PENNSYLVANIA
District PSSA Report

Dear District Leader:

This report provides you with valuable information about your district's performance on the Pennsylvania System of School Assessment (PSSA).

The report is designed to give you:

- An overview of how your students' performance compares with that of previous years;
- An overview of how your students' performance compares to the performance of students statewide;
- In-depth results by grade, subject and student group;
- Data on your district's achievement by reporting category and assessment anchor; 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 detailed, supporting materials on the PDE Web site to help you and your staff continuously improve your district. Our mutual goal is to enable each individual to grow into an inspired, productive, fulfilled lifelong learner.

Sincerely,

Gerald L. Zahorchak

Gerald L. Zahorchak, D.Ed.

Provided for

118401403 CRESTWOOD SD

PSSA Spring 2009: Mathematics, Reading, Science, and Writing

Percentage of Students Proficient and Advanced

Subject	District	State
Mathematics	78.5	73.4
Reading	81.8	71.3
Science	69.7	59.1
Writing	80.5	70.9

pennsylvania
DEPARTMENT OF EDUCATION

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 of students, schools, or the district.

PSSA Score

The PSSA score is a scale score computed from the number of points the students receive 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 always 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

Advanced: Superior academic performance indicating an in-depth understanding and exemplary display of the skills included in Pennsylvania's Academic Content Standards.

Proficient: Satisfactory academic performance indicating a solid understanding and adequate display of the skills included in Pennsylvania's Academic Content Standards.

Basic: Marginal academic performance, work approaching, but not yet reaching, satisfactory performance. Performance indicates a partial understanding and limited display of the skills included in Pennsylvania's Academic Content Standards, and the student may need additional instructional opportunities and/or increased student academic commitment to achieve the Proficient level.

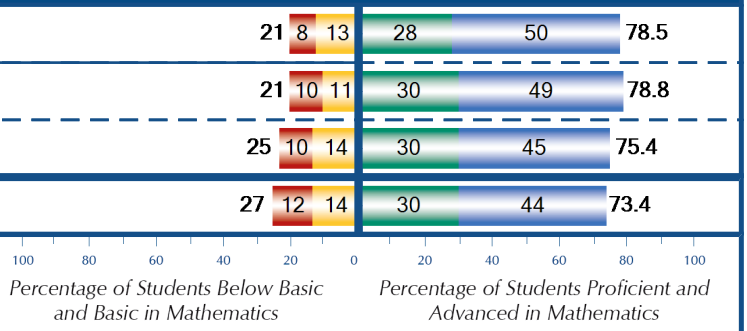
Below Basic: Inadequate academic performance that indicates little understanding and minimal display of the skills included in Pennsylvania's Academic Content Standards. There is a major need for additional instructional opportunities and/or increased student academic commitment to achieve the Proficient level.

PSSA Assessment Anchors and Reporting Categories

The Assessment Anchor Content Standards are designed to clarify the Academic Standards that may be assessed in the PSSA. These anchors are organized into reporting categories, which are bolded in the charts that follow. In these charts, school, district, and state averages are included for all reporting categories. The anchors are reported only if five or more possible points came from items aligned with the anchor. Results based on fewer than five items are not considered statistically reliable.

Mathematics Performance Level Results

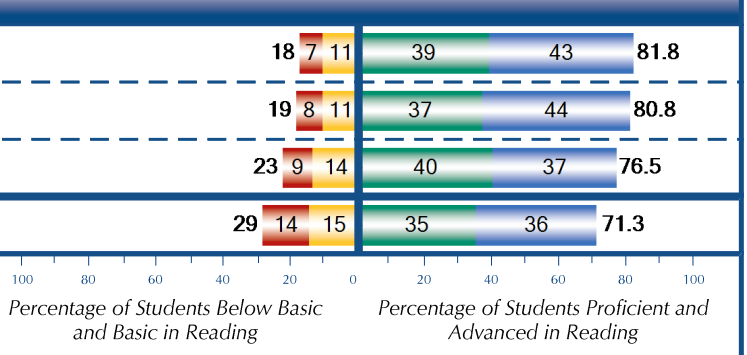
Percentages at Each Performance Level*	Below Basic	Basic	Proficient	Advanced
District 2009	8	13	28	50
District 2008	10	11	30	49
District 2007	10	14	30	45
State 2009	12	14	30	44



In 2009, 78.5% of the students at CRESTWOOD SD met or exceeded proficiency in Mathematics. Comparatively, 73.4% of the students in Pennsylvania met or exceeded proficiency in Mathematics. Use the 2007 and 2008 data provided to determine your district's three-year progress in Mathematics.

Reading Performance Level Results

Percentages at Each Performance Level*	Below Basic	Basic	Proficient	Advanced
District 2009	7	11	39	43
District 2008	8	11	37	44
District 2007	9	14	40	37
State 2009	14	15	35	36

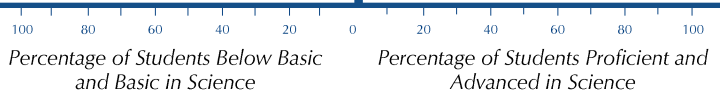


In 2009, 81.8% of the students at CRESTWOOD SD met or exceeded proficiency in Reading. Comparatively, 71.3% of the students in Pennsylvania met or exceeded proficiency in Reading. Use the 2007 and 2008 data provided to determine your district's three-year progress in Reading.

*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
District 2009	8	22	33	37
District 2008	7	28	35	31
District 2007	NA	NA	NA	NA
State 2009	16	24	32	27



In 2009, 69.7% of the students at CRESTWOOD SD met or exceeded proficiency in Science. Comparatively, 59.1% of the students in Pennsylvania met or exceeded proficiency in Science. Use the 2007 and 2008 data provided to determine your district's three-year progress in Science.

Writing Performance Level Results

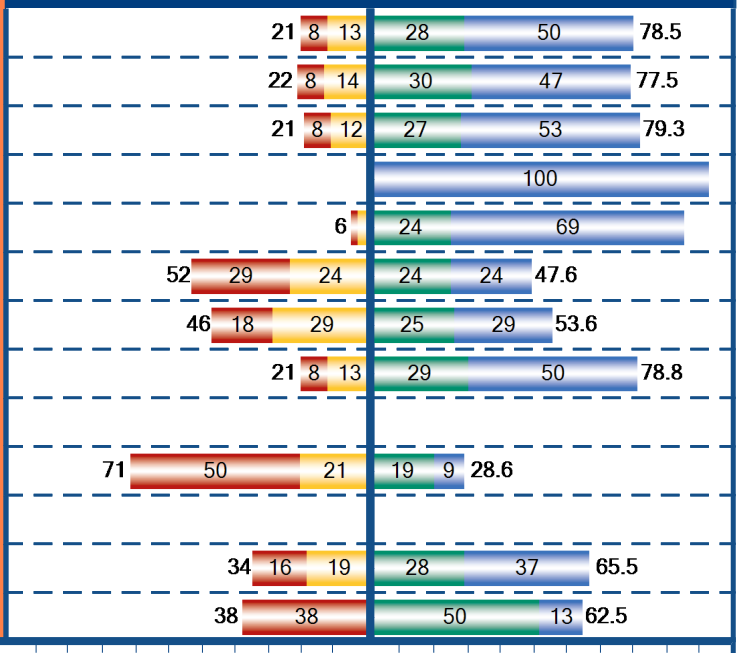
Percentages at Each Performance Level*	Below Basic	Basic	Proficient	Advanced
District 2009	2	18	73	8
District 2008	2	23	68	7
District 2007	0	20	75	4
State 2009	3	27	61	9

In 2009, 80.5% of the students at CRESTWOOD SD met or exceeded proficiency in Writing. Comparatively, 70.9% of the students in Pennsylvania met or exceeded proficiency in Writing. Use the 2007 and 2008 data provided to determine your district's three-year progress in Writing.

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

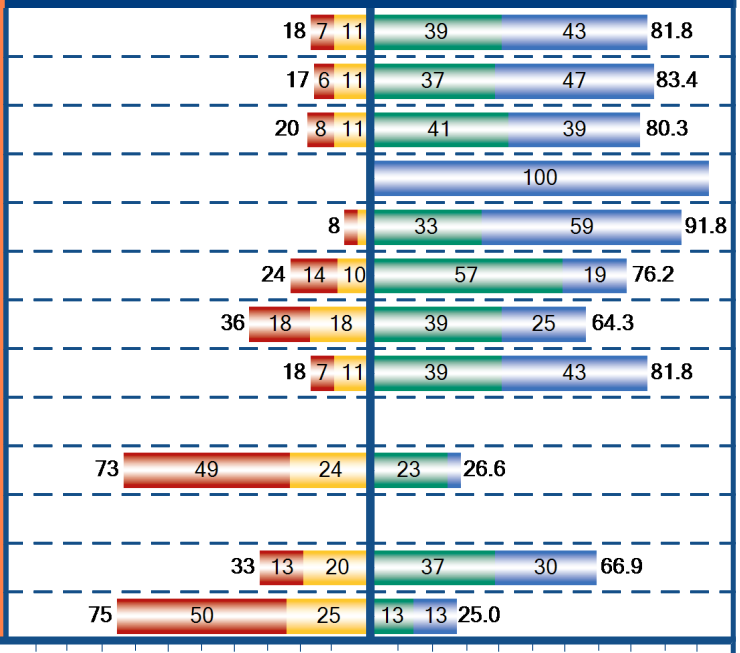
CRESTWOOD SD
2009 Performance Level Distribution by Subject and Group

Mathematics: Percentages and Total Number by Group*	Below Basic	Basic	Proficient	Advanced	Total Number
All Students	8	13	28	50	1614
Female**	8	14	30	47	779
Male**	8	12	27	53	832
American Indian or Alaskan Native	0	0	0	100	2
Asian or Pacific Islander	2	4	24	69	49
Black/African American non-Hispanic	29	24	24	24	21
Latino/Hispanic	18	29	25	29	28
White non-Hispanic	8	13	29	50	1508
Multi-Racial/Ethnic	0	0	0	0	0
IEP-Special Education	50	21	19	9	154
Migrant Education Program**	0	0	0	0	0
Economically Disadvantaged	16	19	28	37	258
English Language Learner	38	0	50	13	8



Groups with a Total Number equal to or greater than 40 are included in AYP calculations.
**These groups are not sub-groups for AYP reporting purposes.

Reading: Percentages and Total Number by Group*	Below Basic	Basic	Proficient	Advanced	Total Number
All Students	7	11	39	43	1612
Female**	6	11	37	47	778
Male**	8	11	41	39	831
American Indian or Alaskan Native	0	0	0	100	2
Asian or Pacific Islander	4	4	33	59	49
Black/African American non-Hispanic	14	10	57	19	21
Latino/Hispanic	18	18	39	25	28
White non-Hispanic	7	11	39	43	1506
Multi-Racial/Ethnic	0	0	0	0	0
IEP-Special Education	49	24	23	4	154
Migrant Education Program**	0	0	0	0	0
Economically Disadvantaged	13	20	37	30	257
English Language Learner	50	25	13	13	8



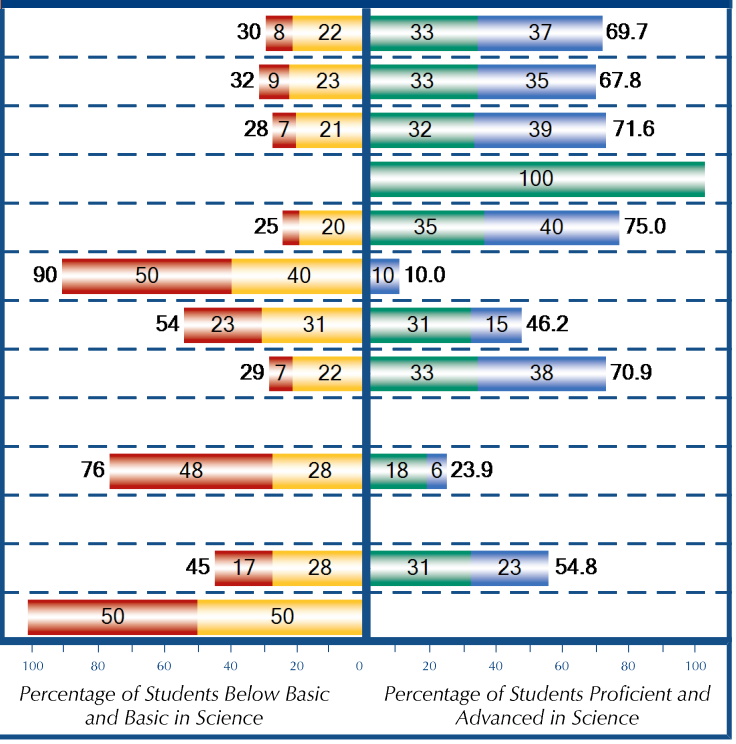
Groups with a Total Number equal to or greater than 40 are included in AYP calculations.
**These groups are not sub-groups for AYP reporting purposes.

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

CRESTWOOD SD
2009 Performance Level Distribution by Subject and Group

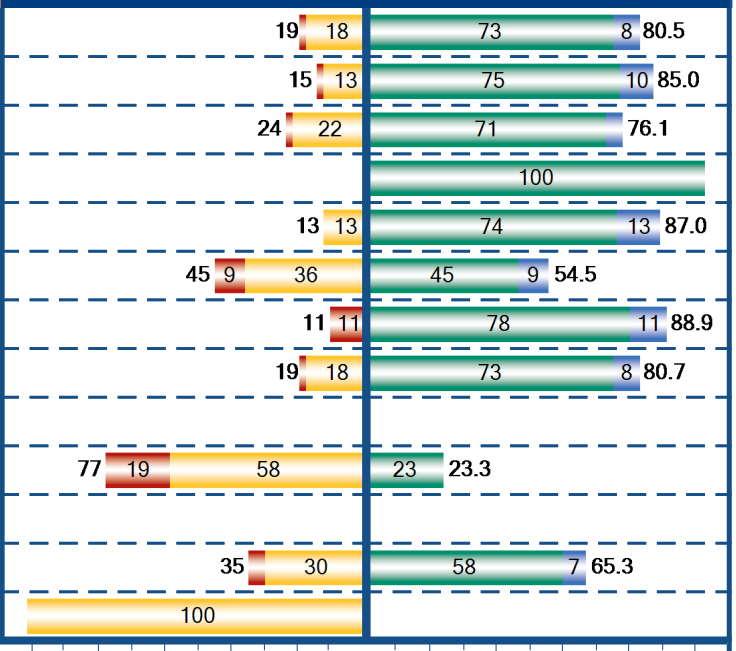
Science: Percentages and Total Number by Group*	Below Basic	Basic	Proficient	Advanced	Total Number
All Students	8	22	33	37	706
Female**	9	23	33	35	351
Male**	7	21	32	39	352
American Indian or Alaskan Native	0	0	100	0	1
Asian or Pacific Islander	5	20	35	40	20
Black/African American non-Hispanic	50	40	0	10	10
Latino/Hispanic	23	31	31	15	13
White non-Hispanic	7	22	33	38	659
Multi-Racial/Ethnic	0	0	0	0	0
IEP-Special Education	48	28	18	6	71
Migrant Education Program**	0	0	0	0	0
Economically Disadvantaged	17	28	31	23	115
English Language Learner	50	50	0	0	2

Groups with a Total Number equal to or greater than 40 are included in AYP calculations.
**These groups are not sub-groups for AYP reporting purposes.



Writing: Percentages and Total Number by Group*	Below Basic	Basic	Proficient	Advanced	Total Number
All Students	2	18	73	8	740
Female**	2	13	75	10	374
Male**	2	22	71	5	364
American Indian or Alaskan Native	0	0	100	0	1
Asian or Pacific Islander	0	13	74	13	23
Black/African American non-Hispanic	9	36	45	9	11
Latino/Hispanic	11	0	78	11	9
White non-Hispanic	2	18	73	8	693
Multi-Racial/Ethnic	0	0	0	0	0
IEP-Special Education	19	58	23	0	73
Migrant Education Program**	0	0	0	0	0
Economically Disadvantaged	5	30	58	7	101
English Language Learner	0	100	0	0	2

Groups with a Total Number equal to or greater than 40 are included in AYP calculations.
**These groups are not sub-groups for AYP reporting purposes.

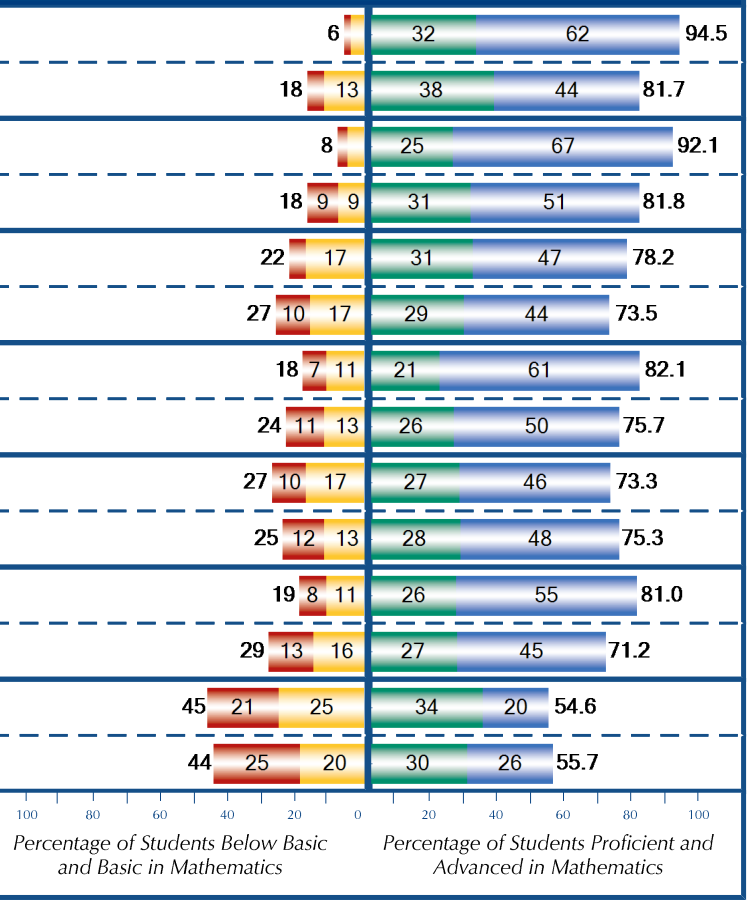


* *The sum of the percentages may not equal 100 due to rounding. Total Number means the number of students receiving a score.*

CRESTWOOD SD
2009 Performance Level Distribution by Subject and Grade

Mathematics
District and State Performances by Grade

Percentages at Each Performance Level*	Grade	Below Basic	Basic	Proficient	Advanced
District	3	2	4	32	62
State		5	13	38	44
District	4	3	5	25	67
State		9	9	31	51
District	5	5	17	31	47
State		10	17	29	44
District	6	7	11	21	61
State		11	13	26	50
District	7	10	17	27	46
State		12	13	28	48
District	8	8	11	26	55
State		13	16	27	45
District	11	21	25	34	20
State		25	20	30	26

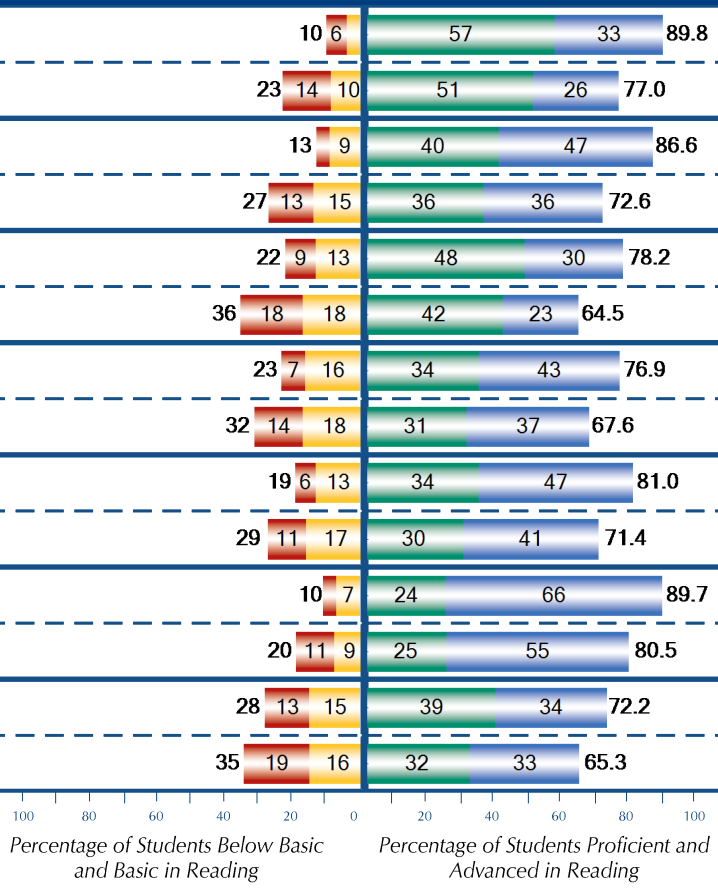


*The sum of the percentages may not equal 100 due to rounding.

CRESTWOOD SD
2009 Performance Level Distribution by Subject and Grade

Reading
District and State Performances by Grade

Percentages at Each Performance Level*	Grade	Below Basic	Basic	Proficient	Advanced
District	3	6	4	57	33
State		14	10	51	26
District	4	4	9	40	47
State		13	15	36	36
District	5	9	13	48	30
State		18	18	42	23
District	6	7	16	34	43
State		14	18	31	37
District	7	6	13	34	47
State		11	17	30	41
District	8	4	7	24	66
State		11	9	25	55
District	11	13	15	39	34
State		19	16	32	33

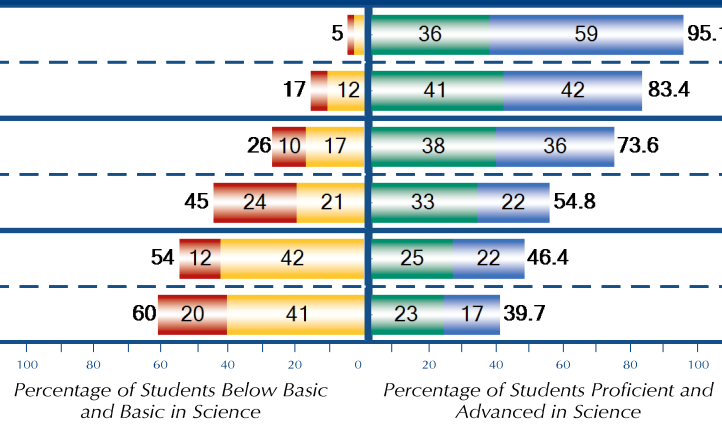


*The sum of the percentages may not equal 100 due to rounding.

CRESTWOOD SD
2009 Performance Level Distribution by Subject and Grade

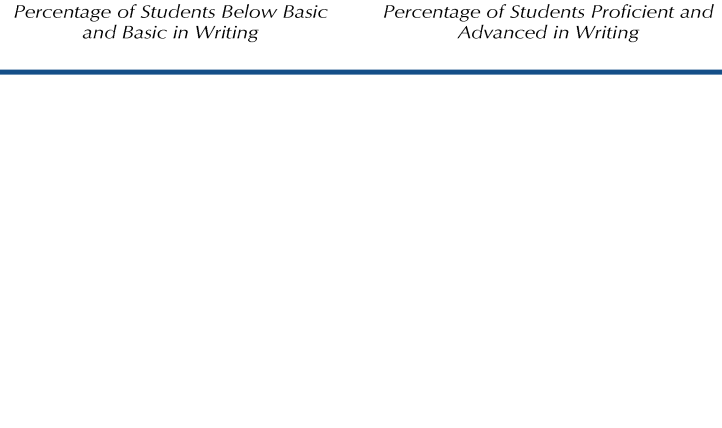
Science
District and State Performances by Grade

Percentages at Each Performance Level*	Grade	Below Basic	Basic	Proficient	Advanced
District	4	2	3	36	59
State		5	12	41	42
District	8	10	17	38	36
State		24	21	33	22
District	11	12	42	25	22
State		20	41	23	17



Writing
District and State Performances by Grade

Percentages at Each Performance Level*	Grade	Below Basic	Basic	Proficient	Advanced
District	5	0	31	68	1
State		1	41	56	3
District	8	1	13	73	13
State		4	25	61	11
District	11	4	10	76	9
State		2	15	68	15



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

Mathematics Reporting Categories And Assessment Anchors

Grade 3	District Average	State Average	Total Points Possible
Numbers and Operations	**28.2**	**26.0**	**31**
Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems.	17.0	15.5	19
Compute accurately and fluently and make reasonable estimates.	7.6	7.0	8
Measurement	**8.7**	**7.9**	**10**
Demonstrate an understanding of measurable attributes of objects and figures, and the units, systems, and processes of measurement.	6.9	6.2	8
Geometry	**8.7**	**8.3**	**10**
Identify and/or apply concepts of transformations or symmetry.	6.9	6.5	8
Algebraic Concepts	**9.3**	**8.7**	**11**
Represent and/or analyze mathematical situations using numbers, symbols, words, tables, and/or graphs.	7.4	6.9	9
Data Analysis and Probability	**9.5**	**9.1**	**10**
Formulate or answer questions that can be addressed with data and/or organize, display, interpret, or analyze data.	9.5	9.1	10

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Mathematics Reporting Categories And Assessment Anchors

Grade 4	District Average	State Average	Total Points Possible
Numbers and Operations	**21.5**	**18.9**	**32**
Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems.	13.0	11.2	19
Understand the meaning of operations, use operations and understand how they relate to each other.	3.2	2.8	5
Compute accurately and fluently and make reasonable estimates.	5.2	4.9	8
Measurement	**8.2**	**7.4**	**11**
Apply appropriate techniques, tools and formulas to determine measurements.	6.0	5.3	8
Geometry	**7.9**	**7.0**	**10**
Analyze characteristics and properties of two- and three- dimensional geometric shapes and demonstrate understanding of geometric relationships.	6.3	5.5	8
Algebraic Concepts	**6.9**	**6.3**	**10**
Demonstrate an understanding of patterns, relations and functions.	6.1	5.5	9
Data Analysis and Probability	**8.2**	**7.7**	**9**
Formulate or answer questions that can be addressed with data and/or organize, display, interpret, or analyze data.	7.2	6.8	8

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Mathematics Reporting Categories And Assessment Anchors

Grade 5	District Average	State Average	Total Points Possible
Numbers and Operations	**20.3**	**20.3**	**31**
Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems.	11.0	11.3	17
Understand the meaning of operations, use operations and understand how they relate to each other.	5.8	5.6	9
Compute accurately and fluently and make reasonable estimates.	3.5	3.4	5
Measurement	**6.0**	**5.8**	**11**
Demonstrate an understanding of measurable attributes of objects and figures, and the units, systems, and processes of measurement.	4.3	4.2	8
Geometry	**7.3**	**6.4**	**11**
Analyze characteristics and properties of two- and three- dimensional geometric shapes and demonstrate understanding of geometric relationships.	5.3	4.5	8
Algebraic Concepts	**7.4**	**7.2**	**10**
Demonstrate an understanding of patterns, relations and functions.	6.3	6.1	8
Data Analysis and Probability	**6.8**	**6.5**	**9**
Select and/or use appropriate statistical methods to analyze data.	6.1	5.9	8

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Mathematics Reporting Categories And Assessment Anchors

Grade 6	District Average	State Average	Total Points Possible
Numbers and Operations	**15.5**	**14.4**	**22**
Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems.	10.7	9.7	16
Compute accurately and fluently and make reasonable estimates.	4.0	3.8	5
Measurement	**7.4**	**7.0**	**10**
Apply appropriate techniques, tools and formulas to determine measurements.	6.2	6.0	8
Geometry	**10.6**	**9.5**	**14**
Analyze characteristics and properties of two- and three- dimensional geometric shapes and demonstrate understanding of geometric relationships.	8.1	7.2	11
Algebraic Concepts	**9.3**	**9.1**	**13**
Represent and/or analyze mathematical situations using numbers, symbols, words, tables, and/or graphs.	6.1	6.0	9
Data Analysis and Probability	**9.1**	**8.0**	**13**
Formulate or answer questions that can be addressed with data and/or organize, display, interpret, or analyze data.	5.8	4.9	8

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Mathematics Reporting Categories And Assessment Anchors

Grade 7	District Average	State Average	Total Points Possible
Numbers and Operations	**11.2**	**11.8**	**17**
Understand the meaning of operations, use operations and understand how they relate to each other.	5.2	5.8	8
Compute accurately and fluently and make reasonable estimates.	3.4	3.2	5
Measurement	**6.4**	**6.5**	**11**
Apply appropriate techniques, tools and formulas to determine measurements.	4.9	5.0	8
Geometry	**9.3**	**8.9**	**14**
Analyze characteristics and properties of two- and three- dimensional geometric shapes and demonstrate understanding of geometric relationships.	6.9	6.6	11
Algebraic Concepts	**10.2**	**10.1**	**16**
Represent and/or analyze mathematical situations using numbers, symbols, words, tables, and/or graphs.	4.2	4.1	6
Analyze change in various contexts.	4.5	4.6	8
Data Analysis and Probability	**8.3**	**8.3**	**14**
Understand and/or apply basic concepts of probability or outcomes.	3.7	3.8	8

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Mathematics Reporting Categories And Assessment Anchors

Grade 8	District Average	State Average	Total Points Possible
Numbers and Operations	**10.2**	**9.6**	**15**
Understand the meaning of operations, use operations and understand how they relate to each other.	4.6	4.4	8
Compute accurately and fluently and make reasonable estimates.	4.0	3.6	5
Measurement	**7.5**	**6.9**	**11**
Apply appropriate techniques, tools and formulas to determine measurements.	5.7	5.3	8
Geometry	**10.1**	**9.4**	**14**
Analyze characteristics and properties of two- and three- dimensional geometric shapes and demonstrate understanding of geometric relationships.	6.0	5.3	8
Locate points or describe relationships using the coordinate plane.	4.2	4.1	6
Algebraic Concepts	**13.5**	**12.9**	**20**
Demonstrate an understanding of patterns, relations and functions.	5.3	5.1	8
Represent and/or analyze mathematical situations using numbers, symbols, words, tables, and/or graphs.	5.4	4.9	8
Data Analysis and Probability	**9.3**	**8.5**	**12**
Formulate or answer questions that can be addressed with data and/or organize, display, interpret, or analyze data.	6.5	5.8	8

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Mathematics Reporting Categories And Assessment Anchors

Grade 11	District Average	State Average	Total Points Possible
Numbers and Operations	**6.6**	**6.6**	**11**
Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems.	4.9	4.9	8
Measurement	**6.0**	**6.0**	**9**
Apply appropriate techniques, tools and formulas to determine measurements.	6.0	6.0	9
Geometry	**7.4**	**7.6**	**12**
Analyze characteristics and properties of two- and three- dimensional geometric shapes and demonstrate understanding of geometric relationships.	5.5	5.6	9
Algebraic Concepts	**17.7**	**18.3**	**27**
Represent and/or analyze mathematical situations using numbers, symbols, words, tables, and/or graphs.	9.1	9.3	14
Analyze change in various contexts.	4.6	4.9	7
Data Analysis and Probability	**7.2**	**7.5**	**13**
Develop and/or evaluate inferences and predictions or draw conclusions based on data or data displays.	3.5	4.0	8

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Reading Reporting Categories And Assessment Anchors

Grade 3	District Average	State Average	Total Points Possible
Comprehension and Reading Skills	**23.9**	**21.8**	**32**
Understand fiction appropriate to grade level.	13.4	12.4	18
Understand nonfiction appropriate to grade level.	10.5	9.4	14
Interpretation and Analysis of Fictional and Nonfictional Text	**9.6**	**9.1**	**14**
Understand components within and between texts.	6.0	5.8	9

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Reading Reporting Categories And Assessment Anchors

Grade 4	District Average	State Average	Total Points Possible
Comprehension and Reading Skills	**22.0**	**19.9**	**29**
Understand fiction appropriate to grade level.	11.7	10.9	15
Understand nonfiction appropriate to grade level.	10.3	9.0	14
Interpretation and Analysis of Fictional and Nonfictional Text	**15.6**	**14.2**	**23**
Understand components within and between texts.	8.6	7.9	13
Understand concepts and organization of nonfictional text.	5.5	5.0	8

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Reading Reporting Categories And Assessment Anchors

Grade 5	District Average	State Average	Total Points Possible
Comprehension and Reading Skills	**20.8**	**19.5**	**29**
Understand fiction appropriate to grade level.	8.9	8.3	12
Understand nonfiction appropriate to grade level.	11.9	11.1	17
Interpretation and Analysis of Fictional and Nonfictional Text	**17.0**	**15.6**	**23**
Understand components within and between texts.	10.7	10.0	15

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Reading Reporting Categories And Assessment Anchors

Grade 6	District Average	State Average	Total Points Possible
Comprehension and Reading Skills	**18.5**	**17.2**	**25**
Understand fiction appropriate to grade level.	8.8	8.2	11
Understand nonfiction appropriate to grade level.	9.7	8.9	14
Interpretation and Analysis of Fictional and Nonfictional Text	**18.9**	**18.3**	**27**
Understand components within and between texts.	11.7	11.2	17
Understand concepts and organization of nonfictional text.	4.2	4.1	6

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Reading Reporting Categories And Assessment Anchors

Grade 7	District Average	State Average	Total Points Possible
Comprehension and Reading Skills	**16.7**	**16.0**	**23**
Understand fiction appropriate to grade level.	6.9	6.6	9
Understand nonfiction appropriate to grade level.	9.8	9.5	14
Interpretation and Analysis of Fictional and Nonfictional Text	**20.1**	**18.5**	**29**
Understand components within and between texts.	12.0	10.9	18
Understand literary devices in fictional and nonfictional text.	3.3	3.2	5
Understand concepts and organization of nonfictional text.	4.7	4.3	6

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Reading Reporting Categories And Assessment Anchors

Grade 8	District Average	State Average	Total Points Possible
Comprehension and Reading Skills	**17.5**	**16.4**	**23**
Understand fiction appropriate to grade level.	8.1	7.5	10
Understand nonfiction appropriate to grade level.	9.4	8.9	13
Interpretation and Analysis of Fictional and Nonfictional Text	**19.8**	**18.3**	**29**
Understand components within and between texts.	10.2	9.7	15
Understand literary devices in fictional and nonfictional text.	3.8	3.4	5
Understand concepts and organization of nonfictional text.	5.8	5.2	9

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Reading Reporting Categories And Assessment Anchors

Grade 11	District Average	State Average	Total Points Possible
Comprehension and Reading Skills	**13.6**	**13.2**	**19**
Understand nonfiction appropriate to grade level.	10.5	10.2	15
Interpretation and Analysis of Fictional and Nonfictional Text	**22.1**	**21.8**	**33**
Understand components within and between texts.	10.7	10.7	17
Understand literary devices in fictional and nonfictional text.	3.5	3.3	5
Understand concepts and organization of nonfictional text.	7.9	7.8	11

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Science Reporting Categories And Assessment Anchors

Grade 4	District Average	State Average	Total Points Possible
Nature of Science	**26.0**	**23.8**	**34**
Reasoning and Analysis	5.9	5.5	8
Processes, Procedures, and Tools of Scientific Investigation	8.1	7.4	11
Systems, Models, and Patterns	11.9	10.9	15
Biological Science	**8.8**	**8.1**	**11**
Physical Science	**9.6**	**8.7**	**12**
Earth and Space Science	**7.4**	**6.7**	**11**

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Science Reporting Categories And Assessment Anchors

Grade 8	District Average	State Average	Total Points Possible
Nature of Science	**23.4**	**20.7**	**34**
Reasoning and Analysis	5.6	5.0	8
Processes, Procedures, and Tools of Scientific Investigation	10.1	9.0	16
Systems, Models, and Patterns	7.7	6.8	10
Biological Science	**8.4**	**7.4**	**12**
Ecological Behavior and Systems	3.9	3.4	6
Physical Science	**7.3**	**6.5**	**11**
Principles of Force and Motion	3.2	2.9	5
Earth and Space Science	**7.7**	**6.4**	**11**
Earth Features and Processes that Change Earth and its Resources	3.2	2.6	5
Composition and Structure of the Universe	3.5	3.0	5

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Science Reporting Categories And Assessment Anchors

Grade 11	District Average	State Average	Total Points Possible
Nature of Science	**21.8**	**21.1**	**37**
Reasoning and Analysis	10.1	9.8	18
Processes, Procedures, and Tools of Scientific Investigation	6.9	6.7	12
Systems, Models, and Patterns	4.8	4.5	7
Biological Science	**5.8**	**5.2**	**13**
Continuity of Life	2.4	2.1	5
Ecological Behavior and Systems	2.2	2.0	6
Physical Science	**6.7**	**6.3**	**12**
Forms, Sources, Conversions, and Transfer of Energy	2.6	2.5	5
Earth and Space Science	**6.8**	**6.4**	**12**
Earth Features and Processes that Change Earth and its Resources	5.1	4.8	8

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Writing Reporting Categories And Assessment Anchors

Grade 5	District Average	State Average	Total Points Possible
Composition	**53.5**	**52.0**	**80**
Informational Prompt	26.6	26.4	40
Persuasive Prompt	26.9	25.6	40
Revising and Editing	**14.9**	**14.0**	**20**
Multiple Choice	9.3	8.7	12

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Writing Reporting Categories And Assessment Anchors

Grade 8	District Average	State Average	Total Points Possible
Composition	**58.2**	**54.4**	**80**
Informational Prompt	29.1	27.3	40
Persuasive Prompt	29.1	27.1	40
Revising and Editing	**14.5**	**13.4**	**20**
Multiple Choice	8.6	8.0	12

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Writing Reporting Categories And Assessment Anchors

Grade 11	District Average	State Average	Total Points Possible
Composition	**56.3**	**57.4**	**80**
Informational Prompt	28.7	29.2	40
Persuasive Prompt	27.6	28.3	40
Revising and Editing	**15.4**	**14.9**	**20**
Multiple Choice	9.6	9.1	12

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Pennsylvania's Standards Aligned System

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 is creating the system that aligns these high impact elements to help students, parents, teachers and administrators inspire all Pennsylvania's schools to become GREAT schools.

We call this **Pennsylvania's Standards Aligned System**, or "**SAS**." www.pde.state.pa.us/sas

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Data Tools in a Standards Aligned System

System Level Data Tools

PA AYP

District and school reports that contain: Adequate Yearly Progress (AYP) targets and results for the most recent year, the last two years and next year's targets; and discussion of results for parents and educators.
www.pde.state.pa.us SEARCH this site "PA AYP"

SchoolDataDirect

Public source of information and analysis about our nation's public schools. SchoolDataDirect provides rich information and powerful search and comparison tools to help uncover the stories behind the numbers, and further the discussion about how to improve student performance.
www.schooldatadirect.org

NAEP

The National Assessment of Educational Progress (NAEP), also known as "The Nation's Report Card," is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas. Since 1969, assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography and the arts.
http://nces.ed.gov/nationsreportcard/

Student Level-Data Tools

PA Value-Added Assessment System (PVAAS)

PVAAS is a statistical analysis system that uses longitudinal data of students' performances on the PSSA assessments. PVAAS incorporates a mixed-model longitudinal model to estimate the growth that a cohort of students experiences during a school year. In addition, PVAAS provides projections of each individual student's likelihood to achieve a selected proficiency level on a future PSSA examination.
http://pvaas.sas.com

PSSA Data Interactive by eMetric

Designed to provide quick, easy and secure access to student performance results on the Pennsylvania System of School Assessment (PSSA). Create your own reports in tables, graphs or external files, at the summary or individual student level, by selecting content, statistics, aggregation levels, disaggregated groups or subgroups and/or score variables.
http://pssa.emetric.net/

Pennsylvania School Improvement Planning

-Download the newest version of Getting Results!
-Find links to PAAYP, PSSA and PVAAS
www.pasip.org