



State Report Card 2015-2016

2016 Pennsylvania Alternate System of Assessment (PASA) Reading and Math Statewide Results

A Statewide Assessment for Students with Significant Cognitive Disabilities

Executive Summary

This report summarizes results of the 2016 *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 18,264 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.

Table of Contents

Executive Summary	1
Table of Contents	2
Section 1 – Demographic Information about Students Assessed	4
Table 1. Total Number of Students Assessed in Reading and Math at Each Assessment Level	4
Table 2. Number of Students Assessed in Reading and Math at Each Grade Level as Percentage of Tested State Population	4
Participation by Gender	4
Table 3. Number to Percentage of Males and Females Assessed in Reading and Math at Each Assessment and Grade Level	4
Participation by Primary Disability	5
Table 4. Number and Percentage of Students Within Each (Primary) Disability Category who Participated in Statewide Accountability Assessment Through the PASA in 2015-2016	5
Table 5. Number and Percentage of Students in Each (Primary) Disability Category Assessed in Reading	5
Table 6. Number and Percentage of Students in Each (Primary) Disability Category Assessed in Math	6
Table 7. Disability Designation for Students taking the PASA for the first time in 2016 (excluding 3 rd graders)	6
Table 8. Counts of Examinees taking the PASA Reading and Math for the first time in 2016 by Test Level Assignment	7
Participation by Ethnicity	7
Table 9. Number and Percentage of Students in Each Ethnicity Category Assessed in Reading	7
Table 10. Number and Percentage of Students in Each Ethnicity Category Assessed in Math	8
Participation by Economic Status	8
Table 11. Number and Percentage of Students Who are Economically Disadvantaged Assessed in Reading and Math at Each Test Level	8
Participation by LEP Students	8
Table 12. Number and Percentage of Students with Limited English Proficiency Assessed in Reading and Math at Each Test Level	8
Students who Required Accommodations	9
Table 13. Number and Percentage of Students with Limited English Proficiency in Each (Primary) Disability Category Assessed in Reading	9
Table 14. Number and Percentage of Students with Limited English Proficiency in Each (Primary) Disability Category Assessed in Math	9
Table 15. Number of Students with Whom Accommodated Versions of the 2016 PASA Reading and Math Were Used	10
Section 2 – 2016 PASA Assessment Outcomes	11
Testing Terminated	11
Table 16. Number and Percentage of Students Assessed in Reading and Math at Each Assessment and Grade Level Whose Assessments Were Terminated Prior to Completion	11
Scoring Rubric	11
Mean Rubric Scores by “Reporting Category”	12
Table 17. Mean Rubric Scores Overall and by Reporting Sub-categories	12
Cut Scores	13
2016 Outcomes Using Estimated Cut Scores for Reading (Score Range = 0 to 100)	13
2016 Outcomes Using Estimated Cut Scores for Math (Score Range = 0 to 100)	14

Performance Levels Overall by Subject and Test Level.....	15
Table 18. Number and Percentage of Students Performing at Levels Advanced, Proficient, Novice and Emerging in Reading and Math.....	15
Performance Levels Overall by Gender	15
Table 19. Number and Percentage of Male and Female Students Performing at Advanced, Proficient, Novice and Emerging Levels in Reading and Math	15
Performance Level Overall by Primary Disability	16
Table 20. Number and Percentage of Students by Primary Disability Category at Performance Levels Advanced, Proficient, Novice, and Emerging in Reading	16
Table 21. Number and Percentage of Students Assessed by Primary Disability Category at Performance Levels Advanced, Proficient, Novice and Emerging in Math.....	17
Table 22. Number and Percentage of Students with Limited English Proficiency by (Primary) Disability Category at Performance Levels Advanced, Proficient, Novice, and Emerging in Reading	19
Table 23. Number and Percentage of Students with Limited English Proficiency by (Primary) Disability Category at Performance Levels Advanced, Proficient, Novice, and Emerging in Math.....	20
Performance Levels Overall by Ethnicity	22
Table 24. Number and Percentage of Students by Ethnicity Category at Performance Levels Advanced, Proficient, Novice and Emerging in Reading	22
Table 25. Number and Percentage of Students by Ethnicity Category at Performance Levels Advanced, Proficient, Novice and Emerging in Math.....	23
Performance Levels Overall by Economic Status	24
Table 26. Number and Percentage of Economically Disadvantaged Students at Performance Levels Advanced, Proficient, Novice, and Emerging in Reading and Math	24
Performance Levels Overall for Limited English Proficiency Students	24
Table 27. Number and Percentage of Students with Limited English Proficiency at Performance Levels Advanced, Proficient, Novice, and Emerging in Reading and Math.....	24
Performance Levels Overall for Students Taking Adapted Versions of PASA.....	24
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.....	24
Table 29. 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)	25
Performance Levels by Recording Medium	25
Table 30. 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	25
Comparison of PASA Results for 2013-2014, 2014-2015 and 2015-2016.....	26
Table 31. Percentage of Students Assessed as Proficient (or Advanced) Level in Reading and Math Levels A, B, and C in 2013-2014, 2014-2015 and 2015-2016.....	26
Table 32. PASA Results in Reading 2013-2014, 2014-2015 and 2015-2016 for Students Whose Assessments Were Not Terminated	26
Table 33. PASA Results in Math 2013-2014, 2014-2015, and 2015-2016 for Students Whose Assessments Were Not Terminated	27

Section 1 – Demographic Information about Students Assessed

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

PASA Test	Level A	Level B	Level C	Totals
Reading	7648	7145	3471	18264
Math	7957	6737	3570	18264

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

Grade	Reading			Math		
	No. of Students	Percentage taking PASA	Percentage taking annual statewide assessment	No. of Students	Percentage taking PASA	Percentage taking annual statewide assessment
3	2630	14.4%	2.1%	2630	14.4%	2.1%
4	2711	14.8	2.1	2711	14.8	2.2
5	2681	14.7	2.1	2681	14.7	2.1
6	2623	14.4	2.1	2623	14.4	2.1
7	2610	14.3	2.0	2610	14.3	2.0
8	2667	14.6	2.1	2667	14.6	2.1
11	2342	12.8	1.9	2342	12.8	1.9

Participation by Gender

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

Test	No. of Male Students	Percentage of Males within Reading Level	Percentage of Males within Gender	No. of Female Students	Percentage of Females within Reading Level	Percentage of Females within Gender	Total
Reading A	5160	42.3%	67.5%	2488	41.1%	32.5%	7648
Reading B	4782	39.2	66.9	2363	39.0	33.1	7145
Reading C	2269	18.6	65.4	1202	19.9	34.6	3471
Total Reading	12211	100.0		6053	100.0		18264
Math A	5297	43.4	66.6	2660	43.9	33.4	7957
Math B	4484	36.7	66.6	2253	37.2	33.4	6737
Math C	2430	19.9	68.1	1140	18.8	31.9	3570
Total Math	12211			6053			

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 2015-2016

Primary Disability	No. Participated through PASA	Total No. Participated State-wide	Percentage of Disability Group Participating in PASA
Autism	5802	28447	20.4%
Deaf-Blind	22	22	100.0
Deafness / Hearing Impairment	105	2761	3.8
Emotional Disturbance	342	23475	1.5
Intellectual Disability	7299	17952	40.7
Learning Disability	1804	117654	1.5
Multiple Disabilities	1249	3038	41.1
Orthopedic Impairment	111	828	13.4
Other Health Impairment	1174	38942	3.0
Speech / Language Impairment	128	41427	0.3
Traumatic Brain Injury	88	552	15.9
Visual Impairment	140	1104	12.7
Total	18264	276202	

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

Primary Disability	Reading							
	Total Participating	% of Total	Level A		Level B		Level C	
Autism	5802	31.8%	2672	34.9%	2117	29.6%	1013	29.2%
Deaf-Blind	22	0.1	18	0.2	4	0.1	0	0.0
Deafness / Hearing Impairment	105	0.6	46	0.6	37	0.5	22	0.6
Emotional Disturbance	342	1.9	92	1.2	156	2.2	94	2.7
Intellectual Disability	7299	40.0	2993	39.1	3089	43.2	1217	35.1
Learning Disability	1804	9.9	265	3.5	865	12.1	674	19.4
Multiple Disabilities	1249	6.8	1055	13.8	153	2.1	41	1.2
Orthopedic Impairment	111	0.6	46	0.6	44	0.6	21	0.6
Other Health Impairment	1174	6.4	288	3.8	558	7.8	328	9.4
Speech / Language Impairment	128	0.7	33	0.4	61	0.9	34	1.0
Traumatic Brain Injury	88	0.5	36	0.5	33	0.5	19	0.5
Visual Impairment	140	0.8	104	1.4	28	0.4	8	0.2

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

Primary Disability	Total Participating	% of Total	Math					
			Level A		Level B		Level C	
Autism	5802	31.8%	2719	34.2%	2023	30.0%	1060	29.7%
Deaf-Blind	22	0.1	18	0.2	4	0.1	0	0.0
Deafness / Hearing Impairment	105	0.6	42	0.5	36	0.5	27	0.8
Emotional Disturbance	342	1.9	91	1.1	155	2.3	96	2.7
Intellectual Disability	7299	40.0	3206	40.3	2906	43.1	1187	33.2
Learning Disability	1804	9.9	261	3.3	779	11.6	764	21.4
Multiple Disabilities	1249	6.8	1082	13.6	135	2.0	32	0.9
Orthopedic Impairment	111	0.6	50	0.6	41	0.6	20	0.6
Other Health Impairment	1174	6.4	309	3.9	541	8.0	324	9.1
Speech / Language Impairment	128	0.7	33	0.4	60	0.9	35	1.0
Traumatic Brain Injury	88	0.5	35	0.4	33	0.5	20	0.6
Visual Impairment	140	0.8	111	1.4	24	0.4	5	0.1

Table 7. Disability Designation for Students taking the PASA for the first time in 2016 (excluding 3rd graders)

Primary Disability	Taking PASA for first time in 2016		All students taking PASA in 2016	
	No.	%	No.	%
Autism	348	20.3	5802	31.8
Deaf-Blind	4	0.2	22	0.1
Deafness / Hearing Impairment	16	0.9	105	0.6
Emotional Disturbance	88	5.1	342	1.9
Intellectual Disability	646	37.6	7299	40.0
Learning Disability	372	21.7	1804	9.9
Multiple Disabilities	49	2.9	1249	6.8
Orthopedic Impairment	1	0.1	111	0.6
Other Health Impairment	161	9.4	1174	6.4
Speech / Language Impairment	18	1.0	128	0.7
Traumatic Brain Injury	9	0.5	88	0.5
Visual Impairment	5	0.3	140	0.8

Table 8. Counts of Examinees taking the PASA Reading and Math for the first time in 2016 by Test Level Assignment

Reading

Test Level	No.	Percentage
Level A	455	26.5
Level B	694	40.4
Level C	568	33.1

Math

Test Level	No.	Percentage
Level A	465	27.1
Level B	694	40.4
Level C	558	32.5

Participation by Ethnicity

Table 9. Number and Percentage of Students in Each Ethnicity Category Assessed in Reading

Ethnicity	Total	% of Total	Reading					
			Level A		Level B		Level C	
African American/Black	4025	22.0%	1674	21.9%	1653	23.1%	698	20.1%
Asian/Pacific Islander	464	2.5	247	3.2	139	1.9	78	2.2
Latino/Hispanic – American	2142	11.7	1010	13.2	824	11.5	308	8.9
Multi-Racial/Ethnic	738	4.0	357	4.7	259	3.6	122	3.5
Native American/Alaskan	20	0.1	6	0.1	11	0.2	3	0.1
White / Not Hispanic	10875	59.5	4354	56.9	4259	59.6	2262	65.2

Table 10. Number and Percentage of Students in Each Ethnicity Category Assessed in Math

Ethnicity	Total	% of Total	Math					
			Level A	Level B	Level C	Level A	Level B	Level C
African American/Black	4025	22.0%	1764	22.2%	1579	23.4%	682	19.1%
Asian /Pacific Islander	464	2.5	245	3.1	135	2.0	84	2.4
Latino/Hispanic - American	2142	11.7	1018	12.8	789	11.7	335	9.4
Multi-Racial/Ethnic	738	4.0	358	4.5	252	3.7	128	3.6
Native American/Alaskan	20	0.1	7	0.1	8	0.1	5	0.1
White / Not Hispanic	10875	59.5	4565	57.4	3974	59.0	2336	65.4

Participation by Economic Status

Table 11. Number and Percentage of Students Who are Economically Disadvantaged Assessed in Reading and Math at Each Test Level

Test	Total	% of Total	Level A	Level B	Level C
Reading	10917	59.8%	4262	55.7%	2104
Math	10917	59.8	4436	55.7	2173

Participation by LEP Students

Table 12. Number and Percentage of Students with Limited English Proficiency Assessed in Reading and Math at Each Test Level

Test	Total	% of Total	Level A	Level B	Level C
Reading	1014	5.6%	427	5.6%	169
Math	1014	5.6	420	5.3	189

Students who Required Accommodations

Table 13. Number and Percentage of Students with Limited English Proficiency in Each (Primary) Disability Category Assessed in Reading

Primary Disability	Total Participating	% of Total	Reading					
			Level A	Level B	Level C	Level A	Level B	Level C
Autism	216	21.3%	99	23.2%	74	17.7%	43	25.4%
Deaf-Blind	1	0.1	1	0.2	0	0.0	0	0.0
Deafness / Hearing Impairment	11	1.1	5	1.2	5	1.2	1	0.6
Emotional Disturbance	11	1.1	6	1.4	4	1.0	1	0.6
Intellectual Disability	428	42.2	199	46.6	178	42.6	51	30.2
Learning Disability	198	19.5	45	10.5	101	24.2	52	30.8
Multiple Disabilities	44	4.3	36	8.4	7	1.7	1	0.6
Orthopedic Impairment	5	0.5	1	0.2	2	0.5	2	1.2
Other Health Impairment	68	6.7	27	6.3	29	6.9	12	7.1
Speech / Language Impairment	21	2.1	4	0.9	12	2.9	5	3.0
Traumatic Brain Injury	5	0.5	2	0.5	3	0.7	0	0.0
Visual Impairment	6	0.6	2	0.5	3	0.7	1	0.6

Table 14. Number and Percentage of Students with Limited English Proficiency in Each (Primary) Disability Category Assessed in Math

Primary Disability	Total Participating	% of Total	Math					
			Level A	Level B	Level C	Level A	Level B	Level C
Autism	216	21.3%	100	23.8%	68	16.8%	48	25.4%
Deaf-Blind	1	0.1	1	0.2	0	0.0	0	0.0
Deafness / Hearing Impairment	11	1.1	5	1.2	5	1.2	1	0.5
Emotional Disturbance	11	1.1	5	1.2	4	1.0	2	1.1
Intellectual Disability	428	42.2	196	46.7	173	42.7	59	31.2
Learning Disability	198	19.5	43	10.2	97	24.0	58	30.7
Multiple Disabilities	44	4.3	36	8.6	8	2.0	0	0.0
Orthopedic Impairment	5	0.5	1	0.2	2	0.5	2	1.1
Other Health Impairment	68	6.7	26	6.2	30	7.4	12	6.3
Speech / Language Impairment	21	2.1	3	0.7	12	3.0	6	3.2
Traumatic Brain Injury	5	0.5	2	0.5	3	0.7	0	0.0
Visual Impairment	6	0.6	2	0.5	3	0.7	1	0.5

Table 15. Number of Students with Whom Accommodated Versions of the 2016 PASA Reading and Math Were Used

	Reading			Math		
	Level	Level	Level	Level	Level	Level
	A	B	C	A	B	C
Grade 3						
Tactile Version	42	1	0	42	1	0
Deaf & Hard of Hearing Version	16	4	1	0	0	0
Grade 4						
Tactile Version	29	1	0	29	1	0
Deaf & Hard of Hearing Version	26	8	0	0	0	0
Grade 5						
Tactile Version	29	4	1	29	4	1
Deaf & Hard of Hearing Version	10	9	8	0	0	0
Grade 6						
Tactile Version	20	2	0	20	2	0
Deaf & Hard of Hearing Version	13	10	4	0	0	0
Grade 7						
Tactile Version	16	2	2	16	2	2
Deaf & Hard of Hearing Version	17	13	5	0	0	0
Grade 8						
Tactile Version	22	3	1	22	2	2
Deaf & Hard of Hearing Version	18	8	6	0	0	0
Grade 11						
Tactile Version	19	2	1	19	3	0
Deaf & Hard of Hearing Version	13	8	2	0	0	0
Totals						
Tactile Version	177	15	5	177	15	5
Deaf & Hard of Hearing Version	114	60	26	0	0	0

Section 2 – 2016 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

Test	# Terminated	% of Total	Level A	Level B	Level C
Reading	746	4.1%	724	9.5%	5
Math	787	4.3	773	9.7	1

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 <i>eventually</i> 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>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>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>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>or</p> <p>Response demonstrated was completely different from the targeted skill (e.g. student matched words instead of read words)</p> <p>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"> No materials were presented, No request was made of the student, and No student response could be seen nor heard

Figure 1. Four-Point Rubric for Scoring the 2016 PASA

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)

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

Reading: Mean Rubric Score

Test	Level A	Level B	Level C
Literature Text	3.2	3.9	4.2
Informational Text	3.2	3.9	4.2
Total Test	3.2	3.9	4.2

Math: Mean Rubric Score

Test	Level A	Level B	Level C
Numbers and Operations in Base Ten	2.9	3.7	4.1
Numbers and Operations – Fractions	2.9	3.4	3.6
The Number System	2.8	3.5	3.8
Number and Quantity	2.7	3.3	3.4
Operations and Algebraic Thinking	3.1	3.6	3.7
Ratios and Proportional Relationships	2.8	3.5	3.3
Expressions and Equations	2.8	3.5	3.6
Functions	3.0	3.7	4.1
Geometry	3.2	3.9	3.6
Measurement and Data	3.3	3.8	3.8
Statistics and Probability	2.6	3.6	3.7
Total Test	3.0	3.6	3.7

Cut Scores

2016 Outcomes Using Estimated Cut Scores for Reading (Score Range = 0 to 100)

Grade 3 Reading

Level	Emerging	Novice	Proficient	Advanced
A	0 – 62	63 – 76	77 – 99	100
B	0 – 59	60 – 79	80 – 99	100
C	0 – 63	64 – 75	76 – 82	83 – 100

Grade 4 Reading

Level	Emerging	Novice	Proficient	Advanced
A	0 – 63	64 – 76	77 – 99	100
B	0 – 59	60 – 78	79 – 99	100
C	0 – 67	68 – 80	81 – 89	90 – 100

Grade 5 Reading

Level	Emerging	Novice	Proficient	Advanced
A	0 – 60	61 – 76	77 – 99	100
B	0 – 66	67 – 80	81 – 99	100
C	0 – 69	70 – 82	83 – 91	92 – 100

Grade 6 Reading

Level	Emerging	Novice	Proficient	Advanced
A	0 – 60	61 – 76	77 – 99	100
B	0 – 61	62 – 77	78 – 99	100
C	0 – 69	70 – 80	81 – 89	90 – 100

Grade 7 Reading

Level	Emerging	Novice	Proficient	Advanced
A	0 – 61	62 – 77	78 – 99	100
B	0 – 60	61 – 78	79 – 99	100
C	0 – 69	70 – 84	85 – 95	96 – 100

Grade 8 Reading

Level	Emerging	Novice	Proficient	Advanced
A	0 – 60	61 – 76	77 – 99	100
B	0 – 60	61 – 81	82 – 99	100
C	0 – 69	70 – 84	85 – 95	96 – 100

Grade 11 Reading

Level	Emerging	Novice	Proficient	Advanced
A	0 – 59	60 – 72	73 – 99	100
B	0 – 66	67 – 82	83 – 99	100
C	0 – 67	68 – 91	92 – 97	98 – 100

2016 Outcomes Using Estimated Cut Scores for Math (Score Range = 0 to 100)

Grade 3 Math

Level	Emerging	Novice	Proficient	Advanced
A	0 – 66	67 – 79	80 – 99	100
B	0 – 68	69 – 78	79 – 99	100
C	0 – 68	69 – 79	80 – 91	92 – 100

Grade 4 Math

Level	Emerging	Novice	Proficient	Advanced
A	0 – 63	64 – 77	78 – 99	100
B	0 – 68	69 – 78	79 – 99	100
C	0 – 66	67 – 78	79 – 89	90 – 100

Grade 5 Math

Level	Emerging	Novice	Proficient	Advanced
A	0 – 61	62 – 73	74 – 99	100
B	0 – 61	62 – 74	75 – 99	100
C	0 – 64	65 – 77	78 – 84	85 – 100

Grade 6 Math

Level	Emerging	Novice	Proficient	Advanced
A	0 – 63	64 – 74	75 – 99	100
B	0 – 61	62 – 73	74 – 99	100
C	0 – 68	69 – 77	78 – 84	85 – 100

Grade 7 Math

Level	Emerging	Novice	Proficient	Advanced
A	0 – 59	60 – 72	73 – 99	100
B	0 – 69	70 – 81	82 – 99	100
C	0 – 67	68 – 80	81 – 88	89 – 100

Grade 8 Math

Level	Emerging	Novice	Proficient	Advanced
A	0 – 57	58 – 74	75 – 99	100
B	0 – 68	69 – 78	79 – 99	100
C	0 – 61	62 – 78	79 – 88	89 – 100

Grade 11 Math

Level	Emerging	Novice	Proficient	Advanced
A	0 – 58	59 – 72	73 – 99	100
B	0 – 65	66 – 78	79 – 99	100
C	0 – 68	69 – 81	82 – 87	88 – 100

Performance Levels Overall by Subject and Test Level

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

Test	Level	Advanced		Proficient		Novice		Emerging	
Reading	Level A	41	0.5%	3040	39.7%	2108	27.6%	2459	32.2%
Math	Level A	8	0.1	2381	29.9	2314	29.1	3254	40.9
Reading	Level B	77	1.1	37.2	51.8	2631	36.8	735	10.3
Math	Level B	16	0.2	2764	41.0	2281	33.9	1676	24.9
Reading	Level C	789	22.7	1298	37.4	1004	28.9	380	10.9
Math	Level C	537	15.0	1124	31.5	1191	33.4	718	20.1

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

Test	Level	# Tested	% Advanced	% Proficient	% Novice	% Emerging
Reading	Level A	5160	0.6%	40.0%	27.3%	32.1%
Math	Level A	5297	0.1	29.9	28.3	41.6
Reading	Level B	4782	1.0	51.5	37.0	10.6
Math	Level B	4484	0.2	41.5	33.1	25.2
Reading	Level C	2269	24.1	36.3	28.3	11.3
Math	Level C	2430	15.8	31.2	34.1	18.9

Females

Test	Level	# Tested	% Advanced	% Proficient	% Novice	% Emerging
Reading	Level A	2488	0.5%	39.2%	28.1%	32.2%
Math	Level A	2660	0.1	29.9	30.6	39.4
Reading	Level B	2363	1.3	52.5	36.4	9.7
Math	Level B	2253	0.3	40.1	35.3	24.3
Reading	Level C	1202	20.2	39.5	30.0	10.2
Math	Level C	1140	13.4	32.1	31.8	22.7

Performance Level Overall by Primary Disability

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

Reading – Level A

Primary Disability	# Tested	% Advanced	% Proficient	% Novice	% Emerging
Autism	2672	0.5%	32.7%	32.8%	34.1%
Deaf-Blind	18	0.0	22.2	27.8	50.0
Deafness / Hearing Impairment	46	0.0	32.6	47.8	19.6
Emotional Disturbance	92	4.3	76.1	10.9	8.7
Intellectual Disability	2993	0.4	48.5	28.4	22.7
Learning Disability	265	4.2	85.3	7.9	2.6
Multiple Disabilities	1055	0.1	14.3	20.8	64.8
Orthopedic Impairment	46	0.0	43.5	19.6	37.0
Other Health Impairment	288	0.3	62.5	23.6	13.5
Speech / Language Impairment	33	0.0	66.7	21.2	12.1
Traumatic Brain Injury	36	0.0	44.4	19.4	36.1
Visual Impairment	104	0.0	9.6	12.5	77.9

Reading Level B

Primary Disability	# Tested	% Advanced	% Proficient	% Novice	% Emerging
Autism	2117	0.8%	41.8%	42.6%	14.8%
Deaf-Blind	4	0.0	50.0	50.0	0.0
Deafness / Hearing Impairment	37	5.4	35.1	37.8	21.6
Emotional Disturbance	156	3.2	59.0	26.3	11.5
Intellectual Disability	3089	0.8	50.5	39.0	9.6
Learning Disability	865	1.7	72.7	22.2	3.4
Multiple Disabilities	153	0.7	41.2	41.8	16.3
Orthopedic Impairment	44	0.0	65.9	27.3	6.8
Other Health Impairment	558	1.8	64.0	28.3	5.9
Speech / Language Impairment	61	1.6	59.0	32.8	6.6
Traumatic Brain Injury	33	0.0	69.7	21.2	9.1
Visual Impairment	28	0.0	53.6	46.4	0.0

Reading Level C

Primary Disability	# Tested	% Advanced	% Proficient	% Novice	% Emerging
Autism	1013	23.8%	32.8%	31.5%	11.9%
Deaf-Blind	0	0.0	0.0	0.0	0.0
Deafness / Hearing Impairment	22	9.1	31.8	36.4	22.7
Emotional Disturbance	94	30.9	30.9	26.6	11.7
Intellectual Disability	1217	17.5	40.8	30.6	11.2
Learning Disability	674	29.1	38.3	23.7	8.9
Multiple Disabilities	41	22.0	34.1	34.1	9.8
Orthopedic Impairment	21	19.0	47.6	19.0	14.3
Other Health Impairment	328	25.6	40.5	25.6	8.2
Speech / Language Impairment	34	11.8	32.4	32.4	23.5
Traumatic Brain Injury	19	21.1	31.6	26.3	21.1
Visual Impairment	8	37.5	25.0	25.0	12.5

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

Math – Level A

Primary Disability	# Tested	% Advanced	% Proficient	% Novice	% Emerging
Autism	2719	0.1%	26.0%	31.2%	42.7%
Deaf-Blind	18	0.0	11.1	33.3	55.6
Deafness / Hearing Impairment	42	0.0	38.1	26.2	35.7
Emotional Disturbance	91	0.0	63.7	18.7	17.6
Intellectual Disability	3206	0.1	34.8	32.6	32.5
Learning Disability	261	0.8	76.2	17.6	5.4
Multiple Disabilities	1082	0.1	8.3	19.1	72.5
Orthopedic Impairment	50	0.0	20.0	30.0	50.0
Other Health Impairment	309	0.0	49.2	28.5	22.3
Speech / Language Impairment	33	0.0	45.5	27.3	27.3
Traumatic Brain Injury	35	0.0	34.3	22.9	42.9
Visual Impairment	111	0.0	4.5	12.6	82.9

Math – Level B

Primary Disability	# Tested	% Advanced	% Proficient	% Novice	% Emerging
Autism	2023	0.2%	39.6%	32.7%	27.4%
Deaf-Blind	4	0.0	75.0	0.0	25.0
Deafness / Hearing Impairment	36	0.0	44.4	27.8	27.8
Emotional Disturbance	155	0.0	38.1	36.8	25.2
Intellectual Disability	2906	0.2	36.4	37.3	26.1
Learning Disability	779	0.5	58.9	25.4	15.1
Multiple Disabilities	135	0.0	29.6	37.0	33.3
Orthopedic Impairment	41	2.4	48.8	29.3	19.5
Other Health Impairment	541	0.2	47.9	30.9	21.1
Speech / Language Impairment	60	0.0	43.3	36.7	20.0
Traumatic Brain Injury	33	0.0	36.4	33.3	30.3
Visual Impairment	24	0.0	41.7	37.5	20.8

Math – Level C

Primary Disability	# Tested	% Advanced	% Proficient	% Novice	% Emerging
Autism	1060	14.2%	31.8%	33.5%	20.5%
Deaf-Blind	0	0.0	0.0	0.0	0.0
Deafness / Hearing Impairment	27	11.1	18.5	48.1	22.2
Emotional Disturbance	96	7.3	29.2	41.7	21.9
Intellectual Disability	1187	13.0	27.5	36.5	23.0
Learning Disability	764	20.9	37.7	26.6	14.8
Multiple Disabilities	32	18.8	12.5	34.4	34.4
Orthopedic Impairment	20	20.0	40.0	20.0	20.0
Other Health Impairment	324	14.5	32.4	33.6	19.4
Speech / Language Impairment	35	11.4	40.0	34.3	14.3
Traumatic Brain Injury	20	5.0	35.0	40.0	20.0
Visual Impairment	5	0.0	20.0	60.0	20.0

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

Reading – Level A

Primary Disability	# Tested	% Advanced	% Proficient	% Novice	% Emerging
Autism	99	1.0%	35.4%	27.3%	36.4%
Deaf-Blind	1	0.0	100.0	0.0	0.0
Deafness / Hearing Impairment	5	0.0	20.0	40.0	40.0
Emotional Disturbance	6	0.0	66.7	33.3	0.0
Intellectual Disability	199	1.0	50.8	29.1	19.1
Learning Disability	45	6.7	73.3	13.3	6.7
Multiple Disabilities	36	0.0	16.7	27.8	55.6
Orthopedic Impairment	1	0.0	100.0	0.0	0.0
Other Health Impairment	27	0.0	74.1	22.2	3.7
Speech / Language Impairment	4	0.0	75.0	0.0	25.0
Traumatic Brain Injury	2	0.0	50.0	0.0	50.0
Visual Impairment	2	0.0	0.0	0.0	100.0

Reading – Level B

Primary Disability	# Tested	% Advanced	% Proficient	% Novice	% Emerging
Autism	74	0.0%	47.3%	44.6%	8.1%
Deaf-Blind	0	0.0	0.0	0.0	0.0
Deafness / Hearing Impairment	5	0.0	60.0	40.0	0.0
Emotional Disturbance	4	0.0	100.0	0.0	0.0
Intellectual Disability	178	0.6	46.1	42.7	10.7
Learning Disability	101	0.0	56.4	38.6	5.0
Multiple Disabilities	7	0.0	28.6	57.1	14.3
Orthopedic Impairment	2	0.0	50.0	50.0	0.0
Other Health Impairment	29	0.0	41.4	48.3	10.3
Speech / Language Impairment	12	0.0	58.3	41.7	0.0
Traumatic Brain Injury	3	0.0	33.3	33.3	33.3
Visual Impairment	3	0.0	33.3	66.7	0.0

Reading – Level C

Primary Disability	# Tested	% Advanced	% Proficient	% Novice	% Emerging
Autism	43	27.9%	27.9%	23.3%	20.9%
Deaf-Blind	0	0.0	0.0	0.0	0.0
Deafness / Hearing Impairment	1	0.0	0.0	100.0	0.0
Emotional Disturbance	1	0.0	100.0	0.0	0.0
Intellectual Disability	51	13.7	35.3	33.3	17.6
Learning Disability	52	17.3	28.8	38.5	15.4
Multiple Disabilities	1	0.0	0.0	0.0	100.0
Orthopedic Impairment	2	0.0	100.0	100.0	0.0
Other Health Impairment	12	8.3	33.3	41.7	16.7
Speech / Language Impairment	5	0.0	20.0	40.0	40.0
Traumatic Brain Injury	0	0.0	0.0	0.0	0.0
Visual Impairment	1	0.0	0.0	100.0	0.0

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

Math – Level A

Primary Disability	# Tested	% Advanced	% Proficient	% Novice	% Emerging
Autism	100	1.0%	37.0%	21.0%	41.0%
Deaf-Blind	1	0.0	100.0	0.0	0.0
Deafness / Hearing Impairment	5	0.0	20.0	60.0	20.0
Emotional Disturbance	5	0.0	40.0	40.0	20.0
Intellectual Disability	196	0.0	36.2	38.3	25.5
Learning Disability	43	0.0	74.4	18.6	7.0
Multiple Disabilities	36	0.0	5.6	25.0	69.4
Orthopedic Impairment	1	0.0	100.0	0.0	0.0
Other Health Impairment	26	0.0	61.5	23.1	15.4
Speech / Language Impairment	3	0.0	33.3	33.3	33.3
Traumatic Brain Injury	2	0.0	50.0	0.0	50.0
Visual Impairment	2	0.0	0.0	0.0	100.0

Math – Level B

Primary Disability	# Tested	% Advanced	% Proficient	% Novice	% Emerging
Autism	68	1.5%	35.3%	30.9%	32.4%
Deaf-Blind	0	0.0	0.0	0.0	0.0
Deafness / Hearing Impairment	5	0.0	100.0	0.0	0.0
Emotional Disturbance	4	0.0	50.0	25.0	25.0
Intellectual Disability	173	0.0	38.2	33.5	28.3
Learning Disability	97	1.0	49.5	23.7	25.8
Multiple Disabilities	8	0.0	50.0	50.0	0.0
Orthopedic Impairment	2	0.0	100.0	0.0	0.0
Other Health Impairment	30	0.0	46.7	26.7	26.7
Speech / Language Impairment	12	0.0	75.0	25.0	0.0
Traumatic Brain Injury	3	0.0	66.7	0.0	33.3
Visual Impairment	3	0.0	33.3	33.3	33.3

Math – Level C

Primary Disability	# Tested	% Advanced	% Proficient	% Novice	% Emerging
Autism	48	14.6%	25.0%	33.3%	27.1%
Deaf-Blind	0	0.0	0.0	0.0	0.0
Deafness / Hearing Impairment	1	100.0	0.0	0.0	0.0
Emotional Disturbance	2	0.0	0.0	100.0	0.0
Intellectual Disability	59	13.6	28.8	42.4	15.3
Learning Disability	58	19.0	34.5	29.3	17.2
Multiple Disabilities	0	0.0	0.0	0.0	0.0
Orthopedic Impairment	2	50.0	0.0	0.0	50.0
Other Health Impairment	12	8.3	33.3	25.0	33.3
Speech / Language Impairment	6	16.7	66.7	0.0	16.7
Traumatic Brain Injury	0	0.0	0.0	0.0	0.0
Visual Impairment	1	0.0	0.0	0.0	100.0

Performance Levels Overall by Ethnicity

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

Reading – Level A

Ethnicity	# Tested	% Advanced	% Proficient	% Novice	% Emerging
African American / Black	1674	0.4%	40.6%	28.2%	30.8%
Asian /Pacific Islander	247	0.0	33.6	29.1	37.2
Latino/ Hispanic –American	1010	0.9	39.5	28.0	31.6
Multi-Racial/Ethnic	357	0.0	40.9	24.1	35.0
Native American /Alaskan	6	0.0	33.3	0.0	66.7
White /Not Hispanic	4354	0.6	39.7	27.4	32.2

Reading – Level B

Ethnicity	# Tested	% Advanced	% Proficient	% Novice	% Emerging
African American / Black	1653	0.5%	50.0%	36.2%	13.2%
Asian /Pacific Islander	139	0.7	41.0	44.6	13.7
Latino/ Hispanic –American	824	1.0	48.5	41.3	9.2
Multi-Racial/Ethnic	259	1.2	51.4	37.8	9.7
Native American /Alaskan	11	0.0	45.5	36.4	18.2
White /Not Hispanic	4259	1.3	53.5	35.9	9.3

Reading – Level C

Ethnicity	# Tested	% Advanced	% Proficient	% Novice	% Emerging
African American / Black	698	18.9%	38.3%	30.5%	12.3%
Asian /Pacific Islander	78	14.1	26.9	33.3	25.6
Latino/ Hispanic –American	308	19.8	37.0	29.9	13.3
Multi-Racial/Ethnic	122	23.0	39.3	24.6	13.1
Native American /Alaskan	3	33.3	33.3	33.3	0.0
White /Not Hispanic	2262	24.6	37.4	28.4	9.6

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

Math – Level A

Ethnicity	# Tested	% Advanced	% Proficient	% Novice	% Emerging
African American / Black	1764	0.1%	30.5%	29.2%	40.2%
Asian /Pacific Islander	245	0.0	23.7	29.0	47.3
Latino/ Hispanic –American	1018	0.2	32.6	27.1	40.1
Multi-Racial/Ethnic	358	0.3	27.7	29.3	42.7
Native American /Alaskan	7	0.0	28.6	28.6	42.9
White /Not Hispanic	4565	0.1	29.6	29.5	40.8

Math – Level B

Ethnicity	# Tested	% Advanced	% Proficient	% Novice	% Emerging
African American / Black	1579	0.2%	37.9%	34.6%	27.4
Asian /Pacific Islander	135	1.5	43.0	29.6	25.9
Latino/ Hispanic –American	789	0.1	41.6	34.5	23.8
Multi-Racial/Ethnic	252	0.4	42.1	31.0	26.6
Native American /Alaskan	8	0.0	62.5	25.0	12.5
White /Not Hispanic	3974	0.2	42.0	33.8	24.0

Math – Level C

Ethnicity	# Tested	% Advanced	% Proficient	% Novice	% Emerging
African American / Black	682	12.2	28.6	34.3	24.9
Asian /Pacific Islander	84	17.9	27.4	33.3	21.4
Latino/ Hispanic –American	335	16.4	32.2	31.3	20.0
Multi-Racial/Ethnic	128	15.6	31.3	32.0	21.1
Native American /Alaskan	5	20.0	0.0	60.0	20.0
White /Not Hispanic	2336	15.5	32.4	33.4	18.6

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

Test	Level	Number Tested	% Advanced	% Proficient	% Novice	% Emerging
Reading	Level A	4262	0.7	45.3	25.4	28.6
Math	Level A	4436	0.1	34.6	28.9	36.4
Reading	Level B	4551	1.0	55.5	34.0	9.4
Math	Level B	4308	0.2	43.0	33.7	23.1
Reading	Level C	2104	22.8	38.4	28.0	10.8
Math	Level C	2173	15.6	31.8	32.8	19.8

Performance Levels Overall for Limited English Proficiency Students

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

Test	Level	# Tested	% Advanced	% Proficient	% Novice	% Emerging
Reading	Level A	427	1.4	48.2	26.0	24.4
Math	Level A	420	0.2	39.3	29.8	30.7
Reading	Level B	418	0.2	49.0	42.3	8.4
Math	Level B	405	0.5	43.7	29.4	26.4
Reading	Level C	169	17.2	30.8	33.7	18.3
Math	Level C	189	15.9	30.2	33.9	20.1

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

Test	Level	# Tested	% Advanced	% Proficient	% Novice	% Emerging
Reading	Level A	177	0.0%	10.7%	8.5%	80.8%
Math	Level A	177	0.0%	3.0%	12.0%	85.0%
Reading	Level B	15	0.0%	46.7%	40.0%	13.3%
Math	Level B	15	0.0%	33.3%	33.3%	33.3%
Reading	Level C	5	20.0%	40.0%	0.0%	40.0%
Math	Level C	5	0.0%	0.0%	60.0%	40.0%

Table 29. 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)

Test	Level	# Tested	% Advanced	% Proficient	% Novice	% Emerging
Reading	Level A	114	0.0%	32.5%	35.1%	32.5%
Reading	Level B	60	3.3%	30.0%	46.7%	20.0%
Reading	Level C	26	15.4%	30.8%	26.9%	26.9%

Performance Levels by Recording Medium

Table 30. 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

Test	Video Level	# Tested	% Advanced	% Proficient	% Novice	% Emerging
Reading	Level A	7619	0.5	39.7	27.6	32.1
Math	Level A	7927	0.1	29.9	29.1	40.8
Reading	Level B	7135	1.1	51.8	36.8	10.3
Math	Level B	6728	0.2	41.0	33.9	24.9
Reading	Level C	3466	22.7	37.4	28.9	10.9
Math	Level C	3565	15.1	31.5	33.4	20.1

Test	Narrative Notes Level	# Tested	% Advanced	% Proficient	% Novice	% Emerging
Reading	Level A	29	3.4	41.4	13.8	41.4
Math	Level A	30	0.0	26.7	20.0	53.3
Reading	Level B	10	10.0	30.0	30.0	30.0
Math	Level B	9	0.0	33.3	33.3	33.3
Reading	Level C	5	40.0	20.0	20.0	20.0
Math	Level C	5	0.0	20.0	40.0	40.0

Comparison of PASA Results for 2013-2014, 2014-2015 and 2015-2016

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 31. Percentage of Students Assessed as Proficient (or Advanced) Level in Reading and Math Levels A, B, and C in 2013-2014, 2014-2015 and 2015-2016

Test	Level A			Level B			Level C		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
Reading	51.7%	49.5%	40.2%	67.8%	59.0%	52.9%	67.2%	60.3%	60.1%
Math	47.1%	40.2%	30.0%	53.3%	47.9%	41.2%	58.2%	50.7%	46.5%

Table 32. PASA Results in Reading 2013-2014, 2014-2015 and 2015-2016 for Students Whose Assessments Were Not Terminated

Grade/Year	Percentage of Students in Each Performance Level					Percentage of Students Proficient and Above
	Advanced	Proficient	Novice	Emerging		
OVERALL	2016	5%	46%	33%	16%	51
	2015	5%	52%	28%	15%	57
	2014	7%	58%	25%	11%	65
Grade 3	2016	2%	48%	32%	19%	50
	2015	3%	53%	28%	17%	56
	2014	3%	63%	22%	13%	66
Grade 4	2016	4%	48%	32%	16%	52
	2015	5%	55%	27%	13%	60
	2014	7%	64%	19%	10%	71
Grade 5	2016	4%	44%	35%	17%	48
	2015	4%	51%	29%	16%	55
	2014	6%	51%	31%	12%	57
Grade 6	2016	6%	44%	31%	19%	50
	2015	8%	49%	27%	16%	57
	2014	9%	54%	28%	9%	63
Grade 7	2016	6%	44%	35%	15%	50
	2015	5%	50%	30%	15%	55
	2014	6%	55%	25%	13%	61
Grade 8	2016	10%	42%	34%	14%	52
	2015	7%	49%	28%	16%	56
	2014	9%	57%	23%	11%	66
Grade 11	2016	6%	51%	30%	13%	57
	2015	4%	56%	27%	13%	60
	2014	7%	61%	23%	9%	68

Table 33. PASA Results in Math 2013-2014, 2014-2015 and 2015-2016 for Students Whose Assessments Were Not Terminated

Grade/Year		Percentage of Students in Each Performance Level				Percentage of Students Proficient and Above
		Advanced	Proficient	Novice	Emerging	
OVERALL	2016	3%	36%	33%	28%	39
	2015	4%	42%	28%	26%	46
	2014	6%	48%	27%	19%	54
Grade 3	2016	1%	38%	31%	30%	39
	2015	1%	46%	26%	27%	47
	2014	2%	51%	26%	21%	53
Grade 4	2016	2%	41%	32%	25%	43
	2015	2%	50%	24%	24%	52
	2014	5%	54%	24%	18%	59
Grade 5	2016	5%	40%	31%	25%	45
	2015	7%	46%	24%	24%	53
	2014	9%	52%	23%	16%	61
Grade 6	2016	7%	43%	25%	26%	50
	2015	11%	47%	21%	22%	58
	2014	12%	55%	19%	14%	67
Grade 7	2016	2%	27%	40%	31%	29
	2015	3%	33%	35%	29%	36
	2014	4%	36%	35%	24%	40
Grade 8	2016	3%	28%	40%	30%	31
	2015	4%	34%	36%	27%	38
	2014	5%	42%	33%	20%	47
Grade 11	2016	3%	35%	33%	29%	38
	2015	3%	42%	28%	27%	45
	2014	4%	49%	29%	18%	53