

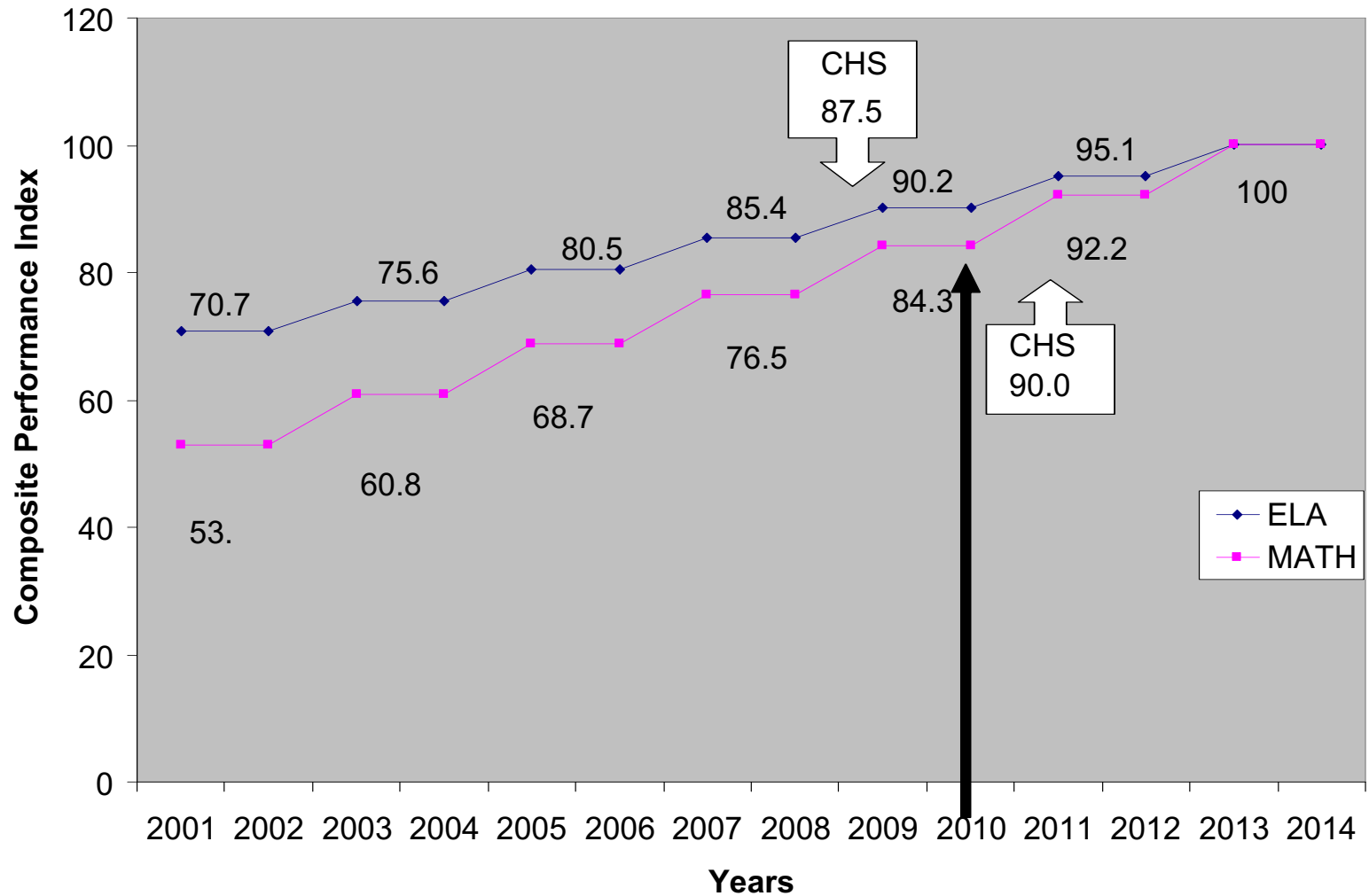
CLINTON HIGH SCHOOL

2010 MCAS Presentation

October 26, 2010

AYP

State Performance Targets, 2001-2014



CHS Performance Rating

	<u>NCLB Accountability Status</u>	<u>Performance Rating</u>	<u>Improvement Rating</u>
ENGLISH LANGUAGE ARTS	No Status	High	Declined
MATHEMATICS	No Status	Very High	No Change

Adequate Yearly Progress (AYP) Report-Grade 10 ELA

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Grad Rate		
	Did at least 95% of students participate in MCAS?		Did student group meet or exceed state performance target?		Did student group meet or exceed its own improvement target?		Did student group meet attendance (G1-8) or graduation rate target (G9-12)?		
ENGLISH LANGUAGE ARTS	Met Target	Actual	Met Target (90.2)	Actual	Met Target	Change from 2009	Met Target	Actual	AYP 2010
Aggregate	Yes	98	No	87.5	No	-4.0	Yes	84.0	No
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	-	-	-	-	-	-
Low Income	Yes	98	No	79.5	No	-6.0	Yes	76.7	No
Afr. Amer./ Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	70.2	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	99	Yes	93.8	No	-1.4	Yes	88.1	Yes

Adequate Yearly Progress (AYP) Report-Grade 10 MATH

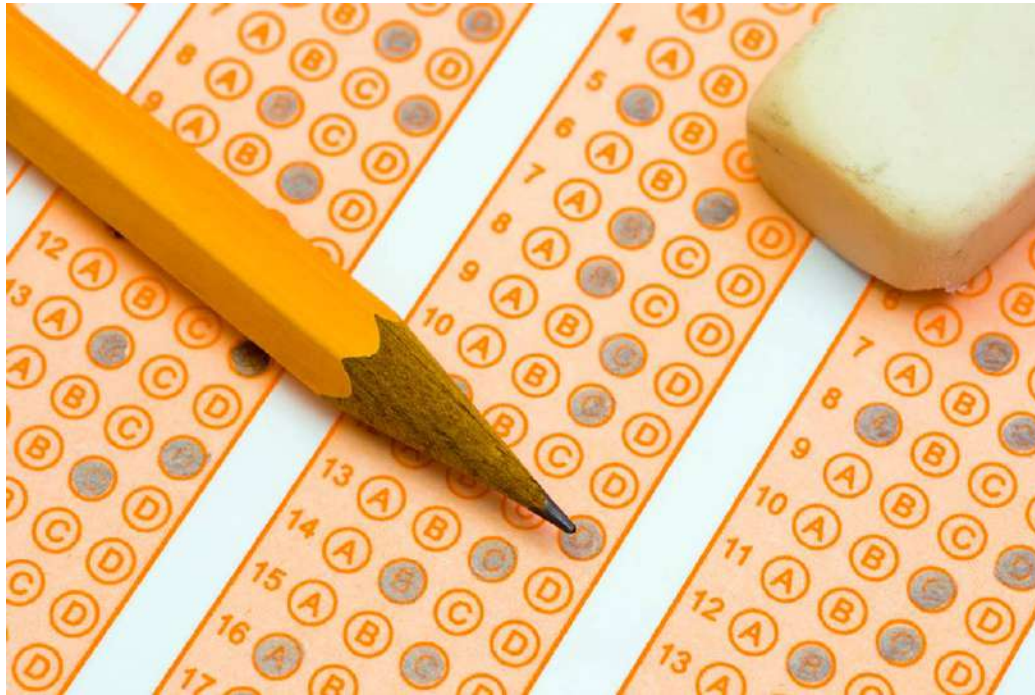
Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Grad Rate		AYP 2010
	Did at least 95% of students participate in MCAS?		Did student group meet or exceed state performance target?		Did student group meet or exceed its own improvement target?		Did student group meet attendance (G1-8) or graduation rate target (G9-12)?		
MATHEMATICS	Met Target	Actual	Met Target (84.3)	Actual	Met Target	Change from 2009	Met Target	Actual	AYP 2010
Aggregate	Yes	99	Yes	90.0	No	-1.1	Yes	84.0	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	-	-	-	-	-	-
Low Income	Yes	98	No	83.2	No	-2.3	Yes	76.7	No
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	76.0	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	99	Yes	95.7	Yes	1.4	Yes	88.1	Yes

What is Level 1 School?

- ◇ Level 1 (districts with no schools in corrective action or restructuring for subgroups and/or in the aggregate):
Districts in Level 1 require the least state support. They will be encouraged to engage in self-assessment measures and targeted improvement as needed.

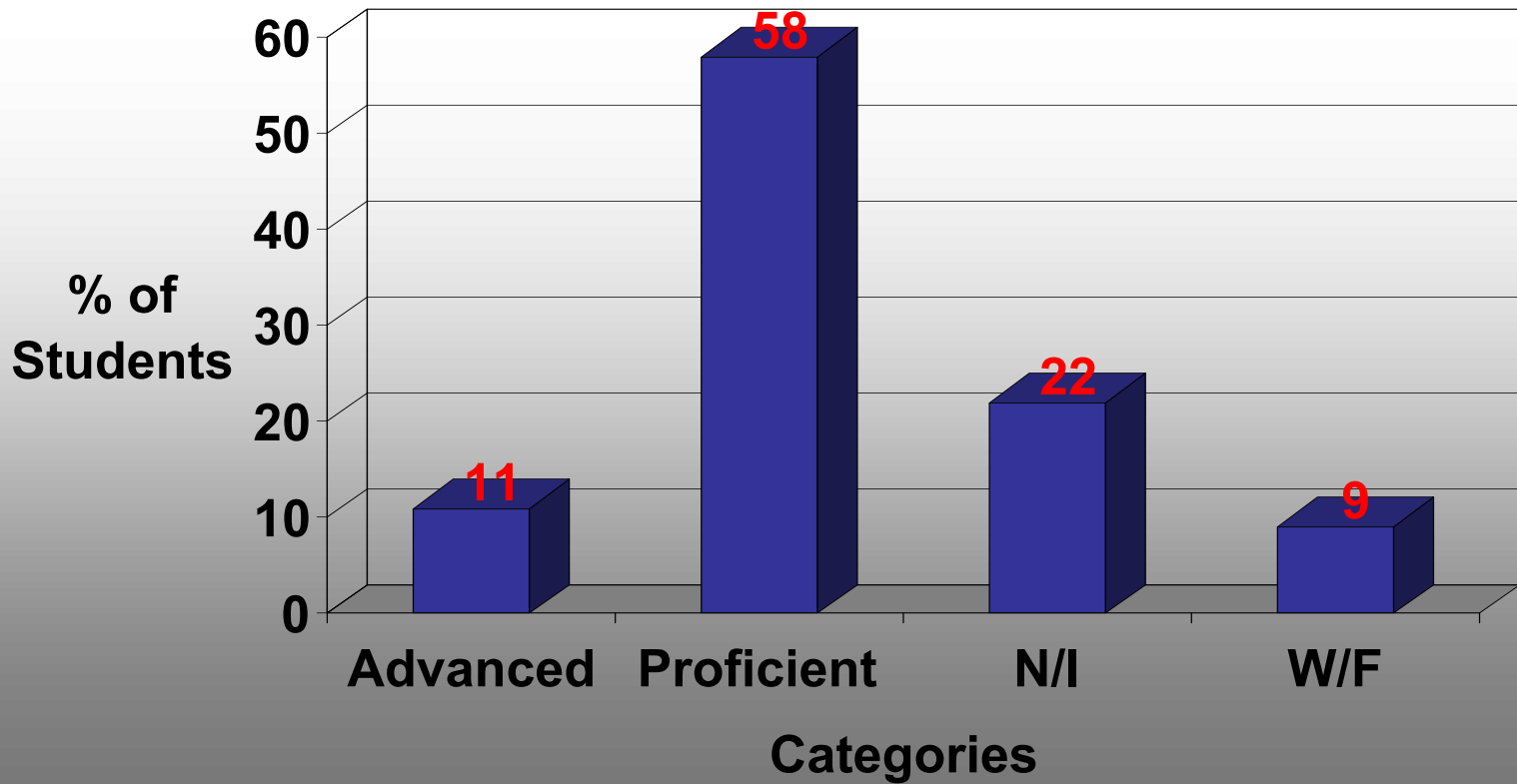
ELA GRADE 10

THE RESULTS



Percent in Each Category

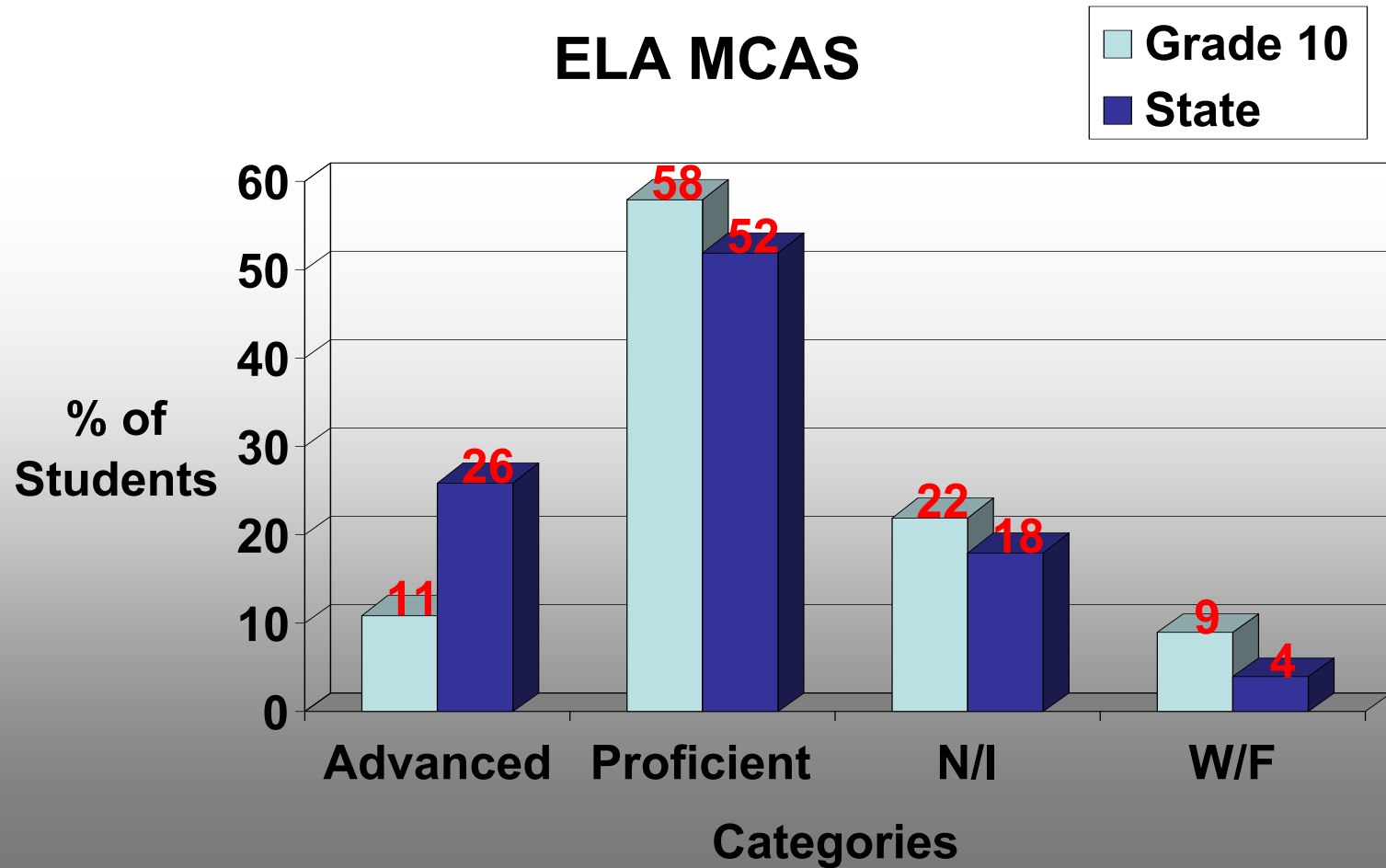
Grade 10 ELA MCAS



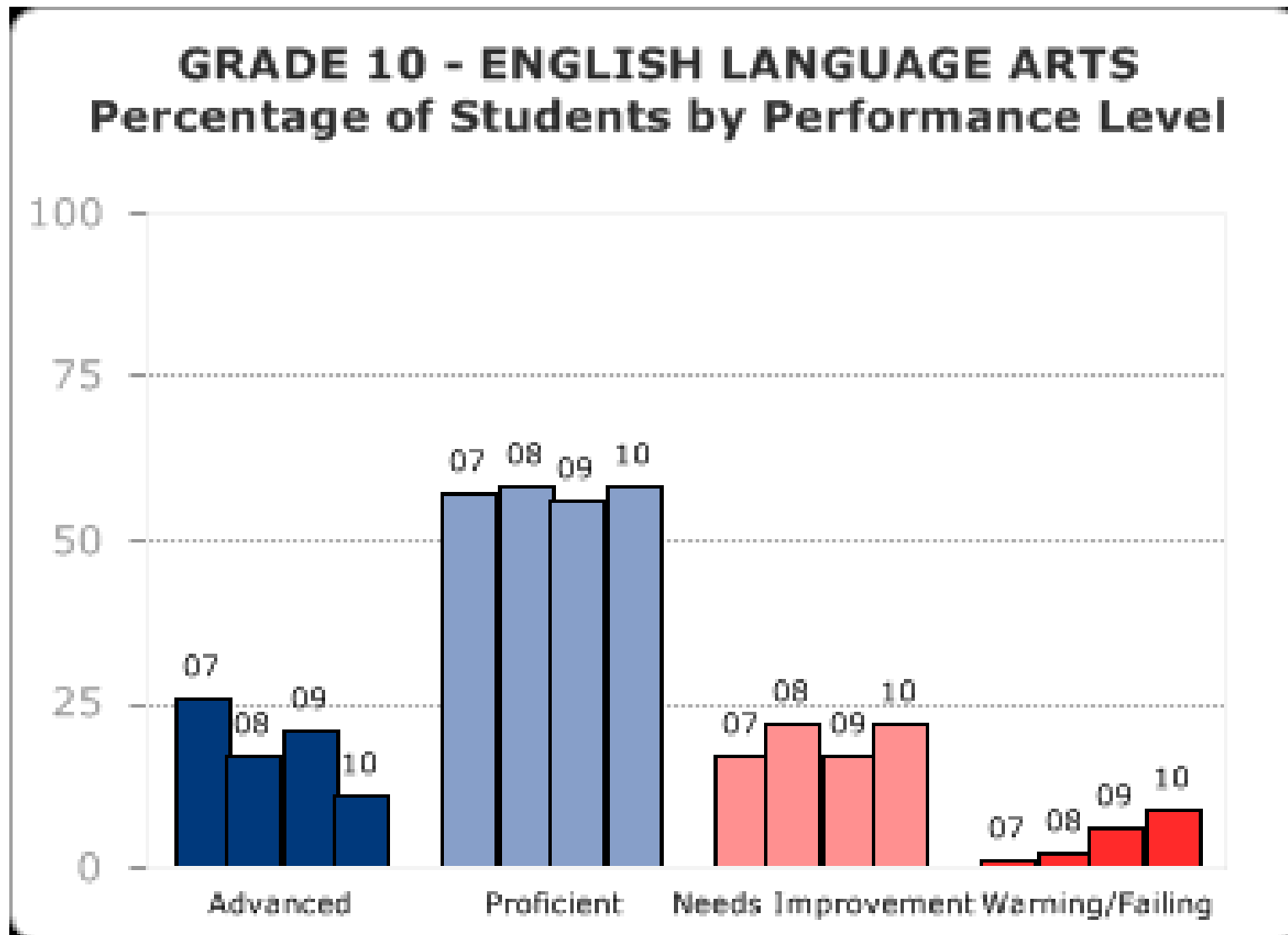
Comparison to State – Grade 10

ELA 2010

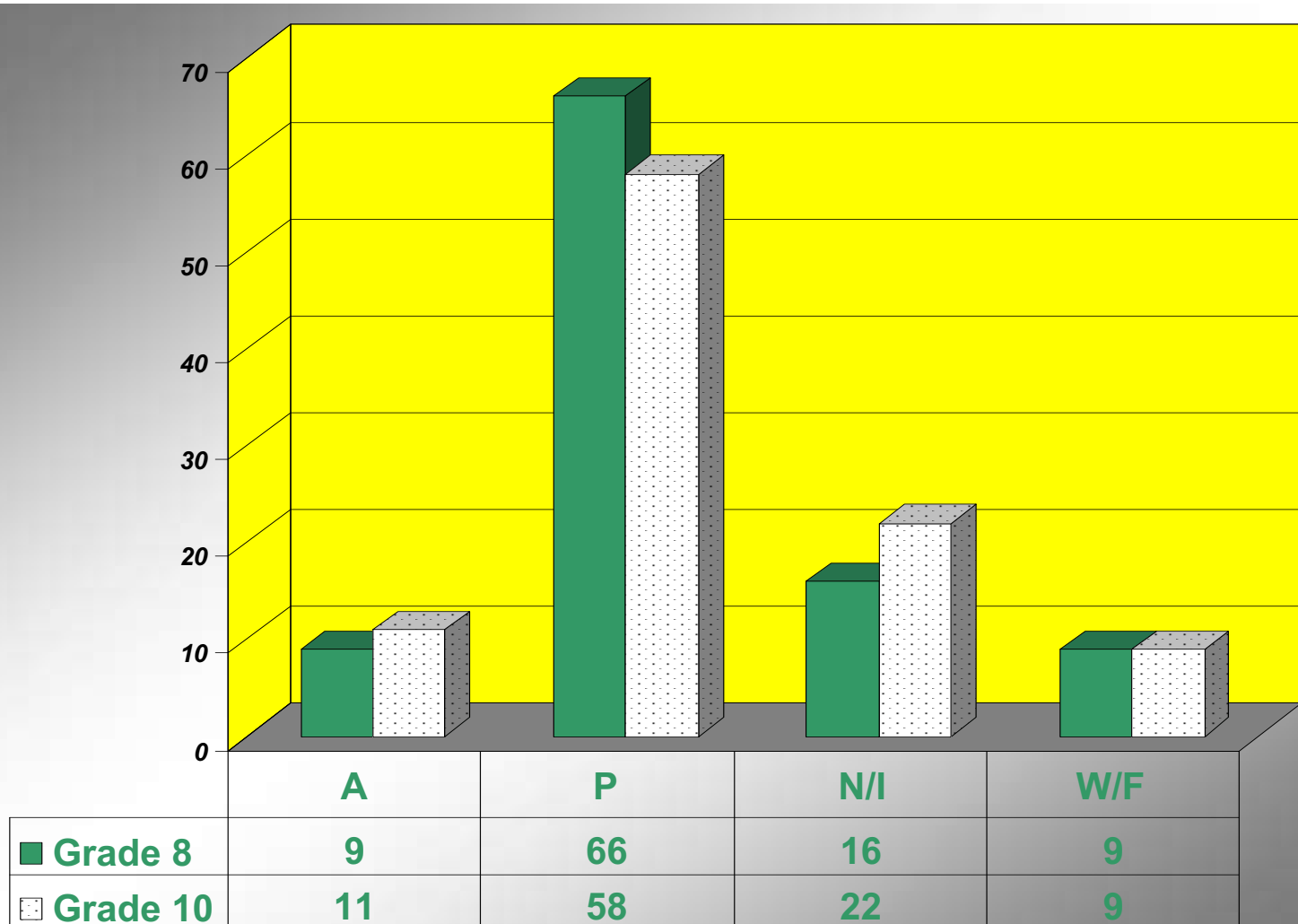
ELA MCAS



Changes over 4 years....

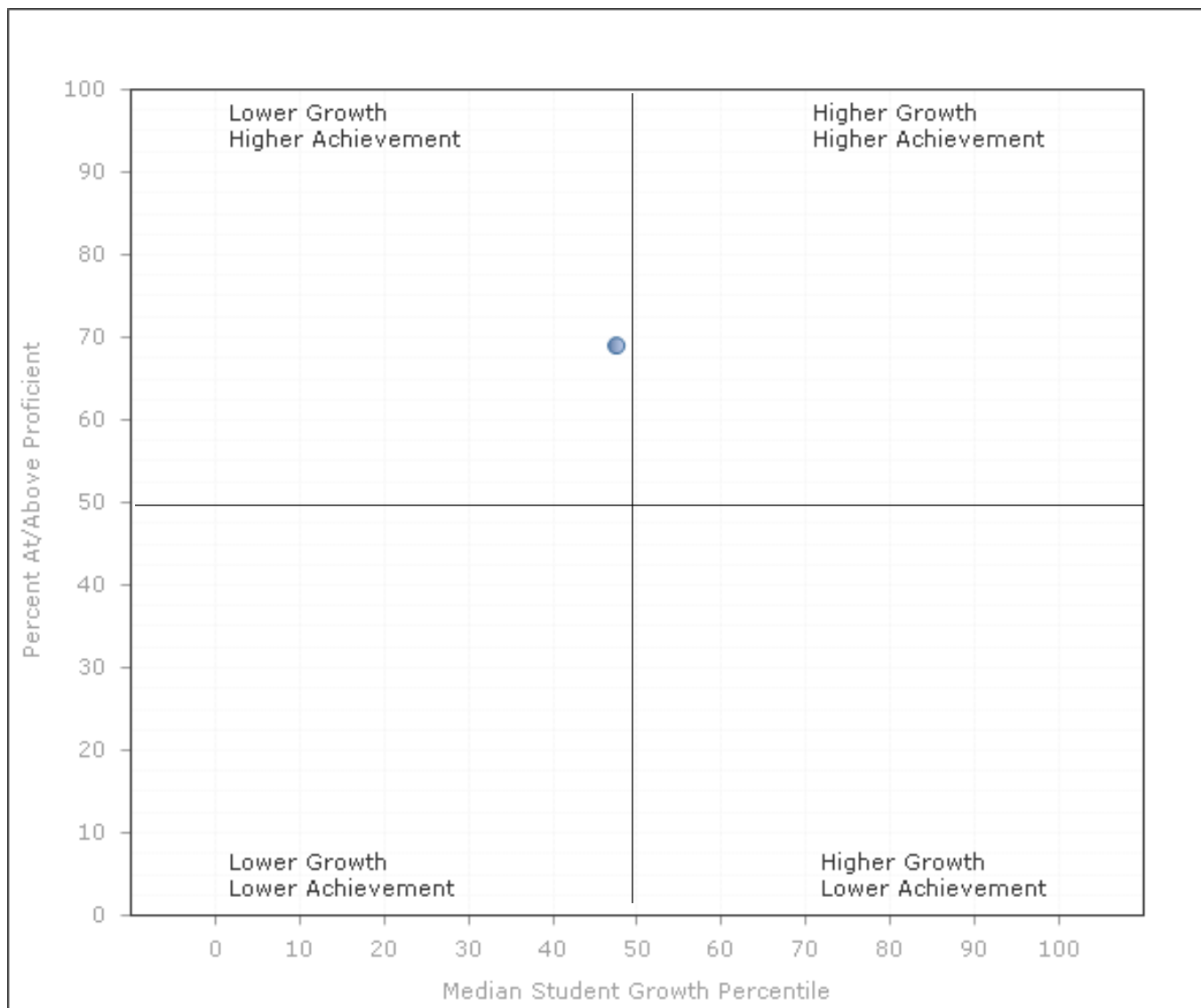


Cohort Groups - ELA



AVERAGE STUDENT GROWTH

Percentile-Grade 10 ELA



Weaknesses – ELA - Grade 10

- Non-Fiction
- Vocabulary and Concept Development
- Poetry
- Open-Response

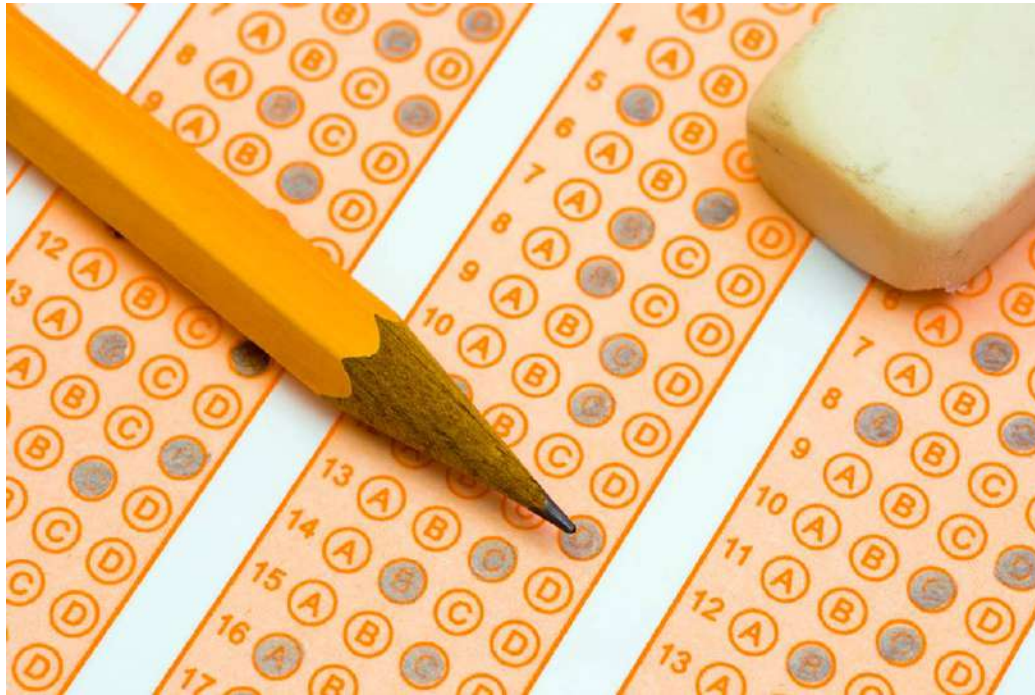
ELA Department Action Steps

- Increase student exposure to nonfiction selections and analysis
- Increase student exposure to poetry, poetic devices, and analysis
- Increase MCAS focus and exposure in Freshman Seminar course
- Increase emphasis on Open Response questions

MATHEMATICS

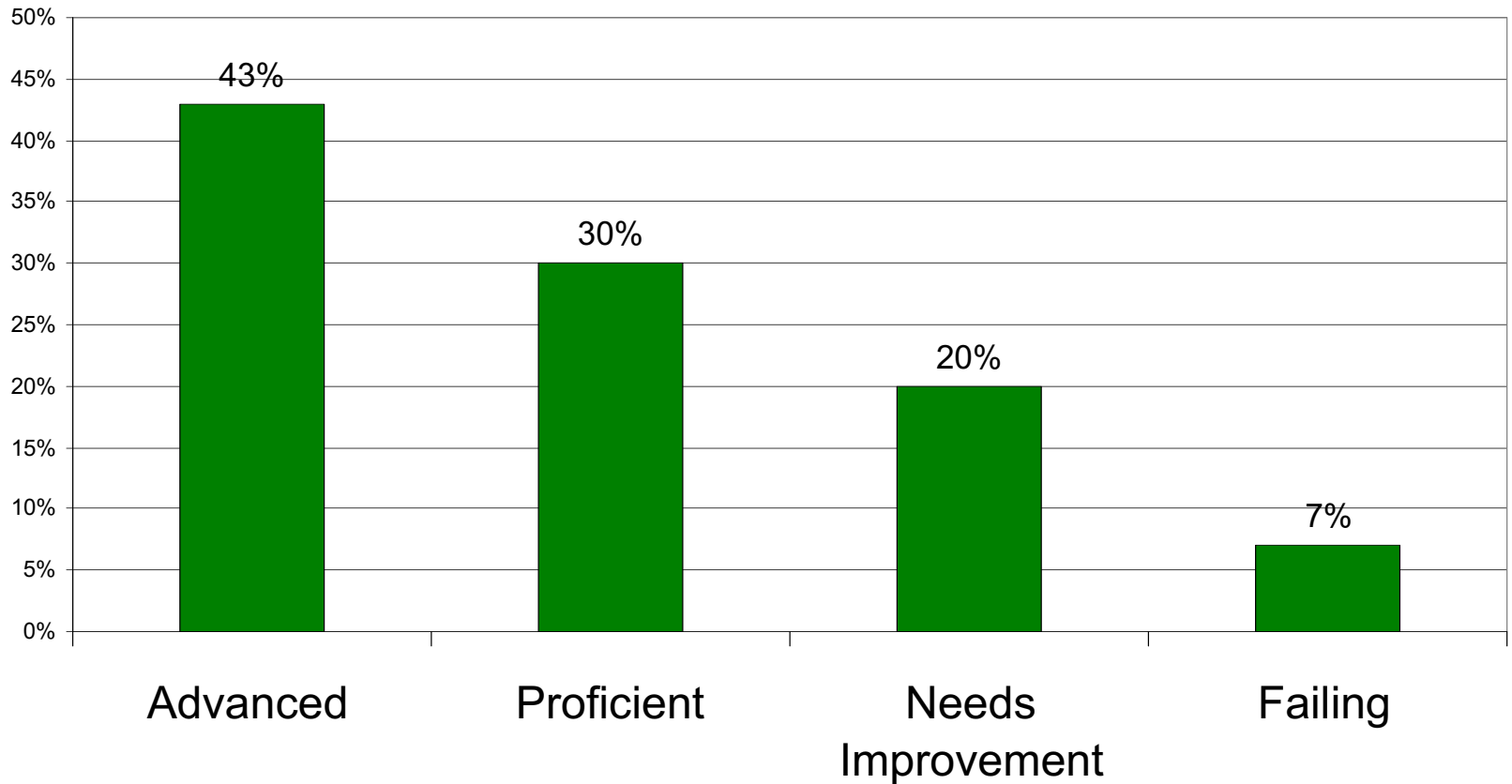
GRADE 10

THE RESULTS

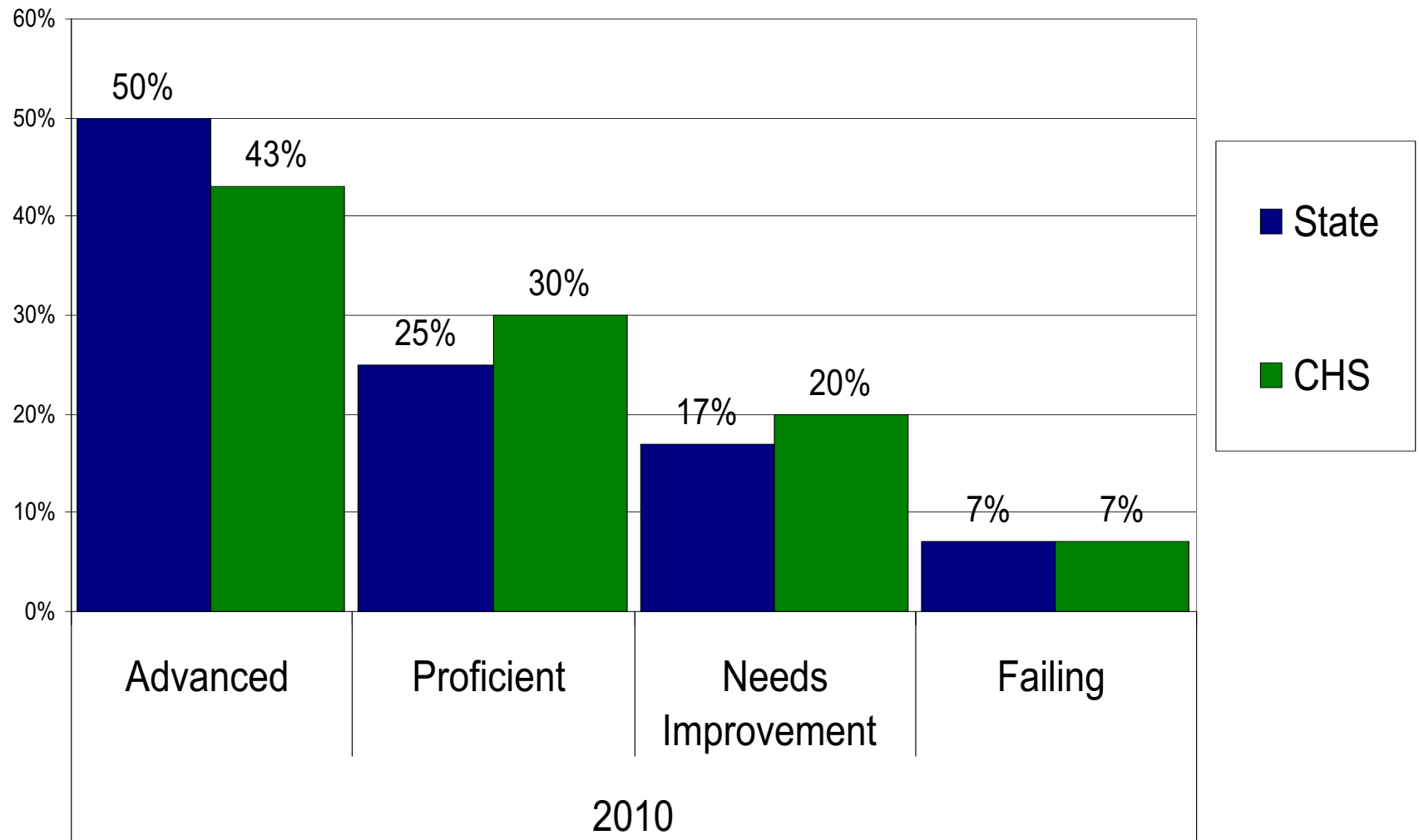


Percent in Each Category

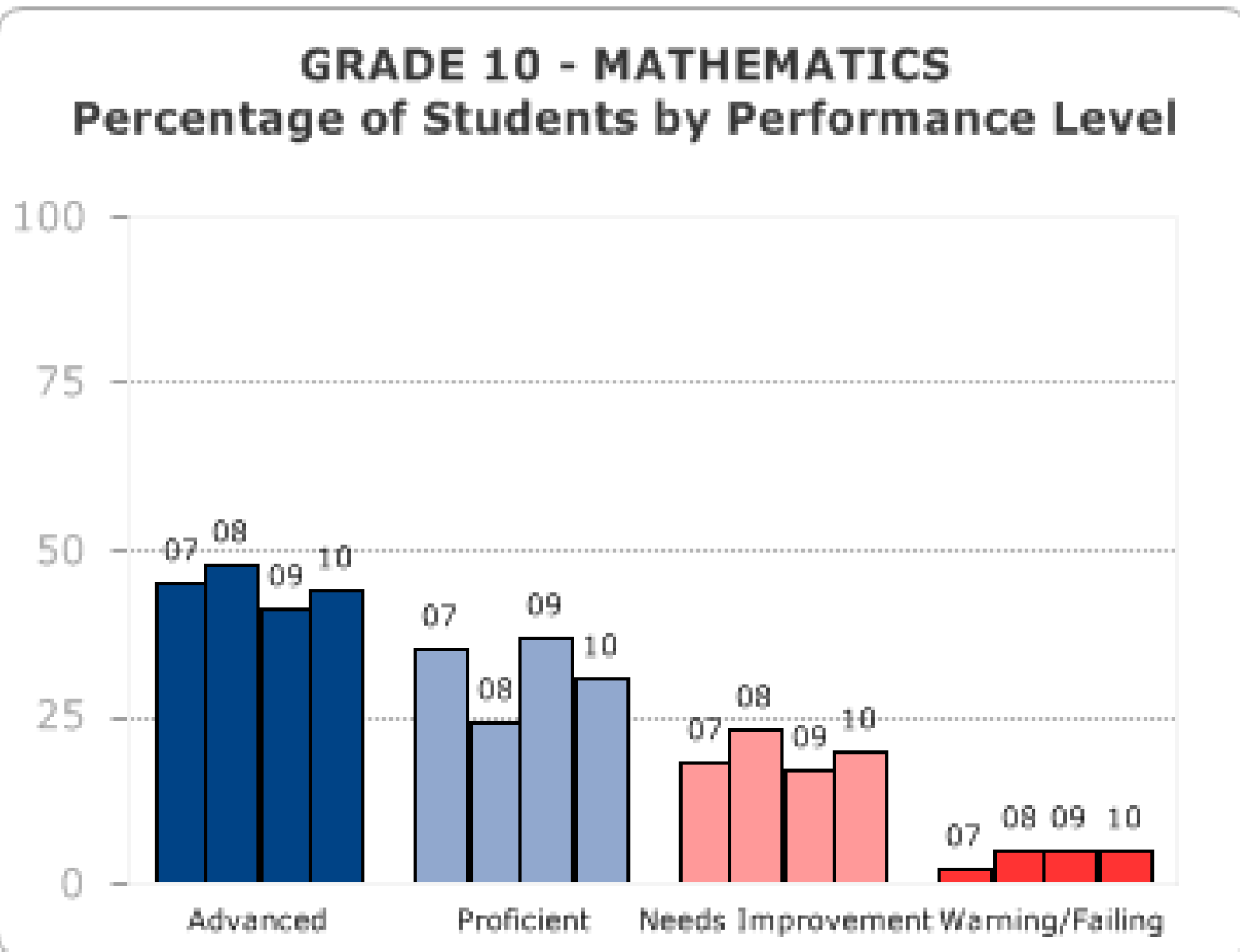
Grade 10 MATH MCAS



Clinton High vs State

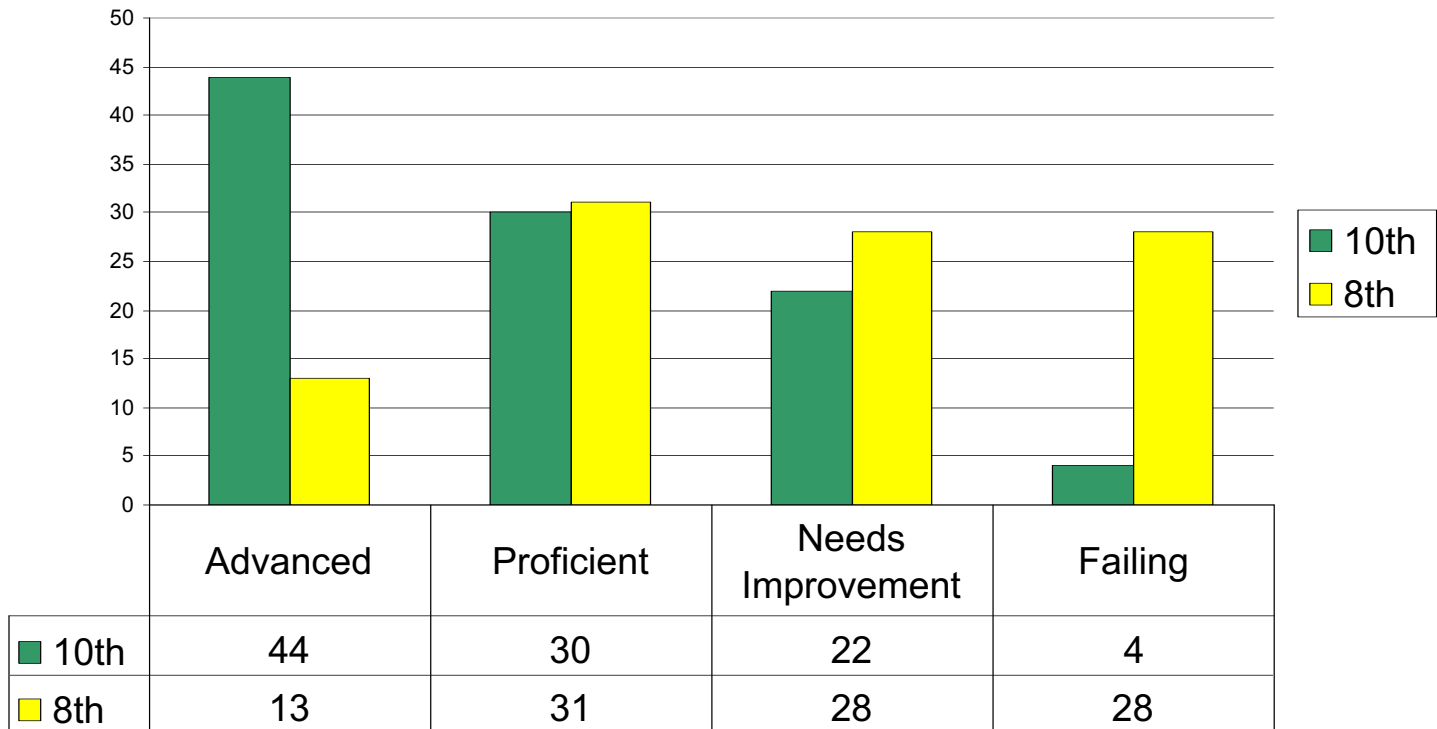


Changes over 4 years....



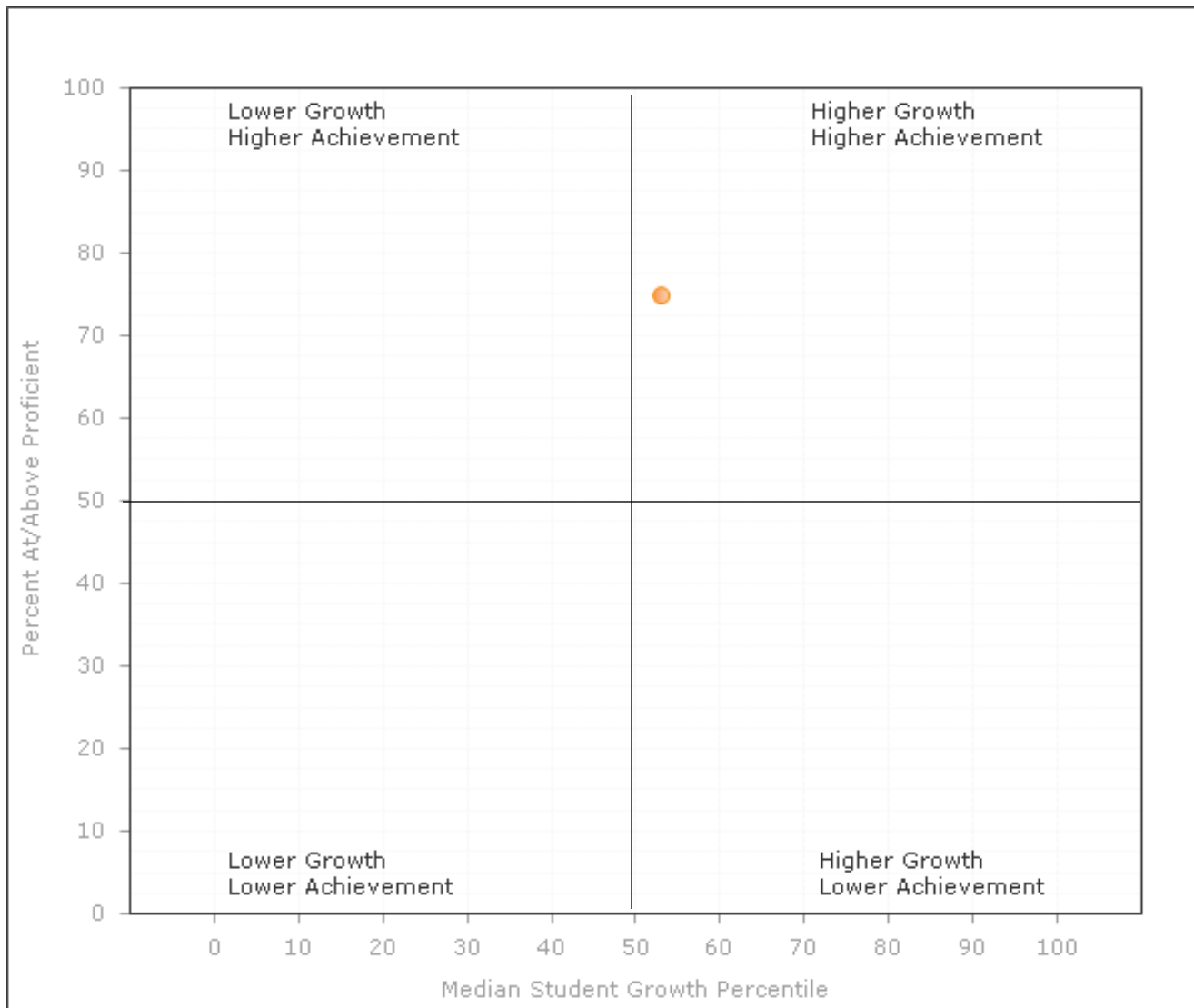
Cohort Groups - Math

10th vs. 8th Math MCAS



AVERAGE STUDENT GROWTH

Percentile-Grade 10 MATHEMATICS



Math Department Action Steps

- If a student receives less than a 70 in Algebra 1 they will be required to retake the course.
- Breaking Algebra 1 up over 2 years into Algebra 1A and Algebra 1B
- Develop critical thinking skills through problem solving.