

Downingtown High School East

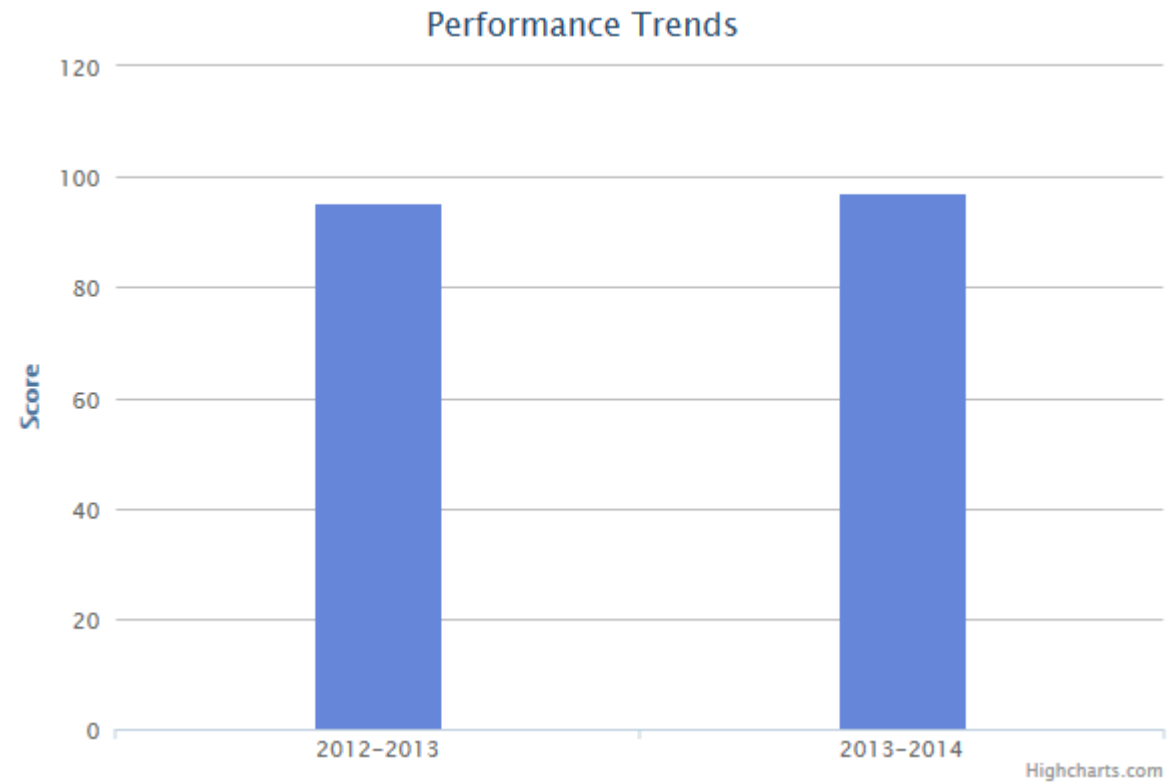
ACADEMIC PERFORMANCE DATA



Building School Performance Profile (SPP)

2013-2014: 97.3

2012-2013: 95.5



Indicators of Achievement – Keystones/SAT/Industry Standards Based Tests

How is academic achievement measured?

For high school Students, the Keystone scores reflect students' best score to date for all 11th grade students enrolled in the school for the full academic year.

SAT/ACT College Ready Benchmark

This performance measure represents the percent of 12th grade students scoring 1550 or higher on the SAT and/or 22 or higher on the ACT taken at any time over the course of their educational experience. The reported performance measure is determined by multiplying the actual percent by a factor of 2.5. The performance measure cannot exceed 100.

Industry Standards-Based Competency Assessments - Percent Competent or Advanced

This performance measure represents the percent of students scoring Competent or Advanced on Industry Standards-Based assessments that include the NOCTI/NIMS assessments. [This data reflects NOCTI or NIMS student technical assessment results associated with a student's enrollment in an approved Career and Technical Education (CTE) program during the reported school year with related student CTE program instruction provided at this school or a Pennsylvania Secondary Career and Technical Center (CTC).]

Keystone Scores

| | 2012-2013 | 2013-2014 |
|--|-----------|-----------|
| Mathematics – Percent Proficient or Advanced on Keystone | 81.77 | 82.67 |
| Reading - Percent Proficient or Advanced on Keystone | 91.12 | 94.89 |
| Science - Percent Proficient or Advanced on Keystone | 68.41 | 78.88 |
| Industry Standards-Based Competency Assessments | | 86.67 |
| SAT/ACT College Ready Benchmark | 100 | 100 |

Indicators of Academic Growth - PVAAS

Pennsylvania Value Added Assessment System - PVAAS is a statistical analysis of Pennsylvania (PA) state assessment data, and provides Pennsylvania districts and schools with growth data to add to achievement data.

Growth:

- Measures a student's growth across time; i.e., across years
- Not related to a student's demographics
- Compares student performance to his/her own prior performance
- Critical to ensuring a student's future academic success
- By measuring students' academic achievement AND growth, schools and districts have a more comprehensive picture of their own effectiveness in raising student achievement

PVAAS for DHS East

| | 2012-2013 | 2013-2014 |
|---|-----------|-----------|
| Mathematics – Meeting Annual Academic Growth Expectations | 100 | 100 |
| Reading – Meeting Annual Academic Growth Expectations | 100 | 100 |
| Science – Meeting Annual Academic Growth Expectations | 100 | 100 |

Other Academic Indicators

| Attendance Rates | 2012-2013 | 2013-2014 |
|---|------------------|------------------|
| | 95.89 | 96.27 |
| Cohort Graduation Rates | 2012-2013 | 2013-2014 |
| | 96.92 | 95.41 |
| Advanced Placement, International Baccalaureate or College Credit | 2012-2013 | 2013-2014 |
| | 100 | 100 |
| PSAT Participation | | 2013-2014 |
| Percent of 12 th grade students taking the PSAT (Greater than 60% = 100) | | 100 |

Extra Credit for Advanced Achievement

| Extra Credit for... | 2012-2013 | 2013-2014 |
|--|-----------|-----------|
| Percent of students scoring Advanced on Keystone– Mathematics/Algebra | 42.19 | 22.13 |
| Percent of students scoring Advanced on Keystone – Reading/Literature | 22.71 | 15.05 |
| Percent of students scoring Advanced on Keystone – Science | 8.62 | 22.19 |
| Percent Advanced – Industry Standards-Based Competency Assessments | | 73.33 |
| Percent 3 or higher on any AP Exam | 85 | 80.45 |
| | | |

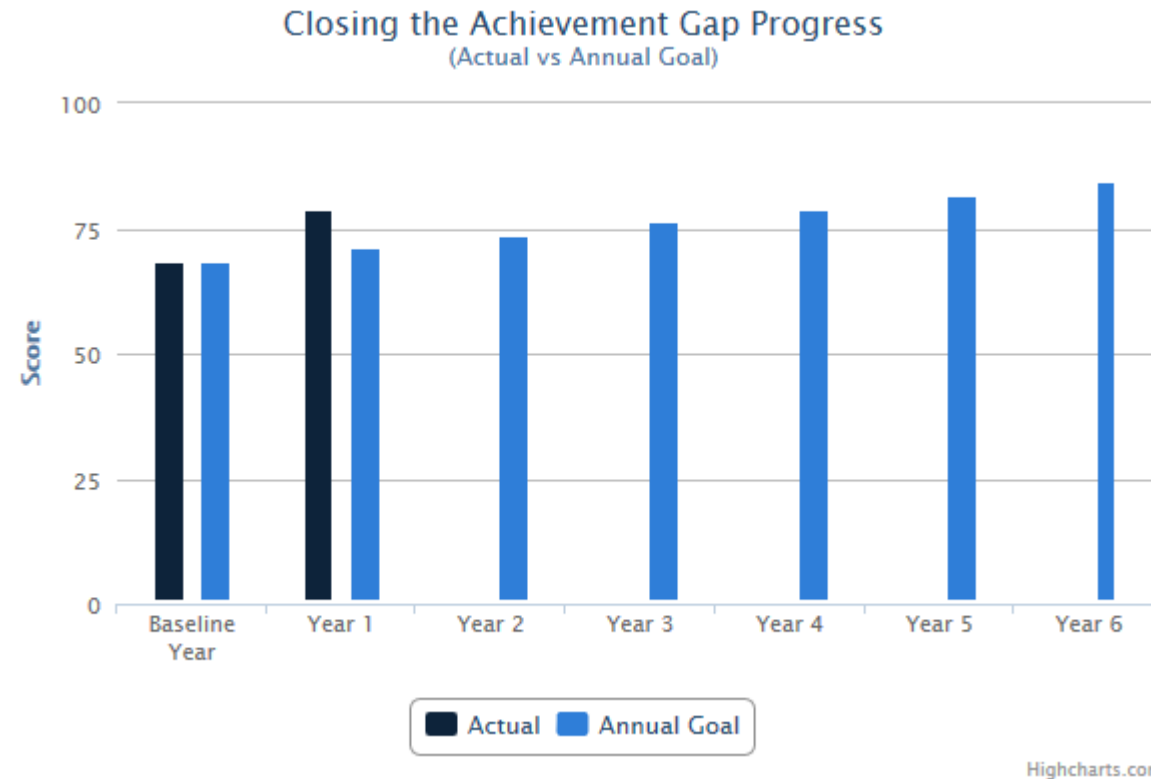
SAT Subject Scores (Average)

| Math | Reading | Writing |
|--------|---------|---------|
| 542.80 | 527.14 | 526.52 |

ACT Subject Scores (Average)

| Math | Reading | English | Science |
|-------|---------|---------|---------|
| 23.68 | 24.14 | 23.22 | 23.18 |

Indicators of Closing the Achievement Gap (Science) – All Students



Closing the Achievement Gap (Science) – Historically Underperforming Students



Questions?

Contact the building principal or Kelly Byrne, Coordinator of Assessment and Accountability at kbyrne@dasd.org