



**2020-2021**

**ACADEMIC ACHIEVEMENT, OUTCOMES,  
AND GROWTH REPORT**

701 Tenth St.  
Oakmont, PA 15139

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## EXECUTIVE SUMMARY

The Riverview School District has adopted a focused effort on creating academically competitive schools that focus on continuous improvement and academic achievement. In order to be academically competitive, the district must focus on data analysis, standards-aligned curricula, and research-based strategies to meet and monitor all students' learning needs at all levels.

The action steps for this goal are delineated below:

- Ensure that there is a system within the school that fully ensures consistent implementation of a standards-aligned curricular framework across all classrooms for all students.
- Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students.
- The use of root cause analyses that integrate technology and professional development to analyze data, develop action plans, and monitor student learning for and academic achievement.
- Analyze data for each student and develop individualized learning plans for student growth
- Establish Professional Learning Communities (PLCs) that will allow teachers to meet consistently and utilize data in order to improve student learning.

The 2020-2021 Academic Achievement, Outcomes, and Growth Report acts as a vehicle to analyze school results across multiple metrics and indicators, consider concepts of growth and achievement, identify areas of focus for curriculum and instruction, and utilize standardized results as part of a holistic view of student success in the Riverview School District.

This report will highlight benchmark assessments in K-12 that focus specifically on standardized measures of achievement and growth across multiple indicators. This careful analysis will then guide our work in producing students with lifelong learning skills that will benefit them in college, employment, the military, and the global marketplace. In addition, the Riverview School District has also pledged to accomplish these goals through competitive academic programming, personalized attention, and a variety of learning opportunities for students that will assist each of them to discover their talents and potential.

Key highlights of this year's report will include:

- Pittsburgh Business Times performance measures
- School-specific summaries and action steps
- The Pennsylvania Future Ready Index Results by school
- Junior-Senior High School SAT, ACT, AP, and Keystone results
- K-8 Pennsylvania System of School Assessment (PSSA) achievement and Pennsylvania Value Added Assessment System (PVAAS) growth in grades 3-8

## DISTRICT PERFORMANCE

### PITTSBURGH BUSINESS TIMES RANKINGS

For the past 15 years, the Pittsburgh Business Times ranks the region's school districts based on state standardized test score performance and have identified the highest-scoring school districts in the region. The Honor Roll ranking is based on a formula that looks at performance on three years of state standardized tests taken by students in grades 3-8 and the Keystone Exam given to high schoolers. The Overachiever Ranking looks at student test scores in relation to poverty (Lott, 2019).

**SUMMARY STATEMENT:** Riverview is the highest achieving 1A school in PA and ranked #4 when combining all state 1A and 2A Districts. Over the past seven years, the District has improved its regional *Pittsburgh Business Times* Honor Roll Rank (from 30<sup>th</sup> to 26<sup>th</sup> out of 103 regional schools) and overall state rank substantially (from 135<sup>th</sup> to 78<sup>th</sup> out of 493 Districts). The District has also maintained a noteworthy Overachiever ranking, which places Riverview as #7 in the state (out of 493 Districts). Essentially, the Overachiever ranking proves that the district produces higher achievement than our socioeconomic profile might predict.

Year	Gr. 7	Gr. 8	Gr. 11	Honor Roll	Overachiever State Rank	Overall State Rank
2020	16	33	28	26	7	78
2019	15	37	32	25	5	80
2018	19	37	46	26	7	99
2017	32	32	64	28	3	107
2016	34	42	63	28	3	108
2015	28	44	59	34	4	134
2014	57	61	40	32	15	129
2013	63	72	42	32	39	131

## PENNSYLVANIA FUTURE READY INDEX – A BRIEF EXPLANATION

Launched in November 2018, the Future Ready Pennsylvania Index is the result of discussions with thousands of educators, parents, advocates, policymakers, and business leaders across Pennsylvania about how schools should be evaluated.

The tool moves beyond a single, summative score to increase transparency around school and student group performance, featuring a dashboard that illuminates school data across a host of important factors. The Future Ready PA Index illustrates student and school success via three color-coded categories: academic performance, student progress, and college and career readiness. This overlay provides the public with a more comprehensive look at how Pennsylvania's schools are educating students (Future Ready PA Index, n.d.).

The Riverview School District carefully analyzes these results (in combination with other sets of data) for the purpose of improving and establishing focus areas each year. Individual school building data is broken down specifically and shared on pages 11-17 and 30-37 of this report. In the next sections, we will specifically focus on the overall summary of each school in the District and discuss focus areas thereafter. Please note, that the dashboard has not changed since 2019, as the Covid health crisis has placed standardized testing requirements on hold.

***SUMMARY STATEMENT OF DISTRICT RESULTS:*** Overall, the District performs at a very high level, outranking all A schools, and most AA schools across the state. In addition, the District overachieves in terms of maintaining high student performance as it relates to socioeconomics (See Overachiever Ranking on p. 4 and the Penncan Verner Opportunity School designation on p. 9 of this report). Riverview is highly ranked compared to schools in our region and across the Commonwealth as well. Growth standards will remain a District area of focus throughout this strategic planning cycle and beyond, as there is room for improvement in this area.

## RIVERVIEW JR-SR HIGH SCHOOL OVERALL SUMMARY AND NEXT STEPS

- #1 Ranked Single A School in Pennsylvania according to the *Pittsburgh Business Times*.
- #4 Ranked school when combining all A/AA schools in the state according to the *Pittsburgh Business Times*.
- #7 Ranked Overachiever District in PA according to the *Pittsburgh Business Times*.
- #26 Ranked School District in Western PA according to the *Pittsburgh Business Times*.
- Nationally Ranked for “Beating the Odds” – *Newsweek*
- 2019 *US News and World Report “Best High Schools”* recipient (Lott, 2019; *Newsweek*, 2016).
- Approximately 2/3 of all students achieve in the top 40% of all students in the state in all testing areas including the Keystones (Language Arts, Mathematics, and Science).
- When compared to other school districts with similar socioeconomic profiles, Riverview High School often ranks in the top 15% in achievement test performance including PSSAs, SATs, and ACTs.
- Students achieving proficient and advanced on state assessments in English Language Arts have already exceeded state benchmarks for student achievement for the year 2030 and in 2020 are already less than ten (10) percentage points from this distinction in Math and Science.
- Riverview High School offers more Advanced Placement (AP) and Honors courses than most schools of similar size and socioeconomics.
- Riverview High School meets and often exceeds expectations on college and career readiness requirements, rigorous courses of study, and high school graduation rates.
- Student participation in AP courses continues to increase.
- Riverview exceeds state and national trends in SAT, ACT, and AP performance.
- Students achieving proficient and advanced on state assessments are over twenty (20) percentage points higher than the state average.
- The High School is not achieving expected growth in terms of student attendance. There is an action plan to address a reporting mechanism misalignment and an effort to incorporate additional resources to address this growth area.
- Riverview High School students are not achieving state growth expectations in all testing areas by eight (8) to twenty-five (25) percentage points (except for Keystone Literature and Mathematics, which has achieved or exceeded expectations). The High School Administration has developed action steps to address these issues, including curriculum and standards alignment, primary resource development, and professional learning opportunities.

## 10<sup>TH</sup> STREET ELEMENTARY OVERALL SUMMARY STATEMENTS AND NEXT STEPS

- Approximately 2/3 of all students achieve in the top 40% of all students in the state in all testing areas (Language Arts, Mathematics, and Science).
- Students achieving advanced (highest reporting category) on standardized tests are approximately twenty-five (25) percentage points higher than state average in all testing areas (Language Arts, Mathematics, and Science).
- Students achieving proficient and advanced on state assessments perform between twenty (20) percentage points higher than the state average.
- Students achieving proficient and advanced on all state assessments have already exceeded state benchmarks for student achievement for the year 2030.
- Most students (93%) are proficient readers by 3<sup>rd</sup> grade.
- 10<sup>th</sup> Street Elementary exceeds state expectations in college and career readiness.
- 10<sup>th</sup> Street Elementary students are not achieving state growth requirements in all testing areas by ten (10) to twenty-five (25) percentage points (except for grade 6, where the 3-year averages in Math and ELA meet or exceed growth expectations). Grade 5 has also experienced expected growth measures during the 2018-2019 school year, but this is still a focus area moving forward. The Elementary Administration has developed action steps to address these issues, including curriculum alignment, primary resource development, and professional learning opportunities.

## VERNER ELEMENTARY SCHOOL OVERALL SUMMARY STATEMENTS AND NEXT STEPS

- Verner Elementary boasts high overall student proficiency rates in relation to its 70% poverty rate
- Verner Elementary School is the only traditional public school in Allegheny County to be considered an Opportunity School (Penncan, 2015) in a 2015 Penncan study of local schools.
- Approximately 2/3 of all students achieve in the top 40% of all students in the state in most testing areas (Language Arts, Mathematics, and Science).
- Students achieving proficient and advanced on state assessments are between three (3) and 15 (15) percentage points higher than the state average.
- The school has a high attendance rate, nearly meeting the 2030 state goals in 2020.
- Verner students are not achieving state growth requirements in all testing areas by twelve (12) to twenty-five (25) percentage points (except for grade 6, where the 3-year averages in Math and ELA meet or exceed growth expectations). The Elementary Administration has developed action steps to address these issues, including curriculum alignment, primary resource development, and professional learning opportunities.



***DIGGING DEEPER: A K-12 ANALYSIS OF STUDENT GROWTH AND PERFORMANCE***

**RIVERVIEW JR-SR HIGH SCHOOL AT A GLANCE – THE PENNSYLVANIA FUTURE READY INDEX RESULTS**



**100 Hulton Rd**  
**Oakmont, PA 15139**  
 412-828-1800

[School Website](#)

**Percent Enrollment by Student Groups**

Economically Disadvantaged	34.8%
English Language Learner	0.2%
Special Education	19.2%
Foster Care	0.7%
Homeless	NA
Military Connected	0.0%

**Grades Offered**

7, 8, 9, 10, 11, 12

**Title I School**

No

**School Enrollment**

428

**Percent of Gifted Students**

7.9%

**Supporting Intermediate Unit (IU)**








[Allegheny IU 3](#)

**Percent Enrollment by Gender**










Male	53.0%
Female	47.0%

### Percent Enrollment by Race/Ethnicity






	American Indian/Alaskan Native	0.0%
	Asian	0.2%
	Black	8.9%
	Native Hawaiian or other Pacific Islander	0.0%
	Hispanic	1.4%
	White	86.0%
	2 or More Races	3.5%

#### Progress Towards Goal/Standard

-    Meets or Exceeds Statewide Goal
-    Meets or Exceeds Interim Target
-    Not Meeting Statewide Goal/  
Interim Target

#### Current and Previous Performance Comparison

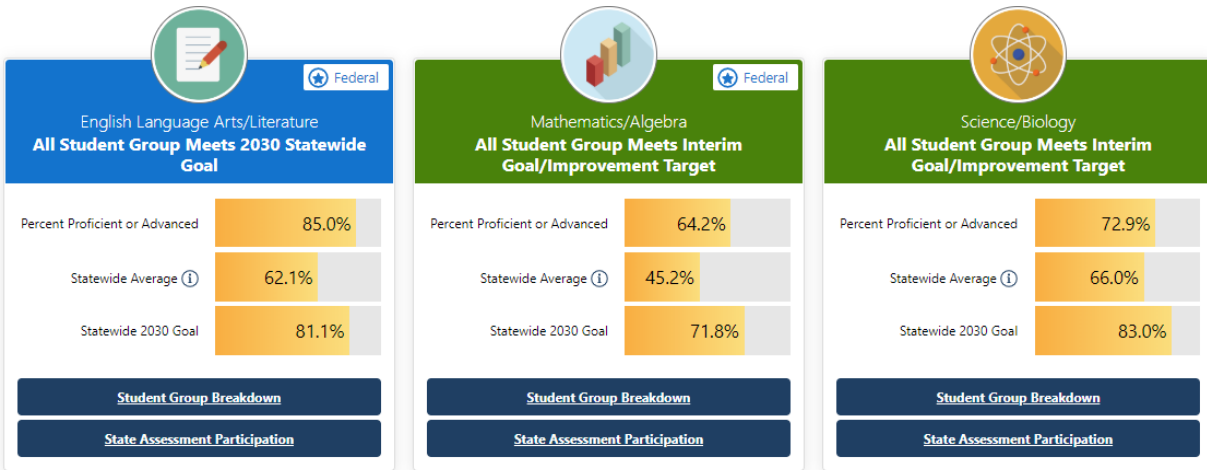
-  Increase in Performance from the Previous Year
-  Maintained the Same Performance from the Previous Year
-  Decrease in Performance from the Previous Year

IS- Insufficient Sample

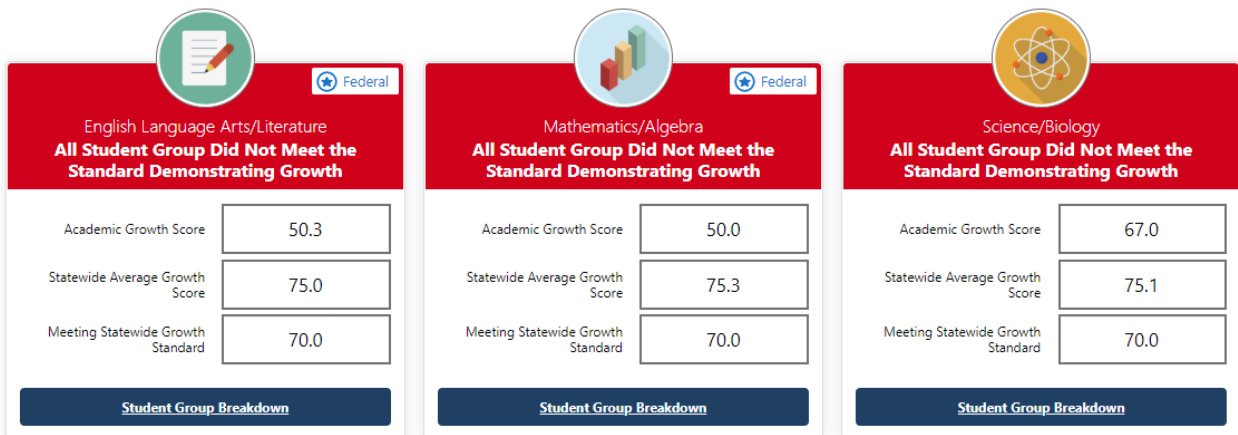
NA- Not Applicable

Color coding and arrows provide information about school progress.

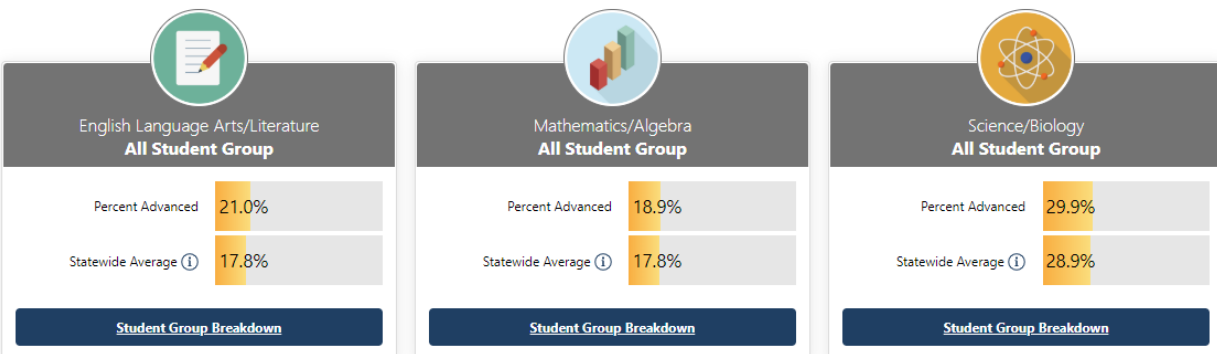
Proficient or Advanced on Pennsylvania State Assessments ⓘ



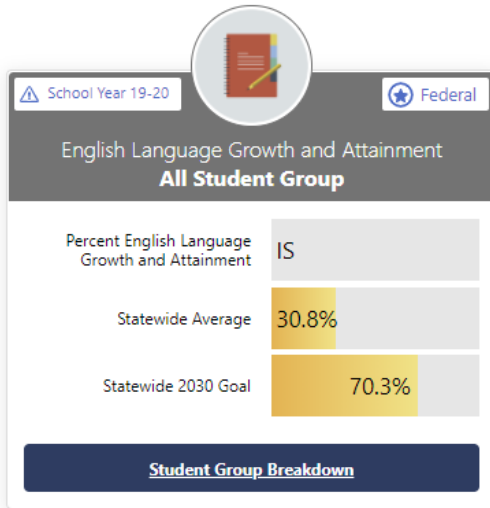
Meeting Annual Academic Growth Expectations (PVAAS) ⓘ



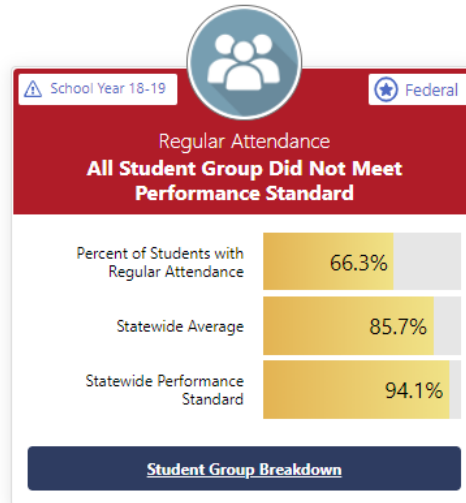
Advanced on Pennsylvania State Assessments ⓘ



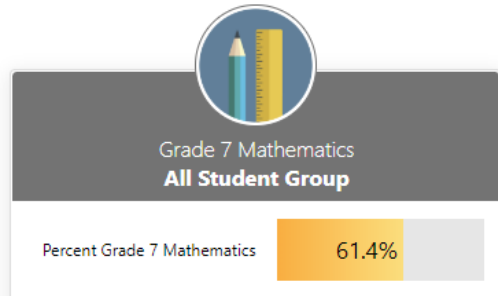
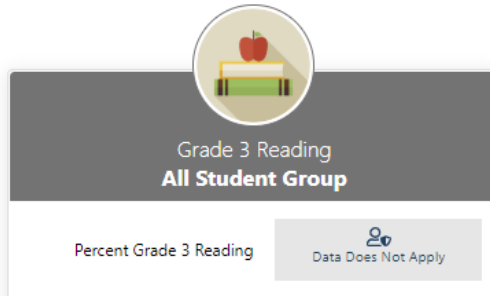
## English Language Growth and Attainment <sup>ⓘ</sup>



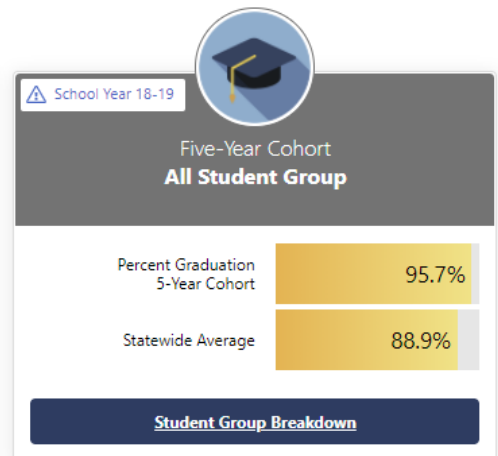
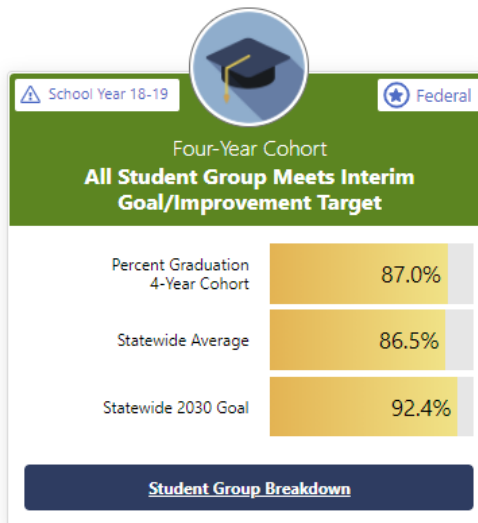
## Regular Attendance <sup>ⓘ</sup>



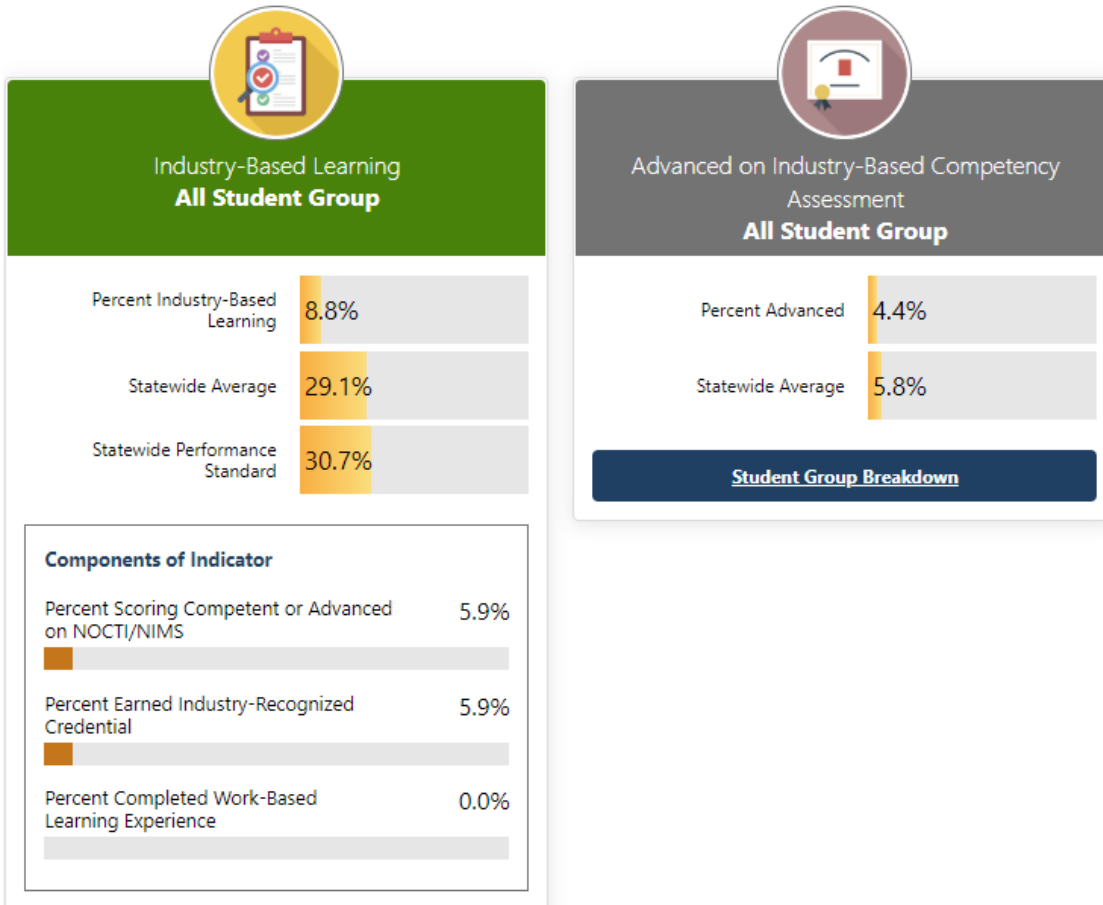
## Early Indicators of Success <sup>ⓘ</sup>



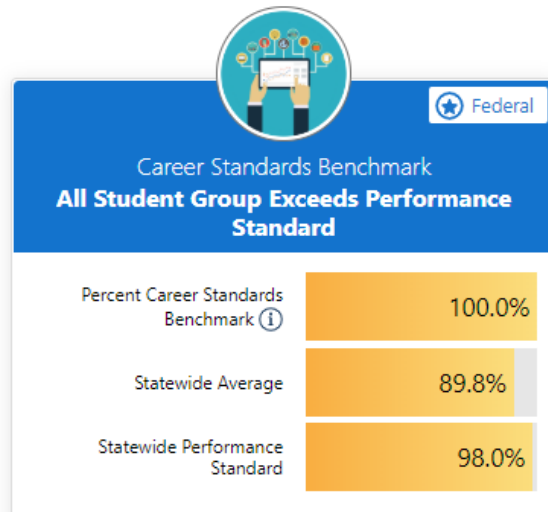
## High School Graduation Rate <sup>ⓘ</sup>



## Industry-Based Learning ⓘ

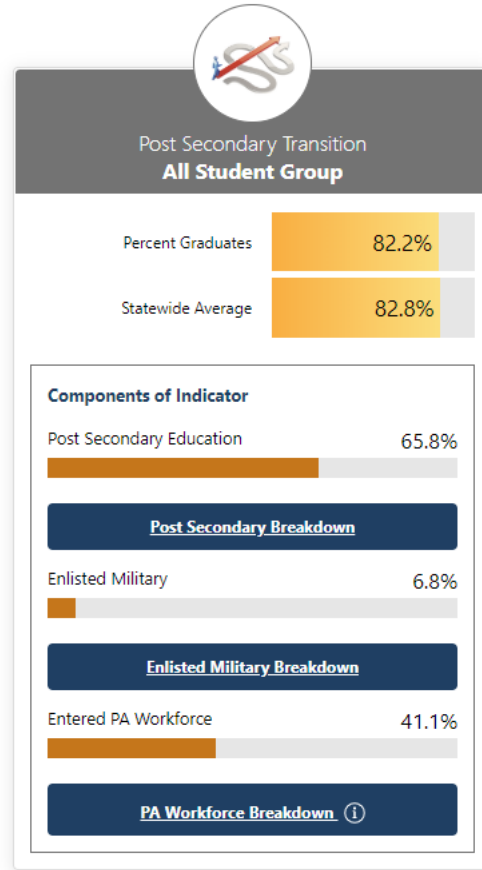
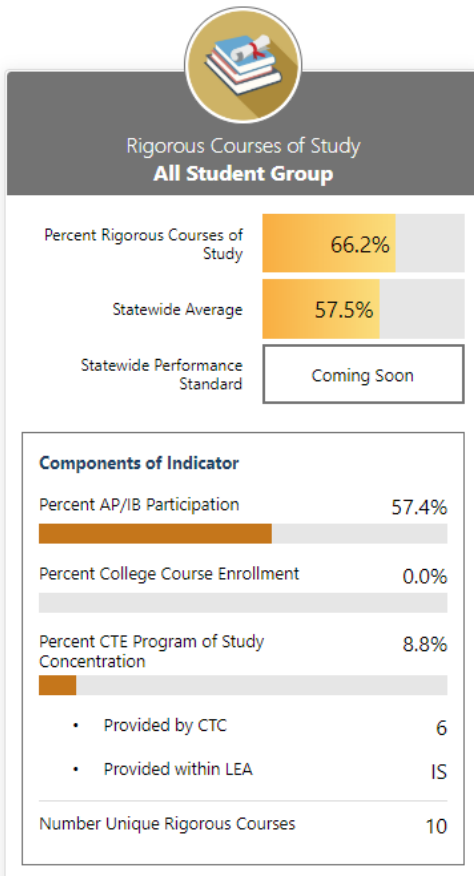


## Career Standards Benchmark ⓘ



## Rigorous Courses of Study ⓘ

## Post Secondary Transition to School, Military, or Work ⓘ

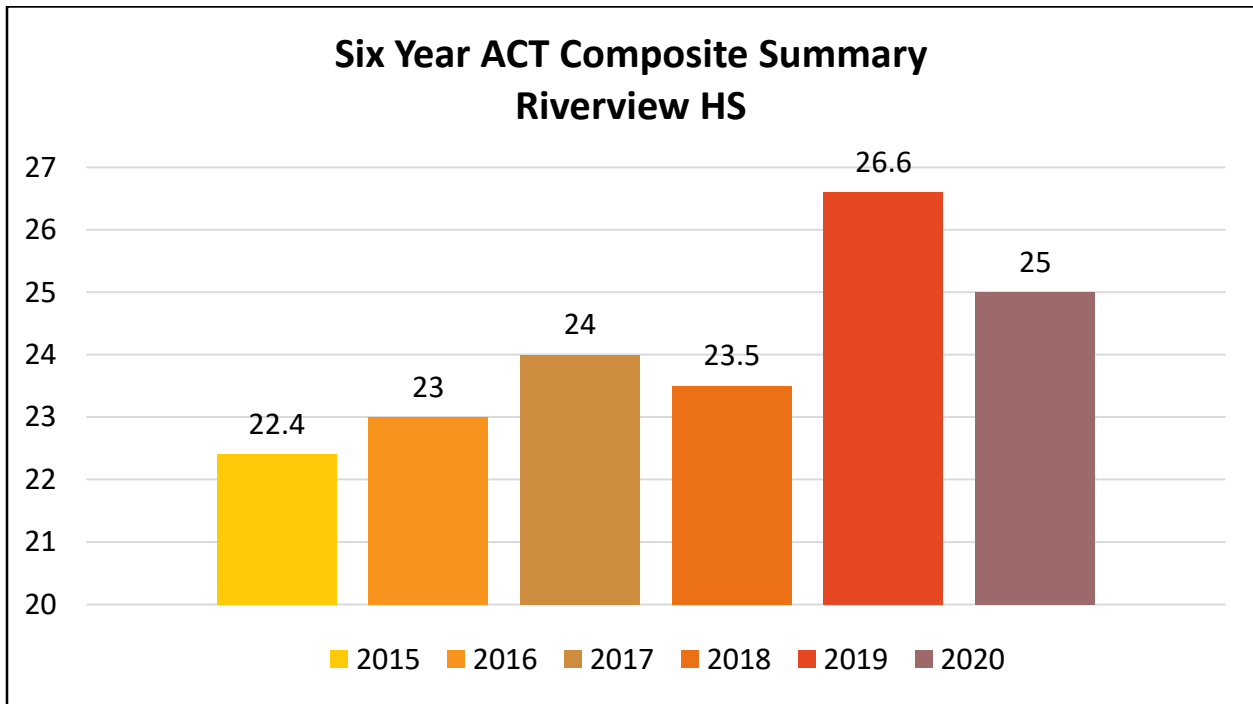


(Future Ready PA Index, 2020)

## RIVERVIEW HIGH SCHOOL ACT, SAT, AND AP ACHIEVEMENT

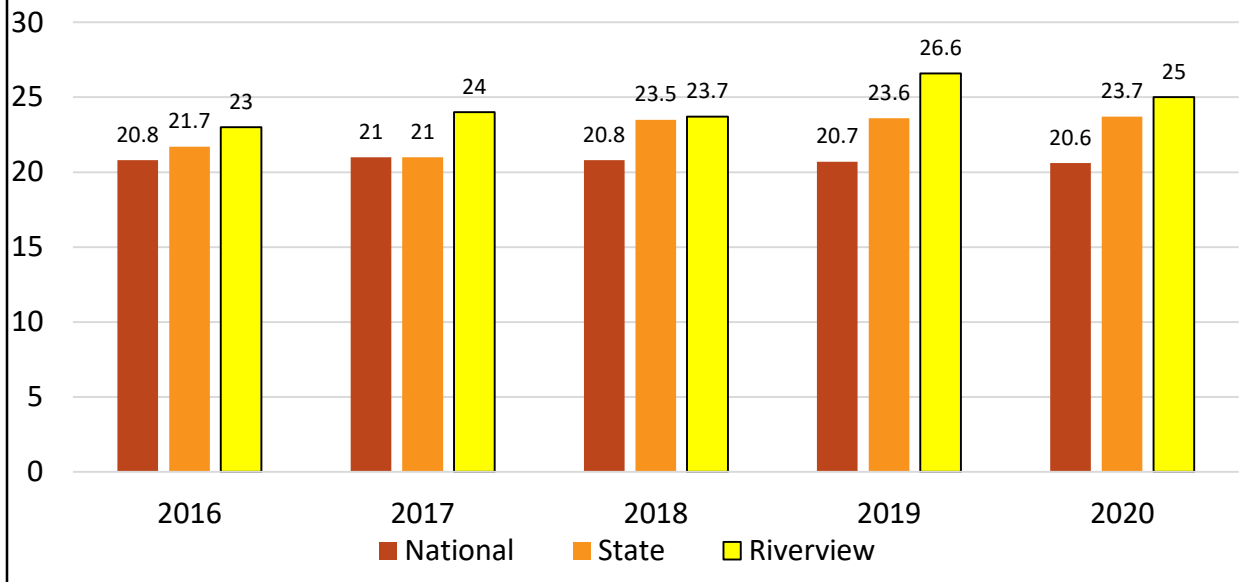
### RIVERVIEW HS ACT EXPLANATION AND PERFORMANCE

The ACT test scores reflect what students have learned throughout high school and provide colleges and universities with information for recruiting, advising, placement, and retention. The ACT test is designed for the 10th, 11th, and/or 12th grade levels to provide schools and districts with the data necessary to position students for success after high school. The ACT contains four multiple-choice tests—English, Mathematics, Reading, and Science—and an optional writing test. These tests are designed to measure skills that are most important for success in postsecondary education and that are acquired in secondary education. The score range for each of the four multiple-choice tests is 1–36. The Composite score is the average of the four test scores rounded to the nearest whole number (About the ACT Test, 2019).



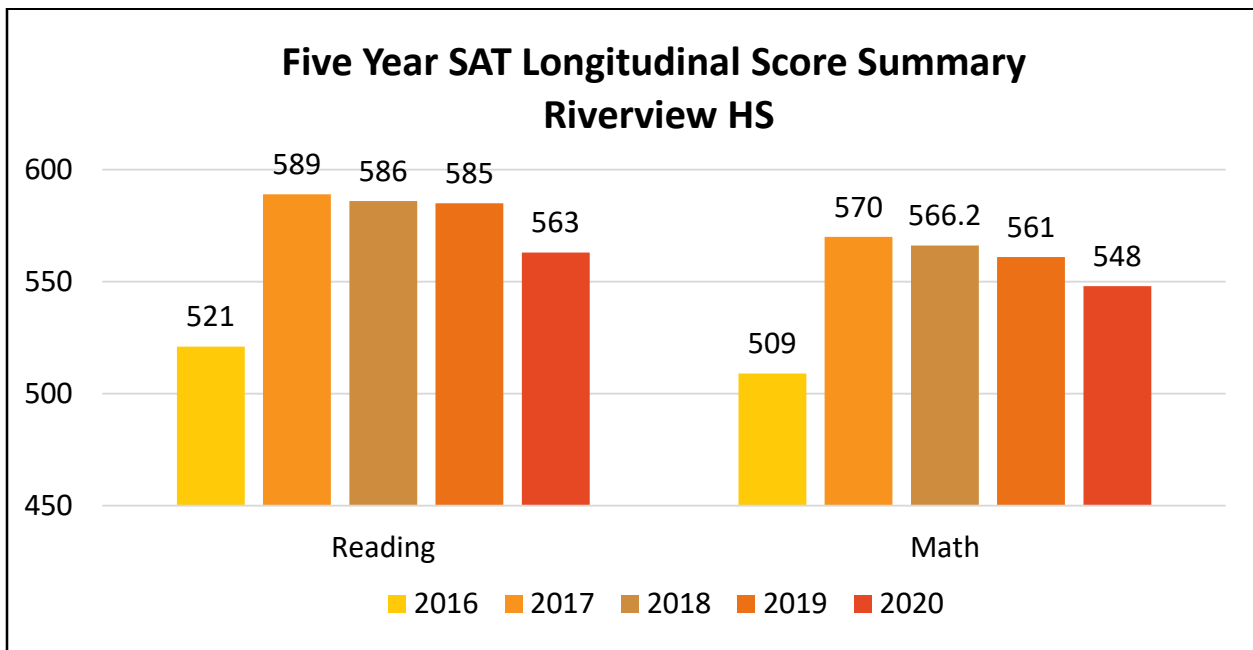


### Five Year ACT Composite Summary Riverview HS vs State and National Trends

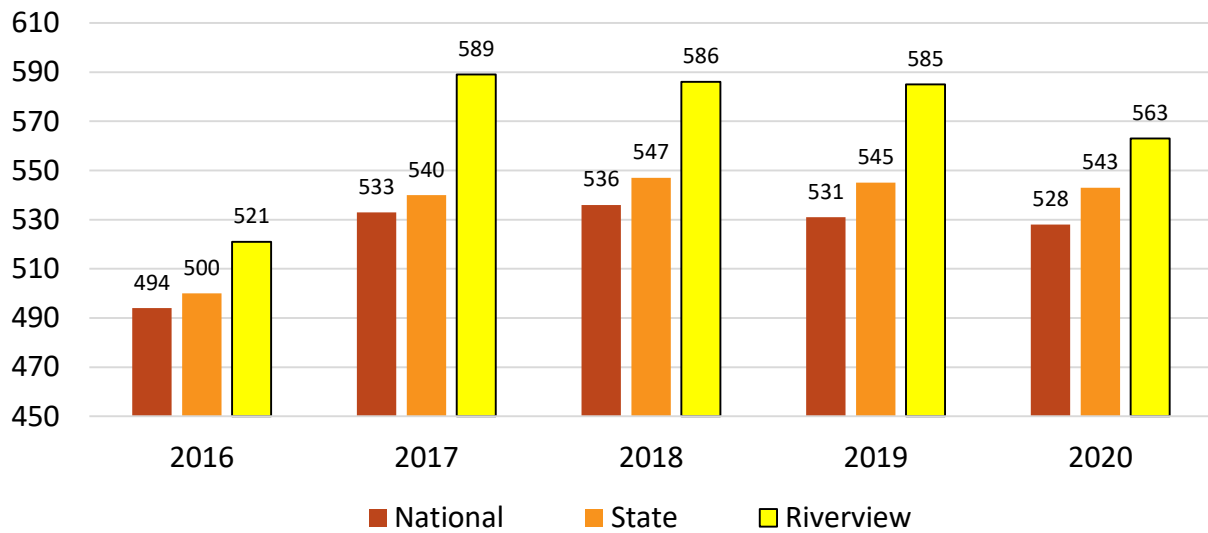


## RIVERVIEW HIGH SCHOOL SCHOLASTIC ASSESSMENT (SAT) EXPLANATION AND PERFORMANCE

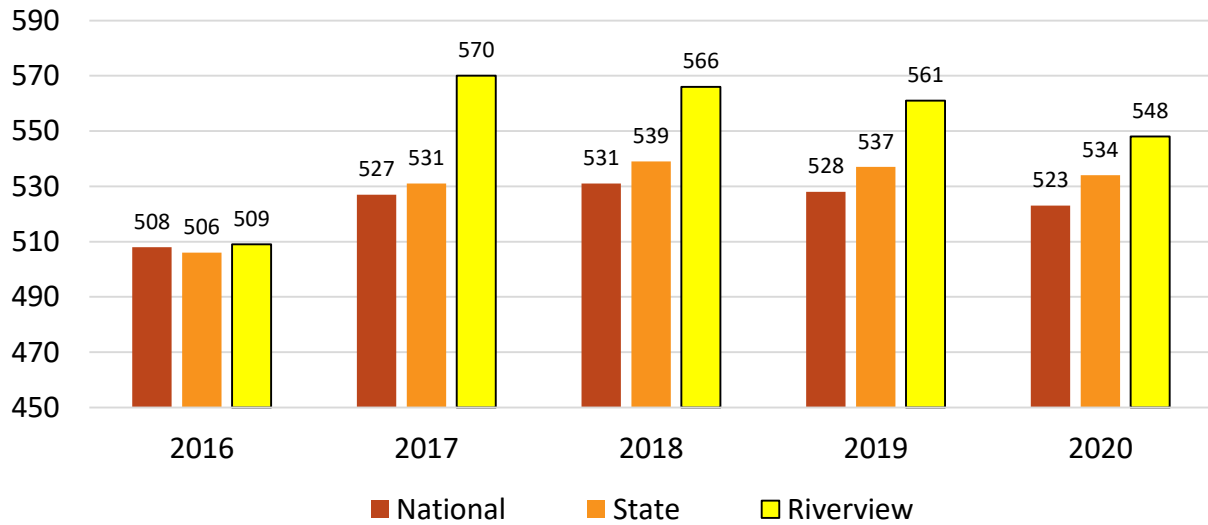
The SAT is an entrance exam used by most colleges and universities to make admissions decisions. The SAT is a multiple-choice, pencil-and-paper test created and administered by the College Board. The purpose of the SAT is to measure a high school student's readiness for college and provide colleges with one common data point that can be used to compare all applicants. Most high school students take the SAT, the ACT, or both during the spring of their junior year or fall of their senior year. There are two SAT sections including Math and Evidence-Based Reading and Writing. The SAT also includes an optional Essay section. The SAT is approximately 3 hours long (*What is the SAT?*, Princeton Review, 2020).



### 5 Year ERW (English/Reading/Writing) SAT Summary Riverview HS vs National and State Trends

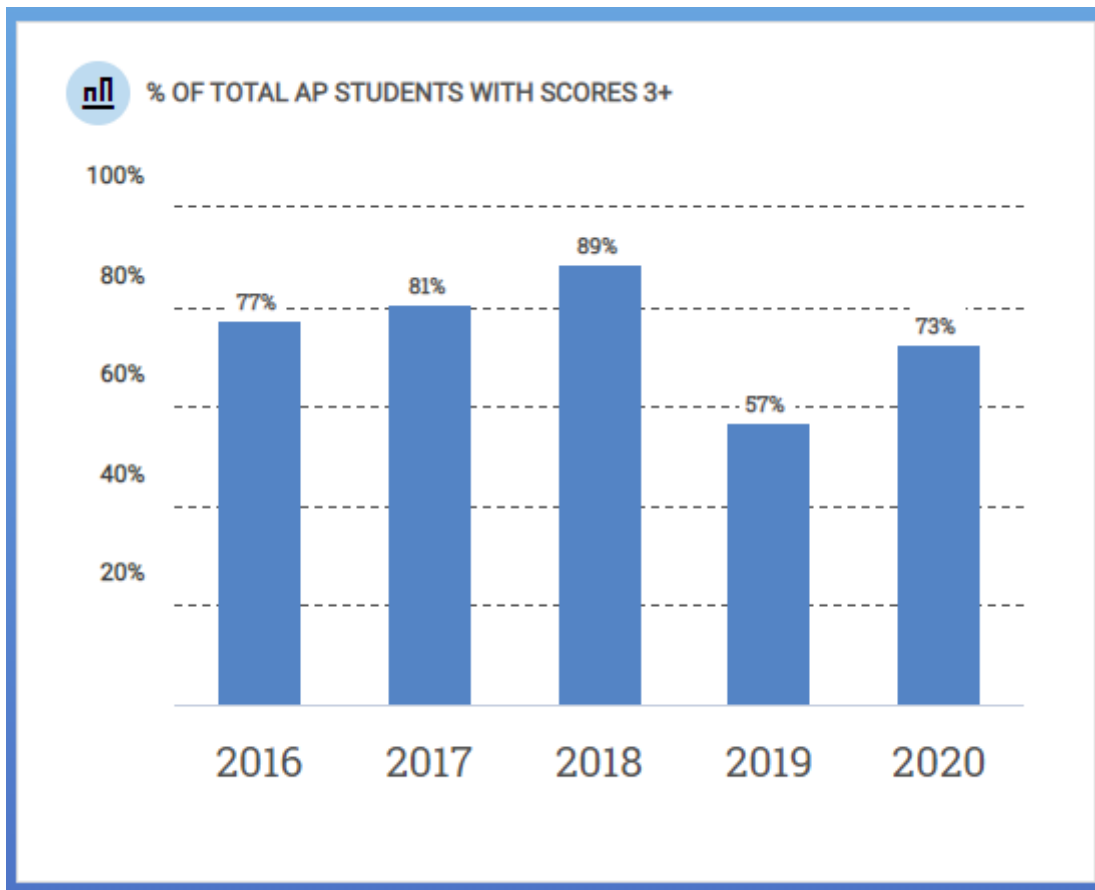


### 5 Year MATH SAT Score Summary Riverview HS Vs. National and State Trends




## RIVERVIEW HS ADVANCED PLACEMENT (AP) EXPLANATION AND PERFORMANCE

The College Board's AP courses are college-level classes in a wide variety of subjects that students can take while still in high school. They offer challenging course work and a taste of what college classes require. When students enroll in an AP course, they have the opportunity to take the AP Exam in that subject. AP Exams are administered in May of each year. The assessments take 2 to 3 hours and are comprised of multiple-choice and free-response questions. The exams are scored on a scale of 1 to 5. AP courses are usually more demanding than regular high school classes. Most AP courses are similar to first-year college courses (*Learn About the AP Program*, College Board, 2020).



(College Board, 2020)

 SCHOOL SUMMARY

	2016	2017	2018	2019	2020
Total AP Students	44	52	44	65	40
Number of Exams	91	104	85	121	84
AP Students with Scores 3+	34	42	39	37	29
% of Total AP Students with Scores 3+	77.3	80.8	88.6	56.9	72.5

(College Board, 2020)

**Scholar Summary (Total Scholars: 13; Average Score: 3.60)**

	AP Scholar	AP Scholar with Honor	AP Scholar with Distinction
Number of Scholars	5	2	6
Average Score	3.19	3.70	3.78

(College Board, 2020)

**AP Scholar** – Awarded to students who score 3 or more on at least three AP exams.

**AP Scholar with Honor** – Awarded to student who have averaged a minimum of a 3.25 on the AP exams they take and score a 3 or more on at least four of those exams.

**AP Scholar with Distinction** – Awarded to students who average a minimum of 3.5 on all their AP exams and score 3 or more on at least 5 of these exams.

## RIVERVIEW HIGH SCHOOL KEYSTONE ACHIEVEMENT

### PENNSYLVANIA VALUE ADDED SYSTEM (PVAAS) EXPLANATION AND PERFORMANCE

PVAAS is one of the tools provided each fall to school districts from the Pennsylvania Department of Education. Schools are using PVAAS (growth and projection data) in conjunction with achievement data to ensure students are on a path toward proficiency and beyond. Utilizing this data (growth and achievement), educators are able to make data-informed instructional decisions to ensure the academic growth and achievement of all students is an area of focus (PVAAS, 2020).

The pie chart graph below (and the additional pie charts included in subsequent sections of this report) shows Riverview students separated in quintiles (titled with numbers 1-5). Each quintile represents students performing at the 20<sup>th</sup> percentile. For instance, the number “5” shows the Riverview students achieving in the top 20% of all students across the state. The “4” represents Riverview students that achieve in the second 20% of the state, etc. The colors signify expected growth measures for each quintile. “Red” signifies that the students in that quintile did not achieve the expected growth as compared to past and current PA students with similar academic profiles. “Green” shows that students in the quintile achieved the expected growth as compared to past and current PA students with similar academic profiles. “Light and dark blue” shows that the students in the quintile grew more than the expected rate as compared to past and current PA students with similar academic profiles. The pie chart graphs in the remainder of this document exhibit the 3-year growth for high school students on the PSSAs and Keystone Exams in 2019 (the last set of data available due to testing waivers related to the pandemic).

### PENNSYLVANIA KEYSTONE EXAM EXPLANATION AND PERFORMANCE

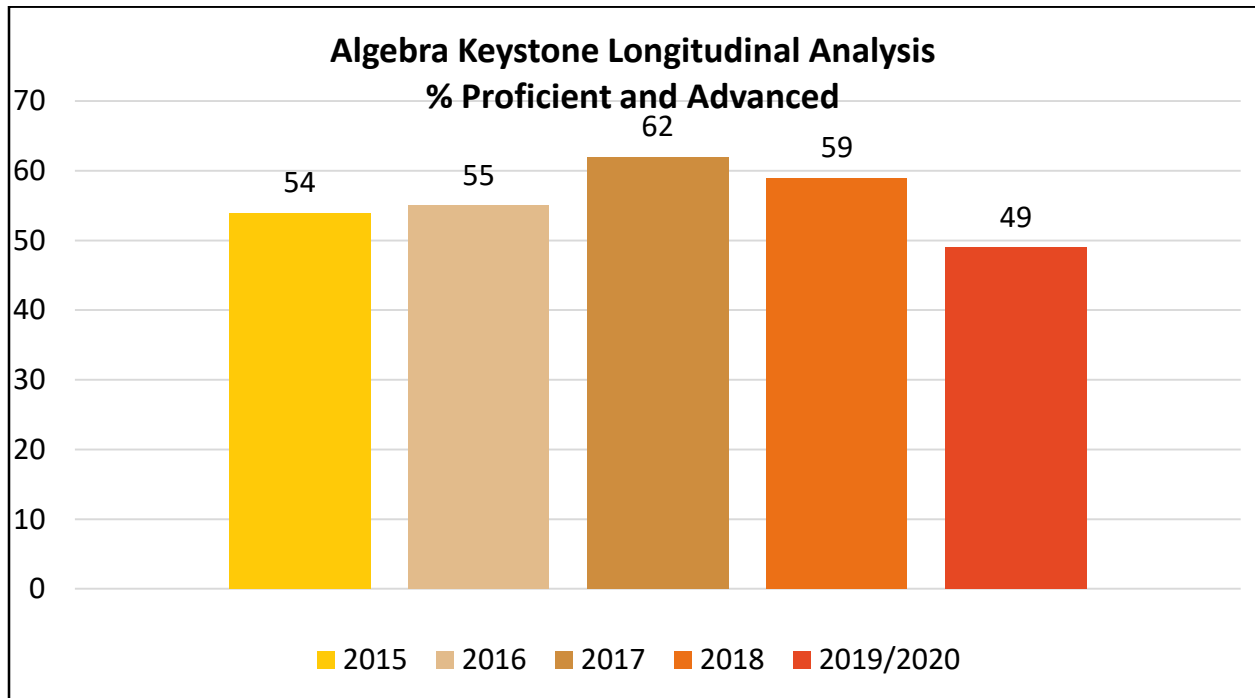
The Keystone Exams are end-of-course assessments designed to assess proficiency in specific subject areas. Beginning in the 2012-2013 school year, Keystone Exams in the following subjects were developed by the Pennsylvania Department of Education and made available for use by school districts, Area Vocational Technical Schools (AVTS) and charter schools (including cyber charter schools):

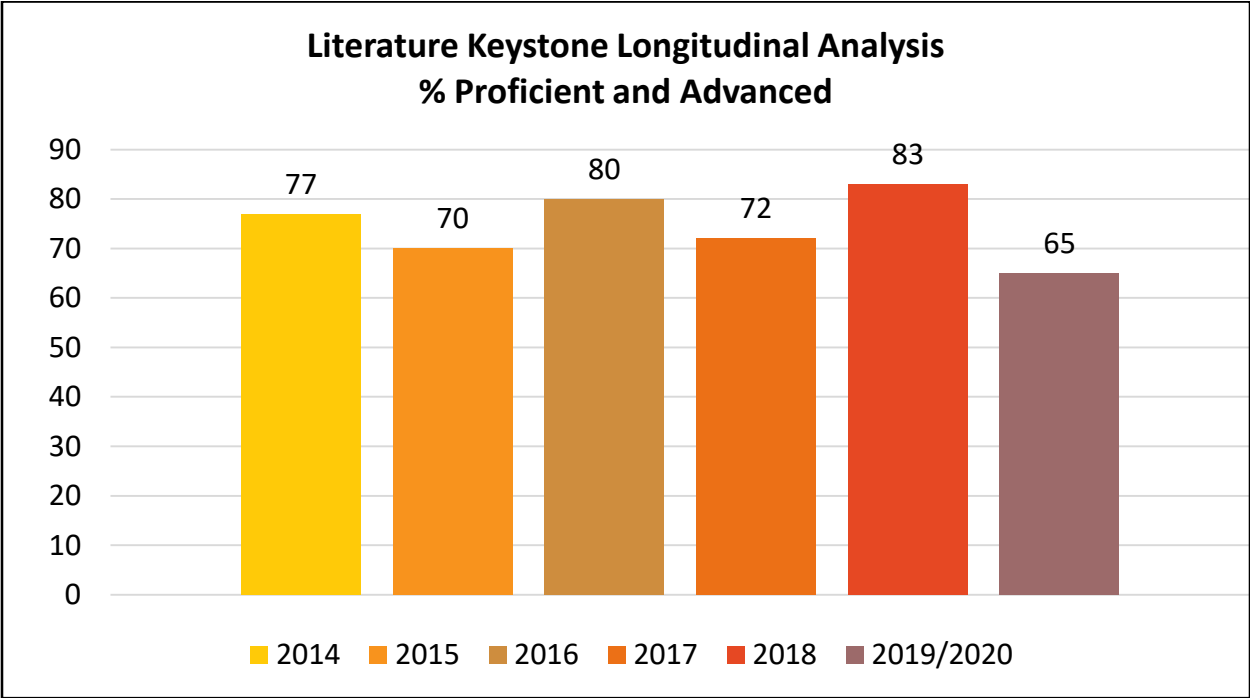
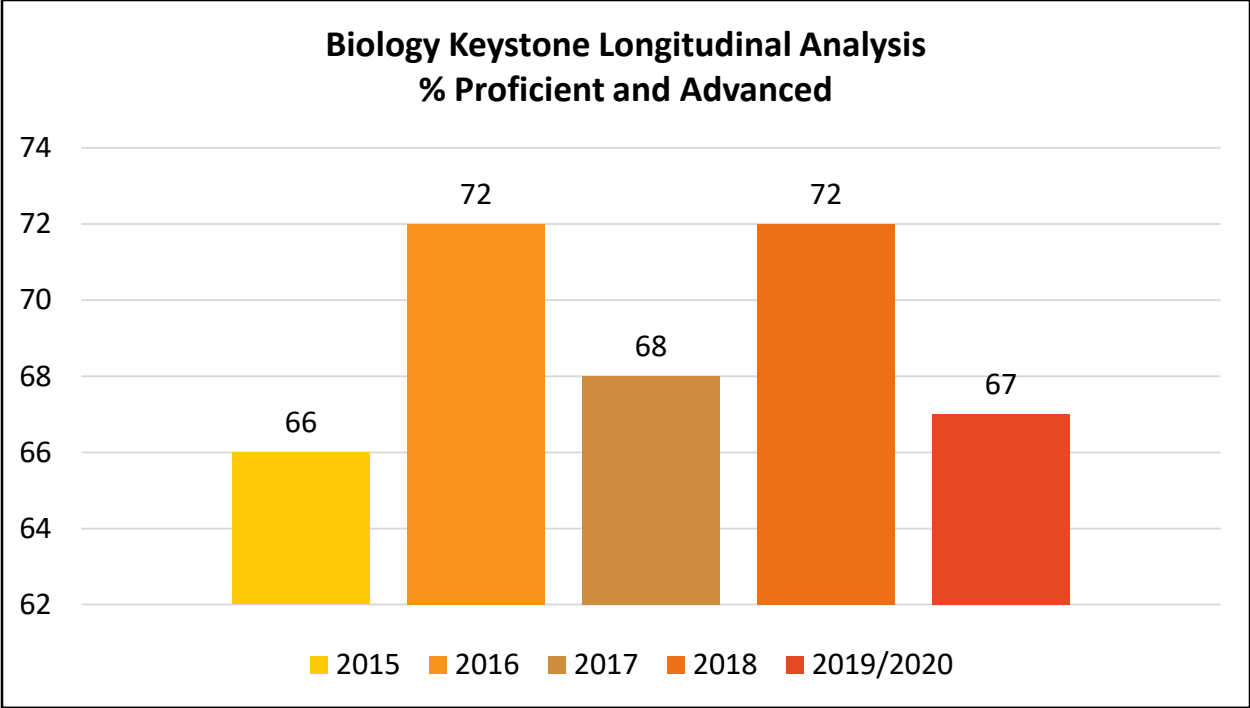
- Algebra I
- Literature
- Biology

The Keystone Exams are one component of Pennsylvania's statewide high school graduation requirements. Keystone Exams help school districts guide students toward meeting important and required state standards (*Keystone Exams*, PDE, n.d.). This data is the same as last year, as all standardized tests were waived due to the demands of the current health crisis.

	Math	ELA	Science
<b>Keystone</b>			
Value-Added	<b>2019</b> <b>3Yr A</b>	<b>2019</b> <b>3Yr A</b>	<b>2019</b> <b>3Yr A</b>
Diagnostic	<p><b>Algebra I</b></p>	<p><b>Literature</b></p>	<p><b>Biology</b></p>

(PVAAS, 2020)







## **RIVERVIEW JUNIOR HIGH SCHOOL ACADEMIC ACHIEVEMENT, OUTCOMES, AND GROWTH BY GRADE LEVEL**

### **THE PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT (PSSA) EXAM EXPLANATION AND PERFORMANCE**

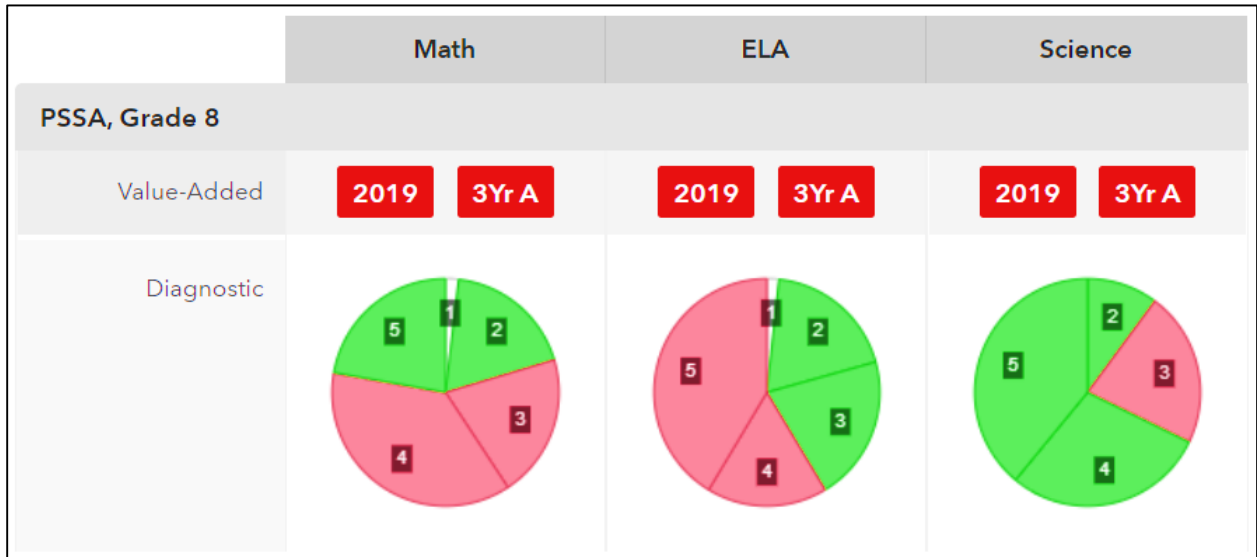
The annual Pennsylvania System School Assessment is a standards-based, criterion-referenced assessment which provides students, parents, educators, and citizens with an understanding of student and school performance related to the attainment of proficiency of the academic standards. These standards in English Language Arts, Mathematics, and Science and Technology identify what a student should know and be able to do at varying grade levels. School districts possess the freedom to design curriculum and instruction to ensure that students meet or exceed the standards' expectations. Every Pennsylvania student in grades 3 through 8 is assessed in English Language Arts and Math. Every Pennsylvania student in grades 4 and 8 is assessed in science. Individual student scores, provided only to their respective schools, can be used to assist teachers in identifying students who may be in need of additional educational opportunities, and school scores provide information to schools and districts for curriculum and instruction improvement discussions and planning (*PSSA, PDE, 2020*).

### **PENNSYLVANIA VALUE ADDED SYSTEM (PVAAS) EXPLANATION AND PERFORMANCE**

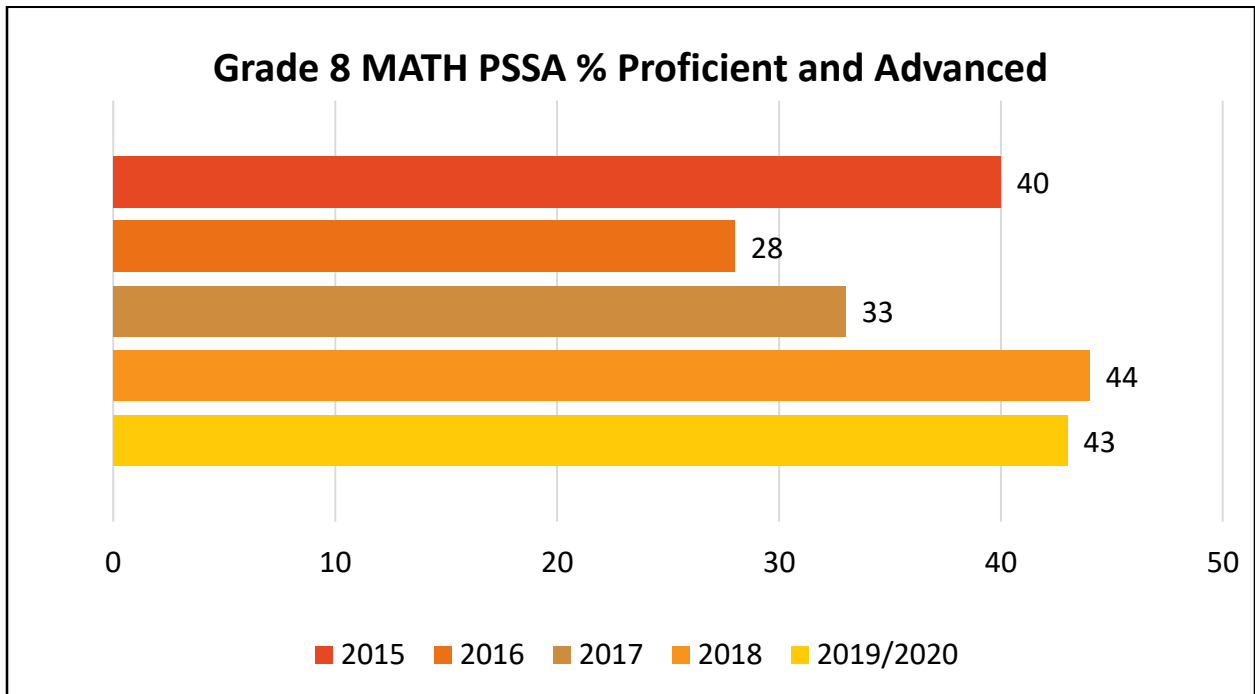
PVAAS is one of the tools provided each fall to school districts from the Pennsylvania Department of Education. Schools are using PVAAS (growth and projection data) in conjunction with achievement data to ensure students are on a path toward proficiency and beyond. Utilizing this data (growth and achievement), educators are able to make data-informed instructional decisions to ensure the academic growth and achievement of all students is an area of focus (*PVAAS, 2020*).

The pie chart graph below (and the additional pie charts included in subsequent sections of this report) shows Riverview students separated in quintiles (titled with numbers 1-5). Each quintile represents students performing at the 20<sup>th</sup> percentile. For instance, the number "5" shows the Riverview students achieving in the top 20% of all students across the state. The "4" represents Riverview students that achieve in the second 20% of the state, etc. The colors signify expected growth measures for each quintile. "Red" signifies that the students in that quintile did not achieve the expected growth as compared to past and current PA students with similar academic profiles. "Green" shows that students in the quintile achieved the expected growth as compared to past and current PA students with similar academic profiles. "Light and dark blue" shows that the students in the quintile grew more than the expected rate as compared to past and current PA students with similar academic profiles. The pie chart graphs in the remainder of this document exhibit the 3-year growth for high school students on the PSSAs and Keystone in 2019 (the last set of data available due to testing waivers related to the pandemic).

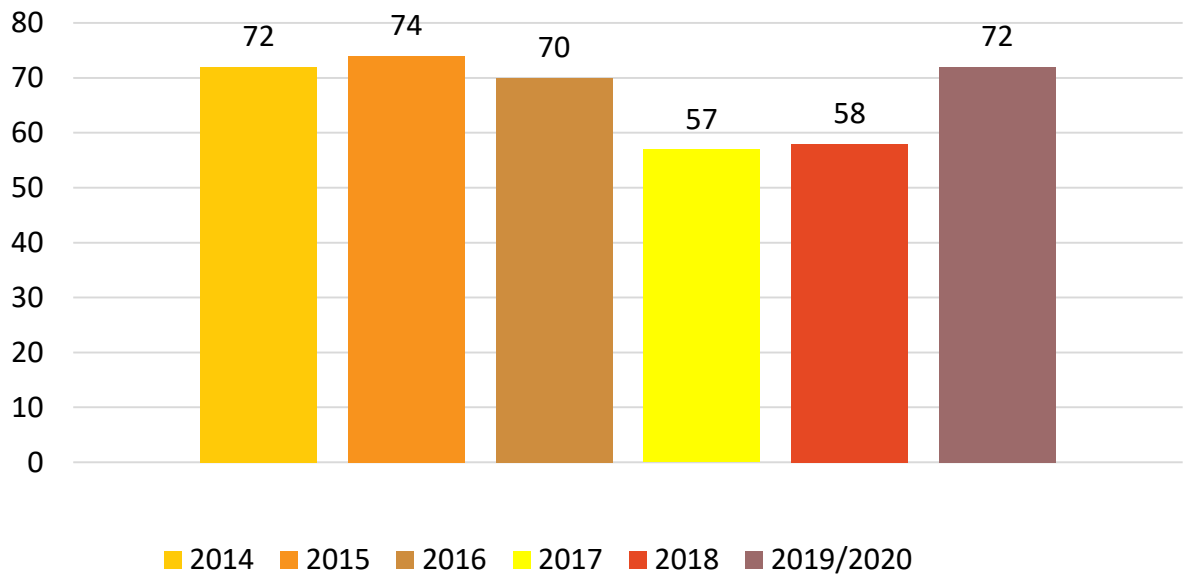
**GRADE 8**



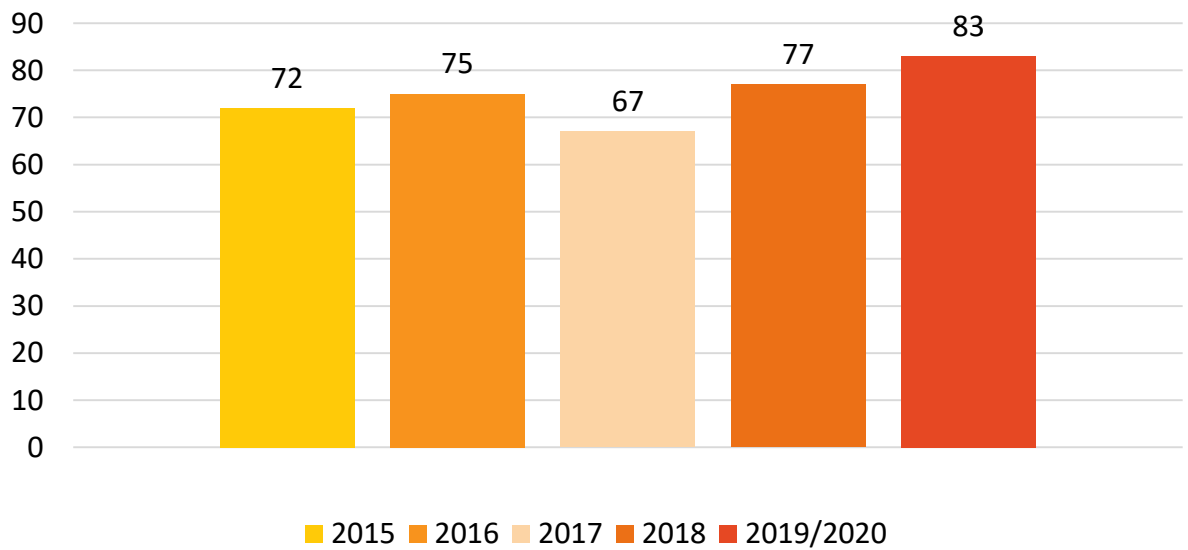
(PVAAS, 2020)



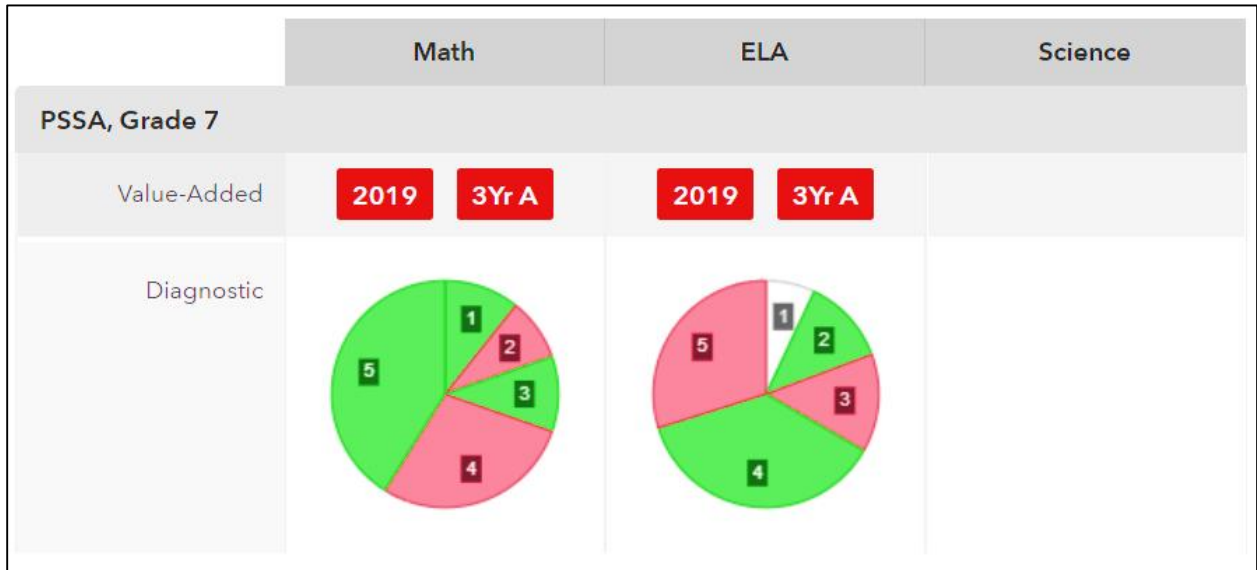
### Grade 8 SCIENCE PSSA % Proficient and Advanced



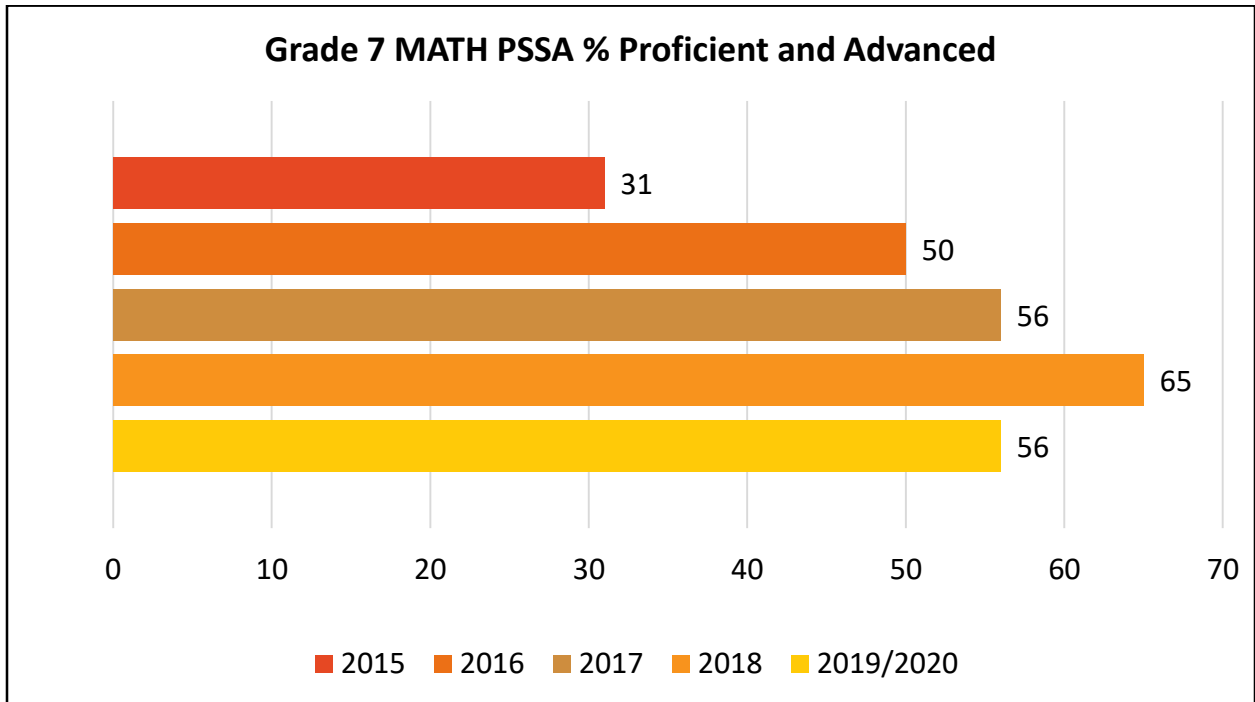
### Grade 8 ELA PSSA % Proficient and Advanced

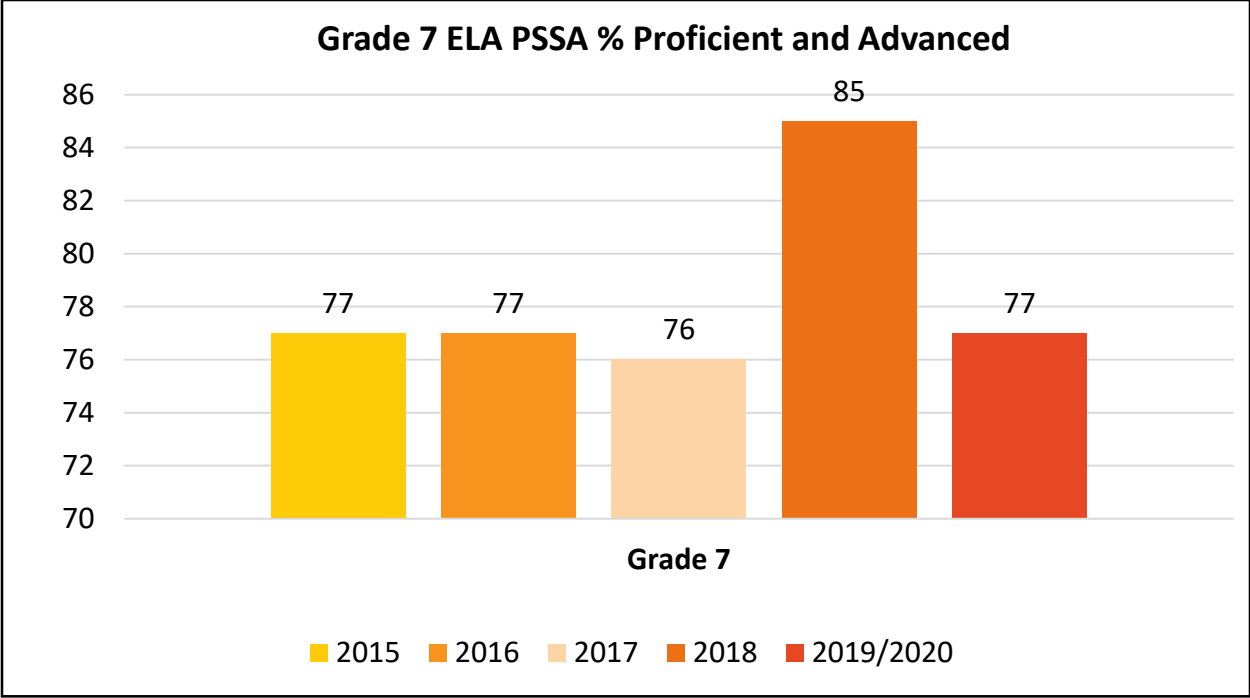


**GRADE 7**



(PVAAS, 2020)





**10<sup>TH</sup> STREET ELEMENTARY SCHOOL AT A GLANCE – THE PENNSYLVANIA FUTURE READY INDEX RESULTS**



**901 Pennsylvania Ave**  
**Oakmont, PA 15139**  
 412-828-1800

[School Website](#)

**Percent Enrollment by Student Groups**

Economically Disadvantaged	15.0%
English Language Learner	0.9%
Special Education	10.5%
Foster Care	0.9%
Homeless	NA
Military Connected	0.0%

**Grades Offered**

K5F, 1, 2, 3, 4, 5, 6

**Title I School**

No

**School Enrollment**

353

**Percent of Gifted Students**

2.6%

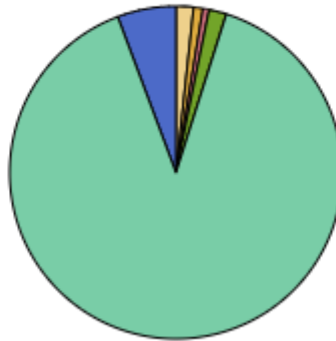
**Supporting Intermediate Unit (IU)**








[Allegheny IU 3](#)

**Percent Enrollment by Gender**










Male	53.0%
Female	47.0%

### Percent Enrollment by Race/Ethnicity






	American Indian/Alaskan Native	0.0%
	Asian	1.7%
	Black	0.9%
	Native Hawaiian or other Pacific Islander	0.6%
	Hispanic	1.7%
	White	89.5%
	2 or More Races	5.7%

#### Progress Towards Goal/Standard

-    Meets or Exceeds Statewide Goal
-    Meets or Exceeds Interim Target
-    Not Meeting Statewide Goal/  
Interim Target

#### Current and Previous Performance Comparison

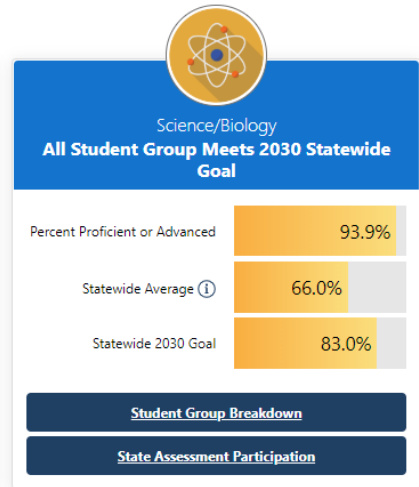
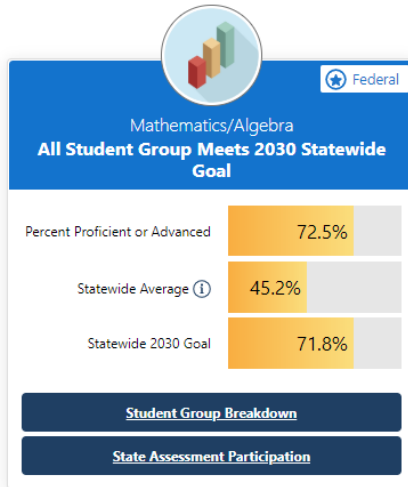
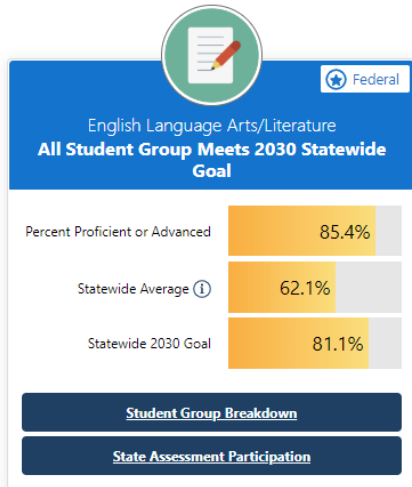
-  Increase in Performance from the Previous Year
-  Maintained the Same Performance from the Previous Year
-  Decrease in Performance from the Previous Year

IS- Insufficient Sample

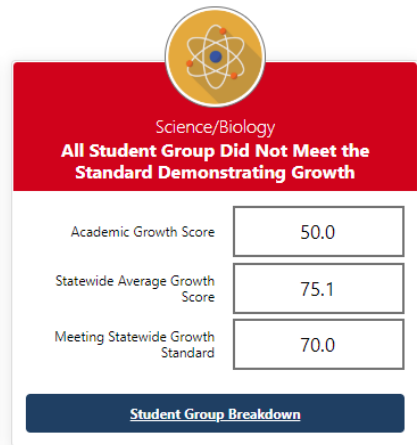
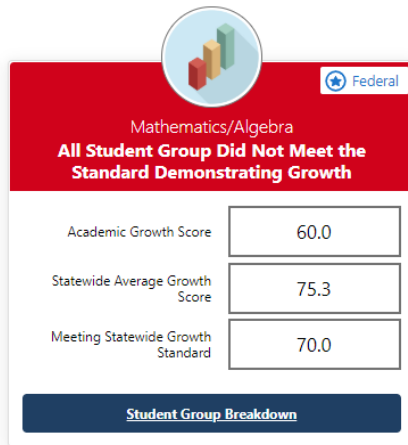
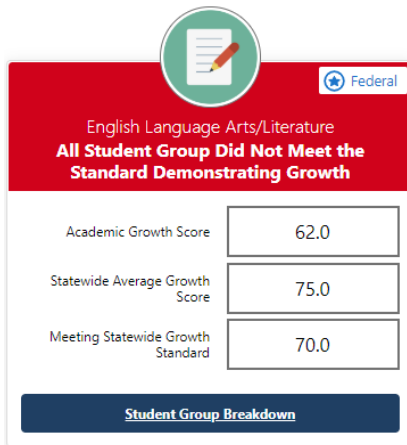
NA- Not Applicable

Color coding and arrows provide information about school progress.

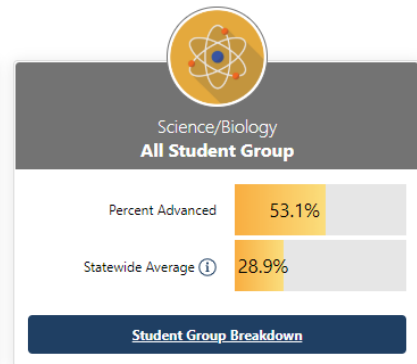
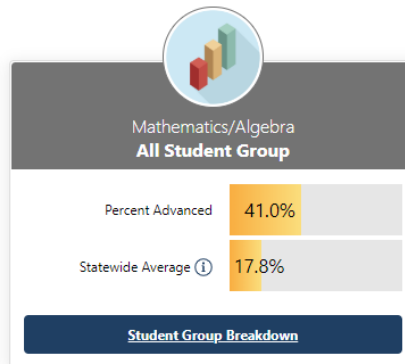
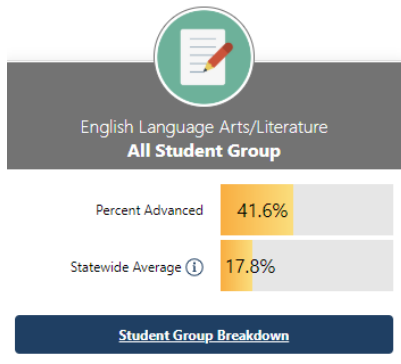
### Proficient or Advanced on Pennsylvania State Assessments ①



### Meeting Annual Academic Growth Expectations (PVAAS) ①

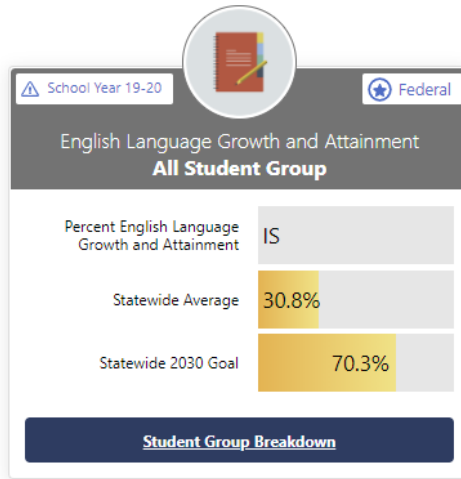


### Advanced on Pennsylvania State Assessments ①

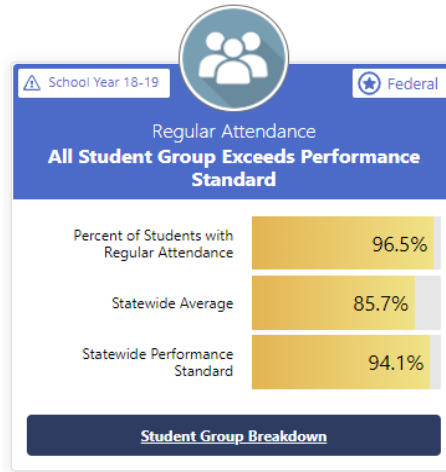




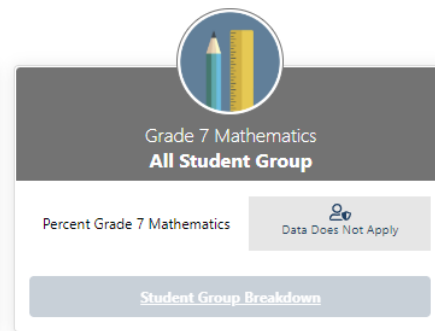
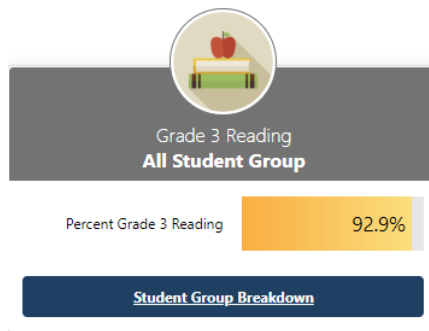
## English Language Growth and Attainment ⓘ



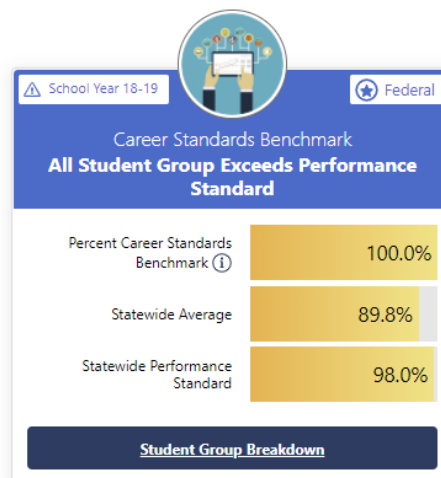
## Regular Attendance ⓘ



## Early Indicators of Success ⓘ



## Career Standards Benchmark ⓘ



(Future Ready PA Index, 2020)

**VERNER ELEMENTARY SCHOOL AT A GLANCE – THE PENNSYLVANIA FUTURE READY INDEX RESULTS**



**700 1st St**  
**Verona, PA 15147**  
 412-828-1800

[School Website](#)

**Percent Enrollment by Student Groups**

Economically Disadvantaged	52.6%
English Language Learner	0.5%
Special Education	20.6%
Foster Care	0.0%
Homeless	NA
Military Connected	0.0%

**Grades Offered**

K5F, 1, 2, 3, 4, 5, 6

**Title I School**

Yes

**School Enrollment**

194

**Percent of Gifted Students**

0.0%

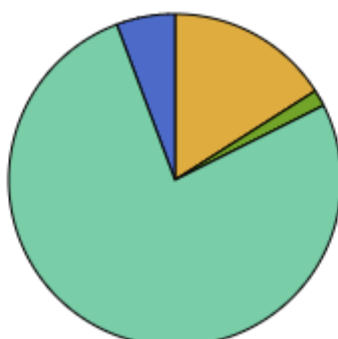
**Supporting Intermediate Unit (IU)**








[Allegheny IU 3](#)

**Percent Enrollment by Gender**


Male	50.5%
Female	49.5%

### Percent Enrollment by Race/Ethnicity






	American Indian/Alaskan Native	0.0%
	Asian	0.0%
	Black	16.0%
	Native Hawaiian or other Pacific Islander	0.0%
	Hispanic	1.6%
	White	76.8%
	2 or More Races	5.7%

#### Progress Towards Goal/Standard

			Meets or Exceeds Statewide Goal
			Meets or Exceeds Interim Target
			Not Meeting Statewide Goal/ Interim Target

#### Current and Previous Performance Comparison

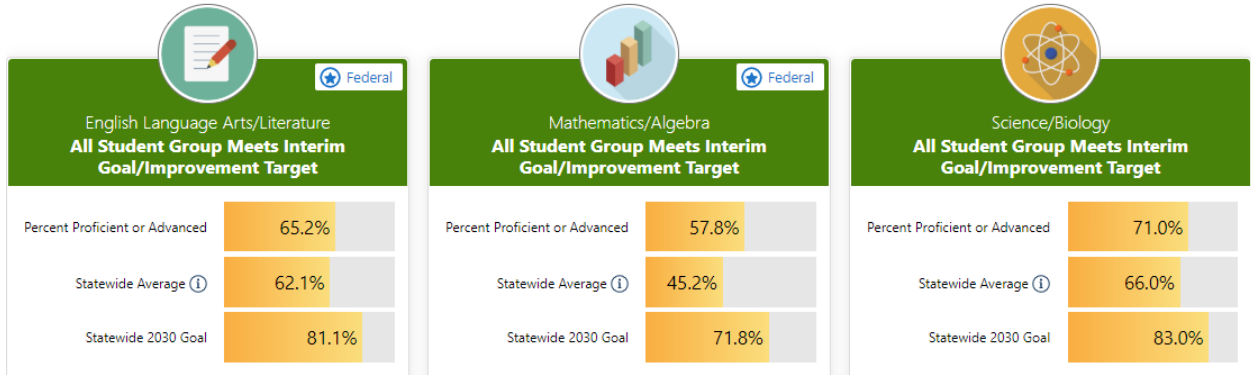
	Increase in Performance from the Previous Year
	Maintained the Same Performance from the Previous Year
	Decrease in Performance from the Previous Year

IS- Insufficient Sample

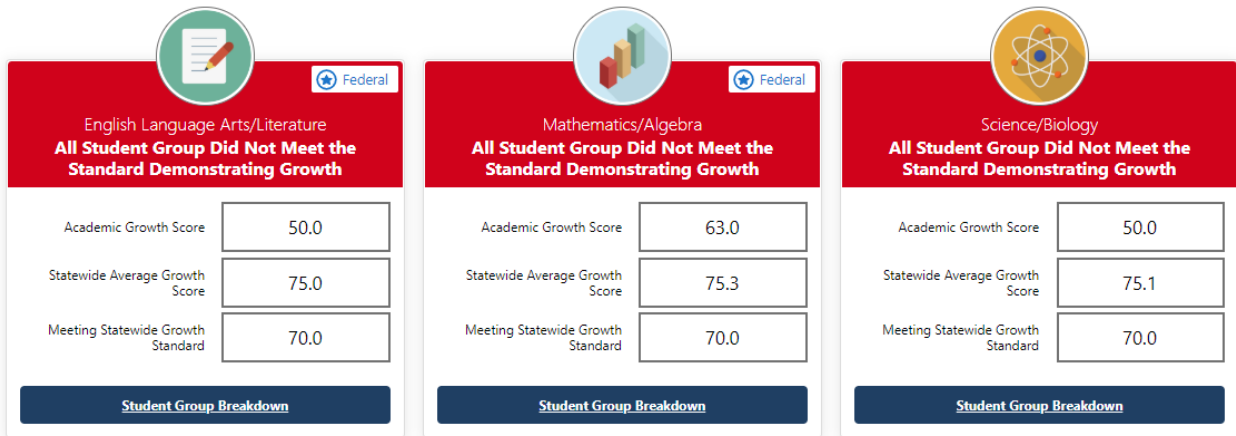
NA- Not Applicable

Color coding and arrows provide information about school progress.

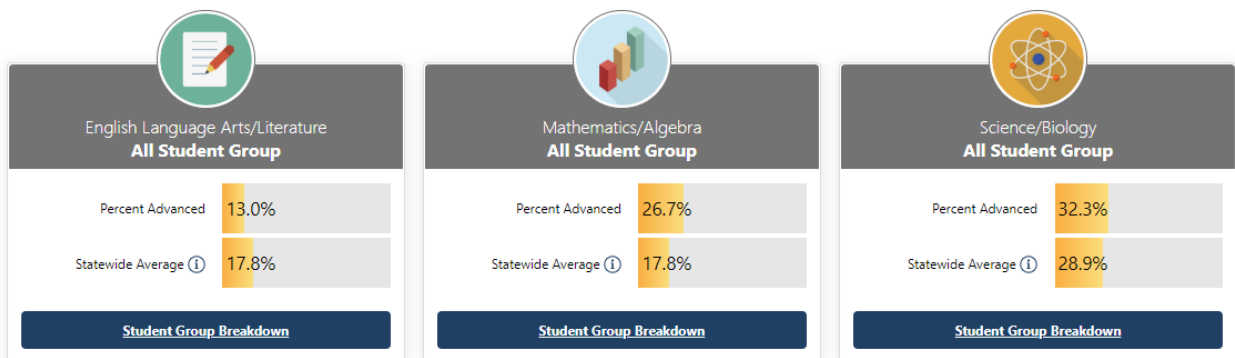
**Proficient or Advanced on Pennsylvania State Assessments** ⓘ



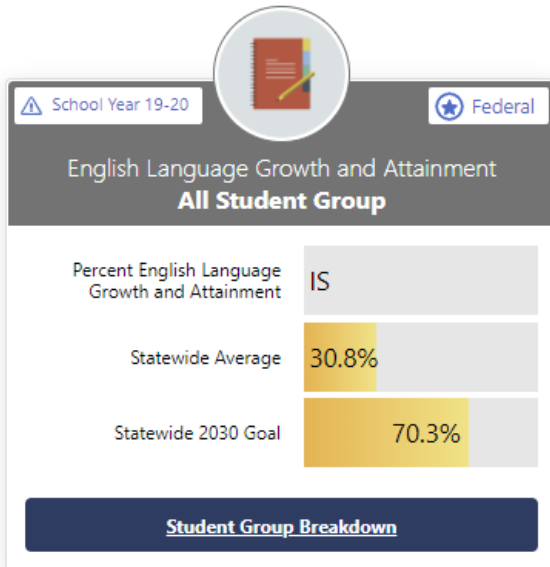
**Meeting Annual Academic Growth Expectations (PVAAS)** ⓘ



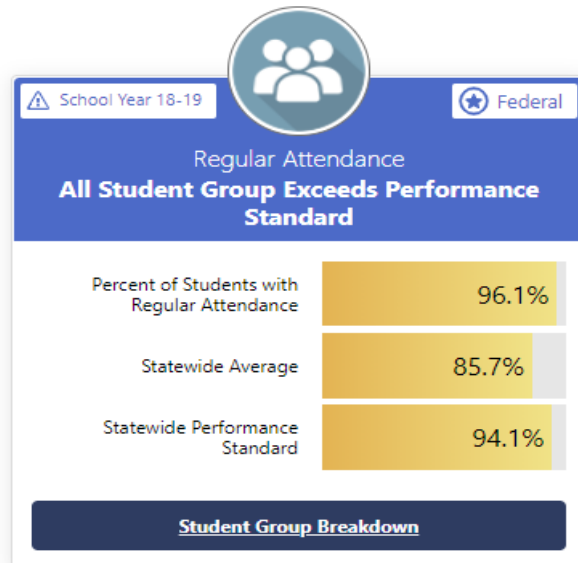
**Advanced on Pennsylvania State Assessments** ⓘ



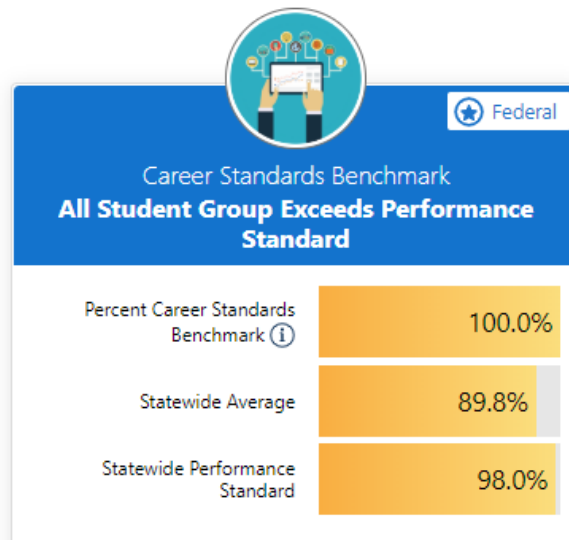
## English Language Growth and Attainment <sup>ⓘ</sup>



## Regular Attendance <sup>ⓘ</sup>



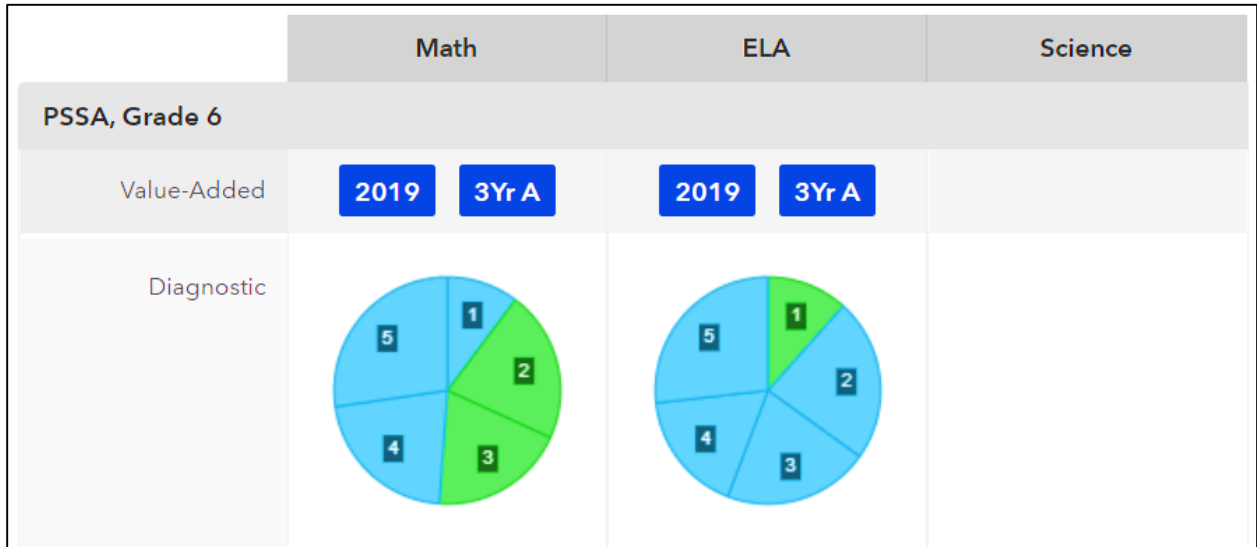
## Career Standards Benchmark <sup>ⓘ</sup>



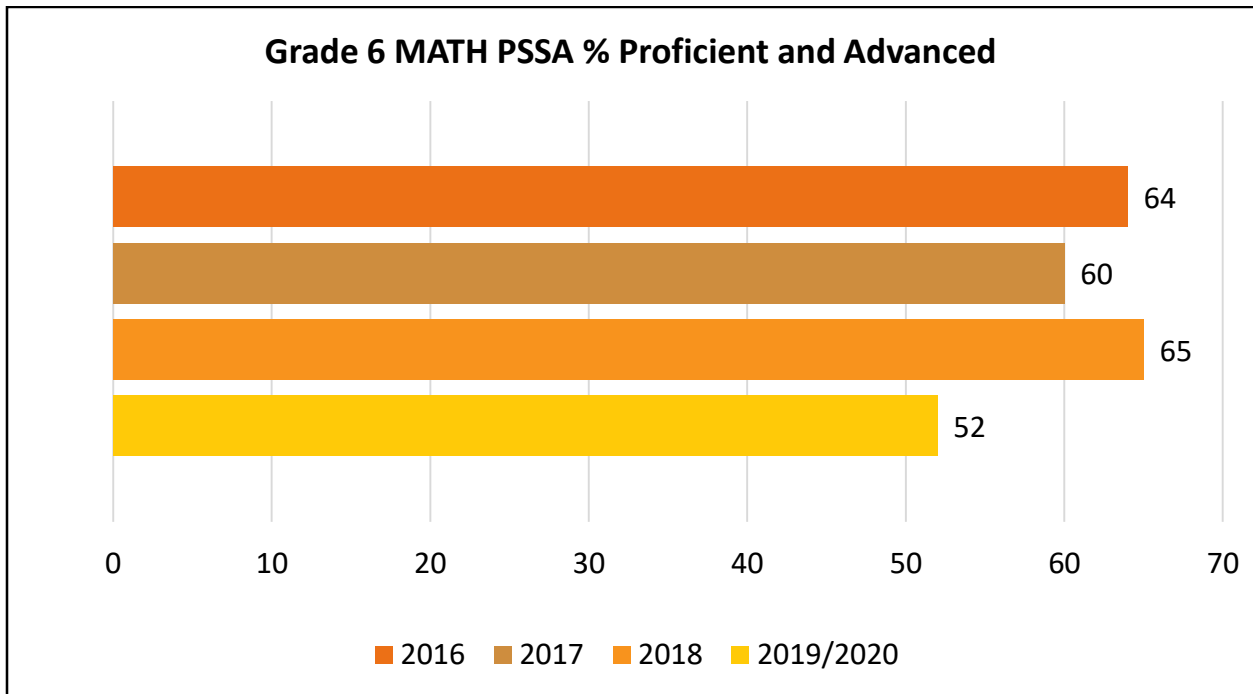
(Future Ready PA Index, 2020)

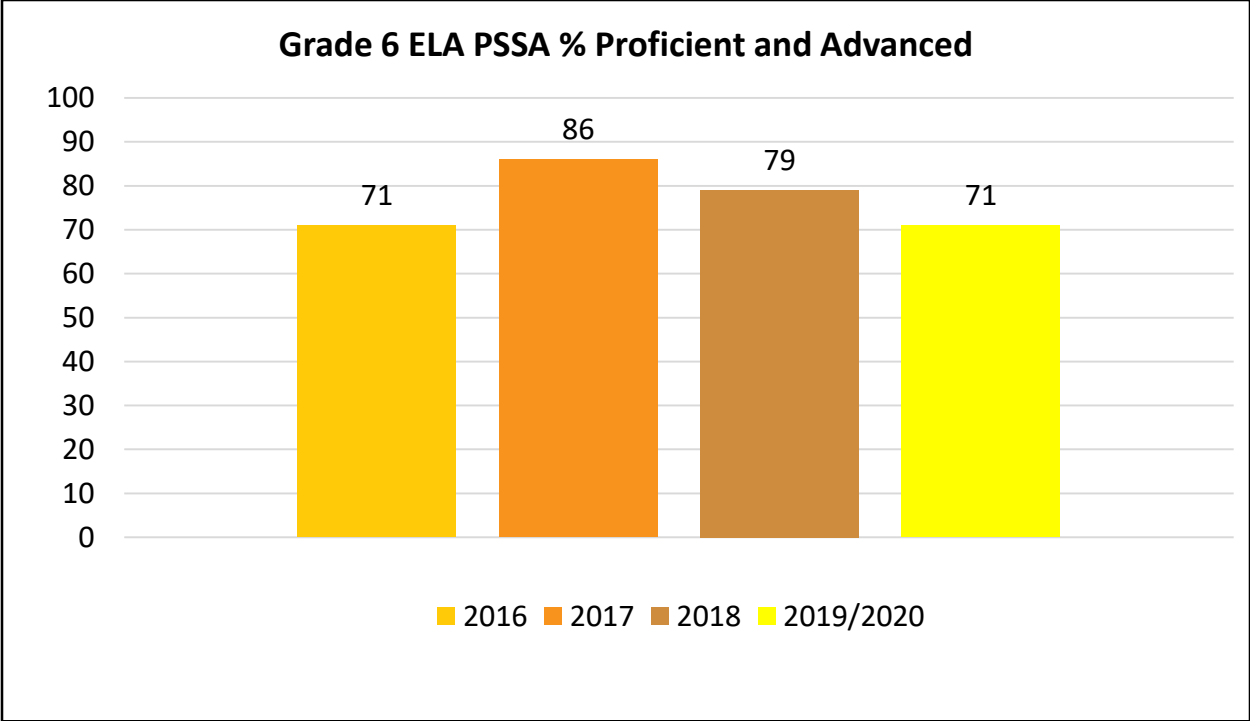
**ELEMENTARY SCHOOL ACADEMIC ACHIEVEMENT, OUTCOMES, AND GROWTH BY GRADE LEVEL**

**GRADE 6**



(PVAAS, 2020)



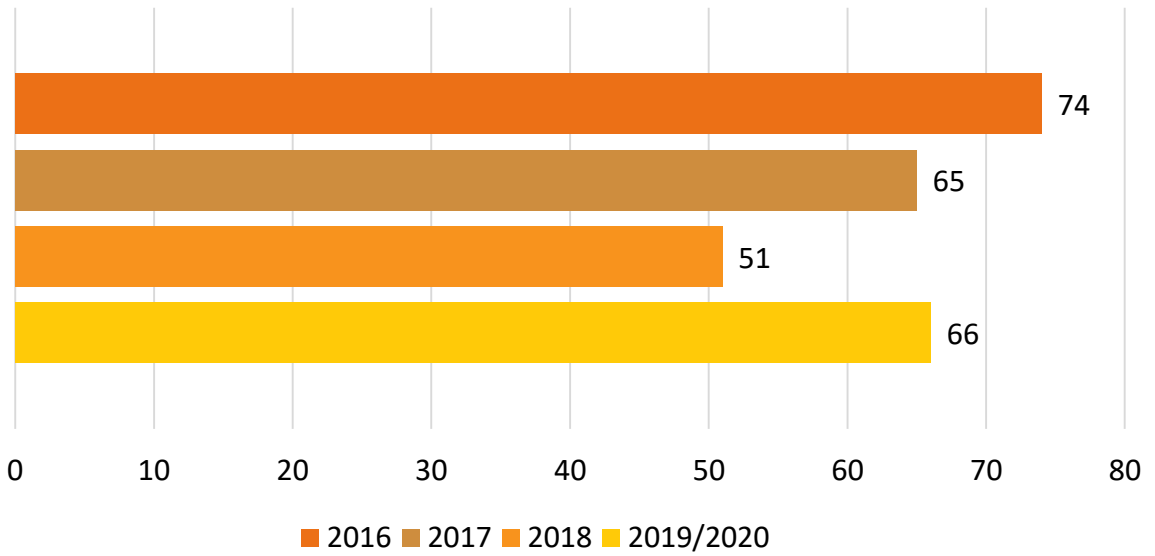


**GRADE 5**

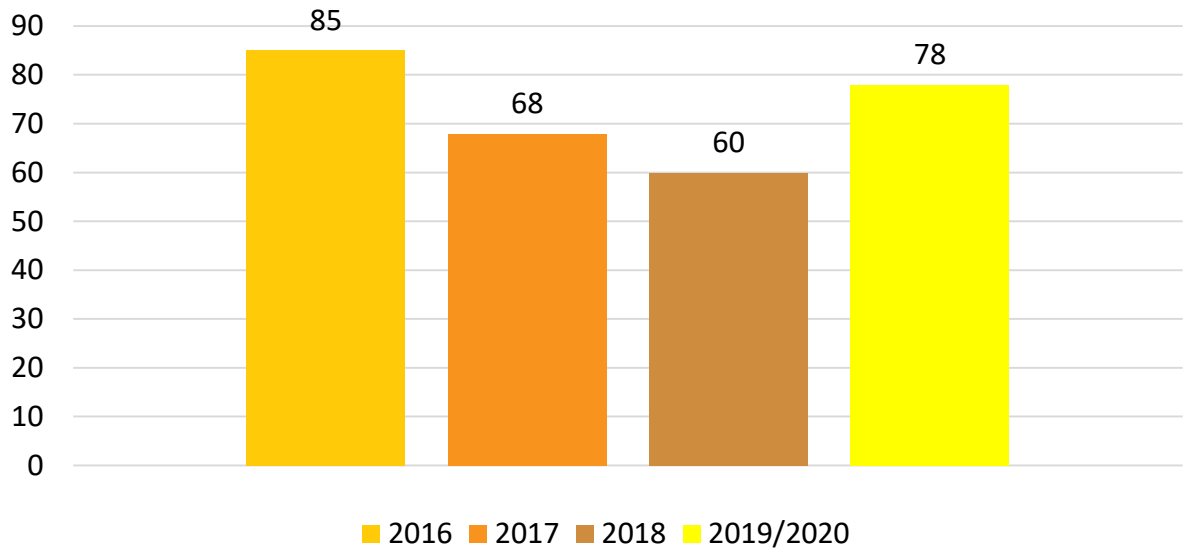
	Math	ELA	Science
<b>PSSA, Grade 5</b>			
Value-Added	<b>2019</b> <b>3Yr A</b>	<b>2019</b> <b>3Yr A</b>	
Diagnostic			

(PVAAS, 2020)

**Grade 5 MATH PSSA % Proficient and Advanced**

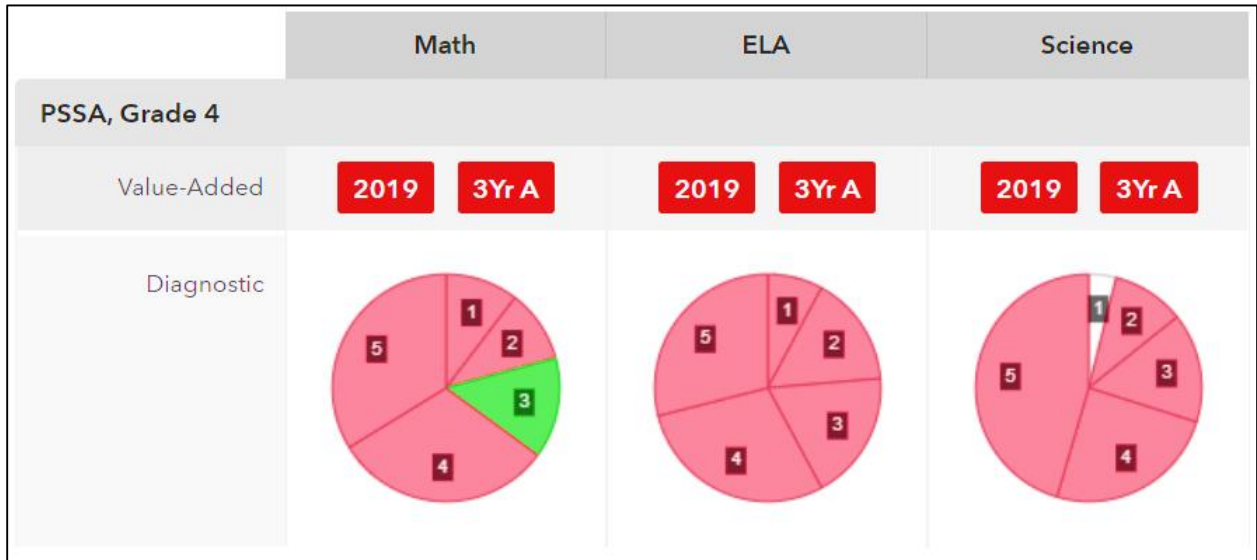


**Grade 5 ELA PSSA % Proficient and Advanced**

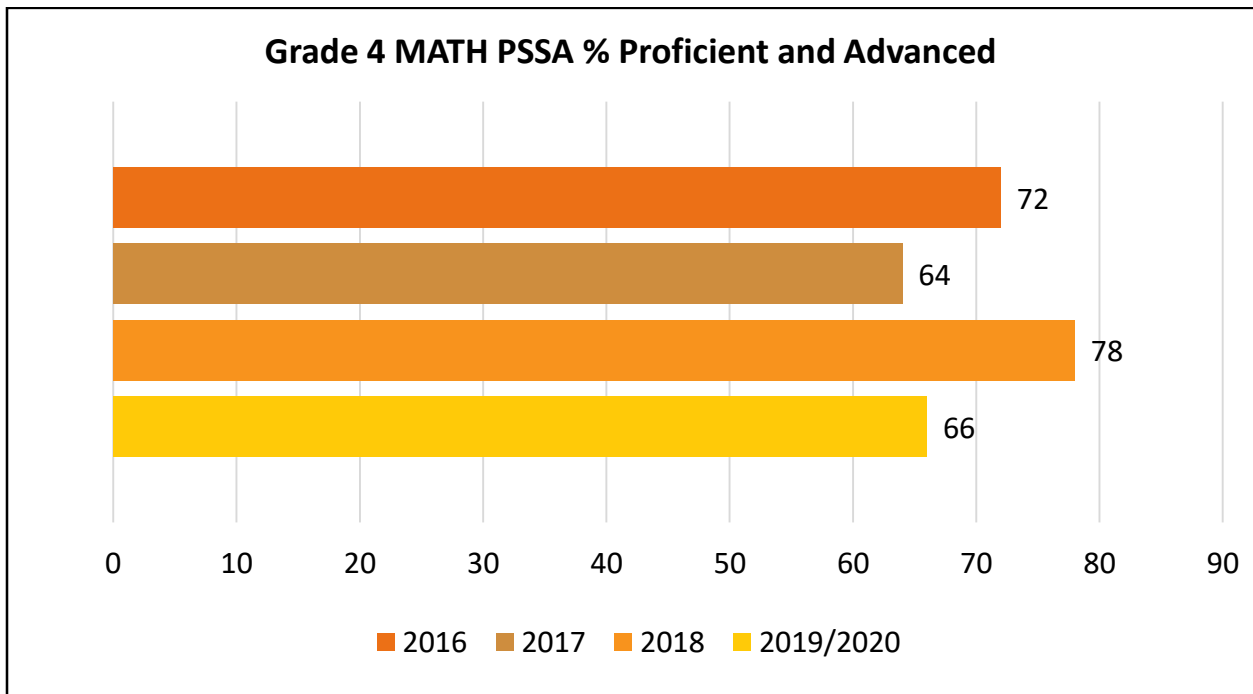


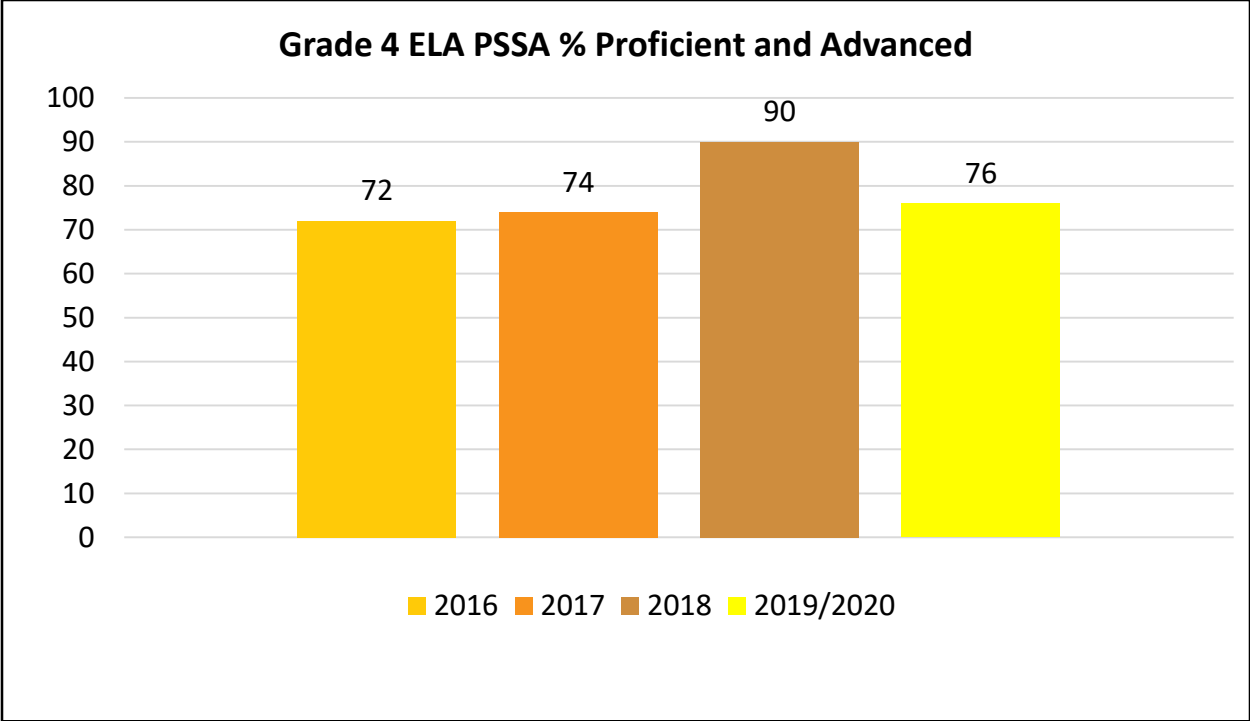


**GRADE 4**

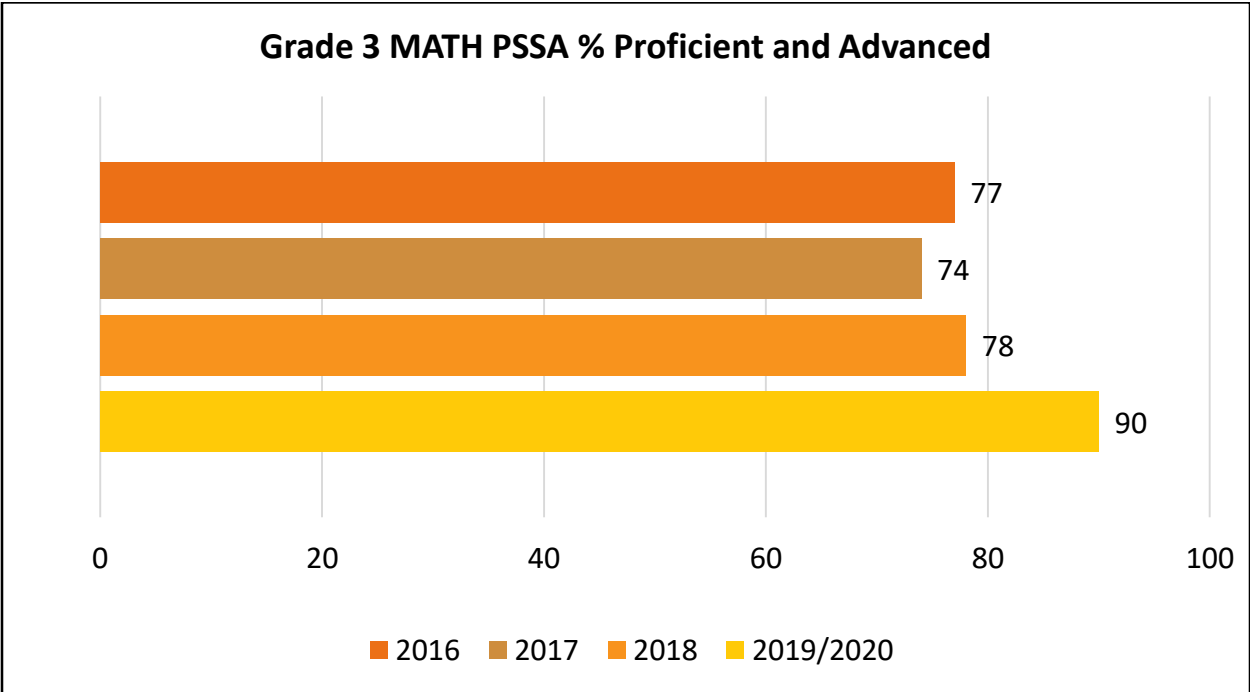


(PVAAS, 2020)

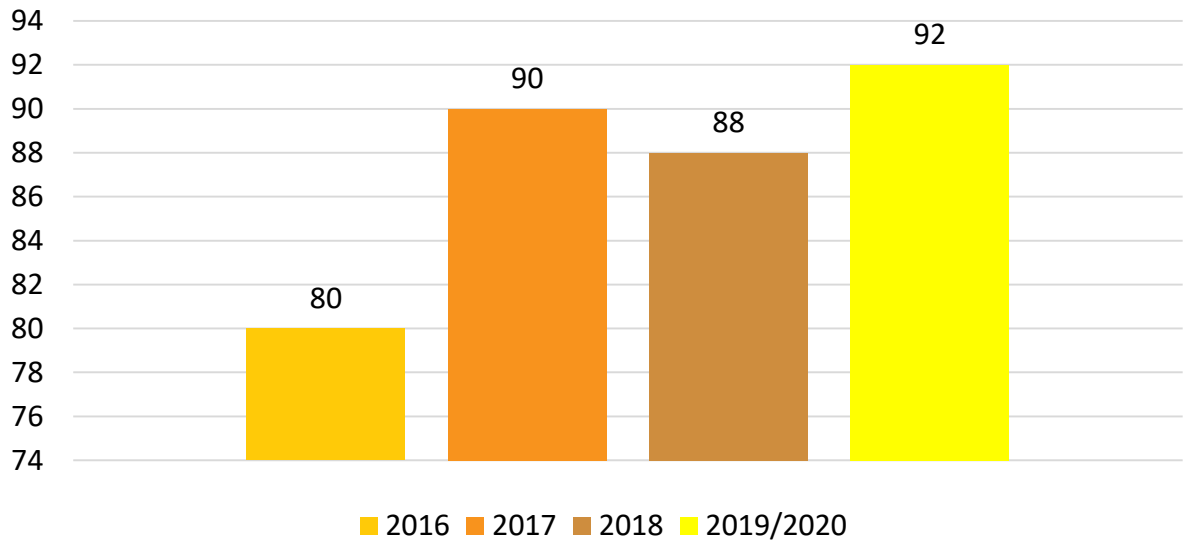




**GRADE 3**



**Grade 3 ELA PSSA % Proficient and Advanced**



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**RIVERVIEW SCHOOL DISTRICT ACADEMIC ACHIEVEMENT, OUTCOMES, AND  
GROWTH REPORT**

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Report prepared by

Dr. Neil English, Superintendent

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In Consultation with

Mr. Eric Hewitt, Riverview High School Principal

Mr. Robert Long, Riverview High School Assistant Principal

Dr. Christina Monroe, Director of Special Education and Verner Elementary School Principal

Mr. David Zolkowski, 10<sup>th</sup> Street Elementary School Principal

and

the Riverview K-12 Professional Staff

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Mrs. Jeanine Hurt-Robinson, Vice President

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