

# PENNSYLVANIA

## School PSSA Report

Dear School Leader:

This report provides you with valuable information about your school's performance in Mathematics and Reading and, where applicable, Science and Writing 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 the students in your district and the state;
- In-depth results by grade, subject and student group;
- Data on your school's achievement by reporting category and assessment anchor; and
- Tools and resources for finding more information to help your 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 teachers understand the standards, set instructional priorities and address student needs. Our mutual goal is to enable each individual to grow into an inspired, productive, fulfilled lifelong learner.

Sincerely,



Thomas E. Gluck  
Acting Secretary of Education

### Provided for

000001730 RICE EL

115218303 SOUTH MIDDLETON SD

PSSA Spring 2010: Mathematics, Reading,  
Science, and Writing

### Percentage of Students Proficient and Advanced

Subject	School	District	State
Mathematics	94.1	83.0	76.3
Reading	87.1	76.9	71.9
Science	NA	64.1	59.4
Writing	NA	76.9	72.6



**pennsylvania**  
DEPARTMENT OF EDUCATION

The Pennsylvania System of School Assessment

[www.education.state.pa.us](http://www.education.state.pa.us)

## PSSA Items

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**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

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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

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-  **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.

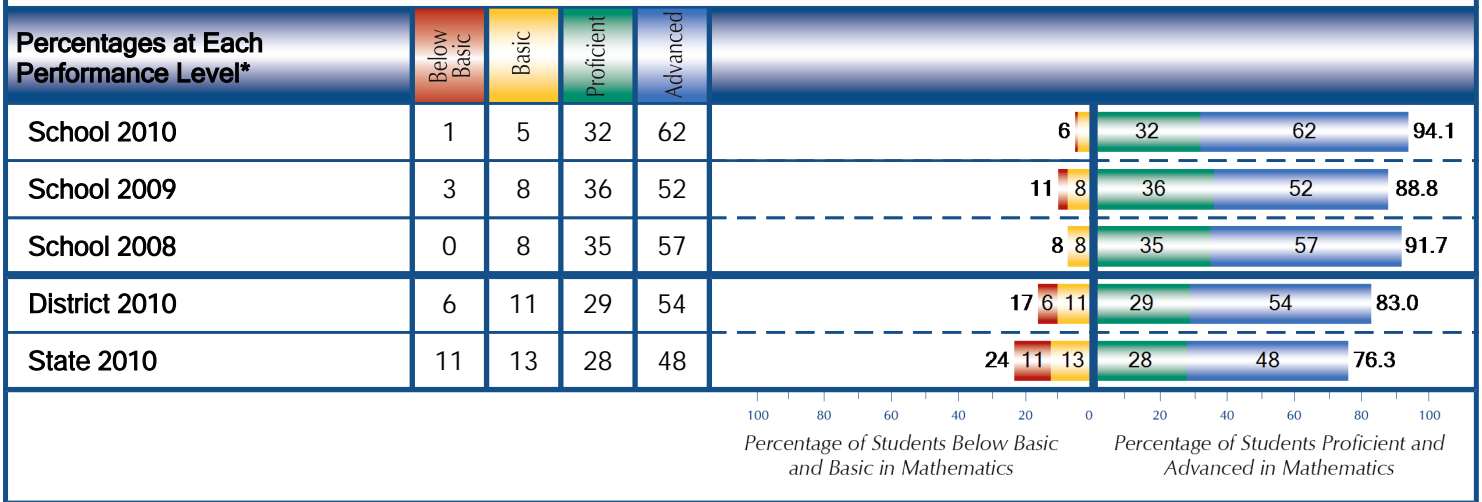
## PSSA Assessment Anchors and Reporting Categories

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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.

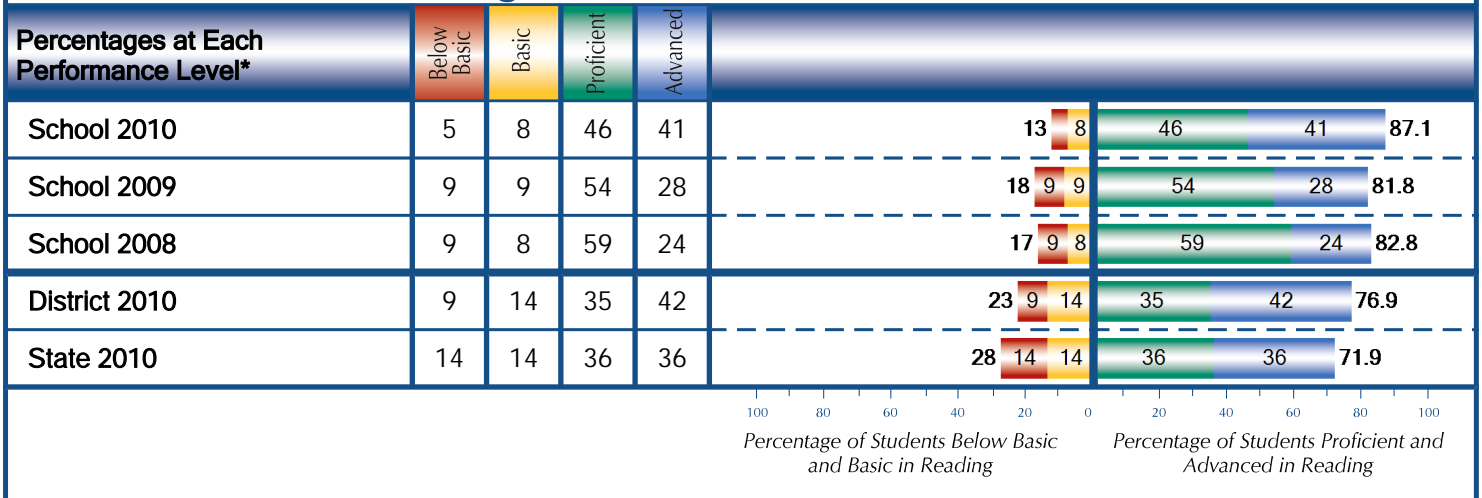
# RICE EL Performance Level Distribution by Subject

## Mathematics Performance Level Results



In 2010, 94.1% of the students at RICE EL met or exceeded proficiency in Mathematics. Comparatively, 83.0% of the students in SOUTH MIDDLETON SD and 76.3% of the students in Pennsylvania met or exceeded proficiency in Mathematics. Use the 2008 and 2009 data provided to determine your school's three-year progress in Mathematics. These numbers indicate only the students who are in their full academic year.

## Reading Performance Level Results

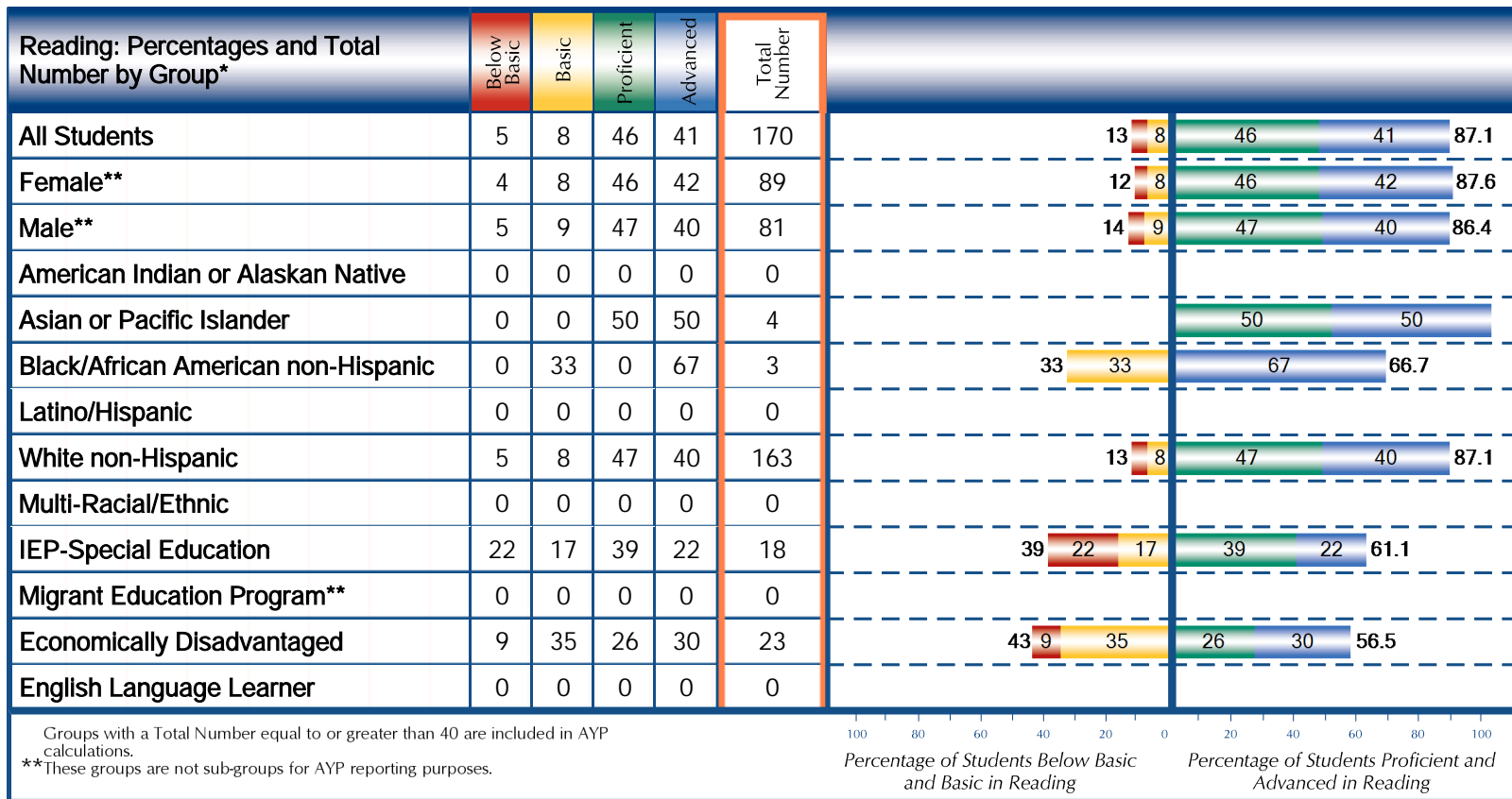
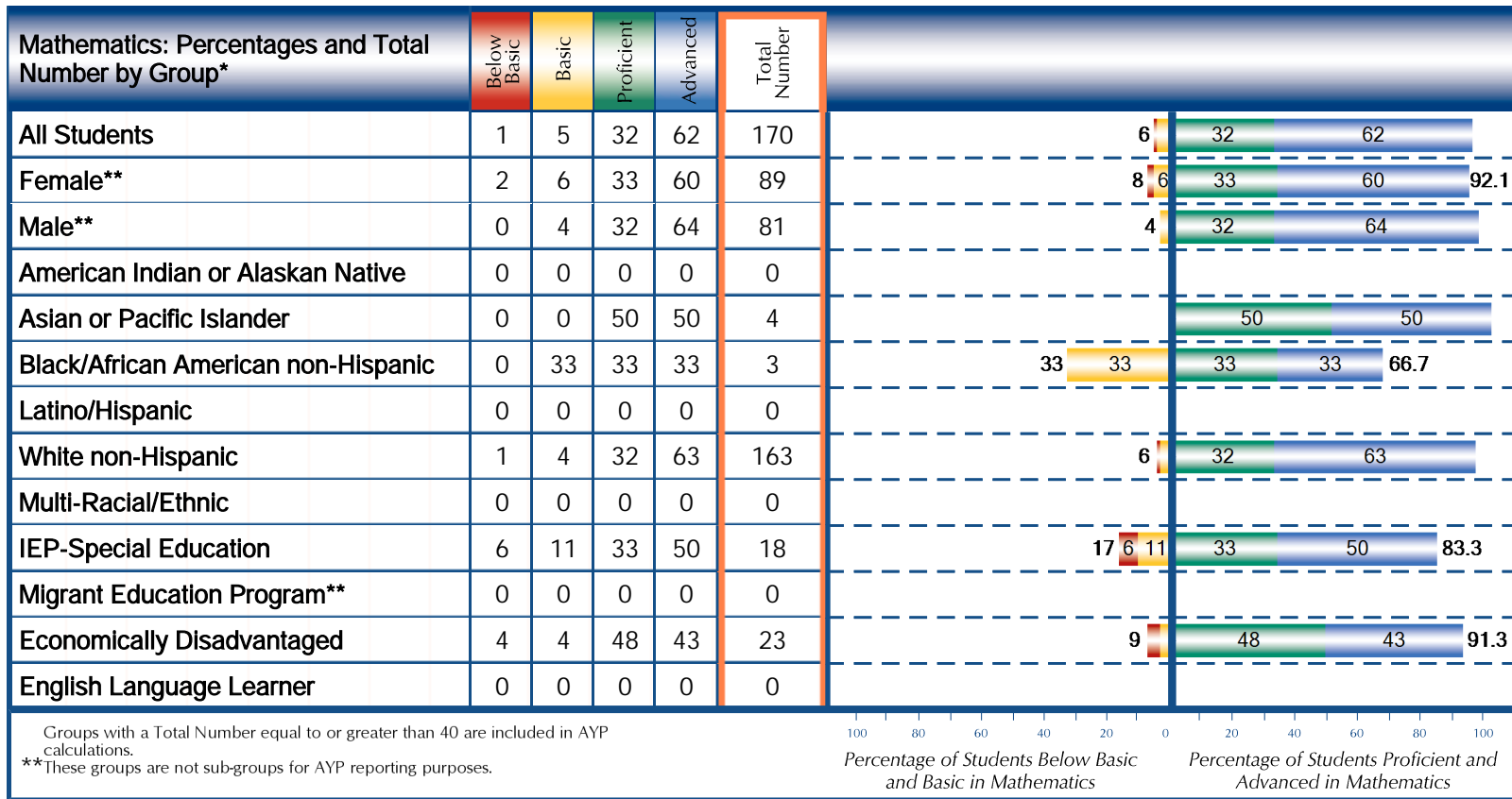


In 2010, 87.1% of the students at RICE EL met or exceeded proficiency in Reading. Comparatively, 76.9% of the students in SOUTH MIDDLETON SD and 71.9% of the students in Pennsylvania met or exceeded proficiency in Reading. Use the 2008 and 2009 data provided to determine your school's three-year progress in Reading. 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.

# RICE EL

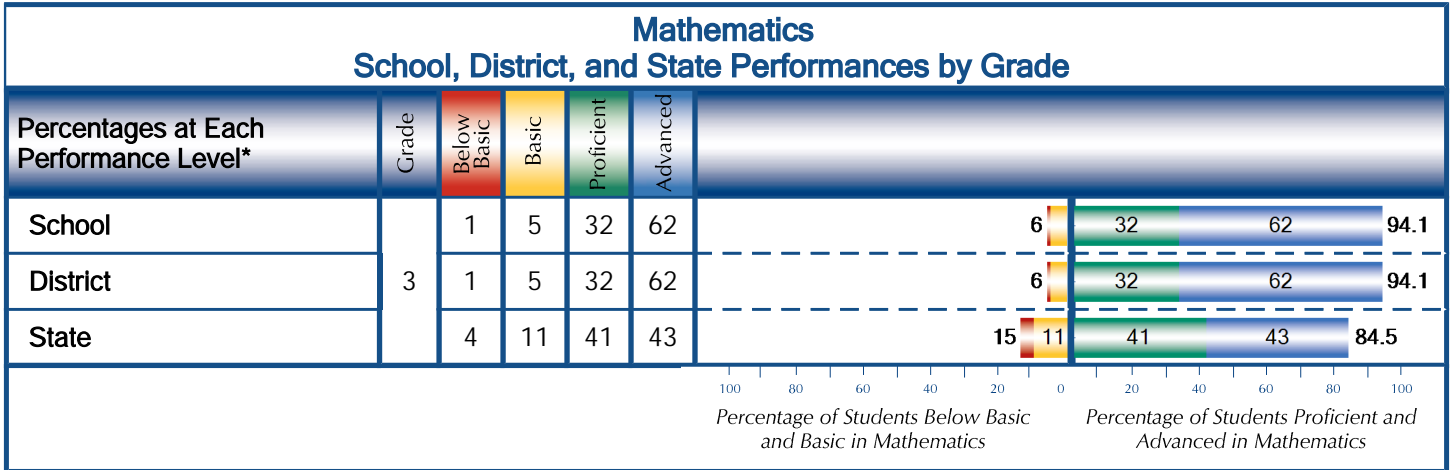
## 2010 Performance Level Distribution by Subject and Group



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

# RICE EL

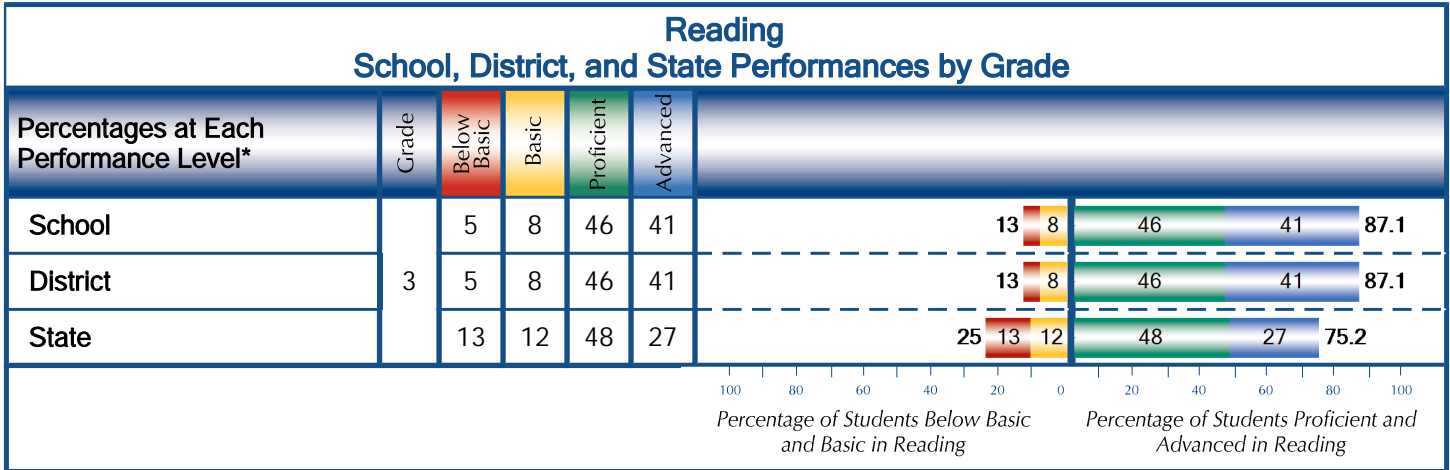
## 2010 Performance Level Distribution by Subject and Grade



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

# RICE EL

## 2010 Performance Level Distribution by Subject and Grade



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

## Mathematics Reporting Categories And Assessment Anchors

<b>Grade 3</b>	School Average	District Average	State Average	Total Points Possible
<b>Numbers and Operations</b>	<b>28.2</b>	<b>28.2</b>	<b>25.9</b>	<b>31</b>
Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems.	17.9	17.9	16.5	20
Understand the meanings of operations, use operations and understand how they relate to each other.	4.6	4.6	4.1	5
Compute accurately and fluently and make reasonable estimates.	5.7	5.7	5.3	6
<b>Measurement</b>	<b>8.7</b>	<b>8.7</b>	<b>8.1</b>	<b>10</b>
Demonstrate an understanding of measurable attributes of objects and figures, and the units, systems, and processes of measurement.	5.9	5.9	5.4	7
<b>Geometry</b>	<b>9.5</b>	<b>9.5</b>	<b>9.4</b>	<b>11</b>
Identify and/or apply concepts of transformations or symmetry.	5.9	5.9	5.9	7
<b>Algebraic Concepts</b>	<b>8.9</b>	<b>8.9</b>	<b>8.4</b>	<b>11</b>
Represent and/or analyze mathematical situations using numbers, symbols, words, tables, and/or graphs.	6.2	6.2	6.0	8
<b>Data Analysis and Probability</b>	<b>8.8</b>	<b>8.8</b>	<b>8.5</b>	<b>9</b>
Formulate questions that can be addressed with data and/or collect, organize, display and analyze data.	8.8	8.8	8.5	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

<b>Grade 3</b>	School Average	District Average	State Average	Total Points Possible
<b>Comprehension and Reading Skills</b>	<b>22.7</b>	<b>22.7</b>	<b>20.4</b>	<b>29</b>
Understand fiction appropriate to grade level.	9.2	9.2	8.4	12
Understand nonfiction appropriate to grade level.	13.5	13.5	12.0	17
<b>Interpretation and Analysis of Fictional and Nonfictional Text</b>	<b>11.1</b>	<b>11.1</b>	<b>10.3</b>	<b>17</b>
Understand components within and between texts.	8.0	8.0	7.5	13

*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.*



# Achieving the Goal: Proficiency for All Students

## 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.pdesas.org](http://www.pdesas.org)

## 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.

<http://payp.emetric.net>

#### 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](http://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](http://www.pasip.org)

