

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 2019

### Percentage of Students Proficient and Advanced

	District	State
English Language Arts	75.5	60.9
Mathematics	61.6	42.4
Science	86.8	68.0



# METHACTON SD

## PSSA Facts

### 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

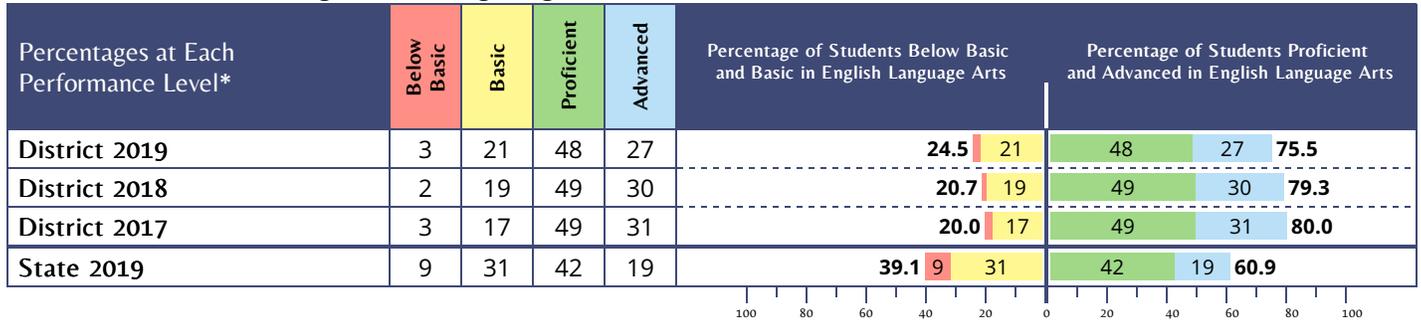
---

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.

# METHACTON SD

## Performance Level Distribution by Subject

### English Language Arts Performance Level Results



In 2019, 75.5 % of the students at METHACTON SD met or exceeded proficiency in English Language Arts. Comparatively, 60.9 % of the students in Pennsylvania met or exceeded proficiency in English Language Arts. Use the 2017 and 2018 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.

# METHACTON SD

## Performance Level Distribution by Subject

### 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		
					Below Basic	Basic	Total	Proficient	Advanced	Total
District 2019	14	25	33	29	38.4	14	25	33	29	61.6
District 2018	16	25	33	26	40.3	16	25	33	26	59.7
District 2017	13	25	34	28	37.4	13	25	34	28	62.6
State 2019	29	29	26	17	57.6	29	29	26	17	42.4

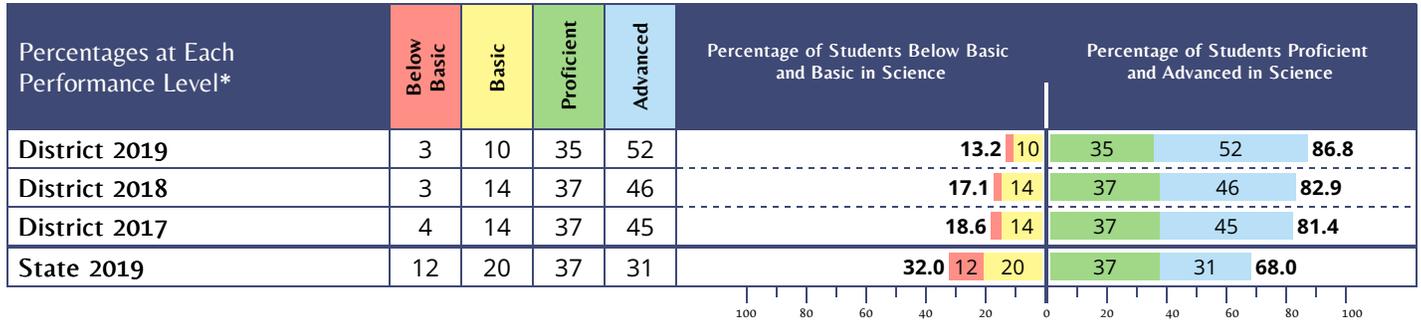
In 2019, 61.6 % of the students at METHACTON SD met or exceeded proficiency in Mathematics. Comparatively, 42.4 % of the students in Pennsylvania met or exceeded proficiency in Mathematics. Use the 2017 and 2018 data provided to determine your district's three-year progress. These numbers indicate only the students who are in their full academic year.

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

# METHACTON SD

## Performance Level Distribution by Subject

### Science Performance Level Results



In 2019, 86.8 % of the students at METHACTON SD met or exceeded proficiency in Science. Comparatively, 68.0 % of the students in Pennsylvania met or exceeded proficiency in Science. Use the 2017 and 2018 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.

# METHACTON SD

## 2019 Performance Level Distribution by Subject and Group

### 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			
						Percentage	Count	Percentage	Count		
All Students	2139	3	21	48	27	24.5	21	48	27	75.5	
Historically Underperforming	603	11	40	39	10	50.7	11	40	39	10	49.3
IEP-Special Education	403	14	47	31	8	61.0	14	47	31	8	39.0
English Learner	67	12	46	37	4	58.2	12	46	37		41.8
Economically Disadvantaged	234	9	35	44	12	43.6	9	35	44	12	56.4
Male	1073	5	25	49	21	29.6	5	25	49	21	70.4
Female	1066	2	18	47	33	19.4	2	18	47	33	80.6
American Indian/Alaskan Native (not Hispanic)	3	0	0	100	0				100		100.0
Asian (not Hispanic)	346	1	11	40	48	11.6	1	11	40	48	88.4
Black or African American (not Hispanic)	94	7	47	35	11	54.3	7	47	35	11	45.7
Hispanic (any race)	92	8	34	49	10	41.3	8	34	49	10	58.7
Multi-Racial (not Hispanic)	152	7	22	53	19	28.3	7	22	53	19	71.7
White (not Hispanic)	1449	3	21	50	25	24.3	3	21	50	25	75.7
Native Hawaiian/other Pacific Islander (not Hispanic)	3	0	33	0	67	33.3	3	33		67	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.

# METHACTON SD

## 2019 Performance Level Distribution by Subject and Group

### 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		
						Below Basic	Basic	Total	Proficient	Advanced	Total
All Students	2138	14	25	33	29	38.4	14	25	33	29	61.6
Historically Underperforming	602	34	32	22	13	65.6	34	32	22	13	34.4
IEP-Special Education	402	44	29	16	11	73.4	44	29	16	11	26.6
English Learner	67	28	34	24	13	62.7	28	34	24	13	37.3
Economically Disadvantaged	233	27	33	28	11	60.9	27	33	28	11	39.1
Male	1075	16	23	31	30	38.8	16	23	31	30	61.2
Female	1063	12	26	35	27	38.0	12	26	35	27	62.0
American Indian/Alaskan Native (not Hispanic)	3	0	33	67	0	33.3		33	67		66.7
Asian (not Hispanic)	346	3	11	31	55	13.9		11	31	55	86.1
Black or African American (not Hispanic)	94	31	43	20	6	73.4	31	43	20	6	26.6
Hispanic (any race)	93	27	32	29	12	59.1	27	32	29	12	40.9
Multi-Racial (not Hispanic)	149	20	28	29	23	47.7	20	28	29	23	52.3
White (not Hispanic)	1450	14	26	35	25	39.8	14	26	35	25	60.2
Native Hawaiian/other Pacific Islander (not Hispanic)	3	0	0	67	33				67	33	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.

# METHACTON SD

## 2019 Performance Level Distribution by Subject and Group

### 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			
						Percentage	Count	Percentage	Count		
All Students	704	3	10	35	52	13.2	10	35	52	86.8	
Historically Underperforming	178	8	22	40	29	30.3	8	22	40	29	69.7
IEP-Special Education	116	9	29	41	21	38.8	9	29	41	21	61.2
English Learner	20	10	30	35	25	40.0	10	30	35	25	60.0
Economically Disadvantaged	70	7	20	37	36	27.1	7	20	37	36	72.9
Male	367	4	10	34	53	13.6	10	34	53	86.4	
Female	337	2	11	37	50	12.8	11	37	50	87.2	
American Indian/Alaskan Native (not Hispanic)	0	0	0	0	0						
Asian (not Hispanic)	115	1	3	16	80	4.3	1	16	80	95.7	
Black or African American (not Hispanic)	24	4	21	54	21	25.0	4	21	54	21	75.0
Hispanic (any race)	39	8	23	44	26	30.8	8	23	44	26	69.2
Multi-Racial (not Hispanic)	51	6	6	29	59	11.8	6	29	59	88.2	
White (not Hispanic)	475	3	11	39	48	13.5	11	39	48	86.5	
Native Hawaiian/other Pacific Islander (not Hispanic)	0	0	0	0	0						
Migrant	0	0	0	0	0						

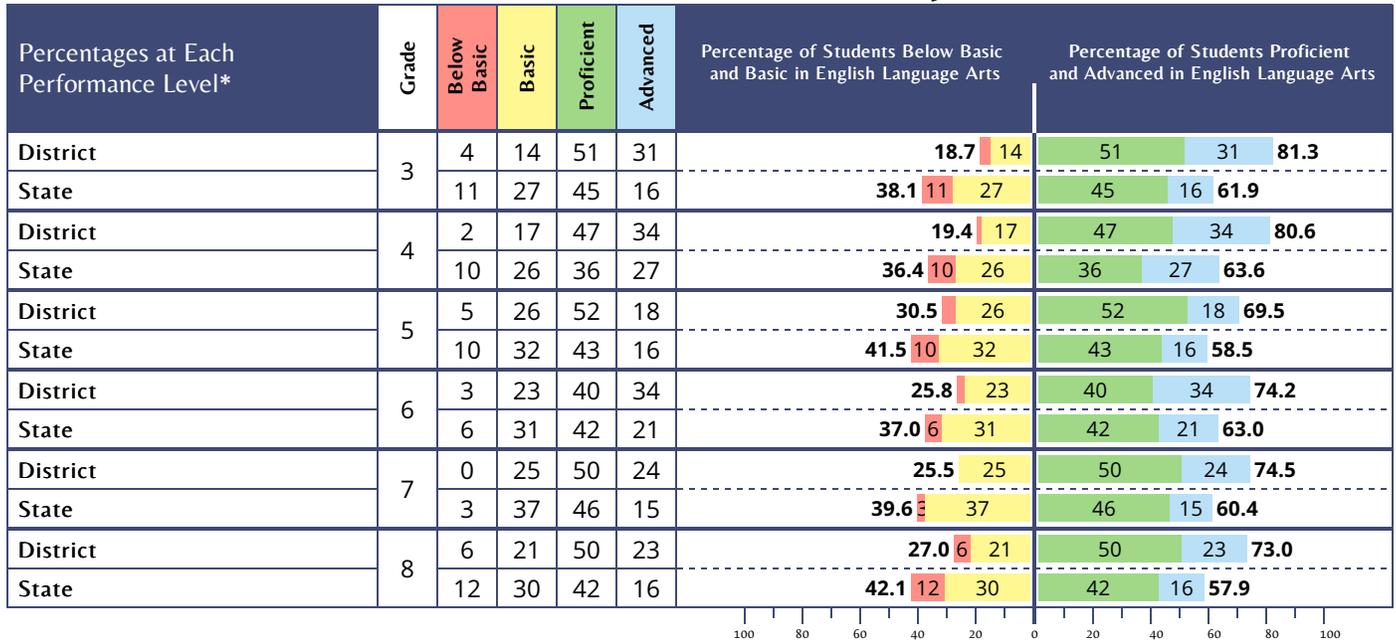
100 80 60 40 20 0 20 40 60 80 100

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

# METHACTON SD

## 2019 Performance Level Distribution by Subject and Grade

### English Language Arts District and State Performances by Grade

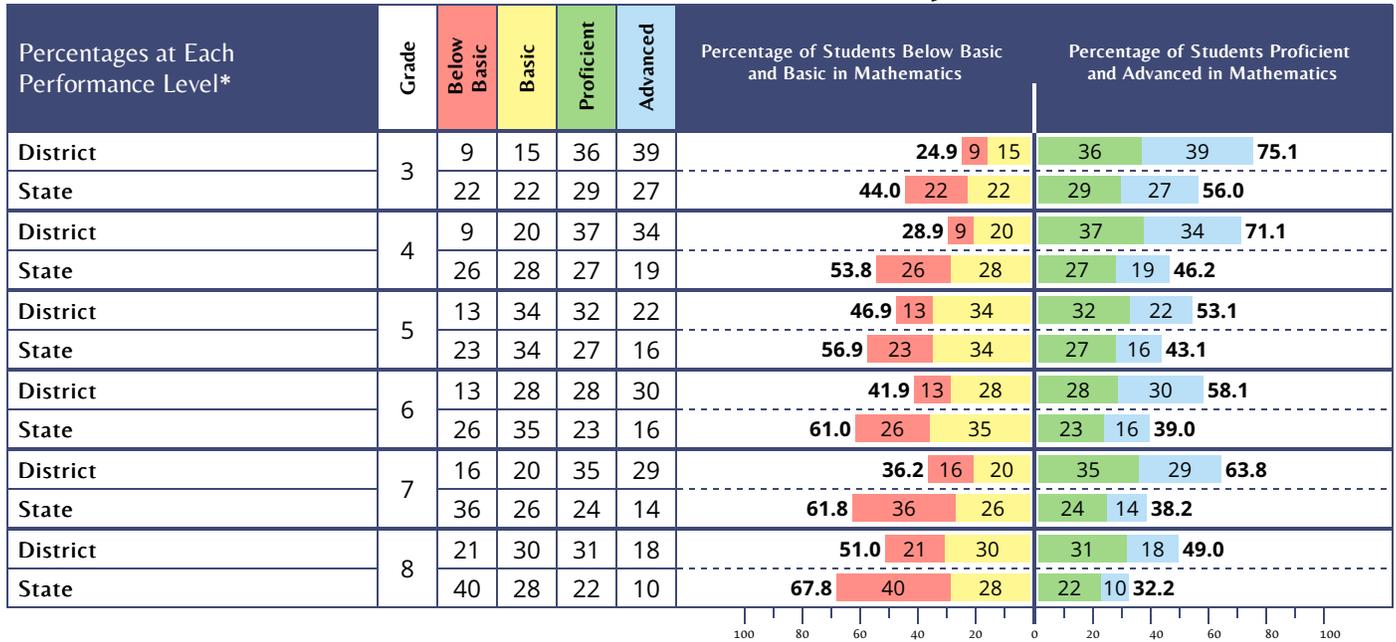


\* The sum of the percentages may not equal 100 due to rounding.

# METHACTON SD

## 2019 Performance Level Distribution by Subject and Grade

### Mathematics District and State Performances by Grade

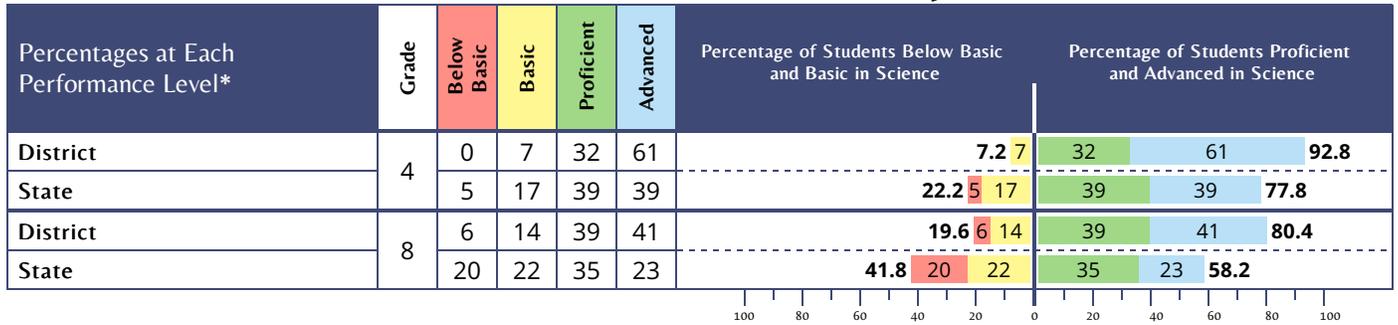


\* The sum of the percentages may not equal 100 due to rounding.

# METHACTON SD

## 2019 Performance Level Distribution by Subject and Grade

### Science District and State Performances by Grade



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

**METHACTON SD**  
2019 Performance by Subject, Grade, and Reporting Category

### English Language Arts Reporting Categories

Grade 3	District Average	State Average	Total Points Possible
<b>Reading</b>			
Key Ideas and Details	10.8	9.4	16
Craft and Structure/Integration of Knowledge and Ideas	7.7	6.4	12
Vocabulary Acquisition and Use	5.5	4.7	8
<b>Writing</b>			
Conventions of Standard English (Writing)	5.0	4.2	9

Grade 3	District Average	State Average	Total Points Possible
<b>Text Types</b>			
Literature Text	11.7	10.0	18
Informational Text	12.3	10.4	18

**METHACTON SD**  
2019 Performance by Subject, Grade, and Reporting Category

### English Language Arts Reporting Categories

Grade 4	District Average	State Average	Total Points Possible
<b>Reading</b>			
Key Ideas and Details	9.9	8.4	14
Craft and Structure/Integration of Knowledge and Ideas	11.1	9.8	16
Vocabulary Acquisition and Use	6.0	5.2	8
<b>Writing</b>			
Conventions of Standard English (Writing)	5.8	5.2	9
<b>Text-Dependent Analysis</b>			
Text-Dependent Analysis (Reading/Writing)	6.9	6.8	16

Grade 4	District Average	State Average	Total Points Possible
<b>Text Types</b>			
Literature Text	12.7	10.9	17
Informational Text	14.4	12.5	21

**METHACTON SD**  
2019 Performance by Subject, Grade, and Reporting Category

**English Language Arts Reporting Categories**

Grade 5	District Average	State Average	Total Points Possible
<b>Reading</b>			
Key Ideas and Details	12.3	11.5	20
Craft and Structure/Integration of Knowledge and Ideas	5.1	4.6	10
Vocabulary Acquisition and Use	5.8	5.3	8
<b>Writing</b>			
Conventions of Standard English (Writing)	5.3	4.8	9
<b>Text-Dependent Analysis</b>			
Text-Dependent Analysis (Reading/Writing)	7.3	7.0	16

Grade 5	District Average	State Average	Total Points Possible
<b>Text Types</b>			
Literature Text	12.0	11.1	18
Informational Text	11.1	10.3	20

**METHACTON SD**  
2019 Performance by Subject, Grade, and Reporting Category

### English Language Arts Reporting Categories

Grade 6	District Average	State Average	Total Points Possible
<b>Reading</b>			
Key Ideas and Details	9.3	8.6	15
Craft and Structure/Integration of Knowledge and Ideas	11.2	10.1	18
Vocabulary Acquisition and Use	3.5	3.2	5
<b>Writing</b>			
Conventions of Standard English (Writing)	5.6	4.7	9
<b>Text-Dependent Analysis</b>			
Text-Dependent Analysis (Reading/Writing)	8.2	7.3	16

Grade 6	District Average	State Average	Total Points Possible
<b>Text Types</b>			
Literature Text	12.7	11.5	20
Informational Text	11.4	10.3	18

**METHACTON SD**  
2019 Performance by Subject, Grade, and Reporting Category

### English Language Arts Reporting Categories

Grade 7	District Average	State Average	Total Points Possible
<b>Reading</b>			
Key Ideas and Details	8.6	7.6	15
Craft and Structure/Integration of Knowledge and Ideas	9.5	8.1	15
Vocabulary Acquisition and Use	6.2	5.7	8
<b>Writing</b>			
Conventions of Standard English (Writing)	5.5	4.8	9
<b>Text-Dependent Analysis</b>			
Text-Dependent Analysis (Reading/Writing)	8.3	7.9	16

Grade 7	District Average	State Average	Total Points Possible
<b>Text Types</b>			
Literature Text	12.7	11.1	19
Informational Text	11.6	10.2	19

**METHACTON SD**  
2019 Performance by Subject, Grade, and Reporting Category

### English Language Arts Reporting Categories

Grade 8	District Average	State Average	Total Points Possible
<b>Reading</b>			
Key Ideas and Details	10.7	9.5	14
Craft and Structure/Integration of Knowledge and Ideas	11.1	9.7	15
Vocabulary Acquisition and Use	6.0	5.1	9
<b>Writing</b>			
Conventions of Standard English (Writing)	5.1	4.6	9
<b>Text-Dependent Analysis</b>			
Text-Dependent Analysis (Reading/Writing)	8.3	7.9	16

Grade 8	District Average	State Average	Total Points Possible
<b>Text Types</b>			
Literature Text	13.2	11.8	18
Informational Text	14.5	12.4	20

### Mathematics Reporting Categories

Grade 3	District Average	State Average	Total Points Possible
Numbers and Operations in Base Ten	5.1	4.3	7
Numbers and Operations-Fractions	3.5	3.0	7
Operations and Algebraic Thinking	9.5	8.2	15
Geometry	4.7	4.1	7
Measurement and Data	10.6	8.9	16

### Mathematics Reporting Categories

Grade 4	District Average	State Average	Total Points Possible
Numbers and Operations in Base Ten	5.0	4.4	10
Numbers and Operations-Fractions	7.0	6.0	11
Operations and Algebraic Thinking	7.4	5.8	13
Geometry	5.9	4.5	8
Measurement and Data	7.5	6.0	10

### Mathematics Reporting Categories

Grade 5	District Average	State Average	Total Points Possible
Numbers and Operations in Base Ten	6.6	5.7	13
Numbers and Operations-Fractions	8.0	7.1	14
Operations and Algebraic Thinking	4.6	4.2	8
Geometry	4.1	3.6	8
Measurement and Data	4.0	3.9	9

### Mathematics Reporting Categories

Grade 6	District Average	State Average	Total Points Possible
The Number System	7.7	6.5	11
Ratios and Proportional Relationships	5.5	4.8	9
Expressions and Equations	7.7	6.5	15
Geometry	3.8	3.1	8
Statistics and Probability	6.4	5.0	9

### Mathematics Reporting Categories

Grade 7	District Average	State Average	Total Points Possible
The Number System	5.0	3.8	9
Ratios and Proportional Relationships	7.9	6.6	12
Expressions and Equations	8.9	7.1	14
Geometry	4.4	2.8	9
Statistics and Probability	4.6	4.0	8

METHACTON SD  
2019 Performance by Subject, Grade, and Reporting Category

Mathematics Reporting Categories

Grade 8	District Average	State Average	Total Points Possible
The Number System	4.0	3.4	7
Expressions and Equations	10.2	8.5	17
Functions	6.9	6.0	11
Geometry	5.2	4.0	10
Statistics and Probability	4.4	3.7	7

METHACTON SD  
2019 Performance by Subject, Grade, and Reporting Category

Science Reporting Categories

Grade 4	District Average	State Average	Total Points Possible
The Nature of Science	16.6	14.2	25
Biological Sciences	5.5	4.7	9
Physical Sciences	4.9	3.9	8
Earth and Space Sciences	3.8	3.2	6

METHACTON SD  
2019 Performance by Subject, Grade, and Reporting Category

Science Reporting Categories

Grade 8	District Average	State Average	Total Points Possible
The Nature of Science	15.9	13.3	25
Biological Sciences	4.4	4.0	8
Physical Sciences	5.4	4.3	8
Earth and Space Sciences	4.3	3.5	7

# ACHIEVING THE GOAL: Proficiency for All Students

## 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](http://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.drctdirect.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>

