

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

CONTEXT

Mt. Lebanon School District is committed to ensuring that all students receive a Free and Appropriate Education (FAPE) in the most conducive and least restrictive environment. 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, UnionvilleChadds Ford, Upper Dublin, Upper St. Clair, and Wallingford-Swarthmore.

PROCESS

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

At the student level, individual results are used to determine appropriate instruction and necessary supports. Individualized Education Plan or an Individualized Learning Plan are created for 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 udents in the form of curricular materials and staff support.

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

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

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

## CONCLUSIONS

## Key findings frow the examination of our current dator 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 arens 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 Digtrict:

- 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.

## Highlighty of 2021-2022 Assegsment 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.

Adranced 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+

Parkuray West Industry Credentinls 100\% Advanced Passing Rate on NOCTI Exams

27 Industry Credentials earned by 10 students
PSAT/NMSQT - Natiound 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.

## ACT

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 an 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.

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


## 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.

## THE GRADUATE

## 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\% |

## 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 Army<br>Baldwin Wallace University<br>Belmont University Bethany College Boston College<br>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<br>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<br>Community College of Denver Cornell University Denison University DePaul University Dickinson College Duke University<br>Duquesne University Edinboro University of Pennsylvania Elon University<br>Embry-Riddle Aeronautical UniversityDaytona Beach Emerson College Emory University Employment (Blue Collar) Fashion Institute of Technology<br>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<br>James Madison University John Carroll University<br>Kent State University<br>Kent State University at Kent Lafayette College<br>Loyola University Chicago<br>Manhattan College<br>Marietta College<br>Marquette University<br>Marymount Manhattan College<br>Massachusetts College of Pharmacy and Health Sciences<br>Mercyhurst University<br>Miami University<br>Michigan State University<br>Middlebury College<br>moving to Germany Navy<br>New York University<br>North Carolina State University at Raleigh<br>Northeastern University<br>Nova Southeastern University<br>Ohio State University<br>Ohio University<br>Otterbein University<br>Pennsylvania State University<br>Pennsylvania College of Technology<br>Pennsylvania State University<br>Pennsylvania State University- Beaver<br>Pennsylvania State University- Erie-Behrend College<br>Point Park University<br>Princeton University<br>Purdue University<br>Queens Community College Rhodes College<br>Robert Morris University<br>Rosedale Technology College<br>Ryerson University<br>Saint Leo University<br>Saint Louis University<br>Savannah College of Art \& Design - SCAD Seton Hill University<br>Slippery Rock University of Pennsylvania Stanford university<br>Stevens Institute of Technology Study Abroad in Israel<br>Swarthmore College Sweet Briar College Syracuse University<br>Tallahassee Community College<br>Temple University<br>Tennessee State University<br>Texas A \& M University<br>The Ohio State University<br>Trinity College undecided<br>United States Naval Academy University of Pittsburgh<br>Universal Technical Institute of Pennsylvania University of Alabama University of Arizona<br>University of California-Santa Barbara University of Chicago<br>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 |  | 2010 |  | 2011 |  | 2012 |  | 2013 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \# | \% | \# | \% | \# | \% | \# | \% | \# | \% |
| 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 |  | 2015 |  | 2016 |  | 2017 |  | 2018 |  |
|  | \# | \% | \# | \% | \# | \% | \# | \% | \# | \% |
| Most Competitive | 39 | 10\% | 43 | 10.8\% | 55 | 15.4\% | 57 | 14.7\% | 54 | 12.9\% |
| Highly Competitive | 88 | 22.6\% | 75 | 18.9\% | 60 | 16.8\% | 62 | 16.0\% | 79 | 18.9\% |
| Very Competitive | 133 | 34.1\% | 126 | 31.9\% | 99 | 27.7\% | 116 | 29.9\% | 106 | 25.4\% |
| Competitive | 80 | 20.5\% | 78 | 19.7\% | 66 | 18.4\% | 87 | 22.4\% | 106 | 25.4\% |
| Less Competitive | 16 | 4.1\% | 20 | 5.1\% | 24 | 6.7\% | 7 | 1.8\% | 18 | 4.3\% |
| Non Competitive | 29 | 7.4\% | 44 | 11.1\% | 52 | 14.5\% | 48 | 12.4\% | 47 | 11.2\% |
| Specialized | 5 | 1.3\% | 9 | 2.5\% | 2 | 0.5\% | 11 | 2.8\% | 8 | 1.9\% |
| 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 |  |  | 2022 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\#$ | $\%$ |  | $\#$ | $\%$ |  | $\#$ | $\%$ |  | $\#$ | $\%$ |
| 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 | $\mathbf{1 0 0 \%}$ |  | 394 | $100 \%$ |  | 383 | $\mathbf{1 0 0 \%}$ |  | 402 | $\mathbf{1 0 0 \%}$ |

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

## 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 |



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.

$$
\begin{aligned}
& \text { During school year }
\end{aligned}
$$

## THE HIGH SCHOOL STUDENT



## CollegeBoard

Advanced Placement Program

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.

THE HIGH SCHO
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 | 3.09 |
| 2022 | 195 | 3.98 |

A ward Criterion
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 |  | 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 <br> with Honor | 24 | 4.2 | 42 | 4.09 | 52 | 4.11 | 39 | 3.99 | 46 | 3.92 |
| AP Scholar <br> with <br> Distinction | 53 | 4.41 | 50 | 4.36 | 55 | 4.33 | 64 | 4.33 | 65 | 4.27 |



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)

* These measures indicate the percentage of students enrolled in grades 10, 11 and 12 scoring a 3 or higher on at least one AP exam during the prior year divided by the total number of students in the respective grade.
** The Graduating Class Summary represents the percentage of twelfth graders scoring a 3 or higher on at least one AP exam at any point in their high school careers divided by the total number of the school's seniors.

Adranced Placement
Number of studenty score 3, 4, or 5

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

600

200

0
2017-2018 2018-2019 2019-2020 2020-2021 2021-2022


Adranced Placement Number of Exqurs score3. 4, or 5

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



THE HIGH SCHOOL STUDENT

## ADVANCED PLACEMENT

## PERFORMANCE BY IDENTITY GROUP

| GENDER | TOTAL NUMBER 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 NUMBER OF EXAMS |  | MEAN 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 <br> Hawaiian/Other- <br> 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 <br> 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 <br> 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 |
|  <br> Politics | 3.64 | 3.70 | 3.21 | 3.92 | 3.60 | 3.68 | 3.33 | 3.27 | 3.29 | 3.68 |

MTLHS COMPARED TO NATIONAL DATA 2017-2019

|  | 2017 |  |  |  |  |  | 2018 |  |  |  |  |  | 2019 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Students | Students | \% | MTLSD | Nat'l. | Avg. | Students | Students | \% | MTLSD | Nat'l. | Avg. | Students | Students | \% | MTLSD | Nat'l. | Avg. |
|  | Enrolled | Testing | Testing | Mean | Mean | Diff. | Enrolled | Testing | Testing | Mean | Mean | Diff. | Enrolled | Testing | Testing | Mean | Mean | Diff. |
| Art - <br> 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 <br> 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 |
| $\begin{array}{\|c\|} \hline \text { Environme } \\ \text { ntal } \\ \text { Science } \end{array}$ | 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 <br> 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 <br> 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 <br> 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 |
| $\left\lvert\, \begin{gathered} \text { Physics - E } \\ \& M \end{gathered}\right.$ | 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 <br> 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 |
| $\begin{array}{\|l\|} \hline \text { U.S. Gov. \& } \\ \text { Politics } \end{array}$ | 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 \% <br> Tested | 66.6\% |  |  |  |  |  | 66.3\% |  |  |  |  |  | 66.8\% |  |  |  |  |  |

MTLHS COMPARED TO NATIONAL DATA 2020-2022

|  | 2020 |  |  |  |  |  | 2021 |  |  |  |  |  | 2022 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Students | Students | \% | MTLSD | Nat'l. | Avg. | Students | Students | \% | MTLSD | Nat'l. | Avg. | Students | Students | \% | MTLSD | Nat'l. | Avg. |
|  | Enrolled | Testing | Testing | Mean | Mean | Diff. | Enrolled | Testing | Testing | Mean | Mean | Diff. | Enrolled | Testing | Testing | Mean | Mean | Diff. |
| Art Studio | 25 | 6 | 24.0 | 4.50 | 3.49 | 1.01 | 26 | 11 | 42.3 | 3.45 | 3.42 | 0.03 | 26 | 10 | 38.5 | 4.10 | 3.43 | 0.67 |
| Biology | 112 | 85 | 75.9 | 3.93 | 3.03 | 0.90 | 85 | 59 | 69.4 | 3.46 | 2.83 | 0.63 | 103 | 85 | 82.5 | 4.01 | 3.11 | 0.90 |
| Calculus AB | 111 | 61 | 55.0 | 4.07 | 3.06 | 1.01 | 109 | 58 | 53.2 | 4.17 | 2.81 | 1.36 | 112 | 77 | 68.8 | 4.16 | 2.91 | 1.25 |
| Calculus BC | 35 | 33 | 94.3 | 3.67 | 3.84 | -0.17 | 46 | 36 | 78.3 | 3.61 | 3.62 | -0.01 | 25 | 24 | 96.0 | 3.79 | 3.68 | 0.11 |
| Chemistry | 44 | 39 | 88.6 | 3.54 | 2.75 | 0.79 | 58 | 50 | 86.2 | 3.08 | 2.67 | 0.41 | 27 | 27 | 100.0 | 3.44 | 2.73 | 0.71 |
| Computer Science A | 65 | 19 | 29.2 | 3.63 | 3.25 | 0.38 | 78 | 17 | 21.8 | 2.71 | 3.15 | -0.44 | 72 | 19 | 26.4 | 2.53 | 3.2 | -0.67 |
| English Lang/Comp | 65 | 52 | 80.0 | 3.83 | 2.96 | 0.87 | 63 | 41 | 65.1 | 3.83 | 2.86 | 0.97 | 126 | 84 | 66.7 | 4.11 | 2.83 | 1.28 |
| English <br> 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 <br> ntal <br> 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 |
| $\left\lvert\, \begin{gathered} \text { Physics - E } \\ \& M \end{gathered}\right.$ | 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 |  |  |  |  | 1465 | 869 |  |  |  |  | 1467 | 981 |  |  |  |  |
| Overall \% Tested | 70.8\% |  |  |  |  |  | 59.3\% |  |  |  |  |  | 66.9\% |  |  |  |  |  |

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

THE HIGH SCHOOL STUDENT

## 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 | 78\% | 88\% | 63\% | 68\% | 77\% |
| \% of 3 and above | 94\% | 96\% | 88\% | 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 | 5 | 4 | 2 |
| \# of 1 | - | - | - | - | - |
| 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 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
| \# of 5 | 2 | 2 | 3 | 1 | - |
| \# of 4 | 3 | 5 | 6 | 4 | 4 |
| \# of 3 | 5 | 1 | 4 | 4 | 3 |
| \# of 2 | - | - | - | - | - |
| \# of 1 | - | - | - | - | - |
| Total Tested | 10 | 8 | 13 | 9 | 7 |
| \% of 5 | 20\% | 25\% | 23\% | 11\% | 0\% |
| \% of 4 and above | 50\% | 88\% | 69\% | 56\% | 57\% |
| \% of 3 and above | 100\% | 100\% | 100\% | 100\% | 100\% |
| GERMAN LANGUAGE | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
| \# of 5 | 5 | 2 | 4 | 7 | 3 |
| \# of 4 | 5 | 2 | 6 | 2 | 7 |
| \# of 3 | 5 | 2 | 1 | 1 | 7 |
| \# of 2 | 3 | 1 | - | 1 | - |
| \# of 1 | - | 1 | - | - | - |
| Total Tested | 18 | 8 | 11 | 11 | 17 |
| \% of 5 | 28\% | 25\% | 36\% | 64\% | 18\% |
| \% of 4 and above | 56\% | 50\% | 91\% | 82\% | 59\% |
| $\%$ of 3 and above | 83\% | 75\% | 100\% | 91\% | 100\% |

SCHO

## 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 |
| \# of 3 | 16 | 18 | 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 | 13 | 8 | 5 | 6 | 3 |
| \# of 1 | 1 | - | - | - | - |
| Total Tested | 35 | 45 | 33 | 36 | 24 |
| \% of 5 | 6\% | 38\% | 33\% | 28\% | 29\% |
| \% of 4 and above | 17\% | 62\% | 48\% | 50\% | 63\% |
| \% of 3 and above | 60\% | 82\% | 85\% | 83\% | 88\% |
| CHEMISTRY | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
| \# of 5 | 18 | 10 | 6 | 7 | 3 |
| \# of 4 | 16 | 24 | 17 | 9 | 11 |
| \# of 3 | 13 | 16 | 9 | 18 | 9 |
| \# of 2 | 4 | 2 | 6 | 13 | 3 |
| \# of 1 | - | - | 1 | 3 | 1 |
| Total Tested | 51 | 52 | 39 | 50 | 27 |
| \% of 5 | 35\% | 19\% | 15\% | 14\% | 11\% |
| \% of 4 and above | 67\% | 65\% | 59\% | 32\% | 52\% |
| $\%$ of 3 and above | 92\% | 96\% | 82\% | 68\% | 85\% |
| COMPUTER SCIENCE A | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
| \# of 5 | - | 3 | 6 | 3 | 3 |
| \# of 4 | 2 | 4 | 4 | 2 | 1 |
| \# of 3 | 3 | 2 | 6 | 4 | 5 |
| \# of 2 | 1 | 5 | 2 | 3 | 4 |
| \# of 1 | 1 | 3 | 1 | 5 | 6 |
| Total Tested | 7 | 17 | 19 | 17 | 19 |
| \% of 5 | 0\% | 18\% | 32\% | 18\% | 15\% |
| \% of 4 and above | 29\% | 42\% | 53\% | 29\% | 21\% |
| $\%$ of 3 and above | 71\% | 54\% | 84\% | 53\% | 47\% |

## 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\% |
| \% of 4 and above | - | 59\% | 43\% | 32\% | 50\% |
| \% of 3 and above | - | 86\% | 93\% | 72\% | 82\% |
| PHYSICS - E \& M | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
| \# of 5 | 7 | 5 | 12 | 8 | 5 |
| \# of 4 | 5 | 3 | 3 | 6 | 4 |
| \# of 3 | 3 | - | 3 | 1 | 1 |
| \# of 2 | - | - | 1 | 1 | 2 |
| \# of 1 | - | - | - | - | - |
| Total Tested | 15 | 8 | 19 | 16 | 12 |
| \% of 5 | 47\% | 63\% | 63\% | 50\% | 42\% |
| $\%$ of 4 and above | 80\% | 100\% | 79\% | 88\% | 75\% |
| \% of 3 and above | 100\% | 100\% | 95\% | 94\% | 83\% |
| PHYSICS - MECHANICS | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
| \# of 5 | 9 | 14 | 16 | 6 | 10 |
| \# of 4 | 12 | 11 | 19 | 19 | 5 |
| \# of 3 | 10 | 6 | 6 | 7 | 6 |
| \# of 2 | 4 | 3 | 3 | 4 | 2 |
| \# of 1 | 2 | 2 | 1 | - | - |
| Total Tested | 37 | 36 | 45 | 36 | 23 |
| \% of 5 | 24\% | 39\% | 36\% | 17\% | 43\% |
| $\%$ of 4 and above | 57\% | 70\% | 78\% | 69\% | 65\% |
| \% of 3 and above | 84\% | 87\% | 91\% | 89\% | 91\% |
| PSYCHOLOGY | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
| \# of 5 | 13 | 18 | 19 | 11 | 6 |
| \# of 4 | 20 | 27 | 13 | 27 | 25 |
| \# of 3 | 8 | 16 | 13 | 15 | 31 |
| \# of 2 | 12 | 7 | 2 | 11 | 12 |
| \# of 1 | 4 | 0 | 7 | 13 | 9 |
| Total Tested | 57 | 68 | 54 | 77 | 83 |
| \% of 5 | 23\% | 26\% | 35\% | 14\% | 7\% |
| $\%$ of 4 and above | 58\% | 66\% | 59\% | 49\% | 37\% |
| $\%$ of 3 and above | 72\% | 90\% | 83\% | 69\% | 75\% |

THE HIGH SCHOOL STUDENT

## 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 |
|  |  |  |  |  |  |
| 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

# THE HIGH SCHOOL STUDENT <br> <br> 2022 AMERICAN COLLEGE TEST (ACT) MEAN SCORES 

 <br> <br> 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 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $2017-$ <br> 2018 | 26.1 | 25.4 | 25.9 | 25.6 | 25.9 |
| $2018-$ <br> 2019 | 26.6 | 25.4 | 26.9 | 25.8 | 26.4 |
| $2019-$ <br> 2020 | 26.5 | 25.5 | 26.7 | 26.4 | 26.4 |
| $2020-$ <br> 2021 | 26.6 | 25.7 | 27.1 | 26 | 26.5 |
| $2021-$ |  |  |  |  |  |
| 2022 | 27.1 | 25.5 | 27.3 | 26.3 | 26.7 |



| 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.


| Composite Score | District | Male | Female | Other Responses | Black/Africa <br> n American | White | Hispanic/Latino | Asian | Two or More Races | Native <br> Hawaiin/ Other Pacific Islander | Preferred <br> 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 | - | 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 | - | 29.4 | 25.5 |
| 2021-2022 | 26.7 | 26.1 | 27.2 | 27 | - | 26.3 | 25.3 | 30.8 | 30.7 | - | 27.4 | - |

## Hiztorical ACT Participation Rateg and Meqn Scorez

| 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 200800 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 pointy higher than the nationad mean and 97 pointy higher than the Penusyboranion mear.

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.

$$
\text { - } 2018-2019 ■ 2020 * \text { - } 2021 \text { - } 2022
$$

750


| ERW |  | ERW |  |
| :---: | :---: | :---: | :---: |
| 2018 | 612 | Math |  |
| 2019 | 617 | 600 |  |
| $2020 *$ | 603 | 603 |  |
| 2021 | 607 | 594 |  |
| 2022 | 601 | 606 |  |
| *Spring 2020 SAT Test Administration was cancelled due to Covid-19 |  |  |  |

THE HIGH SCHOOL STUDENT OVERALL SAT PERFORMANCE BY IDENTITY GROUPS
$\left.\begin{array}{|c|c|c|c|c|c|c|c|}\hline \text { Race/Ethnicity } & \begin{array}{c}\text { Total \# of } \\ \text { Exams in } \\ 2021\end{array} & \begin{array}{c}\text { Total \# of } \\ \text { Exams in } \\ 2022\end{array} & \begin{array}{c}\text { Total } \\ \text { in } \\ 2021\end{array} & \begin{array}{c}\text { Total } \\ \text { in } \\ 2022\end{array} & \begin{array}{c}\text { ERW } \\ 2021\end{array} & \begin{array}{c}\text { ERW } \\ 2022\end{array} & \begin{array}{c}\text { Math } \\ 2021\end{array} \\ \hline \text { American Indian/Alaska Native } & 2 & 1 & - & - & - & - & - \\ \hline \text { Math }\end{array}\right\}$

THE HIGH SCHOOL STUDENT
SAT REASONING MEAN SCORES TREND SUMMARY
Historicod SAT Porticipation Rater and Mean scores


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


# THE HIGHSCHOOLSTUDE 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 (NMSOT) SUMMARY

| Class of | Students in Class | Students Taking the NMSQT | Semi-Finalist Students | Commended Students | Total SemiFinalists \& 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-tostate. In Pennsylvania, for the Class of 2023, the index score was 218 to be a National Merit Semi-Finalist.

# THE HIGH SCHOOL STUDENT 

## 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



## THE HIGH SCHOOL STUDENT

## Keystone Exquis

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



## Waiver

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

## Individualized Education Plan

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

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

## Pathway Criteria

## CTE Concentrator

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 goalsONE 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

## THE HIGH SCHOOL STUDENT

## ACT 158

## Mt. Lebanou High School Clasg of 2023 Graduation (Anticipated Pathurays)




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)


EvidenceBased 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.)


# THE MIDDLE AND ELEMENTARY SCHOOL STUDENT 

Pennsyluquiq systen school Asgegsment (PSsA)

The annual Pennsylvania System School Assessment is a standards-based, criterionreferenced 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 $\$ 4.51(\mathrm{a})(4)$ of the PA School Code the State Board of Education approved, "specific criteria for advanced, proficient, basic and below basic levels of performance."




| 100\% | 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\% |
| 75\% | 2016 | 91.00\% | 88.80\% | 67.90\% |
| 50\% | 2017 | 93.10\% | 86.80\% | 64.50\% |
|  | 2018 | 89.80\% | 86.00\% | 65.60\% |
| 25\% | 2019 | 90.40\% | 88.80\% | 68.70\% |
|  | 2021 | 89.10\% | 85.30\% | 64.10\% |
|  | 2022 | 88.70\% |  | 62.20\% |

# THE MIDDLE AND ELEMENTARY SCHOOL STUDENT 



|  | 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 |

PSSA 6-8

- District $\quad$ State


|  | 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 |

# THE MIDDLE AND ELEMENTARY SCHOOL STUDENT 



|  | 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 |



|  | 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 |  |
| $2020-2021$ | 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 |



THE MIDDLE AND ELEMENTARY SCHOOL STUDENT

$$
2022 \text { PSSA Disaggregated Data }
$$

English Language Arts Performance by Group


Mathematics Performance by Group



THE MIDDLE AND ELEMENTARY SCHOOL STUDENT

2022 PSSA Disaggregated Doto

## Science Performance by Group

| Percentages and Total Number by Group* | $\bar{\pi}$ | $\frac{\delta}{\pi} \frac{2}{n}$ | $\frac{\check{n}}{\underset{\omega}{\tilde{\omega}}}$ |  |  | Percentage of Students Below Basic and Basic in Science | Percentage of Students Proficient and Advanced in Science |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 763 | 2 | 9 | 30 | 58 | 11.3 \| 9 | 30 | 58 | 88.7 |
| Historically Underperforming | 178 | 8 | 18 | 31 | 43 | 25.8818 | 31 | 43 |  |
| IEP-Special Education | 97 | 11 | 19 | 24 | 46 | 29.91119 | 24 | - |  |
| English Learner | 18 | 17 | 33 | 28 | 22 | $50.017 \quad 33$ | 28 | 50.0 |  |
| Economically Disadvantaged | 92 | 7 | 20 | 37 | 37 | 26.1720 | 37 | 37 |  |
| Male | 386 | 2 | 8 | 30 | 60 | 10.1\|8 | 30 | 60 | 89.9 |
| Female | 377 | 3 | 10 | 31 | 56 | 12.5 10 | 31 | 56 | 87.5 |
| American Indian/Alaskan Native (not Hispanic) |  |  |  |  |  |  |  |  |  |
| Asian (not Hispanic) | 49 | 2 | 6 | 35 | 57 | 8.216 | 35 | 57 | 91.8 |
| Black or African American (not Hispanic) | 13 | 8 | 38 | 23 | 31 | 46.2838 | 23 | 53.8 |  |
| Hispanic (any race) | 27 | 4 | 7 | 33 | 56 | 11.17 | 33 | 56 | 88.9 |
| Multi-Racial (not Hispanic) | 44 | 0 | 2 | 34 | 64 | 2.3 | 34 | 64 | 97.7 |
| White (not Hispanic) | 628 | 3 | 9 | 30 | 59 | 11.5 9 | 30 | 59 | 88.5 |
| Native Hawaiian/other Pacific Islander (not Hispanic) |  |  |  |  |  |  |  |  |  |
| Migrant | 0 | 0 | 0 | 0 | 0 |  |  |  |  |



