

Dear School Leader:

This report provides you with information about your school's performance in English Language Arts, Mathematics, and, where applicable, Science on the Pennsylvania System of School Assessment (PSSA).

The report is designed to give you:

- An overview of how your school's performance compares to previous years;
- An overview of how your school's performance compares to the performance of students in your district and across the Commonwealth;
- In-depth results by grade, subject, and student group;
- Data on your school'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: HEMPFIELD AREA SD
School: STANWOOD EL SCH
AUN: 107653802-000005359
Test Date: PSSA Spring 2016

Percentage of Students Proficient and Advanced

	School	District	State
English Language Arts	71.1	75.8	60.4
Mathematics	64.1	58.3	42.5
Science	86.5	80.1	67.0



STANWOOD EL SCH

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.

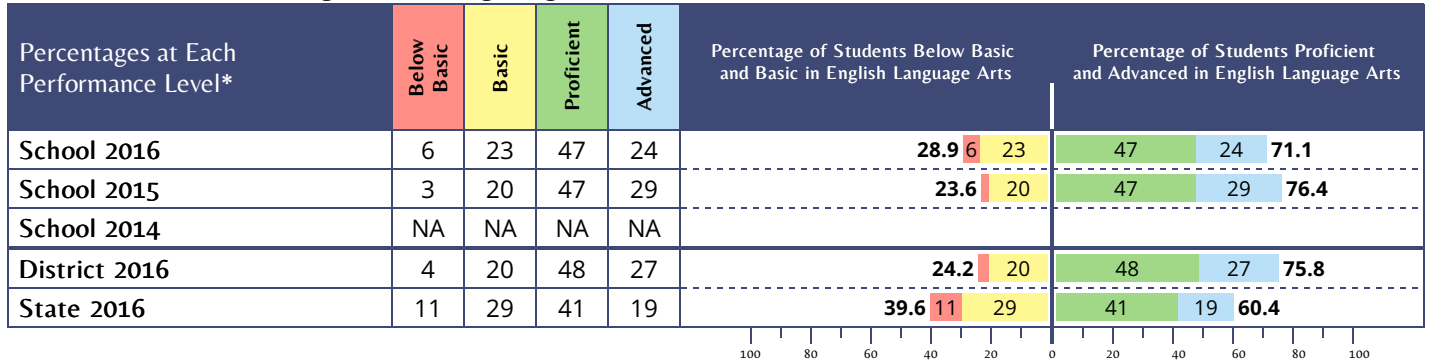
PSSA Reporting Categories

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.

STANWOOD EL SCH

Performance Level Distribution by Subject

English Language Arts Performance Level Results



In 2016, 71.1 % of the students at STANWOOD EL SCH met or exceeded proficiency in English Language Arts. Comparatively, 60.4 % of the students in Pennsylvania met or exceeded proficiency in English Language Arts. Use the 2015 data provided to determine your district's two-year progress in ELA and Mathematics. For Science, use the 2014 and 2015 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.

STANWOOD EL SCH

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			
					Below Basic	Basic	Proficient	Advanced		
School 2016	11	25	30	34	35.9	11	25	30	34	64.1
School 2015	10	27	37	25	37.7	10	27	37	25	62.3
School 2014	NA	NA	NA	NA						
District 2016	15	27	32	26	41.7	15	27	32	26	58.3
State 2016	31	27	25	18	57.5	31	27	25	18	42.5

In 2016, 64.1 % of the students at STANWOOD EL SCH met or exceeded proficiency in Mathematics. Comparatively, 42.5 % of the students in Pennsylvania met or exceeded proficiency in Mathematics. Use the 2015 data provided to determine your district's two-year progress in ELA and Mathematics. For Science, use the 2014 and 2015 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.

STANWOOD EL SCH

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		
					Percentage	Percentage	Percentage	Percentage	
School 2016	4	9	44	43	13.5	9	44	43	86.5
School 2015	2	4	35	59	5.9	4	35	59	94.1
School 2014	3	6	34	57	9	6	34	57	90.7
District 2016	9	11	39	41	19.9	9	39	41	80.1
State 2016	19	14	34	33	33.0	19	34	33	67.0

In 2016, 86.5 % of the students at STANWOOD EL SCH met or exceeded proficiency in Science. Comparatively, 67.0 % of the students in Pennsylvania met or exceeded proficiency in Science. Use the 2015 data provided to determine your district's two-year progress in ELA and Mathematics. For Science, use the 2014 and 2015 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.

STANWOOD EL SCH

2016 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			
						Percentage	Count	Percentage	Count		
All Students	304	6	23	47	24	28.9	6	23	47	24	71.1
Historically Underperforming	130	13	35	39	12	48.5	13	35	39	12	51.5
IEP-Special Education	48	23	27	35	15	50.0	23	27	35	15	50.0
English Language Learner	0	0	0	0	0						
Economically Disadvantaged	102	13	37	38	12	50.0	13	37	38	12	50.0
Male	147	7	29	48	16	36.1	7	29	48	16	63.9
Female	157	4	18	46	31	22.3	4	18	46	31	77.7
American Indian/Alaskan Native (not Hispanic)	1	0	0	100	0				100		100.0
Asian (not Hispanic)	3	0	67	33	0	66.7	67	33	33		33.3
Black or African American (not Hispanic)	7	0	43	43	14	42.9	43	43	14		57.1
Hispanic (any race)	4	0	75	25	0	75.0	75	25	25		25.0
Multi-Racial (not Hispanic)	6	0	33	33	33	33.3	33	33	33	33	66.7
White (not Hispanic)	283	6	22	48	24	27.6	6	22	48	24	72.4
Native Hawaiian/other Pacific Islander (not Hispanic)	0	0	0	0	0						
Migrant	0	0	0	0	0						

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

STANWOOD EL SCH

2016 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	Total	Proficient	Advanced	Total
All Students	304	11	25	30	34	35.9	11	25	30	34	64.1
Historically Underperforming	130	22	32	26	19	54.6	22	32	26	19	45.4
IEP-Special Education	48	31	23	21	25	54.2	31	23	21	25	45.8
English Language Learner	0	0	0	0	0						
Economically Disadvantaged	102	23	33	28	16	55.9	23	33	28	16	44.1
Male	147	12	27	29	31	39.5	12	27	29	31	60.5
Female	157	9	24	31	36	32.5	9	24	31	36	67.5
American Indian/Alaskan Native (not Hispanic)	1	0	0	0	100					100	100.0
Asian (not Hispanic)	3	0	33	67	0	33.3		33	67		66.7
Black or African American (not Hispanic)	7	29	29	43	0	57.1	29	29	43		42.9
Hispanic (any race)	4	0	100	0	0	100.0		100			
Multi-Racial (not Hispanic)	6	0	50	50	0	50.0		50	50		50.0
White (not Hispanic)	283	11	24	30	36	34.3	11	24	30	36	65.7
Native Hawaiian/other Pacific Islander (not Hispanic)	0	0	0	0	0						
Migrant	0	0	0	0	0						

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

STANWOOD EL SCH

2016 Performance Level Distribution by Subject and Group

Science Performance by Group

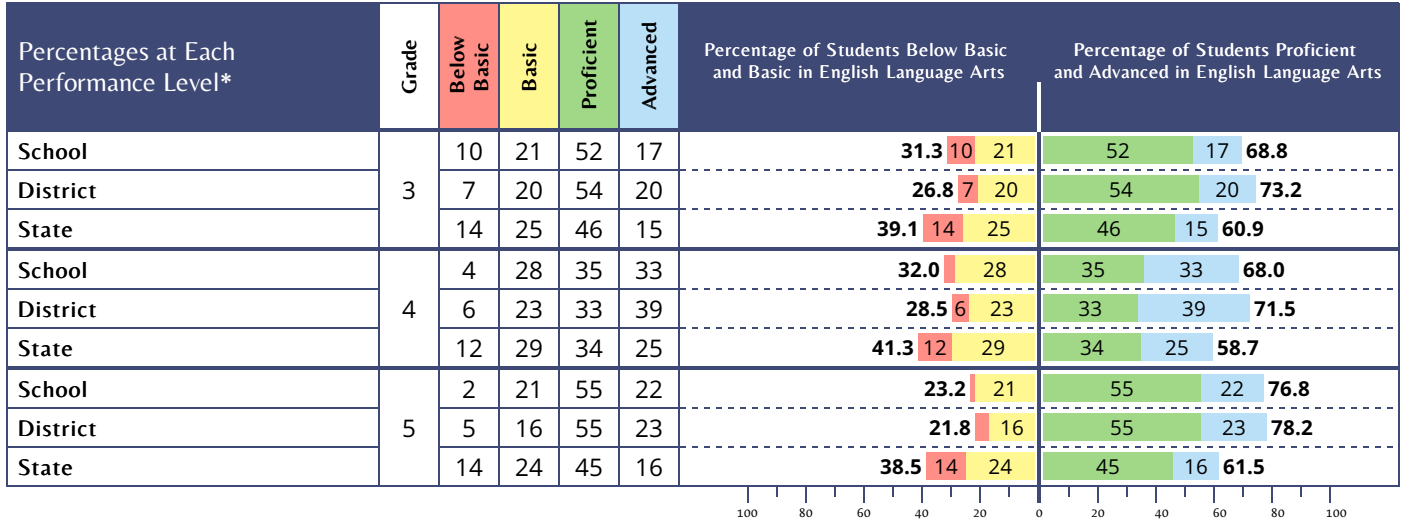
Percentages and Total Number by Group*	Total Tested	Below Basic	Basic	Proficient	Advanced	Percentage of Students Below Basic and Basic in Science		Percentage of Students Proficient and Advanced in Science		
						Percentage	Count	Percentage	Count	
All Students	96	4	9	44	43	13.5	9	44	43	86.5
Historically Underperforming	40	8	8	55	30	15.0	8	55	30	85.0
IEP-Special Education	13	15	8	54	23	23.1	15	54	23	76.9
English Language Learner	0	0	0	0	0					
Economically Disadvantaged	32	6	6	53	34	12.5	6	53	34	87.5
Male	46	7	4	50	39	10.9	7	50	39	89.1
Female	50	2	14	38	46	16.0	14	38	46	84.0
American Indian/Alaskan Native (not Hispanic)	0	0	0	0	0					
Asian (not Hispanic)	0	0	0	0	0					
Black or African American (not Hispanic)	2	0	0	100	0			100		100.0
Hispanic (any race)	2	0	50	50	0	50.0	50	50		50.0
Multi-Racial (not Hispanic)	3	0	0	33	67			33	67	100.0
White (not Hispanic)	89	4	9	43	44	13.5	9	43	44	86.5
Native Hawaiian/other Pacific Islander (not Hispanic)	0	0	0	0	0					
Migrant	0	0	0	0	0					

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

STANWOOD EL SCH

2016 Performance Level Distribution by Subject and Grade

English Language Arts School, District, and State Performances by Grade



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

STANWOOD EL SCH

2016 Performance Level Distribution by Subject and Grade

Mathematics

School, District, and State Performances by Grade

Percentages at Each Performance Level*	Grade	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	Total	Proficient	Advanced	Total
School	3	14	21	29	36	34.8	14	21	29	36	65.2
District		12	19	34	35	30.8	12	19	34	35	69.2
State		25	21	28	26	45.6	25	21	28	26	54.4
School	4	10	35	32	23	45.4	10	35	32	23	54.6
District		13	25	32	30	38.4	13	25	32	30	61.6
State		28	26	27	20	53.4	28	26	27	20	46.6
School	5	6	21	29	43	27.4	6	21	29	43	72.6
District		11	22	31	36	32.9	11	22	31	36	67.1
State		28	28	26	18	55.6	28	28	26	18	44.4

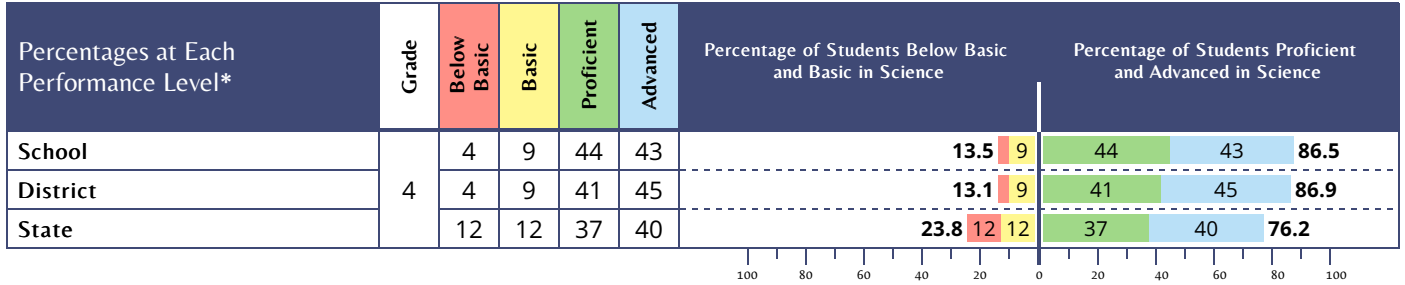
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STANWOOD EL SCH

2016 Performance Level Distribution by Subject and Grade

Science School, District, and State Performances by Grade



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

STANWOOD EL SCH
2016 Performance by Subject, Grade, and Reporting Category

English Language Arts Reporting Categories

Grade 3	School Average	District Average	State Average	Total Points Possible
Reading				
Key Ideas and Details	11.1	11.6	10.5	20
Craft and Structure/Integration of Knowledge and Ideas	3.7	4.1	4.0	7
Vocabulary Acquisition and Use	7.1	7.4	6.8	9
Writing				
Types of Writing	4.3	4.1	3.7	8
Language	11.7	12.1	11.2	18

Grade 3	School Average	District Average	State Average	Total Points Possible
Text Types				
Literature Text	12.1	12.6	11.5	19
Informational Text	9.8	10.5	9.7	17

STANWOOD EL SCH
2016 Performance by Subject, Grade, and Reporting Category

English Language Arts Reporting Categories

Grade 4	School Average	District Average	State Average	Total Points Possible
Reading				
Key Ideas and Details	15.5	15.6	14.5	22
Craft and Structure/Integration of Knowledge and Ideas	5.6	5.7	5.2	8
Vocabulary Acquisition and Use	6.4	6.4	5.8	8
Writing				
Types of Writing	6.8	6.4	6.1	12
Language	11.9	12.6	11.1	18
Text-Dependent Analysis				
Text-Dependent Analysis	7.5	7.0	5.5	16

Grade 4	School Average	District Average	State Average	Total Points Possible
Text Types				
Literature Text	14.6	14.6	13.5	19
Informational Text	12.7	13.1	12.0	19

STANWOOD EL SCH
2016 Performance by Subject, Grade, and Reporting Category

English Language Arts Reporting Categories

Grade 5	School Average	District Average	State Average	Total Points Possible
Reading				
Key Ideas and Details	12.5	12.2	11.0	18
Craft and Structure/Integration of Knowledge and Ideas	4.1	4.3	3.8	7
Vocabulary Acquisition and Use	9.7	9.7	8.7	13
Writing				
Types of Writing	8.3	8.1	7.3	12
Language	12.3	12.3	11.1	18
Text-Dependent Analysis				
Text-Dependent Analysis	7.4	6.9	6.1	16

Grade 5	School Average	District Average	State Average	Total Points Possible
Text Types				
Literature Text	14.9	14.8	13.0	21
Informational Text	11.5	11.5	10.5	17

Mathematics Reporting Categories

Grade 3	School Average	District Average	State Average	Total Points Possible
Numbers and Operations in Base Ten	8.1	8.1	7.3	11
Numbers and Operations-Fractions	6.6	7.1	6.5	10
Operations and Algebraic Thinking	16.1	16.0	14.7	21
Geometry	7.3	7.3	6.5	11
Measurement and Data	11.8	12.0	10.9	19

Mathematics Reporting Categories

Grade 4	School Average	District Average	State Average	Total Points Possible
Numbers and Operations in Base Ten	10.4	10.6	9.4	14
Numbers and Operations-Fractions	11.2	11.4	10.1	17
Operations and Algebraic Thinking	12.4	12.7	11.1	18
Geometry	6.4	6.5	5.8	10
Measurement and Data	7.3	7.4	6.5	13

Mathematics Reporting Categories

Grade 5	School Average	District Average	State Average	Total Points Possible
Numbers and Operations in Base Ten	14.5	13.8	11.4	19
Numbers and Operations-Fractions	12.8	12.5	10.1	20
Operations and Algebraic Thinking	7.0	6.4	5.2	11
Geometry	7.4	7.1	6.0	10
Measurement and Data	7.5	7.1	5.5	12

Science Reporting Categories

Grade 4	School Average	District Average	State Average	Total Points Possible
The Nature of Science	24.3	24.6	22.6	33
Biological Sciences	10.1	10.0	9.7	13
Physical Sciences	9.5	9.2	8.7	12
Earth and Space Sciences	6.9	7.1	6.8	10

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>

