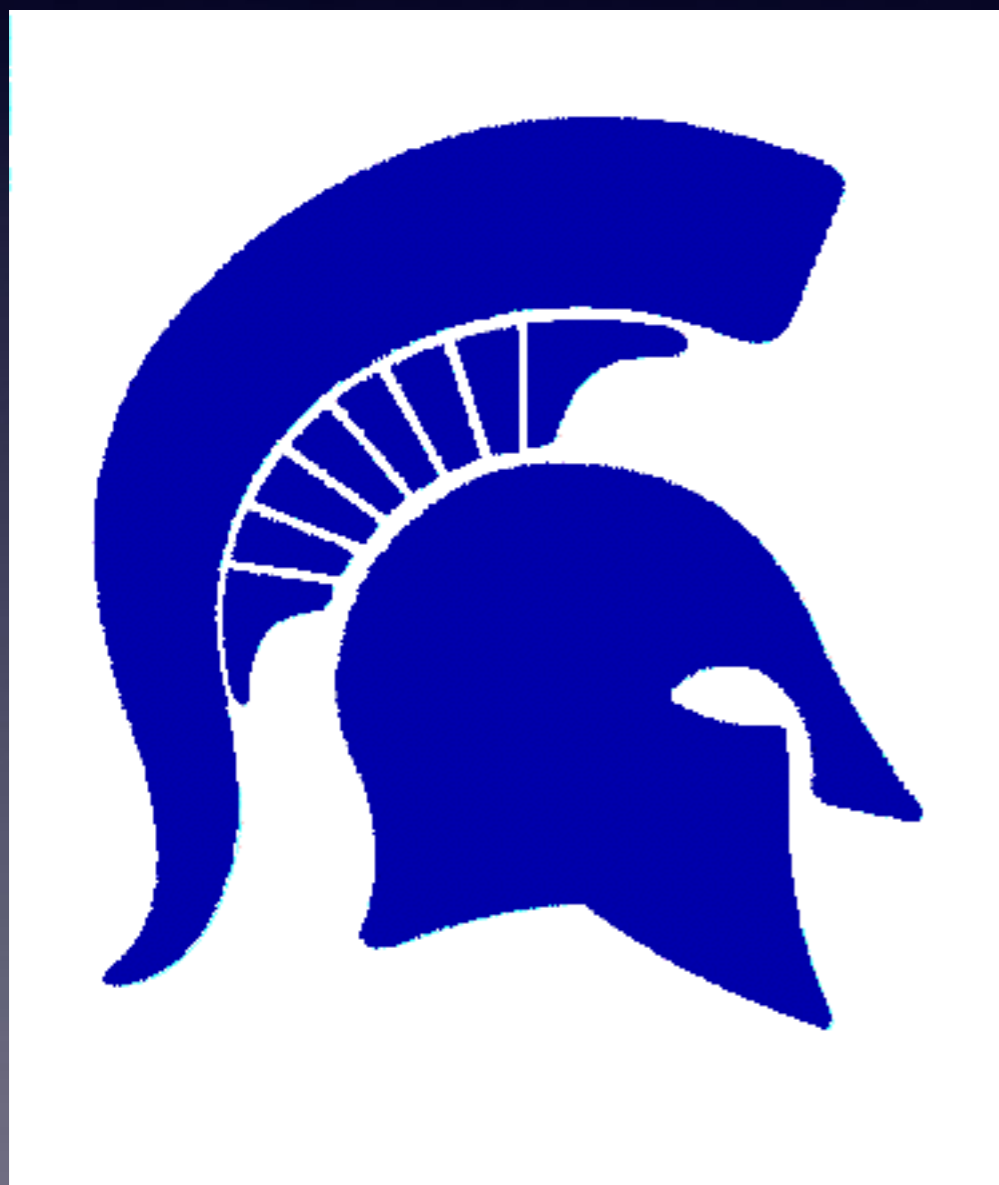


Campbell High School Data Overview



Intended for All Stakeholder
9/8/2016

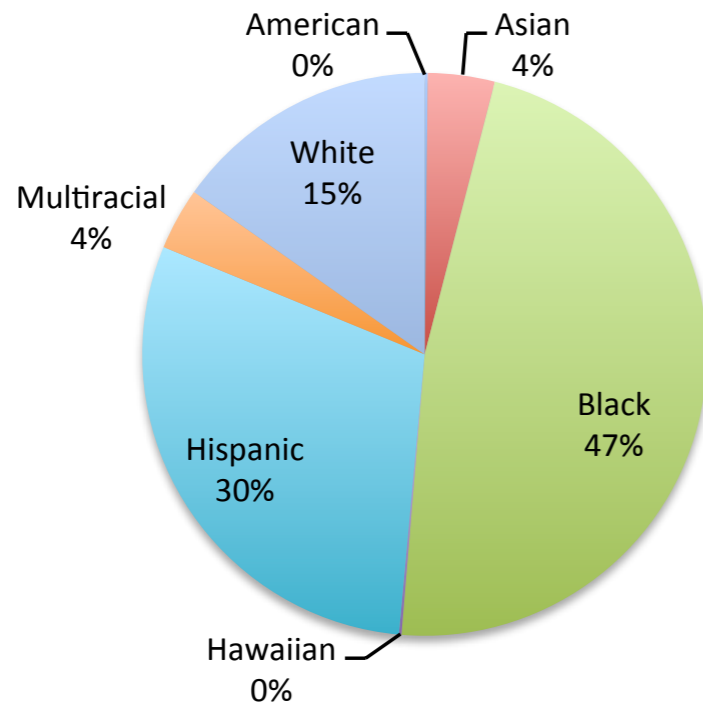
Objective

- The objective of this presentation is to give all stake holders an overview of both Campbell High School's current demographics and state assessment data.
- By gaining an understanding of data trends, stake holders can have the understanding necessary to contribute to school improvement strategies



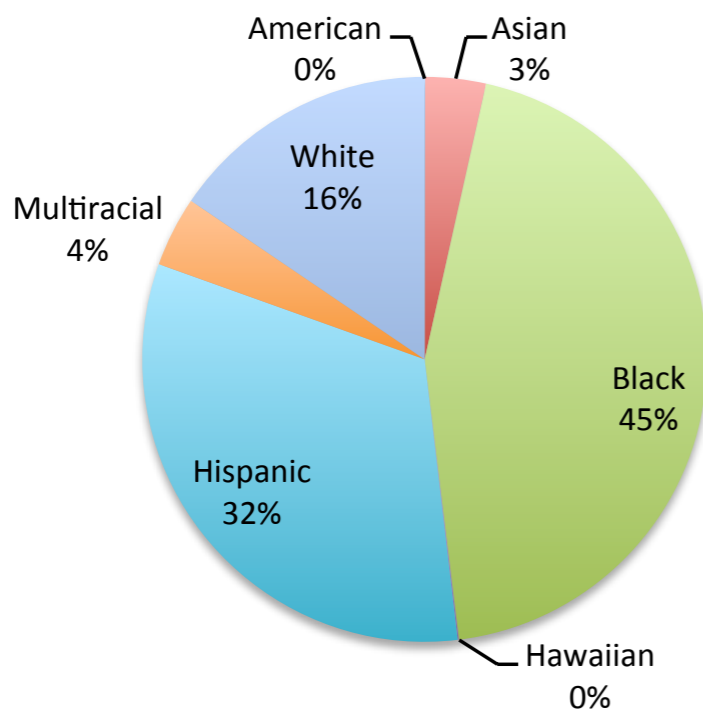
Demographics

Makeup of the Student Population



2015

- Total Enrollment: 2748

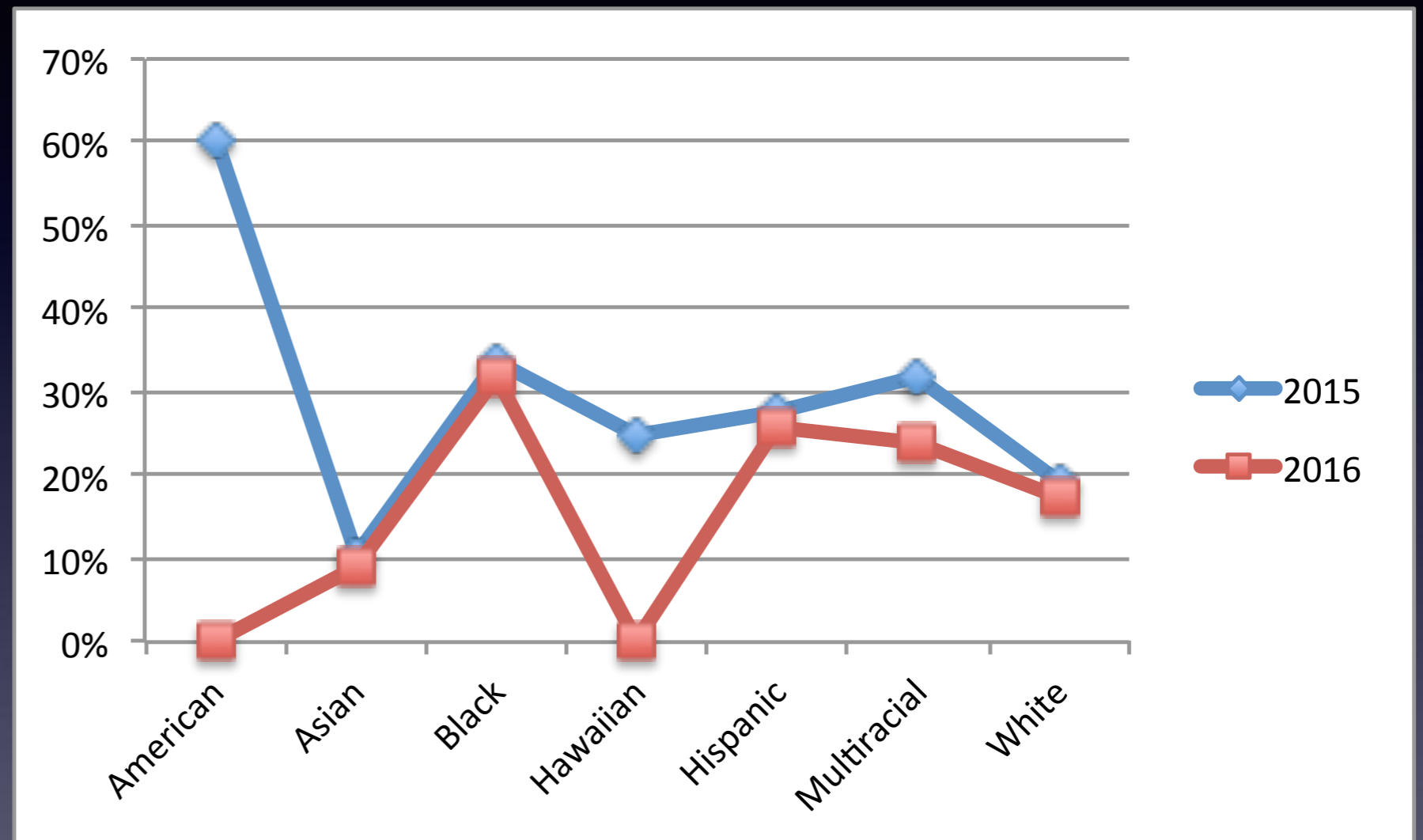


2016

- Total Enrollment: 2888

Transient Rate

Note: The American and Hawaiian students populations are small enough that one or two students can have drastic effects on the Transient Percentage Rate



Total Transient Percentage

- 2015: 29%
- 2016: 27%

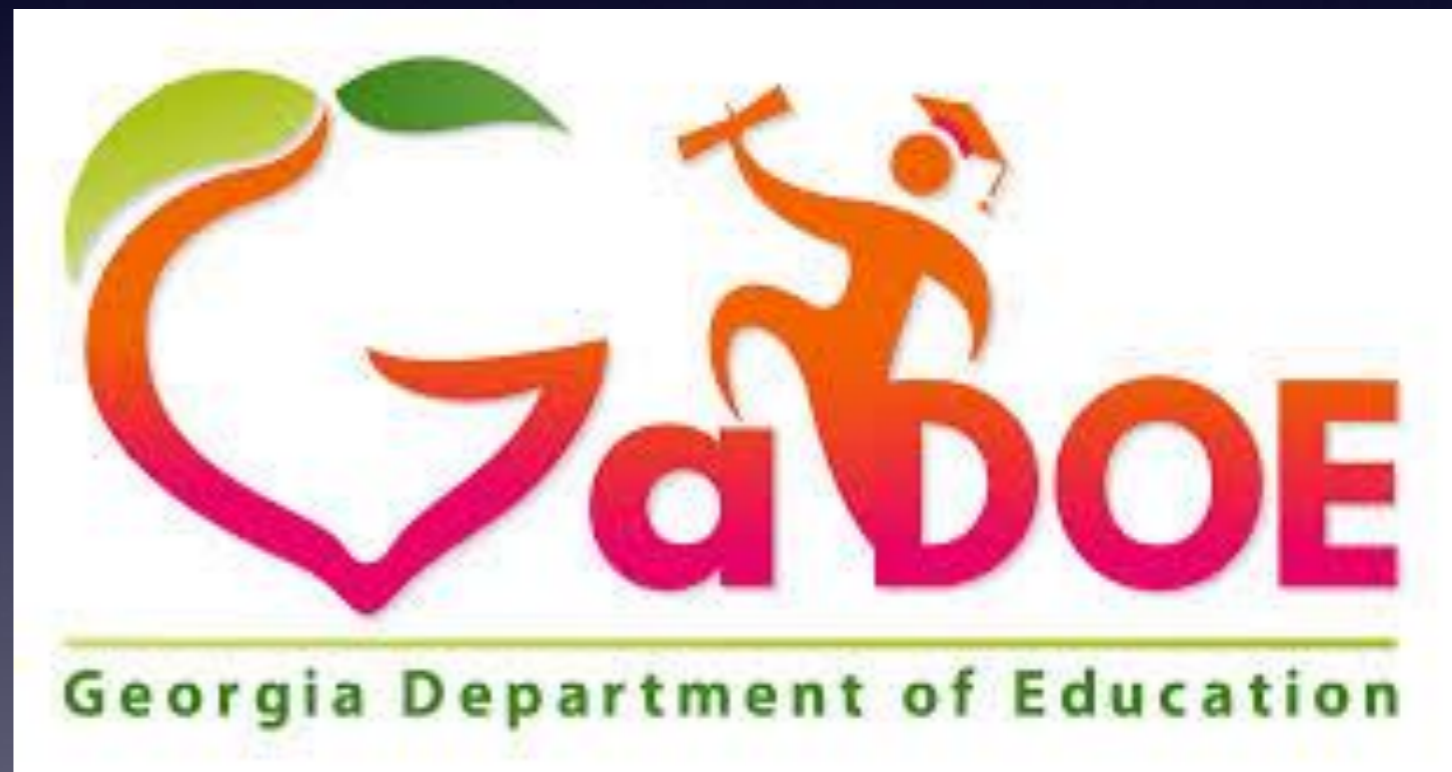
Take Aways

- Campbell's student population is growing with a growth in enrollment of 140 students from 2015 to 2016
- Campbell's student body has seen small growths in the percentage of White and Hispanic students between 2015 and 2016
- Campbell's student population saw a small decline in black students from 2015 to 2016
- Transient Rates among student subgroups remained largely unchanged from 2015 to 2016 with the exception of a small decline in the Multi-Racial Transient Rate
- The overall transient rate declined slightly from 2015's 29% to 2016 27 %

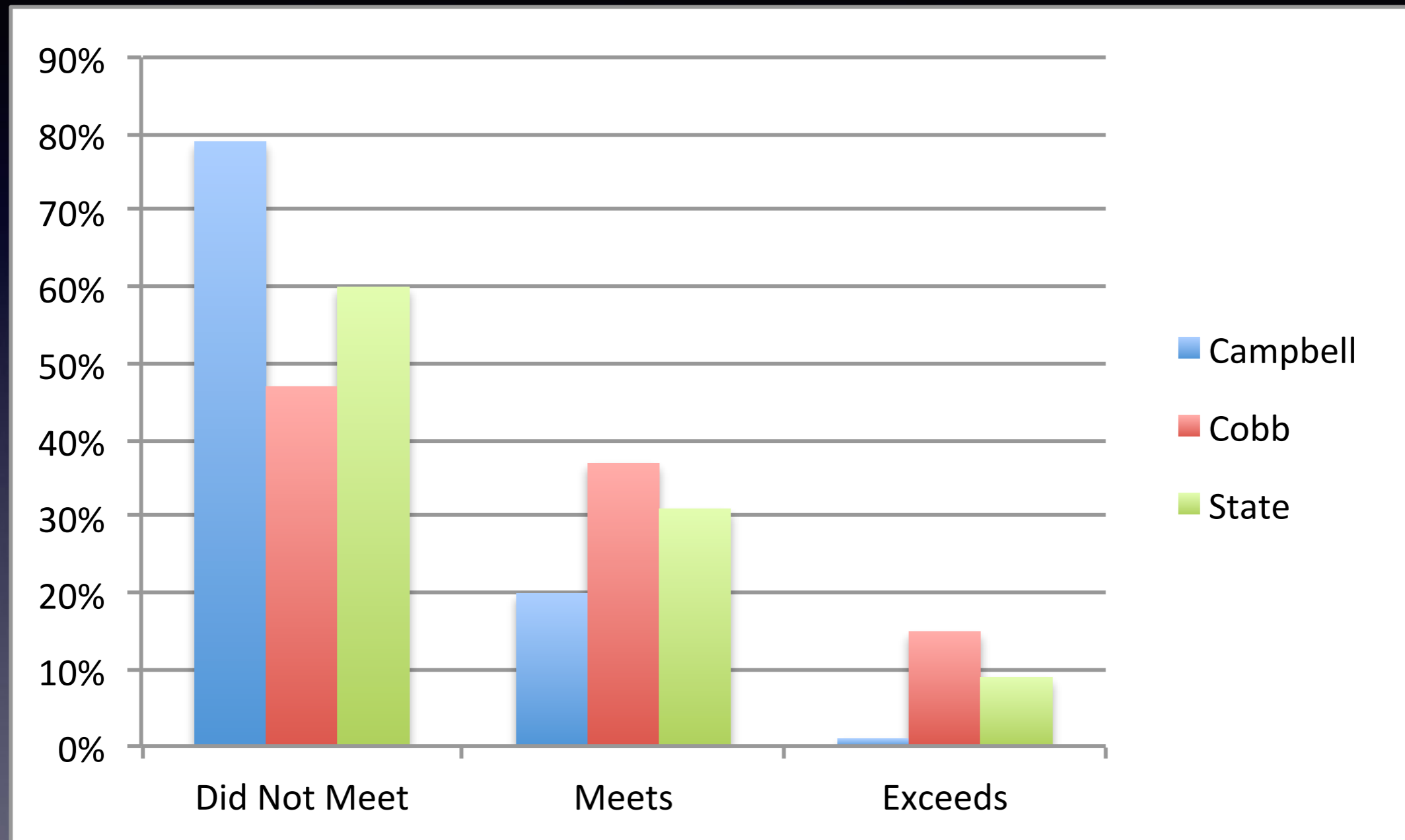
Math EOCT
Data

Disclaimer

- The state of Georgia recently changed the math curriculum which means this overview only contains data from the first year of the new EOCT 2014
- This also means scores from previous math EOCT's are not comparable

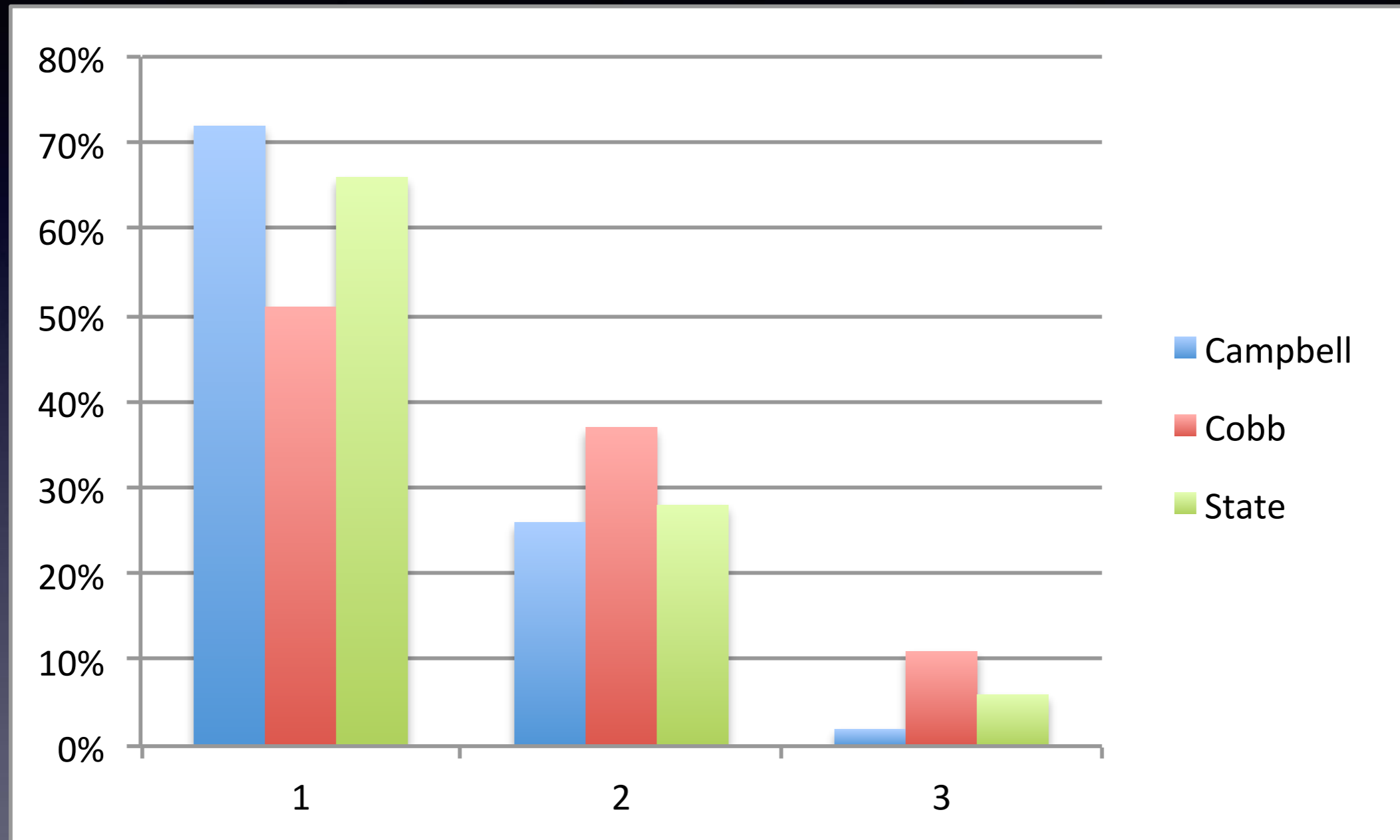


Coordinate Algebra



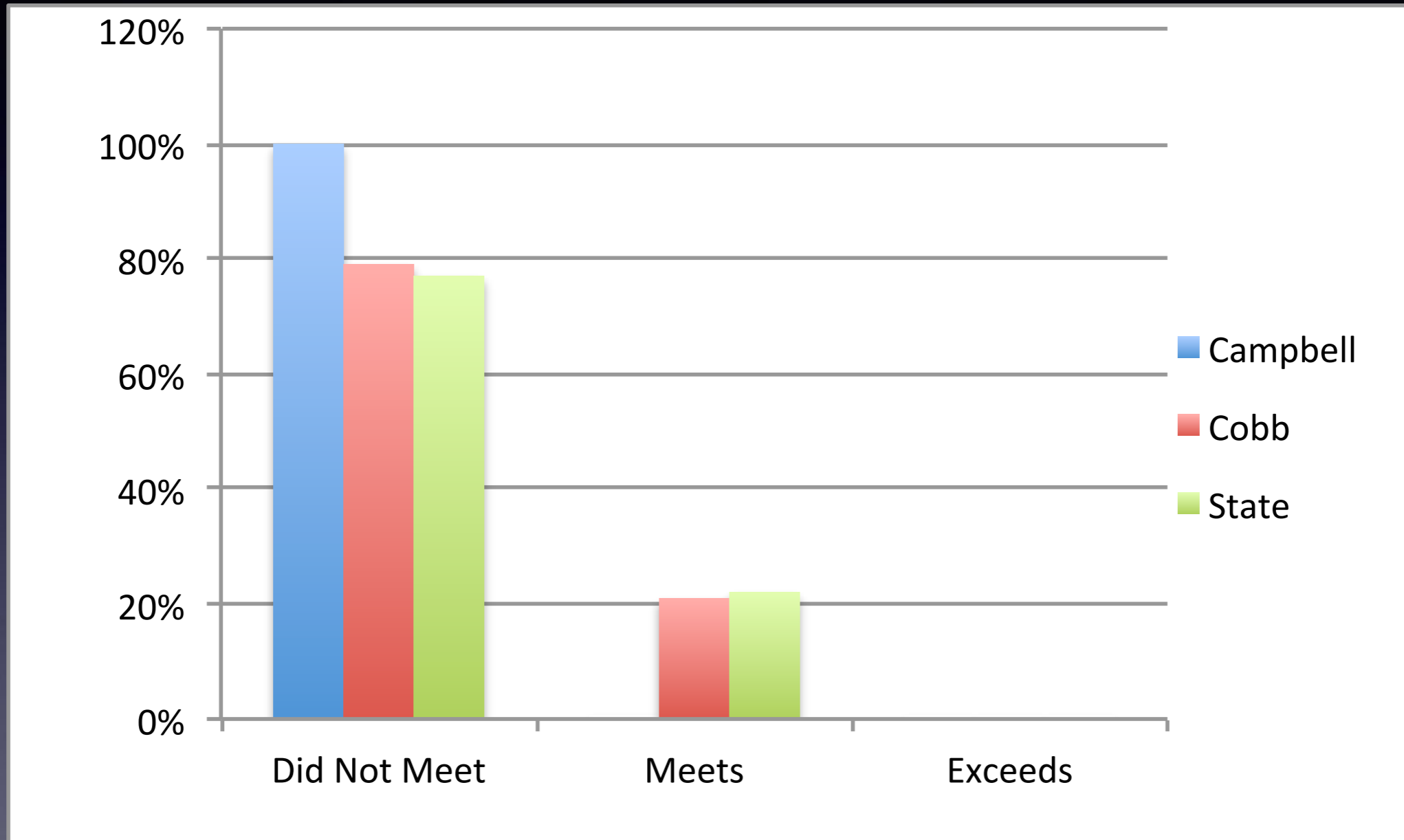
This graph relays the percentage of students who scored in each assessment category on the Coordinate Algebra EOCT

Analytical Geometry



This graph relays the percentage of students who scored in each assessment category on the Analytical Geometry EOCT

Math III



This graph relays the percentage of students who scored in each assessment category on the Math III EOCT

Questions to Ask From the Data

- Campbell's Scores are below both the district and state average
- There is a higher percentage of students who meet the and exceed the students within the district than within the state of Georgia
- Math III has a very high percentage of students who do not meet the standards at the school, district, and state level

Take Aways

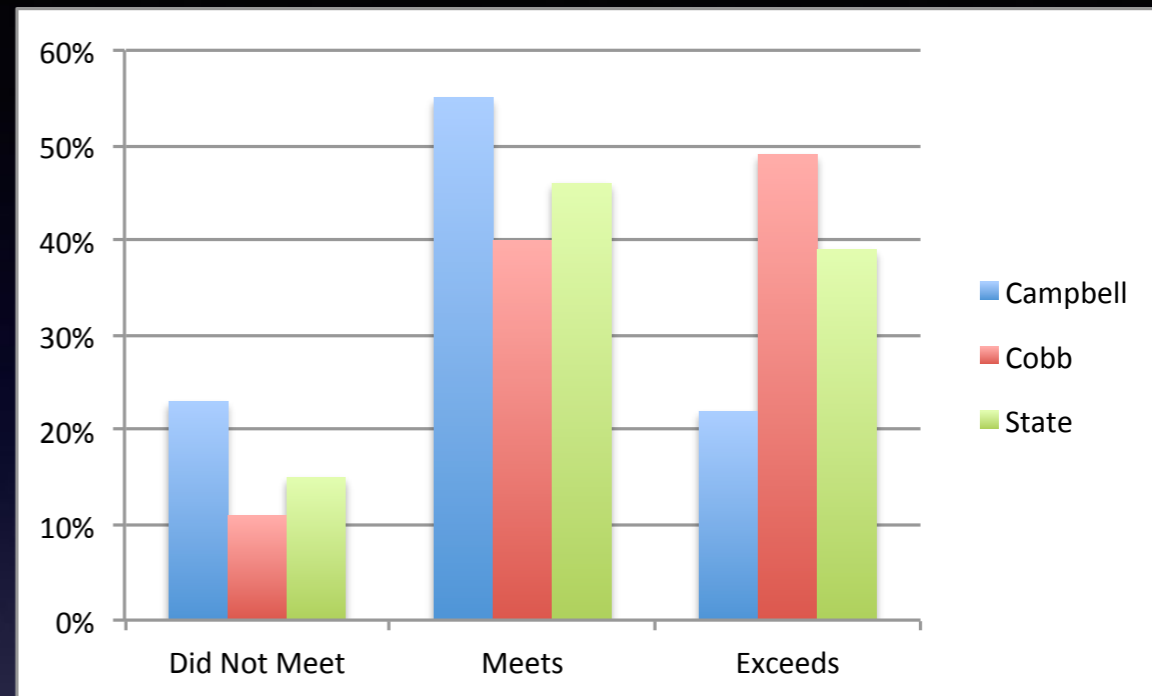
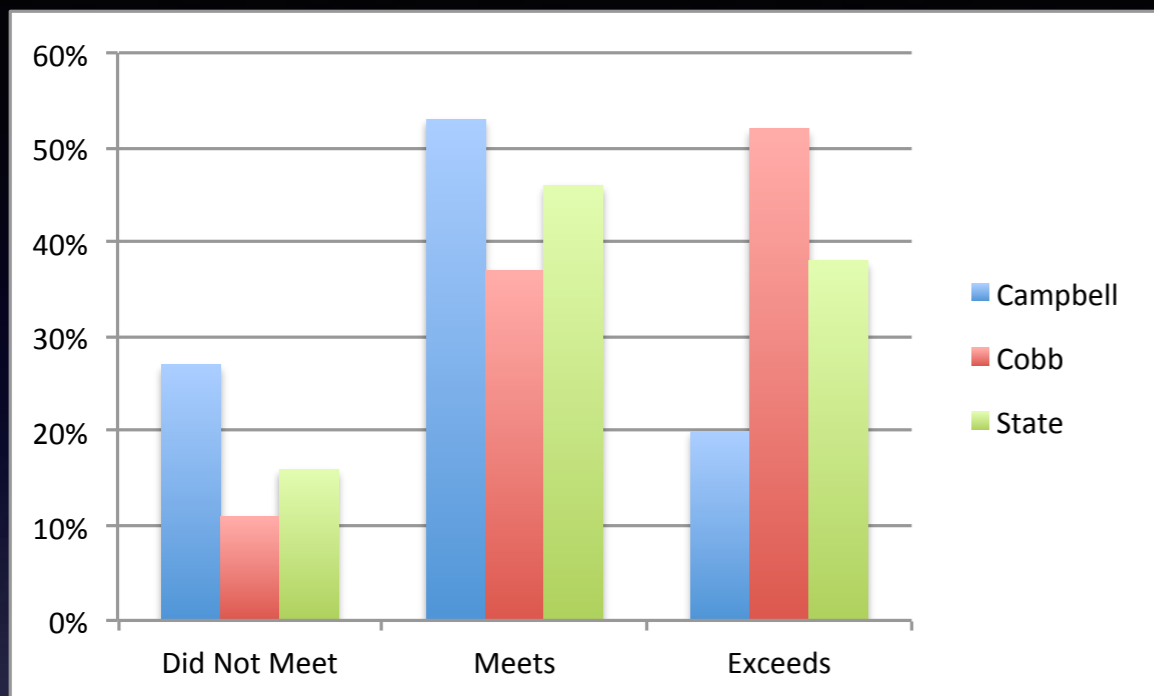
- Questions to answer from the data presented
 - Does the diverse population of Campbell correlate with the lower percentage of meets and exceeds scores
 - With the district percentage of meets and exceeds higher than the state, are there teachers within Cobb County Schools that we can use as a model?
 - With the low percentage of meets and exceed scores at Campbell, the district, and the state on Math III, can the state give guidance on instructional strategies?

ELA
EOCT Data

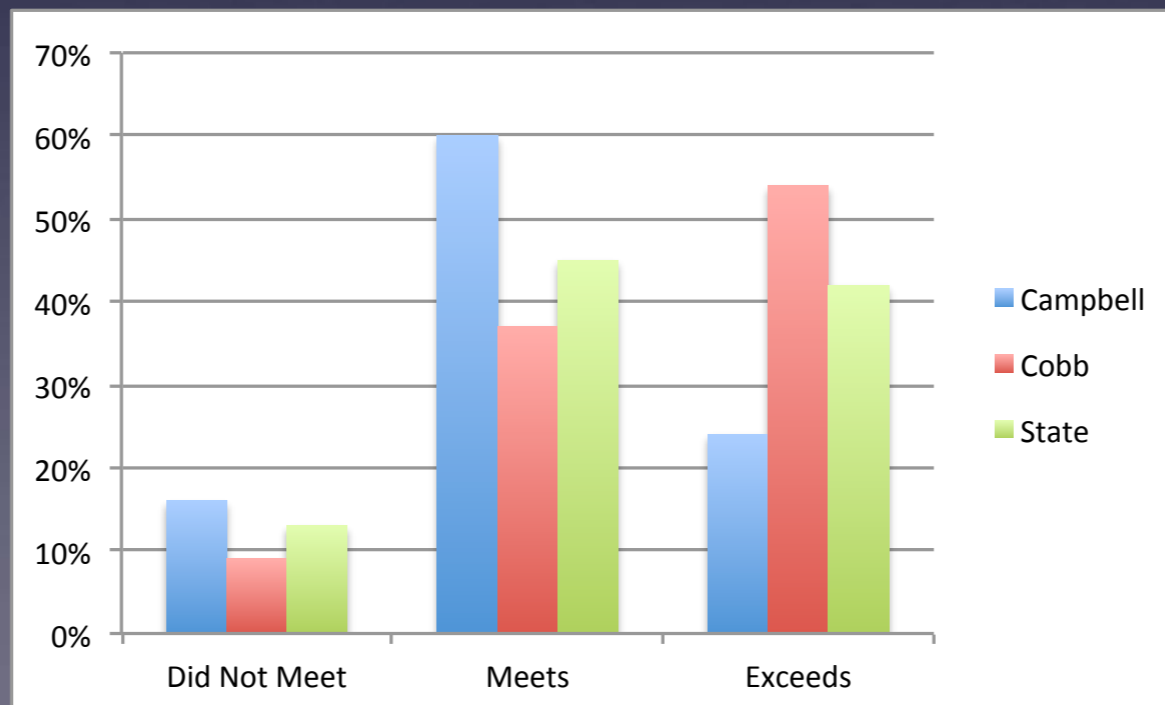
9th Grade Lit

2012

2013

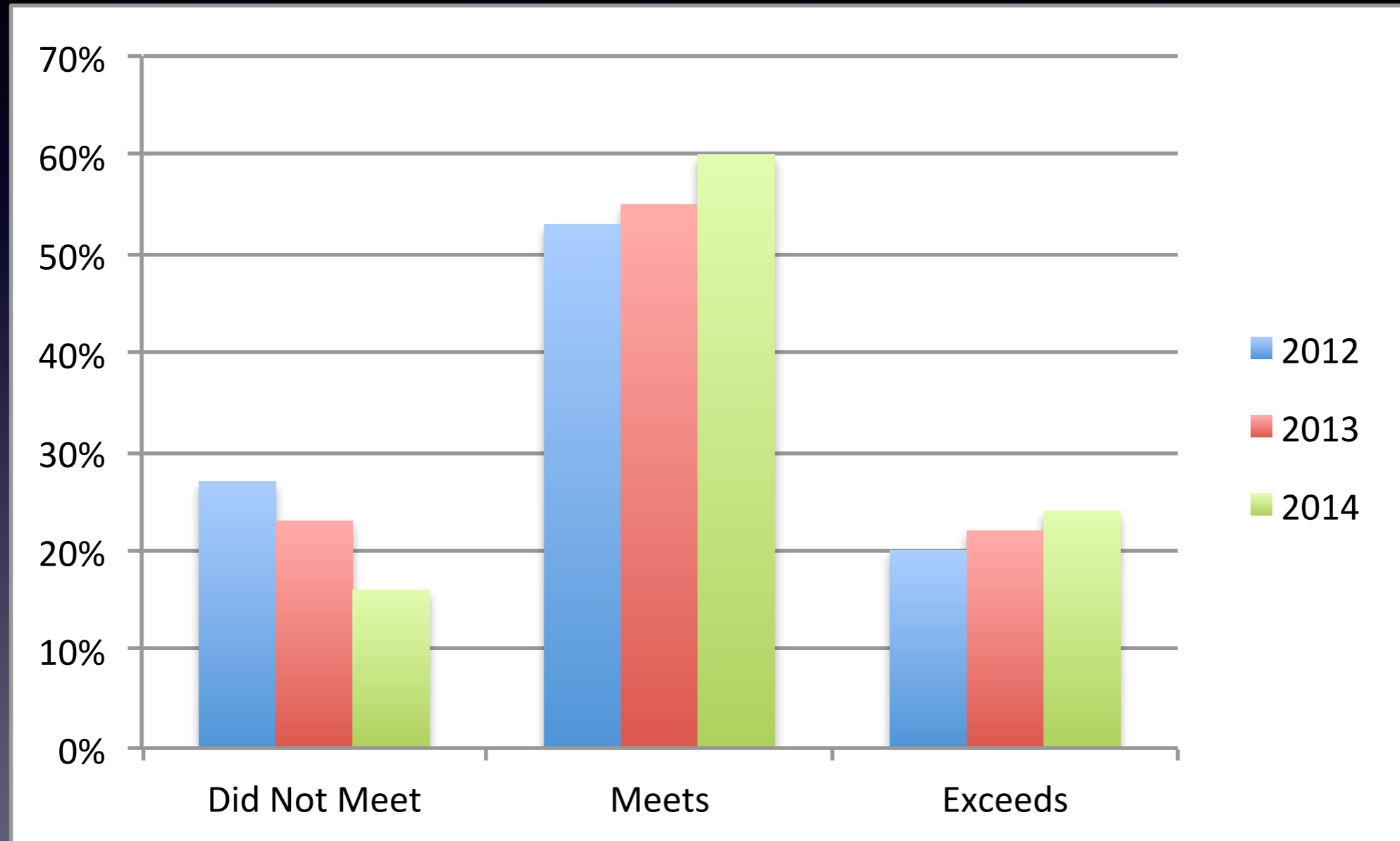


2014



These graphs relay the percentage of students who scored in each assessment category on the 9th Grade Lit EOCT

9th Grade Lit Year to Year Comparison

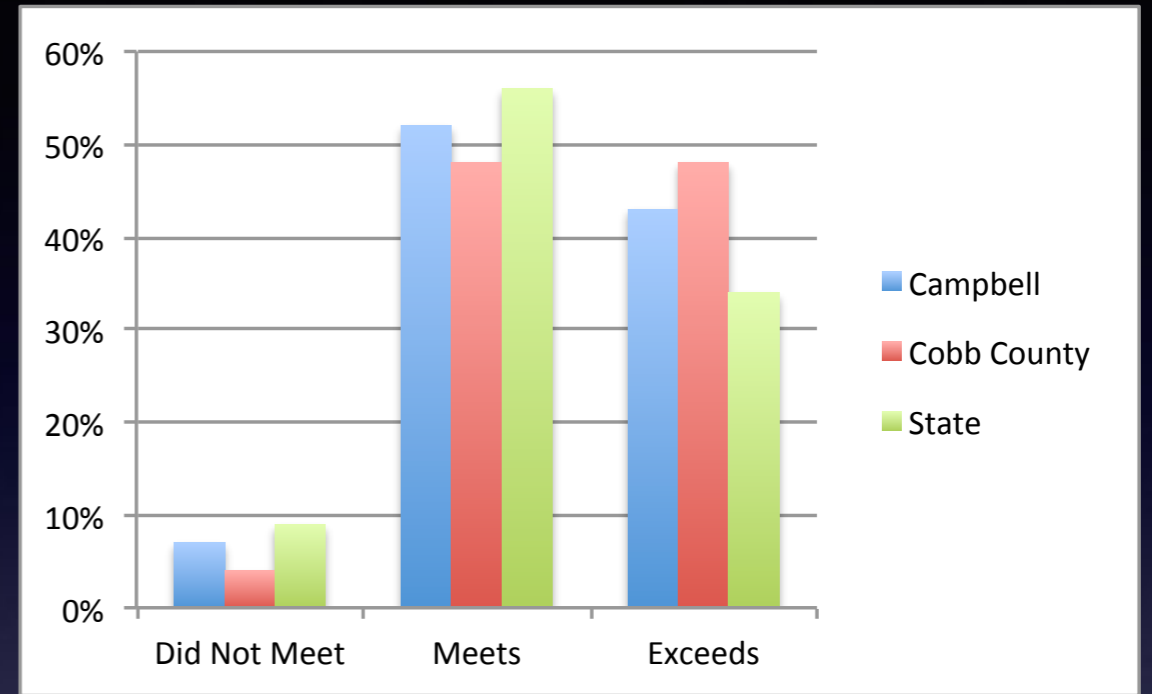
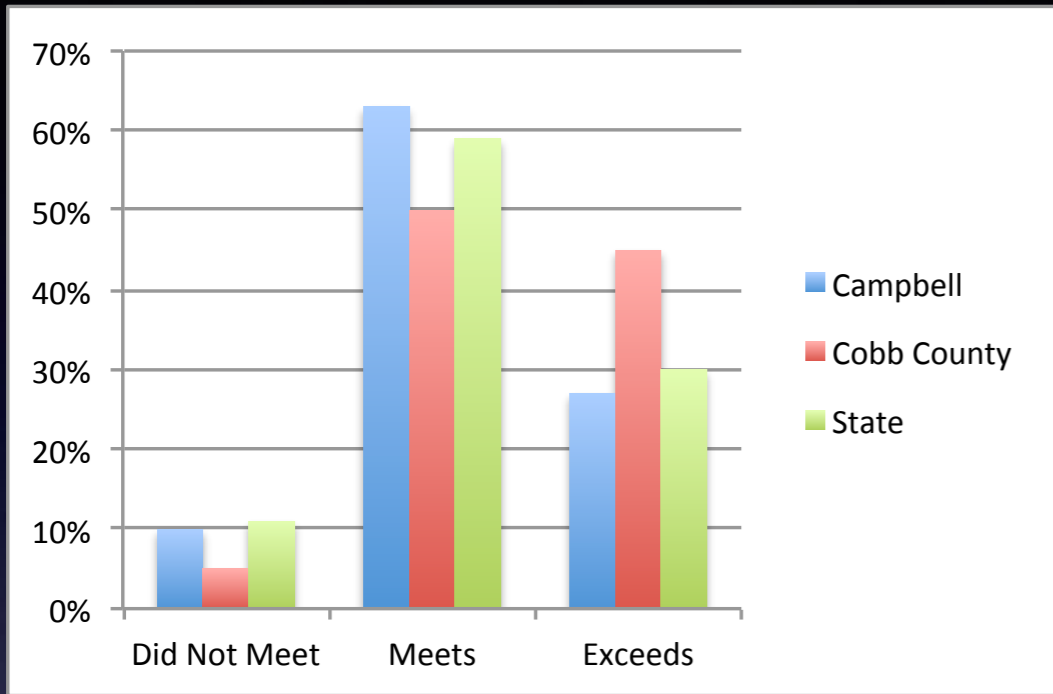


This graph relays the percentage of students who scored in each assessment category on the 9th Grade Lit EOCT at Campbell High School

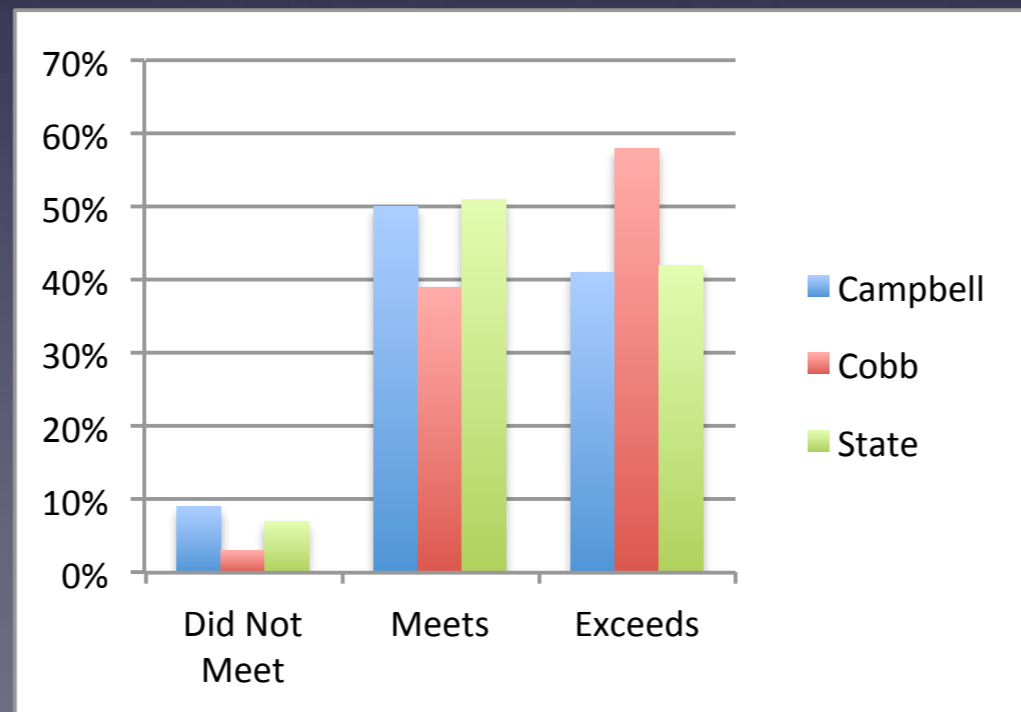
American Lit

2012

2013

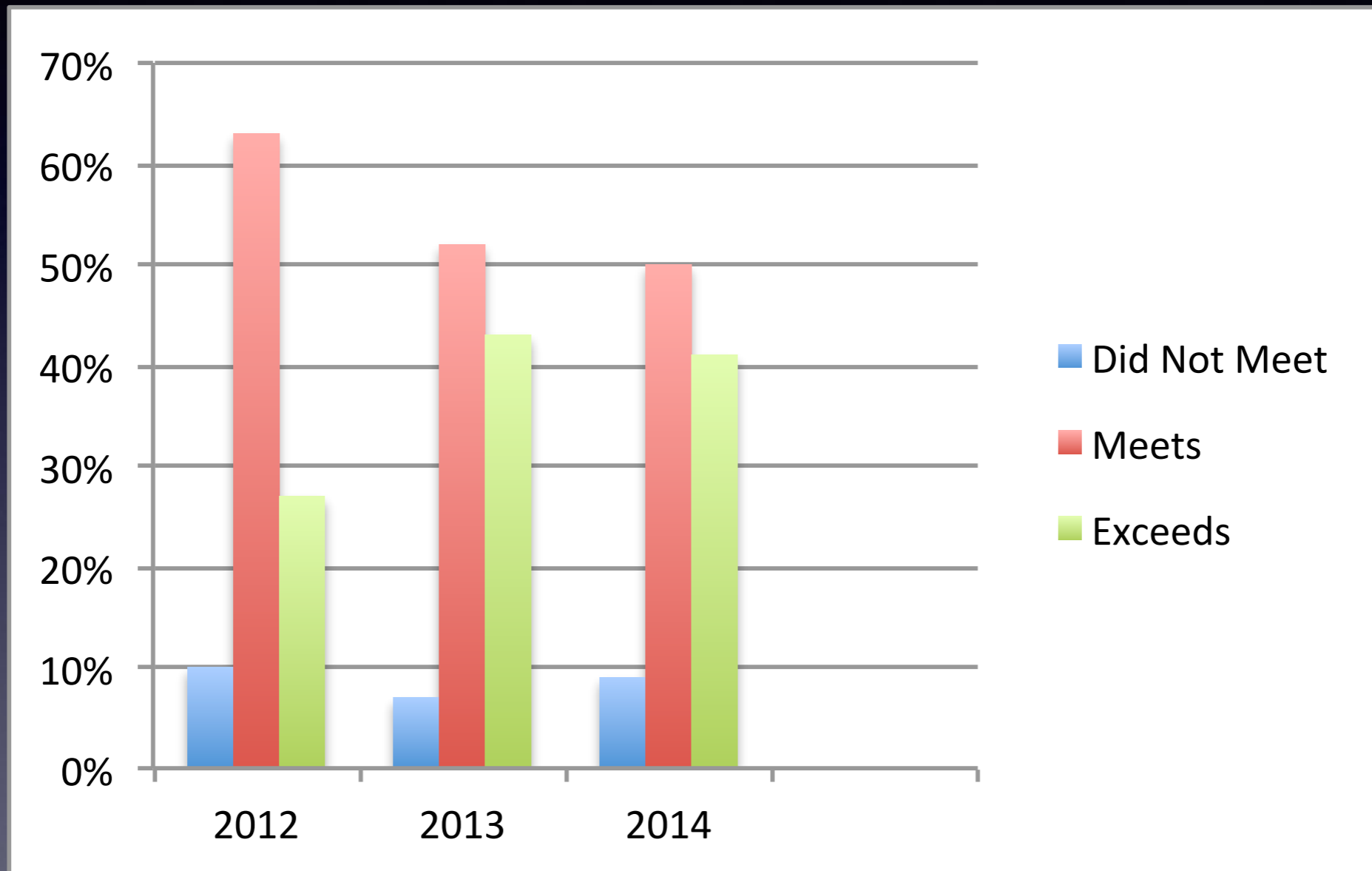


2014



These graphs relays the percentage of students who scored in each assessment category on the American Lit EOCT

American Lit Year to Year Comparison



This graph relays the percentage of students who scored in each assessment category on the American Lit EOCT at Campbell High School

Questions to Ask From the Data

- Campbell's Scores are below both the district and state average in both 9th Grade Lit and American Lit
- Score in 9th Grade Lit have improved from year to year
- Scores in American Lit declined slightly from 2013 to 2014
- American Lit has a higher percentage of meets and exceed than most other EOCT's

- Questions to answer from the data presented
 - What has led to the improved percentage of students who score in the meets and exceed category in 9th grade lit. Is it a sustainable improvement? Can it be applied to other ELA courses?
 - What led to the slight decline in American Lit scores from 2013 to 2014? Is it a one year anomaly or sign of an instructional issue?

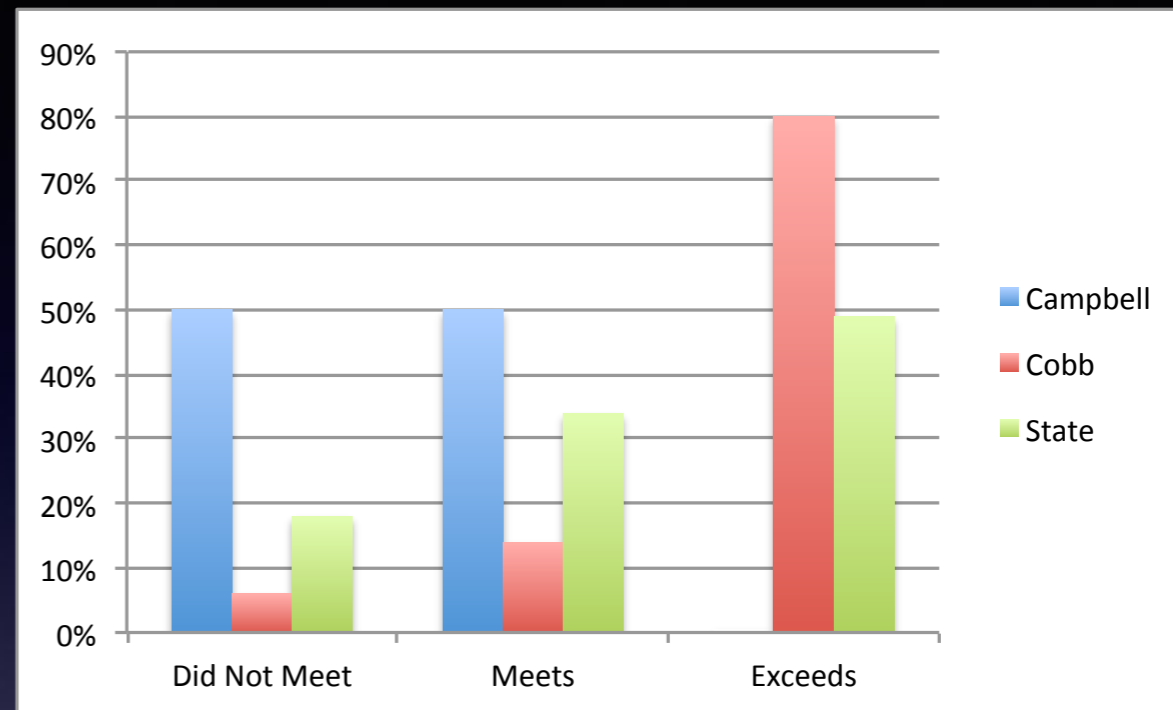
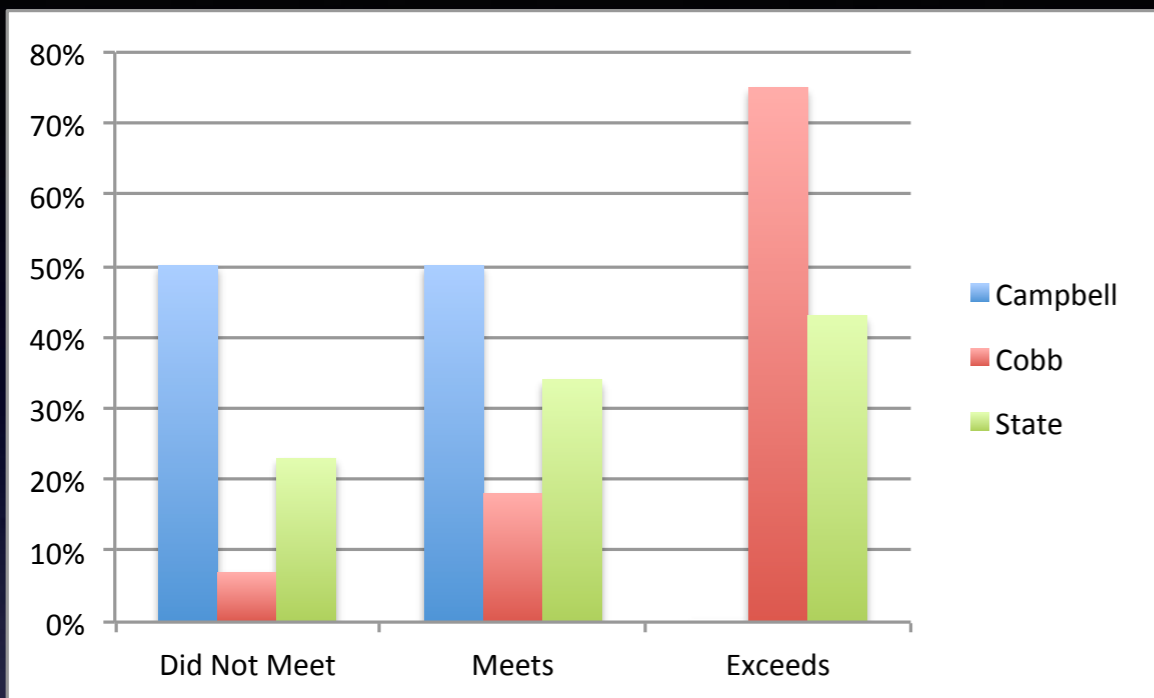
Take Aways

Science
EOCT Data

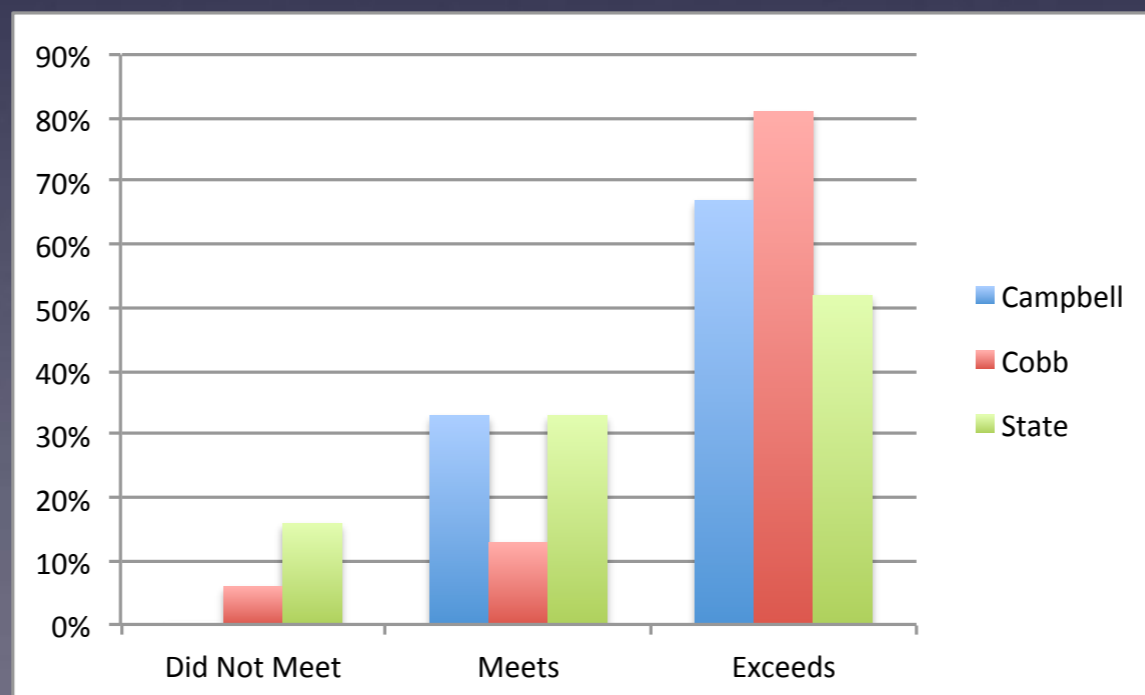
Physical Science

2012

2013

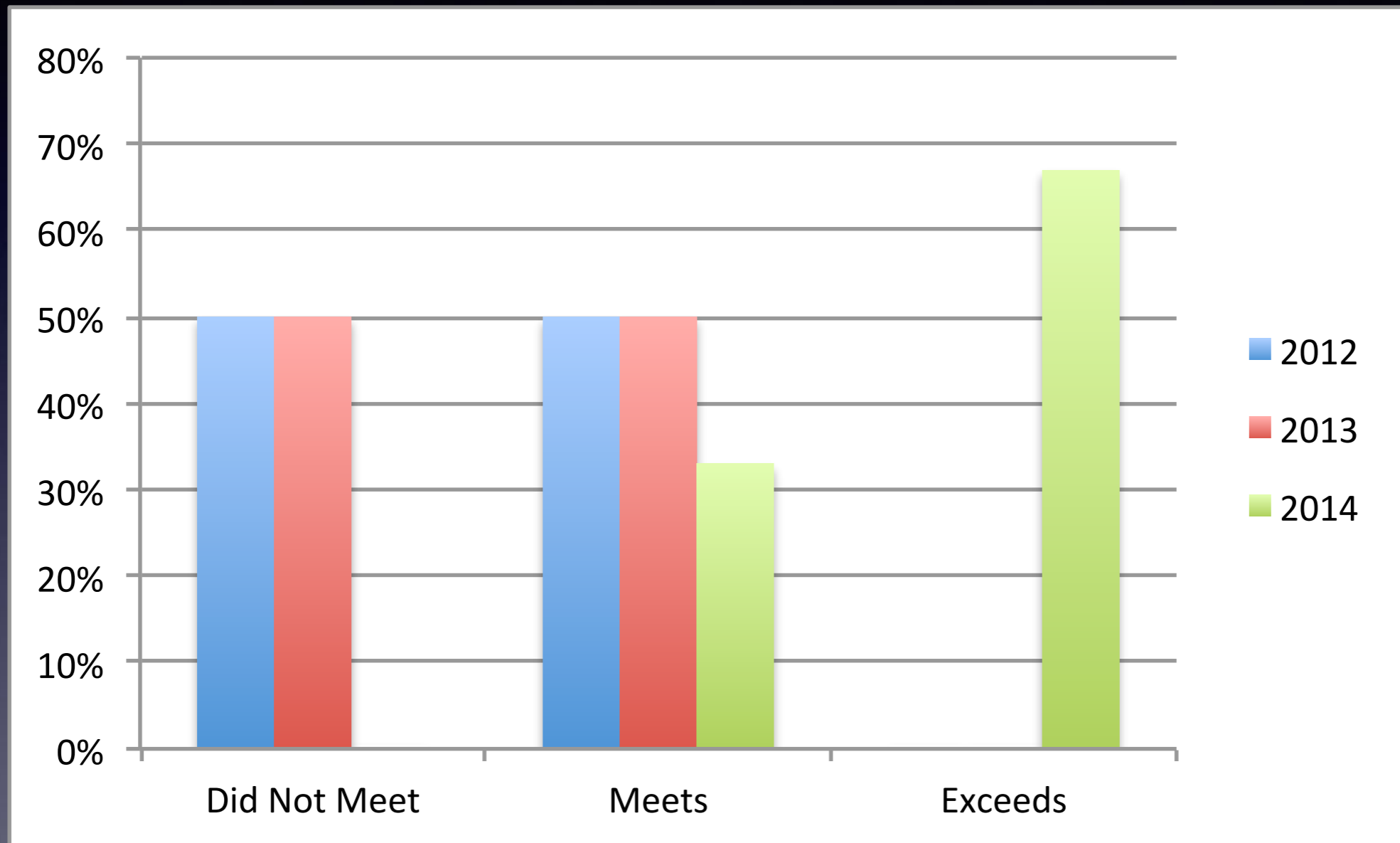


2014



These graphs relay the percentage of students who scored in each assessment category on the Physical Science EOCT

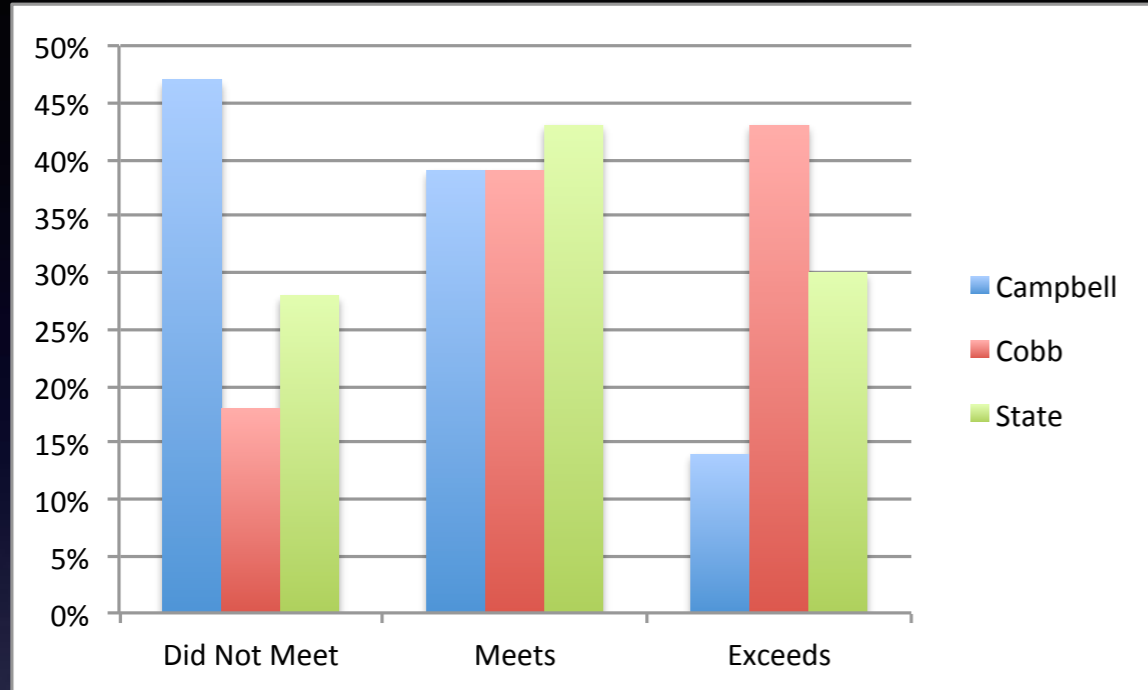
Physical Science Year to Year Comparison



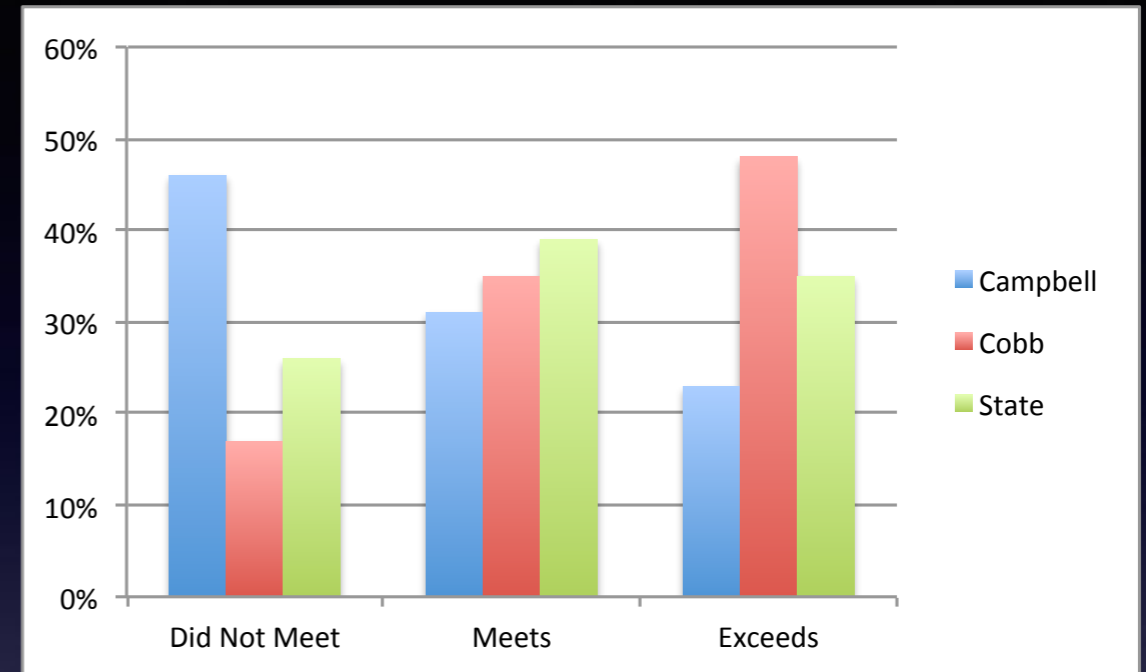
This graph relays the percentage of students who scored in each assessment category on the Physical Science EOCT at Campbell High School

Biology

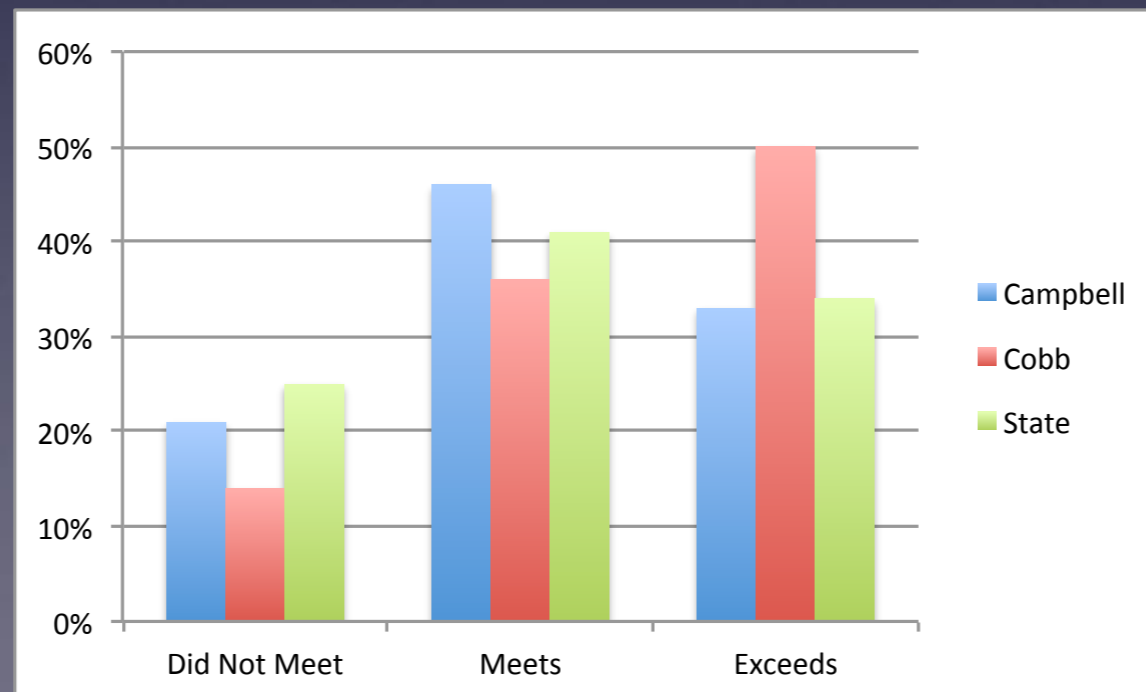
2012



2013

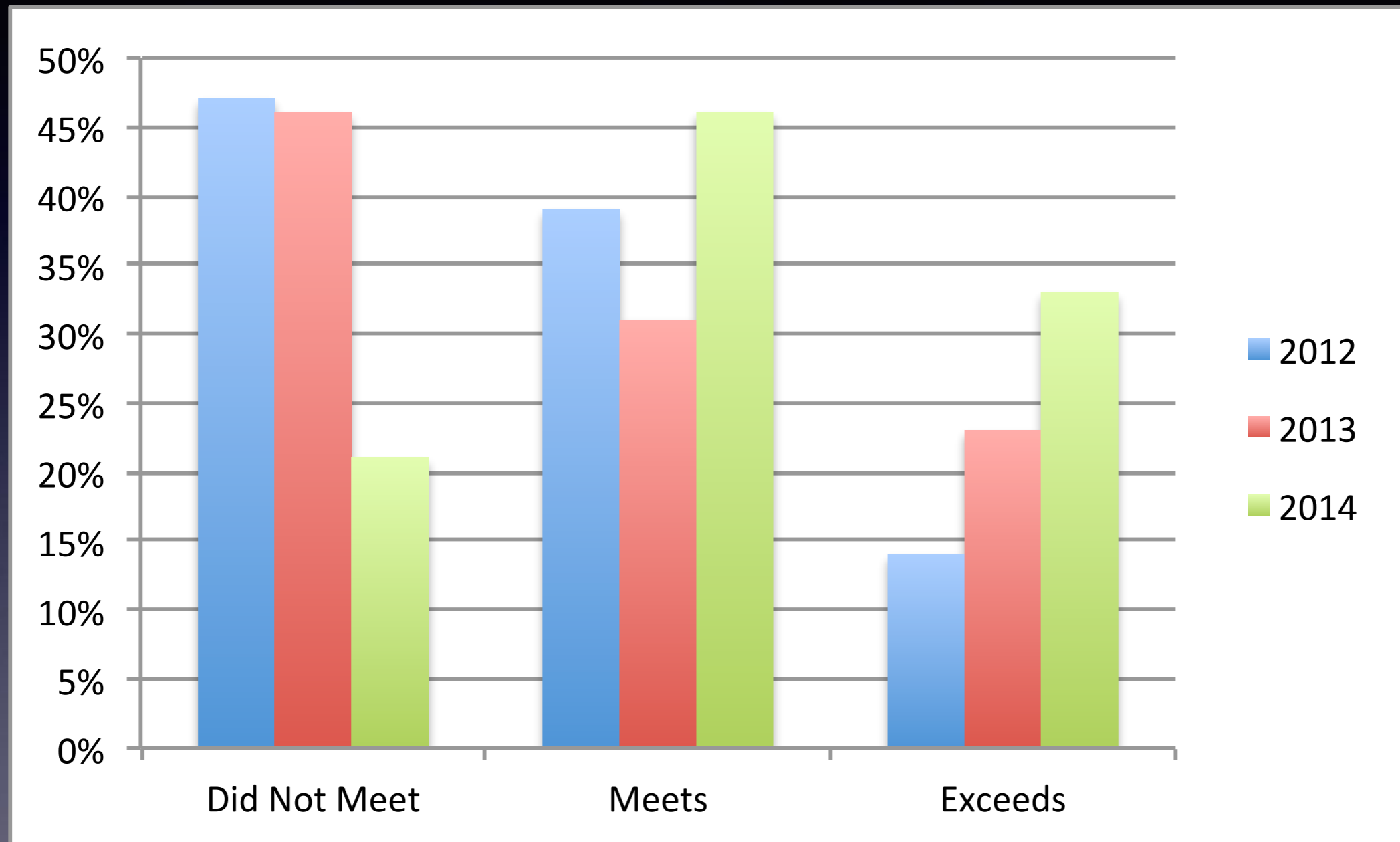


2014



These graphs relays the percentage of students who scored in each assessment category on the Biology EOCT

Biology Year to Year Comparison



This graph relays the percentage of students who scored in each assessment category on the Biology EOCT at Campbell High School

Questions to Ask From the Data

- Campbell's Scores are below both the district and state average in Biology
- Campbell's Scores in Physical Science trend lower than the district but not the state
- Scores in Physical Science improved drastically in 2014 with over 60% meeting exceeds
- Scores in Biology have improved from year to year
- Questions to answer from the data presented
 - What has led to the improved percentage of students who score in the meets and exceed category in Biology. Is it a sustainable improvement?
 - What led to the drastic increase in Physical Science meets and exceeds score in 2014? Can this be attributed to the number of students taking the test?

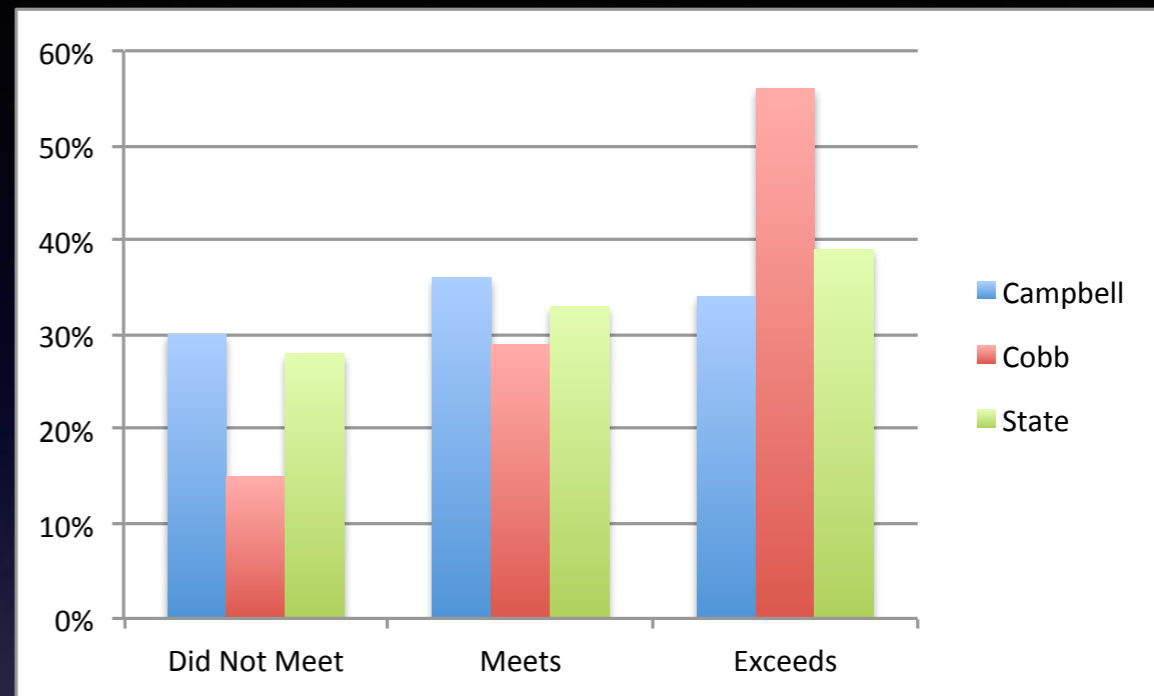
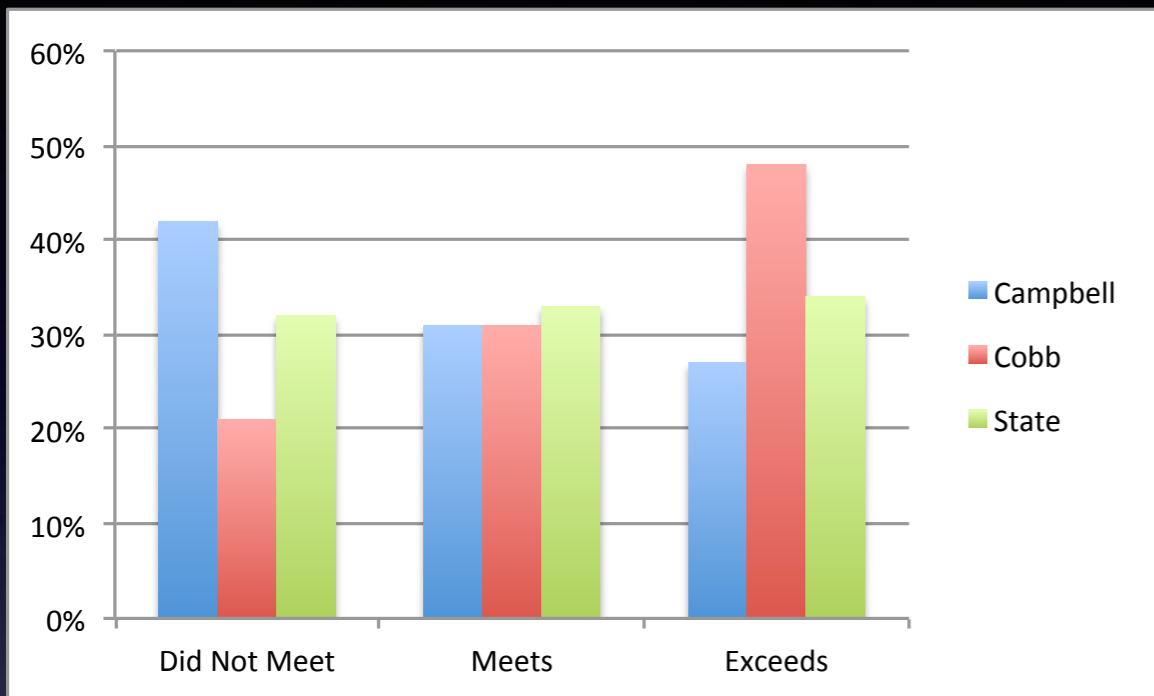
Take Aways

Social Studies EOCT Data

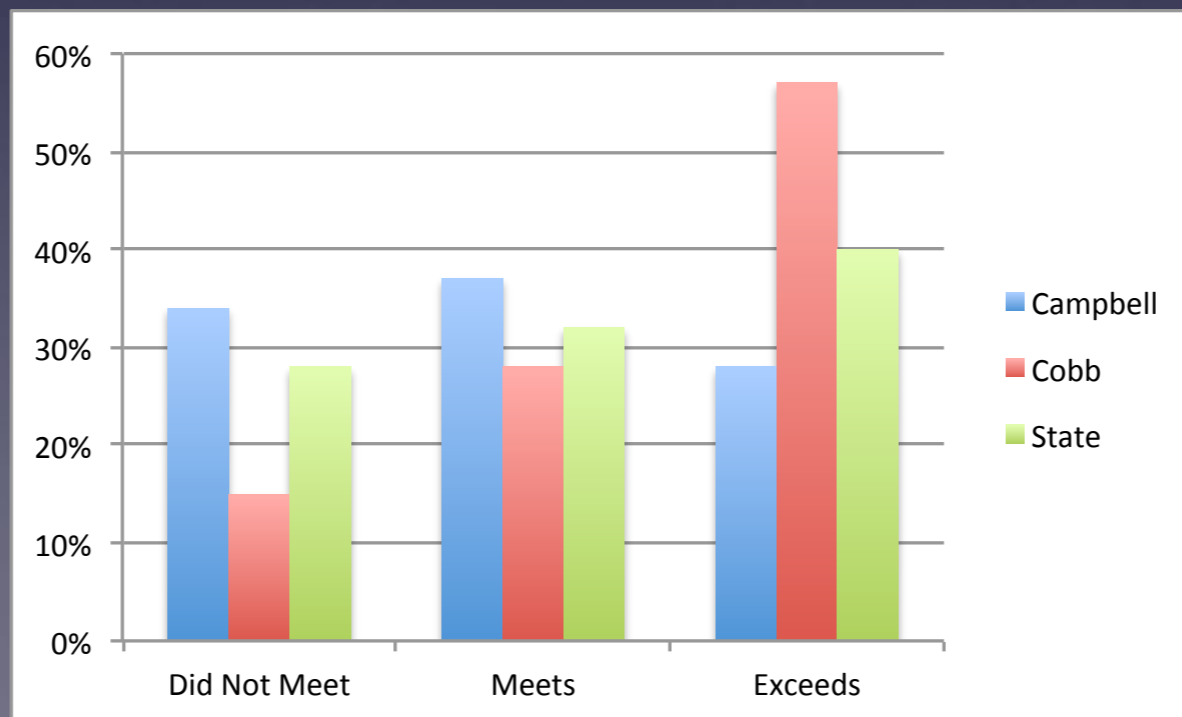
US History

2012

2013

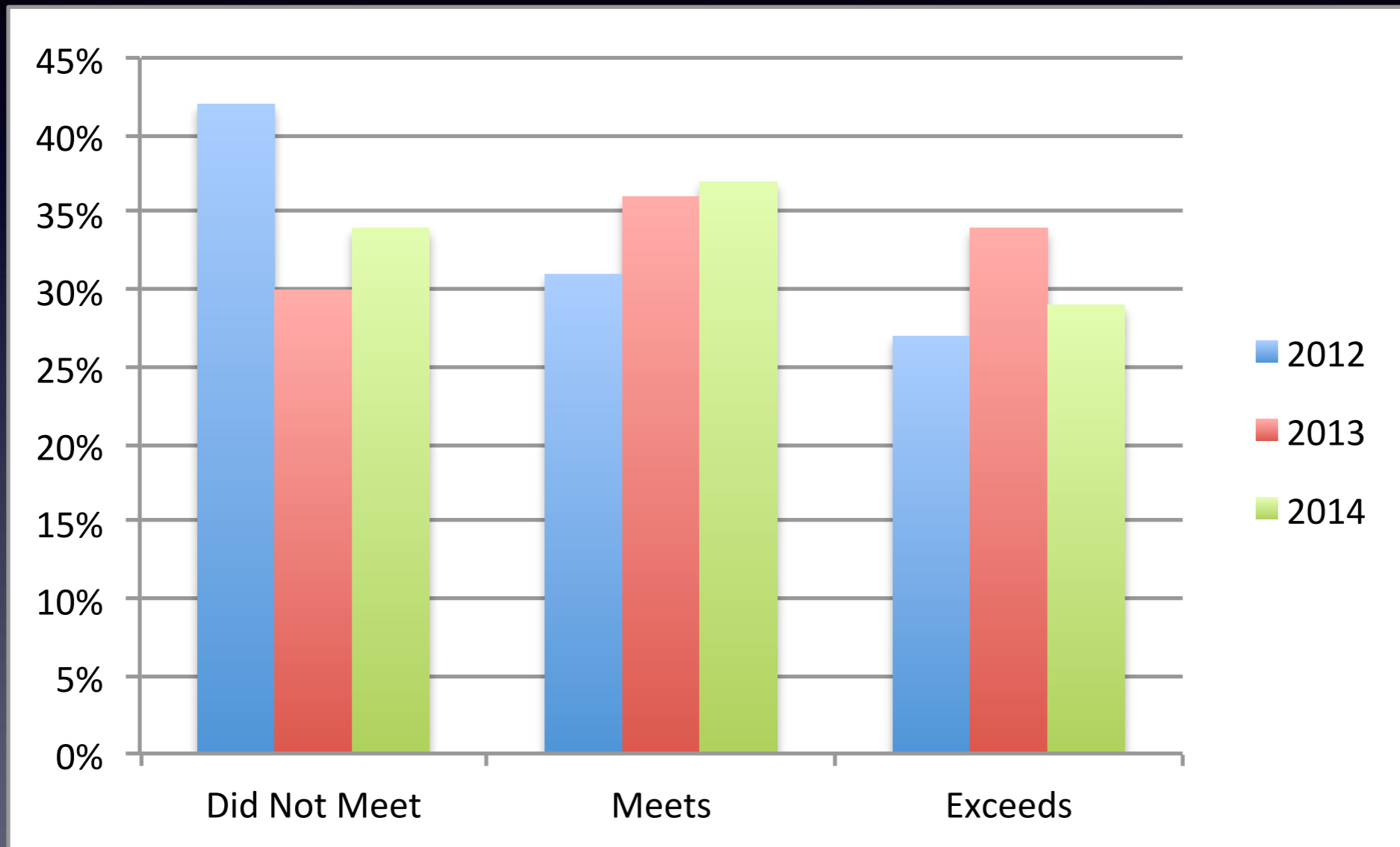


2014



These graphs relay the percentage of students who scored in each assessment category on the US History EOCT

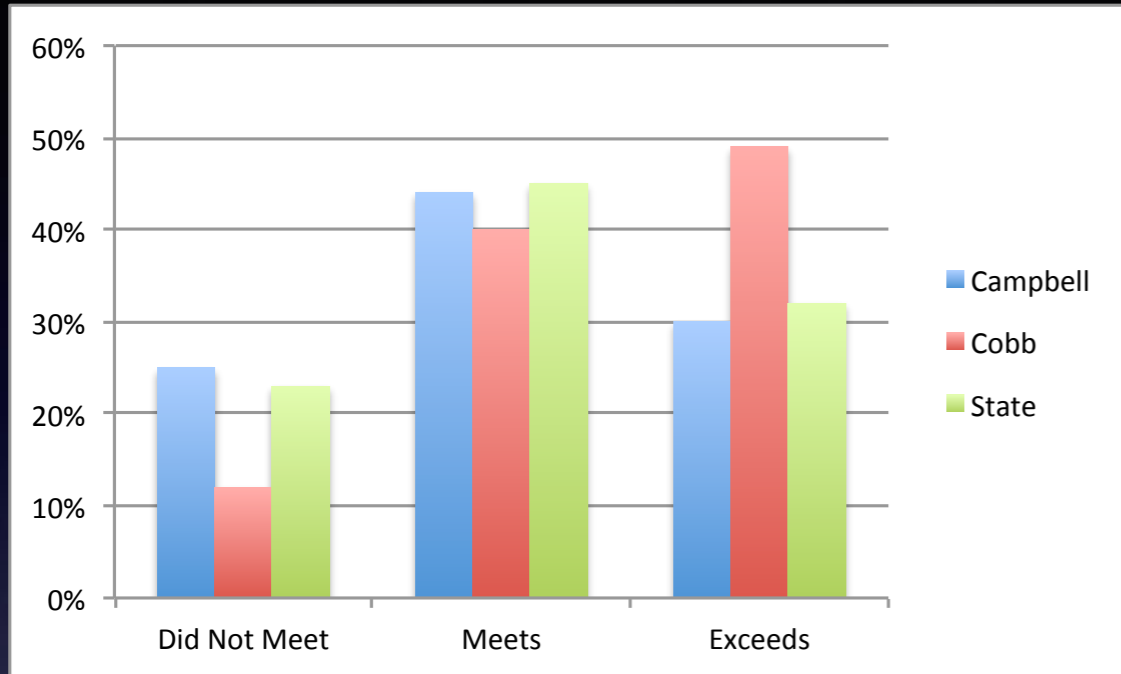
US History Year to Year Comparison



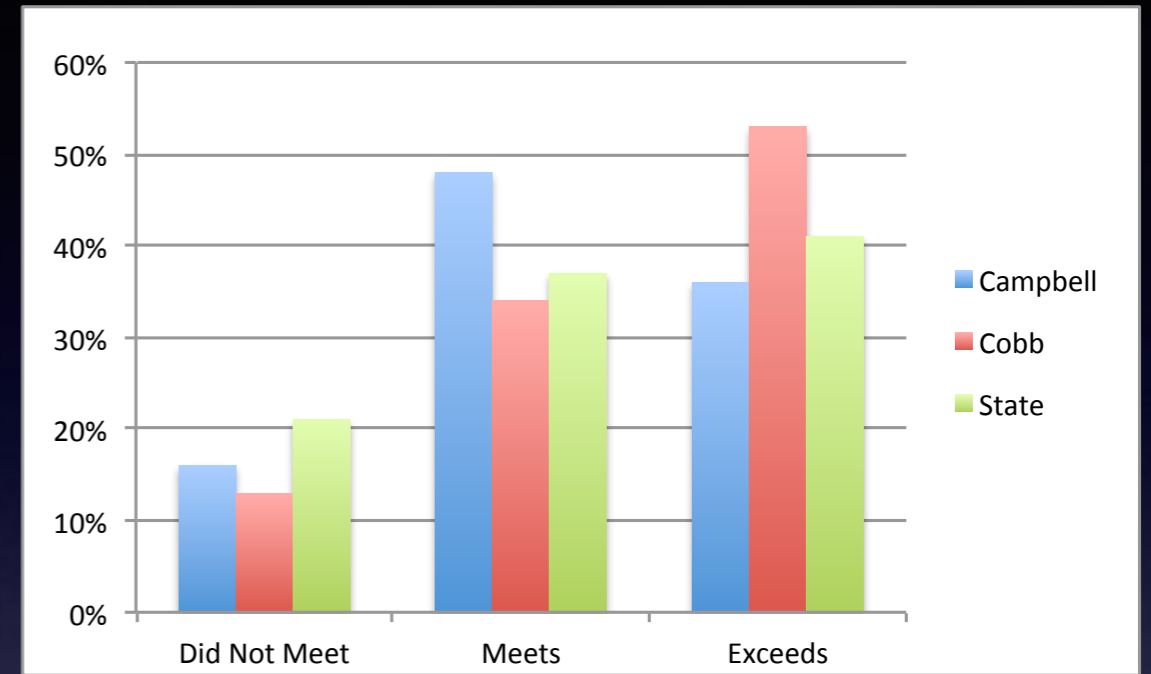
This graph relays the percentage of students who scored in each assessment category on the US History EOCT at Campbell High School

Economics

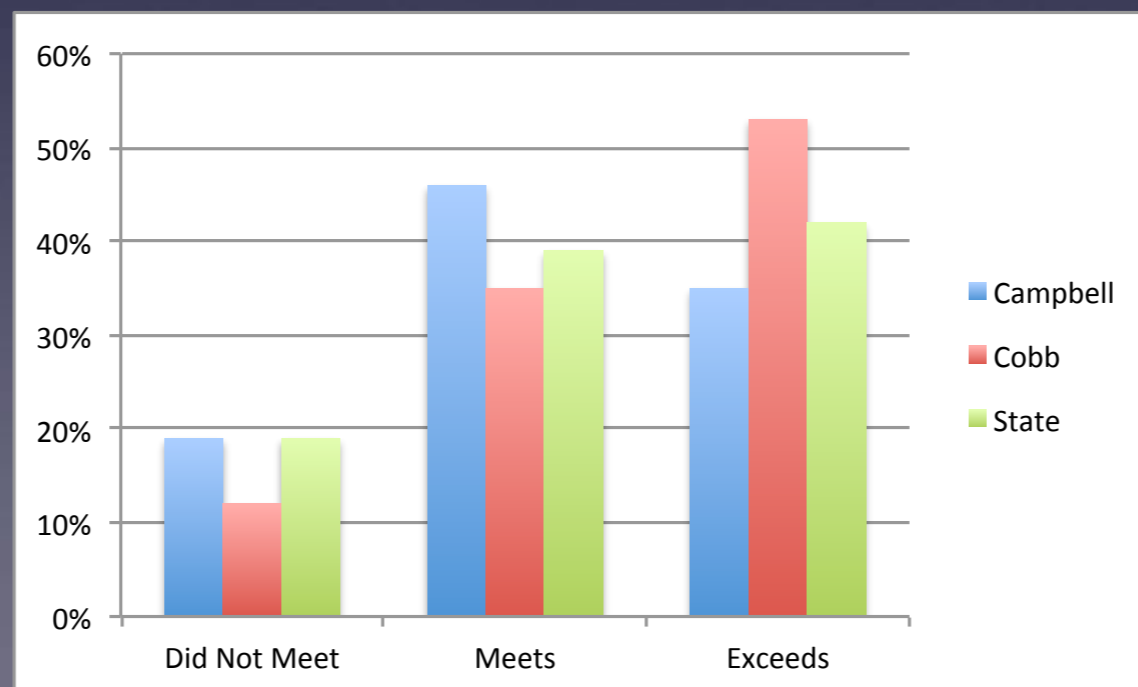
2012



2013

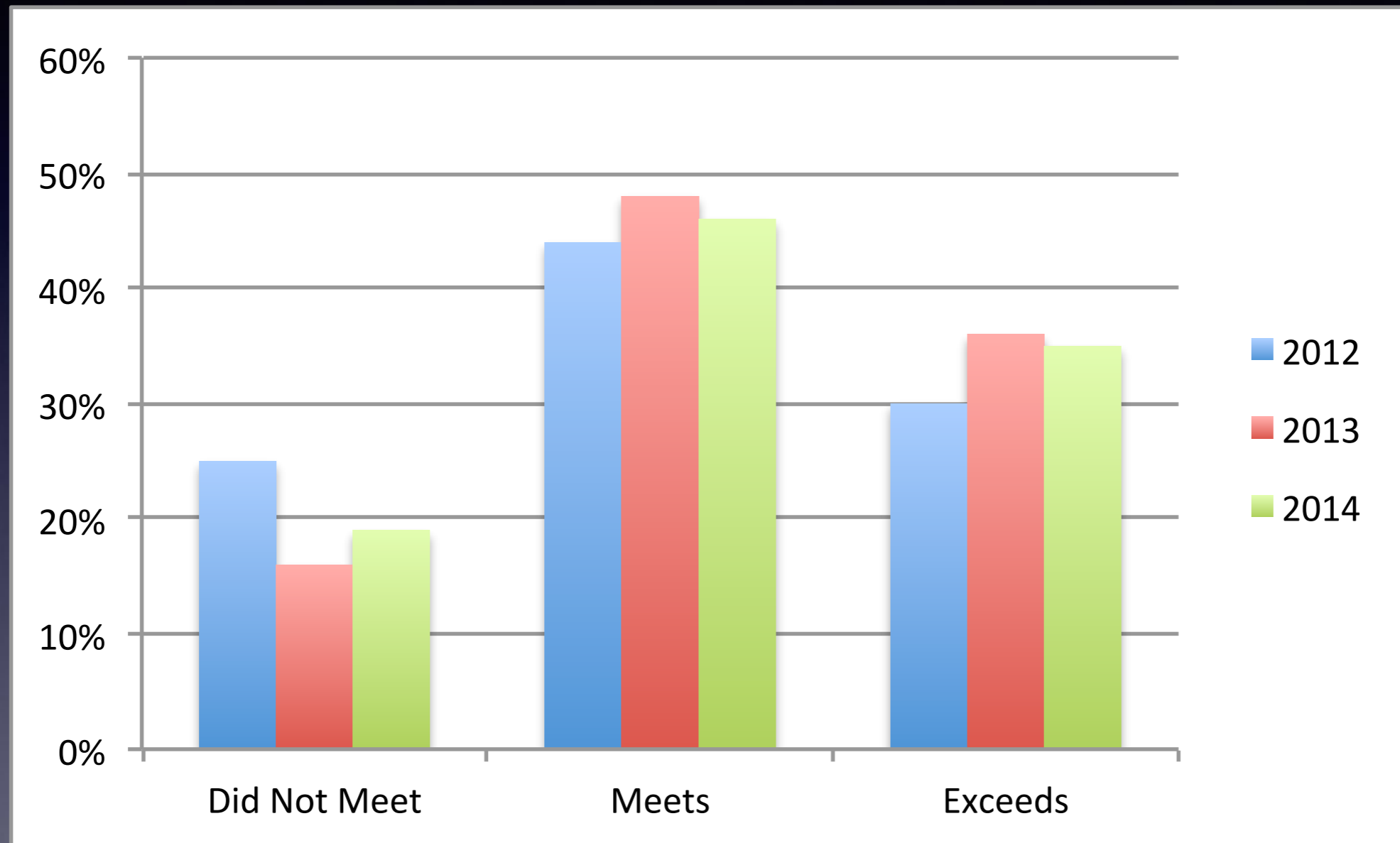


2014



These graphs relays the percentage of students who scored in each assessment category on the Economics EOCT

Economics Year to Year Comparison



This graph relays the percentage of students who scored in each assessment category on the Economics EOCT at Campbell High School

Questions to Ask From the Data

- Campbell's Scores are below both the district and state average in Economics and US History

- Scores in both US History and Economics peaked in 2013 with a higher percentage in the meets and exceeds category, and then they declined in 2014

- Questions to answer from the data presented

- Why was there a higher percentage of students who were in the meets and exceeds category in 2013? Was 2013 an anomaly or is the decline of scores in 2014 evidence of instructional issues

Take Aways

Overall Take Aways

- Campbell is a diverse school with demographic data that is showing a small uptick in the white and hispanic population coinciding with a small decrease in the transient rate
- In many subject areas, the percentage of students who are scoring in the meets and exceeds category is increasing, but some subjects did see a small decline in 2014. The reason behind this decline needs to be evaluated further.
- The percentage of students who score in the meets and exceeds categories is generally lower than the district and state averages. The district average percentage of students who are in the meets and exceeds category tends to be the highest. Campbell needs to use all available district resources to continue to improve instruction