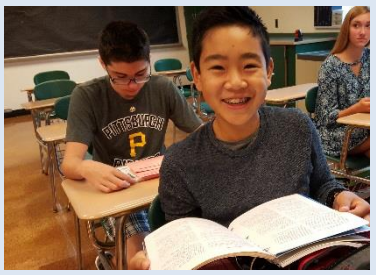
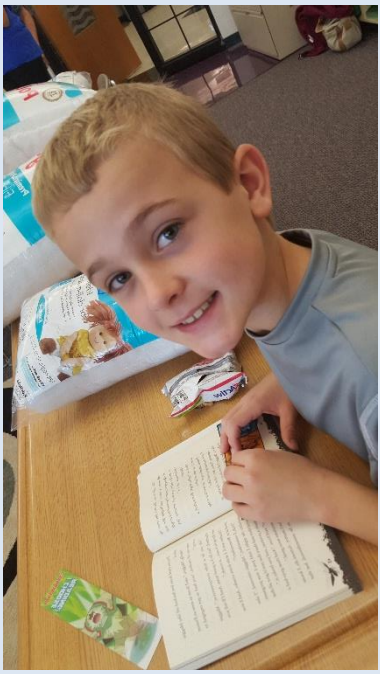
The mission of the Pine-Richland School District is to ***focus on learning for every student every day.***

Pine-Richland School District

Academic Achievement Report





2015







702 Warrendale Road Gibsonia, PA 15044

Pine-Richland School District

Academic Achievement Report

October 30, 2015

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Report prepared by

Dr. Laura Davis, Director of Pupil Services

in consultation with

Dr. Brian Miller, Superintendent

Dr. Michael Pasquinelli, Assistant Superintendent

Noel Hustwit, Director of Special Education

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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

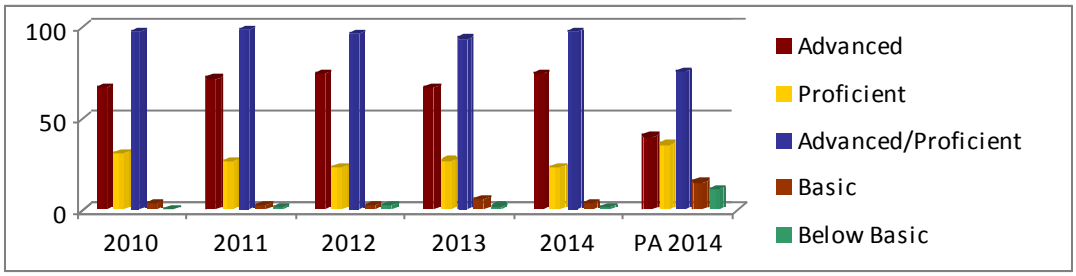
2015 PA CORE Total Student Performance Level Percentages vs. State

	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

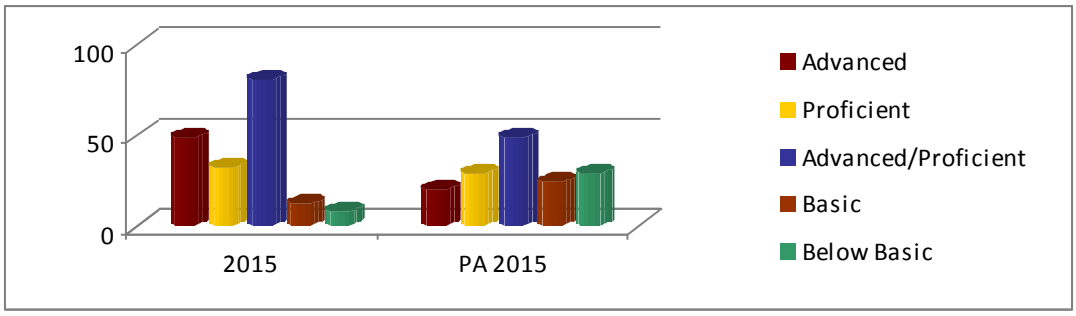
Note: For SY 2014-2015, PDE created a new PSSA Math Assessment aligned to PA Core Standards. Because Spring 2015 is the first time students took the test, no trend data is available. As this is a newly constructed test, comparisons of achievement test results from Spring 2015 to results from prior years 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

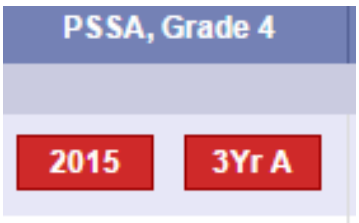
	2010	2011	2012	2013	2014	PA 2014
ADV	67.4	72.1	74.8	69.3	77.4	49.2
PROF	25.3	19.6	20.6	21.5	13.2	27.0
ADV/PRO	**92.7**	**91.7**	**95.4**	**90.8**	**90.6**	**76.2**
BASIC	3.4	5.4	3.4	5.3	3.9	8.8
BEL BAS	4.0	2.9	1.1	3.8	5.5	14.9
# TESTED	328	373	349	339	363	126911

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

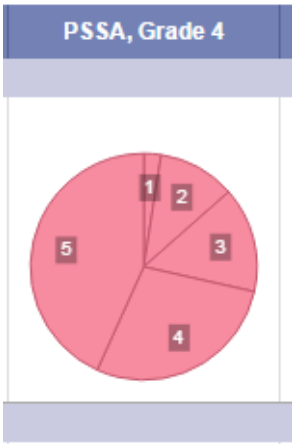
Note: For SY 2014-2015, PDE created a new PSSA Math Assessment aligned to PA Core Standards. Because Spring 2015 is the first time students took the test, no trend data is available. As this is a newly constructed test, comparisons of achievement test results from Spring 2015 to results from prior years 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

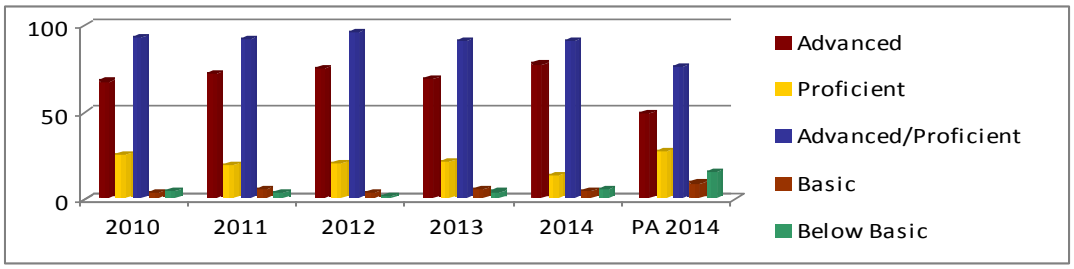


District Quintile Diagnostic

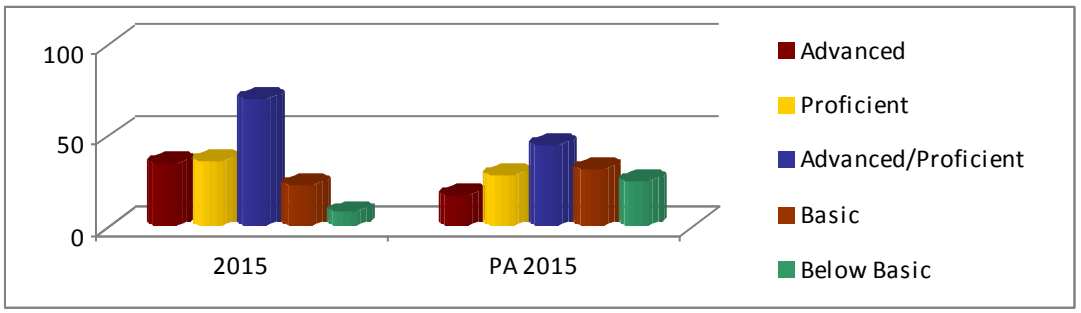
- Moderate evidence that the group exceeded the standard for PA Academic Growth.
- Evidence that the group met the standard for PA Academic Growth.
- Moderate evidence that the group did not meet the standard for PA Academic Growth.
- There were not enough students to define growth.

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 indentify 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

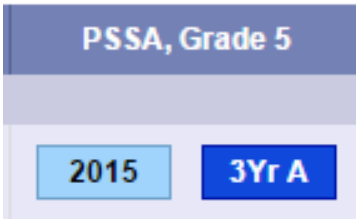
	2010	2011	2012	2013	2014	PA 2014
ADV	57.1	57.3	61.6	64.4	60.8	44.4
PROF	25.2	28.5	24.0	27.0	24.4	22.8
ADV/PRO	**82.5**	**85.8**	**85.6**	**91.4**	**85.2**	**67.2**
BASIC	13.0	11.0	11.5	8.3	8.9	17.4
BEL BAS	4.5	3.3	2.9	0.3	5.8	15.4
# TESTED	331	337	375	348	360	126693

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

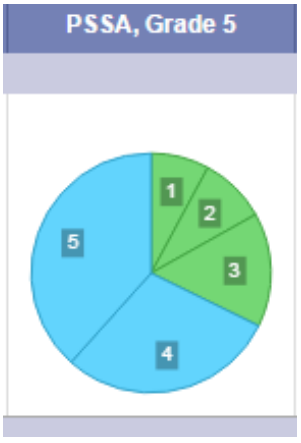
Note: For SY 2014-2015, PDE created a new PSSA Math Assessment aligned to PA Core Standards. Because Spring 2015 is the first time students took the test, no trend data is available. As this is a newly constructed test, comparisons of achievement test results from Spring 2015 to results from prior years 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

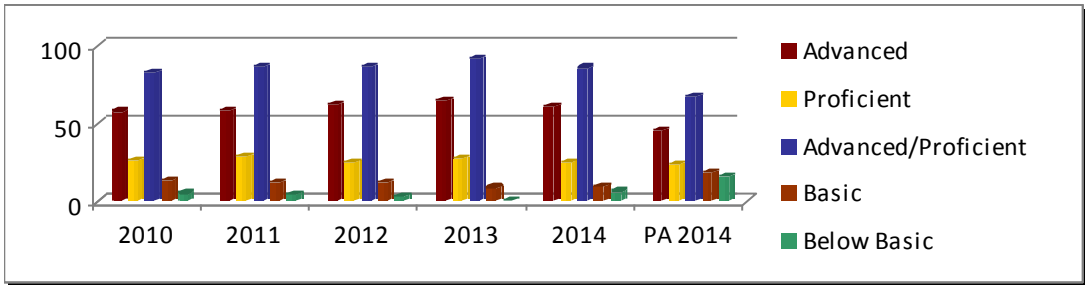


District Quintile Diagnostic

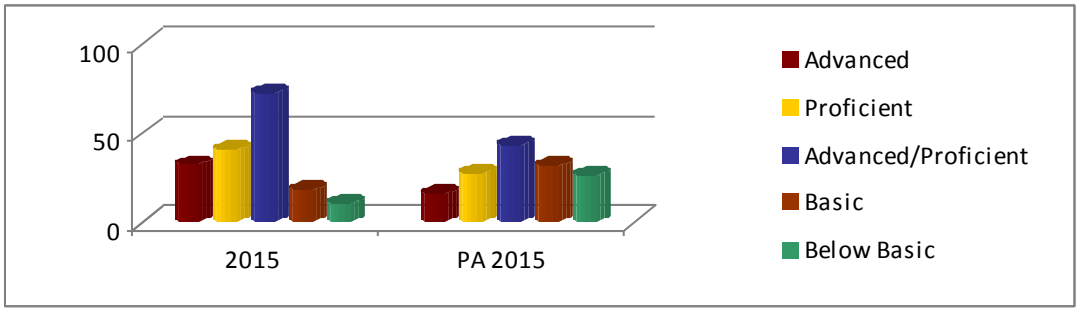
- Moderate evidence that the group exceeded the standard for PA Academic Growth.
- Evidence that the group met the standard for PA Academic Growth.
- Moderate evidence that the group did not meet the standard for PA Academic Growth.
- There were not enough students to define growth.

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	31	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

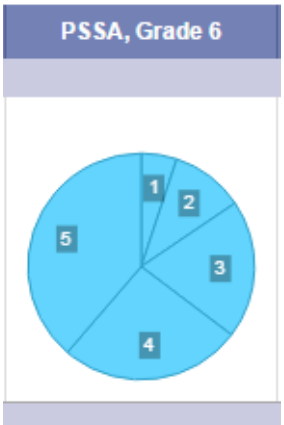
Note: For SY 2014-2015, PDE created a new PSSA Math Assessment aligned to PA Core Standards. Because Spring 2015 is the first time students took the test, no trend data is available. As this is a newly constructed test, comparisons of achievement test results from Spring 2015 to results from prior years 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

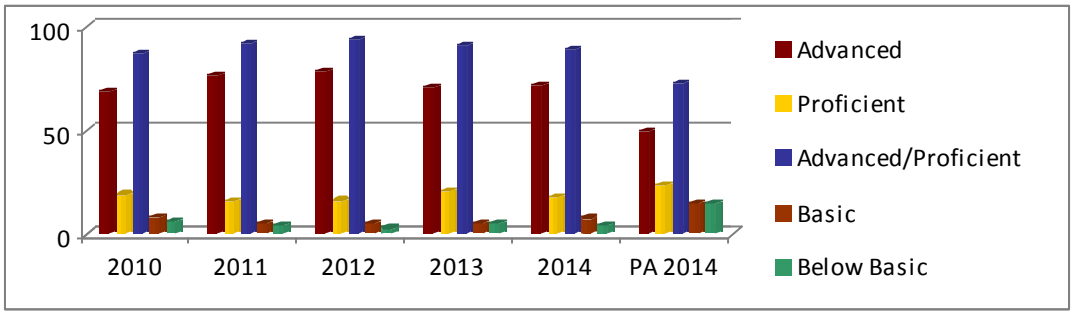


District Quintile Diagnostic

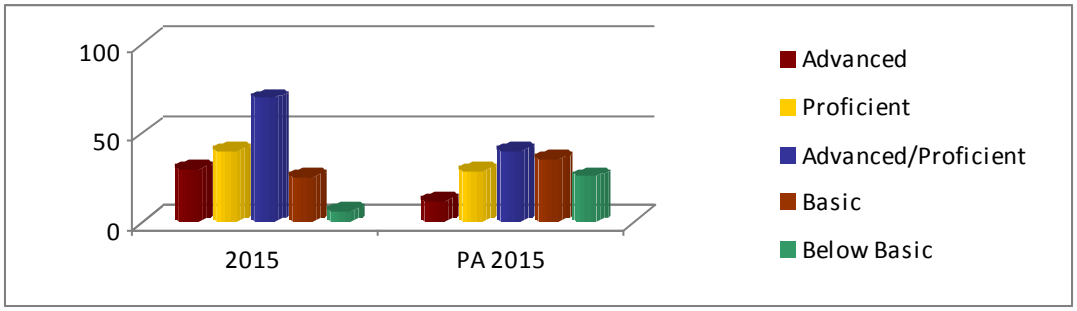
- Moderate evidence that the group exceeded the standard for PA Academic Growth.
- Evidence that the group met the standard for PA Academic Growth.
- Moderate evidence that the group did not meet the standard for PA Academic Growth.
- There were not enough students to define growth.

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

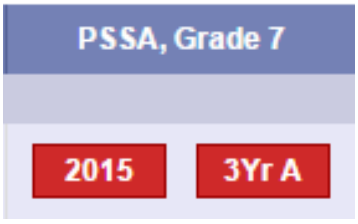
	2010	2011	2012	2013	2014	PA 2014
ADV	67.0	68.8	77.5	72.2	69.3	52.1
PROF	23.9	19.3	15.3	18.1	20.1	23.6
ADV/PRO	**90.9**	**88.1**	**92.8**	**90.3**	**89.4**	**75.7**
BASIC	5.9	6.5	4.8	5.6	5.7	11.7
BEL BAS	3.1	5.4	2.4	4.2	4.9	12.6
# TESTED	360	353	383	364	388	130189

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

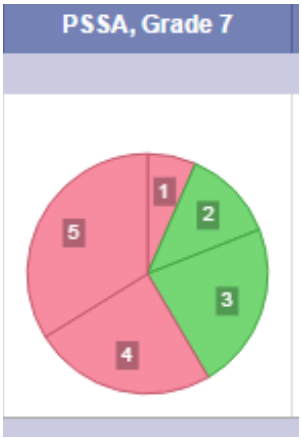
Note: For SY 2014-2015, PDE created a new PSSA Math Assessment aligned to PA Core Standards. Because Spring 2015 is the first time students took the test, no trend data is available. As this is a newly constructed test, comparisons of achievement test results from Spring 2015 to results from prior years 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

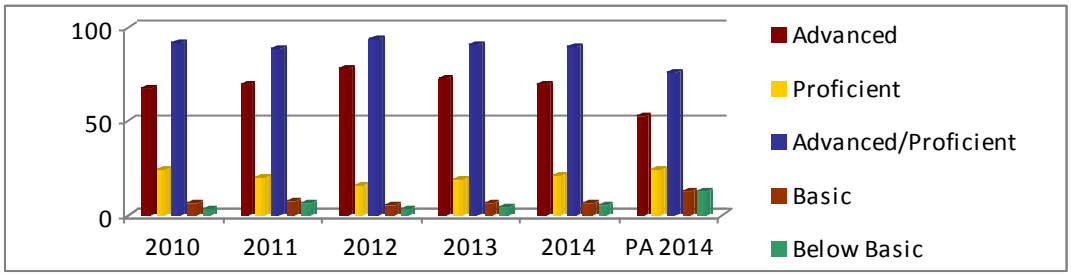


District Quintile Diagnostic

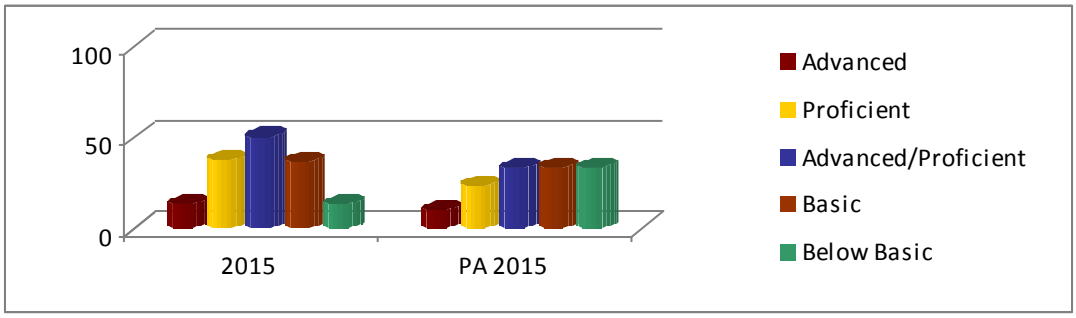
- Moderate evidence that the group exceeded the standard for PA Academic Growth.
- Evidence that the group met the standard for PA Academic Growth.
- Moderate evidence that the group did not meet the standard for PA Academic Growth.
- There were not enough students to define growth.

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

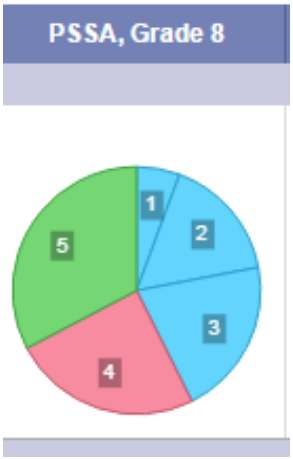
Note: For SY 2014-2015, PDE created a new PSSA Math Assessment aligned to PA Core Standards. Because Spring 2015 is the first time students took the test, no trend data is available. As this is a newly constructed test, comparisons of achievement test results from Spring 2015 to results from prior years 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

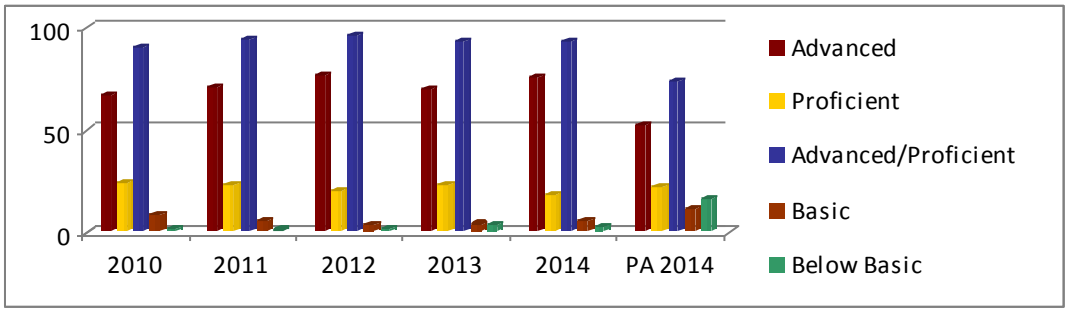


District Quintile Diagnostic

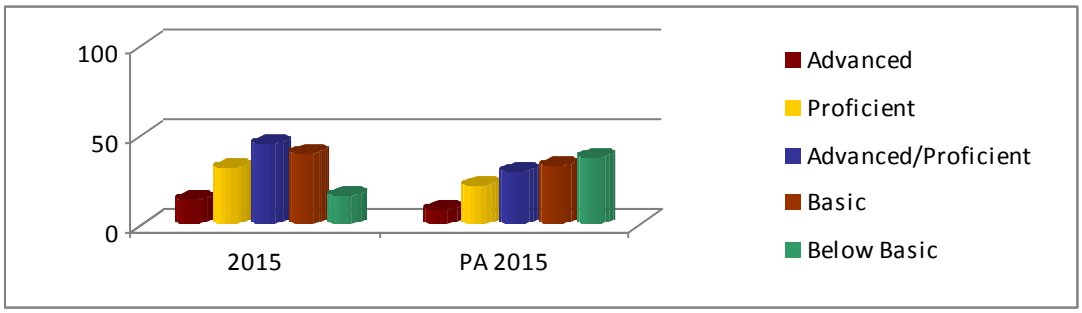
- Moderate evidence that the group exceeded the standard for PA Academic Growth.
- Evidence that the group met the standard for PA Academic Growth.
- Moderate evidence that the group did not meet the standard for PA Academic Growth.
- There were not enough students to define growth.

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 and 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

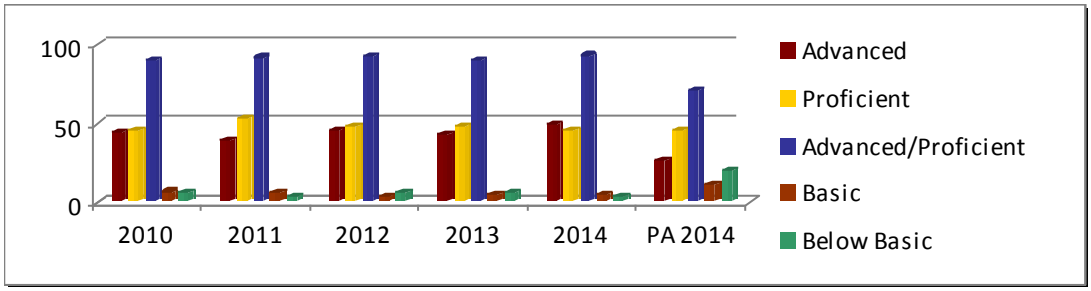
2015 ELA PA CORE Total Student Performance Level Percentages vs. State

	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

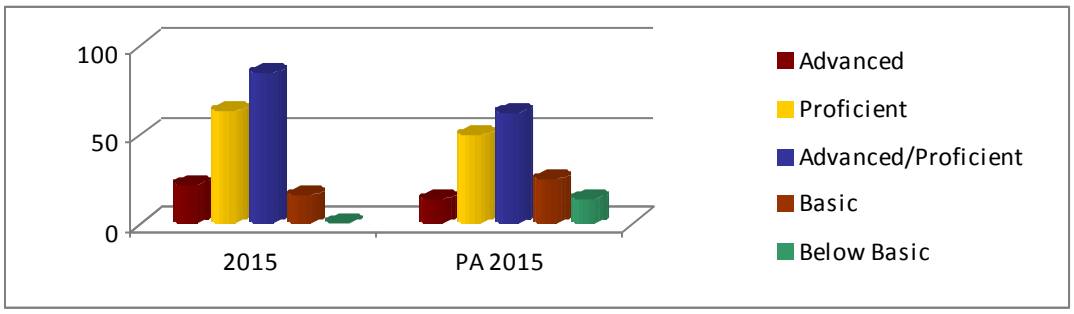
Note: For SY 2014-2015, PDE created a new PSSA ELA Assessment aligned to PA Core Standards. Because Spring 2015 is the first time students took the test, no trend data is available. As this is a newly constructed test, comparisons of achievement test results from Spring 2015 to results from prior years 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**
3E.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 te

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

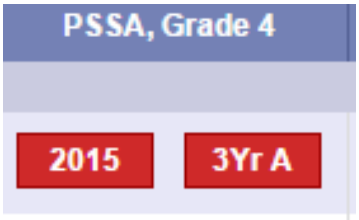
	2010	2011	2012	2013	2014	PA 2014
ADV	45.2	46.3	41.7	43.5	48.2	32.4
PROF	37.1	42.1	49.4	40.3	38.0	36.2
ADV/PRO	**82.3**	**88.4**	**91.1**	**83.8**	**86.2**	**68.6**
BASIC	11.1	9.9	6.8	12.4	7.7	15.6
BEL BAS	6.6	1.7	2.1	3.8	6.1	15.7
# TESTED	334	363	338	340	363	126887

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

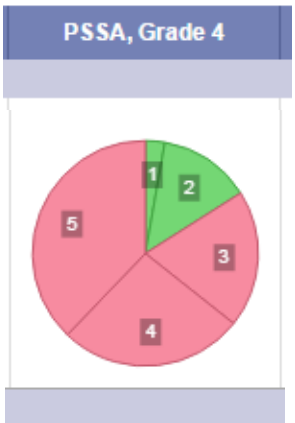
Note: For SY 2014-2015, PDE created a new PSSA ELA Assessment aligned to PA Core Standards. Because Spring 2015 is the first time students took the test, no trend data is available. As this is a newly constructed test, comparisons of achievement test results from Spring 2015 to results from prior years 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

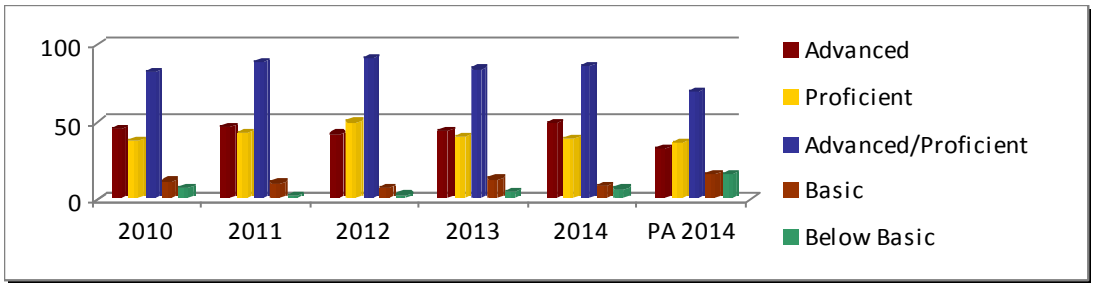


District Quintile Diagnostic

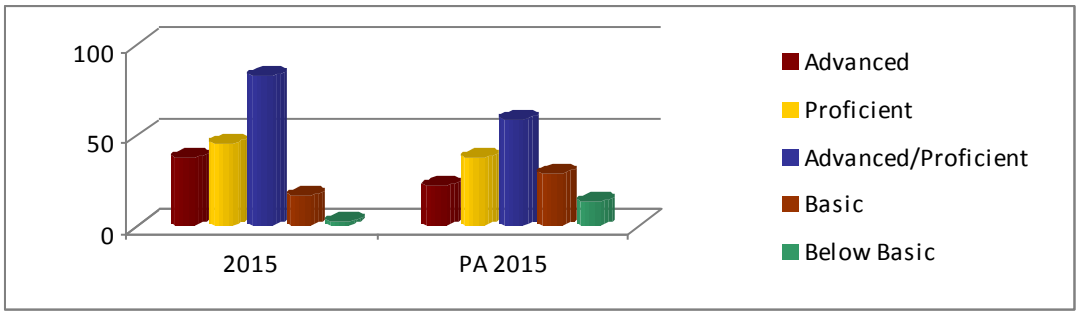
- Moderate evidence that the group exceeded the standard for PA Academic Growth.
- Evidence that the group met the standard for PA Academic Growth.
- Moderate evidence that the group did not meet the standard for PA Academic Growth.
- There were not enough students to define growth.

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 te
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

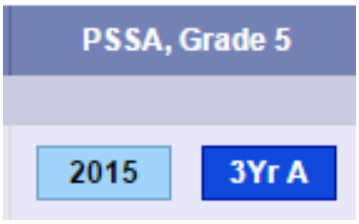
	2010	2011	2012	2013	2014	PA 2014
ADV	26.8	29.9	41.5	36.5	34.9	24.2
PROF	47.5	49.7	40.2	44.8	45.5	36.3
ADV/PRO	74.3	79.6	81.7	81.3	80.4	60.5
BASIC	**15.9**	**15.6**	**13.7**	**13.2**	**13.7**	**18.0**
BEL BAS	9.7	4.8	4.6	5.5	5.9	21.4
# TESTED	339	334	371	348	358	126639

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	24.8
BEL BAS	3.7	13.4
# TESTED	353	126501
Mean Score	1090	1030

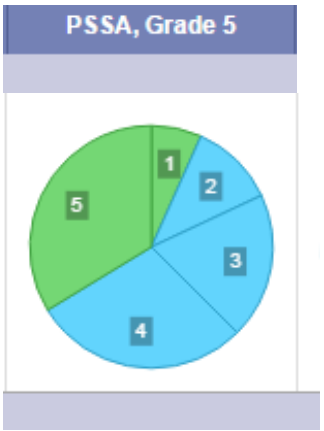
Note: For SY 2014-2015, PDE created a new PSSA ELA Assessment aligned to PA Core Standards. Because Spring 2015 is the first time students took the test, no trend data is available. As this is a newly constructed test, comparisons of achievement test results from Spring 2015 to results from prior years 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

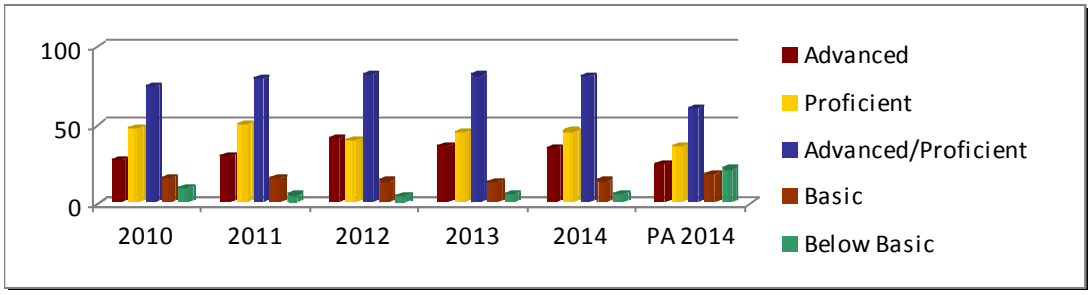


District Quintile Diagnostic

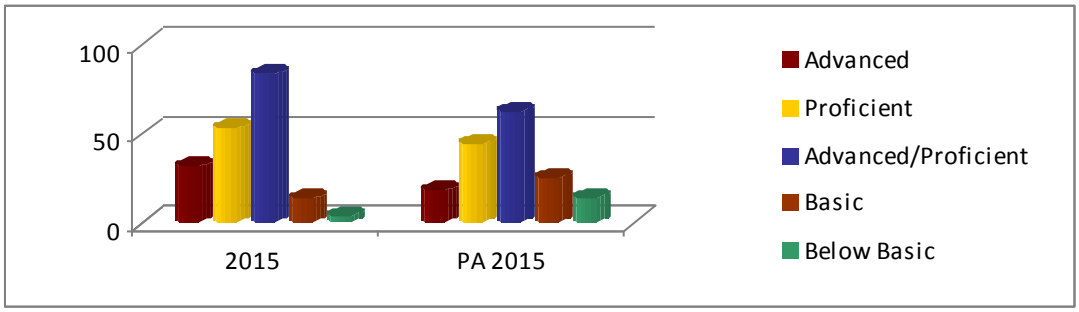
- Moderate evidence that the group exceeded the standard for PA Academic Growth.
- Evidence that the group met the standard for PA Academic Growth.
- Moderate evidence that the group did not meet the standard for PA Academic Growth.
- There were not enough students to define growth.

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

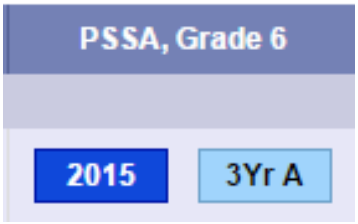
	2010	2011	2012	2013	2014	PA 2014
ADV	62.9	51.5	51.4	51.4	52.4	37.4
PROF	27.2	34.5	29.4	29.4	32.5	27.1
ADV/PRO	**90.1**	**86.0**	**80.8**	**80.8**	**84.9**	**64.5**
BASIC	5.7	10.5	14.3	14.3	11.1	17.5
BEL BAS	4.2	3.5	4.9	4.9	4.0	18.0
# TESTED	334	342	385	385	351	126044

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

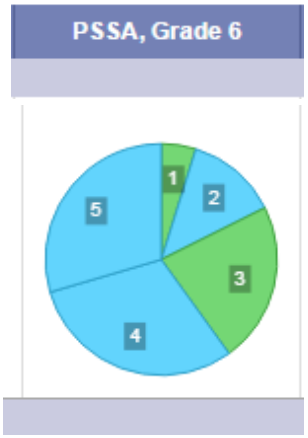
Note: For SY 2014-2015, PDE created a new PSSA ELA Assessment aligned to PA Core Standards. Because Spring 2015 is the first time students took the test, no trend data is available. As this is a newly constructed test, comparisons of achievement test results from Spring 2015 to results from prior years 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

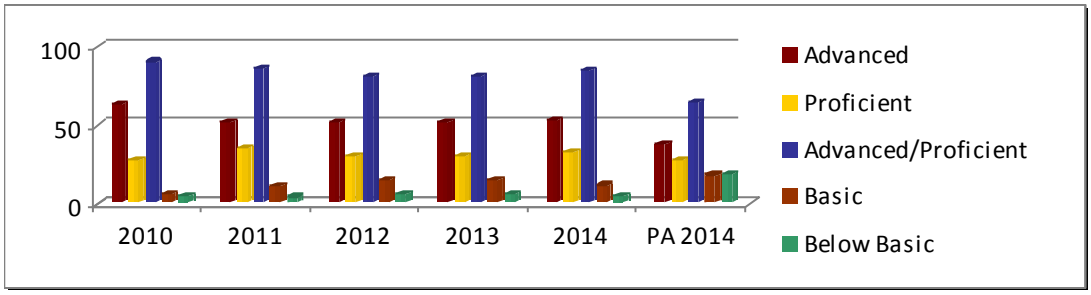


District Quintile Diagnostic

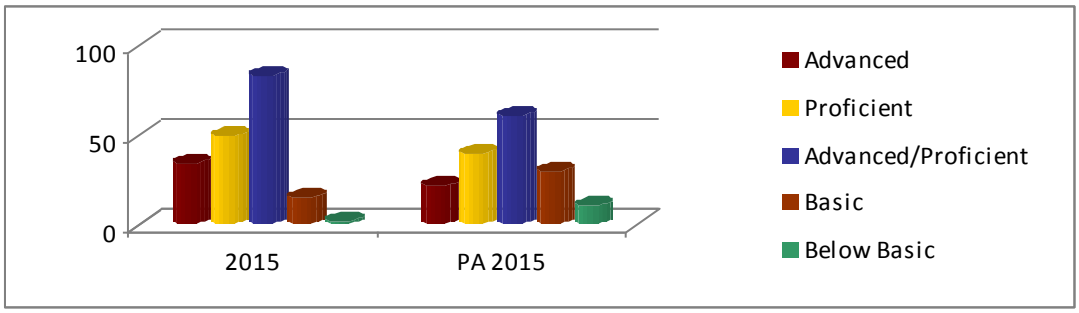
- Moderate evidence that the group exceeded the standard for PA Academic Growth.
- Evidence that the group met the standard for PA Academic Growth.
- Moderate evidence that the group did not meet the standard for PA Academic Growth.
- There were not enough students to define growth.

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

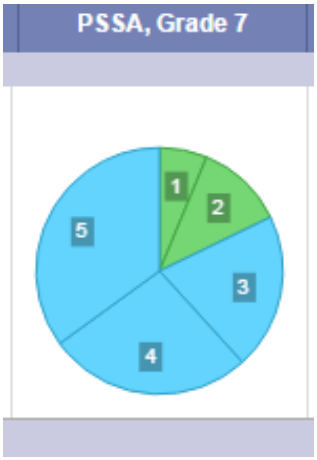
Note: For SY 2014-2015, PDE created a new PSSA ELA Assessment aligned to PA Core Standards. Because Spring 2015 is the first time students took the test, no trend data is available. As this is a newly constructed test, comparisons of achievement test results from Spring 2015 to results from prior years 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

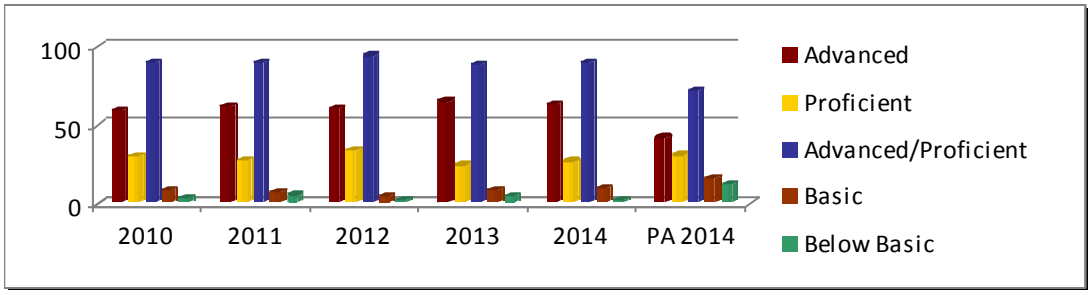


District Quintile Diagnostic

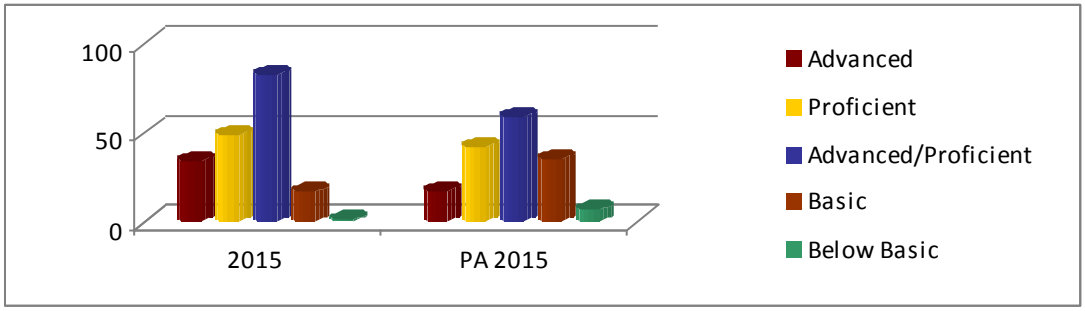
- Moderate evidence that the group exceeded the standard for PA Academic Growth.
- Evidence that the group met the standard for PA Academic Growth.
- Moderate evidence that the group did not meet the standard for PA Academic Growth.
- There were not enough students to define growth.

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

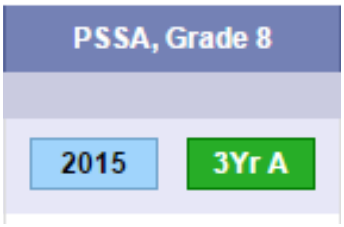
	2010	2011	2012	2013	2014	PA 2014
ADV	71.0	77.5	80.9	75.9	77.7	54.7
PROF	21.3	19.3	14.5	18.1	18.1	24.9
ADV/PRO	**92.2**	**96.8**	**95.4**	**94**	**95.8**	**79.6**
BASIC	5.5	2.9	3.5	2.3	2.2	9.4
BEL BAS	2.2	0.3	1.2	3.7	1.9	11.0
# TESTED	362	374	347	349	364	131218

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

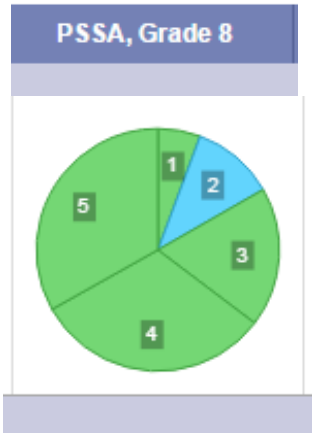
Note: For SY 2014-2015, PDE created a new PSSA ELA Assessment aligned to PA Core Standards. Because Spring 2015 is the first time students took the test, no trend data is available. As this is a newly constructed test, comparisons of achievement test results from Spring 2015 to results from prior years 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

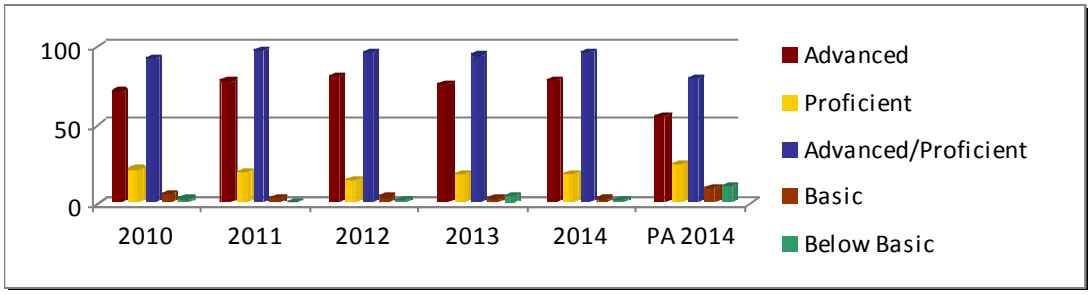


District Quintile Diagnostic

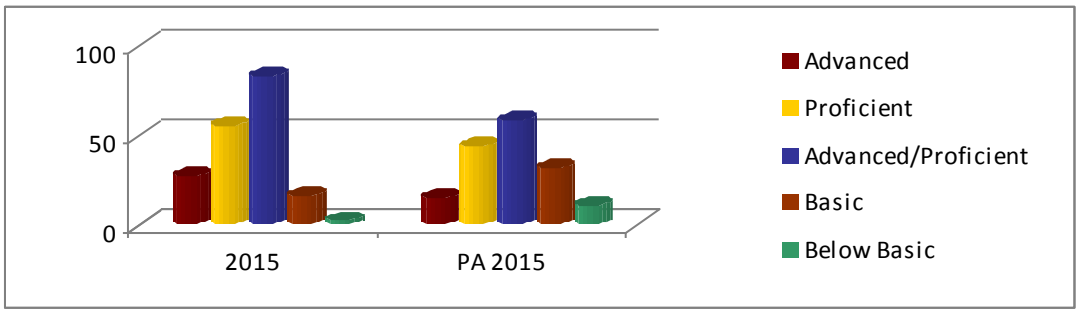
- Moderate evidence that the group exceeded the standard for PA Academic Growth.
- Evidence that the group met the standard for PA Academic Growth.
- Moderate evidence that the group did not meet the standard for PA Academic Growth.
- There were not enough students to define growth.

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 Fundations 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

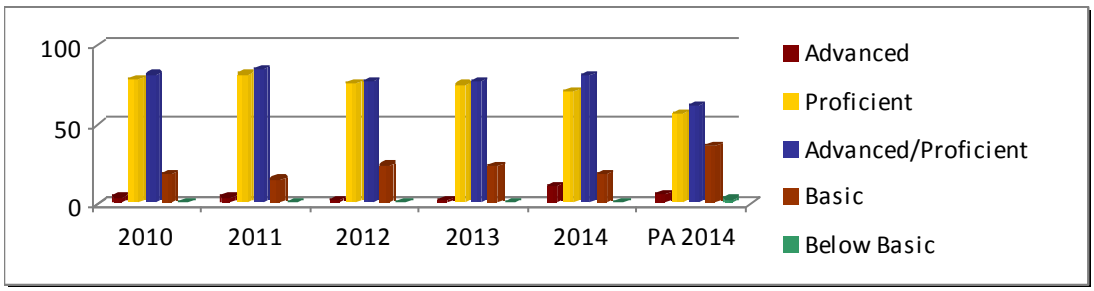
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	2	1.1	2	1.2	2	0.9	1	0.6	11	5.8	3.3
PROF	133	74.7	131	76.6	151	70.6	115	64.6	135	71.1	50.3
ADV/PRO	**135**	**75.8**	**133**	**77.8**	**153**	**71.5**	**116**	**65.2**	**146**	**76.8**	**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

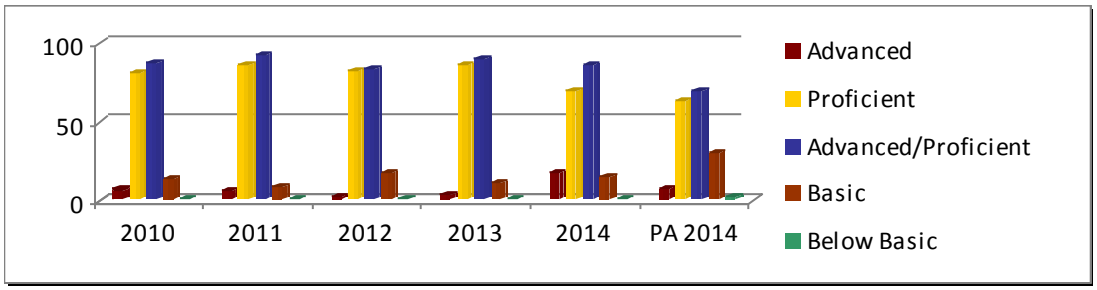
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	0	0	0	0	0	0	0	0	1	1.7	0.9
PROF	12	30.8	18	43.9	23	52.3	20	40.0	29	49.2	28.7
ADV/PRO	**12**	**30.8**	**18**	**43.9**	**23**	**52.3**	**20**	**40.0**	**30**	**50.9**	**29.6**
BASIC	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

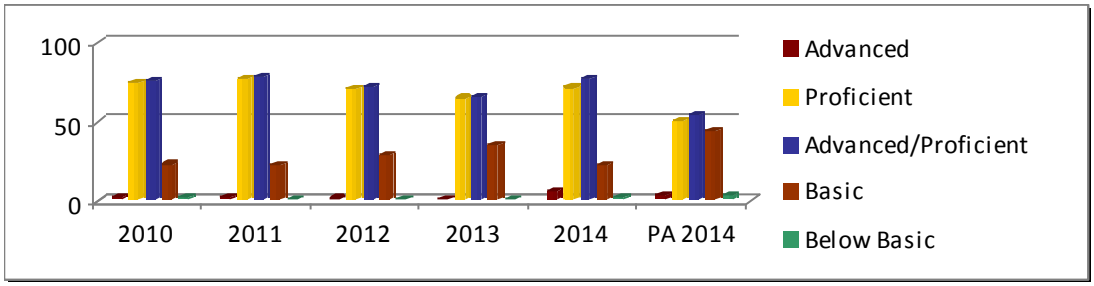
HISTORIC Total Student Performance Level Percentages over Time



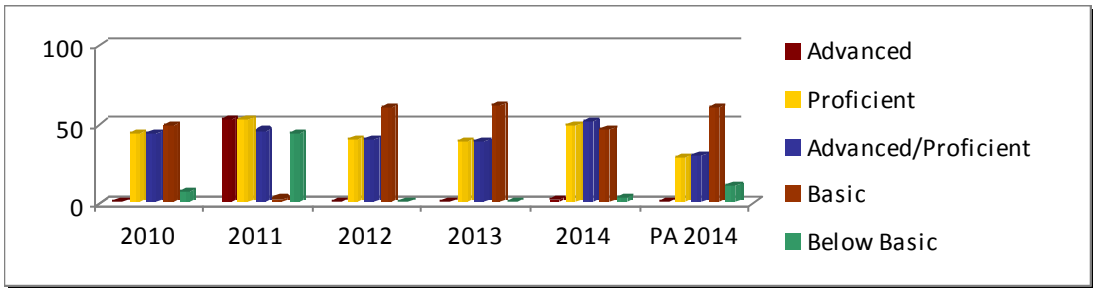
HISTORIC Female Student Performance Level Percentages over Time



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

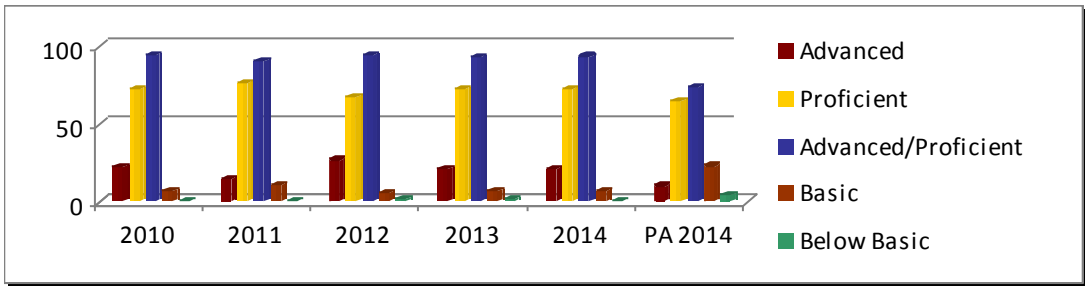
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	22	12.4	17	8.4	29	17.3	27	15.3	27	14.4	6.2
PROF	144	77.8	143	75.4	125	72.3	134	72.7	142	73.9	58.7
ADV/PRO	**167**	**90.2**	**160**	**83.8**	**156**	**89.6**	**161**	**88.0**	**169**	**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

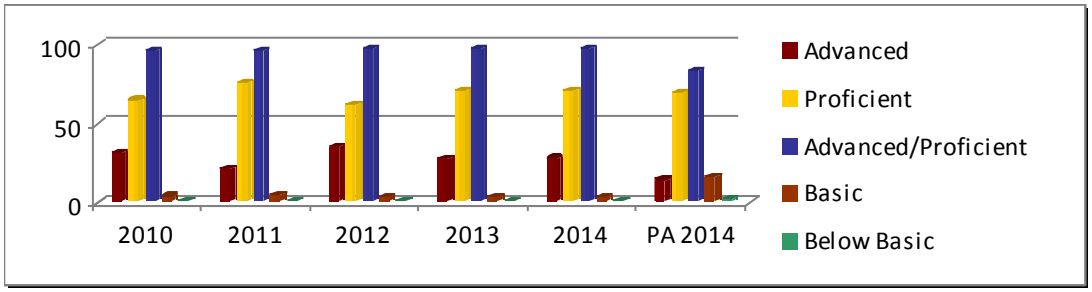
	2010		2011		2012		2013		2014		2014 PA
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
ADV	3	7.5	2	6.7	33	6.8	6	11.3	4	7.4	1.5
PROF	21	52.5	16	53.3	26	59.1	31	58.5	33	61.1	34.1
ADV/PRO	**24**	**60.0**	**18**	**60.0**	**31**	**65.9**	**37**	**69.8**	**37**	**68.5**	**35.6**
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

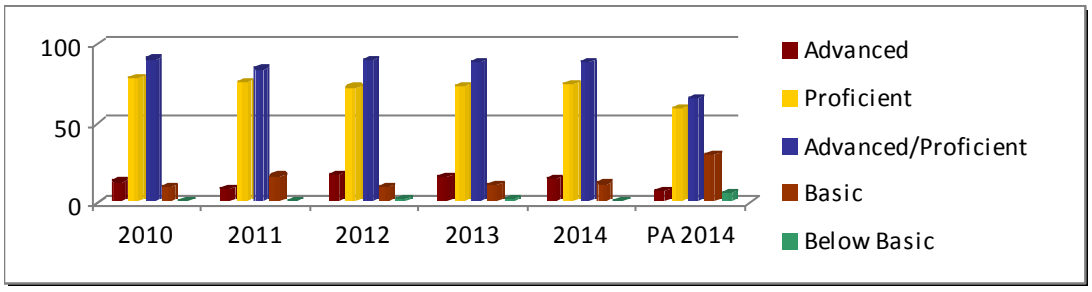
HISTORIC Total Student Performance Level Percentages over Time



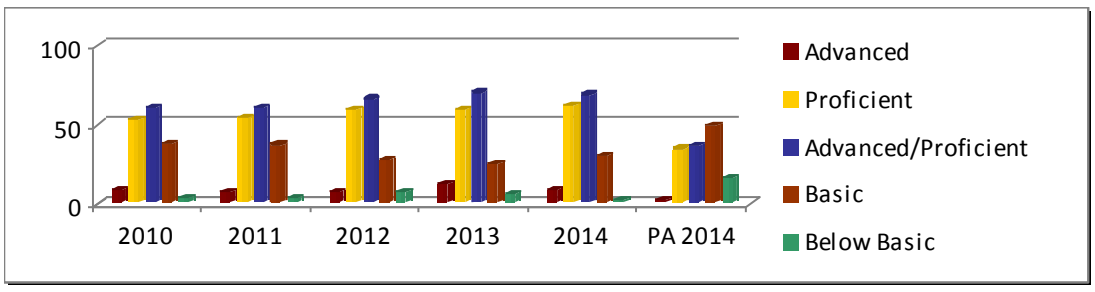
HISTORIC Female Student Performance Level Percentages over Time



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

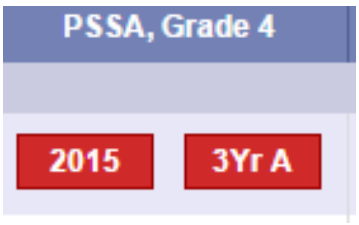
Pine-Richland School District
PSSA Science Test Results
Achievement, Growth, and Assessment Anchors by Grade Level

GRADE 4 PSSA SCIENCE

Total Students Performance Level Percentages over Time

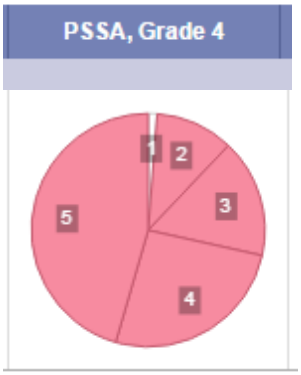
	2011	2012	2013	2014	2015	PA 2015
ADV	63.9	56.4	53.4	61.3	62.8	41.2
PROF	30.2	37.0	38.3	30.6	31.5	36.1
ADV/PRO	**94.0**	**93.4**	**91.7**	**91.9**	**94.3**	**77.3**
BASIC	4.6	4.9	6.5	5.8	3.6	12.2
BEL BAS	1.4	1.7	1.8	2.2	2.1	10.5
# TESTED	368	346	339	359	336	124309
MEAN SCORE					1520	1430

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

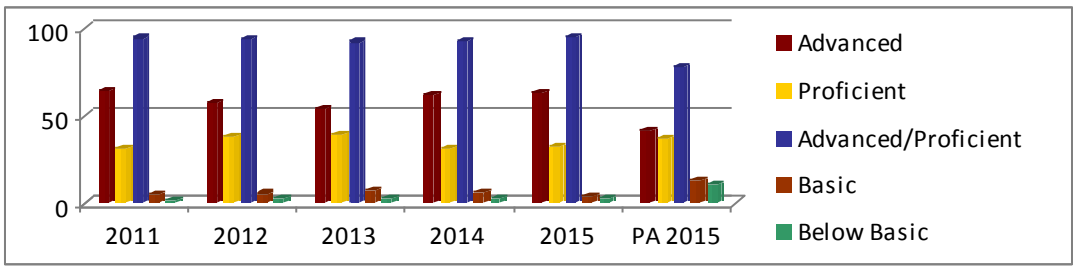


District Quintile Diagnostic

- 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

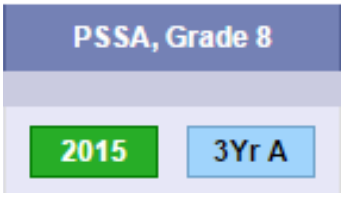
Pine-Richland School District
PSSA Science Test Results
Achievement , Growth, and Assessment Anhors by Grade Level

GRADE 8 PSSA SCIENCE

Total Students Performance Level Percentages over Time

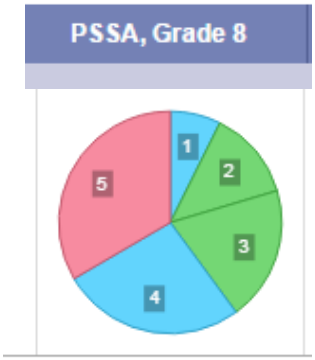
	2011	2012	2013	2014	2015	PA 2015
ADV	36.3	41.8	39.4	31.3	38.8	27.0
PROF	42.2	40.1	44.8	45.0	40.6	31.8
ADV/PRO	**78.5**	**81.9**	**84.2**	**76.3**	**79.4**	**58.8**
BASIC	14.8	13.7	10.6	16.8	13.5	18.1
BEL BAS	6.7	4.4	5.2	7.0	7.1	23.2
# TESTED	377	355	353	364	394	128733
MEAN SCORE					1410	1320

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

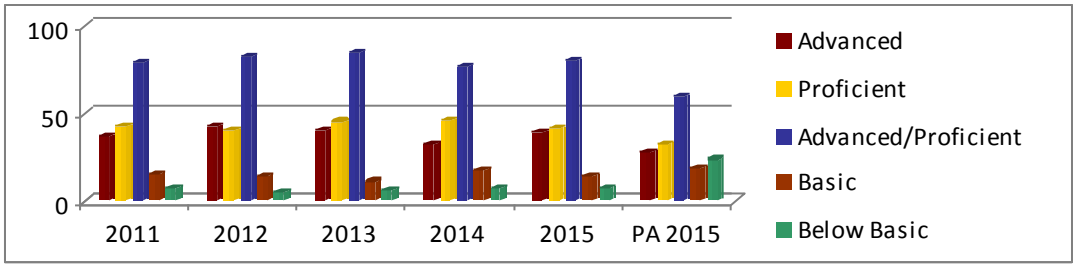


District Quintile Diagnostic

- 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 the Winter of 2013 to Juniors and Sophomores who had already completed a biology course. In the Spring of 2013, the Biology Keystone Exam was taken as an end-of-course exam by Sophomores and Freshmen enrolled in a Biology course that year.

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

In the pages that follow, Keystone Exam results have been presented in 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)

	2012-13 School Year Grade 10				2013-2014 School Year – Grade 11					
	Winter		Spring		Winter		Spring		Summer	
Level	# 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)

	2012-13 School Year Grade 9				2013-2014 School Year – Grade 10					
	Winter		Spring		Winter		Spring		Summer	
Level	# 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

	2014-2015 School Year – Grade 11					
	Winter		Spring		Summer	
Level	# 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)

	2013-2014 School Year – Grade 9						2014-2015 School Year – Grade 10					
Level	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)

	2014-2015 School Year – Grade 9					
	Winter		Spring		Summer	
Level	# 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)

	2012-13 School Year Grade 10				2013-2014 School Year – Grade 11					
	Winter		Spring		Winter		Spring		Summer	
Level	# 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)

	2012-13 School Year Grade 9				2013-2014 School Year – Grade 10					
	Winter		Spring		Winter		Spring		Summer	
Level	# 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

	2014-2015 School Year – Grade 11					
	Winter		Spring		Summer	
Level	# 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)

	2013-2014 School Year – Grade 9						2014-2015 School Year – Grade 10					
Level	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)

	2014-2015 School Year – Grade 9					
	Winter		Spring		Summer	
Level	# 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

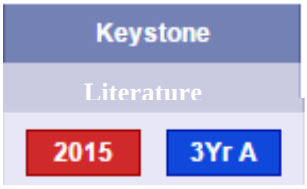
	2013 Percent	2014 Percent	2015 Percent
ADV	41	37	42
PROF	43	41	41
ADV/PRO	**84**	**78**	**83**
BASIC	13	15	13
BEL BAS	3	7	3
# TESTED	402	396	387

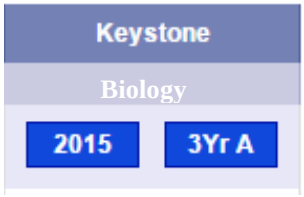
ALGEBRA 1

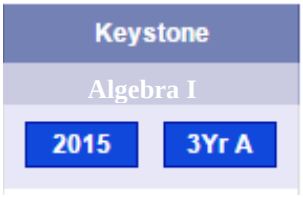
	2013 Percent	2014 Percent	2015 Percent
ADV	39	45	37
PROF	36	34	38
ADV/PRO	**75**	**79**	**75**
BASIC	21	19	23
BEL BAS	4	2	1
# TESTED	422	382	415

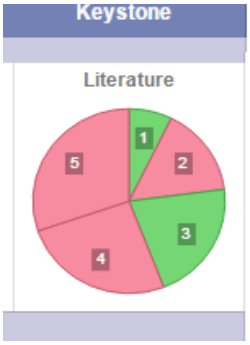
Keystone Exams

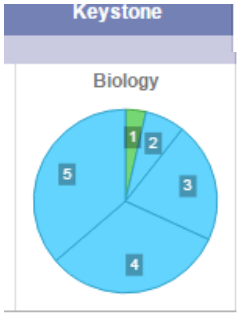
PVAAS Data

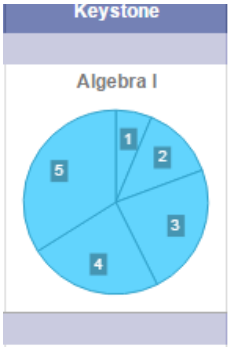












District Value Added

- 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.

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

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

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

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

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

Indicators of Academic Growth/PVAAS (40%)

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

Other Academic Indicators (10%)

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

Extra credit for Advanced Achievement (up to 7 points)

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

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.

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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

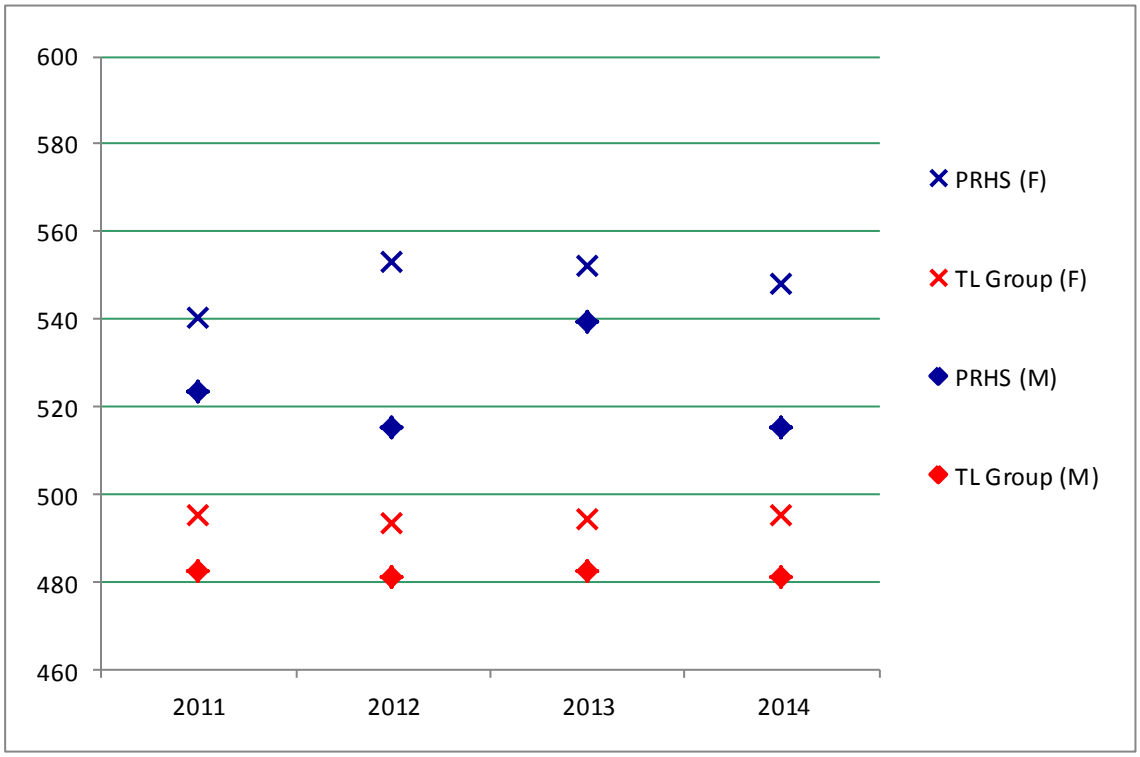
Female Student Mean Scores over Time

	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

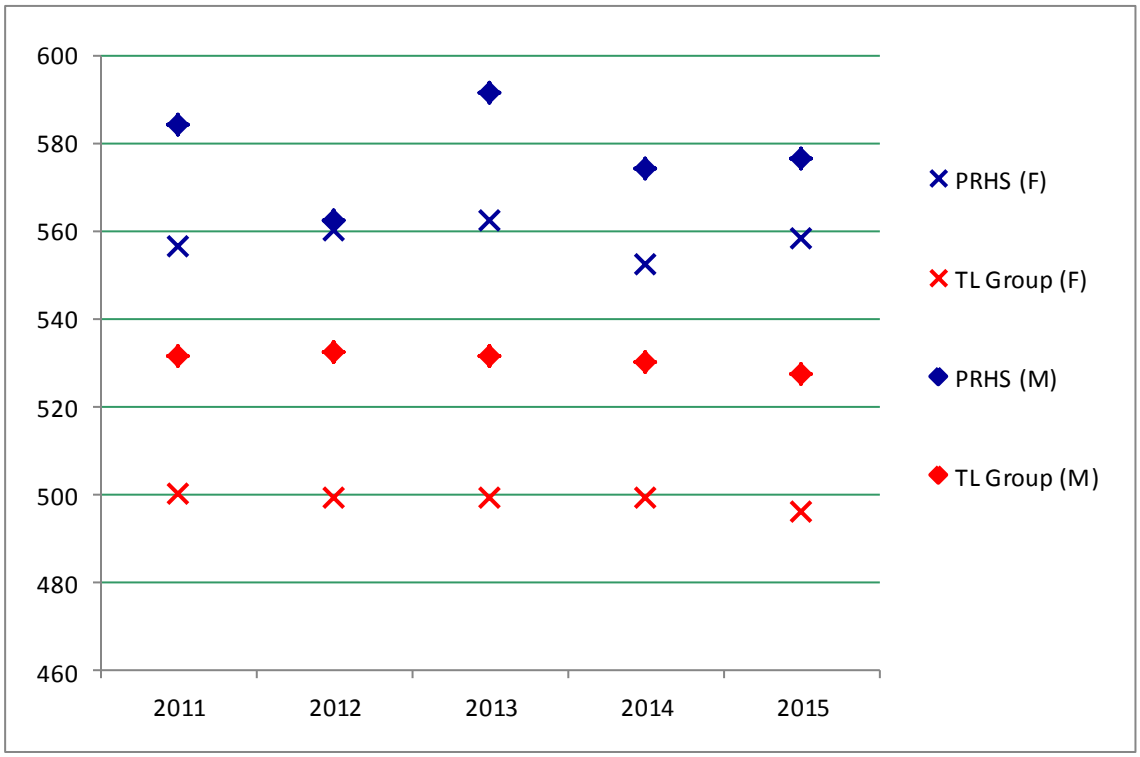
Female Student Mean Scores over Time

	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

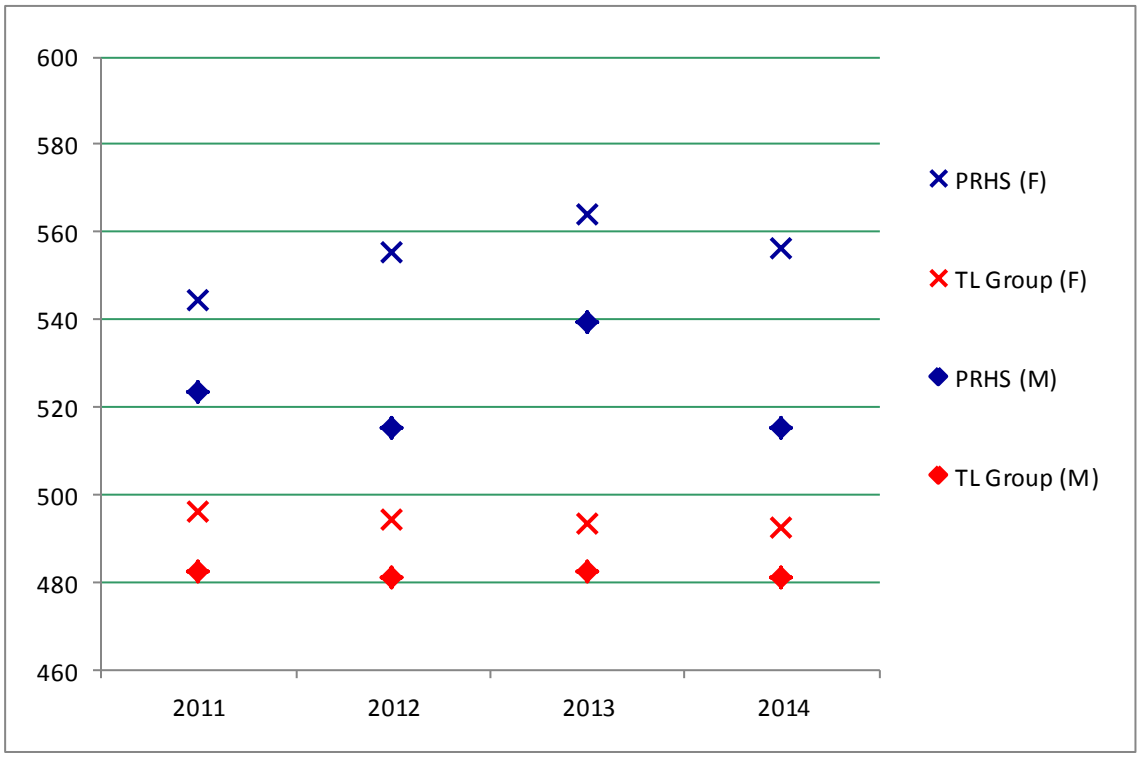
Female Student Mean Scores over Time

	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

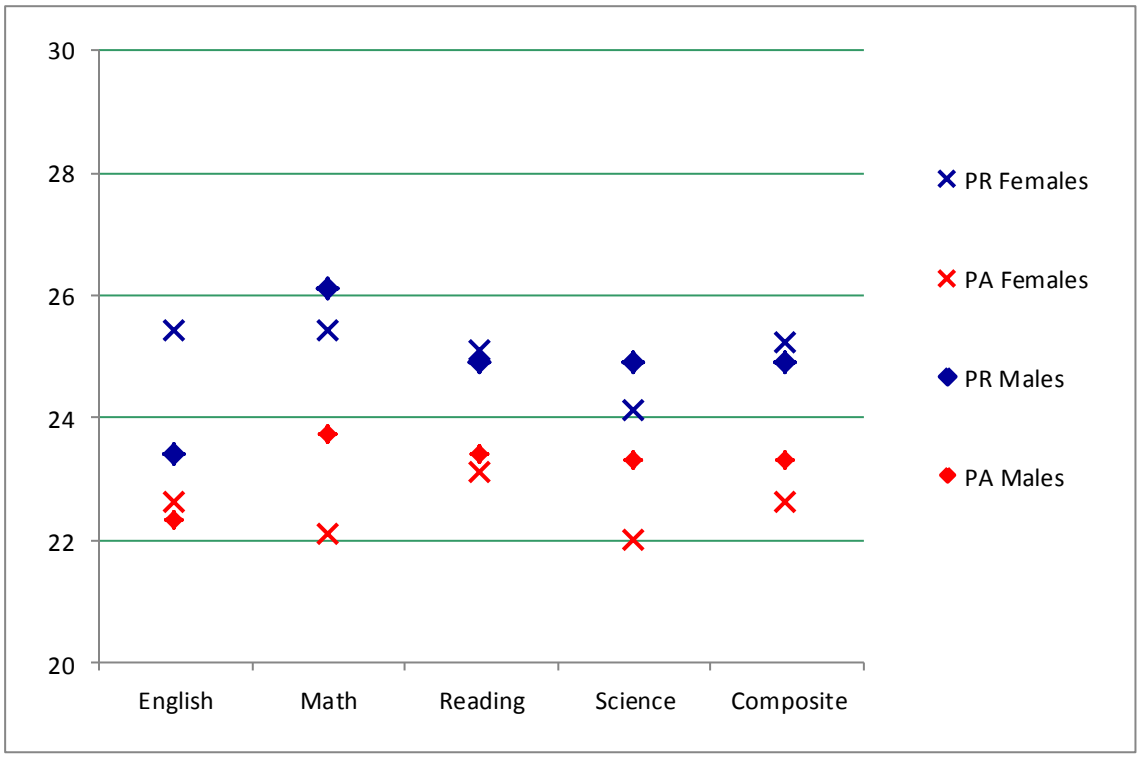
Participation over Time

	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

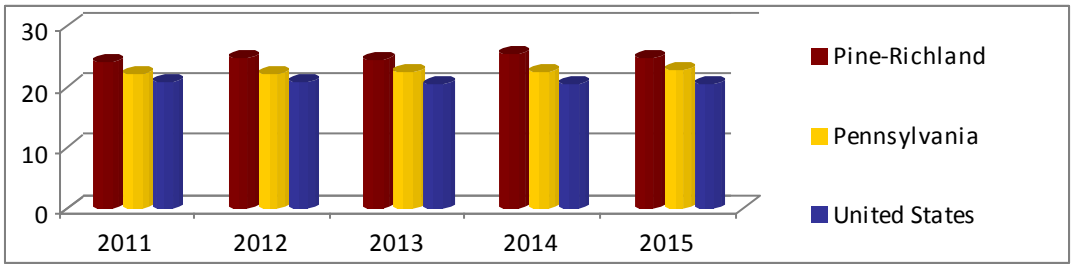
	2011	2012	2013	2014	2015
Pine-Richland	24.2	24.1	23.8	24.9	24.5
Pennsylvania	21.8	21.9	22.2	22.2	22.5
United States	20.9	20.9	20.7	20.8	20.9

COMPOSITE

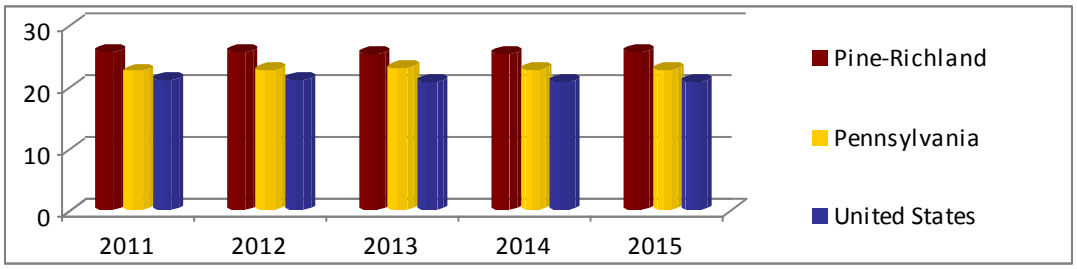
	2011	2012	2013	2014	2015
Pine-Richland	24.5	25.0	24.6	25.4	25.1
Pennsylvania	22.3	22.4	22.7	22.7	22.9
United States	21.1	21.1	20.9	21.0	21.0

Mean Scores over Time

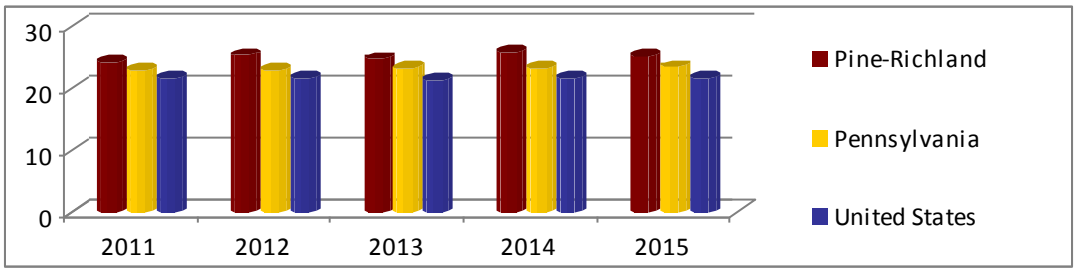
ENGLISH



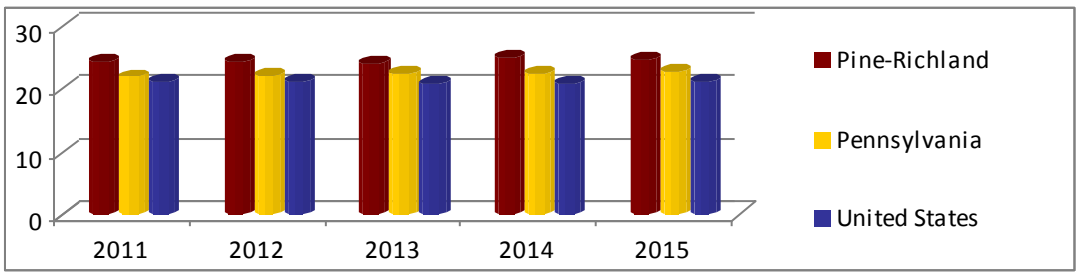
MATH



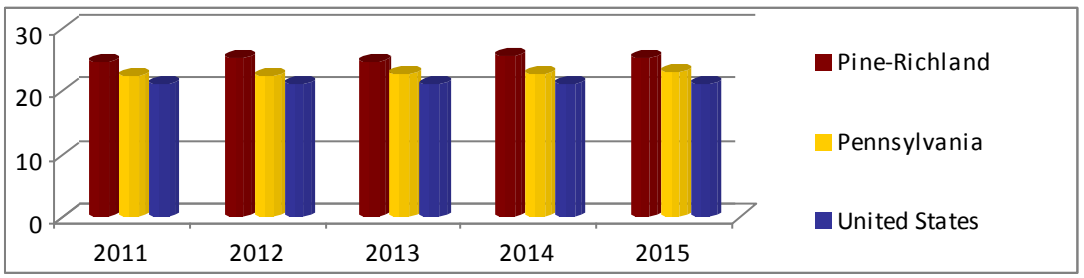
READING



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 AP Students	389	453	450	486	490	68588	2493167
Number of Exams	721	900	944	932	958	121481	4505442
AP Students with Scores 3+	278	326	337	324	349	46874	1512129

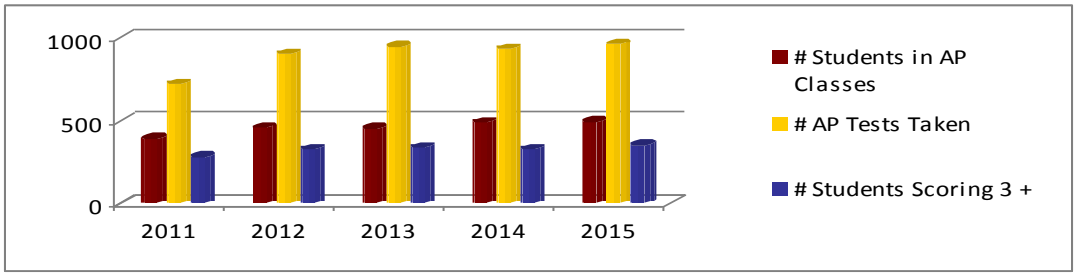
PRHS AP Test Performance vs. State and Global Performance over Time

	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

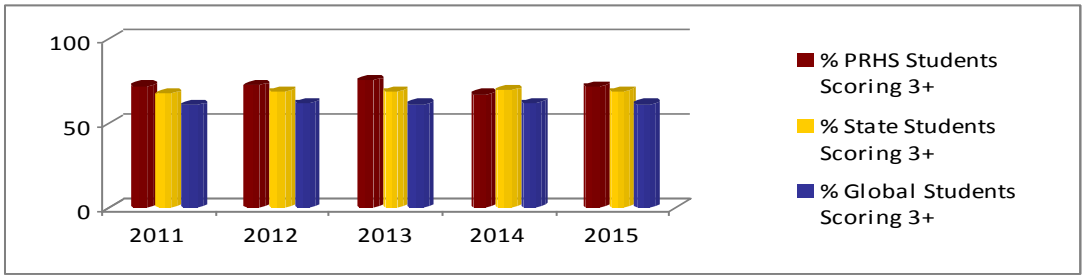
2015 PRHS AP Test Results

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

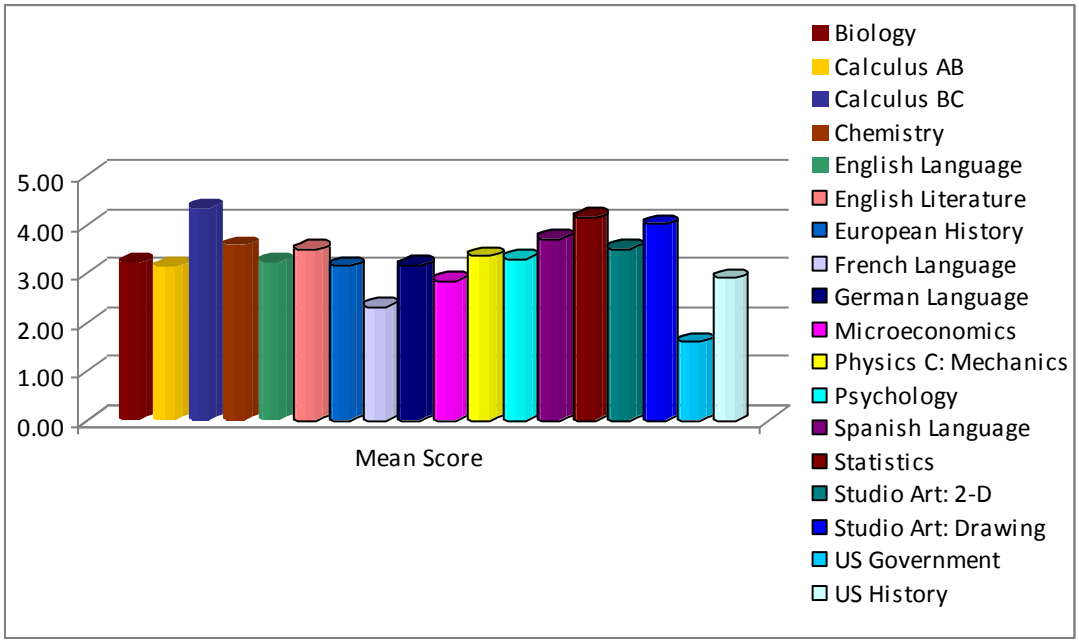
PRHS AP Test Participation over Time



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



2015 Average Score per AP Exam



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

MICROECOMONICS

	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 correlational 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.