

DOVER SHERBORN PUBLIC SCHOOLS DOVER SHERBORN HIGH SCHOOL SPRING 2009 MCAS REPORT



- I. Executive Summary
 - a. Overall Achievement
 - b. Trends in Achievement
 - c. Performance Level Results by Subject
- II. Grade/Content Area Performance
 - a. Current Year
 - b. Over Time
- III. Graduating Class Cohort Data
- IV. Question Type and Strand Data Analysis

Key Points/Action Items

- ✓ This last set of data shows how students did in the six major topics covered in the first year Biology course. Our students scored highest (90 percent) in Chemistry of Life and lowest (70 percent) in Cell Biology. However, the comparison to state scores shows a difference in all areas between 19 and 25 percent higher. This reveals consistency in that there is no topic that stands out as a weakness (or special strength) relative to the state.
However, looking at just the DS scores, we were lowest in the areas of Cell Biology, Evolution, and Genetics. Science teachers will look at this data and decide if these areas need more time or a different approach. They will also look at the released test questions and see where they need to place more emphasis.
- ✓ It is clear that DS students did better on the multiple-choice section compared to the open response questions. We will infuse open response questions into tests and quizzes throughout the year to allow more practice. Also, students have to be convinced that even if they're not confident of the topic in an open response question, they should not leave it blank. Writing whatever they do know may earn 2 out of a possible 4 points, which can make a significant difference when there are four or five of these questions in a typical MCAS test.