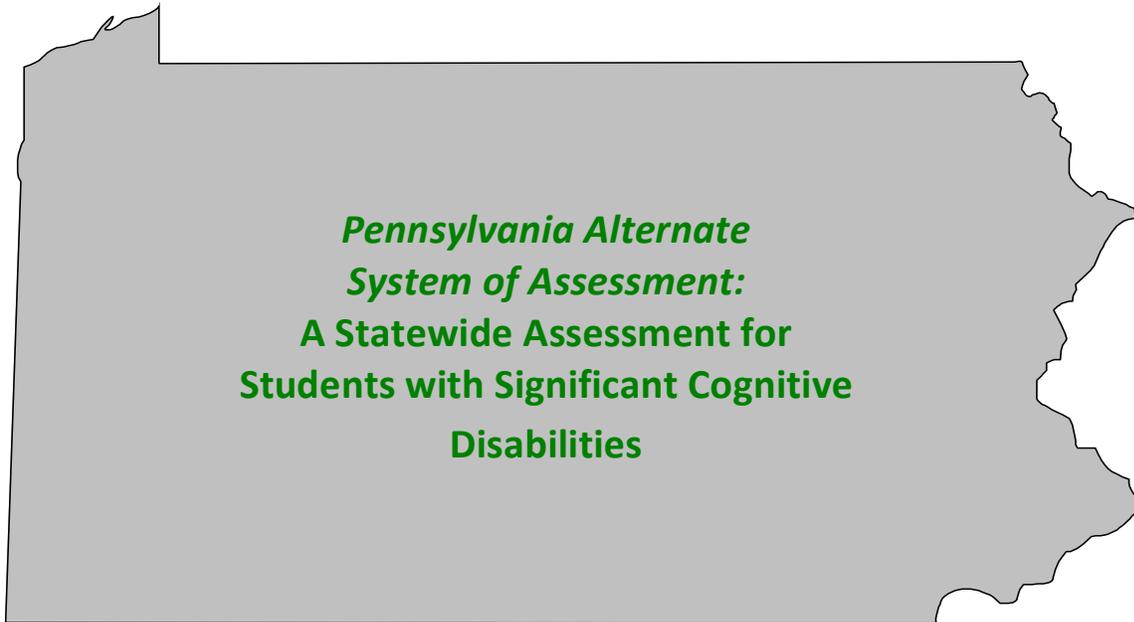


State Report Card 2014-2015



**2015 Pennsylvania Alternate System of Assessment (PASA)
(Reading and Math)**

Statewide Results



pennsylvania
DEPARTMENT OF EDUCATION

Bureau of Special Education
Pennsylvania Alternate System of Assessment

Executive Summary

This report summarizes results of the 2015 *Pennsylvania Alternate System of Assessment (PASA)* reading and math assessments. The report is divided into two major sections: Section 1 presents demographic information about students assessed; and Section 2 presents the assessment outcomes. Statewide summary data are provided first, followed by detailed data disaggregated by grade level and level of the test administered.

Overall, a total of 17,364 students were assessed in reading and math. The majority of the students assessed were male, white/not Hispanic, with a primary disability being intellectual disability, or autism. There were, however, significant numbers of students who were African American and economically disadvantaged. Outcome data presented include the numbers of items assessed, mean rubric scores for categories of items, numbers and percentages of students performing in the four performance categories, and numbers and percentages of students in various demographic categories performing in the four different performance categories. Three-year comparisons for student performance levels are also provided.

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**2015 Pennsylvania Alternate System of Assessment (PASA)
Results:
(Reading and Math)**

SECTION 1- DEMOGRAPHIC INFORMATION ABOUT STUDENTS ASSESSED

Table 1. Total Number of Students Assessed in Reading and Math at Each Assessment Level

<i>PASA Test</i>	<i>Level A</i>	<i>Level B</i>	<i>Level C</i>	<i>Totals</i>
Reading	6519	7143	3702	17364
Math	6832	6676	3856	17364

Table 2. Number of Students Assessed in Reading and Math at Each Grade Level as Percentage of Tested State PASA Population

<i>Grade</i>	<i>Reading</i>		<i>Math</i>	
	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>
3	2495	14.4	2495	14.4
4	2520	14.5	2520	14.5
5	2501	14.4	2501	14.4
6	2530	14.6	2530	14.6
7	2565	14.8	2565	14.8
8	2551	14.7	2551	14.7
11	2202	12.7	2202	12.7

PARTICIPATION BY GENDER

Table 3. Number and Percentage of Males and Females Assessed in Reading and Math at Each Assessment and Grade Level

	<i>Males</i>			<i>Females</i>			<i>Total</i>
	#	% within Reading Level	% within Gender	#	% within Reading Level	% within Gender	
Reading A	4416	37.9	67.7	2103	36.7	32.3	6519
Reading B	4793	41.2	67.1	2350	41.0	32.9	7143
Reading C	2428	20.9	65.6	1274	22.2	34.4	3702
Total	11637	100.0		5727	100.0		17364
Math A	4576	39.3	67.0	2256	39.4	33.0	6832
Math B	4451	38.2	66.7	2225	38.9	33.3	6676
Math C	2610	22.4	67.7	1246	21.8	32.3	3856
Total	11637	100.0		5727	100.0		17364

PARTICIPATION BY PRIMARY DISABILITY

Table 4. Number and Percentage of Students *Within* Each Primary Disability Category who Participated in Statewide Accountability Assessment Through the PASA in 2014-2015

	<i># Participated through PASA</i>	<i>Total # Participated State-wide</i>	<i>% of Disability Group Participating in PASA</i>
<i>Autism</i>	5444	26814	20.3
<i>Deaf-Blind</i>	20	20	100.0
<i>Deafness / Hearing Impairment</i>	102	2708	3.8
<i>Emotional Disturbance</i>	340	23022	1.5
<i>Intellectual Disability</i>	7050	17876	39.4
<i>Learning Disability</i>	1635	117277	1.4
<i>Multiple Disabilities</i>	1272	2979	42.7
<i>Orthopedic Impairment</i>	123	813	15.1
<i>Other Health Impairment</i>	1043	35752	2.9
<i>Speech / Language Impairment</i>	124	41711	0.3
<i>Traumatic Brain Injury</i>	69	542	12.7
<i>Visual Impairment</i>	142	1083	13.1
Total	17364	270597	6.4

Table 5. Number and Percentage of Students in Each (Primary) Disability Category Assessed in Reading

	<i>Reading</i>							
	<i>Total Participating</i>	<i>% of Total</i>	<i>Level A</i>		<i>Level B</i>		<i>Level C</i>	
<i>Autism</i>	5444	31.4	2366	36.3	2061	28.9	1016	27.4
<i>Deaf-Blind</i>	20	0.1	18	0.3	2	0.0	0	0.0
<i>Deafness / Hearing Impairment</i>	102	0.6	35	0.5	39	0.5	28	0.8
<i>Emotional Disturbance</i>	340	2.0	62	1.0	175	2.4	103	2.8
<i>Intellectual Disability</i>	7050	40.6	2425	37.2	3213	45.0	1412	38.1
<i>Learning Disability</i>	1635	9.4	169	2.6	768	10.8	698	18.9
<i>Multiple Disabilities</i>	1272	7.3	1033	15.8	191	2.7	48	1.3
<i>Orthopedic Impairment</i>	123	0.7	45	0.7	52	0.7	306	8.3
<i>Other Health Impairment</i>	1043	6.0	214	3.3	523	7.3	26	0.7
<i>Speech / Language Impairment</i>	124	0.7	27	0.4	59	0.8	38	1.0
<i>Traumatic Brain Injury</i>	69	0.4	23	0.4	26	0.4	20	0.5
<i>Visual Impairment</i>	142	0.8	101	1.5	34	0.5	7	0.2

Table 6. Number and Percentage of Students in Each (Primary) Disability Category Assessed in Math

	Math								
	<i>Total Participating</i>	<i>% of Total</i>	<i>Level A</i>		<i>Level B</i>		<i>Level C</i>		
Autism	5444	31.4	2428	35.5	1966	29.4	1050	27.2	
Deaf-Blind	20	0.1	19	0.3	1	0.0	0	0.0	
Deafness / Hearing Impairment	102	0.6	34	0.5	36	0.5	32	0.8	
Emotional Disturbance	340	2.0	66	1.0	156	2.3	118	3.1	
Intellectual Disability	7050	40.6	2623	38.4	3028	45.4	1399	36.3	
Learning Disability	1635	9.4	164	2.4	670	10.0	801	20.8	
Multiple Disabilities	1272	7.3	1058	15.5	165	2.5	49	1.3	
Orthopedic Impairment	123	0.7	47	0.7	49	0.7	317	8.2	
Other Health Impairment	1043	6.0	234	3.4	492	7.4	27	0.7	
Speech / Language Impairment	124	0.7	29	0.4	54	0.8	41	1.1	
Traumatic Brain Injury	69	0.4	23	0.3	29	0.4	17	0.4	
Visual Impairment	142	0.8	107	1.6	30	0.4	5	0.1	

PARTICIPATION BY ETHNICITY

Table 7. Number and Percentage of Students in Each Ethnicity Category Assessed in Reading

	<i>Reading</i>							
	<i>Total</i>	<i>% of Total</i>	<i>Level A</i>		<i>Level B</i>		<i>Level C</i>	
<i>African American/Black</i>	3855	22.2	1442	22.1	1665	23.3	748	20.2
<i>Asian/Pacific Islander</i>	440	2.5	215	3.3	153	2.1	72	1.9
<i>Latino/Hispanic – American</i>	1932	11.1	817	12.5	811	11.4	304	8.2
<i>Multi-Racial/Ethnic</i>	610	3.5	274	4.2	223	3.1	113	3.1
<i>Native American/Alaskan</i>	24	0.1	12	0.2	8	0.1	4	0.1
<i>White / Not Hispanic</i>	10503	60.5	3758	57.7	4283	60.0	2461	66.5

Table 8. Number and Percentage of Students in Each Ethnicity Category Assessed in Math

	Math							
	<i>Total</i>	<i>% of Total</i>	<i>Level A</i>		<i>Level B</i>		<i>Level C</i>	
<i>African American/Black</i>	3855	22.2	1525	22.3	1599	24.0	731	19.0
<i>Asian /Pacific Islander</i>	440	2.5	217	3.2	148	2.2	75	1.9
<i>Latino/Hispanic - American</i>	1932	11.1	822	12.0	762	11.4	348	9.0
<i>Multi-Racial/Ethnic</i>	610	3.5	281	4.1	210	3.1	119	3.1
<i>Native American/Alaskan</i>	24	0.1	12	0.2	7	0.1	5	0.1
<i>White / Not Hispanic</i>	10503	60.5	3975	58.2	3950	59.2	2578	66.9

PARTICIPATION BY ECONOMIC STATUS

Table 9. Number and Percentage of Students Who are Economically Disadvantaged Assessed in Reading and Math at Each Test Level

	<i>Total</i>	<i>% of Total</i>	<i>Level A</i>		<i>Level B</i>		<i>Level C</i>	
<i>Reading</i>	10225	58.9	3492	53.6	4535	63.5	2198	59.4
<i>Math</i>	10225	58.9	3662	53.6	4238	63.5	2325	60.3

Table 10. Number and Percentage of Students with Limited English Proficiency Assessed in Reading and Math at Each Test Level

	<i>Total</i>	<i>% of Total</i>	<i>Level A</i>		<i>Level B</i>		<i>Level C</i>	
<i>Reading</i>	932	5.4	342	5.2	424	5.9	166	4.5
<i>Math</i>	932	5.4	337	4.9	398	6.0	197	5.1

Table 11. Number and Percentage of Students with Limited English Proficiency in Each (Primary) Disability Category Assessed in Reading

	<i>Reading</i>							
	<i>Total Participating</i>	<i>% of Total</i>	<i>Level A</i>		<i>Level B</i>		<i>Level C</i>	
<i>Autism</i>	184	19.7	77	22.5	68	16.0	39	23.5
<i>Deaf-Blind</i>	0	0.0	0	0.0	0	0.0	0	0.0
<i>Deafness / Hearing Impairment</i>	5	0.5	3	0.9	1	0.2	1	0.6
<i>Emotional Disturbance</i>	11	1.2	2	0.6	8	1.9	1	0.6
<i>Intellectual Disability</i>	417	44.7	166	48.5	197	46.5	54	32.5
<i>Learning Disability</i>	175	18.8	26	7.6	97	22.9	52	31.3
<i>Multiple Disabilities</i>	50	5.4	39	11.4	10	2.4	1	0.6
<i>Orthopedic Impairment</i>	13	1.4	3	0.9	7	1.7	3	1.8
<i>Other Health Impairment</i>	53	5.7	22	6.4	22	5.2	9	5.4
<i>Speech / Language Impairment</i>	19	2.0	3	0.9	11	2.6	5	3.0
<i>Traumatic Brain Injury</i>	3	0.3	1	0.3	1	0.2	1	0.6
<i>Visual Impairment</i>	2	0.2	0	0.0	2	0.5	0	0.0

Table 12. Number and Percentage of Students with Limited English Proficiency in Each (Primary) Disability Category Assessed in Math

	<i>Math</i>							
	<i>Total Participating</i>	<i>% of Total</i>	<i>Level A</i>		<i>Level B</i>		<i>Level C</i>	
<i>Autism</i>	184	19.7	77	22.8	64	16.1	43	21.8
<i>Deaf-Blind</i>	0	0.0	0	0.0	0	0.0	0	0.0
<i>Deafness / Hearing Impairment</i>	5	0.5	3	0.9	1	0.3	1	0.5
<i>Emotional Disturbance</i>	11	1.2	2	0.6	7	1.8	2	1.0
<i>Intellectual Disability</i>	417	44.7	165	49.0	195	49.0	57	28.9
<i>Learning Disability</i>	175	18.8	24	7.1	82	20.6	69	35.0
<i>Multiple Disabilities</i>	50	5.4	38	11.3	10	2.5	2	1.0
<i>Orthopedic Impairment</i>	13	1.4	4	1.2	6	1.5	3	1.5
<i>Other Health Impairment</i>	53	5.7	20	5.9	22	5.5	11	5.6
<i>Speech / Language Impairment</i>	19	2.0	2	0.6	9	2.3	8	4.1
<i>Traumatic Brain Injury</i>	3	0.3	1	0.3	1	0.3	1	0.5
<i>Visual Impairment</i>	2	0.2	1	0.3	1	0.3	0	0.0

Table 13. Number of Students with Whom Accommodated Versions of the 2015 PASA Reading and Math Were Used

	<i>Reading</i>			<i>Math</i>		
	<i>Level</i>	<i>Level</i>	<i>Level</i>	<i>Level</i>	<i>Level</i>	<i>Level</i>
	<i>A</i>	<i>B</i>	<i>C</i>	<i>A</i>	<i>B</i>	<i>C</i>
Grade 3						
<i>Tactile Version</i>	21	0	0	20	0	0
<i>Augmentative Communication Version</i>	0	16	0	0	13	2
<i>Deaf & Hard of Hearing Version</i>	0	6	0	0	0	0
Grade 4						
<i>Tactile Version</i>	25	4	1	24	4	1
<i>Augmentative Communication Version</i>	0	12	2	0	14	1
<i>Deaf & Hard of Hearing Version</i>	0	10	6	0	0	0
Grade 5						
<i>Tactile Version</i>	23	1	0	22	0	0
<i>Augmentative Communication Version</i>	0	21	2	0	16	3
<i>Deaf & Hard of Hearing Version</i>	0	9	0	0	0	0
Grade 6						
<i>Tactile Version</i>	21	2	1	20	0	1
<i>Augmentative Communication Version</i>	0	21	4	0	19	3
<i>Deaf & Hard of Hearing Version</i>	0	9	0	0	0	0

Table 13, continued

	<i>Reading</i>			<i>Math</i>		
	A	B	C	A	B	C
Grade 7						
<i>Tactile Version</i>	22	1	1	22	0	1
<i>Augmentative Communication Version</i>	0	33	4	0	25	3
<i>Deaf & Hard of Hearing Version</i>	14	9	6	0	0	0
Grade 8						
<i>Tactile Version</i>	23	1	1	23	2	0
<i>Augmentative Communication Version</i>	0	32	2	0	18	5
<i>Deaf & Hard of Hearing Version</i>	12	18	5	0	0	0
Grade 11						
<i>Tactile Version</i>	18	2	0	16	4	0
<i>Augmentative Communication Version</i>	0	8	2	0	8	1
<i>Deaf & Hard of Hearing Version</i>	12	5	6	0	0	0
Totals						
<i>Tactile Version</i>	153	11	4	145	10	3
<i>Augmentative Communication Version</i>	0	140	16	0	112	19
<i>Deaf & Hard of Hearing Version</i>	38	66	23	0	0	0

Table 14. Number and Percentage of Students by Primary Disability Category Assessed Using the AAC Version of the Assessment in Reading

	Reading				
	Total	% of Total	Level A	Level B	Level C
Autism	54	34.8%	0	52	2
Emotional Disturbance	1	0.6%	0	0	1
Deaf-Blind	0	0.0%	0	0	0
Learning Disability	2	1.3%	0	1	1
Intellectual Disability	44	28.4%	0	42	2
Multiple Disabilities	35	22.6%	0	30	5
Orthopedic Impairment	4	2.6%	0	4	0
Other Health Impairment	13	8.4%	0	10	3
Speech / Language Impairment	2	1.3%	0	2	0
Traumatic Brain Injury	0	0.0%	0	0	0
Visual Impairment	0	0.0%	0	0	0

Table 15. Number and Percentage of Students by Primary Disability Category Assessed Using the AAC Version of the Assessment in Math

	Math				
	Total	% of Total	Level A	Level B	Level C
Autism	41	34.2%	0	34	7
Emotional Disturbance	1	0.8%	0	1	0
Deaf-Blind	0	0.0%	0	0	0
Learning Disability	1	0.8%	0	0	1
Intellectual Disability	33	27.5%	0	31	2
Multiple Disabilities	29	24.2%	0	24	5
Orthopedic Impairment	3	2.5%	0	3	0
Other Health Impairment	11	9.2%	0	8	3
Speech / Language Impairment	1	0.8%	0	1	0
Traumatic Brain Injury	0	0.0%	0	0	0
Visual Impairment	0	0.0%	0	0	0

**2015 Pennsylvania Alternate System of Assessment (PASA)
Results:
(Reading and Math)**

SECTION 2-2015 PASA ASSESSMENT OUTCOMES

TESTING TERMINATED

Table 16. Number and Percentage of Students Assessed in Reading and Math at Each Assessment and Grade Level Whose Assessments Were Terminated Prior to Completion¹

	<i># Terminated</i>	<i>% of Total</i>	<i>Level A</i>		<i>Level B</i>		<i>Level C</i>	
<i>Reading</i>	396	2.3	383	5.9	9	0.1	4	0.1
<i>Math</i>	397	2.3	380	5.6	12	0.2	5	0.1

¹ “If the student is unable to participate meaningfully in the Reading and Math tests despite the accommodations and modifications provided, discontinue the test. This lack of meaningful participation is demonstrated to the scorers by **three consecutive skills in which the student is only passively participating**. The attempts to complete the three skills must be captured on video or narrative notes and must occur within the first four skills of the test for the given subject. **Do not discontinue testing just because three consecutive incorrect responses occur in the middle of the test**; discontinue if you believe the student is unable to participate meaningfully. When you discontinue the test, the student will earn the lowest performance level (emerging) in that subject area, but he or she will be included in the accountability process.” (2015 Administrator Manual, p. 15)

SCORING RUBRIC

Scoring Rubric

Correct and Independent (C)	Correct but with Support (S)	Not correct (N)	Omitted (O)
Formerly 5/4	4/3	2/1	0
<p>Response (or all responses for multi-step test item) was performed correctly and independently on first attempt with only one or more repetitions of request for student to respond and, if needed, repetitions of words of encouragement (Additional request or encouragement was provided prior to student making a response or between responses on multi-step test items)</p> <p>As long as no additional information is provided, it is permissible for assessors to...</p> <ul style="list-style-type: none"> • redirect student to the test item • encourage student to start or to continue • clarify directions in response to a student's request 	<p>Response was eventually correct, after student gave an incorrect response and additional prompt(s) were provided</p> <ul style="list-style-type: none"> • assessor continued to prompt student for correct response • assessor did not acknowledge incorrect response and student tried again (silent prompt) <p style="text-align: center;">and/or</p> <p>Test item was made easier because</p> <p>Assessor</p> <ul style="list-style-type: none"> • reduced the array of answer choices (with at least 2 choices remaining) • gave hints or strategies • pointed while student read • named item that was not supposed to be named • helped student read text <p>Student</p> <ul style="list-style-type: none"> • demonstrated a modified version of the skill (easier, not completely different) • correctly completed some, but not all, steps of a multi-step test item (e.g., student was supposed to provide 4 facts but only gave 3; was to count individual objects/bills aloud, but only counted some items or named total) <p style="text-align: center;">or</p> <p>Response was correct, but beginning prompt could not be seen nor heard due to recording (Does not pertain to situations in which student seemed to know what to do and did not need a prompt to respond)</p>	<p>Response was incorrect or student did not respond and assessor accepted it and moved on to next test item</p> <p style="text-align: center;">or</p> <p>Response was ensured because assessor</p> <ul style="list-style-type: none"> • reduced array to one choice • gave answer; student repeated answer • demonstrated correct response; student imitated response • pointed to correct answer; student pointed where assessor pointed • led student's hand to correct choice <p style="text-align: center;">or</p> <p>Response demonstrated was completely different from the targeted skill (e.g. student matched words instead of read words)</p> <p style="text-align: center;">or</p> <p>Response was not recorded or cannot be discerned</p> <p>Test materials and/or directions were presented, but scorer is unable to tell if student's response was correct or incorrect because it was not recorded or very hard to see or hear</p>	<p>No part of the test item was video recorded (Test item skipped entirely – neither assessor nor student could be seen nor heard)</p> <p>All three criteria below were met:</p> <ol style="list-style-type: none"> 1. No materials were presented, 2. No request was made of the student, and 3. No student response could be seen nor heard

Figure 1. Four-Point Rubric for Scoring the 2015 PASA

MEAN RUBRIC SCORES BY “REPORTING CATEGORY”

Although the *PASA* tests are short, each test has items representing sub-categories. In Reading, there are two subcategories: Reading Literature and Reading Informational Text. In Math, there are five subcategories: Numbers and Operations, Algebraic Concepts, Geometry, and Measurement, Data and Probability. Within each subcategory there are different numbers of test items by grade level and by level of the assessment. Only total scores (not subcategory scores) are reported for the *PASA* to ensure a more reliable reporting of scores. However, the tables that follow present the mean rubric scores assigned statewide for each subcategory of items assessed in reading and math.

Table 17. Mean Rubric Scores Overall and by Reporting Sub-categories

<i>Reading: Mean Rubric Score</i>			
	<i>Level A</i>	<i>Level B</i>	<i>Level C</i>
<i>Foundational Skills</i>	3.9	4.6	4.2
<i>Reading Literature</i>	3.9	4.2	4.2
<i>Reading Informational Text</i>	4.1	4.1	4.1
<i>Total Test</i>	4.0	4.3	4.2
<i>Math: Mean Rubric Score</i>			
<i>Foundational Skills</i>	3.9	4.3	3.9
<i>Numbers and Operations</i>	3.5	4.0	3.8
<i>Algebraic Concepts</i>	3.6	4.1	4.1
<i>Geometry</i>	3.7	4.4	4.0
<i>Measurement, Data, and Probability</i>	3.7	4.3	4.1
<i>Total Test</i>	3.7	4.2	3.9

CUT SCORES FOR 2015

2015 Cut Scores for Reading (Score Range = 0 to 100)

	Emerging	Novice	Proficient	Advanced
3/4 Reading				
A	0 – 70	71 – 87	88 – 100	*
B	0 – 59	60 – 83	84 – 100	*
C	0 – 68	69 – 81	82 – 89	90 – 100
5/6 Reading				
A	0 – 71	72 – 87	88 – 100	*
B	0 – 72	73 – 87	88 – 100	*
C	0 – 69	70 – 83	84 – 91	92 – 100
7/8 Reading				
A	0 – 70	71 – 84	85 – 100	*
B	0 – 63	64 – 84	85 – 100	*
C	0 – 69	70 – 79	80 – 89	90 – 100
11 Reading				
A	0 – 63	64 – 80	81 – 100	*
B	0 – 66	67 – 85	86 – 100	*
C	0 – 56	57 – 82	83 – 92	93 – 100

** Through 2014-15, only students administered the Level C PASA could earn the designation of “Advanced.” Beginning in 2015-16 students taking Levels A or B will also be able to earn “Advanced” status.*

2015 Cut Scores for Math (Score Range = 0 to 100)

	Emerging	Novice	Proficient	Advanced
3/4 Math				
A	0 – 73	74 – 85	86 – 100	*
B	0 – 84	85 – 92	93 – 100	*
C	0 – 68	69 – 79	80 – 91	92 – 100
5/6 Math				
A	0 – 73	74 – 83	84 – 100	*
B	0 – 71	72 – 85	86 – 100	*
C	0 – 69	70 – 79	80 – 87	88 – 100
7/8 Math				
A	0 – 63	64 – 77	78 – 100	*
B	0 – 69	70 – 85	86 – 100	*
C	0 – 61	62 – 77	78 – 88	89 – 100
11 Math				
A	0 – 69	70 – 79	80 – 100	*
B	0 – 65	66 – 81	82 – 100	*
C	0 – 58	59 – 75	76 – 87	88 – 100

** Through 2014-15, only students administered the Level C PASA could earn the designation of “Advanced.” Beginning in 2015-16 students taking Levels A or B will also be able to earn “Advanced” status.*

PERFORMANCE LEVELS OVERALL BY SUBJECT AND TEST LEVEL

Table 18. Number and Percentage of Students Assessed at Performance Levels *Advanced, Proficient, Novice and Emerging* in Reading and Math

	<i>Advanced</i>		<i>Proficient</i>		<i>Novice</i>		<i>Emerging</i>	
Level A								
Reading	-	-	3228	49.5	1458	22.4	1832	28.1
Math	-	-	2747	40.2	1555	22.8	2530	37.0
Level B								
Reading	-	-	4213	59.0	2317	32.4	613	8.6
Math	-	-	3200	47.9	1974	29.6	1502	22.5
Level C								
Reading	853	23.0	1380	37.3	983	26.6	486	13.1
Math	726	18.8	1230	31.9	1169	30.3	731	19.0

PERFORMANCE LEVELS OVERALL BY GENDER

Table 19. Number and Percentage of Male and Female Students Performing at *Advanced, Proficient, Novice and Emerging* Levels in Reading and Math

Males					
	<i># Tested</i>	<i>% Advanced</i>	<i>% Proficient</i>	<i>% Novice</i>	<i>% Emerging</i>
Level A					
Reading	4415	-	49.5	23.0	27.5
Math	4576	-	39.8	23.4	36.9
Level B					
Reading	4793	-	58.0	33.0	9.1
Math	4451	-	47.8	29.5	22.7
Level C					
Reading	2428	22.5	37.2	26.3	14.0
Math	2610	19.7	32.5	30.2	17.5

Females					
	<i># Tested</i>	<i>% Advanced</i>	<i>% Proficient</i>	<i>% Novice</i>	<i>% Emerging</i>
Level A					
Reading	2103	-	49.5	21.0	29.4
Math	2256	-	41.1	21.5	37.3
Level B					
Reading	2350	-	61.1	31.4	7.6
Math	2225	-	48.2	29.7	21.1
Level C					
Reading	1274	24.1	37.4	27.0	11.5
Math	1246	17.0	30.6	30.5	21.9

PERFORMANCE LEVELS OVERALL BY PRIMARY DISABILITY

Table 20a. Number and Percentage of Students by Primary Disability Category at Performance Levels *Proficient, Novice, and Emerging* in Reading A and B

	Reading – Level A				Reading – Level B			
	# Tested	% Proficient	% Novice	% Emerging	# Tested	% Proficient	% Novice	% Emerging
Autism	2366	43.7	31.4	24.9	2061	46.2	39.9	13.9
Deaf-Blind	18	22.2	38.9	38.9	2	0.0	50.0	50.0
Deafness / Hearing Impairment	35	57.1	25.7	17.1	39	38.5	43.6	17.9
Emotional Disturbance	62	96.8	3.2	0.0	175	68.0	27.4	4.6
Intellectual Disability	2425	64.2	18.0	17.8	3213	59.2	33.1	7.6
Learning Disability	169	96.4	0.0	3.6	768	84.6	13.9	1.4
Multiple Disabilities	1033	14.6	20.1	65.2	191	40.3	46.6	13.1
Orthopedic Impairment	45	42.2	20.0	37.8	52	73.1	23.1	3.8
Other Health Impairment	214	77.1	11.7	11.2	523	72.3	23.5	4.2
Speech / Language Impairment	27	92.6	3.7	3.7	59	72.9	22.0	5.1
Traumatic Brain Injury	23	43.5	21.7	34.8	26	76.9	19.2	3.8
Visual Impairment	101	19.8	12.9	67.3	34	52.9	44.1	2.9

Table 20b. Number and Percentage of Students by Primary Disability Category at Performance Levels *Advanced, Proficient, Novice, and Emerging* in Reading C

Reading – Level C					
	#	%	%	%	%
	Tested	Advanced	Proficient	Novice	Emerging
Autism	1016	21.7	35.2	28.3	14.8
Deaf-Blind	0	0.0	0.0	0.0	0.0
Deafness / Hearing Impairment	28	10.7	25.0	32.1	32.1
Emotional Disturbance	103	17.5	40.8	27.2	14.6
Intellectual Disability	1412	19.8	36.2	29.7	14.4
Learning Disability	698	28.5	42.4	20.3	8.7
Multiple Disabilities	48	25.0	31.3	29.2	14.6
Orthopedic Impairment	26	19.2	50.0	15.4	15.4
Other Health Impairment	306	33.7	35.3	20.6	10.5
Speech / Language Impairment	38	21.1	50.0	18.4	10.5
Traumatic Brain Injury	20	15.0	45.0	40.0	0.0
Visual Impairment	7	42.9	28.6	14.3	14.3

Table 21a. Number and Percentage of Students Assessed by Primary Disability Category at Performance Levels *Proficient, Novice* and *Emerging* in Math A and B

	<i>Math – Level A</i>				<i>Math – Level B</i>			
	<i># Tested</i>	<i>% Proficient</i>	<i>% Novice</i>	<i>% Emerging</i>	<i># Tested</i>	<i>% Proficient</i>	<i>% Novice</i>	<i>% Emerging</i>
<i>Autism</i>	2428	34.5	28.5	37.0	1966	42.9	29.7	27.4
<i>Deaf-Blind</i>	19	15.8	10.5	73.7	1	0.0	0.0	100.0
<i>Deafness / Hearing Impairment</i>	34	52.9	29.4	17.6	36	27.8	25.0	47.2
<i>Emotional Disturbance</i>	66	90.9	7.6	1.5	156	54.5	25.0	20.5
<i>Intellectual Disability</i>	2623	50.5	22.8	26.6	3028	45.1	32.4	22.5
<i>Learning Disability</i>	164	95.1	3.0	1.8	670	74.8	19.0	6.3
<i>Multiple Disabilities</i>	1058	12.9	15.0	72.0	165	28.5	28.5	43.0
<i>Orthopedic Impairment</i>	47	23.4	31.9	44.7	49	53.1	22.4	24.5
<i>Other Health Impairment</i>	234	64.5	19.7	15.8	492	53.7	29.1	17.3
<i>Speech / Language Impairment</i>	29	79.3	10.3	10.3	54	59.3	29.6	11.1
<i>Traumatic Brain Injury</i>	23	34.8	17.4	47.8	29	48.3	27.6	24.1
<i>Visual Impairment</i>	107	16.8	13.1	70.1	30	33.3	33.3	33.3

Table 21b. Number and Percentage of Students Assessed by Primary Disability Category at Performance Levels *Advanced, Proficient, Novice* and *Emerging* Levels in Math C

Math –Level C					
	#	%	%	%	%
	Tested	Advanced	Proficient	Novice	Emerging
Autism	1050	19.0	31.2	31.4	18.4
Deaf-Blind	0	0.0	0.0	0.0	0.0
Deafness / Hearing Impairment	32	15.6	15.6	43.8	25.0
Emotional Disturbance	118	14.4	27.1	35.6	22.9
Intellectual Disability	1399	15.5	29.2	31.2	24.0
Learning Disability	801	27.2	35.0	26.1	11.7
Multiple Disabilities	49	12.2	32.7	30.6	24.5
Orthopedic Impairment	27	14.8	33.3	29.6	22.2
Other Health Impairment	317	16.4	38.2	32.2	13.2
Speech / Language Impairment	41	14.6	48.8	12.2	24.4
Traumatic Brain Injury	17	11.8	41.2	35.3	11.8
Visual Impairment	5	0.0	60.0	20.0	20.0

Table 22a. Number and Percentage of Students with Limited English Proficiency by Primary Disability Category at Performance Levels Proficient, Novice, and Emerging in Reading A and B

	Reading – Level A				Reading – Level B			
	# Tested	% Proficient	% Novice	% Emerging	# Tested	% Proficient	% Novice	% Emerging
Autism	77	53.2	20.8	26.0	68	47.1	44.1	8.8
Deaf-Blind	0	0.0	0	0.0	0	0.0	0.0	0.0
Deafness / Hearing Impairment	3	66.7	0.0	33.3	1	0.0	100.0	0.0
Emotional Disturbance	2	100.0	0.0	0.0	8	12.5	87.5	0.0
Intellectual Disability	166	62.0	20.5	17.5	197	50.8	37.6	11.7
Learning Disability	26	96.2	0.0	3.8	97	72.2	25.8	2.1
Multiple Disabilities	39	20.5	20.5	59.0	10	50.0	40.0	10.0
Orthopedic Impairment	3	66.7	33.3	0.0	7	57.1	28.6	14.3
Other Health Impairment	22	77.3	0.0	22.7	22	59.1	40.9	0.0
Speech / Language Impairment	3	100.0	0.0	0.0	11	90.9	9.1	0.0
Traumatic Brain Injury	1	0.0	100.0	0.0	1	0.0	100.0	0.0
Visual Impairment	0	0.0	0.0	0.0	2	100.0	0.0	0.0

Table 22b. Number and Percentage of Students with Limited English Proficiency by Primary Disability Category at Performance Levels *Advanced, Proficient, Novice, and Emerging* in Reading C

Reading – Level C					
	# Tested	% Advanced	% Proficient	% Novice	% Emerging
Autism	39	7.7	35.9	38.5	17.9
Deaf-Blind	0	0.0	0.0	0.0	0.0
Deafness / Hearing Impairment	1	0.0	100.0	0.0	0.0
Emotional Disturbance	1	0.0	0.0	100.0	0.0
Intellectual Disability	54	11.1	31.5	27.8	29.6
Learning Disability	52	17.3	30.8	34.6	17.3
Multiple Disabilities	1	100.0	0.0	0.0	0.0
Orthopedic Impairment	3	33.3	33.3	0.0	33.3
Other Health Impairment	9	33.3	11.1	11.1	44.4
Speech / Language Impairment	5	0.0	40.0	20.0	40.0
Traumatic Brain Injury	1	0.0	0.0	100.0	0.0
Visual Impairment	0	0.0	0.0	0.0	0.0

Table 23a. Number and Percentage of Students with Limited English Proficiency by Primary Disability Category at Performance Levels Proficient, Novice, and Emerging in Math A and B

	Math – Level A				Math – Level B			
	# Tested	% Proficient	% Novice	% Emerging	# Tested	% Proficient	% Novice	% Emerging
Autism	77	36.4	29.9	33.8	64	48.4	29.7	21.9
Deaf-Blind	0	0.0	0.0	0.0	0	0.0	0.0	0.0
Deafness / Hearing Impairment	3	100.0	0.0	0.0	1	0.0	100.0	0.0
Emotional Disturbance	2	50.0	50.0	0.0	7	28.6	42.9	28.6
Intellectual Disability	165	54.5	23.0	22.4	195	40.0	34.9	25.1
Learning Disability	24	87.5	4.2	8.3	82	68.3	24.4	7.3
Multiple Disabilities	38	13.2	18.4	68.4	10	40.0	20.0	40.0
Orthopedic Impairment	4	25.0	75.0	0.0	6	33.3	33.3	33.3
Other Health Impairment	20	70.0	5.0	25.0	22	40.9	40.9	18.2
Speech / Language Impairment	2	100.0	0.0	0.0	9	66.7	33.3	0.0
Traumatic Brain Injury	1	0.0	0.0	100.0	1	0.0	100.0	0.0
Visual Impairment	1	100.0	0.0	0.0	1	0.0	100.0	0.0

Table 23b. Number and Percentage of Students with Limited English Proficiency by Primary Disability Category at Performance Levels *Advanced, Proficient, Novice, and Emerging* in Math C

Math – Level C					
	#	%	%	%	%
	Tested	Advanced	Proficient	Novice	Emerging
Autism	43	20.9	27.9	25.6	25.6
Deaf-Blind	0	0.0	0.0	0.0	0.0
Deafness / Hearing Impairment	1	0.0	100.0	0.0	0.0
Emotional Disturbance	2	0.0	0.0	50.0	50.0
Intellectual Disability	57	14.0	15.8	31.6	38.6
Learning Disability	69	21.7	31.9	29.0	17.4
Multiple Disabilities	2	50.0	0.0	50.0	0.0
Orthopedic Impairment	3	33.3	33.3	33.3	0.0
Other Health Impairment	11	0.0	45.5	27.3	27.3
Speech / Language Impairment	8	0.0	75.0	0	25.0
Traumatic Brain Injury	1	0.0	0.0	0.0	100.0
Visual Impairment	0	0.0	0.0	0.0	0.0

PERFORMANCE LEVELS OVERALL BY ETHNICITY

Table 24a. Number and Percentage of Students by Ethnicity Category at Performance Levels *Proficient*, *Novice* and *Emerging* in Reading A and B

	<i>Reading - Level A</i>				<i>Reading - Level B</i>			
	# Tested	% Proficient	% Novice	% Emerging	# Tested	% Proficient	% Novice	% Emerging
<i>African American /Black</i>	1442	54.7	18.5	26.8	1665	59.6	32.7	7.6
<i>Asian /Pacific Islander</i>	215	38.1	27.9	34.0	153	42.5	46.4	11.1
<i>Latino/Hispanic -American</i>	817	49.7	20.2	30.1	811	56.1	35.0	8.9
<i>Multi-Racial/Ethnic</i>	274	50.4	19.7	29.9	223	63.2	30.5	6.3
<i>Native American /Alaskan</i>	12	75.0	0.0	25.0	8	75.0	12.5	12.5
<i>White /Not Hispanic</i>	3758	48.0	24.3	27.7	4283	59.6	31.5	8.9

Table 24b. Number and Percentage of Students by Ethnicity Category at Performance Levels *Advanced*, *Proficient*, *Novice*, and *Emerging* in Reading C

	<i>Reading - Level C</i>				
	# Tested	% Advanced	% Proficient	% Novice	% Emerging
<i>African American / Black</i>	748	17.9	39.7	26.5	15.9
<i>Asian /Pacific Islander</i>	72	16.7	26.4	38.9	18.1
<i>Latino/ Hispanic – American</i>	304	18.4	33.9	28.3	19.4
<i>Multi-Racial/Ethnic</i>	113	15.9	32.7	35.4	15.9
<i>Native American /Alaskan</i>	4	25.0	25.0	50.0	0.0
<i>White /Not Hispanic</i>	2461	25.7	37.5	25.6	11.3

Table 25a. Number and Percentage of Students by Ethnicity Category at Performance Levels *Proficient, Novice and Emerging* in Math A and B

	Math - Level A				Math - Level B			
	#	%	%	%	#	%	%	%
	<i>Tested</i>	<i>Proficient</i>	<i>Novice</i>	<i>Emerging</i>	<i>Tested</i>	<i>Proficient</i>	<i>Novice</i>	<i>Emerging</i>
African American/Black	1525	45.1	19.1	35.8	1599	47.3	30.8	21.8
Asian/Pacific Islander	217	32.7	27.2	40.1	148	39.2	36.5	24.3
Latino/Hispanic – American	822	40.9	21.9	37.2	762	47.2	30.1	22.7
Multi-Racial/Ethnic	281	39.9	17.4	42.7	210	51.4	30.5	18.1
Native American/Alaskan	12	66.7	8.3	25.0	7	57.1	42.9	0.0
White /Not Hispanic	3975	38.5	24.5	36.9	3950	48.4	28.6	22.9

Table 25b. Number and Percentage of Students by Ethnicity Category at Performance Levels *Advanced Proficient, Novice and Emerging* in Math C

	Math - Level C				
	#	%	%	%	%
	<i>Tested</i>	<i>Advanced Proficient</i>	<i>Novice</i>	<i>Emerging</i>	
African American/Black	731	11.8	29.3	32.7	26.3
Asian/Pacific Islander	75	18.7	34.7	25.3	21.3
Latino/Hispanic -American	348	15.5	30.5	31.3	22.7
Multi-Racial/Ethnic	119	8.4	37.8	29.4	24.4
Native American/Alaskan	5	20.0	20.0	20.0	40.0
White /Not Hispanic	2578	21.8	32.5	29.7	16.0

PERFORMANCE LEVELS OVERALL BY ECONOMIC STATUS

Table 26. Number and Percentage of Economically Disadvantaged Students at Performance Levels *Advanced, Proficient, Novice, and Emerging* in Reading and Math

	<i>Number Tested</i>	<i>% Advanced</i>	<i>% Proficient</i>	<i>% Novice</i>	<i>% Emerging</i>
Level A					
<i>Reading</i>	3492	-	56.0	19.2	24.8
<i>Math</i>	3662	-	47.0	19.7	33.3
Level B					
<i>Reading</i>	4535	-	63.6	29.6	6.8
<i>Math</i>	4238	-	51.8	28.8	19.4
Level C					
<i>Reading</i>	2198	23.1	37.9	26.5	12.6
<i>Math</i>	2325	18.8	31.9	29.8	19.5

PERFORMANCE LEVELS OVERALL FOR LEP STUDENTS

Table 27. Number and Percentage of Students with Limited English Proficiency at Performance Levels *Advanced, Proficient, Novice,* and *Emerging* in Reading and Math

	# Tested	% Advanced	% Proficient	% Novice	% Emerging
Level A					
Reading	342	-	59.4	17.5	23.1
Math	337	-	49.3	22.0	28.8
Level B					
Reading	424	-	55.9	36.3	7.8
Math	398	-	47.2	32.4	20.4
Level C					
Reading	166	13.9	31.3	31.3	23.5
Math	197	17.3	28.4	27.9	26.4

**PERFORMANCE LEVELS OVERALL FOR STUDENTS TAKING
ADAPTED VERSIONS OF PASA**

Table 28. Number and Percentage of Students Assessed using the Tactile Version of the PASA scoring at Performance Levels *Advanced*, *Proficient*, *Novice*, and *Emerging* in Reading and Math

	<i># Tested</i>	<i>% Advanced</i>	<i>% Proficient</i>	<i>% Novice</i>	<i>% Emerging</i>
Level A					
<i>Reading</i>	153	-	9.2%	17.6%	73.2%
<i>Math</i>	147	-	6.8%	11.6%	81.6%
Level B					
<i>Reading</i>	11	-	54.5%	36.4%	9.1%
<i>Math</i>	10	-	30.0%	30.0%	40.0%
Level C					
<i>Reading</i>	4	25.0%	25.0%	25.0%	25.0%
<i>Math</i>	3	0.0%	33.3%	66.7%	0.0%

Table 29. Number and Percentage of Students Assessed using the AAC Version of the PASA scoring at Performance Levels *Advanced, Proficient, Novice, and Emerging* in Reading and Math

	# Tested	% Advanced	% Proficient	% Novice	% Emerging
Level A					
Reading	-	-	-	-	-
Math	-	-	-	-	-
Level B					
Reading	140	-	21.4%	57.1%	21.4%
Math	112	-	12.5%	21.4%	66.1%
Level C					
Reading	16	6.3%	62.5%	31.3%	0.0%
Math	19	5.3%	10.5%	57.9%	26.3%

Table 30. Number and Percentage of Students assessed using the Deaf and Hard of Hearing (D/HOH) Version of the PASA scoring at Performance Levels *Advanced, Proficient, Novice, and Emerging* in Reading (D/HOH version not developed for Math)

	# Tested	% Advanced	% Proficient	% Novice	% Emerging
Level A					
Reading	38	-	36.8%	42.1%	21.1%
Level B					
Reading	66	-	37.9%	50.0%	12.1%
Level C					
Reading	23	0.0%	34.8%	43.5%	21.7%

PERFORMANCE LEVELS BY RECORDING MEDIUM

Table 31. Number and Percentage of Students Whose Assessment was Captured Using Video/Digital Recording vs. Narrative Notes Scoring at Performance Levels *Advanced, Proficient, Novice, and Emerging* in Reading and Math

	# <i>Tested</i>	% <i>Advanced</i>	% <i>Proficient</i>	% <i>Novice</i>	% <i>Emerging</i>	# <i>Tested</i>	% <i>Advanced</i>	% <i>Proficient</i>	% <i>Novice</i>	% <i>Emerging</i>
	Level A VIDEO					Level A NARRATIVE NOTES				
<i>Reading</i>	6495	-	49.6	22.4	28.1	23	-	30.4	26.1	43.5
<i>Math</i>	6810	-	40.3	22.8	36.9	22	-	22.7	13.6	63.6
	Level B VIDEO					Level B NARRATIVE NOTES				
<i>Reading</i>	7135	-	59.0	32.4	8.5	8	-	37.5	25.0	37.5
<i>Math</i>	6667	-	48.0	29.6	22.4	9	-	0.0	33.3	66.7
	Level C VIDEO					Level C NARRATIVE NOTES				
<i>Reading</i>	3697	23.0	37.3	26.5	13.1	5	20.0	40.0	40.0	0.0
<i>Math</i>	3851	18.8	31.9	30.3	19.0	5	40.0	0.0	40.0	20.0

COMPARISON OF PASA RESULTS FOR 2012-2013, 2013-2014 and 2014-15

The purpose of this section of the report is to show how students performed on the PASA over the past three years in Reading and Math. The data tables capture the state’s overall performance results by grade level and compare it to the state’s results the previous two years.

Table 32. Percentage of Students Assessed as Proficient (or Advanced) Level in Reading and Math Levels A, B, and C in 2012-2013, 2013-2014 and 2014-2015

	<i>Level A</i>			<i>Level B</i>			<i>Level C</i>		
	<i>2013</i>	<i>2014</i>	<i>2015</i>	<i>2013</i>	<i>2014</i>	<i>2015</i>	<i>2013</i>	<i>2014</i>	<i>2015</i>
Reading	52.7%	51.7%	49.5%	58.8%	67.8%	59.0%	67.7%	67.2%	60.3%
Math	46.6%	47.1%	40.2%	53.6%	53.3%	47.9%	59.0%	58.2%	50.7%

Table 33. PASA Results in Reading 2012-2013, 2013-2014 and 2014-2015 for Students Whose Assessments Were Not Terminated

		Percentage of Students in Each Performance Level				Percentage of Students Proficient and Above
		Advanced	Proficient	Novice	Emerging	10 20 30 40 50 60 70 80 90 100
OVERALL	2015	5%	52%	28%	15%	57
	2014	7%	58%	25%	11%	65
	2013	7%	52%	26%	15%	59
Grade 3	2015	3%	53%	28%	17%	56
	2014	3%	63%	22%	13%	66
	2013	2%	56%	27%	16%	58
Grade 4	2015	5%	55%	27%	13%	60
	2014	7%	64%	19%	10%	71
	2013	5%	55%	24%	16%	60
Grade 5	2015	4%	51%	29%	16%	55
	2014	6%	51%	31%	12%	57
	2013	8%	42%	34%	16%	50
Grade 6	2015	8%	49%	27%	16%	57
	2014	9%	54%	28%	9%	63
	2013	11%	44%	30%	15%	55
Grade 7	2015	5%	50%	30%	15%	55
	2014	6%	55%	25%	13%	61
	2013	3%	52%	27%	18%	55
Grade 8	2015	7%	49%	28%	16%	56
	2014	9%	57%	23%	11%	66
	2013	6%	57%	22%	15%	63
Grade 11	2015	4%	56%	27%	13%	60
	2014	7%	61%	23%	9%	68
	2013	15%	55%	18%	12%	70

Note: Only students taking the C Level PASA can be classified as advanced.

