

**NORTH SALEM CENTRAL SCHOOL DISTRICT
ANALYSIS AND REFLECTION ON STUDENT PERFORMANCE
Report Made In 2009-10
11/29/09**

TEST TITLE: AP Biology 3 and above = good score 3 is like a grade of "B" 4 is like a grade of "B+" 5 is like a grade of "A"	GRADE LEVEL: na	GROUP: ALL	GRAPH NUMBER: 1
Analysis – What Do The Data Say? 93% scored a 3 or better 57% got a score of 5			
Evaluation – What Do The Data Mean? Significant improvement from 2008-2009			
Reflection – What Factors Are Correlated To The Pattern Of Performance? <ul style="list-style-type: none"> • AIS support provided • Credit must be given to a highly motivated group of students willing to accept the rigor of AP Biology • Increased use of individualized/differentiated analysis of formative assessments • Analysis of correlation of student performance on quizzes and formative assessments 			
Action Plan – What Will We Do To Improve Student Performance? <ul style="list-style-type: none"> • Department focus on the use of scientific method, critical analysis and communication skills in identifying and solving multi-step science problems • Professional development in content specific reading (Pauker) strategies • Department leadership in encouraging increased enrollment in challenging course work • Use of AP Instructional Planning Report to identify minor weakness in study of Genetics and accompanying adjustment in instruction • Plan for and participate in content specific, technology based professional development • Provide students with the opportunity for more advanced exploration in science through the purchase of Swift Advanced (100 X oil) Microscopes 			

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TEST TITLE: AP Biology 3 and above = good score 3 is like a grade of "B" 4 is like a grade of "B+" 5 is like a grade of "A"	GRADE LEVEL: na	GROUP: M&F	GRAPH NUMBER: 2
Analysis – What Do The Data Say? 88% of males scored a 3 or better 100% of females scored a 3 or better 50% of males got a score of 5 67% of females got a score of 5			
Evaluation – What Do The Data Mean? No significant gender difference			
Reflection – What Factors Are Correlated To The Pattern Of Performance? 			
Action Plan – What Will We Do To Improve Student Performance? 			

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TEST TITLE: AP Chemistry 3 and above = good score 3 is like a grade of "B" 4 is like a grade of "B+" 5 is like a grade of "A"	GRADE LEVEL: na	GROUP: ALL	GRAPH NUMBER: 3
Analysis – What Do The Data Say? 60% got a score of 3 or better 20% got a score of 5			
Evaluation – What Do The Data Mean? Significant improvement in performance from 2008-2009			
Reflection – What Factors Are Correlated To The Pattern Of Performance? <ul style="list-style-type: none"> • Adjustment in instructional delivery to include review from Regents Chemistry at the introduction of each unit • Additional self-assessments from AP Exams and AP-style questions • Continued articulation and alignment between AP Chemistry and Honors Chemistry curriculum • Based on formative assessments additional review, practice and make-up unit exam provided • AIS support provided 			
Action Plan – What Will We Do To Improve Student Performance? <ul style="list-style-type: none"> • Department focus on the use of scientific method, critical analysis and communication skills in identifying and solving multi-step science problems • Professional development in content specific reading (Pauker) strategies • Continued articulation of expectations in honors curriculum and connection to Advanced Placement study • Analysis of student performance indicating need for additional focus in electrochemistry and reaction kinetics. • Plan for and participate in content specific, technology based professional development 			

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TEST TITLE: AP Chemistry 3 and above = good score 3 is like a grade of "B" 4 is like a grade of "B+" 5 is like a grade of "A"	GRADE LEVEL: na	GROUP: M&F	GRAPH NUMBER: 4
Analysis – What Do The Data Say? 7 males and 3 females took this test 57% of males scored a 3 or better 67% of females scored a 3 or better			
Evaluation – What Do The Data Mean? Numbers too small to infer any gender difference			
Reflection – What Factors Are Correlated To The Pattern Of Performance? 			
Action Plan – What Will We Do To Improve Student Performance? 			

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TEST TITLE: AP Physics 3 and above = good score 3 is like a grade of "B" 4 is like a grade of "B+" 5 is like a grade of "A"	GRADE LEVEL: na	GROUP: ALL	GRAPH NUMBER: 5
Analysis – What Do The Data Say? 50% scored a 3 or better 13% scored a 5			
Evaluation – What Do The Data Mean? Improved performance since 2005-2006 when exam was last given in North Salem; small sample size limits identification of trends			
Reflection – What Factors Are Correlated To The Pattern Of Performance? <ul style="list-style-type: none"> • Utilization of more structured notes • Increase in the use of formative assessments using previously administered Advanced Placement exams • Instructional focus on multiple choice questions and free response questions 			
Action Plan – What Will We Do To Improve Student Performance? <ul style="list-style-type: none"> • Department focus on the use of scientific method, critical analysis and communication skills in identifying and solving multi-step science problems • Professional development in content specific reading (Pauker) strategies • Use of AP Instructional Planning Report to identify areas in need of additional focus: waves, optics, atomic and nuclear physics • Plan for and participate in content specific, technology based professional development 			

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TEST TITLE: AP Physics 3 and above = good score 3 is like a grade of "B" 4 is like a grade of "B+" 5 is like a grade of "A"	GRADE LEVEL: na	GROUP: M&F	GRAPH NUMBER: 6
Analysis – What Do The Data Say? 4 males and 4 females took this test 50% of the males and 50% of the females achieved a 3 or better			
Evaluation – What Do The Data Mean? No gender differences			
Reflection – What Factors Are Correlated To The Pattern Of Performance?			
Action Plan – What Will We Do To Improve Student Performance?			

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TEST TITLE: AP Environmental Science 3 and above = good score 3 is like a grade of "B" 4 is like a grade of "B+" 5 is like a grade of "A"	GRADE LEVEL: na	GROUP: ALL	GRAPH NUMBER: 7
Analysis – What Do The Data Say? 64% scored a 3 or better 9% scored a 5			
Evaluation – What Do The Data Mean? Significant improvement from 2008-2009			
Reflection – What Factors Are Correlated To The Pattern Of Performance? <ul style="list-style-type: none"> • Introduction, modeling and practice of SQ3R study method • Provide resources such as vocabulary lists and review sheets to support performance • Connect through review with the basic concepts previously mastered in Regents Earth Science, Biology and Chemistry • AIS support provided 			
Action Plan – What Will We Do To Improve Student Performance? <ul style="list-style-type: none"> • Department focus on the use of scientific method, critical analysis and communication skills in identifying and solving multi-step science problems • Professional development in content specific reading (Pauker) strategies • Plan for and participate in content specific, technology based professional development 			

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TEST TITLE: AP Environmental Science 3 and above = good score 3 is like a grade of "B" 4 is like a grade of "B+" 5 is like a grade of "A"	GRADE LEVEL: na	GROUP: M&F	GRAPH NUMBER: 8
Analysis – What Do The Data Say? 4 males and 7 females took this test 75% of the males scored a 3 or better 57% of the females scored a 3 or better			
Evaluation – What Do The Data Mean? No gender differences detected			
Reflection – What Factors Are Correlated To The Pattern Of Performance?			
Action Plan – What Will We Do To Improve Student Performance?			