

District Summary Report

District: NORTHERN YORK CO SD
AUN: 115674603
Test Date: Spring 2018
Number of Students Tested: 261

Content Area:
 Biology



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

Biology



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.

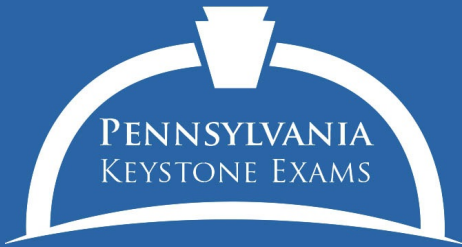


Below Basic: Inadequate academic performance indicating little understanding and minimal display of the skills included in the Keystone Exams Assessment Anchors and Eligible Content. There is a major need for additional instructional opportunities and/or increased student academic commitment to achieve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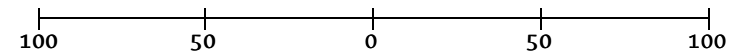
Content Area:
 Biology

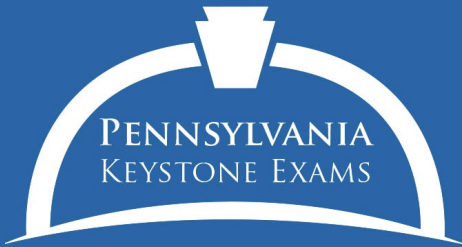


Performance Level Summary: All Testers

Biology	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 Biology	Percentage of Students Proficient and Advanced in Biology
District: All Testers	261	35	13.4	50	19.2	99	37.9	77	29.5		
State: All Testers	139,858	32,236	23.0	39,129	28.0	35,873	25.6	32,620	23.3		

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.





District Summary Report

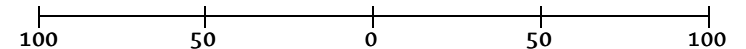
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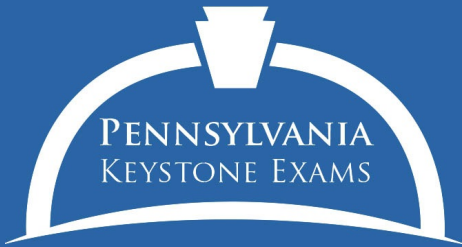
Performance Level Summary: First-Time Testers

Biology	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 Biology	Percentage of Students Proficient and Advanced in Biology
District: First-Time Testers	254	32	12.6	47	18.5	98	38.6	77	30.3		
State: First-Time Testers	113,013	24,369	21.6	23,286	20.6	32,875	29.1	32,483	28.7		



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District Summary Report

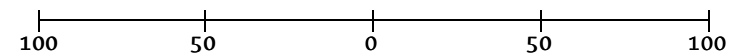
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Performance Level Summary: Retesters

Biology	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 Biology	Percentage of Students Proficient and Advanced in Biology
District: Retesters	7	3	42.9	3	42.9	1	14.3	0	0.0	85.8	14.3
State: Retesters	26,845	7,867	29.3	15,843	59.0	2,998	11.2	137	0.5	88.3	11.7

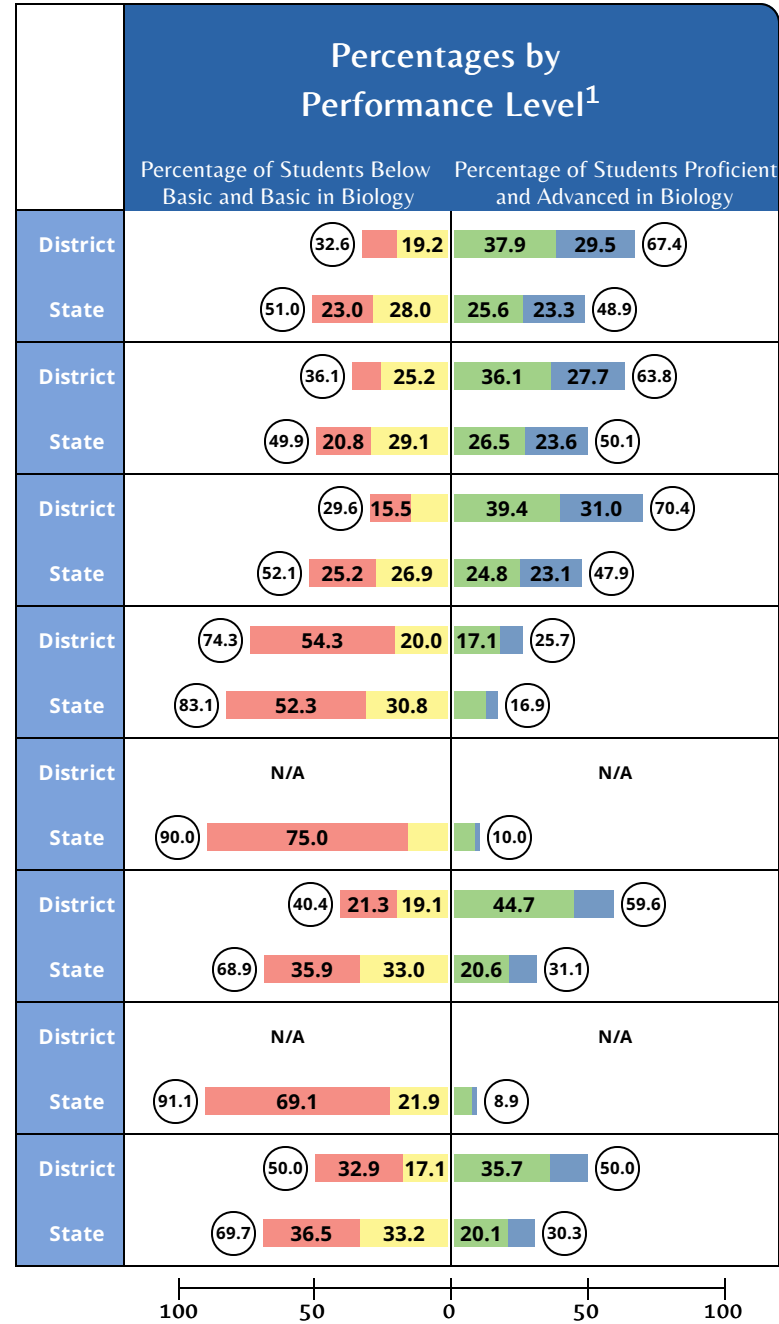


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Performance Level Summary by Group: All Testers

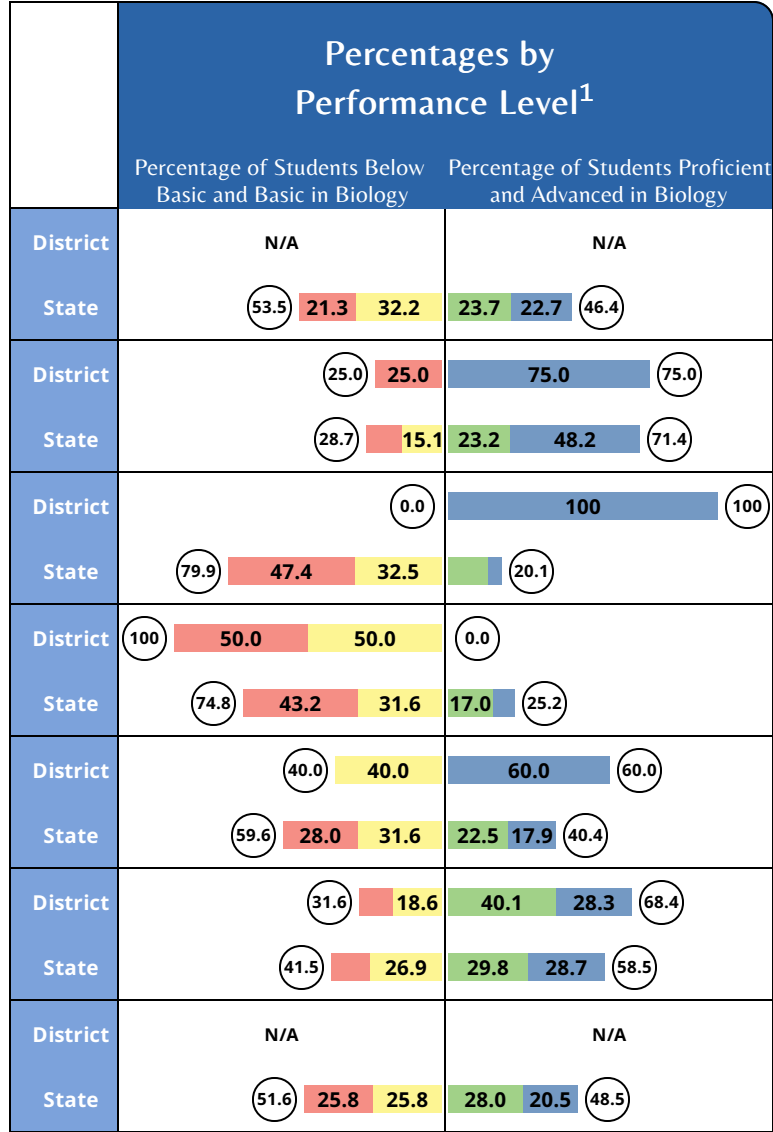
Biology		District				State			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
All Students	#	35	50	99	77	32,236	39,129	35,873	32,620
	%	13.4	19.2	37.9	29.5	23.0	28.0	25.6	23.3
Female	#	13	30	43	33	14,412	20,134	18,373	16,335
	%	10.9	25.2	36.1	27.7	20.8	29.1	26.5	23.6
Male	#	22	20	56	44	17,804	18,988	17,494	16,282
	%	15.5	14.1	39.4	31.0	25.2	26.9	24.8	23.1
IEP-Special Education	#	19	7	6	3	11,662	6,860	2,717	1,055
	%	54.3	20.0	17.1	8.6	52.3	30.8	12.2	4.7
Migrant Education Program	#	0	0	0	0	195	39	21	5
	%	N/A	N/A	N/A	N/A	75.0	15.0	8.1	1.9
Economically Disadvantaged	#	10	9	21	7	22,990	21,143	13,180	6,756
	%	21.3	19.1	44.7	14.9	35.9	33.0	20.6	10.5
English Learner	#	0	0	0	0	3,745	1,189	378	107
	%	N/A	N/A	N/A	N/A	69.1	21.9	7.0	2.0
Historically Underperforming	#	23	12	25	10	26,967	24,490	14,845	7,533
	%	32.9	17.1	35.7	14.3	36.5	33.2	20.1	10.2



Performance Level Summary by Group: All Testers (Continued)

Biology		District				State			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
American Indian / Alaskan Native (not Hispanic)	#	0	0	0	0	45	68	50	48
	%	N/A	N/A	N/A	N/A	21.3	32.2	23.7	22.7
Asian (not Hispanic)	#	1	0	0	3	733	814	1,251	2,600
	%	25.0	0.0	0.0	75.0	13.6	15.1	23.2	48.2
Black or African American (not Hispanic)	#	0	0	0	1	9,768	6,701	3,081	1,069
	%	0.0	0.0	0.0	100	47.4	32.5	14.9	5.2
Hispanic (any race)	#	2	2	0	0	6,942	5,089	2,730	1,321
	%	50.0	50.0	0.0	0.0	43.2	31.6	17.0	8.2
Multi-Racial/Two or more races (not Hispanic)	#	0	2	0	3	1,091	1,231	874	695
	%	0.0	40.0	0.0	60.0	28.0	31.6	22.5	17.9
White (not Hispanic)	#	32	46	99	70	13,603	25,184	27,844	26,856
	%	13.0	18.6	40.1	28.3	14.6	26.9	29.8	28.7
Native Hawaiian or other Pacific Islander (not Hispanic)	#	0	0	0	0	34	34	37	27
	%	N/A	N/A	N/A	N/A	25.8	25.8	28.0	20.5

RACE/ETHNICITY

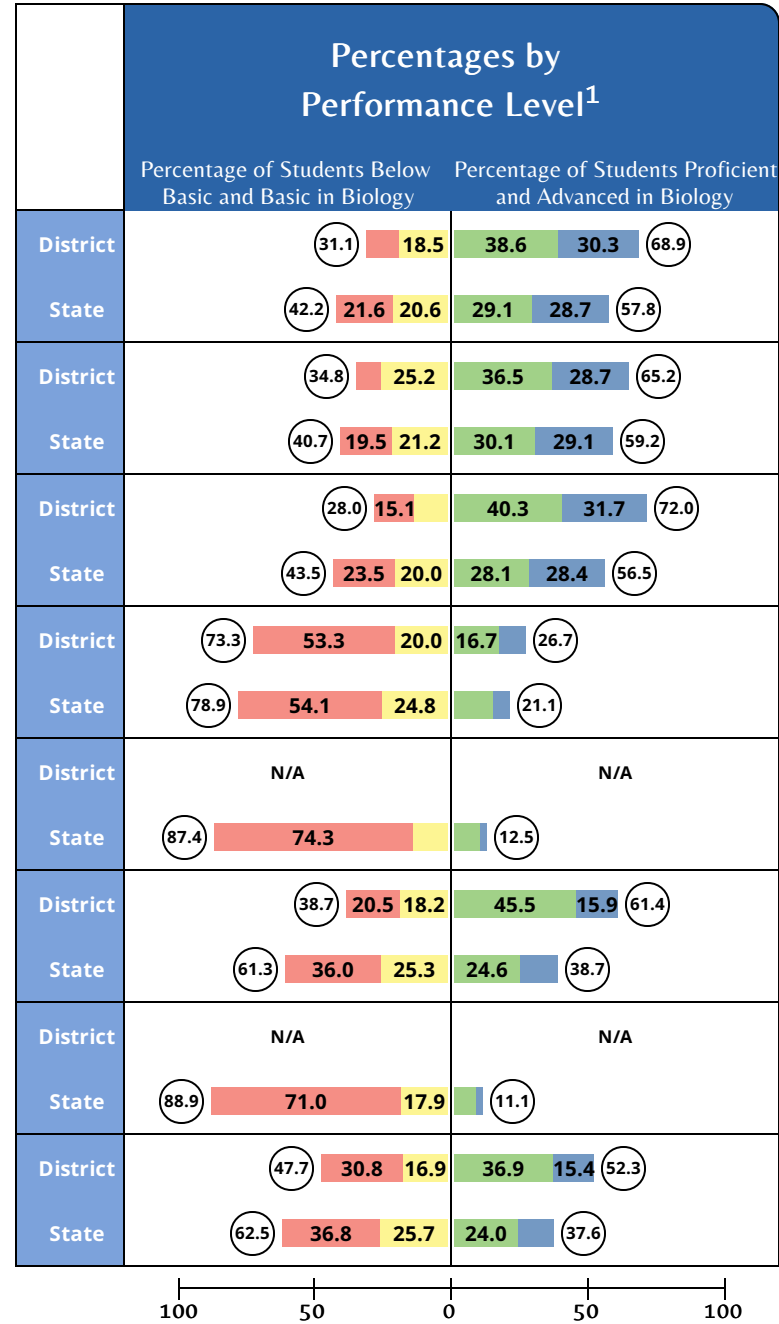


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Performance Level Summary by Group: First-Time Testers

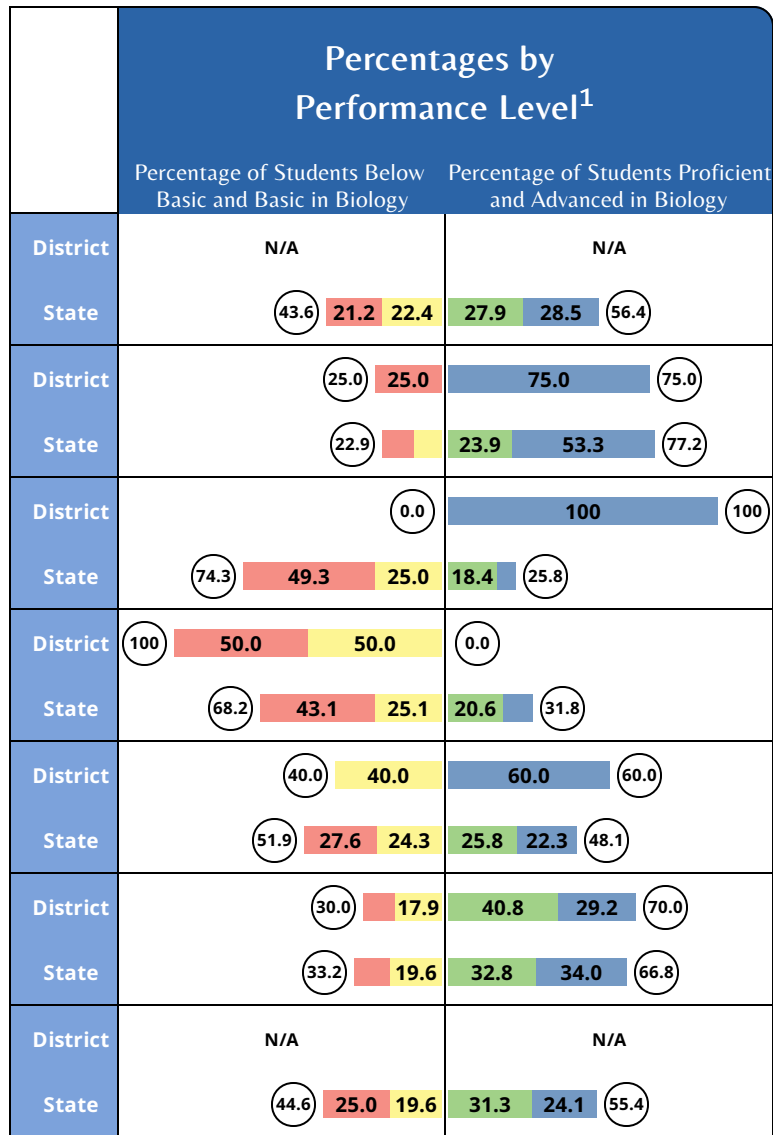
Biology		District				State			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
All Students	#	32	47	98	77	24,369	23,286	32,875	32,483
	%	12.6	18.5	38.6	30.3	21.6	20.6	29.1	28.7
Female	#	11	29	42	33	10,913	11,856	16,804	16,264
	%	9.6	25.2	36.5	28.7	19.5	21.2	30.1	29.1
Male	#	21	18	56	44	13,437	11,423	16,065	16,216
	%	15.1	12.9	40.3	31.7	23.5	20.0	28.1	28.4
IEP-Special Education	#	16	6	5	3	8,780	4,020	2,393	1,031
	%	53.3	20.0	16.7	10.0	54.1	24.8	14.7	6.4
Migrant Education Program	#	0	0	0	0	142	25	19	5
	%	N/A	N/A	N/A	N/A	74.3	13.1	9.9	2.6
Economically Disadvantaged	#	9	8	20	7	17,124	12,008	11,702	6,697
	%	20.5	18.2	45.5	15.9	36.0	25.3	24.6	14.1
English Learner	#	0	0	0	0	2,739	692	324	103
	%	N/A	N/A	N/A	N/A	71.0	17.9	8.4	2.7
Historically Underperforming	#	20	11	24	10	20,217	14,124	13,190	7,457
	%	30.8	16.9	36.9	15.4	36.8	25.7	24.0	13.6



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

Biology		District				State			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
American Indian / Alaskan Native (not Hispanic)	#	0	0	0	0	35	37	46	47
	%	N/A	N/A	N/A	N/A	21.2	22.4	27.9	28.5
Asian (not Hispanic)	#	1	0	0	3	592	521	1,163	2,593
	%	25.0	0.0	0.0	75.0	12.2	10.7	23.9	53.3
Black or African American (not Hispanic)	#	0	0	0	1	7,085	3,590	2,640	1,057
	%	0.0	0.0	0.0	100	49.3	25.0	18.4	7.4
Hispanic (any race)	#	2	2	0	0	5,033	2,930	2,412	1,311
	%	50.0	50.0	0.0	0.0	43.1	25.1	20.6	11.2
Multi-Racial/Two or more races (not Hispanic)	#	0	2	0	3	848	748	795	685
	%	0.0	40.0	0.0	60.0	27.6	24.3	25.8	22.3
White (not Hispanic)	#	29	43	98	70	10,729	15,430	25,778	26,759
	%	12.1	17.9	40.8	29.2	13.6	19.6	32.8	34.0
Native Hawaiian or other Pacific Islander (not Hispanic)	#	0	0	0	0	28	22	35	27
	%	N/A	N/A	N/A	N/A	25.0	19.6	31.3	24.1

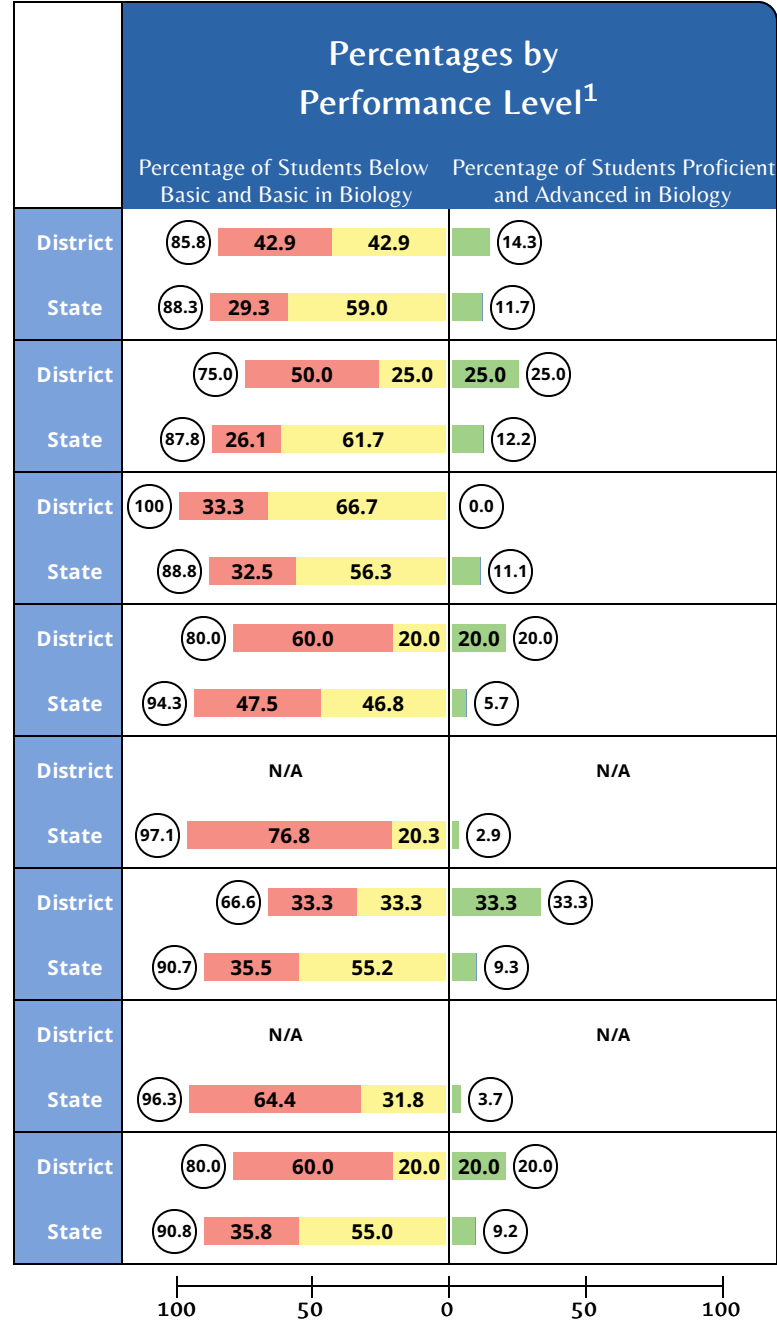
RACE/ETHNICITY



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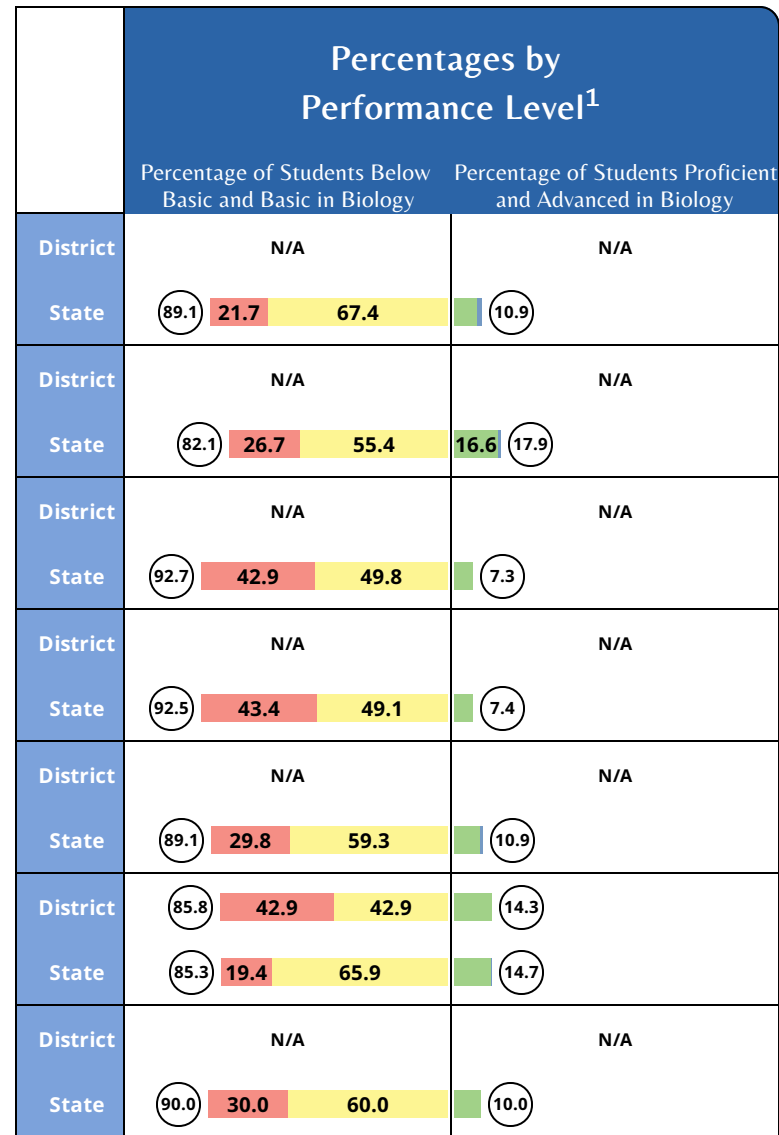
Performance Level Summary by Group: Retesters

Biology		District				State			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
All Students	#	3	3	1	0	7,867	15,843	2,998	137
	%	42.9	42.9	14.3	0.0	29.3	59.0	11.2	0.5
GENDER Female	#	2	1	1	0	3,499	8,278	1,569	71
	%	50.0	25.0	25.0	0.0	26.1	61.7	11.7	0.5
Male	#	1	2	0	0	4,367	7,565	1,429	66
	%	33.3	66.7	0.0	0.0	32.5	56.3	10.6	0.5
PROGRAM STATUS IEP-Special Education	#	3	1	1	0	2,882	2,840	324	24
	%	60.0	20.0	20.0	0.0	47.5	46.8	5.3	0.4
Migrant Education Program	#	0	0	0	0	53	14	2	0
	%	N/A	N/A	N/A	N/A	76.8	20.3	2.9	0.0
Economically Disadvantaged	#	1	1	1	0	5,866	9,135	1,478	59
	%	33.3	33.3	33.3	0.0	35.5	55.2	8.9	0.4
English Learner	#	0	0	0	0	1,006	497	54	4
	%	N/A	N/A	N/A	N/A	64.4	31.8	3.5	0.3
Historically Underperforming	#	3	1	1	0	6,750	10,366	1,655	76
	%	60.0	20.0	20.0	0.0	35.8	55.0	8.8	0.4



Performance Level Summary by Group: Retesters (Continued)

RACE/ETHNICITY	Biology	District				State			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
American Indian / Alaskan Native (not Hispanic)	#	0	0	0	0	10	31	4	1
	%	N/A	N/A	N/A	N/A	21.7	67.4	8.7	2.2
Asian (not Hispanic)	#	0	0	0	0	141	293	88	7
	%	N/A	N/A	N/A	N/A	26.7	55.4	16.6	1.3
Black or African American (not Hispanic)	#	0	0	0	0	2,683	3,111	441	12
	%	N/A	N/A	N/A	N/A	42.9	49.8	7.1	0.2
Hispanic (any race)	#	0	0	0	0	1,909	2,159	318	10
	%	N/A	N/A	N/A	N/A	43.4	49.1	7.2	0.2
Multi-Racial/Two or more races (not Hispanic)	#	0	0	0	0	243	483	79	10
	%	N/A	N/A	N/A	N/A	29.8	59.3	9.7	1.2
White (not Hispanic)	#	3	3	1	0	2,874	9,754	2,066	97
	%	42.9	42.9	14.3	0.0	19.4	65.9	14.0	0.7
Native Hawaiian or other Pacific Islander (not Hispanic)	#	0	0	0	0	6	12	2	0
	%	N/A	N/A	N/A	N/A	30.0	60.0	10.0	0.0



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Performance Summary by Assessment Anchor

Based on Current Test Administration

Performance Summary by Assessment Anchor: All Testers

Biology	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 – Cells and Cell Processes	33	18	20	17	56.8	43.1
BIO.A.1 Basic Biological Principles	8	5	6	4	51.7	37.7
BIO.A.2 The Chemical Basis for Life	9	4	5	4	52.9	39.7
BIO.A.3 Bioenergetics	8	5	5	4	35.9	29.9
BIO.A.4 Homeostasis and Transport	8	5	5	5	47.1	35.8
Module 2 – Continuity and Unity of Life	33	17	20	17	64.5	47.1
BIO.B.1 Cell Growth and Reproduction	8	4	4	3	37.5	35.6
BIO.B.2 Genetics	8	4	5	4	61.8	42.1
BIO.B.3 Theory of Evolution	9	5	5	5	46.7	36.4
BIO.B.4 Ecology	8	5	6	5	56.8	40.1

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

Biology	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 – Cells and Cell Processes	33	18	20	19	57.5	50.7
BIO.A.1 Basic Biological Principles	8	5	6	5	52.4	44.2
BIO.A.2 The Chemical Basis for Life	9	4	5	4	53.5	46.1
BIO.A.3 Bioenergetics	8	5	5	5	36.6	35.3
BIO.A.4 Homeostasis and Transport	8	5	5	5	48.0	41.6
Module 2 – Continuity and Unity of Life	33	17	20	19	65.4	55.3
BIO.B.1 Cell Growth and Reproduction	8	4	4	4	38.2	42.0
BIO.B.2 Genetics	8	4	5	4	62.6	48.9
BIO.B.3 Theory of Evolution	9	5	5	5	47.2	42.2
BIO.B.4 Ecology	8	5	6	5	57.9	46.2

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

Biology	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 – Cells and Cell Processes	33	18	7	10	20.0	6.8
BIO.A.1 Basic Biological Principles	8	5	2	3	20.0	6.9
BIO.A.2 The Chemical Basis for Life	9	4	1	2	20.0	9.2
BIO.A.3 Bioenergetics	8	5	2	2	0.0	4.2
BIO.A.4 Homeostasis and Transport	8	5	2	3	0.0	8.4
Module 2 – Continuity and Unity of Life	33	17	12	11	20.0	8.1
BIO.B.1 Cell Growth and Reproduction	8	4	3	2	0.0	4.7
BIO.B.2 Genetics	8	4	3	2	20.0	9.5
BIO.B.3 Theory of Evolution	9	5	4	3	20.0	8.5
BIO.B.4 Ecology	8	5	2	3	0.0	11.1

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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