

District Summary Report

District: NORTHERN YORK CO SD
AUN: 115674603
Test Date: Spring 2017
Number of Students Tested: 246

Content Area:
Algebra I



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,
- in-depth results by student group, and
- data on your district's achievement by assessment anchor.

Please use this report and detailed supporting materials on the Pennsylvania Department of Education Standards Aligned System website (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 2019 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

Algebra I



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.

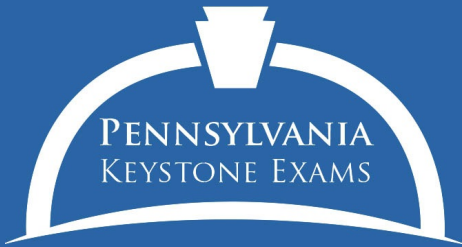


Below Basic: Inadequate academic performance indicating little understanding and minimal display of the skills included in the Keystone Exams Assessment Anchors and Eligible Content. There is a major need for additional instructional opportunities and/or increased student academic commitment to achieve 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.





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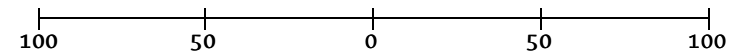
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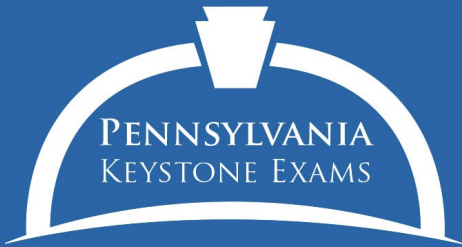
Performance Level Summary: All Testers

Algebra I	Total Tested	Below Basic		Basic		Proficient		Advanced		Percentages by Performance Level ¹	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percentage of Students Below Basic and Basic in Algebra I	Percentage of Students Proficient and Advanced in Algebra I
District: All Testers	246	11	4.5	67	27.2	95	38.6	73	29.7		
State: All Testers	168,559	27,252	16.2	71,980	42.7	38,895	23.1	30,432	18.1		



¹If 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.





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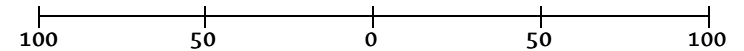
Content Area:
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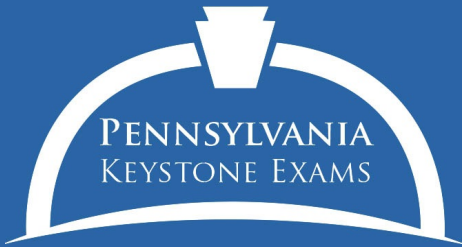


Performance Level Summary: First-Time Testers

Algebra I	Total Tested	Below Basic		Basic		Proficient		Advanced		Percentages by Performance Level ¹	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percentage of Students Below Basic and Basic in Algebra I	Percentage of Students Proficient and Advanced in Algebra I
District: First-Time Testers	205	10	4.9	46	22.4	78	38.0	71	34.6		
State: First-Time Testers	116,687	18,136	15.5	37,659	32.3	31,009	26.6	29,883	25.6		

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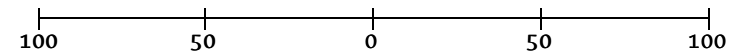
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Performance Level Summary: Retesters

Algebra I	Total Tested	Below Basic		Basic		Proficient		Advanced		Percentages by Performance Level ¹	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percentage of Students Below Basic and Basic in Algebra I	Percentage of Students Proficient and Advanced in Algebra I
District: Retesters	41	1	2.4	21	51.2	17	41.5	2	4.9	53.6	46.4
State: Retesters	51,872	9,116	17.6	34,321	66.2	7,886	15.2	549	1.1	83.8	16.3

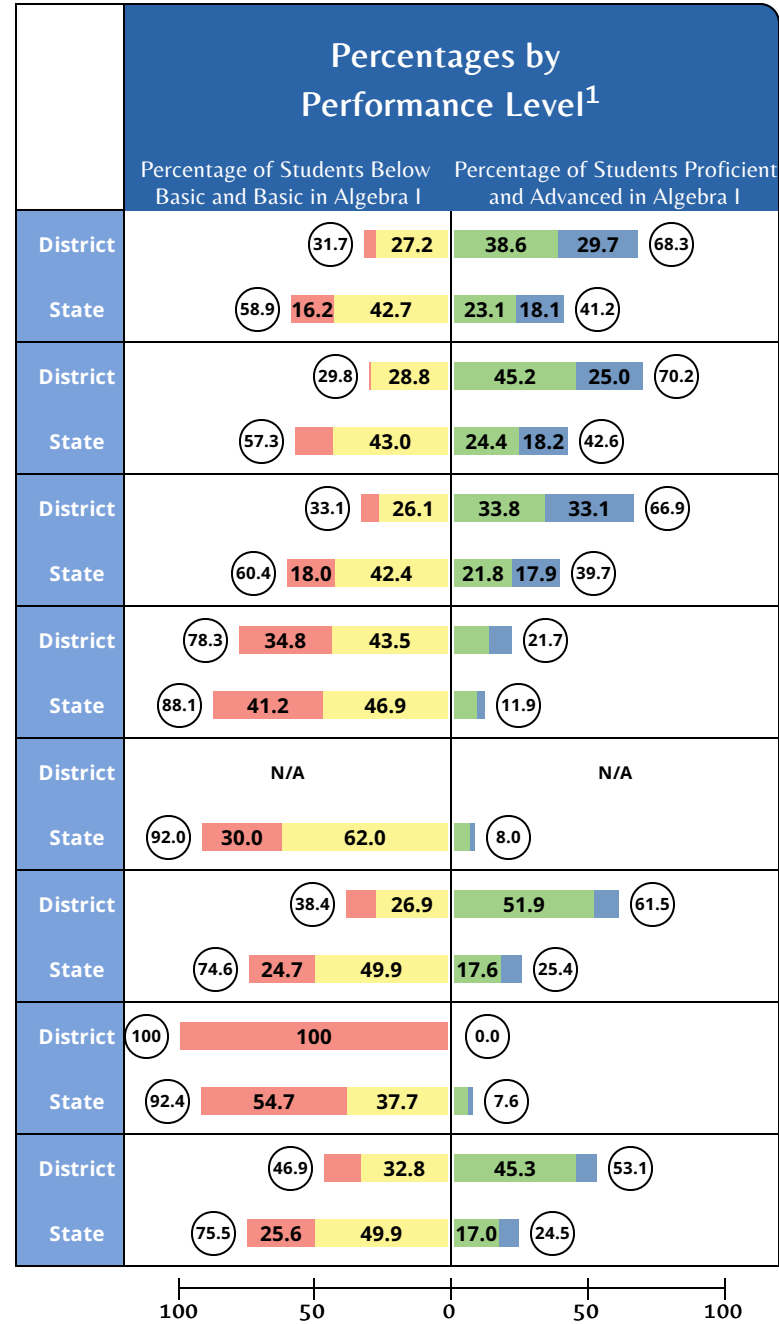


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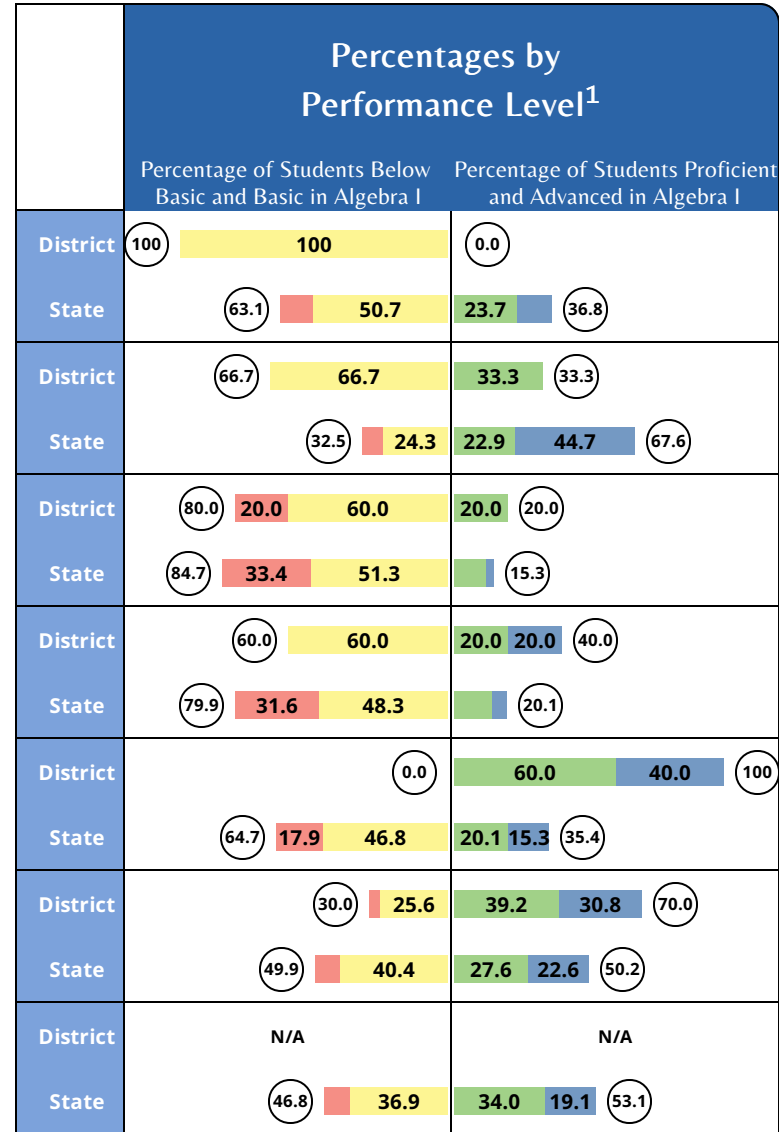
Performance Level Summary by Group: All Testers

Algebra I		District				State			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
All Students	#	11	67	95	73	27,252	71,980	38,895	30,432
	%	4.5	27.2	38.6	29.7	16.2	42.7	23.1	18.1
GENDER Female	#	1	30	47	26	11,902	35,779	20,290	15,168
	%	1.0	28.8	45.2	25.0	14.3	43.0	24.4	18.2
Male	#	10	37	48	47	15,318	36,153	18,592	15,261
	%	7.0	26.1	33.8	33.1	18.0	42.4	21.8	17.9
PROGRAM STATUS IEP-Special Education	#	8	10	3	2	10,739	12,225	2,278	823
	%	34.8	43.5	13.0	8.7	41.2	46.9	8.7	3.2
Migrant Education Program	#	0	0	0	0	15	31	3	1
	%	N/A	N/A	N/A	N/A	30.0	62.0	6.0	2.0
Economically Disadvantaged	#	6	14	27	5	19,283	39,040	13,791	6,073
	%	11.5	26.9	51.9	9.6	24.7	49.9	17.6	7.8
English Language Learner	#	1	0	0	0	3,684	2,535	373	140
	%	100	0.0	0.0	0.0	54.7	37.7	5.5	2.1
Historically Underperforming	#	9	21	29	5	23,093	45,014	15,315	6,728
	%	14.1	32.8	45.3	7.8	25.6	49.9	17.0	7.5



Performance Level Summary by Group: All Testers (Continued)

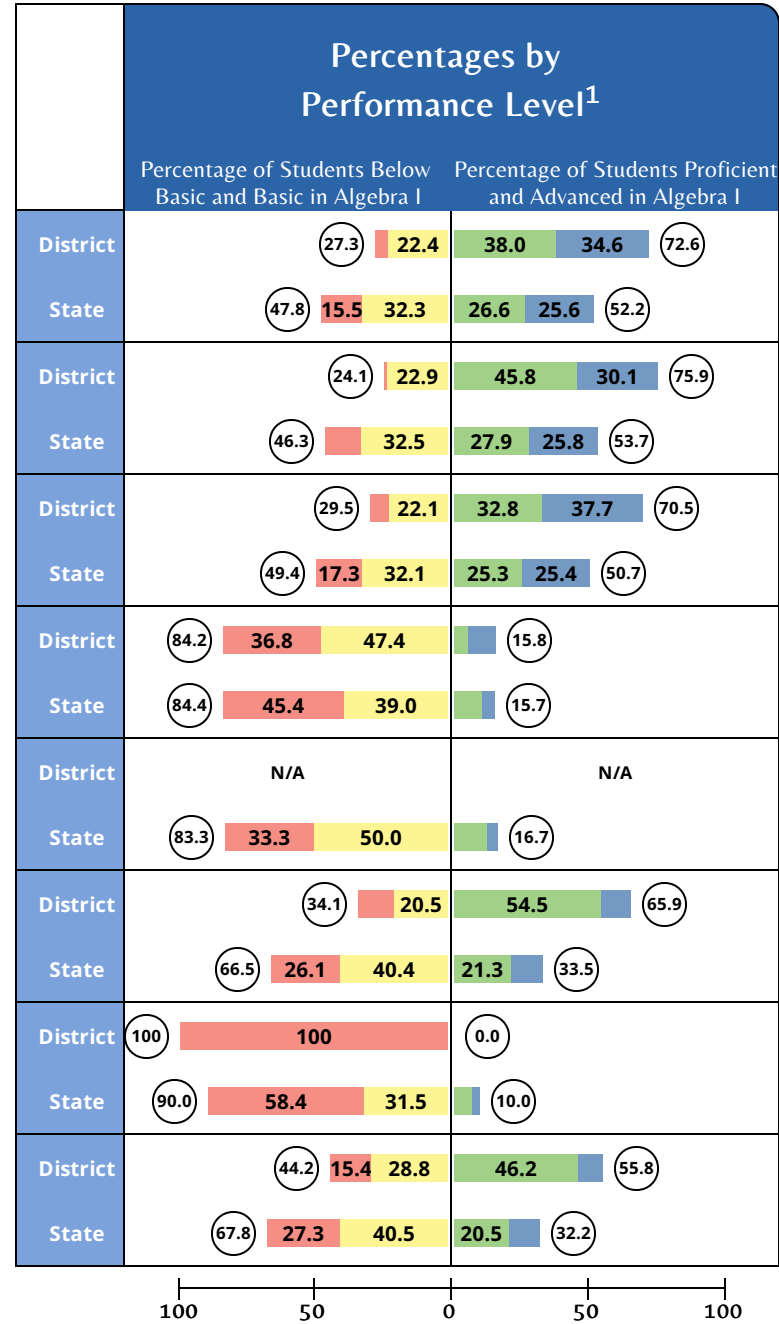
RACE/ETHNICITY	Algebra I	District				State			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
American Indian / Alaskan Native (not Hispanic)	#	0	1	0	0	34	139	65	36
	%	0.0	100	0.0	0.0	12.4	50.7	23.7	13.1
Asian (not Hispanic)	#	0	2	1	0	515	1,529	1,441	2,812
	%	0.0	66.7	33.3	0.0	8.2	24.3	22.9	44.7
Black or African American (not Hispanic)	#	1	3	1	0	9,227	14,190	3,312	914
	%	20.0	60.0	20.0	0.0	33.4	51.3	12.0	3.3
Hispanic (any race)	#	0	3	1	1	6,265	9,588	2,827	1,171
	%	0.0	60.0	20.0	20.0	31.6	48.3	14.2	5.9
Multi-Racial/Two or more races (not Hispanic)	#	0	0	3	2	772	2,021	869	659
	%	0.0	0.0	60.0	40.0	17.9	46.8	20.1	15.3
White (not Hispanic)	#	10	58	89	70	10,390	44,409	30,310	24,809
	%	4.4	25.6	39.2	30.8	9.5	40.4	27.6	22.6
Native Hawaiian or other Pacific Islander (not Hispanic)	#	0	0	0	0	14	52	48	27
	%	N/A	N/A	N/A	N/A	9.9	36.9	34.0	19.1



¹If 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.

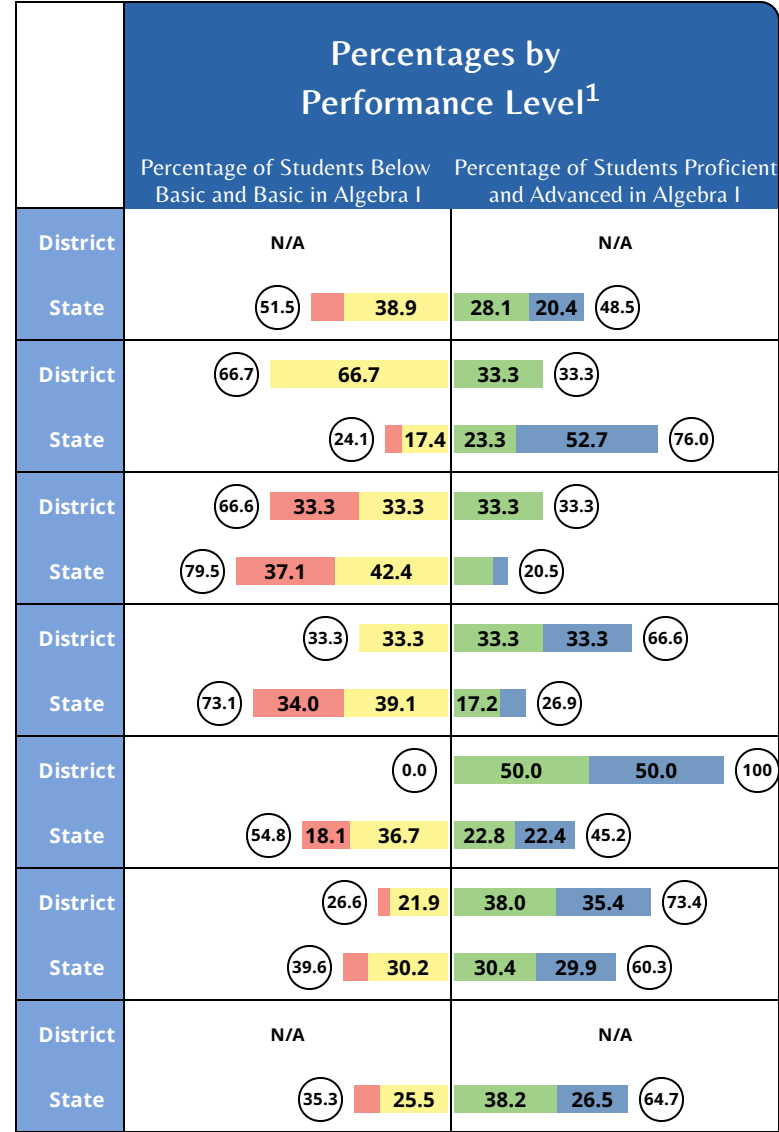
Performance Level Summary by Group: First-Time Testers

Algebra I		District				State			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
All Students	#	10	46	78	71	18,136	37,659	31,009	29,883
	%	4.9	22.4	38.0	34.6	15.5	32.3	26.6	25.6
GENDER Female	#	1	19	38	25	7,952	18,745	16,134	14,922
	%	1.2	22.9	45.8	30.1	13.8	32.5	27.9	25.8
Male	#	9	27	40	46	10,159	18,874	14,864	14,958
	%	7.4	22.1	32.8	37.7	17.3	32.1	25.3	25.4
PROGRAM STATUS IEP-Special Education	#	7	9	1	2	7,052	6,058	1,647	791
	%	36.8	47.4	5.3	10.5	45.4	39.0	10.6	5.1
Migrant Education Program	#	0	0	0	0	8	12	3	1
	%	N/A	N/A	N/A	N/A	33.3	50.0	12.5	4.2
Economically Disadvantaged	#	6	9	24	5	12,495	19,349	10,194	5,853
	%	13.6	20.5	54.5	11.4	26.1	40.4	21.3	12.2
English Language Learner	#	1	0	0	0	2,280	1,231	265	127
	%	100	0.0	0.0	0.0	58.4	31.5	6.8	3.3
Historically Underperforming	#	8	15	24	5	15,150	22,486	11,349	6,488
	%	15.4	28.8	46.2	9.6	27.3	40.5	20.5	11.7



Performance Level Summary by Group: First-Time Testers (Continued)

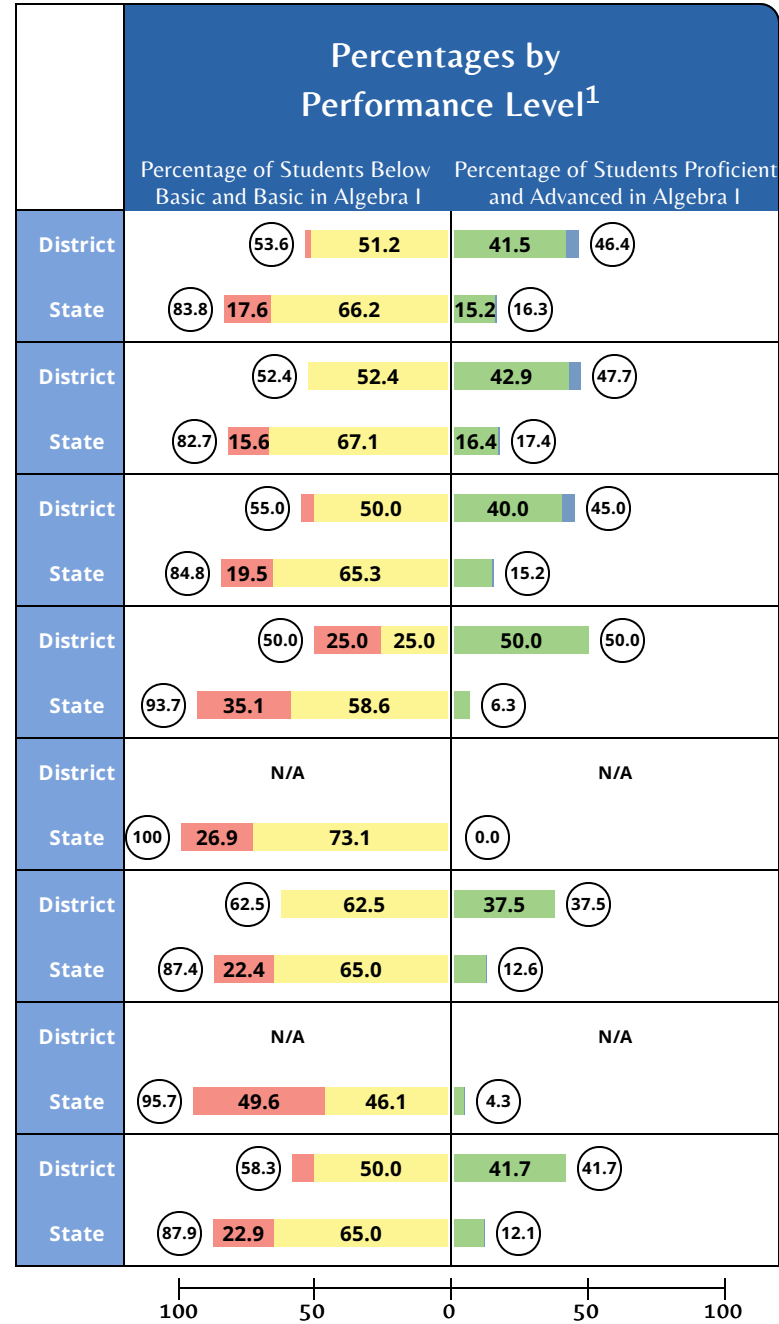
RACE/ETHNICITY	Algebra I		District				State			
			Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
American Indian / Alaskan Native (not Hispanic)	#	0	0	0	0	21	65	47	34	
	%	N/A	N/A	N/A	N/A	12.6	38.9	28.1	20.4	
Asian (not Hispanic)	#	0	2	1	0	351	914	1,227	2,776	
	%	0.0	66.7	33.3	0.0	6.7	17.4	23.3	52.7	
Black or African American (not Hispanic)	#	1	1	1	0	5,592	6,397	2,227	863	
	%	33.3	33.3	33.3	0.0	37.1	42.4	14.8	5.7	
Hispanic (any race)	#	0	1	1	1	3,935	4,528	1,996	1,128	
	%	0.0	33.3	33.3	33.3	34.0	39.1	17.2	9.7	
Multi-Racial/Two or more races (not Hispanic)	#	0	0	2	2	522	1,061	659	647	
	%	0.0	0.0	50.0	50.0	18.1	36.7	22.8	22.4	
White (not Hispanic)	#	9	42	73	68	7,677	24,624	24,793	24,404	
	%	4.7	21.9	38.0	35.4	9.4	30.2	30.4	29.9	
Native Hawaiian or other Pacific Islander (not Hispanic)	#	0	0	0	0	10	26	39	27	
	%	N/A	N/A	N/A	N/A	9.8	25.5	38.2	26.5	



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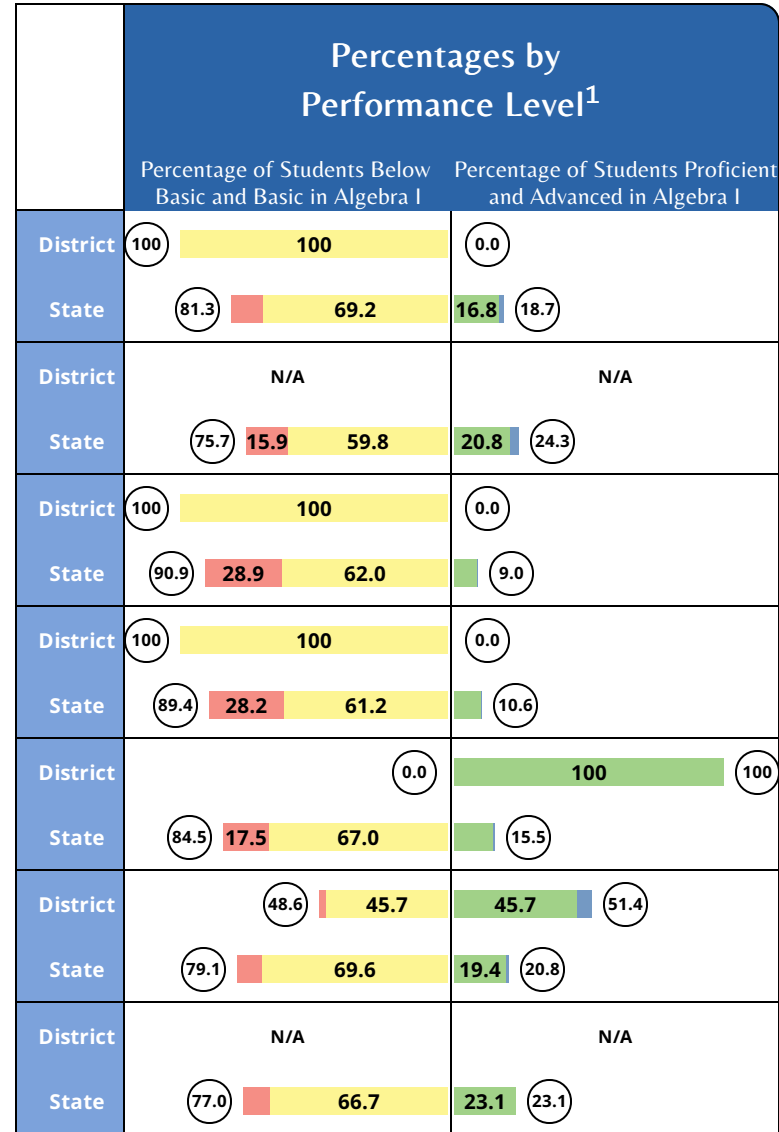
Performance Level Summary by Group: Retesters

Algebra I		District				State			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
All Students	#	1	21	17	2	9,116	34,321	7,886	549
	%	2.4	51.2	41.5	4.9	17.6	66.2	15.2	1.1
GENDER Female	#	0	11	9	1	3,950	17,034	4,156	246
	%	0.0	52.4	42.9	4.8	15.6	67.1	16.4	1.0
Male	#	1	10	8	1	5,159	17,279	3,728	303
	%	5.0	50.0	40.0	5.0	19.5	65.3	14.1	1.1
PROGRAM STATUS IEP-Special Education	#	1	1	2	0	3,687	6,167	631	32
	%	25.0	25.0	50.0	0.0	35.1	58.6	6.0	0.3
Migrant Education Program	#	0	0	0	0	7	19	0	0
	%	N/A	N/A	N/A	N/A	26.9	73.1	0.0	0.0
Economically Disadvantaged	#	0	5	3	0	6,788	19,691	3,597	220
	%	0.0	62.5	37.5	0.0	22.4	65.0	11.9	0.7
English Language Learner	#	0	0	0	0	1,404	1,304	108	13
	%	N/A	N/A	N/A	N/A	49.6	46.1	3.8	0.5
Historically Underperforming	#	1	6	5	0	7,943	22,528	3,966	240
	%	8.3	50.0	41.7	0.0	22.9	65.0	11.4	0.7



Performance Level Summary by Group: Retesters (Continued)

RACE/ETHNICITY	Algebra I		District				State			
			Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
American Indian / Alaskan Native (not Hispanic)	#	0	1	0	0	13	74	18	2	
	%	0.0	100	0.0	0.0	12.1	69.2	16.8	1.9	
Asian (not Hispanic)	#	0	0	0	0	164	615	214	36	
	%	N/A	N/A	N/A	N/A	15.9	59.8	20.8	3.5	
Black or African American (not Hispanic)	#	0	2	0	0	3,635	7,793	1,085	51	
	%	0.0	100	0.0	0.0	28.9	62.0	8.6	0.4	
Hispanic (any race)	#	0	2	0	0	2,330	5,060	831	43	
	%	0.0	100	0.0	0.0	28.2	61.2	10.1	0.5	
Multi-Racial/Two or more races (not Hispanic)	#	0	0	1	0	250	960	210	12	
	%	0.0	0.0	100	0.0	17.5	67.0	14.7	0.8	
White (not Hispanic)	#	1	16	16	2	2,713	19,785	5,517	405	
	%	2.9	45.7	45.7	5.7	9.5	69.6	19.4	1.4	
Native Hawaiian or other Pacific Islander (not Hispanic)	#	0	0	0	0	4	26	9	0	
	%	N/A	N/A	N/A	N/A	10.3	66.7	23.1	0.0	



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Performance Summary by Assessment Anchor

Based on Current Test Administration

Performance Summary by Assessment Anchor: All Testers

Algebra I	Points Possible	Minimum Estimated Points Needed to Pass ¹	District Median ² Points Earned	State Median ² Points Earned	District Percent of Students Earning More than Minimum Points	State Percent of Students Earning More than Minimum Points
Module 1 – Operations and Linear Equations & Inequalities	30	14	17	12	64.3	37.4
A1.1.1 Operations with Real Numbers and Expressions	10	5	5	4	43.4	30.1
A1.1.2 Linear Equations	10	6	7	5	68.4	32.7
A1.1.3 Linear Inequalities	10	4	4	3	48.0	29.3
Module 2 – Linear Functions and Data Organizations	30	16	16	13	49.6	34.1
A1.2.1 Functions	10	6	6	5	43.9	34.7
A1.2.2 Coordinate Geometry	10	5	5	4	45.1	29.8
A1.2.3 Data Analysis	10	5	5	4	47.5	30.1

¹ The minimum estimated points needed to pass at the assessment anchor level may not always sum to the corresponding points at the module level due to rounding.

² **Median:** The median is the score where approximately half of the students score above and half score below. All medians in this report are calculated based on students' scores. The median is reported instead of the mean because extreme outlier scores can impact the mean for a small group (e.g., 25 or fewer students).

Performance Summary by Assessment Anchor

Based on Current Test Administration

Performance Summary by Assessment Anchor: First-Time Testers

Algebra I	Points Possible	Minimum Estimated Points Needed to Pass ¹	District Median ² Points Earned	State Median ² Points Earned	District Percent of Students Earning More than Minimum Points	State Percent of Students Earning More than Minimum Points
Module 1 – Operations and Linear Equations & Inequalities	30	14	18	14	67.8	47.7
A1.1.1 Operations with Real Numbers and Expressions	10	5	6	5	50.2	38.0
A1.1.2 Linear Equations	10	6	8	6	69.3	41.5
A1.1.3 Linear Inequalities	10	4	5	4	53.7	37.7
Module 2 – Linear Functions and Data Organizations	30	16	17	15	55.6	44.5
A1.2.1 Functions	10	6	6	6	47.3	43.7
A1.2.2 Coordinate Geometry	10	5	5	5	49.8	38.2
A1.2.3 Data Analysis	10	5	6	5	51.7	38.8

¹ The minimum estimated points needed to pass at the assessment anchor level may not always sum to the corresponding points at the module level due to rounding.

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Performance Summary by Assessment Anchor

Based on Current Test Administration

Performance Summary by Assessment Anchor: Retesters

Algebra I	Points Possible	Minimum Estimated Points Needed to Pass ¹	District Median ² Points Earned	State Median ² Points Earned	District Percent of Students Earning More than Minimum Points	State Percent of Students Earning More than Minimum Points
Module 1 – Operations and Linear Equations & Inequalities	30	14	14	9	46.2	12.0
A1.1.1 Operations with Real Numbers and Expressions	10	5	4	3	7.7	10.7
A1.1.2 Linear Equations	10	6	7	4	64.1	10.6
A1.1.3 Linear Inequalities	10	4	3	2	17.9	8.8
Module 2 – Linear Functions and Data Organizations	30	16	13	10	17.9	8.5
A1.2.1 Functions	10	6	5	4	25.6	12.3
A1.2.2 Coordinate Geometry	10	5	4	3	20.5	9.0
A1.2.3 Data Analysis	10	5	4	3	25.6	8.6

¹ The minimum estimated points needed to pass at the assessment anchor level may not always sum to the corresponding points at the module level due to rounding.

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