ROCHESTER SCHOOL COMMITTEE MEETING
ROCHESTER PUBLIC SCHOOLS
Rochester, Massachusetts
16 Pine Street - Rochester, MA 02770

MEETING MINUTES
December 2, 2021

Meeting was called to order at 6:36pm by Chairperson Hartley. Ms. Hartley introduced the Rochester School Committee members and stated in accordance with Massachusetts Open Meeting Law, the Agenda has been set, the meeting is being videotaped, and unless there are any emergencies that need to be added, the Agenda will be followed as outlined.

Chairperson Hartley stated this meeting is being conducted in a hybrid format and the School Committee and Administrators have the option of attending in person at Rochester Memorial School located at 16 Pine Street, Rochester MA 02770, and Public Access is available through zoom only by the link provided on our posting and on the Agenda.

COMMITTEE MEMBERS PRESENT IN HYBRID FORMAT:
Sharon Hartley – Chairperson
Anne Fernandes – Vice-Chairperson
Robin Rounseville
Katherine Duggan
Jason Chisholm

MEMBERS ABSENT: None

OTHERS PRESENT IN HYBRID FORMAT:
Michael S. Nelson, Superintendent of Schools
Jannell Pearson-Campbell, Assistant Superintendent of Teaching and Instruction
Howard Barber, Assistant Superintendent of Finance & Operations
Craig Davidson, Director of Student Services
Derek Medeiros, Principal
Charles West, Assistant Principal
Toni Bailey, Recording Secretary

PRESENT VIA ZOOM: Teachers, Parents and Members of the Press and Public

Chairperson Hartley opened the meeting with a moment of silence for the victims of the Oxford High School tragedy in Oakland County, Michigan.

RECOGNITION OF ACHIEVEMENT
Chairperson Hartley stated tonight we are recognizing Brian Ouellette who has been in our school system and our school district for a very long time and he has contributed in many ways throughout the district, throughout the school and throughout our town.
Ms. Hartley stated Brian has been our long term custodian at Rochester Memorial School and remembers when she was a teacher here Brian began working at RMS, following Mr. Tripp who was also a long term custodian for RMS as well.

Ms. Hartley noted she looked up information on what people say about custodians and she found this piece:

> "A custodian of a school, especially at an elementary school, is a well-loved hero of the school."

Ms. Hartley continued stating one of the things we know about a custodian is that they are the first to arrive at school - they come in and make sure that everything is set, ready and looking the right way and prepare things for the day. Ms. Hartley stated at Rochester Memorial the custodian is responsible for the inside of the building as well as the outside of the school – there is a lot of space to take care of. Ms. Hartley stated Brian took care of our grounds and made them look terrific and on the inside he made the school shine. Ms. Hartley stated we could go on forever talking about Brian's dedication and care for Rochester Memorial and we are so grateful for all of Brian's hard work – we wish Brian an incredible retirement!

Ms. Hartley stated the book that is being donated to Rochester Memorial's library is one that children and our teachers can remember what Brian has meant to the school. Ms. Hartley noted we all know that Brian knew a lot about "stuff" and he knew how to fix things and take care of things – the book being dedicated to Brian is:

<div align="center">

Stuff You Need to Know!
when you flick a switch
when you type on your tablet
when you flush the toilet
By: John Farndon and Rob Beattie

</div>

The dedication on inside of the book reads:

<div align="center">

Brian Ouellette
-Supervisor of Buildings & Grounds-
is hereby recognized for significantly supporting a strong
educational system that ensures all students are
successful learners
Rochester School Committee
December 2, 2021

</div>

Chairperson Hartley congratulated Brian for his 38 years of service at RMS and all of his hard work.

Superintendent Nelson stated each time someone mentions Brian is retiring he sees how upset they are and how much they are going to miss him and they know how much he has done for our students, families and for all of our staff members. Mr. Nelson stated obviously this is well deserved and as Chairperson Hartley said, he is excited that Brian is going to take some time for himself and his family moving forward. Mr. Nelson stated he has a feeling that we are still going to see Brian quite a bit and he hopes that is the case. Congratulations!

Principal Medeiros stated Brian and him have been together for a long time and he has joked around saying Mr. Ouellette has been here as long as he has been alive. Mr. Medeiros noted when he first arrived at RMS Brian was the first friendly face that greeted him at the door and made him feel like he had been here for a very long time – "I felt like I had been the principal at the school for five years already." Mr. Medeiros stated Brian showed him around the building showed him all of the different components of the school and told him what made this place such a wonderful place to work in.

Mr. Medeiros stated he does not know what they are going to do without Brian – when we talk about the heart and soul of RMS, Brian is truly that heart and soul.

Mr. Medeiros stated, "From the bottom of my heart, not only as the principal but as a parent, thank you Brian for everything you have done for our students. The first thing they see everyday when they come into the building is how beautiful this building looks and that is because of you. Congratulations!"

Ms. Rounseville added her gratitude to Brian noting for years and years we never had to worry about this building – it was always in good hands no matter the weather inside and outside – you were the heart of the school. Enjoy!

Mr. Ouellette thanked the school committee members for their kind words.

Chairperson Hartley requested two items be moved up on the Agenda – Item C: *Solar Contract Approval* and Item D: *Donation Approval.*

MOTION:	by Anne Fernandes to move Item C and Item D to the beginning of the Agenda
SECONDED:	Robin Rounseville
IN FAVOR:	5:0
OPPOSED:	None
	MOTION PASSED

I. Approval of Minutes:
A. Approval of Minutes – Regular Session: October 7, 2021
Recommendation:
That the School Committee review and approve the Regular Session meeting minutes of October 7, 2021

Chairperson Hartley asked if there were any changes to the minutes of October 7, 2021

MOTION:	by Jason Chisholm to approve the Regular Session Meeting Minutes of October 7, 2021 with the correction as requested.
SECONDED:	Robin Rounseville
IN FAVOR:	5:0
OPPOSED:	None
	MOTION PASSED

B. Approval of Minutes – Executive Session: June 9 and June 14, 2021
Recommendation:
That the School Committee review and approve the Executive Session minutes of October 7, 2021
Chairperson Hartley stated these minutes will be approved during Executive Session.

IV. General
A. 6th Grade Project Based Learning Presentation
Recommendation:
That the School Committee hear a presentation from the 6th grade students on Project Based Learning. The students will be zooming from their classroom.

Superintendent, Michael S. Nelson stated the following:

> *"Tonight we are fortunate to hear a presentation directly from some of our RMS students who are located in our building this evening, regarding a memorable learning experience they have been participating in. This is another example of us refocusing our lens on teaching and learning and I am extremely grateful for the teaching staff who is here tonight in the building to make sure there is a connection between what happens at RMS during the day and the important work you all do as school committee members."*

Mr. Medeiros stated over the years we have had student presentations and we always talk about how wonderful it is to have the students share their experiences at RMS. Mr. Medeiros noted he has screened shared some of the articles that have come out relating to the great work these students have done and the presentation this evening incorporates a lot of different components on what they do on a daily basis in all content areas but also taking care of their environment and themselves.

Presentation by Grade 6 Students: John Ferreira, Allyson Alford and Avery White

NexTrex Recycling Challenge

The purpose of this project is to clean the earth and reduce the amount of plastic film in our environment. The students began this project on November 15, 2021 and it will run until April 15, 2022 ("Earth Day"). At present, they have collected 416 pounds of plastic film.

Questions/Comments by School Committee Members:
Chairperson Hartley stated she read the article that was posted in The Wanderer noting it was a terrific article and congratulated the students on their presentation.
Question: How long will you be collecting items?
Answer: Until April 15, 2022
Question: Can citizens of the town go to any of the three sites you talked about, including RMS and drop off the plastic?
Answer: If you need any additional information about some of the types of plastic or what you can or can't bring – go to the NexTrex Recycling Website called - Recycle.Trex.com

Robin Rounseville:
Question: Can you tell us little bit about what happens to the plastic after you collect it?
Answer: After the plastic is cleaned and bagged and made sure it is suitable for NexTrex, a parent or a teacher will load it up into their car and will bring it to a Stop & Shop which we have partnered with and they will send it to a NexTrex facility and they will make decking and outdoor furniture with the plastic.

Chairperson Hartley:
Question: Do you have any idea how much plastic you need to collect to get the bench?
Answer: We don't know how much we will need, but so far we have collected 416 pounds of plastic, which we think is quite a lot.

Mr. Medeiros stated during student's FLEX time or certain periods of the day, they will go around the building where we have the NexTrex boxes and they will make sure the boxes have the appropriate plastic in it - they are doing a great job!

Superintendent Nelson noted he had the opportunity to visit RMS and was wondering what all of these bags of plastic was. Mr. Nelson stated it was great to find out what the Grade 6 students were doing and that it was for such a great cause. Mr. Nelson stated it is another great example of teaching and learning and what is happening in our classrooms, as well as what is happening in our community. Mr. Nelson extended a "thank-you" and congratulated the students who presented tonight.

B. MCAS Presentation
<u>Recommendation:</u>
That the School Committee hear a presentation from administration.
Superintendent Nelson stated the following:

"Principal Medeiros will present the key results from the most recent MCAS data from 2021. The MCAS is not new to us, but we know the context and overall purpose of the MCAS was quite different last year. The Department of Elementary and Secondary Education articulated the differences in MCAS administration and what the focus should be when analyzing and utilizing this data moving forward at the local level.

COVID-19 and the pandemic greatly impacted the student, staff and family experience in the 2020-2021 school year, leading to different learning models and many associated challenges. In addition, MCAS was shortened and modified compared to previous years and the testing locations varied depending on student need, meaning – remote vs. in-person.

We know it is important to address the MCAS scores and what they mean for our students and our schools – we know that MCAS is one of the many pieces of information to help inform the teaching and learning experiences of our students.

The Department of Elementary and Secondary Education correctly predicted that there would be statewide dips in scores compared to previous data sets. Here in the Tri-town we did see some of these instances in a dip, but overall we were extremely proud of the effort our school community made last year. The majority of our scores were consistent or above the state averages – our faculty, families and most of all our students should be commended on their efforts. We will use this set of data in conjunction with all available data points to inform instructional approaches and interventions for our students moving forward. Most importantly, we will continue to focus on the whole child – fostering a strong sense of belonging, social emotional wellness, and offering strong grade-appropriate instruction and learning opportunities for all students."

Principal, Derek Medeiros presented Rochester Memorial School's MCAS Data – Please see Attachment "A".

Superintendent Nelson stated he knows there are a lot of mixed opinions on MCAS, especially last year, in terms of whether or not it was appropriate for it to be administered. Mr. Nelson noted if we were able to get some valuable information and valuable data about how our students are doing in the academic approaches we took last year – lets make sure are students are getting better from it. Mr. Nelson stated overall we did well and he tips his hat off to the teachers, support staff, the families who were home supporting students last year and especially our students in what they did day to day and what they showed here on this one particular assessment.

Questions/Comments by School Committee Members regarding the MCAS presentation: None

C. Solar Contract Approval
Recommendation:
That the School Committee review and approve Solar Contract through the Town of Rochester with Solect Energy.
Superintendent Nelson stated:

> *"It is exciting to see this here. In recent years the Rochester School Committee and the Town of Rochester have gone through the process of exploring a partnership with Solect Energy related to the Rochester Memorial School site. Both School Committee members and town officials have been part of the process and have supported moving this project forward. At a recent special town meeting, the town supported an article that authorized the Select Board to enter into a lease regarding this project. Moreover, town council, Attorney Blair Bailey, has worked with Solect Energy to review the legal documentation and or the contract that is in your backup information tonight. As a result we are asking the School Committee to review this contract as presented and to approve it, which would give authorization to the town officials to execute this agreement and move forward with the project."*

Mr. Nelson stated one of the main questions regarding this project is where will it go? – Mr. Nelson noted it will be placed behind the parking lot.

MOTION:	by Anne Fernandes to approve the Solar Contract with Solect Energy as presented.
SECONDED:	Kate Duggan
IN FAVOR:	5:0
OPPOSED:	None
	MOTION PASSED

D. Donation Approval
Recommendation:
That the School Committee review and approve a donation of a book. Ms. Heather Burke, Marion resident and Chairperson of the Old Rochester Regional School Committee would like to donate a book entitled *"Monty and Rose, Nest at Montrose"* by Tamima Itani.

Superintendent Nelson read the description of the book that Heather Burke provided to him as follows:

> *"Monty and Rose Nest at Montrose,* is a beautifully illustrated book that tells the real-life story of piping plovers staying the summer at Montrose Beach in Chicago, Illinois in 2019. The trials and tribulations the endangered birds face in protecting their nest and raising their young makes for a great story that teaches valuable lessons on ecology, migration, conservation, and other scientific concepts. The author is a good friend of the Burke family and they are happy to share these books with the Tri-town elementary schools. Sincerely – the Burke Family"

MOTION:	by Jason Chisholm to accept the donation of the book entitled "Monty and Rose, Nest at Montrose" as presented
SECONDED:	Robin Rounseville
IN FAVOR:	5:0
OPPOSED:	None
	MOTION PASSED

V. New Business
C. Business
1. Financial Report
<u>Recommendation:</u>
That the School Committee hear a report from Mr. Barber

The Rochester School District currently has $700,637.88 available of the general funds appropriated in the 2022 Fiscal Year. Per the attached Year to Date Budget Report by Department, we are able to identify how our funds are encumbered and expended. This report recognizes that of the $6,798.275 appropriated to the District, consisting of both the Rochester School District and Bristol County Agricultural enrolled student operational costs, 85.66% of funding spent or encumbered are directly relating to student instruction.

Mr. Barber presented the Food Service Director's Report by Jill Henesey dated November, 2021 as follows:
- Meal participation continues to remain strong
- Nation-wide supply chain disruptions and price increases are having a significant impact on our program
  - Changes to posted menus may happen without notice. Please have patience and understanding. We will ensure that all students are provided a well-balanced, nutritious meal that meet the USDA nutrition standards
- Secured a secondary prime grocer vendor as a back-up supplier, to help reduce the impact of supply chain issues
- Cost of food and supplies are increasing significantly
- All café staff have completed and Civil Rights in School Nutrition and Allergy training
- Delivered two racks (roughly 280) of red, reusable School Lunch trays – no more disposable trays being used for lunches
- Submitted USDA/State Infrastructure Grant

Questions/Concerns by School Committee Members:

Kate Duggan:
The most recent menu that came out for December, at the memo at the top it said breakfast is free and "two" lunches are free. Is this an error, or has something changed?
Mr. Barber responded the first lunch is free and a second lunch or snacks are a cost.

Anne Fernandes:
Is the district able to get all of the food they need? Are they having difficulty obtaining certain foods?
Mr. Barber responded there have been a lot of shortages and restricted provisions being delivered – there are shortages of products and materials. Ms. Henesey has been able to modify the menus and has been accommodating as possible based on the USDA meal

quantities. Mr. Barber noted because of shortages, there have been substitutions on the meal calendar based on items that have been unavailable.

Mr. Barber presented the Facilities Report by Gene Jones dated December, 2021 as follows:
- Ordered Building Management upgrade to HVAC System
- Tent taken down and stowed for season
- Solar Canopy Project being reviewed by Town for approval
- Received COVID related Personal Protection Equipment (PPE) from DESE
- COVID-19 protocols set for HVAC, Cleaning, and Sanitizing
- Conducted routine maintenance on all facility systems

Questions/Comments by School Committee Members:
Anne Fernandes:
Did we purchase the tent? Where do we store it?
Mr. Nelson responded yes we did and the tent is stored at RMS.

CHAIRPERSON'S REPORT:
Vice-Chair, Anne Fernandes noted Chairperson Hartley would put something in writing for the committee for the next school committee meeting.
Ms. Fernandes noted that she and Ms. Hartley met with Mr. Nelson on October 28th regarding literacy, to outline our hopes and dreams. Ms. Fernandes stated they talked about screening and assessment, literacy curriculum, coaching and literacy intervention.

CENTRAL OFFICE ADMINISTRATOR'S REPORT
Superintendent Nelson congratulated the Old Rochester's Girls Volleyball Team on their first ever State Championship – it was extremely exciting!
Mr. Nelson stated the following:

> *"I am so glad that we are talking a lot about teaching and learning but I do think it is important to update you briefly on some of the COVID-19 pieces that we continue to navigate and I think we are doing a pretty good job. We do anticipate an uptick in cases right around the holidays – it happened last year as well – the Department of Education and the Department of Health has talked to us in terms of the schools' leadership standpoint in terms of what to expect and how to manage it and we will follow our protocols and work with our experts and most importantly our school nurses.*
> *We continue to adhere to the most recent guidance while collaborating with our local Board of Health. To date, we have had approximately 35 positive cases of COVID-19 this year; we presently have six individuals in isolation following required protocols. The testing program continues to be instrumental in addressing COVID-19 scenarios in the moment and helps us to do our best to prevent transmission and keep learning happening in-person. Additionally, the DESE masking mandate continues to be implemented and we anticipate an update in early January regarding the mandate's status."*

Dr. Jannell Pearson-Campbell, Assistant Superintendent of Teaching & Instruction reported as follows:

- On November 12 we held Professional Development which focused on many different topics and staff was able to choose what they would like to participate in such as: Project Based Learning/Writing; Face-to-Face Responsive Classroom; Grade Level Curriculum; and Safety and Welfare
- On December 13 we will be holding a Parental Webinar on IXL
- Rochester Memorial professional staff is working on After School Curriculum Maps
- Next Professional Development day will be held on January 18, 2022

Mr. Craig Davidson, Director of Student Services reported as follows:

- The Office of Student Services is going through an audit; the Department of Education will be coming to RMS next week for an on-site visit that is part of our Tier Focus Monitoring (Mr. Davidson extended a "thank-you" to Kim Amato – Special Education Secretary, Principal Medeiros and all of the Special Education Teachers in preparation of this audit). There will be a report from the DOE in the next few months and it will be shared with the School Committee at that time.
- The Department of Education has partnered with school districts regarding *"Building Equitable Support for Children with Disabilities"*. Rochester's school district team is composed of Principal Medeiros, Doreen Lopes, Community Providers, Teachers and Mr. Davidson.
- The next Early Childhood Council Meeting is scheduled to take place on January 19, 2022 – at which time we will dive deeper into the Family Engagement Frameworks and plan for April's "Week of the Young Child".
- Pre-School Screening will take place on January 26th at Center School - open to all Tri-town families.
- Music Playgroups are being offered to all Tri-town families at Rochester Memorial in a hybrid model – outdoors/weather permitting or they will pivot to a zoom offering or music room offering
- Kindergarten Parent Information Night is scheduled to take place on February 6th at 6:00pm – they are moving to on-line registration through PowerSchool – more information to follow.
- In collaboration with Buzzard's Bay Coalition – they will be providing programming for young families of all ages – nature walks, story walks and outdoor activities will be offered

Questions/Concerns/Comments by School Committee Members:
Anne Fernandes:
How long does the Music Playgroups meet for?
Mr. Davidson responded 1 hour

PRINCIPAL'S REPORT:
Mr. Medeiros reported the following:

- NexTrex Challenge – Ms. Emma Macleod – Grade 6 student shared the link that was published in the Wanderer describing the project:
https://www.wanderer.com/events/nextrex-challenge/
- Pleased to collaborate with the ORR High School National Honor Society, in particular Ms. Taylor Green (a former RMS student) on their book donation drive. A bin has been set-up in our main lobby where students, staff and families can donate books that will be delivered to those in need throughout the Tri-town and Greater New Bedford area

- On November 11 - PLC was held (Professional Learning Community) – the focus of this meeting was MCAS data analysis for our grade 3-6 teams and Shaywitz Dyslexia screener for our K-2 staff

VIII. School Committee
B. Committee Reports
1. Budget Subcommittee
Vice-Chairperson, Anne Fernandes stated they met today (12/2). Mr. Nelson stated a meaningful conversation took place – an initial calendar was developed for meeting dates to develop the FY23 school budget and an initial feedback conversation took place with school committee members to see what they would like to see in terms of process and priority. Mr. Nelson stated he appreciates all five school committee members attending the meeting – it makes the conversation that much more rich.

2. ORR District School Committee
Jason Chisholm stated they met on October 20th and reported as follows:
- Learned about Social/Emotional Learning and Responsive Classroom
- Spoke about the relationships between teachers/students/staff
  - Mr. Chisholm's thought was to make Social/Emotional Learning a more available resource to the parents in the community
- The Student Handbooks for both High School and Jr. High School (both had a few small changes) were presented and approved
- School Improvement Plan – they talked about various initiatives: Infinity Groups/United Nations Membership - latching onto the movements around diversity, equity and inclusion, as well as Project-Based Learning and Tech Literacy
- ORR Athletic Booster Club – came forward and was looking to solicit donations – no vote on that matter (ORR School Committee requested additional information before a further vote)
- Mattapoisett Recreation – requested use of the Multi-Purpose field for one or two games (weeknights) contingent upon weather – Approved
- Financial reports were shared
- Data points around COVID and instances around the elementary schools were shared; numbers around the HS and JHS are still low
- The High School Student Council attended the meeting to speak about "Homecoming Plans"

3. SMEC
Anne Fernandes stated they met on November 30, 2021 and reported as follows:
- Minutes of September 30, 2021 were approved, as submitted
- Staff Appointments and Reductions were reviewed, and placed on file, as presented
- The FY21 Audit was presented and reviewed by Mike Nelligan of Powers & Sullivan, LLC, CPAs and Advisors, and although several recommendations were made as per efficiency, no weaknesses were determined in the collaborative's financial statements of governmental activities as of June 30, 2021. The audit was discussed and approved as submitted
- The FY21 Annual Report Draft was reviewed, discussed and approved as submitted
- The revised FY22 Operating Budget and the projected FY22 Revenue Projections were reviewed, discussed and approved as submitted

- The Board reviewed, discussed and approved revisions to SMEC's Vacation Policy and Life Insurance Policy
- As the collaborative continues its search for potential new educational facilities, the Board received a building search update
- SMEC's Executive Director Educator Evaluation was tabled until its January 31st meeting
- Next meeting is tentatively scheduled for Monday, January 31, 2022 @ 5:30pm

4. READS
Superintendent Nelson stated a meeting was held on November 18, 2021 and reported as follows:
- Approved the minutes of September 16, 2021
- Heard about the FY21 close-out
- Went through a section of action items – FY21 Audit
- Talked about the current state of the FY22 budget
- Heard updates from the Special Ed Administrators
- Approved the READS Annual report FY21
- Heard Executive Director's recommendation for new staff and accept recent resignations
- Heard a Personnel and Financial update

5. Tri-town Foundation
Robin Rounseville stated they have not met

6. Early Childhood Council
Kate Duggan stated they met on October 19, 2021 and reported as follows:
- Discussed the ongoing implementation of the acceleration roadmap in the district and heard about the ORR Early Childhood Team's work towards "Building Equitable Support for Children with Special Needs"
- The elementary school principals, Dr. Pearson-Campbell, Mr. Davidson and Doreen Lopes participated in the first of a three part training on Anti-Racist Leadership in the Early Grades
- Reviewed the screening process for Pre-K children
- The Early Childhood Team has seen the highest number of parent referrals in the last 12 years of young children who have not been getting services for the last 18 months – they are trying to do a screening first – then move to testing and then additional intervention if deemed necessary/beneficial
- The next meeting is scheduled to take place on January 19, 2022

7. Policy Sub-Committee
Kate Duggan stated they met on November 9, 2021 and reported as follows:
- They discussed two Policies
  - o Advertising in the Schools – discussion of whether to initiate a policy to allow advertising in school buildings and on school property under certain conditions – One will be drafted by the administration and reviewed at a subsequent Policy meeting
  - o Public Comment Policy – we recommended a revised policy to more closely align with current practice regarding public comment during school committee meetings

- Outdated Gender Terms – discussion of updating policies and handbooks to use inclusive language – Ms. Duggan would like to plant the seed now for such revisions to take place in the next iteration of the student handbook and will share information on what that might look like in the months to come

8. Anti-Racism Sub-Committee
Kate Duggan stated they met on November 3, 2021 and report as follows:
- Reviewed the work of the sub-committee over the past year for the benefit of new members
- Met the consultants from Teachers 21 that will be assisting with the district's efforts this year (Teachers 21 is a group that works to build leadership capacity at the classroom, school and district level through systemic development of climate and culture, equity, teamwork and instructional practices)
- Some discussion about changing the name of the sub-committee – but no definitive action was taken in that direction

VIII. School Committee
IX. Future Business
A. Timeline
Vice-Chairperson Fernandes reported:
The next meeting(s) of Committee will be held as follows:

Rochester School Committee	Joint School Committee
January 6, 2022 (hybrid)	January 20, 2022
Rochester Memorial School	Remote via zoom
16 Pine Street	Time: 6:30pm
Rochester, MA 02770	
Time: 6:30pm	

B. Future Agenda Items:
- Initial Budget Review (January)
- School Lunch Statement (January/June)
- Approval of Chairperson's Annual Report (February)
- Interim report on School Committee progress toward goals (February)
- Budget Approval (public hearings) (February)
- School Committee Reorganization (May/June – depending on election date)
- School Choice Public Hearing (May)
- Administrator Contracts (May)
- Approval of new School Council goals (June)

X. Open Comments
Superintendent Nelson stated at this time for anyone who is participating via zoom, if you would like to make an "Open Comment", - the Open Comment section is for no longer than 20 minutes – you may add your name and address to the chat, we will acknowledge that we have a request, and with the Vice-Chairperson's permission, anyone with a public comment can speak up to three (3) minutes

There were no Open Comments

XI. Information Items

LIST OF DOCUMENTS USED AT THE MEETING

- Meeting Minutes of October 7, 2021
- MCAS Presentation
- Financial Report dated November 18, 2021
- Facilities Director Report – December, 2021
- Food Service Director Report – November, 2021
- Principal's Report – December 2, 2021
- Approved Annual Report of R.E.A.D.S.

Meeting of the Regular Rochester School Committee meeting ended at 8:06pm.

MOTION:	by Jason Chisholm to adjourn the Regular Meeting of the Rochester School Committee at 8:06pm only to go into Executive Session for the purposes of #3 – to discuss strategies with respect to collective bargaining and #7 – to comply with the provisions of any general or special law or federal grant-in-aid requirements to return only to adjourn
SO MOVED:	Kate Duggan
IN FAVOR:	4:0
OPPOSED:	None
	MOTION PASSED

Respectfully Submitted,

Toni M. Bailey, Recording Secretary

Attachments:
"A" – Rochester Memorial – MCAS Data Presentation

ATTACHMENT "A"

Rochester Memorial

MCAS Data Presentation

Rochester School Committee

December 2, 2021

Next Generation MCAS:

- ❖ The MCAS results are for diagnostic purposes and improvement purpose to support planning for the district and school buildings.

- ❖ Focuses on student's critical thinking abilities, application of knowledge, and ability to make connections between reading and writing.

- ❖ Provides educators with students' readiness for the next grade level or college to career readiness.

- ❖ Designed to use the computer and therefore technology skills are of importance.

- ❖ Contains universal accessibility features for all students such as highlighting, magnifying tracker, background tracker, color option, answer masking or answer eliminator tools.

MCAS Achievement Levels for Next-Generation:

Exceeding Expectations **530-560**	A student who performed at this level exceeded grade-level expectations by demonstrating mastery of the subject matter.
Meeting Expectations **500-529**	A student who performed at this level met grade-level expectations and is academically on track to succeed in the current grade in this subject.
Partially Meeting Expectations **470-499**	A student who performed at this level partially met grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should consider whether the student needs additional academic assistance to succeed in this subject.
Not Meeting Expectations **440-469**	A student who performed at this level did not meet grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should determine the coordinated academic assistance and/or additional instruction the student needs to succeed in this subject.

Student Growth Percentile

❖ The Student Growth Percentile will begin at grades 5 because the MCAS testing wasn't completed in 2020

❖ The student growth percentile (1- 99) compares your child's progress to the progress of other students with similar prior MCAS Scores

❖ In prior years, growth was calculated by comparing students' current-year students with similar scores in their cohort. Each year, the cohort group changes (depending on the performance of the current year population), which resulted in average SGP of about 50

❖ In 2021, growth was calculated using a historical academic peer group. This group represents a "baseline" from which current progress can be measured

❖ The baseline method provides a more sensitive and realistic measure of student when a systemic even, such as the COVID-19 pandemic, has a statewide impacted performance

❖ The Department of Education worked with stakeholder groups in researching, developing baseline growth model:
  ➢ Massachusetts Technical Advisory Committee
  ➢ Center for Assessment (www.nciea.org)

4

District Achievement versus the State Achievement for English Language Arts

	2018 District	2018 State	2019 District	2019 State	2021 District	2021 State
Exceeding Expectations	10%	9%	9%	10%	9%	8%
Meeting Expectations	49%	42%	49%	42%	47%	38%
Partially Meeting Expectations	39%	38%	40%	37%	36%	38%
Not Meeting Expectations	2%	11%	3%	11%	8%	16%
Average Scaled Score	505.9	500.5	504.5	501.2	501.4	496.5
N Students	274	426,356	291	424,052	293	395,744
Participation Rates					100%	95%
Mean SGP	52.9	50.0	54.2	49.9	40.3	35.8
Median SGP	55.0	50.0	55.0	50.0	38.0	29.0

Grade 3 ELA Data: School vs. State

English Language Arts- Grade 3
All Students

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

District: 8%, 49%, 39%, 4%

State: 9%, 41%, 39%, 10%

Percent of Students
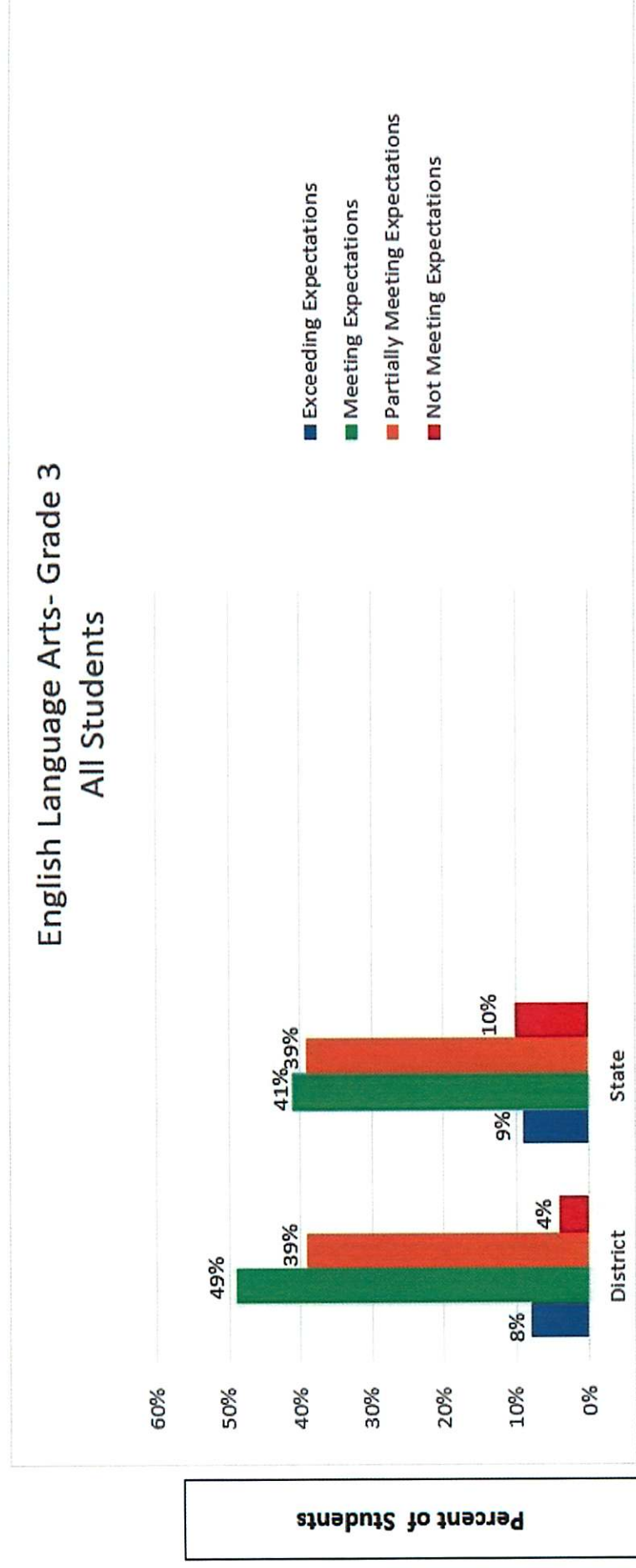
Grade 4 ELA Data: School vs. State

English Language Arts- Grade 4
All Students

Legend:
- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

District: 3%, 58%, 35%, 10%
State: 6%, 43%, 38%, 13%

Percent of Students
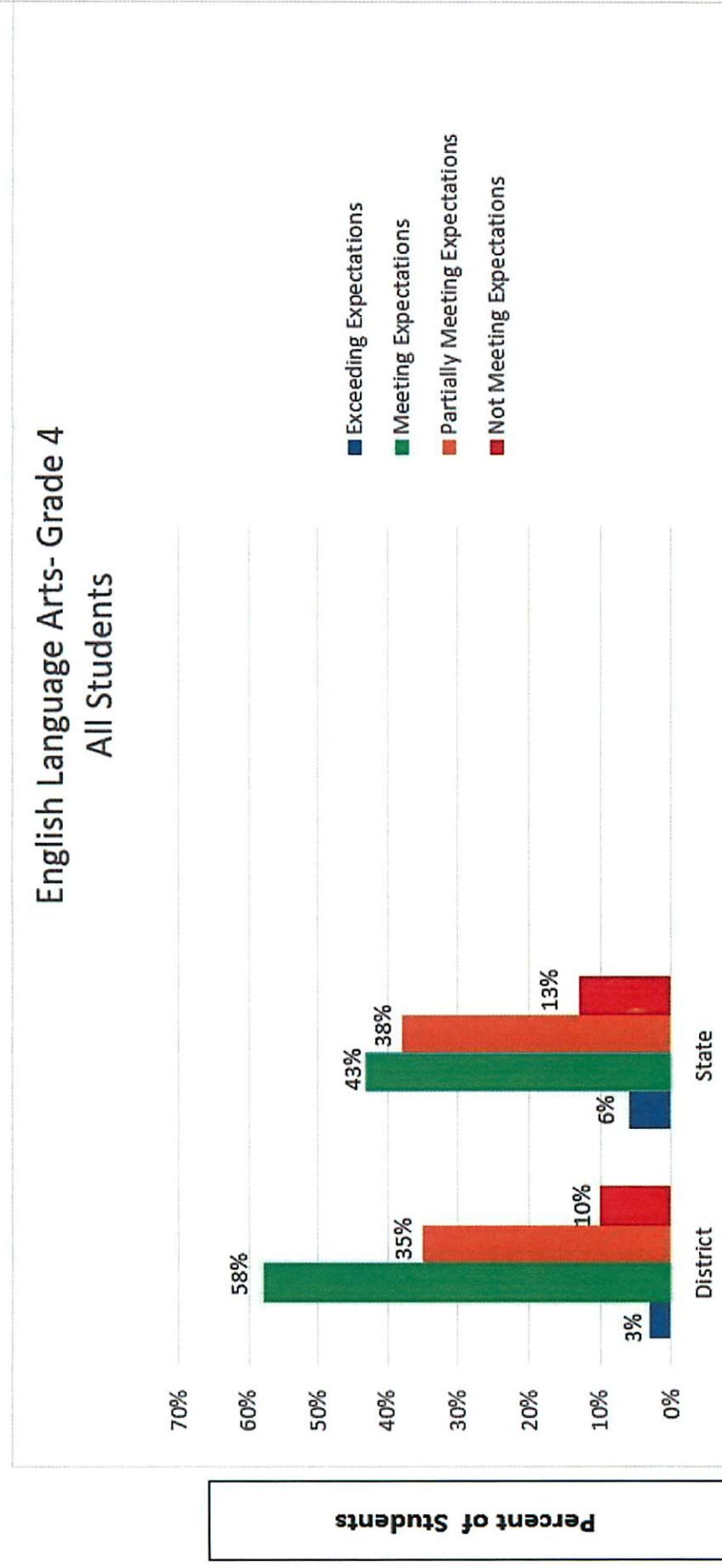
Grade 5 ELA DATA: School vs. State

English Language Arts - Grade 5
All Students

Percent of Students

Legend:
- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

District: 10%, 43%, 10%, 7%

State: 8%, 39%, 41%, 12%
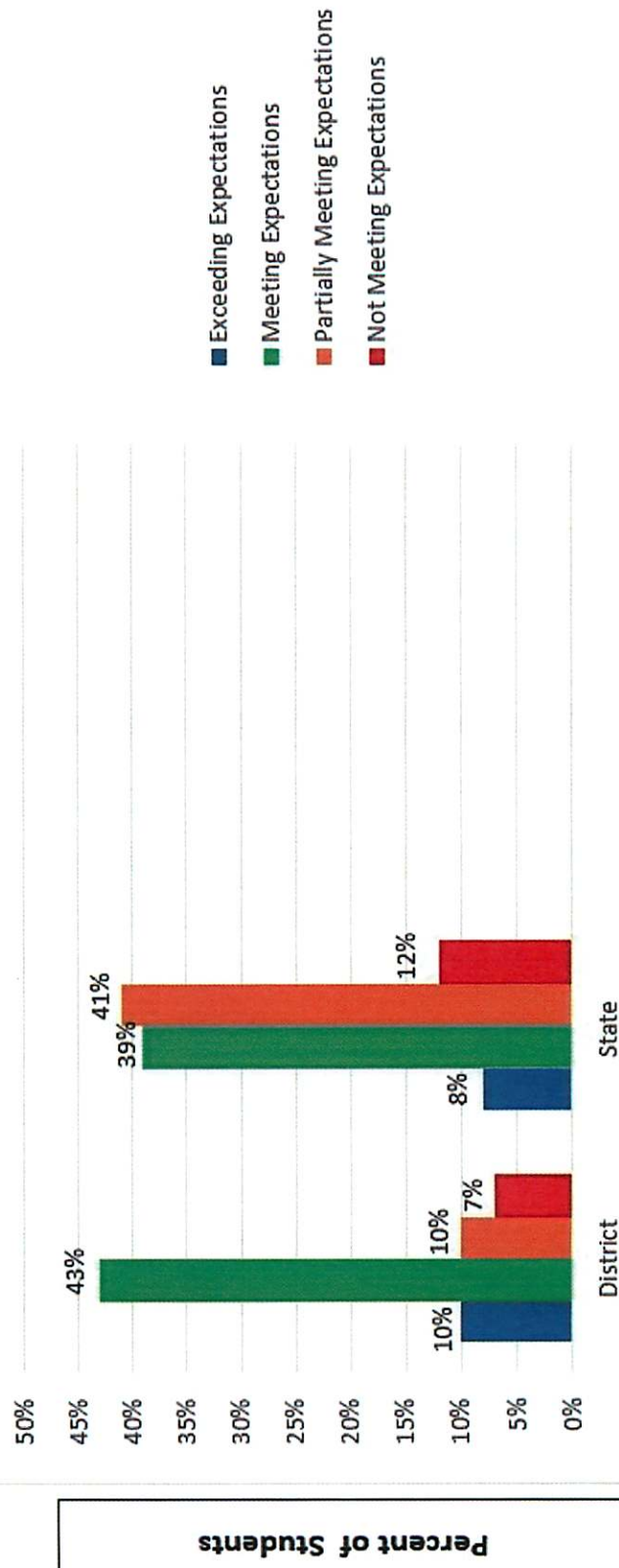
Grade 6 ELA Data: School vs. State

English Language Arts- Grade 6
All Students

Percent of Students

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations
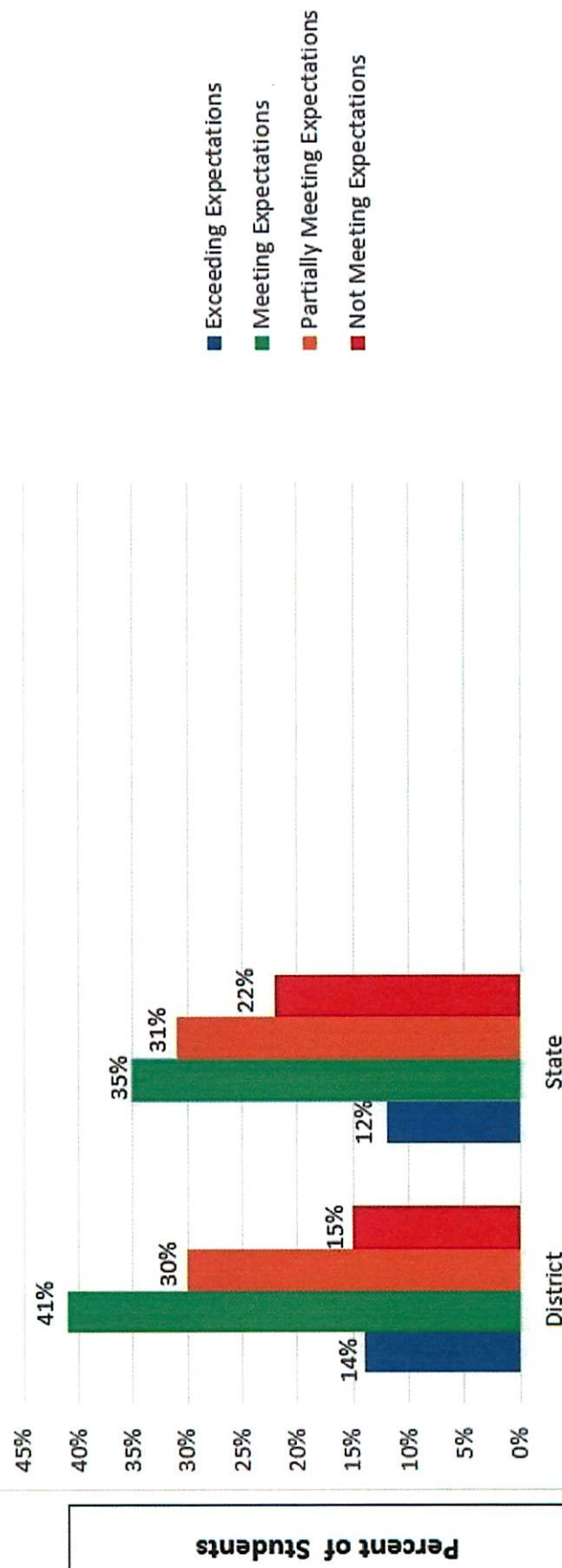
English Language Arts Growth

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Spring 2021 MCAS District and School Achievement and Growth
English Language Arts
by School

Contact Us
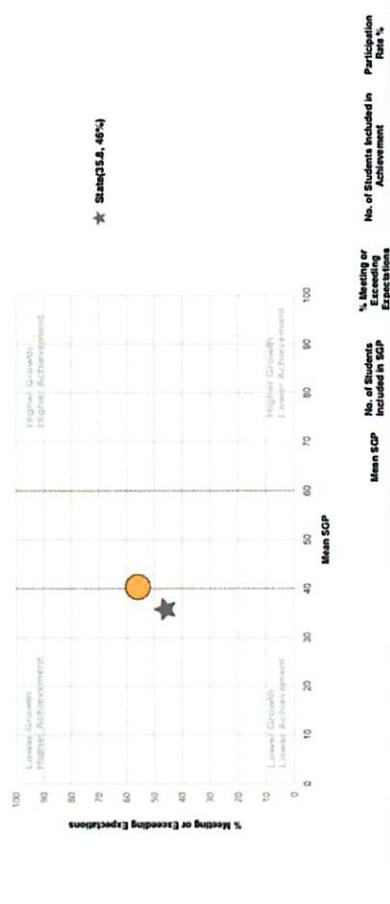
District : Rochester
School : Not Applicable
Grade: Grades 3-8

★ State(35.4, 46%)

	Mean SGP	No. of Students Included in SGP	% Meeting or Exceeding Expectations	No. of Students Included in Achievement	Participation Rate %
Rochester (02500000)	40.3	143	56	293	100
Rochester Memorial (02500005)	40.3	143	56	293	100

Mean student growth percentile (SGP) is not calculated if the number of students with SGP is less than 20.

The size of the bubble does not have a significance and the color representation are randomly selected and does not signify any interpretation.

Since MCAS was not administered in 2020, SGP for Grade 4 is not available.

Grade 3 ELA Item Analysis

N Students Included : 77   Participation Rate : 99%   Standards : MA 2017 Standards

				Item Information		% Possible Points		
Item No.	Item Type	Reporting Category	Standard	Item Description	Possible Points	District	State	District-State Diff.
1	SR	LA	L.PK-12.4	Choose the correct meanings of a multiple-meaning word in context.	2	54%	55%	-1
2	SR	RE	R.PK-12.3	Identify a character's actions based on information in the story.	1	64%	50%	14
3	SR	RE	R.PK-12.4	Identify evidence from the story used to determine the meaning of a word.	1	87%	82%	5
4	SR	RE	R.PK-12.4	Determine what is being described based on details in the story.	1	87%	69%	18
5	SR	RE	R.PK-12.4	Determine the meaning of a phrase using context from the story.	1	67%	53%	14
6	SR	RE	R.PK-12.2	Identify the main idea in the story.	1	87%	74%	13
7	SR	RE	R.PK-12.3	Identify a description of characters based on details in the story.	1	72%	58%	14
8	SR	RE	R.PK-12.3	Identify a description of characters' feelings based on details in the story.	1	72%	66%	6
9	SR	RE	R.PK-12.3	Identify a description of the characters' feelings and choose evidence from the story that best supports the description.	2	74%	63%	11
10	SR	RE	R.PK-12.6	Determine a character's point of view about events in the story.	1	49%	48%	1
11	SR	RE	R.PK-12.2	Retell the story by dragging events into the correct order.	2	83%	80%	3
12	ES	-	-	Write a narrative that extends the story by describing what might happen next.	7	21%	18%	3
13	SR	LA	L.PK-12.2	Identify words that are combined to make a contraction in the poem.	1	79%	71%	8
14	SR	LA	L.PK-12.2	Determine the use of punctuation in the poem.	1	53%	53%	0
15	SR	RE	R.PK-12.3	Identify the thoughts of the speaker of the poem.	1	61%	55%	6
16	SR	RE	R.PK-12.1	Determine the reason for a character's action based on details from the poem.	1	63%	54%	9
17	SR	RE	R.PK-12.2	Identify the meaning of the title of the poem.	1	37%	40%	-3
18	SR	LA	L.PK-12.2	Evaluate the use of capitalization in the poem.	1	71%	67%	4
19	SR	LA	L.PK-12.1	Determine the part of speech of a word used in the story.	1	29%	42%	-13
20	SR	RE	R.PK-12.8	Select details from the story to demonstrate understanding of a cause-effect relationship.	2	70%	77%	-7
21	SR	LA	L.PK-12.3	Determine the effect of figurative language used in the article.	1	71%	65%	6
22	SR	LA	L.PK-12.2	Determine the purpose of punctuation used in a word from the article.	1	24%	31%	-7
23	SR	LA	L.PK-12.3	Analyze the use of punctuation in a heading in the article.	1	53%	59%	-6

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Grade 3 ELA Item Analysis continued

Spring 2021 IT301 MCAS District and School Test Item Analysis Summary
English Language Arts
All Students

Contact Us

District : Rochester
School : Not Applicable
Grade : Grade 3

N Students Included : 77   **Participation Rate : 99%**   **Standards : MA 2017 Standards**

Item No.	Item Type	Reporting Category	Standard	Item Information – Item Description	% Possible Points – Possible Points	District	State	District-State Diff.
24	SR	RE	R.PK-12.5	Determine where additional information should be included in the article.	1	66%	65%	1
25	SR	RE	R.PK-12.3	Sequence events based on information from the article.	2	61%	52%	9
26	SR	RE	R.PK-12.3	Identify how an object changes based on information from the article	1	63%	63%	0
27	SR	RE	R.PK-12.1	Use information from the article to demonstrate understanding	1	76%	78%	-2
28	SR	RE	R.PK-12.1	Identify information and choose supporting evidence from the article	2	63%	70%	-7
29	SR	RE	R.PK-12.9	Compare information about a topic found in the article and in the story.	1	79%	70%	9
30	CR	RE	R.PK-12.9	Write a paragraph that compares the main ideas of the article and the story; include important details from both passages.	3	33%	40%	-1
Total					44	52%	49%	
WR12	ES	WR	W.PK-12.3 W.PK-12.4	Essay 12 Writing (idea development)	4	13%	11%	2
LA12	ES	LA	L.PK-12.1 L.PK-12.2 L.PK-12.3	Essay 12 Language (conventions)	3	32%	28%	4

Note: Students in grades 3-8 took a shorter version of the tests in spring 2021. Item results are not reported if fewer than 10 students in the school or district answered the item.

Note: MCAS Results are suppressed for group counts of less than 10.

Released Items, Student Work & Practice Tests >>

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Grade 4 ELA Item Analysis

Spring 2021 IT301 MCAS District and School Test Item Analysis Summary
English Language Arts
All Students

N Students Included : 65   Participation Rate : 100%   Standards : MA 2017 Standards

| | Item Information | | | | | % Possible Points | | |
Item No.	Item Type	Reporting Category	Standard	Item Description	Possible Points	District	State	District-State Diff.
1	SR	RE	R.PK-12.3	Determine what is suggested about a character based on information in the story.	1	86%	76%	10
2	SR	LA	L.PK-12.5	Interpret the meaning of a phrase in the story.	1	72%	62%	10
3	SR	RE	R.PK-12.3	Determine what is suggested about a character based on information in the story.	1	83%	62%	21
4	SR	LA	L.PK-12.4	Determine the meaning of a word in context.	1	48%	54%	-6
5	SR	RE	R.PK-12.7	Determine how a picture contributes to the understanding of the story.	1	93%	82%	11
6	SR	RE	R.PK-12.4	Determine how a paragraph is important to the story.	1	86%	80%	6
7	SR	RE	R.PK-12.3	Determine how a character feels using details from the story.	1	79%	60%	19
8	SR	RE	R.PK-12.3	Choose details that best describe the characters in the story.	2	67%	61%	6
9	SR	LA	L.PK-12.5	Interpret the meaning of a phrase using details from the story.	1	90%	78%	12
10	SR	RE	R.PK-12.3	Determine how a character changes at the end of the story.	1	52%	60%	-8
11	SR	RE	R.PK-12.2	Create a summary of the story by dragging events into the correct order.	2	81%	73%	8
12	ES	-	-	Write a narrative that describes what will most likely happen next in the story.	7	30%	32%	-2
13	SR	RE	R.PK-12.2	Identify a description of two individuals based on information in the article.	1	86%	81%	5
14	SR	LA	L.PK-12.2	Identify the reason a word is placed in quotation marks in the article.	1	83%	68%	15
15	SR	LA	L.PK-12.3	Identify the reason italics are used in the article.	1	64%	56%	8
16	SR	RE	R.PK-12.1	Identify the actions of an individual in the article.	1	67%	65%	2
17	SR	LA	L.PK-12.4	Determine which meaning of a multiple-meaning word is used in the article.	1	78%	68%	10
18	SR	RE	R.PK-12.1	Identify an event using information from the article.	1	78%	70%	8
19	SR	RE	R.PK-12.1	Determine what is suggested about an individual based on information in the passage.	1	69%	59%	10
20	SR	RE	R.PK-12.1	Make an inference about an individual and choose evidence from the passage that best supports the inference.	2	69%	59%	10
21	SR	LA	L.PK-12.4	Determine the meaning of a word in context.	1	78%	74%	4
22	SR	RE	R.PK-12.7	Determine how an illustration contributes to the reader's understanding of the passage.	1	64%	63%	1
23	SR	RE	R.PK-12.1	Identify the sentence that best describes an individual in the passage.	1	72%	70%	2

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Spring 2021 IT301 MCAS District and School Test Item Analysis Summary
English Language Arts
All Students

Contact Us
District : Rochester
School : Not Applicable
Grade : Grade 4

N Students Included : 65   **Participation Rate : 100%**   **Standards : MA 2017 Standards**

Item No.	Item Type	Reporting Category	Standard	Item Description	Possible Points	% Possible Points		
						District	State	District-State Diff.
24	SR	RE	R.PK-12.1	Determine what is suggested about an individual based on information in the passage	1	61%	63%	2
25	SR	RE	R.PK-12.9	Identify evidence that compares the feelings of others toward individuals in both passages.	1	44%	40%	4
26	SR	RE	R.PK-12.3	Identify the feelings of individuals described in the passages.	1	67%	63%	4
27	SR	RE	R.PK-12.9	Identify which problems individuals in the passages faced.	2	64%	56%	8
28	SR	RE	R.PK-12.9	Identify the steps two individuals had to take to accomplish their goals in the passages	1	50%	60%	10
29	SR	RE	R.PK-12.9	Identify a difference between two individuals and choose evidence from one of the passages that best supports the difference.	2	57%	43%	14
30	SR	RE	R.PK-12.3	Determine the effect of the successes of two individuals based on information in both passages.	1	61%	55%	6
31	CR	RE	R.PK-12.3	Write a paragraph that describes a character trait of an individual in the passage, using important details from the passage as evidence.	3	47%	43%	4
Total					44	58%	54%	
Write	ES	WR	W.PK-12.3 / W.PK-12.4	Essay 12: Writing (idea development)	4	23%	22%	1
Lang	ES	LA	L.PK-12.1 / L.PK-12.2 / L.PK-12.3	Essay 12: Language (conventions)	3	36%	36%	0

Note: Students in grades 3-8 took a shorter version of the tests in spring 2021. Item results are not reported if fewer than 10 students in the school or district answered the item.

Note: MCAS Results are suppressed for group counts of less than 10.

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Grade 5 ELA Item Analysis

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District : Rochester
School : Not Applicable
Grade : Grade 5

Spring 2021 IT301 MCAS District and School Test Item Analysis Summary
English Language Arts
All Students

N Students Included : 82   Participation Rate : 100%   Standards : MA 2017 Standards

Item No.	Item Type	Reporting Category	Standard	Item Description	Possible Points	District	State	District-State Diff.
1	SR	RE	R.PK-12.5	Determine the importance of given paragraphs to the overall passage.	1	88%	83%	5
2	SR	LA	L.PK-12.5	Interpret the meaning of figurative language used in the passage.	1	81%	78%	3
3	SR	RE	R.PK-12.3	Identify a description of an individual and choose evidence from the passage that best supports the description.	2	66%	65%	1
4	SR	RE	R.PK-12.6	Determine what is being described in a detail from the passage	1	70%	72%	-2
5	SR	RE	R.PK-12.1	Make an inference based on details from the passage.	1	86%	81%	5
6	SR	RE	R.PK-12.5	Determine the importance of given paragraphs in the passage.	1	93%	78%	15
7	SR	RE	R.PK-12.8	Identify why the author includes a given section in the passage	1	60%	60%	0
8	SR	RE	R.PK-12.1	Make an inference based on information from the passage.	1	67%	60%	7
9	SR	LA	L.PK-12.4	Identify the word from the passage that has a prefix with a given meaning	1	58%	63%	-5
10	SR	RE	R.PK-12.2	Identify the main idea of the passage and choose evidence from the passage that best supports the main idea.	2	76%	67%	9
11	SR	RE	R.PK-12.3	Identify character traits of individuals in the passage.	2	60%	56%	4
12	ES	ES		Write an essay that explains the relationship between two individuals in the passage; use information from the passage as evidence.	7	37%	37%	0
13	SR	RE	R.PK-12.5	Determine the purpose of a paragraph in the table.	1	56%	67%	-11
14	SR	RE	R.PK-12.1	Identify the significance of an event from the table.	1	74%	77%	-3
15	SR	RE	R.PK-12.3	Identify a description of characters based on information in the table.	1	69%	67%	2
16	SR	LA	L.PK-12.4	Determine the meaning of a word in context.	1	87%	81%	6
17	SR	RE	R.PK-12.3	Determine what is suggested about a character using details from the table.	1	95%	86%	9
18	SR	RE	R.PK-12.2	Determine the importance of the setting of the table.	1	90%	70%	20
19	SR	RE	R.PK-12.2	Determine the importance of the title of the table.	1	49%	51%	-2
20	SR	RE	R.PK-12.8	Determine the purpose of a paragraph in the passage.	1	62%	65%	-3
21	SR	RE	R.PK-12.4	Determine the meaning of a word in context	1	74%	76%	-2
22	SR	RE	R.PK-12.5	Determine how paragraphs are connected in the passage.	1	69%	53%	16

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Spring 2021 IT301 MCAS District and School Test Item Analysis Summary
English Language Arts
All Students

Contact Us
District : Rochester
School : Not Applicable
Grade : Grade 5

N Students Included : 82   Participation Rate : 100%   Standards : MA 2017 Standards

Item No.	Item Type	Reporting Category	Standard	Item Description	Possible Points	% Possible Points District	State	District-State Diff.
23	SR	LA	L.PK-12.5	Interpret the meaning of punctuation used in the passage	1	93%	42%	10
24	SR	LA	L.PK-12.2	Determine the use of punctuation in a sentence from the passage.	1	77%	66%	11
25	SR	RE	R.PK-12.4	Determine the meaning of a word in context.	1	82%	77%	5
26	SR	RE	R.PK-12.3	Identify how a problem in the passage was solved and choose evidence from the passage that best supports the solution.	2	68%	61%	7
27	SR	RE	R.PK-12.3	Place events from the passage into the correct order.	2	68%	55%	13
28	SR	RE	R.PK-12.5	Identify the organizational structure of the passage.	1	46%	45%	1
29	SR	RE	R.PK-12.9	Compare how information from two passages contributes to overall understanding of a topic	1	59%	51%	12
30	SR	RE	R.PK-12.7	Use text features to identify similarities on a topic presented in two passages.	1	87%	75%	12
31	ES	-	-	Write an essay that explains how individuals addressed challenges presented in two passages; use information from both passages as evidence.	7	35%	33%	2
Total*					48	55%	52%	
WR12	ES	WR	W.PK-12.2 W.PK-12.4	Essay 12 Writing (idea development)	4	55%	34%	1
LA12	ES	LA	L.PK-12.1 L.PK-12.2 L.PK-12.3	Essay 12 Language (conventions)	3	50%	40%	0
WR31	ES	WR	W.PK-12.2 W.PK-12.4	Essay 31 Writing (idea development)	4	51%	29%	2
LA31	ES	LA	L.PK-12.1 L.PK-12.2 L.PK-12.3	Essay 31 Language (conventions)	3	40%	38%	2

Note: Students in grades 3-8 took a shorter version of the tests in spring 2021. Item results are not reported if fewer than 10 students in the school or district answered the item.

Note: MCAS Results are suppressed for group counts of less than 10.

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Grade 6 ELA Item Analysis

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Spring 2021 IT301 MCAS District and School Test Item Analysis Summary
English Language Arts
All Students

N Students Included : 66   Participation Rate : 100%   Standards : MA 2017 Standards

Item No.	Item Type	Reporting Category	Standard	Item Description	Possible Points	% Possible Points		
						District	State	District-State Diff.
1	SR	RE	R.PK-12.7	Determine how a map supports information presented in a passage.	1	68%	64%	4
2	SR	RE	R.PK-12.5	Analyze how particular paragraphs contribute to the development of ideas in a passage.	2	64%	43%	21
3	SR	LA	L.PK-12.4	Determine the meaning of an academic word in context.	1	68%	57%	11
4	SR	RE	R.PK-12.8	Identify a claim that is supported by evidence from a passage.	1	61%	54%	7
5	SR	LA	L.PK-12.2	Determine the function of punctuation used in a sentence.	1	32%	44%	-12
6	SR	RE	R.PK-12.3	Analyze how an idea is introduced in a passage.	1	82%	69%	13
7	SR	RE	R.PK-12.2	Determine how a detail in a passage helps to develop a central idea.	1	79%	72%	7
8	SR	RE	R.PK-12.8	Determine which evidence best supports a claim in a passage.	1	50%	55%	-5
9	SR	RE	R.PK-12.7	Determine how an illustration reveals information presented in a passage.	2	61%	54%	7
10	SR	RE	R.PK-12.6	Identify the primary claim of a passage.	1	50%	50%	0
11	SR	RE	R.PK-12.6	Determine an author's point of view in a passage.	1	64%	66%	-2
12	ES	-	-	Write an essay explaining how science was used to try to solve a mystery in a passage; use information from the passage to support the explanation.	8	48%	38%	10
13	SR	LA	L.PK-12.5	Analyze the function of a word in a passage.	1	61%	50%	11
14	SR	LA	L.PK-12.4	Determine the meaning of a word in context.	1	79%	79%	0
15	SR	RE	R.PK-12.1	Identify evidence from a passage that supports an inference about an individual in the passage.	1	57%	51%	6
16	SR	RE	R.PK-12.3	Analyze how an individual's actions are described in a passage.	1	75%	61%	14
17	SR	RE	R.PK-12.3	Analyze an important idea in a passage.	1	82%	66%	16
18	SR	RE	R.PK-12.6	Identify the purpose of particular lines in a poem.	1	71%	64%	7
19	SR	RE	R.PK-12.5	Analyze an important structural element of a poem.	1	89%	68%	21
20	SR	RE	R.PK-12.6	Analyze the reason for using a specific point of view in a poem.	1	71%	69%	2
21	SR	RE	R.PK-12.3	Analyze how paragraphs in a passage develop a character.	1	76%	70%	6
22	SR	RE	R.PK-12.4	Analyze the impact of word choice in a passage.	1	79%	73%	6
23	SR	RE	R.PK-12.5	Determine how a particular paragraph contributes to the development of ideas in a passage.	1	53%	64%	-11

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Contact Us

District : Rochester
School : Not Applicable
Grade : Grade 6

Spring 2021 IT301 MCAS District and School Test Item Analysis Summary
English Language Arts
All Students

N Students Included : 66   Participation Rate : 100%   Standards : MA 2017 Standards

Item No.	Item Type	Reporting Category	Standard	Item Description	Possible Points	% Possible Points		District-State Diff.
						District	State	
24	SR	RE	R.PK-12.3	Determine the reason for a character's action in a passage.	1	66%	61%	5
25	SR	RE	R.PK-12.1	Make an inference about a character in a passage.	1	63%	68%	-5
26	SR	RE	R.PK-12.1	Make an inference based on a detail from a passage.	1	66%	70%	-4
27	SR	RE	R.PK-12.1	Select evidence to support an inference about a character in a passage.	2	61%	60%	1
28	SR	LA	L.PK-12.4	Determine the meaning of a word in context.	1	55%	74%	-19
29	SR	RE	R.PK-12.3	Analyze how an interaction between characters helps to advance the plot in a passage	1	42%	47%	-5
30	SR	RE	R.PK-12.2	Identify how the interactions of characters help to develop a central idea of a passage.	2	54%	47%	7
31	SR	RE	R.PK-12.4	Analyze symbolism in a passage.	1	50%	68%	-18
32	ES	-	-	Write an essay that explains how a character changes over the course of a passage; use information from the passage to support the explanation.	8	43%	38%	5
Total					50	54%	49%	
WR12	ES	WR	W.PK-12.2 W.PK-12.4	Essay 12 Writing (idea development)	5	39%	31%	8
LA12	ES	LA	L.PK-12.1 L.PK-12.2 L.PK-12.3	Essay 12 Language (conventions)	3	63%	50%	13
WR32	ES	WR	W.PK-12.2 W.PK-12.4	Essay 32 Writing (idea development)	5	55%	32%	3
LA32	ES	LA	L.PK-12.1 L.PK-12.2 L.PK-12.3	Essay 32 Language (conventions)	3	57%	49%	8

Note: Students in grades 3-8 took a shorter version of the tests in spring 2021. Item results are not reported if fewer than 10 students in the school or district answered the item.

Note: MCAS Results are suppressed for group counts of less than 10.

Released Items, Student Work & Practice Tests >>

Student Group: All Students

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

2018: 10%, 45%, 41%, 5%
2019: 8%, 44%, 43%, 5%
2021: 5%, 39%, 49%, 7%

Rochester Memorial School
16 Pine St. Rochester, MA 02700

District Achievement versus the State Achievement for Mathematics

	2018 District	2018 State	2019 District	2019 State	2021 District	2021 State
Exceeding Expectations	10%	7%	8%	9%	5%	5%
Meeting Expectations	45%	40%	44%	40%	39%	29%
Partially Meeting Expectations	41%	40%	43%	39%	49%	45%
Not Meeting Expectations	5%	12%	5%	12%	7%	22%
Average Scaled Score	503.0	498.4	501.8	499.2	497.8	489.7
N Students	272	426,545	290	424,089	293	395,490
Participation Rates					100%	95%
Mean SGP	61.7	50.0	56.1	49.9	49.6	30.4
Median SGP	64.0	50.0	59.5	50.0	48.0	21.0

Mathematics- Grade 3
All Students
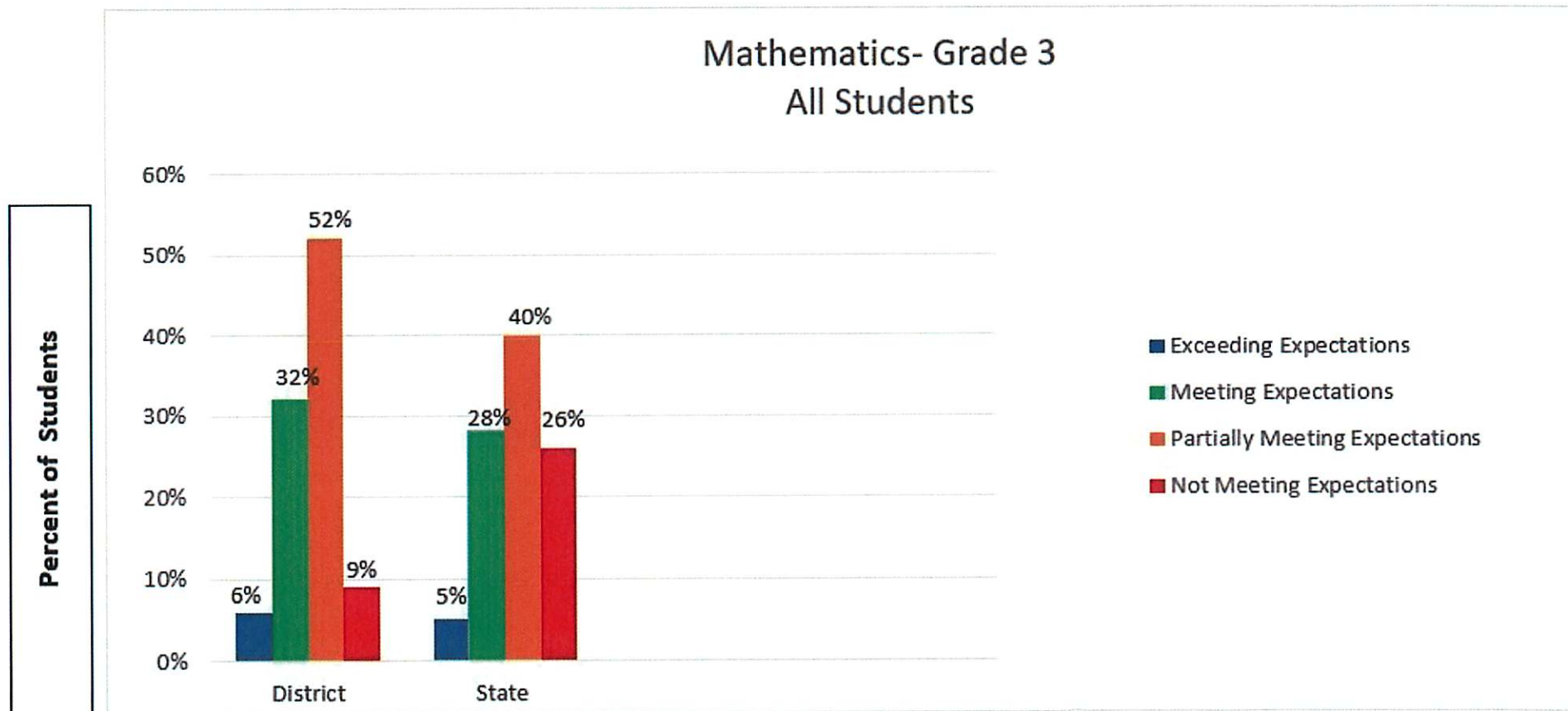
Grade 4 Math Data: School vs. State

Mathematics - Grade 4
All Students
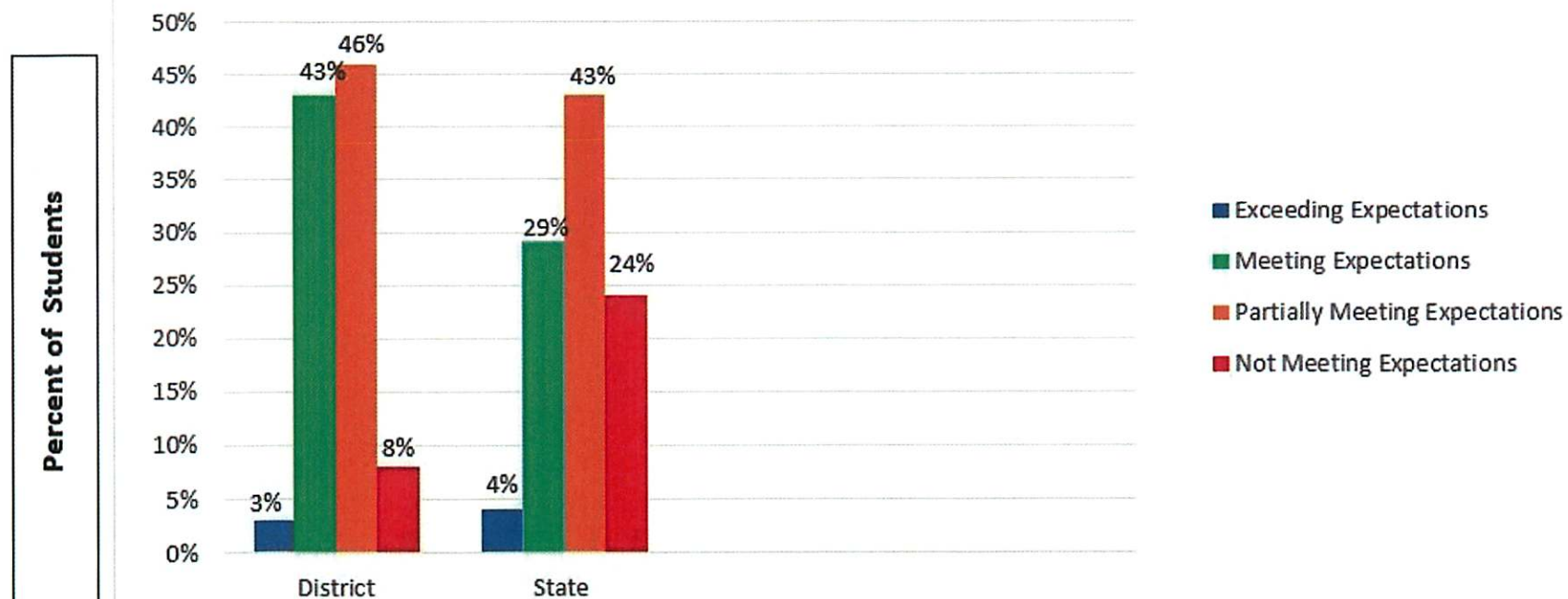
Grade 5 Math Data: School vs State

Mathematics - Grade 5
All Students
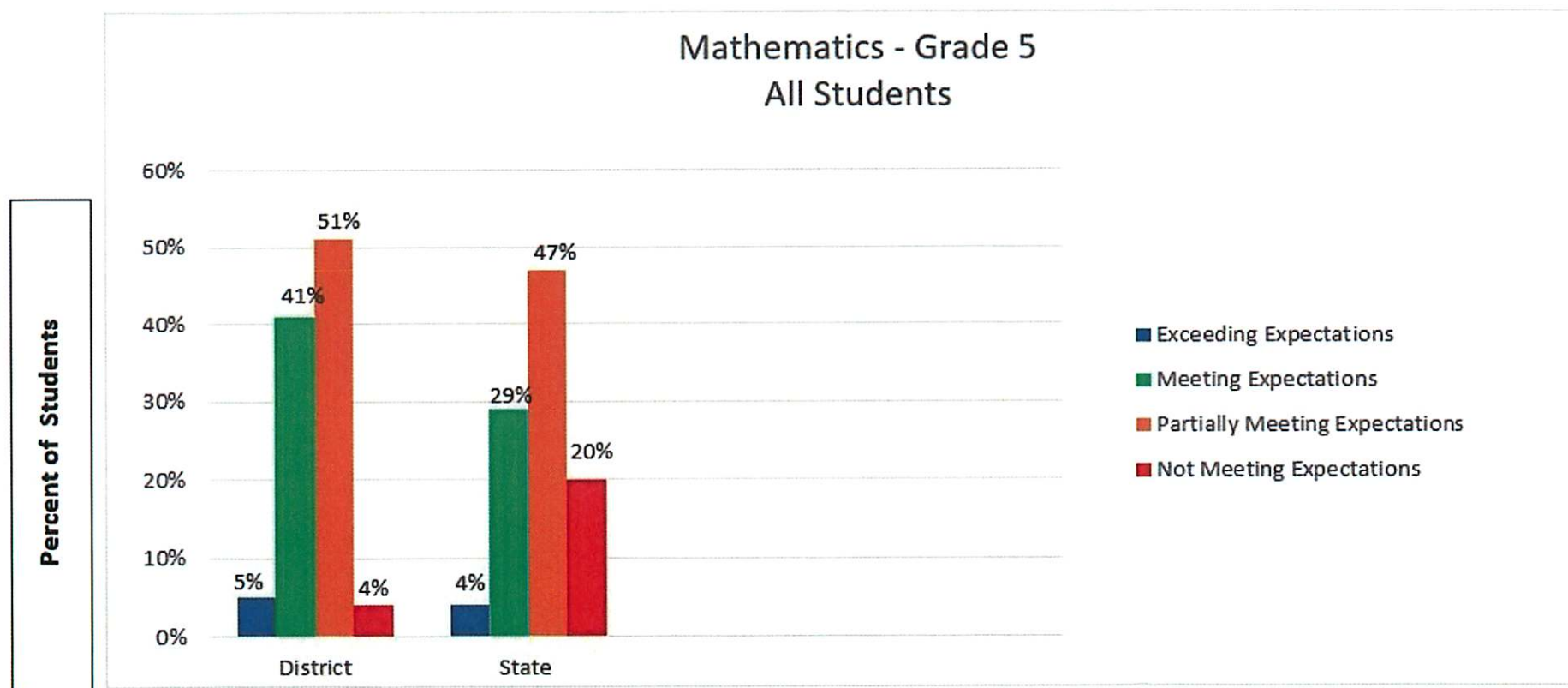
Grade 6 Math Data: School vs. State

Mathematics- Grade 6
All Students
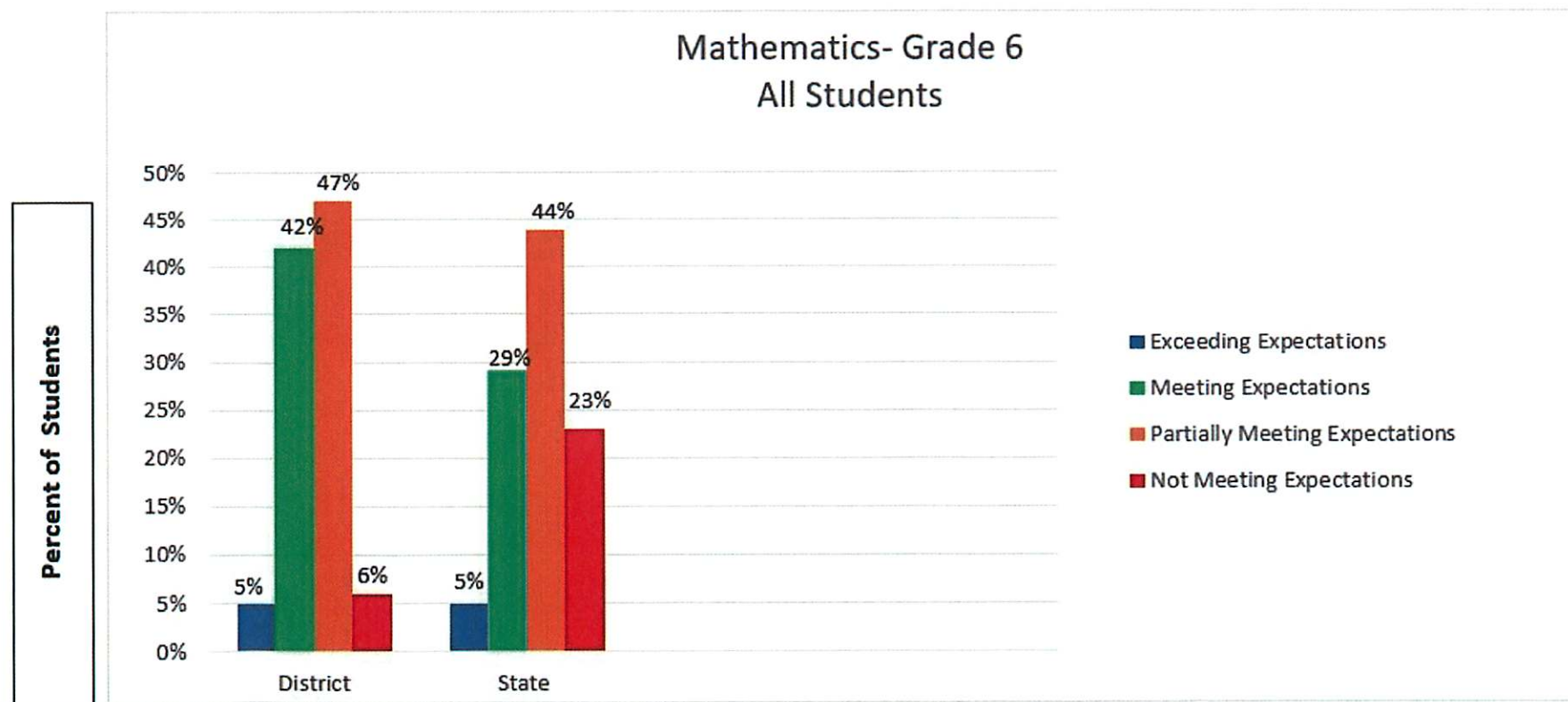
Mathematics Growth

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Spring 2021 MCAS District and School Achievement and Growth
Mathematics
by School

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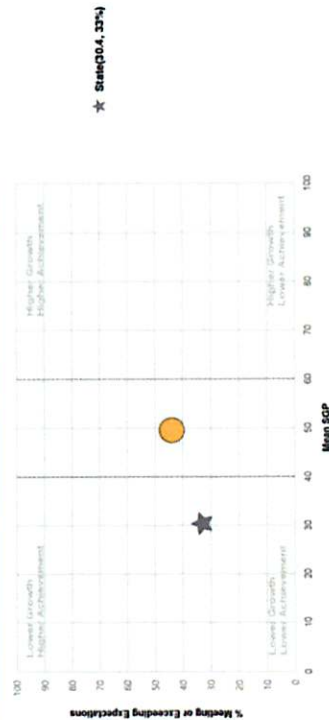
District : Rochester
School : Not Applicable
Grade: Grades 3-8

★ State(10.4, 33%)

Mean SGP

% Meeting or Exceeding Expectations

	Mean SGP	No. of Students Included in SGP	% Meeting or Exceeding Expectations	No. of Students Included in Achievement	Participation Rate %
Rochester (02500000)	49.6	143	44	293	100
Rochester Memorial (02500005)	49.6	143	44	293	100

Mean student growth percentile (SGP) is not calculated if the number of students with SGP is less than 20.

The size of the bubble does not have a significance and the color representation are randomly selected and does not signify any interpretation

Since MCAS was not administered in 2020, SGP for Grade 4 is not available.

Rochester Memorial School
16 Pine St. Rochester, MA 02700

Grade 3 Math Item Analysis

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Spring 2021 IT301 MCAS District and School Test Item Analysis Summary
Mathematics
All Students

N Students Included : 77   Participation Rate : 99%   Standards : MA 2017 Standards

Item No.	Item Type	Reporting Category	Standard	Item Description	Possible Points	District	State	District-State Diff.
1	SR	OA	3.OA.A.4	Determine the missing factor in a multiplication equation.	1	81%	77%	4
2	SA	NF	3.NF.A.1	Partition a rectangle into equal parts and shade the parts to represent a given fraction in the form a/b.	1	81%	77%	4
3	SR	OA	3.OA.C.7	Choose the pair of multiplication and/or division equations that are both true.	1	65%	53%	12
4	SR	OA	3.OA.A.2	Write an expression that can be used to solve a word problem involving division of whole numbers.	1	50%	39%	11
5	SR	GE	3.G.A.1	Determine which shapes are a specific type of quadrilateral.	1	16%	17%	-1
6	SR	GE	3.G.A.2	Determine the unit fraction that describes the area of one part of a circle that is partitioned into equal parts.	1	59%	47%	12
7	CR	MD	3.MD.A.1	Solve word problems by finding time intervals using subtraction and addition.	2	51%	51%	0
8	SA	MD	3.MD.B.4	Select an appropriate ruler and measure a figure to the nearest fourth of an inch.	1	41%	29%	12
9	SA	MD	3.MD.B.3	Use a scaled bar graph to solve a two-step "how many more" question.	1	41%	39%	2
10	CR	NT	3.NBT.A.1	Solve word problem with estimation by rounding whole numbers to the nearest 10 and 100.	2	23%	24%	-1
11	SR	OA	3.OA.A.3	Solve a word problem involving division of two whole numbers.	1	81%	70%	11
12	SR	NF	3.NF.A.3	Identify an equivalent fraction using a given fraction model larger than one.	1	30%	37%	-7
13	SA	OA	3.OA.D.8	Solve a two-step word problem involving subtraction and multiplication and represent the solution on a number line.	1	46%	42%	4
14	SA	MD	3.MD.C.6	Determine the area of an irregular shape by counting the square tiles that cover it.	1	76%	60%	16
15	SR	NF	3.NF.A.2	Graph a fraction greater than one on a number line.	1	53%	41%	12
16	SR	MD	3.MD.C.7	Determine the equation that can be used to find the area of a figure with a given length and width.	1	40%	36%	4
17	SR	NF	3.NF.A.3	Choose the statement that correctly compares two fractions with the same numerator.	1	58%	45%	13
18	SR	OA	3.OA.B.6	Determine the multiplication equation that could be used to solve a given division equation.	1	60%	49%	11
19	SR	OA	3.OA.D.9	Determine the rule and find the next number in a pattern.	1	65%	73%	-12
20	SR	NT	3.NBT.A.3	Choose expressions that have the same value as a given expression in which a one-digit whole number is multiplied by a multiple of ten.	1	48%	45%	3
21	SR	MD	3.MD.C.5	Determine the area of a figure given the number of square tiles that cover the figure and the side length of each tile.	1	76%	66%	10

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District : Rochester
School : Not Applicable
Grade : Grade 3

Spring 2021 IT301 MCAS District and School Test Item Analysis Summary
Mathematics
All Students

N Students Included : 77   Participation Rate : 99%   Standards : MA 2017 Standards

Item No.	Item Type	Reporting Category	Standard	Item Description	Possible Points	District	State	District-State Diff.
				Item Information		**% Possible Points**		
22	SR	NF	3.NF.A.2	Determine which fraction is represented by the location of a given point on a number line.	1	81%	63%	18
23	SR	MT	3.NBT.A.2	Compare three-digit whole numbers given in a table by subtracting	1	32%	37%	5
24	SA	NF	3.NF.A.3	Write a fraction that is equivalent to a given fraction.	1	57%	45%	12
25	SR	OA	3.OA.B.5	Choose the pair of multiplication and/or division equations that are both true.	1	59%	66%	7
26	SR	MT	3.NBT.A.3	Multiply one-digit whole numbers by multiples of ten.	1	34%	41%	7
27	SR	GE	3.GA.1	Identify which mathematical name applies for a shape given the number of sides.	1	75%	72%	3
28	SA	NT	3.NBT.A.2	Add two three-digit whole numbers with regrouping.	1	60%	66%	14
29	SR	NT	3.NBT.A.1	Round whole numbers to the nearest 10.	1	73%	60%	13
30	SR	MD	3.MD.A.1	Determine the time interval given starting and ending times shown on two different analog clocks.	1	58%	54%	4
31	SR	MD	3.MD.D.8	Given a shape and its dimensions, determine which shape with different given dimensions has the same area but a different perimeter.	1	58%	38%	20
32	CR	OA	3.OA.A.1	Solve a multiplication word problem, and write another word problem that can be solved with a given multiplication equation.	3	50%	46%	4
33	SA	OA	3.OA.C.7	Solve multiplication equations with two or three whole number factors.	1	73%	53%	20
34	SA	OA	3.OA.D.8	Write an equation involving multiplication and addition that can be used to solve a two-step problem	1	23%	26%	3
35	SR	OA	3.OA.A.4	Determine which multiplication and division equations are true when the unknown quantity is replaced with a given value.	1	65%	48%	17
36	CR	NF	3.NF.A.1	Determine the fraction represented by a fraction model, justify your answer, and then create a fraction model of a fraction greater than one.	3	53%	43%	10
37	SR	MD	3.MD.A.2	Multiply to solve a word problem involving liters.	1	88%	72%	16
38	SR	MD	3.MD.D.8	Given the perimeter and some of the side lengths for several polygons, determine which polygons have a missing side length that is a specific amount.	1	53%	39%	14
39	SR	GE	3.G.A.2	Determine the unit fraction that describes the area of one part of a given shape that is partitioned into equal parts.	1	45%	37%	8
40	SR	OA	3.OA.A.3	Determine which equation represents a word problem with division of whole numbers	1	40%	43%	3
Total*					**48**	**54%**	**48%**	

Note: Students in grades 3-8 took a shorter version of the tests in spring 2021. Item results are not reported if fewer than 10 students in the school or district answered the item.

Grade 4 Math Item Analysis

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District : Rochester
School : Not Applicable
Grade : Grade 4

Spring 2021 IT301 MCAS District and School Test Item Analysis Summary
Mathematics
All Students

N Students Included : 65   Participation Rate : 100%   Standards : MA 2017 Standards

Item No.	Item Type	Reporting Category	Standard	Item Description	Possible Points	% Possible Points		District-State Diff.
						District	State	
1	SA	NF	4.NF.B.3	Use a fraction model to represent the sum of two given fractions with like denominators.	1	85%	68%	17
2	SR	OA	4.OA.A.1	Determine which equation represents a multiplicative comparison in a word problem.	1	95%	91%	4
3	SR	NF	4.NF.C.6	Determine which decimals are equivalent to a given amount represented by a visual model.	1	53%	44%	9
4	SR	NF	4.NF.B.4	Solve a word problem by multiplying a fraction by a whole number.	1	80%	80%	0
5	SR	OA	4.OA.B.4	Identify prime numbers.	1	48%	32%	16
6	CR	NT	4.NBT.A.2	Express multi-digit whole numbers in standard and expanded forms and use place value understanding to compare the numbers with symbols and to explain your answer.	4	72%	56%	16
7	SR	MD	4.MD.A.3	Use the area formula to find the area of a square.	1	20%	32%	-12
8	SA	GE	4.G.A.3	Determine the number of lines of symmetry in quadrilaterals.	1	23%	19%	4
9	SA	MD	4.MD.B.4	Determine where to place an X on a line plot to represent a missing piece of data.	1	28%	39%	-11
10	SR	NT	4.NBT.B.4	Given one three-digit addend and the three-digit sum, determine the missing addend.	1	80%	70%	10
11	SA	OA	4.OA.C.5	Determine a specified term in a pattern given the first number and the rule of the pattern.	1	25%	17%	8
12	SA	NF	4.NF.C.5	Determine the numerator of a fraction with a denominator of 100 that makes it equivalent to a given fraction with a denominator of 10.	1	70%	64%	6
13	SR	GE	4.G.A.1	Identify obtuse angles in triangles.	1	64%	62%	2
14	CR	MD	4.MD.A.2	Solve real-world problems involving reading an analog clock and adding and subtracting time intervals.	4	68%	56%	12
15	SR	OA	4.OA.A.3	Given a multi-step word problem, divide whole numbers and interpret the remainder to complete statements that describe the problem.	1	48%	27%	21
16	SA	NF	4.NF.C.6	Write a decimal equivalent for a given fraction and plot a decimal on a number line.	2	68%	56%	12
17	SR	NF	4.NF.A.1	Identify a fraction model that represents a fraction equivalent to a given mixed number.	1	64%	51%	13
18	SR	NT	4.NBT.A.3	Round multi-digit whole numbers to the nearest ten thousand.	1	92%	75%	17
19	SR	MD	4.MD.C.7	Determine an angle measure given the measure of an adjacent angle and the sum of both angle measures.	1	32%	44%	-12
20	SA	NF	4.NF.A.2	Write a comparison statement using <, >, or = to compare two given fractions with different numerators and denominators.	1	60%	55%	25
21	SR	MD	4.MD.C.6	Determine the angle measure of an angle in a triangle shown on a protractor.	1	73%	68%	5

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Spring 2021 IT301 MCAS District and School Test Item Analysis Summary
Mathematics
All Students

Contact Us
District : Rochester
School : Not Applicable
Grade : Grade 4

N Students Included : 65   Participation Rate : 100%   Standards : MA 2017 Standards

Item No.	Item Type	Reporting Category	Standard	Item Description	Possible Points	% Possible Points		
						District	State	District-State Diff.
22	SA	NT	4.NBT.B.5	Find the product of two two-digit whole numbers.	1	53%	40%	13
23	SA	OA	4.OA.A.1	Write a verbal statement of multiplicative comparison that represents a given equation in a word problem.	1	40%	45%	-5
24	CR	NF	4.NF.A.2	Write a fraction comparison using symbols, compare fractions with different denominators, and critique the reasoning of others about different-sized wholes in a word problem.	4	49%	42%	7
25	SR	MD	4.MD.A.3	Select the expressions that can be used to find the perimeter of a rectangle, given the length and width.	1	53%	42%	12
26	SR	OA	4.OA.B.4	Determine if given numbers are multiples of other numbers and identify three factor pairs of a given number.	2	74%	50%	24
27	SA	NF	4.NF.C.7	Write comparison of two decimals to hundredths using the symbols <, >, or =.	1	45%	51%	-6
28	SR	OA	4.OA.A.2	Create an equation to represent a multiplicative comparison word problem.	1	90%	68%	22
29	SA	NF	4.NF.A.1	Create a fraction model that represents an equivalent fraction of a given fraction with a denominator of 100.	1	72%	53%	19
30	SA	OA	4.OA.A.2	Solve a word problem using a multiplicative comparison.	1	56%	45%	11
31	SR	OA	4.OA.C.5	Identify features of patterns given a starting number and a rule for each pattern.	1	10%	23%	-7
32	SR	MD	4.MD.C.5	Give the measure of an angle that turns through a portion of a circle.	1	60%	62%	-2
33	SA	NT	4.NBT.B.5	Determine the product of a four-digit whole number and a one-digit whole number.	1	60%	27%	33
34	SR	NF	4.NF.B.3	Determine the sum of two mixed numbers with like denominators.	1	45%	57%	-12
35	CR	GE	4.G.A.2	Identify right and obtuse triangles from a given set of triangles, and identify two-dimensional figures that have at least one pair of perpendicular sides.	4	34%	30%	4
36	SR	NT	4.NBT.A.1	Complete statements that describe the relationship between digits in multi-digit whole numbers.	1	44%	33%	11
37	SR	NF	4.NF.C.7	Determine which number sentences with the symbols <, >, or = correctly compare decimals given in tenths and hundredths.	1	66%	69%	-1
38	SA	NT	4.NBT.B.4	Subtract a four-digit whole number from another four-digit whole number.	1	68%	54%	14
39	SR	NT	4.NBT.B.6	Determine the whole number quotient of a four-digit dividend and a one-digit divisor.	1	84%	60%	24
40	SR	MD	4.MD.A.1	Determine the number of minutes given a time in hours that includes a fraction.	1	44%	41%	3
Total*					54	58%	49%	

Note: Students in grades 3-8 took a shorter version of the tests in spring 2021. Item results are not reported if fewer than 10 students in the school or district answered the item.

Grade 5 Math Item Analysis

Spring 2021 IT301 MCAS District and School Test Item Analysis Summary
Mathematics
All Students

N Students Included : 82   Participation Rate : 100%   Standards : MA 2017 Standards

Item No.	Item Type	Reporting Category	Standard	Item Description	Possible Points	District	State	District-State Diff.
				Item Information		**% Possible Points**		
1	SR	NT	5.NBT.B.7	Solve a real-world problem involving addition and multiplication of money.	1	85%	71%	14
2	SA	MD	5.MD.C.4	Solve a real-world volume problem by counting unit cubes.	1	75%	75%	0
3	SR	NT	5.NBT.A.1	Demonstrate understanding of place value by selecting multi-digit decimal numbers that have a digit that is one-tenth the value of the same digit in a given number.	1	45%	43%	2
4	CR	OA	5.OA.B.3	Given the rules for two patterns, determine the first several terms of each pattern and create and graph ordered pairs using corresponding terms of the two patterns.	4	61%	45%	16
5	SR	MD	5.MD.A.1	Solve a real-world word problem by converting milliliters to liters.	1	58%	47%	9
6	SA	MD	5.MD.B.2	Complete a line plot to display a set of data measurements given as mixed numbers with unlike denominators.	1	45%	25%	20
7	SR	NT	5.NBT.A.4	Round a decimal number to the nearest whole number.	1	85%	65%	20
8	SR	GE	5.G.B.4	Identify which statement is true about the properties of special quadrilaterals.	1	60%	49%	11
9	SR	NT	5.NBT.B.5	Multiply a three-digit whole number by a two-digit whole number.	1	95%	70%	25
10	SR	NT	5.NBT.A.2	Identify which power of ten is equivalent to a given whole number.	1	74%	58%	16
11	SA	NT	5.NBT.A.4	Round a decimal to the nearest tenth.	1	45%	40%	5
12	CR	NF	5.NF.B.6	Write an equation to represent a given problem and multiply fractions and whole numbers to solve real-world problems.	4	39%	30%	9
13	SR	MD	5.MD.C.5	Determine which right rectangular prism, shown with side lengths, has the greatest volume.	1	90%	62%	28
14	SA	MD	5.MD.A.1	Order measures of weight expressed in different units from least to greatest value.	1	40%	35%	5
15	SR	NT	5.NBT.A.3	Select which expressions correctly show a decimal to the thousandths in expanded form.	1	36%	35%	1
16	SA	NF	5.NF.B.5	Identify expressions with a product greater than a given factor and write a fraction that can be multiplied by a whole number to get a product less than that whole number.	2	54%	44%	10
17	SR	GE	5.G.A.1	Given an ordered pair, select the statement that correctly describes the location of the point represented by the ordered pair in relation to the origin on a coordinate plane.	1	68%	64%	24
18	SA	NF	5.NF.B.4	Find the product of a fraction and a whole number.	1	67%	48%	19
19	SR	OA	5.OA.A.1	Determine the value of a given expression with parentheses.	1	57%	31%	26
20	SA	MD	5.MD.C.4	Find the volume of a figure by counting cubes with given dimensions.	1	71%	55%	16
21	SR	GE	5.G.B.3	Determine which triangle meets specified criteria based on the given side lengths of each triangle.	1	53%	38%	15

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Grade 5 Math Item Analysis Continued

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Contact Us
District : Rochester
School : Not Applicable
Grade : Grade 5

Spring 2021 IT301 MCAS District and School Test Item Analysis Summary
Mathematics
All Students

N Students Included : 82   **Participation Rate : 100%**   **Standards : MA 2017 Standards**

Item No.	Item Type	Reporting Category	Standard	Item Description	Possible Points	% Possible Points		
						District	State	District-State Diff.
22	SR	OA	5.OA.A.1	Determine which expression with parentheses has an equivalent value if the parentheses are removed.	1	78%	58%	20
23	SR	NF	5.NF.A.1	Identify which expression can be used to solve an addition problem by replacing given fractions with equivalent fractions with like denominators.	1	80%	62%	18
24	SR	NF	5.NF.B.5	Given several expressions, determine whether the product of each expression is greater than, less than, or equal to the value of a given factor of the expression.	1	58%	33%	25
25	SR	NT	5.NBT.B.7	Divide a decimal to hundredths by a whole number.	1	65%	61%	4
26	CR	MD	5.MD.C.5	Write an equation to find the volume of a given prism, find the total volume of two prisms placed together, and determine a set of dimensions that will result in a given volume.	4	53%	42%	11
27	SR	NF	5.NF.B.7	Create a division equation involving a whole number and a unit fraction where the quotient is the solution to a word problem.	1	35%	24%	11
28	SR	NF	5.NF.A.2	Estimate the sum of two fractions that are less than one to solve a word problem.	1	33%	32%	1
29	SR	NT	5.NBT.A.3	Match decimal numbers in expanded form with decimals in number form and compare two decimal numbers to thousandths.	2	63%	55%	8
30	SA	NT	5.NBT.B.5	Determine the product of two three-digit numbers.	1	50%	31%	19
31	SR	OA	5.OA.A.2	Identify the word form of a given numerical expression.	1	65%	57%	8
32	SA	NF	5.NF.B.7	Determine the quotient of a whole number divided by a fraction in a real-world context.	1	85%	78%	7
33	SR	GE	5.G.B.4	Classify triangles based on angle and side properties.	1	95%	99%	5
34	SA	GE	5.G.A.2	Graph three points in the first quadrant of the coordinate plane.	1	61%	57%	24
35	CR	NT	5.NBT.B.6	Write an equation to solve a real-world problem, critique another student's reasoning of the problem, and solve a similar problem using division with whole numbers.	4	70%	56%	14
36	SR	NT	5.NBT.A.1	Determine the relationship of the value of a digit in one number compared to the value of that digit in another number.	1	51%	34%	53
37	SR	NF	5.NF.B.6	Determine the product of a mixed number and a fraction to solve a real-world problem.	1	17%	20%	53
38	SR	GE	5.G.B.3	Identify shapes that have two pairs of opposite angles that are congruent.	1	48%	24%	24
39	SR	OA	5.OA.A.2	Select the numerical expression, with parentheses, that represents a given word expression.	1	29%	33%	44
40	SR	NF	5.NF.B.3	Determine the fraction that represents a given word problem.	1	76%	68%	8
Total*					54	56%	47%	

Note: Students in grades 3-8 took a shorter version of the tests in spring 2021. Item results are not reported if fewer than 10 students in the school or district answered the item.

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Grade 6 Math Item Analysis

Spring 2021 IT301 MCAS District and School Test Item Analysis Summary
Mathematics
All Students

Contact Us
District : Rochester
School : Not Applicable
Grade : Grade 6

N Students Included : 66   Participation Rate : 100%   Standards : MA 2017 Standards

Item No.	Item Type	Reporting Category	Standard	Item Description	Possible Points	District	State	District-State Diff.
1	SR	EE	6.EE.A.2	Determine the value of an expression given the value of a variable.	1	53%	56%	3
2	SR	NS	6.NS.C.7	Interpret inequalities using absolute values of integers.	1	63%	36%	27
3	SA	NS	6.NS.B.2	Find the quotient of two multi-digit numbers.	1	60%	54%	6
4	SR	NS	6.NS.B.4	Find the greatest common factor of two numbers to solve a real-world problem.	1	55%	40%	15
5	SR	RP	6.RP.A.3	Solve a ratio problem based on a given real-world context.	1	40%	41%	1
6	CR	GE	6.G.A.3	Solve problems on a coordinate plane by plotting points, finding the distance between points, and finding the coordinates of points given the distance between them.	4	49%	36%	13
7	SA	NS	6.NS.C.6	Graph a negative decimal on a number line.	1	63%	50%	33
8	SA	SP	6.SP.B.4	Create a histogram to represent a given set of data.	1	48%	35%	13
9	SR	EE	6.EE.B.5	Determine the value of the variable in an inequality.	1	73%	53%	20
10	SR	SP	6.SP.A.1	Identify multiple statistical questions.	1	43%	30%	13
11	SR	RP	6.RP.A.2	Solve a unit-rate problem based on a given real-world context.	1	61%	78%	3
12	SR	EE	6.EE.A.4	Identify expressions that are equivalent to a given variable expression.	1	27%	20%	7
13	SA	NS	6.NS.A.1	Calculate the quotient of two fractions.	1	65%	42%	23
14	CR	RP	6.RP.A.1	Solve a real-world problem by interpreting and finding ratios based on a given ratio relationship.	4	44%	39%	5
15	SA	EE	6.EE.B.8	Graph on a number line an inequality that represents a constraint in a given real-world context.	1	62%	46%	16
16	SR	EE	6.EE.B.7	Determine which equation represents a given real-world context.	1	82%	67%	15
17	SR	EE	6.EE.B.6	Determine which expression can be used to represent a real-world context and use it to complete sentences about the context.	1	88%	72%	16
18	SA	SP	6.SP.B.5	Determine the median and mean of a set of data.	2	63%	36%	27
19	SR	EE	6.EE.C.9	Choose a two-variable equation that best represents a given real-world context.	1	54%	36%	18
20	SR	EE	6.EE.A.1	Evaluate numerical expressions involving whole-number exponents.	1	73%	49%	24
21	SR	NS	6.NS.B.3	Add and subtract decimals within a real-world context.	1	98%	89%	9
22	SA	RP	6.RP.A.2	Determine the unit rate within a real-world context.	1	75%	57%	18

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Grade 6 Math Item Analysis Continued

Spring 2021 IT301 MCAS District and School Test Item Analysis Summary
Mathematics
All Students

District : Rochester
School : Not Applicable
Grade : Grade 6

N Students Included : 66   Participation Rate : 100%   Standards : MA 2017 Standards

				Item Information		% Possible Points			
Item No.	Item Type	Reporting Category	Standard	Item Description	Possible Points	District	State	District-State Diff.
23	SR	SP	6.SP.B.5	Calculate the mean of a given set of data.	1	80%	40%	40
24	CR	EE	6.EE.B.7	Write and solve equations that model a real-world problem.	4	59%	54%	5
25	SR	RP	6.RP.A.1	Identify the ratios that represent the relationships between given quantities.	1	43%	58%	-15
26	SA	EE	6.EE.A.3	Use the distributive property to generate an equivalent expression within a real-world context.	1	18%	22%	-4
27	SR	EE	6.EE.B.8	Identify the inequality which represents a constraint within a real-world context.	1	75%	57%	18
28	SR	EE	6.EE.A.3	Use the distributive property to determine equivalent expressions given a variable expression.	1	33%	36%	-3
29	SA	GE	6.G.A.1	Find the area of a right triangle and decompose a polygon into triangles to complete sentences about its area.	2	33%	23%	10
30	SR	RP	6.RP.A.1	Determine which statement describes a given ratio relationship in a real-world context.	1	13%	40%	-27
31	SR	SP	6.SP.A.2	Determine the interquartile range of data displayed in a box plot.	1	27%	24%	3
32	SR	EE	6.EE.A.3	Use properties of operations to identify an equivalent equation.	1	50%	59%	-9
33	SR	RP	6.RP.A.3	Determine the volume of a liquid by using rate and ratio reasoning within a real-world context.	1	46%	40%	6
34	SR	SP	6.SP.A.1	Identify multiple statistical questions.	1	38%	34%	4
35	CR	NS	6.NS.C.8	Solve problems on a coordinate plane by finding the distance between points, plotting points, and finding the coordinates of a point given its distance from a different point.	4	73%	54%	19
36	SR	NS	6.NS.C.5	Determine whether given real-world situations can be best represented by positive or negative numbers.	1	85%	60%	25
37	SA	GE	6.G.A.4	Use the net of a square pyramid to find its surface area.	1	65%	18%	47
38	SR	RP	6.RP.A.3	Compare unit rates given a ratio in a real-world context involving money.	1	50%	39%	11
39	SR	SP	6.SP.B.5	Determine which statements correctly describe data represented in a dot plot.	1	23%	31%	-8
40	SR	GE	6.G.A.2	Determine the number of cubes with fractional edge lengths that would fit in a given right rectangular prism in a real-world context.	1	8%	11%	-3
Total*					54	54%	44%	

Note: Students in grades 3-8 took a shorter version of the tests in spring 2021. Item results are not reported if fewer than 10 students in the school or district answered the item.

Note: MCAS Results are suppressed for group counts of less than 10.
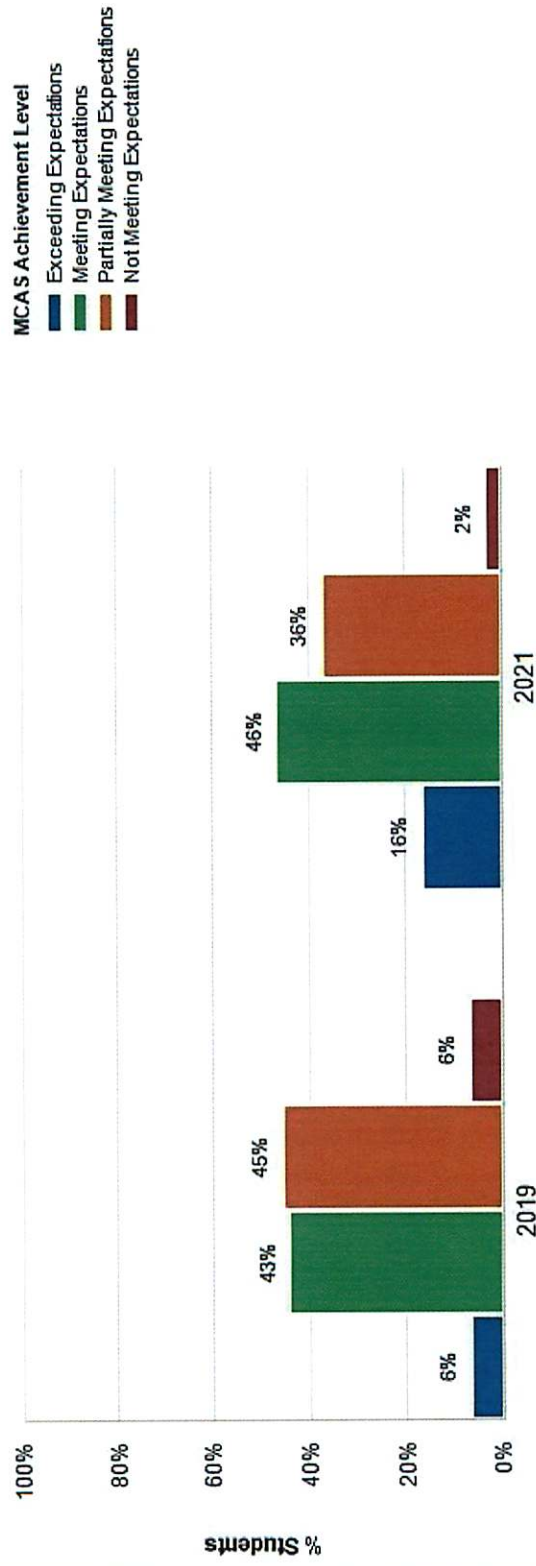
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Grade 5 Science/Technology Achievement
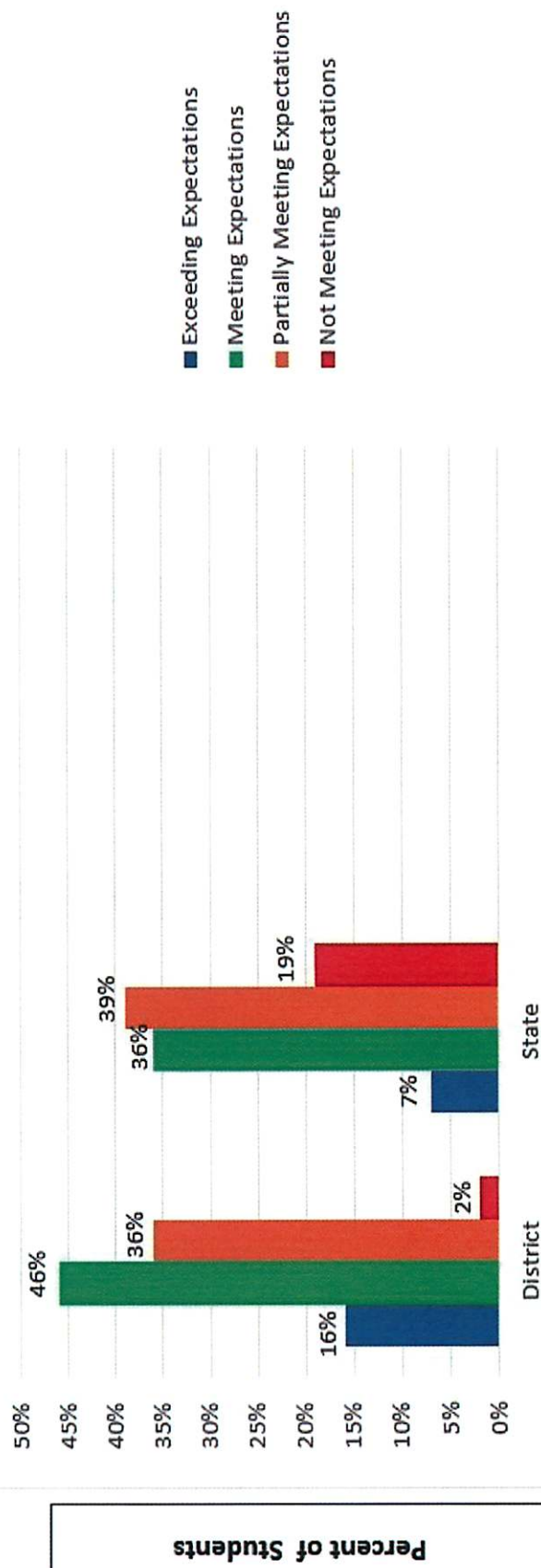
Student Group : All Students

MCAS Achievement Level

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

District Achievement versus the State Achievement for Science Technology

	2018 District	2018 State	2019 District	2019 State	2021 District	2021 State
Exceeding Expectations/ Advanced (2018)	15	18	6	8	16	7
Meeting Expectations/ Proficient (2018)	32	30	43	40	46	36
Partially Meeting Expectations/ Needs Improvement (2018)	51	39	45	39	36	39
Not Meeting Expectations/ Warning (2018)	3	13	6	12	2	19
Average Scaled Score/CPI (2018)	80.5	76.5	501.6	498.9	507.8	494.3
N Students	73	72,055	67	72,051	83	65,182
Participation Rates					100%	96%

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Grade 5 Science and Technology Data: School vs State

Science and Technology/ Engineering - Grade 5
All Students

Legend:
- ■ Exceeding Expectations
- ■ Meeting Expectations
- ■ Partially Meeting Expectations
- ■ Not Meeting Expectations

District:
- Exceeding Expectations: 16%
- Meeting Expectations: 46%
- Partially Meeting Expectations: 36%
- Not Meeting Expectations: 2%

State:
- Exceeding Expectations: 7%
- Meeting Expectations: 36%
- Partially Meeting Expectations: 39%
- Not Meeting Expectations: 19%

Percent of Students

Grade 5 Science Item Analysis

Spring 2021 IT301 MCAS District and School Test Item Analysis Summary
Science and Technology/Engineering
All Students

Contact Us
District : Rochester
School : Not Applicable
Grade : Grade 5

N Students Included : 82   Participation Rate : 100%   Standards : MA 2016 Standards

				Item Information			% Possible Points		
Item No.	Item Type	Reporting Category	Standard	Item Description	Standard of Practice	Possible Points	District	State	District-State Diff.
1	SR	ES	4.ESS.1.1	Use evidence from a picture to describe the role of erosion in the formation of a landform over time.	C. Evidence, Reasoning, and Modeling	1	84%	61%	23
2	SR	TE	5.ETS.3.1	Evaluate data in a table to explain how an existing technology was improved over time.	B. Mathematics and Data	1	84%	65%	19
3	SR	PS	5.PS.1.4	Use evidence from a diagram to support a claim that a mixture formed.	C. Evidence, Reasoning, and Modeling	1	35%	32%	3
4	SR	TE	5.ETS.3.2	Analyze a sketch of a design to determine the purpose of one part of the design.	C. Evidence, Reasoning, and Modeling	1	88%	74%	14
5	CR	PS	5.PS.1.3	Use data to determine which objects were made from the same substance based on their characteristic properties and explain the reasoning using evidence.	B. Mathematics and Data	2	59%	39%	20
6	SR	TE	3.ETS.1.1	Analyze information to determine the design criteria an engineer most likely used to redesign a game.	B. Mathematics and Data	1	65%	48%	17
7	SR	PS	5.PS.1.1	Interpret a particle model of a phase change and determine the phases of the substance and the phase change that took place.	C. Evidence, Reasoning, and Modeling	1	63%	51%	12
8	SR	TE	3.ESS.3.1	Determine which design solution will best protect a structure from flooding.	C. Evidence, Reasoning, and Modeling	1	85%	78%	7
9	SR	PS	4.PS.4.1	Determine the type of energy carried by sound waves and what will happen to water when the sound waves enter the water.	None	1	52%	43%	9
10	SR	LS	5.LS.1.1	Describe how plants use energy from sunlight to make their own food.	None	1	67%	62%	5
11	SR	LS	5.LS.2.1	Classify organisms from a model as producers, consumers, or decomposers.	None	1	82%	71%	11
12	SR	LS	5.PS.3.1	Describe how animals must use food for growth.	None	1	76%	65%	11
13	CR	LS	5.LS.1.1	Identify a part of a plant where photosynthesis takes place, identify water as what is taken up through roots for photosynthesis, and evaluate a student's investigation of how different amounts of sunlight affect photosynthesis.	A. Investigations and Questioning	3	29%	26%	3
14	SR	ES	4.ESS.2.2	Analyze a map to explain why there are volcanoes in a region.	C. Evidence, Reasoning, and Modeling	1	33%	46%	-13

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Grade 5 Science Item Analysis Continued

Spring 2021 IT301 MCAS District and School Test Item Analysis Summary
Science and Technology/Engineering
All Students

Contact Us
District : Rochester
School : Not Applicable
Grade : Grade 5

N Students Included : 82   http://www.doe.mass.edu/edwin/gettingstarted.html   Standards : MA 2016 Standards

| | | | | Item Information | | | | % Possible Points | | |
Item No.	Item Type	Reporting Category	Standard	Item Description	Standard of Practice	Possible Points	District	State	District-State Diff.
15	CR	ES	5.ESS.2.1	Identify, describe, and explain different parts of the water cycle in a student's model.	C. Evidence, Reasoning, and Modeling	3	51%	45%	6
16	SR	PS	5.PS.1.2	Identify evidence from an investigation that supports the claim that matter is conserved before and after a phase change.	A. Investigations and Questioning	1	55%	43%	12
17	SR	TE	4.PS.4.3	Analyze a situation to determine how a message was encoded, sent, received, and decoded.	C. Evidence, Reasoning, and Modeling	2	82%	68%	14
18	SR	LS	5.LS.2.2	Use evidence to support a claim about compost bin designs.	C. Evidence, Reasoning, and Modeling	1	76%	44%	32
19	SR	ES	3.ESS.2.1	Use weather data to explain why there was a greater chance of precipitation on a particular day.	B. Mathematics and Data	1	76%	66%	10
20	SR	ES	5.ESS.3.1	Identify one way people in a town can reduce human impact on the environment.	None	1	94%	76%	18
21	SR	PS	3.PS.2.3	Determine which pair of magnets has the strongest attraction between them.	None	1	80%	67%	13
22	SR	ES	5.ESS.3.2	Describe an improvement to increase the effectiveness of a water filter.	C. Evidence, Reasoning, and Modeling	1	82%	60%	22
23	SR	PS	4.PS.3.4	Describe the energy that an object had at a certain position on a ramp.	None	1	61%	51%	10
24	SR	PS	5.PS.2.1	Identify the direction of the gravitational force that acted on a moving object.	C. Evidence, Reasoning, and Modeling	1	39%	39%	0
25	SR	PS	4.PS.3.4	Describe how a change in design would affect the stored energy and speed of an object.	C. Evidence, Reasoning, and Modeling	1	84%	69%	15
26	CR	PS	4.PS.3.1	Explain how surface material would affect the force of friction acting on an object, the speed of the object, and the kinetic energy of the object.	C. Evidence, Reasoning, and Modeling	3	61%	47%	14
27	CR	TE	4.ETS.1.5	Describe changes that could be made to the design of a structure to meet specific criteria and describe a possible tradeoff to one of the changes.	C. Evidence, Reasoning, and Modeling	3	56%	50%	6
28	SR	PS	3.PS.2.1	Analyze a diagram and determine the effect of unbalanced forces on an object.	C. Evidence, Reasoning, and Modeling	1	43%	32%	11
29	SR	ES	5.ESS.1.2	Complete a model to show the cause of day and night and explain why people on Earth experience this change.	C. Evidence, Reasoning, and Modeling	2	83%	61%	22

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Grade 5 Science Item Analysis Continued

Spring 2021 IT301 MCAS District and School Test Item Analysis Summary
Science and Technology/Engineering
All Students

Contact Us

District : Rochester
School : Not Applicable
Grade : Grade 5

N Students Included : 82   Participation Rate : 100%   Standards : MA 2016 Standards

Item No.	Item Type	Reporting Category	Standard	Item Description	Standard of Practice	Possible Points	District	State	District-State Diff.
				Item Information				**% Possible Points**	
30	SR	LS	3.LS.4.1	Describe how scientists use fossil evidence to make comparisons between a modern-day organism and one that lived long ago.	None	2	81%	75%	6
31	SR	LS	3.LS.3.2	Analyze information to determine a characteristic of a plant that was affected by the environment.	C. Evidence, Reasoning, and Modeling	1	51%	49%	2
32	SR	ES	3.ESS.2.2	Use precipitation and temperature data to describe the climate of a region.	B. Mathematics and Data	1	69%	58%	11
33	SR	LS	3.LS.1.1	Describe a similarity between the life stages of plants and animals.	C. Evidence, Reasoning, and Modeling	1	53%	46%	7
34	SR	ES	5.ESS.2.2	Interpret a circle graph to explain why there is a limited amount of fresh water available for human use.	B. Mathematics and Data	1	88%	71%	17
35	SR	LS	3.LS.4.4	Describe how an environmental change is likely to affect an organism's survival.	None	1	73%	67%	6
36	SR	TE	3.ETS.1.2	Compare design solutions to determine why one design cooks food faster.	C. Evidence, Reasoning, and Modeling	1	97%	80%	17
37	SR	LS	4.LS.1.1	Describe how plant roots support the survival of plants during winter.	None	1	76%	61%	15
38	CR	TE	3.ETS.1.4	Compare different representations of a design solution and describe an advantage of each representation.	None	2	55%	33%	22
39	SR	ES	4.ESS.2.1	Describe how the loss of trees affects the soil in an area.	C. Evidence, Reasoning, and Modeling	1	39%	35%	4
40	SR	ES	4.ESS.3.1	Determine whether energy resources are renewable or nonrenewable.	None	1	61%	59%	2
41	SR	LS	3.LS.4.2	Describe how some individuals within a population have an advantage in survival and reproduction because of variations of a characteristic.	None	1	76%	72%	4
Total*						54	65%	54%	

Note: Students in grades 3-8 took a shorter version of the tests in spring 2021. Item results are not reported if fewer than 10 students in the school or district answered the item.

Note: MCAS Results are suppressed for group counts of less than 10.

Released Items, Student Work & Practice Tests >>

Areas of Strength - ELA

- In grade 3 our students outperformed the state by 18 points on standard R.PK-12.4 "Determine what is being described based on details in the story".

- Our grade 4 students outperformed the state by 21 points on standard R.PK-12.3 "Determine what is suggested about a character based on information in the story".

- Grade 5 students outperformed the state by 20 points on standard R.PK-12.2 "Determine the importance of the setting of the fable".

- Grade 6 students outperformed the state by 21 points on both standards R.PK-12.5 "Analyze how particular paragraphs contribute to the development of ideas in a passage" and R.PK-12.5 "Analyze an important structural element of a poem".

- Overall all grade level scored an average scaled score over 500 with our Economically Disadvantaged subgroup scoring an overall average scaled score of 501.3.

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Areas of Strength - Math

- Our grade 3 students outperformed the state by 20 points in both standards 3.MD.D.8 - "Given a shape and its dimensions, determine which shape with different given dimensions has the same area but a different perimeter" and 3.OA.C.7 "Solve multiplication equations with two or three whole number factors".

- In grade 4 students outperformed the state by 33 points in standard 4.NBT.B.5 "Determine the product of a four-digit whole number and a one-digit whole number".

- Our grade 5 students outperformed the state by 28 points on standard 5.MD.C.5 "Determine which right rectangular prism, shown with side lengths, has the greatest volume".

- Our grade 6 students outperformed the state by 47 points on standard 6.G.A.4 - "Use the net of a square pyramid to find its surface area".

- Overall our grade 5 students scored an average scaled score of 501 with student growth percentiles at 77%.

- Overall grade 6 students scored an average scaled score of 500.6 with student growth percentiles at 64%.

Areas of Strength - Science

- Grade 5 students outperformed the state on several science standards including scores over the state average by 32 points on standard 5.LS.2.2 - "Use evidence to support a claim about compost bin designs," 22 points on standard 5.ESS.1.2 - "Complete a model to show the cause of day and night and explain why people on Earth experience this change" and 23 points on standard 4.ESS.1.1 - "Use evidence from a picture to describe the role of erosion in the formation of a landform over time."

- All student subgroups scored an average scaled score over 500 which is the meeting expectations mark.

- Our Economically Disadvantaged subgroup scored an average scaled score of 507 and our High Needs as well as student with disabilities scored 506.5 and 502 respectively.

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Action Steps

- The Rochester Memorial data team as well as all grade level teams will continue to analyze item analysis data to identify areas of concern in all ELA, math and science standards.

- We will continue the use of our flex block in all grade levels in order to ensure students needs are being met through intervention or enrichment.

- All grade level teams will continue to progress monitor their students throughout the school year while using Aimsweb data to measure progress.

- Rochester Memorial Literacy representatives will work with the district team in analyzing and implementing the new DESE Literacy guidance.

- All staff at Rochester Memorial will continue to utilize the DESE Acceleration Road map when developing educator plans and SMART Goals focusing on learning acceleration and not traditional remediation.

- Content area specialists will continue to work with grade level teams on best instructional practices as well as working directly with students in all grade levels.

Questions