

HOLLISTON HIGH SCHOOL



MCAS 2011 RESULTS

Many thanks to the
administration, faculty and staff
at Placentino, Miller and Adams

RESULT HIGHLIGHTS

- Scores remained steady and strong in all categories indicating a high performing school and school system.
- AYP met in all categories and sub-groups
- Student Growth Profiles (SGPs) indicate growth for our students over time
 - High Achievement as well as High Growth over time
 - 52 in English (increase of 4.5)
 - 63 in Math (increase of 3.0)

RESULT HIGHLIGHTS

- In environment of steadily strong scores:
 - ELA: 13% increase in Adv. category
 - Biology: 10% increase in A+P categories
 - Biology: 36% increase in Adv. category
- Very low numbers of students in failing category
- Low numbers of students will need Educational Proficiency Plans (EPPs)

THREE-YEAR PROGRESS

Test	2008 A/P%	2009 A/P%	2010 A/P%	2011 A/P%	Δ
English	92	94	91	94	+2
MATH	91	96	92	90	-1
Science	N/A	86	89	88	+2

STUDENT GROWTH PERCENTILE (SGP)

Compares changes in a student's MCAS score to changes in MCAS scores of other students with similar performance profiles (cohorts)

SGP 0 – 40 = Lower growth

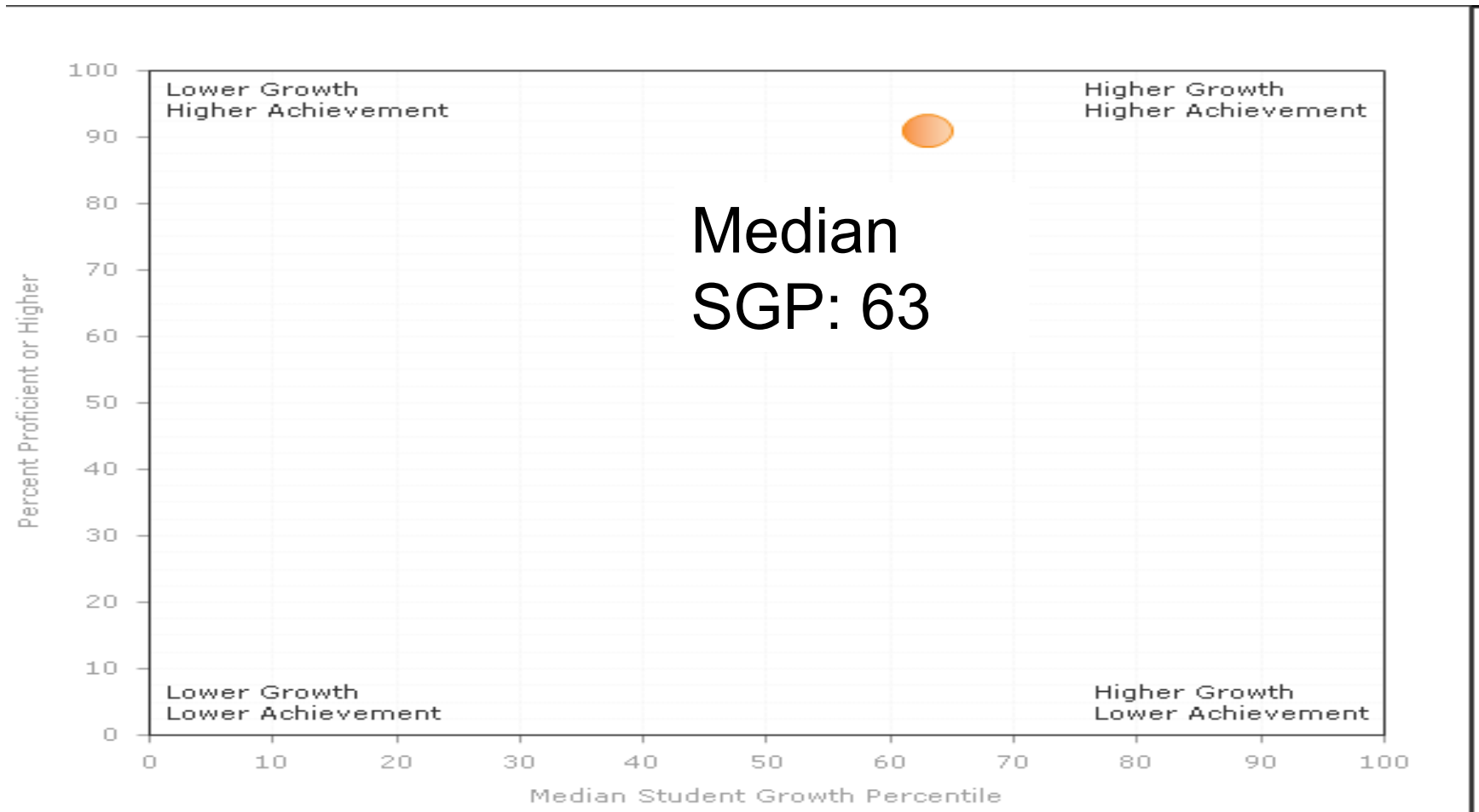
SGP 40 – 60 = Moderate growth

SGP 60 – 100 = Higher growth

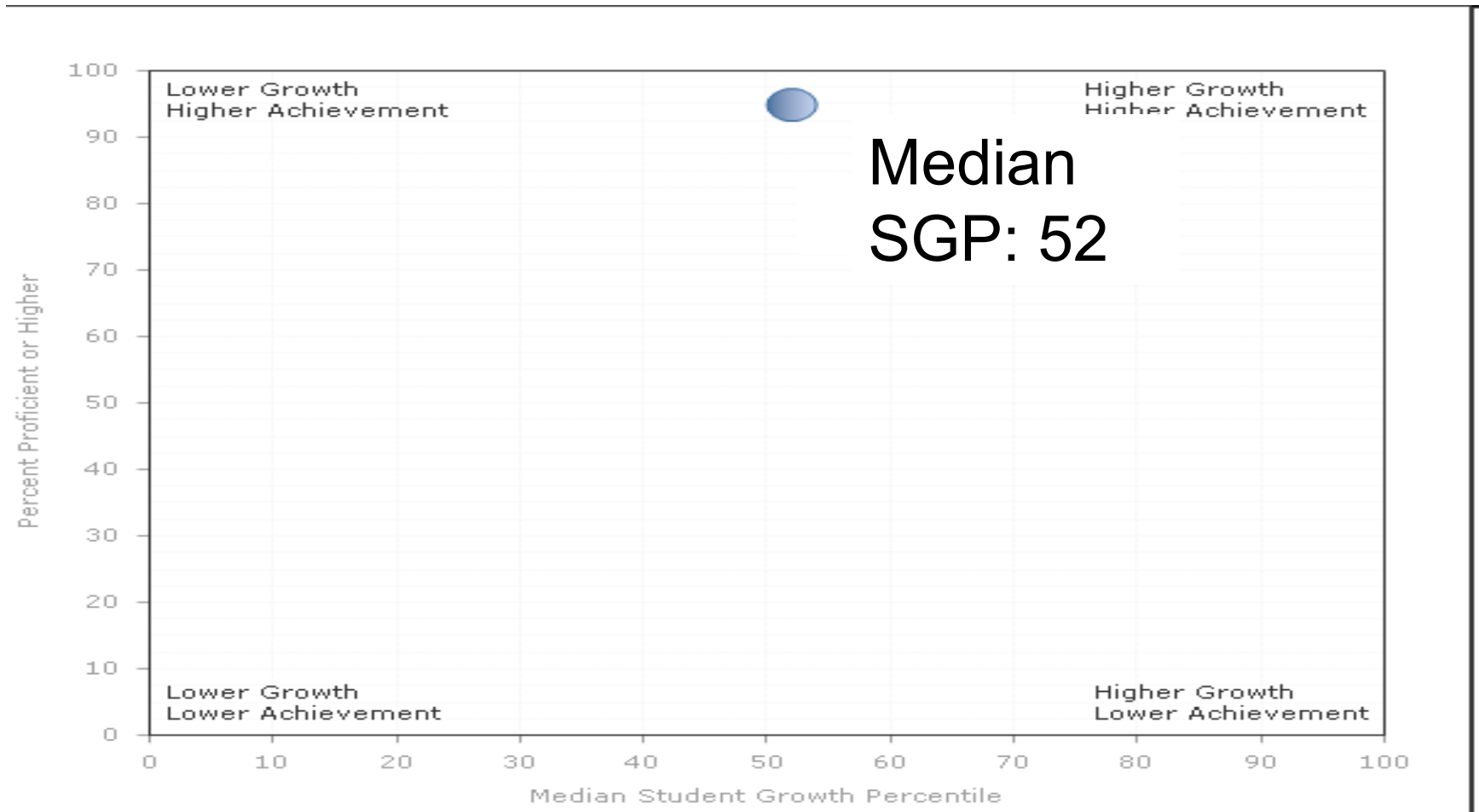
STUDENT GROWTH PERCENTILE

Test	Median SGP	A/P%	Δ
ELA	52.0	95	+4.5
MATH	63.0	91	+3
Biology	N/A	88	n/a

STUDENT GROWTH PERCENTILE MATH



STUDENT GROWTH PERCENTILE ELA



EFFORTS TOWARD CONTINUOUS IMPROVEMENT

- Curriculum, assessment and instruction targeted on deep understanding of critical concepts and content
- All curriculum based upon Massachusetts common core standards as “unpacked” by course partner groups
- Item analyses followed by curriculum modifications AND instructional modifications
 - Identify soft spots in the curriculum
 - Identify exemplary performance areas and correlated instructional methods
- Utilize open response items similar to MCAS test items

EFFORTS TOWARD CONTINUOUS IMPROVEMENT

- Identify struggling students (based upon gr. 8 results) and provide tutoring sessions
- Analyses of most difficult test items by appropriate course partner groups
- Schedule sections with struggling learners appropriately (small, supported, timely)
 - Ex: Essay Writing, Informal Geometry, full-year Biology
- Revise study guides in all subject areas
- Continue to foster a culture of continuous improvement