PENNSYLVANIA
System of School Assessment (PSSA)

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: CENTRAL BUCKS SD
School: HOLICONG MS
AUN: 122092102-000005307
Test Date: PSSA Spring 2016

Percentage of Students Proficient and Advanced

	School	District	State
English Language Arts	90.1	86.4	60.4
Mathematics	71.7	70.6	42.5
Science	83.5	86.7	67.0

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
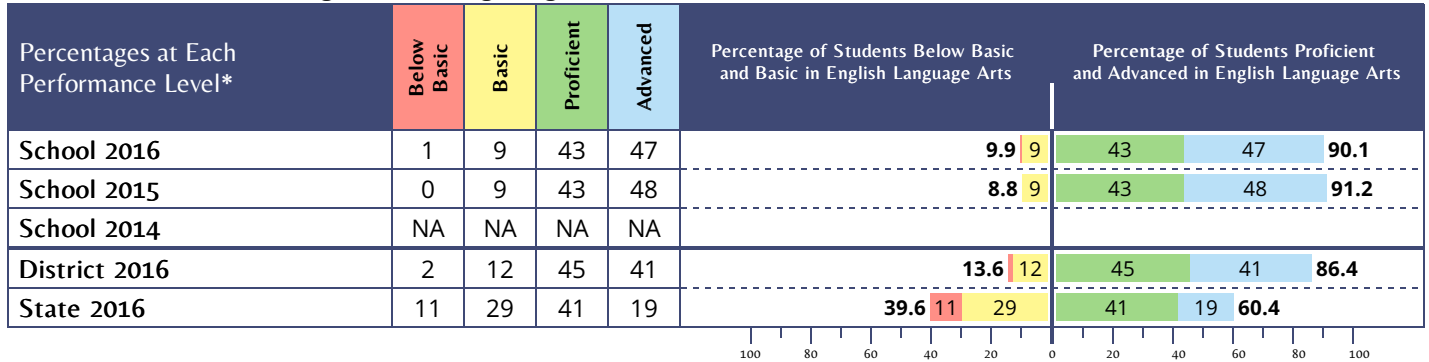
Reporting Categories are designed to clarify the Pennsylvania Core Standards. Each reporting category consists of several assessment anchors and eligible content, which provide details of skills and concepts that are assessed on the PSSA. The charts that follow provide school, district, and state averages for each reporting category assessed for specific grades and subjects.

English Language Arts Performance Level Results

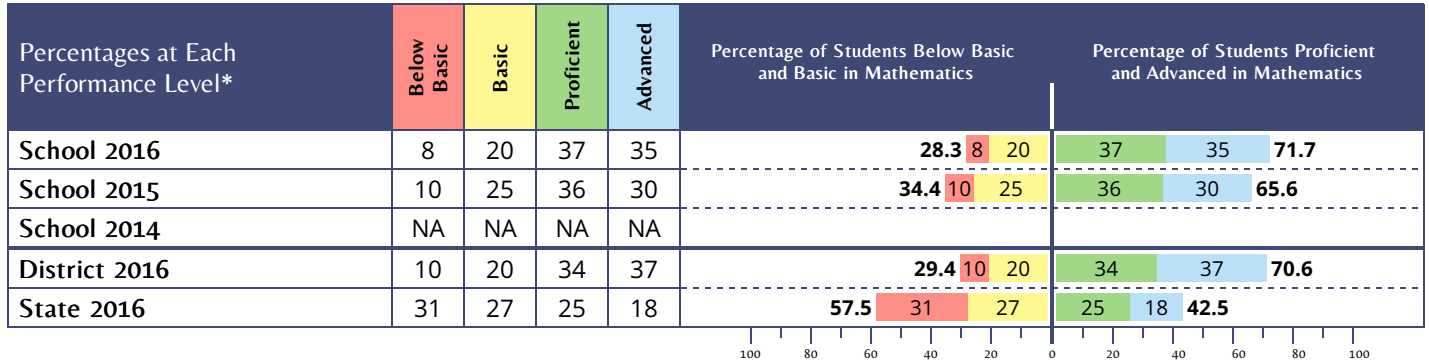| Percentages at Each Performance Level*	Below Basic	Basic	Proficient	Advanced	Percentage of Students Below Basic and Basic in English Language Arts	Percentage of Students Proficient and Advanced in English Language Arts
School 2016	1	9	43	47	9.9 9	43 47 90.1
School 2015	0	9	43	48	8.8 9	43 48 91.2
School 2014	NA	NA	NA	NA		
District 2016	2	12	45	41	13.6 12	45 41 86.4
State 2016	11	29	41	19	39.6 11 29	41 19 60.4

100 80 60 40 20 0 20 40 60 80 100

In 2016, 90.1 % of the students at HOLICONG MS 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.

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		
School 2016	8	20	37	35	28.3	8	20	37	35	71.7
School 2015	10	25	36	30	34.4	10	25	36	30	65.6
School 2014	NA	NA	NA	NA						
District 2016	10	20	34	37	29.4	10	20	34	37	70.6
State 2016	31	27	25	18	57.5	31	27	25	18	42.5

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In 2016, 71.7 % of the students at HOLICONG MS 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.

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
School 2016	6	10	30	53	16.5 6 10	30 53 83.5
School 2015	4	10	38	48	13.7 10	38 48 86.3
School 2014	5	6	40	50	11 6	40 50 89.2
District 2016	5	9	35	52	13.3 9	35 52 86.7
State 2016	19	14	34	33	33.0 19 14	34 33 67.0

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In 2016, 83.5 % of the students at HOLICONG MS 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.

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
All Students	709	1	9	43	47	9.9 9	43 47 90.1
Historically Underperforming	105	5	38	42	15	42.9 38	42 15 57.1
IEP-Special Education	83	6	48	37	8	54.2 6 48	37 8 45.8
English Language Learner	0	0	0	0	0		
Economically Disadvantaged	25	0	4	60	36	4.0	60 36 96.0
Male	350	1	13	49	37	14.3 13	49 37 85.7
Female	359	0	5	37	57	5.6	37 57 94.4
American Indian/Alaskan Native (not Hispanic)	1	0	0	100	0		100 100.0
Asian (not Hispanic)	45	0	4	24	71	4.4	24 71 95.6
Black or African American (not Hispanic)	9	0	33	22	44	33.3 33	22 44 66.7
Hispanic (any race)	18	0	11	39	50	11.1 11	39 50 88.9
Multi-Racial (not Hispanic)	16	0	0	31	69		31 69 100.0
White (not Hispanic)	620	1	9	45	45	10.2 9	45 45 89.8
Native Hawaiian/other Pacific Islander (not Hispanic)	0	0	0	0	0		
Migrant	0	0	0	0	0		

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

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
All Students	707	8	20	37	35	28.3 8 20	37 35 71.7
Historically Underperforming	104	42	34	13	12	76.0 42 34	13 12 24.0
IEP-Special Education	82	51	33	11	5	84.1 51 33	11 15.9
English Language Learner	0	0	0	0	0		
Economically Disadvantaged	25	8	40	20	32	48.0 8 40	20 32 52.0
Male	348	9	22	35	34	31.3 9 22	35 34 68.7
Female	359	8	18	38	36	25.3 8 18	38 36 74.7
American Indian/Alaskan Native (not Hispanic)	1	0	0	100	0		100 100.0
Asian (not Hispanic)	45	2	11	22	64	13.3 11	22 64 86.7
Black or African American (not Hispanic)	9	33	11	44	11	44.4 33 11	44 11 55.6
Hispanic (any race)	18	17	22	39	22	38.9 17 22	39 22 61.1
Multi-Racial (not Hispanic)	16	13	6	44	38	18.8 13 6	44 38 81.3
White (not Hispanic)	618	8	21	37	34	29.1 8 21	37 34 70.9
Native Hawaiian/other Pacific Islander (not Hispanic)	0	0	0	0	0		
Migrant	0	0	0	0	0		

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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
All Students	346	6	10	30	53	16.5 6 10	30 53 **83.5**
Historically Underperforming	50	30	24	16	30	54.0 30 24	16 30 **46.0**
IEP-Special Education	42	33	26	17	24	59.5 33 26	17 24 **40.5**
English Language Learner	0	0	0	0	0		
Economically Disadvantaged	9	11	22	11	56	33.3 11 22	11 56 **66.7**
Male	175	9	9	30	52	17.7 9 9	30 52 **82.3**
Female	171	3	12	30	54	15.2 12	30 54 **84.8**
American Indian/Alaskan Native (not Hispanic)	0	0	0	0	0		
Asian (not Hispanic)	27	4	15	11	70	18.5 15	11 70 **81.5**
Black or African American (not Hispanic)	5	20	40	0	40	60.0 20 40	40 **40.0**
Hispanic (any race)	10	0	20	50	30	20.0 20	50 30 **80.0**
Multi-Racial (not Hispanic)	8	0	13	0	88	12.5 13	88 **87.5**
White (not Hispanic)	296	6	9	33	52	15.5 6 9	33 52 **84.5**
Native Hawaiian/other Pacific Islander (not Hispanic)	0	0	0	0	0		
Migrant	0	0	0	0	0		

100 80 60 40 20 0 20 40 60 80 100

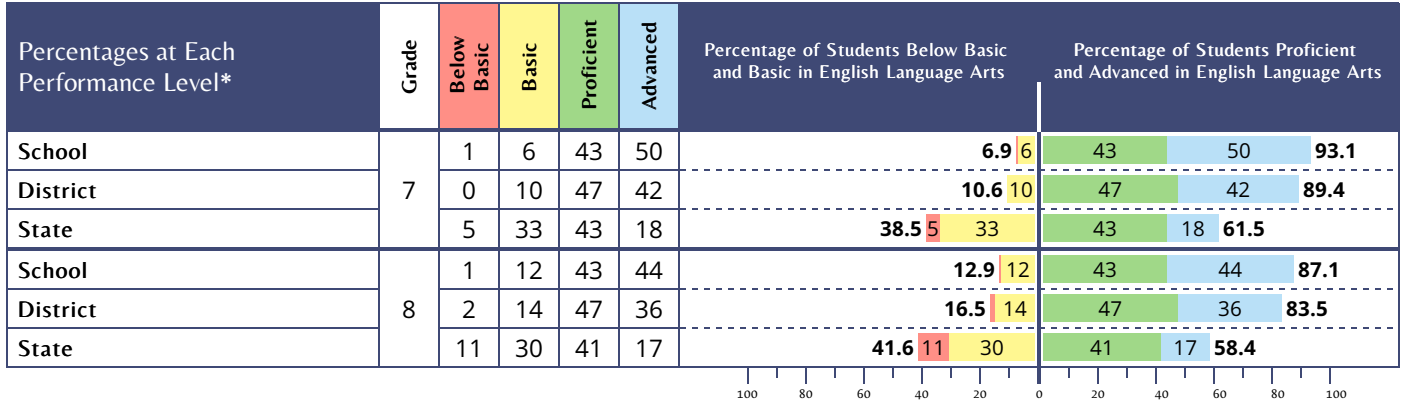** The sum of the percentages may not equal 100 due to rounding. Total Tested means the number of students receiving a score.*

English Language Arts
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 English Language Arts	Percentage of Students Proficient and Advanced in English Language Arts
School		1	6	43	50	6.9 6	43 50 **93.1**
District	7	0	10	47	42	10.6 10	47 42 **89.4**
State		5	33	43	18	38.5 5 33	43 18 **61.5**
School		1	12	43	44	12.9 12	43 44 **87.1**
District	8	2	14	47	36	16.5 14	47 36 **83.5**
State		11	30	41	17	41.6 11 30	41 17 **58.4**

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

Mathematics
School, District, and State Performances by Grade
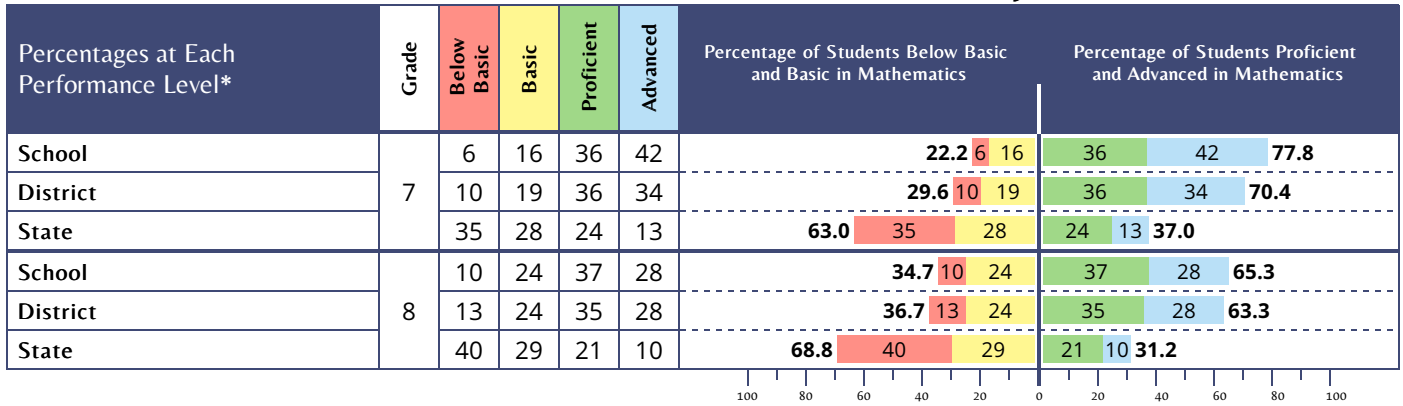
Percentages at Each Performance Level*	Grade	Below Basic	Basic	Proficient	Advanced	Percentage of Students Below Basic and Basic in Mathematics	Percentage of Students Proficient and Advanced in Mathematics
School		6	16	36	42	22.2 6 16	36 42 77.8
District	7	10	19	36	34	29.6 10 19	36 34 70.4
State		35	28	24	13	63.0 35 28	24 13 37.0
School		10	24	37	28	34.7 10 24	37 28 65.3
District	8	13	24	35	28	36.7 13 24	35 28 63.3
State		40	29	21	10	68.8 40 29	21 10 31.2

100 80 60 40 20 0 20 40 60 80 100

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

Science
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 Science	Percentage of Students Proficient and Advanced in Science
School		6	10	30	53	16.5 6 10	30 53 83.5
District	8	8	11	35	46	18.7 8 11	35 46 81.3
State		26	17	30	27	42.3 26 17	30 27 57.7

100 80 60 40 20 0 20 40 60 80 100

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

English Language Arts Reporting Categories

Grade 7	School Average	District Average	State Average	Total Points Possible
Reading				
Key Ideas and Details	10.1	9.9	8.4	15
Craft and Structure/Integration of Knowledge and Ideas	10.0	9.8	8.4	14
Vocabulary Acquisition and Use	7.4	7.3	6.3	9
Writing				
Types of Writing	9.1	8.7	7.2	12
Language	14.6	14.1	11.9	18
Text-Dependent Analysis				
Text-Dependent Analysis	9.8	9.2	6.8	16

Grade 7	School Average	District Average	State Average	Total Points Possible
Text Types				
Literature Text	13.6	13.2	11.1	20
Informational Text	14.0	13.8	12.0	18

English Language Arts Reporting Categories

Grade 8	School Average	District Average	State Average	Total Points Possible
Reading				
Key Ideas and Details	10.4	10.0	8.6	14
Craft and Structure/Integration of Knowledge and Ideas	9.8	9.5	8.3	13
Vocabulary Acquisition and Use	8.6	8.6	7.6	11
Writing				
Types of Writing	9.1	8.7	7.5	12
Language	15.3	14.9	12.7	18
Text-Dependent Analysis				
Text-Dependent Analysis	10.4	9.4	7.5	16

Grade 8	School Average	District Average	State Average	Total Points Possible
Text Types				
Literature Text	15.9	15.7	13.9	20
Informational Text	12.8	12.4	10.6	18

Mathematics Reporting Categories

Grade 7	School Average	District Average	State Average	Total Points Possible
The Number System	9.3	8.9	6.8	12
Ratios and Proportional Relationships	12.4	11.7	8.8	17
Expressions and Equations	11.1	10.4	7.8	17
Geometry	10.4	9.9	7.3	14
Statistics and Probability	8.6	8.2	6.2	12

Mathematics Reporting Categories

Grade 8	School Average	District Average	State Average	Total Points Possible
The Number System	7.3	7.0	5.6	11
Expressions and Equations	17.6	17.0	13.0	24
Functions	10.4	10.4	8.0	14
Geometry	8.0	7.8	5.8	12
Statistics and Probability	7.0	7.0	5.5	11

Science Reporting Categories

Grade 8	School Average	District Average	State Average	Total Points Possible
The Nature of Science	27.2	26.5	22.6	34
Biological Sciences	10.8	10.4	9.1	14
Physical Sciences	7.4	7.1	6.1	9
Earth and Space Sciences	8.3	8.1	6.7	11

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

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

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.drcedirect.com

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