



STUDENT ACADEMIC OUTCOMES REPORT

FALL 2022





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The Fall 2022 Student Academic Outcomes Report is a collection of aggregate data from the 2021–2022 school year used as indicators of programmatic and student success. This report represents summative achievement data that the District collects throughout the year via capstone assessments such as the SAT, ACT, Advanced Placement (AP), Keystone Exams, and PSSA exams

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

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

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

The District's Administration, Curriculum Councils, Department Chairs and Facilitators regularly examine and analyze additional student data to assist with program planning and evaluation.

This additional data can include attendance, discipline, graduation rates, and graduation survey information.

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

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







Mt. Lebanon School District is committed to ensuring that all students receive a Free and Appropriate Education (FAPE) in the most conducive and least restrictive environment. To this end the District prides itself on fostering and advancing a **culture of academic inclusion**, serving the needs of all students. Understanding the demographic profile of the District provides context to the data presented in this report.

Our District demographic data in 2022 continues with recent trends, diversifying the student body. Specifically in 2021-2022:

- 3rd Day Enrollment 5,407 students; increasing to 5,431 to start the 2nd semester.
- Representation across ethnicity categories:
 - American Indian/Alaskan Native .01%
 - Asian 6.0%
 - Black/African American 1.6%
 - Native Hawaiian/Pacific Islander .01%
 - Hispanic 2.9%
 - White 85%
 - Two or More Races 4.3%
- Students are identified as economically disadvantaged if they are eligible to receive free or reduced-cost school meals through the National School Lunch Program. We experienced an increase throughout the school year in students we served, from 11.5% at the beginning of 2021-2022 to 12.99% at the end of the year.

Context can be important when reviewing the academic results from the Mt. Lebanon School District. The Student Academic Outcomes Report includes, when available, achievement data from fifteen high performing Pennsylvania Comparator School Districts: Central Bucks, Fox Chapel, Great Valley, Hampton, Lower Merion, Lower Moreland, North Allegheny, Peters Township, Radnor, South Fayette, Tredyffrin-Easttown, Unionville-Chadds Ford, Upper Dublin, Upper St. Clair, and Wallingford-Swarthmore.





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

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

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

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

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



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

- The various available metrics continue to illustrate exceptional academic performance by our students on their standardized assessments and as relative to our District Comparator group.
- K-12 curriculum is rigorous, well-aligned to the standards, developmentally appropriate, and engaging for students.
- Instructional resources, including the use of technology where appropriate, support, supplement, and complement the curriculum.
- Teaching methodologies are research-based and differentiated to meet the needs of all students.
- Academic performance remains strong with an increasingly diverse student population.

Key areas of focus: • Provide appropriate interventions to ensure all students meet their academic

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

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

The District:

- will pursue strategies that support mental health and well-being of our students, faculty, and staff.
- will continue to look for opportunities to ensure that our curriculum is reflective of the students of the community.
- remains committed to providing adequate time for data analysis, as well as professional development opportunities for teachers and administrators, to become even more proficient in the use of data.
- will continue to use data in the refinement of curriculum, instructional strategies, and resource materials.





EXECUTIVE SUMMARY

The data presented in the 2022 Student Academic Outcomes Report illustrates a positive outlook of the academic performance of the District. Our students continue to meet or exceed the high expectations inherent in our educational system and community. Student Academic Outcomes Report data has remained consistently strong; families, educators, and community members should take great pride in the performance of the Mt. Lebanon School District. The mission of the Mt. Lebanon School District, To provide the best education possible for each and every student, focuses our educators efforts and informs our decision-making.

Highlights of 2021-2022 Assessment Data

graduates

91.9% of the graduating class indicated that they would be attending a two or four year college program.

The percentage of students attending the top categories of Most Difficult colleges and universities continues to increase - a 64% increase since 2019.

> Advanced Placement (AP) Highest in the last 5 years!

195 AP scholars 501 students scored a 3+ on an AP Exam 841 AP Exams scored 3+

Parkway West Industry Credentials 100% Advanced Passing Rate on NOCTI Exams

27 Industry Credentials earned by 10 students

PSATINMSQT - National Merit The graduating class of 2023 (2022 Juniors) had 27 students qualify as Commended or Semi-Finalist National Merit students; 6 Semi-Finalists.

PSSA

We continue to significantly outperform state averages and remain comparable to our peers. We have continued focus on achieving pre-pandemic performance levels.

Reading (27.3), English (27.1), and Composite (26.7) averages are the highest in 10 years!

Science (26.3) average is 2nd highest in 10 years and Math (25.5) is 3rd highest in 10 years!

Scores remain significantly higher than state and national means. The average composite score wa 26.7, compared to the national average of 19.8 and the Pennsylvania state average of 24.4.

SAT

Scores remain significantly higher than state and national means. The combined Mathematics & ERW score of 1187 is 137 points higher than the national mean and 96 points higher than the Pennsylvania mean.

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

To provide the Best

Education possible

Education Every Student

for Each and Every Student

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

We believe that:

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

Core Values

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

A Relentless pursuit of Excellence



POST GRADUATION ACTIVITIES FOR THE CLASS OF 2022

Historically, the level of college entrance competitiveness was taken from Barron's Guide to Colleges to ensure a level of consistency in review. This publication was discontinued by the publisher, and now the District is using Peterson's Four-Year Colleges to determine competitiveness rankings. This section provides the number and percentage of students from the class of 2022 attending 4-year colleges or universities by the level of competitiveness.

The report illustrates that 35 students (8.7%) from last year's graduating class are attending a 4-year college or university that is classified as "the most difficult" in the country. This is a slight increase from the prior year. The percentage of students attending the top two categories, most difficult and very difficult combined (44%), is a slight increase from the prior year. The total percentage of students attending the top three tiers of schools (86.8%) has slightly decreased in comparison to the

prior year.



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

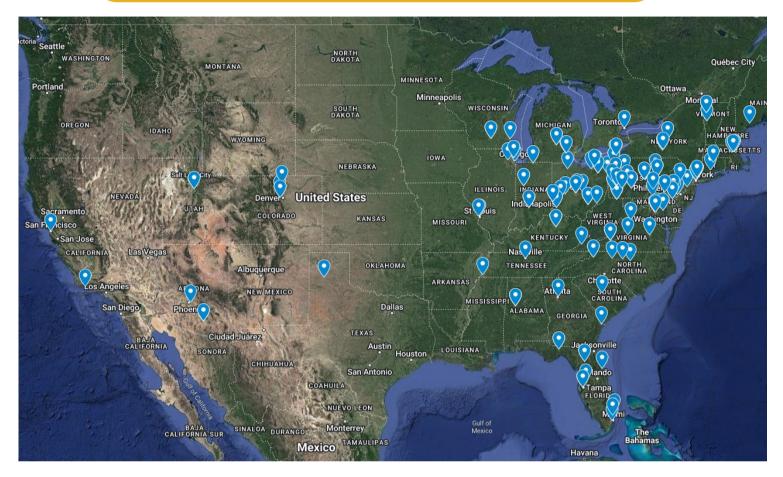
state schools will also be closely monitored in coming years.

Data is submitted to the state of Pennsylvania each year. The report summarizes the post-high school activity of our graduating class of 2022. For the Class of 2022, the data indicates a slight increase in the number of students attending 4-year colleges or universities and similar results in the number of students attending 2-year colleges from the previous year.

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



Post Graduation Activities Summary



Graduate Activity	Students	Percent
4-Year College and University	363	83.3%
2-Year College	37	8.5%
Total College-Bound Grads	400	91.8%
Technical Institute or Specialized Training	3	0.7%
Employment	19	4.4%
Armed Services	4	0.9%
Other	10	2.2%
Grand Total	436	100%



THE GRADUATE

Schools Attended by Mt. Lebanon's Class of 2022

Air Force Allegheny College American University Appalachian State University Arizona State University Campus Immersion Arizona State University-Tempe

Armv Baldwin Wallace University **Belmont University Bethany College** Boston College Boston University Bowdoin College

Bowling Green State University Brigham Young University-Idaho

Bryn Mawr College **Bucknell University** Carnegie Mellon University

Case Western Reserve University

Chapman University Chatham University

Clarion University of Pennsylvania Colorado School of Mines

Colorado State University-Fort Collins Columbia University in the City of New York Community College of Allegheny County Community College of Beaver County

Community College of Denver

Cornell University **Denison University** DePaul University Dickinson College **Duke University**

Duquesne University

Edinboro University of Pennsylvania **Elon University**

Embry-Riddle Aeronautical University-

Daytona Beach **Emerson College Emory University**

Employment (Blue Collar) Fashion Institute of Technology Florida Atlantic University

Florida State University Fordham University

Franklin and Marshall College George Washington University

Georgetown University Gettysburg College

Grove City College (PA) Harvard University

Indiana University of Pennsylvania Indiana University of Pennsylvania Indiana University - Bloomington Indiana University-Bloomington

Ithaca College James Madison University John Carroll University Kent State University Kent State University at Kent

Loyola University Chicago

Lafayette College

Manhattan College Marietta College Marquette University Marymount Manhattan College Massachusetts College of Pharmacy and

Health Sciences Mercyhurst University Miami University

Michigan State University Middlebury College moving to Germany

Navy

New York University North Carolina State University at Raleigh

Northeastern University

Nova Southeastern University

Ohio State University Ohio University

Otterbein University

Pennsylvania State University

Pennsylvania College of Technology Pennsylvania State University

Pennsylvania State University - Beaver

Pennsylvania State University - Erie-Behrend College

Point Park University

Princeton University

Purdue University Queens Community College

Rhodes College

Robert Morris University Rosedale Technology College

Ryerson University

Saint Leo University Saint Louis University

Savannah College of Art & Design - SCAD

Seton Hill University

Slippery Rock University of Pennsylvania Stanford university

Stevens Institute of Technology

Study Abroad in Israel Swarthmore College

Sweet Briar College

Syracuse University

Tallahassee Community College

Temple University Tennessee State University

Texas A & M University The Ohio State University

Trinity College undecided

United States Naval Academy University of Pittsburgh

Universal Technical Institute of Pennsylvania

University of Alabama University of Arizona

University of California-Santa Barbara University of Chicago University of Colorado Boulder

University of Dayton University of Delaware University of Florida University of Kentucky University of Maryland

University of Maryland - College Park University of Miami

University of Michigan University of North Carolina at Greensboro

University of Notre Dame University of Pittsburgh University of Pittsburgh- Johnstown

University of Pittsburgh-Greensburg

University of Rochester University of San Francisco

University of South Carolina-Columbia

University of South Florida University of Tampa University of Toronto University of Vermont

University of Virginia's College at Wise University of Washington-Seattle Campus University of Wisconsin-Madison

Virginia Commonwealth University

Virginia Polytechnic Institute and State

University Wake Forest University

Washington & Jefferson College Washington University in St. Louis Waynesburg University

Wellesley College

West Chester University of Pennsylvania West Texas A&M West Virginia University

Westminster College Wheaton College IL Wittenberg University

Worcester Polytechnic Institute **Xavier University** Yale University

Youngstown State University



Barron's Guide 2009-2018

	2009		20	010	20	011	20:	12	20	13
	#	%	#	%	#	%	#	%	#	%
Most Competitive	60	14.8%	57	13.9%	58	15.5%	45	11.1%	51	12.3%
Highly Competitive	114	28.1%	77	18.8%	64	17.1%	68	16.8%	88	21.2%
Very Competitive	97	24.0%	115	28.0%	103	27.5%	100	24.7%	124	29.8%
Competitive	102	25.2%	128	31.2%	98	26.2%	128	31.6%	94	22.6%
Less Competitive	22	5.4%	24	5.9%	15	4.0%	56	13.8%	18	4.3%
Non Competitive	3	0.7%	3	0.7%	35	9.4%	4	1.0%	32	7.7%
Specialized	7	1.7%	6	1.5%	1	0.3%	4	1.0%	9	2.2%
TOTAL	405	100%	410	100%	374	100%	405	100%	416	100%
	2014		20	015	20	16	20:	17	20	18
	#	%	#	%	#	%	#	%	#	%
Most Competitive	39	10%	43	10.8%	55	15.4%	57	14.7%	54	12.9%
Highly Competitive	88	22.6%	75	18.9%	60	16.8%	62	16.0%	79	18.9%
Very Competitive	133	34.1%	126	31.9%	99	27.7%	116	29.9%	106	25.4%
Competitive	80	20.5%	78	19.7%	66	18.4%	87	22.4%	106	25.4%
Less Competitive	16	4.1%	20	5.1%	24	6.7%	7	1.8%	18	4.3%
Non Competitive	29	7.4%	44	11.1%	52	14.5%	48	12.4%	47	11.2%
Specialized	5	1.3%	9	2.5%	2	0.5%	11	2.8%	8	1.9%
TOTAL	390	100%	395	100%	358	100%	388	100%	418	100%

Peterson's Guide 2019-2022

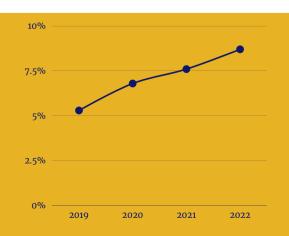
https://www.petersons.com/college-search.aspx

	2019		2020				2021		20	122
	#	%	#	%		#	%		#	%
Most Difficult	22	5.3%	27	6.8%		29	7.6%		35	8.7%
Very Difficult	145	34.9%	145	36.8%		135	35.2%		142	35.3%
Moderately Difficult	187	44.9%	163	41.4%		172	44.9%		172	42.8%
Minimally Difficult	19	4.6%	13	3.3%		14	3.7%		12	2.9%
Non-Competitive	43	10.3%	46	11.7%		33	8.6%		41	10.3%
TOTAL	416	100%	394	100%		383	100%		402	100%

NOTE: Analysis is in terms of graduates attending 4-year colleges or universities only (402) not the entire graduating class.

64%

increase in students attending a most difficult college or university since 2019



Number of Students Who Graduated Early

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

YEAR	STUDENTS GRADUATED EARLY
2013	3
2014	10
2015	5
2016	8
2017	6
2018	5
2019	3
2020	5
2021	6
2022	8



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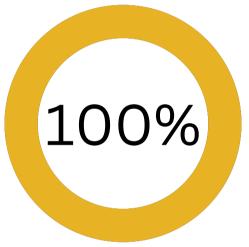
THE HIGH SCHOOL STUDENT

NATIONAL OCCUPATIONAL COMPETENCY TESTING INSTITUTE (NOCTI)

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

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

100% Advanced pass of 2022 for the Class of





certifications Earned
certifications Earned
only the 2021-2022
School year
School year





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

On the following pages, Advanced Placement data is reported on the basis of the number and percentage of scores in a given range for the May 2022 administration.

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

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



ADVANCED PLACEMENT

AP SCHOLARS

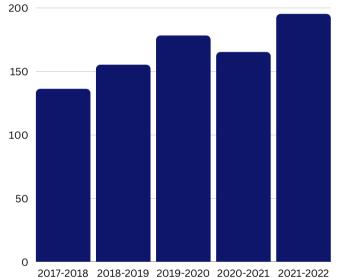
The AP Scholar Awards recognize high school students who have demonstrated exemplary college-level achievement on AP Exams.

Year	Total # of Scholars	Average Score
2018	136	4.15
2019	155	4.15
2020	178	4.19
2021	165	4.09
2022	195	3.98

Award Criteria

AP Scholar: Granted to students who receive scores of 3 or higher on three or more AP Exams AP Scholar with Honor: Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams AP Scholar with Distinction: Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these

	2018		2018		2018 2019		2020		2021		2022	
	#	Ave	#	Ave	#	Ave	#	Ave	#	Ave		
AP Scholar	59	3.66	63	3.81	71	3.87	62	3.68	84	3.60		
AP Scholar with Honor	24	4.2	42	4.09	52	4.11	39	3.99	46	3.92		
AP Scholar with Distinction	53	4.41	50	4.36	55	4.33	64	4.33	65	4.27		



Number of AP Scholars

AP EQUITY AND EXCELLENCE TREND DATA

Academic Year	2017-18	2018-19	2019-20	2020-21	2021-22
10th*	12.0%	16.6%	20.1%	25.1%	23.6%
11th*	42.4%	41.3%	46.0%	35.5%	44.6%
12th*	31.6%	38.5%	36.7%	35.4%	36.4%
GRADUATING CLASS SUMMARY**	46.4%	51.1%	49.1%	53.1%	47.1%

Data compiled from 2022 The College Board; AP Equity and Excellence (2022)

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

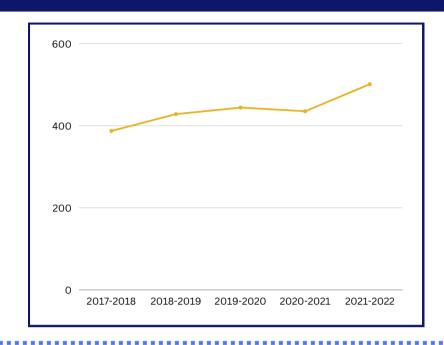
st These measures indicate the percentage of students enrolled in grades 10, 11 and 12 scoring a 3 or higher on at least one AP exam during the prior year divided by the total number of students in the respective grade.

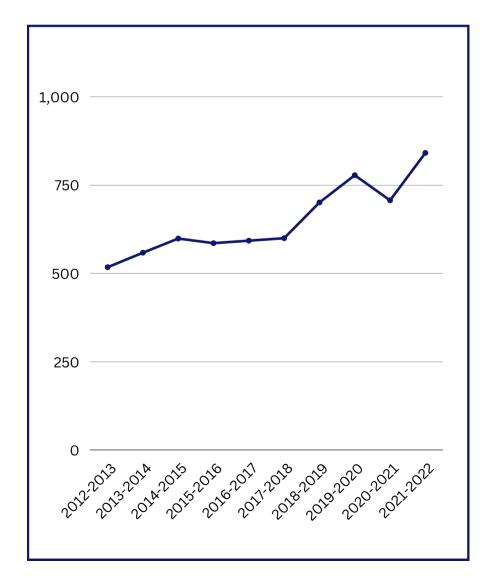


ADVANCED PLACEMENT

Advanced placements
Number of Students
Score 3. 4. or 5

2017-2018	387
2018-2019	428
2019-2020	444
2020-2021	435
2021-2022	501





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

2012-2013	518
2013-2014	559
2014-2015	599
2015-2016	586
2016-2017	593
2017-2018	600
2018-2019	701
2019-2020	778
2020-2021	707
2021-2022	841



ADVANCED PLACEMENT

PERFORMANCE BY IDENTITY GROUP

GENDER	TOTAL NUMB	ER OF EXAMS	MEAN SCORES				
	2021	2022	2021	2022			
Male	437	457	3.52	3.67			
Female	432	510	3.50	3.65			

RACE / ETHNICITY	TOTAL NUMB	ER OF EXAMS	MEAN S	SCORES
	2021	2022	2021	2022
American Indian - Alaska Native				
Asian	75	106	3.48	3.87
Black/African American				
Hispanic/Latino	35	44	3.71	3.70
Native Hawaiian/Other- Pacific Islander				
White	710	774	3.49	3.64
Two or More Races	33	26	3.91	3.92
No Response	11	26	3.61	3.62









ADVANCED PLACEMENT

HISTORICAL MEAN SCORES BY SUBJECT

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Art (Studio)	5.00	3.57	4.00	4.57	4.57	4.14	4.63	4.50	3.45	4.10
Biology	3.76	4.06	3.86	4.09	4.09	4.05	3.97	3.93	3.46	4.01
Calculus AB							3.05	4.07	4.17	4.16
Calculus BC	4.63	4.30	4.34	4.59	4.18	2.80	3.82	3.67	3.61	3.79
Chemistry	4.26	3.96	3.71	3.76	3.49	3.94	3.81	3.54	3.08	3.44
Computer Science A	2.70	3.67	3.80	3.80	3.44	2.86	3.06	3.63	2.71	2.53
English Language/Comp	4.10	4.07	4.28	4.23	4.08	4.22	4.29	3.83	3.83	4.11
English Lit/Comp	3.90	4.80	4.40	4.11	4.17	4.33	4.14	3.86	3.87	5.00
Environmental Science	3.68	3.78	3.99	3.94	4.21	3.91	4.04	3.79	3.37	3.74
European History	3.50	4.18	3.77	3.25	3.86	3.86	3.84	3.74	3.74	3.91
French Language	4.20	3.86	3.89	4.33	3.86	3.70	4.13	3.92	3.67	3.57
German Language	4.13	3.93	4.06	2.86	3.89	3.67	3.38	4.27	4.36	3.76
Human Geography								3.75	3.62	3.42
Music Theory	3.38	2.78	1.88	3.20	3.50	3.40	3.11	-	2.50	3.00
Physics 1							3.69	3.57	3.12	3.45
Physics - E & M	4.17	4.38	4.60	4.50	4.17	4.27	4.63	4.37	4.31	4.00
Physics - Mechanics	3.64	4.16	4.05	3.45	3.89	3.59	3.89	4.02	3.75	4.00
Psychology	4.00	4.08	3.73	3.97	3.42	3.46	3.82	3.65	3.16	3.08
Spanish Language	3.25	4.14	4.23	4.40	4.15	3.65	3.79	3.38	3.42	4.20
Statistics	3.48	3.88	3.22	3.78	3.44	3.44	3.51	3.75	3.38	3.43
US History	4.16	3.98	3.77	3.31	3.27	3.71	3.65	3.52	3.44	3.36
US Government & Politics	3.64	3.70	3.21	3.92	3.60	3.68	3.33	3.27	3.29	3.68





Data compiled from: 2022 AP Score Report for Educators



ADVANCED PLACEMENT

MTLHS COMPARED TO NATIONAL DATA 2017-2019

	2017							2018							2019						
	Students	Students	%	MTLSD	Nat'l.	Avg.	l	Students	Students	%	MTLSD	Nat'l.	Avg.		Students	Students	%	MTLSD	Nat'l.	Avg.	
	Enrolled	Testing	Testing	Mean	Mean	Diff.		Enrolled	Testing	Testing	Mean	Mean	Diff.		Enrolled	Testing	Testing	Mean	Mean	Diff.	
Art - Studio	14	7	50.0	4.57	2.94	1.63		17	7	41.2	4.14	3.47	0.67		18	8	44.4	4.63	3.57	1.06	
Biology	85	67	79.0	4.09	2.90	1.19		79	61	77.2	4.05	2.86	1.19		91	74	81.3	3.97	2.93	1.04	
Calculus AB															98	76	77.6	3.05	2.97	0.08	
Calculus BC	54	49	91.0	4.18	3.78	0.40		47	35	74.5	2.80	3.74	-0.94		52	45	86.5	3.82	3.80	0.02	
Chemistry	65	63	97.0	3.49	2.67	0.82		51	51	100.0	3.94	2.75	1.19		53	52	98.1	3.81	2.74	1.07	
Computer Science A	38	9	24.0	3.44	3.15	0.29		52	7	13.5	2.86	3.17	-0.31		68	17	25.0	2.94	3.26	-0.32	
English Lang/Comp	57	36	63.0	4.08	2.77	1.31		46	18	39.1	4.22	2.82	1.40		41	24	58.5	4.29	2.78	1.51	
English Lit/Comp	19	12	63.0	4.17	2.69	1.48		24	18	75.0	4.33	2.56	1.77		20	14	70.0	4.14	2.62	1.52	
Environme ntal Science	188	151	80.0	4.21	2.67	1.54		211	180	85.3	3.91	2.62	1.29		182	162	89.0	4.04	2.68	1.36	
European History	28	7	25.0	3.86	2.81	1.05		22	14	63.6	3.86	2.89	0.97		41	18	43.9	3.94	2.90	1.04	
French Language	6	8	133.0	3.86	3.29	0.57		15	10	66.7	3.70	3.25	0.45		10	8	80.0	4.13	3.30	0.83	
German Language	18	9	50.0	3.89	3.39	0.50		20	18	90.0	3.67	3.22	0.45		10	8	80.0	3.38	3.30	0.08	
Music Theory	10	6	60.0	3.50	3.02	0.48		19	5	26.3	3.40	3.17	0.23		24	9	37.5	3.11	3.11	0.00	
Physics 1															122	70	57.4	3.69	2.51	1.18	
Physics - E & M	20	12	60.0	4.17	3.49	0.68		23	15	65.2	4.27	3.56	0.71		16	8	50.0	4.63	3.60	1.03	
Physics - Mechanics	69	44	64.0	3.89	3.71	0.18		52	37	71.2	3.59	3.52	0.08		54	36	66.7	3.89	3.76	0.13	
Psychology	104	52	50.0	3.42	3.06	0.36		111	57	51.4	3.46	3.13	0.33		107	68	63.6	3.82	3.30	0.52	
Spanish Language	30	13	43.0	4.15	3.61	0.54		33	17	51.5	3.65	3.68	-0.03		43	14	32.6	3.79	3.71	0.08	
Statistics	56	32	57.0	3.44	2.72	0.72		67	39	58.2	3.44	2.85	0.59		74	35	47.3	3.51	2.87	0.64	
U.S. History	86	67	78.0	3.27	2.65	0.62		95	76	80.0	3.71	2.66	1.05		62	48	77.4	3.65	2.71	0.94	
U.S. Gov. & Politics	42	15	36.0	3.60	2.58	1.02		61	28	45.9	3.68	2.70	0.98		25	15	60.0	3.33	2.73	0.60	
TOTALS	989	659						1045	693						1211	809					
Overall % Tested	66.6%							66.3%							66.8%						

Data compiled from: 2022 The College Board; AP Five-Year School Score Summary (2022)



ADVANCED PLACEMENT

MTLHS COMPARED TO NATIONAL DATA 2020-2022

5	2020							2021							2022						
	Students	Students	%	MTLSD	Nat'l.	Avg.	Stude	students	%	MTLSD	Nat'l.	Avg.		Students	Students	%	MTLSD	Nat'l.	Avg.		
]	Enrolled	Testing	Testing	Mean	Mean	Diff.	Enroll	ed Testing	Testing	Mean	Mean	Diff.		Enrolled	Testing	Testing	Mean	Mean	Diff.		
Art - Studio	25	6	24.0	4.50	3.49	1.01	26	11	42.3	3.45	3.42	0.03		26	10	38.5	4.10	3.43	0.67		
Biology	112	85	75.9	3.93	3.03	0.90	85	59	69.4	3.46	2.83	0.63		103	85	82.5	4.01	3.11	0.90		
Calculus AB	111	61	55.0	4.07	3.06	1.01	109	58	53.2	4.17	2.81	1.36		112	77	68.8	4.16	2.91	1.25		
Calculus BC	35	33	94.3	3.67	3.84	-0.17	46	36	78.3	3.61	3.62	-0.01		25	24	96.0	3.79	3.68	0.11		
Chemistry	44	39	88.6	3.54	2.75	0.79	58	50	86.2	3.08	2.67	0.41		27	27	100.0	3.44	2.73	0.71		
Computer Science A	65	19	29.2	3.63	3.25	0.38	78	17	21.8	2.71	3.15	-0.44		72	19	26.4	2.53	3.2	-0.67		
English Lang/Comp	65	52	80.0	3.83	2.96	0.87	63	41	65.1	3.83	2.86	0.97		126	84	66.7	4.11	2.83	1.28		
English Lit/Comp	11	7	63.6	3.86	2.84	1.02	22	15	68.2	3.87	2.49	1.38		13	7	53.8	5.00	3.31	1.69		
Environme ntal Science	212	188	88.7	3.79	2.84	0.95	217	142	65.4	3.37	2.68	0.69		235	191	81.3	3.74	2.80	0.94		
European History	36	23	63.9	3.74	2.95	0.79	57	27	47.4	3.74	2.84	0.90		44	22	50.0	3.91	2.95	0.96		
French Language	13	13	100.0	3.92	3.56	0.36	15	9	60.0	3.67	3.13	0.54		11	7	63.6	3.57	3.16	0.41		
German Language	15	11	73.3	4.27	3.48	0.79	15	11	73.3	4.36	3.09	1.27		28	17	60.7	3.76	3.13	0.63		
Human Geography	86	77	89.5	3.75	2.75	1.00	147	126	85.7	3.62	2.70	0.92		144	126	86.1	3.42	2.70	0.72		
Music Theory	0	0	0.0	0.00	0.00	0.00	12	4	33.3	2.50	3.04	-0.54		9	5	55.5	3.00	3.03	0.03		
Physics 1	36	28	77.8	3.57	2.65	0.92	44	25	54.5	3.12	2.42	0.70		60	38	63.3	3.45	2.47	0.98		
Physics - E & M	24	19	79.2	4.37	3.67	0.70	24	16	66.7	4.31	3.47	0.84		14	12	85.7	4.00	3.43	0.57		
Physics - Mechanics	57	45	78.9	4.02	3.87	0.15	49	36	73.5	3.75	3.37	0.38		30	23	76.7	4.00	3.41	0.59		
Psychology	118	54	45.8	3.65	3.21	0.44	169	77	45.6	3.16	2.73	0.43		166	83	50.0	3.08	2.86	0.22		
Spanish Language	43	21	48.8	3.38	3.86	-0.48	35	12	34.3	3.42	3.41	0.01		27	5	18.5	4.20	3.54	0.66		
Statistics	61	36	59.0	3.75	2.93	0.82	88	24	27.3	3.38	2.84	0.54		71	35	49.3	3.43	2.89	0.54		
U.S. History	75	66	88.0	3.52	2.83	0.69	83	66	79.5	3.44	2.53	0.91		84	64	76.2	3.36	2.57	0.79		
U.S. Gov. & Politics	19	11	57.9	3.27	2.85	0.42	23	7	30.4	3.29	2.63	0.66		40	23	55.0	3.68	2.58	1.10		
TOTALS	1263	894					146	869						1467	981						
Overall % Tested	70.8%						59.3°					e College		66.9%							



ADVANCED PLACEMENT

HISTORICAL PERFORMANCE BY SUBJECT

ENGLISH LANG/COMP	2017-18	2018-19	2019-20	2020-21	2021-22
# of 5	9	11	16	11	32
# of 4	5	10	17	17	33
# of 3	3	2	13	9	15
# of 2	1	1	6	3	4
# of 1	-	-	-	1	-
Total Tested	18	24	52	41	84
% of 5	50%	46%	31%	27%	38%
% of 4 and above		88%	63%	68%	77%
	78%		88%		
% of 3 and above	94%	96%		90%	96%
ENGLISH LIT/COMP	2017-18	2018-19	2019-20	2020-21	2021-22
# of 5	9	5	2	3	7
# of 4	6	6	3	8	-
# of 3	3	3	1	3	-
# of 2	-	-	1	1	-
# of 1	-	-	-	-	-
Total Tested	18	14	7	15	7
% of 5	50%	36%	29%	20%	100%
% of 4 and above	83%	79%	71%	73%	100%
% of 3 and above	100%	100%	86%	93%	100%
ENVIRONMENTAL SCIENCE	2017-18	2018-19	2019-20	2020-21	2021-22
# of 5	62	54	54	16	42
# of 4	69	75	78	51	83
# of 3	22	20	23	47	41
# of 2	24	12	28	25	23
# of 1	3	1	5	3	2
Total Tested	180	162	188	142	191
% of 5	34%	33%	29%	11%	22%
% of 4 and above	73%	79%	70%	47%	65%
% of 3 and above	85%	91%	82%	80%	87%
EUROPEAN HISTORY	2017-18	2018-19	2019-20	2020-21	2021-22
# of 5	5	5	6	6	7
# of 4	3	8	10	12	8
# of 3	5	4	2	5	5
# of 2	1	1			2
# of 1	-	-	5 -	-	-
Total Tested	14	18	23	27	22
% of 5	36%	28%	26%	22%	32%
% of 4 and above	57%	72%	70%	45%	68%
% of 3 and above	93%	94%	78%	85%	91%
FRENCH LANGUAGE	2017-18	2018-10	2019-20	2020-21	2021-22
# of 5		2018-19	·	2020-21	
	2	2	3	1	-
# of 4	3	2	3 6	1 4	- 4
# of 4 # of 3	3 5	2 5 1	3 6 4	1 4 4	- 4 3
# of 4 # of 3 # of 2	3	2	3 6	1 4	- 4
# of 4 # of 3 # of 2 # of 1	3 5	2 5 1	3 6 4	1 4 4	- 4 3
# of 4 # of 3 # of 2	3 5 -	2 5 1	3 6 4	1 4 4 -	- 4 3 -
# of 4 # of 3 # of 2 # of 1	3 5 -	2 5 1 -	3 6 4 -	1 4 4 - -	- 4 3 -
# of 4 # of 3 # of 2 # of 1 Total Tested	3 5 - - 10	2 5 1 - - 8	3 6 4 - - - 13	1 4 4 - - 9	- 4 3 - - 7
# of 4 # of 3 # of 2 # of 1 Total Tested % of 5	3 5 - - 10 20%	2 5 1 - - 8 25%	3 6 4 - - 13 23%	1 4 4 - - 9 11%	- 4 3 - - 7 0%
# of 4 # of 3 # of 2 # of 1 Total Tested % of 5 % of 4 and above	3 5 - - 10 20% 50%	2 5 1 - - 8 25% 88%	3 6 4 - - 13 23% 69%	1 4 4 - - 9 11% 56%	- 4 3 - - 7 0% 57%
# of 4 # of 3 # of 2 # of 1 Total Tested % of 5 % of 4 and above % of 3 and above	3 5 - - 10 20% 50% 100%	2 5 1 - - 8 25% 88% 100%	3 6 4 - - 13 23% 69% 100%	1 4 4 9 11% 56% 100%	- 4 3 7 0% 57%
# of 4 # of 3 # of 2 # of 1 Total Tested % of 5 % of 4 and above % of 3 and above GERMAN LANGUAGE	3 5 - - 10 20% 50% 100% 2017-18	2 5 1 - - 8 25% 88% 100% 2018-19	3 6 4 - - 13 23% 69% 100% 2019-20	1 4 4 9 11% 56% 100%	- 4 3 7 0% 57% 100% 2021-22
# of 4 # of 3 # of 2 # of 1 Total Tested % of 5 % of 4 and above % of 3 and above GERMAN LANGUAGE # of 5 # of 4	3 5 10 20% 50% 100% 2017-18 5 5	2 5 1 - - 8 25% 88% 100% 2018-19	3 6 4 - - 13 23% 69% 100% 2019-20	1 4 4 4 7 - 9 11% 56% 100% 2020-21 7	- 4 3 7 0% 57% 100% 2021-22 3 7
# of 4 # of 3 # of 2 # of 1 Total Tested % of 5 % of 4 and above % of 3 and above GERMAN LANGUAGE # of 5 # of 4 # of 3	3 5 10 20% 50% 100% 2017-18 5 5 5	2 5 1 8 25% 88% 100% 2018-19 2 2	3 6 4 13 23% 69% 100% 2019-20 4 6	1 4 4 4 7 - 9 11% 56% 100% 2020-21 7 2	- 4 3 7 0% 57% 100% 2021-22
# of 4 # of 3 # of 2 # of 1 Total Tested % of 5 % of 4 and above % of 3 and above GERMAN LANGUAGE # of 5 # of 4 # of 3 # of 2	3 5 10 20% 50% 100% 2017-18 5 5	2 5 1 8 25% 88% 100% 2018-19 2 2 2 1	3 6 4 13 23% 69% 100% 2019-20 4 6 1	1 4 4 7 - 9 11% 56% 100% 2020-21 7 2 1	- 4 3 7 0% 57% 100% 2021-22 3 7
# of 4 # of 3 # of 2 # of 1 Total Tested % of 5 % of 4 and above % of 3 and above GERMAN LANGUAGE # of 4 # of 3 # of 2 # of 1	3 5 10 20% 50% 100% 2017-18 5 5 5 3 -	2 5 1 8 25% 88% 100% 2018-19 2 2 1 1	3 6 4 13 23% 69% 100% 2019-20 4 6 1	1 4 4 4 9 11% 56% 100% 2020-21 7 2 1	- 4 3 - 7 0% 57% 100% 2021-22 3 7 7
# of 4 # of 3 # of 2 # of 1 Total Tested % of 5 % of 4 and above % of 3 and above GERMAN LANGUAGE # of 5 # of 4 # of 3 # of 2 # of 1 Total Tested	3 5 10 20% 50% 100% 2017-18 5 5 5 3 - 18	2 5 1 8 25% 88% 100% 2018-19 2 2 2 1 1 1 8	3 6 4 13 23% 69% 100% 2019-20 4 6 1 11	1 4 4 4 9 11% 56% 100% 2020-21 7 2 1 1 11	- 4 3 - 7 0% 57% 100% 2021-22 3 7 7 - 17
# of 4 # of 3 # of 2 # of 1 Total Tested % of 5 % of 4 and above % of 3 and above GERMAN LANGUAGE # of 5 # of 4 # of 3 # of 2 # of 1 Total Tested % of 5	3 5 10 20% 50% 100% 2017-18 5 5 5 3 - 18 28%	2 5 1 8 8 25% 88% 100% 2018-19 2 2 2 1 1 1 8 8 25%	3 6 4 13 23% 69% 100% 2019-20 4 6 1 11 36%	1 4 4 4 9 11% 56% 100% 2020-21 7 2 1 1 1 11 64%	- 4 3 - 7 0% 57% 100% 2021-22 3 7 - 17 18%
# of 4 # of 3 # of 2 # of 1 Total Tested % of 5 % of 4 and above % of 3 and above GERMAN LANGUAGE # of 5 # of 4 # of 3 # of 2 # of 1 Total Tested	3 5 10 20% 50% 100% 2017-18 5 5 5 3 - 18	2 5 1 8 25% 88% 100% 2018-19 2 2 2 1 1 1 8	3 6 4 13 23% 69% 100% 2019-20 4 6 1 11	1 4 4 4 9 11% 56% 100% 2020-21 7 2 1 1 11	- 4 3 - 7 0% 57% 100% 2021-22 3 7 7 17



ADVANCED PLACEMENT

HISTORICAL PERFORMANCE BY SUBJECT

				· · · · · · · · · · · · · · · · · · ·	
ART - STUDIO	2017-18	2018-19	2019-20	2020-21	2021-22
# of 5	2	6	3	-	2
# of 4	4	1	3	5	7
# of 3	1	1	-	6	1
# of 2	-	-	-	-	-
# of 1	-	-	-	-	-
Total Tested	7	8	6	11	10
% of 5	29%	75%	50%	0%	20%
% of 4 and above	86%	88%	100%	46%	90%
% of 3 and above	100%	100%	100%	100%	100%
BIOLOGY	2017-18	2018-19	2019-20	2020-21	2021-22
# of 5	19	20	24	8	30
# of 4	26	34	35	19	28
	16	18			
# of 3			22	24	25
# of 2	-	2	4	8	2
# of 1	-	-	-	-	-
Total Tested	61	74	85	59	85
% of 5	31%	27%	28%	14%	35%
% of 4 and above	74%	73%	69%	46%	68%
% of 3 and above	100%	97%	95%	86%	98%
CALCULUS AB	2017-18	2018-19	2019-20	2020-21	2021-22
# of 5	-	8	23	30	34
# of 4	-	19	24	14	23
# of 3	-	21	10	8	18
# of 2	-	25	3	6	2
# of 1	-	3	1	-	-
Total Tested		76	61	58	77
% of 5	-	11%	38%	52%	44%
% of 4 and above	-	36%	77%	76%	87%
% of 3 and above	-	64%	93%	90%	97%
CALCULUS BC	2017-18	2018-19	2019-20	2020-21	2021-22
# of 5	2	17	11	10	7
# of 4	4	11	5	8	8
# of 3	15	9	12	12	6
# of 2	-		5	6	
	13	8			1 3
	13	8 -			3 -
# of 1	1	-	-	-	-
# of 1 Total Tested	1 35	- 45	- 33	- 36	- 24
# of 1 Total Tested % of 5	1 35 6%	- 45 38%	- 33 33%	- 36 28%	- 24 29%
# of 1 Total Tested % of 5 % of 4 and above	1 35 6% 17%	- 45 38% 62%	- 33 33% 48%	- 36 28% 50%	- 24 29% 63%
# of 1 Total Tested % of 5 % of 4 and above % of 3 and above	1 35 6% 17% 60%	- 45 38% 62% 82%	- 33 33% 48% 85%	- 36 28% 50% 83%	- 24 29% 63% 88%
# of 1 Total Tested % of 5 % of 4 and above % of 3 and above CHEMISTRY	1 35 6% 17% 60% 2017-18	- 45 38% 62% 82% 2018-19	- 33 33% 48% 85% 2019-20	- 36 28% 50% 83% 2020-21	- 24 29% 63% 88% 2021-22
# of 1 Total Tested % of 5 % of 4 and above % of 3 and above CHEMISTRY # of 5	1 35 6% 17% 60% 2017-18	- 45 38% 62% 82% 2018-19	- 33 33% 48% 85% 2019-20	- 36 28% 50% 83% 2020-21	- 24 29% 63% 88% 2021-22
# of 1 Total Tested % of 5 % of 4 and above % of 3 and above CHEMISTRY # of 5 # of 4	1 35 6% 17% 60% 2017-18 18 16	- 45 38% 62% 82% 2018-19 10 24	- 33 33% 48% 85% 2019-20 6	- 36 28% 50% 83% 2020-21 7	- 24 29% 63% 88% 2021-22 3 11
# of 1 Total Tested % of 5 % of 4 and above % of 3 and above CHEMISTRY # of 5 # of 4 # of 3	1 35 6% 17% 60% 2017-18 18 16	- 45 38% 62% 82% 2018-19 10 24 16	- 33 33% 48% 85% 2019-20 6 17	- 36 28% 50% 83% 2020-21 7 9 18	- 24 29% 63% 88% 2021-22 3 11
# of 1 Total Tested % of 5 % of 4 and above % of 3 and above CHEMISTRY # of 5 # of 4 # of 3 # of 2	1 35 6% 17% 60% 2017-18 18 16 13	- 45 38% 62% 82% 2018-19 10 24 16	- 33 33% 48% 85% 2019-20 6 17 9 6	- 36 28% 50% 83% 2020-21 7 9 18	- 24 29% 63% 88% 2021-22 3 11 9
# of 1 Total Tested % of 5 % of 4 and above % of 3 and above CHEMISTRY # of 5 # of 4 # of 3 # of 2 # of 1	1 35 6% 17% 60% 2017-18 18 16 13 4	- 45 38% 62% 82% 2018-19 10 24 16 2	- 33 33% 48% 85% 2019-20 6 17 9 6	- 36 28% 50% 83% 2020-21 7 9 18 13	- 24 29% 63% 88% 2021-22 3 11 9 3 1
# of 1 Total Tested % of 5 % of 4 and above % of 3 and above CHEMISTRY # of 5 # of 4 # of 3 # of 2 # of 1 Total Tested	1 35 6% 17% 60% 2017-18 18 16 13 4 - 51	- 45 38% 62% 82% 2018-19 10 24 16 2 - 52	- 33 33% 48% 85% 2019-20 6 17 9 6 11 39	- 36 28% 50% 83% 2020-21 7 9 18 13 3 50	- 24 29% 63% 88% 2021-22 3 11 9 3 1 27
# of 1 Total Tested % of 5 % of 4 and above % of 3 and above CHEMISTRY # of 5 # of 4 # of 3 # of 2 # of 1 Total Tested % of 5	1 35 6% 17% 60% 2017-18 18 16 13 4 - 51 35%	- 45 38% 62% 82% 2018-19 10 24 16 2 - 52 19%	- 33 33% 48% 85% 2019-20 6 17 9 6 1 39 15%	- 36 28% 50% 83% 2020-21 7 9 18 13 3 50 14%	- 24 29% 63% 88% 2021-22 3 11 9 3 1 27 11%
# of 1 Total Tested % of 5 % of 4 and above % of 3 and above CHEMISTRY # of 5 # of 4 # of 3 # of 2 # of 1 Total Tested % of 5 % of 4 and above	1 35 6% 17% 60% 2017-18 18 16 13 4 - 51 35% 67%	- 45 38% 62% 82% 2018-19 10 24 16 2 - 52 19% 65%	- 33 33% 48% 85% 2019-20 6 17 9 6 1 39 15% 59%	- 36 28% 50% 83% 2020-21 7 9 18 13 3 50 14% 32%	- 24 29% 63% 88% 2021-22 3 11 9 3 1 27 11% 52%
# of 1 Total Tested % of 5 % of 4 and above % of 3 and above CHEMISTRY # of 5 # of 4 # of 3 # of 2 # of 1 Total Tested % of 5 % of 4 and above % of 3 and above % of 3 and above	1 35 6% 17% 60% 2017-18 18 16 13 4 - 51 35% 67% 92%	- 45 38% 62% 82% 2018-19 10 24 16 2 - 52 19% 65% 96%	- 33 33% 48% 85% 2019-20 6 17 9 6 1 39 15% 59% 82%	- 36 28% 50% 83% 2020-21 7 9 18 13 3 50 14% 32% 68%	- 24 29% 63% 88% 2021-22 3 11 9 3 1 27 11% 52% 85%
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# of 1 Total Tested % of 5 % of 4 and above % of 3 and above CHEMISTRY # of 5 # of 4 # of 3 # of 2 # of 1 Total Tested % of 5 % of 4 and above % of 3 and above COMPUTER SCIENCE A # of 5	1 35 6% 17% 60% 2017-18 18 16 13 4 - 51 35% 67% 92%	- 45 38% 62% 82% 2018-19 10 24 16 2 - 52 19% 65% 96%	- 33 33% 48% 85% 2019-20 6 17 9 6 1 39 15% 59% 82%	- 36 28% 50% 83% 2020-21 7 9 18 13 3 50 14% 32% 68%	- 24 29% 63% 88% 2021-22 3 11 9 3 1 27 11% 52% 85%
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ADVANCED PLACEMENT

HISTORICAL PERFORMANCE BY SUBJECT

HUMAN GEOGRAPHY	2017-18	2018-19	2019-20	2020-21	2021-22
# of 5	-	-	29	32	31
# of 4	-	-	19	41	32
# of 3	-	-	16	31	32
# of 2	-	-	7	17	20
# of 1	-	-	6	5	11
Total Tested			77	126	126
% of 5	-	-	38%	25%	24%
% of 4 and above	=	=	62%	58%	50%
% of 3 and above	-	=	83%	83%	75%
MUSIC THEORY	2017-18	2018-19	2019-20	2020-21	2021-22
# of 5	1	2	-	-	-
# of 4	-	-	-	-	2
# of 3	4	4	-	2	2
# of 2	=	3	-	2	-
# of 1	-	-	-	-	1
Total Tested	5	9	_	4	5
% of 5	20%	22%	_	0%	0%
% of 4 and above	20%	22%	_	0%	40%
% of 3 and above	100%	66%	_	50%	80%
PHYSICS 1	2017-18	2018-19	2019-20	2020-21	2021-22
# of 5	-	18	6	2	6
# of 4	_	23	6	6	13
# of 3	-	19	14	10	12
# of 2	_	9	2	7	6
# of 1	-	1	-	-	1
Total Tested	_	70	28	25	38
% of 5	-	26%	21%	8%	16%
	-			32%	50%
0/s of / and above					
% of 4 and above		59%	43%		
% of 3 and above	-	86%	93%	72%	82%
% of 3 and above PHYSICS - E & M	2017-18	86% 2018-19	93% 2019-20	72% 2020-21	82% 2021-22
% of 3 and above PHYSICS - E & M # of 5	- 2017-18 7	86% 2018-19 5	93% 2019-20 12	72% 2020-21 8	82% 2021-22 5
% of 3 and above PHYSICS - E & M # of 5 # of 4	- 2017-18 7 5	86% 2018-19 5 3	93% 2019-20 12 3	72% 2020-21 8 6	82% 2021-22 5 4
% of 3 and above PHYSICS - E & M # of 5 # of 4 # of 3	- 2017-18 7 5 3	86% 2018-19 5 3 -	93% 2019-20 12 3	72% 2020-21 8 6	82% 2021-22 5 4
% of 3 and above PHYSICS - E & M # of 5 # of 4 # of 3 # of 2	- 2017-18 7 5 3	86% 2018-19 5 3 -	93% 2019-20 12 3 3 1	72% 2020-21 8 6 1	82% 2021-22 5 4 1 2
% of 3 and above PHYSICS - E & M # of 5 # of 4 # of 3 # of 2 # of 1	- 2017-18 7 5 3	86% 2018-19 5 3	93% 2019-20 12 3 3 1	72% 2020-21 8 6 1 1	82% 2021-22 5 4 1 2 -
% of 3 and above PHYSICS - E & M # of 5 # of 4 # of 3 # of 2 # of 1 Total Tested	- 2017-18 7 5 3 15	86% 2018-19 5 3 8	93% 2019-20 12 3 3 1 -	72% 2020-21 8 6 1 1 - 16	82% 2021-22 5 4 1 2 - 12
% of 3 and above PHYSICS - E & M # of 5 # of 4 # of 3 # of 2 # of 1 Total Tested % of 5	- 2017-18 7 5 3 15 47%	86% 2018-19 5 3 8 63%	93% 2019-20 12 3 3 1 - 19 63%	72% 2020-21 8 6 1 1 - 16 50%	82% 2021-22 5 4 1 2 - 12 42%
% of 3 and above PHYSICS - E & M # of 5 # of 4 # of 3 # of 2 # of 1 Total Tested % of 5 % of 4 and above	- 2017-18 7 5 3 15 47% 80%	86% 2018-19 5 3 8 63% 100%	93% 2019-20 12 3 3 1 - 19 63% 79%	72% 2020-21 8 6 1 1 - 16 50% 88%	82% 2021-22 5 4 1 2 - 12 42% 75%
% of 3 and above PHYSICS - E & M # of 5 # of 4 # of 3 # of 2 # of 1 Total Tested % of 5 % of 4 and above % of 3 and above	- 2017-18 7 5 3 15 47% 80% 100%	86% 2018-19 5 3 8 63% 100%	93% 2019-20 12 3 3 1 - 19 63% 79% 95%	72% 2020-21 8 6 1 1 - 16 50% 88% 94%	82% 2021-22 5 4 1 2 - 12 42% 75% 83%
% of 3 and above PHYSICS - E & M # of 5 # of 4 # of 3 # of 2 # of 1 Total Tested % of 5 % of 4 and above PHYSICS - MECHANICS	- 2017-18 7 5 3 15 47% 80% 100% 2017-18	86% 2018-19 5 3 8 63% 100% 100% 2018-19	93% 2019-20 12 3 3 1 - 19 63% 79% 95% 2019-20	72% 2020-21 8 6 1 1 - 16 50% 88% 94% 2020-21	82% 2021-22 5 4 1 2 - 12 42% 75% 83% 2021-22
% of 3 and above PHYSICS - E & M # of 5 # of 4 # of 3 # of 2 # of 1 Total Tested % of 5 % of 4 and above PHYSICS - MECHANICS # of 5	- 2017-18 7 5 3 15 47% 80% 100% 2017-18	86% 2018-19 5 3 8 63% 100% 2018-19	93% 2019-20 12 3 3 1 - 19 63% 79% 95% 2019-20 16	72% 2020-21 8 6 1 1 - 16 50% 88% 94% 2020-21 6	82% 2021-22 5 4 1 2 - 12 42% 75% 83% 2021-22
% of 3 and above PHYSICS - E & M # of 5 # of 4 # of 3 # of 2 # of 1 Total Tested % of 5 % of 4 and above 9 of 3 and above PHYSICS - MECHANICS # of 4 # of 5 # of 4	- 2017-18 7 5 3 15 47% 80% 100% 2017-18 9	86% 2018-19 5 3 8 63% 100% 2018-19 14	93% 2019-20 12 3 3 1 - 19 63% 79% 95% 2019-20 16 19	72% 2020-21 8 6 1 1 - 16 50% 88% 94% 2020-21 6 19	82% 2021-22 5 4 1 2 - 12 42% 75% 83% 2021-22 10 5
% of 3 and above PHYSICS - E & M # of 5 # of 4 # of 3 # of 2 # of 1 Total Tested % of 5 % of 4 and above % of 3 and above PHYSICS - MECHANICS # of 4 # of 4 # of 3	- 2017-18 7 5 3 15 47% 80% 100% 2017-18 9 12	86% 2018-19 5 3 8 63% 100% 2018-19 14 11 6	93% 2019-20 12 3 3 1 - 19 63% 79% 95% 2019-20 16 19 6	72% 2020-21 8 6 1 1 - 16 50% 88% 94% 2020-21 6 19	82% 2021-22 5 4 1 2 - 12 42% 75% 83% 2021-22 10 5
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% of 3 and above PHYSICS - E & M # of 5 # of 4 # of 3 # of 2 # of 1 Total Tested % of 5 % of 4 and above PHYSICS - MECHANICS # of 4 # of 3 # of 2 # of 1 Total Tested	- 2017-18 7 5 3 15 47% 80% 100% 2017-18 9 12 10 4 2 37	86% 2018-19 5 3 8 63% 100% 100% 2018-19 14 11 6 3 2 36	93% 2019-20 12 3 3 1 - 19 63% 79% 95% 2019-20 16 19 6 3 1 45	72% 2020-21 8 6 1 1 16 50% 88% 94% 2020-21 6 19 7 4 36	82% 2021-22 5 4 1 2 - 12 42% 75% 83% 2021-22 10 5 6 2 - 23
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ADVANCED PLACEMENT

HISTORICAL PERFORMANCE BY SUBJECT

SPANISH LANGUAGE	2017-18	2018-19	2019-20	2020-21	2021-22
# of 5	1	2	2	-	2
# of 4	9	8	7	6	2
# of 3	7	3	9	5	1
# of 2	-	1	3	1	-
# of 1	-	-	-	-	-
Total Tested	17	14	21	12	5
% of 5	6%	14%	10%	0%	40%
% of 4 and above	59%	71%	43%	50%	80%
% of 3 and above	100%	92%	86%	92%	100%
STATISTICS	2017-18	2018-19	2019-20	2020-21	2021-22
# of 5	10	6	13	2	7
# of 4	9	12	9	11	10
# of 3	10	13	7	8	11
# of 2	8	2	6	-	5
# of 1	2	2	1	3	2
Total Tested	39	35	36	24	35
% of 5	26%	17%	36%	8%	20%
% of 4 and above	49%	51%	61%	54%	49%
% of 3 and above	74%	88%	81%	88%	80%
U.S. GOV & POLITICS	2017-18	2018-19	2019-20	2020-21	2021-22
# of 5	6	3	2	2	8
# of 4	8	3	4	-	3
# of 3	13	5	2	3	8
# of 2	1	4	1	2	4
# of 1	-	-	2	-	-
Total Tested	28	15	11	7	23
% of 5	21%	20%	18%	29%	35%
% of 4 and above	50%	40%	55%	29%	48%
% of 3 and above	96%	73%	73%	71%	83%
U.S. HISTORY	2017-18	2018-19	2019-20	2020-21	2021-22
# of 5	19	14	13	15	9
# of 4	26	13	21	21	24
# of 3	23	12	21	12	16
# of 2	6	8	9	14	11
# of 1	2	1	2	4	4
Total Tested	76	48	66	66	64
% of 5	25%	29%	20%	23%	14%
% of 4 and above	59%	56%	52%	55%	52%
% of 3 and above	90%	81%	83%	73%	77%
TOTAL	2017-18	2018-19	2019-20	2020-21	2021-22
# of 5	199	225	273	180	253
# of 4	232	299	311	288	333
# of 3	169	177	194	235	255
# of 2	78	94	94	129	105
# of 1	15	14	27	37	37
	-,			3,	
Total Tested	693	809	899	869	983
% of 5	29%	28%	30%	21%	26%
% of 4 and above	62%	65%	65%	54%	60%
% of 3 and above	87%	87%	87%	81%	86%

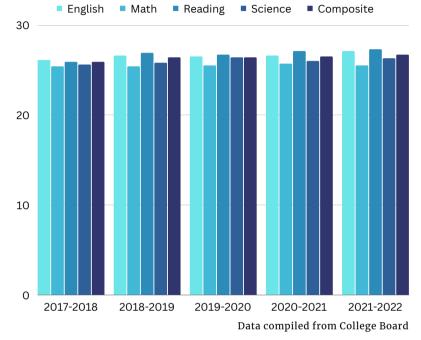
Data compiled from 2022 AP Score Reports for Education



2022 AMERICAN COLLEGE TEST (ACT) MEAN SCORES

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

	English	Math	Reading	Science	Composite
2017- 2018	26.1	25.4	25.9	25.6	25.9
2018- 2019	26.6	25.4	26.9	25.8	26.4
2019- 2020	26.5	25.5	26.7	26.4	26.4
2020- 2021	26.6	25.7	27.1	26	26.5
2021- 2022	27.1	25.5	27.3	26.3	26.7



30 -	Mt. Leban	on Pennsylv	vania ■ Nationa	al
20 -				
10 -				
0 -	English Ma	ath Reading	g Science (Composite

2022 ACT	English	Math	Reading	Science	Composite
Mt. Lebanon	27.1	25.5	27.3	26.3	26.7
Pennsylvania	24.3	23.7	25.2	24	24.4
National	19	19.3	20.4	19.9	19.8

The ACT is headquartered in Iowa City, Iowa and today its assessment is accepted at all colleges and universities. The SAT currently has a historical foothold in our area of the country, which partially explains why the vast majority of students at Mt. Lebanon take the SAT. However, increasing competition between the ACT and SAT over the last few years has resulted in nation-wide acceptance of both assessment devices. Often Mt. Lebanon students, who do not fare as well as expected on the SAT, will complete the ACT to see if a relatively higher score can be obtained. Concordance tables reflecting SAT to ACT range comparisons are made available to students and families in the high school guidance office. Counselors regularly recommend that college-bound students sit for an ACT during junior or senior year.

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

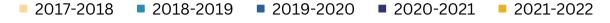
The number of participants in 2022 was 226. The average ACT composite score for Mt. Lebanon students this year was 26.7.

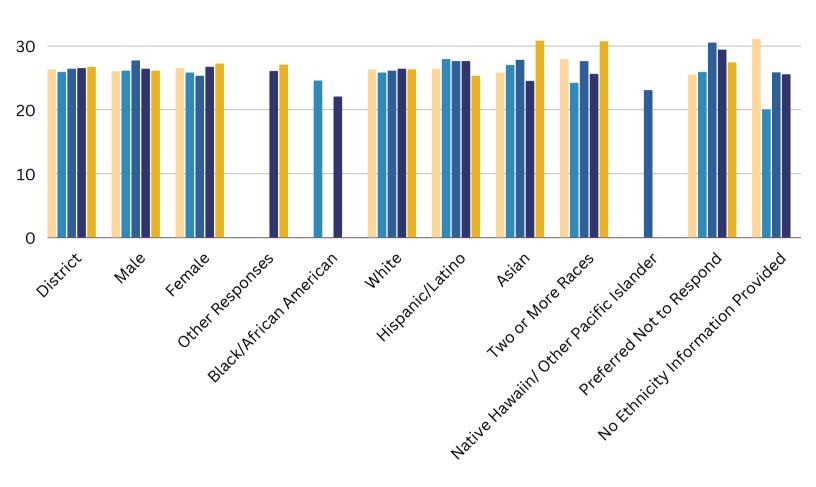


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THE HIGH SCHOOL STUDENT

FIVE YEAR ACT DISAGGREGATED COMPOSITE SCORES





Composite Score	District	Male	Female	Other Responses	Black/Africa n American	White	Hispanic/Latino	Asian	Two or More Races	Native Hawaiin/ Other Pacific Islander	Preferred Not to Respond	No Ethnicity Information Provided
2017-2018	26.3	26	26.5	-	-	26.3	26.4	25.8	27.9	-	25.5	31
2018-2019	25.9	26.1	25.8	-	24.5	25.8	27.9	27	24.2	ı	25.9	20
2019-2020	26.4	27.7	25.3	-	-	26.1	27.6	27.8	27.6	23	30.5	25.8
2020-2021	26.5	26.4	26.7	26	22	26.4	27.6	24.5	25.6	ı	29.4	25.5
2021-2022	26.7	26.1	27.2	27	-	26.3	25.3	30.8	30.7	-	27.4	-

Data compiled from College Board



Historical ACT Participation Rates and Mean Scores

Mt. Lebanon*	# of Students	% of Class Participating	English	Math	Reading	Science	Composite
2012-2013	280	63	25.1	24.6	24.9	24.7	24.9
2013-2014	234	55	25.8	25.4	26.1	25.2	25.7
2014-2015	269	62	25.9	25.0	25.8	25.1	25.6
2015-2016	247	64	26.2	25.3	26.6	25.9	26.1
2016-2017	274	74	26.2	25.6	26.3	25.1	25.9
2017-2018	277 61		26.6	25.4	26.8	25.7	26.3
2018-2019	265 58		25.9	25.5	26.2	25.7	25.9
2019-2020	367 85		26.5	25.5	26.7	26.4	26.4
2020-2021	270	65	26.6	25.7	27.1	26.0	26.5
2021-2022	226	52	27.1	25.5	27.3	26.3	26.7
Pennsylvania*			English	Math	Reading	Science	Composite
2012-2013			22.2	23.0	23.0	22.2	22.7
2013-2014			22.1	22.8	23.0	22.2	22.7
2014-2015			22.5	22.8	23.2	22.5	22.9
2015-2016			22.6	23.0	23.6	22.8	23.1
2016-2017			23.4	23.4	24.2	23.3	23.7
2017-2018			23.3	23.2	24.0	23.1	23.5
2018-2019			23.3	23.1	24.1	23.2	23.6
2019-2020			23.4	23.2	24.3	23.4	23.7
2020-2021			24.8	24.3	25.8	24.5	25.0
2021-2022			24.3	23.7	25.2	24.0	24.4
Nation**			English	Math	Reading	Science	Composite
2012-2013			20.2	20.9	21.1	20.7	20.9
2013-2014			20.3	20.9	21.3	20.8	21.0
2014-2015			20.4	20.8	21.4	20.9	21.0
2015-2016			20.1	20.6	21.3	20.8	20.8
2016-2017			20.3	20.7	21.4	21.0	21.0
2017-2018			20.2	20.5	21.3	20.7	20.8
2018-2019			20.1	20.4	21.2	20.6	20.7
2019-2020			19.9	20.2	21.2	20.6	20.6
2020-2021			19.6	19.9	20.9	20.4	20.3
2021-2022			19.0	19.3	20.4	19.9	19.8

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

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



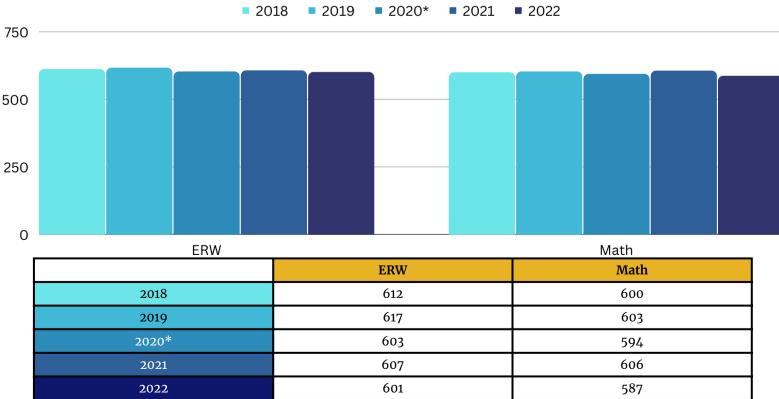
2022 SUMMARY OF SAT SCORES

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

In the following report, the scores for Evidence-Based Reading and Writing (ERW) and Mathematics are listed separately and compared with both national and Pennsylvania state means. Additionally, data is further broken down by gender. The cumulative mean score of the Evidence-Based Reading and Writing (ERW) and Mathematics sections for Mt. Lebanon students combined was 1,188:

138 points higher than the national mean and 97 points higher than the Pennsylvania mean.

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



*Spring 2020 SAT Test Administration was cancelled due to Covid-19
Data compiled from: 20221 SAT Annual Report

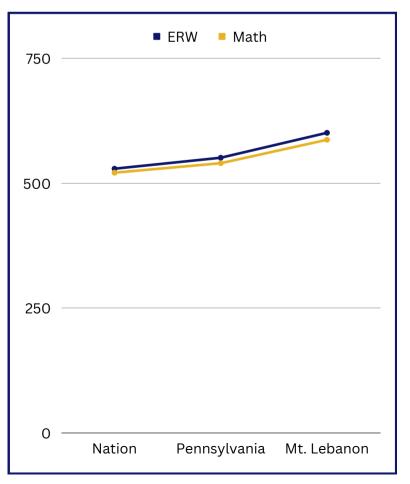


OVERALL SAT PERFORMANCE BY IDENTITY GROUPS

Race/Ethnicity	Total # of Exams in 2021	Total # of Exams in 2022	Total in 2021	Total in 2022	ERW 2021	ERW 2022	Math 2021	Math 2022
American Indian/Alaska Native	2	1	1	ı	1	-	-	-
Asian	15	22	1231	1210	607	591	624	619
Black/African-American	7	5	-	ı	-	-	-	-
Hispanic/Latino	14	12	1300	1119	644	571	656	548
White	270	287	1213	1193	609	605	605	588
Two or More Races	9	10	-	1228	-	610	-	618
No Response	4	8	-	-	-	-	_	-

SAT vs. State & National

	ERW	Math
Mt. Lebanon	601	587
Pennsylvania	551	540
Nation	529	521



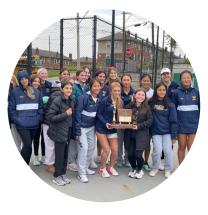


SAT REASONING MEAN SCORES TREND SUMMARY

Historical SAT Participation Rates and Mean Scores

ERW	M	T. LEBANON	SCHOOL DIST	RICT			NATION			PENNSYLVANIA			
YEAR	MALE	FEMALE	COMBINED	% OF CLASS TESTING		MALE	FEMALE	COMBINED		MALE	FEMALE	COMBINED	
2016-17	602	611	607	85.3	T	532	534	533		542	538	540	
2017-18	608	616	612	81.2		534	539	536		549	546	547	
2018-19	605	630	617	85.3		529	534	531		546	545	545	
2019-20	606	600	603	86.9		523	532	528		544	543	543	
2020-21	609	604	607	76.6		530	535	533		567	565	566	
2021-22	597	604	601	83.3		526	531	529		553	549	551	
MATH							NATION			PE	NNSYLVANIA		
YEAR	MALE	FEMALE	COMBINED			MALE	FEMALE	COMBINED		MALE	FEMALE	COMBINED	
2016-17	606	576	591			538	516	527		546	518	531	
2017-18	613	585	600			542	522	531		554	526	539	
2018-19	603	603	603			537	519	528		551	525	537	
2019-20	612	575	594			531	516	523		549	522	534	
2020-21	624	590	606			537	519	528		573	544	557	
2021-22	601	569	587			530	512	521		556	526	540	
CRITICAL READING							NATION			PE	NNSYLVANIA		
YEAR	MALE	FEMALE	COMBINED	% OF CLASS TESTING		MALE	FEMALE	COMBINED		MALE	FEMALE	COMBINED	
2012-13	551	554	553	93		499	494	496		497	491	496	
2013-14	576	563	569	90	_	499	495	497	_	501	493	497	
2014-15	563	569	566	86	_	497	493	495	_	504	494	499	
2015-16	564	572	568	83		495	493	494		504	497	500	
MATH					_		NATION		_	PE	NNSYLVANIA		
YEAR	MALE	FEMALE	COMBINED			MALE	FEMALE	COMBINED		MALE	FEMALE	COMBINED	
2012-13	583	564	573			531	499	514		520	489	514	
2013-14	591	560	575			530	499	513		521	489	513	
2014-15	583	559	572			527	496	511		521	489	504	
2015-16	585	562	573			524	494	508		524	492	506	
WRITING							NATION			PE	NNSYLVANIA		
YEAR	MALE	FEMALE	COMBINED			MALE	FEMALE	COMBINED		MALE	FEMALE	COMBINED	
2012-13	559	565	562			482	493	488		476	487	488	
		555	556		1	481	100	487		101	101	487	
2013-14	576	575	576		_	401	492	407	_	474	484	407	

Data compiled from: 2022 The College Board; 2022 College-Bound Seniors High School Highlights Report for Mt. Lebanon High School











SUMMARY OF PSAT/NMSQT SCORES OF SEMIFINALISTS AND COMMENDED STUDENTS

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

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

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

NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST (NMSQT) SUMMARY

Class of	Students in Class	Students Taking the NMSQT	Semi-Finalist Students	Commended Students	Total Semi- Finalists & Commended Students
2014	436	262	11	16	27
2015	422	245	4	15	19
2016	388	341	10	15	25
2017	435	403	9	9	18
2018	445	402	11	14	25
2019	458	433	5	6	11
2020	455	432	9	13	22
2021	415	406	7	14	21
2022	440	419	13	19	32
2023	436	428	6	21	27

The above data is a ten year summary of the National Merit Scholarship Qualifying Test results for Mt. Lebanon High School. These results are based on the Preliminary Scholastic Assessment Test (PSAT) that was given to eleventh graders in October 2020. Semifinalist standing usually represents students scoring within the top 1% of test takers in Pennsylvania and Commended standing within the top 3% in Pennsylvania. It is important to note that National Merit indexes vary from year-to-year and state-to-state. In Pennsylvania, for the Class of 2023, the index score was 218 to be a National Merit Semi-Finalist.

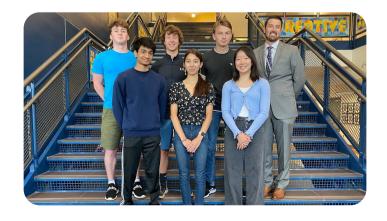


10-YEAR COMPARISON OF SOUTHWESTERN PENNSYLVANIA SCHOOLS AND COMPARISON OF COMPARATOR PENNSYLVANIA SCHOOLS

2021-2022 (CLASS OF 2023)

DISTRICT	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	TOTAL
Bethel Park School District	2	2	4	1	1	0	0	2	2	0	14
Central Bucks School District**	12	19	17	20	18	28	19	27	15	18	193
Fox Chapel School District	8	9	15	14	3	11	14	7	9	9	99
Gateway School District	1	0	1	0	3	0	3	2	1	0	11
Great Valley School District	2	8	10	11	13	4	16	11	16	6	97
Hampton School District	0	0	4	2	2	6	8	3	4	3	32
Lower Merion School District*	21	18	21	20	23	29	28	33	37	33	263
Lower Moreland School District	3	5	5	4	5	4	6	3	3	5	43
Mt. Lebanon School District	11	4	10	9	11	5	9	7	13	6	85
North Allegheny School District	15	28	21	19	29	29	22	14	20	22	219
Peters Township School District	1	6	2	5	7	1	3	3	5	3	36
Radnor School District	8	11	12	11	13	16	20	10	17	17	135
South Fayette School District	2	2	3	3	2	1	1	3	6	2	25
Taylor Alderdice (Pittsburgh Publich School District)	8	3	4	5	7	4	2	6	3	0	42
Tredyffrin-Easttown School District	26	44	33	33	34	34	42	29	38	47	360
Unionville-Chadds Ford School District	13	19	7	15	18	15	22	13	21	16	159
Upper Dublin School District	15	12	12	5	12	16	8	13	7	8	108
Upper St. Clair School District	5	8	14	12	11	4	6	11	10	9	90
Wallingford-Swarthmore School District	18	12	5	13	9	7	8	14	10	11	107

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



NATIONAL MERIT SCHOLARSHIP PROGRAM





Keystone Exams

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

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

ACT 158

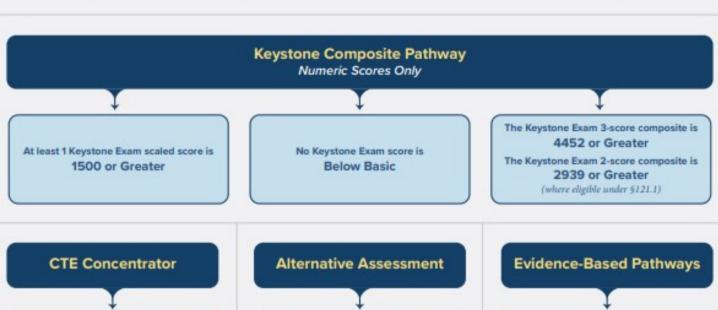
Act 158 of 2018 and Act 6 of 2017 provide alternatives to Pennsylvania's statewide requirement of attaining proficiency on the three end-of-course Keystone Exams (Algebra I, Literature, and Biology). Effective with the graduating class of 2023, students have the option to demonstrate postsecondary preparedness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





Pennsylvania Pathways to Graduation

Algebra I Proficient or Advanced Biology Proficient or Advanced Literature Proficient or Advanced



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

CTE Concentrator

1 Artifact from pathway criteria

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

Alternative Assessment

1 Artifact from pathway criteria

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

Evidence-Based

3 Artifacts from pathway criteria

Waiver

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

Individualized Education Plan

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



Pathway Criteria

CTE Concentrator

1 Artifact

Industry-based competency certification

Likelihood of industry-based competency assessment success

Readiness for continued engagement in CTE Concentrator program of study

Alternative Assessment

1 Artifact

Attainment of one alternative assessment score or better: ACT (21), ASVAB AFQT (31), PSAT/NMSQT (970), or SAT (1010)

Attainment of Gold Level or better on ACT WorkKeys

Attainment of 3 or better on AP Exam(s) related to each Keystone content area in which less than Proficient

Attainment of 4 or better on IB Exam(s) related to each Keystone content area in which less than Proficient

Successful completion of concurrent enrollment course(s) related to each Keystone content area in which less than Proficient

Successful completion of a pre-apprenticeship program

Acceptance into accredited, non-profit Institution of Higher Education (IHE) 4yr program for college-level coursework

Evidence-Based

3 Artifacts consistent w/student goals

ONE or more from Section One No more than TWO from Section Two

Section 1

Attainment of 630 or better on any SAT Subject Test

Attainment of Silver Level or better on ACT WorkKeys

Attainment of 3 or better on any AP Exam

Attainment of 3 or better on any IB Exam

Successful completion of any concurrent enrollment or postsecondary course

Industry-recognized credentialization

Acceptance into accredited, non-profit Institution of Higher Education (IHE) for college-level coursework in an other-than-4yr program

Section 2

Attainment of Proficient or Advanced on any Keystone Exam

Successful completion of a service-learning project

Letter guaranteeing full-time employment or military enlistment

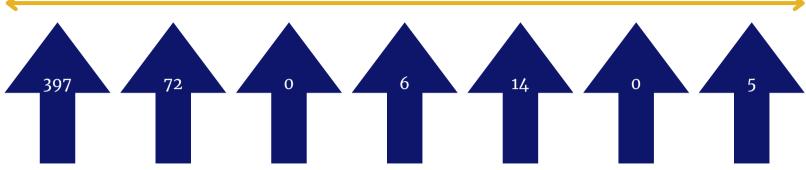
Completion of an internship, externship, or cooperative education program

Compliance with NCAA Division II academic requirements



ACT 158

Mt. Lebanon High School Class of 2023 Graduation (Anticipated Pathways)



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

3 score Composite Pathway (1500 on at least 1 exam; no score Below Basic; 4452 or greater) 2 score
Composite
Pathway
(Earned a
non-numeric
proficient;
1500 on at
least 1 exam;
no score Below
Basic; 2939 or
areater)

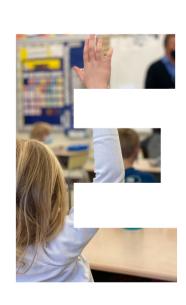
CTE Concentrator **Pathway** (Meet locally established, grade-based requirements for Keystone content in which the student is less than Proficient; 1 Artifact from Pathway Criteria)

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

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

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











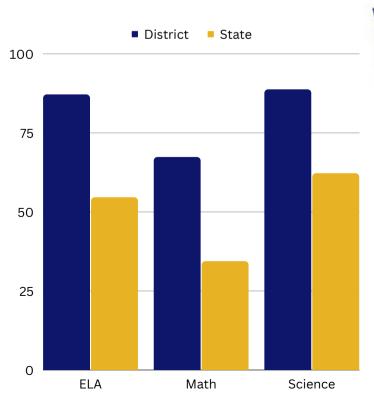
Pennsylvania System School Assessment (PSSA)

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

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

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

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

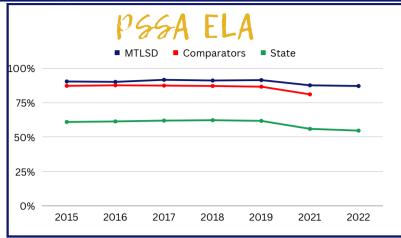




PSSA All District Data

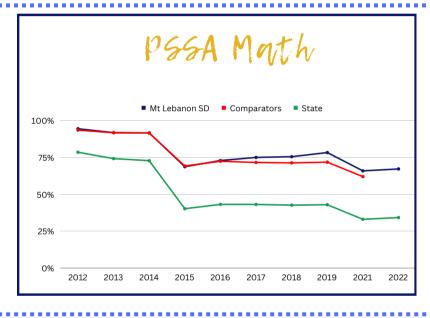
2022 PSSA	District	State
ELA	87.1	54.6
Math	67.3	34.4
Science	88.7	62.2

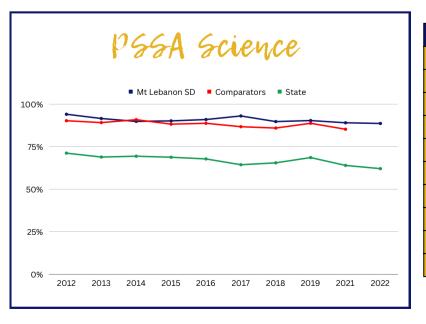




Year	MTLSD	Comparators	State
2015	90.40%	87.20%	60.90%
2016	90.10%	87.60%	61.30%
2017	91.60%	87.40%	61.90%
2018	91.10%	87.10%	62.20%
2019	91.40%	86.60%	61.70%
2021	87.60%	81%	55.9%
2022	87.10%		54.60%

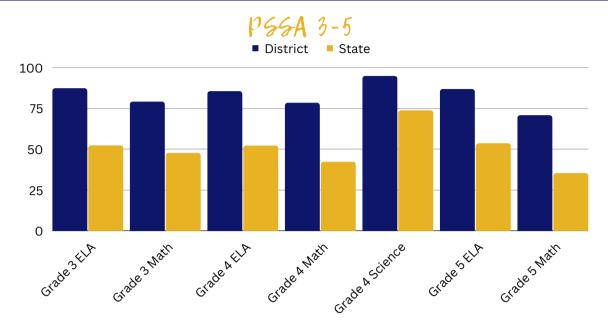
Year	Mt Lebanon SD	Comparators	State
2012	94.50%	93.60%	78.60%
2013	91.90%	91.80%	74.30%
2014	91.70%	91.60%	72.90%
2015	68.80%	69.30%	40.40%
2016	73.00%	72.50%	43.30%
2017	75.10%	71.70%	43.30%
2018	75.60%	71.40%	42.80%
2019	78.40%	71.90%	43.10%
2021	66.00%	62.10%	33.20%
2022	67.30%		34.40%





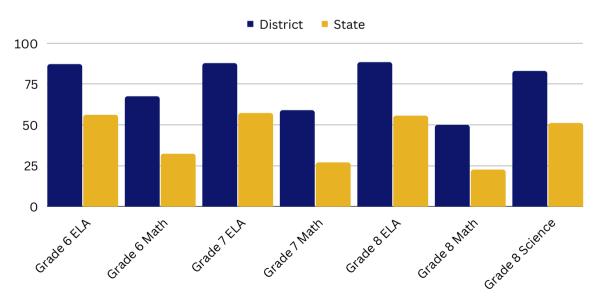
Year	Mt Lebanon SD	Comparators	State
2012	94.10%	90.30%	71.30%
2013	91.60%	89.20%	69.00%
2014	89.90%	90.90%	69.50%
2015	90.20%	88.30%	68.90%
2016	91.00%	88.80%	67.90%
2017	93.10%	86.80%	64.50%
2018	89.80%	86.00%	65.60%
2019	90.40%	88.80%	68.70%
2021	89.10%	85.30%	64.10%
2022	88.70%		62.20%





	Grade 3 ELA	Grade 3 Math	Grade 4 ELA	Grade 4 Math	Grade 4 Science	Grade 5 ELA	Grade 5 Math
District	87.2	79	85.4	78.3	94.7	86.7	70.7
State	52.3	47.7	52.2	42.3	73.7	53.6	35.4

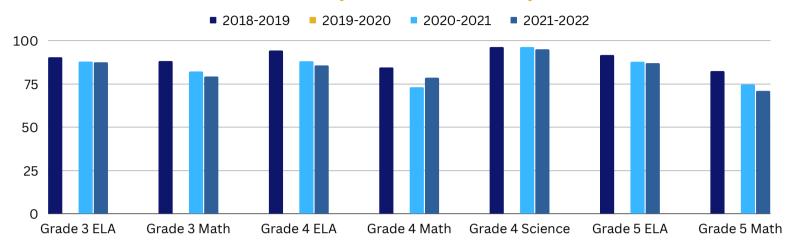




	Grade 6 ELA	Grade 6 Math	Grade 7 ELA	Grade 7 Math	Grade 8 ELA	Grade 8 Math	Grade 8 Science
District	87.1	67.4	87.7	58.9	88.3	49.9	82.9
State	56.1	32.3	57.2	27	55.6	22.6	51.1

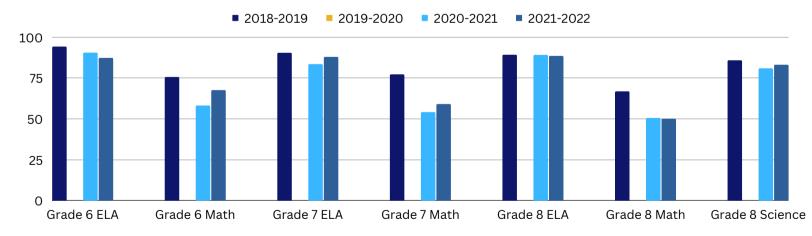


1955A 4 year Elementary



	Grade 3 ELA	Grade 3 Math	Grade 4 ELA	Grade 4 Math	Grade 4 Science	Grade 5 ELA	Grade 5 Math
2018-2019	90.1	87.9	94	84.2	96	91.4	82.1
2019-2020	0	0	0	0	0	0	0
2020-2021	87.6	81.9	87.8	72.8	96	87.5	74.4
2021-2022	87.2	79	85.4	78.3	94.7	86.7	70.7

1955A 4 year Middle School



	Grade 6 ELA	Grade 6 Math	Grade 7 ELA	Grade 7 Math	Grade 8 ELA	Grade 8 Math	Grade 8 Science
2018-2019	94	75.4	90.2	77	89	66.6	85.6
2019-2020	0	0	0	0	0	0	0
2020-2021	90.3	58	83.3	54	88.9	50.4	80.7
2021-2022	87.1	67.4	87.7	58.9	88.3	49.9	82.9



2022 PSSA Disaggregated Data

English Language Arts Performance by Group

Percentages and Total Number by Group*	Total Tested	Below	Basic	Proficient	Advanced	Percentage of Students Below Basic and Basic in English Language Arts	Percentage of Students Proficient and Advanced in English Language Arts			
All Students	2324	1	11	46	42	12.9 11	46	42 87.1		
Historically Underperforming	557	5	24	49	21	29.6 24	49	21 70.4		
IEP-Special Education	319	7	29	46	18	35.7 7 29	46	18 64.3		
English Learner	49	14	41	41	4	55.1 14 41	41	44.9		
Economically Disadvantaged	280	4	21	53	22	25.0 21	53	22 75.0		
Male	1208	2	14	48	36	16.2 14	48	36 83.8		
Female	1116	1	9	43	48	9.3 9	43	48 90.7		
American Indian/Alaskan Native (not Hispanic)										
Asian (not Hispanic)	137	1	9	33	56	10.9 9	33	56 89.1		
Black or African American (not Hispanic)	40	10	33	33	25	42.5 10 33	33	25 57.5		
Hispanic (any race)	75	4	23	37	36	26.7 23	37	36 73.3		
Multi-Racial (not Hispanic)	120	0	14	40	46	14.2 14	40	46 85.8		
White (not Hispanic)	1950	1	11	47	41	11.8 11	47	41 88.2		
Native Hawaiian/other Pacific Islander (not Hispanic)										
Migrant	0	0	0	0	0					

Mathematics Performance by Group

				-		
Percentages and Total Number by Group*	Total Tested	Below	Basic	Proficient	Advanced	Percentage of Students Below Basic Percentage of Students Proficient and Basic in Mathematics and Advanced in Mathematics
All Students	2324	9	24	33	34	32.7 9 24 33 34 67.3
Historically Underperforming	560	21	33	26	19	54.5 21 33 26 19 45.5
IEP-Special Education	318	27	31	22	19	58.2 27 31 22 19 41.8
English Learner	53	28	36	28	8	64.2 28 36 28 8 35.8
Economically Disadvantaged	282	19	38	27	16	56.7 19 38 27 16 43.3
Male	1207	9	22	32	37	31.6 9 22 32 37 68.4
Female	1117	9	25	34	32	34.0 9 25 34 32 66.0
American Indian/Alaskan Native (not Hispanic)						
Asian (not Hispanic)	137	6	13	36	45	19.0 6 13 36 45 81.0
Black or African American (not Hispanic)	39	31	36	21	13	66.7 31 36 21 13 33.3
Hispanic (any race)	78	19	24	29	27	43.6 19 24 29 27 56.4
Multi-Racial (not Hispanic)	121	7	23	31	39	29.8 7 23 31 39 70.2
White (not Hispanic)	1947	8	24	33	34	32.8 8 24 33 34 67.2
Native Hawaiian/other Pacific Islander (not Hispanic)						
Migrant	0	0	0	0	0	
1			× 1			



2022 PSSA Disaggregated Data

Science Performance by Group

Control of the Control									
Total Tested	Below	Basic	Proficient	Advanced	Percentage of Students Below Basic and Basic in Science	Percentage of Students Proficient and Advanced in Science			
763	2	9	30	58	11.3 9	30	58	88.7	
178	8	18	31	43	25.8 8 18	31	43	74.2	
97	11	19	24	46	29.9 11 19	24	46	70.1	
18	17	33	28	22	50.0 17 33	28	22 50.0		
92	7	20	37	37	26.1 7 20	37	37	73.9	
386	2	8	30	60	10.1 8	30	60	89.9	
377	3	10	31	56	12.5 10	31	56	87.5	
49	2	6	35	57	8.2 6	35	57	91.8	
13	8	38	23	31	46.2 8 38	23	31 53.8	3	
27	4	7	33	56	11.1 7	33	56	88.9	
44	0	2	34	64	2.3	34	64	97.7	
628	3	9	30	59	11.5 9	30	59	88.5	
0	0	0	0	0					
	763 178 97 18 92 386 377 49 13 27 44 628	763 2 178 8 97 11 18 17 92 7 386 2 377 3 49 2 13 8 27 4 44 0 628 3	763 2 9 178 8 18 97 11 19 18 17 33 92 7 20 386 2 8 377 3 10 49 2 6 13 8 38 27 4 7 44 0 2 628 3 9	763 2 9 30 178 8 18 31 97 11 19 24 18 17 33 28 92 7 20 37 386 2 8 30 377 3 10 31 49 2 6 35 13 8 38 23 27 4 7 33 44 0 2 34 628 3 9 30	763 2 9 30 58 178 8 18 31 43 97 11 19 24 46 18 17 33 28 22 92 7 20 37 37 386 2 8 30 60 377 3 10 31 56 49 2 6 35 57 13 8 38 23 31 27 4 7 33 56 44 0 2 34 64 628 3 9 30 59	763 2 9 30 58 11.3 9 178 8 18 31 43 25.8 8 18 97 11 19 24 46 29.9 11 19 18 17 33 28 22 50.0 17 33 92 7 20 37 37 26.1 7 20 386 2 8 30 60 10.1 8 377 3 10 31 56 12.5 10 49 2 6 35 57 8.2 6 13 8 38 23 31 46.2 8 38 27 4 7 33 56 11.1 7 44 0 2 34 64 2.3 628 3 9 30 59 11.5 9	763 2 9 30 58 11.3 9 30 178 8 18 31 43 25.8 8 18 31 97 11 19 24 46 29.9 11 19 24 18 17 33 28 22 50.0 17 33 28 92 7 20 37 37 26.1 7 20 37 386 2 8 30 60 10.1 8 30 377 3 10 31 56 12.5 10 31 49 2 6 35 57 8.2 6 35 13 8 38 23 31 46.2 8 38 23 27 4 7 33 56 11.1 7 33 44 0 2 34 64 2.3 34	763 2 9 30 58 11.3 9 30 58 178 8 18 31 43 25.8 8 18 31 43 97 11 19 24 46 29.9 11 19 24 46 18 17 33 28 22 50.0 17 33 28 22 50.0 92 7 20 37 37 26.1 7 20 37 37 386 2 8 30 60 10.1 8 30 60 377 3 10 31 56 12.5 10 31 56 49 2 6 35 57 8.2 6 35 57 13 8 38 23 31 46.2 8 38 23 31 56 44 0 2 34 64	



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