

# DOVER SHERBORN PUBLIC SCHOOLS DOVER SHERBORN HIGH SCHOOL SPRING 2011 MCAS REPORT



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Valerie G. Spriggs, Superintendent  
Steven B. Bliss, Assistant Superintendent

**October, 2011**

*We would like to recognize the hard work and dedication of the faculty and staff at  
Dover Sherborn High School.*

*A special thanks is extended to Ms. Denise Lonergan, Headmaster,  
Ms. Kim McParland, Assistant Headmaster, Mr. K. C. Potts, English Department  
Chair, Mr. Jim Baroody, Math Department Chair, and  
Mr. Charlie Chicklis, Science Department Chair, for their superb instructional  
leadership and assistance in compiling this report.*

## **I. Introduction**

### ***a. Summary of State-Wide Participation and Performance***

A total of 547,728 Massachusetts public school students in grades 3–10 participated in a total of 17 MCAS tests in English Language Arts, Mathematics, and Science and Technology/Engineering during the fourteenth administration of the MCAS in the spring of 2011.<sup>1</sup> Participation rates remained very high, ranging from 98 to 100 percent across the grades and subjects tested.

In 2011, 9,325 students with disabilities participated in the MCAS Alternate Assessment (MCAS-Alt) by submitting portfolios documenting their academic achievement in one or more subjects in grades 3–12.

Student achievement statewide improved on 9 of the 17 MCAS tests administered in 2011. Between 2010 and 2011, the percentage of students scoring *Proficient* or higher<sup>2</sup> improved by one to six percentage points on four of seven grade-level tests in English Language Arts (ELA), one to four points on four of seven grade-level tests in Mathematics, and two points on one of three grade-level tests in Science and Technology/Engineering (STE).

The percentage of students statewide scoring *Proficient* or higher ranged from

- 53 percent at grade 4 to 84 percent at grade 10 in ELA;
- 47 percent at grade 4 to 77 percent at grade 10 in Mathematics; and
- 39 percent at grade 8 to 67 percent at the high school level in STE.

<b>2009-2011 Statewide MCAS Test Results</b>				
<b>Percentage of Students Scoring <i>Proficient</i> or Higher</b>				
<b>Grade</b>	<b>Year</b>	<b>English Language Arts</b>	<b>Mathematics</b>	<b>Science and Technology/Engineering</b>
Grade 3	<b>2011</b>	<b>61</b>	<b>66</b>	–
	2010	63	65	–
	2009	57	60	–
Grade 4	<b>2011</b>	<b>53</b>	<b>47</b>	–
	2010	54	48	–
	2009	54	48	–
Grade 5	<b>2011</b>	<b>67</b>	<b>59</b>	<b>50</b>
	2010	63	55	53
	2009	63	54	49
Grade 6	<b>2011</b>	<b>68</b>	<b>58</b>	–
	2010	69	59	–
	2009	66	57	–
Grade 7	<b>2011</b>	<b>73</b>	<b>51</b>	–
	2010	72	53	–
	2009	70	49	–
Grade 8	<b>2011</b>	<b>79</b>	<b>52</b>	<b>39</b>
	2010	78	51	40
	2009	78	48	39
Grade 10 <sup>a</sup>	<b>2011</b>	<b>84</b>	<b>77</b>	<b>67</b>
	2010	78	75	65
	2009	79	75	61

<sup>1</sup> The four subject-specific high school Science and Technology/Engineering tests in Biology, Chemistry, Introductory Physics, and Technology/Engineering given in grades 9 and 10 are counted here as one operational test.

<sup>2</sup> In this report, *Proficient* or higher refers to the cumulative percentage of students scoring at the *Proficient* and *Advanced* levels.

## ***b. Key Terms***

***NCLB Report Card & Adequate Yearly Performance (AYP):*** All public schools in the state receive a Report Card annually. The NCLB Report Card defines the school's Adequate Yearly Progress (AYP) status. AYP is a measure of the extent to which a student group within a school demonstrates proficiency in English language arts and mathematics. NCLB Report Cards are issued each year and show the progress schools and districts are making toward the goal of having all students reach proficiency by the year 2014.

AYP determinations are made separately for ELA and Mathematics. For each subject test there are multiple AYP determinations, including that for all students (the aggregate) and for student subgroups. Student subgroups for whom AYP determinations are made include students with disabilities, students with limited English proficiency, economically disadvantaged students (eligible for free/reduced price school lunch), and African American/Black, Hispanic, Asian, White, and Native American students.

AYP measures student performance against specific expectations each year. To receive an affirmative AYP determination, schools and districts must meet a student participation requirement, an additional attendance or graduation requirement, and either the state's performance target (CPI) or the group's own improvement target.

***Improvement Target:*** An indication of whether a district, school, or student group made AYP in 2011 by improving its Composite Performance Index (CPI) from 2010 to 2011 within or above its On Target Range. A district, school or group's improvement target is calculated by adding its gain target to its 2010 CPI (Baseline).

***Performance Target:*** An indication of whether a district, school, or student group made AYP in 2011 by meeting or exceeding the 2011 state performance target. The 2011 state performance target for ELA is a Composite Performance Index (CPI) of 87.2; for mathematics, 79.9.

***Composite Performance Index (CPI):*** An important variable in a school's AYP determination, CPI is a 100-point index that assigns 100, 75, 50, 25, or 0 points to each student participating in MCAS based on their performance. The total points assigned to each student are added together and the sum is divided by the total number of students assessed. The result is a number between 0 and 100, which constitutes a district, school, or group's CPI for that subject and student group. The CPI is a measure of the extent to which students are progressing toward proficiency (a CPI of 100) in ELA and mathematics. CPIs are generated separately for ELA and mathematics, and at all levels including state, district, school, and student subgroup.

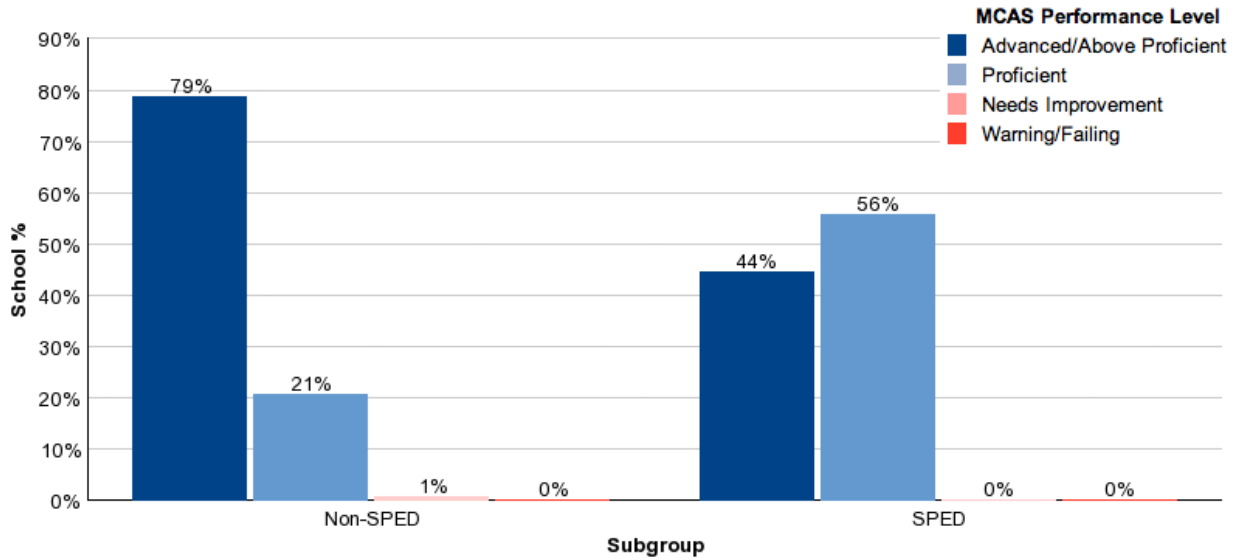
***Competency Determination:*** All Massachusetts students who seek to earn a high school diploma must meet the Commonwealth's Competency Determination (CD) standard in addition to all local graduation requirements. In order to earn a CD, students must **either** earn a scaled score of 240 (Proficient) or higher on the grade 10 MCAS ELA and mathematics tests or retests, **or** earn a score of 220–238 on the grade 10 MCAS ELA and mathematics tests or retests and fulfill the requirements of an Educational Proficiency Plan (EPP). Students in the class of 2010 and beyond also must earn a score of 220 or higher on one of four subject-specific high school MCAS tests in Science and Technology/Engineering (Biology, Chemistry, Introductory Physics, or Technology/Engineering) to earn a CD.

## II. Grade/Content Area Performance

### a. Current Year – English Language Arts Grade 10



**School Performance Distribution by SPED Status**  
Dover-Sherborn, Dover-Sherborn Reg High - 2011 MCAS Grade 10 English Language Arts



Subgroup	MCAS Performance Level	School #	School %	District %	State %
Non-SPED	Advanced	115	79%	79%	38%
	Proficient	30	21%	20%	53%
	Needs Improvement	1	1%	1%	8%
	Failing	0	0%	0%	1%
<b>Non-SPED</b>		<b>146</b>			
SPED	Advanced	8	44%	32%	5%
	Proficient	10	56%	60%	44%
	Needs Improvement	0	0%	4%	35%
	Failing	0	0%	4%	15%
<b>SPED</b>		<b>18</b>			
<b>Total # of Students</b>		<b>164</b>			

MCAS results are suppressed (-) for group counts of less than 10. Suppressed groups are not rendered in charts.

October enrollment filter is applied to the School results only. District and State results include On or After Oct. 1.

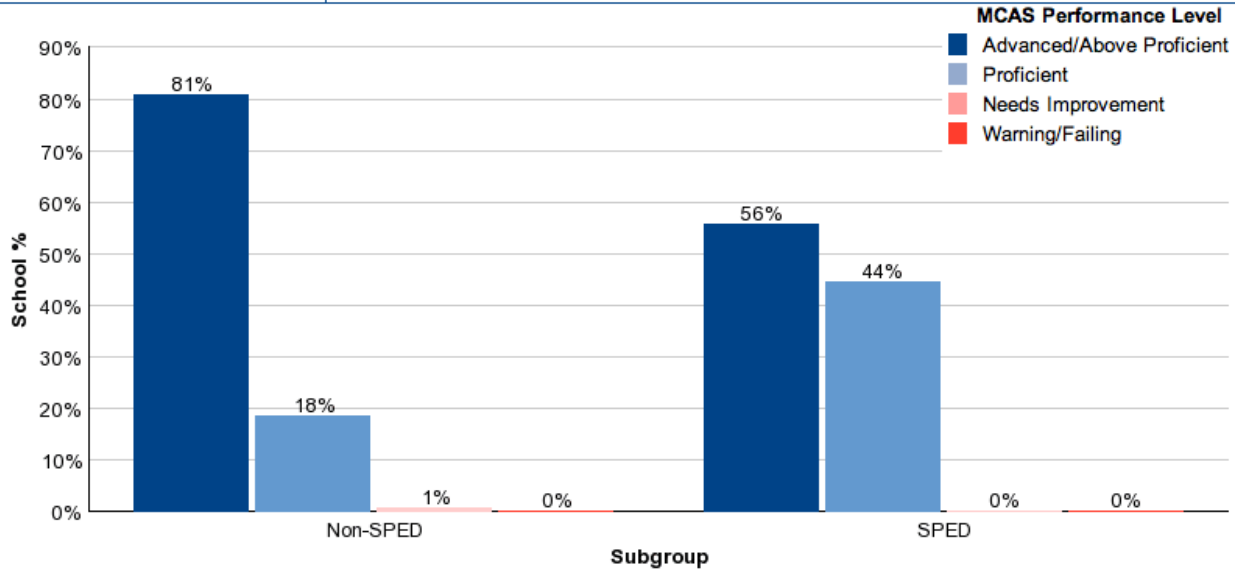
Key Points/Action Items  
English Language Arts

Area of Concentration	Action/Strategy	Timeline	Benchmark Indicator
<p>Increase percentage of all students scoring in the <i>Advanced</i> category. (123 of 164 students scored <i>Advanced</i>).</p> <p>Increase percentage of special education students scoring in the <i>Advanced/Upper Proficient</i> categories. (10 students scored <i>Proficient</i>).</p>	<ul style="list-style-type: none"> <li>▪ Analyze MCAS test results of 8<sup>th</sup> grade students.</li> <li>▪ Identify students who are borderline <i>Advanced</i> and <i>Proficient</i>.</li> <li>▪ Isolate individual areas of weakness of all students by examining individual performance on individual questions.</li> <li>▪ Isolate general areas of weakness by examining group performance on individual questions.</li> <li>▪ Remediate through reinforcement of skills through current curriculum and, where indicated, modification of curriculum, using specific questions from actual MCAS exams.</li> <li>▪ Continue to have all sophomores develop a familiarity with test format, question types, and test taking strategies.</li> <li>▪ Work with Special education Department, Small Group English, MCAS Prep in implementing and reinforcing curriculum with special education students.</li> <li>▪ Track students' progress by analyzing test results.</li> </ul>	<p>Fall 2011- Fall 2012 (release of 2012 results)</p>	<p>Greater percentage of all students scoring in the <i>Advanced</i> category.</p>

a. Current Year – Mathematics Grade 10



**School Performance Distribution by SPED Status**  
 Dover-Sherborn, Dover-Sherborn Reg High - 2011 MCAS Grade 10 Mathematics



Subgroup	MCAS Performance Level	School #	School %	District %	State %
Non-SPED	Advanced	118	81%	81%	56%
	Proficient	27	18%	19%	29%
	Needs Improvement	1	1%	1%	13%
	Failing	0	0%	0%	3%
<b>Non-SPED</b>		<b>146</b>			
SPED	Advanced	10	56%	44%	12%
	Proficient	8	44%	36%	27%
	Needs Improvement	0	0%	12%	34%
	Failing	0	0%	8%	27%
<b>SPED</b>		<b>18</b>			
<b>Total # of Students</b>		<b>164</b>			

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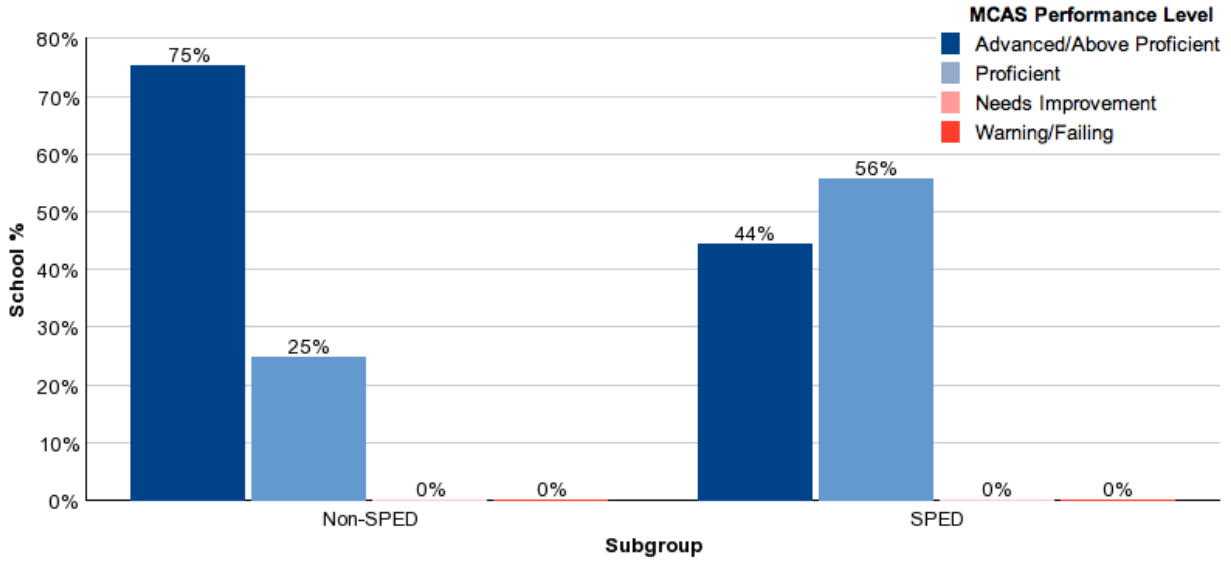
Key Points/Action Items  
Mathematics

Area of Concentration	Action/Strategy	Timeline	Benchmark Indicator
Students in <i>Needs Improvement</i>	<ul style="list-style-type: none"> <li>• Only 1 student was in this category – we’re very pleased with this result!</li> <li>• Analyze individual student test results to determine areas of weakness.</li> </ul>	2011-13 (graduation)	Student’s continued enrollment in math courses with passing grades on quizzes, tests, and exams.
Continue to work on helping all students achieve <i>Advanced</i>	<ul style="list-style-type: none"> <li>• Analyze aggregate test results for special education students to determine general areas of weakness (those questions on which we do not score more than 70% correct)</li> <li>• Modify curriculum, if required</li> <li>• Enhance existing warm-up and test/quiz problems to focus on any new areas of weakness</li> <li>• Work with Special education Department to add additional worksheets for special education students, if necessary, in addition to continuing to work on test taking skills</li> </ul>	2011-12	Continued increase in percentage of students scoring <i>Advanced</i> .

a. Current Year – Biology Grade 9



**School Performance Distribution by SPED Status**  
 Dover-Sherborn, Dover-Sherborn Reg High - 2011 MCAS Grade HS (9, 10) Biology



Subgroup	MCAS Performance Level	School #	School %	District %	State %
Non-SPED	Advanced	103	75%	75%	29%
	Proficient	34	25%	25%	50%
	Needs Improvement	0	0%	0%	17%
	Warning	0	0%	0%	4%
<b>Non-SPED</b>		<b>137</b>			
SPED	Advanced	8	44%	38%	4%
	Proficient	10	56%	57%	28%
	Needs Improvement	0	0%	0%	37%
	Warning	0	0%	5%	30%
<b>SPED</b>		<b>18</b>			
<b>Total # of Students</b>		<b>155</b>			

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Key Points/Action Items  
Science

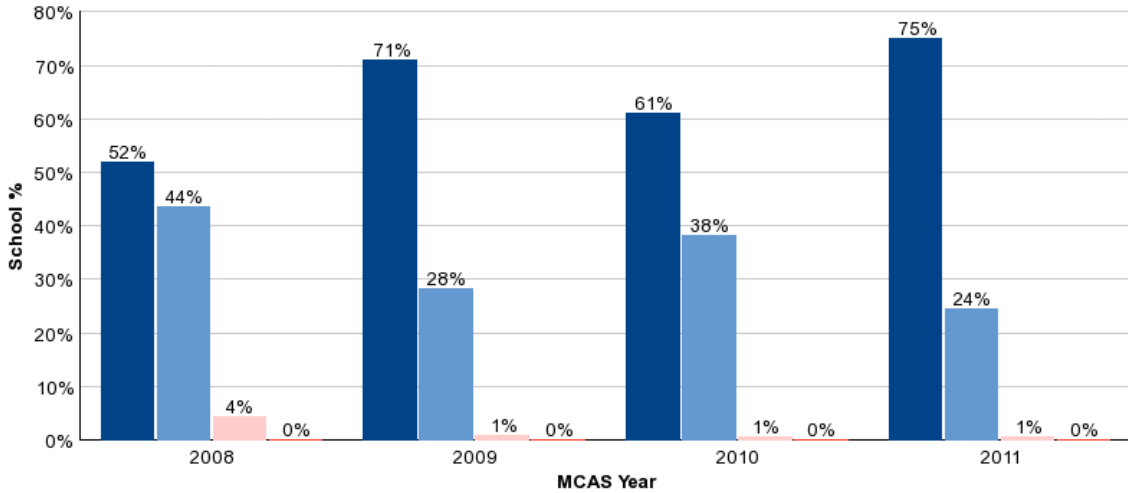
Area of Concentration	Action/Strategy	Timeline	Benchmark Indicator
<p>Continue to work on helping all students achieve <i>Advanced</i>. 111 of 155 students scored <i>Advanced</i>.</p>	<ul style="list-style-type: none"> <li>• All special education and non-special education students scored in the Advanced or Proficient categories.</li> <li>• For the past few years, we have been at or near the top of all the schools in the state.</li> </ul>	<p>2011-13 (graduation)</p>	<p>Greater percentage of students in the Advanced category.</p>
<p>Increase the percentage of special education students in the <i>Advanced</i> category.</p>	<ul style="list-style-type: none"> <li>• Continue our “Small Group” classes for students who need reinforcement of concepts covered in their regular Biology class.</li> <li>• Continue our review sessions given after school and evenings in the weeks before MCAS is taken.</li> </ul>		<p>Greater percentage of special education students in the Advanced category.</p>

## b. Over Time – English Language Arts Grade 10



### School Performance Distribution by Year Dover-Sherborn, Dover-Sherborn Reg High - MCAS Grade 10 English Language Arts

Students Included: On Oct 1



MCAS Year	MCAS Performance Level	School #	School %	District %	State %
2008	Advanced	82	52%	51%	23%
	Proficient	69	44%	45%	51%
	Needs Improvement	7	4%	4%	21%
	Failing	0	0%	0%	4%
		<b>2008</b>	<b>158</b>		
2009	Advanced	88	71%	70%	29%
	Proficient	35	28%	29%	52%
	Needs Improvement	1	1%	1%	15%
	Failing	0	0%	0%	4%
		<b>2009</b>	<b>124</b>		
2010	Advanced	96	61%	59%	26%
	Proficient	60	38%	37%	52%
	Needs Improvement	1	1%	2%	18%
	Failing	0	0%	2%	4%
		<b>2010</b>	<b>157</b>		
2011	Advanced	123	75%	72%	33%
	Proficient	40	24%	26%	51%
	Needs Improvement	1	1%	1%	13%
	Failing	0	0%	1%	3%
		<b>2011</b>	<b>164</b>		

**MCAS Performance Level**

- Advanced
- Proficient
- Needs Improvement
- Warning/Failing

MCAS results are suppressed (-) for group counts of less than 10. Suppressed groups are not rendered in charts.

Key Points/Action Items  
English Language Arts

Area of Concentration	Action/Strategy	Timeline	Benchmark Indicator
<p>Increase percentage of students scoring in the <i>Advanced</i> category.</p>	<ul style="list-style-type: none"> <li>▪ Analyze 8<sup>th</sup> and 10<sup>th</sup> grade results to identify question types that students struggle with and to look for any patterns.</li> <li>▪ Modify curriculum and/or assessments, as necessary to address identified areas of difficulty. Check results on similar question types on subsequent MCAS test.</li> <li>▪ Continue to use MCAS data as one tool for assessing the effectiveness of our curriculum for 9<sup>th</sup> and 10<sup>th</sup> graders.</li> <li>▪ Continue to aim for smaller class sizes in English classes.</li> <li>▪ Continue working with the department and with the Professional Development Committee to identify staff development opportunities (i.e., Skillful Teacher, technology integration, language-based disabilities) to meet students' diverse and unique learning needs.</li> </ul>	<p>2011-12</p>	<p>Increase percentage of students scoring in the <i>Advanced</i> category.</p> <p>Teachers sharing best practices with one another and embedding those practices in daily instruction</p>

Trends worth noting: Only one student in the *Needs Improvement* category for the past three years; having 99% of our students in the *Advanced* or *Proficient* categories for three years in a row; having 75% of our students – 123 of 164 – in the *Advanced* level, the most students we've had do so well.

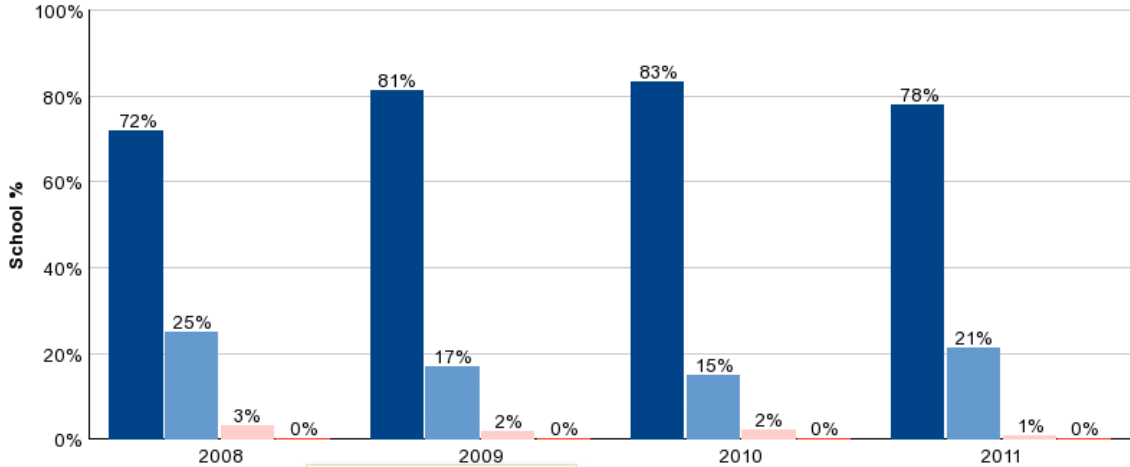
Given the fact that the English Department has now developed into a more experienced group after having gone through a near-complete transformation, test results indicate that teachers are doing an effective job at all levels.

## b. Over Time – Mathematics Grade 10



### School Performance Distribution by Year Dover-Sherborn, Dover-Sherborn Reg High - MCAS Grade 10 Mathematics

Students Included: On Oct 1



MCAS Year = 2008  
MCAS Performance Level = Failing  
School % = 0%

MCAS Year	MCAS Performance Level	School #	School %	District %	State %
2008	Advanced	113	72%	71%	43%
	Proficient	39	25%	25%	29%
	Needs Improvement	5	3%	4%	19%
	Failing	0	0%	0%	9%
<b>2008</b>		<b>157</b>			
2009	Advanced	101	81%	80%	47%
	Proficient	21	17%	17%	28%
	Needs Improvement	2	2%	2%	18%
	Failing	0	0%	0%	8%
<b>2009</b>		<b>124</b>			
2010	Advanced	131	83%	80%	50%
	Proficient	23	15%	15%	25%
	Needs Improvement	3	2%	2%	17%
	Failing	0	0%	4%	7%
<b>2010</b>		<b>157</b>			
2011	Advanced	128	78%	75%	48%
	Proficient	35	21%	21%	29%
	Needs Improvement	1	1%	2%	16%
	Failing	0	0%	1%	7%
<b>2011</b>		<b>164</b>			

**MCAS Performance Level**

- Advanced
- Proficient
- Needs Improvement
- Warning/Failing

MCAS results are suppressed (-) for group counts of less than 10. Suppressed groups are not rendered in charts.

Key Points/Action Items  
Mathematics

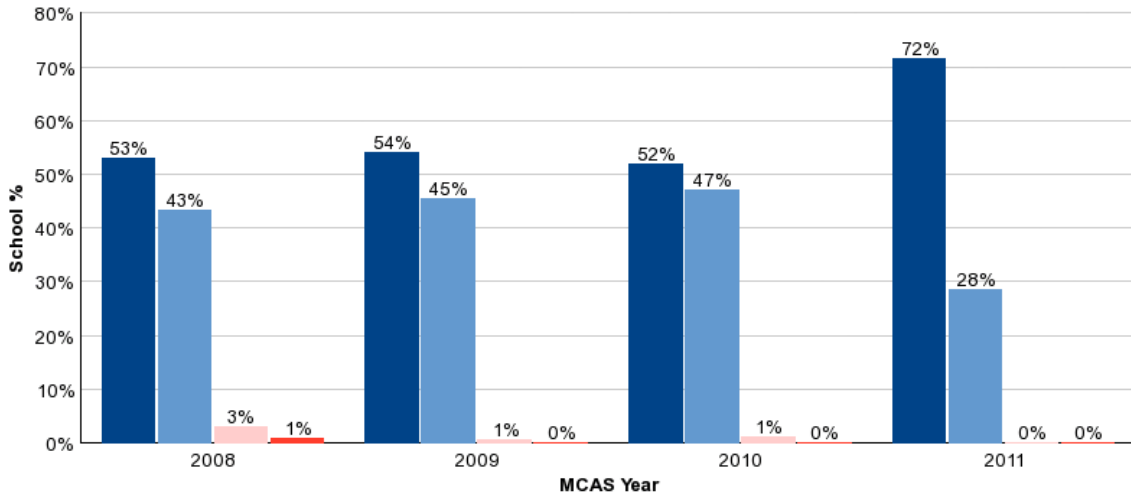
Area of Concentration	Action/Strategy	Timeline	Benchmark Indicator
Students scoring <i>Needs Improvement</i>	<ul style="list-style-type: none"> <li>• Analyze individual student test results to determine areas of weakness</li> <li>• Develop warm-up and worksheet problems focusing on weak areas</li> </ul>	2011-13 (graduation)	Passing grades on math quizzes, tests, and exams
Continue to work on helping all students achieve <i>Advanced</i>	<ul style="list-style-type: none"> <li>• Analyze aggregate test results to determine general areas of weakness (those questions on which we do not score more than 70% correct)</li> <li>• Modify curriculum, if required</li> <li>• Enhance existing warm-up and test/quiz problems to focus on any new areas of weakness</li> </ul>	2011-12	Continued increase in percentage of students scoring <i>Advanced</i>
All students	<ul style="list-style-type: none"> <li>• Continue working with the department and with the Professional Development Committee to identify staff development opportunities (i.e., Skillful Teacher, technology integration, language-based disabilities) to meet students' diverse and unique learning needs.</li> </ul>	2011-12	Teachers sharing best practices with one another and embedding those practices in daily instruction

## b. Over Time – Biology Grade 9



### School Performance Distribution by Year Dover-Sherborn, Dover-Sherborn Reg High - MCAS Grade HS (9, 10) Biology

Students Included: On Oct 1



MCAS Year	MCAS Performance Level	School #	School %	District %	State %
2008	Advanced	72	53%	53%	14%
	Proficient	59	43%	44%	41%
	Needs Improvement	4	3%	3%	28%
	Warning	1	1%	1%	17%
		<b>2008</b>	<b>136</b>		
2009	Advanced	88	54%	52%	15%
	Proficient	74	45%	45%	46%
	Needs Improvement	1	1%	2%	24%
	Warning	0	0%	1%	14%
		<b>2009</b>	<b>163</b>		
2010	Advanced	87	52%	49%	17%
	Proficient	79	47%	44%	46%
	Needs Improvement	2	1%	5%	23%
	Warning	0	0%	2%	13%
		<b>2010</b>	<b>168</b>		
2011	Advanced	111	72%	70%	25%
	Proficient	44	28%	29%	46%
	Needs Improvement	0	0%	0%	21%
	Warning	0	0%	1%	9%
		<b>2011</b>	<b>155</b>		

**MCAS Performance Level**

- Advanced
- Proficient
- Needs Improvement
- Warning/Failing

MCAS results are suppressed (-) for group counts of less than 10. Suppressed groups are not rendered in charts.

Key Points/Action Items  
Science

Area of Concentration	Action/Strategy	Timeline	Benchmark Indicator
Continue to work on helping all students achieve <i>Advanced</i>	<ul style="list-style-type: none"> <li>• The graph shows an increase in the <i>Advanced</i> category from 52% in 2008 to 72% in 2011!</li> <li>• Continue our “Small Group” and Review classes and use more free response questions as part of teacher tests.</li> <li>• Staff Training:               <ol style="list-style-type: none"> <li>1. Student Response System(clickers) for formative assessment.</li> <li>2. PASCO Interfacing equipment for an enhanced lab experience.</li> <li>3. “The Skillful Teacher”- professional development for incorporating “best practices.”</li> </ol> </li> </ul>	2011-13 (graduation)	Continued increase in percentage of students scoring <i>Advanced</i>

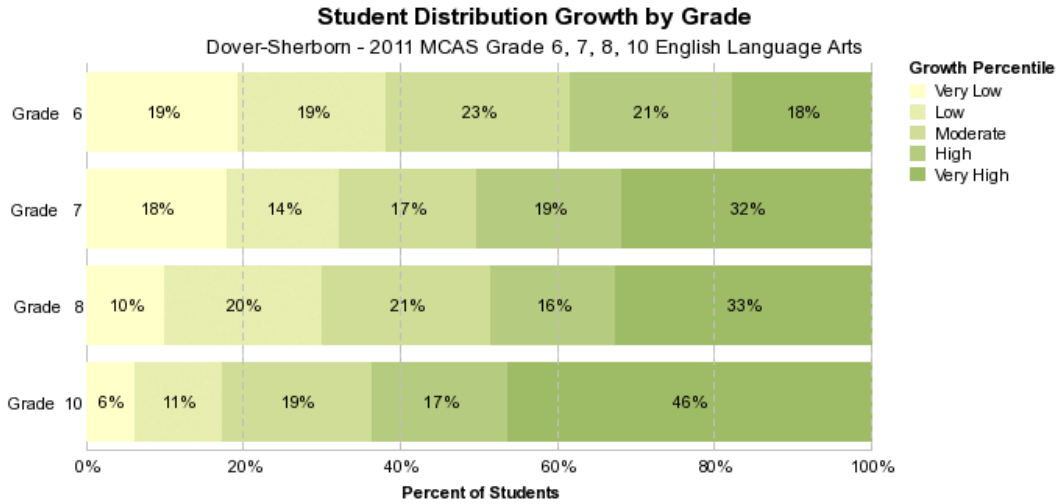
### III. Growth Data

#### a. English Language Arts (Grades 6-10)



#### Spring 2011 MCAS District Growth Distribution

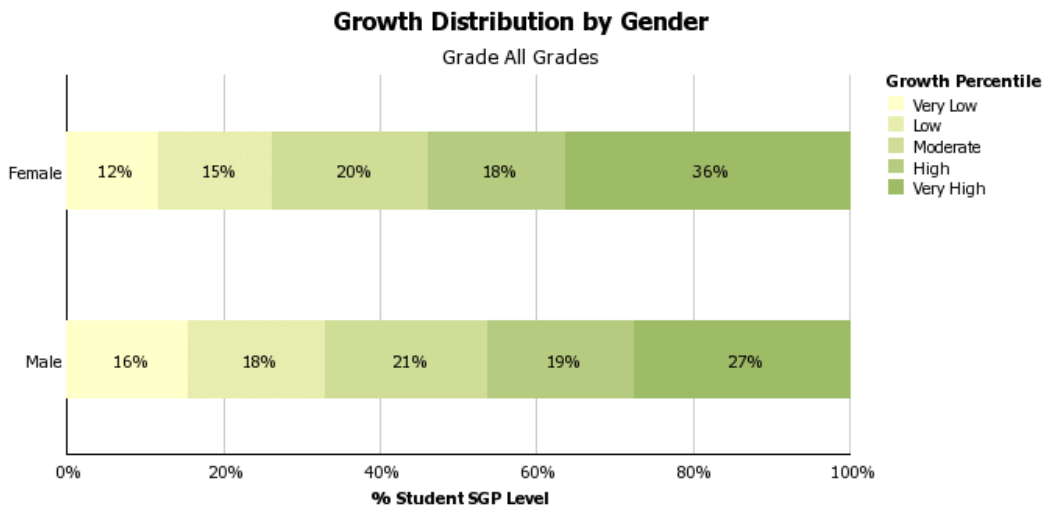
Subject: English Language Arts  
District: Dover-Sherborn



Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Grade 6	175	34	33	41	36	31	90%
Grade 7	189	34	27	33	35	60	89%
Grade 8	169	17	34	36	27	55	94%
Grade 10	162	10	18	31	28	75	98%

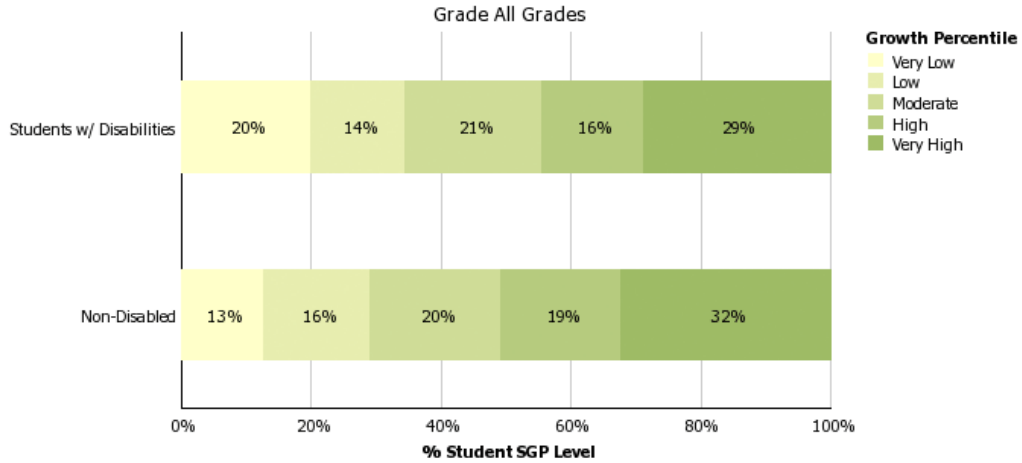
Note: Only students assigned an SGP are included in the chart. % Proficient includes all students tested.



Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	Very Low	Low	Moderate	High	Very High	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Female	40	50	68	60	124	342	96	355
Male	55	62	73	66	97	353	89	370

**Growth Distribution by Disability Status**



	Very Low	Low	Moderate	High	Very High	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Non-Disabled	77	99	122	112	195	605	98	625
Students w/ Disabilities	18	13	19	14	26	90	60	100

Key Points/Action Items  
English Language Arts

Area of Concentration	Key Points
Student Growth by Grade	The 2011 cohort indicates that Dover-Sherborn students make steady gains in English Language Arts from grades 6-10 as measured by both performance (% <i>Advanced/Proficient</i> ) and growth. A steadily decreasing percentage of DS students show <i>very low</i> or <i>low</i> growth than the state norm, and a steadily increasing percentage of students in each grade scored <i>very high</i> according to the growth benchmark. Taken in conjunction with our results on the high stakes 10 <sup>th</sup> grade test, our schools do a consistently effective job preparing students for the MCAS test.
Growth by Gender	Female percentage growth at the <i>very high</i> level from grades 6-10 – 36% --is 9% higher than male percentage growth, and the percent difference in students scoring at the <i>proficient</i> level is 7%. Male and female percentage growth from grades 6-10 seems to be about equal in terms of <i>high growth</i> and <i>moderate growth</i> with only a 1% difference at each level between male and female growth. A 7% disparity exists between male and female growth in the combined <i>low and very low</i> ranges, and this trend merits further analysis, though it is likely that much of this trend is found in the difference between the 38% of 6 <sup>th</sup> grade students and the 17% of 10 <sup>th</sup> graders at the <i>low and very low</i> ranges. Ultimately, though, 99% of our students score in the <i>Proficient</i> and <i>Advanced</i> categories, and all students pass the test.
Special Education Growth	The percentage of special education students that show <i>very high</i> (29%), <i>high</i> (16%), and <i>moderate</i> (23%) growth is close to the percentage of non-SPECIAL EDUCATION students in the same range. Special education students at DS in the <i>very low</i> level (20%) is at the state level. The combined percentage of special education students in the <i>very low</i> and <i>low</i> ranges (34%) is close to the combined percentage of non-special education students (29%) in the same two ranges.

## b. Mathematics (Grades 6-10)

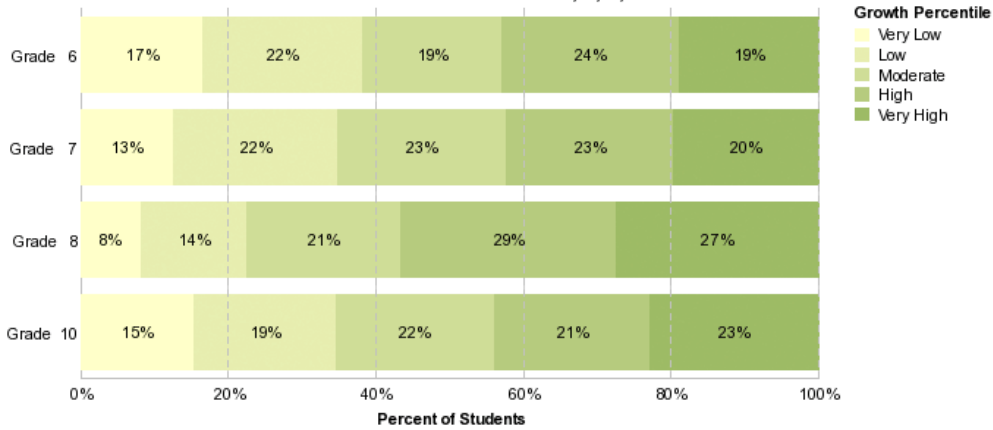


### Spring 2011 MCAS District Growth Distribution

Subject: Mathematics  
District: Dover-Sherborn

#### Student Distribution Growth by Grade

Dover-Sherborn - 2011 MCAS Grade 6, 7, 8, 10 Mathematics



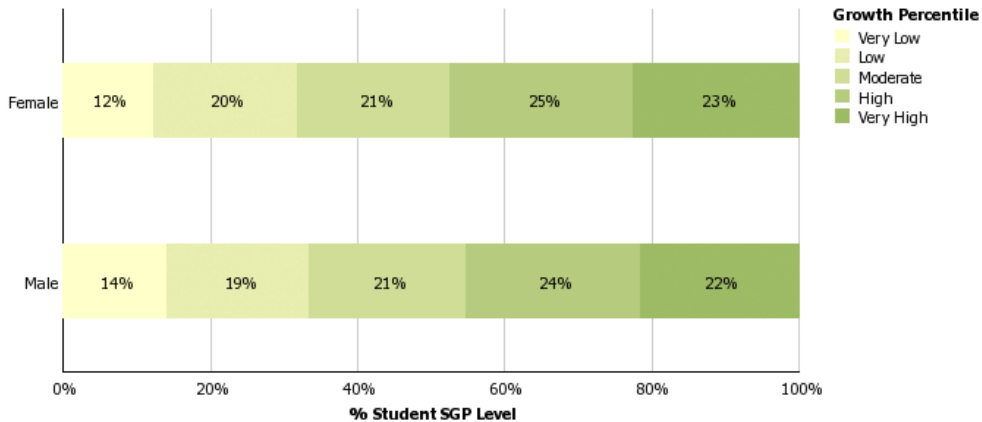
Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Grade 6	175	29	38	33	42	33	82%
Grade 7	189	24	42	43	43	37	77%
Grade 8	168	14	24	35	49	46	80%
Grade 10	162	25	31	35	34	37	97%

Note: Only students assigned an SGP are included in the chart. % Proficient includes all students tested.

#### Growth Distribution by Gender

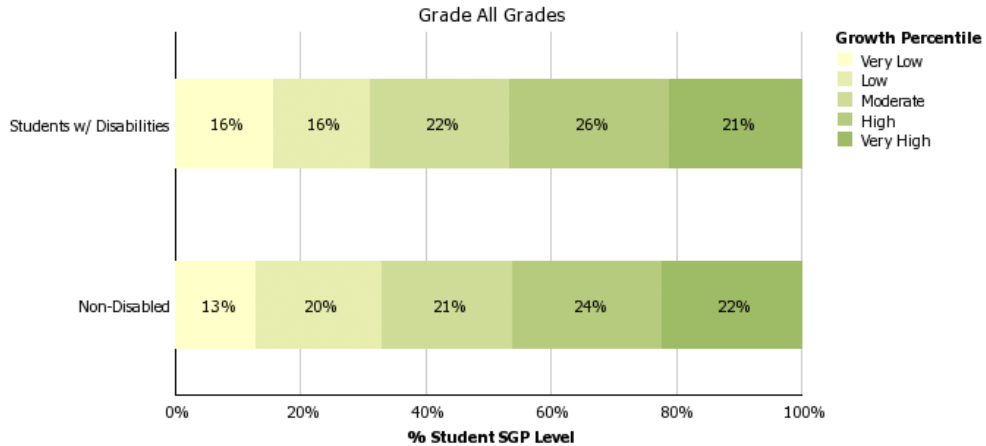
Grade All Grades



Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	Very Low	Low	Moderate	High	Very High	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Female	42	67	71	85	77	342	88	356
Male	50	68	75	83	76	352	80	369

**Growth Distribution by Disability Status**



Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	Very Low	Low	Moderate	High	Very High	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Non-Disabled	78	121	126	145	134	604	91	625
Students w/ Disabilities	14	14	20	23	19	90	40	100

**Key Points/Action Items**  
**Math**

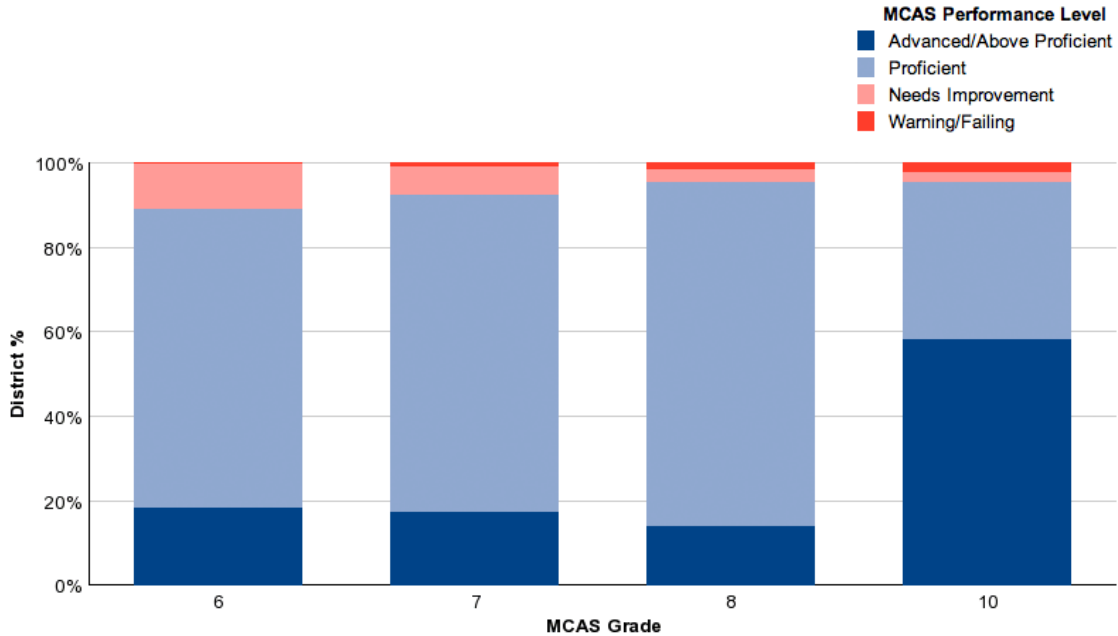
Area of Concentration	Action/Strategy
Student Growth by Grade	<ul style="list-style-type: none"> <li>It appears that our students, in aggregate, grow at a higher rate than their “academic peers” (students with similar test score histories) throughout the state. This growth appears to accelerate as students progress through our system.</li> </ul>
Growth by Gender	<ul style="list-style-type: none"> <li>Growth for each gender is statistically similar (anything under 4 points different is not statistically significant according to the state).</li> </ul>
Special Education Growth	<ul style="list-style-type: none"> <li>Special education students at DS, particularly those who perform the worst, appear to grow more than their academic peers across the state.</li> </ul>

## V. Graduating Class Cohort Data

### a. Class of 2012



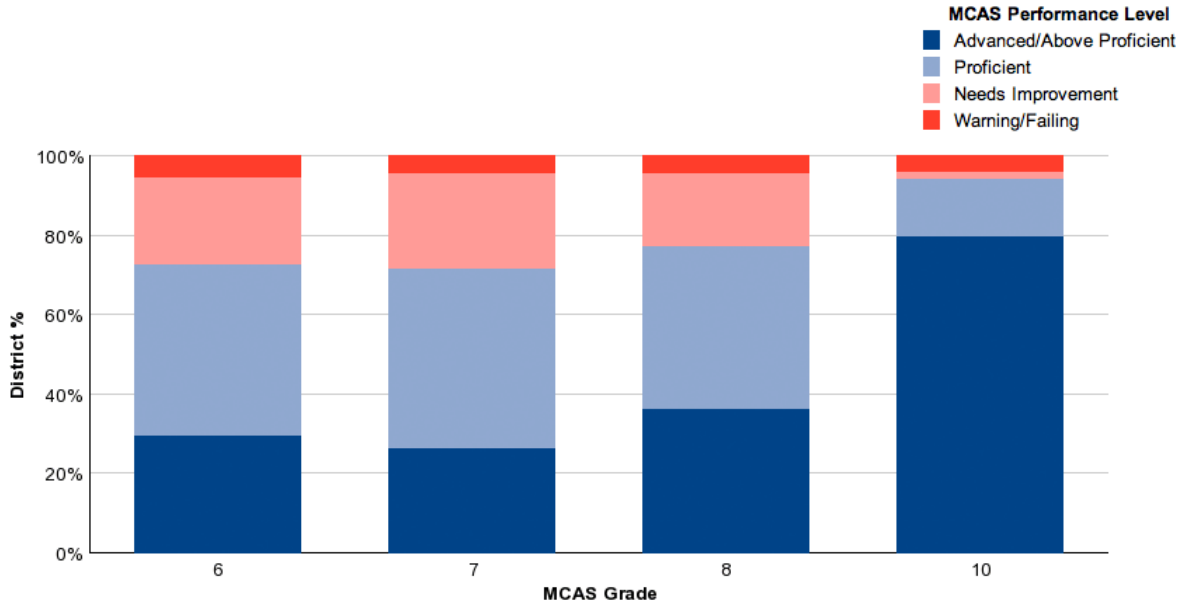
### District Graduating Class History Dover-Sherborn - Class of 2012 English Language Arts



Note: This report shows the MCAS history for a district graduating class that is not a 'matched cohort' of students.

MCAS Year	MCAS Grade	MCAS Performance Level	District #	District %	State %
2006	6	Advanced	64	19%	10%
		Proficient	244	71%	54%
		Needs Improvement	36	10%	28%
		Warning/Failing	0	0%	8%
			<b>2006</b>	<b>344</b>	
2007	7	Advanced	58	17%	9%
		Proficient	250	75%	60%
		Needs Improvement	22	7%	23%
		Warning/Failing	2	1%	8%
			<b>2007</b>	<b>332</b>	
2008	8	Advanced	48	14%	12%
		Proficient	274	82%	63%
		Needs Improvement	10	3%	18%
		Warning/Failing	4	1%	7%
			<b>2008</b>	<b>336</b>	
2010	10	Advanced	192	59%	26%
		Proficient	122	37%	52%
		Needs Improvement	8	2%	18%
		Warning/Failing	6	2%	4%
			<b>2010</b>	<b>328</b>	

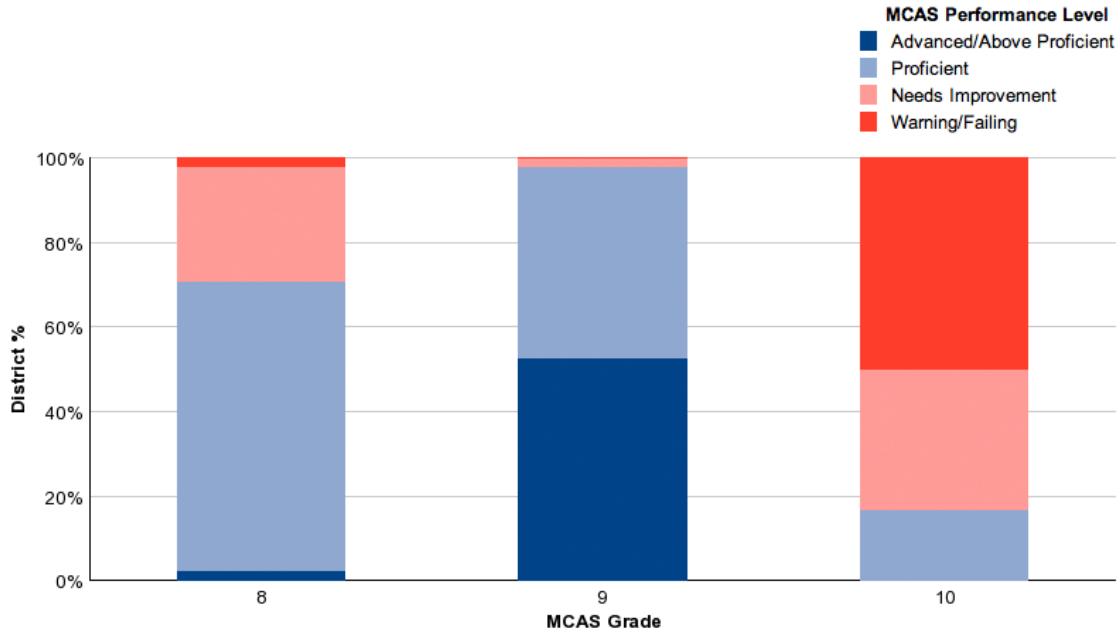
MCAS results are suppressed (-) for cohort counts fewer than 10. Suppressed cohorts are not rendered in charts.



Note: This report shows the MCAS history for a district graduating class that is not a 'matched cohort' of students.

MCAS Year	MCAS Grade	MCAS Performance Level	District #	District %	State %
2006	6	Advanced	104	30%	17%
		Proficient	150	43%	29%
		Needs Improvement	76	22%	29%
		Warning/Failing	18	5%	25%
			<b>2006</b>	<b>348</b>	
2007	7	Advanced	88	27%	15%
		Proficient	150	45%	31%
		Needs Improvement	80	24%	30%
		Warning/Failing	14	4%	24%
			<b>2007</b>	<b>332</b>	
2008	8	Advanced	122	36%	19%
		Proficient	138	41%	30%
		Needs Improvement	62	18%	27%
		Warning/Failing	14	4%	24%
			<b>2008</b>	<b>336</b>	
2010	10	Advanced	262	80%	50%
		Proficient	48	15%	25%
		Needs Improvement	6	2%	17%
		Warning/Failing	12	4%	7%
			<b>2010</b>	<b>328</b>	

MCAS results are suppressed (-) for cohort counts fewer than 10. Suppressed cohorts are not rendered in charts.



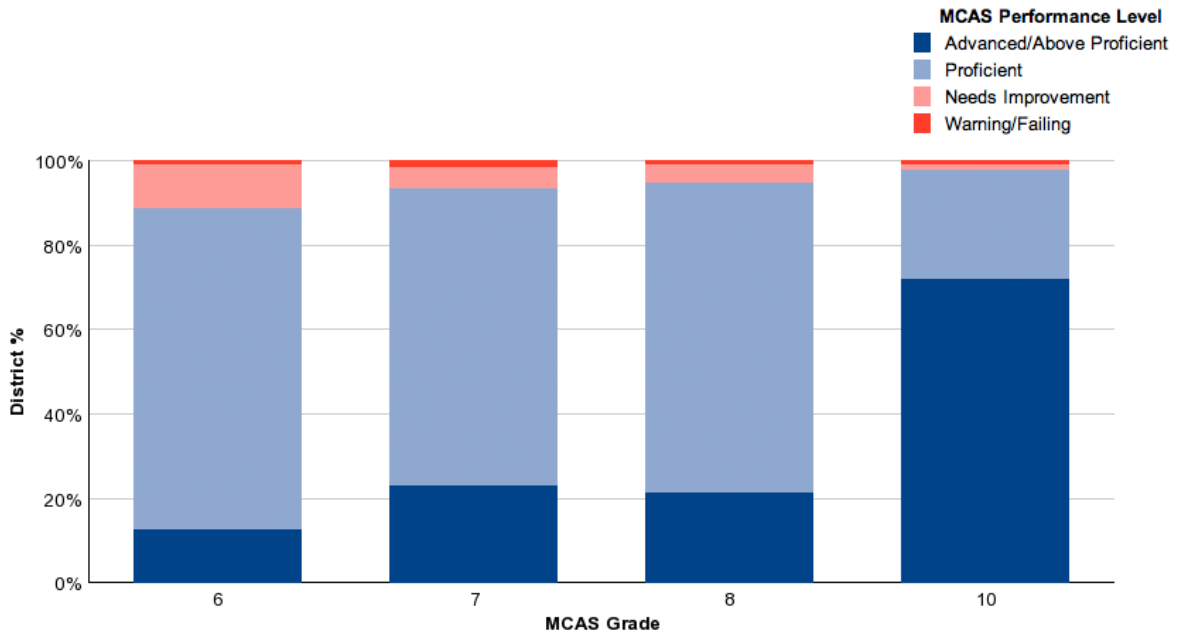
Note: This report shows the MCAS history for a district graduating class that is not a 'matched cohort' of students.

MCAS Year	MCAS Grade	MCAS Performance Level	District #	District %	State %
2008	8	Advanced	8	2%	3%
		Proficient	230	68%	36%
		Needs Improvement	92	27%	39%
		Warning/Failing	6	2%	22%
			<b>2008</b>	<b>336</b>	
2009	9	Advanced	174	53%	13%
		Proficient	148	45%	60%
		Proficient	2	45%	60%
		Needs Improvement	6	2%	17%
		Warning/Failing	0	0%	9%
			<b>2009</b>	<b>330</b>	
2010	10	Advanced	0	0%	13%
		Proficient	2	17%	44%
		Needs Improvement	4	33%	25%
		Warning/Failing	6	50%	17%
			<b>2010</b>	<b>12</b>	

MCAS results are suppressed (-) for cohort counts fewer than 10. Suppressed cohorts are not rendered in charts.

**Note:**

1. "District" level data contain results for all DS students as well as out-of-district placed students. The Class of 2012 cohort above includes DS students as well as out-of-district placed students.
2. DS students take the Biology STE MCAS in grade 9 unless there is a reason why a student would take the Biology or some other STE MCAS another year, such as in grade 10 or 11. This may occur if a student transfers from another state or from a private school in Massachusetts. In either case, the student may need to take a STE test as a 10<sup>th</sup> or 11<sup>th</sup> grader to meet the state-mandated graduation requirement.
3. As a result of #1 and #2, the Class of 2012 cohort depicted above represents DS students, out-of-district placed students, and transfer students. Given that we test DS students in grade 9, and that there were no transfer students who needed to be tested, the 2010 data reflect only twelve (12) out-of-district placed students.

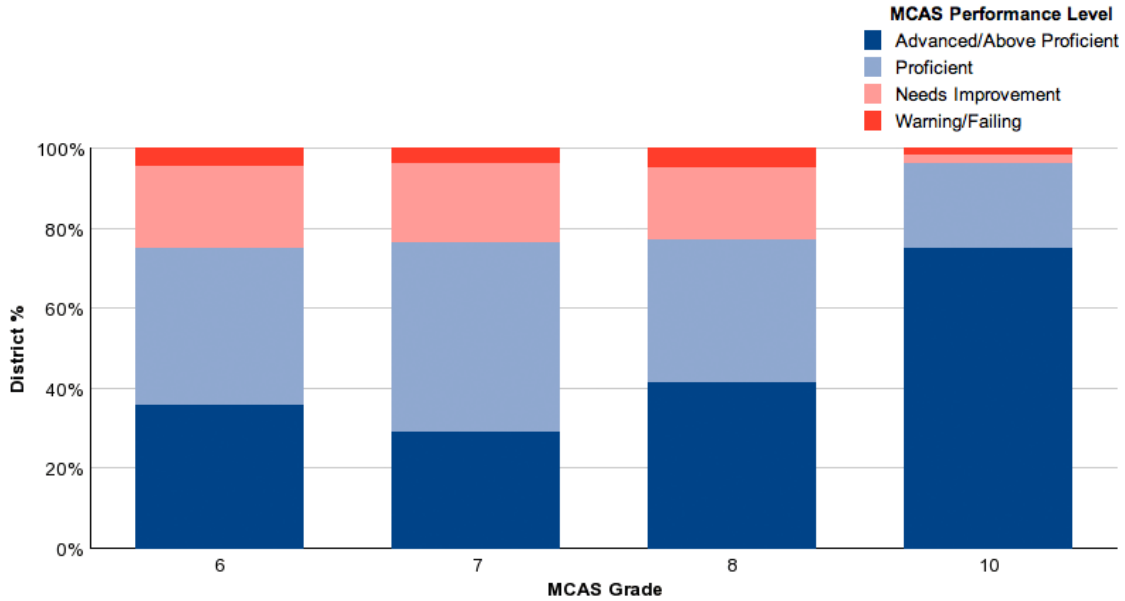


Note: This report shows the MCAS history for a district graduating class that is not a 'matched cohort' of students.

MCAS Year	MCAS Grade	MCAS Performance Level	District #	District %	State %
2007	6	Advanced	44	13%	9%
		Proficient	266	76%	58%
		Needs Improvement	36	10%	25%
		Warning/Failing	2	1%	7%
<b>2007</b>			<b>348</b>		
2008	7	Advanced	80	23%	12%
		Proficient	244	71%	57%
		Needs Improvement	18	5%	23%
		Warning/Failing	4	1%	8%
<b>2008</b>			<b>346</b>		
2009	8	Advanced	78	21%	15%
		Proficient	268	74%	63%
		Needs Improvement	16	4%	15%
		Warning/Failing	2	1%	6%
<b>2009</b>			<b>364</b>		
2011	10	Advanced	252	72%	33%
		Proficient	90	26%	51%
		Needs Improvement	4	1%	13%
		Warning/Failing	2	1%	3%
<b>2011</b>			<b>348</b>		

MCAS results are suppressed (-) for cohort counts fewer than 10. Suppressed cohorts are not rendered in charts.

**District Graduating Class History**  
 Dover-Sherborn - Class of 2013 Mathematics

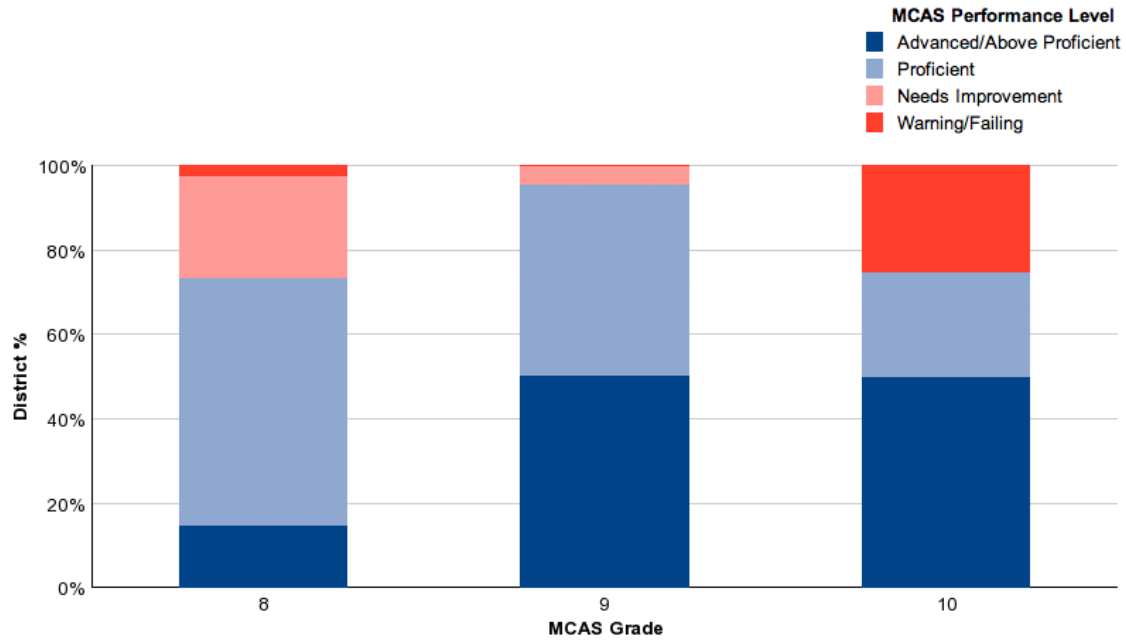


Note: This report shows the MCAS history for a district graduating class that is not a 'matched cohort' of students.

MCAS Year	MCAS Grade	MCAS Performance Level	District #	District %	State %
2007	6	Advanced	126	36%	20%
		Proficient	136	39%	32%
		Needs Improvement	72	21%	28%
		Warning/Failing	14	4%	20%
<b>2007</b>			<b>348</b>		
2008	7	Advanced	102	29%	15%
		Proficient	164	47%	32%
		Needs Improvement	68	20%	29%
		Warning/Failing	12	3%	24%
<b>2008</b>			<b>346</b>		
2009	8	Advanced	152	42%	20%
		Proficient	130	36%	28%
		Needs Improvement	66	18%	28%
		Warning/Failing	16	4%	23%
<b>2009</b>			<b>364</b>		
2011	10	Advanced	262	75%	48%
		Proficient	74	21%	29%
		Needs Improvement	8	2%	16%
		Warning/Failing	4	1%	7%
<b>2011</b>			<b>348</b>		

MCAS results are suppressed (-) for cohort counts fewer than 10. Suppressed cohorts are not rendered in charts.

**District Graduating Class History**  
Dover-Sherborn - Class of 2013 Science and Technology/Engineering



Note: This report shows the MCAS history for a district graduating class that is not a 'matched cohort' of students.

MCAS Year	MCAS Grade	MCAS Performance Level	District #	District %	State %
2006	5	Advanced	-	-	17%
		Proficient	-	-	33%
		Needs Improvement	-	-	39%
		Warning/Failing	-	-	11%
			<b>2006</b>	<b>0</b>	
2009	8	Advanced	54	15%	4%
		Proficient	214	59%	35%
		Needs Improvement	88	24%	40%
		Warning/Failing	8	2%	21%
			<b>2009</b>	<b>364</b>	
2010	9	Advanced	174	50%	13%
		Proficient	156	46%	61%
		Proficient	2	46%	61%
		Needs Improvement	14	4%	18%
		Warning/Failing	0	0%	8%
			<b>2010</b>	<b>346</b>	
2011	10	Advanced	-	-	21%
		Proficient	-	-	47%
		Needs Improvement	-	-	22%
		Warning/Failing	-	-	11%
			<b>2011</b>	<b>8</b>	

MCAS results are suppressed (-) for cohort counts fewer than 10. Suppressed cohorts are not rendered in charts.

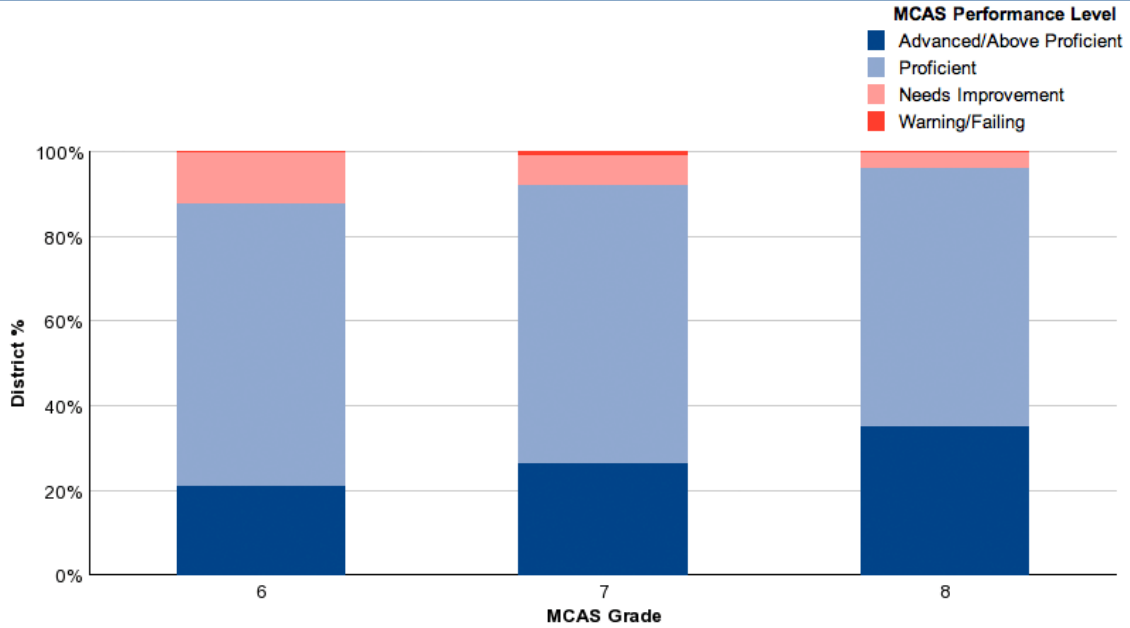
**Note:**

1. “District” level data contain results for all DS students as well as out-of-district placed students. The Class of 2013 cohort above includes DS students as well as out-of-district placed students.
2. DS students take the Biology STE MCAS in grade 9 unless there is a reason why a student would take the Biology or some other STE MCAS another year, such as in grade 10 or 11. This may occur if a student transfers from another state or from a private school in Massachusetts. In either case, the student may need to take a STE test as a 10<sup>th</sup> or 11<sup>th</sup> grader to meet the state-mandated graduation requirement.
3. As a result of #1 and #2, the Class of 2013 cohort depicted above represents DS students, out-of-district placed students, and transfer students. Given that we test DS students in grade 9, and that there were no transfer students who needed to be tested, the 2011 data reflect only eight (8) out-of-district placed students.

c. Class of 2014



**District Graduating Class History**  
Dover-Sherborn - Class of 2014 English Language Arts

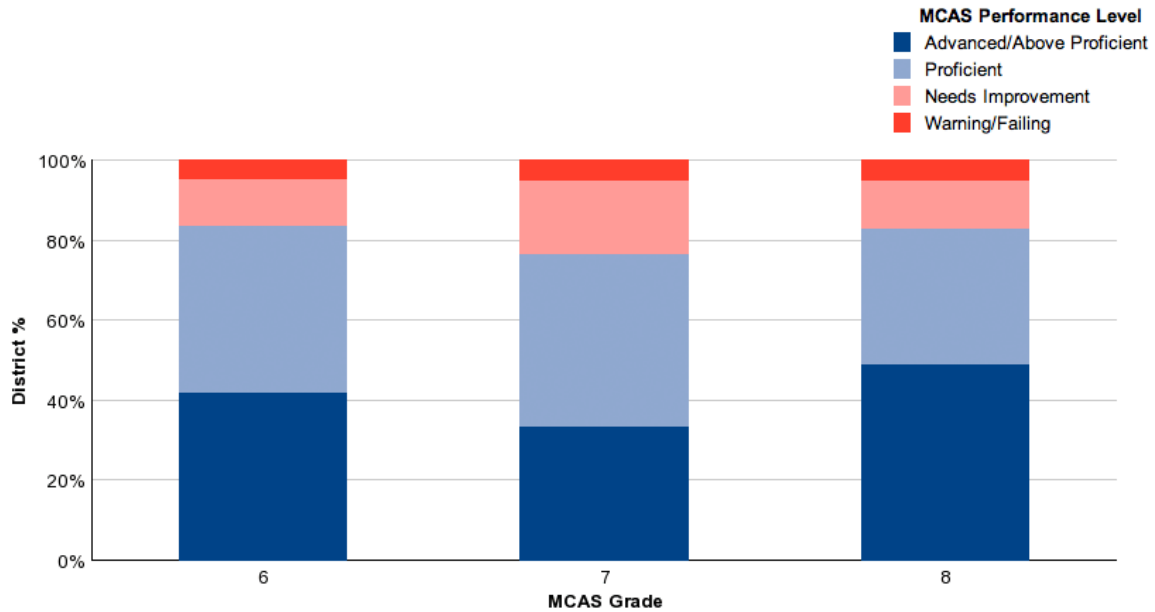


Note: This report shows the MCAS history for a district graduating class that is not a 'matched cohort' of students.

MCAS Year	MCAS Grade	MCAS Performance Level	District #	District %	State %
2008	6	Advanced	74	21%	15%
		Proficient	234	67%	52%
		Needs Improvement	42	12%	24%
		Warning/Failing	0	0%	8%
<b>2008</b>			<b>350</b>		
2009	7	Advanced	92	27%	14%
		Proficient	228	66%	56%
		Needs Improvement	24	7%	23%
		Warning/Failing	2	1%	7%
<b>2009</b>			<b>346</b>		
2010	8	Advanced	118	35%	17%
		Proficient	204	61%	61%
		Needs Improvement	12	4%	16%
		Warning/Failing	0	0%	7%
<b>2010</b>			<b>334</b>		

MCAS results are suppressed (-) for cohort counts fewer than 10. Suppressed cohorts are not rendered in charts.

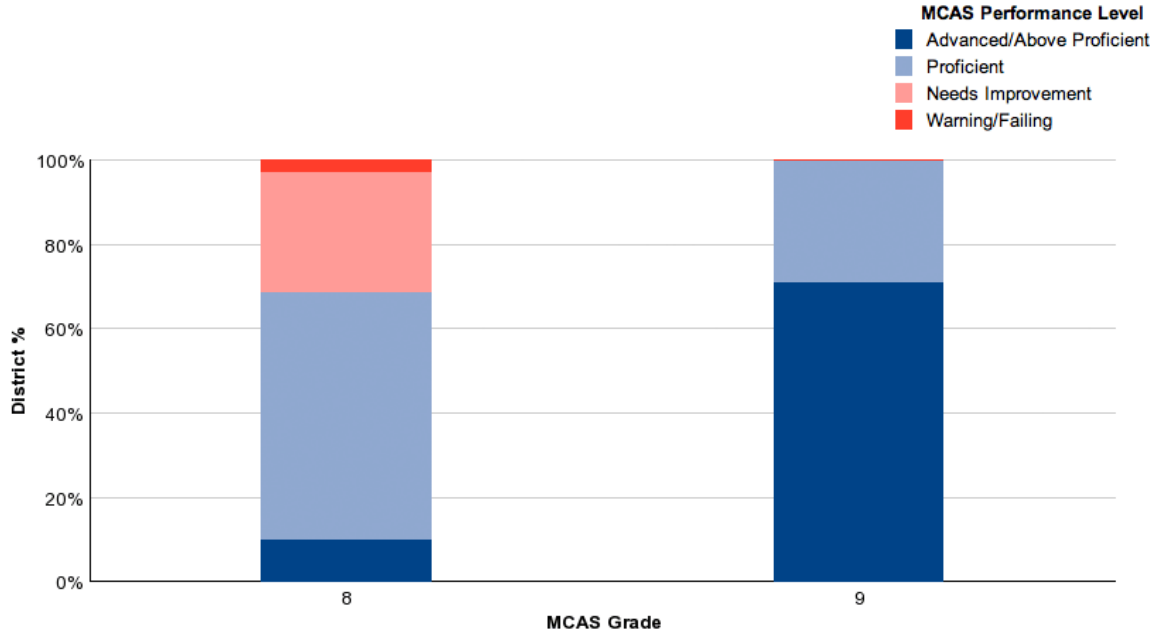
**District Graduating Class History**  
 Dover-Sherborn - Class of 2014 Mathematics



Note: This report shows the MCAS history for a district graduating class that is not a 'matched cohort' of students.

MCAS Year	MCAS Grade	MCAS Performance Level	District #	District %	State %
2008	6	Advanced	148	42%	23%
		Proficient	146	42%	33%
		Needs Improvement	40	11%	26%
		Warning/Failing	16	5%	18%
			<b>2008</b>	<b>350</b>	
2009	7	Advanced	116	34%	16%
		Proficient	150	43%	33%
		Needs Improvement	64	18%	30%
		Warning/Failing	16	5%	21%
			<b>2009</b>	<b>346</b>	
2010	8	Advanced	164	49%	22%
		Proficient	114	34%	29%
		Needs Improvement	40	12%	28%
		Warning/Failing	16	5%	21%
			<b>2010</b>	<b>334</b>	

MCAS results are suppressed (-) for cohort counts fewer than 10. Suppressed cohorts are not rendered in charts.



Note: This report shows the MCAS history for a district graduating class that is not a 'matched cohort' of students.

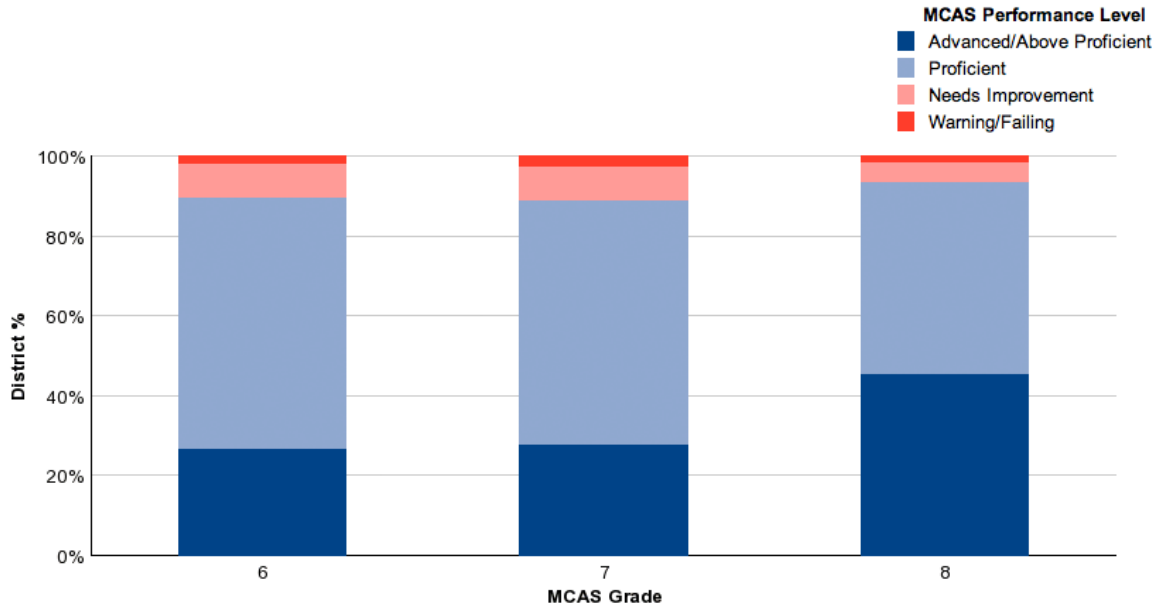
MCAS Year	MCAS Grade	MCAS Performance Level	District #	District %	State %
2010	8	Advanced	34	10%	4%
		Proficient	196	59%	36%
		Needs Improvement	96	29%	41%
		Warning/Failing	8	2%	19%
			<b>2010</b>	<b>334</b>	
2011	9	Advanced	222	71%	25%
		Proficient	90	29%	42%
		Needs Improvement	0	0%	23%
		Warning/Failing	0	0%	10%
			<b>2011</b>	<b>312</b>	

MCAS results are suppressed (-) for cohort counts fewer than 10. Suppressed cohorts are not rendered in charts.

d. Class of 2015



**District Graduating Class History**  
Dover-Sherborn - Class of 2015 English Language Arts

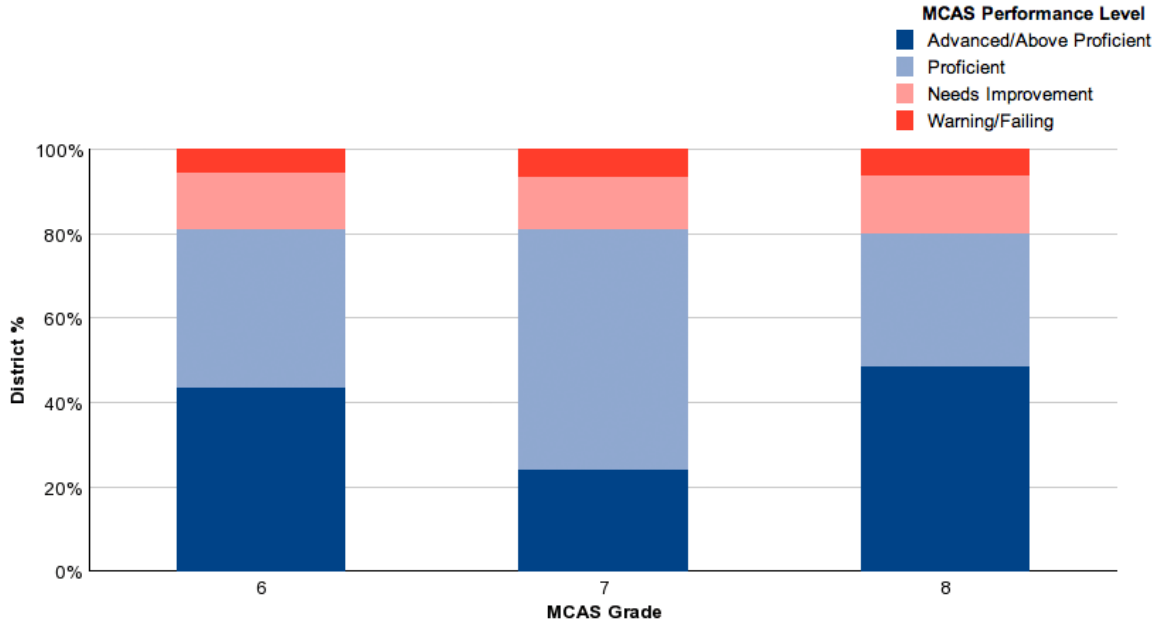


Note: This report shows the MCAS history for a district graduating class that is not a 'matched cohort' of students.

MCAS Year	MCAS Grade	MCAS Performance Level	District #	District %	State %
2009	6	Advanced	92	27%	16%
		Proficient	216	63%	50%
		Needs Improvement	28	8%	24%
		Warning/Failing	6	2%	9%
<b>2009</b>			<b>342</b>		
2010	7	Advanced	100	28%	11%
		Proficient	218	61%	61%
		Needs Improvement	30	8%	21%
		Warning/Failing	8	2%	7%
<b>2010</b>			<b>356</b>		
2011	8	Advanced	160	46%	20%
		Proficient	168	48%	59%
		Needs Improvement	18	5%	15%
		Warning/Failing	4	1%	6%
<b>2011</b>			<b>350</b>		

MCAS results are suppressed (-) for cohort counts fewer than 10. Suppressed cohorts are not rendered in charts.

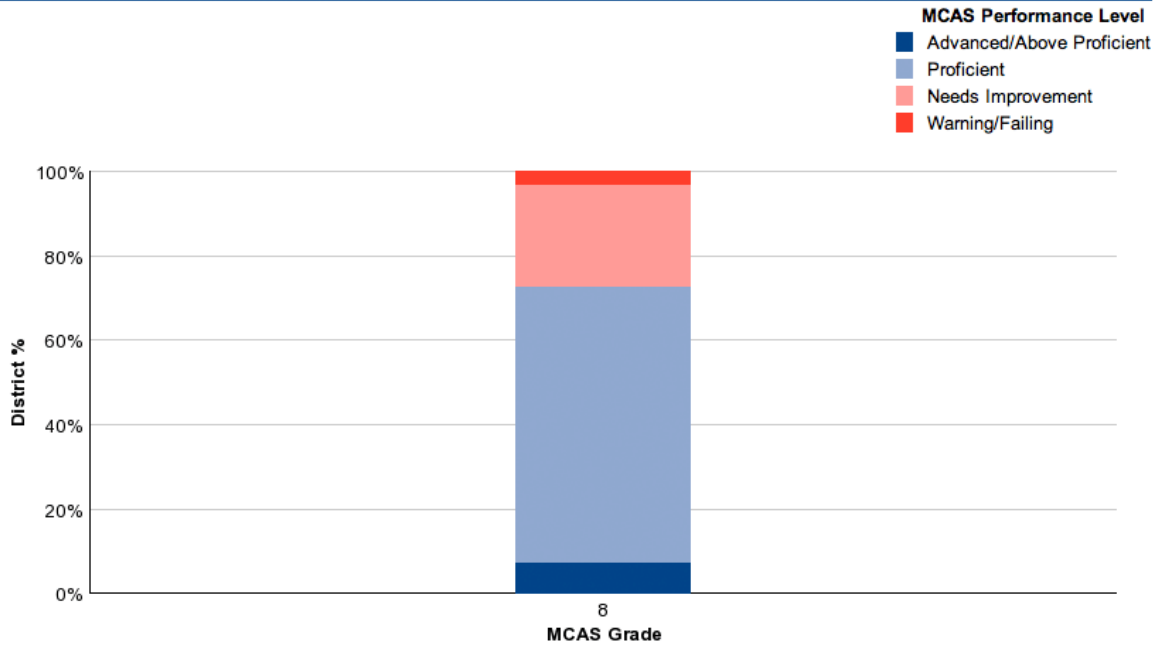
**District Graduating Class History**  
 Dover-Sherborn - Class of 2015 Mathematics



Note: This report shows the MCAS history for a district graduating class that is not a 'matched cohort' of students.

MCAS Year	MCAS Grade	MCAS Performance Level	District #	District %	State %
2009	6	Advanced	150	44%	24%
		Proficient	128	37%	33%
		Needs Improvement	46	13%	27%
		Warning/Failing	18	5%	16%
<b>2009</b>			<b>342</b>		
2010	7	Advanced	86	24%	14%
		Proficient	204	57%	39%
		Needs Improvement	44	12%	27%
		Warning/Failing	22	6%	19%
<b>2010</b>			<b>356</b>		
2011	8	Advanced	170	49%	23%
		Proficient	110	32%	29%
		Needs Improvement	48	14%	27%
		Warning/Failing	20	6%	21%
<b>2011</b>			<b>348</b>		

MCAS results are suppressed (-) for cohort counts fewer than 10. Suppressed cohorts are not rendered in charts.



Note: This report shows the MCAS history for a district graduating class that is not a 'matched cohort' of students.

MCAS Year	MCAS Grade	MCAS Performance Level	District #	District %	State %
2011	8	Advanced	26	8%	4%
		Proficient	226	65%	35%
		Needs Improvement	84	24%	42%
		Warning/Failing	10	3%	19%
<b>2011</b>			<b>346</b>		

MCAS results are suppressed (-) for cohort counts fewer than 10. Suppressed cohorts are not rendered in charts.

## IV. Question Type and Strand Data Analysis

### a. English Language Arts



#### School Standards Summary Report Dover-Sherborn , Dover-Sherborn Reg High - 2011 MCAS Grade HS (9, 10) English Language Arts

Students Included: On Oct 1 (164)

		School % Correct	District % Correct	State % Correct	School - State Diff
<b>English</b>		<b>86%</b>	<b>85%</b>	<b>75%</b>	<b>11</b>
	Multiple-Choice	93%	92%	82%	11
	Open-Response	77%	76%	66%	11
	Writing-Prompt	81%	80%	71%	10
Strand	Topic	School % Correct	District % Correct	State % Correct	School - State Diff
<b>Composition</b>		<b>81%</b>	<b>80%</b>	<b>71%</b>	<b>10</b>
	Standard English Conventions	97%	96%	88%	9
	Writing	70%	69%	61%	9
<b>Language</b>		<b>95%</b>	<b>95%</b>	<b>82%</b>	<b>13</b>
	Structure and Origins of Modern English	95%	94%	90%	5
	Vocabulary and Concept Development	95%	95%	81%	14
<b>Reading and Literature</b>		<b>87%</b>	<b>86%</b>	<b>76%</b>	<b>11</b>
	Fiction	84%	83%	71%	13
	Myth, Traditional Narrative, and Classical Literature	91%	90%	83%	8
	Nonfiction	87%	86%	78%	9
	Poetry	95%	95%	84%	11
	Style and Language	89%	89%	81%	8
	Theme	89%	88%	63%	26
	Understanding a Text	93%	92%	83%	10

MCAS results are suppressed (-) for group counts of less than 10.

For open-response (OR), short-answer (SA), and writing prompt (WP) items, values in the School % Correct, District % Correct and State % Correct columns represent the average percentage of possible points earned for these items.

October enrollment filter is applied to the School results only. District and State results include On or After Oct. 1.

District and State measures include the results for all students, not just the subgroup results.

School-State differences may be off by plus or minus 1 due to rounding.

Key Points/Action Items  
ELA

Area of Concentration	Action/Strategy
<p><b>Overall</b></p> <p>Students scored 11% higher than the state average on the ELA MCAS at 83%.</p> <p>Students scored well on the Multiple Choice questions, but were less successful on the writing prompts/long composition and the shorter Open Responses questions.</p>	<p>Work aggressively on reading comprehension and writing skills, particularly with special education students.</p> <p>Identify students with lower scores for remediation.</p> <p>Incorporate more practice in passage analysis, open response questions, and writing prompts for long compositions.</p>
<p><b>Composition</b></p> <p><b>Writing Prompt</b> Although Dover-Sherborn students scored 10% higher than the state on composition, we would like to see higher scores on the Long Composition and the Open Response.</p> <p>The overall score of 79% was disappointing, but the score of 69% on Writing was surprising and unanticipated, as our writing program has always been exceptionally strong.</p> <p>Students were highly successful on Standard English Conventions, scoring 96%.</p> <p><b>Open Response</b> Students achieved 13% higher than the state average on Open Response items; nevertheless, the OR seems to pose problems for some students on the MCAS, despite efforts to address this issue.</p>	<p>Utilize the <i>Criterion</i> ETS Writing Program to help students strengthen writing skills, particularly with respect to the Writing Prompt and Open Response questions, and to monitor student success.</p> <p>Identify students, particularly special education students, who did not score well on the Grade 8 and Grade 10 MCAS and create a plan for remediation.</p> <p>Analyze released MCAS writing prompts, literature in reading passages, and open response questions to determine the types of questions and the level of difficulty of fiction and nonfiction passages.</p> <p>Provide more opportunities for practicing writing prompts for the Long Composition and shorter Open Response questions. Utilize <i>Criterion</i>.</p> <p>Continue to emphasize reading comprehension and writing in the curriculum, and to align curriculum with the ELA Framework.</p> <p>Use summarization as a tool to increase student ability to recognize main idea and supporting examples in passages and apply to Open Response.</p>

<p><b>Language</b> Students scored exceptionally well on the Language Strand of the ELA MCAS, 14% higher than the state.</p>	<p>Continued emphasis on vocabulary and concept development.</p>
<p><b>Reading and Literature</b> Overall, we scored 84% which, although a strong yield, is not where we hope to be optimally.</p>	<p>Continue providing challenging literature and literary analysis.</p>
<p><b>Dramatic Literature</b> Exceptional score of 93%.</p>	
<p><b>Poetry</b> Students scored 76% on Poetry.</p>	<p>Create a dedicated developmental program in Poetry in the 9<sup>th</sup> and 10<sup>th</sup> grades.  Bring in a guest poet in residence if possible.</p>
<p><b>Understanding a Text</b> Students scored 95%.</p>	<p>Continue to emphasize in literary analysis.</p>

## b. Mathematics



### School Standards Summary Report

Dover-Sherborn, Dover-Sherborn Reg High - 2011 MCAS Grade HS (9, 10) Mathematics

Students Included: On Oct 1 (164)

		School % Correct	District % Correct	State % Correct	School - State Diff
<b>Math</b>		<b>79%</b>	<b>77%</b>	<b>65%</b>	<b>14</b>
	Multiple-Choice	80%	79%	69%	11
	Open-Response	76%	75%	60%	16
	Short-Answer	79%	77%	65%	14
Strand	Topic	School % Correct	District % Correct	State % Correct	School - State Diff
<b>Data Analysis, Statistics, and Probability</b>		<b>83%</b>	<b>82%</b>	<b>73%</b>	<b>10</b>
	Inferences and Predictions	84%	83%	73%	11
	Statistical Methods	82%	82%	73%	9
<b>Geometry</b>		<b>73%</b>	<b>72%</b>	<b>60%</b>	<b>13</b>
	Locations and Spatial Relationships	87%	86%	81%	6
	Properties of Shapes	98%	97%	88%	10
	Transformations and Symmetry	60%	58%	43%	17
	Visualization and Models	65%	64%	49%	16
<b>Measurement</b>		<b>83%</b>	<b>82%</b>	<b>71%</b>	<b>12</b>
	Techniques and Tools	83%	82%	71%	12
<b>Number Sense and Operations</b>		<b>76%</b>	<b>75%</b>	<b>61%</b>	<b>15</b>
	Computation	74%	73%	58%	16
	Numbers	98%	98%	91%	7
	Operations	71%	70%	58%	13
<b>Patterns, Relations, and Algebra</b>		<b>77%</b>	<b>76%</b>	<b>62%</b>	<b>15</b>
	Models	81%	80%	66%	15
	Patterns, Relations, and Functions	75%	74%	61%	14
	Symbols	67%	66%	51%	16

MCAS results are suppressed (-) for group counts of less than 10.

For open-response (OR), short-answer (SA), and writing prompt (WP) items, values in the School % Correct, District % Correct and State % Correct columns represent the average percentage of possible points earned for these items.

October enrollment filter is applied to the School results only. District and State results include On or After Oct. 1.

District and State measures include the results for all students, not just the subgroup results.

School-State differences may be off by plus or minus 1 due to rounding.

Key Points/Action Items  
Math

Area of Concentration	Action/Strategy
Standards Performance	<ul style="list-style-type: none"> <li>• Dover Sherborn High School performed well above state averages in all strands and standards (7-16% higher in all strands/standards).</li> <li>• The strands in which Dover Sherborn students “underperformed” included <i>Data, Statistics, and Probability</i> <ul style="list-style-type: none"> <li>○ We scored 76% correct or better in all strands in <i>Data, Statistics, and Probability; Geometry; Measurement; Number Sense &amp; Operations; Patterns, Relations, and Algebra</i></li> <li>○ Potential issue areas include the <i>Transformations &amp; Symmetry</i> topic, where we scored only 60% correct (although this was 17% higher than the state average), the <i>Visualization &amp; Models</i> topic, where we scored only 65% correct (16% higher than the state average), the <i>Operations, and Symbols</i> topic, where we scored only 71% correct (13% higher than the state average), and the <i>Symbols</i> topic, where we scored 67% correct (16% higher than the state average).</li> </ul> </li> <li>• After performing an item-by-item analysis, we will be adding warm-up and assessment problems that are similar to those problems on which we struggled. In particular, we will add more problems related to           <ul style="list-style-type: none"> <li>○ Calculating averages from bar graphs</li> <li>○ Finding x &amp; y intercepts for linear functions</li> <li>○ Scientific notation conversions</li> <li>○ Finding the <math>n^{\text{th}}</math> term in a sequence</li> <li>○ Absolute value problems</li> <li>○ Simplifying square roots and fractional exponents</li> <li>○ Calculating estimates for square roots without a calculator</li> <li>○ Interpreting graphs of inequalities</li> <li>○ Ratio of area problems</li> <li>○ Direct proportion and indirect proportion</li> <li>○ Transformations on the Cartesian coordinate system</li> </ul> </li> </ul>

**c. Biology**



**School Standards Summary Report**

Dover-Sherborn , Dover-Sherborn Reg High - 2011 MCAS Grade HS (9, 10) Biology

Students Included: On Oct 1 (155)

		School % Correct	District % Correct	State % Correct	School - State Diff
<b>Biology</b>		<b>85%</b>	<b>84%</b>	<b>66%</b>	<b>19</b>
	Multiple-Choice	89%	89%	73%	16
	Open-Response	75%	75%	52%	23
Strand	Topic	School % Correct	District % Correct	State % Correct	School - State Diff
<b>Biology High School Course</b>		<b>85%</b>	<b>84%</b>	<b>66%</b>	<b>19</b>
	Anatomy and Physiology	89%	89%	69%	20
	Cell Biology	81%	80%	62%	19
	Chemistry of Life	88%	88%	76%	12
	Ecology	81%	81%	61%	20
	Evolution and Biodiversity	85%	85%	67%	18
	Genetics	87%	86%	66%	21

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For open-response (OR), short-answer (SA), and writing prompt (WP) items, values in the School % Correct, District % Correct and State % Correct columns represent the average percentage of possible points earned for these items.

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**Key Points/Action Items  
Science**

Area of Concentration	Action/Strategy
Standards Performance	<ul style="list-style-type: none"> <li>○ Dover Sherborn High School performed well above state averages in all six strands covered on the MCAS test.</li> <li>○ In 2009, the lowest category was Cell Biology at 70%. In 2011, the score was 81%. This is due to the emphasis placed on that area of relative weakness over the past two years.</li> <li>○ Students scored over 80% in all six areas with Anatomy &amp; Physiology topping out at 89%.</li> <li>○ Our Multiple Choice score was 89% and the Open Response score was 75%. This is an area we continue to work on by including Open Response questions on tests and by convincing students to not “give up” on a question and leave it blank. Each question is scored 0-4 and even a rudimentary answer may earn a “2” rather than a “0”. This can make a significant difference in their total score.</li> </ul>