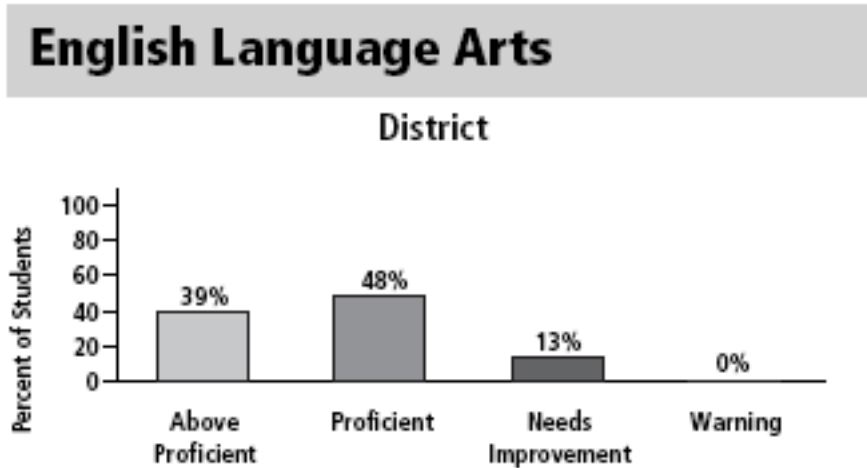


Martha's Vineyard Public Schools
TISBURY
MCAS Data Report
Spring 2007



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Tisbury School
Grade 3 Language Arts: Reading Comprehension
Spring 2007



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.

At both the district and state level, 3rd graders scored better on multiple choice than open response. This is as we would expect since the open response writing requires many high level skills.

87 % of our students were proficient or higher and for the second year in a row we had no students in the warning category. We have reached the NCLB goal of all students reading by 3rd grade for two years in a row. This is the highest percentage of students in advanced and proficient thus far.

Performance Levels

Year	Advanced		Proficient		Needs Improvement		Warning Failing		Students Included
	School	State	School	State	School	State	School	State	
2007	39	14	48	45	13	32	0	9	31
2006	23	18	54	40	23	34	0	8	26
2005	NA	NA	60	62	36	31	4	7	25
2004	NA	NA	74	63	23	30	3	7	39
2003	NA	NA	56	63	38	30	5	7	39

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		
	Tisbury School	State
Multiple Choice	94	79
Open Response	72	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 following chart represents the number of questions linked to each genre.

- Fiction: 5
- Non-Fiction: 12
- Poetry: 3
- Drama:
- Biography: 1
- Myth: 3
- Vocabulary: 4
- Understanding Text: 7

Multiple choice was a strength on this year's test, and our students did extremely well.

- Poetry—85 % of the students chose the right answer
- NF- 77% or higher were correct (average was 92%)
- 97% understood the text well
- 97% scored well on vocabulary
- 94% scored well on myth.

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

# of Question	Learning Standards
28/11	S15/S14
30/3	S12/S8
24/38 and 39	S13/S16

Items 24 (style in language) and 30 were the only items below the state average and item 30 was still quite high for our school and statewide.

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 understanding.

Our students performed quite well on the open response items but we still have some work to do because our average is below 3.00. Open response practice needs to be part of the special education plan for our special needs students, and teachers would like specific training in this area.

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

	Tisbury School	State
#21	2.97	2.51
#33	2.32	2.08

III. Analysis of Identified Subgroup Performance

Special Needs Students

The test was administered to 5 students with special needs, which is approximately, 16% of the population.

Percent of Students with Disabilities

Performance Level	2007
Above Proficient	0
Proficient	4
Needs Improvement	1
Failing/Warning	0

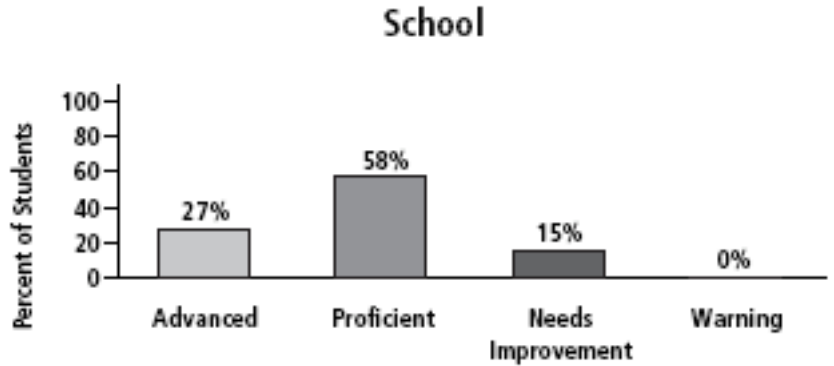
Four of our five special needs students scored proficiently on the MCAS reading and we are pleased with those results. We may need to provide an alternate assessment for some of our special needs students and we have not done this in the past.

IV. Recommendations

- Continue to work on non-fiction reading and writing in the classroom.
- Incorporate Junior Great Books discussions into the classroom so students will have more opportunities for high level discussion, thinking, and explanations.
- Check the possibility of alternative assessments for our most significantly disabled students.

**Tisbury School
Grade 4 Language Arts: Reading Comprehension**

English Language Arts



I. Overview

The Spring 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.

The percentage went up in advanced, stayed the same in proficient and went down in needs improvement with no one in the warning category. Our goal is to continue this type of progress. Our overall scale score was the highest it has ever been and we have continuously improved since 2002.

Performance Levels

Year	Advanced		Proficient		Needs Improvement		Warning Failing		Students Included
	School	State	School	State	School	State	School	State	
2007	27	10	58	46	15	34	0	10	26
2006	12	8	58	42	31	39	0	12	26

We are glad to see our warning category remain at 0% and to see that students in our classes are moving from needs improvement to proficient and advanced. We think we are teaching the state curriculum as expected and that we are continuing to address the individual test items and areas that our students may need to improve in each year.

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		
	Tisbury School	State
Multiple Choice	86	79
Open Response	70	51
Writing Prompt	78	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.

We scored 7% higher than the state in multiple choice. There were seven items where we scored below the state by a small amount and we are looking at those particular test questions to see what may have stumped the students and how we can address that in our teaching this year so that students can show their knowledge more proficiently.

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

# of Question	Learning Standards
30	8
16 and 12	5
25 and 33	4
31	13
14	10

Observation and Discussions

We have found, from previous years' analyses, that much depends on how a question is phrased. We look at the questions each year and try to incorporate vocabulary and similar phrasing in our teaching, and that is one way we make progress.

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

We scored higher than the state on all four open response questions this year. Our 4th grade also received 70% points this year as compared to 63% last year on open response. We have been working on this area as part of our school improvement plan, and we are happy to see that this added focus appears to have helped.

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

	Your School	State
#8	2.69	2.25
#35	2.54	1.99
#17	3.00	1.91
#26	2.92	1.75

Observations and Discussions

We will continue to work on this area each year with a goal of having an average of 3.00 overall. Our progress grows each year.

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	7.53	7.35	7.62	7.46	7.34
	District	8.13	7.56	8.13	8.58	8.15
Writing Conventions (CC)	State	6.25	6.52	6.37	6.87	6.64
	District	6.40	6.44	6.70	7.73	7.44

Observations and Discussions

We have always scored higher than the state average in topic development, but this is where we want to work this year. Over time, we have not improved in this area. In conventions, however, we have improved significantly over the past five years and our students this year were at 93% correct.

III. Analysis of Identified Subgroup Performance

Special Needs Students

The test was administered to 5 students with special needs, which is approximately, 21% of the population.

Percent of Students with Disabilities

Performance Level	2007
Above Proficient	0
Proficient	3
Needs Improvement	2
Failing/Warning	0

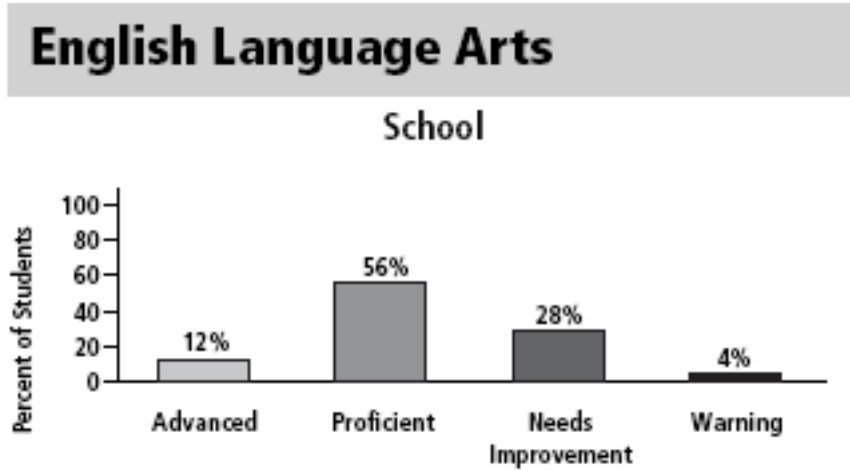
Observations/Discussion

All of our students receive access to the full curriculum and we hope that all will become proficient on the ELA test with time. This year we had no one in the lowest are (220-222) whereas in past years we have. This may be showing us slow but sure progress if this trend continues.

IV. Recommendations

Each year our students come to us with little understanding of topic development. We would like to discuss this in our team meeting with 3rd grade and see if this is addressed in the third grade curriculum and to what extent. We feel that it should be addressed on a certain level so that students come to us with a better understanding of what topic development is all about. We can then help them become more skilled in this area.

**Tisbury School
Grade 5 English Language Arts**



I. Overview

The Spring 2007 Grade 5 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 5 ELA Reading Comprehension test included three separate test sessions. Each session included selected readings, followed by multiple choice and open response questions..

This year our fifth graders did not perform as well as last year's students, but different classes will perform differently. Since this is only the second year of the test, it is difficult to make comparisons. However, the students scored slightly lower than the state on 20 of the 36 items in multiple choice. They scored much better than the state on the open response items

Performance Levels

Year	Advanced		Proficient		Needs Improvement		Warning Failing		Students Included
	School	State	School	State	School	State	School	State	
2007	12	15	56	48	28	28	4	8	25
2006	37	15	39	44	17	31	7	9	41

Discussions/ Observations:

We were below the state in the warning category with only one student in that area. Different classes perform differently and this year's small class had more average performing students than advanced students.

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		
	Tisbury School	State
Multiple Choice	54.9	55.4
Open Response	26.4	21.9

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.

We lagged slightly behind the state standards, but not by much. Looking at the individual questions students missed most will give us an idea of what we need to emphasize more in the curriculum. The list below shows how the “most missed questions” apply to the curriculum frameworks

# of Question	Learning Standards
20,21,22	S12 Fiction
38	S17 Drama
25	S12 Fiction
2	S13 Nonfiction

Observations/Discussion

Students scored lower on the fiction questions but missed more of the non-fiction questions (six of the 20 below the state) We need to work more on the elements of fiction—how characterization affects conflict resolution. Standards 12 and 13 stood out as areas of needs improvement.

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.

Our students were above the state average in all four of the open response questions. We can still improve in this area, but right now we appear to be .32 - .49 points on the average above the state scores.

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

	Tisbury School	State
#18	2.80	2.48
#27	2.52	2.18
#9	2.56	2.14
#36	2.40	1.91

Observations/Discussion

One of our school goals was to improve non-fiction writing this year. We all did more of this writing and practiced open response items. This may explain, along with using the Chadwell writing program, why our scores are that much higher than the state's scores.

III. Analysis of Identified Subgroup Performance

Special Needs Students

The test was administered to 3 students with special needs, which is approximately, 12% of the population.

Percent of Students with Disabilities

Performance Level	2007
Proficient	1
Needs Improvement	1
Failing/Warning	1

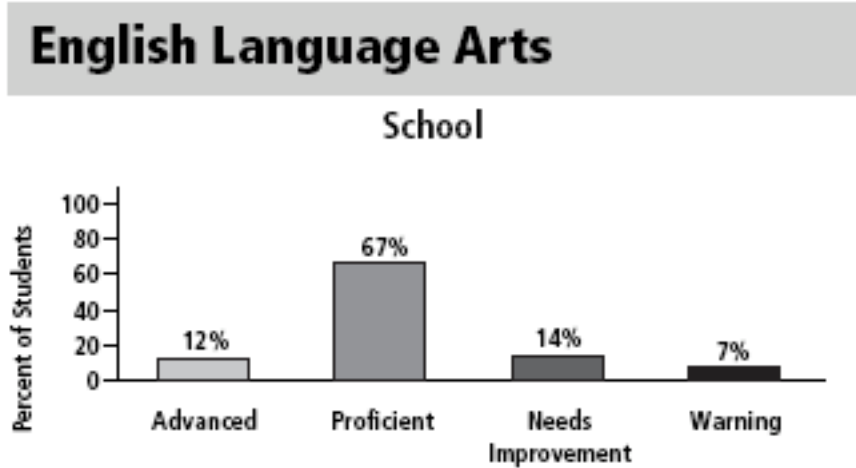
Observations/Discussion

One of the students in the warning category may need an alternate assessment because of language difficulties. We will look into this possibility as he may know more than he is able to show us on this written test.

IV. Recommendations

- 1) Integrate Junior Great Books discussions into the classroom.
- 2) Review the questions students missed and determine if possible why the students had trouble with these items; emphasize these areas, in particular the elements of fiction, in the curriculum.
- 3) Continue working on improving scores in open response by practicing this type of question through regular classroom work.

**Tisbury School Grade
6 English Language Arts**



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

In the advanced category, we were above the state by 3%. In the proficient we were above the state average by 9%. In the Needs improvement we were below the state by 12% and in the warning above the state by 1%, which is less than one child at our school. This year, 79 % of our students had a CP I of 100% whereas last year it was 68%. This is only the second year of the test and we may just be addressing differences in classes, but we hope we are looking at real progress on learning the curriculum.

Performance Levels

Year	Advanced		Proficient		Needs Improvement		Warning Failing		Students Included
	School	State	School	State	School	State	School	State	
2007	12	9	67	58	14	26	7	6	43
2006	18	10	50	54	27	28	5	8	44

Observations/Discussions

Overall we looked good, doing better than the state on open responses and having 12 items where we were slightly below the state average. As stated above these will be addressed as we further analyze the items students missed the most, looking at the standards and comparing to the taught curriculum.

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

	Tisbury School	State
Multiple Choice	81%	75%
Open Response	2.43	2.16

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.

There were three questions where students were pretty far below the state and two of them referred to Standard 15, Style and Language. Students also had several fiction questions where they scored below the state (Standard 12). Fifth grade also had trouble with Standard 12 questions and so we will look at the actual questions and see to what extent we are teaching that standard and see if we can emphasize certain parts of it more.

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

# of Question	Learning Standards
15	S14
35	S15
20	S15

Observations/Discussion

We will look at the items and learning standards S14 and S15

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.

Students outperformed the state on all four of the open response. Because we place emphasis on teaching writing throughout the year, and because improving non-fiction writing was one of our school goals this past year, we think our students did better in this area.

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

	Tisbury School	State
#9	2.29	2.24
#36	2.79	2.46
#18	2.19	1.86
#27	2.56	2.09

III. Analysis of Identified Subgroup Performance

Special Needs Students

The test was administered to 9 students with special needs, which is approximately, 22% of the population.

Percent of Students with Disabilities

Performance Level	2007
Above Proficient	0
Proficient	6
Needs Improvement	2
Failing/Warning	1

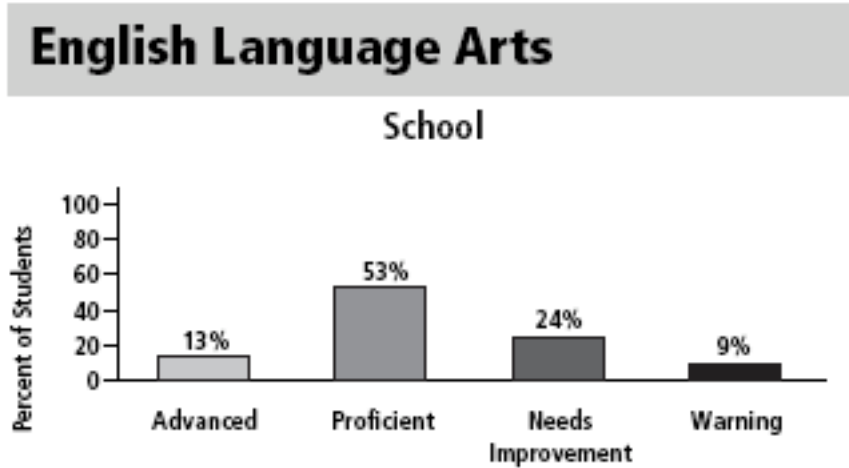
Observations/Discussion

We need to look at providing an alternative assessment to the student in the warning category due to the disability in language. However, two thirds of our special needs achieved a proficient score and we are very satisfied with those results. We try to set high expectations for all of our students.

IV. Recommendations

- 1) Integrate Junior Great Books into classroom discussions to emphasize higher order thinking skills and better comprehension of fiction and non-fiction reading and writing.
- 2) Analyze the particular questions students missed most, determining why students may have missed the correct answer on the multiple choice questions.
- 3) Continue emphasizing writing with a goal of 2.5 for each open response question.

**Tisbury School
Grade 7 English Language Arts**



I. Overview

The grade 7 MCAS English Language Arts test was 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.

Overall, the seventh grade performed below the state average, and we were disappointed in the results. Our proficiency index was the lowest it has been in the past four years. This is a large, needy class with many ESL and special needs students. They struggled with topic development in writing and underperformed with questions on language. The students did well with composition conventions, literature, writing, and multiple choice. They did average on open response.

Performance Levels

Year	Advanced		Proficient		Needs Improvement		Warning Failing		Students Included
	School	State	School	State	School	State	School	State	
2007	13	9	53	60	24	23	9	6	45
2006	27	10	62	55	11	26	0	9	37
2005	6	10	56	56	25	27	13	7	32
2004	7	9	70	59	23	25	0	7	30
2003	5	8	69	57	21	28	5	7	42

Discussions/ Observations:

We will review the items students missed and see how we can give them more emphasis this year.

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	
	Tisbury School	State
Writing Prompt	66	67
Multiple choice	80	78
Open Response	51	53

Performance by Question Type:

Writing Prompt Item type	Tisbury School	State
Topic Development	6.91	7.02 (possible 12 pt)
Writing Conventions	6.24	6.28

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.

The students underperformed on topic development and scored below the state on conventions as well. They need more teaching on structures and expansion of ideas, and we need to isolate the exact conventions they are having problems with and address these in mini-lessons or individually as needed.

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.

Our students performed well on the multiple choice section as only 2 % scored below the 50% and 60 % scored 90% or higher. We were 2% higher than the state average

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

# of Question	Learning Standards
18	S16
27	S12
37	S16

Although Standard 16 (Myth, Traditional Narrative, Classical Literature) was a low score for items 18 and 37, the students did very well on items 16,38,39 which also dealt with Standard 16. The standard is being

taught so we will need to look at the specific test item to determine what might have caused the students a problem.

Open Response Questions

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

Students results ended up as a bell curve with the peak at the fifty percent mark. With so many special needs students, this is good even if it looks only average when compared to the state.

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

	Tisbury School	State
#18	2.30	2.56
#27	1.96	2.13
#9	2.13	2.22
# 36	2.02	2.07

As a school, we focused on non-fiction writing this past year, and our students underperformed in this area, which was disappointing. We are going to try to analyze why this happened and continue our focus on open responses this year with a goal of 2.5 for all responses.

III. Analysis of Identified Subgroup Performance

Special Needs Students

The test was administered to 12 students with special needs, which is approximately, 26% of the population.

Percent of Students with Disabilities

Performance Level	2007
Above Proficient	0
Proficient	3
Needs Improvement	5
Failing/Warning	4

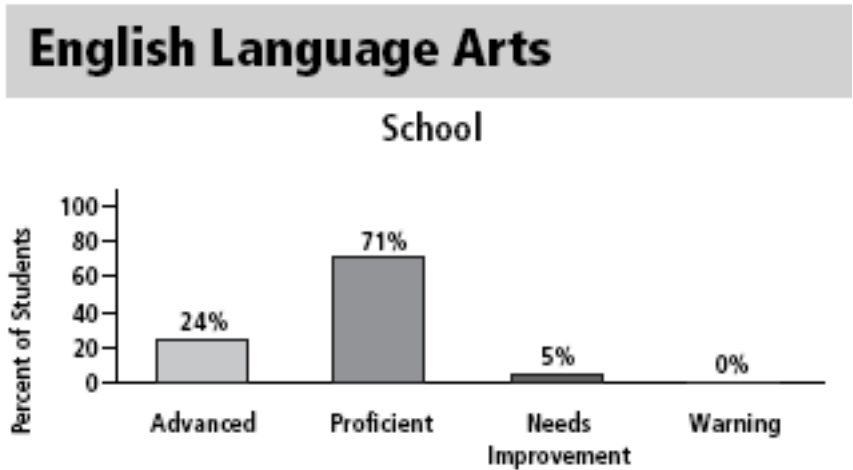
Observations/Discussion

Some of these students may need alternate assessments which we have not done in previous years.

IV. Recommendations

- 1) Look at the actual multiple choice questions students missed and see if we need to emphasize certain objectives more or if students had a problem answering correctly for another reason—the way the question was stated, vocabulary, etc. Then we will better be able to address this in the classroom
- 2) Continue to work on open response writing to literature in the classroom using the state samples for students to understand the rubric.
- 3) Continue to work on topic development, emphasizing mini lessons as needed to address the convention errors.
- 4) Begin Junior Great Books and work with students on discussion skills that promote deeper understanding of the literature.

**Tisbury School
Grade 8 English Language Arts**



I. Overview

Overall, our eighth graders last year performed exceptionally well with an average scale score of 253 up from 246 the previous year. Our proficiency index was 91.7 in 2006 and 98.7 in 2007 showing that almost everyone performed in the proficient or advanced category. Wow! It will be hard to maintain this great performance with a different class, but we have set a standard for ourselves!

Performance Levels

Year	Advanced		Proficient		Needs Improvement		Warning Failing		Students Included
	School	State	School	State	School	State	School	State	
2007	24	12	71	63	5	18	0	6	38
2006	10	12	68	62	16	19	6	7	31

Discussions/ Observations:

Only two items where our average was below the state and they were still at around 80%.

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.

	Tisbury School	State
Multiple choice	85	77
Open Response	80	59

Performance by Question Type:

Multiple Choice.

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

Our students did very well with an average of 85% correct.

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

# of Question	Learning Standards
11	S14
21	S12

Observations/Discussion

We are looking at the specific items and the students who missed the items to determine a cause. We may be able to form instructional groups for remediation with this information.

Open Response Questions

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

Our students outperformed the state dramatically on open response. We received 80% of the possible points this year compared to the state's 59% of possible points.

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

	Your School	State
#20	2.63	2.20
#9	2.87	2.35
#36	2.97	2.34
#28	3.03	2.38

We were above the state on all four open responses this year and we received 3 of 4 points on one item and approached 3.00 on another. This would be a good goal to have trying to raise the overall score on one more item each year to over 3.00. We have such high scores this will be a challenge, but we still need to maintained our index and this is one area where we can still do better.

III. Analysis of Identified Subgroup Performance

The test was administered to 3 students with special needs, which is approximately, 8% of the population.

Percent of Students with Disabilities

Performance Level	2007
Above Proficient	0
Proficient	3
Needs Improvement	0
Failing/Warning	0

Observations/Discussion

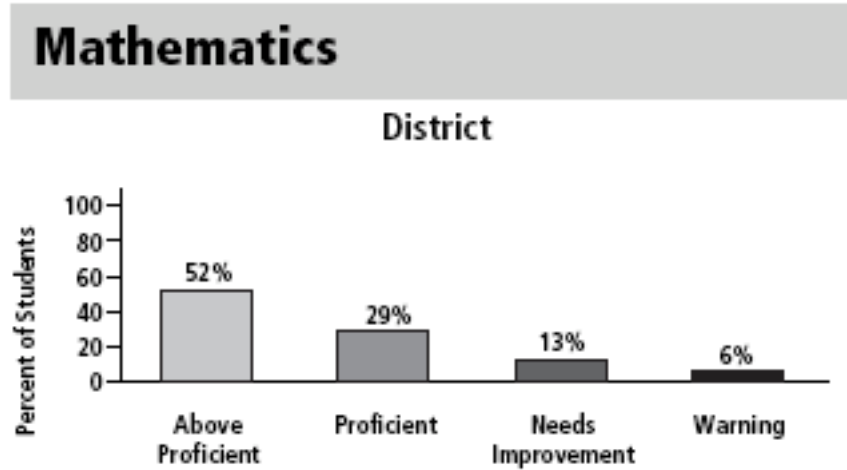
Even our most challenged students in this class performed in the proficient category. We were very happy to see this. Perhaps the level of the class helped everyone perform better.

IV. Recommendations

This class has moved on to high school. It appears that we are teaching what is expected in the curriculum. This next year's group is a more challenging class so we may have to practice certain things more to get better results.

We will implement Junior Great Books to promote deeper understanding and comprehension in literature. This will also help with vocabulary building.

**Tisbury School
Grade 3 Mathematics**



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

I. Overview

Our 3rd graders performed extremely well this year on the mathematics portion of the MCAS. There was only one item where we were below the state and that was a multiple choice question where the state average was 87 and our student average was 84; so a large majority of students even answered that correctly. Our overall average for the 2 point open response answers was 1.64 and so we want to continue our work in this area in order to help meet AYP improvement in math.

Performance Levels

Year	Advanced		Proficient		Needs Improvement		Warning Failing		Students Included
	School	State	School	State	School	State	School	State	
2007	52	19	29	41	13	24	6	16	31
2006	8	4	77	48	12	32	4	16	26

Discussions/ Observations:

We need further practice or training in open response items. In both the district and the state, the 3rd graders scored better on multiple choice than open response questions. But this is the only real area in which we can improve if we keep our MC percentage high.

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	2007
Multiple Choice	District	91
	State	78
Short Answers	District	86
	State	73
Open Response	District	72
	State	58

**Performance by Question Type:
Multiple Choice**

Students performed the highest in multiple choice questions compared to other categories and higher in all three question types compared to the state.

Number Sense—Fractions appeared to present the highest level of difficulty for the students, not only for our students but for the state as a whole.

Observations/Discussion

Symbol determination (N8)—what makes a number sentence true also seems to be a weak area. N5 was also below the state average but we were all high scoring on that item.

Students need to become better at strategizing about which operation to use for problem solving.

Students are having trouble with higher level thinking and deductive reasoning.

Short Answer

Our lowest percentage was 81%, but we were above the state on all short answer questions.

No one standard appeared to be a problem.

Open Response Questions

The symmetry problems were the most difficult, and our average for the open response was above 80%.

However this is one area we can continue to work on even though we were above the state on all items and showed improvement this year compared to last year as well.

III. Analysis of Identified Subgroup Performance

Special Needs Students

The test was administered to 5 students with special needs, which is approximately, 16% of the population.

Performance Level	2007
Above Proficient	1
Proficient	1
Needs Improvement	1
Failing/Warning	2

Observations/Discussion

The special needs students had more difficulty with math than with ELA.

Perhaps it is the transition of language into math that presents more of the problem. Also deductive reasoning/critical thinking problems were more difficult for these students.

We don't use alternative assessments for these students and that may help them show what they know better than the regular test.

IV. Recommendations

Look into the possibility of an alternative assessment for some of our SPED students.

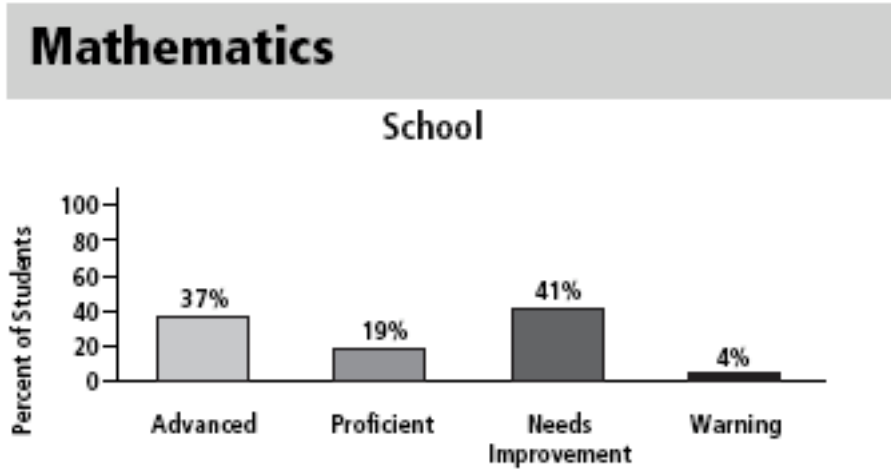
Continue looking at teaching strategies that promote student thinking and the ability to explain mathematical reasoning.

Transfer the oral explanations of students' reasoning into open response writing.

Work on the concept of symmetry, symbolic patterns and counting elements.

Work on vocabulary of these areas as well.

**Tisbury School
Grade 4 Mathematics**



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

I. Overview

We more than doubled our percent of students in the advanced performance level and it is the highest percent we've had in that category since the test began. We also continued to have a low percent in warning (one child) with 27 students taking the test. Most of the students who moved to advance were from the proficient category and we had fewer in proficient. We also had the lowest percentage in five years in needs improvement.

Performance Levels

Year	Advanced		Proficient		Needs Improvement		Warning Failing		Students Included
	School	State	School	State	School	State	School	State	
2007	37	19	19	29	41	39	4	13	27
2006	12	15	32	25	52	45	4	15	25
2005	28	14	30	27	43	44	0	15	4
2004	13	14	33	28	49	44	5	14	39
2003	3	12	45	28	43	43	10	16	40

Discussions/ Observations:

56 % of our students were in proficient or advanced while the state had 48%. We are incrementally adding students to the advanced area and decreasing students from the needs improvement area.

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 3	2006	2007
Multiple Choice	District	82	78
	State	80	71
Short Answers	District	74	79
	State	69	70
Open Response	District	71	72
	State	64	61

Performance by Question Type: Multiple Choice

We scored higher than the state in all reporting categories except patterns, relations, and algebra where we were slightly lower. These are the items on the test which we will analyze.

Short Answer

We scored higher than the state on our short answer again this year. Our average was 5% points higher than last year and we are 9% higher than the state. There is still work that can be done in this area.

There didn't appear to be any particular standard that was more difficult than another.

Open Response Questions

We scored higher than the state again this year on our open response and this is the first year we have had a composite of 3.00 for an open response.

Of the items where we were below the state, several were in number sense and patterns.

Observations/Discussion

We will follow our regular procedure of looking at the items on the test and seeing if we can determine what gave the students problems in these areas. We may adjust our plans in time based on our findings.

III. Analysis of Identified Subgroup Performance

Special Needs Students

The test was administered to 5 students with special needs, which is approximately, 14% of the population.

Performance Level	2007
Above Proficient	2
Proficient	0
Needs Improvement	2
Failing/Warning	1

Observations/Discussion

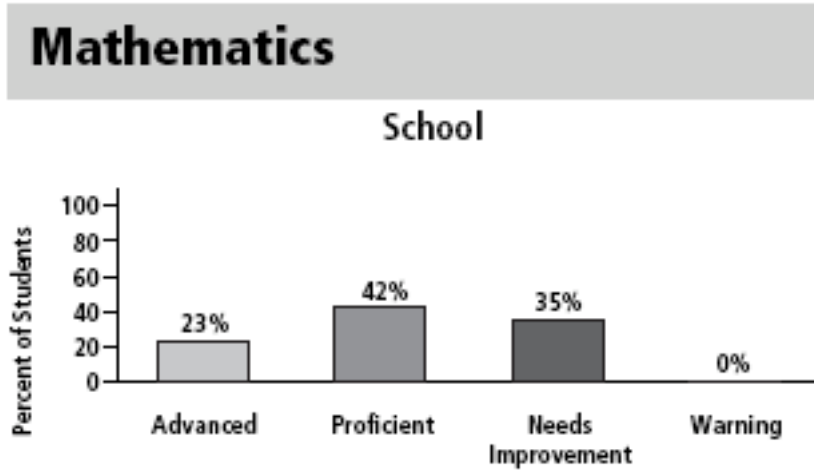
We were satisfied with the progress our special needs students have made and the one child who was in the warning category will need additional time to be at a fourth grade level.

IV. Recommendations

We need to look carefully at #10 and #13 open responses in math to check for understanding.

We will work to provide students with challenging word problems and give them the opportunity to explain how they arrived at their answers. These oral explanations may help students when they work on open response items in writing.

**Tisbury School
Grade 5 Mathematics**



I. Overview

Our students in the proficient and advanced group totaled 65%, up 18% from the previous year. We were above the state average in all categories.

For the first year, we had no students in the warning category. Our scaled score has also risen over the past few years so the average score has gone up some over time.

Performance Levels

Year	Advanced		Proficient		Needs Improvement		Warning Failing		Students Included
	School	State	School	State	School	State	School	State	
2007	23	19	42	32	35	31	0	16	26
2006	10	17	37	26	39	34	15	23	41

Discussions/ Observations:

Last year, we looked at the items most missed and determined how we were teaching those items and to what extent. We looked at how the book presented the information as well. We saw that we needed to go to a second level above the basis book teaching to have students answer some of the questions correctly. The analysis helped us to focus in on these problem areas when they arose during the teaching.

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	72	75
	State	70	73
Short Answers	District	59	85
	State	63	66
Open Response	District	57	62
	State	53	57

**Performance by Question Type:
Multiple Choice**

Students performed overall a little above the state average in multiple choice, 11 of the 29 MC were slightly below state average.

5 of the 11 items below the state were in Patterns, Relations and Algebra and 4 more of the 11 were in number sense. Students missed questions on N2,3,9,10,11,12 and Patterns and Relations 2,3,and 5.

Observations/Discussion

We'll look at these specific items on the test and see if we can analyze what caused students problems in order to do better next year.

Short Answer

Last year we scored an average of 59% in this area and this year we scored 85%. We were almost 20% above the state on short answer questions this year whereas last year we were below the state. Our average for the five 1 pointers was .548 so we can still improve on these, while the state average was .496. Two of the items were easier for our students and statewide while three of them (two in geometry and one in number sense) were difficult for all students.

Standards 6G5 and 6N8 appeared to be the hardest for all students.

Observations/Discussion

We need to work on number sense with the students. Looking at the particular questions will help us hone in on what specific problems they are having with understanding or calculations.

Open Response Questions

We were above the state average by a small margin. Our average was 2.83 while the state average was 2.67. We were, however, above 2.00 on all items while the state lagged below the 2.00 mark on one item. Last year, we were below the state on four of the five questions. This year we were above the state on all but one. But with 4 possible points for each problem, this is an area where we can continue to improve and set a goal 3.00 this year.

Data and probability questions the items where students scored the lowest.

Observations/Discussion

We need to continue our work with this type of non-fiction writing. We can ask students to solve problems and orally explain how they got an answer and then have them write it out as well.

III. Analysis of Identified Subgroup Performance

Special Needs Students

The test was administered to 3 students with special needs, which is approximately, 11.5% of the population.

Performance Level	2007
Above Proficient	0
Proficient	0
Needs Improvement	3
Failing/Warning	0

Observations/Discussion

Students performed as expected and we were glad to see that no students were in the warning category.

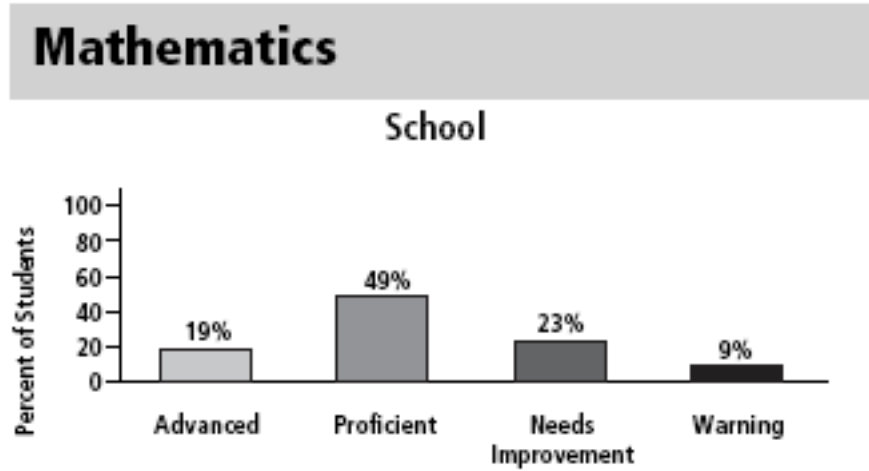
IV. Recommendations

Work on higher level problem solving and having students write out their explanations for how they solved a problem.

Review the items missed with individual students and try to determine what we can do to teach the objective so that more students are able to show what they know.

Work with individual students who scored in needs improvement based on open response scores.

**Tisbury School
Grade 6 Mathematics**



I. Overview

The advanced group since 2003 has remained stable (near the state level) The proficient has improved to the highest level thus far at 49%. The number of student in needs improvement and warning have dropped and these students are now showing proficiency in math on the 6th Grade MCAS. 68% were Advanced or Proficient, the most thus far!

Performance Levels

Year	Advanced		Proficient		Needs Improvement		Warning Failing		Students Included
	School	State	School	State	School	State	School	State	
2007	19	20	49	32	24	28	9	18	43
2006	16	17	25	29	39	29	20	25	44
2005	8	17	46	29	28	30	18	23	39
2004	18	17	32	25	29	32	21	25	34
2003	19	16	32	26	35	32	13	26	31

Discussion/Observations

We are so proud of the progress students have made in the past few years. This is the highest percentage we've had in the proficient category and we have maintained the number in the advanced. We have half as many students in the warning category as well. We are making progress as can be seen by the composite index and the scale scores rising.

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	Not given	74
	State		73
Short Answers	District	65	69
	State	69	61
Open Response	District	50	63
	State	52	61

**Performance by Question Type:
Multiple Choice**

Students scored slightly above the state on multiple choice. But there were four items where we were well below the state average and three of them were in Patterns and Relations.

Number Sense and Patterns and Relations represented the highest level of difficulty for the majority of our students on the multiple choice section of the test. We need to look at P2,7,and4.

Short Answer

Our students outperformed the state by 8% this year. We were above the state average on every item. The lowest two were in number sense (write a number as a product on prime numbers) and geometry (determine the distance between two points on a number line)

N8 and G5. These are the ones the entire state had problems with. We may need to look at the questions to see what caused a problem for all students.

We need to analyze the test items as we have done each year to determine what we need to address in the classroom.

Open Response Questions

Students were about 2% higher than the state in open response this year, but we were much higher than our scores from last year in this area. We were pleased to see that our students had an average of 3.68 out of 4 points on a measurement question. In our classrooms, we have worked on non-fiction writing this year and open response questions; we will continue to work on open response questions in all five strands of math to help students strategize how to approach them.

Data Analysis gave them the most trouble, but the average was above 2.00 and above the state average as well.

Observations/Discussion

The state average is still falling below 2.00 on the open responses, but at this grade level in our school no average was below 2.00. That's progress.

III. Analysis of Identified Subgroup Performance

Special Needs Students

The test was administered to 9 students with special needs, which is approximately, 21% of the population.

Performance Level	2007
Above Proficient	0
Proficient	6
Needs Improvement	2
Failing/Warning	1

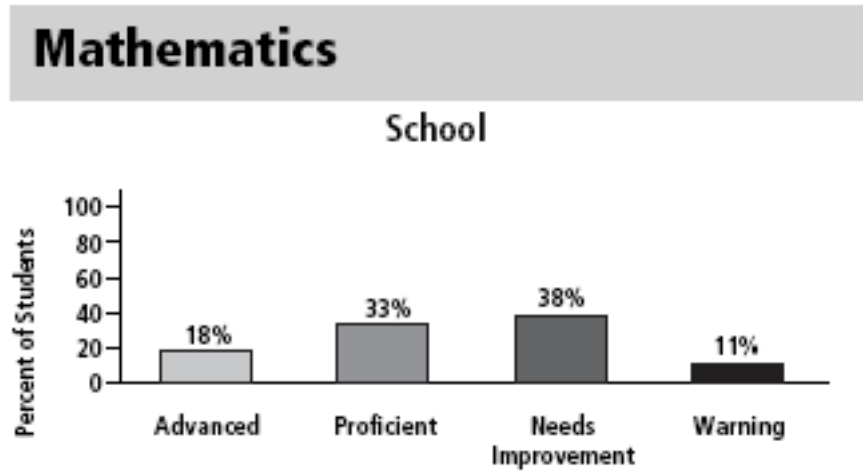
Observations/Discussion

It is great to see two thirds of our special needs students in the proficient category. We need to look at the student in the warning category and determine if he needs to take an alternate assessment to be able to show what he has learned.

IV. Recommendations

- 1) We need to have students continue to solve engaging and challenging problems in meaningful ways and have them explain their answers orally and in writing.
- 2) We need to look at the exact questions and see how we can address student misunderstandings of these items. As we look at the items we need to determine if we need to spend more time on the items or re-visit them throughout the year so that something we learned in September is not forgotten when test time comes around.

**Tisbury School
Grade 7 Mathematics**



I. Overview

We had 51% of our students proficient or advanced this year as compared to only 40% last year and our proficiency index went from 73.6 to 76.7. Unfortunately we had one more student in the warning category which lifted our percentage from 8% last year to 11% this year. Although this is well below the state average, we were hoping this percentage would continue to decrease. This class, however, has 26% of the students with special needs.

Performance Levels

Year	Advanced		Proficient		Needs Improvement		Warning Failing		Students Included
	School	State	School	State	School	State	School	State	
2007	18	15	33	31	38	30	11	23	45
2006	8	12	32	28	51	33	8	28	37

Discussions/ Observations:

The upper levels of advanced and proficient have improved. However, we have only been giving this test in this grade for two years so we are unable to see any trends at this point. We know that we will need to add more to the advanced and proficient categories to continue having our index increase.

II. Analysis of Performance by Question Type

The Grade 7 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 5	2006	2007
Multiple Choice	District	Not given	73
	State		67
Short Answers	District	Not given	72
	State		69
Open Response	District	72	62
	State	57	59

Performance by Question Type:

Multiple Choice

Students were 6% above the state average in multiple choice. We were below the state average on 9 of the 29 multiple choice items.

There were six items-- one item in number sense (N2), three items in Patterns (P5,P1, and P5) and two items in Data (D-1 and D-2)-- that caused students the most difficulty.

Observations/Discussion

We need to review the questions that students missed and try to focus more on these areas mentioned above. This may be the easiest place to make progress.

Short Answer

Again, we were above the state average by 3% on each of the five short answers. We were only below .50 on one item in number sense (N9). On the other four items we were at .8 or higher with our best score at .98 on determining the value of a variable that makes an equation true. Students seemed to do very well in this area and may be an area where we can continue to improve more easily than in open responses, for example.

An item on number sense was again the area of greatest difficulty in short answer for us as well as the state. We will look at how this question was phrased and what skills it required of students.

Observations/Discussion

This particular group of students needs more repetition of basic facts and specific operations before they will be able to make progress this year. We need to keep working on number sense.

Open Response Questions

Again, we were above the state by 3% and this was a class with high needs. We were above the state on three of the five open response questions. We worked extensively on open response this year and this class did 3 percentage points better than the class the year before which had fewer needs.

There were two open responses that gave students a problem, one was G4 (labeling and plotting points, etc) and one was M3 work with compound shape to calculate various measures)

Observations/Discussion

We need to find out which problems they missed and why and then see if we need to work on vocabulary, skills, concepts and /or understandings or a combination of these. Some of these students may also need more time and different opportunities in math because they have so many special needs.

III. Analysis of Identified Subgroup Performance

Special Needs Students

The test was administered to 11 students with special needs, which is approximately, 24.4% of the population.

Performance Level	2007
Above Proficient	0
Proficient	2
Needs Improvement	5
Failing/Warning	4

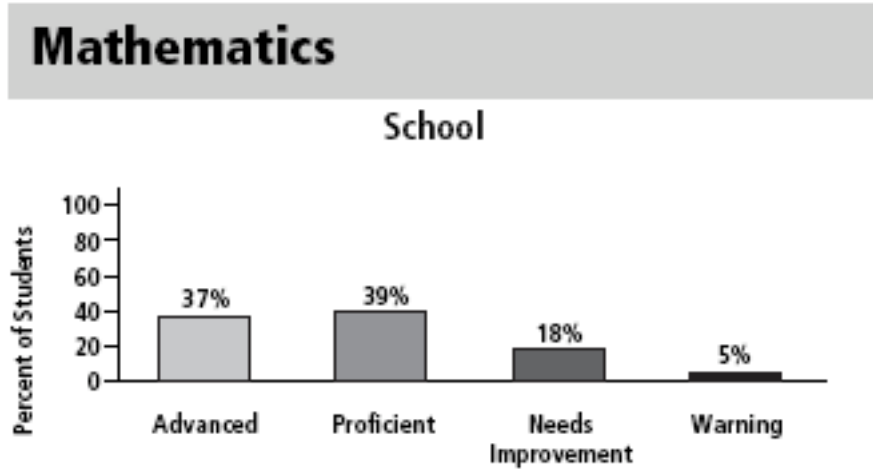
Observations/Discussion

This is a very needy class and we need to look at the services we are providing to them to be sure they get more service and that it is very focused on their specific challenges (multiplication tables, writing, etc)

IV. Recommendations

- 1) Analyze test questions and work with individual students to see where they misunderstood questions.
- 2) Work with students on explaining their answers orally and then putting their explanations in writing.
- 3) Continue working on open response and short answer items to see if we can raise the average number of points in those areas.

**Tisbury School
Grade 8 Mathematics**



I. Overview

We had a large number of students in the advanced category this year, and this was an exceptional class. We were glad to see the percentage in the warning category continue to fall even though they moved only to the needs improvement category. Our proficiency index increased from 82.5 to 89.5. This is the highest the index has been in four years.

Performance Levels

Year	Advanced		Proficient		Needs Improvement		Warning Failing		Students Included
	School	State	School	State	School	State	School	State	
2007	37	17	39	28	19	30	5	22	38
2006	19	12	39	28	29	31	13	29	31
2005	19	12	39	28	29	31	13	29	31
2004	30	13	39	26	20	32	11	29	44
2003		12	40	25	33	30	10	33	40

Discussions/ Observations:

We realize that every class will perform somewhat differently, but we hope that we are seeing a downward trend in the number of students in the “warning” category. We have a larger number of ESL students that some schools and the open response items are especially difficult for those students.

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	2007
Multiple Choice	District	78
	State	64
Short Answers	District	67
	State	56
Open Response	District	70
	State	55

Performance by Question Type: Multiple Choice

Our multiple choice percentage was 14% higher than the state this year

It appeared that data analysis was difficult and our geometry average was only 63% compared to the other areas, which were 74-79 %.

We need to spend more time on data analysis.

Short Answer

We were again above the state average by 11% on Short Answer questions. Our students performed similar to the “proficient” students statewide.

In the short answer, students had more trouble with number sense and measurement items.

Observations/Discussions

We need to look at the actual items to learn more and analyze the questions themselves.

Open Response Questions

Our students performed on average as the students in the proficient category statewide. We worked on open response items all year and expected to see good scores in this area. We were pleased with the results.

No particular standard stood out as presenting more difficulty than another.

Discussion/Observations

We had a great class of kids last year and different classes do have an impact on scores. Also, however, we focused on non-fiction writing and did more open response writing this year in class and we think that played a part in the high scores we saw.

III. Analysis of Identified Subgroup Performance

Special Needs Students

The test was administered to 3 students with special needs, which is approximately, 7.8% of the population.

Performance Level	2007
Above Proficient	0
Proficient	1
Needs Improvement	0
Failing/Warning	2

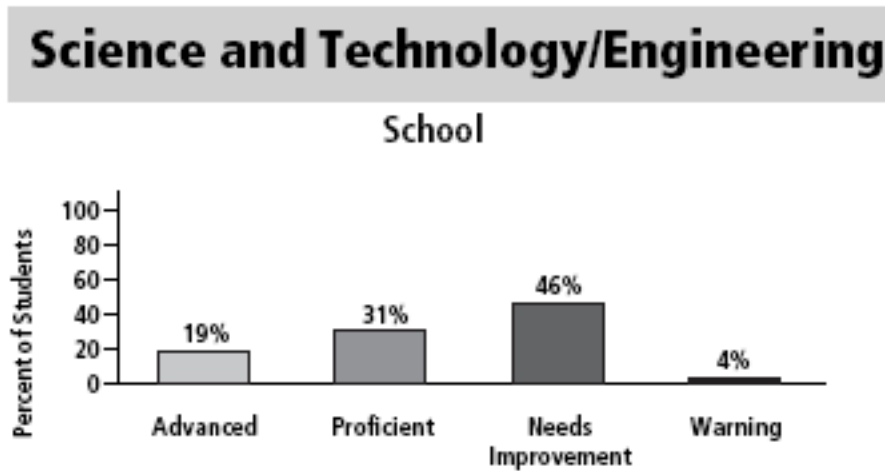
Observations/Discussion

We'd like to see if we can work all students out of the warning category, but in some years, depending on the students, that may not be possible. This was one of those years. We have two students who are highly challenged academically and are in a completely different curriculum. Perhaps students such as these should have taken an alternate assessment, but the team decided the students would perform equally on one assessment or the other.

IV. Recommendations

Identify students who scored in the needs improvement category and review the open response questions individually with them. Try to understand what caused them problems and try to help them figure out how to go further towards solving the problems. We'd like to try to bring up these individual student averages by one point this year.

**Tisbury School
Grade 5 Science and Technology**



I. Overview

The spring 2007 grade 5 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

Our overall scores show no significant improvement over previous years. However, the number of students in the warning category appears to be declining. Our proficiency score rose from 84.8 in 2006 to 85.6 in 2007 and our scale score was the highest it has been since 2003 so we see some signs of improvement in students’ overall scores.

Performance Levels

Year	Advanced		Proficient		Needs Improvement		Warning Failing		Students Included
	School	State	School	State	School	State	School	State	
2007	19	14	31	37	46	37	4	12	26
2006	24	17	39	33	29	39	7	11	41
2005	20	16	24	35	41	38	15	12	41
2004	13	20	38	35	46	33	3	13	39
2003	23	18	29	33	39	34	10	15	31

Discussions/Observations

Students did not do well on multiple choice questions involving diagrams and we will incorporate more black, white diagrams into our teaching, similar to those on the test. We were below the state average on eleven multiple choice items, most in physical and earth science. We were below the state average on all four open response items, which was disappointing since this was a school goal this past year.

II. Analysis of Performance by Question Type

The Grade 5 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)	10
Physical Science (Chemistry and Physics)	11
Earth and Space Science	8
Technology/ Engineering	10

The following table describes the breakdown of student by question type.

Question Type	Grade 5	2004	2005	2006	2007
Multiple Choice	District	75	78	80	76
	State				
Short Answers	District	NA	NA	NA	NA
	State				
Open Response	District	77	55	54	47
	State	73	61	47	52

**Performance by Question Type:
Multiple Choice**

Our students were above the state on 23 questions and below the state on 11. Most of these were in the area of earth or physical science. We will review the specific questions and determine what might have caused a problem for our students. We will place more emphasis on these items as we teach the units this year.

Physical Science S2 and Earth Science 5,8,14 presented the highest level of difficulty for our students.

Observations/Discussion

We will need to review the questions that were asked to see if students were un-able to answer correctly because of the visuals and diagrams or if we need to emphasize certain objectives more when teaching these

Open Response Questions

Unfortunately, we were below the state this year on all five of our open responses. Two were on earth science (S 6 and I2), one on physical science (S1) and one was Life Science (S8).

Observations/Discussion

We noticed that both the state and the school scores have dropped off since the first test in 2004 so everyone appears to be struggling with these items. State had a high of 73% in 2004 and the school had 77%. Today, state has dropped to 52% and went as low as 47% last year and the school dropped to its low of 47% this year.

III. Analysis of Identified Subgroup Performance

Special Needs Students

The test was administered to 3 students with special needs, which is approximately, 12% of the population.

Performance Level	2007
Above Proficient	0
Proficient	0
Needs Improvement	2
Failing/Warning	1

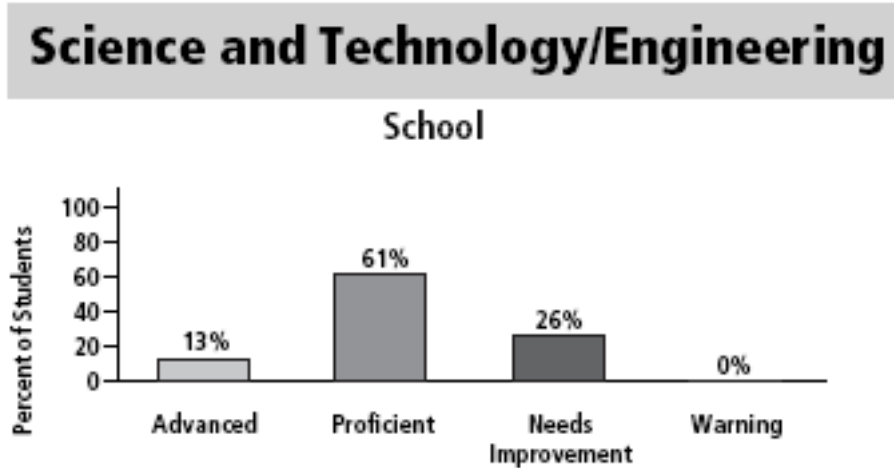
Observations/Discussion

Two of these students were in the high needs improvement and we are working with them towards proficiency. They are both hard workers and we expected them to be able to pass the test because of their persistence and perseverance. Another student has severe learning issues in language and this would have impacted his understanding of the test. This student may need to be looked at for an alternative assessment that can better measure his knowledge and skills in science.

IV. Recommendations

- 1) Continue working on vocabulary development in science.
- 2) Use diagrams and charts in black and white rather than color overheads so that students are familiar with the format which will be used on the tests.
- 3) Have students draw their own diagrams so that they will remember these items better
- 4) Work on open response items with students so that they will know how to answer the question and attempt to do so rather than leaving it blank.

**Tisbury School
Grade 8 Science and Technology**



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, the eighth graders had a strong performance. We had the highest number of students ever in proficient and advanced and our index went from 79.2 last year to 92.1 this year, the highest in four years. Our scale score was also the highest since 2003.

Performance Levels

Year	Advanced		Proficient		Needs Improvement		Warning Failing		Students Included
	School	State	School	State	School	State	School	State	
2007	13	3	61	30	26	44	0	24	38
2006	10	4	32	28	45	43	13	25	31
2005	3	4	55	29	35	41	6	26	31
2004	7	5	61	28	23	35	9	31	44
2003	3	4	49	28	36	38	13	30	39

II. Analysis of Performance by Question Type

The Grade 5 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

The following table describes the breakdown of student by question type.

Question Type	Grade 5	2004	2005	2006	2007
Multiple Choice	District	77	81	78	79
	State	66	66	70	65
Short Answers	District			na	xx
	State				
Open Response	District	63	54	66	66
	State	46	46	50	49

**Performance by Question Type:
Multiple Choice**

Our students were well above the state percentage on almost every item. Over time, our student scores have continued to improve whereas the state average has remained pretty much the same.

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

Technology S 7-2 and S5-2

Physical Science S 11

Observations/Discussion

Working on using more diagrams to interpret the information in a problem would be helpful for students.

Open Response Questions

Our students had a good performance on the open response items again this year but this is an area where we can still achieve more. Since we had worked on non-fiction writing this past year and teachers received in-service training on open response and non-fiction writing, we were glad to see that our students performed well in this area, compared to state averages. We scored above 2.5 on everyone of the five open responses and can now set a goal of 2.75 for the average.

Earth Science S 10 appeared to present the most difficulty but our students still outperformed the state on this standard.

Observations/Discussion

We need to emphasize using a table to gather and record data. Students need to understand how to create and use a table to solve problems.

III. Analysis of Identified Subgroup Performance

Special Needs Students

The test was administered to 3 students with special needs, which is approximately, 8% of the population.

Performance Level	2007
Above Proficient	0
Proficient	1
Needs Improvement	2
Failing/Warning	0

Observations/Discussion

We would like to have all of our special needs students in the proficient category, but we were glad to see that none were in the warning category. We will look at the multiple choice items they answered incorrectly and see if we can figure out how they arrived at the answer they gave (was it guessing or did they have a logical thought pattern based on some misinformation or ...)

IV. Recommendations

- 1) We need to work with our ESL and special needs students. We have one of the highest percentages of ESL students and those students have difficulty reading the test. Reviewing the individual questions and open responses with them will help us learn how we can help them.
- 2) Overall, we are happy with the results, but we need to look at the technology items in particular and continue to work on non-fiction writing to strengthen the scores on open response items.