



NORTH ALLEGHENY SCHOOL DISTRICT

Report of Student Achievement

December 3, 2014



North Allegheny School District

Report of Student Achievement

December 2014

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Report of Student Achievement

Table of Contents

Executive Summary	i
Glossary	viii

SECTION I

PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT

Description	1
Summary of Current Findings	2
• Background	
• Performance Summaries for Mathematics and Reading for Grades Three - Eight	
• Performance Summaries for Writing for Grades Five and Eight	
• Performance Summaries for Science for Grades Four and Eight	
• District Longitudinal Trend Analysis by Cohort and Graduating Class	
• District Longitudinal Trend Analysis by Historically Underperforming Students	
• PSSA Test Schedule Information	
2014 Recommendations	14
Comparison of Percentage of Students in Each Performance Level (District vs. State) ..	16

SECTION II

KEYSTONE EXAMS

Description	21
Summary of Current Findings	22
• Background	
• 2013-2014 Algebra I Keystone Exam Performance Summary	
• 2013-2014 Biology Keystone Exam Performance Summary	
• 2013-2014 Literature Keystone Exam Performance Summary	
• District Longitudinal Trend Analysis by Cohort and Graduating Class	
• District Longitudinal Trend Analysis by Historically Underperforming Students	
2014 Recommendations	39
Comparison of Percentage of First-Time Test Takers (District vs. State)	40

SECTION III

ITBS (Iowa Test of Basic Skills)

Description.....	41
Summary of Current Findings	42
▪ Background	
▪ Comparison of Performance Between District and Nation	
▪ 2013-2014 CogAT Mean Standard Age Scores	
▪ 2013-2014 ITBS Mean National Percentile Scores	
▪ Comparison of Predicted and Obtained Mean National ITBS Percentile Scores	
2014 Recommendations.....	48

SECTION IV

PSAT/NMSQT (National Merit Scholarship Qualifying Test)

Description.....	50
Summary of Current Findings	51
▪ Background	
▪ District Performance in 2013-2014	
▪ Comparison of Performance Between the District and Nation	
▪ Comparison of Performance Between the District and State	
▪ Comparison of Student Performance on the PSAT and SAT	
▪ National Merit Qualifiers	
2014 Recommendations.....	54

SECTION V

SAT

Description.....	55
Summary of Current Findings	56
▪ Background	
▪ Percentage of NA Students Taking the SAT	
▪ Comparison of Scores – Local, State, and National Levels	
▪ Composite SAT Scores	
▪ Gender Comparisons	
2014 Recommendations.....	60

SECTION VI

PLAN TEST

Description.....	62
Summary of Current Findings	63
▪ Background	
▪ Comparison of Performance Between District and Nation	
▪ Longitudinal PLAN Scores	
▪ Comparison of Performance Between District and Nation Subtests	
▪ Comparison of Scores by Gender	
▪ Correlation of Interests, Course Work Plans, and Postsecondary Plans	
2014 Recommendations.....	67

SECTION VII

ACT

Description.....	68
Summary of Current Findings	69
▪ Background	
▪ Longitudinal Data of All Students Taking the ACT	
▪ Comparison of Scores – Local, State, and National Levels	
▪ Composite ACT Scores	
▪ ACT Subtests	
▪ Analysis of Performance Based on Gender	
2014 Recommendations.....	74

SECTION VIII

ADVANCED PLACEMENT TESTS

Description.....	75
Summary of Current Findings	76
▪ Background	
▪ Enrollment Trends	
▪ Performance on AP Exams	
▪ AP Scholars	
2014 Recommendations.....	81

SECTION IX

SCHOOL PERFORMANCE PROFILE (SPP)

Description.....	82
Summary of Current Findings	83
▪ Background	
▪ Overall Building Level SPP Scores for Fall 2014	
▪ Differences Between 2013 and 2014 SPP Calculations	
▪ Comparison of NASD Schools and Comparator School District	
2014 Recommendations.....	86
School Performance Profile Academic Performance Data Charts.....	87

EXECUTIVE SUMMARY

Introduction

“Learning organizations are those where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together.”

Peter Senge

The North Allegheny School District has a proud history of excellence in academics, arts, and athletics. While the District’s commitment to excellence is infused into all aspects of the school community, in the classroom this history translates into superior student achievement. The North Allegheny School District is an organization of excellence as substantiated by the multitude of awards and accomplishments for which it has been recognized across the State and the Nation. Since the presentation of the 2012-2013 Report of Student Achievement, significant student achievement accomplishments were attained as highlighted below:

- **Niche K-12**
 - North Allegheny School District (NASD) ranked the #9 school district in the United States
 - NASD ranked the #3 school district in Pennsylvania
 - NASD ranked the #1 school district in the Pittsburgh Metropolitan Area
 - The North Allegheny Senior High School (NASH) ranked at #33 on the list of Best High Schools in the Nation (out of 14,431 schools)
 - Each of the three NASD Middle Schools made the Top 100 Middle Schools in the Nation list. Ingomar Middle School ranked #35, Marshall Middle School ranked #42, and Carson Middle School ranked #49 in America. These three schools also ranked in the top 10 in Pennsylvania: IMS #5, MMS #6 and IMS #7. NASD Middle Schools swept the top three rankings for Best Middle Schools in the Metropolitan Pittsburgh Area as well: IMS #1, MMS #2, and CMS #3.
 - All seven NASD Elementary Schools ranked among the Top 3% of the Best Elementary Schools in the Nation. Each elementary school received an A+ Grade. NASD Elementary Schools also received commendable rankings in the State: Bradford Woods #11, Peebles #14, Ingomar #18, Hosack #21, Franklin #25, Marshall #26, and McKnight #104.
- **Best High Schools 2014 – *US News and World Report***
 - **NASH ranked #639** (out of 19,400 total high schools) in the Nation – or top 4% - and #12 (out of 690) in the State.
 - **Methodology** – (1) performance on state proficiency tests (2) performance of least-advantaged students (3) college readiness using AP and IB.

- **Top High Schools 2014 – *The Daily Beast***
 - **NASH ranked #165*** (original pool unknown)
 - **Methodology** – (1) invited public schools with graduations rates of at least 85% to participate and received 1,200 responses (2) formula: four-year cohort graduate rate 30%, rigor/college preparedness 30%, college acceptance rate 30%, SAT/ACT 10%.

- **America’s Top High Schools 2014 – *Newsweek***
 - **NASH ranked #65** (out of 14,454 total high schools) – or top 1%.
 - **Methodology** – (1) threshold analysis identified high schools performing at or above the 80th percentile in each state based upon state assessment proficiency (2) college readiness based on enrollment rate, graduation rate, AP/IB, SAT/ACT, retention 9th through 12th, counselor-to-student ratio (3) performance of economically disadvantage student performance.

- **America’s Most Challenging High Schools 2014 – *Washington Post***
 - **NASH ranked #1194** (out of approximately 22,000 high schools) in the Nation – or top 6% - and #12 in the State.
 - **Methodology** – (1) total number of AP, IB, and AICE tests given divided by number of seniors who graduated = Challenge Index (2) schools with a Challenge Index of at least 1.00 make the list and are ranked in order highest to lowest (3) charter schools are included.

- **“What Parents Want” – *SchoolMatch***
 - NASD was awarded the ‘What Parents Want Award’ for 22 consecutive years 1990/91 – 2012/13.
 - Originally designed to help families and companies who were looking to relocate identify schools/school districts that would best meet their quality of life priorities. Roster of services has since expanded.
 - Database information is submitted by school districts and merged with other public source information. Membership is required for various levels of participation.
 - This award program was discontinued in 2013/2014.

- **2014 Guide to Western Pennsylvania Schools – *Pittsburgh Business Times***
 - The NASD ranked #8 (out of 494) districts in PA.
 - **Methodology** – (1) based on three years of state public school assessment results (2) information regarding performance by various groups, including economically disadvantaged is taken into consideration for some aspects of rankings.

When compared to other Western PA schools by grade level, our schools received the following rankings in the *Pittsburgh Business Times Special Report*:

- NASH 11th grade rank: #3 in Western PA.
- Middle Schools in NA received the following Western PA rankings:

	8th Grade Rank	7th Grade Rank	6th Grade Rank
Ingomar Middle School	#4	#4	#27
Carson Middle School	#8	#10	#46
Marshall Middle School	#5	#6	#6

- Elementary Schools in NA received the following Western PA rankings:

	5th Grade Rank	4th Grade Rank	3th Grade Rank
Bradford Woods Elementary School	#1	#15	#1
Franklin Elementary School	#16	#26	#53
Hosack Elementary School	#13	#35	#38
Ingomar Elementary School	#33	#27	#18
Marshall Elementary School	#22	#47	#76
McKnight Elementary School	#76	#85	#46
Peebles Elementary School	#39	#12	#24

The Report of Student Achievement analyzes data from 2004 and then the past five years. The reason for including 2004, it represents a ten-year perspective of NASD student performance. The analyses may include:

- Performance Summaries
- A District Longitudinal Trend Comparison by Cohort and Graduating Class
- A District 2013-2014 School Year Comparison of Historically Underperforming Students
- A District Longitudinal Trend Comparison by Gender
- A District Comparison to the State or Nation

As past student achievement data is analyzed and plans are made to facilitate improved future performance, North Allegheny School District must shift its focus to sustaining student growth and achievement to expect even greater performance in the future. By analyzing

student growth and achievement, a more comprehensive picture of school effectiveness emerges. The 2014 Report of Student Achievement is not only a year in review of North Allegheny students' academic progress, but a testimony to the school community's joint effort to support and encourage its students in the quest for educational excellence.

The 2014 Report of Student Achievement is a comprehensive compilation of results of seven standardized assessments that includes: the Pennsylvania System of School Assessment (PSSA); the Keystone Exams; Iowa Test of Basic Skills (ITBS) and the companion Cognitive Abilities Test (CogAT); Preliminary SAT (PSAT); Scholastic Aptitude Test (SAT); PLAN; American College Test (ACT); Advanced Placement (AP) Exams; and the School Performance Profile (SPP). The purpose of the Report of Student Achievement is to provide detailed information regarding the results and comparisons of North Allegheny School District students to students across the region, State, and Nation. Additionally, the Report of Student Achievement contains summaries of strategies and initiatives that have been accomplished with recommendations to maintain and/or improve instruction and student achievement. Specifically, the Report of Student Achievement presents an accountability overview that outlines progress towards past recommendations made to facilitate improving student growth and achievement moving forward. This focus will ensure that the North Allegheny School District continues to make informed, data-driven decisions, and accomplishes the goals of the Comprehensive Plan.

The Report of Student Achievement provides information to the School Board, Superintendent, Administration, and the school community at large regarding the academic growth and achievement of the North Allegheny School District. The information contained in the Report of Student Achievement is shared with Building Principals, Department Chairpersons, Grade Level Facilitators, Special Education leadership, teachers, parents, and the community. It continues to be one of the driving forces when analyzing the scope and sequence of the delivery of curriculum and in the implementation of instructional strategies. Some of the highlights of the 2014 Report of Student Achievement include:

Pennsylvania System of School Assessment (PSSA)

When comparing District to State percentages of students at the combined Advanced and Proficient performance levels in Mathematics, Reading, Writing, and Science, the North Allegheny School District outperformed the State on total grade level and subject area achievement.

- In Mathematics, every grade level recorded percentages of 79.9+ students who are at the combined Advanced and Proficient performance levels. The percentage of students in seventh and eighth grade at the combined Advanced and Proficient performance levels were 91.8% and 90.6%, respectively.
- In Reading, every grade level recorded percentages of 82+ students who are at the combined Advance and Proficient performance levels. The percentage of students in seventh and eighth grade at the combined Advance and Proficient performance levels were 91.7% and 95.2%, respectively.

- In Writing, 89.6% of fifth graders, and 94.5% of eighth graders scored at the combined Advanced and Proficient performance levels.
- In Science the NASD outperformed the State in every grade level with 94.8% of fourth graders, and 87.5% of eighth graders, scoring in the combined Advanced and Proficient performance levels.

Keystone Exams

- During the 2013-2014 Spring Administration of the Algebra I Keystone Exam, 75.4% of District first-time test takers scored at the Advanced/Proficient Level as compared to 52.1% of State students.
- During the 2013-2014 Spring Administration of the Biology Keystone Exam, 79.9% of District first-time test takers scored at the Advanced/Proficient Level as compared to 53.5% of State students.
- During the 2013-2014 Spring Administration of the Literature Keystone Exam, 89.1% of District first-time test takers scored at the Advanced/Proficient Level as compared to 61.5% of State students.
- Using the best score of the Keystone Exams, students in the graduating Class of 2015 have scored at the Advanced/Proficient Level in the following areas: 92.18% in Algebra I, 76.89% in Biology, and 95.91% in Literature.
- Using the best score of the Keystone Exams, students in the graduating Class of 2016 have scored at the Advanced/Proficient Level in the following areas: 90.32% in Algebra I, 82.09% in Biology, and 90.95% in Literature.
- Using the best score of the Keystone Exams, students in the graduating class of 2017 have scored at the Advanced/Proficient Level in the following areas: 84.94% in Algebra I and 97.54% in Biology. The Literature Keystone Exam will be administered at the end of their 10th grade English course in the spring of 2015.

Iowa Tests of Basic Skills

- Achievement of students at North Allegheny School District compares favorably to students nationally in all areas of achievement and at all grade levels.
- Analysis of the distribution of the mean national percentile scores obtained by District students on the Reading Totals, Language Totals, Math Totals, and Core Totals in grades two through seven reveals a continued pattern of stability since the 2010 administration.
- The 2014 results show the mean national percentile scores for District students was between the 78th and 85th percentile for Reading Totals, between the 81st and 87th percentile for Language Totals, between the 81st and 85th percentile for Math Totals, and between the 81st and 86th percentile for Core Totals.
- In grades two, four, and seven, the CogAT scores are utilized to predict achievement on the ITBS. Results indicate that North Allegheny students performed above the predicted scores in Math, Reading, and Language, revealing consistent performance for five years.

PSAT/NMSQT

- Juniors and sophomores in the North Allegheny School District scored higher than the State and National averages in Critical Reading, Math, and Writing.

- Fifteen (15) seniors in the graduating class of 2014 were named as National Merit Semifinalists; thirty-six (36) seniors were named as National Merit Commended students; and thirteen (13) seniors were named Finalists in the 2014 National Merit Program.

SAT

- The combined Critical Reading, Mathematics, and Writing mean score was 1700. This represents a decrease of 16 points from last year's all-time record high score.
- In 2014, 90% of all seniors took the SAT.
- North Allegheny students surpassed the State and National mean scores on the SAT in the Critical Reading, Mathematics, and Writing sections.
- North Allegheny School District is ranked #2 in the *Pittsburgh Business Times* in their most recent list of Top 50 High Schools in the region ranked by SAT scores.

PLAN

- Ninety-six percent (96%) of North Allegheny students scored at or above the national median.
- North Allegheny students in tenth grade have shown career preferences in the areas of Science/Technology, Arts, Administration/Sales, and Social Services.

ACT

- North Allegheny students surpassed the State and national median scores in all four areas of the exam.
- The North Allegheny School District had 61% of graduates indicating college readiness and had an ACT Composite Score of 25.9. This is a new high score, increasing from the 25.7 reported for each of the last three years. North Allegheny students outperformed students across the State by 3.2 points and the Nation by 4.9 points.
- During the 2013-2014 school year, 357 students took the ACT assessment. This reflects a decrease of 15 students from the 2012-2013 school year, which was the highest number ever recorded.

AP

- In 2013-2014, 594 students were enrolled in one or more AP courses. One thousand, four hundred twenty-two (1,422) AP exams were administered to North Allegheny students in 2013-2014 school year.
- The mean AP score was 4.18 on a 5-point scale. For the last nine years, the mean average score on the AP exams for North Allegheny School District has been 4.0 or greater.
- There were a total of 311 AP Scholars. This is an increase of 38 scholars from the 2012-2013 school year and the most scholars ever recorded.
- North Allegheny School District earned AP District Honor Roll distinction through the College Board.

School Performance Profile

- The SPP score for the two high schools is 97.2
- The average SPP score for the three middle schools is 96.3
- The average SPP score for the seven elementary schools is 88.2

An examination of the North Allegheny School District’s current and historical performance reveals areas where the District has excelled and where the District must further focus its efforts. Equipped with dedication, passion, and commitment, the North Allegheny School District will continue to reach new heights of excellence with “Caring to Learn, Learning to Care!”

GLOSSARY OF TERMS

ACT Assessment

The ACT Assessment measures skills in English, Mathematics, Reading, and Science reasoning. These areas are tested because they include the major areas of instruction in most high school and college programs.

Achievement Test

An achievement test is any test designed to measure learning that is taught in school. The test typically encompasses basic skills; e.g., Reading, Language, Mathematics, and may also cover content areas such as Science and Social Studies.

Advanced Placement Exam

The Advanced Placement Exam is a test on which students demonstrate and confirm mastery of particular subjects. Student performance on AP Exams are graded one through five, with a grade of five indicating a student who is well-qualified to receive college credit and/or advanced placement.

Predicted Achievement Scores

Anticipated achievement scores are projections of a student's achievement scores based on a measure of their cognitive ability.

Assessment

Assessment is a comprehensive district-wide process that uses a variety of tests to determine the learning of students.

Alternative Assessment

Alternative assessment is any kind of assessment technique other than traditional; e.g., multiple-choice tests.*

Authentic Assessment

Authentic assessment is a general term for a method of alternative assessment that tests students' ability to solve problems or perform tasks in simulated "real-life" situations.*

Bell Curve

A Bell Curve, also called a "normal curve," is a symmetrical pattern for plotting the scores of a norm group so that exactly half of the scores fall above the midpoint and half below. All other scores are plotted within the curve to determine standardized test rankings.*

Cognitive Abilities Test (CogAT)

The CogAT is an academic aptitude test that measures the cognitive abilities important for scholastic success. The CogAT is administered to students in grades 1, 2, 4, and 7. The CogAT includes scores for three cognitive factors - verbal, non-verbal, and quantitative.

Descriptions of Performance Levels for the PA System of School Assessment (PSSA)

Advanced: The Advanced Level reflects superior academic performance. Advanced work indicates an in-depth understanding and exemplary display of the skills included in the Pennsylvania Academic Content Standards.

Proficient: The Proficient Level reflects satisfactory academic performance. Proficient work indicates a solid understanding and adequate display of the skills included in the Pennsylvania Academic Content Standards.

Basic: The Basic Level reflects marginal academic performance. Basic work indicates a partial understanding and limited display of the skills included in the Pennsylvania Academic Content Standards. This work is approaching satisfactory performance but has not yet reached it. There is a need for additional instructional opportunities and/or increased student academic commitment to achieve the Proficient Level.

Below Basic: The Below Basic Level reflects inadequate academic performance. Below Basic work indicates little understanding and minimal display of the skills included in the Pennsylvania Academic Content Standards. There is a substantial need for additional instructional opportunities and/or increased student academic commitment to achieve the Proficient Level.

Disaggregated Data

“Disaggregate” means to separate a whole into its parts. In education, this term means that test results are sorted into groups of students who are economically disadvantaged, from racial and ethnic minority groups, have disabilities, or have limited English fluency. This practice allows parents and teachers to see more than just the average score for their child’s school. Instead, parents and teachers can see how each specific student group is performing.

Historically Underperforming

The historically underperforming student group is a non-duplicated count of students with disabilities with an individualized education program (IEP), students who are English Language Learners (ELL), and Economically Disadvantaged (ED) students enrolled for a full academic year taking the PSSA/Keystone Exam. This group is not a cohort but rather students currently in the building meeting the definition during the reported year.

ITBS

The Iowa Tests of Basic Skills (ITBS) is a standardized achievement test that is administered to all students in grades 2 through 7. The test battery includes subtests in the areas of Reading, Language, and Mathematics. The ITBS has a companion aptitude test, the Cognitive Abilities Test (CogAT). In North Allegheny, the CogAT is given to students in grades 1, 2, 4, and 7.

Keystone Exams

The Keystone Exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Literature, and Biology. The Keystone Exams are one component of Pennsylvania’s system of high school graduation requirements. Keystone Exams will help school districts guide students toward meeting state standards.

Mean

The quotient obtained by dividing the sum of a set of scores by the number of scores; also called “average.” Mathematicians call it “arithmetic mean.”

National Median Percentile

National Median Percentile is the midpoint of the performance of students in a national norm group; 50 percent of the students score above the norm, and 50 percent score below.

Norm Group

Norm Group is a random group of students that originally take a test under the authority of the test developer. Their performance establishes the baseline against which all scores are compared.*

Norm-referenced Test

A Norm-referenced Test is a test that relates the scores of each student to those of students in a control, or norm group (see Norm Group). This test shows how each student and group of students rank compared with an average. The intention is that when schools and school districts give the same tests under the same conditions and are ranked according to the same norm, these scores will be comparable.*

Pennsylvania Alternate System of Assessment (PASA)

The Individuals with Disabilities Act of 2004 (IDEA) requires that States and Local Education Agencies (LEAs) ensure that all children with disabilities are included in all general state and district-wide assessment programs, including assessments used for purposes of satisfying the No Child Left Behind Act of 2001 (NCLB). If necessary, a state or LEA may create an alternate assessment. The Pennsylvania Alternate System of Assessment (PASA) was developed in accordance with this allowance to meet the needs of students with the most severe cognitive disabilities who are not able to participate in the general assessment even with accommodations. The PASA is aligned with Pennsylvania's academic content standards and measures the attainment of knowledge and skills of children with significant cognitive disabilities through performance tasks. Like the state-wide standardized test (the Pennsylvania System of Assessment or PSSA), the purpose of the PASA is to provide information to school districts and other educational service providers that will aid them in improving instruction for children.

Pennsylvania System of State Assessment (PSSA)

Chapter 4 of the State Board of Education calls for assessments in mathematics and reading skills of students in grades 3 through 8; an assessment for writing skills for students in grade 5 and 8; and an assessment for science skills for students in grades 4 and 8. The PSSA is the

State of Pennsylvania's assessment to meet the requirements of No Child Left Behind. The PSSA is administered annually.

Performance Assessment

This type of alternative assessment, also called performance-based, requires students to perform a task to demonstrate knowledge of skills rather than just answer questions. Students may have to conduct a science experiment or explain in writing how they solved a mathematics or science problem.*

Percentile Score

Frequently, we want to compare a student's test score with those of other children in the same age/grade group. In order to do this, the actual test score is changed to a percentile score. If he/she has a percentile score of 75, it means that the test score is higher than 75 percent (or 3/4) of the students in the same age/grade group who also took the same test.

PLAN Test (formerly PACT+)

The PLAN Test is the middle program in the secondary level of the ACT Educational Planning and Assessment System. This test is administered to all students in the 10th grade to assess achievement in the areas of English, Mathematics, Reading, and Science. The test also measures career plans and areas in which students require help, e.g. making postsecondary plans, etc.

Portfolio

Portfolio is a file of student work used as an assessment technique. Specified contents of the portfolio are reviewed to determine the level of student performance and progress.*

PSAT/NMSQT

The PSAT is a preparatory test for the SAT administered in grades 10 and 11. **NMSQT** is the National Merit Scholarship Qualifying Test.

Quartile

After percentiles are determined, the distribution may be broken down for reporting purposes into four groups: the 1-25th percentile, 26-50th, 51-75th, and 76-100th. Thus, a student who scored at the 45th percentile is said to be in the second quartile.*

Regression to the Mean

Regression to the mean is a tendency for groups, especially those selected on the basis of extreme scores, to regress toward a more average score on subsequent measurements, regardless of the experimental treatment.

Reliability

Reliability is the consistency or accuracy of the measurement.

SAT

The SAT is administered at the upper secondary level as a requirement for admissions to most colleges and universities. It is also administered to select seventh and eighth grade students as part of the Johns Hopkins Program.

Scaled Score (Standard Score)

On certain tests, scaled scores provide a means of comparing student performance on different forms and levels of the same test. They are most useful in tracking a student's gain from grade to grade.

Stanines

Stanines are a way of representing an individual's score on an assessment by using a series of numbers 1 through 9. This system has a mean of 5 and standard deviation of 2. Students are said to score within an average range if they receive a stanine score of 4, 5, or 6.

Validity

Validity is the extent to which a test measures what it is supposed to measure.

*SOURCE OF REFERENCE

Hynes, Donald L. "Making Sense of Testing and Assessment," American Association of School Administrators Booklet. 25-27.

PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT (PSSA)

The State's assessment system is known as the Pennsylvania System of School Assessment (PSSA). Tests are required under the Chapter 4 Regulations of the Pennsylvania State Board of Education and the federal No Child Left Behind (NCLB) Act. The tests are based on the Pennsylvania Academic Standards in Mathematics, Reading, Writing, Speaking, and Listening. The focus of the assessment is to determine the degree to which the students and schools in the State of Pennsylvania are proficient in achieving the content contained in the Pennsylvania Academic Standards in the areas of Mathematics, Reading, Writing, and Science.

Additionally, the PSSA provides information to teachers and schools to guide the redesign of curriculum and instructional strategies to enable students to master the Pennsylvania Academic Standards.

Pennsylvania System of School Assessment (PSSA) 2013-2014

Summary of Current Findings:

Background

During the 2013-2014 school year, students were assessed in Mathematics and Reading in grades three through eight. Writing was assessed at grades five and eight. Science assessments were administered in grades four and eight. Results from the PSSA are used to monitor individual student achievement, as well as the performance of individual schools and school districts. For the purpose of this report, several analyses will be conducted including:

- Performance Summaries for Mathematics and Reading for Grades Three through Eight
- Performance Summaries for Writing for Grades Five and Eight
- Performance Summaries for Science for Grades Four and Eight
- A District Longitudinal Trend Comparison by Cohort and Graduating Class
- A District 2013-2014 Comparison of Historically Underperforming Students

Four performance levels, which correspond with student scores on the PSSA, illustrate students' levels of achievement relative to the Pennsylvania Academic Standards. The performance levels provide specific descriptions of what students know and can do in order to help guide educators in developing curriculum and instruction that enable all students to be successful learners. The four levels are:

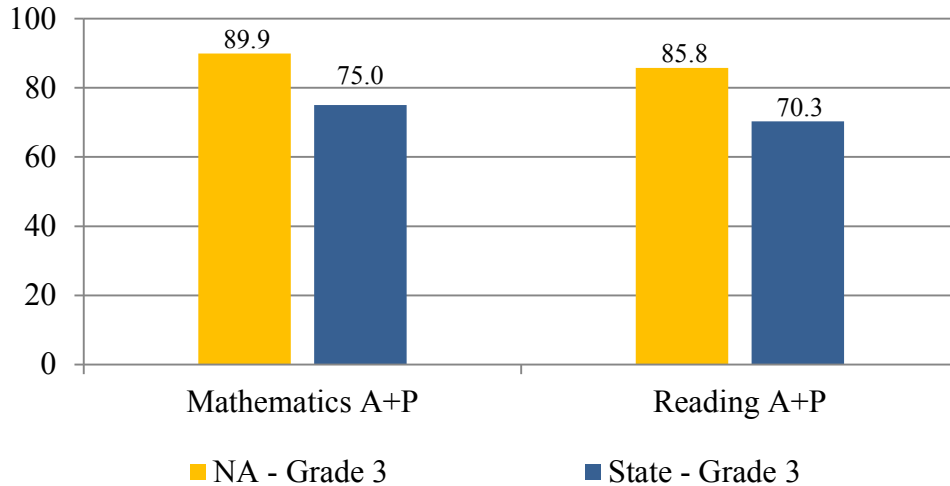
- Advanced (superior academic performance)
- Proficient (satisfactory academic performance)
- Basic (marginal academic performance)
- Below Basic (inadequate academic performance)

Performance Summaries for Mathematics and Reading for Grades Three through Eight

Grade Three

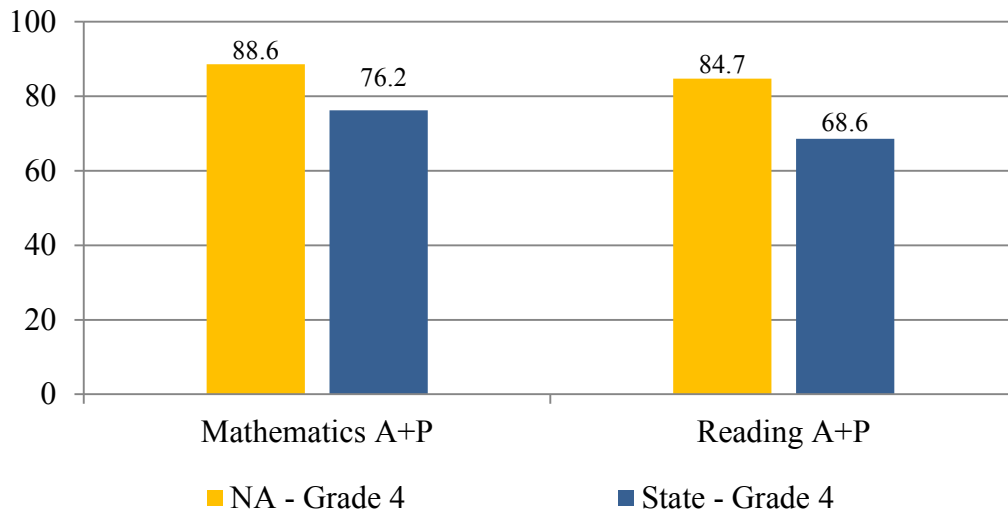
In 2013, North Allegheny School District third grade students achieved 89.3% combined Advanced and Proficient performance levels in Mathematics and 91.4% combined Advanced and Proficient performance levels in Reading. In 2014, North Allegheny School District third grade students achieved 89.9% combined Advanced and Proficient performance levels in Mathematics and 85.8% combined Advanced and Proficient performance levels in Reading. When comparing scores in 2013 and 2014, a .6% increase is noted in Mathematics and a 5.6% decrease is noted in Reading in the combined Advanced and Proficient performance levels, respectively. In

comparison, 75.0% of third grade students across the State achieved the combined Advanced and Proficient performance levels in Mathematics and 70.3% of third grade students across the State achieved the combined Advanced and Proficient performance levels in Reading.



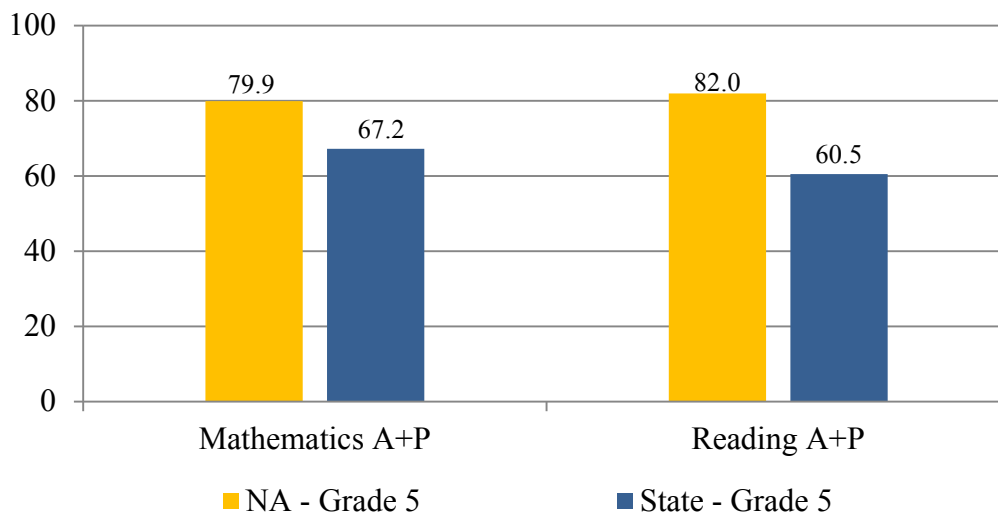
Grade Four

In 2013, 89.1% of District fourth grade students scored at the combined Advanced and Proficient performance levels in Mathematics and 85.6% at the combined Advanced and Proficient performance levels in Reading. On the 2014 PSSA, 88.6% of District fourth grade students scored at the combined Advanced and Proficient performance levels in Mathematics and 84.7% at the combined Advanced and Proficient performance levels in Reading. When comparing scores in 2013 and 2014, there is a .5% decrease in the differential in Mathematics and a .9% decrease in the differential in Reading. In comparison, 76.2% of fourth grade students across the State achieved the combined Advanced and Proficient performance levels in Mathematics and 68.6% of fourth grade students across the State achieved the combined Advanced and Proficient performance levels in Reading.



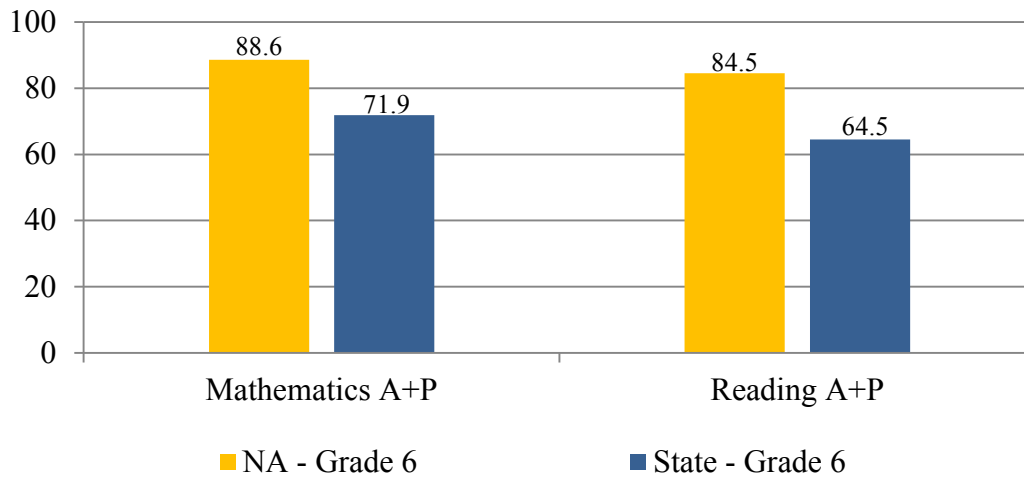
Grade Five

In 2013, 85.9% of District fifth grade students scored at the combined Advanced and Proficient performance levels in Mathematics and 81.7% at the combined Advanced and Proficient performance levels in Reading. In 2014, 79.9% of District fifth grade students scored at the combined Advanced and Proficient performance levels in Mathematics and 82.0% at the combined Advanced and Proficient performance levels in Reading. When comparing scores in 2013 and 2014, there is a 6.0% decrease in the differential in Mathematics, and a .3% increase in the differential in Reading. In comparison, 67.2% of fifth grade students across the State achieved the combined Advanced and Proficient performance levels in Mathematics and 60.5% of fifth grade students across the State achieved the combined Advanced and Proficient performance levels in Reading.



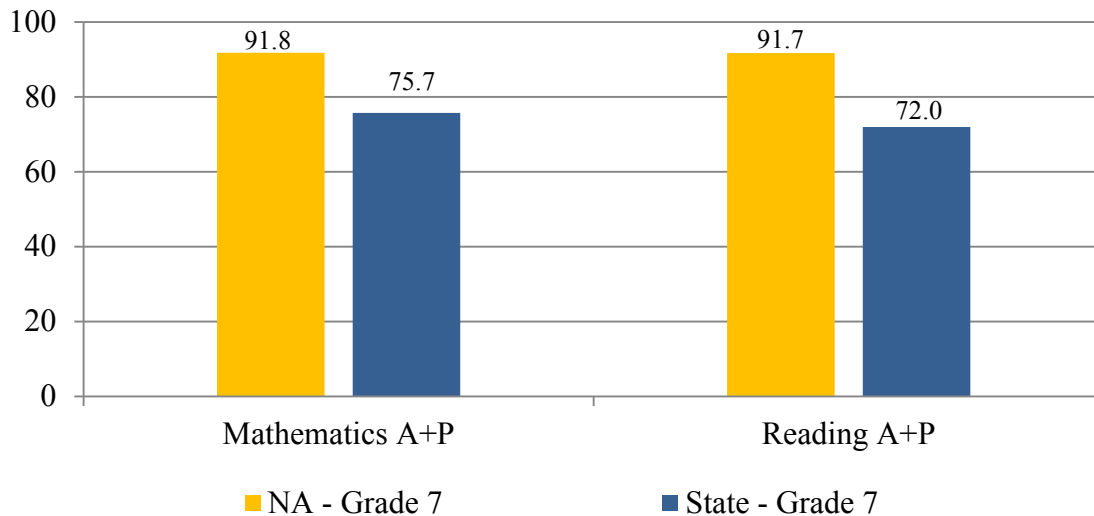
Grade Six

In 2013, 88.0% of District sixth grade students scored at the combined Advanced and Proficient performance level in Mathematics and 83.4% at the combined Advanced and Proficient performance levels in Reading. On the 2014 PSSA, 88.6% of District sixth grade students scored at the combined Advanced and Proficient performance levels in Mathematics and 84.5% at the combined Advanced and Proficient levels in Reading. When comparing scores in 2013 and 2014, there is a .6% increase in the differential in Mathematics and a 1.1% increase in the differential in Reading. In comparison, 71.9% of sixth grade students across the State achieved the combined Advanced and Proficient performance levels in Mathematics and 64.5% of sixth grade students across the State achieved the combined Advanced and Proficient performance levels in Reading.



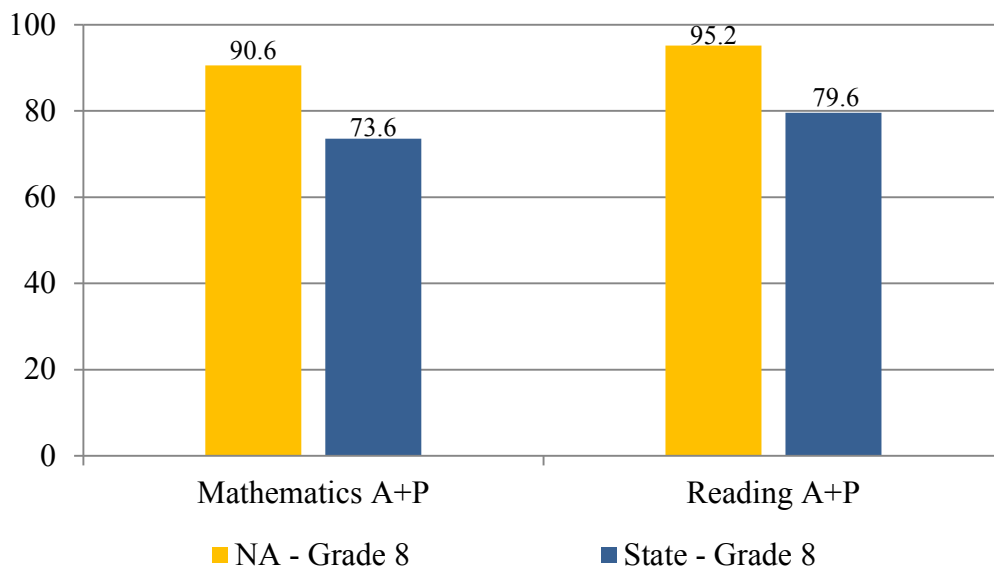
Grade Seven

In 2013, 92.4% of District seventh grade students scored at the combined Advanced and Proficient performance levels in Mathematics and 89.7% at the combined Advanced and Proficient performance levels in Reading. On the 2014 PSSA, 91.8% of District seventh grade students scored at the combined Advanced and Proficient performance levels in Mathematics and 91.7% at the combined Advanced and Proficient performance levels in Reading. When comparing scores in 2013 and 2014, there is a .6% decrease in the differential in Mathematics and a 2.0% increase in the differential in Reading. In comparison, 75.7% of seventh grade students across the State achieved the combined Advanced and Proficient performance levels in Mathematics and 72.0% of seventh grade students across the State achieved the combined Advanced and Proficient performance levels in Reading.



Grade Eight

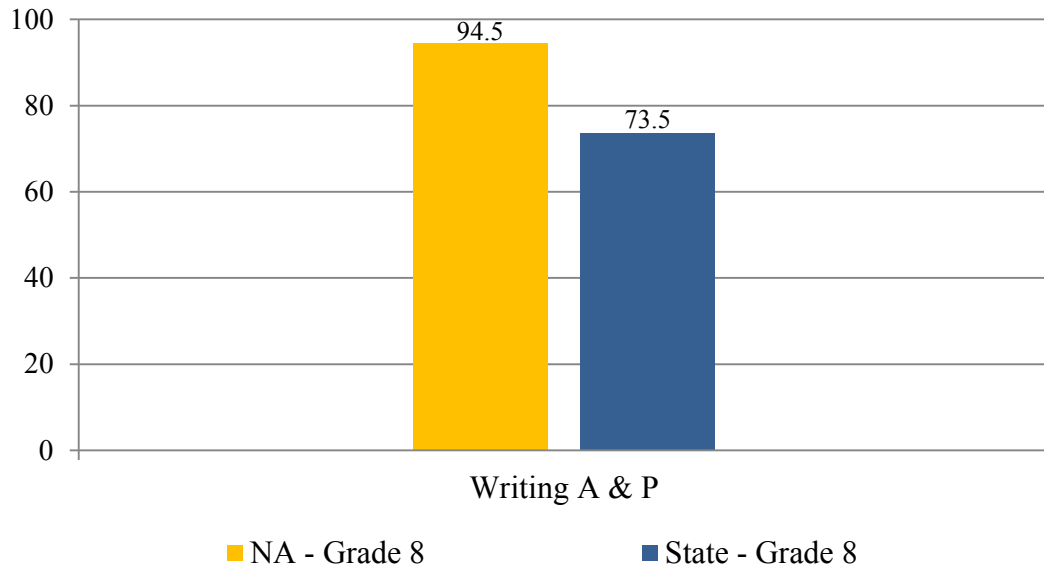
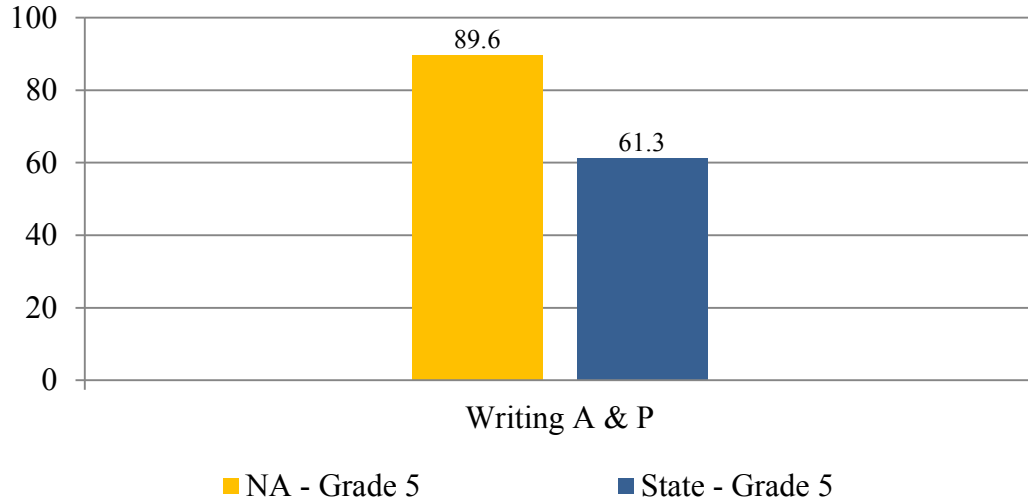
In 2013, 91.3% of District eighth grade students scored at the combined Advanced and Proficient performance levels in Mathematics and 94.6% at the combined Advanced and Proficient performance levels in Reading. On the 2014 PSSA, 90.6% of District eighth grade students scored at the combined Advanced and Proficient performance levels in Mathematics and 95.2% at the combined Advanced and Proficient performance levels in Reading. When comparing scores in 2013 and 2014, there is a .7% decrease in the differential in Mathematics and a .6% increase in the differential in Reading. In comparison, 73.6% of eighth grade students across the State achieved the combined Advanced and Proficient performance levels in Mathematics and 79.6% of eighth grade students across the State achieved the combined Advanced and Proficient performance levels in Reading.



Performance Summaries for Writing for Grades Five and Eight

Grade Five and Eight

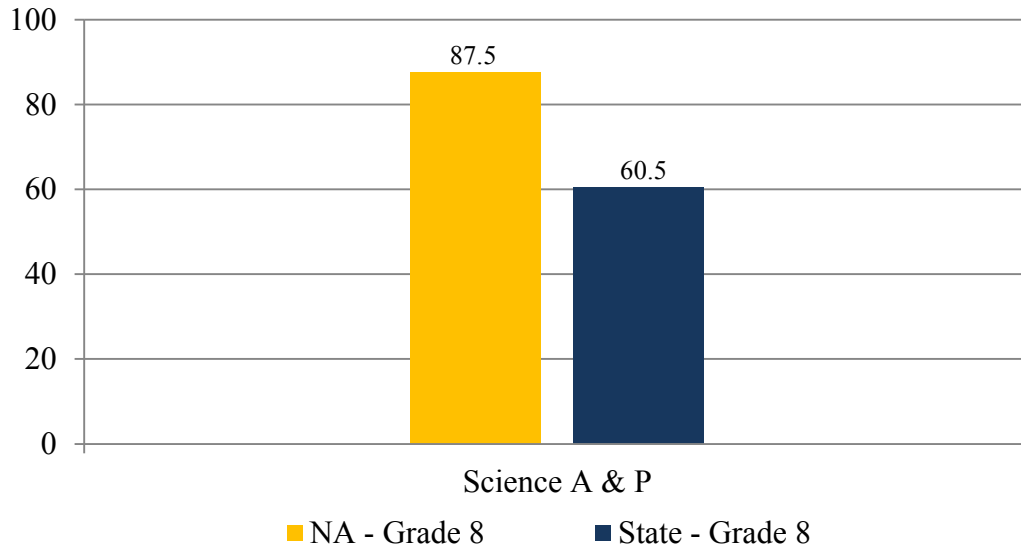
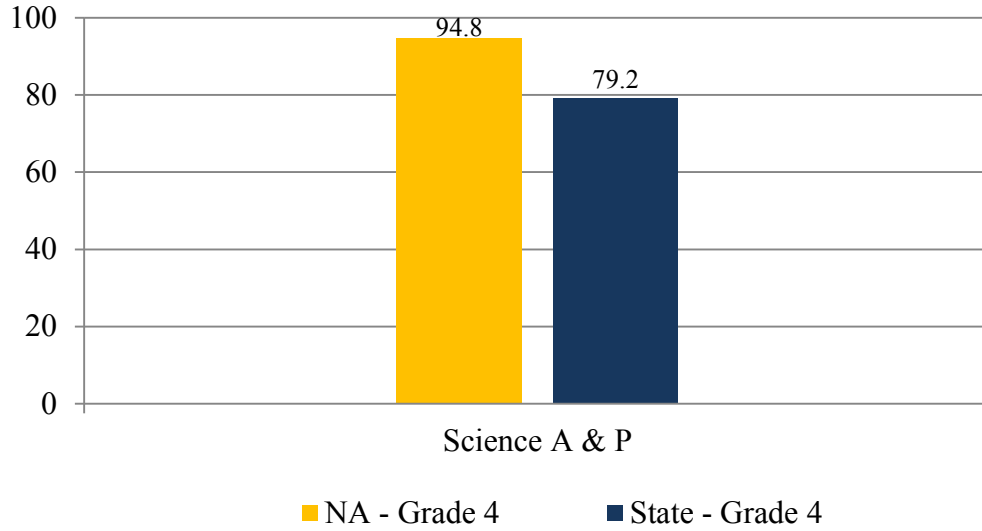
In 2013, 88.9% of District fifth grade students scored at the combined Advanced and Proficient performance levels in Writing. In 2014, 89.6% of District fifth grade students scored at the combined Advanced and Proficient performance levels in Writing, a .7% increase in the differential from the previous year. In 2013, 92.7% of District eighth grade students scored at the combined Advanced and Proficient performance levels in Writing. In 2014, 94.5% of District eighth grade students scored at the combined Advanced and Proficient performance levels in Writing, a 1.8% increase in the differential from the previous year. Respectively, 61.3% of State fifth grade students scored at the Advanced and Proficient performance levels and 73.5% of State eighth grade students scored at the Advanced and Proficient performance levels.



Performance Summaries in Science for Grades Four and Eight

Grade Four and Eight

In 2013, 94.8% of District fourth grade students scored at the combined Advanced and Proficient performance levels in Science. In 2014, 94.8% of District fourth grade students scored at the combined Advanced and Proficient performance levels in Science, which remained unchanged from 2013. In 2013, 83.3% of District eighth grade students scored at the combined Advanced and Proficient performance levels in Science. In 2014, 87.5% of District eighth grade students scored at the combined Advanced and Proficient performance levels in Science, an increase of 4.2%. In comparison, 79.2% of State fourth grade students scored at the Advanced and Proficient performance levels and 60.5% of State eighth grade students scored at the Advance and Proficient performance levels.



District Longitudinal Trend Analysis by Cohort and Graduating Class

In order to take a closer look at District longitudinal trends, the PSSA analysis has been expanded to examine the performance levels of graduating classes with a perspective on continual student achievement. The graduating classes from 2017 to 2020 will be examined. It is important to keep in mind that the validity of longitudinal analysis improves as the amount of data for comparison increases. At this time, the following comparisons can be made:

**Graduating Class of 2017
(Current Tenth Grade)**

PSSA READING					
Assessment Year	Pass Rate	Adv%	Pro%	Bas%	Bel%
Grade 8 - 2012/2013	94.9	84.1	10.8	3.1	1.9
Grade 7 – 2011/2012	93.2	66.7	26.5	4.9	1.9
Grade 6 – 2010/2011	85.9	58.8	27.1	10.0	4.1
Grade 5 – 2009/2010	83.3	38.6	44.7	11.1	5.6
Grade 4 – 2008/2009	91.4	60.8	30.6	6.4	2.3
Grade 3 – 2007/2008	93.7	36.1	57.6	4.8	1.6

PSSA MATHEMATICS					
Assessment Year	Pass Rate	Adv%	Pro%	Bas%	Bel%
Grade 8 - 2012/2013	91.6	70.2	21.4	5.0	3.4
Grade 7 – 2011/2012	92.6	74.5	18.1	5.5	1.9
Grade 6 – 2010/2011	90.8	72.1	18.7	4.8	4.4
Grade 5 – 2009/2010	90.3	68.9	21.4	6.8	2.9
Grade 4 – 2008/2009	94.7	69.6	25.1	2.8	2.4
Grade 3 – 2007/2008	96.1	67.6	28.5	3.6	0.4

**Graduating Class of 2018
(Current Ninth Grade)**

PSSA READING					
Assessment Year	Pass Rate	Adv%	Pro%	Bas%	Bel%
Grade 8 – 2013/2014	95.3	83.6	11.7	2.0	2.7
Grade 7 – 2012/2013	89.6	63.3	26.3	8.5	2.0
Grade 6 – 2011/2012	86.6	53.1	33.5	9.3	4.1
Grade 5 – 2010/2011	85.6	35.2	50.4	11.0	3.4
Grade 4 – 2009/2010	89.8	54.8	35.0	6.6	3.6
Grade 3 – 2008/2009	91.9	44.3	47.6	3.9	4.1

PSSA MATHEMATICS					
Assessment Year	Pass Rate	Adv%	Pro%	Bas%	Bel%
Grade 8 – 2013/2014	90.7	75.4	15.3	5.2	4.1
Grade 7 – 2012/2013	92.4	74.2	18.2	4.1	3.6
Grade 6 – 2011/2012	90.0	64.7	25.3	8.4	1.7
Grade 5 – 2010/2011	90.3	65.3	25.0	7.7	2.0
Grade 4 – 2009/2010	93.7	73.9	19.8	4.2	2.1
Grade 3 – 2008/2009	95.5	67.5	28.0	2.9	1.6

**Graduating Class of 2019
(Current Eighth Grade)**

PSSA READING					
Assessment Year	Pass Rate	Adv%	Pro%	Bas%	Bel%
Grade 7 – 2013/2014	91.6	73.1	18.5	5.4	2.9
Grade 6 – 2012/2013	83.9	54.9	29.0	13.1	3.0
Grade 5 – 2011/2012	83.2	49.1	34.1	12.1	4.7
Grade 4 – 2010/2011	88.1	49.3	38.8	9.6	2.3
Grade 3 – 2009/2010	92.9	45.8	47.1	5.1	2.0

PSSA MATHEMATICS					
Assessment Year	Pass Rate	Adv%	Pro%	Bas%	Bel%
Grade 7 – 2013/2014	91.8	76.2	15.6	3.6	4.5
Grade 6 – 2012/2013	88.6	64.4	24.1	6.9	4.5
Grade 5 – 2011/2012	86.7	57.7	29.0	9.8	3.5
Grade 4 – 2010/2011	94.8	70.5	24.3	2.6	2.6
Grade 3 – 2009/2010	96.0	61.0	35.0	3.3	0.7

**Graduating Class of 2020
(Current Seventh Grade)**

PSSA READING					
Assessment Year	Pass Rate	Adv%	Pro%	Bas%	Bel%
Grade 6 – 2013/2014	85.1	61.8	23.3	9.7	5.2
Grade 5 – 2012/2013	82.3	44.8	37.5	11.0	6.7
Grade 4 – 2011/2012	89.7	52.2	37.5	6.5	3.8
Grade 3 – 2010/2011	91.8	43.4	48.4	3.9	4.3

PSSA MATHEMATICS					
Assessment Year	Pass Rate	Adv%	Pro%	Bas%	Bel%
Grade 6 – 2013/2014	89.0	68.7	20.3	4.8	6.2
Grade 5 – 2012/2013	86.6	62.5	24.1	8.8	4.6
Grade 4 – 2011/2012	92.1	69.4	22.7	4.3	3.6
Grade 3 – 2010/2011	94.3	65.9	28.4	4.8	0.9

A common trend among cohorts is a dip in performance from grade three to grade five. Fortunately, North Allegheny students still well outperform their counter parts across the State even when these decreases occur. An upward trend is then noted each year until again performance in the mid to low 90 percentages in grade eight. This is a similar trend that has been noted when comparing State data for the fifth grade assessment.

District Longitudinal Trend Analysis by Historically Underperforming Students

In order to take a closer look at District longitudinal trends, the PSSA analysis has been expanded to examine the performance levels of a non-duplicated count of students who are categorized by the Pennsylvania Department of Education as Historically Underperforming Students (economically disadvantaged students, English Language Learners, and students with disabilities). At this time, the following comparisons can be made:

Historically Underperforming	Reading – Grade 3				
	Pass Rate %	Advanced %	Proficient %	Basic %	Below Basic %
NA	57.0	8.9	48.1	16.5	26.6
State	54.6	13.1	41.5	14.0	31.4
Historically Underperforming	Mathematics – Grade 3				
	Pass Rate %	Advanced %	Proficient %	Basic %	Below Basic %
NA	67.5	25.0	42.5	17.5	15.0
State	61.3	23.9	37.4	21.2	17.5

Historically Underperforming	Reading – Grade 4				
	Pass Rate %	Advanced %	Proficient %	Basic %	Below Basic %
NA	46.4	10.3	36.1	24.7	28.9
State	52.0	17.6	34.4	21.4	26.6
Historically Underperforming	Mathematics – Grade 4				
	Pass Rate %	Advanced %	Proficient %	Basic %	Below Basic %
NA	60.8	24.7	36.1	14.4	24.7
State	61.9	31.3	30.6	12.9	25.2

Historically Underperforming	Reading – Grade 5				
	Pass Rate %	Advanced %	Proficient %	Basic %	Below Basic %
NA	42.7	17.1	25.6	23.2	34.1
State	41.1	11.0	30.1	22.9	36.0
Historically Underperforming	Mathematics – Grade 5				
	Pass Rate %	Advanced %	Proficient %	Basic %	Below Basic %
NA	43.9	23.2	20.7	28.0	28.0
State	49.3	25.7	23.6	24.1	26.6

Historically Underperforming	Reading – Grade 6				
	Pass Rate %	Advanced %	Proficient %	Basic %	Below Basic %
NA	41.0	20.5	20.5	27.4	31.5
State	45.8	20.0	25.8	23.3	30.9
Historically Underperforming	Mathematics – Grade 6				
	Pass Rate %	Advanced %	Proficient %	Basic %	Below Basic %
NA	46.6	28.8	17.8	15.1	38.4
State	55.6	30.0	25.6	19.9	24.4

Historically Underperforming	Reading – Grade 7				
	Pass Rate %	Advanced %	Proficient %	Basic %	Below Basic %
NA	62.2	36.6	25.6	18.3	19.5
State	54.6	22.9	31.7	23.2	22.2
Historically Underperforming	Mathematics – Grade 7				
	Pass Rate %	Advanced %	Proficient %	Basic %	Below Basic %
NA	62.2	41.5	20.7	12.2	25.6
State	59.7	32.1	27.6	17.8	22.5

Historically Underperforming	Reading – Grade 8				
	Pass Rate %	Advanced %	Proficient %	Basic %	Below Basic %
NA	62.2	36.6	25.6	18.3	19.5
State	54.6	22.9	31.7	23.2	22.2
Historically Underperforming	Mathematics – Grade 8				
	Pass Rate %	Advanced %	Proficient %	Basic %	Below Basic %
NA	74.4	48.8	25.6	11.0	14.6
State	64.5	34.0	30.5	15.2	20.4

Historically Underperforming	Writing – Grade 5				
	Pass Rate %	Advanced %	Proficient %	Basic %	Below Basic %
NA	69.2	5.1	64.1	30.8	0.0
State	45.2	1.5	43.7	50.5	4.3
Historically Underperforming	Writing – Grade 8				
	Pass Rate %	Advanced %	Proficient %	Basic %	Below Basic %
NA	75.7	15.9	59.8	22.0	2.4
State	57.7	4.0	53.7	35.2	7.1

Historically Underperforming	Science – Grade 4				
	Pass Rate %	Advanced %	Proficient %	Basic %	Below Basic %
NA	82.5	34.0	48.5	12.4	5.2
State	65.9	25.6	40.3	17.8	16.3
Historically Underperforming	Science – Grade 8				
	Pass Rate %	Advanced %	Proficient %	Basic %	Below Basic %
NA	52.5	15.9	36.6	22.0	25.6
State	39.2	11.1	28.1	21.1	39.8

One of the specific indicators analyzed for the School Performance Profile (SPP) involves closing the achievement gap for Historically Underperforming students. The information in the charts above combine all of these indicators assuring that a student is not counted across more than one of the categories within the indicator since a child could be considered to qualify for more than one of the categories.

An analysis of the District's PSSA scores related to these Historically Underperforming students demonstrates that at the majority of grade levels and PSSA tested areas, North Allegheny students are performing above the State average for students in the combined Advanced and Proficient performance levels. A small number of grade levels or tested areas demonstrate that North Allegheny students are performing slightly under the State's average (fourth grade Reading, fourth grade Mathematics, fifth grade Mathematics, sixth grade Reading, and sixth grade Mathematics). The range of scores for North Allegheny students in the combined Advanced and Proficient performance levels for Reading is 41% to 74.4% and for Mathematics is 43.9% - 67.5%.

PSSA Test Schedule Information

Beginning in the 2014-2015 school year, students in grades three through eight will be administered the new English Language Arts (ELA) Assessment. A separate Reading and Writing assessment will no longer be administered. Mathematics and Science will continue to be administered as separate assessments. The new PA Core Standards will be incorporated into the Mathematics and ELA assessments.

2014 Recommendations

After careful consideration of the Summary of Current Findings, the Administration recommends the following:

1. Continue to focus not only on aligning the PA Core Standards with the North Allegheny curriculum, but also on specific work with teachers to address classroom activities and assessments to assure that the PA Core Standards are fully implemented and assessed within the North Allegheny School District curriculum.
2. Continue PVAAS training for principals and teachers to understand the impact of the growth model versus the traditional achievement model. A continued focus on growing all students based upon the concept of one year's growth continues to be key in assuring all students are growing each academic school year.
3. Continue an active focus on monitoring the four Annual Measurable Objectives:
 - **Test Participation Rate** – to meet this goal, a school must achieve a 95% participation rate on the PSSAs and Keystone Exams.
 - **Graduation Rate/Attendance Rate** – to meet this goal, a school must achieve an 85% graduation rate or, if a graduation rate is not applicable, the school must meet the target of 90% attendance rate or improvement over the prior year.
 - **Closing the Achievement Gap for All Students** – the achievement gap is determined by comparing the percentage of students who are proficient or advanced on the PSSAs, Keystone Exams, or the PASA with a baseline year. The 2012/2013 school year is the baseline year for the Science Assessment and

2013/2014 will serve as the baseline for Mathematics and English Language Arts/Literature Assessments. The goal is for 50% of the gap between the baseline year and 100% proficiency will be closed over a six-year period.

- **Closing the Achievement Gap of Historically Underperforming Students** – the same approach will be used as for all students, this objective applies to a non-duplicated count of students with disabilities, economically disadvantaged students, and English Language Learners enrolled for a full academic year taking the PSSA, Keystone Exams, or PASA based on the same baseline years outlined above. The goal is for 50% of the gap between the baseline year and 100% proficiency will be closed over a six-year period.
 - In addition to analyzing the Historically Underperforming category, further investigation should be analyzed related to the three subcategories within the Historically Underperforming category to investigate levels of proficiencies and actual numbers of students in each subcategory.
- 4. Continue to focus on maintaining students in the Advanced performance levels, while continuing to move students from Below Basic and Basic performance levels towards proficiency. The Teacher Specific PVAAS Reports that were shared during the fall of 2014, along with building level PVAAS reports, should be analyzed to promote continued growth with all students at all levels of proficiency. Special attention should be focused on continually promoting growth for all students, even those who have tested at the Advanced level.
- 5. Continue to schedule a Data Retreat in October to review test results and performance of individual students with a focus on a growth model.
- 6. Monitor the Study Island benchmark assessments and activities for their effectiveness in supporting and remediating non-proficient and struggling students, as well as consideration for utilizing the Study Island program in the future for all students to promote additional growth.
- 7. Continue use of OnHands/EdInsight data retrieval system to assist teachers in having all student data readily available to make instructional decisions including both remediation and enrichment.

**PSSA 2014 MATHEMATICS RESULTS FOR
NORTH ALLEGHENY SCHOOL DISTRICT AND THE STATE
COMPARISON OF THE PERCENT OF STUDENTS IN EACH PERFORMANCE LEVEL**

Grade 3

	District	State	Difference
Advanced	50.5	39.7	+10.8
Proficient	39.4	35.3	+4.1
Advanced/Proficient	89.9	75.0	+14.9
Basic	7.5	14.6	-7.1
Below Basic	2.6	10.3	-7.7

Grade 4

	District	State	Difference
Advanced	63.1	49.2	+13.9
Proficient	25.5	27.0	-1.5
Advanced/Proficient	88.6	76.2	+12.4
Basic	5.5	8.8	-3.3
Below Basic	5.9	14.9	-9.0

Grade 5

	District	State	Difference
Advanced	57.3	44.4	+12.9
Proficient	22.6	22.8	-0.2
Advanced/Proficient	79.9	67.2	+12.7
Basic	13.6	17.4	-3.8
Below Basic	6.5	15.4	-8.9

Grade 6

	District	State	Difference
Advanced	68.2	48.7	+19.5
Proficient	20.4	23.2	-2.8
Advanced/Proficient	88.6	71.9	+16.7
Basic	4.7	13.9	-9.2
Below Basic	6.7	14.1	-7.4

Grade 7

	District	State	Difference
Advanced	76.2	52.1	+24.1
Proficient	15.6	23.6	-8.0
Advanced/Proficient	91.8	75.7	+16.1
Basic	3.6	11.7	-8.1
Below Basic	4.5	12.6	-8.1

Grade 8

	District	State	Difference
Advanced	75.3	52.0	+23.3
Proficient	15.3	21.6	-6.3
Advanced/Proficient	90.6	73.6	+17.0
Basic	5.2	10.8	-5.6
Below Basic	4.2	15.6	-11.4

**PSSA 2014 READING RESULTS FOR
NORTH ALLEGHENY SCHOOL DISTRICT AND THE STATE
COMPARISON OF THE PERCENT OF STUDENTS IN EACH PERFORMANCE LEVEL**

Grade 3

	District	State	Difference
Advanced	39.9	25.8	+14.1
Proficient	45.9	44.5	+1.4
Advanced/Proficient	85.8	70.3	+15.5
Basic	7.8	10.4	-2.6
Below Basic	6.5	19.3	-12.8

Grade 4

	District	State	Difference
Advanced	44.4	32.4	+12.0
Proficient	40.3	36.2	+4.1
Advanced/Proficient	84.7	68.6	+16.1
Basic	9.3	15.6	-6.3
Below Basic	6.1	15.7	-8.9

Grade 5

	District	State	Difference
Advanced	43.3	24.2	+19.1
Proficient	38.7	36.3	+2.4
Advanced/Proficient	82.0	60.5	+21.5
Basic	11.0	18.0	-7.0
Below Basic	7.0	21.4	-14.4

Grade 6

	District	State	Difference
Advanced	61.4	37.4	+24.0
Proficient	23.1	27.1	-4.0
Advanced/Proficient	84.5	64.5	+20.0
Basic	9.8	17.5	-7.7
Below Basic	5.7	18.0	-12.3

Grade 7

	District	State	Difference
Advanced	73.2	41.7	+31.5
Proficient	18.5	30.3	-11.8
Advanced/Proficient	91.7	72.0	+19.7
Basic	5.4	15.7	-10.3
Below Basic	2.9	12.2	-9.3

Grade 8

	District	State	Difference
Advanced	83.4	54.7	+28.7
Proficient	11.8	24.9	-13.1
Advanced/Proficient	95.2	79.6	+15.6
Basic	2.0	9.4	-7.4
Below Basic	2.8	11.0	-8.2

**PSSA 2014 WRITING RESULTS FOR
NORTH ALLEGHENY SCHOOL DISTRICT AND THE STATE
COMPARISON OF THE PERCENT OF STUDENTS IN EACH PERFORMANCE LEVEL**

Grade 5

	District	State	Difference
Advanced	26.0	5.1	+20.9
Proficient	63.6	56.2	+7.4
Advanced/Proficient	89.6	61.3	+28.3
Basic	10.4	36.5	-26.10
Below Basic	0.0	2.3	-2.3

Grade 8

	District	State	Difference
Advanced	33.9	9.8	+24.1
Proficient	60.6	63.7	-3.1
Advanced/Proficient	94.5	73.5	+21.0
Basic	5.1	22.6	-17.5
Below Basic	0.3	3.8	-3.5

**PSSA 2014 SCIENCE RESULTS FOR
NORTH ALLEGHENY SCHOOL DISTRICT AND THE STATE
COMPARISON OF THE PERCENT OF STUDENTS IN EACH PERFORMANCE LEVEL**

Grade 4

	District	State	Difference
Advanced	72.2	43.2	+29.0
Proficient	22.6	36.0	-13.4
Advanced/Proficient	94.8	79.2	+15.6
Basic	4.2	11.4	-7.2
Below Basic	0.9	9.4	-8.5

Grade 8

	District	State	Difference
Advanced	48.0	25.6	+22.4
Proficient	39.5	34.9	+4.6
Advanced/Proficient	87.5	60.5	+27.0
Basic	8.2	16.6	-8.4
Below Basic	4.3	22.9	-18.6

KEYSTONE EXAMS

The Keystone Exams are end-of-course assessments designed to assess performance in the content areas of Algebra I, Biology, and Literature. Future content areas to be assessed may include Algebra II, Chemistry, English Composition, Geometry, U.S. History, World History, and Civics and Government. The Keystone Exams were developed by Pennsylvania educators and are aligned to the PA Core Standards. These Exams are one component of Pennsylvania's system of high school graduation requirements.

Keystone Exams 2013-2014

Summary of Current Findings:

Background

Keystone Exams are end-of-course assessments in designated content areas of Algebra I, Biology, and Literature. The Keystone Exams serve two purposes: (1) high school accountability assessments for federal and state purposes, and (2) high school graduation requirements for students beginning with the Class of 2017. The Algebra I and Literature Keystone Exams include items assessing the Eligible Content aligned to the PA Core Standards in Mathematics and English Language Arts. The Biology Keystone Exam includes items assessing the Eligible Content aligned to the enhanced PA Academic Standards for Science. Additional Keystone Exams may be added based on direction and funding from the Pennsylvania Department of Education (PDE).

All students must participate in Keystone Exams by the end of Grade 11 in order to satisfy No Child Left Behind (NCLB) requirements. In addition, the revised Chapter 4 Regulations stipulate that students must demonstrate mastery of the PA Core Standards on the Algebra I, Literature, and Biology Keystone Exams as a requirement for graduation beginning with the Class of 2017. Keystone Exams are typically taken during the spring of the year in which a student is enrolled in the appropriate course, regardless of his/her grade level. If a student does not receive a score of Advanced or Proficient on a Keystone Exam, the student is permitted to take a re-test during designated windows established by PDE. If a student does not reach at least the Proficient level on a Keystone re-test in a particular subject, he or she must demonstrate mastery through another method in order to meet the graduation requirement. For students in the graduating classes of 2014, 2015, and 2016, the completion of the requisite Practicum course satisfies the graduation requirement. Beginning with the class of 2017, the student must complete a Project Based Assessment (PBA) developed by the PDE.

Four performance levels, which correspond with student scores on the Keystone Exams, illustrate students' levels of achievement relative to the PA Core Standards. The performance levels provide specific descriptions of what students know and can do in order to help guide educators in developing curriculum and instruction that enable all students to be successful learners. The four levels are:

- Advanced (superior academic performance)
- Proficient (satisfactory academic performance)
- Basic (marginal academic performance)
- Below Basic (inadequate academic performance)

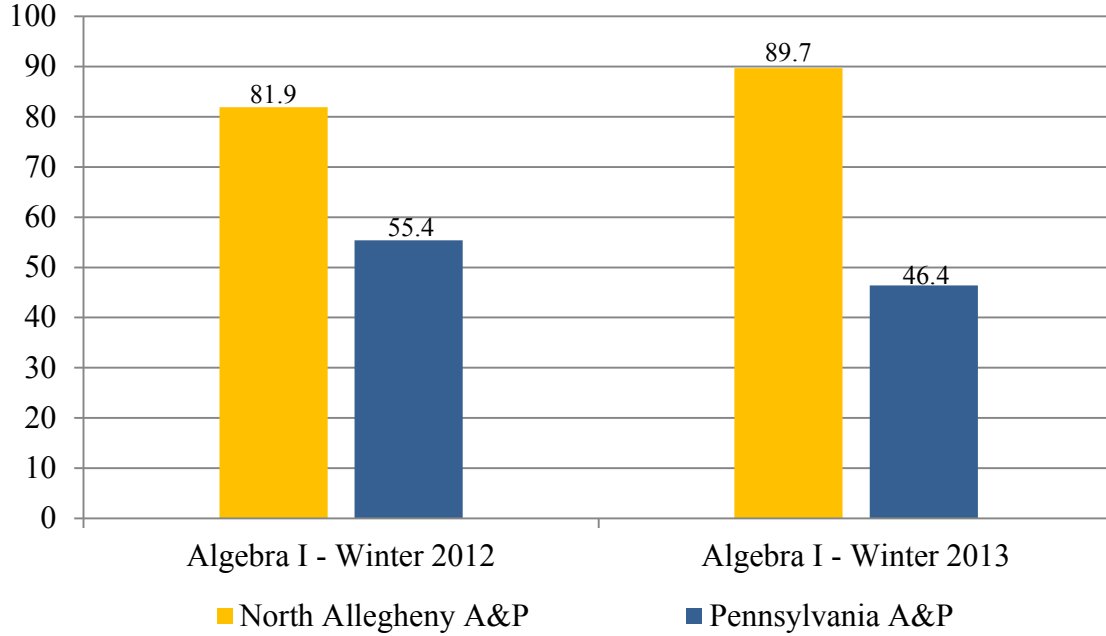
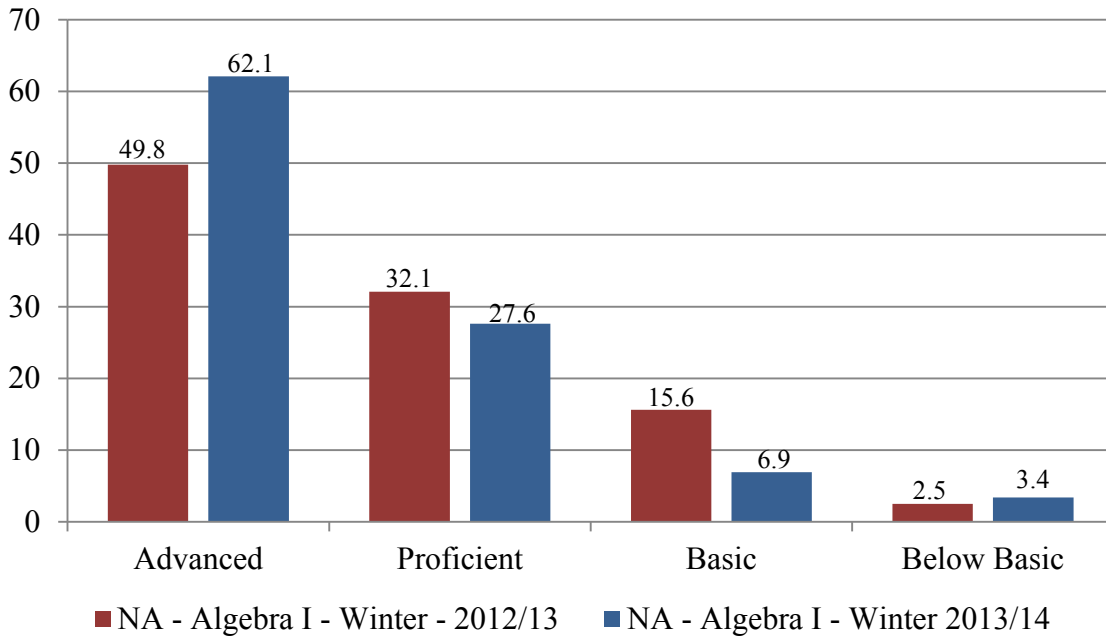
This report contains the test results for students who took the exams for the first time and students within the cohort group of a graduating class.

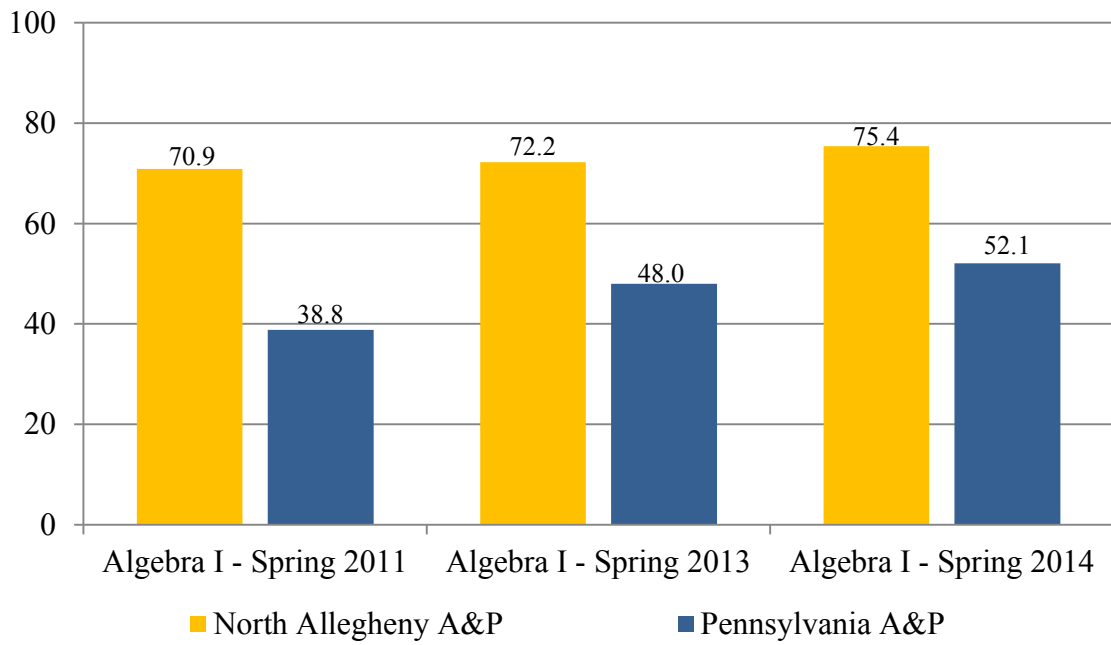
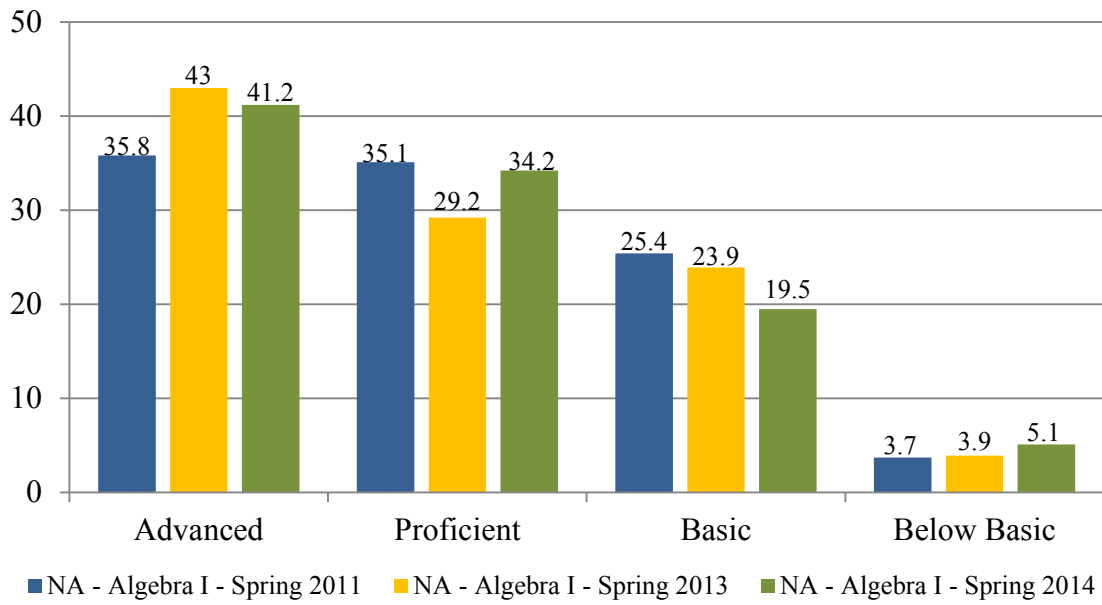
2013-2014 Algebra I Keystone Exam Performance Summaries

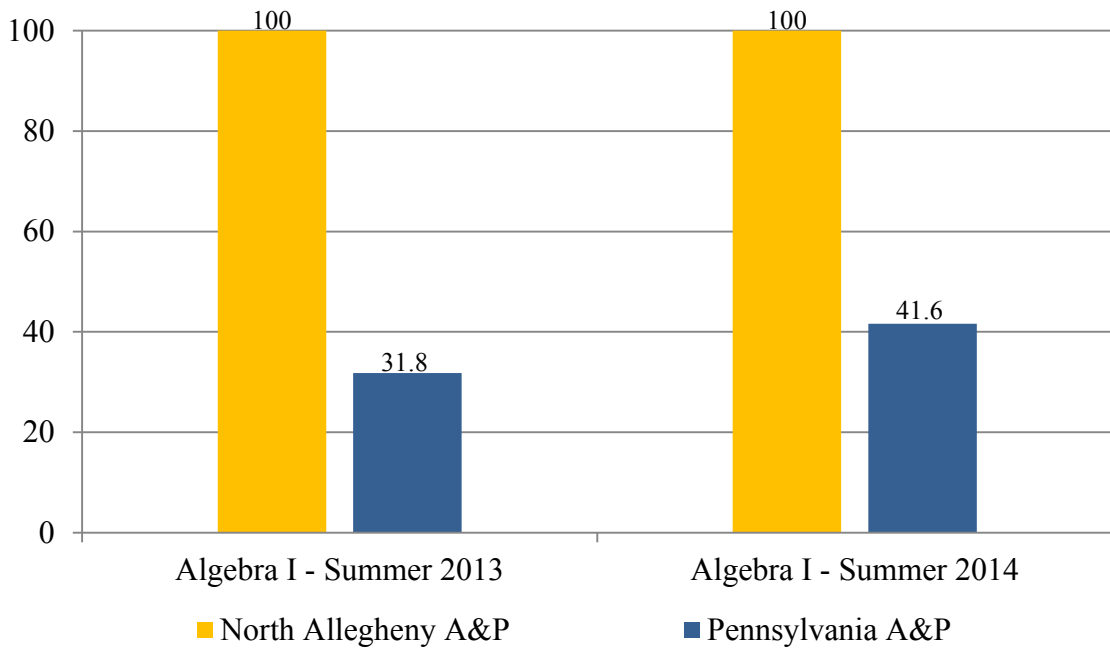
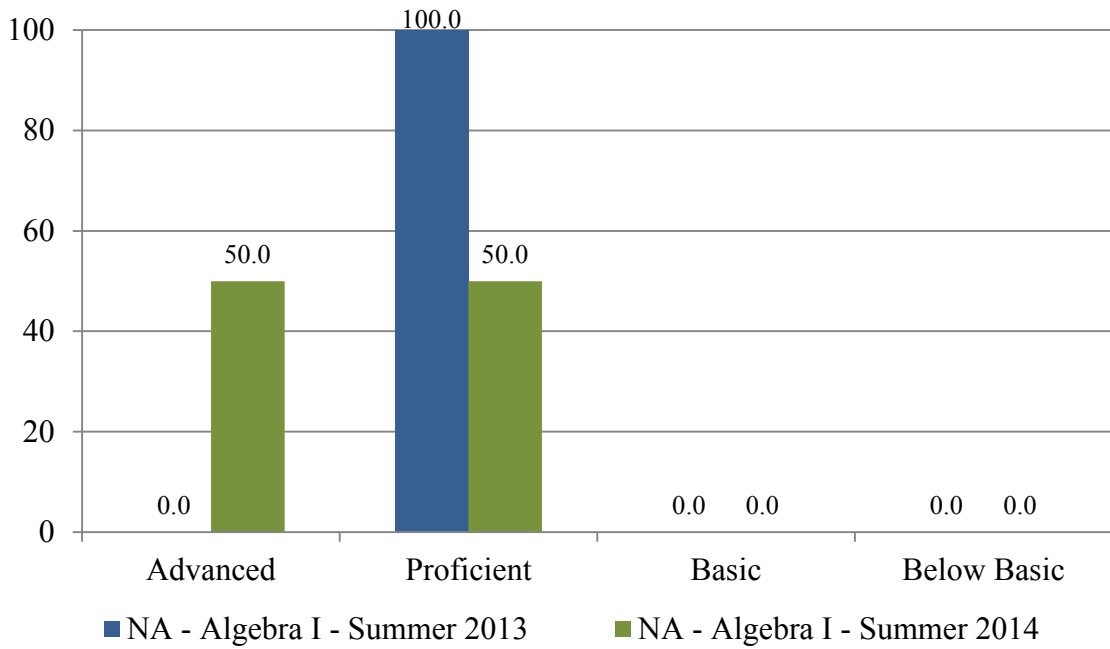
During the winter administration of the Algebra I Keystone Exam, 29 District students were first-time test takers. The percentage of District students who scored at the combined Advanced/Proficient Performance Level was 89.7%. Specifically, 62.1% of District students scored at the Advanced Performance Level, 27.6% of District students scored at the Proficient Performance Level, 6.9% of District students scored at the Basic Performance Level, and 3.4% of District students scored at the Below Basic Performance Level. In comparison, the percentage of students who scored at the combined Advanced/Proficient Performance Level across the State was 46.4%. Specifically, 20.1% of State students scored at the Advanced Performance Level, 26.3% of State students scored at the Proficient Performance Level, 35.2% of State students scored at the Basic Performance Level, and 18.4% of State students scored at the Below Basic Performance Level.

During the spring administration of the Algebra I Keystone Exam, 687 students were first-time test takers. The percentage of District students who scored at the combined Advanced/Proficient Performance Level was 75.4%. Specifically, 41.2% of District students scored at the Advanced Performance Level, 34.2% of District students scored at the Proficient Performance Level, 19.5% of District students scored at the Basic Performance Level, and 5.1% of District students scored at the Below Basic Performance Level. In comparison, the percentage of students who scored at the combined Advanced/Proficient Performance Level across the State was 52.1%. Specifically, 23.0% of State students scored at the Advanced Performance Level, 29.1% of State students scored at the Proficient Performance Level, 31.8% of State students scored at the Basic Performance Level, and 16.1% of State students scored at the Below Basic Performance Level.

During the summer administration of the Algebra I Keystone Exam, two were first-time test takers. The percentage of District students who scored at the combined Advanced/Proficient Performance Level was 100%. Specifically, 50% of District students scored at the Advanced Performance Level, 50% of District students scored at the Proficient Performance Level, 0% of District students scored at the Basic Performance Level, and 0% of District students scored at the Below Basic Performance Level. In comparison, the percentage of students who scored at the combined Advanced/Proficient Performance Level across the State was 41.6%. Specifically, 14.8% of State students scored at the Advanced Performance Level, 26.8% of State students scored at the Proficient Performance Level, 39.4% of State students scored at the Basic Performance Level, and 19.0% of State students scored at the Below Basic Performance Level.





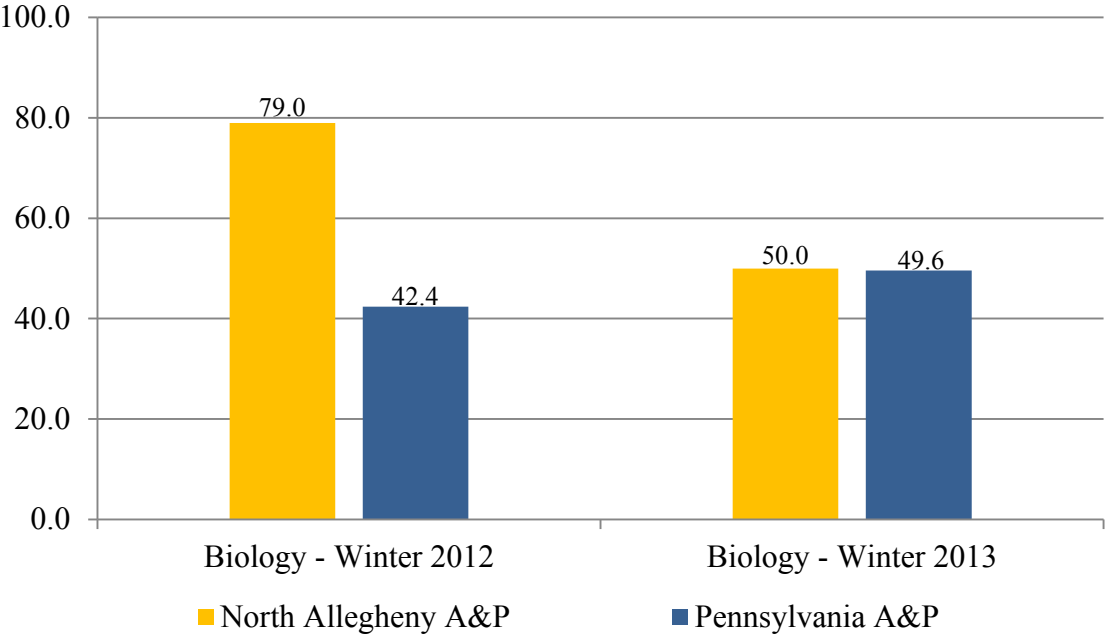
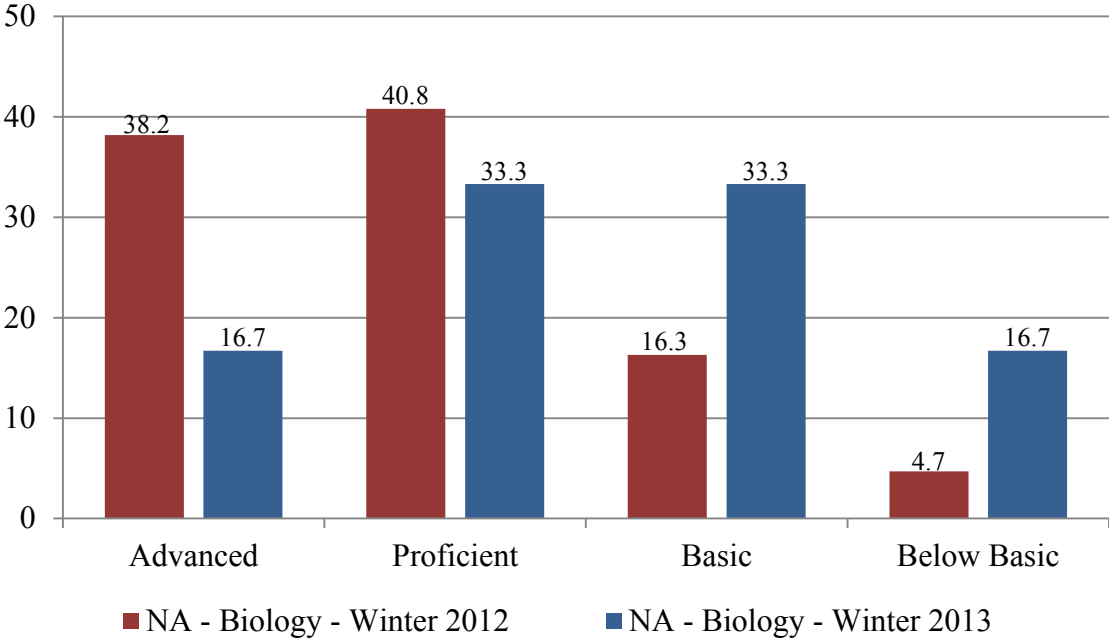


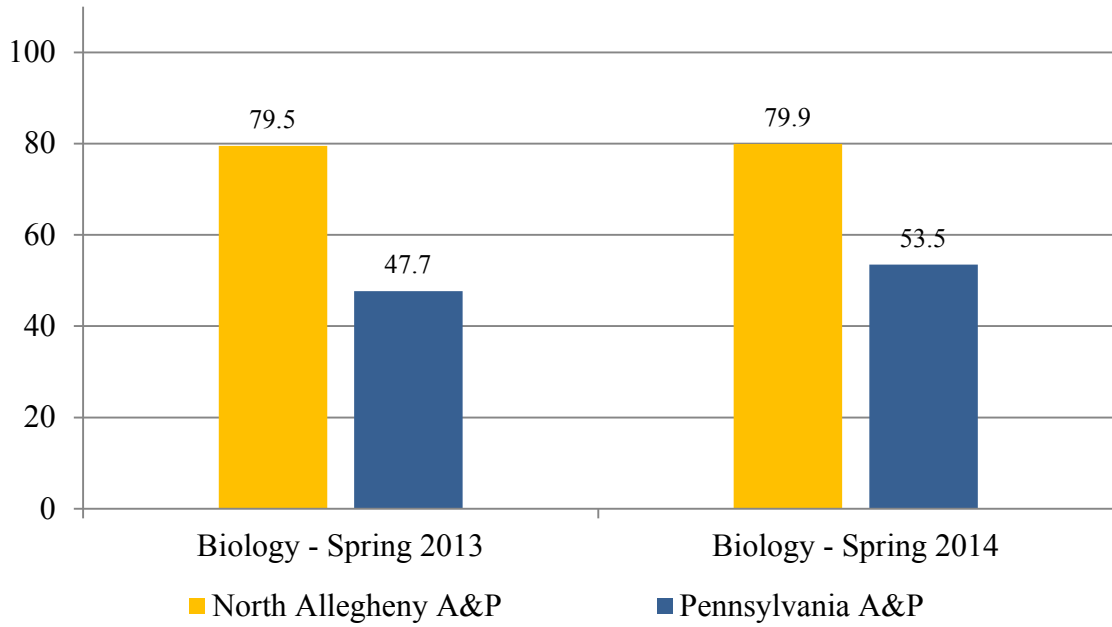
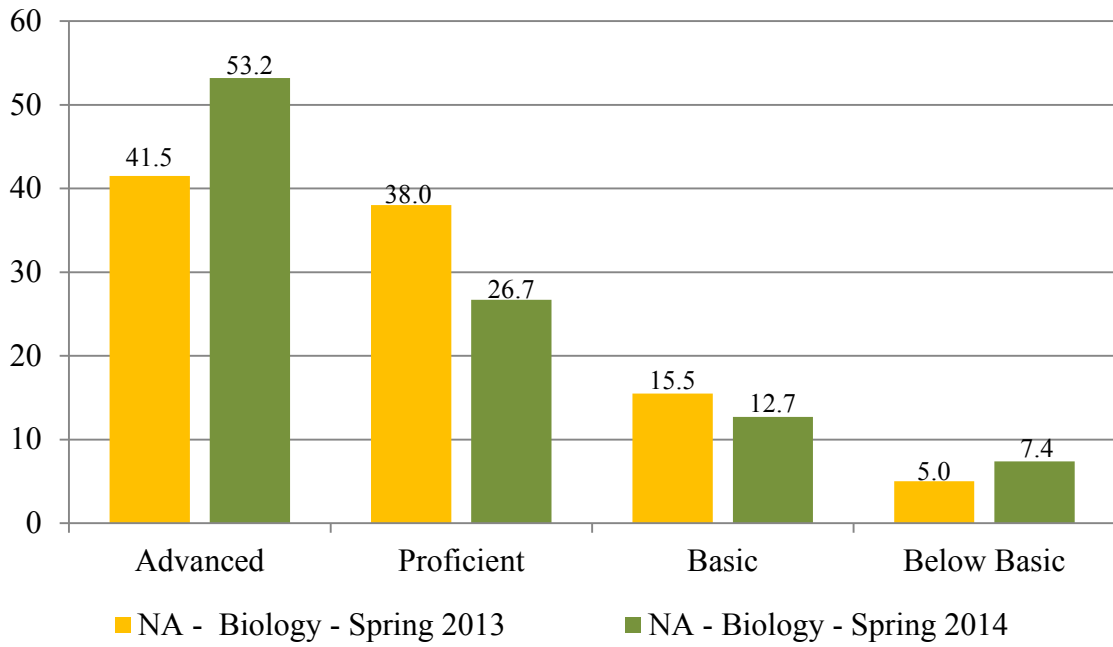
2013-2014 Biology Keystone Exam Performance Summaries

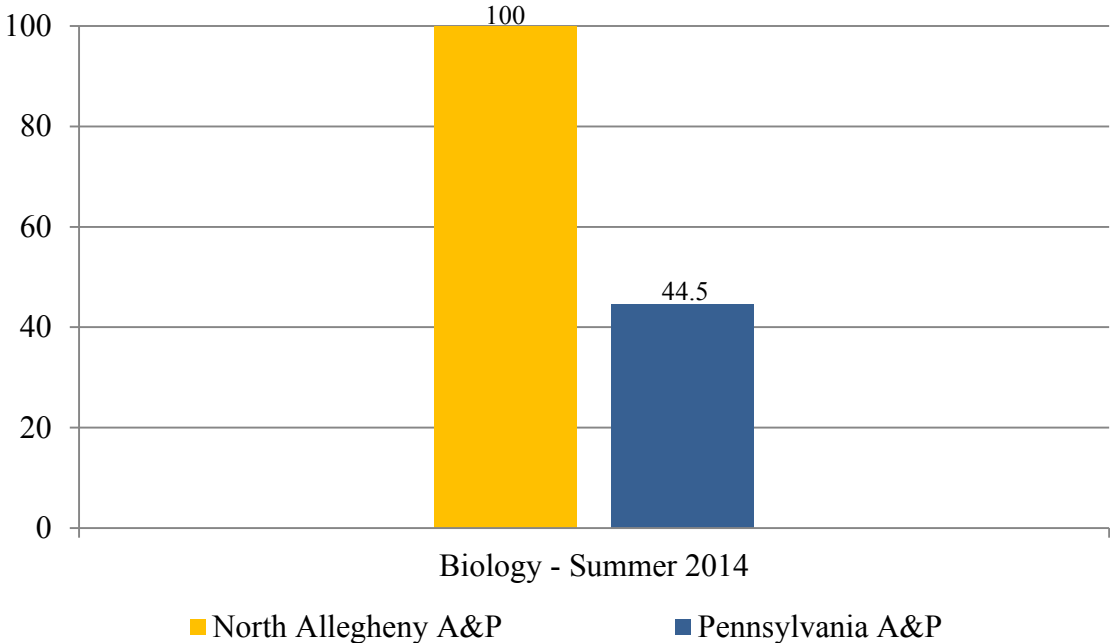
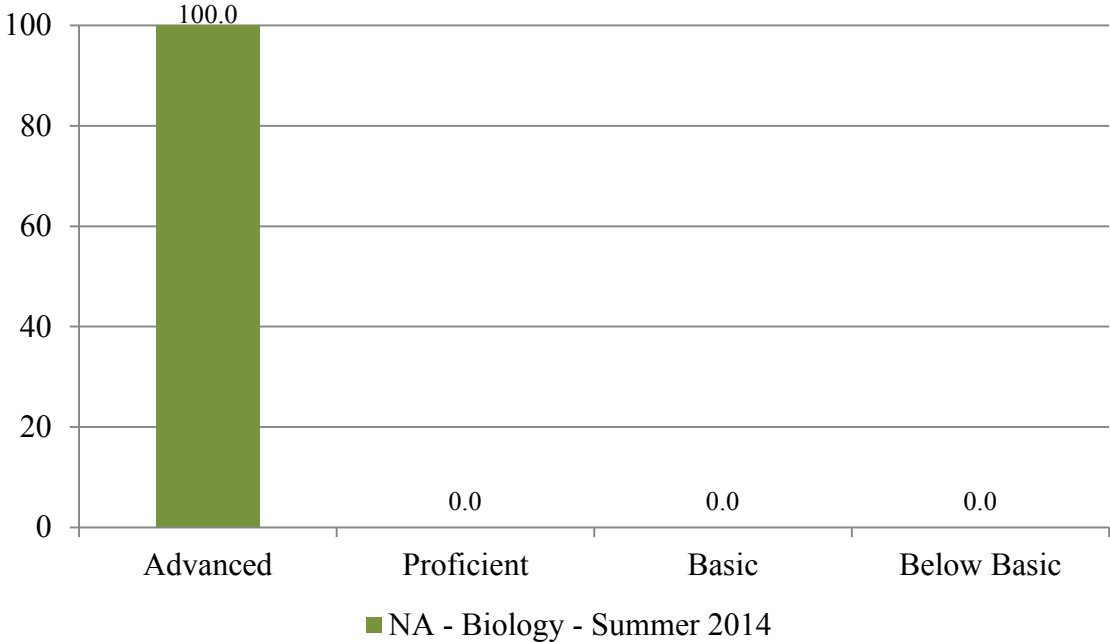
During the winter administration of the Biology Keystone Exam, six District students were first-time test takers. The percentage of District students who scored at the combined Advanced/Proficient Performance Level was 50.0%. Specifically, 16.7% of District students scored at the Advanced Performance Level, 33.3% of District students scored at the Proficient Performance Level, 33.3% of District students scored at the Basic Performance Level, and 16.7% of District students scored at the Below Basic Performance Level. In comparison, the percentage of students who scored at the combined Advanced/Proficient Performance Level across the State was 49.6%. Specifically, 18.1% of State students scored at the Advanced Performance Level, 31.5% of State students scored at the Proficient Performance Level, 26.4% of State students scored at the Basic Performance Level, and 24.0% of State students scored at the Below Basic Performance Level.

During the spring administration of the Biology Keystone Exam, 652 District students were first-time test takers. The percentage of District students who scored at the combined Advanced/Proficient Performance Level was 79.9%. Specifically, 53.2% of District students scored at the Advanced Performance Level, 26.7% of District students scored at the Proficient Performance Level, 12.7% of District students scored at the Basic Performance Level, and 7.4% of District students scored at the Below Basic Performance Level. In comparison, the percentage of students who scored at the combined Advanced/Proficient Performance Level across the State was 53.3%. Specifically, 24.7% of State students scored at the Advanced Performance Level, 28.8% of State students scored at the Proficient Performance Level, 22.6% of State students scored at the Basic Performance Level, and 23.9% of State students scored at the Below Basic Performance Level.

During the summer administration of the Biology Keystone Exam, one District student was a first-time test taker. The percentage of District students who scored at the combined Advanced/Proficient Performance Level was 100%. Specifically, 100% of District students scored at the Advanced Performance Level, 0% of District students scored at the Proficient Performance Level, 0% of District students scored at the Basic Performance Level, and 0% of District students scored at the Below Basic Performance Level. In comparison, the percentage of students who scored at the combined Advanced/Proficient Performance Level across the State was 44.5%. Specifically, 27.7% of State students scored at the Advanced Performance Level, 16.8% of State students scored at the Proficient Performance Level, 26.6% of State students scored at the Basic Performance Level, and 28.9% of State students scored at the Below Basic Performance Level.





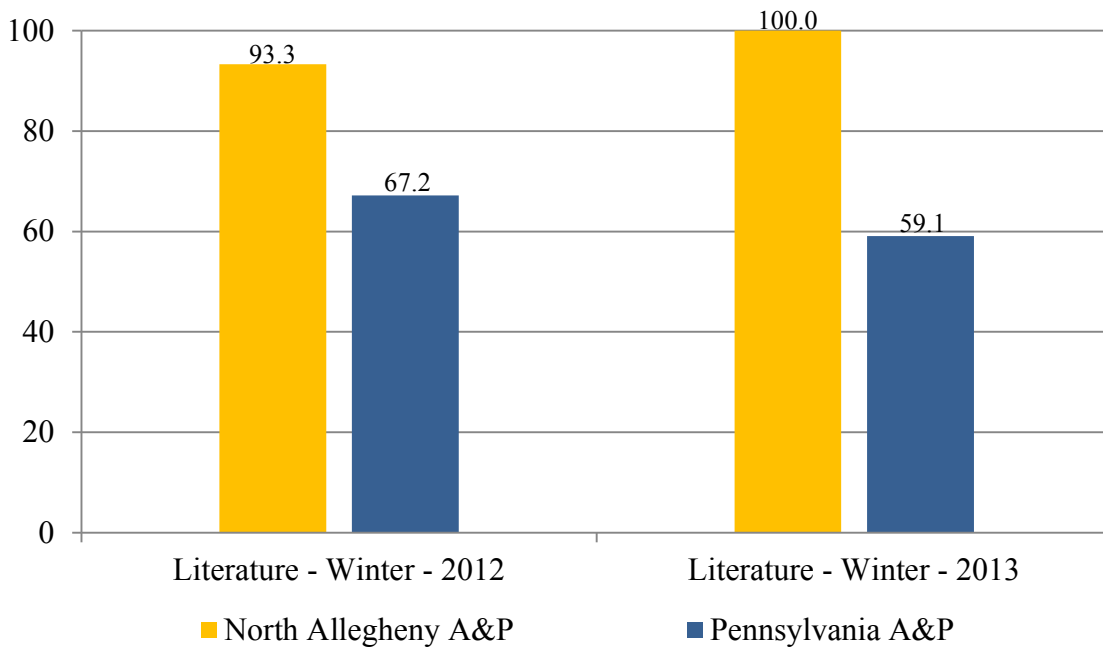
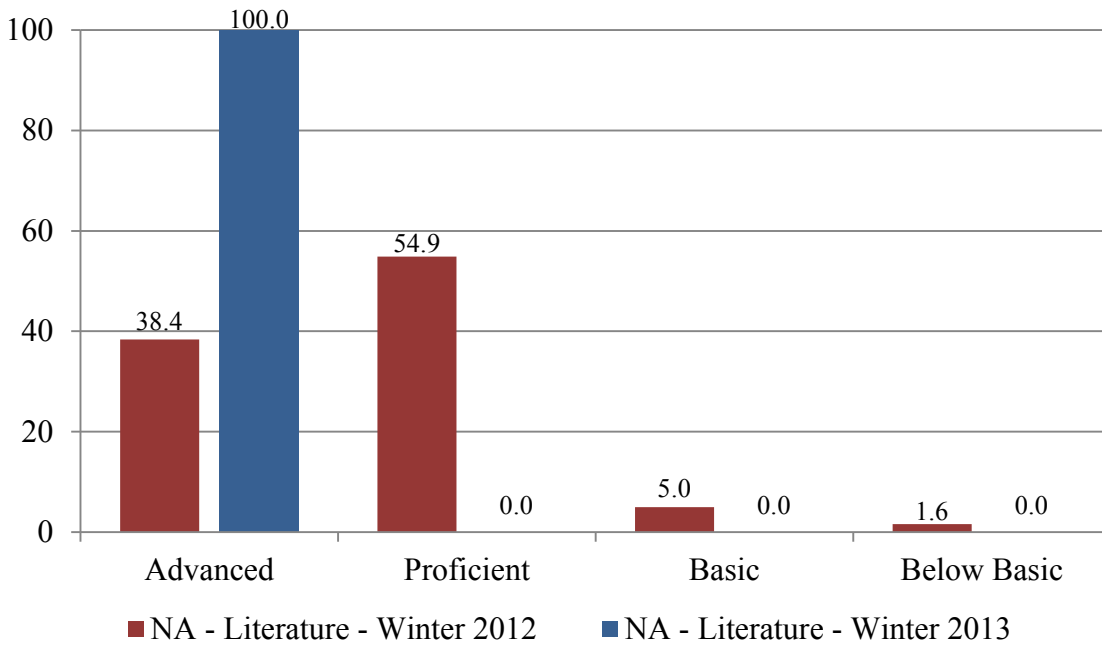


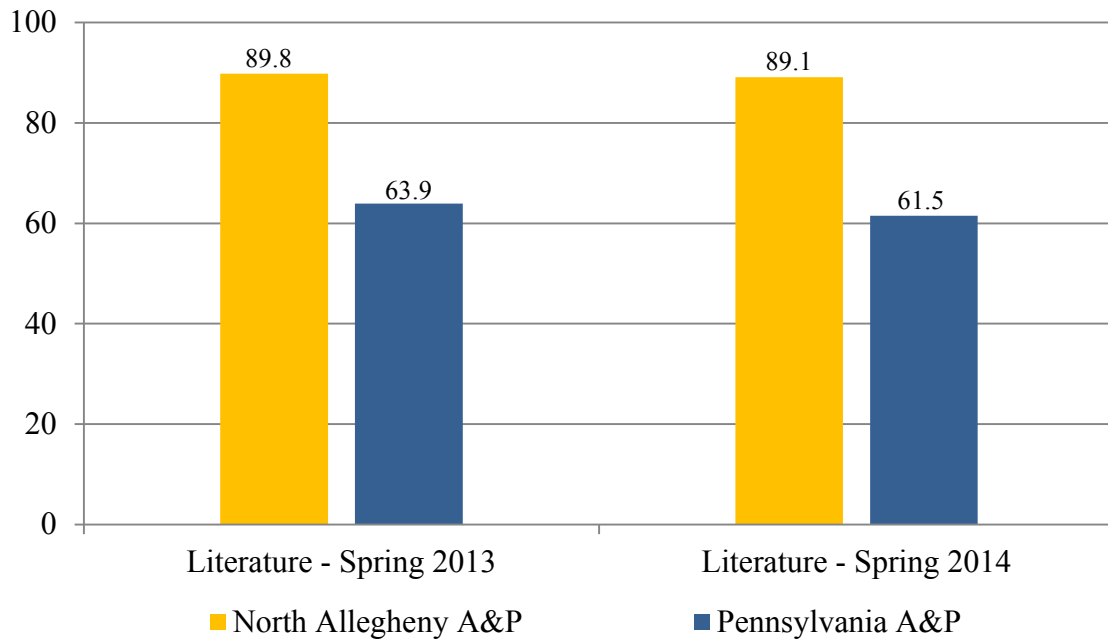
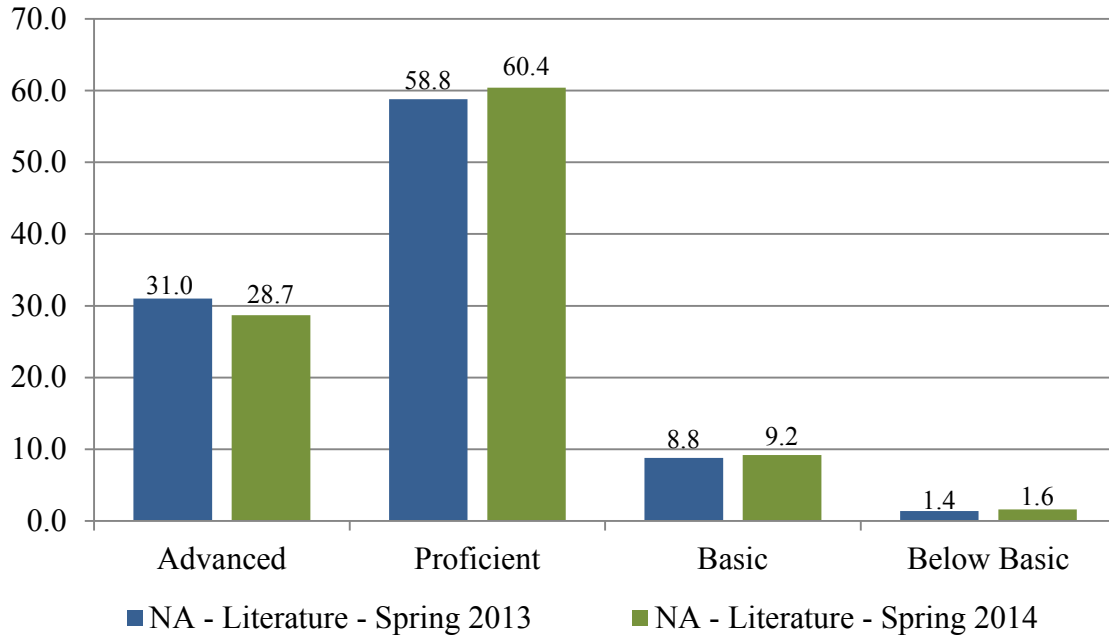
2013-2014 Literature Keystone Exam Performance Summaries

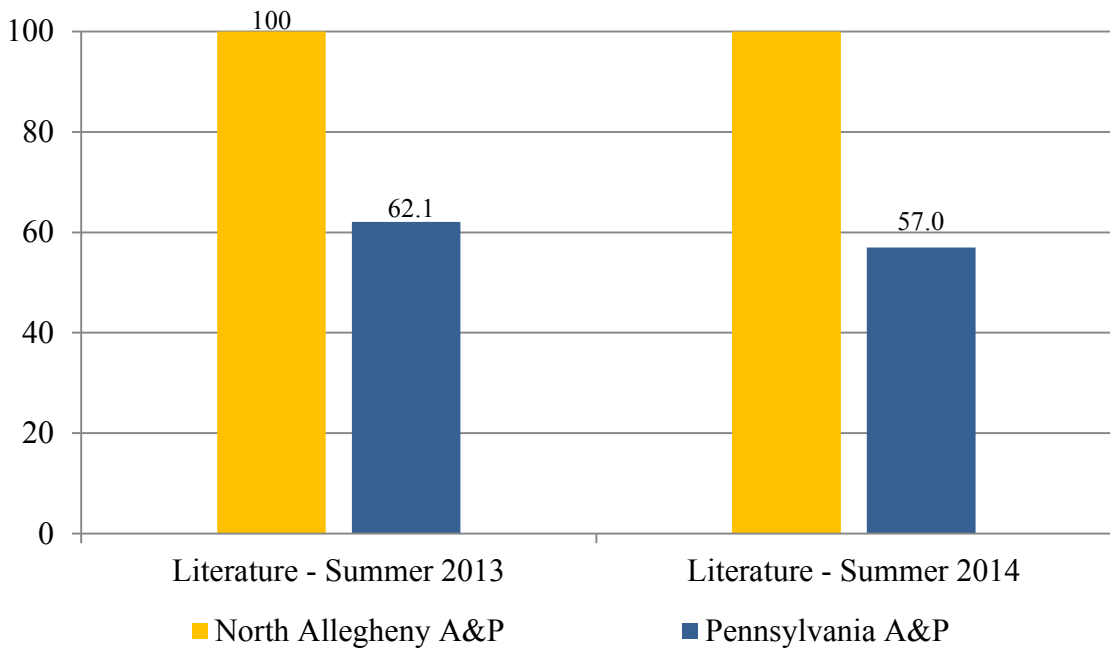
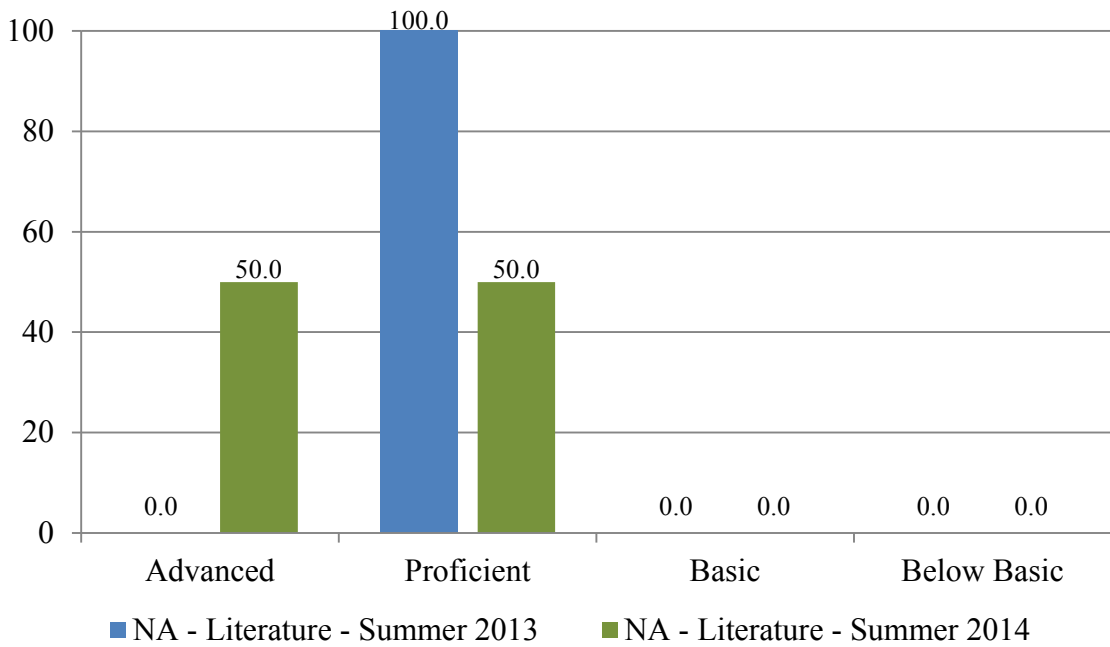
During the winter administration of the Literature Keystone Exam, eight District students were first-time test takers. The percentage of District students who scored at the combined Advanced/Proficient Performance Level was 100.0%. Specifically, 100.0% of District students scored at the Advanced Performance Level, 0.0% of District students scored at the Proficient Performance Level, 0.0% of District students scored at the Basic Performance Level, and 0.0% of District students scored at the Below Basic Performance Level. In comparison, the percentage of students who scored at the combined Advanced/Proficient Performance Level across the State was 59.1%. Specifically, 10.3% of State students scored at the Advanced Performance Level, 48.8% of State students scored at the Proficient Performance Level, 28.2% of State students scored at the Basic Performance Level, and 12.7% of State students scored at the Below Basic Performance Level.

During the spring administration of the Literature Keystone Exam, 675 District students were first-time test takers. The percentage of District students who scored at the combined Advanced/Proficient Performance Level was 89.1%. Specifically, 28.7% of District students scored at the Advanced Performance Level, 60.4% of District students scored at the Proficient Performance Level, 9.2% of District students scored at the Basic Performance Level, and 1.6% of District students scored at the Below Basic Performance Level. In comparison, the percentage of students who scored at the combined Advanced/Proficient Performance Level across the State was 61.5%. Specifically, 7.5% of State students scored at the Advanced Performance Level, 54.0% of State students scored at the Proficient Performance Level, 27.4% of State students scored at the Basic Performance Level, and 11.1% of State students scored at the Below Basic Performance Level.

During the summer administration of the Literature Keystone Exam, two students were first-time test takers. The percentage of District students who scored at the combined Advanced/Proficient Performance Level was 100.0%. Specifically, 0.0% of District students scored at the Advanced Performance Level, 100.0% of District students scored at the Proficient Performance Level, 0.0% of District students scored at the Basic Performance Level, and 0.0% of District students scored at the Below Basic Performance Level. In comparison, the percentage of students who scored at the combined Advanced/Proficient Performance Level across the State was 57.0%. Specifically, 3.5% of State students scored at the Advanced Performance Level, 53.5% of State students scored at the Proficient Performance Level, 27.7% of State students scored at the Basic Performance Level, and 15.3% of State students scored at the Below Basic Performance Level.







District Longitudinal Trend Analysis by Cohort and Graduating Class

In order to take a closer look at District longitudinal trends, the Keystone Exam analysis has been expanded to examine the performance levels of graduating classes with a perspective on continual student achievement. The graduating classes from 2017 to 2020 will be examined. It

is important to keep in mind that the validity of longitudinal analysis improves as the amount of data for comparison increases. At this time, the following comparisons can be made:

ALGEBRA I – Class of 2015 – Current 12th Grade					
	Pass Rate%	Advanced %	Proficient %	Basic %	Below Basic %
Summer 2014-Gr. 11	92.18	34.81	57.37	6.19	1.62
Spring 2014-Gr. 11	92.17	34.71	57.46	6.20	1.62
Winter 2014-Gr. 11	90.53	34.47	56.07	7.84	1.63
Summer 2013-Gr. 10	88.52	34.58	53.95	9.54	1.94
Spring 2013-Gr. 10	88.38	34.58	53.80	9.69	1.94
Winter 2013-Gr. 10	85.07	34.69	50.38	12.37	2.56
Spring 2011-Gr. 8	67.75	30.43	37.32	28.44	3.80

BIOLOGY – Class of 2015 – Current 12th Grade					
	Pass Rate%	Advanced %	Proficient %	Basic %	Below Basic %
Summer 2014-Gr. 11	76.89	38.67	38.22	16.89	6.22
Spring 2014-Gr. 11	76.85	38.58	38.28	16.91	6.23
Winter 2014-Gr. 11	77.10	38.77	38.32	16.92	5.99
Spring 2013-Gr. 10	77.19	38.97	38.22	16.92	5.89
Winter 2013-Gr. 10	95.03	61.26	33.77	3.31	1.66

LITERATURE – Class of 2015 – Current 12th Grade					
	Pass Rate%	Advanced %	Proficient %	Basic %	Below Basic %
Summer 2014-Gr. 11	95.91	30.85	65.06	2.78	1.32
Spring 2014-Gr. 11	95.46	30.75	64.71	3.22	1.32
Winter 2014-Gr. 11	95.27	30.87	64.40	3.25	1.48
Summer 2013-Gr. 10	91.45	31.18	60.27	6.90	1.65
Spring 2013-Gr. 10	89.79	31.23	58.56	8.56	1.65
Winter 2013-Gr. 10	16.67	16.67	0.00	33.33	50.00

ALGEBRA I – Class of 2016 – Current 11th Grade					
	Pass Rate%	Advanced %	Proficient %	Basic %	Below Basic %
Summer 2014-Gr. 10	90.32	43.99	46.33	7.18	2.49
Spring 2014-Gr. 10	90.31	44.05	46.26	7.20	2.50
Winter 2014-Gr. 10	88.72	44.36	44.36	8.87	2.41
Summer 2013-Gr. 9	84.74	44.41	40.33	12.39	2.87
Spring 2013-Gr. 9	82.78	44.41	38.37	14.20	3.02
Winter 2013-Gr. 9	85.03	49.74	35.28	14.11	0.86
Spring 2011-Gr. 7	98.41	77.78	20.63	0.00	1.59

BIOLOGY – Class of 2016 – Current 11th Grade					
	Pass Rate%	Advanced %	Proficient %	Basic %	Below Basic %
Summer 2014-Gr. 10	82.09	47.34	34.75	11.23	6.68
Spring 2014-Gr. 10	81.34	47.34	33.99	11.53	7.13
Winter 2014-Gr. 10	99.11	68.05	31.07	0.59	0.30
Spring 2013-Gr. 9	98.22	68.05	30.18	1.48	0.30
Winter 2013-Gr. 9	100.00	87.50	12.50	0.00	0.00

LITERATURE – Class of 2016 – Current 11th Grade					
	Pass Rate%	Advanced %	Proficient %	Basic %	Below Basic %
Summer 2014-Gr. 10	90.95	28.93	62.02	7.57	1.48
Spring 2014-Gr. 10	89.30	28.97	60.33	9.21	1.49
Winter 2014-Gr. 10	100.00	100.00	0.00	0.00	0.00
Summer 2013-Gr. 9	100.00	100.00	0.00	0.00	0.00
Spring 2013-Gr. 9	100.00	100.00	0.00	0.00	0.00

ALGEBRA I – Class of 2017 – Current 10th Grade					
	Pass Rate%	Advanced %	Proficient %	Basic %	Below Basic %
Summer 2014-Gr. 9	84.94	39.76	45.18	11.30	3.77
Spring 2014-Gr. 9	84.19	39.76	44.43	11.90	3.92
Winter 2014-Gr. 9	89.34	44.76	44.58	10.48	0.18
Summer 2013-Gr. 8	81.49	44.84	36.65	17.62	0.89
Spring 2013-Gr. 8	78.47	44.84	33.63	20.46	1.07
Winter 2013-Gr. 8	100.00	100.00	0.00	0.00	0.00
Spring 2011-Gr. 6	100.00	100.00	0.00	0.00	0.00

BIOLOGY – Class of 2017 – Current 10th Grade					
	Pass Rate%	Advanced %	Proficient %	Basic %	Below Basic %
Summer 2014-Gr. 9	97.85	81.23	16.62	2.15	0.00
Spring 2014-Gr. 9	97.54	81.23	16.31	2.46	0.00

LITERATURE – Class of 2017 – Current 10th Grade					
	Pass Rate%	Advanced %	Proficient %	Basic %	Below Basic %
N/A	N/A	N/A	N/A	N/A	N/A

ALGEBRA I – Class of 2018 – Current 9th Grade					
	Pass Rate%	Advanced %	Proficient %	Basic %	Below Basic %
Summer 2014-Gr. 8	85.47	47.58	37.89	13.67	0.87
Spring 2014-Gr. 8	84.26	47.58	36.68	14.88	0.87
Winter 2014-Gr. 8	98.89	87.78	11.11	1.11	0.00
Summer 2013-Gr. 7	98.68	89.47	9.21	1.32	0.00
Spring 2013-Gr. 7	98.68	89.47	9.21	1.32	0.00
Winter 2013-Gr. 7	50.00	50.00	0.00	50.00	0.00

BIOLOGY – Class of 2018 – Current 9th Grade					
	Pass Rate%	Advanced %	Proficient %	Basic %	Below Basic %
N/A	N/A	N/A	N/A	N/A	N/A

LITERATURE – Class of 2018 – Current 9th Grade					
	Pass Rate%	Advanced %	Proficient %	Basic %	Below Basic %
Summer 2014-Gr. 8	100.00	0.00	100.00	0.00	0.00
Spring 2014-Gr. 8	100.00	0.00	100.00	0.00	0.00

ALGEBRA I – Class of 2019 – Current 8th Grade					
	Pass Rate%	Advanced %	Proficient %	Basic %	Below Basic %
Summer 2014-Gr. 7	100.00	90.00	10.00	0.00	0.00
Spring 2014-Gr. 7	100.00	90.00	10.00	0.00	0.00
Winter 2014-Gr. 7	100.00	93.75	6.25	0.00	0.00
Summer 2013-Gr. 6	100.00	100.00	0.00	0.00	0.00
Spring 2013-Gr. 6	100.00	100.00	0.00	0.00	0.00

BIOLOGY – Class of 2019 – Current 8th Grade					
	Pass Rate%	Advanced %	Proficient %	Basic %	Below Basic %
N/A	N/A	N/A	N/A	N/A	N/A

LITERATURE – Class of 2019 – Current 8th Grade					
	Pass Rate%	Advanced %	Proficient %	Basic %	Below Basic %
N/A	N/A	N/A	N/A	N/A	N/A

ALGEBRA I – Class of 2020 – Current 7th Grade					
	Pass Rate%	Advanced %	Proficient %	Basic %	Below Basic %
Summer 2014-Gr. 6	100.00	100.00	0.00	0.00	0.00
Spring 2014-Gr. 6	100.00	100.00	0.00	0.00	0.00

BIOLOGY – Class of 2020 – Current 7th Grade					
	Pass Rate%	Advanced %	Proficient %	Basic %	Below Basic %
N/A	N/A	N/A	N/A	N/A	N/A

LITERATURE – Class of 2020 – Current 7th Grade					
	Pass Rate%	Advanced %	Proficient %	Basic %	Below Basic %
N/A	N/A	N/A	N/A	N/A	N/A

A common trend among cohorts is a trend of high performance in the mid to low 90% in Algebra I and Literature Keystone Exams in the combined advanced and proficient performance levels. The Biology Keystone Exam demonstrates a higher performance (97.54%) for students graduating in the class of 2017.

District Longitudinal Trend Analysis by Historically Underperforming Students

In order to take a closer look at District longitudinal trends, the Keystone Exam analysis has been expanded to examine the performance levels of a non-duplicated count of students who are categorized as Historically Underperforming Students. At this time, the following comparisons can be made:

Historically Underperforming	Algebra I – Spring 2014				
	Pass Rate %	Advanced %	Proficient %	Basic %	Below Basic %
NA	38.8	14.3	24.5	37.8	23.5
State	31.4	9.7	21.7	39.2	29.5
Historically Underperforming	Biology – Spring 2014				
	Pass Rate %	Advanced %	Proficient %	Basic %	Below Basic %
NA	43.9	19.5	24.4	20.7	35.4
State	31.9	10.3	21.6	26.7	41.5
Historically Underperforming	Literature – Spring 2014				
	Pass Rate %	Advanced %	Proficient %	Basic %	Below Basic %
NA	56.0	3.6	52.4	32.1	11.9
State	40.5	2.1	38.4	38.0	21.5

One of the specific indicators analyzed for the School Performance Profile (SPP) involves closing the achievement gap for Historically Underperforming students. The information in the charts above combine all of these indicators assuring that a student is not counted across more than one of the categories within the indicator since a child could be considered to qualify for more than one of the categories.

The percentage of the District's Keystone Exam scores related to these Historically Underperforming students are performing above the State average for students in the combined Advanced and Proficient performance levels. The percentage of North Allegheny students in the combined Advanced and Proficient performance levels for the Algebra I Keystone Exam is 38.8% (+7.4 above the State average), the Biology Keystone Exam is 43.9% (+12.0 above the State average), and the Literature Keystone Exam is 56.0% (+15.5 above the State average).

2014 Recommendations

After careful consideration of the Summary of Current Findings, the Administration recommends the following:

8. Continue to schedule a Data Retreat in October to review test results and performance of individual students with a focus on a growth model.
9. Review and share results of the Keystone Exams with Curriculum Senate and teachers of the tested subject areas in order to monitor students who score within the various performance levels.
10. Continue work with aligning the PA Core Standards with the North Allegheny curriculum to address classroom activities and assessments to assure that the PA Core Standards are fully implemented and assessed within the curriculum.
11. Continue PVAAS training for principals and teachers to understand the impact of the growth and achievement model on the School Performance Profile and Educator Effectiveness System of Evaluation.
12. Develop an action plan for students who do not pass the Keystone Exams to complete the Project Based Assessment (PBA). For students in their senior year (graduating class of 2017 and beyond), PBAs must be submitted no later than January 15th of the senior year.
13. Continue an active focus on the impact of closing the achievement gap for all and Historically Underperforming students.
14. Continue use of OnHands/EdInsight data retrieval system to assist teachers in having all student data readily available to make instructional decisions including both remediation and enrichment.

**KEYSTONE EXAMS SPRING 2014 RESULTS FOR
NORTH ALLEGHENY SCHOOL DISTRICT AND THE STATE
COMPARISON OF THE PERCENT OF FIRST-TIME TEST TAKERS IN EACH
PEFORMANCE LEVEL**

Algebra I

	District	State	Difference
Advanced	41.2	23.0	+18.2
Proficient	34.2	29.1	+5.1
Advanced/Proficient	75.4	52.1	+23.3
Basic	19.5	31.8	-12.3
Below Basic	5.1	16.1	-11.0

Biology

	District	State	Difference
Advanced	53.2	24.7	+28.5
Proficient	26.7	28.8	-2.1
Advanced/Proficient	79.9	53.5	+26.4
Basic	12.7	22.6	-9.9
Below Basic	7.4	21.9	-14.5

Literature

	District	State	Difference
Advanced	28.7	7.5	+21.2
Proficient	60.4	54.0	+6.4
Advanced/Proficient	89.1	61.5	+27.6
Basic	9.2	27.4	-18.2
Below Basic	1.6	11.1	-9.5

IOWA TESTS OF BASIC SKILLS (ITBS)

The Iowa Tests of Basic Skills, published by Riverside Publishing, measure students' achievement in grades 2 through 7 in Mathematics, Reading, and Language. The ITBS serves as the only nationally normed standardized test utilized by NASD. Data from these test results is used to assist in individual student planning, the development and implementation of instructional improvement plans, and in curriculum development.

COGNITIVE ABILITIES TEST (CogAT)

In grades 1, 2, 4, and 7, the Test of Cognitive Abilities is administered as a companion piece to the Iowa Tests of Basic Skills. The CogAT is an aptitude test that measures students' school ability. Data from this test assists with individual student and District-wide planning.

Iowa Tests of Basic Skills Cognitive Abilities Test/ (ITBS/CogAT) 2013-2014

Summary of Current Findings:

Background

Since the spring of 2006, the District has administered the Iowa Tests of Basic Skills (ITBS), an achievement battery, and the companion ability test, the Cognitive Abilities Test (CogAT). The ITBS is administered to grades two through seven and the CogAT to grades two, four, and seven. In addition to the spring testing, grade one students are administered the CogAT in the fall as an initial ability assessment. The ITBS assesses students and provides national norms in the following areas:

- Reading Vocabulary (grades two through seven)
- Reading Comprehension (grades two through seven)
- Word Analysis (grades two and three only)
- Listening (grades two and three only)
- Spelling (grades two through seven)
- Total Language (grade two)
- Capitalization (grades three through seven)
- Punctuation (grades three through seven)
- Mathematics Concepts/Concepts and Estimation
- Mathematics Problem Solving/Data Interpretation
- Mathematics Computation

For students in grades two, four, and seven who take both the CogAT and the ITBS, academic achievement predictions for the ITBS are based on their CogAT scores. These predictions can be used to provide data regarding whether students are working to a level predicted by their CogAT performance. Results from the ITBS and CogAT are used to monitor individual student achievement, individual building performance, and District performance in comparison to a national norm. In addition, the effects of curricular changes on student performance may be assessed.

In this report, the following comparisons will be made:

- Comparison performance between the District and the Nation
- Comparison of Predicted and Obtained achievement for grades two, four, and seven

Comparison of Performance Between District and Nation

Achievement of students at North Allegheny School District compares favorably to students nationally in all areas of achievement and at all grade levels. Analysis of the distribution of the mean national percentile scores obtained by District students on the Reading Totals, Language Totals, Math Totals, and Core Totals in grades two through seven reveals a continued pattern of stability since the 2010 administration. The 2014 results show the mean national percentile rank scores for District students was between the 78th and 85th percentile for Reading Totals, between the 81st and 87th percentile for Language Totals, between the 81st and 85th percentile for Math Totals, and between the 81st and 86th percentile for Core Totals.

The range of the mean score comparisons received for all grade levels on the Reading, Language, Mathematics, and Core Total scores is as follows:

Subject Total	2006* National Percentile Range**	2010 National Percentile Range	2011 National Percentile Range	2012 National Percentile Range	2013 National Percentile Range	2014 National Percentile Range
Total Read.	76-79	80-86	76-87	78-85	77-86	78-85
Total Lang.	77-86	84-90	84-90	82-88	83-89	81-87
Total Math	79-85	81-89	84-88	81-87	81-87	81-85
Core Total	79-86	84-91	85-90	82-89	82-89	81-86

***Note: Percentile Range indicate the number of students in the national norm group whose score fell at or below the examinee's score; for example, a score at the 85th percentile means that the examinee's score was better than 85 percent of the national norm group against which the examinee is being compared.*

Ranges for each subject level and core total suggest a consistency of achievement across grade levels and subjects.

*Although the rest of the Report of Student Achievement reports scores from 2004, and then the past five years, 2006 was the first year the District began administering the ITBS.

2013-2014 CogAT Mean Standard Age Scores Grades 2, 4, 7

Grade	2	3	4	5	6	7
CogAT SAS	115		115			116

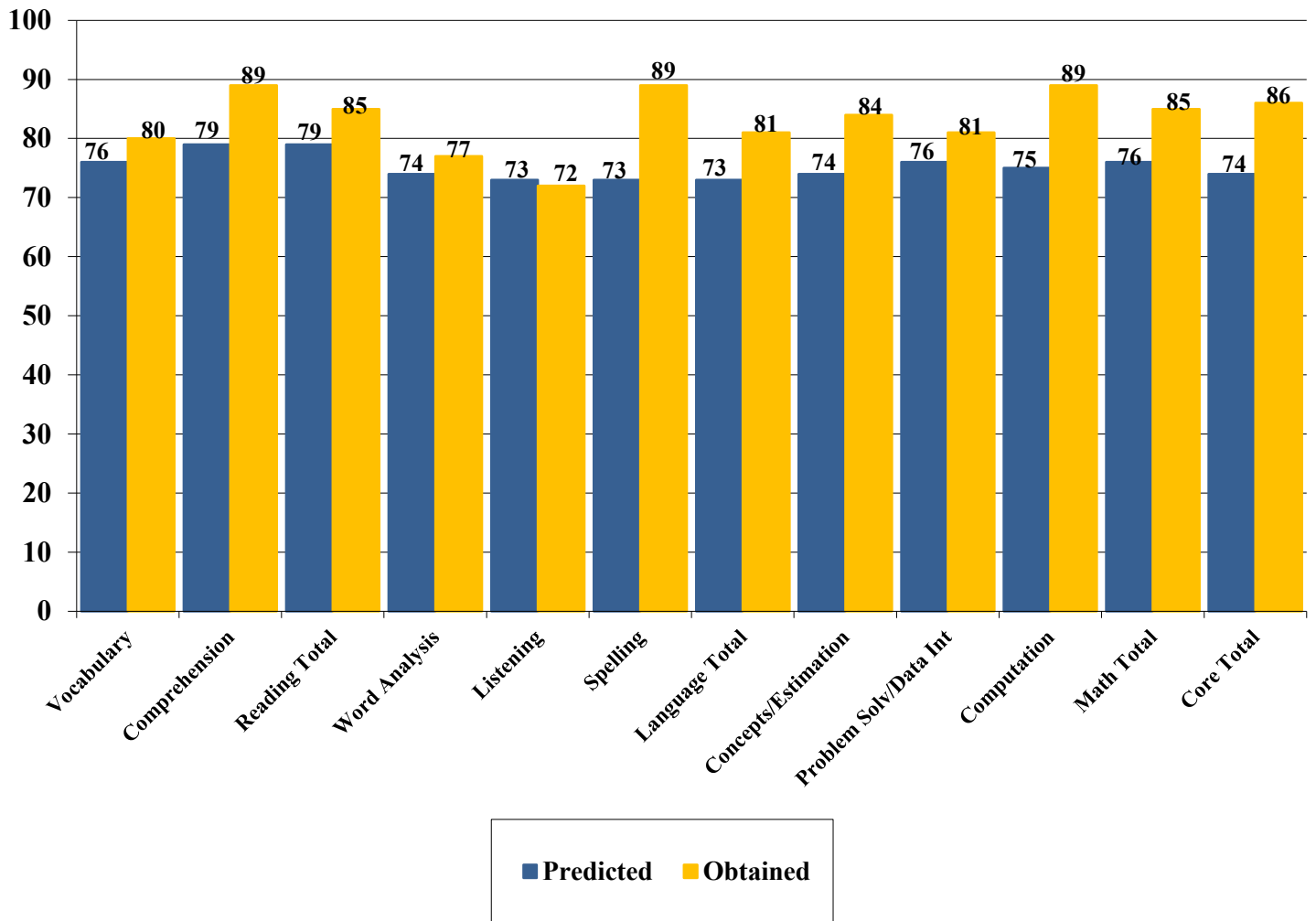
**2013-2014
ITBS Mean National Percentile Scores Grades 2-7**

Grade		2	3	4	5	6	7
Reading	Vocabulary	80	81	82	82	77	75
	Comprehension	89	79	79	79	78	80
	Total	85	81	81	82	78	79
Language	Spelling	89	83	85	85	79	79
	Capitalization		85	82	83	75	79
	Punctuation		83	81	84	80	80
	Usage & Expression		84	82	82	81	83
	Total	81	84	85	87	82	84
Math	Concepts	84	84	83	84	84	84
	Problems	81	84	84	83	74	77
	Computation	89	84	74	78	79	73
	Total	85	85	84	84	81	81
Word Analysis		77	78				
Listening		72	77				
Core Total		81	86	85	86	82	83

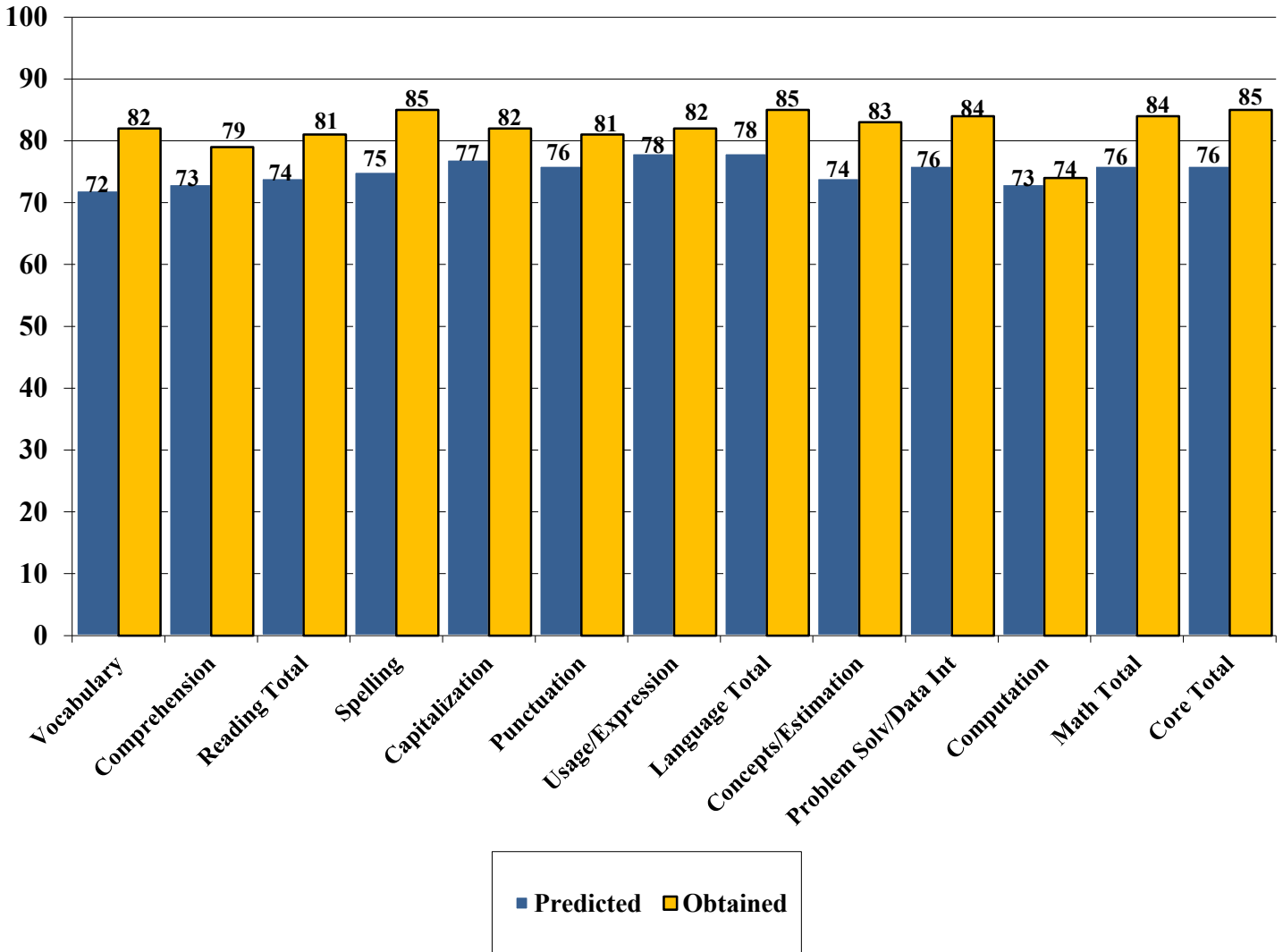
Comparison of Predicted and Obtained Mean National ITBS Percentile Scores

In grades two, four, and seven, the CogAT scores are utilized to predict achievement on the ITBS. Results indicate that North Allegheny students performed above the predicted scores in Math, Reading, and Language, revealing consistent performance for six years. This finding suggests that North Allegheny students have applied themselves well to school tasks, have benefited from a more rigorous curriculum, and have acquired higher levels of school knowledge and skills than would be predicted (above the 50th percentile compared to the average predicted score based on the NASD average CogAT Standard Score).

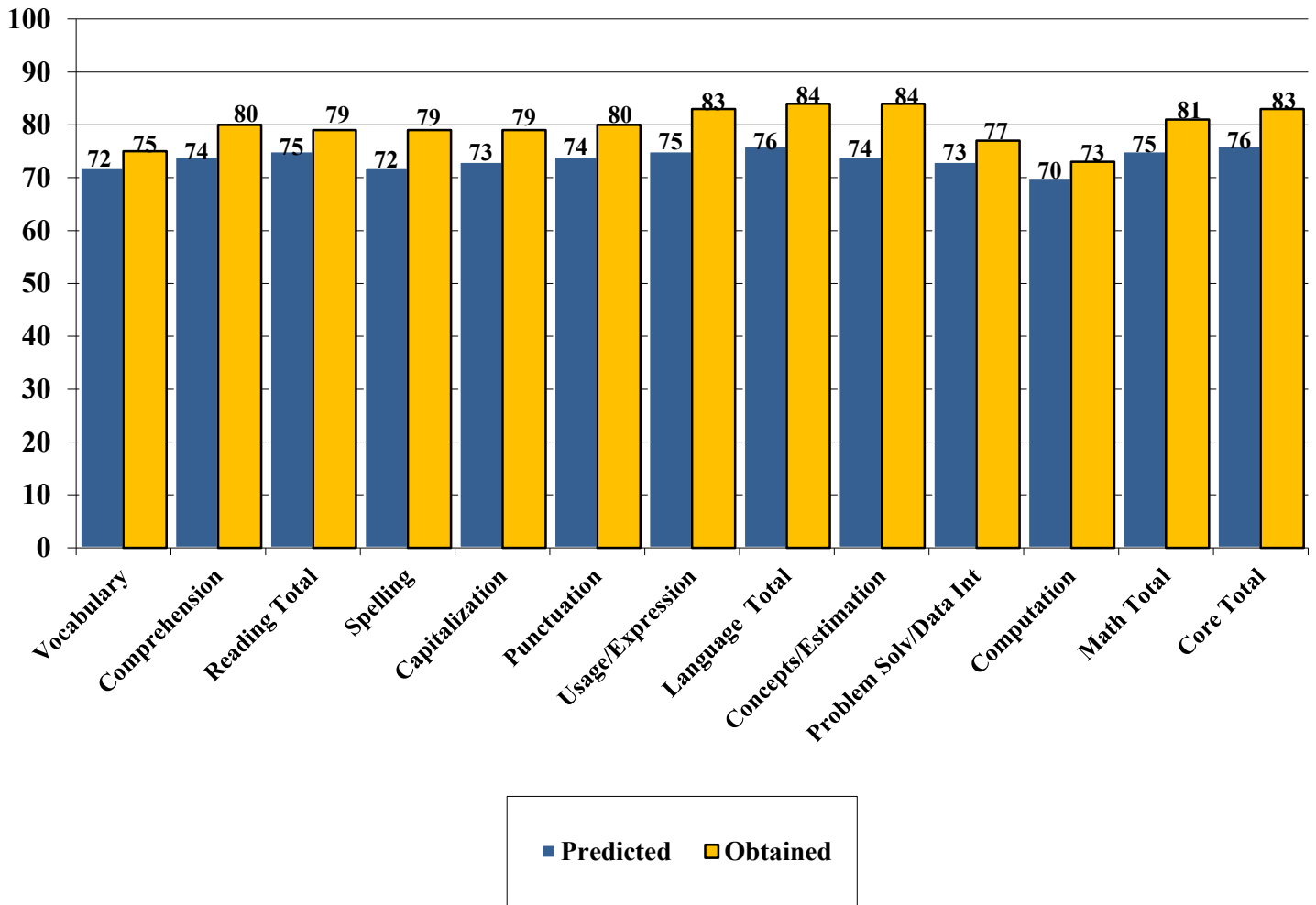
District Summaries by Subtest ITBS
Comparison of Predicted and Obtained Mean National Percentiles
Based on a Mean CogAT SAS of 115
Grade 2 - 2014



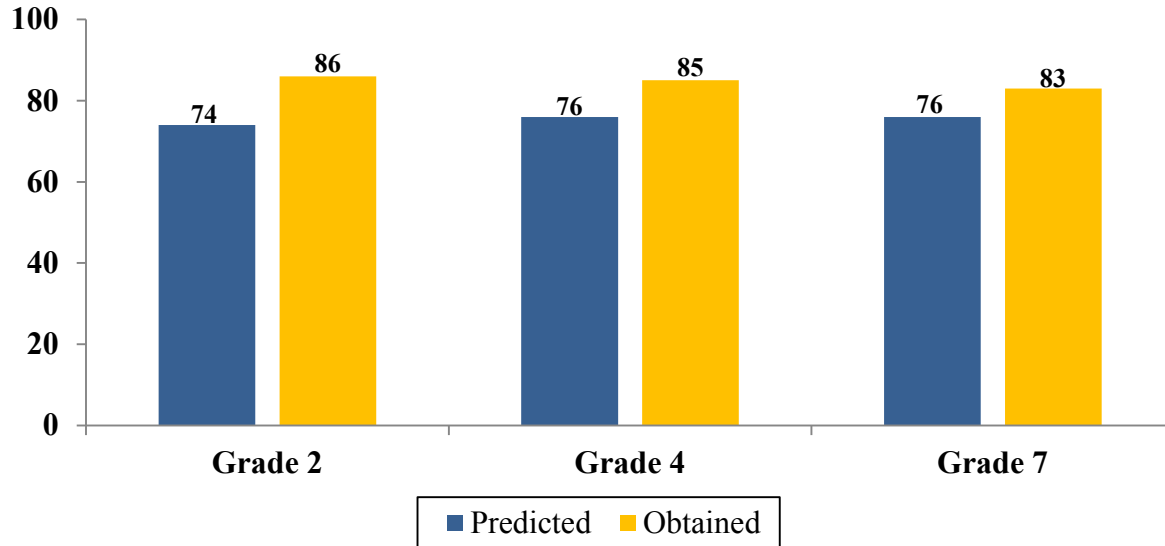
District Summaries by Subtest ITBS
Comparison of Predicted and Obtained Mean National Percentiles
Based on a Mean CogAT SAS of 115
Grade 4 - 2014



District Summaries by Subtest ITBS
Comparison of Predicted and Obtained Mean National Percentiles
Based on a Mean CogAT SAS of 116
Grade 7 - 2014



2014 Core Totals



2014 Recommendations

After careful consideration of the Summary of Current Findings, the Administration recommends the following:

1. During the 2014/2015 school year, the District should form a committee to investigate and evaluate potential alternative cognitive and academic achievement measures and determine their continued relevance as part of the District's local assessment program. It should be noted that the national norms for the current ITBS will no longer be valid within the next two years. It will be necessary to investigate the purchase of a newer version of a nationally normed test.
2. The North Allegheny School District should consider replacing or augmenting the ITBS with general outcome measurements that include curriculum-based measurement (CBM) for universal screening and progress monitoring in the areas of reading and mathematics. This type of assessment program is an essential component of PA's Multi-Tiered System of Supports (PA-MTSS), a comprehensive system of supports that includes standards-aligned, high quality core instruction, assessment, data-based decision-making, and tiered services and supports.
3. The North Allegheny School District should continue its efforts to restructure testing practices by removing irrelevant subtests from the Core ITBS battery and consider an abbreviated achievement battery.
4. The North Allegheny School District should consider the utility of the first grade CogAT and consider replacing or augmenting the CogAT with a measure of academic

achievement (i.e., general outcome measure (CBM), abbreviated reading and math battery).

5. The District should consider reducing the administration schedule of the CogAT to second and fourth grades. The practicality of the CogAT for seventh grade students should be re-evaluated in light of data suggesting minimal variability from the fourth to seventh grade, suggesting a pattern of stability between the two grade levels.

PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test)

The PSAT/NMSQT stands for Preliminary SAT/National Merit Scholarship Qualifying Test. It is a standardized test that provides first hand practice for the SAT. It is also the qualifier for the National Merit Scholarship Corporation's scholarship programs. The PSAT/NMSQT measures: verbal reasoning skills, critical reading skills, math problem solving skills, and writing skills. Common reasons for taking the PSAT/NMSQT are: as a practice test for SAT program tests, to receive feedback on your strengths and weaknesses on skills necessary for college study, to see how your performance on an admissions test might compare with that of others applying to college, and to enter the competition for scholarships from the National Merit Scholarship Corporation. The PSAT/NMSQT is designed to be taken in the junior year, however, it can be taken earlier.

Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) 2013-2014

Summary of Current Findings

Background

The PSAT/NMSQT is commonly recognized as a test that helps prepare students for taking the SAT. In North Allegheny, the PSAT is an optional test given to tenth and eleventh grade students in October. The PSAT/NMSQT Critical Reading, Mathematics, and Writing Skills questions are designed to be the same type as those on the SAT. This is deliberate, as the PSAT/NMSQT questions are intended to be reliable preparation for the same types of questions on the SAT. The PSAT/NMSQT scale of 20 to 80 is comparable to the SAT scale of 200 to 800.

District Performance in 2013-2014

In 2013-2014, 443 juniors took the PSAT. Of this number, 227 students were male, 214 students were female, with two students choosing not to answer the gender question. The PSAT mean scores are reported in three separate categories: Critical Reading, Mathematics, and Writing Skills. In 2013-2014, the mean Critical Reading score was 55.5, the mean Mathematics score was 57.5, and the mean Writing Skills score was 54.1. In the area of Critical Reading, females performed higher than males with a mean score of 55.9 and 55.2, respectively. In Mathematics, the males outperformed the females with mean scores of 59.2 and 55.7, respectively. In Writing Skills, females outperformed the males by a mean score of 55.2 to 53.2, respectively.

In 2013-2014, 259 sophomores took the PSAT; 109 males and 150 females participated. The 2013-2014 mean result in Critical Reading for sophomores was 54.5, the mean Mathematics score was 56.3, and the Writing Skills mean score was 52.6. In the area of Critical Reading, males scored higher than females with scores of 56.1 and 53.4, respectively. In the area of Mathematics, males scored higher than females with scores of 59.1 and 54.4, respectively. In the Writing Skills area, males scored higher than females with scores of 53.3 and 52.2, respectively.

Comparison of Performance Between the District and Nation

Both sophomores and juniors in North Allegheny consistently scored higher than national averages in Critical Reading, Mathematics, and Writing Skills. North Allegheny School District juniors surpassed the national mean score by 3.6 in Critical Reading, 4.2 in Mathematics, and 4.1 in Writing Skills. The sophomore comparison is even more impressive. North Allegheny School District tenth grade students scored 4.7 above the national mean in Critical Reading, 5.0 in Mathematics, and 4.7 above the national mean score in Writing Skills. The College Readiness

Benchmark represents a score that a student should meet or exceed to be considered on track to be college ready. In 2013-2014, 79.5% of North Allegheny School District juniors who took the PSAT were deemed college-ready compared to 66.4% of juniors across the nation. Of the North Allegheny sophomores taking the PSAT, 89.9% were deemed college-ready compared to 72.7% of sophomores across the nation.

Comparison of Performance Between the District and State

Both sophomores and juniors in North Allegheny consistently scored higher than State averages in Critical Reading, Mathematics, and Writing Skills. North Allegheny School District juniors surpassed the State mean score by 4.3 in Critical Reading, 5.9 in Mathematics, and 5.1 in Writing Skills. North Allegheny School District tenth grade students scored 4.6 above the State mean in Critical Reading, 5.9 in Mathematics, and an impressive 4.8 above the State mean score in Writing Skills.

College-Bound North Allegheny High School Juniors

	North Allegheny	National	Difference
2004-2005			
Critical Reading	52.8	46.9	+5.9
Math	53.8	48.8	+5.0
Writing Skills	55.4	50.4	+5.0
Total Mean Score	162.0	146.1	+15.9
2009-2010			
Critical Reading	54.2	47.0	+7.2
Math	55.1	48.3	+6.8
Writing Skills	53.2	45.9	+7.3
Total Mean Score	162.5	141.2	+21.3
2010-2011			
Critical Reading	54.2	47.3	+6.9
Math	56.4	48.9	+7.5
Writing Skills	53.9	45.4	+8.5
Total Mean Score	164.5	141.6	+22.9
2011-2012			
Critical Reading	56.0	47.6	+8.4
Math	56.9	48.3	+8.6
Writing Skills	54.0	45.6	+8.4
Total Mean Score	166.9	141.5	+25.4
2012-2013			
Critical Reading	56.1	51.5	+4.6
Math	55.7	52.5	+3.2
Writing Skills	54.3	49.3	+5.0
Total Mean Score	166.1	153.3	+12.8
2013-2014			
Critical Reading	55.5	51.9	+3.6
Math	57.5	53.3	+4.2
Writing Skills	54.1	50.0	+4.1
Total Mean Score	167.1	155.2	+11.9

College-Bound North Allegheny High School Sophomores

	North Allegheny	National	Difference
2004-2005			
Critical Reading	50.1	42.8	+7.3
Math	52.3	44.5	+7.8
Writing Skills	55.1	46.8	+8.3
Total Mean Score	157.5	134.1	+23.4
2009-2010			
Critical Reading	54.6	42.2	+12.4
Math	56.5	43.5	+13.0
Writing Skills	54.3	41.2	+13.1
Total Mean Score	165.4	126.9	+38.5
2010-2011			
Critical Reading	54.1	42.5	+11.6
Math	57.2	44.0	+13.2
Writing Skills	54.0	40.4	+13.6
Total Mean Score	165.3	126.9	+38.4
2011-2012			
Critical Reading	55.9	43.1	+12.8
Math	56.3	43.1	+13.2
Writing Skills	52.5	40.9	+11.6
Total Mean Score	164.7	127.1	+37.6
2012-2013			
Critical Reading	55.5	49.1	+6.4
Math	56.3	50.6	+5.7
Writing Skills	53.4	47.1	+6.3
Total Mean Score	165.2	146.8	+18.4
2013-2014			
Critical Reading	54.5	49.8	+4.7
Math	56.3	51.3	+5.0
Writing Skills	52.6	47.9	+4.7
Total Mean Score	163.4	149.0	+14.4

Comparison of Student Performance on the PSAT and SAT

Juniors who took the PSAT in 2012-2013 earned a mean score on the Critical Reading, Mathematics, and Writing subtests of 166.1. The same group taking the SAT as seniors in 2013-2014 earned a mean score of 1700 for the Critical Reading, Mathematics, and Writing subtests. Converting the PSAT to an SAT scale indicates students increased their SAT score by 39 points. With continued focus on refining a standards-based curriculum supplemented by the integration of strong test taking strategies, North Allegheny School District will continue to look forward to increased standardized test scores.

National Merit Qualifiers

Fifteen seniors in the graduating class of 2014 were named National Merit Semifinalists; thirty-six seniors were named Commended Students in the 2014 National Merit Program; and thirteen seniors were named Finalists in the 2014 National Merit Program.

Criteria used to determine National Merit Qualifiers is based on student performance on Critical Reading, Mathematics, and Writing Skills sections of the PSAT/NMSQT. Writing Skills scores on the PSAT/NMSQT are being reported for the eleventh consecutive year. As stated previously, the test scale for the three PSAT/NMSQT tests range from 20 to 80. A student can earn a Total Selection Index score of 240. North Allegheny School District National Merit Semifinalists had total scores between 218 and 236. North Allegheny School District Commended Students earned total scores between 203 and 216.

2014 Recommendations

After careful consideration of the Summary of Current Findings, the Administration recommends the following:

1. Continue to analyze and share the results of sophomore and junior participation and performance on the PSAT/NMSQT as these results directly impact participation in the National Merit Scholarship Program.
2. Continue to have North Allegheny School District personnel review the redesigned PSAT/NMSQT that will be aligned to the redesigned SAT. This new assessment will launch in October 2015. Personnel should attend professional development activities as available.
3. Continue to analyze results at the annual Data Retreat and share with Curriculum Senate, Department Liaisons, and teachers.

SAT (Scholastic Aptitude Test)

The Scholastic Aptitude Test (SAT) is published by the College Board. The SAT is a 3 hour and 45 minute test that measures critical thinking skills students need for academic success in college. There are three sections of the SAT: Critical Reading, Writing, and Mathematics. The test is typically taken by juniors and seniors. The scores are one indicator of a student's potential to do college work. Colleges and universities use SAT results for admission in specific programs and as a basis for awarding merit-based financial aid. The mean score for each section of the SAT is set at or near the midpoint of 500 of the 200-800 score scale.

The SAT 2013-2014

Summary of Current Findings

Background

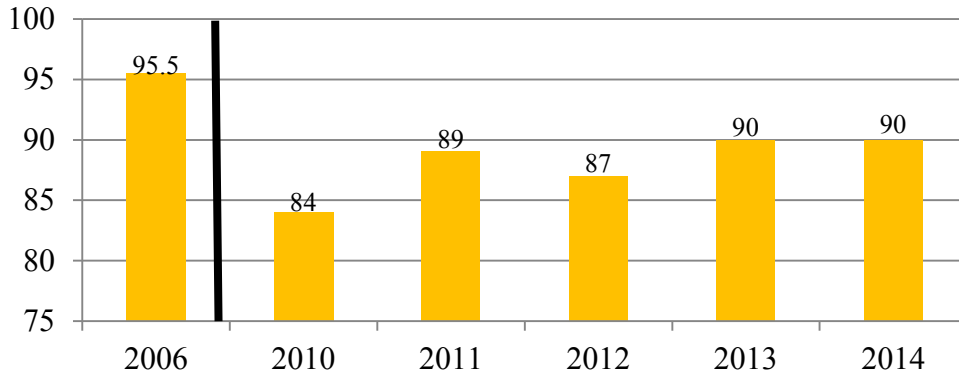
The College Board reported that in 2014, more than 1.67 million graduating seniors took the SAT. Across the Nation, scores in Critical Reading increased by one point, and the Mathematics and Writing scores decreased by one point. In Pennsylvania, the Critical Reading mean increased by three points, the Mathematics mean score remained unchanged, and the Writing mean score decreased by two points. With 571 (a decrease of four students from last year) students taking the SAT, the Critical Reading mean was 567 (down one point from last year); the Mathematics mean was 578 (down eight points from last year); and the Writing mean was 555 (down seven points from last year). The combined Critical Reading, Mathematics, and Writing mean score was 1700. This represents a decrease of 16 points from last year's all-time record high score.

In the North Allegheny School District, the SAT Assessment is given five times a year during October, November, January, May, and June. Students also have an option to take the SAT Assessment outside the District during the months of December and March. The students are informed about the SAT Assessment schedules through multiple avenues including *The Student Bulletin*, published by the College Board. The data presented in this report reflects scores reported by the College Board for the period March 2013 to June 2014. If students took the test more than once, the most recent score is used.

In the North Allegheny School District Report of Student Achievement, there are academic year signposts at 2004 and then again at 2010 to 2014. Due to the changes to the SAT required by the College Board in 2005, the addition of the Writing section made the test three parts as opposed to the former two-part test. For the purposes of this SAT section, the beginning academic year signposts will be 2006.

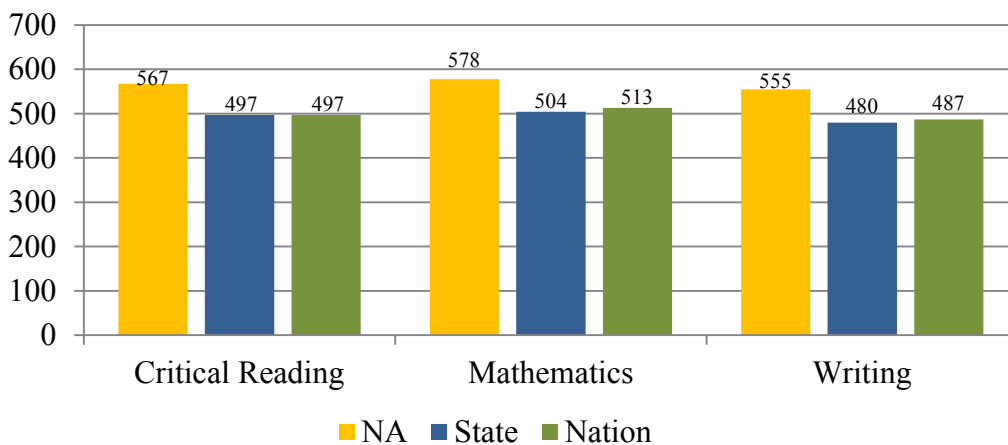
In 2014, 90% of all seniors took the SAT. When examining trends in the percentage of students taking the SAT over the last 23 years, participation has ranged from a low of 84% in 2010 to a high of 95.5% in 2006. In North Allegheny, the percentage of graduates taking the SAT in 2014 remained the same from graduates taking the SAT in 2013.

Percentage of NA Students Taking the SAT



**Comparison of Scores
Local, State, and National Levels**

When comparing North Allegheny’s performance to State and National results, North Allegheny’s scores surpassed the State and National mean scores on the SAT in the Critical Reading, Mathematics, and Writing sections. North Allegheny’s mean Critical Reading Score of 567 surpassed both the National and State mean score of 497 by 70 points. On the Mathematics section, North Allegheny’s mean score of 578 surpassed the National mean score of 513 by 65 points and the State mean score of 504 by 74 points. On the Writing section, North Allegheny’s mean score of 555 surpassed the National mean score of 487 by 68 points and the State mean score of 480 by 75 points. The combined Critical Reading, Mathematics, and Writing mean score for the Nation and State were 1497 and 1481, respectively.



When conducting an analysis of student performance, one may consider an examination of quartiles as significant performance markers. Quartile 3 (Q3) depicts student performance at the 75th percentile, quartile 2 (Q2) depicts student performance at the 50th percentile, and quartile 1 (Q1) depicts student performance at the 25th percentile. At these specific markers, 2014 North Allegheny graduates outperformed students in every quartile at the National and State level as demonstrated in the following chart.

	National	State	North Allegheny
CRITICAL READING			
Q3 (75th Percentile)	570	570	640
Q2 (50th Percentile- Median)	497	497	567
Q1 (25th Percentile)	420	430	490
MATHEMATICS			
Q3 (75th Percentile)	600	580	650
Q2 (50th Percentile- Median)	513	504	578
Q1 (25th Percentile)	430	430	500
WRITING			
Q3 (75th Percentile)	560	550	630
Q2 (50th Percentile – Median)	487	480	555
Q1 (25th Percentile)	410	400	480

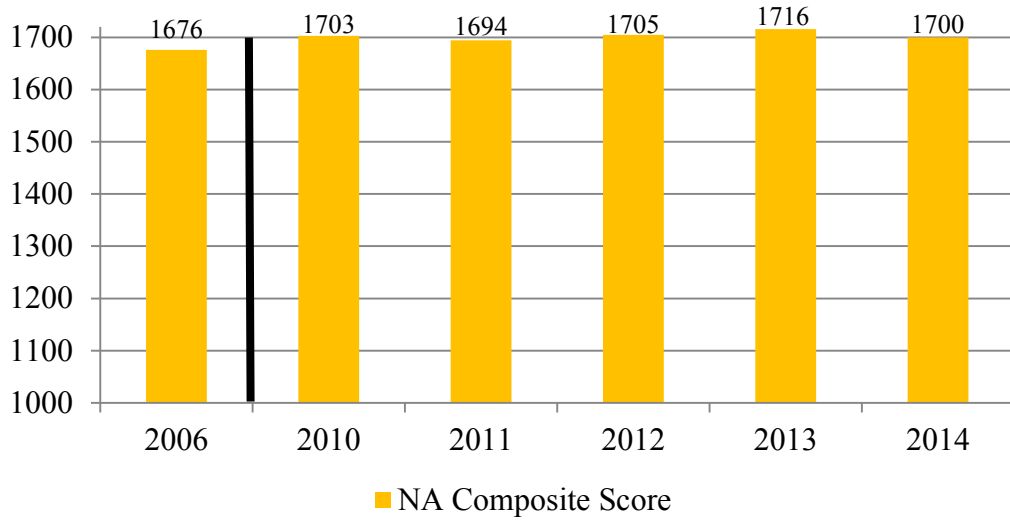
Note: A percentile represents the point below that of which a percentage of scores fall, (i.e., 50% of the students nationally scored 497 or below in Critical Reading while 50% of North Allegheny students scored 567 or below).

When comparing the performance of 2014 North Allegheny graduates with the class of 2013, a slight variance is noted in Critical Reading, Mathematics, and Writing as demonstrated below.

Quartile	2005/06	2009/10	2010/11	2011/12	2012/13	2013/14
CRITICAL READING						
Q3 (75th Percentile)	630	630	630	630	640	640
Q2(50th Percentile - Median)	560	565	560	570	568	567
Q1 (25th Percentile)	490	500	490	500	490	490
MATHEMATICS						
Q3 (75th Percentile)	650	650	650	650	660	650
Q2(50th Percentile - Median)	570	582	580	590	586	578
Q1 (25th Percentile)	500	520	500	510	510	500
WRITING						
Q3 (75th Percentile)	610	630	620	620	630	630
Q2(50th Percentile - Median)	550	556	550	550	562	555
Q1 (25th Percentile)	470	490	480	490	490	480

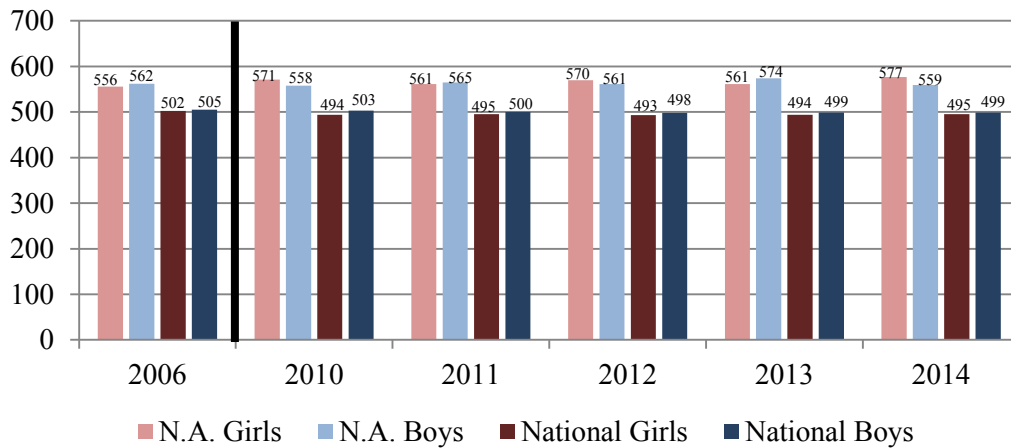
Composite SAT Scores

Historically, the Composite SAT score was a sum of the Verbal and the Mathematics scores. In 2005, the College Board added a Writing component to the SAT and the Verbal component was re-named Critical Reading. The District analyzes the individual scores from all three sections as well as the composite score, which is the combined scored from all three sections.

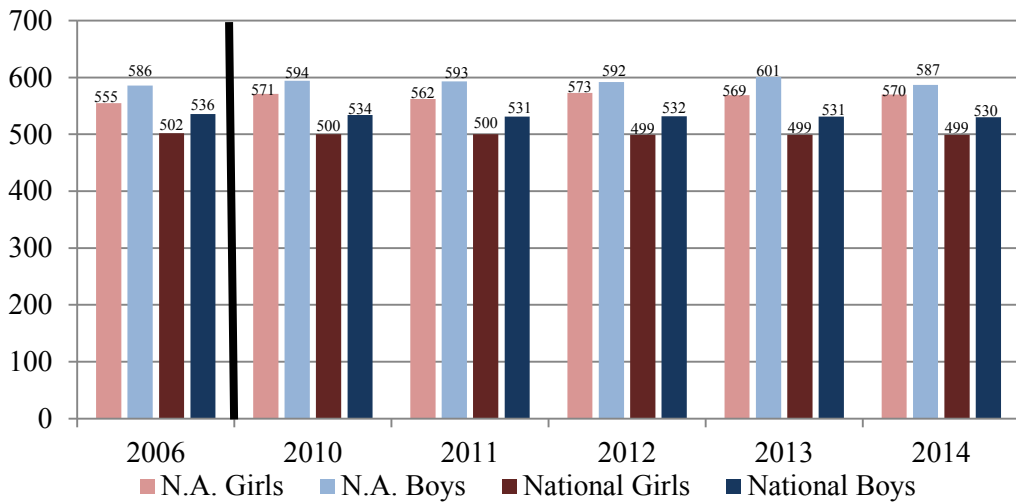


Gender Comparisons

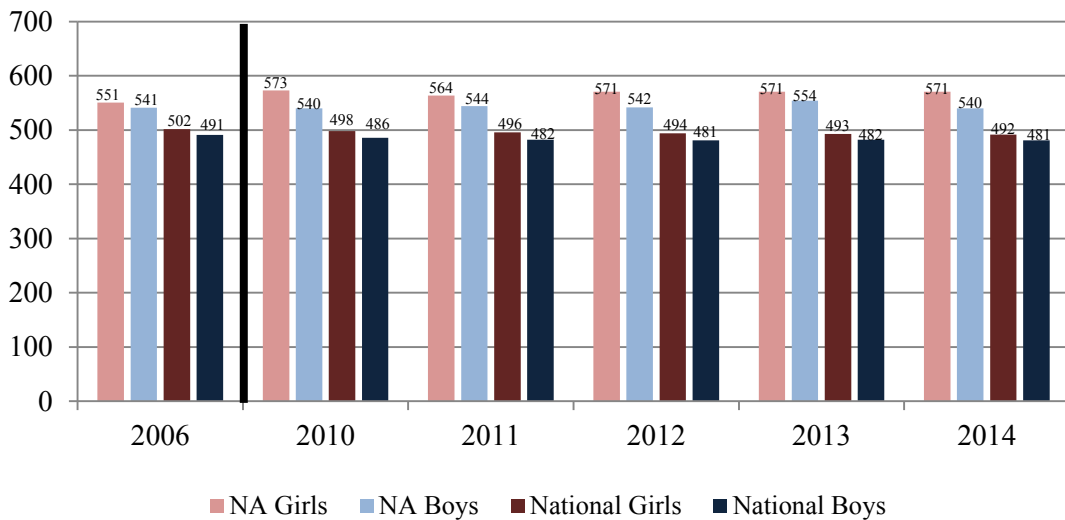
In 2014, females outperformed males by 18 points on the Critical Reading section, with females scoring 577 and males scoring 559. When examining longitudinal data based on gender, the females in the North Allegheny School District outperformed the males on the Critical Reading section three out of five years and males outperformed females two out of five years. When comparing performance between 2013 and 2014, female performance increased by 16 points in Critical Reading while male performance decreased by 15 points.



In 2014, males outperformed females by 17 points on the Mathematics section with males scoring 587 and females scoring 570. North Allegheny males have significantly outperformed the females over a five-year period. When comparing performance between 2013 and 2014, female performance increased by one point in Mathematics while male performance decreased by 14 points.



In 2014, females outperformed males by 31 points on the Writing section with males scoring 540 and females scoring 571. Historically, there has been a significantly stronger performance in the Writing section for females than males and is similar to the comparison of female and male scores across the State and Nation. When comparing performance between 2013 and 2014, female performance remained unchanged, while male performance decreased by 14 points.



2014 Recommendations

After careful consideration of the Summary of Current Findings, the Administration recommends the following:

1. Prepare teachers and students for the redesigned version of the SAT Exam, which will begin with the first administration in the spring of 2016.

- Students will be required to cite evidence in support of their understanding of texts in both reading and writing.
 - The basic aim of the redesigned SAT's Reading Test is to determine whether students can demonstrate college and career readiness proficiency in comprehending a broad range of high-quality, appropriately challenging literary and informational texts in the content areas of U.S. and world literature, history/social studies, and science.
 - The redesigned SAT's Math Test will require a stronger command of fewer, more important topics. To succeed on the redesigned SAT, students will need to exhibit mathematical practices, such as problem solving and using appropriate tools strategically. The SAT will also provide opportunities for richer applied problems.
2. Continue to analyze and share the results of the SAT with Curriculum Senate, School Counselors, and teachers during the Data Retreat.
 3. Adjust the District's SAT Preparation Course to be in line with the eight key changes to the 2016 SAT:
 - Relevant Words in Context
 - Command of Evidence
 - Essay Analyzing a Source
 - Focus on Math that Matters Most
 - Problems Grounded in Real-World Contexts
 - Analysis in Science and History/Social Studies
 - Founding Documents
 - Great Global Conversation
 4. Continue to offer the SAT Online Practice, encourage student access, and monitor student usage. The redesigned SAT will remove the penalty for wrong answers. Students will earn points for the questions they answer correctly.
 5. Encourage students to visit the College Board website for practice opportunities. Also, encourage students to utilize the free resources to help them prepare for college and careers, particularly in critical STEM subjects.
 6. Suggest to students to use new technological options offered by the College Board including an application for the "Question of the Day" and Twitter feeds, that offer tips and test preparation, ideas, and activities.

PLAN (P-ACT+)

The PLAN Test is published by the ACT. PLAN[®] helps tenth graders build a solid foundation for future academic and career success and provides information needed to address school districts' high-priority issues. It is a comprehensive guidance resource that helps students measure their current academic development, explore career/training options, and make plans for the remaining years of high school and post-graduation years.

As a "pre-ACT" test, PLAN[®] is a powerful predictor of success on the ACT Assessment. At the same time, many schools recognize the importance of PLAN testing for all students, as it focuses attention on both career preparation and improving academic achievement.

PLAN (P-ACT+) 2013-2014

Summary of Current Findings

Background

PLAN is an ACT assessment tool. It is designed to assist tenth grade students in building a foundation for future academics and career development. Results are intended to aid students in measuring their current academic development and to explore career options and possible training venues. Information can be used to formulate plans for future high school and post-graduation years.

The PLAN is a powerful predictor of success on the ACT assessment. It is a useful instrument for all students. Results may be used to direct attention to career preparation and improve academic achievement. PLAN is offered in the fall of the sophomore year.

The PLAN includes four curriculum-based tests: English, Mathematics, Reading, and Science. These tests cover the skills and knowledge that are common to the nation's schools and are considered to be important for success in both high school and college. The test not only measures what students know, but how they apply their knowledge. The content of the PLAN test is closely tied to that of the ACT Assessment, which is used for college admissions and placement.

The PLAN scaled scores for the English, Mathematics, Reading, and Science tests generally range from 1-32, but in some test forms the maximum scaled score for a given test may be less than 32. The Composite Score is the average of the four scaled scores rounded to the nearest integer.

Comparison of Performance Between the District and Nation

In November 2013, 239 North Allegheny sophomores took the PLAN (111 were males and 128 were females).

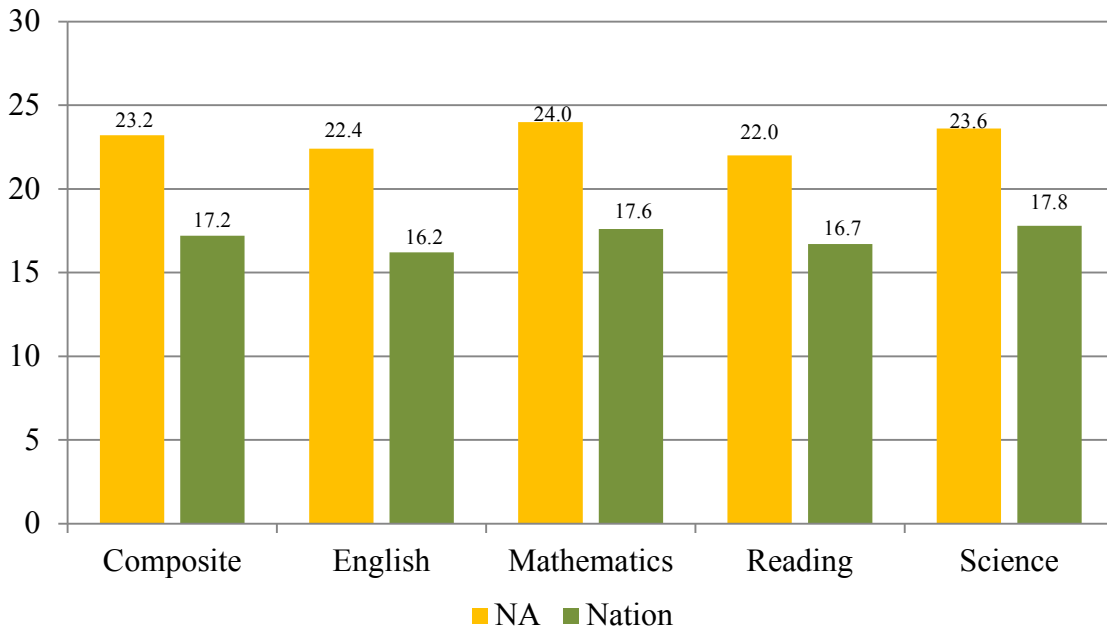
On the combined four subtests of the PLAN, 96% of North Allegheny students scored at or above the national median. The North Allegheny composite mean score was 23.2 and the national mean score was 17.2. This is the highest composite mean score ever obtained by North Allegheny School District students.

In the area of English, 98% of North Allegheny students scored at or above the national median. The North Allegheny mean score was 22.4 and the national mean score was 16.2.

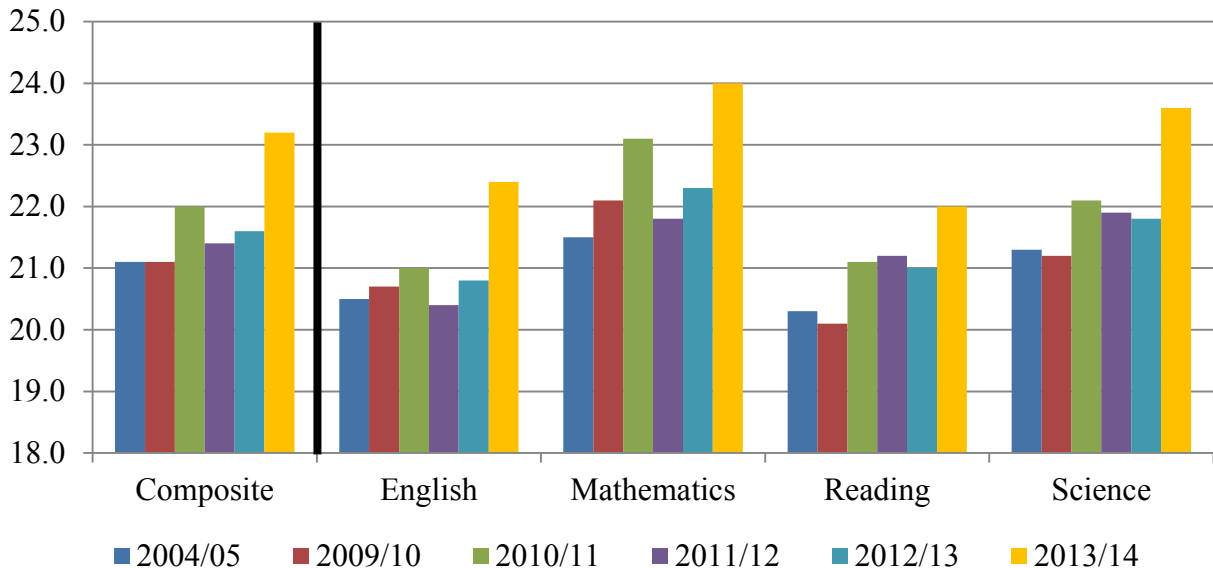
The North Allegheny scores in the area of Mathematics had 95% of the tenth grade students scoring at or above the national median. The North Allegheny mean score was 24.0 and the national mean score was 17.6.

In the area of Reading, 93% of North Allegheny students scored at or above the national median. The North Allegheny mean score was 22.0 and the national mean score was 16.7.

In the area of Science, 97% of North Allegheny students scored at or above the national median. The North Allegheny mean score was 23.6 and the national mean score was 17.8.



Longitudinal Plan Scores



Comparison of Performance Between the District and Nation for PLAN Subtests

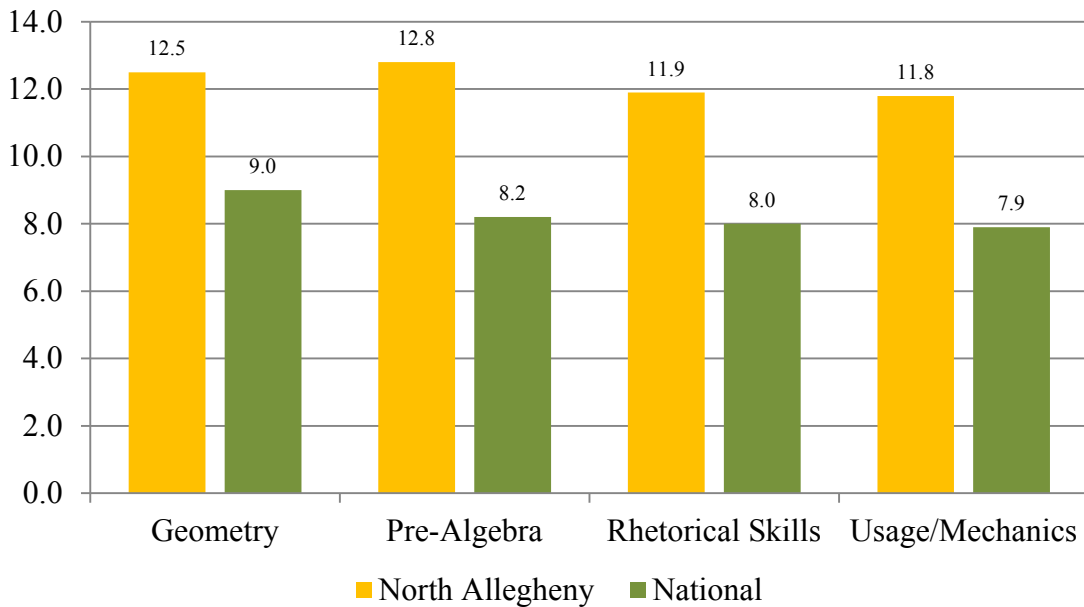
The subtests on the PLAN include Geometry, Pre-Algebra, Rhetorical Skills, and Usage/Mechanics. It is important to note the PLAN scores for these subtests range from 1 to 16.

In the area of Geometry, 87% of North Allegheny students scored at or above the national median. The North Allegheny mean score was 12.5 and the national mean score was 9.0.

The North Allegheny score on the Pre-Algebra/Algebra subtest also surpassed the national score. Ninety-two percent of North Allegheny students scored at or above the national median with a North Allegheny mean score of 12.8, compared to a national mean score of 8.2.

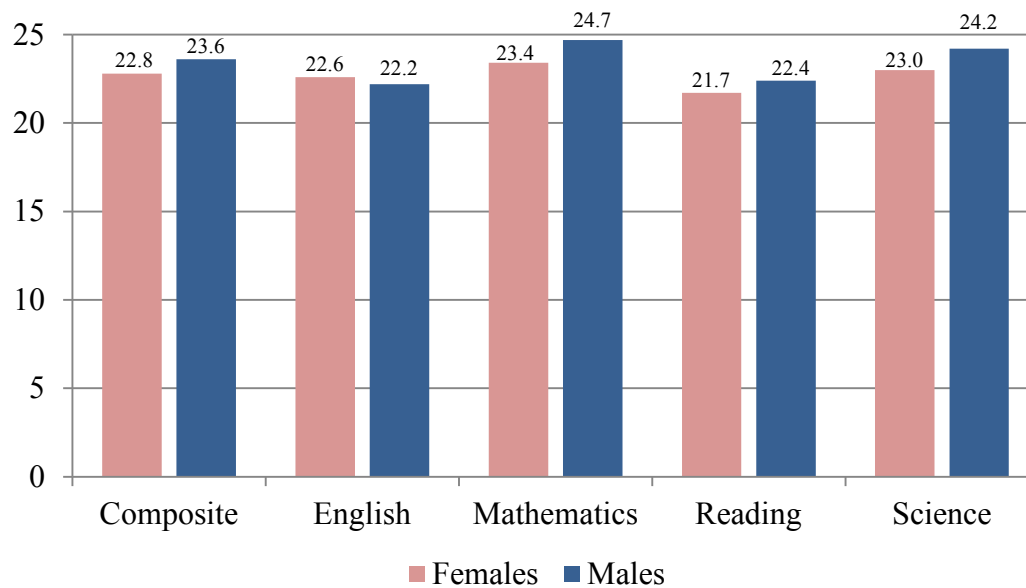
The North Allegheny subtest score in the area of Rhetorical Skills also exceeded the national mean with 96% of tenth grade students scoring at or above the national median. The North Allegheny mean score was 11.9; the national mean score was 8.0.

In the area of Usage/Mechanics, 95% of North Allegheny students scored at or about the national median. The North Allegheny mean score was 11.8 and the national mean score was 7.9.



Comparison of Scores by Gender

In reviewing scores by gender, females scored higher than males in the area of English with scores of 22.6 and 22.2, respectively. Males scored higher than females in the area of Mathematics with scores of 24.7 and 23.4, respectively. Males outperformed females in the area of Reading with the male mean score of 22.4 and the female mean score of 21.7. Males scored higher than females in the area of Science with scores of 24.2 and 23.0, respectively. In the composite score, the males scored higher than females with scores of 23.6 and 22.8, respectively.



The results from the 2013-2014 data demonstrate an impressive increase for both males and females from the previous year. It is important to note that although males outperformed females in all subtests except English, the females also demonstrated growth in all subtests.

PLAN Subtest Increases from 2012-2013 and 2013-2014

	2012-2013	2013-2014	Difference
Composite-males	21.5	23.6	+2.1
Composite-females	21.7	22.8	+1.1
English-males	20.4	22.2	+1.8
English-females	21.2	22.6	+1.4
Mathematics-males	21.9	24.7	+2.8
Mathematics-females	22.8	23.4	+0.6
Reading-males	20.5	22.4	+1.9
Reading-females	21.4	21.7	+0.3
Science-males	21.8	24.2	+2.4
Science-females	21.8	23.0	+1.2

Correlation of Interests, Course Work Plans, and Postsecondary Plans

The Interest Inventory of PLAN helps students explore career options by linking their interest in common everyday activities to six career clusters and 26 career areas. The career clusters include: Administration and Sales, Business Operations, Technical, Science/Technology, Arts, and Social Services. By order of preference, North Allegheny students expressed the greatest interest in:

- Science/Technology
- Arts
- Administration/Sales
- Social Service

2014 Recommendations

After careful consideration of the Summary of Current Findings, the Administration recommends the following:

1. Consider offering the PLAN Test again during the school day. This may be a topic of discussion during the next School Counseling Curriculum Review should they determine that the current participation rate reduces significantly.
2. Continue to analyze student course selection in STEM related courses, as it is worthwhile to review trends for males and females in future STEM careers.
3. Consider including information about Career Clusters into the 2015-2016 Program of Studies.

ACT (American College Test)

The American College Test (ACT) is designed to measure high school students' general education development and their ability to complete college-level work. The test covers four skill areas: English, Mathematics, Reading, and Science Reasoning. The findings from the ACT help a student with educational and career planning. In addition, ACT Test Results assist teachers and school administrators in developing and implementing more effective educational services to students. Scale scores range from 1 (low) to 36 (high).

Since all tests involve some measurement error, psychometricians have designed ways to estimate the standard error of measurement. On the ACT, the standard error of measurement is two (2) points on each test score and sub-score and one (1) point for the composite score.

ACT 2013-2014

Summary of Current Findings

Background

The national ACT scores were released on August 20, 2014, with a noted national trend indicating that slightly more than one-third of the 2014 high school graduates taking the ACT admissions test have the skills to succeed in college. Nationally, 38% of this year's high school graduates had scores that indicated they were ready for college in all four ACT subject areas, or had at least a 75% chance of earning a grade of C or better in entry-level courses. The North Allegheny School District had 61% of graduates indicating college readiness and had an ACT Composite Score of 25.9. This is a new record high score, increasing from the 25.7 reported for each of the last three years!

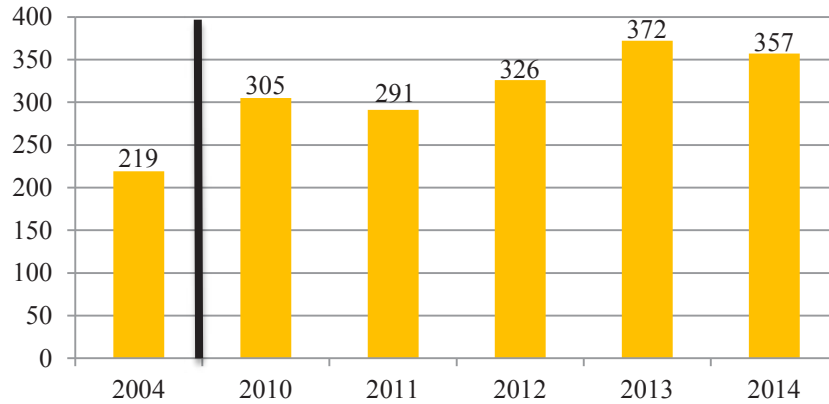
The ACT measures a high school student's general education development and the ability to complete college-level work. The areas tested on the ACT are English, Mathematics, Reading, and Science Reasoning. The test results help individuals make better choices and develop to their fullest potential. High schools use this test data for academic advising and counseling. They also use this data to evaluate the effectiveness of instruction in order to make improvements in the curriculum. The ACT was first administered in 1959 and is used to gauge college readiness. It also serves as a data tool for college admissions. Colleges and universities use the ACT results in a variety of ways:

- Admission offices identify applicants who can benefit most from their programs.
- The colleges and universities will identify freshman students' strengths and weaknesses and offer sections of courses most appropriate for the student.
- Academic advisors may consider full or part time employment plans to help a student tailor an appropriate program of study.
- The ACT test scores are part of the criteria used for a scholarship or loan award.

Students have many opportunities to take the ACT test. The tests are given in September, October, December, February, April, and June each year. In the North Allegheny School District, students are notified of the testing dates through the School Counseling Office or online.

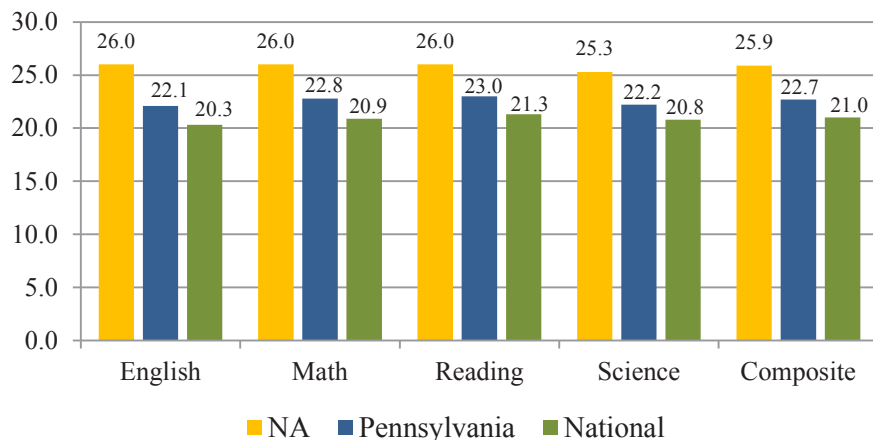
Longitudinal Data of All Students Taking the ACT

During the 2013-2014 school year, 357 students took the ACT assessment. This reflects a decrease of 15 students from the 2012-2013 school year, which was the highest number ever recorded. An analysis of participation rates from 2004 to 2014 reveals an increase of 153 students with 219 students taking the ACT in 2004 and 372 students taking the ACT in 2013. Just like the North Allegheny School District, the ACT has seen test registrations increase annually. In 2011, it surpassed the number of students taking the SAT for the first time.



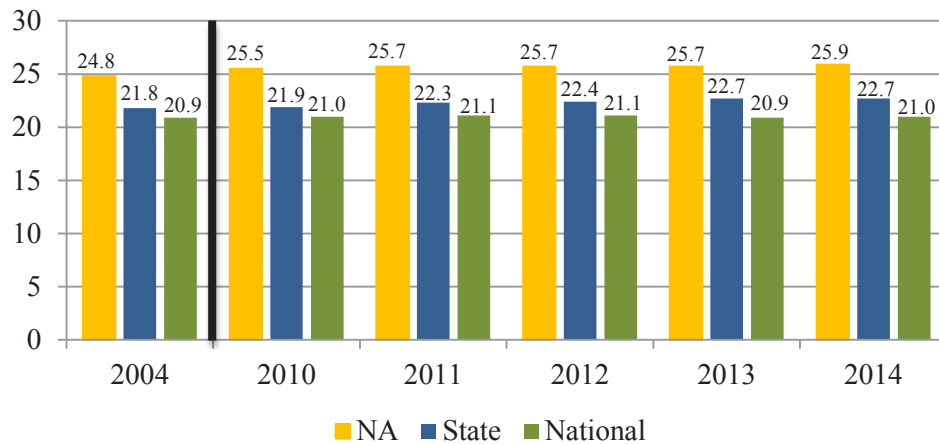
Comparison of Scores Local, State, and National Levels

Approximately half of the graduating students in the United States take the ACT exam. North Allegheny students surpass the State and National median scores in all four areas of the exam. On the English test, North Allegheny students achieved a score of 26.0, outperforming the State by 3.9 points and the National score by 5.7 points. In Mathematics, North Allegheny students achieved a score of 26.0, outperforming the State by 3.2 points and the National score by 5.1 points. In the area of Reading, North Allegheny students achieved a score of 26.0, outperforming the State by 3.0 points and the National score by 4.7 points. In the area of Science, North Allegheny students achieved a score of 25.3, outperforming the State by 3.1 points and the National score by 4.5 points.



Composite ACT Scores

The Composite ACT Score reflects a student’s overall performance on the ACT assessment. In 2013-2014, North Allegheny School District’s Composite ACT Score was 25.9, outperforming the State by 3.2 points and the National score by 4.9 points. The Composite Score remained the same for 2013 as in 2011 and 2012; however for 2014, it increased to 25.9, the highest score ever achieved by North Allegheny School District students! When considering North Allegheny’s performance over the years, student performance is up and demonstrating a positive trend.



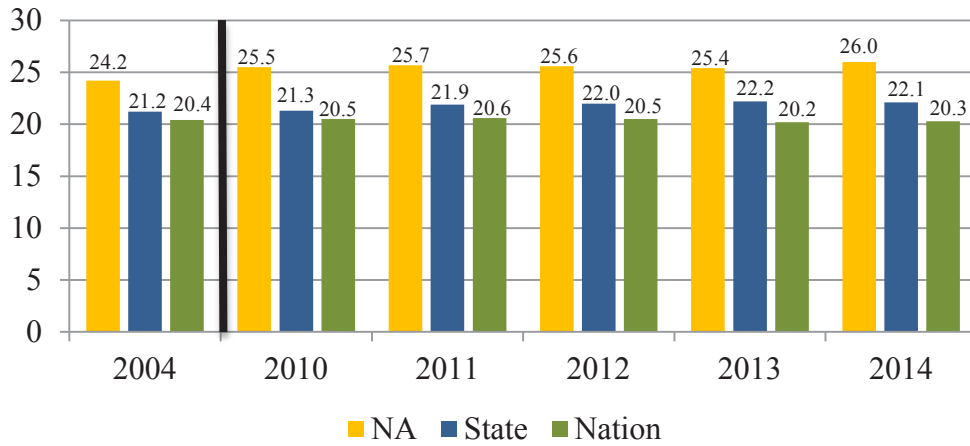
ACT Subtests

The ACT tests the following areas: English, Mathematics, Reading, and Science Reasoning. North Allegheny students continue to outperform the State and Nation in every subtest. Not only have North Allegheny students outperformed students at the State and National levels, they have also demonstrated increased student achievement on the ACT.

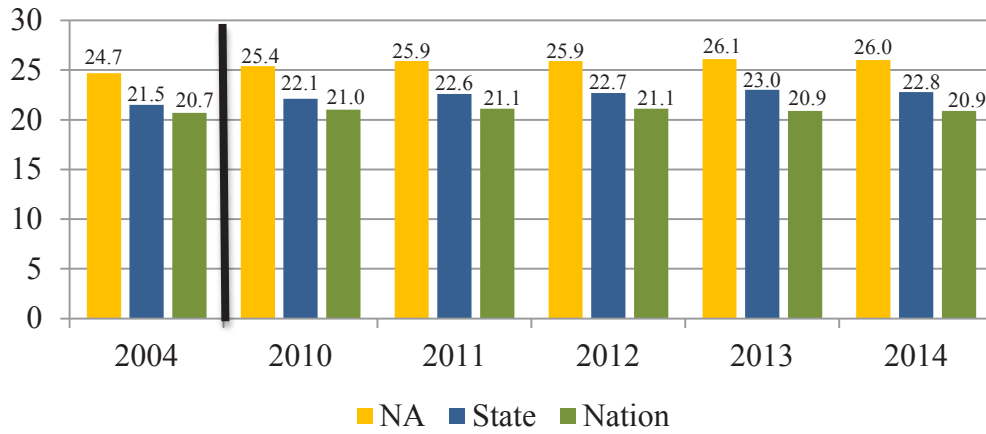
Listed below are ACT test scores and the change over ten years:

Year	Composite	English	Mathematics	Reading	Science
2004-05	24.9	24.5	25.0	25.4	24.4
2009-10	25.5	25.5	25.4	25.9	24.7
2010-11	25.7	25.7	25.9	25.9	24.9
2011-12	25.7	25.6	25.9	26.0	24.8
2012-13	25.7	25.4	26.1	25.7	25.1
2013-14	25.9	26.0	26.0	26.0	25.3
Change Over 10 Years	+2.2	+2.9	+2.1	+1.8	+2.1

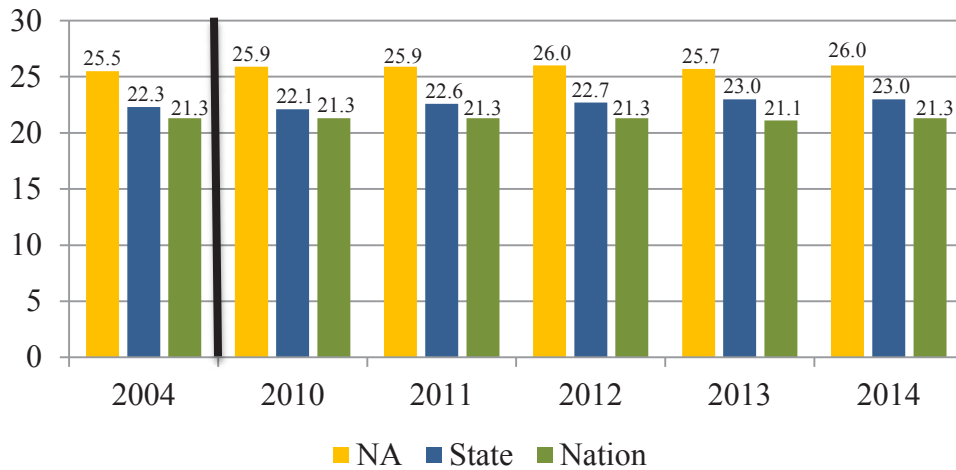
ACT English Scores



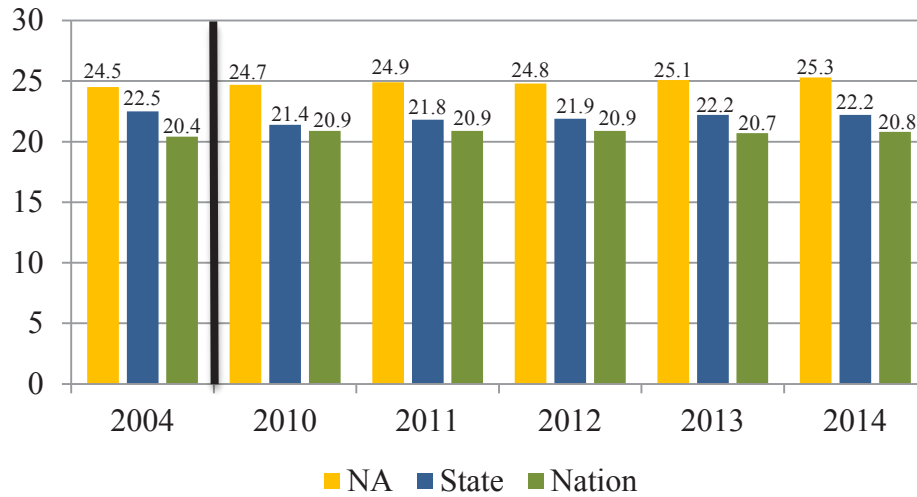
ACT Mathematics Scores



ACT Reading Scores



ACT Science Scores



Analysis of Performance Based on Gender

The North Allegheny School District continues to take a close and thoughtful look at student performance based on gender. Since 2005, with the exception of the 2008-2009 school year, more North Allegheny School District females took the ACT than males. The charts below show five years of performance data for females and males and a comparison to ten years ago (2004).

Female Performance on the ACT over 5 Years

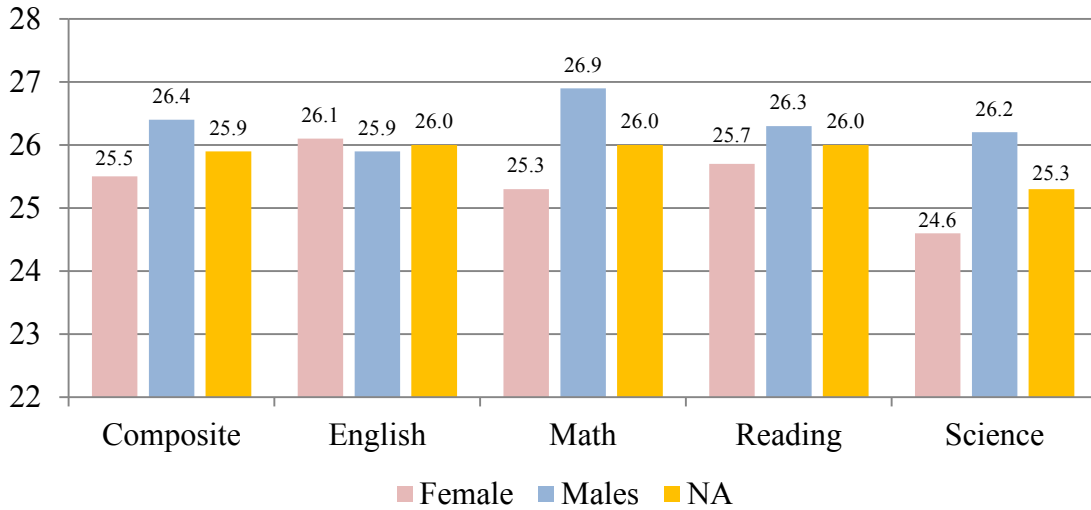
Test	2004	2010	2011	2012	2013	2014
Composite	24.1	25.4	25.4	25.6	25.3	25.5
English	24.0	26.2	26.0	26.1	25.6	26.1
Math	23.7	24.6	24.9	25.2	25.4	25.3
Reading	24.9	26.0	26.2	26.2	25.3	25.7
Science	23.5	24.2	24.1	24.3	24.3	24.6

Male Performance on the ACT over 5 Years

Test	2004	2010	2011	2012	2013	2014
Composite	25.9	25.6	26.1	25.8	26.1	26.4
English	24.4	24.8	25.2	25.1	25.2	25.9
Math	26.2	26.2	27.3	26.6	26.7	26.9
Reading	26.4	25.8	25.6	25.8	26.2	26.3
Science	25.9	25.2	25.9	25.2	25.8	26.2

In 2014, females outperformed males in English (+.2), while males outperformed females in Mathematics (+1.6); Reading (+.6); Science (+1.6), and the Composite (+.9).

When comparing female and male performance on the ACT, some fluctuation in performance has been noted over time. In 2014, males outperformed females in four out of five areas. Continued focus on assisting all students to improve achievement levels is integral to our work at North Allegheny School District.



2014 Recommendations

After careful consideration of the Summary of Current Findings, the Administration recommends the following:

1. Continue to analyze and share current and longitudinal results of the ACT according to participation, gender, and performance comparisons across the state and nation.
2. Conduct a feasibility analysis of the possible implementation of an ACT Preparation Program and review electronic options for ACT preparation for students.
3. Advertise ACT’s posting of the “Question of the Day” in core classes.

ADVANCED PLACEMENT EXAMS (AP)

The Advanced Placement (AP) Exams are published by the College Board. Participating in Advanced Placement courses gives students an opportunity to take college-level work in high school and gain valuable skills and study habits for college. By taking an Advanced Placement exam and scoring a qualifying score of 3 or better, students can earn college credit or advanced placement status.

Advanced Placement Exam (AP) 2013-2014

Summary of Current Findings

Background

Advanced Placement (AP) courses are available for highly motivated secondary students. This program allows academically capable students to study on a collegiate level while still in high school. North Allegheny School District offers 20 Advanced Placement courses. For each AP course, an AP exam is administered. Any student interested in a particular exam can take the test, even if a student has not taken the course. Students benefit from the AP courses by being better prepared for college level classes and are often allowed to earn college credit. An AP exam tells Admissions Officers whether a student is motivated, intelligent, persistent in the face of challenge, and academically prepared for college. AP exams give students academic self-confidence and allow them to accentuate their academic strengths. The AP Exams are offered in May of each year.

The range of scores on the AP Exams is 1 - 5. The final grade is reported on a 5-point scale:

- 5 = extremely well qualified
- 4 = well qualified
- 3 = qualified
- 2 = possibly qualified
- 1 = no recommendation

In general, “qualified” means that a student has proven oneself capable of doing the work of an introductory level course in a particular subject in college. Therefore, students who earn AP exam grades of three or above are generally considered to be qualified to receive college credit and/or placement into advanced courses. However, each college decides which scores it will accept.

Enrollment Trends

The total number of North Allegheny students who took one or more AP courses in 2013-2014 was 594. Ten years ago, 448 North Allegheny students took one or more AP courses. Longitudinal data from the 2004-2005 through 2013-2014 school years, demonstrated that the number of students who took an AP course ranged from a low of 438 in 2005-2006 to a high of 678 in 2012-2013.

During the 2013-2014 school year, the following data can be noted: 328 students (42.93% of students taking AP courses) took one AP course; 195 students (25.52% of students taking AP

courses) took two AP courses; 111 students (14.53% of students taking AP courses) took three AP courses; 73 students (9.55% of students taking AP courses) took four AP courses; 43 students (5.63% of students taking AP courses) took five AP courses; 13 students (1.70% of students taking AP courses) took six AP courses; and 1 student (0.13% of students taking AP courses) took seven AP courses.

2004-05 – Total Number of Students Taking AP Courses: 448							
# of AP Courses Taken	1	2	3	4	5	6	
# of Students	238	112	55	27	13	3	
Percentage of Total AP Students	53.13%	25.00%	12.28%	6.03%	2.90%	0.67%	
2009-10 – Total Number of Students Taking AP Courses: 469							
# of AP Courses Taken	1	2	3	4	5	6	
# of Students	231	119	69	31	14	5	
Percentage of Total AP Students	48.25%	25.37%	14.71%	10.61%	2.99%	1.07%	
2010-11 – Total Number of Students Taking AP Courses: 589							
# of AP Courses Taken	1	2	3	4	5	6	
# of Students	259	143	104	50	26	7	
Percentage of Total AP Students	43.97%	24.28%	17.66%	8.49%	4.41%	1.19%	
2011-12 – Total Number of Students Taking AP Courses: 592							
# of AP Courses Taken	1	2	3	4	5	6	
# of Students	256	176	81	54	21	4	
Percentage of Total AP Students	43.24%	29.73%	13.68%	9.12%	3.55%	0.68%	
2012-13 – Total Number of Students Taking AP Courses: 678							
# of AP Courses Taken	1	2	3	4	5	6	7
# of Students	298	169	102	63	33	12	1
Percent of Total AP Students	43.95%	24.93%	15.04%	9.29%	4.87%	1.77%	0.15%
2013-14 – Total Number of Students Taking AP Courses: 764							
# of AP Courses Taken	1	2	3	4	5	6	7
# of Students	328	195	111	73	43	13	1
Percent of Total AP Students	42.93%	25.52%	14.53%	9.55%	5.63%	1.70%	0.13%

Performance on AP Exams

One thousand, four hundred twenty-two (1422) AP exams were administered to North Allegheny students in 2013-2014. North Allegheny students scored a ‘three’ or better on 94.6% (1338) of the exams. Students earned a score of ‘two’ or less on 84 exams out of 1422, or 6% of the AP exams administered. In 2014, North Allegheny students received a score of ‘five’ on 672 AP exams.

In 2013-2014, students scored the following: a ‘five’ on 47% of the tests; a ‘four’ on 31% of the tests; a ‘three’ on 16% of the tests; a ‘two’ on 4% of the tests; and a ‘one’ on 2% of the tests.

ADVANCED PLACEMENT (AP) GRADE DISTRIBUTION 2013-2014		
AP GRADE	TOTAL GRADES REPORTED	PERCENTAGE OF TOTAL
5	672	47
4	444	31
3	222	16
2	55	4
1	29	2
TOTAL	1422	100

With North Allegheny School District students scoring ‘three’ or better on 1338 exams, the mean score on an AP exam is 4.18. For the last nine years, the mean score on AP exams for North Allegheny students has been 4.0 or greater. North Allegheny students’ scores on AP exams demonstrate improvements in achieving at the highest levels, continuing the District’s pursuit of excellence.

ADVANCED PLACEMENT (AP) TEST RESULTS 2013-2014				
AREA TESTED	AP TESTS TAKEN	SCORED 3 OR BETTER	PERCENT SCORING 3 OR BETTER	OVERALL MEAN GRADE
Biology	95	92	97%	3.71
Calculus AB	113	91	81%	3.71
Calculus BC	58	58	100%	4.90
Chemistry	93	83	89%	3.91
Chinese	3	3	100%	5.00
Computer Science - A	18	18	100%	4.61
Economics - MAC	108	97	90%	4.01
Economics - MIC	107	100	93%	4.27
English Language/Comp.	100	99	99%	4.52
English Literature/Comp.	70	70	100%	4.14
European History	35	34	97%	4.57
French Language	7	7	100%	4.29
German Language	3	2	66%	3.00
Italian Language	2	2	100%	5.00
Latin - Vergil	5	4	80%	3.40
Psychology	249	235	94%	4.15
Physics B	73	70	96%	3.97
Physics C-E&M	23	21	91%	4.39
Physics C- MECH	25	25	100%	4.68
Spanish Language	23	23	100%	4.04
Statistics	88	88	100%	4.48
Studio Art – Drawing Portfolio	6	4	67%	3.17
Studio Art – 2D Design Portfolio	2	2	100%	3.50
US History	116	110	95%	4.41
TOTALS	1422	1338	94%	4.18

AP Scholars

The AP Program offers several AP Scholar Awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams. Although there is no monetary award, in addition to receiving an award certificate, this achievement is acknowledged on any AP score report that is sent to colleges the following fall. In August of 2014, a list of students was sent to the North Allegheny School District recognizing juniors and seniors from the 2013-2014 school year, as AP Scholars. There were a total of 311 North Allegheny AP Scholars for the 2013-2014 school year. That is an increase of 38 Scholars from the 2012-2013 school year and the most scholars ever recorded. (Note: although there is a separate category for National Scholars, these students are counted within the Scholars with Distinction award level.) The award levels are as follows:

National AP Scholar

This distinction is granted to students in the United States who receive an average score of at least a four on all AP exams taken and scores of four or higher on eight or more AP exams. Forty-six (46) North Allegheny students received this honor.

AP Scholar with Distinction

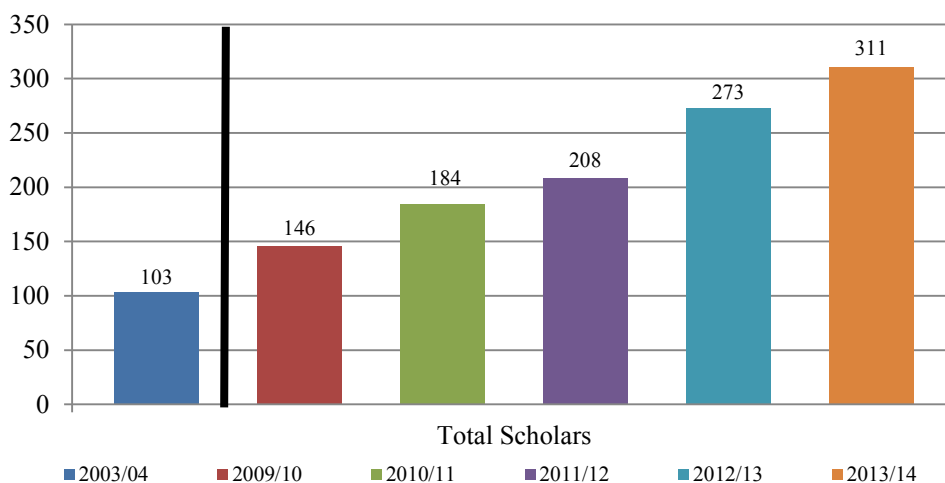
This award is granted to students who receive an average score of at least 3.5 on all AP exams taken, **and** scores of three or higher on five or more AP exams. One hundred thirty-four (134) North Allegheny students received this honor.

AP Scholar with Honor

This award is granted to students who receive an average score of at least 3.25 on all AP exams taken, **and** scores of three or higher on four or more AP exams. Fifty-five (55) North Allegheny students received this honor.

AP Scholar

This award is granted to students who receive scores of three or higher on three or more AP exams. Seventy-six (76) North Allegheny students received this honor.



2014 Recommendations

After careful consideration of the input from the School Counseling Department and the Summary of Current Findings, the Administration recommends the following:

1. Continue to analyze and share AP results with Curriculum Senate, School Counselors, and teachers during the Data Retreat.
2. Analyze enrollment in AP Courses, grades in AP classes, and scores on AP exams.
3. Review with Curriculum Senate, School Counseling Department, and Administration the impact of the changes from the College Board that required revisions to the North Allegheny School District Program of Studies in the 2014-2015 school year.
 - AP Physics 1 and AP Physics 2 (formally AP Physics B)
 - AP US History
4. Monitor the new enrollment data for the pilot year of AP Human Geography that will be offered to tenth grade students at NAI for the first time in the 2015-2016 school year.

SCHOOL PERFORMANCE PROFILE (SPP)

The Pennsylvania School Performance Profile is an online resource designed to provide information on school quality for public schools across the Commonwealth of Pennsylvania. The PA School Performance Profile also serves the following purposes:

- Provides a building level academic score for educators (teaching professionals, non-teaching professionals, principals) as part of the Educator Effectiveness System as required by 24 P.S. § 11-1123 – Act 82 – 2012
- Provides information used in determining federal accountability status for Title I schools as required by the Federal Elementary and Secondary Education Act section 1111(h)(1) and (h)2
- Informs the public of the academic performance measures of each school, comprehensive career and technical center, cyber charter and charter school in Pennsylvania
- Provides resources to support schools as they seek to improve academic performance

School Performance Profile (SPP) 2013-2014

Summary of Current Findings

Background

The PA School Performance Profiles (SPP) were first released in the fall of 2013. The SPP is designed to provide a more comprehensive picture of school performance than the previous measures that were used under the Adequate Yearly Progress (AYP) model. By focusing solely on academic achievement measures, the AYP model was not focusing on academic growth nor did it take into account other factors of highly effective schools.

The SPP score for all K-12 schools in the Commonwealth of Pennsylvania can be found at paschoolperformance.org. It is important to note that while the SPP is intended to provide a report for each individual school, the Pennsylvania Department of Education did release a score for each school district in the spring of 2013. The Commonwealth did not originally intend to provide a score for individual school districts, however this process was undertaken to look at a way to provide differentiated funding for the Ready to Learn Grant. The North Allegheny School District received an overall score of 99.7 which was the third highest in Pennsylvania and the highest in Western Pennsylvania. The Pennsylvania Department of Education never revealed the formula for this calculation and it is unclear if the State plans to provide school district SPPs again this school year.

The SPP building level score focuses on five specific indicators of performance and also provides a section for extra credit. Each section is weighted differently in the overall calculation of the score and those weights are noted below. The highest conceivable score that a building can earn is 107 (100 total points + 7 potential extra credit points).

Indicators of Academic Achievement (40%)

- Percent Proficient or Advanced on Pennsylvania System of School Assessment (PSSA)/ Keystone exams in Mathematics/Algebra 1, Reading/Literature, Science/Biology, and Writing
- Percent Competent or Advanced on industry certification exams
- Percent Proficient or Advanced on PSSA grade three reading
- SAT/ACT College Ready Benchmark

Indicators of Closing the Achievement Gap-All Students (5%)

- Percent of required gap closure met in Mathematics/Algebra 1, Reading/Literature, and Science/Biology
 - For the current year, only the Science/Biology measure is calculated.
 - The 2013-2014 data will be used as the baseline score for Mathematics/Algebra 1 and Reading/Literature.

Indicators of Closing the Achievement Gap-Historically Underperforming Students (5%)

- Percent of required gap closure met in Mathematics/Algebra 1, Reading/Literature, and Science/Biology, for Historically Underperforming students (economically disadvantaged, English Language Learners, students with disabilities).

Indicators of Academic Growth/PVAAS (40%)

- The PVAAS growth index representing the school’s impact on the academic progress of group of students from year-to-year in each of the assessed content areas.

Other Academic Indicators (10%)

- Cohort graduation rate
- Promotion rate
- Attendance rate
- Advanced Placement, International Baccalaureate Diploma, or college credit
- PSAT/PLAN participation

Extra Credit for Advanced Achievement (up to seven extra points)

- Percent Advanced on PSSA/Keystone Exams in Mathematics/Algebra 1, Reading/Literature, Science/Biology, and Writing
- Percent Advanced on industry standards-based competency assessments
- Advanced Placement achievement (scores of 3 or higher)

Overall Building Level SPP Scores for Fall 2014

The 2014 SPP scores were released publicly on November 6, 2014. The table below highlights the overall SPP score for each individual building as well as its 2013 SPP score. The end of this section includes the full report for each building.

High School

School	2013 Score	2014 Score
North Allegheny High School	94.1/87.8	97.2

(Starting in 2014 NASH and NAI are combined for the purposes of reporting a SPP score)

Middle Schools

School	2013 Score	2014 Score
Carson Middle School	91.4	96.5
Ingomar Middle School	97.2	98.4
Marshall Middle School	94.7	93.8

Elementary Schools

School	2013 Score	2014 Score
Bradford Woods Elementary School	93.8	89.4
Franklin Elementary School	94.4	95.5
Hosack Elementary School	88.8	88.4
Ingomar Elementary School	86.7	85.2
Marshall Elementary School	93.9	87.2
McKnight Elementary School	93	81.9
Peebles Elementary School	94.1	89.6

Differences Between 2013 and 2014 SPP Calculations

In 2013, SPP scores did not include the “Indicators of Closing the Achievement Gap-All Students” and “Indicators of Closing the Achievement Gap-Historically Underperforming Students” sections. This year, those measures are calculated for the Science PSSA and Biology Keystone Exams only. The baseline year for these indicators is from the spring of 2013. It is anticipated that the 2015 SPP calculations will include Reading and Math PSSA Exams as well as Algebra I and Literature Keystone Exams using 2014 as the baseline year.

Comparison of NASD Schools with Comparator School Districts

On the next page is a table that compares our average scores for each grade span with seven comparator school districts. Comparator school districts are identified as those school districts located in Allegheny County who fell in the top 10 school districts in the 2014 *Pittsburgh Business Times* Rankings. While the chart below compares the District with the comparator districts identified by the *Pittsburgh Business Times* School Rankings, the metrics used for the rankings are in fact different. The Pittsburgh Business Times continued to use the old AYP methodology for their rankings last year. This data focused solely on achievement data (i.e. how many students are proficient or advanced). SPP scores reflect not only achievement data, but growth data as well. Growth data is helpful in that it may point out students, or groups of students, who are at the advanced or proficient level, but are not actually making a year’s worth of growth or more based upon their past performance. While not perfect, it is believed that the SPPs are a better reflection of a school’s overall work than the previous AYP data.

SPP Comparisons with Comparator School Districts
Average scores per grade span

High School		Middle School*		Elementary*	
Pine Richland	99.4	NASD	96.3	South Fayette	95.2
Mt. Lebanon	99.3	Hampton	93.8	Mt Lebanon	92.6
NASD	97.2	Upper St. Clair	93.7	Pine Richland	91.2
Hampton	95.1	Fox Chapel	90.2	Hampton	90
Upper St. Clair	94.8	Mt Lebanon	89.3	Upper St. Clair	89.5
Fox Chapel	93.2	Quaker Valley	88.8	NASD	88.2
Quaker Valley	91	Pine Richland	86.7	Fox Chapel	87
South Fayette	80.4	South Fayette	84.3	Quaker Valley	79.7

**It is important to note that some school districts utilize different grade spans for middle schools and elementary schools. This means that straight comparisons are not always possible as each school score is utilizing different data. For instance, one of the comparator school districts has two middle schools, but one school is grades five - six and the other is grades seven - eight.*

2014 Recommendations

Since the SPP score is directly related to the work around standardized assessments, many of the recommendations noted throughout the Report of Student Achievement will have a direct effect on each building's SPP score.

1. Continue to educate District staff and community members on the elements of the School Performance Profile and understand how it is different than the previous Adequate Yearly Progress measure.
2. Continue to educate District staff and community members on the differences between achievement indicators and growth indicators.