

District Summary Report

District: NORTHERN YORK CO SD
AUN: 115674603
Test Date: Spring 2018
Number of Students Tested: 235

Content Area:
Literature



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

Literature



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.

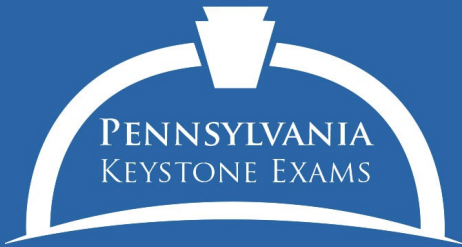


Below Basic: Inadequate academic performance indicating little understanding and minimal display of the skills included in the Keystone Exams Assessment Anchors and Eligible Content. There is a major need for additional instructional opportunities and/or increased student academic commitment to achieve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





District Summary Report

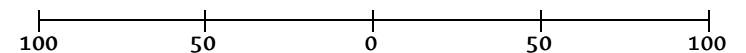
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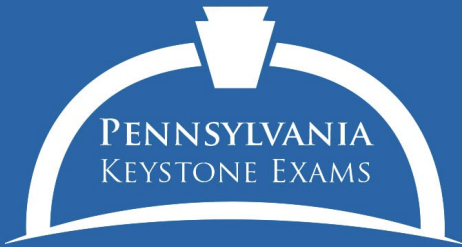
Performance Level Summary: All Testers

Literature	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 Literature	Percentage of Students Proficient and Advanced in Literature
District: All Testers	235	18	7.7	42	17.9	142	60.4	33	14.0	25.6	74.4
State: All Testers	126,997	16,859	13.3	36,385	28.7	59,447	46.8	14,306	11.3	42.0	58.1



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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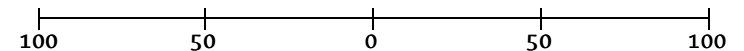
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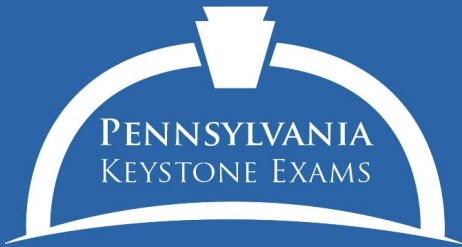
Performance Level Summary: First-Time Testers

Literature	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 Literature	Percentage of Students Proficient and Advanced in Literature
District: First-Time Testers	231	18	7.8	41	17.7	139	60.2	33	14.3	 25.5 17.7	 60.2 74.5
State: First-Time Testers	107,675	12,818	11.9	24,523	22.8	56,068	52.1	14,266	13.2	 34.7 22.8	 52.1 65.3



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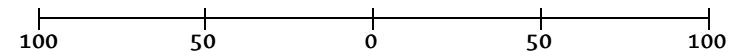
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Performance Level Summary: Retesters

Literature	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 Literature	Percentage of Students Proficient and Advanced in Literature
District: Retesters	4	0	0.0	1	25.0	3	75.0	0	0.0		
State: Retesters	19,322	4,041	20.9	11,862	61.4	3,379	17.5	40	0.2		

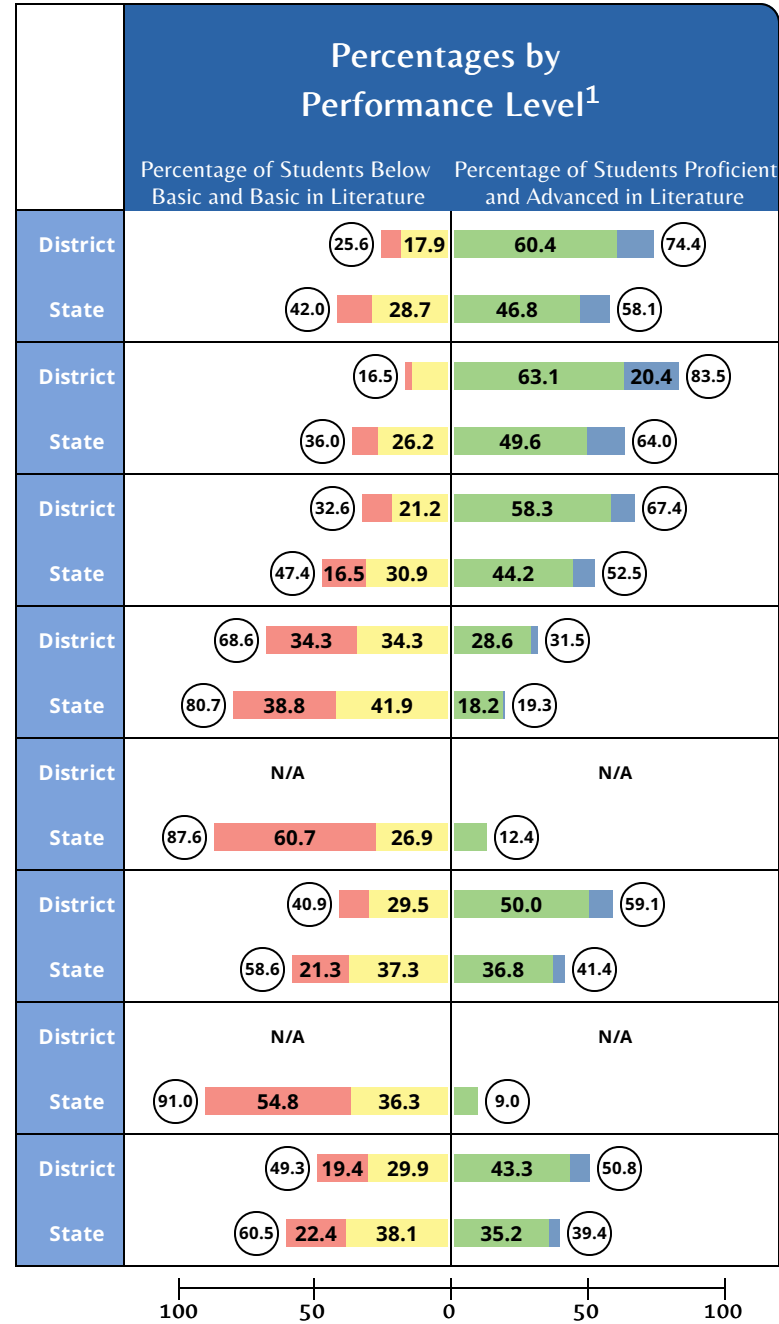


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Performance Level Summary by Group: All Testers

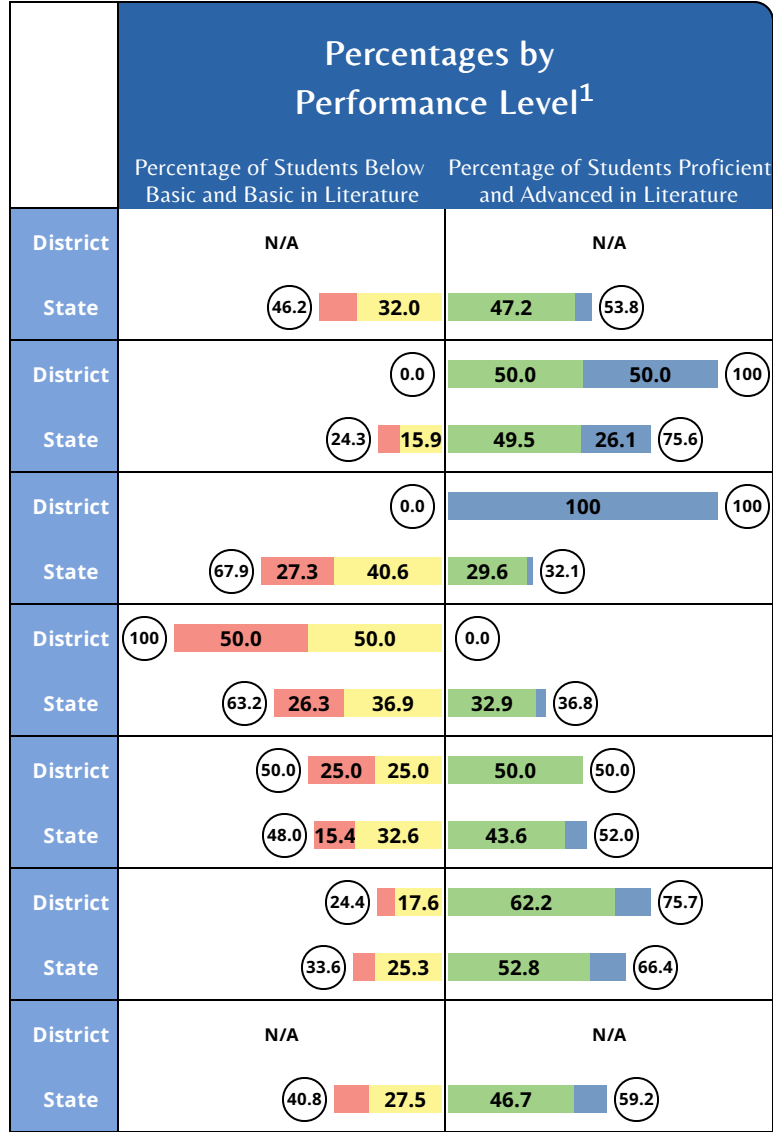
Literature		District				State			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
All Students	#	18	42	142	33	16,859	36,385	59,447	14,306
	%	7.7	17.9	60.4	14.0	13.3	28.7	46.8	11.3
GENDER Female	#	3	14	65	21	5,976	16,011	30,338	8,833
	%	2.9	13.6	63.1	20.4	9.8	26.2	49.6	14.4
Male	#	15	28	77	12	10,875	20,372	29,104	5,472
	%	11.4	21.2	58.3	9.1	16.5	30.9	44.2	8.3
PROGRAM STATUS IEP-Special Education	#	12	12	10	1	8,189	8,830	3,840	235
	%	34.3	34.3	28.6	2.9	38.8	41.9	18.2	1.1
Migrant Education Program	#	0	0	0	0	122	54	25	0
	%	N/A	N/A	N/A	N/A	60.7	26.9	12.4	0.0
Economically Disadvantaged	#	5	13	22	4	12,304	21,518	21,218	2,652
	%	11.4	29.5	50.0	9.1	21.3	37.3	36.8	4.6
English Learner	#	0	0	0	0	2,447	1,621	398	2
	%	N/A	N/A	N/A	N/A	54.8	36.3	8.9	0.0
Historically Underperforming	#	13	20	29	5	14,998	25,467	23,526	2,818
	%	19.4	29.9	43.3	7.5	22.4	38.1	35.2	4.2



Performance Level Summary by Group: All Testers (Continued)

Literature		District				State			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
American Indian / Alaskan Native (not Hispanic)	#	0	0	0	0	28	63	93	13
	%	N/A	N/A	N/A	N/A	14.2	32.0	47.2	6.6
Asian (not Hispanic)	#	0	0	2	2	422	796	2,477	1,307
	%	0.0	0.0	50.0	50.0	8.4	15.9	49.5	26.1
Black or African American (not Hispanic)	#	0	0	0	1	5,174	7,696	5,604	477
	%	0.0	0.0	0.0	100	27.3	40.6	29.6	2.5
Hispanic (any race)	#	2	2	0	0	3,588	5,029	4,483	529
	%	50.0	50.0	0.0	0.0	26.3	36.9	32.9	3.9
Multi-Racial/Two or more races (not Hispanic)	#	1	1	2	0	514	1,091	1,458	280
	%	25.0	25.0	50.0	0.0	15.4	32.6	43.6	8.4
White (not Hispanic)	#	15	39	138	30	7,109	21,675	45,271	11,684
	%	6.8	17.6	62.2	13.5	8.3	25.3	52.8	13.6
Native Hawaiian or other Pacific Islander (not Hispanic)	#	0	0	0	0	16	33	56	15
	%	N/A	N/A	N/A	N/A	13.3	27.5	46.7	12.5

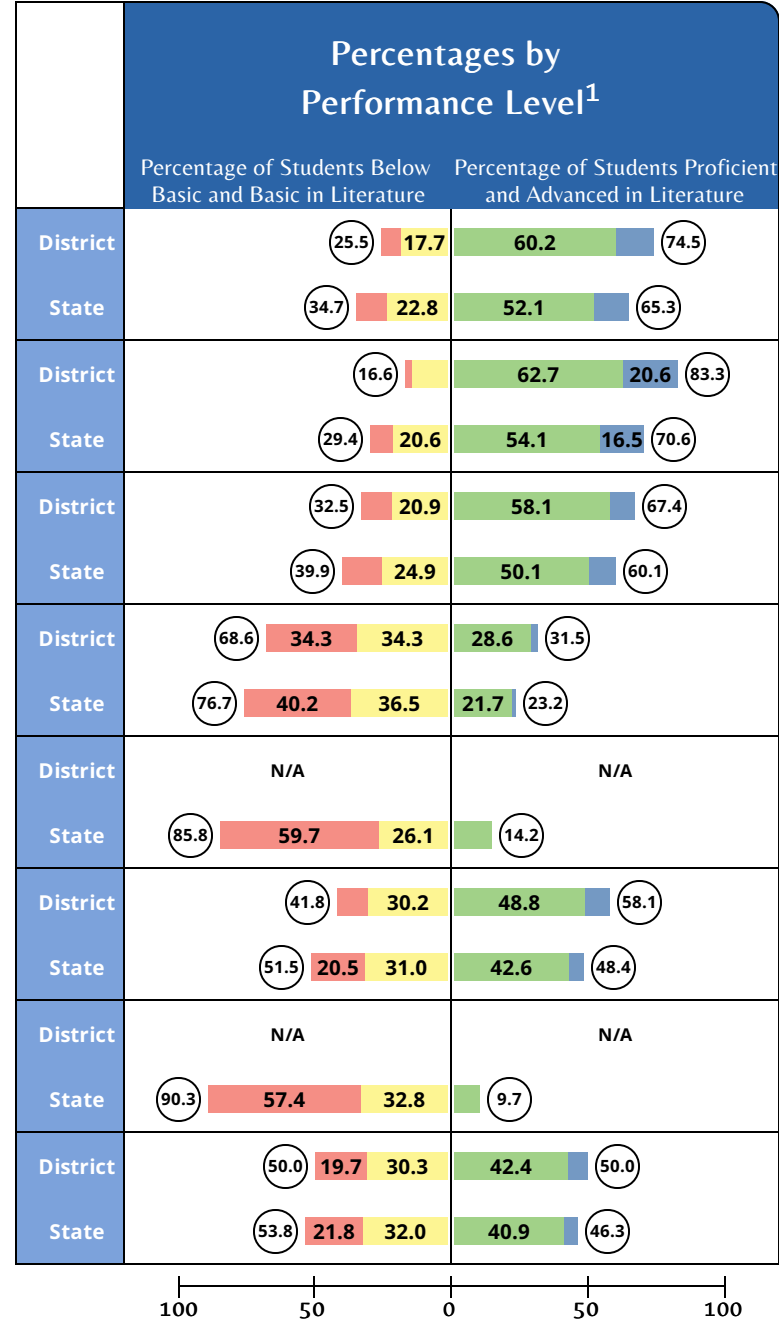
RACE/ETHNICITY



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Performance Level Summary by Group: First-Time Testers

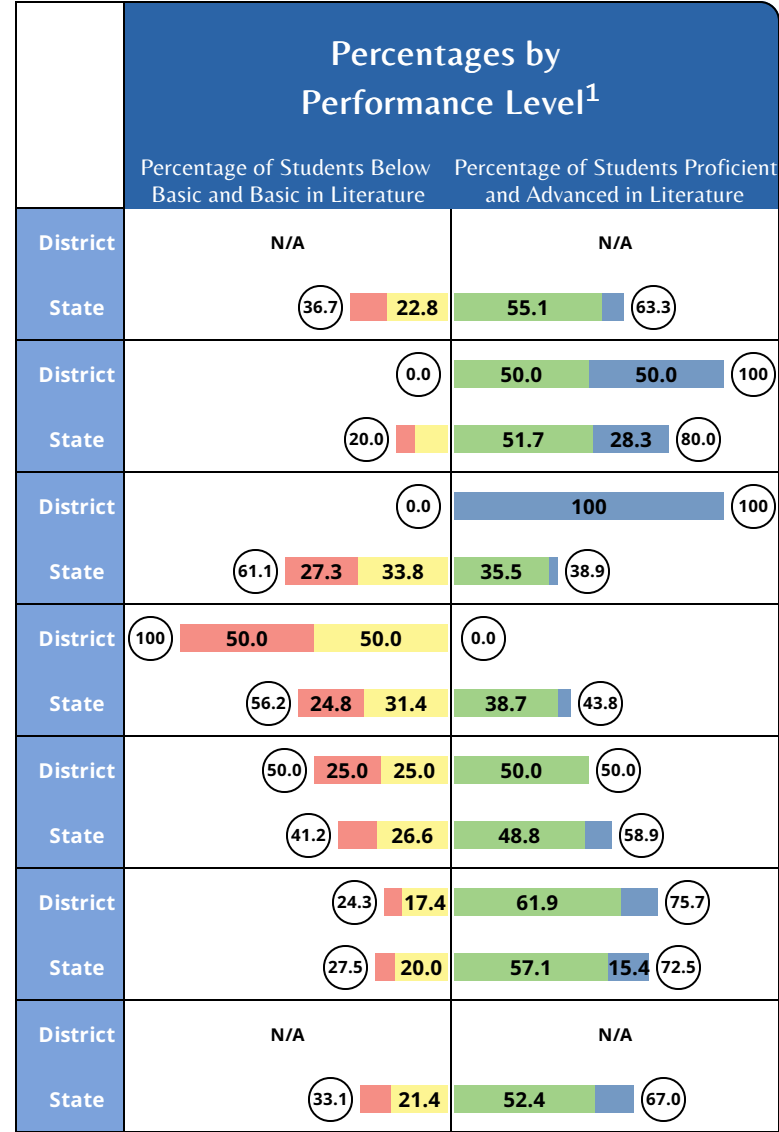
Literature		District				State			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
All Students	#	18	41	139	33	12,818	24,523	56,068	14,266
	%	7.8	17.7	60.2	14.3	11.9	22.8	52.1	13.2
Female	#	3	14	64	21	4,665	10,957	28,775	8,804
	%	2.9	13.7	62.7	20.6	8.8	20.6	54.1	16.5
Male	#	15	27	75	12	8,146	13,564	27,288	5,461
	%	11.6	20.9	58.1	9.3	15.0	24.9	50.1	10.0
IEP-Special Education	#	12	12	10	1	6,216	5,646	3,359	227
	%	34.3	34.3	28.6	2.9	40.2	36.5	21.7	1.5
Migrant Education Program	#	0	0	0	0	80	35	19	0
	%	N/A	N/A	N/A	N/A	59.7	26.1	14.2	0.0
Economically Disadvantaged	#	5	13	21	4	9,316	14,077	19,352	2,639
	%	11.6	30.2	48.8	9.3	20.5	31.0	42.6	5.8
English Learner	#	0	0	0	0	1,728	988	291	2
	%	N/A	N/A	N/A	N/A	57.4	32.8	9.7	0.1
Historically Underperforming	#	13	20	28	5	11,399	16,725	21,410	2,800
	%	19.7	30.3	42.4	7.6	21.8	32.0	40.9	5.4



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

Literature		District				State			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
American Indian / Alaskan Native (not Hispanic)	#	0	0	0	0	22	36	87	13
	%	N/A	N/A	N/A	N/A	13.9	22.8	55.1	8.2
Asian (not Hispanic)	#	0	0	2	2	344	585	2,390	1,307
	%	0.0	0.0	50.0	50.0	7.4	12.6	51.7	28.3
Black or African American (not Hispanic)	#	0	0	0	1	3,822	4,734	4,973	476
	%	0.0	0.0	0.0	100	27.3	33.8	35.5	3.4
Hispanic (any race)	#	2	2	0	0	2,553	3,232	3,979	527
	%	50.0	50.0	0.0	0.0	24.8	31.4	38.7	5.1
Multi-Racial/Two or more races (not Hispanic)	#	1	1	2	0	400	730	1,339	277
	%	25.0	25.0	50.0	0.0	14.6	26.6	48.8	10.1
White (not Hispanic)	#	15	38	135	30	5,658	15,182	43,241	11,650
	%	6.9	17.4	61.9	13.8	7.5	20.0	57.1	15.4
Native Hawaiian or other Pacific Islander (not Hispanic)	#	0	0	0	0	12	22	54	15
	%	N/A	N/A	N/A	N/A	11.7	21.4	52.4	14.6

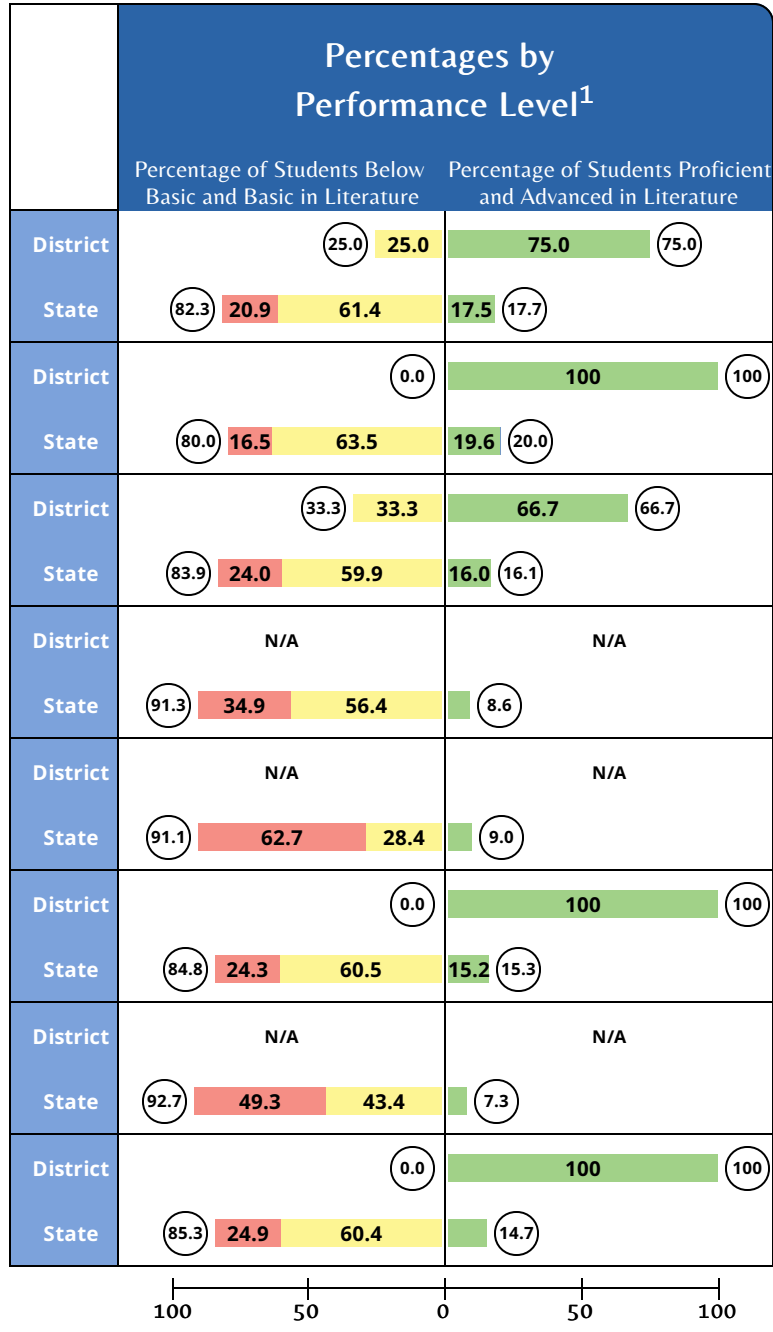
RACE/ETHNICITY



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Performance Level Summary by Group: Retesters

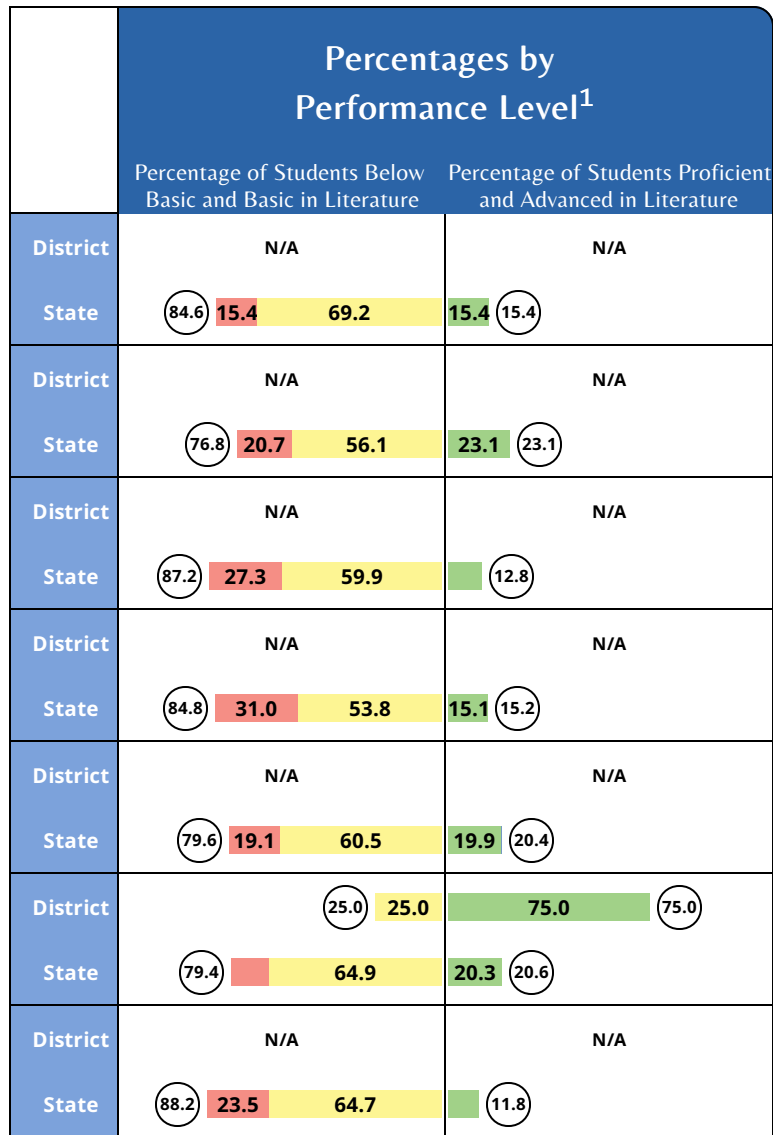
Literature		District				State			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
All Students	#	0	1	3	0	4,041	11,862	3,379	40
	%	0.0	25.0	75.0	0.0	20.9	61.4	17.5	0.2
GENDER Female	#	0	0	1	0	1,311	5,054	1,563	29
	%	0.0	0.0	100	0.0	16.5	63.5	19.6	0.4
Male	#	0	1	2	0	2,729	6,808	1,816	11
	%	0.0	33.3	66.7	0.0	24.0	59.9	16.0	0.1
PROGRAM STATUS IEP-Special Education	#	0	0	0	0	1,973	3,184	481	8
	%	N/A	N/A	N/A	N/A	34.9	56.4	8.5	0.1
Migrant Education Program	#	0	0	0	0	42	19	6	0
	%	N/A	N/A	N/A	N/A	62.7	28.4	9.0	0.0
Economically Disadvantaged	#	0	0	1	0	2,988	7,441	1,866	13
	%	0.0	0.0	100	0.0	24.3	60.5	15.2	0.1
English Learner	#	0	0	0	0	719	633	107	0
	%	N/A	N/A	N/A	N/A	49.3	43.4	7.3	0.0
Historically Underperforming	#	0	0	1	0	3,599	8,742	2,116	18
	%	0.0	0.0	100	0.0	24.9	60.4	14.6	0.1



Performance Level Summary by Group: Retesters (Continued)

Literature		District				State			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
American Indian / Alaskan Native (not Hispanic)	#	0	0	0	0	6	27	6	0
	%	N/A	N/A	N/A	N/A	15.4	69.2	15.4	0.0
Asian (not Hispanic)	#	0	0	0	0	78	211	87	0
	%	N/A	N/A	N/A	N/A	20.7	56.1	23.1	0.0
Black or African American (not Hispanic)	#	0	0	0	0	1,352	2,962	631	1
	%	N/A	N/A	N/A	N/A	27.3	59.9	12.8	0.0
Hispanic (any race)	#	0	0	0	0	1,035	1,797	504	2
	%	N/A	N/A	N/A	N/A	31.0	53.8	15.1	0.1
Multi-Racial/Two or more races (not Hispanic)	#	0	0	0	0	114	361	119	3
	%	N/A	N/A	N/A	N/A	19.1	60.5	19.9	0.5
White (not Hispanic)	#	0	1	3	0	1,451	6,493	2,030	34
	%	0.0	25.0	75.0	0.0	14.5	64.9	20.3	0.3
Native Hawaiian or other Pacific Islander (not Hispanic)	#	0	0	0	0	4	11	2	0
	%	N/A	N/A	N/A	N/A	23.5	64.7	11.8	0.0

RACE/ETHNICITY



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Performance Summary by Assessment Anchor

Based on Current Test Administration

Performance Summary by Assessment Anchor: All Testers

Literature	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 - Fiction	26	16	18	16	64.7	48.8
L.F.1 Reading for Meaning – Fiction	8	6	6	5	43.0	29.4
L.F.2 Analyzing and Interpreting Literature – Fiction	18	11	12	11	52.8	43.7
Module 2 – Nonfiction	26	16	19	17	69.8	52.9
L.N.1 Reading for Meaning – Nonfiction	6	4	4	4	45.1	31.5
L.N.2 Analyzing and Interpreting Literature – Nonfiction	20	13	15	13	62.6	47.6

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.

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

Literature	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 - Fiction	26	16	18	17	64.9	55.0
L.F.1 Reading for Meaning – Fiction	8	6	6	6	43.3	32.9
L.F.2 Analyzing and Interpreting Literature – Fiction	18	11	12	11	53.2	49.4
Module 2 – Nonfiction	26	16	19	18	69.7	59.4
L.N.1 Reading for Meaning – Nonfiction	6	4	4	4	45.5	35.2
L.N.2 Analyzing and Interpreting Literature – Nonfiction	20	13	15	14	62.8	53.7

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

Literature	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 - Fiction	26	16	16	10	50.0	9.1
L.F.1 Reading for Meaning – Fiction	8	6	6	4	25.0	7.0
L.F.2 Analyzing and Interpreting Literature – Fiction	18	11	11	6	25.0	7.3
Module 2 – Nonfiction	26	16	19	10	75.0	11.6
L.N.1 Reading for Meaning – Nonfiction	6	4	4	2	25.0	8.0
L.N.2 Analyzing and Interpreting Literature – Nonfiction	20	13	14	8	50.0	8.8

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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