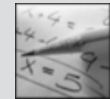


School Summary Report

District: CATASAUQUA AREA SD
School: CATASAUQUA HS
AUN: 121391303-000002798
Test Date: Spring 2011
Number of Students Tested: 23

Content Area:
Algebra I



Dear School Leader:

This report provides valuable information about your school's performance on the Pennsylvania Keystone Exams.

The report is designed to give you

- an overview of how your students' performance compares to the performance of students in your district and statewide,
- in-depth results by student group, and
- data on your school's achievement by assessment anchor.

Please use this report and detailed supporting materials on the Pennsylvania Department of Education Standards Aligned System website (www.pdesas.org) to help you and your staff continuously improve your school. Our mutual goal is to enable all students to become lifelong learners and reach their full potential.

Sincerely,

Ronald J. Tomalis
Secretary of Education

About the Keystone Exams

The Keystone Exams are end-of-course assessments designed to assess performance in the content areas of Algebra I, Biology, and Literature. Future content areas to be assessed include Algebra II, Chemistry, English Composition, Geometry, U.S. History, World History, and Civics and Government. The exams are offered in both paper/pencil and online formats.

The Keystone Exams were developed by Pennsylvania educators and are aligned to the Keystone Exams Assessment Anchors and Eligible Content.

The Keystone Exams are one component of Pennsylvania's new system of high school graduation requirements. To receive a diploma, a student must also meet local school district credit and attendance requirements, complete a culminating project, and pass any additional district requirements.

For detailed information about how the Keystone Exams are being integrated into the Pennsylvania graduation requirements, please contact the Pennsylvania Department of Education or visit www.pdesas.org.

www.pdesas.org

Algebra I



pennsylvania
DEPARTMENT OF EDUCATION

KEYSTONE EXAMS ITEMS

Common items within a content area are administered to all eligible students regardless of the exam form they are assigned. Only the common items are used in determining students' scores and their corresponding performance levels. This practice ensures all students are evaluated using the same sets of items.

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. Field Test items are not included in the results of students, schools, or the district.

KEYSTONE EXAMS SCORES

The Keystone Exam score is a scale score computed from the number of points a student receives on the exam (i.e., raw score). For every possible raw score on an exam form, there is a corresponding scale score. Most state testing programs use scale scores for reporting purposes. A given scale score has the same interpretation regardless of the length or difficulty of the exam. For example, a scale score of 1300 always implies the same level of student performance and always falls in the same performance level. The student's Keystone Exam score is used to place the student in the appropriate performance level. The items on the Keystone Exams change with each administration, but they continue to measure the same Assessment Anchors and Eligible Content.

Please note that percentages in the following tables may not add up to 100% due to rounding.

KEYSTONE EXAMS PERFORMANCE LEVELS



Advanced: Superior academic performance indicating an in-depth understanding and exemplary display of the skills included in the Keystone Exams Assessment Anchors and Eligible Content.



Proficient: Satisfactory academic performance indicating a solid understanding and adequate display of the skills included in the Keystone Exams Assessment Anchors and Eligible Content.



Basic: Marginal academic performance indicating work approaching, but not yet reaching, satisfactory performance. Performance indicates a partial understanding and limited display of the skills included in the Keystone Exams Assessment Anchors and Eligible Content. The student may need additional instructional opportunities and/or increased student academic commitment to achieve the Proficient level.

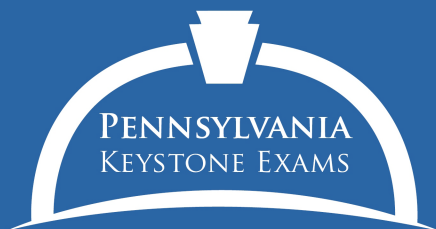


Below Basic: Inadequate academic performance indicating little understanding and minimal display of the skills included in the Keystone Exams Assessment Anchors and Eligible Content. There is a major need for additional instructional opportunities and/or increased student academic commitment to achieve the Proficient level.

KEYSTONE EXAMS ASSESSMENT ANCHORS AND ELIGIBLE CONTENT

The Keystone Exams Assessment Anchors and Eligible Content are designed to clarify the Academic Standards that may be assessed in the Keystone Exams. An Assessment Anchor is reported only if five or more possible points come from items aligned with the Assessment Anchor. Results based on fewer than five items are not considered statistically reliable.

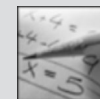




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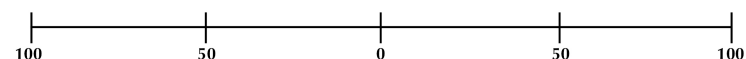
Content Area:
 Algebra I



Performance Level Summary

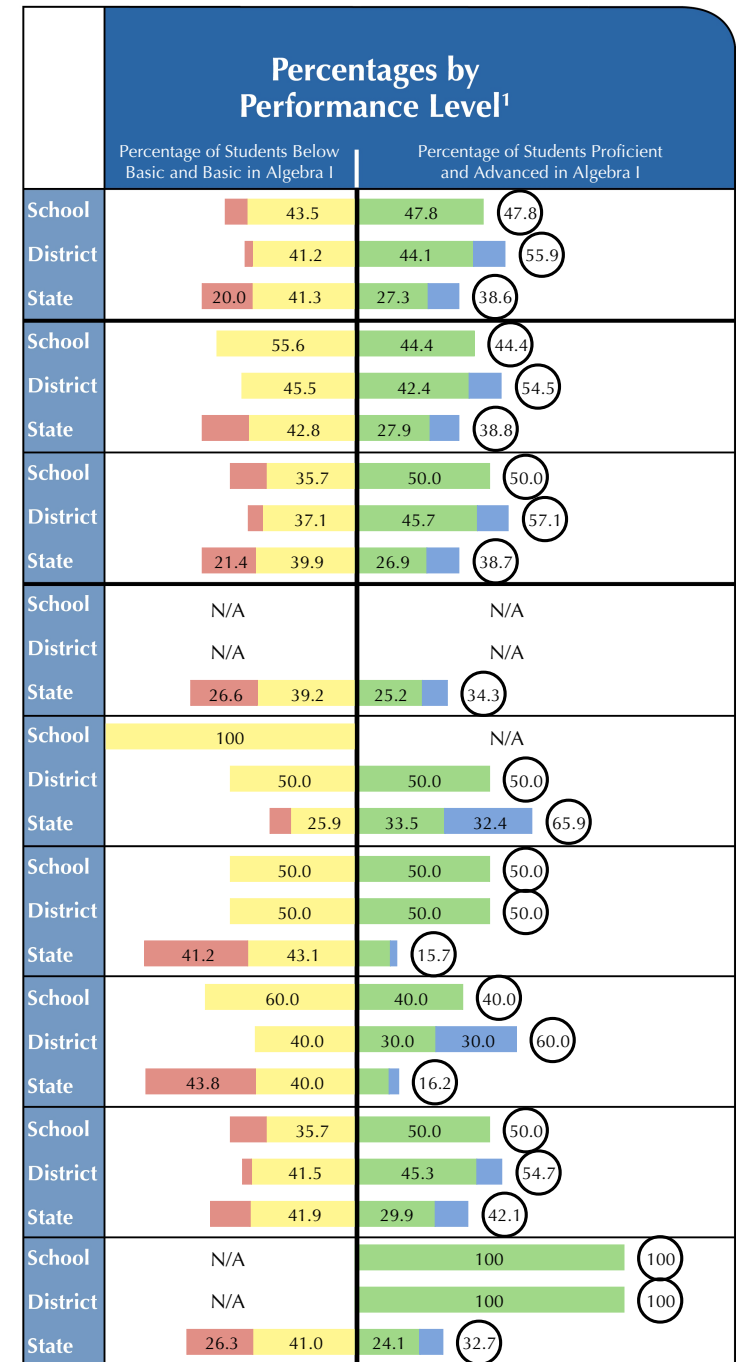
Algebra I	Total Tested	Below Basic		Basic		Proficient		Advanced		Percentages by Performance Level ¹	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percentage of Students Below Basic and Basic in Algebra I	Percentage of Students Proficient and Advanced in Algebra I
School: All Testers	23	2	8.7%	10	43.5%	11	47.8%	0	0.0%		
District: All Testers	68	2	2.9%	28	41.2%	30	44.1%	8	11.8%		
State: All Testers	94,939	18,994	20.0%	39,230	41.3%	25,948	27.3%	10,767	11.3%		

¹ If a percentage is not displayed within the graph, consult the table for the actual percentage.



Performance Level Summary by Group: All Testers

Algebra I		School				District				State			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
All Testers	#	2	10	11	0	2	28	30	8	18,994	39,230	25,948	10,767
	%	8.7%	43.5%	47.8%	0.0%	2.9%	41.2%	44.1%	11.8%	20.0%	41.3%	27.3%	11.3%
GENDER	Female	#	0	5	4	0	15	14	4	8661	20,083	13,065	5102
		%	0.0%	55.6%	44.4%	0.0%	45.5%	42.4%	12.1%	18.5%	42.8%	27.9%	10.9%
	Male	#	2	5	7	0	13	16	4	10,205	19,033	12,824	5649
		%	14.3%	35.7%	50.0%	0.0%	5.7%	37.1%	45.7%	21.4%	39.9%	26.9%	11.8%
RACE/ETHNICITY	American Indian or Alaskan Native	#	0	0	0	0	0	0	0	38	56	36	13
		%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	26.6%	39.2%	25.2%	9.1%
	Asian or Pacific Islander	#	0	1	0	0	1	1	0	261	832	1075	1040
		%	0.0%	100%	0.0%	0.0%	50.0%	50.0%	0.0%	8.1%	25.9%	33.5%	32.4%
	Black/African American non-Hispanic	#	0	1	1	0	1	1	0	3730	3903	1206	221
		%	0.0%	50.0%	50.0%	0.0%	50.0%	50.0%	0.0%	41.2%	43.1%	13.3%	2.4%
	Latino/Hispanic	#	0	3	2	0	4	3	3	2497	2283	731	194
		%	0.0%	60.0%	40.0%	0.0%	40.0%	30.0%	30.0%	43.8%	40.0%	12.8%	3.4%
	White non-Hispanic	#	2	5	7	0	22	24	5	12,056	31,603	22,593	9196
		%	14.3%	35.7%	50.0%	0.0%	3.8%	41.5%	45.3%	16.0%	41.9%	29.9%	12.2%
	Multi-Racial/Ethnic (two or more races)	#	0	0	1	0	0	1	0	264	411	242	86
		%	0.0%	0.0%	100%	0.0%	0.0%	100%	0.0%	26.3%	41.0%	24.1%	8.6%

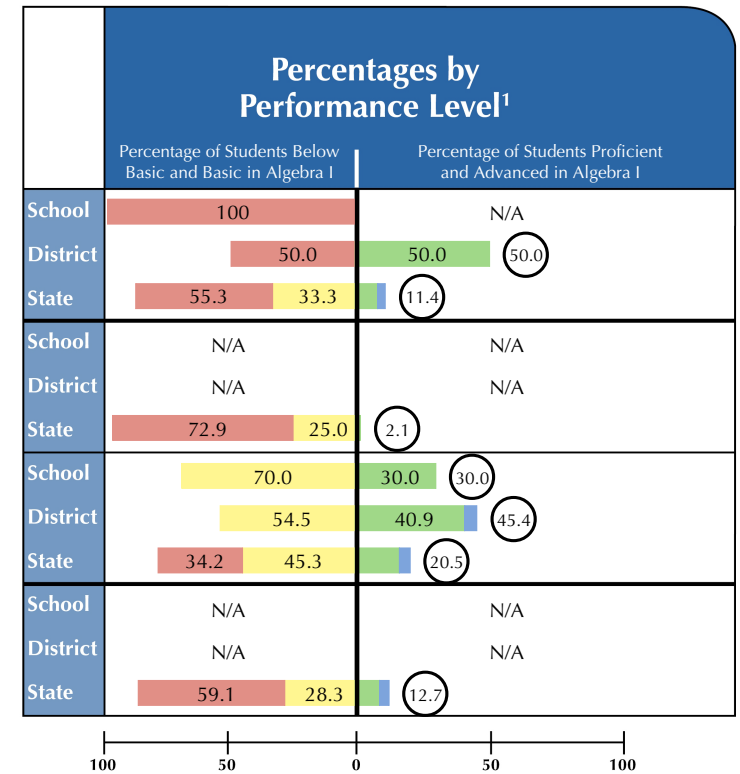


¹ If a percentage is not displayed within the graph, consult the table for the actual percentage.

Performance Level Summary by Group: All Testers (Continued)

	Algebra I		School				District				State			
			Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
PROGRAM STATUS	IEP-Special Education	#	1	0	0	0	1	0	1	0	4911	2959	745	267
		%	100%	0.0%	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%	55.3%	33.3%	8.4%	3.0%
PROGRAM STATUS	Migrant Education Program	#	0	0	0	0	0	0	0	0	35	12	1	0
		%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	72.9%	25.0%	2.1%	0.0%
PROGRAM STATUS	Economically Disadvantaged	#	0	7	3	0	0	12	9	1	9328	12,347	4514	1073
		%	0.0%	70.0%	30.0%	0.0%	0.0%	54.5%	40.9%	4.5%	34.2%	45.3%	16.6%	3.9%
PROGRAM STATUS	English Language Learner	#	0	0	0	0	0	0	0	0	951	455	148	56
		%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	59.1%	28.3%	9.2%	3.5%

¹ If a percentage is not displayed within the graph, consult the table for the actual percentage.



Performance Summary by Assessment Anchor

Based on Current Test Administration

All Testers Performance Summary by Assessment Anchor

Algebra I	Points Possible	Minimum Estimated Points Needed To Pass	School Median ¹ Points Earned	District Median Points Earned	State Median Points Earned	School Percent of Students Earning More Than Minimum Points	District Percent of Students Earning More Than Minimum Points	State Percent of Students Earning More Than Minimum Points
Module 1 – Operations and Linear Equations & Inequalities	30	15	14	14	13	43.5%	47.1%	35.0%
A1.1.1 Operations with Real Numbers and Expressions	9	3	3	2	3	17.4%	19.1%	34.1%
A1.1.2 Linear Equations	10	6	5	7	5	30.4%	51.5%	36.3%
A1.1.3 Linear Inequalities	11	6	6	6	5	47.8%	39.7%	26.2%
Module 2 – Linear Functions and Data Organizations	30	17	16	18	15	39.1%	54.4%	34.7%
A1.2.1 Functions	10	6	7	7	6	56.5%	58.8%	37.0%
A1.2.2 Coordinate Geometry	10	6	6	7	6	34.8%	50.0%	35.5%
A1.2.3 Data Analysis	10	5	3	5	4	8.7%	25.0%	21.0%

¹ **Median:** The median is the score where approximately half of the students score above and half score below. All medians in this report are calculated based on students' scores. The median is reported instead of the mean because extreme outlier scores can impact the mean for a small group (e.g., 15 or fewer students).