PENNSYLVANIA
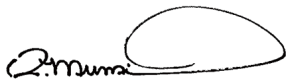## System of School Assessment (PSSA)

Dear District Leader:

This report provides you with information about your district's performance in English Language Arts, Mathematics, and Science on the Pennsylvania System of School Assessment (PSSA).

The report is designed to give you:

- An overview of how your district's performance compares to previous years;
- An overview of how your district's performance compares to the performance of districts statewide;
- In-depth results by grade, subject, and student group;
- Data on your district's achievement by reporting category; and
- Tools and resources for finding more information to help teachers better understand the assessment and instructional priorities.

I encourage you to use this report and supporting materials on the PDE's website to help teachers understand the standards, set instructional priorities, and address student needs.

Sincerely,

Dr. Khalid N. Mumin
Secretary of Education

District: SCRANTON SD
AUN: 119357402
Test Date: PSSA Spring 2024

Percentage of Students Proficient and Advanced

	District	State
English Language Arts	33.3	53.0
Mathematics	16.2	40.4
Science	47.1	65.8

PSSA Items

Common items are administered to all eligible students in the grade regardless of the test form that they were assigned. Only the common items are used in determining students' scores and their corresponding performance levels. This ensures that all students are evaluated using the same sets of items. Only common items are used for determination of performance levels.

Field-Test items vary between forms. These items are included only as a means for gathering statistical information about an item that might be used in a future assessment. The items are not included in the results for students, schools, or the district.

PSSA Score

The PSSA score is a scale score computed from the number of points the student receives on the test (i.e., raw score). For every possible raw score on a test form, there is a corresponding scale score. Most state testing programs use scale scores for reporting purposes. The items on the PSSA tests change year to year, but they continue to measure the same content standards. To make valid comparisons of test results across years, scale scores are used because they reflect and take into account minor differences in test form difficulty from one year to the next. A given scale score will have the same interpretation regardless of the length or difficulty of the test. For example, a scale score of 1300 will always imply the same level of student performance and will continue to fall in the same performance level. The student's PSSA score is used to place the student in the appropriate performance level.

PSSA Performance Levels

Below Basic: Inadequate academic performance, and work at this level demonstrates a minimal command of and ability to apply the knowledge, skills, and practices represented in the Pennsylvania standards. Consistent performance at this level indicates extensive additional academic support may be needed for engaging successfully in further studies in this content area.

Basic: Marginal academic performance, and work at this level demonstrates a partial command of and ability to apply the knowledge, skills, and practices represented in the Pennsylvania standards. Consistent performance at this level indicates additional academic support may be needed for engaging successfully in further studies in this content area.

Proficient: Satisfactory academic performance, and work at this level demonstrates an adequate command of and ability to apply the knowledge, skills, and practices represented in the Pennsylvania standards. Consistent performance at this level indicates academic preparation for engaging successfully in further studies in this content area.

Advanced: Superior academic performance, and work at this level demonstrates a thorough command of and ability to apply the knowledge, skills, and practices represented in the Pennsylvania standards. Consistent performance at this level indicates advanced academic preparation for engaging successfully in further studies in this content area.

PSSA Reporting Categories

Reporting Categories are designed to clarify the Pennsylvania Core Standards. Each reporting category consists of several assessment anchors and eligible content, which provide details of skills and concepts that are assessed on the PSSA. The charts that follow provide school, district, and state averages for each reporting category assessed for specific grades and subjects.

English Language Arts Performance Level Results

Percentages at Each Performance Level*	Below Basic	Basic	Proficient	Advanced	Percentage of Students Below Basic and Basic in English Language Arts	Percentage of Students Proficient and Advanced in English Language Arts
District 2024	25	42	29	4	66.7 25 42	29 33.3
District 2023	24	40	30	5	64.4 24 40	30 35.6
District 2022	29	42	25	4	70.6 29 42	25 29.4
State 2024	13	34	40	13	47.0 13 34	40 13 53.0

100 80 60 40 20 0 20 40 60 80 100
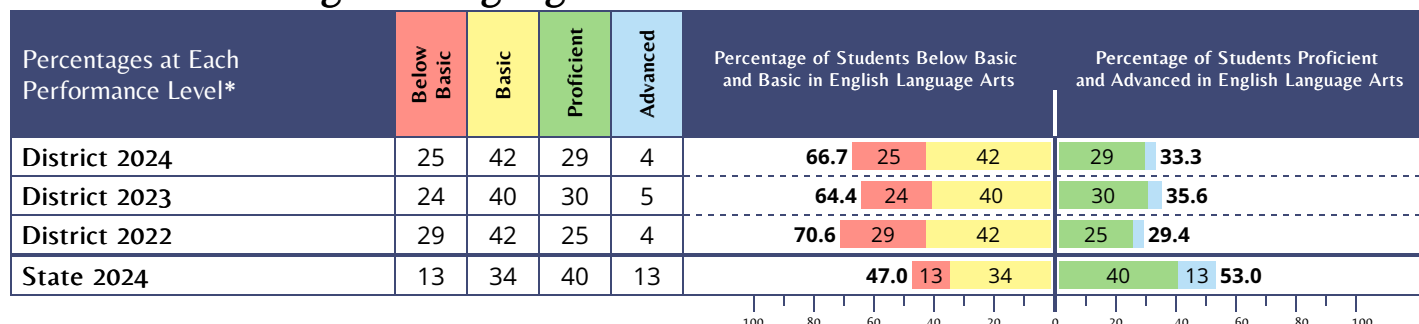
In 2024, 33.3 % of the students at SCRANTON SD met or exceeded proficiency in English Language Arts. Comparatively, 53.0 % of the students in Pennsylvania met or exceeded proficiency in English Language Arts. Use the 2022 and 2023 data provided to determine your district's three-year progress. These numbers indicate only the students who are in their full academic year.

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

Mathematics Performance Level Results

Percentages at Each Performance Level*	Below Basic	Basic	Proficient	Advanced	Percentage of Students Below Basic and Basic in Mathematics	Percentage of Students Proficient and Advanced in Mathematics
District 2024	55	28	13	3	83.8 55 28	13 16.2
District 2023	56	28	13	3	83.8 56 28	13 16.2
District 2022	63	26	9	2	88.7 63 26	9 11.3
State 2024	32	28	25	16	59.6 32 28	25 16 40.4

100 80 60 40 20 0 20 40 60 80 100

In 2024, 16.2 % of the students at SCRANTON SD met or exceeded proficiency in Mathematics. Comparatively, 40.4 % of the students in Pennsylvania met or exceeded proficiency in Mathematics. Use the 2022 and 2023 data provided to determine your district's three-year progress. These numbers indicate only the students who are in their full academic year.

* The sum of the percentages may not equal 100 due to rounding.
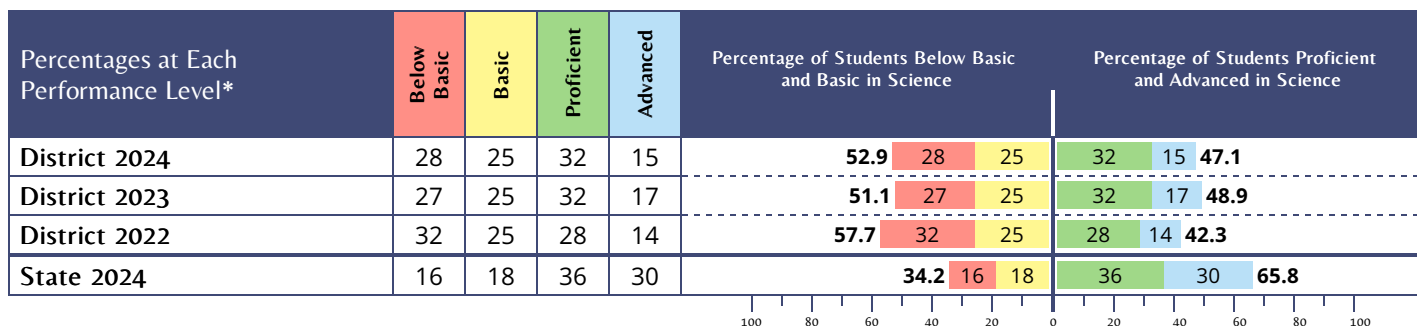
Science Performance Level Results

Percentages at Each Performance Level*	Below Basic	Basic	Proficient	Advanced	Percentage of Students Below Basic and Basic in Science	Percentage of Students Proficient and Advanced in Science
District 2024	28	25	32	15	52.9 28 25	32 15 47.1
District 2023	27	25	32	17	51.1 27 25	32 17 48.9
District 2022	32	25	28	14	57.7 32 25	28 14 42.3
State 2024	16	18	36	30	34.2 16 18	36 30 65.8

100 80 60 40 20 0 20 40 60 80 100

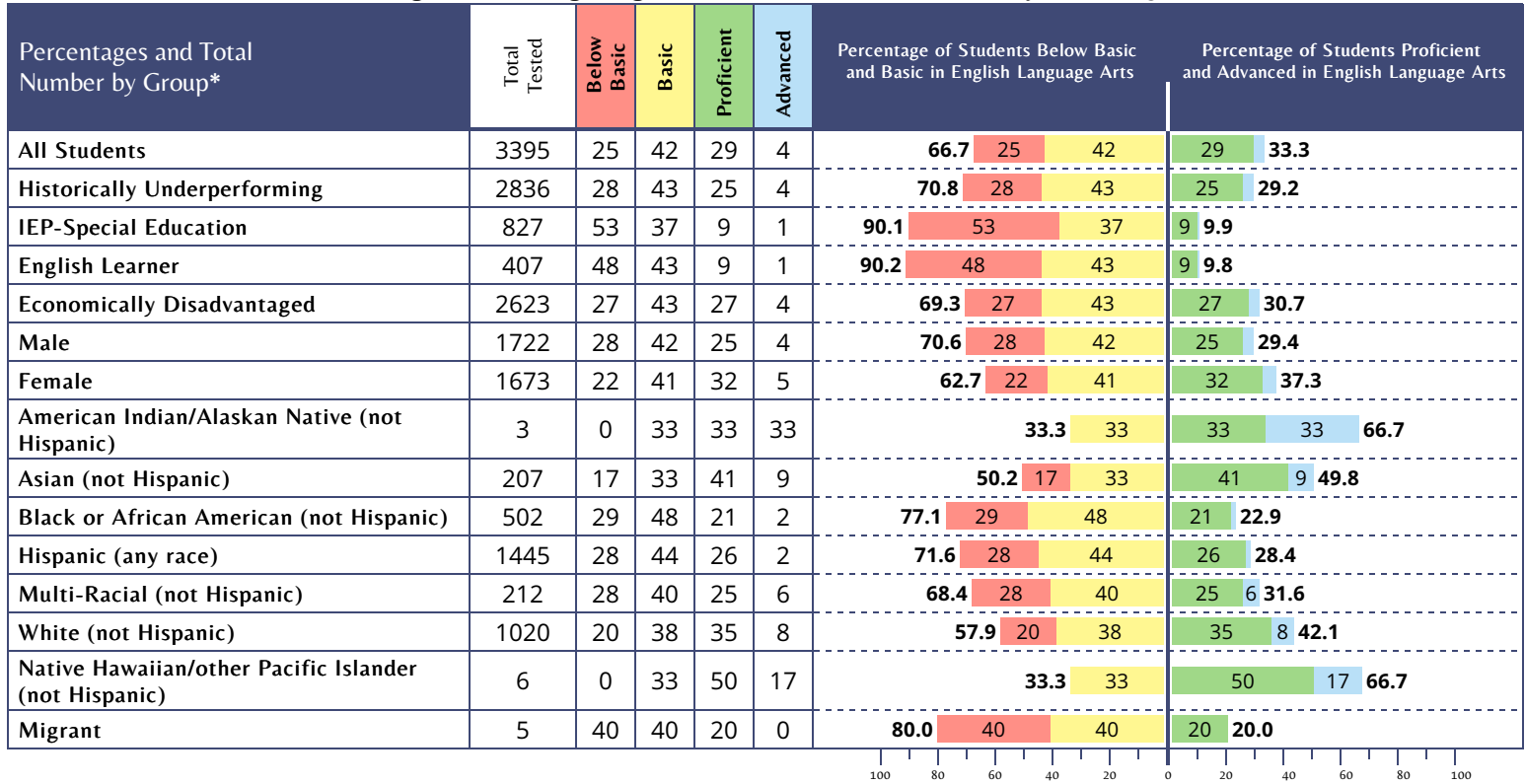In 2024, 47.1 % of the students at SCRANTON SD met or exceeded proficiency in Science. Comparatively, 65.8 % of the students in Pennsylvania met or exceeded proficiency in Science. Use the 2022 and 2023 data provided to determine your district's three-year progress. These numbers indicate only the students who are in their full academic year.

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

English Language Arts Performance by Group

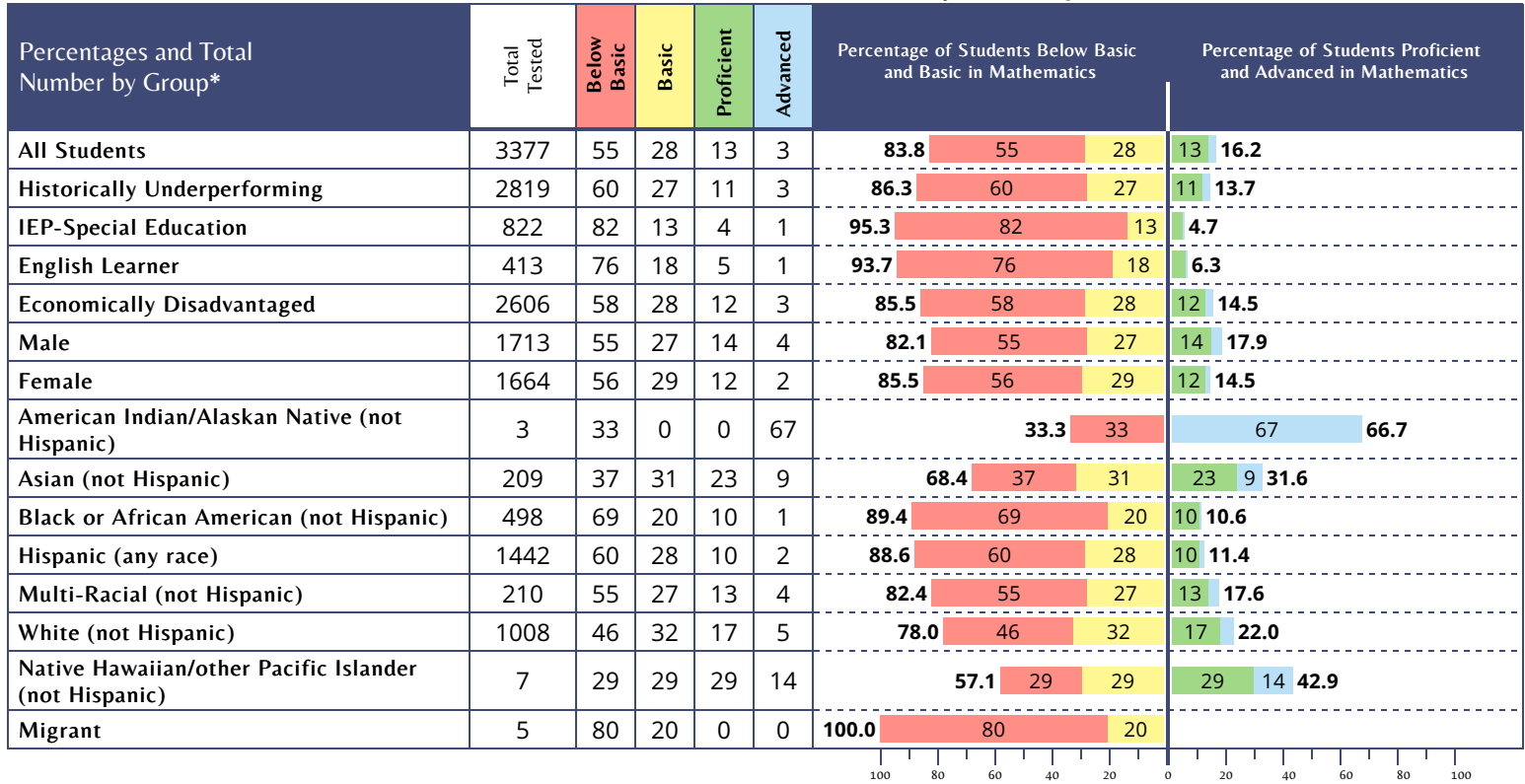| Percentages and Total Number by Group*	Total Tested	Below Basic	Basic	Proficient	Advanced	Percentage of Students Below Basic and Basic in English Language Arts	Percentage of Students Proficient and Advanced in English Language Arts
All Students	3395	25	42	29	4	66.7 25 42	29 33.3
Historically Underperforming	2836	28	43	25	4	70.8 28 43	25 29.2
IEP-Special Education	827	53	37	9	1	90.1 53 37	9 9.9
English Learner	407	48	43	9	1	90.2 48 43	9 9.8
Economically Disadvantaged	2623	27	43	27	4	69.3 27 43	27 30.7
Male	1722	28	42	25	4	70.6 28 42	25 29.4
Female	1673	22	41	32	5	62.7 22 41	32 37.3
American Indian/Alaskan Native (not Hispanic)	3	0	33	33	33	33.3 33	33 33 66.7
Asian (not Hispanic)	207	17	33	41	9	50.2 17 33	41 9 49.8
Black or African American (not Hispanic)	502	29	48	21	2	77.1 29 48	21 22.9
Hispanic (any race)	1445	28	44	26	2	71.6 28 44	26 28.4
Multi-Racial (not Hispanic)	212	28	40	25	6	68.4 28 40	25 6 31.6
White (not Hispanic)	1020	20	38	35	8	57.9 20 38	35 8 42.1
Native Hawaiian/other Pacific Islander (not Hispanic)	6	0	33	50	17	33.3 33	50 17 66.7
Migrant	5	40	40	20	0	80.0 40 40	20 20.0

Scale: 100 80 60 40 20 0 20 40 60 80 100

The sum of the percentages may not equal 100 due to rounding. Total Tested means the number of students receiving a score.

Mathematics Performance by Group

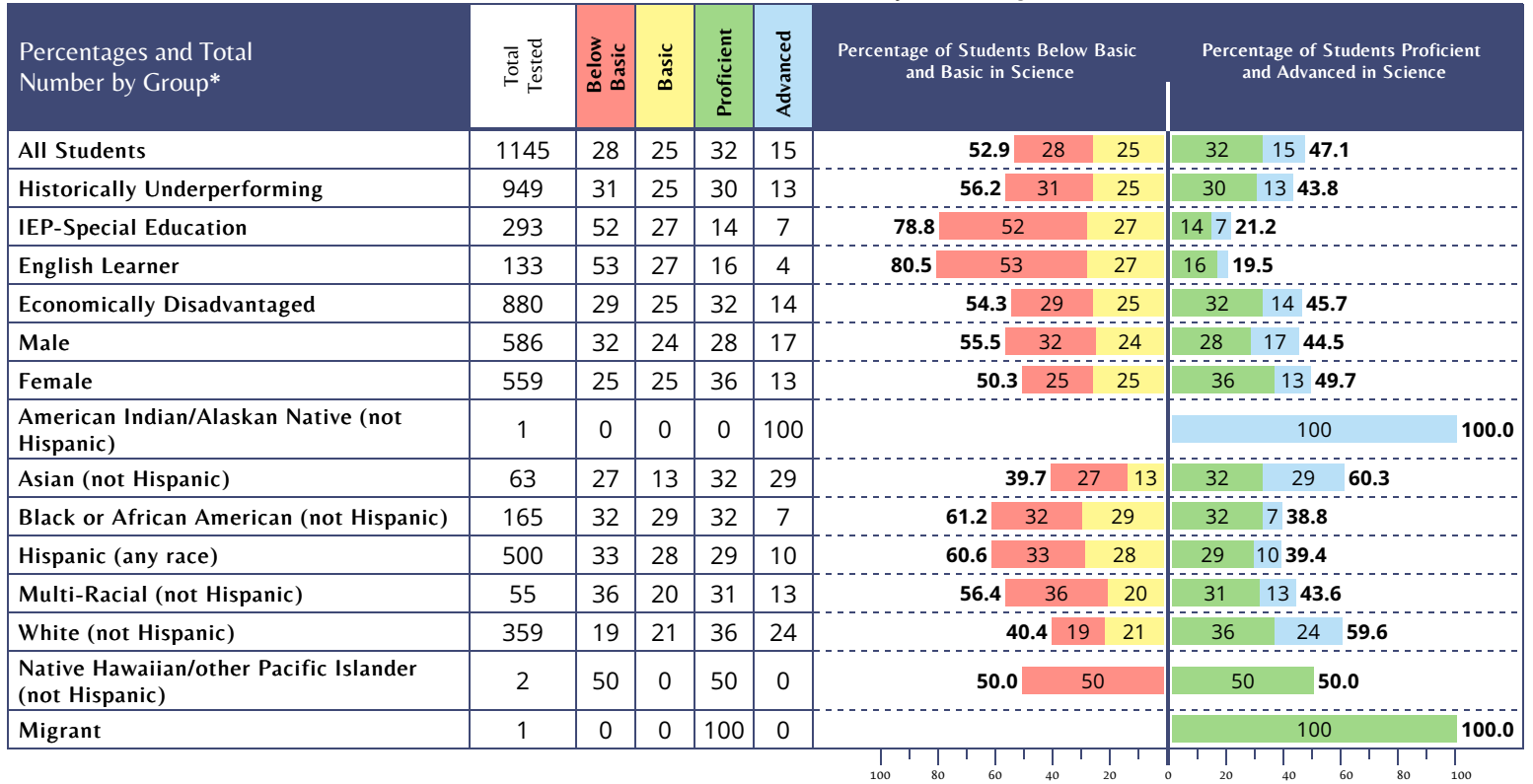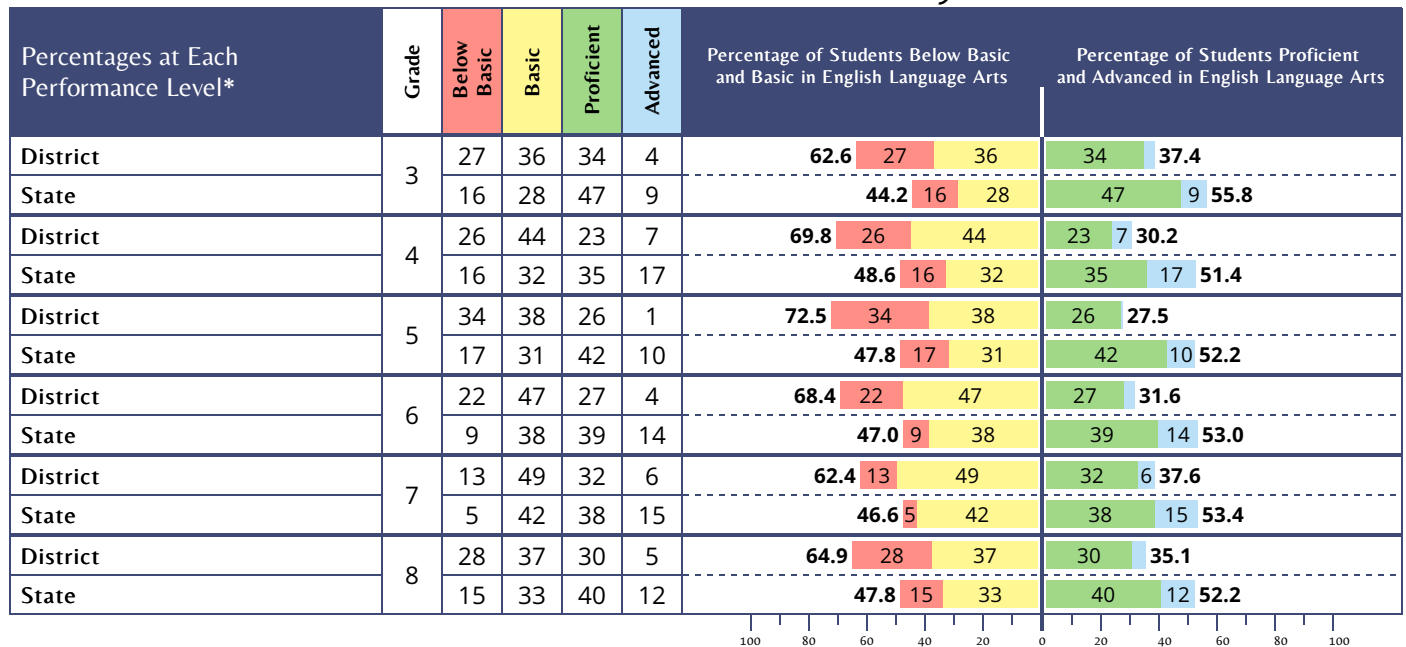| Percentages and Total Number by Group*	Total Tested	Below Basic	Basic	Proficient	Advanced	Percentage of Students Below Basic and Basic in Mathematics	Percentage of Students Proficient and Advanced in Mathematics
All Students	3377	55	28	13	3	83.8	16.2
Historically Underperforming	2819	60	27	11	3	86.3	13.7
IEP-Special Education	822	82	13	4	1	95.3	4.7
English Learner	413	76	18	5	1	93.7	6.3
Economically Disadvantaged	2606	58	28	12	3	85.5	14.5
Male	1713	55	27	14	4	82.1	17.9
Female	1664	56	29	12	2	85.5	14.5
American Indian/Alaskan Native (not Hispanic)	3	33	0	0	67	33.3	66.7
Asian (not Hispanic)	209	37	31	23	9	68.4	31.6
Black or African American (not Hispanic)	498	69	20	10	1	89.4	10.6
Hispanic (any race)	1442	60	28	10	2	88.6	11.4
Multi-Racial (not Hispanic)	210	55	27	13	4	82.4	17.6
White (not Hispanic)	1008	46	32	17	5	78.0	22.0
Native Hawaiian/other Pacific Islander (not Hispanic)	7	29	29	29	14	57.1	42.9
Migrant	5	80	20	0	0	100.0	

The sum of the percentages may not equal 100 due to rounding. Total Tested means the number of students receiving a score.

Science Performance by Group

Percentages and Total Number by Group*	Total Tested	Below Basic	Basic	Proficient	Advanced	Percentage of Students Below Basic and Basic in Science	Percentage of Students Proficient and Advanced in Science
All Students	1145	28	25	32	15	52.9 28 25	32 15 47.1
Historically Underperforming	949	31	25	30	13	56.2 31 25	30 13 43.8
IEP-Special Education	293	52	27	14	7	78.8 52 27	14 7 21.2
English Learner	133	53	27	16	4	80.5 53 27	16 19.5
Economically Disadvantaged	880	29	25	32	14	54.3 29 25	32 14 45.7
Male	586	32	24	28	17	55.5 32 24	28 17 44.5
Female	559	25	25	36	13	50.3 25 25	36 13 49.7
American Indian/Alaskan Native (not Hispanic)	1	0	0	0	100		100 100.0
Asian (not Hispanic)	63	27	13	32	29	39.7 27 13	32 29 60.3
Black or African American (not Hispanic)	165	32	29	32	7	61.2 32 29	32 7 38.8
Hispanic (any race)	500	33	28	29	10	60.6 33 28	29 10 39.4
Multi-Racial (not Hispanic)	55	36	20	31	13	56.4 36 20	31 13 43.6
White (not Hispanic)	359	19	21	36	24	40.4 19 21	36 24 59.6
Native Hawaiian/other Pacific Islander (not Hispanic)	2	50	0	50	0	50.0 50	50 50.0
Migrant	1	0	0	100	0		100 100.0

100 80 60 40 20 0 20 40 60 80 100

The sum of the percentages may not equal 100 due to rounding. Total Tested means the number of students receiving a score.

English Language Arts
District and State Performances by Grade

Percentages at Each Performance Level*	Grade	Below Basic	Basic	Proficient	Advanced	Percentage of Students Below Basic and Basic in English Language Arts	Percentage of Students Proficient and Advanced in English Language Arts
District	3	27	36	34	4	62.6 27 36	34 37.4
State		16	28	47	9	44.2 16 28	47 9 55.8
District	4	26	44	23	7	69.8 26 44	23 7 30.2
State		16	32	35	17	48.6 16 32	35 17 51.4
District	5	34	38	26	1	72.5 34 38	26 27.5
State		17	31	42	10	47.8 17 31	42 10 52.2
District	6	22	47	27	4	68.4 22 47	27 31.6
State		9	38	39	14	47.0 9 38	39 14 53.0
District	7	13	49	32	6	62.4 13 49	32 6 37.6
State		5	42	38	15	46.6 5 42	38 15 53.4
District	8	28	37	30	5	64.9 28 37	30 35.1
State		15	33	40	12	47.8 15 33	40 12 52.2

100 80 60 40 20 0 20 40 60 80 100

The sum of the percentages may not equal 100 due to rounding.

Mathematics
District and State Performances by Grade
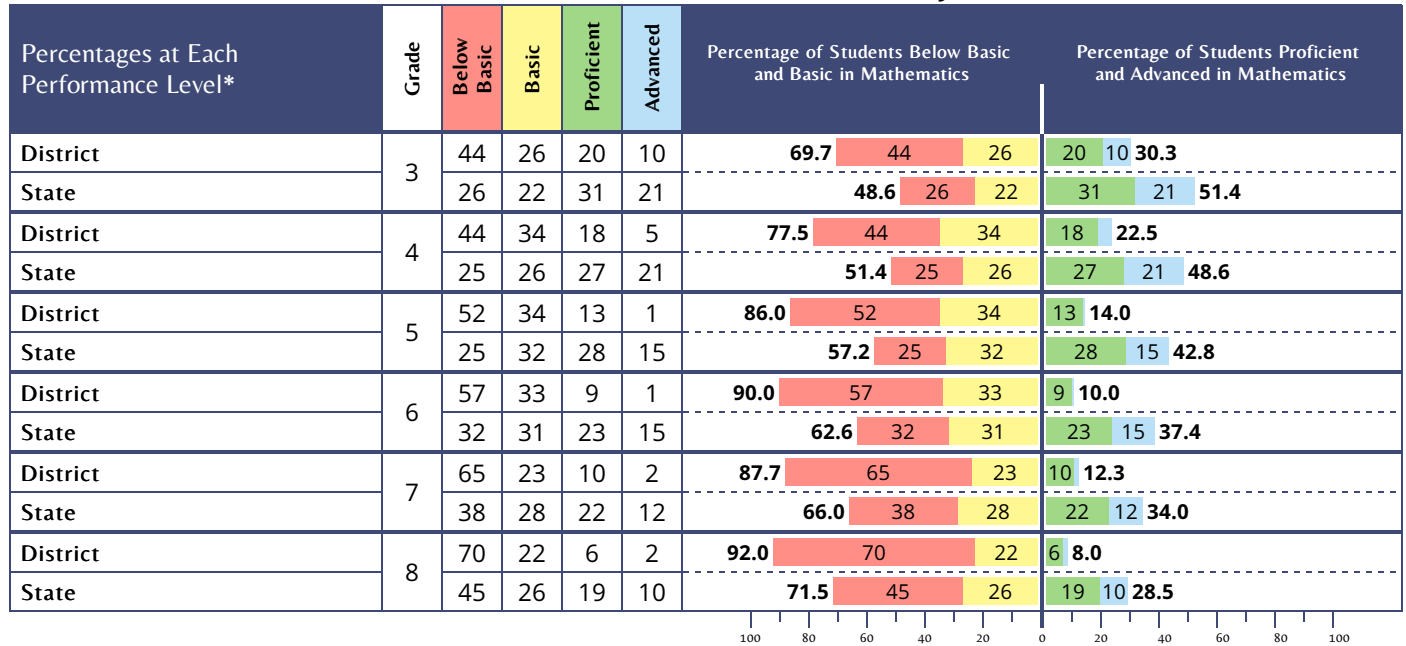
Percentages at Each Performance Level*	Grade	Below Basic	Basic	Proficient	Advanced	Percentage of Students Below Basic and Basic in Mathematics	Percentage of Students Proficient and Advanced in Mathematics
District	3	44	26	20	10	69.7	30.3
State		26	22	31	21	48.6	51.4
District	4	44	34	18	5	77.5	22.5
State		25	26	27	21	51.4	48.6
District	5	52	34	13	1	86.0	14.0
State		25	32	28	15	57.2	42.8
District	6	57	33	9	1	90.0	10.0
State		32	31	23	15	62.6	37.4
District	7	65	23	10	2	87.7	12.3
State		38	28	22	12	66.0	34.0
District	8	70	22	6	2	92.0	8.0
State		45	26	19	10	71.5	28.5

100 80 60 40 20 0 20 40 60 80 100

The sum of the percentages may not equal 100 due to rounding.

Science
District and State Performances by Grade
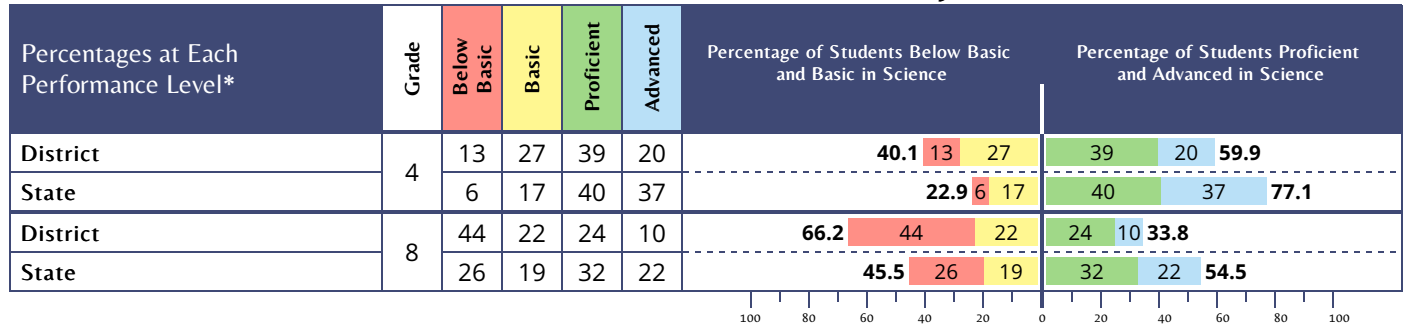
Percentages at Each Performance Level*	Grade	Below Basic	Basic	Proficient	Advanced	Percentage of Students Below Basic and Basic in Science	Percentage of Students Proficient and Advanced in Science
District	4	13	27	39	20	**40.1** 13 27	39 20 **59.9**
State	4	6	17	40	37	**22.9** 6 17	40 37 **77.1**
District	8	44	22	24	10	**66.2** 44 22	24 10 **33.8**
State	8	26	19	32	22	**45.5** 26 19	32 22 **54.5**

100 80 60 40 20 0 20 40 60 80 100

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

English Language Arts Reporting Categories

Grade 3	District Average	State Average	Total Points Possible
Reading			
Key Ideas and Details	10.2	12.1	25
Craft and Structure/Integration of Knowledge and Ideas	2.7	3.3	7
Vocabulary Acquisition and Use	1.8	2.2	4
Writing			
Conventions of Standard English (Writing)	4.0	4.6	9

Grade 3	District Average	State Average	Total Points Possible
Text Types			
Literature Text	7.7	9.0	18
Informational Text	7.1	8.6	18

English Language Arts Reporting Categories

Grade 4	District Average	State Average	Total Points Possible
Reading			
Key Ideas and Details	9.1	10.8	21
Craft and Structure/Integration of Knowledge and Ideas	4.9	5.8	11
Vocabulary Acquisition and Use	3.0	3.7	6
Writing			
Conventions of Standard English (Writing)	4.1	4.9	9
Text-Dependent Analysis			
Text-Dependent Analysis (Reading/Writing)	4.6	6.3	16

Grade 4	District Average	State Average	Total Points Possible
Text Types			
Literature Text	7.7	9.2	17
Informational Text	9.3	11.0	21

English Language Arts Reporting Categories

Grade 5	District Average	State Average	Total Points Possible
Reading			
Key Ideas and Details	9.3	11.5	21
Craft and Structure/Integration of Knowledge and Ideas	4.9	6.2	11
Vocabulary Acquisition and Use	2.9	3.6	6
Writing			
Conventions of Standard English (Writing)	2.4	3.7	9
Text-Dependent Analysis			
Text-Dependent Analysis (Reading/Writing)	5.8	7.8	16

Grade 5	District Average	State Average	Total Points Possible
Text Types			
Literature Text	8.9	11.1	19
Informational Text	8.2	10.2	19

English Language Arts Reporting Categories

Grade 6	District Average	State Average	Total Points Possible
Reading			
Key Ideas and Details	7.7	9.3	19
Craft and Structure/Integration of Knowledge and Ideas	6.1	7.3	14
Vocabulary Acquisition and Use	2.7	3.2	5
Writing			
Conventions of Standard English (Writing)	3.9	4.6	9
Text-Dependent Analysis			
Text-Dependent Analysis (Reading/Writing)	6.0	8.0	16

Grade 6	District Average	State Average	Total Points Possible
Text Types			
Literature Text	8.5	10.2	20
Informational Text	7.9	9.6	18

English Language Arts Reporting Categories

Grade 7	District Average	State Average	Total Points Possible
Reading			
Key Ideas and Details	9.5	10.8	19
Craft and Structure/Integration of Knowledge and Ideas	6.6	7.9	14
Vocabulary Acquisition and Use	2.2	2.7	5
Writing			
Conventions of Standard English (Writing)	4.0	4.6	9
Text-Dependent Analysis			
Text-Dependent Analysis (Reading/Writing)	5.6	7.5	16

Grade 7	District Average	State Average	Total Points Possible
Text Types			
Literature Text	9.7	11.2	19
Informational Text	8.6	10.3	19

English Language Arts Reporting Categories

Grade 8	District Average	State Average	Total Points Possible
Reading			
Key Ideas and Details	9.1	10.7	20
Craft and Structure/Integration of Knowledge and Ideas	6.9	8.2	15
Vocabulary Acquisition and Use	1.9	2.1	3
Writing			
Conventions of Standard English (Writing)	3.9	4.5	9
Text-Dependent Analysis			
Text-Dependent Analysis (Reading/Writing)	7.3	8.7	16

Grade 8	District Average	State Average	Total Points Possible
Text Types			
Literature Text	9.3	11.0	19
Informational Text	8.7	10.1	19

Mathematics Reporting Categories

Grade 3	District Average	State Average	Total Points Possible
Numbers and Operations in Base Ten	3.4	4.4	8
Numbers and Operations-Fractions	2.4	3.0	7
Operations and Algebraic Thinking	6.0	7.8	15
Geometry	3.4	4.0	8
Measurement and Data	6.4	7.8	14

Mathematics Reporting Categories

Grade 4	District Average	State Average	Total Points Possible
Numbers and Operations in Base Ten	5.6	6.5	10
Numbers and Operations-Fractions	4.4	5.9	11
Operations and Algebraic Thinking	5.4	7.2	13
Geometry	2.5	3.6	8
Measurement and Data	2.8	4.3	10

Mathematics Reporting Categories

Grade 5	District Average	State Average	Total Points Possible
Numbers and Operations in Base Ten	5.2	6.9	13
Numbers and Operations-Fractions	4.2	6.4	14
Operations and Algebraic Thinking	2.2	3.5	8
Geometry	3.0	3.9	7
Measurement and Data	3.3	5.1	10

Mathematics Reporting Categories

Grade 6	District Average	State Average	Total Points Possible
The Number System	3.8	5.5	11
Ratios and Proportional Relationships	3.8	5.0	9
Expressions and Equations	4.6	6.6	14
Geometry	3.3	4.6	8
Statistics and Probability	2.5	3.8	10

Mathematics Reporting Categories

Grade 7	District Average	State Average	Total Points Possible
The Number System	3.2	4.3	8
Ratios and Proportional Relationships	4.7	6.5	14
Expressions and Equations	3.7	5.3	13
Geometry	2.8	4.3	9
Statistics and Probability	2.2	3.3	8

Mathematics Reporting Categories

Grade 8	District Average	State Average	Total Points Possible
The Number System	2.4	3.3	8
Expressions and Equations	5.8	7.5	16
Functions	4.2	5.6	11
Geometry	3.3	4.7	9
Statistics and Probability	2.2	3.3	8

Science Reporting Categories

Grade 4	District Average	State Average	Total Points Possible
The Nature of Science	11.8	14.1	24
Biological Sciences	3.5	4.0	8
Physical Sciences	3.7	4.4	8
Earth and Space Sciences	3.2	3.8	8

Science Reporting Categories

Grade 8	District Average	State Average	Total Points Possible
The Nature of Science	10.4	13.0	24
Biological Sciences	3.3	4.3	8
Physical Sciences	3.3	3.9	8
Earth and Space Sciences	3.0	3.8	8

Pennsylvania's Standards Aligned System (SAS)

Great schools and great school systems have six features in common:

- **Clear standards** describing what students should know and be able to do at each grade level.
- A **fair and accurate way to assess** where students are in regard to what they know and are able to do at each stage of the learning process.
- **Curriculum frameworks** that identify the big picture of what students should know and be able to do over time in each content area, as well as the concepts and competencies that break that information into grade-level benchmarks. Included in the frameworks are essential questions students will be able to answer at each grade level or course, vocabulary specific to the content, and exemplars demonstrating what proficient student work looks like.
- **Instruction** that explicitly identifies and provides examples of best practices in teaching.
- **Classroom materials and other instructional resources** that are aligned to the expected outcomes for students in each content area at each grade level or course.
- **Proven interventions** to help any student who struggles at any stage of the learning process.

The Pennsylvania Department of Education created the system that aligns these high impact elements to help students, parents, teachers, and administrators inspire all Pennsylvania's schools to become great schools.
www.pdesas.org

Data Tools in a Standards Aligned System

School Performance Profile (SPP)
The SPP is an online system of reporting that provides a school-level academic score for public schools, including charter and cyber charter schools, and full-time comprehensive career and technical centers. SPP can be used as an analysis tool to inform goal setting, planning, and allocating resources to improve student achievement. It is a source of information for federal designation of Title I schools as a Reward, Focus, Priority or Undesignated school for Title I and Non-Title I schools.
http://paschoolperformance.org

PSSA Data Interaction by eMetric
Designed to provide quick, easy, and secure access to student performance results on the Pennsylvania System of School Assessment (PSSA). Reports can be created and customized in tables, graphs, or external files, at the district and school summary or individual student level, by selecting content, statistics, aggregation levels, disaggregated groups or subgroups, and/or score variables.
http://pa.emetric.net

Classroom Diagnostic Tools (CDT)
An on-line computer adaptive diagnostic tool aligned to the Pennsylvania Core Standards. Although not a predictor for PSSA performance, CDTs provide a snapshot on students' strengths and areas of need. It provides real-time results that link students' skills with Materials and Resources in SAS.
https://pa.drcedirect.com

PA Value-Added Assessment System (PVAAS)
A statistical model that analyzes longitudinal growth data, in conjunction with achievement data, to make sure students are on the path to proficiency and beyond. Measuring student learning helps educators make data-informed instructional decisions that address the academic needs of a group of students, as well as individual students. PVAAS provides projections of each individual student's likelihood to achieve a selected proficiency level.
http://pvaas.sas.com