**New York State Student Learning Objective: Secondary Health (grades 10-12)**

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| *All SLOs MUST include the following basic components:* |
| **Population** | *These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO.* Five sections of Health students, grouped heterogeneously (135 total students) |
| **Learning Content** | *What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* New York State Health, Physical Education and Family/Consumer Science Standards:**Standard 1: Personal Health and Fitness.** Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.**Standard 2: A Safe and Healthy Environment.** Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.**Standard 3: Resource Management.** Students will understand and be able to manage their personal and community resources. |
| **Interval of Instructional Time** | *What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?*2012-2013 School Year |
| **Evidence** |  *What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.*Baseline: District-wide assessment (District-created pre-assessment that is based on Health related physical questions from a previous District High School Health Final Exam and District Middle School Health Final Exam. Questions are concentrated on a variety of questions from units covered throughout the approved New York State Health Curriculum. This assessment will be administered at the beginning of the school year.Summative: District-Wide Exam will be used as the summative assessment. |
| **Baseline** | *What is the starting level of students’ knowledge of the learning content at the beginning of the instructional period?*On the baseline assessment:

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| --- | --- | --- | --- | --- |
|  | Class average | Median score | % below 65 | % above 85% |
| Section 1 | 70 | 75 | 55 | 12 |
| Section 2 | 72 | 75 | 58 | 8 |
| Section 3 | 69 | 77 | 62 | 8 |
| Section 4 | 71 | 70 | 55 | 11 |
| Section 5 | 71 | 72 | 60 | 4 |

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| **Target(s)**  | *What is the expected outcome (target) of students’ level of knowledge of the learning content at the end of the instructional period?*The expected outcome is that 70% of students will score a 65% or higher on the Health Final Exam at the conclusion of the course, based on the baseline data and district history. |
| **HEDI Scoring** | *How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?* |
| **HIGHLY EFFECTIVE** | **EFFECTIVE** | **DEVELOPING** | **INEFFECTIVE** |
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | **13** | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 96-100%  | 92-95%  |  87-91% | 83-86%  | 80-82%  | 76-79%  | 72-75%  | 69-71%  | 70-67%  |  66-63% | 62-59%  | 58-55%  | 54-51%  |  50-47% |  46-43% |  42-39% |  38-35% | 34-31%  | 30-27%  | 26-23%  | <22% |
| **Rationale** |  *Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.*The diagnostic assessment used, was one that determined the basic content-specific knowledge of current students. Many basic Health-related concepts were taught in the intermediate years (Grades 7-8) of the students’ schooling. Therefore, the use of previous exam covering the range of topics covered in Health class is appropriate.  |