

Martha's Vineyard Public Schools
Oak Bluffs School
MCAS Data Report
Spring 2007

English Language Arts

Grade 3	2
Grade 4.....	5
Grade 5.....	8
Grade 6.....	11
Grade 7.....	14
Grade 8.....	17

Mathematics

Grade 3.....	19
Grade 4.....	22
Grade 5.....	25
Grade 6.....	28
Grade 7.....	32
Grade 8.....	35

Science

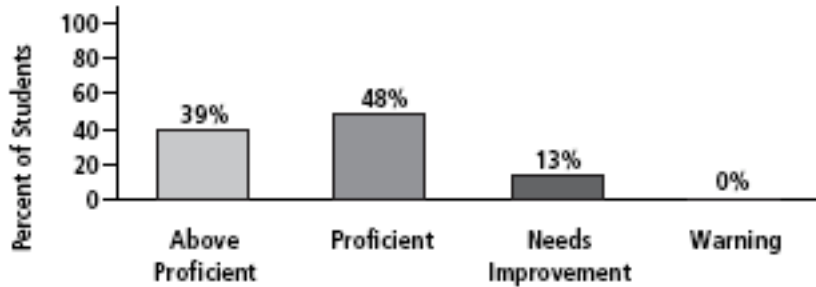
Grade 5	X
Grade 8.....	38

**Oak Bluffs School
Grade 3 Language Arts: Reading Comprehension**

Report by
Reading , k-3 teachers and Special Education teachers

English Language Arts

District



I.Overview

The spring 2007 grade 3 MCAS English Language Arts Reading Comprehension test was based on learning standards in the two content strands of the Massachusetts English Language Arts Curriculum Framework (2001).The MCAS Grade 3 ELA Reading Comprehension test included three separate test sessions. Each selection included selected readings, followed by multiple choice and open response questions.

62% of our students were proficient or above (59% for the state). Only 2 of our students were in the warning category. Of the students who were in the warning or needs improvement categories, the majority have significant attentional deficits.

Performance Levels

Year	Advanced		Proficient		Needs Improvement		Warning Failing		Students Included
	School	State	School	State	School	State	School	State	
2007	9	14	53	45	31	32	4	8	45
2006	24	18	54	40	20	34	2	8	41
2005	NA	NA	76	62	20	31	4	7	45
2004	NA	NA	67	63	28	30	5	7	43
2003	NA	NA	62	63	31	30	7	7	42

Observations/Discussions:

Due to budget constraints reading support time was decreased during the school year 2006-07. Support personnel work with at risk children only.

II. Analysis of Performance by Grade and Test

The test was comprised of 2 types of questions: multiple choice and open response. The multiple-choice questions address language and literature standards. Open response questions are based on reading selections.

Percentage of Possible Points Attained

	Oak Bluffs	State
Multiple Choice	86	79
Open Response	66	58

Performance by Question Type:

There were forty questions on this test. Each of the forty questions addressed either a literature strand or a language strand. Seven of the total questions related to identifying basic facts (Standard 8) and thirty-two questions required students to make inferences from the text (For example, analyzing text for understanding, drawing conclusions, determining main idea, interpreting facts for understanding.) This reflects an emphasis on both the ability to read for basic understanding of a text and the ability to make inferences and support one's thinking with quotes from the text. Thirty-four of the questions were classified as literature questions and six of the questions were designated as language questions.

The test items where our students scored the state average were items in the second half of the test. We also noticed a trend to choose the first answer.

3 areas of difficulty:

- main idea
- inference within poetry
- checking context clues for word definition

The list below shows how the "most missed questions" and standard associated. Notice the pattern S13.

Question #	
13	S8
14	S13
22	S13
27	S15
28	S15
30	S12
35	S13
36	S13

Open Response Questions

Each open response question is connected to a literature standard and relates to a writing piece. On open response questions, students must compose short answers demonstrating

Our school's open response scores as compared to the state are as follows

	O.B.S.	State	Std.
#21	2.57	2.51	S12
#33	1.84	2.08	S12

III. Analysis of Identified Subgroup Performance

Special Needs Students

The test was administered to 8 students with special needs, which is approximately, 17% of the population.

Percent of Students with Disabilities

Performance Level	2007
Above Proficient	0
Proficient	62%
Needs Improvement	25%
Failing/Warning	12%

Observations/Discussion

The endurance required and focus especially by the second open response question seemed more than some of our students could manage.

IV. Recommendations

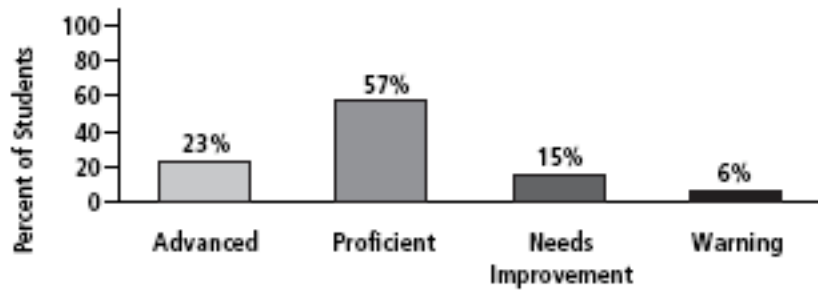
- Significant supports need to be continued and increased for students who scored in the W and NI categories.
- More exposure to quality pieces that support multiple choice and open response format questions.
More exposure to poetry.
- Increase endurance to task that require organization and multi step problem solving.
- By grade 3 students need to be fluent readers.

Oak Bluffs School
Grade 4 Language Arts: Reading Comprehension

Sheila Muldaur
 Jeri Brown
 Maryellen Guyther
 Wendy Federwicz
 Anne Caldwell
 Kim O'connor

English Language Arts

School



I. Overview

The 2007 Grade 4 Language Arts: Reading Comprehension required students to read six different genres. Students were asked to make inferences or determine importance in a text.

80% of OB students performed in the advanced/proficient level
 Warning students (all students with disabilities performed in the highest level within warning)

Performance Levels

Year	Advanced		Proficient		Needs Improvement		Warning Failing		Students Included
	School	State	School	State	School	State	School	State	
2007	23	10	57	46	16	34	6	8	53
2006	7	8	68	42	18	39	7	12	44
2005	15	10	57	40	26	40	2	10	46
2004	19	14	26	28	49	44	6	14	47
2003	20	10	66	45	14	34	0	10	50

Discussions/ Observations:
 It would be nice to get open response questions back to analyze.
 This would be helpful in planning instruction

II. Analysis of Performance by Grade and Test

The test was comprised of 3 types of questions: multiple choice, open response and a writing prompt. The multiple choice questions address language and literature standards. Open response questions are based on reading selections. The long composition prompt is a narrative connected to a personal experience.

Percentage of Possible Points Attained

	Oak Bluffs	State
Multiple Choice	83	79
Open Response	59	51
Writing Prompt	74	70

Performance by Question Type:

Multiple Choice.

There were forty questions on this test. Each of the forty questions addressed either a literature strand or a language strand. There were thirty six multiple choice questions. Seven addressed language standards and twenty nine addressed reading and literature standards.

Overall students performed better than the state.
Areas of weakness were non fiction and drama

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

# of Question	Learning Standards
6, 27, 31	S13 Non fiction
38, 38, 40	S17 Drama

Observations/Discussion

Instructional objectives to improve future performance include

- determining inferential meaning
- reading critically including graphs
- determining most likely prediction
- understanding meaning of idiomatic words
- recognizing opinion
- knowing meaning of unusual language structure
- develop knowledge of structure of non fiction text
- determining main idea of fiction and non fiction
- recognize conventions of dramatic text.

Open Response Questions

There were four open response questions with scores ranging from 0-4. Each open response question is connected to a literature standards and relates to a writing piece. On open response questions, students must compose short answers demonstrating comprehension.

OB students scores on Open Response questions were widely diverse.
Overall this is a weak area for 4th grade in OB

Our school's open response scores as compared to the state are as follows

	Oak Bluffs	State
#8	2.7	2.25
#17	2.23	1.91
#26	1.92	1.75
#35	2.13	1.99

Observations/Discussion

OB students need to find evidence from the text to support their responses
Without the actual responses it is difficult to determine the specific areas of weakness.

Writing Prompt

The Writing Prompt assessed students on two aspects of composition.

1. Topic/Idea Development (CT) , which included writing development, organization, use of detail, variety in sentence structure and language.
2. Use of Standard English Writing Conventions(CC), which included mechanics as well as usage and grammar.

The scoring range on CT is 2-12 and the scoring range on CC is 2-8

		2003	2004	2005	2006	2007
Topic/Idea Development CT	State	6.3	7.36	7.66	7.44	7.34
	OB		7.85	8.29	8.0	7.96
Writing Conventions (CC)	State	5.0	6.52	6.41	6.88	6.64
	OB		6.85	6.67	7.1	6.85

III. Analysis of Identified Subgroup Performance

Special Needs Students

The test was administered to 13 students with special needs, which is approximately, 25% of the population.

Percent of Students with Disabilities

Performance Level	2007
Above Proficient	0
Proficient	62%
Needs Improvement	15%
Failing/Warning	23%

Observations/Discussion

Special Needs students did quite well.
All warnings were students with disabilities.

IV. Recommendations

Instructional objectives in impact future performance include:

- determining inferential meaning
- reading critically, including graphics
- determining most likely predictions
- understanding meaning of idiomatic expressions
- recognize opinions
- knowing meaning of unusual language structure
- develop knowledge of structure of non fiction text
- main idea in fiction and non fiction text
- recognize conventions of dramatic text

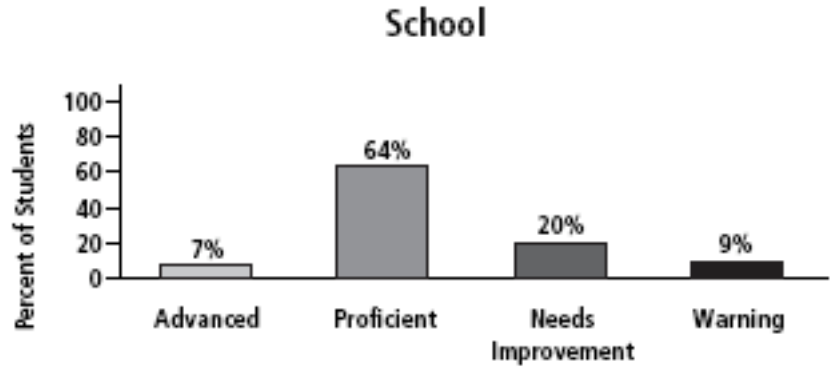
Open Response

- students find and use evidence in test to support answers

Oak Bluffs School
Grade 5 Language Arts: Reading Comprehension

Kelli Pecararo
 Megan Farrell
 Lynn Van Auken
 Jeanie Holenko
 Deb Brown

English Language Arts



I. Overview

Overall OB 5th graders did better than the state averages
 Scores were acceptable given the fact that fewer accommodations were allowed for students with disabilities.

Performance Levels

Year	Advanced		Proficient		Needs Improvement		Warning Failing		Students Included
	School	State	School	State	School	State	School	State	
2007	7	15	64	48	20	28	9	4	45
2006	18	15	62	44	18	31	2	9	45

Discussions/ Observations:
 71% of OB students were proficient or advanced

II. Analysis of Performance by Grade and Test

The test was comprised of 2 types of questions: multiple choice and open response. The multiple choice questions address language and literature standards. Open response questions are based on reading selections.

Percentage of Possible Points Attained		
	Oak Bluffs	State
Multiple Choice	85	77
Open Response	46	55

Performance by Question Type:

Multiple Choice.

There were thirty six multiple choice questions. Five of these questions address the Language standard and twenty nine questions address the Reading and Literature Standard.

Language vocabulary needs work but there were only 5/40 questions on the ELA test that were "Language" questions and they were all vocabulary. Overall OB students were successful on MC questions.

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

# of Question	Learning Standards
---------------	--------------------

33	Understanding Text
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Observations/Discussion

Open Response Questions

There were four open response questions with scores ranging from 0-4. Each open response question is connected to a literature standards and relates to a reading piece. On open response questions, students must compose short answers demonstrating their understanding.

OB 5th grade scores for Open Response were not acceptable. Scores are inconsistent among students who received at least one 4 on a question.

Our school's open response scores as compared to the state are as follows

	Oak Bluffs	State
#9	1.8	2.1
#18	2.5	2.5
#27	1.9	2.2
#36	1.7	1.9

Observations/Discussion

Students who scored well on multiple choice question on a passage did not necessarily score well on an Open Response question for the same passage.

Did students use the footnotes that were included?

III. Analysis of Identified Subgroup Performance

Special Needs Students

The test was administered to 12 students with special needs, which is approximately, 25% of the population.

Percent of Students with Disabilities

Performance Level	2007
Above Proficient	0
Proficient	42
Needs Improvement	25
Failing/Warning	33

Observations/Discussion

About 1/3 of students with disabilities are failing.
SpEd scores are much better than the state averages for student with disabilities.

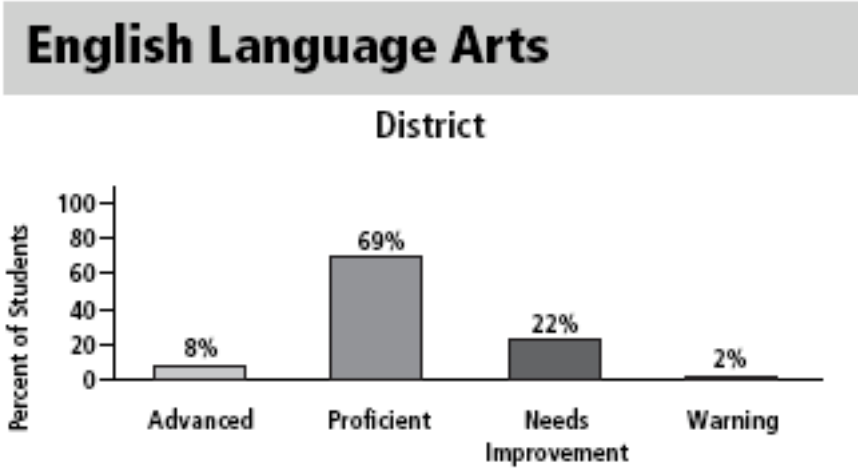
IV. Recommendations

- Practice Open Response questions throughout the year.
- Continue to model "4" s using on line and in class examples
- Look at how vocabulary is taught in all grades k-5.
- Look at questions where scores are high and figure out how to build on strengths.
- Do more direct instruction in test taking skills. Teach them to be "Test detectives".
- Teach test vocabulary i.e. "Explain..." "Most likely...."
- Group student for small group work based on past performance of MCAS tests.

Examine scores for students over multiple years. Have scores improved?

**Oak Bluffs School
Grade 6 English/Language Arts**

Beth Flaharty
Doreen Marino
Donna Hopson
Skye Sonneborn
Diane Foley
Celeste Wilcoxson



I. Overview

The Spring 2007 Grade 6 MCAS English Language Arts Reading Comprehension Test was based on learning standards in the two content strands of the Massachusetts English Language Arts Curriculum Frameworks.

The MCAS grade 6 ELA Reading Comprehension test included three separate test sessions. Each session included selected readings, followed by multiple choice and open response questions.

77% Proficient or above-State average 67.1
Number of proficient fell by 5%
Poetry questions presented a problem
Vocabulary, Literature and Understanding Text are strong

Performance Levels

Year	Advanced		Proficient		Needs Improvement		Warning Failing		Students Included
	School	State	School	State	School	State	School	State	
2007	8	9	69	58	22	26	0	6	51
2006	8	10	74	54	18	28	0	8	39

Discussions/ Observations:

No warnings
Significant growth in size and change in composition of class-20% increase

II. Analysis of Performance by Grade and Test

The test was comprised of 2 types of questions: multiple choice and open response. The multiple choice questions address language and literature standards. Open response questions are based on reading selections.

Percentage of Possible Points Attained	(Oak Bluffs School)	State
Multiple Choice	83%	79
Open Response	55	55

Performance by Question Type:

Multiple Choice.

There were thirty six multiple choice questions. Five of these questions address the Language standard and twenty nine questions address the Reading and Literature Standard.

Language and vocabulary areas were strong 88%
Literature was 73%
MC seems to be an area of strength

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

	Question #	Learning Standards
Below 80%	13	LT 6.12
	16	LT 6.14
	17	LT 6.15
	19	LT 6.8
	21	LT 6.12
	23	LT 6.12
	31	LA 6.4
	38	LT 6.17
	40	LT 6.17

Observations/Discussion

3 questions below the state average were from one passage, Little Women.
Author’s purpose and inferential questions are a challenge

Open Response Questions

There were four open response questions with scores ranging from 0-4. Each open response question is connected to a literature standard and relates to a reading piece. On open response questions, students must compose short answers demonstrating their understanding.

Question 9 2.36 above state 2.24
Question 18 1.72 below state 1.86
Question 27 1.98 below state 2.09
Question 36 2.42 below state 2.46

Relatively weak area
Goal is to have students achieve a minimum score of 2.5 on each question

III. Analysis of Identified Subgroup Performance

Special Needs Students

The test was administered to 16 students with special needs, which is approximately, 32% of the population.

Percent of Students with Disabilities

Performance Level	2007
Above Proficient	0
Proficient	50
Needs Improvement	44
Failing/Warning	6

Observations/Discussion

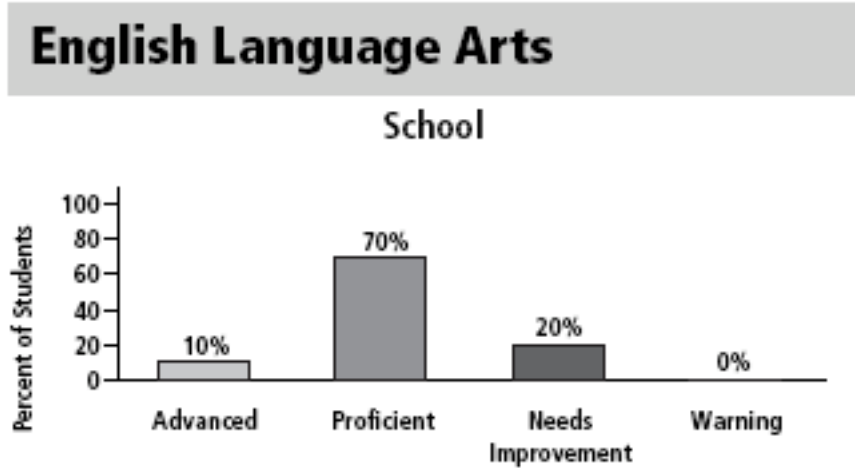
Support students to achieve in proficient range
Reduction in accommodations affected Special Ed. achievement
Improvement in Open Response questions will improve overall scores greatly.

IV. Recommendations

Offer after school homework help for students failing to meet Proficient level.
Have teacher model more OR writing analysis.
Provide more opportunities for students to practice writing.
Provide examples of exemplary OR answers to students.

**Oak Bluffs School
Grade 7 English Language Arts**

Beth Flaharty
Doreen Marino
Donna Hopson
Skye Sonneborn
Diane Foley
Celeste Wilcoxson



I. Overview

The grade 7 MCAS English Language Arts tests were presented in the following two parts.

- The ELA Composition Test, which was used as a writing prompt to assess learning standards from the Massachusetts English Language Arts Curriculum Framework's Composition strand.
- The ELA Reading Comprehension tests, which used multiple choice and open response questions to assess learning standards from the Curriculum Framework's Language and Reading Literature standards.

7th graders performed very well; there were no 'warning failing'. The numbers increase in proficient and advanced. Although there were 12 less students in 2007 than 2006 2 more students scored needs improvement.

Performance Levels

Year	Advanced		Proficient		Needs Improvement		Warning Failing		Students Included
	School	State	School	State	School	State	School	State	
2007	10	9	70	60	21	23	0	6	40
2006	6	10	75	55	19	26	0	9	52
2005	1	10	71	56	18	27	0	7	45
2004	6	9	71	59	22	25	2	7	51
2003	20	8	69	57	12	28	0	7	51

Discussion/Observations

- Only 40% 2 points or #9
- 31% 2 points or less or #10
- 40% 2 points or less or #19
- 88% 2 points or less or #36

Students need to be taught to pay attention to keywords in prompt. They also need to know how to support answers with evidence.

II. Analysis of Performance by Grade and Test

The assessment requires students to demonstrate literacy proficiencies by writing an informational, long composition based on a writing prompt, 26 multiple choice questions based on texts spanning many genre, as well as four open response short essays. The following table represents our student's level of proficiency within different types of response formats.

	Percentage of Possible Points Attained	
	OB School	State
Writing Prompt	70	67
Multiple choice	79	78
Open Response	64	53

Performance by Question Type:

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

Question #	Item description	Score
7	Nonfiction	63
11	Poetry	58
14	Myth	68
15	Understanding Text	73
37	Myth	73
25	English Structure	73

Writing Prompt Item type	O.B. School	State
Topic Development	62%	58%
Writing Conventions	83	79%

The writing prompt assesses students' skills at writing in an informational mode that shares knowledge and conveys instructions, messages and ideas. The writing prompt assesses two areas of composition: Topic/Idea development, which includes writing development organization, use of detail, and sentence and language variety, in addition to the usage of Standard English conventions, which include mechanics as well as usage and grammar. Students are scored between 2-12 points for topic development and 2-8 for conventions,

- 62% topic development
- 82% conventions

Topic development poor (7.4/12)
Standard conventions better (6.4/8)

Multiple Choice.

The multiple-choice questions are related to either Reading or Literature (36 questions) or Style and Language (4 questions) strands of the ELA Curriculum Framework.

Open Response

Our school's open response scores as compared to the state are as follows

	O.B. School	State
#8	2.65	2.22
#18	2.83	2.56
#27	2.5	2.13
# 36	2.08	2.07

III. Analysis of Identified Subgroup Performance

Special Needs Students

The test was administered to 17 students with special needs, which is approximately, 42% of the population.

Percent of Students with Disabilities

Performance Level	2007
Above Proficient	10
Proficient	70
Needs Improvement	21
Failing/Warning	

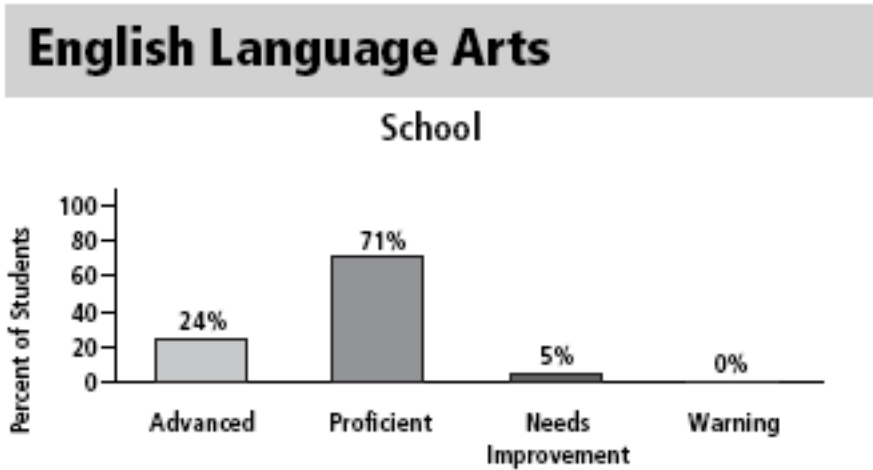
IV. Recommendations

Need to work on topic development including
Organization and writing
Use of detail
Sentence and language variation
Use of Standard English conversions
Mechanics and use of grammar.

Attending to keep words in prompts.
Supporting answers with evidence.

**Oak Bluffs School
Grade 8 English/Language Arts**

Beth Flaharty
Doreen Marino
Donna Hopson
Skye Sonneborn
Diane Foley
Celeste Wilcoxson



I. Overview

Performance Levels

Year	Advanced		Proficient		Needs Improvement		Warning Failing		Students Included
	School	State	School	State	School	State	School	State	
2007	12	12	37	63	3	6	0	5	52
2006	24	12	70	62	4	19	2	7	46

II. Analysis of Performance by Grade and Test

The assessment requires students to demonstrate their literacy proficiencies by responding to 36 multiple choice questions based on texts spanning many genre, as well as four open response short essays. The following table presents levels of students' proficiency writing different types of response formats.

	Percentage of Possible Points Attained	
	(Our School)	State
Multiple choice	87	77
Open Response	71	59

**Performance by Question Type:
Multiple Choice.**

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

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

# of Question	Learning Standards
# 14	S4
#25	S 12
#30	S 13
#33	S 13
#35	S 4
#39	S 8

Open Response Questions

Open response questions (4 points each) require students to respond in short essay format to a piece of literature.

Our school's open response scores as compared to the state are as follows

	OB School	State
#8	2.87	2.35
#18	2.73	2.2
#27	2.89	2.38
# 36	2.92	2.34

III. Analysis of Identified Subgroup Performance

Special Needs Students

The test was administered to 12 students with special needs, which is approximately, 23% of the population.

Percent of Students with Disabilities

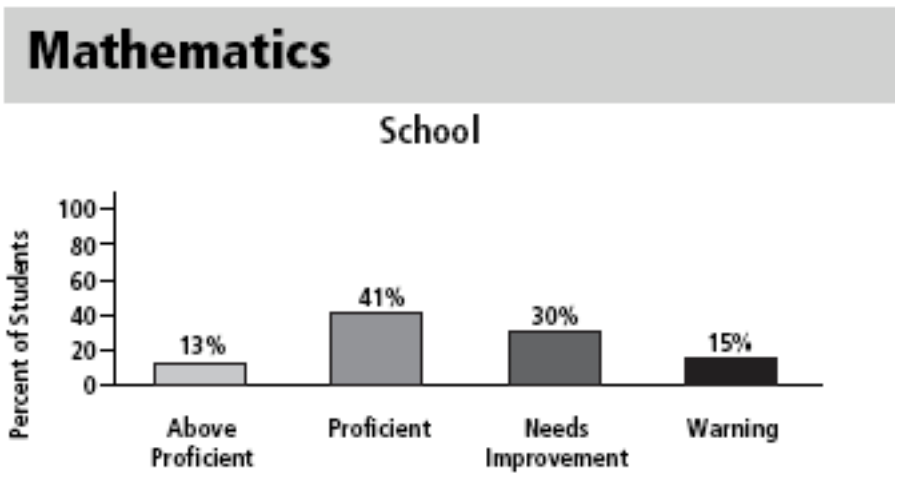
Performance Level	2007
Above Proficient	0
Proficient	83
Needs Improvement	17
Failing/Warning	0

IV. Recommendations

Keep up the good work!

**Oak Bluffs School
Grade 3 Mathematics**

Lex Mercier
 Heidi Ganser
 Linda Zarro
 Rachel Graber
 Corrina Black
 Barbara Jones
 Deb Hammett
 Maggie Greely
 Rae Carter
 Ellen Berube
 Betsy Gately
 Jen Farley
 Sheila Rose
 Jen Robinson
 Nancy Bliss
 Martina Avalina



The Spring 2007 grade 3 MCAS Mathematics test was based on learning standards in the Massachusetts Curriculum Framework 2000.

Slightly below the state. 25% of our students were in the warning or needs improvement on both math and ELA.

Performance Levels

Year	Advanced		Proficient		Needs Improvement		Warning Failing		Students Included
	School	State	School	State	School	State	School	State	
2007	13	19	41	41	30	24	6	15	45
2006	0	4	58	48	35	32	7	16	43

II. Analysis of Performance by Question Type

The Grade 3 MCAS for 2007 consisted of a total of 35 questions, including 25 multiple choice questions, 5 short answer questions, and 5 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	13
• Patterns, Relations and Algebra	7
• Geometry	4
• Measurement	4
• Data Analysis, Statistics and Probability	7

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 3	2006	2007
Multiple Choice	District	84	78
	State	81	78
Short Answers	District	77	76
	State	72	73
Open Response	District	81	79
	State	73	73

**Performance by Question Type:
Multiple Choice**

They missed eight number sense questions (below state). This shows a higher percentage of errors than other areas.

Number sense and operations seem to be the hardest standard for our students. We were 19 points below the state on one and two digit multiplication.

Observations/Discussion

It is difficult to build on basic numeracy and create multiplication proficiency when they aren't solid with addition and subtraction.

Short Answer

They scored significantly below the state on number 13, which was a fractions problem.

Number sense and multiplication represented the highest level of difficulty for our students.

Observations/Discussion

One of the problems where we scored below the state was presented in a new way. However, we think their problems with basic numeracy were the problem.

Open Response Questions

One question where we scored below the state was a place value question (#16). The other asked them to make a line plot (#30). The vocabulary and directions seemed challenging.

Number sense and Data collection represented the highest level of difficulty for our students.

Observations/Discussion

Lack of basic number sense and ability to interpret multi-step directions independently was an issue for our students.

II. Analysis of Identified Subgroup Performance

Special Needs Students

The test was administered to 8 students with special needs, which is approximately, 20% of the population.

Performance Level	2007
Above Proficient	3
Proficient	24
Needs Improvement	44
Failing/Warning	29

Observations/Discussion

Of the six students who received scores in the warning category, 3 were on IEP's and 2 were ELL students.

IV. Recommendations

We think their needs to be greater emphasis on math in grades k-3. When we use a math program, we need to modify and supplement in response to weaknesses. Clearly basic numeracy (number sense) is an area of concern.

Do our students have a solid foundation of basic facts?

Our students have the luxury of receiving frequent check-ins as they work in small groups or small classes. We seldom put them in difficult academic situations without offering support.

We model what we want them to do, and then they do it. They are rarely challenged to independently create plans for problem solving. We don't identify problems soon enough.

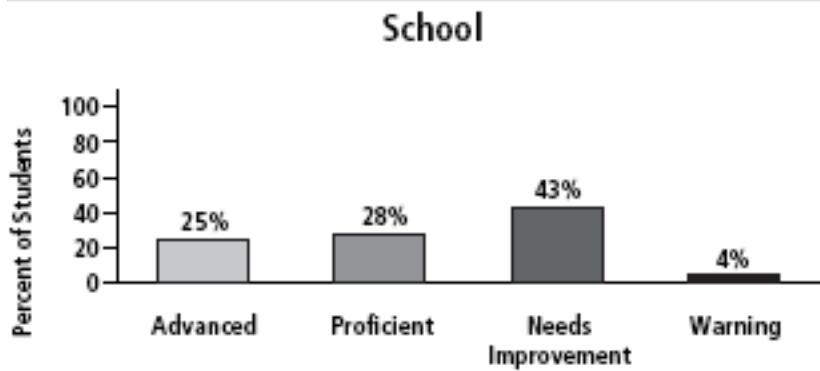
In Everyday Math program there is no time to master any concept. It jumps from one concept to another too quickly. Look into alternative math program or hire a math specialist for grades K-2

Teachers K-3 need to revisit the number sense standards.

**Oak Bluffs School
Grade 4 Mathematics**

Sheila Muldaur
Jeri Brown
Maryellen Guyther
Wendy Federwicz
Anne Caldwell
Kim O'connor

Mathematics



The Spring 2007 grade 4 MCAS Mathematics test was based on learning standards in the Massachusetts Curriculum Framework 2000.

I. Overview

Overall we did not perform as well as the state. The state had 19% above proficient we only had 13%. We had the same percentage of proficient as the state. We had 6% more needs improvement.

Performance Levels

Year	Advanced		Proficient		Needs Improvement		Warning Failing		Students Included
	School	State	School	State	School	State	School	State	
2007	25	19	28	29	43	43	4	4	53
2006	11	15	41	25	39	45	9	15	44
2005	26	14	24	27	46	44	4	15	46
2004	19	14	26	28	49	44	6	14	47
2003	16	12	39	28	45	43	0	16	49

Discussions/ Observations:
 Number of proficient/advanced remains consistent.

II. Analysis of Performance by Question Type

The Grade 4 MCAS for 2007 consisted of a total of 35 questions, including 25 multiple choice questions, 5 short answer questions, and 5 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	16
• Patterns, Relations and Algebra	8
• Geometry	4
• Measurement	3
• Data Analysis, Statistics and Probability	8

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 4	2006	2007
Multiple Choice	District	82	76%
	State	77	71%
Short Answers	District	73	73%
	State	69	70%
Open Response	District	69	69%
	State	64	61%

**Performance by Question Type:
 Multiple Choice**

Over all we performed better than the state. Our highest was number sense and operations followed by data analysis, algebra, measurement, and geometry were last. Nothing was below 75%.

The highest level of student difficulties were found in geometry and measurement problems.

Observations/Discussion

We noticed that 3-D geometric is something that comes up late in the year. We need to visit this earlier in the year and repeat several times to allow for mastery.

Short Answer

Again we did better than the state but not by much. Two classes performed better overall and one did not.

Number sense #29 represented the highest level of difficulty for our students.

Observations/Discussion

We cannot determine if our kids didn't write and label the answer correctly or if they didn't know how to multiply or add.

Open Response Questions

Again we did better the state but not very well at 69%. Number sense represented the highest level of difficulty for our students.

Observations/Discussion

There needs to be more uniform instruction across the grade level. Long multi-part problems, (#27 for example) are challenging for students. We need to develop the ability of students to work independently on these types of problems.

III. Analysis of Identified Subgroup Performance

Special Needs Students

The test was administered to 13 students with special needs, which is approximately, 24.5% of the population.

Performance Level	2007
Above Proficient	0
Proficient	31%
Needs Improvement	54%
Failing/Warning	15%

Observations/Discussion

The state had an advanced population and we didn't. However we have 31% of our population scoring in the proficient average range where the state has only 17%. Overall we scored higher than the state with less than warning students. We are raising our population up toward a better chance for proficiency.

IV. Recommendations

Focus more on what the terms mean not just solving the problems.

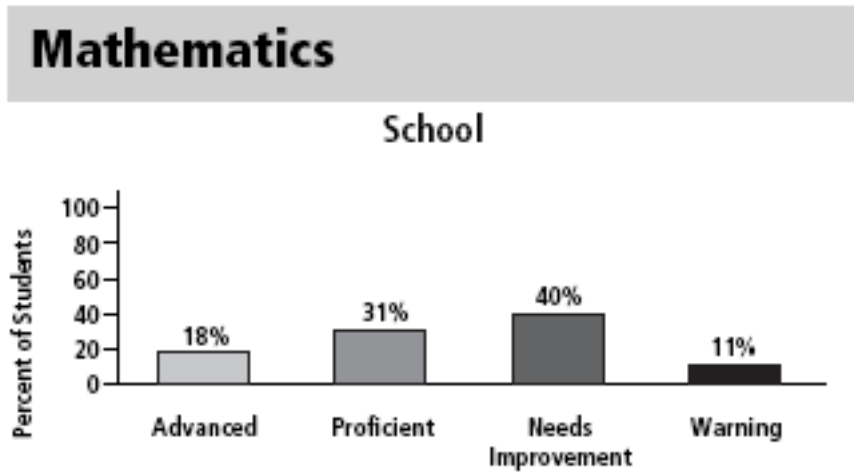
Work on the language of math, multiples, product, factor, sum, and difference. Vocabulary of math needs to be used from the beginning in all grade levels.

Sort information from multiple step problems, manage and use information.

Determine the relationships of the inner parts of an open response problem = critical thinking to determine course of action.

**Oak Bluffs School
Grade 5 Mathematics**

Kelli Pecararo
Megan Farrell
Lynn Van Auken
Jeanie Holenko
Deb Brown



2007 was the second year that Mathematics MCAS was given to all grade 5 students in the state.

I. Overview

44 % were proficient/advanced about even with the state
Our 2007 scores were very similar to 2006

Performance Levels

Year	Advanced		Proficient		Needs Improvement		Warning Failing		Students Included
	School	State	School	State	School	State	School	State	
2007	18	19	31	32	40	31	7	16	45
2006	29	17	20	26	42	34	9	23	45

Discussions/ Observations:

Given that this is only the second year of the math testing in Grade 5, scores are acceptable. More students should be proficient rather than NI

II. Analysis of Performance by Question Type

The Grade 5 MCAS for 2007 consisted of a total of 35 questions, including 29 multiple choice questions, 5 short answer questions, and 5 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	16
• Patterns, Relations and Algebra	9
• Geometry	5
• Measurement	4
• Data Analysis, Statistics and Probability	5

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 5	2006	2007
Multiple Choice	District	85	81
	State	73	73
Short Answers	District	79	81
	State	66	66
Open Response	District	70	60
	State	55	57

Performance by Question Type:

Multiple Choice

Poor overall performance in that only 13 of 29 questions were answered correctly by at least 80% of students

The following standards represented the highest level of difficulty for the majority of our students.

- Fractions 5.N.6
- Prime 5.N.8
- # Lines 5.N.13
- Operations 5.N.3
- Rate Ratio 5.P.6
- Percent 5.P.5

Observations/Discussion

Students may be trying to choose correctly rather than solving mathematically first, then choosing an answer that fits.

Short Answer

Poor performance overall. Only 2 or 5 questions were answered correctly by 80%.

The following standards represented the highest level of difficult for the majority of our students.

- Vertices of Prism 5.G. 6
- % of circle 5.N.5

Observations/Discussion
Both have a visual aspect to them.
Challenging vocabulary i.e. vertices, congruent

Open Response Questions

Of the 5 Open Response questions
1 question had avg score of at least 3
2 questions had avg score of at least 2
2 questions had avg. score of at least 1
Poor overall performance

The standards that represented the highest level of difficulty for the majority of students were
5.P.4 Algebra/rule/Function table
5.M.4 Volume of a rectangular prism

Observations/Discussion

5.P.4 Function table included two operations-assume that students were unfamiliar with that possibility
5.M.4-Unfamiliarity with volume.

III. Analysis of Identified Subgroup Performance

Special Needs Students

The test was administered to 12 students with special needs, which is approximately, 25 of the population.

Performance Level	2007
Above Proficient	8
Proficient	17
Needs Improvement	42
Failing/Warning	33

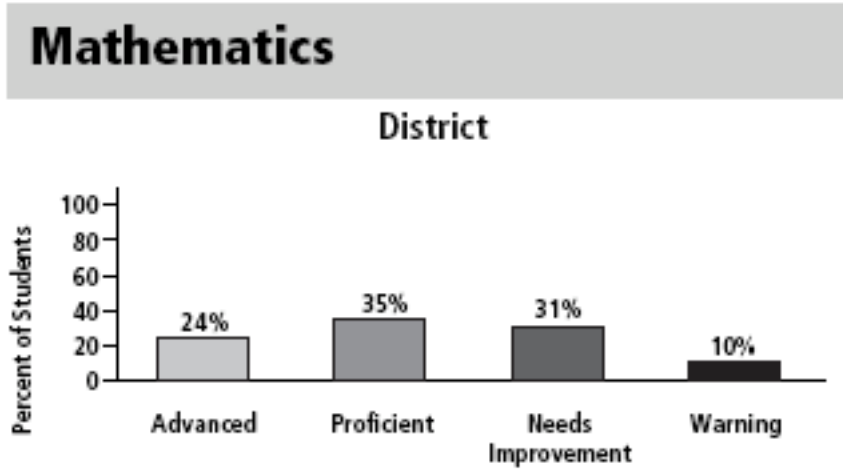
Observations/Discussion
Overall Special Needs students did not fare well, but did better than state averages by far.

IV. Recommendations

It is believed that much of our student population shows a daily command of the concepts being taught, however, many lack test taking skills to show an overall good performance on the test.
It is also believed that many math concepts are not explored well throughout the students' school years for the students to have good mathematical experience and reasoning skills.
Recommend –Quality Professional development for elementary teachers of mathematics. Increase math instructional time. Teach broad concepts well/often.
Teach smaller specific skills more sparingly.

**Oak Bluffs School
Grade 6 Mathematics**

Kathy Perrotta
Eve Heyman
Holly Thomas
DJ Baptiste
Skye Sonneborn



I. Overview

In the Oak Bluffs School 60% scored advanced/proficient and 4 students scored at warning level on the Spring 2007 MCAS in Mathematics.

Performance Levels

Year	Advanced		Proficient		Needs Improvement		Warning Failing		Students Included
	School	State	School	State	School	State	School	State	
2007	24	20	35	32	32	28	8	18	51
2006	33	17	28	29	36	29	3	25	39
2005	4	17	37	29	43	30	16	23	51
2004	13	17	28	25	43	32	15	25	46
2003	25	16	30	26	32	32	13	26	53

Discussion/Observations

Of the 4 students that received warning 2 are ELL and one student was in a 1:1 IEP math program and one was new to OB

Would have expected more than half of NI students to have achieved proficient.

II. Analysis of Performance by Question Type

The Grade 6 MCAS for 2007 consisted of a total of 35 questions, including 29 multiple choice questions, 5 short answer questions, and 5 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	16
• Patterns, Relations and Algebra	10
• Geometry	5
• Measurement	4
• Data Analysis, Statistics and Probability	4

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 5	2006	2007
Multiple Choice	District	85	80
	State	73	73
Short Answers	District	79	67
	State	66	61
Open Response	District	70	70
	State	55	61

**Performance by Question Type:
Multiple Choice**

4/35 multiple choice questions were below state average one in each category SP, NS, PR, GE

The standard that represented the highest level of difficulty for our students was measurement

Observations/Discussion

Probability was not covered at the time of the test

Students made careless errors, may have misread questions, often did not give all necessary parts of answers

Short Answer

All short answer questions were above state average.

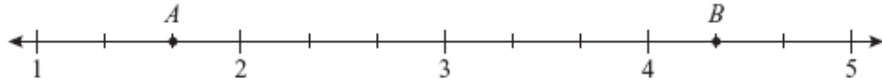
Observations/Discussion

Question #11 does not say "prime factorization" so they did not realize that this is what they had to do.

11 Write 84 as a product of prime numbers.

Question # 12 is listed as geometry but is really measurement

- 12 Using the number line below, what is the distance between point *A* and point *B*?



Open Response Questions

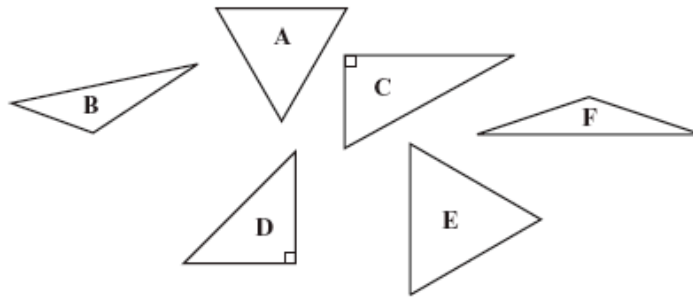
Two questions out of five were less than the state average

13 geometry

- 13 Six geometric terms are given in the box below.

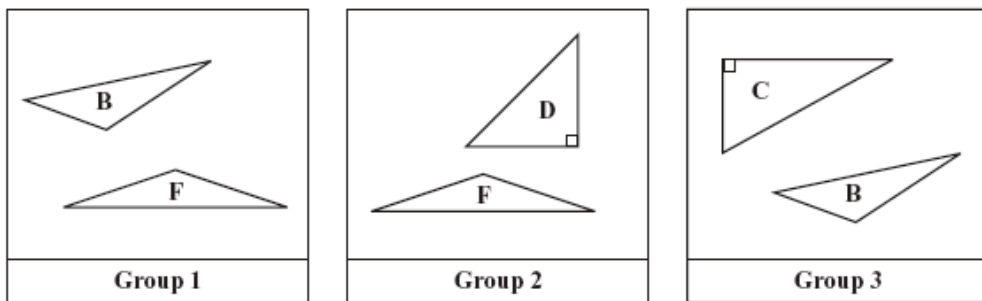
acute	equilateral	isosceles
obtuse	right	scalene

David drew the six triangles shown below.



- Identify one of the geometric terms listed in the box that can be used to describe triangle *A*. Explain your reasoning.
- Which **two** of the geometric terms listed in the box can be used to describe triangle *B*? Explain your reasoning.

David grouped his triangles as shown below.



- Using one or more of the geometric terms listed in the box, explain what the two triangles in each group have in common. Be sure to label your answers Group 1, Group 2, and Group 3.

17 Statistics and Probability

- 17 Emily works at a fitness center. She recorded the heart rates of some people immediately after they exercised. Her data are shown below.

Heart Rates (beats per minute)

120	128	144	136	130
150	138	140	132	130

- Construct a stem-and-leaf plot to show Emily's data. Be sure to include a key.
- Based on Emily's data, what is the **median** heart rate? Show or explain how you got your answer.

Emily measured the heart rates of two more people. When these heart rates were added to the data set, the **mode** decreased.

- Explain what must be true of the two additional heart rates in order for the **mode** to decrease.
- Explain how the two additional heart rates will affect the **median** heart rate that you found in part (b).

Geometry and probability statistics represented the highest level of difficulty for our students.

➔ Observations/Discussion

We covered mean, median, mode early in the year and did not review it before the test. The two OR questions that we did not do well on seemed to be the easiest for our students.

III. Analysis of Identified Subgroup Performance

Special Needs Students

The test was administered to 19 students with special needs, which is approximately, 32 of the population.

Performance Level	2007
Above Proficient	19
Proficient	31
Needs Improvement	31
Failing/Warning	19

Obervation/Discussion

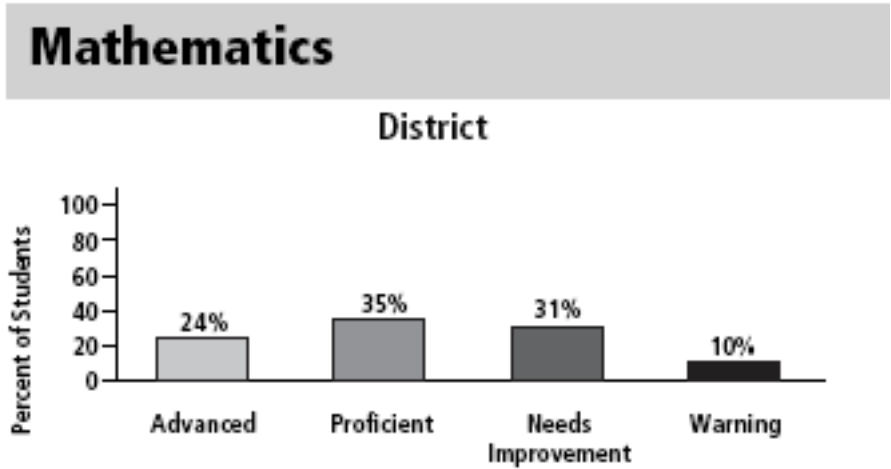
These figures represent a perfect bell curve

IV. Recommendations

More Math time (which we have this year.)
 Review concepts from previous years before the tests
 Model breaking down language heavy problems
 Vary our terminology so that students recognize what a question is asking.

**Oak BluffsOak Bluffs School
Grade 7 Mathematics**

Kathy Perrotta
Eve Heyman
Holly Thomas
DJ Baptiste
Skye Sonneborn



I. Overview

75% scored in advanced proficient
25% in needs improvement

Performance Levels

Year	Advanced		Proficient		Needs Improvement		Warning Failing		Students Included
	School	State	School	State	School	State	School	State	
2007	10	15	65	31	26	30	0	23	52
2006	13	12	48	28	37	33	2	28	52
2005	22	13	28	26	34	30	16	31	50
2004	21		31		42		6		
2003	28		28		24		20		

➔ Discussions/ Observations:

One NI student did not complete the test
One student in NI received an "A" in class and somehow did poorly on the test (IEP Student)

II. Analysis of Performance by Question Type

The Grade 6 MCAS for 2007 consisted of a total of 35 questions, including 29 multiple choice questions, 5 short answer questions, and 5 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	16
• Patterns, Relations and Algebra	10
• Geometry	5
• Measurement	4
• Data Analysis, Statistics and Probability	4

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 5	2006	2007
Multiple Choice	District	76	78
	State		67
Short Answers	District	68	84
	State		69
Open Response	District	78	74
	State		59

**Performance by Question Type:
Multiple Choice**

2/35 multiple choice questions were below state average.

Questions regarding statistics and measurement proved to be the most difficult for our students.

→ Observations/Discussion

Probability had not been taught yet #34

Area of trapezoid/geometry- students did not use the reference sheet

Short Answer

All short answer questions were above the state average

→ Observations/Discussion

We feel we did really well.

Recommendations

Help get some of the proficient kids into advanced

More mathtime this year should help to raise achievement levels

Review concepts taught in previous grades

Teach kids to use the reference sheet.

Open Response Questions

We performed very well (all above state averages)

One question was very close to the state

Measurement again represented the highest level of difficulty for our students.

→ Observations/Discussion

The area/perimeter question was a multiple step question and 3 polygons combined which would be more difficult.

III. Analysis of Identified Subgroup Performance

Special Needs Students

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

Performance Level	2007
Above Proficient	0
Proficient	71
Needs Improvement	29
Failing/Warning	0

➔ Observations/Discussion

Our IEP kids are all in the middle NI high and Proficient
75% of kids on IEP's are proficient

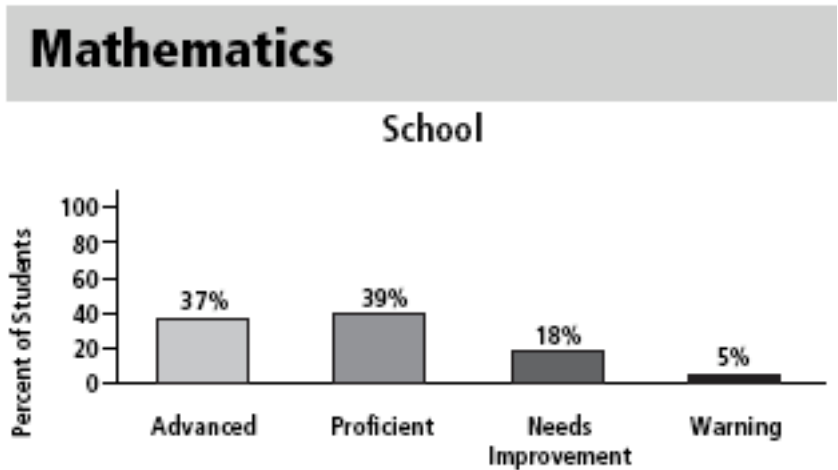
IV. Recommendations

Recommendations

- Help get some of the proficient kids into advanced
- More mathtime this year should help to raise achievement levels
- Review concepts taught in previous grades
- Teach kids to use the reference sheet.

**Oak Bluffs School
Grade 8 Mathematics**

Kathy Perrotta
Eve Heyman
Holly Thomas
DJ Baptiste
Skye Sonneborn



I. Overview

557 % in advanced and proficient
334 % in needs improvement
88% in warning (4 students)

Performance Levels

Year	Advanced		Proficient		Needs Improvement		Warning Failing		Students Included
	School	State	School	State	School	State	School	State	
2007	17	17	40	28	34	30	8	24	52
2006	21	12	26	28	32	31	21	29	47
2005	22	13	28	26	34	30	16	31	50
2004	21	13	31	26	42	32	6	29	52
2003	28	12	28	25	24	30	20	33	50

II. Analysis of Performance by Question Type

The Grade 8 MCAS for 2007 consisted of a total of 35 questions, including 29 multiple choice questions, 5 short answer questions, and 5 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	11
• Patterns, Relations and Algebra	12

• Geometry	4
• Measurement	4
• Data Analysis, Statistics and Probability	8

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 8	2006	2007
Multiple Choice	District	72	68
	State		64
Short Answers	District	55	63
	State		56
Open Response	District	66	66
	State		55

Performance by Question Type:

Multiple Choice

Only one question out of 35 was below state average

Number sense # 18 represented the highest level of difficulty for our students.

- 18** What is the value of the expression below?

$$\sqrt{36} + 13 \cdot 2$$

- A. 32
- B. 38
- C. 62
- D. 98

→ Observations/Discussion

Multi step operations questions are not being read carefully enough by students. In one case 44% added before multiplying.

Short Answer

All above state level

→ Observations/Discussion

Students did well on the test overall

Open Response Questions

One question was below state average
Measurement represented the highest level of difficulty for students.
→ Observations/Discussion

Multi step questions and answers especially with a lot of different measurements going on i.e, had to find area which was an implied question rather than directly asked.

Analysis of Identified Subgroup Performance

Special Needs Students

The test was administered to 12 students with special needs, which is approximately, 20 of the population.

Performance Level	2007
Above Proficient	0
Proficient	25
Needs Improvement	67
Failing/Warning	8

→ Observations/Discussion

92 % of IEP students passed.
One student failed. Student who failed had been home school for $\frac{3}{4}$ of the year.

IV. Recommendations

More time for Math (which we have this year)

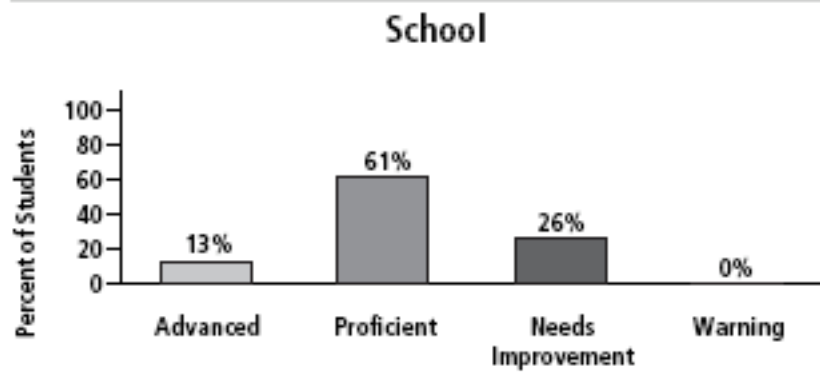
More practice with multi step open response questions

Focus on terminology-Students need to figure out what the question is asking (Deductive Reasoning)

**Oak Bluffs School
Grade 8 Science**

Leah Dorr
Leonard Schoenfeld
Bob Yapp
Anne Caldwell
Nancy Nash

Science and Technology/Engineering



I. Overview

The spring 2007 grade 8 MCAS Science and Technology/Engineering test was based on learning standards in the Massachusetts Science and Technology Curriculum Framework (2006). The Framework identifies four major content strands”

- Earth and Space Science
- Life Science (Biology)
- Physical Sciences(Chemistry and Physics)
- Technology/Engineering

Overall they did well. There were only seven science questions on which students scored below, equal to, or 3 or less points above state average.

Performance Levels

Year	Advanced		Proficient		Needs Improvement		Warning Failing		Students Included
	School	State	School	State	School	State	School	State	
2007									
2006	2	4	32	28	53	43	13	25	47
2005	0	4	44	29	44	41	12	26	50
2004	6	5	40	28	38	35	15	31	52
2003	10	4	44	28	30	38	16	30	50

II. Analysis of Performance by Question Type

The Grade 8 MCAS for 2007 consisted of a total of 39 questions, including 34 multiple choice questions, 5 open response questions. On the open response students were required to support their answers in written format. All of the questions were created around the 4 major content standards.

Science Content Strands	Number of Questions
Life Science (Biology)	8
Physical Science (Chemistry and Physics)	10
Earth and Space Science	11
Technology/ Engineering	10

IV. Recommendations

Total question on test 39, 1/4 of which were technology.

60% of students did not achieve well on this part of the test.

We are collaborating with Technology, Science and Industrial Arts teachers to align curriculum standards to better prepare students for Science/Technology standards

Review physical science before test.

Review wording of questions to eliminate careless test taking errors.

Coach students ahead of time to answer all parts of open response questions.

Work on teaching students how to calculate graphs of speed by coordinating with math department.

Generate a list of words that students will see embedded in MCAS questions.

Spend more time on genetics.