

# **Chapter II**

## **Data Implications**

## DATA IMPLICATIONS

Upon careful and thorough analysis of the student and community profile the strengths and challenges for the Millikan community are reconfirmed. One of the significant and most interesting findings in chapter one of our self-study is that Millikan is truly a microcosm of the city of Long Beach. This is an important implication as Millikan's strengths and challenges are similar to those of the greater Long Beach area. The socioeconomic levels at Millikan are representative of those of Long Beach, as is the ethnic distribution.

The percentage of students who are achieving Advanced Proficient or Proficient on the California Standards Test (CST) for Language Arts remains constant with relatively insignificant changes (2006 showed an average of 35% of ninth, tenth and eleventh graders scored Advanced Proficient or Proficient). However, the African-American and Hispanic sub-groups still retain the highest percentage of Below Basic or Far Below Basic. The 2006 CST for Language Arts test results report indicate that areas for improvement are in writing strategies, reading comprehension and literary response and analysis. Fifty-seven percent of the students taking the CST scored Far Below Basic or Below Basic in Algebra.

We have met and exceeded the established targets for AYP in math by 16.9%; however, in order to meet the target in the 2008-2009 school year, the school must raise these performance levels.

Though Millikan exceeded its API growth target in the 2003-2004 school year by 70 points, the following years saw a decline in the score. In 2004-2005, we missed our API by ten points, and in 2005-2006 by two points. The African American and special education sub-groups met their growth target in 2006. The ethnic groups who did not meet their growth target for the 2005-2006 school year were Asian and Hispanic. Socioeconomically disadvantaged and English Learners also did not meet their API growth target.

Student performance on the California High School Exit Exam (CAHSEE) dropped 4% in the math section and 3% in the English language arts section from 2005 to 2006. Redesignated fluent-English Proficient (RFEP) students were the highest performing sub-group in 2006, while special education and English Learners showed the lowest scores.

Due to the changes in enrollment at Millikan, the number of students taking the CELDT has increased over the past three years. Also, the percentage of students passing the test in the advanced or early advanced categories has risen 14% since 2004.

Results on the SAT reveal that Millikan is below district and state averages. The Hispanic/Latino population had the lowest average score on the SAT I verbal, while African Americans scored lowest on the SAT I math. For the 2004-2005 school year, the highest scoring ethnic group was Caucasians.

## CRITICAL ACADEMIC NEEDS

Since the 2001 WASC self-study, Millikan High School's critical academic needs have been refined based on our three year review and the Long Beach Unified High School Initiative. Millikan's leadership team, staff, students and community members all took part in the determination and refinement of the critical academic needs, and the restructuring of the ESLR's. The current overarching tenets of the school community are termed Essential Life Skills, and are addressed in the acronym RAMHI. The results are an accurate reflection of the areas in which the Millikan community continues to strive for excellence, and an alignment of the critical academic needs with our Essential Life Skills.

### Implications

35% of 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> graders scored Advanced Proficient or Proficient on the CST Language Arts test in 2006.

40% of our students scored Proficient or Advanced Proficient on the 2006 CST US History exam.

CST Language Arts tests results imply that areas for growth are in writing strategies, reading comprehension and literary response and analysis.

CST test results indicate that 57% of students are Far Below Basic or Below Basic in Algebra, and 0% of students are Advanced Proficient.

Student performance on the CAHSEE dropped 4% in the math section and 3% in the English section.

### Critical Academic Need

1. Improve student achievement in each content area.

## **Implications**

The African American and Special Education sub-groups met their API growth target in 2006.

Redesignated Fluent English Proficient students were the highest performing sub-group in the 2006 CAHSEE

African American and Hispanic sub-groups have the highest percentage of Below Basic and Far Below Basic in Language Arts.

Asians, Hispanics, Socioeconomically disadvantaged and English Learners did not meet their growth target for the 2005-2006 API.

The Hispanic/Latino population had the lowest average score on the SAT I verbal, and African Americans scored the lowest on the SAT I math.

The following Essential Life Skills are reflections of the critical needs and a re-interpretation of pre-existing ESLR's.

- Rigorous Thinkers and Learners
- Articulate Communicators
- Millikan Team Players
- High Achieving, Self-Directed Learners
- Integrators of Technology

## **IMPORTANT QUESTIONS**

Why are the scores of English Learners decreasing on the CST's?

How effective are our reading interventions?

How effective are our math and Algebra interventions?

## **Critical Academic Need**

2. Close the achievement gap among sub-groups of students.