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: SCRANTON SD
AUN: 119357402
Test Date: PSSA Spring 2017

Percentage of Students Proficient and Advanced

	District	State
English Language Arts	46.9	61.2
Mathematics	27.6	42.6
Science	52.5	63.7

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 2017	14	39	37	10	**53.1**	**46.9**
District 2016	16	37	37	11	**52.3**	**47.7**
District 2015	16	38	38	9	**53.6**	**46.4**
State 2017	9	30	42	19	**38.8**	**61.2**

In 2017, 46.9 % of the students at SCRANTON SD met or exceeded proficiency in English Language Arts. Comparatively, 61.2 % of the students in Pennsylvania met or exceeded proficiency in English Language Arts. Use the 2015 and 2016 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 2017	44	28	20	7	**72.4**	**27.6**
District 2016	45	26	20	9	**71.1**	**28.9**
District 2015	43	34	19	5	**76.7**	**23.3**
State 2017	30	27	26	17	**57.4**	**42.6**

In 2017, 27.6 % of the students at SCRANTON SD met or exceeded proficiency in Mathematics. Comparatively, 42.6 % of the students in Pennsylvania met or exceeded proficiency in Mathematics. Use the 2015 and 2016 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 2017	20	27	33	19	47.5	52.5
District 2016	26	17	35	23	42.8	57.2
District 2015	25	21	33	22	45.7	54.3
State 2017	15	21	37	27	36.3	63.7

In 2017, 52.5 % of the students at SCRANTON SD met or exceeded proficiency in Science. Comparatively, 63.7 % of the students in Pennsylvania met or exceeded proficiency in Science. Use the 2015 and 2016 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	4168	14	39	37	10	53.1	46.9
Historically Underperforming	3609	16	42	34	8	58.1	41.9
IEP-Special Education	806	43	46	10	2	88.6	11.4
English Language Learner	363	44	49	7	0	92.6	7.4
Economically Disadvantaged	3551	16	42	34	8	57.9	42.1
Male	2141	18	40	34	8	58.2	41.8
Female	2027	10	38	40	12	47.8	52.2
American Indian/Alaskan Native (not Hispanic)	5	20	40	40	0	60.0	40.0
Asian (not Hispanic)	194	21	34	32	12	55.2	44.8
Black or African American (not Hispanic)	429	20	49	27	4	69.0	31.0
Hispanic (any race)	1158	18	48	28	5	66.1	33.9
Multi-Racial (not Hispanic)	276	17	43	34	6	60.1	39.9
White (not Hispanic)	2061	10	32	44	14	42.2	57.8
Native Hawaiian/other Pacific Islander (not Hispanic)	45	9	9	47	36	17.8	82.2
Migrant	18	11	39	39	11	50.0	50.0

** 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	4159	44	28	20	7	72.4	27.6
Historically Underperforming	3600	49	28	18	5	76.8	23.2
IEP-Special Education	796	80	15	5	0	94.5	5.5
English Language Learner	365	80	16	3	1	95.9	4.1
Economically Disadvantaged	3543	49	28	18	5	76.7	23.3
Male	2138	45	28	20	7	72.6	27.4
Female	2021	43	29	21	7	72.2	27.8
American Indian/Alaskan Native (not Hispanic)	5	40	40	20	0	80.0	20.0
Asian (not Hispanic)	193	42	23	23	12	64.8	35.2
Black or African American (not Hispanic)	427	61	26	11	2	87.4	12.6
Hispanic (any race)	1158	56	27	13	4	83.2	16.8
Multi-Racial (not Hispanic)	274	51	26	19	4	77.0	23.0
White (not Hispanic)	2057	34	30	26	10	64.0	36.0
Native Hawaiian/other Pacific Islander (not Hispanic)	45	20	22	42	16	42.2	57.8
Migrant	18	50	28	22	0	77.8	22.2

** 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	1346	20	27	33	19	47.5	52.5
Historically Underperforming	1161	23	29	32	16	51.9	48.1
IEP-Special Education	256	40	31	20	9	71.1	28.9
English Language Learner	127	53	31	14	2	83.5	16.5
Economically Disadvantaged	1142	23	29	32	16	51.8	48.2
Male	700	21	25	32	22	46.6	53.4
Female	646	20	29	35	16	48.5	51.5
American Indian/Alaskan Native (not Hispanic)	0	0	0	0	0		
Asian (not Hispanic)	68	25	25	37	13	50.0	50.0
Black or African American (not Hispanic)	133	35	34	24	7	69.2	30.8
Hispanic (any race)	381	27	34	29	10	60.6	39.4
Multi-Racial (not Hispanic)	82	10	37	37	17	46.3	53.7
White (not Hispanic)	667	15	21	37	27	36.1	63.9
Native Hawaiian/other Pacific Islander (not Hispanic)	15	13	7	47	33	20.0	80.0
Migrant	6	17	0	50	33	16.7	83.3

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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	20	34	41	5	**53.9**	**46.1**
State		12	23	48	17	**35.4**	**64.6**
District	4	17	42	29	12	**59.0**	**41.0**
State		11	28	35	26	**39.1**	**60.9**
District	5	18	39	36	8	**56.5**	**43.5**
State		11	29	43	16	**40.4**	**59.6**
District	6	11	38	37	14	**49.1**	**50.9**
State		7	30	41	22	**36.4**	**63.6**
District	7	5	46	39	10	**50.9**	**49.1**
State		4	37	40	19	**40.5**	**59.5**
District	8	13	35	40	12	**48.3**	**51.7**
State		11	31	43	16	**41.1**	**58.9**

** 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	40	22	25	12	**62.7**	**37.3**
State		26	20	28	26	**45.5**	**54.5**
District	4	34	32	23	11	**65.5**	**34.5**
State		26	27	28	18	**53.4**	**46.6**
District	5	34	32	26	7	**66.7**	**33.3**
State		25	31	28	16	**56.2**	**43.8**
District	6	42	35	19	4	**77.4**	**22.6**
State		29	31	26	14	**59.7**	**40.3**
District	7	57	27	11	5	**83.3**	**16.7**
State		37	25	22	16	**62.2**	**37.8**
District	8	61	20	16	3	**81.4**	**18.6**
State		40	28	22	11	**67.5**	**32.5**

** 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	8	28	40	24	**36.0**	**64.0**
State		5	20	42	33	**25.5**	**74.5**
District	8	35	26	26	13	**60.6**	**39.4**
State		25	22	32	21	**47.3**	**52.7**

** 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	9.6	11.2	21
Craft and Structure/Integration of Knowledge and Ideas	2.6	3.1	6
Vocabulary Acquisition and Use	5.5	6.3	9
Writing			
Types of Writing	3.3	3.9	8
Language	9.4	11.2	18

Grade 3	District Average	State Average	Total Points Possible
Text Types			
Literature Text	9.4	10.8	18
Informational Text	8.2	9.8	18

English Language Arts Reporting Categories

Grade 4	District Average	State Average	Total Points Possible
Reading			
Key Ideas and Details	9.0	10.0	15
Craft and Structure/Integration of Knowledge and Ideas	8.0	9.0	15
Vocabulary Acquisition and Use	4.3	4.8	8
Writing			
Types of Writing	5.8	7.1	12
Language	9.2	10.7	18
Text-Dependent Analysis			
Text-Dependent Analysis	5.7	6.8	16

Grade 4	District Average	State Average	Total Points Possible
Text Types			
Literature Text	11.3	12.5	18
Informational Text	10.0	11.3	20

English Language Arts Reporting Categories

Grade 5	District Average	State Average	Total Points Possible
Reading			
Key Ideas and Details	8.9	10.2	16
Craft and Structure/Integration of Knowledge and Ideas	6.7	7.7	14
Vocabulary Acquisition and Use	4.3	4.9	8
Writing			
Types of Writing	5.8	6.6	12
Language	9.7	10.9	18
Text-Dependent Analysis			
Text-Dependent Analysis	5.7	6.6	16

Grade 5	District Average	State Average	Total Points Possible
Text Types			
Literature Text	9.6	11.0	19
Informational Text	10.3	11.7	19

English Language Arts Reporting Categories

Grade 6	District Average	State Average	Total Points Possible
Reading			
Key Ideas and Details	8.7	9.6	15
Craft and Structure/Integration of Knowledge and Ideas	9.4	10.6	18
Vocabulary Acquisition and Use	2.5	2.9	5
Writing			
Types of Writing	6.8	7.1	12
Language	9.7	10.7	18
Text-Dependent Analysis			
Text-Dependent Analysis	6.0	7.2	16

Grade 6	District Average	State Average	Total Points Possible
Text Types			
Literature Text	9.4	10.6	18
Informational Text	11.2	12.5	20

English Language Arts Reporting Categories

Grade 7	District Average	State Average	Total Points Possible
Reading			
Key Ideas and Details	9.3	10.2	18
Craft and Structure/Integration of Knowledge and Ideas	5.7	6.4	11
Vocabulary Acquisition and Use	5.3	5.8	9
Writing			
Types of Writing	7.1	7.4	12
Language	10.1	11.0	18
Text-Dependent Analysis			
Text-Dependent Analysis	5.6	6.4	16

Grade 7	District Average	State Average	Total Points Possible
Text Types			
Literature Text	10.2	11.2	19
Informational Text	10.1	11.1	19

English Language Arts Reporting Categories

Grade 8	District Average	State Average	Total Points Possible
Reading			
Key Ideas and Details	10.4	11.0	18
Craft and Structure/Integration of Knowledge and Ideas	4.7	5.1	10
Vocabulary Acquisition and Use	6.5	7.0	10
Writing			
Types of Writing	7.3	7.3	12
Language	10.3	10.9	18
Text-Dependent Analysis			
Text-Dependent Analysis	7.6	7.8	16

Grade 8	District Average	State Average	Total Points Possible
Text Types			
Literature Text	10.6	11.2	18
Informational Text	11.0	11.9	20

Mathematics Reporting Categories

Grade 3	District Average	State Average	Total Points Possible
Numbers and Operations in Base Ten	5.3	6.7	12
Numbers and Operations-Fractions	4.6	5.3	10
Operations and Algebraic Thinking	11.8	13.7	20
Geometry	5.0	5.6	10
Measurement and Data	9.2	11.0	20

Mathematics Reporting Categories

Grade 4	District Average	State Average	Total Points Possible
Numbers and Operations in Base Ten	7.5	8.6	15
Numbers and Operations-Fractions	8.4	8.7	15
Operations and Algebraic Thinking	10.3	11.4	19
Geometry	5.2	5.9	10
Measurement and Data	5.1	5.9	13

Mathematics Reporting Categories

Grade 5	District Average	State Average	Total Points Possible
Numbers and Operations in Base Ten	8.5	9.5	18
Numbers and Operations-Fractions	8.1	9.3	19
Operations and Algebraic Thinking	5.5	6.1	11
Geometry	6.6	7.3	11
Measurement and Data	4.5	5.5	13

Mathematics Reporting Categories

Grade 6	District Average	State Average	Total Points Possible
The Number System	7.2	8.5	15
Ratios and Proportional Relationships	3.8	4.9	12
Expressions and Equations	10.2	12.3	22
Geometry	4.5	5.4	10
Statistics and Probability	4.8	5.7	13

Mathematics Reporting Categories

Grade 7	District Average	State Average	Total Points Possible
The Number System	4.9	5.8	11
Ratios and Proportional Relationships	8.4	10.5	19
Expressions and Equations	6.4	8.1	18
Geometry	4.1	5.6	13
Statistics and Probability	4.7	6.2	11

Mathematics Reporting Categories

Grade 8	District Average	State Average	Total Points Possible
The Number System	4.6	5.9	12
Expressions and Equations	9.0	11.3	22
Functions	6.6	8.0	15
Geometry	4.7	6.2	13
Statistics and Probability	3.7	4.5	10

Science Reporting Categories

Grade 4	District Average	State Average	Total Points Possible
The Nature of Science	16.1	17.8	32
Biological Sciences	6.3	6.6	12
Physical Sciences	5.5	6.4	12
Earth and Space Sciences	5.7	6.4	12

Science Reporting Categories

Grade 8	District Average	State Average	Total Points Possible
The Nature of Science	15.1	17.5	33
Biological Sciences	5.3	5.8	11
Physical Sciences	5.7	6.2	12
Earth and Space Sciences	4.7	5.5	12

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