PENNSYLVANIA

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,

Carolor C. Dumarasa

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



METHACTON SD PSSA Facts

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.

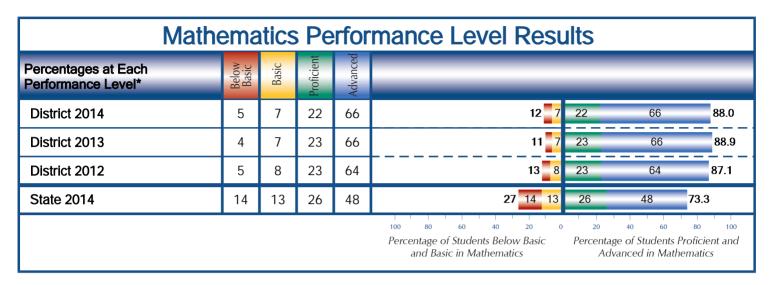


Below Basic: Inadequate academic performance that indicates little understanding and minimal display of the skills included in Pennsylvania's Academic Content Standards. There is a major need for additional instructional opportunities and/or increased student academic commitment to achieve the Proficient level.

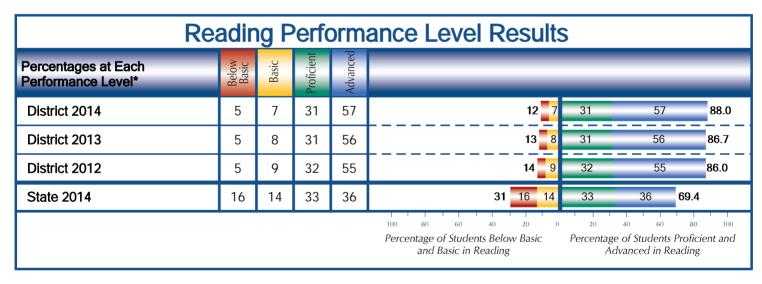
PSSA Assessment Anchors and Reporting Categories

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



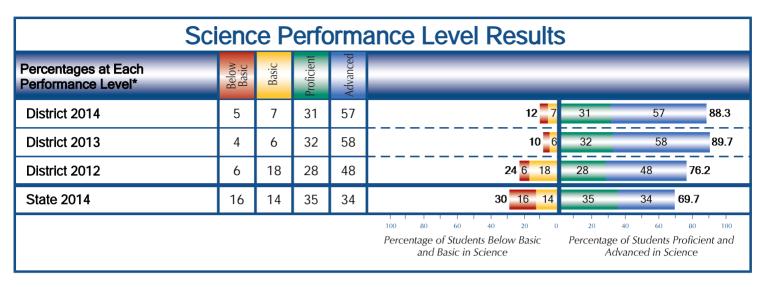
In 2014, 88.0% of the students at METHACTON SD met or exceeded proficiency in Mathematics. Comparatively, 73.3% of the students in Pennsylvania met or exceeded proficiency in Mathematics. Use the 2012 and 2013 data provided to determine your district's three-year progress in Mathematics. These numbers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



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



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						
Percentages at Each Performance Level*	Below Basic	Basic	Proficient	Advanced		
District 2014	1	17	67	16	17 17 67 16 82.7	
District 2013	1	13	73	13	14 13 73 13 86.3	
District 2012	1	15	70	14	16 15 70 14 83.7	
State 2014	3	29	60	8	32 29 60 8 67.6	
					100 80 60 40 20 0 20 40 60 80 100 Percentage of Students Below Basic Percentage of Students Proficient and and Basic in Writing Advanced in Writing	

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				
All Students	5	7	22	66	2299	12 7	22	66	88.0
Female**	5	7	23	65	1125	12 7	23	65	87.9
Male**	6	6	21	67	1174	12 <mark>6</mark> 6	21	67	88.1
American Indian/Alaskan Native (not Hispanic)	0	0	50	50	2		50	50	
Asian (not Hispanic)	1	2	11	86	366	4	11	86	
Black or African American (not Hispanic)	16	15	26	42	73	32 16 15	26	42 68.5	
Hispanic (any race)	9	16	31	44	70	24 9 16	31	44 75.7	7
Multi-Racial (not Hispanic)	5	8	29	58	114	13 8	29	58	86.8
White (not Hispanic)	5	7	23	64	1674	12 7	23	64	87.6
Native Hawaiian/other Pacific Islander (not Hispanic)	0	0	0	0	0				
IEP-Special Education	23	21	28	28	410	44 23 21	28	28 55.9	
Migrant Education Program**	0	0	0	0	0				1
Economically Disadvantaged	15	15	30	41	294	29 15 15	30	41 70.7	
English Language Learner	23	23	29	26	31	45 <mark>2323</mark>	29	26 54.8	
Historically Underperforming	17	17	29	37	627	34 17 17	29	37 65.7	1
calculations. **These groups are not sub-groups for SPP reporting purp	oses					Percentage of Students Below Basic	Percent	age of Students Proficie	ent and
**These groups are not sub-groups for SPP reporting purp Reading: Percentages and Total Number by Group*	Besic Basic	Basic	Proficient	Advanced	Total Number	Percentage of Students Below Basic and Basic in Mathematics		age of Students Proficie dvanced in Mathematic:	
**These groups are not sub-groups for SPP reporting purp Reading: Percentages and Total		Pasic 7	12 Proficient	75 Advanced	Total Number				
**These groups are not sub-groups for SPP reporting purp Reading: Percentages and Total Number by Group*	Below Basic		_			and Basic in Mathematics	A	dvanced in Mathematic:	25
**These groups are not sub-groups for SPP reporting purp Reading: Percentages and Total Number by Group* All Students	ол Below Basic	7	31	57	2298	and Basic in Mathematics	31	dvanced in Mathematics 57 62	88.0
These groups are not sub-groups for SPP reporting purp Reading: Percentages and Total Number by Group* All Students Female	P G Below Basic	7 5	31 29	57 62	2298 1125	and Basic in Mathematics 12 7	31 29	dvanced in Mathematics 57 62	88.0
These groups are not sub-groups for SPP reporting purp Reading: Percentages and Total Number by Group* All Students Female Male**	Below Basic 6	7 5 9	31 29 33	57 62 53	2298 1125 1173	and Basic in Mathematics 12 7	31 29	dvanced in Mathematics 57 62 53	88.0
These groups are not sub-groups for SPP reporting purp Reading: Percentages and Total Number by Group* All Students Female Male** American Indian/Alaskan Native (not Hispanic)	5 Below 6 0	7 5 9	31 29 33 0	57 62 53 100	2298 1125 1173 2	and Basic in Mathematics 12 7 9 15 6 9	31 29 33	dvanced in Mathematics 57 62 53	88.0 90.9 85.2
These groups are not sub-groups for SPP reporting purp Reading: Percentages and Total Number by Group* All Students Female Male** American Indian/Alaskan Native (not Hispanic) Asian (not Hispanic)	5 4 6 0 3	7 5 9 0 4	31 29 33 0 20	57 62 53 100 74	2298 1125 1173 2 366	and Basic in Mathematics 12 7 9 15 6 9	31 29 33 20	57 62 53 100 74	88.0 90.9 85.2
These groups are not sub-groups for SPP reporting purp Reading: Percentages and Total Number by Group* All Students Female Male** American Indian/Alaskan Native (not Hispanic) Asian (not Hispanic) Black or African American (not Hispanic)	5 4 6 0 3 11	7 5 9 0 4	31 29 33 0 20 42	57 62 53 100 74 33	2298 1125 1173 2 366 73	and Basic in Mathematics 12	31 29 33 20 42	57 62 53 100 74 33 75 .3	88.0 90.9 85.2
These groups are not sub-groups for SPP reporting purp Reading: Percentages and Total Number by Group* All Students Female Male** American Indian/Alaskan Native (not Hispanic) Asian (not Hispanic) Black or African American (not Hispanic) Hispanic (any race)	5 4 6 0 3 11 10	7 5 9 0 4 14 23	31 29 33 0 20 42 33	57 62 53 100 74 33 34	2298 1125 1173 2 366 73 70	and Basic in Mathematics 12 7 9 15 6 9 7 25 11 14 33 10 23	31 29 33 20 42	57 62 53 100 74 33 75.3	88.0 90.9 85.2
These groups are not sub-groups for SPP reporting purp Reading: Percentages and Total Number by Group* All Students Female Male** American Indian/Alaskan Native (not Hispanic) Asian (not Hispanic) Black or African American (not Hispanic) Hispanic (any race) Multi-Racial (not Hispanic)	5 4 6 0 3 11 10 3	7 5 9 0 4 14 23 7	31 29 33 0 20 42 33 34	57 62 53 100 74 33 34 56	2298 1125 1173 2 366 73 70 114	and Basic in Mathematics 12 7 9 15 6 9 7 25 11 14 33 10 23 10 7	31 29 33 20 42 33 34	57 62 53 100 74 33 75.3 34 67.1	88.0 90.9 85.2 3
These groups are not sub-groups for SPP reporting purp Reading: Percentages and Total Number by Group* All Students Female Male** American Indian/Alaskan Native (not Hispanic) Asian (not Hispanic) Black or African American (not Hispanic) Hispanic (any race) Multi-Racial (not Hispanic) White (not Hispanic)	5 4 6 0 3 11 10 3 5	7 5 9 0 4 14 23 7	31 29 33 0 20 42 33 34 33	57 62 53 100 74 33 34 56	2298 1125 1173 2 366 73 70 114 1673	and Basic in Mathematics 12 7 9 15 6 9 7 25 11 14 33 10 23 10 7	31 29 33 20 42 33 34	57 62 53 100 74 33 75.3 34 67.1	88.0 90.9 85.2 3
These groups are not sub-groups for SPP reporting purp Reading: Percentages and Total Number by Group* All Students Female Male** American Indian/Alaskan Native (not Hispanic) Asian (not Hispanic) Black or African American (not Hispanic) Hispanic (any race) Multi-Racial (not Hispanic) White (not Hispanic) Native Hawalian/other Pacific Islander (not Hispanic)	5 4 6 0 3 11 10 3 5 0	7 5 9 0 4 14 23 7 7	31 29 33 0 20 42 33 34 33 0	57 62 53 100 74 33 34 56 55	2298 1125 1173 2 366 73 70 114 1673 0	and Basic in Mathematics 12 7 9 15 6 9 7 25 11 14 33 10 23 10 7 12 7	31 29 33 20 42 33 34 33	57 62 53 100 74 33 75.3 34 67.1	88.0 90.9 85.2 3
These groups are not sub-groups for SPP reporting purp Reading: Percentages and Total Number by Group* All Students Female Male** American Indian/Alaskan Native (not Hispanic) Asian (not Hispanic) Black or African American (not Hispanic) Hispanic (any race) Multi-Racial (not Hispanic) White (not Hispanic) Native Hawailan/other Pacific Islander (not Hispanic) IEP-Special Education	5 4 6 0 3 11 10 3 5 0	7 5 9 0 4 14 23 7 7 0	31 29 33 0 20 42 33 34 33 0 34	57 62 53 100 74 33 34 56 55 0	2298 1125 1173 2 366 73 70 114 1673 0 409	and Basic in Mathematics 12 7 9 15 6 9 7 25 11 14 33 10 23 10 7 12 7	31 29 33 20 42 33 34 33	57 62 53 100 74 33 75.3 34 67.1	88.0 90.9 85.2 3
These groups are not sub-groups for SPP reporting purp Reading: Percentages and Total Number by Group* All Students Female Male** American Indian/Alaskan Native (not Hispanic) Asian (not Hispanic) Black or African American (not Hispanic) Hispanic (any race) Multi-Racial (not Hispanic) White (not Hispanic) Native Hawailan/other Pacific Islander (not Hispanic) IEP-Special Education Migrant Education Program**	5 4 6 0 3 11 10 3 5 0 23	7 5 9 0 4 14 23 7 7 0 18	31 29 33 0 20 42 33 34 33 0 34	57 62 53 100 74 33 34 56 55 0 25	2298 1125 1173 2 366 73 70 114 1673 0 409 0	and Basic in Mathematics 12 7 9 15 6 9 7 25 11 14 33 10 23 10 7 12 7	31 29 33 20 42 33 34 34 34 41	57 62 53 100 74 33 75.3 34 67.1 56 55	88.0 90.9 85.2 3
These groups are not sub-groups for SPP reporting purp Reading: Percentages and Total Number by Group* All Students Female Male** American Indian/Alaskan Native (not Hispanic) Asian (not Hispanic) Black or African American (not Hispanic) Hispanic (any race) Multi-Racial (not Hispanic) White (not Hispanic) Native Hawalian/other Pacific Islander (not Hispanic) IEP-Special Education Migrant Education Program** Economically Disadvantaged	5 4 6 0 3 11 10 3 5 0 23 0	7 5 9 0 4 14 23 7 7 0 18 0	31 29 33 0 20 42 33 34 33 0 41	57 62 53 100 74 33 34 56 55 0 25 0	2298 1125 1173 2 366 73 70 114 1673 0 409 0 293	and Basic in Mathematics 12 7 9 15 6 9 7 25 11 14 33 10 23 10 7 12 7	31 29 33 20 42 33 34 34 34	57 62 53 100 74 33 75.3 34 67.1 56 55 25 58.7	88.0 90.9 85.2 3

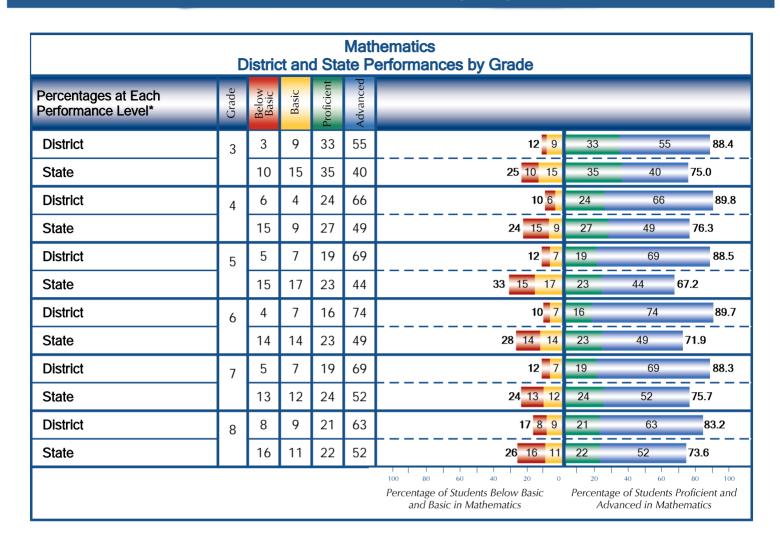
^{*} The sum of the percentages may not equal 100 due to rounding. Total Number means the number of students receiving a score.

METHACTON SD 2014 Performance Level Distribution by Subject and Group

				70	_		
Science: Percentages and Total	Below Basic	Basic	Proficient	Advanced	Total Number		
Number by Group*	Be Ba	B	Profi	Adva	Z I		
All Students	5	7	31	57	805	12 7 31 57	88.3
Female**	4	6	35	55	398	10 6 35 55	90.5
Male**	6	8	27	59	407	14 <mark>6 8 27 59</mark>	86.2
American Indian/Alaskan Native (not Hispanic)	0	0	0	100	1	100	
Asian (not Hispanic)	2	6	22	69	140	9 6 22 69	91.4
Black or African American (not Hispanic)	15	27	38	19	26	42 15 27 38 19 57.7	7
Hispanic (any race)	13	7	53	27	15	20 13 7 53 27	80.0
Multi-Racial (not Hispanic)	3	6	24	68	34	9 6 24 68	91.2
White (not Hispanic)	5	6	33	56	589	11 6 33 56	89.0
Native Hawaiian/other Pacific Islander (not Hispanic)	0	0	0	0	0	[
IEP-Special Education	19	19	31	31	143	38 19 19 31 31 6 2	2.2
Migrant Education Program**	0	0	0	0	0	[
Economically Disadvantaged	14	15	40	31	93	29 14 15 40 31	71.0
English Language Learner	40	30	10	20	10	70 40 30 10 20 30.0	
Historically Underperforming	15	17	36	33	214	32 15 17 36 33	68.2
calculations. **These groups are not sub-groups for SPP reporting purporting	oses.					Percentage of Students Below Basic Percentage of Students F and Basic in Science Advanced in Sci	
			±	þ			erree
Writing: Percentages and Total Number by Group*	Below Basic	Basic	Proficient	Advanced	Total Number		
Writing: Percentages and Total Number by Group* All Students	Below Basic	Basic 17	Proficient	9 Advanced	Total Number	17<mark>'</mark> 17 67	16 82 .7
Number by Group*						17 <mark>17</mark> 67 9 971	
Number by Group* All Students	1	17	67	16	745	9 9 71	16 82.7
Number by Group* All Students Female**	1 0	17 9	67 71	16 20	745 380	9 9 71	16 82 .7
Number by Group* All Students Female** Male**	1 0 2	17 9 24	67 71 63	16 20 12	745 380 365	9 9 71	16 82 .7
Number by Group* All Students Female** Male** American Indian/Alaskan Native (not Hispanic)	1 0 2 0	17 9 24 0	67 71 63 0	16 20 12 0	745 380 365 0	9 9 71 25 24 63 1	16 82.7 20 90.5 2 74 .5
Number by Group* All Students Female** Male** American Indian/Alaskan Native (not Hispanic) Asian (not Hispanic)	1 0 2 0	17 9 24 0	67 71 63 0 61	16 20 12 0 29	745 380 365 0 119	9 9 71 25 24 63 1. 10 10 61 22 22 74	16 82.7 20 90.5 2 74.5
Number by Group* All Students Female** Male** American Indian/Alaskan Native (not Hispanic) Asian (not Hispanic) Black or African American (not Hispanic)	1 0 2 0 0	17 9 24 0 10 22	67 71 63 0 61 74	16 20 12 0 29 4	745 380 365 0 119 27	9 9 71 25 24 63 1 10 10 61 22 22 74 29 29 59 12	16 82.7 20 90.5 2 74.5 29 89.9
Number by Group* All Students Female** Male** American Indian/Alaskan Native (not Hispanic) Asian (not Hispanic) Black or African American (not Hispanic) Hispanic (any race)	1 0 2 0 0 0	17 9 24 0 10 22 29	67 71 63 0 61 74	16 20 12 0 29 4	745 380 365 0 119 27	9 9 71 25 24 63 1 10 10 61 22 22 74 29 29 59 12	16 82.7 20 90.5 2 74.5 29 89.9 77.8
Number by Group* All Students Female** Male** American Indian/Alaskan Native (not Hispanic) Asian (not Hispanic) Black or African American (not Hispanic) Hispanic (any race) Multi-Racial (not Hispanic)	1 0 2 0 0 0 0	17 9 24 0 10 22 29 25	67 71 63 0 61 74 59	16 20 12 0 29 4 12 16	745 380 365 0 119 27 17 32	9 9 71 25 24 63 1 10 10 61 22 22 74 29 29 59 12 25 25 59 16	16 82.7 20 90.5 2 74.5 29 89.9 77.8 70.6 3 75.0
Number by Group* All Students Female** Male** American Indian/Alaskan Native (not Hispanic) Asian (not Hispanic) Black or African American (not Hispanic) Hispanic (any race) Multi-Racial (not Hispanic) White (not Hispanic)	1 0 2 0 0 0 0 0	17 9 24 0 10 22 29 25 17	67 71 63 0 61 74 59 59	16 20 12 0 29 4 12 16 14	745 380 365 0 119 27 17 32 550	9 9 71 25 24 63 1 10 10 61 22 22 74 29 29 59 12 25 25 59 16	16 82.7 20 90.5 2 74.5 29 89.9 77.8 70.6 3 75.0
Number by Group* All Students Female** Male** American Indian/Alaskan Native (not Hispanic) Asian (not Hispanic) Black or African American (not Hispanic) Hispanic (any race) Multi-Racial (not Hispanic) White (not Hispanic) Native Hawalian/other Pacific Islander (not Hispanic)	1 0 2 0 0 0 0 0	17 9 24 0 10 22 29 25 17	67 71 63 0 61 74 59 59 69	16 20 12 0 29 4 12 16 14	745 380 365 0 119 27 17 32 550 0	9 9 71 25 24 63 1 10 10 61 22 22 74 29 29 59 12 25 25 59 16 18 17 69	16 82.7 20 90.5 2 74.5 29 89.9 77.8 70.6 3 75.0
All Students Female** Male** American Indian/Alaskan Native (not Hispanic) Asian (not Hispanic) Black or African American (not Hispanic) Hispanic (any race) Multi-Racial (not Hispanic) White (not Hispanic) Native Hawalian/other Pacific Islander (not Hispanic) IEP-Special Education	1 0 2 0 0 0 0 0 0 1 0	17 9 24 0 10 22 29 25 17 0 43	67 71 63 0 61 74 59 59 69 0	16 20 12 0 29 4 12 16 14 0	745 380 365 0 119 27 17 32 550 0 107	9 9 71 25 24 63 1. 10 10 61 22 22 74 29 29 59 12 25 25 59 16 18 17 69	16 82.7 20 90.5 2 74.5 29 89.9 77.8 70.6 3 75.0
All Students Female** Male** American Indian/Alaskan Native (not Hispanic) Asian (not Hispanic) Black or African American (not Hispanic) Hispanic (any race) Multi-Racial (not Hispanic) White (not Hispanic) Native Hawalian/other Pacific Islander (not Hispanic) IEP-Special Education Migrant Education Program**	1 0 2 0 0 0 0 0 1 0 4	17 9 24 0 10 22 29 25 17 0 43	67 71 63 0 61 74 59 59 69 0 52	16 20 12 0 29 4 12 16 14 0	745 380 365 0 119 27 17 32 550 0 107	9 9 71 25 24 63 1. 10 10 61 22 22 74 29 29 59 12 25 25 59 16 18 17 69	16 82.7 20 90.5 2 74.5 29 89.9 77.8 70.6 3 75.0 14 82.2
All Students Female** Male** American Indian/Alaskan Native (not Hispanic) Asian (not Hispanic) Black or African American (not Hispanic) Hispanic (any race) Multi-Racial (not Hispanic) White (not Hispanic) Native Hawalian/other Pacific Islander (not Hispanic) IEP-Special Education Migrant Education Program** Economically Disadvantaged	1 0 2 0 0 0 0 0 1 0 4 0	17 9 24 0 10 22 29 25 17 0 43 0	67 71 63 0 61 74 59 59 69 0 52 0	16 20 12 0 29 4 12 16 14 0 1	745 380 365 0 119 27 17 32 550 0 107 0 82	9 9 71 25 24 63 1 10 10 61 22 22 74 29 29 59 12 25 25 59 16 18 17 69 47 43 52 53.3	16 82.7 20 90.5 2 74.5 29 89.9 77.8 70.6 3 75.0 14 82.2

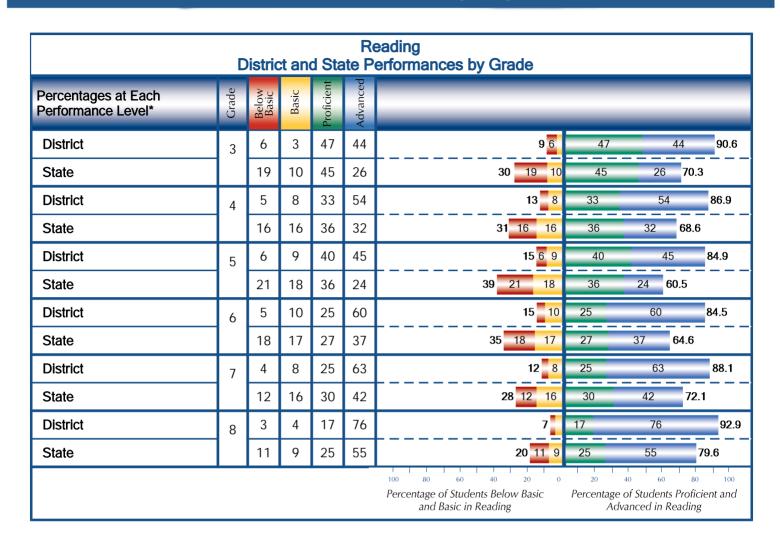
^{*} The sum of the percentages may not equal 100 due to rounding. Total Number means the number of students receiving a score.

METHACTON SD 2014 Performance Level Distribution by Subject and Grade



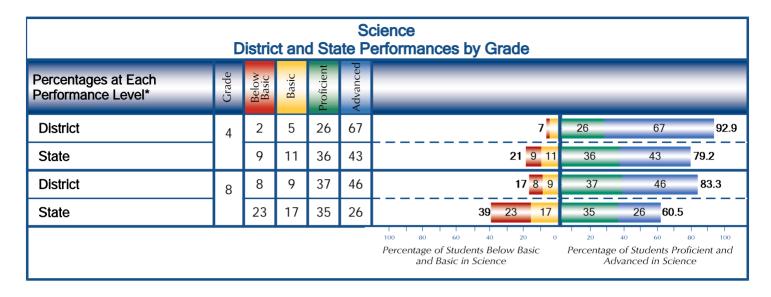
^{*}The sum of the percentages may not equal 100 due to rounding.

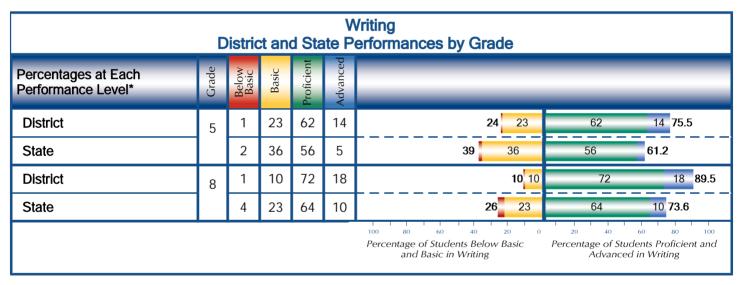
METHACTON SD 2014 Performance Level Distribution by Subject and Grade



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

METHACTON SD 2014 Performance Level Distribution by Subject and Grade





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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

Student Level Data Tools

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

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/

PA Value-Added Assessment System (PVAAS) 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

