



Murray High School

School Community Council Minutes

Monday, Nov. 11, 2019 - 3:30 P.M.



Members in Attendance: LeAuna Brown, Natalie Dansie, Laura deShazo, Laurel Fetzer, Stacey Murdoch, Stacy Otto, Amber Rydalch, Scott Wihongi

1. **Review of Minutes** –Unanimously approved.
2. **Counseling Corner & MHS Happenings – Stacey Murdoch/Scott Wihongi –**
In an effort to help students who are failing/struggling with Secondary Math II, there will be a Math I class offered next semester that will focus on the core concepts of Math I to help students achieve success in Secondary Math II.

A new Media/Library Aide has been hired. This is part of Goal #1: Literacy in the Land Trust Plan

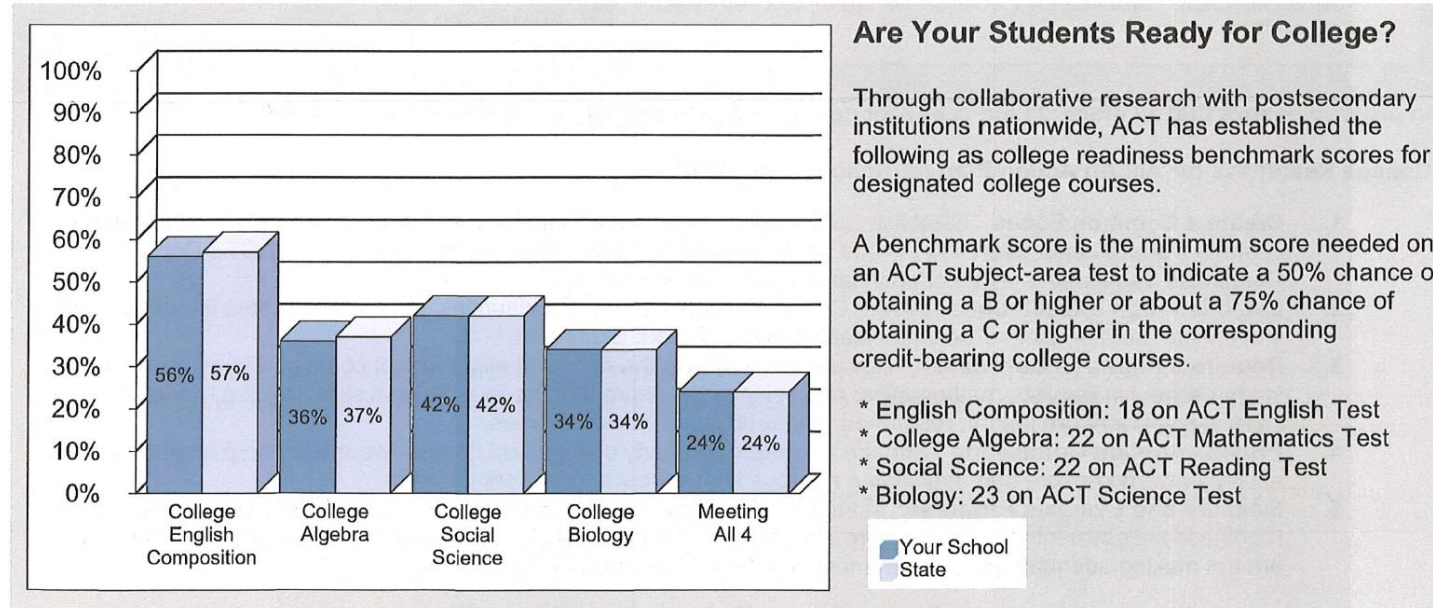
Amber Rydalch, Laura deShazo, and several teachers attended a conference that they will be sharing insights from with the rest of the faculty at the next faculty meeting. This is part of Goal #4:PBIS

3. **Data Updates – Scott Wihongi –** The F data for term 1 of this year is complete. It shows an increase in sophomore's with 1 or more F's from 16% last year to 20% this year. There is also an increase for the Jr. class and a decrease for Sr. class. Attendance appears to be an impacting factor on this as well as the influx of students from AISU. We will keep a watch on this data.
 - a. **Class of 2019 ACT Results** – The results of the class of 2019 ACT's look very positive. We reached the Land Trust Goals in all 4 ACT areas. The ACT results are shown on the following pages of charts. This class has shown incredible improvement over their SAGE results as sophomores.
 - b. **Aspire Plus update** – The individual results of the Aspire Plus tests are being mailed home to parents of students who took the test last school year. This information will help students/parents know where to focus their studies in preparation for the ACT test. A sample of the data being sent home is on the following pages. The school wide data for the Aspire Plus testing has not yet been received.
 - c. **Math Lab Class numbers from 2018-2019** – The number of students that have the math lab class during the school day that still fail their math class, seems to be following the same trend as the F data. Because of this, we are adding the Math I class next semester to focus on those core concepts to help students increase their understanding of these concepts before moving on to the concepts of Math II.
 - d. **October 1 enrollment count** – The Oct. 1 count was approx. 1,480. Current count is 1,467.
4. **Review 2019-2020 Land Trust Plan goals and progress –**
Goal 1: Literacy: Our ELL rating is at the higher end of "developing". Would like to see that increase.
Goal 2: STEM: Math: ACT goal was hit dead on
Goal 3: STEM: Science: ACT scores increased by 2%
Goal 4: PBIS: Working on increasing graduation rate by focusing on attendance, credit options/recovery.
5. **Other** – For our Digital Citizenship requirements, PLT has agreed to do a Digital Citizenship Week in place of the NetSmartz assembly. Natalie also suggested a well-liked motivational speaker, Clint Pulver, who is a Utah native. It was suggested that he may be a good Spartan Strong Speaker.
6. **Adjourn –** **Next Meeting- Monday, January 13, 2020**

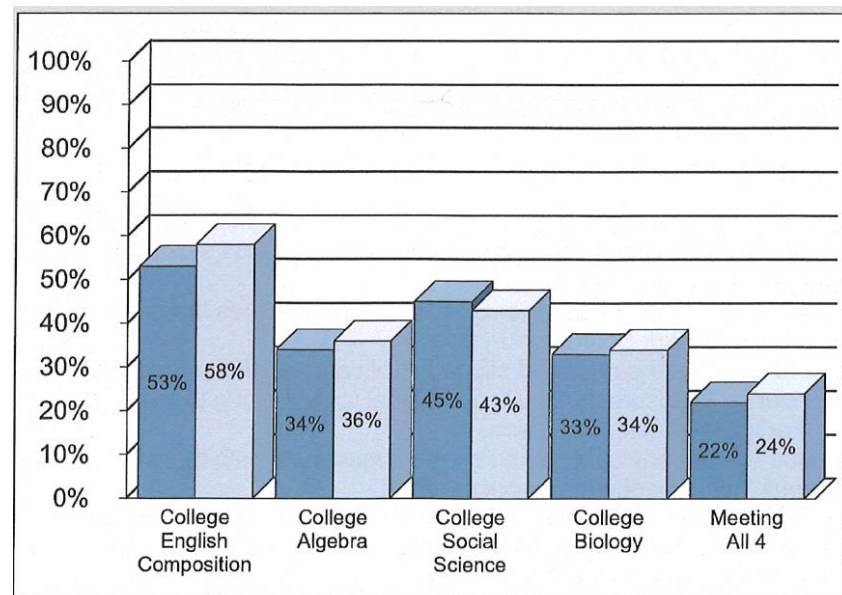
Class of 2017, 2018, 2019 ACT Data College-Level Readiness:

2019

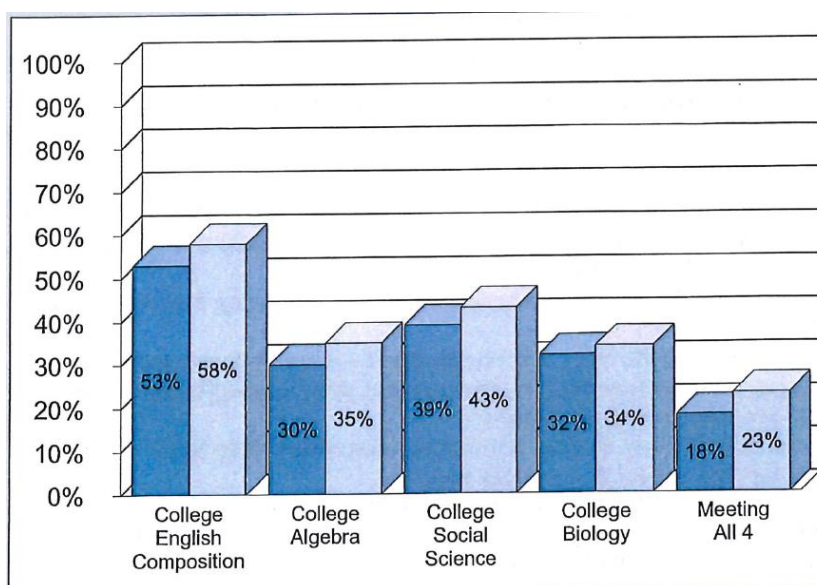
Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework



2018

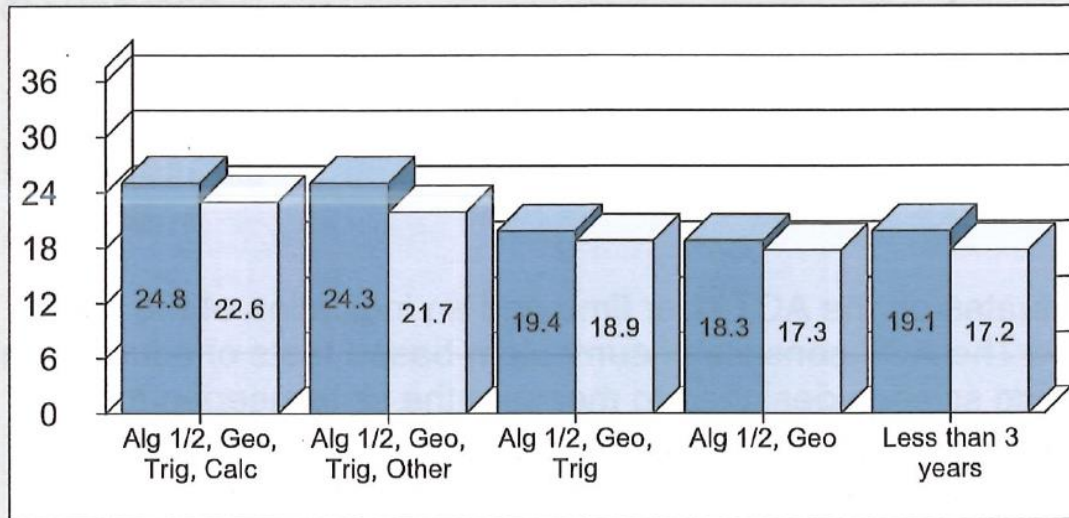


2017



2019

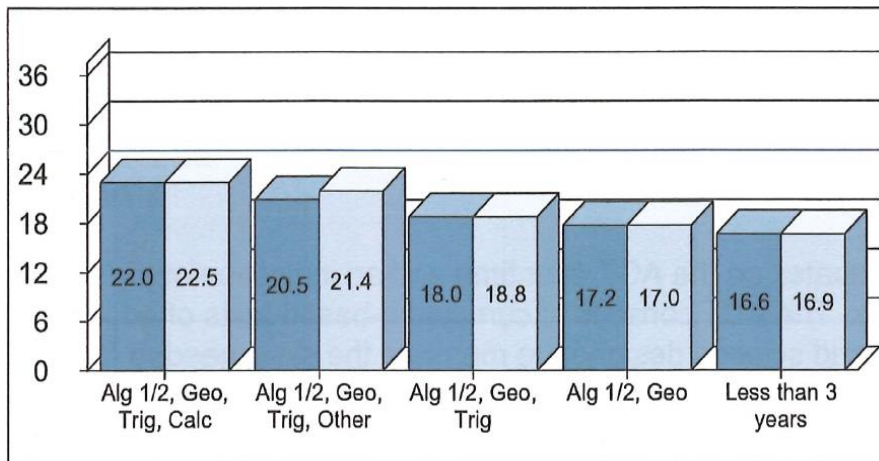
Figure 2. Average ACT Mathematics Scores by Course Sequence



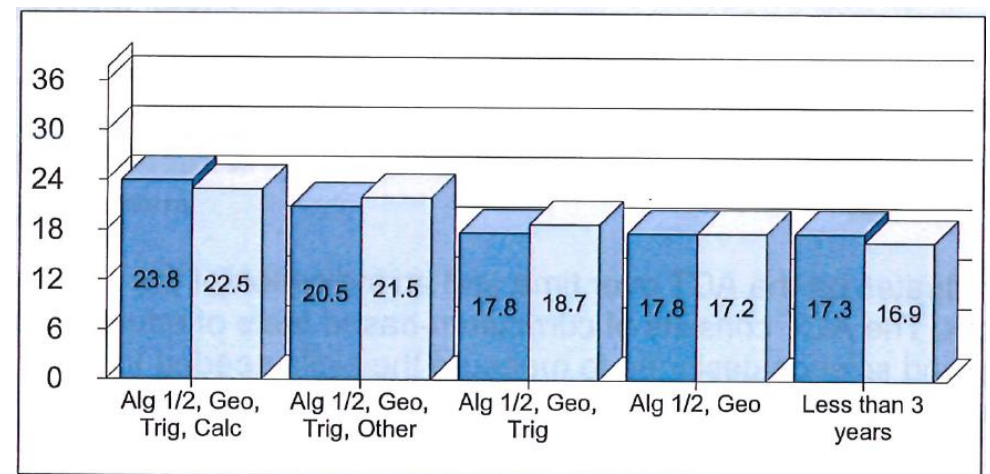
Value Added by Mathematics Courses

Students who take Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Mathematics scores than students who take less than three years of mathematics. In addition, students who take more advanced mathematics courses substantially increase their ACT Mathematics score.

2018

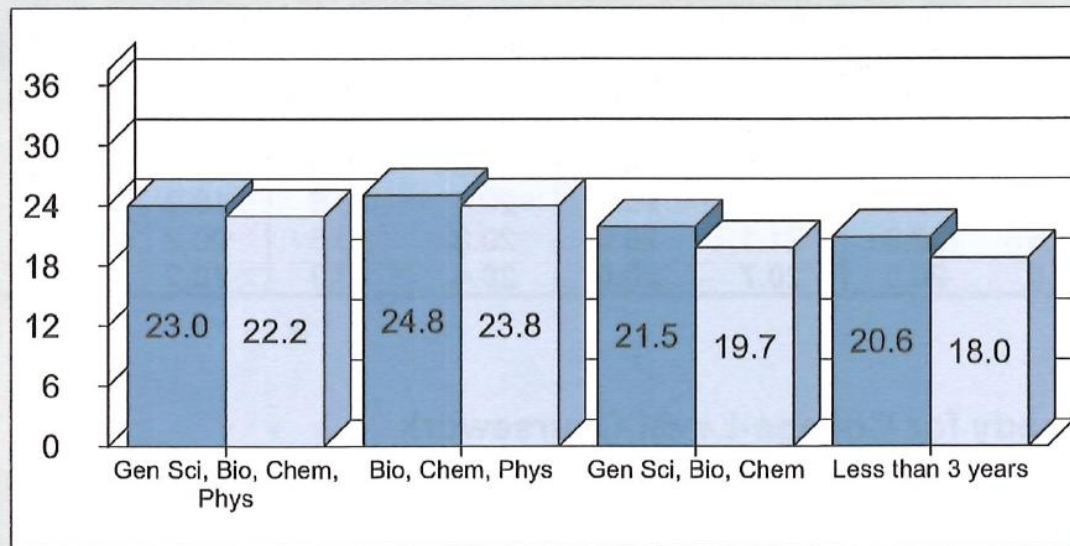


2017



2019

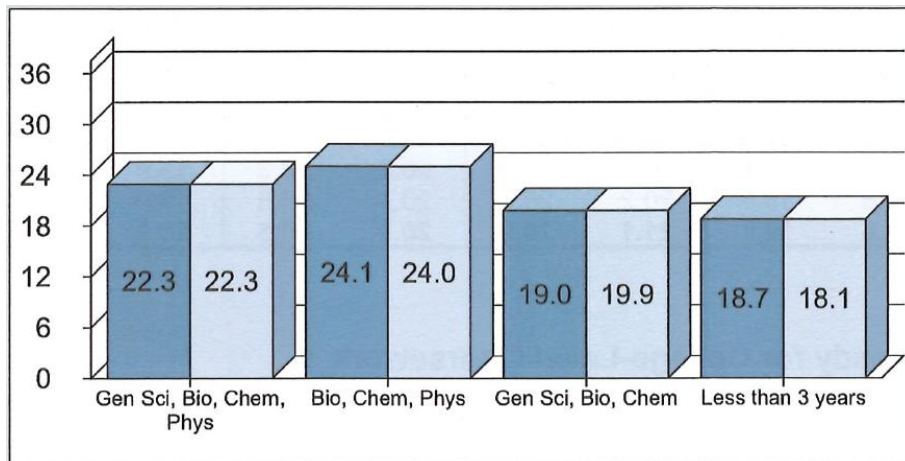
Figure 3. Average ACT Science Scores by Course Sequence



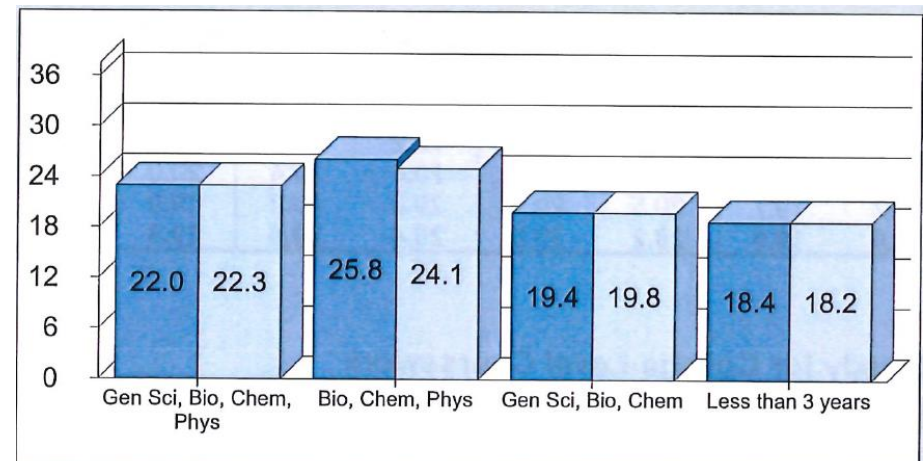
Value Added by Science Courses

Students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.

2018



2017



College Readiness Letter for: MURRAY HIGH SCHOOL

October 2019
Code: 450235

PRINCIPAL
MURRAY HIGH SCHOOL
5440 S STATE ST
MURRAY, UT 84107



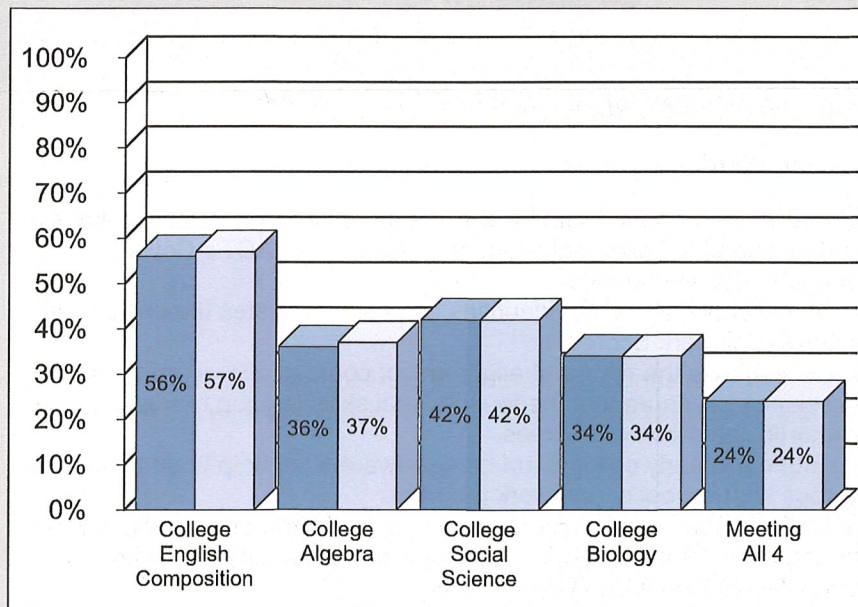
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This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first-year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. Beginning with the 2013 Graduating Class, all students whose scores are college reportable, both standard and extended time tests, are included in this report.

Table 1: Five Year Trends - Average ACT Scores

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2015	434	40,629	19.2	19.4	19.4	19.8	20.7	20.9	20.4	20.4	20.0	20.2
2016	456	41,446	18.9	19.5	19.2	19.7	20.5	20.9	20.3	20.3	19.9	20.2
2017	471	42,580	18.7	19.5	19.6	19.9	20.2	20.8	20.4	20.6	19.9	20.3
2018	457	43,791	19.4	19.7	19.6	19.9	21.1	20.9	20.3	20.5	20.2	20.4
2019	436	43,790	19.4	19.5	19.8	20.0	20.7	20.8	20.4	20.3	20.2	20.3

Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework



Are Your Students Ready for College?

Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses.

A benchmark score is the 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 courses.

- * English Composition: 18 on ACT English Test
- * College Algebra: 22 on ACT Mathematics Test
- * Social Science: 22 on ACT Reading Test
- * Biology: 23 on ACT Science Test

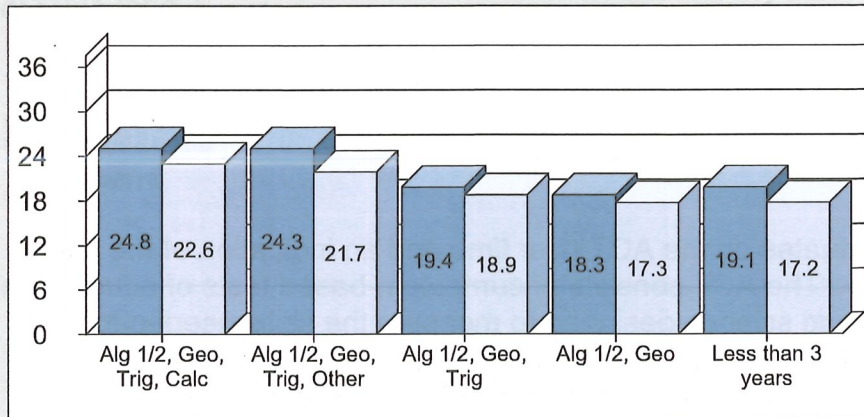
■ Your School
■ State

A District College Readiness Letter has been sent to the Superintendent of the district.

College Readiness Letter for: MURRAY HIGH SCHOOL

ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in mathematics and science respectively.

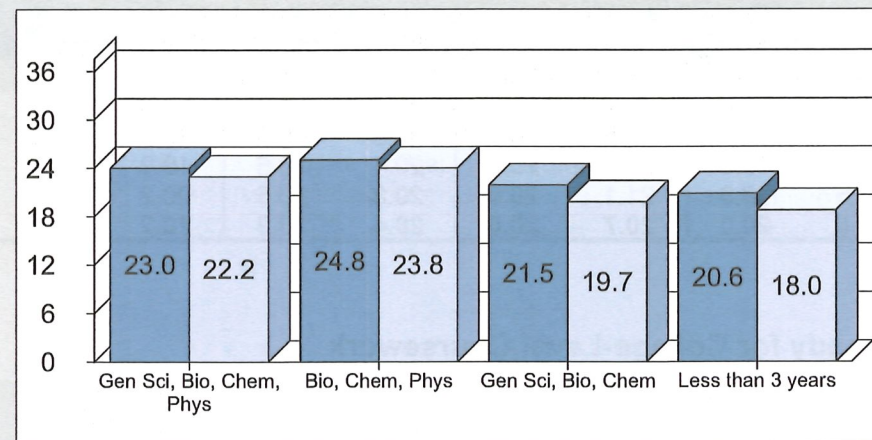
Figure 2. Average ACT Mathematics Scores by Course Sequence



Value Added by Mathematics Courses

Students who take Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Mathematics scores than students who take less than three years of mathematics. In addition, students who take more advanced mathematics courses substantially increase their ACT Mathematics score.

Figure 3. Average ACT Science Scores by Course Sequence



Value Added by Science Courses

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In order to ensure that all students are ready for college, an overview of vital action steps is provided.

College Readiness for All: An Action Plan for Schools and Districts

- Create a Common Focus.** Establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college readiness. Use ACT's College Readiness Benchmarks as a common language to define readiness.
- Establish High Expectations for All.** Create a school culture that identifies and communicates the need for all students to meet or exceed College Readiness Benchmark Scores.
- Require a Rigorous Curriculum.** Review and evaluate the rigor and alignment of courses offered and required in your school in English, mathematics, and science to ensure that the foundational skills leading to readiness for college-level work are taught, reaffirmed, and articulated across courses.
- Provide Student Counseling.** Engage all students in early college and career awareness, help them to set high aspirations, and ensure that they plan a rigorous high school coursework program.
- Measure and Evaluate Progress.** Monitor and measure every student's progress early and often using college readiness assessments like ACT Aspire and the ACT. Make timely interventions with those students who are not making adequate progress in meeting College Readiness Benchmarks.

To learn more about these recommended action steps and ACT programs that will help improve college readiness for your students, contact ACT Customer Service at 319-337-1365 or customerservices@act.org.



GRADE 10
MURRAY HIGH
MURRAY DISTRICT



UTAH ASPIRE PLUS GRADE 10 ASSESSMENTS 2018-2019

COMPOSITE SCALE SCORE AND PREDICTED ACT SCORE

Your student took the Utah Grade 10 Assessment in April of 2019. Below you will find your student's composite scale score and predicted ACT score, followed by the subject area predicted ACT scores.

Composite Scale Score	Predicted Composite ACT Score Range*	Postsecondary Readiness Prediction
215	20-26	 Not on Target On Target

Postsecondary readiness is defined by Utah as a composite ACT score of 18 or higher.

*For more information on the predicted ACT score range, go to <https://tinyurl.com/USBereporting>.

SUBJECT AREA PREDICTED ACT SCORES









Below you will find your student's predicted ACT subject scores based on their performance in the four subject areas that make up the assessment (reading, English, math, science).

Subject Area	Predicted ACT Subject Score Range*	ACT College Readiness Benchmarks**
Reading	20-33	 Not on Target On Target
English	18-27	 Not on Target On Target
Math	17-25	 Not on Target On Target
Science	17-24	 Not on Target On Target


**ACT College Readiness Benchmarks for Subjects: Students who score at or above these benchmark scores (22-Reading, 18-English, 22-Math, 23-Science) are more likely to be successful in college courses commonly taken by first-year students. For more information, visit USBE Assessment and Accountability's Utah Aspire Plus assessments tab at <https://www.schools.utah.gov/assessment/assessments>.

SUBJECT AREA SCALE SCORES AND UTAH PROFICIENCY LEVELS

The remainder of this report details your student's performance compared to Utah State Core Standards and proficiency levels in each of the four subject areas of the assessment. Below you will find your student's scale scores by subject area and Utah proficiency levels.

Subject	Scale Score (Confidence Range*)	Utah Proficiency Level
 READING	231 (222-240)	 3 Proficient
 ENGLISH	215 (208-222)	 3 Proficient
 MATH	207 (201-213)	 2 Approaching Proficient
 SCIENCE	208 (202-214)	 2 Approaching Proficient

*For more information about the Confidence Range, go to <https://tinyurl.com/USBereporting>.

Legend:  1 = Below Proficient 3 = Proficient
2 = Approaching Proficient 4 = Highly Proficient

Learn more about the Utah Aspire Plus, including predicted ACT scores, Utah's Postsecondary Readiness Indicator, ACT College Readiness Benchmarks, and Utah Proficiency Levels by visiting the Utah Aspire Plus Assessment page at <https://www.schools.utah.gov/assessment/assessments>.

Every high school student, teacher, and administrator in Utah has free, unlimited, and secure access to ACT test prep resources, including Shmoop. For more information on how to access these free resources, visit the Utah Aspire Plus Assessment page at <https://www.schools.utah.gov/assessment/assessments>.