

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 2018

Percentage of Students Proficient and Advanced

	District	State
English Language Arts	48.1	61.4
Mathematics	26.0	42.0
Science	51.4	64.8



SCRANTON SD

PSSA Facts

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.

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
District 2018	12	40	37	11	 51.9	 48.1
District 2017	14	39	37	10	 53.1	 46.9
District 2016	16	37	37	11	 52.3	 47.7
State 2018	7	31	42	19	 38.6	 61.4

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In 2018, 48.1 % of the students at SCRANTON SD met or exceeded proficiency in English Language Arts. Comparatively, 61.4 % of the students in Pennsylvania met or exceeded proficiency in English Language Arts. Use the 2016 and 2017 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

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 2018	46	28	19	7	74.0	46	28	19	7	26.0
District 2017	44	28	20	7	72.4	44	28	20	7	27.6
District 2016	45	26	20	9	71.1	45	26	20	9	28.9
State 2018	32	26	25	17	58.0	32	26	25	17	42.0

In 2018, 26.0 % of the students at SCRANTON SD met or exceeded proficiency in Mathematics. Comparatively, 42.0 % of the students in Pennsylvania met or exceeded proficiency in Mathematics. Use the 2016 and 2017 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			
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
District 2016	26	17	35	23	42.8	26	17	35	23	57.2
State 2018	14	21	37	28	35.2	14	21	37	28	64.8

In 2018, 51.4 % of the students at SCRANTON SD met or exceeded proficiency in Science. Comparatively, 64.8 % of the students in Pennsylvania met or exceeded proficiency in Science. Use the 2016 and 2017 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

2018 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	4228	12	40	37	11	51.9	12	40	37	11	48.1
Historically Underperforming	3443	15	44	33	8	59.2	15	44	33	8	40.8
IEP-Special Education	824	33	56	10	1	88.6	33	56	10	1	11.4
English Learner	414	36	50	12	1	87.0	36	50	12	1	13.0
Economically Disadvantaged	3341	15	44	33	8	58.7	15	44	33	8	41.3
Male	2163	15	42	35	9	56.5	15	42	35	9	43.5
Female	2065	10	37	39	14	47.0	10	37	39	14	53.0
American Indian/Alaskan Native (not Hispanic)	7	43	29	14	14	71.4	43	29	14	14	28.6
Asian (not Hispanic)	191	18	34	35	14	51.8	18	34	35	14	48.2
Black or African American (not Hispanic)	491	19	49	28	4	68.0	19	49	28	4	32.0
Hispanic (any race)	1256	15	48	31	6	62.8	15	48	31	6	37.2
Multi-Racial (not Hispanic)	304	11	42	38	9	53.3	11	42	38	9	46.7
White (not Hispanic)	1940	9	32	43	16	41.1	9	32	43	16	58.9
Native Hawaiian/other Pacific Islander (not Hispanic)	39	3	18	44	36	20.5	3	18	44	36	79.5
Migrant	36	69	25	6	0	94.4	69	25	6	0	5.6

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

SCRANTON SD

2018 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		
						Below Basic	Basic	Proficient	Proficient	Advanced	Advanced
All Students	4221	46	28	19	7	74.0	46	28	19	7	26.0
Historically Underperforming	3436	53	27	16	4	80.0	53	27	16		20.0
IEP-Special Education	818	82	14	4	1	95.6	82	14			4.4
English Learner	416	77	17	5	1	93.8	77	17			6.3
Economically Disadvantaged	3334	52	27	16	4	79.7	52	27	16		20.3
Male	2155	48	27	18	7	74.9	48	27	18	7	25.1
Female	2066	45	28	20	7	73.1	45	28	20	7	26.9
American Indian/Alaskan Native (not Hispanic)	7	57	29	14	0	85.7	57	29	14		14.3
Asian (not Hispanic)	194	43	25	23	9	68.0	43	25	23	9	32.0
Black or African American (not Hispanic)	491	63	24	11	2	87.4	63	24	11		12.6
Hispanic (any race)	1254	54	28	14	4	82.1	54	28	14		17.9
Multi-Racial (not Hispanic)	307	50	28	17	5	77.9	50	28	17		22.1
White (not Hispanic)	1929	37	29	24	10	66.0	37	29	24	10	34.0
Native Hawaiian/other Pacific Islander (not Hispanic)	39	21	23	36	21	43.6	21	23	36	21	56.4
Migrant	36	92	6	3	0	97.2	92	6			2.8

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SCRANTON SD

2018 Performance Level Distribution by Subject and Group

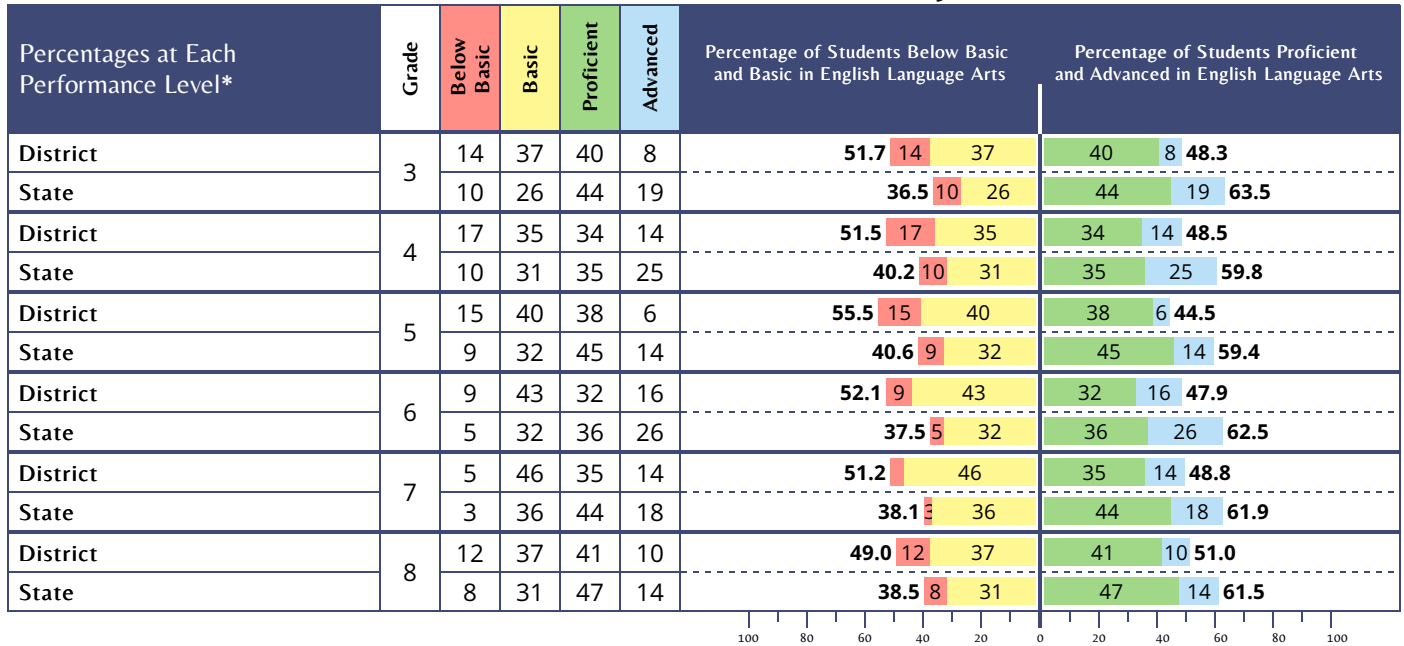
Science Performance by Group

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	1366	22	27	34	17	48.6	22	27	34	17	51.4
Historically Underperforming	1117	25	29	33	13	54.1	25	29	33	13	45.9
IEP-Special Education	262	46	32	17	5	77.9	46	32	17		22.1
English Learner	133	50	29	20	2	78.2	50	29	20		21.8
Economically Disadvantaged	1087	25	28	33	14	53.5	25	28	33	14	46.5
Male	680	23	26	34	18	48.7	23	26	34	18	51.3
Female	686	20	28	34	17	48.5	20	28	34	17	51.5
American Indian/Alaskan Native (not Hispanic)	3	33	33	33	0	66.7	33	33	33		33.3
Asian (not Hispanic)	69	25	14	33	28	39.1	25	14	33	28	60.9
Black or African American (not Hispanic)	154	29	34	28	9	63.0	29	34	28	9	37.0
Hispanic (any race)	402	27	31	33	9	58.0	27	31	33	9	42.0
Multi-Racial (not Hispanic)	74	30	28	34	8	58.1	30	28	34	8	41.9
White (not Hispanic)	650	16	24	36	25	39.5	16	24	36	25	60.5
Native Hawaiian/other Pacific Islander (not Hispanic)	14	7	29	36	29	35.7	7	29	36	29	64.3
Migrant	9	67	22	0	11	88.9	67	22	11		11.1

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SCRANTON SD
2018 Performance Level Distribution by Subject and Grade

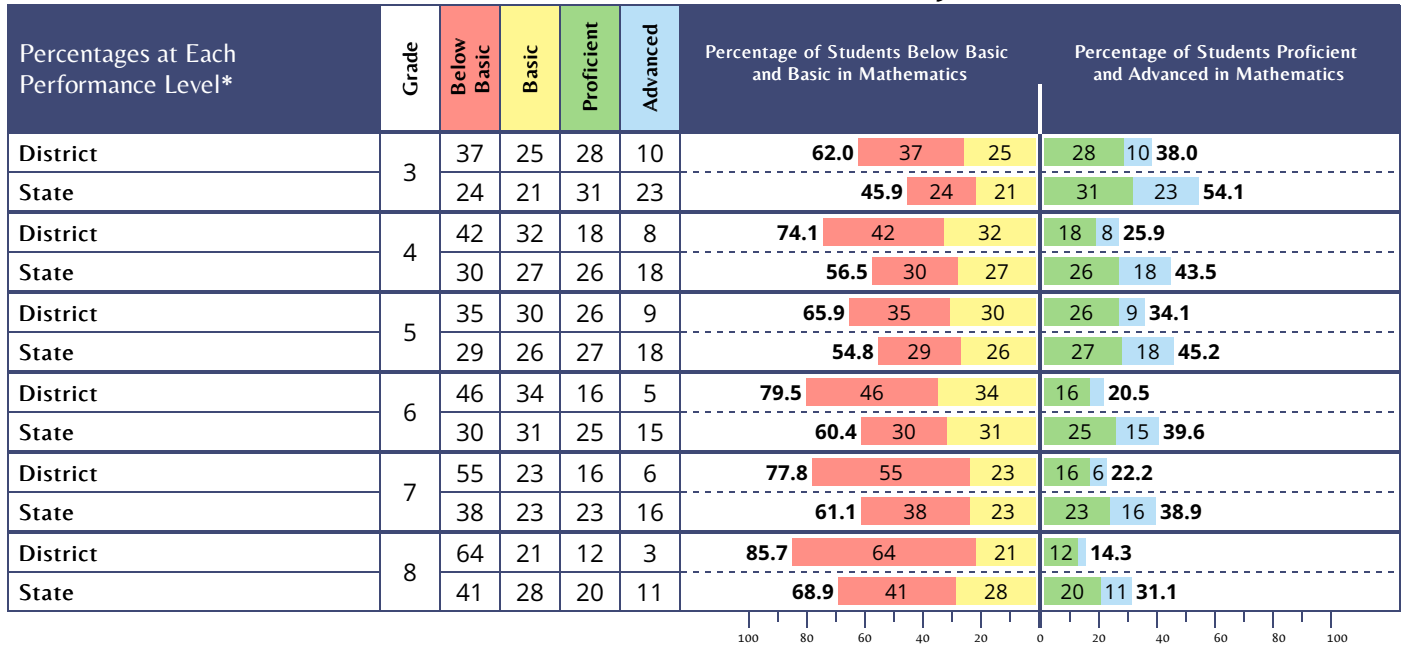
English Language Arts
District and State Performances by Grade



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

SCRANTON SD
2018 Performance Level Distribution by Subject and Grade

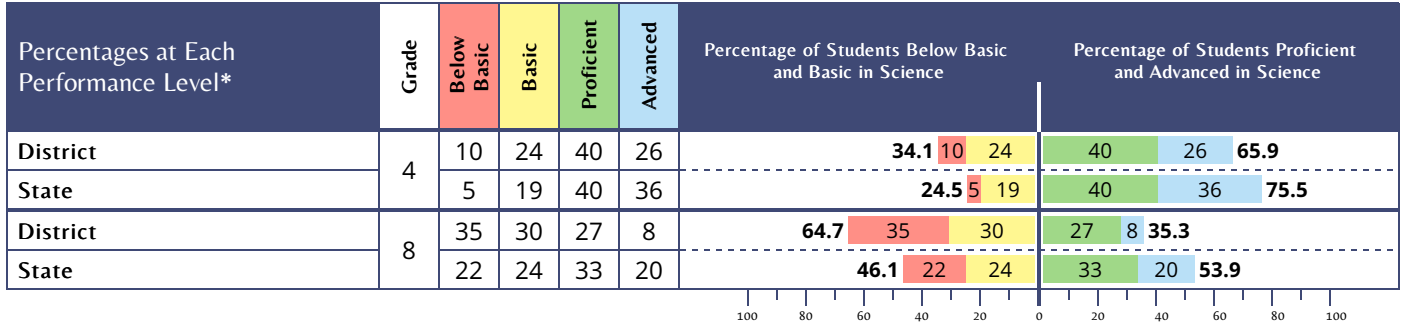
Mathematics
District and State Performances by Grade



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

SCRANTON SD
2018 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
2018 Performance by Subject, Grade, and Reporting Category

English Language Arts Reporting Categories

Grade 3	District Average	State Average	Total Points Possible
Reading			
Key Ideas and Details	7.4	8.6	17
Craft and Structure/Integration of Knowledge and Ideas	3.6	4.2	8
Vocabulary Acquisition and Use	6.6	7.4	11
Writing			
Conventions of Standard English (Writing)	4.0	4.6	9

Grade 3	District Average	State Average	Total Points Possible
Text Types			
Literature Text	9.8	11.1	19
Informational Text	7.8	9.1	17

SCRANTON SD
2018 Performance by Subject, Grade, and Reporting Category

English Language Arts Reporting Categories

Grade 4	District Average	State Average	Total Points Possible
Reading			
Key Ideas and Details	8.1	9.0	16
Craft and Structure/Integration of Knowledge and Ideas	7.0	7.8	13
Vocabulary Acquisition and Use	4.9	5.5	9
Writing			
Conventions of Standard English (Writing)	4.8	5.3	9
Text-Dependent Analysis			
Text-Dependent Analysis (Reading/Writing)	5.7	6.5	16

Grade 4	District Average	State Average	Total Points Possible
Text Types			
Literature Text	8.7	9.8	17
Informational Text	11.3	12.5	21

SCRANTON SD
2018 Performance by Subject, Grade, and Reporting Category

English Language Arts Reporting Categories

Grade 5	District Average	State Average	Total Points Possible
Reading			
Key Ideas and Details	9.7	11.1	20
Craft and Structure/Integration of Knowledge and Ideas	4.3	5.2	11
Vocabulary Acquisition and Use	4.1	4.5	7
Writing			
Conventions of Standard English (Writing)	4.3	5.0	9
Text-Dependent Analysis			
Text-Dependent Analysis (Reading/Writing)	6.0	6.7	16

Grade 5	District Average	State Average	Total Points Possible
Text Types			
Literature Text	9.6	10.8	19
Informational Text	8.5	10.0	19

SCRANTON SD
2018 Performance by Subject, Grade, and Reporting Category

English Language Arts Reporting Categories

Grade 6	District Average	State Average	Total Points Possible
Reading			
Key Ideas and Details	6.5	7.5	13
Craft and Structure/Integration of Knowledge and Ideas	10.3	11.8	20
Vocabulary Acquisition and Use	2.7	3.1	5
Writing			
Conventions of Standard English (Writing)	5.1	5.5	9
Text-Dependent Analysis			
Text-Dependent Analysis (Reading/Writing)	5.9	6.6	16

Grade 6	District Average	State Average	Total Points Possible
Text Types			
Literature Text	9.2	10.6	18
Informational Text	10.2	11.8	20

SCRANTON SD
2018 Performance by Subject, Grade, and Reporting Category

English Language Arts Reporting Categories

Grade 7	District Average	State Average	Total Points Possible
Reading			
Key Ideas and Details	8.0	9.1	16
Craft and Structure/Integration of Knowledge and Ideas	7.5	8.4	15
Vocabulary Acquisition and Use	4.5	4.8	7
Writing			
Conventions of Standard English (Writing)	4.6	4.9	9
Text-Dependent Analysis			
Text-Dependent Analysis (Reading/Writing)	7.1	7.7	16

Grade 7	District Average	State Average	Total Points Possible
Text Types			
Literature Text	9.5	10.7	18
Informational Text	10.4	11.6	20

SCRANTON SD
2018 Performance by Subject, Grade, and Reporting Category

English Language Arts Reporting Categories

Grade 8	District Average	State Average	Total Points Possible
Reading			
Key Ideas and Details	5.9	6.7	12
Craft and Structure/Integration of Knowledge and Ideas	9.2	10.1	16
Vocabulary Acquisition and Use	5.3	5.8	10
Writing			
Conventions of Standard English (Writing)	4.9	5.3	9
Text-Dependent Analysis			
Text-Dependent Analysis (Reading/Writing)	7.3	7.8	16

Grade 8	District Average	State Average	Total Points Possible
Text Types			
Literature Text	10.1	11.2	19
Informational Text	10.3	11.4	19

SCRANTON SD
2018 Performance by Subject, Grade, and Reporting Category

Mathematics Reporting Categories

Grade 3	District Average	State Average	Total Points Possible
Numbers and Operations in Base Ten	3.4	4.2	8
Numbers and Operations-Fractions	2.3	2.9	8
Operations and Algebraic Thinking	7.7	9.1	15
Geometry	3.1	3.6	7
Measurement and Data	5.8	7.2	14

Mathematics Reporting Categories

Grade 4	District Average	State Average	Total Points Possible
Numbers and Operations in Base Ten	3.2	4.3	10
Numbers and Operations-Fractions	4.8	5.4	11
Operations and Algebraic Thinking	5.8	6.9	13
Geometry	3.0	3.8	8
Measurement and Data	4.5	5.4	10

SCRANTON SD
2018 Performance by Subject, Grade, and Reporting Category

Mathematics Reporting Categories

Grade 5	District Average	State Average	Total Points Possible
Numbers and Operations in Base Ten	5.9	6.7	13
Numbers and Operations-Fractions	7.0	7.8	15
Operations and Algebraic Thinking	3.5	3.9	7
Geometry	3.2	3.8	8
Measurement and Data	3.9	4.3	9

SCRANTON SD
2018 Performance by Subject, Grade, and Reporting Category

Mathematics Reporting Categories

Grade 6	District Average	State Average	Total Points Possible
The Number System	5.2	6.2	10
Ratios and Proportional Relationships	3.3	4.4	10
Expressions and Equations	6.1	7.4	15
Geometry	2.8	3.7	8
Statistics and Probability	3.9	4.8	9

SCRANTON SD
2018 Performance by Subject, Grade, and Reporting Category

Mathematics Reporting Categories

Grade 7	District Average	State Average	Total Points Possible
The Number System	3.7	4.4	8
Ratios and Proportional Relationships	5.8	7.1	13
Expressions and Equations	5.6	6.9	14
Geometry	2.3	3.2	9
Statistics and Probability	3.9	4.9	8

SCRANTON SD
2018 Performance by Subject, Grade, and Reporting Category

Mathematics Reporting Categories

Grade 8	District Average	State Average	Total Points Possible
The Number System	3.1	4.1	7
Expressions and Equations	7.1	9.0	17
Functions	4.4	5.6	11
Geometry	3.6	4.6	9
Statistics and Probability	2.6	3.4	8

SCRANTON SD
2018 Performance by Subject, Grade, and Reporting Category

Science Reporting Categories

Grade 4	District Average	State Average	Total Points Possible
The Nature of Science	11.5	13.1	24
Biological Sciences	4.4	4.8	8
Physical Sciences	3.9	4.3	8
Earth and Space Sciences	2.8	3.0	8

SCRANTON SD
2018 Performance by Subject, Grade, and Reporting Category

Science Reporting Categories

Grade 8	District Average	State Average	Total Points Possible
The Nature of Science	9.6	11.5	23
Biological Sciences	4.1	4.8	9
Physical Sciences	3.6	4.2	8
Earth and Space Sciences	2.8	3.4	8

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

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>

