



## **“Proficiency by 10”**

Annual Report on Fifth-Grade Proficiency  
in Reading and Mathematics in  
Southwestern Pennsylvania from 2002 to  
2007

**February 2008**

A report prepared by  
The Pennsylvania Economy League of  
Southwestern Pennsylvania

**Contact:**

Allegheny Conference on Community Development  
425 Sixth Avenue, Suite 1100  
Pittsburgh, PA 15219

E-mail: [proficiency@alleghenyconference.org](mailto:proficiency@alleghenyconference.org)

**alleghenyconference**  
ON COMMUNITY DEVELOPMENT

---



**Proficiency by 10: Contents**

---

	Page
Introduction.....	2
Education Reform Since 2000.....	3
Overview of Findings.....	4
Fifth-Grade Student and School Performance, 2006-07.....	5
Fifth-Grade Student and School Performance Trends, 2002-2007.....	8
Conclusion.....	14
Appendix 1: PSSA Test Information.....	15
Appendix 2: Report Methodology.....	16
Appendix 3: Frequently Asked Questions.....	17
Appendix 4: Trend Projections.....	21
Appendix 5: Southwestern Pennsylvania School Proficiency Scores.....	22

## Introduction

---

This is the seventh annual report on southwestern Pennsylvania schools teaching fifth-graders. The report is prepared by the Allegheny Conference on Community Development, with the assistance of its Affiliate, the Pennsylvania Economy League of Southwestern Pennsylvania.<sup>1</sup>

In 2000, the Allegheny Conference on Community Development established a goal for the southwestern Pennsylvania region – that every 10-year-old be proficient in reading, writing and mathematics by the year 2010. The Allegheny Conference believes that in order to attract new jobs and residents to southwestern Pennsylvania, the region’s schools must ensure that every child enters the workforce proficient in basic skills.

The Pennsylvania Economy League of Southwestern Pennsylvania annually measures the region’s progress toward this goal and produces an annual report on the schools educating fifth-graders in the 10-county Pittsburgh region<sup>2</sup>. Schools are assessed on the basis of the percentage of fifth-grade students scoring proficient or advanced on the Pennsylvania System of School Assessment (PSSA) standardized tests. This report highlights fifth-grade student proficiency in 2007, as well as proficiency trends since the 2001-02 school year.

This report is intended to note the progress of our region’s schools toward the goal of 100 percent proficiency and to acknowledge the work yet to be done to strengthen public education, one of the most critical resources for the future of our children and the region’s economic vitality. When parents and citizens believe that all students can learn and that schools can improve—and when they partner with school boards and school administrators for improved performance—then significant and sustained improvement in student proficiency will follow, and students will be prepared to make even more meaningful contributions to our region’s workforce.

---

<sup>1</sup> The Allegheny Conference on Community Development is a 65-year-old nonprofit organization that convenes private sector leadership to stimulate economic development and improve the quality of life in southwestern Pennsylvania. More information can be obtained at [www.alleghenyconference.org](http://www.alleghenyconference.org). The Pennsylvania Economy League of Southwestern Pennsylvania is a nonprofit civic organization, founded in 1936, which provides research and analysis to help improve the economy and quality of life in southwestern Pennsylvania. It is an Affiliate of the Allegheny Conference.

<sup>2</sup> Previous reports included a number of schools in Mercer County. This report covers only the ten county Pittsburgh region of Allegheny, Armstrong, Beaver, Butler, Fayette, Greene, Indiana, Lawrence, Washington, and Westmoreland counties.

## Education Reform Since 2000

---

Since the “Proficiency by 10” goal was established, schools have made numerous changes in response to the 2002 No Child Left Behind Act (NCLB), which holds schools accountable each year to make continuous progress toward a goal of 100 percent proficiency by 2014. In the southwestern Pennsylvania region, schools have actively responded to the NCLB requirements to raise performance levels and avoid the consequences of failure to meet performance targets by:

- aligning curricula to standards to improve test scores;
- using data to perform regular student assessment;
- using technology to improve proficiency;
- narrowing achievement gaps between groups of students;
- improving teacher quality through professional development; and
- developing comprehensive school reforms.

The intent of NCLB is to increase accountability for all schools and provide school choice options for students in poor-performing schools. As envisioned by NCLB, this will result in competition between schools, motivating those schools to comply with NCLB requirements and steadily improve student proficiency.

As of this writing, NCLB has not been reauthorized by Congress, and as a result, the future of its implementation is uncertain. However, the PSSA test results presented in this report come from schools operating within the framework of NCLB.

## Overview of Findings

---

Below are some of the key findings about the performance of fifth-grade students and elementary schools in southwestern Pennsylvania.

### **Fifth-Grade Student Proficiency<sup>3</sup> and School Performance, 2006-07**

- 76 percent of southwestern Pennsylvania students were proficient in math.
- 64 percent of southwestern Pennsylvania students were proficient in reading.
- Among students with disabilities, 40 percent were proficient in math, and 26 percent were proficient in reading.
- Among economically disadvantaged students, 58 percent were proficient in math, and 43 percent were proficient in reading.
- Among African-American students, 48 percent were proficient in math, 32 percent were proficient in reading.
- 37 percent of southwestern Pennsylvania schools had at least 80 percent of students proficient in math.
- 15 percent of southwestern Pennsylvania schools had at least 80 percent of students proficient in reading.

### **Fifth-Grade Student Proficiency and School Performance Trends, 2002-2007**

- The percentage of students proficient in math has increased in four of the last five years, and has increased by 19 percentage points since 2002.
- The percentage of students proficient in reading reached its highest level in 2005, at 67 percent, but the current level of 64 percent is only two percentage points higher than in 2002.
- Among students with disabilities, economically disadvantaged students, and African-American students, the percentage proficient in reading has decreased in each of the last two years.
- 95 percent of southwestern Pennsylvania school districts have shown improvement in math since 2002.
- 51 percent of southwestern Pennsylvania school districts have shown improvement in reading since 2002.
- The percentage of schools with at least 80 percent of students proficient in math has increased from 2002 to 2007, but has decreased in reading.

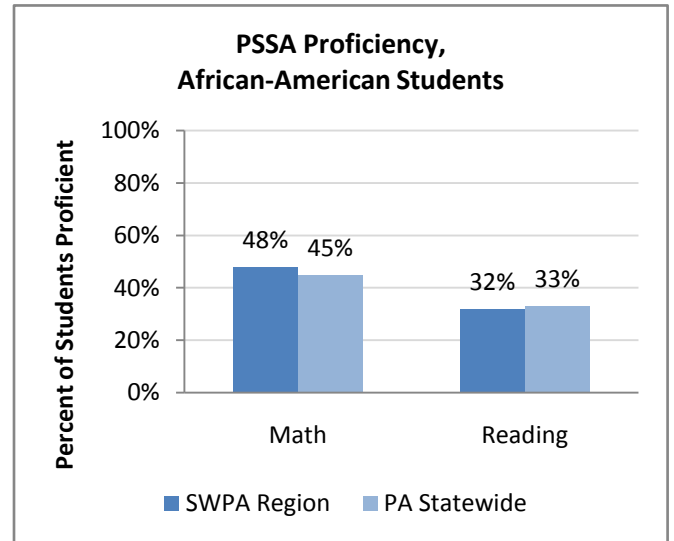
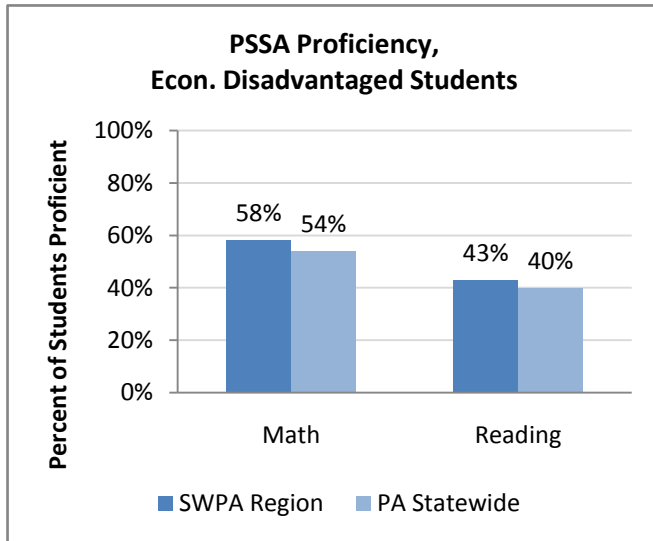
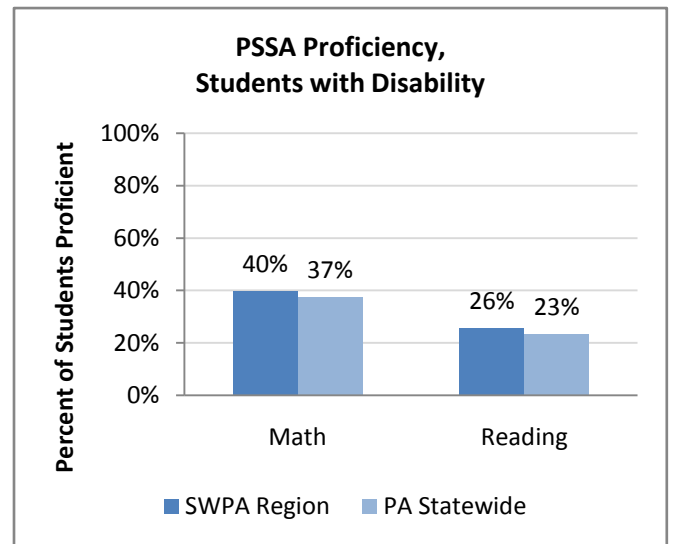
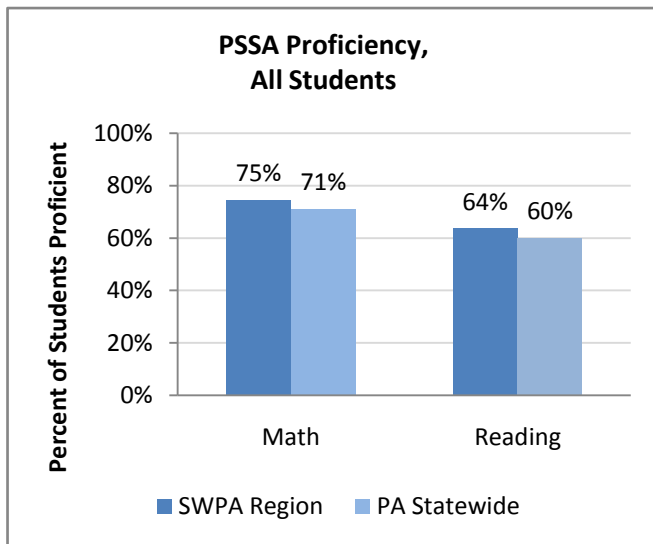
---

<sup>3</sup> As used in this report, the term “proficient” refers to students scoring at either the Proficient or Advanced level on the PSSA. For descriptions of these performance levels, see Appendix 1.

## Student and School Performance, 2006-07 School Year

### Student Proficiency

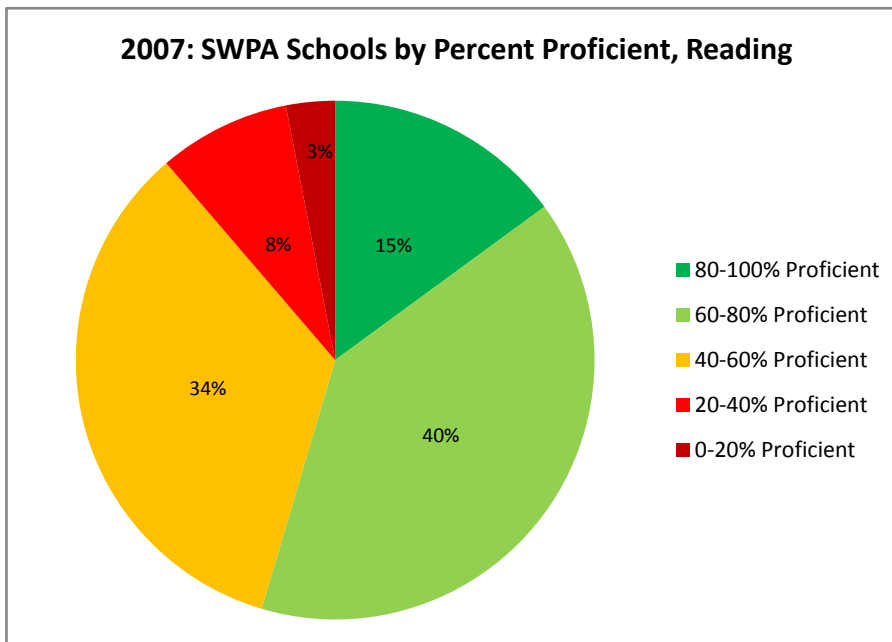
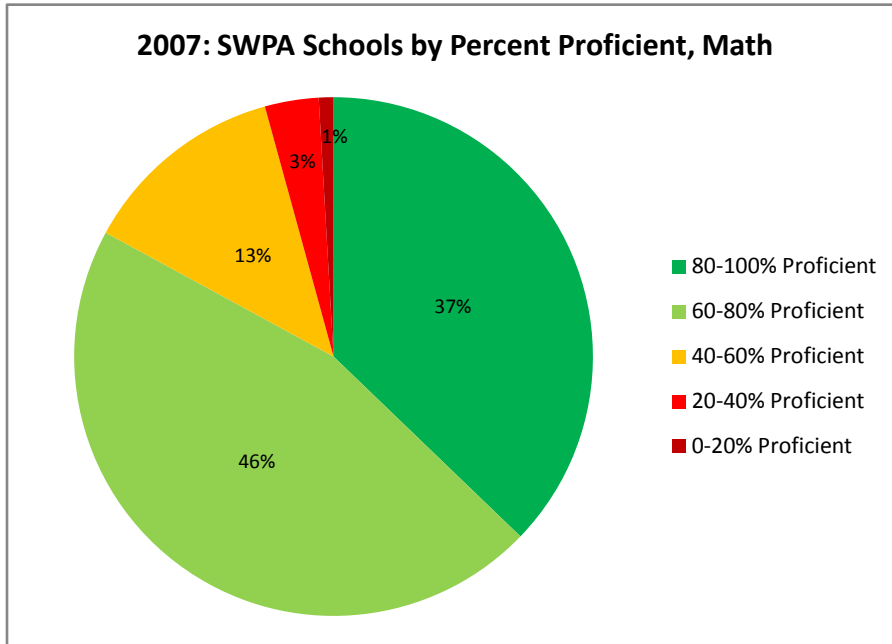
In the 2006-2007 school year, the majority of fifth-grade test-takers in southwestern Pennsylvania were proficient or advanced in both math (75%) and reading (64%), about 4 percentage points better than Pennsylvania as a whole in each subject. Students with disabilities (40% math; 26% reading), economically disadvantaged students (58% math; 43% reading) and African-American students (48% math; 32% reading) showed lower levels of proficiency.<sup>4</sup> However, as with all students, these groups tended to perform better in southwestern Pennsylvania than they did statewide (with the exception of African-Americans in reading).



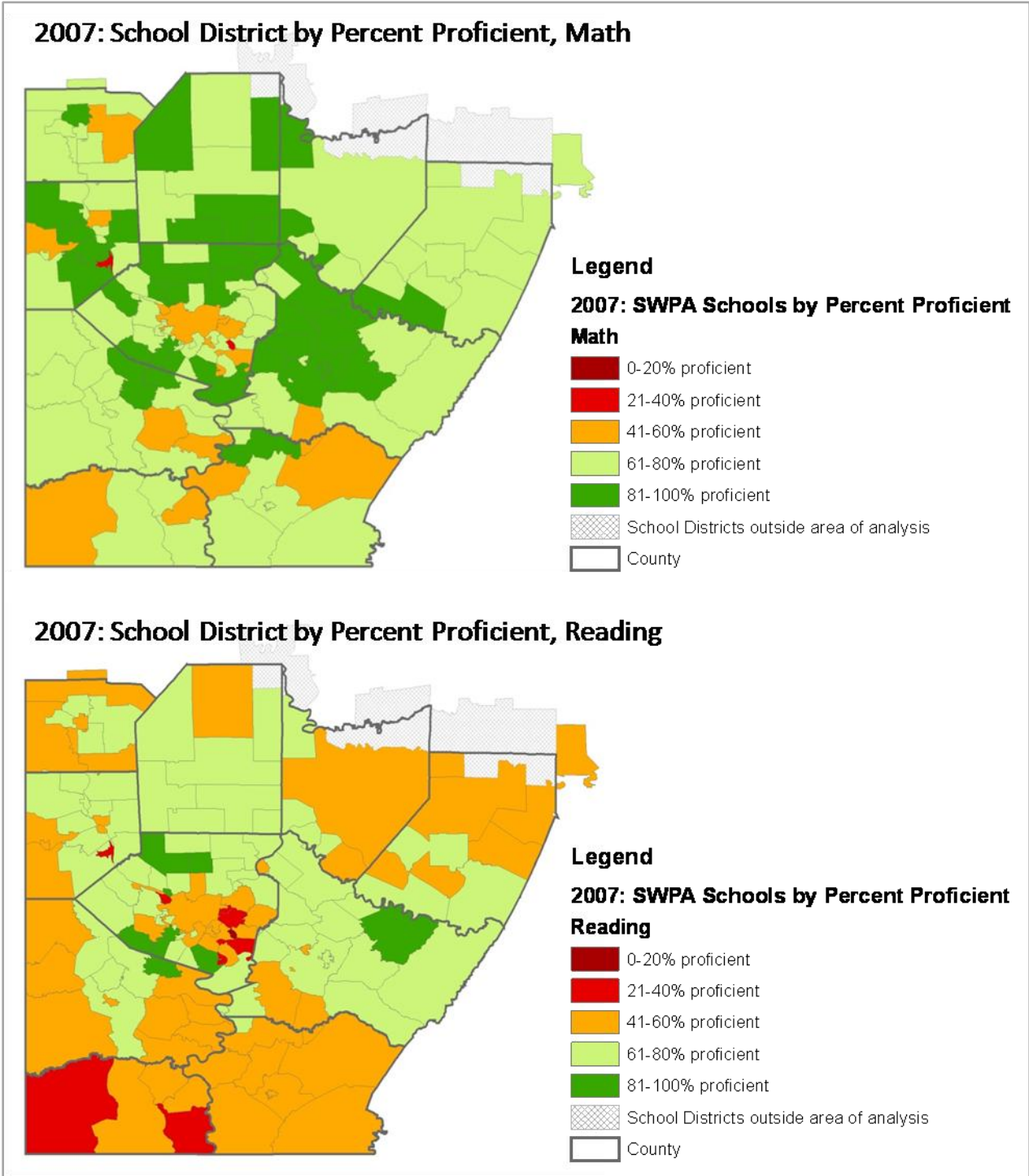
<sup>4</sup> For schools and/or districts with fewer than ten students in a particular sub-group, scores are not reported in that sub-group. Schools with fewer than ten students in a sub-group are therefore not included in the reported proficiency levels for that sub-group.

## School Performance

In the 2006-07 school year, 37 percent of the region's schools had more than 80 percent of students proficient in math, and another 46 percent had between 60 and 80 percent of students proficient. In reading, 15 percent of schools had more than 80 percent of students proficient (with 40 percent having between 60 and 80 percent proficient).



The maps below illustrate the percentage of students proficient in each school district in southwestern Pennsylvania in math and reading. As the maps make clear, the region as a whole is performing better in math than in reading.

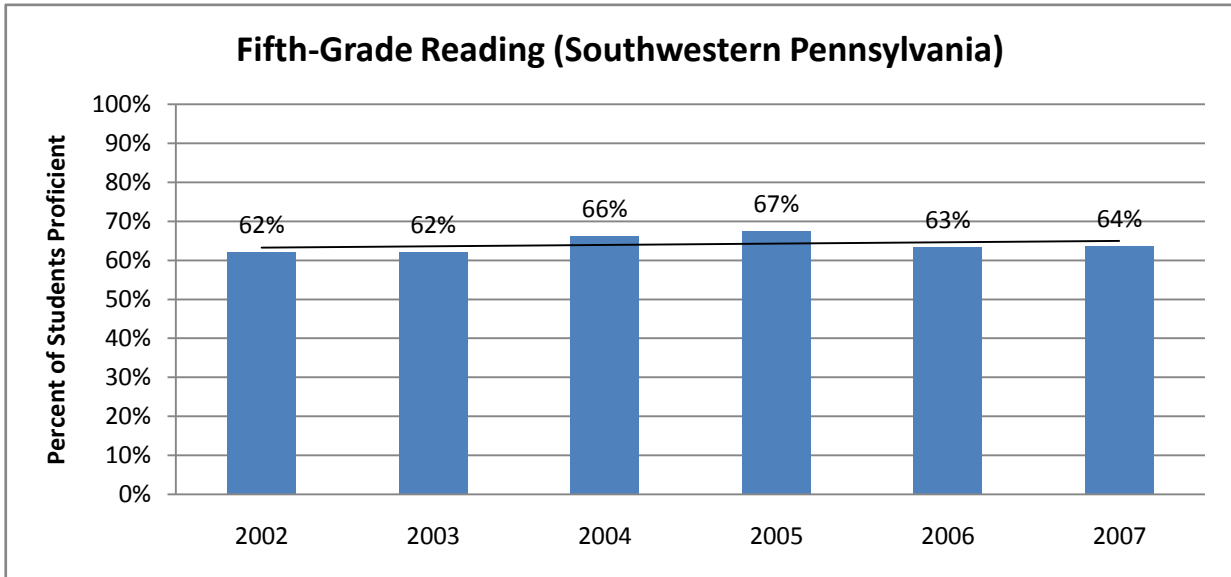
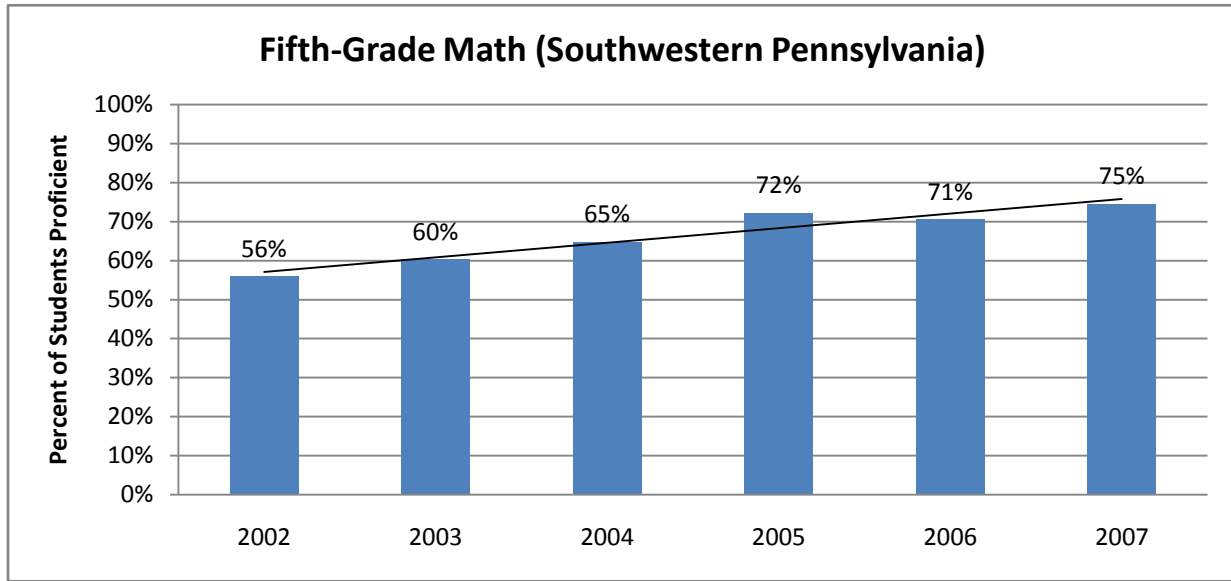


## Student and School Performance Trends, 2002-2007

---

### Overall Student Proficiency in Southwestern Pennsylvania

Although there were slight declines between 2005 and 2006,<sup>5</sup> the overall trend of fifth-grade PSSA scores from 2002-2007 indicates improvement. While proficiency levels have increased in both math and reading, math scores have shown a more dramatic improvement.



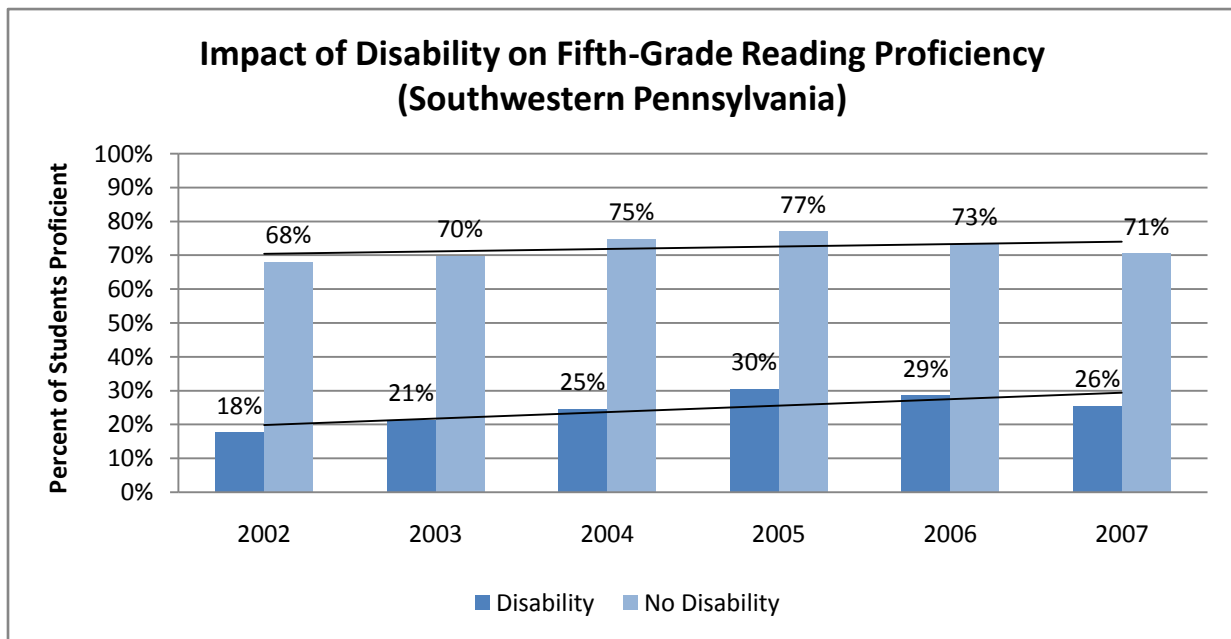
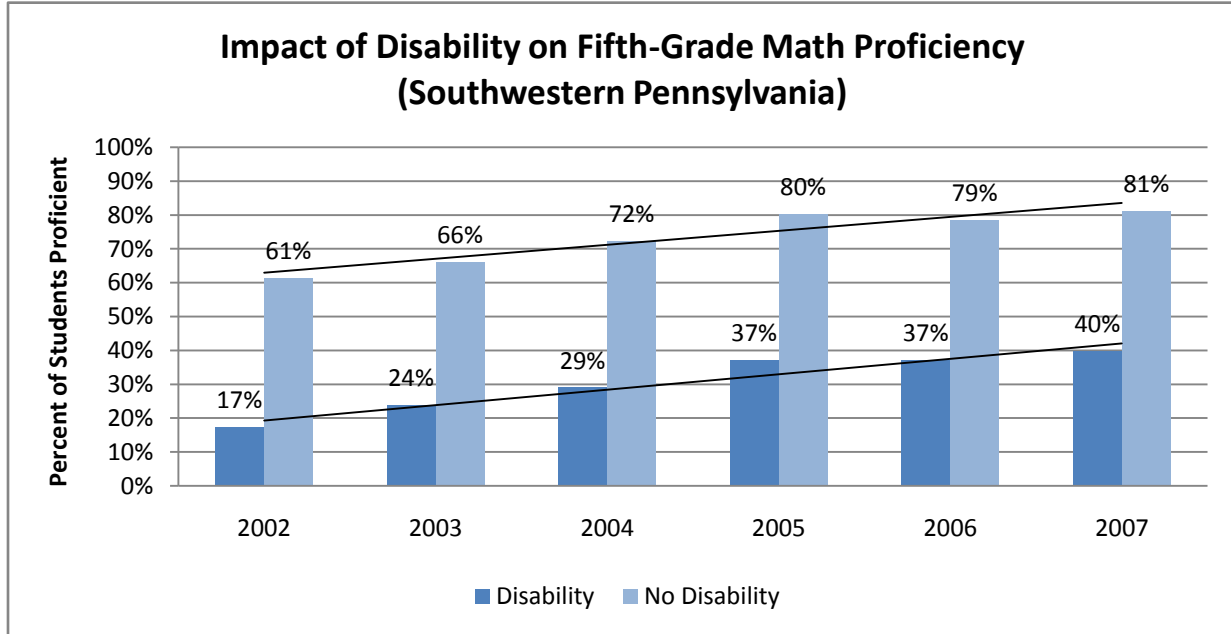
<sup>5</sup> Some annual fluctuation in scores is anticipated since this analysis compares different groups of fifth-grade students each year. Changes to the PSSA test from year to year can also affect results.

## **Achievement by Subgroup**

Certain subgroups of students have historically performed worse on PSSA tests than others. In the region, students with disabilities, economically disadvantaged students, and African-American students are three subgroups that historically have performed below the rest of students on average. Since NCLB requires that all subgroups of students achieve 100 percent proficiency, these achievement gaps must be eliminated for schools to avoid mandated consequences. Encouragingly, from 2002 to 2007, these gaps have narrowed slightly, however more progress must be made to achieve the standards set by NCLB. The following charts illustrate the proficiency levels of these subgroups.

### Disability

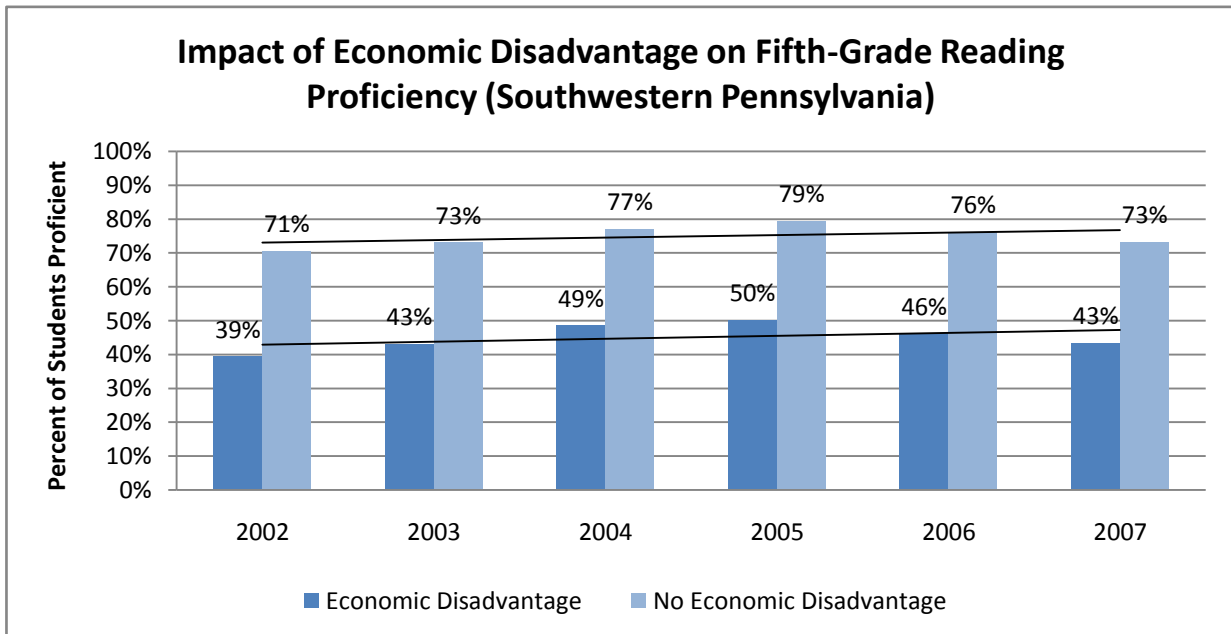
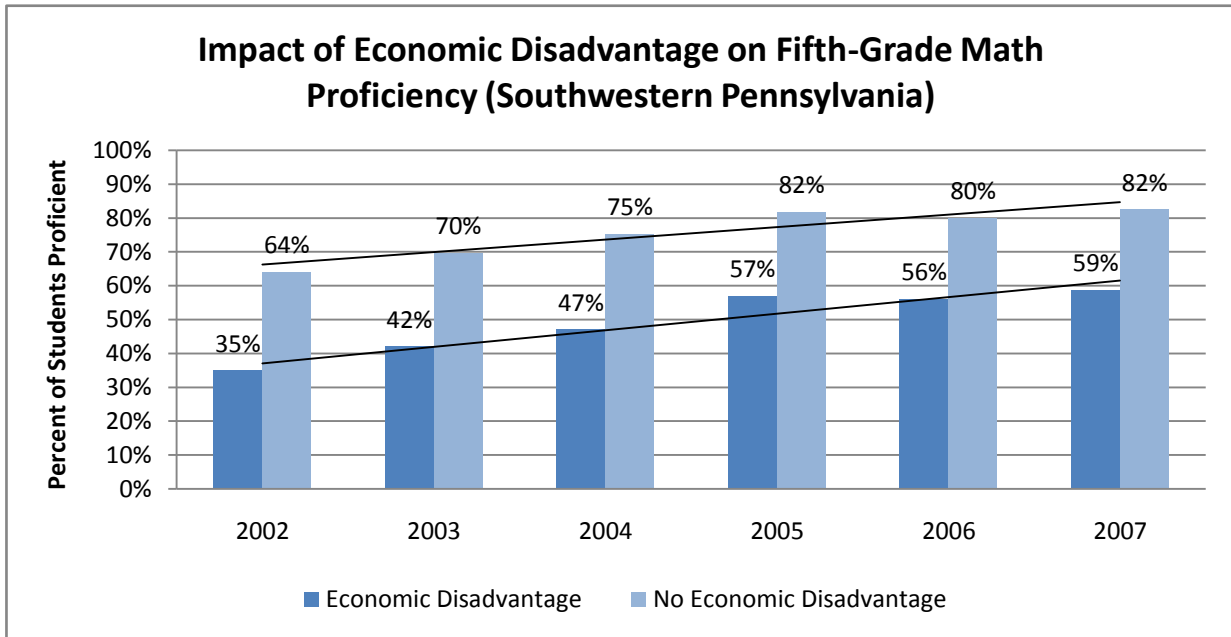
Students with disabilities have seen substantial increases in proficiency since 2002, though, like the student population as a whole, proficiency levels in reading have not increased as much as proficiency levels in math.



### *Economic Disadvantage*

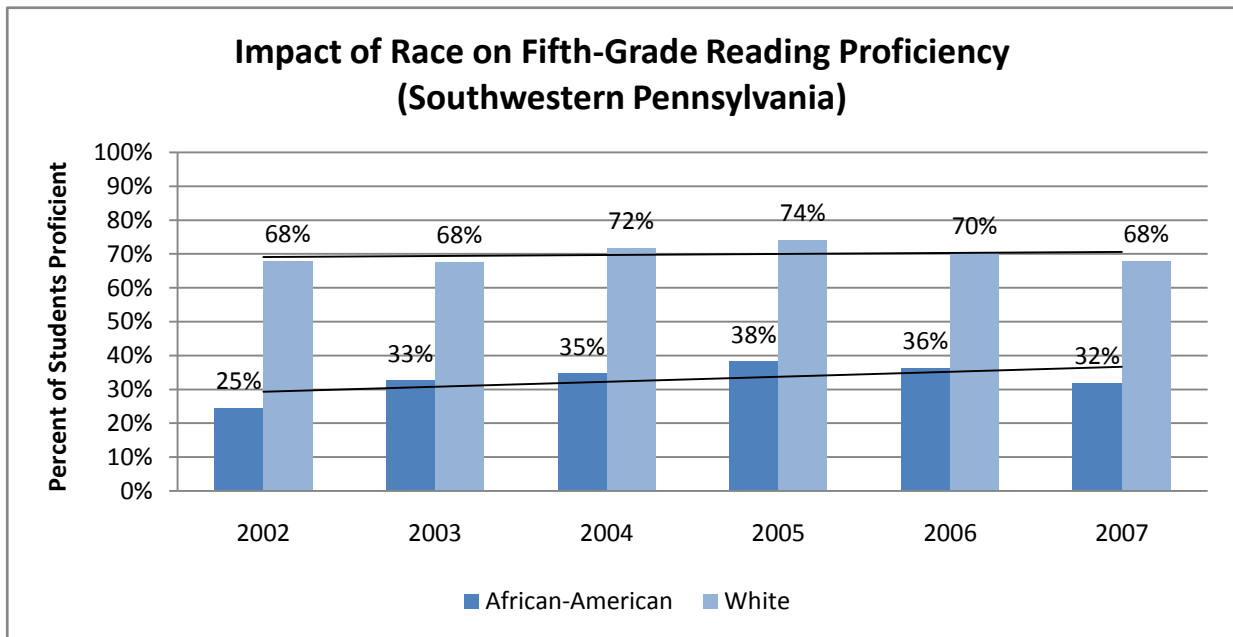
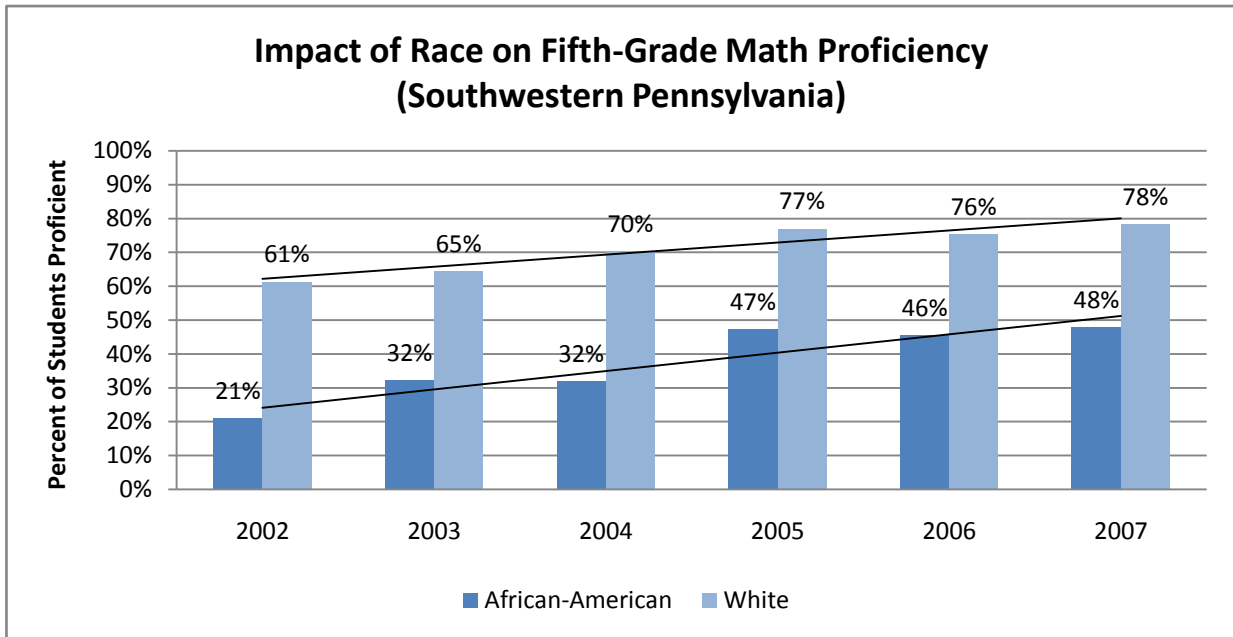
The percentage of economically disadvantaged students scoring proficient in math has increased substantially since 2002, while proficiency in reading has seen more modest gains.

The percentage of students proficient in reading has decreased in each of the last two years, and is at the same level as it was in 2003.



*Race*<sup>6</sup>

In 2002, the proficiency gap between African-American students and white students was 40 percentage points in math, and 43 percentage points in reading. That gap is now 30 percentage points in math, and 36 in reading. Again, as with students with disabilities and economically disadvantaged students, the percentage of African-American students proficient in reading declined in each of the last two years. The percentage of African-American students proficient in reading is at its lowest level since 2002.

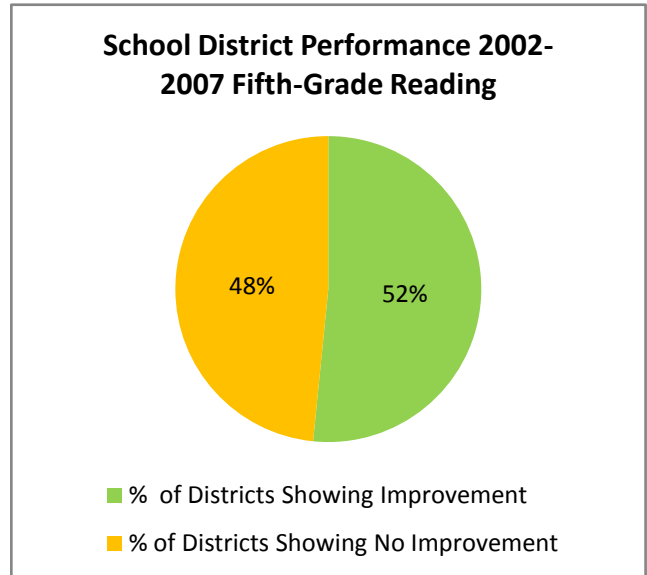
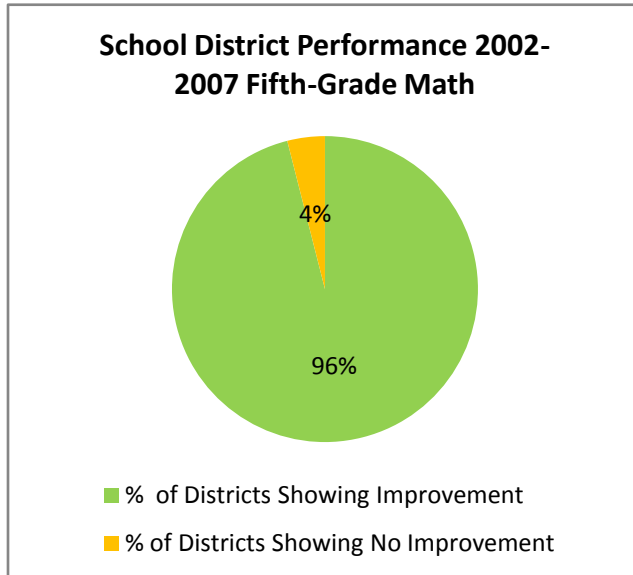


<sup>6</sup> In southwestern Pennsylvania, fewer than 10 percent of school districts have reportable scores for races or ethnicities other than white or African-American due to restrictions on reporting for fewer than 10 students. As a result, white and African-American scores are the only race/ethnic data provided in this report.

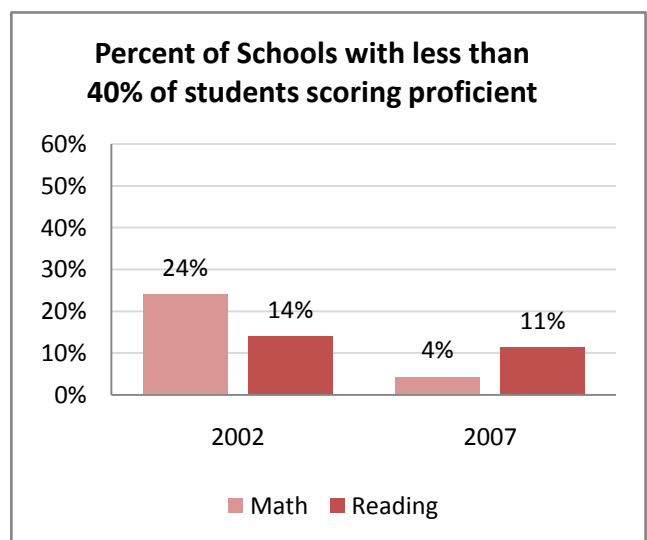
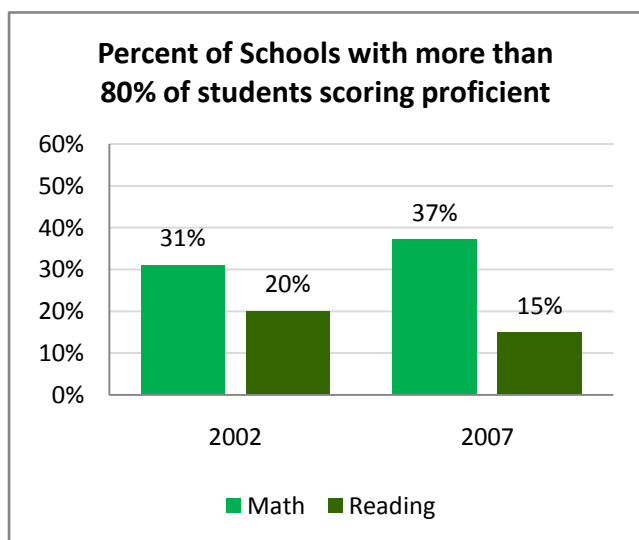
## School Performance

95 percent of the region's school districts have improved their percentage of fifth-grade students proficient in math from 2002 to 2007.

51 percent of the region's school districts have improved their percentage of student proficient in reading from 2002 to 2007.



There are more schools with 80% of students achieving proficiency or better in math in 2007 than there were in 2002. However, fewer schools achieved this level in reading. There are fewer schools with less than 40% of students achieving proficiency (for both math and reading).



## Conclusion

---

Fifth-grade student performance in the Pittsburgh region has shown encouraging progress. Math and reading proficiency among students in southwestern Pennsylvania has increased since 2002, and students in our region are performing at a higher level than the state as a whole. However, there is a clear disparity between the substantial progress being made in math and the slower growth in reading proficiency. In 2002, more students were proficient in reading than in math. Now, in 2007, when math proficiency has increased by nearly twenty percentage points, reading proficiency is near the same level as 2002.

It is also important to note the lower levels of proficiency among certain demographic subgroups, such as African-Americans, and the economically disadvantaged. While some progress has been made to close the gap between these groups and the rest of the population, 100% proficiency cannot be achieved until all groups are successful. In particular, the decreasing levels of reading proficiency for African-American, and low-income students as seen in the last two years should be monitored carefully to ensure that the gains of the last six years are not lost.

## Appendix 1: PSSA Test Information

---

The annual Pennsylvania System of School Assessment (PSSA) is a standards-based criterion-referenced assessment test used to measure a student's attainment of the state's academic standards while also determining the degree to which school programs enable students to attain proficiency of the standards. Every Pennsylvania public school student in third through eighth, and eleventh grade is assessed in reading and math each year, and fifth, eighth, and eleventh-graders are assessed in writing. These results are being used to measure progress toward the goal of having every child proficient in reading and math by 2014. The Pennsylvania Department of Education has established targets for each year as part of the assessment of each school's Adequate Yearly Progress (AYP) toward meeting the No Child Left Behind (NCLB) mandates.

The PSSA tests measure student proficiency. The tests, developed by Pennsylvania teachers and other educators, have been in place for several years. Four levels of performance have been established to categorize a student's results on the test:<sup>7</sup>

1. *Advanced*: Superior academic performance. Advanced work indicates an in-depth understanding and exemplary display of the skills included in the state's academic standards.
2. *Proficient*: Satisfactory academic performance. Proficient work indicates a solid understanding and adequate display of the skills included in the state's academic standards.
3. *Basic*: Marginal academic performance. Basic work indicates a partial understanding and limited display of the skills included in the state's academic standards. This work is approaching satisfactory performance, but there is a need for additional instructional opportunities and/or increased student academic performance to achieve the Proficient level.
4. *Below Basic*: Inadequate academic performance. Below Basic work indicates little understanding and minimal display of the skills included in the state's academic standards. There is a major need for additional instructional opportunities and/or increased student academic performance to achieve the Proficient level.

---

<sup>7</sup> Additional information about the PSSA is available on the Pennsylvania Department of Education Web site, <http://www.pde.state.pa.us>.

## Appendix 2: Report Methodology

---

PSSA scores provided in this report are taken from publicly available data on the Pennsylvania Department of Education website. <http://www.pde.state.pa.us>

Reported proficiency levels for individual schools and districts are the sum of the percentage of student scoring “Advanced” and the percentage of students scoring “Proficient.”

Proficiency scores for disabled and economically disadvantaged students are from the classifications “IEP” (Individualized Educational Program) and “Economic Disadvantage” in the PSSA results reported by the Pennsylvania Department of Education.

For years 2003-2007, PSSA scores for non-disabled and non-economically disadvantaged students are not reported. The proficiency levels for these groups are calculated using the percent proficient and number tested both in the general population and in the specific subgroup. For schools with less than ten students in a subgroup (resulting in no reported scores), it is assumed that those students are proficient and the average level for the subgroup.

All trendlines and projections are based on simple linear regression. They reflect only the mathematical linear trend of available data.

## Appendix 3: Frequently Asked Questions

---

### 1. Why is “proficient” the goal and not “basic”?

Students need to graduate from high school with an education that has prepared them to enter the workforce or obtain a college degree and given them the ability to contribute to the social and economic wealth of the region. That is why we want our students to have a “solid understanding and adequate display of skills in the state’s academic standards,” which is how the state defines “proficiency.” Students need to have more than “a partial understanding and limited display of skills,” which is how the state defines “basic.”

### 2. What does my school’s proficiency level mean?

A variety of factors are frequently cited as impediments to better performance in schools. However, the Economy League’s analyses have found a number of schools in southwestern Pennsylvania that are proving that these factors do not necessarily prevent improvement. To help you understand the issues and judge the factors that truly apply to your school, we have provided some information on the factors that are most frequently cited as hurdles. You may find this information useful when discussing your school’s performance with your school board members, district staff and school staff.

- How is performance affected by large numbers of students from low-income households?

Some people assume that schools with large numbers of low-income students will inevitably have students who are not proficient. While it is true that there is a correlation between poverty levels and academic achievement, students from low-income families can achieve proficiency when they are given the assistance that they need. In southwestern Pennsylvania, we have a number of schools with large numbers of students from low-income households where proficiency levels are high.

- How do levels of spending affect performance?

There is a common belief that schools that spend more money get better results, and those schools with lower than average spending will have lower performance. Research in southwestern Pennsylvania has shown that schools with lower-than-average spending per pupil can perform well. In fact, some of the highest-spending schools do not have higher proficiency than schools with similar populations but lower spending.

- How is performance affected by large numbers of students with disabilities?

Students are classified as having disabilities<sup>8</sup> by the Pennsylvania Department of Education based on a broad range of conditions that can affect learning capability to differing degrees. This is also a category in which there is a great deal of difference between schools. To better understand the effect on schools, the individual school Report

---

<sup>8</sup> Visit [http://www.pde.state.pa.us/special\\_edu/site/default.asp](http://www.pde.state.pa.us/special_edu/site/default.asp) to learn more about this classification and alternative forms of testing for these students.

Cards provide proficiency levels for each school for all students and for students classified as with or without disabilities.

- Is it fair to measure a school's progress using annual test scores since a different group (cohort) of students is tested each year?

Variations in the proficiency percentage for a particular school from year to year measure how consistently that school educates different groups (cohorts) of students. For example, if a particular group of students enters school with less preparation or has less help from parents, the school may need to provide more assistance to help those students achieve proficiency over the years that they attend that school.

- Can schools with a small population of fifth-graders have greater variation in scores from year to year than schools with larger populations?

Yes. In schools with small fifth-grade classes, one or two students can cause a decline or increase in proficiency from year to year. For example, in a school with 40 fifth-graders, an increase or decrease in 4 students' proficiency level can cause a school's overall proficiency level to increase or decrease by 10 percentage points. High turnover (students entering the grade after the start of the school year) and declines in daily average attendance are two other factors that can have a greater effect on a small school's proficiency scores than a larger school's.

### **3. Is the PSSA a good measure of student proficiency?**

The PSSA has been judged to be "a valid, reliable and fair assessment of proficiency" by the Human Resources Research Organization in a recent study commissioned by the Pennsylvania State Board of Education. Further, the PSSA test scores are consistent with other accredited tests conducted nationwide. The PSSA is also the official test that the state and federal government uses to track progress in Pennsylvania under NCLB.

### **4. Why have you chosen the goal of proficiency by age 10?**

Research has shown that if a child achieves proficiency in the fundamental skills of reading and math by the time he or she leaves fifth grade, future success in school and beyond is much more likely. In addition, parents need an early warning to ensure their children have the support necessary to help develop proficiency in reading and math. Third graders are also now taking the state assessment and results were reported for the first time in September 2005. These scores will also be an important early warning for parents. When this report was first produced, fifth grade (the school grade for most 10-year-olds) was the first time when all the students in the Commonwealth took the same test in reading and mathematics. Districts must also assess all students annually, but they are not required to use the same assessments.

## **5. Why have you chosen the goal of proficiency by 2010?**

The children born in the year 2000, the year that the Allegheny Conference adopted the goal, will be 10 years old in the year 2010. Even in 2006, the students who will be in fifth grade in 2010 have just entered first grade. This means that with concerted effort by schools and early education programs, each of these students can attain proficiency in reading, writing and mathematics by 2010.

## **6. Why are you tracking progress toward this goal despite No Child Left Behind?**

The Allegheny Conference's goal of 100 percent proficiency for fifth-graders by 2010 was adopted in 2000 before NCLB was mandated. Working to achieve the Conference's goal will help a school achieve the NCLB mandate of achieving 100 percent proficiency by 2014. Since the fifth-graders in 2010 will be in ninth grade in the year 2014, and since the NCLB goals apply to students in every grade, it will be virtually impossible for a school to meet the NCLB standard for high-school students in 2014 if it has not met the Allegheny Conference's goal for fifth-graders by 2010.

More significantly, the proficiency levels that schools must meet under NCLB between now and 2010 are very low. In 2006, according to the NCLB regulations, schools are only required to have 54 percent of their students proficient in reading and 45 percent of their students proficient in mathematics. Even in 2010, NCLB will only require schools to have 63 percent of students proficient in reading (at every grade level) and 56 percent proficient in mathematics. Since southwestern Pennsylvania is already meeting these targets on average across the region, this means that most schools will not be required to make any improvements to comply with NCLB until after 2010.

After 2010, however, the federal law expects rapid improvements – the targets increase from 63 percent proficient in reading in 2010 to 100 percent in 2014, and from 56 percent proficient in mathematics in 2010 to 100 percent in 2014 – these represent increases of approximately ten percentage points per year during that period, more than double what the Allegheny Conference is asking schools to begin achieving now.

The Allegheny Conference believes that southwestern Pennsylvanians should expect more of their schools than the minimum standards of NCLB. The Conference believes that southwestern Pennsylvania can and should become the first region in the country to achieve 100 percent proficiency for all 10-year-olds.<sup>9</sup>

**PA Department of Education: Adequate Yearly Progress (AYP) Goals for Core Subjects**

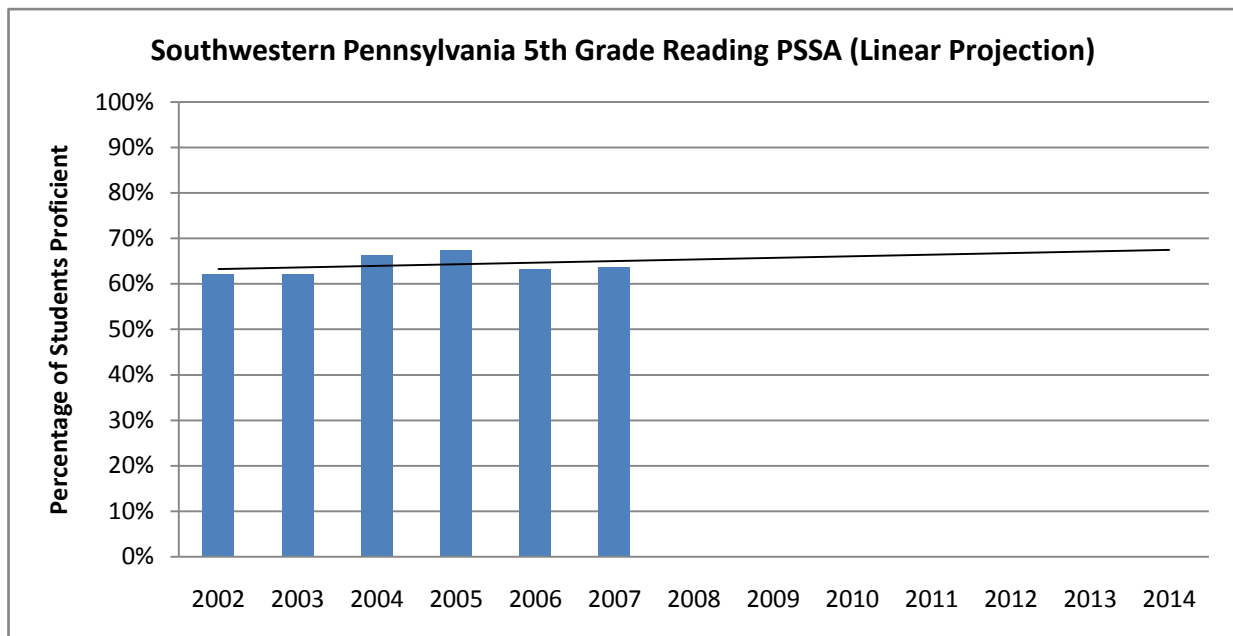
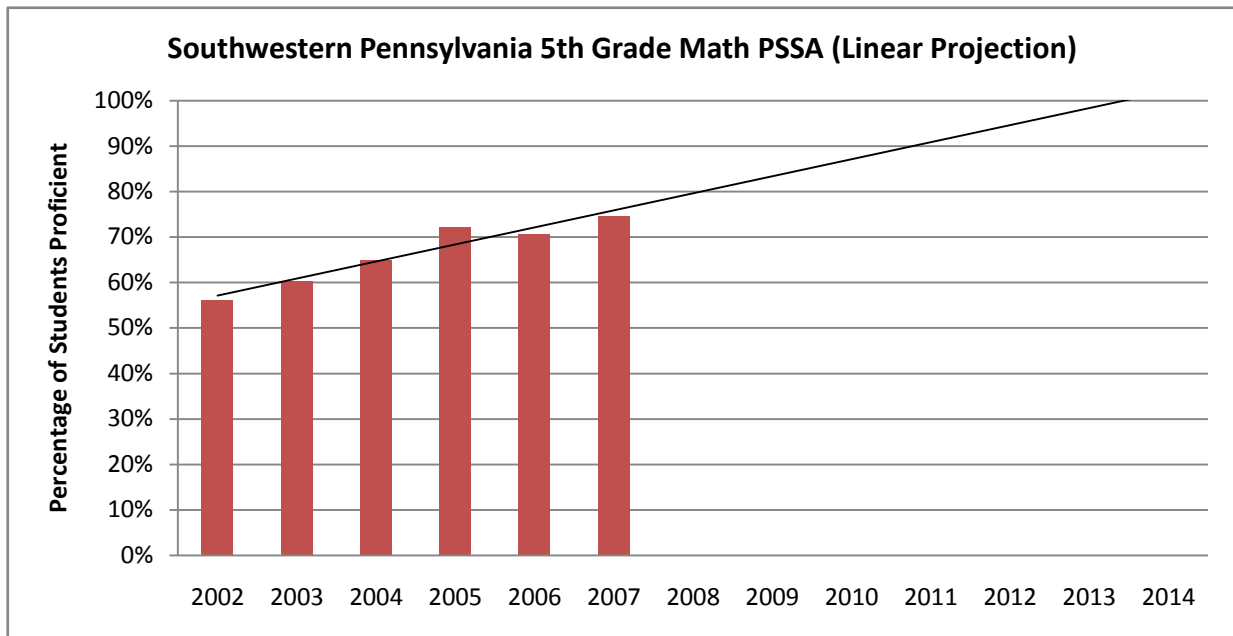
Year (s):	% Proficient Reading	% Proficient Math
2002 - 2004	45%	35%
2005 - 2007	54%	45%
2008 - 2010	63%	56%
2011	72%	67%
2012	81%	78%
2013	91%	89%
2014	100%	100%

---

<sup>9</sup> Additional information on the No Child Left Behind Act and the progress of Pennsylvania’s schools toward meeting its requirements can be found at the Pennsylvania Department of Education website <http://www.paayp.com>.

## Appendix 4: Trend Projections

**CORRECTION:** The January, 2007 “Proficiency by 10” Five-year Report Card indicated incorrectly that southwestern Pennsylvania schools were on track to reach 100 percent proficiency in both math and reading by 2014. This statement was the result of a calculation error in the linear trend projection of data available at that time. While a linear projection of current data does indicate that proficiency in math is on pace to reach 100 percent by 2014, it is clear that the same cannot be said for proficiency in reading. The corrected linear projections are below.



## Appendix 5: Southwestern Pennsylvania School Proficiency Scores

\* Schools with fewer than ten students with disability do not report disaggregated scores.

SCHOOL	5th Grade Math		5th Grade Reading		5th Grade Characteristics	
	All Test Takers	Test Takers Without Disability	All Test Takers	Test Takers Without Disability	% Students With Disability	% Students Economic Disadv.

### Allegheny County

#### ALLEGHENY VALLEY SD

COLFAX UPPER EL SCH	64%	*	70%	*	9%	25%
---------------------	-----	---	-----	---	----	-----

#### AVONWORTH SD

AVONWORTH EL SCH	87%	90%	79%	84%	11%	9%
------------------	-----	-----	-----	-----	-----	----

#### BALDWIN-WHITEHALL SD

PAYNTER EL SCH	74%	76%	50%	56%	11%	32%
----------------	-----	-----	-----	-----	-----	-----

WHITEHALL EL SCH	71%	79%	59%	68%	16%	27%
------------------	-----	-----	-----	-----	-----	-----

#### BETHEL PARK SD

NEIL ARMSTRONG MS	85%	92%	76%	83%	13%	9%
-------------------	-----	-----	-----	-----	-----	----

#### BRENTWOOD BOROUGH SD

ELROY AVENUE EL SCH	70%	*	76%	*	12%	34%
---------------------	-----	---	-----	---	-----	-----

MOORE SCH	69%	*	78%	*	6%	11%
-----------	-----	---	-----	---	----	-----

#### CARLYNTON SD

CARNEGIE EL SCH	69%	*	64%	*	7%	33%
-----------------	-----	---	-----	---	----	-----

CRAFTON EL SCH	73%	*	65%	*	8%	41%
----------------	-----	---	-----	---	----	-----

#### CHARTIERS VALLEY SD

CHARTIERS VALLEY INT	69%	74%	60%	66%	14%	21%
----------------------	-----	-----	-----	-----	-----	-----

#### CLAIRTON CITY SD

CLAIRTON EL SCH	43%	59%	25%	33%	32%	91%
-----------------	-----	-----	-----	-----	-----	-----

#### CORNELL SD

CORNELL EL SCH	72%	*	51%	*	8%	65%
----------------	-----	---	-----	---	----	-----

#### DEER LAKES SD

EAST UNION INTERMED CTR	83%	91%	78%	88%	15%	22%
-------------------------	-----	-----	-----	-----	-----	-----

#### DUQUESNE CITY SD

DUQUESNE EL SCH	27%	*	17%	*	12%	100%
-----------------	-----	---	-----	---	-----	------

#### EAST ALLEGHENY SD

WESTINGHOUSE EL SCH	72%	77%	54%	59%	15%	55%
---------------------	-----	-----	-----	-----	-----	-----

#### ELIZABETH FORWARD SD

CENTRAL EL SCH	88%	*	74%	*	5%	12%
----------------	-----	---	-----	---	----	-----

SCHOOL	5th Grade Math		5th Grade Reading		5th Grade Characteristics	
	All Test Takers	Test Takers Without Disability	All Test Takers	Test Takers Without Disability	% Students With Disability	% Students Economic Disadv.
ELIZABETH EL SCH	83%	*	71%	*	17%	33%
GREENOCK EL	92%	*	74%	*	15%	33%
MT VERNON EL SCH	66%	68%	51%	58%	24%	27%
WILLIAM PENN EL SCH	100%	*	94%	*	19%	28%
<b>FOX CHAPEL AREA SD</b>						
FAIRVIEW EL SCH	100%	*	95%	*	11%	6%
HARTWOOD EL SCH	84%	*	81%	*	14%	14%
KERR EL SCH	81%	*	70%	*	10%	29%
OHARA EL SCH	93%	98%	84%	90%	13%	7%
<b>GATEWAY SD</b>						
MOSS SIDE MS	66%	72%	61%	68%	20%	29%
<b>GREATER WORKS ACADEMY</b>						
GREATER WORKS CHRISTIAN SCHOOL	75%	*	58%	*	0%	0%
<b>HAMPTON TOWNSHIP SD</b>						
CENTRAL EL SCH	97%	100%	94%	100%	11%	2%
POFF EL SCH	86%	*	81%	*	9%	5%
WYLAND EL SCH	94%	*	83%	*	10%	14%
<b>HIGHLANDS SD</b>						
FAIRMOUNT EL SCH	79%	*	73%	*	21%	55%
FAWN EL SCH	71%	*	57%	*	18%	35%
GRANDVIEW EL SCH	85%	88%	56%	63%	20%	65%
HEIGHTS EL S	94%	*	74%	*	15%	20%
<b>KEYSTONE OAKS SD</b>						
DORMONT EL SCH	82%	*	77%	*	11%	21%
FRED L AIKEN EL SCH	62%	*	65%	*	15%	18%
MYRTLE AVE SCH	79%	*	86%	*	15%	33%
<b>MANCHESTER ACADEMIC CS</b>						
MANCHESTER ACADEMIC CS	48%	*	57%	*	14%	100%
<b>MCKEESPORT AREA SD</b>						
CORNELL MS	47%	55%	30%	35%	22%	91%
MCCLURE MS	63%	64%	48%	54%	13%	46%
<b>MONTOUR SD</b>						

SCHOOL	5th Grade Math		5th Grade Reading		5th Grade Characteristics	
	All Test Takers	Test Takers Without Disability	All Test Takers	Test Takers Without Disability	% Students With Disability	% Students Economic Disadv.
DAVID E. WILLIAMS LOWER MS	77%	88%	64%	75%	18%	13%
<b>MOON AREA SD</b>						
ALLARD EL SCH	81%	*	74%	*	25%	6%
BON MEADE EL SCH	89%	*	84%	*	10%	9%
HYDE EL SCH	84%	*	76%	*	22%	24%
J H BROOKS SCH	78%	84%	74%	80%	14%	16%
<b>MT LEBANON MONTESSORRI SCH &amp; A</b>						
MT LEBANON MONTESSORRI SCH & A	*	*	*	*	0%	0%
<b>MT LEBANON SD</b>						
FOSTER EL SCH	96%	*	96%	*	8%	2%
HOOVER EL SCH	93%	*	91%	*	14%	0%
HOWE EL SCH	93%	95%	99%	98%	15%	1%
JEFFERSON EL SCH	93%	*	96%	*	9%	0%
LINCOLN EL SCH	100%	100%	100%	100%	21%	4%
MARKHAM EL SCH	97%	*	78%	*	9%	0%
WASHINGTON EL SCH	93%	*	97%	*	8%	8%
<b>NORTH ALLEGHENY SD</b>						
BRADFORD WOODS EL SC	97%	*	89%	*	11%	0%
FRANKLIN EL SCH	89%	*	88%	*	9%	2%
HOSACK EL SCH	94%	94%	86%	93%	13%	1%
INGOMAR EL SCH	81%	92%	78%	90%	18%	3%
MARSHALL EL SCH	84%	88%	82%	89%	19%	2%
MCKNIGHT EL SCH	90%	93%	86%	89%	12%	8%
PEEBLES EL SCH	94%	*	93%	*	10%	3%
<b>NORTH HILLS SD</b>						
HIGHCLIFF EL SCH	82%	*	64%	*	27%	36%
MCINTYRE EL SCH	98%	*	88%	*	17%	7%
NORTHWAY EL SCH	81%	*	75%	*	16%	16%
PERRYSVILLE EL SCH	85%	*	85%	*	19%	7%
ROSS EL SCH	90%	97%	79%	86%	20%	20%
SEVILLE EL SCH	73%	*	67%	*	14%	32%
WEST VIEW EL SCH	83%	*	72%	*	14%	38%

SCHOOL	5th Grade Math		5th Grade Reading		5th Grade Characteristics	
	All Test Takers	Test Takers Without Disability	All Test Takers	Test Takers Without Disability	% Students With Disability	% Students Economic Disadv.

**NORTHGATE SD**

AVALON EL SCH	90%	*	94%	*	19%	55%
BELLEVUE EL SCH	92%	*	81%	*	12%	48%

**PA LEARNERS ONLINE CS**

PA LEARNERS ONLINE CS	46%	*	46%	*	36%	82%
-----------------------	-----	---	-----	---	-----	-----

**PENN HILLS SD**

DIBLE EL SCH	61%	67%	48%	55%	17%	30%
FORBES EL SCH	56%	66%	48%	55%	23%	34%
PENN HEBRON EL SCH	67%	69%	45%	51%	21%	52%
SHENANDOAH EL SCH	71%	74%	43%	49%	30%	48%
WASHINGTON EL SCH	73%	78%	57%	65%	19%	51%
WILLIAM PENN EL SCH	56%	*	71%	*	10%	37%

**PINE-RICHLAND SD**

HANCE EL SCH	86%	92%	76%	82%	13%	8%
RICHLAND EL SCH	70%	77%	64%	72%	12%	7%
WEXFORD EL SCH	78%	81%	65%	68%	13%	0%

**PITTSBURGH SD**

ALLEGHENY TRAD ELEM ACAD	73%	77%	47%	56%	33%	81%
ARLINGTON EL SCH	61%	*	42%	*	11%	86%
ARSENAL EL SCHOOL	34%	38%	28%	33%	23%	89%
BANKSVILLE ELEM SCHL	79%	*	54%	*	21%	51%
BEECHWOOD EL SCH	57%	76%	44%	61%	28%	62%
BROOKLINE EL SCH	75%	88%	56%	68%	22%	48%
CARMALT ACADEMY OF SCI & TECH	66%	78%	44%	51%	18%	77%
COLFAX EL SCH	75%	*	55%	*	12%	27%
CONCORD EL SCH	77%	*	50%	*	13%	48%
DILWORTH TRADITIONAL	59%	*	70%	*	16%	71%
FORT PITT EL SCH	64%	75%	28%	36%	23%	91%
FULTON ACADEMY OF SCIENCE	78%	100%	69%	89%	22%	69%
GRANDVIEW EL SCH	64%	85%	49%	63%	31%	82%
GREENFIELD EL SCH	75%	84%	47%	54%	19%	75%

SCHOOL	5th Grade Math		5th Grade Reading		5th Grade Characteristics	
	All Test Takers	Test Takers Without Disability	All Test Takers	Test Takers Without Disability	% Students With Disability	% Students Economic Disadv.
HELEN S FAISON ARTS ACADEMY	12%	15%	5%	6%	19%	72%
KING M L EL SCH	19%	24%	9%	12%	22%	92%
LIBERTY EL SCH	60%	60%	57%	59%	16%	44%
LINCOLN EL TECH ACADEMY	43%	65%	24%	38%	40%	85%
LINDEN EL SCH	87%	*	73%	*	9%	39%
MANCHESTER EL SCH	28%	39%	13%	18%	28%	92%
MCNAUGHER SPEC ED CTR	*	*	*	*	100%	100%
MIFFLIN EL SCH	72%	*	60%	*	13%	51%
MILLER AFRICAN-CENTERED ACADEM	23%	28%	28%	36%	38%	100%
MINADEO EL SCH	75%	81%	71%	77%	17%	39%
MORROW EL SCH	68%	76%	50%	55%	17%	68%
MURRAY EL SCH	53%	*	28%	*	13%	97%
NORTHVIEW EL	36%	49%	10%	14%	27%	90%
PHILLIPS EL SCH	82%	*	58%	*	24%	74%
PITTSBURGH MONTESSORI	67%	*	29%	*	19%	43%
ROOSEVELT EL SCH	83%	90%	75%	81%	17%	67%
SCHAEFFER EL SCH	61%	*	23%	*	20%	75%
SPRING HILL EL SCH	46%	*	20%	*	12%	93%
STEVENS EL SCH	59%	77%	37%	50%	27%	88%
SUNNYSIDE EL SCH	33%	41%	25%	31%	20%	80%
VANN EL SCH	19%	26%	10%	13%	26%	83%
WEIL TECHNOLOGY INSTITUTE	42%	*	31%	*	27%	73%
WEST LIBERTY ELEM SCH	67%	77%	57%	74%	26%	43%
WESTWOOD EL SCH	62%	*	44%	*	13%	56%
WHITTIER EL SCH	80%	*	43%	*	23%	75%
WOOLSLAIR ELEM SCHL	61%	70%	39%	49%	24%	86%
<b>PLUM BOROUGH SD</b>						
CENTER EL SCH	80%	86%	67%	72%	16%	13%
HOLIDAY PARK EL SCH	78%	*	86%	*	2%	6%
PIVIK EL SCH	76%	*	62%	*	8%	10%
REGENCY PARK EL SCH	65%	74%	67%	80%	22%	38%

SCHOOL	5th Grade Math		5th Grade Reading		5th Grade Characteristics	
	All Test Takers	Test Takers Without Disability	All Test Takers	Test Takers Without Disability	% Students With Disability	% Students Economic Disadv.
STEVENSON EL SCH	91%	*	80%	*	9%	6%
<b>PROPEL CS - EAST</b>						
PROPEL CS - EAST	73%	*	67%	*	15%	46%
<b>PROPEL CS - MCKEESPORT</b>						
PROPEL CS - MCKEESPORT	91%	*	67%	*	18%	91%
<b>PROPEL CS-HOMESTEAD</b>						
PROPEL CS-HOMESTEAD	31%	*	17%	*	21%	93%
<b>QUAKER VALLEY SD</b>						
EDGEWORTH EL SCH	75%	78%	69%	72%	14%	11%
OSBORNE EL SCH	88%	*	76%	*	13%	22%
<b>RAPAH-EDISON CS</b>						
RENAISSANCE ACADEMY (RAPAH)	39%	*	9%	*	23%	85%
<b>RIVERVIEW SD</b>						
TENTH STREET EL SCH	94%	*	83%	*	13%	17%
VERNER EL SCH	72%	*	57%	*	11%	43%
<b>SHALER AREA SD</b>						
SHALER AREA MS	65%	71%	58%	70%	25%	27%
<b>SOUTH ALLEGHENY SD</b>						
SOUTH ALLEGHENY ELEM SCHOOL	77%	85%	50%	56%	18%	47%
<b>SOUTH FAYETTE TOWNSHIP SD</b>						
SOUTH FAYETTE MS	93%	99%	85%	92%	11%	15%
<b>SOUTH PARK SD</b>						
SOUTH PARK MS	79%	84%	67%	70%	11%	19%
<b>STEEL VALLEY SD</b>						
BARRETT EL SCH	65%	*	44%	*	13%	88%
PARK EL SCH	82%	86%	66%	74%	14%	29%
<b>STO-ROX SD</b>						
STO ROX ELEM SCH	56%	59%	38%	42%	18%	83%
<b>THREE HIERARCHS E ORTHODOX</b>						
THREE HIERARCHS E ORTHODOX	*	*	*	*	67%	0%
<b>UPPER SAINT CLAIR SD</b>						

SCHOOL	5th Grade Math		5th Grade Reading		5th Grade Characteristics	
	All Test Takers	Test Takers Without Disability	All Test Takers	Test Takers Without Disability	% Students With Disability	% Students Economic Disadv.
BOYCE MS	94%	96%	85%	91%	14%	3%
<b>URBAN LEAGUE OF PITTS CS</b>						
URBAN LEAGUE OF PITTS CS	90%	*	41%	*	28%	83%
<b>WEST ALLEGHENY SD</b>						
DONALDSON ELEM SCHOOL	85%	91%	76%	85%	23%	23%
MCKEE EL SCH	74%	77%	66%	72%	18%	18%
WILSON EL SCH	82%	92%	75%	83%	20%	21%
<b>WEST JEFFERSON HILLS SD</b>						
GILL HALL EL SCH	89%	*	80%	*	11%	0%
JEFFERSON EL SCH	83%	89%	84%	90%	10%	13%
MCCLELLAN EL SCH	93%	*	87%	*	10%	16%
<b>WEST MIFFLIN AREA SD</b>						
CLARA BARTON EL SCH	81%	*	58%	*	0%	44%
HOMEVILLE EL SCH	80%	86%	57%	64%	16%	52%
NEW EMERSON EL SCH	67%	*	52%	*	16%	40%
NEW ENGLAND EL SCH	85%	93%	57%	64%	21%	19%
<b>WILKINSBURG BOROUGH SD</b>						
JOHNSTON EL SCH	64%	*	32%	*	32%	0%
KELLY EL SCH	51%	68%	37%	48%	42%	2%
TURNER EL SCH	44%	*	22%	*	11%	6%
<b>WOODLAND HILLS SD</b>						
DICKSON INTRMD SCH	67%	74%	46%	53%	20%	61%
FAIRLESS INTRMD SCH	49%	57%	38%	43%	19%	75%
RANKIN INTRMD SCH	57%	60%	29%	29%	19%	74%

SCHOOL	5th Grade Math		5th Grade Reading		5th Grade Characteristics	
	All Test Takers	Test Takers Without Disability	All Test Takers	Test Takers Without Disability	% Students With Disability	% Students Economic Disadv.

### Armstrong County

#### APOLLO-RIDGE SD

APOLLO RIDGE EL	72%	79%	55%	62%	12%	34%
-----------------	-----	-----	-----	-----	-----	-----

#### ARMSTRONG SD

DAYTON EL SCH	76%	84%	69%	87%	22%	37%
ELDERTON EL SCH	58%	*	61%	*	14%	42%
KITTANNING TWP EL SC	83%	*	64%	*	10%	29%
LENAPE EL SCH	81%	88%	57%	65%	20%	44%
SHANNOCK VALLEY EL S	66%	*	53%	*	13%	33%
WEST HILLS INTERMEDIATE SCH	74%	79%	58%	63%	11%	42%

#### FREEPORT AREA SD

BUFFALO TWP EL SCH	83%	*	78%	*	7%	23%
SOUTH BUFFALO TWP EL	93%	*	67%	*	21%	23%

#### LEECHBURG AREA SD

DAVID LEECH EL SCH	66%	*	70%	*	13%	32%
--------------------	-----	---	-----	---	-----	-----

SCHOOL	5th Grade Math		5th Grade Reading		5th Grade Characteristics	
	All Test Takers	Test Takers Without Disability	All Test Takers	Test Takers Without Disability	% Students With Disability	% Students Economic Disadv.

## Beaver County

### ALIQUIPPA SD

ALIQUIPPA MS	37%	44%	27%	29%	24%	85%
--------------	-----	-----	-----	-----	-----	-----

### AMBRIDGE AREA SD

ECONOMY EL SCH	86%	88%	83%	92%	12%	18%
----------------	-----	-----	-----	-----	-----	-----

HIGHLAND EL SCH	74%	78%	66%	71%	15%	51%
-----------------	-----	-----	-----	-----	-----	-----

STATE STREET EL SCH	64%	*	60%	*	14%	31%
---------------------	-----	---	-----	---	-----	-----

### BEAVER AREA SD

COLLEGE SQUARE EL SC	87%	*	73%	*	13%	10%
----------------------	-----	---	-----	---	-----	-----

DUTCH RIDGE EL SCH	92%	*	84%	*	6%	5%
--------------------	-----	---	-----	---	----	----

### BIG BEAVER FALLS AREA SD

BIG BEAVER EL SCH	80%	*	76%	*	7%	50%
-------------------	-----	---	-----	---	----	-----

CENTRAL EL SCH	62%	*	50%	*	6%	77%
----------------	-----	---	-----	---	----	-----

### BLACKHAWK SD

BLACKHAWK INTERMEDIATE	91%	95%	75%	81%	10%	12%
------------------------	-----	-----	-----	-----	-----	-----

### CENTER AREA SD

TODD LANE EL SCH	87%	93%	80%	88%	12%	17%
------------------	-----	-----	-----	-----	-----	-----

### FREEDOM AREA SD

FREEDOM AREA INTRMD SCH	91%	95%	77%	87%	17%	31%
-------------------------	-----	-----	-----	-----	-----	-----

### HOPEWELL AREA SD

HOPEWELL JHS	92%	96%	70%	78%	12%	23%
--------------	-----	-----	-----	-----	-----	-----

### MIDLAND BOROUGH SD

MIDLAND EL/MS	67%	*	43%	*	20%	60%
---------------	-----	---	-----	---	-----	-----

### MONACA SD

FIFTH WARD EL SCH	64%	*	52%	*	20%	32%
-------------------	-----	---	-----	---	-----	-----

MANGIN EL SCH	87%	*	67%	*	27%	33%
---------------	-----	---	-----	---	-----	-----

### NEW BRIGHTON AREA SD

NEW BRIGHTON AREA EL	57%	61%	62%	68%	11%	46%
----------------------	-----	-----	-----	-----	-----	-----

### PA CYBER CS

PA CYBER CS	50%	53%	51%	54%	9%	0%
-------------	-----	-----	-----	-----	----	----

### RIVERSIDE BEAVER COUNTY SD

RIVERSIDE INTERMEDIATE	67%	75%	67%	75%	15%	32%
------------------------	-----	-----	-----	-----	-----	-----

<b>SCHOOL</b>	<b>5th Grade Math</b>		<b>5th Grade Reading</b>		<b>5th Grade Characteristics</b>	
	All Test Takers	Test Takers Without Disability	All Test Takers	Test Takers Without Disability	% Students With Disability	% Students Economic Disadv.

---

**ROCHESTER AREA SD**

---

ROCHESTER AREA EL SC	67%	*	49%	*	8%	57%
----------------------	-----	---	-----	---	----	-----

---

**SOUTH SIDE AREA SD**

---

SOUTH SIDE EL SCH	74%	79%	44%	48%	13%	28%
-------------------	-----	-----	-----	-----	-----	-----

---

**WESTERN BEAVER COUNTY SD**

---

SNYDER EL SCH	50%	60%	59%	74%	22%	33%
---------------	-----	-----	-----	-----	-----	-----

---

SCHOOL	5th Grade Math		5th Grade Reading		5th Grade Characteristics	
	All Test Takers	Test Takers Without Disability	All Test Takers	Test Takers Without Disability	% Students With Disability	% Students Economic Disadv.

## Butler County

### BUTLER AREA SD

BROAD ST SCH	83%	*	83%	*	28%	83%
CENTER AVENUE SCH	58%	*	54%	*	4%	73%
CENTER TWP SCH	97%	*	82%	*	7%	16%
CLEARFIELD EL SCH	76%	*	56%	*	11%	33%
CONNOQUENESSING EL S	91%	*	72%	*	14%	14%
EMILY BRITAIN EL SC	76%	*	60%	*	13%	38%
MCQUISTION EL SCH	71%	78%	68%	74%	17%	11%
MERIDIAN SCH	86%	*	86%	*	6%	17%
NORTHWEST SCH	67%	73%	66%	73%	14%	31%
OAKLAND TWP SCH	90%	*	74%	*	8%	22%
SUMMIT EL SCH	71%	*	63%	*	13%	16%

### KARNS CITY AREA SD

BRUIN EL SCH	84%	*	61%	*	0%	39%
CHICORA EL SCH	83%	*	67%	*	11%	28%
SUGARCREEK EL SCH	96%	*	52%	*	12%	48%

### MARS AREA SD

MARS AREA ELEMENTARY SCH	82%	*	76%	*	4%	7%
--------------------------	-----	---	-----	---	----	----

### MONITEAU SD

DASSA MCKINNEY EL SC	75%	79%	59%	62%	10%	37%
----------------------	-----	-----	-----	-----	-----	-----

### SENECA VALLEY SD

EVANS CITY MS	80%	88%	68%	77%	17%	13%
HAINES MS	79%	88%	68%	77%	18%	6%

### SLIPPERY ROCK AREA SD

HAR-MER EL SCH	100%	*	78%	*	11%	21%
MORAINES EL SCH	88%	98%	73%	79%	15%	30%
SLIPPERY ROCK AREA E	80%	*	65%	*	11%	22%

### SOUTH BUTLER COUNTY SD

SOUTH BUTLER INT SCH	82%	86%	70%	73%	11%	16%
----------------------	-----	-----	-----	-----	-----	-----

SCHOOL	5th Grade Math		5th Grade Reading		5th Grade Characteristics	
	All Test Takers	Test Takers Without Disability	All Test Takers	Test Takers Without Disability	% Students With Disability	% Students Economic Disadv.

## Fayette County

### ALBERT GALLATIN AREA SD

A L WILSON EL SCH	100%	*	88%	*	8%	32%
D FERD SWANEY EL SCH	66%	86%	50%	62%	25%	59%
FRIENDSHIP HILL EL SCH	84%	*	82%	*	13%	63%
GEORGE J PLAVA EL SCH	69%	76%	52%	63%	19%	61%
MASONTOWN CENTRAL EL	53%	59%	47%	59%	29%	74%
SMITHFIELD EL SCH	61%	63%	60%	67%	19%	53%

### BROWNSVILLE AREA SD

CARDALE EL SCH	33%	39%	38%	47%	21%	67%
CENTRAL EL SCH	67%	*	42%	*	9%	73%
COX-DONAHEY EL SCH	80%	*	48%	*	23%	65%

### CONNELLSVILLE AREA SD

BULLSKIN EL SCH	68%	*	52%	*	13%	35%
CLIFFORD N PRITTS EL	84%	*	66%	*	13%	39%
CONNELLSVILLE TWP EL	47%	*	41%	*	29%	59%
DUNBAR BORO EL SCH	74%	*	70%	*	22%	61%
DUNBAR TWP EL SCH	53%	62%	54%	62%	18%	52%
SOUTH SIDE EL SCH	54%	*	50%	*	10%	56%
SPRINGFIELD EL SCH	57%	*	45%	*	21%	50%
ZACHARIAH CONNELL EL	63%	66%	46%	55%	32%	66%

### FRAZIER SD

CENTRAL EL SCH	92%	*	63%	*	0%	38%
PERRY EL SCH	82%	*	55%	*	13%	32%

### LAUREL HIGHLANDS SD

CLARK EL SCH	49%	57%	34%	39%	18%	54%
HATFIELD EL SCH	88%	*	79%	*	9%	15%
HUTCHINSON EL SCH	64%	*	47%	*	16%	60%
MARSHALL EL SCH	59%	67%	48%	53%	20%	54%

### UNIONTOWN AREA SD

BEN FRANKLIN SCH	65%	*	51%	*	21%	44%
FRANKLIN SCH	78%	*	39%	*	6%	28%
LAFAYETTE SCH	29%	37%	9%	12%	27%	95%

<b>SCHOOL</b>	<b>5th Grade Math</b>		<b>5th Grade Reading</b>		<b>5th Grade Characteristics</b>	
	All Test Takers	Test Takers Without Disability	All Test Takers	Test Takers Without Disability	% Students With Disability	% Students Economic Disadv.
MARCLAY SCH	79%	*	76%	*	21%	52%
MENALLEN SCH	61%	*	35%	*	16%	47%
WHARTON SCH	93%	*	77%	*	7%	36%

SCHOOL	5th Grade Math		5th Grade Reading		5th Grade Characteristics	
	All Test Takers	Test Takers Without Disability	All Test Takers	Test Takers Without Disability	% Students With Disability	% Students Economic Disadv.

---

## Greene County

---

### CARMICHAELS AREA SD

CARMICHAELS AREA EL	58%	75%	50%	63%	28%	44%
---------------------	-----	-----	-----	-----	-----	-----

### CENTRAL GREENE SD

PERRY EL	63%	*	42%	*	16%	32%
----------	-----	---	-----	---	-----	-----

WAYNESBURG CENTRAL EL	79%	86%	54%	62%	18%	34%
-----------------------	-----	-----	-----	-----	-----	-----

### JEFFERSON-MORGAN SD

JEFFERSON-MORGAN EL	62%	74%	53%	63%	18%	42%
---------------------	-----	-----	-----	-----	-----	-----

### SOUTHEASTERN GREENE SD

BOBTOWN EL SCH	73%	*	40%	*	7%	69%
----------------	-----	---	-----	---	----	-----

### WEST GREENE SD

GRAYSVILLE EL SCH	58%	72%	40%	50%	26%	33%
-------------------	-----	-----	-----	-----	-----	-----

SPRINGHILL-FREEPORT EL SCH	59%	*	44%	*	18%	53%
----------------------------	-----	---	-----	---	-----	-----

SCHOOL	5th Grade Math		5th Grade Reading		5th Grade Characteristics	
	All Test Takers	Test Takers Without Disability	All Test Takers	Test Takers Without Disability	% Students With Disability	% Students Economic Disadv.

## Indiana County

### BLAIRSVILLE-SALTSBURG SD

BLAIRSVILLE EL SCH	78%	*	60%	*	9%	37%
SALTSBURG EL SCH	89%	*	75%	*	5%	35%

### HOMER-CENTER SD

HOMER-CENTER EL SCH	72%	84%	57%	71%	22%	45%
---------------------	-----	-----	-----	-----	-----	-----

### INDIANA AREA SD

BEN FRANKLIN EL SCH	65%	76%	62%	70%	29%	40%
EAST PIKE EL SCH	63%	*	63%	*	11%	21%
EISENHOWER EL SCH	80%	*	77%	*	8%	23%
HORACE MANN EL SCH	72%	*	64%	*	19%	17%

### MARION CENTER AREA SD

MARION CENTER AREA M	78%	83%	46%	52%	17%	41%
----------------------	-----	-----	-----	-----	-----	-----

### PENNS MANOR AREA SD

PENNS MANOR AREA EL	65%	*	48%	*	13%	52%
---------------------	-----	---	-----	---	-----	-----

### PURCHASE LINE SD

PURCHASE LINE NORTH	61%	*	33%	*	18%	58%
PURCHASE LINE SOUTH	79%	98%	65%	79%	24%	54%

### UNITED SD

UNITED EL SCH	81%	92%	66%	77%	16%	43%
---------------	-----	-----	-----	-----	-----	-----

SCHOOL	5th Grade Math		5th Grade Reading		5th Grade Characteristics	
	All Test Takers	Test Takers Without Disability	All Test Takers	Test Takers Without Disability	% Students With Disability	% Students Economic Disadv.

## Lawrence County

### ELLWOOD CITY AREA SD

HARTMAN SCH	82%	90%	60%	70%	20%	52%
NORTH SIDE SCH	56%	65%	41%	51%	20%	31%
PERRY TWP SCH	93%	*	79%	*	7%	21%
WALNUT RIDGE SCH	55%	*	41%	*	18%	45%

### LAUREL SD

LAUREL EL SCH	61%	*	71%	*	7%	28%
---------------	-----	---	-----	---	----	-----

### MOHAWK AREA SD

MOHAWK EL SCH	74%	78%	50%	52%	9%	30%
---------------	-----	-----	-----	-----	----	-----

### NESHANNOCK TOWNSHIP SD

NESHANNOCK MEMORIAL	84%	91%	69%	75%	16%	7%
---------------------	-----	-----	-----	-----	-----	----

### NEW CASTLE AREA SD

WASHINGTON INTRMD EL	66%	70%	54%	60%	25%	64%
----------------------	-----	-----	-----	-----	-----	-----

### SHENANGO AREA SD

SHENANGO EL SCH	73%	81%	63%	74%	16%	19%
-----------------	-----	-----	-----	-----	-----	-----

### UNION AREA SD

UNION AREA MS	80%	*	77%	*	9%	39%
---------------	-----	---	-----	---	----	-----

### WILMINGTON AREA SD

WILMINGTON AREA MS	67%	76%	58%	67%	17%	25%
--------------------	-----	-----	-----	-----	-----	-----

SCHOOL	5th Grade Math		5th Grade Reading		5th Grade Characteristics	
	All Test Takers	Test Takers Without Disability	All Test Takers	Test Takers Without Disability	% Students With Disability	% Students Economic Disadv.

## Washington County

### AVELLA AREA SD

AVELLA EL CENTER	77%	84%	50%	54%	19%	34%
------------------	-----	-----	-----	-----	-----	-----

### BENTWORTH SD

BENTWORTH ELEMENTARY CTR.	60%	69%	45%	51%	19%	36%
---------------------------	-----	-----	-----	-----	-----	-----

### BETHLEHEM-CENTER SD

BETHLEHEM-CENTER EL	67%	74%	42%	48%	16%	38%
---------------------	-----	-----	-----	-----	-----	-----

### BURGETTSTOWN AREA SD

BURGETTSTOWN AREA EL CN	66%	78%	48%	59%	20%	34%
-------------------------	-----	-----	-----	-----	-----	-----

### CALIFORNIA AREA SD

CALIFORNIA AREA EL SCHOOL	60%	67%	57%	61%	15%	40%
---------------------------	-----	-----	-----	-----	-----	-----

### CANON-MCMILLAN SD

CECIL INTERMEDIATE SCHOOL	89%	91%	84%	88%	10%	22%
---------------------------	-----	-----	-----	-----	-----	-----

NORTH STRABANE INTERM SCHOOL	83%	88%	76%	80%	16%	19%
------------------------------	-----	-----	-----	-----	-----	-----

### CHARLEROI SD

CHARLEROI AREA EL CT	76%	85%	50%	59%	19%	39%
----------------------	-----	-----	-----	-----	-----	-----

### CHARTIERS-HOUSTON SD

ALLISON PARK EL SCH	68%	69%	68%	72%	17%	23%
---------------------	-----	-----	-----	-----	-----	-----

### FORT CHERRY SD

FORT CHERRY EL CTR	75%	81%	77%	85%	13%	39%
--------------------	-----	-----	-----	-----	-----	-----

### MCGUFFEY SD

CLAYSVILLE EL SCH	73%	80%	59%	67%	19%	32%
-------------------	-----	-----	-----	-----	-----	-----

### PETERS TOWNSHIP SD

MCMURRAY EL SCH	87%	90%	81%	85%	9%	2%
-----------------	-----	-----	-----	-----	----	----

### RINGGOLD SD

DONORA EL CTR	54%	61%	48%	59%	21%	68%
---------------	-----	-----	-----	-----	-----	-----

GASTONVILLE EL CTR	69%	*	59%	*	13%	18%
--------------------	-----	---	-----	---	-----	-----

MONONGAHELA EL CTR	63%	67%	59%	63%	11%	38%
--------------------	-----	-----	-----	-----	-----	-----

### TRINITY AREA SD

TRINITY EAST EL SCH	89%	*	79%	*	2%	7%
---------------------	-----	---	-----	---	----	----

TRINITY NORTH EL SCH	55%	57%	67%	71%	12%	28%
----------------------	-----	-----	-----	-----	-----	-----

<b>SCHOOL</b>	<b>5th Grade Math</b>		<b>5th Grade Reading</b>		<b>5th Grade Characteristics</b>	
	All Test Takers	Test Takers Without Disability	All Test Takers	Test Takers Without Disability	% Students With Disability	% Students Economic Disadv.
TRINITY WEST EL SCH	77%	*	61%	*	15%	42%
TRINITY SOUTH EL SCH	63%	74%	52%	58%	21%	25%
<b>WASHINGTON SD</b>						
WASHINGTON PARK ES	70%	83%	46%	56%	22%	64%

SCHOOL	5th Grade Math		5th Grade Reading		5th Grade Characteristics	
	All Test Takers	Test Takers Without Disability	All Test Takers	Test Takers Without Disability	% Students With Disability	% Students Economic Disadv.

## Westmoreland County

### BELLE VERNON AREA SD

MARION EL SCH	69%	78%	55%	62%	16%	36%
ROSTRAVER EL SCH	74%	85%	76%	85%	21%	24%

### BURRELL SD

BON AIR EL.	64%	70%	60%	69%	13%	21%
STEWART EL.	80%	90%	78%	91%	22%	17%

### DERRY AREA SD

GRANDVIEW INTRMD SCH	80%	84%	82%	87%	10%	39%
----------------------	-----	-----	-----	-----	-----	-----

### FRANKLIN REGIONAL SD

HERITAGE EL SCH	82%	85%	80%	82%	17%	8%
NEWLONGSBURG EL SCH	80%	*	80%	*	26%	6%
SLOAN EL SCH	87%	95%	83%	92%	15%	2%

### GREATER LATROBE SD

BAGGALEY EL SCH	88%	88%	70%	72%	12%	29%
LATROBE EL SCH	92%	*	71%	*	8%	35%
MOUNTAIN VIEW EL SCH	94%	*	84%	*	3%	7%

### GREENSBURG SALEM SD

AMOS K HUTCHINSON EL	96%	97%	77%	79%	13%	46%
METZGAR EL SCH	94%	*	76%	*	9%	33%
NICELY EL SCH	88%	96%	75%	83%	19%	37%

### HEMPFIELD AREA SD

BOVARD EL SCH	88%	*	71%	*	21%	35%
FORT ALLEN EL SCH	91%	*	78%	*	10%	13%
MAXWELL EL SCH	85%	*	85%	*	8%	10%
STANWOOD EL SCH	77%	84%	67%	76%	14%	24%
WEST HEMPFIELD EL SC	82%	89%	71%	79%	11%	27%
WEST POINT EL SCH	77%	87%	70%	77%	14%	13%

### JEANNETTE CITY SD

JEANNETTE MCKEE ELEM	66%	77%	42%	49%	22%	62%
----------------------	-----	-----	-----	-----	-----	-----

### KISKI AREA SD

ALLEGHENY-HYDE PARK	79%	81%	79%	84%	18%	28%
BELL AVON EL SCH	75%	*	65%	*	16%	44%

SCHOOL	5th Grade Math		5th Grade Reading		5th Grade Characteristics	
	All Test Takers	Test Takers Without Disability	All Test Takers	Test Takers Without Disability	% Students With Disability	% Students Economic Disadv.
LAUREL POINT EL SCH	100%	*	90%	*	11%	26%
MAMONT EL SCH	91%	*	81%	*	0%	16%
VANDERGRIFT EL SCH	75%	92%	64%	73%	20%	62%
WASHINGTON EL SCH	100%	*	98%	*	4%	13%
<b>LIGONIER VALLEY SD</b>						
LAUREL VALLEY EL SCH	76%	*	55%	*	15%	47%
LIGONIER VALLEY MS	74%	78%	69%	74%	11%	22%
<b>MONESSEN CITY SD</b>						
MONESSEN EL CTR	78%	*	74%	*	7%	69%
<b>MOUNT PLEASANT AREA SD</b>						
DONEGAL EL SCH	88%	*	64%	*	6%	42%
NORVELT EL SCH	79%	*	75%	*	14%	22%
RAMSAY EL SCH	71%	78%	53%	62%	13%	43%
<b>NEW KENSINGTON-ARNOLD SD</b>						
BERKEY SCH	64%	68%	45%	52%	16%	64%
<b>NORWIN SD</b>						
HILLCREST INTERMEDIATE SCHOOL	83%	88%	75%	81%	8%	18%
<b>PENN-TRAFFORD SD</b>						
HARRISON PARK EL SCH	86%	91%	72%	79%	11%	18%
LEVEL GREEN EL SCH	59%	*	61%	*	10%	10%
MCCULLOUGH EL SCH	89%	*	85%	*	5%	10%
SUNRISE EL SCH	91%	*	77%	*	9%	6%
TRAFFORD EL SCH	93%	*	85%	*	11%	33%
<b>SOUTHMORELAND SD</b>						
SCOTTDAL E EL SCH	52%	57%	55%	61%	12%	43%
<b>YOUGH SD</b>						
YOUGH MS	62%	67%	52%	59%	17%	45%