

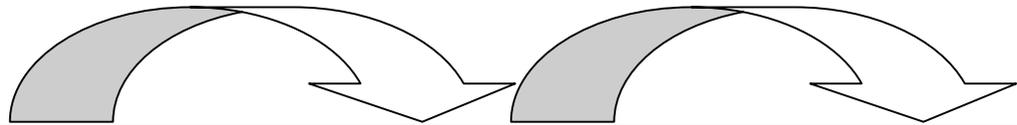
**SUMMARY OF THE 2005 PENNSYLVANIA ALTERNATE SYSTEM OF ASSESSMENT (PASA)
RESULTS
READING AND MATHEMATICS
*Statewide Results and Results
Aggregated by Service Provider and Home District***

In an effort to further inform the public about the quality of educational services being provided to students with significant disabilities in Pennsylvania and in compliance with the requirements of No Child Left Behind (NCLB), this report includes the 2005 *Pennsylvania Alternate System of Assessment* reading and mathematics participation rates, scaled scores, and performance levels for special education service providers and home districts of students with significant disabilities throughout the Commonwealth.

Consistent with the standards-based reform movement, the Commonwealth of Pennsylvania State Board of Education revised and enacted Chapter 4 of the Pennsylvania School Code. Chapter 4 specifies standards in school subjects that are to be attained by all students in the Commonwealth. In the case of reading and mathematics, Chapter 4 stipulates that school districts administer a statewide accountability test through which students will demonstrate attainment of state standards. To this end, the Commonwealth of Pennsylvania, Department of Education, developed the *Pennsylvania System of School Assessment (PSSA)*, administers it to all public school students in grades 3, 5, 8, and 11, and makes public the report of test results. Beginning in spring 2006, the PASA will be administered in all grades 3-8 and in grade 11. Federal laws that require standards-based reform and accountability efforts use language that clearly indicates that all students are to be included in the reform (see Section 504 of the Rehabilitation Act, Title II of the Americans with Disabilities Act of 1990, Title I of the Elementary and Secondary Education Act, and the Individuals with Disabilities Education Act (IDEA) Amendments of 1997). To assure this inclusion, IDEA '97 required states to have policies and procedures in place that ensure reporting of information regarding the performance of students with disabilities on large scale assessment programs. IDEA '97, and now IDEA 2004, recognize that in the case of a small number of students, those with the most severe disabilities, participation in standard statewide assessment, even with accommodations, is not appropriate. For those students, estimated to be approximately 1-2% of the total student population, states were obliged to develop alternate statewide assessments. The alternate assessments are seen as the vehicle that permits all students in the Commonwealth to participate in the statewide accountability process. In order to be in compliance with the federal special education provisions, the Pennsylvania Department of Education commissioned the development of the statewide assessment known as the Pennsylvania Alternate System of Assessment (*PASA*).

Before developing the alternate assessment, the Pennsylvania Standards in Reading and Mathematics (22 PA Code § 4.12.) were reinterpreted in ways that would make them more meaningful and relevant for students with severe disabilities. The essence of each standard was identified; then, skills that might demonstrate competence on that essence were identified. This process is reflected in the charts on the following pages.

AUTHENTIC AND RELEVANT APPLICATIONS OF PENNSYLVANIA STANDARDS IN READING FOR CURRICULUM, INSTRUCTION, AND ASSESSMENT OF STUDENTS WITH SEVERE DISABILITIES



Pennsylvania Academic Standards	Essence of the Standards for Students with Severe Disabilities	Skills Embedded in Authentic and Relevant Performance Tasks
Reading	1.1 Learning to read independently 1.2 Reading critically in all content areas 1.3 Reading, analyzing, and interpreting literature 1.8 Research	Understands and responds to written, pictorial, or symbolic information Locates and uses 'literacy' information to solve problems
		<ul style="list-style-type: none"> • Attends • Matches identical items • Selects item named • Reads • Locates identical items • Locates item named • Selects similar items by function • Selects related items • Categorizes or sorts • Selects by function • Follows written instructions • Locates item described • Demonstrates or describes by function/meaning • Answers who, what, where, when, why, and how questions • Completes cloze passages • Sequences • Retells • Draws conclusions by integrating information

**AUTHENTIC AND RELEVANT APPLICATIONS OF PENNSYLVANIA STANDARDS IN MATHEMATICS FOR CURRICULUM, INSTRUCTION,
 AND ASSESSMENT OF STUDENTS WITH SEVERE DISABILITIES**



Pennsylvania Academic Standards	Essence of the Standards for Students with Severe Disabilities	Skills Embedded in Authentic and Relevant Performance Tasks
Mathematics 2.1 Numbers, number systems, and number relationships 2.2 Computation and estimation 2.3 Measurement and estimation	Understands quantity, uses numbers, and performs simple calculations Measures and estimates measurements	<ul style="list-style-type: none"> • Attends • Adds 2 or 3 quantities • Subtracts 2 quantities • Multiplies/Divides • Counts items by 1s and skip counts • Matches quantity to numeral/number word • Selects approximate numbers/quantities • Matches identical numbers/quantities • Selects numeral named • Reads number • Identifies value of dollars or coins • Reads prices • Identifies money - objects or value • Orders numbers/quantities • Fractions • Probability and Statistics • Uses graphs • Uses tables • Evaluates length • Evaluates area • Evaluates volume • Understands time • Understands temperature • Sorts/files

Like the *PSSA*, the *PASA* is designed to take a *snapshot* of students' typical performance on a small sample of academic skills derived from the Pennsylvania academic standards. And like the *PSSA*, the *PASA* should be useful to service providers in identifying strengths and weaknesses of their educational programs and in fostering improvements. The *PASA* is an on-demand assessment administered to students by their teacher, on a one-to-one basis. Task administration can be adapted so that even students with the most significant disabilities can participate in the assessment tasks and receive points in the scoring. The assessment, administered to students in the equivalent of grades 3, 5, 8, and 11, consists of approximately 40 items: 20 related to literacy standards and 20 related to mathematics standards. The *PASA* is administered during a six-week window in the spring of the school year. The specific types of items assessed at each grade and level of task complexity appear on the following pages.

2005 TASKS AND SKILLS ASSESSED BY PASA READING TASKS

Grade 3		
Level of Complexity of Task		
A	B	C
<ul style="list-style-type: none"> ● Orients toward set of objects ● Matches identical objects – objects are from different categories in appearance ● Selects object named – distracters are objects from different categories in appearance ● Selects similar objects – distracters are objects from different conceptual categories ● Selects related objects – distracters are objects from different conceptual categories ● Answers literal 'what' question by selecting object – distracters are objects from different conceptual categories ● Answers literal 'who' question by selecting object – distracters are objects from different conceptual categories 	<ul style="list-style-type: none"> ● Selects picture named – distracters are pictures from same category in appearance ● Selects picture with beginning sound named ● Locates picture named in 4-item display – distracters are pictures from same category in appearance ● Selects similar pictures – distracters are pictures from same conceptual category ● Selects related pictures – distracters are pictures from same conceptual category ● Identifies category of picture – distracters are pictures from different conceptual categories ● Selects picture by function – distracters are pictures from same conceptual category ● Selects picture by feature ● Demonstrates understanding of 2-10 word oral command ● Answers literal 'who' question by selecting picture - distracters are pictures from same conceptual category ● Answers literal 'what' question by selecting picture - distracters are pictures from same conceptual category 	<ul style="list-style-type: none"> ● Selects 1 word with beginning sound named in array of 5 ● Selects 1 word named in array of 5 with all choices having same beginning letter ● Reads 1 word in isolation ● Reads 1 word in context ● Locates 1-2 words named in 5-6 item display with text or in real materials ● Selects word within same conceptual category ● Selects 1 word by function in array of 5 words ● Demonstrates understanding of 2-10 word 2-step oral command ● Selects picture representing 1 word read silently from array of 5 pictures ● Orders 3 pictures based on text ● Selects picture to identify main event from narrative text ● Predicts topic of story from picture by selecting from array of 5 words

2005 TASKS AND SKILLS ASSESSED BY PASA READING TASKS

Grade 5		
Level of Complexity of Task		
A	B	C
<ul style="list-style-type: none"> ● Orients toward set of objects ● Matches identical objects – objects are from same and different categories in appearance ● Selects similar objects – distracters are objects from same and different conceptual categories ● Selects related objects – distracters are objects from same and different conceptual categories ● Selects object by function – distracters are objects from same and different conceptual categories ● Answers literal 'what' question by selecting object – distracters are objects from same and different conceptual categories ● Answers literal 'who' question by selecting object – distracters are objects from same and different conceptual categories 	<ul style="list-style-type: none"> ● Selects picture of rhyming word ● Selects picture with same beginning sound as target picture named ● Selects picture showing 1 feature named ● Names picture – synthesizes information to give a noun ● Locates identical icon in 4-item display – distracters are icons ● Locates icon named in 4-item display – distracters are icons ● Identifies category of picture – distracters are words with pictures from same conceptual category ● Selects complex picture by function – distracters are pictures from different conceptual categories ● Selects icon by function ● Demonstrates understanding of 2-10 word, 2-step oral command ● Completes a definition of a picture ● Describes meaning of icon ● Answers literal 'who' question by selecting picture – distracters are pictures from same conceptual category ● Answers literal 'what' question by selecting picture – distracters are pictures from same conceptual category ● Answers literal 'where' question by selecting picture – distracters are pictures from same conceptual category ● Selects complex picture showing first or last event in story 	<ul style="list-style-type: none"> ● Matches correct tense of verb in a phrase ● Reads 2-10 words ● Selects 2-3 words by function in array of 5 words ● Demonstrates understanding of 2-10 word written command ● Completes a definition from word read silently ● Answers literal 'who' question ● Answers literal 'what' question ● Answers literal 'where' question ● Answers literal 'when' question ● Answers literal 'how' question ● Orders words representing main ideas from story ● Describes 1 event from narrative text ● Names 1 fact from expository text ● Predicts topic of story from picture by selecting from array of 5 phrases

2005 TASKS AND SKILLS ASSESSED BY PASA READING TASKS

Grade 8		
Level of Complexity of Task		
A	B	C
<ul style="list-style-type: none"> • Scans set of materials • Matches identical pictures – pictures are from different categories in appearance • Selects picture named – distracters are pictures from different categories in appearance • Locates identical picture in 3-item display – distracters are pictures from different categories in appearance • Locates picture named in 3-item display – distracters are pictures from different categories in appearance • Selects similar pictures – distracters are pictures from different conceptual categories • Selects related pictures – distracters are pictures from different conceptual categories • Identifies category of picture – distracters are pictures from different conceptual categories • Selects picture by function – distracters are pictures from different conceptual categories • Demonstrates function of item in picture • Answers literal 'who' question by selecting picture – distracters are pictures from different conceptual categories • Answers literal 'what' question by selecting picture – distracters are pictures from different conceptual categories • Answers literal 'where' question by selecting picture – distracters are pictures from different conceptual categories 	<ul style="list-style-type: none"> • Selects rhyming words • Selects word with same beginning sound as target picture named • Selects picture showing 2 features named • Answers literal 'who' question – open-ended • Answers literal 'what' question – open-ended • Answers literal 'where' question – open-ended • Answers literal 'when' question – open-ended • Selects last word missing in sentence using clue from picture • Names 2 details in picture 	<ul style="list-style-type: none"> • Reads 11-29 words • Demonstrates understanding of 11-29 word written command • Answers literal 'who' question • Answers inferential 'who' question • Answers literal 'what' question • Answers inferential 'what' question • Answers literal 'where' question • Answers inferential 'where' question • Answers literal 'when' question • Answers inferential 'when' question • Answers literal 'why' question • Answers literal 'how' question • Orders three 1-5 word phrases representing main ideas from story • Describes 3 events from narrative text • Names 3 facts from expository text

2005 TASKS AND SKILLS ASSESSED BY PASA READING TASKS

Grade 11		
Level of Complexity of Task		
A	B	C
<ul style="list-style-type: none"> • Scans set of materials • Matches identical pictures – distracters are pictures are from same category in appearance • Matches identical complex pictures – pictures are from different categories in appearance • Matches identical icons – distracters are pictures • Selects picture named – distracters are pictures are from same category in appearance • Locates identical picture in 3-item display – distracters are pictures are from same category in appearance • Locates identical icon in 3-item display – distracters are pictures • Locates picture named in 3-item display – distracters are pictures are from same category in appearance • Selects similar pictures – distracters are pictures from same and different conceptual categories • Selects related pictures – distracters are pictures from same and different conceptual categories • Identifies category of picture – distracters are pictures from same and different conceptual categories • Selects picture by function – distracters are pictures from same conceptual category • Demonstrates function of item in picture using a picture • Answers literal 'who' question by selecting picture – distracters are pictures from same and different conceptual categories • Answers literal 'what' question by selecting picture – distracters are pictures from same and different conceptual categories • Answers literal 'where' question by selecting picture – distracters are pictures from same and different conceptual categories 	<ul style="list-style-type: none"> • Selects picture showing 3 features named • Selects word named – all choices have same beginning letter • Reads 1 word in isolation • Identifies category of 1 word – distracters are words from same conceptual category • Selects word by function • Demonstrates understanding of 1 word written command • Answers literal 'who' question – open-ended • Answers literal 'what' question – open-ended • Answers literal 'where' question – open-ended • Answers literal 'when' question – open-ended • Answers literal 'why' question – open-ended • Orders 3 pictures based on text • Selects picture to identify main event from narrative text 	<ul style="list-style-type: none"> • Reads 30-50 words • Demonstrates understanding of 30-50 word 2-step written command • Identifies synonym for word • Identifies synonym for word read silently • Answers literal 'when' question • Answers literal 'why' question • Answers literal 'how' question • Answers inferential 'what' question • Answers inferential 'where' question • Answers inferential 'why' question • Answers inferential 'how' question • Reads 30-50 word passage silently and supplies missing word • Orders four 6-10 word phrases representing main ideas from text • Describes 4 events from narrative text • Names 4 facts from expository text • Selects title of a story from array of 5 titles

2005 TASKS AND SKILLS ASSESSED BY PASA MATHEMATICS TASKS

Grade 3		
Level of Complexity of Task		
A	B	C
<ul style="list-style-type: none"> ● Orients toward materials ● Selects set with a lot/a few – smallest difference is 4x ● Matches 2 sets of items with 1 item each – smallest difference is 4x ● Selects coins – all items are dissimilar in appearance ● Selects set with most/least using items arranged in a pattern – smallest difference is 4x ● Matches items of same length – smallest difference is 4x ● Matches items of same size – smallest difference is 4x ● Selects biggest smallest item – smallest difference is 4x ● Identifies biggest/smallest item based on volume – smallest difference is 4x ● Matches items with same volume – smallest difference is 4x ● Identifies heaviest or lightest item – size and weight vary directly 	<ul style="list-style-type: none"> ● Counts items up to 5 in ordered array with the teacher pointing to each item ● Counts one-dollar bills or pennies up to 5 with the teacher pointing to each item ● Selects quantity named (highest or lowest) and shown from 1-5 from array of 4 fixed, ordered sets arranged in a pattern – all dissimilar sets ● Selects number named up to 5 from array of 4 ● Reads number from 1-5 ● Reads whole number price up to \$5 or 5 cents ● Selects largest or smallest value from graph without numbers – ordered display ● Locates number named up to 5 in 4-item display – one variable only ● Selects longest/shortest item 1-5 inches in length from array of 4 ● Measures item by counting units from 1-5 with teacher pointing to each item (area) ● Selects heaviest/lightest item from array of 4 – weight and size vary directly 	<ul style="list-style-type: none"> ● Adds 2 prices with sums < \$9 or < 9¢ by counting sets of one-dollar bills or pennies ● Subtracts 2 prices < \$9 or < 9¢ by counting dollars or pennies and using subtraction to take away ● Counts items in ordered array up to 9 ● Counts out items up to 9 from larger set ● Counts one-dollar bills or pennies up to 9 ● Counts out one-dollar bills or pennies up to 9 from larger set ● Selects quantity named and shown from array of 5 ordered sets arranged in a pattern with 1-9 items - 2 similar sets ● Selects one- or five-dollar bill from array of 5 - all choices look different ● Selects largest or smallest value from 1-9 in array of 5 ordered numbers ● Selects largest or smallest value from graph of ordered numbers from 1-9 ● Measures item using fixed ruler ● Identifies shortest/longest straight line path starting from different locations from an array of 5 ● Sorts 8 items into 4 groups - all groups are distinct but resemble each other - no model

2005 TASKS AND SKILLS ASSESSED BY PASA MATHEMATICS TASKS

Grade 5		
Level of Complexity of Task		
A	B	C
<ul style="list-style-type: none"> • Orients toward materials • Selects set with a lot/a few - smallest difference is 3x • Matches 2 sets of items with 1-2 items each - difference is 3x • Selects dollar bills - all items are dissimilar in appearance • Selects set with most/least using items arranged in a pattern - smallest difference is 3x • Matches items of same length - smallest difference is 3x • Identifies longest/shortest item - smallest difference is 3x • Matches items of same size - smallest difference is 3x • Selects biggest/smallest item - smallest difference is 3x • Identifies biggest/smallest item based on volume – smallest difference is 3x • Matches items with same volume - smallest difference is 3x • Identifies heaviest or lightest item - all items similar in appearance- size and weight do not vary directly 	<ul style="list-style-type: none"> • Counts items in ordered array up to 9 • Counts one-dollar bills or pennies up to 9 • Selects quantity named and shown from array of 4 fixed, ordered sets arranged in pattern and with 1-9 items - 1 dissimilar set • Selects one-dollar bill from array of 4 - all distracters are coins • Selects largest or smallest value from 1-9 in array of 4 ordered numbers • Selects largest or smallest value from graph without numbers - unordered display • Locates number named up to 9 in 5-6 item display • Measures item by counting 1-9 units (length) • Measures item by counting 1-9 units (area) • Identifies measured amount (1 cup) from array of measuring cups and measuring spoons • Matches digital time to hour from array of 4 • Selects heaviest/lightest item from array of 4 - weight and size are not related 	<ul style="list-style-type: none"> • Adds 2 numbers named and shown with sums < 19 using a calculator and using action • Adds 3 numbers named and shown with sums < 19 using a calculator and using action • Adds 2 prices named and shown with sums < \$19 or 19 ¢ using a calculator and using action • Subtracts 2 numbers named and shown < 19 using a calculator and using subtraction to take away • Subtracts to identify part from whole by counting with numbers < 19 • Subtracts 2 prices named and shown < \$19 or < 19¢ using a calculator and using subtraction to take away • Counts items in ordered array up to 19 starting at 2 or more • Counts out items up to 19 from a larger set • Counts one-dollar bills or pennies up to 19 starting at 2 or more • Counts out one-dollar bills or pennies up to 19 from a larger set • Selects closest quantity from array of 5 sets with 1-19 using model and 2 similar sets • Selects penny, nickel, dime, or quarter from an array of 5, based on value • Selects largest or smallest value from 1-19 in array of 5 ordered numbers • Measures item to within an inch (length) • Identifies shortest/longest straight line path starting from same location from an array of 5 • Measures item by counting units from 1-19 (area) • Measures to whole cup by locating 1 of 5 marked quantities • Selects item most appropriate for filling a larger item from array of 5 • Identifies heaviest/lightest item - varying sizes from array of 5 • Sorts 9 items into 4 groups - 1 pair varies on 1 dimension - no model

2005 TASKS AND SKILLS ASSESSED BY PASA MATHEMATICS TASKS

Grade 8		
Level of Complexity of Task		
A	B	C
<ul style="list-style-type: none"> • Scans materials • Selects set with 1 - smallest difference is 2x • Matches identical numbers from 1-2 – distracters are pictures • Matches 2 sets of items with 1-2 items each – difference is 2x • Selects dollar bills - one distracter is similar and one dissimilar in appearance • Selects set with most/least using items arranged in a pattern - smallest difference is 2x • Matches items of same length – smallest difference is 2x • Identifies longest/shortest item - smallest difference is 2x • Matches items of same size - smallest difference is 2x • Selects biggest/smallest item - smallest difference is 2x • Identifies biggest/smallest item based on volume – smallest difference is 2x • Matches items with same volume - smallest difference is 2x • Selects full/empty item • Matches item to space - distracters are dissimilar • Selects clock - both distracters are similar • Matches digital time 1:00 or 2:00 from array of 3 - distracters are pictures • Identifies heavy or light item - items differ in appearance and size and weight vary directly 	<ul style="list-style-type: none"> • Adds 2 prices with sums < \$19 or < 19¢ by counting sets of one-dollar bills or pennies • Subtracts 2 prices < \$19 or < 19¢ by counting dollars or pennies and using subtraction to take away • Counts items in ordered array up to 19 starting at 2 or more with bridge • Counts out items to 19 from a larger set • Counts one-dollar bills or pennies up to 19 starting at 2 or more with bridge • Counts out one-dollar bills or pennies up to 19 from a larger set • Selects quantity named and shown from array of 4 ordered sets arranged in pattern and containing 1-19 items - 3 similar sets • Selects largest or smallest value from 1-19 in array of 4 unordered numbers with varying 10s place • Selects longest/shortest flexible item 1-19 inches in length from array of 4 • Measures item by counting units from 1-19 - one dimension is constant (area) • Measures item by counting 1-19 units (area) • Identifies measured amount (1/2 cup, 1/4 cup) from array of cups and spoons • Matches digital time to half hour from array of 4 • Selects unit of time associated with activity from array of 4 numbers with 3 time labels • Selects activity associated with time from array of 4 	<ul style="list-style-type: none"> • Adds 3 numbers with sums < 99 using a calculator, action, and a word problem • Adds 2 prices with sums < \$99 or < 99¢ using a calculator, action, and a word problem • Subtracts 2 numbers < 99 using a calculator, a word problem, and using subtraction to take away • Subtracts 2 prices < \$99 or < 99¢ using a calculator, a word problem, and using subtraction to take away • Counts fixed items in unordered array to 99 • Counts items using combination of 1s and 5s or 1s and 10s to 99 • Counts using a combination of one- and five- or one- and ten-dollar bills to \$99 • Counts out money from a combination of one- and five-dollar bills, or one- and ten-dollar bills from a larger set up to \$99 • Counts quarters, dimes, or nickels to \$1 • Selects closest amount from array of 5 sets with 10-99 using model and 3 similar sets • Identifies item that can be purchased given money available - from \$1-\$99 • Selects division of item from array of 5 continuous figures - 2 choices are unequally spaced • Selects result of sum of 2 moveable figures from array of 5 continuous figures - all choices < 1 • Determines least or most likely outcome, given characteristics of population of items up to 99 - extreme proportions • Measures item to within 1/2 inch • Measures area using non-standard unit with enough items to measure the area • Measures volume using non-standard unit with enough items to measure the volume (<10) • Matches analog time to half hour with digital time in array of 5 • Identifies heaviest/lightest set of 2-3 items from an array of 5 • Sorts 9 items into 4 groups – 2 pairs vary on 1 dimension - no model

2005 TASKS AND SKILLS ASSESSED BY PASA MATHEMATICS TASKS

Grade 11		
Level of Complexity of Task		
A	B	C
<ul style="list-style-type: none"> ● Scans materials ● Selects set with 1 - smallest difference is 1x ● Matches identical numbers from 1-5 - distracters are icons ● Matches 2 sets of items with 1-5 items each – difference is 1x ● Selects dollar bills - all items are similar in appearance ● Selects set with most/least using items arranged in a pattern - smallest difference is 1x ● Matches items of same length - smallest difference is 1x ● Identifies longest/shortest item - smallest difference is 1x ● Matches items of same size - smallest difference is 1x ● Selects biggest/smallest item - smallest difference is 1x ● Identifies biggest/smallest item based on volume – smallest difference is 1x ● Matches items with same volume - smallest difference is 1x ● Matches item to space - one distracter is similar, one is dissimilar ● Identifies heavy or light item - items differ in appearance and size and weight do not vary directly 	<ul style="list-style-type: none"> ● Adds 3 numbers named and shown with sums < 99 using a calculator and action ● Adds 2 prices named and shown with sums < \$99 or < 99¢ using a calculator ● Subtracts 2 numbers named and shown < 99 using a calculator and using subtraction to take away ● Multiplies numbers by 2s or 5s with products < 99 by counting moveable items ● Counts out items to 99 from a larger set ● Counts out one-dollar bills or pennies up to 99 from a larger set ● Counts items by 5s up to 95 ● Selects closest amount from array of 4 sets with 1-19 using model and 2 similar sets ● Selects equally divided continuous item from array of 4 figures - 3 unequal ● Selects largest or smallest value from 1-99 in array of 4 unordered numbers - same 10s place ● Locates number described up to 99 in 9-10-item display ● Selects longest/shortest distance from array of 4 ● Measures to 1 -inch using ruler (length) ● Evaluates distances from 1-99 feet/miles by selecting from array of 4 ● Identifies measured amount (1/2 cup, 1/4 cup) from array of cups ● Selects measuring spoon (tablespoon, teaspoon) from array of measuring spoons and cups ● Selects appropriately-sized container for several items ● Selects digital time named to hour ● Selects activity that takes the least/most amount of time from array of 4 ● Orders 3 items according to weight - size and weight are not related 	<ul style="list-style-type: none"> ● Adds 3 two-digit numbers using a calculator and a word problem without action ● Subtracts 2 numbers < 500 using a calculator, a word problem, and using subtraction to determine difference ● Links expression subtracting 2 numbers < 500 to problem situation from array of 5 ● Multiplies numbers with products < 500 using a calculator and no natural groups ● Counts items using a combination of 1s, 2's, 5s, 10s, or 20s to 500 ● Counts change using a combination of quarters, nickels, dimes, and/or pennies to \$5 ● Selects closest dollar amount from array of 5 amounts from \$1-\$500 ● Reads fraction ● Orders 4 non-consecutive numbers up to 500 - all have same hundreds and tens place ● Matches fraction symbol shown to picture from array of 5 - all choices are < 1 ● Selects fraction represented in continuous figure from array of 5 ● Selects result of sum of 2 fixed figures from array of 5 continuous figures - all choices < 1 ● Determines least or most likely outcome, given characteristics of population of items up to 500 - close proportions ● Determines expected value from graphically displayed pattern with values to 500 by selecting from array of 5 numbers - all choices are within 20 of range ● Measures item to within 1/4 inch (length) ● Measures by locating 1 of 5 marked quantities ● Measures volume using non-standard unit - with enough items to measure the area (<20) ● Determines time using hours and starting time ● Creates heaviest/lightest set of items ● Sorts 9 items into 4 groups - all vary on 2 dimensions - no model

READING THIS REPORT

This report contains participation data and *PASA* scores in reading and mathematics summarized by special education service provider and by students' home district. First, a summary is provided of the demographic characteristics of the students who participated in the *PASA* statewide. Then, statewide averages are reported for scaled scores. Scaled scores are calculated for the *PSSA* and the *PASA* because of their ease of interpretation and because they allow comparisons of results of service providers or home districts with the statewide average. Performance levels are also reported. Performance levels reflect the differences in the extent to which students can perform reading and math-related tasks independently and accurately and the complexity of the tasks performed. Finally, information regarding the numbers and percentages of students not participating or not receiving scores is provided.

After the summary of the statewide results has been presented, these same results are arranged by Administrative Unit Number (AUN), first by special education service provider, then by home district of the students who participated in the *PASA*. In every case, only average scores are reported. In order to maintain the confidentiality of individual student's scores, summary scores by service provider or home district are reported only if there were 10 or more students' scores from which the index could be calculated. An asterisk (*) in the table indicates that some students from a service provider or home district participated in the assessment but there were fewer than 10 scores at that grade level. An N/A in the table indicates that no students participated in or received a score for the *PASA* at that grade level.

STATEWIDE SUMMARY

Demographic characteristics

Five thousand seven hundred seventy-eight (5,778) students from 401 service providers were enrolled to take the *PASA*. The number of students from any one service provider varied considerably, from 1 to 582. Each parent received a report explaining the performance of his/her child on the *PASA*. Service provider reports and reports for home districts were also generated.

At the time that students were enrolled in *PASA*, Service Providers reported various characteristics of these students, in compliance with NCLB reporting requirements. The numbers for gender, primary disability, ethnicity, limited English proficiency (LEP), and Economically Disadvantaged status of students who participated in the 2005 *PASA* are reported below and on the next page.

NUMBER OF MALES AND FEMALES ASSESSED AT EACH GRADE

Grades	Total # assessed	Males	Females
3	1,333	863	470
5	1,502	979	523
8	1,607	1,003	604
11	1,336	796	540

NUMBER OF STUDENTS ASSESSED IN EACH DISABILITY CATEGORY AT EACH GRADE

Disability	Grade 3	Grade 5	Grade 8	Grade 11
Autism	279	292	195	104
Deaf-Blind	0	0	0	0
Deafness	10	10	5	3
Emotional Disturbance	15	28	15	15
Hearing Impairment	2	5	2	1
Learning Disability	74	79	70	66
Mental Retardation	663	815	987	875
Multiple Disabilities	182	180	241	189
Orthopedic Impairment	28	22	37	31
Other Health Impairment	38	35	17	13
Speech/Language Impairment	5	2	3	4
Traumatic Brain Injury	17	18	20	19
Visual Impairment	20	16	15	16

NUMBER OF STUDENTS ASSESSED IN EACH CATEGORY OF ETHNICITY AT EACH GRADE

Ethnicity	Grade 3	Grade 5	Grade 8	Grade 11
African-American/Black	238	285	307	265
Asian/Pacific Islander	28	19	25	20
Latino/Hispanic-American	100	116	110	66
Native American/Alaskan Native	1	0	3	2
White (Not Hispanic)	948	1,067	1,149	963
Multi-Racial	17	15	13	20
Missing	1	0	0	0

NUMBER OF STUDENTS WITH LIMITED ENGLISH PROFICIENCY (LEP) AND NOT LEP AT EACH GRADE

Grades	LEP	Not LEP
3	46	1,287
5	53	1,449
8	45	1,562
11	21	1,315

NUMBER OF STUDENTS WHO ARE AND ARE NOT ECONOMICALLY DISADVANTAGED AT EACH GRADE

Grades	Economically Disadvantaged	Not Economically Disadvantaged
3	577	756
5	683	819
8	701	906
11	557	779

Scores for Each Skill

The PASA is comprised of approximately 40 discrete items: 20 items related to reading and 20 items related to math. Each item is rated on a scale from 0 to 5. Scores are assigned based on the degree to which the skill was performed independently and whether the correct response was ultimately generated. A score of 5 was assigned if an individual completed an item after receiving the initial prompt only. A score of 1 was assigned if the student passively participated as the teacher guided the student through the item. Descriptions of each of the scores appear below.

DESCRIPTIONS OF EACH SCORE LEVEL

Score	Description
5	<ul style="list-style-type: none"> Performed correctly and independently with initial test administrator cue only AND Demonstrated targeted skill
4	<ul style="list-style-type: none"> Performed correctly with 1 or more additional prompts, redirections, or corrections AND Demonstrated targeted skill
3	<ul style="list-style-type: none"> Performed correctly, but on an easier (modified) version of the skill OR Correctly completed part of a multi-step response for skill OR Initial instruction was not heard but student response was correct for skill
2	<ul style="list-style-type: none"> Performed incorrectly OR Demonstrated skill different from targeted skill OR Performed skill and the test administrator ensured correct response OR Active participation, but the correctness of the response was not known
1	<ul style="list-style-type: none"> Passively participated and student did not demonstrate skill AND Teacher ensured correct response OR Only initial instruction was presented
0	<ul style="list-style-type: none"> Not observed OR Skill omitted

In addition to consideration of the level of independence and whether a skill was ultimately completed correctly, scores were influenced by a weighting factor. Weights were determined in part by the level of the task selected (A, B, or C). Level C tasks were the most complex of the 3 levels and, as a result, received the largest weight. Level B was less complex than Level C, and therefore received a smaller weight. Level A tasks were the least complex and received no additional weighting. Scores were therefore enhanced by performing a higher level task even if some teacher assistance was required. Performance levels were influenced by task complexity as well. The Advanced performance level was only possible for those who completed the most complex tasks. In addition, the cut points for performance levels were increasingly stringent for less complex task levels.

The percentages of the scores 0 – 5 earned for each task and each level for all students attempting a given task are reported on the pages that follow. For example, 81.6% of the total components for third-grade students with significant disabilities in the state taking the level C of the reading test were scored as 5, 9.4% of components were scored as 4, and 4.9% of components received a score of 3, etc. For third-grade students with significant disabilities taking level B in reading, 74.7% of components received a score of 5, 15.1% of components received a score of 4, and 3.6% of components received a score of 3 etc.

Information from these tables can be used to evaluate the appropriateness of the levels that were selected. A large percentage of scores of 5 for a given level may indicate that the level was too easy for this set of students. For example, 74.7% of scores for level B reading in grade 3 for the state were 5s, indicating that many B level students may have been able to attempt the more complex level C. The 81.6% of scores of 5 for level C reading for the state could imply that the PSSA with accommodations might have been the more appropriate assessment.

The tables can also be used to evaluate whether teachers (or other individuals) were adequately trained to administer the PASA. Scores of 0 indicate that the person administering the test did not attempt a component or that neither the student nor test administrator completed the component. These scores of 0 inevitably lowered the students' scores. For grade 3 level A Reading, 3.9% of scores were 0. Additional training to test administrators emphasizing that the full set of items should be attempted in most cases, should reduce instances of 0 and improve students' scores.

PERCENT OF SCORES AT EACH LEVEL

Grade, Task, and Level	Total Number Taking Each Level	Percent of scores that are 5	Percent of scores that are 4	Percent of scores that are 3	Percent of scores that are 2	Percent of scores that are 1	Percent of scores that are 0
Reading							
Grade 3							
A	441	44.9	18.6	4.1	23.2	5.4	3.9
B	489	74.7	15.1	3.6	6.2	0.1	0.4
C	390	81.6	9.4	4.9	3.5	0.1	0.5
Grade 5							
A	453	45.2	18.8	5.2	21.4	5.3	4.1
B	583	69.9	15.6	7.0	6.6	0.2	0.7
C	460	75.8	10.5	8.7	4.2	0.0	0.8
Grade 8							
A	533	54.4	14.0	4.4	17.0	7.6	2.5
B	567	74.8	13.6	5.4	5.1	0.2	0.9
C	501	63.5	16.9	13.0	6.3	0.1	0.3
Grade 11							
A	506	57.5	12.3	3.4	13.9	8.5	4.4
B	398	77.5	6.8	7.3	6.5	0.2	1.5
C	414	66.0	18.6	9.8	4.1	0.2	1.4
Mathematics							
Grade 3							
A	480	38.5	18.3	6.5	27.6	5.3	3.8
B	410	72.1	14.9	4.4	6.9	0.1	1.6
C	434	77.3	13.3	5.3	3.7	0.0	0.4
Grade 5							
A	522	44.2	18.0	6.4	23.1	5.3	3.0
B	480	63.6	17.5	8.6	8.6	0.2	1.5
C	494	68.9	13.8	10.0	6.7	0.0	0.6
Grade 8							
A	600	53.5	16.1	4.8	17.0	6.3	2.3
B	503	64.3	16.3	10.0	8.5	0.0	0.9
C	497	65.3	15.9	8.7	9.4	0.1	0.6
Grade 11							
A	587	55.4	15.1	4.4	14.7	6.9	3.4
B	445	64.0	14.8	10.3	8.5	0.2	2.1
C	291	60.2	15.0	12.1	10.2	0.3	2.1

Scaled Scores

Raw scores for each task were computed by averaging scores across the individual items. Average scores were next weighted as a function of the level of performance and the complexity of the test.

Weighted average scores were then transformed to scaled scores. Scaled scores allow comparisons of a particular service provider or home district with the statewide average in the Commonwealth. For the 2004-05 administration of the PASA, the average scaled score statewide was approximately 1300, with a standard deviation of 100. The ranges for each subject and grade level were:

RANGE OF SCALED SCORES AT EACH GRADE

Content Area	Grade 3	Grade 5	Grade 8	Grade 11
Reading	700 – 1619	700 – 1674	700 – 1773	700 – 1765
Math	700 – 1630	700 – 1724	700 – 1808	700 – 1871

Performance Levels

To comply with the reporting requirements of NCLB, cutoffs were established that divided scores into 4 performance levels. The performance levels were set to reflect the differences in levels of independence described in the scoring rubric and differences in the complexity of the task levels A, B, and C. For example, scores at the Advanced level indicate that the student completed the most complex task with minimal assistance. On average, the student would have completed each skill with the initial prompt only or with one or more additional prompts that did not affect the difficulty of the item. Students scoring in the Emerging level required the most support, regardless of the complexity of the task selected. The teacher would likely have guided the student's performance or made the items easier on most components and/or some components may have been omitted. The range of average component-level scores and the level of support corresponding to each performance level appear below.

DESCRIPTION OF PERFORMANCE LEVELS

Performance Level	Average Component-Level Score			Level of Complexity/Support
	A	B	C	
Advanced	Not Possible	Not Possible	4.5 - 5.0	<ul style="list-style-type: none"> Minimal support on most complex tasks
Proficient	5.0	4.77 – 5.0	4.0 – 4.49	<ul style="list-style-type: none"> No support on least complex task OR Minimal support on medium-complexity task OR Some support on most complex task
Novice	3.75 – 4.99	3.5 – 4.76	3.0 – 3.99	<ul style="list-style-type: none"> Minimal support on least complex task OR Some support of medium-complexity task OR Considerable support on most complex task
Emerging	0.0 – 3.74	0.0 – 3.49	0.0 – 2.99	<ul style="list-style-type: none"> Some support on least complex task OR Considerable support on medium-complexity task OR Extensive support on most complex task

The results for the state for 2005 appear below. In reading, for example, 23.5% of third-grade students with significant disabilities scored in the Advanced group. In mathematics, 25.1% of third-graders with significant disabilities scored in the Advanced group.

READING PERFORMANCE LEVELS FOR ALL STUDENTS

Performance Level	Grade 3		Grade 5		Grade 8		Grade 11	
	#	%	#	%	#	%	#	%
Advanced	309	23.5	320	21.5	244	15.3	227	17.3
Proficient	264	20.1	289	19.4	460	28.9	354	27.0
Novice	536	40.8	664	44.7	671	42.1	533	40.6
Emerging	206	15.7	214	14.4	218	13.7	198	15.1

MATHEMATICS PERFORMANCE LEVELS FOR ALL STUDENTS

Performance Level	Grade 3		Grade 5		Grade 8		Grade 11	
	#	%	#	%	#	%	#	%
Advanced	329	25.1	272	18.3	252	15.8	109	8.3
Proficient	220	16.8	239	16.1	283	17.8	223	17.0
Novice	504	38.4	711	47.8	821	51.6	757	57.6
Emerging	258	19.7	264	17.8	235	14.8	226	17.2

STATEWIDE SUBGROUP SCORES

Scaled scores and performance levels are reported separately for males and females, each category of ethnicity, Limited English Proficiency (LEP), and Economically Disadvantaged. The tables summarizing performance by grade level for each of these categories appear on the next 15 pages.

READING AND MATHEMATICS SCALED SCORES FOR MALES AND FEMALES

Grade	Males				
	Reading		Mathematics		
	Mean	Minimum - Maximum	Mean	Minimum - Maximum	
3	1300	700 1619	1303	700 1630	
5	1295	700 1674	1297	700 1724	
8	1297	700 1773	1301	700 1808	
11	1286	700 1765	1299	700 1871	
Grade	Females				
	Reading		Mathematics		
	Mean	Minimum - Maximum	Mean	Minimum - Maximum	
3	1296	700 1619	1290	700 1630	
5	1305	700 1674	1301	700 1724	
8	1304	936 1773	1296	700 1808	
11	1299	700 1765	1289	700 1629	

READING PERFORMANCE LEVELS FOR MALES AND FEMALES

Males								
Performance Level	Grade 3		Grade 5		Grade 8		Grade 11	
	No.	%	No.	%	No.	%	No.	%
Advanced	207	24.3	199	20.6	136	13.6	127	16.2
Proficient	170	20.0	178	18.4	297	29.8	202	25.8
Novice	351	41.2	447	46.2	435	43.6	334	42.7
Emerging	124	14.6	143	14.8	130	13.0	120	15.3
Females								
Performance Level	Grade 3		Grade 5		Grade 8		Grade 11	
	No.	%	No.	%	No.	%	No.	%
Advanced	102	22.0	121	23.3	108	18.2	100	18.9
Proficient	94	20.3	111	21.3	163	27.4	152	28.7
Novice	185	40.0	217	41.7	236	39.7	199	37.6
Emerging	82	17.7	71	13.7	88	14.8	78	14.7

MATHEMATICS PERFORMANCE LEVELS FOR MALES AND FEMALES

Males								
Performance Level	Grade 3		Grade 5		Grade 8		Grade 11	
	No.	%	No.	%	No.	%	No.	%
Advanced	228	26.9	187	19.3	167	16.8	78	10.0
Proficient	147	17.3	137	14.2	188	18.9	126	16.1
Novice	314	37.0	468	48.3	497	50.0	446	57.0
Emerging	160	18.8	176	18.2	142	14.3	132	16.9
Females								
Performance Level	Grade 3		Grade 5		Grade 8		Grade 11	
	No.	%	No.	%	No.	%	No.	%
Advanced	101	21.9	85	16.4	85	14.2	31	5.8
Proficient	73	15.8	102	19.7	95	15.9	97	18.2
Novice	190	41.1	243	46.9	324	54.3	311	58.3
Emerging	98	21.2	88	17.0	93	15.6	94	17.6

READING SCALED SCORES BY ETHNICITY CATEGORY

African-American/Black			
Grade	Mean	Minimum -	Maximum
3	1282	1068	1619
5	1301	1026	1674
8	1274	862	1503
11	1264	700	1765
Asian/Pacific Islander			
Grade	Mean	Minimum -	Maximum
3	1281	1035	1619
5	1246	1160	1355
8	1288	1135	1468
11	1264	700	1498
Latino/Hispanic-American			
Grade	Mean	Minimum -	Maximum
3	1277	700	1619
5	1293	1062	1674
8	1295	980	1561
11	1269	700	1498
Native American/Alaskan Native			
Grade	Mean	Minimum -	Maximum
3	*	*	*
5	NA	NA	NA
8	*	*	*
11	*	*	*
White (Not Hispanic)			
Grade	Mean	Minimum -	Maximum
3	1306	700	1619
5	1299	700	1674
8	1307	700	1773
11	1302	700	1765
Multi-Racial			
Grade	Mean	Minimum -	Maximum
3	1278	1166	1403
5	1292	1177	1427
8	1306	1165	1422
11	1279	1106	1381

MATHEMATICS SCALED SCORES BY ETHNICITY CATEGORY

African-American/Black			
Grade	Mean	Minimum -	Maximum
3	1280	1057	1630
5	1295	1003	1724
8	1275	1015	1525
11	1268	700	1871
Asian/Pacific Islander			
Grade	Mean	Minimum -	Maximum
3	1259	1092	1412
5	1241	1163	1340
8	1283	1171	1488
11	1265	700	1629
Latino/Hispanic-American			
Grade	Mean	Minimum -	Maximum
3	1274	700	1630
5	1302	1056	1724
8	1288	1015	1488
11	1267	700	1398
Native American/Alaskan Native			
Grade	Mean	Minimum -	Maximum
3	*	*	*
5	NA	NA	NA
8	*	*	*
11	*	*	*
White (Not Hispanic)			
Grade	Mean	Minimum -	Maximum
3	1307	700	1630
5	1300	700	1724
8	1307	700	1808
11	1305	700	1871
Multi-Racial			
Grade	Mean	Minimum -	Maximum
3	1278	1184	1412
5	1303	1189	1414
8	1309	1177	1808
11	1277	700	1367

READING PERFORMANCE LEVELS BY ETHNICITY CATEGORY

African-American/Black								
Performance Level	Grade 3		Grade 5		Grade 8		Grade 11	
	No.	%	No.	%	No.	%	No.	%
Advanced	40	17.1	62	21.9	23	7.6	22	8.5
Proficient	37	15.8	53	18.7	81	26.8	53	20.4
Novice	112	47.9	125	44.2	139	46.0	132	50.8
Emerging	45	19.2	43	15.2	59	19.5	53	20.4
Asian/Pacific Islander								
Performance Level	Grade 3		Grade 5		Grade 8		Grade 11	
	No.	%	No.	%	No.	%	No.	%
Advanced	5	17.9	1	5.3	5	20.0	4	20.0
Proficient	3	10.7	1	5.3	6	24.0	6	30.0
Novice	15	53.6	12	63.2	10	40.0	6	30.0
Emerging	5	17.9	5	26.3	4	16.0	4	20.0
Latino/Hispanic-American								
Performance Level	Grade 3		Grade 5		Grade 8		Grade 11	
	No.	%	No.	%	No.	%	No.	%
Advanced	17	17.2	20	17.9	14	13.3	4	6.3
Proficient	20	20.2	19	17.0	26	24.8	14	22.2
Novice	42	42.4	57	50.9	52	49.5	34	54.0
Emerging	20	20.2	16	14.3	13	12.4	11	17.5

READING PERFORMANCE LEVELS BY ETHNICITY CATEGORY, CONTINUED

Native American/Alaskan Native								
Performance Level	Grade 3		Grade 5		Grade 8		Grade 11	
	No.	%	No.	%	No.	%	No.	%
Advanced	*	*	NA	NA	*	*	*	*
Proficient	*	*	NA	NA	*	*	*	*
Novice	*	*	NA	NA	*	*	*	*
Emerging	*	*	NA	NA	*	*	*	*
White (Not Hispanic)								
Performance Level	Grade 3		Grade 5		Grade 8		Grade 11	
	No.	%	No.	%	No.	%	No.	%
Advanced	244	26.1	234	22.1	198	17.3	195	20.6
Proficient	200	21.4	212	20.0	344	30.0	276	29.1
Novice	358	38.3	464	43.9	462	40.3	350	37.0
Emerging	133	14.2	148	14.0	141	12.3	126	13.3
Multi-Racial								
Performance Level	Grade 3		Grade 5		Grade 8		Grade 11	
	No.	%	No.	%	No.	%	No.	%
Advanced	3	17.6	3	20.0	4	30.8	1	5.0
Proficient	4	23.5	4	26.7	1	7.7	5	25.0
Novice	7	41.2	6	40.0	7	53.8	11	55.0
Emerging	3	17.6	2	13.3	1	7.7	3	15.0

MATHEMATICS PERFORMANCE LEVELS BY ETHNICITY CATEGORY

African-American/Black								
Performance Level	Grade 3		Grade 5		Grade 8		Grade 11	
	No.	%	No.	%	No.	%	No.	%
Advanced	43	18.5	50	17.8	26	8.7	11	4.2
Proficient	33	14.2	38	13.5	45	15.0	27	10.3
Novice	103	44.2	137	48.8	168	56.0	157	60.2
Emerging	54	23.2	56	19.9	61	20.3	66	25.3
Asian/Pacific Islander								
Performance Level	Grade 3		Grade 5		Grade 8		Grade 11	
	No.	%	No.	%	No.	%	No.	%
Advanced	3	10.7	0	0.0	2	8.0	2	10.0
Proficient	4	14.3	1	5.3	4	16.0	4	20.0
Novice	13	46.4	11	57.9	16	64.0	8	40.0
Emerging	8	28.6	7	36.8	3	12.0	6	30.0
Latino/Hispanic-American								
Performance Level	Grade 3		Grade 5		Grade 8		Grade 11	
	No.	%	No.	%	No.	%	No.	%
Advanced	22	22.4	21	18.6	14	13.1	1	1.6
Proficient	16	16.3	16	14.2	17	15.9	7	11.1
Novice	35	35.7	52	46.0	57	53.3	43	68.3
Emerging	25	25.5	24	21.2	19	17.8	12	19.0

MATHEMATICS PERFORMANCE LEVELS BY ETHNICITY CATEGORY, CONTINUED

Native American/Alaskan Native								
Performance Level	Grade 3		Grade 5		Grade 8		Grade 11	
	No.	%	No.	%	No.	%	No.	%
Advanced	*	*	NA	NA	*	*	*	*
Proficient	*	*	NA	NA	*	*	*	*
Novice	*	*	NA	NA	*	*	*	*
Emerging	*	*	NA	NA	*	*	*	*
White (Not Hispanic)								
Performance Level	Grade 3		Grade 5		Grade 8		Grade 11	
	No.	%	No.	%	No.	%	No.	%
Advanced	258	27.7	197	18.6	209	18.3	95	10.0
Proficient	164	17.6	183	17.3	212	18.5	179	18.9
Novice	344	36.9	503	47.5	575	50.3	535	56.4
Emerging	167	17.9	175	16.5	147	12.9	140	14.8
Multi-Racial								
Performance Level	Grade 3		Grade 5		Grade 8		Grade 11	
	No.	%	No.	%	No.	%	No.	%
Advanced	3	17.6	4	26.7	1	7.7	0	0.0
Proficient	3	17.6	1	6.7	4	30.8	5	25.0
Novice	7	41.2	8	53.3	4	30.8	14	70.0
Emerging	4	23.5	2	13.3	4	30.8	1	5.0

READING SCALED SCORES FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY (LEP) AND NOT LEP

LEP			
Grade	Mean	Minimum -	Maximum
3	1263	700	1428
5	1281	1101	1674
8	1226	1016	1331
11	1246	1084	1470
Not LEP			
Grade	Mean	Minimum -	Maximum
3	1300	700	1619
5	1299	700	1674
8	1302	700	1773
11	1292	700	1765

MATHEMATICS SCALED SCORES FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY (LEP) AND NOT LEP

LEP			
Grade	Mean	Minimum -	Maximum
3	1274	700	1478
5	1294	1088	1724
8	1217	1015	1337
11	1230	700	1398
Not LEP			
Grade	Mean	Minimum -	Maximum
3	1300	700	1630
5	1299	700	1724
8	1302	700	1808
11	1296	700	1871

READING PERFORMANCE LEVELS FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY (LEP) AND NOT LEP

LEP								
Performance Level	Grade 3		Grade 5		Grade 8		Grade 11	
	No.	%	No.	%	No.	%	No.	%
Advanced	5	10.9	8	15.4	0	0.0	1	4.8
Proficient	12	26.1	5	9.6	5	11.4	5	23.8
Novice	19	41.3	27	51.9	25	56.8	7	33.3
Emerging	10	21.7	12	23.1	14	31.8	8	38.1
Not LEP								
Performance Level	Grade 3		Grade 5		Grade 8		Grade 11	
	No.	%	No.	%	No.	%	No.	%
Advanced	304	24.0	312	21.7	244	15.8	226	17.5
Proficient	252	19.9	284	19.8	455	29.4	349	27.0
Novice	517	40.7	637	44.4	646	41.7	526	40.7
Emerging	196	15.4	202	14.1	204	13.2	190	14.7

MATHEMATICS PERFORMANCE LEVELS FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY (LEP) AND NOT LEP

LEP								
Performance Level	Grade 3		Grade 5		Grade 8		Grade 11	
	No.	%	No.	%	No.	%	No.	%
Advanced	10	22.2	10	19.2	0	0.0	1	4.8
Proficient	4	8.9	5	9.6	1	2.3	1	4.8
Novice	20	44.4	24	46.2	24	54.5	11	52.4
Emerging	11	24.4	13	25.0	19	43.2	8	38.1
Not LEP								
Performance Level	Grade 3		Grade 5		Grade 8		Grade 11	
	No.	%	No.	%	No.	%	No.	%
Advanced	319	25.2	262	18.3	252	16.3	108	8.3
Proficient	216	17.1	234	16.3	282	18.2	222	17.2
Novice	484	38.2	687	47.9	797	51.5	746	57.7
Emerging	247	19.5	251	17.5	216	14.0	218	16.8

READING SCALED SCORES FOR STUDENTS WHO ARE AND ARE NOT ECONOMICALLY DISADVANTAGED

Economically Disadvantaged			
Grade	Mean	Minimum -	Maximum
3	1307	700	1619
5	1307	700	1674
8	1307	700	1773
11	1305	700	1765
Not Economically Disadvantaged			
Grade	Mean	Minimum -	Maximum
3	1292	700	1619
5	1291	700	1674
8	1294	862	1773
11	1282	700	1765

MATHEMATICS SCALED SCORES FOR STUDENTS WHO ARE AND ARE NOT ECONOMICALLY DISADVANTAGED

Economically Disadvantaged			
Grade	Mean	Minimum -	Maximum
3	1315	700	1630
5	1315	700	1724
8	1312	700	1808
11	1305	700	1871
Not Economically Disadvantaged			
Grade	Mean	Minimum -	Maximum
3	1286	700	1630
5	1285	700	1724
8	1288	700	1808
11	1287	700	1871

READING PERFORMANCE LEVELS FOR STUDENTS WHO ARE AND ARE NOT ECONOMICALLY DISADVANTAGED

Economically Disadvantaged								
Performance Level	Grade 3		Grade 5		Grade 8		Grade 11	
	No.	%	No.	%	No.	%	No.	%
Advanced	141	24.7	156	23.0	111	16.0	95	17.5
Proficient	136	23.8	162	23.9	223	32.1	169	31.2
Novice	235	41.1	281	41.4	283	40.8	217	40.0
Emerging	60	10.5	79	11.7	77	11.1	61	11.3
Not Economically Disadvantaged								
Performance Level	Grade 3		Grade 5		Grade 8		Grade 11	
	No.	%	No.	%	No.	%	No.	%
Advanced	168	22.6	164	20.3	133	14.8	132	17.1
Proficient	128	17.2	127	15.7	237	26.4	185	24.0
Novice	301	40.5	383	47.3	388	43.2	316	41.0
Emerging	146	19.7	135	16.7	141	15.7	137	17.8

MATHEMATICS PERFORMANCE LEVELS FOR STUDENTS WHO ARE AND ARE NOT ECONOMICALLY DISADVANTAGED

Economically Disadvantaged								
Performance Level	Grade 3		Grade 5		Grade 8		Grade 11	
	No.	%	No.	%	No.	%	No.	%
Advanced	176	31.0	156	23.1	135	19.5	51	9.3
Proficient	102	18.0	130	19.2	140	20.2	107	19.6
Novice	206	36.3	292	43.2	330	47.6	309	56.6
Emerging	84	14.8	98	14.5	88	12.7	79	14.5
Not Economically Disadvantaged								
Performance Level	Grade 3		Grade 5		Grade 8		Grade 11	
	No.	%	No.	%	No.	%	No.	%
Advanced	153	20.6	116	14.3	117	13.0	58	7.5
Proficient	118	15.9	109	13.5	143	15.9	116	15.1
Novice	298	40.1	419	51.7	491	54.7	448	58.3
Emerging	174	23.4	166	20.5	147	16.4	147	19.1

Summary of Students Not Assigned Scores

Some students who were enrolled to take the PASA did not participate and were not included in the state, Service Provider, or Home District summaries of scores. Some did not attempt the PASA at all for reasons that included taking PSSA instead, moving and not being re-enrolled by a new Service Provider, a religious exemption, an extended absence, a medical emergency or the death of the student. Some students were excluded from the summary of scores because they were new residents of the state after October 1, 2004. Others did not receive a reading or mathematics score because they did not attempt at least 2 items. The counts and percentages of students who were excluded from the summary of scores are reported below.

NUMBER AND PERCENTAGE OF STUDENTS FOR WHOM NO SCORES WERE COMPUTED

Reason	Grade 3	Grade 5	Grade 8	Grade 11
Took PSSA	58	42	40	30
Moved	28	27	36	40
Religious Exemption	5	8	10	11
Extended Absence	24	18	19	33
Medical Emergency/ Deceased	4	1	5	3
Other	8	9	8	21
Enrolled in State After 10/1	8	5	4	8
Did Not Attempt Reading	10	10	10	14
Did Not Attempt Math	14	11	12	13

Summary of Scores for Students with Significant Disabilities by Service Provider

Appendices A and B summarize *PASA* scores by service provider. Appendix A presents average scaled scores in reading and mathematics at each grade level. The results are presented for all participating service providers. As mentioned previously, the mean of scaled scores is approximately 1300 and the standard deviation is 100. Each table presents the number of students receiving scores for reading and mathematics and the average scaled score earned. Averages are only reported if 10 or more students received scores.

Appendix B presents the numbers and percentages of students at each performance level in each grade level. Separate tables are presented for reading and mathematics. Averages are only reported if 10 or more students received scores.

Summary of Scores for Students with Significant Disabilities by Home District

Appendices C and D summarize *PASA* scores by home district of the students who participated in the *PASA*. Appendix C presents average scaled scores in reading and mathematics at each grade level. The results are presented for all home districts. Each table presents the number of students receiving scores for reading and mathematics and the average scaled score earned.

Appendix D presents the numbers and percentages of students from each home district at each performance level in each grade level. Separate tables are presented for reading and mathematics.

As before, scaled scores and performance levels are reported only if 10 or more students received scores at each grade level.