

CURRICULUM & EDUCATION COMMITTEE

NOVEMBER 13, 2019

PRESENTATION OF SPRING 2019 STATE ASSESSMENT RESULTS

How did the ASD student population perform on the most recent state assessments?

Review of State Assessment Results

The administration request the Board and members of the community review the school department's demographics and consider the numbers when looking at individual school results.

Numbers coded in green indicate an increased in scores from last year's results. Numbers coded in red indicate that the ASD results are below state average.

- The school department's economically disadvantage percentage grew from 51.87% last year to 52.51%. All the schools except for Hussey and Cony High School are above the district average for economically disadvantage.
 - The school department's district special education identification rate is 18% and increase from 17% last year. All the schools indicated higher levels of special education needs due to intensity of services.
 - The school department's ELL identification rate is 6%. Farrington Elementary School has a 16% identification rate for ELL students.
 - In the Spring of 2019, our females and males indicated growth in both reading and math. Closing the gap in reading from 15 points to 8 points, however increasing the gap in math from 3 points to 4 points.
 - Our non-ELL, non-economically disadvantage and our non-special education students have indicated growth from last year's results.
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- Farrington made gains in 33% of content/grade levels
 - Hussey made gains in 67% of content/grade levels.
 - Lincoln made gains in 44% of content/grade levels
 - Gilbert made gains in 22% of content/grade levels
 - Cony, grades 7,8,11 made gains in 100% of content/grade levels

A close review of the column graph will indicate that our students, overall, are making slow and steady growth on assessments that are a sample of their work on one particular measure.