

District Summary Report

District: NORTHERN YORK CO SD
AUN: 115674603
Test Date: Spring 2018
Number of Students Tested: 243

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 2020 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.

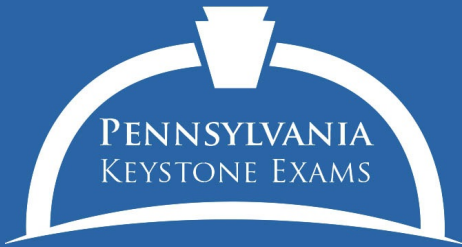


Below Basic: Inadequate academic performance indicating little understanding and minimal display of the skills included in the Keystone Exams Assessment Anchors and Eligible Content. There is a major need for additional instructional opportunities and/or increased student academic commitment to achieve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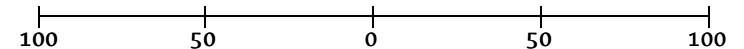
Content Area:
 Algebra I

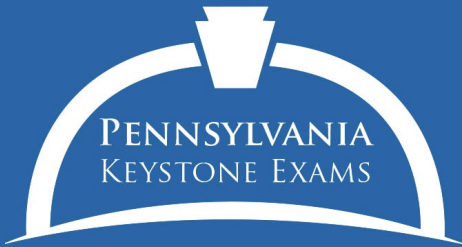


Performance Level Summary: All Testers

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	243	21	8.6	95	39.1	90	37.0	37	15.2		
State: All Testers	163,147	26,387	16.2	70,038	42.9	39,365	24.1	27,357	16.8		

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.
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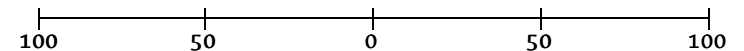
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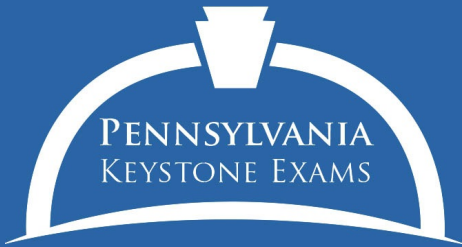


Performance Level Summary: First-Time Testers

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	239	20	8.4	94	39.3	89	37.2	36	15.1	(47.7) 39.3	37.2 15.1 (52.3)
State: First-Time Testers	115,247	18,567	16.1	37,750	32.8	32,075	27.8	26,855	23.3	(48.9) 16.1 32.8	27.8 23.3 (51.1)

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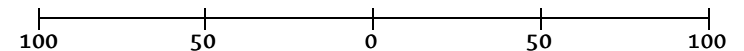
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 Algebra I



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	4	1	25.0	1	25.0	1	25.0	1	25.0		
State: Retesters	47,900	7,820	16.3	32,288	67.4	7,290	15.2	502	1.0		

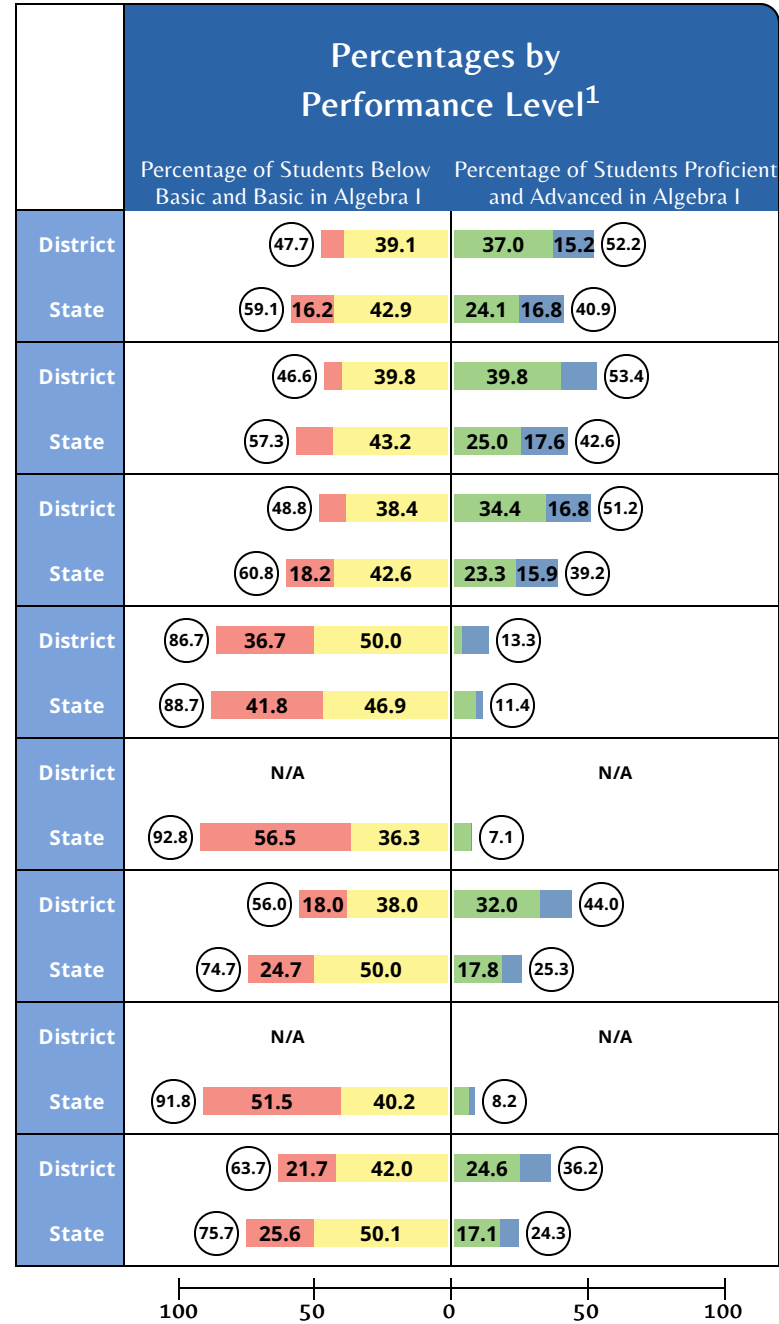


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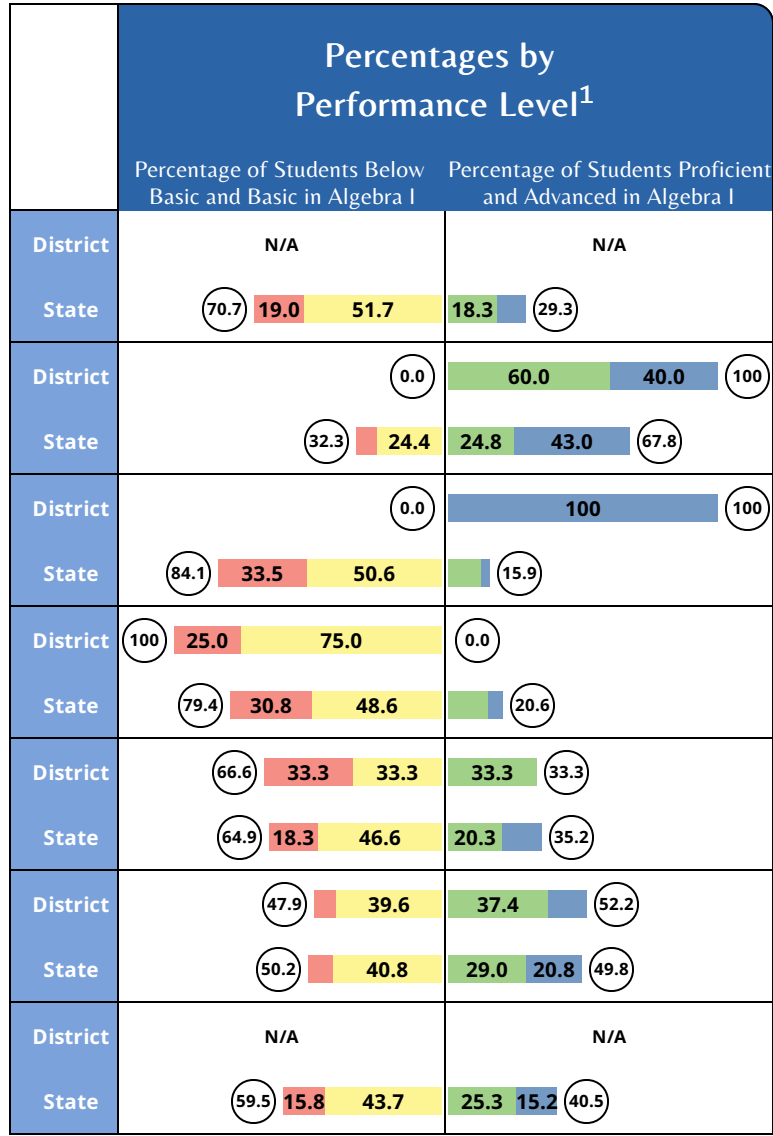
Performance Level Summary by Group: All Testers

Algebra I		District				State			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
All Students	#	21	95	90	37	26,387	70,038	39,365	27,357
	%	8.6	39.1	37.0	15.2	16.2	42.9	24.1	16.8
GENDER Female	#	8	47	47	16	11,368	34,858	20,179	14,208
	%	6.8	39.8	39.8	13.6	14.1	43.2	25.0	17.6
Male	#	13	48	43	21	14,988	35,138	19,166	13,131
	%	10.4	38.4	34.4	16.8	18.2	42.6	23.3	15.9
PROGRAM STATUS IEP-Special Education	#	11	15	1	3	10,768	12,073	2,184	744
	%	36.7	50.0	3.3	10.0	41.8	46.9	8.5	2.9
Migrant Education Program	#	0	0	0	0	182	117	21	2
	%	N/A	N/A	N/A	N/A	56.5	36.3	6.5	0.6
Economically Disadvantaged	#	9	19	16	6	19,278	39,067	13,929	5,891
	%	18.0	38.0	32.0	12.0	24.7	50.0	17.8	7.5
English Learner	#	0	0	0	0	3,654	2,853	416	166
	%	N/A	N/A	N/A	N/A	51.5	40.2	5.9	2.3
Historically Underperforming	#	15	29	17	8	22,907	44,886	15,341	6,484
	%	21.7	42.0	24.6	11.6	25.6	50.1	17.1	7.2



Performance Level Summary by Group: All Testers (Continued)

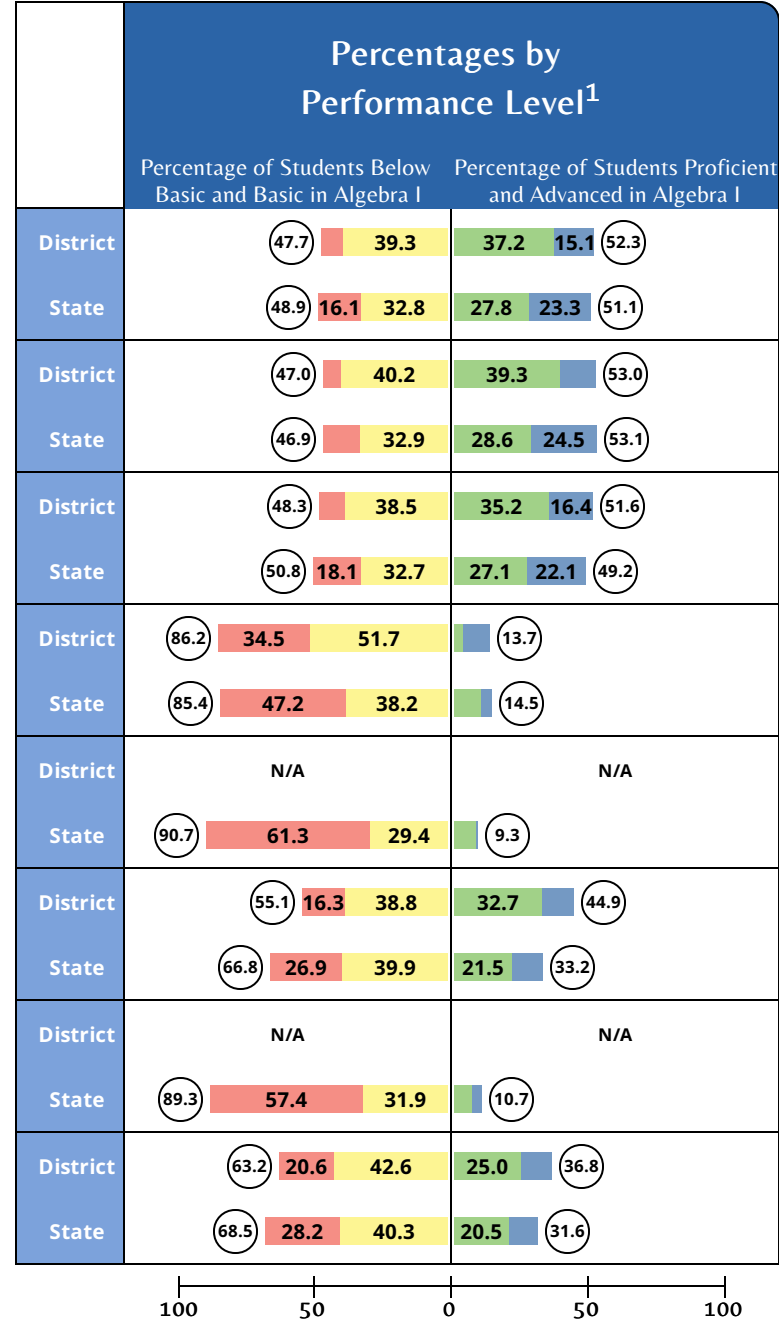
RACE/ETHNICITY	Algebra I	District				State			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
American Indian / Alaskan Native (not Hispanic)	#	0	0	0	0	50	136	48	29
	%	N/A	N/A	N/A	N/A	19.0	51.7	18.3	11.0
Asian (not Hispanic)	#	0	0	3	2	494	1,533	1,557	2,699
	%	0.0	0.0	60.0	40.0	7.9	24.4	24.8	43.0
Black or African American (not Hispanic)	#	0	0	0	1	8,812	13,317	3,262	925
	%	0.0	0.0	0.0	100	33.5	50.6	12.4	3.5
Hispanic (any race)	#	1	3	0	0	6,268	9,896	3,045	1,143
	%	25.0	75.0	0.0	0.0	30.8	48.6	15.0	5.6
Multi-Racial/Two or more races (not Hispanic)	#	1	1	1	0	898	2,290	996	734
	%	33.3	33.3	33.3	0.0	18.3	46.6	20.3	14.9
White (not Hispanic)	#	19	91	86	34	9,810	42,751	30,394	21,782
	%	8.3	39.6	37.4	14.8	9.4	40.8	29.0	20.8
Native Hawaiian or other Pacific Islander (not Hispanic)	#	0	0	0	0	25	69	40	24
	%	N/A	N/A	N/A	N/A	15.8	43.7	25.3	15.2



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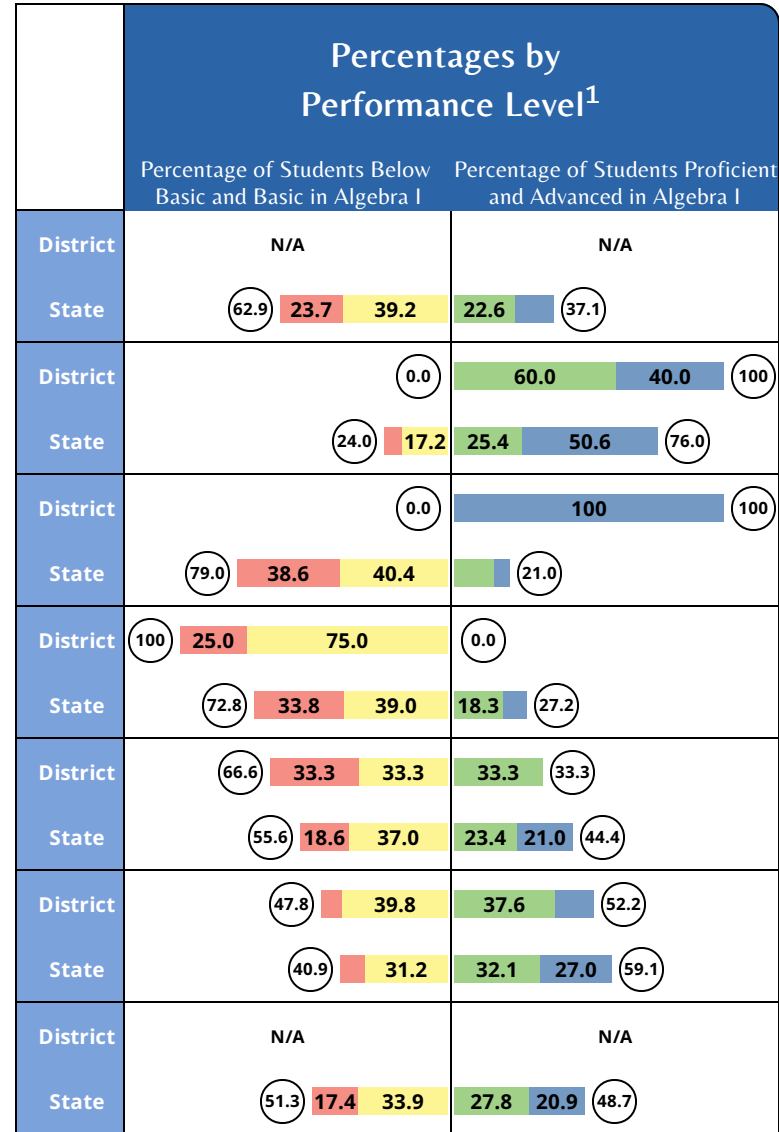
Performance Level Summary by Group: First-Time Testers

Algebra I		District				State			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
All Students	#	20	94	89	36	18,567	37,750	32,075	26,855
	%	8.4	39.3	37.2	15.1	16.1	32.8	27.8	23.3
GENDER Female	#	8	47	46	16	8,021	18,757	16,334	13,985
	%	6.8	40.2	39.3	13.7	14.0	32.9	28.6	24.5
Male	#	12	47	43	20	10,517	18,952	15,721	12,852
	%	9.8	38.5	35.2	16.4	18.1	32.7	27.1	22.1
PROGRAM STATUS IEP-Special Education	#	10	15	1	3	7,619	6,161	1,632	715
	%	34.5	51.7	3.4	10.3	47.2	38.2	10.1	4.4
Migrant Education Program	#	0	0	0	0	125	60	17	2
	%	N/A	N/A	N/A	N/A	61.3	29.4	8.3	1.0
Economically Disadvantaged	#	8	19	16	6	13,130	19,463	10,480	5,682
	%	16.3	38.8	32.7	12.2	26.9	39.9	21.5	11.7
English Learner	#	0	0	0	0	2,410	1,338	291	158
	%	N/A	N/A	N/A	N/A	57.4	31.9	6.9	3.8
Historically Underperforming	#	14	29	17	8	15,907	22,754	11,574	6,259
	%	20.6	42.6	25.0	11.8	28.2	40.3	20.5	11.1



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

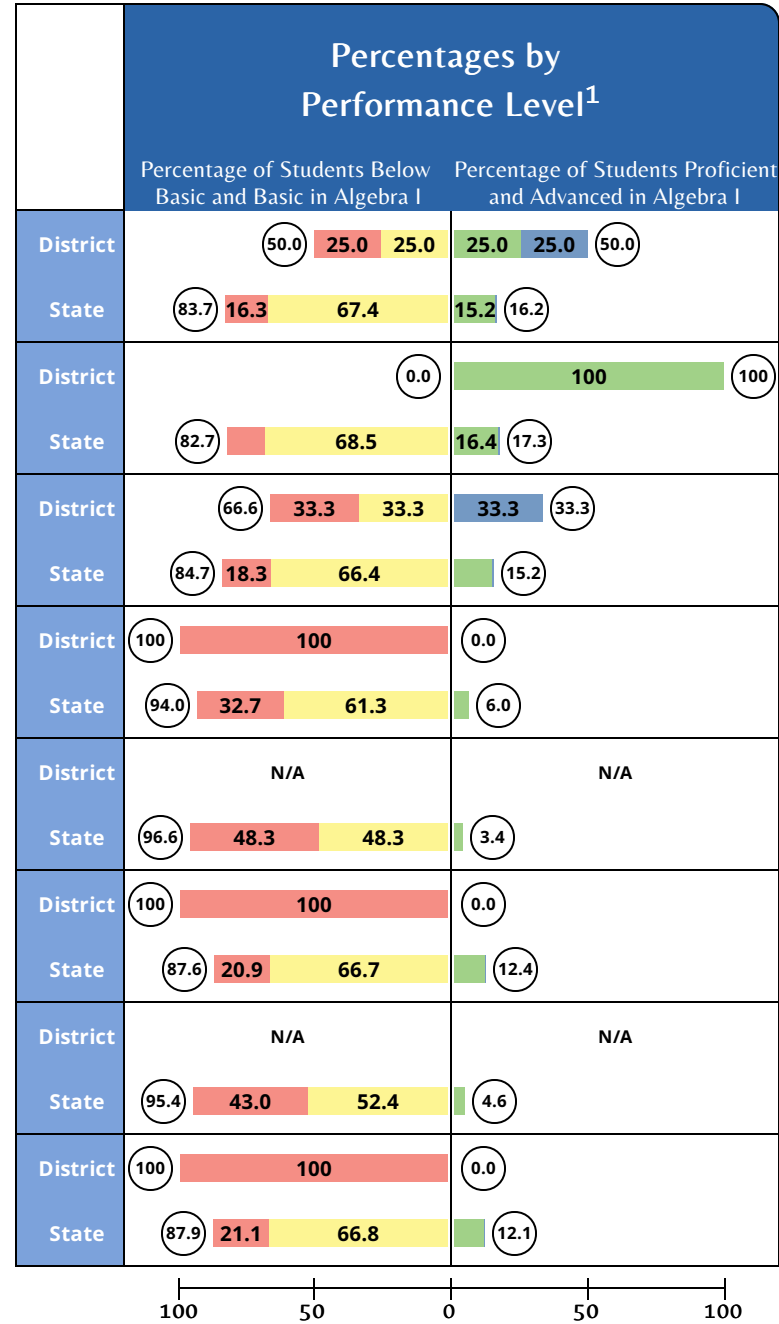
RACE/ETHNICITY	Algebra I		District				State			
			Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
American Indian / Alaskan Native (not Hispanic)	#	0	0	0	0	44	73	42	27	
	%	N/A	N/A	N/A	N/A	23.7	39.2	22.6	14.5	
Asian (not Hispanic)	#	0	0	3	2	359	903	1,335	2,664	
	%	0.0	0.0	60.0	40.0	6.8	17.2	25.4	50.6	
Black or African American (not Hispanic)	#	0	0	0	1	5,639	5,889	2,192	874	
	%	0.0	0.0	0.0	100	38.6	40.4	15.0	6.0	
Hispanic (any race)	#	1	3	0	0	4,164	4,801	2,248	1,095	
	%	25.0	75.0	0.0	0.0	33.8	39.0	18.3	8.9	
Multi-Racial/Two or more races (not Hispanic)	#	1	1	1	0	637	1,264	799	717	
	%	33.3	33.3	33.3	0.0	18.6	37.0	23.4	21.0	
White (not Hispanic)	#	18	90	85	33	7,675	24,736	25,404	21,433	
	%	8.0	39.8	37.6	14.6	9.7	31.2	32.1	27.0	
Native Hawaiian or other Pacific Islander (not Hispanic)	#	0	0	0	0	20	39	32	24	
	%	N/A	N/A	N/A	N/A	17.4	33.9	27.8	20.9	



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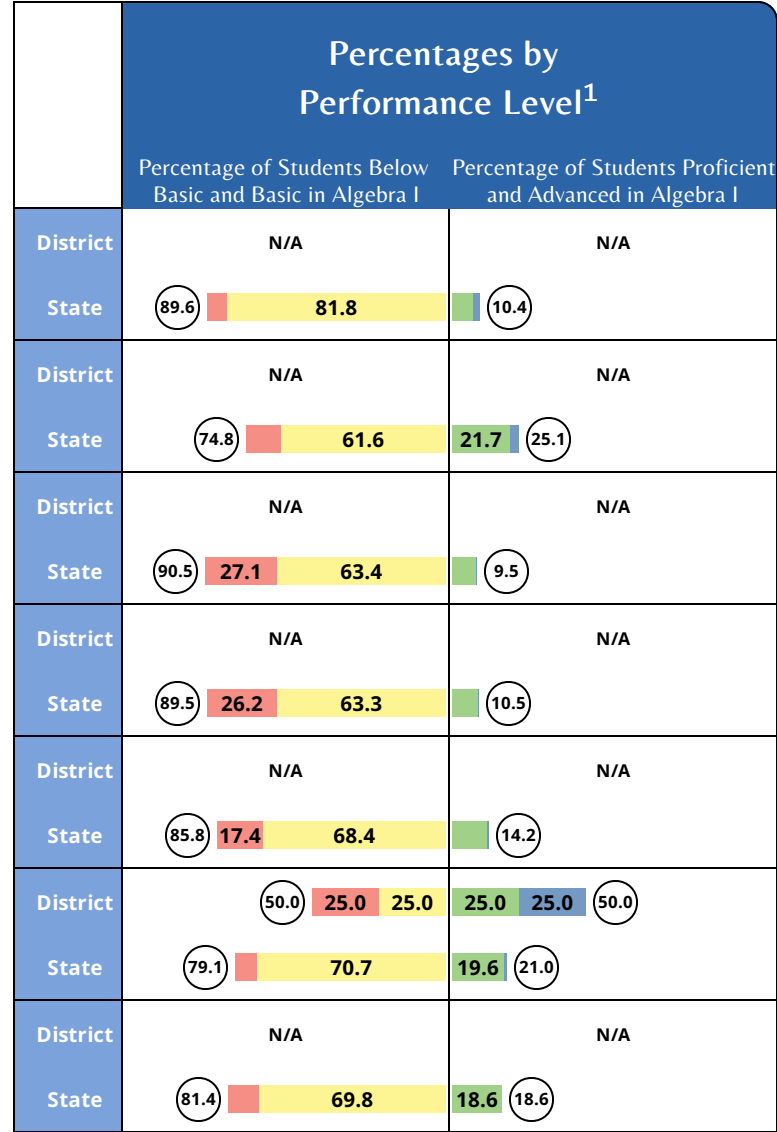
Performance Level Summary by Group: Retesters

Algebra I		District				State				
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	
All Students	#	1	1	1	1	7,820	32,288	7,290	502	
	%	25.0	25.0	25.0	25.0	16.3	67.4	15.2	1.0	
GENDER	Female	#	0	0	1	0	3,347	16,101	3,845	223
		%	0.0	0.0	100	0.0	14.2	68.5	16.4	0.9
GENDER	Male	#	1	1	0	1	4,471	16,186	3,445	279
		%	33.3	33.3	0.0	33.3	18.3	66.4	14.1	1.1
PROGRAM STATUS	IEP-Special Education	#	1	0	0	0	3,149	5,912	552	29
		%	100	0.0	0.0	0.0	32.7	61.3	5.7	0.3
	Migrant Education Program	#	0	0	0	0	57	57	4	0
		%	N/A	N/A	N/A	N/A	48.3	48.3	3.4	0.0
	Economically Disadvantaged	#	1	0	0	0	6,148	19,604	3,449	209
		%	100	0.0	0.0	0.0	20.9	66.7	11.7	0.7
English Learner	#	0	0	0	0	1,244	1,515	125	8	
	%	N/A	N/A	N/A	N/A	43.0	52.4	4.3	0.3	
Historically Underperforming	#	1	0	0	0	7,000	22,132	3,767	225	
	%	100	0.0	0.0	0.0	21.1	66.8	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	0	0	0	6	63	6	2	
	%	N/A	N/A	N/A	N/A	7.8	81.8	7.8	2.6	
Asian (not Hispanic)	#	0	0	0	0	135	630	222	35	
	%	N/A	N/A	N/A	N/A	13.2	61.6	21.7	3.4	
Black or African American (not Hispanic)	#	0	0	0	0	3,173	7,428	1,070	51	
	%	N/A	N/A	N/A	N/A	27.1	63.4	9.1	0.4	
Hispanic (any race)	#	0	0	0	0	2,104	5,095	797	48	
	%	N/A	N/A	N/A	N/A	26.2	63.3	9.9	0.6	
Multi-Racial/Two or more races (not Hispanic)	#	0	0	0	0	261	1,026	197	17	
	%	N/A	N/A	N/A	N/A	17.4	68.4	13.1	1.1	
White (not Hispanic)	#	1	1	1	1	2,135	18,015	4,990	349	
	%	25.0	25.0	25.0	25.0	8.4	70.7	19.6	1.4	
Native Hawaiian or other Pacific Islander (not Hispanic)	#	0	0	0	0	5	30	8	0	
	%	N/A	N/A	N/A	N/A	11.6	69.8	18.6	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	17	17	14	47.7	35.8
A1.1.1 Operations with Real Numbers and Expressions	10	5	4	3	20.2	24.4
A1.1.2 Linear Equations	10	7	8	7	53.1	40.4
A1.1.3 Linear Inequalities	10	5	6	5	55.6	36.2
Module 2 – Linear Functions and Data Organizations	30	17	16	14	40.3	35.2
A1.2.1 Functions	10	6	5	4	19.8	24.7
A1.2.2 Coordinate Geometry	10	6	6	5	43.6	35.0
A1.2.3 Data Analysis	10	6	5	5	25.9	27.3

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	17	17	17	47.7	45.3
A1.1.1 Operations with Real Numbers and Expressions	10	5	4	4	19.7	31.3
A1.1.2 Linear Equations	10	7	8	7	52.7	49.2
A1.1.3 Linear Inequalities	10	5	6	5	55.6	44.7
Module 2 – Linear Functions and Data Organizations	30	17	16	16	40.2	44.9
A1.2.1 Functions	10	6	5	5	19.2	31.4
A1.2.2 Coordinate Geometry	10	6	6	6	43.5	43.7
A1.2.3 Data Analysis	10	6	5	5	26.4	35.1

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.

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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	17	19	11	50.0	10.5
A1.1.1 Operations with Real Numbers and Expressions	10	5	5	3	50.0	5.9
A1.1.2 Linear Equations	10	7	9	5	75.0	17.1
A1.1.3 Linear Inequalities	10	5	6	3	50.0	13.6
Module 2 – Linear Functions and Data Organizations	30	17	14	11	50.0	9.6
A1.2.1 Functions	10	6	5	3	50.0	7.1
A1.2.2 Coordinate Geometry	10	6	7	4	50.0	12.0
A1.2.3 Data Analysis	10	6	4	3	0.0	6.5

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