

2005-06 Pennsylvania System of School Assessment (PSSA) Results

•This year’s PSSA results show that Pennsylvania is on track to move all students to proficiency by 2014 as required by the federal No Child Left Behind (NCLB) Act of 2002.

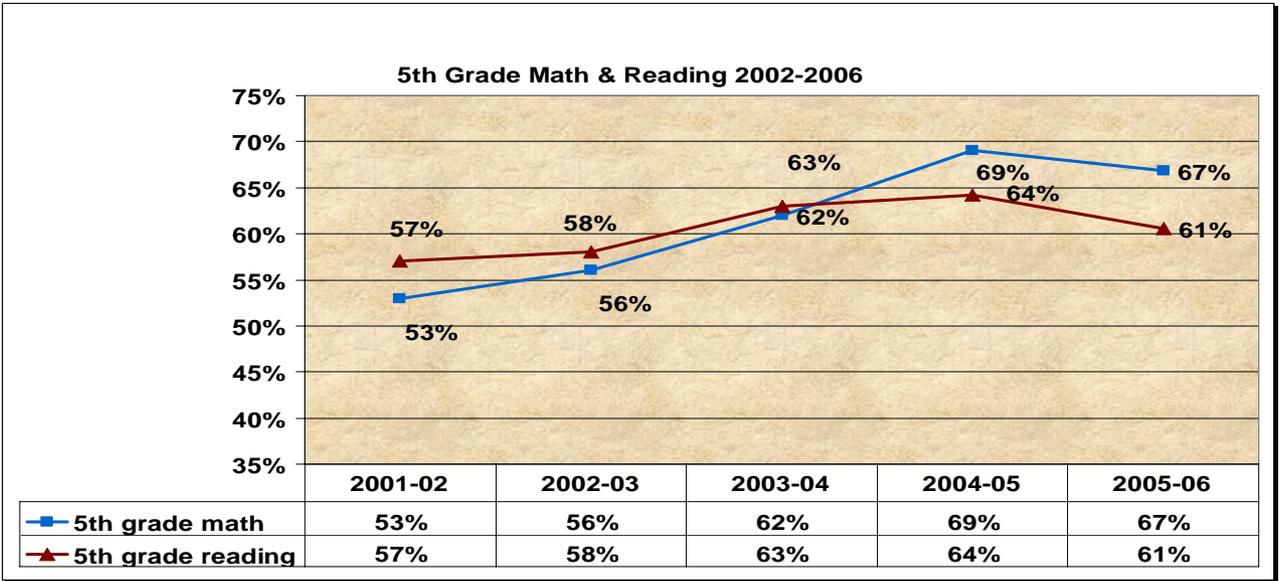
•This year’s results confirm that last year’s results were real. This year’s results very much mirror last year’s--a great indicator that Pennsylvania is on the right path. We must be realistic when assessing student performance year to year – this is a marathon and not a sprint. The finish line is 2014 when every student must cross it at 100% proficiency in math and reading.

Math	2002	2003	2004	2005	2006
3 rd Graders	*	*	*	80.7	82.7
4 th Graders	*	*	*	*	77.2
5 th Graders	53.1	56.3	61.8	69.0	66.9
6 th Graders	*	*	*	*	68.0
7 th Graders	*	*	*	*	66.5
8 th Graders	51.7	51.3	57.9	62.9	62.2
11 th Graders	49.6	49.1	49.1	50.9	52.0

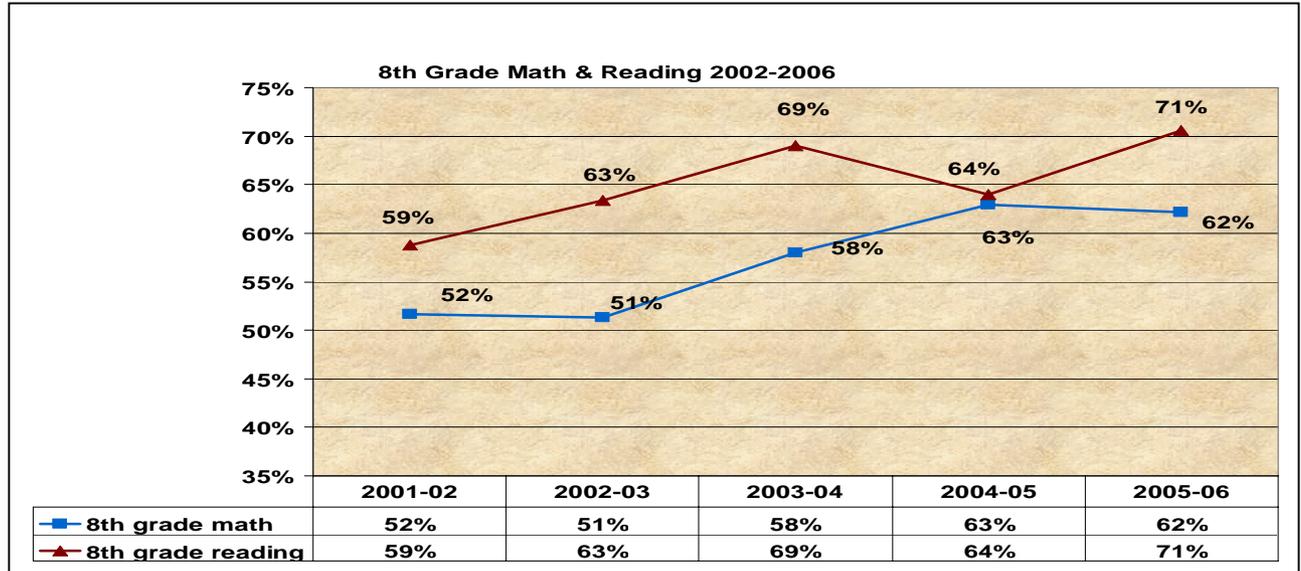
Reading	2002	2003	2004	2005	2006
3 rd Graders	*	*	*	68.0	69.0
4 th Graders	*	*	*	*	68.1
5 th Graders	57.0	58.0	62.7	64.2	60.6
6 th Graders	*	*	*	*	65.9
7 th Graders	*	*	*	*	68.1
8 th Graders	58.8	63.4	68.9	64.1	70.6
11 th Graders	59.0	59.2	60.8	65.0	65.1

Since 2002, achievement has improved in math and reading across all grade levels. More specifically:

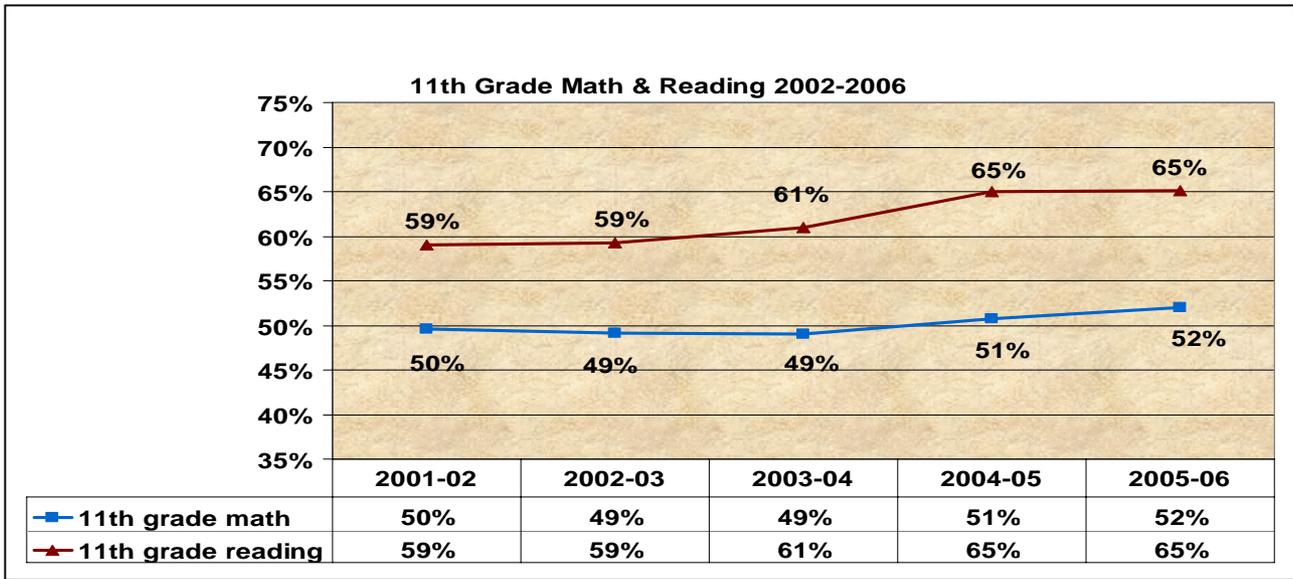
- 67% of all 5th grade students were either proficient or advanced in math, up from 53% in 2001-02.
- 61% of all 5th grade students were either proficient or advanced in reading, up from 57% in 2001-02.



- 62% of all 8th grade students were either proficient or advanced in math, up from 52% in 2001-02.
- 71% of all 8th grade students were either proficient or advanced in reading, up from 59% in 2001-02.

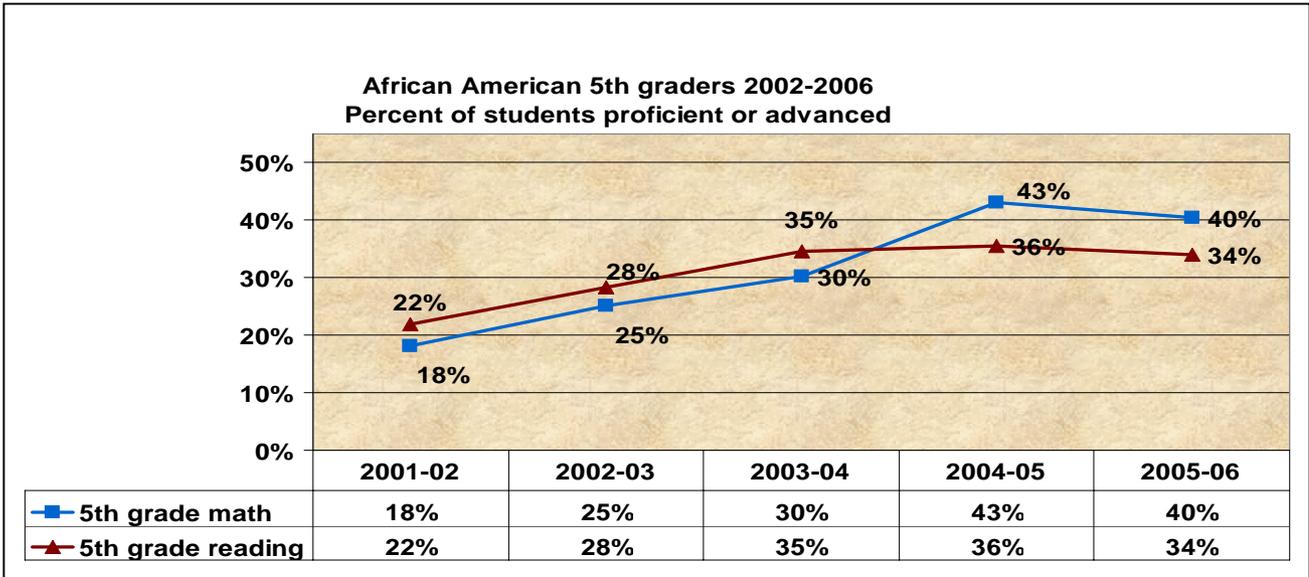


- 52% of all 11th grade students were either proficient or advanced in math, up from 50% in 2001-02.
- 65% of all 11th grade students were either proficient or advanced in reading, up from 59% in 2001-02.

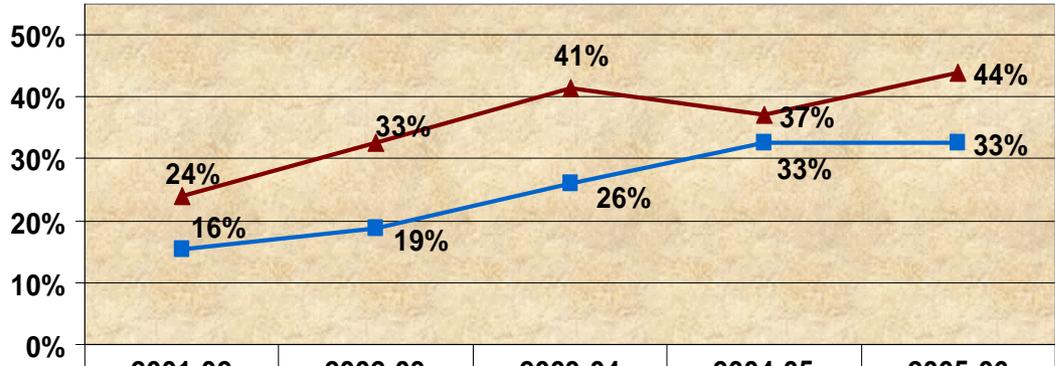


Achievement across all student subgroups has improved since 2002. In the past four years the rates of students proficient or advanced in math and reading across all levels, subjects and demographic groups have increased by **DOUBLE DIGITS** since 2002. For example:

- African American 5th graders have improved in math (40%, up from 18%) and reading (34%, up from 22%);
- African American 8th graders have improved in math (33%, up from 16%) and reading (44%, up from 24%); and
- African American 11th graders have improved in math (22%, up from 17%) and reading (35%, up from 26%).

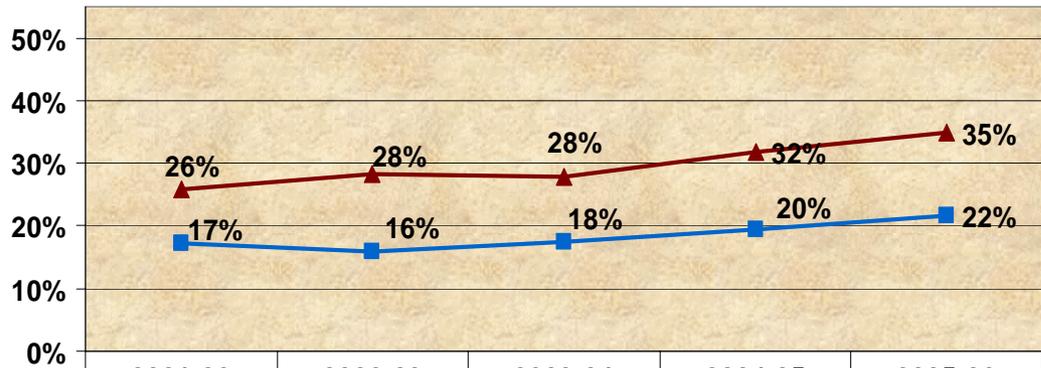


African American 8th graders 2002-2006
Percent of students proficient or advanced



	2001-02	2002-03	2003-04	2004-05	2005-06
8th grade math	16%	19%	26%	33%	33%
8th grade reading	24%	33%	41%	37%	44%

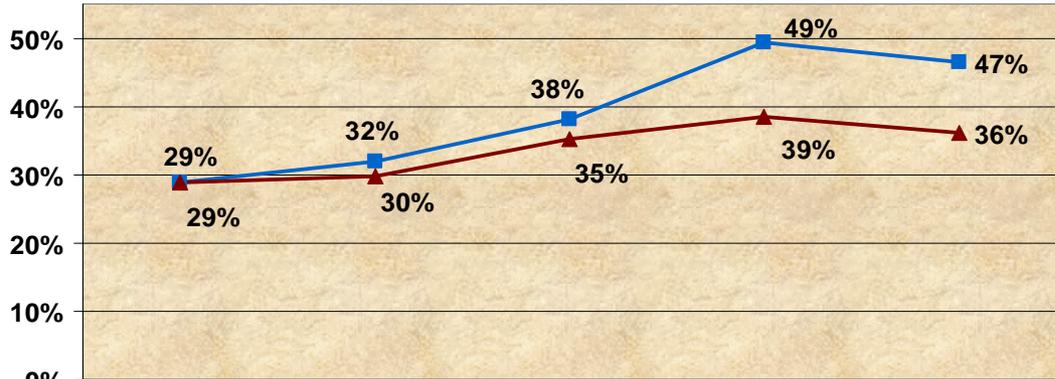
African American 11th graders 2002-2006
Percent of students proficient or advanced



	2001-02	2002-03	2003-04	2004-05	2005-06
11th grade math	17%	16%	18%	20%	22%
11th grade reading	26%	28%	28%	32%	35%

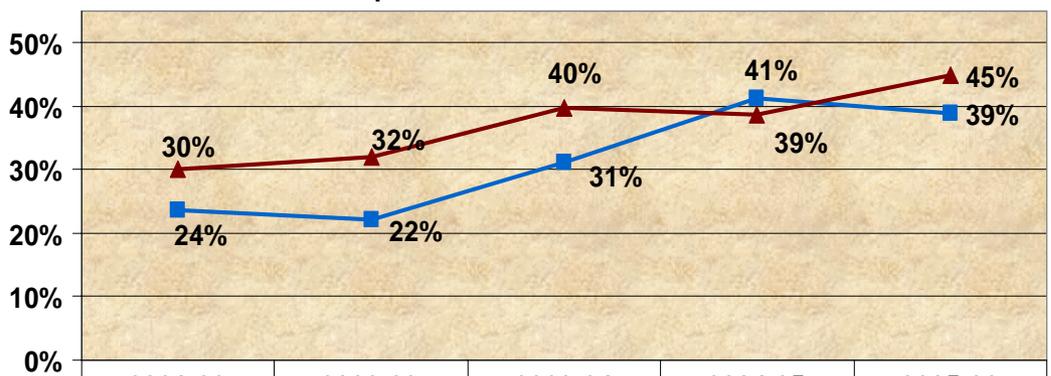
- Latino 5th graders have improved in math (47%, up from 29%) and reading (36%, up from 29%);
- Latino 8th graders have improved in math (39%, up from 24%) and reading (45%, up from 30%); and
- Latino 11th graders have improved in math (25%, up from 21%) and reading (35%, up from 29%).

Latino/Hispanic 5th graders 2002-2006
Percent of students proficient or advanced



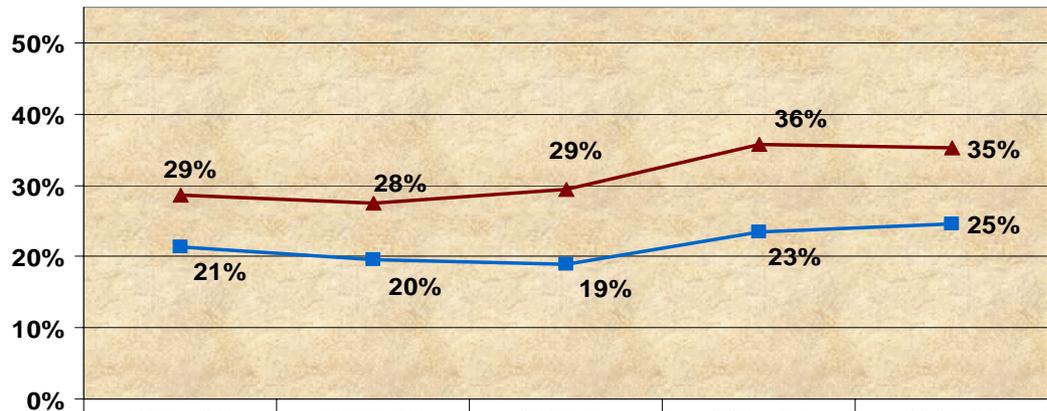
	2001-02	2002-03	2003-04	2004-05	2005-06
5th grade math	29%	32%	38%	49%	47%
5th grade reading	29%	30%	35%	39%	36%

Latino/Hispanic 8th graders 2002-2006
Percent of students proficient or advanced



	2001-02	2002-03	2003-04	2004-05	2005-06
8th grade math	24%	22%	31%	41%	39%
8th grade reading	30%	32%	40%	39%	45%

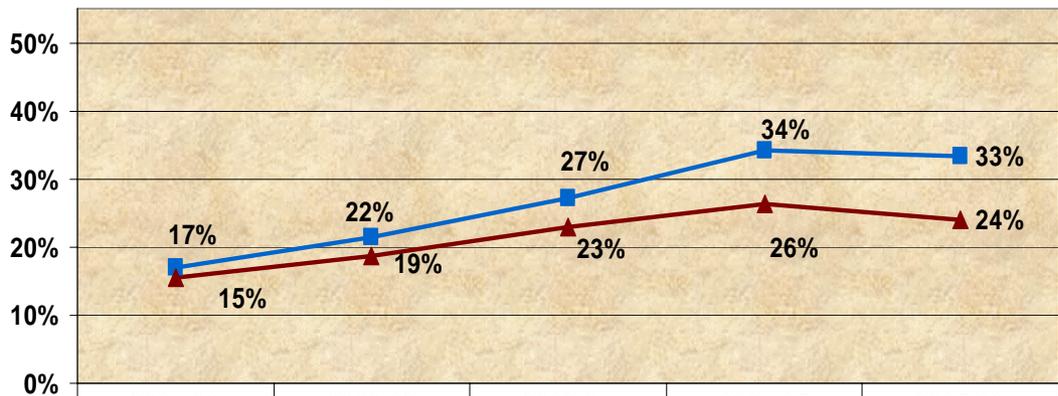
Latino/Hispanic 11th graders 2002-2006
Percent of students proficient or advanced



■ 11th grade math	21%	20%	19%	23%	25%
■ 11th grade reading	29%	28%	29%	36%	35%

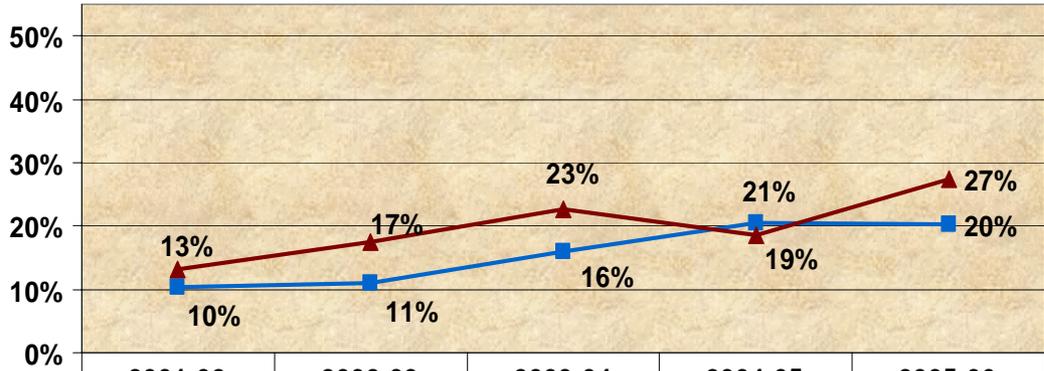
- IEP 5th graders have improved in math (33%, up from 17%) and reading (24%, up from 15%);
- IEP 8th graders have improved in math (20%, up from 10%) and reading (27%, up from 13%); and
- IEP 11th graders have improved in math (11%, up from 10%) and reading (19%, up from 14%).

IEP 5th graders 2002-2006
Percent of students proficient or advanced



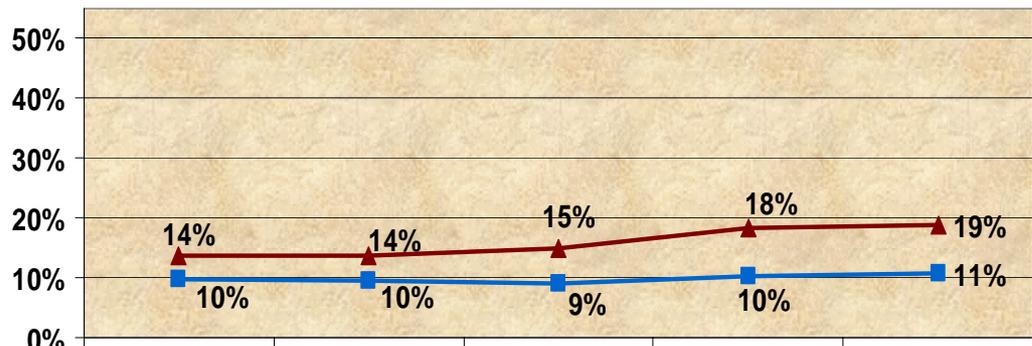
■ 5th grade math	17%	22%	27%	34%	33%
■ 5th grade reading	15%	19%	23%	26%	24%

IEP 8th graders 2002-2006
Percent of students proficient or advanced



	2001-02	2002-03	2003-04	2004-05	2005-06
8th grade math	10%	11%	16%	21%	20%
8th grade reading	13%	17%	23%	19%	27%

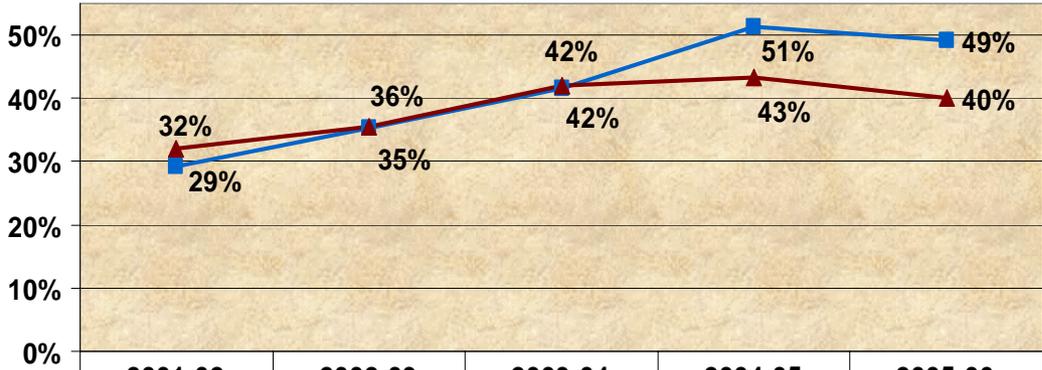
IEP 11th graders 2002-2006
Percent of students proficient or advanced



	2001-02	2002-03	2003-04	2004-05	2005-06
11th grade math	10%	10%	9%	10%	11%
11th grade reading	14%	14%	15%	18%	19%

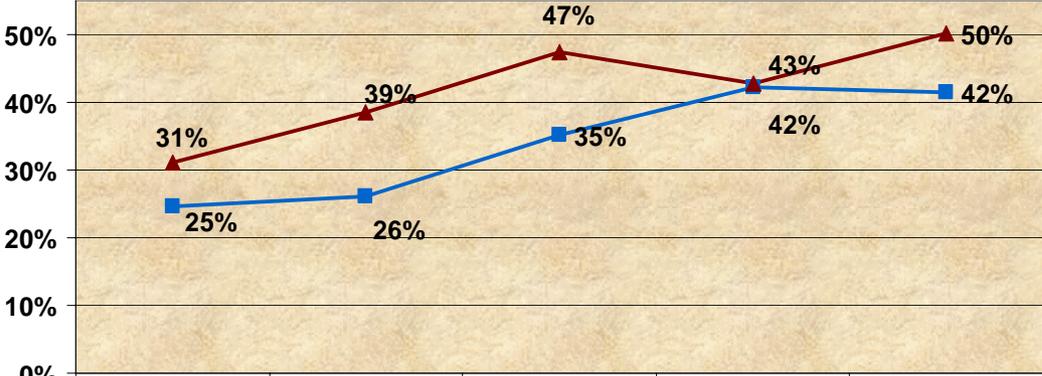
- Economically disadvantaged 5th graders have improved in math (49%, up from 29%) and reading (40%, up from 32%);
- Economically disadvantaged 8th graders have improved in math (42%, up from 25%) and reading (50%, up from 31%); and
- Economically disadvantaged 11th graders have improved in math (29%, up from 22%) and reading (41%, up from 29%).

Economically Disadvantaged 5th graders 2002-2006
Percent of students proficient or advanced



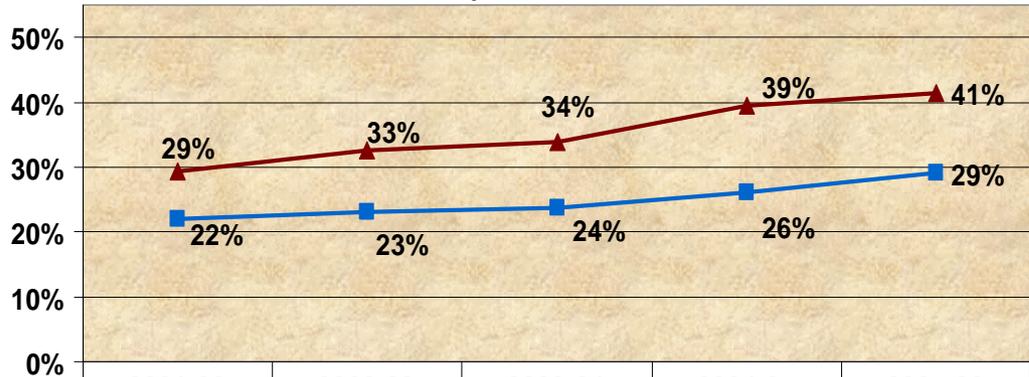
■ 5th grade math	29%	35%	42%	51%	49%
▲ 5th grade reading	32%	36%	42%	43%	40%

Economically Disadvantaged 8th graders 2002-2006
Percent of students proficient or advanced



■ 8th grade math	25%	26%	35%	42%	42%
▲ 8th grade reading	31%	39%	47%	43%	50%

Economically Disadvantaged 11th graders 2002-2006
Percent of students proficient or advanced



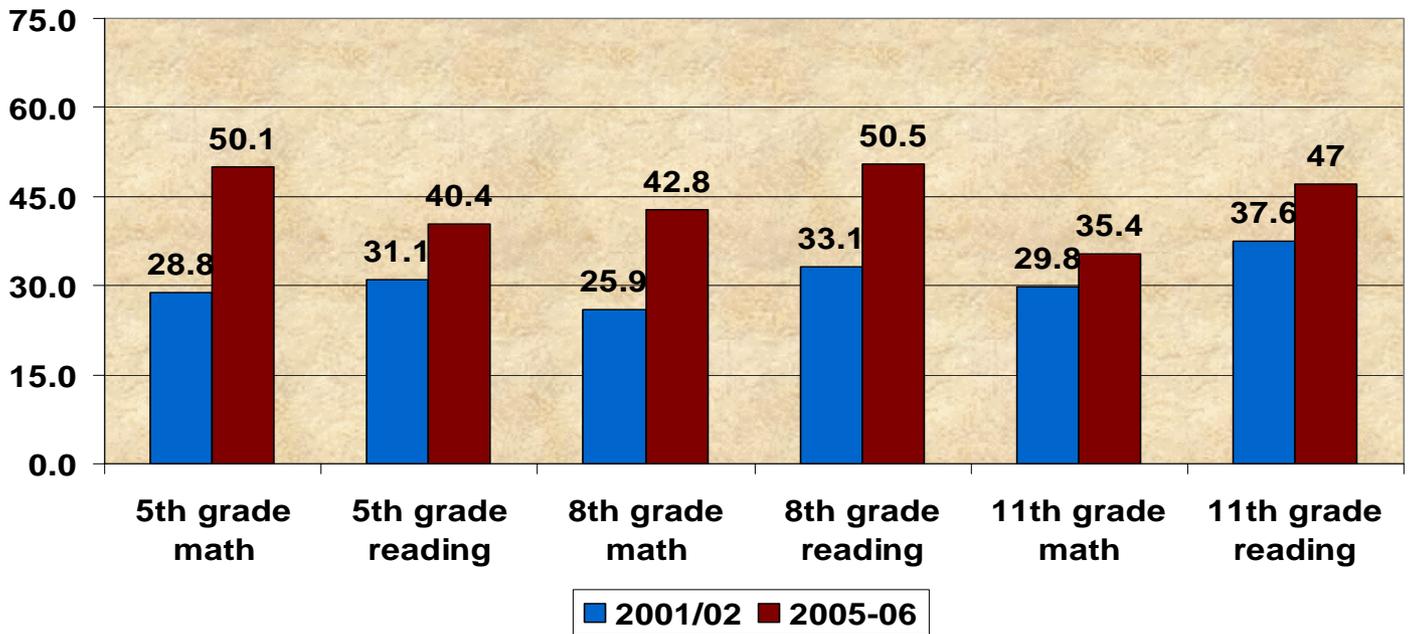
■ 11th grade math	22%	23%	24%	26%	29%
▲ 11th grade reading	29%	33%	34%	39%	41%

Success with Struggling Districts

Students in the lowest-performing school districts have made significant progress in reading and math proficiency since the 2001-02 school year. Looking at districts where less than 50% of students were proficient or advanced in 2002, we see that students in all grades and demographic groups are achieving at higher levels. Since the 2001-02 year:

- Fifth graders scoring proficient or advanced overall improved by 21.3 percentage points in math and 9.3 percentage points in reading;
- Eighth graders scoring proficient or advanced overall went up by 16.9 percentage points in math and 17.4 percentage points in reading; and
- Eleventh graders scoring proficient or advanced increased overall by 5.6 percentage points in math and 9.4 points in reading.

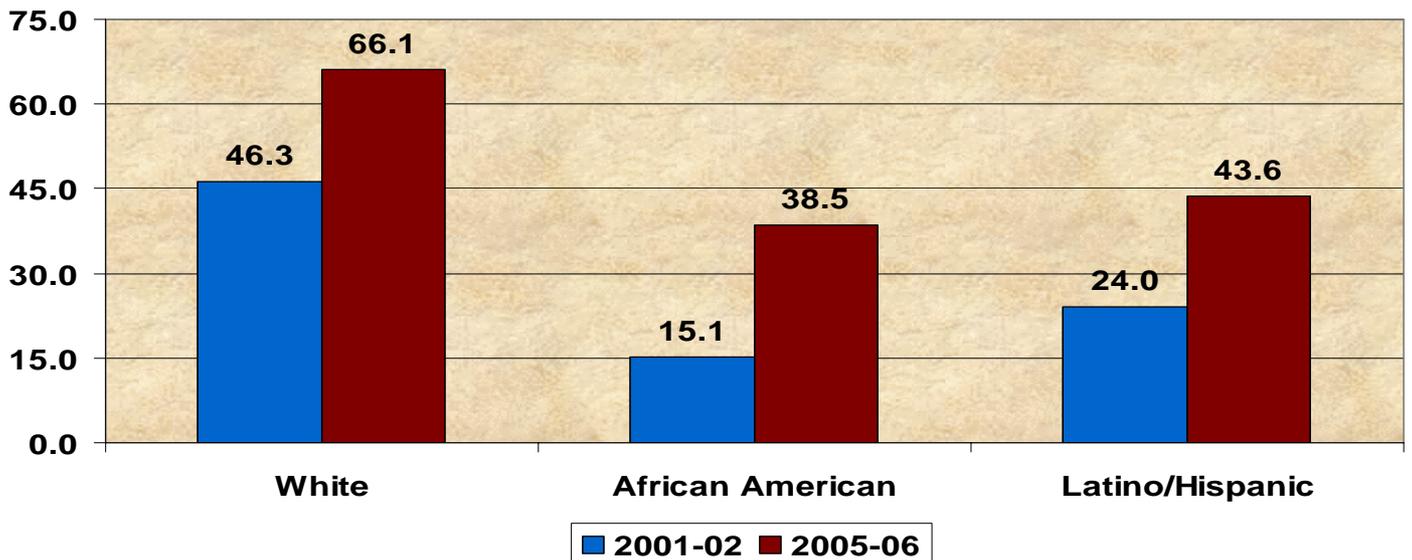
Districts with 50% or more Students Below Proficient in 2002



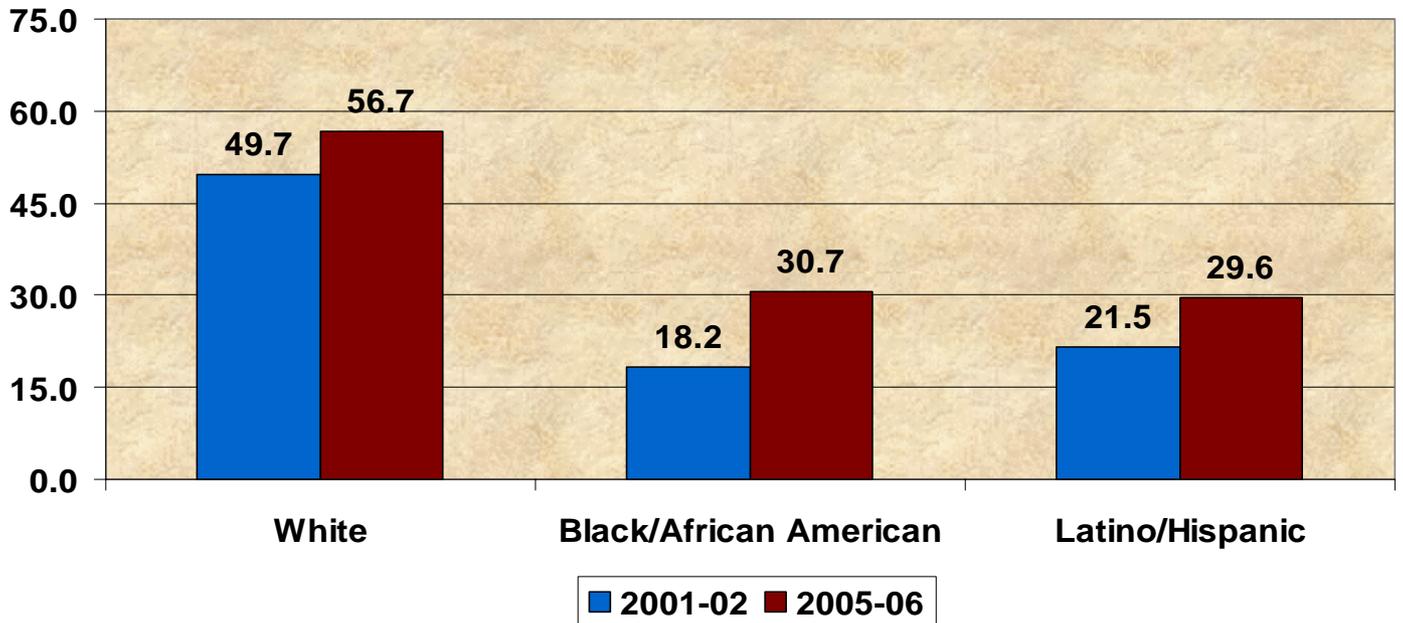
These gains have also narrowed the achievement gap:

•**Fifth grade subgroups** scoring proficient or advanced showed *double-digit progress* in **math**. White students improved by 19.8 percentage points, African American students by 23.4 percentage points, and Latino/Hispanic students progressed by 19.6 percentage points. White students improved by 7 percentage points, African American students by 12.5 percentage points, and Latino/Hispanic students progressed by 8.1 percentage points in **reading**.

**Districts with 50% or more Students Below Proficient in 2002
Grade 5 Math Performance in 2002 vs 2006 by Subgroup**

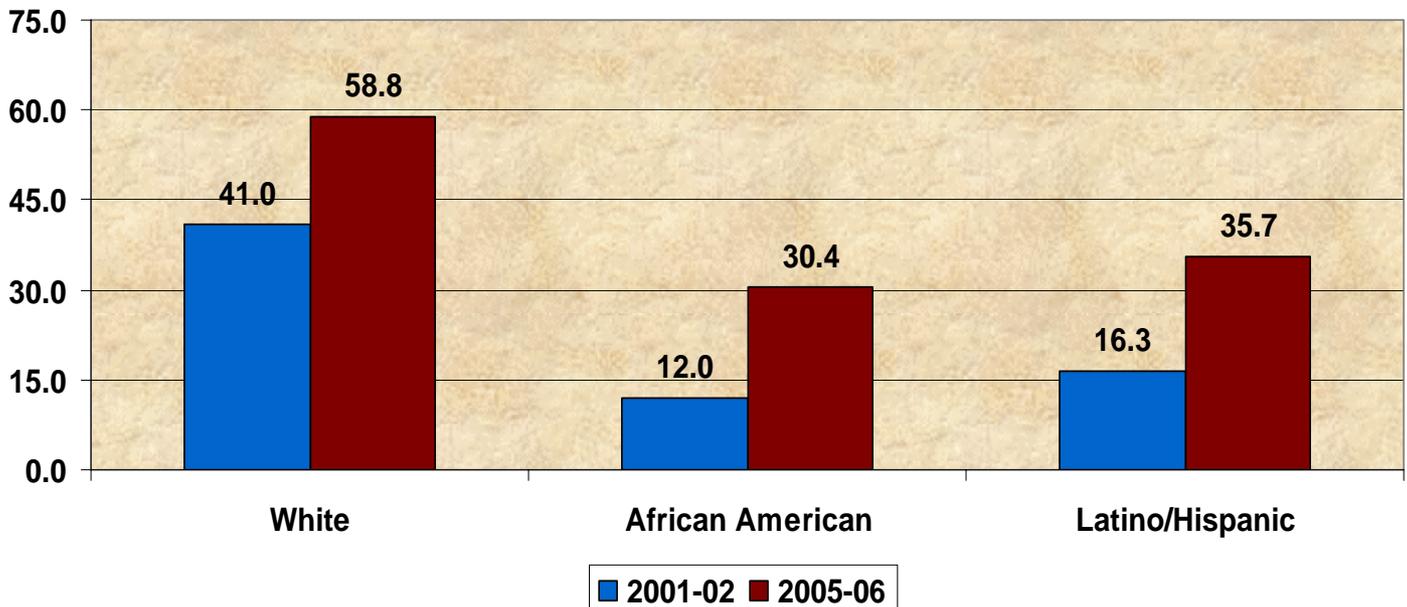


**Districts with 50% or more Students Below Proficient in 2002
Grade 5 Reading Performance in 2002 vs 2006 by Subgroup**

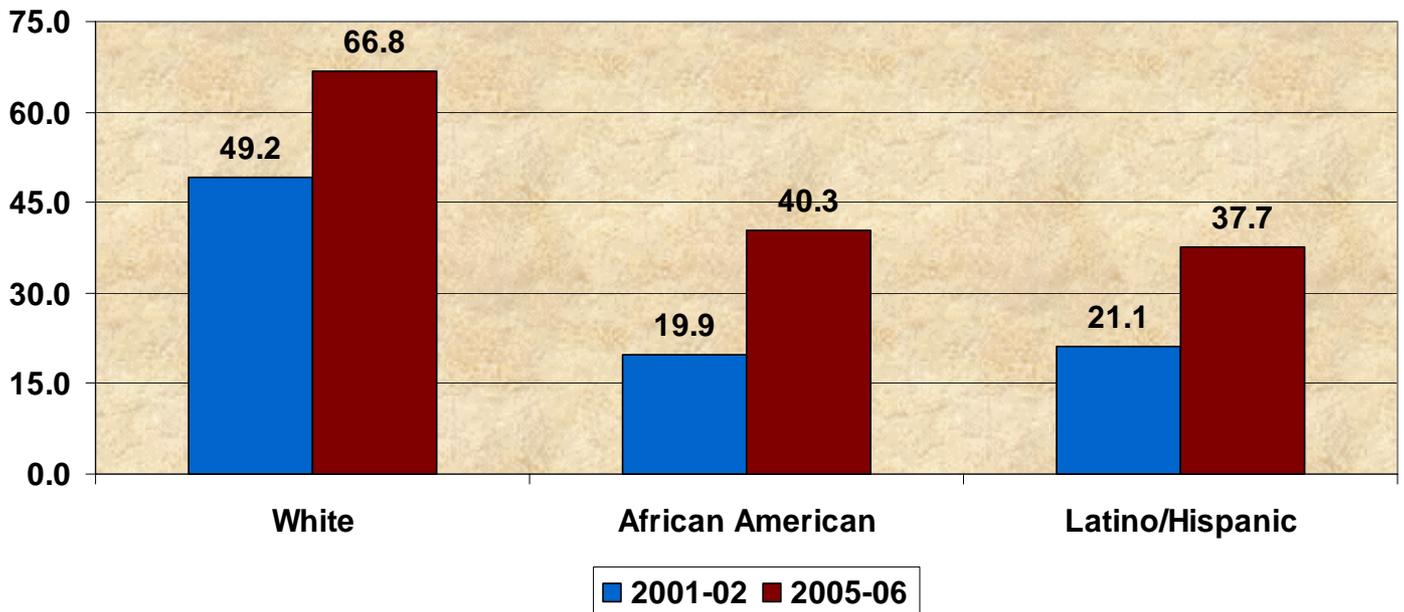


• **Eighth grade subgroups** - again, all of the largest subgroups showed *double-digit* improvement in math and reading. **Math** scores for white students advanced by 17.8 percentage points, 18.4 percentage points for African American students, and 19.4 percentage points in Latino/Hispanic students. **Reading** scores went up by 17.6 percentage points for white students, 20.4 percentage points for black students, and 16.6 percentage points for Latino/Hispanic students.

**Districts with 50% or more Students Below Proficient in 2002
Grade 8 Math Performance in 2002 vs 2006 by Subgroup**

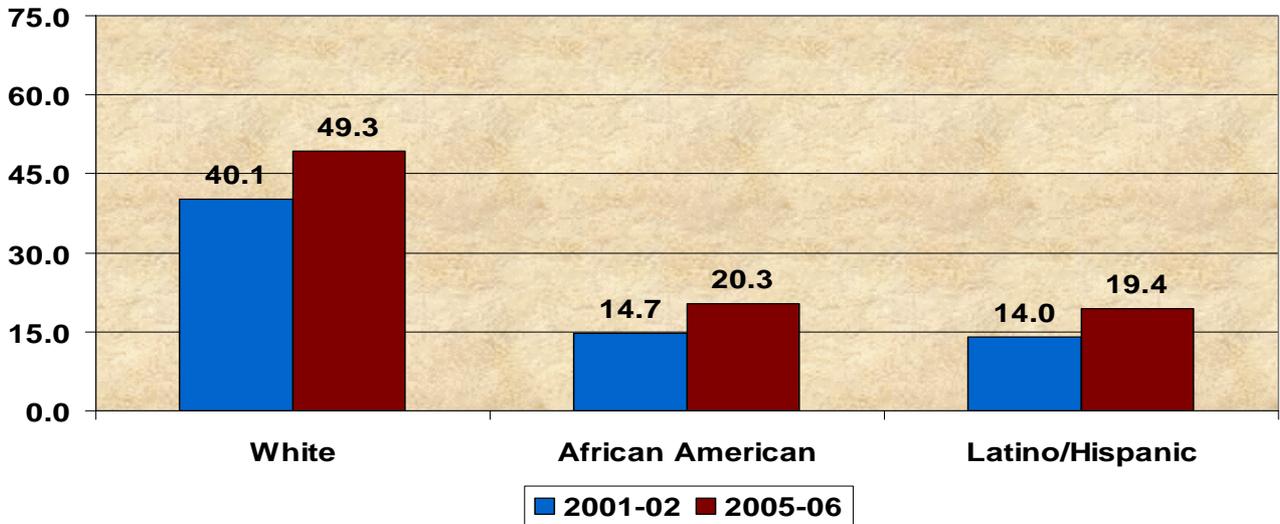


**Districts with 50% or more Students Below Proficient in 2002
Grade 8 Reading Performance in 2002 vs 2006 by Subgroup**

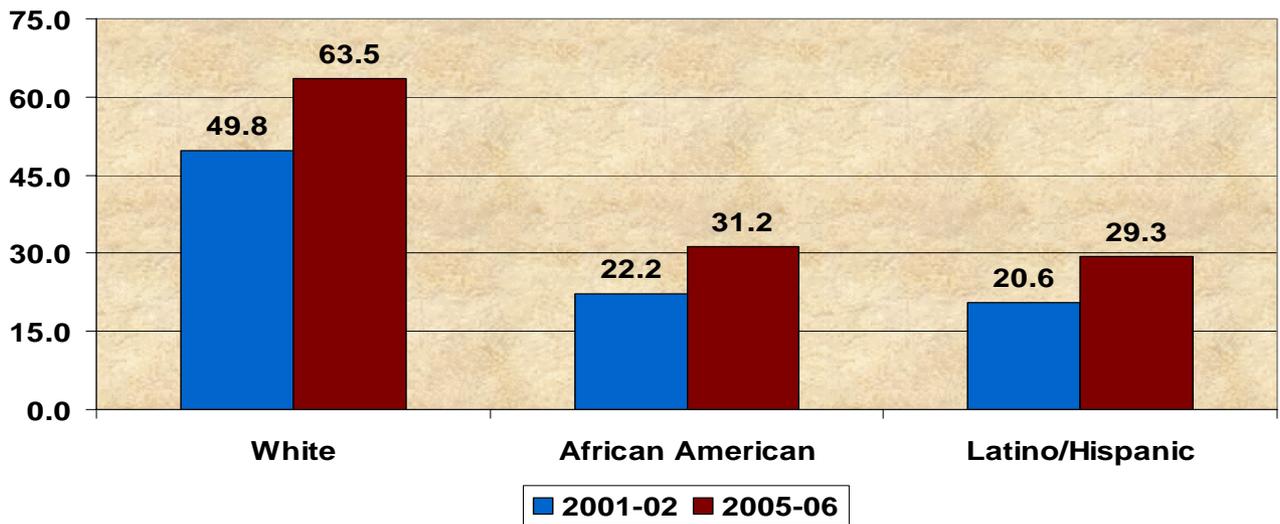


- **Eleventh grade subgroups** scoring proficient or advanced increased showed strong improvement
- White students by 9.2 percentage points, African American students by 5.6 percentage points and Latino/Hispanic students by 5.4 percentage points in math, while reading scores improved by 13.7 percentage points for white students, 9 percentage points for black students and 8.7 percentage points for Latino/Hispanic students.

**Districts with 50% or more Students Below Proficient in 2002
Grade 11 Math Performance in 2002 vs 2006 by Subgroup**



**Districts with 50% or more Students Below Proficient in 2002
Grade 11 Reading Performance in 2002 vs 2006 by Subgroup**



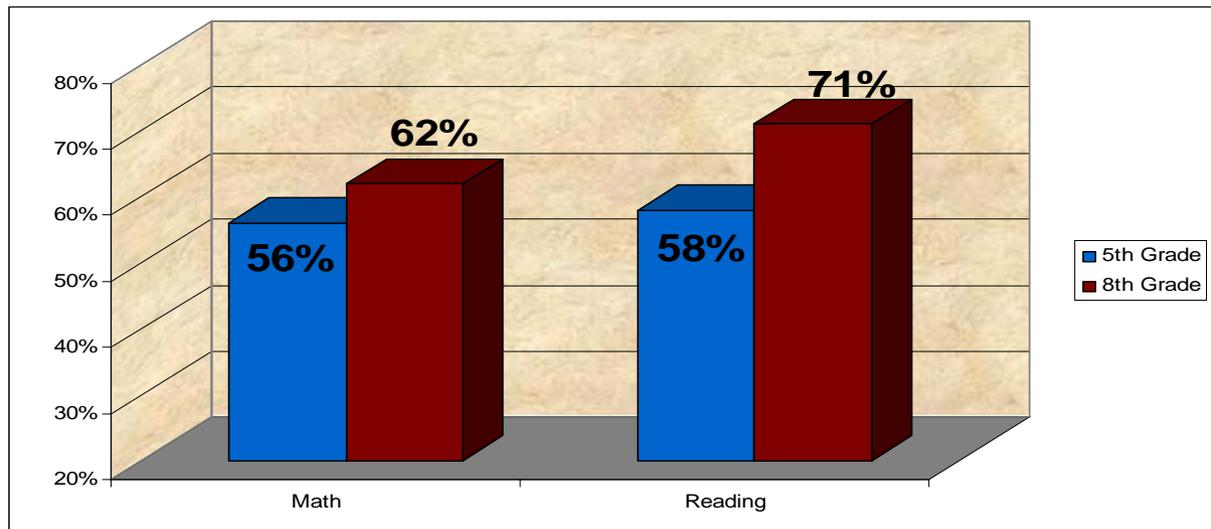
•Of the 724 low-performing schools, in 2002 only 24% of their students were proficient or advanced in math, while 30% of their students were proficient or advanced in reading.

•However, in 2006 in these same exact schools, 40% of students are now proficient or advanced in math while 44% of students are proficient or advanced in reading.

Progress In Every Cohort Over Three Years

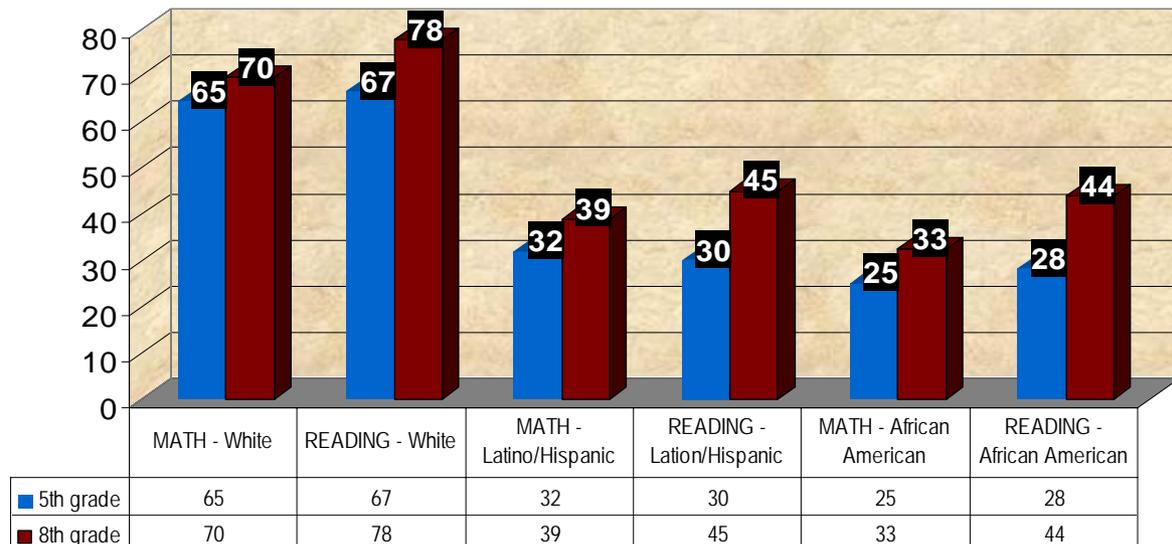
- Today's 8th graders are performing higher than as 5th graders three years ago in every student subgroup. The percentage of this year's 8th graders scoring proficient or advanced in math improved by 5.9 percentage points and 12.6 percentage points in reading since they were 5th graders in 2003. White, African American, and Latino/Hispanic subgroups each showed double-digit improvement in reading, while math score increases ranged from 5 to 7 points.

8th graders (2005-06) made gains in reading & math since they took the 5th grade PSSA in 2002-03



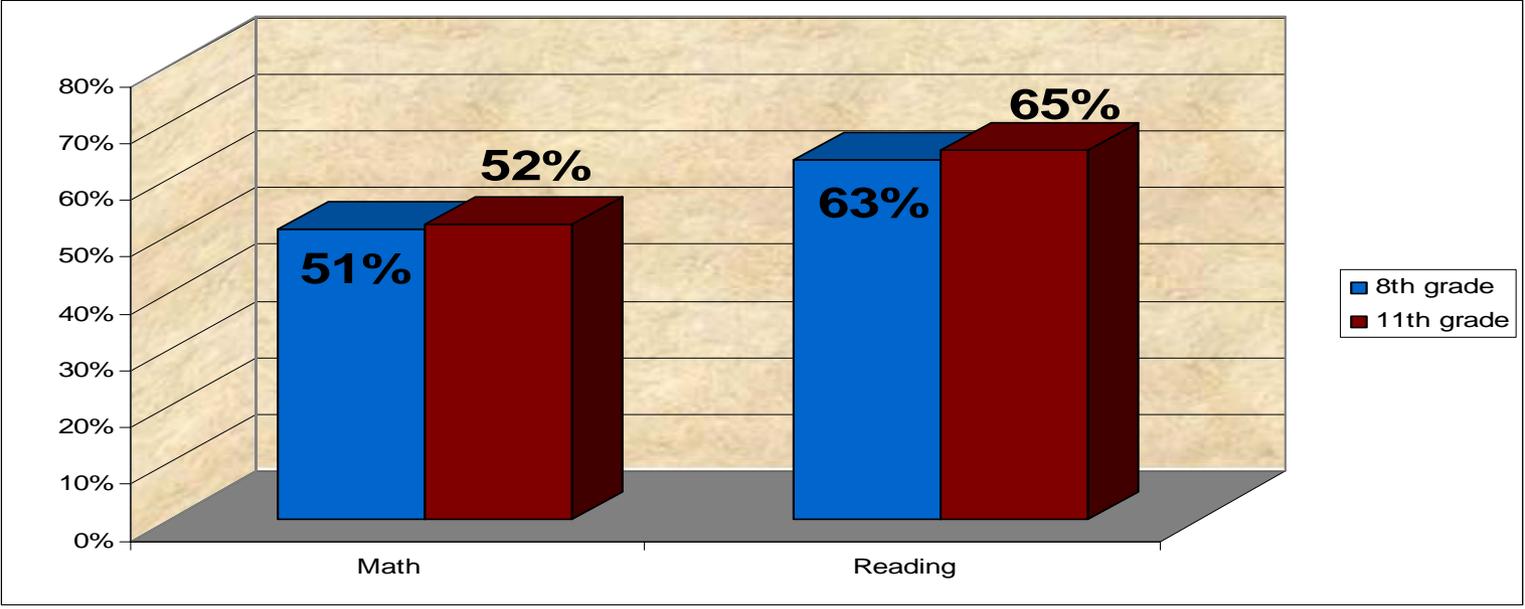
White and African American subgroups each showed double-digit improvement in reading.

8th grade subgroups (2005-06) made gains in reading & math since they took the 5th grade PSSA in 2002-03

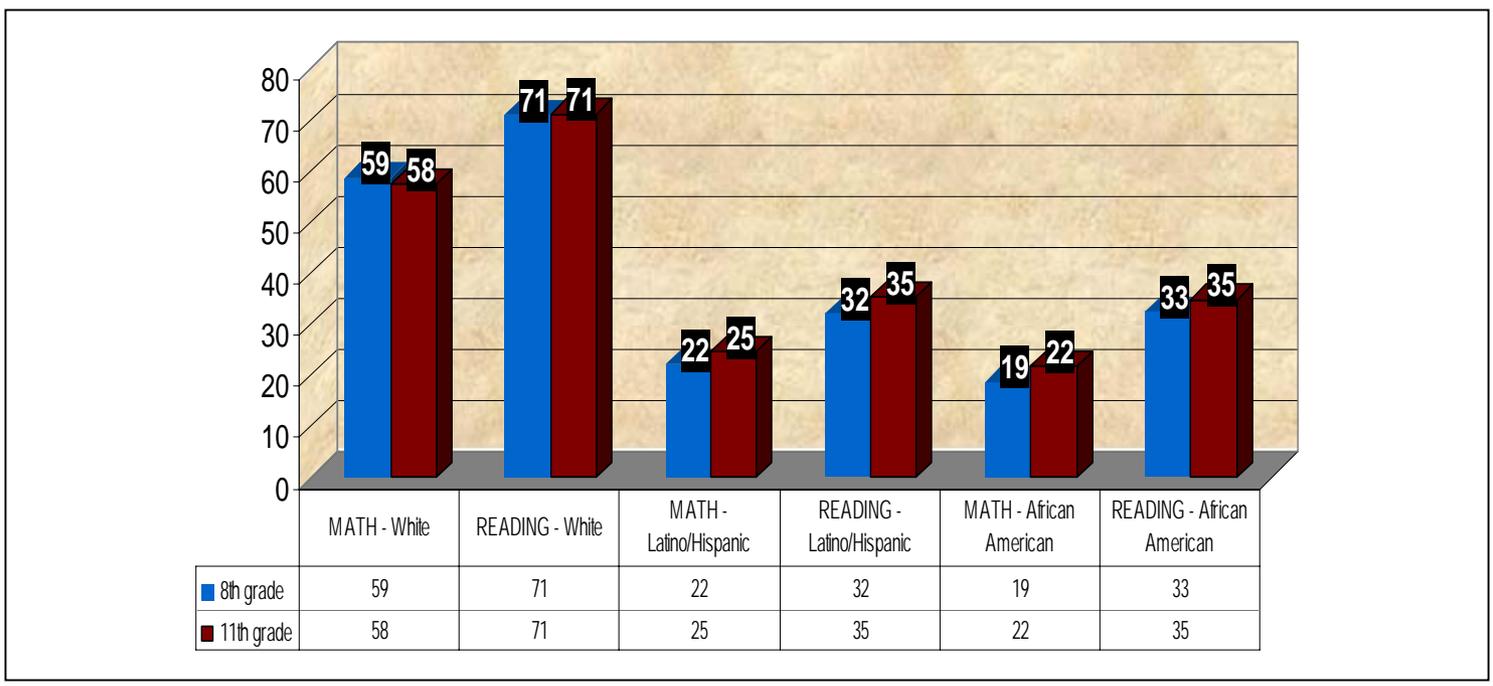


- National trends show that student performance worsens between 8th to 11th grades. Pennsylvania is defying that trend. We have maintained gains overall and across all subgroups in today's 11th graders compared to when they were 8th graders. To truly improve our secondary schools, we need to continue the expansion of Governor Rendell's high school reform initiatives, which included Project 720 and Dual Enrollment. Additionally, the need to enhance supplemental student assistance through tutoring initiatives provided through the Governor's Accountability Block Grants and Educational Assistance Program can help increase these proficiency marks.

11th graders (2005-06) made gains in reading & math since they took the 8th grade PSSA in 2002-03



11th grade subgroups (2005-06) maintained levels in reading & math since taking the 8th grade PSSA in 2002-03



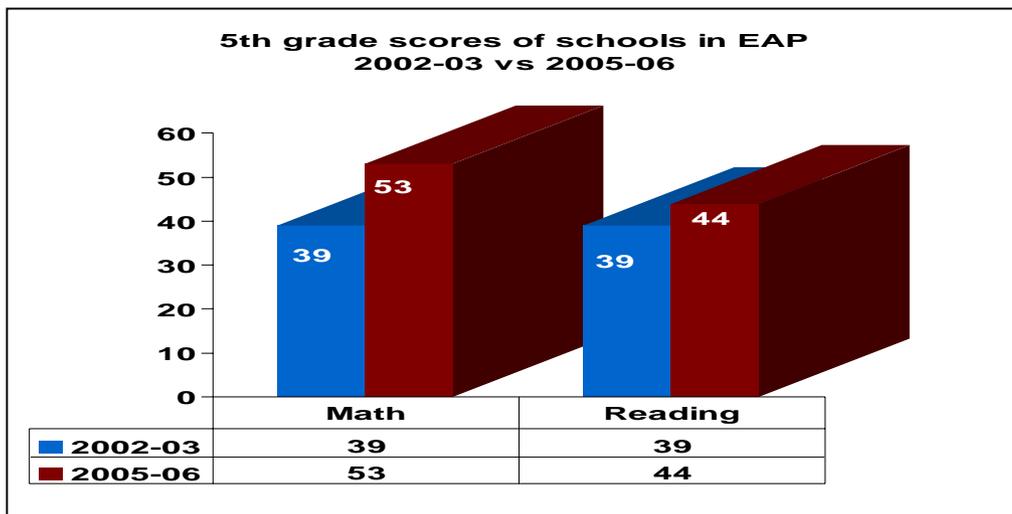
Even More Encouraging Signs

Our targeted interventions are producing great results - schools and districts where we have provided heavy amounts of technical and financial support are showing impressive progress since 2002-03. While it is too early to draw firm conclusions, this year's test scores show that we are on the right track:

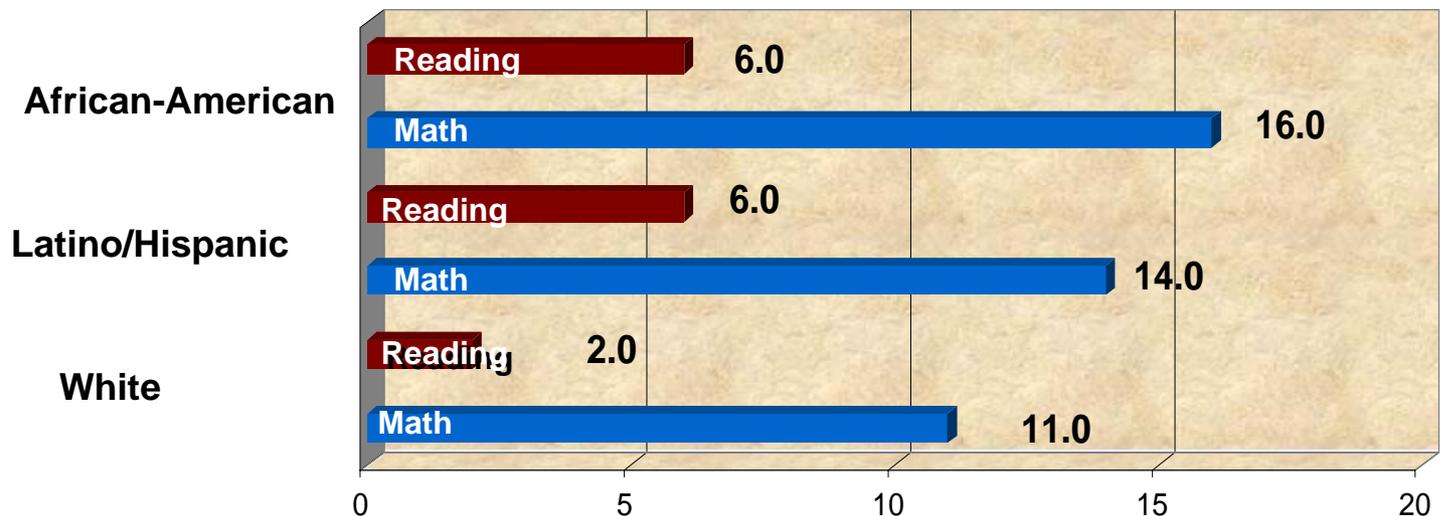
Educational Assistance Program – Governor Rendell launched the Educational Assistance Program (EAP) in 2003-04 with \$38 million to provide extra tutoring support in 81 school districts. That group of schools shows significant improvement since we implemented tutoring intervention and support services.

From those 81 school districts in EAP in 2002-03, the improvement between the percentage of students scoring proficient or advanced between 2002-03 and 2005-06 is as follows:

Fifth graders showed 14 percentage points improvement in math and 5 percentage points increase in reading. Every major student subgroup improved by double-digits in math - The white students improved by 11 percentage points, African American students by 16 percentage points, and Hispanic/Latinos by 14 percentage points in math, while reading scores went up by 2 percentage points, 6 percentage points, and 6 percentage points respectively.

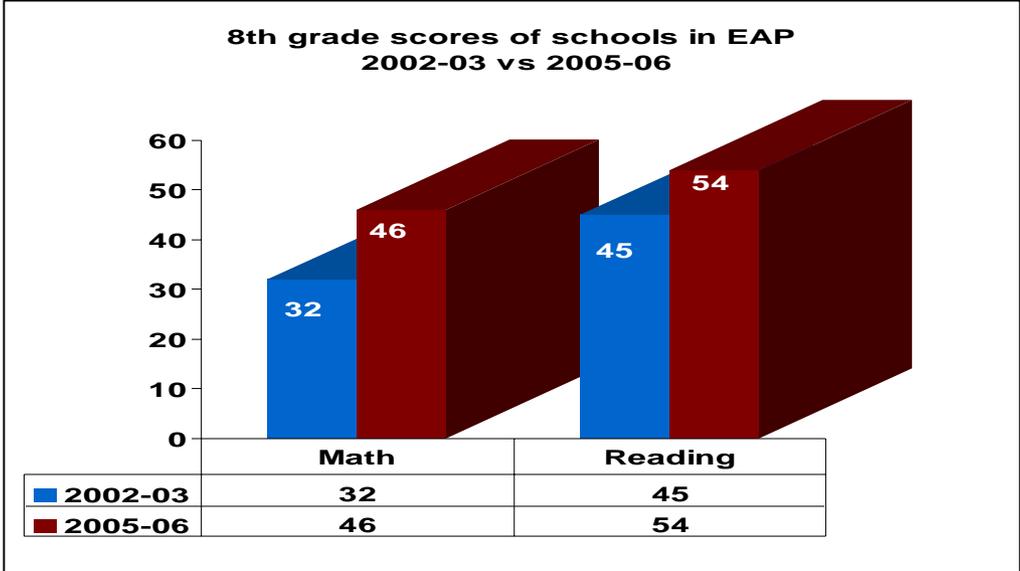


Percentage Point Gain of EAP 5th grade subgroups from 2003-2006



Eighth graders improved by 14 percentage points in math and 9 percentage points in reading. Again student subgroup scores in math showed double-digit improvement in math and most in reading. Math scores increased by 13 percentage points in whites, 15 percentage points in African Americans, and 17 percentage points in Latino/Hispanics and Reading by 8 percentage points, 12 percentage points, and 12 percentage points, respectively.

(High schools were not included in EAP until the following year.)



Percentage Point Gain of EAP 8th grade subgroups from 2003-2006

