MERSD Annual District Data Review

Fall, 2023

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:

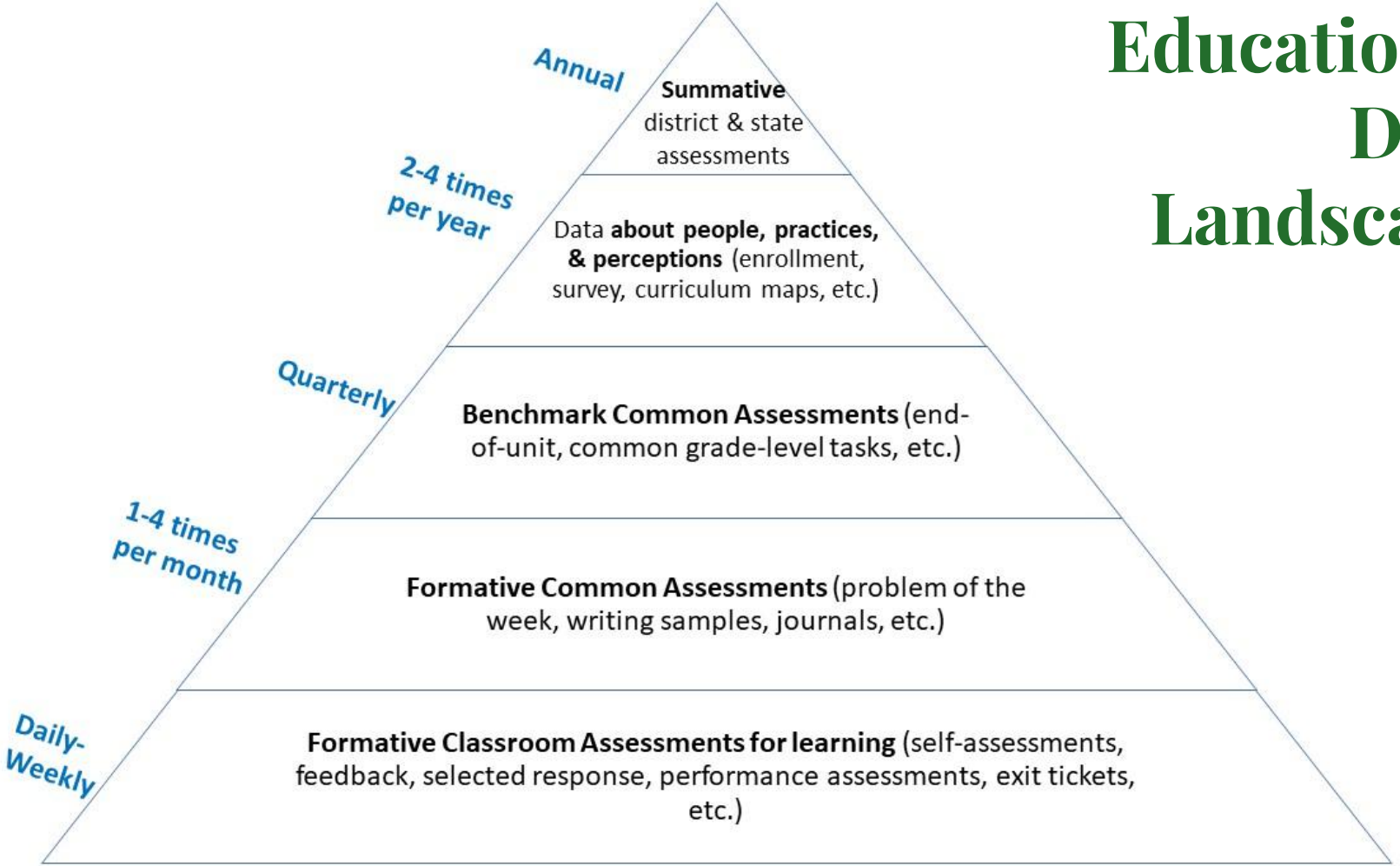
Strengths

- School Climate & Safety: Vocal Data
- District Data Systems
- High Performing Areas & Programs
- Advanced Placement Participation & Results

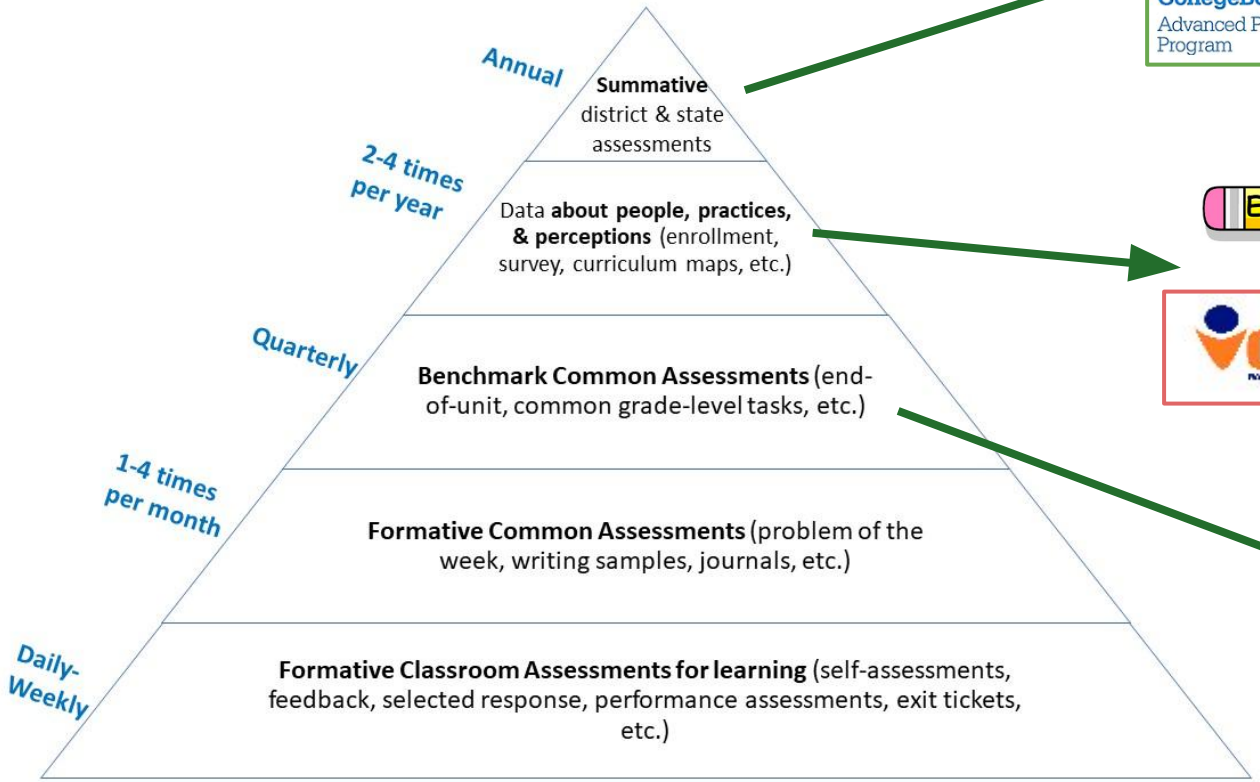
Areas for Growth

- Effectiveness of Tier 1 Curriculum & Instruction: Consistency & Coherence
- Opportunity Gap
- Attendance

Educational Data Landscape



Nancy Love, Data Pyramid



AP CollegeBoard Advanced Placement Program

MASSACHUSETTS DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION
MCAS
MASSACHUSETTS COMPREHENSIVE ASSESSMENT SYSTEM

Enrollment

ATTENDANCE

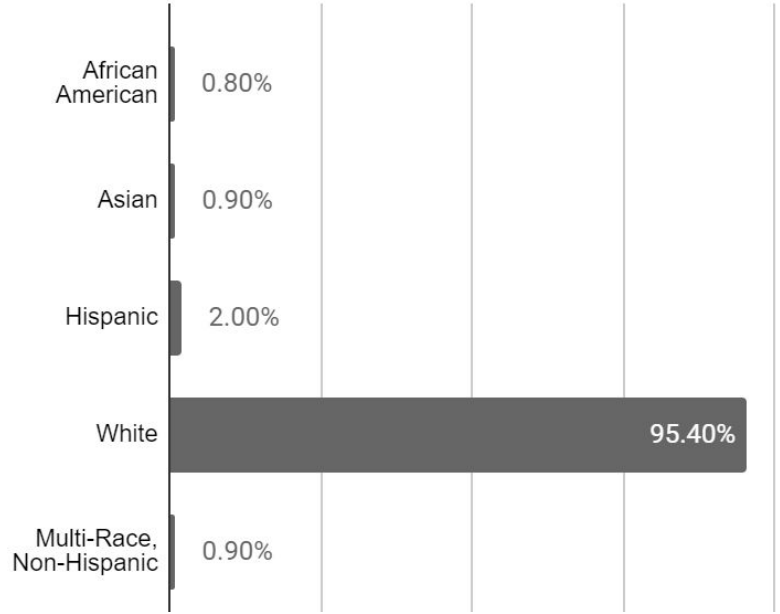
VOCAL

i-Ready

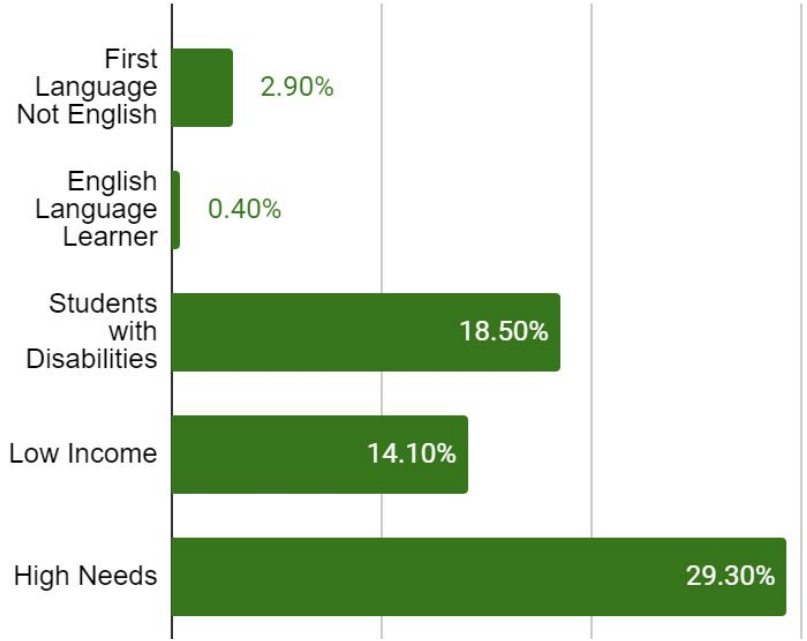
Manchester Essex Regional School District

MERSD Student Population

Student Race & Ethnicity

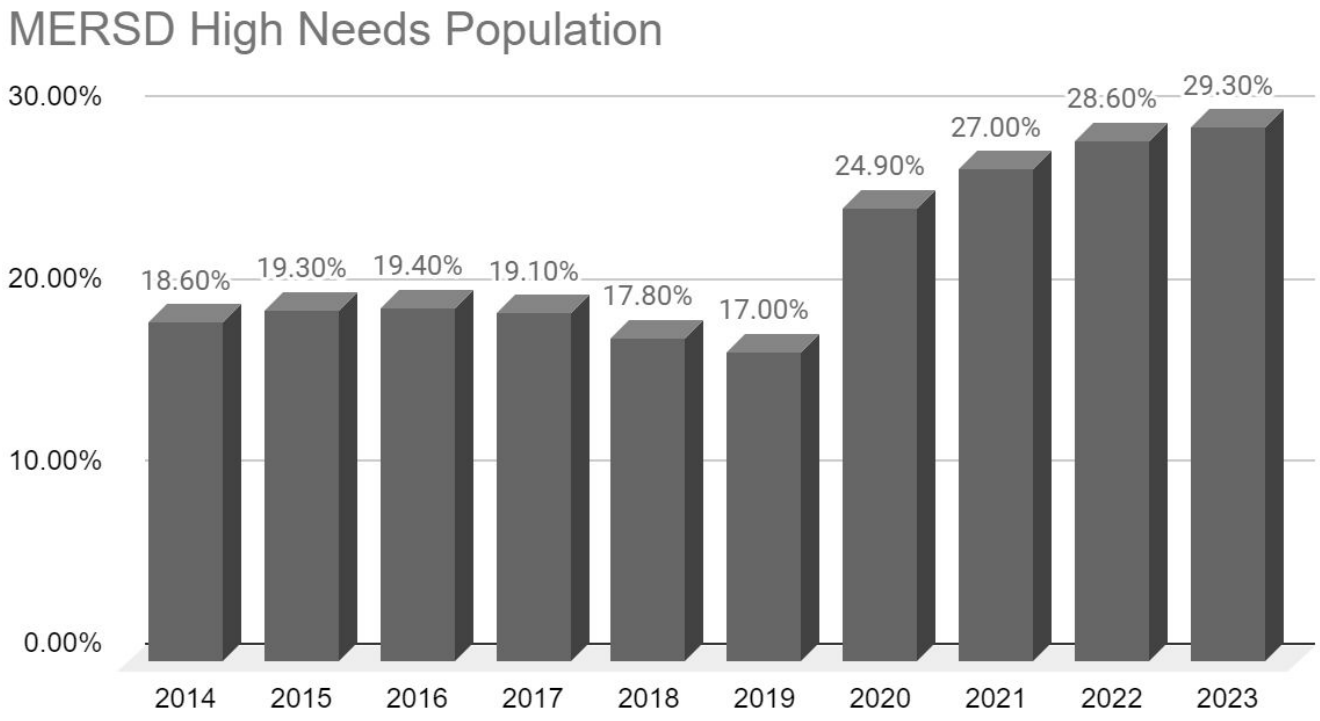


Selected Populations



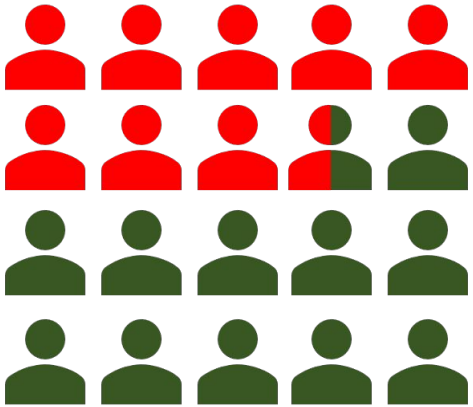
High Needs: A student is high needs if he or she is designated as either low income, EI/former EI, or a student with disabilities.

MERSD Student Population



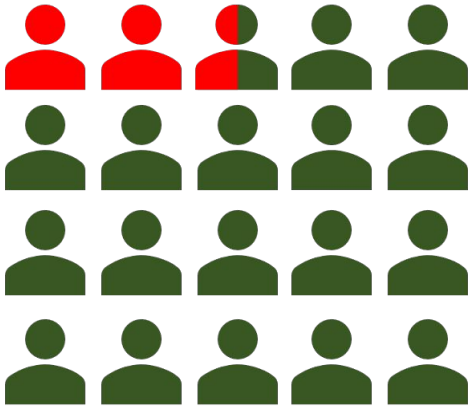
High Needs: Students are high needs if they are designated as either low income, EI/former EI, or a student with disabilities.

Attendance



42.9% of students absent 10 or more days.

(Down from 56% during 2021-22 school year)



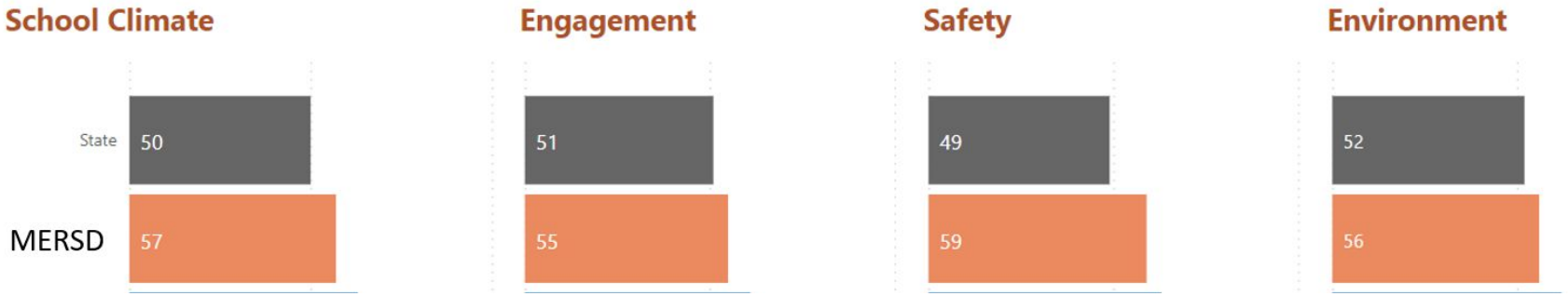
13.1% of students chronically absent: 10% or more days.

(Down from 16.2% during 2021-22 school year)

29 students (2.4%) chronically absent with 20% or more school days

(down from 3% in 2021-22 school year)

Views of Climate and Learning (VOCAL) Data Overview



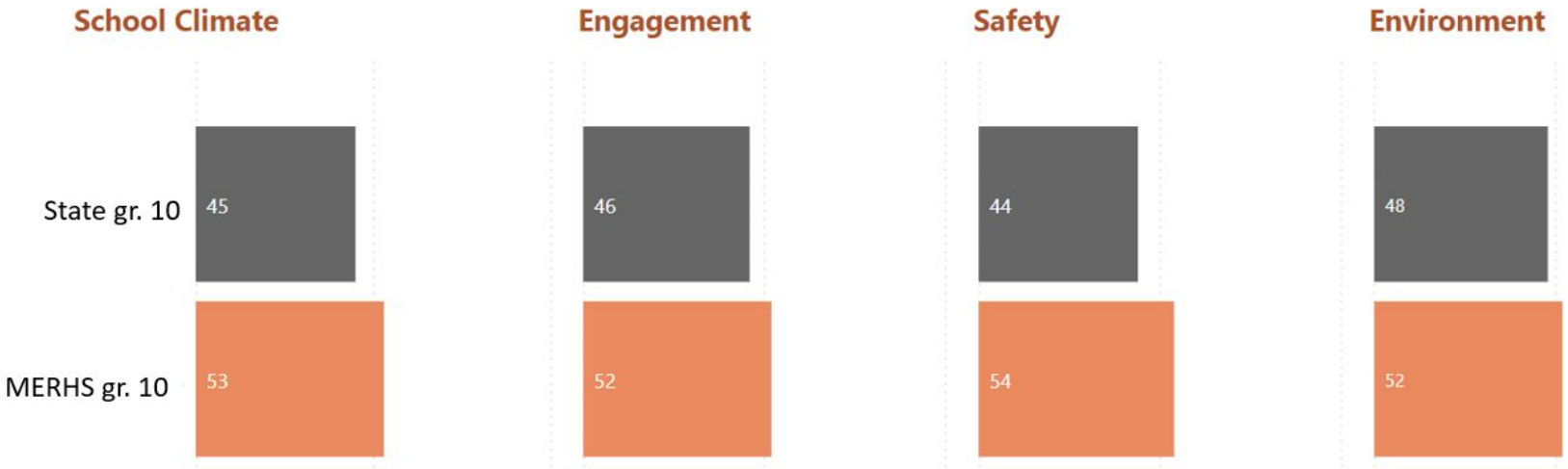
School Climate description	Index scaled score range
Least favorable climate	≤ 30 points
Somewhat favorable climate	31 to ≤ 50 points
Favorable climate	51 to ≤ 70 points
Most favorable climate	> 70 points

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”

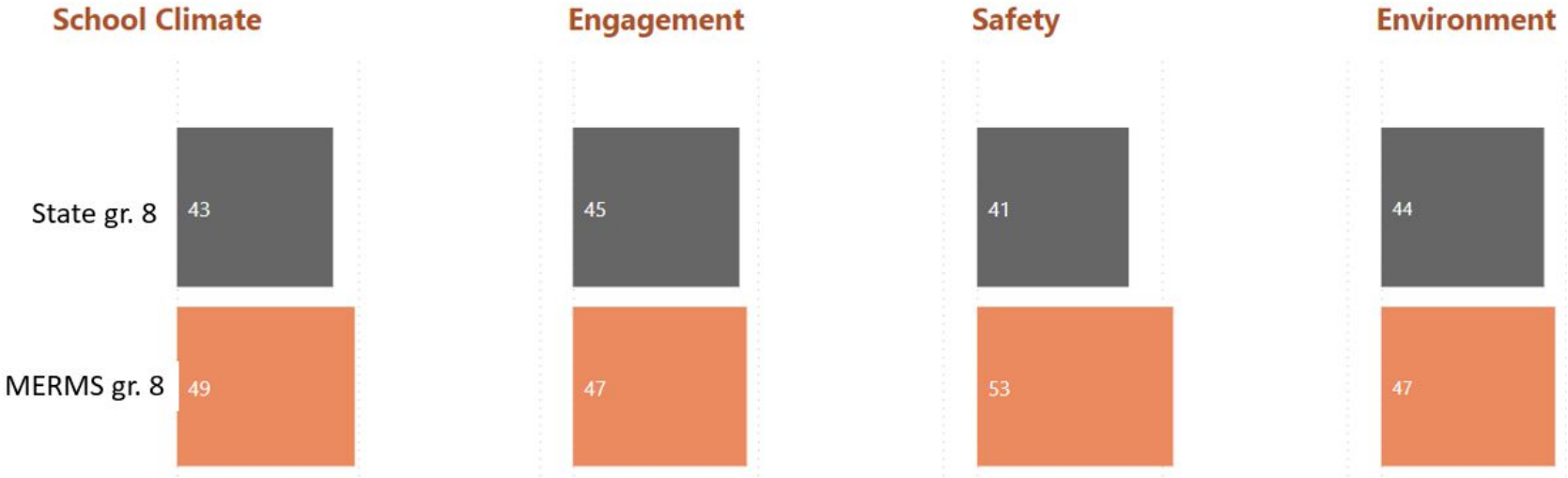
School Climate & Safety: Vocal Data MERHS



Grade 10:

- ➔ 98%: I feel welcome to participate in extracurricular activities offered through our school, such as, school clubs or organizations, musical groups, sports teams, or student council.
- ➔ 94%: Adults working at this school treat all students respectfully, regardless of a student's race, culture, family income, religion, sex, or sexual orientation.
- ➔ 99%: My teachers promote respect among students.
- ➔ 98%: Teachers are available when I need to talk with them.
- ➔ 93%: If I tell a teacher or other adult that someone is being bullied, the teacher/adult will do something to help.

School Climate & Safety: Vocal Data MERMS



Grade 8:

- ➔ 96%: My teachers believe that all students can do well in their learning.
- ➔ 92%: My teachers are proud of me when I work hard in school.
- ➔ 95%: My teachers promote respect among students.
- ➔ 90%: If I tell a teacher or other adult that someone is being bullied, the teacher/adult will do something to help.
- ➔ 92%: Adults working at this school treat all students respectfully, regardless of a student's race, culture, family income, religion, sex, or sexual orientation.

School Climate & Safety: Vocal Data ELEMENTARY

Grade 5:

- ➔ 100%: My teachers help me succeed with my schoolwork when I need help.
- ➔ 93%: At our school, students learn to care about other students' feelings.
- ➔ 97%: Teachers, students, and the principal work together to prevent (stop) bullying.
- ➔ 97%: I feel safe at our school.
- ➔ 100%: Teachers at this school accept me for who I am.

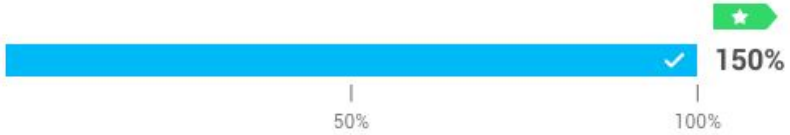
i-Ready, K-8

Spring 2022-23

Reading

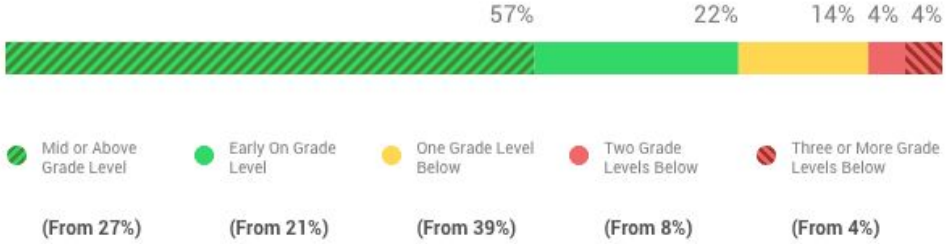
Students Assessed/Total: **648/770**

Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 150%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

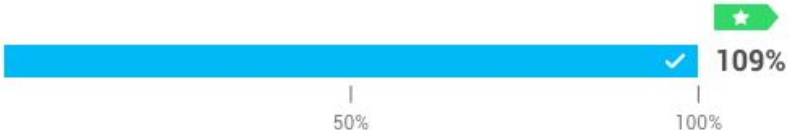
Current Placement Distribution



Math

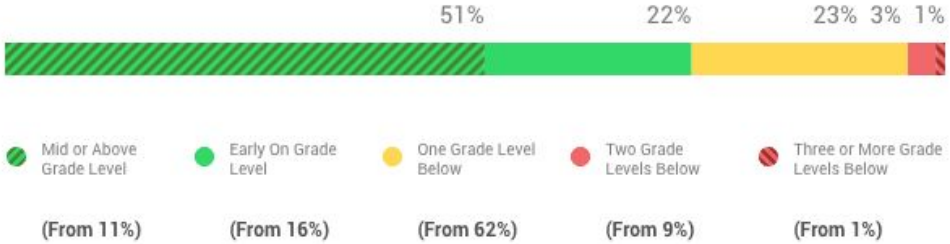
Students Assessed/Total: **484/770**

Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 109%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

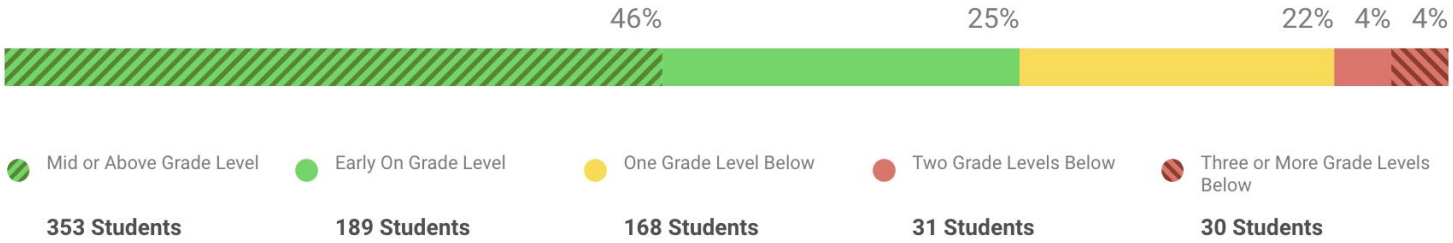


i-Ready, K-8

Reading, 2022-23

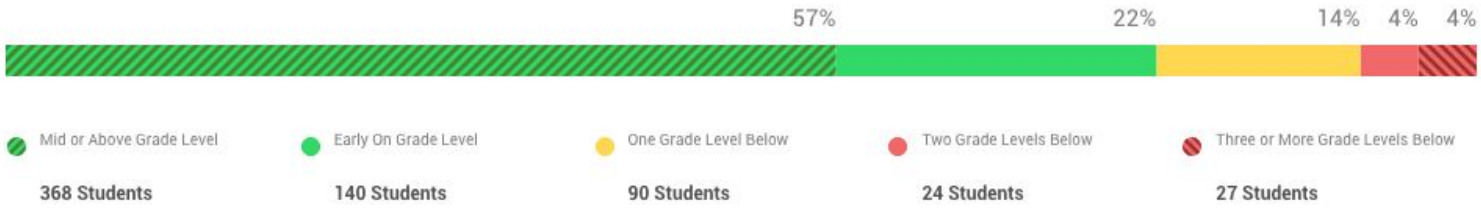
Fall

Winter



Spring

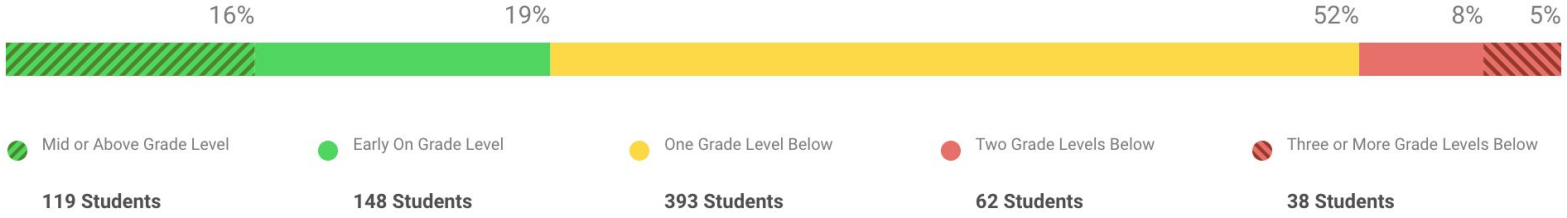
*8th grade did not reassess in the spring, skewing the data



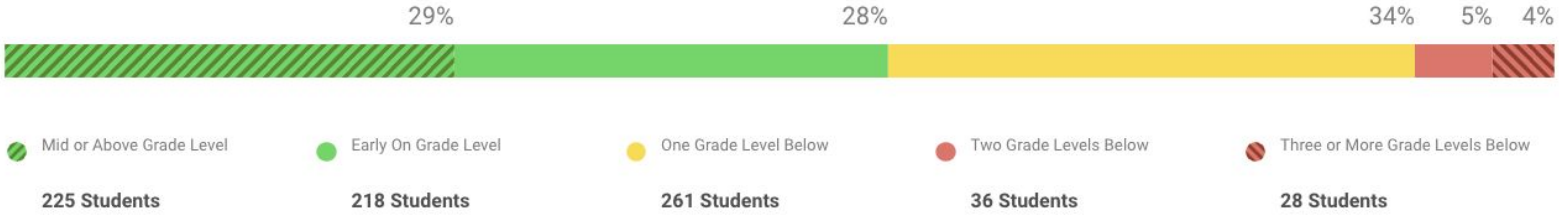
i-Ready, K-8

Math, 2022-23

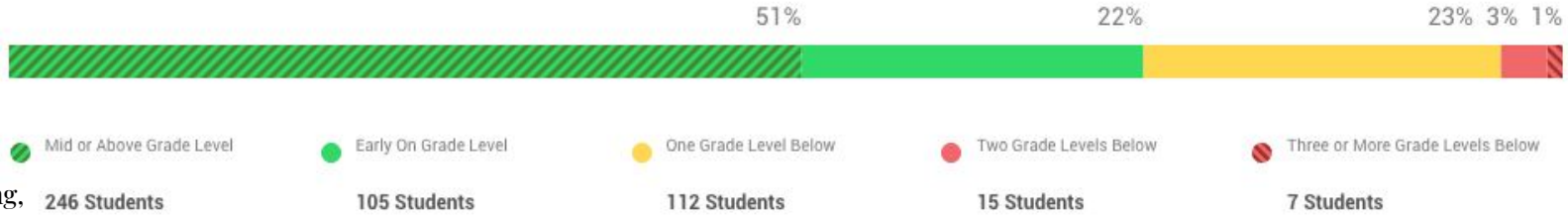
Fall



Winter



Spring

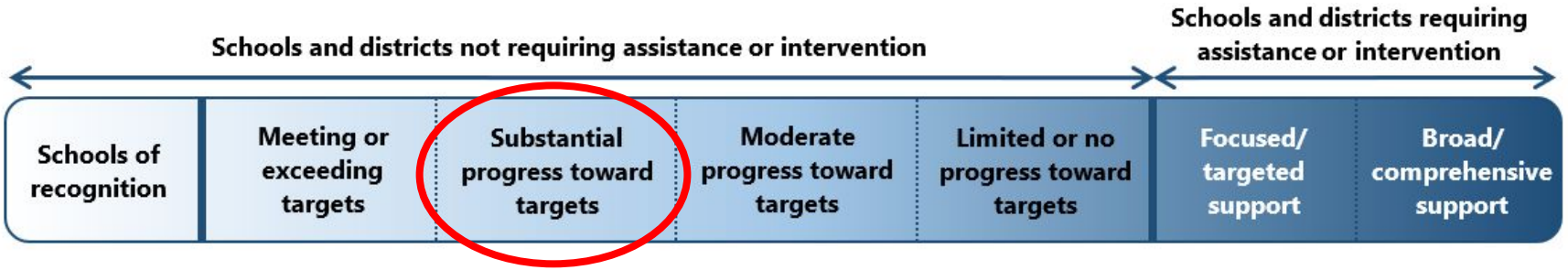


*8th grade did not reassess in the spring, skewing the data

Accountability

District accountability scores have not been released since 2018-19 school year

	2023
Criterion-referenced target percentage	64%
Progress towards targets	Substantial progress toward targets



School	Accountability Information	Criterion-referenced target percentage	School accountability percentile
Manchester Essex Regional High School	Not requiring assistance or intervention	78%	87
Manchester Essex Regional Middle School	Not requiring assistance or intervention	69%	81
Essex Elementary	Not requiring assistance or intervention	21%	55
Manchester Memorial Elementary	Not requiring assistance or intervention	71%	94

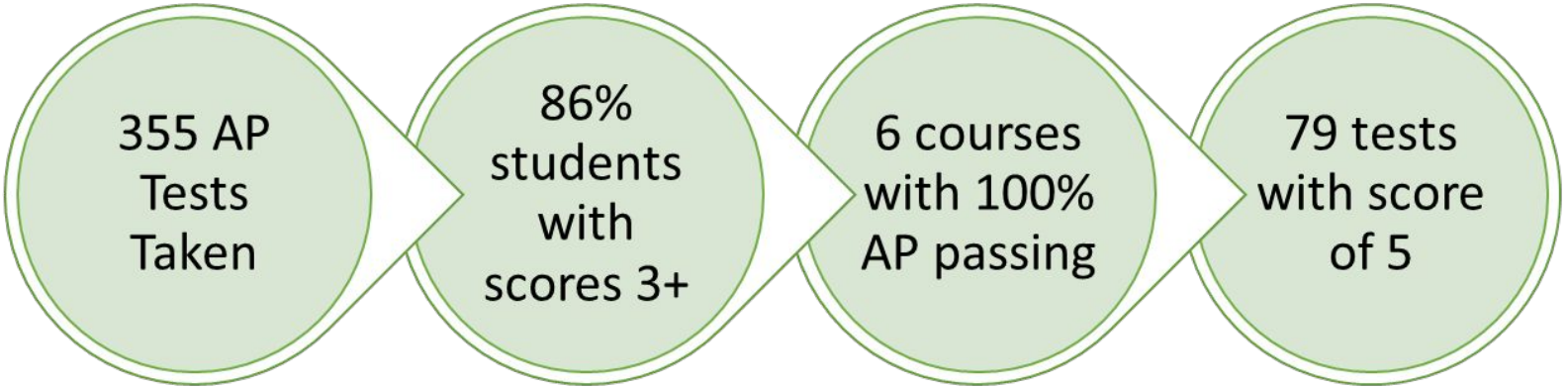
Progress toward improvement targets: *For a group to be considered to be meeting targets it must have a criterion-referenced target percentage of 75% or higher.*

Accountability

2023 Progress toward improvement targets

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	3	4	-	2	4	-	3	4	-
	Mathematics achievement	3	4	-	2	4	-	0	4	-
	Science achievement	3	4	-	-	-	-	3	4	-
	Achievement total	**9**	**12**	**67.5**	**4**	**8**	**67.5**	**6**	**12**	**47.5**
Growth	English language arts growth	3	4	-	3	4	-	3	4	-
	Mathematics growth	2	4	-	3	4	-	3	4	-
	Growth total	**5**	**8**	**22.5**	**6**	**8**	**22.5**	**6**	**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	3	4	-	0	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-	1	4	-
	Additional indicators total	**3**	**4**	**10.0**	**0**	**4**	**10.0**	**5**	**8**	**10.0**
Weighted total		7.5	10.3	-	4.1	7.6	-	6.9	10.7	-
Percentage of possible points		73%		-	54%		-	65%		-

Advanced Placement



High School: Strengths

AP Exams

- 5% increase in scores of 3 or above (see appendix)

School Climate and Safety

- Students at MERHS feel safer and more positive about the school climate than across the state (see appendix)

Accountability

- Meeting or exceeding targets: 78% progress towards improvement targets

High School: Areas for Growth

Attendance

- Increase in absences and tardies over the year

Math MCAS

- Meeting/exceeding expectations decreased by 4%
- SGP dropped by 6% (see appendix)
- Results by standards (see appendix)

Action Steps:

- ❖ Attendance/tardy working group reviewing policies across districts
- ❖ Math staffing and schedule adjustments
- ❖ Formation of academic intervention programming
- ❖ Exploring innovative learning opportunities to push us forward - Learning Excursion to Casco Bay
- ❖ Examine opportunities for content area instructional support/reorganization of stipend funding

Middle School: Strengths

MCAS:

- Special Education & High Needs Subgroups Exceeded Targets
- Science: Exceeded targets in all subgroups. Consistent growth trend
- Accountability

Reading & Math

SEL/School Climate

- Vocal Data

Middle School: Areas for Growth

Chronic Absenteeism

- Lowest performing students scored a 0 out of 4 on attendance (*MCAS data*)

Reading: Informational Texts

Data: Types & Tools

Action Steps:

Tracking attendance of lowest performing students & meeting w/ families as needed.

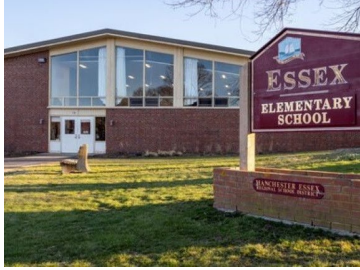
Aligning reading comprehension strategies across Grade 6 classrooms.

Reading Across Disciplines initiative to strengthen reading comprehension in informational texts.

Track grade-specific data to identify a potential downward trend.

Use multiple measures of data to drive Tier 1 instructional approaches

Examine opportunities for content area instructional support/reorganization of stipend funding



Essex: Strengths

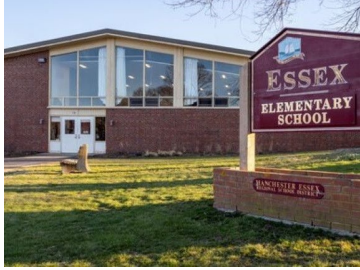
Overall SEL/Climate

Reading

- Knowledge & Ideas (Intermediate grades)
- Phonological awareness/phonics/high frequency words (primary grades)

Conceptual mathematical understandings

- Measurement and data
- Numbers and operations



Essex: Areas for Growth

Written Responses

- Garnered only ⅓ of all points available for constructed responses, essays and production and distribution of writing across all grade levels

Vocabulary Development

Attendance

Growth/Meeting Set Targets

- Growth data from MCAS indicates less than 50% growth for a grade level

Action Steps:

- *Added specific goal to our School Improvement Plan*
- *Identifying expectations for mastery of writing standards across grade levels.*
- *Concentrating resources at point of need*
- *Increasing vocabulary exposure, “play”, morphology across disciplines*
- *Request budgeting/financial support to improve Tier 1 instruction (Professional Learning: Instructional Coaching)*

Memorial: Strengths

DESE School Accountability Rating increased over the past 5 years

- 94th Percentile (Highest in past 5 years)

Increased number of students exceeding expectations in ELA/MATH MCAS across all grades

- % of MMES Students Scoring “Exceeding Expectations” in MATH (Gr. 3-5) increased from ‘21-’22 to ‘22-’23 (+9%)
- % of MMES Students Scoring “Exceeding Expectations” in ELA (Gr. 3-5) increased from ‘21-’22 to ‘22-’23 (+2%)

MCAS: Grade 4 MATH: 80% of students Scored “Meeting” or “Exceeding” Expectations

- 41% Scored “Exceeding” Expectations

Spring 2023 i-Ready

- **Reading:** 86% of students in K-5 at or above grade level
- **Math:** 78% of students in K-5 at or above grade level

Memorial: Areas for Growth

MCAS: ELA Gr. 3-5 “Meeting/Exceeding” Expectations Decreased 11% from ‘21-’22 to ‘22-’23

MCAS Essay Writing - Gr. 3-5

- Ceiling is high for improvement in this area
  - Idea Development: 41% possible points earned
  - Conventions: 52% possible points earned
- State Differential is off trend: (AVG +10% v State Average)

Continual growth

- i-Ready Reading: (Fall ‘23): 57% of students in K-5 at or above grade level
- i-Ready Math: (Fall ‘23): 34% of students in K-5 at or above grade level

Action Steps:

- *Curriculum Alignment to identify curriculum inconsistencies and best practices (district wide)*
- *NEASC - Sharing best practices/alignment to recognized accreditation standards*
- *Increased Mypath Implementation*
- *Literacy/Math Tier 1 Data-Driven conversations*
- *Request budgeting/financial support to improve Tier 1 instruction (Professional Learning: Instructional Coaching)*

District: Strengths

School Climate & Safety: Vocal Data

High Performing Areas & Programs

District Data Systems

Advanced Placement Participation & Results

District: Areas for Growth

Effectiveness of Tier 1 Curriculum & Instruction: Consistency & Coherence

Opportunity Gap

- High Needs Student Group: disparity in MCAS performance
- Inconsistent performance across courses
- Supporting student needs: Intervention access *(Consistency & Data-Driven)*

Attendance

- Inconsistent attendance, high rates impact student access to academics

District Improvement Plan Next Steps

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

- 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
  - Curriculum Mapping
  - Department-Driven Work
  - Curriculum Review Processes
  - Program Reviews
- NEASC Elementary Review Process
- Differentiated Professional Learning Opportunities
  - Seek resources/fiscal support to enhance improvement of Tier 1 practices: Instructional Supports (Instructional Coaches, professional development, etc.)
- District data protocols
  - Ongoing assessment analysis and action planning to adjust instruction to support all learners in Tier 1 including replicating areas of success
  - Intervention**:** Ongoing development of data-driven MTSS systems & expansion to appropriate areas, grades

District Improvement Plan Next Steps

Strategic Initiative 2: Integrate social emotional learning into all aspects of the school day

- Analysis & action planning for impact of attendance on select students/populations
- SEL Program Audit
- Implementation of SEL Leadership Structure
- Integration of SEL into MTSS processes
- Family engagement opportunities
- Professional Learning: RULER

Strategic Initiative 3: Celebrate and nurture an inclusive and diverse school culture that recognizes the contributions and uniqueness of all individuals.

- Analysis & action planning for impact of attendance on select students/populations
- Program Reviews
- Integration Cultural Competency efforts across all aspects of educational programming
- Professional Learning: UDL

Appendix

MERHS

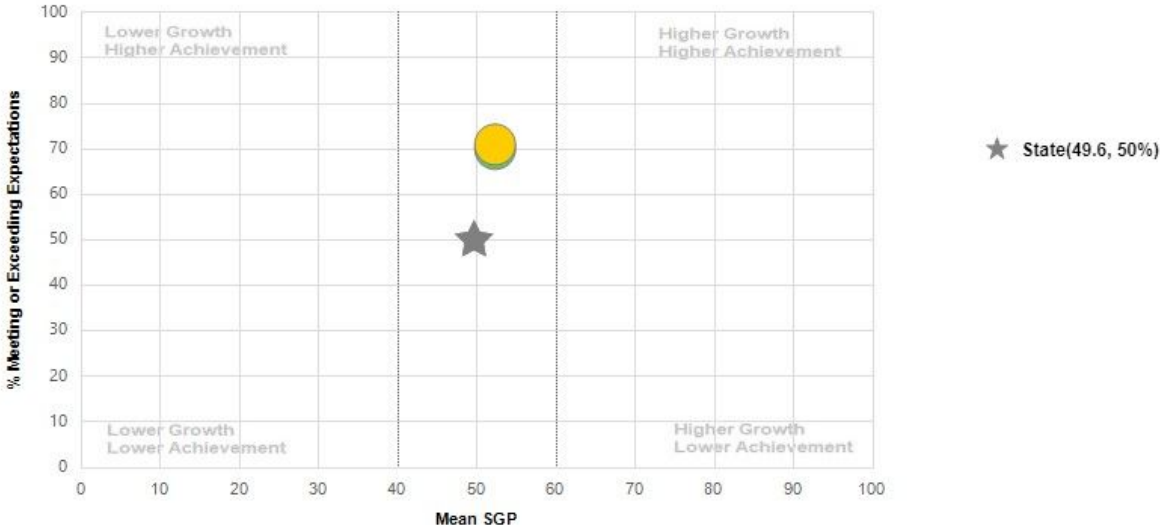
edwin analytics

GR301 MCAS District and School Achievement and Growth by School

Spring 2023 MCAS Mathematics Grade 10

Contact Us

District: Manchester Essex Regional (06980000)
School: Manchester Essex Regional High School (06980510)



	Mean SGP	No. of Students Included in SGP	% Meeting or Exceeding Expectations	No. of Students Included in Achievement
Manchester Essex Regional (06980000)	52	95	70	111
Manchester Essex Regional High School (06980510)	52	95	71	109

Student Growth Percentile 2023 for High School

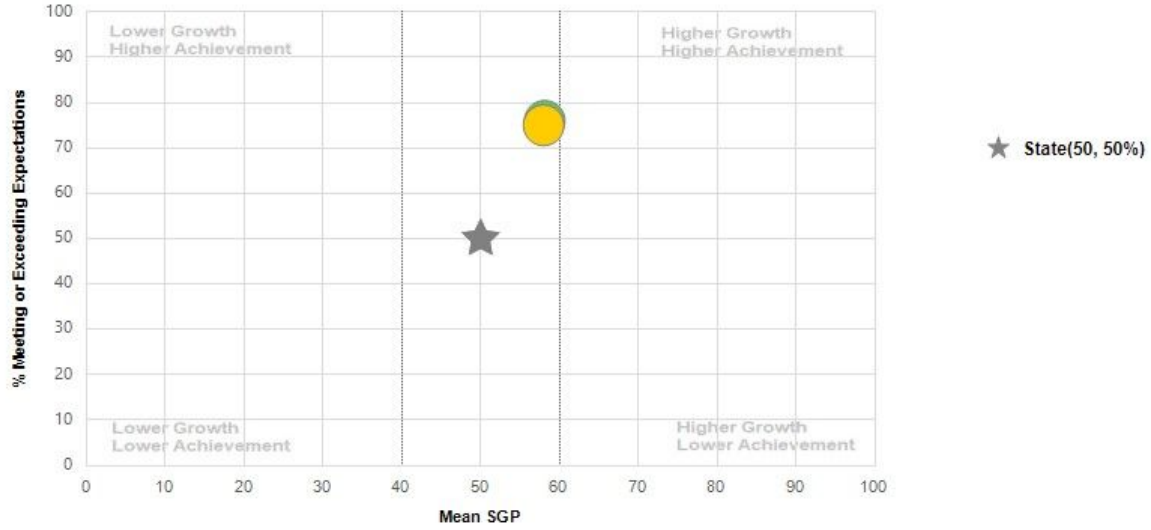
edwin analytics

GR301 MCAS District and School Achievement and Growth by School

Spring 2022 MCAS Mathematics Grade 10

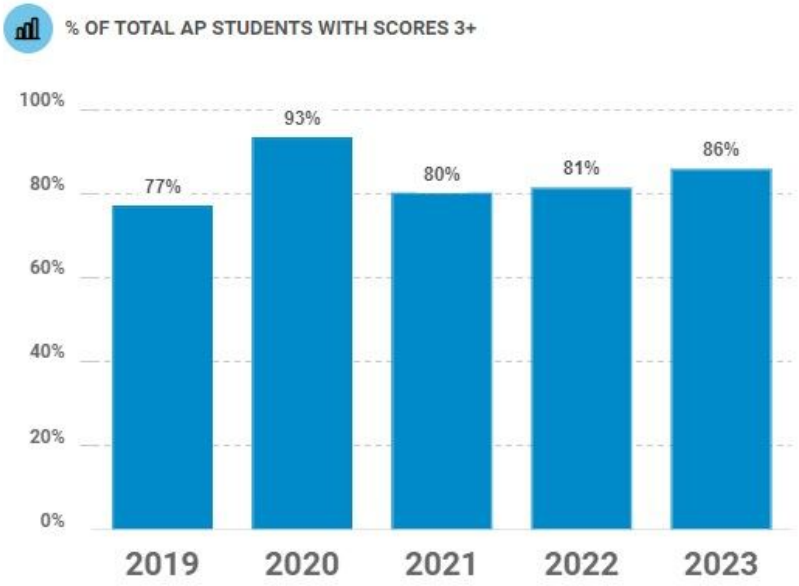
Contact Us

District: Manchester Essex Regional (06980000)
School: All Schools



	Mean SGP	No. of Students Included in SGP	% Meeting or Exceeding Expectations	No. of Students Included in Achievement	Participation Rate %
Manchester Essex Regional (06980000)	58	83	76	90	97
Manchester Essex Regional High School (06980510)	58	82	75	88	97

2022 Student Growth Percentile Math data for High School



SCHOOL SUMMARY

	2019	2020	2021	2022	2023
Total AP Students	157	120	161	161	141
Number of Exams	353	284	393	387	355
AP Students with Scores 3+	121	112	129	131	121
% of Total AP Students with Scores 3+	77.07	93.33	80.12	81.37	85.82

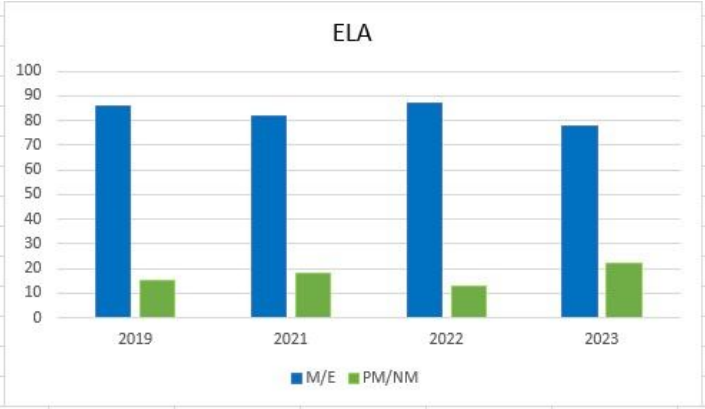
High School AP data visual

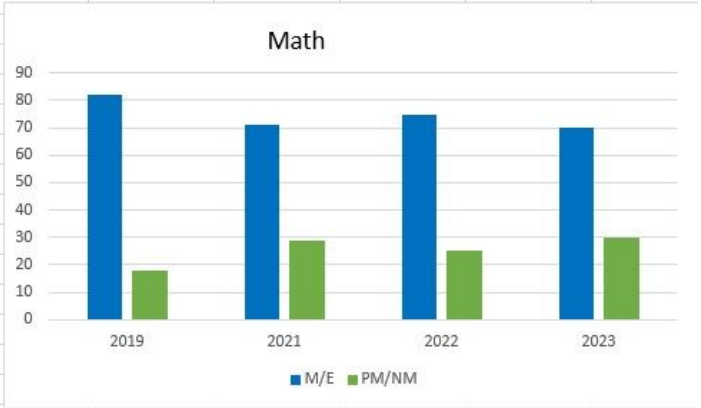
AP Courses: 2023

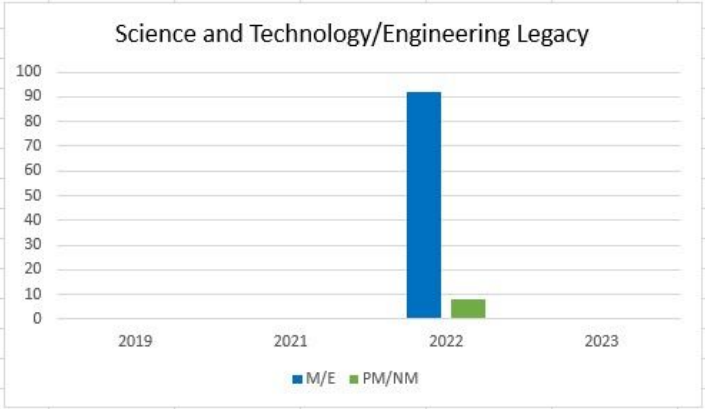
Subject	Tests Taken	% Score 1-2	% Score 3-5
2-D Art and Design	13	0	100
3-D Art and Design	1		
Biology	21	4.7	95.3
Calculus AB	16	25	75
Calculus BC	1		
Chemistry	11	0	100
Comparative Government and Politics	22	13.6	86.4
Computer Science A	5		
English Language and Composition	41	26.8	73.2
English Literature and Composition	20	0	100
Environmental Science	24	16.7	83.3
French Language and Culture	14	28.6	71.4
Physics 1	17	17.6	82.4
Physics C: Mechanics	13	61.5	38.5
Psychology	33	3	97
Spanish Language and Culture	15	13.3	86.7
Spanish Literature and Culture	5		
Statistics	25	4	96
United States Government and Politics	43	37.2	62.8
United States History	15	20	80

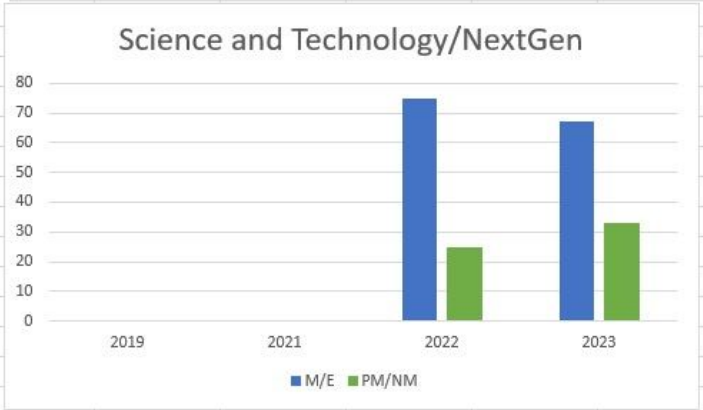
NOTE: AP Performance is not reported for enrollments of fewer than 10.

MERHS MCAS Data Trends 2019-2023









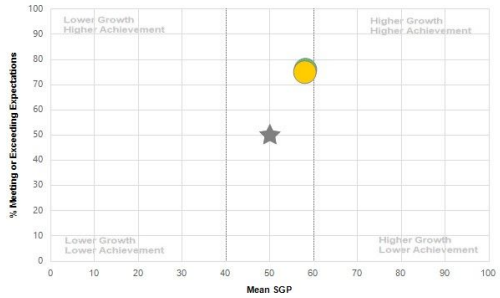
MERHS Student Growth Percentage Charts

2022

GR301 MCAS District and School Achievement and Growth by School
Spring 2022 MCAS Mathematics Grade 10

Contact Us

District: Manchester Essex Regional (06980000)
School: All Schools



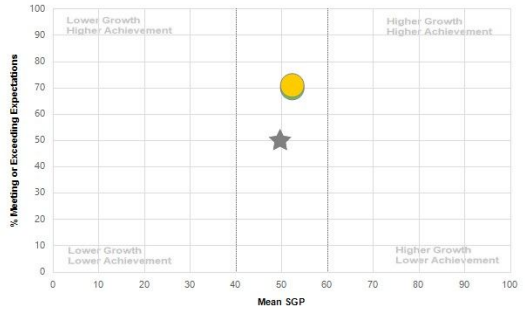
	Mean SGP	No. of Students Included in SGP	% Meeting or Exceeding Expectations	No. of Students Included in Achievement	Participation Rate %
Manchester Essex Regional (06980000)	58	83	76	90	97
Manchester Essex Regional High School (06980510)	58	82	75	88	97

2023

GR301 MCAS District and School Achievement and Growth by School
Spring 2023 MCAS Mathematics Grade 10

Contact Us

District: Manchester Essex Regional (06980000)
School: Manchester Essex Regional High School (06980510)



	Mean SGP	No. of Students Included in SGP	% Meeting or Exceeding Expectations	No. of Students Included in Achievement
Manchester Essex Regional (06980000)	52	95	70	111
Manchester Essex Regional High School (06980510)	52	95	71	109

SGP 2023 for High School

DART Comparative Schools for MERHS

School(s) details

Manchester Essex Regional-Manchester Essex Regional High School - 2023 School Assistance Level - Meeting or exceeding targets

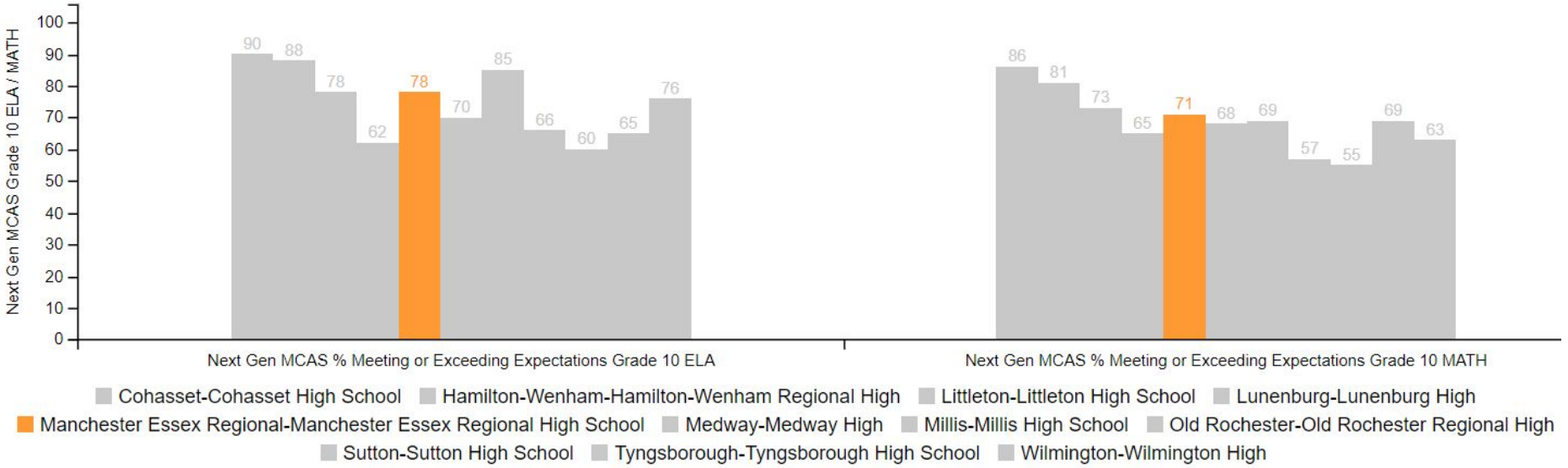
PRINT LEARN MORE

Comparable Schools Overview

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

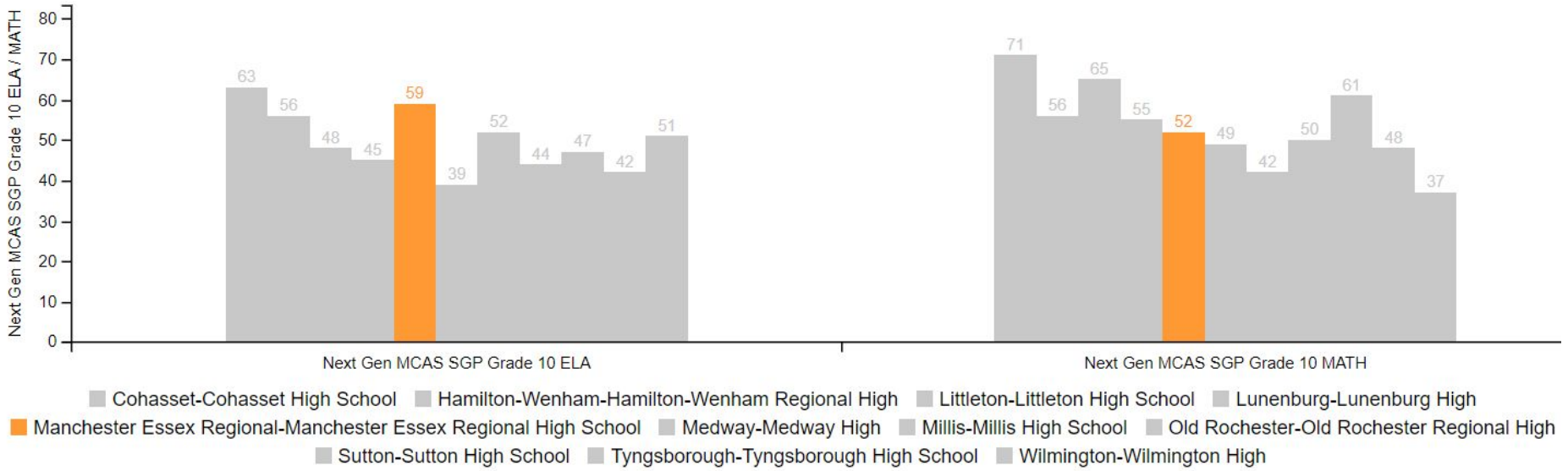
School Name	2023 Enrollment				2023 Next Gen MCAS								
					% Meeting or Exceeding Expectations					Growth average SGP			
					Grades 3-8		Grade 10		Grades 5 and 8	Grades 3-8		Grade 10	
	Total Enrollment #	Low Income %	SWD %	ELL %	ELA	Math	ELA	Math	Science	ELA	Math	ELA	Math
Cohasset-Cohasset High School*	431	8.8	13.2	0.0			90%	86%				63	71
Hamilton-Wenham-Hamilton-Wenham Regional High*	450	9.3	15.3	0.7			88%	81%				56	56
Littleton-Littleton High School*	480	10.6	12.1	0.8			78%	73%				48	65
Lunenburg-Lunenburg High*	440	23.2	9.8	0.9			62%	65%				45	55
Manchester Essex Regional-Manchester Essex Regional High School*	416	14.7	12.5	0.2			78%	71%				59	52
Medway-Medway High*	613	12.4	11.3	1.5			70%	68%				39	49
Millis-Millis High School*	313	18.5	12.5	0.3			85%	69%				52	42
Old Rochester-Old Rochester Regional High*	627	19.9	14.4	0.2			66%	57%				44	50
Sutton-Sutton High School*	369	18.7	6.0	1.4			60%	55%				47	61
Tyngsborough-Tyngsborough High School*	414	19.3	16.2	1.4			65%	69%				42	48
Wilmington-Wilmington High*	656	12.0	12.2	0.3			76%	63%				51	37

Comparable Schools Data: High School/Achievement



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

Comparable Schools Data: High School/Growth



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

High School Accountability

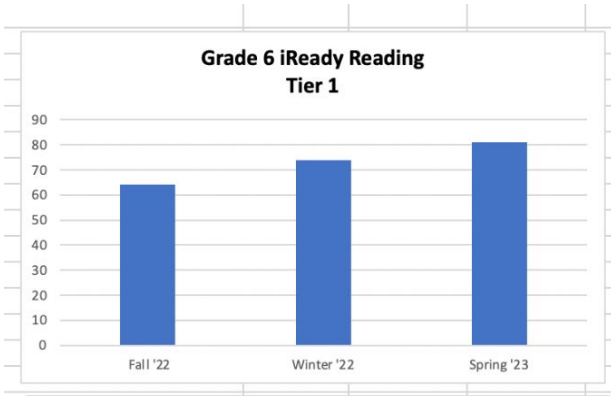
2023 Progress toward improvement targets							
Indicator		All students (High school grades)			High needs Student Group (High school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	3	4	-	0	4	-
	Mathematics achievement	3	4	-	0	4	-
	Science achievement	3	4	-	-	-	-
	Achievement total	**9**	**12**	**47.5**	**0**	**8**	**47.5**
Growth	English language arts growth	3	4	-	3	4	-
	Mathematics growth	3	4	-	2	4	-
	Growth total	**6**	**8**	**22.5**	**5**	**8**	**22.5**
High school completion	Four-year cohort graduation rate	4	4	-	4	4	-
	Extended engagement rate	4	4	-	4	4	-
	Annual dropout rate	3	4	-	4	4	-
	High school completion total	**11**	**12**	**20.0**	**12**	**12**	**20.0**
Progress toward attaining English language proficiency	**English language proficiency total**	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	0	4	-
	Advanced coursework completion	1	4	-	0	4	-
	Additional indicators total	**5**	**8**	**10.0**	**0**	**8**	**10.0**
Weighted total		8.3	10.7	-	3.5	8.8	-
Percentage of possible points		78%		-	40%		-

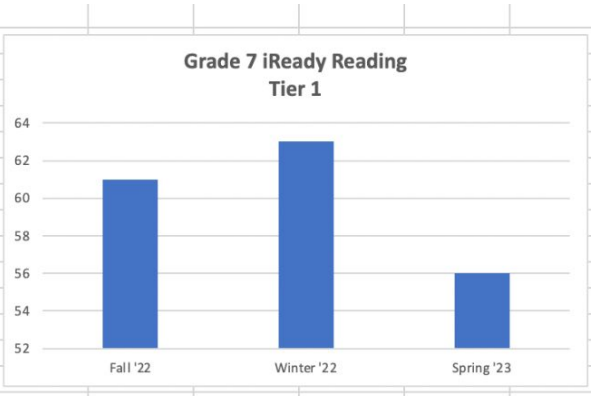
MERMS

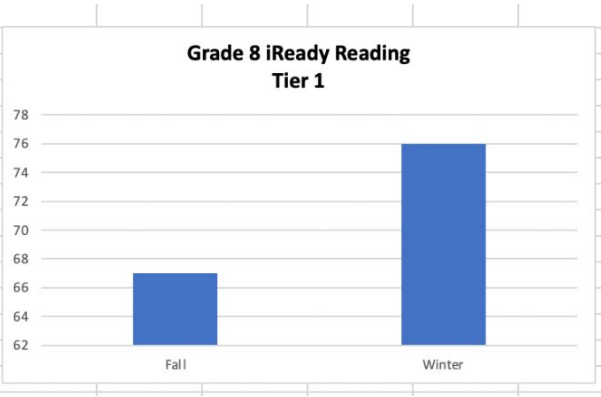
Vocal Data Highlight:

- Safety
    - 90% confidence that teachers will take action
    - 89% confidence students, teachers & principal will work together
    - 85% confidence teachers will stop inappropriate behaviors in the hallways

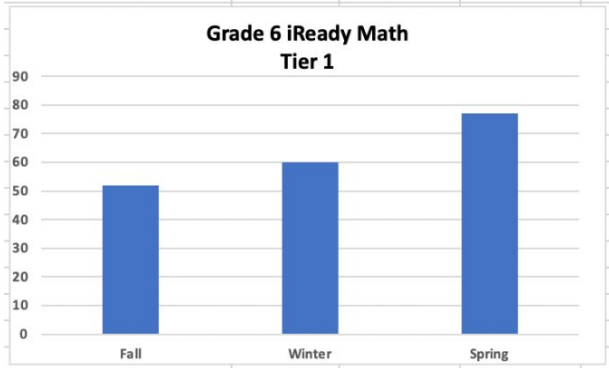
MS Vocal Data Highlights

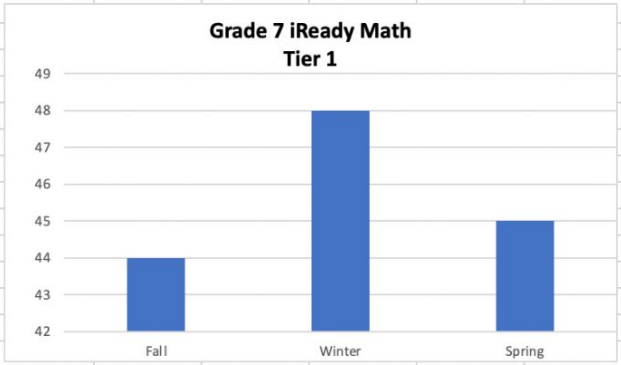


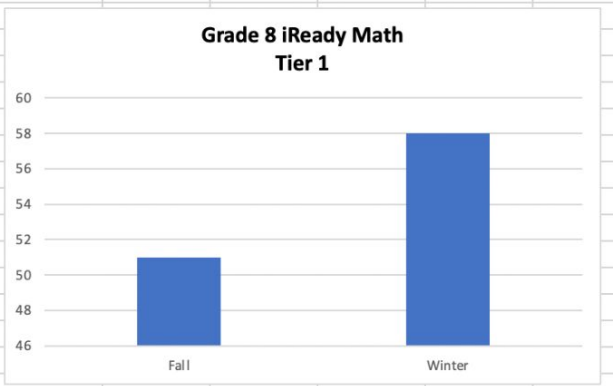




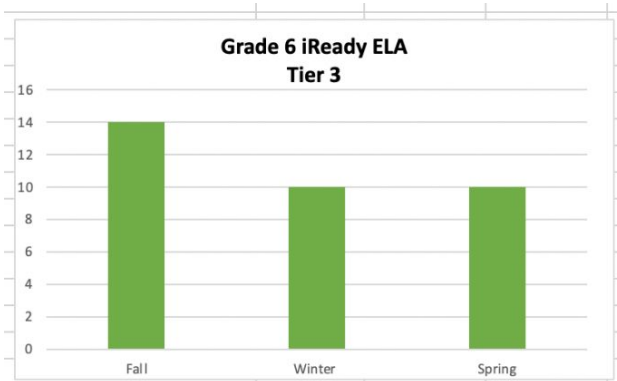
Middle School i-Ready Reading: Tier 1 (*should be an upward trend)*

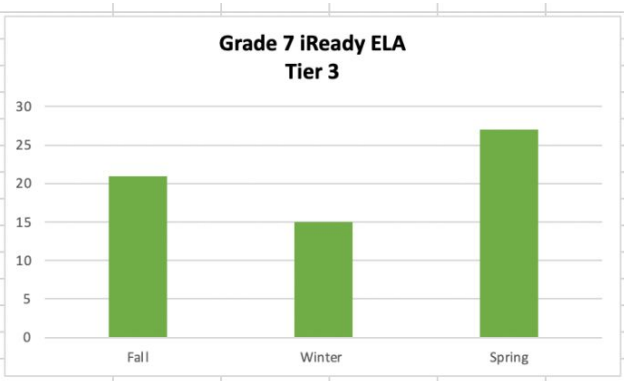


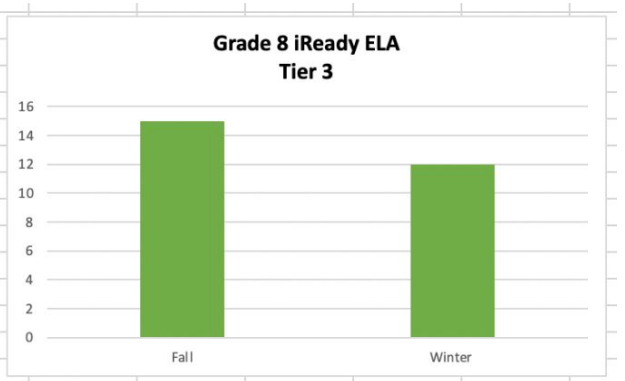




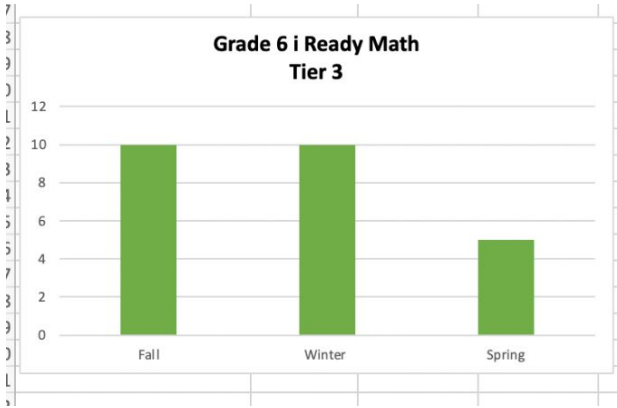
Middle School i-Ready Math:
Tier 1 (*should be an upward trend)*

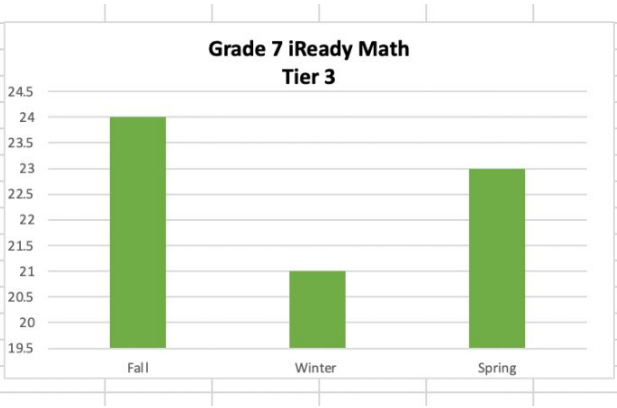


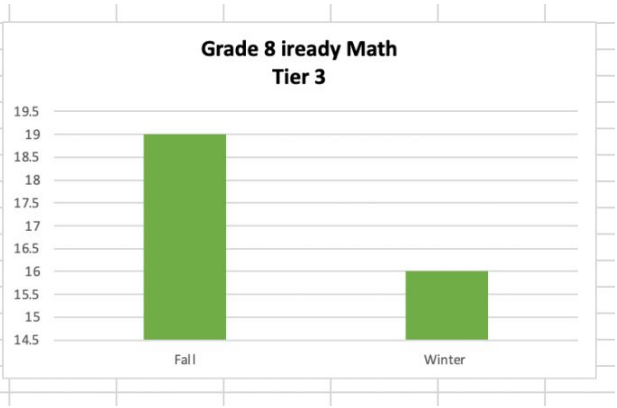




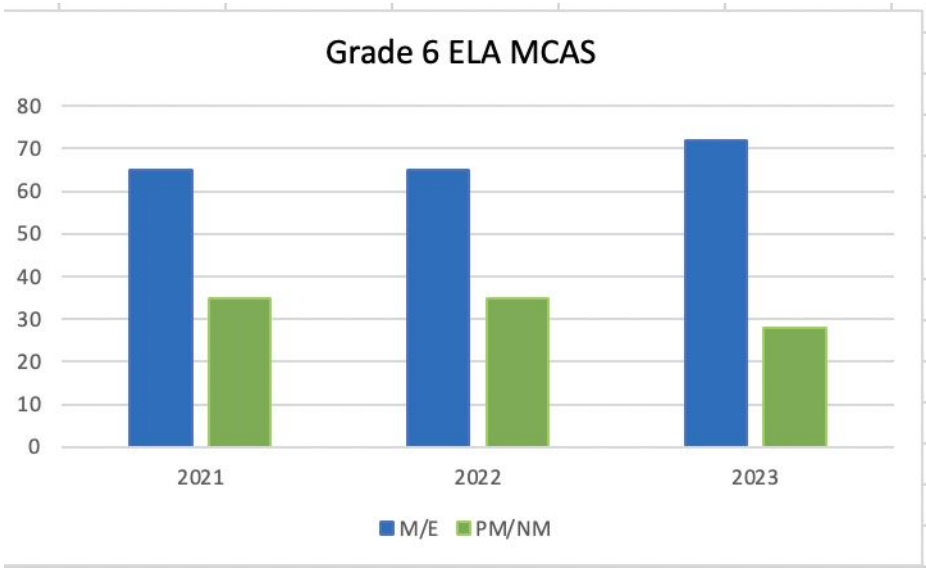
Middle School i-Ready Reading: Tier 3 (*should be a downward trend)*

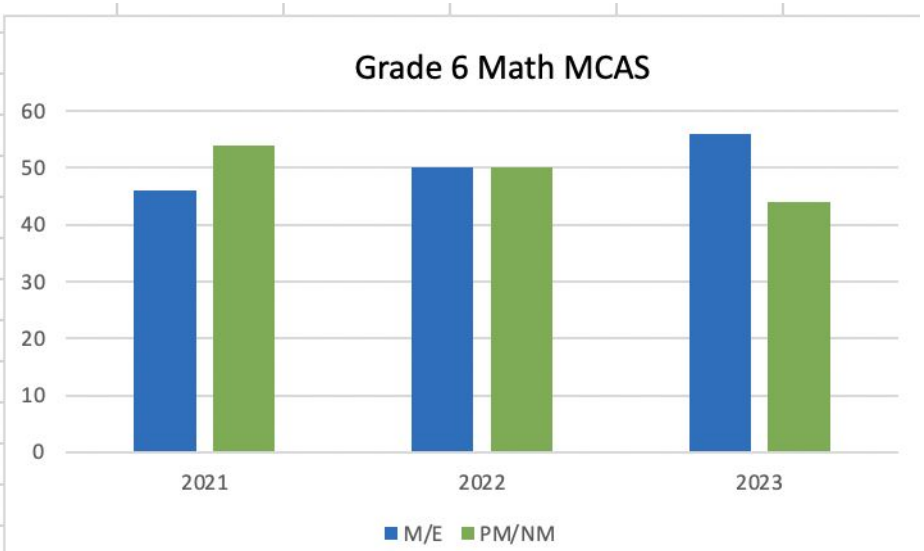




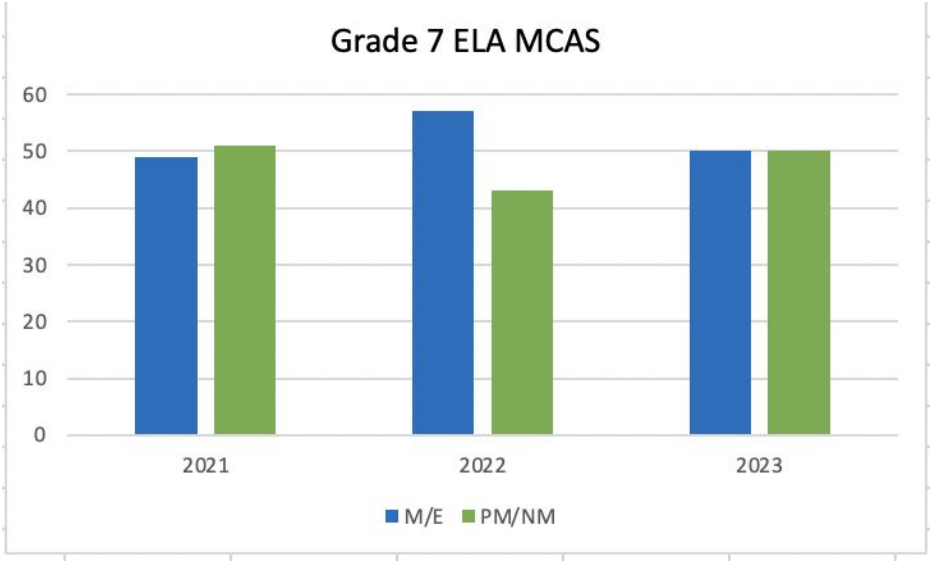


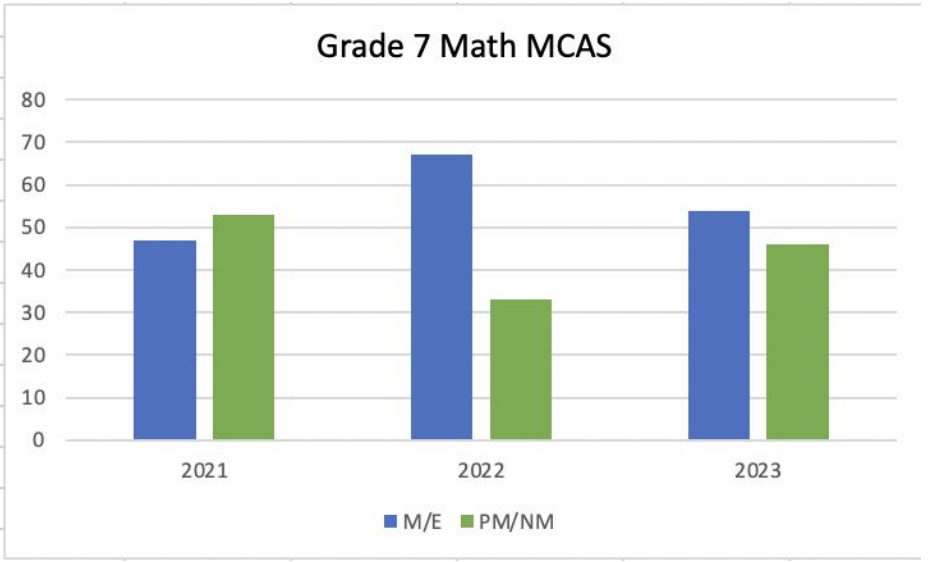
Middle School i-Ready Math:
Tier 3 (*should be a downward trend)*



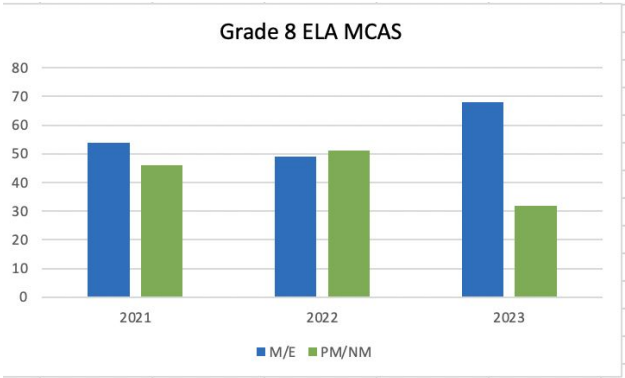


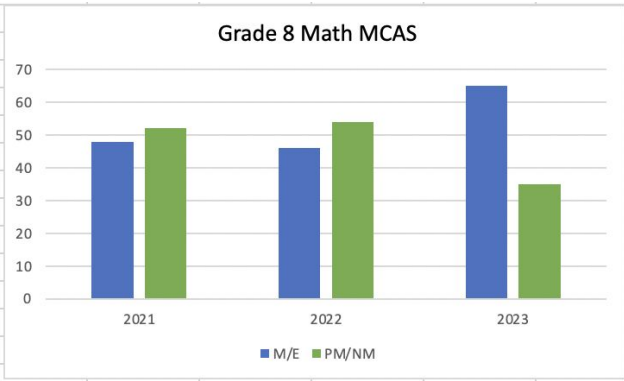
Grade 6 MCAS Trends

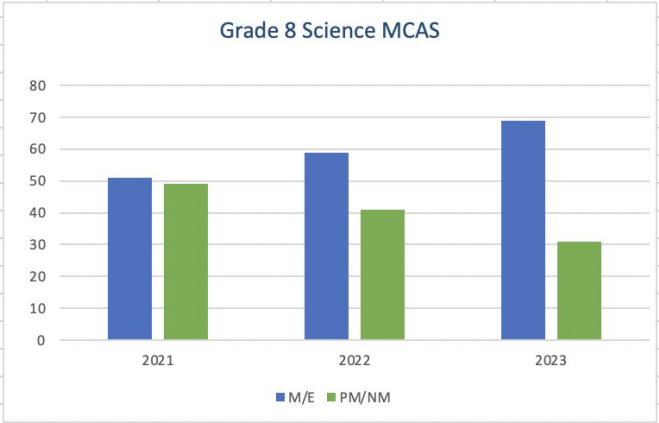




Grade 7 MCAS Trends







Grade 8 MCAS Trends

DART Comparative Schools for MERMS

School(s) details

Manchester Essex Regional-Manchester Essex Regional Middle School - 2023 School Assistance Level - Substantial progress toward targets

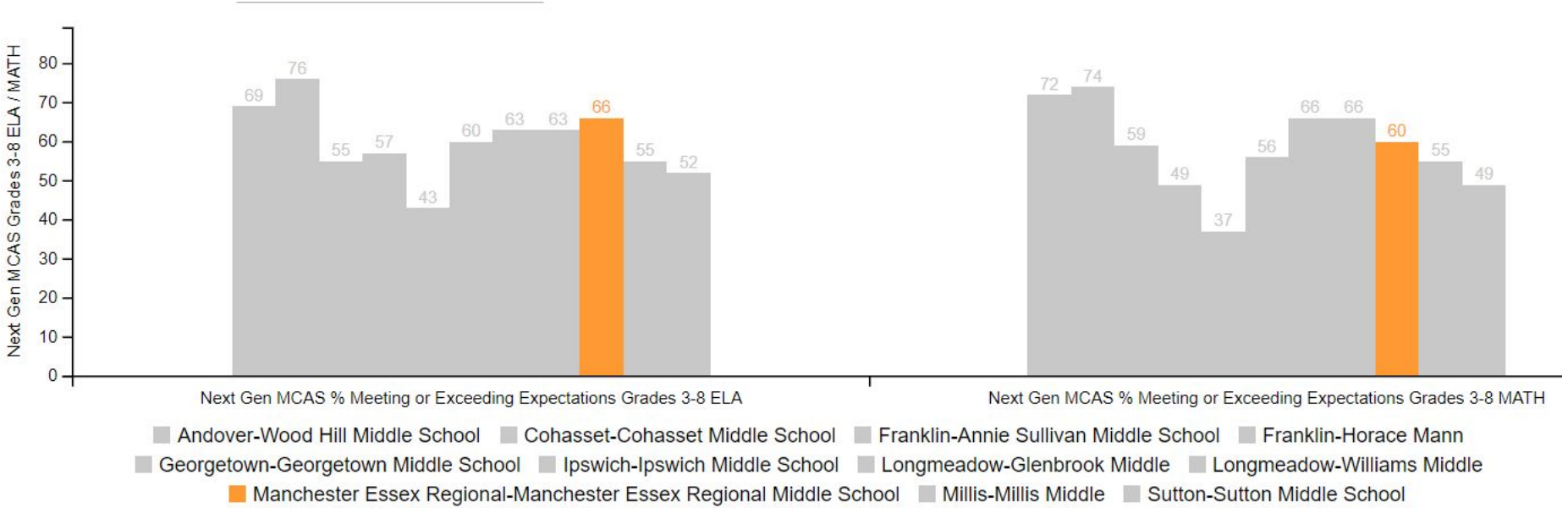
PRINT LEARN MORE

Comparable Schools Overview

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

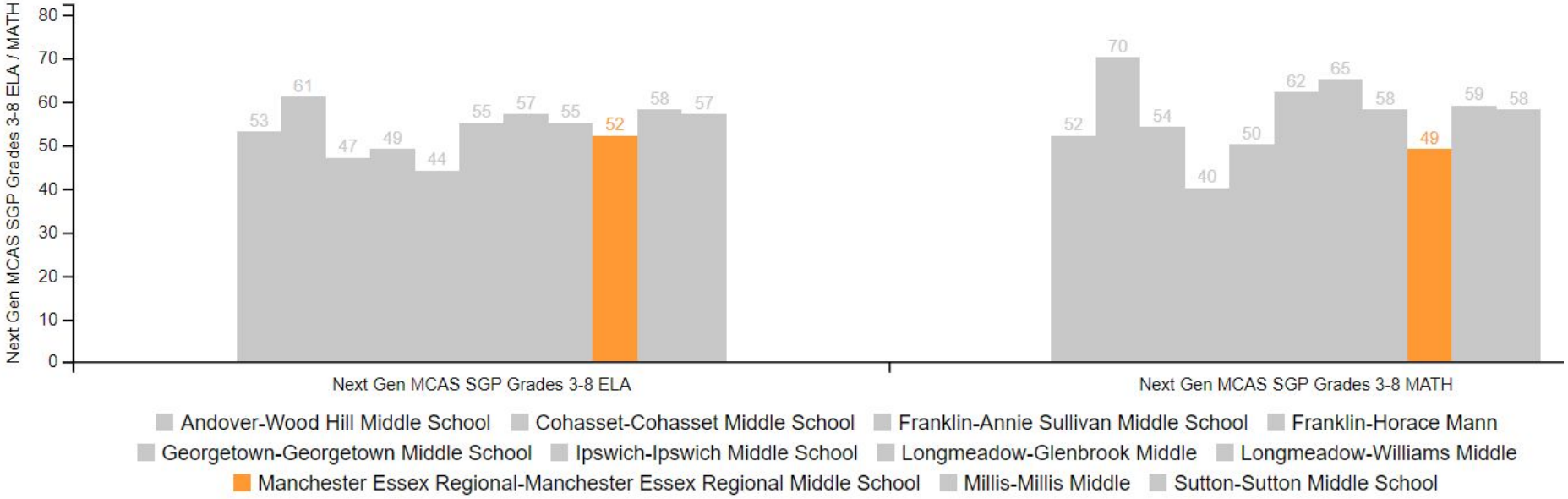
School Name	2023 Enrollment				2023 Next Gen MCAS								
					% Meeting or Exceeding Expectations					Growth average SGP			
					Grades 3-8		Grade 10		Grades 5 and 8	Grades 3-8		Grade 10	
	Total Enrollment #	Low Income %	SWD %	ELL %	ELA	Math	ELA	Math	Science	ELA	Math	ELA	Math
Andover-Wood Hill Middle School*	338	10.7	18.6	2.1	69%	72%			84%	53	52		
Cohasset-Cohasset Middle School*	295	5.8	19.3	0.0	76%	74%			69%	61	70		
Franklin-Annie Sullivan Middle School*	318	13.8	20.1	1.9	55%	59%			52%	47	54		
Franklin-Horace Mann*	376	13.6	18.4	0.5	57%	49%			58%	49	40		
Georgetown-Georgetown Middle School*	186	14.0	17.7	0.5	43%	37%			33%	44	50		
Ipswich-Ipswich Middle School*	362	20.4	19.9	0.8	60%	56%			63%	55	62		
Longmeadow-Glenbrook Middle*	332	12.7	18.1	1.5	63%	66%			60%	57	65		
Longmeadow-Williams Middle*	282	10.6	22.0	0.0	63%	66%			62%	55	58		
Manchester Essex Regional-Manchester Essex Regional Middle School*	283	14.1	18.7	0.7	66%	60%			70%	52	49		
Millis-Millis Middle*	270	16.3	15.2	1.1	55%	55%			44%	58	59		
Sutton-Sutton Middle School*	296	16.2	22.0	2.0	52%	49%			64%	57	58		

Comparable Districts Data: Middle School/Achievement



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

Comparable Districts Data: Middle School/Growth



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

MERMS Accountability

2023 Progress toward improvement targets									
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)			High needs Student Group (Non-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	3	4	-	2	4	-	4	4	-
	Mathematics achievement	3	4	-	2	4	-	3	4	-
	Science achievement	4	4	-	-	-	-	4	4	-
	Achievement total	**10**	**12**	**67.5**	**4**	**8**	**67.5**	**11**	**12**	**67.5**
Growth	English language arts growth	3	4	-	3	4	-	3	4	-
	Mathematics growth	2	4	-	4	4	-	2	4	-
	Growth total	**5**	**8**	**22.5**	**7**	**8**	**22.5**	**5**	**8**	**22.5**
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-	-	-	-
Progress toward attaining English language proficiency	**English language proficiency total**	-	-	-	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	0	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-	-	-	-
	Additional indicators total	**4**	**4**	**10.0**	**0**	**4**	**10.0**	**4**	**4**	**10.0**
Weighted total		8.3	10.3	-	4.3	7.6	-	9.0	10.3	-
Percentage of possible points		81%		-	57%		-	87%		-
2023 Criterion-referenced target percentage		69%						87%		

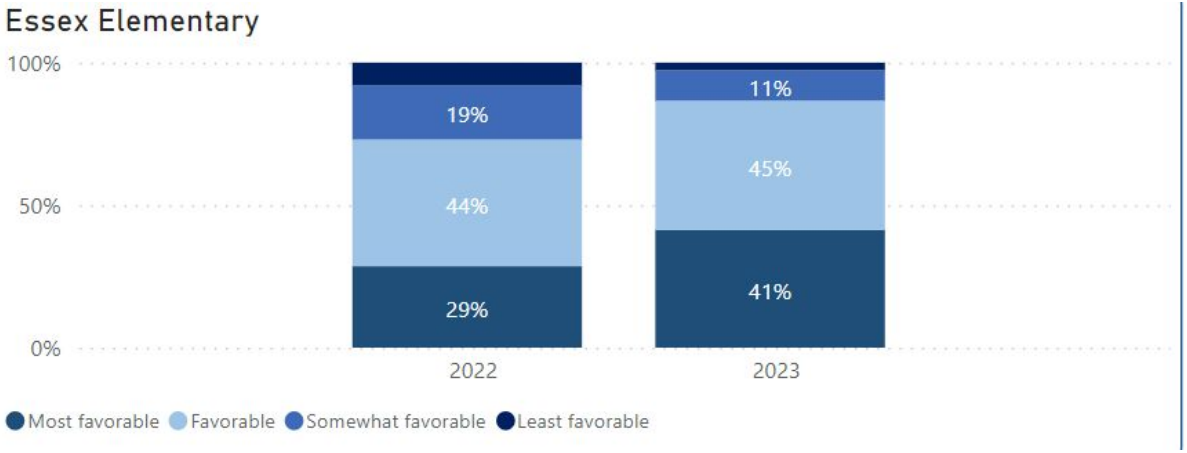
Essex Elementary

Essex MCAS ~English Language Arts

	Grade 3	Grade 4	Grade 5
Constructed response	1 out of 3 points	1.5 out of 3 points	NA
Essay	1.75 out of 7 points	2.3 out of 7 points	4.6 out of 14 points
Production and Distribution of Writing	1 out of 4 points	1.3 out of 4 points	2.5 out of 8 points

Data Analysis Summary

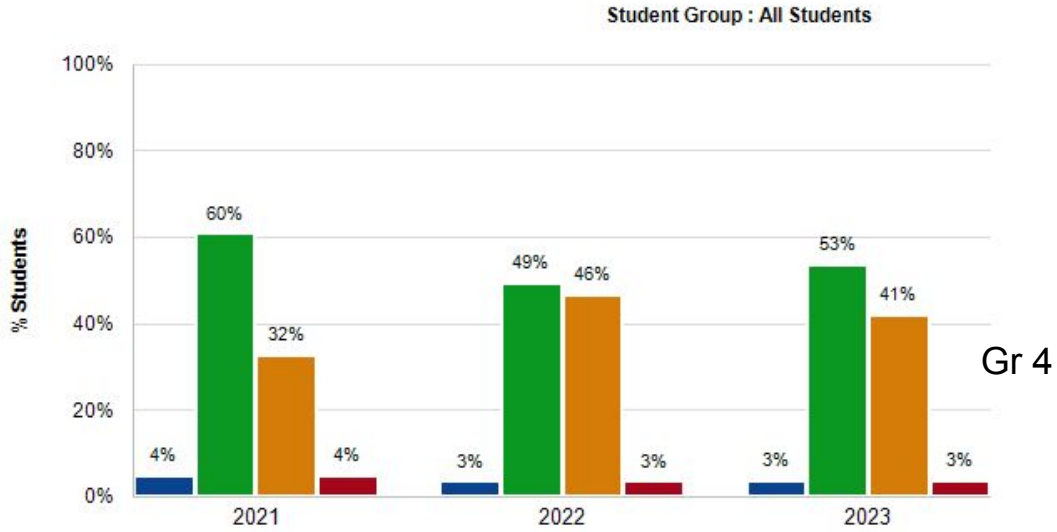
Essex VOCAL data



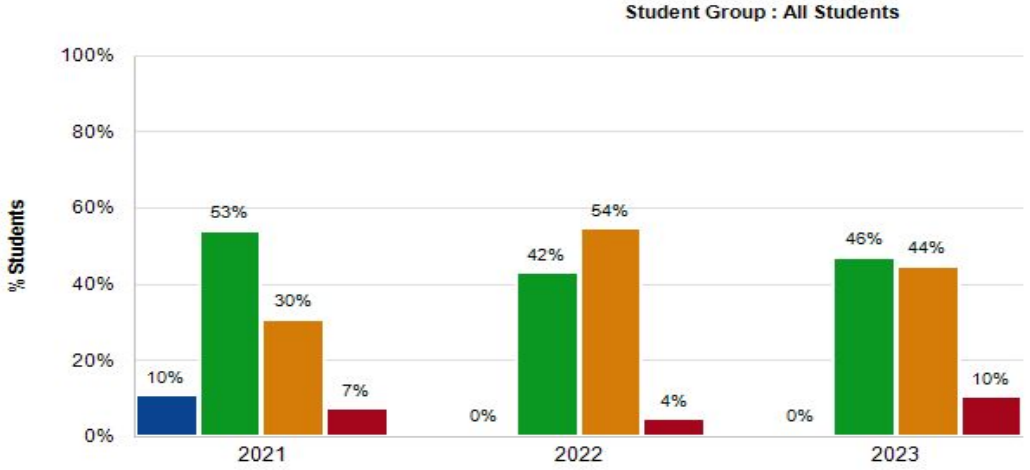
School

	2022	2023
Students Included	63	75
Least favorable % (<30)	8	3
Somewhat favorable % (31-50)	19	11
Favorable % (51-70)	44	45
Most favorable % (>70)	29	41

ELA Trend Essex

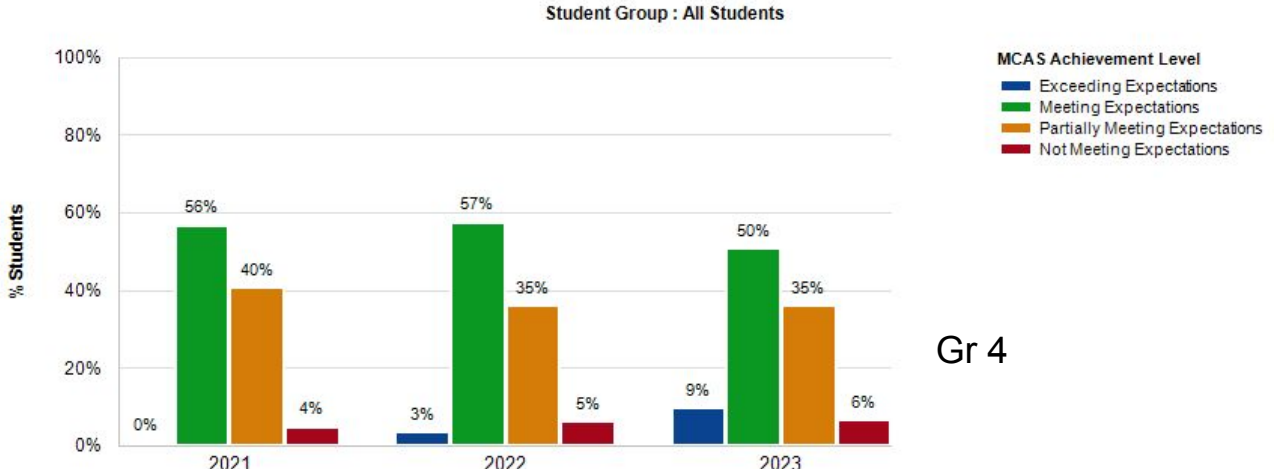


Gr 4

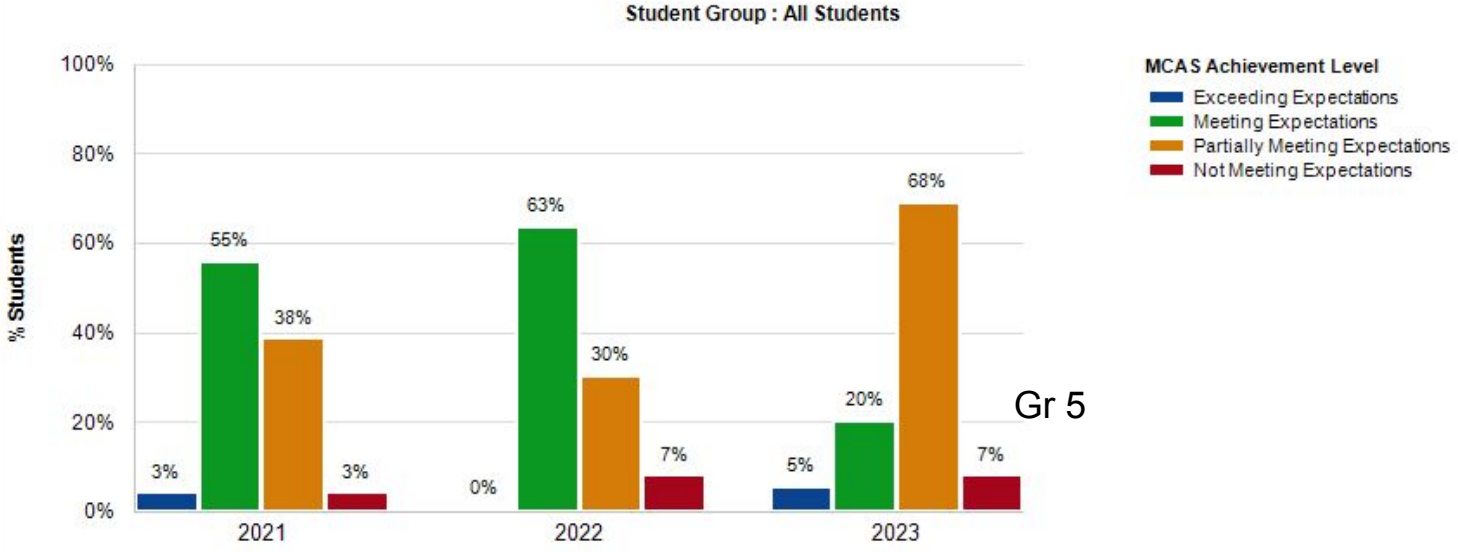


Gr 5

Math Trend
Essex

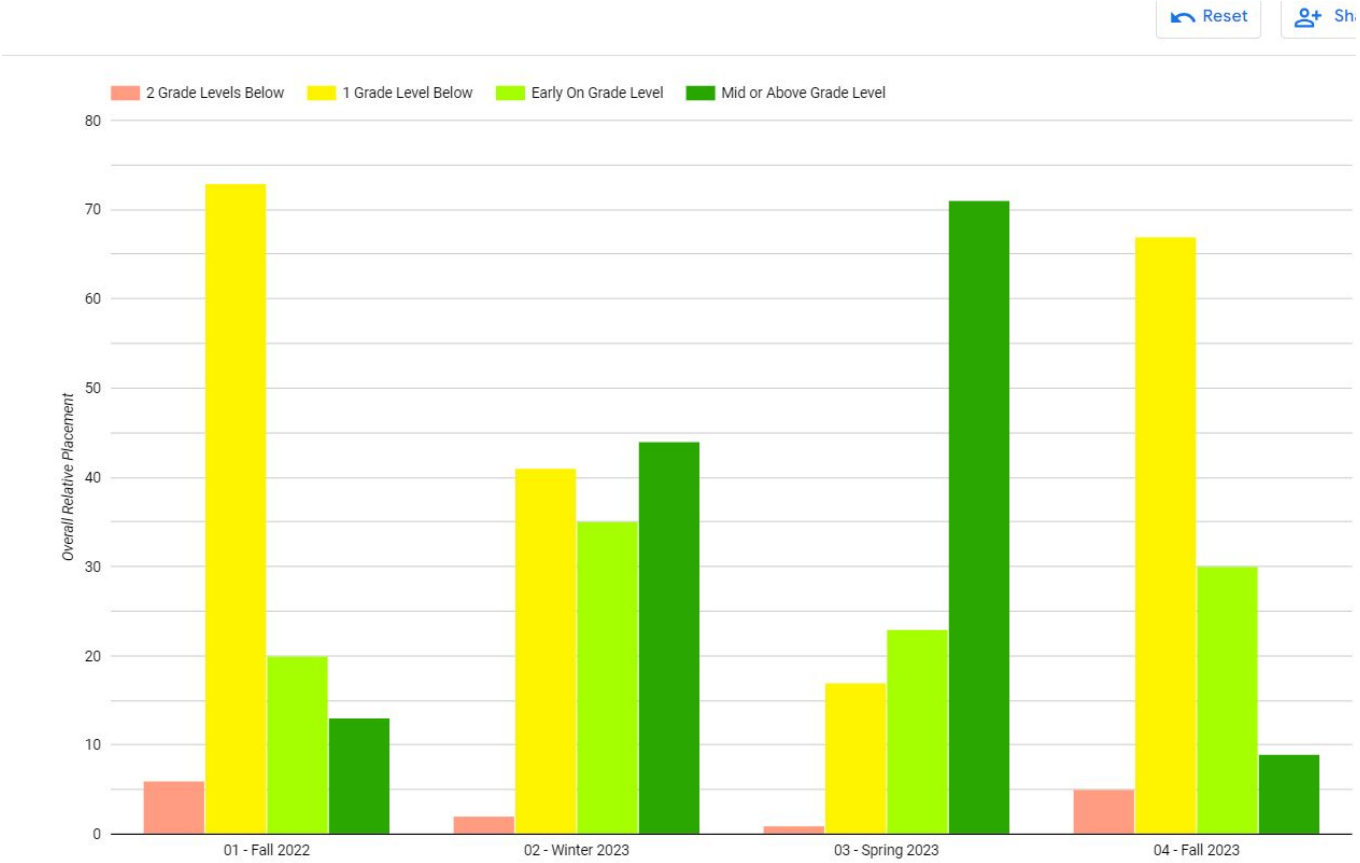


Gr 4

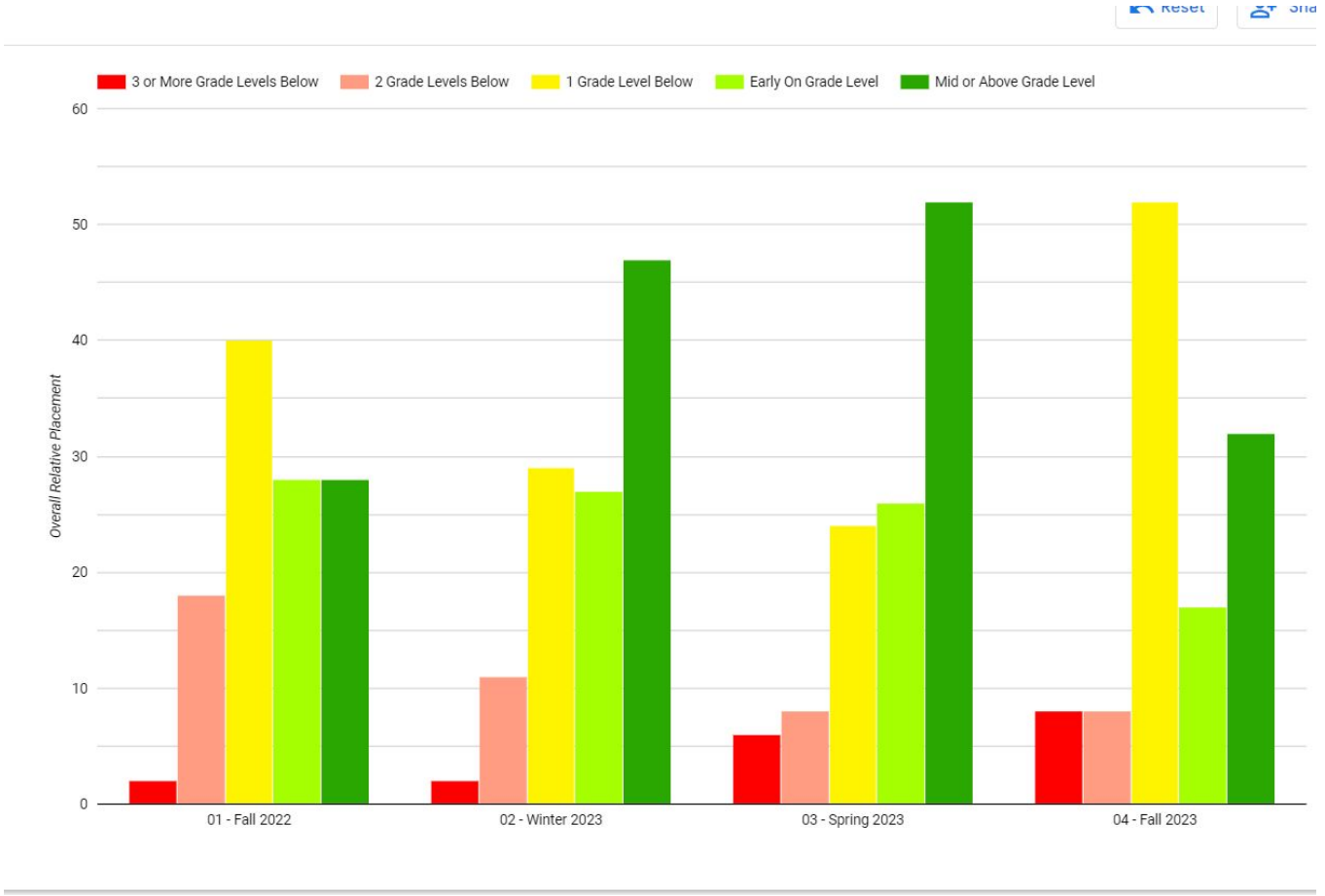


Gr 5

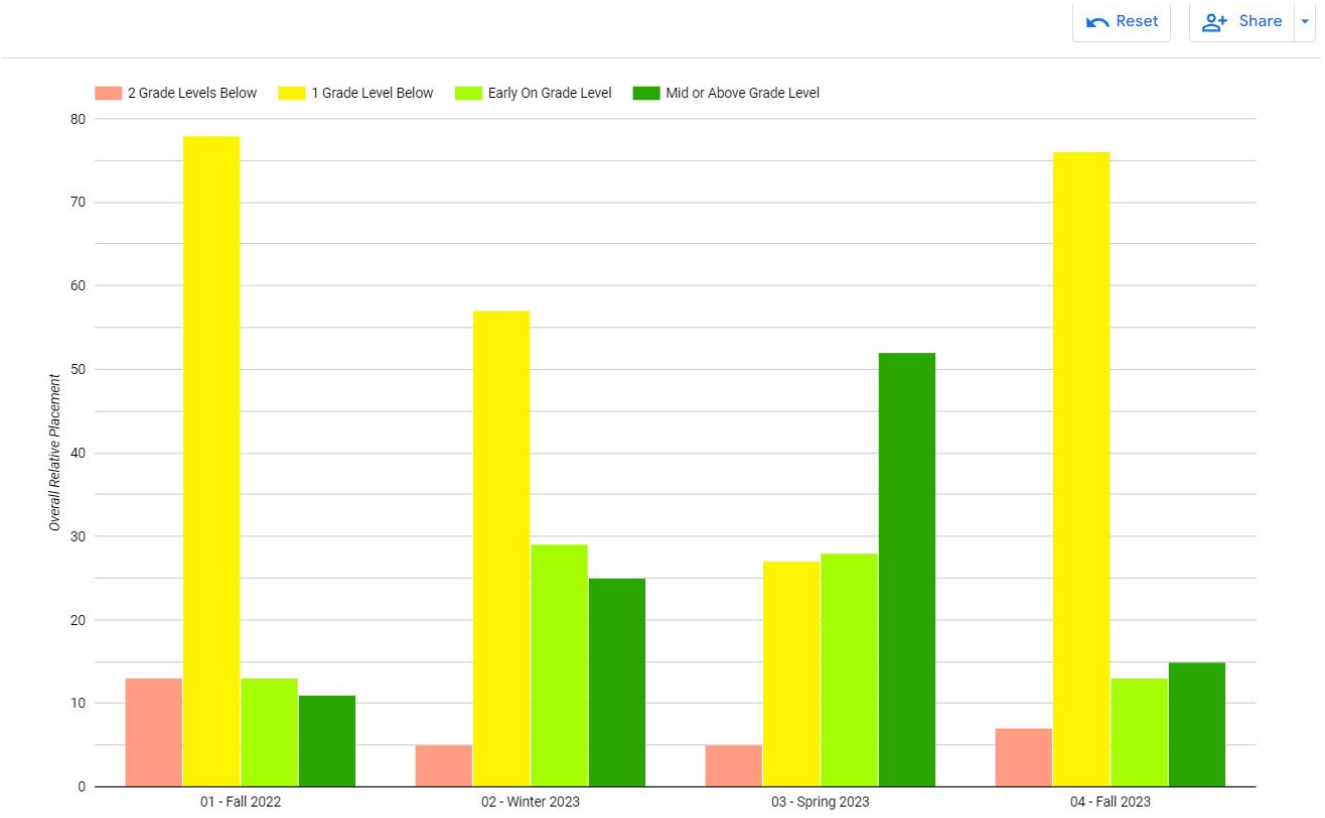
Essex i-Ready Reading K-2



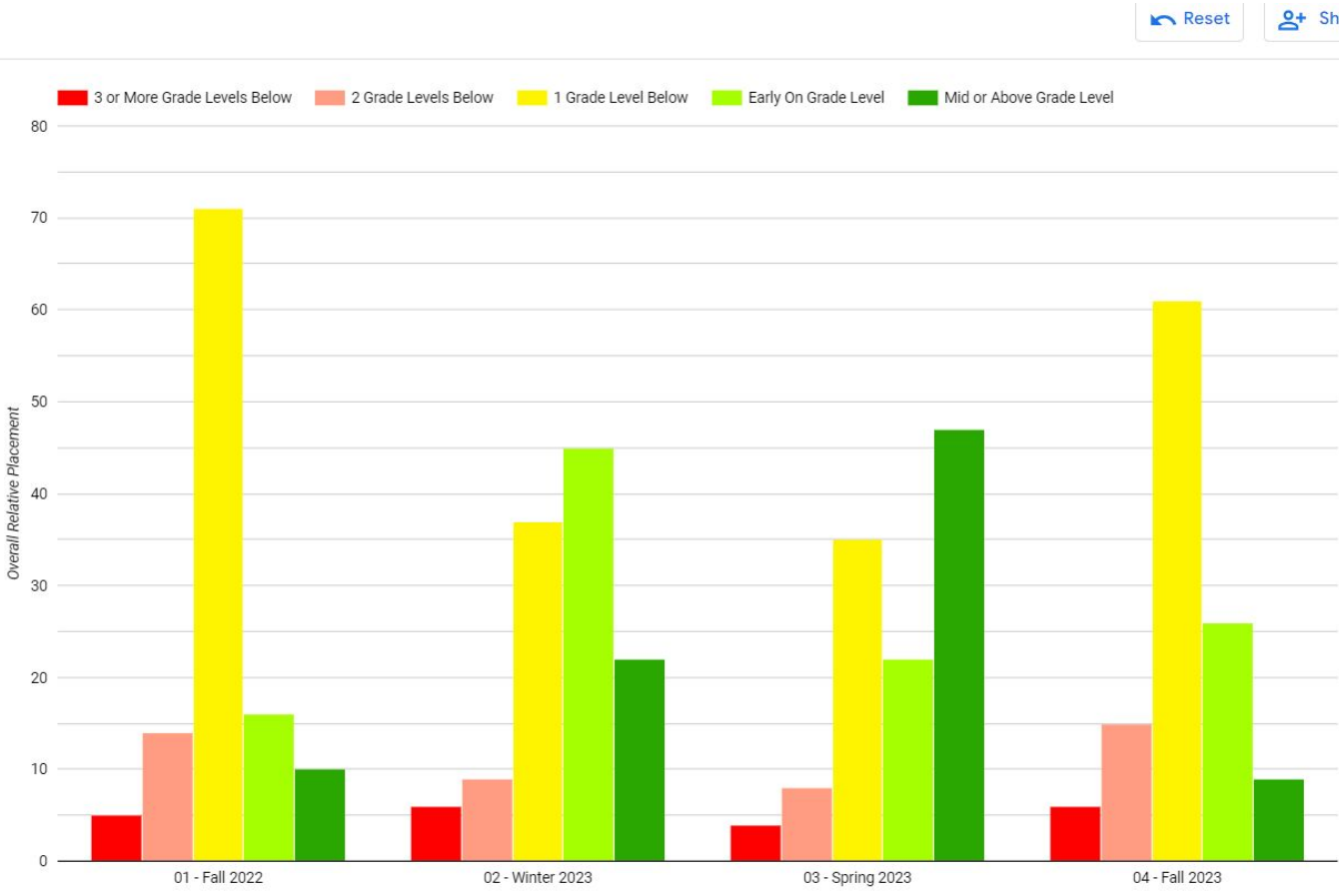
Essex i-Ready Reading 3-5



Essex i-Ready Math K-2



Essex i-Ready Math 3-5



DART Comparative Schools for Essex Elementary

School(s) details

Manchester Essex Regional-Essex Elementary - 2023 School Assistance Level - Limited or no progress toward targets

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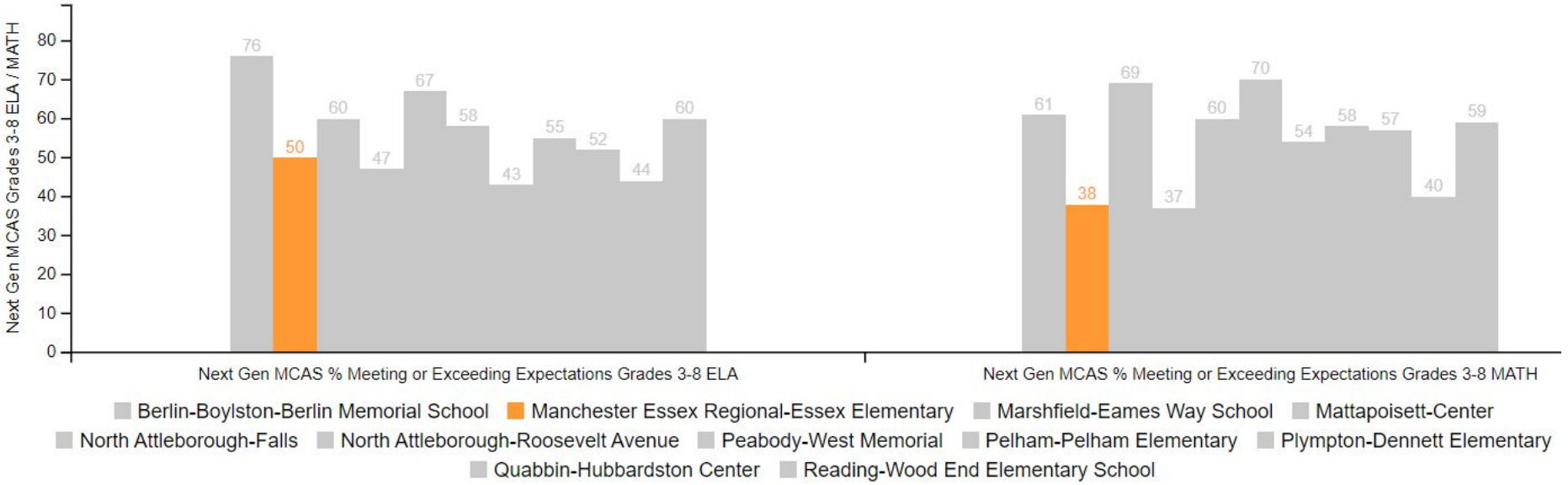
Comparable Schools Overview

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

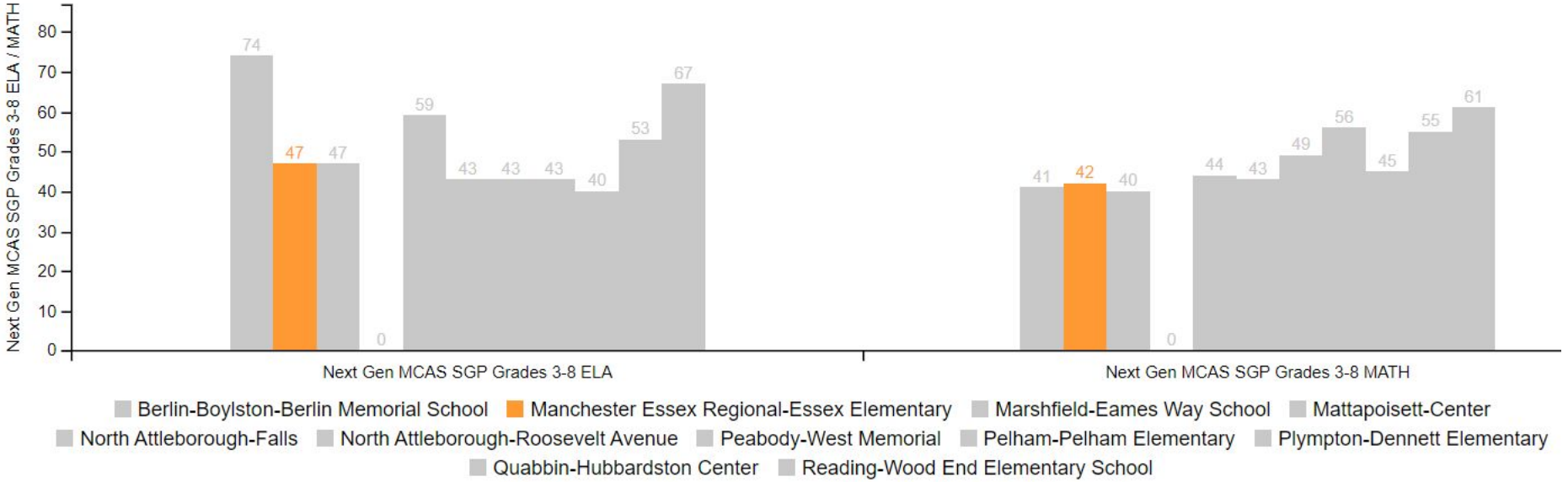
School Name	2023 Enrollment				2023 Next Gen MCAS								
					% Meeting or Exceeding Expectations					Growth average SGP			
					Grades 3-8		Grade 10		Grades 5 and 8	Grades 3-8		Grade 10	
	Total Enrollment #	Low Income %	SWD %	ELL %	ELA	Math	ELA	Math	Science	ELA	Math	ELA	Math
Berlin-Boylston-Berlin Memorial School*	220	19.5	16.8	2.7	76%	61%			74%	74	41		
Manchester Essex Regional-Essex Elementary*	231	20.3	17.7	0.9	50%	38%			29%	47	42		
Marshfield-Eames Way School*	264	17.8	17.8	0.0	60%	69%			46%	47	40		
Mattapoisett-Center*	237	25.3	17.3	0.4	47%	37%							
North Attleborough-Falls*	229	17.0	18.3	2.6	67%	60%			53%	59	44		
North Attleborough-Roosevelt Avenue*	249	20.5	18.5	2.8	58%	70%			64%	43	43		
Peabody-West Memorial*	259	20.1	18.5	1.9	43%	54%			34%	43	49		
Pelham-Pelham Elementary*	131	18.3	18.3	1.5	55%	58%			60%	43	56		
Plympton-Dennett Elementary*	237	19.8	16.5	0.8	52%	57%			39%	40	45		
Quabbin-Hubbardston Center*	305	22.0	19.7	0.7	44%	40%			45%	53	55		
Reading-Wood End Elementary School*	246	11.8	17.5	1.2	60%	59%			66%	67	61		

Comparable Schools Data: Essex Elem/Achievement



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

Comparable Schools Data: Essex Elem/Growth

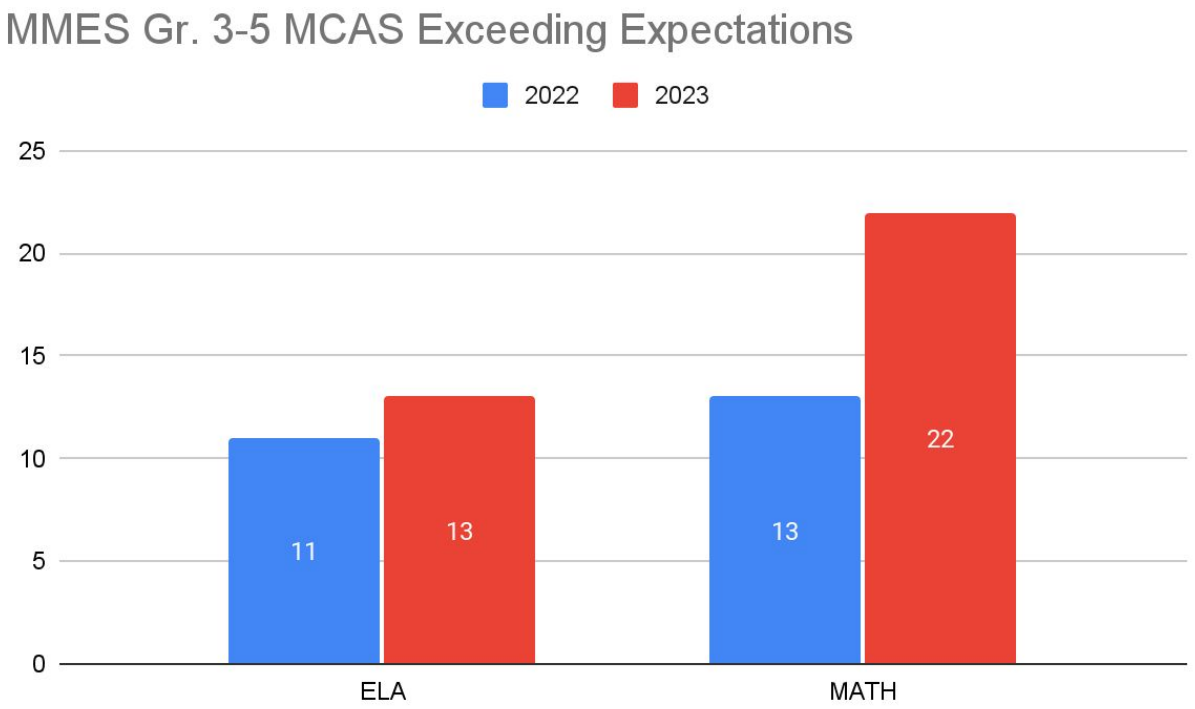


*Schools most similar to your school in terms of grades span,total enrollment,and special populations.

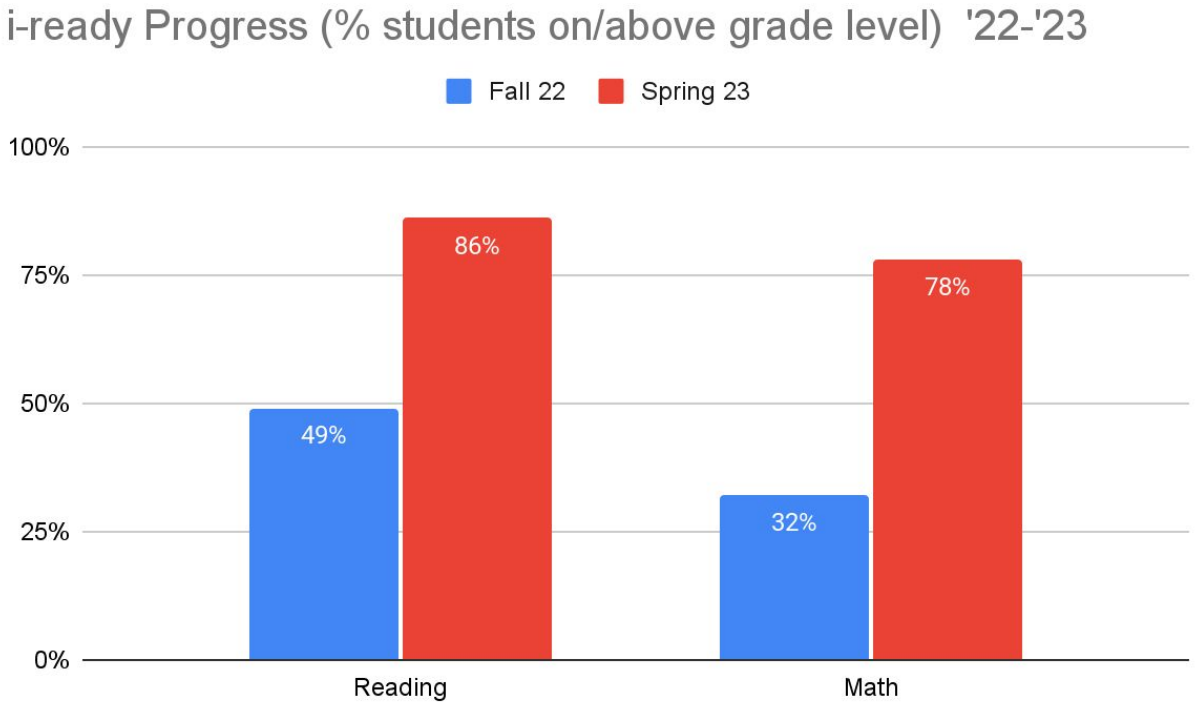
Essex Elementary Accountability

2023 Progress toward improvement targets											
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)			High needs Student Group (Non-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	0	4	-	2	4	-	0	4	-	
	Science achievement	0	4	-	-	-	-	-	-	-	
	Achievement total	**0**	**12**	**67.5**	**2**	**8**	**67.5**	**0**	**8**	**67.5**	
Growth	English language arts growth	2	4	-	2	4	-	2	4	-	
	Mathematics growth	2	4	-	2	4	-	1	4	-	
	Growth total	**4**	**8**	**22.5**	**4**	**8**	**22.5**	**3**	**8**	**22.5**	
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-	-	-	-	
	Extended engagement rate	-	-	-	-	-	-	-	-	-	
	Annual dropout rate	-	-	-	-	-	-	-	-	-	
	High school completion total	-	-	-	-	-	-	-	-	-	
Progress toward attaining English language proficiency	**English language proficiency total**	-	-	-	-	-	-	-	-	-	
Additional indicators	Chronic absenteeism	0	4	-	3	4	-	0	4	-	
	Advanced coursework completion	-	-	-	-	-	-	-	-	-	
	Additional indicators total	**0**	**4**	**10.0**	**3**	**4**	**10.0**	**0**	**4**	**10.0**	
Weighted total		0.9	10.3	-	2.6	7.6	-	0.7	7.6	-	
Percentage of possible points		9%		-	34%		-	9%		-	
2023 Criterion-referenced target percentage		21%						9%			

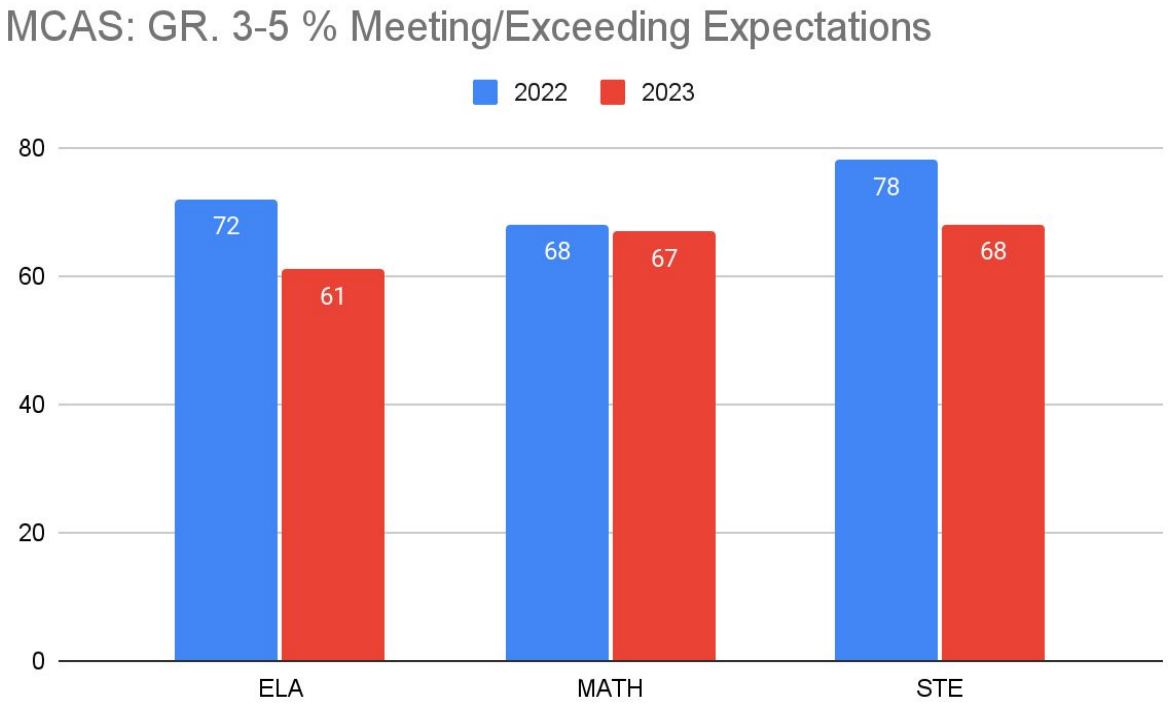
Manchester Memorial Elementary


MMES Gr. 3-5 MCAS Exceeding Expectations
2022
2023
25
20
15
10
5
0
11
13
13
22
ELA
MATH

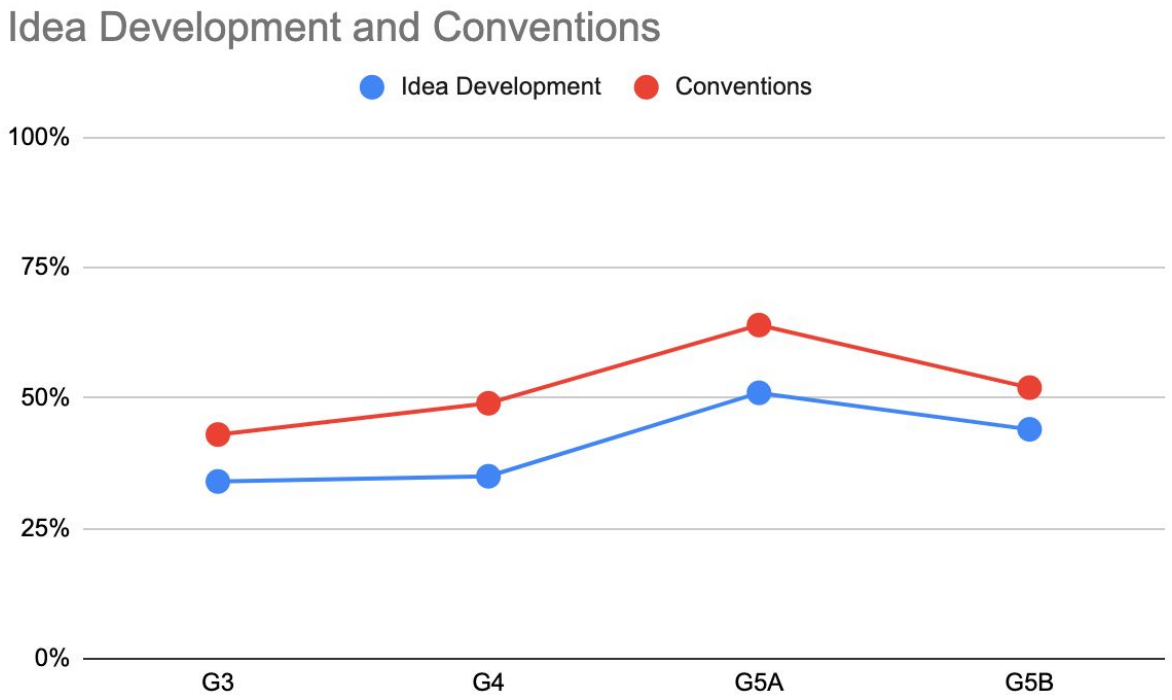
MMES MCAS



MMES K-5 i-Ready

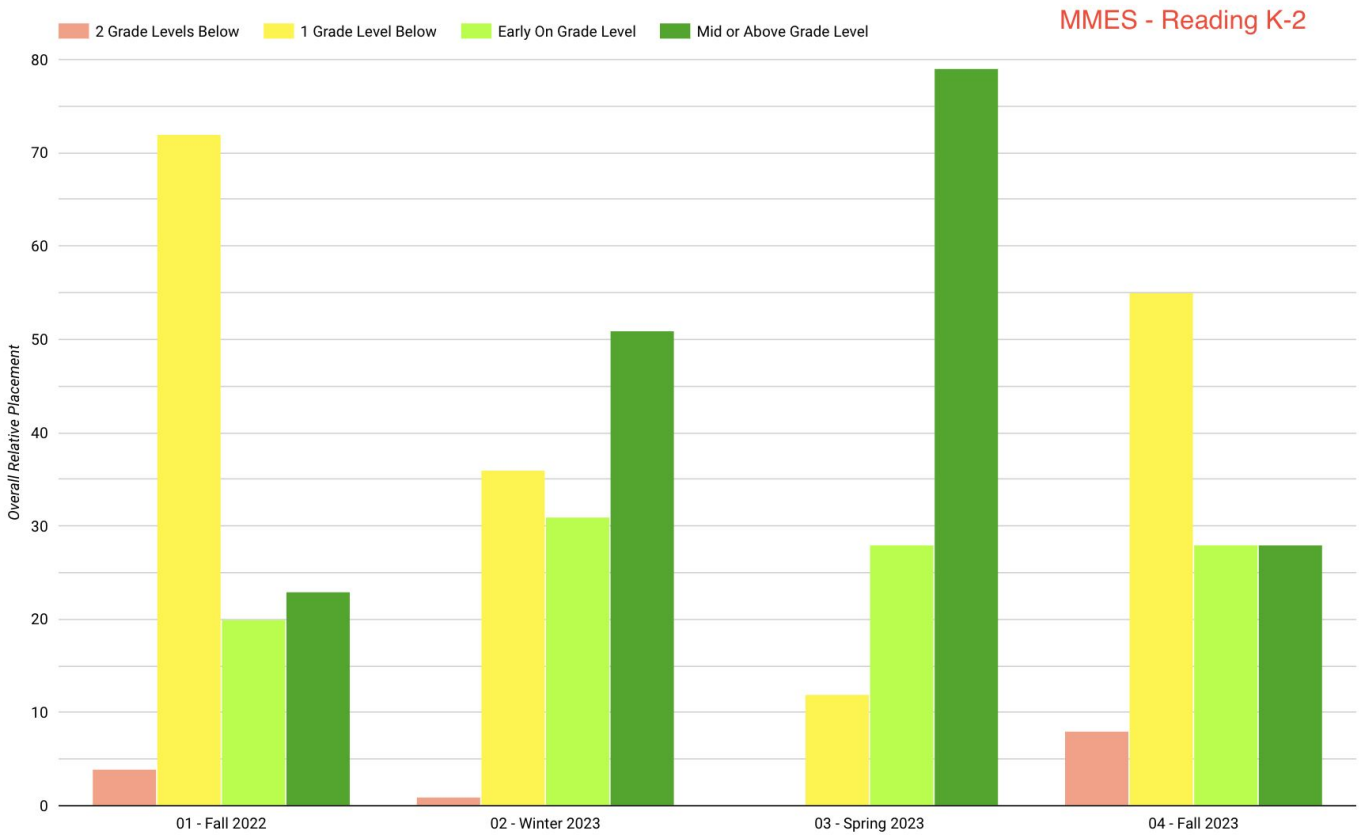


MMES MCAS DATA AREA FOR GROWTH

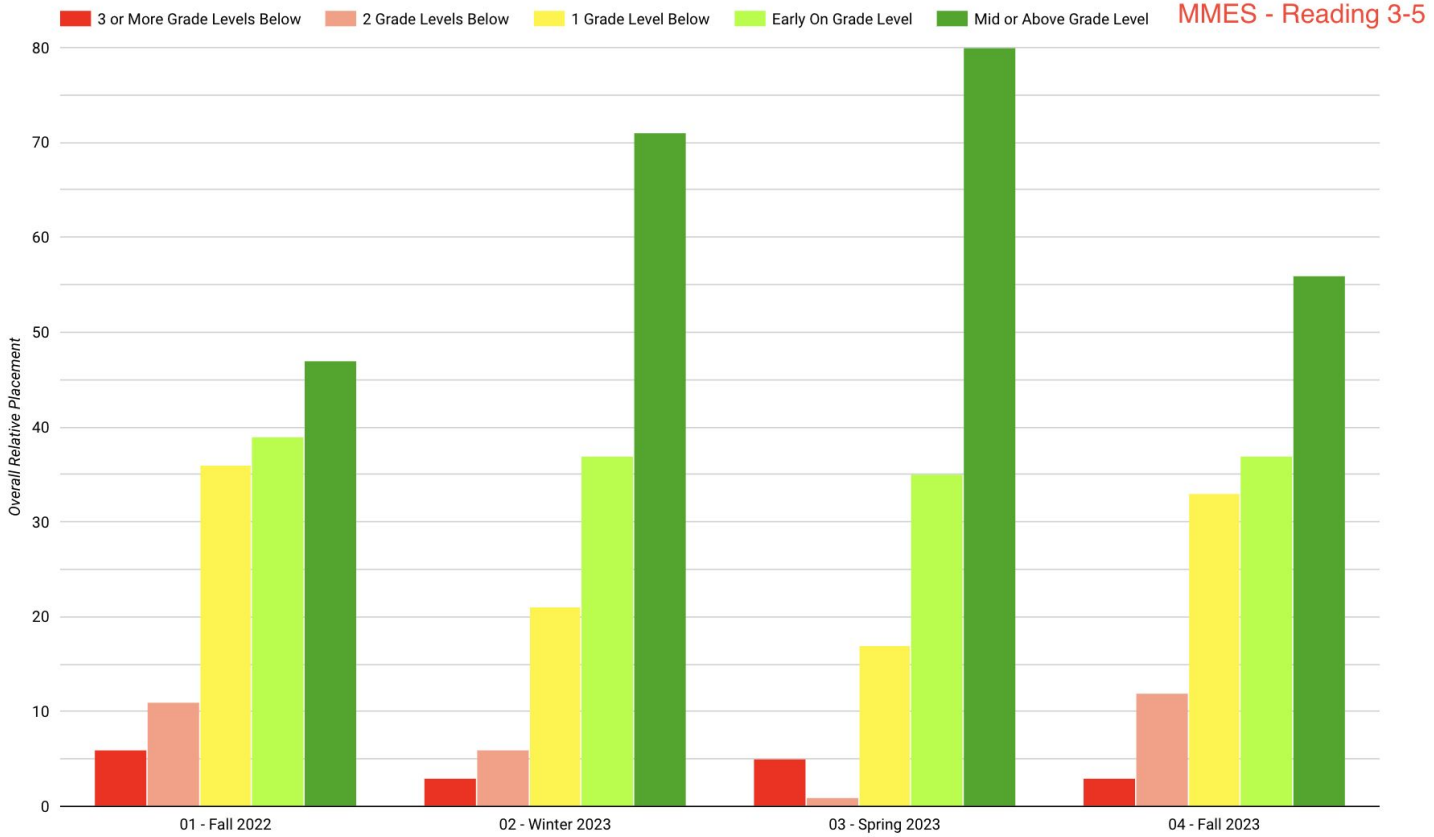


MMES MCAS DATA AREA FOR GROWTH

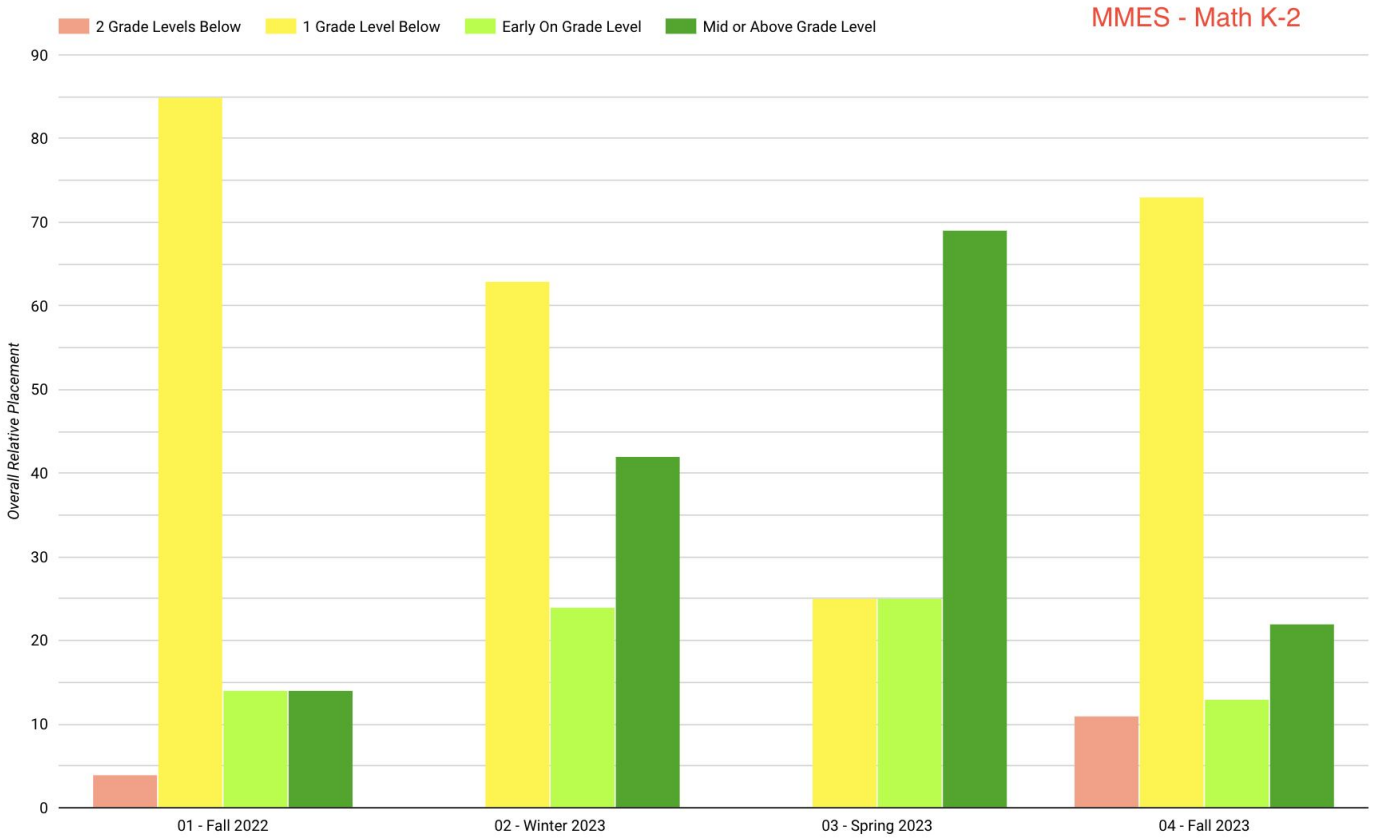
Manchester i-Ready Reading K-2



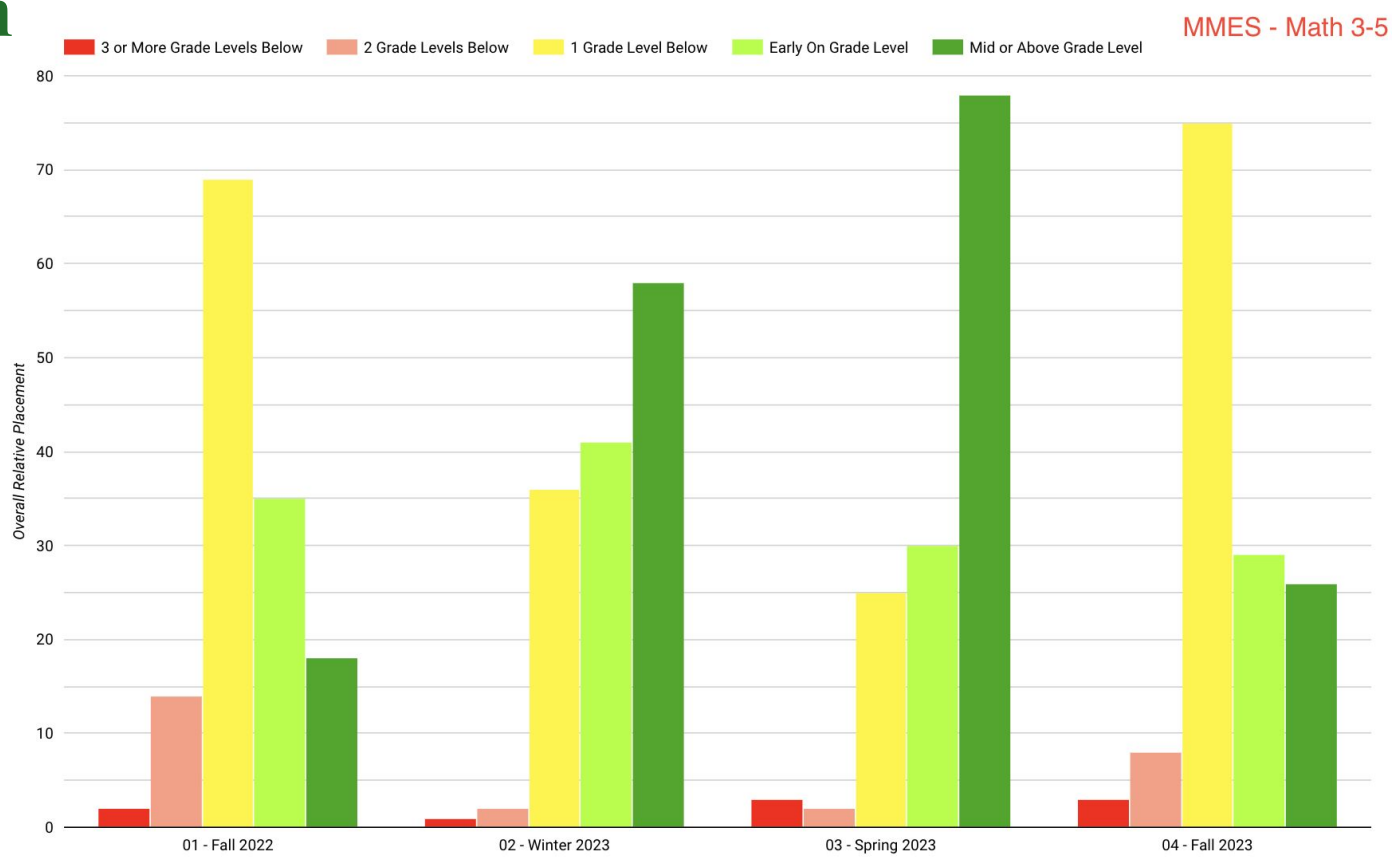
Manchester i-Ready Reading 3-5



Manchester i-Ready Math K-2

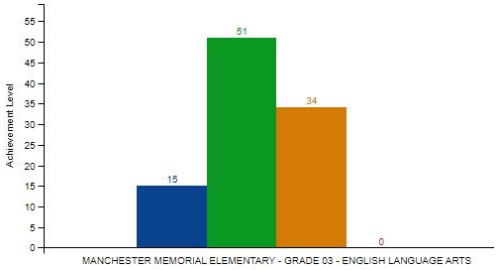


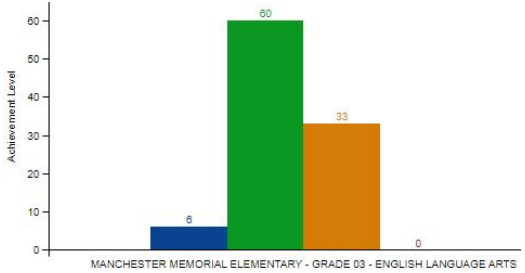
Manchester i-Ready Math 3-5

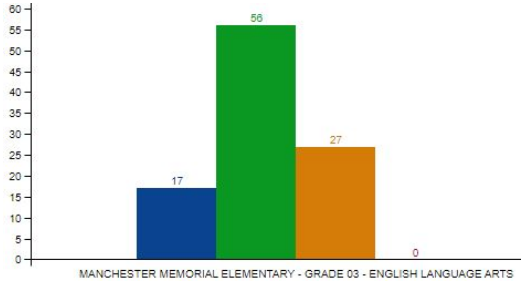


ELA Trend Manchester

3rd







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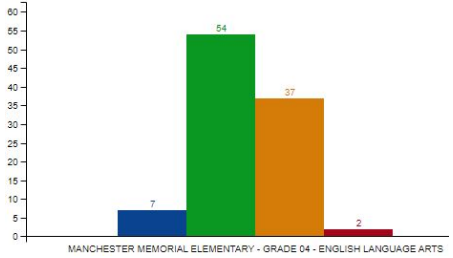

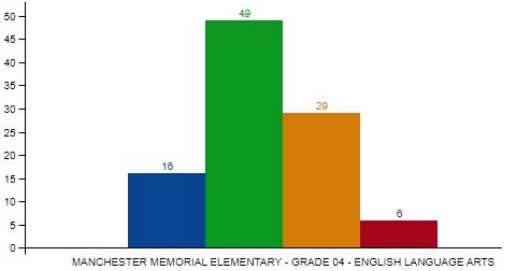

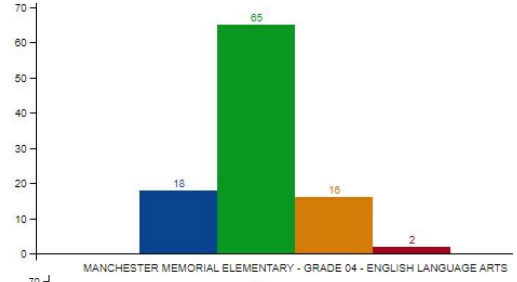

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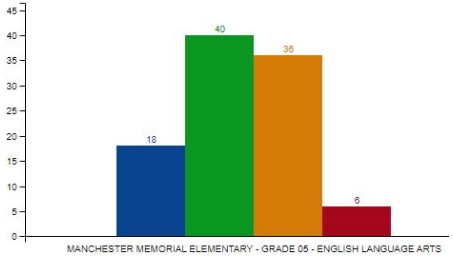
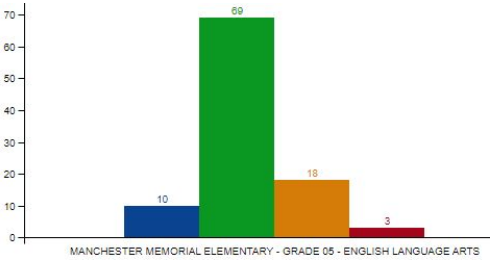
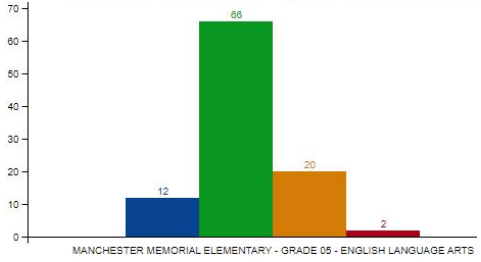
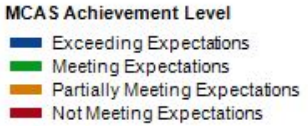






2023 2022 2021

Math Trend Manchester



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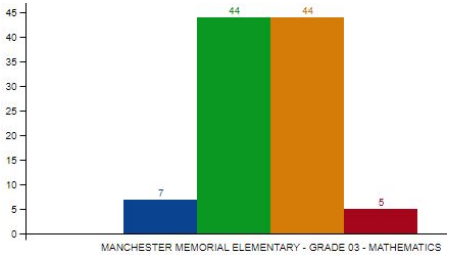

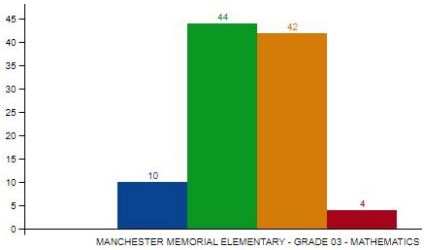

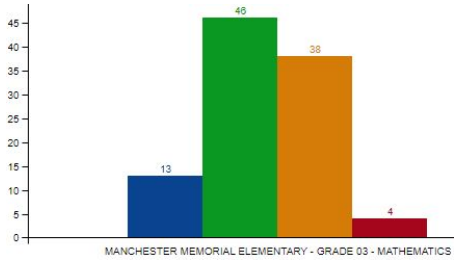

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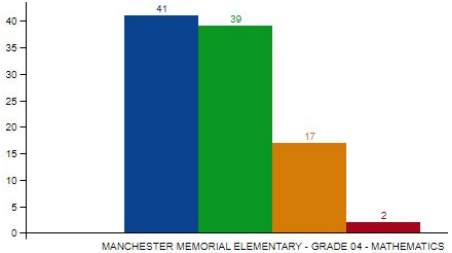

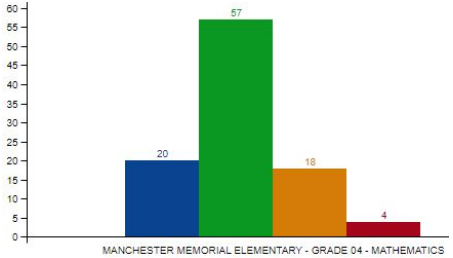

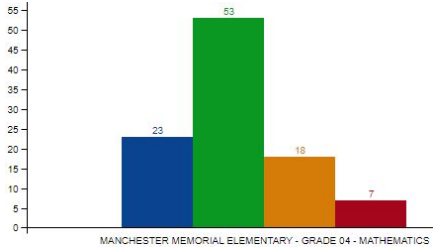

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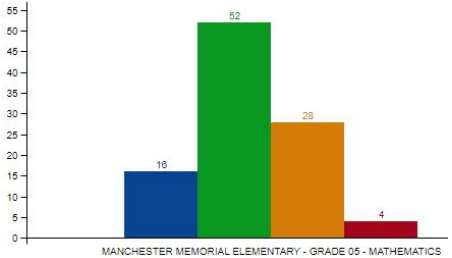

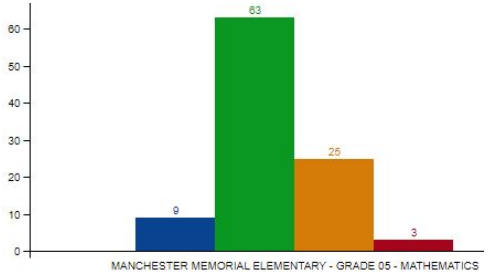

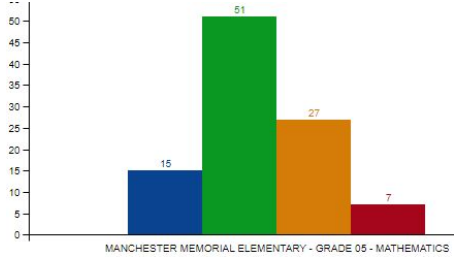

2023 2022 2021

DART Comparative Schools for Manchester Memorial

School(s) details

Manchester Essex Regional-Manchester Memorial Elementary - 2023 School Assistance Level - Substantial progress toward targets

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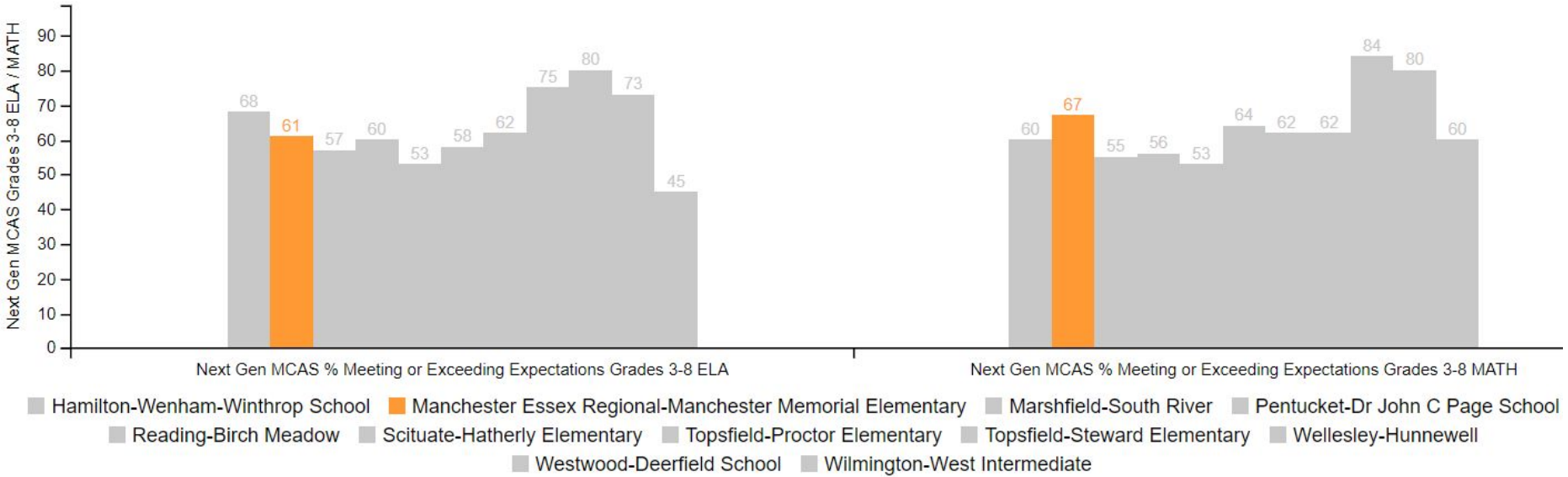
Comparable Schools Overview

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

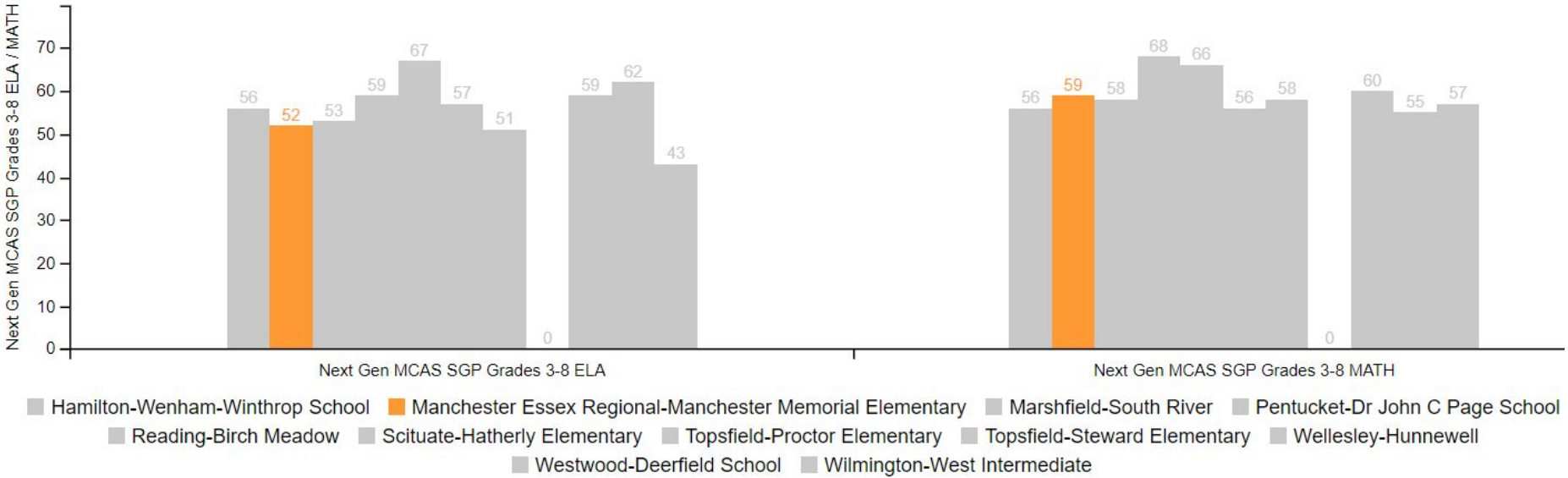
School Name	2023 Enrollment				2023 Next Gen MCAS								
					% Meeting or Exceeding Expectations					Growth average SGP			
					Grades 3-8		Grade 10		Grades 5 and 8	Grades 3-8		Grade 10	
	Total Enrollment #	Low Income %	SWD %	ELL %	ELA	Math	ELA	Math	Science	ELA	Math	ELA	Math
Hamilton-Wenham-Winthrop School*	313	6.7	21.7	0.0	68%	60%			66%	56	56		
Manchester Essex Regional-Manchester Memorial Elementary*	291	8.2	22.0	0.0	61%	67%			68%	52	59		
Marshfield-South River*	257	12.5	20.2	0.0	57%	55%			49%	53	58		
Pentucket-Dr John C Page School*	317	9.8	27.4	0.3	60%	56%			58%	59	68		
Reading-Birch Meadow*	358	8.4	21.2	1.1	53%	53%			59%	67	66		
Scituate-Hatherly Elementary*	255	7.8	22.0	0.4	58%	64%			64%	57	56		
Topsfield-Proctor Elementary*	259	6.9	22.8	0.4	62%	62%			52%	51	58		
Topsfield-Steward Elementary*	369	6.0	20.9	0.0	75%	62%							
Wellesley-Hunnewell*	198	8.1	22.7	0.5	80%	84%			86%	59	60		
Westwood-Deerfield School*	196	6.1	24.0	0.0	73%	80%			87%	62	55		
Wilmington-West Intermediate*	292	13.7	19.5	0.7	45%	60%			45%	43	57		

Comparable Schools Data: Memorial/Achievement



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

Comparable Schools Data: Memorial/Growth



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

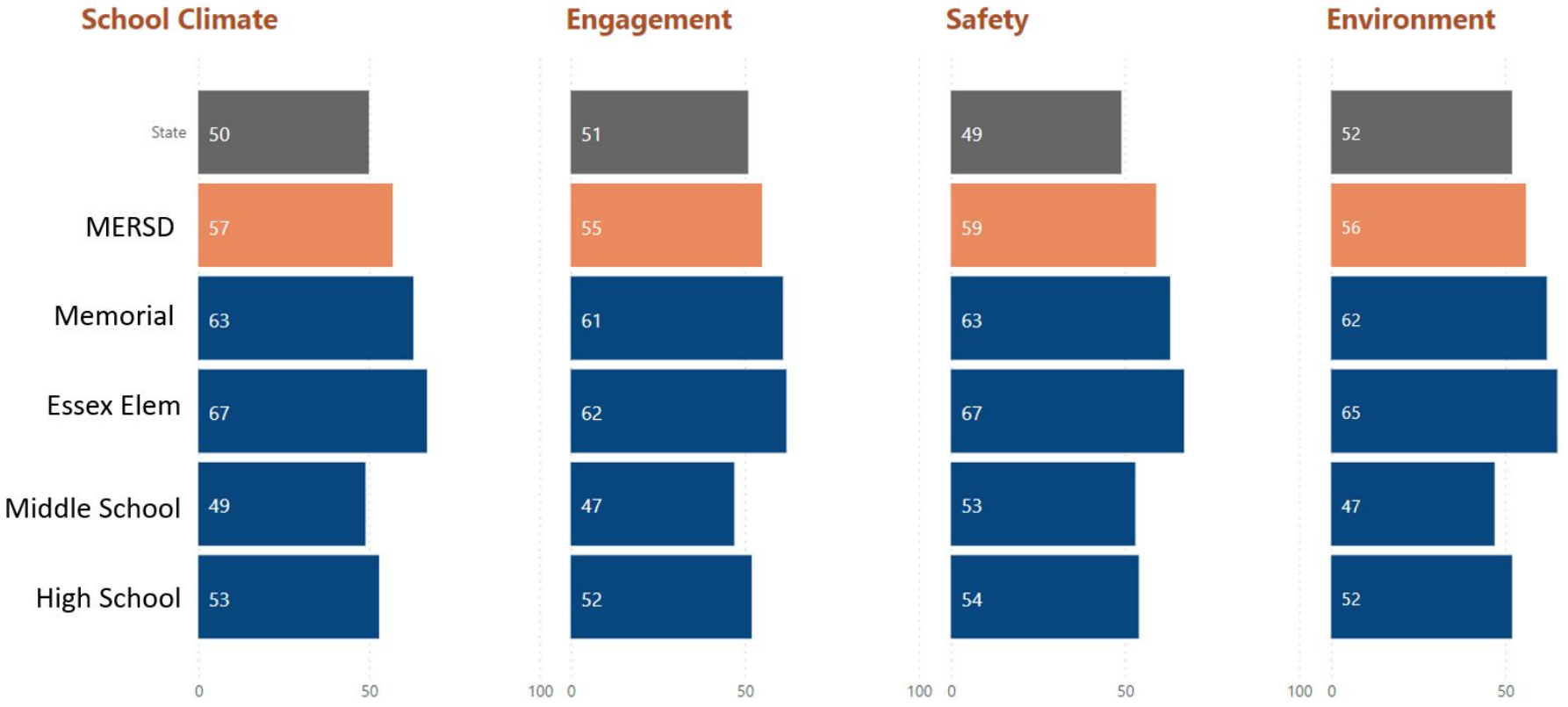
Manchester Memorial Accountability

2023 Progress toward improvement targets									
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)			High needs Student Group (Non-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	3	4	-	2	4	-	0	4	-
	Mathematics achievement	4	4	-	2	4	-	3	4	-
	Science achievement	4	4	-	-	-	-	-	-	-
	Achievement total	**11**	**12**	**67.5**	**4**	**8**	**67.5**	**3**	**8**	**67.5**
Growth	English language arts growth	3	4	-	2	4	-	1	4	-
	Mathematics growth	3	4	-	2	4	-	3	4	-
	Growth total	**6**	**8**	**22.5**	**4**	**8**	**22.5**	**4**	**8**	**22.5**
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-	-	-	-
Progress toward attaining English language proficiency	**English language proficiency total**	-	-	-	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	4	4	-	3	4	-
	Advanced coursework completion	-	-	-	-	-	-	-	-	-
	Additional indicators total	**4**	**4**	**10.0**	**4**	**4**	**10.0**	**3**	**4**	**10.0**
Weighted total		9.2	10.3	-	4.0	7.6	-	3.2	7.6	-
Percentage of possible points		89%		-	53%		-	42%		-
2023 Criterion-referenced target percentage		71%						42%		

District

51 to <=70: Favorable Climate

School Climate: Vocal Data



MERSD vs. DART Comparable Districts*

	2023 Enrollment				2023 Next Gen MCAS								
					% Meeting or Exceeding Expectations					Growth average SGP			
					Grades 3-8		Grade 10		Grades 5 and 8	Grades 3-8		Grade 10	
District Name	Total Enrollment #	Low Income %	SWD %	ELL %	ELA	Math	ELA	Math	Science	ELA	Math	ELA	Math
Berlin-Boylston*	1,072	16.3	17.0	2.5	64%	60%	87%	71%	68%	58	54	61	54
Douglas*	1,186	24.1	18.9	0.8	41%	36%	62%	48%	30%	50	57	48	43
Dover-Sherborn*	1,151	5.6	17.5	0.4	72%	70%	86%	88%	69%	56	46	53	56
Georgetown*	1,270	14.9	17.3	1.3	46%	46%	51%	44%	41%	44	51	43	58
Hamilton-Wenham*	1,653	8.3	19.8	1.2	64%	57%	83%	78%	64%	54	52	54	55
King Philip*	1,812	16.8	18.5	0.4	48%	50%	70%	60%	47%	45	38	48	56
Manchester Essex Regional*	1,221	14.1	18.5	0.4	60%	56%	77%	70%	60%	51	50	59	52
Masconomet*	1,549	8.3	20.1	0.2	61%	55%	78%	77%	64%	52	46	49	60
North Reading*	2,354	11.1	19.1	0.6	67%	69%	80%	77%	76%	55	55	43	52
Old Rochester*	1,051	20.9	15.3	0.1	57%	47%	66%	56%	52%	50	35	44	50
Sutton*	1,295	18.4	19.2	1.8	45%	46%	60%	53%	49%	52	55	47	60

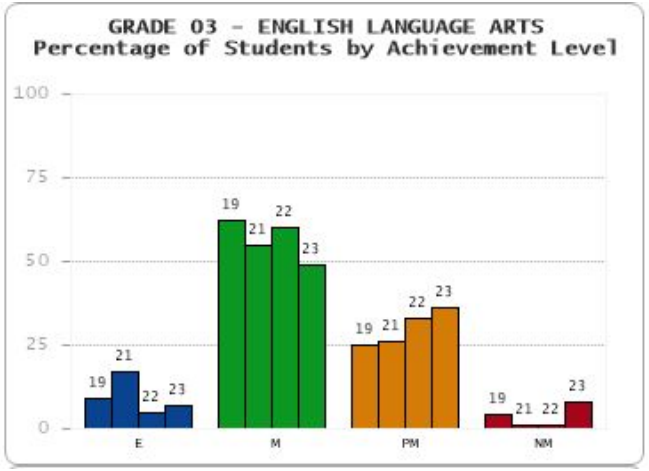
*Districts identified by DESE as most similar to your district in terms of grades span,total enrollment,and special populations.

MERSD vs. Cape Ann Districts

%Meeting or Exceeding Expectations

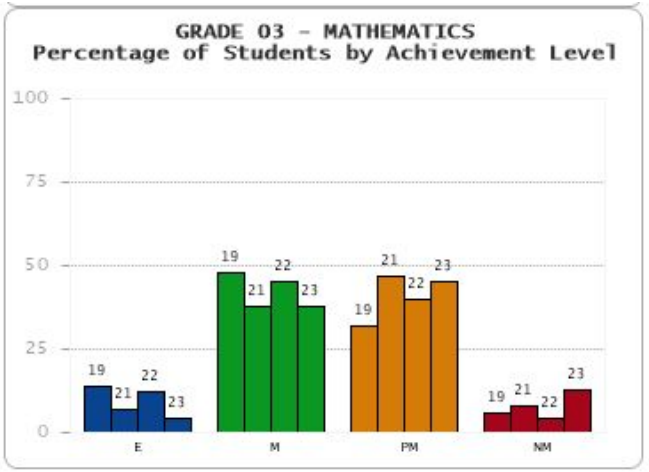
	MERSD	Beverly	Danvers	Gloucester	Georgetown	HW	Ipswich	Masco	Newburyport	Lynnfield	Pentucket	Triton
GRADE 10 - ENGLISH LANGUAGE ARTS	77	56	56	43	51	83	63	78	71	79	76	57
GRADE 10 - MATHEMATICS	70	50	39	37	44	78	65	77	71	76	59	56
GRADE 10 - SCIENCE AND TECH/ENG	68	54	51	30	46	76	66	71	72	66	56	43
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	60	46	46	38	46	64	58	61	56	62	50	47
GRADES 03 - 08 - MATHEMATICS	56	45	42	34	46	57	52	55	47	64	50	45
GRADES 05 & 08 - SCIENCE AND TECH/ENG	60	44	40	36	41	64	53	64	50	56	46	55

Grade 3 MCAS Achievement



GRADE 03 - ENGLISH LANGUAGE ARTS ACHIEVEMENT LEVEL	2019	2021	2022	2023
Exceeding Expectations (E)	9	17	5	7
Meeting Expectations (M)	62	55	60	49
Partially Meeting Expectations (PM)	25	26	33	36
Not Meeting Expectations (NM)	4	1	1	8

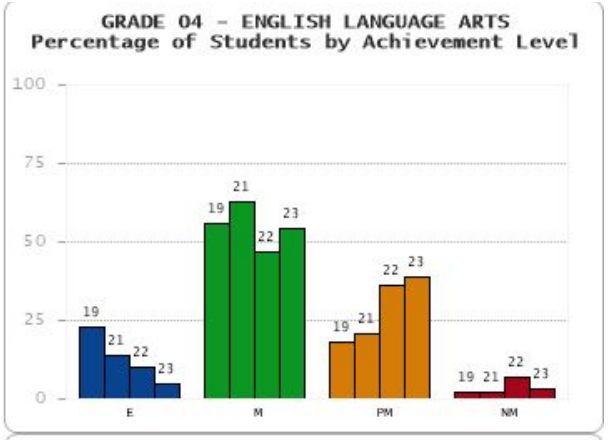
2023 Participation Rate = 98%



GRADE 03 - MATHEMATICS ACHIEVEMENT LEVEL	2019	2021	2022	2023
Exceeding Expectations (E)	14	7	12	4
Meeting Expectations (M)	48	38	45	38
Partially Meeting Expectations (PM)	32	47	40	45
Not Meeting Expectations (NM)	6	8	4	13

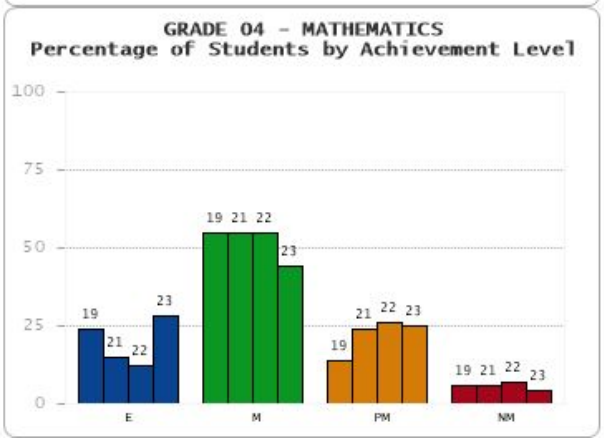
2023 Participation Rate = 98%

Grade 4 MCAS Achievement



GRADE 04 - ENGLISH LANGUAGE ARTS ACHIEVEMENT LEVEL	2019	2021	2022	2023
Exceeding Expectations (E)	23	14	10	5
Meeting Expectations (M)	56	63	47	54
Partially Meeting Expectations (PM)	18	21	36	39
Not Meeting Expectations (NM)	2	2	7	3

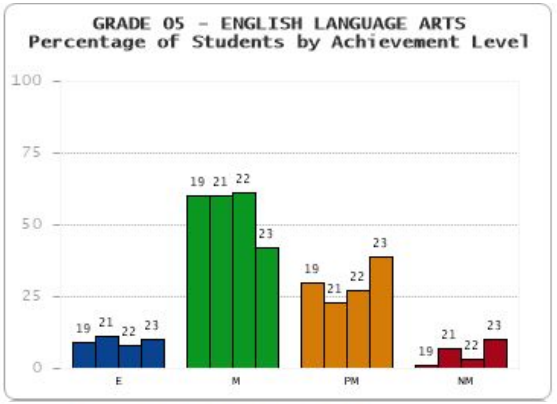
2023 Participation Rate = 100%



GRADE 04 - MATHEMATICS ACHIEVEMENT LEVEL	2019	2021	2022	2023
Exceeding Expectations (E)	24	15	12	28
Meeting Expectations (M)	55	55	55	44
Partially Meeting Expectations (PM)	14	24	26	25
Not Meeting Expectations (NM)	6	6	7	4

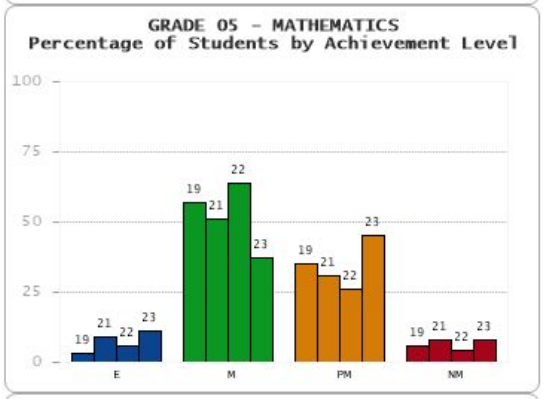
2023 Participation Rate = 100%

Grade 5 MCAS Achievement



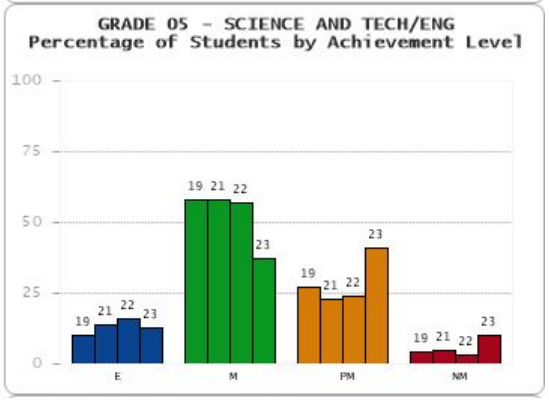
GRADE 05 - ENGLISH LANGUAGE ARTS ACHIEVEMENT LEVEL	2019	2021	2022	2023
Exceeding Expectations (E)	9	11	8	10
Meeting Expectations (M)	60	60	61	42
Partially Meeting Expectations (PM)	30	23	27	39
Not Meeting Expectations (NM)	1	7	3	10

2023 Participation Rate = 100%



GRADE 05 - MATHEMATICS ACHIEVEMENT LEVEL	2019	2021	2022	2023
Exceeding Expectations (E)	3	9	6	11
Meeting Expectations (M)	57	51	64	37
Partially Meeting Expectations (PM)	35	31	26	45
Not Meeting Expectations (NM)	6	8	4	8

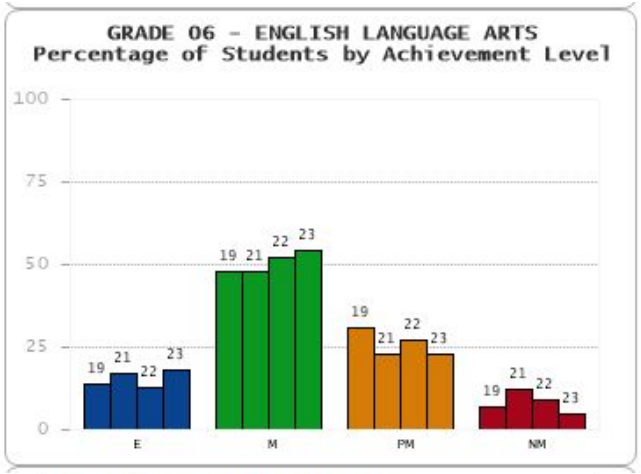
2023 Participation Rate = 100%



GRADE 05 - SCIENCE AND TECH/ENG ACHIEVEMENT LEVEL	2019	2021	2022	2023
Exceeding Expectations (E)	10	14	16	13
Meeting Expectations (M)	58	58	57	37
Partially Meeting Expectations (PM)	27	23	24	41
Not Meeting Expectations (NM)	4	5	3	10

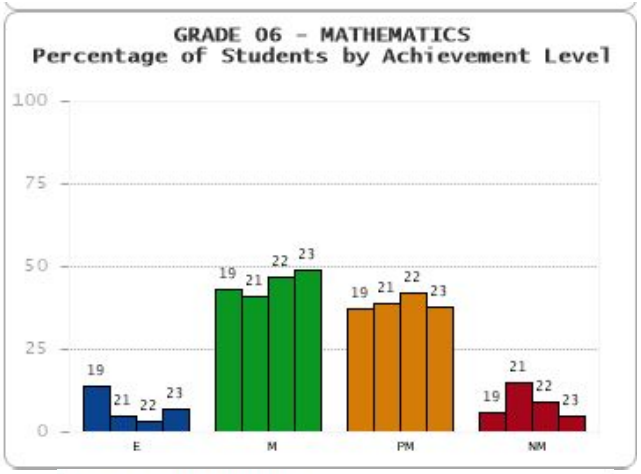
2023 Participation Rate = 100%

Grade 6 MCAS Achievement



GRADE 06 - ENGLISH LANGUAGE ARTS ACHIEVEMENT LEVEL	2019	2021	2022	2023
Exceeding Expectations (E)	14	17	13	18
Meeting Expectations (M)	48	48	52	54
Partially Meeting Expectations (PM)	31	23	27	23
Not Meeting Expectations (NM)	7	12	9	5

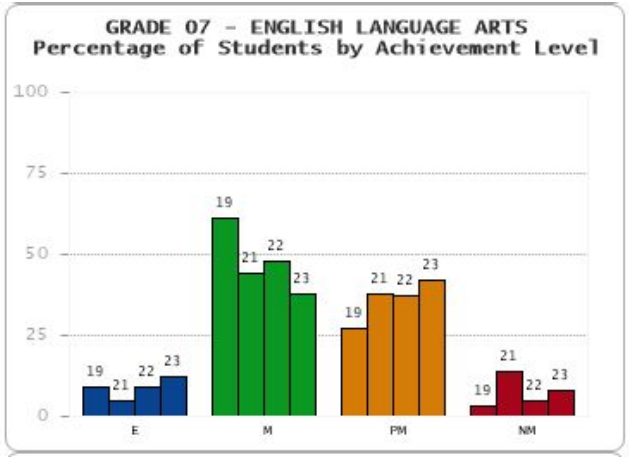
2023 Participation Rate = 100%



GRADE 06 - MATHEMATICS ACHIEVEMENT LEVEL	2019	2021	2022	2023
Exceeding Expectations (E)	14	5	3	7
Meeting Expectations (M)	43	41	47	49
Partially Meeting Expectations (PM)	37	39	42	38
Not Meeting Expectations (NM)	6	15	9	5

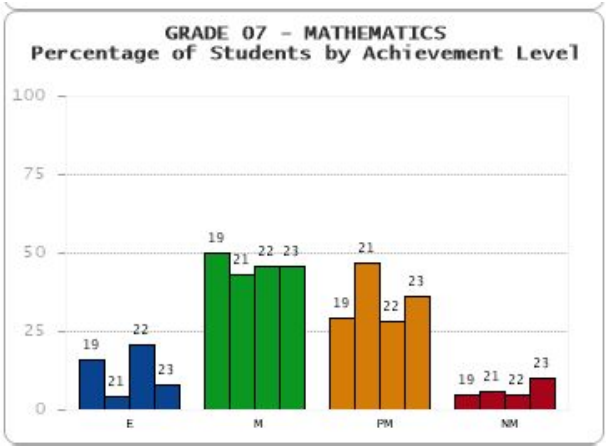
2023 Participation Rate = 100%

Grade 7 MCAS Achievement



GRADE 07 - ENGLISH LANGUAGE ARTS ACHIEVEMENT LEVEL	2019	2021	2022	2023
Exceeding Expectations (E)	9	5	9	12
Meeting Expectations (M)	61	44	48	38
Partially Meeting Expectations (PM)	27	38	37	42
Not Meeting Expectations (NM)	3	14	5	8

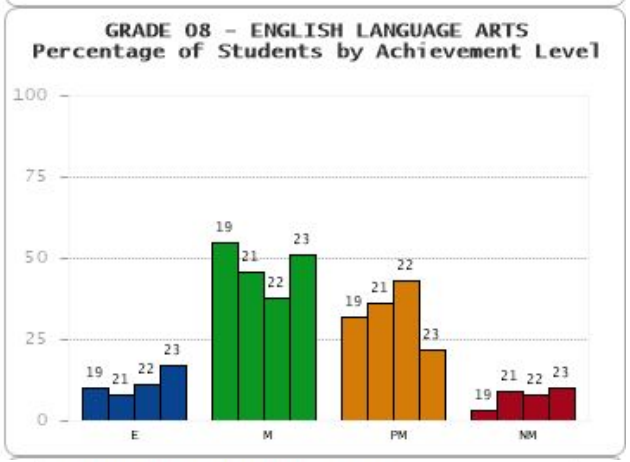
2023 Participation Rate = 98%



GRADE 07 - MATHEMATICS ACHIEVEMENT LEVEL	2019	2021	2022	2023
Exceeding Expectations (E)	16	4	21	8
Meeting Expectations (M)	50	43	46	46
Partially Meeting Expectations (PM)	29	47	28	36
Not Meeting Expectations (NM)	5	6	5	10

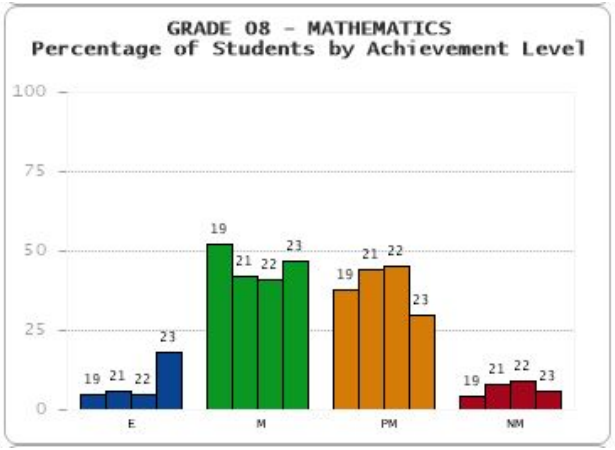
2023 Participation Rate = 97%

Grade 8 MCAS Achievement



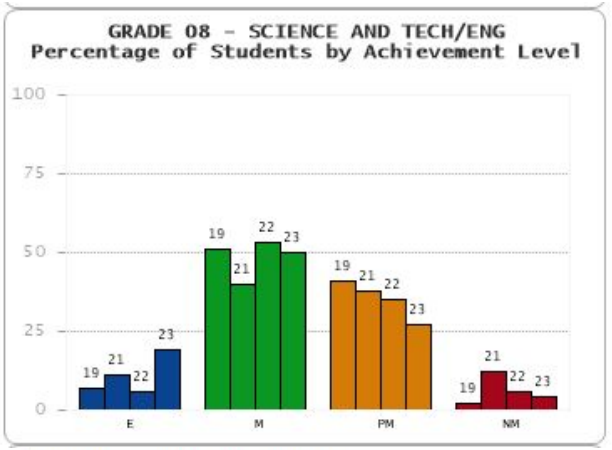
GRADE 08 - ENGLISH LANGUAGE ARTS ACHIEVEMENT LEVEL	2019	2021	2022	2023
Exceeding Expectations (E)	10	8	11	17
Meeting Expectations (M)	55	46	38	51
Partially Meeting Expectations (PM)	32	36	43	22
Not Meeting Expectations (NM)	3	9	8	10

2023 Participation Rate = 98%



GRADE 08 - MATHEMATICS ACHIEVEMENT LEVEL	2019	2021	2022	2023
Exceeding Expectations (E)	5	6	5	18
Meeting Expectations (M)	52	42	41	47
Partially Meeting Expectations (PM)	38	44	45	30
Not Meeting Expectations (NM)	4	8	9	6

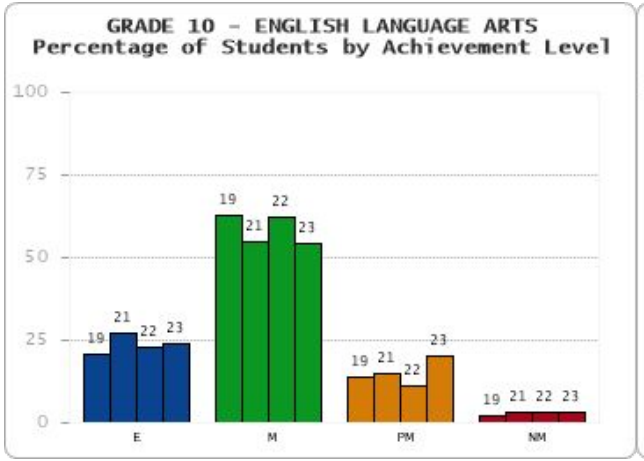
2023 Participation Rate = 98%



GRADE 08 - SCIENCE AND TECH/ENG ACHIEVEMENT LEVEL	2019	2021	2022	2023
Exceeding Expectations (E)	7	11	6	19
Meeting Expectations (M)	51	40	53	50
Partially Meeting Expectations (PM)	41	38	35	27
Not Meeting Expectations (NM)	2	12	6	4

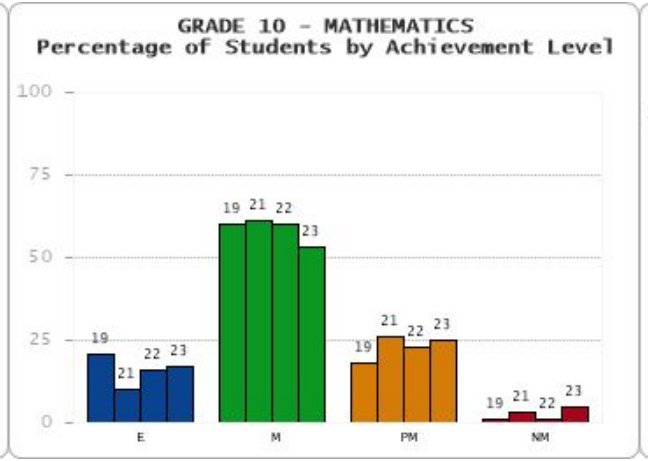
2023 Participation Rate = 98%

Grade 10 MCAS Achievement



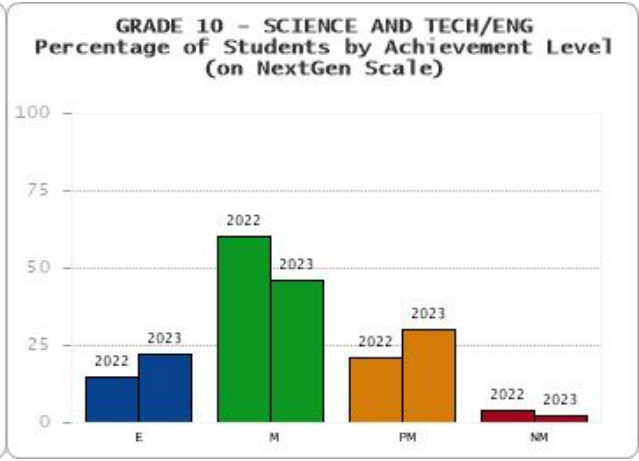
GRADE 10 - ENGLISH LANGUAGE ARTS ACHIEVEMENT LEVEL	2019	2021	2022	2023
Exceeding Expectations (E)	22	27	24	23
Meeting Expectations (M)	64	55	63	55
Partially Meeting Expectations (PM)	13	15	10	20
Not Meeting Expectations (NM)	2	3	3	2

2023 Participation Rate = 96%



GRADE 10 - MATHEMATICS ACHIEVEMENT LEVEL	2019	2021	2022	2023
Exceeding Expectations (E)	21	10	16	17
Meeting Expectations (M)	61	61	59	53
Partially Meeting Expectations (PM)	17	26	24	26
Not Meeting Expectations (NM)	1	3	1	4

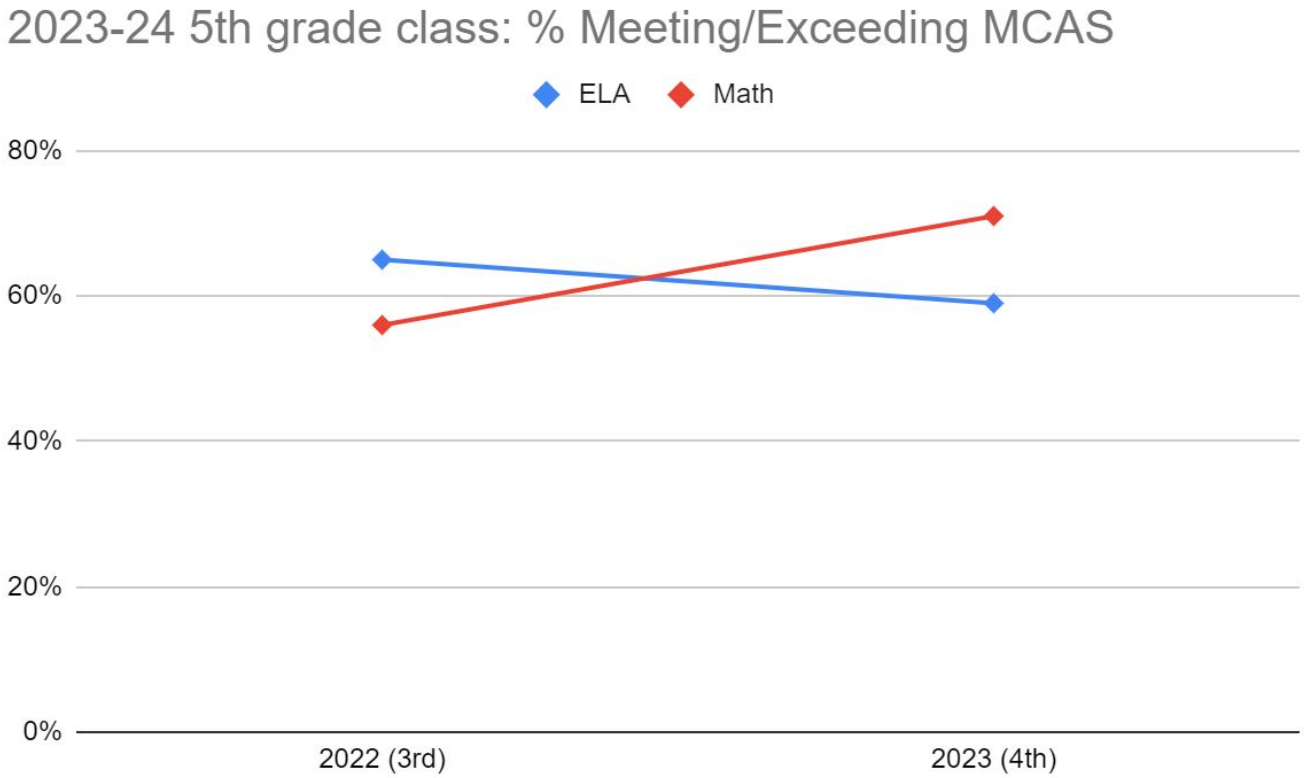
2023 Participation Rate = 96%



GRADE 10 - SCIENCE AND TECH/ENG (on NextGen Scale) ACHIEVEMENT LEVEL	2022	2023
Exceeding Expectations (E)	15	22
Meeting Expectations (M)	60	45
Partially Meeting Expectations (PM)	21	31
Not Meeting Expectations (NM)	4	2

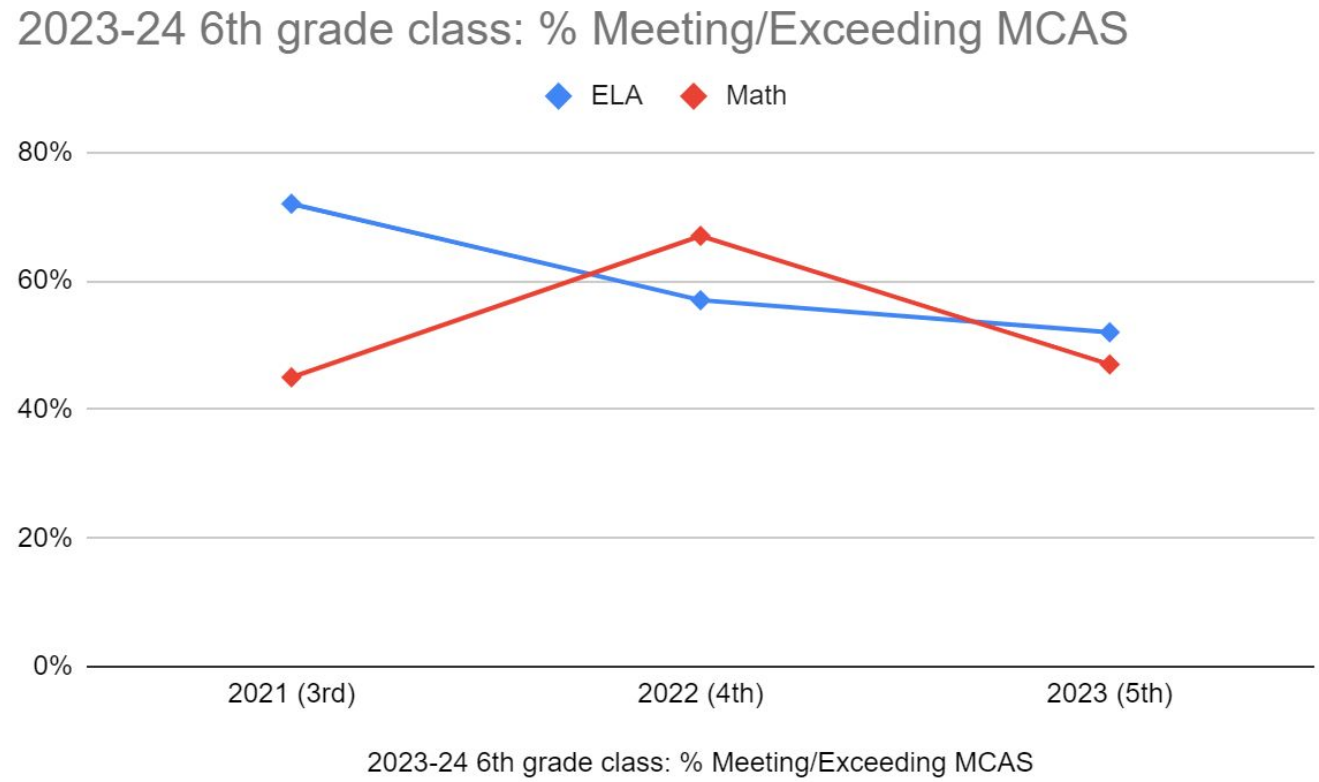
2023 Participation Rate = 99%

MCAS Cohort Trends



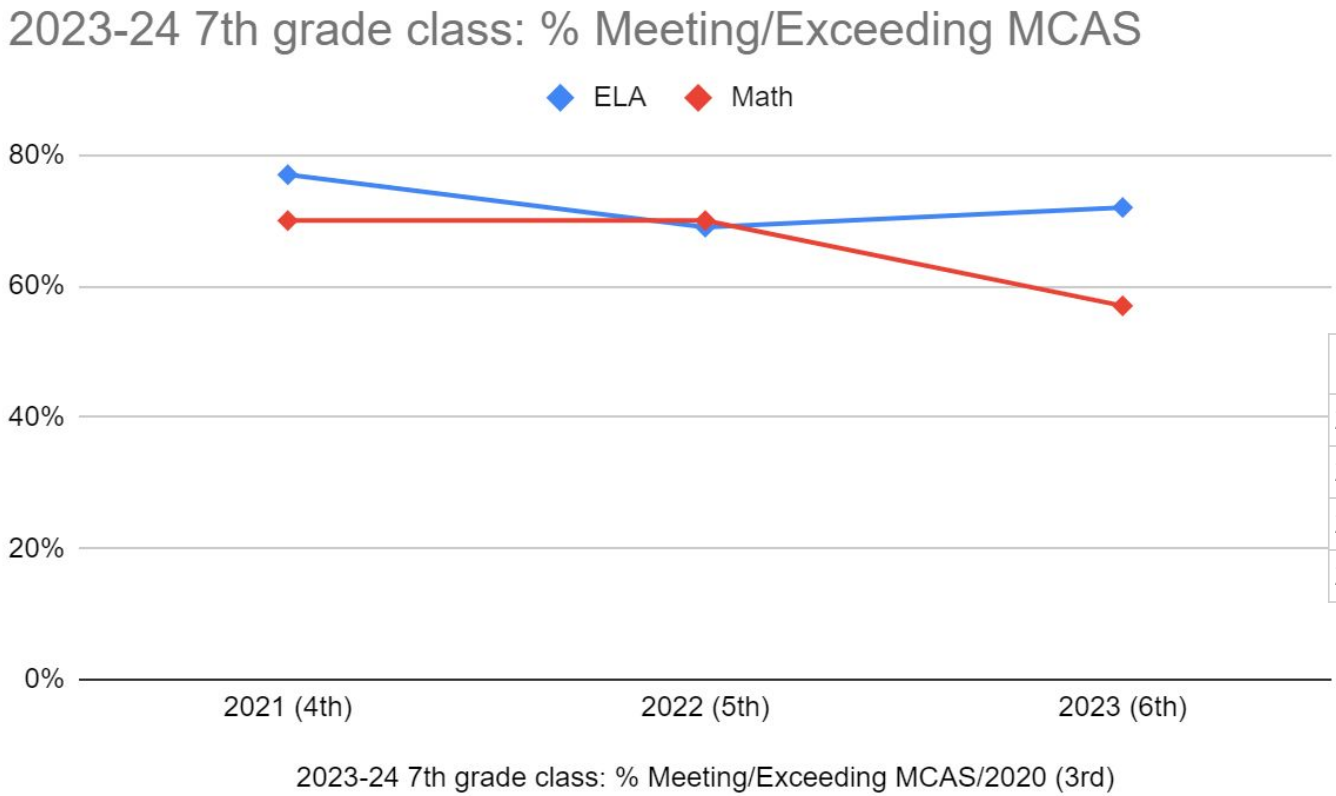
	ELA	Math
2022 (3rd)	65%	56%
2023 (4th)	59%	71%

MCAS Cohort Trends



	ELA	Math
2021 (3rd)	72%	45%
2022 (4th)	57%	67%
2023 (5th)	52%	47%

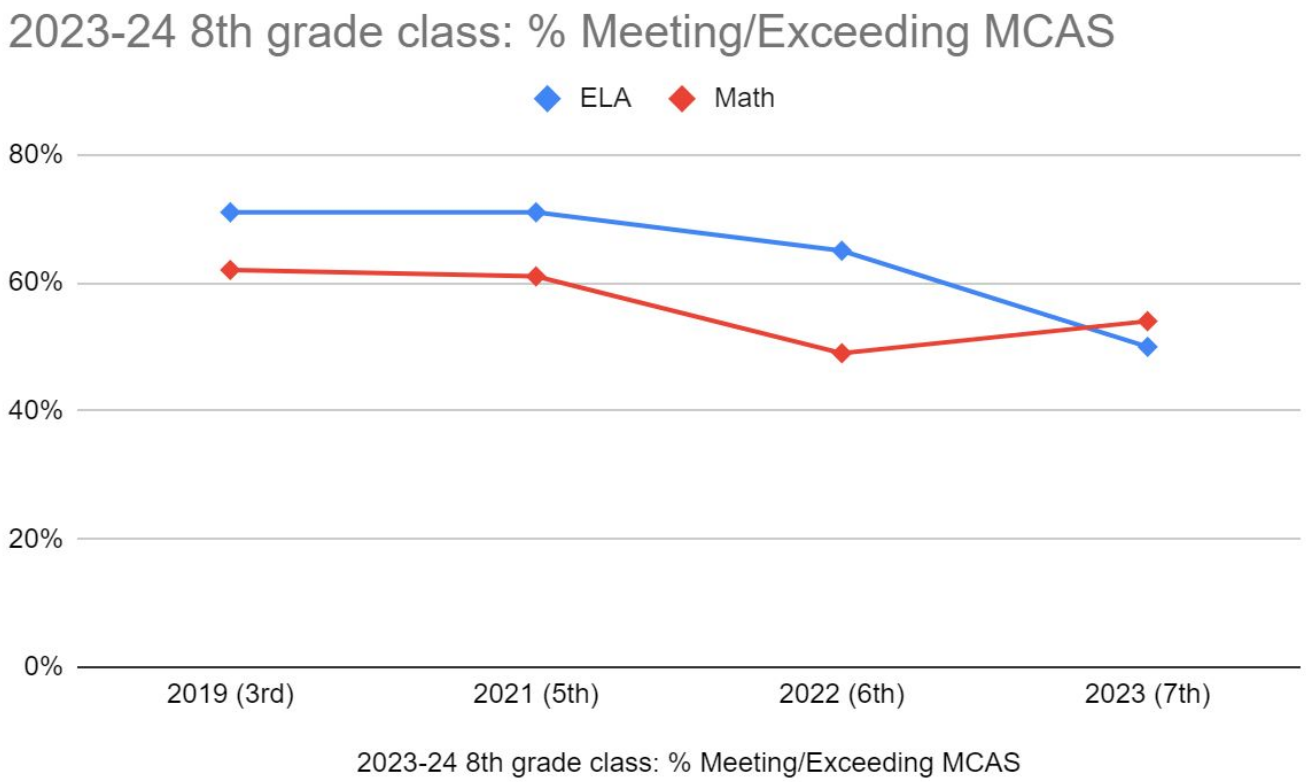
MCAS Cohort Trends



No MCAS in 2020 (3rd grade year)

	ELA	Math
2020 (3rd)	NA	NA
2021 (4th)	77%	70%
2022 (5th)	69%	70%
2023 (6th)	72%	57%

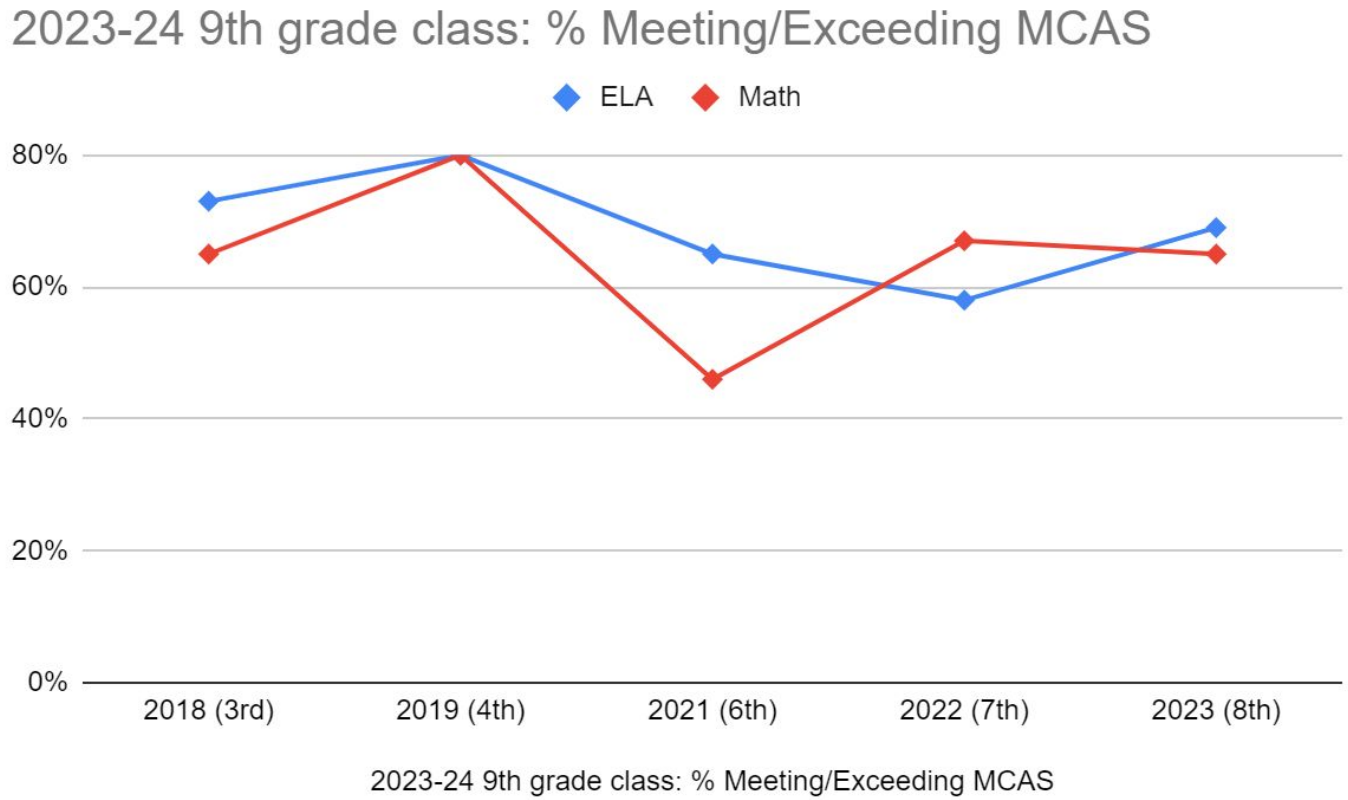
MCAS Cohort Trends



No MCAS in 2020 (4th grade year)

	ELA	Math
2019 (3rd)	71%	62%
2020 (4th)	NA	NA
2021 (5th)	71%	61%
2022 (6th)	65%	49%
2023 (7th)	50%	54%

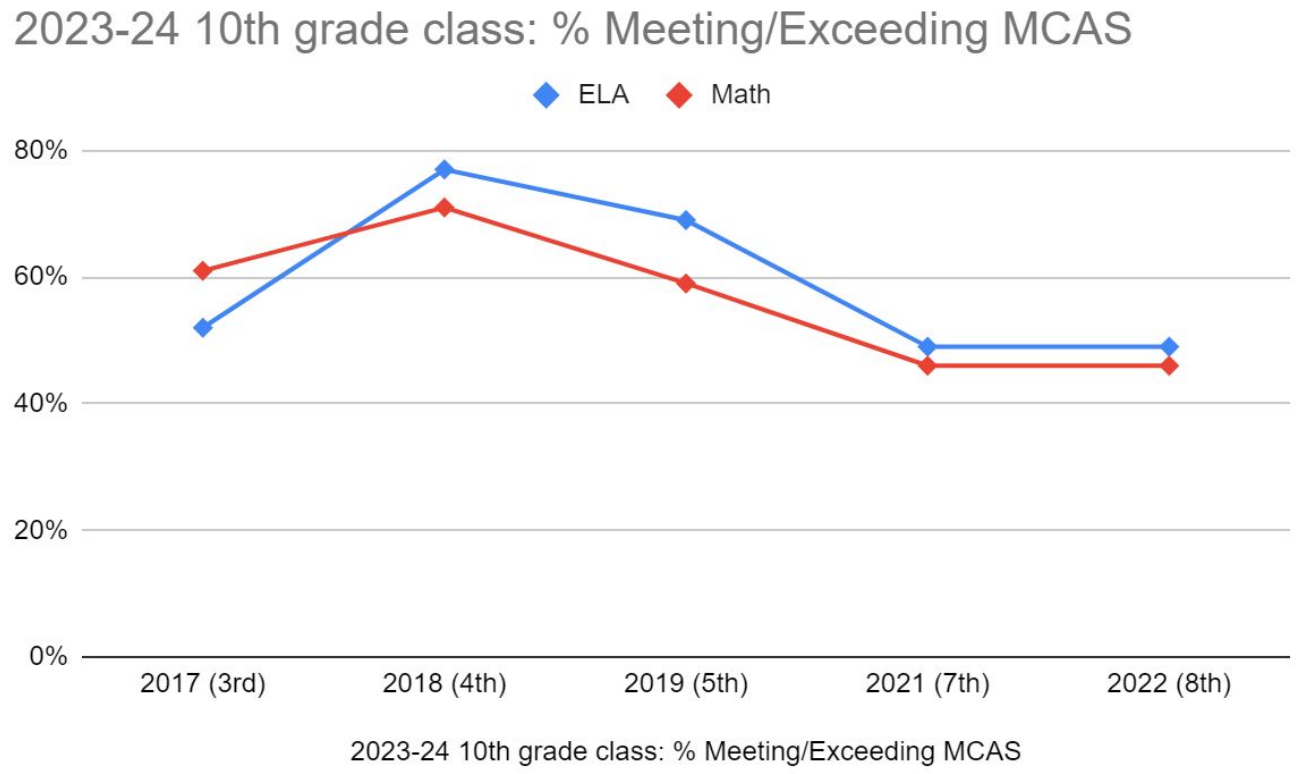
MCAS Cohort Trends



No MCAS in 2020 (5th grade year)

	ELA	Math
2018 (3rd)	73%	65%
2019 (4th)	80%	80%
2021 (6th)	65%	46%
2022 (7th)	58%	67%
2023 (8th)	69%	65%

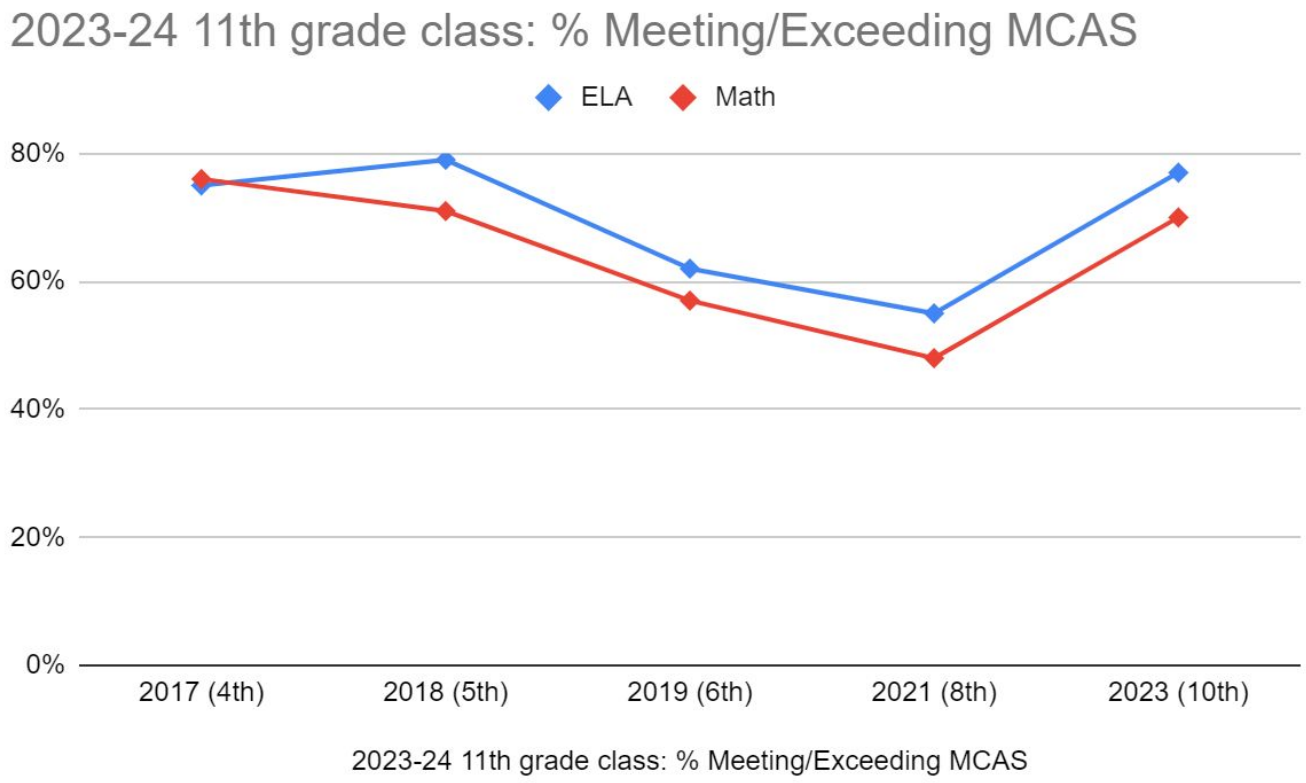
MCAS Cohort Trends



No MCAS in 2020 (6th grade year)

	ELA	Math
2017 (3rd)	52%	61%
2018 (4th)	77%	71%
2019 (5th)	69%	59%
2021 (7th)	49%	46%
2022 (8th)	49%	46%

MCAS Cohort Trends



No MCAS in 2020 (7th grade year) & no 9th gr MCAS

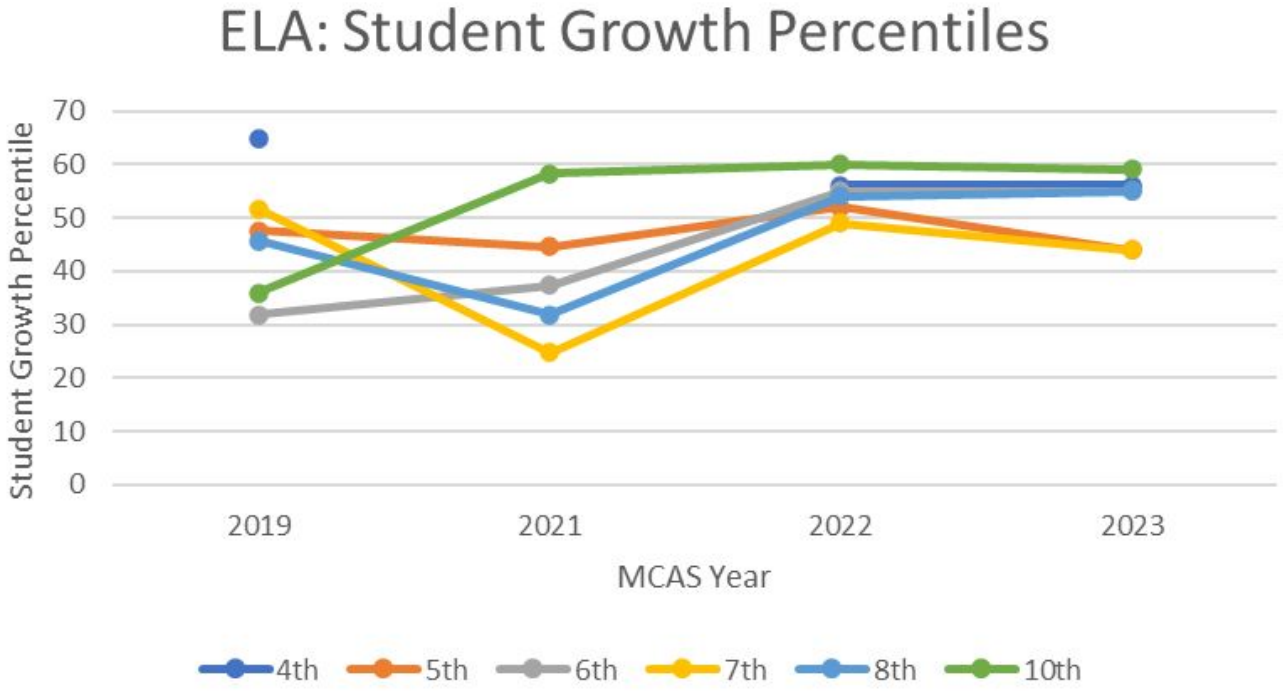
	ELA	Math
2017 (3rd)	52%	61%
2018 (4th)	77%	71%
2019 (5th)	69%	59%
2021 (7th)	49%	46%
2022 (8th)	49%	46%

MCAS from 2016 (3rd grade) not included as achievement level/assessment changes impact comparables.

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

No MCAS in 2020
No SGP in 3rd grade

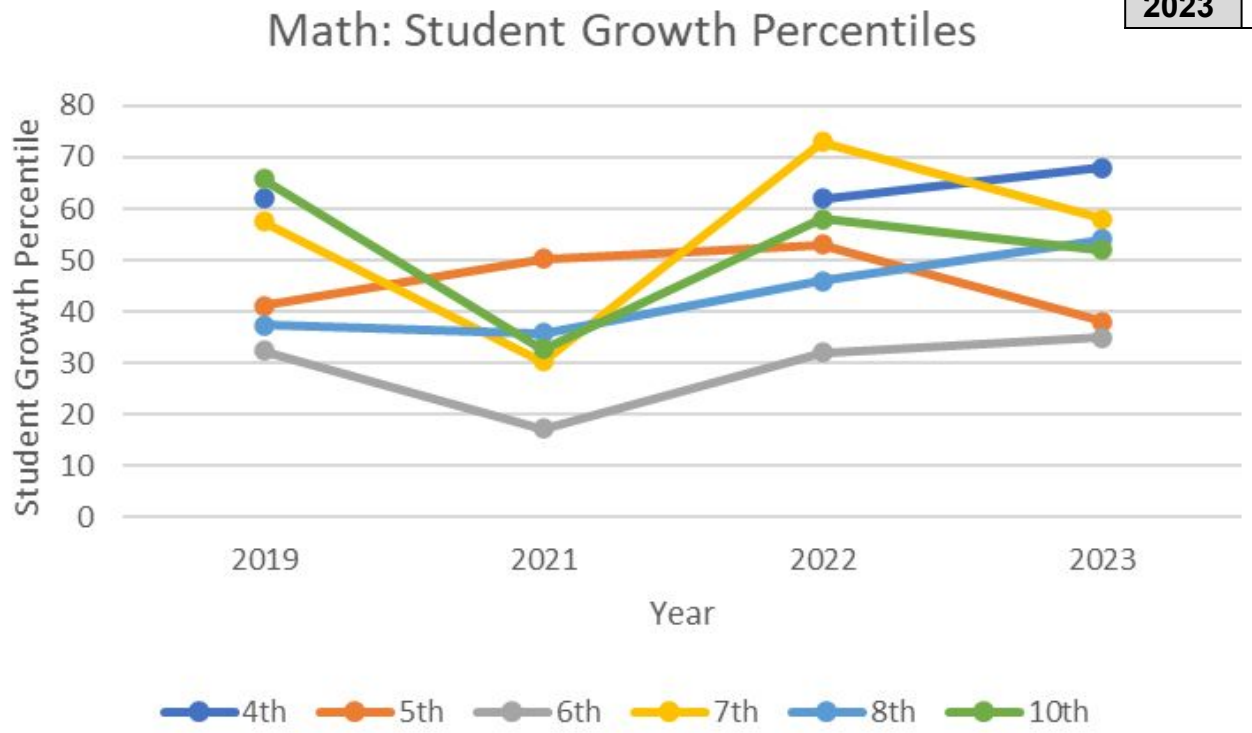


A student growth percentile measures a student's progress on MCAS compared to the progress of other students with similar MCAS performance histories. SGPs range from 1 to 99, where higher numbers represent higher relative growth and lower numbers represent lower growth.

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

No MCAS in 2020
No SGP in 3rd grade



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.

District Accountability

2023 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	3	4	-	2	4	-	3	4	-	-	-	-
	Mathematics achievement	3	4	-	2	4	-	0	4	-	-	-	-
	Science achievement	3	4	-	-	-	-	3	4	-	-	-	-
	Achievement total	**9**	**12**	**67.5**	**4**	**8**	**67.5**	**6**	**12**	**47.5**	**-**	**-**	**-**
Growth	English language arts growth	3	4	-	3	4	-	3	4	-	-	-	-
	Mathematics growth	2	4	-	3	4	-	3	4	-	-	-	-
	Growth total	**5**	**8**	**22.5**	**6**	**8**	**22.5**	**6**	**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	3	4	-	0	4	-	4	4	-	-	-	-
	Advanced coursework completion	-	-	-	-	-	-	1	4	-	-	-	-
	Additional indicators total	**3**	**4**	**10.0**	**0**	**4**	**10.0**	**5**	**8**	**10.0**	**-**	**-**	**-**
Weighted total		7.5	10.3	-	4.1	7.6	-	6.9	10.7	-	-	-	-
Percentage of possible points		73%		-	54%		-	65%		-	-		-
Percentage of possible points by gradespan		63% Weight of non-high school results:63%						65% Weight of high school results:37%					
2023 Criterion-referenced target percentage		**64%**											

District Accountability: High needs

2023 Progress toward improvement targets							
Indicator		High needs Student Group (Non-high school grades)			High needs Student Group (High school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	1	4	-	0	4	-
	Mathematics achievement	0	4	-	0	4	-
	Science achievement	0	4	-	0	4	-
	Achievement total	**1**	**12**	**67.5**	**0**	**12**	**47.5**
Growth	English language arts growth	2	4	-	3	4	-
	Mathematics growth	2	4	-	2	4	-
	Growth total	**4**	**8**	**22.5**	**5**	**8**	**22.5**
High school completion	Four-year cohort graduation rate	-	-	-	4	4	-
	Extended engagement rate	-	-	-	4	4	-
	Annual dropout rate	-	-	-	4	4	-
	High school completion total	**-**	**-**	**-**	**12**	**12**	**20.0**
Progress toward attaining English language proficiency	**English language proficiency total**	**-**	**-**	**-**	**-**	**-**	**-**
Additional indicators	Chronic absenteeism	2	4	-	0	4	-
	Advanced coursework completion	-	-	-	0	4	-
	Additional indicators total	**2**	**4**	**10.0**	**0**	**8**	**10.0**
Weighted total		1.8	10.3	-	3.5	10.7	-
Percentage of possible points		18%		-	33%		-
Percentage of possible points by gradespan		18% Weight of non-high school results:63%			33% Weight of high school results:37%		
2023 Criterion-referenced target percentage		**23%**					

Grades 3-8 Accountability

2023 Progress toward improvement targets							
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	3	4	-	2	4	-
	Mathematics achievement	3	4	-	2	4	-
	Science achievement	3	4	-	-	-	-
	Achievement total	**9**	**12**	**67.5**	**4**	**8**	**67.5**
Growth	English language arts growth	3	4	-	3	4	-
	Mathematics growth	2	4	-	3	4	-
	Growth total	**5**	**8**	**22.5**	**6**	**8**	**22.5**
Additional indicators	Chronic absenteeism	3	4	-	0	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	**3**	**4**	**10.0**	**0**	**4**	**10.0**
Weighted total		7.5	10.3	-	4.1	7.6	-
Percentage of possible points		73%		-	54%		-
Percentage of possible points by gradespan		63%					

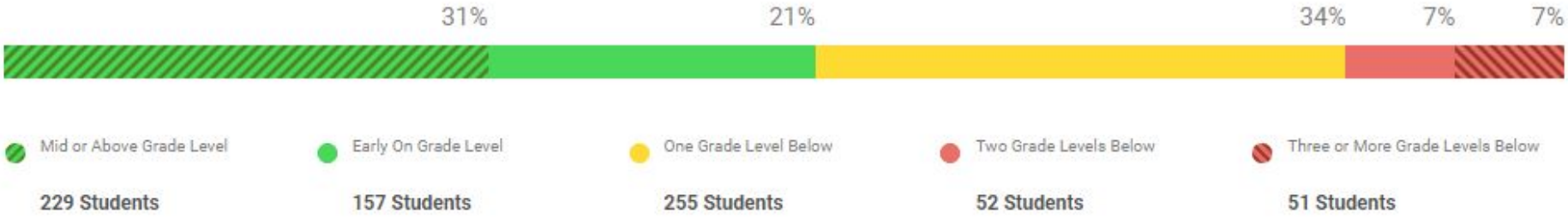
High needs Student Group (Non-high school grades)		
Points earned	Total possible points	Weight %
1	4	-
0	4	-
0	4	-
1	**12**	**67.5**
2	4	-
2	4	-
4	**8**	**22.5**
2	4	-
-	-	-
2	**4**	**10.0**
1.8	10.3	-
18%		-

i-Ready Reading, gr.K-8

Fall 2023

Overall Placement

Students Assessed/Total: **744/762**



i-Ready Math, gr.K-8

Fall 2023

Overall Placement

Students Assessed/Total: **758/762**

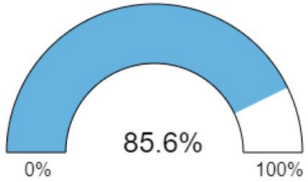
Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
117 Students	157 Students	384 Students	60 Students	40 Students

Placement by Domain

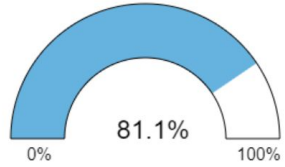
MERSD vs. State

Access to the Arts

The percentage of students who participate in an arts course. Arts courses include visual art, music, theater, dance, and general arts.



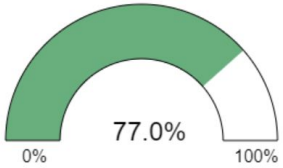
Our District



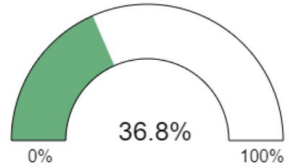
Massachusetts

Access to Digital Literacy and Computer Science Courses

The percentage of students who complete at least one digital literacy or computer science course.



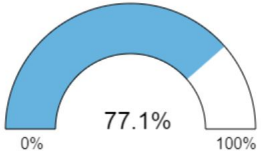
Our District



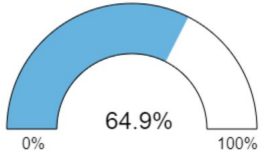
Massachusetts

Advanced Coursework Completion

The percentage of 11th and 12th grade students completing at least one advanced course. Advanced courses include: Advanced Placement, International Baccalaureate, Project Lead the Way, dual enrollment for credit, approved vocational/technical cooperative programs, and other rigorous courses.



Our District



Massachusetts

Data as of 2022

Supporting Information

Views of Climate and Learning (VOCAL)

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

VOCAL 2023 Summary
October 2023

Click for link

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 2023.

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.

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

Manchester Essex Regional School District

Views of Climate and Learning (VOCAL)

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

VOCAL 2023 Summary
October 2023

Click for link

Engagement (ENG)	Safety (SAF)	Environment (ENV)
Cultural Competence The extent students feel adults/students value diversity, manage dynamics of differences, and avoid stereotypes. **Participation** 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. **Relationships** The extent students feel there is a social connection and respect between staff/teachers and students, and between students and their peers.	**Emotional Safety** The extent students feel a bond to the school, and the extent adults/students support the emotional needs of students. **Physical Safety** The extent that students feel physically safe within the school environment. **Bullying** 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** The extent that students feel the instructional environment is collaborative, relevant, challenging, and supportive of learning. **Mental Health Environment** The extent that students have access to support systems that effectively support their social, emotional, and mental health well-being. **Discipline Environment** 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

Manchester Essex Regional School District

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

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.