# MERSD Annual District Data Review

Fall, 2024

# MERSD Vision

MERSD, with the partnership and support of member communities, will provide educational opportunities and resources so that all students can realize their individual, unique, and highest potential, achieve academic excellence, value integrity and honesty, and become intellectually curious and critical thinkers.
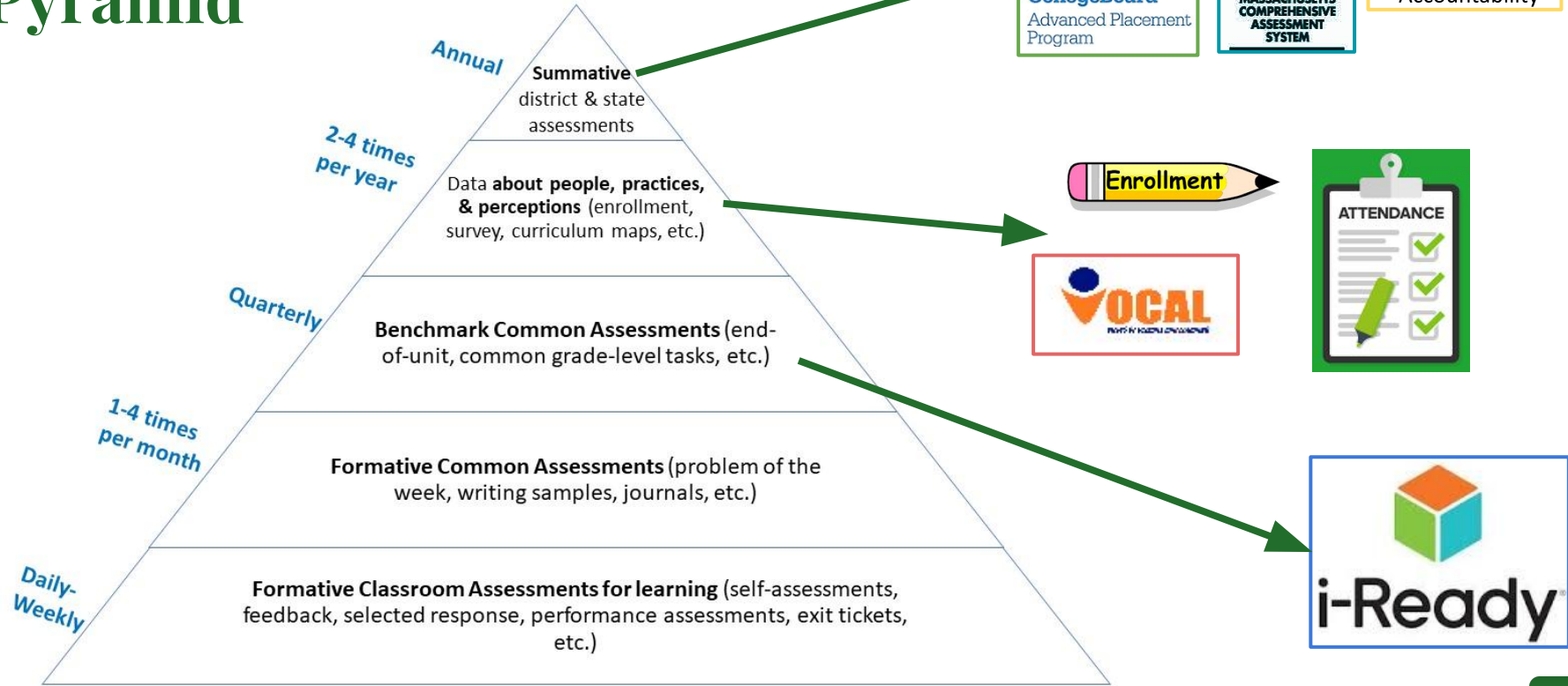
# District:

## Strengths

- **Attendance - Positive Trends**

- **Safe & Supportive School Climate/Culture**

- **Student Growth**

- **Increased consistency across elementary schools**

## Areas for Growth

- **Student Voice, Interest, & Connection to Learning**

- **Continued focus on effectiveness of Tier 1 Curriculum & Instruction: Consistency & Coherence**

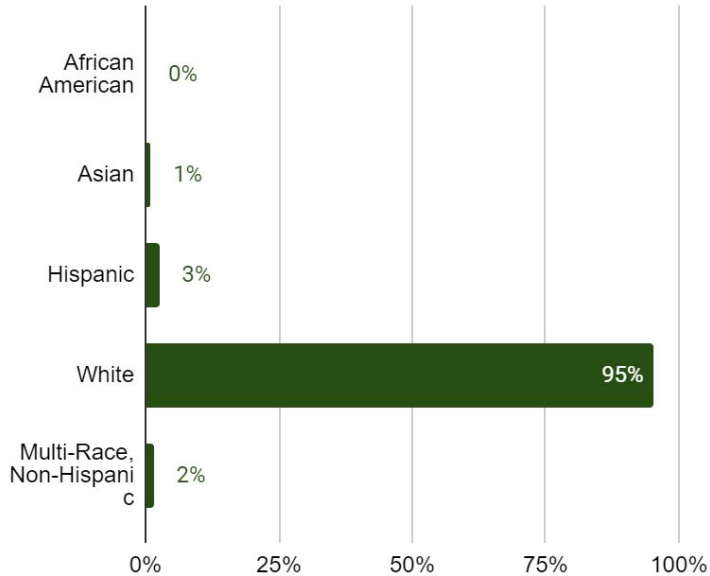- **Inconsistent achievement for student groups**
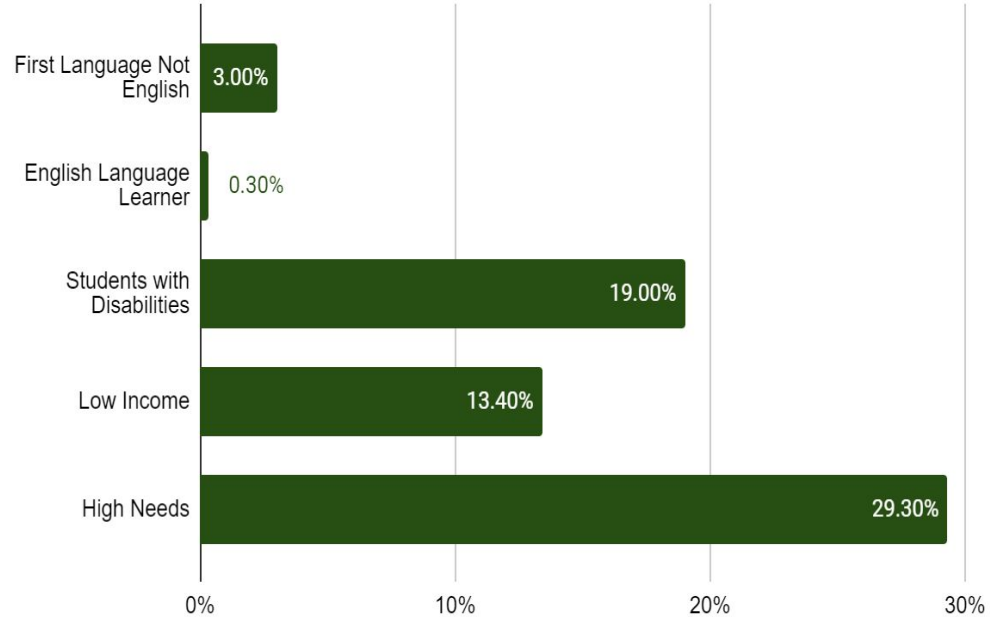
# Educational Data Pyramid

# MERSD Student Population

## Student Race & Ethnicity 2024

| Category | Percentage |
|---|---|
| African American | 0% |
| Asian | 1% |
| Hispanic | 3% |
| White | 95% |
| Multi-Race, Non-Hispanic | 2% |

## Selected Populations 2024

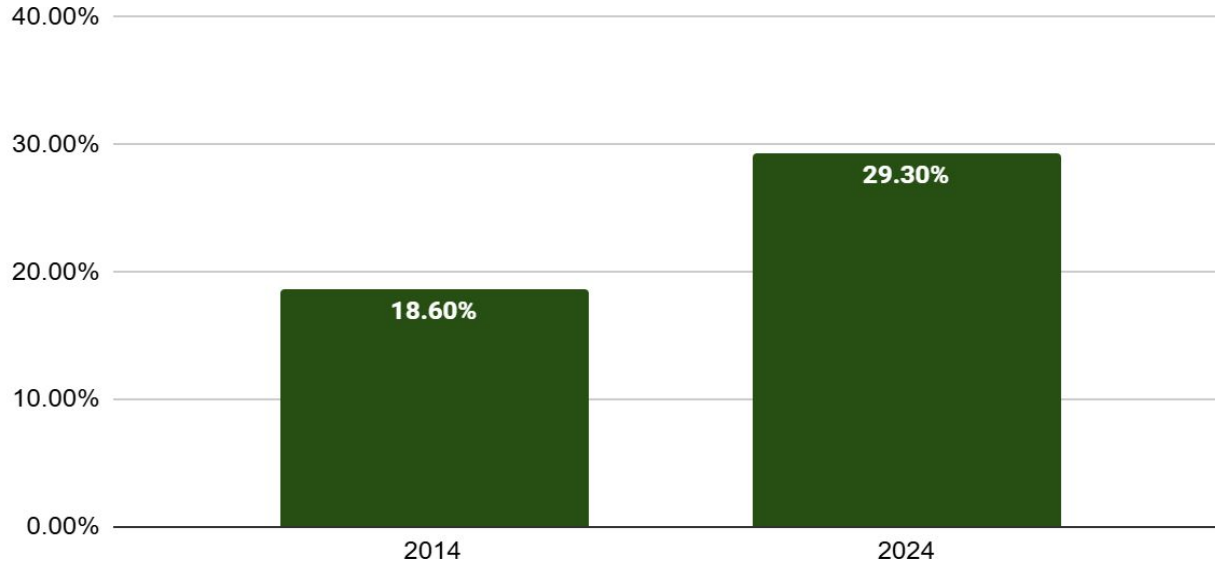| Category | Percentage |
|---|---|
| First Language Not English | 3.00% |
| English Language Learner | 0.30% |
| Students with Disabilities | 19.00% |
| Low Income | 13.40% |
| High Needs | 29.30% |

**High Needs:** A student is high needs if they are designated as low income, El/former El, or a student with disabilities.

# MERSD Student Population: 10 year change



MERSD High Needs Population

- 2014: 18.60%
- 2024: 29.30%

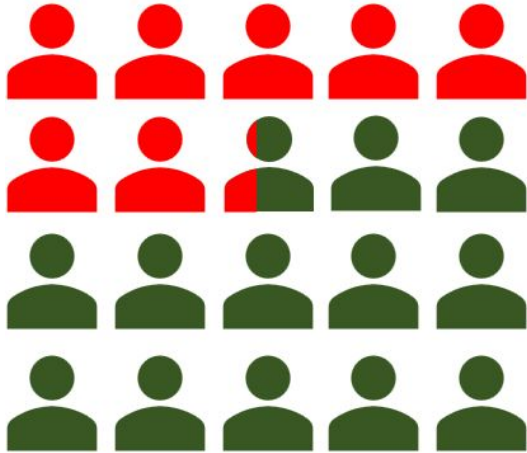**High Needs:** Students are included in high needs if they are designated as either low income, EI/former EI, or a student with disabilities.

# Attendance



**36.6% of students absent 10 or more days.**
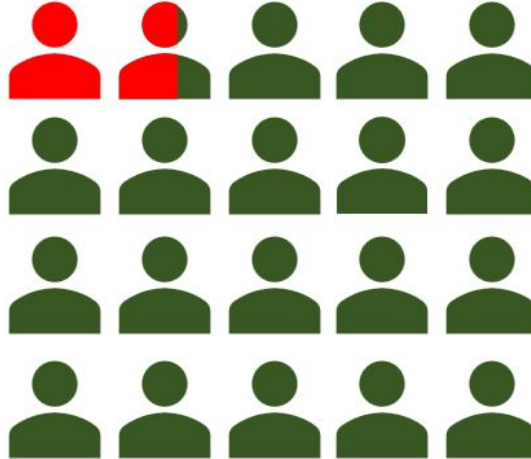
**8.9% of students chronically absent: 10% or more days.**

**15 students (1.3%) chronically absent with 20% or more school days**

# Attendance



**Students absent 10 or more days**

**Students chronically absent: 10% or more**
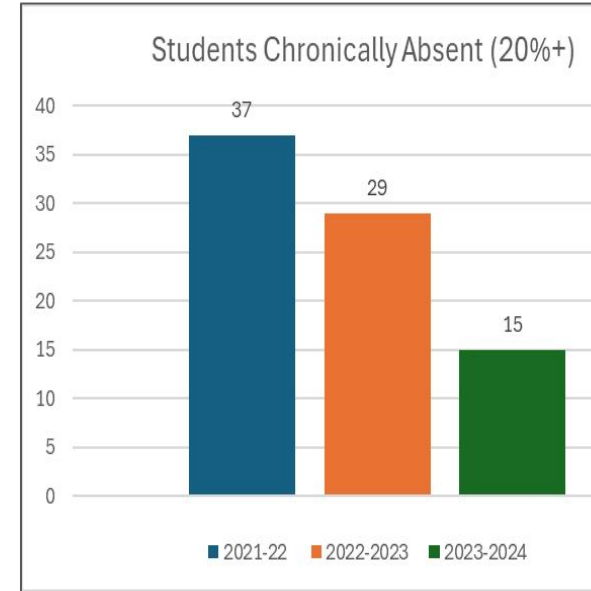
**Chronically absent: 20% or more**

# Views of Climate and Learning (VOCAL) Data Overview

**School Climate**

| | |
|---|---|
| State | 50 |
| MERSD | 54 |

**Engagement**

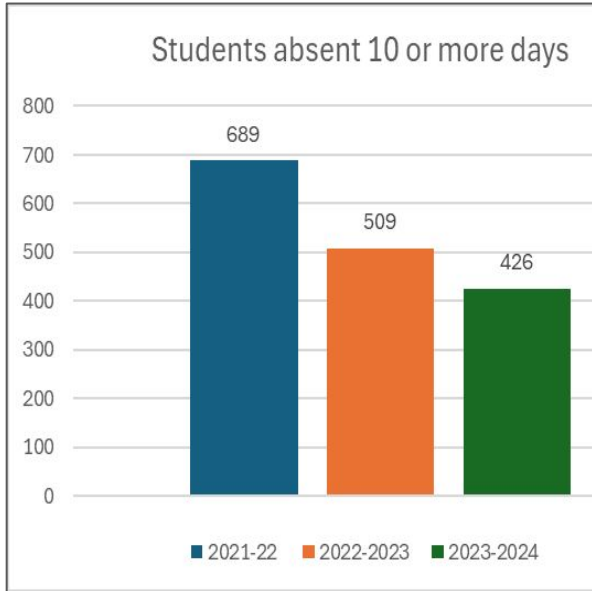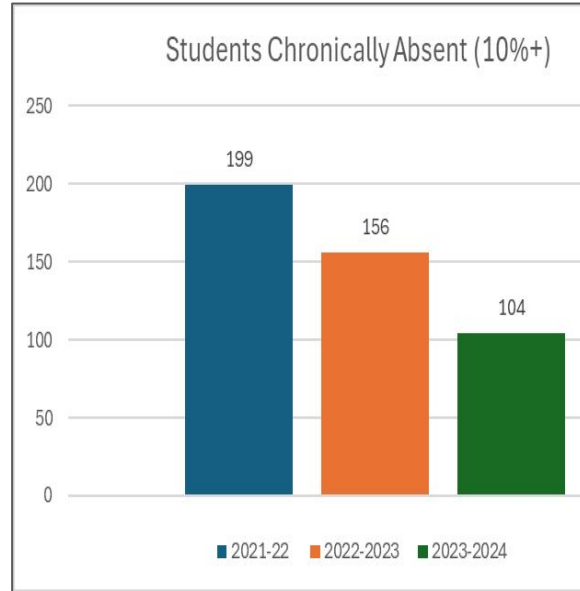| | |
|---|---|
| State | 50 |
| MERSD | 53 |

**Safety**

| | |
|---|---|
| State | 48 |
| MERSD | 56 |

**Environment**

| | |
|---|---|
| State | 51 |
| MERSD | 53 |

| School Climate description | Index scaled score range |
|---|---|
| Least favorable climate | ≤ 30 points |
| Somewhat favorable climate | 31 to ≤ 50 points |
| Favorable climate | 51 to ≤ 70 points |
| Most favorable climate | > 70 points |

*An index scaled score is a composite measure that summarizes student responses across several content-related items.*

## Items:

➔ Item-level response data shown as a percentage of student responses "Always True" or "Mostly True"

# School Climate & Safety: Vocal Data MERHS

| | School Climate | Engagement | Safety | Environment |
|---|---|---|---|---|
| State | 45 | 46 | 44 | 48 |
| MERSD gr.10 | 54 | 52 | 55 | 53 |
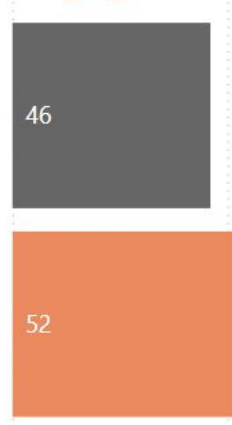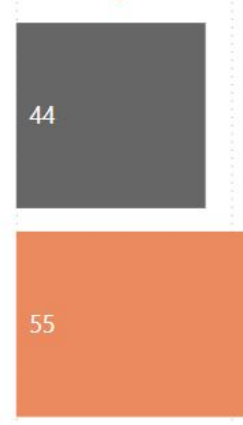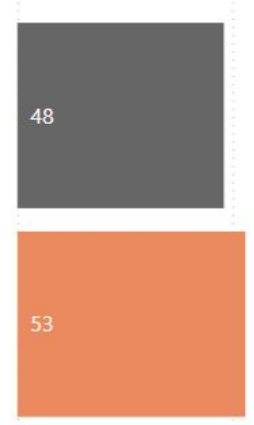
## Grade 10:

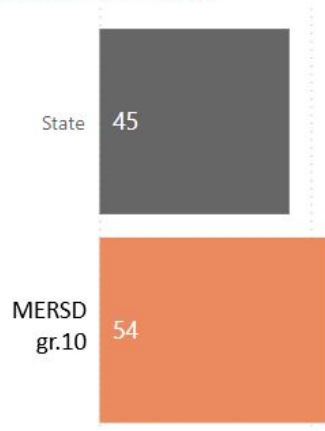➔ 99%: Adults working at this school treat all students respectfully, regardless of a student's race, culture, family income, religion, sex, or sexual orientation. *(state: 91%)*

➔ 97%: My teachers promote respect among students. *(state: 91%)*

➔ 93%: My teachers set high expectations for my work. *(state: 88%)*

➔ 91%: In my academic classes, I am asked to apply what I know to new types of complex tasks or problems. *(state: 81%)*

➔ 17%: In at least two of my academic classes, students are asked to teach a lesson or part of a lesson. *(state: 32%)*

➔ 44%: Students have a voice in deciding school rules. *(state: 39%)*

➔ 47%: The things I am learning in school are relevant (important) to me. *(state: 54%)*

# School Climate & Safety: Vocal Data MERMS



**School Climate**

| | |
|---|---|
| State | 43 |
| MERSD gr. 8 | 40 |

**Engagement**

| | |
|---|---|
| State | 45 |
| MERSD gr. 8 | 42 |

**Safety**

| | |
|---|---|
| State | 42 |
| MERSD gr. 8 | 42 |

**Environment**

| | |
|---|---|
| State | 45 |
| MERSD gr. 8 | 40 |
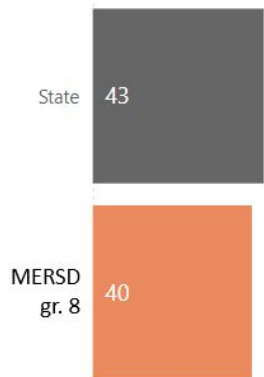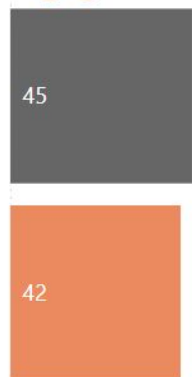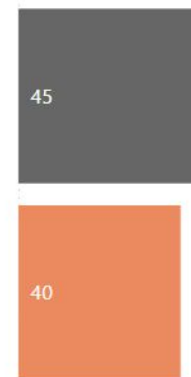
## Grade 8:
➔ 91%: Adults working at this school treat all students respectfully, regardless of a student's race, culture, family income, religion, sex, or sexual orientation. *(state: 89%)*
➔ 90%: Teachers are available when I need to talk with them. *(state: 85%)*
➔ 85%: My teachers believe that all students can do well in their learning. *(state: 91%)*
➔ 39%: In my classes, my teachers use students' interests to plan class activities. *(state: 54%)*
➔ 42%: The things I am learning in school are relevant (important) to me. *(state: 59%)*
➔ 29%: In at least two of my academic classes, students are asked to teach a lesson or part of a lesson. *(state: 37%)*

# School Climate & Safety: Vocal Data ELEMENTARY

| | School Climate | Engagement | Safety | Environment |
|---|---|---|---|---|
| State | 50 | 50 | 48 | 51 |
| Memorial gr. 4&5 | 60 | 56 | 64 | 58 |
| Essex gr. 4&5 | 62 | 59 | 61 | 61 |

- ➔ 99%: I feel safe at our school. *(state: 88%)*
- ➔ 100%: My teachers are proud of me when I work hard in school. *(state: 94%)*
- ➔ 97%: At our school, students learn to care about other students' feelings. *(state: 86%)*
- ➔ 97%: Teachers at this school accept me for who I am. *(state: 92%)*

- ➔ 68%: I feel safe sharing my feelings in class. *(state: 51%)*
- ➔ 61%: I read books in class that include people who are similar to me (for example, we look the same, speak the same, or live in similar neighborhoods). *(state: 53%)*
- ➔ 36%: When I am home, I like to learn more about the things we are learning in school. *(state: 38%)*

# i-Ready, K-8

# Reading, 2023-24

## Fall

| | 32% | 19% | | 34% | 8% | 8% |

| Mid or Above Grade Level | Early On Grade Level | One Grade Level Below | Two Grade Levels Below | Three or More Grade Levels Below |
|---|---|---|---|---|
| 213 Students | 123 Students | 225 Students | 51 Students | 50 Students |

## Winter

| | 45% | 25% | | 21% | 3% | 5% |

| Mid or Above Grade Level | Early On Grade Level | One Grade Level Below | Two Grade Levels Below | Three or More Grade Levels Below |
|---|---|---|---|---|
| 341 Students | 188 Students | 160 Students | 26 Students | 37 Students |

## Spring

| | 60% | 19% | | 15% | 2% | 4% |

| Mid or Above Grade Level | Early On Grade Level | One Grade Level Below | Two Grade Levels Below | Three or More Grade Levels Below |
|---|---|---|---|---|
| 404 Students | 130 Students | 99 Students | 11 Students | 26 Students |

*8th grade did not reassess in the spring, slightly skewing the data

# i-Ready, K-8

## Math, 2023-24

### Fall

| 13% | 21% | 52% | 9% | 6% |

| Mid or Above Grade Level | Early On Grade Level | One Grade Level Below | Two Grade Levels Below | Three or More Grade Levels Below |
|---|---|---|---|---|
| 88 Students | 142 Students | 349 Students | 59 Students | 39 Students |

### Winter

| 32% | 29% | 32% | 3% | 4% |

| Mid or Above Grade Level | Early On Grade Level | One Grade Level Below | Two Grade Levels Below | Three or More Grade Levels Below |
|---|---|---|---|---|
| 239 Students | 219 Students | 245 Students | 25 Students | 27 Students |

### Spring

| 49% | 27% | 17% | 4% | 3% |

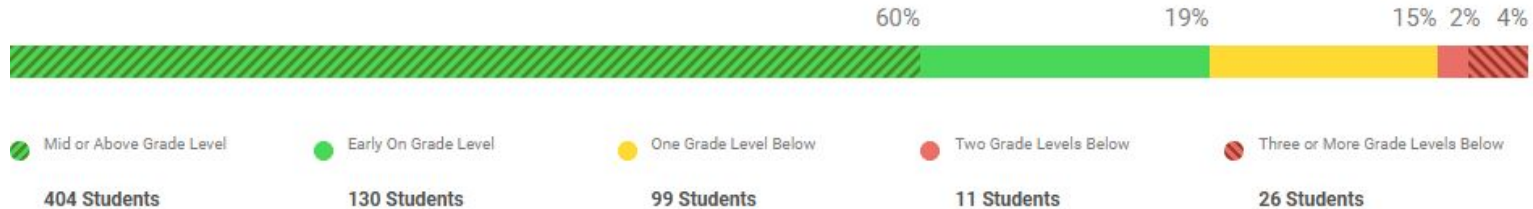| Mid or Above Grade Level | Early On Grade Level | One Grade Level Below | Two Grade Levels Below | Three or More Grade Levels Below |
|---|---|---|---|---|
| 374 Students | 202 Students | 132 Students | 28 Students | 22 Students |

*8th grade did not reassess in the spring, slightly skewing the data

# i-Ready, K-8                                                          Fall 2024-25

## Reading

**Overall Placement**

Students Assessed/Total: **670/761**

| 28% | 21% | 36% | 9% | 6% |

| Mid or Above Grade Level | Early On Grade Level | One Grade Level Below | Two Grade Levels Below | Three or More Grade Levels Below |
|---|---|---|---|---|
| 187 Students | 144 Students | 242 Students | 57 Students | 40 Students |

## Math

**Overall Placement**

Students Assessed/Total: **678/761**

| 15% | 25% | 47% | 8% | 6% |

| Mid or Above Grade Level | Early On Grade Level | One Grade Level Below | Two Grade Levels Below | Three or More Grade Levels Below |
|---|---|---|---|---|
| 100 Students | 167 Students | 322 Students | 51 Students | 38 Students |
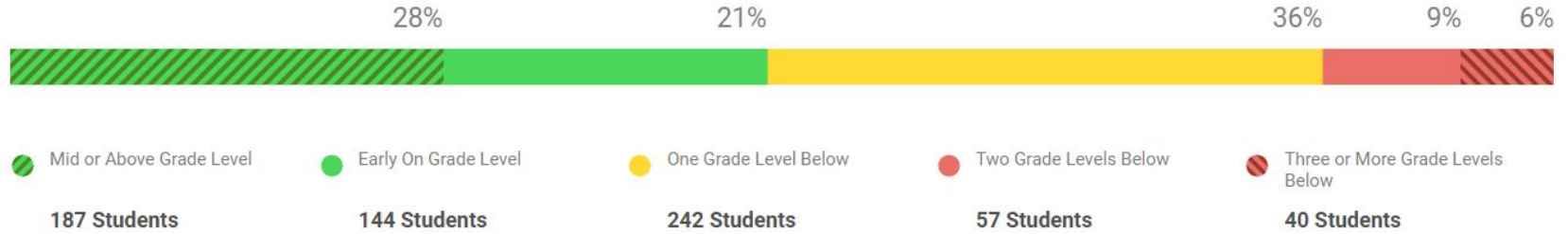
# Accountability

Overall progress toward improvement targets

| | 2023 | 2024 |
|---|---|---|
| Annual criterion-referenced target percentage | 64% | 57% |
| Weight | 40% | 60% |
| Cumulative Criterion-referenced target percentage (2023 x 40%) + (2024 x 60%) | 60% Substantial progress toward targets | |

**Schools and districts not requiring assistance or intervention**

**Schools and districts requiring assistance or intervention**

| Schools of recognition | Meeting or exceeding targets | Substantial progress toward targets | Moderate progress toward targets | Limited or no progress toward targets | Focused/ targeted support | Broad/ comprehensive support |
|---|---|---|---|---|---|---|

| School | Accountability Information | Criterion-referenced target percentage | School accountability percentile |
|---|---|---|---|
| **Manchester Essex Regional High School** | Not requiring assistance or intervention | **74%** | **86** |
| **Manchester Essex Regional Middle School** | Not requiring assistance or intervention | **53%** | **76** |
| **Essex Elementary** | School of Recognition | **59%** | **67** |
| **Manchester Memorial Elementary** | Not requiring assistance or intervention | **76%** | **93** |

*Progress toward improvement targets: For a group to be considered to be meeting targets it must have a criterion-referenced target percentage of 75% or higher.*

**Accountability**

### 2024 Progress toward improvement targets

| Indicator | | All students (Non-high school grades) | | | Lowest performing students (Non-high school grades) | | | All students (High school grades) | | | Lowest performing students (High school grades) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Points earned | Total possible points | Weight % | Points earned | Total possible points | Weight % | Points earned | Total possible points | Weight % | Points earned | Total possible points | Weight % |
| Achievement | English language arts achievement | 0 | 4 | - | 0 | 4 | - | 0 | 4 | - | 4 | 4 | - |
| | Mathematics achievement | 2 | 4 | - | 4 | 4 | - | 0 | 4 | - | 3 | 4 | - |
| | Science achievement | 3 | 4 | - | - | - | - | 0 | 4 | - | - | - | - |
| | **Achievement total** | **5** | **12** | **67.5** | **4** | **8** | **67.5** | **0** | **12** | **47.5** | **7** | **8** | **67.5** |
| Growth | English language arts growth | 3 | 4 | - | 2 | 4 | - | 3 | 4 | - | 4 | 4 | - |
| | Mathematics growth | 3 | 4 | - | 3 | 4 | - | 4 | 4 | - | 4 | 4 | - |
| | **Growth total** | **6** | **8** | **22.5** | **5** | **8** | **22.5** | **7** | **8** | **22.5** | **8** | **8** | **22.5** |
| High school completion | Four-year cohort graduation rate | - | - | - | - | - | - | 4 | 4 | - | - | - | - |
| | Extended engagement rate | - | - | - | - | - | - | 4 | 4 | - | - | - | - |
| | Annual dropout rate | - | - | - | - | - | - | 3 | 4 | - | - | - | - |
| | **High school completion total** | **-** | **-** | **-** | **-** | **-** | **-** | **11** | **12** | **20.0** | **-** | **-** | **-** |
| Progress toward attaining English language proficiency | **English language proficiency total** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** |
| Additional indicators | Chronic absenteeism | 4 | 4 | - | 4 | 4 | - | 4 | 4 | - | 4 | 4 | - |
| | Advanced coursework completion | - | - | - | - | - | - | 2 | 4 | - | - | - | - |
| | **Additional indicators total** | **4** | **4** | **10.0** | **4** | **4** | **10.0** | **6** | **8** | **10.0** | **4** | **4** | **10.0** |
| Weighted total | | 5.1 | 10.3 | - | 4.2 | 7.6 | - | 4.4 | 10.7 | - | 6.9 | 7.6 | - |
| Percentage of possible points | | 50% | | - | 55% | | - | 41% | | - | 91% | | - |
| Percentage of possible points by gradespan | | 52% Weight of non-high school results:63% | | | | | | 66% Weight of high school results:37% | | | | | |
| 2024 Annual criterion-referenced target percentage | | 57% | | | | | | | | | | | |

# Accountability

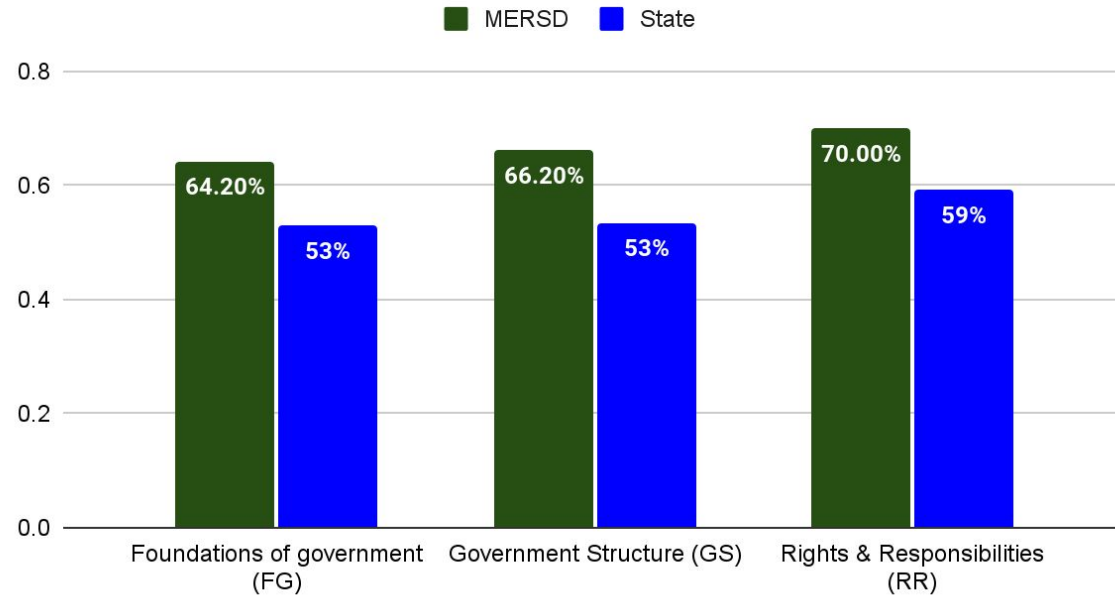Opportunities for Growth/Improvement

| Indicator | | All students (Non-high school grades) | | | Lowest performing students (Non-high school grades) | | | All students (High school grades) | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Points earned | Total possible points | Weight % | Points earned | Total possible points | Weight % | Points earned | Total possible points | Weight % |
| Achievement | English language arts achievement | 0 | 4 | - | 0 | 4 | - | 0 | 4 | - |
| | Mathematics achievement | 2 | 4 | - | 4 | 4 | - | 0 | 4 | - |
| | Science achievement | 3 | 4 | - | - | - | - | 0 | 4 | - |

Celebrations

| Indicator | | All students (Non-high school grades) | | | Lowest performing students (Non-high school grades) | | | All students (High school grades) | | | Lowest performing students (High school grades) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Points earned | Total possible points | Weight % | Points earned | Total possible points | Weight % | Points earned | Total possible points | Weight % | Points earned | Total possible points | Weight % |
| Growth | English language arts growth | 3 | 4 | - | 2 | 4 | - | 3 | 4 | - | 4 | 4 | - |
| | Mathematics growth | 3 | 4 | - | 3 | 4 | - | 4 | 4 | - | 3 | 4 | - |
| | | | | | | | | | | | - | - | - |
| | | | | | | | | | | | 7 | 8 | 67.5 |
| Additional indicators | Chronic absenteeism | 4 | 4 | - | 4 | 4 | - | 4 | 4 | - | 4 | 4 | - |
| | | | | | | | | | | | 4 | 4 | - |
| | | | | | | | | | | | 8 | 8 | 22.5 |
| | | | | | | | | | | | 4 | 4 | - |
| | | | | | | | | | | | - | - | - |
| | | | | | | | | | | | 4 | 4 | 10.0 |
| | | | | | | | | | | | 6.9 | 7.6 | |
| | | | | | | | | | | | | 91% | |

# New MCAS: Civics 8th grade

## % of possible points on 8th grade Civics Field Test MCAS 2024

**Legend:** ■ MERSD ■ State



Bar chart values:
- Foundations of government (FG): MERSD 64.20%, State 53%
- Government Structure (GS): MERSD 66.20%, State 53%
- Rights & Responsibilities (RR): MERSD 70.00%, State 59%

A student created the following diagram to show some of the actions a person takes when running for president of the United States.



Holding a political rally

Participating in primaries and caucuses

Attending national conventions
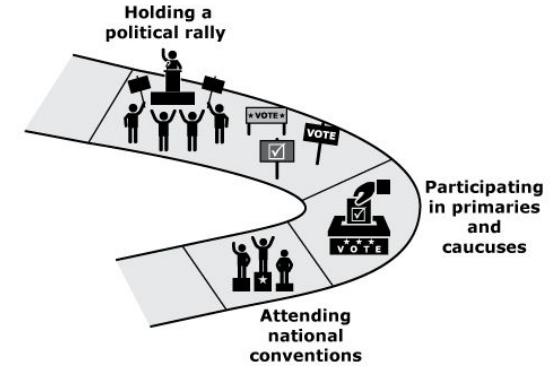
Select **two** other actions that a person would most likely take when running for president of the United States.

☐ A. debating other candidates

☐ B. preparing a national budget

☐ C. raising money for the campaign

☐ D. selecting members of the Cabinet

☐ E. delivering a State of the Union address

# Advanced Placement

404 AP Tests Taken

149 Students took at least 1 test

93% students with scores 3+

9 courses with 100% AP passing

139 tests with score of 5

# High School: Strengths

**AP Exams**

- Bronze Medal and Access Award
- 2024 - 149 students took 404 exams.  138 students received at least one score of 3+ (93%)
- 2025 - 162 students enrolled to take 394 exams spring 2025

**Accountability**

- Substantial progress toward targets
- Attendance improvements with chronic absenteeism, tardies, dismissals
- High needs received 0 points for chronic absenteeism in 2023, 4 points in 2024
- High needs advanced coursework completion 0 in 2023, 2 in 2024
- Exceeded target for lowest performing and high needs students

**MCAS**

- Biology exceeding expectations went from 10% in 2023 to 29% in 2024, dropped partially and not meeting by 2% as well

# High School: Areas for Growth

**Percentage of Meeting/Exceeding dip in MCAS numbers**

**VOCAL data - linking learning to students' lives and opinions**

**MCAS - not meeting continued targets in achievement**

Action Steps:
- ❖ Department chair data reviews during meetings, targeted department plans moving forward
- ❖ Building in cross-content interdisciplinary work
- ❖ Curriculum reviews, targeted professional development

# Middle School: Strengths

**MCAS**
- Overall: Made substantial progress towards our targets.
- Exceeded Targets: Chronic Absenteeism for all students (0/4 to 4/4)
- Growth Percentiles: Moderate growth across all content areas and grade levels with the exception of one.
- Grade 8 Math: Increased exceeding and meeting percentages. On the cusp of high growth.
- Growth Targets:
  - Were met in math by all students.
  - Were met in ELA by high-needs students.

## Readiness for Grade-Level Content (iReady)

Reading (Fall):
- Grade 6: 86% of students
- Grade 7: 76% of students
- Grade 8: 82% of students

Math (Fall):
- Grade 6: 89% of students
- Grade 7: 78% of students
- Grade 8: 88% of students

# Middle School: Areas for Growth

**MCAS**
- Low Growth Percentile: Grade 6 math
- Geometry
- Writing

**iReady**
- Reading Comprehension: Literature and informational texts
- Math: Geometry

Action Steps:
- ❖ Curriculum Reviews: Possible 5th to 6th math transition hurdles
- ❖ Revisit sequence and depth of geometry units
- ❖ Increase student writing in both English and MSA classrooms
- ❖ MSA: Primarily focusing on informational texts.

# Essex: Strengths



**DESE School Classification**
- Identified as a 2024 School of Recognition for significant achievement, growth, and progress toward targets
  - Overall: 22% progress toward targets in '23 to 85% progress toward targets
  - High needs group: 9% progress toward targets in '23 to 83% progress toward targets in '24

**Increased number of students "Meeting and Exceeding" expectations**
- Grade 3 ELA
- Grades 3-5 Math
- Grade 5 Science

**Reduction in Chronic Absenteeism**
- 0/4 points in '22-'23 to 4/4 points in '23-'24

**Spring 2023 End of Year Benchmarks (i-Ready)**
- Reading: 83% of students in K-5 at or above grade level  (+8%)
- Math: 82% of students in K-5 at or above grade level (+17%)

# Essex: Areas for Growth

**Written Responses**

**Geometry**

**Real-World Connections and Applications**

Action Steps:
- ❖ Implementation and Reflection on 5th grade cross-curricular scope and sequence for Reading, Writing, Social Studies and Science
- ❖ Instructional Coaching for ELA and Math
  - ➢ Embedded and Individualized PD for teachers
  - ➢ Continued support in implementation of Heggerty (K/1) and Building Fact Fluency (K-5)
- ❖ Review of homework implementation: Identifying ways to make connections to students' lives and real-world problem solving

# Memorial: Strengths

**DESE School Accountability Rating: Meeting/Exceeding Targets**
- 93rd Percentile ('23-'24)

**Increased number of students "Meeting and Exceeding" expectations on MCAS:**
- % of MMES Students Scoring "Exceeding Expectations" in MATH (Gr. 3) increased from '22-'23 to '23-'24 (+6%)
- % of MMES Students Scoring "Exceeding Expectations" in ELA (Gr. 4) increased from '22-'23 to '23-'24 (+2%)
- % of MMES Students Scoring "Exceeding Expectations" in STE MCAS (Gr. 5) increased from 68% ('22-'23) to 83% ('23-'24) (+15%)

**MCAS Writing Target Area Improvement:**
- Grade 3-5 (% of possible points)
  - Topic Development: +4.5 v. State
  - Conventions: +4 v. State

**Spring 2023 End of Year Benchmarks (i-Ready)**
- Reading: 85% of students in K-5 at or above grade level
- Math: 83% of students in K-5 at or above grade level (+5%)

# Memorial: Areas for Growth

**MCAS ELA Item Analysis - *Higher order thinking***
- Inferences (Gr. 3 and 4)
- Character Traits and Role/Impact (Gr. 3 and 4)
- Parts of Speech (Gr. 3)
- Folktales (Gr. 3)
- Identifying Main Idea - Comprehension (Gr. 4)
- Punctuation - Purpose (Gr. 4)

**MCAS MATH Item Analysis - *Deep understanding of concepts***
- Word Problems (Gr. 3 and Gr. 4)
- Fractions (Gr. 3)
- Interpret Numerical Expressions without Evaluating - Analysis (Gr. 4)

    Action Steps:
    - ❖ Academic Coaching - Embedded PD Implementation
        - ➢ Inferences, character traits, folktales
        - ➢ Word problems and Fractions
    - ❖ Supplemental Materials - *pilot*
        - ➢ Math - Building Fact Fluency
        - ➢ ELA/Phonics: Heggerty (Gr. K/1)
    - ❖ After-school Club - *pilot*
        - ➢ Math Facts, Study Skills, Book and Journaling Club

# District: Strengths

- **Attendance - Positive Trends**

- **Safe & Supportive School Climate/Culture**

- **Student Growth**

- **Increased consistency across elementary schools**

# District: Areas for Growth

- **Student Voice, Interest, & Connection to Learning**

- **Continued focus on effectiveness of Tier 1 Curriculum & Instruction: Consistency & Coherence**

- **Inconsistent achievement for all student groups**

  - **Performance disparity measured on MCAS & Internal Assessments**
  - **Inconsistent participation rates (i.e. advanced coursework)**
  - **Intervention access**

# District Improvement Plan Action Steps

**Strategic Initiative 1: Establish and foster an authentic Pre-K-12 learning environment.**

- Implementation of short-term student intervention
  - Continuation of K-5 MTSS intervention, 4th & 8th grade DESE grant funded High Dosage Math Tutoring
  - Expansion of targeted academic intervention

- Build system of coherent standards-focused authentic learning experiences through vertical and horizontal alignment, curriculum articulation, and emphasis on meeting the needs of all learners
  - Content-Driven PD
  - Authentic Learning Experience: Inventory, Gap Analysis, Staff Collaborative Planning/Development
  - Curriculum Mapping: Secondary HSS, Elementary Literacy, World Language, Arts
  - Curriculum Review Processes: STE, Health/PE, World Language, Arts
  - Implementation of High Quality Curriculum: Wonders, Investigating History, AP aligned courses

# District Improvement Plan Action Steps

**Strategic Initiative 1: Establish and foster an authentic Pre-K-12 learning environment.**

- NEASC Elementary Review Process & DESE Reviews: Action steps based on findings

- Differentiated Professional Learning Opportunities
  - Instructional Coaches
  - Vertical PD Pathways (UDL, SEL, Executive Funct, Technology)
  - Professional Networks

- Increased routine of data analysis, action planning, and monitoring

- Enhancing Instructional Leadership Capacity
  - Leader training to improve teacher observation and feedback centered around student learning practices

# District Improvement Plan Action Steps

**Strategic Initiative 2: Integrate social emotional learning into all aspects of the school day**
**Strategic Initiative 3: Celebrate and nurture an inclusive and diverse school culture that recognizes the contributions and uniqueness of all individuals.**

- Implementation of identified action plans to support improved attendance for select students/populations
- Take action following SEL Program Audit identified areas
- Expansion of SEL Leadership Structure
- Integration of SEL into core content areas and MTSS processes
- Continue to grow family engagement opportunities
- Program Reviews/External & Internal Audits for cultural competency and representation in resources, curriculum books, events
- Integration Cultural Competency efforts across all aspects of educational programming
- PD Pathways
- Professional Development (Targeted content/pedagogy, conferences and professional networks, Book Studies, Curriculum Reviews, Department meetings, Instructional coaches, External Consultants, etc.)

# MERSD Strategic Plan Overview

## Mission

The Mission of the Manchester Essex Regional School District (MERSD) is to provide a high quality, comprehensive, student-centered educational experience that prepares them for a post-secondary educational or service experience, a career, and life as an engaged member of society.

## Vision

MERSD, with the partnership and support of member communities, will provide educational opportunities and resources so that all students can realize their individual, unique, and highest potential, achieve academic excellence, value integrity and honesty, and become intellectually curious and critical thinkers.

## Core Values

### Student Centered

We believe schools must establish a safe environment that supports the development of all students. Schools must engage all aspects of a child's development, including knowledge, a sense of self, emotional well-being, physical health, and skills and strategies to negotiate an ever-changing and unpredictable world.

### Student Achievement

We believe MERSD should foster a learning environment that encourages academic achievement, social and emotional freedom and engagement, collaboration and creative problem-solving; the skills to confront new ideas with both rigor and sensitivity, and the awareness to and ability to extend the skills beyond the academic core to include experiential learning, the arts, cultural awareness, and physical and social emotional health.

### Equity

We believe our schools must strive to create a just and equitable environment that respects individual differences and the diversity of our communities, country, and world.

### Family & Community Partnerships

Schools are a reflection of their communities. We believe that providing a quality education that prepares our students for an unpredictable world is a shared responsibility, fostered by partnerships among the schools, families, educational non-profits, businesses and the community-at-large.

### Resources

We believe the District and our community partners should collaborate to provide the necessary funding to equip our students with the essential critical thinking, analytic, communication, and problem-solving skills they need to be productive, contributing members of our local and global communities and deliver on the promise of our students' potential.

## Vision of the Graduate

| | | |
|---|---|---|
| Empathetic Global Citizen<br>Responsible Collaborator | Effective Communicator<br>Critical Thinker<br>Personally Accountable | Social/Emotional Awareness<br>Innovative and Creative |

## Theory of Action

*If we*
Keep students at the center of decision making and practice
Cultivate a collaborative and inclusive culture
Articulate the relationship between social emotional well-being and student achievement
Engage in two-way communication with our community

*Then...*
Students will realize their individual, unique, and highest potential, achieve academic excellence, value integrity and honesty, and become intellectually curious and critical thinkers.

## Strategic Priorities

| | | |
|---|---|---|
| Establish and foster an authentic Pre-K-12 learning environment. | Integrate social emotional learning into all aspects of the school day. | Celebrate and nurture an inclusive and diverse school culture that recognizes the contributions and uniqueness of each learner. |

Maintain a sustainable multi-year operational budget and capital improvement plan.

# Appendix

# MERHS

# High School Demographics/Enrollment

## Selected Populations (2023-24)

| Title | % of School | % of District | % of State |
|-------|-------------|---------------|------------|
| First Language not English | 2.8 | 3.0 | 26.0 |
| English Language Learner | 0.0 | 0.3 | 13.1 |
| Low-income | 13.8 | 13.4 | 42.2 |
| Students With Disabilities | 13.0 | 19.0 | 20.2 |
| High Needs | 24.0 | 29.3 | 55.8 |

| Enrollment by Grade (2023-24) | | | | |
|---|---|---|---|---|
| | 9 | 10 | 11 | 12 |
| District | 106 | 92 | 112 | 89 |
| Manchester Essex Regional High School | 106 | 92 | 112 | 89 |

## Student Attendance (2023-24)

Please note that the attendance data in the report below reflects attendance reported by districts from the beginning of their school years until the last day of school.

| Student Group | Attendance Rate | Average # of Absences | Absent 10 or more days | Chronically Absent (10% or more) | Chronically Absent (20% or more) | Unexcused > 9 days |
|---|---|---|---|---|---|---|
| All Student | 94.4 | 9.9 | 37.8 | 12.7 | 2.5 | 6.7 |

# 2024 Class/SAT & ACT

## Class of 2024 Future Plans

Number of graduates: 88
Our graduates entered 60 post-secondary institutions in 23 states, District of Columbia, Ireland, Scotland, London, and the Netherlands.

Continuing full time education: 93.2%
4-year college: 89%
Other postgraduate school: 4.5%
Work/Military/Other: 6.8%

### Class of 2024 SAT Data

| Section | Mean |
| --- | --- |
| Evidence Based Reading/Writing | 633 |
| Mathematics | 621 |
| *Composite* | 1254 |

### Class of 2024 ACT Data

| Section | Mean |
| --- | --- |
| English | 31.8 |
| Mathematics | 26.7 |
| Reading | 30.1 |
| Science | 26.6 |
| *Composite* | 28.5 |

# DART Comparative Schools for High School

Comparable Schools Overview

*Schools most similar to your school in terms of grades span, total enrollment, and special populations.

Orange-Shaded row: Your School

| School Name | 2024 Enrollment | | | | 2024 Next Gen MCAS | | | | | | | | |
| | | | | | % Meeting or Exceeding Expectations | | | | | Growth average SGP | | | |
| | | | | | Grades 3-8 | | Grade 10 | | Grades 5 and 8 | Grades 3-8 | | Grade 10 | |
| | Total Enrollment # | Low Income % | SWD % | ELL % | ELA | Math | ELA | Math | Science | ELA | Math | ELA | Math |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Cohasset-Cohasset High School* | 406 | 8.4 | 12.3 | 0.2 | | | 93% | 72% | | | | 60 | 56 |
| Hamilton-Wenham-Hamilton-Wenham Regional High* | 442 | 8.6 | 14.7 | 0.7 | | | 87% | 79% | | | | 55 | 58 |
| Harvard-The Bromfield High School* | 325 | 9.5 | 11.4 | 2.8 | | | 96% | 92% | | | | 70 | 76 |
| Ipswich-Ipswich High* | 482 | 17.4 | 15.4 | 1.9 | | | 60% | 64% | | | | 41 | 45 |
| Littleton-Littleton High School* | 487 | 7.8 | 13.6 | 0.8 | | | 66% | 66% | | | | 46 | 57 |
| Lunenburg-Lunenburg High* | 449 | 21.6 | 9.8 | 1.1 | | | 68% | 62% | | | | 54 | 54 |
| Manchester Essex Regional-Manchester Essex Regional High School* | 400 | 13.8 | 13.0 | 0.0 | | | 74% | 71% | | | | 55 | 62 |
| Millis-Millis High School* | 317 | 15.5 | 13.6 | 1.3 | | | 79% | 72% | | | | 51 | 42 |
| Sutton-Sutton High School* | 363 | 18.2 | 6.1 | 2.2 | | | 73% | 70% | | | | 55 | 56 |
| Tyngsborough-Tyngsborough High School* | 420 | 19.3 | 16.7 | 1.9 | | | 65% | 61% | | | | 57 | 63 |
| Wilmington-Wilmington High* | 613 | 15.5 | 13.9 | 0.7 | | | 73% | 70% | | | | 54 | 49 |

# DART Comparative Schools: High School Achievement
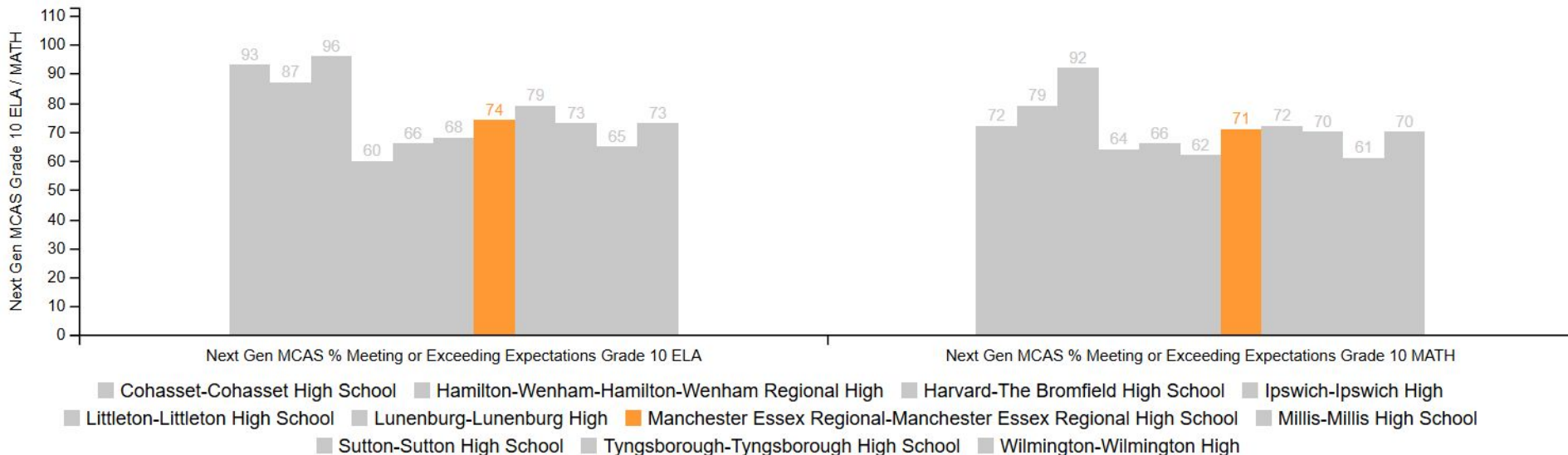
# DART Comparative Schools: High School Growth
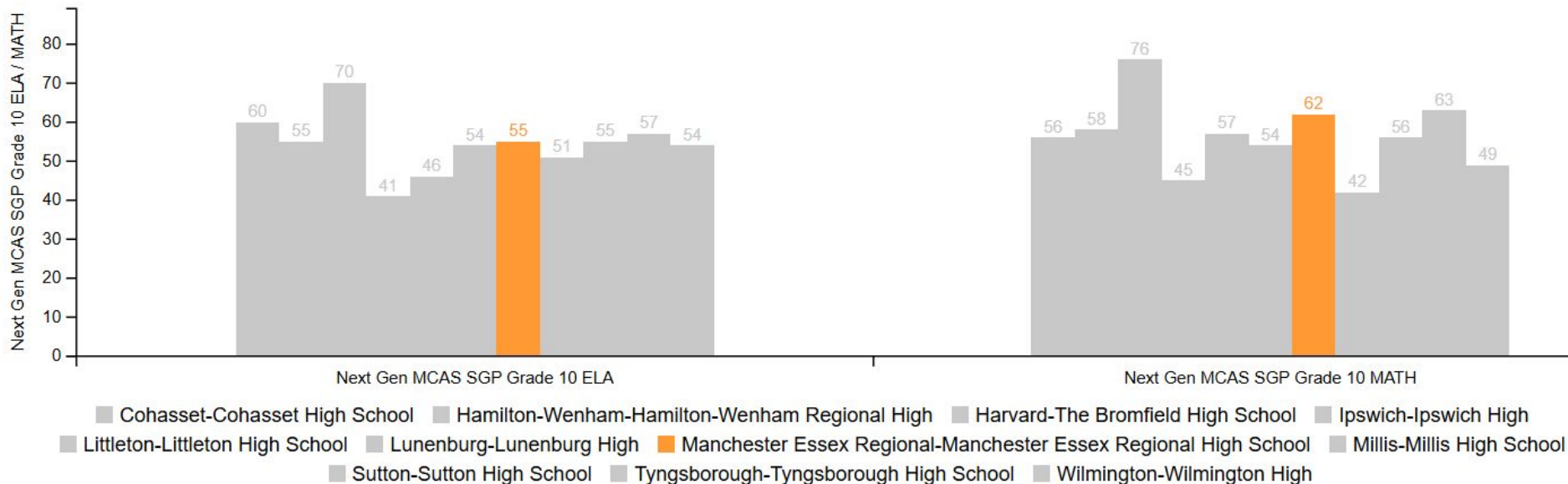
# MERMS

# Middle School Demographics/Enrollment

## Selected Populations (2023-24)

| Title | % of School | % of District | % of State |
|---|---|---|---|
| First Language not English | 3.6 | 3.0 | 26.0 |
| English Language Learner | 0.4 | 0.3 | 13.1 |
| Low-income | 14.6 | 13.4 | 42.2 |
| Students With Disabilities | 21.5 | 19.0 | 20.2 |
| High Needs | 33.6 | 29.3 | 55.8 |

| Enrollment by Grade (2023-24) | | | |
|---|---|---|---|
| | 6 | 7 | 8 |
| District | 93 | 98 | 83 |
| Manchester Essex Regional Middle School | 93 | 98 | 83 |

## Student Attendance (2023-24)

Please note that the attendance data in the report below reflects attendance reported by districts from the beginning of their school years until the last day of school.

| Student Group | Attendance Rate | Average # of Absences | Absent 10 or more days | Chronically Absent (10% or more) | Chronically Absent (20% or more) | Unexcused > 9 days |
|---|---|---|---|---|---|---|
| All Student | 94.8 | 9.3 | 40.3 | 7.7 | 1.1 | 7.3 |

# DART Comparative Schools for Middle School

**Manchester Essex Regional-Manchester Essex Regional Middle School - 2024 School Assistance Level - Substantial progress toward targets**

Comparable Schools Overview

*Schools most similar to your school in terms of grades span, total enrollment, and special populations.*
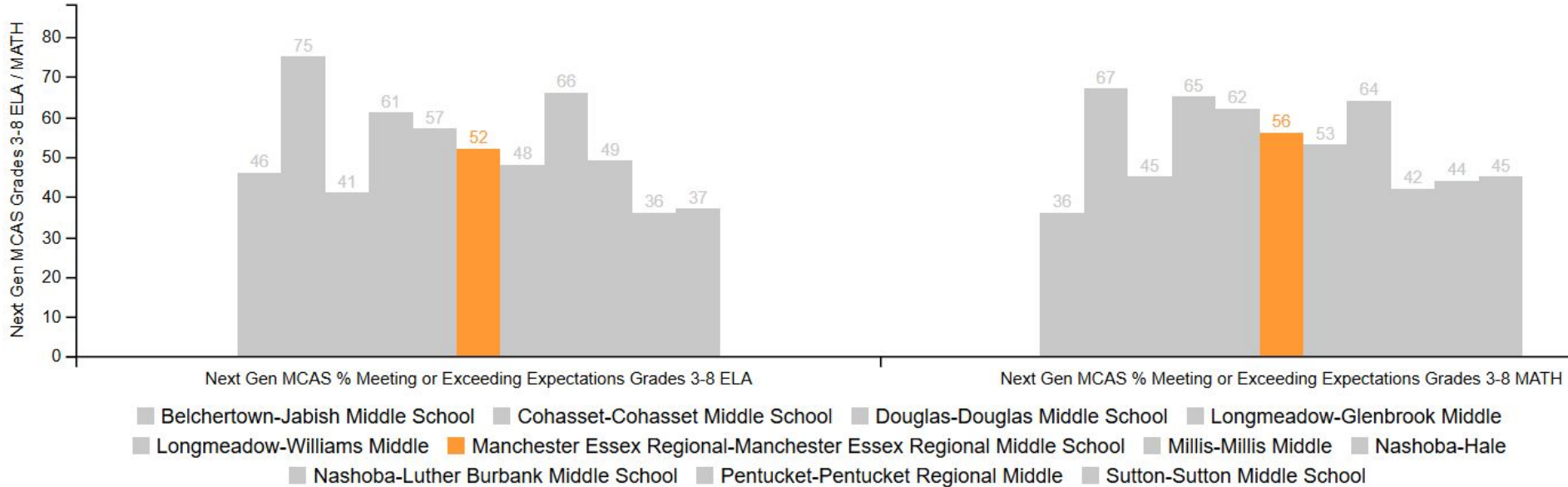Orange-Shaded row: Your School

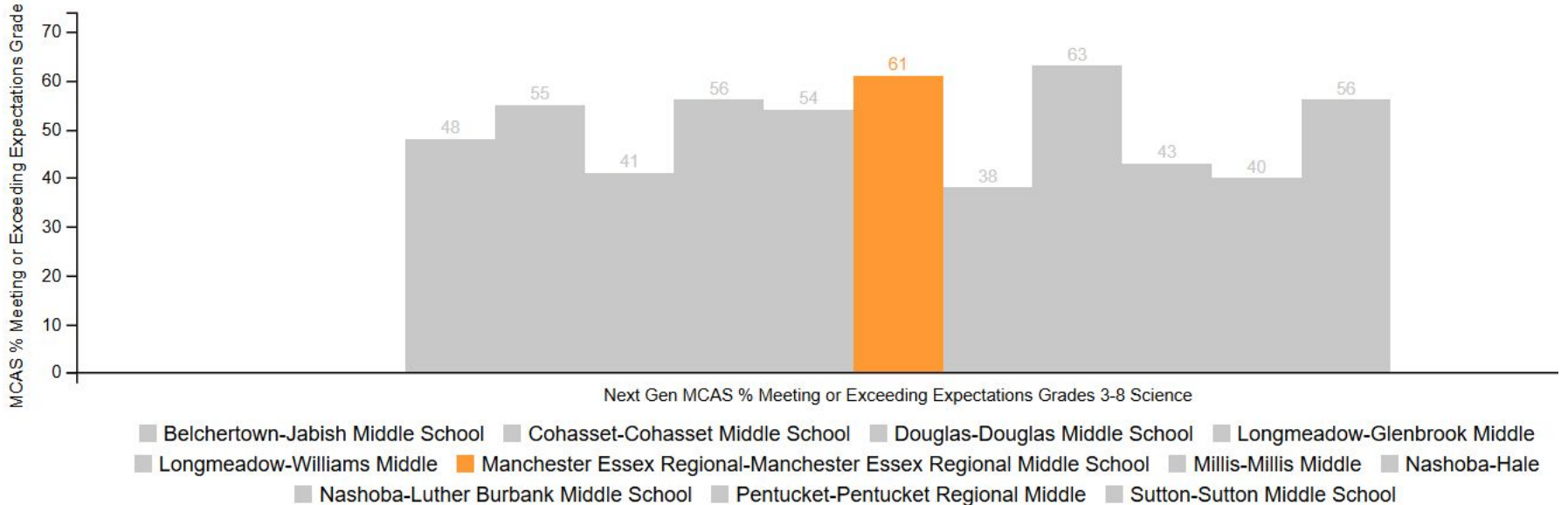| School Name | 2024 Enrollment | | | | 2024 Next Gen MCAS | | | | | | | | |
| | | | | | % Meeting or Exceeding Expectations | | | | | Growth average SGP | | | |
| | | | | | Grades 3-8 | | Grade 10 | | Grades 5 and 8 | Grades 3-8 | | Grade 10 | |
| | Total Enrollment # | Low Income % | SWD % | ELL % | ELA | Math | ELA | Math | Science | ELA | Math | ELA | Math |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Belchertown-Jabish Middle School* | 333 | 22.8 | 21.6 | 0.9 | 46% | 36% | | | 48% | 50 | 45 | | |
| Cohasset-Cohasset Middle School* | 290 | 8.3 | 20.0 | 0.7 | 75% | 67% | | | 55% | 62 | 52 | | |
| Douglas-Douglas Middle School* | 289 | 24.2 | 22.1 | 0.7 | 41% | 45% | | | 41% | 51 | 66 | | |
| Longmeadow-Glenbrook Middle* | 320 | 12.8 | 20.9 | 0.6 | 61% | 65% | | | 56% | 48 | 59 | | |
| Longmeadow-Williams Middle* | 310 | 7.7 | 22.3 | 0.0 | 57% | 62% | | | 54% | 45 | 51 | | |
| Manchester Essex Regional-Manchester Essex Regional Middle School* | 274 | 14.6 | 21.5 | 0.4 | 52% | 56% | | | 61% | 47 | 51 | | |
| Millis-Millis Middle* | 268 | 17.9 | 20.5 | 1.5 | 48% | 53% | | | 38% | 50 | 53 | | |
| Nashoba-Hale* | 237 | 6.8 | 24.1 | 0.4 | 66% | 64% | | | 63% | 52 | 54 | | |
| Nashoba-Luther Burbank Middle School* | 249 | 22.5 | 21.3 | 2.0 | 49% | 42% | | | 43% | 48 | 56 | | |
| Pentucket-Pentucket Regional Middle* | 331 | 16.9 | 22.7 | 1.2 | 36% | 44% | | | 40% | 43 | 43 | | |
| Sutton-Sutton Middle School* | 295 | 14.6 | 18.6 | 1.0 | 37% | 45% | | | 56% | 50 | 55 | | |

# DART Comparative Schools: Middle School Achievement

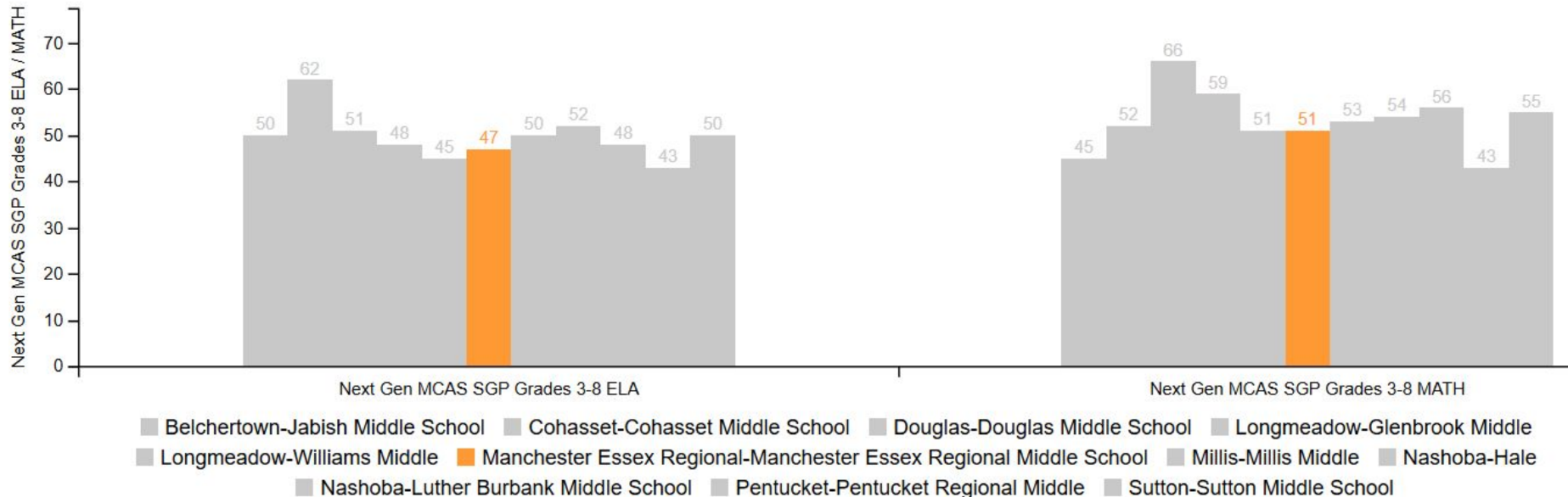# DART Comparative Schools: Middle School Sci Achievement

**Select Category :** Grades 5 and 8 Science



MCAS % Meeting or Exceeding Expectations Grade

Next Gen MCAS % Meeting or Exceeding Expectations Grades 3-8 Science

- Belchertown-Jabish Middle School
- Cohasset-Cohasset Middle School
- Douglas-Douglas Middle School
- Longmeadow-Glenbrook Middle
- Longmeadow-Williams Middle
- Manchester Essex Regional-Manchester Essex Regional Middle School
- Millis-Millis Middle
- Nashoba-Hale
- Nashoba-Luther Burbank Middle School
- Pentucket-Pentucket Regional Middle
- Sutton-Sutton Middle School

# DART Comparative Schools: Middle School Growth

# Middle School Math i-Ready Spring 2024
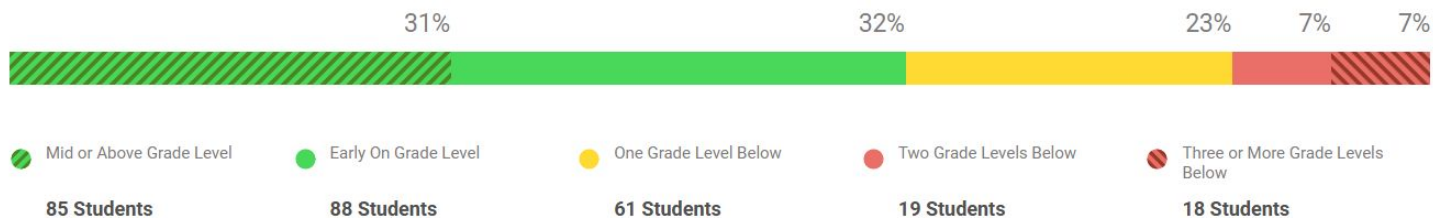
| 31% | | 32% | | 23% | 7% | 7% |
|---|---|---|---|---|---|---|

- 🟢 Mid or Above Grade Level — **85 Students**
- 🟢 Early On Grade Level — **88 Students**
- 🟡 One Grade Level Below — **61 Students**
- 🔴 Two Grade Levels Below — **19 Students**
- 🔴 Three or More Grade Levels Below — **18 Students**

**Placement by Domain**

Number and Operations (NO)

Algebra and Algebraic Thinking (ALG)

Measurement and Data (MS)

Geometry (GEO)

# Middle School Reading i-Ready Spring 2024

| 49% | 17% | 18% | 5% | 11% |

| Mid or Above Grade Level | Early On Grade Level | One Grade Level Below | Two Grade Levels Below | Three or More Grade Levels Below |
|---|---|---|---|---|
| **132 Students** | **47 Students** | **49 Students** | **13 Students** | **29 Students** |
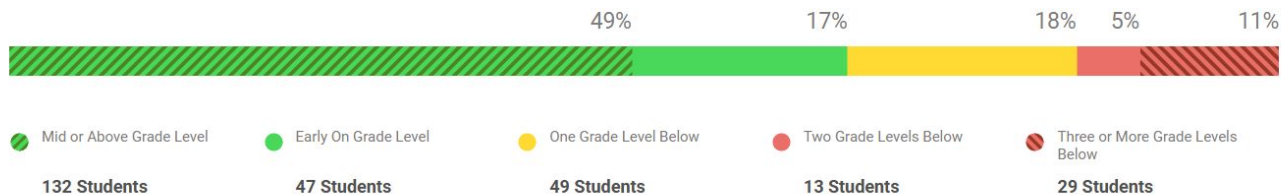
ⓘ **The Mapping Between 5-Level and 3-Level Placements**

## Placement by Domain

Phonological Awareness *(PA)*

Phonics *(PH)*

High-Frequency Words *(HFW)*

Vocabulary *(VOC)*

Comprehension: Overall *(COMP)*

Literature *(LIT)*

Informational Text *(INFO)*
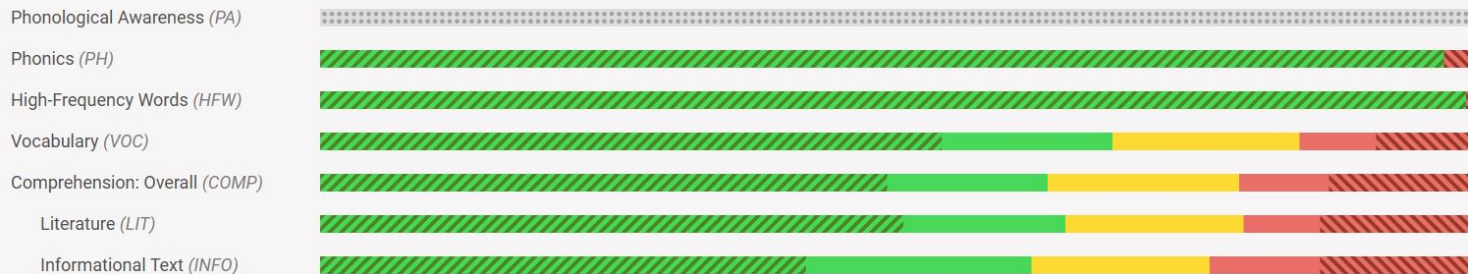
⬤ Not assessed (due to grade or domain exempted)

# Essex Elementary

# Essex Demographics/Enrollment

## Selected Populations (2023-24)

| Title | % of School | % of District | % of State |
|---|---|---|---|
| First Language not English | 3.5 | 3.0 | 26.0 |
| English Language Learner | 1.3 | 0.3 | 13.1 |
| Low-income | 19.7 | 13.4 | 42.2 |
| Students With Disabilities | 15.7 | 19.0 | 20.2 |
| High Needs | 31.0 | 29.3 | 55.8 |

| Enrollment by Grade (2023-24) | | | | | | | |
|---|---|---|---|---|---|---|---|
| | PK | K | 1 | 2 | 3 | 4 | 5 |
| District | 37 | 76 | 78 | 77 | 87 | 90 | 81 |
| Essex Elementary | 0 | 36 | 36 | 40 | 39 | 43 | 35 |

## Student Attendance (2023-24)

Please note that the attendance data in the report below reflects attendance reported by districts from the beginning of their school years until the last day of school.
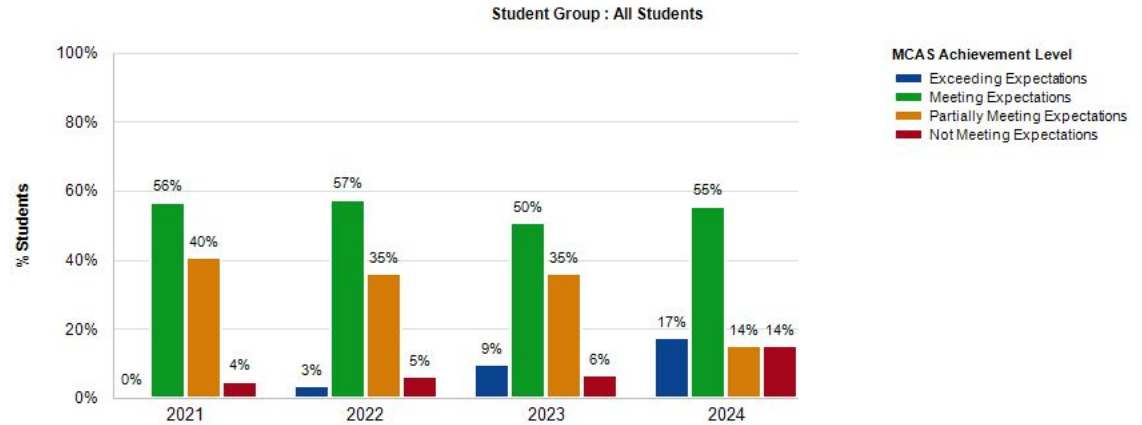
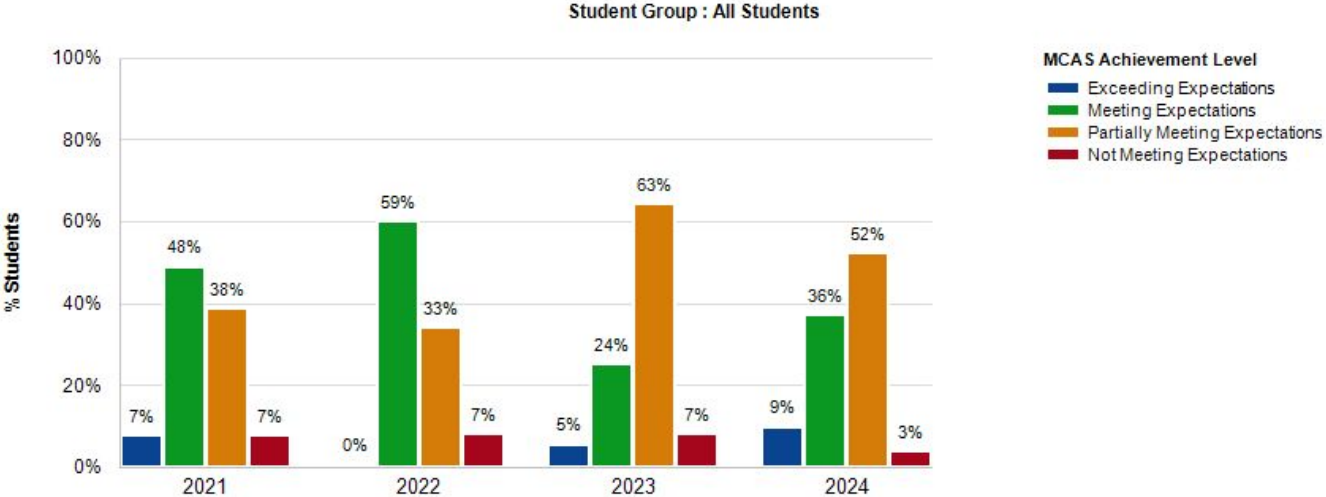| Student Attendance (2023-24) - End of Year | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Attendance Rate | Average # of Absences | Absent 10 or more days | Chronically Absent (10% or more) | Chronically Absent (20% or more) | Unexcused > 9 days |
| All Student | 95.1 | 8.7 | 37.0 | 8.7 | 0.9 | 7.4 |

3rd Grade ELA
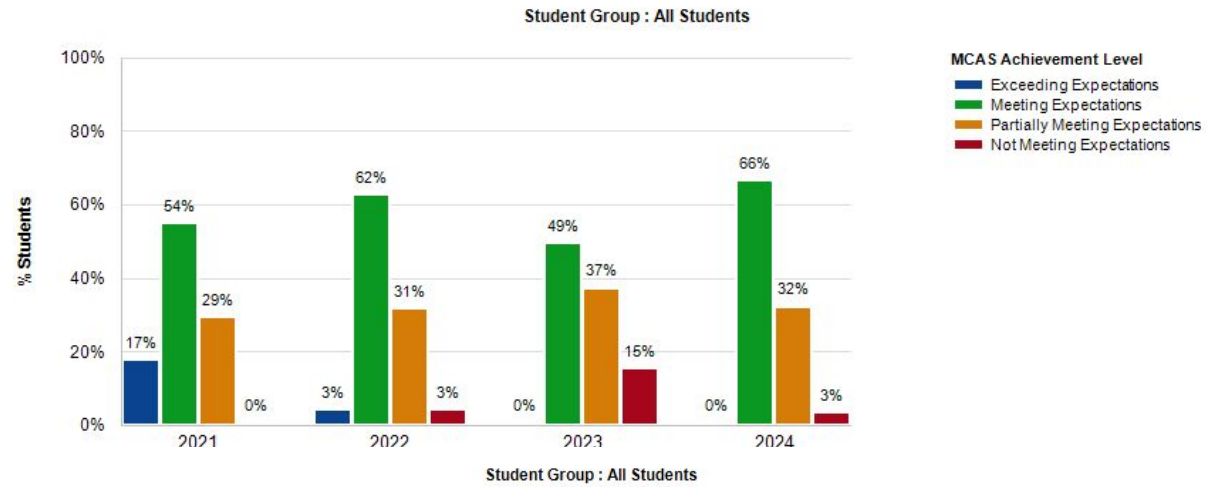
4th Grade Math

5th Grade STE

Student Group : All Students



**MCAS Achievement Level**
- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

| Year | Exceeding | Meeting | Partially Meeting | Not Meeting |
|------|-----------|---------|-------------------|-------------|
| 2021 | 7% | 48% | 38% | 7% |
| 2022 | 0% | 59% | 33% | 7% |
| 2023 | 5% | 24% | 63% | 7% |
| 2024 | 9% | 36% | 52% | 3% |

# Writing Data Analysis

|  | Grade 3 Percentage of Possible Points | Grade 4 Percentage of Possible Points | Grade 5 Percentage of Possible Points |
|---|---|---|---|
| Constructed Response | 28% | 51% | N/A |
| Essay | 36% | 57% | 37% |
| Production and Distribution of Writing | 31% | 54% | 33% |

# DART Comparative Schools for Essex Elem

**District(s) details**

**Manchester Essex Regional-Essex Elementary - 2024 School Assistance Level - School of Recognition**

**Comparable Schools Overview**

*Schools most similar to your school in terms of grades span, total enrollment, and special populations.

Orange-Shaded row: Your School

| School Name | 2024 Enrollment | | | | 2024 Next Gen MCAS | | | | | | | | |
| | | | | | % Meeting or Exceeding Expectations | | | | | Growth average SGP | | | |
| | | | | | Grades 3-8 | | Grade 10 | | Grades 5 and 8 | Grades 3-8 | | Grade 10 | |
| | Total Enrollment # | Low Income % | SWD % | ELL % | ELA | Math | ELA | Math | Science | ELA | Math | ELA | Math |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Hampden-Wilbraham-Stony Hill School* | 291 | 18.6 | 15.8 | 2.7 | 36% | 48% | | | | | | | |
| Manchester Essex Regional-Essex Elementary* | 229 | 19.7 | 15.7 | 1.3 | 50% | 58% | | | 45% | 51 | 64 | | |
| Mattapoisett-Center* | 230 | 23.0 | 16.1 | 0.9 | 67% | 49% | | | | | | | |
| Mattapoisett-Old Hammondtown* | 170 | 20.0 | 18.2 | 0.0 | 59% | 70% | | | 64% | 62 | 63 | | |
| Nahant-Johnson* | 149 | 16.8 | 16.1 | 0.0 | 52% | 50% | | | 71% | 45 | 51 | | |
| North Attleborough-Falls* | 240 | 21.7 | 17.5 | 2.9 | 53% | 59% | | | 37% | 52 | 48 | | |
| Peabody-West Memorial* | 277 | 16.2 | 18.1 | 1.8 | 31% | 53% | | | 47% | 39 | 49 | | |
| Pioneer Valley-Bernardston Elementary* | 207 | 27.1 | 17.9 | 1.0 | 31% | 41% | | | 54% | 51 | 75 | | |
| Plympton-Dennett Elementary* | 253 | 22.5 | 19.4 | 1.2 | 53% | 56% | | | 63% | 46 | 44 | | |
| Shrewsbury-Walter J. Paton School* | 270 | 13.3 | 15.2 | 2.2 | 57% | 67% | | | | 38 | 39 | | |
| Swansea-Elizabeth S Brown* | 274 | 25.9 | 15.7 | 1.1 | 42% | 52% | | | 56% | 47 | 55 | | |

# DART Comparative Schools: Essex Achievement



Select Category : Grades 3-8 ELA / MATH

Next Gen MCAS % Meeting or Exceeding Expectations Grades 3-8 ELA
Next Gen MCAS % Meeting or Exceeding Expectations Grades 3-8 MATH

Hampden-Wilbraham-Stony Hill School    Manchester Essex Regional-Essex Elementary    Mattapoisett-Center    Mattapoisett-Old Hammondtown    Nahant-Johnson
North Attleborough-Falls    Peabody-West Memorial    Pioneer Valley-Bernardston Elementary    Plympton-Dennett Elementary    Shrewsbury-Walter J. Paton School
Swansea-Elizabeth S Brown

# DART Comparative Schools: Essex Sci Achievement
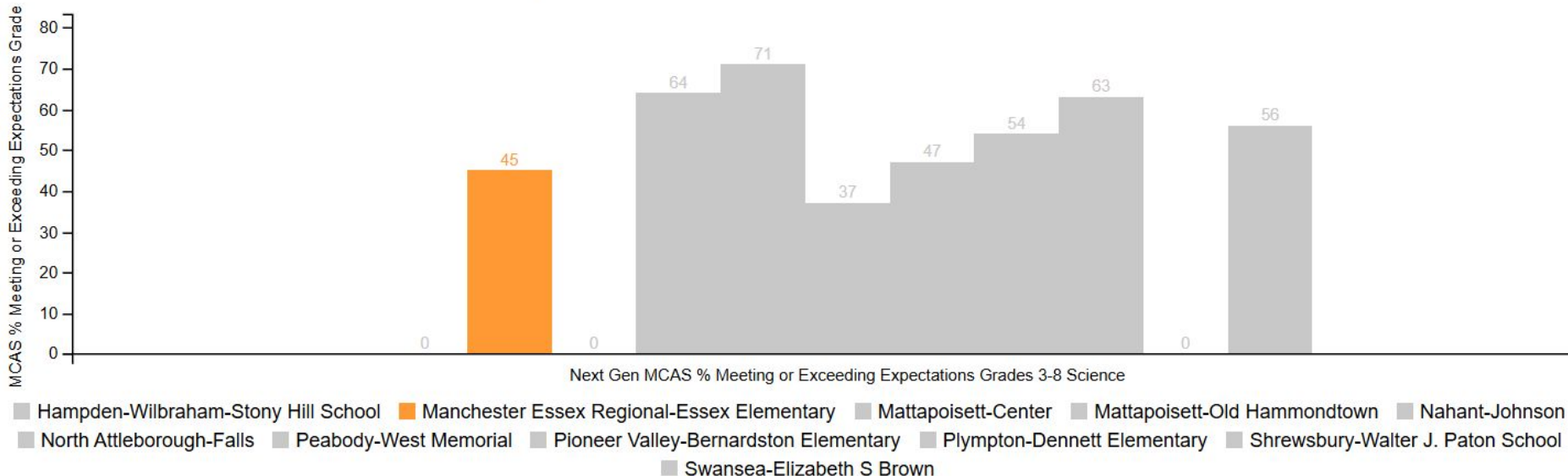
# DART Comparative Schools: Essex Growth

# Essex Math i-Ready Spring 2024

| | | | | |
|---|---|---|---|---|
| 59% | | 23% | 14% | 3% 1% |

- ⬤ Mid or Above Grade Level
- ⬤ Early On Grade Level
- ⬤ One Grade Level Below
- ⬤ Two Grade Levels Below
- ⊘ Three or More Grade Levels Below

| 133 Students | 52 Students | 31 Students | 6 Students | 3 Students |
|---|---|---|---|---|

## ▼ Placement by Domain

Number and Operations *(NO)*

Algebra and Algebraic Thinking *(ALG)*

Measurement and Data *(MS)*

Geometry *(GEO)*

# Essex Reading i-Ready Spring 2024

| 65% | 18% | 14% | 3% |
|---|---|---|---|

- ◓ Mid or Above Grade Level — **146 Students**
- ● Early On Grade Level — **41 Students**
- ● One Grade Level Below — **31 Students**
- ● Two Grade Levels Below — **1 Student**
- ◓ Three or More Grade Levels Below — **6 Students**

## Placement by Domain

- Phonological Awareness *(PA)*
- Phonics *(PH)*
- High-Frequency Words *(HFW)*
- Vocabulary *(VOC)*
- Comprehension: Overall *(COMP)*
  - Literature *(LIT)*
  - Informational Text *(INFO)*

⊞ Not assessed (due to grade or domain exempted)

# Manchester Memorial Elementary

# Memorial Demographics/Enrollment

## Selected Populations (2023-24)

| Title | % of School | % of District | % of State |
|---|---|---|---|
| First Language not English | 2.4 | 3.0 | 26.0 |
| English Language Learner | 0.0 | 0.3 | 13.1 |
| Low-income | 7.1 | 13.4 | 42.2 |
| Students With Disabilities | 20.5 | 19.0 | 20.2 |
| High Needs | 25.6 | 29.3 | 55.8 |

## Enrollment by Grade (2023-24)

| | PK | K | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| District | 37 | 76 | 78 | 77 | 87 | 90 | 81 |
| Manchester Memorial Elementary | 37 | 40 | 42 | 37 | 48 | 47 | 46 |

## Student Attendance (2023-24)

Please note that the attendance data in the report below reflects attendance reported by districts from the beginning of their school years until the last day of school.

| | Student Attendance (2023-24) - End of Year | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Attendance Rate | Average # of Absences | Absent 10 or more days | Chronically Absent (10% or more) | Chronically Absent (20% or more) | Unexcused > 9 days |
| All Student | 94.9 | 8.8 | 31.3 | 8.8 | 1.6 | 6.2 |

MMES MCAS Essays - State Differential '23 v. '24
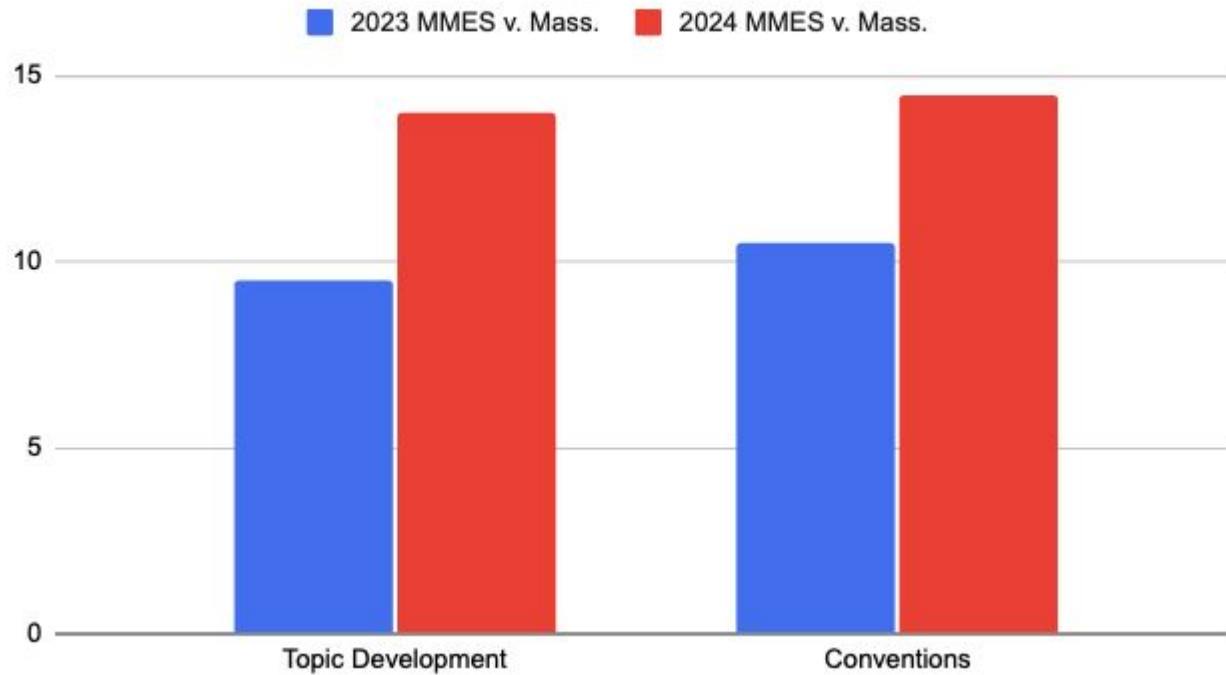
**PE305 School Achievement Distribution by Year**
English Language Arts Grade 3

Student Group : All Students



**PE305 School Achievement Distribution by Year**
Mathematics Grade 3

Student Group : All Students
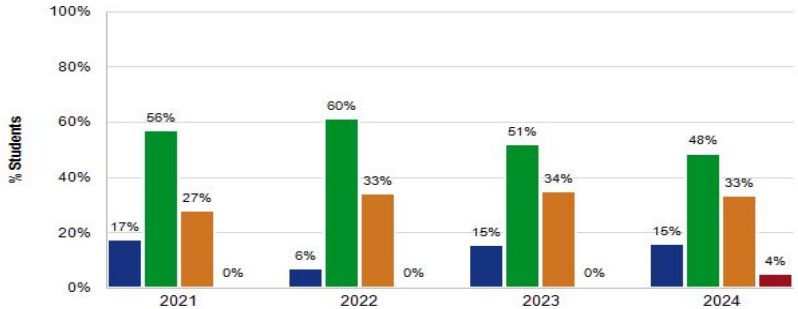


Grade 3 MCAS Historical

**MCAS Achievement Level**
- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
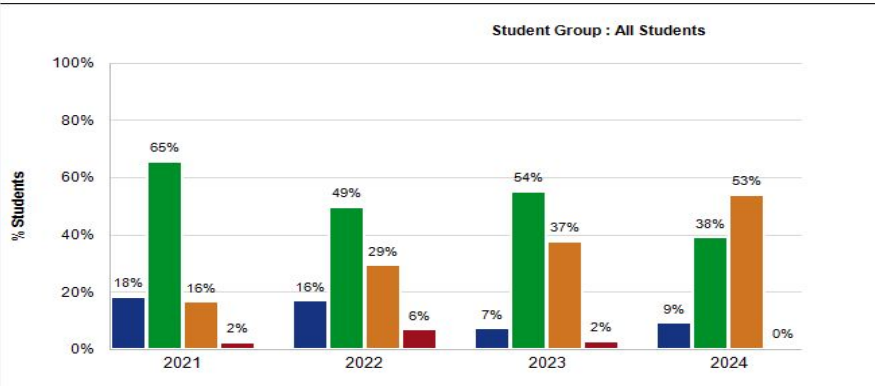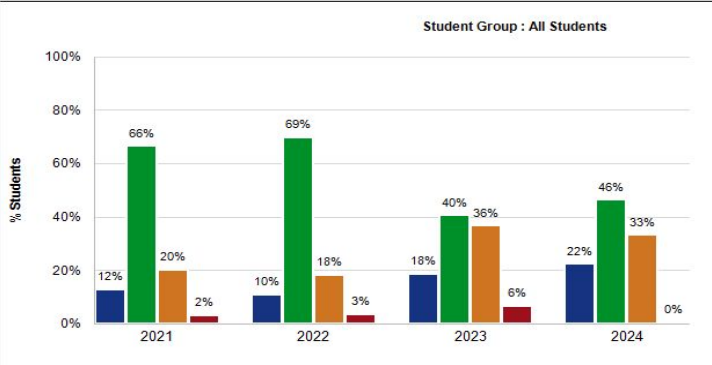- Not Meeting Expectations
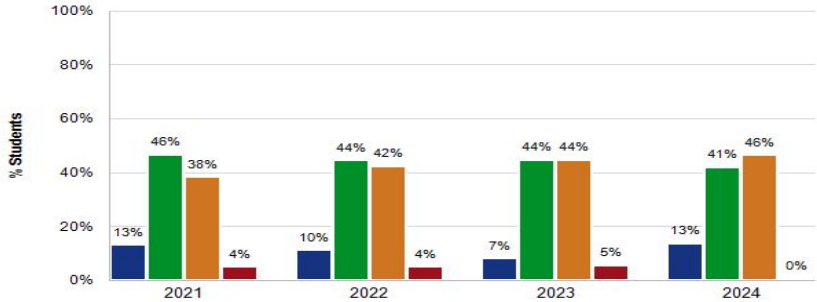
PE305 School Achievement Distribution by Year
English Language Arts Grade 4

Grade 4 MCAS Historical

**MCAS Achievement Level**
- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations



PE305 School Achievement Distribution by Year
Mathematics Grade 4

# Grade 5 MCAS Historical

**PE305 School Achievement Distribution by Year**
English Language Arts Grade 5
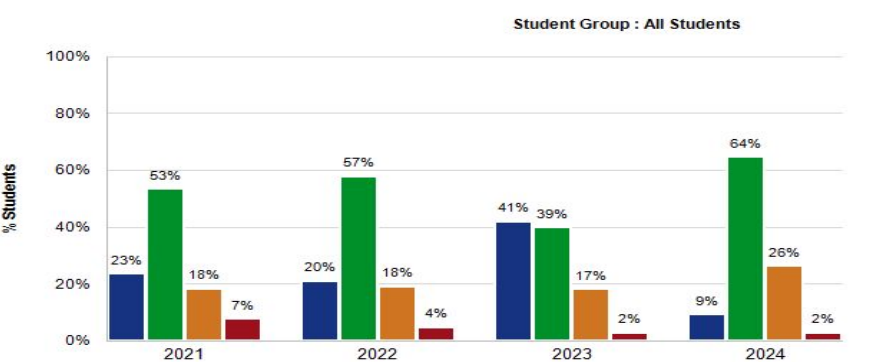
Student Group : All Students



**MCAS Achievement Level**

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

**PE305 School Achievement Distribution by Year**
Mathematics Grade 5

Student Group : All Students
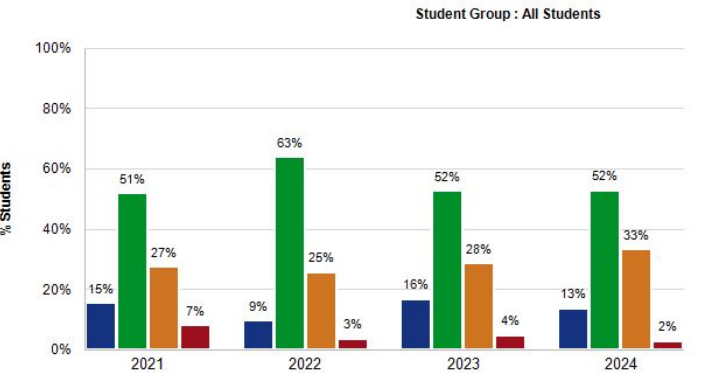


**PE305 School Achievement Distribution by Year**
Science and Technology/Engineering Grade 5

Student Group : All Students
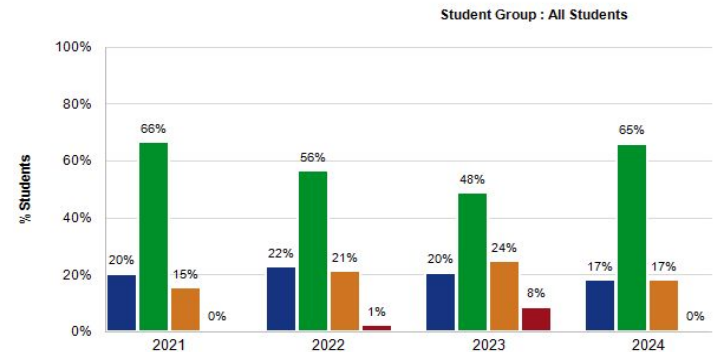
# DART Comparative Schools for Memorial Elem

District(s) details

**Manchester Essex Regional-Manchester Memorial Elementary - 2024 School Assistance Level - Meeting or exceeding targets**

Comparable Schools Overview

*Schools most similar to your school in terms of grades span, total enrollment, and special populations.
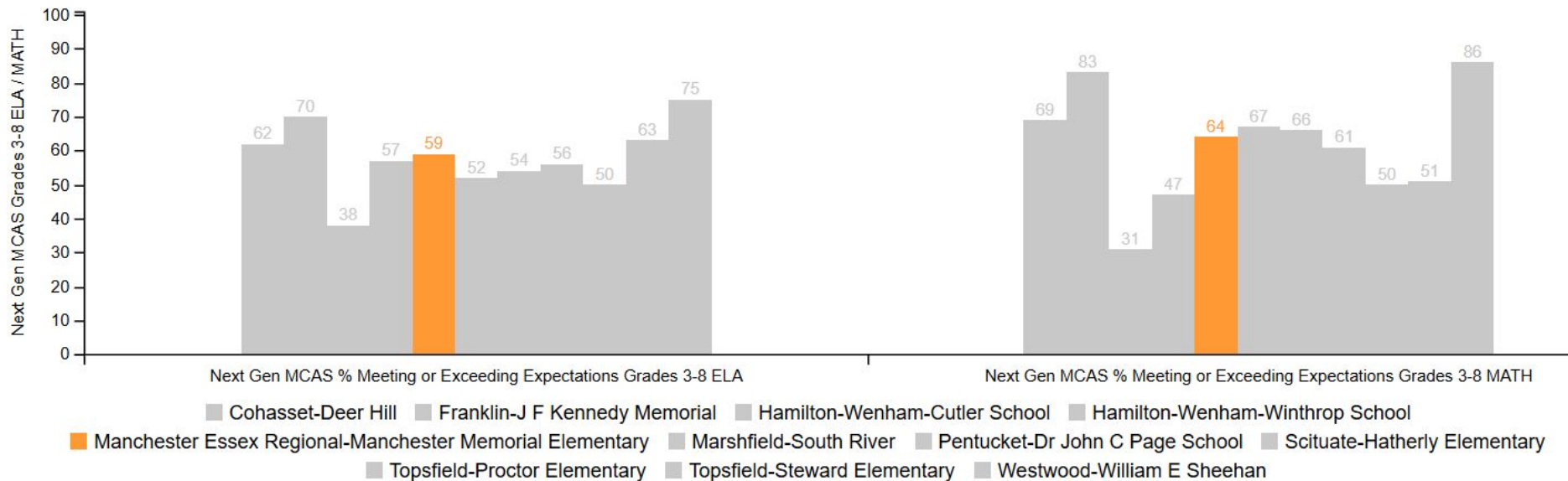Orange-Shaded row: Your School

| School Name | 2024 Enrollment | | | | 2024 Next Gen MCAS | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | | % Meeting or Exceeding Expectations | | | | | Growth average SGP | | | |
| | | | | | Grades 3-8 | | Grade 10 | | Grades 5 and 8 | Grades 3-8 | | Grade 10 | |
| | Total Enrollment # | Low Income % | SWD % | ELL % | ELA | Math | ELA | Math | Science | ELA | Math | ELA | Math |
| Cohasset-Deer Hill* | 321 | 5.3 | 18.7 | 0.3 | 62% | 69% | | | 70% | 54 | 59 | | |
| Franklin-J F Kennedy Memorial* | 331 | 7.9 | 19.9 | 2.4 | 70% | 83% | | | 84% | 65 | 68 | | |
| Hamilton-Wenham-Cutler School* | 255 | 6.7 | 17.6 | 0.4 | 38% | 31% | | | 36% | 40 | 47 | | |
| Hamilton-Wenham-Winthrop School* | 331 | 6.3 | 23.0 | 0.0 | 57% | 47% | | | 65% | 52 | 47 | | |
| Manchester Essex Regional-Manchester Memorial Elementary* | 297 | 7.1 | 20.5 | 0.0 | 59% | 64% | | | 83% | 60 | 51 | | |
| Marshfield-South River* | 249 | 14.1 | 22.1 | 0.0 | 52% | 67% | | | 67% | 56 | 66 | | |
| Pentucket-Dr John C Page School* | 326 | 9.8 | 24.8 | 0.6 | 54% | 66% | | | 45% | 59 | 71 | | |
| Scituate-Hatherly Elementary* | 250 | 10.8 | 20.4 | 0.4 | 56% | 61% | | | 60% | 58 | 55 | | |
| Topsfield-Proctor Elementary* | 254 | 6.7 | 24.4 | 0.0 | 50% | 50% | | | 63% | 42 | 44 | | |
| Topsfield-Steward Elementary* | 357 | 7.6 | 23.2 | 0.0 | 63% | 51% | | | | 63 | | | |
| Westwood-William E Sheehan* | 300 | 4.3 | 19.0 | 0.7 | 75% | 86% | | | 85% | 55 | 64 | | |

# DART Comparative Schools: Memorial Achievement



Select Category: Grades 3-8 ELA / MATH

Next Gen MCAS Grades 3-8 ELA / MATH

Next Gen MCAS % Meeting or Exceeding Expectations Grades 3-8 ELA: 62, 70, 38, 57, 59, 52, 54, 56, 50, 63, 75

Next Gen MCAS % Meeting or Exceeding Expectations Grades 3-8 MATH: 69, 83, 31, 47, 64, 67, 66, 61, 50, 51, 86

Cohasset-Deer Hill ▪ Franklin-J F Kennedy Memorial ▪ Hamilton-Wenham-Cutler School ▪ Hamilton-Wenham-Winthrop School
Manchester Essex Regional-Manchester Memorial Elementary ▪ Marshfield-South River ▪ Pentucket-Dr John C Page School ▪ Scituate-Hatherly Elementary
Topsfield-Proctor Elementary ▪ Topsfield-Steward Elementary ▪ Westwood-William E Sheehan

# DART Comparative Schools: Memorial Sci Achievement
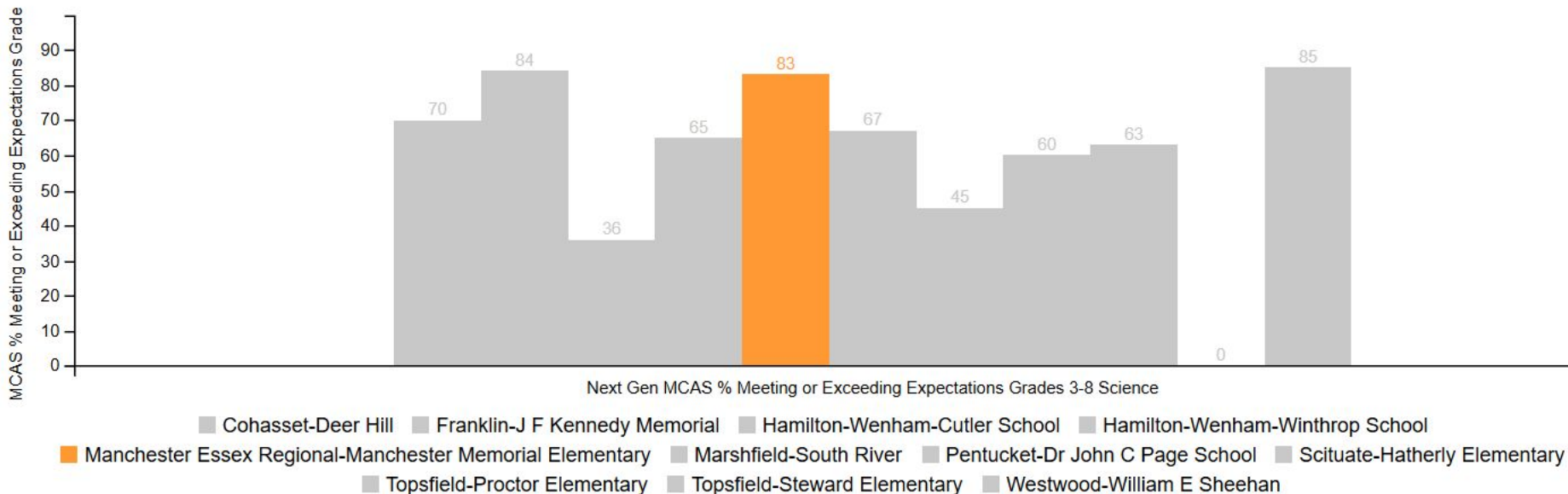
# DART Comparative Schools: Memorial Growth
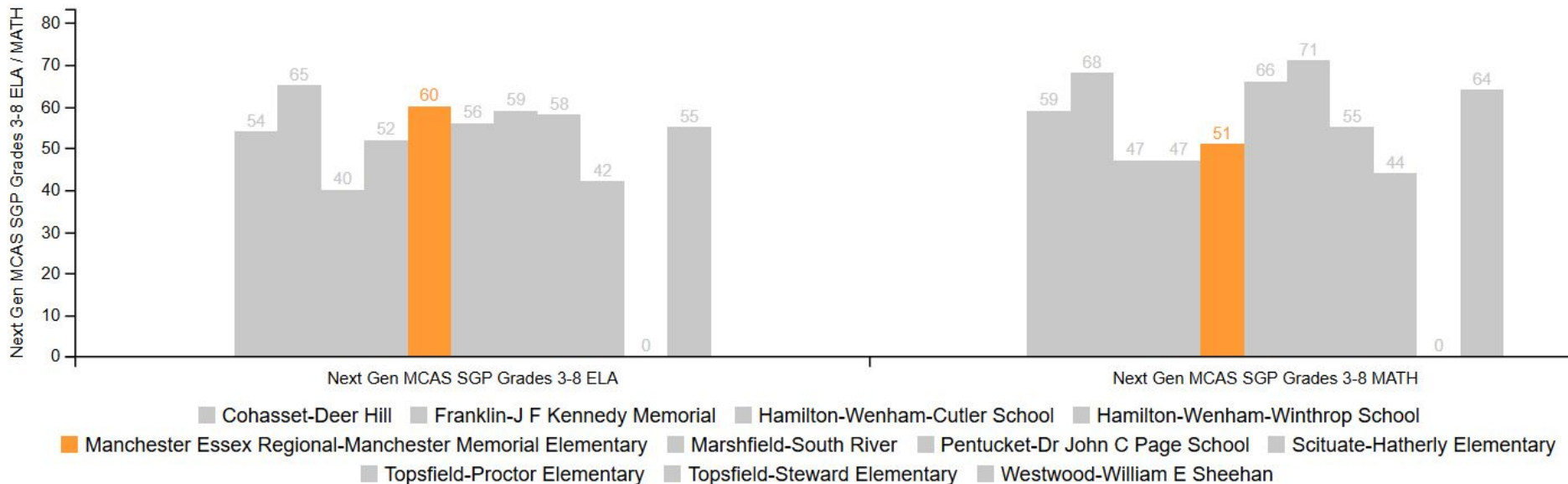
# Memorial Math i-Ready Spring 2024

60%  24%  15%  1%

- Mid or Above Grade Level
- Early On Grade Level
- One Grade Level Below
- Two Grade Levels Below
- Three or More Grade Levels Below

**156 Students**  **62 Students**  **40 Students**  **3 Students**  **1 Student**

## Placement by Domain

Number and Operations *(NO)*

Algebra and Algebraic Thinking *(ALG)*

Measurement and Data *(MS)*

Geometry *(GEO)*
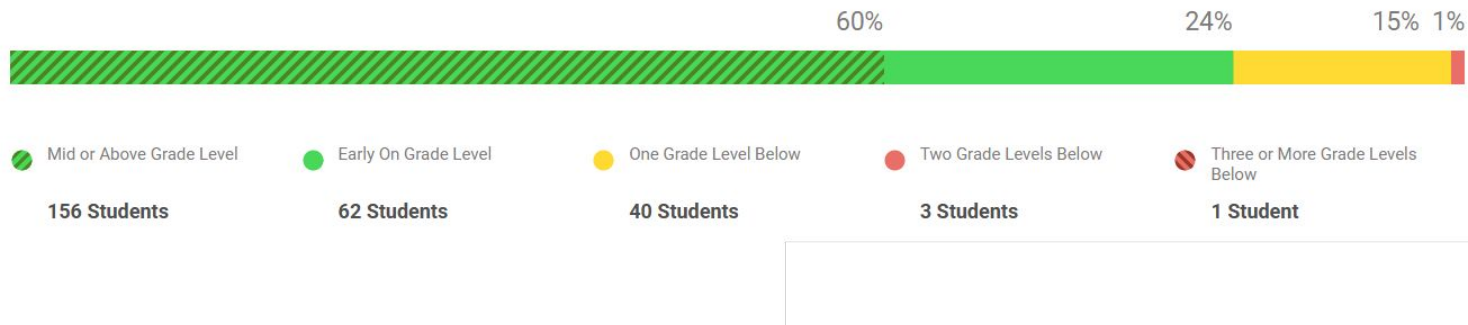
# Memorial Reading i-Ready Spring 2024

62%          23%      13% 1% 1%

| ⬤ Mid or Above Grade Level | ⬤ Early On Grade Level | ⬤ One Grade Level Below | ⬤ Two Grade Levels Below | 🚫 Three or More Grade Levels Below |
|---|---|---|---|---|
| **162 Students** | **61 Students** | **34 Students** | **3 Students** | **2 Students** |

## Placement by Domain

Phonological Awareness *(PA)*

Phonics *(PH)*

High-Frequency Words *(HFW)*

Vocabulary *(VOC)*

Comprehension: Overall *(COMP)*

Literature *(LIT)*

Informational Text *(INFO)*
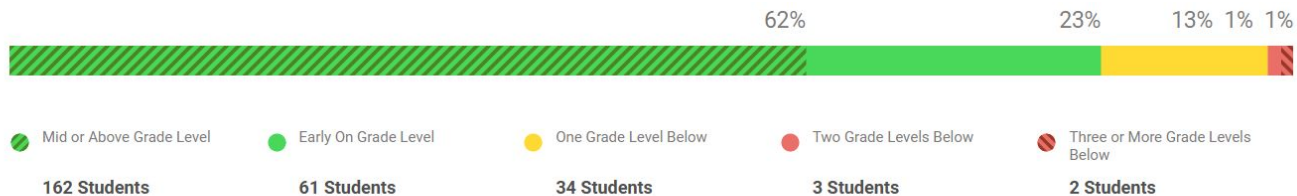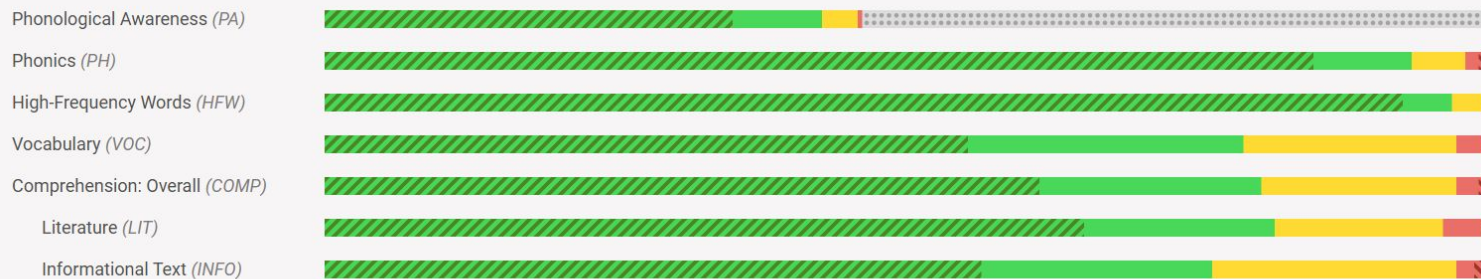
🌐 Not assessed (due to grade or domain exempted)

# District

# Student Enrollment

## Total Enrollment by Year

| Year | Enrollment |
|------|------------|
| 2019 | 1,387 |
| 2020 | 1,370 |
| 2021 | 1,264 |
| 2022 | 1,250 |
| 2023 | 1,221 |
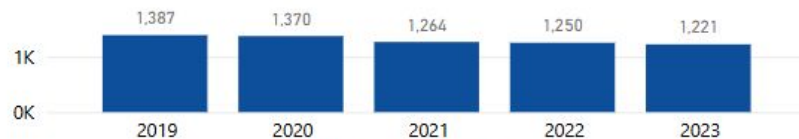
## Enrollment by Race/Ethnicity

| Race/Ethnicity | 2021 | 2022 | 2023 |
|----------------|------|------|------|
| Amer. Ind. or Alaska Nat. | | 0% | 0% |
| Asian | 1% | 1% | 1% |
| Afr. Amer. / Black | 0% | 1% | 1% |
| Hispanic / Latino | 1% | 2% | 2% |
| Multi-race, Non-Hisp./Latino | 1% | 1% | 1% |
| Nat. Haw. or Pacif. Isl. | | 0% | 0% |
| White | 97% | 96% | 95% |
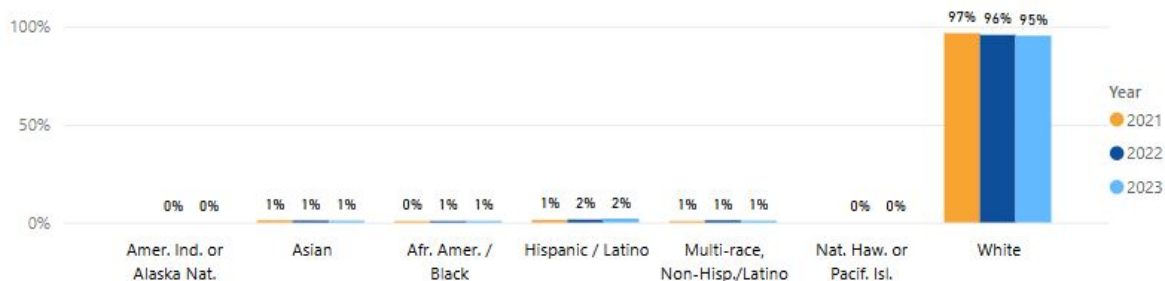
## Enrollment by Special Population

| Special Population | 2021 | 2022 | 2023 |
|--------------------|------|------|------|
| High Needs | 27% | 29% | 29% |
| Students w/ disabilities | 18% | 18% | 19% |
| Low Income | | 14% | 14% |
| English Language Learners | 1% | 1% | 0% |
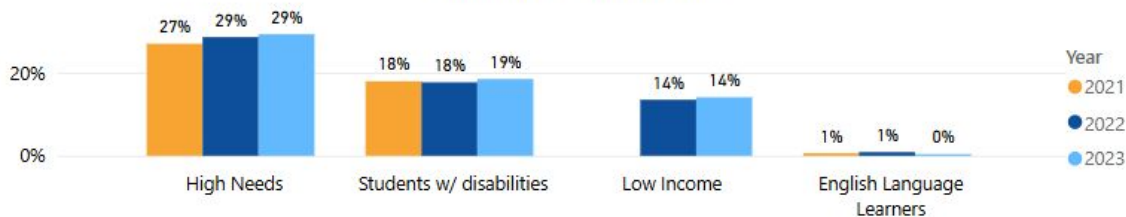
\* Since fall 2021, DESE no longer reports data for the economically disadvantaged student group and instead reports data for a **newly defined low income student group**. This change also affects the high needs group.
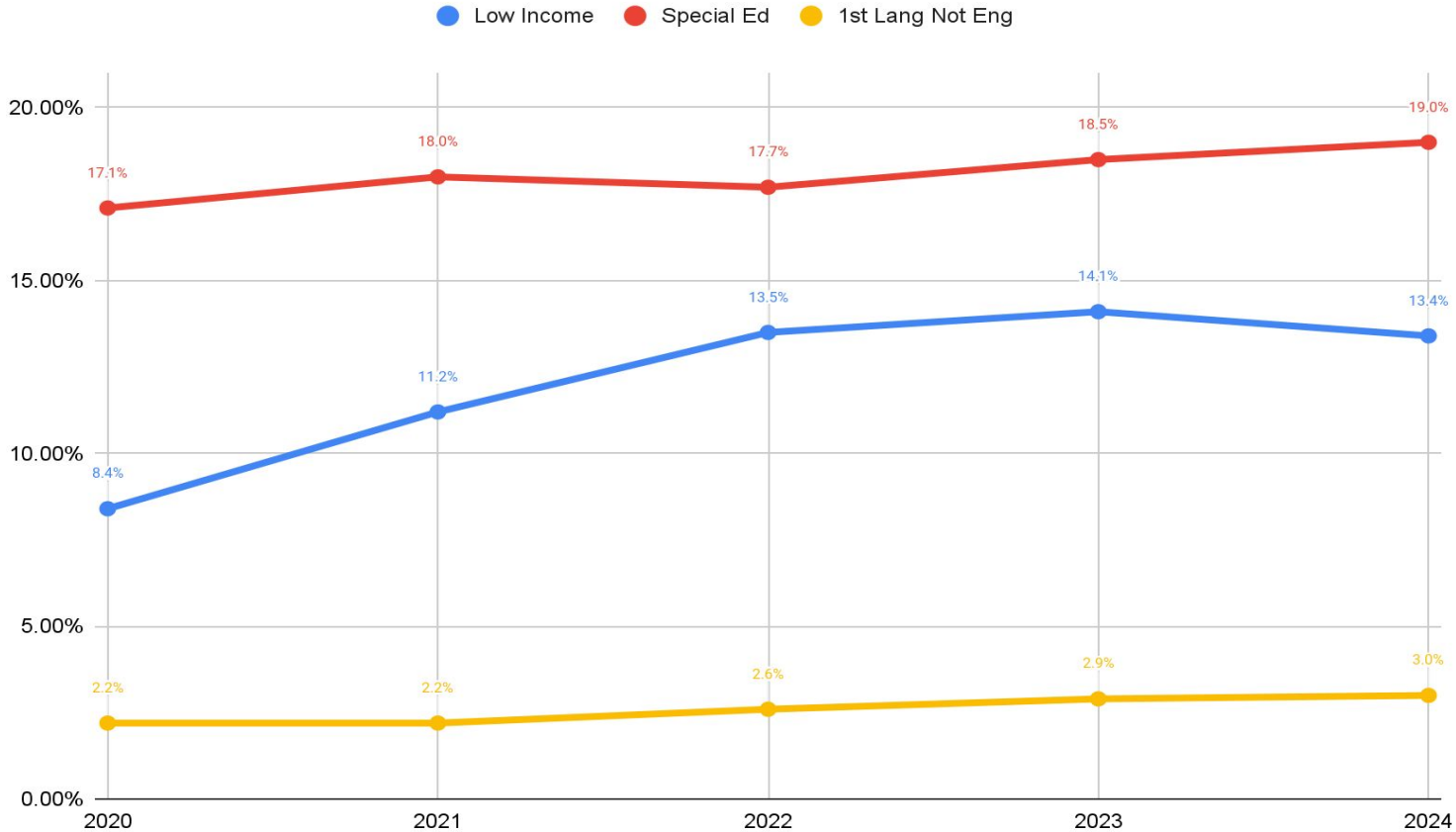
MERSD vs. State High Needs - 10 year trend

# MERSD High Needs - 10 year trend

■ 2014  ■ 2024

% of school identified as High Needs

| School | 2014 | 2024 |
|--------|------|------|
| Essex | 17.1% | 31% |
| Memorial | 14.5% | 26% |
| Middle School | 20.8% | 34% |
| High School | 17.8% | 24% |
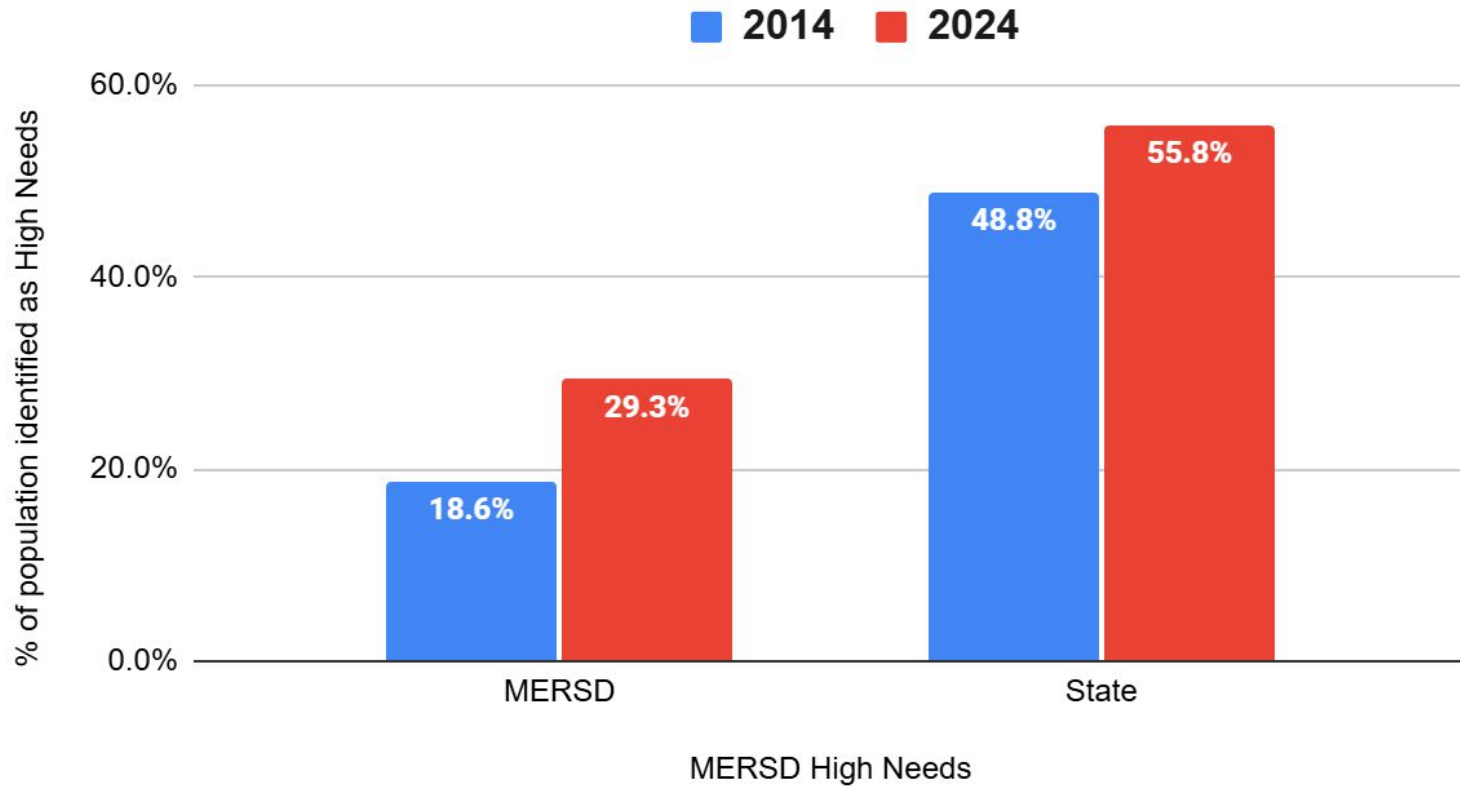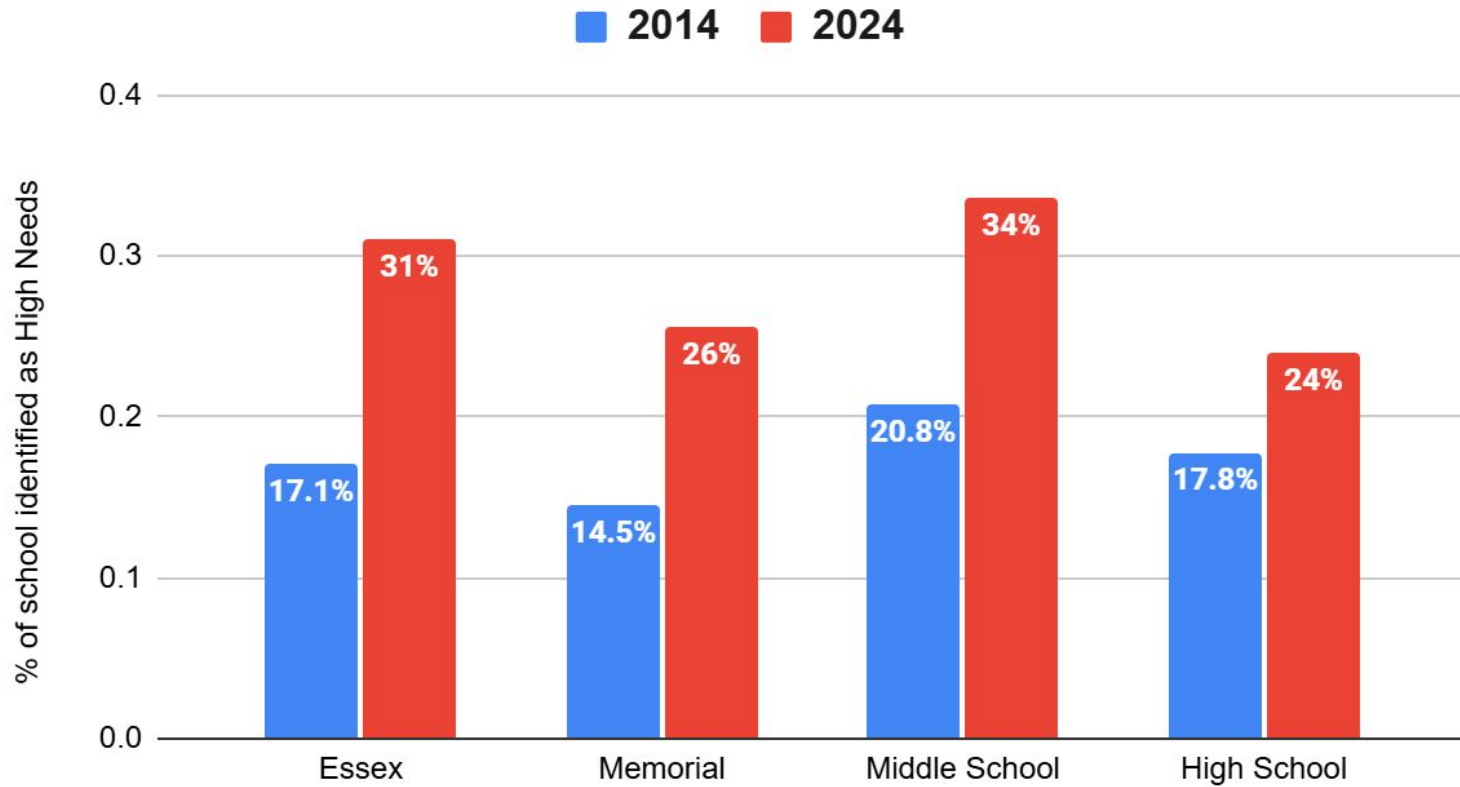
# MERSD Demographic Trends



Legend: ● Low Income ● Special Ed ● 1st Lang Not Eng

Special Ed: 17.1% (2020), 18.0% (2021), 17.7% (2022), 18.5% (2023), 19.0% (2024)

Low Income: 8.4% (2020), 11.2% (2021), 13.5% (2022), 14.1% (2023), 13.4% (2024)

1st Lang Not Eng: 2.2% (2020), 2.2% (2021), 2.6% (2022), 2.9% (2023), 3.0% (2024)

# MERSD Special Ed Eligible Students by Age



COLLINS & CRESTA, MERSD

# Advanced Placement

Out of 21 courses

**404 AP Tests Taken** → **149 Students took at least 1 test** → **93% students with scores 3+** → **9 courses with 100% AP passing** → **139 tests with score of 5**

|  | 2020 | 2021 | 2022 | 2023 | 2024 |
|---|---|---|---|---|---|
| Total AP Students | 120 | 161 | 161 | 141 | 149 |
| Number of Exams | 284 | 393 | 387 | 355 | 404 |
| AP Students with Scores 3+ | 112 | 129 | 131 | 121 | 138 |
| % of Total AP Students with Scores 3+ | 93.33 | 80.12 | 81.37 | 85.82 | 92.62 |

# Grade 3 MCAS Achievement
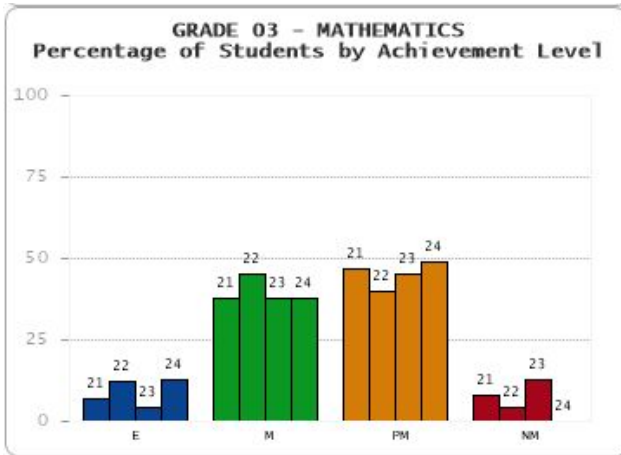


GRADE 03 – MATHEMATICS
Percentage of Students by Achievement Level

| GRADE 03 - ENGLISH LANGUAGE ARTS ACHIEVEMENT LEVEL | 2021 | 2022 | 2023 | 2024 |
|---|---|---|---|---|
| Exceeding Expectations (E) | 17 | 5 | 7 | 8 |
| Meeting Expectations (M) | 55 | 60 | 49 | 55 |
| Partially Meeting Expectations (PM) | 26 | 33 | 36 | 33 |
| Not Meeting Expectations (NM) | 1 | 1 | 8 | 4 |

2024 Participation Rate = 100%



GRADE 03 – ENGLISH LANGUAGE ARTS
Percentage of Students by Achievement Level
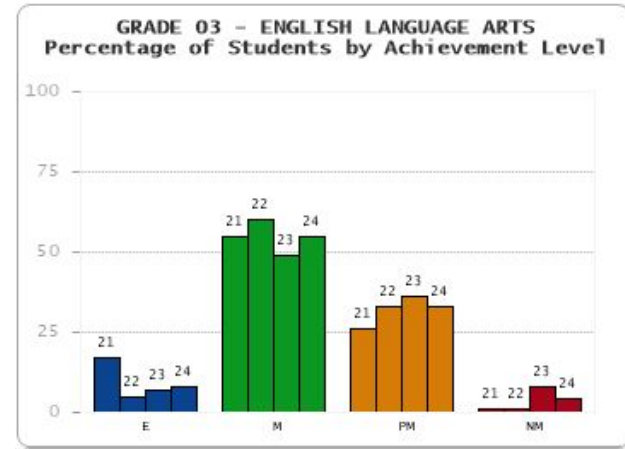
| GRADE 03 - MATHEMATICS ACHIEVEMENT LEVEL | 2021 | 2022 | 2023 | 2024 |
|---|---|---|---|---|
| Exceeding Expectations (E) | 7 | 12 | 4 | 13 |
| Meeting Expectations (M) | 38 | 45 | 38 | 38 |
| Partially Meeting Expectations (PM) | 47 | 40 | 45 | 49 |
| Not Meeting Expectations (NM) | 8 | 4 | 13 | 0 |

2024 Participation Rate = 100%

# Grade 4 MCAS Achievement
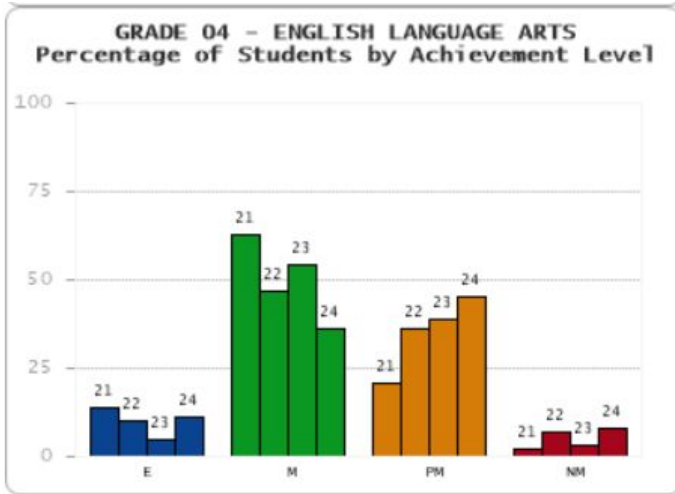


GRADE 04 – ENGLISH LANGUAGE ARTS
Percentage of Students by Achievement Level

| GRADE 04 - ENGLISH LANGUAGE ARTS | | | | |
|---|---|---|---|---|
| ACHIEVEMENT LEVEL | 2021 | 2022 | 2023 | 2024 |
| Exceeding Expectations (E) | 14 | 10 | 5 | 11 |
| Meeting Expectations (M) | 63 | 47 | 54 | 36 |
| Partially Meeting Expectations (PM) | 21 | 36 | 39 | 45 |
| Not Meeting Expectations (NM) | 2 | 7 | 3 | 8 |

2024 Participation Rate = 100%



GRADE 04 – MATHEMATICS
Percentage of Students by Achievement Level
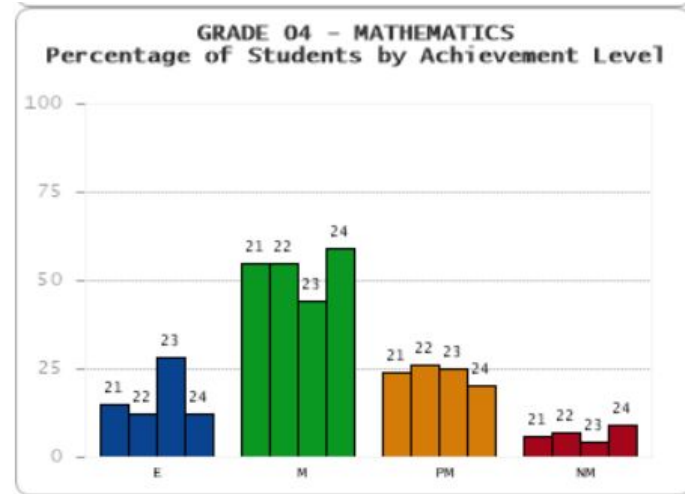
| GRADE 04 - MATHEMATICS | | | | |
|---|---|---|---|---|
| ACHIEVEMENT LEVEL | 2021 | 2022 | 2023 | 2024 |
| Exceeding Expectations (E) | 15 | 12 | 28 | 12 |
| Meeting Expectations (M) | 55 | 55 | 44 | 59 |
| Partially Meeting Expectations (PM) | 24 | 26 | 25 | 20 |
| Not Meeting Expectations (NM) | 6 | 7 | 4 | 9 |

2024 Participation Rate = 100%

# Grade 5 MCAS Achievement
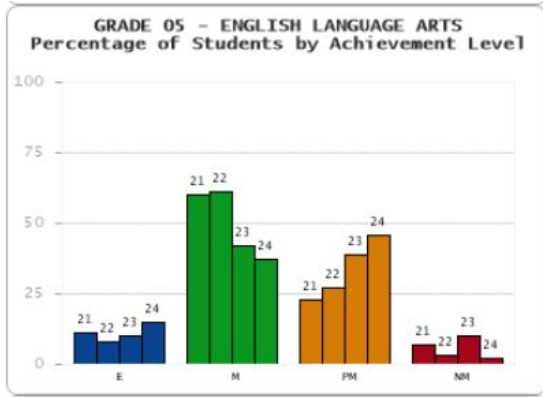


**GRADE 05 - ENGLISH LANGUAGE ARTS**
**Percentage of Students by Achievement Level**

| GRADE 05 - ENGLISH LANGUAGE ARTS ACHIEVEMENT LEVEL | 2021 | 2022 | 2023 | 2024 |
|---|---|---|---|---|
| Exceeding Expectations (E) | 11 | 8 | 10 | 15 |
| Meeting Expectations (M) | 60 | 61 | 42 | 37 |
| Partially Meeting Expectations (PM) | 23 | 27 | 39 | 46 |
| Not Meeting Expectations (NM) | 7 | 3 | 10 | 2 |

2024 Participation Rate = 99%



**GRADE 05 - MATHEMATICS**
**Percentage of Students by Achievement Level**
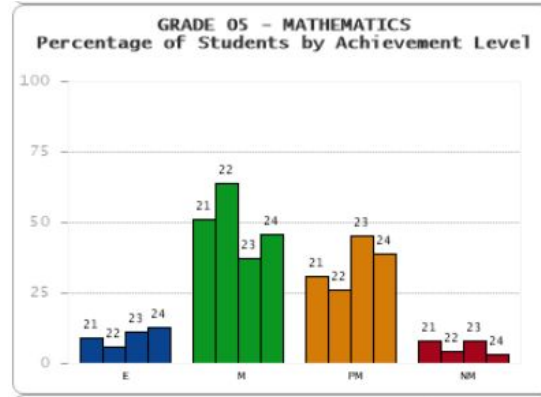
| GRADE 05 - MATHEMATICS ACHIEVEMENT LEVEL | 2021 | 2022 | 2023 | 2024 |
|---|---|---|---|---|
| Exceeding Expectations (E) | 9 | 6 | 11 | 13 |
| Meeting Expectations (M) | 51 | 64 | 37 | 46 |
| Partially Meeting Expectations (PM) | 31 | 26 | 45 | 39 |
| Not Meeting Expectations (NM) | 8 | 4 | 8 | 3 |

2024 Participation Rate = 99%
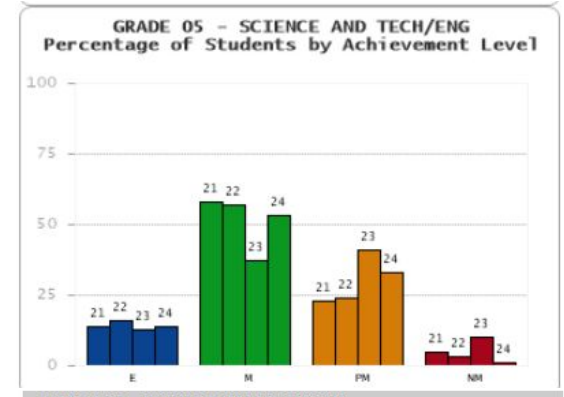


**GRADE 05 - SCIENCE AND TECH/ENG**
**Percentage of Students by Achievement Level**

| GRADE 05 - SCIENCE AND TECH/ENG ACHIEVEMENT LEVEL | 2021 | 2022 | 2023 | 2024 |
|---|---|---|---|---|
| Exceeding Expectations (E) | 14 | 16 | 13 | 14 |
| Meeting Expectations (M) | 58 | 57 | 37 | 53 |
| Partially Meeting Expectations (PM) | 23 | 24 | 41 | 33 |
| Not Meeting Expectations (NM) | 5 | 3 | 10 | 1 |

2024 Participation Rate = 99%

# Grade 6 MCAS Achievement
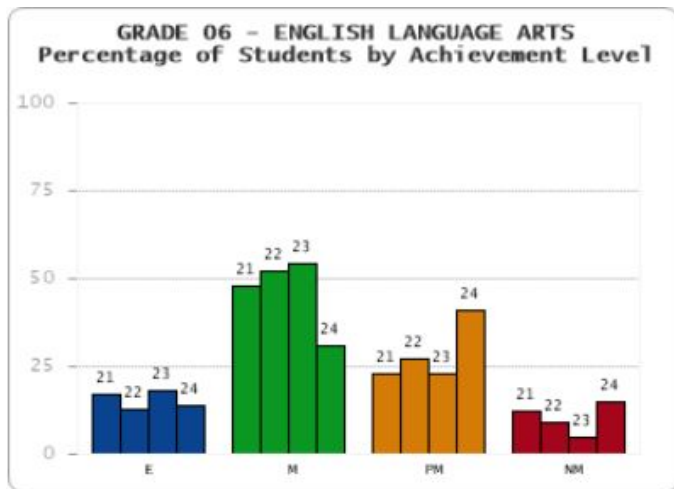


**GRADE 06 – ENGLISH LANGUAGE ARTS**
**Percentage of Students by Achievement Level**

| GRADE 06 - ENGLISH LANGUAGE ARTS ACHIEVEMENT LEVEL | 2021 | 2022 | 2023 | 2024 |
|---|---|---|---|---|
| Exceeding Expectations (E) | 17 | 13 | 18 | 14 |
| Meeting Expectations (M) | 48 | 52 | 54 | 31 |
| Partially Meeting Expectations (PM) | 23 | 27 | 23 | 41 |
| Not Meeting Expectations (NM) | 12 | 9 | 5 | 15 |

2024 Participation Rate = 100%

**GRADE 06 – MATHEMATICS**
**Percentage of Students by Achievement Level**
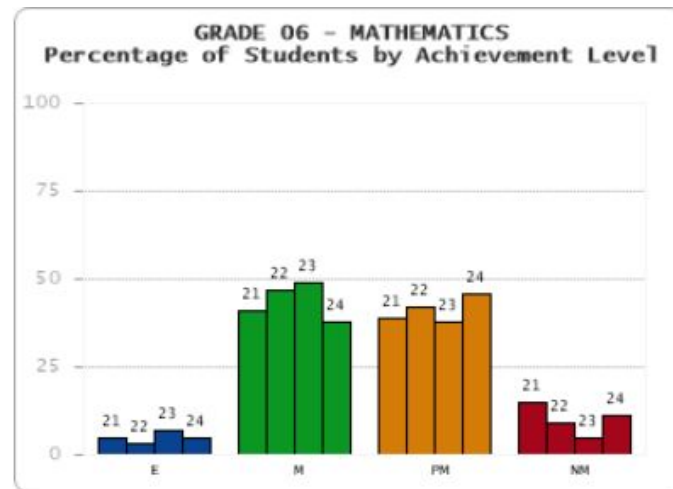
| GRADE 06 - MATHEMATICS ACHIEVEMENT LEVEL | 2021 | 2022 | 2023 | 2024 |
|---|---|---|---|---|
| Exceeding Expectations (E) | 5 | 3 | 7 | 5 |
| Meeting Expectations (M) | 41 | 47 | 49 | 38 |
| Partially Meeting Expectations (PM) | 39 | 42 | 38 | 46 |
| Not Meeting Expectations (NM) | 15 | 9 | 5 | 11 |

2024 Participation Rate = 99%

# Grade 7 MCAS Achievement
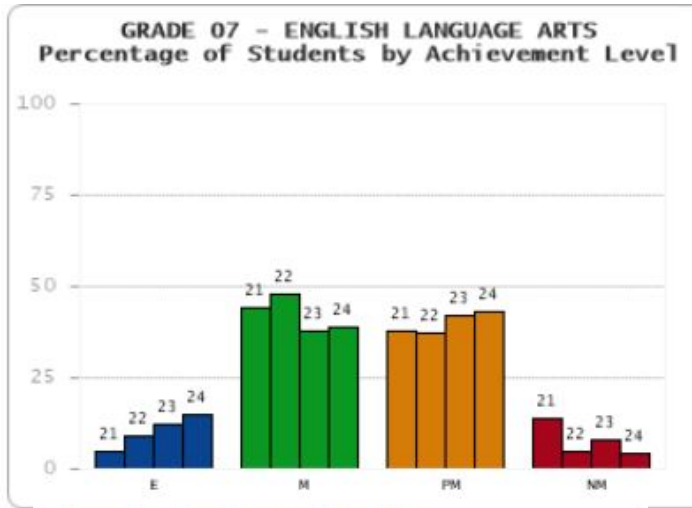


**GRADE 07 - ENGLISH LANGUAGE ARTS**
Percentage of Students by Achievement Level

| GRADE 07 - ENGLISH LANGUAGE ARTS ACHIEVEMENT LEVEL | 2021 | 2022 | 2023 | 2024 |
|---|---|---|---|---|
| Exceeding Expectations (E) | 5 | 9 | 12 | 15 |
| Meeting Expectations (M) | 44 | 48 | 38 | 39 |
| Partially Meeting Expectations (PM) | 38 | 37 | 42 | 43 |
| Not Meeting Expectations (NM) | 14 | 5 | 8 | 4 |

2024 Participation Rate = 98%
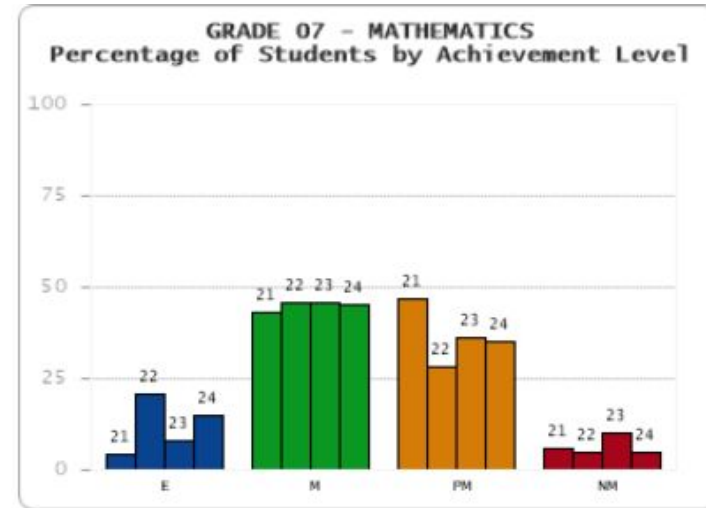
**GRADE 07 - MATHEMATICS**
Percentage of Students by Achievement Level

| GRADE 07 - MATHEMATICS ACHIEVEMENT LEVEL | 2021 | 2022 | 2023 | 2024 |
|---|---|---|---|---|
| Exceeding Expectations (E) | 4 | 21 | 8 | 15 |
| Meeting Expectations (M) | 43 | 46 | 46 | 45 |
| Partially Meeting Expectations (PM) | 47 | 28 | 36 | 35 |
| Not Meeting Expectations (NM) | 6 | 5 | 10 | 5 |

2024 Participation Rate = 97%

# Grade 8 MCAS Achievement

## GRADE 08 – ENGLISH LANGUAGE ARTS
### Percentage of Students by Achievement Level
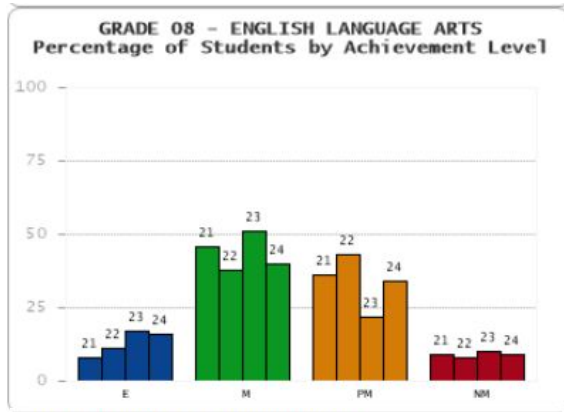
| GRADE 08 - ENGLISH LANGUAGE ARTS ACHIEVEMENT LEVEL | 2021 | 2022 | 2023 | 2024 |
|---|---|---|---|---|
| Exceeding Expectations (E) | 8 | 11 | 17 | 16 |
| Meeting Expectations (M) | 46 | 38 | 51 | 40 |
| Partially Meeting Expectations (PM) | 36 | 43 | 22 | 34 |
| Not Meeting Expectations (NM) | 9 | 8 | 10 | 9 |

2024 Participation Rate = 98%

## GRADE 08 – MATHEMATICS
### Percentage of Students by Achievement Level
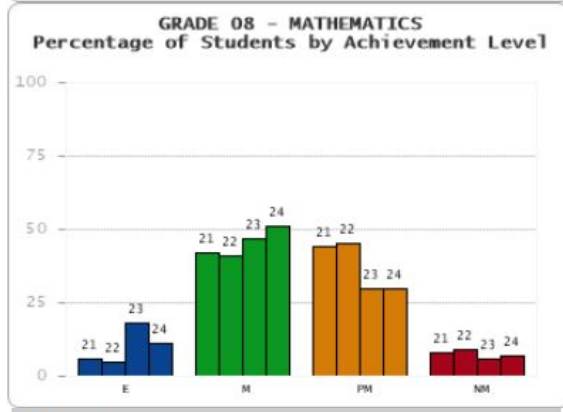
| GRADE 08 - MATHEMATICS ACHIEVEMENT LEVEL | 2021 | 2022 | 2023 | 2024 |
|---|---|---|---|---|
| Exceeding Expectations (E) | 6 | 5 | 18 | 11 |
| Meeting Expectations (M) | 42 | 41 | 47 | 51 |
| Partially Meeting Expectations (PM) | 44 | 45 | 30 | 30 |
| Not Meeting Expectations (NM) | 8 | 9 | 6 | 7 |

2024 Participation Rate = 94%

## GRADE 08 – SCIENCE AND TECH/ENG
### Percentage of Students by Achievement Level
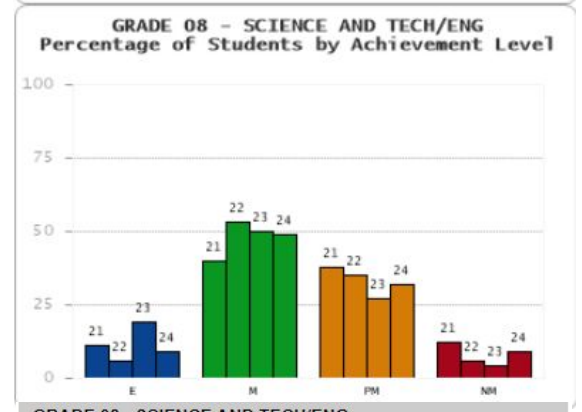
| GRADE 08 - SCIENCE AND TECH/ENG ACHIEVEMENT LEVEL | 2021 | 2022 | 2023 | 2024 |
|---|---|---|---|---|
| Exceeding Expectations (E) | 11 | 6 | 19 | 9 |
| Meeting Expectations (M) | 40 | 53 | 50 | 49 |
| Partially Meeting Expectations (PM) | 38 | 35 | 27 | 32 |
| Not Meeting Expectations (NM) | 12 | 6 | 4 | 9 |

2024 Participation Rate = 98%

# Grade 10 MCAS Achievement
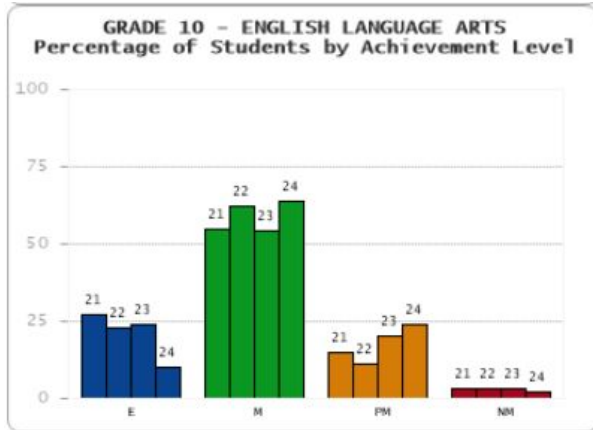


**GRADE 10 – ENGLISH LANGUAGE ARTS**
Percentage of Students by Achievement Level

| GRADE 10 - ENGLISH LANGUAGE ARTS ACHIEVEMENT LEVEL | 2021 | 2022 | 2023 | 2024 |
|---|---|---|---|---|
| Exceeding Expectations (E) | 27 | 23 | 24 | 10 |
| Meeting Expectations (M) | 55 | 62 | 54 | 64 |
| Partially Meeting Expectations (PM) | 15 | 11 | 20 | 24 |
| Not Meeting Expectations (NM) | 3 | 3 | 3 | 2 |

2024 Participation Rate = 99%

**GRADE 10 – MATHEMATICS**
Percentage of Students by Achievement Level
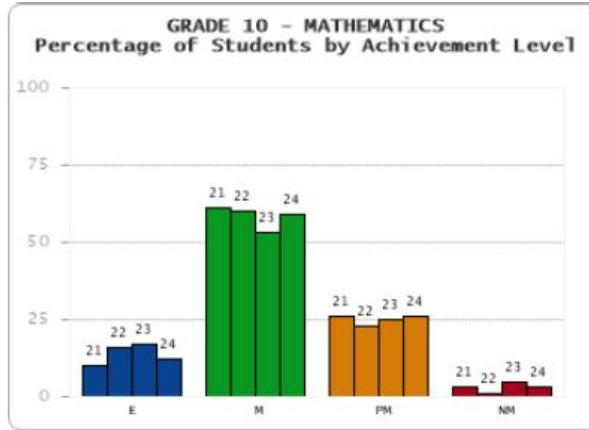
| GRADE 10 - MATHEMATICS ACHIEVEMENT LEVEL | 2021 | 2022 | 2023 | 2024 |
|---|---|---|---|---|
| Exceeding Expectations (E) | 10 | 16 | 17 | 12 |
| Meeting Expectations (M) | 61 | 60 | 53 | 59 |
| Partially Meeting Expectations (PM) | 26 | 23 | 25 | 26 |
| Not Meeting Expectations (NM) | 3 | 1 | 5 | 3 |

2024 Participation Rate = 99%

**GRADE 10 – SCIENCE**
Percentage of Students by Achievement Level
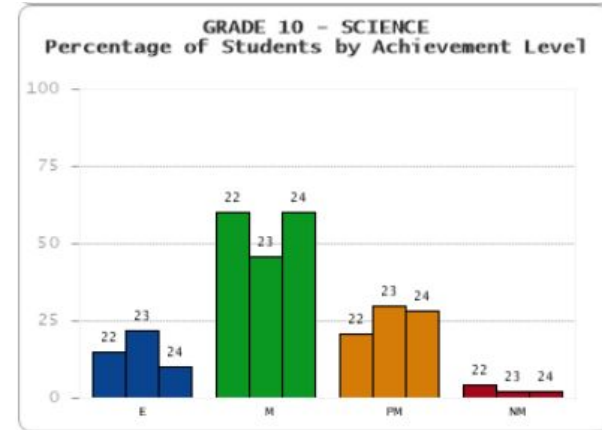
| GRADE 10 - SCIENCE ACHIEVEMENT LEVEL | 2022 | 2023 | 2024 |
|---|---|---|---|
| Exceeding Expectations (E) | 15 | 22 | 10 |
| Meeting Expectations (M) | 60 | 46 | 60 |
| Partially Meeting Expectations (PM) | 21 | 30 | 28 |
| Not Meeting Expectations (NM) | 4 | 2 | 2 |

2024 Participation Rate = 98%

# Cape Ann MCAS 2024 (Meeting/Exceeding %)

| | MERSD | Beverly | Danvers | Gloucester | Georgetown | HW | Ipswich | Masco | Newburyport | Lynnfield | Pentucket | Triton |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **GRADE 10 - ENGLISH LANGUAGE ARTS** | **74** | 60 | 55 | 38 | 68 | 87 | 57 | 72 | 71 | 85 | 74 | 59 |
| **GRADE 10 - MATHEMATICS** | **71** | 48 | 42 | 43 | 61 | 76 | 61 | 68 | 63 | 77 | 59 | 42 |
| **GRADE 10 - SCIENCE AND TECH/ENG** | **70** | 59 | 53 | 35 | 68 | 69 | 63 | 68 | 63 | 76 | 62 | 55 |
| **GRADES 03 - 08 - ENGLISH LANGUAGE ARTS** | **53** | 42 | 38 | 32 | 39 | 61 | 57 | 56 | 50 | 60 | 43 | 46 |
| **GRADES 03 - 08 - MATHEMATICS** | **58** | 49 | 43 | 29 | 45 | 56 | 56 | 54 | 48 | 62 | 50 | 49 |
| **GRADES 05 & 08 - SCIENCE AND TECH/ENG** | **62** | 42 | 39 | 42 | 56 | 65 | 54 | 60 | 47 | 54 | 40 | 55 |

# MERSD vs. DART Comparable Districts*

**Manchester Essex Regional - 2024 District Assistance Level - Substantial progress toward targets**

Comparable Districts Overview

*Districts most similar to your district in terms of grades span, total enrollment, and special populations.
Orange-Shaded row: Your district

| District Name | 2024 Enrollment | | | | 2024 Next Gen MCAS | | | | | | | | |
| | | | | | % Meeting or Exceeding Expectations | | | | | Growth average SGP | | | |
| | | | | | Grades 3-8 | | Grade 10 | | Grades 5 and 8 | Grades 3-8 | | Grade 10 | |
| | Total Enrollment # | Low Income % | SWD % | ELL % | ELA | Math | ELA | Math | Science | ELA | Math | ELA | Math |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Berlin-Boylston* | 1,112 | 17.4 | 18.2 | 2.8 | 57% | 61% | 84% | 75% | 70% | 51 | 55 | 49 | 53 |
| Cohasset* | 1,406 | 6.3 | 17.0 | 0.3 | 68% | 68% | 93% | 72% | 64% | 59 | 55 | 60 | 56 |
| Douglas* | 1,160 | 25.6 | 18.8 | 1.2 | 37% | 39% | 61% | 48% | 42% | 47 | 54 | 61 | 46 |
| Dover-Sherborn* | 1,105 | 7.1 | 16.9 | 0.9 | 68% | 70% | 86% | 88% | 78% | 52 | 53 | 56 | 64 |
| Georgetown* | 1,262 | 14.3 | 15.6 | 1.6 | 39% | 45% | 68% | 61% | 56% | 40 | 43 | 47 | 59 |
| King Philip* | 1,849 | 16.4 | 18.2 | 0.4 | 45% | 50% | 73% | 65% | 48% | 44 | 39 | 48 | 50 |
| Manchester Essex Regional* | 1,200 | 13.4 | 19.0 | 0.3 | 53% | 58% | 74% | 71% | 62% | 50 | 53 | 54 | 62 |
| Masconomet* | 1,535 | 10.5 | 18.9 | 0.3 | 56% | 54% | 72% | 68% | 60% | 48 | 42 | 49 | 55 |
| Millis* | 1,186 | 17.5 | 19.5 | 3.2 | 45% | 50% | 77% | 70% | 50% | 48 | 55 | 52 | 41 |
| Old Rochester* | 1,041 | 24.1 | 17.1 | 0.3 | 52% | 44% | 63% | 59% | 58% | 47 | 34 | 45 | 56 |
| Sutton* | 1,310 | 18.2 | 18.5 | 2.3 | 37% | 44% | 71% | 69% | 50% | 48 | 56 | 55 | 56 |

*Districts identified by DESE as most similar to your district in terms of grades span, total enrollment, and special populations.

# MCAS Cohort Trends

| | ELA | Math |
|---|---|---|
| 2023 (3rd) | 56% | 42% |
| 2024 (4th) | 47% | 71% |

### 2024-25 5th grade class: % Meeting/Exceeding MCAS
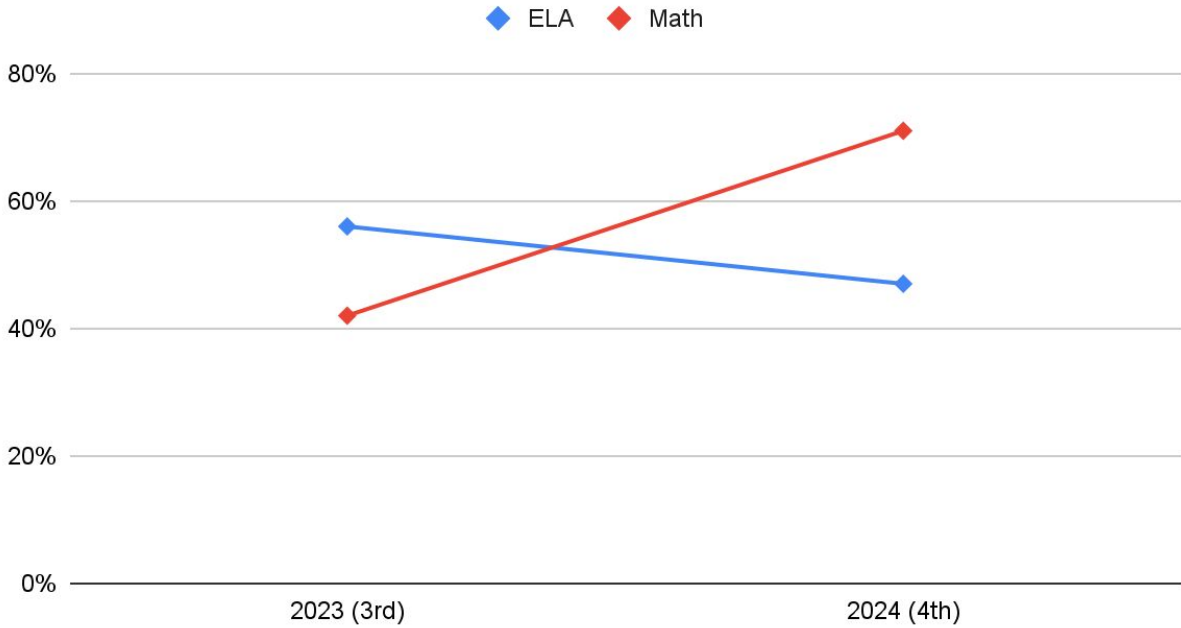
# MCAS Cohort Trends

| 2024-25 6th grade class: % Meeting/Exceeding MCAS | | |
| --- | --- | --- |
| | ELA | Math |
| 2022 (3rd) | 65% | 56% |
| 2023 (4th) | 59% | 71% |
| 2024 (5th) | 52% | 59% |

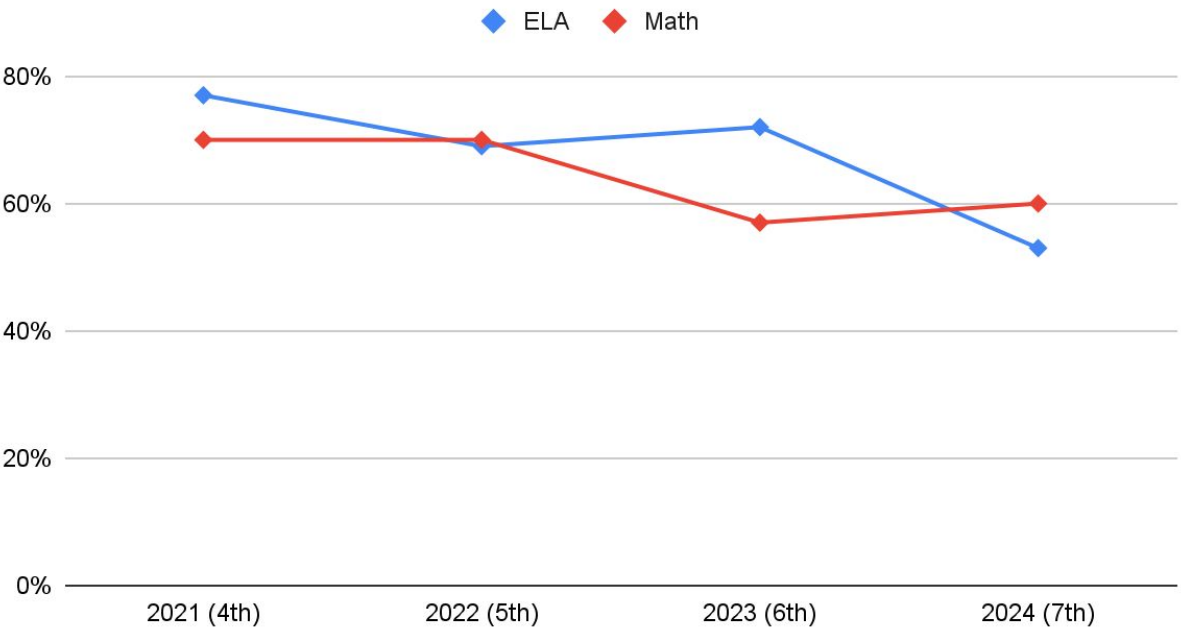2024-25 6th grade class: % Meeting/Exceeding MCAS
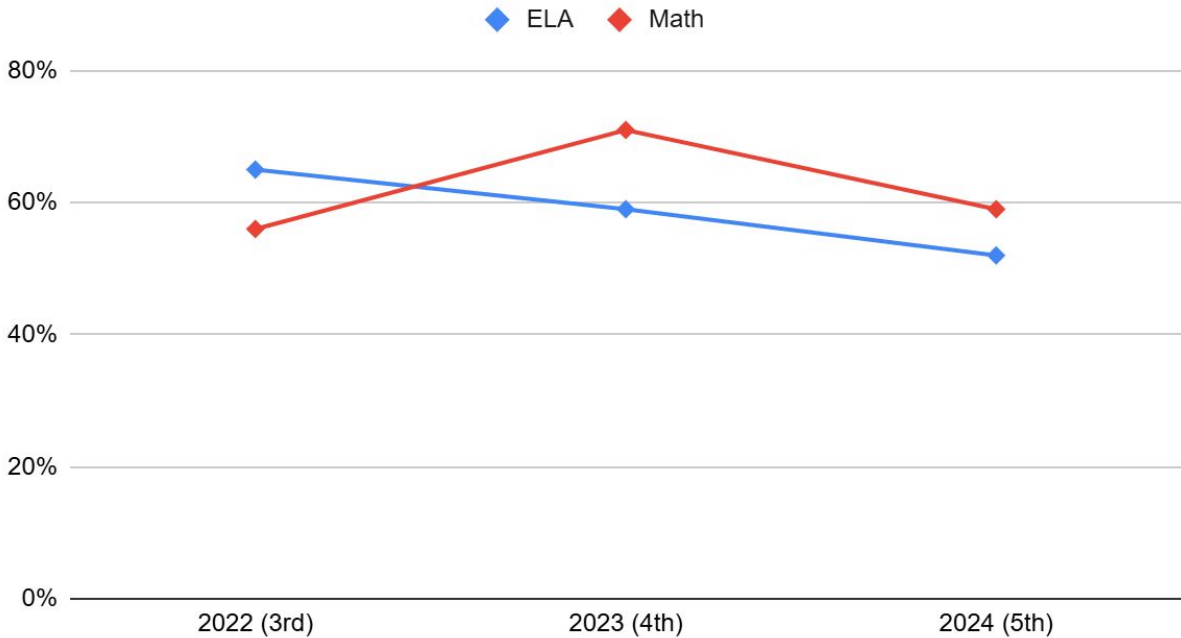
◆ ELA  ◆ Math

# MCAS Cohort Trends

## 2024-25 7th grade class: % Meeting/Exceeding MCAS

| | ELA | Math |
|---|---|---|
| 2021 (3rd) | 72% | 45% |
| 2022 (4th) | 57% | 67% |
| 2023 (5th) | 52% | 47% |
| 2024 (6th) | 44% | 44% |



2024-25 7th grade class: % Meeting/Exceeding MCAS
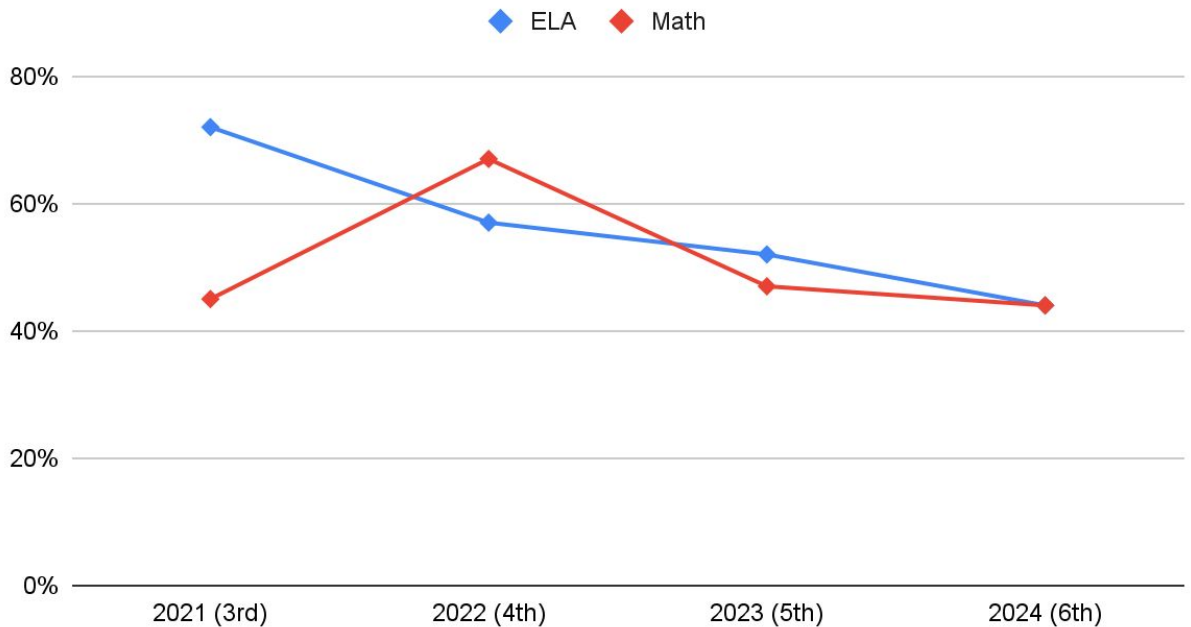
ELA ◆   Math ◆

# MCAS Cohort Trends

## 2024-25 8th grade class: % Meeting/Exceeding MCAS

|  | ELA | Math |
|---|---|---|
| 2020 (3rd) | NA | NA |
| 2021 (4th) | 77% | 70% |
| 2022 (5th) | 69% | 70% |
| 2023 (6th) | 72% | 57% |
| 2024 (7th) | 53% | 60% |

2024-25 8th grade class: % Meeting/Exceeding MCAS

◆ ELA    ◆ Math

# MCAS Cohort Trends

## 2024-25 9th grade class: % Meeting/Exceeding MCAS
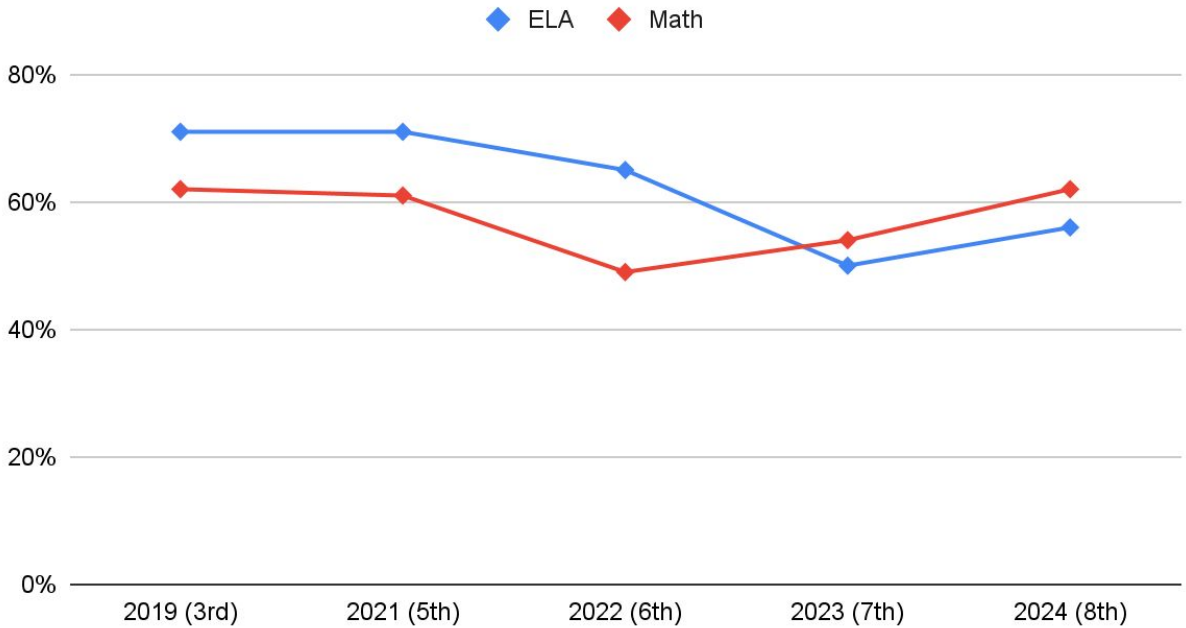


| 2024-25 9th grade class: % Meeting/Exceeding MCAS | | |
|---|---|---|
| | ELA | Math |
| 2019 (3rd) | 71% | 62% |
| 2021 (5th) | 71% | 61% |
| 2022 (6th) | 65% | 49% |
| 2023 (7th) | 50% | 54% |
| 2024 (8th) | 56% | 62% |

# MCAS ELA Student Growth Percentile Trends

|  | 4th | 5th | 6th | 7th | 8th | 10th |
|---|---|---|---|---|---|---|
| **2019** | 64.8 | 47.5 | 31.9 | 51.6 | 45.7 | 36 |
| **2021** |  | 44.6 | 37.4 | 24.8 | 31.8 | 58.3 |
| **2022** | 56 | 52 | 55 | 49 | 54 | 60 |
| **2023** | 56 | 44 | 55 | 44 | 55 | 59 |
| **2024** | 59 | 53 | 42 | 48 | 52 | 54 |
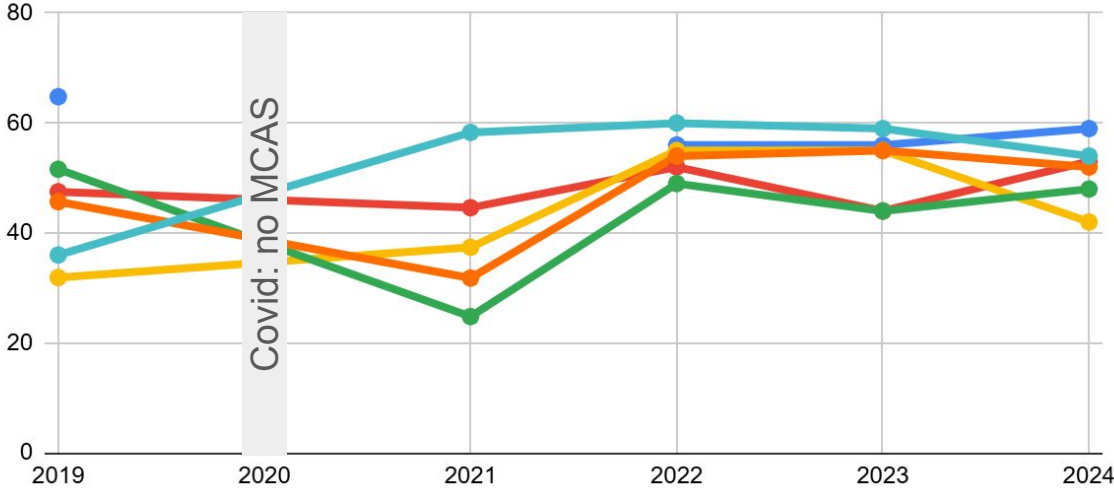
*No MCAS in 2020*
*No SGP in 3rd grade*

ELA: Student Growth Percentiles



ELA: Student Growth Percentiles

● 4th  ● 5th  ● 6th  ● 7th  ● 8th  ● 10th

*A student growth percentile measures a student's progress on MCAS compared to the progress of other students with similar MCAS performance histories. SGPs range from 1 to 99, where higher numbers represent higher relative growth and lower numbers represent lower growth.*
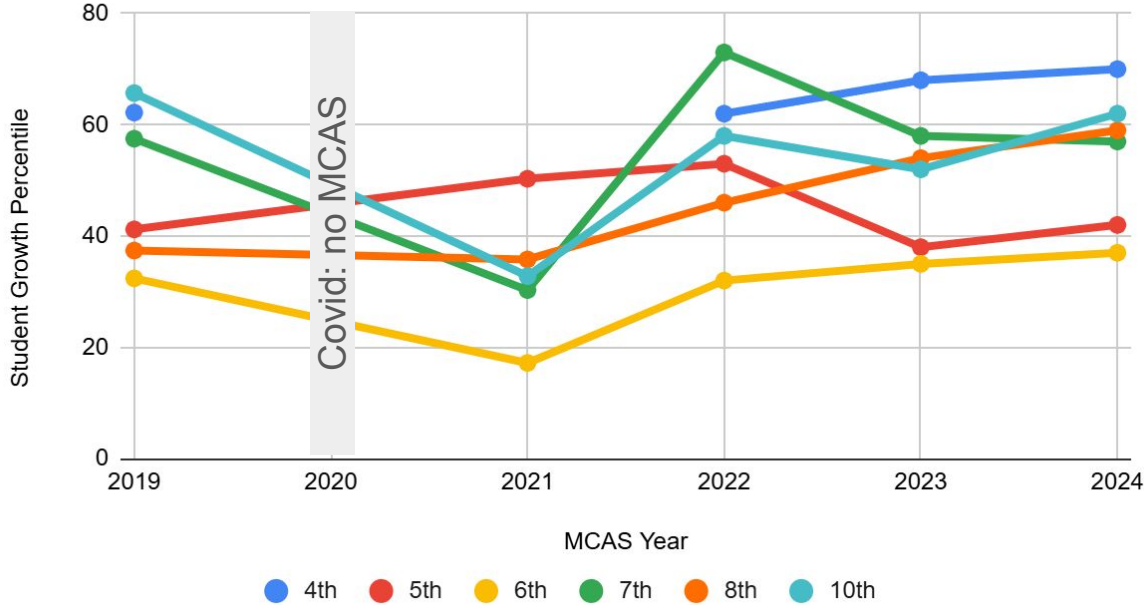
# MCAS MATH Student Growth Percentile Trends

| | 4th | 5th | 6th | 7th | 8th | 10th |
|---|---|---|---|---|---|---|
| **2019** | 62.2 | 41.2 | 32.4 | 57.5 | 37.4 | 65.7 |
| **2021** | | 50.3 | 17.2 | 30.3 | 35.8 | 32.8 |
| **2022** | 62 | 53 | 32 | 73 | 46 | 58 |
| **2023** | 68 | 38 | 35 | 58 | 54 | 52 |
| **2024** | 70 | 42 | 37 | 57 | 59 | 62 |

*No MCAS in 2020*
*No SGP in 3rd grade*

## Math: Student Growth Percentiles



*A student growth percentile measures a student's progress on MCAS compared to the progress of other students with similar MCAS performance histories. SGPs range from 1 to 99, where higher numbers represent higher relative growth and lower numbers represent lower growth.*

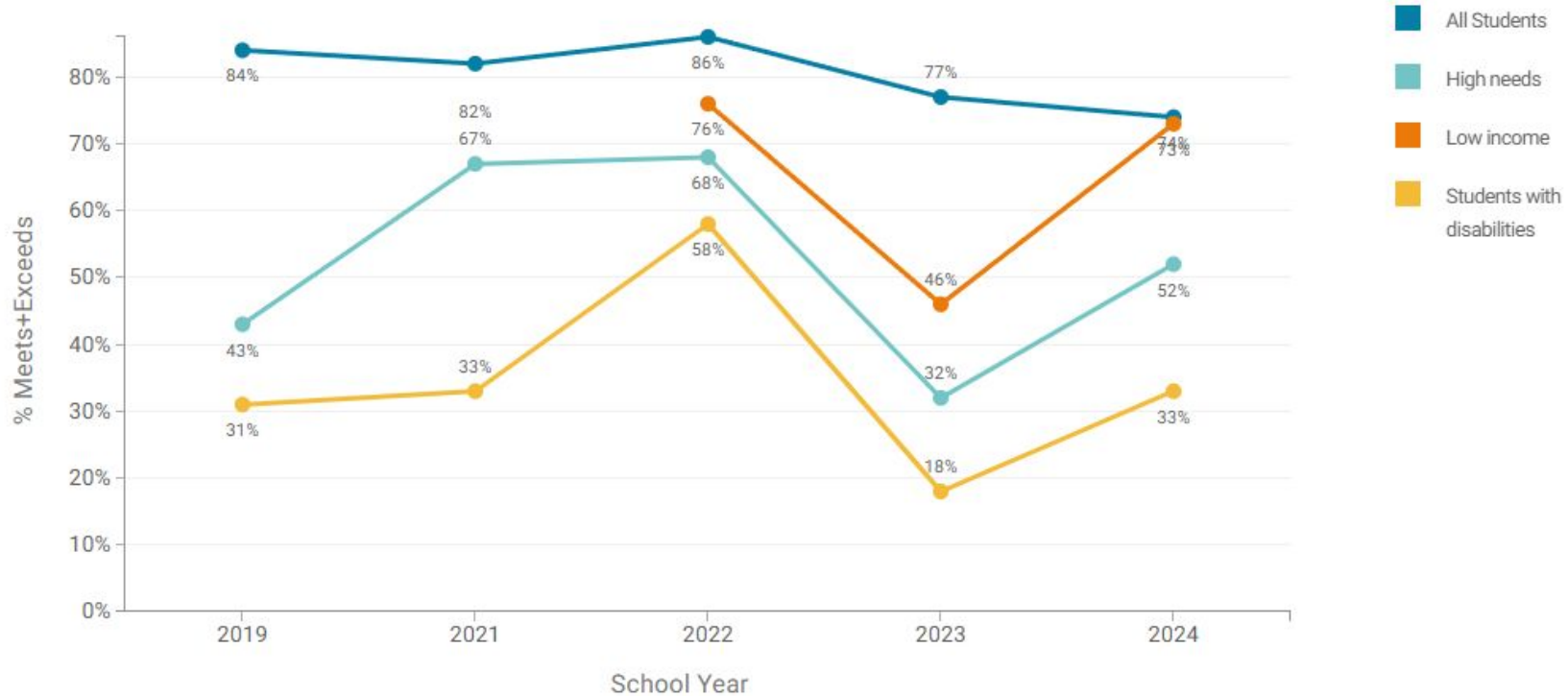# MCAS Trends: ELA gr. 3-8



## MCAS Results by Student Group
Percent of students Meeting or Exceeding Expectations by student group and year

All Students
High needs
Low income
Students with disabilities
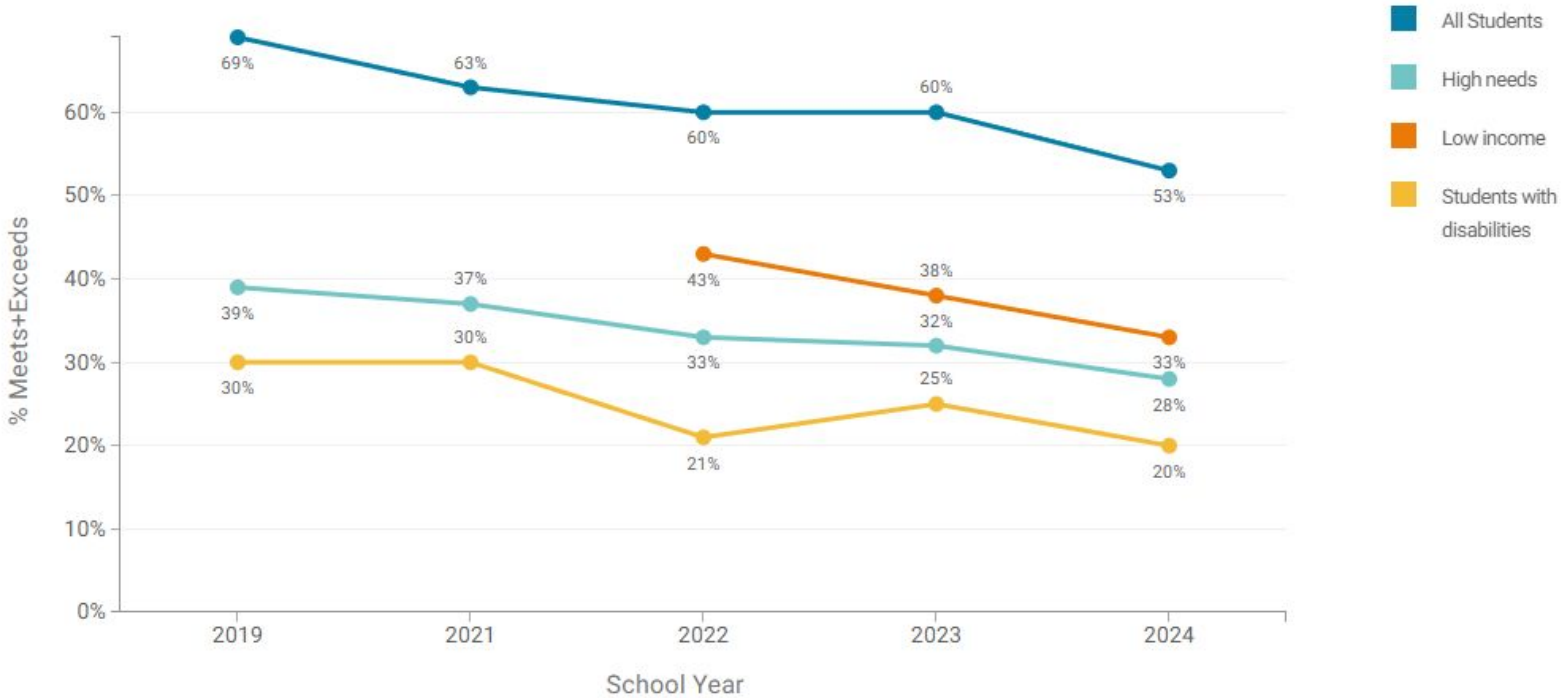
# MCAS Trends: ELA gr. 10



**MCAS Results by Student Group**

Percent of students Meeting or Exceeding Expectations by student group and year

Legend:
- All Students
- High needs
- Low income
- Students with disabilities

Y-axis: % Meets+Exceeds

X-axis: School Year

Data points:
- All Students: 2019: 84%, 2021: 82%, 2022: 86%, 2023: 77%, 2024: 74%
- High needs: 2019: 43%, 2021: 67%, 2022: 68%, 2023: 32%, 2024: 52%
- Low income: 2022: 76%, 2023: 46%, 2024: 73%
- Students with disabilities: 2019: 31%, 2021: 33%, 2022: 58%, 2023: 18%, 2024: 33%

# MCAS Trends: Math gr. 3-8



## MCAS Results by Student Group
Percent of students Meeting or Exceeding Expectations by student group and year

Legend:
- All Students
- High needs
- Low income
- Students with disabilities

All Students: 2019 — 63%, 2021 — 52%, 2022 — 59%, 2023 — 56%, 2024 — 58%

Low income: 2022 — 42%, 2023 — 39%, 2024 — 41%

High needs: 2019 — 32%, 2021 — 26%, 2022 — 34%, 2023 — 31%, 2024 — 32%

Students with disabilities: 2019 — 23%, 2021 — 18%, 2022 — 22%, 2023 — 21%, 2024 — 18%

Y-axis: % Meets+Exceeds
X-axis: School Year
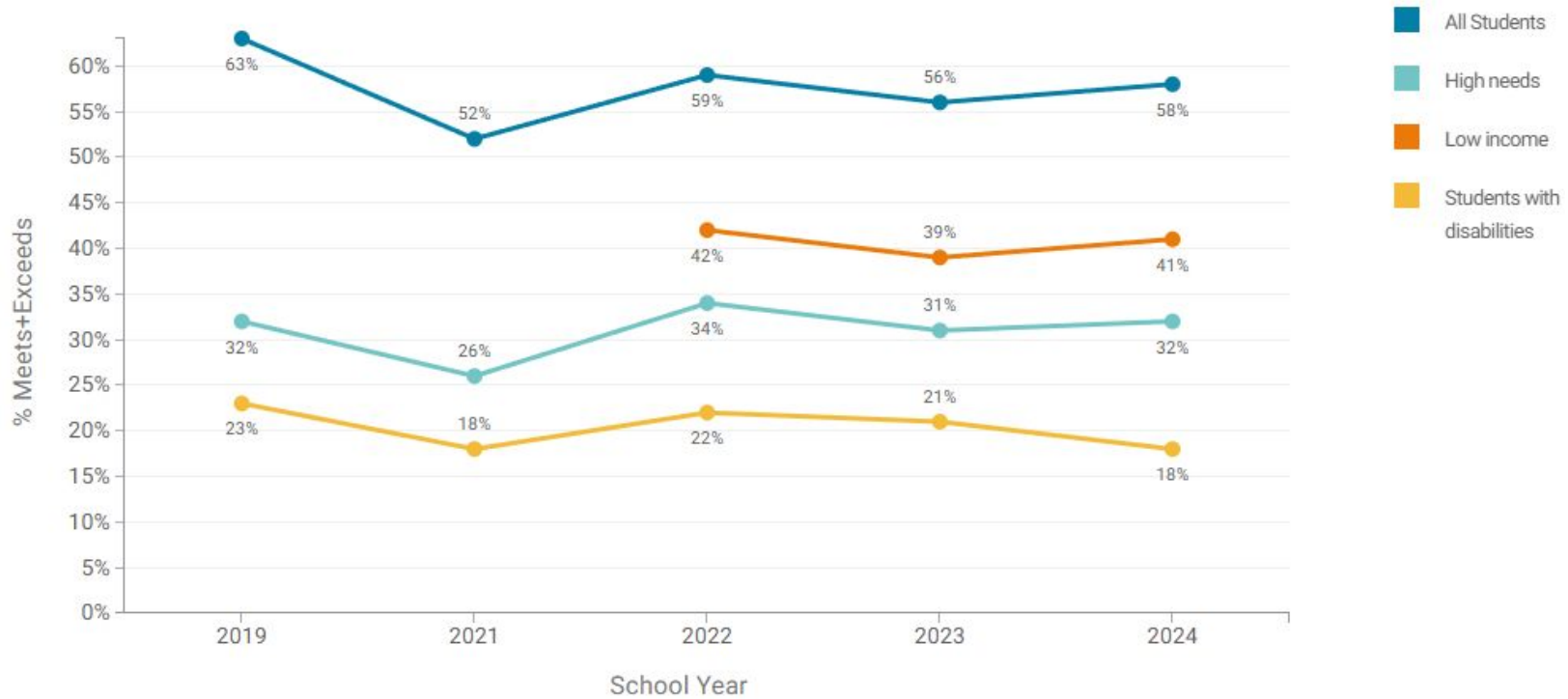
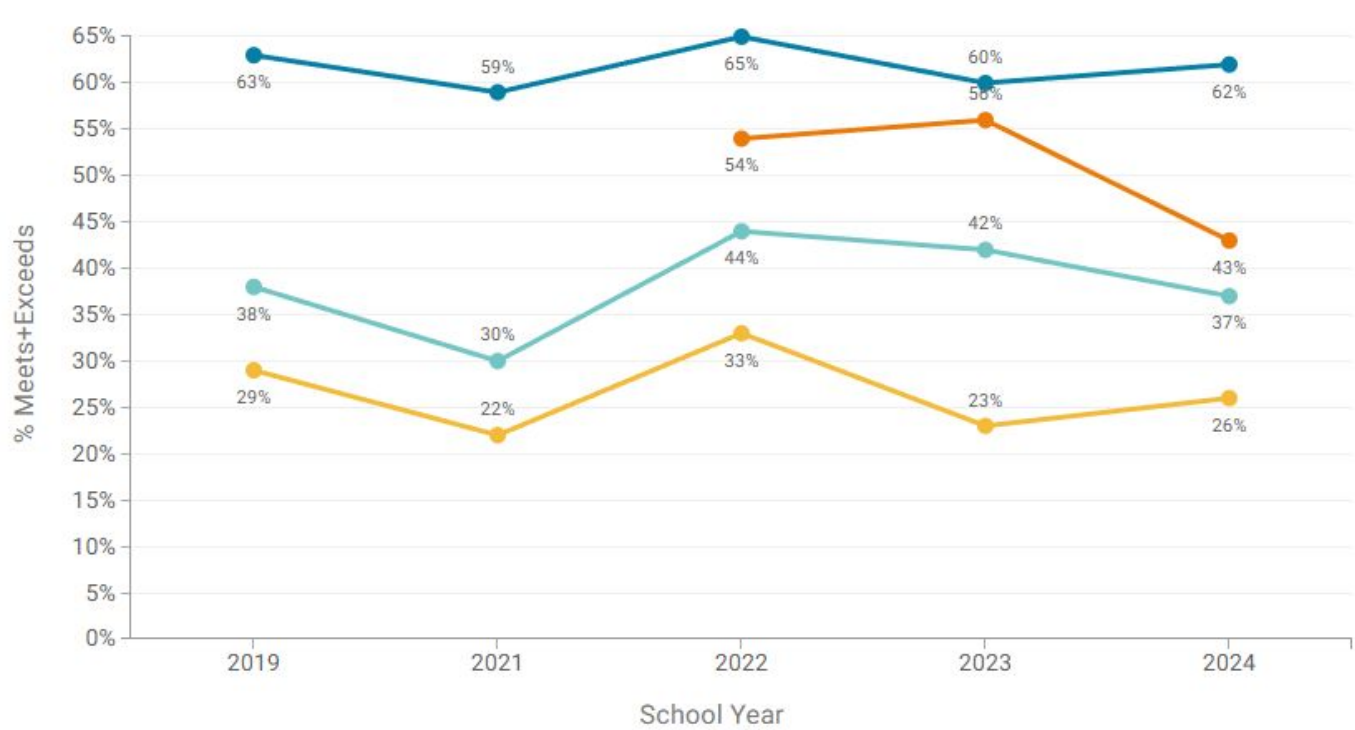# MCAS Trends: Math gr. 10



## MCAS Results by Student Group

Percent of students Meeting or Exceeding Expectations by student group and year
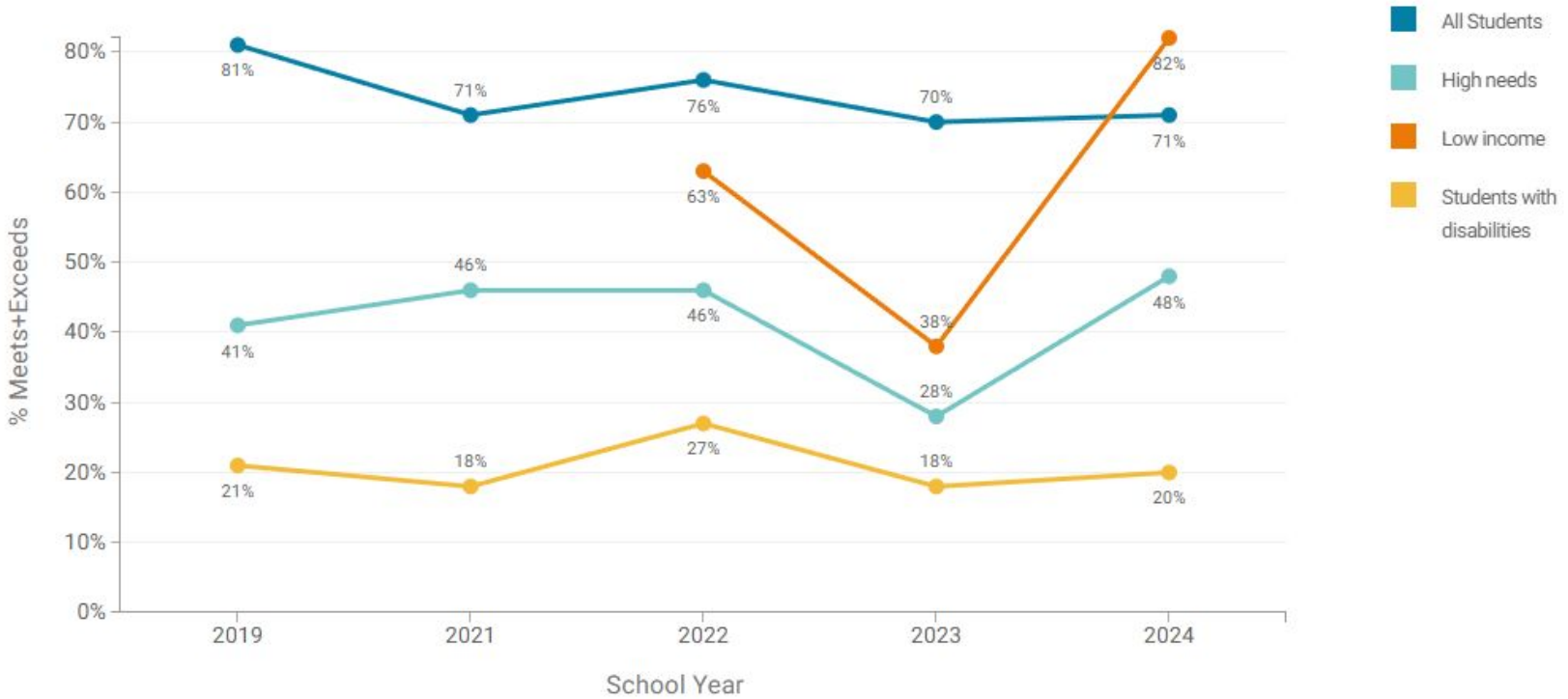
# MCAS Trends: Science/Tech gr. 5 & 8



**MCAS Results by Student Group**
Percent of students Meeting or Exceeding Expectations by student group and year
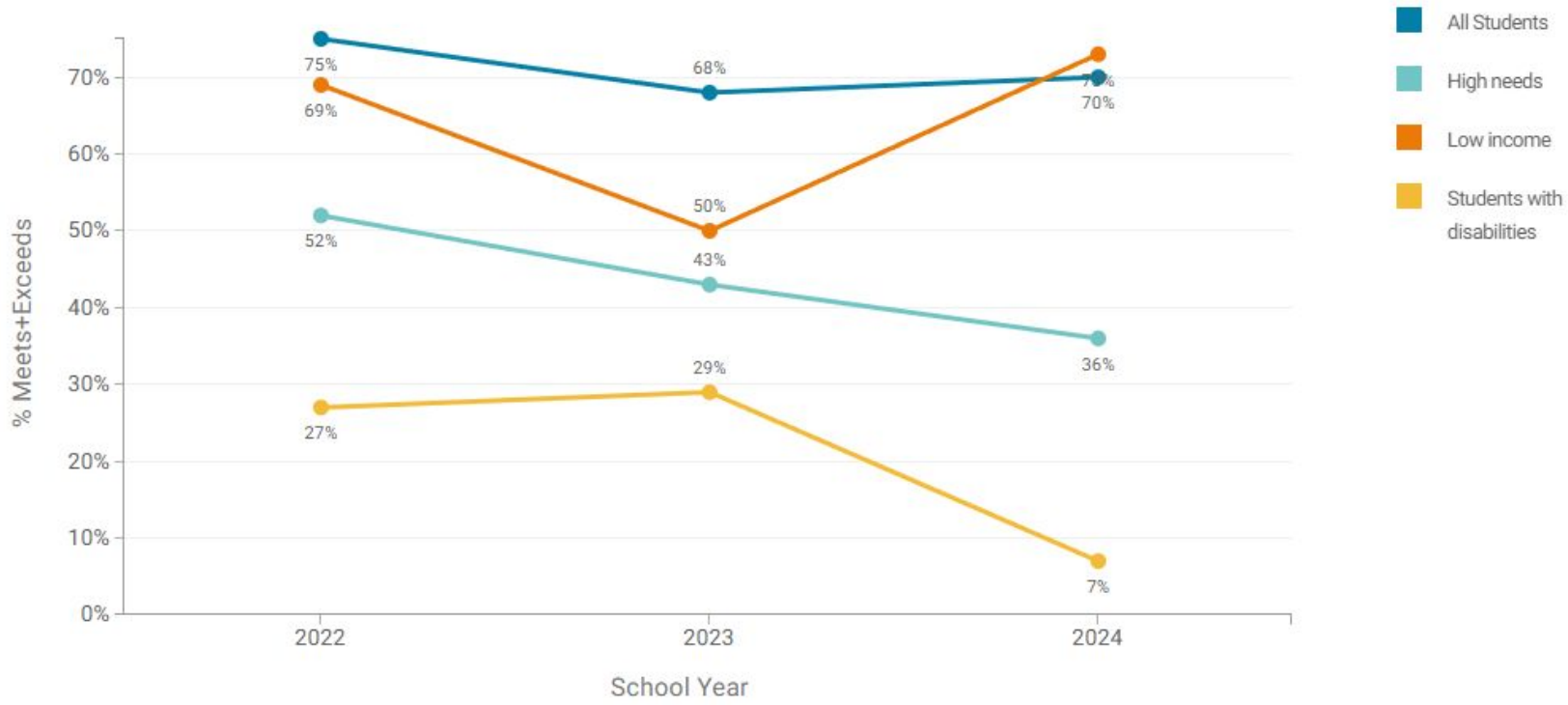
Legend:
- All Students
- High needs
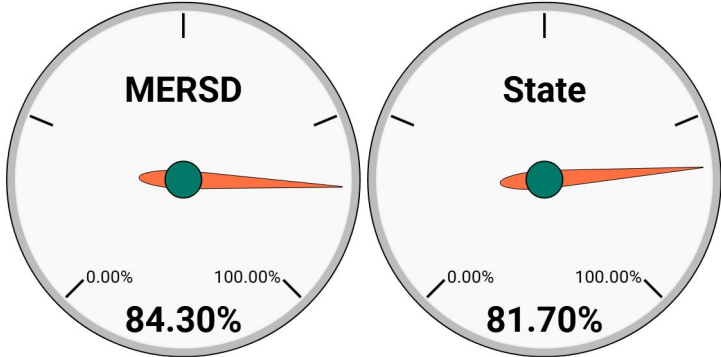- Low income
- Students with disabilities

Y-axis: % Meets+Exceeds
X-axis: School Year

All Students: 2019: 63%, 2021: 59%, 2022: 65%, 2023: 60%, 2024: 62%
Low income: 2022: 54%, 2023: 56%, 2024: 43%
High needs: 2019: 38%, 2021: 30%, 2022: 44%, 2023: 42%, 2024: 37%
Students with disabilities: 2019: 29%, 2021: 22%, 2022: 33%, 2023: 23%, 2024: 26%

# MCAS Trends: Science/Tech HS



## MCAS Results by Student Group
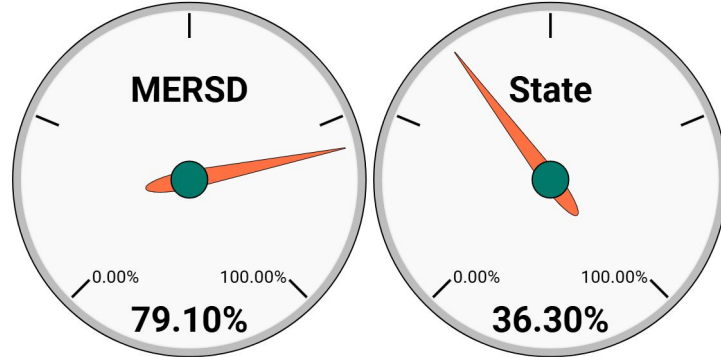Percent of students Meeting or Exceeding Expectations by student group and year

**Legend:**
- All Students
- High needs
- Low income
- Students with disabilities

Y-axis: % Meets+Exceeds
X-axis: School Year

Data points:
- 2022: 75%, 69%, 52%, 27%
- 2023: 68%, 50%, 43%, 29%
- 2024: 70%, 73%, 36%, 7%

# Course Enrollment

**Arts Course Enrollment (2022-2023)**

MERSD — 0.00% / 100.00% — **84.30%**

State — 0.00% / 100.00% — **81.70%**

**Digital Literacy/Comp Sci Course Enrollment (2022-2023)**

MERSD — 0.00% / 100.00% — **79.10%**

State — 0.00% / 100.00% — **36.30%**

**Advanced Course Participation (2023-24)**

MERSD — 0% / 100% — **78%**

State — 0% / 100% — **67%**

# Supporting Information

# Views of Climate and Learning (VOCAL)

**What is VOCAL?**

"Views of Climate and Learning" (VOCAL) is an annual student survey sponsored by the Massachusetts Department of Elementary and Secondary Education (DESE). Students are asked to share their views on three dimensions of school climate: engagement, safety, and environment.  Students in grades 4, 5, 8, and 10 were able to participate in the survey as part of the state MCAS administration in Spring 2024.

**Why participate in VOCAL?**

Over the last three decades, research has demonstrated that positive school climate supports learning and positive youth development. The survey gives Massachusetts students a voice and an opportunity to provide feedback to schools and districts, which can use the data to strengthen students' social and emotional well-being, health, safety, and academic learning. READ MORE about why Safe & Supportive Schools Matter

**What does the survey measure?**

VOCAL is based on the conceptual framework of the U.S. Department of Education's School Climate Surveys, which focuses on measuring students' perception of three dimensions of school climate: engagement, safety, and environment. Each of these three dimensions is in turn composed of three topics. Engagement constitutes the topics of cultural and linguistic competence, relationships, and participation in class and school life. Safety is comprised of the topics of emotional safety, physical safety, and bullying/cyber-bullying. Environment incorporates the topics of instructional environment, discipline environment, and mental health environment.

# Views of Climate and Learning (VOCAL)

| Engagement (ENG) | Safety (SAF) | Environment (ENV) |
|---|---|---|
| **Cultural Competence**<br><br>The extent students feel adults/students value diversity, manage dynamics of differences, and avoid stereotypes.<br><br>**Participation**<br><br>The extent students feel engaged intellectually, emotionally, and behaviorally in the classroom, and the extent that students or their parents are engaged in school life.<br><br>**Relationships**<br><br>The extent students feel there is a social connection and respect between staff/teachers and students, and between students and their peers. | **Emotional Safety**<br><br>The extent students feel a bond to the school, and the extent adults/students support the emotional needs of students.<br><br>**Physical Safety**<br><br>The extent that students feel physically safe within the school environment.<br><br>**Bullying**<br><br>The extent that students report different types of bullying behaviors occurring in the school and the extent that school/staff/students try to counteract bullying. | **Instructional Environment**<br><br>The extent that students feel the instructional environment is collaborative, relevant, challenging, and supportive of learning.<br><br>**Mental Health Environment**<br><br>The extent that students have access to support systems that effectively support their social, emotional, and mental health well-being.<br><br>**Discipline Environment**<br><br>The extent that discipline is fair, applied consistently and evenly, and a shared responsibility among staff, teachers, and students. |

*Information from: https://www.doe.mass.edu/research*

# Attendance

**Attendance Research/Data from Attendance Works:**
- Research shows that missing 10 percent of the school, or about 18 days in most school districts, negatively affects a student's academic performance. That's just two days a month and that's known as chronic absence. Read more
- By 6th grade, chronic absence becomes a leading indicator that a student will drop out of high school. Read more
- Poor attendance can influence whether children read proficiently by the end of third grade or be held back. Read more
- When students improve their attendance rates, they improve their academic prospects and chances for graduating. Read more

**Chronic absenteeism** is defined as the percentage of students missing 10 percent or more of their days in membership. In a typical 180-day school year, this is the percentage of students who miss 18 or more days. To calculate the chronic absenteeism rate for a school or student group, DESE determines whether each student is or is not chronically absent based on the student's total number of days in attendance and their total number of days in membership, as reported by the district in the Student Information Management System (SIMS). The rate is reported as the percentage of students in the school or group who are chronically absent. The chronic absenteeism calculation includes both excused and unexcused absences.

# Accountability

**Progress toward improvement targets**
Progress toward improvement targets is reported as the degree to which targets are met, using a criterion-referenced measure of performance. The criterion-referenced target percentage combines multiple years of data related to achievement, growth, high school completion, English learner (EL) progress, advanced coursework completion, and chronic absenteeism into a single number between 0 and 100. For a group to be meeting or exceeding targets, it must have a criterion-referenced target percentage of 75 percent or higher.

**Substantial progress toward targets**
A district or school is identified as making substantial progress toward targets if it has a criterion-referenced target percentage from 50 to 74 percent and has not otherwise been identified as requiring assistance or intervention due to low overall performance, low student group performance, low graduation rates, or low assessment participation.

**Accountability percentile**
An accountability percentile between 1 and 99 is reported for most schools. This number is an indication of the school's overall performance relative to other schools that administer similar assessments and is calculated using up to two years of data for all accountability indicators. Accountability percentiles are not calculated for districts, or for any school without sufficient achievement and growth data in English language arts (ELA) and mathematics.

*Information from: https://profiles.doe.mass.edu/statereport/accountability.aspx*

# Student Growth: MCAS ELA and Mathematics

All districts, schools, and groups are expected to demonstrate progress in student achievement each year. The Department uses Student Growth Percentiles (SGPs) to measure how student-level achievement has grown or changed over time. Student growth percentiles are calculated separately by gradespan for ELA and mathematics and are not calculated for science. At the student level, the SGP represents how an individual student's achievement compares to that of other students with similar MCAS histories. At the school or student group level, DESE reports the mean SGP, which represents the average student growth percentile for that school or student group, using growth results for each student who was enrolled in the school as of October 1 of the same school year. For growth results to be reported, there must be SGP data for at least 20 students in each grade span.

# MCAS Test Shifts

| Year | Grades 3-8 | Grade 10 |
|------|-----------|----------|
| 2016 | PARCC | Legacy MCAS |
| 2017 | Full Test: First year of Next Generation MCAS | Legacy MCAS |
| 2018 | Full Test: Next Generation MCAS | Legacy MCAS |
| 2019 | Full Test: Next Generation MCAS | Full Test Administered: First year of Next Generation MCAS Math & ELA, Legacy STE MCAS |
| 2020 | No Test Administered | No Test Administered |
| 2021 | Half Test Administered | Full Test Administered: Next Generation MCAS Math & ELA, Legacy STE MCAS |
| 2022 | Full Test Administered | Full Test Administered: First year of HS Science Next Generation Test |
| 2023 | Full Test Administered | Full Test Administered |
| 2024 | Full Test Administered: Pilot/Field Test of 8th gr Civics | Full Test Administered |

# i-Ready

**i-Ready Diagnostic** shows what students know, how much growth is needed to reach grade level expectations, and what students need to do next to get there. The Diagnostic:
- Gives every student an aspirational, attainable goal to reach grade-level standards
- Provides data that always informs teaching and learning
- Connects seamlessly to instructional resources that support the needs of all students

Prioritize Student Needs Using Data
i-Ready Diagnostic helps ensure educators have the data they need to target instruction where it's needed most. Educators can:
- Efficiently understand current strengths and instructional priorities
- Set goals and continually track growth
- Make decisions when state assessment data isn't available

The i-Ready Diagnostic meets our MA DESE mandated early literacy screener requirements. Read More Here

*Information from: https://www.curriculumassociates.com/programs/i-ready-assessment/diagnostic*

# Advanced Placement

The Advanced Placement (AP) is a program in the United States and Canada created by the College Board offering college level curriculum and examinations to high school students.

The AP curriculum for the various subjects is created for the College Board by a panel of experts and college-level educators in each subject. For a high school course to have the AP designation, the course must be audited by the College Board to ascertain it satisfies the AP curriculum.

If the course is approved the school may use the AP designation and the course will be publicly listed on the AP Ledger.

AP Access Award: An additional recognition is given to schools when the percentage of underrepresented and/or low income students accessing the school's AP Program is the same as, or greater than the percentage in the school's graduating class. School level enrollment for this award is sourced from the National Center for Education Statistics using the most recent finalized dataset. Additional information can be found on AP Central.