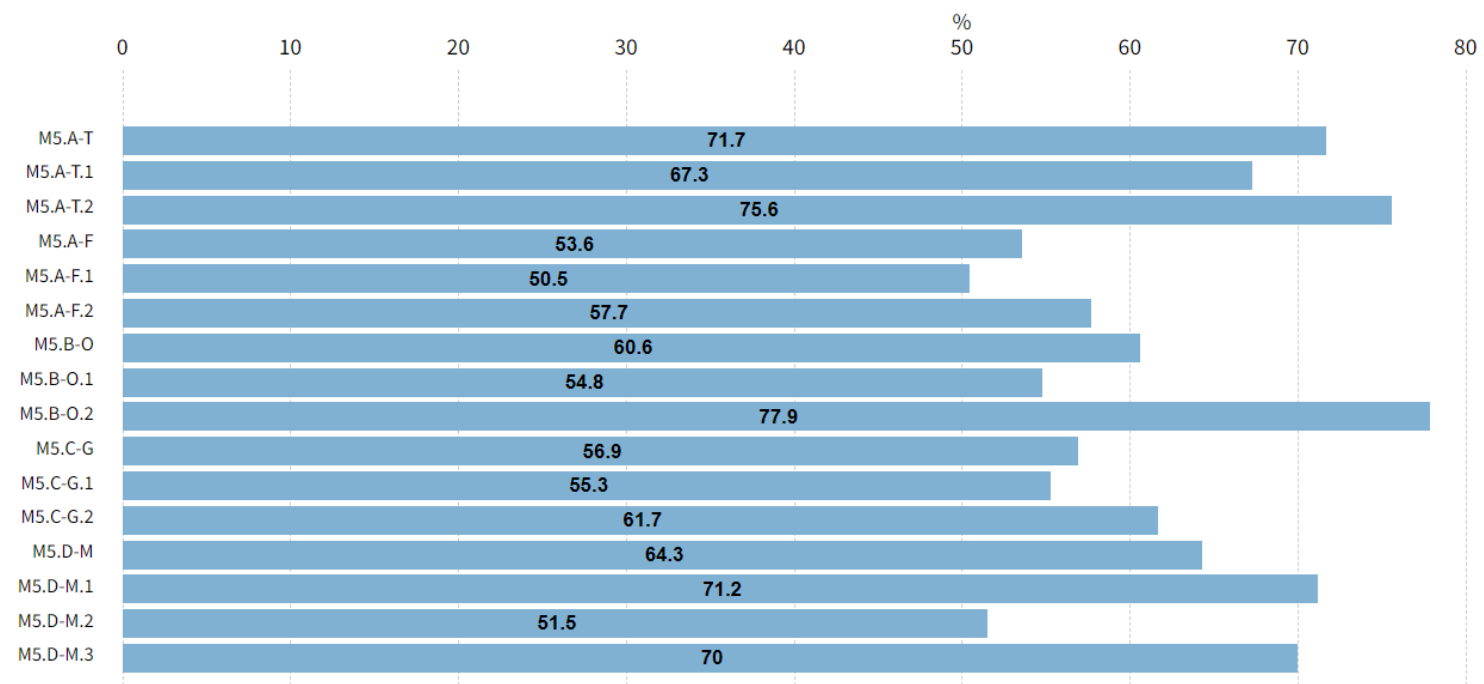
M5.D-M.2      Represent and interpret data

M5.D-M.3      Geometric measurement: understand concepts of volume and relate volume to multiplication and addition

## Reporting Categories & Anchors Performance Grade 5 Math State Grade 5 Math Results 2023



## Pine-Richland Grade 5 Math Results 2023



Value-Add 2023	ELA	Math
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## Grade 6 PSSA State & District Results

Group	Subject	Year	Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
State	ELA	2021	1020	7.1	35.6	39.8	17.5	57.3
State	ELA	2022	1020	8.3	35.6	36.7	19.4	56.1
State	ELA	2023	1020	8.1	36.3	36.8	18.8	55.6
State	Mathematics	2021	950	35.1	36.6	20.6	7.6	28.2
State	Mathematics	2022	950	38.9	28.8	18.9	13.3	32.3
State	Mathematics	2023	960	33.5	30.1	23.5	12.9	36.5
Pine-Richland SD	ELA	2021	1070	1.6	15.5	56.2	26.7	82.9
Pine-Richland SD	ELA	2022	1070	0.3	21.5	47.6	30.6	78.2
Pine-Richland SD	ELA	2023	1070	1.5	23.5	46.4	28.6	75
Pine-Richland SD	Mathematics	2021	1000	16	36.4	36.1	11.6	47.6
Pine-Richland SD	Mathematics	2022	1060	7.1	23.8	32.6	36.5	69.1
Pine-Richland SD	Mathematics	2023	1040	10.2	24.1	40.4	25.3	65.7

## Grade 6 PSSA Results with Gender Segmentation

ELA							
Group	Year	Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
State	2021	1020	7.1	35.6	39.8	17.5	57.3
Female	2021	1030	5.3	32.1	41.5	21.1	62.6
Male	2021	1010	8.8	38.9	38.3	14	52.3
State	2022	1020	8.3	35.6	36.7	19.4	56.1
Female	2022	1040	5.8	32.3	38.3	23.6	61.9
Male	2022	1000	10.7	38.7	35.2	15.4	50.6
State	2023	1020	8.1	36.3	36.8	18.8	55.6
Female	2023	1040	5.7	32.7	38.6	22.9	61.5
Male	2023	1000	10.4	39.7	35	14.9	49.9
Pine-Richland SD	2021	1070	1.6	15.5	56.2	26.7	82.9
Female	2021	1080	0.6	12	56.9	30.5	87.4
Male	2021	1050	2.6	19.4	55.5	22.6	78.1
Pine-Richland SD	2022	1070	0.3	21.5	47.6	30.6	78.2
Female	2022	1090	0.6	14.8	43.8	40.8	84.6
Male	2022	1050	0.0	28.1	51.5	20.5	71.9
Pine-Richland SD	2023	1070	1.5	23.5	46.4	28.6	75
Female	2023	1080	0.0	21.4	42.2	36.4	78.6
Male	2023	1050	2.8	25.3	50	21.9	71.9

MATH							
Group	Year	Mean Scale Score	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency
			%	%	%	%	
State	2021	950	35.1	36.6	20.6	7.6	28.2
Female	2021	950	33.6	38	21	7.5	28.5
Male	2021	950	36.6	35.4	20.2	7.8	28
State	2022	950	38.9	28.8	18.9	13.3	32.3
Female	2022	950	38.5	29.7	19.2	12.6	31.8
Male	2022	950	39.2	28	18.7	14.1	32.8
State	2023	960	33.5	30.1	23.5	12.9	36.5
Female	2023	960	32.9	30.9	23.9	12.4	36.2
Male	2023	960	34	29.3	23.2	13.5	36.7
Pine-Richland SD	2021	1000	16	36.4	36.1	11.6	47.6
Female	2021	1000	13.8	38.9	35.3	12	47.3
Male	2021	1000	18.4	33.6	36.8	11.2	48
Pine-Richland SD	2022	1060	7.1	23.8	32.6	36.5	69.1
Female	2022	1060	7.1	24.7	32.4	35.9	68.2
Male	2022	1060	7.1	22.9	32.9	37.1	70
Pine-Richland SD	2023	1040	10.2	24.1	40.4	25.3	65.7
Female	2023	1050	7.1	24.7	43.5	24.7	68.2
Male	2023	1040	12.9	23.6	37.6	25.8	63.5

#### Grade 6 PSSA Results with IEP Segmentation

ELA							
Group	Year	Mean Scale Score	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency
			%	%	%	%	
State	2021	1020	7.1	35.6	39.8	17.5	57.3
Individualized Education Plan	2021	930	24.5	56.6	16.2	2.7	18.9
State	2022	1020	8.3	35.6	36.7	19.4	56.1
Individualized Education Plan	2022	930	27	53.2	16.1	3.6	19.7
State	2023	1020	8.1	36.3	36.8	18.8	55.6
Individualized Education Plan	2023	930	25.6	55.3	15.7	3.4	19.1
Pine-Richland SD	2021	1070	1.6	15.5	56.2	26.7	82.9
Individualized Education Plan	2021	980	6.7	51.1	37.8	4.4	42.2
Pine-Richland SD	2022	1070	0.3	21.5	47.6	30.6	78.2
Individualized Education Plan	2022	970	2.3	67.4	25.6	4.7	30.2
Pine-Richland SD	2023	1070	1.5	23.5	46.4	28.6	75
Individualized Education Plan	2023	980	8.3	53.3	28.3	10	38.3

MATH							
Group	Year	Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
State	2021	950	35.1	36.6	20.6	7.6	28.2
Individualized Education Plan	2021	870	71.1	22.2	5.4	1.3	6.8
State	2022	950	38.9	28.8	18.9	13.3	32.3
Individualized Education Plan	2022	860	73.8	17.6	6.1	2.5	8.6
State	2023	960	33.5	30.1	23.5	12.9	36.5
Individualized Education Plan	2023	870	69.2	20.9	7.5	2.4	9.9
Pine-Richland SD	2021	1000	16	36.4	36.1	11.6	47.6
Individualized Education Plan	2021	890	61.4	27.3	11.4	0.0	11.4
Pine-Richland SD	2022	1060	7.1	23.8	32.6	36.5	69.1
Individualized Education Plan	2022	940	38.1	28.6	31	2.4	33.3
Pine-Richland SD	2023	1040	10.2	24.1	40.4	25.3	65.7
Individualized Education Plan	2023	930	41.7	31.7	20	6.7	26.7

### Grade 6 PSSA Results with Economically Disadvantaged Segmentation

ELA							
Group	Year	Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
State	2021	1020	7.1	35.6	39.8	17.5	57.3
Economically Disadvantaged	2021	980	12.5	48.8	31.5	7.2	38.7
State	2022	1020	8.3	35.6	36.7	19.4	56.1
Economically Disadvantaged	2022	980	13.8	46.6	30.6	9	39.6
State	2023	1020	8.1	36.3	36.8	18.8	55.6
Economically Disadvantaged	2023	980	12.8	47.4	30.9	8.9	39.8
Pine-Richland SD	2021	1070	1.6	15.5	56.2	26.7	82.9
Economically Disadvantaged	2021	1020	0.0	34.8	56.5	8.7	65.2
Pine-Richland SD	2022	1070	0.3	21.5	47.6	30.6	78.2
Economically Disadvantaged	2022	1000	0.0	56.5	43.5	0.0	43.5
Pine-Richland SD	2023	1070	1.5	23.5	46.4	28.6	75
Economically Disadvantaged	2023	1020	6.9	31	48.3	13.8	62.1

MATH							
Group	Year	Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
State	2021	950	35.1	36.6	20.6	7.6	28.2
Economically Disadvantaged	2021	900	53.2	34.3	10.4	2.2	12.6
State	2022	950	38.9	28.8	18.9	13.3	32.3
Economically Disadvantaged	2022	900	56.8	27.7	11	4.5	15.5
State	2023	960	33.5	30.1	23.5	12.9	36.5
Economically Disadvantaged	2023	910	49.2	31	15.1	4.7	19.8
Pine-Richland SD	2021	1000	16	36.4	36.1	11.6	47.6
Economically Disadvantaged	2021	960	28.6	33.3	33.3	4.8	38.1
Pine-Richland SD	2022	1060	7.1	23.8	32.6	36.5	69.1
Economically Disadvantaged	2022	970	27.3	45.5	18.2	9.1	27.3
Pine-Richland SD	2023	1040	10.2	24.1	40.4	25.3	65.7
Economically Disadvantaged	2023	990	27.6	27.6	34.5	10.3	44.8

# Grade 6 PSSA Results with Ethnicity Segmentation

Group	Year	Mean Scale Score	ELA				% At/Above Proficiency
			Below Basic %	Basic %	Proficient %	Advanced %	
State	2021	1020	7.1	35.6	39.8	17.5	57.3
American Indian or Alaska Native	2021	1000	9.4	45.7	32.3	12.6	44.9
Black or African American	2021	950	16.9	54.3	24.9	3.9	28.8
Asian	2021	1080	2.8	18	41.5	37.7	79.2
Hispanic/Latino or any race	2021	970	15.6	49.6	28.2	6.6	34.9
White	2021	1040	4.6	31.6	43.9	20	63.9
Native Hawaiian or other Pacific Islander	2021	1020	4.9	32.8	44.3	18	62.3
Multi-racial	2021	1010	8.9	39.2	37.3	14.6	51.9
State	2022	1020	8.3	35.6	36.7	19.4	56.1
American Indian or Alaska Native	2022	1000	10.3	42.4	29.7	17.6	47.3
Black or African American	2022	960	18.5	51.5	24.5	5.6	30
Asian	2022	1090	3	18.6	35.4	43	78.4
Hispanic/Latino or any race	2022	970	16	47.2	29	7.8	36.8
White	2022	1040	4.6	30.6	41.3	23.5	64.8
Native Hawaiian or other Pacific Islander	2022	1040	3.8	35.8	32.1	28.3	60.4
Multi-racial	2022	1010	9.4	37.2	36.3	17	53.4
State	2023	1020	8.1	36.3	36.8	18.8	55.6
American Indian or Alaska Native	2023	1010	9.7	38.3	39.3	12.8	52
Black or African American	2023	960	16.6	52.5	25	5.8	30.9
Asian	2023	1090	2.5	19.2	38.1	40.2	78.3
Hispanic/Latino or any race	2023	970	15.3	49	28.2	7.5	35.7
White	2023	1040	4.9	30.8	41.5	22.9	64.3
Native Hawaiian or other Pacific Islander	2023	1010	9.3	39.5	33.7	17.4	51.2
Multi-racial	2023	1020	8.8	38.1	34.8	18.3	53.1
Pine-Richland SD	2021	1070	1.6	15.5	56.2	26.7	82.9
Black or African American	2021	1060	0.0	0.0	100	0.0	100
Asian	2021	1100	0.0	13	47.8	39.1	87
Hispanic/Latino or any race	2021	1030	20	20	40	20	60
White	2021	1060	1.4	16.1	56.4	26.1	82.5
Native Hawaiian or other Pacific Islander	2021	1000	0.0	100	0.0	0.0	0.0
Multi-racial	2021	1110	0.0	0.0	70	30	100
Pine-Richland SD	2022	1070	0.3	21.5	47.6	30.6	78.2
Black or African American	2022	970	0.0	100	0.0	0.0	0.0
Asian	2022	1110	0.0	10	43.3	46.7	90
Hispanic/Latino or any race	2022	1080	0.0	16.7	66.7	16.7	83.3
White	2022	1070	0.0	22.6	47.9	29.5	77.4
Native Hawaiian or other Pacific Islander	2022	1100	0.0	0.0	100	0.0	100
Multi-racial	2022	1030	10	20	40	30	70
Pine-Richland SD	2023	1070	1.5	23.5	46.4	28.6	75
Black or African American	2023	1100	0.0	0.0	75	25	100
Asian	2023	1120	0.0	9.5	23.8	66.7	90.5
Hispanic/Latino or any race	2023	1080	0.0	12.5	37.5	50	87.5
White	2023	1060	1.4	26	47.2	25.3	72.6
Multi-racial	2023	1080	9.1	0.0	63.6	27.3	90.9

MATH							
Group	Year	Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
State	2021	950	35.1	36.6	20.6	7.6	28.2
American Indian or Alaska Native	2021	930	44.6	36.9	14.6	3.8	18.5
Black or African American	2021	870	67.9	26.7	4.6	0.8	5.4
Asian	2021	1030	14.2	26.8	33.5	25.4	58.9
Hispanic/Latino or any race	2021	890	59.5	30.9	7.6	1.9	9.6
White	2021	960	27.2	39.7	24.5	8.6	33.1
Native Hawaiian or other Pacific Islander	2021	940	40	35	21.7	3.3	25
Multi-racial	2021	930	42.1	35.7	16.6	5.6	22.2
State	2022	950	38.9	28.8	18.9	13.3	32.3
American Indian or Alaska Native	2022	930	50.9	25.4	11.8	11.8	23.7
Black or African American	2022	870	71.8	21.1	5.6	1.6	7.2
Asian	2022	1050	15.8	22.4	25.3	36.5	61.8
Hispanic/Latino or any race	2022	890	61.6	25.7	9	3.7	12.7
White	2022	980	27.8	31.7	23.9	16.6	40.5
Native Hawaiian or other Pacific Islander	2022	970	30.5	27.6	25.7	16.2	41.9
Multi-racial	2022	940	43.6	29.3	16.1	11	27.1
State	2023	960	33.5	30.1	23.5	12.9	36.5
American Indian or Alaska Native	2023	940	41.5	30.3	18.5	9.7	28.2
Black or African American	2023	880	64.4	25.5	8.2	1.9	10.1
Asian	2023	1060	12.7	22.8	29	35.5	64.5
Hispanic/Latino or any race	2023	900	55.3	29.3	11.8	3.6	15.3
White	2023	990	22.6	31.7	29.6	16.1	45.7
Native Hawaiian or other Pacific Islander	2023	960	31.4	30.2	29.1	9.3	38.4
Multi-racial	2023	950	37.2	31.6	20.1	11	31.2
Pine-Richland SD	2021	1000	16	36.4	36.1	11.6	47.6
Black or African American	2021	910	33.3	66.7	0.0	0.0	0.0
Asian	2021	1050	0.0	30.4	47.8	21.7	69.6
Hispanic/Latino or any race	2021	980	40	20	20	20	40
White	2021	1000	17.4	36.6	35.1	10.9	46
Native Hawaiian or other Pacific Islander	2021	980	0.0	100	0.0	0.0	0.0
Multi-racial	2021	1040	0.0	36.4	54.5	9.1	63.6
Pine-Richland SD	2022	1060	7.1	23.8	32.6	36.5	69.1
Black or African American	2022	960	0.0	100	0.0	0.0	0.0
Asian	2022	1160	3.3	6.7	20	70	90
Hispanic/Latino or any race	2022	1000	0.0	66.7	16.7	16.7	33.3
White	2022	1050	7.2	25	33.9	33.9	67.8
Native Hawaiian or other Pacific Islander	2022	1170	0.0	0.0	0.0	100	100
Multi-racial	2022	1020	20	10	50	20	70
Pine-Richland SD	2023	1040	10.2	24.1	40.4	25.3	65.7
Black or African American	2023	1140	0.0	25	25	50	75
Asian	2023	1130	4.8	9.5	28.6	57.1	85.7
Hispanic/Latino or any race	2023	1090	12.5	12.5	25	50	75
White	2023	1040	10.8	26	41	22.2	63.2
Multi-racial	2023	1060	9.1	9.1	63.6	18.2	81.8

## Grade 6 ELA Reporting Categories & Anchors Defined

### **E6.F Key Ideas and Details**

- E6.A-K.1 Demonstrate understanding of key ideas and details in literature texts
- E6.B-K.1 Demonstrate understanding of key ideas and details in informational texts

### **E6.G Craft and Structure/Integration of Knowledge and Ideas**

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

### **E6.H Vocabulary Acquisition and Use**

- E6.A-V.4 Demonstrate understanding of vocabulary and figurative language in literature texts
- E6.B-V.4 Demonstrate understanding of vocabulary and figurative language in informational texts

### **E6.C Types of Writing**

- E6.C.1 Text Types and Purposes

### **E6.D Language**

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

### **E6.E Text-Dependent Analysis**

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

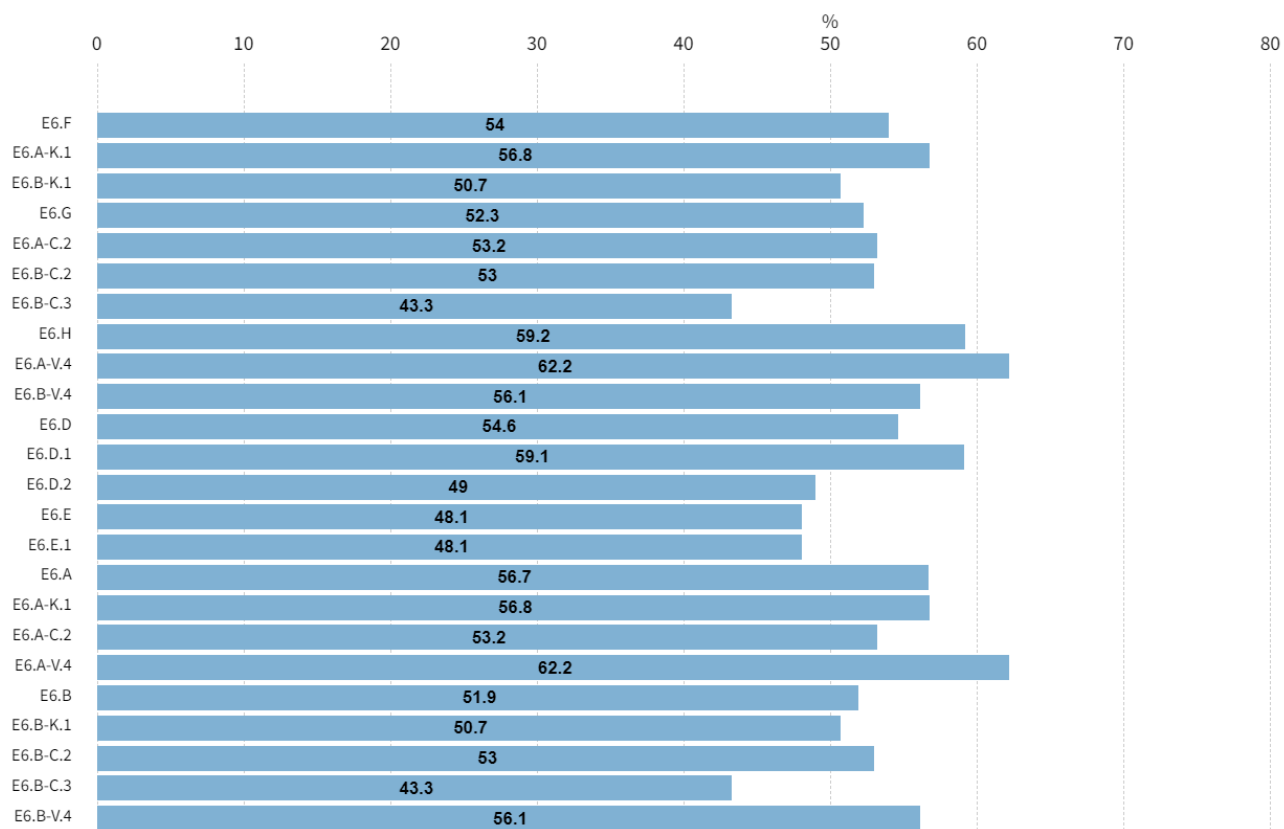
### **E6.A Literature Text**

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

### **E6.B Informational Text**

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

## Reporting Categories & Anchors Performance Grade 6 ELA State Grade 6 ELA Results 2023



## Pine-Richland Grade 6 ELA Results 2023





## Grade 6 Math Reporting Categories & Anchors Defined

### **M6.A-N      The Number System**

- M6.A-N.1      Apply and extend previous understandings of multiplication and division to divide fractions by fractions
- M6.A-N.2      Compute with multi-digit numbers and find common factors and multiples
- M6.A-N.3      Apply and extend previous understandings of numbers to the system of rational numbers

### **M6.A-R      Ratios and Proportional Relationships**

- M6.A-R.1      Understand ratio concepts and use ratio reasoning to solve problems

### **M6.B-E      Expressions and Equations**

- M6.B-E.1      Apply and extend previous understanding of arithmetic to numerical and algebraic expressions
- M6.B-E.2      Interpret and solve one-variable equations and inequalities
- M6.B-E.3      Represent and analyze quantitative relationships between dependent and independent variables

### **M6.C-G      Geometry**

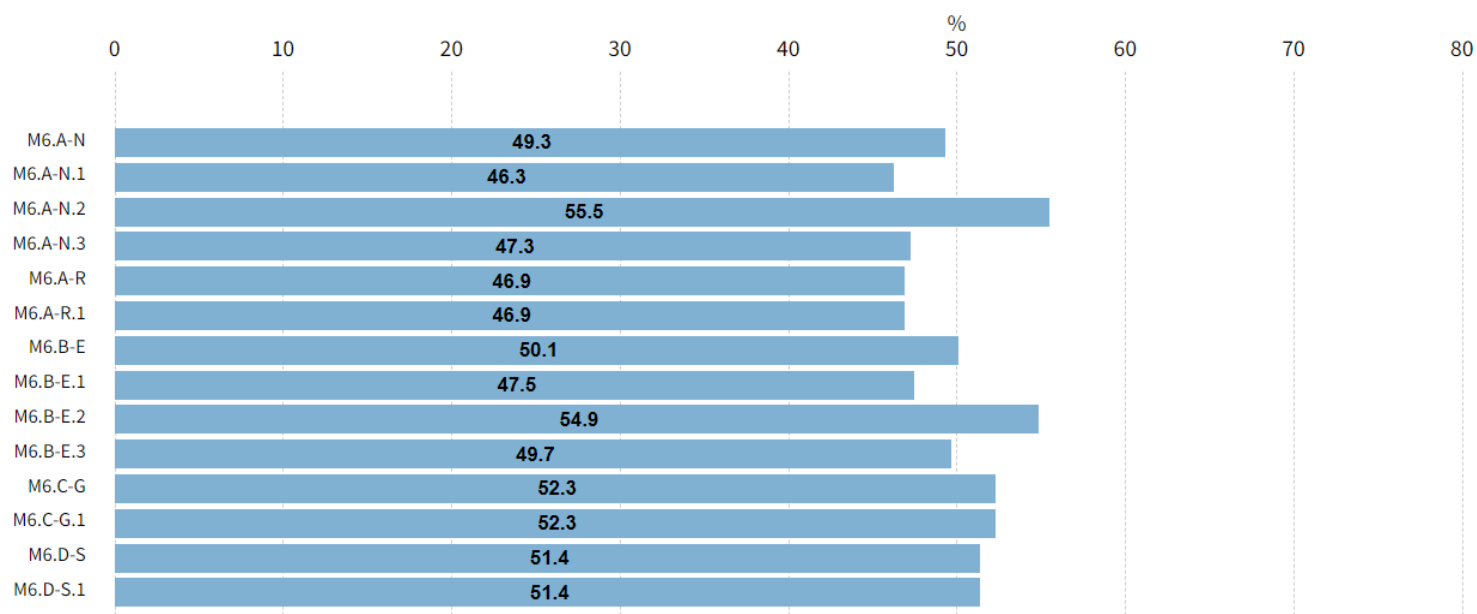
- M6.C-G.1      Solve real-world and mathematical problems involving area, surface area, and volume

### **M6.D-S      Statistics and Probability**

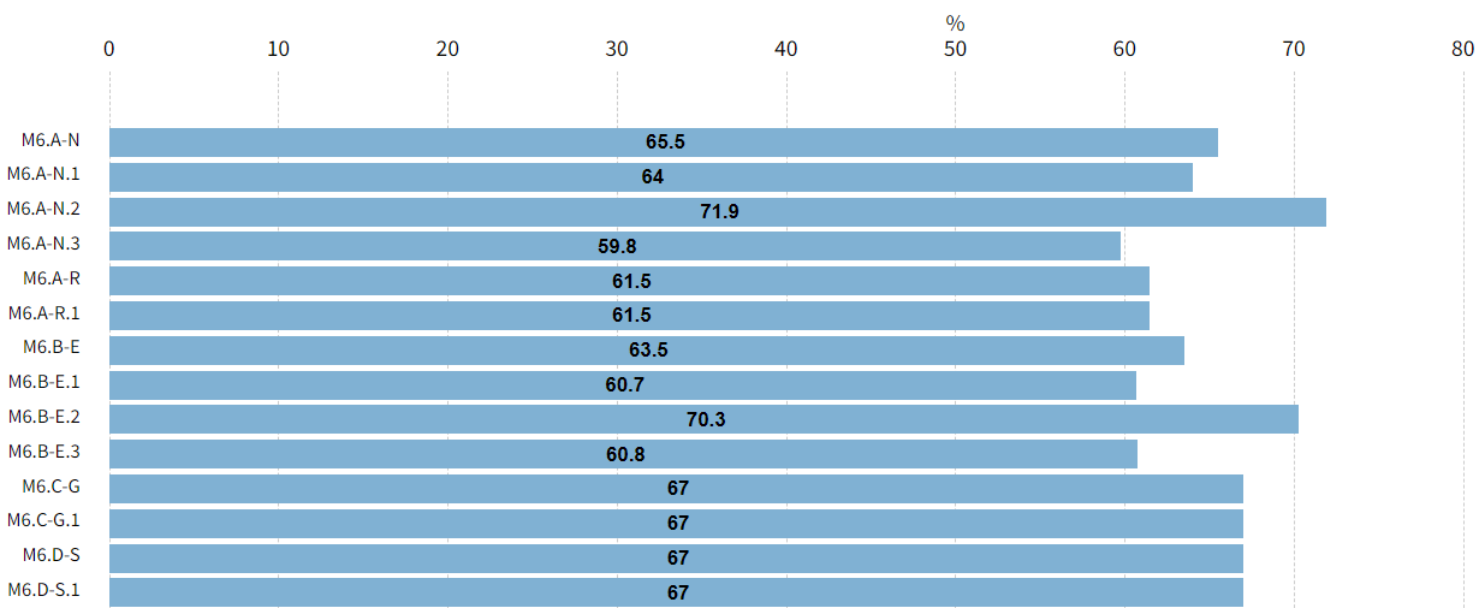
- M6.S.1      Demonstrate understanding of statistical variability by summarizing and describing distributions

## Reporting Categories & Anchors Performance Grade 6 Math

### State Grade 6 Math Results 2023



### Pine-Richland Grade 6 Math Results 2023



Value-Add 2023

ELA

Math

## Grade 7 PSSA State & District Results

Group	Subject	Year	Mean Scale Score	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency
				%	%	%	%	
State	ELA	2021	1010	3.9	42.8	43.5	9.8	<b>53.3</b>
State	ELA	2022	1020	5.1	37.7	39.5	17.8	<b>57.2</b>
State	ELA	2023	1020	4.5	41	36.8	17.7	<b>54.5</b>
State	Mathematics	2021	940	46.1	27.1	18.8	8.1	<b>26.9</b>
State	Mathematics	2022	950	43	30	17.4	9.7	<b>27</b>
State	Mathematics	2023	950	39.5	27.3	20.9	12.3	<b>33.2</b>
Pine-Richland SD	ELA	2021	1060	0.6	23.8	57.1	18.5	<b>75.5</b>
Pine-Richland SD	ELA	2022	1080	0.6	20.6	49	29.8	<b>78.8</b>
Pine-Richland SD	ELA	2023	1110	0.0	13.7	41.3	45.1	<b>86.3</b>
Pine-Richland SD	Mathematics	2021	1000	22.6	22	37.1	18.2	<b>55.3</b>
Pine-Richland SD	Mathematics	2022	1000	18.1	34.4	31.5	16	<b>47.6</b>
Pine-Richland SD	Mathematics	2023	1050	13.1	23	34.3	29.7	<b>64</b>

## Grade 7 PSSA Results with Gender Segmentation

ELA							
Group	Year	Mean Scale Score	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency
			%	%	%	%	
State	2021	1010	3.9	42.8	43.5	9.8	53.3
Female	2021	1030	2.3	36.5	47.8	13.4	61.2
Male	2021	990	5.4	48.7	39.4	6.5	45.9
State	2022	1020	5.1	37.7	39.5	17.8	57.2
Female	2022	1040	3.2	33.4	41.5	21.9	63.4
Male	2022	1000	6.9	41.8	37.5	13.9	51.4
State	2023	1020	4.5	41	36.8	17.7	54.5
Female	2023	1040	3.1	36.8	38.3	21.7	60
Male	2023	1000	5.7	44.9	35.4	14	49.4
Pine-Richland SD	2021	1060	0.6	23.8	57.1	18.5	75.5
Female	2021	1070	0.6	20.2	54	25.2	79.1
Male	2021	1040	0.6	27.6	60.3	11.5	71.8
Pine-Richland SD	2022	1080	0.6	20.6	49	29.8	78.8
Female	2022	1100	0.0	15.2	48.9	35.9	84.8
Male	2022	1050	1.2	26.7	49.1	23	72.1
Pine-Richland SD	2023	1110	0.0	13.7	41.3	45.1	86.3
Female	2023	1130	0.0	8.6	39.1	52.3	91.4
Male	2023	1090	0.0	18.8	43.5	37.6	81.2

MATH							
Group	Year	Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
State	2021	940	46.1	27.1	18.8	8.1	26.9
Female	2021	940	45.6	27.9	18.9	7.6	26.5
Male	2021	940	46.5	26.2	18.7	8.5	27.3
State	2022	950	43	30	17.4	9.7	27
Female	2022	950	41.4	31.9	17.6	9.1	26.7
Male	2022	940	44.5	28.1	17.1	10.2	27.3
State	2023	950	39.5	27.3	20.9	12.3	33.2
Female	2023	950	39.5	28.8	20.4	11.3	31.7
Male	2023	960	39.5	26	21.4	13.1	34.5
Pine-Richland SD	2021	1000	22.6	22	37.1	18.2	55.3
Female	2021	1000	25.6	21.3	36.6	16.5	53
Male	2021	1010	19.5	22.7	37.7	20.1	57.8
Pine-Richland SD	2022	1000	18.1	34.4	31.5	16	47.6
Female	2022	1000	15.8	37.5	32.1	14.7	46.7
Male	2022	1010	20.6	30.9	30.9	17.6	48.5
Pine-Richland SD	2023	1050	13.1	23	34.3	29.7	64
Female	2023	1040	11.5	26.4	35.6	26.4	62.1
Male	2023	1050	14.7	19.4	32.9	32.9	65.9

### Grade 7 PSSA Results with IEP Segmentation

ELA							
Group	Year	Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
State	2021	1010	3.9	42.8	43.5	9.8	53.3
Individualized Education Plan	2021	920	14.1	71.1	13.7	1	14.7
State	2022	1020	5.1	37.7	39.5	17.8	57.2
Individualized Education Plan	2022	920	16.8	63.6	17.2	2.5	19.7
State	2023	1020	4.5	41	36.8	17.7	54.5
Individualized Education Plan	2023	930	13.4	68.5	15.5	2.7	18.2
Pine-Richland SD	2021	1060	0.6	23.8	57.1	18.5	75.5
Individualized Education Plan	2021	980	3.9	60.8	27.5	7.8	35.3
Pine-Richland SD	2022	1080	0.6	20.6	49	29.8	78.8
Individualized Education Plan	2022	970	4.7	58.1	30.2	7	37.2
Pine-Richland SD	2023	1110	0.0	13.7	41.3	45.1	86.3
Individualized Education Plan	2023	980	0.0	64.9	29.7	5.4	35.1

MATH							
Group	Year	Mean Scale Score	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency
			%	%	%	%	
State	2021	940	46.1	27.1	18.8	8.1	26.9
Individualized Education Plan	2021	860	82.8	12.2	3.8	1.2	5
State	2022	950	43	30	17.4	9.7	27
Individualized Education Plan	2022	870	77.9	16.3	4.1	1.7	5.8
State	2023	950	39.5	27.3	20.9	12.3	33.2
Individualized Education Plan	2023	870	75.3	16.9	5.7	2.1	7.8
Pine-Richland SD	2021	1000	22.6	22	37.1	18.2	55.3
Individualized Education Plan	2021	930	56	18	16	10	26
Pine-Richland SD	2022	1000	18.1	34.4	31.5	16	47.6
Individualized Education Plan	2022	890	67.4	20.9	11.6	0.0	11.6
Pine-Richland SD	2023	1050	13.1	23	34.3	29.7	64
Individualized Education Plan	2023	910	52.6	28.9	13.2	5.3	18.4

### Grade 7 PSSA Results with Economically Disadvantaged Segmentation

ELA							
Group	Year	Mean Scale Score	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency
			%	%	%	%	
State	2021	1010	3.9	42.8	43.5	9.8	53.3
Economically Disadvantaged	2021	970	6.8	57.7	31.9	3.5	35.5
State	2022	1020	5.1	37.7	39.5	17.8	57.2
Economically Disadvantaged	2022	980	8.3	50.8	32.9	8	40.8
State	2023	1020	4.5	41	36.8	17.7	54.5
Economically Disadvantaged	2023	980	7.1	54.5	30.3	8.1	38.4
Pine-Richland SD	2021	1060	0.6	23.8	57.1	18.5	75.5
Economically Disadvantaged	2021	1040	0.0	41.2	47.1	11.8	58.8
Pine-Richland SD	2022	1080	0.6	20.6	49	29.8	78.8
Economically Disadvantaged	2022	1040	0.0	30	53.3	16.7	70
Pine-Richland SD	2023	1110	0.0	13.7	41.3	45.1	86.3
Economically Disadvantaged	2023	1080	0.0	19	47.6	33.3	81

MATH							
Group	Year	Mean Scale Score	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency
			%	%	%	%	
State	2021	940	46.1	27.1	18.8	8.1	26.9
Economically Disadvantaged	2021	890	65.5	22.7	9.5	2.4	11.8
State	2022	950	43	30	17.4	9.7	27
Economically Disadvantaged	2022	900	60.7	26.7	9.5	3.1	12.6
State	2023	950	39.5	27.3	20.9	12.3	33.2
Economically Disadvantaged	2023	910	56.2	26.5	12.7	4.6	17.3
Pine-Richland SD	2021	1000	22.6	22	37.1	18.2	55.3
Economically Disadvantaged	2021	980	31.2	25	25	18.8	43.8
Pine-Richland SD	2022	1000	18.1	34.4	31.5	16	47.6
Economically Disadvantaged	2022	960	36.7	30	26.7	6.7	33.3
Pine-Richland SD	2023	1050	13.1	23	34.3	29.7	64
Economically Disadvantaged	2023	970	31.8	36.4	18.2	13.6	31.8

# Grade 7 PSSA Results with Ethnicity Segmentation

Group	Year	Mean Scale Score	ELA				% At/Above Proficiency
			Below Basic %	Basic %	Proficient %	Advanced %	
State	2021	1010	3.9	42.8	43.5	9.8	53.3
American Indian or Alaska Native	2021	1000	3.6	48.2	41.1	7.1	48.2
Black or African American	2021	950	8.9	63.7	25.3	2.2	27.4
Asian	2021	1070	1	19.8	52.3	26.8	79.2
Hispanic/Latino or any race	2021	970	8.6	57.9	30.2	3.3	33.5
White	2021	1020	2.6	38.7	47.7	11	58.7
Native Hawaiian or other Pacific Islander	2021	1010	3.9	46.8	41.6	7.8	49.4
Multi-racial	2021	1000	5.1	46.9	39.4	8.6	48
State	2022	1020	5.1	37.7	39.5	17.8	57.2
American Indian or Alaska Native	2022	1000	5.9	40.4	41.5	12.2	53.7
Black or African American	2022	960	10.5	56.8	27.6	5.1	32.7
Asian	2022	1100	1.7	18	41.5	38.8	80.3
Hispanic/Latino or any race	2022	970	10.4	53.1	29.8	6.7	36.6
White	2022	1040	2.9	31.3	44.1	21.7	65.7
Native Hawaiian or other Pacific Islander	2022	1010	3.2	37.6	45.2	14	59.1
Multi-racial	2022	1010	5.4	40.4	39	15.2	54.2
State	2023	1020	4.5	41	36.8	17.7	54.5
American Indian or Alaska Native	2023	990	6.1	54.5	27.3	12.1	39.4
Black or African American	2023	960	9.3	60.8	24.7	5.2	29.9
Asian	2023	1100	1.5	19.9	37.7	40.9	78.6
Hispanic/Latino or any race	2023	970	9.1	57.5	26.7	6.7	33.5
White	2023	1040	2.5	34.2	41.8	21.4	63.3
Native Hawaiian or other Pacific Islander	2023	1040	1.7	40.7	31.4	26.3	57.6
Multi-racial	2023	1010	5.1	43.6	35.6	15.7	51.3
Pine-Richland SD	2021	1060	0.6	23.8	57.1	18.5	75.5
American Indian or Alaska Native	2021	950	0.0	100	0.0	0.0	0.0
Black or African American	2021	1080	0.0	0.0	100	0.0	100
Asian	2021	1090	0.0	27.8	38.9	33.3	72.2
Hispanic/Latino or any race	2021	1030	0.0	36.4	63.6	0.0	63.6
White	2021	1060	0.7	22.9	57.3	19	76.3
Multi-racial	2021	1030	0.0	25	75	0.0	75
Pine-Richland SD	2022	1080	0.6	20.6	49	29.8	78.8
Black or African American	2022	1040	0.0	0.0	75	25	100
Asian	2022	1110	0.0	13	47.8	39.1	87
Hispanic/Latino or any race	2022	1020	12.5	25	37.5	25	62.5
White	2022	1080	0.3	22.3	48	29.3	77.3
Native Hawaiian or other Pacific Islander	2022	1000	0.0	0.0	100	0.0	100
Multi-racial	2022	1110	0.0	0.0	69.2	30.8	100
Pine-Richland SD	2023	1110	0.0	13.7	41.3	45.1	86.3
Black or African American	2023	950	0.0	100	0.0	0.0	0.0
Asian	2023	1160	0.0	13.9	19.4	66.7	86.1
Hispanic/Latino or any race	2023	1050	0.0	11.1	77.8	11.1	88.9
White	2023	1110	0.0	12.9	43.6	43.6	87.1
Native Hawaiian or other Pacific Islander	2023	1150	0.0	0.0	0.0	100	100
Multi-racial	2023	1080	0.0	22.2	33.3	44.4	77.8

Group	Year	Mean Scale Score	MATH				% At/Above Proficiency
			Below Basic	Basic	Proficient	Advanced	
			%	%	%	%	
State	2021	940	46.1	27.1	18.8	8.1	26.9
American Indian or Alaska Native	2021	920	55.1	20.3	17.8	6.8	24.6
Black or African American	2021	870	78.1	16.1	4.8	1	5.8
Asian	2021	1030	18.7	22.1	29.8	29.4	59.2
Hispanic/Latino or any race	2021	880	69.7	20.5	7.5	2.2	9.8
White	2021	950	38.9	30.1	22.2	8.9	31.1
Native Hawaiian or other Pacific Islander	2021	930	55.8	22.1	13	9.1	22.1
Multi-racial	2021	920	54.1	25	14.5	6.4	21
State	2022	950	43	30	17.4	9.7	27
American Indian or Alaska Native	2022	930	49.7	27.2	16.2	6.8	23
Black or African American	2022	880	71.9	21.6	5.1	1.3	6.4
Asian	2022	1040	17.3	23.5	26.9	32.3	59.2
Hispanic/Latino or any race	2022	890	65.7	24.5	7.3	2.5	9.8
White	2022	970	33	33.6	21.8	11.6	33.4
Native Hawaiian or other Pacific Islander	2022	930	44.6	35.9	14.1	5.4	19.6
Multi-racial	2022	930	48.7	28.6	14.7	8	22.7
State	2023	950	39.5	27.3	20.9	12.3	33.2
American Indian or Alaska Native	2023	920	52.3	27.4	15.2	5.1	20.3
Black or African American	2023	880	69.9	21.1	7.1	1.9	9
Asian	2023	1050	16.8	19.6	27.4	36.2	63.6
Hispanic/Latino or any race	2023	900	62.4	24	10	3.6	13.6
White	2023	980	28.7	30	26.3	15	41.2
Native Hawaiian or other Pacific Islander	2023	960	37	25.2	26.1	11.8	37.8
Multi-racial	2023	940	44.5	27.6	17.8	10.1	27.8
Pine-Richland SD	2021	1000	22.6	22	37.1	18.2	55.3
American Indian or Alaska Native	2021	810	100	0.0	0.0	0.0	0.0
Black or African American	2021	1070	0.0	0.0	100	0.0	100
Asian	2021	1080	11.1	16.7	33.3	38.9	72.2
Hispanic/Latino or any race	2021	960	27.3	36.4	36.4	0.0	36.4
White	2021	1000	22.7	22.3	36.7	18.3	55
Multi-racial	2021	960	37.5	12.5	50	0.0	50
Pine-Richland SD	2022	1000	18.1	34.4	31.5	16	47.6
Black or African American	2022	960	25	50	25	0.0	25
Asian	2022	1050	8.7	21.7	43.5	26.1	69.6
Hispanic/Latino or any race	2022	950	55.6	22.2	0.0	22.2	22.2
White	2022	1000	18.4	35.1	31.4	15.1	46.5
Native Hawaiian or other Pacific Islander	2022	950	0.0	100	0.0	0.0	0.0
Multi-racial	2022	1040	0.0	38.5	38.5	23.1	61.5
Pine-Richland SD	2023	1050	13.1	23	34.3	29.7	64
Black or African American	2023	880	100	0.0	0.0	0.0	0.0
Asian	2023	1170	5.9	5.9	20.6	67.6	88.2
Hispanic/Latino or any race	2023	960	33.3	33.3	22.2	11.1	33.3
White	2023	1040	12.5	24.6	37	26	63
Native Hawaiian or other Pacific Islander	2023	1130	0.0	0.0	0.0	100	100
Multi-racial	2023	990	22.2	33.3	22.2	22.2	44.4



## Grade 7 ELA Reporting Categories & Anchors Defined

### **E7.F Key Ideas and Details**

- E7.A-K.1 Demonstrate understanding of key ideas and details in literature texts
- E7.B-K.1 Demonstrate understanding of key ideas and details in informational texts

### **E7.G Craft and Structure/Integration of Knowledge and Ideas**

- E7.A-C.2 Demonstrate knowledge of craft and structure of literature texts
- E7.A-C.3 Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among literature texts
- E7.B-C.2 Demonstrate craft and structure of informational texts
- E7.B-C.3 Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among informational texts

### **E7.H Vocabulary Acquisition and Use**

- E7.A-V.4 Demonstrate understanding of vocabulary and figurative language in literature texts
- E7.B-V.4 Demonstrate understanding of vocabulary and figurative language in informational texts

### **E7.C Types of Writing**

- E7.C.1 Text Types and Purposes

### **E7.D Language**

- E7.D.1 Conventions of Standard English
- E7.D.2 Knowledge of Language

### **E7.E Text-Dependent Analysis**

- E7.E.1 Read with accuracy to support comprehension, analysis, reflection, and research

### **E7.A Literature Text**

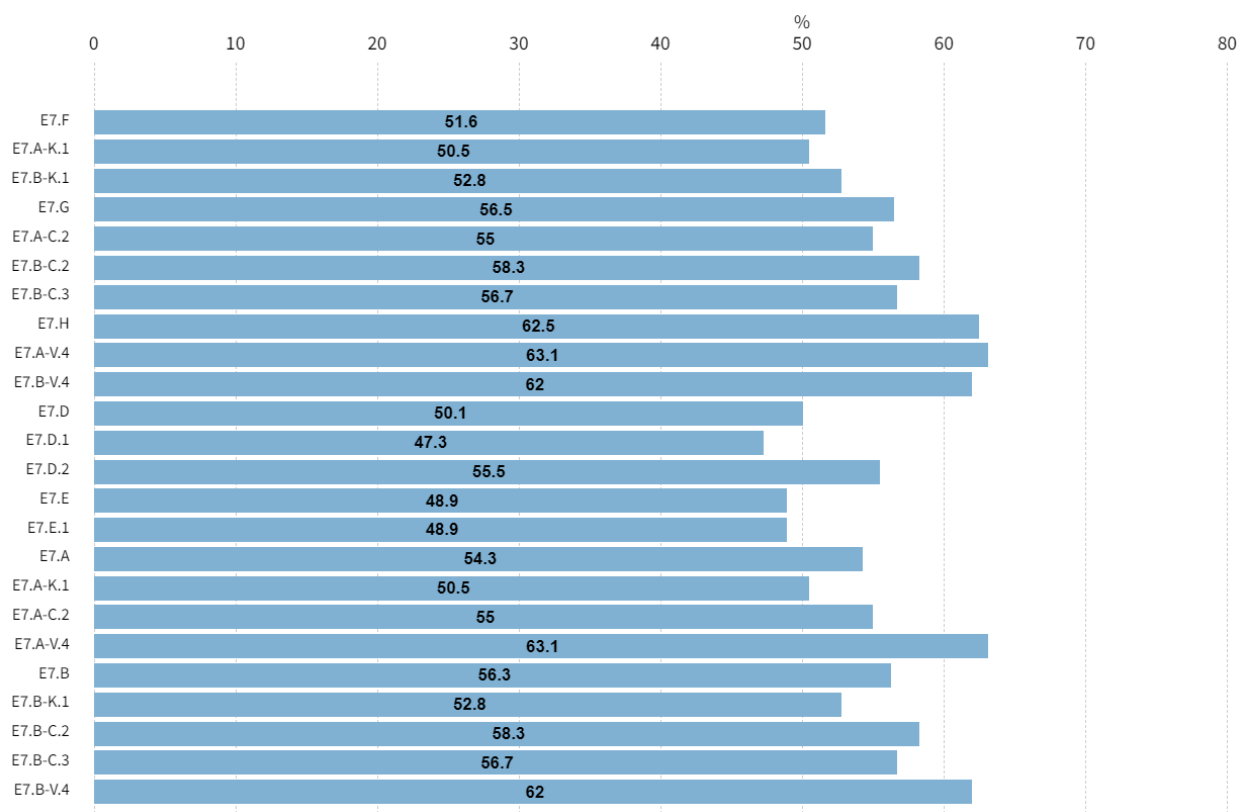
- E7.A-K.1 Demonstrate understanding of key ideas and details in literature texts
- E7.A-C.2 Demonstrate knowledge of craft and structure of literature texts
- E7.A-C.3 Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among literature texts
- E7.A-V.4 Demonstrate understanding of vocabulary and figurative language in literature texts

### **E7.B Informational Text**

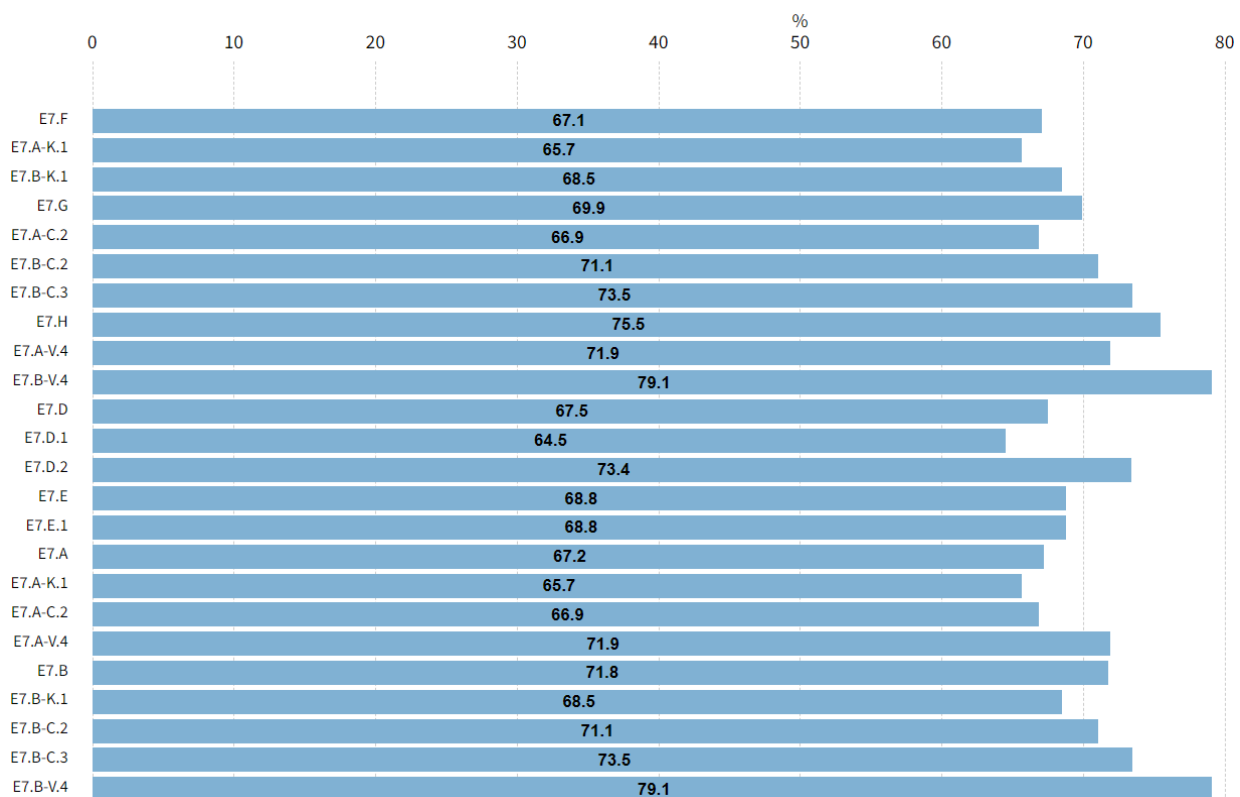
- E7.B-K.1 Demonstrate understanding of key ideas and details in informational texts
- E7.B-C.2 Demonstrate craft and structure of informational texts
- E7.B-C.3 Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among informational texts
- E7.B-V.4 Demonstrate understanding of vocabulary and figurative language in informational texts



## Reporting Categories & Anchors Performance Grade 7 ELA State Grade 7 ELA Results 2023



## Pine-Richland Grade 7 ELA Results 2023



## Grade 7 Math Reporting Categories & Anchors Defined

### **M7.A-N      The Number System**

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

### **M7.A-R      Ratios and Proportional Relationships**

M7.A-R.1      Demonstrate an understanding of proportional relationships

### **M7.B-E      Expressions and Equations**

M7.B-E.1      Represent expressions in equivalent forms

M7.B-E.2      Solve real-world mathematical problems using mathematical and algebraic expressions, equations, and inequalities

### **M7.C-G      Geometry**

M7.C-G.1      Demonstrate an understanding of geometric figures and their properties

M7.C-G.2      Solve real-world and mathematical problems involving angle measure, circumference, area, surface area, and volume

### **M7.D-S      Statistics and Probability**

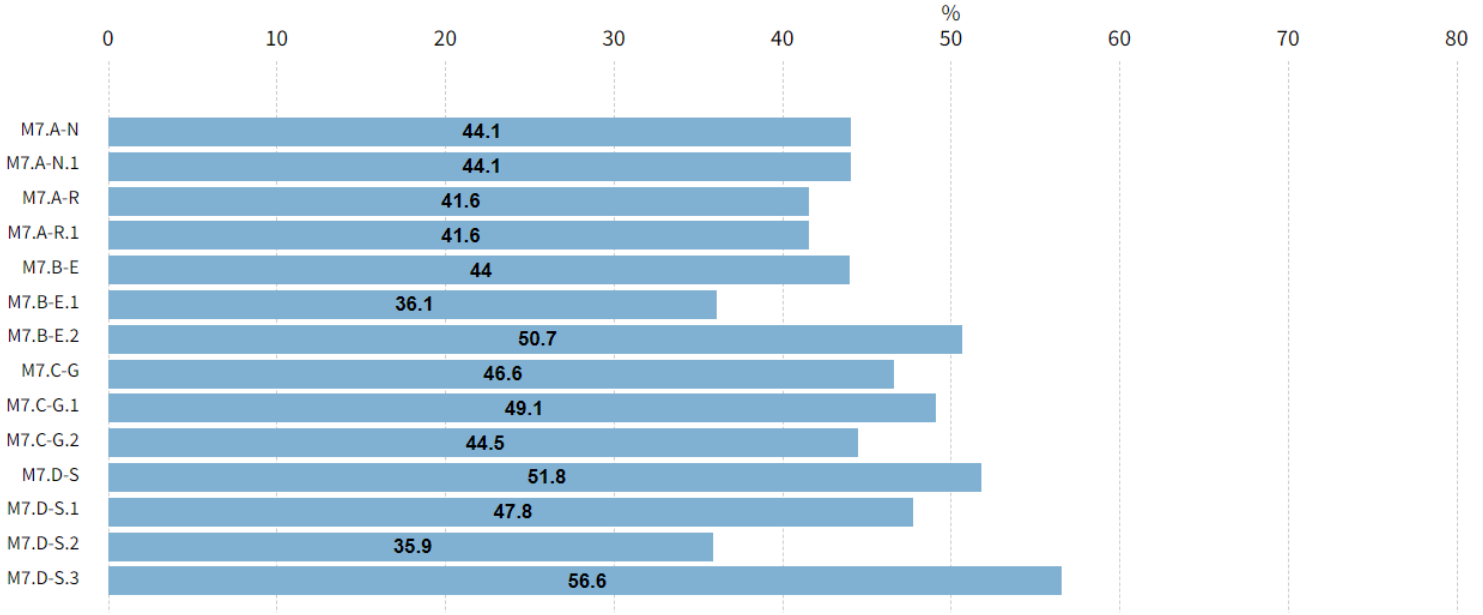
M7.D-S.1      Use random sampling to draw inferences about a population

M7.D-S.2      Draw comparative inferences about a population

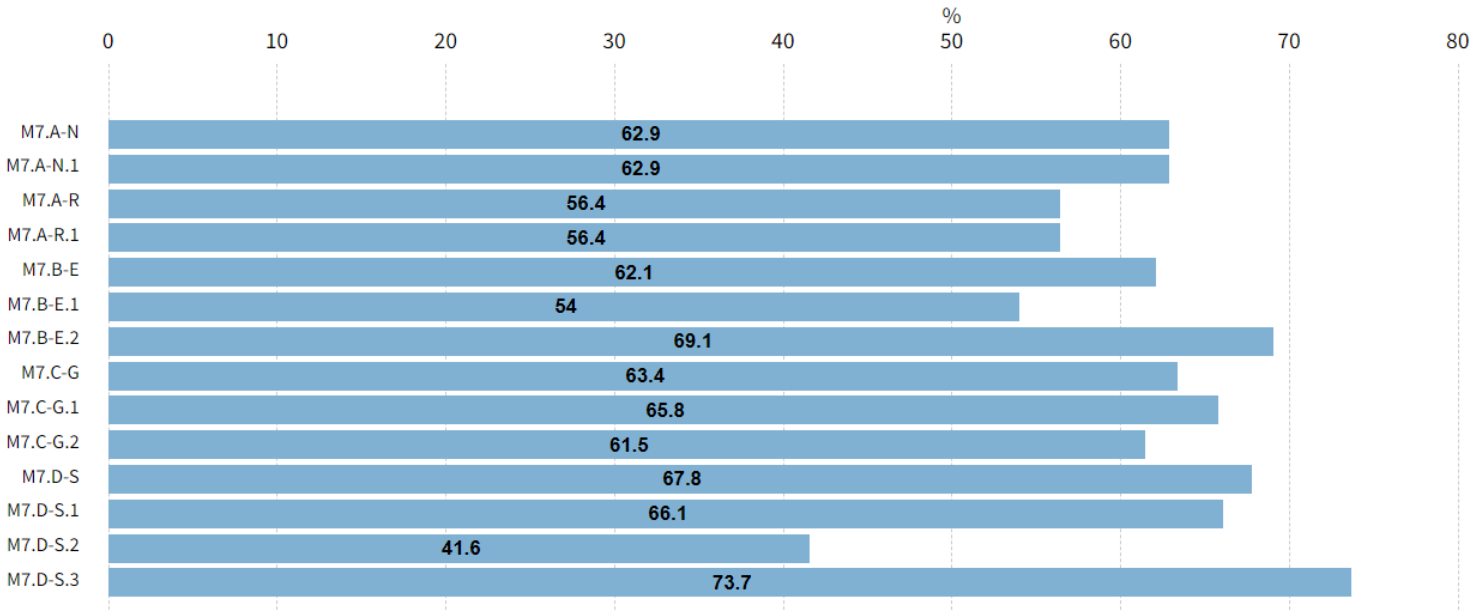
M7.D-S.3      Investigate chance processes and develop, use, and evaluate probability models

# Reporting Categories & Anchors Performance Grade 7 Math

## State Grade 7 Math Results 2023



## Pine-Richland Grade 7 Math Results 2023



Value-Add 2023

ELA

Math

## Grade 8 PSSA State & District Results

Group	Subject	Year	Mean Scale Score	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency
				%	%	%	%	
State	ELA	2021	1010	11.4	36	41.7	10.9	<b>52.6</b>
State	ELA	2022	1010	14.4	29.9	39.7	16	<b>55.6</b>
State	ELA	2023	1010	14.4	32.8	38.4	14.4	<b>52.7</b>
State	Mathematics	2021	920	53.5	24.5	15.8	6.3	<b>22.1</b>
State	Mathematics	2022	920	50.3	27.1	15.7	6.8	<b>22.6</b>
State	Mathematics	2023	930	46.9	27	17.7	8.3	<b>26.1</b>
State	Science	2021	1290	26.7	22.5	31.2	19.6	<b>50.8</b>
State	Science	2022	1290	28.3	20.6	31	20.1	<b>51.1</b>
State	Science	2023	1310	24.5	18.4	30.8	26.2	<b>57</b>
Pine-Richland SD	ELA	2021	1080	1.5	14.5	56.6	27.4	<b>84</b>
Pine-Richland SD	ELA	2022	1070	3.4	16.6	50.9	29.1	<b>80.1</b>
Pine-Richland SD	ELA	2023	1070	2.5	17.7	53.9	25.8	<b>79.8</b>
Pine-Richland SD	Mathematics	2021	990	22.5	31.4	30.2	16	<b>46.2</b>
Pine-Richland SD	Mathematics	2022	1000	18.5	33.5	32.3	15.7	<b>48</b>
Pine-Richland SD	Mathematics	2023	1010	16.6	32.6	34.6	16.3	<b>50.8</b>
Pine-Richland SD	Science	2021	1400	4.6	18.2	40.4	36.7	<b>77.2</b>
Pine-Richland SD	Science	2022	1410	11	13.5	39.3	36.2	<b>75.5</b>
Pine-Richland SD	Science	2023	1430	4.2	10.4	42.4	43	<b>85.4</b>

## Grade 8 PSSA Results with Gender Segmentation

ELA							
Group	Year	Mean Scale Score	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency
			%	%	%	%	
State	2021	1010	11.4	36	41.7	10.9	52.6
Female	2021	1020	7.5	33.7	45.5	13.3	58.8
Male	2021	990	14.9	38.1	38.2	8.7	47
State	2022	1010	14.4	29.9	39.7	16	55.6
Female	2022	1030	10	27.6	42	20.4	62.4
Male	2022	990	18.6	32	37.5	11.8	49.3
State	2023	1010	14.4	32.8	38.4	14.4	52.7
Female	2023	1030	10	31.3	40.7	18.1	58.8
Male	2023	990	18.7	34.3	36.2	10.9	47
Pine-Richland SD	2021	1080	1.5	14.5	56.6	27.4	84
Female	2021	1080	0.6	11.8	57.4	30.2	87.6
Male	2021	1070	2.6	17.3	55.8	24.4	80.1
Pine-Richland SD	2022	1070	3.4	16.6	50.9	29.1	80.1
Female	2022	1090	1.9	13	48.1	37	85.2
Male	2022	1060	4.9	20.1	53.7	21.3	75
Pine-Richland SD	2023	1070	2.5	17.7	53.9	25.8	79.8
Female	2023	1100	1.6	9.7	55.1	33.5	88.6
Male	2023	1050	3.5	26.3	52.6	17.5	70.2

MATH							
Group	Year	Mean Scale Score	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency
			%	%	%	%	
State	2021	920	53.5	24.5	15.8	6.3	22.1
Female	2021	930	50.6	26.9	16.5	6.1	22.5
Male	2021	910	56	22.3	15.2	6.5	21.7
State	2022	920	50.3	27.1	15.7	6.8	22.6
Female	2022	930	48.1	28.9	16.7	6.3	23
Male	2022	920	52.3	25.5	14.9	7.3	22.2
State	2023	930	46.9	27	17.7	8.3	26.1
Female	2023	930	45.1	28.8	18.1	8	26
Male	2023	930	48.6	25.2	17.4	8.7	26.1
Pine-Richland SD	2021	990	22.5	31.4	30.2	16	46.2
Female	2021	990	22.5	36.1	28.4	13	41.4
Male	2021	1000	22.4	26.3	32.1	19.2	51.3
Pine-Richland SD	2022	1000	18.5	33.5	32.3	15.7	48
Female	2022	1000	17.8	36.2	30.1	16	46
Male	2022	1010	19.1	30.9	34.6	15.4	50
Pine-Richland SD	2023	1010	16.6	32.6	34.6	16.3	50.8
Female	2023	1010	14.6	31.9	36.8	16.8	53.5
Male	2023	1010	18.7	33.3	32.2	15.8	48

SCIENCE							
Group	Year	Mean Scale Score	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency
			%	%	%	%	
State	2021	1290	26.7	22.5	31.2	19.6	50.8
Female	2021	1290	24.5	24.6	33.6	17.4	50.9
Male	2021	1290	28.7	20.6	29	21.7	50.7
State	2022	1290	28.3	20.6	31	20.1	51.1
Female	2022	1290	25.7	22.1	33.2	19	52.2
Male	2022	1290	30.7	19.2	29	21.1	50.1
State	2023	1310	24.5	18.4	30.8	26.2	57
Female	2023	1310	22.2	19.7	33.3	24.8	58.1
Male	2023	1310	26.7	17.2	28.5	27.6	56.1
Pine-Richland SD	2021	1400	4.6	18.2	40.4	36.7	77.2
Female	2021	1390	3	21.4	43.5	32.1	75.6
Male	2021	1410	6.4	14.7	37.2	41.7	78.8
Pine-Richland SD	2022	1410	11	13.5	39.3	36.2	75.5
Female	2022	1400	9.2	11	47.9	31.9	79.8
Male	2022	1410	12.9	16	30.7	40.5	71.2
Pine-Richland SD	2023	1430	4.2	10.4	42.4	43	85.4
Female	2023	1440	3.2	8.6	43.8	44.3	88.1
Male	2023	1420	5.3	12.3	40.9	41.5	82.5

# Grade 8 PSSA Results with IEP Segmentation

ELA							
Group	Year	Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
State	2021	1010	11.4	36	41.7	10.9	52.6
Individualized Education Plan	2021	920	36.4	48.5	13.7	1.3	15.1
State	2022	1010	14.4	29.9	39.7	16	55.6
Individualized Education Plan	2022	920	41.4	40.6	15.8	2.2	18
State	2023	1010	14.4	32.8	38.4	14.4	52.7
Individualized Education Plan	2023	920	40.4	43.3	14.4	1.8	16.3
Pine-Richland SD	2021	1080	1.5	14.5	56.6	27.4	84
Individualized Education Plan	2021	1010	5.9	26.5	64.7	2.9	67.6
Pine-Richland SD	2022	1070	3.4	16.6	50.9	29.1	80.1
Individualized Education Plan	2022	980	14	46	38	2	40
Pine-Richland SD	2023	1070	2.5	17.7	53.9	25.8	79.8
Individualized Education Plan	2023	960	18.2	56.8	22.7	2.3	25

MATH							
Group	Year	Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
State	2021	920	53.5	24.5	15.8	6.3	22.1
Individualized Education Plan	2021	840	88.1	8.3	2.8	0.8	3.6
State	2022	920	50.3	27.1	15.7	6.8	22.6
Individualized Education Plan	2022	840	85	11	2.9	1.1	3.9
State	2023	930	46.9	27	17.7	8.3	26.1
Individualized Education Plan	2023	850	82.9	12	3.9	1.2	5.1
Pine-Richland SD	2021	990	22.5	31.4	30.2	16	46.2
Individualized Education Plan	2021	910	67.6	14.7	11.8	5.9	17.6
Pine-Richland SD	2022	1000	18.5	33.5	32.3	15.7	48
Individualized Education Plan	2022	910	57.1	30.6	6.1	6.1	12.2
Pine-Richland SD	2023	1010	16.6	32.6	34.6	16.3	50.8
Individualized Education Plan	2023	880	61.4	29.5	9.1	0.0	9.1

SCIENCE							
Group	Year	Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
State	2021	1290	26.7	22.5	31.2	19.6	50.8
Individualized Education Plan	2021	1130	62.6	20.7	12.4	4.3	16.7
State	2022	1290	28.3	20.6	31	20.1	51.1
Individualized Education Plan	2022	1140	61.1	20.2	13.6	5.1	18.7
State	2023	1310	24.5	18.4	30.8	26.2	57
Individualized Education Plan	2023	1150	56.2	20.8	16.3	6.7	23.1
Pine-Richland SD	2021	1400	4.6	18.2	40.4	36.7	77.2
Individualized Education Plan	2021	1280	20.6	26.5	44.1	8.8	52.9
Pine-Richland SD	2022	1410	11	13.5	39.3	36.2	75.5
Individualized Education Plan	2022	1250	36	28	22	14	36
Pine-Richland SD	2023	1430	4.2	10.4	42.4	43	85.4
Individualized Education Plan	2023	1230	22.7	38.6	29.5	9.1	38.6

# Grade 8 PSSA Results with Economically Disadvantaged Segmentation

ELA							
Group	Year	Mean Scale Score	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency
			%	%	%	%	
State	2021	1010	11.4	36	41.7	10.9	52.6
Economically Disadvantaged	2021	970	19.4	45.7	30.6	4.3	34.9
State	2022	1010	14.4	29.9	39.7	16	55.6
Economically Disadvantaged	2022	970	22.6	37.9	32.4	7.1	39.5
State	2023	1010	14.4	32.8	38.4	14.4	52.7
Economically Disadvantaged	2023	970	21.9	40.9	30.6	6.6	37.2
Pine-Richland SD	2021	1080	1.5	14.5	56.6	27.4	84
Economically Disadvantaged	2021	1050	5	10	65	20	85
Pine-Richland SD	2022	1070	3.4	16.6	50.9	29.1	80.1
Economically Disadvantaged	2022	1030	0.0	33.3	52.4	14.3	66.7
Pine-Richland SD	2023	1070	2.5	17.7	53.9	25.8	79.8
Economically Disadvantaged	2023	1030	11.4	31.4	40	17.1	57.1

MATH							
Group	Year	Mean Scale Score	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency
			%	%	%	%	
State	2021	920	53.5	24.5	15.8	6.3	22.1
Economically Disadvantaged	2021	880	72.6	17.9	7.5	2	9.5
State	2022	920	50.3	27.1	15.7	6.8	22.6
Economically Disadvantaged	2022	880	68.7	21.3	7.8	2.3	10
State	2023	930	46.9	27	17.7	8.3	26.1
Economically Disadvantaged	2023	890	64.2	22.8	10	3	13
Pine-Richland SD	2021	990	22.5	31.4	30.2	16	46.2
Economically Disadvantaged	2021	950	40	30	25	5	30
Pine-Richland SD	2022	1000	18.5	33.5	32.3	15.7	48
Economically Disadvantaged	2022	940	47.4	21.1	21.1	10.5	31.6
Pine-Richland SD	2023	1010	16.6	32.6	34.6	16.3	50.8
Economically Disadvantaged	2023	960	34.3	31.4	22.9	11.4	34.3

SCIENCE							
Group	Year	Mean Scale Score	Below Basic	Basic	Proficient	Advanced	% At/Above Proficiency
			%	%	%	%	
State	2021	1290	26.7	22.5	31.2	19.6	50.8
Economically Disadvantaged	2021	1210	42.1	25.7	23.5	8.7	32.2
State	2022	1290	28.3	20.6	31	20.1	51.1
Economically Disadvantaged	2022	1210	42.5	23.8	24.3	9.4	33.7
State	2023	1310	24.5	18.4	30.8	26.2	57
Economically Disadvantaged	2023	1230	36.9	22.6	27	13.5	40.5
Pine-Richland SD	2021	1400	4.6	18.2	40.4	36.7	77.2
Economically Disadvantaged	2021	1340	10	25	40	25	65
Pine-Richland SD	2022	1410	11	13.5	39.3	36.2	75.5
Economically Disadvantaged	2022	1350	20	15	40	25	65
Pine-Richland SD	2023	1430	4.2	10.4	42.4	43	85.4
Economically Disadvantaged	2023	1360	11.4	25.7	28.6	34.3	62.9



# Grade 8 PSSA Results with Ethnicity Segmentation

Group	Year	Scale Score	ELA				% At/Above Proficiency
			Below Basic	Basic	Proficient	Advanced	
			%	%	%	%	
State	2021	1010	11.4	36	41.7	10.9	52.6
American Indian or Alaska Native	2021	1000	14.3	34.1	40.5	11.1	51.6
Black or African American	2021	950	24.8	49.3	23.2	2.7	25.9
Asian	2021	1080	3.9	19.1	47	29.9	77
Hispanic/Latino or any race	2021	960	22.7	44.7	28.6	4	32.6
White	2021	1020	8.2	33.7	46.1	12	58.1
Native Hawaiian or other Pacific Islander	2021	1020	7.4	42	37	13.6	50.6
Multi-racial	2021	1000	13.9	39.9	36.4	9.8	46.2
State	2022	1010	14.4	29.9	39.7	16	55.6
American Indian or Alaska Native	2022	1000	14.4	42	30.4	13.3	43.6
Black or African American	2022	960	26.5	41.3	27.6	4.6	32.2
Asian	2022	1090	4.6	14.7	41.4	39.2	80.7
Hispanic/Latino or any race	2022	960	26.6	37.3	30	6.1	36.1
White	2022	1030	9.8	26.7	44.4	19	63.5
Native Hawaiian or other Pacific Islander	2022	1030	12.4	28.9	40.2	18.6	58.8
Multi-racial	2022	1010	16.2	31.8	37.5	14.5	52
State	2023	1010	14.4	32.8	38.4	14.4	52.7
American Indian or Alaska Native	2023	990	18.7	36.3	36.8	8.3	45.1
Black or African American	2023	950	25.8	43.6	26.4	4.2	30.6
Asian	2023	1090	4.8	15.9	42.4	36.9	79.3
Hispanic/Latino or any race	2023	960	26.1	41.2	27.2	5.5	32.7
White	2023	1030	9.8	29.6	43.4	17.1	60.6
Native Hawaiian or other Pacific Islander	2023	1010	13.5	34.6	39.4	12.5	51.9
Multi-racial	2023	1000	15.9	34.6	36.6	12.9	49.5
<b>Pine-Richland SD</b>	<b>2021</b>	<b>1080</b>	<b>1.5</b>	<b>14.5</b>	<b>56.6</b>	<b>27.4</b>	<b>84</b>
American Indian or Alaska Native	2021	1080	0.0	0.0	100	0.0	100
Black or African American	2021	1050	25	0.0	25	50	75
Asian	2021	1150	0.0	0.0	47.4	52.6	100
Hispanic/Latino or any race	2021	1040	0.0	20	80	0.0	80
White	2021	1070	1.4	15.8	57.4	25.4	82.7
Multi-racial	2021	1120	0.0	8.3	50	41.7	91.7
<b>Pine-Richland SD</b>	<b>2022</b>	<b>1070</b>	<b>3.4</b>	<b>16.6</b>	<b>50.9</b>	<b>29.1</b>	<b>80.1</b>
Black or African American	2022	1050	0.0	0.0	100	0.0	100
Asian	2022	1120	0.0	10.5	42.1	47.4	89.5
Hispanic/Latino or any race	2022	1100	0.0	18.2	45.5	36.4	81.8
White	2022	1070	3.1	17.1	51	28.7	79.7
Multi-racial	2022	980	28.6	14.3	57.1	0.0	57.1
<b>Pine-Richland SD</b>	<b>2023</b>	<b>1070</b>	<b>2.5</b>	<b>17.7</b>	<b>53.9</b>	<b>25.8</b>	<b>79.8</b>
Black or African American	2023	1050	0.0	25	50	25	75
Asian	2023	1130	0.0	8.3	37.5	54.2	91.7
Hispanic/Latino or any race	2023	1030	20	20	40	20	60
White	2023	1070	2.3	18.8	55.8	23.1	78.9
Native Hawaiian or other Pacific Islander	2023	1050	0.0	0.0	100	0.0	100
Multi-racial	2023	1110	0.0	7.1	50	42.9	92.9



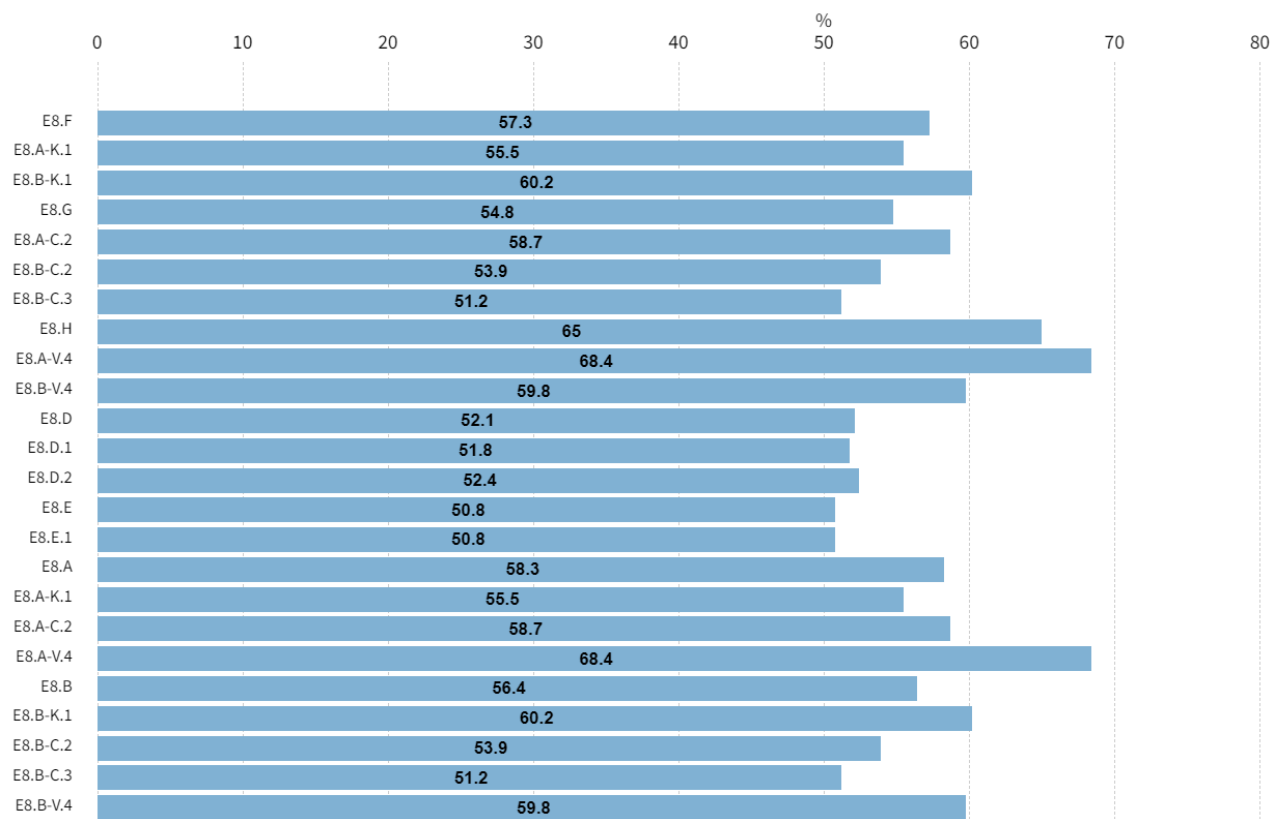
MATH							
Group	Year	Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
State	2021	920	53.5	24.5	15.8	6.3	22.1
American Indian or Alaska Native	2021	910	55	29.5	8.5	7	15.5
Black or African American	2021	850	83.1	12.3	3.8	0.8	4.6
Asian	2021	1020	23.5	22.5	26.6	27.4	54
Hispanic/Latino or any race	2021	870	75.7	16.2	6.5	1.5	8
White	2021	930	47.4	27.6	18.4	6.6	25
Native Hawaiian or other Pacific Islander	2021	940	45	32.5	12.5	10	22.5
Multi-racial	2021	900	62.8	20.6	11.4	5.3	16.6
State	2022	920	50.3	27.1	15.7	6.8	22.6
American Indian or Alaska Native	2022	900	63.2	18.7	13.7	4.4	18.1
Black or African American	2022	860	78.4	16.2	4.4	1	5.4
Asian	2022	1030	20.3	24.4	28.1	27.1	55.2
Hispanic/Latino or any race	2022	870	72.7	18.9	6.4	2	8.4
White	2022	940	41	31.6	19.6	7.8	27.4
Native Hawaiian or other Pacific Islander	2022	920	51	26.5	16.3	6.1	22.4
Multi-racial	2022	910	56.1	25.4	12.8	5.7	18.5
State	2023	930	46.9	27	17.7	8.3	26.1
American Indian or Alaska Native	2023	910	55.7	24.2	15.5	4.6	20.1
Black or African American	2023	860	74.8	17.4	6.4	1.4	7.8
Asian	2023	1040	18.2	22.3	29.3	30.2	59.5
Hispanic/Latino or any race	2023	880	69.4	20.3	7.8	2.5	10.4
White	2023	950	37.2	31.2	21.9	9.7	31.6
Native Hawaiian or other Pacific Islander	2023	920	50	29.2	12.3	8.5	20.8
Multi-racial	2023	920	53.1	24.8	15.1	7	22.1
Pine-Richland SD	2021	990	22.5	31.4	30.2	16	46.2
American Indian or Alaska Native	2021	990	0.0	100	0.0	0.0	0.0
Black or African American	2021	910	50	25	25	0.0	25
Asian	2021	1070	10.5	15.8	31.6	42.1	73.7
Hispanic/Latino or any race	2021	950	20	60	20	0.0	20
White	2021	990	23.6	32	30.3	14.1	44.4
Multi-racial	2021	1050	8.3	25	33.3	33.3	66.7
Pine-Richland SD	2022	1000	18.5	33.5	32.3	15.7	48
Black or African American	2022	1000	0.0	66.7	33.3	0.0	33.3
Asian	2022	1070	5.3	21.1	42.1	31.6	73.7
Hispanic/Latino or any race	2022	990	25	25	33.3	16.7	50
White	2022	1000	18.7	34.9	31.7	14.8	46.5
Multi-racial	2022	930	42.9	14.3	28.6	14.3	42.9
Pine-Richland SD	2023	1010	16.6	32.6	34.6	16.3	50.8
Black or African American	2023	970	0.0	75	25	0.0	25
Asian	2023	1070	4.2	25	37.5	33.3	70.8
Hispanic/Latino or any race	2023	980	50	20	0.0	30	30
White	2023	1000	17.5	33.7	35	13.9	48.8
Native Hawaiian or other Pacific Islander	2023	940	0.0	100	0.0	0.0	0.0
Multi-racial	2023	1080	0.0	14.3	50	35.7	85.7

SCIENCE							
Group	Year	Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
State	2021	1290	26.7	22.5	31.2	19.6	50.8
American Indian or Alaska Native	2021	1280	26.9	26.9	28.5	17.7	46.2
Black or African American	2021	1150	55.5	24.8	15.9	3.8	19.7
Asian	2021	1410	11.3	13.7	33.4	41.5	75
Hispanic/Latino or any race	2021	1190	45.7	26.1	21.1	7.1	28.2
White	2021	1320	20.6	22.1	34.9	22.5	57.3
Native Hawaiian or other Pacific Islander	2021	1300	20.8	26	32.5	20.8	53.2
Multi-racial	2021	1250	33.9	23.5	26.2	16.4	42.6
State	2022	1290	28.3	20.6	31	20.1	51.1
American Indian or Alaska Native	2022	1250	36.1	22.4	26.8	14.8	41.5
Black or African American	2022	1160	53	24.6	18	4.4	22.4
Asian	2022	1420	10.6	13.4	33.6	42.4	75.9
Hispanic/Latino or any race	2022	1190	47.6	23.3	22	7.2	29.1
White	2022	1330	19.8	19.6	35.8	24.8	60.7
Native Hawaiian or other Pacific Islander	2022	1290	24.7	24.7	26.8	23.7	50.5
Multi-racial	2022	1270	32.7	21.3	28.4	17.6	46.1
State	2023	1310	24.5	18.4	30.8	26.2	57
American Indian or Alaska Native	2023	1270	27.5	19.7	38.3	14.5	52.8
Black or African American	2023	1180	47.6	24.6	21.2	6.5	27.8
Asian	2023	1450	9.2	10.9	30.8	49	79.8
Hispanic/Latino or any race	2023	1210	41.6	23.3	24.4	10.7	35.1
White	2023	1360	16.4	16.3	34.6	32.7	67.3
Native Hawaiian or other Pacific Islander	2023	1310	21	19	39	21	60
Multi-racial	2023	1290	27.8	19.9	29.2	23	52.3
Pine-Richland SD	2021	1400	4.6	18.2	40.4	36.7	77.2
American Indian or Alaska Native	2021	1590	0.0	0.0	0.0	100	100
Black or African American	2021	1300	25	25	50	0.0	50
Asian	2021	1480	0.0	5.3	42.1	52.6	94.7
Hispanic/Latino or any race	2021	1390	0.0	20	80	0.0	80
White	2021	1400	4.9	19.4	39.6	36	75.6
Multi-racial	2021	1460	0.0	8.3	41.7	50	91.7
Pine-Richland SD	2022	1410	11	13.5	39.3	36.2	75.5
Black or African American	2022	1470	0.0	0.0	66.7	33.3	100
Asian	2022	1500	5.3	0.0	31.6	63.2	94.7
Hispanic/Latino or any race	2022	1390	16.7	8.3	41.7	33.3	75
White	2022	1400	10.9	15.1	39.3	34.7	74
Multi-racial	2022	1360	28.6	0.0	42.9	28.6	71.4
Pine-Richland SD	2023	1430	4.2	10.4	42.4	43	85.4
Black or African American	2023	1350	0.0	25	50	25	75
Asian	2023	1530	0.0	0.0	37.5	62.5	100
Hispanic/Latino or any race	2023	1350	20	40	0.0	40	40
White	2023	1420	4.3	10.6	43.9	41.3	85.1
Native Hawaiian or other Pacific Islander	2023	1310	0.0	0.0	100	0.0	100
Multi-racial	2023	1530	0.0	0.0	42.9	57.1	100

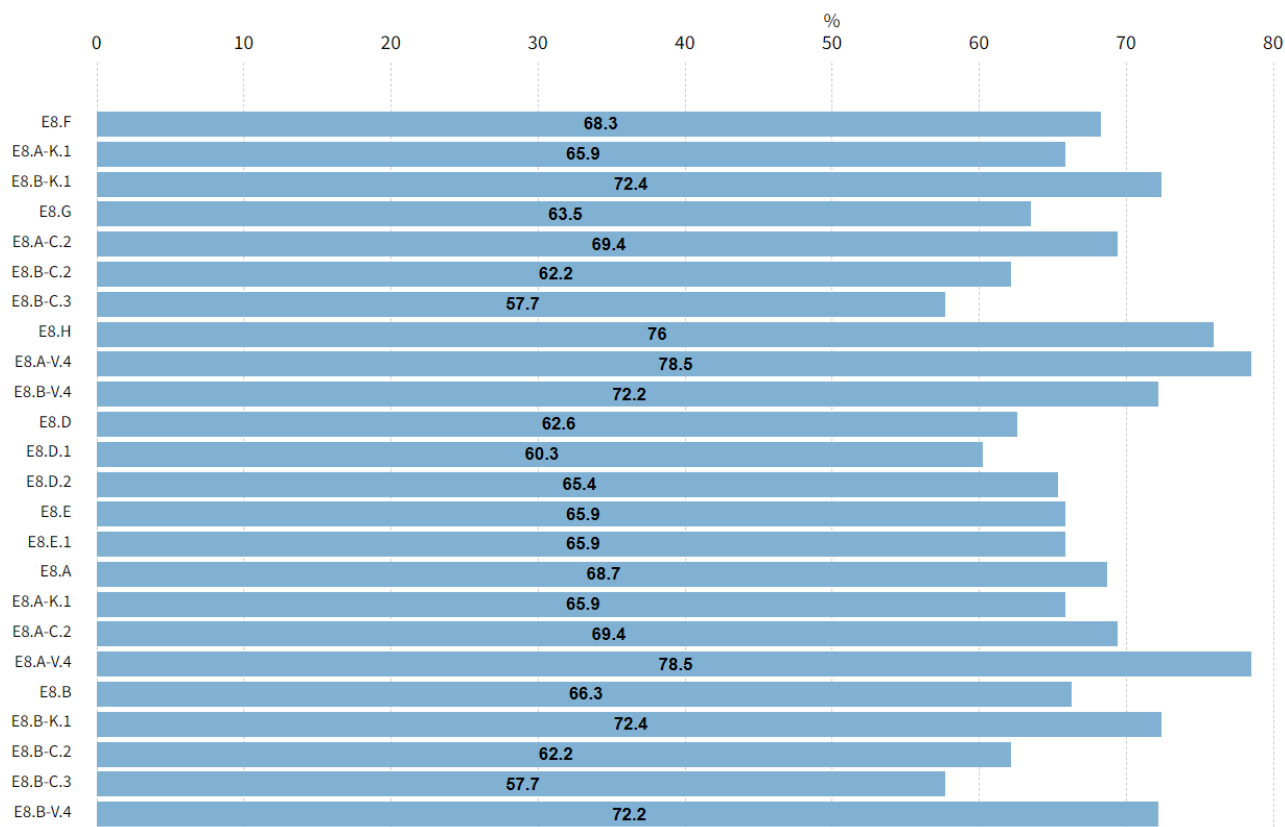
## Grade 8 ELA Reporting Categories & Anchors Defined

<b>E8.F</b>	<b>Key Ideas and Details</b>
E8.A-K.1	Demonstrate understanding of key ideas and details in literature texts
E8.B-K.1	Demonstrate understanding of key ideas and details in informational texts
<b>E8.G</b>	<b>Craft and Structure/Integration of Knowledge and Ideas</b>
E8.A-C.2	Demonstrate knowledge of craft and structure of literature texts
E8.A-C.3	Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among literature texts
E8.B-C.2	Demonstrate craft and structure of informational texts
E8.B-C.3	Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among informational texts
<b>E8.H</b>	<b>Vocabulary Acquisition and Use</b>
E8.A-V.4	Demonstrate understanding of vocabulary and figurative language in literature texts
E8.B-V.4	Demonstrate understanding of vocabulary and figurative language in informational texts
<b>E8.C</b>	<b>Types of Writing</b>
E8.C.1	Text Types and Purposes
<b>E8.D</b>	<b>Language</b>
E8.D.1	Conventions of Standard English
E8.D.2	Knowledge of Language
<b>E8.E</b>	<b>Text-Dependent Analysis</b>
E8.E.1	Read with accuracy to support comprehension, analysis, reflection, and research
<b>E8.A</b>	<b>Literature Text</b>
E8.A-K.1	Demonstrate understanding of key ideas and details in literature texts
E8.A-C.2	Demonstrate knowledge of craft and structure of literature texts
E8.A-C.3	Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among literature texts
E8.A-V.4	Demonstrate understanding of vocabulary and figurative language in literature texts
<b>E8.B</b>	<b>Informational Text</b>
E8.B-K.1	Demonstrate understanding of key ideas and details in informational texts
E8.B-C.2	Demonstrate craft and structure of informational texts
E8.B-V.4	Demonstrate understanding of vocabulary and figurative language in informational texts

## Reporting Categories & Anchors Performance Grade 8 ELA State Grade 8 ELA Results 2023



## Pine-Richland Grade 8 ELA Results 2023



## Grade 8 Math Reporting Categories & Anchors Defined

### **M8.A-N      The Number System**

M8.A-N.1      Demonstrate an understanding of rational and irrational numbers

### **M8.B-E      Expressions and Equations**

M8.B-E.1      Demonstrate an understanding of expressions and equations with radicals and integer exponents

M8.B-E.2      Understand the connections between proportional relationships, lines, and linear equations

M8.B-E.3      Analyze and solve linear equations and pairs of simultaneous linear equations

### **M8.B-F      Functions**

M8.B-F.1      Analyze and interpret functions

M8.B-F.2      Use functions to model relationships between quantities

### **M8.C-G      Geometry**

M8.C-G.1      Demonstrate an understanding of geometric transformations

M8.C-G.2      Understand and apply the Pythagorean Theorem

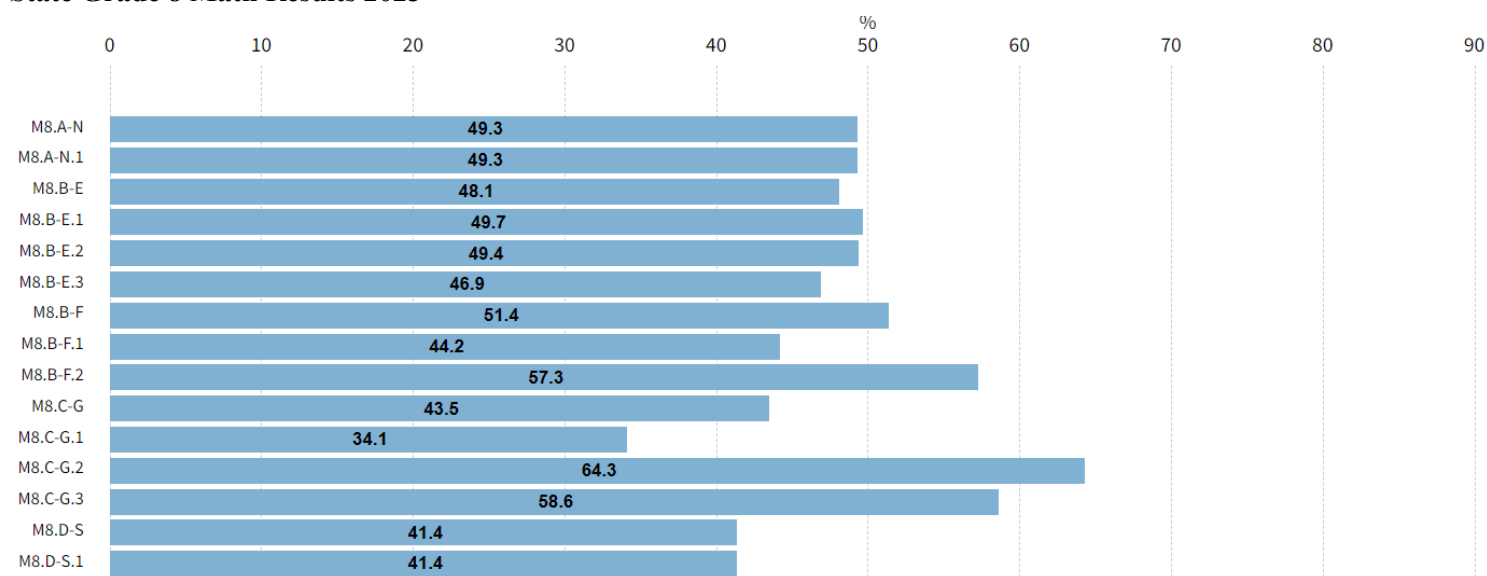
M8.C-G.3      Solve real-world and mathematical problems involving volume

### **M8-D.S      Statistics and Probability**

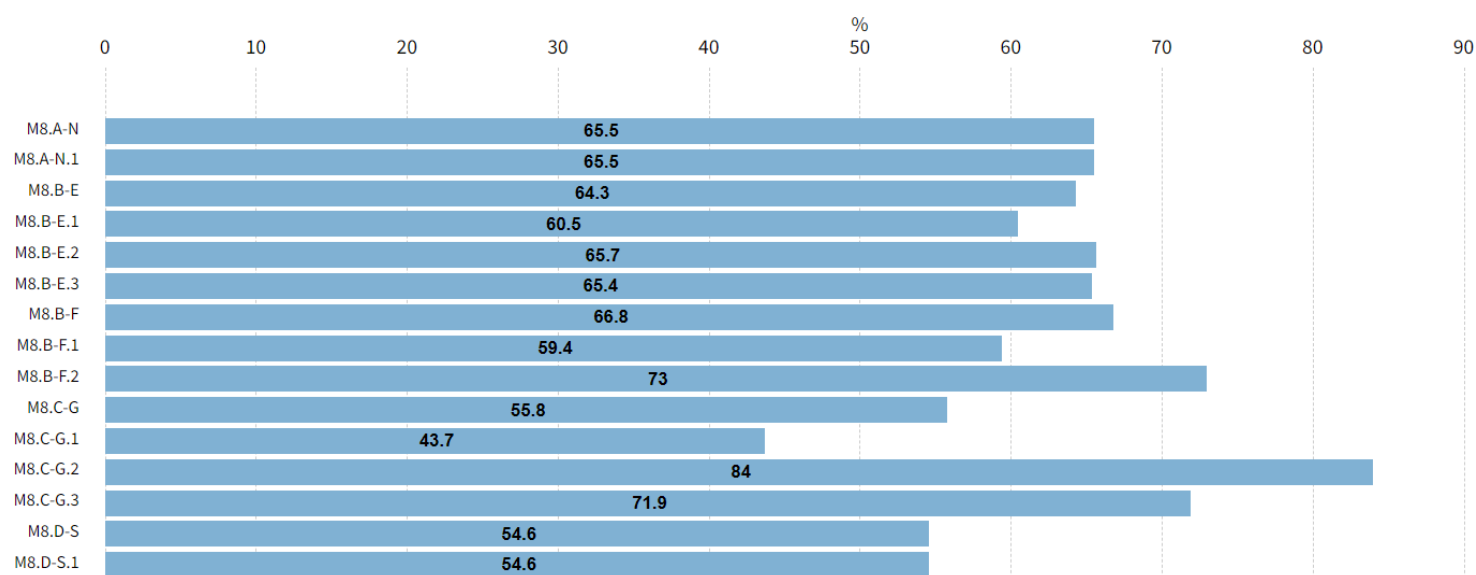
M8-D-S.1      Investigate patterns of association in bivariate data

## Reporting Categories & Anchors Performance Grade 8 Math

### State Grade 8 Math Results 2023



### Pine-Richland Grade 8 Math Results 2023



## Grade 8 Science Reporting Categories & Anchors Defined

### S.A     **Nature of Science**

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

### S.B     **Biological Sciences**

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

### S.C     **Physical Sciences**

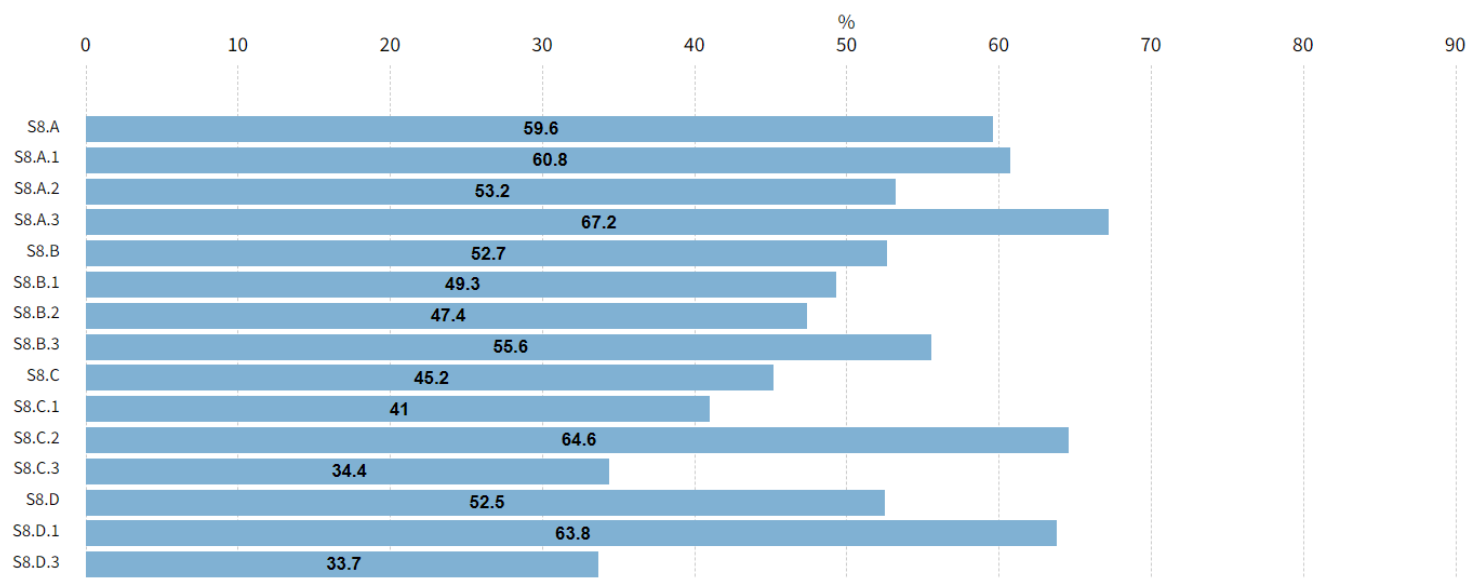
- S.C.1     Structure, Properties, and Interactions of Matter and Energy
- S.C.2     Forms, Sources, Conversions, and Transfer of Energy
- S.C.3     Principles of Force and Motion

### S.D     **Earth and Space Sciences**

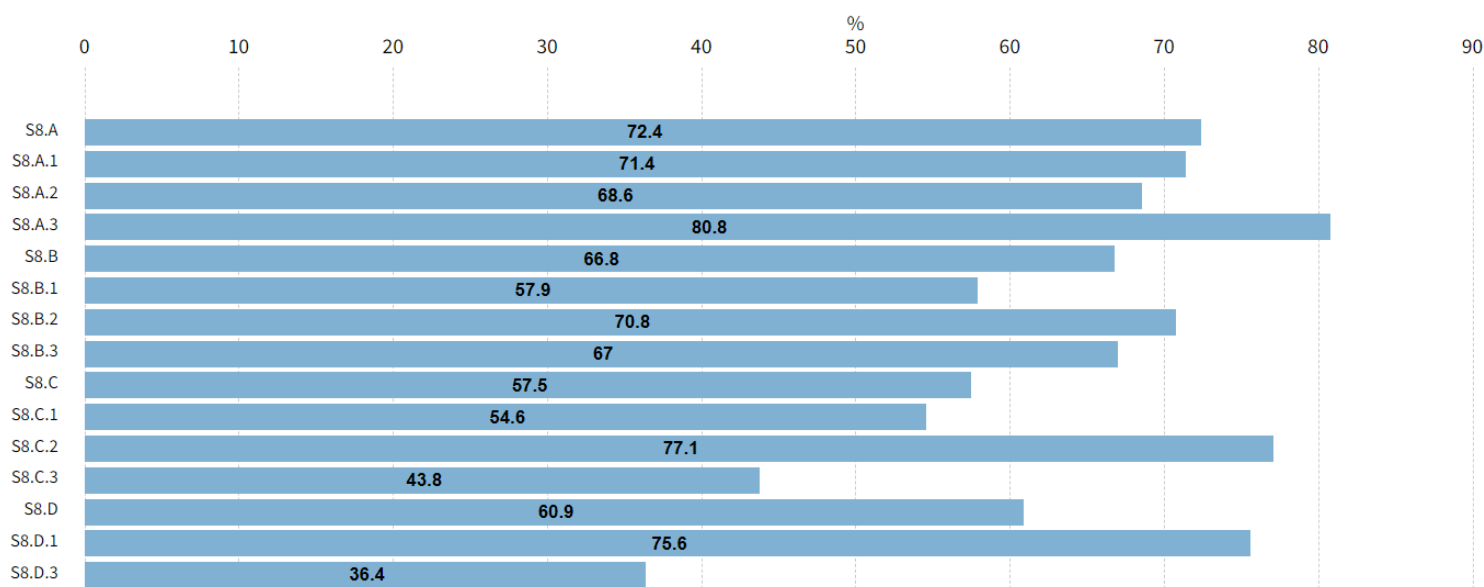
- S.D.1     Earth Features and Processes that Change Earth and its Resources
- S.D.2     Weather, Climate, and Atmospheric Processes
- S.D.3     Composition and Structure of the Universe

## Reporting Categories & Anchors Performance Grade 8 Science

### State Grade 8 Science Results 2023



### Pine-Richland Grade 8 Science Results 2023

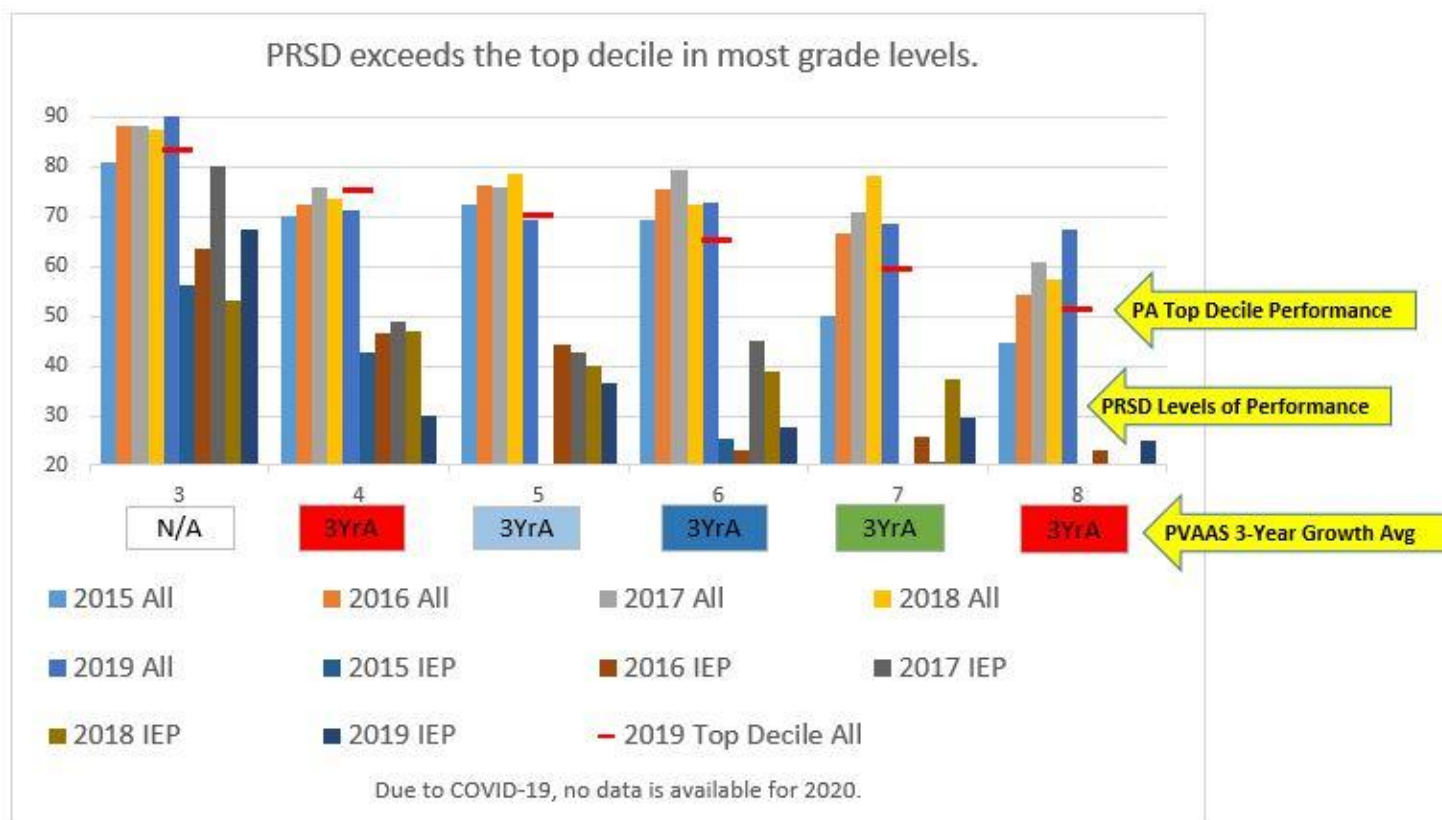


Value-Add 2023	ELA	Math	Science
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## PSSA MATH HISTORICAL RESULTS

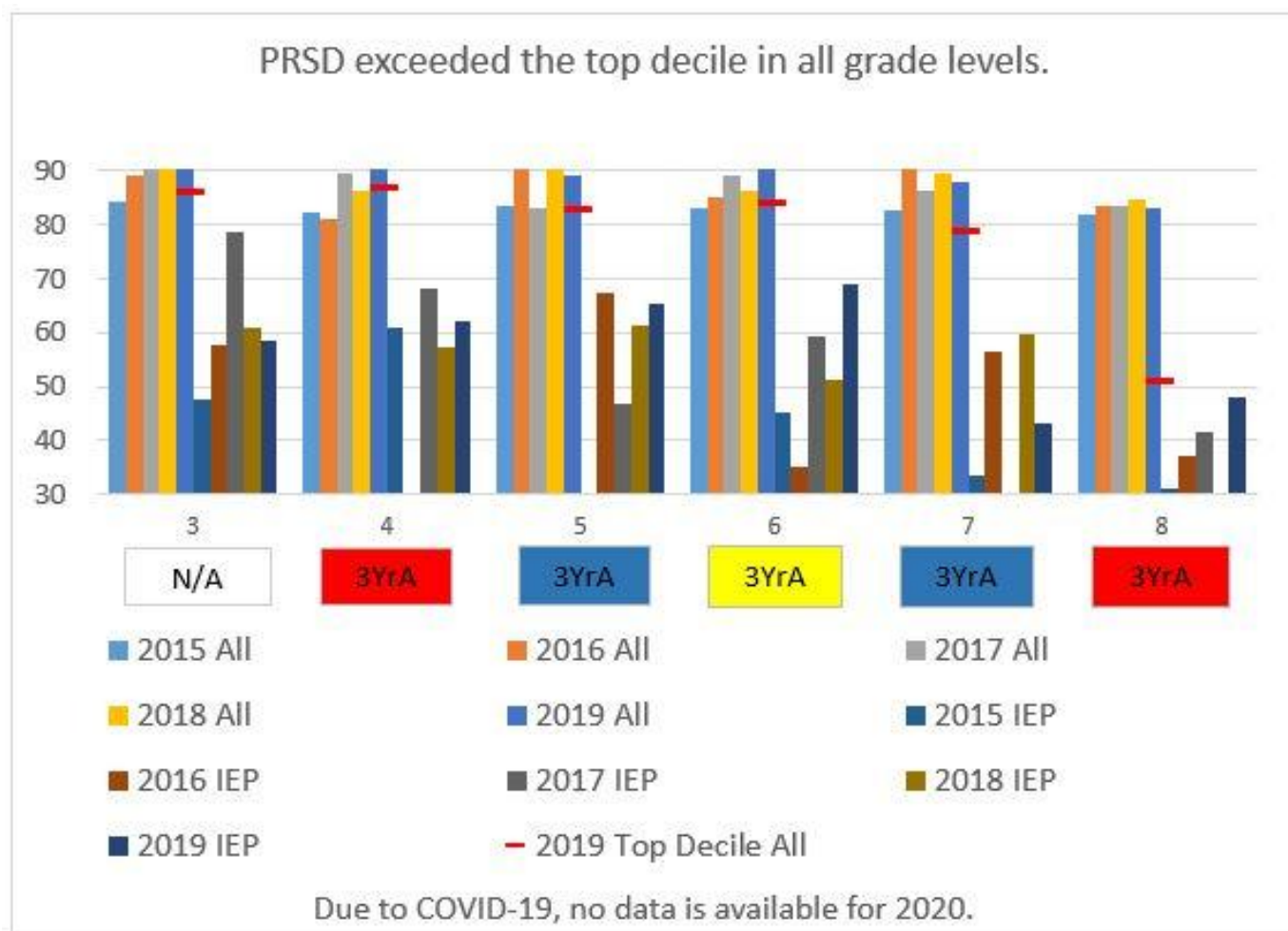
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	2015 All	2016 All	2017 All	2018 All	2019 All	2015 IEP	2016 IEP	2017 IEP	2018 IEP	2019 IEP	2019 Top Decile All
3	80.8	88.2	88.2	87.5	90.9	56.1	63.6	80	53	67.2	83
4	70.1	72.3	75.8	73.6	71.3	42.6	46.5	48.8	46.9	30	75
5	72.4	76.2	76	78.5	69.3	20	44.2	42.9	40	36.4	70
6	69.2	75.5	79.2	72.3	72.9	25.4	23.1	44.9	39	27.7	65
7	50	66.5	70.8	78.3	68.5	20.5	25.9	20.9	37.5	29.7	59
8	44.7	54.1	61	57.5	67.2	6.7	22.9	16.9	11.4	25	51

## PSSA ENGLISH LANGUAGE ARTS (ELA) HISTORICAL RESULTS

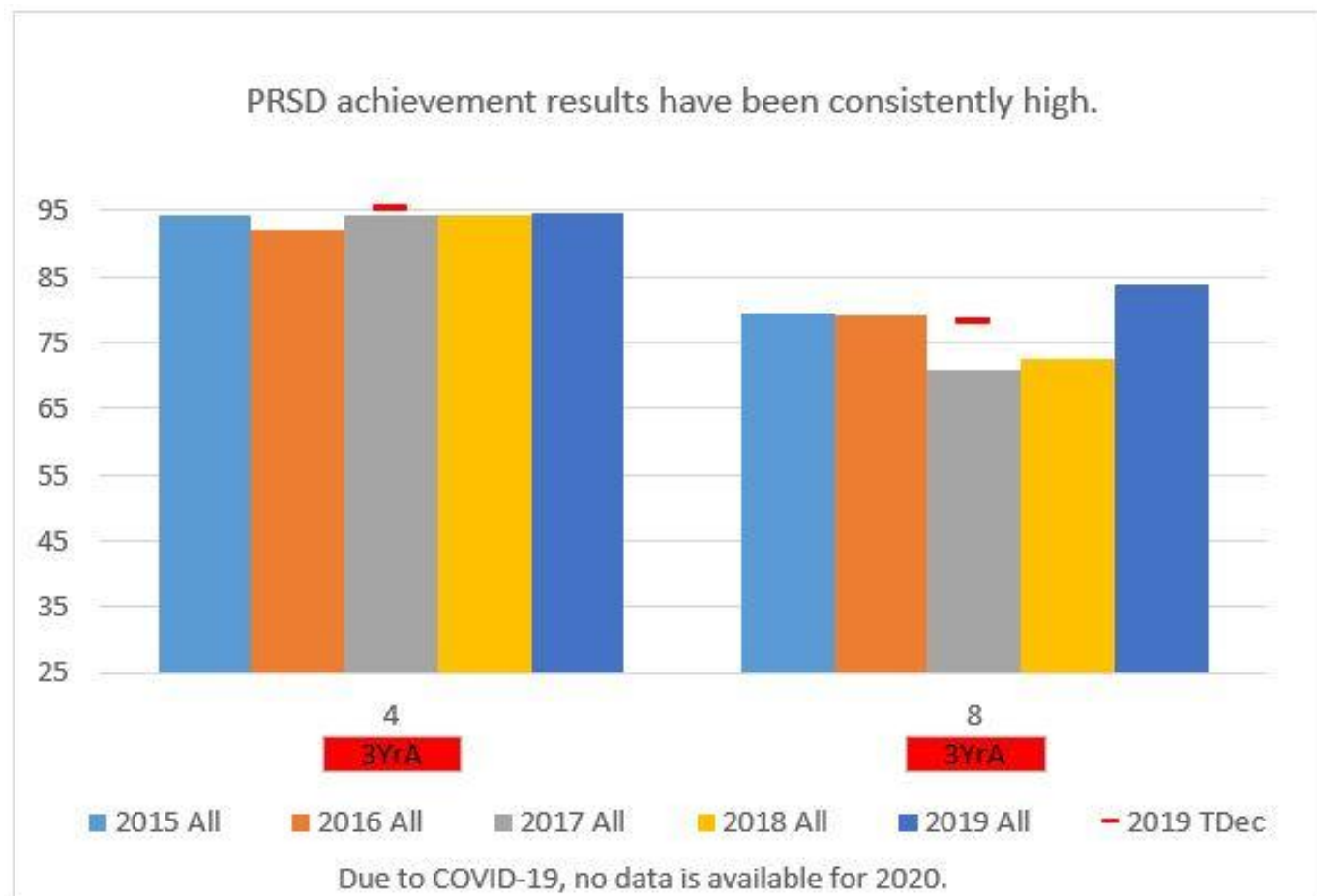
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	2015 All	2016 All	2017 All	2018 All	2019 All	2015 IEP	2016 IEP	2017 IEP	2018 IEP	2019 IEP	2019 Top Decile All
3	84.2	89.2	92.6	90.9	91.3	47.6	57.8	78.6	60.8	58.6	86
4	82.3	81.1	89.7	86.4	90.7	61.1	27.9	68.3	57.1	62	87
5	83.6	90.2	83.1	92.1	89.1	25	67.3	46.6	61.4	65.5	83
6	83.3	85.1	89	86.4	91.2	45.3	35.1	59.2	51.2	68.9	84
7	82.6	90.3	86.4	89.7	88	33.3	56.6	26.2	59.6	43.2	79
8	81.8	83.6	83.6	84.8	83.2	31.1	37.1	41.4	28	48.1	51

## PSSA SCIENCE HISTORICAL RESULTS

Results contained in this section are reflective of historical performance from 2015-2019, as trends and comparisons can be made for these years only. In 2020, the assessment was not given as students were not in attendance in-person at the conclusion of the year (e.g. starting March 13, 2020) across the Commonwealth of Pennsylvania.



	2015 All	2016 All	2017 All	2018 All	2019 All	2019 TDec
4	94.3	92.1	94.2	94.3	94.6	95
8	79.4	79.2	71	72.5	83.7	78

## KEYSTONE EXAMS

### Overview of Achievement and Growth

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

For accountability purposes, the results of Keystone Exams are used as the high school assessment for federal compliance and the Pennsylvania School Performance Profile. Pine-Richland requires proficiency on the Keystone Exams as a high school graduation requirement. Pennsylvania will require proficiency on the Keystone Exams as a requirement for high school graduation beginning with the Class of 2023. All students must take the Keystone Exams and non-proficient students are required to retake the exam. Students have three opportunities to take Keystone Exams throughout the year: winter, spring, and summer. School districts have the responsibility of providing some form of supplemental instruction for non-proficient students before they retake the exam. Students who have retaken the Keystone Exam and remain non-proficient have alternative methods to demonstrate proficiency in the content areas and meet graduation requirements. Students with IEPs who are non-proficient may graduate by demonstrating proficiency through progress towards their IEP goals.

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

During the spring of 2020, the Keystone was not administered. Within the 2020-2021 school year, instructional modalities and assessment modalities varied by schools and districts. Even within Pine-Richland, students were receiving instruction either virtually, in-person, or both, and were assessed with either paper/pencil or online assessments depending on the level. In the 2020-2021 school year, students in Grades 7-12 were assigned to either through the online or paper-based version of the assessment based on the number of district-owned devices with assessment software and the need to permit physical distancing between students (e.g. couldn't use every seat in a computer lab to test at one time). As was described in the overview section of this report, caveats were issued by the Pennsylvania Department of Education regarding the interpretation of data and use of assessments.

# KEYSTONE RESULTS 2021, 2022, 2023\*\*

*\*\*Per the guidance of the Pennsylvania Department of Education, results contained in this section are intentionally removed from the historical data to prevent invalid comparisons between years, due to the impact of the pandemic on various learning modalities.*

Group	Subject	Year	FIRST TIME TEST TAKERS					
			Mean SS	Below Basic	Basic	Proficient	Advanced	% At/Above Prof.
				%	%	%	%	
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	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	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
Pine-Richland SD	Algebra I	Spring 2021	1528.1	4.3	26.8	33.9	35	68.9
Pine-Richland SD	Algebra I	Spring 2022	1530.2	4.2	23.4	33.8	38.6	72.4
Pine-Richland SD	Algebra I	Spring 2023	1529.7	2.9	26.6	31.6	38.8	70.5
Pine-Richland SD	Biology	Spring 2021	1536	3.3	15.2	43.6	37.9	81.5
Pine-Richland SD	Biology	Spring 2022	1547	5	13.3	34.5	47.2	81.8
Pine-Richland SD	Biology	Spring 2023	1537.9	7.8	16.7	37.1	38.4	75.5

Pine-Richland SD	Literature	Spring 2021	1555.5	1.4	11.5	59.7	27.4	87.1
Pine-Richland SD	Literature	Spring 2022	1548.3	2.1	11.5	65.6	20.8	86.4
Pine-Richland SD	Literature	Spring 2023	1543.9	2.3	14.9	62.9	19.8	82.8

### Keystone Exam Results with Gender Segmentation (**Algebra I**) First Time Test Takers

Group	Year	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Prof.
PRSD	Spring 2021	4.3	26.8	33.9	35	68.9
Female	Spring 2021	4.9	26.1	32.1	37	69
Male	Spring 2021	3.6	27.5	35.9	32.9	68.9
PRSD	Spring 2022	4.2	23.4	33.8	38.6	72.4
Female	Spring 2022	3	25.9	34.3	36.7	71.1
Male	Spring 2022	5.3	21.1	33.3	40.4	73.7
PRSD	Spring 2023	2.9	26.6	31.6	38.8	70.5
Female	Spring 2023	2.9	28.2	30.1	38.8	68.9
Male	Spring 2023	3.0	24.6	33.5	38.9	72.5

### Keystone Exam Results with Gender Segmentation (**Biology**) First Time Test Takers

Group	Year	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Prof.
PRSD	Spring 2021	3.3	15.2	43.6	37.9	81.5
Female	Spring 2021	2.8	19.6	46.9	30.8	77.6
Male	Spring 2021	3.7	11.8	41.2	43.3	84.5
PRSD	Spring 2022	5	13.3	34.5	47.2	81.8
Female	Spring 2022	1.7	11	35.4	51.9	87.3
Male	Spring 2022	8.3	15.5	33.7	42.5	76.2
PRSD	Spring 2023	7.8	16.7	37.1	38.4	75.5
Female	Spring 2023	7.4	16.9	40.7	34.9	75.7
Male	Spring 2023	8.2	16.4	33.3	42.1	75.4

**Keystone Exam Results with Gender Segmentation (Literature) First Time Test Takers**

Group	Year	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Prof.
PRSD	Spring 2021	1.4	11.5	59.7	27.4	87.1
Female	Spring 2021	0.4	6.6	62.8	30.2	93
Male	Spring 2021	2.3	15.6	57.1	25	82.1
PRSD	Spring 2022	2.1	11.5	65.6	20.8	86.4
Female	Spring 2022	1.5	9.2	65.6	23.6	89.2
Male	Spring 2022	2.8	13.9	65.6	17.8	83.3
PRSD	Spring 2023	2.3	14.9	62.9	19.8	82.8
Female	Spring 2023	1.1	8.6	64.9	25.3	90.2
Male	Spring 2023	3.4	21.3	60.9	14.4	75.3

**Keystone Exam Results with IEP Segmentation (Algebra I) First Time Test Takers**

Group	Year	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Prof.
PRSD	Spring 2021	4.3	26.8	33.9	35	68.9
IEP	Spring 2021	15.2	50	19.6	15.2	34.8
PRSD	Spring 2022	4.2	23.4	33.8	38.6	72.4
IEP	Spring 2022	15.8	57.9	18.4	7.9	26.3
PRSD	Spring 2023	2.9	26.6	31.6	38.8	70.5
IEP	Spring 2023	22.2	63.9	13.9	0	13.9

**Keystone Exam Results with IEP Segmentation (Biology) First Time Test Takers**

Group	Year	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Prof.
PRSD	Spring 2021	3.3	15.2	43.6	37.9	81.5
IEP	Spring 2021	10.4	29.2	43.8	16.7	60.4
PRSD	Spring 2022	5	13.3	34.5	47.2	81.8
IEP	Spring 2022	23.1	33.3	28.2	15.4	43.6
PRSD	Spring 2023	7.8	16.7	37.1	38.4	75.5
IEP	Spring 2023	29.2	35.4	22.9	12.5	35.4

**Keystone Exam Results with IEP Segmentation (**Literature**) First Time Test Takers**

Group	Year	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Prof.
PRSD	Spring 2021	1.4	11.5	59.7	27.4	87.1
IEP	Spring 2021	8.6	42.9	47.1	1.4	48.6
PRSD	Spring 2022	2.1	11.5	65.6	20.8	86.4
IEP	Spring 2022	7.3	43.9	46.3	2.4	48.8
PRSD	Spring 2023	2.3	14.9	62.9	19.8	82.8
IEP	Spring 2023	14.6	43.8	37.5	4.2	41.7

**Keystone Exam Results with Economically Disadvantaged Segmentation (**Algebra I**) First Time Test Takers**

Group	Year	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Prof.
PRSD	Spring 2021	4.3	26.8	33.9	35	68.9
ED	Spring 2021	15.6	31.2	43.8	9.4	53.1
PRSD	Spring 2022	4.2	23.4	33.8	38.6	72.4
ED	Spring 2022	19	38.1	33.3	9.5	42.9
PRSD	Spring 2023	2.9	26.6	31.6	38.8	70.5
ED	Spring 2023	16.1	38.7	22.6	22.6	45.2

**Keystone Exam Results with Economically Disadvantaged Segmentation (**Biology**) First Time Test Takers**

Group	Year	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Prof.
PRSD	Spring 2021	3.3	15.2	43.6	37.9	81.5
ED	Spring 2021	15	15	35	35	70
PRSD	Spring 2022	5	13.3	34.5	47.2	81.8
ED	Spring 2022	15.8	23.7	36.8	23.7	60.5
PRSD	Spring 2023	7.8	16.7	37.1	38.4	75.5
ED	Spring 2023	22.6	12.9	22.6	41.9	64.5



**Keystone Exam Results with Economically Disadvantaged Segmentation (Literature) First Time Test Takers**

Group	Year	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Prof.
PRSD	Spring 2021	1.4	11.5	59.7	27.4	87.1
ED	Spring 2021	2.8	27.8	55.6	13.9	69.4
PRSD	Spring 2022	2.1	11.5	65.6	20.8	86.4
ED	Spring 2022	3.2	29	51.6	16.1	67.7
PRSD	Spring 2023	2.3	14.9	62.9	19.8	82.8
ED	Spring 2023	6.9	31.0	44.8	17.2	62.1

**Keystone Exam Results with Ethnicity Segmentation (Algebra I) First Time Test Takers**

Group	Year	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Prof.
PRSD	Spring 2021	4.3	26.8	33.9	35	68.9
Am Indian or Ak Nat	Spring 2021	0.0	0.0	100	0.0	100
Bk or Afr American	Spring 2021	0.0	57.1	14.3	28.6	42.9
Hispanic or Latino	Spring 2021	16.7	33.3	33.3	16.7	50
White	Spring 2021	4.3	26.6	34.6	34.6	69.1
Multi-racial	Spring 2021	0.0	18.2	45.5	36.4	81.8
Asian	Spring 2021	0.0	21.1	21.1	57.9	78.9
PRSD	Spring 2022	4.2	23.4	33.8	38.6	72.4
Bk or Afr American	Spring 2022	33.3	0.0	66.7	0.0	66.7
Hispanic or Latino	Spring 2022	16.7	33.3	25	25	50
White	Spring 2022	2.7	23.6	35.3	38.4	73.6
Multi-racial	Spring 2022	0.0	37.5	12.5	50	62.5
Asian	Spring 2022	13.6	13.6	22.7	50	72.7
PRSD	Spring 2023	2.9	26.6	31.6	38.8	70.5
Bk or Afr American	Spring 2023	0.0	75.0	25.0	0.0	25.0
Hispanic or Latino	Spring 2023	0.0	37.5	25.0	37.5	62.5
White	Spring 2023	3.2	27.6	34.0	35.5	69.2
Multi-racial	Spring 2023	6.2	31.2	25.0	37.5	62.5
Asian	Spring 2023	0.0	5.7	17.1	77.1	94.3

**Keystone Exam Results with Ethnicity Segmentation (Biology) First Time Test Takers**

Group	Year	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Prof.
PRSD	Spring 2021	3.3	15.2	43.6	37.9	81.5
Bk or Afr American	Spring 2021	0.0	28.6	57.1	14.3	71.4
Hispanic or Latino	Spring 2021	25	16.7	25	33.3	58.3
White	Spring 2021	2.8	15.9	44.2	37.1	81.3
Multi-racial	Spring 2021	0.0	14.3	57.1	28.6	85.7
Asian	Spring 2021	0.0	0.0	38.1	61.9	100
PRSD	Spring 2022	5	13.3	34.5	47.2	81.8
Am Indian or Ak Nat	Spring 2022	0.0	0.0	0.0	100	100
Bk or Afr American	Spring 2022	16.7	33.3	16.7	33.3	50
Hispanic or Latino	Spring 2022	11.1	22.2	44.4	22.2	66.7
White	Spring 2022	4.1	14	35.4	46.5	81.8
Multi-racial	Spring 2022	16.7	0.0	33.3	50	83.3
Asian	Spring 2022	5	0.0	25	70	95
PRSD	Spring 2023	7.8	16.7	37.1	38.4	75.5
Am Indian or Ak Nat	Spring 2023	0.0	0.0	0.0	100	100
Bk or Afr American	Spring 2023	0.0	0.0	33.3	66.7	100
Hispanic or Latino	Spring 2023	11.1	11.1	44.4	33.3	77.8
White	Spring 2023	7.5	16.9	37.6	37.9	75.5
Multi-racial	Spring 2023	30.0	30.0	10.0	30.0	40.0
Asian	Spring 2023	0.0	14.3	38.1	47.6	85.7

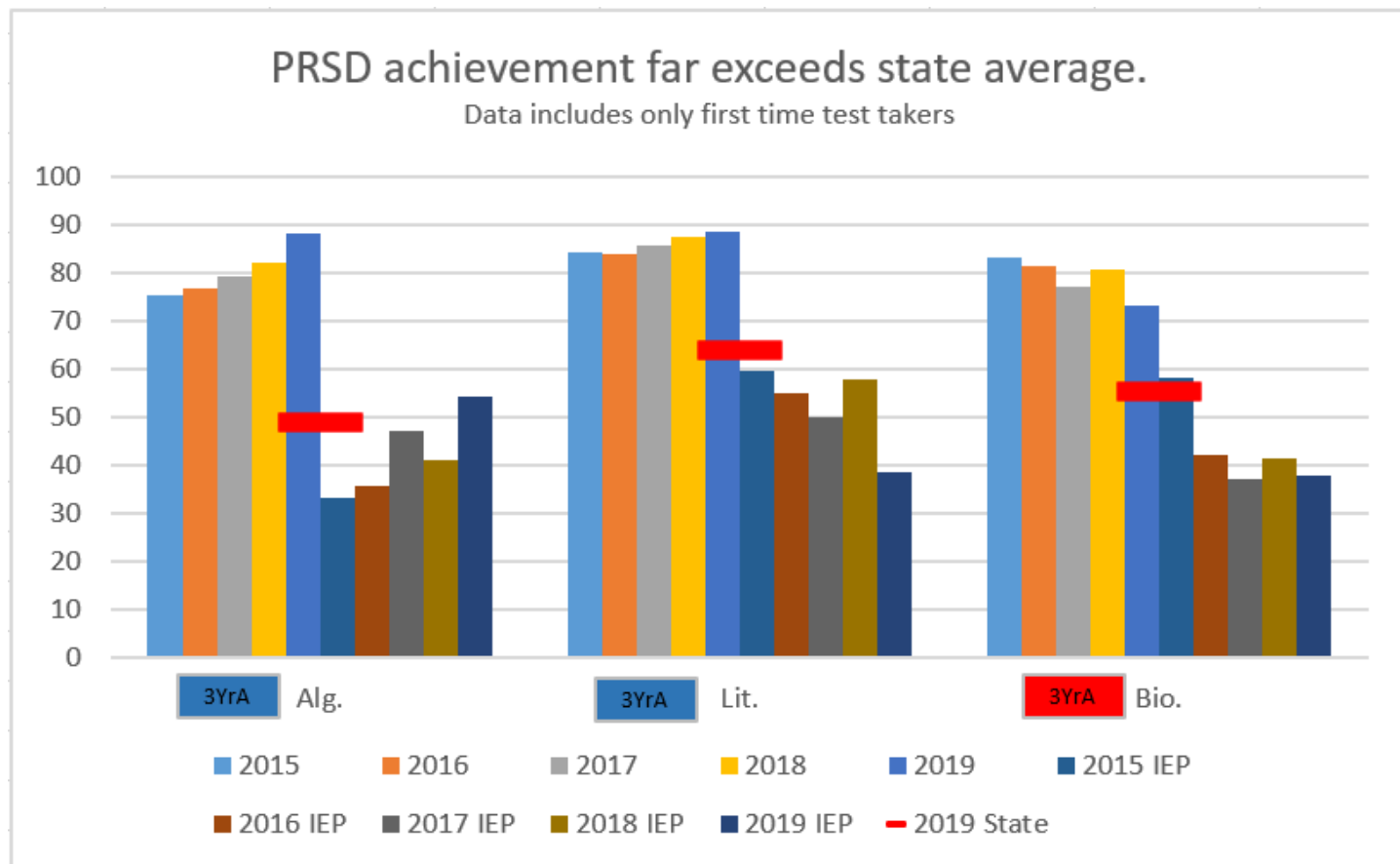
**Keystone Exam Results with Ethnicity Segmentation (Literature) First Time Test Takers**

Group	Year	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Prof.
PRSD	Spring 2021	1.4	11.5	59.7	27.4	87.1
Am Indian or Ak Nat	Spring 2021	0.0	0.0	0.0	100	100
Bk or Afr American	Spring 2021	0.0	33.3	66.7	0.0	66.7
Hispanic or Latino	Spring 2021	7.1	21.4	50	21.4	71.4
White	Spring 2021	1.4	10.3	61.8	26.4	88.3
Multi-racial	Spring 2021	0.0	45.5	27.3	27.3	54.5
Asian	Spring 2021	0.0	7.1	39.3	53.6	92.9
PRSD	Spring 2022	2.1	11.5	65.6	20.8	86.4
Am Indian or Ak Nat	Spring 2022	0.0	0.0	100	0.0	100
Bk or Afr American	Spring 2022	40	20	0.0	40	40
Hispanic or Latino	Spring 2022	18.2	9.1	63.6	9.1	72.7
White	Spring 2022	1.2	11.4	66.7	20.7	87.3
Multi-racial	Spring 2022	0.0	16.7	58.3	25	83.3
Asian	Spring 2022	0.0	9.1	68.2	22.7	90.9
PRSD	Spring 2023	2.3	14.9	62.9	19.8	82.8
Am Indian or Ak Nat	Spring 2023	0.0	0.0	100.0	0.0	100.0
Bk or Afr American	Spring 2023	0.0	0.0	66.7	33.3	100.0
Hispanic or Latino	Spring 2023	0.0	16.7	83.3	0.0	83.3
White	Spring 2023	2.6	15.1	61.6	20.7	82.3
Multi-racial	Spring 2023	0.0	37.5	62.5	0.0	62.5
Asian	Spring 2023	0.0	5.3	68.4	26.3	94.7

<b>Value-Add 2023</b>	Literature	Algebra	Biology
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## KEYSTONE HISTORICAL RESULTS

Results contained in this section are reflective of historical performance from 2015-2019, as trends and comparisons can be made for these years only. In 2020, the assessment was not given as students were not in attendance in-person at the conclusion of the year (e.g. starting March 13, 2020) across the Commonwealth of Pennsylvania.



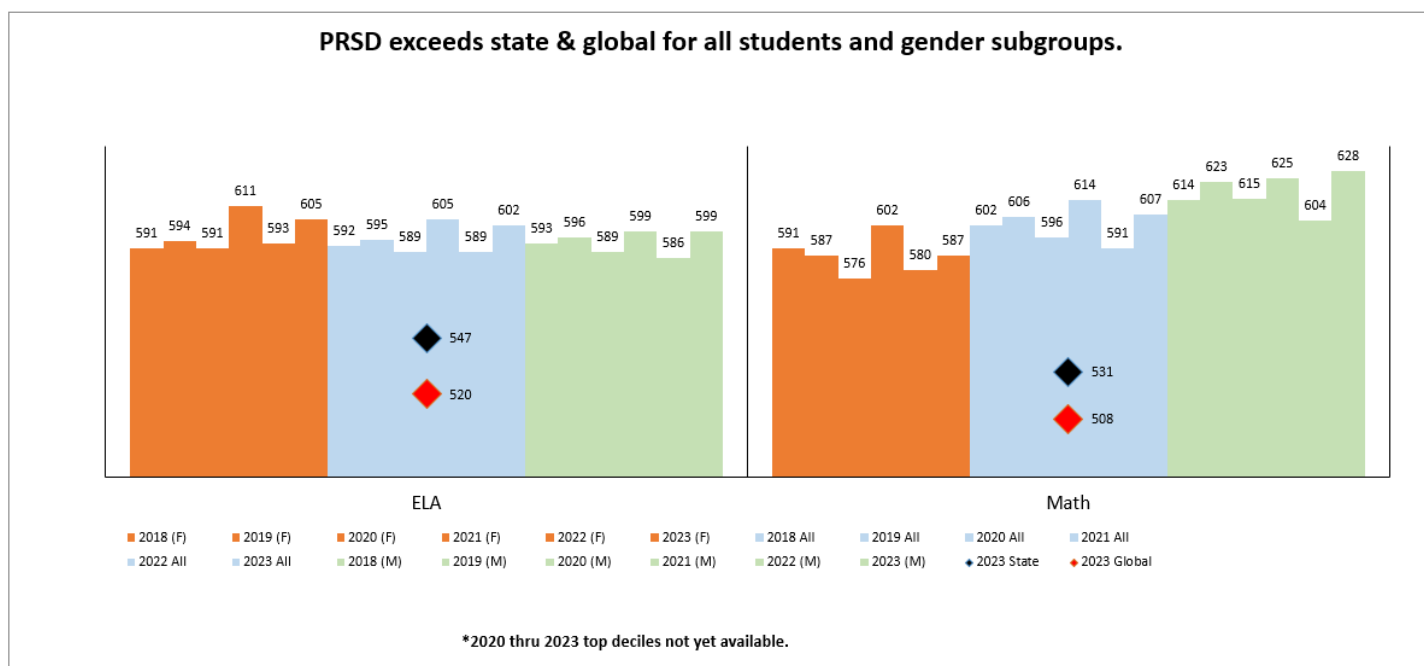
**First Time Test Takers**

	2015	2016	2017	2018	2019	2019 State	2015 IEP	2016 IEP	2017 IEP	2018 IEP	2019 IEP
Alg.	75.4	76.7	79.2	82.1	88	48.80	33.3	35.6	47.2	40.9	54.3
Lit.	84.1	83.7	85.7	87.3	88.6	63.90	59.6	54.8	50	57.7	38.5
Bio.	83.1	81.3	76.9	80.7	73.3	55.30	58.1	42.2	37.2	41.3	37.9

## SAT: Scholastic Aptitude Test

### Overview

The SAT is published by CollegeBoard and administered typically to juniors and seniors in high school. Many colleges and universities require that applicants take the SAT as part of their admissions processes. The SAT is a four hour test that measures the critical thinking skills students need for academic success in college. Two subtests are given: (a) Math and (b) Evidence-based Reading & Writing. Beginning with the 2023-2024 school year, the SAT and PSAT assessments will be administered electronically.



	2018 (F)	2019 (F)	2020 (F)	2021 (F)	2022 (F)	2023 (F)	2018 All	2019 All	2020 All	2021 All	2022 All	2023 All	2018 (M)	2019 (M)	2020 (M)	2021 (M)	2022 (M)	2023 (M)
ELA	591	594	591	611	593	605	592	595	589	605	589	602	593	596	589	599	586	599
Math	591	587	576	602	580	587	602	606	596	614	591	607	614	623	615	625	604	628

	2019 State	2019 Global	2020 State	2020 Global	2021 State	2021 Global	2022 State	2022 Global	2023 State	2023 Global
ELA	545	531	543	528	566	533	551	529	547	520
Math	537	528	534	523	557	528	540	521	531	508

## SAT

### Results and Findings

- For the 2023 SAT, the PRSD students outperformed the Global and State groups. All three groups demonstrated higher scores than 2022.
- Pine-Richland male students (628) outperformed female students (587) in the mathematics section; whereas, female students' average performance on Evidence-based Reading and Writing was higher than male students' average score (F-605, M-599).
- Scores for all students in ELA and mathematics were **above** the six year average:
  - o Six year (2017-2022) average math: 593.5 (PR 2023 - 602)
  - o Six year (2017-2022) average ELA (2017-2022): 600.5 (PR 2023 - 607)

### 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
Total # taking test	359	304	286	299	276
Total # graduates	397	341	378	357	335
% taking test	90.4	89.2	75.7	83.7	82.4

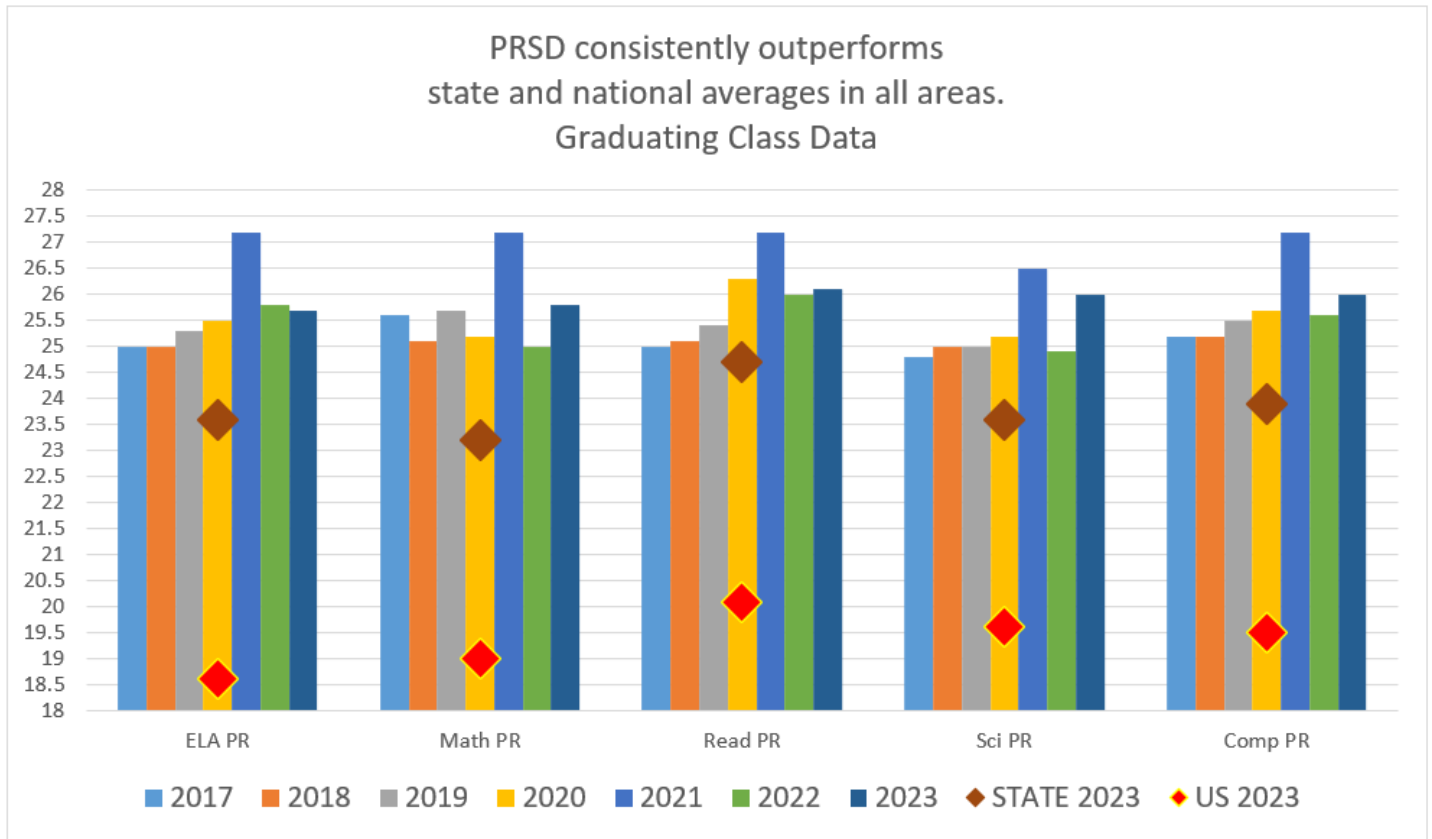
## **ACT: American College Test**

### **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.

## ACT Data Tables



### Participation over Time - by Graduating Class

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

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



## ACT

### Results and Findings

- Participation rates remained low at the local, state and national levels compared to past years. Composite scores for both PR male and female students are higher than state and national averages.
- For the past ten years, Pine-Richland students have outperformed Pennsylvania and United States students in all subject areas.
- All category scores in 2023 are higher than the past 10 year averages (2013-2022).

Subscore	10-Year Average	Class of 2023
ELA	25.2	25.7
Math	25.6	25.8
Reading	25.5	26.1
Science	24.9	26
Composite	25.4	26

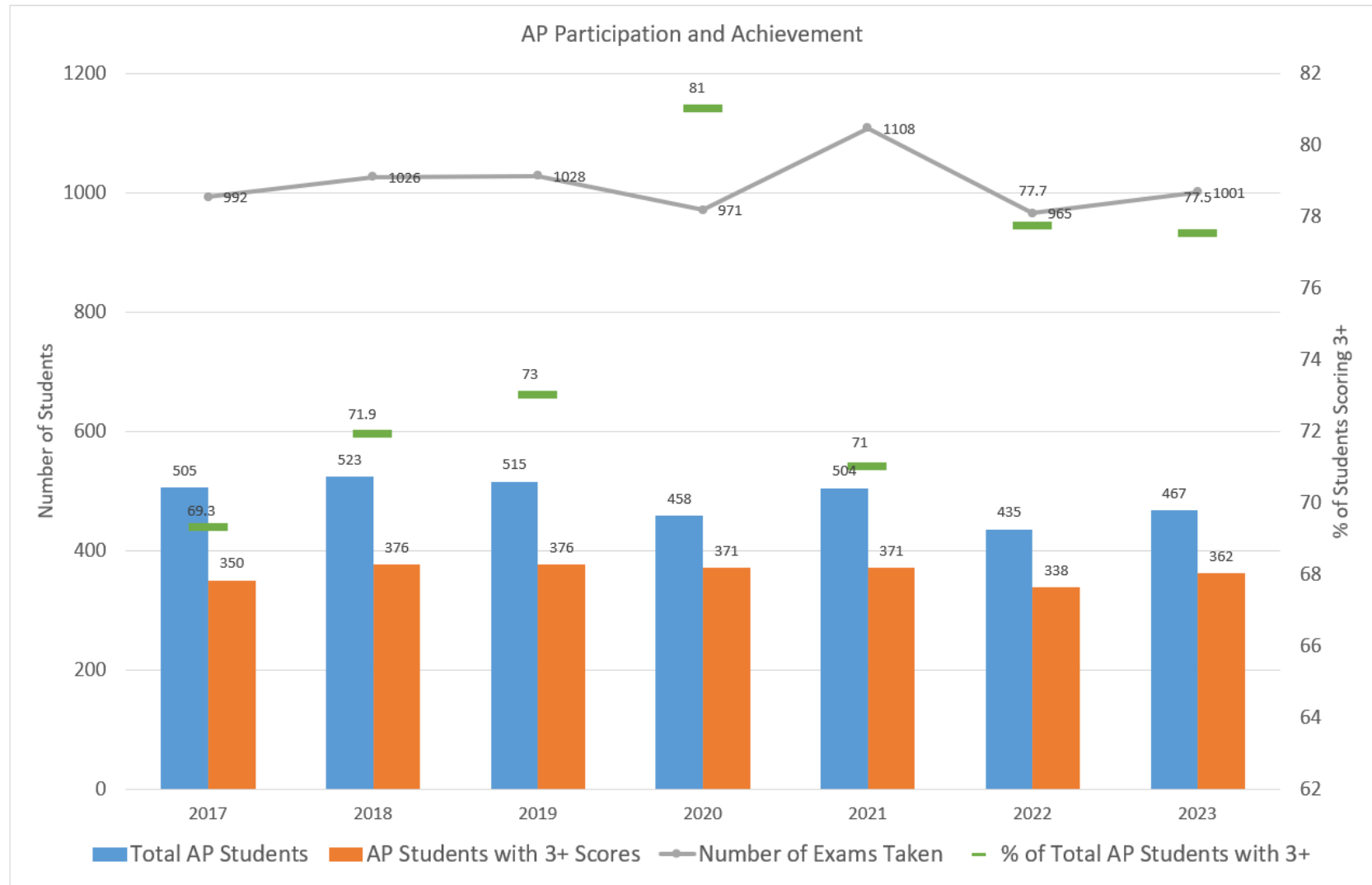
## Advanced Placement Test

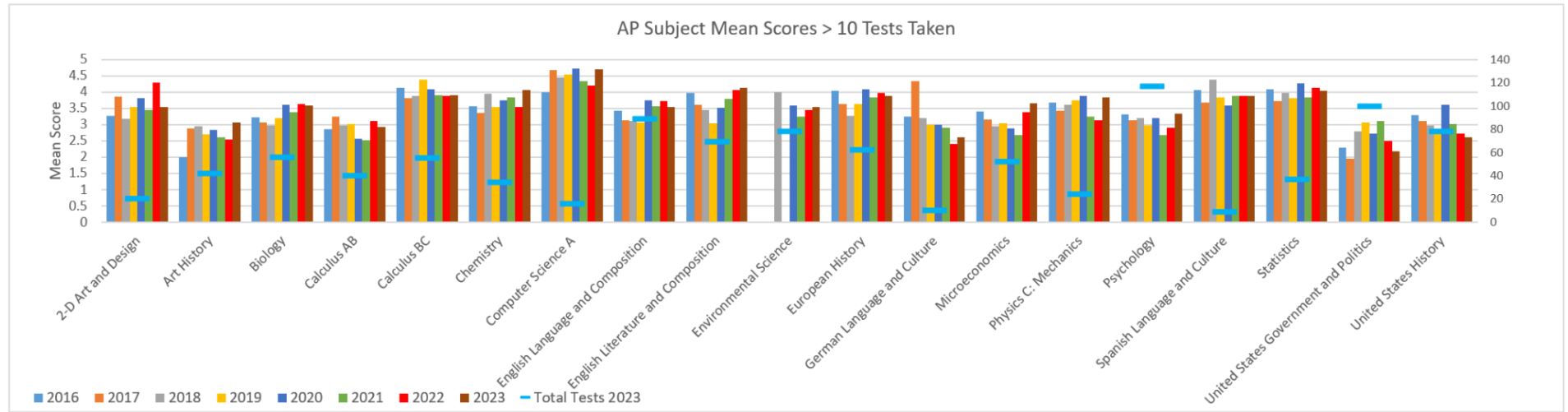
### Overview

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.

While the data below reflects results from 2017 through 2023, caution should be taken in comparing the results between years. In the spring of 2020, while students' instructional experiences were traditional up until March, the assessments themselves were modified and also taken from home, as opposed to onsite at the school. This process was modified given that all students in the Commonwealth of Pennsylvania, and the nation, were required to finish the school year from home. The assessment results are therefore not to be compared to those of other years. Additionally, within the 2020-2021 school year, while the assessment experience was more traditional in its standardization, all students taken the AP exams at and outside of Pine-Richland were engaged in different learning modalities (e.g. virtual, in-person, hybrid, asynchronous, synchronous, etc.). Caution in interpretation of result trends and in comparisons among results should be exercised.





### PRHS AP Test Participation over Time

	PR 2016	PR 2017	PR 2018	PR 2019	PR 2020	PR 2021	PR 2022	PR 2023	*PA 2022	*US 2022
<b>Total # Students</b>	456	504	523	515	458	504	435	467	61186	2296189
<b>Total # Exams Taken</b>	911	983	1024	1028	971	1108	965	1001	108838	4050855
<b># Students Scoring 3+</b>	333	349	376	376	362	358	338	362	**	**

\*PA/US 2023 Data is not yet available

\*\*The number of individual students scoring 3+ at the state and national levels is not available.

## AP

### Results and Findings

- In 2023, 467 different students took at least one AP exam. In 2022, 435 different students took at least one AP exam.
- The percentage of students scoring a 3 or greater remained around 78% for the second consecutive year. Additionally, more students took at least one exam in 2023 (467) compared to 2022 (435).
- Students took AP exams in 26 different subjects during the 2023 school year. Of those 26 subjects, the average score was 3.62.
- In the 18 subjects with greater than or equal to ten (10) test takers, the average score was 3.5.

### AP School Honor Roll 2022-2023

“4,570 schools—which represent **30% of eligible high schools [nationwide]**—are being recognized for their work creating AP programs that are delivering results for students while broadening access.”  
(apcentral.collegeboard.org)

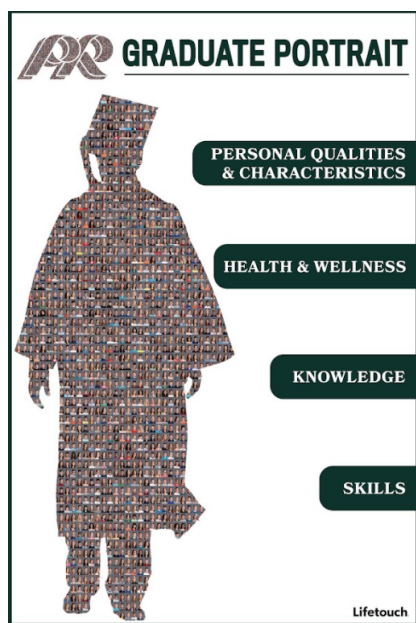
- College Culture: 40% or more of the graduating cohort took at least 1 AP Exam during high school.
- College Credit: 25% or more of the graduating cohort scored a 3 or higher on at least 1 AP Exam during high school.
- College Optimization: 2% or more of the graduating cohort took 5 or more AP Exams during high school. At least 1 of those exams was taken in 9th or 10th grade, so that students are spreading their AP experience across grades rather than feeling disproportionate pressure in any single year.

### Local School Districts:

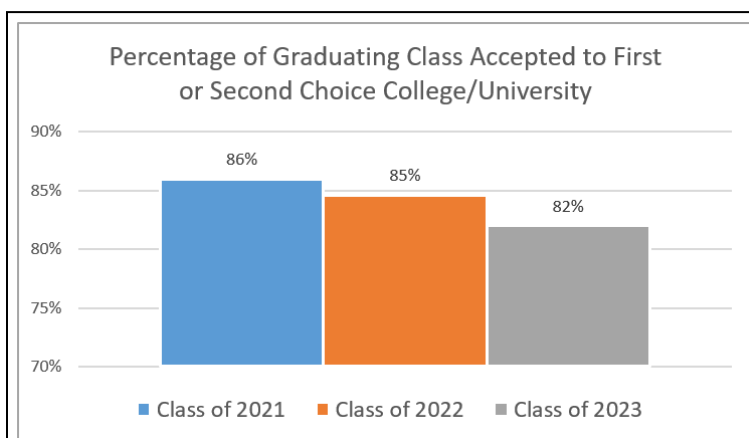
State	School District	Honor Roll Level	School
Pennsylvania	Avonworth School District	Bronze	Avonworth High School
Pennsylvania	Canon-McMillan School District	Bronze	Canon-McMillan High School
Pennsylvania	Deer Lakes School District	Bronze	Deer Lakes High School
Pennsylvania	Diocese of Greensburg Education Office	Bronze with Access	Greensburg Central Catholic High School
Pennsylvania	Diocese of Pittsburgh Education Office	Bronze	Oakland Catholic High School
Pennsylvania	Diocese of Pittsburgh Education Office	Platinum	Our Lady Sacred Heart High School
Pennsylvania	Diocese of Pittsburgh Education Office	Silver	Central Catholic High School
Pennsylvania	Diocese of Pittsburgh Education Office	Silver	North Catholic High School
Pennsylvania	Fox Chapel Area School District	Bronze	Fox Chapel Area High School
Pennsylvania	Franklin Regional School District	Gold	Franklin Regional Senior High School
Pennsylvania	Hampton Township School District	Silver	Hampton High School
Pennsylvania	Keystone Oaks School District	Bronze	Keystone Oaks High School
Pennsylvania	Kiski Area School District	Bronze	Kiski Area High School
Pennsylvania	Mars Area School District	Silver	Mars Area High School
Pennsylvania	McGuffey School District	Bronze	McGuffey High School
Pennsylvania	Moon Area School District	Bronze	Moon Area High School
Pennsylvania	Mt Lebanon School District	Silver	Mount Lebanon High School
Pennsylvania	North Allegheny School District	Bronze	North Allegheny Senior High School
Pennsylvania	Peters Township School District	Gold	Peters Township High School
Pennsylvania	Pine Richland School District	Gold	Pine-Richland High School
Pennsylvania	Pittsburgh Public Schools	Silver	Pittsburgh Creative and Performing Arts 6-12
Pennsylvania	Quaker Valley School District	Silver	Quaker Valley High School
Pennsylvania	Riverview School District	Bronze	Riverview High School
Pennsylvania	South Fayette Township School District	Silver	South Fayette High School
Pennsylvania	Springfield School District	Silver	Springfield High School
Pennsylvania	Upper St Clair Township School District	Silver	Upper Saint Clair High School
Pennsylvania	West Allegheny School District	Silver	West Allegheny Senior High School
Pennsylvania	West Jefferson Hills School District	Silver	Thomas Jefferson High School

## Portrait of a Graduate

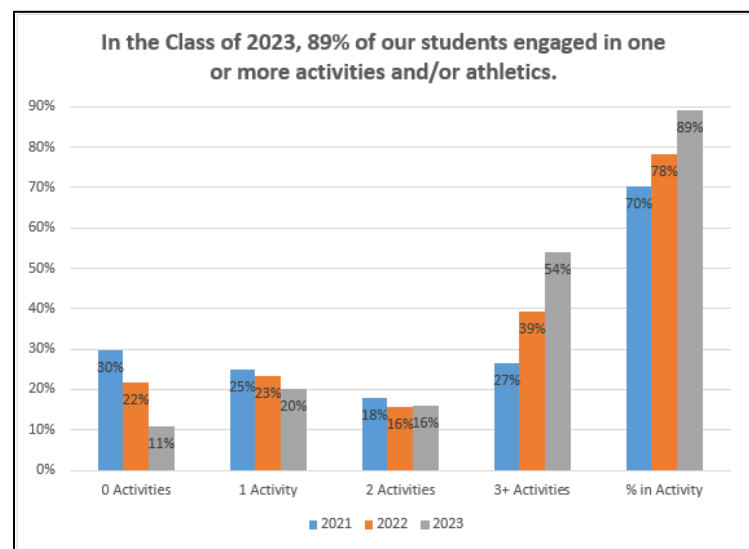
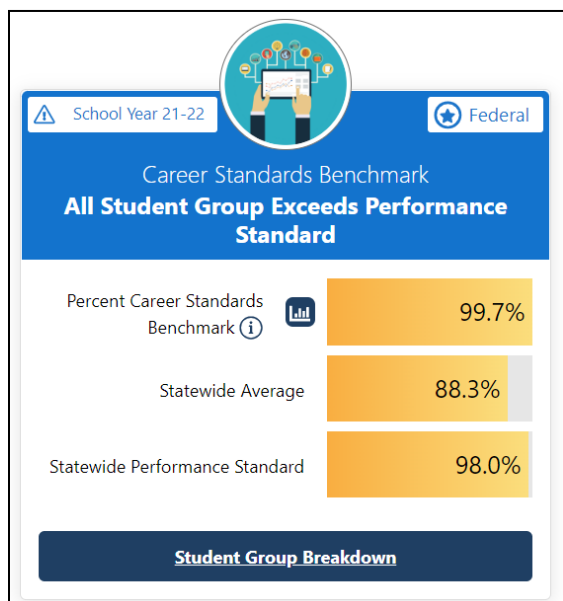
### Overview

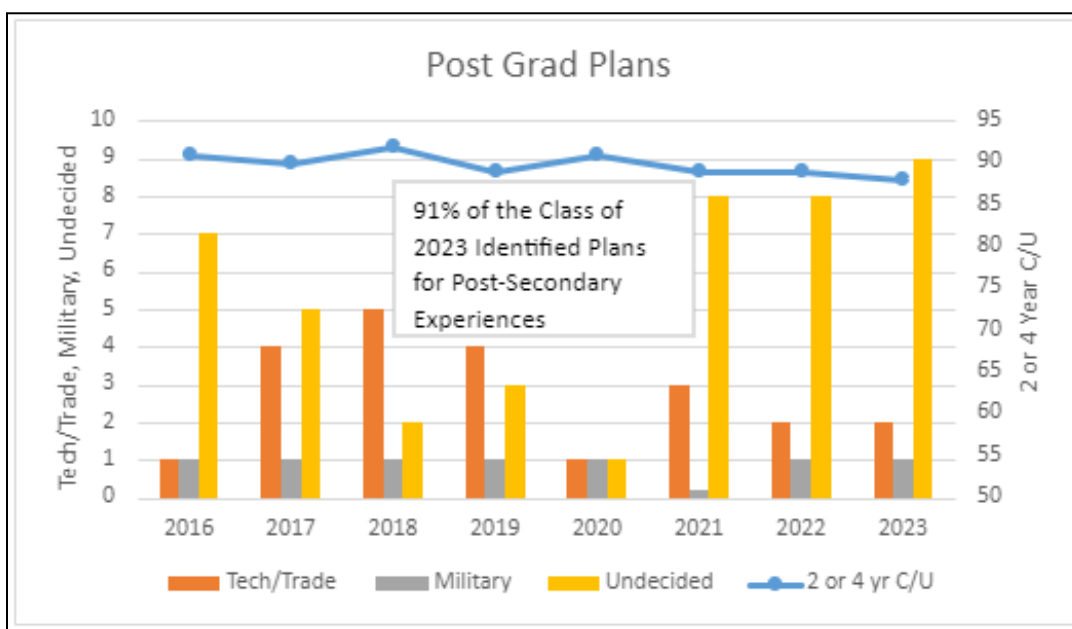
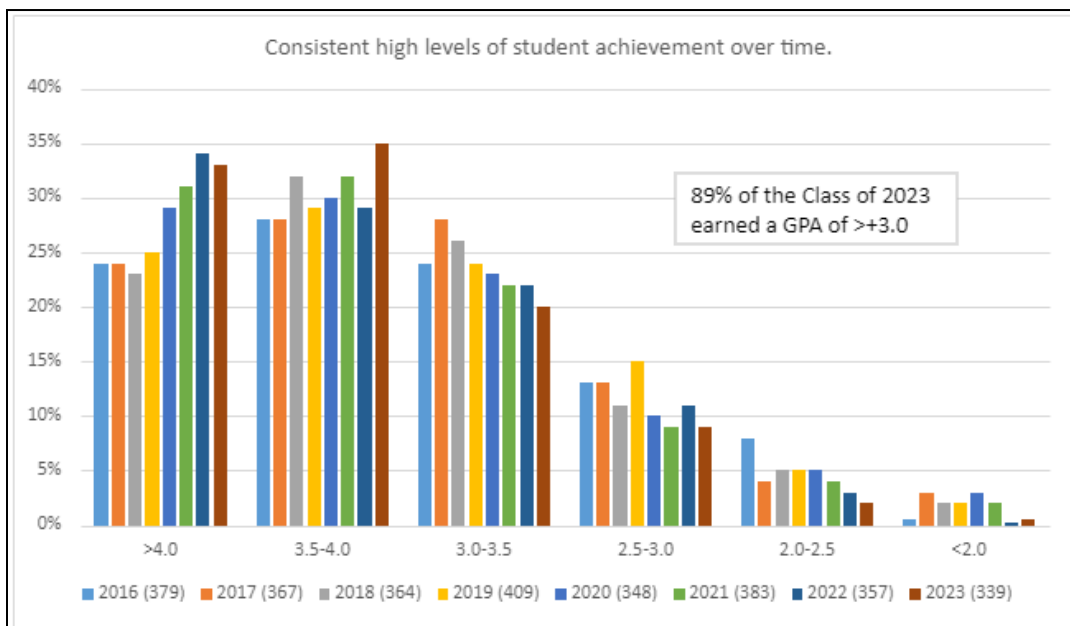


During the 2019-2023 strategic planning process, the district and community developed the concept of the “Portrait of a Graduate”. School districts are historically measured by achievement scores (SAT, ACT, AP, Keystone Exams, etc.). The graduate portrait considers not only the knowledge attained throughout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



### Portrait of the Class of 2023





Conclusion and Next Steps

Within the robust analysis of student learning data as a part of the Strategic Planning Process cycle for 2023-2027, we have identified a set of relative strengths and areas of opportunity as it relates to student achievement and growth. Ultimately, while we celebrate our relative areas of strength and recognize that we are outperforming the state routinely, our true focus is on the areas of opportunity from which our growth and continuous improvement initiatives are identified.

Among our greatest areas of opportunity is the concept that we need to revisit the fundamentals of curriculum, instruction, and assessment as individual elements that can be improved, as well as a system of elements that must be tightly aligned and working in concert. Through focusing the efforts of our principals and Academic Leadership Council (ALC) members as instructional leaders, and helping teachers to individually improve upon their opportunities, we can collectively move the organization forward and ensure not only proficiency or above in terms of achievement, but growth across all quintiles of our student population. We will also continue to leverage the segmented demographic groups (e.g. gender, IEP/GIEP status, economically disadvantaged, and ethnicity) to understand performance trends within subgroups and respond to the needs of all students. Specifically targeting any noted needs of subgroups can help us to identify Tier 1 gaps potentially, in addition to individual student performance through the MTSS model and all Tiers (1-3) of support.

Finally, we will continue to leverage in-process measures related to learning occurring and make revisions through the integration of the Model for Teaching and Learning. Feedback from principals to individual teachers can incorporate elements of grade level and departmental goals and recommendations from in-depth program reviews, in addition to teachers’ own reflections on areas of relative strength and opportunity. Data for Action will continue to be our mantra as we bolster student growth and achievement through the fundamentals of Teaching & Learning (curriculum, instruction, and assessment), with an emphasis on instructional strategies.

<p><b>Strengths</b></p> <ul style="list-style-type: none"><li>• Achievement scores on standardized tests often exceed the top decile in the state historically and always exceed the state average. For those national assessments (e.g. SAT, ACT, AP), PRSD students generally outperform state, national, and global averages.</li><li>• Improvements to educational programs are driven systematically through the In-Depth Program Review process. Resources are also reviewed, selected, and implemented systematically to support curriculum by course. Professional Development is directly connected to the Learning System and results in classroom-based impact for students.</li><li>• Data for Action model includes standardized, curriculum-based, common, universal screeners, and progress monitoring assessments to drive instructional and curricular changes and integrates within the Learning System including the full Model for Teaching and Learning (Curriculum, Instruction, Assessment). Building-based models of reviewing performance data by grade level, content area, and/or course are embedded into routines and cycles of learning. Administrators and Academic Leadership Council members partner to facilitate these.</li><li>• Decision trees guide data-driven interventions for enrichment and remediation in the areas of ELA and Math. Resources to support these interventions have been recommended for approval with professional development included for implementation with fidelity (IDPR).</li></ul>	<p><b>Opportunities</b></p> <ul style="list-style-type: none"><li>• Tightening the alignment and deepening systematic implementation within the Model for Teaching and Learning by leveraging the Data for Action concept for Tiers 1-3, as supported by new curricular resources (AAGR &amp; IDPR), and evidence-based instructional approaches and strengthened differentiation.</li><li>• Ensuring student growth in all quintile performance groups, despite achievement levels, by leveraging Data for Action (AAGR), particularly at the elementary level where achievement is occurring yet growth is not consistent in grades 4 and 5.</li><li>• Deepen deployment of CEW standards, pathways to graduation, and related activities and assessments of progress in tandem with the Program of Studies and Graduation Plans to prepare students for life after PRSD (Graduate Portrait).</li><li>• Leverage data warehousing tools to aggregate, disaggregate, and analyze data more effectively to drive strategic action by facts and to differentiate for every student (Sapphire, Assessment Tracker, eMetric, STAR/Renaissance, etc.).</li><li>• Revise and implement In-Depth Program Review process for departments entering their second study phase and beyond to drive continuous improvement in academic offerings K-12 across all departments and programs (IDPR, AAGR).</li></ul>
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