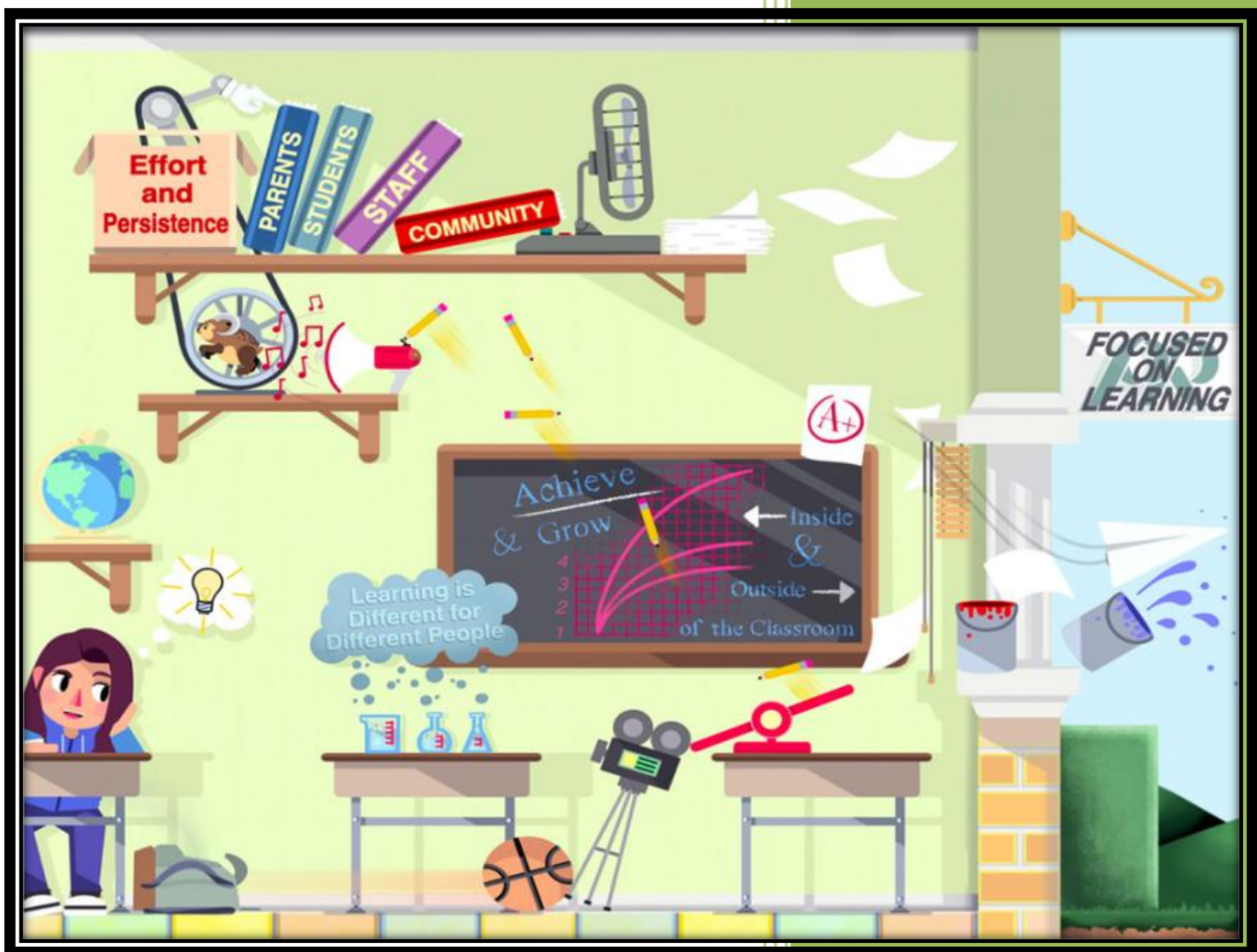


2014

Pine-Richland School District



Academic Achievement Report
October 27, 2014

(Page left intentionally blank)

**Pine-Richland School District
Academic Achievement Report
October 27, 2014**

Pine-Richland School Board
Peter Lyons, President
Dr. Jeffrey Banyas, Vice-President
Dennis Sundo, Treasurer
Marc Casciani
Therese Dawson
Greg DiTullio
Virginia Goebel
Holly Johnston
Laura Ohlund

Dr. Brian Miller, Superintendent

Report prepared by
Dr. Laura Davis, Director of Pupil Services
in consultation with
Dr. Brian Miller, Superintendent
Michael Pasquinelli, Assistant Superintendent
Noel Hustwit, Director of Special Education

Table of Contents

I.	Executive Summary	1
II.	Pennsylvania System of State Assessment (PSSA)	3
	Overview of PSSAs	3
	Math Performance Levels and Anchors	5
	Math Results and Findings	41
	Math Areas for Future Study	42
	Reading Performance Levels and Anchors	44
	Reading Results and Findings	79
	Reading Areas for Future Study	80
	Writing Performance Levels and Anchors	81
	Writing Results and Findings	89
	Writing Areas for Future Study	89
	Science Performance Levels and Anchors	91
	Science Results and Findings	99
	Science Areas for Future Study	99
III.	Keystone Exams	100
	Overview of Keystone Exams	100
	Performance Levels by Graduating Class	101
	Literature	101
	Biology	102
	Algebra 1	103
	Performance Levels by End of Course Assessments	106
	Literature	106
	Biology	106
	Algebra 1	107
	Results and Findings	108
	Areas for Future Study	108
IV.	Pennsylvania Value-Added Assessment System (PVAAS)	110
	Overview of PVAAS	110
	District Growth Data	111
	Results and Findings	120
	Areas for Future Study	120
V.	School Performance Profile	121

VI.	<u>Scholastic Aptitude Test (SAT)</u>	123
	<u>Overview of SATs</u>	123
	<u>Performance Levels</u>	124
	<u>Results and Findings</u>	128
	<u>Areas for Future Study</u>	128
VII.	<u>American College Test (ACT)</u>	129
	<u>Overview of ACTs</u>	129
	<u>Performance Levels</u>	130
	<u>Results and Findings</u>	133
	<u>Areas for Future Study</u>	133
VIII.	<u>Advanced Placement Tests (AP)</u>	134
	<u>Overview of APs</u>	134
	<u>Performance Levels</u>	135
	<u>Results and Findings</u>	142
	<u>Areas for Future Study</u>	143
IX.	<u>Conclusion and Next Steps</u>	144

Pine-Richland School District

Academic Achievement Report

Executive Summary

Within the theme of *Focused on Learning*, the Pine-Richland School District has created the 2014 Academic Achievement Report. This document is intended to assist in the district mission of “providing a strong academic foundation which challenges students to realize their fullest potential and encourages them to become engaged, thoughtful citizens.” The teaching and learning processes of the district serve as the core method for achieving this mission. From an educational perspective, we focus on the three big topics of curriculum, instruction, and assessment as the important elements of a successful educational program. The bottom line for our performance as an organization relates to the evidence of academic achievement and student learning.

The 2014 Academic Achievement Report is the second annual report of summative data on student learning. It reports data from the 2013-2014 school year and compares the performance of Pine-Richland students whenever possible to students throughout Pennsylvania, the nation, and the world. To illustrate student achievement, graphs have been included as appropriate.

Achievement on all PSSA tests is presented first for grade levels as a whole and then disaggregated for female and male students and students with IEPs. Data for the past five years has been included for each grade level and disaggregated group. *New to this report is the inclusion of the past five years of student performance on the assessment anchors for each content area PSSA.* Multiple years of Keystone Exam performance data are also reported. Other achievement data reported include mean scores for the Scholastic Aptitude Tests (SAT) and American College Tests (ACT). Additionally, five years of performance history on individual Advanced Placement (AP) courses has been included.

With the inclusion of data over time, we are able to find levels, trends, and comparisons of student performance. We can see in general the level of student performance, the consistency or direction of student performance over time, and differences in performance on individual content area tests.

The summative achievement assessments included in this report provide a snapshot of student learning at a single point in time. An enhance section on the Pennsylvania Value-Added Assessment System (PVAAS) data is also presented to give a picture of the growth in student learning over time. To create PVAAS data, results from PSSAs and Keystone Exams over time are statistically analyzed to make judgments about whether students have made growth in their learning each year.

During the 2014-2015 school year, every department and program in the district is undergoing a curriculum review process. One of the elements of the review process is to look at data about student achievement and growth in learning, along with other data such as graduation rates, attendance rates, and course enrollment rates, to determine the effectiveness of our educational programs. The data presented in this report was analyzed by our teachers as part of the curriculum review process during a professional development in-service activity.

Summative data on student achievement can be difficult to incorporate into the daily decisions about next steps in student learning that classroom teachers routinely make. There is usually a significant time gap between the administration of standardized tests and the ability of the district to analyze the results. Students have generally transitioned to the next grade level and to a different course in the content area sequence before performance results on achievement tests are reported. Summative assessments serve as lagging indicators of student learning. However, they also give us indicators of where to test further to find greater evidence of students in need of supplemental instruction, enrichment, and acceleration.

It is the intention of the district to increase the capacity of administrators and teachers to analyze data about student achievement and growth in learning. Additionally, the ability of our parents to understand the assessment results of their children is an important part of being partners with our schools in the education of all our students. With the analysis of both achievement and growth data, we will be better able to make wise decisions about next steps in student learning.

Pennsylvania System of State Assessment (PSSA)

Overview of Assessments

Chapter 4 of the State Board of Education regulations outlines assessments for mathematics and reading skills of students in grades 3 through 8; an assessment for writing skills of students in grades 5 and 8; and an assessment for science skills of students in grades 4 and 8. The PSSA is the Pennsylvania Department of Education's assessment to meet the federal requirements. The PSSA is administered annually in the spring.

The following performance levels are utilized:

- **Advanced:** The advanced level reflects superior academic performance. Advanced work indicates an in-depth understanding and exemplary display of the skills included in the Pennsylvania Core Academic Standards.
- **Proficient:** The proficient level reflects satisfactory academic performance. Proficient work indicates a solid understanding and adequate display of the skills included in the Pennsylvania Core Academic Standards.
- **Basic:** The basic level reflects marginal academic performance. Basic work indicates a partial understanding and limited display of the skills included in the Pennsylvania Core Academic Standards.
- **Below Basic:** The below basic level reflects inadequate academic performance. Below basic work indicates little understanding and minimal display of the skills included in the Pennsylvania Core Academic Standards.

Data presented in the pages that follow includes five years of data per test per grade level and five years of disaggregated data for boys, girls, and students with IEPs. Data from spring 2014 for the state as a whole, boys, girls, and students with IEPs are reported for purposes of comparison.

Pine-Richland School District
PSSA Math Test Results
Performance Levels by Grade, Gender, and Students with IEPs over Time

GRADE 3 PSSA MATH**Total Students**

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	241	66.8	248	71.3	240	73.8	237	66.8	242	74	39.7
PROF	108	29.9	92	26.4	73	22.5	94	26.5	74	22.6	35.3
ADV/PRO	349	96.7	340	97.7	313	96.3	331	93.2	316	96.6	75
BASIC	12	3.3	6	1.7	6	1.8	19	5.4	9	2.8	14.6
BEL BAS	0	0	2	0.6	6	1.8	5	1.4	2	0.6	10.3
# TESTED	361		348		325		355		327		124,702

Female Students

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	103	65.2	108	66.7	112	74.2	109	63.4	110	73.8	38.3
PROF	49	31.0	49	30.2	34	22.5	52	30.2	35	23.5	36.4
ADV/PRO	152	96.2	157	96.9	146	96.7	161	93.6	145	97.3	74.7
BASIC	6	3.8	4	2.5	3	2.0	8	4.7	4	2.7	15.4
BEL BAS	0	0	1	0.6	2	1.3	3	1.7	0	0	9.9
# TESTED	158		162		151		172		149		60,758

Male Students

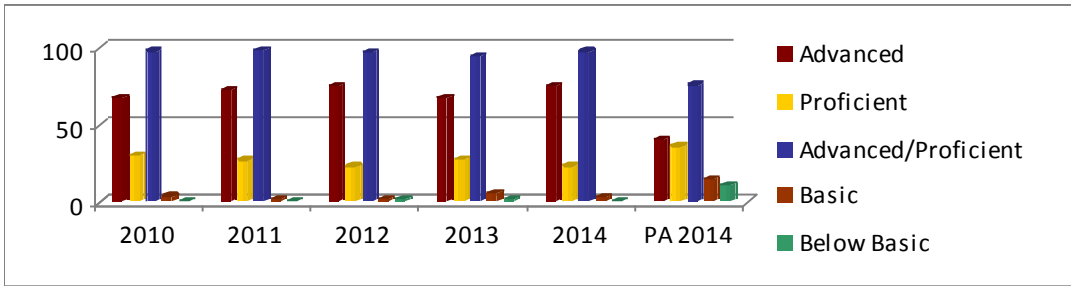
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	138	67.0	140	75.3	128	73.6	128	69.9	136	74.7	41.1
PROF	60	29.1	43	23.1	39	22.4	42	23	39	21.4	34.4
ADV/PRO	198	96.1	183	98.4	167	96.0	170	92.9	175	96.1	75.5
BASIC	7	3.4	2	1.1	3	1.7	11	6.0	5	2.7	13.8
BEL BAS	1	0.5	1	0.5	4	2.3	2	1.1	2	1.1	10.7
# TESTED	206		186		174		183		182		63,862

Students with IEPs

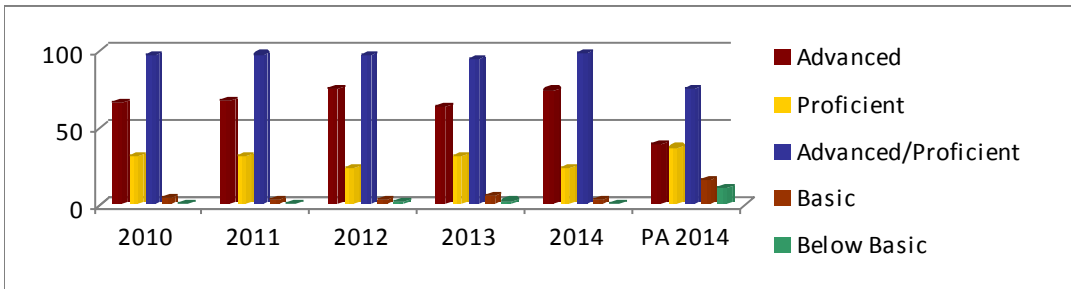
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	19	34.5	22	44.9	21	38.2	12	25	30	53.6	17.6
PROF	25	45.5	23	46.9	23	41.8	19	39.6	19	33.9	28.9
ADV/PRO	44	80.0	45	91.8	44	80.0	31	64.6	49	87.5	46.5
BASIC	10	18.2	2	4.1	5	9.1	12	25.0	5	8.9	22.7
BEL BAS	1	1.8	2	4.1	6	10.9	5	10.4	2	3.6	30.8
# TESTED	55		49		55		48		56		19,162

GRADE 3 PSSA MATH: Percentages in Performance Levels over Time

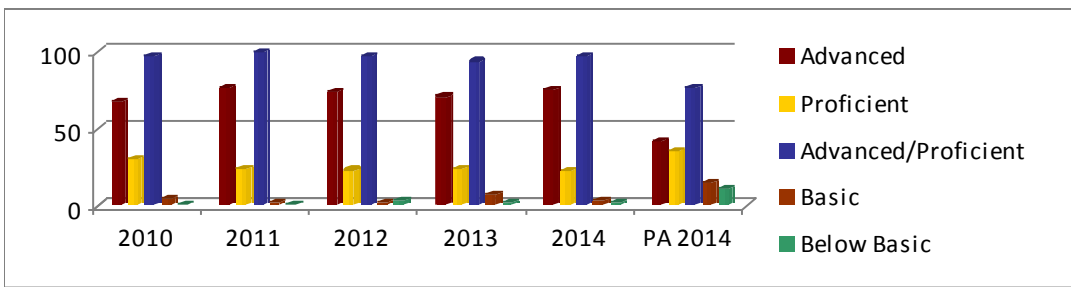
Total Students



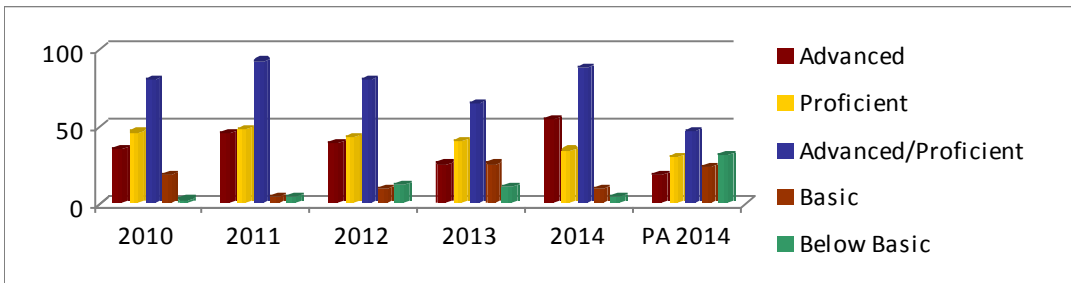
Female Students



Male Students



Students with IEPs



PSSA MATH ASSESSMENT ANCHORS: Performance Averages over Time

GRADE 3

	2010			2011			2012		
	Mean	Max	Percent	Mean	Max	Percent	Mean	Max	Percent
M.A	28.3	31	91	30.1	33	91	29.3	33	89
M.A.1	18.1	20	91	19.0	21	90	15.8	18	88
M.A.2	4.6	5	92	4.6	5	91	6.2	7	89
M.A.3	5.6	6	93	6.6	7	95	7.2	8	90
M.B	8.6	10	86	9.1	11	82	8.0	10	80
M.B.1	5.8	7	82	5.5	7	78	5.3	7	76
M.B.2	2.9	3	95	3.6	4	90	2.7	3	91
M.C	10.1	11	92	9.5	10	95	8.5	9	94
M.C.1	3.8	4	94	6.7	7	96	4.6	5	92
M.C.2	6.3	7	90	2.8	3	94	3.9	4	97
M.C.3	NT	0	NT	NT	0	NT	NT	0	NT
M.D	9.2	11	84	7.8	9	87	9.3	10	93
M.D.1	2.7	3	91	1.9	2	93	3.7	4	93
M.D.2	6.5	8	81	6.0	7	85	5.6	6	93
M.D.3	NT	0	NT	NT	0	NT	NT	0	NT
M.D.4	NT	0	NT	NT	0	NT	NT	0	NT
M.E	8.8	9	97	8.8	9	97	9.3	10	93
M.E.1	8.8	9	97	8.8	9	97	9.3	10	93
M.E.2	NT	0	NT	NT	0	NT	NT	0	NT
M.E.3	NT	0	NT	NT	0	NT	NT	0	NT
M.E.4	NT	0	NT	NT	0	NT	NT	0	NT

PSSA Math Assessment Anchors

M.A Numbers and Operations

- M.A.1 Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems
- M.A.2 Understand the meanings of operations, use of operations and understand how they relate to each other
- M.A.3 Compute accurately and fluently and make reasonable estimates

M.B Measurement

- M.B.1 Demonstrate an understanding of measurable attributes of objects and figures, and the units, systems and processes of measurement
- M.B.2 Apply appropriate techniques, tools, and formulas to determine measurements

M.C. Geometry

- M.C.1 Analyze characteristics and properties of two- and three- dimensional geometric shapes and demonstrate understanding of geometric relationships
- M.C.2 Identify and/or apply concepts of transformations or symmetry
- M.C.3 Locate points or describe relationships using the coordinate plane

PSSA MATH ASSESSMENT ANCHORS: Performance Averages over Time

GRADE 3

	2013			2014		
	Mean	Max	Percent	Mean	Max	Percent
M.A	29.8	33	90	34.5	40	86
M.A.1	15.8	17	93	14.5	17	85
M.A.2	4.6	5	92	6.0	7	85
M.A.3	9.4	11	86	14.1	16	88
M.B	8.3	10	83	8.2	10	82
M.B.1	7.4	9	82	6.6	8	82
M.B.2	0.9	1	95	1.7	2	83
M.C	9.1	10	91	NT	0	NT
M.C.1	5.4	6	91	NT	0	NT
M.C.2	3.7	4	92	NT	0	NT
M.C.3	NT	0	NT	NT	0	NT
M.D	9.2	10	92	9.5	11	96
M.D.1	2.8	3	94	2.0	2	99
M.D.2	6.4	7	91	7.5	9	83
M.D.3	NT	0	NT	NT	0	NT
M.D.4	NT	0	NT	NT	0	NT
M.E	7.8	9	86	10.2	11	93
M.E.1	7.8	9	86	10.2	11	93
M.E.2	NT	0	NT	NT	0	NT
M.E.3	NT	0	NT	NT	0	NT
M.E.4	NT	0	NT	NT	0	NT

PSSA Math Assessment Anchors (continued)

M.D. Algebraic Concepts

- M.D.1 Demonstrate an understanding of patterns, relations, and functions
- M.D.2 Represent and/or analyze mathematical situations using numbers, symbols, words, tables and/or graphs
- M.D.3 Analyze change in various contexts
- M.D.4 Describe or use models to represent quantitative relationships

M.E. Data Analysis and Probability

- M.E.1 Formulate or answer questions that can be addressed with data and/or organize, display, interpret or analyze data
- M.E.2 Select and/or use appropriate statistical methods to analyze data
- M.E.3 Understand and/or apply basic concepts of probability or outcomes
- M.E.4 Develop and/or evaluate inferences and predictions or draw conclusions based on data or data displays

**Pine-Richland School District
PSSA Math Test Results
Performance Levels by Grade, Gender, and Students with IEPs over Time**

HANCE GRADE 3 PSSA MATH

Total Students

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	69	68.3	72	65.4	53	65.4	63	57.3	68	63.6	39.7
PROF	27	26.7	34	30.9	23	28.4	38	34.5	35	32.7	35.3
ADV/PRO	96	95.0	106	96.4	76	93.8	101	91.8	103	96.3	75
BASIC	5	5.0	4	3.6	3	3.7	9	8.2	4	3.7	14.6
BEL BAS	0	0	0	0	2	2.5	0	0	0	0	10.3
# TESTED	101		110		81		110		107		124,702

Female Students

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	30	68.2	34	61.8	27	75	31	56.4	28	68.3	38.3
PROF	13	29.5	18	32.7	8	22.2	20	36.4	11	26.8	36.4
ADV/PRO	43	97.7	52	94.5	35	97.2	51	92.8	39	95.1	74.7
BASIC	1	2.3	3	5.5	1	2.8	4	7.3	2	4.9	15.4
BEL BAS	0	0	0	0	0	0	0	0	0	0	9.9
# TESTED	44		55		36		55		41		60,758

Male Students

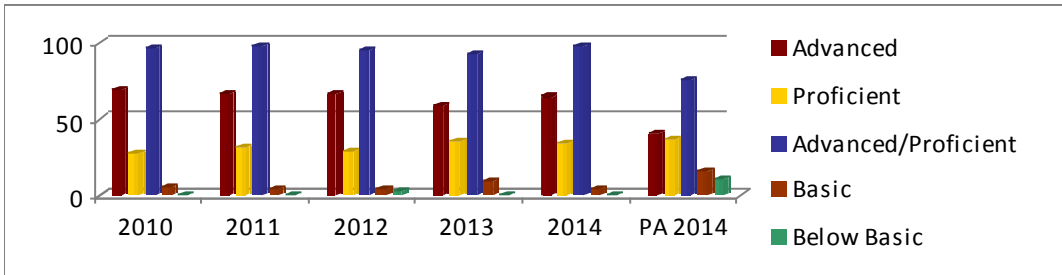
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	39	68.4	38	69.1	26	57.8	32	58.2	20	30.3	41.1
PROF	14	24.6	16	29.1	15	33.3	18	32.7	38	57.6	34.4
ADV/PRO	53	93.3	54	98.2	41	91.1	50	90.9	58	87.9	75.5
BASIC	4	7.0	1	1.8	2	4.4	5	9.1	5	7.6	13.8
BEL BAS	0	0	0	0	2	4.4	0	0	3	4.5	10.7
# TESTED	57		55		45		55		66		63,862

Students with IEPs

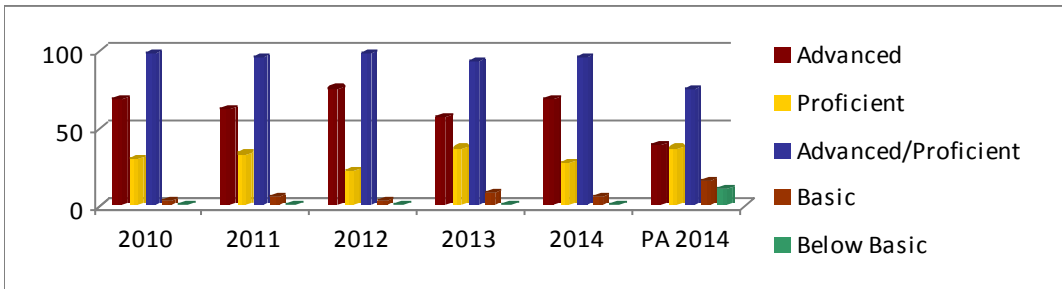
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	8	40.0	3	27.3	2	11.8	1	9.1	10	52.6	17.6
PROF	8	40.0	7	63.6	11	64.7	5	45.5	8	42.1	28.9
ADV/PRO	16	80.0	10	90.9	13	76.5	6	54.6	18	94.7	46.5
BASIC	4	20.0	1	9.1	2	11.8	5	45.5	1	5.3	22.7
BEL BAS	0	0	0	0	2	11.8	0	0	0	0	30.8
# TESTED	20		11		17		11		19		19,162

HANCE GRADE 3 PSSA MATH: Percentages in Performance Levels over Time

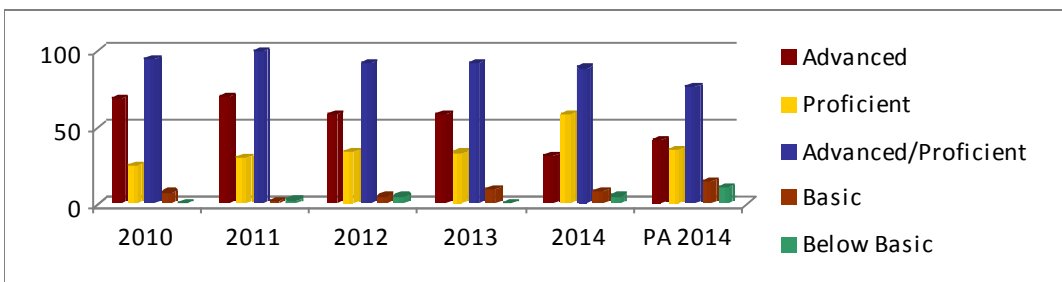
Total Students



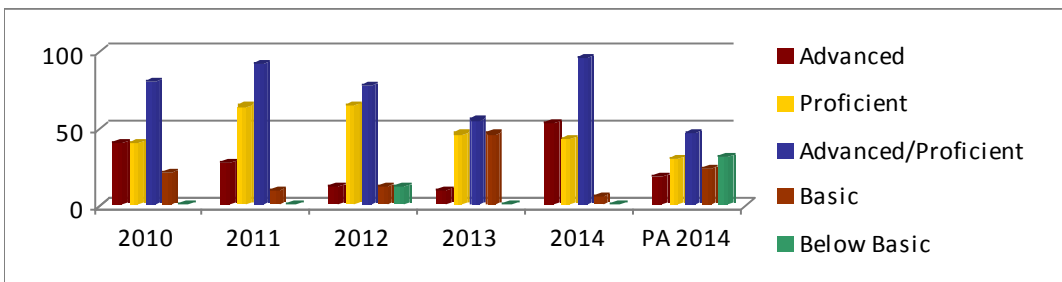
Female Students



Male Students



Students with IEPs



HANCE PSSA MATH ASSESSMENT ANCHORS: Performance Averages over Time

GRADE 3

	2010			2011			2012		
	Mean	Max	Percent	Mean	Max	Percent	Mean	Max	Percent
M.A	28.1	31	91	29.8	33	90	28.2	33	85
M.A.1	18.0	20	90	18.7	21	89	15.1	18	84
M.A.2	4.5	5	90	4.5	5	91	6.1	7	87
M.A.3	5.6	6	93	6.5	7	93	7.0	8	87
M.B	8.5	10	85	8.7	11	79	7.7	10	77
M.B.1	5.6	7	80	5.3	7	75	5.0	7	71
M.B.2	2.8	3	95	3.5	4	87	2.7	3	89
M.C	10.2	11	93	9.4	10	94	8.4	9	94
M.C.1	3.8	4	95	6.6	7	94	4.5	5	91
M.C.2	6.4	7	92	2.8	3	94	3.9	4	97
M.C.3	NT	0	NT	NT	0	NT	NT	0	NT
M.D	9.1	11	83	7.9	9	88	9.2	10	92
M.D.1	2.7	3	91	1.9	2	94	3.7	4	92
M.D.2	6.4	8	80	6.0	7	86	5.5	6	92
M.D.3	NT	0	NT	NT	0	NT	NT	0	NT
M.D.4	NT	0	NT	NT	0	NT	NT	0	NT
M.E	8.8	9	97	8.7	9	97	9.1	10	91
M.E.1	8.8	9	97	8.7	9	97	9.1	10	91
M.E.2	NT	0	NT	NT	0	NT	NT	0	NT
M.E.3	NT	0	NT	NT	0	NT	NT	0	NT
M.E.4	NT	0	NT	NT	0	NT	NT	0	NT

PSSA Math Assessment Anchors

M.A Numbers and Operations

- M.A.1 Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems
- M.A.2 Understand the meanings of operations, use of operations and understand how they relate to each other
- M.A.3 Compute accurately and fluently and make reasonable estimates

M.B Measurement

- M.B.1 Demonstrate an understanding of measurable attributes of objects and figures, and the units, systems and processes of measurement
- M.B.2 Apply appropriate techniques, tools, and formulas to determine measurements

M.C. Geometry

- M.C.1 Analyze characteristics and properties of two- and three- dimensional geometric shapes and demonstrate understanding of geometric relationships
- M.C.2 Identify and/or apply concepts of transformations or symmetry
- M.C.3 Locate points or describe relationships using the coordinate plane

HANCE PSSA MATH ASSESSMENT ANCHORS: Performance Averages over Time

GRADE 3

	2013			2014		
	Mean	Max	Percent	Mean	Max	Percent
M.A	29.2	33	89	33.4	40	83
M.A.1	15.6	17	92	14.0	17	82
M.A.2	4.6	5	93	5.7	7	82
M.A.3	9.0	11	82	13.7	16	85
M.B	7.6	10	76	7.7	10	77
M.B.1	6.6	9	74	6.2	8	77
M.B.2	0.9	1	92	1.6	2	78
M.C	9.2	10	92	NT	0	NT
M.C.1	5.4	6	90	NT	0	NT
M.C.2	3.8	4	94	NT	0	NT
M.C.3	NT	0	NT	NT	0	NT
M.D	9.0	10	90	9.2	11	83
M.D.1	2.7	3	92	2.0	2	99
M.D.2	6.2	7	89	7.2	9	80
M.D.3	NT	0	NT	NT	0	NT
M.D.4	NT	0	NT	NT	0	NT
M.E	7.4	9	82	10.0	11	91
M.E.1	7.4	9	82	10.0	11	91
M.E.2	NT	0	NT	NT	0	NT
M.E.3	NT	0	NT	NT	0	NT
M.E.4	NT	0	NT	NT	0	NT

PSSA Math Assessment Anchors (continued)

M.D. Algebraic Concepts

- M.D.1 Demonstrate an understanding of patterns, relations, and functions
- M.D.2 Represent and/or analyze mathematical situations using numbers, symbols, words, tables and/or graphs
- M.D.3 Analyze change in various contexts
- M.D.4 Describe or use models to represent quantitative relationships

M.E. Data Analysis and Probability

- M.E.1 Formulate or answer questions that can be addressed with data and/or organize, display, interpret or analyze data
- M.E.2 Select and/or use appropriate statistical methods to analyze data
- M.E.3 Understand and/or apply basic concepts of probability or outcomes
- M.E.4 Develop and/or evaluate inferences and predictions or draw conclusions based on data or data displays

**Pine-Richland School District
PSSA Math Test Results
Percentages in Performance Levels by Grade, Gender, and Students with IEPs over Time**

RICHLAND GRADE 3 PSSA MATH

Total Students

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	98	71.5	82	70.7	92	71.3	77	65.3	94	78.3	39.7
PROF	36	26.3	33	28.4	35	27.1	33	28.0	22	18.3	35.3
ADV/PRO	134	97.8	115	99.1	127	98.4	110	93.2	116	96.7	75.0
BASIC	3	2.2	1	0.9	1	0.8	6	5.1	4	3.3	14.6
BEL BAS	0	0	0	0	1	0.8	2	1.7	0	0	10.3
# TESTED	137		116		129		118		120		124,702

Female Students

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	40	65.6	33	62.3	38	67.9	34	63	49	75.4	38.3
PROF	18	29.5	19	35.8	17	30.4	17	31.5	15	23.1	36.4
ADV/PRO	58	95.1	52	98.1	55	98.2	51	94.4	64	98.5	74.7
BASIC	3	4.9	1	1.9	1	1.8	2	3.7	1	1.5	15.4
BEL BAS	0	0	0	0	0	0	1	1.9	0	0	9.9
# TESTED	61		53		56		54		65		60,758

Male Students

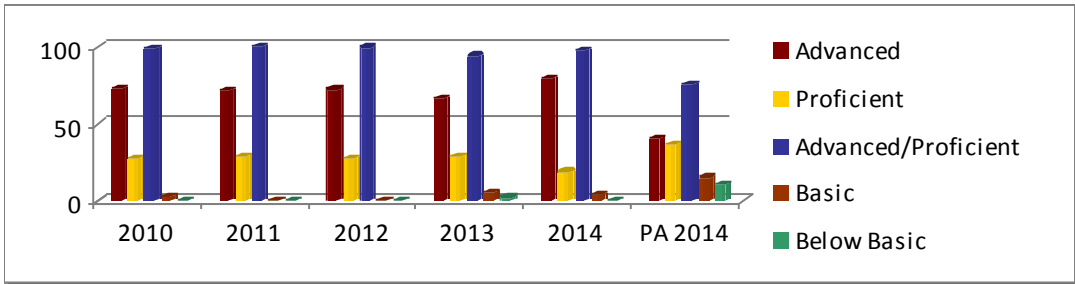
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	58	76.3	49	77.8	54	74.0	43	67.2	45	81.1	41.1
PROF	18	23.7	14	22.2	18	24.7	16	25.0	7	12.7	34.4
ADV/PRO	76	100.0	63	100.0	72	98.6	59	92.2	52	94.5	75.5
BASIC	0	0	0	0	0	0	4	6.3	3	5.5	13.8
BEL BAS	0	0	0	0	1	1.4	1	1.6	0	0	10.7
# TESTED	76		63		73		64		55		63,862

Students with IEPs

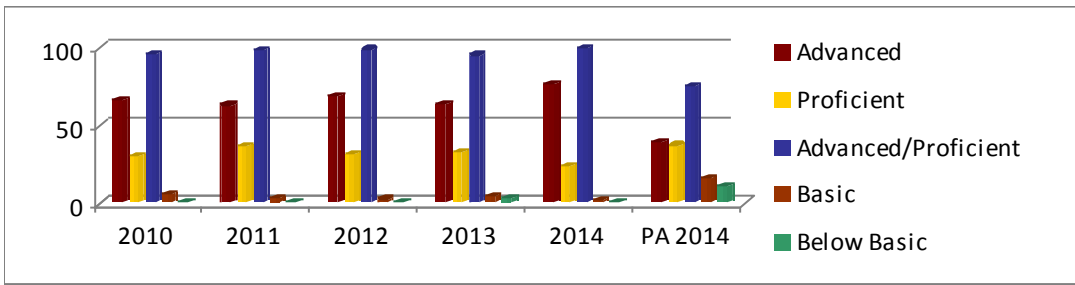
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	5	38.5	7	50.0	10	52.6	4	23.5	11	64.7	17.6
PROF	7	53.8	7	50.0	7	36.8	6	35.3	5	29.4	28.9
ADV/PRO	12	92.3	14	100.0	17	89.5	10	58.8	16	94.1	46.5
BASIC	1	7.7	0	0	1	5.3	5	29.4	1	5.9	22.7
BEL BAS	0	0	0	0	1	5.3	2	11.8	0	0	30.8
# TESTED	13		14		19		17		17		19,162

RICHLAND GRADE 3 PSSA MATH: Percentages in Performance Levels over Time

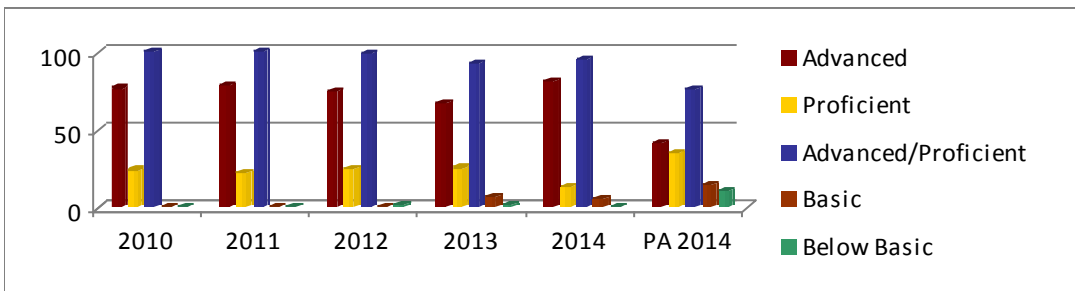
Total Students



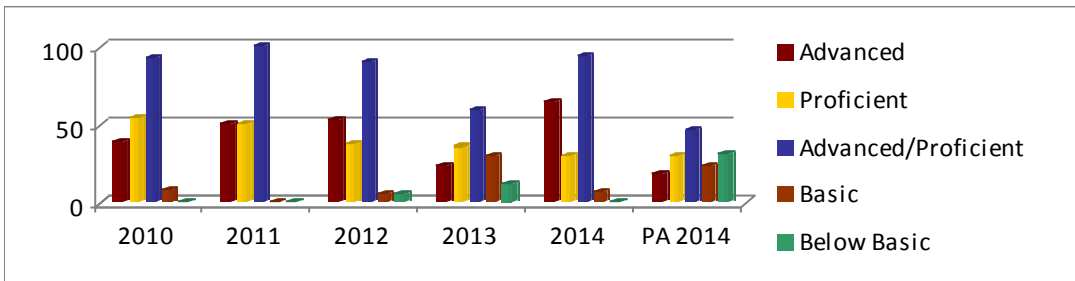
Female Students



Male Students



Students with IEPs



RICHLAND PSSA MATH ASSESSMENT ANCHORS: Performance Averages over Time

GRADE 3

	2010			2011			2012		
	Mean	Max	Percent	Mean	Max	Percent	Mean	Max	Percent
M.A	28.7	31	93	30.3	33	92	29.1	33	88
M.A.1	18.4	20	92	19.1	21	91	15.6	18	87
M.A.2	4.7	5	94	4.6	5	92	6.3	7	89
M.A.3	5.7	6	94	6.6	7	95	7.2	8	90
M.B	8.9	10	89	9.1	11	83	8.0	10	80
M.B.1	6.1	7	87	5.5	7	79	5.3	7	76
M.B.2	2.8	3	95	3.6	4	90	2.7	3	91
M.C	10.0	11	91	9.5	10	95	8.4	9	93
M.C.1	3.7	4	93	6.8	7	97	4.5	5	90
M.C.2	6.3	7	90	2.7	3	92	3.9	4	97
M.C.3	NT	0	NT	NT	0	NT	NT	0	NT
M.D	9.4	11	85	7.6	9	85	9.3	10	93
M.D.1	2.8	3	93	1.9	2	93	3.7	4	93
M.D.2	6.6	8	82	5.8	7	83	5.6	6	93
M.D.3	NT	0	NT	NT	0	NT	NT	0	NT
M.D.4	NT	0	NT	NT	0	NT	NT	0	NT
M.E	8.9	9	99	8.8	9	97	9.4	10	94
M.E.1	8.9	9	99	8.8	9	97	9.4	10	94
M.E.2	NT	0	NT	NT	0	NT	NT	0	NT
M.E.3	NT	0	NT	NT	0	NT	NT	0	NT
M.E.4	NT	0	NT	NT	0	NT	NT	0	NT

PSSA Math Assessment Anchors

M.A Numbers and Operations

M.A.1 Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems

M.A.2 Understand the meanings of operations, use of operations and understand how they relate to each other

M.A.3 Compute accurately and fluently and make reasonable estimates

M.B Measurement

M.B.1 Demonstrate an understanding of measurable attributes of objects and figures, and the units, systems and processes of measurement

M.B.2 Apply appropriate techniques, tools, and formulas to determine measurements

M.C. Geometry

M.C.1 Analyze characteristics and properties of two- and three- dimensional geometric shapes and demonstrate understanding of geometric relationships

M.C.2 Identify and/or apply concepts of transformations or symmetry

M.C.3 Locate points or describe relationships using the coordinate plane

RICHLAND PSSA MATH ASSESSMENT ANCHORS: Performance Averages over Time

GRADE 3

	2013			2014		
	Mean	Max	Percent	Mean	Max	Percent
M.A	29.8	33	90	34.9	40	87
M.A.1	15.8	17	93	14.5	17	85
M.A.2	4.5	5	89	6.0	7	86
M.A.3	9.6	11	87	14.4	16	90
M.B	8.5	10	85	8.5	10	85
M.B.1	7.5	9	83	6.8	8	85
M.B.2	1.0	1	98	1.7	2	84
M.C	8.9	10	89	NT	0	NT
M.C.1	5.4	6	89	NT	0	NT
M.C.2	3.5	4	88	NT	0	NT
M.C.3	NT	0	NT	NT	0	NT
M.D	9.3	10	93	9.7	11	88
M.D.1	2.9	3	95	2.0	2	99
M.D.2	6.5	7	92	7.7	9	86
M.D.3	NT	0	NT	NT	0	NT
M.D.4	NT	0	NT	NT	0	NT
M.E	7.8	9	87	10.3	11	94
M.E.1	7.8	9	87	10.3	11	94
M.E.2	NT	0	NT	NT	0	NT
M.E.3	NT	0	NT	NT	0	NT
M.E.4	NT	0	NT	NT	0	NT

PSSA Math Assessment Anchors (continued)

M.D. Algebraic Concepts

- M.D.1 Demonstrate an understanding of patterns, relations, and functions
- M.D.2 Represent and/or analyze mathematical situations using numbers, symbols, words, tables and/or graphs
- M.D.3 Analyze change in various contexts
- M.D.4 Describe or use models to represent quantitative relationships

M.E. Data Analysis and Probability

- M.E.1 Formulate or answer questions that can be addressed with data and/or organize, display, interpret or analyze data
- M.E.2 Select and/or use appropriate statistical methods to analyze data
- M.E.3 Understand and/or apply basic concepts of probability or outcomes
- M.E.4 Develop and/or evaluate inferences and predictions or draw conclusions based on data or data displays

**Pine-Richland School District
 PSSA Math Test Results
 Percentages in Performance Levels by Grade, Gender, and Students with IEPs over Time**

WEXFORD GRADE 3 PSSA MATH

Total Students

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	74	58.7	94	77.7	95	84.8	96	78.0	84	79.2	39.7
PROF	46	36.5	25	20.7	14	12.5	23	18.7	17	16.0	35.3
ADV/PRO	120	95.2	119	98.3	109	97.3	119	96.7	101	95.2	75.0
BASIC	5	4.0	1	0.8	2	1.8	4	3.3	3	2.8	14.6
BEL BAS	1	0.8	1	0.8	1	0.9	0	0	2	1.9	10.3
# TESTED	126		121		112		123		106		124,702

Female Students

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	33	62.3	41	75.9	47	81.0	44	72.1	33	75.0	38.3
PROF	18	34.0	12	22.2	9	15.5	15	24.6	9	20.5	36.4
ADV/PRO	51	96.2	53	98.1	56	96.6	59	96.7	42	95.5	74.7
BASIC	2	3.8	0	0	1	1.7	2	3.3	2	4.5	15.4
BEL BAS	0	0	1	1.9	1	1.7	0	0	0	0	9.9
# TESTED	53		54		58		61		44		60,758

Male Students

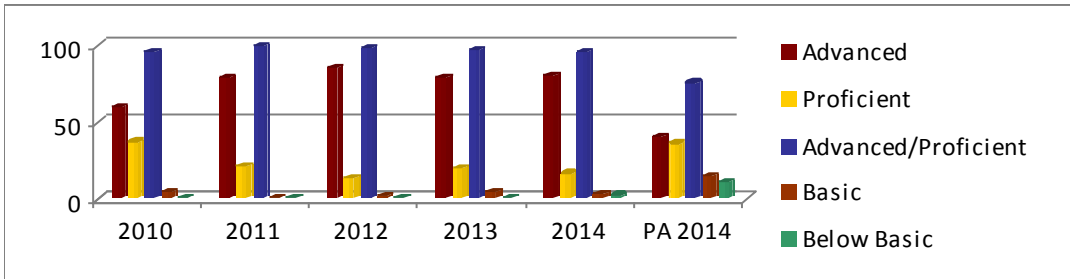
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	41	56.2	53	79.1	48	88.9	52	83.9	51	82.3	41.1
PROF	28	38.4	13	19.4	5	9.3	8	12.9	8	12.9	34.4
ADV/PRO	69	94.5	66	98.5	53	98.1	60	96.8	59	95.2	75.5
BASIC	3	4.1	1	1.5	1	1.9	2	3.2	1	1.6	13.8
BEL BAS	1	1.4	0	0	0	0	0	0	2	3.2	10.7
# TESTED	73		67		54		62		62		63,862

Students with IEPs

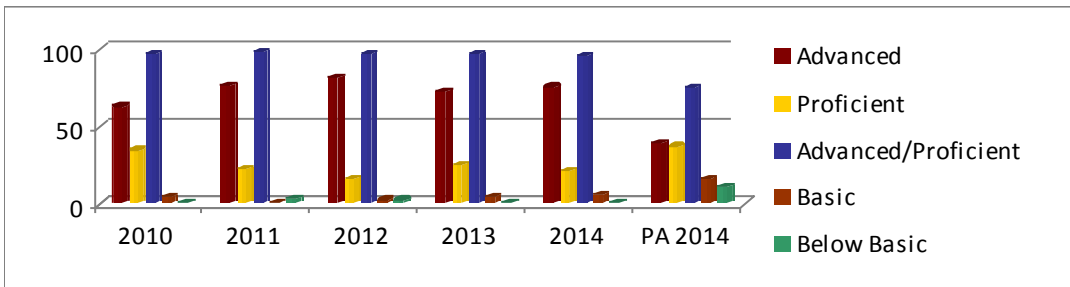
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	6	27.3	12	52.2	9	56.3	7	41.2	9	45.0	17.6
PROF	10	45.5	9	39.1	4	25	8	47.1	6	30.0	28.9
ADV/PRO	16	72.7	21	91.3	13	81.3	15	88.2	15	75.0	46.5
BASIC	5	22.7	1	4.3	2	12.5	2	11.8	3	15.0	22.7
BEL BAS	1	4.5	1	4.3	1	6.3	0	0	2	10.0	30.8
# TESTED	22		23		16		17		20		19,162

WEXFORD GRADE 3 PSSA MATH: Percentages in Performance Levels over Time

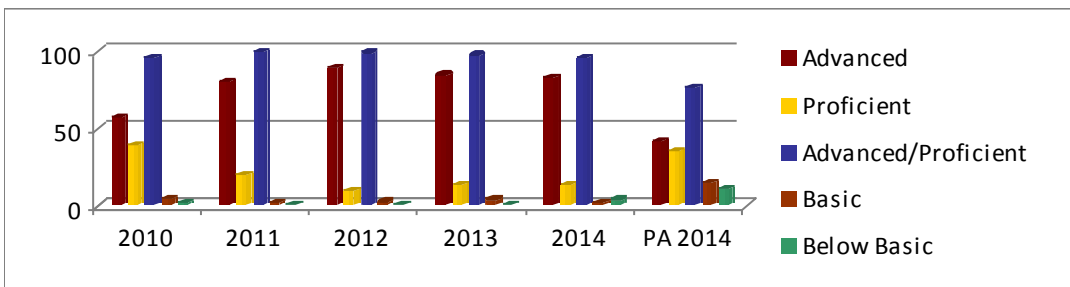
Total Students



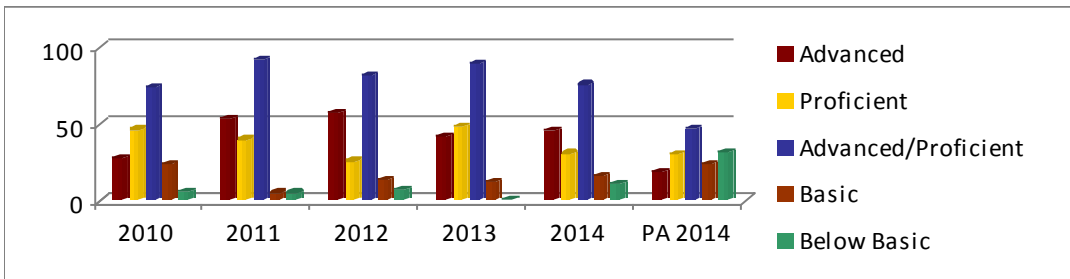
Female Students



Male Students



Students with IEPs



WEXFORD PSSA MATH ASSESSMENT ANCHORS

GRADE 3

	2010			2011			2012		
	Mean	Max	Percent	Mean	Max	Percent	Mean	Max	Percent
M.A	28.0	31	90	30.3	33	92	30.3	33	92
M.A.1	17.9	20	90	19.0	21	91	16.6	18	92
M.A.2	4.6	5	92	4.5	5	91	6.3	7	90
M.A.3	5.5	6	92	6.7	7	96	7.4	8	93
M.B	8.5	10	85	9.3	11	85	8.3	10	83
M.B.1	5.6	7	80	5.6	7	80	5.5	7	79
M.B.2	2.9	3	96	3.7	4	92	2.8	3	92
M.C	10.1	11	92	9.7	10	97	8.6	9	96
M.C.1	3.8	4	94	6.8	7	97	4.8	5	95
M.C.2	6.3	7	90	2.9	3	96	3.9	4	97
M.C.3	NT	0	NT	NT	0	NT	NT	0	NT
M.D	9.1	11	83	7.9	9	88	9.5	10	95
M.D.1	2.3	3	89	1.9	2	94	3.8	4	95
M.D.2	6.5	8	81	6.1	7	87	5.7	6	94
M.D.3	NT	0	NT	NT	0	NT	NT	0	NT
M.D.4	NT	0	NT	NT	0	NT	NT	0	NT
M.E	8.6	9	96	8.8	9	98	9.5	10	95
M.E.1	8.6	9	96	8.8	9	98	9.5	10	95
M.E.2	NT	0	NT	NT	0	NT	NT	0	NT
M.E.3	NT	0	NT	NT	0	NT	NT	0	NT
M.E.4	NT	0	NT	NT	0	NT	NT	0	NT

PSSA Math Assessment Anchors

M.A Numbers and Operations

- M.A.1 Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems
- M.A.2 Understand the meanings of operations, use of operations and understand how they relate to each other
- M.A.3 Compute accurately and fluently and make reasonable estimates

M.B Measurement

- M.B.1 Demonstrate an understanding of measurable attributes of objects and figures, and the units, systems and processes of measurement
- M.B.2 Apply appropriate techniques, tools, and formulas to determine measurements

M.C. Geometry

- M.C.1 Analyze characteristics and properties of two- and three- dimensional geometric shapes and demonstrate understanding of geometric relationships
- M.C.2 Identify and/or apply concepts of transformations or symmetry
- M.C.3 Locate points or describe relationships using the coordinate plane

WEXFORD PSSA MATH ASSESSMENT ANCHORS: Performance Averages over Time

GRADE 3

	2013			2014		
	Mean	Max	Percent	Mean	Max	Percent
M.A	30.2	33	92	35.2	40	88
M.A.1	15.9	17	94	14.9	17	88
M.A.2	4.7	5	94	6.2	7	88
M.A.3	9.6	11	87	14.1	16	88
M.B	8.9	10	89	8.4	10	84
M.B.1	7.9	9	88	6.7	8	83
M.B.2	0.9	1	93	1.8	2	88
M.C	9.3	10	93	NT	0	NT
M.C.1	5.6	6	93	NT	0	NT
M.C.2	3.8	4	95	NT	0	NT
M.C.3	NT	0	NT	NT	0	NT
M.D	9.3	10	93	9.5	11	86
M.D.1	2.9	3	96	2.0	2	99
M.D.2	6.5	7	92	7.5	9	84
M.D.3	NT	0	NT	NT	0	NT
M.D.4	NT	0	NT	NT	0	NT
M.E	8.0	9	89	10.3	11	94
M.E.1	8.0	9	89	10.3	11	94
M.E.2	NT	0	NT	NT	0	NT
M.E.3	NT	0	NT	NT	0	NT
M.E.4	NT	0	NT	NT	0	NT

PSSA Math Assessment Anchors (continued)

M.D. Algebraic Concepts

- M.D.1 Demonstrate an understanding of patterns, relations, and functions
- M.D.2 Represent and/or analyze mathematical situations using numbers, symbols, words, tables and/or graphs
- M.D.3 Analyze change in various contexts
- M.D.4 Describe or use models to represent quantitative relationships

M.E. Data Analysis and Probability

- M.E.1 Formulate or answer questions that can be addressed with data and/or organize, display, interpret or analyze data
- M.E.2 Select and/or use appropriate statistical methods to analyze data
- M.E.3 Understand and/or apply basic concepts of probability or outcomes
- M.E.4 Develop and/or evaluate inferences and predictions or draw conclusions based on data or data displays

**Pine-Richland School District
PSSA Math Test Results
Percentages in Performance Levels by Grade, Gender, and Students with IEPs over Time**

GRADE 4 PSSA MATH

Total Students

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	221	67.4	269	72.1	261	74.8	235	69.3	281	77.4	49.2
PROF	83	25.3	73	19.6	72	20.6	73	21.5	48	13.2	27.0
ADV/PRO	304	92.7	342	91.7	333	95.4	308	90.8	329	90.6	76.2
BASIC	11	3.4	20	5.4	12	3.4	18	5.3	14	3.9	8.8
BEL BAS	13	4.0	11	2.9	4	1.1	13	3.8	20	5.5	14.9
# TESTED	328		373		349		339		363		126,911

Female Students

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	107	64.1	107	67.3	122	74.8	109	69.4	139	77.2	48.2
PROF	44	26.3	39	24.5	35	21.5	33	21.0	27	15.0	27.9
ADV/PRO	151	90.4	146	91.8	157	96.3	142	90.4	166	92.2	76.1
BASIC	7	4.2	10	6.3	6	3.7	8	5.1	6	3.3	9.2
BEL BAS	9	5.4	3	1.9	0	0	7	4.5	8	4.4	14.7
# TESTED	167		159		163		157		180		62,088

Male Students

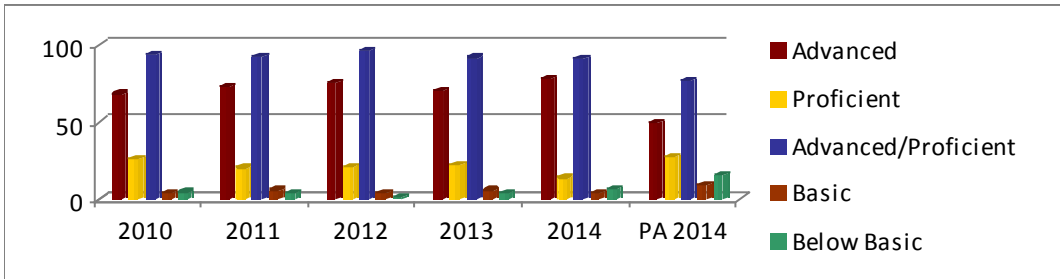
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	114	70.8	162	75.7	139	74.7	126	69.2	142	77.6	50.2
PROF	39	24.2	34	15.9	37	19.9	40	22.0	21	11.5	26.2
ADV/PRO	153	95.0	196	91.6	176	94.6	166	91.2	163	89.1	76.4
BASIC	4	2.5	10	4.7	6	3.2	10	5.5	8	4.4	8.4
BEL BAS	4	2.5	8	3.7	4	2.2	6	3.3	12	6.6	15.1
# TESTED	161		214		186		182		183		62,754

Students with IEPs

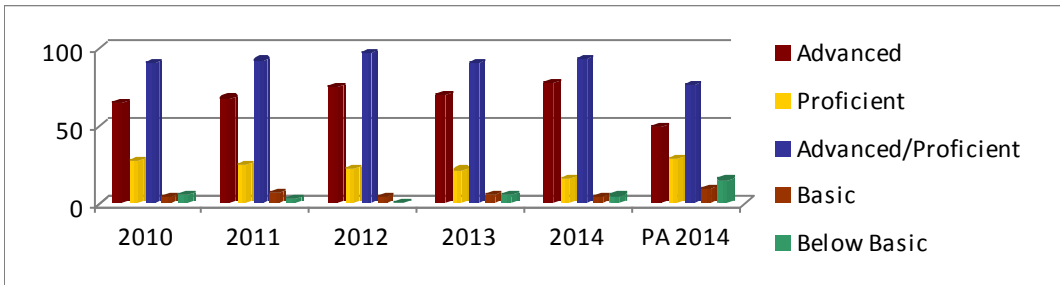
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	25	46.3	18	32.7	28	51.9	20	32.8	12	24.5	20.9
PROF	13	24.1	14	25.5	16	29.6	17	27.9	14	28.6	24.5
ADV/PRO	38	70.4	32	58.2	44	81.5	37	60.7	26	53.1	45.4
BASIC	6	11.1	13	23.6	5	9.3	11	18.0	5	10.2	13.2
BEL BAS	10	18.5	10	18.2	5	9.3	13	21.3	18	36.7	41.4
# TESTED	54		55		54		61		49		20,361

GRADE 4 PSSA MATH: Percentages in Performance Levels over Time

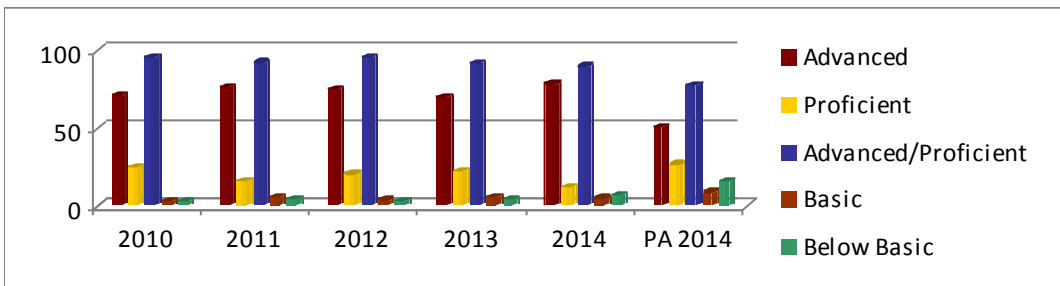
Total Students



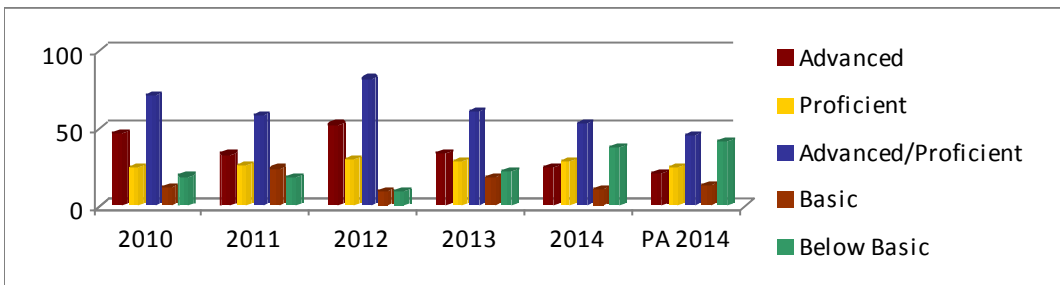
Female Students



Male Students



Students with IEPs



PSSA MATH ASSESSMENT ANCHORS: Performance Averages over Time

GRADE 4

	2010			2011			2012		
	Mean	Max	Percent	Mean	Max	Percent	Mean	Max	Percent
M.A	23.0	32	72	23.2	32	73	23.3	31	75
M.A.1	11.7	16	73	10.8	14	77	11.6	15	77
M.A.2	6.2	9	69	5.0	8	62	8.6	8	70
M.A.3	5.2	7	74	7.4	10	74	6.2	8	78
M.B	7.7	11	70	6.9	9	76	7.8	10	78
M.B.1	3.6	5	71	4.5	6	75	4.7	6	79
M.B.2	4.1	6	68	2.4	3	79	3.0	4	76
M.C	7.7	10	77	8.2	11	74	7.1	10	71
M.C.1	4.3	6	71	2.9	4	73	4.5	6	75
M.C.2	2.6	3	86	1.7	2	83	NT	0	NT
M.C.3	0.8	1	79	3.6	5	71	2.7	4	67
M.D	7.1	10	71	8.2	11	75	7.8	10	78
M.D.1	5.3	8	67	5.7	8	72	5.2	7	74
M.D.2	1.7	2	85	2.5	3	83	2.6	3	86
M.D.3	NT	0	NT	NT	0	NT	NT	0	NT
M.D.4	NT	0	NT	NT	0	NT	NT	0	NT
M.E	7.9	9	88	7.8	9	86	9.2	11	84
M.E.1	6.3	7	90	5.4	6	89	3.6	4	89
M.E.2	NT	0	NT	NT	0	NT	NT	0	NT
M.E.3	1.6	2	81	2.4	3	81	5.6	7	80
M.E.4	NT	0	NT	NT	0	NT	NT	0	NT

PSSA Math Assessment Anchors

M.A Numbers and Operations

- M.A.1 Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems
- M.A.2 Understand the meanings of operations, use of operations and understand how they relate to each other
- M.A.3 Compute accurately and fluently and make reasonable estimates

M.B Measurement

- M.B.1 Demonstrate an understanding of measurable attributes of objects and figures, and the units, systems and processes of measurement
- M.B.2 Apply appropriate techniques, tools, and formulas to determine measurements

M.C. Geometry

- M.C.1 Analyze characteristics and properties of two- and three- dimensional geometric shapes and demonstrate understanding of geometric relationships
- M.C.2 Identify and/or apply concepts of transformations or symmetry
- M.C.3 Locate points or describe relationships using the coordinate plane

PSSA MATH ASSESSMENT ANCHORS: Performance Averages over Time

GRADE 4

	2013			2014		
	Mean	Max	Percent	Mean	Max	Percent
M.A	24.1	33	73	28.5	35	82
M.A.1	10.2	13	78	13.6	16	85
M.A.2	4.7	8	59	5.1	7	73
M.A.3	9.3	12	77	9.8	12	82
M.B	8.2	10	82	7.3	10	73
M.B.1	6.7	8	83	7.3	10	73
M.B.2	1.5	2	75	NT	0	NT
M.C	7.4	10	74	7.5	10	75
M.C.1	3.3	4	83	5.3	7	75
M.C.2	0.8	1	78	2.2	3	75
M.C.3	3.3	5	66	NT	0	NT
M.D	8.0	10	80	8.5	10	85
M.D.1	4.8	6	80	6.7	8	84
M.D.2	3.2	4	80	1.8	2	89
M.D.3	NT	0	NT	NT	0	NT
M.D.4	NT	0	NT	NT	0	NT
M.E	7.5	9	83	5.6	7	79
M.E.1	3.7	4	93	5.6	7	79
M.E.2	NT	0	NT	NT	0	NT
M.E.3	3.8	5	75	NT	0	NT
M.E.4	NT	0	NT	NT	0	NT

PSSA Math Assessment Anchors (continued)

M.D. Algebraic Concepts

- M.D.1 Demonstrate an understanding of patterns, relations, and functions
- M.D.2 Represent and/or analyze mathematical situations using numbers, symbols, words, tables and/or graphs
- M.D.3 Analyze change in various contexts
- M.D.4 Describe or use models to represent quantitative relationships

M.E. Data Analysis and Probability

- M.E.1 Formulate or answer questions that can be addressed with data and/or organize, display, interpret or analyze data
- M.E.2 Select and/or use appropriate statistical methods to analyze data
- M.E.3 Understand and/or apply basic concepts of probability or outcomes
- M.E.4 Develop and/or evaluate inferences and predictions or draw conclusions based on data or data displays

**Pine-Richland School District
PSSA Math Test Results
Percentages in Performance Levels by Grade, Gender, and Students with IEPs over Time**

GRADE 5 PSSA MATH

Total Students

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	189	57.1	193	57.3	231	61.6	224	64.4	219	60.8	44.4
PROF	84	25.4	96	28.5	90	24.0	94	27.0	88	24.4	22.8
ADV/PRO	273	82.5	289	85.8	321	85.6	318	91.4	307	85.2	67.2
BASIC	43	13.0	37	11.0	43	11.5	29	8.3	32	8.9	17.4
BEL BAS	15	4.5	11	3.3	11	2.9	1	0.3	21	5.8	15.4
# TESTED	331		337		375		348		360		126,693

Female Students

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	80	48.2	95	55.9	92	56.1	103	62.0	100	58.8	43.3
PROF	51	30.7	46	27.1	43	26.2	47	28.3	41	24.1	23.6
ADV/PRO	131	78.9	141	82.9	135	82.3	150	90.4	141	82.9	66.9
BASIC	26	15.7	23	13.5	22	13.4	15	9.0	18	10.6	18.0
BEL BAS	9	5.4	6	3.5	7	4.3	1	0.6	11	6.5	15.1
# TESTED	166		170		164		166		170		62,137

Male Students

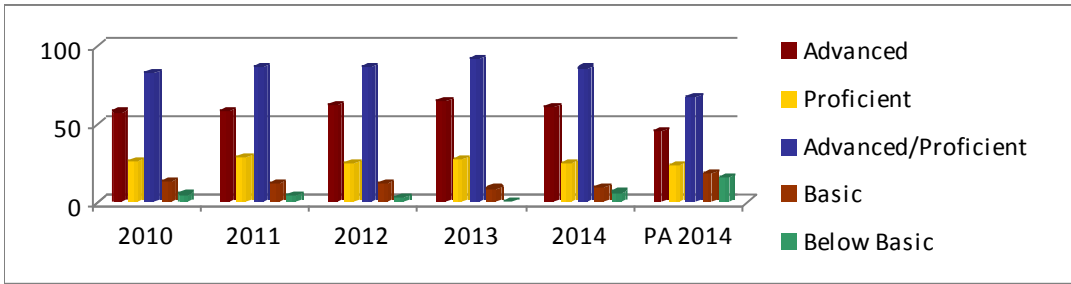
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	108	60.7	97	56.4	138	63.6	118	64.5	119	62.6	45.4
PROF	37	20.8	52	30.2	48	22.1	48	26.2	47	24.7	22.1
ADV/PRO	145	81.5	149	86.6	186	85.7	166	90.7	166	87.4	67.5
BASIC	25	14.0	17	9.9	23	10.6	15	8.2	14	7.4	16.8
BEL BAS	8	4.5	6	3.5	8	3.7	2	1.1	10	5.3	15.7
# TESTED	178		172		217		183		190		64,476

Students with IEPs

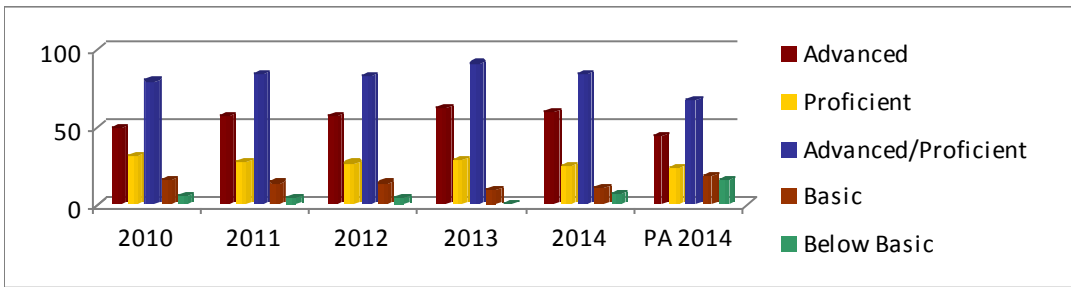
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	14	30.4	10	22.2	9	16.7	16	35.6	18	30.5	15.6
PROF	7	15.2	20	44.4	12	22.2	14	31.1	13	22.0	16.0
ADV/PRO	21	45.7	30	66.7	21	38.9	30	66.7	31	52.5	31.6
BASIC	14	30.4	8	17.8	21	38.9	12	26.7	10	16.9	23.7
BEL BAS	11	23.9	7	15.6	12	22.2	3	6.7	18	30.5	44.7
# TESTED	46		45		54		45		59		20,157

GRADE 5 PSSA MATH: Percentages in Performance Levels over Time

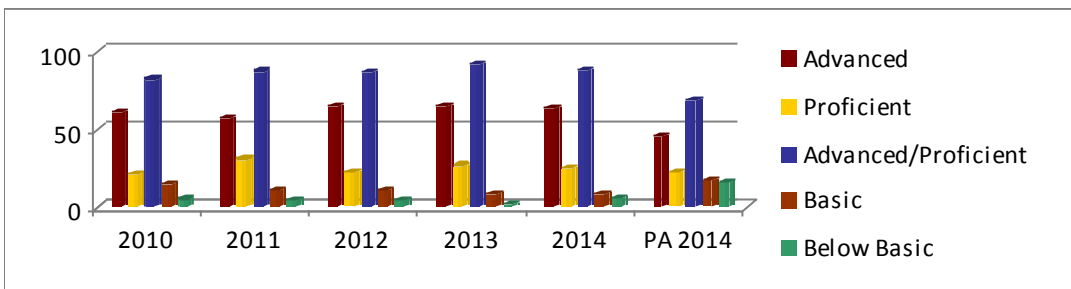
Total Students



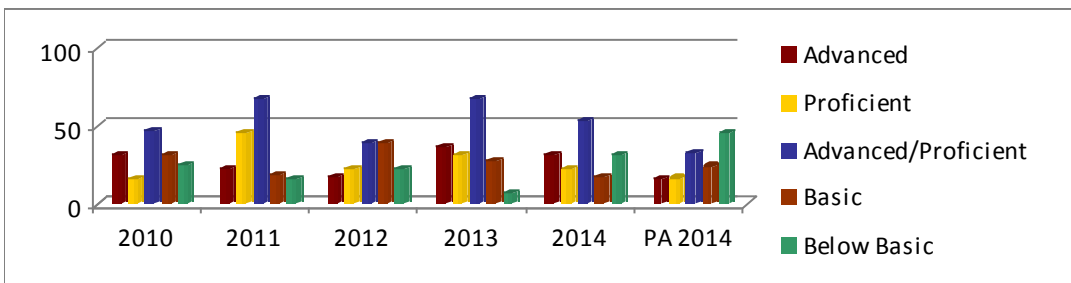
Female Students



Male Students



Students with IEPs



PSSA MATH ASSESSMENT ANCHORS: Performance Averages over Time

GRADE 5

	2010			2011			2012		
	Mean	Max	Percent	Mean	Max	Percent	Mean	Max	Percent
M.A	24.1	32	75	23.3	31	75	23.5	31	76
M.A.1	12.5	16	78	12.8	17	75	10.7	14	76
M.A.2	7.0	10	70	6.6	9	74	7.2	10	72
M.A.3	4.6	6	77	3.9	5	78	5.6	7	80
M.B	6.2	11	56	6.1	10	61	6.2	10	62
M.B.1	4.1	7	59	4.1	7	59	2.5	4	62
M.B.2	2.1	4	51	2.0	3	67	3.8	6	63
M.C	7.2	10	72	7.3	10	73	6.9	9	77
M.C.1	4.7	7	67	3.8	5	76	3.9	5	77
M.C.2	2.5	3	83	3.6	5	71	3.1	4	77
M.C.3	NT	0	NT	NT	0	NT	NT	0	NT
M.D	7.7	10	77	7.3	11	66	8.0	11	73
M.D.1	3.5	5	71	4.2	7	60	6.2	9	68
M.D.2	4.2	5	83	3.0	4	76	1.9	2	94
M.D.3	NT	0	NT	NT	0	NT	NT	0	NT
M.D.4	NT	0	NT	NT	0	NT	NT	0	NT
M.E	6.5	9	73	7.9	10	79	8.0	11	72
M.E.1	NT	0	NT	1.6	2	81	0.8	1	76
M.E.2	3.9	6	65	1.9	3	63	4.6	7	65
M.E.3	2.6	3	87	4.4	5	87	2.6	3	88
M.E.4	NT	0	NT	NT	0	NT	NT	0	NT

PSSA Math Assessment Anchors

M.A Numbers and Operations

- M.A.1 Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems
- M.A.2 Understand the meanings of operations, use of operations and understand how they relate to each other
- M.A.3 Compute accurately and fluently and make reasonable estimates

M.B Measurement

- M.B.1 Demonstrate an understanding of measurable attributes of objects and figures, and the units, systems and processes of measurement
- M.B.2 Apply appropriate techniques, tools, and formulas to determine measurements

M.C. Geometry

- M.C.1 Analyze characteristics and properties of two- and three- dimensional geometric shapes and demonstrate understanding of geometric relationships
- M.C.2 Identify and/or apply concepts of transformations or symmetry
- M.C.3 Locate points or describe relationships using the coordinate plane

PSSA MATH ASSESSMENT ANCHORS: Performance Averages over Time

GRADE 5

	2013			2014		
	Mean	Max	Percent	Mean	Max	Percent
M.A	23.3	31	75	27.8	37	75
M.A.1	11.2	14	80	12.3	15	82
M.A.2	7.6	11	69	10.3	15	68
M.A.3	4.6	6	76	5.2	7	74
M.B	9.1	12	76	6.6	9	73
M.B.1	5.5	7	78	6.6	9	73
M.B.2	3.7	5	73	NT	0	NT
M.C	8.0	10	80	6.5	9	72
M.C.1	4.2	6	71	6.5	9	72
M.C.2	3.7	4	93	NT	0	NT
M.C.3	NT	0	NT	NT	0	NT
M.D	7.0	10	70	8.4	12	70
M.D.1	4.9	7	70	8.4	12	70
M.D.2	2.1	3	71	NT	0	NT
M.D.3	NT	0	NT	NT	0	NT
M.D.4	NT	0	NT	NT	0	NT
M.E	6.2	9	69	4.2	5	84
M.E.1	0.9	1	88	4.2	5	84
M.E.2	3.6	6	60	NT	0	NT
M.E.3	1.7	2	87	NT	0	NT
M.E.4	NT	0	NT	NT	0	NT

PSSA Math Assessment Anchors (continued)

M.D. Algebraic Concepts

- M.D.1 Demonstrate an understanding of patterns, relations, and functions
- M.D.2 Represent and/or analyze mathematical situations using numbers, symbols, words, tables and/or graphs
- M.D.3 Analyze change in various contexts
- M.D.4 Describe or use models to represent quantitative relationships

M.E. Data Analysis and Probability

- M.E.1 Formulate or answer questions that can be addressed with data and/or organize, display, interpret or analyze data
- M.E.2 Select and/or use appropriate statistical methods to analyze data
- M.E.3 Understand and/or apply basic concepts of probability or outcomes
- M.E.4 Develop and/or evaluate inferences and predictions or draw conclusions based on data or data displays

**Pine-Richland School District
PSSA Math Test Results
Percentages in Performance Levels by Grade, Gender, and Students with IEPs over Time**

GRADE 6 PSSA MATH

Total Students

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	242	68.2	255	76.1	266	77.6	273	70.5	252	71.4	48.7
PROF	66	18.6	51	15.2	54	15.7	77	19.9	62	17.6	23.2
ADV/PRO	308	86.8	306	91.3	320	93.3	350	90.4	314	89	71.9
BASIC	28	7.9	16	4.8	15	4.4	18	4.7	25	7.1	13.9
BEL BAS	19	5.4	13	3.9	8	2.3	19	4.9	14	4.0	14.1
# TESTED	355		335		343		387		353		126,128

Female Students

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	126	68.9	119	70.4	132	75	116	70.7	123	73.2	49.9
PROF	35	19.1	28	16.6	33	18.8	34	20.7	31	18.5	23.9
ADV/PRO	161	88.0	147	87.0	165	93.8	150	91.5	154	91.7	73.8
BASIC	15	8.2	11	6.5	7	4.0	9	5.5	8	4.8	13.8
BEL BAS	7	3.8	11	6.5	4	2.3	5	3	6.0	3.6	12.3
# TESTED	183		169		176		164		168		61,437

Male Students

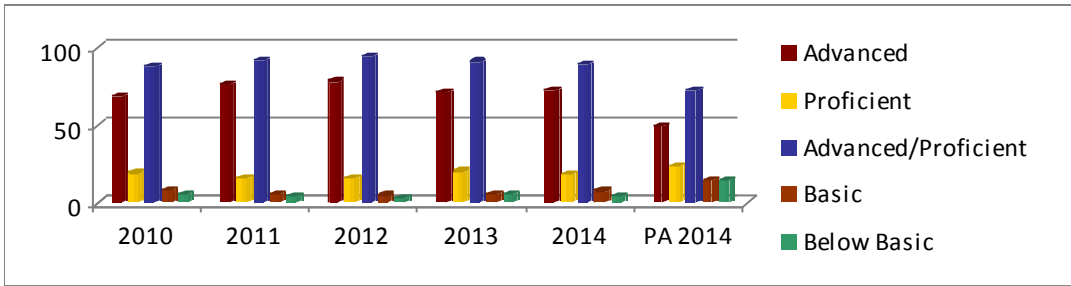
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	116	64.8	134	74.4	132	73.7	152	70.4	129	69.7	47.6
PROF	35	19.6	28	15.6	30	16.8	38	17.6	31	16.8	22.5
ADV/PRO	151	84.4	162	90.0	162	90.5	190	88.0	160	86.5	70.1
BASIC	15	8.4	12	6.7	10	5.6	10	4.6	17	9.2	14.1
BEL BAS	13	7.3	6	3.3	7	3.9	16	7.4	8	4.3	15.8
# TESTED	179		180		179		216		185		64,677

Students with IEPs

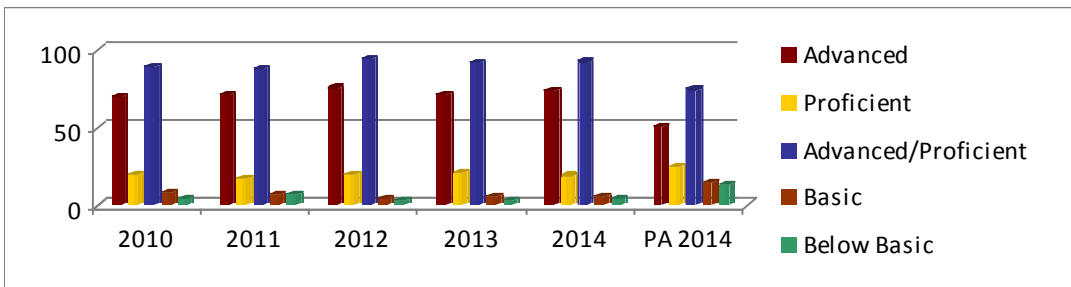
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	8	1.0	21	38.2	17	32.1	10	17.9	17	38.6	14.5
PROF	11	23.4	9	16.4	18	34.0	14	25.0	8	18.2	18.6
ADV/PRO	19	40.4	30	54.5	35	66.0	24	42.9	25	56.8	33.1
BASIC	14	29.8	13	23.6	10	18.9	12	21.4	11	25.0	21.6
BEL BAS	14	29.8	12	21.8	8	15.1	20	35.7	8	18.2	45.2
# TESTED	47		55		53		56		44		19,617

GRADE 6 PSSA MATH: Percentages in Performance Levels over Time

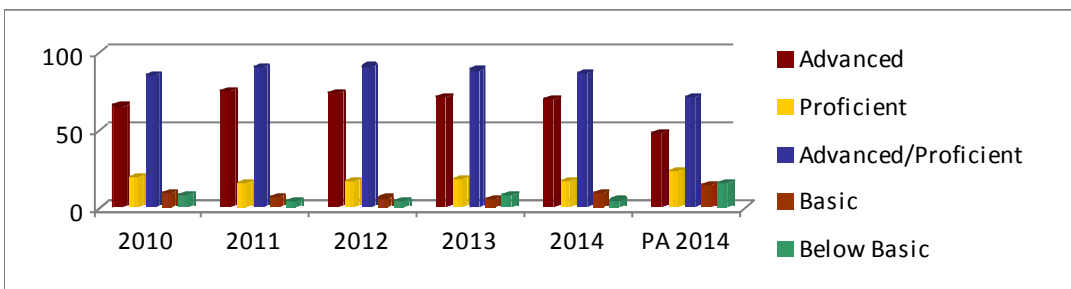
Total Students



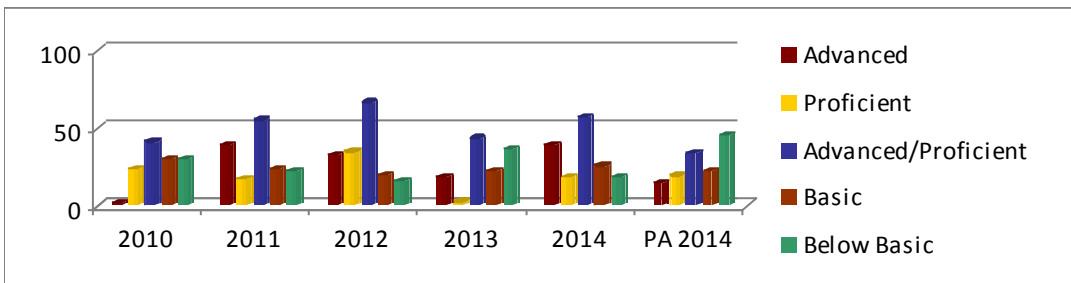
Female Students



Male Students



Students with IEPs



PSSA MATH ASSESSMENT ANCHORS: Performance Averages over Time

GRADE 6

	2010			2011			2012		
	Mean	Max	Percent	Mean	Max	Percent	Mean	Max	Percent
M.A	15.2	22	69	15.9	22	72	15.5	21	74
M.A.1	9.6	13	74	8.4	11	77	8.9	11	81
M.A.2	3.3	6	55	4.5	7	64	3.4	6	56
M.A.3	2.4	3	79	3.0	4	75	3.3	4	81
M.B	6.8	9	76	8.2	11	75	7.7	10	77
M.B.1	1.9	3	63	1.9	8	65	1.3	2	67
M.B.2	4.9	6	82	6.3	8	78	6.4	8	80
M.C	11.1	14	79	11.1	13	86	11.4	14	81
M.C.1	8.6	11	78	8.4	10	84	9.7	12	81
M.C.2	NT	0	NT	NT	0	NT	NT	0	NT
M.C.3	2.5	3	83	2.7	3	90	1.7	2	83
M.D	10.6	13	81	11.3	13	87	10.0	13	77
M.D.1	4.4	5	88	3.5	4	86	4.9	6	82
M.D.2	6.2	8	77	7.8	9	87	5.1	7	72
M.D.3	NT	0	NT	NT	0	NT	NT	0	NT
M.D.4	NT	0	NT	NT	0	NT	NT	0	NT
M.E	9.8	14	70	9.4	13	72	11.6	14	83
M.E.1	4.5	7	65	4.9	7	70	5.2	6	87
M.E.2	1.3	2	66	1.3	2	64	2.1	3	70
M.E.3	3.9	5	78	3.3	4	82	4.3	5	85
M.E.4	NT	0	NT	NT	0	NT	NT	0	NT

PSSA Math Assessment Anchors

M.A Numbers and Operations

M.A.1 Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems

M.A.2 Understand the meanings of operations, use of operations and understand how they relate to each other

M.A.3 Compute accurately and fluently and make reasonable estimates

M.B Measurement

M.B.1 Demonstrate an understanding of measurable attributes of objects and figures, and the units, systems and processes of measurement

M.B.2 Apply appropriate techniques, tools, and formulas to determine measurements

M.C. Geometry

M.C.1 Analyze characteristics and properties of two- and three- dimensional geometric shapes and demonstrate understanding of geometric relationships

M.C.2 Identify and/or apply concepts of transformations or symmetry

M.C.3 Locate points or describe relationships using the coordinate plane

PSSA MATH ASSESSMENT ANCHORS: Performance Averages over Time

GRADE 6

	2013			2014		
	Mean	Max	Percent	Mean	Max	Percent
M.A	17.2	22	78	24.0	31	78
M.A.1	12.6	16	79	16.5	21	78
M.A.2	0.9	1	87	2.2	3	72
M.A.3	3.8	5	76	5.4	7	77
M.B	7.0	10	70	NT	0	NT
M.B.1	1.2	2	62	NT	0	NT
M.B.2	5.7	8	72	NT	0	NT
M.C	9.3	12	78	7.5	11	68
M.C.1	7.7	10	77	NT	0	NT
M.C.2	NT	0	NT	NT	0	NT
M.C.3	1.6	2	81	7.5	11	68
M.D	13.3	17	78	11.8	15	79
M.D.1	4.1	5	82	NT	0	NT
M.D.2	9.2	12	76	11.8	15	79
M.D.3	NT	0	NT	NT	0	NT
M.D.4	NT	0	NT	NT	0	NT
M.E	9.0	11	82	12.1	15	81
M.E.1	4.3	5	87	2.6	3	88
M.E.2	1.4	2	72	9.4	12	79
M.E.3	3.3	4	81	NT	0	NT
M.E.4	NT	0	NT	NT	0	NT

PSSA Math Assessment Anchors (continued)

M.D. Algebraic Concepts

- M.D.1 Demonstrate an understanding of patterns, relations, and functions
- M.D.2 Represent and/or analyze mathematical situations using numbers, symbols, words, tables and/or graphs
- M.D.3 Analyze change in various contexts
- M.D.4 Describe or use models to represent quantitative relationships

M.E. Data Analysis and Probability

- M.E.1 Formulate or answer questions that can be addressed with data and/or organize, display, interpret or analyze data
- M.E.2 Select and/or use appropriate statistical methods to analyze data
- M.E.3 Understand and/or apply basic concepts of probability or outcomes
- M.E.4 Develop and/or evaluate inferences and predictions or draw conclusions based on data or data displays

**Pine-Richland School District
PSSA Math Test Results
Percentages in Performance Levels by Grade, Gender, and Students with IEPs over Time**

GRADE 7 PSSA MATH

Total Students

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	240	67.0	242	68.8	261	77.5	263	72.2	269	69.3	52.1
PROF	86	23.9	68	19.6	53	15.3	65	18.1	79	20.1	23.6
ADV/PRO	326	90.9	310	88.1	314	92.8	328	90.3	348	89.4	75.7
BASIC	23	5.9	24	6.5	16	4.8	20	5.6	22	5.7	11.7
BEL BAS	11	3.0	19	5.4	8	2.4	16	4.2	18	4.9	12.6
# TESTED	360		353				364		388		130,189

Female Students

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	122	68.5	129	69.4	123	74.2	127	71.8	114	67.5	52.5
PROF	45	24.7	34	18.3	31	18.4	35	20.1	38	21.9	24.7
ADV/PRO	167	93.2	163	87.7	154	92.6	162	91.9	152	89.4	77.2
BASIC	9	3.9	14	7.0	8	4.9	7	4.0	10	5.9	11.7
BEL BAS	5	2.8	10	5.4	4	2.5	7	4.0	8	4.7	11.1
# TESTED	181		187		166		176		170		63,523

Male Students

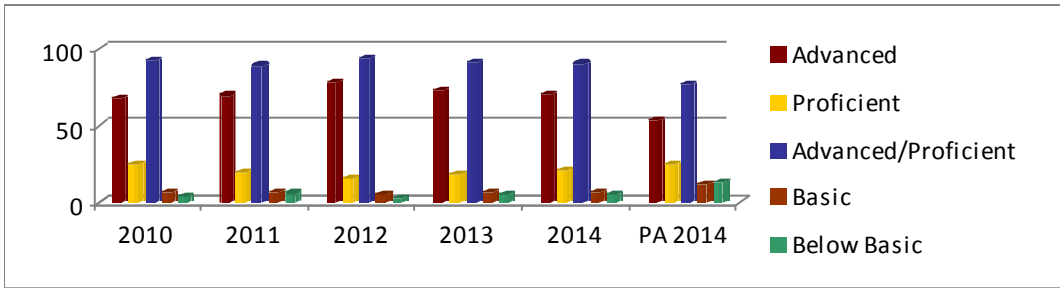
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	118	65.5	113	68.1	138	80.7	136	72.6	155	70.7	51.8
PROF	41	23.2	34	20.5	22	12.3	30	16.1	41	18.6	22.4
ADV/PRO	159	88.7	147	88.6	160	93.0	166	88.7	196	89.3	74.2
BASIC	14	7.9	10	6.0	8	4.7	13	7.0	12	5.6	11.7
BEL BAS	6	3.4	9	5.4	4	2.3	9	4.3	10	5.1	14.0
# TESTED	179		166		172		188		218		66,583

Students with IEPs

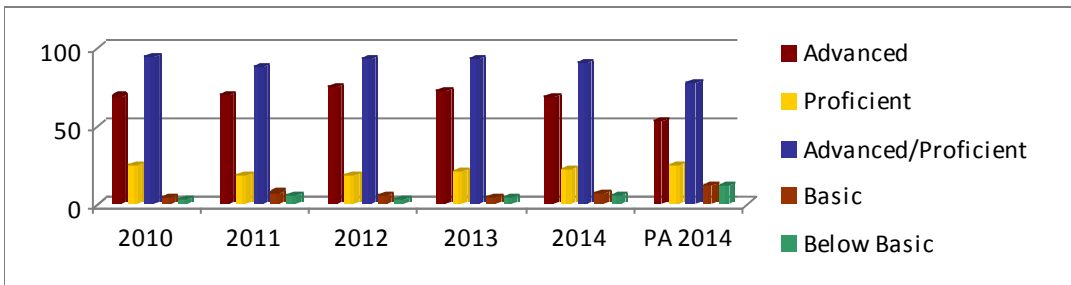
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	8	33.3	4	11.4	24	59.0	16	32.0	6	14.0	15.2
PROF	15	50.0	13	28.6	9	15.4	12	22.0	13	30.2	20.6
ADV/PRO	23	83.3	17	40.0	33	74.4	28	54.0	19	44.2	35.8
BASIC	7	4.2	12	17.1	15	12.8	13	20.0	8	18.6	21.1
BEL BAS	3	12.5	15	42.9	7	12.8	13	26.0	16	37.2	43.1
# TESTED	24		35		39		50		43		19,994

GRADE 7 PSSA MATH: Percentages in Performance Levels over Time

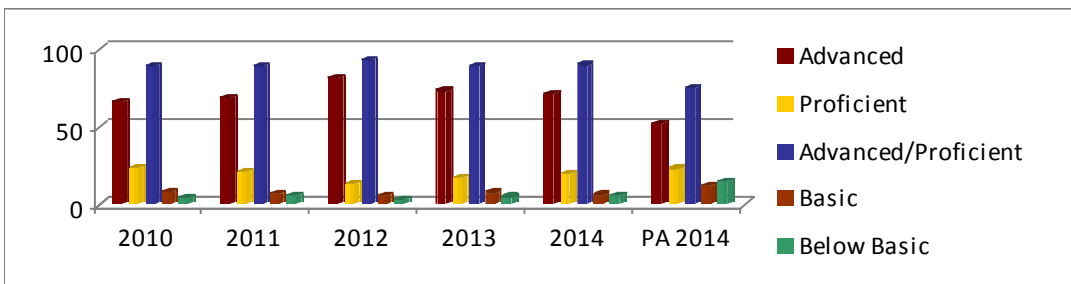
Total Students



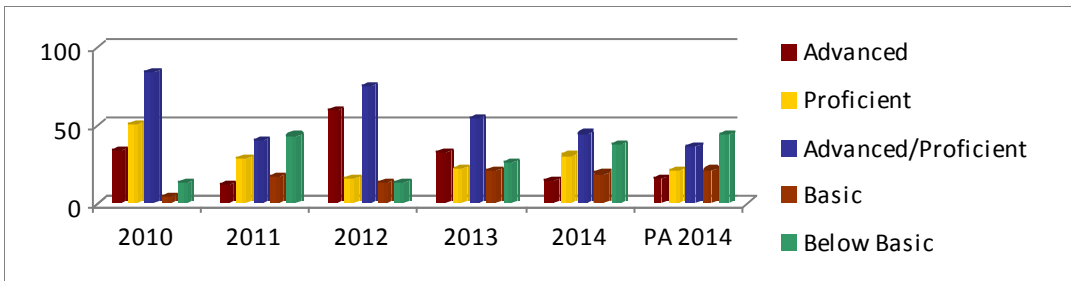
Female Students



Male Students



Students with IEPs



PSSA MATH ASSESSMENT ANCHORS: Performance Averages over Time

GRADE 7

	2010			2011			2012		
	Mean	Max	Percent	Mean	Max	Percent	Mean	Max	Percent
M.A	11.7	15	78	13.3	17	78	12.2	16	76
M.A.1	3.1	4	78	4.6	6	77	2.4	3	81
M.A.2	6.2	8	78	5.9	7	84	5.5	8	69
M.A.3	2.4	3	79	2.8	4	70	4.3	5	85
M.B	7.5	10	75	6.0	10	60	7.6	11	69
M.B.1	1.3	2	64	3.2	6	54	2.8	5	56
M.B.2	6.2	8	78	2.8	4	70	4.8	6	81
M.C	9.5	14	68	9.5	13	73	11.5	14	82
M.C.1	5.7	9	63	7.2	10	72	7.1	9	79
M.C.2	NT	0	NT	NT	0	NT	NT	0	NT
M.C.3	3.8	5	77	2.3	3	76	4.4	5	87
M.D	14.6	19	77	13.9	19	73	14.4	19	76
M.D.1	3.2	4	79	1.8	3	58	1.9	3	62
M.D.2	7.1	9	78	7.6	10	76	8.0	10	80
M.D.3	4.3	6	72	4.5	6	75	4.6	6	76
M.D.4	NT	0	NT	NT	0	NT	NT	0	NT
M.E	8.9	14	64	9.7	13	74	8.8	12	73
M.E.1	1.6	2	80	2.3	3	77	2.3	3	76
M.E.2	2.2	3	75	1.5	2	75	2.3	3	78
M.E.3	3.7	7	53	4.5	6	74	3.0	4	75
M.E.4	1.4	2	68	1.4	2	70	1.2	2	59

PSSA Math Assessment Anchors

M.A Numbers and Operations

- M.A.1 Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems
- M.A.2 Understand the meanings of operations, use of operations and understand how they relate to each other
- M.A.3 Compute accurately and fluently and make reasonable estimates

M.B Measurement

- M.B.1 Demonstrate an understanding of measurable attributes of objects and figures, and the units, systems and processes of measurement
- M.B.2 Apply appropriate techniques, tools, and formulas to determine measurements

M.C. Geometry

- M.C.1 Analyze characteristics and properties of two- and three- dimensional geometric shapes and demonstrate understanding of geometric relationships
- M.C.2 Identify and/or apply concepts of transformations or symmetry
- M.C.3 Locate points or describe relationships using the coordinate plane

PSSA MATH ASSESSMENT ANCHORS: Performance Averages over Time

GRADE 7

	2013			2014		
	Mean	Max	Percent	Mean	Max	Percent
M.A	12.8	17	75	16.2	22	73
M.A.1	2.3	3	78	5.6	7	80
M.A.2	8.2	11	74	5.1	8	64
M.A.3	2.3	3	76	5.5	7	78
M.B	5.7	10	57	8.9	12	75
M.B.1	2.3	5	47	NT	0	NT
M.B.2	3.4	5	67	8.9	12	75
M.C	12.3	14	88	NT	0	NT
M.C.1	7.7	9	86	NT	0	NT
M.C.2	NT	0	NT	NT	0	NT
M.C.3	4.6	5	92	NT	0	NT
M.D	13.9	19	73	17.2	24	72
M.D.1	1.8	3	61	NT	0	NT
M.D.2	6.7	8	84	5.8	8	72
M.D.3	5.4	8	67	11.5	16	72
M.D.4	NT	0	NT	NT	0	NT
M.E	8.8	12	74	9.3	14	66
M.E.1	1.5	2	74	NT	0	NT
M.E.2	2.5	3	85	NT	0	NT
M.E.3	3.4	5	69	6.5	10	65
M.E.4	1.4	2	69	2.8	4	70

PSSA Math Assessment Anchors (continued)

M.D. Algebraic Concepts

- M.D.1 Demonstrate an understanding of patterns, relations, and functions
- M.D.2 Represent and/or analyze mathematical situations using numbers, symbols, words, tables and/or graphs
- M.D.3 Analyze change in various contexts
- M.D.4 Describe or use models to represent quantitative relationships

M.E. Data Analysis and Probability

- M.E.1 Formulate or answer questions that can be addressed with data and/or organize, display, interpret or analyze data
- M.E.2 Select and/or use appropriate statistical methods to analyze data
- M.E.3 Understand and/or apply basic concepts of probability or outcomes
- M.E.4 Develop and/or evaluate inferences and predictions or draw conclusions based on data or data displays

**Pine-Richland School District
PSSA Math Test Results
Percentages in Performance Levels by Grade, Gender, and Students with IEPs over Time**

GRADE 8 PSSA MATH

Total Students

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	236	66.3	264	70.7	266	76.5	244	69.9	275	75.5	52
PROF	85	23.9	86	23.1	67	19.4	80	22.9	64	17.5	21.6
ADV/PRO	321	90.2	350	93.8	343	95.9	324	92.8	339	93.0	73.6
BASIC	29	8.1	20	5.4	10	2.9	13	3.7	18	5.0	10.8
BEL BAS	6	1.7	3	0.08	4	1.2	12	3.4	7	1.9	15.6
# TESTED	356		373		347		349		364		131,363

Female Students

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	118	68.2	132	71.0	140	77.5	108	65.5	138	79.1	54.5
PROF	31	17.9	43	23.1	35	19.7	48	28.5	27	15.7	22.0
ADV/PRO	149	86.1	175	94.1	175	97.2	156	94.0	165	94.8	76.5
BASIC	20	11.6	9	4.8	4	2.2	7	4.2	6	3.5	10.3
BEL BAS	4	2.3	2	1.1	1	0.06	3	1.8	3	1.7	13.3
# TESTED	173		186		180		166		175		64,034

Male Students

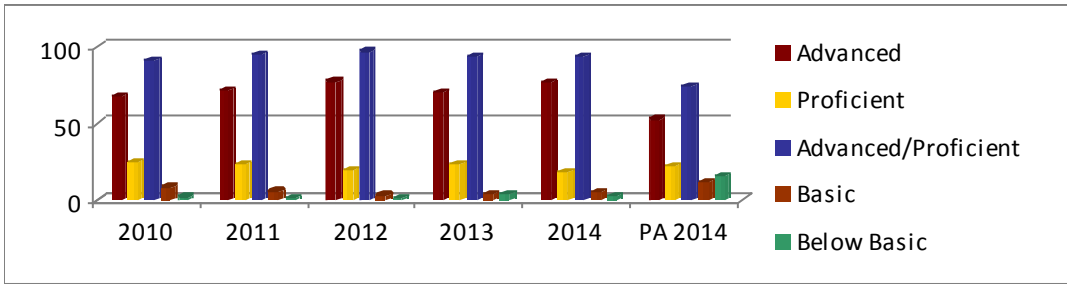
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	118	64.5	132	70.4	126	75.4	136	73.9	137	72.2	49.6
PROF	54	29.5	43	23.1	32	19.2	32	17.9	37	19.3	21.2
ADV/PRO	172	94.0	175	93.5	158	94.6	168	91.8	174	91.5	70.8
BASIC	9	4.9	11	5.9	6	3.6	6	3.3	12	6.4	11.3
BEL BAS	2	1.1	1	0.05	3	1.8	9	4.9	4	2.1	17.9
# TESTED	183		187		167		183		190		67,170

Students with IEPs

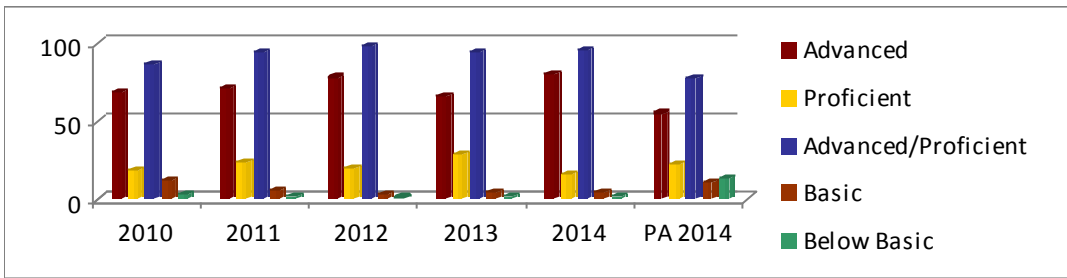
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	8	22.2	8	30.4	9	20.6	21	37	22	40.7	14.9
PROF	15	33.3	14	43.5	19	44.1	16	37.8	13	24.1	18.8
ADV/PRO	23	55.5	22	73.9	28	64.7	37	64.8	35	64.8	33.7
BASIC	20	38.9	10	26.1	15	23.5	8	13.0	12	22.2	16.9
BEL BAS	5	5.6	0	0	5	11.8	13	22.2	7	13.0	49.4
# TESTED	36		23		34		54		54		20,169

GRADE 8 PSSA MATH: Percentages in Performance over Time

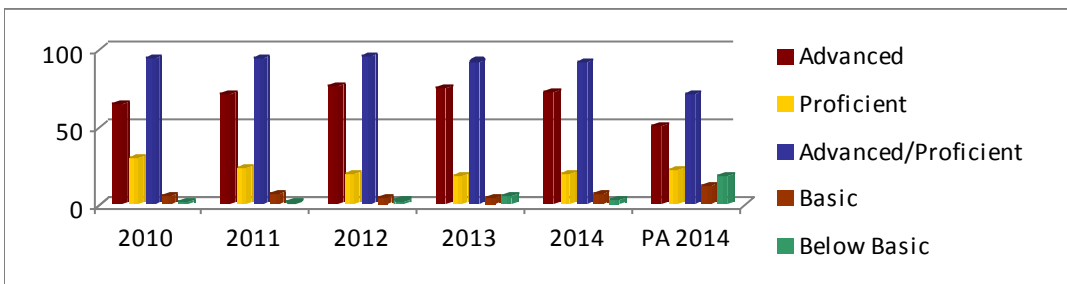
Total Students



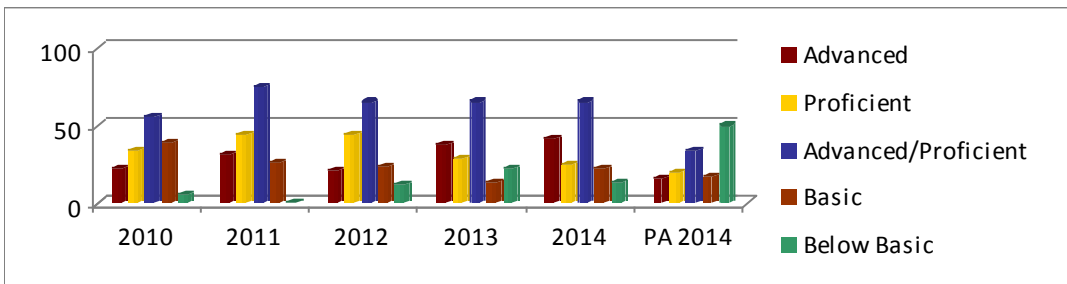
Female Students



Male Students



Students with IEPs



PSSA MATH ASSESSMENT ANCHORS: Performance Averages over Time

GRADE 8

	2010			2011			2012		
	Mean	Max	Percent	Mean	Max	Percent	Mean	Max	Percent
M.A	11.3	15	75	10.9	15	72	12.6	15	84
M.A.1	1.7	2	83	1.8	2	89	2.7	3	91
M.A.2	4.6	7	65	5.1	8	63	4.0	5	80
M.A.3	5.0	6	84	4.0	5	80	5.9	7	84
M.B	7.9	10	79	8.6	11	78	8.8	11	80
M.B.1	3.1	4	78	3.9	5	77	3.3	4	83
M.B.2	4.8	6	81	4.7	6	79	5.5	7	78
M.C	10.8	14	77	10.0	12	84	9.9	13	76
M.C.1	5.4	7	76	7.5	9	83	7.3	10	73
M.C.2	NT	0	NT	NT	0	NT	NT	0	NT
M.C.3	5.4	7	76	7.5	9	83	7.3	10	73
M.D	13.7	19	72	15.4	20	77	15.3	19	80
M.D.1	4.4	7	63	5.7	8	71	4.0	6	67
M.D.2	4.6	6	76	5.7	7	81	6.9	8	86
M.D.3	NT	0	NT	NT	0	NT	NT	0	NT
M.D.4	4.7	6	78	4.0	5	80	4.4	5	88
M.E	11.4	14	81	11.2	14	80	10.9	14	78
M.E.1	5.6	7	80	1.8	2	91	4.2	5	83
M.E.2	NT	0	NT	NT	0	NT	NT	0	NT
M.E.3	2.3	3	76	5.6	8	70	4.9	7	70
M.E.4	3.5	4	88	3.8	4	94	1.9	2	93

PSSA Math Assessment Anchors

M.A Numbers and Operations

- M.A.1 Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems
- M.A.2 Understand the meanings of operations, use of operations and understand how they relate to each other
- M.A.3 Compute accurately and fluently and make reasonable estimates

M.B Measurement

- M.B.1 Demonstrate an understanding of measurable attributes of objects and figures, and the units, systems and processes of measurement
- M.B.2 Apply appropriate techniques, tools, and formulas to determine measurements

M.C. Geometry

- M.C.1 Analyze characteristics and properties of two- and three- dimensional geometric shapes and demonstrate understanding of geometric relationships
- M.C.2 Identify and/or apply concepts of transformations or symmetry
- M.C.3 Locate points or describe relationships using the coordinate plane

PSSA MATH ASSESSMENT ANCHORS: Performance Averages Over Time

GRADE 8

	2013			2014		
	Mean	Max	Percent	Mean	Max	Percent
M.A	12.3	15	82	10.4	13	80
M.A.1	3.7	4	91	8.8	11	80
M.A.2	4.6	6	77	1.6	2	81
M.A.3	4.0	5	80	NT	0	NT
M.B	8.7	11	79	NT	0	NT
M.B.1	3.2	4	81	NT	0	NT
M.B.2	5.5	7	78	NT	0	NT
M.C	10.2	13	79	9.1	14	65
M.C.1	7.5	10	75	9.1	14	65
M.C.2	NT	0	NT	NT	0	NT
M.C.3	2.8	3	92	NT	0	NT
M.D	16.0	20	80	27.8	34	82
M.D.1	6.3	9	70	4.9	7	70
M.D.2	7.2	8	90	11.6	14	83
M.D.3	NT	0	NT	NT	0	NT
M.D.4	2.5	3	84	11.3	13	87
M.E	8.8	13	68	9.3	11	84
M.E.1	3.7	5	74	NT	0	NT
M.E.2	NT	0	NT	NT	0	NT
M.E.3	4.5	7	64	NT	0	NT
M.E.4	0.6	1	60	9.3	11	84

PSSA Math Assessment Anchors (continued)

M.D. Algebraic Concepts

- M.D.1 Demonstrate an understanding of patterns, relations, and functions
- M.D.2 Represent and/or analyze mathematical situations using numbers, symbols, words, tables and/or graphs
- M.D.3 Analyze change in various contexts
- M.D.4 Describe or use models to represent quantitative relationships

M.E. Data Analysis and Probability

- M.E.1 Formulate or answer questions that can be addressed with data and/or organize, display, interpret or analyze data
- M.E.2 Select and/or use appropriate statistical methods to analyze data
- M.E.3 Understand and/or apply basic concepts of probability or outcomes
- M.E.4 Develop and/or evaluate inferences and predictions or draw conclusions based on data or data displays

PSSA MATH: Results and Findings

- Pine-Richland students outperformed the state average at all levels of the PSSA Math assessment.
- On the third grade PSSA Math assessment, the percentage of students scoring at the advanced/proficient level has remained high and stable over time (e.g., mid-90%).
- On the third grade PSSA Math assessment, an analysis of sub-group performance demonstrates that female students and male students are performing at similar levels over the past five years.
- On the third grade PSSA Math assessment, 53.6% of students with an IEP scored at the Advanced level which represents a historic high.
- Based on the 2014 third grade PSSA math results, student performance on the measurement assessment anchor is an area of relative need. This trend has been similar over the past five years.
- On the fourth grade PSSA Math assessment, the percentage of students scoring at the advanced/proficient level has remained high and stable over time (e.g., low-90%). Three year trend shows slight decline.
- Based on an analysis of achievement levels within the grade four IEP sub-group, a three-year trend demonstrates an increase in the percentage of students performing at the Below Basic level. This trend is repeated with total students and male students.
- In an analysis of the grade four PSSA Math assessment anchors, the areas of relative need include: measurement (M.B); geometry (M.C); and data analysis/probability (M.E).
- On the fifth grade PSSA Math assessment, the percentage of students scoring at the advanced/proficient level has remained in the mid-80% range and stable over the past five years with the exception of the 2013 results (i.e., 91.4%).
- An analysis of aggregate state-wide results demonstrates a similar pattern of performance results on the fifth grade PSSA Math assessment. For example, the 2014 PA percent of students at the advanced/proficient levels is 67.2% compared to third grade (75%), fourth grade (76.2%), sixth grade (71.9%), seventh grade (75.7%), and eighth grade (73.6%). This finding represents important context for interpretation of Pine-Richland achievement levels.
- By percentage of advanced/proficient levels, boys have outperformed girls in grade five over the past five years on the PSSA Math assessment. This trend is not evident at grades three and four.
- An analysis of grade five PSSA Math assessment anchors demonstrates multiple areas of focus. While measurement is a consistent area of relative need, the past two years demonstrate need in meaning of operations and order of operations (M.A.2).
- On the sixth and seventh grade PSSA Math assessment, the percentage of students scoring at the advanced/proficient level has remained high at approximately 90% but also demonstrates a three-year decline.

- Over the past three years, female students in grade six have slightly outperformed male students on the PSSA Math assessment based on percentage of advanced/proficient. This trend is repeated with total students and male and female students.
- On the seventh grade PSSA Math assessment, a three-year trend in the percentage of students with an IEP scoring at the Below Basic level reflects an increase.
- On the eighth grade PSSA Math assessment, the percentage of students scoring at the advanced/proficient level has remained high and stable over time (e.g., mid-90%).
- Over the past four years, female students in grade eight have consistently outperformed male students based on percent advanced/proficient on the PSSA Math assessment.
- In 2014, eighth grade students with IEPs had the highest percentage of students scoring advanced and proficient in the last five years.

PSSA MATH: Areas for Future Study

- Focus on areas shown by assessment anchors as being areas of relative need (M.B and M.D.2)
- Analyze assessment anchor trends and eligible content in light of the shift to PA Core.
- Continue curriculum review process model related to both short-term and long-term goals.

Pine-Richland School District
PSSA Reading Test Results
Performance Levels by Grade, Gender, and Students with IEPs over Time

GRADE 3 PSSA READING

Total Students

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	160	44.0	135	38.8	145	44.6	151	42.5	160	48.3	25.8
PROF	164	45.1	183	52.6	154	47.4	168	47.3	147	44.4	44.5
ADV/PRO	324	89.1	318	91.4	299	92.0	319	89.9	307	92.7	70.3
BASIC	22	6.0	20	5.7	10	3.1	16	4.5	14	4.2	10.4
BEL BAS	18	4.9	10	2.9	16	4.9	20	5.6	10	3.0	19.3
# TESTED	364		348		325		355		331		124,659

Female Students

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	77	48.7	77	47.5	72	47.7	71	41.3	84	56.4	29.9
PROF	67	42.4	76	46.9	70	46.4	86	50.0	61	40.9	44.6
ADV/PRO	144	91.1	153	94.4	142	94.0	157	91.3	145	97.3	74.5
BASIC	8	5.1	5	3.1	4	2.6	8	4.7	4	2.7	9.6
BEL BAS	6	3.8	4	2.5	5	3.3	7	4.1	0	0	15.9
# TESTED	158		162		151		172		149		60,743

Male Students

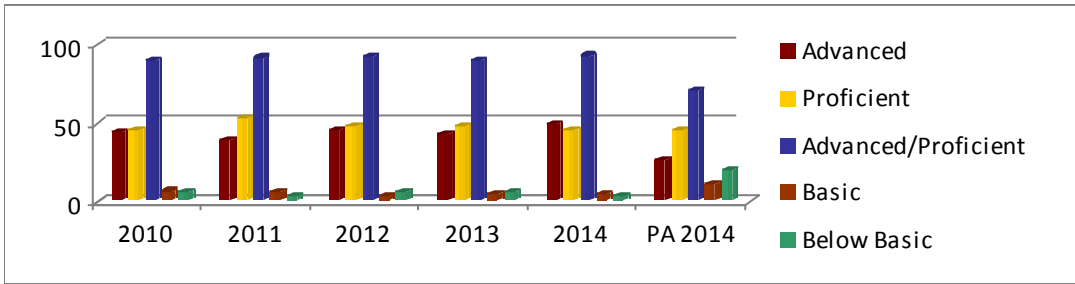
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	83	40.3	58	31.2	73	42.0	80	43.7	76	41.8	22
PROF	97	47.1	107	57.5	84	48.3	82	44.8	86	47.3	44.4
ADV/PRO	180	87.4	165	88.7	157	90.2	162	88.5	162	89.1	66.4
BASIC	14	6.8	15	8.1	6	3.4	8	4.4	10	5.5	11.1
BEL BAS	12	5.8	6	3.2	11	6.3	13	7.1	10	5.5	22.5
# TESTED	206		186		174		183		182		63,833

Students with IEPs

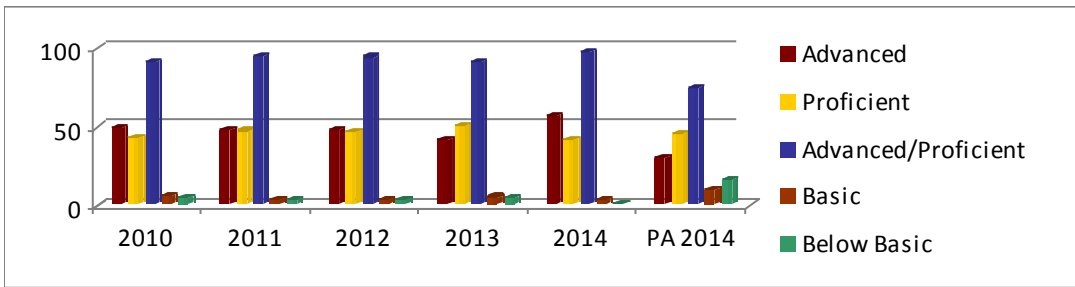
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	12	21.8	4	8.2	9	16.4	6	12.5	17	30.4	8.4
PROF	16	29.1	29	59.2	26	47.3	17	35.4	26	46.4	28.3
ADV/PRO	28	50.9	33	67.3	35	63.6	23	47.9	43	76.8	36.7
BASIC	16	29.1	9	18.4	6	10.9	9	18.8	5	8.9	13.3
BEL BAS	11	20.0	7	14.3	14	25.5	16	33.3	8	14.3	50.0
# TESTED	55		49		55		48		56		19,118

GRADE 3 PSSA READING: Percentages in Performance Levels over Time

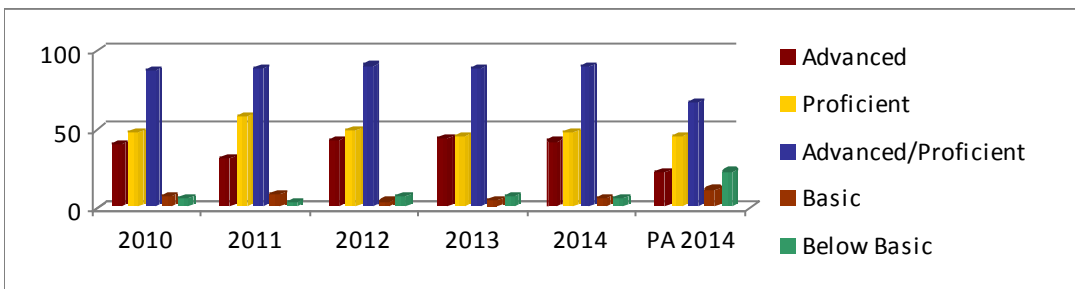
Total Students



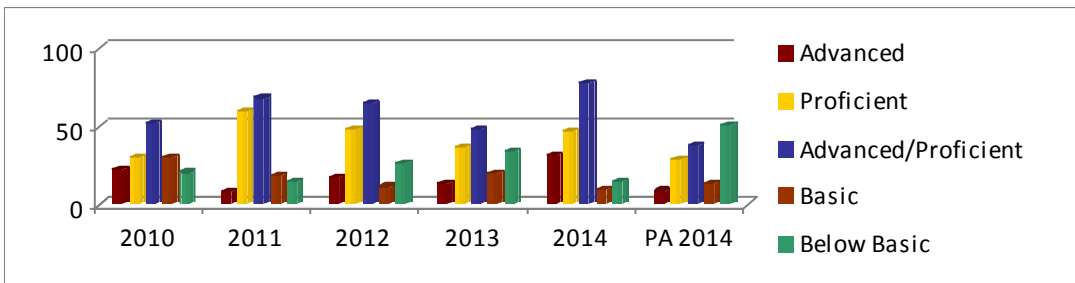
Female Students



Male Students



Students with IEPs



PSSA READING ASSESSMENT ANCHORS: Performance Averages over Time

GRADE 3

	2010			2011			2012		
	Mean	Max	Percent	Mean	Max	Percent	Mean	Max	Percent
R.A	23.1	29	80	21.8	28	78	24.6	32	77
R.A.1	9.5	12	79	10.2	13	79	16.3	21	77
R.A.2	13.6	17	80	11.5	15	77	8.4	11	76
R.B	11.8	17	69	13.2	18	73	10.7	14	76
R.B.1	8.6	13	66	9.1	13	70	8.4	11	77
R.B.2	NT	0	NT	NT	0	NT	NT	0	NT
R.B.3	3.2	4	79	4.1	5	82	2.3	3	76

PSSA Reading Assessment Anchors

R.A Comprehension and Reading Skills

R.A.1 Understand fiction appropriate to grade level

R.A.2 Understand nonfiction appropriate to grade level

R.B Interpretation and Analysis of Fiction and Nonfiction Text

R.B.1 Understand components within and between texts

R.B.2 Understand literary devices in fictional and nonfictional text

R.B.3 Understand concepts and organization of nonfictional text

PSSA READING ASSESSMENT ANCHORS: Performance Averages over Time

GRADE 3

	2013			2014		
	Mean	Max	Percent	Mean	Max	Percent
R.A	22.4	28	80	25.2	31	81
R.A.1	13.3	17	79	13.9	17	82
R.A.2	9.1	11	82	11.2	14	80
R.B	13.4	18	74	11.3	15	75
R.B.1	9.2	12	77	8.7	12	73
R.B.2	0.6	1	56	NT	0	NT
R.B.3	3.6	5	73	2.6	3	85

PSSA Reading Assessment Anchors

R.A Comprehension and Reading Skills

R.A.1 Understand fiction appropriate to grade level

R.A.2 Understand nonfiction appropriate to grade level

R.B Interpretation and Analysis of Fiction and Nonfiction Text

R.B.1 Understand components within and between texts

R.B.2 Understand literary devices in fictional and nonfictional text

R.B.3 Understand concepts and organization of nonfictional text

**Pine-Richland School District
 PSSA Reading Test Results
 Performance Levels by Grade, Gender, and Students with IEPs over Time**

HANCE GRADE 3 PSSA READING

Total Students

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	41	40.6	43	39.1	35	43.2	45	40.9	39	36.4	25.8
PROF	49	48.5	58	52.7	37	45.7	56	50.9	58	54.2	44.5
ADV/PRO	90	89.1	101	91.8	72	88.9	101	91.8	97	90.6	70.3
BASIC	7	6.9	5	4.5	2	2.5	4	3.6	7	6.5	10.4
BEL BAS	4	4.0	4	3.6	7	8.6	5	4.5	3	2.8	19.3
# TESTED	101		110		81		110		107		124,659

Females

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	22	50.0	28	50.9	18	50.0	20	36.4	19	46.3	29.9
PROF	18	40.9	23	41.8	15	41.7	31	56.4	20	48.8	44.6
ADV/PRO	40	90.9	51	92.7	33	91.7	51	92.8	39	95.1	74.5
BASIC	2	4.5	2	3.6	1	2.8	2	3.6	2	4.9	9.6
BEL BAS	2	4.5	2	3.6	2	5.6	2	3.6	0	0	15.9
# TESTED	44		55		36		55		41		60,743

Males

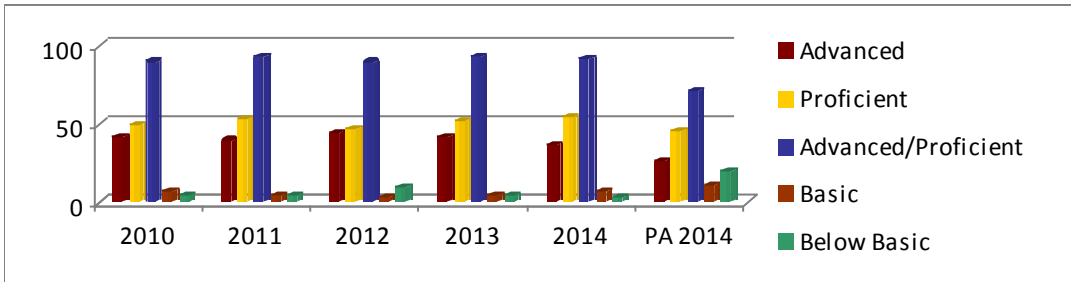
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	19	33.3	15	27.3	17	37.8	25	45.5	20	30.3	22.0
PROF	31	54.4	35	63.6	22	48.9	25	45.5	38	57.6	44.4
ADV/PRO	50	87.7	50	90.9	39	86.7	50	91.0	58	87.9	66.4
BASIC	5	8.8	3	5.5	1	2.2	2	3.6	5	7.6	11.1
BEL BAS	2	3.5	2	3.6	5	11.1	3	5.5	3	4.5	22.5
# TESTED	57		55		45		55		66		63,833

Students with IEPs

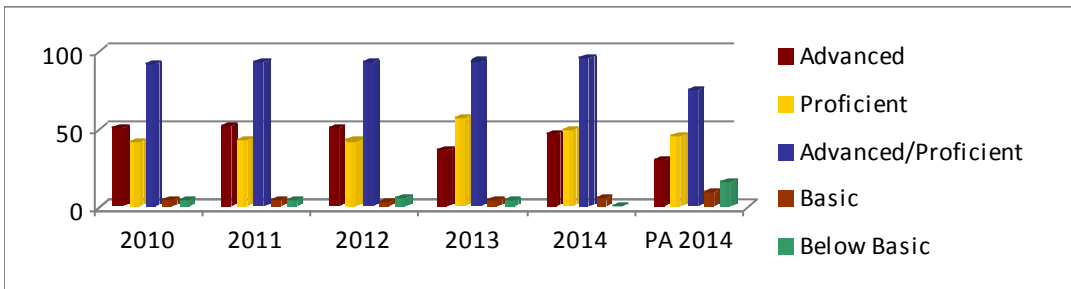
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	6	30.0	0	0	1	5.9	0	0	10	52.6	8.4
PROF	6	30.0	8	72.7	7	41.2	6	54.5	8	42.1	28.3
ADV/PRO	12	60.0	8	72.7	8	47.1	6	54.5	18	94.7	36.7
BASIC	4	20.0	1	9.1	2	11.8	2	18.2	1	5.3	13.3
BEL BAS	4	20.0	2	18.2	7	41.2	3	27.3	0	0	50.0
# TESTED	20		11		17		11		19		19,118

HANCE GRADE 3 PSSA READING: Percentages in Performance Levels over Time

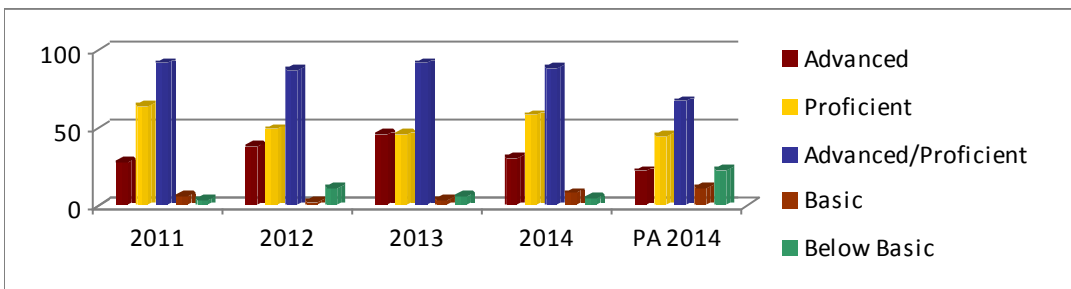
Total Students



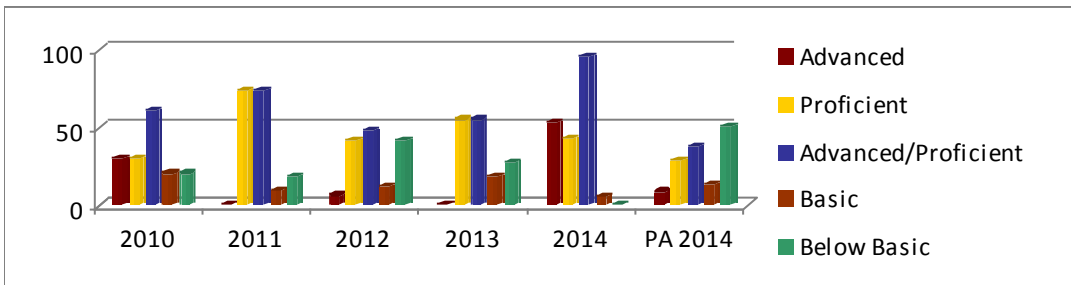
Female Students



Male Students



Students with IEPs



HANCE PSSA READING ASSESSMENT ANCHORS: Performance Averages over Time

GRADE 3

	2010			2011			2012		
	Mean	Max	Percent	Mean	Max	Percent	Mean	Max	Percent
R.A	23.0	29	79	21.5	28	77	24.2	32	76
R.A.1	9.5	12	79	10.0	13	77	16.0	21	76
R.A.2	13.6	17	80	11.5	15	77	8.2	11	75
R.B	11.7	73	69	13.1	18	73	10.3	14	74
R.B.1	8.6	13	66	9.1	13	70	8.1	11	73
R.B.2	NT	0	NT	NT	0	NT	NT	0	NT
R.B.3	3.0	4	76	4.0	5	80	2.2	3	74

PSSA Reading Assessment Anchors

R.A Comprehension and Reading Skills

R.A.1 Understand fiction appropriate to grade level

R.A.2 Understand nonfiction appropriate to grade level

R.B Interpretation and Analysis of Fiction and Nonfiction Text

R.B.1 Understand components within and between texts

R.B.2 Understand literary devices in fictional and nonfictional text

R.B.3 Understand concepts and organization of nonfictional text

HANCE PSSA READING ASSESSMENT ANCHORS: Performance Averages over Time

GRADE 3

	2013			2014		
	Mean	Max	Percent	Mean	Max	Percent
R.A	22.3	28	80	24.3	31	78
R.A.1	13.3	17	78	13.4	17	79
R.A.2	9.1	11	82	10.9	14	78
R.B	13.2	18	73	11.0	15	73
R.B.1	9.1	12	76	8.5	12	71
R.B.2	0.7	1	70	NT	0	NT
R.B.3	3.5	5	70	2.5	3	83

PSSA Reading Assessment Anchors

R.A Comprehension and Reading Skills

R.A.1 Understand fiction appropriate to grade level

R.A.2 Understand nonfiction appropriate to grade level

R.B Interpretation and Analysis of Fiction and Nonfiction Text

R.B.1 Understand components within and between texts

R.B.2 Understand literary devices in fictional and nonfictional text

R.B.3 Understand concepts and organization of nonfictional text

**Pine-Richland School District
PSSA Reading Test Results
Performance Levels by Grade, Gender, and Students with IEPs over Time**

RICHLAND GRADE 3 PSSA READING

Total Students

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	70	51.1	44	37.9	45	34.9	48	40.7	60	50	25.8
PROF	60	43.8	60	51.7	78	60.5	54	45.8	52	43.3	44.5
ADV/PRO	130	94.9	104	89.7	123	95.3	102	86.4	112	93.3	70.3
BASIC	4	2.9	9	7.8	4	3.1	6	5.1	4	3.3	10.4
BEL BAS	3	2.2	3	2.6	2	1.6	10	8.5	4	3.3	19.3
# TESTED	137		116		129		118		120		124,659

Female Students

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	30	49.2	22	41.5	19	33.9	24	44.4	40	61.5	29.9
PROF	26	42.6	29	54.7	36	64.3	24	44.4	24	36.9	44.6
ADV/PRO	56	91.8	51	96.2	55	98.2	48	88.9	64	98.5	74.5
BASIC	4	6.6	2	3.8	1	1.8	3	5.6	1	1.5	9.6
BEL BAS	1	1.6	0	0	0	0	3	5.6	0	0	15.9
# TESTED	61		53		56		54		65		60,743

Male Students

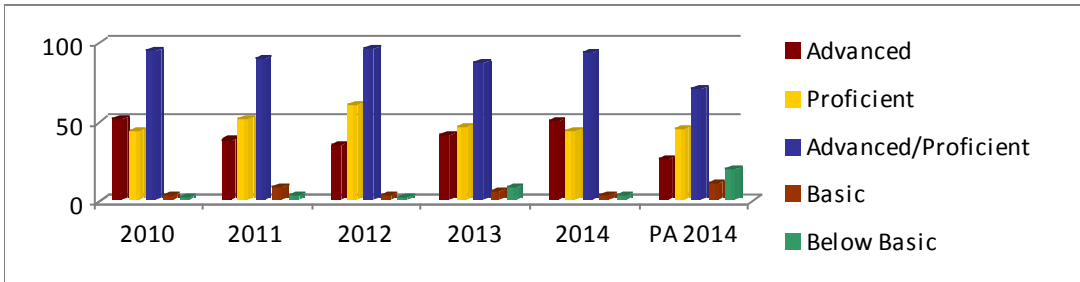
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	40	52.6	22	34.9	26	35.6	24	37.5	20	36.4	22.0
PROF	34	44.7	31	49.2	42	57.5	30	46.9	28	50.9	44.4
ADV/PRO	74	97.4	53	84.1	68	93.2	54	84.4	48	87.3	66.4
BASIC	0	0	7	11.1	3	4.1	3	4.7	3	5.5	11.1
BEL BAS	2	2.6	3	4.8	2	2.7	7	10.9	4	7.3	22.5
# TESTED	76		63		73		64		55		63,833

Students with IEPs

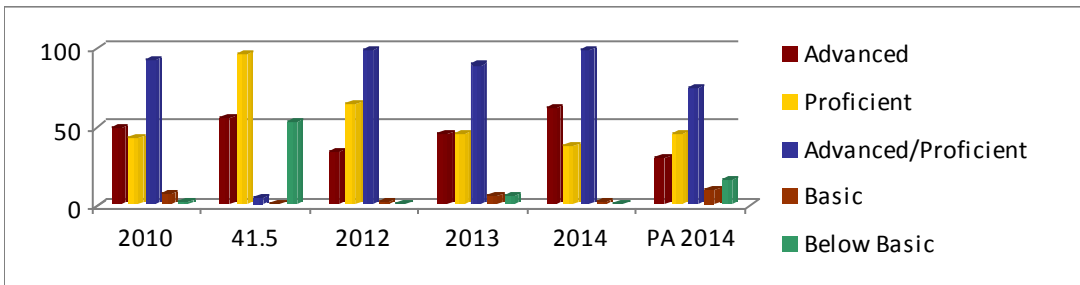
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	4	30.8	2	14.3	3	15.8	1	5.9	11	64.7	8.4
PROF	5	38.5	7	50.0	13	68.4	4	23.5	5	29.4	28.3
ADV/PRO	9	69.2	9	64.3	16	84.2	5	29.4	16	94.1	36.7
BASIC	3	23.1	3	21.4	2	10.5	4	23.5	1	5.9	13.3
BEL BAS	1	7.7	2	14.3	1	5.3	8	47.1	0	0	50.0
# TESTED	13		14		19		17		17		19,118

RICHLAND GRADE 3 PSSA READING: Percentages in Performance Levels over Time

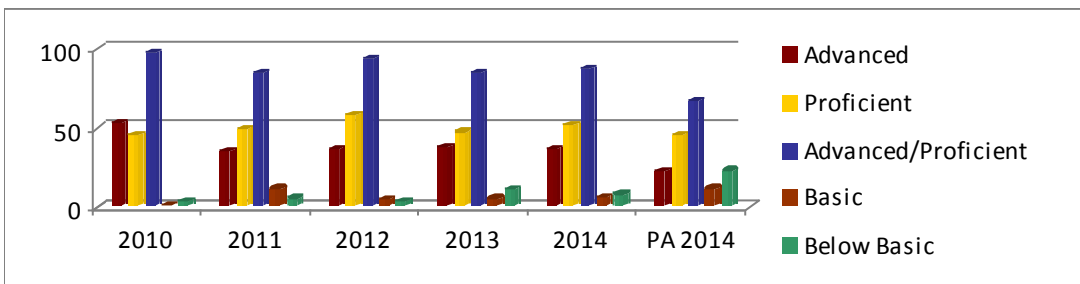
Total Students



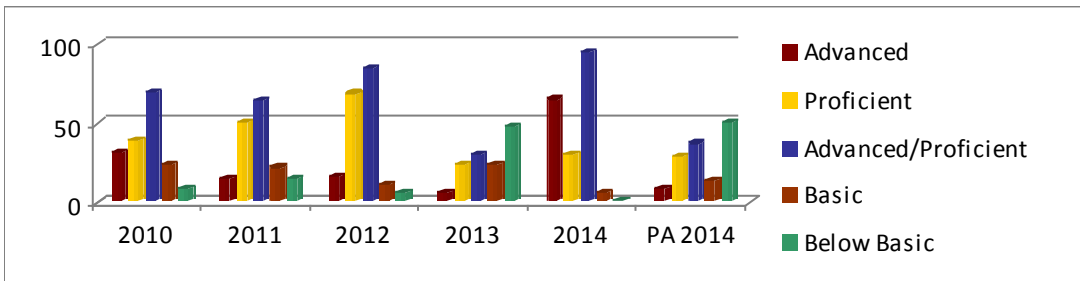
Female Students



Male Students



Students with IEPs



RICHLAND PSSA READING ASSESSMENT ANCHORS: Performance Averages over Time

GRADE 3

	2010			2011			2012		
	Mean	Max	Percent	Mean	Max	Percent	Mean	Max	Percent
R.A	23.9	29	82	21.5	28	77	24.2	32	76
R.A.1	9.8	12	82	10.1	13	78	16.0	21	76
R.A.2	14.1	17	83	11.3	15	76	8.2	11	75
R.B	12.6	17	74	13.0	18	72	10.7	14	76
R.B.1	9.2	13	71	9.0	13	69	8.3	11	76
R.B.2	NT	0	NT	NT	0	NT	NT	0	NT
R.B.3	3.4	4	85	4.1	5	82	2.3	3	78

PSSA Reading Assessment Anchors

R.A Comprehension and Reading Skills

R.A.1 Understand fiction appropriate to grade level

R.A.2 Understand nonfiction appropriate to grade level

R.B Interpretation and Analysis of Fiction and Nonfiction Text

R.B.1 Understand components within and between texts

R.B.2 Understand literary devices in fictional and nonfictional text

R.B.3 Understand concepts and organization of nonfictional text

RICHLAND PSSA READING ASSESSMENT ANCHORS: Performance Averages over Time

GRADE 3

	2013			2014		
	Mean	Max	Percent	Mean	Max	Percent
R.A	22.2	28	79	25.6	31	83
R.A.1	13.2	17	78	14.1	17	83
R.A.2	9.0	11	82	11.6	14	83
R.B	13.0	18	72	11.3	15	75
R.B.1	8.9	12	74	8.5	12	71
R.B.2	0.5	1	53	NT	0	NT
R.B.3	3.6	5	71	2.7	3	91

PSSA Reading Assessment Anchors

R.A Comprehension and Reading Skills

R.A.1 Understand fiction appropriate to grade level

R.A.2 Understand nonfiction appropriate to grade level

R.B Interpretation and Analysis of Fiction and Nonfiction Text

R.B.1 Understand components within and between texts

R.B.2 Understand literary devices in fictional and nonfictional text

R.B.3 Understand concepts and organization of nonfictional text

**Pine-Richland School District
 PSSA Reading Test Results
 Performance Levels by Grade, Gender, and Students with IEPs over Time**

WEXFORD GRADE 3 PSSA READING

Total Students

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	49	38.9	48	39.7	65	58.0	58	47.2	61	57.5	25.8
PROF	55	43.7	65	53.7	38	33.9	57	46.3	39	36.8	44.5
ADV/PRO	104	82.5	113	93.4	103	92.0	115	93.5	100	94.3	70.3
BASIC	11	8.7	5	4.1	3	2.7	5	4.1	3	2.8	10.4
BEL BAS	11	8.7	3	2.5	6	5.4	3	2.4	3	2.8	19.3
# TESTED	126		121		112		123		106		124,659

Female Students

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	25	47.2	27	50.0	35	60.3	27	44.3	25	56.8	29.9
PROF	23	43.4	24	44.4	18	31.0	31	50.8	18	40.9	44.6
ADV/PRO	48	90.6	51	94.4	53	91.4	58	95.1	43	97.7	74.5
BASIC	2	3.8	1	1.9	2	3.4	3	4.9	1	2.3	9.6
BEL BAS	3	5.7	2	3.7	3	5.2	0	0	0	0	15.9
# TESTED	53		54		58		61		44		60,743

Male Students

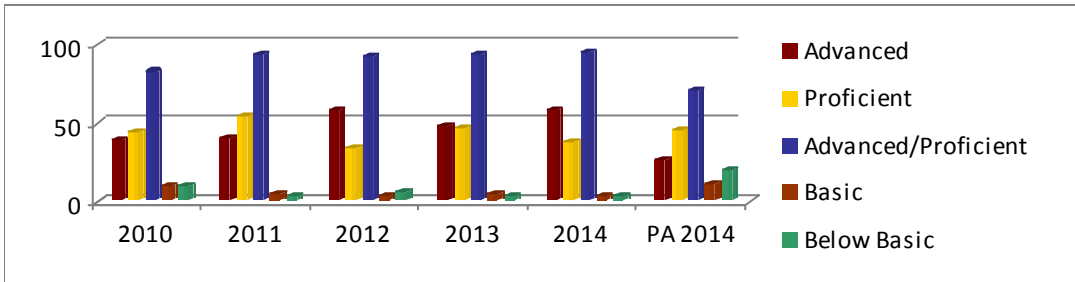
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	24	32.9	21	31.3	30	55.6	31	50.0	36	58.1	22.0
PROF	32	43.8	41	61.2	20	37.0	26	41.9	21	33.9	44.4
ADV/PRO	56	76.7	62	92.5	50	92.6	57	91.9	57	92.0	66.4
BASIC	8	11.0	1	1.5	3	5.6	3	4.8	2	3.2	11.1
BEL BAS	8	11.0	1	1.5	3	5.6	3	4.8	3	4.8	22.5
# TESTED	72		64		56		63		62		63,833

Students with IEPs

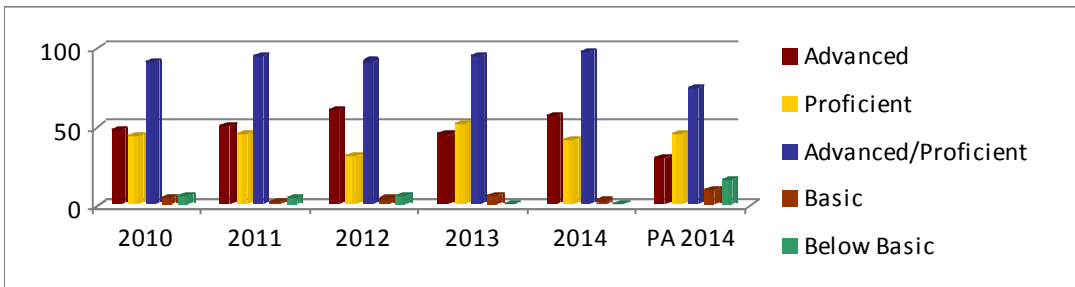
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	2	9.1	2	8.7	5	31.3	5	29.4	9	45.0	8.4
PROF	5	22.7	14	60.9	5	31.3	7	41.2	6	30.0	28.3
ADV/PRO	7	31.8	16	69.9	10	62.5	12	70.6	15	75.0	36.7
BASIC	9	40.9	4	17.4	1	6.3	2	11.8	3	15.0	13.3
BEL BAS	6	27.3	3	13.0	5	31.3	3	17.6	2	10.0	50.0
# TESTED	22		23		16		17		20		19,118

WEXFORD GRADE 3 PSSA READING: Percentages in Performance Levels over Time

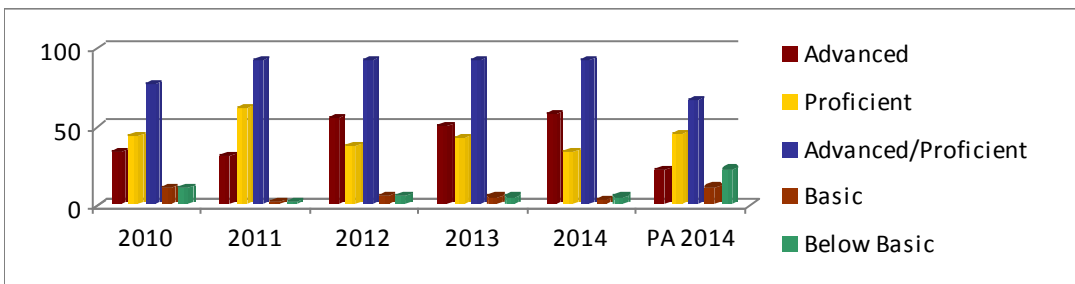
Total Students



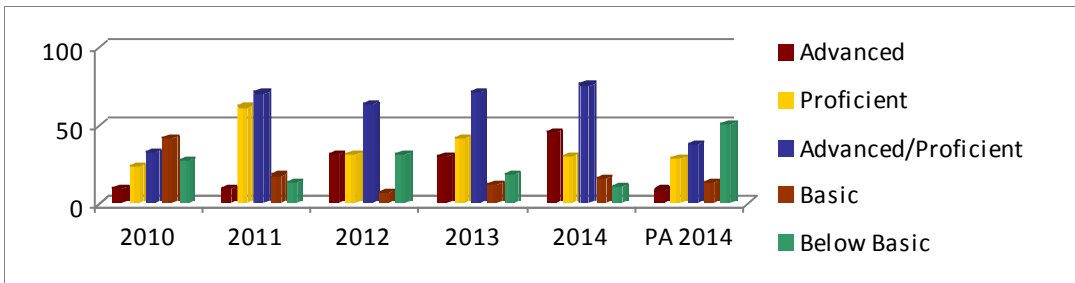
Female Students



Male Students



Students with IEPs



WEXFORD PSSA READING ASSESSMENT ANCHORS: Performance Averages over Time

GRADE 3

	2010			2011			2012		
	Mean	Max	Percent	Mean	Max	Percent	Mean	Max	Percent
R.A	22.2	29	77	22.2	28	79	25.4	32	79
R.A.1	9.2	12	77	10.5	13	81	16.7	21	80
R.A.2	13.0	17	76	11.7	15	78	8.7	11	79
R.B	11.0	17	65	13.2	18	74	11.0	14	79
R.B.1	8.0	13	61	9.2	13	71	8.8	11	80
R.B.2	NT	0	NT	NT	0	NT	NT	0	NT
R.B.3	3.1	4	77	4.2	5	83	2.2	3	74

PSSA Reading Assessment Anchors

R.A Comprehension and Reading Skills

R.A.1 Understand fiction appropriate to grade level

R.A.2 Understand nonfiction appropriate to grade level

R.B Interpretation and Analysis of Fiction and Nonfiction Text

R.B.1 Understand components within and between texts

R.B.2 Understand literary devices in fictional and nonfictional text

R.B.3 Understand concepts and organization of nonfictional text

WEXFORD PSSA READING ASSESSMENT ANCHORS: Performance Averages over Time

GRADE 3

	2013			2014		
	Mean	Max	Percent	Mean	Max	Percent
R.A	22.6	28	81	25.6	31	83
R.A.1	13.5	17	80	14.4	17	85
R.A.2	9.1	11	83	11.2	14	80
R.B	13.9	18	77	11.5	15	77
R.B.1	9.6	12	80	9.1	12	76
R.B.2	0.5	1	50	NT	0	NT
R.B.3	3.8	5	77	2.5	3	82

PSSA Reading Assessment Anchors

R.A Comprehension and Reading Skills

R.A.1 Understand fiction appropriate to grade level

R.A.2 Understand nonfiction appropriate to grade level

R.B Interpretation and Analysis of Fiction and Nonfiction Text

R.B.1 Understand components within and between texts

R.B.2 Understand literary devices in fictional and nonfictional text

R.B.3 Understand concepts and organization of nonfictional text

**Pine-Richland School District
PSSA Reading Test Results
Performance Levels by Grade, Gender, and Students with IEPs over Time**

GRADE 4 PSSA READING

Total Students

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	151	45.2	168	46.3	141	41.7	148	43.5	175	48.2	32.4
PROF	124	37.1	153	42.1	167	49.4	137	40.3	138	38.0	36.2
ADV/PRO	275	82.3	321	88.4	308	91.1	285	83.8	313	86.2	68.6
BASIC	37	11.1	36	9.9	23	6.8	42	12.4	28	7.7	15.6
BEL BAS	22	6.6	6	1.7	7	2.1	13	3.8	22	6.1	15.7
# TESTED	334		363		338		340		363		126,887

Female Students

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	77	45.8	77	49.4	79	49.1	83	52.5	99	55.0	37.0
PROF	65	38.7	64	41.0	73	45.3	56	35.4	61	33.9	36.0
ADV/PRO	142	84.5	141	90.4	152	94.4	139	88.0	160	88.9	73.0
BASIC	13	7.7	13	8.3	6	3.7	14	8.9	13	7.2	14.5
BEL BAS	13	7.7	2	1.3	3	1.9	5	3.2	7	3.9	12.4
# TESTED	168		156		161		158		180		62,095

Male Students

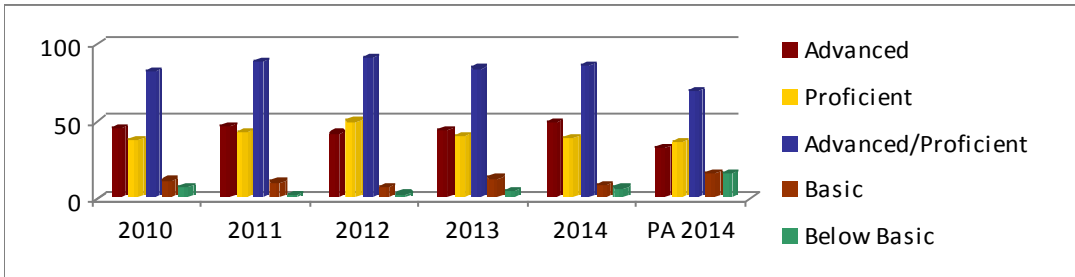
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	74	44.6	91	44.0	62	35.0	65	35.7	76	41.5	28.1
PROF	59	35.5	89	43.0	94	53.1	81	44.5	77	42.1	36.3
ADV/PRO	133	80.1	180	87.0	156	88.1	146	80.2	153	83.6	64.4
BASIC	24	14.5	23	11.1	17	9.6	28	15.4	15	8.2	16.7
BEL BAS	9	5.4	4	1.9	4	2.3	8	4.4	15	8.2	18.9
# TESTED	166		207		177		182		183		64,717

Students with IEPs

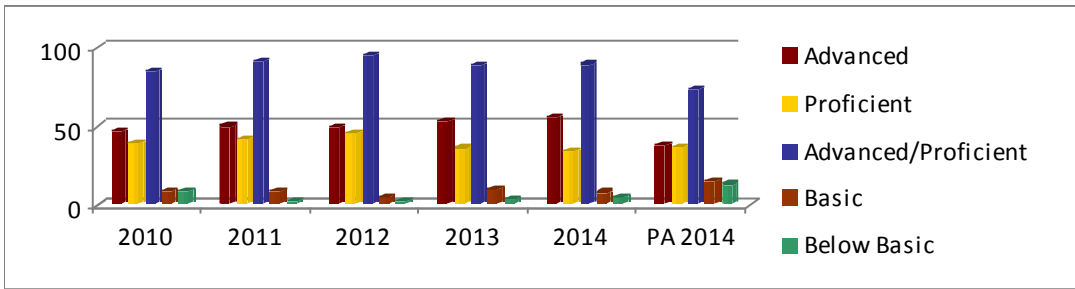
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	13	24.1	13	23.2	10	18.5	6	9.7	4	8.2	10.3
PROF	15	27.8	19	33.9	30	55.6	22	35.5	13	26.5	22.3
ADV/PRO	28	51.9	32	57.1	40	74.1	28	45.2	17	34.7	32.6
BASIC	11	20.4	19	33.9	10	18.5	21	33.9	12	24.5	21.0
BEL BAS	15	27.8	5	8.9	4	7.4	13	21.0	20	40.8	46.5
# TESTED	54		56		54		62		49		20,328

GRADE 4 PSSA READING: Percentages in Performance Levels over Time

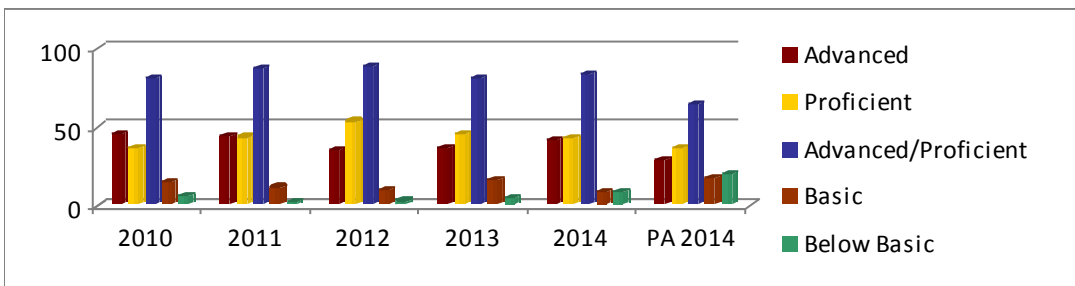
Total Students



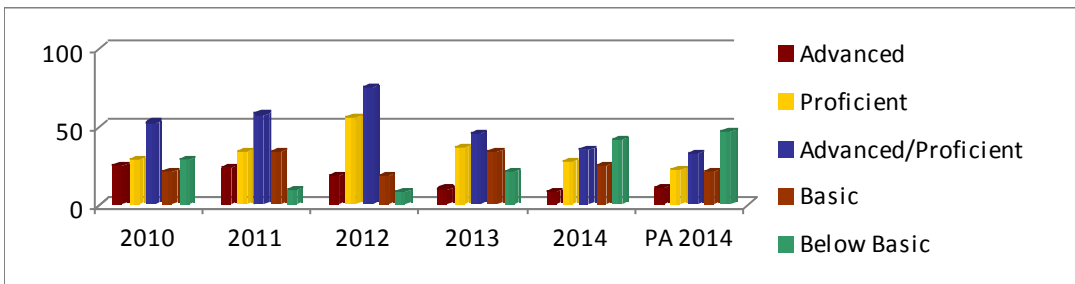
Female Students



Male Students



Students with IEPs



PSSA READING ASSESSMENT ANCHORS: Performance Averages over Time

GRADE 4

	2010			2011			2012		
	Mean	Max	Percent	Mean	Max	Percent	Mean	Max	Percent
R.A	24.6	32	77	26.9	35	77	27.0	35	77
R.A.1	11.4	15	76	15.6	21	74	12.8	17	75
R.A.2	13.2	17	77	11.3	14	80	14.1	18	79
R.B	12.7	20	63	12.1	17	71	12.5	17	74
R.B.1	6.5	11	59	7.0	10	70	8.7	12	72
R.B.2	1.9	3	64	1.4	2	70	2.3	3	77
R.B.3	4.3	6	71	3.7	5	74	1.5	2	74

PSSA Reading Assessment Anchors

R.A Comprehension and Reading Skills

R.A.1 Understand fiction appropriate to grade level

R.A.2 Understand nonfiction appropriate to grade level

R.B Interpretation and Analysis of Fiction and Nonfiction Text

R.B.1 Understand components within and between texts

R.B.2 Understand literary devices in fictional and nonfictional text

R.B.3 Understand concepts and organization of nonfictional text

PSSA READING ASSESSMENT ANCHORS: Performance Averages over Time

GRADE 4

	2013			2014		
	Mean	Max	Percent	Mean	Max	Percent
R.A	27.2	36	75	28.0	37	76
R.A.1	12.0	15	80	15.7	21	75
R.A.2	15.2	21	72	12.4	16	77
R.B	12.0	16	75	11.4	15	76
R.B.1	7.4	10	74	8.3	11	75
R.B.2	3.3	4	81	0.8	1	79
R.B.3	1.4	2	69	2.3	3	78

PSSA Reading Assessment Anchors

R.A Comprehension and Reading Skills

R.A.1 Understand fiction appropriate to grade level

R.A.2 Understand nonfiction appropriate to grade level

R.B Interpretation and Analysis of Fiction and Nonfiction Text

R.B.1 Understand components within and between texts

R.B.2 Understand literary devices in fictional and nonfictional text

R.B.3 Understand concepts and organization of nonfictional text

**Pine-Richland School District
PSSA Reading Test Results
Performance Levels by Grade, Gender, and Students with IEPs over Time**

GRADE 5 PSSA READING

Total Students

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	91	26.8	100	29.9	154	41.5	127	36.5	125	34.9	24.2
PROF	161	47.5	166	49.7	149	40.2	156	44.8	163	45.5	36.3
ADV/PRO	252	74.3	266	79.6	303	81.7	283	81.3	288	80.4	60.5
BASIC	54	15.9	52	15.6	51	13.7	46	13.2	49	13.7	18.0
BEL BAS	33	9.7	16	4.8	17	4.6	19	5.5	21	5.9	21.4
# TESTED	339		334		371		348		358		126,639

Female Students

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	53	31.9	55	32.4	77	47.0	72	43.4	73	42.9	27.8
PROF	71	42.8	84	49.4	59	36.0	74	44.6	70	41.2	36.9
ADV/PRO	124	74.7	139	81.8	136	82.9	146	88.0	143	84.1	64.7
BASIC	27	16.3	25	14.7	20	12.2	17	10.2	20	11.8	17.4
BEL BAS	15	9.0	6	3.5	8	4.9	3	1.8	7	4.1	18.0
# TESTED	166		170		164		166		170		62,113

Male Students

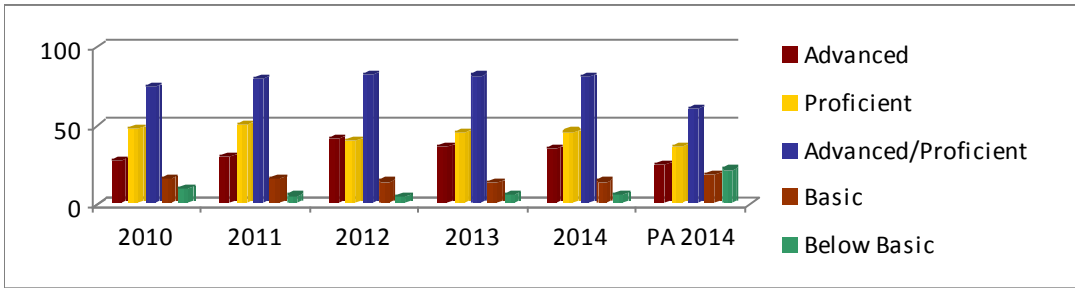
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	38	21.5	48	27.9	80	36.9	55	30.1	52	27.7	20.29
PROF	89	50.3	87	50.6	95	43.8	80	43.7	93	49.5	35.8
ADV/PRO	127	71.8	135	78.5	175	80.6	135	73.8	145	77.1	56.7
BASIC	31	17.5	27	15.7	32	14.7	31	16.9	29	15.4	18.7
BEL BAS	19	10.7	10	5.8	10	4.6	17	9.3	14	7.4	24.6
# TESTED	177		172		217		183		188		64,446

Students with IEPs

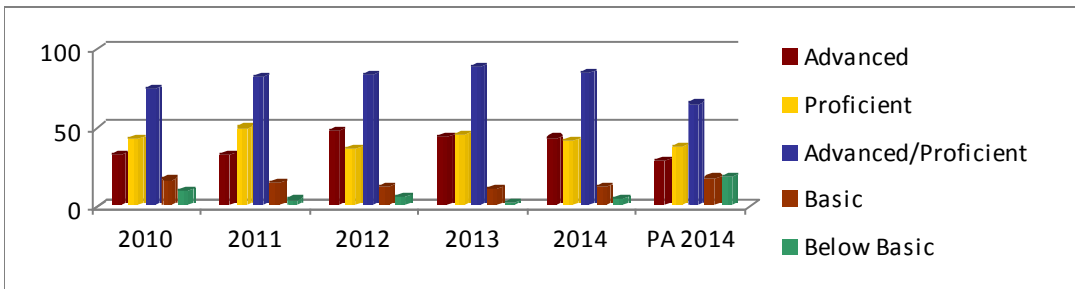
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	3	6.7	7	15.6	7	13.0	6	13.3	3	5.2	6.0
PROF	14	31.1	24	53.3	19	35.2	18	40.0	21	36.2	17.3
ADV/PRO	17	37.8	31	68.9	26	48.1	24	53.3	24	41.4	23.3
BASIC	9	20.0	7	15.6	16	29.6	12	26.7	16	27.6	19.5
BEL BAS	19	42.2	7	15.6	12	22.2	9	20.0	18	31.0	57.2
# TESTED	45		45		54		45		58		20,120

GRADE 5 PSSA READING: Percentages in Performance Levels over Time

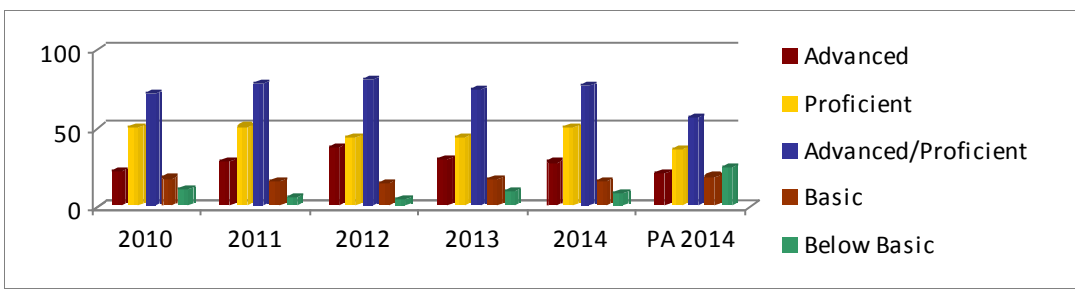
Total Students



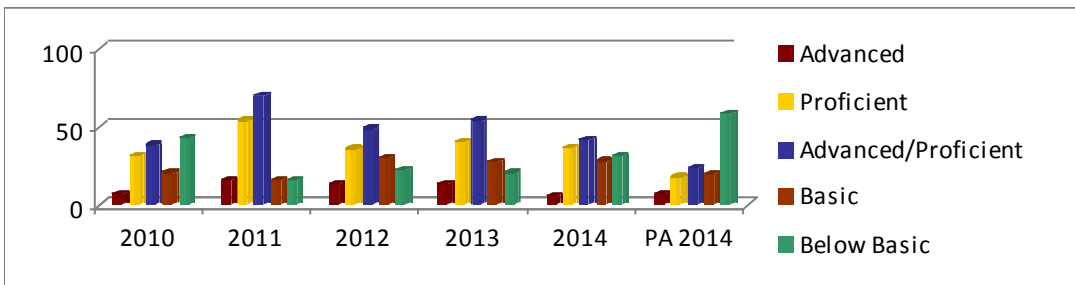
Female Students



Male Students



Students with IEPs



PSSA READING ASSESSMENT ANCHORS: Performance Averages over Time

GRADE 5

	2010			2011			2012		
	Mean	Max	Percent	Mean	Max	Percent	Mean	Max	Percent
R.A	22.6	31	73	23.6	32	74	27.4	36	76
R.A.1	12.1	16	76	13.3	18	74	14.4	19	76
R.A.2	10.5	15	70	10.3	14	74	13.0	17	77
R.B	15.0	21	71	15.0	20	75	12.5	16	78
R.B.1	7.7	11	70	5.9	8	74	6.3	8	79
R.B.2	3.4	5	67	4.2	6	71	3.3	4	74
R.B.3	4.0	5	79	4.9	6	81	3.2	4	81

PSSA Reading Assessment Anchors

R.A Comprehension and Reading Skills

R.A.1 Understand fiction appropriate to grade level

R.A.2 Understand nonfiction appropriate to grade level

R.B Interpretation and Analysis of Fiction and Nonfiction Text

R.B.1 Understand components within and between texts

R.B.2 Understand literary devices in fictional and nonfictional text

R.B.3 Understand concepts and organization of nonfictional text

PSSA READING ASSESSMENT ANCHORS: Performance Averages over Time

GRADE 5

	2013			2014		
	Mean	Max	Percent	Mean	Max	Percent
R.A	25.9	33	78	23.3	30	78
R.A.1	10.3	13	79	14.4	18	80
R.A.2	15.6	20	78	8.9	12	74
R.B	13.3	19	70	16.0	22	73
R.B.1	9.3	14	66	12.8	18	71
R.B.2	1.7	2	83	2.3	3	78
R.B.3	2.3	3	78	0.9	1	88

PSSA Reading Assessment Anchors

R.A Comprehension and Reading Skills

R.A.1 Understand fiction appropriate to grade level

R.A.2 Understand nonfiction appropriate to grade level

R.B Interpretation and Analysis of Fiction and Nonfiction Text

R.B.1 Understand components within and between texts

R.B.2 Understand literary devices in fictional and nonfictional text

R.B.3 Understand concepts and organization of nonfictional text

**Pine-Richland School District
PSSA Reading Test Results
Performance Levels by Grade, Gender, and Students with IEPs over Time**

GRADE 6 PSSA READING

Total Students

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	210	62.9	176	51.5	198	51.4	198	51.4	184	52.4	37.4
PROF	91	27.2	118	34.5	113	29.4	113	29.4	114	32.5	27.1
ADV/PRO	301	90.1	294	86.0	311	80.8	311	80.8	298	84.9	64.5
BASIC	19	5.7	36	10.5	55	14.3	55	14.3	39	11.1	17.5
BEL BAS	14	4.2	12	3.5	19	4.9	19	4.9	14	4.0	18.0
# TESTED	334		342		385		385		351		126,044

Female Students

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	106	57.9	104	61.5	95	54	96	58.5	101	60.5	42.3
PROF	47	25.7	44	26.0	61	34.7	49	29.9	51	31.5	26.8
ADV/PRO	153	83.6	148	87.6	156	88.6	145	88.4	152	91.0	69.1
BASIC	17	9.3	14	8.3	16	9.1	15	9.1	12	7.2	16.4
BEL BAS	13	7.1	7	4.1	4	2.3	4	2.4	3	1.8	14.5
# TESTED	183		169		176		164		167		61,325

Male Students

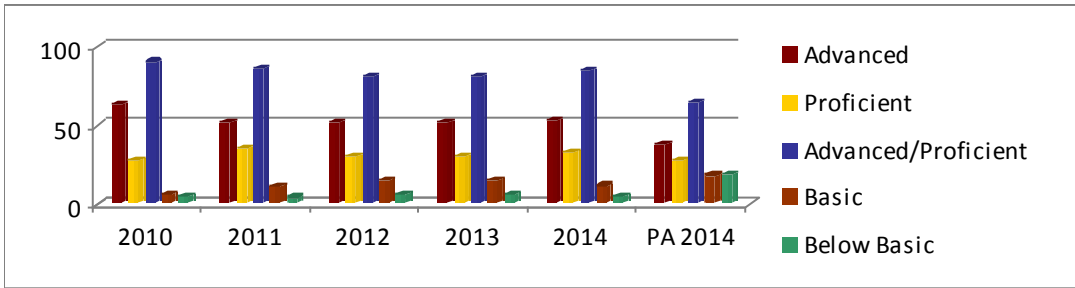
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	76	42.5	107	59.8	81	45.3	101	46.8	83	45.1	32.8
PROF	56	31.3	51	28.5	65	36.3	59	27.3	63	34.2	27.4
ADV/PRO	132	73.7	158	88.3	146	81.6	160	74.1	146	79.3	61.2
BASIC	28	15.6	14	7.8	23	12.8	41	19.0	27	14.7	18.5
BEL BAS	19	10.6	7	3.9	10	5.6	15	6.9	11	6.0	21.2
# TESTED	179		179		179		216		184		64,614

Students with IEPs

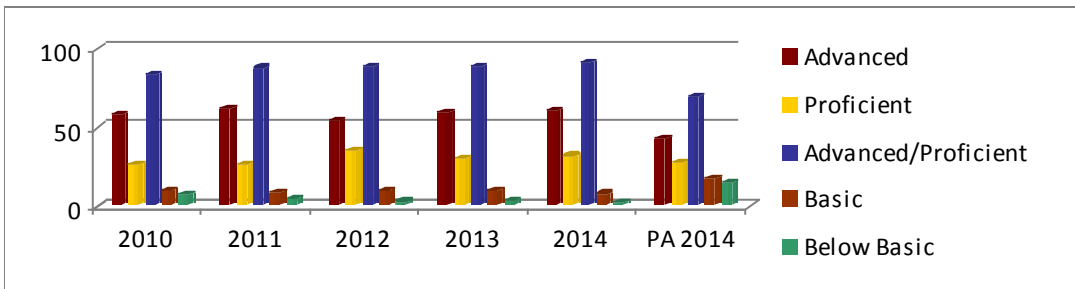
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	5	10.6	18	32.7	9	17.0	9	16.1	8	18.2	8.5
PROF	7	14.9	14	25.5	22	41.5	6	10.7	15	34.1	15.5
ADV/PRO	12	25.5	32	58.2	31	58.5	15	26.8	23	52.3	24.0
BASIC	8	17.0	13	23.6	10	18.9	23	41.1	15	34.1	21.7
BEL BAS	27	57.4	10	18.2	12	22.6	18	32.1	6	13.6	54.3
# TESTED	43		55		53		56		44		19,581

GRADE 6 PSSA READING: Percentages in Performance Levels over Time

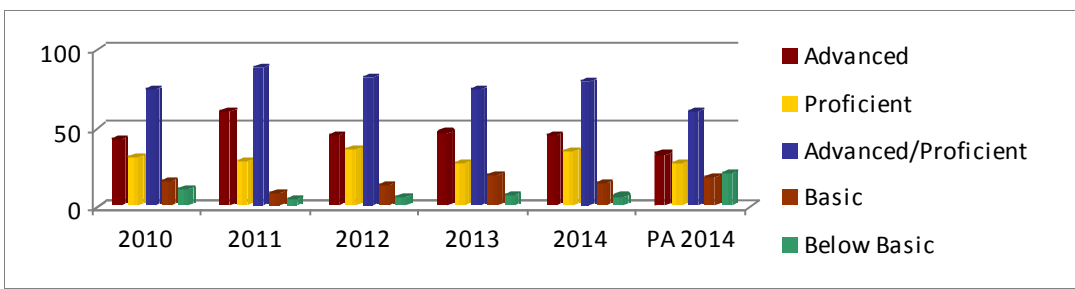
Total Students



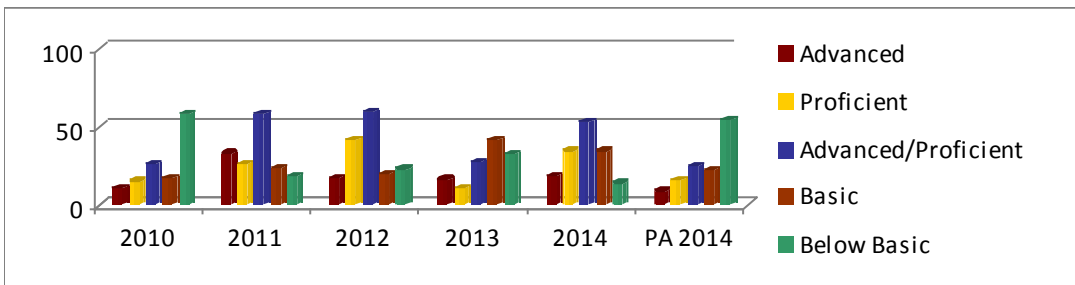
Female Students



Male Students



Students with IEPs



PSSA READING ASSESSMENT ANCHORS: Performance Averages over Time

GRADE 6

	2010			2011			2012		
	Mean	Max	Percent	Mean	Max	Percent	Mean	Max	Percent
R.A	22.9	30	76	25.1	32	79	21.3	27	79
R.A.1	9.6	12	80	9.8	12	82	8.7	11	80
R.A.2	13.4	18	74	15.3	20	77	12.5	16	78
R.B	15.3	22	69	15.7	20	79	18.4	25	73
R.B.1	10.2	15	68	8.2	11	74	10.3	15	68
R.B.2	2.8	4	70	3.5	4	88	2.2	3	74
R.B.3	2.3	3	75	4.0	5	81	5.9	7	84

PSSA Reading Assessment Anchors

R.A Comprehension and Reading Skills

R.A.1 Understand fiction appropriate to grade level

R.A.2 Understand nonfiction appropriate to grade level

R.B Interpretation and Analysis of Fiction and Nonfiction Text

R.B.1 Understand components within and between texts

R.B.2 Understand literary devices in fictional and nonfictional text

R.B.3 Understand concepts and organization of nonfictional text

PSSA READING ASSESSMENT ANCHORS: Performance Averages over Time

GRADE 6

	2013			2014		
	Mean	Max	Percent	Mean	Max	Percent
R.A	21.0	28	75	22.5	30	75
R.A.1	7.5	10	75	5.2	7	75
R.A.2	13.5	18	75	17.2	23	75
R.B	17.3	24	72	16.2	22	73
R.B.1	10.1	15	68	7.8	11	71
R.B.2	1.6	2	81	3.0	4	74
R.B.3	5.6	7	80	5.4	7	77

PSSA Reading Assessment Anchors

R.A Comprehension and Reading Skills

R.A.1 Understand fiction appropriate to grade level

R.A.2 Understand nonfiction appropriate to grade level

R.B Interpretation and Analysis of Fiction and Nonfiction Text

R.B.1 Understand components within and between texts

R.B.2 Understand literary devices in fictional and nonfictional text

R.B.3 Understand concepts and organization of nonfictional text

**Pine-Richland School District
PSSA Reading Test Results
Performance Levels by Grade, Gender, and Students with IEPs over Time**

GRADE 7 PSSA READING

Total Students

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	216	59.3	219	61.6	203	60.3	234	64.7	243	62.9	41.7
PROF	111	29.9	97	27.4	115	33.7	87	23.9	102	26.4	30.3
ADV/PRO	327	89.2	316	89.0	318	94.0	321	88.6	345	89.3	72.0
BASIC	28	7.8	22	6.2	15	4.5	28	7.8	35	9.1	15.7
BEL BAS	11	3.0	17	4.8	5	1.5	14	3.6	6	1.6	12.2
# TESTED	366		355		338		363		386		130,053

Female Students

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	123	67.6	132	70.1	108	65.2	121	69.0	119	70.0	48.6
PROF	49	26.8	40	21.4	51	30.5	44	24.7	45	26.5	29.3
ADV/PRO	172	94.4	172	91.5	159	95.7	165	93.7	164	96.5	77.9
BASIC	7	3.9	7	3.7	7	4.3	10	5.7	4	2.3	13.4
BEL BAS	3	1.7	9	4.8	0	0	1	0.6	2	1.2	8.7
# TESTED	182		188		166		176		170		63,469

Male Students

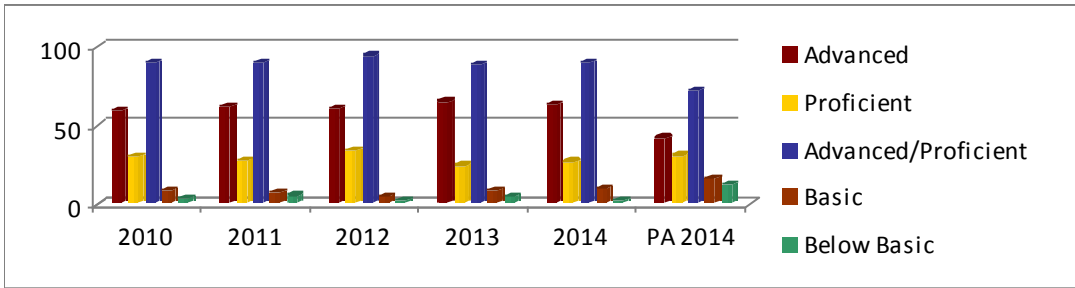
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	93	51.1	87	52.1	95	55.6	113	60.8	124	57.0	35.2
PROF	62	33.0	57	34.1	64	36.8	43	23.1	57	26.6	31.3
ADV/PRO	155	84.1	144	86.2	159	92.4	156	83.9	181	83.6	66.5
BASIC	21	11.5	15	9.0	8	4.7	18	9.7	31	14.5	17.9
BEL BAS	8	4.4	8	4.8	5	2.9	13	6.5	4	1.9	15.6
# TESTED	184		167		172		187		216		66,500

Students with IEPs

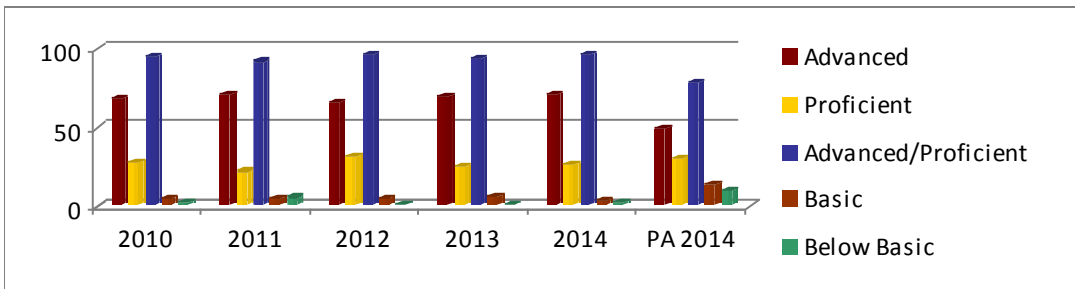
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	5	13.3	5	13.5	19	42.5	13	24.0	5	11.9	8.5
PROF	11	33.3	15	32.4	17	32.5	22	40.0	16	38.1	20.6
ADV/PRO	16	46.6	20	45.9	36	75.0	35	64.0	21	50.0	29.1
BASIC	12	36.7	9	16.2	11	15.0	10	18.0	15	35.7	27.5
BEL BAS	5	16.7	15	37.8	8	10.0	9	18.0	6	14.3	43.4
# TESTED	30		37		40		50		42		19,954

GRADE 7 PSSA READING: Percentages in Performance Levels over Time

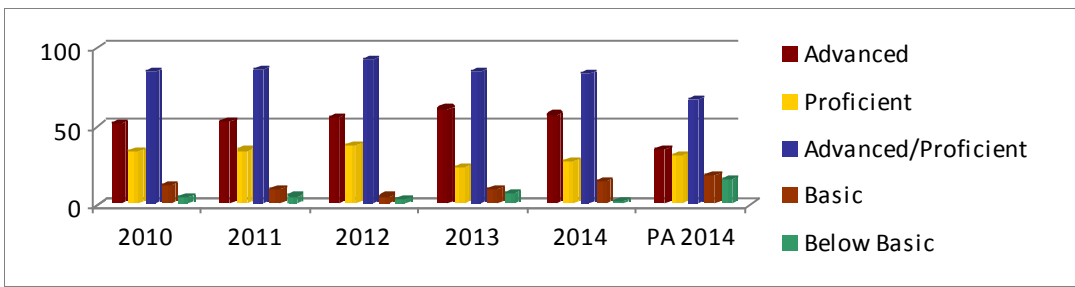
Total Students



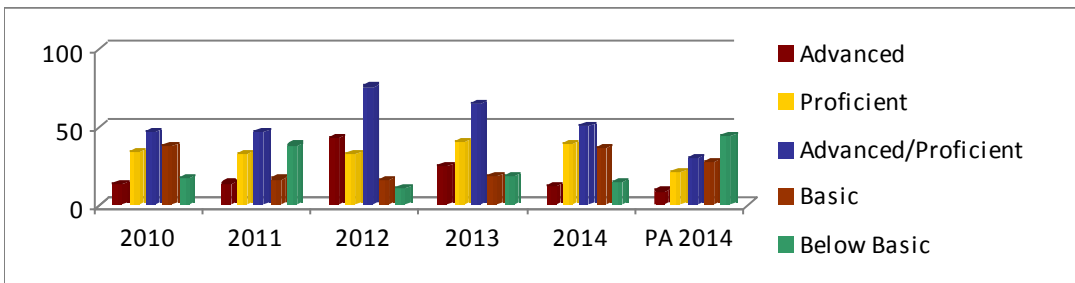
Female Students



Male Students



Students with IEPs



PSSA READING ASSESSMENT ANCHORS: Performance Averages over Time

GRADE 7

	2010			2011			2012		
	Mean	Max	Percent	Mean	Max	Percent	Mean	Max	Percent
R.A	19.2	26	74	23.2	31	75	22.5	28	80
R.A.1	8.9	12	74	9.2	12	76	7.3	9	81
R.A.2	10.3	14	74	14.0	19	74	15.3	19	80
R.B	19.3	26	74	14.8	21	70	17.2	24	72
R.B.1	11.4	16	71	6.8	10	68	8.5	13	66
R.B.2	4.8	6	80	5.5	7	79	3.4	4	85
R.B.3	3.1	4	78	2.4	4	60	5.3	7	75

PSSA Reading Assessment Anchors

R.A Comprehension and Reading Skills

R.A.1 Understand fiction appropriate to grade level

R.A.2 Understand nonfiction appropriate to grade level

R.B Interpretation and Analysis of Fiction and Nonfiction Text

R.B.1 Understand components within and between texts

R.B.2 Understand literary devices in fictional and nonfictional text

R.B.3 Understand concepts and organization of nonfictional text

PSSA READING ASSESSMENT ANCHORS: Performance Averages over Time

GRADE 7

	2013			2014		
	Mean	Max	Percent	Mean	Max	Percent
R.A	20.4	26	78	23.6	30	79
R.A.1	9.7	12	81	9.5	12	79
R.A.2	10.7	14	76	14.1	18	78
R.B	18.9	26	73	16.0	22	73
R.B.1	11.3	16	71	9.1	13	70
R.B.2	3.7	5	74	5.5	7	79
R.B.3	3.9	5	78	1.4	2	69

PSSA Reading Assessment Anchors

R.A Comprehension and Reading Skills

R.A.1 Understand fiction appropriate to grade level

R.A.2 Understand nonfiction appropriate to grade level

R.B Interpretation and Analysis of Fiction and Nonfiction Text

R.B.1 Understand components within and between texts

R.B.2 Understand literary devices in fictional and nonfictional text

R.B.3 Understand concepts and organization of nonfictional text

**Pine-Richland School District
PSSA Reading Test Results
Performance Levels by Grade, Gender, and Students with IEPs over Time**

GRADE 8 PSSA READING

Total Students

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	257	71.0	290	77.5	280	80.9	265	75.9	283	77.7	54.7
PROF	77	21.3	72	19.3	51	14.5	63	18.1	66	18.1	24.9
ADV/PRO	334	92.2	362	96.8	331	95.4	328	94	349	95.8	79.6
BASIC	20	5.5	11	2.9	12	3.5	8	2.3	8	2.2	9.4
BEL BAS	8	2.2	1	0.3	4	1.2	13	3.7	7	1.9	11.0
# TESTED	362		374		347		349		364		131,218

Female Students

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	133	75.1	158	84.9	154	86.0	136	82.4	152	87.2	62.7
PROF	35	19.8	26	14.0	20	10.7	25	14.5	17	9.9	22.5
ADV/PRO	168	94.9	184	98.9	174	96.7	161	96.9	169	97.1	85.2
BASIC	8	4.5	2	1.1	3	1.7	2	1.2	3	1.7	7.6
BEL BAS	1	0.6	0	0	3	1.7	3	1.8	2	1.2	7.2
# TESTED	177		186		180		166		174		63,958

Male Students

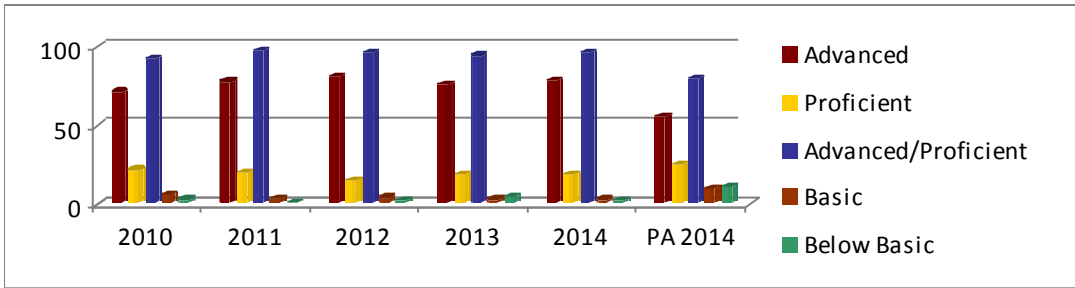
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	124	67.0	132	70.1	126	75.4	129	70.1	131	69.0	47.1
PROF	42	22.8	46	24.6	31	18.6	38	21.2	49	25.7	27.1
ADV/PRO	166	89.7	178	94.7	157	94.0	167	91.3	180	94.7	74.2
BASIC	12	6.5	9	4.8	9	5.4	6	3.3	5	2.7	11.1
BEL BAS	7	3.8	1	0.5	1	0.6	10	5.4	5	2.7	14.7
# TESTED	185		188		167		183		190		67,101

Students with IEPs

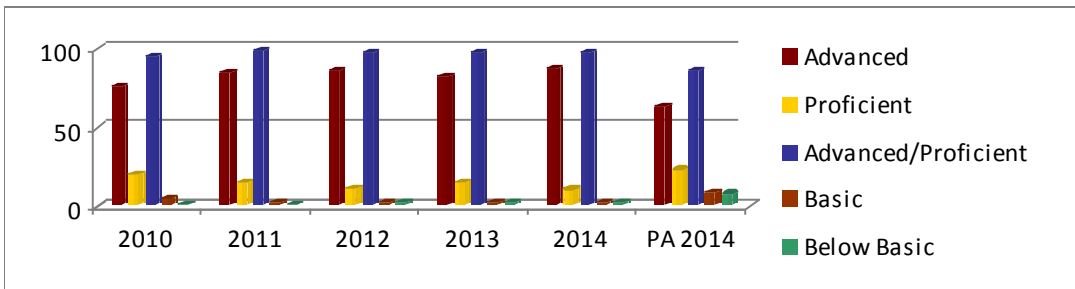
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	8	16.7	6	20.8	11	32.4	20	37.0	18	33.3	14.4
PROF	16	38.1	17	54.2	17	32.4	18	27.8	21	38.9	25.2
ADV/PRO	24	54.8	23	75.0	28	64.8	38	64.8	39	72.2	39.6
BASIC	15	28.6	8	20.8	14	26.5	7	11.1	8	14.8	20.4
BEL BAS	9	16.7	1	4.2	6	8.8	14	24.1	7	13.0	40
# TESTED	48		32		48		59		54		20,124

GRADE 8 PSSA READING: Percentages in Performance Levels over Time

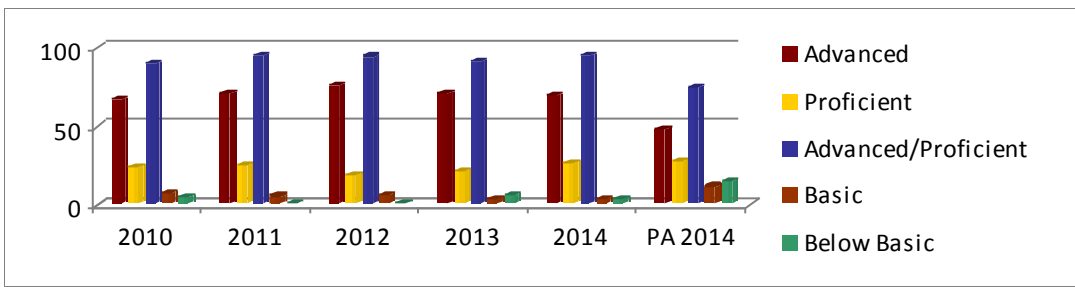
Total Students



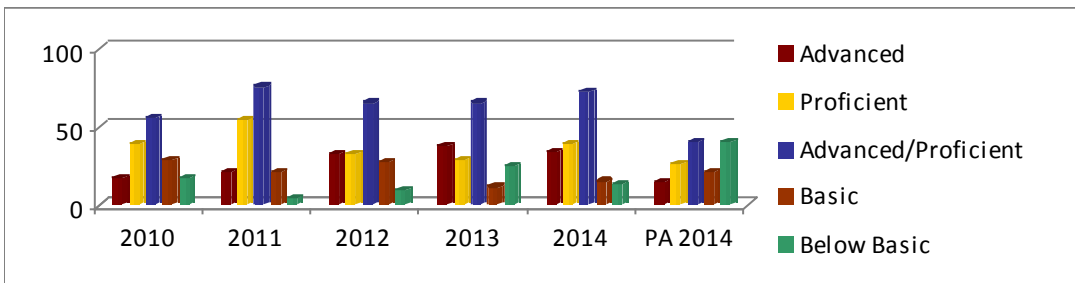
Female Students



Male Students



Students with IEPs



PSSA READING ASSESSMENT ANCHORS: Performance Averages over Time

GRADE 8

	2010			2011			2012		
	Mean	Max	Percent	Mean	Max	Percent	Mean	Max	Percent
R.A	17.1	22	78	19.9	25	80	19.4	25	78
R.A.1	8.9	11	80	12.6	16	79	8.1	10	81
R.A.2	8.3	11	75	7.3	9	81	11.4	15	76
R.B	20.8	30	69	19.6	27	73	21.0	27	78
R.B.1	10.9	16	68	11.5	16	72	15.5	20	77
R.B.2	4.2	6	70	3.4	5	68	3.2	4	81
R.B.3	5.7	8	71	4.8	6	80	2.2	3	74

PSSA Reading Assessment Anchors

R.A Comprehension and Reading Skills

R.A.1 Understand fiction appropriate to grade level

R.A.2 Understand nonfiction appropriate to grade level

R.B Interpretation and Analysis of Fiction and Nonfiction Text

R.B.1 Understand components within and between texts

R.B.2 Understand literary devices in fictional and nonfictional text

R.B.3 Understand concepts and organization of nonfictional text

PSSA ASSESSMENT ANCHORS: Performance Averages over Time

GRADE 8

	2013			2014		
	Mean	Max	Percent	Mean	Max	Percent
R.A	15.2	21	72	20.5	27	76
R.A.1	5.1	6	86	6.2	9	69
R.A.2	10.1	15	67	14.2	18	79
R.B	22.5	31	73	19.2	25	77
R.B.1	12.5	18	70	11.2	15	74
R.B.2	6.3	7	90	5.2	6	87
R.B.3	3.7	6	62	2.8	4	70

PSSA Reading Assessment Anchors

R.A Comprehension and Reading Skills

R.A.1 Understand fiction appropriate to grade level

R.A.2 Understand nonfiction appropriate to grade level

R.B Interpretation and Analysis of Fiction and Nonfiction Text

R.B.1 Understand components within and between texts

R.B.2 Understand literary devices in fictional and nonfictional text

R.B.3 Understand concepts and organization of nonfictional text

PSSA READING: Results and Findings

- Pine-Richland students outperformed the state average at all levels of the PSSA Reading assessment.
- On the third grade PSSA Reading assessment, the percentage of students scoring at the advanced/proficient level has remained high and stable over time (e.g., low-90%).
- On the third through eighth grade PSSA Reading assessments, an analysis of sub-group performance demonstrates that female students consistently outperform male students based on advanced/proficient percentages over the past five years. This performance pattern mirrors trends in the state-wide results.
- On the third grade PSSA Reading assessment, 76.8% of students with an IEP scored at the Advanced or Proficient level which represents a historic high and “doubles” the state-wide result.
- PSSA Reading assessment anchors are organized into two main categories: Comprehension/Reading Skills and Interpretation/Analysis of Fiction/Non-Fiction Text. Based on the 2014 third grade PSSA Reading results, student performance on the Comprehension/Reading anchor has been higher than Interpretation/Analysis.
- On the fourth grade PSSA Reading assessment, the percentage of students scoring at the advanced/proficient level has remained stable over time (e.g., mid-80%).
- Based on an analysis of achievement levels within the grade four IEP sub-group, a three-year trend demonstrates an increase in the percentage of students performing at the Below Basic level in Reading. Trend is repeated for male and female students.
- On the fifth grade PSSA Reading assessment, the percentage of students scoring at the advanced/proficient level has remained stable over the past five years in the low-80% with a slight three-year trend decline.
- An analysis of aggregate fifth grade PSSA Reading assessment state-wide results demonstrates a similar pattern of performance results. For example, the 2014 PA percentage of students at the advanced/proficient levels is 60.5% compared to third grade (70.3%), fourth grade (68.6%), sixth grade (64.5%), seventh grade (72%), and eighth grade (79.6%). This finding represents important context for interpretation of Pine-Richland achievement levels in reading.
- Based on the 2014 PSSA Reading results at grade five, the percentage of students with an IEP scoring at the Advanced level is lower than the state average.
- Based on the 2013 and 2014 grade five PSSA Reading results, student performance on the Comprehension/Reading anchor has been higher than Interpretation/Analysis.
- Student performance on the grade six PSSA Reading assessment has fluctuated over the past five years from 80% advanced/proficient to 90%. Performance in 2014 was at 84.9%.
- Male students in grade six are achieving around 10% points below their female classmates, consistent finding over time.
- Based on the past three years of grade six PSSA Reading results, student performance on the Comprehension/Reading anchor has been higher than Interpretation/Analysis.

- On the grade seven PSSA Reading assessment, the percentage of students scoring at the advanced/proficient level has remained high and stable over time (e.g., approximately 90%).
- Over the past four years, grade seven students have performed at a higher level on the Comprehension/Reading Skills anchor than on the Interpretation/Analysis anchor.
- Grade 7 is the first year Pine-Richland divides Language Arts instruction into two separate courses, Reading and English. For many students this is the only year this split occurs due to the introduction of a full year of a World Language in eighth grade.
- Understanding components within and between texts is a consistent area of weakness across assessment anchors for most grade levels (R.B.1)
- On the eighth grade PSSA Reading assessment, the percentage of students scoring at the advanced/proficient level has remained high and stable over time (e.g., mid-90%).
- An analysis of the 2013 and 2014 PSSA Assessment Anchor results for grade eight demonstrates a slightly higher performance on Interpretation/Analysis than Comprehension/Reading. This is the only example of this finding within the PSSA Reading assessment at all tested grade levels.

PSSA READING: Areas for Future Study

- Review rigor of the reading curriculum to address higher order skills of interpretation and analysis.
- Prepare for Reading to be merged with Writing in a single test of English Language Arts in Spring, 2015.
- Explore the opportunities for students to interact with non-fiction text through the short-term and long-term curriculum review process.
- Increase reading and writing opportunities for students in science and social studies through the short-term and long-term curriculum review process.

**Pine-Richland School District
PSSA Writing Test Results
Performance Levels by Grade, Gender, and Students with IEPs over Time**

GRADE 5 PSSA WRITING

Total Students

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	12	3.5	12	3.5	4	1.1	6	1.8	39	10.8	5.1
PROF	264	77.6	278	81.3	285	75.6	255	74.8	252	70.0	56.2
ADV/PRO	276	81.2	290	84.8	289	76.7	261	76.5	291	80.8	61.3
BASIC	61	17.9	51	14.9	88	23.8	80	23.5	67	18.6	36.5
BEL BAS	3	0.9	1	0.3	0	0	0	0	2	0.6	2.3
# TESTED	340		342		377		341		360		124,666

Female Students

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	10	6.2	10	5.8	2	1.2	5	3.1	28	16.5	6.9
PROF	131	80.9	147	86.0	134	82.2	140	85.9	117	68.8	62.3
ADV/PRO	141	87.0	157	91.8	136	83.4	145	89.0	145	85.3	69.2
BASIC	21	13.0	13	7.6	27	16.6	18	11.0	25	14.7	29.6
BEL BAS	0	0	1	0.6	0	0	0	0	0	0	1.3
# TESTED	162		171		163		163		170		61,501

Male Students

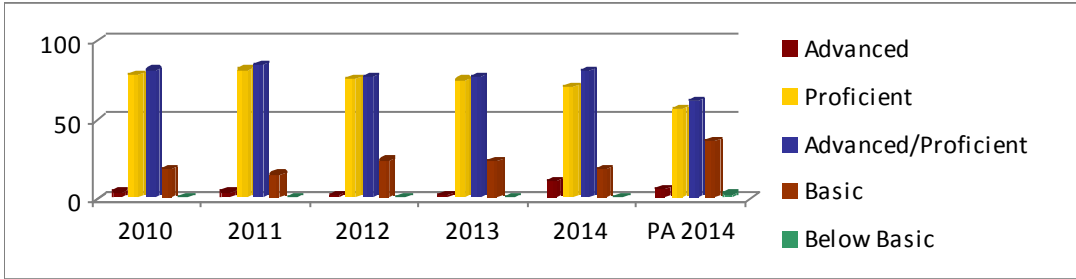
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	2	1.1	2	1.2	2	0.9	1	0.6	11	5.8	3.3
PROF	133	74.7	131	76.6	151	70.6	115	64.6	135	71.1	50.3
ADV/PRO	135	75.8	133	77.8	153	71.5	116	65.2	146	76.8	53.6
BASIC	40	22.5	38	22.2	61	28.5	62	34.8	42	22.1	43.1
BEL BAS	3	1.7	0	0	0	0	0	0	2	1.1	3.3
# TESTED	178		171		214		178		190		63,101

Students with IEPs

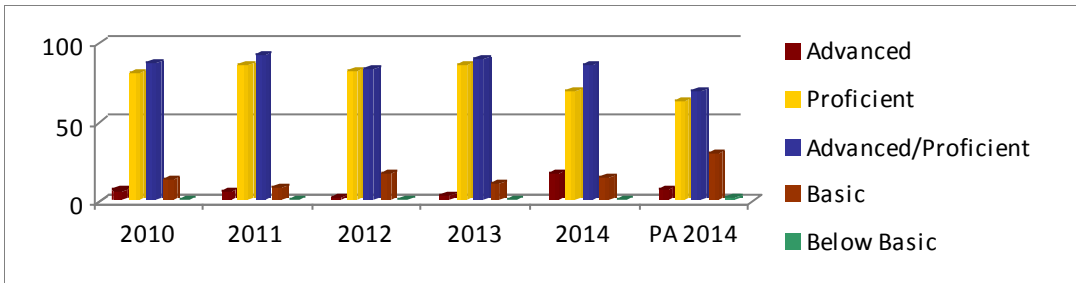
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	0	0	0	0	0	0	0	0	1	1.7	0.9
PROF	12	30.8	18	43.9	23	52.3	20	40.0	29	49.2	28.7
ADV/PRO	12	30.8	18	43.9	23	52.3	20	40.0	30	50.9	29.6
BASIC	25	64.1	20	48.8	20	45.5	30	60.0	27	45.8	60.0
BEL BAS	2	5.1	3	7.3	1	2.3	0	0	2	3.4	10.3
# TESTED	39		41		44		50		59		19,183

GRADE 5 PSSA WRITING: Percentages in Performance Levels over Time

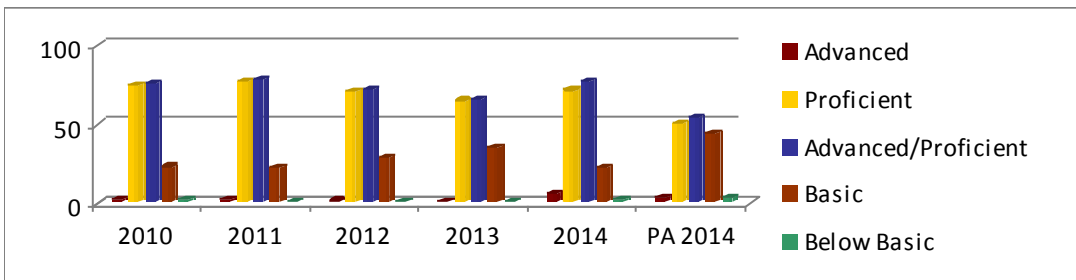
Total Students



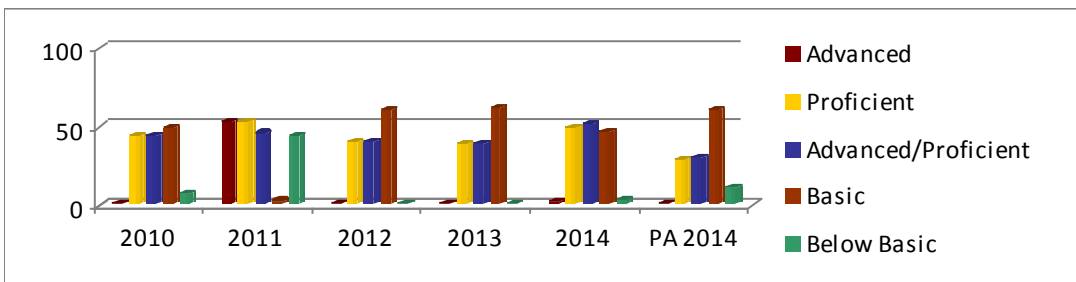
Female Students



Male Students



Students with IEPs



PSSA WRITING ASSESSMENT ANCHORS: Performance Averages over Time

GRADE 5

	2010			2011			2012		
	Mean	Max	Percent	Mean	Max	Percent	Mean	Max	Percent
W.A	56.4	80	71	57.7	80	72	53.3	80	67
W.A.1	28.4	40	71	29.2	40	73	27.1	40	68
W.A.2	28.1	40	70	28.5	40	71	26.2	40	66
W.B	15.4	20	77	15.3	20	77	15.3	20	77
W.B.1	2.9	4	73	2.9	4	73	2.7	4	69
W.B.2	2.8	4	70	2.9	4	73	2.6	4	66
W.B.3	9.6	12	80	9.5	12	79	10.0	12	83

PSSA Grade 5 Writing Anchors

- W.A Writing Category 1
 - W.A.1 Narrative
 - W.A.2 Informational

- W.B Writing Category 2
 - W.B.1 Narrative
 - W.B.2 Informational
 - W.B.3 Stimulus-Based Multiple-Choice Score

PSSA WRITING ASSESSMENT ANCHORS: Performance Averages over Time

GRADE 5

	2013			2014		
	Mean	Max	Percent	Mean	Max	Percent
W.A	54.5	80	68	54.5	80	68
W.A.1	28.4	40	71	28.0	40	70
W.A.2	26.1	40	65	26.6	40	66
W.B	14.9	20	75	15.2	20	76
W.B.1	2.8	4	70	2.8	4	69
W.B.2	2.6	4	66	2.7	4	66
W.B.3	9.5	12	79	9.8	12	81

PSSA Grade 5 Writing Anchors

- W.A Writing Category 1
 - W.A.1 Narrative
 - W.A.2 Informational

- W.B Writing Category 2
 - W.B.1 Narrative
 - W.B.2 Informational
 - W.B.3 Stimulus-Based Multiple-Choice Score

**Pine-Richland School District
PSSA Writing Test Results
Performance Levels by Grade, Gender, and Students with IEPs over Time**

GRADE 8 PSSA WRITING

Total Students

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	79	21.7	53	14.2	92	26.4	73	20.7	75	20.7	9.8
PROF	256	71.4	287	75.5	236	67.0	251	71.6	264	72.1	63.7
ADV/PRO	335	93.1	339	89.7	331	93.4	320	92.3	339	92.8	73.5
BASIC	25	6.7	38	10.0	21	5.7	24	6.9	25	7.0	22.6
BEL BAS	0	0.3	0	0.3	35	0.9	3	0.9	1	0.3	3.8
# TESTED	360		377		352		348		365		130,302

Female Students

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	54	31.4	37	20.2	63	35.2	45	26.7	48	27.6	13.7
PROF	114	64.6	141	75.5	111	62.0	115	70.3	122	70.0	69.0
ADV/PRO	168	96.0	180	95.7	174	97.2	160	97.0	170	97.6	82.7
BASIC	5	3.4	6	3.7	5	2.8	5	3.0	4	2.4	15.7
BEL BAS	2	0.6	0	0.5	0	0	0	0	0	0	1.6
# TESTED	175		186		179		165		174		63,709

Male Students

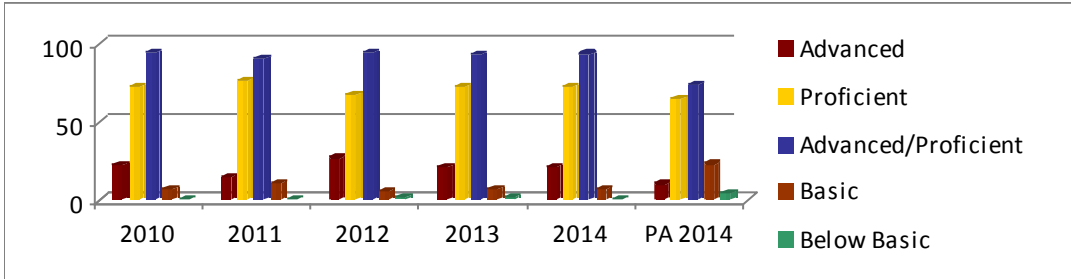
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	22	12.4	17	8.4	29	17.3	27	15.3	27	14.4	6.2
PROF	144	77.8	143	75.4	125	72.3	134	72.7	142	73.9	58.7
ADV/PRO	167	90.2	160	83.8	156	89.6	161	88.0	169	88.3	64.9
BASIC	19	9.7	31	16.2	16	8.7	18	10.4	21	11.2	29.3
BEL BAS	0	0	0	0	4	1.7	4	1.6	1	0.5	5.8
# TESTED	185		191		173		183		191		66,509

Students with IEPs

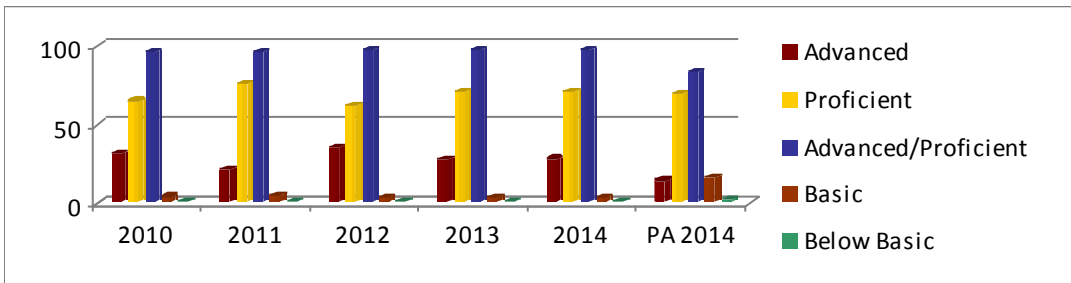
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	3	7.5	2	6.7	33	6.8	6	11.3	4	7.4	1.5
PROF	21	52.5	16	53.3	26	59.1	31	58.5	33	61.1	34.1
ADV/PRO	24	60.0	18	60.0	31	65.9	37	69.8	37	68.5	35.6
BASIC	15	37.5	11	36.7	11	27.3	13	24.5	16	29.6	48.4
BEL BAS	1	2.5	0	3.3	3	6.8	3	5.7	1	1.9	16.0
# TESTED	40		29		44		53		54		19,709

GRADE 8 PSSA WRITING: Percentages in Performance Levels over Time

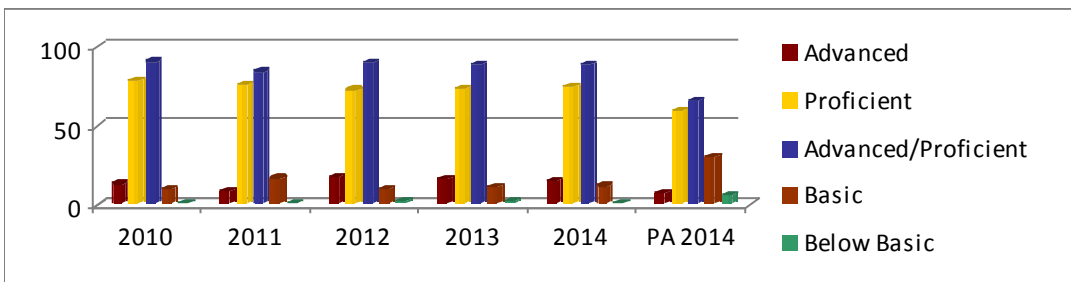
Total Students



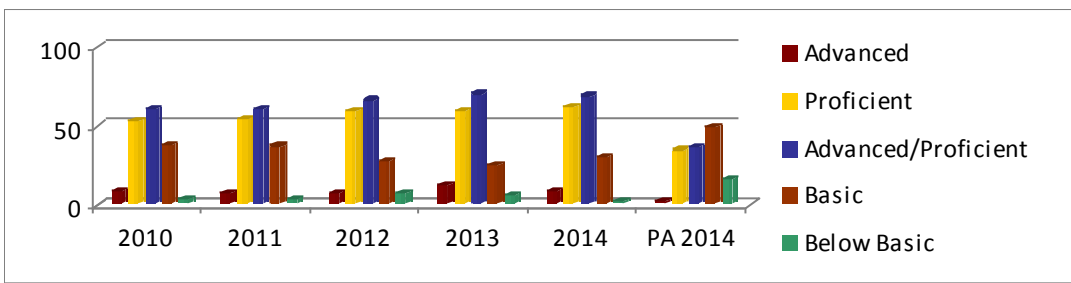
Female Students



Male Students



Students with IEPs



PSSA WRITING ASSESSMENT ANCHORS: Performance Averages over Time

GRADE 8

	2010			2011			2012		
	Mean	Max	Percent	Mean	Max	Percent	Mean	Max	Percent
W.A	59.6	80	74	58.0	80	73	60.9	80	76
W.A.1	30.4	40	76	29.3	40	73	30.8	40	77
W.A.2	29.2	40	73	28.7	40	72	30.2	40	75
W.B	15.4	20	77	15.5	20	77	15.6	20	78
W.B.1	3.0	4	76	2.9	4	73	3.1	4	77
W.B.2	3.0	4	74	2.9	4	72	3.0	4	76
W.B.3	9.4	12	78	9.7	12	81	9.5	12	79

PSSA Grade 8 Writing Anchors

- W.A Writing Category 1
 - W.A.1 Informational
 - W.A.2 Persuasive

- W.B Writing Category 2
 - W.B.1 Informational
 - W.B.2 Persuasive
 - W.B.3 Stimulus-Based Multiple-Choice Score

PSSA WRITING ASSESSMENT ANCHORS: Performance Averages over Time

GRADE 8

	2013			2014		
	Mean	Max	Percent	Mean	Max	Percent
W.A	59.9	80	75	60.4	80	75
W.A.1	29.5	40	74	30.3	40	76
W.A.2	30.4	40	76	30.0	40	75
W.B	15.3	20	77	15.2	20	76
W.B.1	2.9	4	73	3.0	4	76
W.B.2	3.0	4	75	3.0	4	74
W.B.3	9.4	12	79	9.2	12	76

PSSA Grade 8 Writing Anchors

- W.A Writing Category 1
 - W.A.1 Informational
 - W.A.2 Persuasive

- W.B Writing Category 2
 - W.B.1 Informational
 - W.B.2 Persuasive
 - W.B.3 Stimulus-Based Multiple-Choice Score

PSSA WRITING: Results and Findings

- Over the past five years, grade five students' performance at the advanced/proficient level on the PSSA Writing assessment has fluctuated between the mid-70% and mid-80%. The results of the 2014 assessment are at 80.8%.
- Few students score at the advanced level, a district finding that is aligned with state results.
- On the fifth and eighth grade PSSA Writing assessment, an analysis of sub-group performance demonstrates that female students consistently outperform male students based on advanced/proficient percentages over the past five years. This performance pattern mirrors trends in the state-wide results.
- The grade five PSSA Writing assessment anchors organize data according to types of writing (i.e., narrative and informational). Over the past five years, grade five students perform slightly better within the narrative format.
- On the grade eight PSSA Writing assessment, the percentage of students scoring at the advanced/proficient level has remained high and stable over time (e.g., low-90%).
- The grade eight PSSA Writing assessment anchors organize data according to types of writing (i.e., informational and persuasive). Results over the past five years demonstrate consistent results in both types of writing.

PSSA WRITING: Areas for Future Study

- Writing will be embedded in the English Language Arts PSSA assessment.
- Incorporate writing rubrics in other content areas through the short-term and long-term curriculum review process.
- Review rigor of writing assignments in elementary grades.
- Review the assessment rubrics used to provide students feedback related to their writing experiences through the short-term and long-term curriculum review process.

**Pine-Richland School District
PSSA Science Test Results
Performance Levels by Grade, Gender, and Students with IEPs over Time**

GRADE 4 PSSA SCIENCE

Total Students

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	185	55.6	235	63.9	195	56.4	181	53.4	220	61.3	43.2
PROF	109	32.7	111	30.2	128	37.0	130	38.3	110	30.6	36.0
ADV/PRO	294	88.8	346	94.0	323	93.4	311	91.7	330	91.9	79.2
BASIC	24	7.2	17	4.6	17	4.9	22	6.5	21	5.8	11.4
BEL BAS	15	4.5	5	1.4	6	1.7	6	1.8	8	2.2	9.4
# TESTED	333		368		346		339		359		127,105

Female Students

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	91	54.2	91	58.3	93	56.7	85	53.8	112	62.9	42.8
PROF	56	33.3	54	34.6	63	38.4	61	38.6	54	30.3	37.4
ADV/PRO	147	87.5	145	92.9	156	95.1	146	92.4	166	93.3	80.2
BASIC	11	6.5	9	5.8	5	3.0	10	6.3	9	5.1	11.3
BEL BAS	10	6.0	2	1.3	3	1.8	2	1.3	3	1.7	8.4
# TESTED	168		156		164		158		178		62,133

Male Students

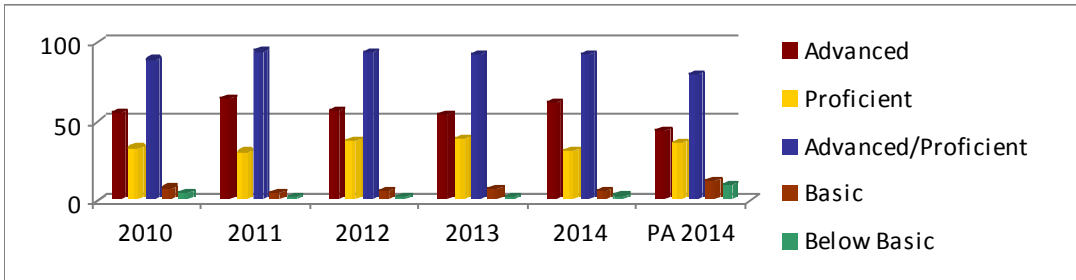
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	94	57.0	144	67.9	102	56.0	96	53.0	108	59.7	43.5
PROF	53	32.1	57	26.9	65	35.7	69	38.1	56	30.9	34.7
ADV/PRO	147	89.1	201	94.8	167	91.8	165	91.2	164	90.6	78.2
BASIC	13	7.9	8	3.8	12	6.6	12	6.6	12	6.6	11.5
BEL BAS	5	3.0	3	1.4	3	1.6	4	2.2	5	2.8	10.3
# TESTED	165		212		182		181		181		64,879

Students with IEPs

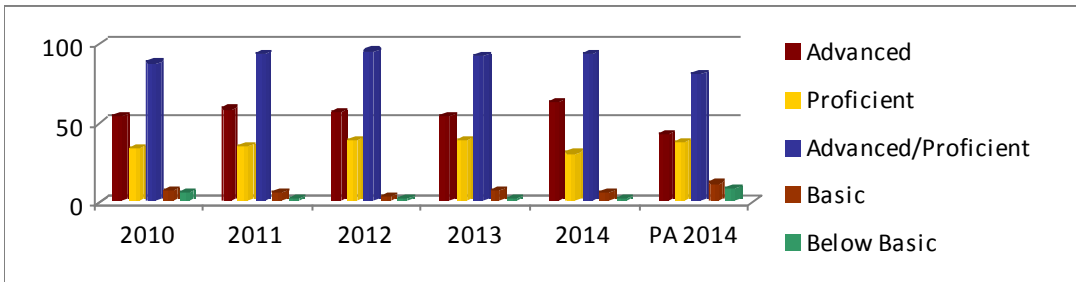
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	18	33.3	17	30.4	17	32.1	12	19.4	10	21.3	19.5
PROF	17	31.5	21	37.5	23	43.4	30	48.4	17	36.2	34.7
ADV/PRO	35	64.8	38	67.9	40	75.5	42	67.7	27	57.5	54.2
BASIC	9	16.7	13	23.2	9	17.0	14	22.6	13	27.7	20.5
BEL BAS	10	18.5	5	8.9	4	7.5	6	9.7	7	14.9	25.3
# TESTED	54		56		53		62		47		20,346

GRADE 4 PSSA SCIENCE: Percentages in Performance Levels over Time

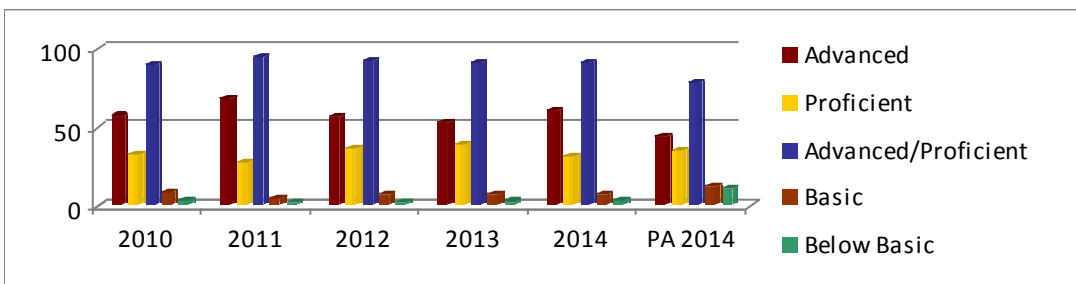
Total Students



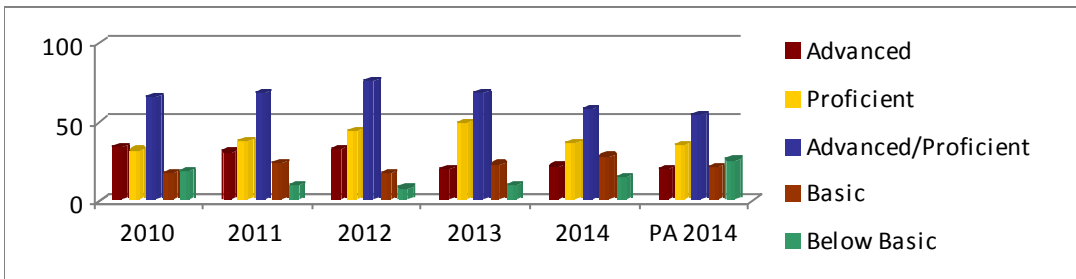
Female Students



Male Students



Students with IEPs



PSSA SCIENCE ASSESSMENT ANCHORS: Performance Averages over Time

GRADE 4

	2010			2011			2012		
	Mean	Max	Percent	Mean	Max	Percent	Mean	Max	Percent
S.A	26.4	34	78	26.8	33	81	26.7	35	76
S.A.1	9.1	11	82	12.5	15	83	9.0	12	75
S.A.2	5.4	7	77	4.9	6	81	5.0	7	72
S.A.3	12.0	16	75	9.5	12	79	12.7	16	79
S.B	9.0	12	75	10.9	14	78	8.2	12	68
S.B.1	3.0	4	75	2.3	3	78	3.1	5	61
S.B.2	2.0	3	66	3.0	4	76	2.4	3	81
S.B.3	4.0	5	80	5.6	7	80	2.7	4	67
S.C	8.9	11	81	7.5	10	75	8.0	11	73
S.C.1	2.3	3	76	NT	0	NT	0.9	1	87
S.C.2	3.3	4	81	5.1	7	73	4.2	6	69
S.C.3	3.4	4	84	2.4	3	80	3.0	4	74
S.D	7.5	11	68	8.0	11	73	7.0	10	70
S.D.1	4.6	6	76	6.0	8	75	5.0	7	71
S.D.2	0.6	1	58	1.3	2	63	0.7	1	74
S.D.3	2.3	4	59	0.7	1	74	1.2	2	61

PSSA Science Assessment Anchors

S. A Nature of Science

S.A.1 Reasoning and Analysis

S.A.2 Processes, Procedures, and Tools of Scientific Investigation

S.A.3 Systems, Models, and Patterns

S.B Biological Sciences

S.B.1 Structure and Function of Organisms

S.B.2 Continuity of Life

S.B.3 Ecological Behavior and Systems

PSSA SCIENCE ASSESSMENT ANCHORS: Performance Averages over Time

GRADE 4

	2013			2014		
	Mean	Max	Percent	Mean	Max	Percent
S.A	23.9	32	75	26.7	35	76
S.A.1	8.7	11	79	9.4	12	78
S.A.2	5.2	7	75	5.4	7	78
S.A.3	9.9	14	71	11.9	16	74
S.B	8.8	12	74	9.4	12	79
S.B.1	1.7	3	58	1.9	2	96
S.B.2	1.8	2	91	0.4	1	43
S.B.3	5.3	7	75	7.1	9	79
S.C	8.8	12	73	9.2	11	84
S.C.1	2.8	4	70	2.6	3	88
S.C.2	3.7	5	73	3.9	5	78
S.C.3	2.3	3	77	2.7	3	88
S.D	8.4	12	70	7.0	10	70
S.D.1	6.5	9	73	5.4	8	67
S.D.2	1.3	2	65	0.9	1	94
S.D.3	0.6	1	58	0.7	1	69

PSSA Science Assessment Anchors (continued)

S.C Physical Sciences

S.C.1 Structure, Properties, and Interactions of Matter and Energy

S.C.2 Forms, Sources, Conversions, and Transfer of Energy

S.C.3 Principles of Force and Motion

S.D Earth and Space Sciences

S.D.1 Earth Features and Processes that Change Earth and its Resources

S.D.2 Weather, Climate, and Atmospheric Processes

S.D.3 Composition and Structure of the Universe

**Pine-Richland School District
PSSA Science Test Results
Performance Levels by Grade, Gender, and Students with IEPs**

GRADE 8 PSSA SCIENCE

Total Students

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	137	37.2	136	36.3	146	41.8	138	39.4	113	31.3	25.6
PROF	151	40.5	158	42.2	142	40.1	155	44.8	165	45.0	34.9
ADV/PRO	288	77.7	294	78.5	288	81.9	293	84.2	278	76.3	60.5
BASIC	48	13.2	57	14.8	53	13.7	42	10.6	60	16.8	16.6
BEL BAS	37	9.1	26	6.7	18	4.4	18	5.2	26	7.0	22.9
# TESTED	369		377		355		353		364		130,918

Female Students

	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	63	35.4	69	36.8	63	36.0	45	27.9	43	25.1	23.8
PROF	77	42.7	80	43.2	79	44.0	94	57.0	85	48.0	36.8
ADV/PRO	140	78.1	149	80.0	142	80.0	139	84.9	128	73.1	60.6
BASIC	22	12.4	28	14.6	29	16.0	22	11.5	34	19.9	17.7
BEL BAS	16	9.6	9	5.4	9	4.0	7	3.6	13	7.0	21.6
# TESTED	180		185		179		168		175		63,783

Male Students

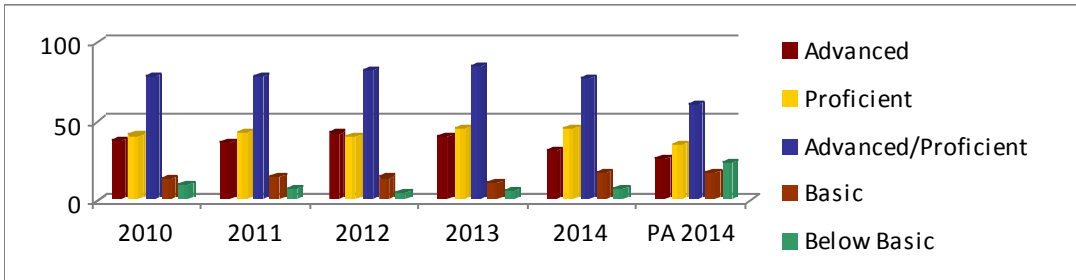
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	72	38.9	67	35.8	81	47.9	91	49.7	70	36.9	27.2
PROF	72	38.4	79	41.2	62	35.9	63	33.9	80	42.2	33.2
ADV/PRO	144	77.3	146	77.0	143	83.8	154	83.6	150	79.1	60.4
BASIC	27	14.1	31	15.0	25	11.4	20	9.8	26	13.9	15.5
BEL BAS	19	8.6	15	8.0	9	4.8	13	6.6	13	7.0	24.1
# TESTED	189		192		176		185		189		66,974

Students with IEPs

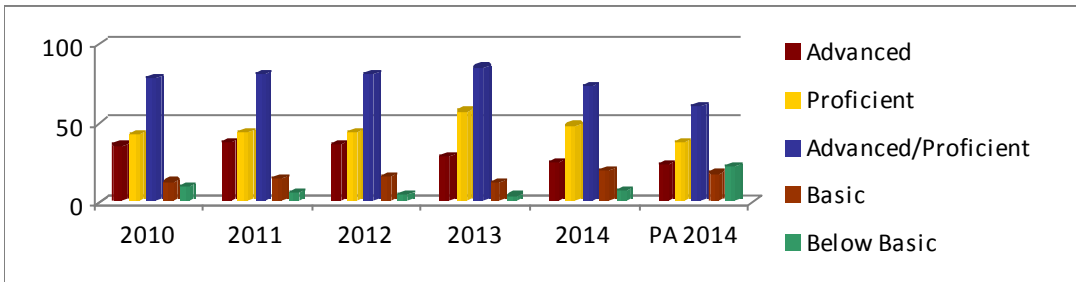
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	6	14.3	4	12.0	3	5.7	17	31.5	10	18.9	5.6
PROF	8	11.9	8	28.0	15	31.4	8	14.8	13	24.5	16.6
ADV/PRO	14	26.2	12	40.0	18	37.1	25	46.3	23	43.4	22.2
BASIC	13	28.6	6	12.0	20	40.0	17	22.2	13	24.5	18.6
BEL BAS	21	45.2	13	48.0	10	22.9	17	31.5	17	32.1	59.3
# TESTED	48		31		48		59		53		19,995

GRADE 8 PSSA SCIENCE: Percentages in Performance Levels over Time

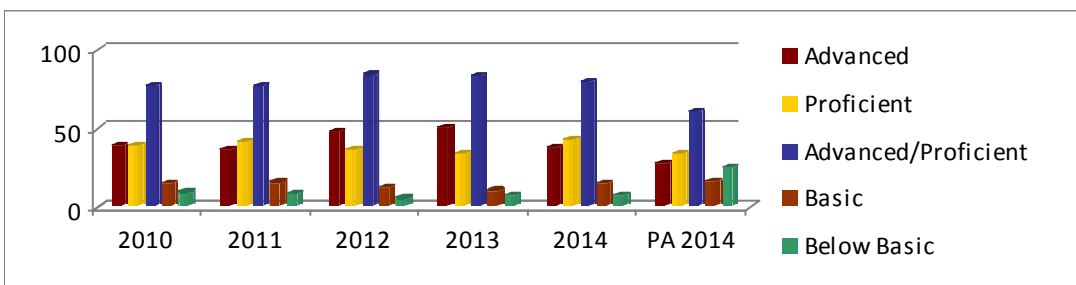
Total Students



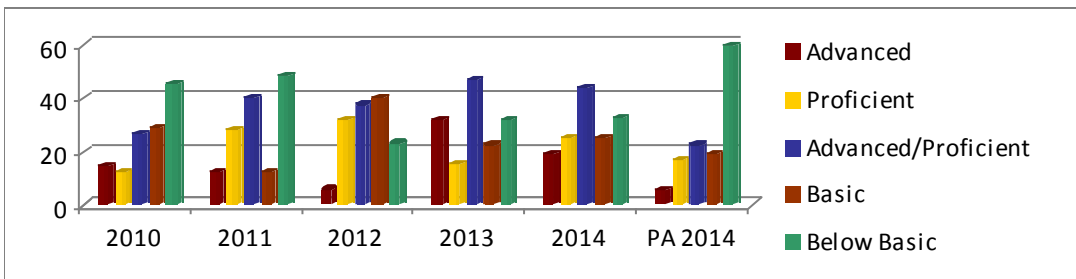
Female Students



Male Students



Students with IEPs



PSSA SCIENCE ASSESSMENT ANCHORS: Performance Averages over Time

GRADE 8

	2010			2011			2012		
	Mean	Max	Percent	Mean	Max	Percent	Mean	Max	Percent
S.A	25.2	34	74	24.0	34	71	22.5	32	70
S.A.1	8.5	11	77	9.5	14	68	10.4	15	69
S.A.2	9.9	14	71	8.0	11	73	6.2	9	69
S.A.3	6.8	9	76	6.5	9	72	5.9	8	73
S.B	7.8	11	71	7.9	11	72	9.9	12	82
S.B.1	2.3	3	77	2.5	3	82	0.7	1	68
S.B.2	2.3	3	78	2.3	3	77	5.0	6	84
S.B.3	3.1	5	63	3.2	5	63	4.2	5	84
S.C	8.3	12	69	8.3	11	76	8.2	12	68
S.C.1	2.9	4	73	2.8	4	71	2.3	3	77
S.C.2	2.3	3	76	3.8	5	76	3.3	5	67
S.C.3	3.1	5	61	1.7	2	85	2.5	4	64
S.D	7.5	11	68	8.4	12	70	9.2	12	76
S.D.1	6.5	9	73	5.8	8	72	6.3	8	79
S.D.2	NT	0	NT	NT	0	NT	0.9	1	87
S.D.3	1.0	2	49	2.6	4	66	2.0	3	66

PSSA Science Assessment Anchors

S. A Nature of Science

S.A.1 Reasoning and Analysis

S.A.2 Processes, Procedures, and Tools of Scientific Investigation

S.A.3 Systems, Models, and Patterns

S.B Biological Sciences

S.B.1 Structure and Function of Organisms

S.B.2 Continuity of Life

S.B.3 Ecological Behavior and Systems

PSSA SCIENCE ASSESSMENT ANCHORS: Performance Averages over Time

GRADE 8

	2013			2014		
	Mean	Max	Percent	Mean	Max	Percent
S.A	24.9	33	76	26.1	34	77
S.A.1	7.7	10	77	10.6	14	75
S.A.2	9.1	12	76	6.6	9	74
S.A.3	8.1	11	74	8.9	11	81
S.B	9.1	12	76	9.6	12	80
S.B.1	1.6	3	55	0.7	1	68
S.B.2	5.8	7	82	2.9	4	73
S.B.3	1.7	2	84	6.0	7	85
S.C	7.7	11	70	7.5	10	75
S.C.1	2.5	3	85	3.0	4	74
S.C.2	4.5	7	64	3.2	4	79
S.C.3	0.7	1	69	1.4	2	71
S.D	9.1	12	76	7.5	12	62
S.D.1	5.3	7	76	5.2	8	65
S.D.2	1.5	2	77	0.6	1	62
S.D.3	2.2	3	74	1.7	2	55

PSSA Science Assessment Anchors (continued)

S.C Physical Sciences

S.C.1 Structure, Properties, and Interactions of Matter and Energy

S.C.2 Forms, Sources, Conversions, and Transfer of Energy

S.C.3 Principles of Force and Motion

S.D Earth and Space Sciences

S.D.1 Earth Features and Processes that Change Earth and its Resources

S.D.2 Weather, Climate, and Atmospheric Processes

S.D.3 Composition and Structure of the Universe

PSSA SCIENCE: Results and Findings

- On the grade four PSSA Science assessment, the percentage of students scoring at the advanced/proficient level has remained high and stable over time (e.g., low-90%).
- Based on an analysis of students with an IEP, a three-year trend reflects a decline in the percentage of students scoring at the advanced/proficient level.
- In grade four and eight, the PSSA Science assessment anchors are organized into the following categories: Nature of Science; Biological Sciences; Physical Sciences; and Earth and Space Sciences. The majority of questions on the assessment relate to the Nature of Science. Given the low number of questions in certain assessment anchor categories, it is difficult to develop meaningful findings.
- As measured by the percentage of students at the advanced/proficient level on the grade eight PSSA Science assessment, results demonstrate fluctuation between the mid-70% and mid-80% over the past five years. The 2014 results showed 76.3% of students performing at the advanced/proficient level.

PSSA SCIENCE: Areas for Future Study

- Increase familiarity and alignment with PSSA Science assessment anchors and eligible content within the curriculum review process through short and long-term goals.
- Conduct the curriculum review.
- Consider using a common assessment to measure progress throughout the school year. The results can be shared and analyzed by teachers across all grade level teams.

Keystone Exams

Overview of Keystone Exams

The Keystone Exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Literature, and Biology. The Algebra I and Literature Keystone Exams include items written to the assessment anchors and eligible content aligned to the Pennsylvania Core Standards in Mathematics and English Language Arts. The Biology Keystone Exam includes items written to the assessment anchors and eligible content aligned to the enhanced Pennsylvania Academic Standards for Science. Student performance is measured with the same levels as the PSSA tests: advanced, proficient, basic, and below basic.

Beginning in 2013, the Keystone Exams replaced the grade 11 PSSA tests in math, reading, writing, and science. For accountability purposes, the results of these exams are used as the high school assessment for federal compliance and the Pennsylvania School Performance Profile. Additionally, the Keystone Exams are one component of Pennsylvania's system of high school graduation requirements. All students must take the Keystone Exams and non-proficient students are required to retake the exam. Students have three opportunities to take Keystone Exams throughout the year: winter, spring, and summer. School districts have the responsibility of providing some form of supplemental instruction for non-proficient students.

The Keystone Literature Exam was first administered by the state in the 2012-2013 school year. Pine-Richland required that Juniors take the Keystone Literature Exam in the Winter of 2013 and that Sophomores and Freshmen take the exam as an end-of-course exam in the Spring of 2013. The Keystone Biology Exam was also offered for the first time by the state in the 2012-2013 school year. Pine-Richland administered the Keystone Biology Exam in the Winter of 2013 to Juniors and Sophomores who had already completed a biology course. In the Spring of 2013, the Biology Keystone Exam was taken as an end-of-course exam by Sophomores and Freshmen enrolled in a Biology course that year.

Students in grades six, seven, and eight took the Keystone Algebra 1 Exam in the Spring of 2011. This was the first Keystone Exam the state offered and the district participated in its administration to gain experience with the test. No Keystone Exams were administered by Pennsylvania in the 2011-2012 school year. Accordingly, the Keystone Algebra 1 exam was next administered by the district in the Winter of 2013 school year to Juniors, Sophomores, Freshmen, and students in eighth grade who had already completed an Algebra 1 course. In the Spring of 2013 students who did not score at the advanced or proficient level retook the exam and students currently enrolled in an Algebra 1 course took the test as an end-of-course exam.

In the pages that follow, Keystone Exam results have been presented in two ways: first, by each graduating class for each subject area test and second, for each subject area test by grade level over successive end-of-course, spring administrations.

**Pine-Richland School District
Keystone Exam Test Results
Performance Levels by Graduating Class over Time**

LITERATURE

GRADUATES

Class of 2014	2012-13 School Year				2013-2014 School Year			
	Grade 11 Winter		Grade 11 Spring		Grade 12 Winter		Grade 12 Spring	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	104	28			1	3		
PROF	230	62			20	57		
ADV/PRO	334	90			21	60		
BASIC	30	8			10	29		
BEL BAS	9	2			4	11		
# Tested	373		0		35		0	

SENIORS

Class of 2015	2012-13 School Year				2013-2014 School Year					
	Grade 10 Winter		Grade 10 Spring		Grade 11 Winter		Grade 11 Spring		Grade 11 Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV			87	23	2	4	0	0	0	0
PROF			238	63	28	54	6	27	0	0
ADV/PRO			325	86	30	58	6	27	0	0
BASIC			47	13	22	42	16	73	1	100
BEL BAS			4	1	0	0	0	0	0	0
# Tested	0		376		52		22		1	

JUNIORS

Class of 2016	2012-13 School Year				2013-2014 School Year					
	Grade 9 Winter		Grade 9 Spring		Grade 10 Winter		Grade 10 Spring		Grade 10 Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV			69	18	3	4	0	0		
PROF			246	64	33	48	14	39		
ADV/PRO			315	82	36	52	14	39		
BASIC			60	16	32	46	19	53		
BEL BAS			9	2	1	1	3	8		
# Tested	0		384		69		36		0	

SOPHOMORES

Class of 2017	2013-2014 School Year					
	Grade 9 Winter		Grade 9 Spring		Grade 9 Summer	
	# scoring	percent	# scoring	percent	# scoring	percent
ADV			47	13	0	0
PROF			237	68	9	82
ADV/PRO			284	81	9	82
BASIC			57	16	2	18
BEL BAS			8	2	0	0
# Tested	0		349		11	

**Pine-Richland School District
Keystone Exam Test Results
Performance Levels by Graduating Class over Time**

BIOLOGY

GRADUATES

Class of 2014	2012-13 School Year				2013-2014 School Year			
	Grade 11 Winter		Grade 11 Spring		Grade 12 Winter		Grade 12 Spring	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	101	27	1	100	0	0		
PROF	171	46	0	0	33	35		
ADV/PRO	272	73	1	100	33	35		
BASIC	72	19	0	0	49	53		
BEL BAS	28	8	0	0	11	12		
# Tested	372		1		93		0	

SENIORS

Class of 2015	2012-13 School Year				2013-2014 School Year					
	Grade 10 Winter		Grade 10 Spring		Grade 11 Winter		Grade 11 Spring		Grade 11 Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	74	38	26	15	2	3	0	0	0	0
PROF	105	53	91	52	35	44	7	18	1	17
ADV/PRO	179	91	117	67	37	47	7	18	1	17
BASIC	18	9	46	26	37	47	28	72	5	83
BEL BAS	0	0	12	7	5	6	4	10	0	0
# Tested	197		175		79		39		6	

JUNIORS

Class of 2016	2012-13 School Year				2013-2014 School Year					
	Grade 9 Winter		Grade 9 Spring		Grade 10 Winter		Grade 10 Spring		Grade 10 Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV			137	60	0	0	21	13	0	0
PROF			82	36	3	33	67	42	1	14
ADV/PRO			219	96	3	33	88	55	1	14
BASIC			9	4	5	56	48	30	6	86
BEL BAS			0	0	1	11	25	16	0	0
# Tested	0		228		9		161		7	

SOPHOMORES

Class of 2017	2013-14 School Year					
	Grade 9 Winter		Grade 9 Spring		Grade 9 Summer	
	# scoring	percent	# scoring	percent	# scoring	percent
ADV			125	52	0	0
PROF			100	41	1	50
ADV/PRO			225	93	1	50
BASIC			15	6	1	50
BEL BAS			2	1	0	0
# Tested	0		242		2	

**Pine-Richland School District
Keystone Exam Test Results
Performance Levels by Graduating Class over Time**

ALGEBRA 1

GRADUATES

Class of 2014	2010-11 School Year				2011-2012 School Year					
	Grade 9 Spring		Grade 9 Summer		Grade 10 Winter		Grade 10 Spring		Grade 10 Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV										
PROF										
ADV/PRO										
BASIC										
BEL BAS										
# Tested	0		0		0		0		0	

SENIORS

Class of 2015	2010-11 School Year				2011-2012 School Year					
	Grade 8 Spring		Grade 8 Summer		Grade 9 Winter		Grade 9 Spring		Grade 9 Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	45	28								
PROF	96	59								
ADV/PRO	141	87								
BASIC	21	13								
BEL BAS	0	0								
# Tested	162		0		0		0		0	

JUNIORS

Class of 2016	2010-11 School Year				2011-2012 School Year					
	Grade 7 Spring		Grade 7 Summer		Grade 8 Winter		Grade 8 Spring		Grade 8 Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	30	53								
PROF	24	42								
ADV/PRO	54	95								
BASIC	2	4								
BEL BAS	1	2								
# Tested	57		0		0		0		0	

SOPHOMORES

Class of 2017	2010-11 School Year				2011-2012 School Year					
	Grade 6 Winter		Grade 6 Spring		Grade 7 Winter		Grade 7 Spring		Grade 7 Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	2	100								
PROF	0	0								
ADV/PRO	2	100								
BASIC	0	0								
BEL BAS	0	0								
# Tested	2		0		0		0		0	

**Pine-Richland School District
Keystone Exam Test Results
Performance Levels by Graduating Class over Time**

ALGEBRA 1

GRADUATES (continued)

Class of 2014	2012-13 School Year						2013-2014 School Year					
	Grade 11 Winter		Grade 11 Spring		Grade 11 Summer		Grade 12 Winter		Grade 12 Spring		Grade 12 Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	182	49	7	6			0	0				
PROF	112	30	51	47			20	31				
ADV/PRO	294	79	58	53			20	31				
BASIC	66	18	49	45			39	60				
BEL BAS	12	3	2	2			6	9				
# Tested	372		109		0		65		0		0	

SENIORS (continued)

Class of 2015	2012-13 School Year						2013-2014 School Year					
	Grade 10 Winter		Grade 10 Spring		Grade 10 Summer		Grade 11 Winter		Grade 11 Spring		Grade 11 Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	66	28	1	8			7	6	0	0	0	0
PROF	74	31	2	17			51	47	13	26	2	25
ADV/PRO	140	59	3	25			58	53	13	26	2	25
BASIC	92	39	7	58			49	45	35	70	6	75
BEL BAS	5	2	2	17			2	2	2	4	0	0
# Tested	237		12		0		109		50		8	

JUNIORS (continued)

Class of 2016	2012-13 School Year						2013-2014 School Year					
	Grade 9 Winter		Grade 9 Spring		Grade 9 Summer		Grade 10 Winter		Grade 10 Spring		Grade 10 Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	62	33	10	7			7	7	0	0	0	0
PROF	102	54	50	36			35	34	14	23	0	0
ADV/PRO	164	87	60	43			42	41	14	23	0	0
BASIC	24	13	63	45			56	54	43	70	2	100
BEL BAS	0	0	16	12			5	5	4	7	0	0
# Tested	188		139		0		103		61		2	

SOPHOMORES (continued)

Class of 2017	2012-13 School Year						2013-2014 School Year					
	Grade 8 Winter		Grade 8 Spring		Grade 8 Summer		Grade 9 Winter		Grade 9 Spring		Grade 9 Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	45	87	99	47			4	13	5	5	0	0
PROF	7	13	93	44			13	42	41	39	1	20
ADV/PRO	52	100	192	91			17	55	46	44	1	20
BASIC	0	0	19	9			14	45	54	51	4	80
BEL BAS	0	0	0	0			0	0	5	5	0	0
# Tested	52		211		0		31		105		5	

**Pine-Richland School District
Keystone Exam Test Results
Performance Levels by Graduating Class over Time**

ALGEBRA 1

FRESHMEN

Class of 2018	2012-13 School Year						2013-2014 School Year					
	Grade 7 Winter		Grade 7 Spring		Grade 7 Summer		Grade 8 Winter		Grade 8 Spring		Grade 8 Summer	
	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent	# scoring	percent
ADV	0	-	57	92	0	-	0	-	99	46	0	0
PROF	0	-	5	8	0	-	0	-	88	41	0	0
ADV/PRO	0	-	62	100	0	-	0	-	187	87	0	0
BASIC	0	-	0	0	0	-	0	-	26	12	2	100
BEL BAS	0	-	0	0	0	-	0	-	1	0	0	0
# Tested	0	-	62		0	-	0	-	214	-	2	-

Grade 8

Class of 2019	2013-2014 School Year					
	Grade 7 Winter		Grade 7 Spring		Grade 7 Summer	
	# scoring	percent	# scoring	percent	# scoring	percent
ADV			69	86		
PROF			11	14		
ADV/PRO			80	100		
BASIC			0	0		
BEL BAS			0	0		
# Tested	0		80	0	0	

Pine-Richland School District
Keystone Exam Spring, End-of-Course Assessment Results
Performance Levels by Grade Level over Time

LITERATURE***GRADE 9**

	2013 Number	2013 Percent	2014 Number	2014 Percent
ADV	69	18	47	14
PROF	246	64	237	68
ADV/PRO	315	82	284	82
BASIC	60	16	57	16
BEL BAS	9	2	8	2
# TESTED	384		349	

GRADE 10

	2013 Number	2013 Percent	2014 Number	2014 Percent
ADV	87	23		
PROF	238	63		
ADV/PRO	325	86		
BASIC	47	13		
BEL BAS	4	1		
# TESTED	376			

BIOLOGY***GRADE 9**

	2013 Number	2013 Percent	2014 Number	2014 Percent
ADV	137	60	125	52
PROF	82	36	100	41
ADV/PRO	219	96	225	93
BASIC	9	4	15	6
BEL BAS	0	0	2	1
# TESTED	228		242	

GRADE 10

	2013 Number	2013 Percent	2014 Number	2014 Percent
ADV	26	15	21	13
PROF	91	52	67	42
ADV/PRO	117	67	88	55
BASIC	46	26	48	30
BEL BAS	12	7	25	15
# TESTED	175		161	

*Keystone Exams were not administered in Pennsylvania during the 2011-2012 school year.

**Pine-Richland School District
Keystone Exam Spring, End-of-Course Assessment Results
Performance Levels by Grade Level over Time**

ALGEBRA 1*

GRADE 7

	2011 Number	2011 Percent	2013 Number	2013 Percent	2014 Number	2014 Percent
ADV	30	53	57	92	69	86
PROF	24	42	5	8	11	14
ADV/PRO	54	95	62	100	80	100
BASIC	2	4	0	0	0	0
BEL BAS	1	2	0	0	0	0
# TESTED	57		62		80	

GRADE 8

	2011 Number	2011 Percent	2013 Number	2013 Percent	2014 Number	2014 Percent
ADV	45	28	99	47	98	46
PROF	96	59	93	44	88	41
ADV/PRO	141	87	192	91	187	87
BASIC	21	13	19	9	26	12
BEL BAS	0	0	0	0	1	1
# TESTED	162		211		213	

GRADE 9

	2011 Number	2011 Percent	2013 Number	2013 Percent	2014 Number	2014 Percent
ADV			10	7	5	6
PROF			50	36	30	34
ADV/PRO			60	43	35	40
BASIC			63	45	48	54
BEL BAS			16	11	5	6
# TESTED	0		139		88	

GRADE 10

	2011 Number	2011 Percent	2013 Number	2013 Percent	2014 Number	2014 Percent
ADV			0	0	0	0
PROF			2	20	1	100
ADV/PRO			2	20	1	100
BASIC			6	60	0	0
BEL BAS			2	20	0	0
# TESTED	0		10		1	

GRADE 11

	2011 Number	2011 Percent	2013 Number	2013 Percent	2014 Number	2014 Percent
ADV						
PROF						
ADV/PRO						
BASIC						
BEL BAS						
# TESTED	0		0		0	

*No Keystone Exams were administered in Pennsylvania during the 2011-2012 school year.

KEYSTONE EXAMS: Results and Findings

- Students are required to take the Keystone Exam for Literature as an end-of-course test. Pine-Richland administers this first assessment for most students at the end of grade nine.
- Based on an analysis of multiple cohorts (e.g., Class of 2014, 2015, 2016, and 2017), approximately 83% of students score at the advanced/proficient levels on their first attempt at the Literature Keystone Exam.
- The Biology Keystone Exam is given to most students after Honors Biology in grade nine or general Biology in grade ten.
- Based on an analysis of multiple cohorts (e.g., Class of 2014, 2015, 2016, and 2017), approximately 90% of students score at the advanced/proficient levels on their first attempt. The percentage is higher for students in the Honors Biology course than in the general Biology course.
- The Keystone Exam for Algebra 1 is given to students finishing that course. Given the existing mathematics pathway chart, some students take the assessment in grade seven as their end-of-course test. The majority of students take the Algebra 1 Keystone Exam for the first time in either grade eight or nine. In a smaller percentage of students take the exam in the high school as an end-of-course exam.
- Based on an analysis of multiple cohorts (e.g., Class of 2014, 2015, 2016, and 2017), results of Algebra 1 Keystone Exams generally indicate that approximately 100% of grade seven students score at the advanced/proficient levels on their first attempt. The end-of-course percentage shifts to approximately 90% for grade eight and 50% for grade nine.
- Students scoring at the Basic or Below Basic levels on any Keystone Exam are required - in general - to re-take the relevant Keystone Exam after receiving supplemental instruction that is appropriate for that student. Each school district is able to determine the structure for that supplemental instruction. While the administration and department chairs are refining the approach to supplemental instruction, a continuum of opportunities is being designed to meet the varied needs of students.

KEYSTONE EXAMS: Areas for Future Study

- Continue with the curriculum review process.
- Continue conversation about supplemental instruction and Project-Based Assessments.
- Develop an approach for retaking Keystone Exams for students with IEPs.

(Page left intentionally blank)

Pennsylvania Value-Added Assessment System (PVAAS)

Overview of PVAAS

PVAAS statistically analyses Pennsylvania state assessment data in order to provide districts and schools with growth data to add to achievement data. By using both growth and achievement data educators are able to make data-informed instructional decisions to ensure the academic growth and achievement of all students.

Achievement in student learning measures a student's performance at one single point in time. Achievement is highly correlated to a student's demographics. Assessment of achievement compares student performance to a standard. Performance on achievement tests is critical to a student's post-secondary opportunities.

Growth in student learning measures a student's growth in learning over time (i.e., across years). Growth in learning is not related to a student's demographics because measures of growth compare a student's performance to his or her own, prior performance. Growth data and achievement data both are critical to ensuring a student's future academic success. Schools and districts have a more comprehensive picture of their effectiveness in increasing student learning by analyzing both growth and achievement data.

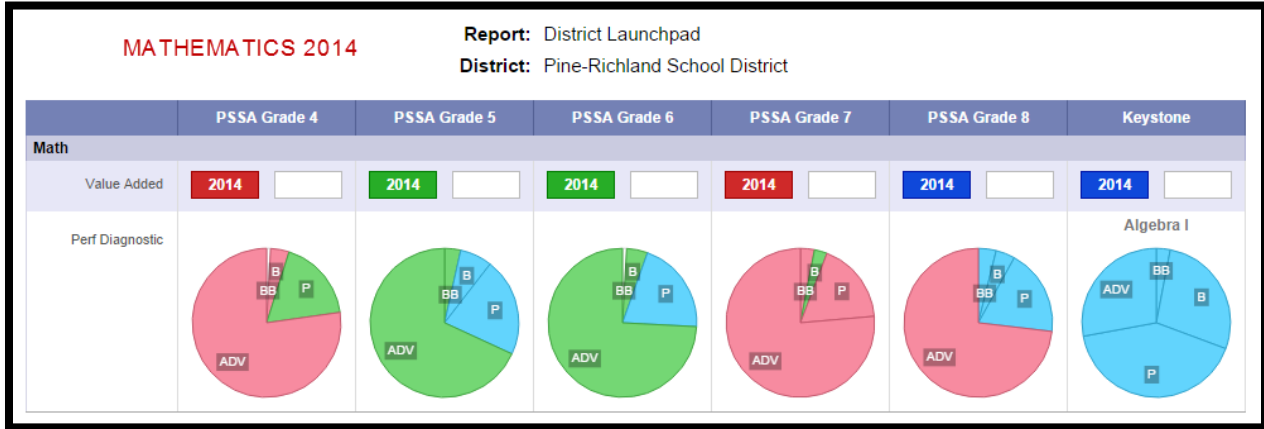
The concept of value-added in PVAAS refers to the impact a school or district has on the academic growth rates of groups of students from year to year. By measuring the influence districts and schools have on students' educational experience, educators are better able to:

- Monitor the growth of all groups of students from low-achieving to high-achieving, ensuring growth opportunities for all students.
- Measure student achievement as a result of the impact of educational practices, classroom curricula, instructional methods, and professional development.
- Make informed, data-driven decisions about where to focus resources to help students make greater growth and perform at higher levels.
- Modify and differentiate instruction to address the needs of all students.
- Align professional development efforts in the areas of greatest need.
- Identify best practices and implement programs that best meet the needs of their students.

The value-added, or growth, information analyses available PSSA achievement data from previous years to help districts and schools evaluate how much groups of students have gained academically in one school year. Value-added data allows schools and districts to answer a series of three questions. First, did each group of students make a year's worth of growth in reading (grades 4-8), math (grades 4-8), science (grades 4 and 8), and writing (grades 5 and 8)? Second, did each group of students make growth in the Keystone Exam content areas (Algebra I, Literature, and Biology)? Third, is each individual student on a trajectory to reach proficient or advanced levels on future state assessments?

In the pages that follow are PVAAS data for the 2014 school year presented first by content area test and then as a district overall. In each view of the data, value-added and sub-group performance diagnostic data are reported.

2014 PVAAS District Launchpad View – Math



District Value Added

- Significant evidence that the School exceeded the standard for PA Academic Growth
- Moderate evidence that the School exceeded the standard for PA Academic Growth
- Evidence that the School met the standard for PA Academic Growth
- Moderate evidence that the School did not meet the standard for PA Academic Growth
- Significant evidence that the School did not meet the standard for PA Academic Growth
- No data currently available

District Performance Diagnostic

- Moderate evidence that the group exceeded the Std. for PA Acad. Growth.
- Evidence that the group met the Std. for PA Acad. Growth.
- Moderate evidence that the group did not meet the Std. for PA Acad. Growth.
- There were not enough students to define growth.

2014 PVAAS Math Results and Findings

Value-Added Analysis

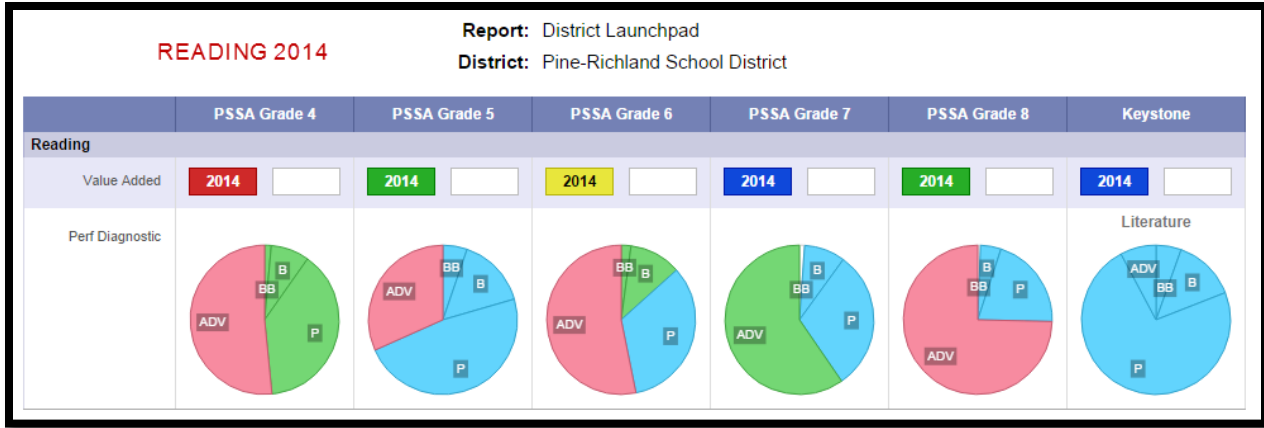
- The value-added score assesses the growth of the entire cohort of student at a specific grade level and test. In Math, the 2014 PVAAS value-added analysis reports growth data for five grade levels and the Keystone Algebra 1 Exam.
- Results demonstrate that the district exceeded the standard for Pennsylvania academic growth in grade 8 and on the Keystone Algebra 1 Exam. The district met the state standard for academic growth in grades five and six but did not meet the growth standard for Math in grades four and seven.

Performance Diagnostic Analysis

The performance diagnostic analysis compares predicted test performance of sub-groups of students against their actual performance on the PSSA Math test and the Keystone Algebra 1 Exam.

- Advanced
When assessing students projected to be in the Advanced sub-group of performers, students exceeded the growth standard on the Keystone Literature Exam, met the growth standard in grades five and six, and did not meet the growth standard in grades four, seven, and eight.
- Proficient
When assessing students projected to be at the Proficient level of performance, students exceeded growth on the Keystone Literature Exam and in grades five, six, and eight. Students met the growth standard in grade 4 and did not meet the growth standard in grade seven.
- Basic
When assessing students projected to be at the Basic level of performance, students exceeded the growth standard on the Keystone Literature Exam and in grades five and eight. Students projected to perform at the Basic level met the growth standard in grades six and seven while students at the Basic level in grade four did not.
- Below Basic
Students projected to score Below Basic exceeded the growth standard on the Keystone Algebra 1 Exam and in grade eight. Students projected to score Below Basic met the growth standard in grade five while students in grade seven did not. There was not enough data at the Basic Level in grades four and six to report.

2014 PVAAS District Launchpad - Reading



District Value Added

- Significant evidence that the School exceeded the standard for PA Academic Growth
- Moderate evidence that the School exceeded the standard for PA Academic Growth
- Evidence that the School met the standard for PA Academic Growth
- Moderate evidence that the School did not meet the standard for PA Academic Growth
- Significant evidence that the School did not meet the standard for PA Academic Growth
- No data currently available

District Performance Diagnostic

- Moderate evidence that the group exceeded the Std. for PA Acad. Growth.
- Evidence that the group met the Std. for PA Acad. Growth.
- Moderate evidence that the group did not meet the Std. for PA Acad. Growth.
- There were not enough students to define growth.

2014 PVAAS Reading Results and Findings

Value-Added Analysis

- The value-added score assesses the growth of the entire cohort of student at a specific grade level and test. In Reading, the 2014 PVAAS value-added analysis reports growth data for five grade levels and the Keystone Literature Exam.
- Results demonstrate the district exceeded the growth standard on the Keystone Literature Exam and in grade seven, met growth standards in graded five and eight. Moderate evidence exists that the growth standard was not met in grade six and significant evidence of not meeting the growth standard in Reading was reported for grade four

Performance Diagnostic Analysis

The performance diagnostic analysis compares predicted test performance of sub-groups of students against their actual performance on a PSSA test.

- Advanced
When assessing students projected to be in the Advanced sub-group of performers, students exceeded the growth standard on the Keystone Literature Exam, met the growth standard in grade seven, and did not meet the growth standard in graded four, five, six, and eight.
- Proficient
When assessing students projected to be at the Proficient level of performance, students exceeded growth on the Keystone Literature Exam and grades five, six, seven, and eight. Students met the growth standard in grade 4.
- Basic
When assessing students projected to be at the Basic level of performance, students exceeded the growth standard on the Keystone Literature Exam and in grades five, seven, and eight. Students projected to perform at the Basic level met the growth standard in grades four and six.
- Below Basic
When assessing students projected to perform Below Basic, students exceeded the growth standard on the Keystone Literature Exam and in grade five. Students met the growth standard in grades four and six. There was not enough data at the Basic Level in grades seven and eight to report.

2014 PVAAS District Launchpad – Writing

WRITING 2014		Report: District Launchpad District: Pine-Richland School District				
	PSSA Grade 4	PSSA Grade 5	PSSA Grade 6	PSSA Grade 7	PSSA Grade 8	Keystone
Writing						
Value Added		2014 <input type="text"/>			2014 <input type="text"/>	
Perf Diagnostic						

District Value Added

- Significant evidence that the School exceeded the standard for PA Academic Growth
- Moderate evidence that the School exceeded the standard for PA Academic Growth
- Evidence that the School met the standard for PA Academic Growth
- Moderate evidence that the School did not meet the standard for PA Academic Growth
- Significant evidence that the School did not meet the standard for PA Academic Growth
- No data currently available

District Performance Diagnostic

- Moderate evidence that the group exceeded the Std. for PA Acad. Growth.
- Evidence that the group met the Std. for PA Acad. Growth.
- Moderate evidence that the group did not meet the Std. for PA Acad. Growth.
- There were not enough students to define growth.

2014 PVAAS Writing Results and Findings

Value-Added Analysis

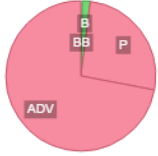
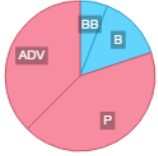

- The value-added score assesses the growth of the entire cohort of student at a specific grade level and test. In Writing, the 2014 PVAAS value-added analysis reports growth data for two grade levels.
- Results demonstrate the district exceeded the growth standard on the PSSA Writing test for both grades five and eight.

Performance Diagnostic Analysis






The performance diagnostic analysis compares predicted test performance of sub-groups of students against their actual performance on a PSSA test.

- Advanced
When assessing students projected to be in the Advanced sub-group of performers, students exceeded the growth standard in grade eight. No students were in the Advanced sub-group in grade five.
- Proficient
When assessing students projected to be at the Proficient level of performance, students exceeded growth in both grades five and eight.
- Basic
When assessing students projected to be at the Basic level of performance, students met the growth standard in both grades five and eight.
- Below Basic
When assessing students projected to perform Below Basic, not enough data in both grades five and eight existed to report.




2014 PVAAS District Launchpad – Science

SCIENCE 2014		Report: District Launchpad					District: Pine-Richland School District	
	PSSA Grade 4	PSSA Grade 5	PSSA Grade 6	PSSA Grade 7	PSSA Grade 8	Keystone		
Value Added	2014 <input type="text"/>				2014 <input type="text"/>	2014 <input type="text"/>		
Perf Diagnostic						Biology 		

District Value Added

-  Significant evidence that the School exceeded the standard for PA Academic Growth
-  Moderate evidence that the School exceeded the standard for PA Academic Growth
-  Evidence that the School met the standard for PA Academic Growth
-  Moderate evidence that the School did not meet the standard for PA Academic Growth
-  Significant evidence that the School did not meet the standard for PA Academic Growth
- No data currently available

District Performance Diagnostic

-  Moderate evidence that the group exceeded the Std. for PA Acad. Growth.
-  Evidence that the group met the Std. for PA Acad. Growth.
-  Moderate evidence that the group did not meet the Std. for PA Acad. Growth.
- There were not enough students to define growth.

2014 PVAAS Science Results and Findings

Value-Added Analysis

- The value-added score assesses the growth of the entire cohort of student at a specific grade level and test. In Science, the 2014 PVAAS value-added analysis reports growth data for two grade levels and the Keystone Biology Exam.
- Results demonstrate the district did not meet the growth standard on the PSSA Science test for both grades four and eight.

Performance Diagnostic Analysis

The performance diagnostic analysis compares predicted test performance of sub-groups of students against their actual performance on a PSSA test.

- Advanced
When assessing students projected to be in the Advanced sub-group of performers, students exceeded the growth standard on the Keystone Biology Exam while students in the Advanced sub-group in grades four and eight did not.
- Proficient
When assessing students projected to be at the Proficient level of performance, students exceeded the growth standard on the Keystone Biology Exam while students in the Proficient sub-group in grades four and eight did not.
- Basic
When assessing students projected to be at the Basic level of performance, students exceeded the growth standard on the Keystone Biology Exam and in grade eight. Students at the Basic level in grade four met the growth standard.
- Below Basic
When assessing students projected to perform Below Basic, students exceeded growth on the Keystone Biology Exam and in grade eight. Not enough data in both grades four existed to report.

	PSSA Grade 4	PSSA Grade 5	PSSA Grade 6	PSSA Grade 7	PSSA Grade 8	Keystone
Math						
Value Added	2014	2014	2014	2014	2014	2014
Perf Diagnostic						Algebra I
Reading						
Value Added	2014	2014	2014	2014	2014	2014
Perf Diagnostic						Literature
Science						
Value Added	2014				2014	2014
Perf Diagnostic		Pine-Richland School District Launch Pad				Biology
Writing						
Value Added		2014			2014	
Perf Diagnostic						

District Value Added

- Significant evidence that the School exceeded the standard for PA Academic Growth
- Moderate evidence that the School exceeded the standard for PA Academic Growth
- Evidence that the School met the standard for PA Academic Growth
- Moderate evidence that the School did not meet the standard for PA Academic Growth
- Significant evidence that the School did not meet the standard for PA Academic Growth
- No data currently available

District Performance Diagnostic

- Moderate evidence that the group exceeded the Std. for PA Acad. Growth.
- Evidence that the group met the Std. for PA Acad. Growth.
- Moderate evidence that the group did not meet the Std. for PA Acad. Growth.
- There were not enough students to define growth.

2014 PVAAS District Launchpad

[CLICK TO RETURN TO TABLE OF CONTENTS](#)

Results/Findings

- Based on the value-added report for 2014, students in grade four did not meet the Pennsylvania growth standard in math, reading, or science.
- Students in grade five did meet the Pennsylvania growth standard for math and reading. This group of students exceeded the Pennsylvania growth standard for writing.
- Students in grade six met the Pennsylvania growth standard for math. Moderate evidence exists to suggest that the group did not meet the growth standard in reading.
- A trend exists with advanced students not meeting growth standards.
- The majority of students projected to score at the basic or below basic levels are meeting or exceeding the growth standard.
- There is significant evidence that Grade 4 across all content areas did not meet the growth standard.
- Students taking all Keystone exams are exceeding the predicted level of performance based upon statistical calculations related to past performance.
- Science students in grades 4 and 8 are not meeting the predicted level of performance based upon statistical calculations related to past performance.
- Even though advance and proficient performance is good in fourth grade science growth is not what it needs to be. In grade 8, neither achievement nor growth is adequate.

Areas for Future Study

- Fully implement the short term approach for tests administered in Spring 2015.
- Data will continue to be reviewed through curriculum review process.

School Performance Profile

The Pennsylvania School Performance Profile serves the purposes of providing a building level academic score to be used as part of the Educator Effectiveness System and information used in determining federal accountability status as required by the Federal Elementary and Secondary Act. The profile also informs the public of the academic performance measures of each school. These measures assist schools and districts in the evaluation of the effectiveness of their educational programs. Specifically, the School Performance Profile is a resource for communicating and comparing school performance overall, analyzing student achievement performance, and encouraging the use of best practices. Districts can use the School Performance Profile as a tool to: 1) inform goal setting, planning, and allocation of resources to improve student achievement; 2) compare performance of one school to other schools; and 3) communicate school performance to various communities.

Each school receives its own School Performance Profile annually which contains a score that indicates the effectiveness of its educational programs. The score is composed of many data elements, most of which have been included here in the 2014 Academic Achievement Report. The various data elements included in the profile are weighted differently in the calculation of the school's overall score. The elements are categorized into the five areas that follow.

Indicators of Academic Achievement (40%)

- Percent of students scoring Proficient of Advanced on the PSSA tests and Keystone Exams which are part of the Pennsylvania System of School Assessment
- Percent of students scoring Proficient of Advanced on PSSA Grade 3 Reading
- Percent of students meeting benchmarks set by SAT and ACT for college readiness

Indicators of Closing the Achievement Gap – All Students (5%)

- Percent of gap closure met in Mathematics/Algebra 1, Reading/Literature, Science/Biology, and Writing

Indicators of Closing the Achievement Gap – Historically Underperforming Students (5%)

- Percent of gap closure met in Mathematics/Algebra 1, Reading/Literature, Science/Biology, and Writing

Indicators of Academic Growth/PVAAS (40%)

- The PVAAS growth index for the school overall which represents a measure of student progress across the tested grade levels in a school in Mathematics/Algebra 1, Reading/Literature, Science/Biology, and Writing

Other Academic Indicators (10%)

- Cohort graduation rate
- Promotion rate
- Attendance rate
- Advanced Placement, International Baccalaureate, or College Credit courses offered
- PSAT/PLAN test participation

Extra credit for Advanced Achievement (up to 7 points)

- Percent of students scoring Advanced on PSSA tests and Keystone Exams in Mathematics/Algebra 1, Reading/Literature, Science/Biology, and Writing
- Percent of students scoring 3 or higher on Advanced Placement tests

Note that with the extra credit points, a school could earn a maximum SPP score 107. More information about the School Performance Profile may be found on the website of the Pennsylvania Department of Education. The information included above was taken from http://www.portal.state.pa.us/portal/server.pt/community/pennsylvania_department_of_education/7237/p/1604316.

Scholastic Aptitude Test (SAT)

Overview of SATs

The SAT is published by the College Board and administered typically to juniors and seniors in high school. Many colleges and universities require that applicants take the SAT as part of their admissions processes. The SAT is a four hour test that measures the critical thinking skills students need for academic success in college. Tests are given in math, critical reading, and writing. SAT scores are one indicator of a student's potential to do college work.

Each SAT test has a maximum score of 800 points; perfect scores on all three tests result in a combined score of 2400. The mean test score is set by the College Board at or near 500 in the score scale of 200-800. For a tested population of between 300 and 400 students (the size of Pine-Richland), scores with a mean point difference of 5 or more are statistically significant. One measure of students' readiness for college is a combined score of 1500 or above on all three sub-tests. At Pine-Richland, 212 out of 367 seniors (57.8%) met this mark. The percentage of students globally who scored 1500 or higher on the SAT was 42.6 in 2014.

In the pages that follow are SAT test results for the past five year for math, critical reading, and writing for Pine-Richland School District, Pennsylvania and the Total Group. The Total Group refers to all students both nationally and internationally who took the SAT test. Also given is five years of participation data for Pine-Richland School District. Finally, test results for the past five years for how male students and female students scored on the SAT are given for both Pine-Richland School District and the Total Group so that comparisons can be made.

Pine-Richland School District SAT Test Results

Percent of Graduating Class Taking the SATs

	2010	2011	2012	2013	2014
Total # taking test	290	295	331	328	333
Total # graduates	333	333	363	372	367
% taking test	87.1	88.6	91.2	88.2	92.5

Participation over Time

	2010	2011	2012	2013	2014
District	290	295	331	328	333
State	106243	105907	104220	101368	99460
TL Group	1597329	1647123	1664479	1660047	1672365

Gender as a Percent of Test Takers over Time

	2010 F/M	2011 F/M	2012 F/M	2013 F/M	2014 F/M
District	49/51	48/52	50/50	46/54	52/48
State	53/47	53/47	53/47	53/47	53/47
TL Group	53/47	53/47	53/47	53/47	53/47

Combined Mean Scores over Time

	2010 F/M	2011 F/M	2012 F/M	2013 F/M	2014 F/M
District	1643	1650	1639	1676	1638
State	1470	1473	1472	1480	1481
TL Group	1506	1500	1498	1498	1497

**Pine-Richland School District
SAT Test Results**

CRITICAL READING

Means Scores over Time

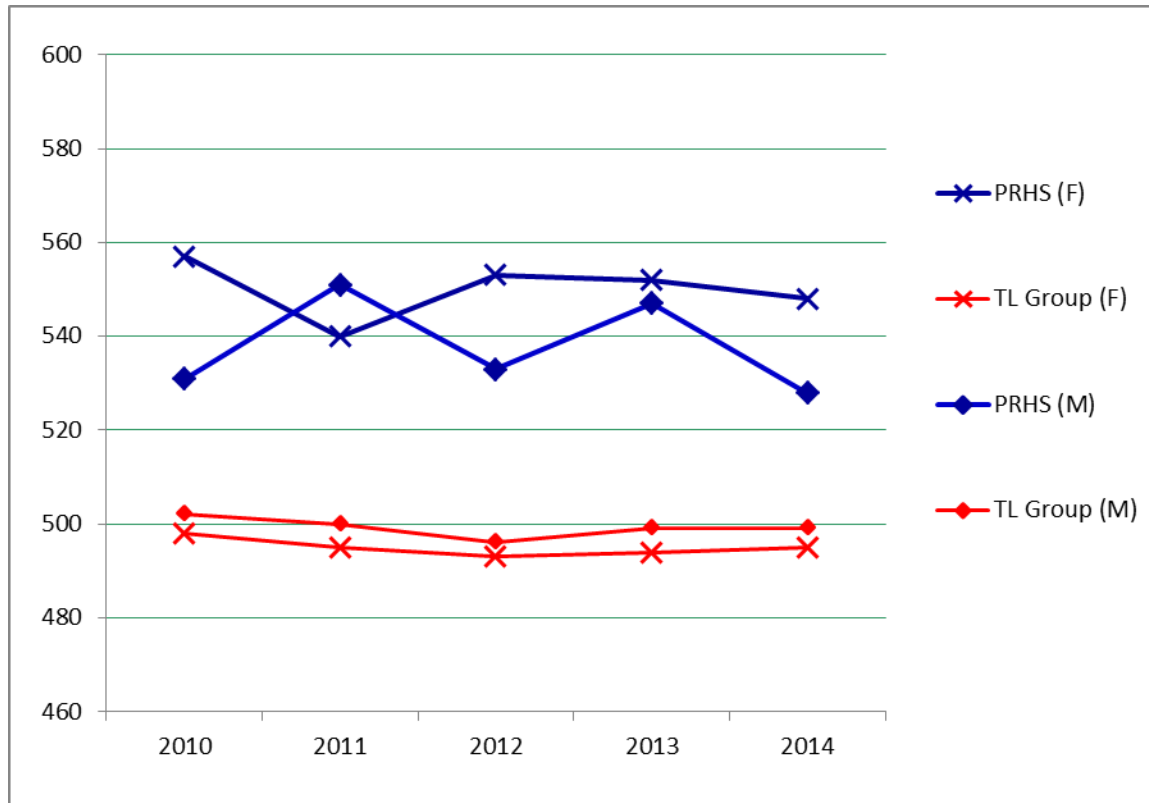
	2010	2011	2012	2013	2014
PRHS	544	546	543	549	539
State	491	493	491	494	497
TL Group	500	497	496	496	497

Female Student Mean Scores over Time

	2010	2011	2012	2013	2014
PRHS	557	540	553	552	548
State	489	490	488	491	493
TL Group	498	495	493	494	495

Male Student Mean Scores over Time

	2010	2011	2012	2013	2014
PRHS	531	551	533	547	528
State	493	497	495	497	501
TL Group	502	500	496	499	499



**Pine-Richland School District
SAT Test Results**

MATHEMATICS

Means Scores over Time

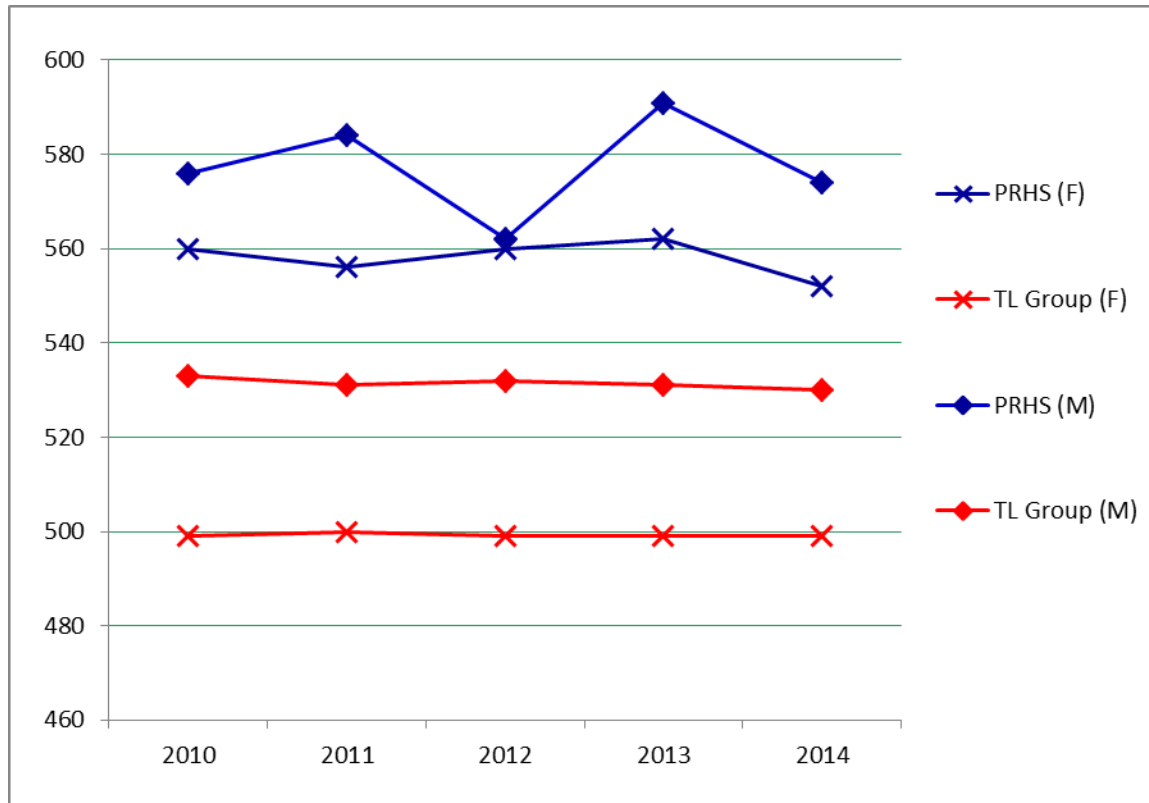
	2010	2011	2012	2013	2014
PRHS	568	571	561	577	562
State	500	501	501	504	504
TL Group	515	514	514	514	513

Female Student Mean Scores over Time

	2010	2011	2012	2013	2014
PRHS	560	556	560	562	552
State	484	486	485	489	489
TL Group	499	500	499	499	499

Male Student Mean Scores over Time

	2010	2011	2012	2013	2014
PRHS	576	584	562	591	574
State	518	517	519	520	521
TL Group	533	531	532	531	530



**Pine-Richland School District
SAT Test Results**

WRITING

Means Scores over Time

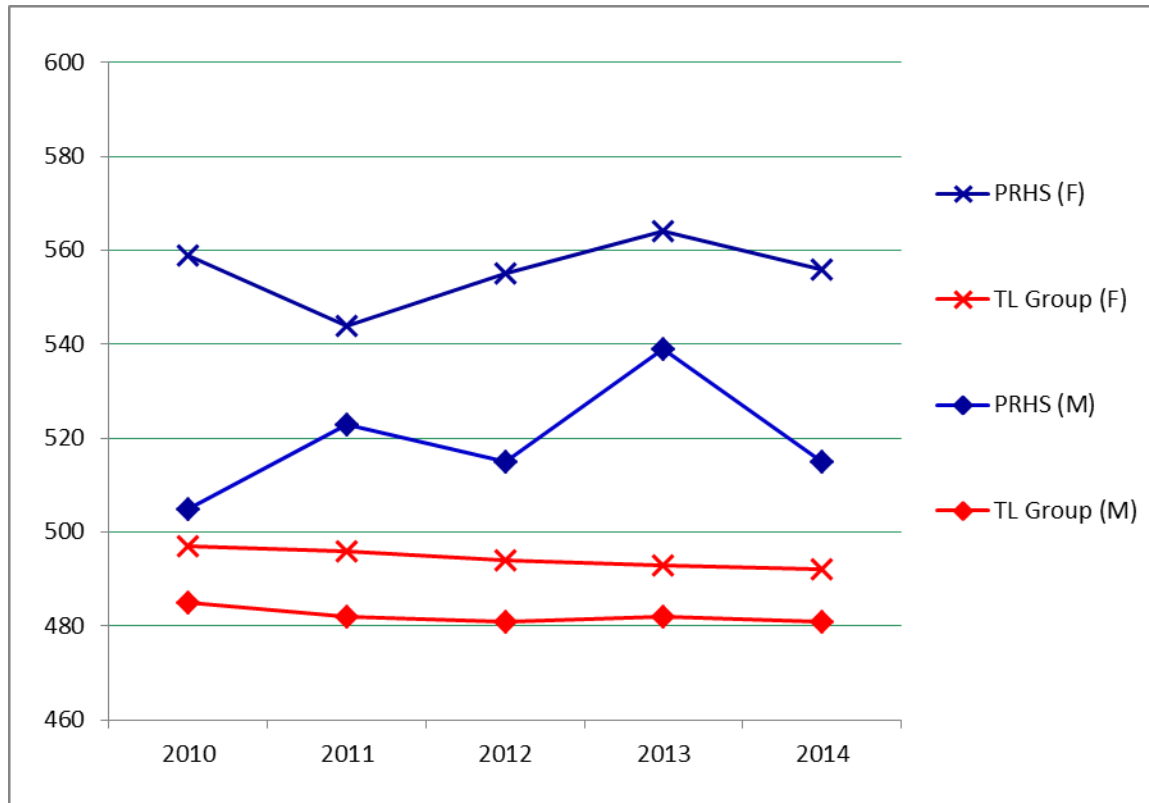
	2010	2011	2012	2013	2014
PRHS	531	533	535	550	537
State	479	479	480	482	480
TL Group	491	489	488	488	487

Female Student Mean Scores over Time

	2010	2011	2012	2013	2014
PRHS	559	544	555	564	556
State	486	486	487	487	484
TL Group	497	496	494	493	492

Male Student Mean Scores over Time

	2010	2011	2012	2013	2014
PRHS	505	523	515	539	515
State	471	472	472	476	474
TL Group	485	482	481	482	481



SAT: Results and Findings

- As both a percentage and total number, the district had a historic high number of students in the 2014 graduating class taking the SAT (i.e., 333 and 92.5% respectively).
- From a general perspective, the number and percentage of students taking the SAT has remained stable and/or slightly increased over that past five years at a time when overall Pennsylvania student participation has consistently declined.
- Pine-Richland students have consistently outperformed State and Total Group comparisons over the past five years.
- When considering the combined score total for the SAT, the scores have been high and stable over the past five years with no trends evident.
- Unlike State and Total Group trends, Pine-Richland female students typically outperform male students in the areas of critical reading and writing.
- In the SAT Mathematics test, male students outperform females at Pine-Richland. This pattern also exists in the State and Total Group comparisons. The differential gap between all three groups is similar.

SAT: Areas for Future Study

- Understand changes being made by College Board to the SAT.
- Develop and implement a local SAT prep course for PRHS students within a revenue neutral financial model

American College Test (ACT)

Overview of ACT

The ACT is designed to measure high school students' general education development and their ability to complete college-level work. The ACT measures skills in English, math, reading, and science reasoning. Test results can help students with career as well as educational planning. The highest possible scaled score for each subject area test as well as a composite score across all four subject areas is 36. Beginning in 2013, Pennsylvania's School Performance Profile reports the number of seniors taking the ACT who achieved a composite score of 22 or above. At Pine-Richland, 62% met this mark.

In the pages that follow are test results for the past five years for Pine-Richland School District, Pennsylvania, and United States students in math, reading, English, and science as well as their composite scores. Pine-Richland School District participation rates are given for five years both generally and disaggregated by gender. Finally, math, reading, English, science and composite test scores for Pine-Richland School District by gender are presented for the past five years.

Pine-Richland School District ACT Test Results

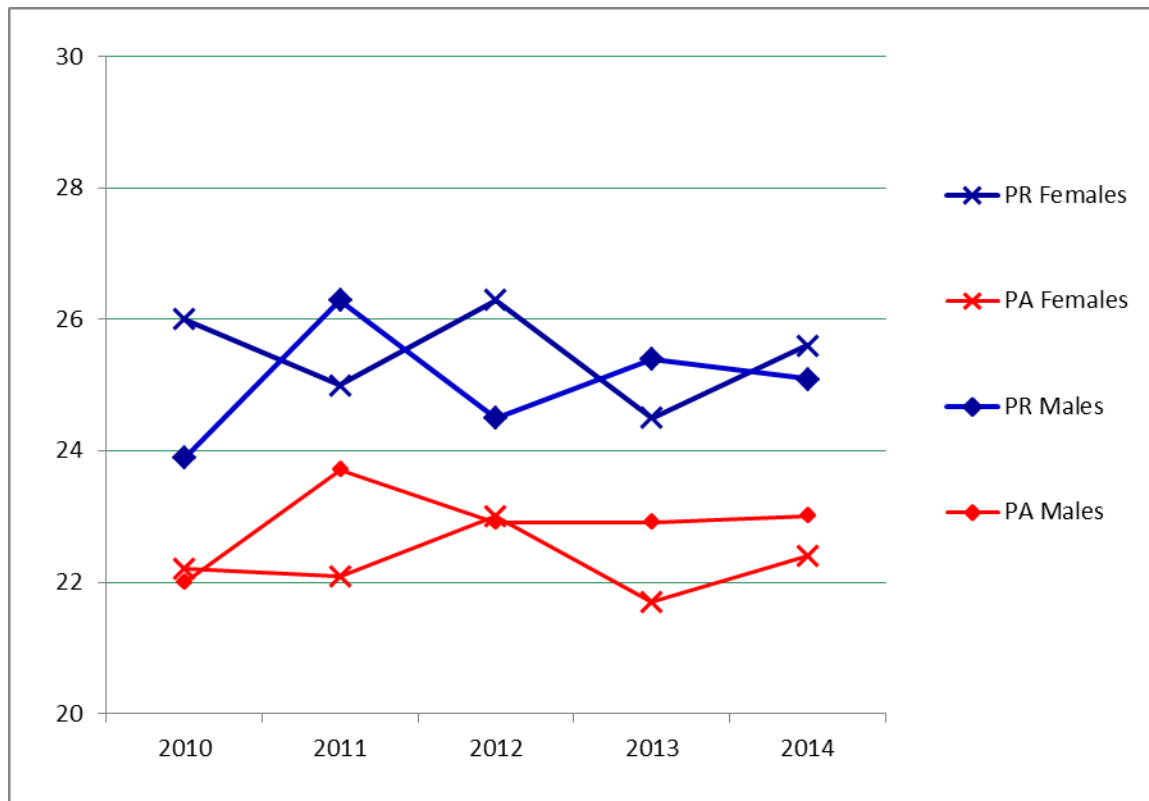
Participation over Time

	2010	2011	2012	2013	2014
TL # PR Students	138	161	171	206	182
TL # PR Graduates	333	333	363	372	367
% of Class Tested	41.4	48.3	47.1	55.4	49.6
# PR Boys Tested	68	80	77	96	78
# PR Girls Tested	70	81	94	110	104
TL # PA Tested	24323	24280	25426	26171	27136
TL # US Tested	1568835	1623112	1666017	1799243	1845787

2014 Mean Scores by Gender

	English	Math	Reading	Science	Composite	Percent of TL Tested
PR Males	23.9	26.3	24.5	25.4	25.1	43.0
PR Females	26.0	25.0	26.3	24.5	25.6	57.0
PA Males	22.0	23.7	22.9	22.9	23.0	44.0
PA Females	22.2	22.1	23.0	21.7	22.4	56.0

2014 Mean Scores by Gender



Pine-Richland School District ACT Test Results

Mean Scores over Time

ENGLISH

	2010	2011	2012	2013	2014
Pine-Richland	24.3	24.0	24.5	24.1	25.1
Pennsylvania	21.3	21.9	22.0	22.2	22.1
United States	20.5	20.6	20.5	20.2	20.3

MATH

	2010	2011	2012	2013	2014
Pine-Richland	25.3	25.6	25.6	25.5	25.5
Pennsylvania	22.1	22.6	22.7	23.0	22.8
United States	21.0	21.1	21.1	20.9	20.9

READING

	2010	2011	2012	2013	2014
Pine-Richland	24.6	24.0	25.1	24.5	25.6
Pennsylvania	22.1	22.6	22.7	23.0	23.0
United States	21.3	21.3	21.3	21.1	21.3

SCIENCE

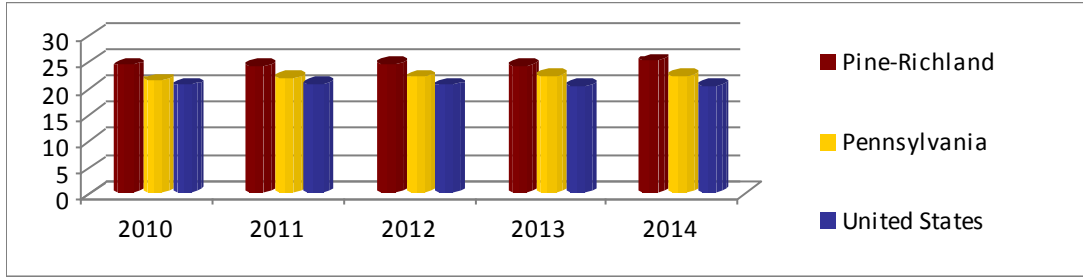
	2010	2011	2012	2013	2014
Pine-Richland	24.0	24.2	24.1	23.8	24.9
Pennsylvania	21.4	21.8	21.9	22.2	22.2
United States	20.9	20.9	20.9	20.7	20.8

COMPOSITE

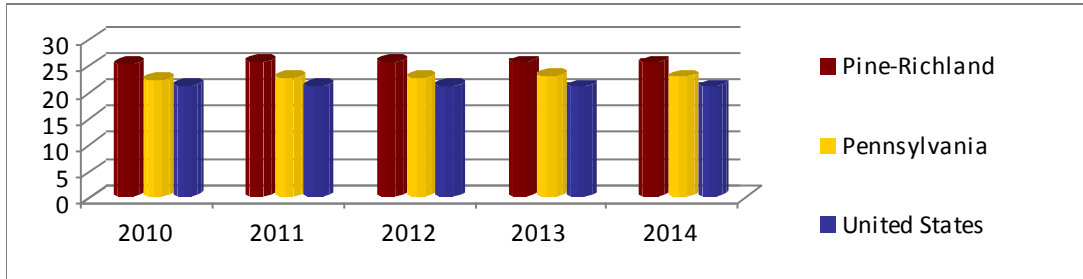
	2010	2011	2012	2013	2014
Pine-Richland	24.7	24.5	25.0	24.6	25.4
Pennsylvania	21.9	22.3	22.4	22.7	22.7
United States	21.0	21.1	21.1	20.9	21.0

Mean Scores over Time

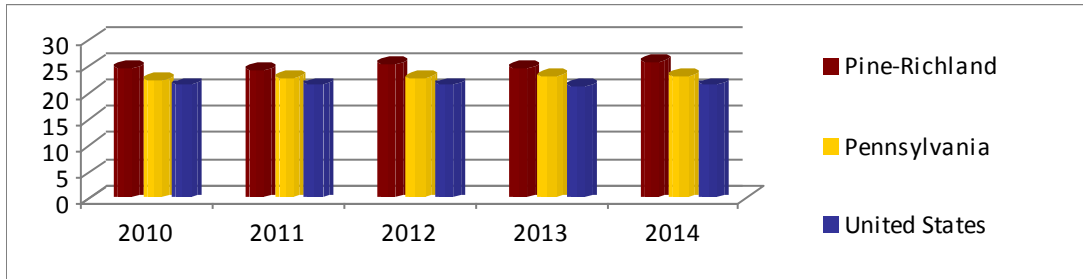
ENGLISH



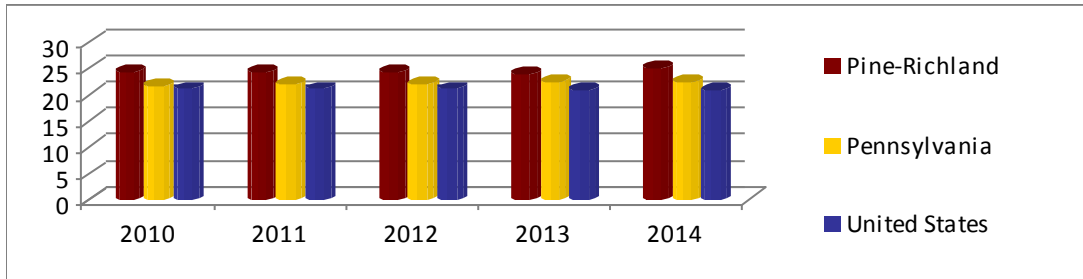
MATH



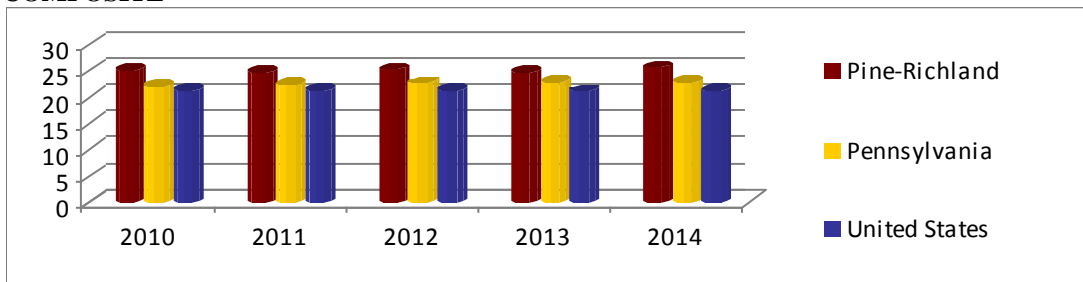
READING



SCIENCE



COMPOSITE



ACT: Results and Findings

- While the trend in Pennsylvania and United States ACT in numbers of students taking the ACT test is steadily increasing, Pine-Richland participation in the ACT is stable and does not show a trend.
- Student performances on each sub-test are stable and high (i.e., English, Mathematics, Reading, Science, and Composite).
- Similar to Pennsylvania and United States trends, PRSD males outperform females in Math and Science. Females outperform males in Reading and English. PRSD females slightly outperformed males on the Composite score in 2014.

ACT: Areas for Future Study

- Develop and implement a local ACT prep course for PRHS students within a revenue neutral financial model
- Consider offering/facilitating students taking the PLAN test

Advanced Placement Test (AP)

Overview of APs

AP tests are published by the College Board. By taking AP courses and tests, students have the opportunity to experience college-level work in high school and gain valuable skills and study habits for college. At Pine-Richland School District, students enrolled in AP courses must take the end-of-course AP exam. Scores range from a low of one through a high of five, with a five indicating a student is well-qualified to receive college credit and/or advanced placement in college programs. Colleges and universities vary in the ways they use AP test scores.

The total, global population of students participating in the AP program grew 3.8% to 1.48 million students in 2014. Overall, 21.9% of public high school Juniors and Seniors took an AP exam, a rate which increased from 20.1% in 2013. In the past decade, the percent of global students receiving a passing score (3+) on an AP exam has nearly doubled, growing from 7.6% in 2004 to 13.2% in 2014.

Test results for the subjects in which at least 10 students have taken the AP test over the past five years are included in the pages that follow. Each of these subjects is offered as a course at Pine-Richland High School. Subjects in which fewer than 10 students have taken the AP test over the past five years but for which Pine-Richland High School has offered the course include Computer Science A, Physics, and Studio Art: 3-D Design. AP subjects not offered as courses at Pine-Richland High School include Art History, Comparative Government and Politics, Environmental Science, Latin, Microeconomics, Music Theory, and World History.

For the 2014 School Performance Profile, Pennsylvania tracked whether or not a high school offered either AP or IB courses and how many seniors scored a 3 or above on an AP test. At Pine-Richland, 324 of the 486 students (66.7%) who took an AP test scored 3 or above.

Pine-Richland School District AP Test Results Participation over Time

PRHS AP Test Participation over Time

	2010	2011	2012	2013	2014	PA 2014	Global 2014
Total AP Students	342	389	453	450	486	64,494	2,351,887
Number of Exams	664	721	900	944	932	112,860	4,119,351
AP Students with Scores 3+	264	278	326	337	324	44,566	1,441,930

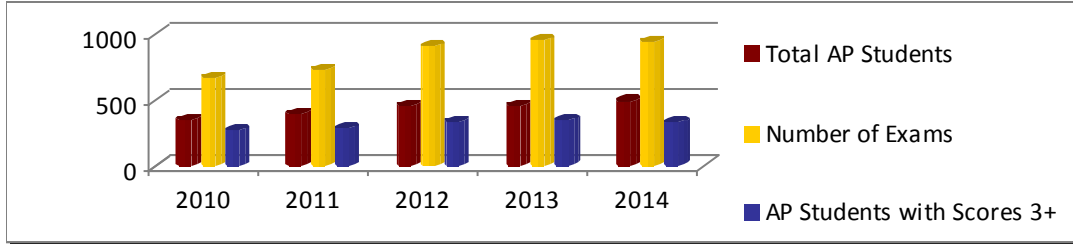
PRHS AP Test Performance vs. State and Global Performance over Time

	2010	2011	2012	2013	2014
% PRHS Students Scoring 3+	77.2	71.5	72.0	74.9	66.7
% State Students Scoring 3+	67.4	67.1	68.2	68.3	69.1
% Global Students Scoring 3+	60.2	60.2	61.5	60.9	61.3

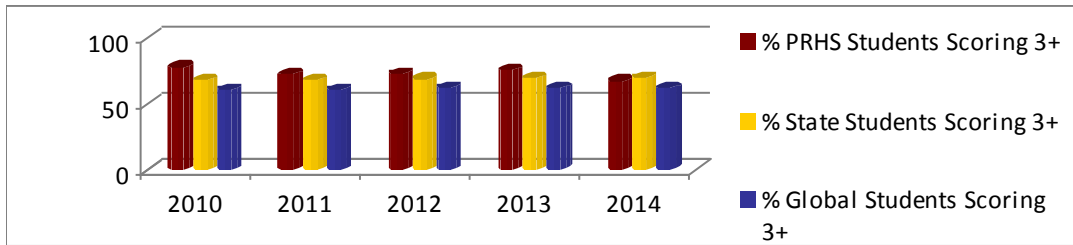
2014 PRHS AP Test Results

Subject Area Test	# Tests Taken	# Scored 3+	% Scored 3+	Avg Score
Biology	69	54	78.26	3.06
Calculus AB	25	16	64.00	3.08
Calculus BC	39	36	92.31	4.21
Chemistry	64	49	76.56	3.39
English Language	143	102	71.33	3.10
English Literature	60	47	78.33	3.28
European History	28	22	78.57	3.46
French Language	16	12	75.00	2.81
German Language	10	9	90.00	3.40
Microeconomics	122	51	41.80	2.34
Psychology	159	102	64.15	3.01
Spanish Language	8	8	100.00	4.25
Statistics	24	23	95.83	3.70
Studio Art: 2-D	14	14	100.00	3.64
Studio Art: Drawing	6	4	66.67	2.83
US Government	32	14	43.75	2.44
US History	108	82	75.93	3.29

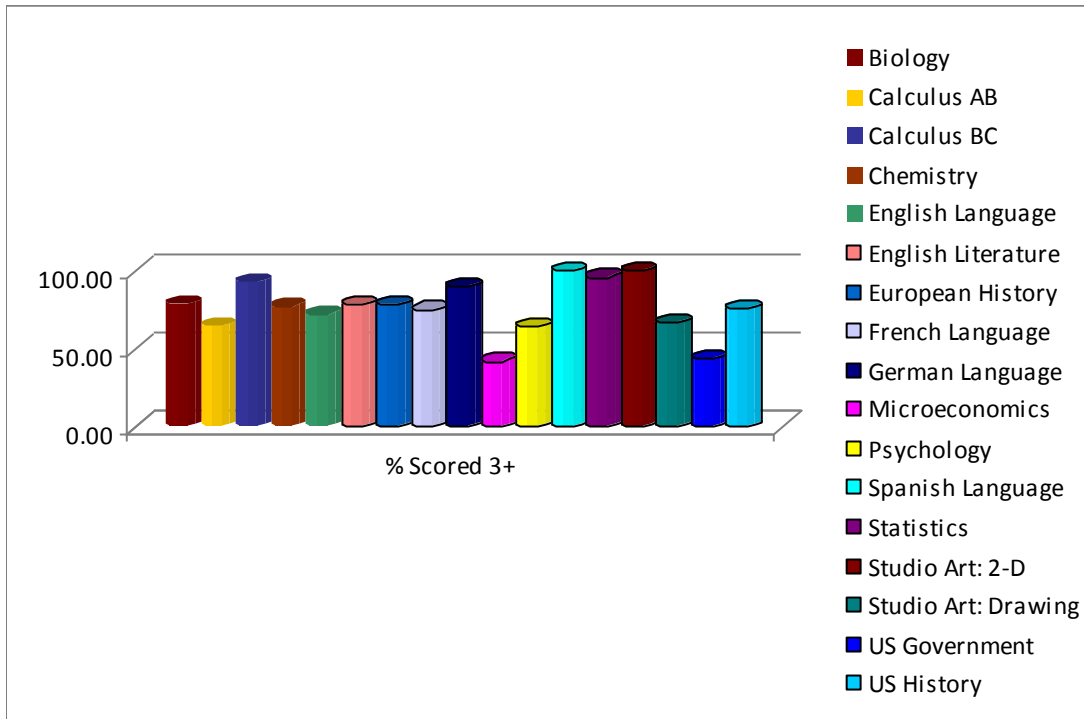
PRHS AP Test Participation over Time



PRHS AP Test Performance vs. State and Global Performance over Time



2014 PRHS AP Test Results



**Pine-Richland School District
AP Test Results
Percentages in Performance Levels over Time**

BIOLOGY

	2010	2011	2012	2013	2014	PA 2014	Global 2014
5	20.0	13.7	14.3	0	2.9	8.2	6.6
4	24.4	37.3	20.8	28.9	24.6	26.9	22.4
3	24.4	14.0	19.5	51.3	50.7	37.1	35.1
3 and above	68.8	65.0	54.6	80.2	78.2	72.2	64.1
2	13.3	17.6	22.1	18.4	18.8	22.3	27.1
1	17.8	17.6	23.3	1.3	2.9	5.5	8.7
Total Tests Taken	45	51	77	76	69	6745	214275
Average Score	3.16	3.12	2.81	3.08	3.06	3.1	2.91

CALCULUS AB

	2010	2011	2012	2013	2014	PA 2014	Global 2014
5	26.2	21.6	5.6	37.0	12.0	32.0	24.6
4	14.3	43.2	33.3	29.6	24.0	17.2	16.6
3	26.2	27.0	38.9	11.1	28.0	17.2	17.7
3 and above	66.7	91.8	77.8	77.7	64.0	66.4	58.9
2	16.7	5.4	0	18.5	32.0	9.6	10.6
1	16.7	2.7	22.2	3.7	2.9	24.0	30.5
Total Tests Taken	42	37	18	27	25	10529	294718
Average Score	3.17	3.76	3	3.78	3.08	3.24	2.94

CALCULUS BC

	2010	2011	2012	2013	2014	PA 2014	Global 2014
5	100.00	75.0	75.0	32.1	56.4	57.7	48.4
4	0	12.5	6.25	25.0	17.9	16.2	16.5
3	0	12.5	6.25	35.7	17.9	13.8	16.2
3 and above	100.00	100	87.5	92.8	92.2	87.7	81.1
2	0	0	12.5	0	5.1	3.8	5.3
1	0	0	0	7.1	2.7	8.5	13.6
Total Tests Taken	8	8	16	28	39	3562	112326
Average Score	5	4.63	4.44	3.75	4.21	4.11	3.81

CHEMISTRY

	2010	2011	2012	2013	2014	PA 2014	Global 2014
5	25.0	22.6	41.1	46.3	17.2	11.9	10.1
4	40.6	32.1	35.7	40.7	31.3	19.3	16.9
3	21.9	28.3	10.7	11.1	28.1	28.0	25.8
3 and above	87.5	83.0	87.5	98.1	76.6	59.2	52.8
2	9.3	9.4	12.5	1.9	20.3	24.9	25.8
1	3.1	7.5	0	0	3.1	15.9	21.4
Total Tests Taken	32	53	56	54	64	5587	149110
Average Score	3.75	3.53	4.05	4.13	3.39	2.87	2.68

ENGLISH LANGUAGE AND COMPOSITION

	2010	2011	2012	2013	2014	PA 2014	Global 2014
5	11.9	4.8	8.9	18.9	5.6	15.7	9.6
4	25.4	17.7	22.6	24.5	28.0	24.9	17.8
3	38.9	41.9	44.6	33.0	37.8	30.8	28.4
3 and above	76.2	64.4	76.1	76.4	71.4	71.4	55.8
2	21.4	34.7	22.6	22.6	28.0	21.7	30.1
1	2.4	0.8	1.2	0.9	0.6	6.9	14.1
Total Tests Taken	126	124	168	106	143	11109	507119
Average Score	3.23	2.91	3.15	3.38	3.1	3.21	2.79

ENGLISH LITERATURE AND COMPOSITION

	2010	2011	2012	2013	2014	PA 2014	Global 2014
5	19.4	13.7	14.8	6.1	11.7	9.5	7.7
4	33.9	21.6	23.0	19.5	30.0	21.7	17.8
3	33.9	37.3	36.1	58.5	36.7	32.4	29.6
3 and above	87.2	72.6	73.9	84.1	78.4	63.6	55.1
2	11.3	27.5	24.6	14.6	18.3	28.5	33.0
1	1.6	0	1.6	1.2	3.3	7.9	12.0
Total Tests Taken	62	51	61	82	60	11228	398744
Average Score	3.58	3.22	3.25	3.15	3.28	2.96	2.76

EUROPEAN HISTORY

	2010	2011	2012	2013	2014	PA 2014	Global 2014
5	15.6		6.1	18.5	21.4	10.5	8.6
4	6.2		25.8	22.2	42.9	20.2	16.9
3	40.6		53.0	48.1	14.3	37.4	34.0
3 and above	62.4		84.9	88.8	78.6	68.1	59.5
2	21.9		9.1	3.7	3.6	11.4	11.8
1	15.6		6.1	7.4	17.9	20.4	28.8
Total Tests Taken	32	0	66	27	28	4570	110723
Average Score	2.84		3.17	3.41	3.46	2.89	2.65

FRRENCH LANGUAGE AND CULTURE

	2010	2011	2012	2013	2014	PA 2014	Global 2014
5	0	0	0	3.6	0	12.6	18.1
4	0	6.3	0	3.6	6.2	27.9	25.9
3	18.2	6.3	50	32.1	68.8	42.0	33.4
3 and above	18.2	12.5	50	39.3	75.0	82.5	77.4
2	36.4	12.5	50	35.6	25.0	16.3	17.4
1	45.6	75.0	0	25.0	0	1.2	5.2
Total Tests Taken	11	16	2	28	16	738	22248
Average Score	1.73	1.44	2.5	2.25	2.81	3.34	3.34

GERMAN LANGUAGE AND CULTURE

	2010	2011	2012	2013	2014	PA 2014	Global 2014
5	0	16.7	0	15.0	0	16.1	22.9
4	0	33.3	75.0	20.0	60.0	28.8	22.8
3	0	16.7	25.0	35.0	30.0	33.2	27.1
3 and above	0	66.7	100.0	70.0	90.0	78.1	72.8
2	71.4	33.3	0	30.0	0.0	16.3	18.6
1	28.6	0	0	0	10.0	5.6	8.5
Total Tests Taken	7	6	8	20	10	479	5245
Average Score	1.71	3.33	3.75	3.2	3.4	3.3	3.33

MICROECONOMICS

	2010	2011	2012	2013	2014	PA 2014	Global 2014
5	21.7	14.6	9.3	7.1	4.9	18.5	15.9
4	34.8	36.6	26.7	26.2	13.9	35.1	28.9
3	13.0	12.2	21.3	22.6	22.9	22.5	20.7
3 and above	69.9	63.4	57.3	55.9	41.7	76.1	65.5
2	17.4	17.1	21.3	22.6	26.2	14.2	15.5
1	13.0	19.5	21.3	21.4	32.0	9.7	19.0
Total Tests Taken	23	41	75	84	132	2335	74534
Average Score	3.35	3.1	2.81	2.75	2.34	3.39	3.07

PSYCHOLOGY

	2010	2011	2012	2013	2014	PA 2014	Global 2014
5	27.4	21.5	13.7	13.1	17.0	21.6	18.7
4	35.8	23.0	19.3	26.9	22.6	30.7	26.8
3	19.8	23.7	24.2	19.4	24.5	20.9	19.9
3 and above	83.0	68.2	57.2	59.4	64.1	73.2	65.4
2	8.5	14.1	23.0	16.9	15.7	13.1	13.5
1	8.5	17.8	19.9	23.6	20.1	14.7	21.0
Total Tests Taken	106	135	161	160	159	7814	260475
Average Score	3.65	3.16	2.84	2.89	3.01	3.32	3.09

SPANISH LANGUAGE AND CULTURE

	2010	2011	2012	2013	2014	PA 2014	Global 2014
5	7.7	20.0	20.0	33.3	50.0	22.4	24.3
4	46.2	30.0	40.0	25.0	25.0	31.7	34.6
3	23.0	20.0	30.0	33.3	25.0	31.6	30.2
3 and above	76.9	70.0	90.0	91.6	100.0	85.7	89.1
2	23.0	20.0	0	8.3	0	11.9	9.4
1	0	10.0	10.0	0	0	2.4	1.6
Total Tests Taken	13	10	10	12	8	2033	140693
Average Score	3.38	3.3	3.6	3.83	4.25	3.6	3.7

STATISTICS

	2010	2011	2012	2013	2014	PA 2014	Global 2014
5	55.0	35.0	34.5	34.9	25.0	20.7	14.3
4	40.0	60.0	45.6	31.7	45.8	27.7	20.9
3	0	5.0	10.9	23.8	12.5	25.7	24.4
3 and above	95.0	100.0	91.0	90.4	83.3	74.1	59.6
2	0	0	7.3	9.5	12.5	14.7	17.8
1	5.0	0	1.8	0	4.2	11.2	22.6
Total Tests Taken	20	20	55	63	24	6273	184640
Average Score	4.4	4.3	4.04	3.92	3.7	3.32	2.86

STUDIO ART: 2-D DESIGN PORTFOLIO

	2010	2011	2012	2013	2014	PA 2014	Global 2014
5	0	0	18.2	0	7.1	14.5	13.8
4	23.1	40.0	18.2	44.4	50.0	25.7	29.3
3	61.5	40.0	45.5	55.6	42.9	35.7	35.0
3 and above	84.6	80.0	81.9	100	100	75.4	78.1
2	15.4	10.0	18.2	0	0	19.8	18.3
1	0	10.0	0	0	0	4.2	3.5
Total Tests Taken	13	10	11	9	14	565	27463
Average Score	3.08	3.1	3.36	3.44	3.64	3.26	3.32

STUDIO ART: DRAWING PORTFOLIO

	2010	2011	2012	2013	2014	PA 2014	Global 2014
5		37.5	12.5	15.4	0	15.1	15.8
4		0	12.5	23.1	16.6	20.1	20.8
3		62.5	62.5	38.5	50.0	43.6	40.4
3 and above		100	87.5	77.0	66.6	78.8	77.0
2		0	12.5	23.1	33.3	17.6	19.1
1		0	0	0	0	3.6	3.9
Total Tests Taken	0	8	8	13	6	438	17340
Average Score		3.75	3.25	3.31	2.83	3.25	3.26

UNITED STATES GOVERNMENT AND POLITICS

	2010	2011	2012	2013	2014	PA 2014	Global 2014
5	14.3	0	13.6	12.5	9.4	16.2	11.9
4	19.0	33.3	27.3	7.5	6.2	15.9	12.5
3	33.3	33.3	18.2	42.5	28.1	28.7	26.4
3 and above	66.6	66.6	59.1	62.5	43.7	60.8	50.8
2	19.0	33.3	36.4	17.5	31.2	22.1	24.7
1	14.3	0	4.5	20.0	25.0	17.1	24.6
Total Tests Taken	42	6	22	40	32	7590	272169
Average Score	3	3	3.09	2.75	2.44	2.92	2.62

UNITED STATES HISTORY

	2010	2011	2012	2013	2014	PA 2014	Global 2014
5	10.7	8.1	2.6	8.5	12.0	15.3	10.9
4	34.7	22.8	20.8	25.5	34.3	26.7	21.3
3	30.7	27.9	26.0	36.8	29.6	21.4	20.1
3 and above	76.1	58.8	49.4	70.8	75.9	63.4	52.3
2	14.7	32.4	36.4	25.5	18.5	23.5	27.9
1	9.3	8.8	14.3	3.8	5.6	13.1	19.7
Total Tests Taken	75	136	77	106	108	12172	465019
Average Score	3.23	2.89	2.61	3.09	3.29	3.07	2.76

AP Tests: Results and Findings[CLICK TO RETURN TO TABLE OF CONTENTS](#)

- In comparison to 2010, the total number of AP students and AP exams has increased significantly.
- In 2014, a historically high number of students were enrolled in at least one AP course. Page 140
- The percentage of Pine-Richland students scoring 3 or higher has exceeded the state and global percentage in four out of the last five years. The state percentage in 2014 (69.1%) exceeded PRSD (66.7%).
- Looking at AP test performance by Department, Math had the highest average score (3.66) and Social Studies the lowest (2.91) in 2014.
- In 2014, two of the 17 subject area tests given had average scores above 4.0 (Calculus BC and Spanish Language) and four had average scores below 3.0 (Studio Art: Drawing Portfolio, French Language, Microeconomics, and US Government and Politics).
- Based on an analysis of individual AP assessments, the following observations were made:
 - Biology - In 3+ score percentage, PRSD outpaced Pennsylvania and Global.
 - Calculus AB - In 3+ score percentage, the Pennsylvania percentage was higher than PRSD.
 - Calculus BC - In 3+ score percentage, PRSD outpaced Pennsylvania and Global results. A positive trend in the number of test takers exists over the past four years.
 - Chemistry - In 3+ score percentage, PRSD outpaced Pennsylvania and Global results. Enrollment has doubled in five years with no trend in scores.
 - English Language and Composition - High, stable enrollment and performance.
 - English Literature and Composition - In 3+ score percentage, PRSD outpaced Pennsylvania and Global results.
 - European History - In 3+ score percentage, PRSD outpaced Pennsylvania and Global results. A three-year positive trend is noted in average score.
 - French Language and Culture - Both Pennsylvania and Global 3+ percentages are greater than PRSD. The average score in 2014 was a historic high for PRSD.
 - German Language and Culture - In 3+ score percentage, PRSD outpaced Pennsylvania and Global results. No trends are noted in enrollment or average score.
 - Microeconomics - Both Pennsylvania and Global 3+ percentages are greater than PRSD. PRSD shows both a five-year positive trend in enrollment and a five-year negative trend in average score. A significant increase in the number of students taking the microeconomics AP test 84 in 2013 to 132 in 2014. Page 144
 - Psychology - Both Pennsylvania and Global 3+ percentages are greater than PRSD. No trends are noted in enrollment. A three-year positive trend in average score is evident.
 - Spanish Language and Culture - In 3+ score percentage, PRSD outpaced Pennsylvania and Global results. A four-year positive trend in average score is noted. Total enrollment appears low given overall percentage of PRSD students enrolled in beginning levels of Spanish.
 - Statistics - In 3+ score percentage, PRSD outpaced Pennsylvania and Global results. While no enrollment trend is noted, a five-year negative trend in average score is evident.
 - Studio Art (2D) Design Portfolio - In 3+ score percentage, PRSD outpaced Pennsylvania and Global results. A five year positive trend in average score is noted.

- Studio Art Drawing Portfolio - Both Pennsylvania and Global 3+ percentages are greater than PRSD. No trends are noted in either enrollment or average score.
- United States Government and Politics - Both Pennsylvania and Global 3+ percentages are greater than PRSD. A three-year negative trend in average score is evident.
- United States History - In 3+ score percentage, PRSD outpaced Pennsylvania and Global results. A three-year positive trend is noted in both total tests taken and average score.

AP Tests: Areas for Future Study

- Conduct an in-depth data analysis during the curriculum review process.
- Determine through curriculum review process the benefit of offered courses.
- Consider the district’s approach to AP (e.g., requirement vs. option to take test, impact on enrollment, reimbursement, etc.).
- Review schedule/plan for professional development of AP teachers and teachers of courses leading up to an AP course.

Conclusion and Next Steps

The results of the 2014 summative assessments of student achievement included in this report demonstrate that students at Pine-Richland perform consistently at high levels; levels above the achievement of students in Pennsylvania, nationally, and internationally. Further, this high level of achievement is found across all grade levels, student groups, and throughout the years. However, with the inclusion of PVAAS data about the growth in student learning over time, a more complex understanding of student learning emerges.

When comparing how well groups of student maintain their relative position in achievement and demonstrate adequate yearly growth, our students scoring at the Advanced level on PSSA tests do not meet the Pennsylvania standards for growth in some of the grade levels and tested areas. Accordingly, while our students score consistently at the Advanced level, an opportunity exists to help ensure more student growth in learning each year. Students scoring at the Basic and Below Basic levels on PSSA and Keystone Exams do meet or exceed state standards for growth, adequately yearly progress in their learning for many areas. Depending on the PSSA test, students scoring at the Proficient level may or may not meet the growth standard.

Student learning represents a combination of measurements: measurements of performance of different groups of students taking the same test at different times as well as measurements performances of the same students taking different tests over time. The first performance measures achievement at discrete points in time. The latter performance measures growth in student learning over time. Pine-Richland must ensure that all its students demonstrate strong learning both ways: achievement and growth.

This understanding comes at a unique moment for the district. In the 2014-2015 school year, all of our programs and departments are in the process of curriculum review. Through this critical process we have the opportunity to analyze our practices of curriculum, instruction, and assessment to ensure that all students demonstrate strong achievement and growth in their learning. It is through the curriculum review process that each department and program will be able to:

- Identify gaps in current educational practice
- Find best practices from exemplars to guide our own improvement
- Rewrite curriculum to align to revised standards
- Design instruction with rigor for all students
- Plan interventions for those students who need support to master standards
- Enrich and extend instruction for those students who master standards quickly
- Consider appropriate acceleration for those students who have already mastered standards

Throughout the process of curriculum review, data from the 2014 Academic Achievement Report will be used by administrators and teachers to make informed decisions about student learning. Data from this report will be used to examine the sequencing of courses, the development of course pathways, and the implementation of data matrices to inform educational placement decisions. This data will be used to continue the design of opportunities for supplemental instruction for students not proficient on the Keystone Exams. Areas of need for the professional development of our teachers will come as a result

of the analysis of data included here. The value of the data itself, the benefit of the information it gives, and the stretch or range of performance possible within each assessment will also be examined.

Ultimately, the importance of the Academic Achievement Report depends on the use others make of it. This year, a year of curriculum review with a district *Focus on Learning*, the report should indeed be important.