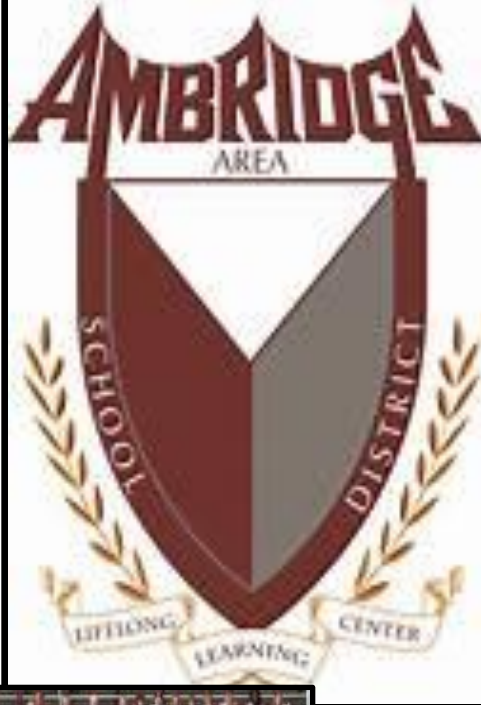


Ambridge Area School District Comprehensive Plan 2024-2027



Profile and Plan Essentials

LEA Type	AUN	
Public	127040703	
Address 1		
901 Duss Avenue		
City	State	Zip Code
Ambridge	PA	15003
Chief School Administrator		Chief School Administrator Email
Dr. Joseph Pasquerilla		jpasquerilla@ambridge.k12.pa.us
Single Point of Contact Name		
Barry J. King		
Single Point of Contact Email		
bking@ambridge.k12.pa.us		
Single Point of Contact Phone Number		
7242662833		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Joseph Pasquerilla	Administrator	Ambridge Area School District	jpasquerilla@ambridge.k12.pa.us
Barry King	Administrator	Ambridge Area School District	bking@ambridge.k12.pa.us
Janice Zupsic	Administrator	Ambridge Area High School	jzupsic@ambridge.k12.pa.us
Ronnell Heard	Administrator	Ambridge Area Middle School	Ronnell.Heard@ambridge.k12.pa.us
Aphrodite Galitsis	Administrator	Economy Elementary School	agalisis@ambridge.k12.pa.us
Jo Ann Hoover	Administrator	State Street Elementary School	jhoover@ambridge.k12.pa.us
Stephanie Hull	Administrator	Highland Elementary School	stephanie.hull@ambridge.k12.pa.us
Amy Filipowski	Administrator	Ambridge Area School District	afilipowski@ambridge.k12.pa.us
Michelle Amadio	Administrator	Ambridge Area School District	michelle.amadio@ambridge.k12.pa.us
Kent Withrow	Staff Member	Ambridge Area High School	kwithrow@ambridge.k12.pa.us
Chelsea Benedict	Staff Member	Ambridge Area High School	cbenedict@ambridge.k12.pa.us
Tim Kovach	Community Member	Community Member/Business Owner	tkovach614@gmail.com
Miranda Swartz	Staff Member	Ambridge Area School District	miranda.swartz@ambridge.k12.pa.us
Brandie Johnson	Staff Member	Ambridge Area Middle School	brandie.johnson@ambridge.k12.pa.us
Krista Novak	Staff Member	Ambridge Area Middle School	knovak@ambridge.k12.pa.us
Bonnie DeAngelis	Staff Member	Ambridge Area High School	bdeangelis@ambridge.k12.pa.us
Rebecca DeMase	Community Member	Community Member	beckytisak@gmail.com
Tammy Kennedy	Staff Member	Economy Elementary School	tkennedy@ambridge.k12.pa.us
Greta Bible	Staff Member	Highland Elementary School	gbible@ambridge.k12.pa.us
Garrett Kovacevic	Board Member	Board Member/Community Member	garrett.kovacevic@ambridge.k12.pa.us
Cathy Fischer	Board Member	Board Member/Parent/Community Member	cfischer@ambridge.k12.pa.us
Melinda Arlof	Parent	Parent	linna0522@hotmail.com
Laura Shakespeare	Parent	Parent	laurashakespeare24@gmail.com
John Carpenter	Board Member	Board President/Parent/Community Member	john.carpenter@ambridge.k12.pa.us
Lauren Tierney	Staff Member	State Street Elementary	ltierney@ambridge.k12.pa.us
Cathy Jo Samarco	Parent	Parent	csamarco21@gmail.com

Ambridge Area School District LEA Profile

District Enrollment: 2254

Grade Served: Pre-K through 12

Number of Schools: 5

Percent of Gifted Students: 1.4%

Enrollment in Partnering Career/Technical Center(s): 52

Charter School Enrollment: 437

Geographic Size of District (Square Miles): 25.59

Percent Economically Disadvantaged: 51.9%

Percent English Language Learner: 3.2%

Percent Special Education: 20.5%

Percent Foster Care: 0.3%

Percent Homeless: 3.4%

Percent Military Connected: 1.2%

Enrollment by Gender Percentage

Male: 52.8%

Female: 47.2%

Ethnicity Percentage

American Indian/Alaskan Native: 0.0%

Asian: 0.8%

Black: 17.4%

Native Hawaiian or other Pacific Islander: 0.0%

Hispanic: 4.4%

White: 69.6%

2 or more races: 7.8%

Ambridge Area School District Mission and Vision

Mission

The mission of the Ambridge Area School District is to be the "Bridge" to leading and learning, preparing students for the future through academic excellence.

Vision

We believe: • Our community should encourage and support its youth to succeed by being actively involved in the educational process • We must build trust through a positive approach with our students, staff, and community • An appreciation and respect for diversity enriches the learning experience • Every student should be challenged by a curriculum that maximizes their academic potential • The development of a positive self-esteem is necessary for individual growth • In the preparation of students to become lifelong learners in an ever changing global society • Accountability is essential for achieving high expectations

Educational Values

Students

All students will: • Be academically challenged by current instructional resources, methods, technology and pedagogy • Participate in community service • Be engaged in a variety of activities that support and enhance academic and personal growth • Be prepared for post-graduate opportunities • Demonstrate proficiency in core academic subjects.

Staff

All staff will: • Academically challenge students by utilizing current instructional resources, methods, technology and pedagogy • Engage in a variety of activities that support and enhance academic and personal growth • Prepare students for post-graduate opportunities • Ensure students demonstrate proficiency in core academic subjects.

Administration

All Administration will: • Empower staff to academically challenge students by facilitating the use of current instructional resources, methods, technology and pedagogy • Participate in community service • Engage staff in promoting a variety of activities that support and enhance student academic and personal growth • Strive to prepare faculty to engage students in relevant activities related to post-graduate opportunities • Promote the importance of student proficiency in core academic subjects

Parents

All Parents will: • Empower their student to challenge themselves academically and to use current instructional resources, methods, and technology • Encourage their student to participate in community service • Engage their student by allowing them to participate in a variety of activities that support and enhance student academic and personal growth • Strive to prepare their student to explore post-graduate opportunities • Promote the importance of their student's proficiency in core academic subjects

Community

Community Members will: • Empower and challenge the school system to academically prepare students and to use current instructional resources, methods, and technology • Encourage students to participate in community service • Promote student participation in a variety of activities that support and enhance student academic and personal growth with guidance from the LEA • Strive to provide and promote student exploration of post-graduate opportunities • Promote the importance of core academic subjects in students across the community

I. Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations												
<p>1. ESSA All Student Group Ambridge Area High School ELA Performance 22-23.</p>	<p>Ambridge Area High School was 64.0% Proficient or Advanced in the ELA all student group Keystone Exams. This is an increase from 55.3% during the 21-22 academic year.</p> <table border="1" data-bbox="762 524 1381 747"> <thead> <tr> <th>PA Index Reporting Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>67.50%</td> </tr> <tr> <td>2019-2020</td> <td>67.50%</td> </tr> <tr> <td>2020-2021</td> <td>Insufficient Testers</td> </tr> <tr> <td>2021-2022</td> <td>55.30%</td> </tr> <tr> <td>2022-2023</td> <td>64.00%</td> </tr> </tbody> </table>	PA Index Reporting Year	Percent	2018-2019	67.50%	2019-2020	67.50%	2020-2021	Insufficient Testers	2021-2022	55.30%	2022-2023	64.00%
PA Index Reporting Year	Percent												
2018-2019	67.50%												
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2020-2021	Insufficient Testers												
2021-2022	55.30%												
2022-2023	64.00%												
<p>2. ESSA All Student Group Ambridge Area Middle School Science Performance 22-23.</p>	<p>Ambridge Area Middle School was 44.5% Proficient or Advanced in the Science all student group PSSAs. This is an increase from 31.8% during the 21-22 academic year.</p> <table border="1" data-bbox="762 914 1381 1136"> <thead> <tr> <th>PA Index Reporting Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>50.00%</td> </tr> <tr> <td>2019-2020</td> <td>50.00%</td> </tr> <tr> <td>2020-2021</td> <td>39.70%</td> </tr> <tr> <td>2021-2022</td> <td>31.80%</td> </tr> <tr> <td>2022-2023</td> <td>44.50%</td> </tr> </tbody> </table>	PA Index Reporting Year	Percent	2018-2019	50.00%	2019-2020	50.00%	2020-2021	39.70%	2021-2022	31.80%	2022-2023	44.50%
PA Index Reporting Year	Percent												
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2021-2022	31.80%												
2022-2023	44.50%												
<p>3. ESSA All Student Group Economy Elementary School Mathematics Performance 22-23</p>	<p>Economy Elementary School was 65.2% Proficient or Advanced in the Mathematics all student group PSSAs. This is an increase from 60.9% during the 21-22 academic year.</p> <table border="1" data-bbox="762 1304 1381 1445"> <thead> <tr> <th>PA Index Reporting Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>56.30%</td> </tr> <tr> <td>2019-2020</td> <td>56.30%</td> </tr> <tr> <td>2020-2021</td> <td>47.80%</td> </tr> </tbody> </table>	PA Index Reporting Year	Percent	2018-2019	56.30%	2019-2020	56.30%	2020-2021	47.80%				
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2020-2021	47.80%												

	2021-2022 60.90% 2022-2023 65.20%												
4. ESSA All Student Group Highland Elementary School Mathematics Performance 22-23.	<p>Highland Elementary School was 23.9% Proficient or Advanced in the Mathematics all student group PSSAs. This is an increase from 12.9% during the 21-22 academic year.</p> <table> <thead> <tr> <th>PA Index Reporting Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>16.00%</td> </tr> <tr> <td>2019-2020</td> <td>16.00%</td> </tr> <tr> <td>2020-2021</td> <td>6.60%</td> </tr> <tr> <td>2021-2022</td> <td>12.90%</td> </tr> <tr> <td>2022-2023</td> <td>23.90%</td> </tr> </tbody> </table>	PA Index Reporting Year	Percent	2018-2019	16.00%	2019-2020	16.00%	2020-2021	6.60%	2021-2022	12.90%	2022-2023	23.90%
PA Index Reporting Year	Percent												
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2020-2021	6.60%												
2021-2022	12.90%												
2022-2023	23.90%												
5. ESSA All Student Group State Street Elementary School Science Performance 22-23.	<p>State Street Elementary School was 75.6% Proficient or Advanced in the Science All students group PSSAs. This is an increase from 51.2% during the 21-22 academic year.</p> <table> <thead> <tr> <th>PA Index Reporting Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>57.60%</td> </tr> <tr> <td>2019-2020</td> <td>57.60%</td> </tr> <tr> <td>2020-2021</td> <td>63.90%</td> </tr> <tr> <td>2021-2022</td> <td>51.20%</td> </tr> <tr> <td>2022-2023</td> <td>75.60%</td> </tr> </tbody> </table>	PA Index Reporting Year	Percent	2018-2019	57.60%	2019-2020	57.60%	2020-2021	63.90%	2021-2022	51.20%	2022-2023	75.60%
PA Index Reporting Year	Percent												
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2021-2022	51.20%												
2022-2023	75.60%												

Challenges

Indicator	Comments/Notable Observations						
1. ESSA All Student Group Ambridge Area High School Mathematics Performance 22-23.	<p>Ambridge Area High School was 21.0% Proficient or Advanced in the Mathematics all student group Keystone Exams. This is a decrease from 78.6% during the 21-22 academic year.</p> <table> <thead> <tr> <th>PA Index Reporting Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>54.70%</td> </tr> <tr> <td>2019-2020</td> <td>54.70%</td> </tr> </tbody> </table>	PA Index Reporting Year	Percent	2018-2019	54.70%	2019-2020	54.70%
PA Index Reporting Year	Percent						
2018-2019	54.70%						
2019-2020	54.70%						

	2020-2021 40.90% 2021-2022 78.60% 2022-2023 21.00%												
2. ESSA All Student Group Ambridge Area Middle School ELA Performance 22-23.	<p>Ambridge Area Middle School was 40.9% Proficient or Advanced in the ELA all student group PSSAs. This is a decrease from 47.3% during the 21-22 academic year.</p> <table> <thead> <tr> <th>PA Index Reporting Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>57.3%</td> </tr> <tr> <td>2019-2020</td> <td>57.3%</td> </tr> <tr> <td>2020-2021</td> <td>46.0%</td> </tr> <tr> <td>2021-2022</td> <td>47.3%</td> </tr> <tr> <td>2022-2023</td> <td>40.9%</td> </tr> </tbody> </table>	PA Index Reporting Year	Percent	2018-2019	57.3%	2019-2020	57.3%	2020-2021	46.0%	2021-2022	47.3%	2022-2023	40.9%
PA Index Reporting Year	Percent												
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2019-2020	57.3%												
2020-2021	46.0%												
2021-2022	47.3%												
2022-2023	40.9%												
3. ESSA All Student Group Economy Elementary School Science Performance 22-23.	<p>Economy Elementary School was 83.6% Proficient or Advanced in the Mathematics all student group PSSAs. This is a decrease from 86.2% during the 21-22 academic year.</p> <table> <thead> <tr> <th>PA Index Reporting Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>87.5%</td> </tr> <tr> <td>2019-2020</td> <td>87.5%</td> </tr> <tr> <td>2020-2021</td> <td>82.6%</td> </tr> <tr> <td>2021-2022</td> <td>86.2%</td> </tr> <tr> <td>2022-2023</td> <td>83.8%</td> </tr> </tbody> </table>	PA Index Reporting Year	Percent	2018-2019	87.5%	2019-2020	87.5%	2020-2021	82.6%	2021-2022	86.2%	2022-2023	83.8%
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4. All Student Group 22-23 Growth Measure Highland Elementary ELA.	<p>Highland Elementary School had an ELA academic growth score of 70.0 on the 22-23 PSSAs and an ELA academic growth score of 100.0 on the 21-22 PSSAs showing a decrease.</p> <table> <thead> <tr> <th>PA Index Reporting Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>57.0</td> </tr> <tr> <td>2019-2020</td> <td>57.0</td> </tr> <tr> <td>2020-2021</td> <td>65.0</td> </tr> <tr> <td>2021-2022</td> <td>100.0</td> </tr> <tr> <td>2022-2023</td> <td>70.0</td> </tr> </tbody> </table>	PA Index Reporting Year	Score	2018-2019	57.0	2019-2020	57.0	2020-2021	65.0	2021-2022	100.0	2022-2023	70.0
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5. All Student Group 22-23 Growth Measure													

<p>State Street Elementary Science.</p>	<p>State Street Elementary School had a science academic growth score of 63.0 on the 22-23 PSSAs and a science academic growth score of 62.0 on the 21-22 PSSAs. This is the second year in a row that the all student group did not meet the standard of growth.</p> <table border="1"> <thead> <tr> <th>PA Index Reporting Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>50</td> </tr> <tr> <td>2019-2020</td> <td>50</td> </tr> <tr> <td>2020-2021</td> <td>Insufficient Sample</td> </tr> <tr> <td>2021-2022</td> <td>62</td> </tr> <tr> <td>2022-2023</td> <td>63</td> </tr> </tbody> </table>	PA Index Reporting Year	Score	2018-2019	50	2019-2020	50	2020-2021	Insufficient Sample	2021-2022	62	2022-2023	63
PA Index Reporting Year	Score												
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2022-2023	63												

Review of Grade Level(s) and Individual Student Group(s)

Strengths

<p>1. Indicator: Ambridge Area High School ELA Proficient or Advanced 22-23 Performance.</p> <p>Grade Level(s) and/or Student Group(s): Grades 10, 11, and 12.</p> <p>ESSA Subgroups: Economically Disadvantaged and White.</p>	<p>Comments/Notable Observations</p> <p>47.4% of Economically Disadvantaged students scored proficient or advanced on the ELA Keystone Exam during the 22-23 Academic Year. This is an increase from 40.7% Proficient or Advanced during the 21-22 Academic Year.</p> <table border="1"> <thead> <tr> <th>PA Index Reporting Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>48.80%</td> </tr> <tr> <td>2019-2020</td> <td>48.80%</td> </tr> <tr> <td>2020-2021</td> <td>Insufficient Testers</td> </tr> <tr> <td>2021-2022</td> <td>40.70%</td> </tr> <tr> <td>2022-2023</td> <td>47.40%</td> </tr> </tbody> </table> <p>73.6% of white students scored proficient or advanced on the ELA Keystone Exam during the 22-23 Academic Year. This is an increase from 64.4 % Proficient or Advanced during the 21-22 Academic Year.</p> <table border="1"> <thead> <tr> <th>PA Index Reporting Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>72.0%</td> </tr> </tbody> </table>	PA Index Reporting Year	Percent	2018-2019	48.80%	2019-2020	48.80%	2020-2021	Insufficient Testers	2021-2022	40.70%	2022-2023	47.40%	PA Index Reporting Year	Percent	2018-2019	72.0%
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<p>2. Indicator: Ambridge Area Middle School Mathematics Proficient or Advanced 22-23 Performance.</p> <p>Grade Level(s) and/or Student Group(s): Grades 6, 7 and 8.</p> <p>ESSA Subgroups: Economically Disadvantaged and White.</p>	<p>Comments/Notable Observations</p> <p>9.4% of Economically Disadvantaged students scored proficient or advanced on the Mathematics PSSA Exam during the 22-23 Academic Year. This is an increase from 4.4% Proficient or Advanced during the 21-22 Academic Year.</p> <table> <thead> <tr> <th>PA Index Reporting Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>16.9%</td> </tr> <tr> <td>2019-2020</td> <td>16.9%</td> </tr> <tr> <td>2020-2021</td> <td>6.7%</td> </tr> <tr> <td>2021-2022</td> <td>4.4%</td> </tr> <tr> <td>2022-2023</td> <td>9.4%</td> </tr> </tbody> </table> <p>20.2% of white students scored proficient or advanced on the Mathematics PSSA Exam during the 22-23 Academic Year. This is an increase from 12.4 % Proficient or Advanced during the 21-22 Academic Year.</p> <table> <thead> <tr> <th>PA Index Reporting Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>29.2%</td> </tr> <tr> <td>2019-2020</td> <td>29.2%</td> </tr> <tr> <td>2020-2021</td> <td>15.9%</td> </tr> <tr> <td>2021-2022</td> <td>12.4%</td> </tr> <tr> <td>2022-2023</td> <td>20.2%</td> </tr> </tbody> </table>	PA Index Reporting Year	Percent	2018-2019	16.9%	2019-2020	16.9%	2020-2021	6.7%	2021-2022	4.4%	2022-2023	9.4%	PA Index Reporting Year	Percent	2018-2019	29.2%	2019-2020	29.2%	2020-2021	15.9%	2021-2022	12.4%	2022-2023	20.2%
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<p>3. Indicator: Economy Elementary School Mathematics Proficient or Advanced 22-23 Performance.</p> <p>Grade Level(s) and/or Student Group(s): Grades 3, 4 and 5.</p>	<p>Comments/Notable Observations</p> <p>61.5% of Economically Disadvantaged students scored proficient or advanced on the Mathematics PSSA Exam during the 22-23 Academic Year. This is an increase from 53.2% Proficient or Advanced during the 21-22 Academic Year.</p> <table> <thead> <tr> <th>PA Index Reporting Year</th> <th>Percent</th> </tr> </thead> <tbody> </tbody> </table>	PA Index Reporting Year	Percent																						
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<p>ESSA Subgroups: Economically Disadvantaged and White.</p>	<table border="0"> <tr><td>2018-2019</td><td>31.2%</td></tr> <tr><td>2019-2020</td><td>31.2%</td></tr> <tr><td>2020-2021</td><td>27.9%</td></tr> <tr><td>2021-2022</td><td>53.2%</td></tr> <tr><td>2022-2023</td><td>61.5%</td></tr> </table>	2018-2019	31.2%	2019-2020	31.2%	2020-2021	27.9%	2021-2022	53.2%	2022-2023	61.5%																
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<p>4. Indicator: Highland Elementary School Mathematics Proficient or Advanced 22-23 Performance.</p> <p>Grade Level(s) and/or Student Group(s): Grades 3, 4 and 5.</p> <p>ESSA Subgroups: Economically Disadvantaged and Black.</p>	<p>67.2% of white students scored proficient or advanced on the Mathematics PSSA Exam during the 22-23 Academic Year. This is an increase from 61.7% Proficient or Advanced during the 21-22 Academic Year.</p> <table border="0"> <thead> <tr><th>PA Index Reporting Year</th><th>Percent</th></tr> </thead> <tbody> <tr><td>2018-2019</td><td>61.7%</td></tr> <tr><td>2019-2020</td><td>61.7%</td></tr> <tr><td>2020-2021</td><td>50.0%</td></tr> <tr><td>2021-2022</td><td>61.7%</td></tr> <tr><td>2022-2023</td><td>67.2%</td></tr> </tbody> </table> <p>Comments/Notable Observations</p> <p>20.8% of Economically Disadvantaged students scored proficient or advanced on the Mathematics PSSA Exam during the 22-23 Academic Year. This is an increase from 26.0% Proficient or Advanced during the 21-22 Academic Year.</p> <table border="0"> <thead> <tr><th>PA Index Reporting Year</th><th>Percent</th></tr> </thead> <tbody> <tr><td>2018-2019</td><td>10.5%</td></tr> <tr><td>2019-2020</td><td>10.5%</td></tr> <tr><td>2020-2021</td><td>4.5%</td></tr> <tr><td>2021-2022</td><td>14.4%</td></tr> <tr><td>2022-2023</td><td>20.8%</td></tr> </tbody> </table> <p>11.8% of black students scored proficient or advanced on the Mathematics PSSA Exam during the 22-23 Academic Year. This is an increase from 7.1% Proficient or Advanced during the 21-22 Academic Year.</p> <table border="0"> <thead> <tr><th>PA Index Reporting Year</th><th>Percent</th></tr> </thead> </table>	PA Index Reporting Year	Percent	2018-2019	61.7%	2019-2020	61.7%	2020-2021	50.0%	2021-2022	61.7%	2022-2023	67.2%	PA Index Reporting Year	Percent	2018-2019	10.5%	2019-2020	10.5%	2020-2021	4.5%	2021-2022	14.4%	2022-2023	20.8%	PA Index Reporting Year	Percent
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2022-2023	67.2%																										
PA Index Reporting Year	Percent																										
2018-2019	10.5%																										
2019-2020	10.5%																										
2020-2021	4.5%																										
2021-2022	14.4%																										
2022-2023	20.8%																										
PA Index Reporting Year	Percent																										

	<table> <tr><td>2018-2019</td><td>10.3%</td></tr> <tr><td>2019-2020</td><td>10.3%</td></tr> <tr><td>2020-2021</td><td>3.3%</td></tr> <tr><td>2021-2022</td><td>7.1%</td></tr> <tr><td>2022-2023</td><td>11.8%</td></tr> </table>	2018-2019	10.3%	2019-2020	10.3%	2020-2021	3.3%	2021-2022	7.1%	2022-2023	11.8%		
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2022-2023	11.8%												
<p>5. Indicator: State Street Elementary School Science Proficient or Advanced 22-23 Performance.</p> <p>Grade Level(s) and/or Student Group(s): Grades 3, 4 and 5.</p> <p>ESSA Subgroups: Economically Disadvantaged</p>	<p>Comments/Notable Observations</p> <p>71.4% of Economically Disadvantaged students scored proficient or advanced on the Science PSSA Exam during the 22-23 Academic Year. This is an increase from 45.5% Proficient or Advanced during the 21-22 Academic Year.</p> <table> <thead> <tr> <th>PA Index Reporting Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr><td>2018-2019</td><td>Insufficient Sample</td></tr> <tr><td>2019-2020</td><td>Insufficient Sample</td></tr> <tr><td>2020-2021</td><td>61.5%</td></tr> <tr><td>2021-2022</td><td>45.5%</td></tr> <tr><td>2022-2023</td><td>71.4%</td></tr> </tbody> </table>	PA Index Reporting Year	Percent	2018-2019	Insufficient Sample	2019-2020	Insufficient Sample	2020-2021	61.5%	2021-2022	45.5%	2022-2023	71.4%
PA Index Reporting Year	Percent												
2018-2019	Insufficient Sample												
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2020-2021	61.5%												
2021-2022	45.5%												
2022-2023	71.4%												

Challenges

<p>1. Indicator: Ambridge Area High School Mathematics Proficient or Advanced 22-23 Performance.</p> <p>Grade Level(s) and/or Student Group(s): Grades 10, 11, and 12.</p> <p>ESSA Subgroups: Students with Disabilities and Black</p>	<p>Comments/Notable Observations</p> <p>9.7% of students with disabilities scored proficient or advanced on the Mathematics Keystone Exam during the 22-23 Academic Year. This is a decrease from 20.0% Proficient or Advanced during the 20-21 Academic Year with an insufficient sample in 21-22.</p> <table> <thead> <tr> <th>PA Index Reporting Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr><td>2018-2019</td><td>10.00%</td></tr> <tr><td>2019-2020</td><td>10.00%</td></tr> <tr><td>2020-2021</td><td>20.00%</td></tr> <tr><td>2021-2022</td><td>Insufficient Sample</td></tr> <tr><td>2022-2023</td><td>9.70%</td></tr> </tbody> </table>	PA Index Reporting Year	Percent	2018-2019	10.00%	2019-2020	10.00%	2020-2021	20.00%	2021-2022	Insufficient Sample	2022-2023	9.70%
PA Index Reporting Year	Percent												
2018-2019	10.00%												
2019-2020	10.00%												
2020-2021	20.00%												
2021-2022	Insufficient Sample												
2022-2023	9.70%												

	<p>10.5% of black students scored proficient or advanced on the Mathematics Keystone Exam during the 22-23 Academic Year. This is a decrease from 31.8% Proficient or Advanced during the 18-19 Academic Year. There were insufficient samples between the two measuring points.</p> <table border="1"> <thead> <tr> <th>PA Index Reporting Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>31.8%</td> </tr> <tr> <td>2019-2020</td> <td>31.8%</td> </tr> <tr> <td>2020-2021</td> <td>Insufficient Sample</td> </tr> <tr> <td>2021-2022</td> <td>Insufficient Sample</td> </tr> <tr> <td>2022-2023</td> <td>10.5%</td> </tr> </tbody> </table>	PA Index Reporting Year	Percent	2018-2019	31.8%	2019-2020	31.8%	2020-2021	Insufficient Sample	2021-2022	Insufficient Sample	2022-2023	10.5%												
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<p>2. Indicator: Ambridge Area Middle School ELA Proficient or Advanced 22-23 Performance.</p> <p>Grade Level(s) and/or Student Group(s): Grades 6, 7, and 8.</p> <p>ESSA Subgroups: Students with Disabilities and Black</p>	<p>Comments/Notable Observations</p> <p>9.1% of students with disabilities scored proficient or advanced on the ELA PSSA Exam during the 22-23 Academic Year. This is a decrease from 13.7% Proficient or Advanced during the 21-22 Academic Year.</p> <table border="1"> <thead> <tr> <th>PA Index Reporting Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>15.5%</td> </tr> <tr> <td>2019-2020</td> <td>15.5%</td> </tr> <tr> <td>2020-2021</td> <td>8.8%</td> </tr> <tr> <td>2021-2022</td> <td>13.7%</td> </tr> <tr> <td>2022-2023</td> <td>9.1%</td> </tr> </tbody> </table> <p>15.3% of black students scored proficient or advanced on the ELA PSSA Exam during the 22-23 Academic Year. This is a decrease from 22.4% Proficient or Advanced during the 21-22 Academic Year.</p> <table border="1"> <thead> <tr> <th>PA Index Reporting Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>37.6%</td> </tr> <tr> <td>2019-2020</td> <td>37.6%</td> </tr> <tr> <td>2020-2021</td> <td>17.8%</td> </tr> <tr> <td>2021-2022</td> <td>22.4%</td> </tr> <tr> <td>2022-2023</td> <td>15.3%</td> </tr> </tbody> </table>	PA Index Reporting Year	Percent	2018-2019	15.5%	2019-2020	15.5%	2020-2021	8.8%	2021-2022	13.7%	2022-2023	9.1%	PA Index Reporting Year	Percent	2018-2019	37.6%	2019-2020	37.6%	2020-2021	17.8%	2021-2022	22.4%	2022-2023	15.3%
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<p>3. Indicator: Economy Elementary Mathematics Proficient or Advanced 22-23 Performance.</p> <p>Grade Level(s) and/or Student Group(s): Grades 3, 4 and 5.</p> <p>ESSA Subgroups: Students with Disabilities</p>	<p>Comments/Notable Observations</p> <p>28.0% of students with disabilities scored proficient or advanced on the Mathematics PSSA Exam during the 22-23 Academic Year. This is a decrease from 32.1% Proficient or Advanced during the 21-22 Academic Year.</p> <table border="1"> <thead> <tr> <th>PA Index Reporting Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>15.6%</td> </tr> <tr> <td>2019-2020</td> <td>15.6%</td> </tr> <tr> <td>2020-2021</td> <td>18.2%</td> </tr> <tr> <td>2021-2022</td> <td>32.1%</td> </tr> <tr> <td>2022-2023</td> <td>28.0%</td> </tr> </tbody> </table>	PA Index Reporting Year	Percent	2018-2019	15.6%	2019-2020	15.6%	2020-2021	18.2%	2021-2022	32.1%	2022-2023	28.0%
PA Index Reporting Year	Percent												
2018-2019	15.6%												
2019-2020	15.6%												
2020-2021	18.2%												
2021-2022	32.1%												
2022-2023	28.0%												
<p>4. Indicator: Highland Elementary 22-23 Science Growth.</p> <p>Grade Level(s) and/or Student Group(s): Grades 3, 4 and 5.</p> <p>ESSA Subgroups: Economically Disadvantaged</p>	<p>Comments/Notable Observations</p> <p>During the 22-23 Academic Year Highland Elementary Students received an academic growth score of 70. This is a decrease from 79 during the 21-22 Academic Year.</p> <table border="1"> <thead> <tr> <th>PA Index Reporting Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>65.0</td> </tr> <tr> <td>2019-2020</td> <td>65.0</td> </tr> <tr> <td>2020-2021</td> <td>Insufficient Sample</td> </tr> <tr> <td>2021-2022</td> <td>79.0</td> </tr> <tr> <td>2022-2023</td> <td>70.0</td> </tr> </tbody> </table>	PA Index Reporting Year	Score	2018-2019	65.0	2019-2020	65.0	2020-2021	Insufficient Sample	2021-2022	79.0	2022-2023	70.0
PA Index Reporting Year	Score												
2018-2019	65.0												
2019-2020	65.0												
2020-2021	Insufficient Sample												
2021-2022	79.0												
2022-2023	70.0												
<p>5. Indicator: State Street Elementary School Mathematics Proficient or Advanced 22-23 Performance.</p> <p>Grade Level(s) and/or Student Group(s): Grades 3, 4 and 5.</p> <p>ESSA Subgroups: Economically Disadvantaged and Black</p>	<p>Comments/Notable Observations</p> <p>31.5% of Economically Disadvantaged students scored proficient or advanced on the Mathematics PSSA Exam during the 22-23 Academic Year. This is a decrease from 35.4% Proficient or Advanced during the 21-22 Academic Year.</p> <table border="1"> <thead> <tr> <th>PA Index Reporting Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>38.5%</td> </tr> </tbody> </table>	PA Index Reporting Year	Percent	2018-2019	38.5%								
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	2019-2020	38.5%
	2020-2021	15.7%
	2021-2022	35.4%
	2022-2023	31.5%
	15.0% of black students scored proficient or advanced on the Mathematics PSSA Exam during the 22-23 Academic Year. This is a decrease from 19.0% Proficient or Advanced during the 21-22 Academic Year.	
	PA Index Reporting Year	Percent
	2018-2019	Insufficient Sample
	2019-2020	Insufficient Sample
	2020-2021	Insufficient Sample
	2021-2022	19.0%
	2022-2023	15.0%

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

- | |
|--|
| A. ESSA All Student Group Highland Elementary School Mathematics Proficient or Advanced 22-23 Performance. Highland Elementary School was 23.9% Proficient or Advanced in the Mathematics all student group PSSAs. This is an increase from 12.9% during the 21-22 academic year. |
| B. ESSA All Student Group Economy Elementary School Mathematics 22-23 Performance. Economy Elementary School was 65.2% Proficient or Advanced in the Mathematics all student group PSSAs. This is an increase from 60.9% during the 21-22 academic year. |
| C. ESSA All Student Group Ambridge Area High School ELA Performance 22-23. Ambridge Area High School was 64.0% Proficient or Advanced in the ELA all student group Keystone Exams. This is an increase from 55.3% during the 21-22 academic year. |
| ESSA All Student Group State Street Elementary School Science Performance 22-23. State Street Elementary School was 75.6% Proficient or Advanced in the Science All students group PSSAs. This is an increase from 51.2% during the 21-22 academic year. |

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

- A. ESSA All Student Group Ambridge Area High School Mathematics Performance 22-23. Ambridge Area High School was 21.0% Proficient or Advanced in the Mathematics all student group Keystone Exams. This is a decrease from 78.6% during the 21-22 academic year.
- B. ESSA All Student Group Ambridge Area Middle School ELA Performance 22-23. Ambridge Area Middle School was 40.9% Proficient or Advanced in the ELA all student group PSSAs. This is a decrease from 47.3% during the 21-22 academic year.
- C. All Student Group 22-23 Growth Measure Highland Elementary ELA. Highland Elementary School had an ELA academic growth score of 70.0 on the 22-23 PSSAs and an ELA academic growth score of 100.0 on the 21-22 PSSAs showing a decrease.
- D. All Student Group 22-23 Growth Measure State Street Elementary Science. State Street Elementary School had a science academic growth score of 63.0 on the 22-23 PSSAs and a science academic growth score of 62.0 on the 21-22 PSSAs. This is the second year in a row that the all student group did not meet the standard of growth.

II. Local Assessment

Review of the School(s) Level Performance

English Language Arts

Data	Comments/Notable Observations
1. Ambridge Area School District Common Assessment scores ELA Grade 3.	<p>Strength: Students scored high in Standards: CC.1.4.3.F, CC.1.4.3.K, CC.1.4.3.L, CC.1.4.3.R, E03.D.1.1.3, scoring as high as 78% Correct in one classroom.</p> <p>Challenge: Students had difficulty with questions related to Standard: E03.B-K.1.1.3, scoring as low as 16% correct in one classroom.</p>
2. Ambridge Area School District Common Assessment scores ELA Grade 4.	<p>Strength: Students scored high in Standards: CC.1.3.4.F, CC.1.3.4.I, CC.1.3.4.J, E04.A-V.4.1.1, scoring as high as 88% in one classroom.</p> <p>Challenge: Students had difficulty with questions related to Standards: CC.1.3.4.B, CC.1.3.4.C, CC.1.3.4.A, E04.A-K.1.1.3, scoring as low as 32 Percent in one classroom.</p>
3. Ambridge Area School District Common Assessment scores ELA Grade 5	<p>Strength: Students scored high in Standards: CC.1.3.4.F, CC.1.3.4.I, CC.1.3.4.J, E04.A-V.4.1.1, scoring as high as 88% in one classroom. Challenge: Students had difficulty with questions related to Standards: CC.1.2.5.A, CC.1.2.5.B, CC.1.2.5.C, E05.B-K.1.1.3, scoring as low as 27% in one classroom.</p>
	<p>Strength: Student scored high in Standard: E06.B-V.4.2.1.c scoring as high as 69% in one classroom.</p>

4. Ambridge Area School District Common Assessment scores ELA Grade 6	Challenge: Students had difficulty with questions related to Standard: E06.C.1.2.4, scoring as low as 8% in one classroom.
5. Ambridge Area School District Common Assessment scores ELA Grade 7	Strength: Student scored high in Standards: E07.A-C.2.1 and E07.A-C.2.1.3, scoring as high as 81% in one classroom. Challenge: Students had difficulty with questions related to Standards: E07.B-V. 4.1 and E07.A-V.4.1.1.A, scoring as low as 28% in one classroom.
6. Ambridge Area School District Common Assessment Scores ELA Grade 8	Strength: Student scored high in Standard: CC.1.4.8.F, L, R, E08.D.1.1.3 as high as 70% in one classroom. Challenge: Students had difficulty with questions related to Standard: CC.1.2.8.F, J, K, B-V.4.1.2 scoring as low as 17% in one classroom.
7. Ambridge Area School District Common Assessment Scores ELA Grade 10	Strength: Students scored high in Standard L.N.2.5.2. scoring as high as 83% Correct in one classroom. Challenge: Students had difficulty with questions related to Standard: L.N.1.3.3. Scoring as low as 53% in one classroom.

English Language Arts Summary

Strengths

<p>A. Ambridge Area School District Common Assessment Scores ELA Grade 10.</p> <p>Strength: Students scored high in Standard L.N.2.5.2. scoring as high as 83% Correct in one classroom. This is above the 2024 all student group goal of 70.4% proficient or advanced.</p>
<p>B. Ambridge Area School District Common Assessment scores ELA Grade 4.</p> <p>Strength: Students scored high in Standards: CC.1.3.4.F, CC.1.3.4.I, CC.1.3.4.J, E04.A-V.4.1.1, scoring as high as 88% in one classroom. This is above the 2024 all student group goal of 70.4% proficient or advanced.</p>
<p>C. Ambridge Area School District Common Assessment scores ELA Grade 7.</p> <p>Strength: Student scored high in Standards: E07.A-C.2.1 and E07.A-C.2.1.3, scoring as high as 81% in one classroom. This is above the 2024 all student group goal of 70.4% proficient or advanced.</p>

Challenges

A. Ambridge Area School District Common Assessment scores ELA Grade 6.

Challenge: Students had difficulty with questions related to Standard: E06.C.1.2.4, scoring as low as 8% in one classroom.

B. Ambridge Area School District Common Assessment scores ELA Grade 7.

Challenge: Students had difficulty with questions related to Standard: CC.1.2.8.F, J, K, B-V.4.1.2 scoring as low as 17% in one classroom.

C. Ambridge Area School District Common Assessment scores ELA Grade 3.

Challenge: Students had difficulty with questions related to Standard: E03.B-K.1.1.3, scoring as low as 16% correct in one classroom.

Mathematics

Data	Comments/Notable Observations
1. Ambridge Area School District Common Assessment scores Math Grade 3.	<p>Strength: Students scored high in Standards: CC.2.2.3.A.4, M03.B-O.3.1.1, M03.B-O.3.1.2, scoring as high as 100% Correct in one classroom.</p> <p>Challenge: Students had difficulty with questions related to Standard M03.B-O.3.1.6, scoring as low as 18% correct in one classroom.</p>
2. Ambridge Area School District Common Assessment scores Math Grade 4.	<p>Strength: Students scored high in Standards: M04.A-F.3.1.1, M04.A-F.3.1.2, scoring as high as 90% Correct in one classroom.</p> <p>Challenge: Students had difficulty with questions related to Standards: M04.A-F.2.1.6, M04.A-F.2.1.7, scoring as low as 10% correct in one classroom.</p>
3. Ambridge Area School District Common Assessment scores Math Grade 5.	<p>Strength: Students scored high in Standards: M05.B-O.1.1.1 scoring as high as 90% Correct in one classroom.</p> <p>Challenge: Students had difficulty with questions related to Standard: M05.A-F.1, scoring as low as 9% correct in one classroom.</p>
4. Ambridge Area School District Common Assessment scores Math Grade 6.	<p>Strength: Students scored high in Standards: M06.A-R.1.1.2, CC.2.1.6.D.1, scoring as high as 72% correct in one classroom.</p>

	<p>Challenge: Students had difficulty with questions related to Standards: M06.A-N.3.2.1, CC.2.1.6.E.4, scoring as low as 13% correct in one classroom.</p>
<p>5. Ambridge Area School District Common Assessment scores Math Grade 7.</p>	<p>Strength: Students scored high in Standards: M07.C-G.2.2.1, CC.2.3.7.A.1, scoring as high as 74% correct in one classroom.</p> <p>Challenge: Students had difficulty with questions related to Standards: M07.C-G.2.2.1, CC.2.3.7.A.1 , scoring as low as 18% correct in one classroom.</p>
<p>6. Ambridge Area School District Common Assessment scores Math Grade 8.</p>	<p>Strength: Students scored high in Standard: M08.B-E.3.1.3, scoring as high as 100% Correct in one classroom.</p> <p>Challenge: Students had difficulty with questions related to Standard: M08.C-G.2.1.3, scoring as low as 13% correct in one classroom.</p>
<p>7. Ambridge Area School District Common Assessment Scores Algebra I.</p>	<p>Strength: Students scored high in Standards: A1.1.1.1, scoring as high as 66% Correct in one classroom.</p> <p>Challenge: Students had difficulty with questions related to Standard: A1.1.1.2, scoring as low as 14% correct in one classroom.</p>

Mathematics Summary

Strengths

<p>A. Ambridge Area School District Common Assessment scores Math Grade 3.</p> <p>Strength: Students scored high in Standards: CC.2.2.3.A.4, M03.B-O.3.1.1, M03.B-O.3.1.2, scoring as high as 100% correct in one classroom. This is above the 2024 all student goal of 55.8% proficient or advanced.</p>
<p>B. Ambridge Area School District Common Assessment scores Math Grade 8.</p> <p>Strength: Students scored high in Standard: M08.B-E.3.1.3, scoring as high as 100% Correct in one classroom. This is above the 2024 all student goal of 55.8% proficient or advanced.</p>
<p>C. Ambridge Area School District Common Assessment scores ELA Grade 5.</p> <p>Strength: Students scored high in Standards: M05.B-O.1.1.1 scoring as high as 90% correct in one classroom. This is above the 2024 all student goal of 55.8% proficient or advanced.</p>

Challenges

A. Ambridge Area School District Common Assessment Scores Algebra I.

Challenge: Students had difficulty with questions related to Standard: A1.1.1.2, scoring as low as 14% correct in one classroom.

B. Ambridge Area School District Common Assessment scores Math Grade 5.

Challenge: Students had difficulty with questions related to Standard: M05.A-F.1, scoring as low as 9% correct in one classroom.

C. Ambridge Area School District Common Assessment scores Math Grade 6.

Challenge: Students had difficulty with questions related to Standards: M06.A-N.3.2.1, CC.2.1.6.E.4, scoring as low as 13% correct in one classroom.

Science, Technology, and Engineering Education Summary (Local Assessments)

Data	Comments/Notable Observations
1. Ambridge Area School District Common Assessment Scores Science Grade 8.	<p>Strength: Students scored high in Standard S.8.B.1, scoring as high as 96% Correct in one classroom.</p> <p>Challenge: Students had difficulty with questions related to Standard: S.8.C.2, scoring as low as 62% in one classroom.</p>
2. Ambridge Area School District Common Assessment Scores Biology.	<p>Strength: Students scored high in Standard: 3.1.B.A2, 3.1.B.A4, 3.1.B.A5, 3.1.B.A7, 3.2.C.A1, 3.2.P.B6, BIO.A.4.1.1, scoring as high as 55% Correct in one classroom.</p> <p>Challenge: Students had difficulty with questions related to Standard: BIO.A.4.2.1, scoring as low as 22% in one classroom.</p>

Science, Technology, and Engineering Education Summary (Local Assessments)

Strengths

A. Ambridge Area School District Common Assessment Scores Science Grade 8.

Strength: Students scored high in Standard S.8.B.1, scoring as high as 96% Correct in one classroom. This is above the 2024 all student goal of 73.1% proficient or advanced.

B. Ambridge Area School District Common Assessment Scores Biology.

Strength: Students scored high in Standard: 3.1.B.A2, 3.1.B.A4, 3.1.B.A5, 3.1.B.A7, 3.2.C.A1, 3.2.P.B6, BIO.A.4.1.1, scoring as high as 55% Correct in one classroom. This is below the 2024 all student goal of 73.1% proficient or advanced and it is the Biology common assessment's highest reported performance category.

Challenges

A. Ambridge Area School District Common Assessment Scores Science Grade 8.

Challenge: Students had difficulty with questions related to Standard: S.8.C.2, scoring as low as 62% in one classroom.

B. Ambridge Area School District Common Assessment Scores Biology.

Challenge: Students had difficulty with questions related to Standard: BIO.A.4.2.1, scoring as low as 22% in one classroom.

III. Related Academics

Career Readiness

Data	Comments/Notable Observations																				
<p>1. Ambridge Area High School Percent Career Benchmark 91.1%</p>	<p>Statewide Average 89.6%. State Performance Standard 98%</p> <table border="0"> <thead> <tr> <th>PA Index Reporting Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>90.8%</td> </tr> <tr> <td>2019-2020</td> <td>90.8%</td> </tr> <tr> <td>2020-2021</td> <td>95.3%</td> </tr> <tr> <td>2021-2022</td> <td>94.9%</td> </tr> <tr> <td>2022-2023</td> <td>91.1%</td> </tr> </tbody> </table> <p>Students with Disabilities ESSA Group</p> <table border="0"> <thead> <tr> <th>PA Index Reporting Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>75.0%</td> </tr> <tr> <td>2019-2020</td> <td>75.0%</td> </tr> <tr> <td>2020-2021</td> <td>91.9%</td> </tr> </tbody> </table>	PA Index Reporting Year	Percent	2018-2019	90.8%	2019-2020	90.8%	2020-2021	95.3%	2021-2022	94.9%	2022-2023	91.1%	PA Index Reporting Year	Percent	2018-2019	75.0%	2019-2020	75.0%	2020-2021	91.9%
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	2021-2022 92.6% 2022-2023 90.9% Black ESSA Group PA Index Reporting Year Percent 2018-2019 82.6% 2019-2020 82.6% 2020-2021 100.0% 2021-2022 87.5% 2022-2023 75.0%
2. Ambridge Area Middle School: Percent Career Standards Benchmark 98.1%	Statewide Average 89.6%. State Performance Standard 98% PA Index Reporting Year Percent 2018-2019 95.6% 2019-2020 95.6% 2020-2021 93.5% 2021-2022 99.5% 2022-2023 98.1%
3. Economy Elementary School: Percent Career Standards Benchmark 100.0%	Statewide Average 89.6%. State Performance Standard 98% PA Index Reporting Year Percent 2018-2019 100.0% 2019-2020 100.0% 2020-2021 100.0% 2021-2022 100.0% 2022-2023 100.0%
4. Highland Elementary School: Percent Career Standards Benchmark 100.0%	Statewide Average 89.6%. State Performance Standard 98% PA Index Reporting Year Percent 2018-2019 98.4% 2019-2020 98.4% 2020-2021 100.0% 2021-2022 100.0% 2022-2023 100.0%

5. State Street Elementary School: Percent Career Standards Benchmark 100.0%	Statewide Average 89.6%. State Performance Standard 98%	
	PA Index Reporting Year	Percent
	2018-2019	100.0%
	2019-2020	100.0%
	2020-2021	100.0%
	2021-2022	100.0%
	2022-2023	100.0%

Data	Comments/Notable Observations
1. 155 students out of 171 students that took the mandated Civics Knowledge Exam passed.	5 students received a perfect score.

Articulation Agreements

1. Partnering Institution: Robert Morris University

Agreement Type: Dual Credit

Program/Course Area: English 1050 Reading Literature Classics

Uploaded Files: Ambridge-RMU CHS MOU -Fully Executed - 7-27-22 (1).pdf

2. Partnering Institution: Community College of Beaver County

Agreement Type: Dual Credit

Program/Course Area: Writing 101 English Composition, CCBC Aviation Academy, CCBC Health Academy, CCBC STEM Academy, CCBC Criminal Justice Academy, Mascaro Construction Academy, CCBC Education Academy

Uploaded Files: CCBC Dual Enrollment (1).pdf

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

A. Ambridge Area Middle School: Percent Career Standards Benchmark 98.1%. Statewide Average 89.6%. State Performance Standard 98%.

PA Index Reporting Year	Percent
2018-2019	95.6%
2019-2020	95.6%
2020-2021	93.5%
2021-2022	99.5%
2022-2023	98.1%

B. Economy Elementary School: Percent Career Standards Benchmark 100.0%. Statewide Average 89.6%. State Performance Standard 98%.

PA Index Reporting Year	Percent
2018-2019	100.0%
2019-2020	100.0%
2020-2021	100.0%
2021-2022	100.0%
2022-2023	100.0%

C. Highland Elementary School: Percent Career Standards Benchmark 100.0%. Statewide Average 89.6%. State Performance Standard 98%.

PA Index Reporting Year	Percent
2018-2019	98.4%
2019-2020	98.4%
2020-2021	100.0%
2021-2022	100.0%
2022-2023	100.0%

D. State Street Elementary School: Percent Career Standards Benchmark 100.0%. Statewide Average 89.6%. State Performance Standard 98%.

PA Index Reporting Year	Percent
2018-2019	100.0%
2019-2020	100.0%
2020-2021	100.0%
2021-2022	100.0%
2022-2023	100.0%

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

A. Ambridge Area High School: Percent Career Standards Benchmark 91.1%. Statewide Average 89.6%. State Performance Standard 98%.

PA Index Reporting Year	Percent
2018-2019	90.8%
2019-2020	90.8%
2020-2021	95.3%
2021-2022	94.9%
2022-2023	91.1%

B. Ambridge Area High School: Percent Career Standards Benchmark Students with Disabilities ESSA Group. Statewide Average 89.6%. State Performance Standard 98%.

PA Index Reporting Year	Percent
2018-2019	75.0%
2019-2020	75.0%
2020-2021	91.9%
2021-2022	92.6%
2022-2023	90.9%

C. Ambridge Area High School: Percent Career Standards Benchmark Black ESSA Group. Statewide Average 89.6%. State Performance Standard 98%.

PA Index Reporting Year	Percent
-------------------------	---------

2018-2019	82.6%
2019-2020	82.6%
2020-2021	100.0%
2021-2022	87.5%
2022-2023	75.0%

IV. Equity Considerations

English Learners

Data	Comments/Notable Observations
1. Economy Elementary Percent English Language Growth and Attainment: 38.1%	Met improvement target. State Average 29%.

Students with Disabilities

Data	Comments/Notable Observations												
1. Students with Disabilities Ambridge Area High School Mathematics Proficient or Advanced 22-23 Performance.	<p>Did not meet interim target. 7% of students with disabilities scored proficient or advanced on the Mathematics Keystone Exam during the 22-23 Academic Year. This is a decrease from 20.0% Proficient or Advanced during the 20-21 Academic Year with an insufficient sample in 21-22.</p> <table border="1"> <thead> <tr> <th>PA Index Reporting Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>10.00%</td> </tr> <tr> <td>2019-2020</td> <td>10.00%</td> </tr> <tr> <td>2020-2021</td> <td>20.00%</td> </tr> <tr> <td>2021-2022</td> <td>Insufficient Sample</td> </tr> <tr> <td>2022-2023</td> <td>9.70%</td> </tr> </tbody> </table>	PA Index Reporting Year	Percent	2018-2019	10.00%	2019-2020	10.00%	2020-2021	20.00%	2021-2022	Insufficient Sample	2022-2023	9.70%
PA Index Reporting Year	Percent												
2018-2019	10.00%												
2019-2020	10.00%												
2020-2021	20.00%												
2021-2022	Insufficient Sample												
2022-2023	9.70%												
2. Students with Disabilities Ambridge Area Middle School ELA Proficient or Advanced 22-23 Performance.	<p>Did not meet interim target. 9.1% of students with disabilities scored proficient or advanced on the ELA PSSA Exam during the 22-23 Academic Year. This is a decrease from 13.7% Proficient or Advanced during the 21-22 Academic Year.</p> <table border="1"> <thead> <tr> <th>PA Index Reporting Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>15.5%</td> </tr> </tbody> </table>	PA Index Reporting Year	Percent	2018-2019	15.5%								
PA Index Reporting Year	Percent												
2018-2019	15.5%												

	<p>2019-2020 15.5%</p> <p>2020-2021 8.8%</p> <p>2021-2022 13.7%</p> <p>2022-2023 9.1%</p>												
<p>3. Students with Disabilities Economy Elementary Mathematics Proficient or Advanced 22-23 Performance.</p>	<p>Did not meet interim target. 28.0% of students with disabilities scored proficient or advanced on the Mathematics PSSA Exam during the 22-23 Academic Year. This is a decrease from 32.1% Proficient or Advanced during the 21-22 Academic Year.</p> <table> <thead> <tr> <th>PA Index Reporting Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>15.6%</td> </tr> <tr> <td>2019-2020</td> <td>15.6%</td> </tr> <tr> <td>2020-2021</td> <td>18.2%</td> </tr> <tr> <td>2021-2022</td> <td>32.1%</td> </tr> <tr> <td>2022-2023</td> <td>28.0%</td> </tr> </tbody> </table>	PA Index Reporting Year	Percent	2018-2019	15.6%	2019-2020	15.6%	2020-2021	18.2%	2021-2022	32.1%	2022-2023	28.0%
PA Index Reporting Year	Percent												
2018-2019	15.6%												
2019-2020	15.6%												
2020-2021	18.2%												
2021-2022	32.1%												
2022-2023	28.0%												
<p>4. Students with Disabilities Highland Elementary Mathematics 22-23 Growth.</p>	<p>Met interim target for growth. Highland Elementary's Growth Index Score improved from 69.0 in 21-22 to 73.0 in 22-23.</p> <table> <thead> <tr> <th>PA Index Reporting Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>Insufficient Sample</td> </tr> <tr> <td>2019-2020</td> <td>Insufficient Sample</td> </tr> <tr> <td>2020-2021</td> <td>Insufficient Sample</td> </tr> <tr> <td>2021-2022</td> <td>69.0</td> </tr> <tr> <td>2022-2023</td> <td>73.0</td> </tr> </tbody> </table>	PA Index Reporting Year	Score	2018-2019	Insufficient Sample	2019-2020	Insufficient Sample	2020-2021	Insufficient Sample	2021-2022	69.0	2022-2023	73.0
PA Index Reporting Year	Score												
2018-2019	Insufficient Sample												
2019-2020	Insufficient Sample												
2020-2021	Insufficient Sample												
2021-2022	69.0												
2022-2023	73.0												
<p>Students with Disabilities State Street Elementary Mathematics Proficient or Advanced 22-23 Performance.</p>	<p>Did not meet the interim target. 17.1% of students with disabilities scored proficient or advanced on the Mathematics PSSA Exam during the 22-23 Academic Year. This is an increase from 8.8% Proficient or Advanced during the 21-22 Academic Year.</p> <table> <thead> <tr> <th>PA Index Reporting Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>9.5%</td> </tr> <tr> <td>2019-2020</td> <td>9.5%</td> </tr> <tr> <td>2020-2021</td> <td>3.6%</td> </tr> <tr> <td>2021-2022</td> <td>8.8%</td> </tr> <tr> <td>2022-2023</td> <td>17.1%</td> </tr> </tbody> </table>	PA Index Reporting Year	Percent	2018-2019	9.5%	2019-2020	9.5%	2020-2021	3.6%	2021-2022	8.8%	2022-2023	17.1%
PA Index Reporting Year	Percent												
2018-2019	9.5%												
2019-2020	9.5%												
2020-2021	3.6%												
2021-2022	8.8%												
2022-2023	17.1%												

Students Considered Economically Disadvantaged

Data	Comments/Notable Observations												
<p>1. Economically Disadvantaged State Street Elementary ELA 22-23 Growth.</p>	<p>Met interim target for growth. State Street Elementary's Growth Index Score improved from 72.0 in 21-22 to 79.0 in 22-23.</p> <table border="1" data-bbox="831 318 1335 537"> <thead> <tr> <th>PA Index Reporting Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>70.0</td> </tr> <tr> <td>2019-2020</td> <td>70.0</td> </tr> <tr> <td>2020-2021</td> <td>60.0</td> </tr> <tr> <td>2021-2022</td> <td>72.0</td> </tr> <tr> <td>2022-2023</td> <td>79.0</td> </tr> </tbody> </table>	PA Index Reporting Year	Score	2018-2019	70.0	2019-2020	70.0	2020-2021	60.0	2021-2022	72.0	2022-2023	79.0
PA Index Reporting Year	Score												
2018-2019	70.0												
2019-2020	70.0												
2020-2021	60.0												
2021-2022	72.0												
2022-2023	79.0												
<p>2. Economically Disadvantaged Highland Elementary Mathematics 22-23 Growth.</p>	<p>Met interim target for growth. Highland Elementary's Growth Index Score was 85.0 in 22-23. This is down from 86.0 in 21-22.</p> <table border="1" data-bbox="831 667 1482 886"> <thead> <tr> <th>PA Index Reporting Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>72.0</td> </tr> <tr> <td>2019-2020</td> <td>72.0</td> </tr> <tr> <td>2020-2021</td> <td>Insufficient Sample</td> </tr> <tr> <td>2021-2022</td> <td>86.0</td> </tr> <tr> <td>2022-2023</td> <td>85.0</td> </tr> </tbody> </table>	PA Index Reporting Year	Score	2018-2019	72.0	2019-2020	72.0	2020-2021	Insufficient Sample	2021-2022	86.0	2022-2023	85.0
PA Index Reporting Year	Score												
2018-2019	72.0												
2019-2020	72.0												
2020-2021	Insufficient Sample												
2021-2022	86.0												
2022-2023	85.0												
<p>3. Economically Disadvantaged Economy Elementary Mathematics Proficient or Advanced 22-23 Performance.</p>	<p>Met interim target. 61.5% of Economically Disadvantaged students scored proficient or advanced on the ELA Keystone Exam during the 22-23 Academic Year. Even though this group did not meet the interim target there was an increase from 53.2% Proficient or Advanced during the 21-22 Academic Year.</p> <table border="1" data-bbox="831 1097 1373 1317"> <thead> <tr> <th>PA Index Reporting Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>31.2%</td> </tr> <tr> <td>2019-2020</td> <td>31.2%</td> </tr> <tr> <td>2020-2021</td> <td>27.9%</td> </tr> <tr> <td>2021-2022</td> <td>53.2%</td> </tr> <tr> <td>2022-2023</td> <td>61.5%</td> </tr> </tbody> </table>	PA Index Reporting Year	Percent	2018-2019	31.2%	2019-2020	31.2%	2020-2021	27.9%	2021-2022	53.2%	2022-2023	61.5%
PA Index Reporting Year	Percent												
2018-2019	31.2%												
2019-2020	31.2%												
2020-2021	27.9%												
2021-2022	53.2%												
2022-2023	61.5%												
<p>4. Economically Disadvantaged Ambridge Area High School ELA Proficient or Advanced 22-23 Performance.</p>	<p>47.4% of Economically Disadvantaged students scored proficient or advanced on the ELA Keystone Exam during the 22-23 Academic Year. Even though this group did not</p>												

	<p>meet the interim target there was an increase from 40.7% Proficient or Advanced during the 21-22 Academic Year.</p> <table border="1"> <thead> <tr> <th>PA Index Reporting Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>48.80%</td> </tr> <tr> <td>2019-2020</td> <td>48.80%</td> </tr> <tr> <td>2020-2021</td> <td>Insufficient Testers</td> </tr> <tr> <td>2021-2022</td> <td>40.70%</td> </tr> <tr> <td>2022-2023</td> <td>47.40%</td> </tr> </tbody> </table>	PA Index Reporting Year	Percent	2018-2019	48.80%	2019-2020	48.80%	2020-2021	Insufficient Testers	2021-2022	40.70%	2022-2023	47.40%
PA Index Reporting Year	Percent												
2018-2019	48.80%												
2019-2020	48.80%												
2020-2021	Insufficient Testers												
2021-2022	40.70%												
2022-2023	47.40%												
<p>5. Economically Disadvantaged Ambridge Area Middle School Mathematics Proficient or Advanced 22-23 Performance.</p>	<p>9.4% of Economically Disadvantaged students scored proficient or advanced on the Mathematics PSSA Exam during the 22-23 Academic Year. Even though this group did not meet the interim target, there was an increase from 4.4% Proficient or Advanced during the 21-22 Academic Year.</p> <table border="1"> <thead> <tr> <th>PA Index Reporting Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>16.9%</td> </tr> <tr> <td>2019-2020</td> <td>16.9%</td> </tr> <tr> <td>2020-2021</td> <td>6.7%</td> </tr> <tr> <td>2021-2022</td> <td>4.4%</td> </tr> <tr> <td>2022-2023</td> <td>9.4%</td> </tr> </tbody> </table>	PA Index Reporting Year	Percent	2018-2019	16.9%	2019-2020	16.9%	2020-2021	6.7%	2021-2022	4.4%	2022-2023	9.4%
PA Index Reporting Year	Percent												
2018-2019	16.9%												
2019-2020	16.9%												
2020-2021	6.7%												
2021-2022	4.4%												
2022-2023	9.4%												

Student Groups by Race/Ethnicity

Student Groups	Comments/Notable Observations												
Black	<p>1. Highland Elementary School 11.8% of black students scored proficient or advanced on the Mathematics PSSA Exam during the 22-23 Academic Year. This is an increase from 7.1% Proficient or Advanced during the 21-22 Academic Year. Even though there was an increase, this group did not meet the interim target.</p> <table border="1"> <thead> <tr> <th>PA Index Reporting Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>10.3%</td> </tr> <tr> <td>2019-2020</td> <td>10.3%</td> </tr> <tr> <td>2020-2021</td> <td>3.3%</td> </tr> <tr> <td>2021-2022</td> <td>7.1%</td> </tr> <tr> <td>2022-2023</td> <td>11.8%</td> </tr> </tbody> </table>	PA Index Reporting Year	Percent	2018-2019	10.3%	2019-2020	10.3%	2020-2021	3.3%	2021-2022	7.1%	2022-2023	11.8%
PA Index Reporting Year	Percent												
2018-2019	10.3%												
2019-2020	10.3%												
2020-2021	3.3%												
2021-2022	7.1%												
2022-2023	11.8%												

Black	<p>2. Ambridge Area High School 10.5% of black students scored proficient or advanced on the Mathematics Keystone Exam during the 22-23 Academic Year. This is a decrease from 31.8% Proficient or Advanced during the 18-19 Academic Year. There were insufficient samples between the two measuring points.</p> <table border="1"> <thead> <tr> <th>PA Index Reporting Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>31.8%</td> </tr> <tr> <td>2019-2020</td> <td>31.8%</td> </tr> <tr> <td>2020-2021</td> <td>Insufficient Sample</td> </tr> <tr> <td>2021-2022</td> <td>Insufficient Sample</td> </tr> <tr> <td>2022-2023</td> <td>10.5%</td> </tr> </tbody> </table>	PA Index Reporting Year	Percent	2018-2019	31.8%	2019-2020	31.8%	2020-2021	Insufficient Sample	2021-2022	Insufficient Sample	2022-2023	10.5%
PA Index Reporting Year	Percent												
2018-2019	31.8%												
2019-2020	31.8%												
2020-2021	Insufficient Sample												
2021-2022	Insufficient Sample												
2022-2023	10.5%												
Black	<p>3. Ambridge Area Middle School did not meet the interim target. 15.3% of black students scored proficient or advanced on the ELA PSSA Exam during the 22-23 Academic Year. This is a decrease from 22.4% Proficient or Advanced during the 21-22 Academic Year.</p> <table border="1"> <thead> <tr> <th>PA Index Reporting Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>37.6%</td> </tr> <tr> <td>2019-2020</td> <td>37.6%</td> </tr> <tr> <td>2020-2021</td> <td>17.8%</td> </tr> <tr> <td>2021-2022</td> <td>22.4%</td> </tr> <tr> <td>2022-2023</td> <td>15.3%</td> </tr> </tbody> </table>	PA Index Reporting Year	Percent	2018-2019	37.6%	2019-2020	37.6%	2020-2021	17.8%	2021-2022	22.4%	2022-2023	15.3%
PA Index Reporting Year	Percent												
2018-2019	37.6%												
2019-2020	37.6%												
2020-2021	17.8%												
2021-2022	22.4%												
2022-2023	15.3%												

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

<p>A. Economically Disadvantaged State Street Elementary ELA 22-23 Growth. Met interim target for growth. State Street Elementary's Growth Index Score improved from 72.0 in 21-22 to 79.0 in 22-23</p>	
PA Index Reporting Year	Score
2018-2019	70.0
2019-2020	70.0
2020-2021	60.0
2021-2022	72.0

2022-2023 79.0

B. Economically Disadvantaged Highland Elementary Mathematics 22-23 Growth. Met interim target for growth. Highland Elementary's Growth Index Score was 85.0 in 22-23. This is down from 86.0 in 21-22.

PA Index Reporting Year	Score
2018-2019	72.0
2019-2020	72.0
2020-2021	Insufficient Sample
2021-2022	86.0
2022-2023	85.0

C. Economically Disadvantaged Economy Elementary Mathematics Proficient or Advanced 22-23 Performance. Met interim target. 61.5% of Economically Disadvantaged students scored proficient or advanced on the ELA Keystone Exam during the 22-23 Academic Year. Even though this group did not meet the interim target there was an increase from 53.2% Proficient or Advanced during the 21-22 Academic Year.

PA Index Reporting Year	Percent
2018-2019	31.2%
2019-2020	31.2%
2020-2021	27.9%
2021-2022	53.2%
2022-2023	61.5%

D. Economy Elementary Percent English Language Growth and Attainment: 38.1%. Met improvement target. State Average 29%.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

A. Students with Disabilities Ambridge Area High School Mathematics Proficient or Advanced 22-23 Performance. Did not meet interim target. 7% of students with disabilities scored proficient or advanced on the Mathematics Keystone Exam during the 22-23 Academic Year. This is a decrease from 20.0% Proficient or Advanced during the 20-21 Academic Year with an insufficient sample in 21-22.

PA Index Reporting Year	Percent
2018-2019	10.00%
2019-2020	10.00%
2020-2021	20.00%

2021-2022	Insufficient Sample
2022-2023	9.70%

B. Students with Disabilities Ambridge Area Middle School ELA Proficient or Advanced 22-23 Performance. Did not meet interim target. 9.1% of students with disabilities scored proficient or advanced on the ELA PSSA Exam during the 22-23 Academic Year. This is a decrease from 13.7% Proficient or Advanced during the 21-22 Academic Year

PA Index Reporting Year	Percent
2018-2019	15.5%
2019-2020	15.5%
2020-2021	8.8%
2021-2022	13.7%
2022-2023	9.1%

C. Students with Disabilities Economy Elementary Mathematics Proficient or Advanced 22-23 Performance. Did not meet interim target. 28.0% of students with disabilities scored proficient or advanced on the Mathematics PSSA Exam during the 22-23 Academic Year. This is a decrease from 32.1% Proficient or Advanced during the 21-22 Academic Year.

PA Index Reporting Year	Percent
2018-2019	15.6%
2019-2020	15.6%
2020-2021	18.2%
2021-2022	32.1%
2022-2023	28.0%

D. Ambridge Area Middle School Black ESSA Group. Did not meet interim target. 15.3% of black students scored proficient or advanced on the ELA PSSA Exam during the 22-23 Academic Year. This is a decrease from 22.4% Proficient or Advanced during the 21-22 Academic Year.

PA Index Reporting Year	Percent
2018-2019	37.6%
2019-2020	37.6%
2020-2021	17.8%
2021-2022	22.4%
2022-2023	15.3%

V. Designated Schools

Ambridge Area HS

Priority Challenge	Comments and Notable Observations
1. ELA Proficiency Students with Disabilities.	In ELA, we had a decline in all students for proficiency when we compare the 2021-22 data to the 19-20 pre-Covid data. In 18-19 and 19-20 school years, we had 62.1% proficient. In 2020-21 we had 55% and now in 21-22 we have 54.1% proficient. We are seeing a decline each year. For students with disabilities, we had 20% proficient/advanced in the previous two years in 2018-19 and 2019-20 and it remains at 20% proficient in 21-22.
2. ELA PVAAS Growth.	In ELA, we had a decline in all students for growth when we compare the 2021-22 data to the 19-20 pre-Covid data. In 18-19 and 19-20 school years, we had 86% growth, and in 21-22, we have all students with 78% growth. Other subgroups met the interim target but showed a decline from the prior year. Students with disabilities were at 72% growth pre-Covid (both 18-19 and 19-20 SY) and are now 64% growth.
3. Math PVAAS.	All student growth has remained unchanged for four years at 50% growth. Students with disabilities have shown a decline in growth from 70% in 20-21 to 57% in 21-22. Students with disabilities have shown a decline in growth from 70% in 20-21 to 57% in 21-22. None of the subgroups met the interim target and declined from previous years (white group maintained).
4. Student Attendance.	Student attendance continues to be an issue for Students with Disabilities. Students who do not attend tend to have poor grades and perform lower on State Assessments.

Systemic LEA Challenges

1. Increase ELA student with disability ESSA sub-group proficiency at Ambridge Area High School.
2. Increase ELA student with disability ESSA subgroup growth at Ambridge Area High School.
3. Increase Mathematics student with disability ESSA subgroup growth at Ambridge Area High School.

VI. Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
<p>1. Special Education Plan</p>	<p>The Ambridge Area School District recognizes the importance for students with disabilities to be provided with opportunities to be included in regular education settings with non-disabled peers. The school district evaluates programs on a yearly basis based on the needs of the students. Presently, the Ambridge Area School District has the following programs: learning support (K-12), autistic support (K-5), emotional support (K-12), life skills support (K-12), and speech and language support (K-12). In addition, vision services, hearing impaired services, occupational therapy, physical therapy, and counseling services are provided to our students. The District's least restrictive environment percentages must improve to more closely align to the state average. The District will use the services listed above along with effective professional development to ensure all students are in the least restrictive environment and able to reach their full potential. The special education program incorporates a push-in and a pull-out approach to meeting individual needs of the students. To the maximum extent possible, the same curriculum is utilized for students with and without disabilities to allow seamless flow between regular education and special education. A variety of supplemental aides and services are utilized to support students in the regular education setting. Reading specialists, speech and language therapists, and paraprofessionals provide research-based interventions to the students. Ongoing progress monitoring is conducted to assess each student's skills, make instructional decisions, and determine appropriate placement. All special education teachers use the same tools for academic progress monitoring in math, reading, and writing. At the Ambridge Area School District, all students with disabilities are encouraged to participate in extra-curricular activities. In the past, identified students have joined chorus, participated in band, performed in musicals, joined school clubs and organizations, and participated in both academic and athletic teams. When a student with a disability appears to not be making adequate progress with supplementary aids and services, a multi-disciplinary re-evaluation is conducted to determine if any additional supports and services should be considered prior to a change in placement. The evaluation report is shared with the parents at a team meeting comprised of all individuals involved in the student's education. If the evaluation results reveal that all local supplemental supports and services have been attempted and were unsuccessful, outside placement options are considered. Placement decisions are a team effort with the parents making the final decision. This process is also applied for a Functional Behavior Assessment. The Ambridge Area School District has approximately eight percent of special education students attending programs outside the school district. The students who attend outside placements are supported as any other student within the school district. The district</p>

	administrators and teaching staff are actively involved in the education of these students. For instance, the Director of Pupil Services regularly attends meetings for these students to ensure that their needs are being adequately met. The school district maintains a collaborative and positive relationship with each student's family working closely with them to monitor the student's progress and plan for post-secondary education, independent living, and employment. Lastly, all of the students placed out of the district are afforded the opportunity to participate in extracurricular activities.
2. Title I Program	We have four school-wide plans. The Ambridge Area High School was designated as an ATSI Improvement School. Our Title I Programs offer supplemental remediation in English Language Arts and Mathematics.
3. Student Services	We have a comprehensive Student Services Plan that incorporates a bullying prevention, peer-mediation, positive behavior support, school safety/SRO, and all other required student services.
4. K-12 Guidance Plan (339 Plan)	K-12 Guidance Plan Goals: To enable all students to experience academic development. To enable all students to develop decision making competencies and career awareness. To assist students in issues of personal, social, emotional and development.

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

A. Highland Elementary School: the all-student group is exceeding state targets for growth in mathematics despite not meeting proficiency targets.

PA Index Reporting Year	Score
2018-2019	78.0
2019-2020	78.0
2020-2021	77.0
2021-2022	82.0
2022-2023	83.0

B. Highland Elementary School: the all-student group is meeting state targets for growth in ELA despite not meeting proficiency targets.

PA Index Reporting Year	Score
2018-2019	57.0
2019-2020	57.0
2020-2021	65.0
2021-2022	100.0
2022-2023	70.0

- C. K-12 Guidance Plan Goals: To enable all students to experience academic development to enable all students to develop decision making competencies and career awareness to assist students in issues of personal, social, emotional and development**
- D. We have a comprehensive Student Services Plan that incorporates a bullying prevention, peer-mediation, positive behavior support, school safety/SRO, and all other required student services.**

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

A. The District's total population of Special Education Students needs to improve. The District will use the services listed above along with effective professional development to ensure all students receive the needed services provided.

Student Group Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Special Education %	18.2%	19.3%	19.5%	20.1%	20.5%

B. At the Ambridge Area High School, in the ELA category, students that are Economically Disadvantaged or have a Learning Disability are not meeting performance target goals and there has been a decrease in growth from the previous year.

Student with Disabilities PA Index Reporting Year	Score
2018-2019	72.0
2019-2020	72.0
2020-2021	Insufficient Sample
2021-2022	64.0
2022-2023	50.0

Economically Disadvantaged PA Index Reporting Year	Score
2018-2019	74.0
2019-2020	74.0
2020-2021	79.0
2021-2022	76.0
2022-2023	50.0

C. In the Attendance category, Ambridge Area High School students that have learning disabilities did not meet the performance standard with 66.2 making the attendance target.

Conditions for Leadership, Teaching, and Learning

1. Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Emerging
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

2. Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Operational
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Operational
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Emerging

3. Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Operational

4. Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Emerging
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

5. Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Operational

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

A. Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.
B. Ensure effective, standards-aligned curriculum and assessment.

- | |
|---|
| C. Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district. |
| D. Partner with local businesses, community organizations, and other agencies to meet the needs of the district. |
| E. Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data. |

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

- | |
|---|
| A. Recruit and retain fully credentialed, experienced and high-quality leaders and teachers. |
| B. Coordinate and monitor supports aligned with students' and families' needs. |
| C. Foster a vision and culture of high expectations for success for all students, educators, and families. |
| D. Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data. |
| E. Establish and maintain a focused system for continuous improvement and ensure organizational coherence. |

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to the achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
<p>✓ ESSA All Student Group Highland Elementary School Mathematics Proficient or Advanced 22-23 Performance. Highland Elementary School was 23.9% Proficient or Advanced in the Mathematics all student group PSSAs. This is an increase from 12.9% during the 21-22 academic year.</p>	<p>True</p>
<p>✓ ESSA All Student Group Economy Elementary School Mathematics 22-23 Performance. Economy Elementary School was 65.2% Proficient or Advanced in the Mathematics all student group PSSAs. This is an increase from 60.9% during the 21-22 academic year.</p>	<p>True</p>
<p>✓ ESSA All Student Group Ambridge Area High School ELA Performance 22-23. Ambridge Area High School was 64.0% Proficient or Advanced in the ELA all student group Keystone Exams. This is an increase from 55.3% during the 21-22 academic year.</p>	<p>True</p>
<p>ESSA All Student Group State Street Elementary School Science Performance 22-23. State Street Elementary School was 75.6% Proficient or Advanced in the Science All students group PSSAs. This is an increase from 51.2% during the 21-22 academic year.</p>	<p>False</p>
<p>Ambridge Area School District Common Assessment Scores ELA Grade 10. Strength: Students scored high in Standard L.N.2.5.2. scoring as high as 83% Correct in one classroom. This is above the 2024 all student group goal of 70.4% proficient or advanced.</p>	<p>False</p>
<p>Ambridge Area School District Common Assessment scores ELA Grade 4. Strength: Students scored high in Standards: CC.1.3.4.F, CC.1.3.4.I, CC.1.3.4.J, E04.A-V.4.1.1, scoring as high as 88% in one classroom. This is above the 2024 all student group goal of 70.4% proficient or advanced.</p>	<p>False</p>
<p>Ambridge Area School District Common Assessment Scores Science Grade 8. Strength: Students scored high in Standard S.8.B.1, scoring as high as 96% Correct in one classroom. This is above the 2024 all student goal of 73.1% proficient or advanced.</p>	<p>False</p>
<p>Ambridge Area School District Common Assessment scores Math Grade 3. Strength: Students scored high in Standards: CC.2.2.3.A.4, M03.B-O.3.1.1, M03.B-O.3.1.2, scoring as high as 100% correct in one classroom. This is above the 2024 all student goal of 55.8% proficient or advanced.</p>	<p>False</p>

<p>Ambridge Area School District Common Assessment scores Math Grade 8. Strength: Students scored high in Standard: M08.B-E.3.1.3, scoring as high as 100% Correct in one classroom. This is above the 2024 all student goal of 55.8% proficient or advanced.</p>	<p style="text-align: center;">False</p>												
<p>Ambridge Area Middle School: Percent Career Standards Benchmark 98.1%. Statewide Average 89.6%. State Performance Standard 98%.</p> <table border="0" data-bbox="100 337 588 565"> <thead> <tr> <th>PA Index Reporting Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>95.6%</td> </tr> <tr> <td>2019-2020</td> <td>95.6%</td> </tr> <tr> <td>2020-2021</td> <td>93.5%</td> </tr> <tr> <td>2021-2022</td> <td>99.5%</td> </tr> <tr> <td>2022-2023</td> <td>98.1%</td> </tr> </tbody> </table>	PA Index Reporting Year	Percent	2018-2019	95.6%	2019-2020	95.6%	2020-2021	93.5%	2021-2022	99.5%	2022-2023	98.1%	<p style="text-align: center;">False</p>
PA Index Reporting Year	Percent												
2018-2019	95.6%												
2019-2020	95.6%												
2020-2021	93.5%												
2021-2022	99.5%												
2022-2023	98.1%												
<p>Economy Elementary School: Percent Career Standards Benchmark 100.0%. Statewide Average 89.6%. State Performance Standard 98%.</p> <table border="0" data-bbox="100 686 588 917"> <thead> <tr> <th>PA Index Reporting Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>100.0%</td> </tr> <tr> <td>2019-2020</td> <td>100.0%</td> </tr> <tr> <td>2020-2021</td> <td>100.0%</td> </tr> <tr> <td>2021-2022</td> <td>100.0%</td> </tr> <tr> <td>2022-2023</td> <td>100.0%</td> </tr> </tbody> </table>	PA Index Reporting Year	Percent	2018-2019	100.0%	2019-2020	100.0%	2020-2021	100.0%	2021-2022	100.0%	2022-2023	100.0%	<p style="text-align: center;">False</p>
PA Index Reporting Year	Percent												
2018-2019	100.0%												
2019-2020	100.0%												
2020-2021	100.0%												
2021-2022	100.0%												
2022-2023	100.0%												
<p>Economically Disadvantaged State Street Elementary ELA 22-23 Growth. Met interim target for growth. State Street Elementary's Growth Index Score improved from 72.0 in 21-22 to 79.0 in 22-23</p> <table border="0" data-bbox="100 1076 588 1307"> <thead> <tr> <th>PA Index Reporting Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>70.0</td> </tr> <tr> <td>2019-2020</td> <td>70.0</td> </tr> <tr> <td>2020-2021</td> <td>60.0</td> </tr> <tr> <td>2021-2022</td> <td>72.0</td> </tr> <tr> <td>2022-2023</td> <td>79.0</td> </tr> </tbody> </table>	PA Index Reporting Year	Score	2018-2019	70.0	2019-2020	70.0	2020-2021	60.0	2021-2022	72.0	2022-2023	79.0	<p style="text-align: center;">False</p>
PA Index Reporting Year	Score												
2018-2019	70.0												
2019-2020	70.0												
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2021-2022	72.0												
2022-2023	79.0												
<p>Highland Elementary School: the all-student group is exceeding state targets for growth in mathematics despite not meeting proficiency targets.</p>	<p style="text-align: center;">False</p>												

<table> <thead> <tr> <th>PA Index Reporting Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>78.0</td> </tr> <tr> <td>2019-2020</td> <td>78.0</td> </tr> <tr> <td>2020-2021</td> <td>77.0</td> </tr> <tr> <td>2021-2022</td> <td>82.0</td> </tr> <tr> <td>2022-2023</td> <td>83.0</td> </tr> </tbody> </table>	PA Index Reporting Year	Score	2018-2019	78.0	2019-2020	78.0	2020-2021	77.0	2021-2022	82.0	2022-2023	83.0	
PA Index Reporting Year	Score												
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<p>✓ Highland Elementary School: the all-student group is meeting state targets for growth in ELA despite not meeting proficiency targets.</p> <table> <thead> <tr> <th>PA Index Reporting Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>57.0</td> </tr> <tr> <td>2019-2020</td> <td>57.0</td> </tr> <tr> <td>2020-2021</td> <td>65.0</td> </tr> <tr> <td>2021-2022</td> <td>100.0</td> </tr> <tr> <td>2022-2023</td> <td>70.0</td> </tr> </tbody> </table>	PA Index Reporting Year	Score	2018-2019	57.0	2019-2020	57.0	2020-2021	65.0	2021-2022	100.0	2022-2023	70.0	True
PA Index Reporting Year	Score												
2018-2019	57.0												
2019-2020	57.0												
2020-2021	65.0												
2021-2022	100.0												
2022-2023	70.0												
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.	False												
Ensure effective, standards-aligned curriculum and assessment.	False												
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.	False												
Partner with local businesses, community organizations, and other agencies to meet the needs of the district.	False												
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.	False												
Ambridge Area School District Common Assessment scores ELA Grade 7. Strength: Student scored high in Standards: E07.A-C.2.1 and E07.A-C.2.1.3, scoring as high as 81% in one classroom. This is above the 2024 all student group goal of 70.4% proficient or advanced.	False												
<p>✓ Economically Disadvantaged Highland Elementary Mathematics 22-23 Growth. Met interim target for growth. Highland Elementary's Growth Index Score was 85.0 in 22-23. This is down from 86.0 in 21-22.</p> <table> <thead> <tr> <th>PA Index Reporting Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>72.0</td> </tr> <tr> <td>2019-2020</td> <td>72.0</td> </tr> </tbody> </table>	PA Index Reporting Year	Score	2018-2019	72.0	2019-2020	72.0	True						
PA Index Reporting Year	Score												
2018-2019	72.0												
2019-2020	72.0												

2020-2021	Insufficient Sample	
2021-2022	86.0	
2022-2023	85.0	
Ambridge Area School District Common Assessment scores ELA Grade 5. Strength: Students scored high in Standards: M05.B-O.1.1.1 scoring as high as 90% correct in one classroom. This is above the 2024 all student goal of 55.8% proficient or advanced.		False
Ambridge Area School District Common Assessment Scores Biology. Strength: Students scored high in Standard: 3.1.B.A2, 3.1.B.A4, 3.1.B.A5, 3.1.B.A7, 3.2.C.A1, 3.2.P.B6, BIO.A.4.1.1, scoring as high as 55% Correct in one classroom. This is below the 2024 all student goal of 73.1% proficient or advanced and it is the Biology common assessment's highest reported performance category.		False
State Street Elementary School: Percent Career Standards Benchmark 100.0%. Statewide Average 89.6%. State Performance Standard 98%.		
PA Index Reporting Year	Percent	
2018-2019	100.0%	False
2019-2020	100.0%	
2020-2021	100.0%	
2021-2022	100.0%	
2022-2023	100.0%	
K-12 Guidance Plan Goals: To enable all students to experience academic development to enable all students to develop decision making competencies and career awareness to assist students in issues of personal, social, emotional and development		False
We have a comprehensive Student Services Plan that incorporates a bullying prevention, peer-mediation, positive behavior support, school safety/SRO, and all other required student services.		False
Highland Elementary School: Percent Career Standards Benchmark 100.0%. Statewide Average 89.6%. State Performance Standard 98%.		
PA Index Reporting Year	Percent	
2018-2019	98.4%	False
2019-2020	98.4%	
2020-2021	100.0%	
2021-2022	100.0%	

2022-2023	100.0%													
<p>✓ Economically Disadvantaged Economy Elementary Mathematics Proficient or Advanced 22-23 Performance. Met interim target. 61.5% of Economically Disadvantaged students scored proficient or advanced on the ELA Keystone Exam during the 22-23 Academic Year. Even though this group did not meet the interim target there was an increase from 53.2% Proficient or Advanced during the 21-22 Academic Year.</p> <table border="1"> <thead> <tr> <th>PA Index Reporting Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>31.2%</td> </tr> <tr> <td>2019-2020</td> <td>31.2%</td> </tr> <tr> <td>2020-2021</td> <td>27.9%</td> </tr> <tr> <td>2021-2022</td> <td>53.2%</td> </tr> <tr> <td>2022-2023</td> <td>61.5%</td> </tr> </tbody> </table>		PA Index Reporting Year	Percent	2018-2019	31.2%	2019-2020	31.2%	2020-2021	27.9%	2021-2022	53.2%	2022-2023	61.5%	True
PA Index Reporting Year	Percent													
2018-2019	31.2%													
2019-2020	31.2%													
2020-2021	27.9%													
2021-2022	53.2%													
2022-2023	61.5%													
<p>✓ Economy Elementary Percent English Language Growth and Attainment: 38.1%. Met improvement target. State Average 29%.</p>		True												

Summary of Challenges from the Needs Assessment

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Challenge	Check for Consideration in Plan
<p>✓ ESSA All Student Group Ambridge Area High School Mathematics Performance 22-23. Ambridge Area High School was 21.0% Proficient or Advanced in the Mathematics all student group Keystone Exams. This is a decrease from 78.6% during the 21-22 academic year.</p>	True
<p>✓ ESSA All Student Group Ambridge Area Middle School ELA Performance 22-23. Ambridge Area Middle School was 40.9% Proficient or Advanced in the ELA all student group PSSAs. This is a decrease from 47.3% during the 21-22 academic year.</p>	True
<p>All Student Group 22-23 Growth Measure Highland Elementary ELA. Highland Elementary School had an ELA academic growth score of 70.0 on the 22-23 PSSAs and an ELA academic growth score of 100.0 on the 21-22 PSSAs showing a decrease.</p>	False

<p>All Student Group 22-23 Growth Measure State Street Elementary Science. State Street Elementary School had a science academic growth score of 63.0 on the 22-23 PSSAs and a science academic growth score of 62.0 on the 21-22 PSSAs. This is the second year in a row that the all student group did not meet the standard of growth.</p>	<p>False</p>												
<p>Ambridge Area School District Common Assessment scores ELA Grade 6. Challenge: Students had difficulty with questions related to Standard: E06.C.1.2.4, scoring as low as 8% in one classroom.</p>	<p>False</p>												
<p>Ambridge Area School District Common Assessment Scores Algebra I. Challenge: Students had difficulty with questions related to Standard: A1.1.1.2, scoring as low as 14% correct in one classroom.</p>	<p>False</p>												
<p>Ambridge Area School District Common Assessment scores Math Grade 5. Challenge: Students had difficulty with questions related to Standard: M05.A-F.1, scoring as low as 9% correct in one classroom.</p>	<p>False</p>												
<p>Ambridge Area High School: Percent Career Standards Benchmark 91.1%. Statewide Average 89.6%. State Performance Standard 98%.</p> <table border="1" data-bbox="88 727 583 959"> <thead> <tr> <th>PA Index Reporting Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>90.8%</td> </tr> <tr> <td>2019-2020</td> <td>90.8%</td> </tr> <tr> <td>2020-2021</td> <td>95.3%</td> </tr> <tr> <td>2021-2022</td> <td>94.9%</td> </tr> <tr> <td>2022-2023</td> <td>91.1%</td> </tr> </tbody> </table>	PA Index Reporting Year	Percent	2018-2019	90.8%	2019-2020	90.8%	2020-2021	95.3%	2021-2022	94.9%	2022-2023	91.1%	<p>False</p>
PA Index Reporting Year	Percent												
2018-2019	90.8%												
2019-2020	90.8%												
2020-2021	95.3%												
2021-2022	94.9%												
2022-2023	91.1%												
<p>Ambridge Area School District Common Assessment scores ELA Grade 7. Challenge: Students had difficulty with questions related to Standard: CC.1.2.8.F, J, K, B-V.4.1.2 scoring as low as 17% in one classroom.</p>	<p>False</p>												
<p>Ambridge Area School District Common Assessment Scores Science Grade 8. Students had difficulty with questions related to Standard: S.8.C.2, scoring as low as 62% in one classroom.</p>	<p>False</p>												
<p>Ambridge Area School District Common Assessment Scores Biology. Challenge: Students had difficulty with questions related to Standard: BIO.A.4.2.1, scoring as low as 22% in one classroom.</p>	<p>False</p>												
<p>✓ Students with Disabilities Ambridge Area High School Mathematics Proficient or Advanced 22-23 Performance. Did not meet interim target. 7% of students with disabilities scored proficient or advanced on the Mathematics Keystone Exam during the</p>	<p>True</p>												

22-23 Academic Year. This is a decrease from 20.0% Proficient or Advanced during the 20-21 Academic Year with an insufficient sample in 21-22.

PA Index Reporting Year	Percent
2018-2019	10.00%
2019-2020	10.00%
2020-2021	20.00%
2021-2022	Insufficient Sample
2022-2023	9.70%

Students with Disabilities Ambridge Area Middle School ELA Proficient or Advanced 22-23 Performance. Did not meet interim target. 9.1% of students with disabilities scored proficient or advanced on the ELA PSSA Exam during the 22-23 Academic Year. This is a decrease from 13.7% Proficient or Advanced during the 21-22 Academic Year

PA Index Reporting Year	Percent
2018-2019	15.5%
2019-2020	15.5%
2020-2021	8.8%
2021-2022	13.7%
2022-2023	9.1%

False

Students with Disabilities Economy Elementary Mathematics Proficient or Advanced 22-23 Performance. Did not meet interim target. 28.0% of students with disabilities scored proficient or advanced on the Mathematics PSSA Exam during the 22-23 Academic Year. This is a decrease from 32.1% Proficient or Advanced during the 21-22 Academic Year.

PA Index Reporting Year	Percent
2018-2019	15.6%
2019-2020	15.6%
2020-2021	18.2%
2021-2022	32.1%
2022-2023	28.0%

False

Ambridge Area Middle School Black ESSA Group. Did not meet interim target. 15.3% of black students scored proficient or advanced on the ELA PSSA Exam during the 22-23 Academic Year. This is a decrease from 22.4% Proficient or Advanced during the 21-22 Academic Year.

False

PA Index Reporting Year Percent 2018-2019 37.6% 2019-2020 37.6% 2020-2021 17.8% 2021-2022 22.4% 2022-2023 15.3%	
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers.	False
Coordinate and monitor supports aligned with students' and families' needs.	False
Foster a vision and culture of high expectations for success for all students, educators, and families.	False
Ambridge Area School District Common Assessment scores ELA Grade 3. Challenge: Students had difficulty with questions related to Standard: E03.B-K.1.1.3, scoring as low as 16% correct in one classroom.	False
Ambridge Area School District Common Assessment scores Math Grade 6. Challenge: Students had difficulty with questions related to Standards: M06.A-N.3.2.1, CC.2.1.6.E.4, scoring as low as 13% correct in one classroom.	False
Ambridge Area High School: Percent Career Standards Benchmark Students with Disabilities ESSA Group. Statewide Average 89.6%. State Performance Standard 98%. PA Index Reporting Year Percent 2018-2019 75.0% 2019-2020 75.0% 2020-2021 91.9% 2021-2022 92.6% 2022-2023 90.9%	False
Ambridge Area High School: Percent Career Standards Benchmark Black ESSA Group. Statewide Average 89.6%. State Performance Standard 98%. PA Index Reporting Year Percent 2018-2019 82.6% 2019-2020 82.6% 2020-2021 100.0% 2021-2022 87.5% 2022-2023 75.0%	False

<p>The District's total population of Special Education Students needs to improve. The District will use the services listed above along with effective professional development to ensure all students receive the needed services provided.</p> <table border="1"> <tr> <td>Student Group:</td> <td>2018-2019</td> <td>2019-2020</td> <td>2020-2021</td> <td>2021-2022</td> <td>2022-2023</td> </tr> <tr> <td>Special Education:</td> <td>18.2%</td> <td>19.3%</td> <td>19.5%</td> <td>20.1%</td> <td>20.5%</td> </tr> </table>	Student Group:	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Special Education:	18.2%	19.3%	19.5%	20.1%	20.5%	False																
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<p>In the Attendance category, Ambridge Area High School students that have learning disabilities did not meet the performance standard with 66.2 making the attendance target.</p>	False																												
<p>Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.</p>	False																												
<p>Establish and maintain a focused system for continuous improvement and ensure organizational coherence.</p>	False																												

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Conclusion based upon comprehensive needs assessment:

***The most important challenge we have is Special Education test scores at Ambridge Area High School.**

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority																								
<p>✓ At the Ambridge Area High School, in the ELA category, students that are Economically Disadvantaged or have a Learning Disability are not meeting performance target goals and there has been a decrease in growth from the previous year.</p> <table border="0"> <tr> <td>Student with Disabilities PA Index Reporting Year</td> <td>Score</td> </tr> <tr> <td>2018-2019</td> <td>72.0</td> </tr> <tr> <td>2019-2020</td> <td>72.0</td> </tr> <tr> <td>2020-2021</td> <td>Insufficient Sample</td> </tr> <tr> <td>2021-2022</td> <td>64.0</td> </tr> <tr> <td>2022-2023</td> <td>50.0</td> </tr> <tr> <td>Economically Disadvantaged PA Index Reporting Year</td> <td>Score</td> </tr> <tr> <td>2018-2019</td> <td>74.0</td> </tr> <tr> <td>2019-2020</td> <td>74.0</td> </tr> <tr> <td>2020-2021</td> <td>79.0</td> </tr> <tr> <td>2021-2022</td> <td>76.0</td> </tr> <tr> <td>2022-2023</td> <td>50.0</td> </tr> </table>	Student with Disabilities PA Index Reporting Year	Score	2018-2019	72.0	2019-2020	72.0	2020-2021	Insufficient Sample	2021-2022	64.0	2022-2023	50.0	Economically Disadvantaged PA Index Reporting Year	Score	2018-2019	74.0	2019-2020	74.0	2020-2021	79.0	2021-2022	76.0	2022-2023	50.0	<p>Many students with disabilities were pulled into Learning Resource Classes and therefore we are trying to include them more in the General Education classrooms</p>	<p align="center">True</p>
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<p>ESSA All Student Group Ambridge Area High School Mathematics Performance 22-23. Ambridge Area High School was 21.0% Proficient or Advanced in the Mathematics all student group Keystone Exams. This is a decrease from 78.6% during the 21-22 academic year.</p>		<p align="center">False</p>																								
<p>ESSA All Student Group Ambridge Area Middle School ELA Performance 22-23. Ambridge Area Middle School was 40.9%</p>		<p align="center">False</p>																								

<p>Proficient or Advanced in the ELA all student group PSSAs. This is a decrease from 47.3% during the 21-22 academic year.</p>												
<p>Students with Disabilities Ambridge Area High School Mathematics Proficient or Advanced 22-23 Performance. Did not meet interim target. 7% of students with disabilities scored proficient or advanced on the Mathematics Keystone Exam during the 22-23 Academic Year. This is a decrease from 20.0% Proficient or Advanced during the 20-21 Academic Year with an insufficient sample in 21-22.</p>	<p>Many students with disabilities were pulled into Learning Resource Classes and therefore we are trying to include them more in the General Education classrooms. Students with disabilities have a gap in basic math fluency facts and therefore we are working on addressing those gaps through Math Intervention and remediation.</p>	<p>True</p>										
<table border="0"> <thead> <tr> <th>PA Index Reporting Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>10.00%</td> </tr> <tr> <td>2019-2020</td> <td>10.00%</td> </tr> <tr> <td>2020-2021</td> <td>20.00%</td> </tr> <tr> <td>2021-2022</td> <td>Insufficient Sample</td> </tr> <tr> <td>2022-2023</td> <td>9.70%</td> </tr> </tbody> </table>			PA Index Reporting Year	Percent	2018-2019	10.00%	2019-2020	10.00%	2020-2021	20.00%	2021-2022	Insufficient Sample
PA Index Reporting Year	Percent											
2018-2019	10.00%											
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2020-2021	20.00%											
2021-2022	Insufficient Sample											
2022-2023	9.70%											

Analyzing Strengths

Analyzing Strengths	<i>*Discussion Points</i>												
<p>A. Economically Disadvantaged Highland Elementary Mathematics 22-23 Growth. Met interim target for growth. Highland Elementary's Growth Index Score was 85.0 in 22-23. This is down from 86.0 in 21-22.</p> <table border="0"> <thead> <tr> <th>PA Index Reporting Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>72.0</td> </tr> <tr> <td>2019-2020</td> <td>72.0</td> </tr> <tr> <td>2020-2021</td> <td>Insufficient Sample</td> </tr> <tr> <td>2021-2022</td> <td>86.0</td> </tr> <tr> <td>2022-2023</td> <td>85.0</td> </tr> </tbody> </table>	PA Index Reporting Year	Score	2018-2019	72.0	2019-2020	72.0	2020-2021	Insufficient Sample	2021-2022	86.0	2022-2023	85.0	
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<p>B. Highland Elementary School: the all-student group is meeting state targets for growth in ELA despite not meeting proficiency targets.</p> <table border="0"> <thead> <tr> <th>PA Index Reporting Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>57.0</td> </tr> <tr> <td>2019-2020</td> <td>57.0</td> </tr> <tr> <td>2020-2021</td> <td>65.0</td> </tr> </tbody> </table>	PA Index Reporting Year	Score	2018-2019	57.0	2019-2020	57.0	2020-2021	65.0					
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2021-2022	100.0
2022-2023	70.0

C. ESSA All Student Group Highland Elementary School Mathematics Proficient or Advanced 22-23 Performance. Highland Elementary School was 23.9% Proficient or Advanced in the Mathematics all student group PSSAs. This is an increase from 12.9% during the 21-22 academic year.

**ELA Keystone test results have been a traditional strength in the District's assessment analysis for a number of years. Data indicates that many grade levels perform above the state average year after year.*

D. ESSA All Student Group Economy Elementary School Mathematics 22-23 Performance. Economy Elementary School was 65.2% Proficient or Advanced in the Mathematics all student group PSSAs. This is an increase from 60.9% during the 21-22 academic year.

E. ESSA All Student Group Ambridge Area High School ELA Performance 22-23. Ambridge Area High School was 64.0% Proficient or Advanced in the ELA all student group Keystone Exams. This is an increase from 55.3% during the 21-22 academic year.

F. Economically Disadvantaged Economy Elementary Mathematics Proficient or Advanced 22-23 Performance. Met interim target. 61.5% of Economically Disadvantaged students scored proficient or advanced on the ELA Keystone Exam during the 22-23 Academic Year. Even though this group did not meet the interim target there was an increase from 53.2% Proficient or Advanced during the 21-22 Academic Year.

PA Index Reporting Year	Percent
2018-2019	31.2%
2019-2020	31.2%
2020-2021	27.9%
2021-2022	53.2%
2022-2023	61.5%

G. Economy Elementary Percent English Language Growth and Attainment: 38.1%. Met improvement target. State Average 29%.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
True	1. Students with disabilities will be included in general education classrooms with co-teaching support.
True	2. Students with disabilities as well as students who struggle in math will receive Math Intervention and Remediation

Goal Setting

Priority 1: Students with disabilities will be included in general education classrooms with co-teaching support.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
To Increase ELA Scores by utilizing the Common Assessment to identify areas of need and align instruction to meet student needs and increase performance.		
Measurable Goal Nickname (35 Character Max)		
ELA Common Assessments		
Target Year 1	Target Year 2	Target Year 3
Review and analyze 2022-23 ELA Keystone results and determine percentage of students Proficient. Evidence is the ELA Keystone results. Our end of year target would be 30% of students scoring Proficient on the Common Assessments which should translate to the 30% district target for ELA Keystone Proficiency.	Our end of year target would be an improvement of students scoring Proficient on the Common Assessments which should translate to the 30% district target for ELA Keystone Proficiency.	To Increase ELA Scores by utilizing the Common Assessment to identify areas of need and align instruction to meet student needs and increase performance.

Outcome Category
English Language Arts

Measurable Goal Statement (Smart Goal)

Ambridge Area High School students with disabilities will show an increase in growth on the Individual Learning Path Benchmark Assessment to show growth toward reading comprehension.

Measurable Goal Nickname (35 Character Max)

ELA Individual Learning Path Benchmark Assessment

Target Year 1	Target Year 2	Target Year 3
Administer ELA Individual Learning Path Benchmark Assessment. Student will show positive growth on the ELA Individual Learning Path Benchmark Assessment.	Student will show positive growth on the ELA Individual Learning Path Benchmark Assessments.	Ambridge Area High School students with disabilities will show an increase in growth on the Individual Learning Path Benchmark Assessment to show growth toward reading comprehension.

Priority 2: Students with disabilities will be included in general education classrooms with co-teaching support. Students with disabilities as well as students who struggle in math will receive Math Intervention and Remediation

Outcome Category

Mathematics

Measurable Goal Statement (Smart Goal)

To increase the number of students with disabilities included in the general education classroom from the 22-24 school year from 1% to 5% each year.

Measurable Goal Nickname (35 Character Max) 1

ESSA student group inclusion in the regular classroom.

Target Year 1	Target Year 2	Target Year 3
Students with disabilities will show an increase in inclusion percentages in the regular education classroom from 1% to 5%.	Students with disabilities will show an increase in inclusion percentages in the regular education classroom from 1% to 5%.	To increase the number of students with disabilities included in the general education classroom from the 22-24 school year from 1% to 5% each year.

Action Plans

Measurable Goals

A. ELA Common Assessments	C. ELA Individual Learning Path Benchmark Assessment
B. ESSA student group inclusion in the regular classroom.	

Action Plan: Implement benchmark assessment tools to give insight into student understanding and identify instruction needed to improve achievement.

Measurable Goals:
<ul style="list-style-type: none"> To Increase ELA Scores by utilizing the Common Assessment to identify areas of need and align instruction to meet student needs and increase performance. Ambridge Area High School students with disabilities will show an increase in growth on the Individual Learning Path Benchmark Assessment to show growth toward reading comprehension.

Action Step		Anticipated Start/Completion Date	
Implement Common Assessments at least two times a year for all students and the ELA benchmark three times a year for students with disabilities to collect real-time data on student skills and knowledge.		2024-08-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
High School Principal	Common Assessments and ELA Individual Learning Path Benchmark Assessment	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in ELA performance and growth at Ambridge Area High School.	The High School Principal and her ELA and Special Education Teachers through data analysis, planning, and feedback. The plan will be monitored quarterly to review progress and make adaptations based on the data reviewed.

Action Plan: Implement a system to include more students in the general education Mathematics classroom throughout the Ambridge Area School District's Schools.

Measurable Goals:

- To increase the number of students with disabilities included in the general education classroom from the 22-24 school year from 1% to 5% each year.

Action Step		Anticipated Start/Completion Date	
Students with disabilities will be identified for intervention and remediation by the regular education and special education teachers.		2024-08-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Special Education, Ambridge Area School High School Principals	Transmath 6-12	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The number of students in the Ambridge Area School District included in the mathematics general education classes will increase.	The Director of Special Education along with the building principals will examine special education inclusion numbers annually.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
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Implement benchmark assessment tools to give insight into student understanding and identify instruction needed to improve achievement.	Implement Common Assessments at least two times a year for all students and the ELA benchmark three times a year for students with disabilities to collect real-time data on student skills and knowledge.
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BVIU ATSI Support

Action Step		
<ul style="list-style-type: none"> Implement Common Assessments at least two times a year for all students and the ELA benchmark three times a year for students with disabilities to collect real-time data on student skills and knowledge. 		
Audience		
Ambridge Area High School Staff		
Topics to be Included		
Data review and development of action steps to improve student achievement and/or growth.		
Evidence of Learning		
Quarterly meeting sign-in sheets. Data Review and Action Plan/Report		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Janice Zupsic/Ambridge Area High School	2024-08-01	2027-06-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Each Semester
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4a: Reflecting on Teaching 3c: Engaging Students in Learning 1b: Demonstrating Knowledge of Students 	
This Step Meets the Requirements of State Required Trainings	

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
Implement benchmark assessment tools to give insight into student understanding and identify instruction needed to improve achievement.	Implement Common Assessments at least two times a year for all students and the ELA benchmark three times a year for students with disabilities to collect real-time data on student skills and knowledge.

Common Assessment and ELA Benchmarking

Action Step		
Implement Common Assessments at least two times a year for all students and the ELA benchmark three times a year for students with disabilities to collect real-time data on student skills and knowledge.		
Audience		
Ambridge Area High School Staff		
Topics to be Included		
Data Review and action steps based on data review		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Janice Zupsic/Ambridge Area High School	2024-08-01	2027-06-30

Communication

Type of Communication	Frequency
Email	Each semester

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date