

PENNSYLVANIA

District PSSA Report

Dear District Leader:

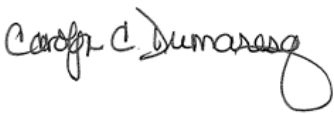
This report provides you with valuable information about your district's performance on the Pennsylvania System of School Assessment (PSSA).

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 assessment anchor; 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 PDE's website to help you and your staff continue to improve your district.

Sincerely,



Carolyn C. Dumaresq, Ed.D.
Acting Secretary of Education

Provided for

123465303 METHACTON SD

PSSA Spring 2014: Mathematics, Reading,
Science, and Writing

Percentage of Students Proficient and Advanced

Subject	District	State
Mathematics	88.0	73.3
Reading	88.0	69.4
Science	88.3	69.7
Writing	82.7	67.6



pennsylvania
DEPARTMENT OF EDUCATION

The Pennsylvania System of School Assessment

www.education.state.pa.us

PSSA Items





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 of students, schools, or the district.

PSSA Score

The PSSA score is a scale score computed from the number of points the students receive 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 always 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

-  **Advanced:** Superior academic performance indicating an in-depth understanding and exemplary display of the skills included in Pennsylvania's Academic Content Standards.
-  **Proficient:** Satisfactory academic performance indicating a solid understanding and adequate display of the skills included in Pennsylvania's Academic Content Standards.
-  **Basic:** Marginal academic performance, work approaching, but not yet reaching, satisfactory performance. Performance indicates a partial understanding and limited display of the skills included in Pennsylvania's Academic Content Standards, and the student may need additional instructional opportunities and/or increased student academic commitment to achieve the Proficient level.
-  **Below Basic:** Inadequate academic performance that indicates little understanding and minimal display of the skills included in Pennsylvania's Academic Content Standards. There is a major need for additional instructional opportunities and/or increased student academic commitment to achieve the Proficient level.

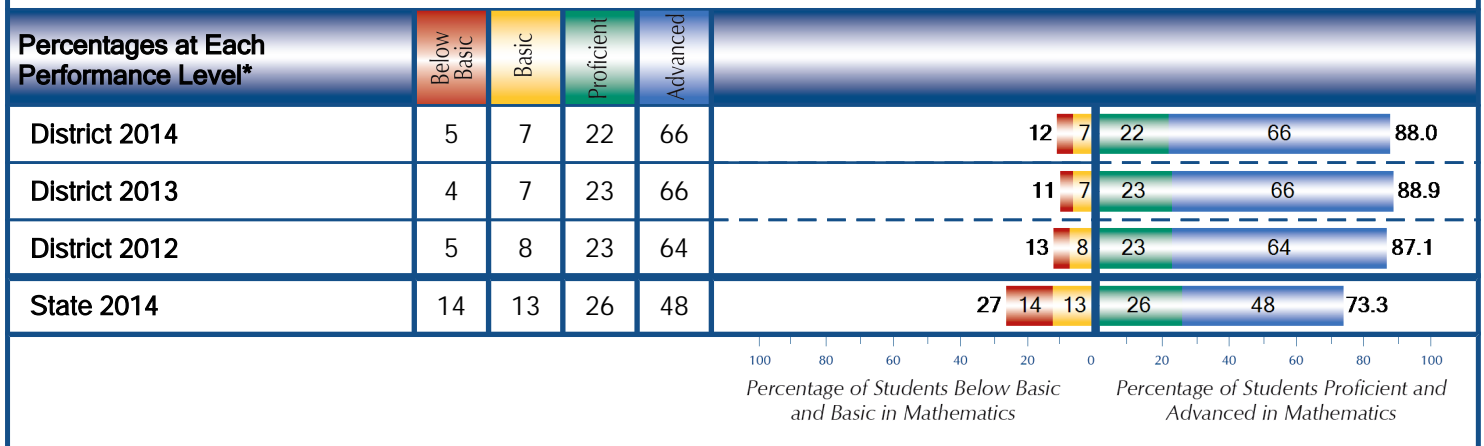
PSSA Assessment Anchors and Reporting Categories

The Assessment Anchor Content Standards are designed to clarify the Academic Standards that may be assessed in the PSSA. These anchors are organized into reporting categories, which are bolded in the charts that follow. In these charts, school, district, and state averages are included for all reporting categories. The anchors are reported only if five or more possible points came from items aligned with the anchor. Results based on fewer than five items are not considered statistically reliable.

METHACTON SD

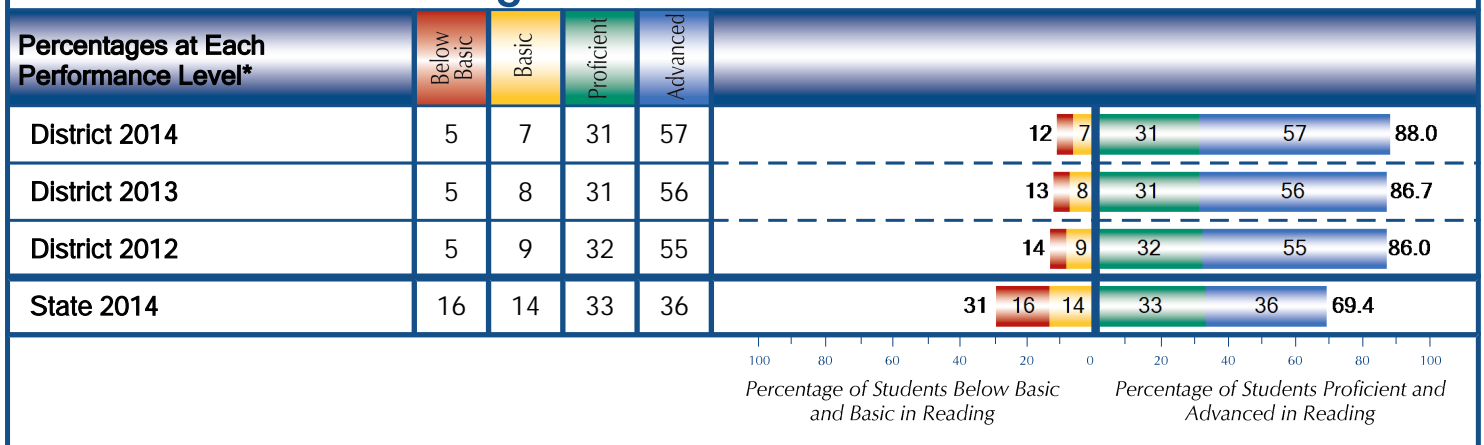
Performance Level Distribution by Subject

Mathematics Performance Level Results



In 2014, 88.0% of the students at METHACTON SD met or exceeded proficiency in Mathematics. Comparatively, 73.3% of the students in Pennsylvania met or exceeded proficiency in Mathematics. Use the 2012 and 2013 data provided to determine your district's three-year progress in Mathematics. These numbers indicate only the students who are in their full academic year.

Reading Performance Level Results



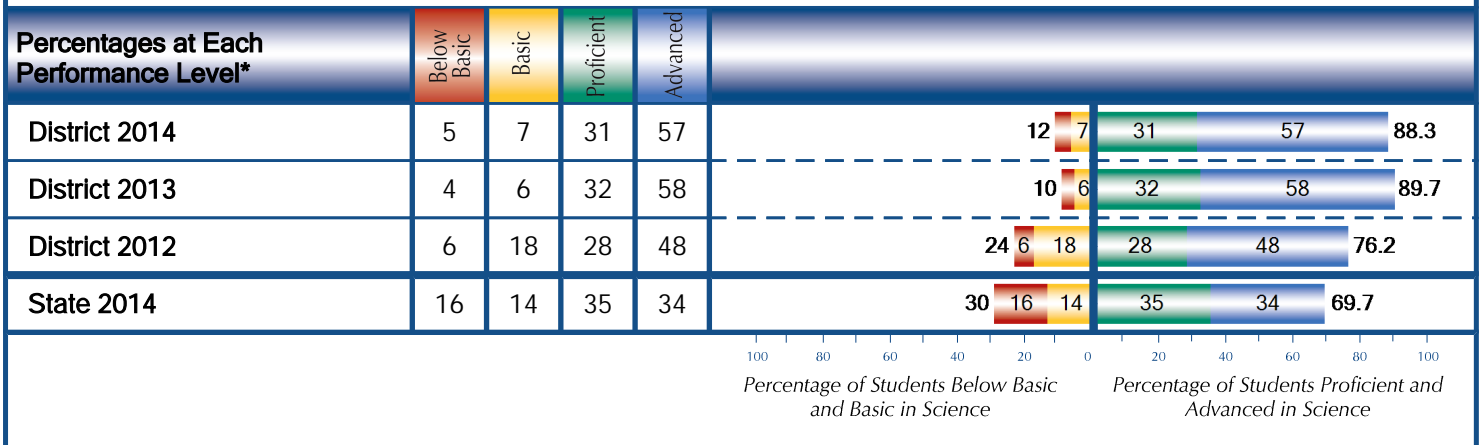
In 2014, 88.0% of the students at METHACTON SD met or exceeded proficiency in Reading. Comparatively, 69.4% of the students in Pennsylvania met or exceeded proficiency in Reading. Use the 2012 and 2013 data provided to determine your district's three-year progress in Reading. These numbers indicate only the students who are in their full academic year.

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

METHACTON SD

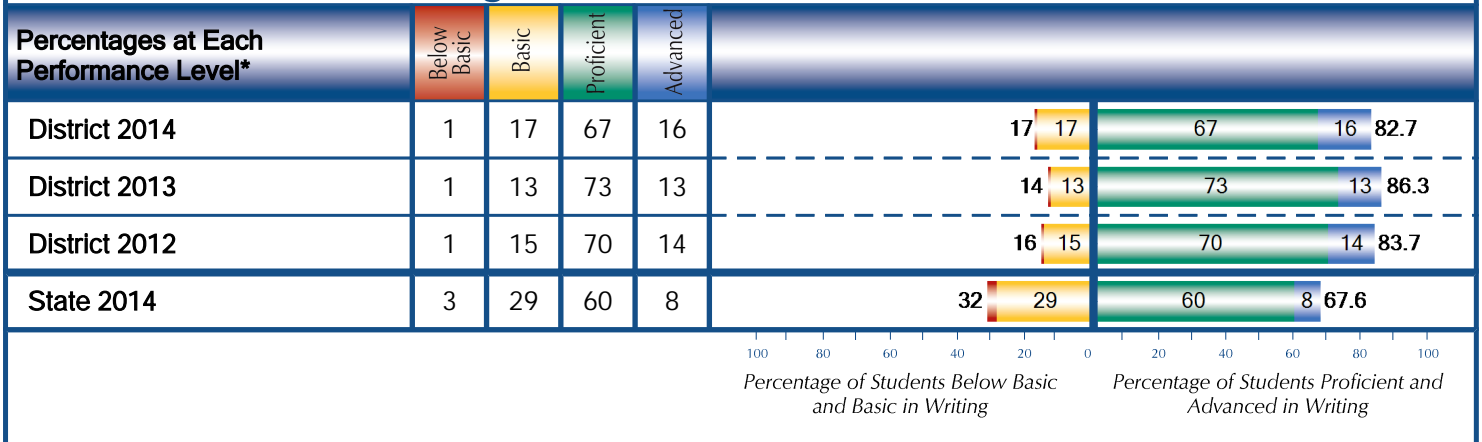
Performance Level Distribution by Subject

Science Performance Level Results



In 2014, 88.3% of the students at METHACTON SD met or exceeded proficiency in Science. Comparatively, 69.7% of the students in Pennsylvania met or exceeded proficiency in Science. Use the 2012 and 2013 data provided to determine your district's three-year progress in Science. These numbers indicate only the students who are in their full academic year.

Writing Performance Level Results



In 2014, 82.7% of the students at METHACTON SD met or exceeded proficiency in Writing. Comparatively, 67.6% of the students in Pennsylvania met or exceeded proficiency in Writing. Use the 2012 and 2013 data provided to determine your district's three-year progress in Writing. 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

2014 Performance Level Distribution by Subject and Group

Mathematics: Percentages and Total Number by Group*	Below Basic	Basic	Proficient	Advanced	Total Number	Percentage of Students Proficient and Advanced in Mathematics	
All Students	5	7	22	66	2299	12	88.0
Female**	5	7	23	65	1125	12	87.9
Male**	6	6	21	67	1174	12	88.1
American Indian/Alaskan Native (not Hispanic)	0	0	50	50	2	50	50
Asian (not Hispanic)	1	2	11	86	366	4	86
Black or African American (not Hispanic)	16	15	26	42	73	32	68.5
Hispanic (any race)	9	16	31	44	70	24	75.7
Multi-Racial (not Hispanic)	5	8	29	58	114	13	86.8
White (not Hispanic)	5	7	23	64	1674	12	87.6
Native Hawaiian/other Pacific Islander (not Hispanic)	0	0	0	0	0		
IEP-Special Education	23	21	28	28	410	44	55.9
Migrant Education Program**	0	0	0	0	0		
Economically Disadvantaged	15	15	30	41	294	29	70.7
English Language Learner	23	23	29	26	31	45	54.8
Historically Underperforming	17	17	29	37	627	34	65.7

Groups with a Total Number equal to or greater than 11 are included in SPP calculations.
 **These groups are not sub-groups for SPP reporting purposes.

Percentage of Students Below Basic and Basic in Mathematics Percentage of Students Proficient and Advanced in Mathematics

Reading: Percentages and Total Number by Group*	Below Basic	Basic	Proficient	Advanced	Total Number	Percentage of Students Proficient and Advanced in Reading	
All Students	5	7	31	57	2298	12	88.0
Female**	4	5	29	62	1125	9	90.9
Male**	6	9	33	53	1173	15	85.2
American Indian/Alaskan Native (not Hispanic)	0	0	0	100	2	100	100
Asian (not Hispanic)	3	4	20	74	366	7	74
Black or African American (not Hispanic)	11	14	42	33	73	25	75.3
Hispanic (any race)	10	23	33	34	70	33	67.1
Multi-Racial (not Hispanic)	3	7	34	56	114	10	90.4
White (not Hispanic)	5	7	33	55	1673	12	88.0
Native Hawaiian/other Pacific Islander (not Hispanic)	0	0	0	0	0		
IEP-Special Education	23	18	34	25	409	41	58.7
Migrant Education Program**	0	0	0	0	0		
Economically Disadvantaged	12	17	41	31	293	28	71.7
English Language Learner	32	42	26	0	31	74	25.8
Historically Underperforming	17	16	37	30	626	33	67.3

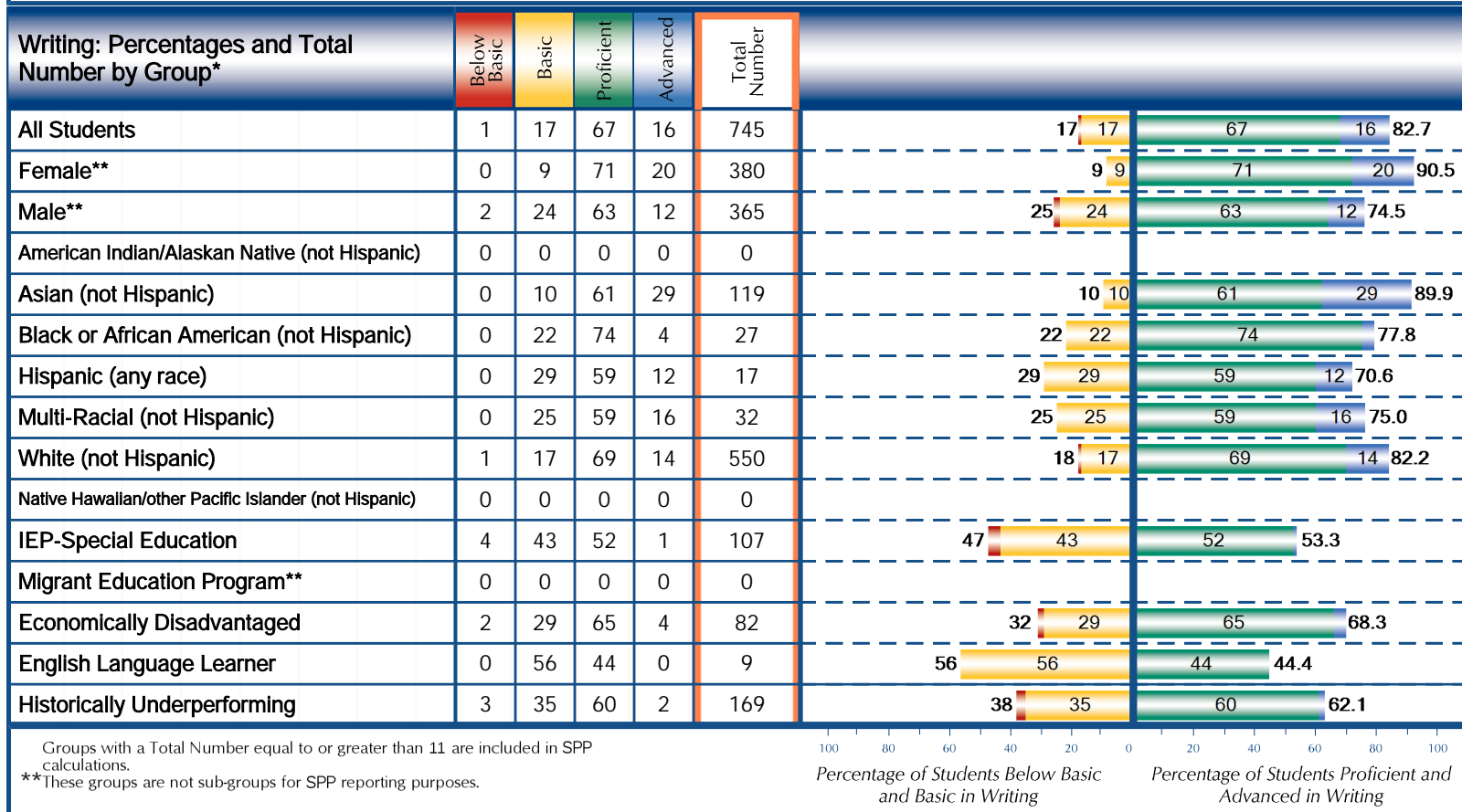
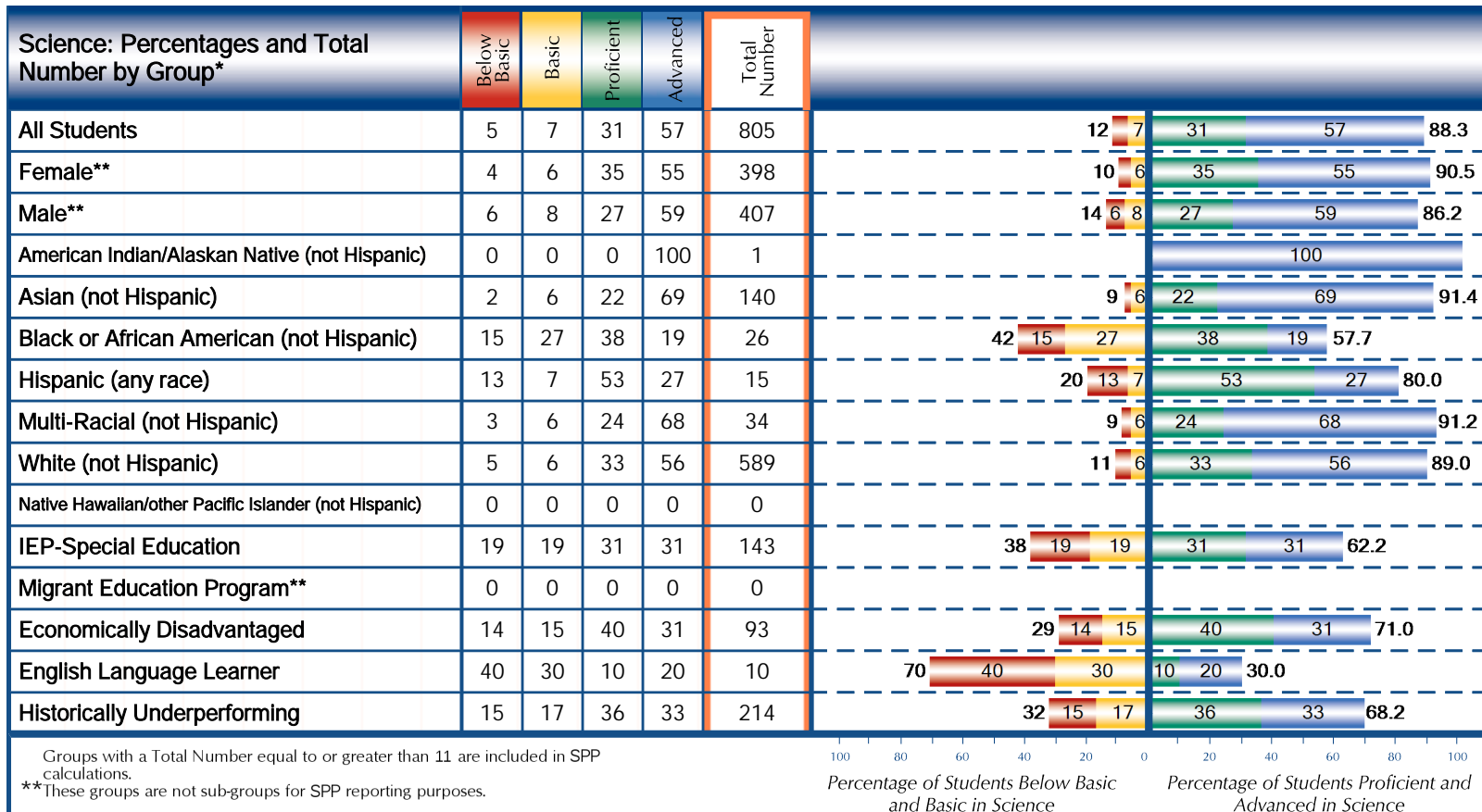
Groups with a Total Number equal to or greater than 11 are included in SPP calculations.
 **These groups are not sub-groups for SPP reporting purposes.

Percentage of Students Below Basic and Basic in Reading Percentage of Students Proficient and Advanced in Reading

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

METHACTON SD

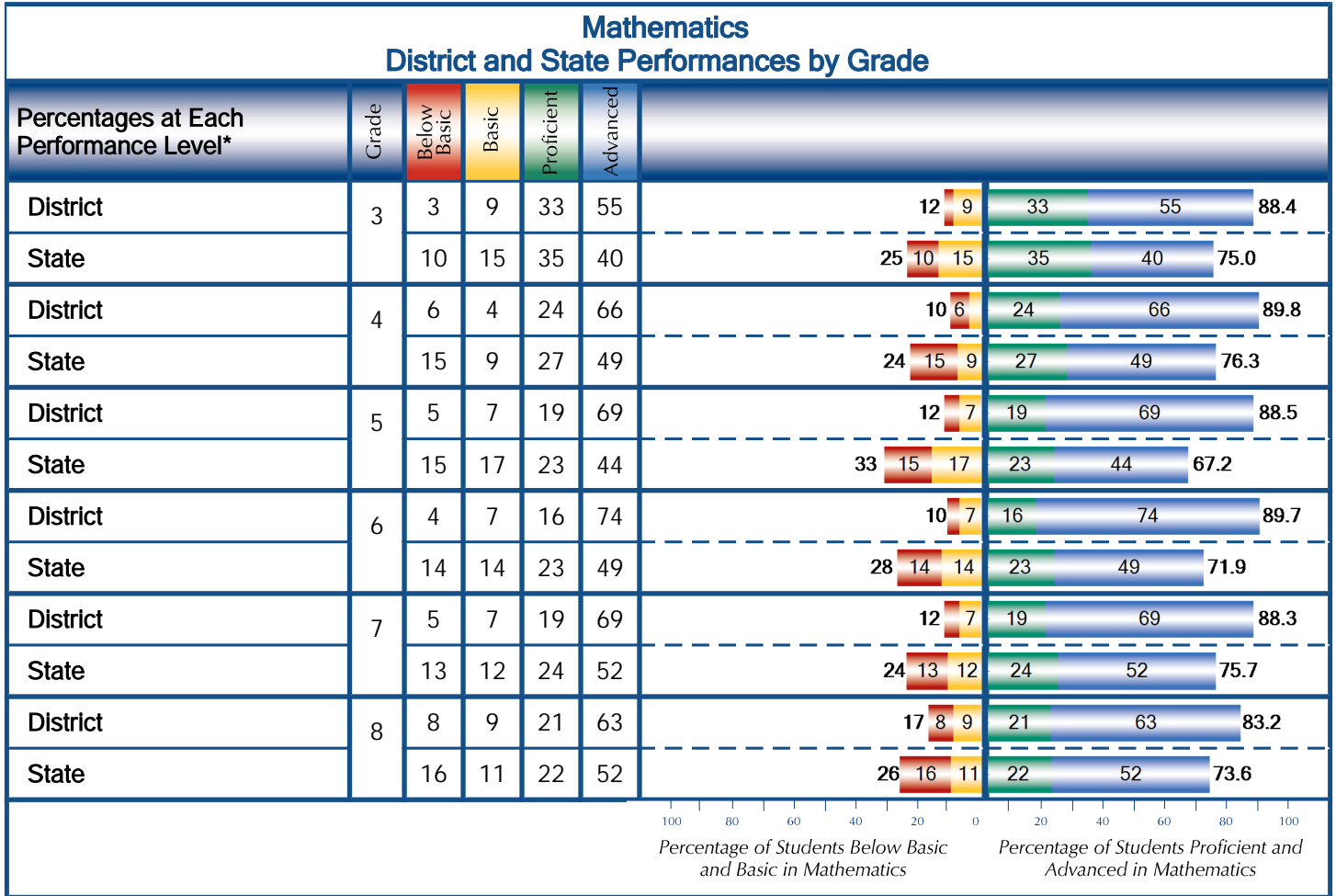
2014 Performance Level Distribution by Subject and Group



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METHACTON SD

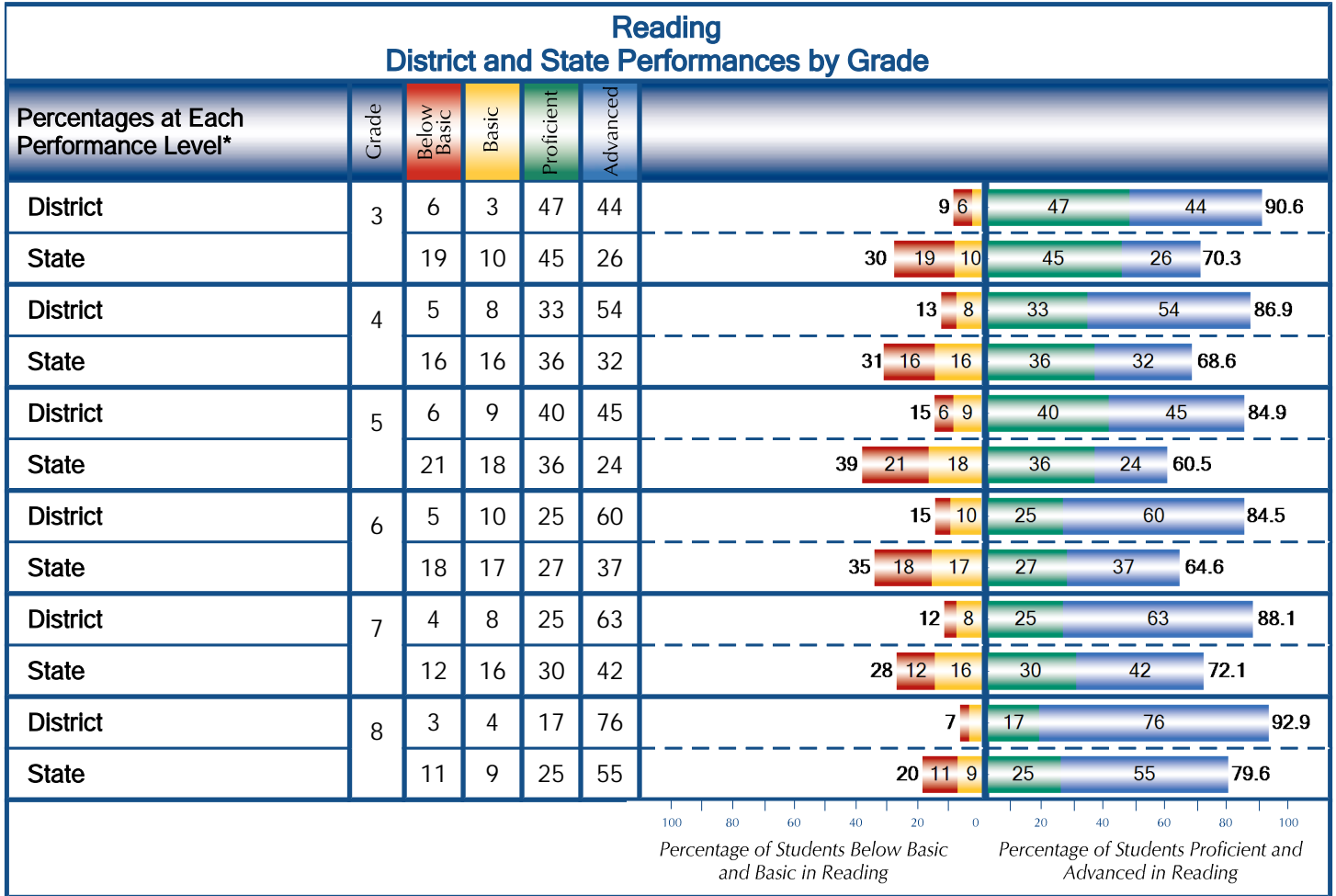
2014 Performance Level Distribution by Subject and Grade



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METHACTON SD

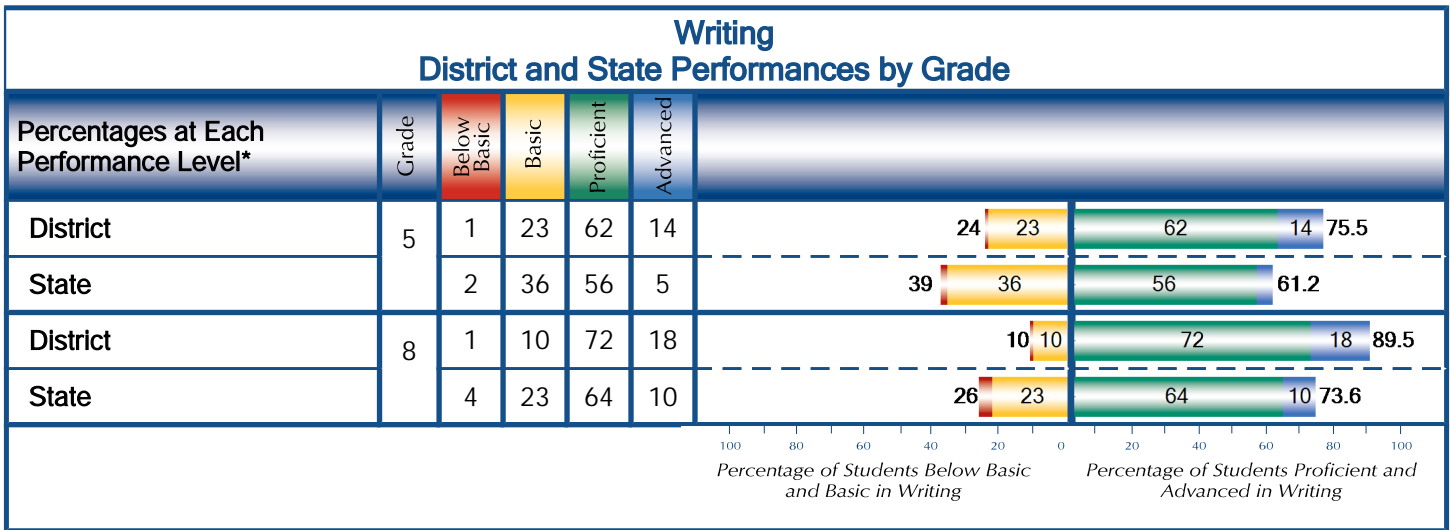
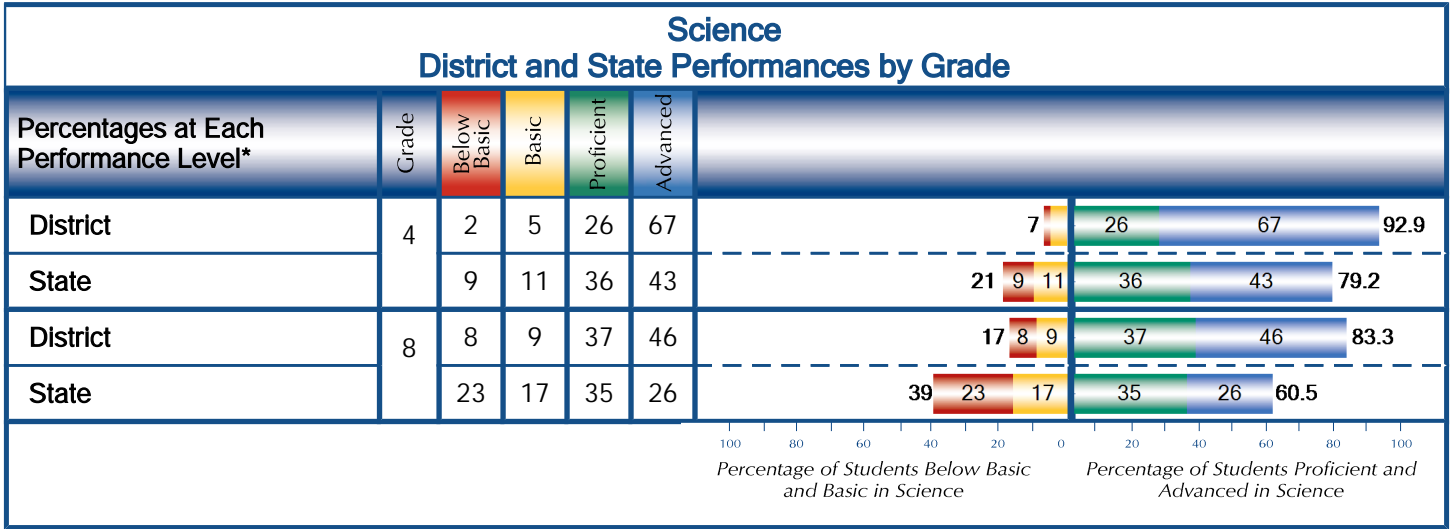
2014 Performance Level Distribution by Subject and Grade



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

METHACTON SD

2014 Performance Level Distribution by Subject and Grade



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

Mathematics Reporting Categories And Assessment Anchors

Grade 3	District Average	State Average	Total Points Possible
Numbers and Operations	31.8	28.1	40
Measurement	7.7	6.9	10
Geometry	Not Assessed	Not Assessed	Not Assessed
Algebraic Concepts	8.3	7.7	11
Data Analysis and Probability	9.8	9.2	11

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Mathematics Reporting Categories And Assessment Anchors

Grade 4	District Average	State Average	Total Points Possible
Numbers and Operations	28.0	25.1	35
Measurement	6.6	6.0	10
Geometry	6.5	6.3	10
Algebraic Concepts	8.3	7.7	10
Data Analysis and Probability	5.3	5.0	7

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Mathematics Reporting Categories And Assessment Anchors

Grade 5	District Average	State Average	Total Points Possible
Numbers and Operations	29.7	24.8	37
Measurement	6.3	5.4	9
Geometry	6.8	5.6	9
Algebraic Concepts	8.0	7.1	12
Data Analysis and Probability	3.9	3.5	5

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Mathematics Reporting Categories And Assessment Anchors

Grade 6	District Average	State Average	Total Points Possible
Numbers and Operations	24.2	20.6	31
Measurement	Not Assessed	Not Assessed	Not Assessed
Geometry	8.5	7.2	11
Algebraic Concepts	11.5	10.0	15
Data Analysis and Probability	12.1	10.2	15

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Mathematics Reporting Categories And Assessment Anchors

Grade 7	District Average	State Average	Total Points Possible
Numbers and Operations	16.0	14.9	22
Measurement	8.7	7.8	12
Geometry	Not Assessed	Not Assessed	Not Assessed
Algebraic Concepts	16.9	14.1	24
Data Analysis and Probability	9.5	8.1	14

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Mathematics Reporting Categories And Assessment Anchors

Grade 8	District Average	State Average	Total Points Possible
Numbers and Operations	9.7	8.5	13
Measurement	Not Assessed	Not Assessed	Not Assessed
Geometry	7.9	7.9	14
Algebraic Concepts	25.9	24.0	34
Data Analysis and Probability	8.9	7.9	11

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Reading Reporting Categories And Assessment Anchors

Grade 3	District Average	State Average	Total Points Possible
Comprehension and Reading Skills	24.6	20.8	31
Interpretation and Analysis of Fictional and Nonfictional Text	11.1	9.7	15

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Reading Reporting Categories And Assessment Anchors

Grade 4	District Average	State Average	Total Points Possible
Comprehension and Reading Skills	28.1	24.5	37
Interpretation and Analysis of Fictional and Nonfictional Text	11.9	10.6	15

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Reading Reporting Categories And Assessment Anchors

Grade 5	District Average	State Average	Total Points Possible
Comprehension and Reading Skills	23.8	20.8	30
Interpretation and Analysis of Fictional and Nonfictional Text	16.3	14.2	22

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Reading Reporting Categories And Assessment Anchors

Grade 6	District Average	State Average	Total Points Possible
Comprehension and Reading Skills	23.0	20.1	30
Interpretation and Analysis of Fictional and Nonfictional Text	16.3	14.0	22

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Reading Reporting Categories And Assessment Anchors

Grade 7	District Average	State Average	Total Points Possible
Comprehension and Reading Skills	23.7	20.8	30
Interpretation and Analysis of Fictional and Nonfictional Text	15.8	13.9	22

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Reading Reporting Categories And Assessment Anchors

Grade 8	District Average	State Average	Total Points Possible
Comprehension and Reading Skills	20.0	18.0	27
Interpretation and Analysis of Fictional and Nonfictional Text	19.0	16.6	25

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Science Reporting Categories And Assessment Anchors

Grade 4	District Average	State Average	Total Points Possible
The Nature of Science	28.1	24.3	35
Biological Sciences	9.7	8.6	12
Physical Sciences	8.7	8.0	11
Earth and Space Sciences	7.6	6.4	10

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Science Reporting Categories And Assessment Anchors

Grade 8	District Average	State Average	Total Points Possible
The Nature of Science	26.3	23.0	34
Biological Sciences	9.6	8.4	12
Physical Sciences	8.0	6.7	10
Earth and Space Sciences	8.9	7.4	12

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Writing Reporting Categories And Assessment Anchors

Grade 5	District Average	State Average	Total Points Possible
Composition	54.6	49.6	80
Informational Prompt	28.1	25.1	40
Persuasive Prompt	26.5	24.5	40
Revising and Editing	15.2	13.5	20
Multiple Choice	9.7	8.6	12

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Writing Reporting Categories And Assessment Anchors

Grade 8	District Average	State Average	Total Points Possible
Composition	58.8	54.0	80
Informational Prompt	30.0	27.6	40
Persuasive Prompt	28.8	26.4	40
Revising and Editing	15.1	13.3	20
Multiple Choice	9.2	7.9	12

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Achieving the Goal: Proficiency for All Students

Pennsylvania's Standards Aligned System

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 is creating the system that aligns these high impact elements to help students, parents, teachers, and administrators inspire all Pennsylvania's schools to become GREAT schools.

We call this **Pennsylvania's Standards Aligned System**, or "SAS." www.pdesas.org

Data Tools in a Standards Aligned System

System Level Data Tools

School Performance

Source of information for federal designation of Title I schools as a Reward, Focus, Priority or Undesignated school, and a State School Performance Profile (SPP) score for Title I and Non-Title I schools.

<http://paschoolperformance.org>

NAEP

The National Assessment of Educational Progress (NAEP), also known as "The Nation's Report Card," is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas. Since 1969, assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts.

<http://nces.ed.gov/nationsreportcard/>

Student Level Data Tools

PA Value-Added Assessment System (PVAAS)

PVAAS is a statistical analysis system that uses longitudinal data of students' performances on the PSSA assessments. PVAAS incorporates a mixed-model longitudinal model to estimate the growth that a cohort of students' experiences during a school year. In addition, PVAAS provides projections of each individual student's likelihood to achieve a selected proficiency level on a future PSSA examination.

<http://pvaas.sas.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). Create your own reports 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>

