

2015 Fairview Assessment Data

**PSSA- Achievement
PVAAS- Academic
Growth**

PENNSYLVANIA

System of School Assessment (PSSA)

School Summary Report

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: WEST SHORE SD
School: FAIRVIEW EL SCH
AUN: 115219002-000004588
Test Date: PSSA Spring 2015

Percentage of Students Proficient and Advanced

	School	District	State
English Language Arts	77.3	61.3	59.9
Mathematics	63.6	37.0	39.7
Science	87.0	70.3	67.9



pennsylvania
DEPARTMENT OF EDUCATION

www.education.pa.gov

FAIRVIEW EL SCH

PSSA Facts

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.

2015 English Language Arts (ELA) Achievement Data

FAIRVIEW EL SCH

2015 Performance Level Distribution by Subject and Group

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	132	7	16	52	25	22.7 16	52 25 77.3
Historically Underperforming	36	22	28	39	11	50.0 22 28	39 11 50.0
IEP-Special Education	16	50	31	13	6	81.3 50 31	13 6 18.8
English Language Learner	0	0	0	0	0		
Economically Disadvantaged	26	12	27	50	12	38.5 12 27	50 12 61.5
Male	66	11	15	53	21	25.8 11 15	53 21 74.2
Female	66	3	17	52	29	19.7 3 17	52 29 80.3
American Indian/Alaskan Native (not Hispanic)	0	0	0	0	0		
Asian (not Hispanic)	0	0	0	0	0		
Black or African American (not Hispanic)	1	0	0	100	0		100 100.0
Hispanic (any race)	1	100	0	0	0	100.0 100	
Multi-Racial (not Hispanic)	3	0	0	100	0		100 100.0
White (not Hispanic)	127	6	17	51	26	22.8 6 17	51 26 77.2
Native Hawaiian/other Pacific Islander (not Hispanic)	0	0	0	0	0		
Migrant	0	0	0	0	0		

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	3	5	16	58	21	20.9 16	58 21 79.1
District		8	21	57	14	29.2 8 21	57 14 70.8
State		13	25	49	13	38.0 13 25	49 13 62.0
School	4	9	13	43	35	21.7 9 13	43 35 78.3
District		7	26	45	23	32.4 7 26	45 23 67.6
State		13	29	37	22	41.4 13 29	37 22 58.6
School	5	7	19	56	19	25.6 7 19	56 19 74.4
District		11	23	50	16	34.4 11 23	50 16 65.6
State		13	25	44	18	38.2 13 25	44 18 61.8

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

FAIRVIEW EL SCH
2015 Performance by Subject, Grade, and Reporting Category

English Language Arts Reporting Categories

Grade 3
→

	School Average	District Average	State Average	Total Points Possible
Reading				
Key Ideas and Details	11.7	11.0	10.5	19
Craft and Structure/Integration of Knowledge and Ideas	5.0	4.0	3.9	8
Vocabulary Acquisition and Use	7.9	7.5	7.0	9
Writing				
Types of Writing	4.8	4.5	4.3	8
Language	11.5	10.8	10.3	18

Grade 3
↙

	School Average	District Average	State Average	Total Points Possible
Text Types				
Literature Text	12.0	11.1	10.6	18
Informational Text	12.5	11.4	10.9	18

FAIRVIEW EL SCH
2015 Performance by Subject, Grade, and Reporting Category

English Language Arts Reporting Categories

Grade
4 →

	School Average	District Average	State Average	Total Points Possible
Reading				
Key Ideas and Details	12.2	11.6	10.9	17
Craft and Structure/Integration of Knowledge and Ideas	8.2	7.6	7.1	12
Vocabulary Acquisition and Use	6.5	6.4	6.0	9
Writing				
Types of Writing	6.4	6.1	5.7	12
Language	12.2	10.9	10.9	18
Text-Dependent Analysis				
Text-Dependent Analysis	6.3	6.4	6.1	16

Grade
4 →

	School Average	District Average	State Average	Total Points Possible
Text Types				
Literature Text	13.2	12.7	12.0	19
Informational Text	13.6	12.8	12.0	19

FAIRVIEW EL SCH
2015 Performance by Subject, Grade, and Reporting Category

English Language Arts Reporting Categories

Grade 5 →

	School Average	District Average	State Average	Total Points Possible
Reading				
Key Ideas and Details	13.3	12.2	11.9	19
Craft and Structure/Integration of Knowledge and Ideas	4.2	4.1	3.9	7
Vocabulary Acquisition and Use	8.7	8.8	8.5	12
Writing				
Types of Writing	7.5	6.9	6.7	12
Language	11.8	11.1	10.8	18
Text-Dependent Analysis				
Text-Dependent Analysis	7.6	6.3	6.7	16

Grade 5 →

	School Average	District Average	State Average	Total Points Possible
Text Types				
Literature Text	13.3	13.0	12.7	18
Informational Text	12.8	12.0	11.7	20

2015 Mathematics Achievement Data

FAIRVIEW EL SCH

2015 Performance Level Distribution by Subject and Grade

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	3	16	23	35	26	39.5 16 23	35 26 60.5
District		20	24	35	21	43.9 20 24	35 21 56.1
State		28	24	28	20	51.5 28 24	28 20 48.5
School	4	9	20	35	37	28.3 9 20	35 37 71.7
District		18	35	30	17	52.9 18 35	30 17 47.1
State		25	31	28	17	55.5 25 31	28 17 44.5
School	5	12	30	35	23	41.9 12 30	35 23 58.1
District		20	37	28	15	56.9 20 37	28 15 43.1
State		26	31	27	15	57.2 26 31	27 15 42.8

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	132	12	24	35	29	36.4 12 24	35 29 63.6
Historically Underperforming	36	33	31	28	8	63.9 33 31	28 8 36.1
IEP-Special Education	16	69	25	0	6	93.8 69 25	6 6.3
English Language Learner	0	0	0	0	0		
Economically Disadvantaged	26	19	35	38	8	53.8 19 35	38 8 46.2
Male	66	12	30	29	29	42.4 12 30	29 29 57.6
Female	66	12	18	41	29	30.3 12 18	41 29 69.7
American Indian/Alaskan Native (not Hispanic)	0	0	0	0	0		
Asian (not Hispanic)	0	0	0	0	0		
Black or African American (not Hispanic)	1	0	0	100	0		100 100.0
Hispanic (any race)	1	0	100	0	0	100.0 100	
Multi-Racial (not Hispanic)	3	0	67	33	0	66.7 67	33 33.3
White (not Hispanic)	127	13	23	35	30	35.4 13 23	35 30 64.6
Native Hawaiian/other Pacific Islander (not Hispanic)	0	0	0	0	0		
Migrant	0	0	0	0	0		

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

FAIRVIEW EL SCH
2015 Performance by Subject, Grade, and Reporting Category

Mathematics Reporting Categories

Grade
3 →

	School Average	District Average	State Average	Total Points Possible
Numbers and Operations in Base Ten	6.6	6.3	5.8	11
Numbers and Operations-Fractions	6.3	5.9	5.7	10
Operations and Algebraic Thinking	12.3	11.9	11.4	22
Geometry	6.8	6.6	6.0	10
Measurement and Data	11.3	11.1	10.2	19

Grade
4 →

	School Average	District Average	State Average	Total Points Possible
Numbers and Operations in Base Ten	9.5	8.2	8.0	14
Numbers and Operations-Fractions	10.5	7.6	7.9	15
Operations and Algebraic Thinking	9.8	8.2	7.8	19
Geometry	6.8	6.0	5.6	11
Measurement and Data	7.0	5.5	5.4	13

Grade
5 →

	School Average	District Average	State Average	Total Points Possible
Numbers and Operations in Base Ten	11.8	10.4	10.2	18
Numbers and Operations-Fractions	10.8	9.8	9.6	20
Operations and Algebraic Thinking	5.8	5.2	5.0	11
Geometry	6.0	5.6	5.6	10
Measurement and Data	5.9	5.2	5.2	13

2015 Science Achievement Data

FAIRVIEW EL SCH

2015 Performance Level Distribution by Subject and Group

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	46	7	7	17	70	13.0 7	17 70 87.0
Historically Underperforming	12	17	8	33	42	25.0 17 8	33 42 75.0
IEP-Special Education	5	40	20	40	0	60.0 40 20	40 40.0
English Language Learner	0	0	0	0	0		
Economically Disadvantaged	9	11	11	22	56	22.2 11 11	22 56 77.8
Male	24	8	8	13	71	16.7 8 8	13 71 83.3
Female	22	5	5	23	68	9.1 5 5	23 68 90.9
American Indian/Alaskan Native (not Hispanic)	0	0	0	0	0		
Asian (not Hispanic)	0	0	0	0	0		
Black or African American (not Hispanic)	0	0	0	0	0		
Hispanic (any race)	1	0	100	0	0	100.0 100	
Multi-Racial (not Hispanic)	0	0	0	0	0		
White (not Hispanic)	45	7	4	18	71	11.1 7 4	18 71 88.9
Native Hawaiian/other Pacific Islander (not Hispanic)	0	0	0	0	0		
Migrant	0	0	0	0	0		

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	4	7	7	17	70	13.0 7 7	17 70 87.0
District	4	6	11	42	41	16.8 6 11	42 41 83.2
State	4	11	12	36	41	22.7 11 12	36 41 77.3

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

FAIRVIEW EL SCH
2015 Performance by Subject, Grade, and Reporting Category

Science Reporting Categories

	School Average	District Average	State Average	Total Points Possible
The Nature of Science	26.4	23.8	23.3	34
Biological Sciences	10.0	9.1	8.8	12
Physical Sciences	8.1	7.5	7.3	10
Earth and Space Sciences	8.1	7.3	7.2	12

Grade
4 →

ACHIEVING THE GOAL: Proficiency for All Students

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>



pennsylvania
DEPARTMENT OF EDUCATION

www.education.pa.gov

**2015 ELA,
Math, and
Science
PVAAS Data-
Academic
Growth**

Report: School Launchpad
School: Fairview Elementary School
District: West Shore School District

Select items below to see them above.								
Add All Remove All								
Test/Grade	Subject	School Value Added		School Quintile Diagnostic - Achievement Groups				
		2015	3 Year Average	1 (Lowest)	2	3 (Middle)	4	5 (Highest)
PSSA, Grade 4	Math	▲	▲	○	●	●	●	○
	Reading/ELA	■	▲	◆	◆	●	○	○
	Science	▲	▲		○	○	●	○
PSSA, Grade 5	Math	▼	■		○	○	○	◆
	Reading/ELA	▼	■		○	○	◆	◆

School Value Added

- ▲ Significant evidence that the School exceeded the standard for PA Academic Growth
- ▲ Moderate evidence that the School exceeded the standard for PA Academic Growth
- Evidence that the School met the standard for PA Academic Growth
- ▼ Moderate evidence that the School did not meet the standard for PA Academic Growth
- ▼ Significant evidence that the School did not meet the standard for PA Academic Growth
- No data currently available

School Quintile Diagnostic

- Moderate evidence that the group exceeded the standard for PA Academic Growth.
- Evidence that the group met the standard for PA Academic Growth.
- ◆ Moderate evidence that the group did not meet the standard for PA Academic Growth.
- There were not enough students to define growth.

Report: School Value Added
School: Fairview Elementary School
District: West Shore School District
Year: 2015

Test: PSSA
Subject: Reading/ELA

Estimated School Growth Measure				
Grade	3	4	5	Growth Measure over Grades Relative to Standard for PA Academic Growth
Standard for PA Academic Growth		0.0	0.0	
2013 Growth Measure		0.5 G	2.3 LB	1.4 LB
Standard Error		1.8	1.9	1.3
2014 Growth Measure		4.4 DB	-0.2 G	2.1 LB
Standard Error		2.0	1.9	1.3
2015 Growth Measure		-0.9 G	-5.3 R	-3.1 R
Standard Error		1.9	1.9	1.4
3-Yr-Avg Growth Measure		1.3 LB	-1.0 G	0.1 G
Standard Error		1.1	1.1	0.6
Estimated School Avg Achievement				
Grade	3	4	5	
State NCE Average	50.0	50.0	50.0	
2012 Avg Achievement	53.2	48.2	51.9	
2013 Avg Achievement	54.8	53.7	50.6	
2014 Avg Achievement	57.1	59.1	53.5	
2015 Avg Achievement	59.3	56.2	53.9	

DB	Significant evidence that the school exceeded the standard for PA Academic Growth
LB	Moderate evidence that the school exceeded the standard for PA Academic Growth
G	Evidence that the school met the standard for PA Academic Growth
Y	Moderate evidence that the school did not meet the standard for PA Academic Growth
R	Significant evidence that the school did not meet the standard for PA Academic Growth

Achievement results (PA state assessments) and growth results (PVAAS) must be used together to get a complete picture of student learning.

PA Academic Growth for Math & Reading/ELA:

The standard for PA Academic Growth is met when the student group maintains their relative achievement level from one year to the next. (SY12-13/SY13-14-PSSA Reading; SY14-15-PSSA ELA)

Report: School Value Added
School: Fairview Elementary School
District: West Shore School District
Year: 2015

Test: PSSA
Subject: Math

Estimated School Growth Measure				
Grade	3	4	5	Growth Measure over Grades Relative to Standard for PA Academic Growth
Standard for PA Academic Growth		0.0	0.0	
2013 Growth Measure		0.0 G	3.6 DB	1.8 LB
Standard Error		1.6	1.6	1.1
2014 Growth Measure		4.3 DB	-1.2 G	1.5 LB
Standard Error		1.8	1.6	1.2
2015 Growth Measure		4.2 DB	-3.4 R	0.4 G
Standard Error		1.7	1.6	1.2
3-Yr-Avg Growth Measure		2.8 DB	-0.4 G	1.2 DB
Standard Error		1.0	0.9	0.6
Estimated School Avg Achievement				
Grade	3	4	5	
State NCE Average	50.0	50.0	50.0	
2012 Avg Achievement	53.0	42.8	50.0	
2013 Avg Achievement	53.1	53.1	46.3	
2014 Avg Achievement	57.4	57.4	51.8	
2015 Avg Achievement	57.2	61.7	54.0	

DB	Significant evidence that the school exceeded the standard for PA Academic Growth
LB	Moderate evidence that the school exceeded the standard for PA Academic Growth
G	Evidence that the school met the standard for PA Academic Growth
Y	Moderate evidence that the school did not meet the standard for PA Academic Growth
R	Significant evidence that the school did not meet the standard for PA Academic Growth

Achievement results (PA state assessments) and growth results (PVAAS) must be used together to get a complete picture of student learning.

PA Academic Growth for Math & Reading/ELA:

The standard for PA Academic Growth is met when the student group maintains their relative achievement level from one year to the next. (SY12-13/SY13-14-PSSA Reading; SY14-15-PSSA ELA)

Report: School Value Added
School: Fairview Elementary School
District: West Shore School District
Year: 2015

Test: PSSA
Subject: Science

Subject	Grade	Year	# of Students	Avg Scale Score	Avg %-ile	Avg Predicted Scale Score	Predicted Avg %-ile	Growth Measure	Standard Error
Science	4	2013	45	1551.6	71	1522.2	66	26.4 LB	14.9
		2014	41	1511.8	61	1502.2	59	8.6 G	16.4
		2015	46	1520.4	66	1491.4	60	25.8 LB	15.0
		3-Yr-Avg	132	1528.4	66	1505.2	62	20.3 DB	8.9

DB	Significant evidence that the school exceeded the standard for PA Academic Growth
LB	Moderate evidence that the school exceeded the standard for PA Academic Growth
G	Evidence that the school met the standard for PA Academic Growth
Y	Moderate evidence that the school did not meet the standard for PA Academic Growth
R	Significant evidence that the school did not meet the standard for PA Academic Growth

Achievement results (PA state assessments) and growth results (PVAAS) must be used together to get a complete picture of student learning.

PA Academic Growth for Science and Keystone content areas (Algebra I, Biology, and Literature):

The standard for PA Academic Growth is met when the student group's actual achievement meets their predicted achievement - based on the average schooling experience in PA.