

# District Content Area Summary Report

**District:** SCRANTON SD  
**AUN:** 119357402  
**Test Date:** Spring 2018

## Content Areas:



Algebra I



Biology



Literature

Dear District Leader:

This report provides valuable information about your school district's performance on the Pennsylvania Keystone Exams.

The report is designed to give you

- an overview of your district's performance compared to the performance of school districts statewide,
- results by student group, and
- data on your district's achievement by content area.

Please use this report and detailed supporting materials on the Pennsylvania Department of Education Standards Aligned System website ([www.pdesas.org](http://www.pdesas.org)) to help you and your staff continuously improve your schools. Our mutual goal is to enable all students to become lifelong learners and reach their full potential.

Sincerely,

Pedro A. Rivera  
Secretary of Education

### About the Keystone Exams

The Keystone Exams are end-of-course assessments designed to evaluate student performance on academic content. The purpose of the Algebra I, Biology, and Literature Keystone Exams is to measure student, educator, and school accountability. Keystone Exams are designed to be administered to students at or near the end of a Keystone-related course. Students' results are banked until their junior year for accountability purposes. Keystone Exams are one component of Pennsylvania's system of high school graduation requirements affecting students in the class of 2020 and beyond.

These tests were developed collaboratively by the Pennsylvania Department of Education and Pennsylvania educators and were aligned to the standards adopted by the Pennsylvania State Board of Education. The results help students, parents, and educators understand how well rigorous expectations for student achievement in core subject areas are being met.

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

All Content Areas



**pennsylvania**  
DEPARTMENT OF EDUCATION

## KEYSTONE EXAMS ITEMS

Common items within a content area are administered to all eligible students regardless of the exam form they are assigned. Only the common items are used in determining students' scores and their corresponding performance levels. This practice ensures all students are evaluated using the same set of items.

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. Field Test items are not included in the results of students, schools, or the district.

## KEYSTONE EXAMS SCORES

The Keystone Exam score is a scale score computed from the number of points a student receives on the exam (i.e., raw score). For every possible raw score on an exam form, there is a corresponding scale score. Most state testing programs use scale scores for reporting purposes. A given scale score has the same interpretation regardless of the length or difficulty of the exam. For example, a scale score of 1300 always implies that same level of student performance and always falls in the same performance level. The student's Keystone Exam scale score is used to identify the student's performance level. The items on the Keystone Exams change with each administration, but they continue to measure the same Assessment Anchors and Eligible Content.

## KEYSTONE EXAMS PERFORMANCE LEVELS



**Advanced:** Superior academic performance indicating an in-depth understanding and exemplary display of the skills included in the Keystone Exams Assessment Anchors and Eligible Content.



**Proficient:** Satisfactory academic performance indicating a solid understanding and adequate display of the skills included in the Keystone Exams Assessment Anchors and Eligible Content.



**Basic:** Marginal academic performance indicating work approaching, but not yet reaching, satisfactory performance. Performance indicates a partial understanding and limited display of the skills included in the Keystone Exams Assessment Anchors and Eligible Content. The student may need additional instructional opportunities and/or increased student academic commitment to achieve the Proficient level.



**Below Basic:** Inadequate academic performance indicating little understanding and minimal display of the skills included in the Keystone Exams Assessment Anchors and Eligible Content. There is a major need for additional instructional opportunities and/or increased student academic commitment to achieve the Proficient level.

## KEYSTONE EXAMS ASSESSMENT ANCHORS AND ELIGIBLE CONTENT

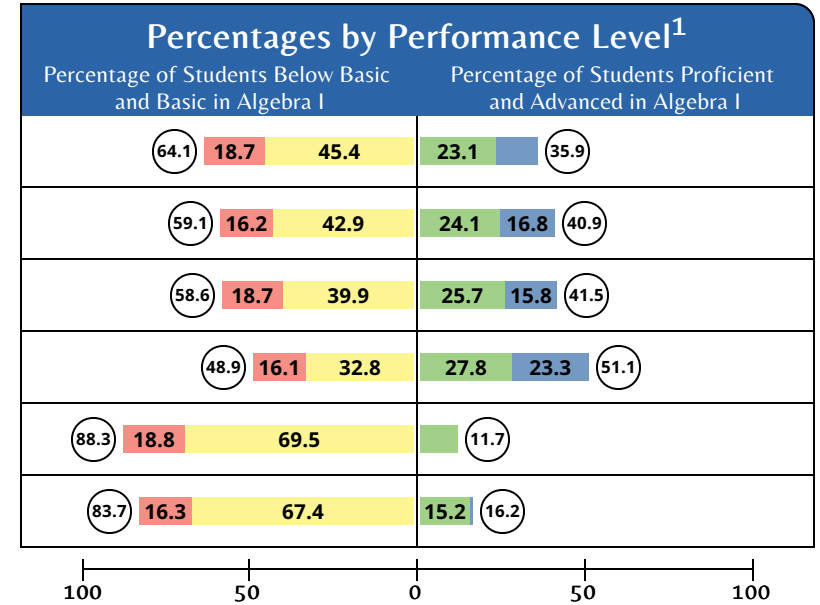
The Keystone Exams Assessment Anchors and Eligible Content are designed to clarify the Academic Standards that may be assessed in the Keystone Exams. An Assessment Anchor is reported only if five or more possible points come from items aligned with the Assessment Anchor. Results based on fewer than five points are not considered statistically reliable.



## Performance Level Summary by Content Area

ALGEBRA I

Test Groups	Total Tested	Below Basic		Basic		Proficient		Advanced	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
District: All Testers	685	128	18.7	311	45.4	158	23.1	88	12.8
State: All Testers	163,147	26,387	16.2	70,038	42.9	39,365	24.1	27,357	16.8
District: First-Time Testers	557	104	18.7	222	39.9	143	25.7	88	15.8
State: First-Time Testers	115,247	18,567	16.1	37,750	32.8	32,075	27.8	26,855	23.3
District: Retesters	128	24	18.8	89	69.5	15	11.7	0	0.0
State: Retesters	47,900	7,820	16.3	32,288	67.4	7,290	15.2	502	1.0

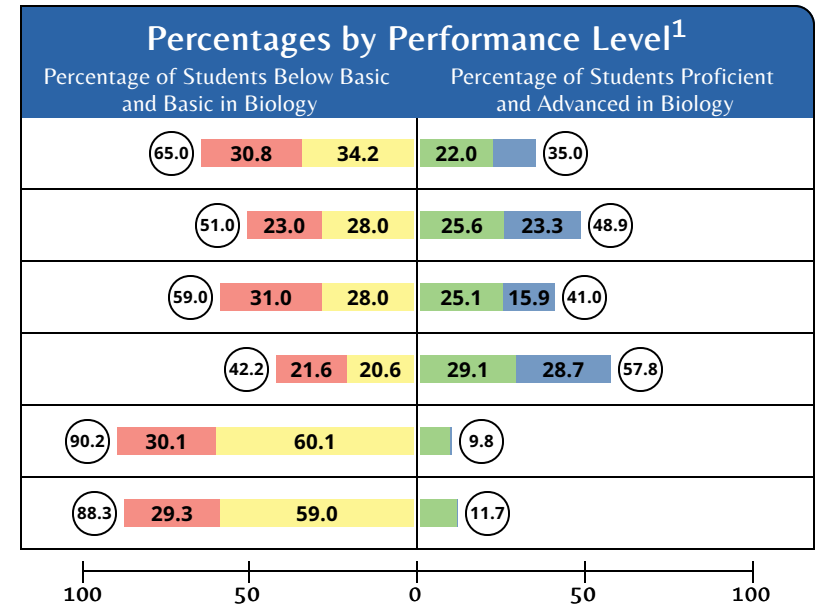


<sup>1</sup>If a percentage is not displayed within the bar graph, consult the table for the actual percentage.  
Summaries are based on students' highest scores to date.  
Please note that the percentages in the tables may not add up to 100% due to rounding.

## Performance Level Summary by Content Area

Test Groups	Total Tested	Below Basic		Basic		Proficient		Advanced	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
District: All Testers	733	226	30.8	251	34.2	161	22.0	95	13.0
State: All Testers	139,858	32,236	23.0	39,129	28.0	35,873	25.6	32,620	23.3
District: First-Time Testers	590	183	31.0	165	28.0	148	25.1	94	15.9
State: First-Time Testers	113,013	24,369	21.6	23,286	20.6	32,875	29.1	32,483	28.7
District: Retesters	143	43	30.1	86	60.1	13	9.1	1	0.7
State: Retesters	26,845	7,867	29.3	15,843	59.0	2,998	11.2	137	0.5

BIOLOGY

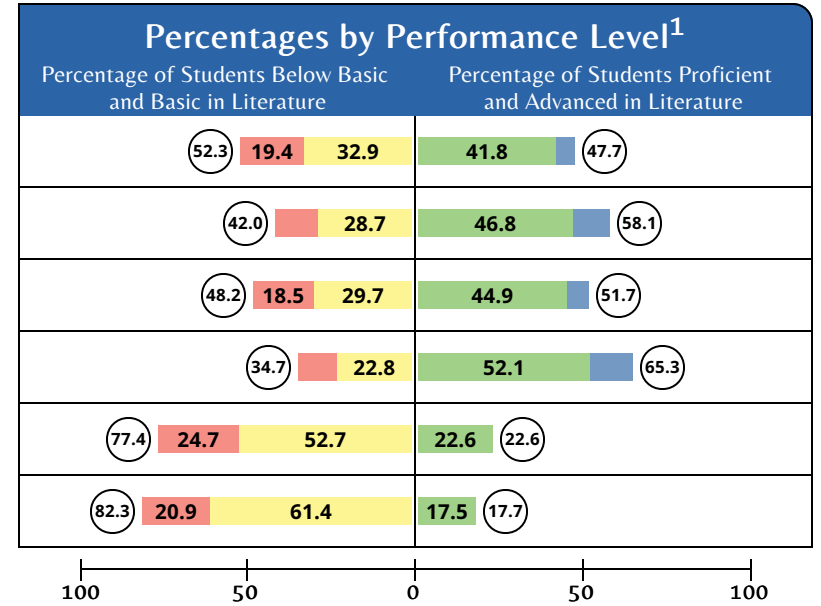


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# Performance Level Summary by Content Area

LITERATURE

Test Groups	Total Tested	Below Basic		Basic		Proficient		Advanced	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
District: All Testers	665	129	19.4	219	32.9	278	41.8	39	5.9
State: All Testers	126,997	16,859	13.3	36,385	28.7	59,447	46.8	14,306	11.3
District: First-Time Testers	572	106	18.5	170	29.7	257	44.9	39	6.8
State: First-Time Testers	107,675	12,818	11.9	24,523	22.8	56,068	52.1	14,266	13.2
District: Retesters	93	23	24.7	49	52.7	21	22.6	0	0.0
State: Retesters	19,322	4,041	20.9	11,862	61.4	3,379	17.5	40	0.2



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