

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 2019

### Percentage of Students Proficient and Advanced

	District	State
English Language Arts	46.9	60.9
Mathematics	24.5	42.4
Science	57.9	68.0



# SCRANTON SD

## PSSA Facts

### 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 for 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 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

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**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

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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.

# SCRANTON SD

## Performance Level Distribution by Subject

### 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			
					Percentage	Percentage	Percentage	Percentage		
District 2019	14	40	37	10	53.1	14	40	37	10	46.9
District 2018	12	40	37	11	51.9	12	40	37	11	48.1
District 2017	14	39	37	10	53.1	14	39	37	10	46.9
State 2019	9	31	42	19	39.1	9	31	42	19	60.9

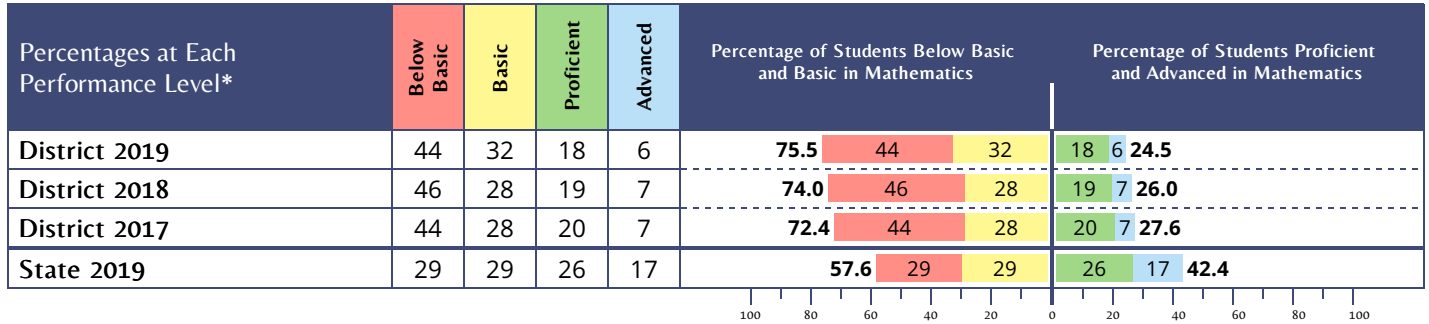
In 2019, 46.9 % of the students at SCRANTON SD met or exceeded proficiency in English Language Arts. Comparatively, 60.9 % of the students in Pennsylvania met or exceeded proficiency in English Language Arts. Use the 2017 and 2018 data provided to determine your district’s three-year progress. These numbers indicate only the students who are in their full academic year.

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

# SCRANTON SD

## Performance Level Distribution by Subject

### Mathematics Performance Level Results



In 2019, 24.5 % of the students at SCRANTON 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.

# SCRANTON SD

## Performance Level Distribution by Subject

### 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			
					Below Basic	Basic	Proficient	Advanced		
District 2019	17	25	38	20	42.1	17	25	38	20	57.9
District 2018	22	27	34	17	48.6	22	27	34	17	51.4
District 2017	20	27	33	19	47.5	20	27	33	19	52.5
State 2019	12	20	37	31	32.0	12	20	37	31	68.0

In 2019, 57.9 % of the students at SCRANTON 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.

# SCRANTON 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			
						Below Basic	Basic	Proficient	Advanced		
All Students	4226	14	40	37	10	53.1	14	40	37	10	46.9
Historically Underperforming	3386	17	44	34	6	60.3	17	44	34	6	39.7
IEP-Special Education	872	36	50	13	1	86.4	36	50	13	1	13.6
English Learner	434	37	51	11	0	88.2	37	51	11	0	11.8
Economically Disadvantaged	3236	16	43	34	6	59.6	16	43	34	6	40.4
Male	2175	16	42	34	7	58.5	16	42	34	7	41.5
Female	2051	11	37	40	12	47.4	11	37	40	12	52.6
American Indian/Alaskan Native (not Hispanic)	8	25	50	13	13	75.0	25	50	13	13	25.0
Asian (not Hispanic)	188	20	36	35	9	56.4	20	36	35	9	43.6
Black or African American (not Hispanic)	526	21	48	27	4	69.0	21	48	27	4	31.0
Hispanic (any race)	1361	16	45	34	6	60.6	16	45	34	6	39.4
Multi-Racial (not Hispanic)	293	15	41	36	8	56.0	15	41	36	8	44.0
White (not Hispanic)	1820	9	33	43	15	42.6	9	33	43	15	57.4
Native Hawaiian/other Pacific Islander (not Hispanic)	30	3	20	40	37	23.3	3	20	40	37	76.7
Migrant	40	60	30	10	0	90.0	60	30	10	0	10.0

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

# SCRANTON 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			
						Percentage	Count	Percentage	Count		
All Students	4215	44	32	18	6	75.5	44	32	18	6	24.5
Historically Underperforming	3376	51	31	15	4	81.3	51	31	15		18.7
IEP-Special Education	866	77	18	4	1	94.7	77	18			5.3
English Learner	437	76	20	2	2	95.9	76	20			4.1
Economically Disadvantaged	3229	50	31	15	4	81.0	50	31	15		19.0
Male	2167	45	32	18	6	76.4	45	32	18	6	23.6
Female	2048	43	32	19	7	74.5	43	32	19	7	25.5
American Indian/Alaskan Native (not Hispanic)	8	63	38	0	0	100.0	63	38			
Asian (not Hispanic)	188	43	22	22	12	65.4	43	22	22	12	34.6
Black or African American (not Hispanic)	523	60	28	10	2	88.0	60	28	10		12.0
Hispanic (any race)	1360	52	31	13	4	82.9	52	31	13		17.1
Multi-Racial (not Hispanic)	293	50	31	14	4	81.2	50	31	14		18.8
White (not Hispanic)	1813	33	34	24	9	67.0	33	34	24	9	33.0
Native Hawaiian/other Pacific Islander (not Hispanic)	30	20	13	43	23						
Migrant	41	88	5	5	2	92.7	88	5	2		7.3

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# SCRANTON SD

## 2019 Performance Level Distribution by Subject and Group

### Science Performance by Group

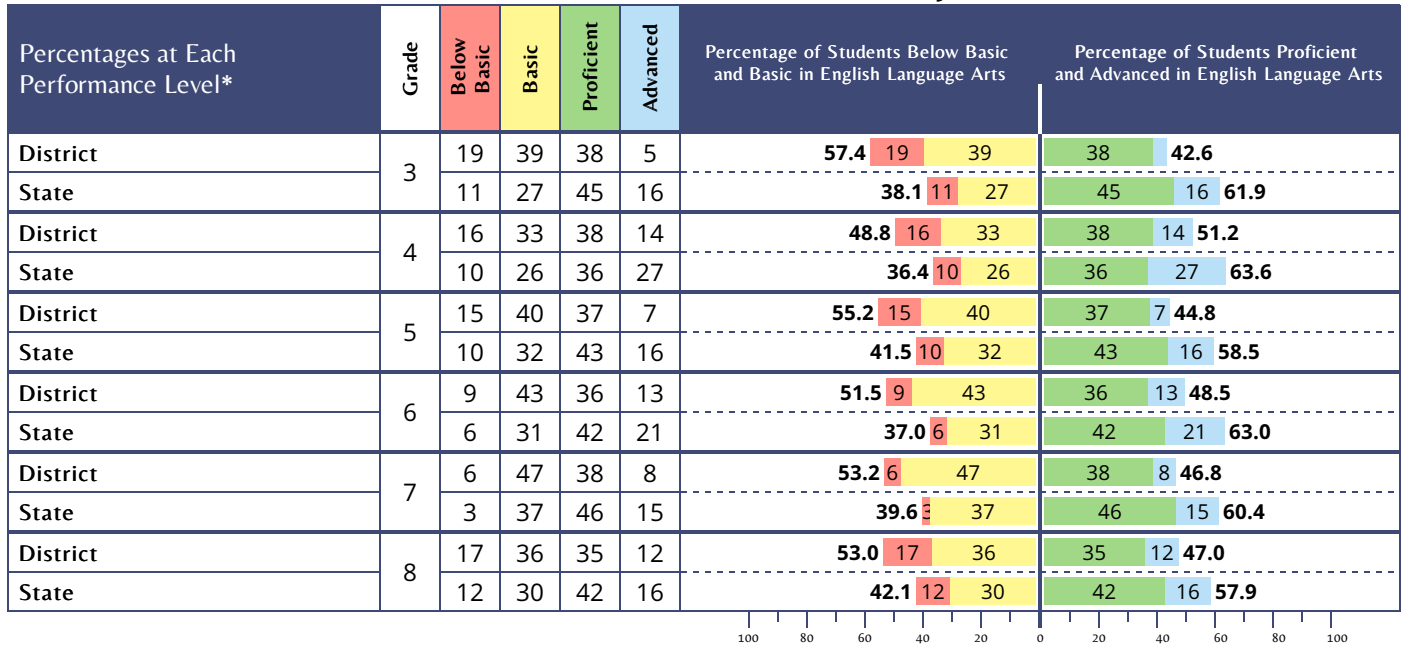
Percentages and Total Number by Group*	Total Tested	Below Basic	Basic	Proficient	Advanced	Percentage of Students Below Basic and Basic in Science			Percentage of Students Proficient and Advanced in Science		
						Below Basic	Basic	Total	Proficient	Advanced	Total
All Students	1403	17	25	38	20	42.1	17	25	38	20	57.9
Historically Underperforming	1125	20	28	37	15	47.9	20	28	37	15	52.1
IEP-Special Education	274	39	37	19	5	75.9	39	37	19		24.1
English Learner	144	41	37	19	3	77.8	41	37	19		22.2
Economically Disadvantaged	1072	20	28	38	15	47.1	20	28	38	15	52.9
Male	705	19	25	37	19	44.1	19	25	37	19	55.9
Female	698	15	25	40	20	40.1	15	25	40	20	59.9
American Indian/Alaskan Native (not Hispanic)	4	50	25	25	0	75.0	50	25	25		25.0
Asian (not Hispanic)	61	18	33	30	20	50.8	18	33	30	20	49.2
Black or African American (not Hispanic)	181	28	29	35	8	56.9	28	29	35	8	43.1
Hispanic (any race)	449	20	28	39	14	47.4	20	28	39	14	52.6
Multi-Racial (not Hispanic)	93	15	24	39	23	38.7	15	24	39	23	61.3
White (not Hispanic)	601	12	22	40	26	33.8	12	22	40	26	66.2
Native Hawaiian/other Pacific Islander (not Hispanic)	14	14	0	29	57	14.3	14		29	57	85.7
Migrant	12	50	42	8	0	91.7	50	42	8		8.3

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**SCRANTON SD**  
2019 Performance Level Distribution by Subject and Grade

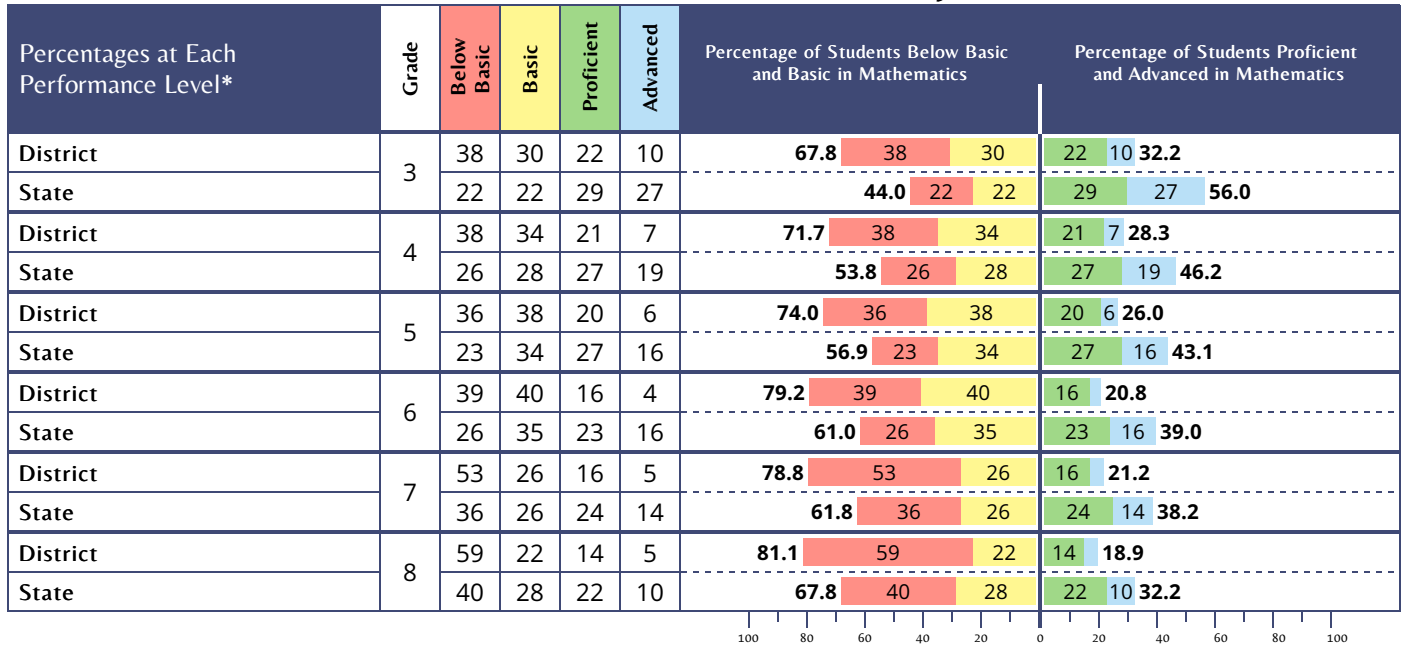
**English Language Arts**  
**District and State Performances by Grade**



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

**SCRANTON SD**  
2019 Performance Level Distribution by Subject and Grade

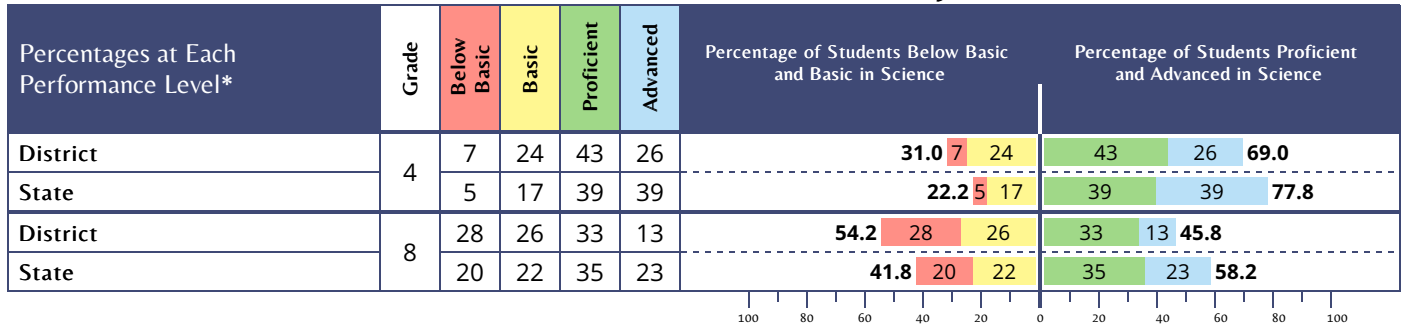
**Mathematics**  
**District and State Performances by Grade**



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

**SCRANTON 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.

**SCRANTON 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	8.1	9.4	16
Craft and Structure/Integration of Knowledge and Ideas	5.0	6.4	12
Vocabulary Acquisition and Use	4.0	4.7	8
<b>Writing</b>			
Conventions of Standard English (Writing)	3.3	4.2	9

Grade 3	District Average	State Average	Total Points Possible
<b>Text Types</b>			
Literature Text	8.5	10.0	18
Informational Text	8.7	10.4	18

**SCRANTON 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	7.4	8.4	14
Craft and Structure/Integration of Knowledge and Ideas	8.8	9.8	16
Vocabulary Acquisition and Use	4.6	5.2	8
<b>Writing</b>			
Conventions of Standard English (Writing)	4.7	5.2	9
<b>Text-Dependent Analysis</b>			
Text-Dependent Analysis (Reading/Writing)	5.8	6.8	16

Grade 4	District Average	State Average	Total Points Possible
<b>Text Types</b>			
Literature Text	9.8	10.9	17
Informational Text	11.0	12.5	21

**SCRANTON 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	10.2	11.5	20
Craft and Structure/Integration of Knowledge and Ideas	4.0	4.6	10
Vocabulary Acquisition and Use	4.8	5.3	8
<b>Writing</b>			
Conventions of Standard English (Writing)	4.3	4.8	9
<b>Text-Dependent Analysis</b>			
Text-Dependent Analysis (Reading/Writing)	6.1	7.0	16

Grade 5	District Average	State Average	Total Points Possible
<b>Text Types</b>			
Literature Text	10.0	11.1	18
Informational Text	9.0	10.3	20

**SCRANTON 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	7.8	8.6	15
Craft and Structure/Integration of Knowledge and Ideas	8.9	10.1	18
Vocabulary Acquisition and Use	2.7	3.2	5
<b>Writing</b>			
Conventions of Standard English (Writing)	4.2	4.7	9
<b>Text-Dependent Analysis</b>			
Text-Dependent Analysis (Reading/Writing)	6.5	7.3	16

Grade 6	District Average	State Average	Total Points Possible
<b>Text Types</b>			
Literature Text	10.3	11.5	20
Informational Text	9.2	10.3	18

**SCRANTON 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	6.9	7.6	15
Craft and Structure/Integration of Knowledge and Ideas	7.2	8.1	15
Vocabulary Acquisition and Use	5.2	5.7	8
<b>Writing</b>			
Conventions of Standard English (Writing)	4.2	4.8	9
<b>Text-Dependent Analysis</b>			
Text-Dependent Analysis (Reading/Writing)	6.6	7.9	16

Grade 7	District Average	State Average	Total Points Possible
<b>Text Types</b>			
Literature Text	10.1	11.1	19
Informational Text	9.1	10.2	19



**SCRANTON 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	8.6	9.5	14
Craft and Structure/Integration of Knowledge and Ideas	8.9	9.7	15
Vocabulary Acquisition and Use	4.5	5.1	9
<b>Writing</b>			
Conventions of Standard English (Writing)	4.4	4.6	9
<b>Text-Dependent Analysis</b>			
Text-Dependent Analysis (Reading/Writing)	7.4	7.9	16

Grade 8	District Average	State Average	Total Points Possible
<b>Text Types</b>			
Literature Text	10.9	11.8	18
Informational Text	11.1	12.4	20

### Mathematics Reporting Categories

Grade 3	District Average	State Average	Total Points Possible
Numbers and Operations in Base Ten	3.5	4.3	7
Numbers and Operations-Fractions	2.1	3.0	7
Operations and Algebraic Thinking	6.4	8.2	15
Geometry	3.4	4.1	7
Measurement and Data	7.0	8.9	16

### Mathematics Reporting Categories

Grade 4	District Average	State Average	Total Points Possible
Numbers and Operations in Base Ten	3.6	4.4	10
Numbers and Operations-Fractions	5.4	6.0	11
Operations and Algebraic Thinking	4.5	5.8	13
Geometry	3.7	4.5	8
Measurement and Data	5.2	6.0	10

### Mathematics Reporting Categories

Grade 5	District Average	State Average	Total Points Possible
Numbers and Operations in Base Ten	4.6	5.7	13
Numbers and Operations-Fractions	5.8	7.1	14
Operations and Algebraic Thinking	3.7	4.2	8
Geometry	2.6	3.6	8
Measurement and Data	3.0	3.9	9

### Mathematics Reporting Categories

Grade 6	District Average	State Average	Total Points Possible
The Number System	5.3	6.5	11
Ratios and Proportional Relationships	4.0	4.8	9
Expressions and Equations	5.5	6.5	15
Geometry	2.1	3.1	8
Statistics and Probability	4.0	5.0	9

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

### Mathematics Reporting Categories

Grade 7	District Average	State Average	Total Points Possible
The Number System	2.9	3.8	9
Ratios and Proportional Relationships	5.7	6.6	12
Expressions and Equations	5.9	7.1	14
Geometry	2.0	2.8	9
Statistics and Probability	3.3	4.0	8

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

### Mathematics Reporting Categories

Grade 8	District Average	State Average	Total Points Possible
The Number System	2.7	3.4	7
Expressions and Equations	7.2	8.5	17
Functions	4.7	6.0	11
Geometry	3.2	4.0	10
Statistics and Probability	3.2	3.7	7

SCRANTON 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	12.7	14.2	25
Biological Sciences	4.3	4.7	9
Physical Sciences	3.4	3.9	8
Earth and Space Sciences	2.8	3.2	6



SCRANTON 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	11.9	13.3	25
Biological Sciences	3.6	4.0	8
Physical Sciences	4.0	4.3	8
Earth and Space Sciences	3.2	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)

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## 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>

