

Mahomet-Seymour High School

School Improvement Initiative



Profile-Goals-Data (2011-2012)

Progress Report - September 6, 2011

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A. Mahomet-Seymour High School Improvement Plan 2011-2012

Goal #1	Areas of Concentration	Plan of Attack	Documentation of Outcomes
Reading Comprehension	Students will increase their PSAE scores from 62% meeting or exceeding in 2011 to 70% meeting and or exceeding in 2012.	<p>Students classified as Juniors during the 2011-2012 school year will be enrolled in the PSAE Prep class.</p> <p>Students will be provided additional instruction in the area of Reading Comprehension during the PSAE Prep class that will expose them to strategies that will improve their reading comprehension.</p> <p>Staff will continue reading comprehension training with Gretchen Courtney to provide students with strategies that will help assist them in improving their reading comprehension. The training will take place on October 11, December 14, and April 3.</p>	<p>PSAE Coordinator will collect and analyze results from PSAE practice tests.</p> <p>Results from analyzing the data will be shared with the Principal and division heads to develop strategies to differentiate instruction for the struggling students.</p> <p>In addition to the PSAE scores, MAP scores will also be analyzed and compared with the PSAE results to provide more information on which students to target for additional instruction.</p>

Goal #2	Areas of Concentration	Plan of Attack	Documentation of Outcomes
Mathematics	Students will increase their PSAE scores from 62% meeting or exceeding in 2011 to 70% meeting and or exceeding in 2012.	<p>Students classified as Juniors during the 2011-2012 school year will be enrolled in the PSAE Prep class.</p> <p>Students will be provided additional instruction in the area of Mathematics during the PSAE Prep class that will expose them to strategies that will improve their Math skills.</p> <p>When schedules allow students will be placed in targeted Math study halls that will provide students opportunity to continue to be supported in the areas of Math they are deficient.</p>	<p>PSAE Coordinator will collect and analyze results from PSAE practice tests.</p> <p>Results from analyzing the data will be shared with the Principal and division heads to develop strategies to differentiate instruction for the struggling students.</p> <p>In addition to the PSAE scores, MAP scores will also be analyzed and compared with the PSAE results to provide more information on which students to target for additional instruction.</p>

Goal #3	Areas of Concentration	Plan of Attack	Documentation of Outcomes
Content Areas	All content areas will complete Power Standards, Learning Targets and Pacing Guides for all subject areas by the end of the 2011-2012 school year.	<p>During the 2011-12 school year, the process of identifying Power Standards and Learning Targets will continue on Early Dismissal and Institute Days.</p> <p>Staff will be provided training and support when needed in developing the Power Standards, Learning Targets and Pacing Guides.</p> <p>Division Heads were provided a professional development calendar that was handed out to teachers. The professional development calendar will be filled out on September 21st. The calendars will be used to help plan out when the PS/LT and PG will be completed.</p>	<p>Team Leaders will submit finalized Power Standards, Learning Targets and Pacing Guides to Division Heads when completed.</p> <p>Division Heads will report out monthly to the Principal on the progress of the completed work. Documentation will be submitted to support the work completed.</p>

Goal#4	Areas of Concentration	Plan of Attack	Documentation of Outcomes
English Language Arts	<p>Teachers and students will utilize MAPS Lexile scores to determine the appropriate level of books the students should select during independent reading lessons.</p> <p>Students will develop a clear understanding of the Lexile score and how choosing books within that range can assist them in developing their reading skills.</p>	<p>During the 2010-11 school year, the ELA staff will use the Lexile scores from MAPS testing to help assist students in the selection of books for independent reading lessons.</p> <p>Students will take the MAPS test in the Fall of 2011. Teachers will receive the Lexile ranges for their students. Teachers will provide a list of available books based on the students Lexile Range.</p> <p>Teachers will explain the purpose of the Lexile score to the students in order to develop the understanding of the importance of choosing the appropriate level of text.</p>	<p>Through meetings with the ELA division head the Principal will evaluate the use of the Lexile scores during independent reading in the English department.</p> <p>The Principal will also have conversations with students to gain insight to their understanding of the Lexile scores.</p>

B. Comparative Data - Students and Honor/AP courses (2010-2011)* 409* different students are taking classes designated as either Honors or AP for the 2011-2012 school year as compared to 417 students the previous year. The following is a break out by grade of the number of students taking single and multiple Honors and/or AP classes.

	Advanced Comp I H (11, 12) 2007 – English III (H)	Advanced Comp II, College Prep Writing in 2007 H (12)	British Literature H (12)	Chemistry II H (11, 12)	Economics H (12)	French III H (10,11)	French IV H (11,12)	Sociology H (12)	Government & Law II H (11,12)	Pre-Calculus H (11,12)	Trigonometry (12)	Wind Ensemble (12)	Chamber Choir (12)	Wind Ensemble/ Chamber Choir (12)	Algebra II (10,11)
01-02	97	28	30	27	77	34	9	57	30	81	X	X	X	X	X
%	23%	15%	16%	6%	41%	14%	5%	30%	8%	19%	X	X	X	X	X
02-03	131	25	23	27	124	33	27	93	31	72	X	X	X	X	X
%	30%	11%	10%	6%	53%	16%	6%	40%	7%	16%	X	X	X	X	X
03-04	122	41	24	23	102	32	13	58	25	92	X	X	X	X	59
%	30%	20%	12%	11%	25%	7%	3%	29%	6%	23%	X	X	X	X	14%
04-05	124	21	25	57	101	21	20	56	22	74	X	X	X	X	78
%	28%	10%	12%	13%	49%	5%	6%	27%	5%	17%	X	X	x	X	17%
05-06	110	21	19	30	142	43	18	103	18	65	35	1	5	8	75
%	25%	9%	8%	7%	62%	10%	4%	45%	4%	15%	15%	.4%	2%	3%	17%
06-07	100	50	26	26	131	31	26	93	16	72	60	2	1	2	70
%	46%	23%	11%	6%	60%	7%	6%	43%	4%	17%	28%	.9%	.5%	.9%	16%
07-08	88	50	19	22	141	27	21	96	18	59	46	3	5	7	63
%	21%	23%	9%	5%	64%	6%	5%	44%	4%	14%	21%	1%	2%	2%	15%
08-09	94	57	21	23	130	25	21	86	26	56	32	1	2	8	76
%	22%	26%	10%	5%	59%	6%	5%	39%	6%	13%	15%	.4%	.9%	4%	18%
09-10	99	48	14	28	127	28	19	74	36	67	34	8	1	3	72
%	23	23	7	7	61	6	4	35	8	16	16	3	.4	1.4	17
10-11	101	49	23	12	104	23	18	91	14	61	39	3	2	3	76
%	23	22	11	28	48	5	4	42	3	14	18	1	.9	1	17
11-12	126	39	13	24	120	33	17	95	18	69	37	4	1	3	93
%	29	18	6	6	55	8	4	44	4	16	17	2	.4	1	21

TABLE Continued

	Spanish III H (10,11)	Spanish IV H (11,12)	AP Biology (11, 12)	AP Calculus (12)	AP English Literature (12)	AP Physics (11, 12)	AP US History (11)	AP Chemistry (12)	American Literature (11)	Geometry (9,10)	Physics (11,12)	AP Spanish (12)	AP French (12)	Statistics (12)	Totals
01-02	102	31	17	27	16	19	14	15	X	X	X	X	X	X	711
%	43%	16%	4%	14%	8%	4%	6%	8%	X	X	X	X	X	X	
02-03	88	65	0	39	54	31	27	16	78	91	24	X	X	X	1098
%	21%	15%	0	17%	23%	13%	13%	7%	38%	21%	5%	X	X	X	
03-04	64	46	21	27	31	21	30	16	101	76	20	14	5	11	1074
%	15%	11%	5%	13%	15%	5%	15%	4%	50%	17%	5%	7%	2.5%	3%	
04-05	88	38	X	34	45	24	17	21	111	73	20	13	X	26	1109
%	19%	9%	-	17%	10%	5%	7%	10%	47%	16%	5%	6%	-	13%	
05-06	84	52	X	34	43	28	19	14	99	64	37	10	5	64	1195
%	19%	12%	_	15%	19%	6%	5%	6%	46%	14%	8%	4%	2%	28%	
06-07	69	54	18	27	23	17	26	34	X	65	38	11	9	81	1176
%	16%	12%	4%	12%	11%	4%	12%	16%	X	15%	9%	5%	4%	37%	
07-08	79	49	23	52	31	24	21	20	X	77	31	20	9	58	1161
%	19%	11%	5%	24%	14%	6%	10%	9%	X	19%	7%	9%	4%	26%	
08-09	90	60	45	41	16	23	17	35	X	68	13	10	0	52	1128
%	21%	14%	10%	19%	7%	5%	8%	16%	X	16%	3%	5%	0%	24%	
09-10	80	63	46	41	36	26	31	28	X	64	19	8	10	41	1151
%	19	15	11	20	17	6	17	13	X	15	4	5	5	20	
10-11	92	49	78	43	25	22	34	19	X	84	18	15	9	55	1148
%	18	11	18	20	11	5	16	9	X	19	4	4	7	25	
11-12	101	45	66	49	37	32	47	36	X	66	17	18	11	44	1261
%	23	10	15	22	17	7	22	17	X	15	4	8	5	20	

Mahomet Seymour High School Advanced Placement Data

The following is a break out by grade of the number of students taking single and multiple Honors and/or AP classes.

Grad Yr		Honors	AP	Total Honors/AP	Multiple Honors/AP	Multiple AP classes
12 th grade	2003	104	56	123	82	33
12 th grade	2004	138	65	138	53	34
12 th grade	2005	126	61	126	105	31
12 th grade	2006	158	64	158	135	35
12 th grade	2007	141	57	141	120	29
12 th grade	2008	148	62	148	131	44
12 th grade	2009	119	56	119	87	32
12 th grade	2010	148	59	148	120	39
12 th grade	2011	131	73	131	112	44
<hr/>						
11 th grade (03)	2004	115	35	102	78	13
11 th grade (04)	2005	146	27	146	25	10
11 th grade (05)	2006	150	42	145	123	10
11 th grade (06)	2007	129	15	129	105	6
11 th grade (07)	2008	136	35	136	101	10
11 th grade (08)	2009	115	27	115	83	9
11 th grade (09)	2010	116	44	116	91	17
11 th grade (10)	2011	119	49	119	92	15
11 th grade (11)	2012	119	56	119	92	26
<hr/>						
10 th grade (03)	2005	95	X	95	29	X
10 th grade (04)	2006	75	X	75	X	X
10 th grade (05)	2007	72	X	72	20	X
10 th grade (06)	2008	95	X	95	42	X
10 th grade (07)	2009	122	X	122	43	X
10 th grade (08)	2010	76	X	76	42	X
10 th grade (09)	2011	80	X	80	47	X
10 th grade (10)	2012	88	X	88	49	X
10 th grade (11)	2013	95	X	95	52	X
<hr/>						
9 th grade (03)	2006	39	X	39	X	X
9 th grade (04)	2007	62	X	62	X	X
9 th grade (05)	2008	73	X	73	X	X
9 th grade (06)	2009	55	X	55	X	X
9 th grade (07)	2010	50	X	50	X	X
9 th grade (08)	2011	57	X	57	X	X
9 th grade (09)	2012	58	X	58	X	X
9 th grade (10)	2013	62	X	62	X	X
9 th grade (11)	2014	64	X	64	X	X

Advanced Placement Results by Class

The number of students enrolled in the class is in parenthesis after the number taking the test.

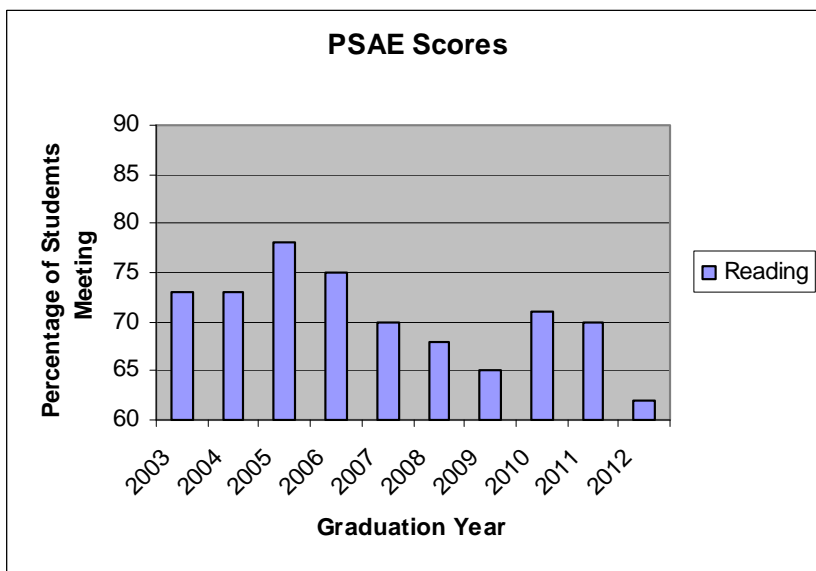
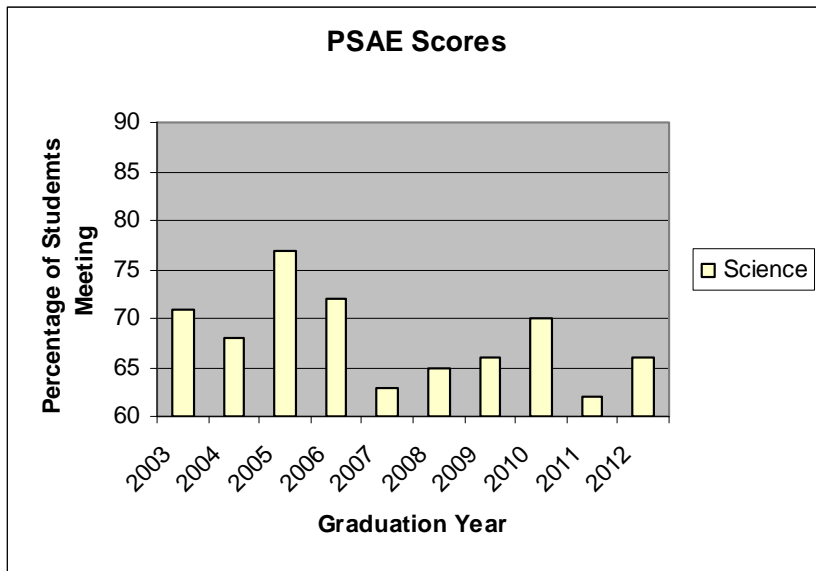
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Calculus	23	12	23	24	21	AB-27 BC-27	AB-33 BC-33	AB-20 BC-20	AB – 44 BC – 44	AB– 32(34) BC – 32	AB– 36(41) BC – 36	AB- 36(43) BC-36
Score >2	19	11	23	22	17	22-21	29-28	16-16	35 – 31	29 – 26	33 – 34	32-29
% > 2	83	92	100	92	80	81-78	88-85	80-80	80 - 70	91 – 81	92 – 94	89-81
Physics	13	7	11	19	15	19	24	12	21	19 (21)	20 (26)	18(22)
Score >2	9	5	11	18	15	19	23	12	18	16	20	16
% > 2	75	71	100	95	100	100	96	100	86	84	100	89
Biology	13	1	13	X	13	X	X	12	18	30 (39)	42 (46)	55(78)
Score >2	9	1	10	X	12	X	X	8	9	15	21	32
% > 2	69	100	77	X	92	X	X	67	50	50	50	58
US History	10	13	13	15	25	13	12	16	9	16 (16)	22 (31)	29(34)
Score >2	10	11	11	12	24	11	9	15	7	16	19	28
% > 2	100	85	85	80	96	85	75	94	78	100	86	97
Chemistry		11	11	10	13	20	13	25	16	30 (31)	20 (28)	15(19)
Score >2		11	11	10	13	20	12	22	13	25	10	7
% > 2		100	100	100	100	100	92	88	81	83	50	47
English		9	16	40	28	41	30	19	27	11 (10)	29 (36)	21(25)
Score >2		8	15	26	20	28	22	17	27	9	26	20
% > 2		89	94	65	71	68	73	89	100	82	90	95
French						1	3	6	4	0 (0)	8(10)	8(9)
Score >2						0	0	1	2	0	6	5
% > 2						0	0	17	50	0	75	62
Spanish						10	4	2	14	3 (8)	5(8)	8(15)
Score >2						5	2	1	7	1	3	4
% > 2						50	50	50	50	33	60	50
Other										2	3	6
Score > 2										1	3	5
% > 2										50	100	83

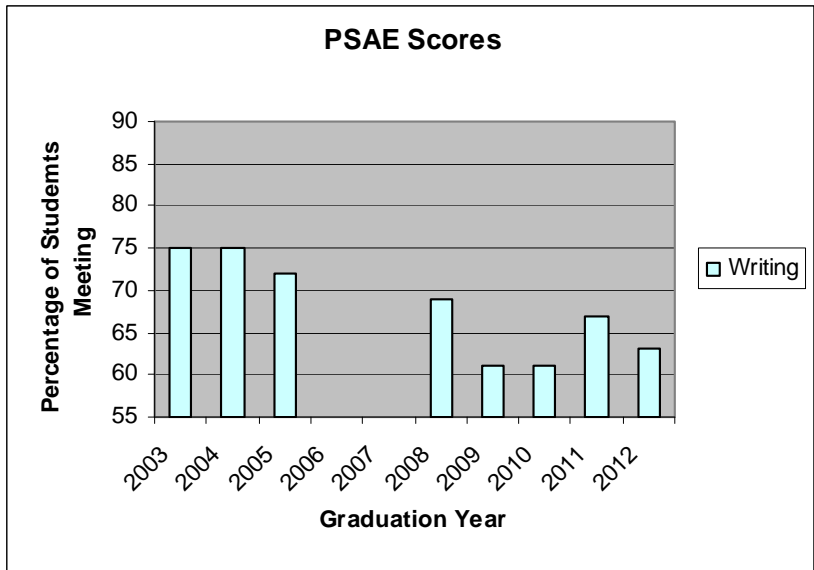
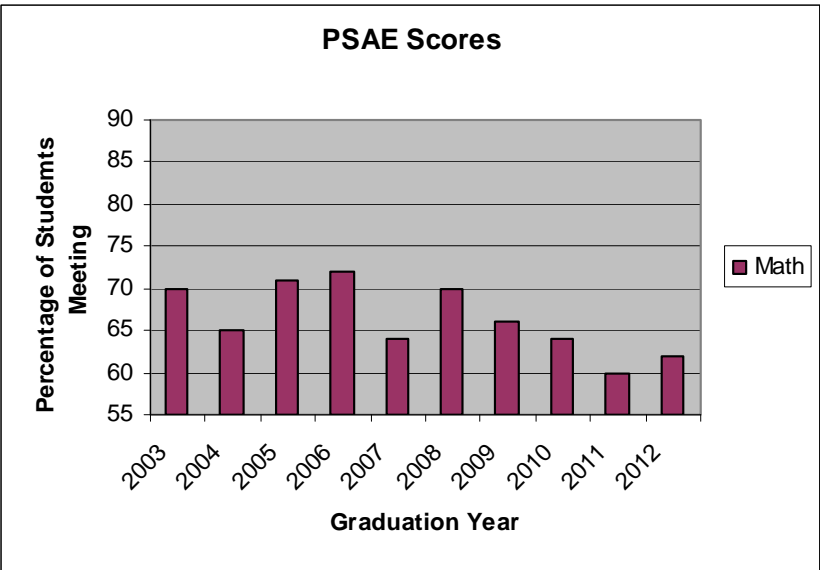
	2007	2008	2009	2010	2011
Total AP Students taking exams	77	87	90	95	102
# of Exams	112	159	145	185	190
AP Students 3+	66	72	65	71	85
% of Scores 3+	85.70%	82.80%	72.20%	74.70%	80.40%

PSAE Meets/Exceeds:

The chart represents the percentage of students that meet or exceeded standards on the PSAE since 2002.

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Reading	73%	73%	73%	78%	75%	70%	68%	65%	71%	70%	62%
Math	75%	70%	65%	71%	72%	64%	70%	66%	64%	60%	62%
Science	71%	71%	68%	77%	72%	63%	65%	66%	70%	62%	66%
Writing	67%	75%	75%	72%			69%	61%	61%	67%	63%





Mahomet-Seymour High School

	Total Enrollment	Mobility Rate	Low Income	12 th Grade Enrollment	Graduates		Attendance Rate	Truants	% Truants	Chronic Truants	Chronic Truants %	Dropouts	% Dropouts
1987-88	661	13	3.6	142	142		95.6%	0	0.0%	2	0.3%	24	3.6%
1988-89	632	9.7	5.5	146	146		93.6%	0	0.0%	2	0.3%	11	1.7%
1989-90	622	9.5	4.3	168	168		94.2%	0	0.0%	2	0.3%	13	2.1%
1990-91	545	10.6	3.9	128	128		94.3%	39	7.2%	3	0.6%	na	na
1991-92	620	7.9	3.5	143	143		95.0%	31	5.0%	2	0.3%	12	1.9%
1992-93	633	8.8	4.7	147	147		95.0%	32	5.1%	1	0.2%	8	1.3%
1993-94	629	7.2	7.8	121	121		95.0%	49	7.8%	7	1.1%	11	1.7%
1994-95	690	9.1	10	184	184		93.3%	416	60.3%	21	3.0%	21	3.0%
1995-96	698	7.5	4.4	147	146		93.6%	118	16.9%	4	0.6%	19	2.7%
1996-97	743	9.4	4.4	133	131		92.9%	109	14.7%	6	0.8%	17	2.3%
1997-98	764	9.9	4.1	162	157		92.7%	77	10.1%	1	0.1%	16	2.1%
1998-99	791	6.7	4.2	199	193		92.8%	128	16.2%	0	0.0%	24	3.0%
1999-00	809	5.7	5.1	195	193		95.0%	85	10.5%	2	0.2%	20	2.4%
2000-01	799	4.7	3.6	166	165		94.3%	42	5.2%	0	0.0%	12	1.5%
2001-02	841	5.1	5.2	182	180		94.4%	55	6.5%	3	0.3%	12	1.4%
2002-03	863	8.3	4.7	225	223		94.7%	59	6.8%	4	0.4%	14	1.6%
2003-04	848	4.0	3.0	202	198		94.8%	65	7.6%	2	0.2%	14	1.7%
2004-05	864	5.7	8.0	198	194		94.6%	82	9.5%	3	.4%	13	1.5%
2005-06	902	1.1	7.4	227	227		94.3%	96	10.6%	1	.1%	5	.5%
2006-07	882	2.8	7.8	223	209		94.3%	102	11.5%	0	0%	10	1.1%
2007-08	870	4.2	9.8	222	215		94.1%	101	11.6%	1	.1%	7	.8%
2008-09	855	4.6	12.9	214	212		94.0%	153	18%	1	.2%	6	.7%
2009-10	874	5.5	14.8	215	206		94.0%	109	12%	4	.4%	12	1.3%
2010-11	876	11.8	13.9	214	206		94.0%	125	14%	3	.3%	3	.3%

Total Enrollment	=	Total students as of Sept. 30
Mobility Rate	=	(Students in + students out)/total enrollment
Low Income	=	Public aid + free and reduced lunch
12 th Grade Enrollment	=	Students in grade twelve at the end of the year
Graduates	=	Total graduates
Attendance Rate	=	Total days attended/total days enrolled
Truants	=	Students absent without valid cause
Chronic Truants	=	Student truant more than 10% of days enrolled
Dropouts	=	Students leaving school w/o transferring to another school

Mahomet-Seymour High School Discipline ACT Scores

	Suspended	Suspended more than Suspended	Expelled		ACT comp	English	Mathematics	Social Studies	Reading	Science	% tested or number tested		
1987-88	29	26	1		20.2	20.2	17.8	18.8	xxx	23.8	71.3%		
1988-89	44	14	1		19.4	18.5	17.6	17.8	xxx	23.0	69.5%		
1989-90	19	13	0		21.7	22.5	20.9	xxx	xxx	xxx	66.9%		
1990-91	30	3	0		21.4	20.7	20.5	xxx	21.8	21.8	66.4%		
1991-92	21	6	2		21.4	20.6	20.7	xxx	21.9	21.3	61.6%		
1992-93	26	8	4		22.2	21.2	21.5	xxx	22.7	22.5	66.0%		
1993-94	44	19	0		21.5	20.6	20.4	22	22.2	xxx	70.4%		
1994-95	23	10	4		22.0	21.1	21.1	22.5	22.6	xxx	84.8%		
1995-96	21	6	0		22.8	22.2	21.3	24	23.1	xxx	72.4%		
1996-97	46	28	3		23	22.5	22.7	23.2	23.2	xxx	67.4%		
1997-98	33	29	5		22.7	23.0	23.2	xxx	24.1	22.9	74.2%		
1998-99	37	29	1		22.4	21.9	21.6	xxx	23.2	22.3	139		
1999-00	23	18	0		22.8	22.2	22.3	xxx	23.3	23.1	122		
2000-01	29	9	0		23.4	22.9	22.8	xxx	24.1	23.2	119		
					Prairie State Achievement Testing Begins								
2001-02	54	20	18		21.9	20.9	22.0	xxx	22.2	22.0	172		
2002-03	19	9	0		21.8	20.7	21.7	xxx	22.4	21.9	210		
2003-04	19	4	0		22.0	21.1	21.6	xxx	22.5	22.1	196		
2004-05	35	12	1		22.7	22.4	22.7	xxx	22.7	22.6	188		
2005-06	37	14	0		22.4	22.1	22.4	xxx	22.4	22.6	218		
2006-07	33	20	0		21.9	21.7	21.3	xxx	22.3	21.6	207		
2007-08	46	22	1		22.1	21.1	22.4	xxx	22.2	22.2	190		
2008-09	40	14	0		21.9	20.8	21.8	xxx	22.4	21.9	195		
2009-10	63	11	0		22.7	21.6	22.8	xxx	23.4	22.7	197		
2010-11	35	7	1		21.7	20.7	22.0	xxx	22.0	21.8	205		

Suspended Once = students suspended once and only once
 Suspended more than once = students suspended more than one time
 Expelled = students expelled from school
 Act Comp = comprehensive score for all students
 % tested = percent of total students tested

2000 – 2011 Illinois State Scholars

This table represents the number of Illinois State Scholars that Mahomet-Seymour High School has had in each of the designated years. Criteria: Combination of GPA, Class Rank, and ACT or SAT scores. The top 10% of the Illinois high school graduates based on these criteria are named Illinois State Scholars.

2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
21	24	31	37	35	35	34	33	37	36	31	34
10.9%	14.5%	17.2%	16.6%	17.7%	18%	15%	15.8%	17.5%	16.8%	15%	16.5%

2002 – 2011 Prairie State Achievement Awards

This table represents the number of students who exceeded standards on the PSAE in at least one of the five tested areas of Reading, English, Mathematics or Science. Writing and Social Studies were eliminated in 2006. Writing was added back in 2008.

2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
83	81	87	86	57	57	57	56	58	54
37%	41%	45%	39%	25%	27%	27%	26%	28%	26%

2000 – 2011 Academic Letter Awards

Students that have a cumulative GPA of 4.6 or above qualify for an academic letter. From 2004 on, juniors and seniors had to have a cumulative GPA of 4.8 while freshman and sophomores stayed at 4.6

Grade	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
09	39	39	66	58	38	55	55	58	48	60	66	80
10	47	58	61	69	60	43	66	53	55	56	52	61
11	29	37	70	61	59	74	55	72	54	53	60	52
12	25	31	48	56	26	66	42	44	55	47	53	52
Total	141	165	245	244	183	238	218	227	212	216	231	245
	17%	21%	29%	28%	22%	28%	24%	26%	24%	25%	27%	28%

1999- 2011 National Honor Society

Students that carry a cumulative GPA of 4.6 qualify to be on the NHS. This is only open to juniors and seniors and they can be inducted in the NHS either or both years.

1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
28	35	38	46	56	59	70	75	58	73	53	62	57

EPAS SYSTEM – Educational Planning and Assessment System - Shows the percentage of students meeting standards on each standardized test by graduating class. **College Readiness Scores – ACT – PLAN – EXPLORE Scores.** The percentages represent the percent of students that meet the college readiness benchmark. College readiness benchmark is defined as a minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college course.

College Readiness Explore	17	15	20	13
Grad Year	Math	Reading	Science	English
2012	51%	66%	28%	80%
2013	62%	72%	33%	85%
2014	61%	73%	36%	86%
College Readiness Plan	19	17	21	15
Grad Year	Math	Reading	Science	English
2009	51%	65%	37%	77%
2010	51%	67%	43%	77%
2011	41%	61%	35%	81%
2012	46%	56%	33%	84%
2013	55%	65%	37%	84%
College Readiness ACT	22	21	24	18
Grad Year	Math	Reading	Science	English
2006	53%	63%	40%	82%
2007	44%	61%	32%	78%
2008	53%	59%	38%	72%
2009	50%	59%	38%	70%
2010	54%	69%	44%	73%
2011	45%	56%	35%	67%

This table shows the average scale score that MSHS students had for the assessment.

ACT Test Data									
Year	English	Math	Reading	Science	Composite	National Average	State Average**	# Taking Exam	Graduating Year
2002-2003	20.7	21.7	22.4	21.9	21.8	NA	20.2	210	2004
2004-2004	21.1	21.6	22.5	22.1	22.0	20.9	20.3	196	2005
2004-2005	22.4	22.7	22.7	22.6	22.7	21.1	20.3	188	2006
2005-2006	22.1	22.4	22.4	22.6	22.4	21.2	20.5	218	2007
2006-2007	21.7	21.3	22.2	22.2	22.1	21.1	20.7	207	2008
2007-2008	21.1	22.4	22.4	21.9	21.9	21.1	20.8	208	2009
2008-2009	20.8	21.8	22.7	22.1	21.8	21.1	20.8	195	2010
2009-2010	21.6	22.8	23.4	22.7	22.7	21.0	20.7	197	2011
2010-2011	20.7	22.0	22.0	21.8	21.7	21.1	20.9	205	2012
Average	21.3	22.0	22.5	22.2	22.1	21.0	20.5	205	

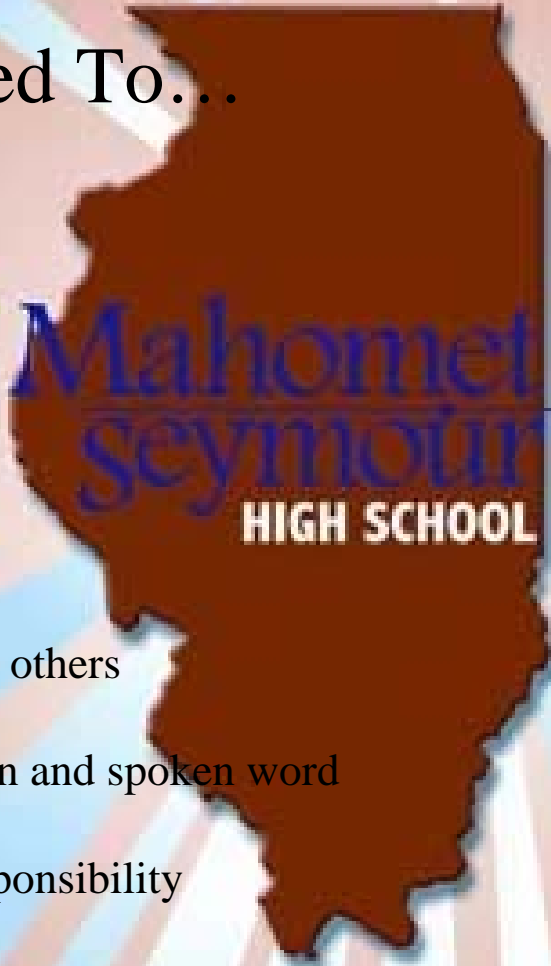
Plan Test Data									
Year	English	Math	Reading	Science	Composite	National Average	# Taking Exam	Graduating Year	
2003-2004	18.5	19.3	18	19.4	18.9	16.5	208	2006	
2004-2005	18.2	18.9	18.9	19.7	19.1	16.5	181	2007	
2005-2006	18.8	19.6	18.9	19.8	19.4	16.5	213	2008	
2006-2007	18.3	19.5	18.7	19.7	19.2	17.5	203	2009	
2007-2008	17.7	19.8	18.6	19.7	19.1	17.5	190	2010	
2008-2009	17.9	19.2	18.5	19.4	18.9	17.5	203	2011	
2009-2010	18.7	19.4	18.5	19.4	19.1	17.5	206	2012	
2010-2011	18.4	20.3	18.9	19.9	19.5	?	207	2013	
Average	18.3	19.5	18.6	19.6	19.1	17	201		

Explore Test Data									
Year	English	Math	Reading	Science	Composite	National Average	# Taking Exam	Graduating Year	
2005-2006	15.8	16.5	15.6	17	16.3	14.7	193	2009	
2006-2007	15.1	16.3	15.2	16.8	16	14.9	205	2010	
2007-2008	NA	NA	NA	NA	NA	NA	NA	2011	
2008-2009	16.8	17.3	16.6	18.1	17.3	NA	203	2012	
2009-2010	17.6	17.9	17.0	18.4	17.8	16.1	202	2013	
2010-2011	17.2	17.6	17.4	18.8	17.9	?	207	2014	
Averages	16.5	17.12	16.36	17.82	17.06	14.8	202		

A Mahomet-Seymour High School Graduate Is Expected To...

- possess a good work ethic
- strive for life-long learning
- interact successfully with others
- become a productive and creative citizen
- extend kindness, courtesy and sensitivity to others
- communicate effectively through the written and spoken word
- display independence, self-reliance and responsibility
- demonstrate positive self-esteem and confidence
- recognize the need for diversity
- pursue chosen career pathways
- plan and manage time wisely
- choose a substance-free life

...become a well-rounded individual.



Mahomet
seymour
HIGH SCHOOL

A Community
of
Learners