

PENNSYLVANIA

District PSSA Report

Dear District Leader:


This report provides you with valuable information about your district's performance on the Pennsylvania System of School Assessment (PSSA).

The report is designed to give you:

- An overview of how your students' performance compares with that of previous years;
- An overview of how your students' performance compares to the performance of students statewide;
- In-depth results by grade, subject and student group;
- Data on your district's achievement by reporting category and assessment anchor; and
- Tools and resources for finding more information to help teachers better understand the assessment and instructional priorities.

I encourage you to use this report and detailed, supporting materials on the PDE Web site to help you and your staff continuously improve your district. Our mutual goal is to enable each individual to grow into an inspired, productive, fulfilled lifelong learner.

Sincerely,



Thomas E. Gluck
Acting Secretary of Education

Provided for

124156703 OXFORD AREA SD

PSSA Spring 2010: Mathematics, Reading,
Science, and Writing

Percentage of Students Proficient and Advanced

Subject	District	State
Mathematics	76.6	76.3
Reading	75.1	71.9
Science	60.0	59.4
Writing	80.7	72.6



pennsylvania
DEPARTMENT OF EDUCATION

The Pennsylvania System of School Assessment

www.education.state.pa.us

PSSA Items





Common items are administered to all eligible students in the grade regardless of the test form that they were assigned. Only the common items are used in determining students' scores and their corresponding performance levels. This ensures that all students are evaluated using the same sets of items. Only common items are used for determination of performance levels.

Field-Test items vary between forms. These items are included only as a means for gathering statistical information about an item that might be used in a future assessment. The items are not included in the results of students, schools, or the district.

PSSA Score

The PSSA score is a scale score computed from the number of points the students receive on the test (i.e., raw score). For every possible raw score on a test form, there is a corresponding scale score. Most state testing programs use scale scores for reporting purposes. The items on the PSSA tests change year to year, but they continue to measure the same content standards. To make valid comparisons of test results across years, scale scores are used because they reflect and take into account minor differences in test form difficulty from one year to the next. A given scale score will have the same interpretation regardless of the length or difficulty of the test. For example, a scale score of 1300 will always imply the same level of student performance and will always fall in the same performance level. The student's PSSA score is used to place the student in the appropriate performance level.

PSSA Performance Levels

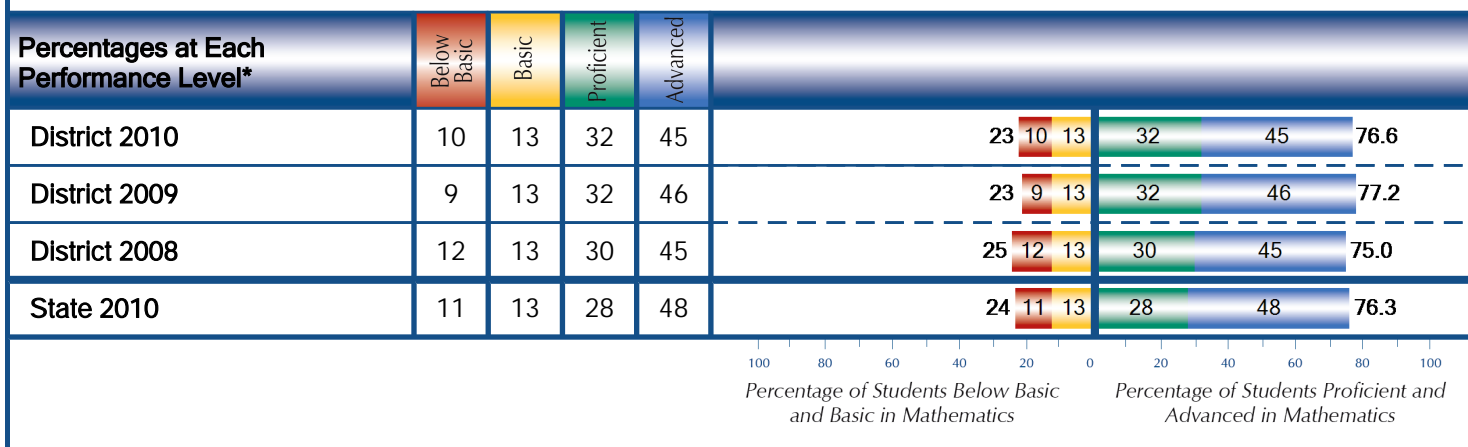
-  **Advanced:** Superior academic performance indicating an in-depth understanding and exemplary display of the skills included in Pennsylvania's Academic Content Standards.
-  **Proficient:** Satisfactory academic performance indicating a solid understanding and adequate display of the skills included in Pennsylvania's Academic Content Standards.
-  **Basic:** Marginal academic performance, work approaching, but not yet reaching, satisfactory performance. Performance indicates a partial understanding and limited display of the skills included in Pennsylvania's Academic Content Standards, and the student may need additional instructional opportunities and/or increased student academic commitment to achieve the Proficient level.
-  **Below Basic:** Inadequate academic performance that indicates little understanding and minimal display of the skills included in Pennsylvania's Academic Content Standards. There is a major need for additional instructional opportunities and/or increased student academic commitment to achieve the Proficient level.

PSSA Assessment Anchors and Reporting Categories

The Assessment Anchor Content Standards are designed to clarify the Academic Standards that may be assessed in the PSSA. These anchors are organized into reporting categories, which are bolded in the charts that follow. In these charts, school, district, and state averages are included for all reporting categories. The anchors are reported only if five or more possible points came from items aligned with the anchor. Results based on fewer than five items are not considered statistically reliable.

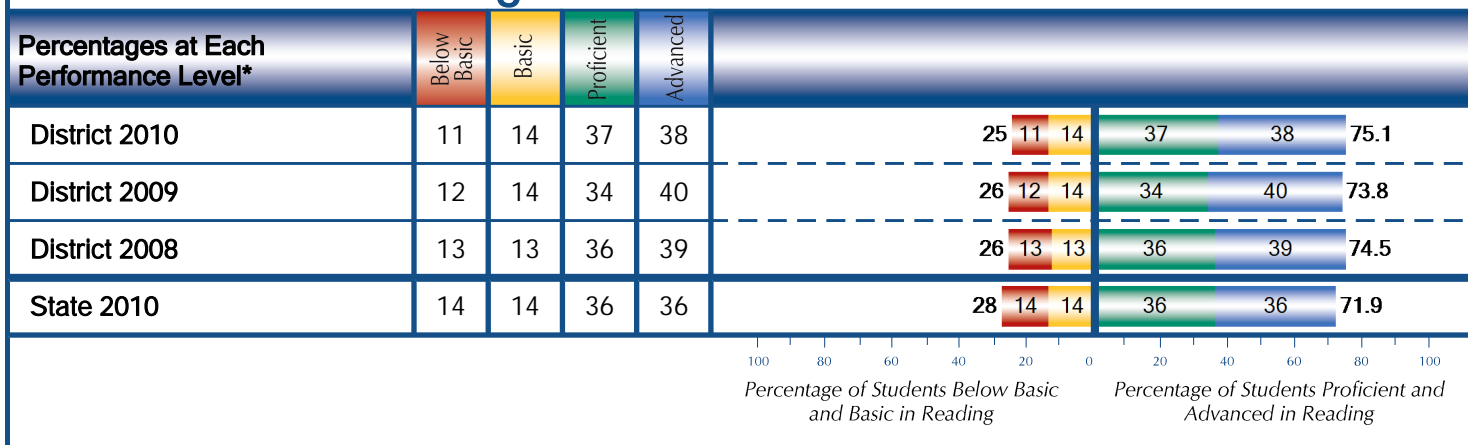
OXFORD AREA SD Performance Level Distribution by Subject

Mathematics Performance Level Results



In 2010, 76.6% of the students at OXFORD AREA SD met or exceeded proficiency in Mathematics. Comparatively, 76.3% of the students in Pennsylvania met or exceeded proficiency in Mathematics. Use the 2008 and 2009 data provided to determine your district's three-year progress in Mathematics. These numbers indicate only the students who are in their full academic year.

Reading Performance Level Results



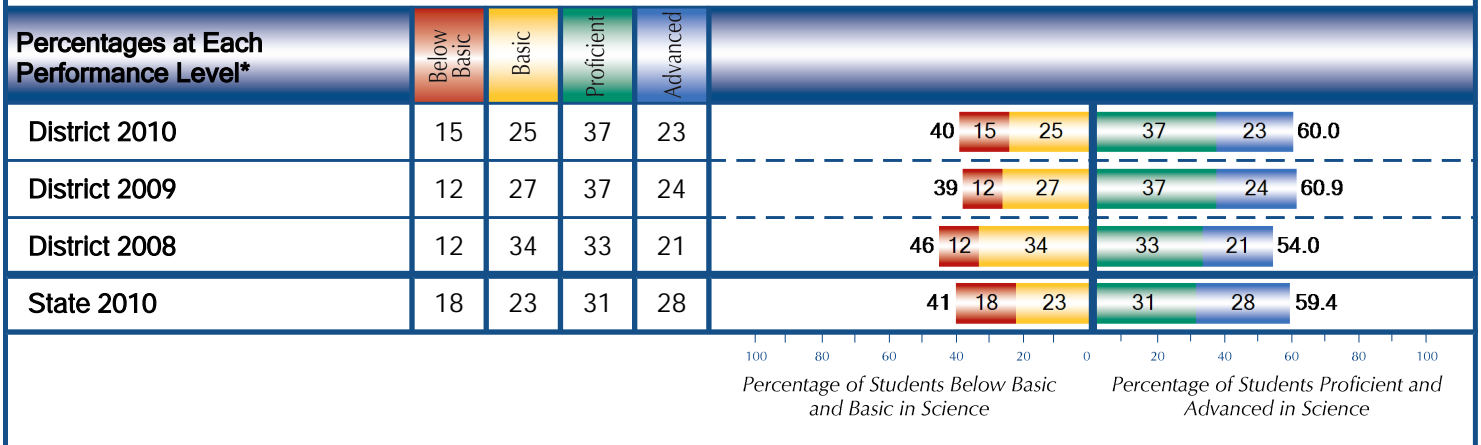
In 2010, 75.1% of the students at OXFORD AREA SD met or exceeded proficiency in Reading. Comparatively, 71.9% of the students in Pennsylvania met or exceeded proficiency in Reading. Use the 2008 and 2009 data provided to determine your district's three-year progress in Reading. These numbers indicate only the students who are in their full academic year.

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

OXFORD AREA SD

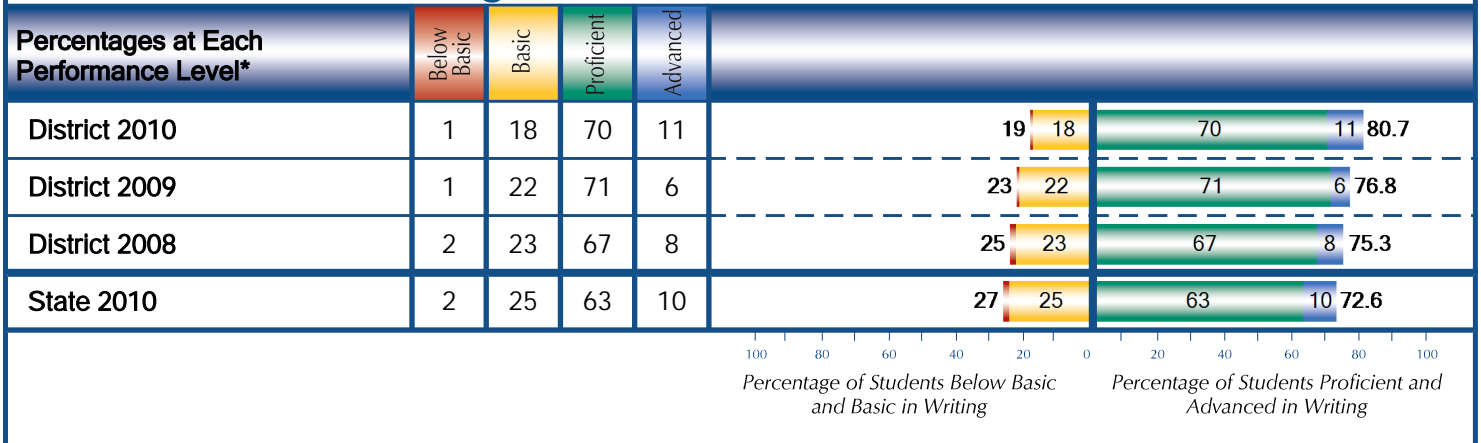
Performance Level Distribution by Subject

Science Performance Level Results



In 2010, 60.0% of the students at OXFORD AREA SD met or exceeded proficiency in Science. Comparatively, 59.4% of the students in Pennsylvania met or exceeded proficiency in Science. Use the 2008 and 2009 data provided to determine your district's three-year progress in Science. These numbers indicate only the students who are in their full academic year.

Writing Performance Level Results

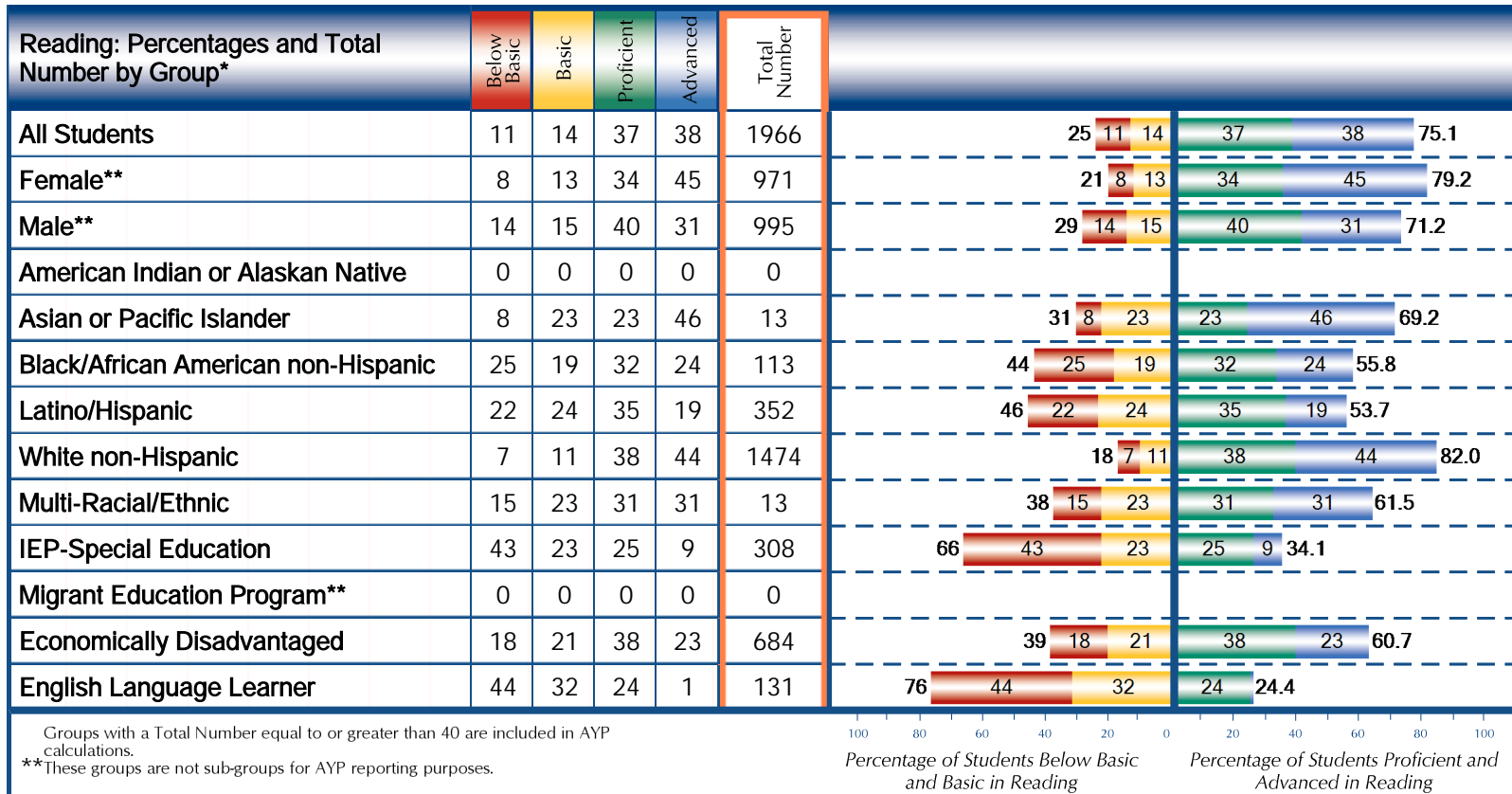
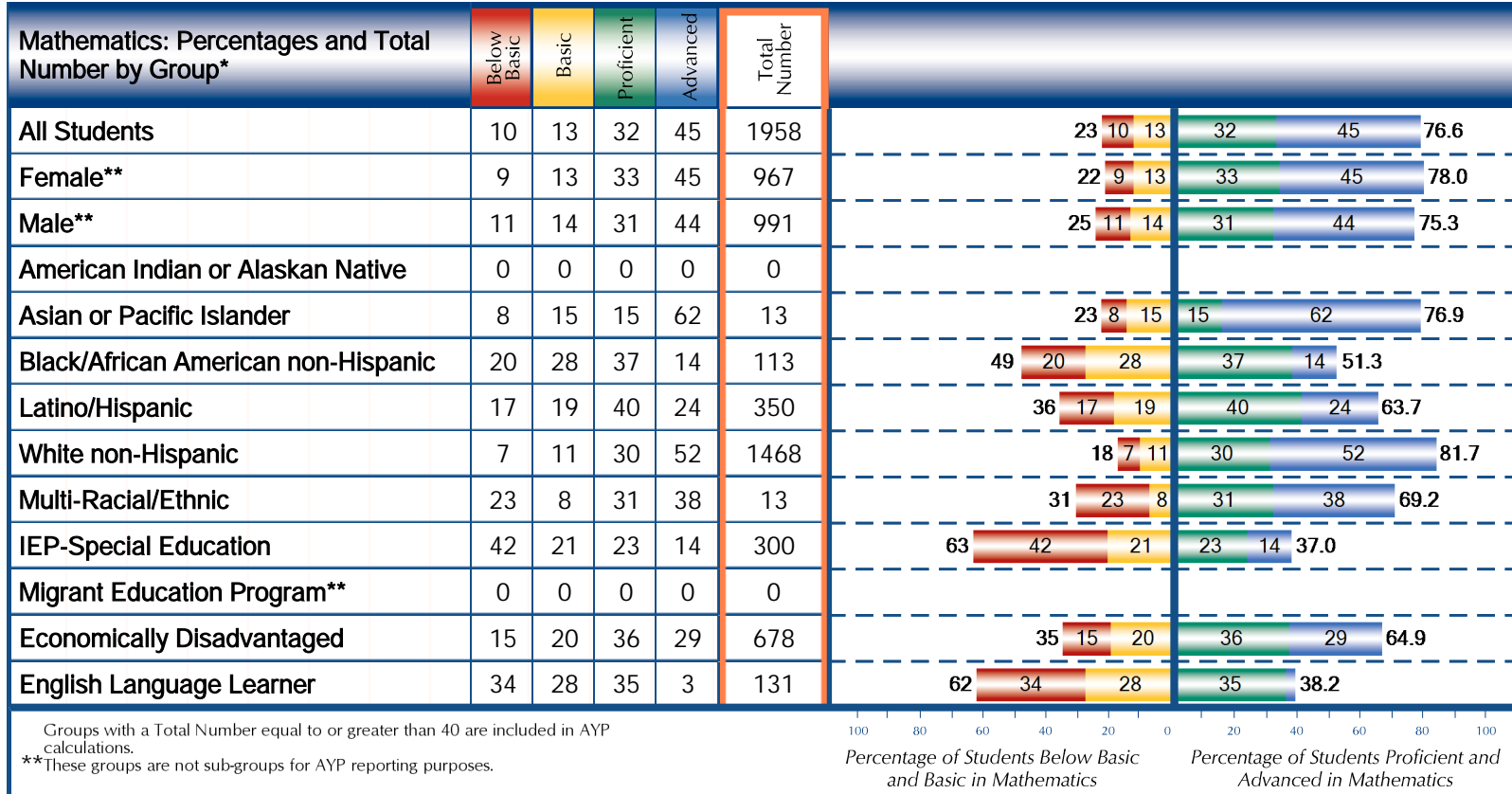


In 2010, 80.7% of the students at OXFORD AREA SD met or exceeded proficiency in Writing. Comparatively, 72.6% of the students in Pennsylvania met or exceeded proficiency in Writing. Use the 2008 and 2009 data provided to determine your district's three-year progress in Writing. These numbers indicate only the students who are in their full academic year.

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

OXFORD AREA SD

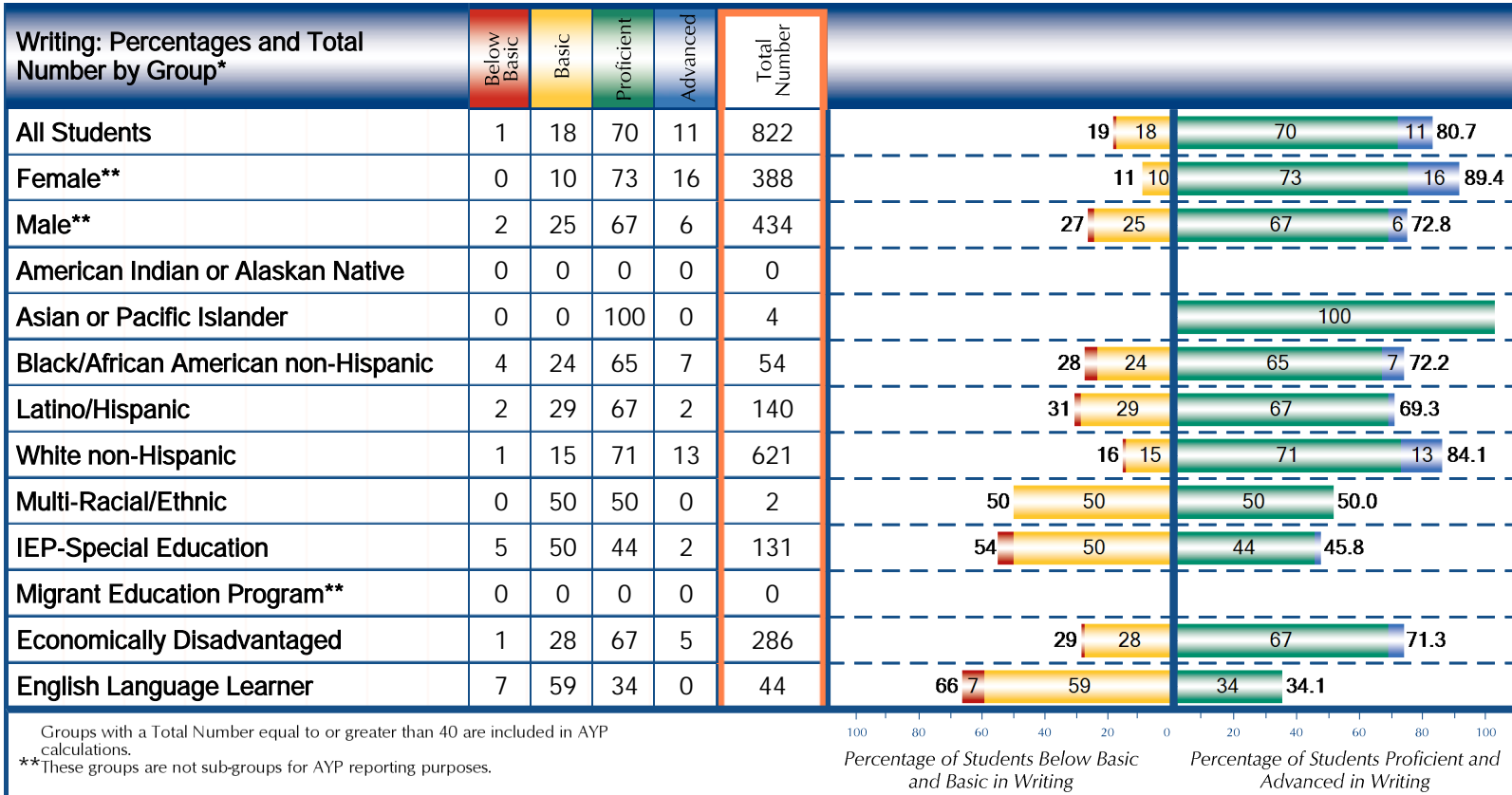
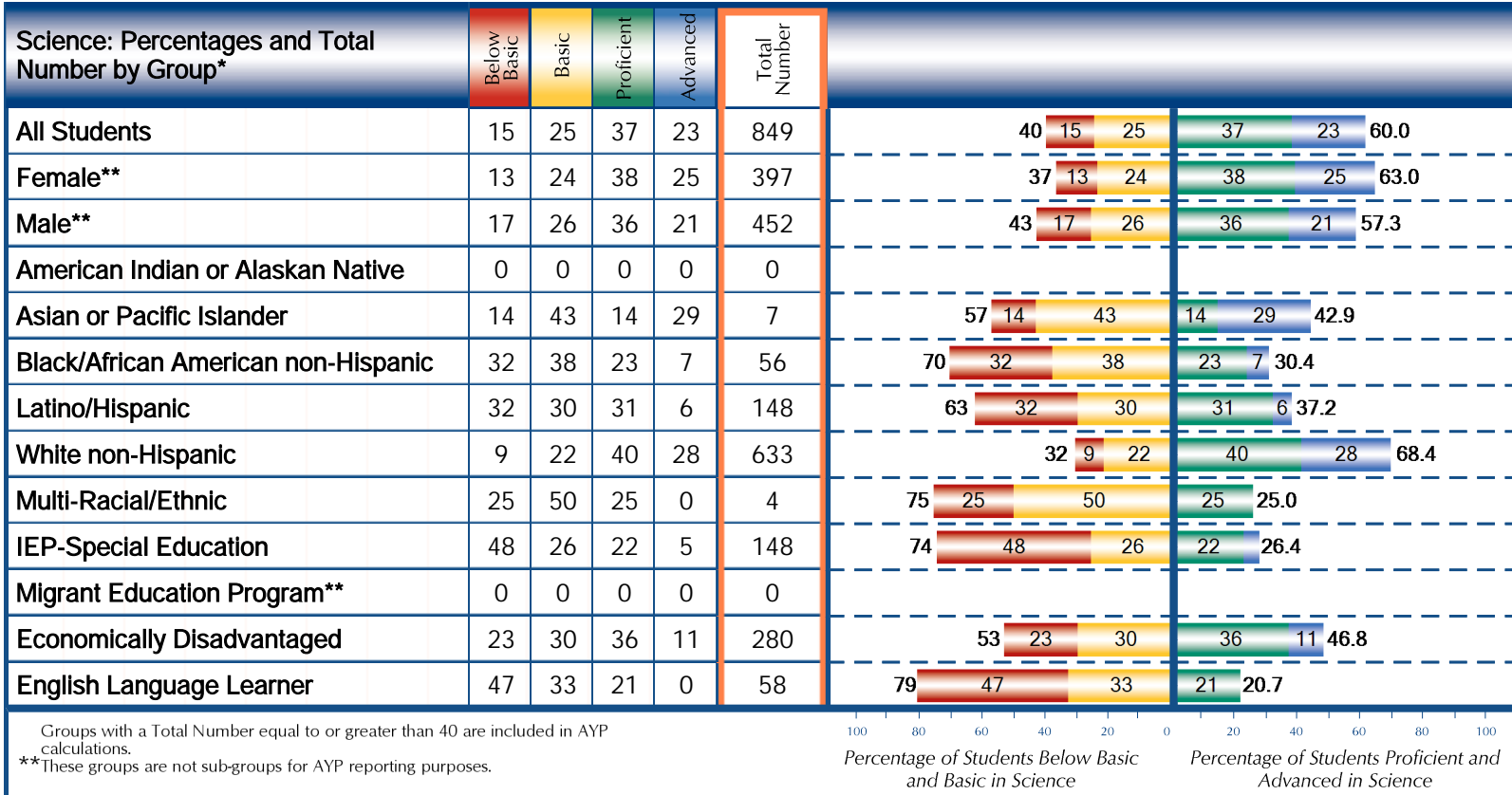
2010 Performance Level Distribution by Subject and Group



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

OXFORD AREA SD

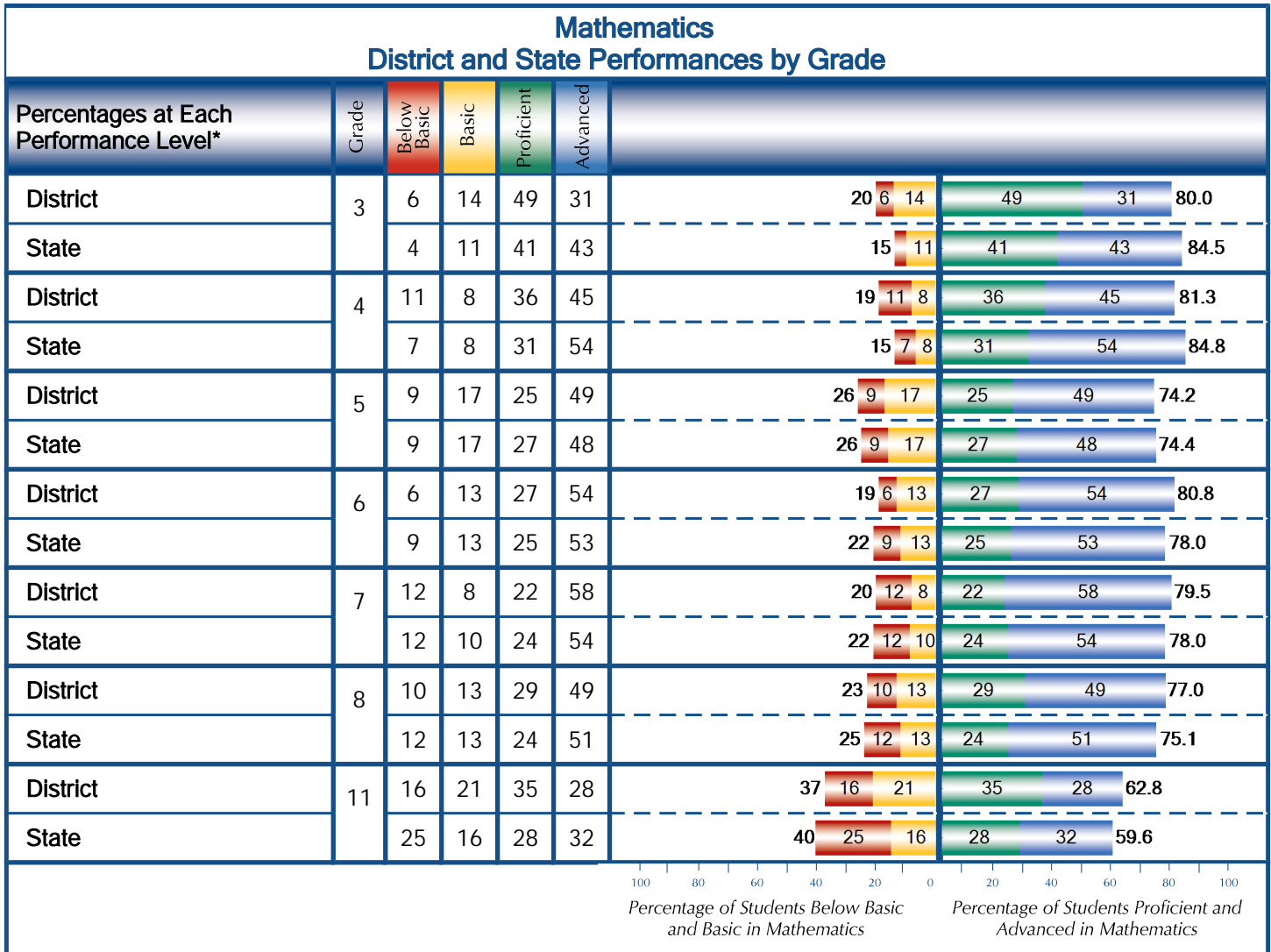
2010 Performance Level Distribution by Subject and Group



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

OXFORD AREA SD

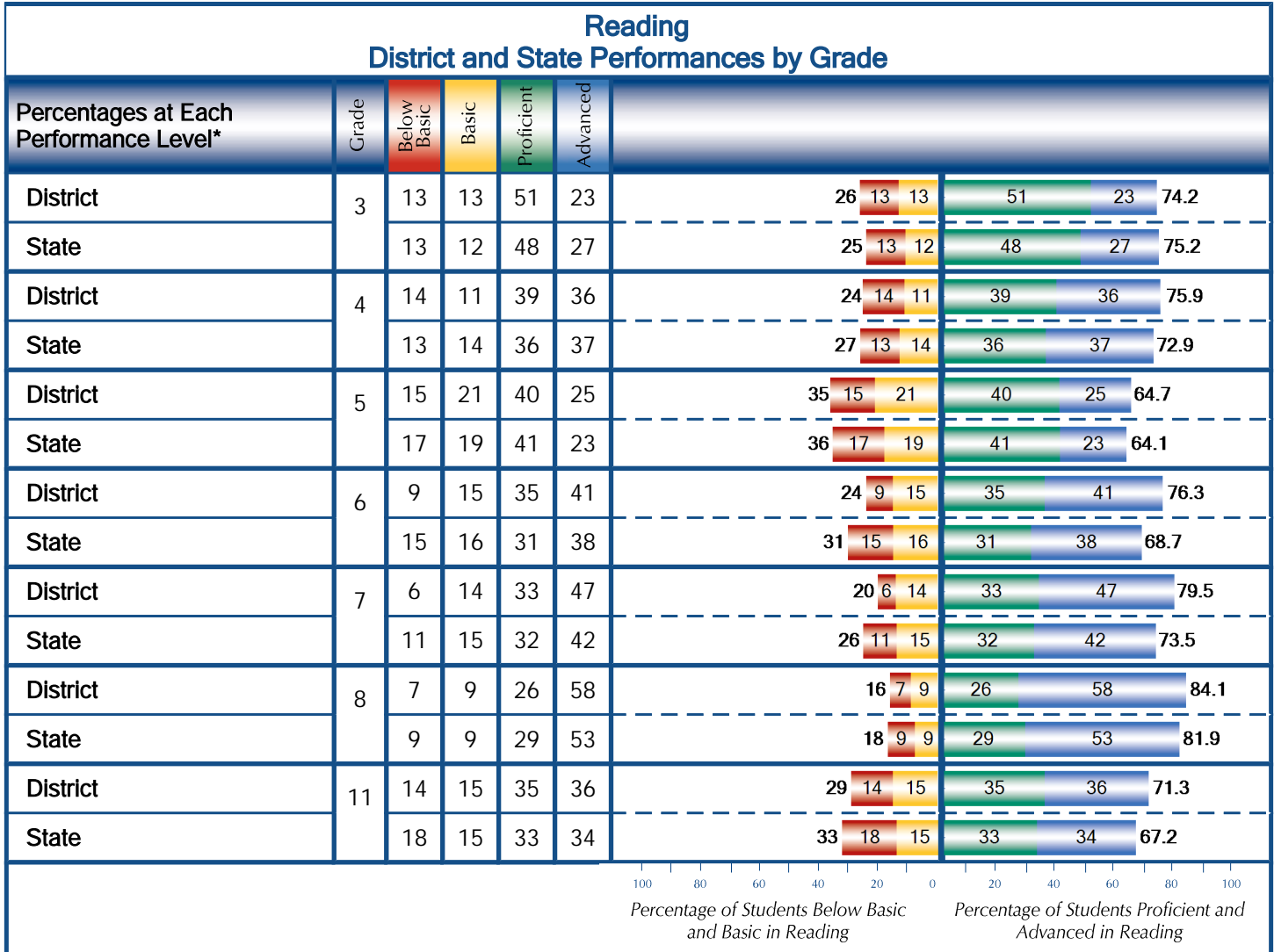
2010 Performance Level Distribution by Subject and Grade



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

OXFORD AREA SD

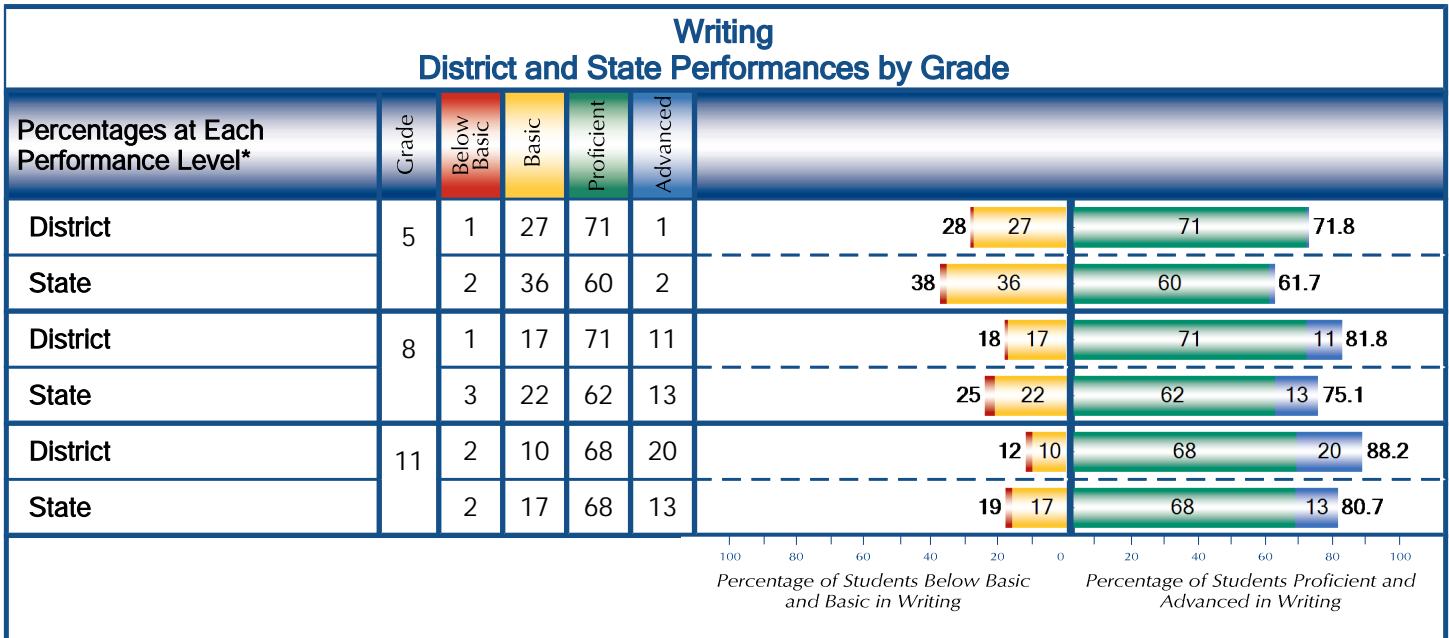
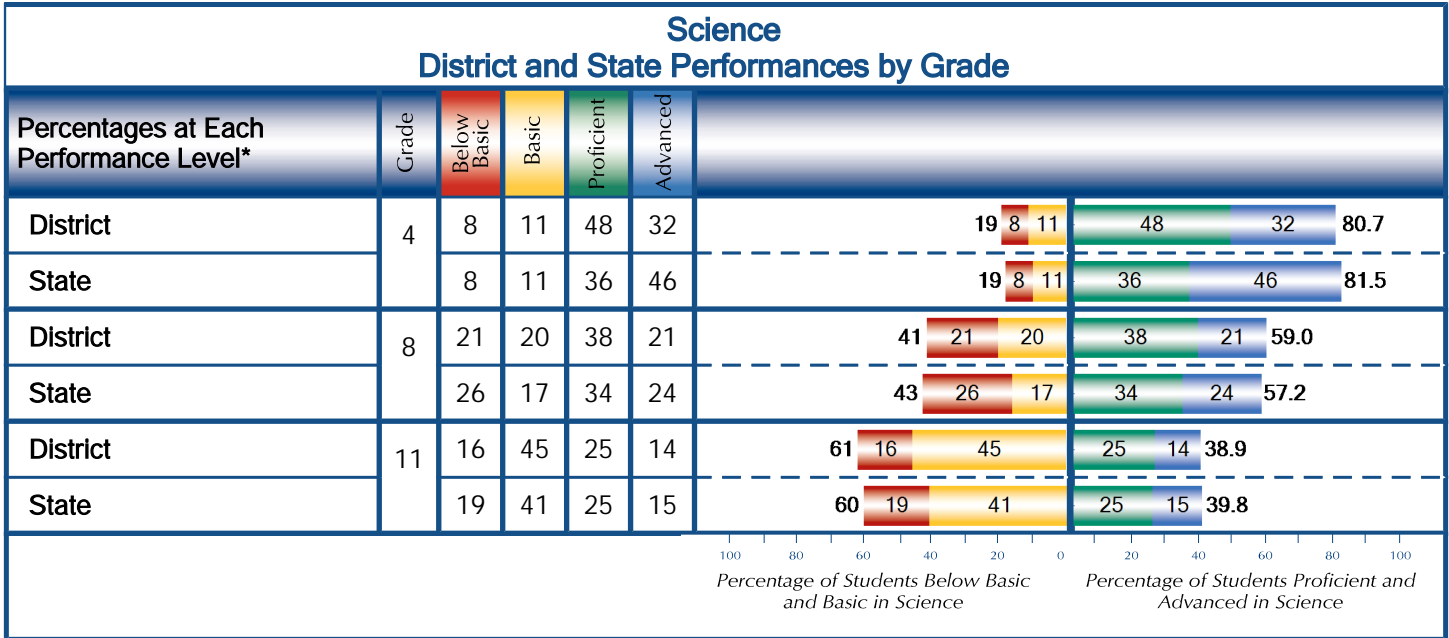
2010 Performance Level Distribution by Subject and Grade



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

OXFORD AREA SD

2010 Performance Level Distribution by Subject and Grade



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

Mathematics Reporting Categories And Assessment Anchors

Grade 3	District Average	State Average	Total Points Possible
Numbers and Operations	24.8	25.9	31
Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems.	15.8	16.5	20
Understand the meanings of operations, use operations and understand how they relate to each other.	3.9	4.1	5
Compute accurately and fluently and make reasonable estimates.	5.1	5.3	6
Measurement	7.7	8.1	10
Demonstrate an understanding of measurable attributes of objects and figures, and the units, systems, and processes of measurement.	5.0	5.4	7
Geometry	9.4	9.4	11
Identify and/or apply concepts of transformations or symmetry.	5.9	5.9	7
Algebraic Concepts	7.8	8.4	11
Represent and/or analyze mathematical situations using numbers, symbols, words, tables, and/or graphs.	5.5	6.0	8
Data Analysis and Probability	8.4	8.5	9
Formulate questions that can be addressed with data and/or collect, organize, display and analyze data.	8.4	8.5	9

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Mathematics Reporting Categories And Assessment Anchors

Grade 4	District Average	State Average	Total Points Possible
Numbers and Operations	20.0	20.8	32
Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems.	10.5	10.7	16
Understand the meanings of operations, use operations and understand how they relate to each other.	5.3	5.6	9
Compute accurately and fluently and make reasonable estimates.	4.2	4.5	7
Measurement	6.9	7.2	11
Demonstrate an understanding of measurable attributes of objects and figures, and the units, systems, and processes of measurement.	2.9	3.3	5
Apply appropriate techniques, tools and formulas to determine measurements.	4.0	3.8	6
Geometry	6.3	7.0	10
Analyze characteristics and properties of two- and three- dimensional geometric shapes and demonstrate understanding of geometric relationships.	3.3	3.8	6
Algebraic Concepts	6.1	6.7	10
Demonstrate an understanding of patterns, relations and functions.	4.5	5.0	8
Data Analysis and Probability	7.1	7.5	9
Formulate questions that can be addressed with data and/or collect, organize, display and analyze data.	5.8	6.0	7

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Mathematics Reporting Categories And Assessment Anchors

Grade 5	District Average	State Average	Total Points Possible
Numbers and Operations	22.2	21.9	32
Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems.	11.7	11.4	16
Understand the meanings of operations, use operations and understand how they relate to each other.	6.2	6.3	10
Compute accurately and fluently and make reasonable estimates.	4.2	4.2	6
Measurement	5.6	5.5	11
Demonstrate an understanding of measurable attributes of objects and figures, and the units, systems, and processes of measurement.	3.7	3.7	7
Geometry	7.0	6.7	10
Analyze characteristics and properties of two- and three- dimensional geometric shapes and demonstrate understanding of geometric relationships.	4.6	4.4	7
Algebraic Concepts	7.0	7.2	10
Demonstrate an understanding of patterns, relations and functions.	3.3	3.5	5
Represent and/or analyze mathematical situations using numbers, symbols, words, tables, and/or graphs.	3.7	3.8	5
Data Analysis and Probability	7.1	7.2	9
Select and/or use appropriate statistical methods to analyze data.	4.7	4.7	6

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Mathematics Reporting Categories And Assessment Anchors

Grade 6	District Average	State Average	Total Points Possible
Numbers and Operations	14.9	14.4	22
Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems.	10.2	9.4	13
Understand the meanings of operations, use operations and understand how they relate to each other.	2.8	3.0	6
Measurement	6.3	6.2	9
Apply appropriate techniques, tools and formulas to determine measurements.	4.8	4.5	6
Geometry	10.1	9.8	14
Analyze characteristics and properties of two- and three- dimensional geometric shapes and demonstrate understanding of geometric relationships.	7.6	7.4	11
Algebraic Concepts	9.5	9.7	13
Demonstrate an understanding of patterns, relations and functions.	4.2	4.2	5
Represent and/or analyze mathematical situations using numbers, symbols, words, tables, and/or graphs.	5.3	5.6	8
Data Analysis and Probability	9.2	9.3	14
Formulate questions that can be addressed with data and/or collect, organize, display and analyze data.	4.1	4.3	7
Understand and apply basic concepts of probability.	3.6	3.6	5

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Mathematics Reporting Categories And Assessment Anchors

Grade 7	District Average	State Average	Total Points Possible
Numbers and Operations	10.8	10.7	15
Understand the meanings of operations, use operations and understand how they relate to each other.	5.9	5.7	8
Measurement	7.1	6.7	10
Apply appropriate techniques, tools and formulas to determine measurements.	6.1	5.7	8
Geometry	10.1	9.5	14
Analyze characteristics and properties of two- and three- dimensional geometric shapes and demonstrate understanding of geometric relationships.	6.2	5.6	9
Locate points or describe relationships using the coordinate plane.	4.0	3.9	5
Algebraic Concepts	12.5	12.6	19
Represent and/or analyze mathematical situations using numbers, symbols, words, tables, and/or graphs.	5.4	5.8	9
Analyze change in various contexts.	4.3	4.0	6
Data Analysis and Probability	8.5	8.4	14
Understand and apply basic concepts of probability.	3.7	3.7	7

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Mathematics Reporting Categories And Assessment Anchors

Grade 8	District Average	State Average	Total Points Possible
Numbers and Operations	9.6	9.8	15
Understand the meanings of operations, use operations and understand how they relate to each other.	3.7	4.0	7
Compute accurately and fluently and make reasonable estimates.	4.3	4.2	6
Measurement	7.2	7.2	10
Apply appropriate techniques, tools and formulas to determine measurements.	4.2	4.3	6
Geometry	9.5	9.6	14
Analyze characteristics and properties of two- and three- dimensional geometric shapes and demonstrate understanding of geometric relationships.	4.6	4.7	7
Locate points or describe relationships using the coordinate plane.	4.9	4.9	7
Algebraic Concepts	13.1	12.7	19
Demonstrate an understanding of patterns, relations and functions.	4.1	4.0	7
Represent and/or analyze mathematical situations using numbers, symbols, words, tables, and/or graphs.	4.2	4.1	6
Describe or use models to represent quantitative relationships.	4.7	4.6	6
Data Analysis and Probability	10.0	10.0	14
Formulate questions that can be addressed with data and/or collect, organize, display and analyze data.	4.7	4.8	7

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Mathematics Reporting Categories And Assessment Anchors

Grade 11	District Average	State Average	Total Points Possible
Numbers and Operations	7.5	7.4	11
Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems.	3.9	3.7	6
Measurement	6.6	6.1	9
Apply appropriate techniques, tools and formulas to determine measurements.	6.6	6.1	9
Geometry	8.4	7.7	11
Analyze characteristics and properties of two- and three- dimensional geometric shapes and demonstrate understanding of geometric relationships.	7.0	6.4	9
Algebraic Concepts	18.5	19.2	29
Demonstrate an understanding of patterns, relations and functions.	3.4	3.5	5
Represent and/or analyze mathematical situations using numbers, symbols, words, tables, and/or graphs.	8.8	9.0	14
Analyze change in various contexts.	4.4	4.7	7
Data Analysis and Probability	7.4	7.1	12
Develop and/or evaluate inferences and predictions or draw conclusions based on data or data displays.	2.8	2.9	6

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Reading Reporting Categories And Assessment Anchors

Grade 3	District Average	State Average	Total Points Possible
Comprehension and Reading Skills	19.7	20.4	29
Understand fiction appropriate to grade level.	8.0	8.4	12
Understand nonfiction appropriate to grade level.	11.7	12.0	17
Interpretation and Analysis of Fictional and Nonfictional Text	9.9	10.3	17
Understand components within and between texts.	7.1	7.5	13

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Reading Reporting Categories And Assessment Anchors

Grade 4	District Average	State Average	Total Points Possible
Comprehension and Reading Skills	22.5	22.5	32
Understand fiction appropriate to grade level.	10.4	10.3	15
Understand nonfiction appropriate to grade level.	12.1	12.2	17
Interpretation and Analysis of Fictional and Nonfictional Text	12.5	12.5	20
Understand components within and between texts.	6.3	6.3	11
Understand concepts and organization of nonfictional text.	4.1	4.1	6

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Reading Reporting Categories And Assessment Anchors

Grade 5	District Average	State Average	Total Points Possible
Comprehension and Reading Skills	21.6	21.2	31
Understand fiction appropriate to grade level.	11.8	11.5	16
Understand nonfiction appropriate to grade level.	9.9	9.8	15
Interpretation and Analysis of Fictional and Nonfictional Text	14.7	14.4	21
Understand components within and between texts.	7.2	7.1	11
Understand literary devices in fictional and nonfictional text.	3.6	3.5	5
Understand concepts and organization of nonfictional text.	4.0	3.9	5

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Reading Reporting Categories And Assessment Anchors

Grade 6	District Average	State Average	Total Points Possible
Comprehension and Reading Skills	22.1	21.3	30
Understand fiction appropriate to grade level.	9.4	8.9	12
Understand nonfiction appropriate to grade level.	12.8	12.4	18
Interpretation and Analysis of Fictional and Nonfictional Text	15.4	14.5	22
Understand components within and between texts.	10.1	9.3	15

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Reading Reporting Categories And Assessment Anchors

Grade 7	District Average	State Average	Total Points Possible
Comprehension and Reading Skills	18.3	17.3	26
Understand fiction appropriate to grade level.	8.5	8.0	12
Understand nonfiction appropriate to grade level.	9.7	9.3	14
Interpretation and Analysis of Fictional and Nonfictional Text	18.1	17.5	26
Understand components within and between texts.	10.9	10.5	16
Understand literary devices in fictional and nonfictional text.	4.4	4.2	6

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Reading Reporting Categories And Assessment Anchors

Grade 8	District Average	State Average	Total Points Possible
Comprehension and Reading Skills	16.1	15.8	22
Understand fiction appropriate to grade level.	8.2	8.1	11
Understand nonfiction appropriate to grade level.	7.9	7.7	11
Interpretation and Analysis of Fictional and Nonfictional Text	19.4	18.8	30
Understand components within and between texts.	10.1	9.8	16
Understand literary devices in fictional and nonfictional text.	4.1	4.0	6
Understand concepts and organization of nonfictional text.	5.2	5.0	8

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Reading Reporting Categories And Assessment Anchors

Grade 11	District Average	State Average	Total Points Possible
Comprehension and Reading Skills	15.5	15.1	21
Understand fiction appropriate to grade level.	3.3	3.2	5
Understand nonfiction appropriate to grade level.	12.2	11.9	16
Interpretation and Analysis of Fictional and Nonfictional Text	20.9	20.1	31
Understand components within and between texts.	9.7	9.4	15
Understand literary devices in fictional and nonfictional text.	6.6	6.2	10
Understand concepts and organization of nonfictional text.	4.6	4.6	6

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Science Reporting Categories And Assessment Anchors

Grade 4	District Average	State Average	Total Points Possible
The Nature of Science	24.1	24.8	34
Reasoning and Analysis	8.6	8.6	11
Processes, Procedures and Tools of Scientific Investigations	4.7	4.9	7
Systems, Models, and Patterns	10.8	11.3	16
Biological Sciences	7.9	8.5	12
Ecological Behavior and Systems	3.7	3.8	5
Physical Sciences	7.7	8.1	11
Earth and Space Sciences	6.9	7.2	11
Earth Features and Processes that Change Earth and its Resources	4.3	4.4	6

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Science Reporting Categories And Assessment Anchors

Grade 8	District Average	State Average	Total Points Possible
The Nature of Science	22.6	22.0	34
Reasoning and Analysis	7.4	7.2	11
Processes, Procedures and Tools of Scientific Investigations	9.0	8.7	14
Systems, Models, and Patterns	6.2	6.1	9
Biological Sciences	6.3	6.6	11
Ecological Behavior and Systems	2.3	2.6	5
Physical Sciences	7.8	7.4	12
Principles of Motion and Force	3.3	2.9	5
Earth and Space Sciences	6.6	6.6	11
Earth Features and Processes that Change Earth and its Resources	5.6	5.6	9

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Science Reporting Categories And Assessment Anchors

Grade 11	District Average	State Average	Total Points Possible
The Nature of Science	21.2	21.0	38
Reasoning and Analysis	6.8	6.6	11
Processes, Procedures and Tools of Scientific Investigations	8.3	8.2	17
Systems, Models, and Patterns	6.2	6.1	10
Biological Sciences	5.0	5.0	12
Ecological Behavior and Systems	3.0	2.9	6
Physical Sciences	6.7	6.6	12
Structure, Properties, and Interaction of Matter	2.8	2.7	5
Principles of Motion and Force	2.4	2.4	5
Earth and Space Sciences	6.9	6.9	12
Earth Features and Processes that Change Earth and its Resources	4.6	4.8	8

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Writing Reporting Categories And Assessment Anchors

Grade 5	District Average	State Average	Total Points Possible
Composition	53.8	51.8	80
Informational Prompt	27.0	26.1	40
Persuasive Prompt	26.9	25.7	40
Revising and Editing	13.9	13.7	20
Multiple Choice	8.7	8.5	12

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Writing Reporting Categories And Assessment Anchors

Grade 8	District Average	State Average	Total Points Possible
Composition	56.3	54.4	80
Informational Prompt	28.4	27.6	40
Persuasive Prompt	27.9	26.8	40
Revising and Editing	14.1	14.0	20
Multiple Choice	8.6	8.5	12

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Writing Reporting Categories And Assessment Anchors

Grade 11	District Average	State Average	Total Points Possible
Composition	57.6	54.9	80
Informational Prompt	28.3	27.1	40
Persuasive Prompt	29.4	27.9	40
Revising and Editing	14.9	14.7	20
Multiple Choice	9.2	9.2	12

NOTE: Assessment anchors with fewer than five points are not reported. The sum of the assessment anchor points may be less than the total points possible.

Achieving the Goal: Proficiency for All Students

Pennsylvania's Standards Aligned System

Great schools and great school systems have six features in common:

- **Clear standards** describing what students should know and be able to do at each grade level.
- A **fair and accurate way to assess** where students are in regard to what they know and are able to do at each stage of the learning process.
- **Curriculum frameworks** that identify the big picture of what students should know and be able to do over time in each content area, as well as the concepts and competencies that break that information into grade-level benchmarks. Included in the frameworks are essential questions students will be able to answer at each grade level or course, vocabulary specific to the content, and exemplars demonstrating what proficient student work looks like.
- **Instruction** that explicitly identifies and provides examples of best practices in teaching.
- **Classroom materials and other instructional resources** that are aligned to the expected outcomes for students in each content area at each grade level or course.
- **Proven interventions** to help any student who struggles at any stage of the learning process.

The Pennsylvania Department of Education is creating the system that aligns these high impact elements to help students, parents, teachers, and administrators inspire all Pennsylvania's schools to become GREAT schools.

We call this **Pennsylvania's Standards Aligned System**, or "SAS." www.pdesas.org

Data Tools in a Standards Aligned System

System Level Data Tools

PA AYP

District and school reports that contain: Adequate Yearly Progress (AYP) targets and results for the most recent year, the last two years and next year's targets; and discussion of results for parents and educators.

<http://payp.emetric.net>

SchoolDataDirect

Public source of information and analysis about our nation's public schools. SchoolDataDirect provides rich information and powerful search and comparison tools to help uncover the stories behind the numbers, and further the discussion about how to improve student performance.

www.schooldatadirect.org

NAEP

The National Assessment of Educational Progress (NAEP), also known as "The Nation's Report Card," is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas. Since 1969, assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts.

<http://nces.ed.gov/nationsreportcard/>

Student Level-Data Tools

PA Value-Added Assessment System (PVAAS)

PVAAS is a statistical analysis system that uses longitudinal data of students' performances on the PSSA assessments. PVAAS incorporates a mixed-model longitudinal model to estimate the growth that a cohort of students experiences during a school year. In addition, PVAAS provides projections of each individual student's likelihood to achieve a selected proficiency level on a future PSSA examination.

<http://pvaas.sas.com>

PSSA Data Interactive by eMetric

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