

2015 PSSA Scores						2016 PSSA Scores						2016 Per Bldg / Bld Avg	
		ELA	Math	Science				ELA	Math	Science			
EMHS	6th	54%	38%			EMHS	6th	54%	31%			ELA	50%
	7th	44%	30%				7th	51%	34%			Math	32%
	8th	49%	15%	58%			8th	46%	32%	64%			
Beaty	6th	65%	43%			Beaty	6th	62%	44%			ELA	66%
	7th	69%	34%				7th	66%	42%			Math	40%
	8th	73%	35%	68%			8th	69%	34%	69%			
YEMS	3rd	55%	29%			YEMS	3rd	42%	38%			ELA	53%
	4th	49%	34%	89%			4th	39%	25%	74%		Math	37%
	5th	51%	20%				5th	56%	32%				
	6th	68%	55%				6th	66%	64%				
	7th	52%	25%				7th	67%	37%				
	8th	46%	24%	58%			8th	48%	23%	63%			
SAMHS	6th	48%	24%			SAMHS	6th	47%	23%			ELA	55%
	7th	52%	11%				7th	66%	29%			Math	23%
	8th	45%	14%	44%			8th	53%	17%	60%			
SES	3rd	48%	35%			SES	3rd	50%	25%			ELA	49%
	4th	43%	33%	93%			4th	38%	30%	73%		Math	28%
	5th	36%	17%				5th	58%	29%				
WAEC	3rd	62%	41%			WAEC	3rd	52%	46%			ELA	53%
	4th	59%	37%	83%			4th	47%	23%	67%		Math	39%
	5th	62%	40%				5th	61%	47%				
EES	3rd	58%	50%			EES	3rd	70%	54%			ELA	55%
	4th	50%	28%	80%			4th	56%	37%	78%		Math	36%
	5th	61%	26%				5th	38%	17%				
2015 District Average Scores						2015 District Average Scores							
District Avg	3rd	56%	39%			District Avg	3rd	54%	41%				
	4th	50%	33%	75%			4th	45%	29%	73%			
	5th	53%	26%				5th	53%	31%				
	6th	59%	40%				6th	57%	41%				
	7th	54%	25%				7th	63%	36%				
	8th	53%	22%	57%			8th	54%	28%	64%			

WCSD ELA Data Analysis: The above information portrays a data analysis of the Warren County School District PSSA ELA scores for the past two years. The PSSA exams have been fully implemented with the PA Common Core Standards for the past two years. In relation to English Language Arts (ELA), the District Average increased in the following grade levels: 7th Grade increased by 9%; 8th Grade increased by 1%. Other grade levels either decreased or stayed the same: 3rd Grade decreased by 2%; 4th Grade decreased by 5%; 5th Grade stayed the same; 6th Grade decreased by 2%. It is important to note that this data is not analyzed by cohorts rather by grade level performance from 14-15 to 15-16.

WCSD Math Data Analysis: The above information portrays a data analysis of the Warren County School District PSSA Math scores for the past two years. The PSSA exams have been fully implemented with the PA Common Core Standards for the past two years. In relation to Mathematics, the District Average increased in the following grade levels: 3rd Grade increased by 2%; 5th Grade increased by 5%; 6th Grade increased by 1%; 7th Grade increased by 11%; and 8th Grade increased by 6%. Other grades either decreased or stayed the same: 4th Grade decreased by 4%. It is important to note that this data is not analyzed by cohorts rather by grade level performance from 14-15 to 15-16.

WCSD Science Data Analysis: The District Average decreased by 2% for WCSD 4th Grade Students while the 8th Grade increased district scores by 7%.

WCSD District Cohort Data Analysis of PSSA Scores

2015 PSSA Scores (Cohort/District Avg)				2016 PSSA Scores (Cohort/District Avg)				Difference Between 2015-2016 PSSA Scores		
Class of 2026	3rd Grade Scores	ELA Math	56% 39%	Class of 2026	4th Grade Scores	ELA Math	45% 29%	% Diff	ELA Math	-9% -10%
Class of 2025	4th Grade Scores	ELA Math	50% 33%	Class of 2025	5th Grade Scores	ELA Math	53% 31%	% Diff	ELA Math	3% -2%
Class of 2024	5th Grade Scores	ELA Math	53% 26%	Class of 2024	6th Grade Scores	ELA Math	57% 41%	% Diff	ELA Math	4% 15%
Class of 2023	6th Grade Scores	ELA Math	59% 40%	Class of 2023	7th Grade Scores	ELA Math	63% 36%	% Diff	ELA Math	4% -4%
Class of 2022	7th Grade Scores	ELA Math	54% 25%	Class of 2022	8th Grade Scores	ELA Math	54% 28%	% Diff	ELA Math	0% 3%

WCSD Cohort Data Analysis: The above information portrays a data analysis of the Warren County School District Cohort scores for the past two years. The PSSA exams have been fully implemented with the PA Common Core Standards for the past two years. In relation to specific cohorts, the District Average has not shown a consistent amount of gains with the exception of the Class of 2024 math scores increasing by 15%. The district will continue to analyze local assessments such as Study Island Benchmarks and Classroom Diagnostic Tools (CDT's) in order to look for ways to continue growth for student achievement on the state standardized exams.

Keystone Scores (Cumulative - Class of 2016 through Class of 2018)

EMHS	Assessment	Class of 2016 Cohort	Class of 2017 Cohort (Seniors)	Class of 2018 "Banked Scores" (Juniors)	Diff +/-	# of Students Needed to At Least Match Previous Year	Goal for 16-17	Building Avg for Classes 2016-2018
	Algebra I	67%	80%	76%	-4%	3	81% (+5%)	74.3%
	Biology	68%	73%	81%	8%	0	85% (+4%)	74.0%
	English Literature	81%	80%	89%	9%	0	90% (+1%)	83.3%
SAMHS	Assessment	Class of 2016 Cohort	Class of 2017 Cohort (Seniors)	Class of 2018 "Banked Scores" (Juniors)	Diff +/-	# of Students Needed to At Least Match Previous Year	Goal for 16-17	
	Algebra I	56%	47%	48%	21%	0	58% (+10%)	50.3%
	Biology	38%	36%	37%	15%	0	38% (+10%)	37.0%
	English Literature	67%	62%	64%	17%	0	74% (+10%)	64.3%
WAHS	Assessment	Class of 2016 Cohort	Class of 2017 Cohort (Seniors)	Class of 2018 "Banked Scores" (Juniors)	Diff +/-	# of Students Needed to At Least Match Previous Year	Goal for 16-17	
	Algebra I	61%	75%	57%	-18%	35	80%	64.3%
	Biology	47%	73%	51%	-22%	42	85%	57.0%
	English Literature	62%	83%	58%	-25%	49	85%	67.7%
YHS	Assessment	Class of 2016 Cohort	Class of 2017 Cohort (Seniors)	Class of 2018 "Banked Scores" (Juniors)	Diff +/-	# of Students Needed to At Least Match Previous Year	Goal for 16-17	
	Algebra I	66%	62%	60%	-2%	2	66%	62.7%
	Biology	55%	61%	50%	-11%	7	61%	55.3%
	English Literature	72%	70%	55%	-15%	10	70%	65.7%
District Average	Assessment	Class of 2016 Cohort	Class of 2017 Cohort (Seniors)	Class of 2018 "Banked Scores" (Juniors)	Diff +/-	# of Students Needed to At Least Match Previous Year	Goal for 16-17	District Avg for Classes 2016-2018
	Algebra I	63%	66%	60%	-1%	40	73%	62.9%
	Biology	52%	61%	55%	-3%	49	73%	55.8%
	English Literature	71%	74%	67%	-4%	59	78%	70.3%

WCSD Keystone Data Analysis: This set of data displays the Advanced/Proficiency rate of three cohorts that took the Keystone Exams in the subject areas of: Algebra I; Biology; and English Literature. The Class of 2016 and Class of 2017 (current seniors) have finished taking the Keystone exams so the percentages viewed display exactly how many students in that particular cohort were proficient/advanced in the specified subject areas. The Class of 2018 "banked scores" display the percentage of juniors that are currently proficient/advanced in the Keystone Exam - within those subject areas. It is important to note that the current junior class has two more opportunities to become proficient/advanced on the Keystone Exam(s) for the 2016-2017 school year. The district average of proficiency/advanced ranges from the mid-50's in Biology to the low 70's in English Literature. (Algebra I averages at 62.9%).

2015-2016 Dibels Scores							
		Baseline (Core %)		Mid-Year (Core %)		Year-End (Core %)	Difference from Baseline to Year-End
YEMS	Kindergarten	35%		48%		73%	38%
	1st	45%		42%		44%	-1%
	2nd	56%		61%		62%	6%
SES	Kindergarten	49%		53%		72%	23%
	1st	63%		60%		56%	-7%
	2nd	73%		73%		71%	-2%
WAEC	Kindergarten	37%		28%		36%	-1%
	1st	38%		51%		49%	11%
	2nd	34%		37%		41%	7%
EES	Kindergarten	40%		78%		80%	40%
	1st	48%		76%		74%	36%
	2nd	63%		69%		66%	3%
District Avg	Kindergarten	40%		52%		65%	25%
	1st	49%		57%		56%	7%
	2nd	57%		60%		60%	3%

WCSD Dibels Data Analysis: The district average shows that each grade level Kindergarten through 2nd Grade went up exactly 11% in these three grade levels from the baseline exam to the year-end exam. Some grade levels in specific schools made significant growth such as Kindergarten at EES (40%); YEMS (38%) and SES (23%). Additionally, EES showed a 36% growth in 1st Grade. The district will analyze the reasoning for scores dropping from the baseline to the year-end as student growth should be taking place over the course of the school year. District and Building Administration will discuss goals and action plans for the 2016-2017 school year.

2015-2016 School Island Scores

YEMS	2015-2016	Baseline			Mid-Year			Year-End			Building Avg		
		ELA	Math	Science	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science
	3rd Grade	5%	2%		14%	5%		23%	46%		14%	18%	
	4th Grade	16%	9%	15%	20%	0%	20%	18%	12%	47%	18%	7%	27%
	5th Grade	33%	7%		16%	5%		28%	33%		26%	15%	
	6th Grade	4%	4%		6%	0%		93%	74%		34%	26%	
	7th Grade	40%	8%		61%	7%		56%	26%		52%	14%	
	8th Grade	34%	0%	16%	26%	0%	22%	-	0%	22%	30%	0%	20%
	Algebra I (8th)		-			0%			-			-	
YHS		Baseline			Mid-Year			Year-End			Building Avg		
	Algebra I	0%			0%			0%			0%		
	Biology	0%			0%			1%			0%		
	English Lit	0%			25%			16%			14%		

SES	2015-2016	Baseline			Mid-Year			Year-End			Building Avg		
		ELA	Math	Science	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science
	3rd Grade	0%	0%		0%	15%		13%	32%		4%	16%	
	4th Grade	0%	0%	8%	23%	8%	8%	18%	25%	30%	14%	11%	15%
	5th Grade	3%	0%		17%	14%		19%	0%		13%	5%	
SAMHS		Baseline			Mid-Year			Year-End			Building Avg		
		ELA	Math	Science	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science
	6th Grade	12%	2%		2%	0%		45%	4%		20%	2%	
	7th Grade	28%	0%		35%	0%		35%	4%		33%	1%	
	8th Grade	-	-	8%	-	-	-	-	-	14%	-	-	11%
	Algebra I (8th)										#DIV/0!		
	Algebra I										#DIV/0!		
	Biology										#DIV/0!		
	English Lit	32%						45%			39%		

WAEC	15-2016	Baseline			Mid-Year			Year-End			Building Avg		
		ELA	Math	Science	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science
		3rd Grade	7.10%	8.20%	16.80%	19.60%		23.60%	57%		16%	28%	
		4th Grade	23%	4%	30%	17.80%	24%	27%	15.30%	40.70%	27%	12%	26%
		5th Grade	33.80%	5.60%	38%	15.40%		33.30%	33.30%		35%	18%	
BWMS	2015-2016	Baseline			Mid-Year			Year-End			Building Avg		
		ELA	Math	Science	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science
		6th Grade	1%	0%	32%	2%		67%	26%		33%	9%	
		7th Grade	8%	0%	33%	9%		38%	16%		26%	8%	
		8th Grade	1%	0%	37%	1%	31%			-	19%	1%	27%
		Algebra I (8th)		0%		13%			-			7%	
WAHS		Baseline			Mid-Year			Year-End			Building Avg		
		0%			3%			6%			3%		
		0%			3%			1%			1%		
		0%			37%			33%			23%		

EES	2015-2016	Baseline			Mid-Year			Year-End			Building Avg		
		ELA	Math	Science	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science
		3rd Grade	37%	41%	57%	56%		59%	71%		51%	56%	
		4th Grade	48%	38%	62%	56%	61%	55%	56%	63%	55%	50%	57%
		5th Grade	37%	35%	53%	42%		51%	54%		47%	44%	
EMHS		Baseline			Mid-Year			Year-End			Building Avg		
		ELA	Math	Science	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science
		6th Grade	1.30%	1.30%	36.90%	2.70%		58.80%	33.70%		32.33%	12.57%	
		7th Grade	2.80%	0%	45.50%	2.90%		41.00%	22.30%		29.77%	8.40%	
		8th Grade	2.70%	0%	47.70%	18.60%	-	36.80%	-	-	29.07%	9.30%	15.30%
		Algebra I (8th)	0%			26%			-			13%	
		Algebra I	0%			32%			32%			21%	
		Biology	0%			50%			46%			32%	
		English Lit	0%			0%			-			0%	

District Avg	15-2016	Baseline			Mid-'			Year-End			District Avg		
		ELA	Math	Science	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science
	3rd Grade	12%	13%		22%	24%		30%	52%		21%	29%	
	4th Grade	22%	13%	21%	34%	20%	28%	30%	27%	45%	28%	20%	32%
	5th Grade	27%	12%		31%	19%		33%	30%		30%	20%	
	6th Grade	5%	2%		19%	1%		66%	34%		30%	12%	
	7th Grade	20%	2%		44%	5%		43%	17%		35%	8%	
	8th Grade	13%	0%	15%	37%	7%	27%	37%	0%	18%	29%	2%	20%

2015-2016	Baseline		Mid-Year		Year-End		District Avg
Algebra I (8th)	0%		7%		0%		2%
Algebra I	0%		12%		34%		15%
Biology	0%		18%		16%		11%
English Lit	8%		21%		31%		20%

WCSD Study Island Data Analysis: More emphasis needs to be put onto the local assessments such as Study Island. Though significant gains were made at the elementary and middle level in the area(s) of ELA and Mathematics, the overall district average was extremely low. These local assessment scores (overall) were lower than the recent PSSA exams. The district will put together a plan to ensure all schools are consistent with having students taking the local assessments. Additionally, the teachers will need to be sure to score the Constructed Response Questions as well. The goal is to see how the local assessment correlates with the state exam(s) such as PSSA and Keystone.

WARREN AREA ELEMENTARY SCHOOL (Grades K through 5th)

Summary of Data Analysis:

Reading Scores, as assessed using the Dibels Assessment fluctuated throughout the year in all grades K-2. In the end, Students in first and second-grade displayed growth from the baseline to the end-of-year assessment. Students in Kindergarten did not display growth from the baseline to the end-of-year assessment.

Reading, Mathematics, and Science scores in both third and fourth-grade displayed levels of student growth from baseline to end-of-year assessment. Mathematics scores in fifth-grade displayed levels of student growth from baseline to end-of-year assessment, while Reading scores showed a 0.05% decrease.

On the 2016 PSSA exams, all grade-levels displayed a decrease in overall performance scores on the ELA exam. In the area of mathematics, third and fifth-grade displayed an increase in performance scores, while fourth-grade had a significant decrease in this area. Fourth-grade also showed a significant decrease on the Science assessment.

Strength(s):

Fourth-grade performed 2% above the district average in the area of English/Language Arts. Third-grade performed 5% and fifth-grade performed 16% above the district average in the area of Mathematics.

Weakness(es):

All grade-levels displayed a decrease in scores from 2015 to 2016 in the area of English/Language Arts. Fourth-grade displayed significant decreases in all subject areas from 2015 to 2016.

Area(s) of Need:

Full implementation of small-group and differentiated instruction, continued Instructional Coaching in all CORE subject areas, continuation of the monthly grade-level data meetings.

Dibels	2015-2016	Baseline (Core %)			Mid-Year (Core %)			Year-End (Core %)		
		Reading			Reading			Reading		
	Kindergarten	37%			28%			36%		
	1 st Grade	38%			51%			49%		
	2 nd Grade	34%			37%			41%		
Study Island	2015-2016	Baseline			Mid-Year			Year-End		
		Math	ELA	Science	Math	ELA	Science	Math	ELA	Science
	3 rd Grade	8.2%	7.1%	N/A	19.6%	16.8%	N/A	57%	23.6%	N/A
	4 th Grade	4%	22.8%	14.4%	17.8%	30%	24%	15.3%	27%	40.7%
	5 th Grade	5.6%	33.8%	N/A	15.4%	38%	N/A	35.8%	33.3%	N/A
PSSA		2014-2015			2015-2016			Diff +/-		
		ELA	Math	Science	ELA	Math	Science	ELA	Math	Science
	3 rd Grade	62%	41%	N/A	52%	46%	N/A	-10%	+5%	N/A
	4 th Grade	59%	37%	83%	47%	23%	67%	-12%	-14%	-16%
	5 th Grade	62%	40%	N/A	61%	47%	N/A	-1%	+7%	N/A
Goals and Outcome(s) 2015-2016	Goals: <ol style="list-style-type: none"> 1. Demonstrate awareness and communicate expectations related to district policy, procedures and mandated student safety requirement. 2. Maintain, communicate and demonstrate clear expectations for addressing student discipline and safety needs. 									

	<ol style="list-style-type: none"> 3. Engage faculty and staffing in acting in a manner of shared interests in promoting student safety. Develop a school building that is safe, clear, orderly, and welcoming to all that enter. 4. Demonstrate consistent expectations and procedures across school settings and explicitly teach the expectations and procedures to all staff, students, families, and stakeholders. 5. Engage faculty, staff, students, and all stakeholders in an effort to develop plans to improve the school culture (safety, welcoming, consistent, and orderly), decrease interruptions, and increase time spent on academics. 6. Use a clear and consistent approach to positive behavior and behavior difficulties that is made known to staff and students. 7. All fifth-grade students projected to perform at the Proficient or Advanced levels with a 40% probability or higher on the fifth-grade PSSA Mathematics Assessment will achieve those performance levels. <p>Outcomes:</p> <ul style="list-style-type: none"> - All classroom doors remain closed and locked at all times, hallways have been cleared of clutter, school counselors have worked with administration to put in place positive behavior plans for the two most difficult grade-levels, walkie-talkies have been utilized for communication, administration worked diligently on the consistent enforcement of the WCSD discipline policy. - Administration developed a Culture and Climate Committee, comprised of a representative group of staff members, willing to collaborate and communicate about the needs of the building, prioritizing those needs, and begin to develop targeted interventions. - Administration worked directly with Mrs. Decker on addressing the safety and cleanliness concerns document by the Director of Buildings and Grounds. - Administration worked directly with school counselors in holding grade-level meetings to communicate expectations and policies to students. Phone calls, personal/grade-level/school-wide newsletters were sent home on a regular basis in order to communicate with parents. - Administration has established a team that will work on the implementation of SWPBIS framework. - Of the 47 fifth-grade students identified with a 40% probability or higher of performing at the proficient or advanced levels on the 2016 PSSA Mathematics Assessments, 45 students (96%) met those levels of performance.
<p>Goals and Action Plan(s) 2016-2017</p>	<p>Goals:</p> <ol style="list-style-type: none"> 1. Students in grades K-2 will demonstrate improvement in the area of reading by displaying growth from the beginning of the year Dibels assessment to the end of year Dibels assessment. 2. Students in grades 3-5 will demonstrate improvement in the area of ELA by displaying growth on the PSSA ELA Assessment. <p>Action Plans:</p> <ul style="list-style-type: none"> - Administration will facilitate monthly data meetings to review student assessment scores and help teachers to guide their instructional practices. - Administration will support teachers as they move forward with full implementation of small-group instruction within the ELA curriculum. - Each grade-level will be provided with a Title Teacher (grades K-2) or a Reading Specialist (grades 3-5) to offer push-in and co-teaching assistance during the grade-level Literacy Block. - All students in grades 3-5 will receive a 40 minute intervention period daily in order to offer enrichment and intervention supports in the area of ELA.

* Percentages denote the number of students Proficient or Advanced within the grade level on that particular assessment.

BEATY-WARREN MIDDLE SCHOOL (Grades 6TH through 8th)

Summary of Data Analysis: Our scores are plateauing, or going down.

Strength(s): Our Keystone group is an obvious strength based on the data.

Weakness(es): Math is a big area of need. The adjustment to Math PSSA testing caused a big dip in our scores.

Area(s) of Need: We need resources for remediation in both Math and ELA. As we are focusing on elementary interventions (as we should be) there is a group of students in Middle Level who need interventions as well. Hopefully in the future those needs are filled in elementary school. In the meantime it would be nice to have those materials available to the Middle Level student.

Study Island	2015-2016	Baseline			Mid-Year			Year-End		
		ELA	Math	Science	ELA	Math	Science	ELA	Math	Science
	6 th Grade	1%	0%	N/A	32%	2%	N/A	67%	26%	N/A
	7 th Grade	8%	0%	N/A	33%	9%	N/A	38%	16%	N/A
	8 th Grade	1%	0%	22%	37%	1%	31%			
	Algebra I (8 th)		0%			13%				
PSSA		2014-2015			2015-2016			Diff +/-		
		ELA	Math	Science	ELA	Math	Science	ELA	Math	Science
	6 th Grade	64.9%	45.2%	N/A	62.4%	44.2%	N/A	-2.5	-1	N/A
	7 th Grade	69.7%	37.4%	N/A	64.6%	41.1%	N/A	-5.1	3.7	N/A
	8 th Grade	73.2%	37.7%	69.4%	68.4%	33.3%	67.3%%	-4.8	-4.4	-2.1
Keystone		2014-2015			2015-2016			Diff +/-		
	Algebra Keystone (8 th)	100%			100%			0		
Goals and Outcome(s) 2015-2016	Goals: BWMS PSSA Proficiency scores would increase by 4%. Outcomes: Proficiency dropped by 0.8%									
Goals and Action Plan(s) 2016-2017	Goals: Use the Exploratory time to target student weakness. Action Plans: Two grade levels will follow a 10 day schedule for Exploratory. They will have 10 days of the Middle Level Exploratory Curriculum, followed by 10 days of intervention or enrichment. This cycle will continue throughout the year with students moving fluidly among intervention groups. Teachers will use CDT, Study Island, SM and local assessments to create a prescriptive intervention plan for students during the 10 day period.									

* Percentages denote the number of students Proficient or Advanced within the grade level on that particular assessment.

Summary of Data Analysis: The 2017 senior's scores improved a great deal from the prior year. (Algebra +14%, Biology +26%, 11%) We feel this is a result of the extra attention given to remediation during homeroom and extra class time.

Strength(s): WAHS remediation teachers did a commendable job preparing our students and improving the Keystone Scores.

Weakness(es): Study Island; WAHS will make a concerted effort to improve the implementation of constructed response questions on Study Island. The focus needs to be on analyzing the responses, with and looking at ways to improve individual responses.

Area(s) of Need: WAHS needs to continue with its remediation homerooms and target specific areas of weakness in order to maximize our remediation efforts.

Study Island	2015-2016		Baseline		Mid-Year		Year-End	
	Algebra I		0%		3%		6%	
	Biology		0%		3%		**1%	
	English Literature		0%		37%		**33%	
Keystone (Cumulative Scores for Grade Level Cohorts)	Assessment	Class of 2016 Cohort	Class of 2017 Cohort (Seniors)	Class of 2018 “Banked Scores” (Juniors)	Diff +/-	of Students Needed to At least Match Previous Year	Goal	
	Algebra I	61%	75%	57%	-18%	35	80%	
	Biology	47%	73%	51%	-22%	42	85%	
	English Literature	62%	83%	58%	-25%	49	85%	
Goals and Outcome(s) 2015-2016	<u>Goals:</u> The students at Warren Area High School who are involved in Keystone Remediation for Algebra I, Literature, and/or Biology during homeroom will become proficient on either the Winter or Spring administration of the Keystone Exam. <u>Outcomes:</u> The students’ scores improved a great deal. (Algebra I +14%, Biology +36%, Literature +19%)							
Goals and Action Plan(s) 2016-2017	<u>Goals:</u> The students at Warren Area High School who are involved in a Keystone Remediation homeroom for Algebra I, Literature, and/or Biology during homeroom will become proficient on either the Winter or Spring administration of the Keystone Exam. <u>Action Plans:</u> We will continue to offer Keystone Remediation homerooms. This year we will differentiate according to which module the students’ scored lowest in. This will allow the teachers to target specific skills.							

* Percentages denote the number of students Proficient or Advanced within the grade level on that particular assessment.

** Indicates that the results were skewed due to Constructed Response Questions were mostly ungraded.

SHEFFIELD AREA ELEMENTARY SCHOOL (Grades K through 5^h)

Summary of Data Analysis: Kindergarten at SAES met the district reading goal improving from 49% to 72% in the Core designation. I am proud of the fact that there was only one student left in intensive at the end of the year.

Study Island data revealed an increase from beginning to end in all areas except English Grade 4 from middle to end and Math Grade 5 .

PSSA-Grade 3 ELA up 2% and Math fell 10% - Grade 4 ELA fell 5% and math dropped 3% -Grade 5 ELA up 22% and Math up 12%.

Strength(s):DIBELS-Kindergarten Core increased by 23% (only one student in intensive)

Study Island- Grade 3 Math increase of 32% ELA increase of 13%

Study Island- Grade 4 Math increase of 25% ELA increase of 18%

Study Island- Grade 5 ELA increase of 19%

PSSA- Fifth Grade Math increased 12% from last year (2014)

PSSA- Fifth Grade ELA increased 22% from last year (2014)

Weakness(es):DIBELS- First Grade Core decrease of 7% DIBELS- Second Grade Core decrease of 2%

Study Island- Grade 5 Math data shows 0 even though at middle benchmark was 14%

PSSA- math dropped in grade 3 by10% and in Grade 4 by 3%

PSSA- Science Grade 4 dropped 20% from 2014-2015

Area(s) of Need: Reading Specialist for SAES –continuation of the tutoring program-SLO focus on reading and math improvement- continue professional development for reading but the need to offer math professional development.

72%72%26/36 Dibels	2015-2016		Baseline (Core %)			Mid-Year (Core %)			Year-End (Core %)		
			Reading			Reading			Reading		
	Kindergarten		49% (17/35)			53% (19/36)			72% (26/36)		
	1 st Grade		63% (27/43)			60% (26/43)			56% (24/43)		
	2 nd Grade		73% (30/41)			73% (30/41)			71% (29/41)		
Study Island	2015-2016		Baseline			Mid-Year			Year-End		
			Math	ELA	Science	Math	ELA	Science	Math	ELA	Science
	3 rd Grade		0	0	N/A	15%	0	N/A	32%	13%	N/A
	4 th Grade		0	0	8%	8%	23%	8%	25%	18%	30%
	5 th Grade		0	3%	N/A	14%	17%	N/A	0	19%	N/A
PSSA			2014-2015			2015-2016			Diff +/-		
			ELA	Math	Science	ELA	Math	Science	ELA	Math	Science
	3 rd Grade		48%	35%	N/A	50%	25%	N/A	2%	-10%	N/A
	4 th Grade		43%	33%	93%	38%	30%	73%	-5%	-3%	-20%
	5 th Grade		36%	17%	N/A	58%	29%	N/A	22%	12%	N/A
Goals and Outcome(s) 2015-2016		Goals: DIBELS District Goal-reading achievement in Grade K-2 will improve by 5% in the CORE as well as a reduction of 10 in the Intensive Designation. PSSA- need to increase scores in all grade levels and subject areas through tutoring, small group instruction, schedule effectively the resources provided through Title I and Reading Specialist									

	<p>Study Island - use the resources available based on the data provided</p> <p>Outcomes: DIBELS goal was only met by Kindergarten.</p>
<p>Goals and Action Plan(s) 2016-2017</p>	<p>Goals: DIBELS- continue with the district goal for reading achievement in Grades K-2 PSSA-</p> <p>Action Plans: Continue to encourage and provide time for teachers to share data, attend professional development, and promote the resources available through Study Island, Title I, reading Specialists, and teacher coaches. Provide more parent education (illustrating and assisting families on using the online textbooks and resources MTSS- providing small group instruction/ use of technology(online textbooks, SM, and Study Island resources</p>

* Percentages denote the number of students Proficient or Advanced within the grade level on that particular assessment.

SHEFFIELD AREA MIDDLE SENIOR SCHOOL (Grades 6th through 12th)

Summary of Data Analysis: The data shows growth in most content areas/grade levels.

Strength(s): Keystone scores showed significant improvement. Given the level of success over the past several years, the current junior class will most likely have a high success rate compared to previous years.

Weakness(es): Middle level grades and Study Island are showing a limited amount of success.

Area(s) of Need: Middle level improvement across all content areas. High school needs a focused effort on all content areas, primarily biology.

Study Island	2015-2016	Baseline			Mid-Year			Year-End		
		Math	ELA	Science	Math	ELA	Science	Math	ELA	Science
	6 th Grade	2%	12%	N/A	0%	2%	N/A	4%	45%	N/A
	7 th Grade	0%	28%	N/A	0%	35%	N/A	4%	35%	N/A
	8 th Grade	N/A	N/A	8%	N/A	N/A	N/A	N/A	16%	14%
	Algebra I	0%	N/A	N/A	N/A	N/A	N/A	0%	N/A	N/A
	Biology	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	English Literature	N/A	32%	N/A	N/A	45%	N/A	N/A	N/A	N/A
	Algebra I (8 th)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
PSSA		2014-2015			2015-2016			Diff +/-		
		ELA	Math	Science	ELA	Math	Science	ELA	Math	Science
	6 th Grade	49%	24%	N/A	47%	24%	N/A	-2%	0	N/A
	7 th Grade	49%	10%	N/A	65%	28%	N/A	+16%	+18%	N/A
	8 th Grade	44%	14%	42%	54%	17%	58%	+10%	+3%	+16%
Keystone (Cumulative Scores for Grade Level Cohorts)	Assessment	Class of 2016 Cohort	Class of 2017 Cohort (Seniors)	Class of 2018 “Banked Scores” (Juniors)	Diff +/-		# of Students Needed to At least Match Previous Year		Goal	
	Algebra Keystone	56%	47%	48%	+21%		0		58% (+10%)	
	Biology	38%	36%	37%	+15%		0		47% (+10%)	
	English Literature	67%	62%	64%	+17%		0		74% (+10%)	
Goals and Outcome(s) 2015-2016	Goals: The building goal was to increase standardized test results by 5% from the previous school year. Outcomes: Nearly all content areas and grade levels met this goal. In most cases, the goal was exceeded.									
Goals and Action Plan(s) 2016-2017	Goals: 10% or greater increase in all Keystone assessments passed by current junior cohort compared to senior cohort. 5% or greater increase in PSSA testing in all content areas with a primary focus on mathematics. Action Plans: Remediation, improve teacher effectiveness, and the utilization of data to make instructional decisions									

* Percentages denote the number of students Proficient or Advanced within the grade level on that particular assessment.

OBJECTIVE	TASK
Remediate students that were unsuccessful on Keystone testing during the 2015-2016 SY	<ol style="list-style-type: none"> 1. Create and organize remediation homerooms as focused interventions to provide specific additional instruction time based on identified needs. 2. Utilize benchmark and diagnostic data drive instruction.
Improve teacher effectiveness	<ol style="list-style-type: none"> 1. Increase in the frequency of teacher observation and evaluate current practices. 2. Conduct regular meetings with faculty focused on improving practices
Empower all faculty members to help improve standardized test scores.	<ol style="list-style-type: none"> 1. Add a data component to the monthly faculty meetings and department head meetings to maintain clear communication about student performance and sustain progress toward instruction goals.
Improve the quality of instruction	<ol style="list-style-type: none"> 1. Redefine the culture of teaching with a continued focus on lessons that are <ol style="list-style-type: none"> a. Engaging b. Collaborative c. Authentic d. Student centered

EISENHOWER ELEMENTARY SCHOOL (Grades K through 5th)

Summary of Data Analysis: Kindergarten and First grade are doing an outstanding job of making progress with their students on their DIBELS skills. As we saw with the old PSSA tests, third grade scores are the highest in the building and then the scores trend down and bottom out in fifth grade.

Our overall PSSA scores did not see a significant % increase from 2015 (ELA=54% / Math=31% / Science=81%) to 2016 (ELA=54% / Math=35% / Science=77%)

Strength(s):

- 3rd grade Study Island math scores increased 30% / ELA increased 23%
- 4th grade Study Island math scores increased 18% / ELA increased 10% / Science increased 16%
- 5th grade Study Island math scores increased 14% / ELA increased 14%
- 3rd Grade PSSA math scores increased 5% from 2015 / ELA increased 12%
- 4th grade PSSA math scores increased 17% from 2015 / ELA increased 13%
- Kindergarten DIBELS increased 40% by the end of the year / First Grade 26% / Second Grade 3%

Weakness(es):

- Second Grade Dibels only increased by 3% while the Kindergarten and First Grade increased by an average of 33% (Perfect MTSS Pyramid)
- Decrease of 4% in the 4th grade PSSA science scores
- Cohort of 3rd grade students in 2015 decreased their ELA scores by 3% in 4th grade / 14% in math
- Cohort of 4th grade students in 2015 decreased their ELA scores by 4% in 5th grade / 1% in math

Area(s) of Need:

- MATH – Problem solving / Word problem analysis / Being able to understand what each math question is asking / breaking down the multiple steps in each math problem
- Overall 5th grade ELA and Math PSSA scores

Dibels - Reading	2015-2016		Baseline (Core %)			Mid-Year (Core %)			Year-End (Core %)		
	Kindergarten		40% (28/47)			78% (38/49)			80% (39/49)		
	1 st Grade		48% (37/77)			76% (56/76)			74% (56/74)		
	2 nd Grade		63% (42/67)			69% (46/67)			66% (45/68)		
Study Island	2015-2016		Baseline			Mid-Year			Year-End		
			Math	ELA	Science	Math	ELA	Science	Math	ELA	Science
	3 rd Grade		41%-BB	37%-BB	N/A	56%-B	57%-B	N/A	71%-P	59%-B	N/A
	4 th Grade		38%-BB	48%-BB	47%-BB	56%-B	62%-B	61%-B	56%-B	55%-BB	63%-B
	5 th Grade		35%-BB	37%-BB	N/A	42%-BB	53%-BB	N/A	54%-BB	51%-BB	N/A
PSSA			2014-2015			2015-2016			Diff +/-		
			ELA	Math	Science	ELA	Math	Science	ELA	Math	Science
	3 rd Grade		58%	49%	N/A	70%	54%	N/A	+12%	+5%	N/A
	4 th Grade		42%	18%	81%	55%	35%	77%	+13% (-3%)	+17% (-14%)	-4%
	5 th Grade		61%	26%	N/A	38%	17%	N/A	-23% (-4%)	-9% (-1%)	N/A
Goals and Outcome(s) 2015-2016		PSSA Goal: Overall PSSA increase of 5% in ELA, Math and Science Outcome: ELA = 54% / 54%....Math = 31% / 35%....Science=81% / 77% = Did not meet our goal									
		DIBELS Goal: Overall DIBELS increase of 20% in our CORE numbers on the Year-End Assessment Outcomes: Met the goal in K and first grade...not close in second grade									

<p>Goals and Action Plan(s) 2016-2017</p>	<p>DIBELS Goals: % increase by the Year End Assessment</p> <ul style="list-style-type: none"> • Kindergarten Goals – 35% increase / First Grade = 30% / Second Grade = 15% increase • Action Plan = Prescriptive MTSS / Tutoring / Extra 30 minutes of small group reading each day <p>PSSA Goals: % increase for each grade level</p> <p>Third Grade: ELA = 75% / Math = 60%</p> <p>Fourth Grade: ELA = 60% / Math = 40% / Science = 80%</p> <p>Fifth Grade: ELA = 45% / Math = 30%</p> <p>Action Plan: Utilize tutoring in grades 4-5 to assist with math and reading. Utilizing of a reading specialist to assist with fifth grade ELA...additional staff to teach one period of fifth grade math. This will help to reduce class sizes. Teachers will focus on teaching students how to read, understand and solve math problems.</p>
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* Percentages denote the number of students Proficient or Advanced within the grade level on that particular assessment.

EISENHOWER MIDDLE SENIOR SCHOOL (Grades 6th through 12th)

Summary of Data Analysis: Eisenhower Keystone exam teachers and students again performed well on their respective Keystone exams. Biology and English composition and literature improved markedly by eight and nine points, respectively. The Algebra one teacher and students perform well, but their performance decreased by six and four points, but please notes, these students still have two more opportunities to complete the exam. The middle school PSSA scores showed improvements in the areas of English and math in seventh grade, along with eighth grade math and science. Also scores remained unchanged in sixth grade English, while dropping slightly in sixth grade math and eighth grade English. The teachers will continue to provide focused interventions during the advisory and exploratory periods at regular intervals throughout the school year.

Strength(s): At the Eisenhower middle high school level all three Keystone area teachers have an excellent knowledge of the content and concepts. They continue to implement additional instructional strategies after reviewing the current test data very carefully. The administrators continue to observe these instructors and provide them with meaningful feedback throughout the school year. The Eisenhower middle school teachers continue to review the test data, and the sample test questions as they aligned their instruction more closely with the exam, and the types of questions, and the formats of questions presented on each test. I am confident the middle school teachers will continue to make great strides in their classroom instruction while more closely aligning with the test.

Weakness(es): Eisenhower middle/high school will continue to promote writing, reading, and analytical thinking skills across all content areas.

Area(s) of Need: Eisenhower middle school students will continue to need additional remediation in all PSSA testing areas. Middle school teachers are presently developing a plan along with the administrators to continue to address all of these deficient areas. The teachers would benefit from continual professional development focused on aligning their instruction and assessments with the PA CORE Standards, as well as the PSSA and Keystone Exams.

Study Island	2015-2016	Baseline			Mid-Year			Year-End		
		Math	ELA	Science	Math	ELA	Science	Math	ELA	Science
	6 th Grade	1.3%	1.3%	N/A	2.7%	36.9%	N/A	33.7%	58.8%	N/A
	7 th Grade	0%	2.8%	N/A	2.9%	45.5%	N/A	22.3%	41.0%	N/A
	8 th Grade	0%	2.7%	15.3%	18.6%	47.7%	11.4%	N/A	36.8%	28.1%
	Algebra I	0%	N/A	N/A	31.8%	N/A	N/A	31.6%	N/A	N/A
	Biology	N/A	N/A	0%	N/A	N/A	50.4%	N/A	N/A	45.8%
	English Literature	N/A	0%	N/A	N/A	0%	N/A	N/A	N/A	N/A
	Algebra I (8 th)	0%	N/A	N/A	26%	N/A	N/A	N/A	N/A	N/A
PSSA		2014-2015			2015-2016			Diff +/-		
		ELA	Math	Science	ELA	Math	Science	ELA	Math	Science
	6 th Grade	54%	38%	N/A	54%	31%	N/A	0%	-7%	N/A
	7 th Grade	44%	30%	N/A	51%	34%	N/A	7%	4%	N/A
	8 th Grade	49%	15%	58%	46%	32%	64%	-3%	17%	6%
Keystone (Cumulative Scores for Grade Level Cohorts)	Assessment	Class of 2016 Cohort	Class of 2017 Cohort (Seniors)	Class of 2018 "Banked Scores" (Juniors)	Diff +/-	# of Students Needed to At Least Match Previous Year		Goal		
	Algebra Keystone	67%	80%	76%	-4%	3		81% (+5)		
	Biology	68%	73%	81%	+8%	0		85% (+4)		
	English Literature	81%	80%	89%	+9%	0		90% (+1)		

<p>Goal 1 Outcome(s) 2015-2016</p>	<p><u>Goals:</u></p> <p>First Goal: increase the number of algebra one CP students who will score proficient or advanced on the Keystone exam by 10%.</p> <p>Second Goal: Increase the attendance rate at Eisenhower middle high school.</p> <p>Third Goal: Decrease the number of discipline referrals at Eisenhower middle high school.</p> <p><u>Outcomes:</u></p> <p>First Outcome : The number of algebra one CP students scoring proficient or advanced on the algebra one Keystone exam decreased by 6% and 4%, respectively.</p> <p>Second Outcome: The overall school attendance increased by .96 percent to 93.74% from 92.78%.</p> <p>Third Outcome: The number of discipline referrals increased from 488 In 2014/15 to 498 In 2015/16. This is an increase of 10 referrals. I attribute this increase to the addition of three Jamestown students enrolled at Eisenhower during the 2015/16 school year. All three Jamestown students had lengthy discipline records, and at least one was in the process of moving to the Jamestown alternative education program. These three students accounted for 46 discipline referrals in the 2015/16 school year in a matter of eight weeks. Without these additional disruptive students at Eisenhower, we would have had a reduction of 36 discipline referrals for the year as compared to the 2014/15 school year.</p>
<p>Goals and Action Plan(s) 2016-2017</p>	<p><u>Goals:</u></p> <p>First Goal: Increase the number of algebra one CP students who will score proficient or advanced on the Keystone exam by 5%.</p> <p>Second Goal: Every student in grades 9 -12 to make adequate yearly progress towards graduation, earning a minimum of six credits per year.</p> <p>Third Goal: Decrease the number of discipline referrals at Eisenhower middle high school as compared to the previous school years.</p> <p><u>Action Plans:</u></p> <p>First Action Plan: Continue to review the Keystone algebra one data with the classroom instructor and engage in professional conversations focused on improving student achievement while continuing to implement a tutoring program using guided study halls when available instead of Keystone remediation. Focus on effective instructional strategies during all classroom observations, especially while observing the algebra one instructor.</p> <p>Second Action Plan: Providing guided study halls throughout the school day, combined with tutoring after school (Teacher and student supported), and implementation of child study and MTSS across all grades.</p> <p>Third Action Plan: Continue to implement programs to assist students with the most frequent behavior problems at Eisenhower. Continue to conduct SAP meetings weekly and refer students of concern to the appropriate counseling, or mental health services. Continue to work to bring ongoing mental health services to Eisenhower middle high school in the upcoming school year so students receive the necessary mental health, and counseling services to reduce or eliminate their acting out behaviors.</p>

* Percentages denote the number of students Proficient or Advanced within the grade level on that particular assessment.

YOUNGSVILLE ELEMENTARY MIDDLE SCHOOL (Grades K through 8th)

Summary of Data Analysis: DIBELS indicates a significant growth in early literacy skills specifically among the Kindergarten class. Study Island growth was inconsistent in most grades, not giving a clear indication of what PSSA scores would be. Never the less the Study Island Benchmark exams gave teachers real time data on the students' strengths and need and was used to guide instruction. PSSA results were mixed with some grade levels and contents showing dramatic improvement over the 14/15 school year, specifically 5th and 7th grades which showed gains in both math and ELA. Other notable gains include 3rd and 6th grade mathematics that each showed an increase of 9% compared to the 14/15 scores.

Strength(s): 100% of students taking the Algebra I Keystone in the 15/16 school year were proficient or better, most of which were advanced. The SOAR program served its first year and made gains in recognizing positive behaviors of students while directly teaching the expected behaviors. The building blocks of SOAR were established that will be built upon this school year. MTSS began implementation in ELA in grades K-2. This implementation was met with great teacher support, specifically in Kindergarten and Second. The personal impact and dedication of the teachers is a definite strength at YEMS. YEMS is a community of learners in every sense.

Weaknesses: Grades 3 and 4 ELA and grade 4 Math saw a decline in scores from 14/15 to 15/16 PSSA. DIBELS did not indicate growth in 1st grade and indicated limited growth in grades 1 and 2. Gaps existed in academic achievement. Study Island also did not aptly predict performance on the PSSA exams, possibly due to students' lacking the importance of this assessment.

Areas of Need: Overall there appears to be gaps in student achievement as measured by the DIBELS, Study Island, and PSSA exams. With the shift to Common Core State Standards, teachers have had to adjust instruction and have been working with new resources. It is my belief that teachers need to utilize the data that is collected in more meaningful ways in order to make necessary adjustments to instruction. Additionally, there is a need to continue to build the MTSS framework that exists, since the framework has shown some early successes in the coming year. Part of this focus will be the coordination of services and part the communication of student need.

DIBELS	2015-2016	Baseline (Core %)			Mid-Year (Core %)			Year-End (Core %)		
		Reading			Reading			Reading		
	Kindergarten	35%			48%			73%		
	1 st Grade	45%			42%			44%		
	2 nd Grade	56%			61%			62%		
Study Island	2015-2016	Baseline			Mid-Year			Year-End		
		ELA	Math	Science	ELA	Math	Science	ELA	Math	Science
	3 rd Grade	5%	2%	N/A	14%	5%	N/A	23%	46%	N/A
	4 th Grade	16%	9%	15%	20%	0%	20%	18%	12%	47%
	5 th Grade	33%	7%	N/A	16%	5%	N/A	28%	33%	N/A
	6 th Grade	4%	4%	N/A	6%	0%	N/A	93%	74%	N/A
	7 th Grade	40%	8%	N/A	61%	7%	N/A	56%	26%	N/A
	8 th Grade	34%	0%	16%	26%	0%	22%	-	0%	22%
	Algebra I (8 th)	N/A	N/A	N/A	N/A	0%	N/A	N/A	-	N/A
		2014-2015			2015-2016			Diff +/-		
PSSA		ELA	Math	Science	ELA	Math	Science	ELA	Math	Science
	3 rd Grade	55%	29%	N/A	42%	38%	N/A	-13%	+9%	N/A
	4 th Grade	49%	34%	89%	39%	25%	74%	-10%	-9%	-15%
	5 th Grade	51%	20%	N/A	56%	32%	N/A	+5%	+12%	N/A
	6 th Grade	68%	55%	N/A	66%	64%	N/A	-2%	+9%	N/A

	7 th Grade	52%	2 nd	N/A	67%	37%	N/A	+15%	+12%	
	8 th Grade	46%	2 nd	58%	48%	23%	63%	+2%	-1%	
Keystone		2014-2015			2015-2016			Diff +/-		
	Algebra Keystone (8 th)	100%			100%			0		
Goals and Outcome(s) 2015-2016	<p>Goals: A) Implement MTSS in ELA K-2. B) Implement small group instruction in new reading series K-5. C) Incorporate literacy assessments and constructive responses. D) Teach common core with fidelity. E) Implement math remediation K-5 using Numberworlds. F) Implement SWPBIS (SOAR)</p> <p>Outcomes: A) Significant increase in DIBELS benchmark performance in Kindergarten. B-C) Improvement in PSSA scores for 5th, 7th, and 8th grade ELA and DIBELS scores in Kindergarten. D) Utilized the Digging Deeper Framework to increase teacher interaction with the Common Core standards and worked to incorporate within the individual Course Maps. E) Full implementation occurred to Tier II students through the use of Title I and building assigned tutors. F) Improvement in positive behaviors and reduction in negative behaviors as marked by discipline records.</p>									
Goals and Action Plan(s) 2016-2017	<p>Goals: A) Utilize data collected through multiple sources (Study Island, DIBELS, Success Maker, classroom assessments) to drive instruction and teacher planning. B) Utilize staff development time to improve all teachers understanding and skill in the specific areas of ELA and Mathematics. C) Improve fluidity of students in MTSS Tier II, returning students to Tier I on a more regular basis. D) Improve morale of teachers and staff. E.) Utilize Staff and scheduling to help maximize student learning.</p> <p>Action Plans: A) Teachers will be provided with an initial analysis of last year's PSSA and Study Island performance. From this analysis, teachers will collaborate with administration to create appropriate goals for the year. These goals will be supported and monitored throughout the year. Teachers will also participate in data discussions in team planning time in order to make informed decisions about students' instruction and learning. Administration will attend team meetings to facilitate this process. B) Faculty meetings will be utilized as professional development. Teacher coaches will be requested for work with teachers as needed. Regular discussion between administration and teachers will occur to identify specific needs as they occur. Teachers reporting back and sharing from individual professional development. C) Common planning time for teachers in grades K-2. Administration involvement in MTSS meetings. Appropriate utilization of Title I teachers and aides as well as tutors. D) Trifecta incentive, teacher acknowledgement tree, Caught Being Great. Expand Student of the Week to grades K-8. E) Appropriate utilization of Teachers and aides as well as tutors. Foundations will be extended to grades 1 and 2 for all intensive and strategic students to help close the achievement gap, utilizing the Title I teachers.</p>									

* Percentages denote the number of students Proficient or Advanced within the grade level on that particular assessment.

YOUNGSVILLE HIGH SCHOOL (Grades 9th through 12th)

Summary of Data Analysis: The scores at YHS are relatively stagnant. While we are comparing two different groups of students in the score charts below, it is easy to see that the difference between the years is negligible. Each student represents approximately 1.5% when coming up with a percentage of proficiency for a given cohort. Therefore, the -4% decrease in Algebra I represents approximately 2.5 students, in English it is a drop of 1.5 students, and an increase of 4 students. The plateau of high school scores at YHS can be highly attributed to PDE wavering on Keystones in general as a means of assessment, the move from PA Standards to Core Standards throughout these students' high school careers and (probably most importantly) the lack of these assessments being tied to anything of extrinsic value for students. When the PSSA tests were tied directly to graduation requirements, scores were better. It is not uncommon to hear students ask for confirmation "do these scores count"? At elementary, it is easier to motivate students intrinsically and extrinsically. With high school students, extrinsic motivators are needed in order for these scores to be valid. The teachers work very hard. The curriculum is aligned.

Strength(s): The instructional practices and remediation efforts of the science department are starting to reap rewards. In 2013, biology scores showed a 34% proficiency rating. These scores have doubled and continue to slowly rise. YHS ran a pilot program of doubling the time on task for slower learners in math by running Alg I A and Alg I B courses two periods in a row. We were pleasantly surprised to see that the double period increased confidence and brought some students to proficiency that we did not expect.

Weakness(es): English scores have shown a gradual decline. This needs to be a definite focus. Stagnant scores need to be addressed

Area(s) of Need: Intrinsic and extrinsic motivators for high school students need to become the focus. The social studies department will work with the English department to meet the eligible content requirements for the English Comp and Literature assessment with all re-testing students in the junior cohort and the entire sophomore student group. This assessment will become a definite focus for the school-years to come.

*Study Island: Please note that the constructed response answers were not hand added to the overall Study Island scores. To see the actual proficiency reached by this cohort, look at the "banked scores" under the Keystone data section.	2015-2016	Baseline		Mid-Year		Year-End	
	Algebra I	0		0*		0*	
	Biology	0		0*		1*	
	English Literature	0		25		16*	
Keystone (Cumulative Scores for Grade Level Cohorts)	Assessment	Class of 2016 Cohort	Class of 2017 Cohort (Seniors)	Class of 2018 "Banked Scores" (Juniors)	Diff +/-	# of Students Needed to At least Match Previous Year	Goal
	Algebra I	66%	62%	60%	-2%	1.5	66%
	Biology	55%	61%	50%	-11%	7.3	61%
	English Literature	72%	70%	55%	-15%	10	70%
Goals: To ensure that students had college credit options in all four core subject areas. To increase the number of students that participated in the PSAT. To run a SAT prep course to increase scores for verbal and math. To increase Keystone scores +5% in all							

Goals and Outcome(s) 2015-2016	<p>tested areas. To research why/how we did not earn certain quality points that we earned in previous SPP scores.</p> <p>Outcomes: YHS was successful in assuring college credits in all four subject areas. We did increase our overall PSAT participation through the help of WCSD. SAT data as it relates to the prep courses is not available at this time, but YHS did run a credited course for SAT verbal and SAT math. YHS was successful in meeting it's Keystone improvement goal, but not with Alg I or English.</p>
Goals and Action Plan(s) 2016-2017	<p>Goals: To find ways to intrinsically motivate students to increase scores (the current junior cohort is 60% proficient in Alg I, 50% proficient in Biology, and 55% proficient in English Comp and Literature). To utilize Study Island and CDT scores to drive instruction and remediation efforts in both English classes and Social Studies classes. To continue to build on the efforts on the science department and adopt their structure of remediation for this junior class. To continue the above-mentioned 2015-2016 goals so as not to lose ground on those efforts.</p> <p>Action Plans: Data analysis meetings will be held at professional development days prior to the 2016-2017 school-year. A breakdown of scores and issues with eligible content will be analyzed. Decisions about changes to instructional practices will be made at the department head level at monthly meetings with building administration and discussed with the full group at monthly faculty meetings. The building principal will look for instructional delivery to be aligned with eligible content. These efforts will be documented in walk through and observation/evaluation practices. Progress/strengths/weaknesses will be demonstrated by having one on one discussion with students as data points become available. Individual intrinsic/extrinsic motivators will become part of the discussion. Building administration will keep up to date on PDE changes as it relates to changes in the ESSA law/assessment structures changes that have been heavily discussed at the State and local levels.</p>

* Percentages denote the number of students Proficient or Advanced within the grade level on that particular assessment.

WARREN COUN CAREER CENTER

Summary of Data Analysis: Overall, enrollment figures have increased through various marketing strategies.

Strength(s): WCCC AM enrollment figures have increase substantially with 6 of the 15 programs at full capacity.

Weakness(es): Non-traditional enrollment figures decreased slightly and business and Accounting figures have dropped significantly from the county schools.

Area(s) of Need: Increase non-traditional figures and increase business-related course enrollment in county schools.

NOCTI	Career Field	# of Students who Earned Credit	# of Students Tested	NOCTI Score (Cognitive/Performance)	Percentage (Proficient/Advanced)
	Accounting	2	2	61.1/87.9	100%
	Administrative Assisting	1	1	68.7/100	100%
	Auto Collision	0	0	NA	NA
	Auto Technology	5	5	62.8/90.3	80%
	Building Construction Occ.	13	13	73.4/83.2	92%
	Computer Maintenance	13	13	82.05/85.65	77%
	Electronics	5	5	68.6/91.3	100%
	Food Production	4	4	68/97	100%
	Health/Medical Assisting	0	0	NA	NA
	Marketing	3	3	70.86/73.33	67%
	Power Equipment Tech.	9	8	63.65/88.56	75%
	Pre-Engineering	7	7	65.4/80.7	86%
	Protective Services	5	5	54.6/76.8	60%
	Welding	13	13	72.69/86.75	100%
OTHER	Career Field	# of Students who Earned Credit	# of NIMS Completed	Level	Percentage (Proficient/Advanced)
	Machine Technology	9	9	3.6	77.8%
Goals and Outcome(s) 2015-2016	<p>Goals: The WCCC will increase the total enrollment of students attending the WCCC and Increase the Non-traditional enrollent figures in all areas.</p> <p>Outcomes: The WCCC increased enrollment by 18% (323-394) but had a decline in non-traditional enrollment from 11% to 8%.</p>				
Goals and Action Plan(s) 2016-2017	<p>Goals: The WCCC will increase non-traditional enrollment figures.</p> <p>Action Plans: 5th grade career day – 8th grade career day – 9th grade tours – Community Open House – School to Work Liaison</p>				

Warren County School District Virtual Academy

Summary of Data Analysis: 260 students finished coursework this year in WCSD. There was a total of 332 students who took courses throughout the year. Students are closely monitored and sent back to school if they are not making adequate progress. There was also an additional 156 credit recovery courses passed throughout WCSD. Summer school for the summer of 2015 accrued 134 credits and during the 2015-16 school year the Virtual Academy totaled 769 credits. This totals 1059 credits for one year of online credits.

Strength(s): Students can work at their own pace and all courses are accessible 24 hours a day wherever there is internet. There are multiple courses available at many different learning levels, including numerous electives. The Virtual Academy provides flexibility to scheduling conflicts that arise across the district. The Virtual Academy supports summer school as well providing the ability for students to recover credits or accelerate in the curriculum. Many students choose the Virtual Academy for a variety of reasons from health concerns to social anxiety.

Weakness(es): More availability for students to be able to work in the building if needed; with the growing numbers of enrichment students

Area(s) of Need: A student accessible learning lab where students can work throughout the day hours and early evening hours

School	Successful Full Time	Total Full Time	Percentage of Success	Successful Part Time	Total Part Time	Percentage of Success	Successful Enrichment	Total Enrichment	Percentage of Success	Total Averages
YHS	10	12	83%	4	5	80%	12	14	86%	84%
WAHS	22	38	58%	12	14	86%	66	74	89%	79%
EHS	14	17	82%	1	1	100%	39	40	98%	93%
SAMHS	12	14	86%	2	2	100%	24	29	83%	84%
BWMS	3	4	75%	0	1	0%	9	9	100%	86%
YEMS	2	2	100%				4	4	100%	100%
WAEC	5	5	100%							100%
EES	1	1	100%				1	1	100%	100%
BRADFORD	2	2	100%							100%
TOTAL	71	95	75%	19	23	83%	155	171	91%	85%

Goals and Outcome(s) 2015-2016

Goals:

- To begin the marketing process to outside school districts
- To target WCSD families who left for outside cyber charters and make sure they are aware of services available in WCSD district
- Create a Non CP High School Course Track

Outcomes:

- Provided services with Bradford Area School District and started talks with other school districts
- Started a billboard campaign
- Created commercial to share out via web
- Sent out a mailing to all families who left the district for outside cyber charters for open house and for a survey; received around 10% back
- Finalized a Non CP High Course Track – Allowing for 4 Virtual Options (Credit Recovery, Non-CP, CP, Honors)

<p>Goals and Action Plan(s) 2016-2017</p>	<p>Goals:</p> <ul style="list-style-type: none"> • To continue marketing to outside districts and provide services to those we contract with so we will be able to maintain future contracts with them • Communicate and promote course offerings and services • With our partnerships, I want to see further growth and success overall in this program • Develop consortium program that encompasses how we work with other districts including forms and procedures <p>Action Plans:</p> <ul style="list-style-type: none"> • Finalize new website and marketing materials • Attend conferences to market services • Continual progress monitoring and communication with families and partnering school districts • Document all procedures throughout the year and archive newly created forms
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