PENNSYLVANIA
System of School Assessment (PSSA)

District Summary Report

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,

Pedro A. Rivera
Secretary of Education

District: METHACTON SD
AUN: 123465303
Test Date: PSSA Spring 2016

Percentage of Students Proficient and Advanced

	District	State
English Language Arts	80.6	60.4
Mathematics	64.0	42.5
Science	86.2	67.0

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.

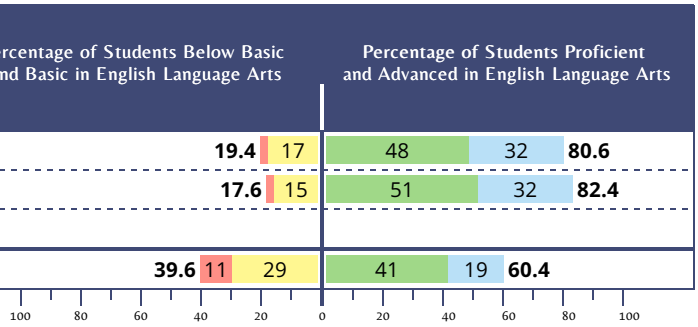
Advanced: Superior academic performance, and work at this level demonstrates a thorough command of and ability to apply the knowledge, skills, and practices represented in the Pennsylvania standards. Consistent performance at this level indicates advanced academic preparation for engaging successfully 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
District 2016	3	17	48	32
District 2015	3	15	51	32
District 2014	NA	NA	NA	NA
State 2016	11	29	41	19



In 2016, 80.6 % of the students at METHACTON SD met or exceeded proficiency in English Language Arts. Comparatively, 60.4 % of the students in Pennsylvania met or exceeded proficiency in English Language Arts. Use the 2015 data provided to determine your district's two-year progress in ELA and Mathematics. For Science, use the 2014 and 2015 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 2016	12	24	35	29	**36.0**	**64.0**
District 2015	12	28	36	24	**40.0**	**60.0**
District 2014	NA	NA	NA	NA		
State 2016	31	27	25	18	**57.5**	**42.5**

In 2016, 64.0 % of the students at METHACTON SD met or exceeded proficiency in Mathematics. Comparatively, 42.5 % of the students in Pennsylvania met or exceeded proficiency in Mathematics. Use the 2015 data provided to determine your district's two-year progress in ELA and Mathematics. For Science, use the 2014 and 2015 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 2016	6	8	32	54	**13.8**	**86.2**
District 2015	7	9	31	53	**15.6**	**84.4**
District 2014	5	7	31	57	**12**	**88.3**
State 2016	19	14	34	33	**33.0**	**67.0**

In 2016, 86.2 % of the students at METHACTON SD met or exceeded proficiency in Science. Comparatively, 67.0 % of the students in Pennsylvania met or exceeded proficiency in Science. Use the 2015 data provided to determine your district's two-year progress in ELA and Mathematics. For Science, use the 2014 and 2015 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	2184	3	17	48	32	**19.4**	**80.6**
Historically Underperforming	620	9	38	42	11	**47.1**	**52.9**
IEP-Special Education	403	12	47	33	7	**59.1**	**40.9**
English Language Learner	32	25	53	22	0	**78.1**	**21.9**
Economically Disadvantaged	331	9	34	44	13	**42.9**	**57.1**
Male	1125	4	21	49	27	**24.3**	**75.7**
Female	1059	1	13	48	38	**14.2**	**85.8**
American Indian/Alaskan Native (not Hispanic)	7	0	29	71	0	**28.6**	**71.4**
Asian (not Hispanic)	335	1	7	37	55	**7.8**	**92.2**
Black or African American (not Hispanic)	72	4	39	50	7	**43.1**	**56.9**
Hispanic (any race)	68	10	22	53	15	**32.4**	**67.6**
Multi-Racial (not Hispanic)	148	3	24	45	28	**27.0**	**73.0**
White (not Hispanic)	1551	2	17	51	30	**19.4**	**80.6**
Native Hawaiian/other Pacific Islander (not Hispanic)	3	0	33	0	67	**33.3**	**66.7**
Migrant	0	0	0	0	0		

** 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	2184	12	24	35	29	**36.0**	**64.0**
Historically Underperforming	620	32	33	25	10	**65.2**	**34.8**
IEP-Special Education	403	42	32	19	8	**73.2**	**26.8**
English Language Learner	32	56	31	9	3	**87.5**	**12.5**
Economically Disadvantaged	331	30	33	28	10	**62.5**	**37.5**
Male	1125	13	24	33	31	**36.4**	**63.6**
Female	1059	11	25	37	27	**35.7**	**64.3**
American Indian/Alaskan Native (not Hispanic)	7	0	57	29	14	**57.1**	**42.9**
Asian (not Hispanic)	335	3	12	30	54	**15.2**	**84.8**
Black or African American (not Hispanic)	72	36	28	26	10	**63.9**	**36.1**
Hispanic (any race)	68	26	37	24	13	**63.2**	**36.8**
Multi-Racial (not Hispanic)	148	14	30	34	22	**43.9**	**56.1**
White (not Hispanic)	1551	12	25	37	26	**37.3**	**62.7**
Native Hawaiian/other Pacific Islander (not Hispanic)	3	0	0	33	67		**100.0**
Migrant	0	0	0	0	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	701	6	8	32	54	13.8	86.2
Historically Underperforming	187	18	14	41	27	32.6	67.4
IEP-Special Education	125	24	16	33	27	40.0	60.0
English Language Learner	5	60	40	0	0	100.0	
Economically Disadvantaged	101	17	16	45	23	32.7	67.3
Male	362	6	7	29	57	13.5	86.5
Female	339	6	9	35	51	14.2	85.8
American Indian/Alaskan Native (not Hispanic)	1	0	0	0	100		100.0
Asian (not Hispanic)	109	2	6	25	67	8.3	91.7
Black or African American (not Hispanic)	31	16	23	48	13	38.7	61.3
Hispanic (any race)	23	4	13	30	52	17.4	82.6
Multi-Racial (not Hispanic)	46	11	9	30	50	19.6	80.4
White (not Hispanic)	489	6	7	33	55	12.9	87.1
Native Hawaiian/other Pacific Islander (not Hispanic)	2	0	0	50	50		100.0
Migrant	0	0	0	0	0		

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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	5	16	49	29	**21.7**	**78.3**
State		14	25	46	15	**39.1**	**60.9**
District	4	2	19	42	37	**21.0**	**79.0**
State		12	29	34	25	**41.3**	**58.7**
District	5	4	12	56	28	**16.2**	**83.8**
State		14	24	45	16	**38.5**	**61.5**
District	6	1	19	47	32	**20.4**	**79.6**
State		9	30	39	23	**38.3**	**61.7**
District	7	1	15	46	38	**16.0**	**84.0**
State		5	33	43	18	**38.5**	**61.5**
District	8	3	18	48	31	**21.0**	**79.0**
State		11	30	41	17	**41.6**	**58.4**

** 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	10	18	33	39	**27.5**	**72.5**
State		25	21	28	26	**45.6**	**54.4**
District	4	8	16	39	36	**24.6**	**75.4**
State		28	26	27	20	**53.4**	**46.6**
District	5	11	24	39	26	**35.5**	**64.5**
State		28	28	26	18	**55.6**	**44.4**
District	6	13	26	30	31	**39.3**	**60.7**
State		30	29	24	17	**58.9**	**41.1**
District	7	14	23	38	26	**36.5**	**63.5**
State		35	28	24	13	**63.0**	**37.0**
District	8	15	38	32	16	**52.3**	**47.7**
State		40	29	21	10	**68.8**	**31.2**

** 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	2	4	30	64	**5.9**	30 64 **94.1**
State		12	12	37	40	**23.8** 12 12	37 40 **76.2**
District	8	10	12	33	45	**21.8** 10 12	33 45 **78.2**
State		26	17	30	27	**42.3** 26 17	30 27 **57.7**

** 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	12.0	10.5	20
Craft and Structure/Integration of Knowledge and Ideas	4.7	4.0	7
Vocabulary Acquisition and Use	7.6	6.8	9
Writing			
Types of Writing	4.2	3.7	8
Language	12.6	11.2	18

Grade 3	District Average	State Average	Total Points Possible
Text Types			
Literature Text	13.1	11.5	19
Informational Text	11.2	9.7	17

English Language Arts Reporting Categories

Grade 4	District Average	State Average	Total Points Possible
Reading			
Key Ideas and Details	16.7	14.5	22
Craft and Structure/Integration of Knowledge and Ideas	6.1	5.2	8
Vocabulary Acquisition and Use	6.8	5.8	8
Writing			
Types of Writing	6.7	6.1	12
Language	12.6	11.1	18
Text-Dependent Analysis			
Text-Dependent Analysis	6.0	5.5	16

Grade 4	District Average	State Average	Total Points Possible
Text Types			
Literature Text	15.6	13.5	19
Informational Text	14.0	12.0	19

English Language Arts Reporting Categories

Grade 5	District Average	State Average	Total Points Possible
Reading			
Key Ideas and Details	13.1	11.0	18
Craft and Structure/Integration of Knowledge and Ideas	4.6	3.8	7
Vocabulary Acquisition and Use	10.1	8.7	13
Writing			
Types of Writing	8.2	7.3	12
Language	12.9	11.1	18
Text-Dependent Analysis			
Text-Dependent Analysis	7.2	6.1	16

Grade 5	District Average	State Average	Total Points Possible
Text Types			
Literature Text	15.6	13.0	21
Informational Text	12.2	10.5	17

English Language Arts Reporting Categories

Grade 6	District Average	State Average	Total Points Possible
Reading			
Key Ideas and Details	10.8	9.6	15
Craft and Structure/Integration of Knowledge and Ideas	8.8	7.9	13
Vocabulary Acquisition and Use	7.6	6.8	10
Writing			
Types of Writing	7.8	6.8	12
Language	13.7	11.9	18
Text-Dependent Analysis			
Text-Dependent Analysis	7.8	7.5	16

Grade 6	District Average	State Average	Total Points Possible
Text Types			
Literature Text	12.4	10.8	18
Informational Text	14.9	13.4	20

English Language Arts Reporting Categories

Grade 7	District Average	State Average	Total Points Possible
Reading			
Key Ideas and Details	9.6	8.4	15
Craft and Structure/Integration of Knowledge and Ideas	9.7	8.4	14
Vocabulary Acquisition and Use	7.2	6.3	9
Writing			
Types of Writing	8.3	7.2	12
Language	13.8	11.9	18
Text-Dependent Analysis			
Text-Dependent Analysis	8.6	6.8	16

Grade 7	District Average	State Average	Total Points Possible
Text Types			
Literature Text	13.0	11.1	20
Informational Text	13.5	12.0	18

English Language Arts Reporting Categories

Grade 8	District Average	State Average	Total Points Possible
Reading			
Key Ideas and Details	9.7	8.6	14
Craft and Structure/Integration of Knowledge and Ideas	9.5	8.3	13
Vocabulary Acquisition and Use	8.4	7.6	11
Writing			
Types of Writing	8.5	7.5	12
Language	14.6	12.7	18
Text-Dependent Analysis			
Text-Dependent Analysis	8.7	7.5	16

Grade 8	District Average	State Average	Total Points Possible
Text Types			
Literature Text	15.6	13.9	20
Informational Text	12.1	10.6	18

Mathematics Reporting Categories

Grade 3	District Average	State Average	Total Points Possible
Numbers and Operations in Base Ten	8.1	7.3	11
Numbers and Operations-Fractions	7.6	6.5	10
Operations and Algebraic Thinking	16.5	14.7	21
Geometry	7.2	6.5	11
Measurement and Data	12.6	10.9	19

Mathematics Reporting Categories

Grade 4	District Average	State Average	Total Points Possible
Numbers and Operations in Base Ten	11.0	9.4	14
Numbers and Operations-Fractions	12.5	10.1	17
Operations and Algebraic Thinking	13.6	11.1	18
Geometry	7.1	5.8	10
Measurement and Data	7.8	6.5	13

Mathematics Reporting Categories

Grade 5	District Average	State Average	Total Points Possible
Numbers and Operations in Base Ten	13.9	11.4	19
Numbers and Operations-Fractions	11.7	10.1	20
Operations and Algebraic Thinking	6.0	5.2	11
Geometry	6.8	6.0	10
Measurement and Data	6.6	5.5	12

Mathematics Reporting Categories

Grade 6	District Average	State Average	Total Points Possible
The Number System	10.6	9.3	15
Ratios and Proportional Relationships	8.7	7.0	13
Expressions and Equations	14.9	12.4	21
Geometry	6.6	6.1	10
Statistics and Probability	9.1	7.1	13

Mathematics Reporting Categories

Grade 7	District Average	State Average	Total Points Possible
The Number System	8.4	6.8	12
Ratios and Proportional Relationships	11.1	8.8	17
Expressions and Equations	9.9	7.8	17
Geometry	9.5	7.3	14
Statistics and Probability	7.3	6.2	12

Mathematics Reporting Categories

Grade 8	District Average	State Average	Total Points Possible
The Number System	6.7	5.6	11
Expressions and Equations	15.3	13.0	24
Functions	9.7	8.0	14
Geometry	7.0	5.8	12
Statistics and Probability	6.7	5.5	11

Science Reporting Categories

Grade 4	District Average	State Average	Total Points Possible
The Nature of Science	26.3	22.6	33
Biological Sciences	10.8	9.7	13
Physical Sciences	10.0	8.7	12
Earth and Space Sciences	8.0	6.8	10

Science Reporting Categories

Grade 8	District Average	State Average	Total Points Possible
The Nature of Science	26.1	22.6	34
Biological Sciences	10.4	9.1	14
Physical Sciences	7.0	6.1	9
Earth and Space Sciences	7.9	6.7	11

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)
SPP 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

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

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 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://pa.emetric.net

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