Dear District Leader:

This report provides valuable information about your school district's performance on the Pennsylvania Keystone Exams.

The report is designed to give you
- an overview of your district's performance compared to the performance of school districts statewide,
- in-depth results by student group, and
- data on your district's achievement by assessment anchor.

Please use this report and detailed supporting materials on the Pennsylvania Department of Education Standards Aligned System website (www.pdesas.org) to help you and your staff continuously improve your schools. Our mutual goal is to enable all students to become lifelong learners and reach their full potential.

Sincerely,

Pedro A. Rivera
Secretary of Education

About the Keystone Exams

The Keystone Exams are end-of-course assessments designed to evaluate student performance on academic content. The purpose of the Algebra I, Biology, and Literature Keystone Exams is to measure student, educator, and school accountability. Keystone Exams are designed to be administered to students at or near the end of a Keystone-related course. Students' results are banked until their junior year for accountability purposes. Keystone Exams are one component of Pennsylvania's system of high school graduation requirements affecting students in the class of 2019 and beyond.

These tests were developed collaboratively by the Pennsylvania Department of Education and Pennsylvania educators and were aligned to the standards adopted by the Pennsylvania State Board of Education. The results help students, parents, and educators understand how well rigorous expectations for student achievement in core subject areas are being met.
KEYSTONE EXAMS ITEMS

Common items within a content area are administered to all eligible students regardless of the exam form they are assigned. Only the common items are used in determining students' scores and their corresponding performance levels. This practice ensures all students are evaluated using the same set of items.

Field Test items vary between forms. These items are included only as a means for gathering statistical information about an item that might be used in a future assessment. Field Test items are not included in the results of students, schools, or the district.

KEYSTONE EXAMS SCORES

The Keystone Exam score is a scale score computed from the number of points a student receives on the exam (i.e., raw score). For every possible raw score on an exam form, there is a corresponding scale score. Most state testing programs use scale scores for reporting purposes. A given scale score has the same interpretation regardless of the length or difficulty of the exam. For example, a scale score of 1300 always implies that same level of student performance and always falls in the same performance level. The student’s Keystone Exam scale score is used to identify the student’s performance level. The items on the Keystone Exams change with each administration, but they continue to measure the same Assessment Anchors and Eligible Content.

KEYSTONE EXAMS PERFORMANCE LEVELS

- **Advanced**: Superior academic performance indicating an in-depth understanding and exemplary display of the skills included in the Keystone Exams Assessment Anchors and Eligible Content.
- **Proficient**: Satisfactory academic performance indicating a solid understanding and adequate display of the skills included in the Keystone Exams Assessment Anchors and Eligible Content.
- **Basic**: Marginal academic performance indicating work approaching, but not yet reaching, satisfactory performance. Performance indicates a partial understanding and limited display of the skills included in the Keystone Exams Assessment Anchors and Eligible Content. The student may need additional instructional opportunities and/or increased student academic commitment to achieve the Proficient level.
- **Below Basic**: Inadequate academic performance indicating little understanding and minimal display of the skills included in the Keystone Exams Assessment Anchors and Eligible Content. There is a major need for additional instructional opportunities and/or increased student academic commitment to achieve the Proficient level.

KEYSTONE EXAMS ASSESSMENT ANCHORS AND ELIGIBLE CONTENT

The Keystone Exams Assessment Anchors and Eligible Content are designed to clarify the Academic Standards that may be assessed in the Keystone Exams. An Assessment Anchor is reported only if five or more possible points come from items aligned with the Assessment Anchor. Results based on fewer than five points are not considered statistically reliable.
District: NORTHERN YORK CO SD
AUN: 115674603
Test Date: Spring 2017
Number of Students Tested: 228

### Performance Level Summary: All Testers

<table>
<thead>
<tr>
<th>Biology</th>
<th>Total Tested</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number Percent</td>
<td>Number Percent</td>
<td>Number Percent</td>
</tr>
<tr>
<td>District: All Testers</td>
<td>228</td>
<td>13  5.7</td>
<td>50  21.9</td>
<td>89  39.0</td>
<td>76  33.3</td>
</tr>
<tr>
<td>State: All Testers</td>
<td>143,352</td>
<td>28,392  19.8</td>
<td>46,659  32.5</td>
<td>40,323  28.1</td>
<td>27,978  19.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentages by Performance Level</th>
<th>Percentage of Students Below Basic and Basic in Biology</th>
<th>Percentage of Students Proficient and Advanced in Biology</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>27.6  21.9  39.0  33.3</td>
<td>72.3</td>
</tr>
<tr>
<td>State</td>
<td>52.3  19.8  32.5</td>
<td>28.1  19.5  47.6</td>
</tr>
</tbody>
</table>

1If a percentage is not displayed within the bar graph, consult the table for the actual percentage.
Summaries are based on students' highest scores to date.
Please note that the percentages in the tables may not add up to 100% due to rounding.
### Performance Level Summary: First-Time Testers

<table>
<thead>
<tr>
<th>Biology</th>
<th>Total Tested</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>District: First-Time Testers</td>
<td>217</td>
<td>11</td>
<td>5.1</td>
<td>45</td>
<td>20.7</td>
</tr>
<tr>
<td>State: First-Time Testers</td>
<td>113,788</td>
<td>19,246</td>
<td>16.9</td>
<td>29,457</td>
<td>25.9</td>
</tr>
</tbody>
</table>

#### Percentages by Performance Level¹

<table>
<thead>
<tr>
<th>Percentage of Students Below Basic</th>
<th>Percentage of Students Proficient and Advanced in Biology</th>
</tr>
</thead>
<tbody>
<tr>
<td>52.8</td>
<td>74.2</td>
</tr>
</tbody>
</table>

¹If a percentage is not displayed within the bar graph, consult the table for the actual percentage. Summaries are based on students' highest scores to date. Please note that the percentages in the tables may not add up to 100% due to rounding.
### Performance Level Summary: Retesters

<table>
<thead>
<tr>
<th>Biology</th>
<th>Total Tested</th>
<th>Below Basic</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>--------------</td>
<td>-------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>District: Retesters</td>
<td>11</td>
<td>2</td>
<td>18.2</td>
<td>5</td>
<td>45.5</td>
<td>4</td>
<td>36.4</td>
<td>0</td>
<td>0.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State: Retesters</td>
<td>29,564</td>
<td>9,146</td>
<td>30.9</td>
<td>17,202</td>
<td>58.2</td>
<td>3,139</td>
<td>10.6</td>
<td>77</td>
<td>0.3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Percentages by Performance Level

<table>
<thead>
<tr>
<th>Percentage of Students Below Basic and Basic in Biology</th>
<th>Percentage of Students Proficient and Advanced in Biology</th>
</tr>
</thead>
<tbody>
<tr>
<td>63.7</td>
<td>18.2</td>
</tr>
<tr>
<td>89.1</td>
<td>30.9</td>
</tr>
</tbody>
</table>

1. If a percentage is not displayed within the bar graph, consult the table for the actual percentage.
2. Summaries are based on students' highest scores to date.
3. Please note that the percentages in the tables may not add up to 100% due to rounding.
### Performance Level Summary by Group: All Testers

#### Biology

<table>
<thead>
<tr>
<th>GENDER</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Below Basic</td>
<td>Basic</td>
</tr>
<tr>
<td>All Students</td>
<td>13</td>
<td>50</td>
</tr>
<tr>
<td>%</td>
<td>5.7</td>
<td>21.9</td>
</tr>
<tr>
<td>Female</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>%</td>
<td>5.5</td>
<td>22.9</td>
</tr>
<tr>
<td>Male</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>%</td>
<td>5.9</td>
<td>21.0</td>
</tr>
</tbody>
</table>

#### Program Status

<table>
<thead>
<tr>
<th>PROGRAM STATUS</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP-Special Education</td>
<td>5</td>
<td>20.0</td>
</tr>
<tr>
<td>%</td>
<td>20.0</td>
<td>48.0</td>
</tr>
<tr>
<td>Migrant Education Program</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>%</td>
<td>13.3</td>
<td>37.8</td>
</tr>
<tr>
<td>English Language Learner</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Historically Underperforming</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>%</td>
<td>11.3</td>
<td>40.3</td>
</tr>
</tbody>
</table>

### Percentages by Performance Level

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Basic</td>
<td>27.6</td>
<td>52.3</td>
</tr>
<tr>
<td>Basic</td>
<td>21.9</td>
<td>19.8</td>
</tr>
<tr>
<td>Proficient</td>
<td>39.0</td>
<td>32.1</td>
</tr>
<tr>
<td>Advanced</td>
<td>33.3</td>
<td>47.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Basic</td>
<td>28.4</td>
<td>51.6</td>
</tr>
<tr>
<td>Basic</td>
<td>22.9</td>
<td>17.6</td>
</tr>
<tr>
<td>Proficient</td>
<td>41.3</td>
<td>34.0</td>
</tr>
<tr>
<td>Advanced</td>
<td>30.3</td>
<td>29.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Basic</td>
<td>26.9</td>
<td>53.0</td>
</tr>
<tr>
<td>Basic</td>
<td>21.0</td>
<td>31.1</td>
</tr>
<tr>
<td>Proficient</td>
<td>37.0</td>
<td>27.2</td>
</tr>
<tr>
<td>Advanced</td>
<td>36.1</td>
<td>19.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Basic</td>
<td>68.0</td>
<td>84.2</td>
</tr>
<tr>
<td>Basic</td>
<td>20.0</td>
<td>47.2</td>
</tr>
<tr>
<td>Proficient</td>
<td>48.0</td>
<td>37.0</td>
</tr>
<tr>
<td>Advanced</td>
<td>16.0</td>
<td>15.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Basic</td>
<td>51.1</td>
<td>69.1</td>
</tr>
<tr>
<td>Basic</td>
<td>37.8</td>
<td>30.5</td>
</tr>
<tr>
<td>Proficient</td>
<td>31.1</td>
<td>38.6</td>
</tr>
<tr>
<td>Advanced</td>
<td>17.8</td>
<td>22.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Basic</td>
<td>93.5</td>
<td>93.5</td>
</tr>
<tr>
<td>Basic</td>
<td>67.9</td>
<td>67.9</td>
</tr>
<tr>
<td>Proficient</td>
<td>25.5</td>
<td>25.5</td>
</tr>
<tr>
<td>Advanced</td>
<td>6.5</td>
<td>6.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Basic</td>
<td>51.6</td>
<td>70.3</td>
</tr>
<tr>
<td>Basic</td>
<td>40.3</td>
<td>31.5</td>
</tr>
<tr>
<td>Proficient</td>
<td>29.0</td>
<td>38.8</td>
</tr>
<tr>
<td>Advanced</td>
<td>19.4</td>
<td>21.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Basic</td>
<td>51.6</td>
<td>70.3</td>
</tr>
<tr>
<td>Basic</td>
<td>40.3</td>
<td>31.5</td>
</tr>
<tr>
<td>Proficient</td>
<td>29.0</td>
<td>38.8</td>
</tr>
<tr>
<td>Advanced</td>
<td>19.4</td>
<td>21.5</td>
</tr>
</tbody>
</table>

---

*Spring 2017*
### Performance Level Summary by Group: All Testers (Continued)

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Below Basic</td>
<td>Basic</td>
</tr>
<tr>
<td>American Indian / Alaskan Native (not Hispanic)</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>0.0%</td>
<td>100%</td>
</tr>
<tr>
<td>Asian (not Hispanic)</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>0.0%</td>
<td>25.0%</td>
</tr>
<tr>
<td>Black or African American (not Hispanic)</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>0.0%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Hispanic (any race)</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>0.0%</td>
<td>60.0%</td>
</tr>
<tr>
<td>Multi-Racial/Two or more races (not Hispanic)</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>0.0%</td>
<td>100%</td>
</tr>
<tr>
<td>White (not Hispanic)</td>
<td>13</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>6.1%</td>
<td>19.7%</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander (not Hispanic)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

1. If a percentage is not displayed within the bar graph, consult the table for the actual percentage.
2. Summaries are based on students’ highest scores to date.
3. Please note that the percentages in the tables may not add up to 100% due to rounding.
### Performance Level Summary by Group: First-Time Testers

#### Biology

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>All Students</th>
<th>Female</th>
<th>Male</th>
<th>IEP-Special Education</th>
<th>Migrant Education Program</th>
<th>Economically Disadvantaged</th>
<th>English Language Learner</th>
<th>Historically Underperforming</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Basic</td>
<td>#</td>
<td>%</td>
<td></td>
<td>#</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic</td>
<td>11</td>
<td>5.1</td>
<td>23</td>
<td>5</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Proficient</td>
<td>45</td>
<td>20.7</td>
<td>44</td>
<td>11</td>
<td>0</td>
<td>15</td>
<td>0</td>
<td>23</td>
</tr>
<tr>
<td>Advanced</td>
<td>85</td>
<td>39.2</td>
<td>41</td>
<td>4</td>
<td>0</td>
<td>15</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>Below Basic</td>
<td>76</td>
<td>35.0</td>
<td>43</td>
<td>4</td>
<td>0</td>
<td>15</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>Basic</td>
<td>19,246</td>
<td>16.9</td>
<td>10,733</td>
<td>46</td>
<td>39.5</td>
<td>12,959</td>
<td>2,371</td>
<td></td>
</tr>
<tr>
<td>Proficient</td>
<td>29,457</td>
<td>25.9</td>
<td>14,178</td>
<td>66</td>
<td>33.4</td>
<td>15,107</td>
<td>844</td>
<td></td>
</tr>
<tr>
<td>Advanced</td>
<td>37,184</td>
<td>32.7</td>
<td>18,208</td>
<td>62</td>
<td>13.2</td>
<td>14,232</td>
<td>233</td>
<td></td>
</tr>
<tr>
<td>Below Basic</td>
<td>27,901</td>
<td>24.5</td>
<td>14,251</td>
<td>74</td>
<td>5.0</td>
<td>15,762</td>
<td>29.3</td>
<td></td>
</tr>
<tr>
<td>Basic</td>
<td>25.8</td>
<td>20.7</td>
<td>26.7</td>
<td>46.2</td>
<td>67.7</td>
<td>51.2</td>
<td>62.4</td>
<td></td>
</tr>
<tr>
<td>Proficient</td>
<td>39.2</td>
<td>35.0</td>
<td>41.9</td>
<td>42.8</td>
<td>24.1</td>
<td>36.6</td>
<td>29.3</td>
<td></td>
</tr>
<tr>
<td>Advanced</td>
<td>74.2</td>
<td>35.0</td>
<td>31.4</td>
<td>25.9</td>
<td>6.7</td>
<td>29.3</td>
<td>32.6</td>
<td></td>
</tr>
</tbody>
</table>

#### Gender

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>All Students</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Basic</td>
<td>#</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Basic</td>
<td>11</td>
<td>5.1</td>
<td>23</td>
</tr>
<tr>
<td>Proficient</td>
<td>45</td>
<td>20.7</td>
<td>44</td>
</tr>
<tr>
<td>Advanced</td>
<td>85</td>
<td>39.2</td>
<td>42</td>
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<tr>
<td>Below Basic</td>
<td>76</td>
<td>35.0</td>
<td>42</td>
</tr>
<tr>
<td>Basic</td>
<td>19,246</td>
<td>16.9</td>
<td>10,733</td>
</tr>
<tr>
<td>Proficient</td>
<td>29,457</td>
<td>25.9</td>
<td>14,178</td>
</tr>
<tr>
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#### Program Status

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#### District vs. State

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### Performance Level Summary by Group: First-Time Testers (Continued)

#### Biology

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1. If a percentage is not displayed within the bar graph, consult the table for the actual percentage.
2. Summaries are based on students' highest scores to date.
3. Please note that the percentages in the tables may not add up to 100% due to rounding.
### Performance Level Summary by Group: Retesters

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#### GENDER

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#### Percentages by Performance Level

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### Performance Level Summary by Group: Retesters (Continued)

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<td>N/A</td>
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<tr>
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#### Percentages by Performance Level

1. If a percentage is not displayed within the bar graph, consult the table for the actual percentage.
2. Summaries are based on students' highest scores to date.
3. Please note that the percentages in the tables may not add up to 100% due to rounding.

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<tr>
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<td>N/A</td>
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<tr>
<td>Black or African American (not Hispanic)</td>
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<td>0</td>
</tr>
<tr>
<td>%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Hispanic (any race)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Multi-Racial/Two or more races (not Hispanic)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>White (not Hispanic)</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>%</td>
<td>18.2</td>
<td>45.5</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander (not Hispanic)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*Note:* Percentages not displayed in the bar graph can be found in the table. Summaries are based on students' highest scores to date. Please note that the percentages may not add up to 100% due to rounding.
Performance Summary by Assessment Anchor: All Testers

<table>
<thead>
<tr>
<th>Biology</th>
<th>Points Possible</th>
<th>Minimum Estimated Points Needed to Pass$^1$</th>
<th>District Median$^2$ Points Earned</th>
<th>State Median$^2$ Points Earned</th>
<th>District Percent of Students Earning More than Minimum Points</th>
<th>State Percent of Students Earning More than Minimum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1 – Cells and Cell Processes</td>
<td>33</td>
<td>18</td>
<td>23</td>
<td>17</td>
<td>70.0</td>
<td>45.3</td>
</tr>
<tr>
<td>BIO.A.1 Basic Biological Principles</td>
<td>9</td>
<td>5</td>
<td>6</td>
<td>5</td>
<td>61.7</td>
<td>38.2</td>
</tr>
<tr>
<td>BIO.A.2 The Chemical Basis for Life</td>
<td>7</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>46.3</td>
<td>26.2</td>
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<tr>
<td>BIO.A.3 Bioenergetics</td>
<td>8</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>40.1</td>
<td>25.0</td>
</tr>
<tr>
<td>BIO.A.4 Homeostasis and Transport</td>
<td>9</td>
<td>5</td>
<td>6</td>
<td>5</td>
<td>62.1</td>
<td>41.5</td>
</tr>
<tr>
<td>Module 2 – Continuity and Unity of Life</td>
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<td>18</td>
<td>23</td>
<td>17</td>
<td>67.4</td>
<td>45.4</td>
</tr>
<tr>
<td>BIO.B.1 Cell Growth and Reproduction</td>
<td>9</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>52.4</td>
<td>33.6</td>
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<tr>
<td>BIO.B.2 Genetics</td>
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<td>5</td>
<td>6</td>
<td>4</td>
<td>60.8</td>
<td>34.1</td>
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<tr>
<td>BIO.B.3 Theory of Evolution</td>
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<td>5</td>
<td>5</td>
<td>4</td>
<td>38.3</td>
<td>28.5</td>
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<tr>
<td>BIO.B.4 Ecology</td>
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<td>5</td>
<td>6</td>
<td>5</td>
<td>55.5</td>
<td>38.3</td>
</tr>
</tbody>
</table>

$^1$ The minimum estimated points needed to pass at the assessment anchor level may not always sum to the corresponding points at the module level due to rounding.

$^2$ Median: The median is the score where approximately half of the students score above and half score below. All medians in this report are calculated based on students' scores. The median is reported instead of the mean because extreme outlier scores can impact the mean for a small group (e.g., 25 or fewer students).
# Performance Summary by Assessment Anchor

Based on Current Test Administration

## Performance Summary by Assessment Anchor: First-Time Testers

<table>
<thead>
<tr>
<th>Biology</th>
<th>Points Possible</th>
<th>Minimum Estimated Points Needed to Pass¹</th>
<th>District Median² Points Earned</th>
<th>State Median² Points Earned</th>
<th>District Percent of Students Earning More than Minimum Points</th>
<th>State Percent of Students Earning More than Minimum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1 – Cells and Cell Processes</td>
<td>33</td>
<td>18</td>
<td>23</td>
<td>19</td>
<td>71.4</td>
<td>53.6</td>
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<td>BIO.A.1 Basic Biological Principles</td>
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<td>5</td>
<td>6</td>
<td>5</td>
<td>63.1</td>
<td>44.9</td>
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<tr>
<td>BIO.A.2 The Chemical Basis for Life</td>
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<td>5</td>
<td>5</td>
<td>5</td>
<td>47.9</td>
<td>31.0</td>
</tr>
<tr>
<td>BIO.A.3 Bioenergetics</td>
<td>8</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>41.5</td>
<td>29.8</td>
</tr>
<tr>
<td>BIO.A.4 Homeostasis and Transport</td>
<td>9</td>
<td>5</td>
<td>6</td>
<td>5</td>
<td>63.6</td>
<td>48.5</td>
</tr>
<tr>
<td>Module 2 – Continuity and Unity of Life</td>
<td>33</td>
<td>18</td>
<td>23</td>
<td>19</td>
<td>69.1</td>
<td>54.1</td>
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<tr>
<td>BIO.B.1 Cell Growth and Reproduction</td>
<td>9</td>
<td>5</td>
<td>6</td>
<td>5</td>
<td>53.9</td>
<td>40.1</td>
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<tr>
<td>BIO.B.2 Genetics</td>
<td>9</td>
<td>5</td>
<td>6</td>
<td>5</td>
<td>62.2</td>
<td>40.8</td>
</tr>
<tr>
<td>BIO.B.3 Theory of Evolution</td>
<td>8</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>39.6</td>
<td>33.7</td>
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<tr>
<td>BIO.B.4 Ecology</td>
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<td>5</td>
<td>6</td>
<td>5</td>
<td>57.6</td>
<td>44.9</td>
</tr>
</tbody>
</table>

¹ The minimum estimated points needed to pass at the assessment anchor level may not always sum to the corresponding points at the module level due to rounding.

² **Median:** The median is the score where approximately half of the students score above and half score below. All medians in this report are calculated based on students’ scores. The median is reported instead of the mean because extreme outlier scores can impact the mean for a small group (e.g., 25 or fewer students).
Performance Summary by Assessment Anchor: Retesters

<table>
<thead>
<tr>
<th>Biology</th>
<th>Points Possible</th>
<th>Minimum Estimated Points Needed to Pass</th>
<th>District Median of Points Earned</th>
<th>State Median of Points Earned</th>
<th>District Percent of Students Earning More than Minimum Points</th>
<th>State Percent of Students Earning More than Minimum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1 – Cells and Cell Processes</td>
<td>33</td>
<td>18</td>
<td>12</td>
<td></td>
<td>40.0</td>
<td>8.7</td>
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<tr>
<td>BIO.A.1 Basic Biological Principles</td>
<td>9</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>30.0</td>
<td>8.8</td>
</tr>
<tr>
<td>BIO.A.2 The Chemical Basis for Life</td>
<td>7</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>10.0</td>
<td>5.4</td>
</tr>
<tr>
<td>BIO.A.3 Bioenergetics</td>
<td>8</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>10.0</td>
<td>3.8</td>
</tr>
<tr>
<td>BIO.A.4 Homeostasis and Transport</td>
<td>9</td>
<td>5</td>
<td>5</td>
<td>3</td>
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<tr>
<td>Module 2 – Continuity and Unity of Life</td>
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<td>18</td>
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<td>11</td>
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<td>BIO.B.2 Genetics</td>
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<td>3</td>
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<tr>
<td>BIO.B.3 Theory of Evolution</td>
<td>8</td>
<td>5</td>
<td>3</td>
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<td>10.0</td>
<td>5.6</td>
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<tr>
<td>BIO.B.4 Ecology</td>
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<td>5</td>
<td>4</td>
<td>3</td>
<td>10.0</td>
<td>9.2</td>
</tr>
</tbody>
</table>

1. The minimum estimated points needed to pass at the assessment anchor level may not always sum to the corresponding points at the module level due to rounding.

2. Median: The median is the score where approximately half of the students score above and half score below. All medians in this report are calculated based on students' scores. The median is reported instead of the mean because extreme outlier scores can impact the mean for a small group (e.g., 25 or fewer students).