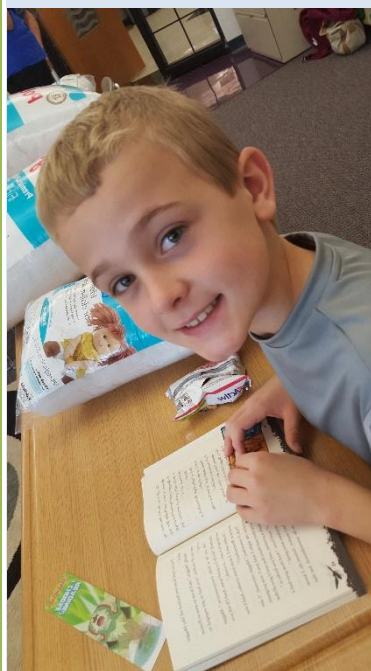
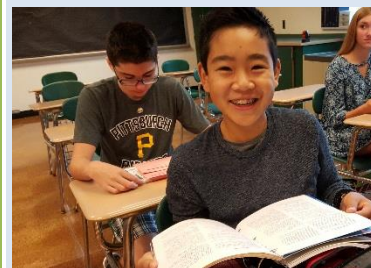


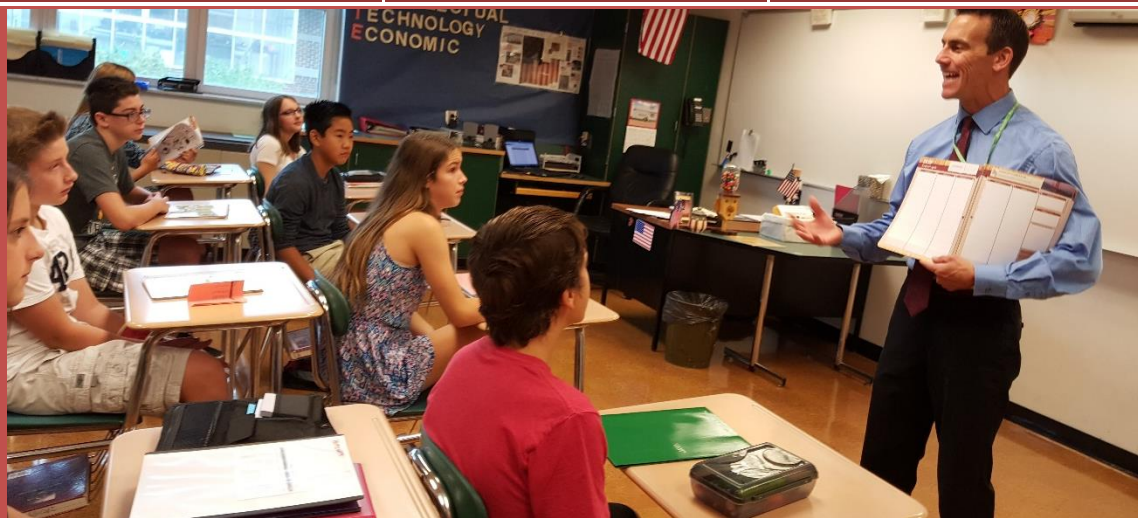
The mission of the Pine-Richland School District is to focus on learning for every student every day.

Pine-Richland School District

Academic Achievement Report



2015



702 WARRENDALE ROAD GIBSONIA, PA 15044

**Pine-Richland School District
Academic Achievement Report
November 9, 2015**

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Table of Contents

| | |
|---|-----|
| Executive Summary | 1 |
| Pennsylvania System of State Assessment (PSSA) | 3 |
| Overview of PSSAs: Achievement and Growth | 3 |
| Math Performance Levels, PVAAS, and Anchor Data | 5 |
| Grade 3 | 5 |
| Grade 4 | 11 |
| Grade 5 | 17 |
| Grade 6 | 23 |
| Grade 7 | 29 |
| Grade 8 | 35 |
| Math Results and Findings, Next Steps | 41 |
| Reading/ELA Performance Levels, PVAAS, and Anchor Data | 43 |
| Grade 3 | 43 |
| Grade 4 | 49 |
| Grade 5 | 55 |
| Grade 6 | 61 |
| Grade 7 | 67 |
| Grade 8 | 73 |
| Reading/ELA Results and Findings, Next Steps | 79 |
| Historic Writing Performance Levels and Anchor Data | 81 |
| Science Performance Levels, PVAAS, and Anchor Data | 89 |
| Science Results and Findings, Next Steps | 97 |
| Keystone Exams | 98 |
| Overview of Keystone Exams | 98 |
| Data Tables | 99 |
| Results and Findings, Next Steps | 109 |
| School Performance Profile | 111 |

Table of Contents (continued)

| | |
|---------------------------------------|-----|
| Scholastic Aptitude Test (SAT) | 113 |
| Overview of SATs | 113 |
| Data Tables | 114 |
| Results and Findings, Next Steps | 118 |
| American College Test (ACT) | 119 |
| Overview of ACTs | 119 |
| Data Tables | 120 |
| Results and Findings, Next Steps | 123 |
| Advanced Placement (AP) Tests | 124 |
| Overview of APs | 124 |
| Data Tables | 125 |
| Results and Findings, Next Steps | 132 |
| Conclusion and Next Steps | 134 |

Pine-Richland School District

Academic Achievement Report

Executive Summary

The mission of Pine-Richland School District is to focus on learning for every student every day. One of the keys to implementing this mission is the vision that learning involves both achievement and growth. The annual Academic Achievement Report presents summative data on student achievement. It also includes an analysis of growth through the Pennsylvania Value-Added Assessment System (PVAAS). Summative assessments are tests administered at a single point in time which give a snapshot of student learning. These tests are meant to measure a broad array of student knowledge and skills. They are standardized assessments which were administered in highly controlled environments and yield scores that are both reliable and valid measures of achievement.

This report presents data from the Pennsylvania State System of Assessment (PSSA) subject area tests of English Language Arts, Math, and Science and Keystone Exams in Literature, Algebra 1, and Biology. These tests were administered in the spring and are designed to test a year's worth of instruction in the content areas. The PVAAS methodology is then used to statistically analyze the achievement scores of all tests taken by students to make judgments about whether students made a year's worth of growth in their learning. Achievement and growth data are presented for the PSSAs and Keystone Exams. Other summative achievement tests reported include the Scholastic Aptitude (SAT), the American College Test (ACT), and Advanced Placement (AP) tests. Further detail about each of these tests is provided within the report.

Assessment of learning is one of the most important elements of a successful educational program. In addition to curriculum and instruction, assessment data provides information on the effectiveness of the overall educational program. Student learning is assessed using a variety of methods but this report focuses on summative achievement tests. Achievement data for Pine-Richland students within this report is compared to achievement data from other students in Pennsylvania, the nation, and global populations whenever possible. These comparisons provide a context for understanding how well we are educating our students. Finding the levels of performance and the trends in performance in addition to comparisons of performance give us a deeper understanding of the success of our educational practice, our curriculum, instruction, and assessment.

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.

Pennsylvania System of State Assessment (PSSA)

Overview of Achievement and Growth

PDE adopted new standards for Math and English Language Arts (ELA) in the spring of 2013. Spring 2015 saw the administration of newly constructed PSSA tests aligned to the new standards, known as PA Core standards. In both subject areas, the standards were revised to increase the rigor of the curriculum at each grade level. In some cases, the standards reflect a deeper understanding of concepts and skills at the same grade level. In other instances, a concept or skill was moved from the traditional grade level to an earlier grade level in the PA Core standards. Accordingly, the 2015 PSSA assessments for Math and ELA reflect increased rigor as well. Because the 2015 PSSA assessments are new tests for Math and English Language Arts, comparisons to student performance levels on past tests may not be made.

The English Language Arts (ELA) PSSA assessment is now a single test aligned to ELA PA Core standards and combines knowledge and skills of both reading and writing. Prior to the spring of 2015, students in grades 3-8 were assessed annually in a Reading PSSA and in grades 5 and 8 in a Writing PSSA. Not only are students tested on new curriculum, but the forms and types of questions within the tests have changed as well. Particularly important is the introduction of questions dependent on the reading of a given text, a process known as text-dependent analysis.

The Math PSSA is also aligned to the PA Core standards and incorporates questions that require multiple steps and the explanation of answers. Additionally, the multiple choice questions have been rewritten to include a greater number of questions using higher level thinking skills. Most the questions of the test now require student analysis and synthesis of knowledge and skill rather than recall and application of information. A close reading of the anchor descriptors provides clues about the depth of knowledge now assessed.

The PSSA tests are still scored according to the performance levels of:

- **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.

In the pages that follow, five years of historic data for Math PSSA results are given to provide a context for understanding the rigor of the newly constructed assessment. Data from the 2015 Math and ELA PSSAs are presented separately to emphasize that a new test was administered. To get a sense of how well our students performed on the new assessments, it is helpful to compare the magnitude of achievement gap between the Pine-Richland scores and state scores. Additionally, the historic data shows us the trends in our data for the past five years and will provide is a context for analyzing the trends of our data in the years ahead. Historic Reading data is also given with the 2015 ELA data shown as well. The historic Writing PSSA data is also included. Please note the Science PSSA standards and assessments have not been reconstructed. Accordingly, 2015 data are included with the historic data.

Following the presentation of PSSA performance levels, the PVAAS value-added and quintile diagnostic scores are presented for each grade level. Even with the redesigned assessments, it is still possible to statistically calculate these growth scores for the subject area PSSAs for each grade level. The value-added score indicates whether the entire grade level of students met the standard for academic growth (i.e., one year of academic growth). In order to demonstrate adequate growth, students must maintain their relative position in performance relative to all other students in the state. PVAAS quintile diagnostic scores for each grade level are also presented to check the growth of five sub-sets of students. Pine-Richland students are placed into a quintile based on their performance relative to all students in the state. The first quintile represents the growth made by students scoring in the lowest 20%. While these students will not have scored proficient or advanced on the test, they are able to demonstrate growth in their learning. The fifth quintile represents the growth made by the highest scoring 20% of students (i.e. 80%ile – 99%ile). These students will have scored proficient or above on the PSSA but may or may not have made one year’s growth in their learning.

Taken together, achievement performance levels and PVAAS growth scores provide evidence of how well our students have learned. Following the PVAAS scores is performance data on how well students mastered the content of each standard. Each assessment has assessment anchors that describe the eligible content to be tested by the assessment. Data presented are the numbers and percentages of students who got the anchor correct. The anchors for the historic Math and Reading tests are given. Presented separately are the anchor performances for the PA Core Math and ELA tests. Like the performance level data, the current anchor performance data must be interpreted separately from the historic anchor performance level data. These data help us understand areas of relative strength and weakness in our curriculum and/or instruction.

It is the intention of the district to increase the capacity of administrators, teachers, and parents to understand, analyze, and use data about student achievement and growth to make appropriate educational decisions about curriculum, instruction, and assessment. The PSSA tests are only one piece of data assessing student learning. Finding the balance between this summative test, other summative tests, and other kinds of tests is a strategic challenge for the district.

**Pine-Richland School District
PSSA Math Test Results
Achievement, Growth, and Assessment Anchors by Grade Level**

GRADE 3 PSSA MATH

HISTORIC Total Student Performance Level Percentages over Time

| | 2010 | 2011 | 2012 | 2013 | 2014 | PA 2014 |
|----------------|-------------|-------------|-------------|-------------|-------------|----------------|
| ADV | 66.8 | 71.3 | 73.8 | 66.8 | 74.0 | 39.7 |
| PROF | 29.9 | 26.4 | 22.5 | 26.5 | 22.6 | 35.3 |
| ADV/PRO | 96.7 | 97.7 | 96.3 | 93.2 | 96.6 | 75.0 |
| BASIC | 3.3 | 1.7 | 1.8 | 5.4 | 2.8 | 14.6 |
| BEL BAS | 0.0 | 0.6 | 1.8 | 1.4 | 0.6 | 10.3 |
| # TESTED | 361 | 348 | 325 | 355 | 327 | 124702 |

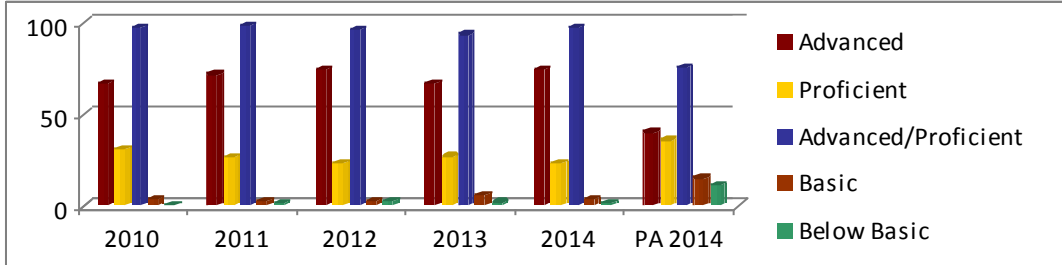
2015 PA CORE Total Student Performance Level Percentages vs. State

| | 2015 Percent | PA 2015 Percent |
|----------------|-------------------------|----------------------------|
| ADV | 48.5 | 20.0 |
| PROF | 32.3 | 28.5 |
| ADV/PRO | 80.8 | 48.5 |
| BASIC | 11.7 | 23.5 |
| BEL BAS | 7.6 | 28.5 |
| # TESTED | 291 | 125309 |
| Mean Score | 1110 | 1010 |

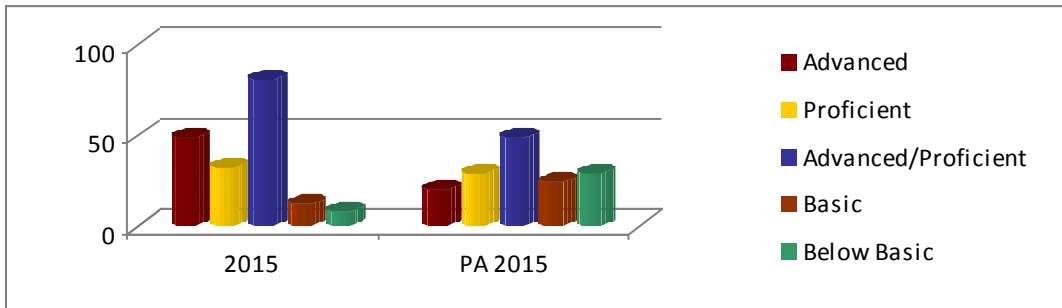
Note: For SY 2014-2015, PDE created a new PSSA Math Assessment aligned to PA Core Standards. Because Spring 2015 is the first time students took the test, no trend data is available. As this is a newly constructed test, comparisons of achievement test results from Spring 2015 to results from prior years should not be made.

GRADE 3 PSSA MATH

HISTORIC Total Student Performance Level Percentages over Time



2015 PA CORE Total Student Performance Level Percentages vs. State



GRADE 3 HISTORIC MATH Assessment Anchors

Performance Averages over Time

| | 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 | | not tested | | | not tested | | | not tested | |
| 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 | | not tested | | | not tested | | | not tested | |
| M.D.4 | | not tested | | | not tested | | | not tested | |
| 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 | | not tested | | | not tested | | | not tested | |
| M.E.3 | | not tested | | | not tested | | | not tested | |
| M.E.4 | | not tested | | | not tested | | | not tested | |

Historic Anchor Descriptors

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 GRADE 3 HISTORIC MATH Assessment Anchors

Performance Averages over Time

| | 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 | | not tested | |
| M.C.1 | 5.4 | 6 | 91 | | not tested | |
| M.C.2 | 3.7 | 4 | 92 | | not tested | |
| M.C.3 | | not tested | | | not tested | |
| 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 | | not tested | | | not tested | |
| M.D.4 | | not tested | | | not tested | |
| M.E | 7.8 | 9 | 86 | 10.2 | 11 | 93 |
| M.E.1 | 7.8 | 9 | 86 | 10.2 | 11 | 93 |
| M.E.2 | | not tested | | | not tested | |
| M.E.3 | | not tested | | | not tested | |
| M.E.4 | | not tested | | | not tested | |

Historic Anchor Descriptors (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

GRADE 3 PA CORE MATH Assessment Anchors**Performance Averages vs. State****Numbers and Operations in Base Ten**

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|-----------|------------|---------|------------|---------|------------|
| M3.A-T | 11 | 7.8 | 70.5 | 5.8 | 52.7 |
| M3. A-T.1 | 11 | 7.8 | 70.5 | 5.8 | 52.7 |

Numbers and Operations – Fractions

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| M3.A-F | 10 | 7.3 | 73.5 | 5.7 | 57.3 |
| M3.A-F.1 | 10 | 7.3 | 73.5 | 5.7 | 57.3 |

Operations and Algebraic Thinking

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| M3.B-O | 22 | 15.1 | 68.4 | 11.4 | 51.9 |
| M3.B-O.1 | 5 | 3.7 | 73.8 | 2.7 | 54.7 |
| M3.B-O.2 | 5 | 4.2 | 83.6 | 3.2 | 64.5 |
| M3.B-O.3 | 12 | 7.2 | 59.9 | 5.5 | 45.5 |

Geometry

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| M3.C-G | 10 | 7.4 | 73.6 | 6.0 | 59.5 |
| M3.C-G.1 | 10 | 7.4 | 73.6 | 6.0 | 59.5 |

Measurement and Data

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| M3.D-M | 19 | 13.0 | 68.4 | 10.2 | 53.9 |
| M3.D-M.1 | 8 | 6.2 | 77.6 | 5.0 | 62.0 |
| M3.D-M.2 | 7 | 4.3 | 61.9 | 3.3 | 47.0 |
| M3.D-M.3 | 2 | 1.3 | 66.8 | 1.1 | 56.0 |
| M3.D-M.4 | 2 | 1.1 | 56.2 | 0.9 | 43.1 |

GRADE 3 PA CORE MATH Assessment Anchors

2015 Anchor Descriptors

M3.A-T Numbers and Operations in Base Ten
M3.A-T.1 Use place-value understanding and properties of operations to perform multi-digit arithmetic

M3.A-F Numbers and Operations - Fractions
M3.A-F.1 Develop an understanding of fractions as numbers

M3.B-O Operations and Algebraic Thinking
M3.B-O.1 Represent and solve problems involving multiplication and division
M3.B-O.2 Understand properties of multiplication and the relationship between multiplication and division
M3.B-O.3 Solve problems involving the four operations, and identify and explain patterns in arithmetic

M3.C-G Geometry
M3.C-G.1 Reason with shapes and their attributes

M3.D-M Measurement and Data
M3.D-M.1 Solve problems involving measurement and estimation of intervals of time, money, liquid volumes, masses, and lengths of objects
M3.D-M.2 Represent and interpret data
M3.C-M.3 Geometric measurement: understand concepts of area and relate area to multiplication and addition
M3.C-M.4 Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measurements

**Pine-Richland School District
PSSA Math Test Results
Achievement, Growth, and Assessment Anchors by Grade Level**

GRADE 4 PSSA MATH

HISTORIC Total Student Performance Level Percentages over Time

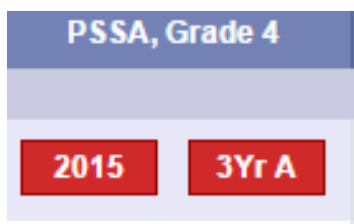
| | 2010 | 2011 | 2012 | 2013 | 2014 | PA 2014 |
|----------------|-------------|-------------|-------------|-------------|-------------|-------------|
| ADV | 67.4 | 72.1 | 74.8 | 69.3 | 77.4 | 49.2 |
| PROF | 25.3 | 19.6 | 20.6 | 21.5 | 13.2 | 27.0 |
| ADV/PRO | 92.7 | 91.7 | 95.4 | 90.8 | 90.6 | 76.2 |
| BASIC | 3.4 | 5.4 | 3.4 | 5.3 | 3.9 | 8.8 |
| BEL BAS | 4.0 | 2.9 | 1.1 | 3.8 | 5.5 | 14.9 |
| # TESTED | 328 | 373 | 349 | 339 | 363 | 126911 |

2015 PA CORE Total Student Performance Level Percentages vs. State

| | 2015 Percent | PA 2015 Percent |
|----------------|-----------------|--------------------|
| ADV | 34.9 | 16.9 |
| PROF | 35.2 | 27.5 |
| ADV/PRO | 70.1 | 44.4 |
| BASIC | 22.4 | 30.8 |
| BEL BAS | 7.5 | 24.8 |
| # TESTED | 335 | 124201 |
| Mean Score | 1060 | 1000 |

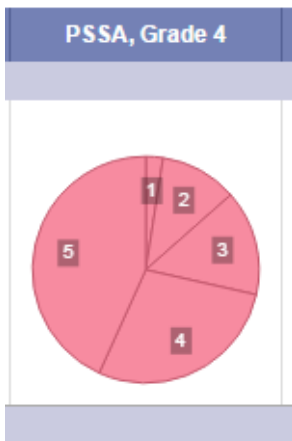
Note: For SY 2014-2015, PDE created a new PSSA Math Assessment aligned to PA Core Standards. Because Spring 2015 is the first time students took the test, no trend data is available. As this is a newly constructed test, comparisons of achievement test results from Spring 2015 to results from prior years should not be made.

PVAAS – Grade 4 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

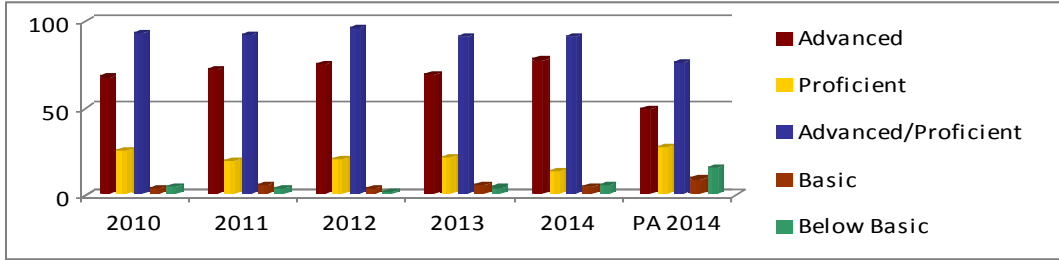


District Quintile Diagnostic

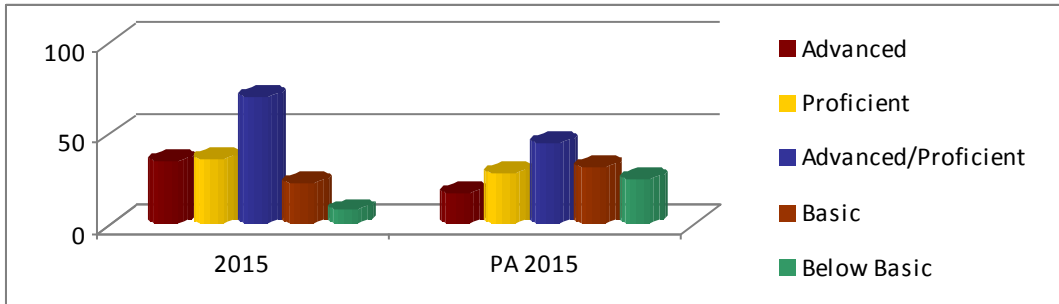
- Moderate evidence that the group exceeded the standard for PA Academic Growth.
- Evidence that the group met the standard for PA Academic Growth.
- ◆ Moderate evidence that the group did not meet the standard for PA Academic Growth.
- There were not enough students to define growth.

GRADE 4 PSSA MATH

HISTORIC Total Student Performance Level Percentages over Time



2015 PA CORE Total Student Performance Level Percentages vs. State



GRADE 4 HISTORIC MATH Assessment Anchors

Performance Averages over Time

| | 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 | | not tested | | | not tested | | | not tested | |
| M.D.4 | | not tested | | | not tested | | | not tested | |
| 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 | | not tested | | | not tested | | | not tested | |
| M.E.3 | 1.6 | 2 | 81 | 2.4 | 3 | 81 | 5.6 | 7 | 80 |
| M.E.4 | | not tested | | | not tested | | | not tested | |

Historic Anchor Descriptors

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

GRADE 4 HISTORIC MATH Assessment Anchors

Performance Averages over Time

| | 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 | | not tested | |
| 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 | | not tested | | | not tested | |
| M.D.4 | | not tested | | | not tested | |
| M.E | 7.5 | 9 | 83 | 5.6 | 7 | 79 |
| M.E.1 | 3.7 | 4 | 93 | 5.6 | 7 | 79 |
| M.E.2 | | not tested | | | not tested | |
| M.E.3 | 3.8 | 5 | 75 | | not tested | |
| M.E.4 | | not tested | | | not tested | |

Historic Anchor Descriptors (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

GRADE 4 PA CORE MATH Assessment Anchors**Performance Averages vs. State****Numbers and Operations in Base Ten**

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| M4.A-T | 14 | 10.0 | 71.1 | 8.0 | 56.8 |
| M4.A-T.1 | 6 | 3.6 | 60.4 | 2.8 | 46.8 |
| M4.A-T.2 | 8 | 6.3 | 79.1 | 5.1 | 64.4 |

Numbers and Operations – Fractions

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| M4.A-F | 15 | 9.2 | 61.1 | 7.9 | 52.4 |
| M4.A-F.1 | 2 | 1.2 | 62.4 | 1.0 | 51.3 |
| M4.A-F.2 | 5 | 3.3 | 65.9 | 3.2 | 63.4 |
| M4.A-F.3 | 8 | 4.6 | 57.7 | 3.7 | 45.7 |

Operations and Algebraic Thinking

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|-----------|------------|---------|------------|---------|------------|
| M4.B-O | 19 | 10.3 | 54.2 | 7.8 | 41.1 |
| M4.B-O.1 | 11 | 5.4 | 49.2 | 4.0 | 36.1 |
| M4. B-O.2 | 2 | 1.3 | 63.1 | 1.0 | 51.8 |
| M4.B-O.3 | 6 | 3.6 | 60.3 | 2.8 | 46.5 |

Geometry

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| M4.C-G | 11 | 6.9 | 62.8 | 5.6 | 50.9 |
| M4.C-G.1 | 11 | 6.9 | 62.8 | 5.6 | 50.9 |

Measurement and Data

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| M4.D-M | 13 | 7.2 | 55.6 | 5.4 | 41.7 |
| M4.D-M.1 | 8 | 4.0 | 49.6 | 2.7 | 33.7 |
| M4.D-M.2 | 3 | 2.0 | 66.4 | 1.7 | 57.3 |
| M4.D-M.3 | 2 | 1.3 | 63.4 | 1.0 | 50.1 |

GRADE 4 PA CORE MATH Assessment Anchors**2015 Anchor Descriptors****M4.A-T Numbers and Operations in Base Ten**

- M4.A-T.1 Generalize place-value understanding of multi-digit whole numbers
- M4.A-T.2 Use place-value understanding and properties of operations to perform multi-digit arithmetic

M4.A-F Numbers and Operations-Fractions

- M4.A-F.1 Extend understanding of fraction equivalence and ordering
- M4.A-F.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers
- M4.A-F.3 Understand decimal notion for fractions and compare decimal fractions

M4.BO Operations and Algebraic Thinking

- M4.B-O.1 Use the four operations with whole numbers to solve problems
- M4.B-O.2 Gain familiarity with factors and multiples
- M4.B-O.3 Generate and analyze patterns

M4.C-G Geometry

- M4.C-G.1 Draw and identify lines and angles, and classify shapes by the properties of their lines and angles

M4.D-M Measurement and Data

- M4.D-M.1 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit
- M4.D-M.2 Represent and interpret data
- M4.D-M.3 Geometric measurement: understand concepts of angle; measure and create angles

**Pine-Richland School District
PSSA Math Test Results
Achievement, Growth, and Assessment Anchors by Grade Level**

GRADE 5 PSSA MATH

HISTORIC Total Student Performance Level Percentages over Time

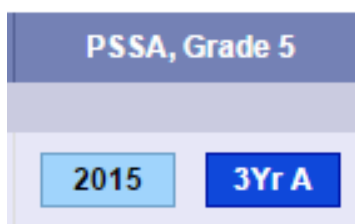
| | 2010 | 2011 | 2012 | 2013 | 2014 | PA 2014 |
|----------------|-------------|-------------|-------------|-------------|-------------|-------------|
| ADV | 57.1 | 57.3 | 61.6 | 64.4 | 60.8 | 44.4 |
| PROF | 25.2 | 28.5 | 24.0 | 27.0 | 24.4 | 22.8 |
| ADV/PRO | 82.5 | 85.8 | 85.6 | 91.4 | 85.2 | 67.2 |
| BASIC | 13.0 | 11.0 | 11.5 | 8.3 | 8.9 | 17.4 |
| BEL BAS | 4.5 | 3.3 | 2.9 | 0.3 | 5.8 | 15.4 |
| # TESTED | 331 | 337 | 375 | 348 | 360 | 126693 |

2015 PA CORE Total Student Performance Level Percentages vs. State

| | 2015 Percent | PA 2015 Percent |
|----------------|-----------------|--------------------|
| ADV | 32.0 | 15.4 |
| PROF | 40.2 | 27.4 |
| ADV/PRO | 72.2 | 42.8 |
| BASIC | 17.6 | 31.3 |
| BEL BAS | 10.2 | 25.9 |
| # TESTED | 353 | 126683 |
| Mean Score | 1070 | 990 |

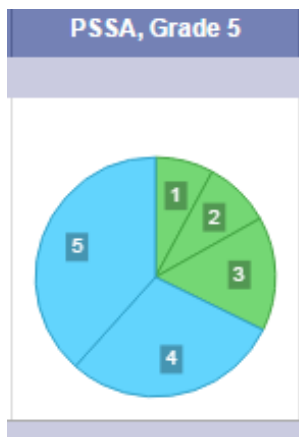
Note: For SY 2014-2015, PDE created a new PSSA Math Assessment aligned to PA Core Standards. Because Spring 2015 is the first time students took the test, no trend data is available. As this is a newly constructed test, comparisons of achievement test results from Spring 2015 to results from prior years should not be made.

PVAAS – Grade 5 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

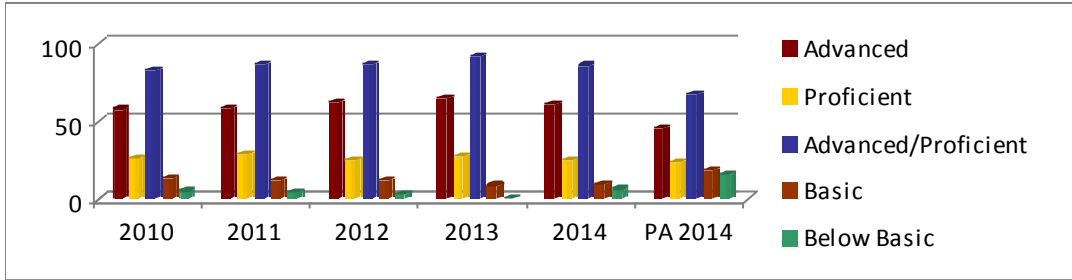


District Quintile Diagnostic

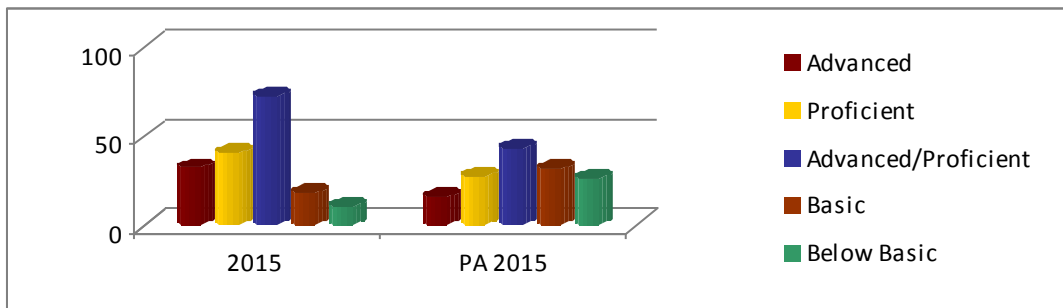
- Moderate evidence that the group exceeded the standard for PA Academic Growth.
- Evidence that the group met the standard for PA Academic Growth.
- ◆ Moderate evidence that the group did not meet the standard for PA Academic Growth.
- There were not enough students to define growth.

GRADE 5 PSSA MATH

HISTORIC Total Student Performance Level Percentages over Time



2015 PA CORE Total Student Performance Level Percentages vs. State



GRADE 5 HISTORIC MATH Assessment Anchors

Performance Averages over Time

| | 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 | | not tested | | | not tested | | | not tested | |
| 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 | | not tested | | | not tested | | | not tested | |
| M.D.4 | | not tested | | | not tested | | | not tested | |
| M.E | 6.5 | 9 | 73 | 7.9 | 10 | 79 | 8.0 | 11 | 72 |
| M.E.1 | | | | 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 | | not tested | | | not tested | | | not tested | |

Historic Anchor Descriptors

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

GRADE 5 HISTORIC MATH Assessment Anchors

Performance Averages over Time

| | 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 | | not tested | |
| 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 | | not tested | |
| M.C.3 | | not tested | | | not tested | |
| 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 | | not tested | |
| M.D.3 | | not tested | | | not tested | |
| M.D.4 | | not tested | | | not tested | |
| 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 | | not tested | |
| M.E.3 | 1.7 | 2 | 87 | | not tested | |
| M.E.4 | | not tested | | | not tested | |

Historic Anchor Descriptors (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

GRADE 5 PA CORE MATH Assessment Anchors

Performance Averages vs. State

Numbers and Operations in Base Ten

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|-----------|------------|---------|------------|---------|------------|
| M5.A-T | 18 | 12.4 | 68.7 | 10.2 | 56.6 |
| M5. A-T.1 | 10 | 6.3 | 62.6 | 5.2 | 52.2 |
| M5.A-T.2 | 8 | 6.1 | 76.4 | 5.0 | 62.2 |

Numbers and Operations – Fractions

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| M5.A-F | 20 | 11.9 | 59.6 | 9.6 | 48.2 |
| M5.A-F.1 | 6 | 3.9 | 64.6 | 3.2 | 53.8 |
| M5.A-F.2 | 14 | 8.1 | 57.5 | 6.4 | 45.8 |

Operations and Algebraic Thinking

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| M5.B-O | 11 | 6.5 | 58.8 | 5.0 | 45.7 |
| M5.B-O.1 | 4 | 3.0 | 74.4 | 2.6 | 64.3 |
| M5.B-O.2 | 7 | 3.5 | 49.9 | 2.5 | 35.2 |

Geometry

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| M5.C-G | 10 | 7.2 | 72.5 | 5.6 | 56.4 |
| M5.C-G.1 | 6 | 4.9 | 82.2 | 3.9 | 65.1 |
| M5.C-G.2 | 4 | 2.3 | 57.9 | 1.7 | 43.5 |

Measurement and Data

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| M5.D-M | 13 | 7.4 | 57.2 | 5.2 | 39.8 |
| M5.D-M.1 | 2 | 1.3 | 63.2 | 0.9 | 45.7 |
| M5.D-M.2 | 3 | 1.6 | 54.4 | 1.2 | 38.6 |
| M5.D-M.3 | 8 | 4.5 | 56.7 | 3.1 | 38.8 |

GRADE 5 PA CORE MATH Assessment Anchors

2015 Anchor Descriptors

M5.A-T Numbers and Operations in Base Ten

M5.A-T.1 Understand the place-value system

M5.A-T.2 Perform operations with multi-digit whole numbers and decimals to hundredths

M5.A-F Numbers and Operations - Fractions

M5.A-F.1 Use equivalent fractions as a strategy to add and subtract fractions

M5.A-F.2 Apply and extend previous understanding of multiplication and division to multiply and divide fractions

M5.B.O Operations and Algebraic Thinking

M5.B-O.1 Write and interpret numerical expressions

M5.B-O.2 Analyze patterns and relationships

M5.C-G Geometry

M5.C-G.1 Graph points on the coordinate plane to solve real-world and mathematical problems

M5.D-M Measurement and Data

M5.C-G.2 Classify two-dimensional figures into categories based on their properties

M5.D-M.1 Convert like measurement units within a given measurement system

M5.D-M.2 Represent and interpret data

M5.D-M.3 Geometric measurement: understand concepts of volume and relate volume to multiplication and addition

**Pine-Richland School District
PSSA Math Test Results
Achievement , Growth, and Assessment Anchors by Grade Level**

GRADE 6 PSSA MATH

HISTORIC Total Student Performance Level Percentages over Time

| | 2010 | 2011 | 2012 | 2013 | 2014 | PA 2014 |
|----------------|-------------|-------------|-------------|-------------|-------------|-------------|
| ADV | 68.2 | 76.1 | 77.6 | 70.5 | 71.4 | 48.7 |
| PROF | 18.6 | 15.2 | 15.7 | 19.9 | 17.6 | 23.2 |
| ADV/PRO | 86.8 | 91.3 | 93.3 | 90.4 | 89.0 | 71.9 |
| BASIC | 7.9 | 4.8 | 4.4 | 4.7 | 7.1 | 13.9 |
| BEL BAS | 5.4 | 3.9 | 2.3 | 4.9 | 4.0 | 14.1 |
| # TESTED | 355 | 335 | 343 | 387 | 353 | 126128 |

2015 PA CORE Total Student Performance Level Percentages vs. State

| | 2015 Percent | PA 2015 Percent |
|----------------|-----------------|--------------------|
| ADV | 29.6 | 11.3 |
| PROF | 39.6 | 28.4 |
| ADV/PRO | 69.2 | 39.7 |
| BASIC | 24.9 | 35.1 |
| BEL BAS | 5.8 | 25.2 |
| # TESTED | 361 | 126413 |
| Mean Score | 1050 | 980 |

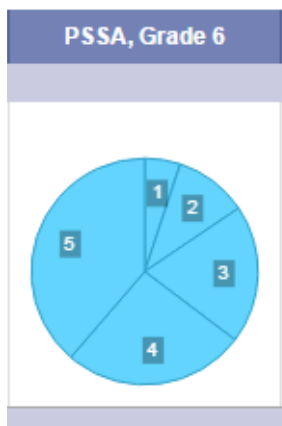
Note: For SY 2014-2015, PDE created a new PSSA Math Assessment aligned to PA Core Standards. Because Spring 2015 is the first time students took the test, no trend data is available. As this is a newly constructed test, comparisons of achievement test results from Spring 2015 to results from prior years should not be made.

PVAAS – Grade 6 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

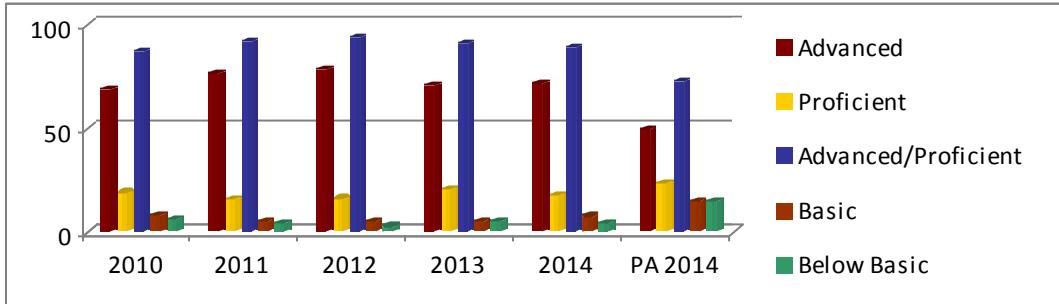


District Quintile Diagnostic

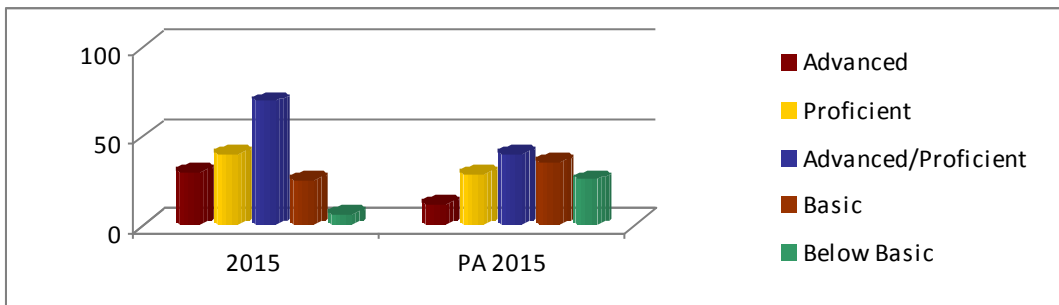
- Moderate evidence that the group exceeded the standard for PA Academic Growth.
- Evidence that the group met the standard for PA Academic Growth.
- ◆ Moderate evidence that the group did not meet the standard for PA Academic Growth.
- There were not enough students to define growth.

GRADE 6 PSSA MATH

HISTORIC Total Student Performance Level Percentages over Time



2015 PA CORE Total Student Performance Level Percentages vs. State



GRADE 6 HISTORIC MATH Assessment Anchors

Performance Averages over Time

| | 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 | | not tested | | | not tested | | | not tested | |
| 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 | | not tested | | | not tested | | | not tested | |
| M.D.4 | | not tested | | | not tested | | | not tested | |
| 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 | | not tested | | | not tested | | | not tested | |

Historic Math Anchor Descriptors

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

GRADE 6 HISTORIC MATH Assessment Anchors

Performance Averages over Time

| | 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 | | not tested | |
| M.B.1 | 1.2 | 2 | 62 | | not tested | |
| M.B.2 | 5.7 | 8 | 72 | | not tested | |
| M.C | 9.3 | 12 | 78 | 7.5 | 11 | 68 |
| M.C.1 | 7.7 | 10 | 77 | | not tested | |
| M.C.2 | | not tested | | | not tested | |
| 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 | | not tested | |
| M.D.2 | 9.2 | 12 | 76 | 11.8 | 15 | 79 |
| M.D.3 | | not tested | | | not tested | |
| M.D.4 | | not tested | | | not tested | |
| 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 | | not tested | |
| M.E.4 | | not tested | | | not tested | |

Historic Math Anchor Descriptors (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

GRADE 6 2015 PA CORE MATH Assessment Anchors**Performance Averages vs. State****The Number System**

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|-----------|------------|---------|------------|---------|------------|
| M6.A-N | 14 | 10.3 | 73.4 | 8.4 | 59.8 |
| M6. A-N.1 | 2 | 1.3 | 64.5 | 1.0 | 51.3 |
| M6.A-N.2 | 4 | 3.3 | 82.8 | 2.7 | 67.3 |
| M6.A-N.3 | 8 | 5.7 | 71.0 | 4.7 | 58.2 |

Ratios and Proportional Relationships

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| M6.A-R | 12 | 8.9 | 73.9 | 7.5 | 62.1 |
| M6.A-R.1 | 12 | 8.9 | 73.9 | 7.5 | 62.1 |

Expressions and Equations

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| M6.B-E | 21 | 13.9 | 66.2 | 10.7 | 50.8 |
| M6.B-E.1 | 12 | 7.6 | 63.5 | 5.7 | 47.8 |
| M6.B-E.2 | 6 | 4.2 | 70.8 | 3.4 | 56.1 |
| M6.B-E.3 | 3 | 2.0 | 68.2 | 1.6 | 52.0 |

Geometry

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| M6.C-G | 11 | 6.8 | 62.3 | 5.5 | 49.7 |
| M6.C-G.1 | 11 | 6.8 | 62.3 | 5.5 | 49.7 |

Statistics and Probability

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| M6.D-S | 14 | 8.4 | 59.9 | 6.6 | 46.8 |
| M6.D-S.1 | 14 | 8.4 | 59.9 | 6.6 | 46.8 |

GRADE 6 2015 PA CORE MATH Assessment Anchors

2015 Anchor Descriptors

M6.A-N The Number System

M6.A-N.1 Apply and extend previous understandings of multiplication and division to divide fractions by fractions

M6.A-N.2 Compute with multi-digit numbers and find common factors and multiples

M6.A-N.3 Apply and extend previous understandings of numbers to the system of rational numbers

M6.A-R Ratios and Proportional Relationships

M6.A-R.1 Understand ratio concepts and use ratio reasoning to solve problems

M6.B-E Expressions and Equations

M6.B-E.1 Apply and extend previous understanding of arithmetic to numerical and algebraic expressions

M6.B-E.2 Interpret and solve one-variable equations and inequalities

M6.B-E.3 Represent and analyze quantitative relationships between dependent and independent variables

M6.C-G Geometry

M6-C.G.1 Solve real-world and mathematical problems involving area, surface area, and volume

M6.D-S Statistics and Probability

M6-S.1 Demonstrate understanding of statistical variability by summarizing and describing distributions

**Pine-Richland School District
PSSA Math Test Results
Achievement and Growth by Grade Level**

GRADE 7 PSSA MATH

HISTORIC Total Student Performance Level Percentages over Time

| | 2010 | 2011 | 2012 | 2013 | 2014 | PA 2014 |
|----------------|-------------|-------------|-------------|-------------|-------------|-------------|
| ADV | 67.0 | 68.8 | 77.5 | 72.2 | 69.3 | 52.1 |
| PROF | 23.9 | 19.3 | 15.3 | 18.1 | 20.1 | 23.6 |
| ADV/PRO | 90.9 | 88.1 | 92.8 | 90.3 | 89.4 | 75.7 |
| BASIC | 5.9 | 6.5 | 4.8 | 5.6 | 5.7 | 11.7 |
| BEL BAS | 3.1 | 5.4 | 2.4 | 4.2 | 4.9 | 12.6 |
| # TESTED | 360 | 353 | 383 | 364 | 388 | 130189 |

2015 PA CORE Total Student Performance Level Percentages vs. State

| | 2015 Percent | PA 2015 Percent |
|----------------|-----------------|--------------------|
| ADV | 13.0 | 9.6 |
| PROF | 37.0 | 23.4 |
| ADV/PRO | 50.0 | 33.0 |
| BASIC | 36.7 | 33.4 |
| BEL BAS | 13.3 | 33.5 |
| # TESTED | 346 | 126299 |
| Mean Score | 1010 | 960 |

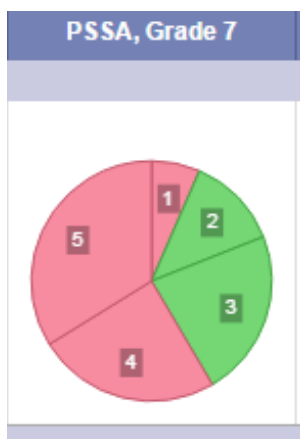
Note: For SY 2014-2015, PDE created a new PSSA Math Assessment aligned to PA Core Standards. Because Spring 2015 is the first time students took the test, no trend data is available. As this is a newly constructed test, comparisons of achievement test results from Spring 2015 to results from prior years should not be made.

PVAAS – Grade 7 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

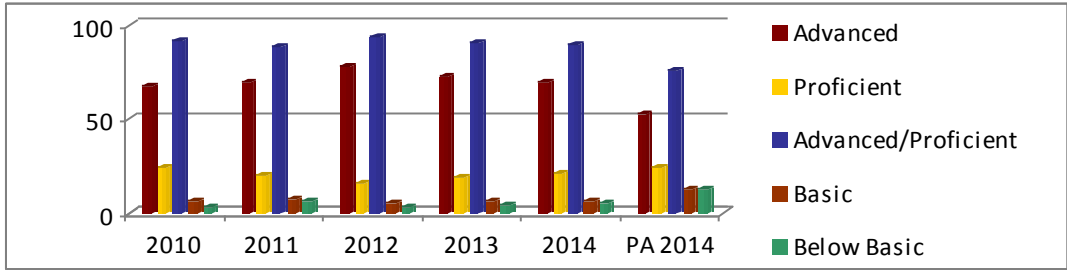


District Quintile Diagnostic

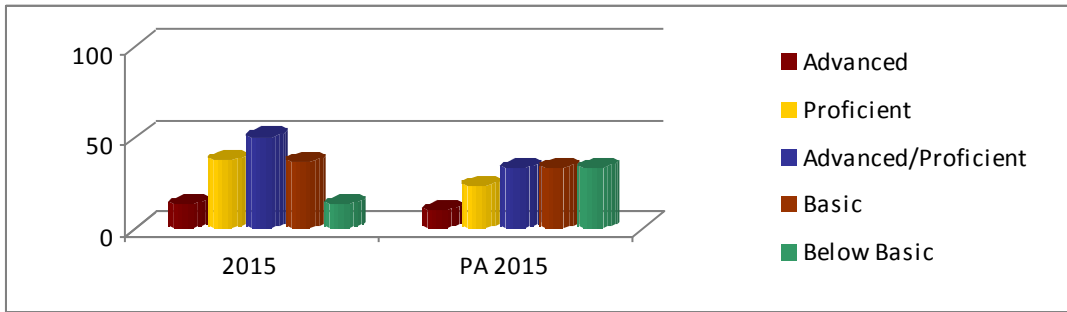
- Moderate evidence that the group exceeded the standard for PA Academic Growth.
- Evidence that the group met the standard for PA Academic Growth.
- ◆ Moderate evidence that the group did not meet the standard for PA Academic Growth.
- There were not enough students to define growth.

GRADE 7 PSSA MATH

HISTORIC Total Student Performance Level Percentages over Time



2015 PA CORE Total Student Performance Level Percentages vs. State



GRADE 7 HISTORIC MATH Assessment Anchors

Performance Averages over Time

| | 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 | | not tested | | | not tested | | | not tested | |
| 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 | | not tested | | | not tested | | | not tested | |
| 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 |

Historic Anchor Descriptors

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

GRADE 7 HISTORIC MATH Assessment Anchors

Performance Averages over Time

| | 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 | | not tested | |
| M.B.2 | 3.4 | 5 | 67 | 8.9 | 12 | 75 |
| M.C | 12.3 | 14 | 88 | | not tested | |
| M.C.1 | 7.7 | 9 | 86 | | not tested | |
| M.C.2 | | not tested | | | not tested | |
| M.C.3 | 4.6 | 5 | 92 | | not tested | |
| M.D | 13.9 | 19 | 73 | 17.2 | 24 | 72 |
| M.D.1 | 1.8 | 3 | 61 | | | |
| 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 | | not tested | | | not tested | |
| M.E | 8.8 | 12 | 74 | 9.3 | 14 | 66 |
| M.E.1 | 1.5 | 2 | 74 | | not tested | |
| M.E.2 | 2.5 | 3 | 85 | | not tested | |
| M.E.3 | 3.4 | 5 | 69 | 6.5 | 10 | 65 |
| M.E.4 | 1.4 | 2 | 69 | 2.8 | 4 | 70 |

Historic Anchor Descriptors (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

GRADE 7 2015 PA CORE MATH Assessment Anchors

The Number System

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| M7.A-N | 11 | 6.7 | 60.9 | 5.2 | 46.9 |
| M7.A-N.1 | 11 | 6.7 | 60.9 | 5.2 | 46.9 |

Ratios and Proportional Relationships

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| M7.A-R | 18 | 10.6 | 58.9 | 9.1 | 50.7 |
| M7.A-R.1 | 18 | 10.6 | 58.9 | 9.1 | 50.7 |

Expressions and Equations

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| M7.B-E | 19 | 9.2 | 48.5 | 8.0 | 42.3 |
| M7.B-E.1 | 8 | 2.9 | 36.8 | 2.6 | 32.3 |
| M7.B-E.2 | 11 | 6.3 | 57.0 | 5.5 | 49.6 |

Geometry

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| M7.C-G | 13 | 7.5 | 58.0 | 6.6 | 50.7 |
| M7.C-G.1 | 6 | 3.8 | 62.5 | 3.4 | 56.1 |
| M7.C-G.2 | 7 | 3.8 | 54.0 | 3.2 | 46.1 |

Statistics and Probability

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| M7.D-S | 11 | 7.5 | 68.3 | 6.3 | 57.0 |
| M7.D-S.1 | 3 | 2.0 | 67.9 | 1.8 | 60.8 |
| M7.D-S.2 | 2 | 1.3 | 63.2 | 1.0 | 51.3 |
| M7.D-S.3 | 6 | 4.2 | 70.1 | 3.4 | 57.0 |

GRADE 7 2015 PA CORE MATH Assessment Anchors

2015 Anchor Descriptors

M7.A-N The Number System

M7.A-N.1 Apply and extend previous understandings of operations to add, subtract, and divide rational numbers

M7.A-R Ratios and Proportional Relationships

M7.A-R.1 Demonstrate an understanding of proportional relationships

M7.B-E Expressions and Equations

M7.B-E.1 Represent expressions in equivalent forms

M7.B-E.2 Solve real-world mathematical problems using mathematical and algebraic expressions, equations, and inequalities

M7.C-G Geometry

M7.C-G.1 Demonstrate an understanding of geometric figures and their properties

M7.C-G.2 Solve real-world and mathematical problems involving angle measure, circumference, area, surface area, and volume

M7.D-S Statistics and Probability

M7.D-S.1 Use random sampling to draw inferences about a population

M7.D-S.2 Draw comparative inferences about a population

M7.D-S.3 Investigate chance processes and develop, use, and evaluate probability models

**Pine-Richland School District
PSSA Math Test Results
Achievement, Growth, and Assessment Anchors by Grade Level**

GRADE 8 PSSA MATH

HISTORIC Total Student Performance Level Percentages over Time

| | 2010 | 2011 | 2012 | 2013 | 2014 | PA 2014 |
|----------------|-------------|-------------|-------------|-------------|-------------|-------------|
| ADV | 66.3 | 70.7 | 76.5 | 69.9 | 75.5 | 52.0 |
| PROF | 23.9 | 23.1 | 19.4 | 22.9 | 17.5 | 21.6 |
| ADV/PRO | 90.2 | 93.8 | 95.9 | 92.8 | 93.0 | 73.6 |
| BASIC | 8.1 | 5.4 | 2.9 | 3.7 | 5.0 | 10.8 |
| BEL BAS | 1.7 | 0.8 | 1.2 | 3.4 | 1.9 | 15.6 |
| # TESTED | 356 | 373 | 347 | 349 | 364 | 131363 |

2015 PA CORE Total Student Performance Level Percentages vs. State

| | 2015 Percent | PA 2015 Percent |
|----------------|--------------|-----------------|
| ADV | 13.3 | 8.0 |
| PROF | 31.4 | 21.8 |
| ADV/PRO | 44.7 | 29.8 |
| BASIC | 39.8 | 32.6 |
| BEL BAS | 15.6 | 37.7 |
| # TESTED | 392 | 128859 |
| Mean Score | 1000 | 950 |

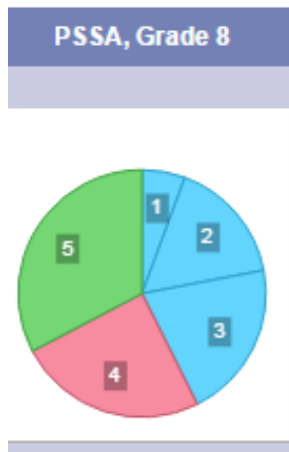
Note: For SY 2014-2015, PDE created a new PSSA Math Assessment aligned to PA Core Standards. Because Spring 2015 is the first time students took the test, no trend data is available. As this is a newly constructed test, comparisons of achievement test results from Spring 2015 to results from prior years should not be made.

PVAAS – Grade 8 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

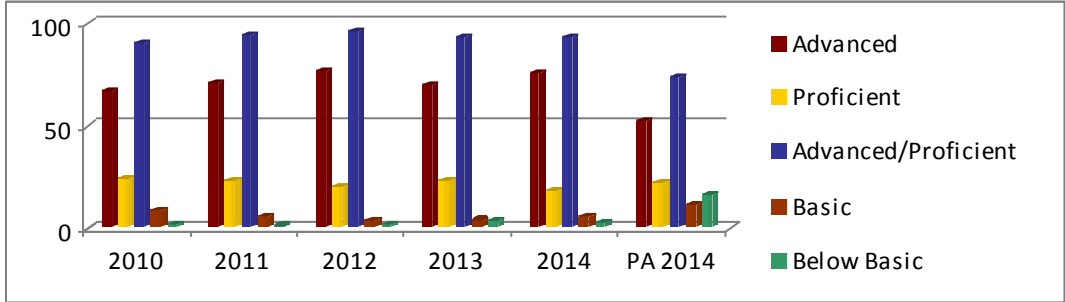


District Quintile Diagnostic

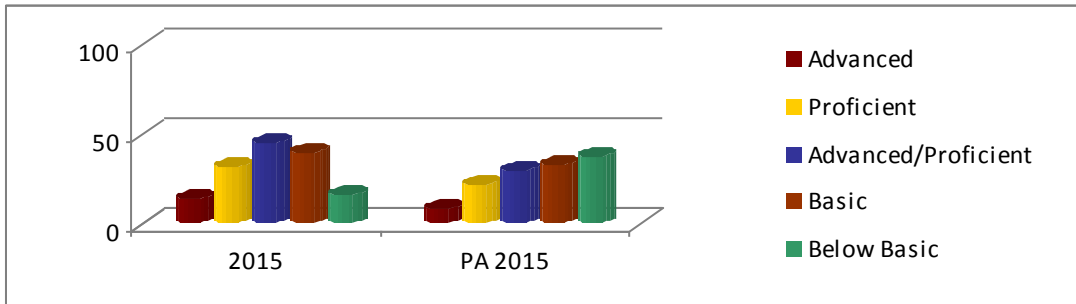
- Moderate evidence that the group exceeded the standard for PA Academic Growth.
- Evidence that the group met the standard for PA Academic Growth.
- ◆ Moderate evidence that the group did not meet the standard for PA Academic Growth.
- There were not enough students to define growth.

GRADE 8 PSSA MATH

HISTORIC Total Student Performance Level Percentages over Time



2015 PA CORE Total Student Performance Level Percentages vs. State



GRADE 8 HISTORIC MATH Assessment Anchors

Performance Averages over Time

| | 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 | | not tested | | | not tested | | | not tested | |
| 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 | | not tested | | | not tested | | | not tested | |
| 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 | | not tested | | | not tested | | | not tested | |
| 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 |

Historic Anchor Descriptors

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

GRADE 8 HISTORIC MATH Assessment Anchors

Performance Averages over Time

| | 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 | | not tested | |
| M.B | 8.7 | 11 | 79 | | not tested | |
| M.B.1 | 3.2 | 4 | 81 | | not tested | |
| M.B.2 | 5.5 | 7 | 78 | | not tested | |
| M.C | 10.2 | 13 | 79 | 9.1 | 14 | 65 |
| M.C.1 | 7.5 | 10 | 75 | 9.1 | 14 | 65 |
| M.C.2 | | not tested | | | not tested | |
| M.C.3 | 2.8 | 3 | 92 | | not tested | |
| 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 | | not tested | | | not tested | |
| 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 | | not tested | |
| M.E.2 | | not tested | | | not tested | |
| M.E.3 | 4.5 | 7 | 64 | | not tested | |
| M.E.4 | 0.6 | 1 | 60 | 9.3 | 11 | 84 |

Historic Anchor Descriptors (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

GRADE 8 2015 PA CORE MATH Assessment Anchors**Performance Averages vs. State****The Number System**

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| M8.A-N | M8.A-N | 12 | 6.5 | 53.9 | 5.6 |
| M8.A-N.1 | M8.A-N.1 | 12 | 6.5 | 53.9 | 5.6 |

Expressions and Equations

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| M8.B-E | 23 | 12.6 | 54.6 | 10.2 | 44.6 |
| M8.B-E.1 | 8 | 4.7 | 59.0 | 3.9 | 48.8 |
| M8.B-E.2 | 8 | 4.0 | 49.8 | 3.1 | 39.2 |
| M8.B-E.3 | 7 | 3.9 | 55.2 | 3.1 | 44.7 |

Functions

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| M8.B-F | 15 | 8.9 | 59.6 | 7.6 | 50.5 |
| M8.B-F.1 | 9 | 4.6 | 51.3 | 4.1 | 45.8 |
| M8.B-F.2 | 6 | 4.3 | 71.9 | 3.5 | 57.7 |

Geometry

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| M8.C-G | 12 | 4.9 | 40.9 | 4.5 | 37.4 |
| M8.C-G.1 | 4 | 2.2 | 54.9 | 1.9 | 46.6 |
| M8.C-G.2 | 6 | 1.7 | 28.9 | 1.7 | 28.8 |
| M8.C-G.3 | 2 | 1.0 | 49.1 | 0.9 | 44.7 |

Statistics and Probability

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| M8.D-S | 10 | 6.6 | 66.4 | 5.4 | 54.1 |
| M8.D-S.1 | 10 | 6.6 | 66.4 | 5.4 | 54.1 |

GRADE 8 2015 PA CORE MATH Assessment Anchors

2015 Anchor Descriptors

M8.A-N The Number System

M8.A-N.1 Demonstrate an understanding of rational and irrational numbers

M8.B-E Expressions and Equations

M8.B-E.1 Demonstrate an understanding of expressions and equations with radicals and integer exponents

M8.B-E.2 Understand the connections between proportional relationships, lines, and linear equations

M8.B-E.3 Analyze and solve linear equations and pairs of simultaneous linear equations

M8.B-F Functions

M8.B-F.1 Analyze and interpret functions

M8.B-F.2 Use functions to model relationships between quantities

M8.C-G Geometry

M8.C-G.1 Demonstrate an understanding of geometric transformations

M8.C-G.2 Understand and apply the Pythagorean Theorem

M8.C-G.3 Solve real-world and mathematical problems involving volume

M8-D.S Statistics and Probability

M8.D-S.1 Investigate patterns of association in bivariate data

PSSA MATH

Results and Findings

- Pine-Richland students outperformed the state average at all levels of the PSSA Math assessment.
- At the state level, the percentage of combined advanced/proficient students on the third grade PSSA Math assessment dropped from 75% in 2014 to 48.5% in 2015 given the revised assessment (i.e., 26.5%)..
 - In Pine-Richland, the percentage of combined advanced/proficient students on the third grade PSSA Math assessment dropped from 96.6% in 2014 to 80.8% in 2015 (i.e., 15.8%)
 - It is important to note that these are different groups of students.
- Instead of continuing this analysis for each level in detail, we can consider how the rigor and average scores changed at both the statewide and local levels. While we are comparing different cohorts of students*, we CAN learn about the test itself. It reinforces past statements that “not all tests are created equal” in the PSSA.

PRSD vs. PA Math - Combined Percentage Advanced/Proficient

| | PA 3rd | PR 3rd | PA 4th | PR 4th | PA 5th | PR 5th | PA 6th | PR 6th | PA 7th | PR 7th | PA 8th | PR 8th |
|---------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2014 | 75.0 | 96.6 | 76.2 | 90.6 | 67.2 | 85.2 | 71.9 | 89.0 | 75.7 | 89.4 | 73.6 | 93.0 |
| 2015 | 48.5 | 80.8 | 44.4 | 70.1 | 42.8 | 72.2 | 39.7 | 69.2 | 33.0 | 50.0 | 29.8 | 44.7 |
| Delta* | (26.5) | (19.8) | (31.8) | (20.5) | (24.4) | (13.0) | (32.2) | (19.8) | (42.7) | (39.4) | (43.8) | (48.3) |

*Different cohorts of students. Data presented to illustrate significant change in test rigor.

- In 2014, we can infer that the fifth grade test was the most difficult and the sixth grade test was second-most difficult. With the revised PSSA in 2015, we can now infer that the eighth grade test is the most rigorous followed by the seventh grade test. In fact, we see a state trend in combined percentage of advanced/proficient students “peaking” in third grade at 48.5% and steadily decreasing to eighth grade at 29.8%.
- In almost every case, the PRSD math results show evidence that the drop in combined levels of advanced/proficient performance were less than those experienced across the state (with the exception of grade 8).
- The analysis of student performance by assessment anchors helps us understand areas of relative strength and need with a higher level of meaning. Average results by assessment anchor can also be compared between PRSD and the state.
- Based on the 2015 PSSA Math results for third grade, the Measurement and Data Assessment Anchor shows the area of greatest need. In contrast, both the Geometry Assessment Anchor and the Number and Operations (Fractions) Assessment Anchor are relative strengths.
 - Further analysis by building and grade level teams may be useful in giving additional context to the curriculum writing process.

- Anchors related to problem solving (M4.B-O.1, M4.D-M.1) continue to cause students problems. This is consistent in other grade levels as well.
- Differences in performance across the three primary schools provide an opportunity to examine practices and approaches used in one building versus another. By sharing those practices, we have an opportunity to enhance learning for all students.
 - Further analysis by classroom may also be possible in the future.
- Based on the three-year PVAAS averages for Math in the value added report, we see that students:
 - Exceeded the standard for PA Academic Growth in grades 5, 6, 8, and Algebra 1.
 - Did not meet the standard for PA Academic Growth in grades 4 and 7.
- Given the three-year value-added results for math, additional attention should be placed on the alignment of grade 4 and 7 math curriculum to the PA Core Standards and Assessment Anchors.
- In many cases of PVAAS Math quintile diagnostic results, students in the top quintile groups are meeting or exceeding the PA standard for academic growth (i.e., grades 5, 6, 8, and Algebra I Keystone).
- Students in the top quintile groups in grades 4 and 7 did not meet the PA standard for academic growth.

Next Steps

- Continue implementation of Compacted/Extended (C/E) and Current pathway and monitor alignment with PA Core in Math.
- Expand the use of Curriculum Diagnostic Tools (CDTs) as a computer-adaptive diagnostic assessment aligned with the revised standards and eligible content.
- Examine existing RTII resources and processes for mathematics to determine next steps for a systematic approach to enrichment and/or remediation.
 - Look at “Customization” time, RAM time, and the Academic Intervention Period
- Continue professional development and support for co-teaching model.
- Continue to analyze student learning through the dual lenses of growth and achievement.
- Identify pockets of excellence at the building or classroom level that allow further expansion of effective practices.
- Consider how teacher specific data can be used to identify strengths in effort to replicate effective practices across the district.

**Pine-Richland School District
PSSA Reading/ELA Test Results
Achievement, Growth, and Assessment Anchors by Grade Level**

GRADE 3 PSSA READING/ELA

HISTORIC READING Total Student Performance Level Percentages over Time

| | 2010 | 2011 | 2012 | 2013 | 2014 | PA 2014 |
|----------------|-------------|-------------|-------------|-------------|-------------|----------------|
| ADV | 44.0 | 38.8 | 44.6 | 42.5 | 48.3 | 25.8 |
| PROF | 45.1 | 52.6 | 47.4 | 47.3 | 44.4 | 44.5 |
| ADV/PRO | 89.1 | 91.4 | 92.0 | 89.9 | 92.7 | 70.3 |
| BASIC | 6.0 | 5.7 | 3.1 | 4.5 | 4.2 | 10.4 |
| BEL BAS | 4.9 | 2.9 | 4.9 | 5.6 | 3.0 | 19.3 |
| # TESTED | 364 | 348 | 325 | 355 | 331 | 124659 |

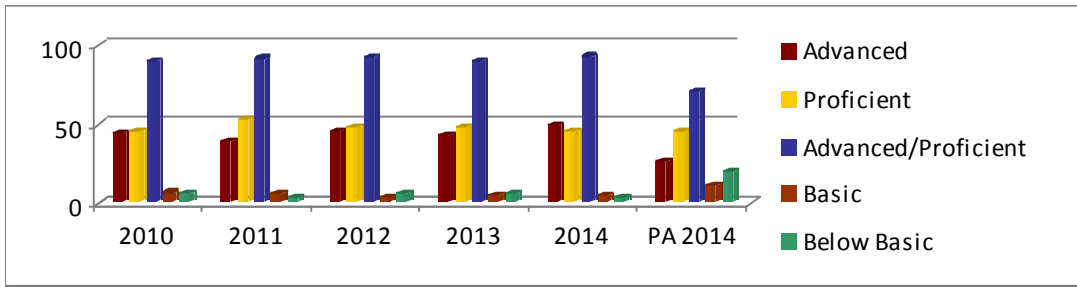
2015 ELA PA CORE Total Student Performance Level Percentages vs. State

| | 2015 Percent | PA 2015 Percent |
|----------------|-------------------------|----------------------------|
| ADV | 21.3 | 13.0 |
| PROF | 62.9 | 49.0 |
| ADV/PRO | 84.2 | 62.0 |
| BASIC | 15.5 | 24.6 |
| BEL BAS | 0.3 | 13.4 |
| # TESTED | 291 | 125160 |
| Mean Score | 1080 | 1030 |

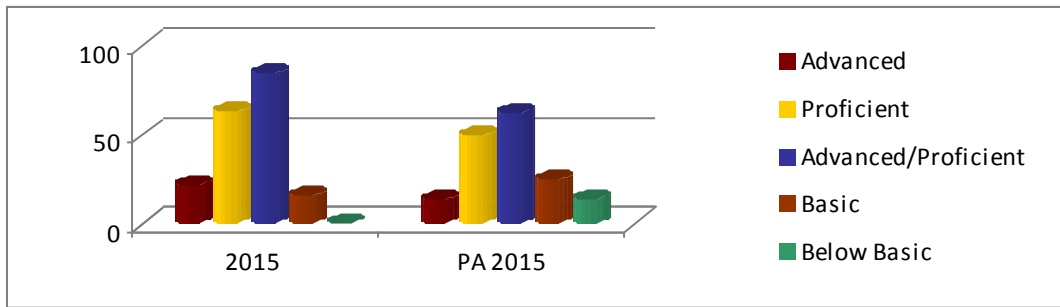
Note: For SY 2014-2015, PDE created a new PSSA ELA Assessment aligned to PA Core Standards. Because Spring 2015 is the first time students took the test, no trend data is available. As this is a newly constructed test, comparisons of achievement test results from Spring 2015 to results from prior years should not be made.

GRADE 3 PSSA READING/ELA

HISTORIC READING Total Student Performance Level Percentages over Time



2015 ELA PA CORE Total Student Performance Level Percentages vs. State



GRADE 3 HISTORIC READING Assessment Anchors

Performance Averages over Time

| | 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 |

Historic Anchor Descriptors

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

GRADE 3 HISTORIC READING Assessment Anchors

Performance Averages over Time

| | 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 |

Historic Anchor Descriptors

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

GRADE 3 2015 ELA PA CORE Assessment Anchors

Performance Averages vs. State

Key Ideas and Details

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| E3.F | 19 | 12.5 | 66.0 | 10.5 | 55.5 |
| E3.A-K.1 | 11 | 6.9 | 62.5 | 5.8 | 52.4 |
| E3.B-K.1 | 8 | 5.7 | 70.7 | 4.8 | 59.8 |

Craft and Structure/Integration of Knowledge and Ideas

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| E3.G | 8 | 4.7 | 58.5 | 3.9 | 49.0 |
| E3.A-C.2 | 2 | 1.1 | 56.7 | 0.9 | 47.1 |
| E3.B-C.2 | 2 | 1.2 | 58.8 | 1.0 | 49.9 |
| E3.B-C.3 | 4 | 2.4 | 59.4 | 2.0 | 49.9 |

Vocabulary Acquisition and Use

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| E3.H | 9 | 8.0 | 89.4 | 7.0 | 78.2 |
| E3.A-V.4 | 5 | 4.4 | 88.0 | 3.9 | 77.7 |
| E3.B-V.4 | 4 | 3.6 | 91.2 | 3.2 | 78.9 |

Types of Writing

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|--------|------------|---------|------------|---------|------------|
| E3.C | 8 | 4.9 | 60.7 | 4.3 | 54.2 |
| E3.C.1 | 8 | 4.9 | 60.7 | 4.3 | 54.2 |

Language

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|--------|------------|---------|------------|---------|------------|
| E3.D | 18 | 12.2 | 67.5 | 10.3 | 57.5 |
| E3.D.1 | 16 | 11.3 | 70.6 | 9.5 | 59.6 |
| E3.D.2 | 2 | 0.9 | 43.1 | 0.8 | 40.7 |

Literature Text

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| E3.A | 18 | 12.4 | 69.0 | 10.6 | 58.8 |
| E3.A-K.1 | 11 | 6.9 | 62.5 | 5.8 | 52.4 |
| E3.A-C.2 | 2 | 1.1 | 56.7 | 0.9 | 47.1 |
| E3.A-V.4 | 5 | 4.4 | 88.0 | 3.9 | 77.7 |

Information Text

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| E3.B | 18 | 12.9 | 71.4 | 10.9 | 60.7 |
| E3.B-K.1 | 8 | 5.7 | 70.7 | 4.8 | 59.8 |
| E3.B-C.2 | 2 | 1.2 | 58.8 | 1.0 | 49.9 |
| E3.B-C.3 | 4 | 2.4 | 59.4 | 2.0 | 49.4 |
| E3.B-V.4 | 4 | 3.6 | 91.2 | 3.2 | 78.9 |

2015 ELA PA CORE Anchor Descriptors

E3.F Key Ideas and Details

- E3.A-K.1 Demonstrate understanding of key ideas and details in literature texts
- 3E.B-K.1 Demonstrate understanding of key ideas and details in informational texts

E3.G Craft and Structure/Integration of Knowledge and Ideas

- E3.A-C.2 Demonstrate knowledge of craft and structure of literature texts
- E3.B-C.2 Demonstrate craft and structure of informational texts
- E3.B-C.3 Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among informational texts

E3.H Vocabulary Acquisition and Use

- E3.A-V.4 Demonstrate understanding of vocabulary and figurative language in literature texts
- E3.B-V.4 Demonstrate understanding of vocabulary and figurative language in informational texts

E3.C Types of Writing

- E3.C.1 Text Types and Purposes

E3.D Language

- E3.D.1 Conventions of Standard English
- E3.D.2 Knowledge of Language

E3.A Literature Text

- E3.A-K.1 Demonstrate understanding of key ideas and details in literature texts
- E3.A-C.2 Demonstrate knowledge of craft and structure of literature texts
- E3.A-V.4 Demonstrate understanding of vocabulary and figurative language in literature texts

E3.B Informational Text

- E3.B-K.1 Demonstrate understanding of key ideas and details in literature texts
- E3.B-C.2 Demonstrate craft and structure of informational texts
- E3.B-C.3 Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among informational texts
- E3.B-V.1 Demonstrate understanding of vocabulary and figurative language in informational texts

**Pine-Richland School District
PSSA Reading/ELA Test Results
Achievement, Growth, and Assessment Anchors by Grade Level**

GRADE 4 PSSA READING/ELA

HISORIC Total Student Performance Level Percentages over Time

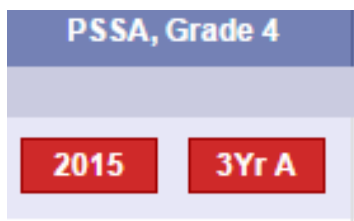
| | 2010 | 2011 | 2012 | 2013 | 2014 | PA 2014 |
|----------------|-------------|-------------|-------------|-------------|-------------|-------------|
| ADV | 45.2 | 46.3 | 41.7 | 43.5 | 48.2 | 32.4 |
| PROF | 37.1 | 42.1 | 49.4 | 40.3 | 38.0 | 36.2 |
| ADV/PRO | 82.3 | 88.4 | 91.1 | 83.8 | 86.2 | 68.6 |
| BASIC | 11.1 | 9.9 | 6.8 | 12.4 | 7.7 | 15.6 |
| BEL BAS | 6.6 | 1.7 | 2.1 | 3.8 | 6.1 | 15.7 |
| # TESTED | 334 | 363 | 338 | 340 | 363 | 126887 |

2015 ELA PA CORE Total Student Performance Level Percentages vs. State

| | 2015 Percent | PA 2015 Percent |
|----------------|-----------------|--------------------|
| ADV | 37.1 | 21.6 |
| PROF | 45.2 | 37.0 |
| ADV/PRO | 82.3 | 58.6 |
| BASIC | 16.2 | 28.5 |
| BEL BAS | 1.5 | 12.9 |
| # TESTED | 334 | 123986 |
| Mean Score | 1080 | 1020 |

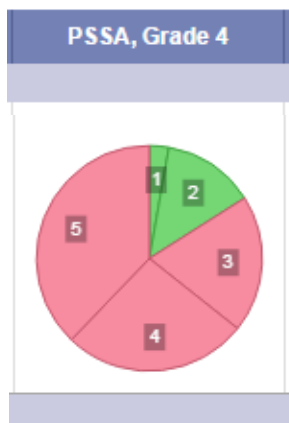
Note: For SY 2014-2015, PDE created a new PSSA ELA Assessment aligned to PA Core Standards. Because Spring 2015 is the first time students took the test, no trend data is available. As this is a newly constructed test, comparisons of achievement test results from Spring 2015 to results from prior years should not be made.

PVAAS – Grade 4 ELA



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

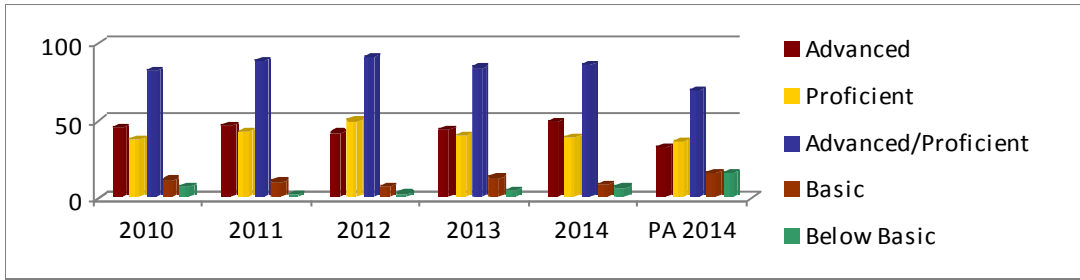


District Quintile Diagnostic

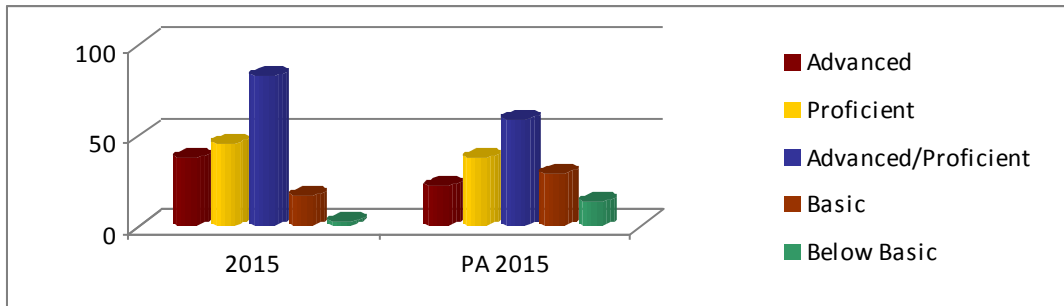
- Moderate evidence that the group exceeded the standard for PA Academic Growth.
- Evidence that the group met the standard for PA Academic Growth.
- ◆ Moderate evidence that the group did not meet the standard for PA Academic Growth.
- There were not enough students to define growth.

GRADE 4 PSSA READING/ELA

HISORIC Total Student Performance Level Percentages over Time



2015 ELA PA CORE Total Student Performance Level Percentages vs. State



GRADE 4 HISTORIC READING Assessment Anchors

Performance Averages over Time

| | 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 |

Historic Anchor Descriptors

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

GRADE 4 HISTORIC READING Assessment Anchors

Performance Averages over Time

| | 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 |

Historic Anchor Descriptors

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

**GRADE 4 2015 ELA PA CORE Assessment Anchors
Performance Averages vs. State**

Key Ideas and Details

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| E4.F | 17 | 12.8 | 75.5 | 10.9 | 64.2 |
| E4.A-K.1 | 10 | 7.4 | 74.0 | 6.3 | 63.2 |
| E4.B-K.1 | 7 | 5.4 | 77.7 | 4.6 | 65.5 |

Craft and Structure/Integration of Knowledge and Ideas

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| E4.G | 12 | 8.6 | 71.9 | 7.1 | 59.5 |
| E4.A-C.2 | 1 | 0.6 | 60.8 | 0.5 | 46.5 |
| E4.A-C.3 | 1 | 0.8 | 78.1 | 0.6 | 64.5 |
| E4.B-C.2 | 2 | 1.1 | 56.7 | 1.0 | 51.9 |
| E4.B-C.3 | 8 | 6.1 | 75.3 | 5.0 | 62.4 |

Vocabulary Acquisition and Use

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| E4.H | 9 | 7.1 | 78.7 | 6.0 | 66.1 |
| E4.A-V.4 | 7 | 5.4 | 76.8 | 4.6 | 65.1 |
| E4.B-V.4 | 2 | 1.7 | 85.3 | 1.4 | 69.7 |

Types of Writing

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|--------|------------|---------|------------|---------|------------|
| E4.C | 12 | 6.2 | 51.4 | 5.7 | 47.2 |
| E4.C.1 | 12 | 6.2 | 51.4 | 5.7 | 47.2 |

Language

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|--------|------------|---------|------------|---------|------------|
| E4.D | 18 | 12.9 | 74.4 | 10.9 | 60.6 |
| E4.D.1 | 12 | 8.8 | 73.1 | 7.4 | 61.6 |
| E4.D.2 | 6 | 4.1 | 68.1 | 3.5 | 58.6 |

Text Dependent Analysis

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|--------|------------|---------|------------|---------|------------|
| E4.E | 16 | 7.1 | 44.5 | 6.1 | 38.0 |
| E4.E.1 | 16 | 7.1 | 44.5 | 6.1 | 38.0 |

Literature Text

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| E4.A | 19 | 14.2 | 74.6 | 10 | 63.1 |
| E4.A-K.1 | 10 | 7.4 | 74.0 | 6.3 | 63.2 |
| E4.A-C.2 | 1 | 0.6 | 60.8 | 0.5 | 46.5 |
| E4.A-C.3 | 1 | 0.8 | 78.1 | 0.6 | 64.5 |
| E4.A-V.4 | 7 | 5.4 | 76.8 | 4.6 | 65.1 |

Informational Text

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| E4.B | 19 | 14.4 | 75.7 | 12.0 | 63.2 |
| E4.B-K.1 | 7 | 5.4 | 77.7 | 4.6 | 65.5 |
| E4.B-C.2 | 2 | 1.1 | 56.7 | 1.0 | 51.9 |
| E4.B-C.3 | 8 | 6.1 | 76.3 | 5.0 | 62.4 |
| E4.B-V.4 | 2 | 1.7 | 85.3 | 1.4 | 69.7 |

2015 ELA PA CORE Anchor Descriptors

E4.F Key Ideas and Details

- E4.A-K.1 Demonstrate understanding of key ideas and details in literature texts
- E4.B-K.1 Demonstrate understanding of key ideas and details in informational texts

E4.G Craft and Structure/Integration of Knowledge and Ideas

- E4.A-C.2 Demonstrate knowledge of craft and structure of literature texts
- E4.A-C.3 Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among literature texts
- E4.B-C.2 Demonstrate craft and structure of informational texts
- E4.B-C.3 Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among informational texts

E4.H Vocabulary Acquisition and Use

- E4.A-V.4 Demonstrate understanding of vocabulary and figurative language in literature texts
- E4.B-V.4 Demonstrate understanding of vocabulary and figurative language in informational texts

E4.C Types of Writing

- E4.C.1 Text Types and Purposes

E4.D Language

- E4.D.1 Conventions of Standard English
- E4.D.2 Knowledge of Language

E4.E Text-Dependent Analysis

- E4.E.1 Read with accuracy to support comprehension, analysis, reflection, and research

E4.A Literature Text

- E4.A-K.1 Demonstrate understanding of key ideas and details in literature texts
- E4.A-C.2 Craft and Structure/Integration of Knowledge and Ideas
- E4.A-C.3 Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among literature texts
- E4.A-V.4 Demonstrate understanding of vocabulary and figurative language in literature texts

E4.B Informational Text

- E4.B-K.1 Demonstrate understanding of key ideas and details in informational texts
- E4.B-C.2 Demonstrate craft and structure of informational texts
- E4.B-C.3 Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among informational texts
- E4.B-V.4 Demonstrate understanding of vocabulary and figurative language in informational texts

**Pine-Richland School District
PSSA Reading/ELA Test Results
Achievement, Growth, and Assessment Anchors by Grade Level**

GRADE 5 PSSA READING/ELA

HISTORIC Total Student Performance Level Percentages over Time

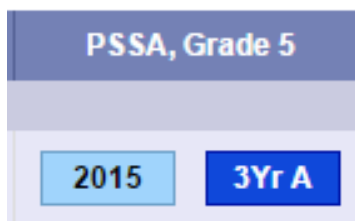
| | 2010 | 2011 | 2012 | 2013 | 2014 | PA 2014 |
|----------------|-------------|-------------|-------------|-------------|-------------|-------------|
| ADV | 26.8 | 29.9 | 41.5 | 36.5 | 34.9 | 24.2 |
| PROF | 47.5 | 49.7 | 40.2 | 44.8 | 45.5 | 36.3 |
| ADV/PRO | 74.3 | 79.6 | 81.7 | 81.3 | 80.4 | 60.5 |
| BASIC | 15.9 | 15.6 | 13.7 | 13.2 | 13.7 | 18.0 |
| BEL BAS | 9.7 | 4.8 | 4.6 | 5.5 | 5.9 | 21.4 |
| # TESTED | 339 | 334 | 371 | 348 | 358 | 126639 |

2015 ELA PA CORE Total Student Performance Level Percentages vs. State

| | 2015 Percent | PA 2015 Percent |
|----------------|--------------|-----------------|
| ADV | 30.9 | 17.8 |
| PROF | 52.4 | 44.1 |
| ADV/PRO | 83.1 | 61.9 |
| BASIC | 13.0 | 24.8 |
| BEL BAS | 3.7 | 13.4 |
| # TESTED | 353 | 126501 |
| Mean Score | 1090 | 1030 |

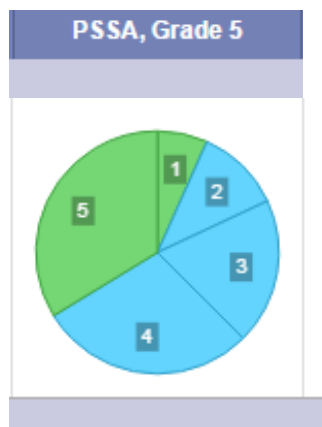
Note: For SY 2014-2015, PDE created a new PSSA ELA Assessment aligned to PA Core Standards. Because Spring 2015 is the first time students took the test, no trend data is available. As this is a newly constructed test, comparisons of achievement test results from Spring 2015 to results from prior years should not be made.

PVAAS – Grade 5 ELA



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

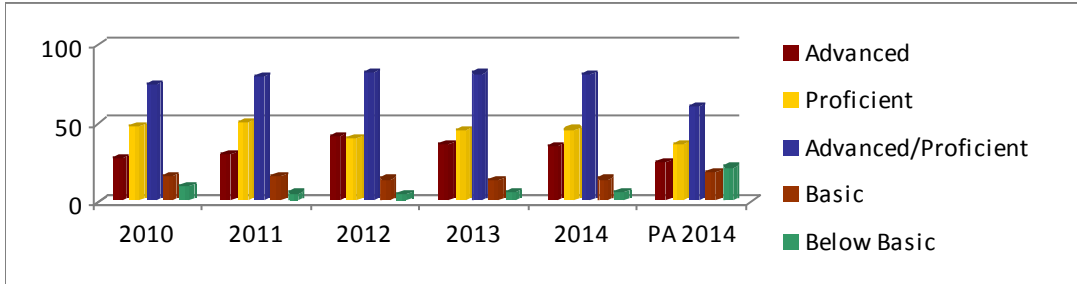


District Quintile Diagnostic

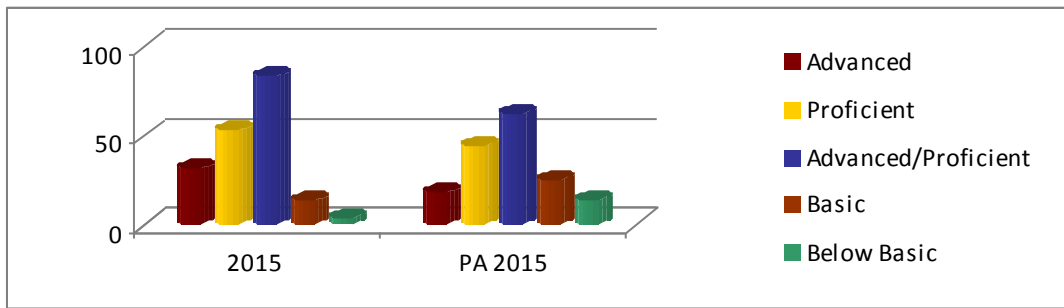
- Moderate evidence that the group exceeded the standard for PA Academic Growth.
- Evidence that the group met the standard for PA Academic Growth.
- ◆ Moderate evidence that the group did not meet the standard for PA Academic Growth.
- There were not enough students to define growth.

GRADE 5 PSSA READING/ELA

HISTORIC Total Student Performance Level Percentages over Time



2015 ELA PA CORE Total Student Performance Level Percentages vs. State



GRADE 5 HISTORIC READING Assessment Anchors

Performance Averages over Time

| | 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 |

Historic Anchor Descriptors

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

GRADE 5 HISTORIC READING Assessment Anchors

Performance Averages over Time

| | 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 |

Historic Anchor Descriptors

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

**GRADE 5 2015 ELA PA CORE Assessment Anchors
Performance Averages vs. State**

Key Ideas and Details

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| E5.F | 19 | 14.0 | 73.4 | 11.9 | 62.5 |
| E5.A-K.1 | 9 | 7.1 | 79.4 | 6.2 | 69.1 |
| E5.B-K.1 | 10 | 6.8 | 68.1 | 5.6 | 56.5 |

Craft and Structure/Integration of Knowledge and Ideas

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| E5.G | 7 | 4.6 | 66.1 | 3.9 | 56.4 |
| E5.A-C.2 | 2 | 1.4 | 71.2 | 1.3 | 64.0 |
| E5.B-C.3 | 5 | 3.2 | 64.0 | 2.7 | 53.3 |

Vocabulary Acquisition and Use

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| E5.H | 12 | 9.7 | 80.9 | 8.5 | 71.2 |
| E5.A-V.4 | 7 | 5.8 | 82.2 | 5.2 | 73.8 |
| E5.B-V.4 | 5 | 3.9 | 78.9 | 3.4 | 67.6 |

Types of Writing

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|--------|------------|---------|------------|---------|------------|
| E5.C | 12 | 7.5 | 62.2 | 6.7 | 56.1 |
| E5.C.1 | 12 | 7.5 | 62.2 | 6.7 | 56.1 |

Language

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|--------|------------|---------|------------|---------|------------|
| E5.D | 18 | 13.0 | 72.2 | 10.8 | 60.3 |
| E5.D.1 | 12 | 9.1 | 75.4 | 7.5 | 62.7 |
| E5.D.2 | 6 | 4.0 | 65.9 | 3.3 | 55.4 |

Text Dependent Analysis

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|--------|------------|---------|------------|---------|------------|
| E5.E | 16 | 7.4 | 46.4 | 6.7 | 42.0 |
| E5.E.1 | 16 | 7.4 | 46.4 | 6.7 | 42.0 |

Literature Text

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| E5.A | 18 | 14.3 | 79.6 | 12.7 | 70.4 |
| E5.A-K.1 | 9 | 7.1 | 79.4 | 6.2 | 69.1 |
| E5.A-C.2 | 2 | 1.4 | 71.2 | 1.3 | 64.0 |
| E5.A-V.4 | 7 | 5.8 | 82.2 | 5.2 | 73.8 |

Information Text

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| E5.B | 20 | 14.0 | 69.8 | 11.7 | 58.5 |
| E5.B-K.1 | 10 | 6.8 | 68.1 | 5.6 | 56.5 |
| E5.B-C.3 | 5 | 3.2 | 64.0 | 2.7 | 53.3 |
| E5.B-V.4 | 5 | 3.9 | 78.9 | 3.4 | 67.9 |

2015 ELA PA CORE Anchor Descriptors

E5.F Key Ideas and Details

- E5.A-K.1 Demonstrate understanding of key ideas and details in literature texts
- E5.B-K.1 Demonstrate understanding of key ideas and details in informational texts

E5.G Craft and Structure/Integration of Knowledge and Ideas

- E5.A-C.2 Demonstrate knowledge of craft and structure of literature texts
- E5.B-C.3 Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among informational texts

E5.H Vocabulary Acquisition and Use

- E5.A-V.4 Demonstrate understanding of vocabulary and figurative language in literature texts
- E5.B-V.4 Demonstrate understanding of vocabulary and figurative language in informational texts

E5.C Types of Writing

- E5.C.1 Text Types and Purposes

E5.D Language

- E5.D.1 Conventions of Standard English
- E5.D.2 Knowledge of Language

E5.E Text-Dependent Analysis

- E5.E.1 Read with accuracy to support comprehension, analysis, reflection, and research

E5.A Literature Text

- E5.A-K.1 Demonstrate understanding of key ideas and details in literature texts
- E5.A-C.2 Demonstrate knowledge of craft and structure of literature texts
- E5.A-V.4 Demonstrate understanding of vocabulary and figurative language in literature texts

E5.B Informational Text

- E5.B-K.1 Demonstrate understanding of key ideas and details in informational texts
- E5.B-C.3 Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among informational texts
- E5.B-V.4 Demonstrate understanding of vocabulary and figurative language in informational texts

**Pine-Richland School District
PSSA Reading/ELA Test Results
Achievement, Growth, and Assessment Anchors by Grade Level**

GRADE 6 PSSA READING/ELA

HISTORIC Total Student Performance Level Percentages

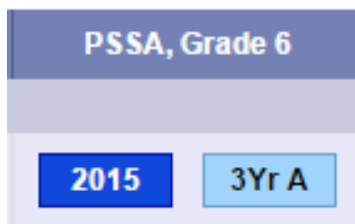
| | 2010 | 2011 | 2012 | 2013 | 2014 | PA 2014 |
|----------------|-------------|-------------|-------------|-------------|-------------|-------------|
| ADV | 62.9 | 51.5 | 51.4 | 51.4 | 52.4 | 37.4 |
| PROF | 27.2 | 34.5 | 29.4 | 29.4 | 32.5 | 27.1 |
| ADV/PRO | 90.1 | 86.0 | 80.8 | 80.8 | 84.9 | 64.5 |
| BASIC | 5.7 | 10.5 | 14.3 | 14.3 | 11.1 | 17.5 |
| BEL BAS | 4.2 | 3.5 | 4.9 | 4.9 | 4.0 | 18.0 |
| # TESTED | 334 | 342 | 385 | 385 | 351 | 126044 |

2015 ELA PA CORE Total Student Performance Level Percentages vs. State

| | 2015 Percent | PA 2015 Percent |
|----------------|-----------------|--------------------|
| ADV | 34.3 | 21.3 |
| PROF | 49.0 | 39.4 |
| ADV/PRO | 83.3 | 60.7 |
| BASIC | 14.7 | 29.4 |
| BEL BAS | 1.9 | 10.0 |
| # TESTED | 361 | 126331 |
| Mean Score | 1090 | 1030 |

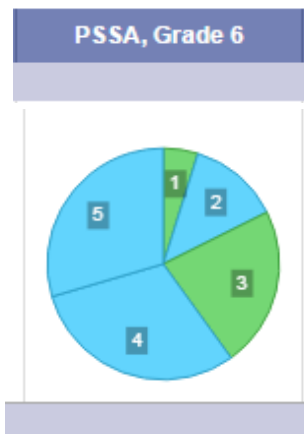
Note: For SY 2014-2015, PDE created a new PSSA ELA Assessment aligned to PA Core Standards. Because Spring 2015 is the first time students took the test, no trend data is available. As this is a newly constructed test, comparisons of achievement test results from Spring 2015 to results from prior years should not be made.

PVAAS – Grade 6 ELA



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

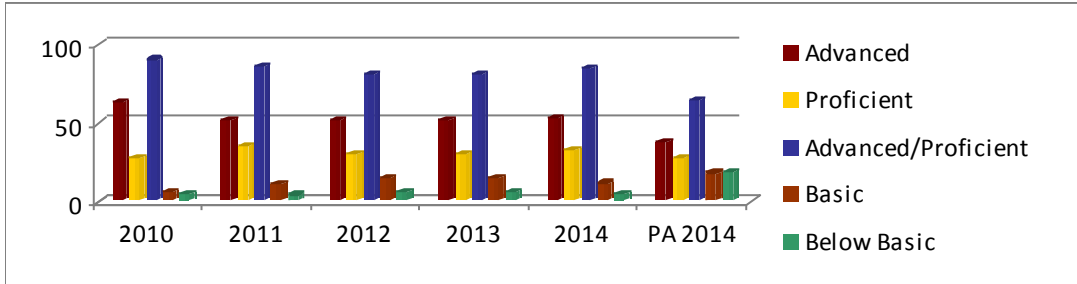


District Quintile Diagnostic

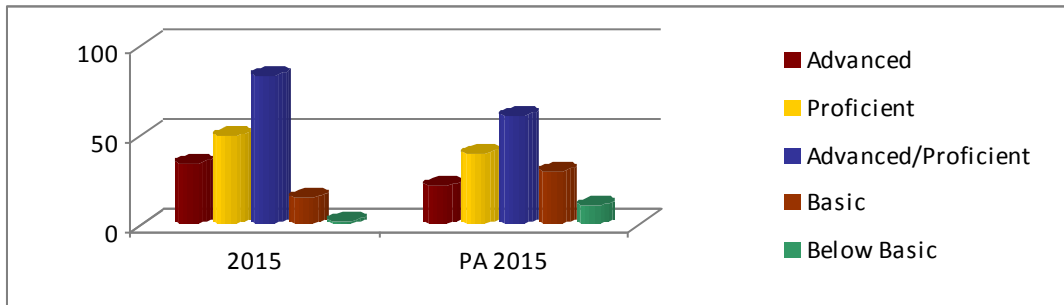
- Moderate evidence that the group exceeded the standard for PA Academic Growth.
- Evidence that the group met the standard for PA Academic Growth.
- ◆ Moderate evidence that the group did not meet the standard for PA Academic Growth.
- There were not enough students to define growth.

GRADE 6 PSSA READING/ELA

HISTORIC Total Student Performance Level Percentages



2015 ELA PA CORE Total Student Performance Level Percentages vs. State



GRADE 6 HISTORIC READING Assessment Anchors

Performance Averages over Time

| | 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 |

Historic Anchor Descriptors

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

GRADE 6 HISTORIC READING Assessment Anchors

Performance Averages over Time

| | 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 |

Historic Anchor Descriptors

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

**GRADE 6 2015 ELA PA CORE Assessment Anchors
Performance Averages vs. State**

Key Ideas and Details

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| E6.F | 16 | 11.7 | 73.1 | 9.9 | 62.1 |
| E6.A-K.1 | 8 | 5.4 | 67.7 | 4.6 | 57.7 |
| E6.B-K.1 | 8 | 6.3 | 78.6 | 5.3 | 66.5 |

Craft and Structure/Integration of Knowledge and Ideas

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| E6.G | 14 | 9.8 | 70.3 | 8.5 | 60.4 |
| E6.A-C.2 | 6 | 4.5 | 75.2 | 3.9 | 65.0 |
| E6.B-C.2 | 5 | 3.7 | 73.4 | 3.2 | 63.2 |
| E6.B-C.3 | 3 | 1.7 | 55.3 | 1.4 | 46.3 |

Vocabulary Acquisition and Use

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| E6.H | 8 | 6.5 | 81.7 | 5.7 | 71.6 |
| E6.A-V.4 | 4 | 3.0 | 74.2 | 2.6 | 63.8 |
| E6.B-V.4 | 4 | 3.6 | 89.2 | 3.2 | 79.5 |

Types of Writing

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|--------|------------|---------|------------|---------|------------|
| E6.C | 12 | 8.4 | 70.2 | 7.7 | 63.8 |
| E6.C.1 | 12 | 8.4 | 70.2 | 7.7 | 63.8 |

Language

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|--------|------------|---------|------------|---------|------------|
| E6.D | 18 | 13.6 | 75.7 | 12.0 | 66.8 |
| E6.D.1 | 12 | 9.1 | 75.8 | 8.0 | 66.3 |
| E6.D.2 | 6 | 4.5 | 75.4 | 4.1 | 67.9 |

Text Dependent Analysis

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|--------|------------|---------|------------|---------|------------|
| E6.E | 16 | 8.1 | 50.4 | 6.8 | 42.3 |
| E6.E.1 | 16 | 8.1 | 50.4 | 6.8 | 42.3 |

Literature Text

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| E6.A | 18 | 12.9 | 71.6 | 11.1 | 61.5 |
| E6.A-K.1 | 8 | 5.4 | 67.7 | 4.6 | 57.7 |
| E6.A-C.2 | 6 | 4.5 | 75.2 | 3.9 | 65.0 |
| E6.A-V.4 | 4 | 3.0 | 74.2 | 2.6 | 63.8 |

Information Text

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| E6.B | 20 | 15.2 | 75.9 | 13.0 | 65.2 |
| E6.B-K.1 | 8 | 6.3 | 78.6 | 5.3 | 66.5 |
| E6.B-C.2 | 5 | 3.7 | 73.4 | 3.2 | 63.2 |
| E6.B-C.3 | 3 | 1.7 | 55.3 | 1.4 | 46.3 |
| E6.B-V.4 | 4 | 3.6 | 89.2 | 3.2 | 79.5 |

2015 ELA PA CORE Anchor Descriptors

E6.F Key Ideas and Details

- E6.A-K.1 Demonstrate understanding of key ideas and details in literature texts
- E6.B-K.1 Demonstrate understanding of key ideas and details in informational texts

E6.G Craft and Structure/Integration of Knowledge and Ideas

- E6.A-C.2 Demonstrate knowledge of craft and structure of literature texts
- E6.B-C.2 Demonstrate craft and structure of informational texts
- E6.B-C.3 Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among informational texts

E6.H Vocabulary Acquisition and Use

- E6.A-V.4 Demonstrate understanding of vocabulary and figurative language in literature texts
- E6.B-V.4 Demonstrate understanding of vocabulary and figurative language in informational texts

E6.C Types of Writing

- E6.C.1 Text Types and Purposes

E6.D Language

- E6.D.1 Conventions of Standard English
- E6.D.2 Knowledge of Language

E6.E Text-Dependent Analysis

- E6.E.1 Read with accuracy to support comprehension, analysis, reflection, and research

E6.A Literature Text

- E6.A-K.1 Demonstrate understanding of key ideas and details in literature texts
- E6.A-C.2 Demonstrate knowledge of craft and structure of literature texts
- E6.A-V.4 Demonstrate understanding of vocabulary and figurative language in literature texts

E6.B Informational Text

- E6.B-K.1 Demonstrate understanding of key ideas and details in informational texts
- E6.B-C.2 Demonstrate craft and structure of informational texts
- E6.B-C.3 Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among informational texts
- E6.B-V.4 Demonstrate understanding of vocabulary and figurative language in informational texts

**Pine-Richland School District
PSSA Reading/ELA Test Results
Achievement, Growth, and Assessment Anchors by Grade Level**

GRADE 7 PSSA READING/ELA

HISTORIC Total Student Performance Level Percentages over Time

| | 2010 | 2011 | 2012 | 2013 | 2014 | PA 2014 |
|----------------|-------------|-------------|-------------|-------------|-------------|-------------|
| ADV | 59.3 | 61.6 | 60.3 | 64.7 | 62.9 | 41.7 |
| PROF | 29.9 | 27.4 | 33.7 | 23.9 | 26.4 | 30.3 |
| ADV/PRO | 89.2 | 89.0 | 94.0 | 88.6 | 89.3 | 72.0 |
| BASIC | 7.8 | 6.2 | 4.5 | 7.8 | 9.1 | 15.7 |
| BEL BAS | 3.0 | 4.8 | 1.5 | 3.6 | 1.6 | 12.2 |
| # TESTED | 366 | 355 | 338 | 363 | 386 | 130053 |

2015 ELA PA CORE Total Student Performance Level Percentages vs. State

| | 2015 Percent | PA 2015 Percent |
|----------------|-----------------|--------------------|
| ADV | 33.8 | 16.9 |
| PROF | 48.8 | 41.7 |
| ADV/PRO | 82.6 | 58.6 |
| BASIC | 16.5 | 34.9 |
| BEL BAS | 0.9 | 6.4 |
| # TESTED | 346 | 126228 |
| Mean Score | 1090 | 1020 |

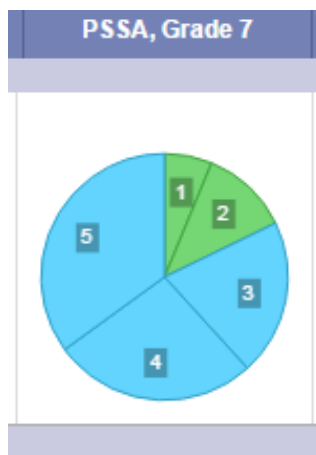
Note: For SY 2014-2015, PDE created a new PSSA ELA Assessment aligned to PA Core Standards. Because Spring 2015 is the first time students took the test, no trend data is available. As this is a newly constructed test, comparisons of achievement test results from Spring 2015 to results from prior years should not be made.

PVAAS – Grade 7 ELA



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

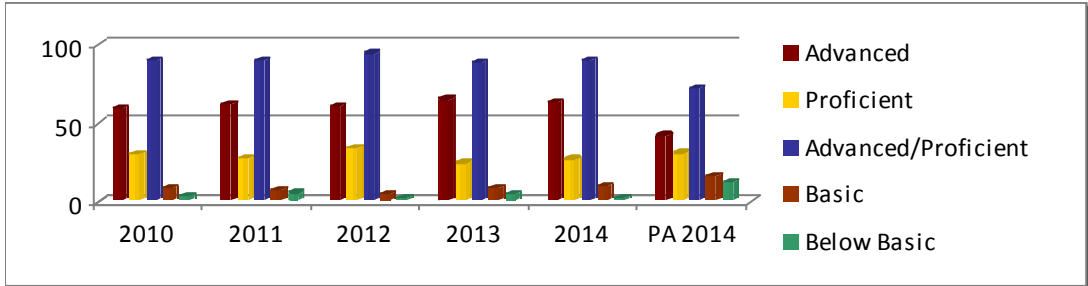


District Quintile Diagnostic

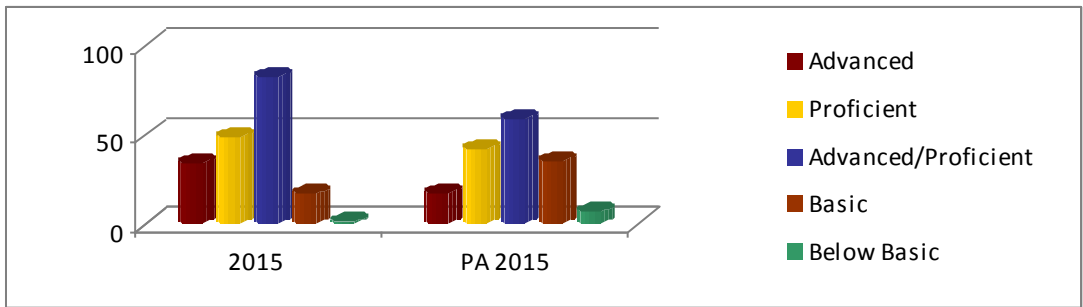
- Moderate evidence that the group exceeded the standard for PA Academic Growth.
- Evidence that the group met the standard for PA Academic Growth.
- ◆ Moderate evidence that the group did not meet the standard for PA Academic Growth.
- There were not enough students to define growth.

GRADE 7 PSSA READING/ELA

HISTORIC Total Student Performance Level Percentages over Time



2015 ELA PA CORE Total Student Performance Level Percentages vs. State



GRADE 7 HISTORIC READING Assessment Anchors

Performance Averages over Time

| | 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 |

Historic Anchor Descriptors

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

GRADE 7 HISTORIC READING Assessment Anchors

Performance Averages over Time

| | 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 |

Historic Anchor Descriptors

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

**GRADE 7 2015 ELA PA CORE Assessment Anchors
Performance Averages vs. State**

Key Ideas and Details

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| E7.F | 14 | 9.7 | 69.3 | 8.6 | 61.5 |
| E7.A-K.1 | 7 | 5.1 | 72.7 | 4.6 | 65.7 |
| E7.B-K.1 | 7 | 4.6 | 65.8 | 4.0 | 57.3 |

Craft and Structure/Integration of Knowledge and Ideas

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| E7.G | 17 | 12.2 | 71.6 | 10.5 | 61.8 |
| E7.A-C.2 | 7 | 4.9 | 69.7 | 4.2 | 59.7 |
| E7.A-C.3 | 1 | 0.8 | 79.2 | 0.6 | 64.4 |
| E7.B-C.2 | 8 | 5.8 | 72.6 | 5.1 | 64.2 |
| E7.B-C.3 | 1 | 0.7 | 69.7 | 0.5 | 54.9 |

Vocabulary Acquisition and Use

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| E7.H | 7 | 6.0 | 85.1 | 5.3 | 75.2 |
| E7.A-V.4 | 4 | 3.2 | 80.1 | 2.8 | 70.2 |
| E7.B-V.4 | 3 | 2.8 | 91.8 | 2.5 | 81.9 |

Types of Writing

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|--------|------------|---------|------------|---------|------------|
| E7.C | 12 | 8.1 | 67.8 | 7.3 | 60.8 |
| E7.C.1 | 12 | 8.1 | 67.8 | 7.3 | 60.8 |

Language

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|--------|------------|---------|------------|---------|------------|
| E7.D | 18 | 13.3 | 73.7 | 11.6 | 64.5 |
| E7.D.1 | 12 | 8.8 | 73.7 | 7.8 | 64.7 |
| E7.D.2 | 6 | 4.4 | 73.7 | 3.8 | 64.2 |

Text Dependent Analysis

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|--------|------------|---------|------------|---------|------------|
| E7.E | 16 | 9.4 | 59.0 | 7.2 | 44.8 |
| E7.E.1 | 16 | 9.4 | 59.0 | 7.2 | 44.8 |

Literature Text

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| E7.A | 19 | 14.0 | 73.5 | 12.2 | 64.4 |
| E7.A-K.1 | 7 | 5.1 | 72.7 | 4.6 | 65.7 |
| E7.A-C.2 | 7 | 4.9 | 69.7 | 4.2 | 59.7 |
| E7.A-C.3 | 1 | 0.8 | 79.2 | 0.6 | 64.4 |
| E7.A-V.4 | 4 | 3.2 | 80.1 | 2.8 | 70.2 |

Information Text

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| E7.B | 19 | 13.9 | 73.0 | 12.2 | 64.0 |
| E7.B-K.1 | 7 | 4.6 | 65.8 | 4.0 | 57.3 |
| E7.B-C.2 | 8 | 5.8 | 72.6 | 5.1 | 64.2 |
| E7.B-C.3 | 1 | 0.7 | 69.7 | 0.5 | 54.7 |
| E7.B-V.4 | 3 | 2.8 | 91.8 | 2.5 | 81.9 |

2015 ELA PA CORE Anchor Descriptors

E7.F Key Ideas and Details

- E7.A-K.1 Demonstrate understanding of key ideas and details in literature texts
- E7.B-K.1 Demonstrate understanding of key ideas and details in informational texts

E7.G Craft and Structure/Integration of Knowledge and Ideas

- E7.A-C.2 Demonstrate knowledge of craft and structure of literature texts
- E7.A-C.3 Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among literature texts
- E7.B-C.2 Demonstrate craft and structure of informational texts
- E7.B-C.3 Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among informational texts

E7.H Vocabulary Acquisition and Use

- E7.A-V.4 Demonstrate understanding of vocabulary and figurative language in literature texts
- E7.B-V.4 Demonstrate understanding of vocabulary and figurative language in informational texts

E7.C Types of Writing

- E7.C.1 Text Types and Purposes

E7.D Language

- E7.D.1 Conventions of Standard English
- E7.D.2 Knowledge of Language

E7.E Text-Dependent Analysis

- E7.E.1 Read with accuracy to support comprehension, analysis, reflection, and research

E7.A Literature Text

- E7.A-K.1 Demonstrate understanding of key ideas and details in literature texts
- E7.A-C.2 Demonstrate knowledge of craft and structure of literature texts
- E7.A-C.3 Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among literature texts
- E7.A-V.4 Demonstrate understanding of vocabulary and figurative language in literature texts

E7.B Informational Text

- E7.B-K.1 Demonstrate understanding of key ideas and details in informational texts
- E7.B-C.2 Demonstrate craft and structure of informational texts
- E7.B-C.3 Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among informational texts
- E7.B-V.4 Demonstrate understanding of vocabulary and figurative language in informational texts

**Pine-Richland School District
PSSA Reading/ELA Test Results
Achievement, Growth, and Assessment Anchors by Grade Level**

GRADE 8 PSSA READING/ELA

HISTORIC READING Total Student Performance Level Percentages over Time

| | 2010 | 2011 | 2012 | 2013 | 2014 | PA 2014 |
|----------------|-------------|-------------|-------------|-----------|-------------|-------------|
| ADV | 71.0 | 77.5 | 80.9 | 75.9 | 77.7 | 54.7 |
| PROF | 21.3 | 19.3 | 14.5 | 18.1 | 18.1 | 24.9 |
| ADV/PRO | 92.2 | 96.8 | 95.4 | 94 | 95.8 | 79.6 |
| BASIC | 5.5 | 2.9 | 3.5 | 2.3 | 2.2 | 9.4 |
| BEL BAS | 2.2 | 0.3 | 1.2 | 3.7 | 1.9 | 11.0 |
| # TESTED | 362 | 374 | 347 | 349 | 364 | 131218 |

2015 ELA PA CORE Total Student Performance Level Percentages vs. State

| | 2015 Percent | PA 2015 Percent |
|----------------|-----------------|--------------------|
| ADV | 27.0 | 14.5 |
| PROF | 55.5 | 43.5 |
| ADV/PRO | 82.5 | 58.0 |
| BASIC | 15.5 | 31.1 |
| BEL BAS | 2.0 | 10.9 |
| # TESTED | 393 | 128889 |
| Mean Score | 1080 | 1020 |

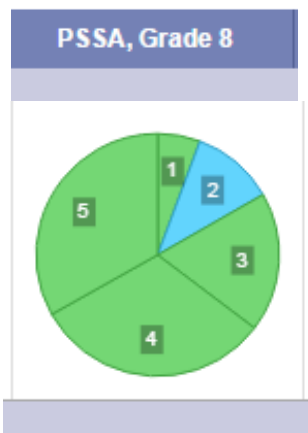
Note: For SY 2014-2015, PDE created a new PSSA ELA Assessment aligned to PA Core Standards. Because Spring 2015 is the first time students took the test, no trend data is available. As this is a newly constructed test, comparisons of achievement test results from Spring 2015 to results from prior years should not be made.

PVAAS – Grade 8 ELA



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

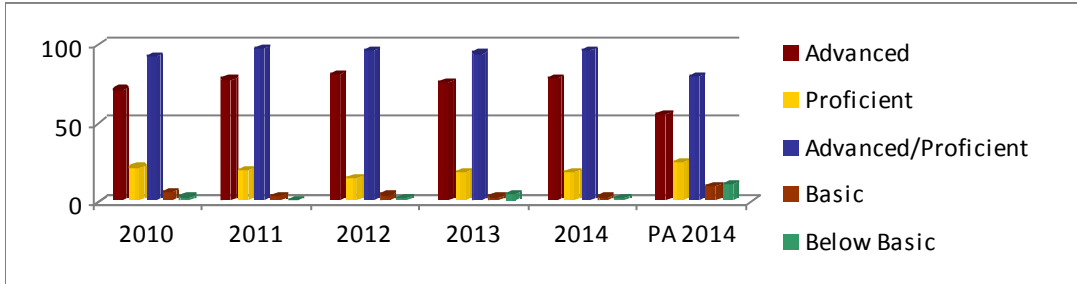


District Quintile Diagnostic

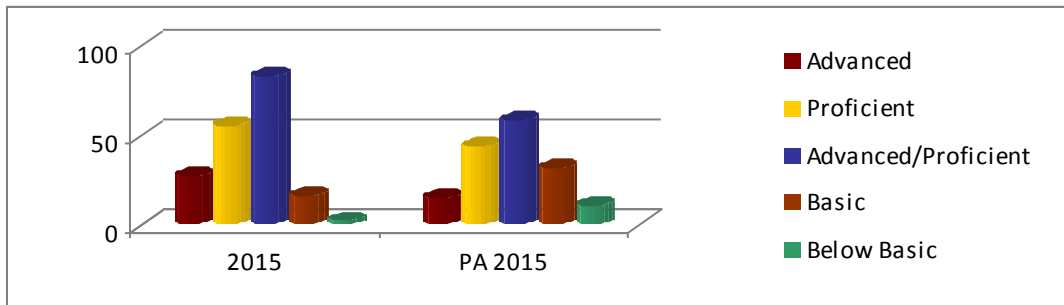
- Moderate evidence that the group exceeded the standard for PA Academic Growth.
- Evidence that the group met the standard for PA Academic Growth.
- ◆ Moderate evidence that the group did not meet the standard for PA Academic Growth.
- There were not enough students to define growth.

GRADE 8 PSSA READING/ELA

HISTORIC READING Total Student Performance Level Percentages over Time



2015 ELA PA CORE Total Student Performance Level Percentages vs. State



GRADE 8 HISTORIC READING Assessment Anchors

Performance Averages over Time

| | 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 |

Historic Anchor Descriptors

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

GRADE 8 HISTORIC READING Assessment Anchors

Performance Averages over Time

| | 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 |

Historic Anchor Descriptors

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

**GRADE 8 2015 ELA PA CORE Assessment Anchors
Performance Averages vs. State**

Key Ideas and Details

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| E8.F | 14 | 10.4 | 74.0 | 9.2 | 65.7 |
| E8.A-K.1 | 7 | 5.5 | 78.1 | 4.8 | 68.7 |
| E8.B-K.1 | 7 | 4.9 | 69.9 | 4.4 | 62.7 |

Craft and Structure/Integration of Knowledge and Ideas

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| E8.G | 16 | 12.0 | 74.9 | 10.6 | 66.4 |
| E8.A-C.2 | 7 | 5.4 | 77.1 | 4.9 | 69.3 |
| E8.A-C.3 | 1 | 0.9 | 85.8 | 0.8 | 79.4 |
| E8.B-C.2 | 8 | 5.7 | 71.7 | 5.0 | 62.3 |

Vocabulary Acquisition and Use

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| E8.H | 8 | 5.4 | 66.9 | 4.7 | 58.4 |
| E8.A-V.4 | 5 | 3.3 | 66.5 | 2.9 | 59 |
| E8.B-V.4 | 3 | 2.0 | 67.6 | 1.7 | 57.5 |

Types of Writing

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|--------|------------|---------|------------|---------|------------|
| E8.C | 12 | 9.0 | 75.1 | 7.9 | 66.2 |
| E8.C.1 | 12 | 9.0 | 75.1 | 7.9 | 66.2 |

Language

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|--------|------------|---------|------------|---------|------------|
| E8.D | 18 | 12.2 | 68.0 | 10.7 | 59.4 |
| E8.D.1 | 12 | 7.7 | 64.2 | 6.5 | 54.3 |
| E8.D.2 | 6 | 4.5 | 75.4 | 4.2 | 69.5 |

Text Dependent Analysis

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|--------|------------|---------|------------|---------|------------|
| E8.E | 16 | 10.0 | 62.5 | 8.0 | 50.3 |
| E8.E.1 | 16 | 10.0 | 62.5 | 8.0 | 50.3 |

Literature Text

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| E8.A | 20 | 15.0 | 75.2 | 13.4 | 67.0 |
| E8.A-K.1 | 7 | 5.5 | 78.1 | 4.8 | 68.7 |
| E8.A-C.2 | 7 | 5.4 | 77.1 | 4.9 | 69.3 |
| E8.A-C.3 | 1 | 0.9 | 85.8 | 0.8 | 79.4 |
| E8.A-V.4 | 5 | 3.3 | 66.5 | 2.9 | 58.9 |

Information Text

| | Max Points | PR Mean | PR Percent | PA Mean | PA Percent |
|----------|------------|---------|------------|---------|------------|
| E8.B | 18 | 12.7 | 70.3 | 11.1 | 61.6 |
| E8.B-K.1 | 7 | 4.9 | 69.9 | 4.4 | 62.7 |
| E8.B-C.2 | 8 | 5.7 | 71.7 | 5.0 | 62.3 |
| E8.B-V.4 | 3 | 2.0 | 67.6 | 1.7 | 57.5 |

2015 ELA PA CORE Anchor Descriptors

E8.F Key Ideas and Details

- E8.A-K.1 Demonstrate understanding of key ideas and details in literature texts
- E8.B-K.1 Demonstrate understanding of key ideas and details in informational texts

E8.G Craft and Structure/Integration of Knowledge and Ideas

- E8.A-C.2 Demonstrate knowledge of craft and structure of literature texts
- E8.A-C.3 Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among literature texts
- E8.B-C.2 Demonstrate craft and structure of informational texts

E8.H Vocabulary Acquisition and Use

- E8.A-V.4 Demonstrate understanding of vocabulary and figurative language in literature texts
- E8.B-V.4 Demonstrate understanding of vocabulary and figurative language in informational texts

E8.C Types of Writing

- E8.C.1 Text Types and Purposes

E8.D Language

- E8.D.1 Conventions of Standard English
- E8.D.2 Knowledge of Language

E8.E Text-Dependent Analysis

- E8.E.1 Read with accuracy to support comprehension, analysis, reflection, and research

E8.A Literature Text

- E8.A-K.1 Demonstrate understanding of key ideas and details in literature texts
- E8.A-C.2 Demonstrate knowledge of craft and structure of literature texts
- E8.A-C.3 Integration of knowledge and ideas; demonstrate understanding of connections within, between, or among literature texts
- E8.A-V.4 Demonstrate understanding of vocabulary and figurative language in literature texts

E8.B Information Text

- E8B-K.1 Demonstrate understanding of key ideas and details in informational texts
- E8.B-C.2 Demonstrate craft and structure of informational texts
- E8.B-V.4 Demonstrate understanding of vocabulary and figurative language in informational texts

PSSA ELA

Results and Findings

- Pine-Richland students outperformed the state average at all levels of the PSSA English Language Arts (ELA) assessment. This assessment now incorporates the previous stand-alone writing assessment.
- At the state level, the percentage of combined advanced/proficient students on the third grade PSSA ELA assessment dropped from 70.3% in 2014 to 62.0% in 2015 given the revised assessment (i.e., 7.7%)..
 - In Pine-Richland, the percentage of combined advanced/proficient students on the third grade PSSA ELA assessment dropped from 92.7% in 2014 to 84.2% in 2015 (i.e., 8.5%)
 - It is important to note that these are different groups of students.
- Instead of continuing this analysis for each level in detail, we can consider how the rigor and average scores changed at both the statewide and local levels. While we are comparing different cohorts of students*, we CAN learn about the test itself. It reinforces past statements that “not all tests are created equal” in the PSSA.

PRSD vs. State ELA - Combined Percentage Advanced/Proficient

| | PA 3rd | PR 3rd | PA 4th | PR 4th | PA 5th | PR 5th | PA 6th | PR 6th | PA 7th | PR 7th | PA 8th | PR 8th |
|---------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2014 | 70.3 | 92.7 | 68.6 | 86.2 | 60.5 | 80.4 | 64.5 | 84.9 | 72.0 | 89.3 | 79.6 | 95.8 |
| 2015 | 62.0 | 84.2 | 58.6 | 82.3 | 61.9 | 83.1 | 60.7 | 83.3 | 58.6 | 82.6 | 58.0 | 82.5 |
| Delta* | (7.7) | (8.5) | (10.0) | (3.9) | 1.4 | 2.7 | (3.8) | (1.6) | (13.4) | (6.7) | (21.6) | (12.7) |

*Different cohorts of students. Data presented to illustrate significant change in test rigor.

- In 2014, we can again infer that the fifth grade test was the most difficult and the sixth grade test was the second-most difficult. With the revised PSSA in 2015, we can now infer that the eighth grade test is the most rigorous followed by a tie between the seventh grade test and the fourth grade test.
- In this view, we again see that in fifth grade, the combined percentage of advanced/proficient students at PRSD increased even more than the statewide increase.
- In many cases, the PRSD ELA results show evidence that the drop in combined levels of advanced/proficient performance were less than those experienced across the state with the exception of Grade 3.
- The analysis of student performance by assessment anchors helps us understand areas of relative strength and need with a higher level of meaning. Average results by assessment anchor can also be compared between PRSD and the state.
- Based on the 2015 PSSA ELA results for third grade, the Vocabulary Acquisition and Use Assessment Anchor is the greatest relative strength. In contrast, the Craft and Structure/Integration of Knowledge and Ideas Assessment Anchor is a relative weakness. These patterns mirror the average state results for those areas.

- Further analysis by building and grade level teams may be useful in giving additional context to the curriculum writing process. For example, text dependent analysis is an area of instructional need.
- Based on the three-year PVAAS averages for math in the value added report, we see that students:
 - Exceeded the standard for PA Academic Growth in grades 5, 6, 7 and Keystone Literature.
 - Met the standard for PA Academic Growth in grade 8.
 - Did not meet the standard for PA Academic Growth in grade 4.
- As a sample PVAAS analysis in ELA, we see that the top quintile of students (i.e., 80th%ile through the 99th%ile) show:
 - Exceeded the standard for PA Academic Growth in grades 6 and 7.
 - Met the standard for PA Academic Growth in grades 5 and 8.
 - Did not meet the standard for PA Academic Growth in grade 4 and Keystone Literature.

Next Steps

- Continue focus and collaboration in the implementation of the Wonders program and other ELA resources within the overall curriculum.
- Expand the use of Curriculum Diagnostic Tools (CDTs) as a computer-adaptive diagnostic assessment aligned with the revised standards and eligible content.
- Refine the RTII decision tree and resources that support a systematic approach to enrichment and/or remediation.
 - Look at “Customization” time, RAM time, and the Academic Intervention Period
- Understand how Guided Reading and Foundations integrate into instruction across all grades K-6. Guided reading is not nearly as strong 4-6 as it is K-3. Consider professional development needs at Eden Hall and for our new teachers K-6.
- Continue to analyze student learning through the dual lenses of growth and achievement.
- Identify pockets of excellence at the building or classroom level that allow further expansion of effective practices.
- Consider how teacher specific data can be used to identify strengths in effort to replicate effective practices across the district.

**Pine-Richland School District
PSSA Writing Test Results
2010-2014 Achievement and Assessment Anchors by Grade Level**

GRADE 5 PSSA WRITING

HISTORIC Total Student Performance Level Percentages over Time

| | 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 |

HISTORIC Female Student Performance Level Percentages over Time

| | 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 |

HISTORIC Male Student Performance Level Percentages over Time

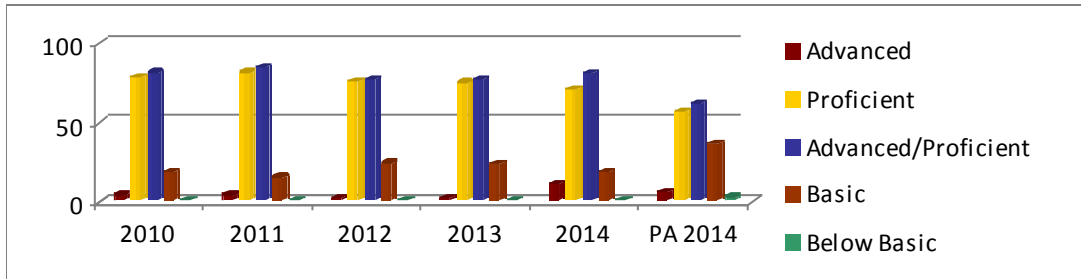
| | 2010 | | 2011 | | 2012 | | 2013 | | 2014 | | 2014 PA |
|----------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|-------------|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | 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 |

HISTORIC Students with IEPs Performance Level Percentages over Time

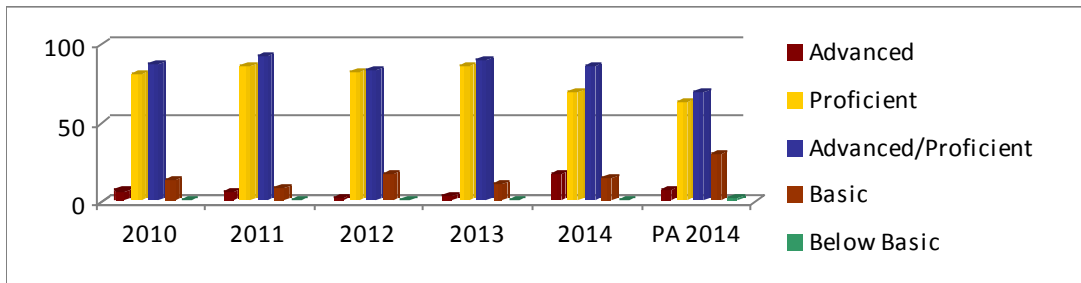
| | 2010 | | 2011 | | 2012 | | 2013 | | 2014 | | 2014 PA |
|----------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-------------|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | 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

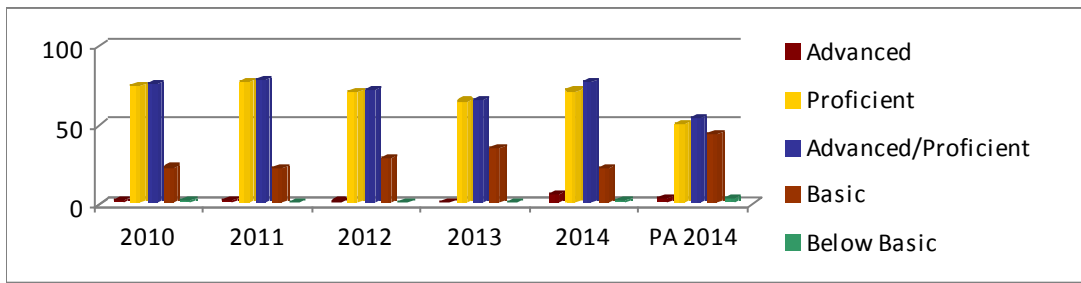
HISTORIC Total Student Performance Level Percentages over Time



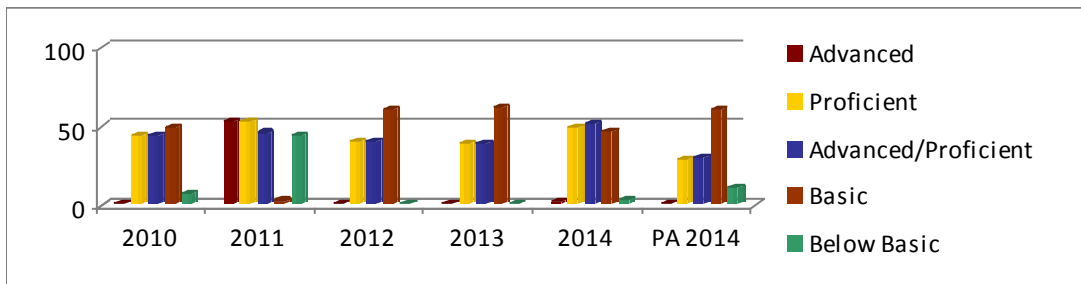
HISTORIC Female Student Performance Level Percentages over Time



HISTORIC Male Student Performance Level Percentages over Time



HISTORIC Male Student Performance Level Percentages over Time



GRADE 5 HISTORIC WRITING Assessment Anchors

Performance Averages over Time

| | 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 |

Historic Anchor Descriptors

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

GRADE 5 HISTORIC WRITING Assessment Anchors

Performance Averages over Time

| | 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 |

Historic Anchor Descriptors

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
2012-2014 Achievement and Assessment Anchors by Grade Level**

GRADE 8 PSSA WRITING

HISTORIC Total Student Performance Level Percentages over Time

| | 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 |

HISTORIC Female Student Performance Level Percentages over Time

| | 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 |

HISTORIC Male Student Performance Level Percentages over Time

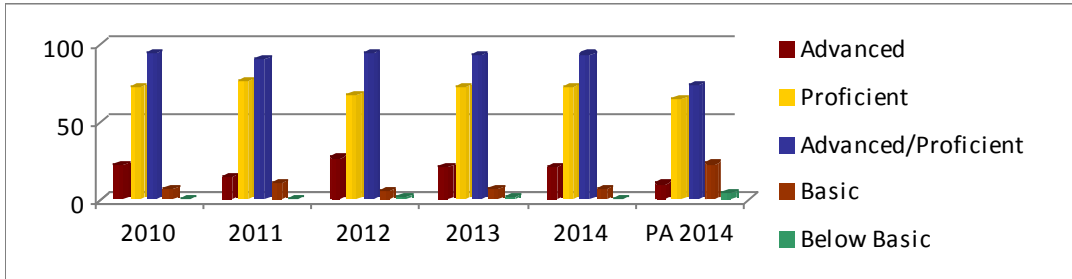
| | 2010 | | 2011 | | 2012 | | 2013 | | 2014 | | 2014 PA |
|----------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|-------------|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | 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 |

HISTORIC Students with IEPs Performance Level Percentages over Time

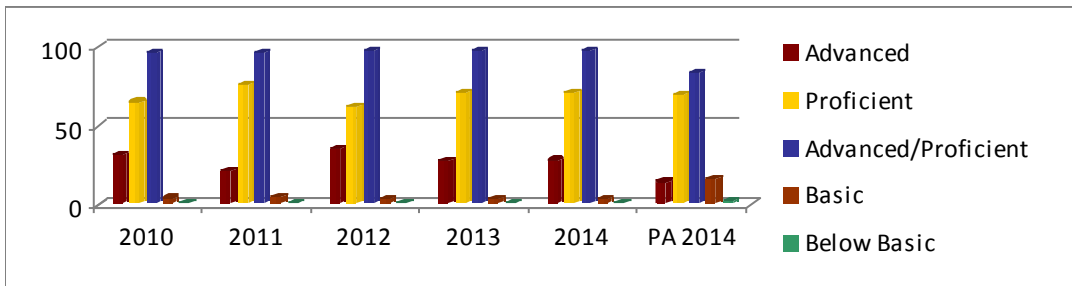
| | 2010 | | 2011 | | 2012 | | 2013 | | 2014 | | 2014 PA |
|----------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-------------|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | 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

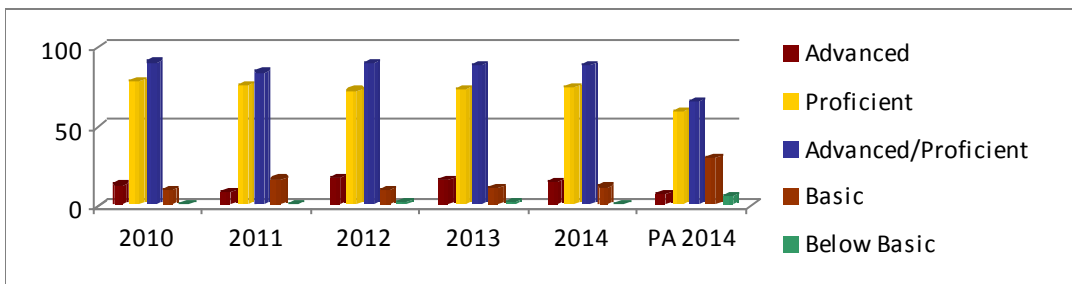
HISTORIC Total Student Performance Level Percentages over Time



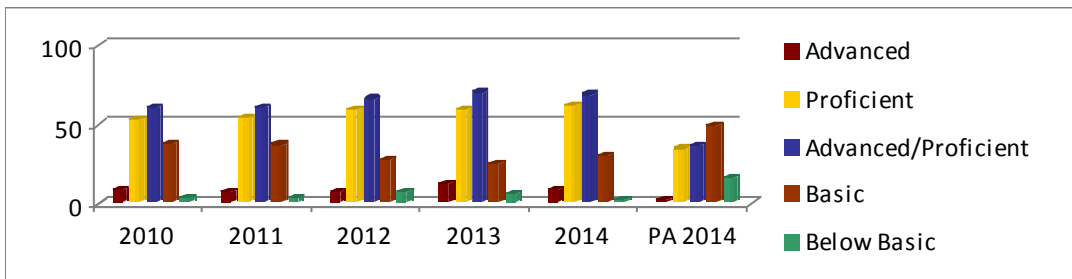
HISTORIC Female Student Performance Level Percentages over Time



HISTORIC Male Student Performance Level Percentages over Time



HISTORIC Students with IEPs Performance Level Percentages over Time



GRADE 8 HISTORIC WRITING Assessment Anchors

Performance Averages over Time

| | 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 |

HISTORIC Anchor Descriptors

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

GRADE 8 HISTORIC WRITING Assessment Anchors

Performance Averages over Time

| | 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 |

Historic Anchor Descriptors

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

**Pine-Richland School District
PSSA Science Test Results
Achievement, Growth, and Assessment Anchors by Grade Level**

GRADE 4 PSSA SCIENCE

Total Students Performance Level Percentages over Time

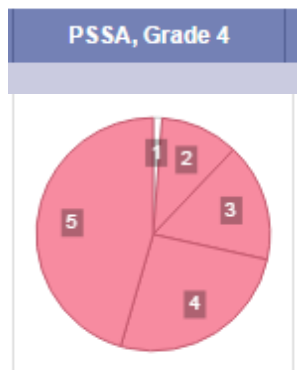
| | 2011 | 2012 | 2013 | 2014 | 2015 | PA 2015 |
|----------------|-------------|-------------|-------------|-------------|-------------|----------------|
| ADV | 63.9 | 56.4 | 53.4 | 61.3 | 62.8 | 41.2 |
| PROF | 30.2 | 37.0 | 38.3 | 30.6 | 31.5 | 36.1 |
| ADV/PRO | 94.0 | 93.4 | 91.7 | 91.9 | 94.3 | 77.3 |
| BASIC | 4.6 | 4.9 | 6.5 | 5.8 | 3.6 | 12.2 |
| BEL BAS | 1.4 | 1.7 | 1.8 | 2.2 | 2.1 | 10.5 |
| # TESTED | 368 | 346 | 339 | 359 | 336 | 124309 |
| MEAN SCORE | | | | | 1520 | 1430 |

PVAAS – Grade 4 Science



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

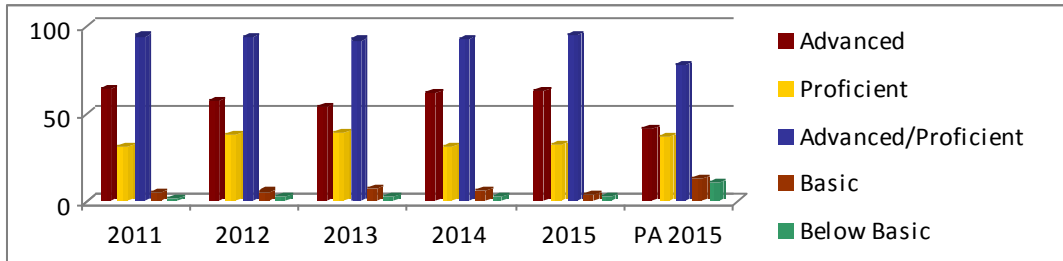


District Quintile Diagnostic

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

GRADE 4 PSSA SCIENCE

Total Students Performance Level Percentages over Time



GRADE 4 SCIENCE Assessment Anchors

Performance Averages over Time

| | 2011 | | | 2012 | | | 2013 | | |
|-------|------|------------|---------|------|-----|---------|------|-----|---------|
| | Mean | Max | Percent | Mean | Max | Percent | Mean | Max | Percent |
| S.A | 26.8 | 33 | 81 | 26.7 | 35 | 76 | 23.9 | 32 | 75 |
| S.A.1 | 12.5 | 15 | 83 | 9.0 | 12 | 75 | 8.7 | 11 | 79 |
| S.A.2 | 4.9 | 6 | 81 | 5.0 | 7 | 72 | 5.2 | 7 | 75 |
| S.A.3 | 9.5 | 12 | 79 | 12.7 | 16 | 79 | 9.9 | 14 | 71 |
| S.B | 10.9 | 14 | 78 | 8.2 | 12 | 68 | 8.8 | 12 | 74 |
| S.B.1 | 2.3 | 3 | 78 | 3.1 | 5 | 61 | 1.7 | 3 | 58 |
| S.B.2 | 3.0 | 4 | 76 | 2.4 | 3 | 81 | 1.8 | 2 | 91 |
| S.B.3 | 5.6 | 7 | 80 | 2.7 | 4 | 67 | 5.3 | 7 | 75 |
| S.C | 7.5 | 10 | 75 | 8.0 | 11 | 73 | 8.8 | 12 | 73 |
| S.C.1 | | not tested | | 0.9 | 1 | 87 | 2.8 | 4 | 70 |
| S.C.2 | 5.1 | 7 | 73 | 4.2 | 6 | 69 | 3.7 | 5 | 73 |
| S.C.3 | 2.4 | 3 | 80 | 3.0 | 4 | 74 | 2.3 | 3 | 77 |
| S.D | 8.0 | 11 | 73 | 7.0 | 10 | 70 | 8.4 | 12 | 70 |
| S.D.1 | 6.0 | 8 | 75 | 5.0 | 7 | 71 | 6.5 | 9 | 73 |
| S.D.2 | 1.3 | 2 | 63 | 0.7 | 1 | 74 | 1.3 | 2 | 65 |
| S.D.3 | 0.7 | 1 | 74 | 1.2 | 2 | 61 | 0.6 | 1 | 58 |

Anchor Descriptors

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

GRADE 4 SCIENCE Assessment Anchors

Performance Averages over Time

| | 2014 | | | 2015 | | |
|-------|------|-----|---------|------|-----|---------|
| | Mean | Max | Percent | Mean | Max | Percent |
| S.A | 26.7 | 35 | 76 | 26.4 | 34 | 78 |
| S.A.1 | 9.4 | 12 | 78 | 9.4 | 12 | 78 |
| S.A.2 | 5.4 | 7 | 78 | 7.4 | 9 | 82 |
| S.A.3 | 11.9 | 16 | 74 | 9.6 | 13 | 74 |
| S.B | 9.4 | 12 | 79 | 9.8 | 12 | 82 |
| S.B.1 | 1.9 | 2 | 96 | 2.8 | 3 | 93 |
| S.B.2 | 0.4 | 1 | 43 | 3.8 | 5 | 77 |
| S.B.3 | 7.1 | 9 | 79 | 3.2 | 4 | 79 |
| S.C | 9.2 | 11 | 84 | 8.3 | 10 | 83 |
| S.C.1 | 2.6 | 3 | 88 | 2.3 | 3 | 78 |
| S.C.2 | 3.9 | 5 | 78 | 2.6 | 3 | 87 |
| S.C.3 | 2.7 | 3 | 88 | 3.4 | 4 | 84 |
| S.D | 7.0 | 10 | 70 | 8.6 | 12 | 72 |
| S.D.1 | 5.4 | 8 | 67 | 3.8 | 5 | 76 |
| S.D.2 | 0.9 | 1 | 94 | 2.3 | 4 | 59 |
| S.D.3 | 0.7 | 1 | 69 | 2.4 | 3 | 81 |

Anchor Descriptors (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

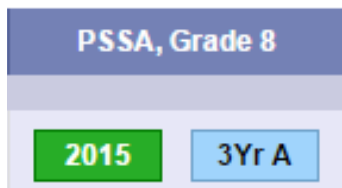
**Pine-Richland School District
PSSA Science Test Results
Achievement , Growth, and Assessment Anhors by Grade Level**

GRADE 8 PSSA SCIENCE

Total Students Performance Level Percentages over Time

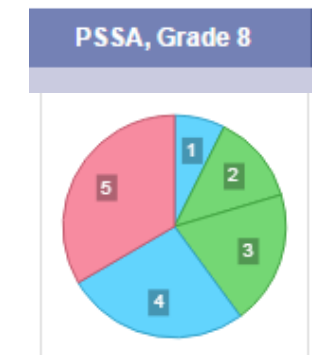
| | 2011 | 2012 | 2013 | 2014 | 2015 | PA 2015 |
|----------------|-------------|-------------|-------------|-------------|-------------|----------------|
| ADV | 36.3 | 41.8 | 39.4 | 31.3 | 38.8 | 27.0 |
| PROF | 42.2 | 40.1 | 44.8 | 45.0 | 40.6 | 31.8 |
| ADV/PRO | 78.5 | 81.9 | 84.2 | 76.3 | 79.4 | 58.8 |
| BASIC | 14.8 | 13.7 | 10.6 | 16.8 | 13.5 | 18.1 |
| BEL BAS | 6.7 | 4.4 | 5.2 | 7.0 | 7.1 | 23.2 |
| # TESTED | 377 | 355 | 353 | 364 | 394 | 128733 |
| MEAN SCORE | | | | | 1410 | 1320 |

PVAAS – Grade 8 Science



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

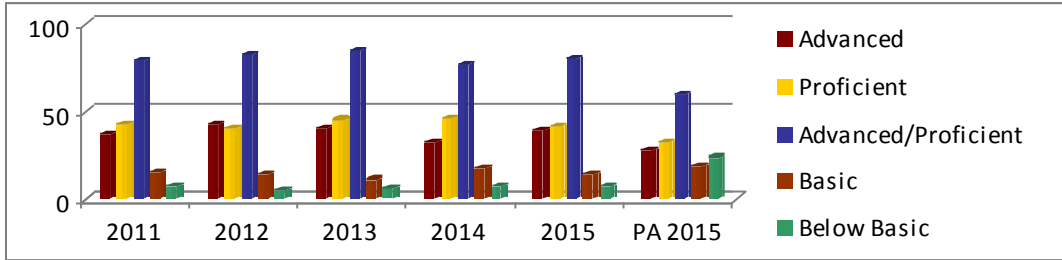


District Quintile Diagnostic

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

GRADE 8 PSSA SCIENCE: Percentages in Performance Levels over Time

Total Students Performance Level Percentages over Time



GRADE 8 SCIENCE Assessment Anchors

Performance Averages over Time

| | 2011 | | | 2012 | | | 2013 | | |
|-------|------|------------|---------|------|-----|---------|------|-----|---------|
| | Mean | Max | Percent | Mean | Max | Percent | Mean | Max | Percent |
| S.A | 24.0 | 34 | 71 | 22.5 | 32 | 70 | 24.9 | 33 | 76 |
| S.A.1 | 9.5 | 14 | 68 | 10.4 | 15 | 69 | 7.7 | 10 | 77 |
| S.A.2 | 8.0 | 11 | 73 | 6.2 | 9 | 69 | 9.1 | 12 | 76 |
| S.A.3 | 6.5 | 9 | 72 | 5.9 | 8 | 73 | 8.1 | 11 | 74 |
| S.B | 7.9 | 11 | 72 | 9.9 | 12 | 82 | 9.1 | 12 | 76 |
| S.B.1 | 2.5 | 3 | 82 | 0.7 | 1 | 68 | 1.6 | 3 | 55 |
| S.B.2 | 2.3 | 3 | 77 | 5.0 | 6 | 84 | 5.8 | 7 | 82 |
| S.B.3 | 3.2 | 5 | 63 | 4.2 | 5 | 84 | 1.7 | 2 | 84 |
| S.C | 8.3 | 11 | 76 | 8.2 | 12 | 68 | 7.7 | 11 | 70 |
| S.C.1 | 2.8 | 4 | 71 | 2.3 | 3 | 77 | 2.5 | 3 | 85 |
| S.C.2 | 3.8 | 5 | 76 | 3.3 | 5 | 67 | 4.5 | 7 | 64 |
| S.C.3 | 1.7 | 2 | 85 | 2.5 | 4 | 64 | 0.7 | 1 | 69 |
| S.D | 8.4 | 12 | 70 | 9.2 | 12 | 76 | 9.1 | 12 | 76 |
| S.D.1 | 5.8 | 8 | 72 | 6.3 | 8 | 79 | 5.3 | 7 | 76 |
| S.D.2 | | not tested | | 0.9 | 1 | 87 | 1.5 | 2 | 77 |
| S.D.3 | 2.6 | 4 | 66 | 2.0 | 3 | 66 | 2.2 | 3 | 74 |

Anchor Descriptors

- 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

GRADE 8 SCIENCE Assessment Anchors

Performance Averages over Time

| | 2014 | | | 2015 | | |
|-------|------|-----|---------|------|-----|---------|
| | Mean | Max | Percent | Mean | Max | Percent |
| S.A | 26.1 | 34 | 77 | 26.1 | 34 | 77 |
| S.A.1 | 10.6 | 14 | 75 | 10.7 | 14 | 76 |
| S.A.2 | 6.6 | 9 | 74 | 9.5 | 12 | 80 |
| S.A.3 | 8.9 | 11 | 81 | 5.8 | 8 | 73 |
| S.B | 9.6 | 12 | 80 | 9.7 | 13 | 75 |
| S.B.1 | 0.7 | 1 | 68 | 1.6 | 2 | 79 |
| S.B.2 | 2.9 | 4 | 73 | 2.0 | 3 | 66 |
| S.B.3 | 6.0 | 7 | 85 | 6.2 | 8 | 77 |
| S.C | 7.5 | 10 | 75 | 8.5 | 11 | 78 |
| S.C.1 | 3.0 | 4 | 74 | 2.5 | 3 | 82 |
| S.C.2 | 3.2 | 4 | 79 | 3.0 | 4 | 75 |
| S.C.3 | 1.4 | 2 | 71 | 3.1 | 4 | 77 |
| S.D | 7.5 | 12 | 62 | 7.0 | 10 | 70 |
| S.D.1 | 5.2 | 8 | 65 | 3.9 | 5 | 78 |
| S.D.2 | 0.6 | 1 | 62 | 1.2 | 2 | 61 |
| S.D.3 | 1.7 | 2 | 55 | 1.8 | 3 | 61 |

Anchor Descriptors

- 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**

- Based on the 2015 PSSA Science results, 94.3% of fourth grade students scored at the advanced or proficient level which represents the highest historic combined percentage at PRSD.
- Given the fourth grade science assessment anchors, the relative strengths at Pine-Richland are parallel with the average state results (i.e., Physical Science, Biological Sciences, Nature of Science, and Earth and Space Science).
- Based on the 2015 PSSA Science results, 79.4% of eighth grade students scored at the advanced or proficient level.
- Based on the three-year PVAAS value added report for science, we:
 - Exceeded the standard for PA Academic Growth in grade 8 and Biology.
 - Did not meet the standard for PA Academic Growth in grade 4. As a side note, grade 4 science performance levels are predicted based on math and ELA performance in grade 3. Based on the three-year averages for Science, we see that students:
- The three-year value-added and quintile diagnostic results for science illustrate a concern at the grade 4 level. Additional attention should be placed on the alignment the science curriculum to the PA Core Standards, Assessment Anchors, and glossary of terms.
- Grade 4 science achievement demonstrates a high percentage of advanced and proficient students (i.e., 94%). However, the students did not achieve at the level predicted by the model.
- While grade 8 students exceeded the standard for PA Academic Growth in science, the quintile diagnostic report indicates that students in the top quintile did not meet that same growth standard.

Next Steps

- Review the scope and sequence of ASSET science on the K-6 learner to determine how closely aligned our “kits” are to eligible content.
- Identify alignment of vocabulary.
- Consider the amount of informational text that students are exposed to within the science department.
- Determine potential considerations for sixth grade science instruction at EHUE as it relates to the transition to middle school.
- Review the newly written curriculum for grades 7-8 to ensure eligible content is addressed systematically.
- Continue to analyze student learning through the dual lenses of growth and achievement.
- Identify pockets of excellence at the building or classroom level that allow further expansion of effective practices.
- Consider how teacher specific data can be used to identify strengths in effort to replicate effective practices across the district.

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 Winter of 2013 to Juniors and Sophomores who had already completed a biology course. In 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 three ways. First the performance levels of a graduating class are presented for each test. This view allows us to see how the same group of students performs on each test over time. Next, the performance of all students taking an end of course test in a specific year is presented. This view allows us to see the stability of our performance levels and trends in the data over time. Third, performance levels of different grade levels of students on each end of course test within the same year are presented which provides us data on how well students are prepared for the tests at each grade level. All three presentations provide us with data on the strength of our educational programs.

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

LITERATURE

Class of 2015 (Graduates)

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

Class of 2016 (Seniors)

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

Class of 2016 (Seniors) continued

| Level | 2014-2015 School Year – Grade 11 | | | | | |
|----------------|----------------------------------|-----------|-----------|----------|-----------|---------|
| | Winter | | Spring | | Summer | |
| | # scoring | percent | # scoring | percent | # scoring | percent |
| ADV | 3 | 15 | 0 | 0 | 0 | |
| PROF | 4 | 20 | 0 | 0 | 0 | |
| ADV/PRO | 7 | 35 | 0 | 0 | 0 | |
| BASIC | 12 | 60 | 6 | 100 | 0 | |
| BEL BAS | 1 | 5 | 0 | 0 | 0 | |
| # Tested | 20 | | 6 | | 0 | |

Class of 2017 (Juniors)

| Level | 2013-2014 School Year – Grade 9 | | | | | | 2014-2015 School Year – Grade 10 | | | | | |
|----------------|---------------------------------|---------|------------|-----------|-----------|-----------|----------------------------------|-----------|-----------|-----------|-----------|-----------|
| | Winter | | Spring | | Summer | | Winter | | Spring | | Summer | |
| | # scoring | percent | # scoring | percent | # scoring | percent | # scoring | percent | # scoring | percent | # scoring | percent |
| ADV | 0 | | 47 | 13 | 0 | 0 | 2 | 3 | 0 | 0 | 0 | 0 |
| PROF | 0 | | 237 | 68 | 9 | 82 | 42 | 60 | 5 | 24 | 1 | 13 |
| ADV/PRO | 0 | | 284 | 81 | 9 | 82 | 44 | 63 | 5 | 24 | 1 | 13 |
| BASIC | 0 | | 57 | 16 | 2 | 18 | 24 | 34 | 15 | 71 | 7 | 88 |
| BEL BAS | 0 | | 8 | 2 | 0 | 0 | 2 | 3 | 1 | 5 | 0 | 0 |
| # Tested | 0 | | 349 | | 11 | | 70 | | 21 | | 8 | |

Class of 2018 (Sophomores)

| Level | 2014-2015 School Year – Grade 9 | | | | | |
|----------------|---------------------------------|---------|------------|-----------|-----------|-----------|
| | Winter | | Spring | | Summer | |
| | # scoring | percent | # scoring | percent | # scoring | percent |
| ADV | 0 | | 45 | 12 | 1 | 9 |
| PROF | 0 | | 265 | 72 | 5 | 45 |
| ADV/PRO | 0 | | 310 | 84 | 6 | 55 |
| BASIC | 0 | | 51 | 14 | 5 | 45 |
| BEL BAS | 0 | | 6 | 2 | 0 | 0 |
| # Tested | 0 | | 367 | | 11 | |

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

BIOLOGY

Class of 2015 (Graduates)

| Level | 2012-13 School Year Grade 10 | | | | 2013-2014 School Year – Grade 11 | | | | | |
|----------------|------------------------------|-----------|------------|-----------|----------------------------------|-----------|-----------|-----------|-----------|-----------|
| | Winter | | Spring | | Winter | | Spring | | 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 | |

Class of 2016 (Seniors)

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

Class of 2016 (Seniors) continued

| Level | 2014-2015 School Year – Grade 11 | | | | | |
|----------------|----------------------------------|-----------|-----------|-----------|-----------|---------|
| | Winter | | Spring | | Summer | |
| | # scoring | percent | # scoring | percent | # scoring | percent |
| ADV | 1 | 2 | 1 | 3 | 0 | |
| PROF | 8 | 14 | 7 | 19 | 0 | |
| ADV/PRO | 9 | 15 | 8 | 22 | 0 | |
| BASIC | 38 | 64 | 24 | 65 | 0 | |
| BEL BAS | 12 | 20 | 5 | 14 | 0 | |
| # Tested | 59 | | 37 | | 0 | |

Class of 2017 (Juniors)

| Level | 2013-2014 School Year – Grade 9 | | | | | | 2014-2015 School Year – Grade 10 | | | | | |
|----------------|---------------------------------|---------|------------|-----------|-----------|-----------|----------------------------------|-----------|-----------|-----------|-----------|-----------|
| | Winter | | Spring | | Summer | | Winter | | Spring | | Summer | |
| | # scoring | percent | # scoring | percent | # scoring | percent | # scoring | percent | # scoring | percent | # scoring | percent |
| ADV | 0 | | 125 | 52 | 0 | 0 | 5 | 25 | 18 | 16 | 0 | 0 |
| PROF | 0 | | 100 | 41 | 1 | 50 | 10 | 50 | 47 | 43 | 1 | 17 |
| ADV/PRO | 0 | | 225 | 93 | 1 | 50 | 15 | 75 | 65 | 59 | 1 | 17 |
| BASIC | 0 | | 15 | 6 | 1 | 50 | 4 | 20 | 33 | 30 | 5 | 83 |
| BEL BAS | 0 | | 2 | 1 | 0 | 0 | 1 | 5 | 12 | 11 | 0 | 0 |
| # Tested | 0 | | 242 | | 2 | | 20 | | 110 | | 6 | |

Class of 2018 (Sophomores)

| Level | 2014-2015 School Year – Grade 9 | | | | | |
|----------------|---------------------------------|---------|------------|-----------|-----------|-----------|
| | Winter | | Spring | | Summer | |
| | # scoring | percent | # scoring | percent | # scoring | percent |
| ADV | 0 | | 145 | 52 | 0 | 0 |
| PROF | 0 | | 113 | 40 | 2 | 33 |
| ADV/PRO | 0 | | 258 | 92 | 2 | 33 |
| BASIC | 0 | | 22 | 8 | 4 | 67 |
| BEL BAS | 0 | | 0 | 0 | 0 | 0 |
| # Tested | 0 | | 280 | | 6 | |

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

ALGEBRA 1

Class of 2015 (Graduates)

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

Class of 2016 (Seniors)

| Level | 2010-2011 School Year – Grade 7 | | | | | | 2011-2012 School Year – Grade 8 | | | | | |
|----------------|---------------------------------|-----------|-----------|---------|-----------|---------|---------------------------------|---------|-----------|---------|------------|-----------|
| | Winter | | Spring | | Summer | | Winter | | Spring | | Summer | |
| | # scoring | percent | # scoring | percent | # scoring | percent | # scoring | percent | # scoring | percent | # scoring | percent |
| ADV | 30 | 53 | 0 | | 0 | | 0 | | 0 | | 62 | 33 |
| PROF | 24 | 42 | 0 | | 0 | | 0 | | 0 | | 102 | 54 |
| ADV/PRO | 54 | 95 | 0 | | 0 | | 0 | | 0 | | 164 | 87 |
| BASIC | 2 | 4 | 0 | | 0 | | 0 | | 0 | | 24 | 13 |
| BEL BAS | 1 | 2 | 0 | | 0 | | 0 | | 0 | | 0 | 0 |
| # Tested | 57 | | 0 | | 0 | | 0 | | 0 | | 188 | |

Class of 2016 (Seniors) continued

| Level | 2014-2015 School Year – Grade 11 | | | |
|----------------|----------------------------------|-----------|-----------|---------|
| | Spring | | Summer | |
| | # scoring | percent | # scoring | percent |
| ADV | 0 | 0 | 0 | |
| PROF | 6 | 35 | 0 | |
| ADV/PRO | 6 | 35 | 0 | |
| BASIC | 10 | 59 | 0 | |
| BEL BAS | 1 | 6 | 0 | |
| # Tested | 17 | | 0 | |

Class of 2017 (Juniors)

| Level | 2010-2011 School Year – Grade 6 | | | | | | 2011-2012 School Year – Grade 7 | | | | | |
|----------------|---------------------------------|------------|-----------|---------|-----------|---------|---------------------------------|---------|-----------|---------|-----------|------------|
| | Winter | | Spring | | Summer | | Winter | | Spring | | Summer | |
| | # scoring | percent | # scoring | percent | # scoring | percent | # scoring | percent | # scoring | percent | # scoring | percent |
| ADV | 2 | 100 | 0 | | 0 | | 0 | | 0 | | 45 | 87 |
| PROF | 0 | 0 | 0 | | 0 | | 0 | | 0 | | 7 | 13 |
| ADV/PRO | 2 | 100 | 0 | | 0 | | 0 | | 0 | | 52 | 100 |
| BASIC | 0 | 0 | 0 | | 0 | | 0 | | 0 | | 0 | 0 |
| BEL BAS | 0 | 0 | 0 | | 0 | | 0 | | 0 | | 0 | 0 |
| # Tested | 2 | | 0 | | 0 | | 0 | | 0 | | 52 | |

Class of 2017 (Juniors) continued

| Level | 2014-2015 School Year – Grade 10 | | | |
|----------------|----------------------------------|-----------|-----------|-----------|
| | Spring | | Summer | |
| | # scoring | percent | # scoring | percent |
| ADV | 1 | 2 | 1 | 25 |
| PROF | 12 | 27 | 0 | 0 |
| ADV/PRO | 13 | 30 | 1 | 25 |
| BASIC | 31 | 70 | 3 | 75 |
| BEL BAS | 0 | 0 | 0 | 0 |
| # Tested | 44 | | 4 | |

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

ALGEBRA 1

Class of 2015 (Graduates) continued

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

Class of 2016 (Seniors) continued

| Level | 2012-2013 School Year – Grade 9 | | | | | | 2013-2014 School Year – Grade 10 | | | | | |
|----------------|---------------------------------|-----------|-----------|---------|-----------|-----------|----------------------------------|-----------|-----------|----------|-----------|-----------|
| | Winter | | Spring | | Summer | | Winter | | Spring | | Summer | |
| | # scoring | percent | # scoring | percent | # scoring | percent | # scoring | percent | # scoring | percent | # scoring | percent |
| ADV | 10 | 7 | 0 | | 7 | 7 | 0 | 0 | 0 | 0 | 2 | 6 |
| PROF | 50 | 36 | 0 | | 35 | 34 | 14 | 23 | 0 | 0 | 9 | 25 |
| ADV/PRO | 60 | 43 | 0 | | 42 | 41 | 14 | 23 | 0 | 0 | 11 | 31 |
| BASIC | 63 | 45 | 0 | | 56 | 54 | 43 | 70 | 2 | 100 | 23 | 64 |
| BEL BAS | 16 | 12 | 0 | | 5 | 5 | 4 | 7 | 0 | 0 | 2 | 6 |
| # Tested | 139 | | 0 | | 103 | | 61 | | 2 | | 36 | |

Class of 2017 (Juniors) continued

| Level | 2012-2013 School Year – Grade 8 | | | | | | 2013-2014 School Year – Grade 9 | | | | | |
|----------------|---------------------------------|-----------|-----------|---------|-----------|-----------|---------------------------------|-----------|-----------|-----------|-----------|-----------|
| | Winter | | Spring | | Summer | | Winter | | Spring | | Summer | |
| | # scoring | percent | # scoring | percent | # scoring | percent | # scoring | percent | # scoring | percent | # scoring | percent |
| ADV | 99 | 47 | 0 | | 4 | 13 | 5 | 5 | 0 | 0 | 3 | 5 |
| PROF | 93 | 44 | 0 | | 13 | 42 | 41 | 39 | 1 | 20 | 16 | 28 |
| ADV/PRO | 192 | 91 | 0 | | 17 | 55 | 46 | 44 | 1 | 20 | 19 | 33 |
| BASIC | 19 | 9 | 0 | | 14 | 45 | 54 | 51 | 4 | 80 | 38 | 66 |
| BEL BAS | 0 | 0 | 0 | | 0 | 0 | 5 | 5 | 0 | 0 | 1 | 2 |
| # Tested | 211 | | 0 | | 31 | | 105 | | 5 | | 58 | |

ALGEBRA 1

Class of 2018 (Sophomores)

| Level | 2012-2013 School Year – Grade 7 | | | | | | 2013-2014 School Year – Grade 8 | | | | | |
|----------------|---------------------------------|---------|-----------|------------|-----------|---------|---------------------------------|---------|------------|-----------|-----------|----------|
| | Winter | | Spring | | Summer | | Winter | | Spring | | 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 | |

Class of 2019 (Freshman)

| Level | 2013-2014 School Year – Grade 7 | | | | | | 2014-2015 School Year – Grade 8 | | | | | |
|----------------|---------------------------------|---------|-----------|------------|-----------|---------|---------------------------------|---------|------------|-----------|-----------|-----------|
| | Winter | | Spring | | Summer | | Winter | | Spring | | Summer | |
| | # scoring | percent | # scoring | percent | # scoring | percent | # scoring | percent | # scoring | percent | # scoring | percent |
| ADV | 0 | | 69 | 86 | 0 | | 0 | | 92 | 36 | 0 | 0 |
| PROF | 0 | | 11 | 14 | 0 | | 0 | | 112 | 44 | 4 | 33 |
| ADV/PRO | 0 | | 80 | 100 | 0 | | 0 | | 204 | 80 | 4 | 33 |
| BASIC | 0 | | 0 | 0 | 0 | | 0 | | 49 | 19 | 8 | 67 |
| BEL BAS | 0 | | 0 | 0 | 0 | | 0 | | 1 | 0 | 0 | 0 |
| # Tested | 0 | | 80 | | 0 | | 0 | | 254 | | 12 | |

Class of 2020 (Grade 8)

| Level | 2014-2015 School Year – Grade 7 | | | | | |
|----------------|---------------------------------|---------|-----------|------------|-----------|---------|
| | Winter | | Spring | | Summer | |
| | # scoring | percent | # scoring | percent | # scoring | percent |
| ADV | 0 | | 54 | 82 | 0 | |
| PROF | 0 | | 12 | 18 | 0 | |
| ADV/PRO | 0 | | 66 | 100 | 0 | |
| BASIC | 0 | | 0 | 0 | 0 | |
| BEL BAS | 0 | | 0 | 0 | 0 | |
| # Tested | 0 | | 66 | | 0 | |

ALGEBRA 1

Class of 2018 (Sophomores) continued

| Level | 2014-2015 School Year – Grade 9 | | | | | |
|----------------|---------------------------------|-----------|-----------|-----------|-----------|-----------|
| | Winter | | Spring | | Summer | |
| | # scoring | percent | # scoring | percent | # scoring | percent |
| ADV | 3 | 8 | 9 | 9 | 1 | 17 |
| PROF | 24 | 62 | 35 | 35 | 0 | 0 |
| ADV/PRO | 27 | 69 | 44 | 44 | 1 | 17 |
| BASIC | 12 | 31 | 52 | 52 | 5 | 83 |
| BEL BAS | 0 | 0 | 4 | 4 | 0 | 0 |
| # Tested | 39 | | 100 | | 6 | |

**Pine-Richland School District
 Keystone Exam End-of-Course Assessment Results
 Performance Levels of Total Students (Combined Grade Levels) over Time**

LITERATURE

| | 2013 Percent | 2014 Percent | 2015 Percent |
|----------------|-------------------------|-------------------------|-------------------------|
| ADV | 20 | 13 | 12 |
| PROF | 64 | 68 | 72 |
| ADV/PRO | 84 | 81 | 84 |
| BASIC | 14 | 16 | 14 |
| BEL BAS | 2 | 2 | 2 |
| # TESTED | 760 | 350 | 372 |

BIOLOGY

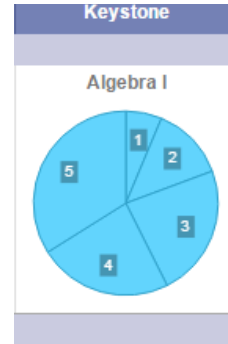
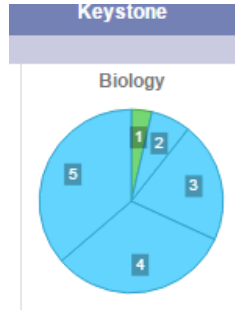
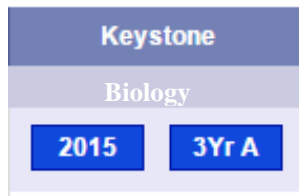
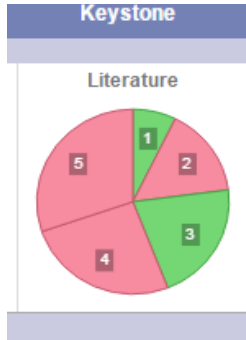
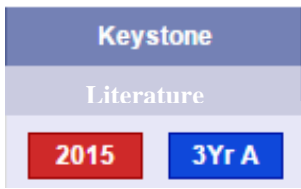
| | 2013 Percent | 2014 Percent | 2015 Percent |
|----------------|-------------------------|-------------------------|-------------------------|
| ADV | 41 | 37 | 42 |
| PROF | 43 | 41 | 41 |
| ADV/PRO | 84 | 78 | 83 |
| BASIC | 13 | 15 | 13 |
| BEL BAS | 3 | 7 | 3 |
| # TESTED | 402 | 396 | 387 |

ALGEBRA 1

| | 2013 Percent | 2014 Percent | 2015 Percent |
|----------------|-------------------------|-------------------------|-------------------------|
| ADV | 39 | 45 | 37 |
| PROF | 36 | 34 | 38 |
| ADV/PRO | 75 | 79 | 75 |
| BASIC | 21 | 19 | 23 |
| BEL BAS | 4 | 2 | 1 |
| # TESTED | 422 | 382 | 415 |

Keystone Exams

PVAAS Data



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

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

LITERATURE

| GRADE 9 | 2013 Percent | 2014 Percent | 2015 Percent |
|----------------|---------------------|---------------------|---------------------|
| ADV | 18 | 14 | 12 |
| PROF | 64 | 68 | 72 |
| ADV/PRO | 82 | 82 | 84 |
| BASIC | 16 | 16 | 14 |
| BEL BAS | 2 | 2 | 2 |
| # TESTED | 384 | 349 | 362 |

| GRADE 10 | 2013 Percent | 2014 Percent | 2015 Percent |
|-----------------|---------------------|---------------------|---------------------|
| ADV | 23 | 0 | 0 |
| PROF | 63 | 39 | 24 |
| ADV/PRO | 86 | 39 | 24 |
| BASIC | 13 | 53 | 71 |
| BEL BAS | 1 | 8 | 5 |
| # TESTED | 376 | 36 | 21 |

| GRADE 11 | 2013 Percent | 2014 Percent | 2015 Percent |
|-----------------|---------------------|---------------------|---------------------|
| ADV | | 0 | |
| PROF | | 27 | |
| ADV/PRO | | 27 | |
| BASIC | | 73 | |
| BEL BAS | | 0 | |
| # TESTED | | 22 | |

BIOLOGY

| GRADE 9 | 2013 Percent | 2014 Percent | 2015 Percent |
|----------------|---------------------|---------------------|---------------------|
| ADV | 60 | 52 | 52 |
| PROF | 36 | 41 | 40 |
| ADV/PRO | 96 | 93 | 92 |
| BASIC | 4 | 6 | 5 |
| BEL BAS | 0 | 1 | 0 |
| # TESTED | 228 | 242 | 280 |

| GRADE 10 | 2013 Percent | 2014 Percent | 2015 Percent |
|-----------------|---------------------|---------------------|---------------------|
| ADV | 15 | 13 | 16 |
| PROF | 52 | 42 | 43 |
| ADV/PRO | 67 | 55 | 59 |
| BASIC | 26 | 30 | 30 |
| BEL BAS | 7 | 15 | 11 |
| # TESTED | 175 | 161 | 110 |

| GRADE 11 | 2013 Percent | 2014 Percent | 2015 Percent |
|-----------------|---------------------|---------------------|---------------------|
| ADV | 100 | 0 | 3 |
| PROF | 0 | 18 | 19 |
| ADV/PRO | 100 | 18 | 22 |
| BASIC | 0 | 72 | 65 |
| BEL BAS | 0 | 10 | 14 |
| # TESTED | 1 | 39 | 37 |

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

ALGEBRA 1

| GRADE 7 | 2013 Percent | 2014 Percent | 2015 Percent |
|----------------|---------------------|---------------------|---------------------|
| ADV | 92 | 86 | 82 |
| PROF | 8 | 14 | 18 |
| ADV/PRO | 100 | 100 | 100 |
| BASIC | 0 | 0 | 0 |
| BEL BAS | 0 | 0 | 0 |
| # TESTED | 62 | 80 | 66 |

| GRADE 8 | 2013 Percent | 2014 Percent | 2015 Percent |
|----------------|---------------------|---------------------|---------------------|
| ADV | 47 | 46 | 36 |
| PROF | 44 | 41 | 44 |
| ADV/PRO | 91 | 87 | 80 |
| BASIC | 9 | 12 | 19 |
| BEL BAS | 0 | 1 | 0 |
| # TESTED | 211 | 214 | 254 |

| GRADE 9 | 2013 Percent | 2014 Percent | 2015 Percent |
|----------------|---------------------|---------------------|---------------------|
| ADV | 7 | 5 | 9 |
| PROF | 36 | 39 | 35 |
| ADV/PRO | 43 | 44 | 44 |
| BASIC | 45 | 51 | 52 |
| BEL BAS | 11 | 5 | 4 |
| # TESTED | 139 | 105 | 100 |

| GRADE 10 | 2013 Percent | 2014 Percent | 2015 Percent |
|-----------------|---------------------|---------------------|---------------------|
| ADV | 8 | 0 | 2 |
| PROF | 17 | 23 | 27 |
| ADV/PRO | 25 | 23 | 30 |
| BASIC | 58 | 71 | 70 |
| BEL BAS | 17 | 7 | 0 |
| # TESTED | 12 | 61 | 44 |

| GRADE 11 | 2013 Percent | 2014 Percent | 2015 Percent |
|-----------------|---------------------|---------------------|---------------------|
| ADV | 0 | 0 | 0 |
| PROF | 0 | 26 | 35 |
| ADV/PRO | 0 | 26 | 35 |
| BASIC | 0 | 70 | 59 |
| BEL BAS | 0 | 4 | 6 |
| # TESTED | 0 | 50 | 17 |

KEYSTONE EXAMS

Results and Findings

- Based on end of course assessment results, 84% of grade 9 students scored at the Advanced or Proficient level on the Keystone Literature Assessment. This level of achievement has remained consistent for the past three years.
- The three-year PVAAS value added report indicates that there is significant evidence that the school exceeds the standard of PA Academic Growth in Literature. However, the 2015 value added score and quintile diagnostic report show that this particular cohort of students did not meet the growth standard.
- Based on end of course assessment results, 83% of students scored at the Advanced or Proficient level on the Keystone Biology Assessment. This level of achievement has remained consistent for the past three years.
- The three-year PVAAS value added report indicates that there is significant evidence that the school exceeds the standard of PA Academic Growth in Biology. This growth is further supported by the quintile diagnostic report.
- Based on end of course assessment results, 75% of students scored at the Advanced or Proficient level on the Keystone Algebra I Assessment. Since this assessment may be taken in grades 7-10 for most students, we see a different pattern of proficiency. Students taking Algebra I in grades 7 and 8 perform at much higher levels.
- The three-year PVAAS value added report indicates that there is significant evidence that the school exceeds the standard of PA Academic Growth in Algebra I. This growth is further supported by the quintile diagnostic report.

Next Steps

- 2015-2016 is the first year for the “Algebra I Pt 1” (not a Keystone course). The “Algebra I Pt II” (a Keystone course) will begin in 2016-2017.
- Within the grade 8 written curriculum, we are working to address the need for alignment to both PSSA eligible content and Keystone eligible content.
- 2015-2016 is the first year that we have implemented our supplemental instruction course. This is an every-other day class for Algebra I and Biology support.
- Determine ways to better support students who did not score at the proficient level on Literature in grade 9.
- Further analysis of assessment anchor data.
- Additional professional development for all content area teachers in understanding how to teach students how to construct evidence-based written responses.

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 Education 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 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 or Advanced on the PSSA tests and Keystone Exams which are part of the Pennsylvania System of School Assessment
- Percent of students scoring Proficient or 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

For schools with grades 3-8, most of the data involved in calculating the SPP score comes from PSSA scores. However, PDE administered two new PSSA assessments in the spring of 2015, Math and English Language Arts. Because the assessments were aligned to a different set of standards, PA Core, PDE set new cut scores for each performance level categories. The tests are more rigorous and student performance levels throughout the state have decreased. PDE has suspended the calculation of the SPP score in 2015 for all schools except for those that have an eleventh grade. As a result, only our high school will have an SPP score calculated. This score has not yet been released. Additionally, PDE must also determine how to calculate teacher evaluations without including the SPP score. At this time, we are waiting for this information as well.

Fall 2015 Update

The Pennsylvania Department of Education has indicated that SPP scores for 2015 will not be issued to any school that does not have grade 11 students. As a result, Pine-Richland High School is the only school in Pine-Richland that will receive an SPP score. This decision is problematic for school districts given the connection between SPP scores, the educator effectiveness system and the framework for leadership prescribed by PDE. The rationale for this moratorium provided by PDE was intended to give school districts more time to revise curriculum to align with the PA Core Standards.

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.

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

| | 2011 | 2012 | 2013 | 2014 | 2015 |
|----------------------------|-------------|-------------|-------------|-------------|-------------|
| Total # taking test | 295 | 331 | 328 | 333 | 341 |
| Total # graduates | 333 | 363 | 372 | 367 | 367 |
| % taking test | 88.6 | 91.2 | 88.2 | 90.7 | 92.9 |

Participation over Time

| | 2011 | 2012 | 2013 | 2014 | 2015 |
|-----------------|-------------|-------------|-------------|-------------|-------------|
| District | 295 | 331 | 328 | 333 | 341 |
| State | 105907 | 104220 | 101368 | 99460 | 96826 |
| TL Group | 1647123 | 1664479 | 1660047 | 1672365 | 1698521 |

Gender as a Percent of Test Takers over Time

| | 2011 F/M | 2012 F/M | 2013 F/M | 2014 F/M | 2015 F/M |
|-----------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| District | 48/52 | 50/50 | 46/54 | 52/48 | 51/49 |
| State | 53/47 | 53/47 | 53/47 | 53/47 | 54/46 |
| TL Group | 53/47 | 53/47 | 53/47 | 53/47 | 53/47 |

Combined Mean Scores over Time

| | 2011 | 2012 | 2013 | 2014 | 2015 |
|-----------------|-------------|-------------|-------------|-------------|-------------|
| District | 1650 | 1639 | 1676 | 1638 | 1634 |
| State | 1473 | 1472 | 1480 | 1481 | 1485 |
| TL Group | 1500 | 1498 | 1498 | 1497 | 1490 |

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

CRITICAL READING

Mean Scores over Time

| | 2011 | 2012 | 2013 | 2014 | 2015 |
|-----------------|------|------|------|------|------|
| PRHS | 546 | 543 | 549 | 539 | 537 |
| State | 493 | 491 | 494 | 497 | 499 |
| TL Group | 497 | 496 | 496 | 497 | 495 |

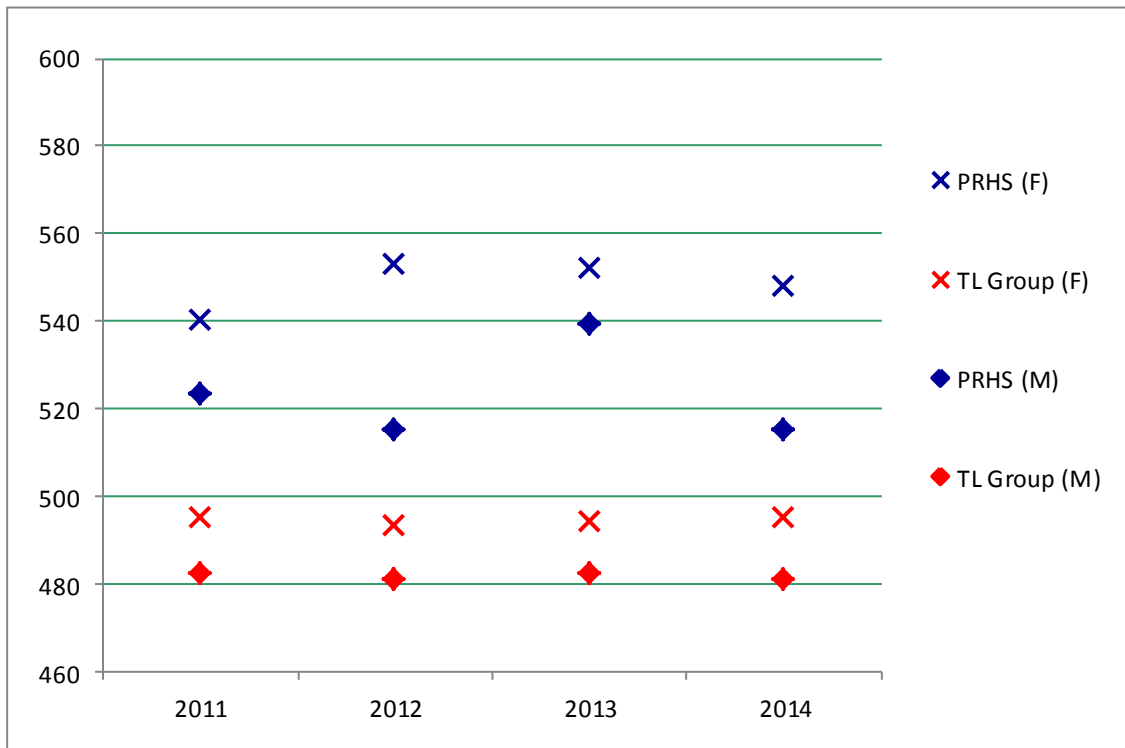
Female Student Mean Scores over Time

| | 2011 | 2012 | 2013 | 2014 | 2015 |
|-----------------|------|------|------|------|------|
| PRHS | 540 | 553 | 552 | 548 | 543 |
| State | 490 | 488 | 491 | 493 | 494 |
| TL Group | 495 | 493 | 494 | 495 | 493 |

Male Student Mean Scores over Time

| | 2011 | 2012 | 2013 | 2014 | 2015 |
|-----------------|------|------|------|------|------|
| PRHS | 551 | 533 | 547 | 528 | 531 |
| State | 497 | 495 | 497 | 501 | 504 |
| TL Group | 500 | 498 | 499 | 499 | 497 |

Critical Reading Mean Scores of District and Total Group by Gender over Time



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

MATHEMATICS

Means Scores over Time

| | 2011 | 2012 | 2013 | 2014 | 2015 |
|-----------------|------|------|------|------|------|
| PRHS | 571 | 561 | 577 | 562 | 567 |
| State | 501 | 501 | 504 | 504 | 504 |
| TL Group | 514 | 514 | 514 | 513 | 511 |

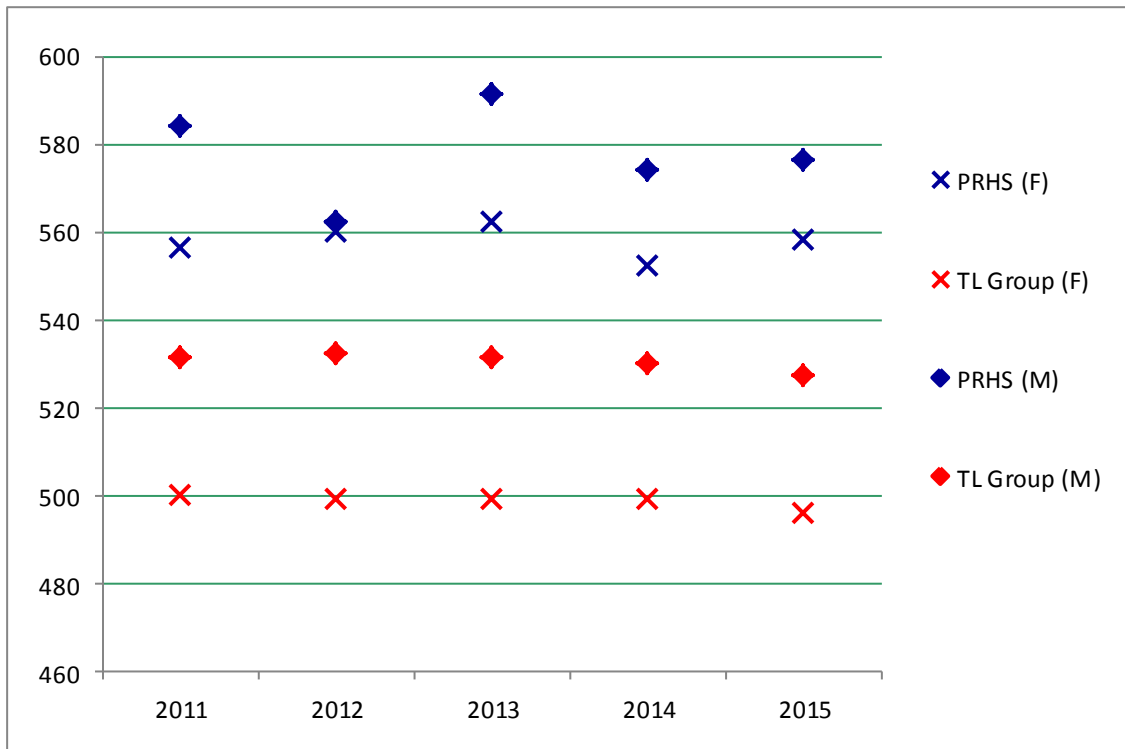
Female Student Mean Scores over Time

| | 2011 | 2012 | 2013 | 2014 | 2015 |
|-----------------|------|------|------|------|------|
| PRHS | 556 | 560 | 562 | 552 | 558 |
| State | 486 | 485 | 489 | 489 | 489 |
| TL Group | 500 | 499 | 499 | 499 | 496 |

Male Student Mean Scores over Time

| | 2011 | 2012 | 2013 | 2014 | 2015 |
|-----------------|------|------|------|------|------|
| PRHS | 584 | 562 | 591 | 574 | 576 |
| State | 517 | 519 | 520 | 521 | 521 |
| TL Group | 531 | 532 | 531 | 530 | 527 |

Mathematics Mean Scores of District and Total Group by Gender over Time



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

WRITING

Means Scores over Time

| | 2011 | 2012 | 2013 | 2014 | 2015 |
|-----------------|------|------|------|------|------|
| PRHS | 533 | 535 | 550 | 537 | 530 |
| State | 479 | 480 | 482 | 480 | 482 |
| TL Group | 489 | 488 | 488 | 487 | 484 |

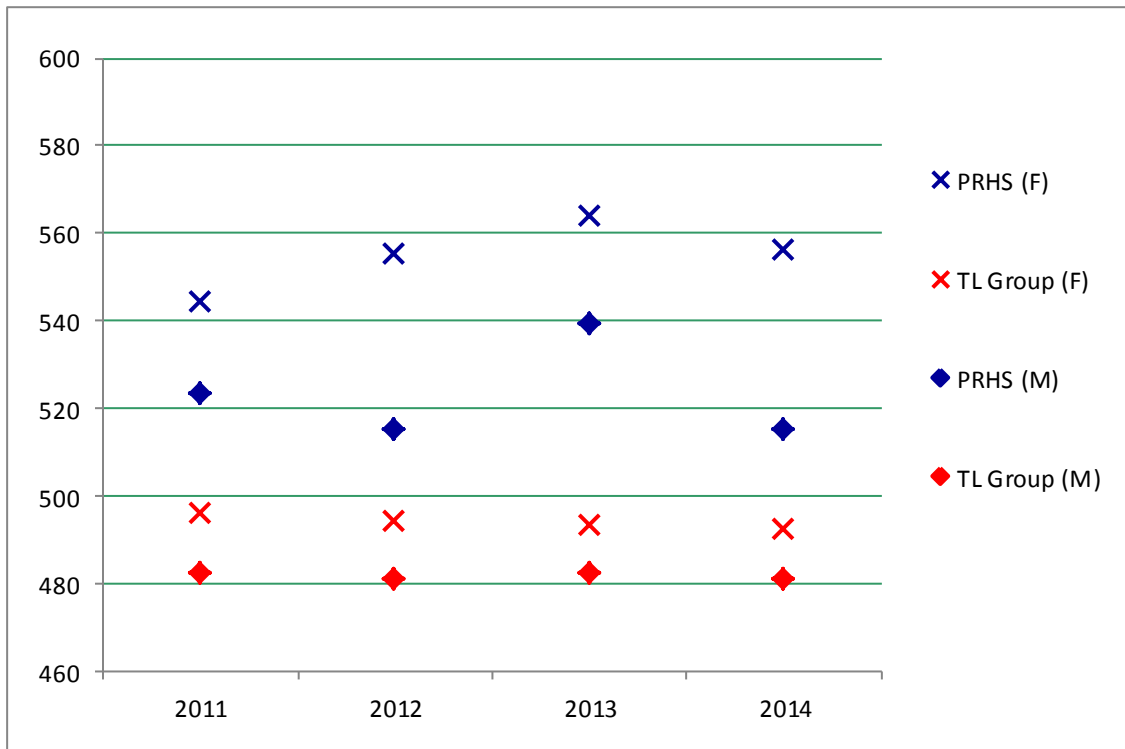
Female Student Mean Scores over Time

| | 2011 | 2012 | 2013 | 2014 | 2015 |
|-----------------|------|------|------|------|------|
| PRHS | 544 | 555 | 564 | 556 | 550 |
| State | 486 | 487 | 487 | 484 | 486 |
| TL Group | 496 | 494 | 493 | 492 | 490 |

Male Student Mean Scores over Time

| | 2011 | 2012 | 2013 | 2014 | 2015 |
|-----------------|------|------|------|------|------|
| PRHS | 523 | 515 | 539 | 515 | 509 |
| State | 472 | 472 | 476 | 474 | 477 |
| TL Group | 482 | 481 | 482 | 481 | 478 |

Writing Mean Scores of District and Total Group by Gender over Time



Scholastic Aptitude Test

Results/Findings

- As both a percentage and total number, the district had a historically high number of students in the 2015 graduating class take the SAT (i.e., 341 and 92.9% respectively).
- While a five-year negative trend in SAT participation is noted in Pennsylvania, Pine-Richland shows a three-year positive trend in participation.
- Pine-Richland students consistently outperform State and Total Group comparisons over the past five years.
- Unlike State and Total Group trends, Pine-Richland female students typically outperform male students in the area of critical reading.
- In the SAT Mathematics test, male students outperform female students at Pine-Richland. This pattern also exists in the State and Total Group comparisons. The differential gap between all three groups is similar.

Next Steps

- Research and understand changes to the SAT test format.
- Provide professional development to Math and English teachers at the high school level regarding those changes.
- Consider developing a face-to-face SAT preparation course for Pine-Richland students.
- While an online SAT preparation program exists in Naviance, the district will continue to investigate other online options to support diverse learning styles and needs.

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.

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**

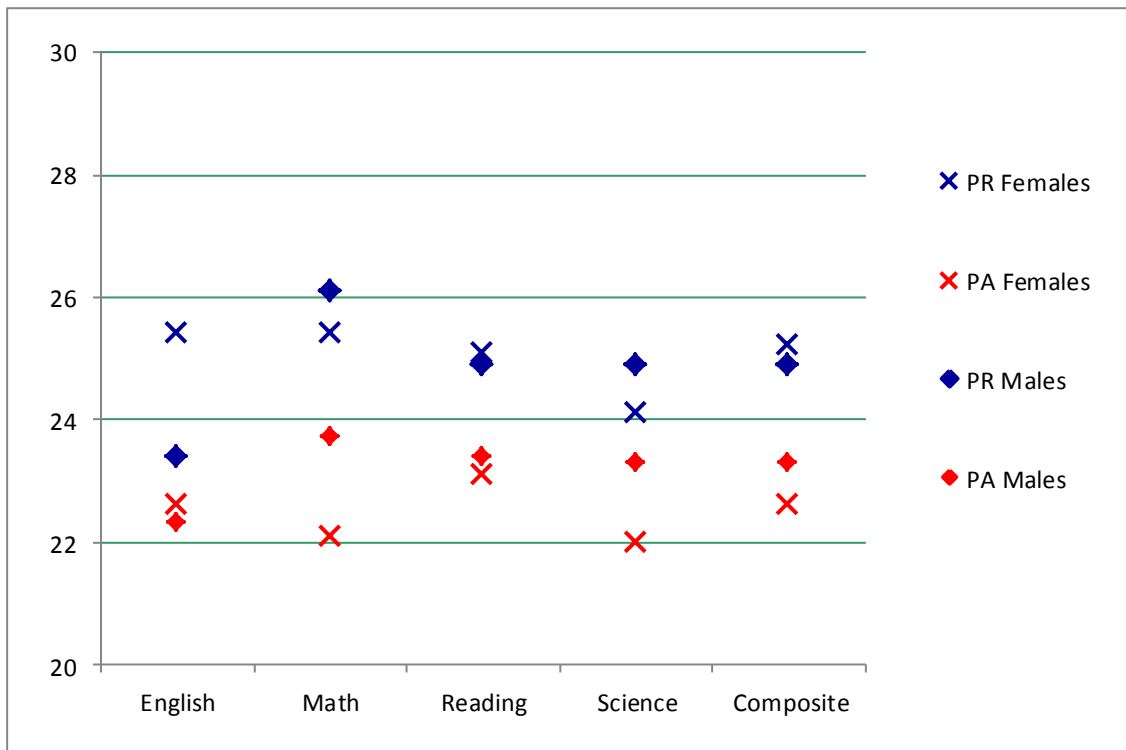
Participation over Time

| | 2011 | 2012 | 2013 | 2014 | 2015 |
|--------------------------|---------|---------|---------|---------|---------|
| TL # PR Students | 161 | 171 | 206 | 182 | 219 |
| TL # PR Graduates | 333 | 363 | 372 | 367 | 367 |
| % of Class Tested | 48.3 | 47.1 | 55.4 | 49.6 | 59.7 |
| # PR Boys Tested | 80 | 77 | 96 | 78 | 96 |
| # PR Girls Tested | 81 | 94 | 110 | 104 | 123 |
| TL # PA Tested | 24280 | 25426 | 26171 | 27136 | 29776 |
| TL # US Tested | 1623112 | 1666017 | 1799243 | 1845787 | 1924436 |

2014 Mean Scores by Gender

| | English | Math | Reading | Science | Composite | % of Tested |
|-------------------|---------|------|---------|---------|-----------|-------------|
| PR Males | 23.4 | 26.1 | 24.9 | 24.9 | 24.9 | 44.0 |
| PR Females | 25.4 | 25.4 | 25.1 | 24.1 | 25.2 | 56.0 |
| PA Males | 22.3 | 23.7 | 23.4 | 23.3 | 23.3 | 43.0 |
| PA Females | 22.6 | 22.1 | 23.1 | 22.0 | 22.6 | 57.0 |

2014 Mean Scores by Gender per Subject Test



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

Mean Scores over Time

ENGLISH

| | 2011 | 2012 | 2013 | 2014 | 2015 |
|----------------------|-------------|-------------|-------------|-------------|-------------|
| Pine-Richland | 24.0 | 24.5 | 24.1 | 25.1 | 24.5 |
| Pennsylvania | 21.9 | 22.0 | 22.2 | 22.1 | 22.5 |
| United States | 20.6 | 20.5 | 20.2 | 20.3 | 20.4 |

MATH

| | 2011 | 2012 | 2013 | 2014 | 2015 |
|----------------------|-------------|-------------|-------------|-------------|-------------|
| Pine-Richland | 25.6 | 25.6 | 25.5 | 25.5 | 25.7 |
| Pennsylvania | 22.6 | 22.7 | 23.0 | 22.8 | 22.8 |
| United States | 21.1 | 21.1 | 20.9 | 20.9 | 20.8 |

READING

| | 2011 | 2012 | 2013 | 2014 | 2015 |
|----------------------|-------------|-------------|-------------|-------------|-------------|
| Pine-Richland | 24.0 | 25.1 | 24.5 | 25.6 | 25.0 |
| Pennsylvania | 22.6 | 22.7 | 23.0 | 23.0 | 23.2 |
| United States | 21.3 | 21.3 | 21.1 | 21.3 | 21.4 |

SCIENCE

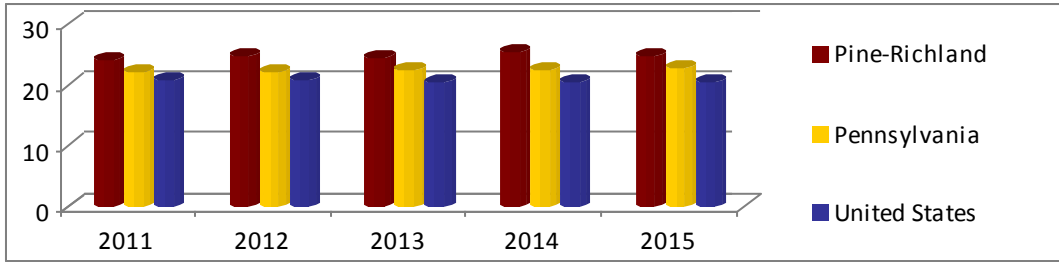
| | 2011 | 2012 | 2013 | 2014 | 2015 |
|----------------------|-------------|-------------|-------------|-------------|-------------|
| Pine-Richland | 24.2 | 24.1 | 23.8 | 24.9 | 24.5 |
| Pennsylvania | 21.8 | 21.9 | 22.2 | 22.2 | 22.5 |
| United States | 20.9 | 20.9 | 20.7 | 20.8 | 20.9 |

COMPOSITE

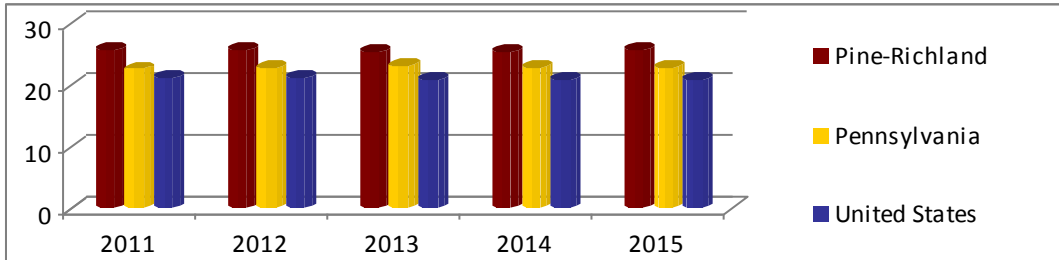
| | 2011 | 2012 | 2013 | 2014 | 2015 |
|----------------------|-------------|-------------|-------------|-------------|-------------|
| Pine-Richland | 24.5 | 25.0 | 24.6 | 25.4 | 25.1 |
| Pennsylvania | 22.3 | 22.4 | 22.7 | 22.7 | 22.9 |
| United States | 21.1 | 21.1 | 20.9 | 21.0 | 21.0 |

Mean Scores over Time

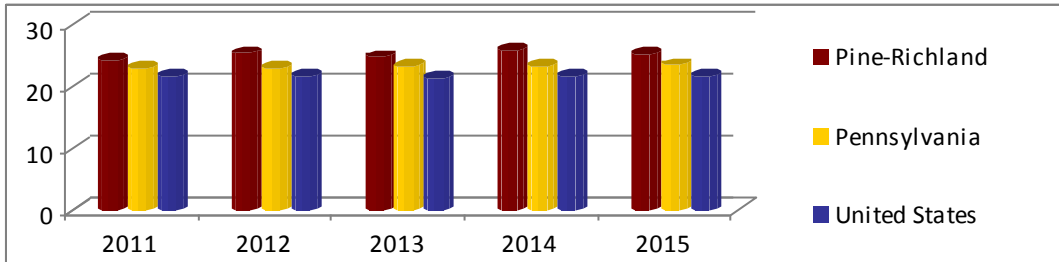
ENGLISH



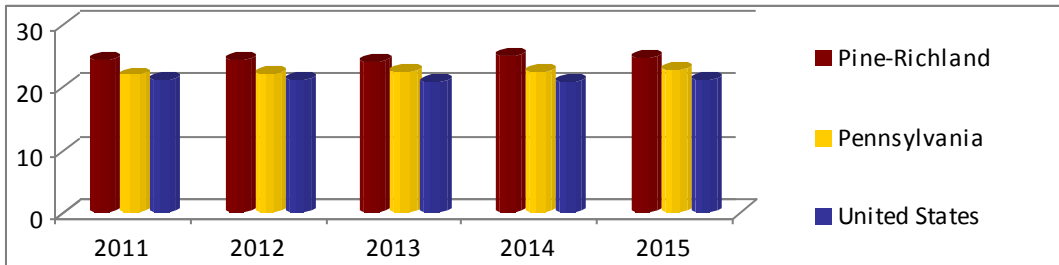
MATH



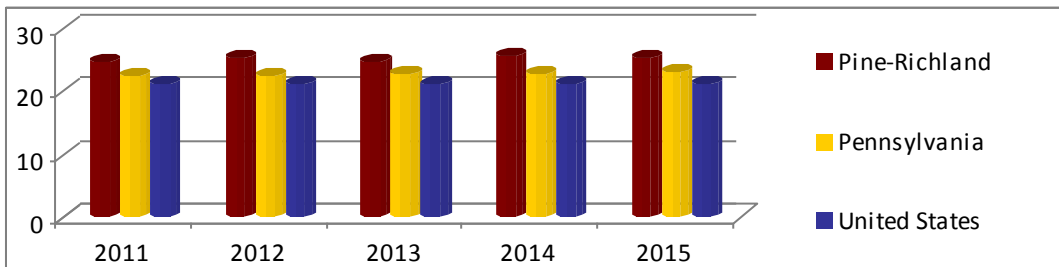
READING



SCIENCE



COMPOSITE



American College Test

Results and Findings

- While Pine-Richland does not show a trend in ACT test participation, a historic number of students participated in 2015 (i.e., 219).
- Student performance on each sub-test remains stable and high despite the increased level of participation (i.e., English, Mathematics, Reading, Science, and Composite).
 - A historic high was noted in math in 2015.

Next Steps

- Given the increase in participation rates, research and understand the ACT test format.
- Provide professional development to Math, English and Science teachers at the high school level regarding the test format.
- Consider developing a face-to-face ACT preparation course for Pine-Richland students.
- The district will continue to investigate online options to support diverse learning styles and needs.

Advanced Placement (AP) Test

Overview of APs

AP tests are published by the CollegeBoard. 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.

Currently, Pine-Richland offers 17 Advanced Placement courses at the high school. Five years of test scores per subject area are presented as well state and global results for 2015. Data analyses of levels of performance, trends in performance, and comparisons of performance may all be made.

Students may elect to take an AP test without having taken the corresponding course. This year, test results for Physics C: Mechanics are included in the data presented. Pine-Richland does not offer an AP Physics course at the high school. Rather, students may take College in High School Physics, a course taught by agreement with the University of Pittsburgh. In spring of 2015, 11 students elected to take the AP Physics C test and those results are reported here.

Advanced Placement tests can be thought of as the culminating tests within an area of study. Student performance on the AP exams provides us with information about the quality of our education programs. Students are best prepared for college level work when courses in the pathways leading up the AP course are themselves rigorous.

**Pine-Richland School District
AP Test Results
Participation over Time**

PRHS AP Test Participation over Time

| | 2011 | 2012 | 2013 | 2014 | 2015 | PA 2015 | Global 2015 |
|--|-------------|-------------|-------------|-------------|-------------|----------------|--------------------|
| Total # of AP Students | 389 | 453 | 450 | 486 | 490 | 68588 | 2493167 |
| Total # of Exams Taken | 721 | 900 | 944 | 932 | 958 | 121481 | 4505442 |
| # of AP Students with Scores 3+ | 278 | 326 | 337 | 324 | 349 | 46874 | 1512129 |

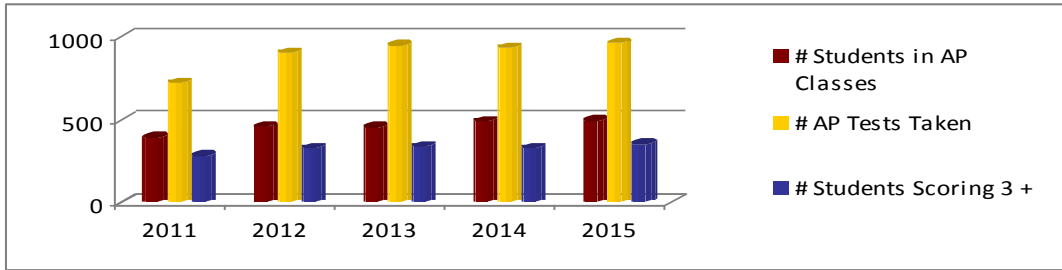
PRHS AP Test Performance vs. State and Global Performance over Time

| | 2011 | 2012 | 2013 | 2014 | 2015 |
|-------------------------------------|-------------|-------------|-------------|-------------|-------------|
| % PRHS Students Scoring 3+ | 71.5 | 72.0 | 74.9 | 66.7 | 71.2 |
| % State Students Scoring 3+ | 67.1 | 68.2 | 68.3 | 69.1 | 68.3 |
| % Global Students Scoring 3+ | 60.2 | 61.5 | 60.9 | 61.3 | 60.7 |

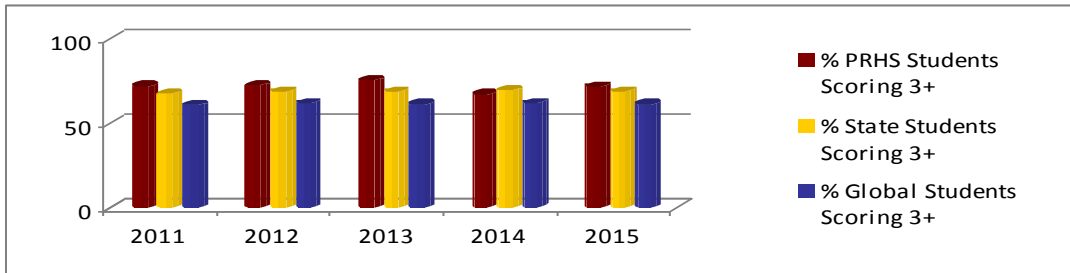
2015 PRHS AP Test Results

| Subject Area Test | # Tests Taken | # Scored 3+ | % Scored 3+ | Avg Score |
|-----------------------------|----------------------|--------------------|--------------------|------------------|
| Biology | 82 | 67 | 81.7 | 3.21 |
| Calculus AB | 23 | 16 | 69.6 | 3.13 |
| Calculus BC | 25 | 23 | 92.0 | 4.32 |
| Chemistry | 62 | 57 | 91.2 | 3.55 |
| English Language | 99 | 73 | 73.7 | 3.22 |
| English Literature | 51 | 44 | 86.3 | 3.49 |
| European History | 41 | 31 | 75.6 | 3.15 |
| French Language | 22 | 11 | 50.0 | 2.32 |
| German Language | 6 | 4 | 66.7 | 3.17 |
| Microeconomics | 103 | 59 | 57.3 | 2.85 |
| Physics C: Mechanics | 11 | 8 | 72.7 | 3.36 |
| Psychology | 148 | 107 | 72.3 | 3.30 |
| Spanish Language | 7 | 6 | 85.7 | 3.71 |
| Statistics | 49 | 46 | 93.9 | 4.14 |
| Studio Art: 2-D | 12 | 11 | 91.7 | 3.50 |
| Studio Art: Drawing | 6 | 6 | 100 | 4.00 |
| US Government | 70 | 10 | 14.3 | 1.61 |
| US History | 135 | 83 | 61.5 | 2.90 |

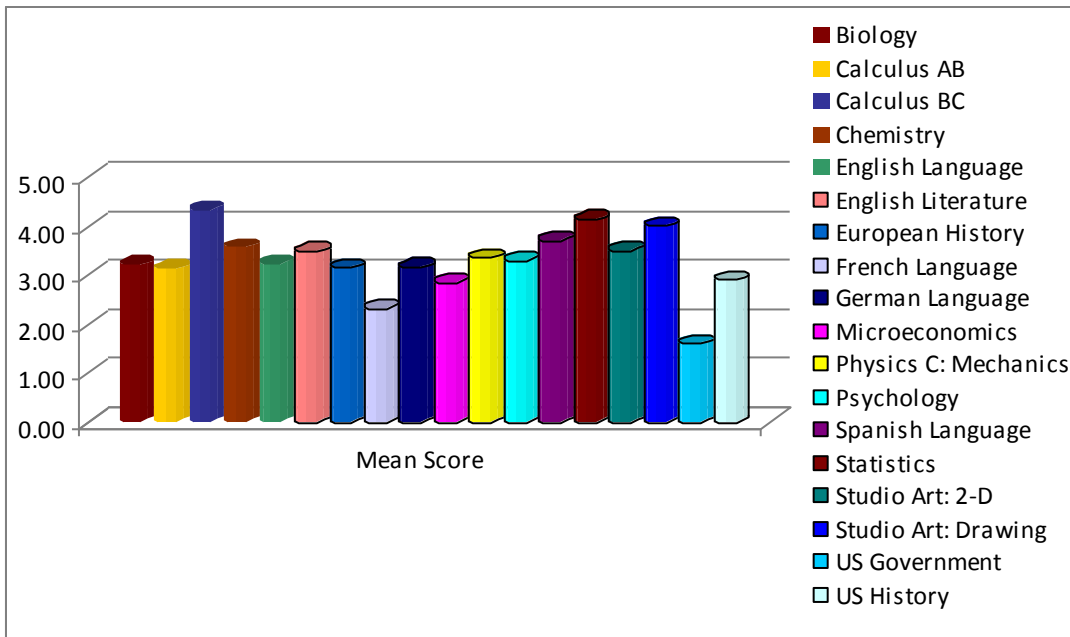
PRHS AP Test Participation over Time



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



2015 Average Score per Subject Area Test



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

BIOLOGY

| | 2011 | 2012 | 2013 | 2014 | 2015 | PA 2015 | Global 2015 |
|--------------------------|-------------|-------------|-------------|-------------|-------------|----------------|--------------------|
| 5 | 13.7 | 14.3 | 0 | 2.9 | 3.7 | 8.1 | 6.4 |
| 4 | 37.3 | 20.8 | 28.9 | 24.6 | 31.7 | 27.1 | 22.1 |
| 3 | 14.0 | 19.5 | 51.3 | 50.7 | 46.3 | 38.1 | 35.9 |
| 3 and above | 65.0 | 54.6 | 80.2 | 78.2 | 81.7 | 73.3 | 64.4 |
| 2 | 17.6 | 22.1 | 18.4 | 18.8 | 18.3 | 22.2 | 27.5 |
| 1 | 17.6 | 23.3 | 1.3 | 2.9 | 0 | 4.5 | 8.2 |
| Total Tests Taken | 51 | 77 | 76 | 69 | 82 | 7211 | 224696 |
| Average Score | 3.12 | 2.81 | 3.08 | 3.06 | 3.21 | 3.12 | 2.91 |

CALCULUS AB

| | 2011 | 2012 | 2013 | 2014 | 2015 | PA 2015 | Global 2015 |
|--------------------------|-------------|-------------|-------------|-------------|-------------|----------------|--------------------|
| 5 | 21.6 | 5.6 | 37.0 | 12.0 | 26.1 | 27.8 | 21.8 |
| 4 | 43.2 | 33.3 | 29.6 | 24.0 | 17.4 | 17.0 | 17.0 |
| 3 | 27.0 | 38.9 | 11.1 | 28.0 | 26.1 | 18.1 | 18.6 |
| 3 and above | 91.8 | 77.8 | 77.7 | 64.0 | 69.6 | 62.8 | 57.4 |
| 2 | 5.4 | 0 | 18.5 | 32.0 | 4.3 | 9.4 | 10.3 |
| 1 | 2.7 | 22.2 | 3.7 | 2.9 | 26.1 | 2.7 | 32.2 |
| Total Tests Taken | 37 | 18 | 27 | 25 | 23 | 10397 | 303961 |
| Average Score | 3.76 | 3 | 3.78 | 3.08 | 3.13 | 3.08 | 2.86 |

CALCULUS BC

| | 2011 | 2012 | 2013 | 2014 | 2015 | PA 2015 | Global 2015 |
|--------------------------|-------------|-------------|-------------|-------------|-------------|----------------|--------------------|
| 5 | 75.0 | 75.0 | 32.1 | 56.4 | 64.0 | 52.7 | 45.3 |
| 4 | 12.5 | 6.25 | 25.0 | 17.9 | 16.0 | 16.6 | 16.4 |
| 3 | 12.5 | 6.25 | 35.7 | 17.9 | 12.0 | 17.7 | 18.0 |
| 3 and above | 100 | 87.5 | 92.8 | 92.2 | 92.0 | 87.0 | 79.7 |
| 2 | 0 | 12.5 | 0 | 5.1 | 4.0 | 4.0 | 5.5 |
| 1 | 0 | 0 | 7.1 | 2.7 | 4.0 | 9.0 | 14.8 |
| Total Tests Taken | 8 | 16 | 28 | 39 | 25 | 3828 | 119148 |
| Average Score | 4.63 | 4.44 | 3.75 | 4.21 | 4.32 | 4.00 | 3.72 |

CHEMISTRY

| | 2011 | 2012 | 2013 | 2014 | 2015 | PA 2015 | Global 2015 |
|--------------------------|-------------|-------------|-------------|-------------|-------------|----------------|--------------------|
| 5 | 22.6 | 41.1 | 46.3 | 17.2 | 16.1 | 10.2 | 9.2 |
| 4 | 32.1 | 35.7 | 40.7 | 31.3 | 30.6 | 18.4 | 16.1 |
| 3 | 28.3 | 10.7 | 11.1 | 28.1 | 45.2 | 30.5 | 28.1 |
| 3 and above | 83.0 | 87.5 | 98.1 | 76.6 | 91.9 | 59.1 | 53.4 |
| 2 | 9.4 | 12.5 | 1.9 | 20.3 | 8.1 | 24.5 | 24.9 |
| 1 | 7.5 | 0 | 0 | 3.1 | 0 | 16.4 | 21.7 |
| Total Tests Taken | 53 | 56 | 54 | 64 | 62 | 5682 | 153137 |
| Average Score | 3.53 | 4.05 | 4.13 | 3.39 | 3.55 | 2.82 | 2.66 |

ENGLISH LANGUAGE AND COMPOSITION

| | 2011 | 2012 | 2013 | 2014 | 2015 | PA 2015 | Global 2015 |
|--------------------------|-------------|-------------|-------------|-------------|-------------|----------------|--------------------|
| 5 | 4.8 | 8.9 | 18.9 | 5.6 | 18.2 | 17.4 | 9.9 |
| 4 | 17.7 | 22.6 | 24.5 | 28.0 | 24.2 | 26.0 | 18.3 |
| 3 | 41.9 | 44.6 | 33.0 | 37.8 | 31.3 | 29.4 | 27.3 |
| 3 and above | 64.4 | 76.1 | 76.4 | 71.4 | 73.7 | 72.8 | 55.5 |
| 2 | 34.7 | 22.6 | 22.6 | 28.0 | 24.2 | 20.4 | 29.7 |
| 1 | 0.8 | 1.2 | 0.9 | 0.6 | 2.0 | 6.8 | 14.8 |
| Total Tests Taken | 124 | 168 | 106 | 143 | 99 | 11239 | 529617 |
| Average Score | 2.91 | 3.15 | 3.38 | 3.10 | 3.32 | 3.27 | 2.79 |

ENGLISH LITERATURE AND COMPOSITION

| | 2011 | 2012 | 2013 | 2014 | 2015 | PA 2015 | Global 2015 |
|--------------------------|-------------|-------------|-------------|-------------|-------------|----------------|--------------------|
| 5 | 13.7 | 14.8 | 6.1 | 11.7 | 15.7 | 10.1 | 7.6 |
| 4 | 21.6 | 23.0 | 19.5 | 30.0 | 31.4 | 22.1 | 18.2 |
| 3 | 37.3 | 36.1 | 58.5 | 36.7 | 39.2 | 33.4 | 30.5 |
| 3 and above | 72.6 | 73.9 | 84.1 | 78.4 | 86.3 | 65.5 | 56.2 |
| 2 | 27.5 | 24.6 | 14.6 | 18.3 | 13.7 | 26.4 | 32.7 |
| 1 | 0 | 1.6 | 1.2 | 3.3 | 0 | 8.1 | 11.2 |
| Total Tests Taken | 51 | 61 | 82 | 60 | 51 | 11554 | 402367 |
| Average Score | 3.22 | 3.25 | 3.15 | 3.28 | 3.49 | 3.00 | 2.78 |

EUROPEAN HISTORY

| | 2012 | 2013 | 2014 | 2015 | PA 2015 | Global 2015 |
|--------------------------|-------------|-------------|-------------|-------------|----------------|--------------------|
| 5 | 6.1 | 18.5 | 21.4 | 12.2 | 12.8 | 10.3 |
| 4 | 25.8 | 22.2 | 42.9 | 29.3 | 20.7 | 17.3 |
| 3 | 53.0 | 48.1 | 14.3 | 34.1 | 38.8 | 35.5 |
| 3 and above | 84.9 | 88.8 | 78.6 | 75.6 | 72.3 | 63.1 |
| 2 | 9.1 | 3.7 | 3.6 | 9.8 | 10.7 | 10.7 |
| 1 | 6.1 | 7.4 | 17.9 | 14.6 | 17.0 | 26.2 |
| Total Tests Taken | 66 | 27 | 28 | 41 | 4027 | 108073 |
| Average Score | 3.17 | 3.41 | 3.46 | 3.15 | 3.02 | 2.75 |

FRENCH LANGUAGE AND CULTURE

| | 2011 | 2012 | 2013 | 2014 | 2015 | PA 2015 | Global 2015 |
|--------------------------|-------------|-------------|-------------|-------------|-------------|----------------|--------------------|
| 5 | 0 | 0 | 3.6 | 0 | 0 | 13.2 | 16.6 |
| 4 | 6.3 | 0 | 3.6 | 6.2 | 0 | 27.8 | 25.4 |
| 3 | 6.3 | 50.0 | 32.1 | 68.8 | 50.0 | 40.2 | 33.6 |
| 3 and above | 12.5 | 50.0 | 39.3 | 75.0 | 50.0 | 81.2 | 75.6 |
| 2 | 12.5 | 50.0 | 35.6 | 25.0 | 31.8 | 16.4 | 18.9 |
| 1 | 75 | 0 | 25 | 0 | 18.2 | 2.4 | 5.5 |
| Total Tests Taken | 16 | 2 | 28 | 16 | 22 | 803 | 23322 |
| Average Score | 1.44 | 2.5 | 2.25 | 2.81 | 2.32 | 3.33 | 3.29 |

GERMAN LANGUAGE AND CULTURE

| | 2011 | 2012 | 2013 | 2014 | 2015 | PA 2015 | Global 2015 |
|--------------------------|-------------|-------------|-------------|-------------|-------------|----------------|--------------------|
| 5 | 16.7 | 0 | 15.0 | 0 | 0 | 16.1 | 24.5 |
| 4 | 33.3 | 75.0 | 20.0 | 60.0 | 50.0 | 32.7 | 23.9 |
| 3 | 16.7 | 25.0 | 35.0 | 30.0 | 16.7 | 35.3 | 28.1 |
| 3 and above | 66.7 | 100 | 70.0 | 90.0 | 66.7 | 84.1 | 76.5 |
| 2 | 33.3 | 0 | 30.0 | 0 | 33.3 | 12.3 | 16.8 |
| 1 | 0 | 0 | 0 | 10.0 | | 3.6 | 6.6 |
| Total Tests Taken | 6 | 8 | 20 | 10 | 6 | 447 | 5214 |
| Average Score | 3.33 | 3.75 | 3.2 | 3.4 | 3.17 | 3.45 | 3.43 |

MICROECONOMICS

| | 2011 | 2012 | 2013 | 2014 | 2015 | PA 2015 | Global 2015 |
|--------------------------|-------------|-------------|-------------|-------------|-------------|----------------|--------------------|
| 5 | 14.6 | 9.3 | 7.1 | 4.9 | 7.8 | 22.3 | 19.1 |
| 4 | 36.6 | 26.7 | 26.2 | 13.9 | 30.1 | 33.1 | 28.6 |
| 3 | 12.2 | 21.3 | 22.6 | 22.9 | 19.4 | 20.9 | 19.4 |
| 3 and above | 63.4 | 57.3 | 55.9 | 41.7 | 57.3 | 76.3 | 67.1 |
| 2 | 17.1 | 21.3 | 22.6 | 26.2 | 25.4 | 12.7 | 13.8 |
| 1 | 19.5 | 21.3 | 21.4 | 32.0 | 17.4 | 11.0 | 19.1 |
| Total Tests Taken | 41 | 75 | 84 | 132 | 103 | 2615 | 78727 |
| Average Score | 3.1 | 2.81 | 2.75 | 2.34 | 2.85 | 3.43 | 3.15 |

PHYSICS C: MECHANICS

| | 2015 | PA 2015 | Global 2015 |
|--------------------------|-------------|----------------|--------------------|
| 5 | 27.3 | 28.8 | 30.1 |
| 4 | 18.2 | 30.4 | 27.9 |
| 3 | 27.3 | 21.3 | 20.0 |
| 3 and above | 72.7 | 80.5 | 77.9 |
| 2 | 18.2 | 11.0 | 11.6 |
| 1 | 9.1 | 8.5 | 10.5 |
| Total Tests Taken | 11 | 2480 | 52838 |
| Average Score | 3.36 | 3.60 | 3.55 |

PSYCHOLOGY

| | 2011 | 2012 | 2013 | 2014 | 2015 | PA 2015 | Global 2015 |
|--------------------------|-------------|-------------|-------------|-------------|-------------|----------------|--------------------|
| 5 | 21.5 | 13.7 | 13.1 | 17.0 | 21.6 | 22.0 | 20.2 |
| 4 | 23.0 | 19.3 | 26.9 | 22.6 | 30.4 | 28.1 | 26.2 |
| 3 | 23.7 | 24.2 | 19.4 | 24.5 | 20.3 | 21.3 | 19.8 |
| 3 and above | 68.2 | 57.2 | 59.4 | 64.1 | 72.3 | 71.5 | 66.2 |
| 2 | 14.1 | 23.0 | 16.9 | 15.7 | 12.2 | 13.2 | 13.1 |
| 1 | 17.8 | 19.9 | 23.6 | 20.1 | 15.5 | 15.4 | 20.7 |
| Total Tests Taken | 135 | 161 | 160 | 159 | 148 | 8671 | 278134 |
| Average Score | 3.16 | 2.84 | 2.89 | 3.01 | 3.30 | 3.28 | 3.12 |

SPANISH LANGUAGE AND CULTURE

| | 2011 | 2012 | 2013 | 2014 | 2015 | PA 2015 | Global 2015 |
|--------------------------|-------------|-------------|-------------|-------------|-------------|----------------|--------------------|
| 5 | 20.0 | 20.0 | 33.3 | 50.0 | 28.6 | 20.6 | 27.1 |
| 4 | 30.0 | 40.0 | 25.0 | 25.0 | 28.6 | 34.3 | 35.0 |
| 3 | 20.0 | 30.0 | 33.3 | 25.0 | 28.6 | 31.3 | 27.6 |
| 3 and above | 70.0 | 90.0 | 91.6 | 100 | 85.7 | 86.2 | 89.8 |
| 2 | 20.0 | 0 | 8.3 | 0 | 14.3 | 12.5 | 7.4 |
| 1 | 10.0 | 10.0 | 0 | 0 | 0 | 1.3 | 1.3 |
| Total Tests Taken | 10 | 10 | 12 | 8 | 7 | 2293 | 149481 |
| Average Score | 3.30 | 3.60 | 3.83 | 4.25 | 3.71 | 3.60 | 3.78 |

STATISTICS

| | 2011 | 2012 | 2013 | 2014 | 2015 | PA 2015 | Global 2015 |
|--------------------------|-------------|-------------|-------------|-------------|-------------|----------------|--------------------|
| 5 | 35.0 | 34.5 | 34.9 | 25.0 | 42.9 | 18.1 | 13.4 |
| 4 | 60.0 | 45.6 | 31.7 | 45.8 | 34.7 | 24.7 | 19.1 |
| 3 | 5.0 | 10.9 | 23.8 | 12.5 | 16.3 | 28.3 | 25.2 |
| 3 and above | 100 | 91.0 | 90.4 | 83.3 | 93.9 | 71.1 | 57.7 |
| 2 | 0 | 7.3 | 9.5 | 12.5 | 6.1 | 16.0 | 18.6 |
| 1 | 0 | 1.8 | 0 | 4.2 | 0 | 13.0 | 23.6 |
| Total Tests Taken | 20 | 55 | 63 | 24 | 49 | 6730 | 195995 |
| Average Score | 4.30 | 4.04 | 3.92 | 3.70 | 4.14 | 3.19 | 2.80 |

STUDIO ART: 2-D DESIGN PORTFOLIO

| | 2011 | 2012 | 2013 | 2014 | 2015 | PA 2015 | Global 2015 |
|--------------------------|-------------|-------------|-------------|-------------|-------------|----------------|--------------------|
| 5 | 0 | 18.2 | 0 | 7.1 | 16.7 | 15.7 | 17.2 |
| 4 | 40.0 | 18.2 | 44.4 | 50.0 | 25.0 | 27.9 | 28.0 |
| 3 | 40.0 | 45.5 | 55.6 | 42.9 | 50.0 | 32.5 | 32.3 |
| 3 and above | 80.0 | 81.9 | 100 | 100 | 91.7 | 76.1 | 78.2 |
| 2 | 10.0 | 18.2 | 0 | 0 | 8.3 | 19.8 | 17.4 |
| 1 | 10.0 | 0 | 0 | 0 | 0 | 4.1 | 4.3 |
| Total Tests Taken | 10 | 11 | 9 | 14 | 12 | 591 | 28066 |
| Average Score | 3.10 | 3.36 | 3.44 | 3.64 | 3.50 | 3.31 | 3.37 |

STUDIO ART: DRAWING PORTFOLIO

| | 2011 | 2012 | 2013 | 2014 | 2015 | PA 2015 | Global 2015 |
|--------------------------|-------------|-------------|-------------|-------------|-------------|----------------|--------------------|
| 5 | 37.5 | 12.5 | 15.4 | 0 | 33.3 | 17.7 | 15.6 |
| 4 | 0 | 12.5 | 23.1 | 16.6 | 33.3 | 22.7 | 22.2 |
| 3 | 62.5 | 62.5 | 38.5 | 50.0 | 33.3 | 42.6 | 40.4 |
| 3 and above | 100 | 87.5 | 77.0 | 66.6 | 100 | 83.0 | 78.1 |
| 2 | 0 | 12.5 | 23.1 | 33.3 | 0 | 15.8 | 18.5 |
| 1 | 0 | 0 | 0 | 0 | 0 | 1.2 | 3.3 |
| Total Tests Taken | 8 | 8 | 13 | 6 | 6 | 423 | 18178 |
| Average Score | 3.75 | 3.25 | 3.31 | 2.83 | 4.00 | 3.40 | 3.28 |

UNITED STATES GOVERNMENT AND POLITICS

| | 2011 | 2012 | 2013 | 2014 | 2015 | PA 2015 | Global 2015 |
|--------------------------|-------------|-------------|-------------|-------------|-------------|----------------|--------------------|
| 5 | 0 | 13.6 | 12.5 | 9.4 | 1.4 | 11.7 | 9.7 |
| 4 | 33.3 | 27.3 | 7.5 | 6.2 | 0 | 16.4 | 13.5 |
| 3 | 33.3 | 18.2 | 42.5 | 28.1 | 12.9 | 28.5 | 24.7 |
| 3 and above | 66.6 | 59.1 | 62.5 | 43.7 | 14.3 | 56.5 | 48.0 |
| 2 | 33.3 | 36.4 | 17.5 | 31.2 | 30.0 | 23.2 | 25.0 |
| 1 | 0 | 4.5 | 20.0 | 25.0 | 55.7 | 20.2 | 27.0 |
| Total Tests Taken | 6 | 22 | 40 | 32 | 70 | 8211 | 283090 |
| Average Score | 3.00 | 3.09 | 2.75 | 2.44 | 1.61 | 2.76 | 2.54 |

UNITED STATES HISTORY

| | 2011 | 2012 | 2013 | 2014 | 2015 | PA 2015 | Global 2015 |
|--------------------------|-------------|-------------|-------------|-------------|-------------|----------------|--------------------|
| 5 | 8.1 | 2.6 | 8.5 | 12.0 | 8.9 | 12.0 | 9.4 |
| 4 | 22.8 | 20.8 | 25.5 | 34.3 | 22.2 | 22.6 | 18.0 |
| 3 | 27.9 | 26.0 | 36.8 | 29.6 | 30.4 | 26.5 | 23.7 |
| 3 and above | 58.8 | 49.4 | 70.8 | 75.9 | 61.5 | 61.1 | 51.1 |
| 2 | 32.4 | 36.4 | 25.5 | 18.5 | 26.7 | 22.4 | 24.8 |
| 1 | 8.8 | 14.3 | 3.8 | 5.6 | 11.9 | 16.5 | 24.1 |
| Total Tests Taken | 136 | 77 | 106 | 108 | 135 | 12960 | 475154 |
| Average Score | 2.89 | 2.61 | 3.09 | 3.29 | 2.90 | 2.91 | 2.64 |

Advanced Placement Tests

Results and Findings

- In comparison to 2011, the district has seen a significant increase in the number of students participating in an AP class, the number of AP tests taken, and the number of students scoring a 3 or higher.
 - The district achieved historic levels in each area in 2015.
- The percentage of Pine-Richland students scoring a three or higher exceeded both the state and global performance level in 2015.
- 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, PRSD outpaced Pennsylvania and Global.
 - Calculus BC - In 3+ score percentage, PRSD outpaced Pennsylvania and Global results.
 - Chemistry - In 3+ score percentage, PRSD significantly outpaced Pennsylvania and Global results. Enrollment has doubled in five years with no trend in scores.
 - Given the excellent results, further discussion with the chemistry staff is warranted.
 - English Language and Composition - PRSD outpaced Pennsylvania and Global.
 - Further analysis of the significant drop in student enrollment is needed.
 - 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.
 - French Language and Culture - Both Pennsylvania and Global 3+ percentages are greater than PRSD.
 - Further analysis of curriculum, instruction, and assessment is needed.
 - German Language and Culture - Both Pennsylvania and Global 3+ percentages are greater than PRSD.
 - Further analysis of the small number of AP German students
 - Microeconomics - Both Pennsylvania and Global 3+ percentages are greater than PRSD.
 - **Physics C - Despite now offering an AP Physics course, 11 students took this assessment with 8 scoring a 3 or higher.**
 - Psychology - In 3+ score percentage, PRSD outpaced Pennsylvania and Global.
 - Spanish Language and Culture - Both Pennsylvania and Global 3+ percentages are greater than PRSD.
 - Given the high levels of student enrollment in Spanish as a world language at Pine-Richland, further analysis of the small number of AP Spanish students is needed.
 - Statistics - In 3+ score percentage, PRSD outpaced Pennsylvania and Global results.
 - Studio Art (2D) Design Portfolio - In 3+ score percentage, PRSD outpaced Pennsylvania and Global results.
 - Studio Art Drawing Portfolio - In 3+ score percentage, PRSD outpaced Pennsylvania and Global results.
 - **United States Government and Politics - While enrollment in this course reached a historic high in 2015, the average performance is a significant concern.**
 - United States History - In 3+ score percentage, PRSD outpaced Pennsylvania and Global results. A four-year positive trend is noted in both total tests taken.

Advanced Placement Tests

Next Steps

- Conduct an internal correlation analysis of end-of-course grades and AP test score.
- Continue to monitor changes in College Board curriculum.
- Provide professional development based on teacher interest or student performance results as needed.
- Investigate changes to the AP Physics sequence offered by the College Board and in light of the district's CHS Physics course this analysis should occur within the context of the curriculum review process and program of studies.
- Ensure student awareness of AP course offerings and academic readiness for AP courses within the content specific pathways.
- At the appropriate time, revisit the requirement of AP test participation and reimbursement.

Conclusion and Next Steps

The results of the 2015 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 met the Pennsylvania standards for growth in many of the grade levels and tested areas. Adequate growth was not attained with our advanced and struggling learners in 7th grade math and across most quintiles in all subjects in grade 4. Students scoring at the Basic and Below Basic levels on PSSA and Keystone Exams continue to meet or exceed state standards for growth, adequately yearly progress in their learning for many areas.

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. Substantive completion of the curriculum writing will occur by January 2016. 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 was through the curriculum review and writing process that each department and program was 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

Through the Strategic Planning process, Pine-Richland School District has identified researching highly effective instructional strategies as a priority. This strategy will ensure pockets of outstanding instructional practices are replicated throughout the school district. Achievement and growth data will be used to support the impact of this work. In addition, the district is working to ensure that a balanced approach to assessment is in place. “Assessment for learning” is an area of focus.