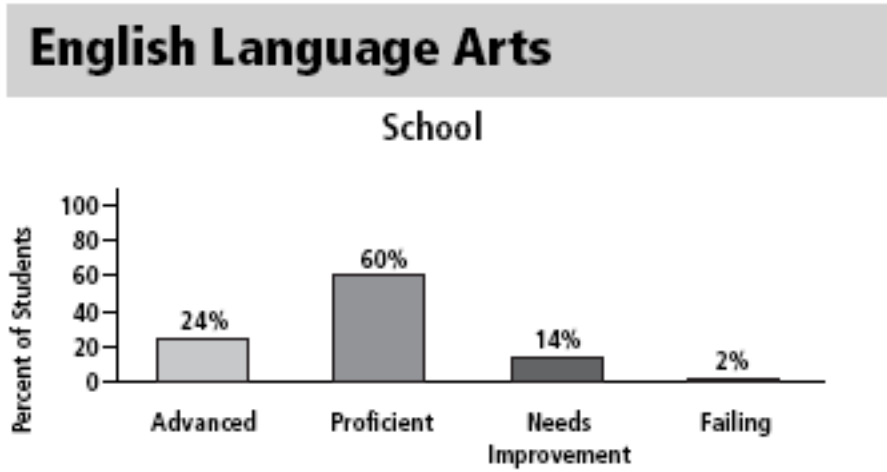


**MVRHS
Grade 10 English/ Language Arts**



I. Overview

Martha's Vineyard Regional High School students continue to score well on the ELA MCAS, and their performances have improved in each level for the last three years. The percentage of students scoring in the Advanced range have increased from 17% in 2005, to 21% in 2006, to 24% in 2007. The percent of students scoring in the Proficient range have increased over the same years from 51% to 58% to 60%. The percent in the Needs Improvement category has decreased from 27% to 20% to 14%, and the percent in the Failing category decreased from 6% in 2005 to 2% the past two years.

Performance Levels

Year	Advanced		Proficient		Needs Improvement		Warning Failing		Students Included
	School	State	School	State	School	State	School	State	
2007	24	22	60	49	14	24	2	6	208
2006	21	16	57	53	20	24	2	7	187
2005	16	23	50	42	27	25	6	10	201
2004	17	19	48	43	26	27	9	11	206
2003	19	20	49	41	24	28	8	12	193

II. Analysis of Performance by Grade and Test

There are three types of questions on the tenth grade English Language Arts MCAS. For the Composition (Writing Prompt) sections, students produce a first draft and a final copy of an essay about a piece of literature. In the Language and Literature portion, students read short, complete, works, and excerpts, from all genres and respond to 36 multiple-choice and four open-response questions.

% of Total Points Attained		2007
Multiple Choice	State	75%
	District	81%
Open Response	State	59%
	District	60%
Long Composition	State	74%
	District	73%

Performance by Question Type:

Multiple Choice.

The multiple choice questions are related to either the Literature of Language strands of ELA State Frameworks.

Scores on the 36 Multiple Choice Questions	2007
90%+	15
80%+	10
70%+	8
60%+	2
50%+	1

MVRHS students have shown that they are well prepared for the ELA MCAS, having scored above 76% on 30 of the 36 multiple-choice questions. Last year the students outscored the state average on every single multiple choice item, but the state scores from this year are not available yet.

The list below shows how the “most missed questions” apply to the curriculum frameworks

Question #	% of students who chose the correct answer MVRHS (state)	Summary of the question	Learning Standard that applies to each question.
#20	62%	The action is seen through Griet's eyes. What does this help the reader do?	S12 Fiction
#33	68%	Which best characterizes the main conclusion?	S8 Understanding
#16	53%	What is the main purpose of "perfect silence"?	S14 Poetry

Observations/Discussion

#20 The correct answer is B, "to feel sympathy for her." 23% of Error! Contact not defined.s chose A, "to understand her mother's actions." Students who chose answer A may not have understood the effects of first person narration.

#33 The correct answer is A, good clam chowder can be prepared at home." 16% of MVRHS students chose C, which was "cooks should experiment." Perhaps students had problems drawing the best

Open Response Questions

The four open-response questions require students to write on or two paragraph responses to prompts about selected pieces. According to the MASS DOE "Responses to open-response questions are scored using a scoring guide or rubric. The scoring guide indicates what knowledge and skills students must demonstrate to earn 1, 2, 3, or 4 score points. Answers to open-response questions are not scored for spelling, punctuation, or grammar. Responses are score by two scorers independently at grade 10."

The students performed better on the latter two questions (27 & 36) which were given on day two. They performed best on question 36 (how-to, nonfiction) and worst on question 19 (poetry, explanation).

Two of the open-response selections were nonfiction, one was fiction and one was drama. Listem below are the titles of those selections, their accompanying questions and corresponding learning standards and MVRHS and state average scores.

Question #	Average Scores (Out of 4 points each) MVRHS (state)	Text and Question	Learning Standard that applies to each question.
	92.2	"Gill" John Krakauer Based on this excerpt, explain how Gill finds climbing boulders and solving mathematics equations to be similar. Use relevant information from the excerpt to support your answer.	I3 Students will identify, analyze and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support understanding.

<p>192.1 Poetry; they were asked to explain and support their answer.</p>	<p>“When I heard the Learn’d Astronomer” Walt Whitman In the poem, a shift occurs at the end of line 4. a. Explain what happens before and after the shift. b. Explain what causes the shift. Use relevant and specific information from the poem to support your answer.</p>	<p>14 Identify, respond to, and analyze the effects of sound, form, figurative language, graphics, and dramatic structure of poems: • sound (alliteration, onomatopoeia, rhyme scheme, consonance, assonance); • form (ballad, sonnet, heroic couplets); • figurative language (personification, metaphor, simile, hyperbole, symbolism); and • dramatic structure.</p>
<p>272.5 Students were asked to describe a character. They are often asked to do this in school.</p>	<p>“Girl with the Pearl Earring” Tracy Chevalier Based on the excerpt, describe Griet’s character. Use relevant and specific information from the excerpt to support your answer.</p>	<p>12 <i>- Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.</i> 12.5 Locate and analyze such elements in fiction as point of view, foreshadowing, and irony.</p>
<p>362.6 “How-to.” This passage had pictures which broke up the text. They were asked to describe how to duplicate a process elsewhere.</p>	<p>“New England Clam Chowder” Using the information from the article, describe how you could use the author’s discoveries to make clam chowder at home. Support your answer with relevant and specific details from the article.</p>	<p>8 Understanding a Text - Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.</p>

The scores ranged from 2.2 to 2.6. The average scores from session 1 were 2.1 (#9) and 2.2 (#19), while the session 2 averages were higher, 2.5 (#27) and 2.6 (#19). Questions #27 & 36. were part of the second day’s testing. So perhaps students were more comfortable with the test process by day 2. These questions also asked students to “describe,” whereas the first two questions (9 & 19) asked students to “explain.” The students performed worst on question 19, which was an interpretation of a poem with a somewhat tricky term, explaining a “shift” in a poem. We are not sure that “shift” is a term often used in classroom discussions of poetic construction. Perhaps a term like “change” or “transition” would have been easier for them to understand.

Long Composition

The Long Composition tests students on two aspects of composition.

- 1. Topic Development (CT): 12 points Includes writing development, organization, use of detail, variety in sentence structure and language.
- 2. Standard English Conventions (CC): 8 points Includes grammar, punctuation and mechanics of writing.

The writing prompt requires students to develop a thesis and support it with specific details from a student-selected text.

2007 Writing Prompt

Works of literature often feature characters who overcome hardship and misfortune.

From a work of literature you have read in or out of school, select a character who overcomes hardship and misfortune. In a well developed composition, explain how the character overcomes adversity and why this success is important to the work of literature.

		2005	2006	2007
Topic Development (12 Points)	State District		7.78 7.73	7.5 7.3
Use of Standard English Conventions (8 points)	State District		7.29 7.13	7.2 7.2

Observations and Discussions

1. MCAS is not succeeding as a tool for differentiating excellent writing from mediocre writing. Ninety-five percent of students were lumped into the mediocre (middle third) category while two percent fell in the bottom third and ten percent were in the top third. This does not reflect our classroom observations about the wide range of skill levels our students display.

2. Students' performance on the use of standard English conventions was extremely strong especially in contrast to their performance in content development. During classroom observations, students appear to be much stronger in topic development than they are in their grasp of mechanics. There is a significant disparity between the test results and classroom performance.

3. In the past, student scores have included comments that identified individual student strengths and weaknesses. This helped us to adjust curriculum to meet student needs and to reach the required standards. Without these comments, we are uncertain as to the areas that require reinforcement or special emphasis.

4. Based on our analysis of sample essays provided by the state, the evaluative criteria does not match the actual assessment. Though there was a noticeable difference among sample scoring categories in the style of writing, the difference in topic development was negligible. This suggests that scores would improve if instructional time focused on fluency, tools of rhetoric, and elements of language rather than on topic development.

5. Although classroom observation indicates steady progress in student writing, MCAS scores reveal a counterintuitive trend. In 2005, we had seven students score in the top two categories. In 2006, we had two. In 2007, we had no students in the top two categories. This suggests a changing standard that has not been communicated to educators or students.

III. Special Needs Students

The test was administered to 43 students with special needs, which is approximately, 25% of the population.

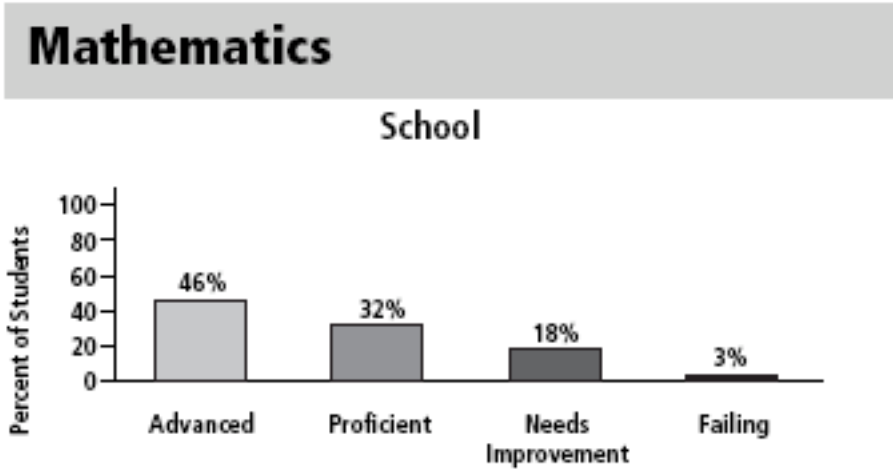
Percent of Students with Disabilities

Performance Level	2007
Above Proficient	5%
Proficient	65%
Needs Improvement	28%
Failing/Warning	2%

IV. Recommendations:

1. Use an MCAS style rubric to familiarize students with expectations.
2. Practice essay writing by emphasizing topic development, organization, fluency, tools of rhetoric, and elements of language.
3. Instruct students on the conventionally accepted practices for writing about literature. Have students apply these strategies to MCAS practice writing prompts in class.
4. Review material that students have read before the test so that they can effectively include characters, plot, theme, conflict, etc. in their essays
5. Students need more opportunities to respond to MCAS type prompts with in depth analysis and support from the text across genres.

**MVRHS
Grade 10 Mathematics**



I. Overview

As a department we are extremely pleased with the results on this year's MCAS exam. We exceeded state levels in all five major content strands. We met target goals for yearly progress. For the third consecutive year, over three quarters of the students scored Proficient or higher. We scored at or above the state average on 38 of 42 questions (90%).

Performance Levels

Year	Advanced		Proficient		Needs Improvement		Warning Failing		Students Included
	School	State	School	State	School	State	School	State	
2007	46	42	32	27	18	22	4	9	212
2006	49	40	30	27	18	21	3	12	186
2005	42	35	37	27	16	24	6	15	200
2004	37	29	32	28	25	28	6	15	207
2003	32	24	36	27	21	28	10	21	194

Discussion/Observation

Our scores have improved significantly over the last five years. Data suggests however that we may finally be reaching somewhat of a plateau in the advanced and proficient levels. We will continue to focus on improving student performance and decrease the Needs Improvement and failing rate. An immediate goal would be to push this combined rate from its present 22% to less than 20%.

II. Analysis of Performance by Question Type

The Grade 10 MCAS for 2007 consisted of a total of 42 questions, including 33 multiple choice questions, 4 short answer questions, and 6 open response questions. All of the questions were created around the 5 major content standards.

Math Content Strands	Number of Questions
• Number Sense and Operations	7
• Patterns, Relations and Algebra	12
• Geometry	6
• Measurement	7
• Data Analysis, Statistics and Probability	10

The following table describes the breakdown of student by question type. It is important to recognize that both the open response and short answer sections consist of only 5 questions each. Therefore a slight shift in performance appears larger statistically.

Question Type	Grade 10	2006	2007
Multiple Choice	District		63%
	State		60%
Short Answers	District		68%
	State		58%
Open Response	District		60%
	State		58%

**Performance by Question Type:
Multiple Choice**

Students did well on all content strands of Multiple Choice questions. We scored at or above the state average on 29 of 32 questions (91%).

Two of the three questions that fell below the state average were in the Patterns, Relations, and Algebra category. Solving inequalities and estimating were the particular topics that we will address.
Observations/Discussions

Students scored consistently in all areas. There does not seem to be the need to change our approach with regards to preparing students for Multiple Choice questions. They exist throughout our assessment strategies and our students seem comfortable with this type of question.

Short Answer

There were only four short answer questions on this year's MCAS. We scored at the state average on two of them, and far exceeded the average on the other two. Overall we scored 5.5% higher than the state.

The sample is pretty small to draw any conclusions. There doesn't seem to be any pertinent issues. Standard 10.G.4 (congruence and similarity) may need to be revisited.

We believe the students are amply prepared for these types of questions. We use this style of question during our warm-up at the beginning of many classes. The department will continue to reinforce this way as well as using the format on exams.

Open Response Questions

There were six Open Response questions on the exam. The six questions totaled 24 possible points. Our students totaled 15.42pts. with an average of 2.57. The state totaled 14.77pts. with an average of 2.46. Summarizing this data, we realized we were approximately 4.5% above the state.

We scored 4% below the state average on Question #17 with standard 10.P.2. Half of our students scored the minimal "1" on this question. The standard addresses the understanding of the relationship between various representations of a line.

Observations/Discussions

Our average score per question although clearly above the state average, is still hovering around 64%. Teaching our students the required skills to answer these more in depth questions in a proficient manner is a work in progress. This style of question will need to be continually reinforced in both our instruction and assessment.

ANALYSIS OF PERFORMANCE IN THE FIVE CONTENT AREAS

NUMBER SENSE AND OPERATIONS

There were 7 questions in this strand with our average 4.86% higher than the state. All questions were above the average except question #9(10.N.3) that was equal to the state average Standard (10.N.3) approximates square and cube roots

PATTERNS, RELATIONS, and ALGEBRA

This strand contained 12 questions and most resembled the state. MVRHS averaged 2.42% higher with 3 questions falling below the average.

Question #17(10.P.2) – relationships between various representations of a line

Question #25(10.P.7) – problem solving using functional models

Question #39(10.P.6) – solving inequalities

GEOMETRY

The geometry strand was one of our best. We scored 5.4% above the state on these 5 questions. All questions were above the average and were answered correctly by at least 84% of the students except question #27 which had a 65% success rate.

Question #27(10.G.6) – using properties of the special triangles to solve problems

MEASUREMENT

We scored well in this strand averaging 5.64% above the state average. Two questions, #22 and #34 met the average with the rest well above.

Question #22(10.M.1) – calculating perimeter, area, and circumference of common geometric figures

Question # 34(10.M.2) – finding lateral and surface areas, and volumes given the formula

DATA ANALYSIS, STATISTICS, and PROBABILITY

The strand consisted of 10 questions. We scored above the state average with all questions. Our average score was 5.1% higher. Although above in all, there were three questions that we scored below 70% on.

Question #3(61%), Question #26(56%), and Question #40(65%)

Question #3(10.D.1) – interpreting a stem-and-leaf plot

Question #26(10.D.1) – interpreting a frequency table

Question #40(10.3.1) - probability

III. Analysis of Identified Subgroup Performance

Special Needs Students

The test was administered to 46 students with special needs, which is approximately, 22% of the population.

Performance Level	2007	
Above Proficient	5	11%
Proficient	20	43%
Needs Improvement	18	39%
Failing/Warning	3	7%

Observations/Discussions

Students in special education far exceeded the state average. MVRHS realized a 93% passing rate compared to 68% in the state. We do an excellent job collaborating with the special education department and we need to continue this communication. It is a strength of the department.

IV. Recommendations

The Regional High School is a rural and diverse district and as such presents obvious challenges to the department. We continue to strive to meet each student's needs. Our goal is a 100% graduation rate as well as a quality education; one that transfers well in life. With this charge in mind, we would make the following department and district recommendations:

- Maintain appropriate staffing to ensure a workable class size.
- Implement far more vertical math meetings with 6-8th grade math staff during Professional Development time.
- Continue item analysis each year to showcase school's strengths and weaknesses.
- Continue to implement formal MCAS preparation during the sophomore year.
- Continue to familiarize students with both test-taking strategies and with the types of questions that appear on the test.
- Integrate all question types and test items into our regular assessments.
- Continue with funding for after school MCAS tutoring.
- Review more Algebra during sophomore year and reemphasize probability and statistics both freshman and sophomore year.
- Data suggests to continue and increase our review of the following topics:
 - interpreting linear representations including slopes and intercepts
 - solving inequalities
 - approximating square and cube roots
 - problem solving with and graphing of functions
 - perimeter, area, circumference, and volumes
 - interpreting a stem-and-leaf plot and frequency table
 - factoring
 - quadratics
 - congruence and similarity