

# District Content Area Summary Report

**District:** SCRANTON SD  
**AUN:** 119357402  
**Test Date:** Spring 2019

## 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 2022 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

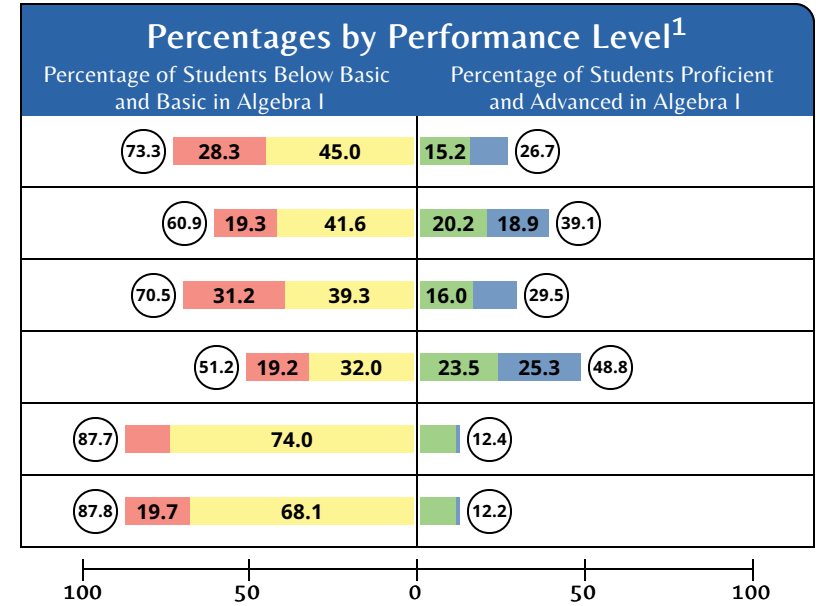
The Keystone Exams Assessment Anchors and Eligible Content are designed to clarify the Academic Standards that may be assessed in the Keystone Exams. An Assessment Anchor is reported only if five or more possible points come from items aligned with the Assessment Anchor. Results based on fewer than five 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	877	248	28.3	395	45.0	133	15.2	101	11.5
State: All Testers	157,523	30,426	19.3	65,530	41.6	31,749	20.2	29,818	18.9
District: First-Time Testers	731	228	31.2	287	39.3	117	16.0	99	13.5
State: First-Time Testers	115,778	22,195	19.2	37,082	32.0	27,209	23.5	29,292	25.3
District: Retesters	146	20	13.7	108	74.0	16	11.0	2	1.4
State: Retesters	41,745	8,231	19.7	28,448	68.1	4,540	10.9	526	1.3

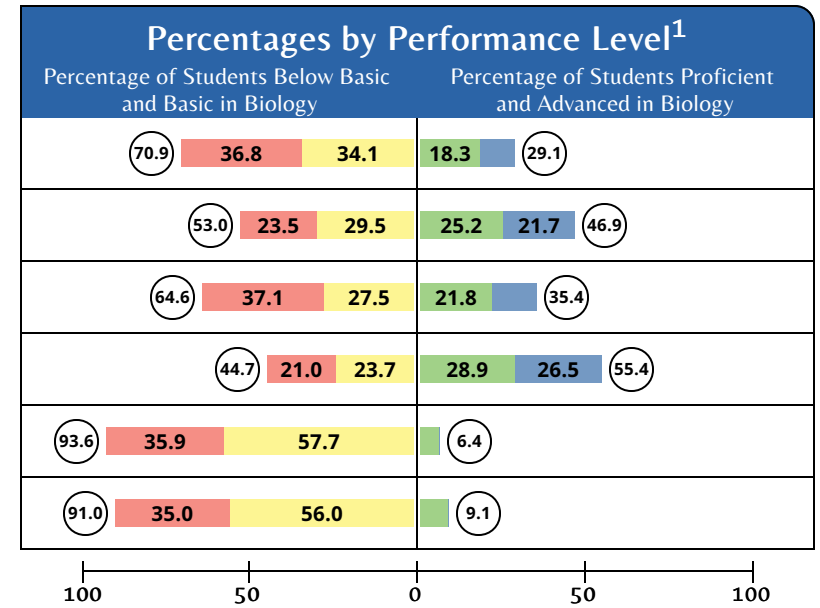


<sup>1</sup>If a percentage is not displayed within the bar graph, consult the table for the actual percentage.  
Summaries are based on students' highest scores to date.  
Please note that the percentages in the tables may not add up to 100% due to rounding.

## 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	706	260	36.8	241	34.1	129	18.3	76	10.8
State: All Testers	137,005	32,214	23.5	40,472	29.5	34,526	25.2	29,793	21.7
District: First-Time Testers	550	204	37.1	151	27.5	120	21.8	75	13.6
State: First-Time Testers	112,230	23,555	21.0	26,600	23.7	32,380	28.9	29,695	26.5
District: Retesters	156	56	35.9	90	57.7	9	5.8	1	0.6
State: Retesters	24,775	8,659	35.0	13,872	56.0	2,146	8.7	98	0.4

BIOLOGY

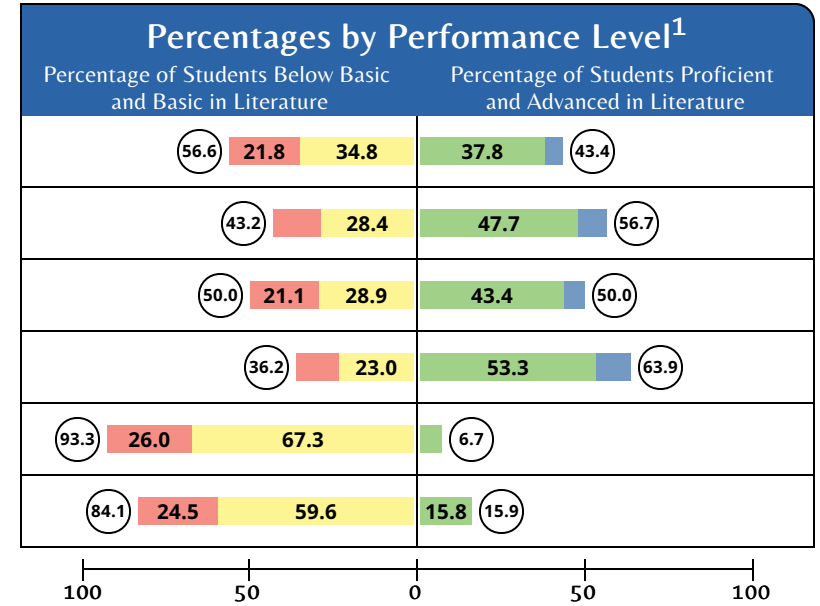


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## Performance Level Summary by Content Area

LITERATURE

Test Groups	Total Tested	Below Basic		Basic		Proficient		Advanced	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
District: All Testers	682	149	21.8	237	34.8	258	37.8	38	5.6
State: All Testers	127,381	18,915	14.8	36,178	28.4	60,790	47.7	11,498	9.0
District: First-Time Testers	578	122	21.1	167	28.9	251	43.4	38	6.6
State: First-Time Testers	108,439	14,274	13.2	24,888	23.0	57,805	53.3	11,472	10.6
District: Retesters	104	27	26.0	70	67.3	7	6.7	0	0.0
State: Retesters	18,942	4,641	24.5	11,290	59.6	2,985	15.8	26	0.1



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