

## Areas of Notable Achievement

1. Which area(s) are above the expected levels of performance?
  - Clayton High School students scored above the national average on all subtests of the PLAN and ACT tests. ([p. 1 of data document .pdf](#))
  - Clayton High School students mean scores surpassed the benchmark score on the English, Reading, Science and Mathematics subtests of the PLAN and ACT tests. ([p. 1 of data document .pdf](#))
  - Clayton High School students outperform the state population in English Language Arts, Mathematics, Science, Government and American History EOC exams. ([p. 2-6 of data document .pdf](#))
  - Clayton High School student achievement is on target\* in all areas.
  - Subgroups in English Language Arts, Mathematics, Science and Social Studies are on track\* in achievement.

\*The State of Missouri uses the phrase “on target” for our general population in all four content areas. This means that we are scoring well enough to meet the State goal of being one of the top 20 states in 2020 (based on this assessment).

Our subgroup population is coded as “on track” - meaning that they are showing progress towards 75% being proficient by 2020.

2. Describe the area(s) that show a positive trend in performance.
  - Clayton High School students’ mean score compared to benchmark has increased among Plan and ACT in English and Reading. ([p. 1 of data document .pdf](#))
  - Clayton High School students’ mean composite score has increased among Plan and ACT. ([p. 1 of data document .pdf](#))
3. Which area(s) indicate the overall highest performance?
  - Clayton High School students’ mean Algebra I EOC score is 22% above the state average. ([p. 3 of data document .pdf](#))
  - Clayton High School students’ mean American History EOC score is 26% above the state average. ([p. 6 of data document .pdf](#))
  - Clayton High School students achieved proficient or above on 87% of English II assessments administered. ([p. 2 of data document .pdf](#))
  - Clayton High School students achieved proficient or above on 80% of Biology I assessments administered. ([p. 4 of data document .pdf](#))
4. Which subgroup(s) show a trend toward increasing performance?
  - Clayton High School African-American students earned proficient or advanced on 27% more English II EOC assessment as 10th graders in 2014 compared to the English I EOC assessment as ninth graders in 2013. ([p. 7 of data document .pdf](#))

- Clayton High School IEP NON MAPA students earned proficient or advanced on 52% more English II EOC assessment as 10th graders in 2014 compared to the English I EOC assessment as ninth graders in 2013. ([p. 7 of data document .pdf](#))
- Clayton High School Asian students earned proficient or advanced on 15% more English II EOC assessment as 10th graders in 2014 compared to the English I EOC assessment as ninth graders in 2013. ([p. 7 of data document .pdf](#))
- Clayton High School Free and Reduced Lunch students earned proficient or advanced on 26% more English II EOC assessment as 10th graders in 2014 compared to the English I EOC assessment as ninth graders in 2013. ([p. 7 of data document .pdf](#))

5. Between which subgroup is the achievement gap closing?

- Clayton High School White students earned proficient or advanced on 2% more on the English II EOC assessments as 10th graders in 2014 compared to the English I EOC assessment as ninth graders in 2013. Clayton High School African American students earned proficient or advanced on 27% more, IEP NON MAPA students 52% more, Free and Reduced Lunch Students 26% more on the English II EOC assessment as 10th graders in 2014 compared to the English I EOC assessment as ninth graders in 2013. ([p. 7 of data document .pdf](#))

6. Which of the above reported findings are consistent with findings from other data sources?

- The alignment of the data among state EOC exams, ACT, Plan and Explore shows mostly similar trends in regard to an achievement.

Areas in Need of Improvement

1. Which area(s) are below the expected levels of performance?

- Clayton High School students have shown an increase in below basic scores on the Biology I EOC exam over the last three years. ([p. 8 of data document .pdf](#))

2. Describe the area(s) that show a negative trend in performance.

- Clayton High School students have shown an increase in below basic scores on the Biology I EOC exam over the last three years. ([p. 8 of data document .pdf](#))

3. Which area(s) indicate the overall lowest performance?

- On the American History EOC the majority of African American students and students qualifying for free and reduced lunch received a score of basic or below basic. ([p. 9 of data document .pdf](#))
- On the Algebra I EOC the majority of African American students, IEP students and students qualifying for free and reduced lunch received a score of basic and below basic. ([p. 10 of data document .pdf](#))
- On the Reading, Mathematics, Science and English subtests on the ACT assessment, the majority of African American students did not meet the benchmark score. ([p. 11-14 of data document .pdf](#))

4. Which subgroup(s) show a trend toward decreasing performance?
  - Clayton High School African American students have shown a decrease in mean ACT subscores in Science, English, Reading and Mathematics over the last three years. ([p. 11-14 of data document .pdf](#))
  
5. Between which subgroup is the achievement gap becoming greater?
  - Clayton High School White students have shown an increase in mean ACT subscores in Science, English, Reading and Mathematics over the same three years that African American students have shown a decrease in the last three years. ([p. 11-14 of data document .pdf](#))
  
6. Which of the above reported findings are consistent with findings from other data sources?
  - The alignment of the data among state EOC exams, ACT, Plan and Explore shows mostly similar trends in regard to an achievement.