



2014

Keystone Oaks School District

**Report
of
Student Achievement**

November 13, 2014

Building a foundation of excellence

**Keystone Oaks School District
Report of Student Achievement
November 2014**

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Report of Student Achievement

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EXECUTIVE SUMMARY

With educational accountability at the forefront in local communities and at both the state and national levels, expectations for continuous student progress are significant. Pennsylvania's recently developed and released School Performance Profile is one such accountability system. District constituents can readily access building-level information on both student achievement and growth. Data for each school building, comprehensive career and technical center, cyber charter, and charter school is available to the public on the SPP site, and the ensuing information is a focus of media attention.

The Keystone Oaks School District recognizes the significance of keeping its constituents informed about student progress and cognizant of both strengths and areas of concern within its educational system. This *Report of Student Achievement* is intended to provide the Board of School Directors, administrators, staff, and community members with a comprehensive overview of student progress across the District. Where available, District performance measures are compared against those at the State and national levels. Assessment information is provided for all grades and subject areas where student performance data exists.

Guided by the PA Core and Academic Standards, the District staff recognizes the common elements that ensure student achievement: curriculum alignment to the Standards, fair and varied assessments of progress, an understanding of lesson design, strong instruction, materials and resources, and interventions/enrichment when indicated. The data shared in this report is used by staff on an on-going basis to guide instruction and planning and to support high achievement across the District.

High achievement always takes place in the framework of high expectation.

-Charles Kettering

SECTION I:

ACCESS FOR ENGLISH LANGUAGE LEARNERS- K – 12

ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a language proficiency assessment given to Kindergarten through 12th graders who have been identified as English Language Learners (ELLs). It is given annually in WIDA Consortium member states to monitor student progress in acquiring academic English. Pennsylvania is a member of this consortium. The ACCESS test is used as one of the exit criteria for instructional programs as English Language Learners move from active services to monitoring.

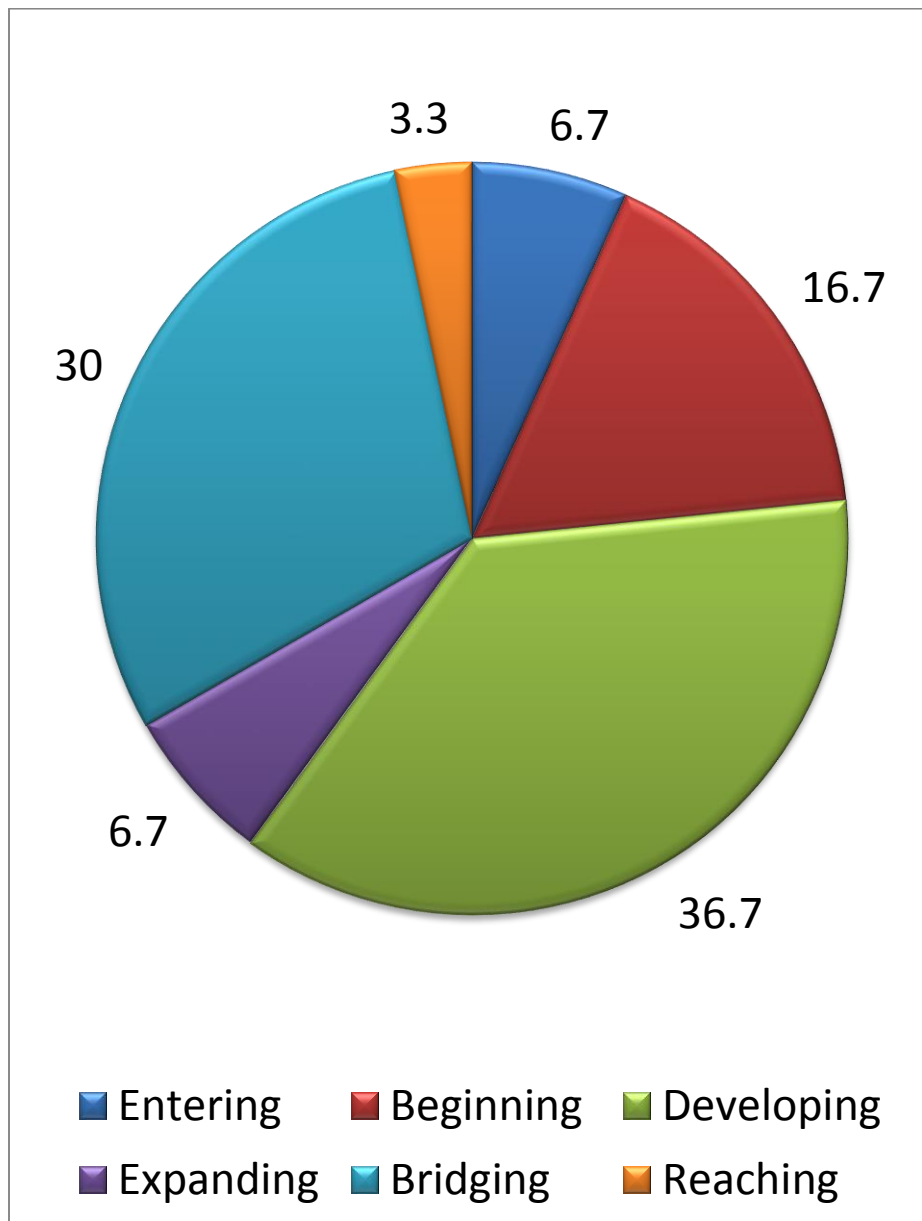
The ACCESS assessment items were developed from consortium English Language Proficiency Standards in the following areas: Social & Instructional Language, Language of Language Arts, Language of Mathematics, Language of Science, and the Language of Social Studies. The assessment is administered according to five grade level clusters: Kindergarten, Grades 1-2, Grades 5-6, Grades 6-8, Grades 9-12

Within each grade-level cluster (except Kindergarten), ACCESS for ELLs consists of three forms: Tier A (beginning), Tier B (intermediate), and Tier C (advanced). This keeps the test shorter and more appropriately targets each student's range of language skills.

The assessment identifies the English Language Proficiency Level of the students as Entering, Beginning, Developing, Expanding, Bridging, and Reaching.

Keystone Oaks ESL students exceeded the state average proficiency levels in both the Bridging and Reaching categories (higher proficiency levels on the assessment). District students in all clusters of K-5, 6-8, and 9-12 demonstrated a higher level of proficiency in social and academic language when compared to the state averages.

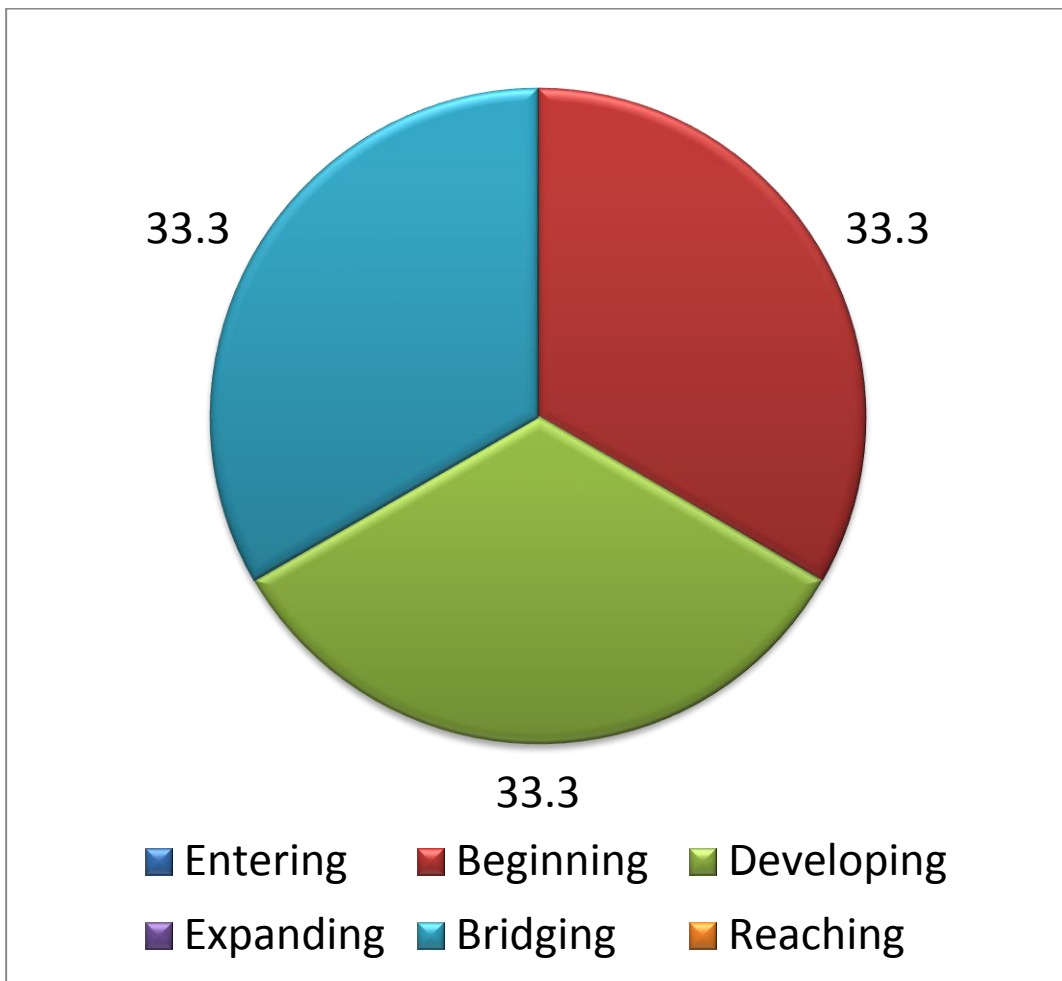
**Access for English Language Learners
Proficiency Percentages
Keystone Oaks
Grades K - 5**



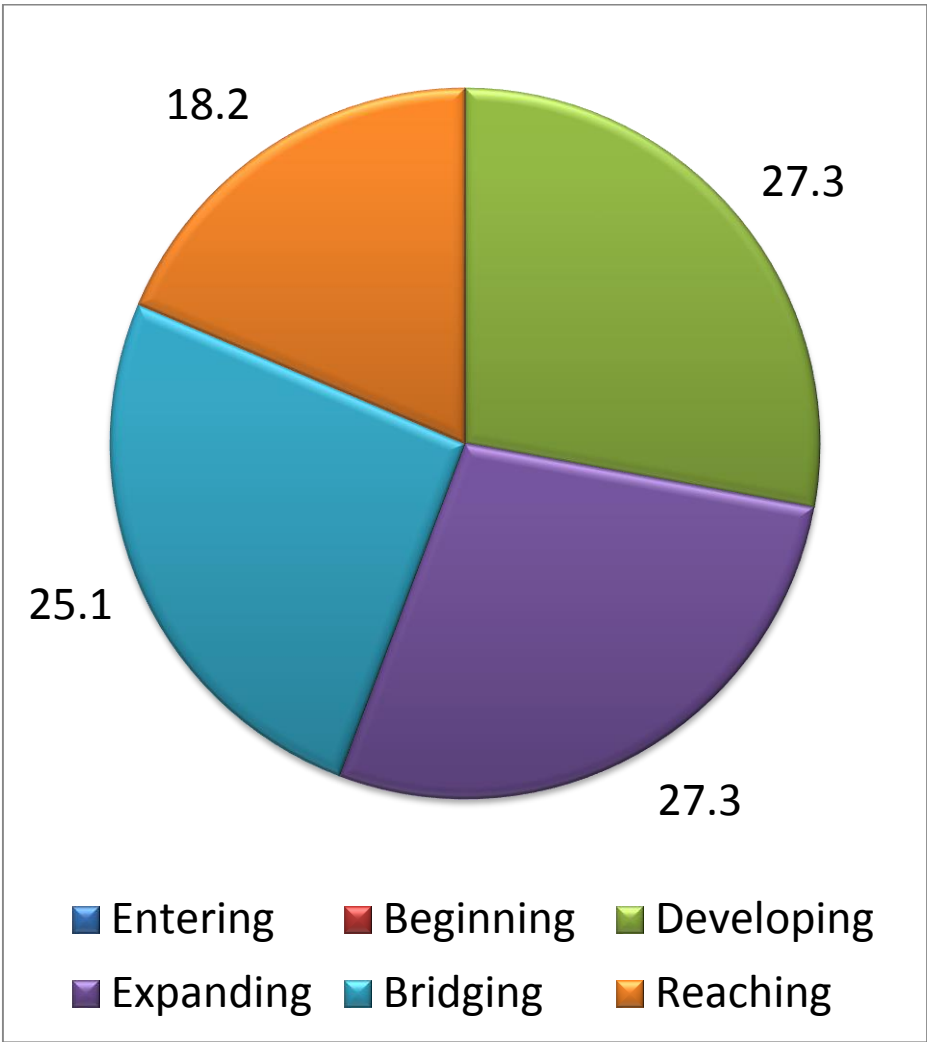
Access for English Language Learners

Proficiency Percentages

Grades 6 - 8



ACCESS for English Language Learners
Proficiency Percentages
Grades 9 - 12



SECTION II: PRELIMINARY SCHOLASTIC APTITUDE TEST

The PSAT/NMSQT (National Merit Scholarship Qualifying Test) assesses the critical reading, mathematics and writing skills students need for college and beyond. The PSAT/NMSQT helps students become college-ready. It provides detailed feedback on skills, access to scholarships, and personalized online tools. In addition, taking the PSAT in 10 and/or 11th grade gives students additional practice for the SAT, using a format similar to that assessment. The PSAT/NMSQT includes five sections in three skill areas. The total testing time is 2 hours and 10 minutes.

Assessed skills include critical reading (analyze and evaluate), math (arithmetic, algebra, geometry, problem-solving) and writing (grammar, language, sentence/paragraph structure). Predictive methodology calculates PSAT benchmarks to equate to a 65% probability of a first-year college grade point average (GPA) of 2.67 or higher.

Five year trends show a decline in 11th grade student participation in the PSAT. PSAT scores, which are reported in a range-of-scale scores from 20 to 80, have risen between 2009 and 2013 (last year for current data).

When comparing District and national mean PSAT scores, the District results in both 10th and 11th grade exceed national averages in critical reading, math, and writing.

PSAT District and National Comparisons

Score Ranges 20 – 80 District and National Mean Scores						
		Critical Reading		Math		Writing
2013 Gr. 11	KOSD Average	50.8		50.6		48.3
	National Benchmarks	47.7		48.6		46.5
2013 Gr. 10	KOSD Average	50.0		49.8		48.4
	National Benchmarks	43.1		43.6		41.8

PSAT Five Year Trends

PSAT							
	Participation Rate Grade 11		Critical Reading		Math		Writing
2013	28%		50.8		50.6		48.3
2012	30%		52.5		50.4		47.97
2011	32%		52.0		51.7		47.9
2010	30%		46.7		48.6		44.7
2009	40%		46.8		49.2		46.1

SECTION III: SCHOLASTIC APTITUDE TEST

The Scholastic Aptitude Test assesses readiness for college and post-secondary education programs. It is used as a predictive assessment, to measure likely future performance. The SAT assessments include Reading (Verbal), Math, Writing, and Subject-Area Tests. Subject-area tests are offered in Biology, Chemistry, Physics, Spanish, French, US History, and World History. Of the assessment areas, the Writing Test is reported to be the most highly correlated with first-year college success, while the most reliable predictor is demonstrated to be high school GPA and SAT Composite scores.

SAT scores are reported on a scale for Verbal and Math. The scale range is between 200 and 800. The mean or average score for the Verbal and Math components of the SAT is 500. Sub-scores are given for the essay and writing questions.

Keystone Oaks SAT scores show District students to be exceeding the mean composite scores of students in both Pennsylvania and on the national level, based on the most recent data, in both the Verbal and Writing sections of the assessment. In Math, District students exceeded the PA state level mean score.

Five year trends indicate that Math scores exceed the mean national average of 500 every year. Verbal scores have likewise exceeded 500 in both 2013 and 2014, with average scores of 512 for both years. Although Writing scores have not reached 500, Keystone Oaks students exceeded both the state and national average in this area for 2014.

SAT Comparisons

	Verbal	Math	Writing
KOSD	512	511	489
PA	497	504	480
US	497	513	487

SAT Five Year Trends for KOHS

	Verbal	Math	Writing
2010	495	514	492
2011	498	500	484
2012	496	517	493
2013	512	520	499
2014	512	511	489

SECTION IV:

AMERICAN COLLEGE TEST

Unlike the Scholastic Aptitude Test, the ACT is an achievement test. The ACT measures what a student has learned in school, whereas the SAT measures reasoning and verbal abilities. The ACT has up to 5 components: English, Mathematics, Reading, Science, and an optional Writing Test. The SAT has only 3 components: Critical Reading, Mathematics, and a required Writing Test. Most colleges accept results of either assessment.

Score ranges on the ACT composite and subject area tests run between 1 and 36. The national composite ACT score average is 21. ACT research indicates that students achieving a benchmark score are more likely to succeed in post-secondary education programs. ACT benchmark scores for 2014 were as follows: English (18), Math (22), Reading (22), and Science (23).

In 2014, Keystone Oaks students who took the ACT exceeded or equaled the PA average in English, Math, and Science. Five year trends illustrate that District students consistently exceed the PA average scores in Math and Science as shown by results for both subjects in four of the last five years. English benchmark scores for Keystone Oaks High School students likewise met or exceeded PA benchmarks in three of the last five years.

**ACT Assessment
Benchmark Scores
2014**

	English	Math	Reading	Science
District	22.1	23.6	21.9	22.6
State	22.1	22.8	23.0	22.2

ACT Five Year Trends

District and State

Year	English	Math	Reading	Science	Total
14 KO	22.1	23.6	21.9	22.6	22.5 D
14 PA	22.1	22.8	23.0	22.2	22.7 S
13 KO	23.7	24.3	24.6	24.3	24.3 D
13 PA	22.2	23.0	23.0	22.2	22.7 S
12 KO	20.9	22.8	22.4	22.7	22.0 D
12 PA	22.0	22.7	22.7	21.9	22.4 S
11 KO	22.4	22.7	22.4	22.8	22.7 D
11 PA	21.9	22.6	22.6	21.8	22.3 S
10 KO	20.6	20.3	20.6	20.8	20.6 D
10 PA	21.3	22.1	22.1	21.4	21.9 S

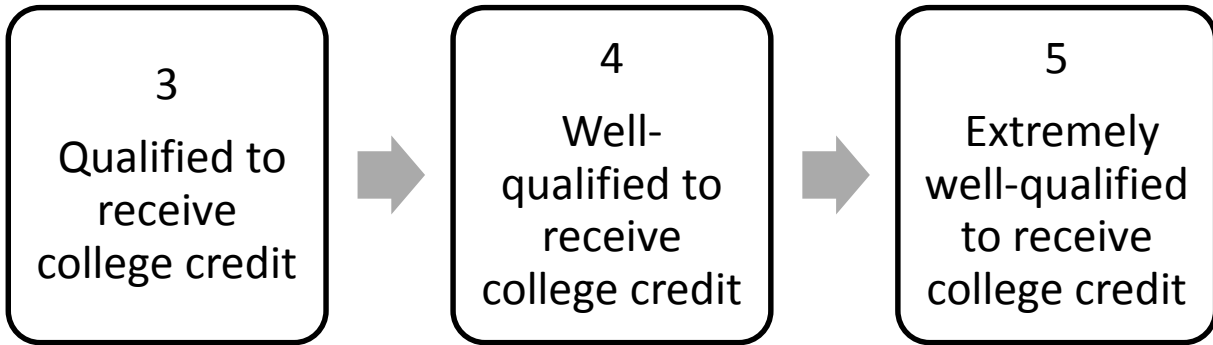
SECTION V: ADVANCED PLACEMENT

Advanced Placement courses are developed around a program created by the College Board. These courses are developed by staff members in the District, usually following a professional development program on the process which is offered by the College Board. After being developed, these courses are submitted by the District to the College Board for audit purposes. Once designated as an Advanced Placement (AP) class, students are instructed in these courses containing content equivalent to college-level curricula. Upon completion of the course, students have the opportunity to take AP exams which are provided by the College Board. Students who successfully complete these exams may be offered college credit and course placement. Successful completion of an exam requires a student to obtain a score of 3, 4, or 5.

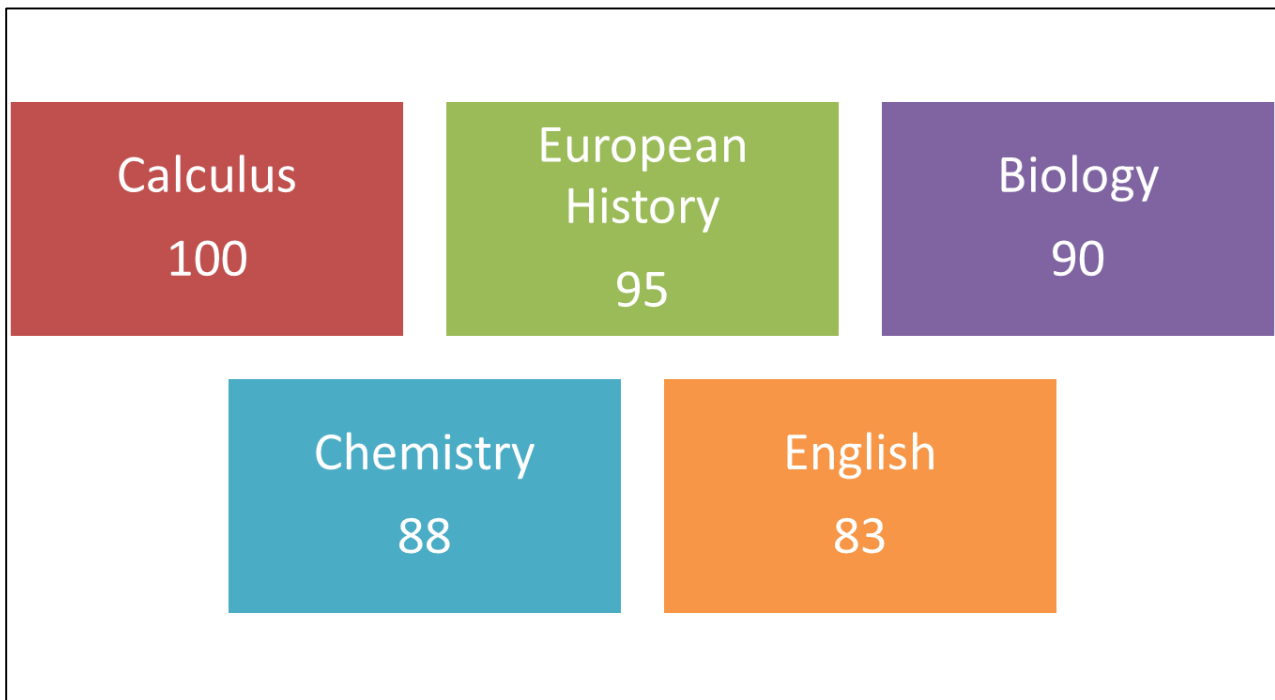
During the 2013 – 2014 school year, the District offered AP classes in English, Calculus, Chemistry, Biology, US History, and European History. This year, AP Psychology and AP Statistics are also being offered. Next year it is projected that AP Calculus BC and AP Comparative Government and Politics will also be added.

Five year trends show that over the last three years, 75% or more of those Keystone Oaks students who take the AP exams received passing scores. Students taking AP Exams in Calculus, European History, and Biology had passing percentage rates of 90% and above. 100% of the students who took the AP Calculus exam received a passing score.

AP Score Designations



AP Passing Percentages for Keystone Oaks HS



AP Program Keystone Oaks High School

Offerings	Enrollment	Students Who Passed
AP English	24	20
AP Calculus	9	9
AP Chemistry	26	23
AP Biology	20	18
AP US History	43	24
AP European History	19	18

Five Year Trend

Year	% Exams Taken	% Exams Passed	Students Tested
2010	56	65	114
2011	36	66	69
2012	75	76	112
2013	78	76	127
2014	79	75	119

SECTION VI: NATIONAL OCCUPATIONAL COMPETENCY TESTING INSTITUTE

NOCTI assessments are administered to Keystone Oaks students who are attending career and technical education programs through Parkway Vo-Tech. The NOCTI assessments are batteries of standardized measures which are based on both job and task analysis of skills required for specific occupations. These assessments are likewise aligned to national academic and business/industry standards.

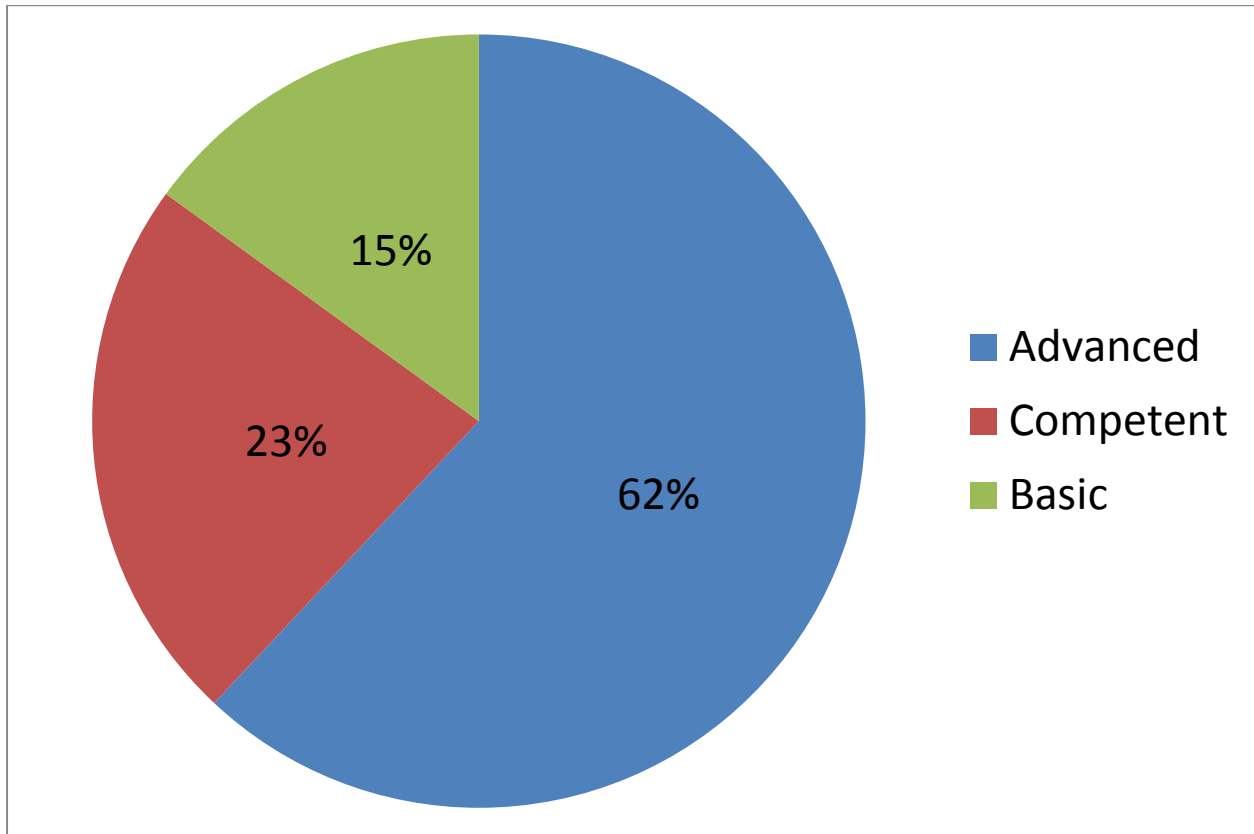
Students who are enrolled in the Parkway Vo-Tech programs attend academic classes in the District for a portion of their instructional day while spending the rest of their time in career education classes at the career and technical center. While at Parkway, students have the option of enrolling in programs such as:

Automotive Technology	Vet Tech
Culinary Arts	Electrical System
Masonry	Health Assistant
Information Technology	Cosmetology
Digital Media	Public Safety Tech

Students enrolled in these classes frequently begin internships while in high school which lead to future employment upon graduation. Recent NOCTI cumulative assessment results for KOSD enrolled juniors and seniors show advanced and proficient ranks for 85% of those tested.

Competency Testing Proficiency Results

Enrolled Juniors and Seniors



SECTION VII: STANFORD ACHIEVEMENT TEST

The Stanford Achievement Test is administered each year to students in Grades 1, 2, 4, 6, and 7. It is a standardized achievement test battery including assessments in reading, math, language, and listening. Grades 1 and 2 are tested in the spring of each year, while Grades 4, 6, and 7 are assessed each fall. Results provide District staff with an overall picture of how students compare to the national population group on which the test norms are developed. Scores at the 50th percentile are considered to be average. Scores are also reported in stanines. Stanines represent a nine point standard scale with 5 being average.

Results of these assessments are mailed home to parents in the spring and fall/winter when the scores are received in the District. Staff members use the results as another tool in determining students who may be in need of either remediation or enrichment. These scores also comprise one component of the Gifted Matrix when identifying students for gifted support and are likewise used in the identification of special education students. High scores in the listening area with lower achievement scores comprise another factor when evaluating students for specific learning disabilities.

Elementary students in Grades 1, 2, and 4 have historically achieved well-above the 50th percentile on the Stanford in all components of the battery. Math and Language scores were at or above the 70th percentile for Grades 1 and 2 as were Grade 2 Reading scores. Students in Grade 7 scored at or above the 70th percentile in math and language.

Stanford Achievement Test

Grades 1, 2, and 4

Mean Percentile Scores				
Grade	Reading	Math	Language	Listening
1	69	79	75	67
2	70	72	77	64
4	63	68	64	66

Stanford Achievement Test

Grades 6 and 7

Mean Percentile Scores				
Grade	Reading	Math	Language	Listening
6	63	67	62	71
7	66	71	70	65

SECTION VIII: OTIS-LENNON SCHOOL ABILITIES TEST

The Otis-Lennon School Abilities Test is administered in the spring for students in Grade 1 and in the fall for students in Grades 3, 5, and 7. The OLSAT is designed as a group assessment, measuring certain cognitive skills which are important for successful learning. These skills are higher order reasoning skills involving analysis, synthesis, and evaluation. The skills allow students to better understand the content they are learning, to better recall what they understand, to be more logical, to perceive relationships, attend to details, and to form generalizations and apply them to new content. The OLSAT is one of many tools used to identify students in need of special services within the District, such as identifying students eligible to receive gifted and talented programming in addition to identifying others who may have disabilities as outlined in IDEA (Individuals with Disabilities Education Act).

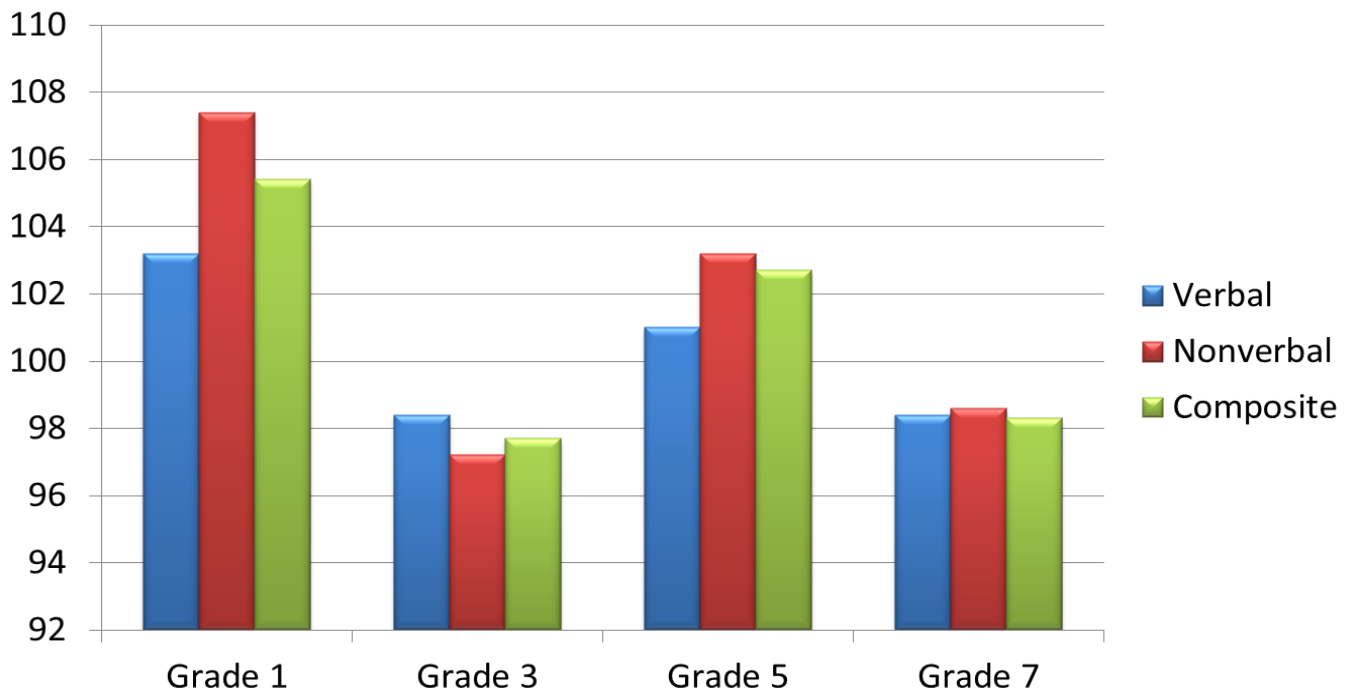
Scores are reported in terms of verbal skills, non-verbal skills, and a composite score known as the School Ability Index. SAI (School Ability Index)

- SAI of 100 = the mean, 50th percentile
- SAI of 85-115 = average range

Keystone Oaks students assessed on the OLSAT primarily fall in the average to above average ranges. Caution should be noted when interpreting District average scores for any one year or grade level as several outlier scores can have significant impact on the District average. Scores are best interpreted when staff reviews individual student results in verbal and non-verbal areas.

Otis-Lennon School Abilities Test

Mean Average Scores



SECTION IX: PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT

Reading Mathematics Writing Science

One component of the state assessment system is the Pennsylvania System of School Assessment (PSSA). The annual Pennsylvania System of School Assessment (PSSA) is a standards-based, criterion-referenced assessment used to measure a student's attainment of the academic standards while also determining the degree to which school programs enable students to attain proficiency of the standards. Every Pennsylvania student in grades 3 through 8 is assessed in reading and math. All Pennsylvania students in grades 5 and 8 are assessed in writing. Students in grades 4 and 8 are assessed in science.

Student scores are provided to parents through the Individual Student Report, which is sent out in the fall of each school year. Scores are also provided to their respective schools for the purpose of assisting teachers in identifying students who may be in need of additional educational supports. These assessments also provide information to schools and districts for curriculum and instruction improvement discussions and planning.

Keystone Oaks students have exceeded the state PSSA averages for proficient and advanced rankings in Grades 3-5 consistently and at some levels significantly over the last two years. KOMS students in Grades 6-8 exceeded state averages in reading and math for 2014. Science scores however for both Grades 4 and 8 were below state averages for advanced and proficient rankings in 2014, although Grade 4 science scores exceed the PA average in 2013. District writing scores have continued to exceed the state average for percentages of students scoring in either the advanced or proficient range in both 2013 and 2014.

PSSA 2015

English/Language Arts

Math

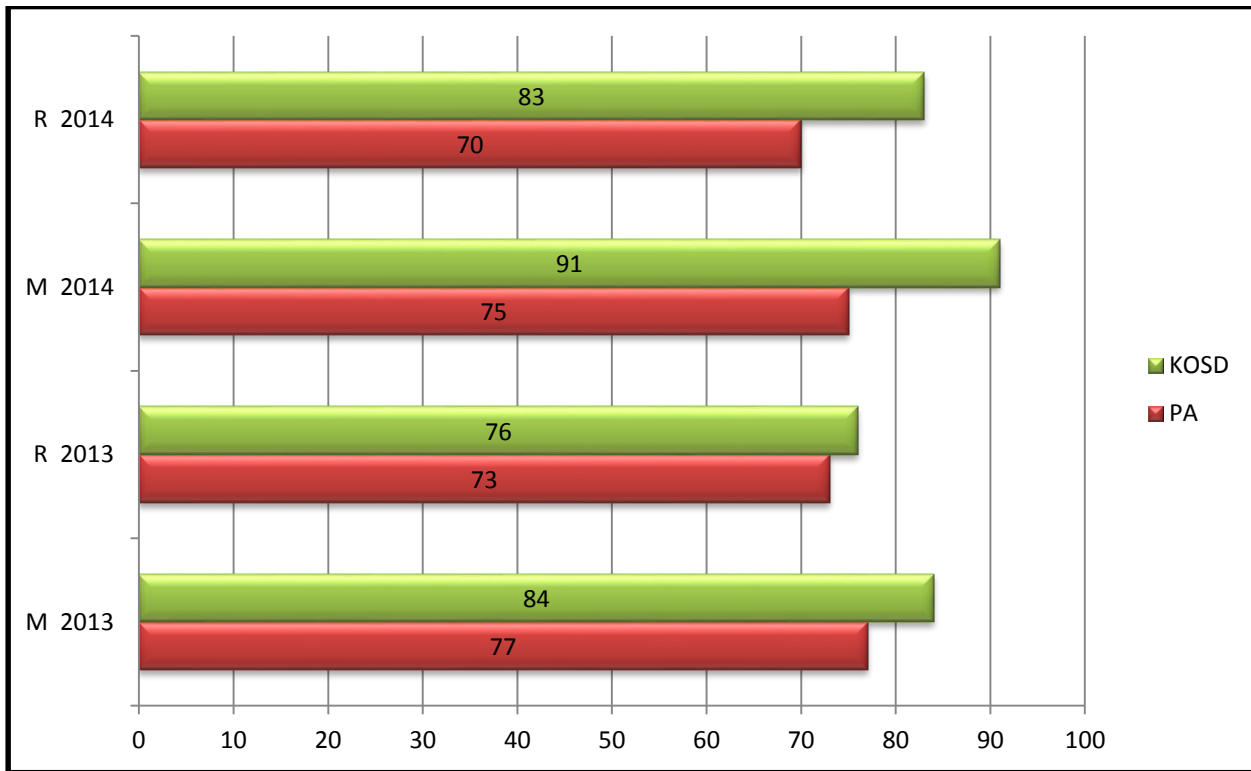
Science

The Math, Reading, and Writing PSSA will transition to PA Core-based Mathematics and English Language Arts assessments starting with the spring 2015 PSSA administration. However, stimulus passages and multiple-choice, short answer, and writing prompt test questions appearing will align to both the current Pennsylvania Academic Standards and the new PA Core Standards.

PSSA

Grade 3

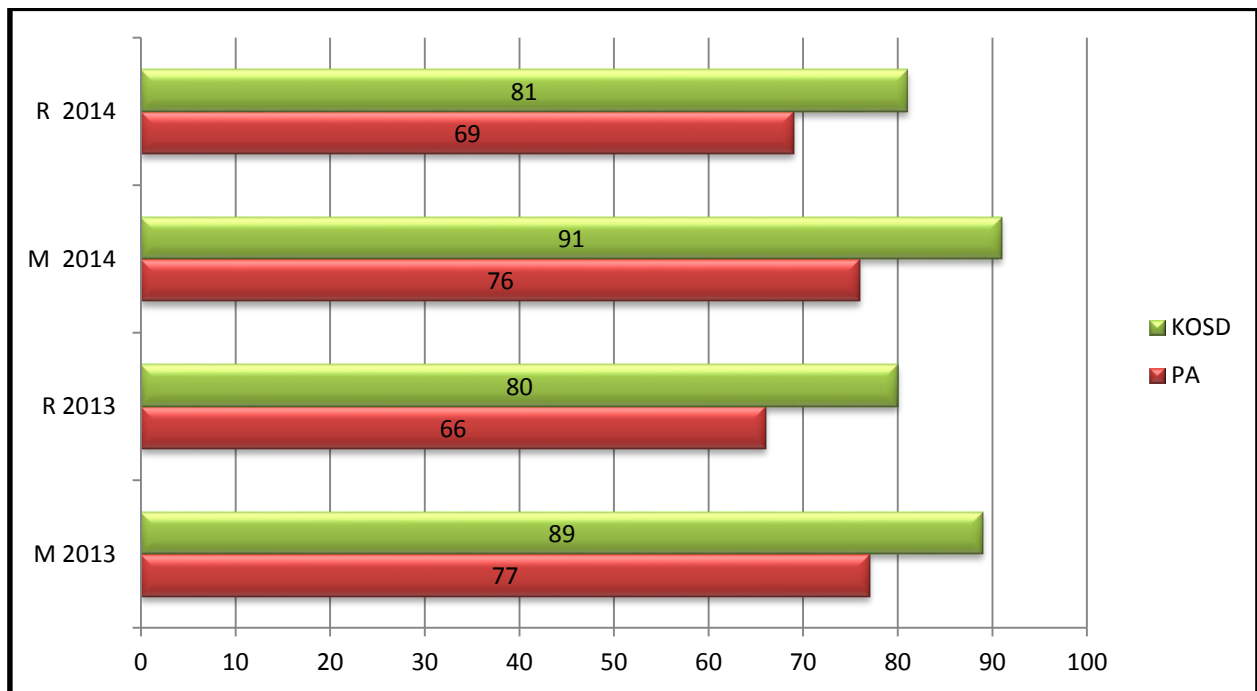
Advanced/Proficient Percentages



PSSA

Grade 4

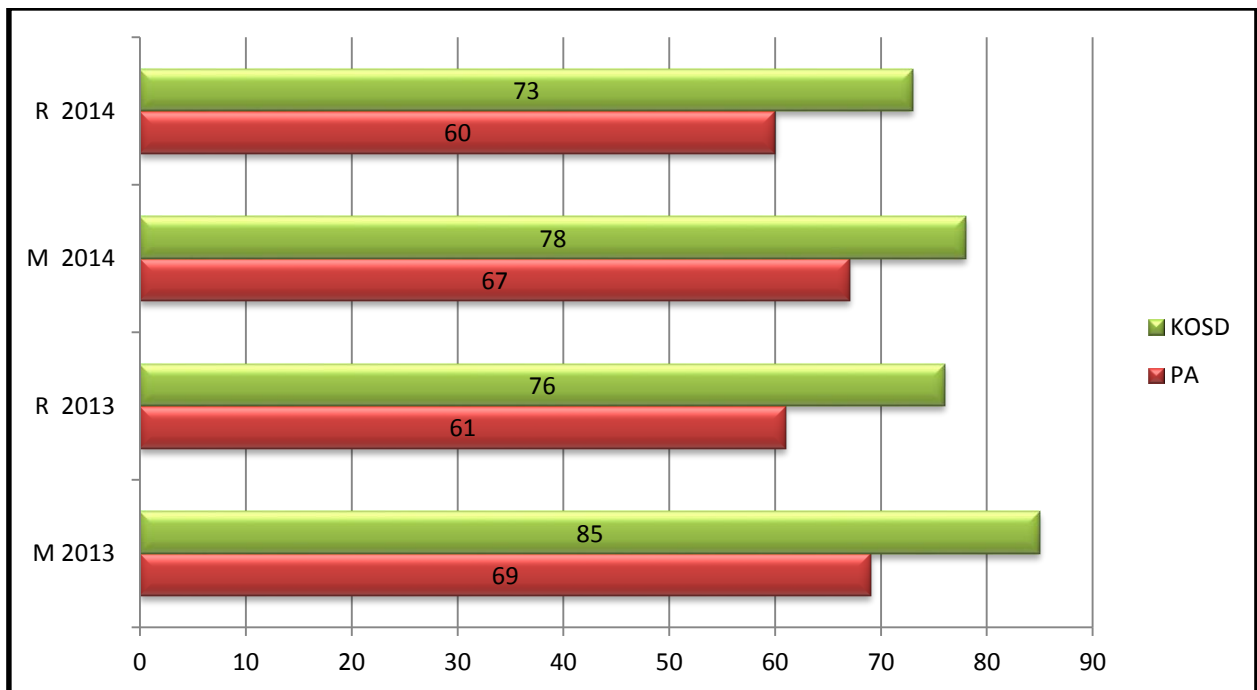
Advanced and Proficient Percentages



PSSA

Grade 5

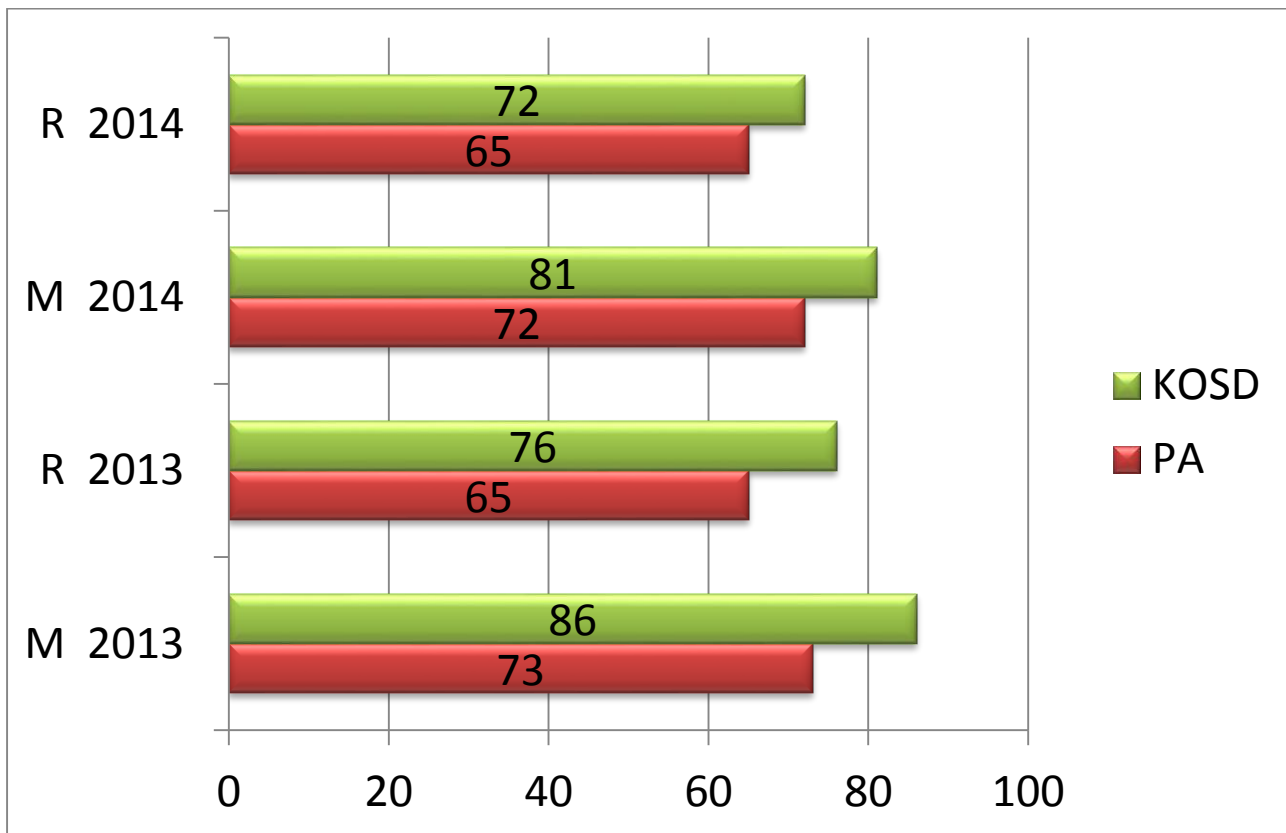
Advanced and Proficient Percentages



PSSA

Grade 6

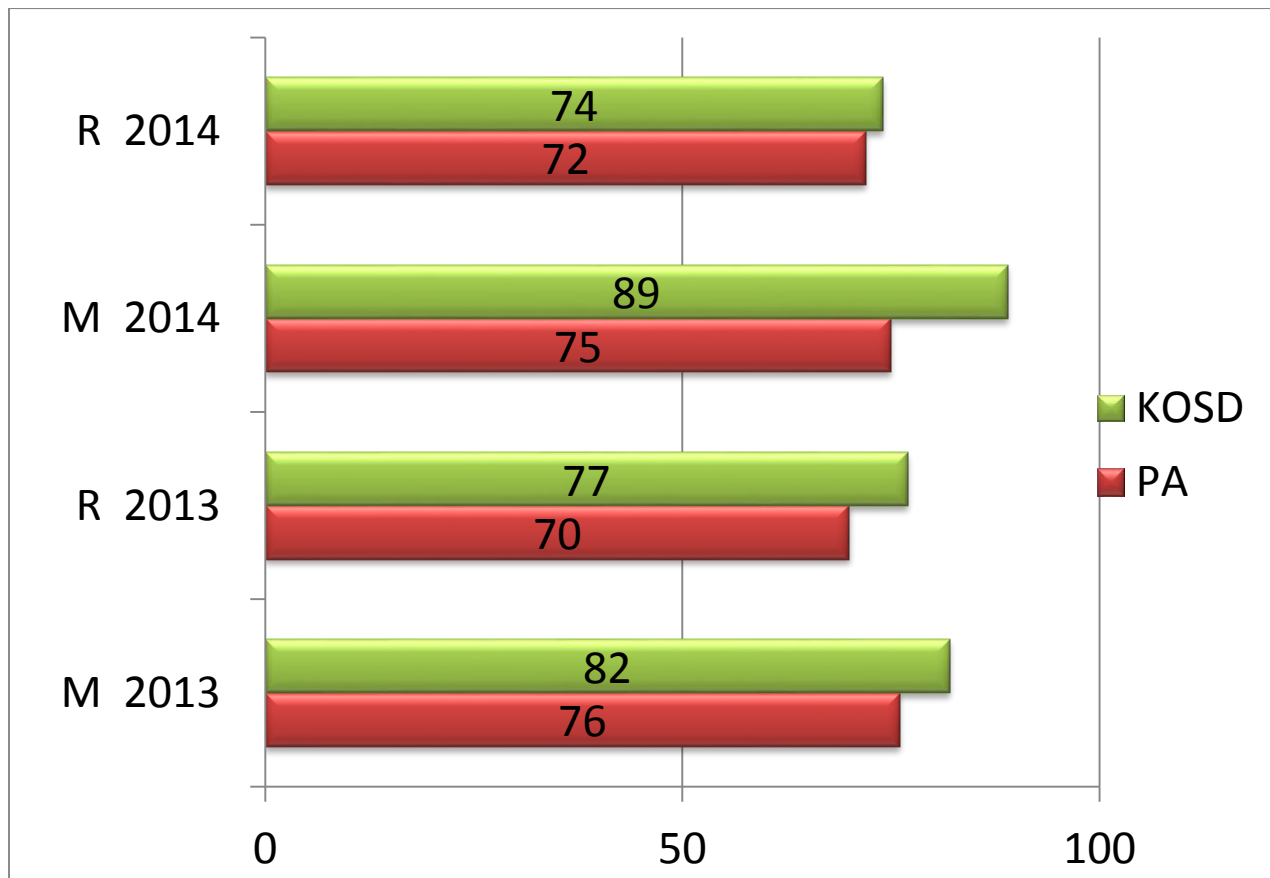
Advanced and Proficient Percentages



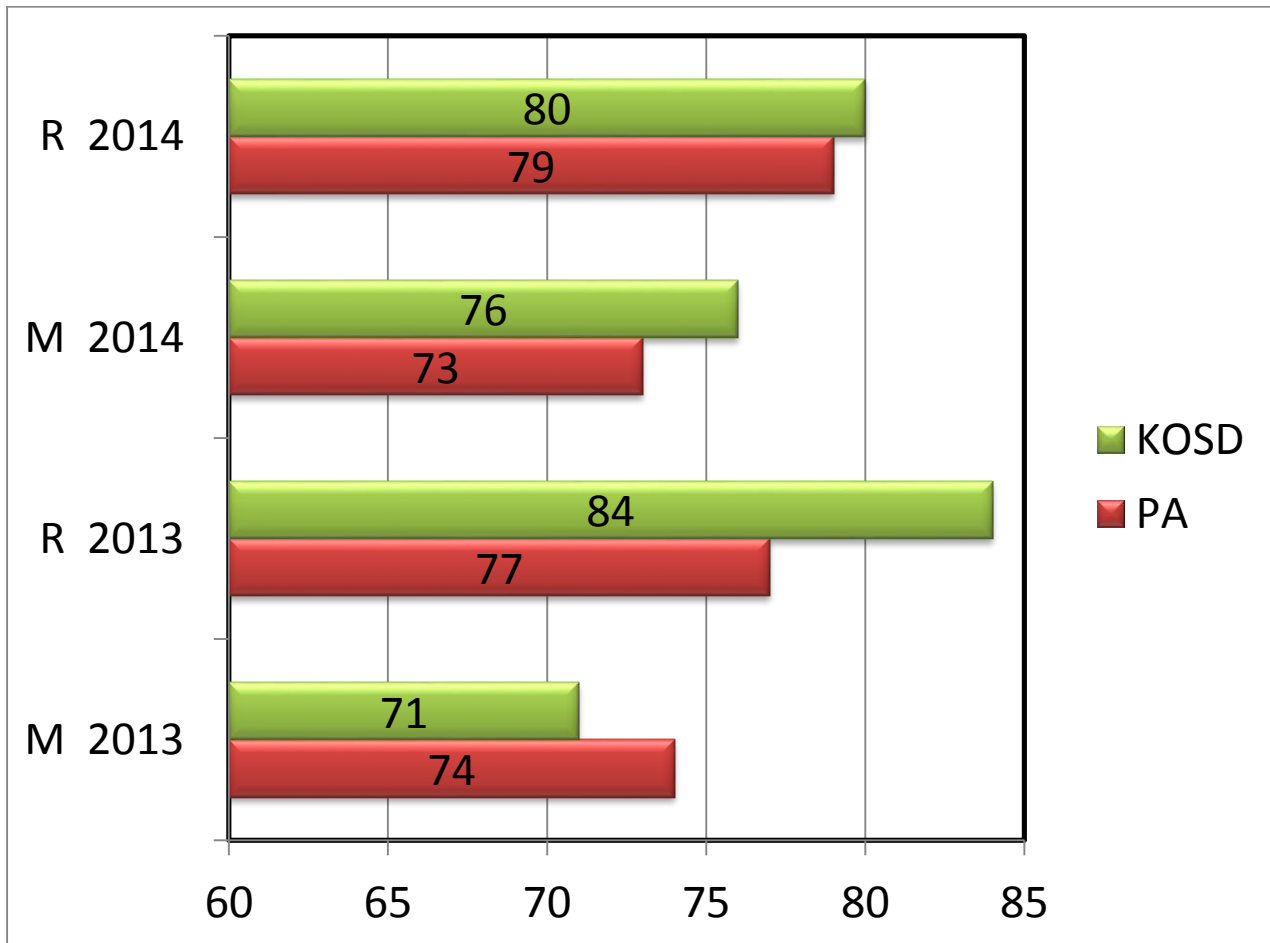
PSSA

Grade 7

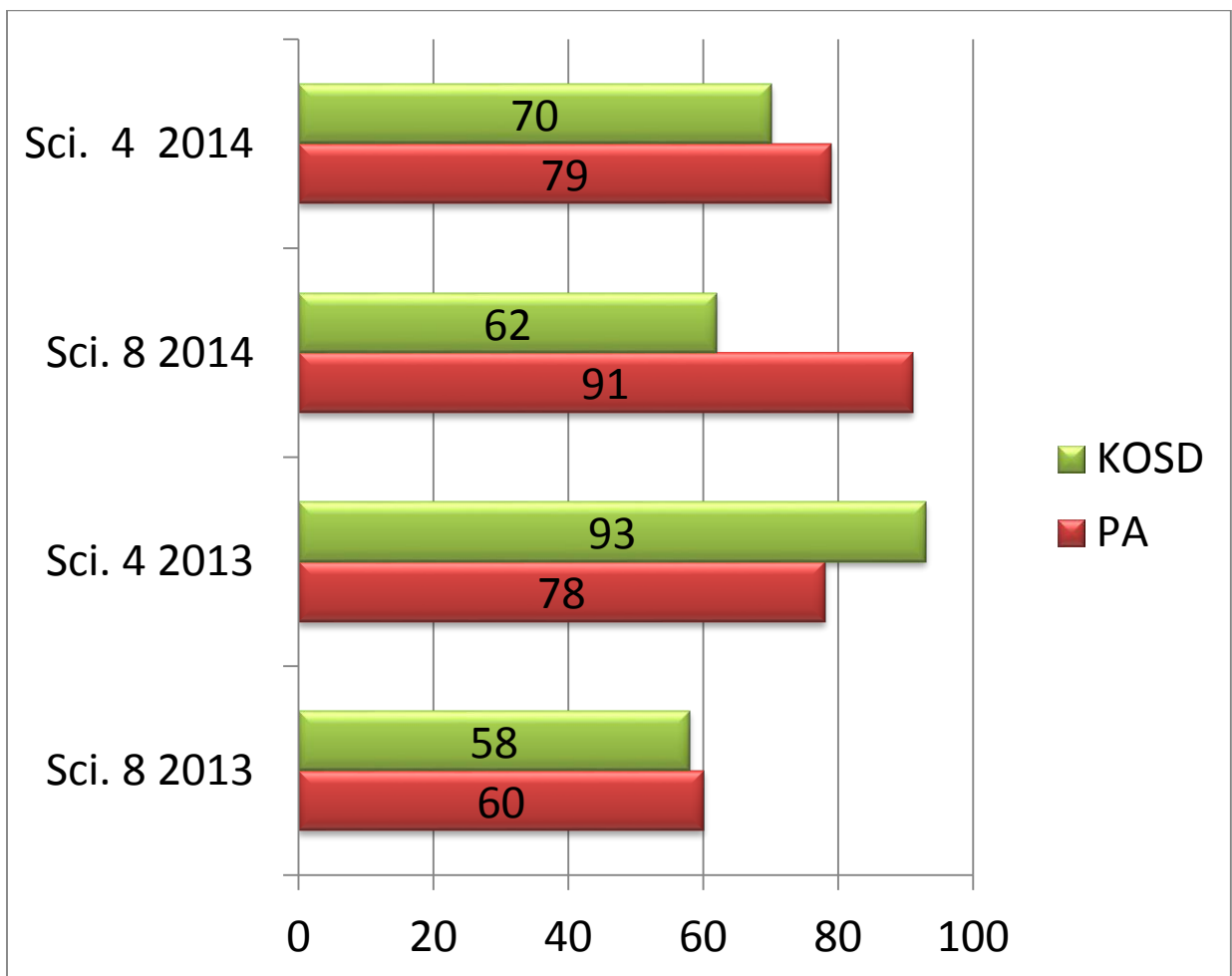
Advanced and Proficient Percentages



PSSA
Grade 8
Advanced and Proficient



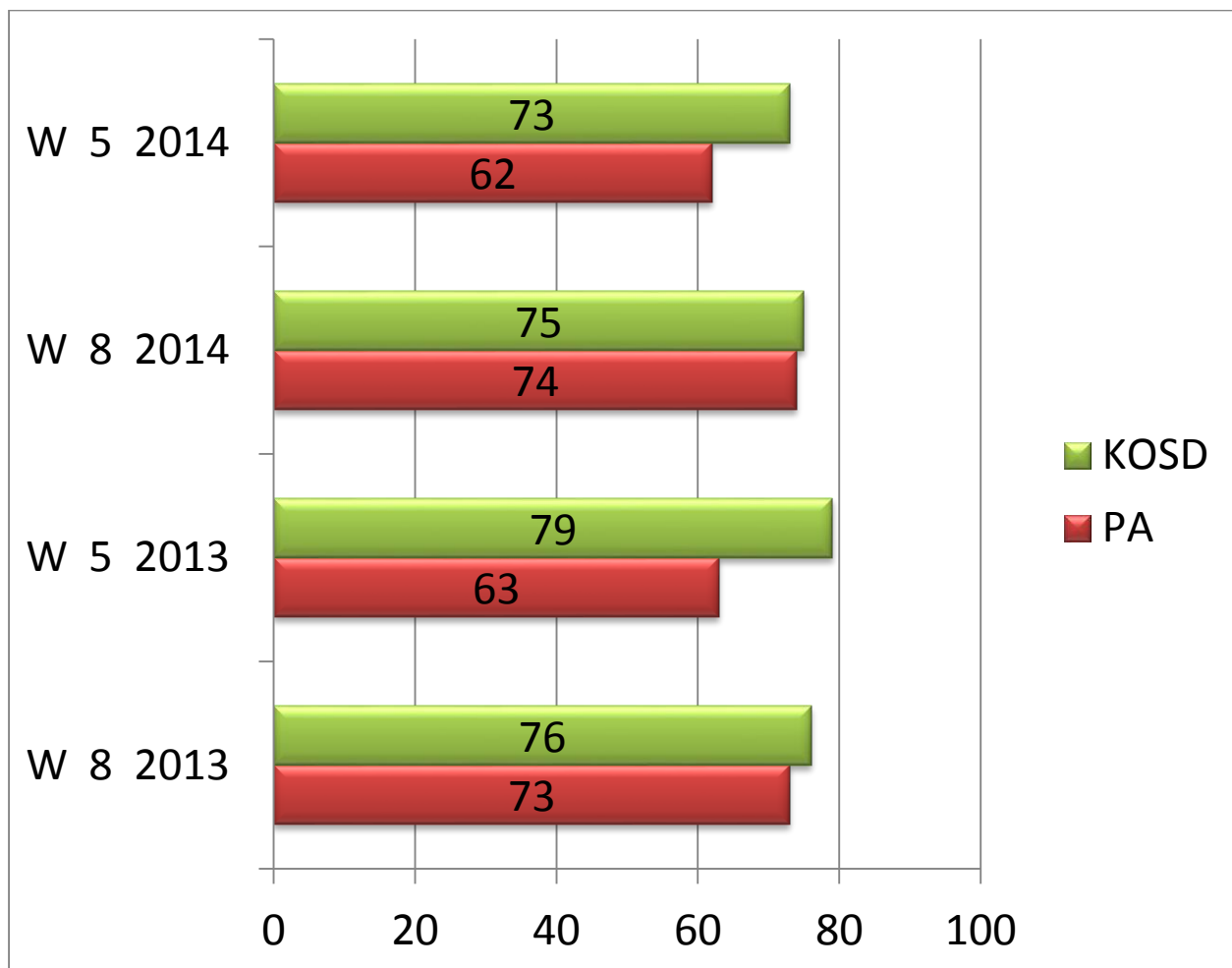
PSSA Science
Grades 4 and 8
Advanced and Proficient



PSSA Writing

Grades 5 and 8

Advanced and Proficient



SECTION X: KEYSTONE EXAMS

Algebra I

Biology

Literature

The Keystone Exams are end-of-course assessments designed to identify student proficiency in the subject areas of Algebra I, Biology, and Literature. The Keystone Exams are one component of Pennsylvania's system of high school graduation requirements. In addition to meeting graduation requirements, Keystone Exams support District staff in guiding students toward meeting state standards.

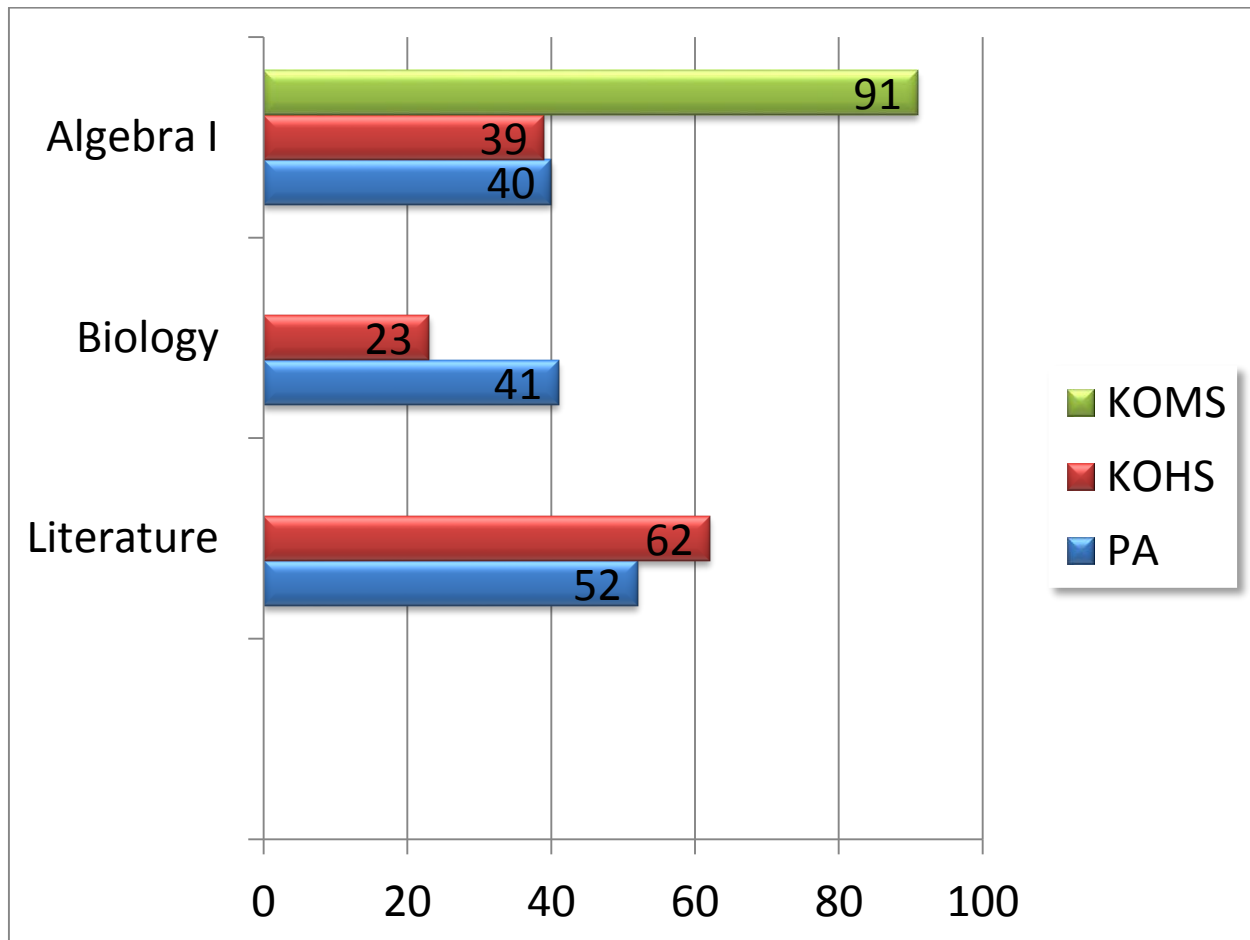
Starting with the class of 2017 (this year's 10th graders), Keystone Exam results will be used to determine students' eligibility for graduation.

Students who score below proficient on the exams will be required to participate in remediation and are provided with opportunities to retake the test. After participating in supplemental instruction and failing to pass the test after one or more attempts, students can demonstrate proficiency through participation in a project-based assessment. Keystone Exams have replaced the PSSA in 11th grade.

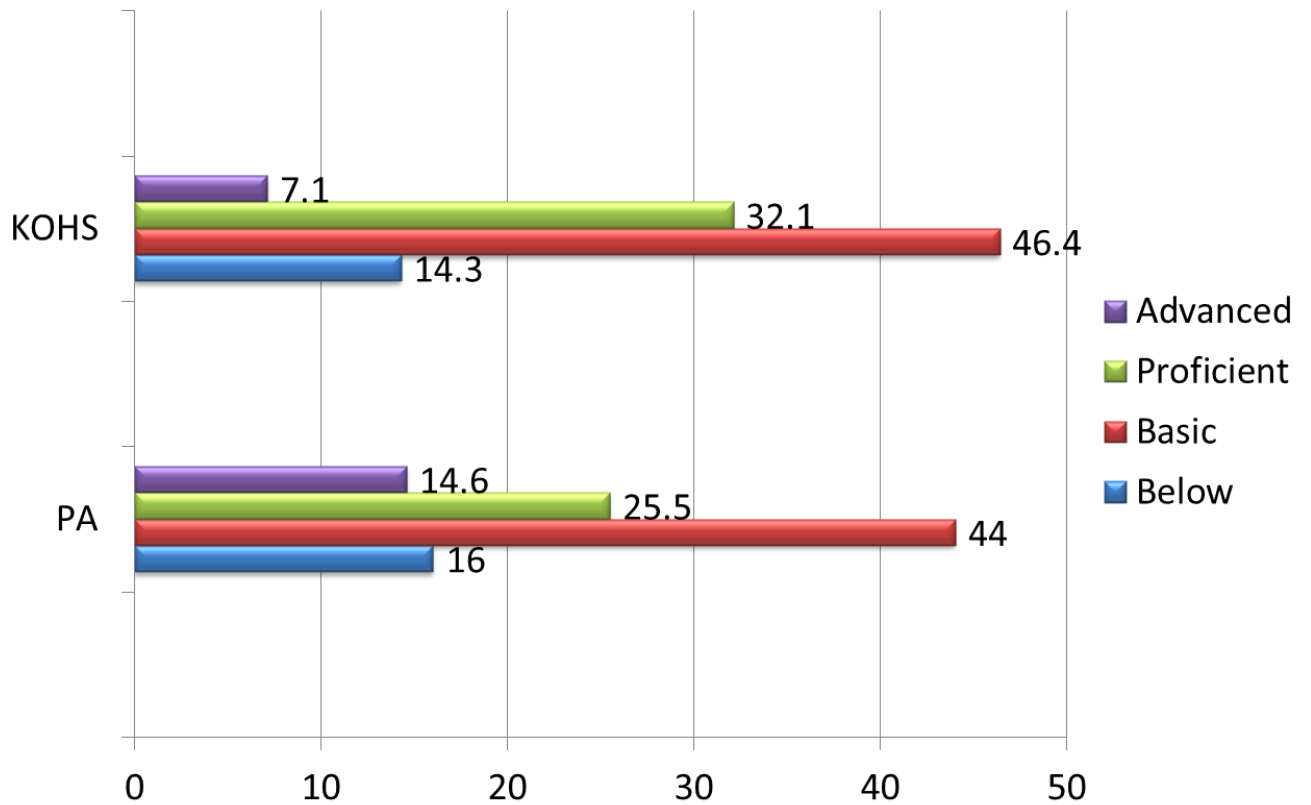
91% of KOMS students who took the Algebra I Keystone in the spring achieved rankings of either advanced or proficient on this assessment. KOHS students exceeded the state average in students ranking in the proficient range in literature and were below the state average in the percentage of students scoring below basic in Algebra I. Biology rankings were below the state average in both the advanced and proficient ranges and exceeded the state average in students scoring basic and below basic. The revamped Biology curriculum and newly adopted biology series have been put in place to address these shortfalls. In Literature, Keystone Oaks students exceeded the state average for students scoring in the proficient and advanced rankings.

Keystone Exam Proficiency Percentages

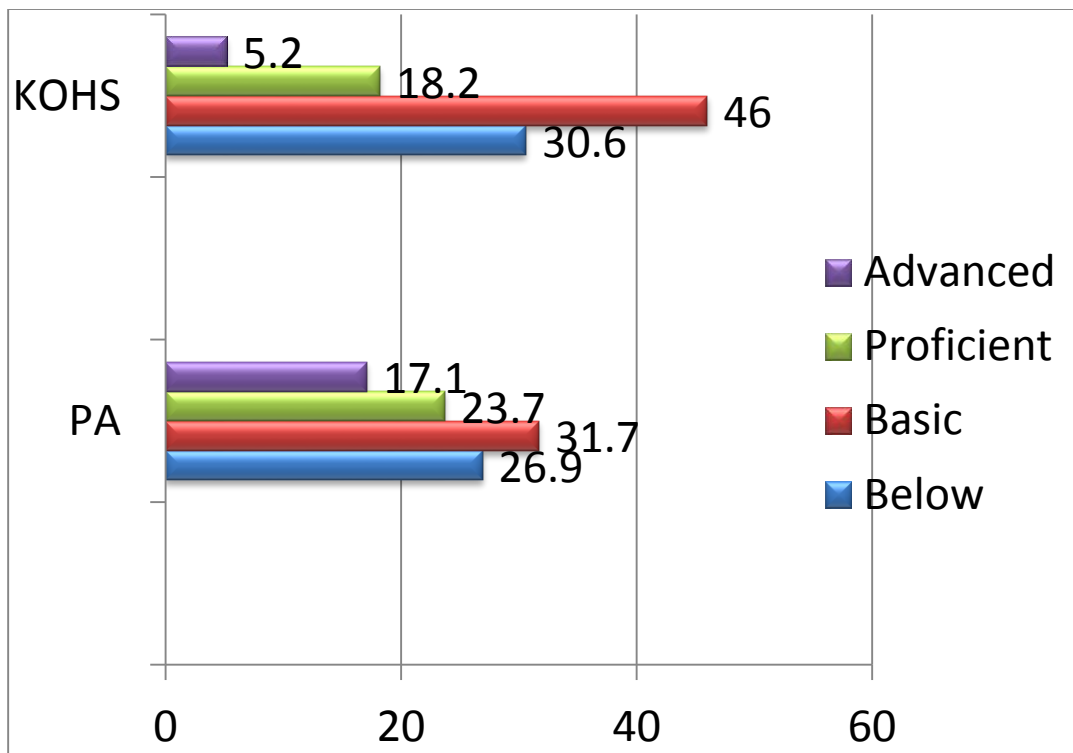
Building and State Averages



Algebra I Proficiency Percentages By Proficiency Levels

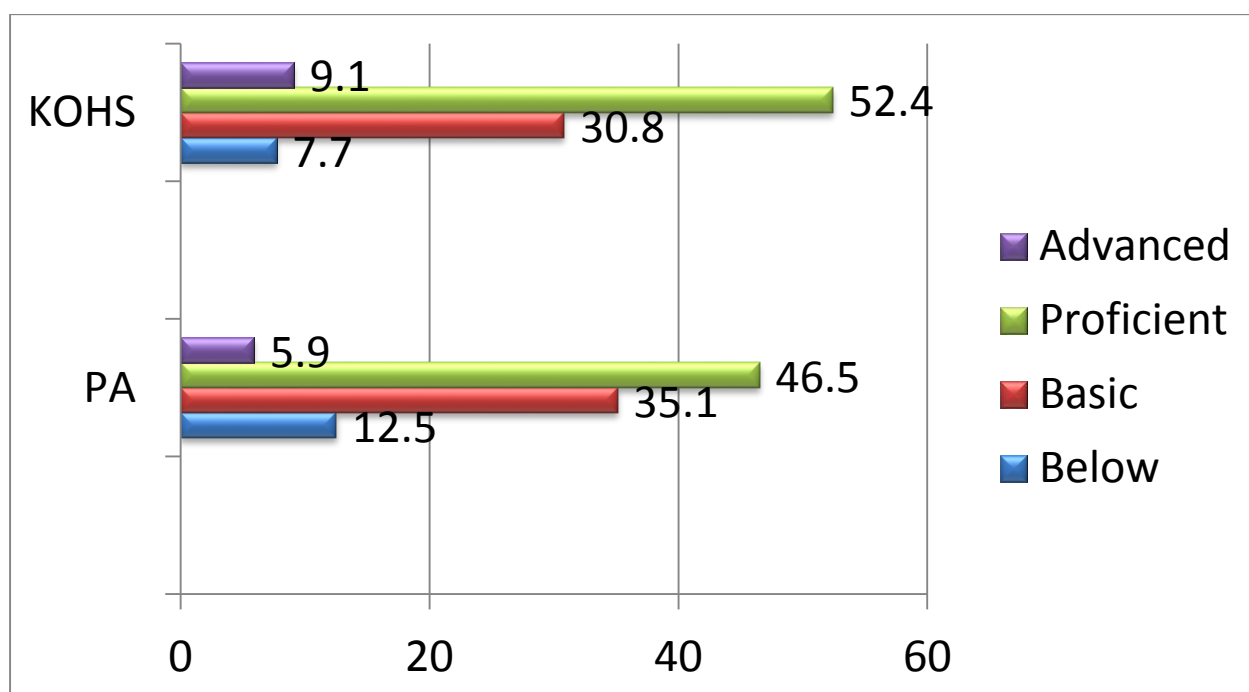


Biology Proficiency Percentages By Proficiency Levels



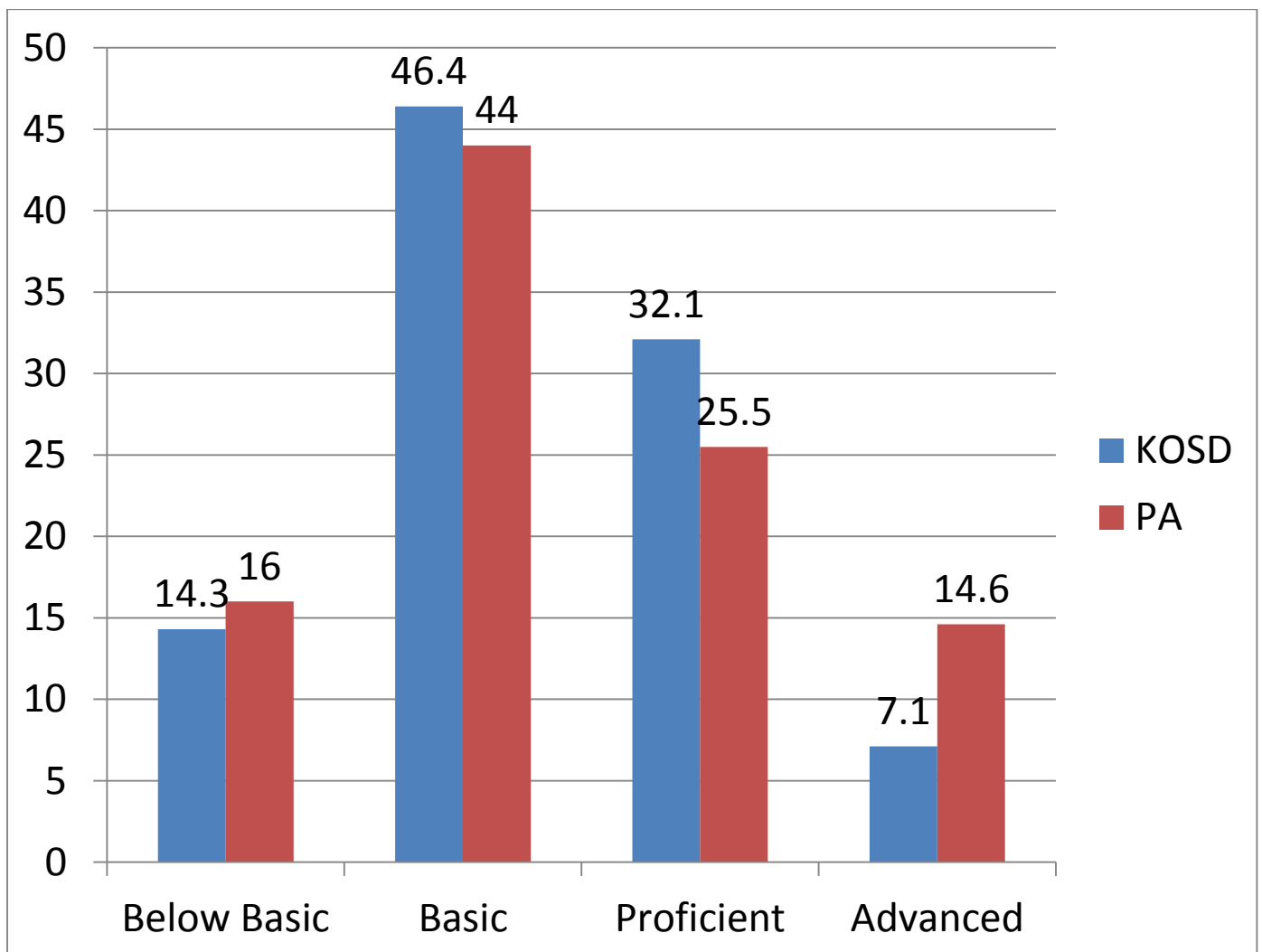
Literature Proficiency Percentages

By Proficiency Levels



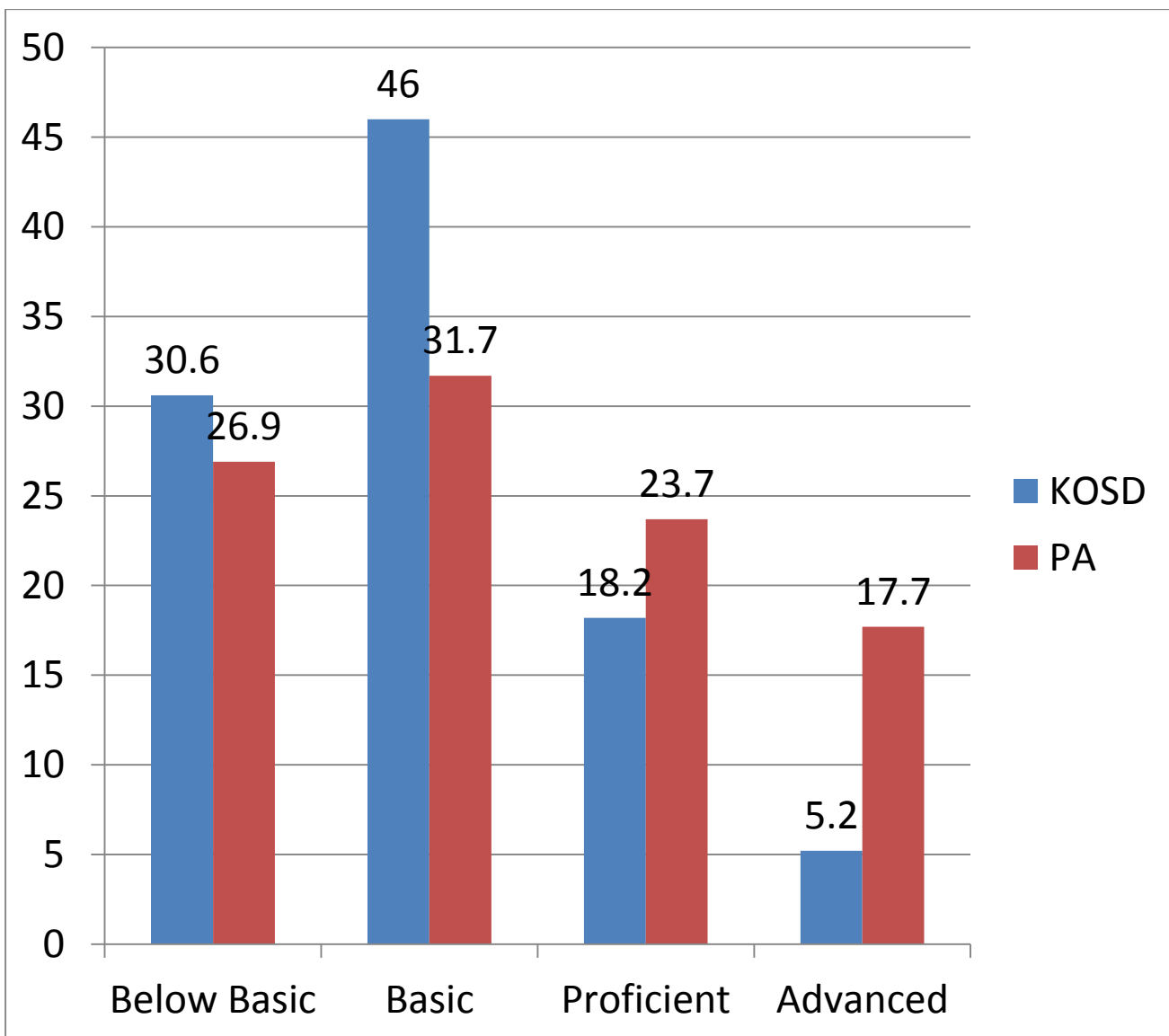
Algebra I Proficiency Comparisons

By Subject and Ranking



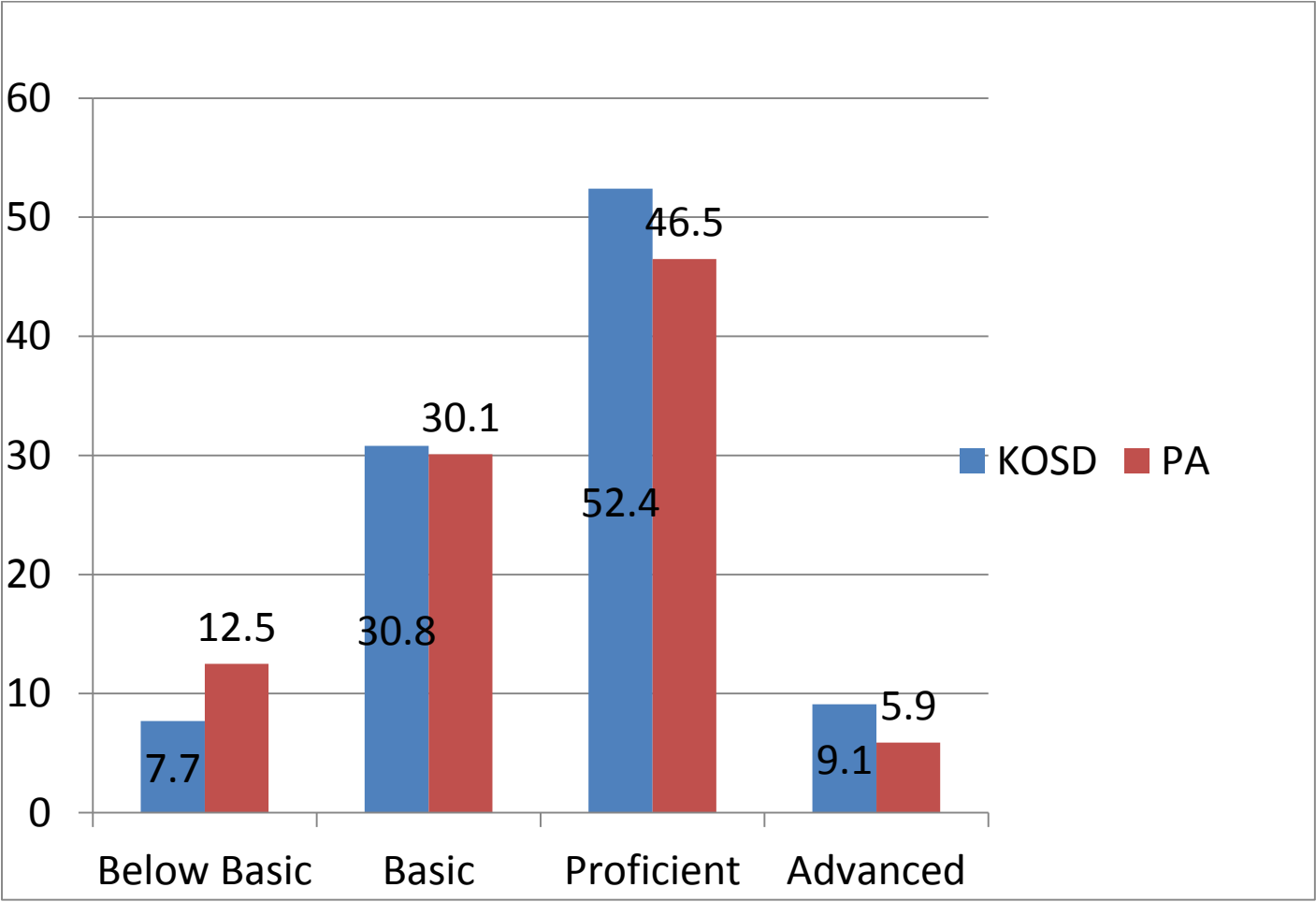
Biology Proficiency Comparisons

By Subject and Ranking



Literature Proficiency Comparisons

By Subject and Rankings



SECTION XI:

SCHOOL PERFORMANCE PROFILE

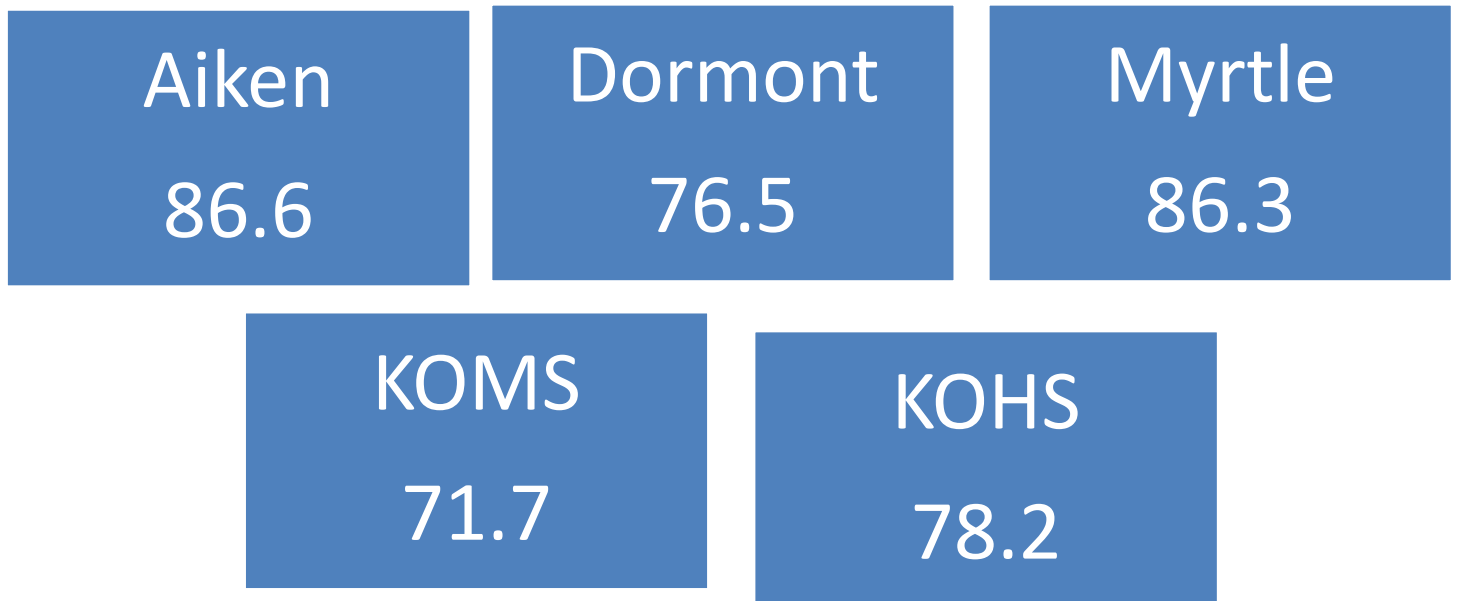
The Pennsylvania School Performance Profile is a resource for districts/schools to communicate performance results to various constituencies and to assist districts and schools in aligning and focusing resources for continuous improvement. The SPP also provides information for Keystone Oaks District staff to analyze achievement and growth in individual buildings while working towards continued academic success. In addition, the SPP provides building-level academic scores which are a component of each individual teacher and principal evaluation. For the Title I schools of Dormont and Myrtle, the SPP is used in determining their federal accountability status.

District improvements are notable when comparing the SPP from 2013 to the one released for 2014. SPP scores increased in four of the five District schools. All elementary school students demonstrated growth in Reading, Math, and Science when compared to scores from last year. A significant overall gain was made at Myrtle Elementary where the School Performance Profile jumped from 76.3 to 86.3. This is notable due to the fact that this building has the highest number of economically disadvantaged students and the largest ESL population. Both of these sub-groups are considered to be part of the *historically underperforming student groups*. Both Aiken and Myrtle have SPP scores above 80, while the KOHS scored moved from 71.4 to 78.2. Positive academic growth trends also exist at the KOHS in Algebra I and Literature.

The focus for improvement going forward at the secondary level will continue to be on the improvement of both academic achievement and growth at the KOMS and in Biology at the KOHS. Although the performance trend at the KOMS shows growth from 67.3 to 71.7, there continues to be a concern around science achievement but also around growth trends in reading and math as shown on the PSSA results.

Overall analysis of the SPP shows the District to be maintaining both positive achievement and growth trends at the elementary buildings. Increased profile scores at both the KOMS and KOHS indicate that the updated curricular alignment with the PA Core and Academic Standards and the focus on using data tools to design individualized instruction for students demonstrating remediation or enrichment needs will promote the continuation of these positive trends.

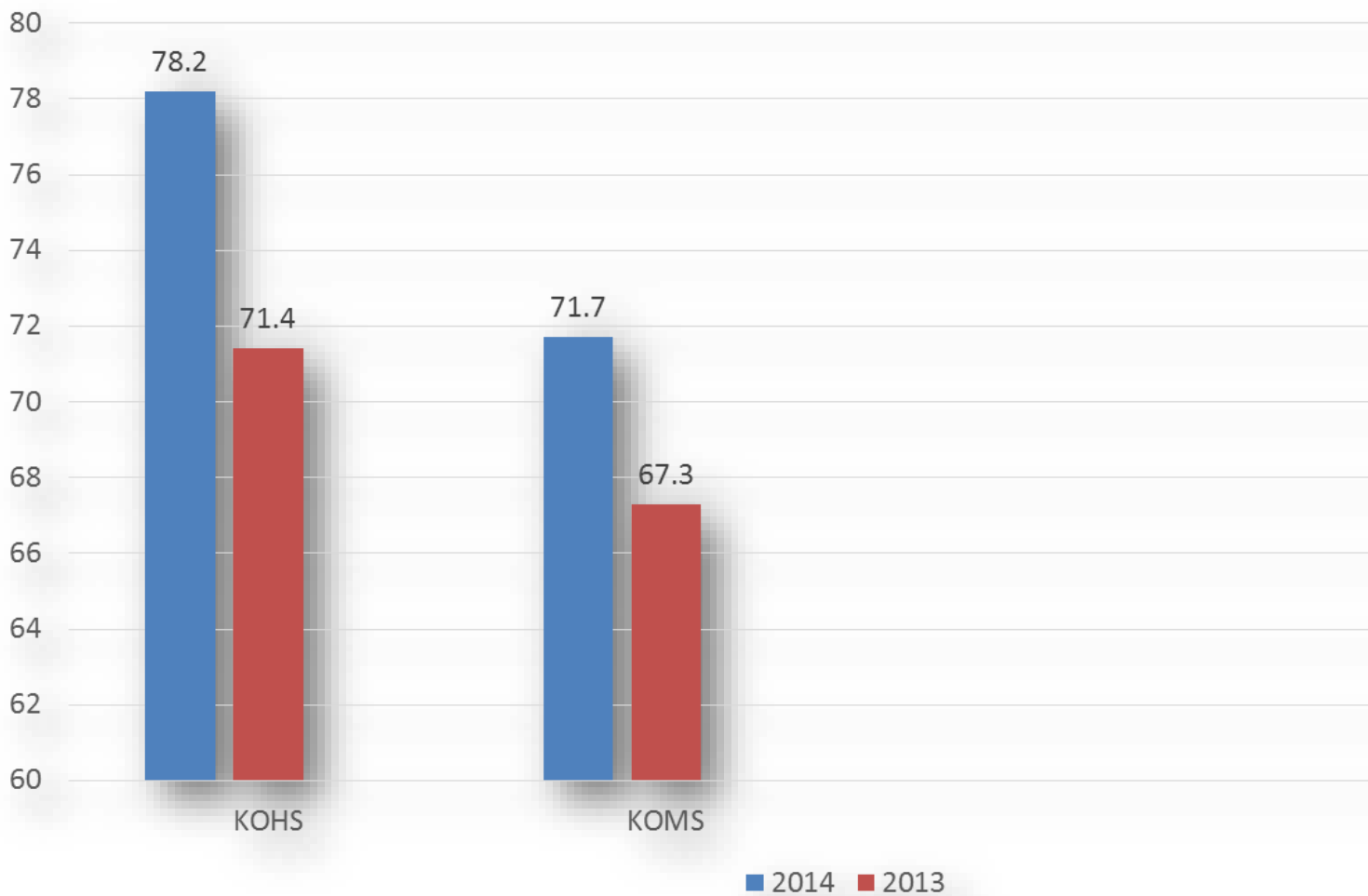
Keystone Oaks School District
School Performance Profile
Academic Achievement and Growth
2014



School Performance Profile

Secondary Comparisons

2013 and 2014



School Performance

Elementary Comparisons

2013 and 2014

