

Dear District Leader:

This report provides you with information about your district's performance in English Language Arts, Mathematics, and Science on the Pennsylvania System of School Assessment (PSSA).

The report is designed to give you:

- An overview of how your district's performance compares to previous years;
- An overview of how your district's performance compares to the performance of districts statewide;
- In-depth results by grade, subject, and student group;
- Data on your district's achievement by reporting category; and
- Tools and resources for finding more information to help teachers better understand the assessment and instructional priorities.

I encourage you to use this report and supporting materials on the PDE's website to help teachers understand the standards, set instructional priorities, and address student needs.

Sincerely,



Pedro A. Rivera  
Secretary of Education

District: METHACTON SD  
AUN: 123465303  
Test Date: PSSA Spring 2015

### Percentage of Students Proficient and Advanced

	District	State
English Language Arts	82.4	59.9
Mathematics	60.0	39.7
Science	84.4	67.9



# METHACTON SD

## PSSA Facts

### PSSA Items

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Common items are administered to all eligible students in the grade regardless of the test form that they were assigned. Only the common items are used in determining students' scores and their corresponding performance levels. This ensures that all students are evaluated using the same sets of items. Only common items are used for determination of performance levels.

Field-Test items vary between forms. These items are included only as a means for gathering statistical information about an item that might be used in a future assessment. The items are not included in the results for students, schools, or the district.

### PSSA Score

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The PSSA score is a scale score computed from the number of points the student receives on the test (i.e., raw score). For every possible raw score on a test form, there is a corresponding scale score. Most state testing programs use scale scores for reporting purposes. The items on the PSSA tests change year to year, but they continue to measure the same content standards. To make valid comparisons of test results across years, scale scores are used because they reflect and take into account minor differences in test form difficulty from one year to the next. A given scale score will have the same interpretation regardless of the length or difficulty of the test. For example, a scale score of 1300 will always imply the same level of student performance and will continue to fall in the same performance level. The student's PSSA score is used to place the student in the appropriate performance level.

### PSSA Performance Levels

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**Below Basic:** Inadequate academic performance, and work at this level demonstrates a minimal command of and ability to apply the knowledge, skills, and practices represented in the Pennsylvania standards. Consistent performance at this level indicates extensive additional academic support may be needed for engaging successfully in further studies in this content area.



**Basic:** Marginal academic performance, and work at this level demonstrates a partial command of and ability to apply the knowledge, skills, and practices represented in the Pennsylvania standards. Consistent performance at this level indicates additional academic support may be needed for engaging successfully in further studies in this content area.



**Proficient:** Satisfactory academic performance, and work at this level demonstrates an adequate command of and ability to apply the knowledge, skills, and practices represented in the Pennsylvania standards. Consistent performance at this level indicates academic preparation for engaging successfully in further studies in this content area.



**Advanced:** Superior academic performance, and work at this level demonstrates a thorough command of and ability to apply the knowledge, skills, and practices represented in the Pennsylvania standards. Consistent performance at this level indicates advanced academic preparation for engaging successfully in further studies in this content area.

### PSSA Reporting Categories

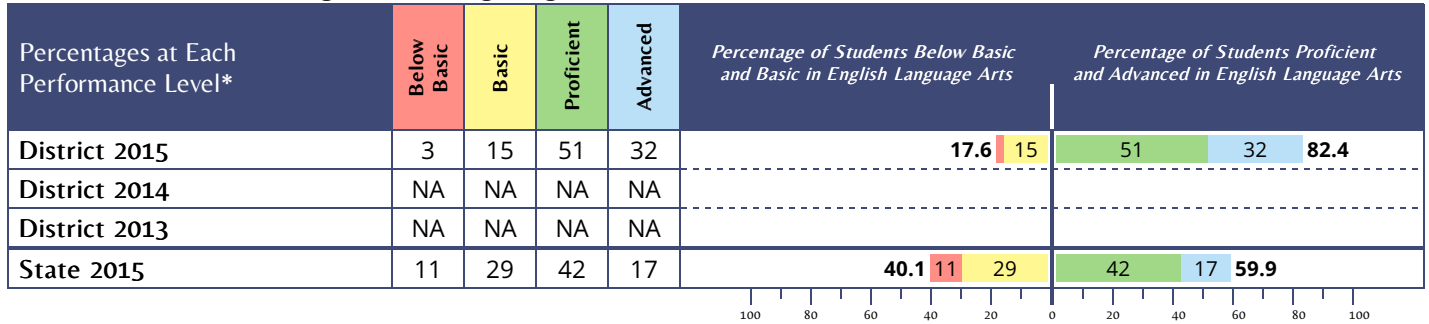
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Reporting Categories are designed to clarify the Pennsylvania Core Standards. Each reporting category consists of several assessment anchors and eligible content, which provide details of skills and concepts that are assessed on the PSSA. The charts that follow provide school, district, and state averages for each reporting category assessed for specific grades and subjects.

# METHACTON SD

## Performance Level Distribution by Subject

### English Language Arts Performance Level Results



In 2015, 82.4 % of the students at METHACTON SD met or exceeded proficiency in English Language Arts. Comparatively, 59.9 % of the students in Pennsylvania met or exceeded proficiency in English Language Arts. One year of ELA and Mathematics data is provided in 2015. For Science, use the 2013 and 2014 data provided to determine your district’s three-year progress. These numbers indicate only the students who are in their full academic year.

\* The sum of the percentages may not equal 100 due to rounding.

# METHACTON SD

## Performance Level Distribution by Subject

### Mathematics Performance Level Results

Percentages at Each Performance Level*	Below Basic	Basic	Proficient	Advanced	<i>Percentage of Students Below Basic and Basic in Mathematics</i>	<i>Percentage of Students Proficient and Advanced in Mathematics</i>
District 2015	12	28	36	24	40.0 <span style="background-color: #f08080; padding: 2px;">12</span> <span style="background-color: #ffff00; padding: 2px;">28</span>	<span style="background-color: #90ee90; padding: 2px;">36</span> <span style="background-color: #add8e6; padding: 2px;">24</span> 60.0
District 2014	NA	NA	NA	NA		
District 2013	NA	NA	NA	NA		
State 2015	29	31	26	14	60.3 <span style="background-color: #f08080; padding: 2px;">29</span> <span style="background-color: #ffff00; padding: 2px;">31</span>	<span style="background-color: #90ee90; padding: 2px;">26</span> <span style="background-color: #add8e6; padding: 2px;">14</span> 39.7

In 2015, 60.0 % of the students at METHACTON SD met or exceeded proficiency in Mathematics. Comparatively, 39.7 % of the students in Pennsylvania met or exceeded proficiency in Mathematics. One year of ELA and Mathematics data is provided in 2015. For Science, use the 2013 and 2014 data provided to determine your district’s three-year progress. These numbers indicate only the students who are in their full academic year.

\* The sum of the percentages may not equal 100 due to rounding.

# METHACTON SD

## Performance Level Distribution by Subject

### Science Performance Level Results

Percentages at Each Performance Level*	Below Basic	Basic	Proficient	Advanced	Percentage of Students Below Basic and Basic in Science		Percentage of Students Proficient and Advanced in Science		
					Below Basic	Basic	Proficient	Advanced	
District 2015	7	9	31	53	15.6	7.9	31	53	84.4
District 2014	5	7	31	57	12	7	31	57	88.3
District 2013	4	6	32	58	10	6	32	58	89.7
State 2015	17	15	34	34	32.1	17.15	34	34	67.9

In 2015, 84.4 % of the students at METHACTON SD met or exceeded proficiency in Science. Comparatively, 67.9 % of the students in Pennsylvania met or exceeded proficiency in Science. One year of ELA and Mathematics data is provided in 2015. For Science, use the 2013 and 2014 data provided to determine your district's three-year progress. These numbers indicate only the students who are in their full academic year.

\* The sum of the percentages may not equal 100 due to rounding.

# METHACTON SD

## 2015 Performance Level Distribution by Subject and Group

### English Language Arts Performance by Group

Percentages and Total Number by Group*	Total Tested	Below Basic	Basic	Proficient	Advanced	Percentage of Students Below Basic and Basic in English Language Arts		Percentage of Students Proficient and Advanced in English Language Arts			
						Percentage	Count	Percentage	Count		
All Students	2224	3	15	51	32	17.6	15	51	32	82.4	
Historically Underperforming	636	9	33	47	11	41.8	9	33	47	11	58.2
IEP-Special Education	413	13	41	38	8	53.8	13	41	38	8	46.2
English Language Learner	23	26	61	13	0	87.0	26	61	13	0	13.0
Economically Disadvantaged	321	7	29	51	13	35.8	7	29	51	13	64.2
Male	1137	4	19	51	26	22.7	4	19	51	26	77.3
Female	1087	2	11	50	38	12.3	2	11	50	38	87.7
American Indian/Alaskan Native (not Hispanic)	4	0	0	50	50			50	50		100.0
Asian (not Hispanic)	353	2	6	41	52	7.4	2	6	41	52	92.6
Black or African American (not Hispanic)	76	5	37	47	11	42.1	5	37	47	11	57.9
Hispanic (any race)	72	7	29	50	14	36.1	7	29	50	14	63.9
Multi-Racial (not Hispanic)	132	2	22	42	33	24.2	2	22	42	33	75.8
White (not Hispanic)	1584	3	15	54	29	17.4	3	15	54	29	82.6
Native Hawaiian/other Pacific Islander (not Hispanic)	3	0	0	67	33			67	33		100.0
Migrant	0	0	0	0	0						

\* The sum of the percentages may not equal 100 due to rounding. Total Tested means the number of students receiving a score.

# METHACTON SD

## 2015 Performance Level Distribution by Subject and Group

### Mathematics Performance by Group

Percentages and Total Number by Group*	Total Tested	Below Basic	Basic	Proficient	Advanced	Percentage of Students Below Basic and Basic in Mathematics			Percentage of Students Proficient and Advanced in Mathematics		
						Percentage	Count	Count	Percentage	Count	Count
All Students	2225	12	28	36	24	40.0	12	28	36	24	60.0
Historically Underperforming	637	31	35	24	9	66.4	31	35	24	9	33.6
IEP-Special Education	413	41	31	19	9	72.2	41	31	19	9	27.8
English Language Learner	23	65	26	9	0	91.3	65	26	9	8.7	
Economically Disadvantaged	322	28	39	26	8	66.1	28	39	26	8	33.9
Male	1139	12	27	35	25	39.7	12	27	35	25	60.3
Female	1086	12	29	37	23	40.4	12	29	37	23	59.6
American Indian/Alaskan Native (not Hispanic)	4	0	25	50	25	25.0	0	25	50	25	75.0
Asian (not Hispanic)	354	5	11	34	50	15.8	5	11	34	50	84.2
Black or African American (not Hispanic)	76	33	42	22	3	75.0	33	42	22	3	25.0
Hispanic (any race)	72	26	38	25	11	63.9	26	38	25	11	36.1
Multi-Racial (not Hispanic)	132	19	27	36	18	45.5	19	27	36	18	54.5
White (not Hispanic)	1584	12	31	37	21	42.3	12	31	37	21	57.7
Native Hawaiian/other Pacific Islander (not Hispanic)	3	33	0	67	0	33.3	33	0	67	0	66.7
Migrant	0	0	0	0	0						

\* The sum of the percentages may not equal 100 due to rounding. Total Tested means the number of students receiving a score.

# METHACTON SD

## 2015 Performance Level Distribution by Subject and Group

### Science Performance by Group

Percentages and Total Number by Group*	Total Tested	Below Basic	Basic	Proficient	Advanced	Percentage of Students Below Basic and Basic in Science		Percentage of Students Proficient and Advanced in Science		
						Percentage	Count	Percentage	Count	
All Students	757	7	9	31	53	15.6	79	31	53	84.4
Historically Underperforming	235	20	15	33	33	34.5	2015	33	33	65.5
IEP-Special Education	152	24	17	30	29	40.8	2417	30	29	59.2
English Language Learner	13	85	0	15	0	84.6	85	15	15.4	
Economically Disadvantaged	117	19	14	34	33	32.5	1914	34	33	67.5
Male	415	7	9	30	54	16.1	79	30	54	83.9
Female	342	6	8	33	52	14.9	68	33	52	85.1
American Indian/Alaskan Native (not Hispanic)	1	0	0	0	100				100	100.0
Asian (not Hispanic)	112	6	4	15	75	9.8	6	15	75	90.2
Black or African American (not Hispanic)	23	22	22	39	17	43.5	2222	39	17	56.5
Hispanic (any race)	34	29	9	35	26	38.2	299	35	26	61.8
Multi-Racial (not Hispanic)	40	5	8	33	55	12.5	8	33	55	87.5
White (not Hispanic)	546	5	9	34	52	14.5	9	34	52	85.5
Native Hawaiian/other Pacific Islander (not Hispanic)	1	0	0	100	0				100	100.0
Migrant	0	0	0	0	0					

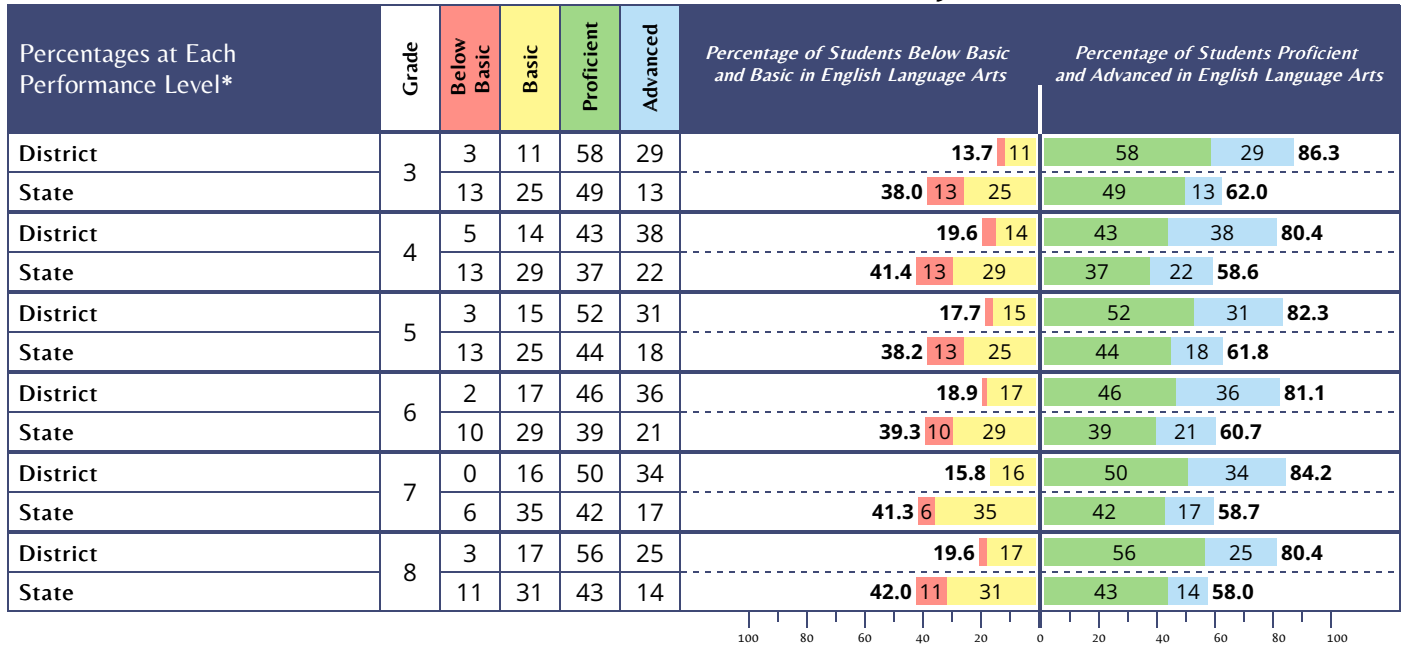
\* The sum of the percentages may not equal 100 due to rounding. Total Tested means the number of students receiving a score.



# METHACTON SD

## 2015 Performance Level Distribution by Subject and Grade

### English Language Arts District and State Performances by Grade

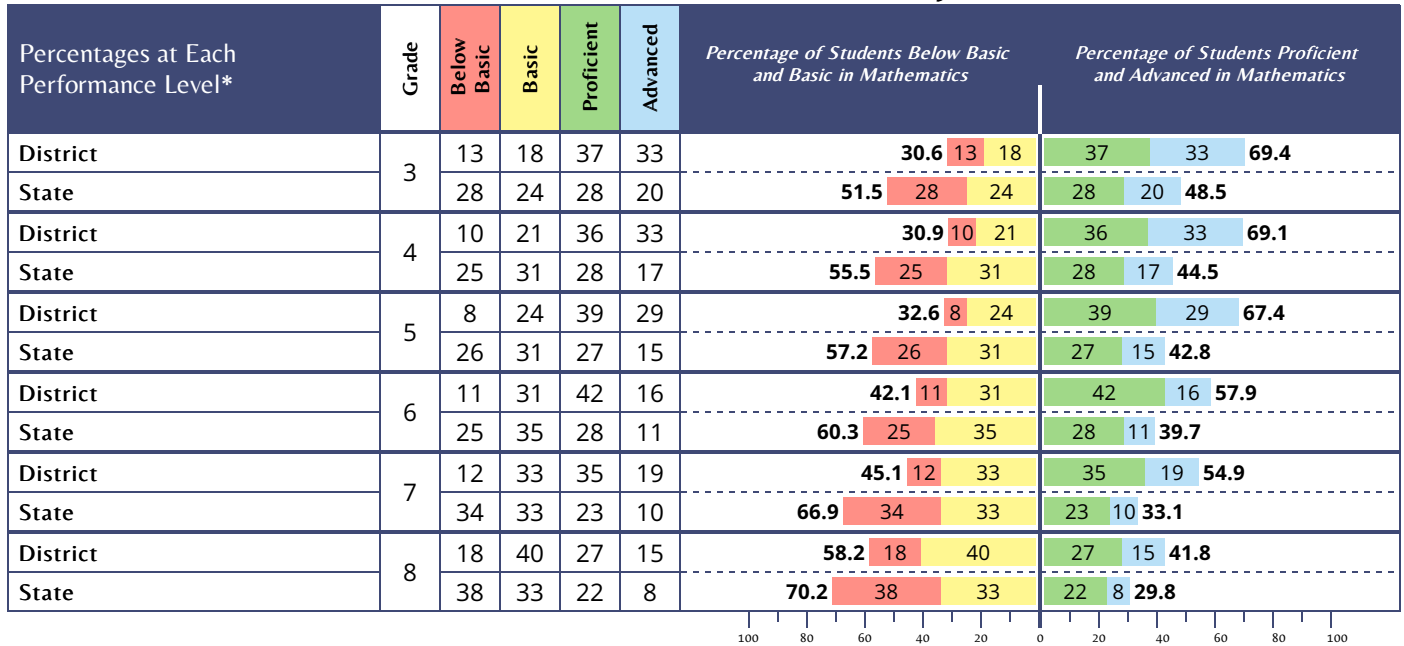


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# METHACTON SD

## 2015 Performance Level Distribution by Subject and Grade

### Mathematics District and State Performances by Grade

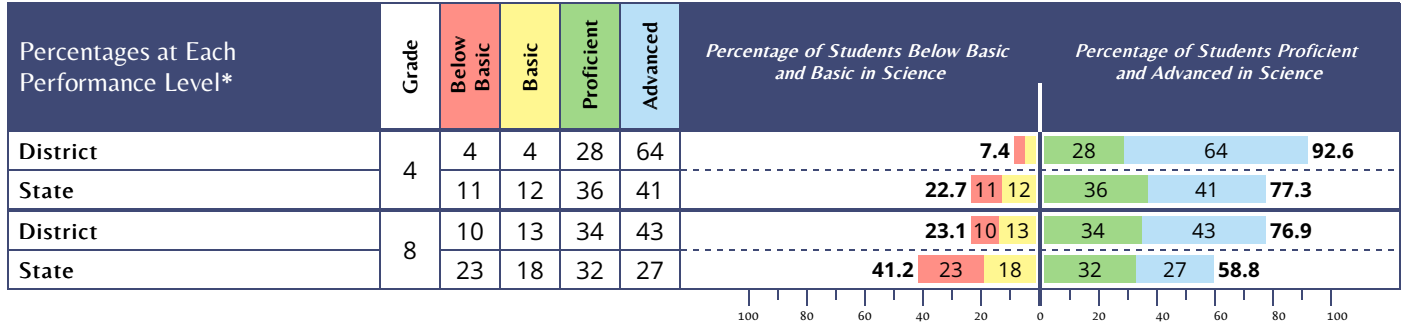


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# METHACTON SD

## 2015 Performance Level Distribution by Subject and Grade

### Science District and State Performances by Grade



\* The sum of the percentages may not equal 100 due to rounding.

**METHACTON SD**  
2015 Performance by Subject, Grade, and Reporting Category

**English Language Arts Reporting Categories**

Grade 3	District Average	State Average	Total Points Possible
<b>Reading</b>			
Key Ideas and Details	12.6	10.5	19
Craft and Structure/Integration of Knowledge and Ideas	5.0	3.9	8
Vocabulary Acquisition and Use	8.0	7.0	9
<b>Writing</b>			
Types of Writing	5.2	4.3	8
Language	11.9	10.3	18

Grade 3	District Average	State Average	Total Points Possible
<b>Text Types</b>			
Literature Text	12.5	10.6	18
Informational Text	13.1	10.9	18

**METHACTON SD**  
2015 Performance by Subject, Grade, and Reporting Category

### English Language Arts Reporting Categories

Grade 4	District Average	State Average	Total Points Possible
<b>Reading</b>			
Key Ideas and Details	12.8	10.9	17
Craft and Structure/Integration of Knowledge and Ideas	8.5	7.1	12
Vocabulary Acquisition and Use	7.1	6.0	9
<b>Writing</b>			
Types of Writing	6.4	5.7	12
Language	12.6	10.9	18
<b>Text-Dependent Analysis</b>			
Text-Dependent Analysis	6.6	6.1	16

Grade 4	District Average	State Average	Total Points Possible
<b>Text Types</b>			
Literature Text	14.2	12.0	19
Informational Text	14.1	12.0	19

**METHACTON SD**  
2015 Performance by Subject, Grade, and Reporting Category

**English Language Arts Reporting Categories**

Grade 5	District Average	State Average	Total Points Possible
<b>Reading</b>			
Key Ideas and Details	13.8	11.9	19
Craft and Structure/Integration of Knowledge and Ideas	4.7	3.9	7
Vocabulary Acquisition and Use	9.6	8.5	12
<b>Writing</b>			
Types of Writing	7.9	6.7	12
Language	12.7	10.8	18
<b>Text-Dependent Analysis</b>			
Text-Dependent Analysis	7.2	6.7	16

Grade 5	District Average	State Average	Total Points Possible
<b>Text Types</b>			
Literature Text	14.3	12.7	18
Informational Text	13.8	11.7	20

**METHACTON SD**  
2015 Performance by Subject, Grade, and Reporting Category

**English Language Arts Reporting Categories**

Grade 6	District Average	State Average	Total Points Possible
<b>Reading</b>			
Key Ideas and Details	11.3	9.9	16
Craft and Structure/Integration of Knowledge and Ideas	9.7	8.5	14
Vocabulary Acquisition and Use	6.6	5.7	8
<b>Writing</b>			
Types of Writing	9.1	7.7	12
Language	13.9	12.0	18
<b>Text-Dependent Analysis</b>			
Text-Dependent Analysis	7.3	6.8	16

Grade 6	District Average	State Average	Total Points Possible
<b>Text Types</b>			
Literature Text	12.8	11.1	18
Informational Text	14.8	13.0	20

**METHACTON SD**  
2015 Performance by Subject, Grade, and Reporting Category

### English Language Arts Reporting Categories

Grade 7	District Average	State Average	Total Points Possible
<b>Reading</b>			
Key Ideas and Details	10.0	8.6	14
Craft and Structure/Integration of Knowledge and Ideas	12.4	10.5	17
Vocabulary Acquisition and Use	6.0	5.3	7
<b>Writing</b>			
Types of Writing	8.5	7.3	12
Language	13.5	11.6	18
<b>Text-Dependent Analysis</b>			
Text-Dependent Analysis	9.6	7.2	16

Grade 7	District Average	State Average	Total Points Possible
<b>Text Types</b>			
Literature Text	14.2	12.2	19
Informational Text	14.2	12.2	19



**METHACTON SD**  
2015 Performance by Subject, Grade, and Reporting Category

### English Language Arts Reporting Categories

Grade 8	District Average	State Average	Total Points Possible
<b>Reading</b>			
Key Ideas and Details	10.1	9.2	14
Craft and Structure/Integration of Knowledge and Ideas	11.5	10.6	16
Vocabulary Acquisition and Use	5.3	4.7	8
<b>Writing</b>			
Types of Writing	9.0	7.9	12
Language	12.2	10.7	18
<b>Text-Dependent Analysis</b>			
Text-Dependent Analysis	9.9	8.0	16

Grade 8	District Average	State Average	Total Points Possible
<b>Text Types</b>			
Literature Text	14.7	13.4	20
Informational Text	12.3	11.1	18

### Mathematics Reporting Categories

Grade 3	District Average	State Average	Total Points Possible
Numbers and Operations in Base Ten	6.6	5.8	11
Numbers and Operations-Fractions	6.6	5.7	10
Operations and Algebraic Thinking	13.8	11.4	22
Geometry	7.1	6.0	10
Measurement and Data	11.9	10.2	19

### Mathematics Reporting Categories

Grade 4	District Average	State Average	Total Points Possible
Numbers and Operations in Base Ten	9.3	8.0	14
Numbers and Operations-Fractions	10.2	7.9	15
Operations and Algebraic Thinking	9.8	7.8	19
Geometry	6.6	5.6	11
Measurement and Data	6.8	5.4	13

METHACTON SD  
2015 Performance by Subject, Grade, and Reporting Category

**Mathematics Reporting Categories**

<b>Grade 5</b>	<b>District Average</b>	<b>State Average</b>	<b>Total Points Possible</b>
Numbers and Operations in Base Ten	12.6	10.2	18
Numbers and Operations-Fractions	12.4	9.6	20
Operations and Algebraic Thinking	6.0	5.0	11
Geometry	6.6	5.6	10
Measurement and Data	6.7	5.2	13

### Mathematics Reporting Categories

Grade 6	District Average	State Average	Total Points Possible
The Number System	9.9	8.4	14
Ratios and Proportional Relationships	8.5	7.5	12
Expressions and Equations	12.6	10.7	21
Geometry	5.8	5.5	11
Statistics and Probability	7.2	6.6	14

### Mathematics Reporting Categories

Grade 7	District Average	State Average	Total Points Possible
The Number System	7.2	5.2	11
Ratios and Proportional Relationships	10.8	9.1	18
Expressions and Equations	9.9	8.0	19
Geometry	8.1	6.6	13
Statistics and Probability	7.5	6.3	11

### Mathematics Reporting Categories

Grade 8	District Average	State Average	Total Points Possible
The Number System	6.7	5.6	12
Expressions and Equations	12.0	10.2	23
Functions	8.5	7.6	15
Geometry	5.4	4.5	12
Statistics and Probability	6.4	5.4	10

METHACTON SD  
2015 Performance by Subject, Grade, and Reporting Category

Science Reporting Categories

Grade 4	District Average	State Average	Total Points Possible
The Nature of Science	26.9	23.3	34
Biological Sciences	9.9	8.8	12
Physical Sciences	8.0	7.3	10
Earth and Space Sciences	8.7	7.2	12



METHACTON SD  
2015 Performance by Subject, Grade, and Reporting Category

Science Reporting Categories

Grade 8	District Average	State Average	Total Points Possible
The Nature of Science	26.2	22.8	34
Biological Sciences	9.6	8.6	13
Physical Sciences	8.3	7.2	11
Earth and Space Sciences	7.2	6.4	10

# ACHIEVING THE GOAL: Proficiency for All Students

## Pennsylvania's Standards Aligned System (SAS)

Great schools and great school systems have six features in common:

- **Clear standards** describing what students should know and be able to do at each grade level.
- A **fair and accurate way to assess** where students are in regard to what they know and are able to do at each stage of the learning process.
- **Curriculum frameworks** that identify the big picture of what students should know and be able to do over time in each content area, as well as the concepts and competencies that break that information into grade-level benchmarks. Included in the frameworks are essential questions students will be able to answer at each grade level or course, vocabulary specific to the content, and exemplars demonstrating what proficient student work looks like.
- **Instruction** that explicitly identifies and provides examples of best practices in teaching.
- **Classroom materials and other instructional resources** that are aligned to the expected outcomes for students in each content area at each grade level or course.
- **Proven interventions** to help any student who struggles at any stage of the learning process.

The Pennsylvania Department of Education created the system that aligns these high impact elements to help students, parents, teachers, and administrators inspire all Pennsylvania's schools to become great schools.

[www.pdesas.org](http://www.pdesas.org)

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## Data Tools in a Standards Aligned System

### School Performance Profile (SPP)

SPP provides a school level academic score for public schools, including charter and cyber charter schools, and full-time comprehensive career and technical centers. SPP can be used as an analysis tool to inform goal setting, planning, and allocating resources to improve student achievement. It is a source of information for federal designation of Title I schools as a Reward, Focus, Priority or Undesignated school for Title I and Non-Title I schools.

<http://paschoolperformance.org>

### Classroom Diagnostic Tools (CDT)

An on-line computer adaptive diagnostic tool aligned to the Pennsylvania Core Standards. Although not a predictor for PSSA performance, CDTs provide a snapshot on students' strengths and areas of need. It provides real-time results that link students' skills with Materials and Resources in SAS.

<https://pa.drctdirect.com>

### PSSA Data Interaction by eMetric

Designed to provide quick, easy, and secure access to student performance results on the Pennsylvania System of School Assessment (PSSA). Reports can be created in tables, graphs, or external files, at the summary or individual student level, by selecting content, statistics, aggregation levels, disaggregated groups or subgroups, and/or score variables.

<http://pa.emetric.net>

### PA Value-Added Assessment System (PVAAS)

A statistical model that analyzes longitudinal growth data, in conjunction with achievement data, to make sure students are on the path to proficiency and beyond. Measuring student learning helps educators make data-informed instructional decisions that address the academic needs of a group of students, as well as individual students. PVAAS provides projections of each individual student's likelihood to achieve a selected proficiency level.

<http://pvaas.sas.com>

