



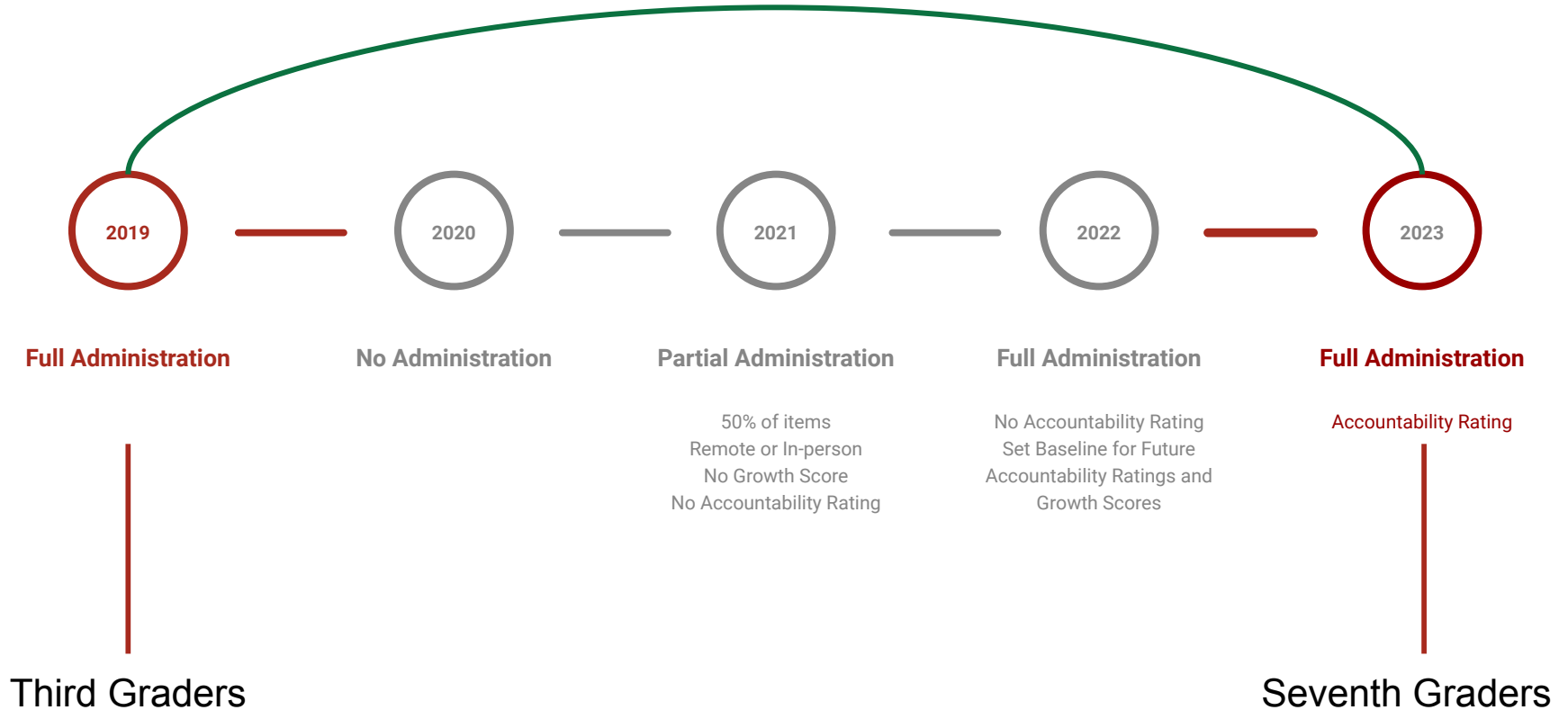
MCAS 2023

School Committee Presentation
November 20, 2023

Agenda

- ❑ MCAS Timeline
- ❑ District Comparables
- ❑ District Proficiency and SGP
- ❑ School Comparables
- ❑ Accountability
- ❑ Recovery Responses
- ❑ On the Horizon: Civics & Science
- ❑ Resources

MCAS Timeline



District Comparables: School Committee Identified

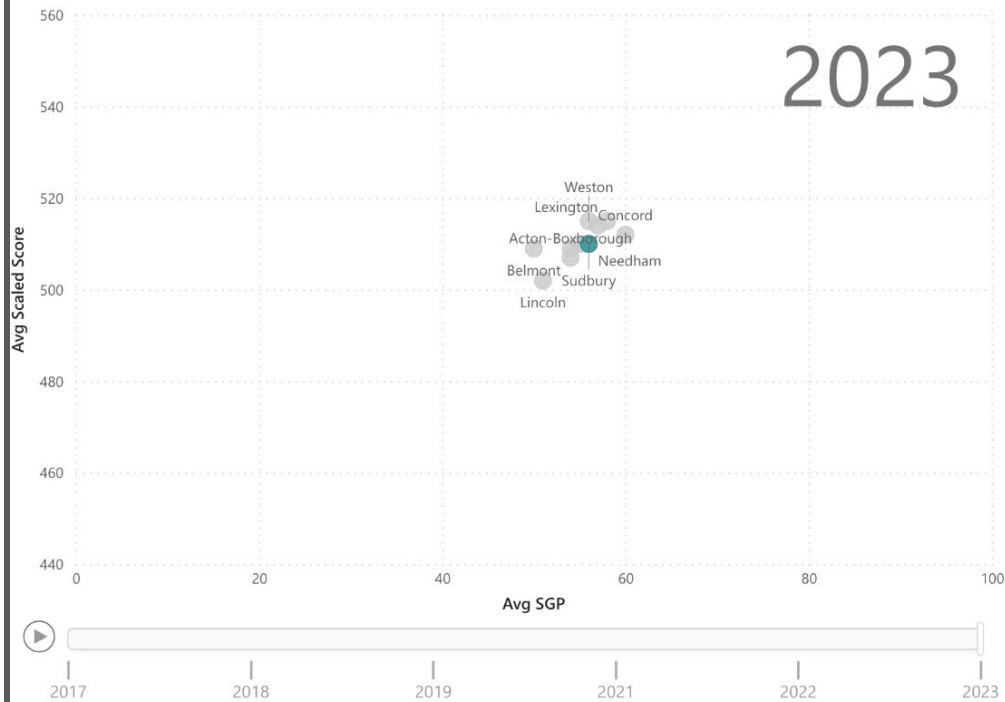
- Of the SC identified comparables, Sudbury Public Schools ranks in the middle of the the group in terms of achievement for ELA and Mathematics and is ahead of the group in terms of growth for ELA.
- Fourth grade ranks 1 of 11 in ELA in terms of achievement and fifth grade ranks 4 of 11.
- Seventh grade ranks 2 of 11 in Mathematics in terms of achievement, with sixth grade ranking 3 of 11 and eighth grade ranking 5 of 11.

Like their peers in neighboring districts, most SPS students are meeting or exceeding expectations in ELA and Mathematics. SPS students are meeting pre-pandemic targets for achievement and growth at higher rates than approximately half of the districts identified by the School Committee as comparables.

Scaled Score & SGP by District - ELA

(All Students)

Sudbury



District Results by Year - ELA: SGP

(All Students)

District Name	2017	2018	2019	2021	2022	2023
Winchester	64	56	55	37	54	54
Weston	53	60	59	45	58	56
Wellesley	57	59	54	44	57	57
Wayland	65	62	57	44	59	55
Sudbury	52	54	57	47	56	56
Needham	65	60	59	49	61	56
Lincoln	54	53	54	52	58	51
Lexington	65	61	56	48	63	58
Concord	65	51	50	37	54	60
Belmont	53	58	58	39	57	50
Acton-Boxborough	61	59	53	43	55	54

Sudbury District Comparison - ELA: SGP

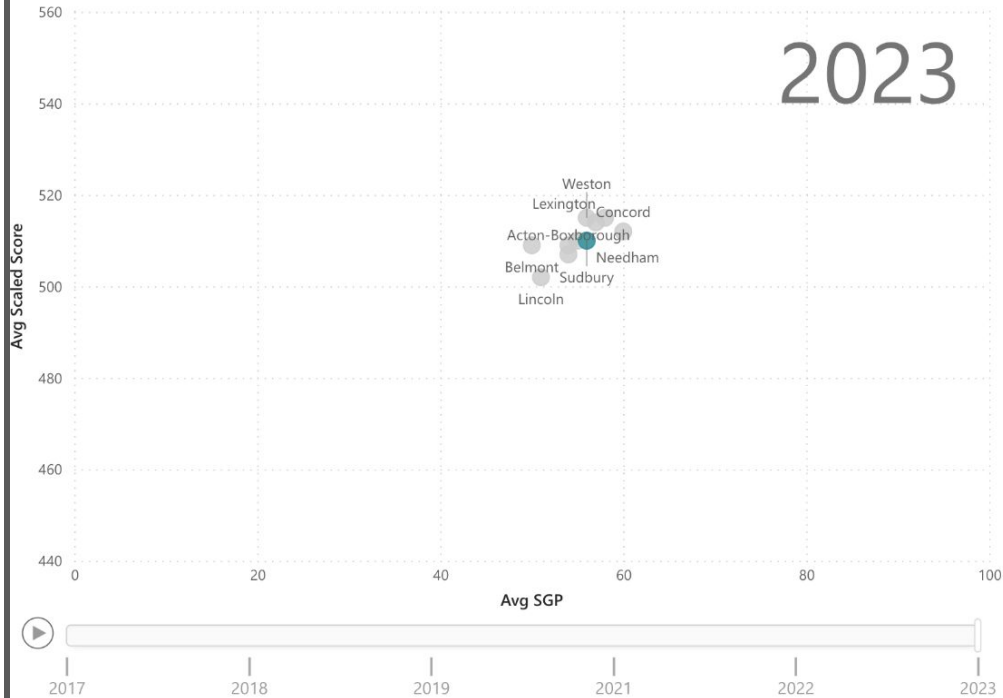
(All Students)

Year	District Value	Compared to Selected Districts	Compared to All Districts
2023	56	4 of 11	31 of 352
2022	56	8 of 11	48 of 354
2021	47	4 of 11	21 of 354
2019	57	4 of 11	48 of 358
2018	54	9 of 11	88 of 360
2017	52	11 of 11	155 of 357

Scaled Score & SGP by District - ELA

(All Students)

Sudbury



District Results by Year - ELA: % Proficient

(All Students)

District Name	2017	2018	2019	2021	2022	2023
Winchester	77%	79%	81%	73%	69%	69%
Weston	75%	81%	83%	76%	74%	75%
Wellesley	76%	79%	79%	75%	72%	76%
Wayland	71%	78%	77%	73%	69%	72%
Sudbury	73%	74%	76%	73%	68%	71%
Needham	72%	76%	76%	72%	68%	68%
Lincoln	62%	57%	61%	61%	58%	54%
Lexington	79%	80%	79%	75%	75%	76%
Concord	80%	77%	76%	70%	67%	73%
Belmont	75%	78%	80%	76%	74%	71%
Acton-Boxborough	71%	73%	74%	69%	65%	67%

Sudbury District Comparison - ELA: % Proficient

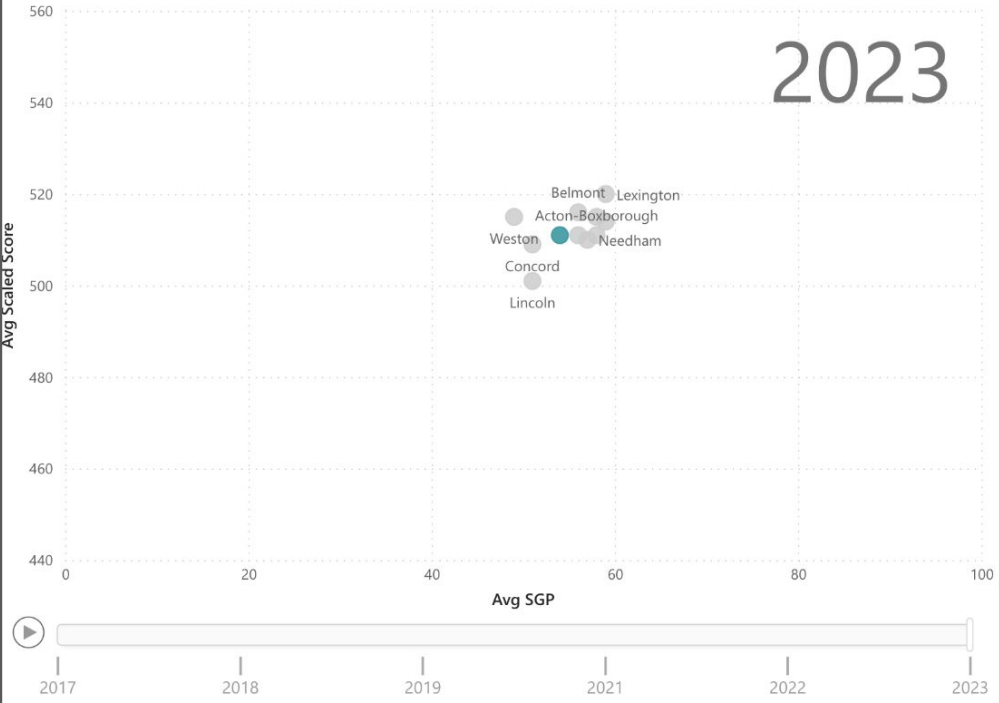
(All Students)

Year	District Value	Compared to Selected Districts	Compared to All Districts
2023	71%	6 of 11	15 of 352
2022	68%	7 of 11	16 of 354
2021	73%	5 of 11	14 of 354
2019	76%	7 of 11	17 of 358
2018	74%	9 of 11	27 of 360
2017	73%	7 of 11	20 of 357

Scaled Score & SGP by District - Math

(All Students)

Sudbury



District Results by Year - Math: SGP

(All Students)

District Name	2017	2018	2019	2021	2022	2023
Winchester	68	55	50	30	58	56
Weston	57	57	59	40	56	49
Wellesley	61	54	54	35	54	59
Wayland	63	62	54	37	60	58
Sudbury	45	54	52	41	56	54
Needham	64	57	57	49	64	57
Lincoln	60	51	45	41	55	51
Lexington	68	60	62	44	64	59
Concord	55	49	48	28	46	51
Belmont	55	59	59	34	64	56
Acton-Boxborough	68	59	58	53	63	58

Sudbury District Comparison - Math: SGP

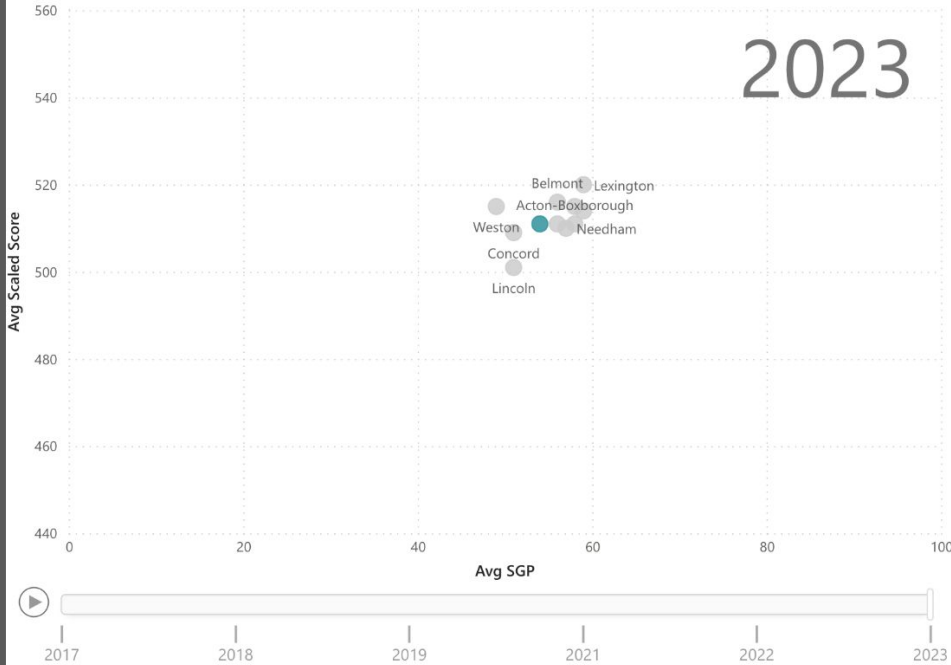
(All Students)

Year	District Value	Compared to Selected Districts	Compared to All Districts
2023	54	8 of 11	85 of 352
2022	56	7 of 11	70 of 354
2021	41	5 of 11	40 of 354
2019	52	8 of 11	136 of 358
2018	54	9 of 11	110 of 360
2017	45	11 of 11	257 of 357

Scaled Score & SGP by District - Math

(All Students)

Sudbury



District Results by Year - Math: % Proficient

(All Students)

District Name	2017	2018	2019	2021	2022	2023
Winchester	80%	80%	79%	61%	68%	70%
Weston	78%	77%	81%	69%	75%	74%
Wellesley	71%	75%	75%	62%	71%	77%
Wayland	74%	76%	77%	66%	74%	76%
Sudbury	71%	73%	73%	67%	73%	72%
Needham	74%	72%	73%	62%	69%	69%
Lincoln	62%	59%	59%	49%	53%	51%
Lexington	81%	81%	82%	72%	78%	79%
Concord	79%	75%	73%	60%	65%	68%
Belmont	78%	78%	80%	67%	77%	76%
Acton-Boxborough	75%	72%	72%	65%	69%	69%

Sudbury District Comparison - Math: % Proficient

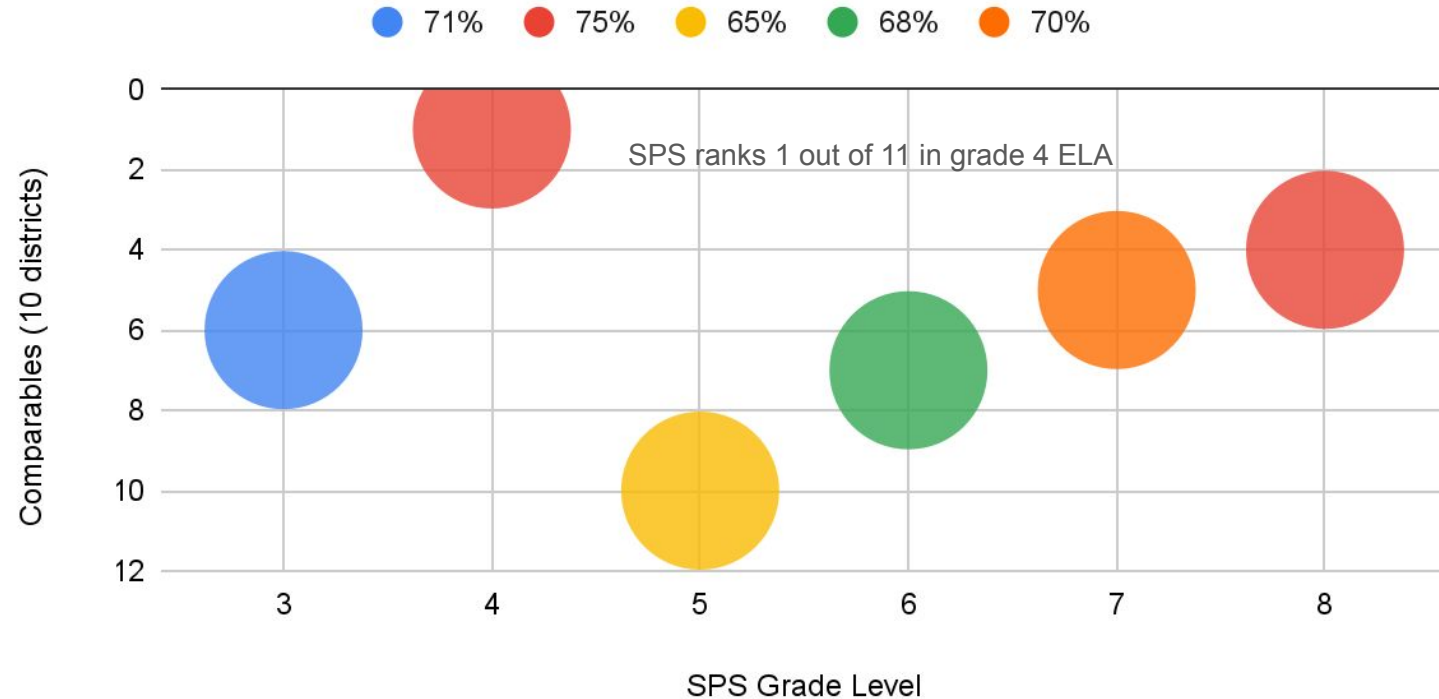
(All Students)

Year	District Value	Compared to Selected Districts	Compared to All Districts
2023	72%	6 of 11	11 of 352
2022	73%	5 of 11	9 of 354
2021	67%	3 of 11	8 of 354
2019	73%	7 of 11	25 of 358
2018	73%	8 of 11	24 of 360
2017	71%	9 of 11	30 of 357

Proficiency: SPS Grade Level Ranking v. Comparables

Comparables by Grade Level: ELA

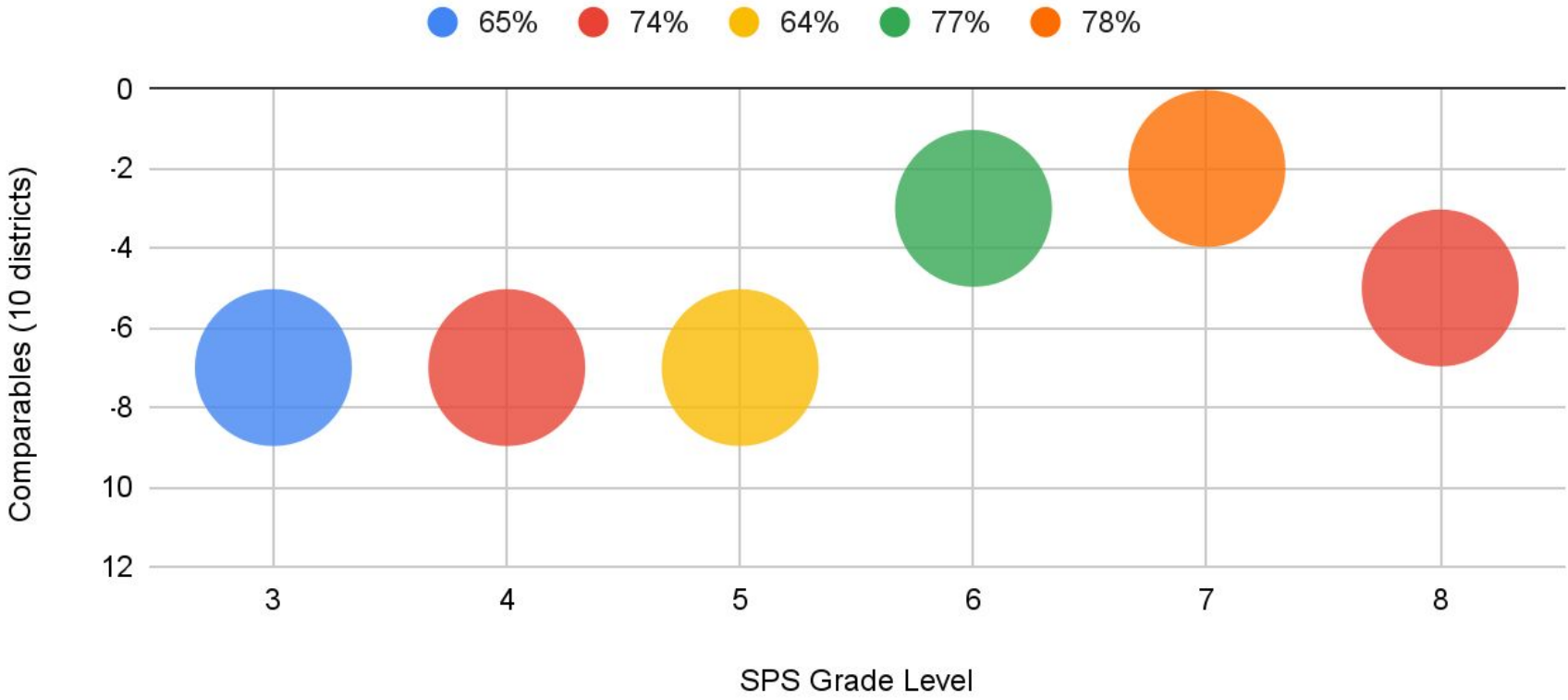
% Proficient



Proficiency: SPS Grade Level Ranking v. Comparables

Comparables by Grade Level: Math

% Proficiency



District Achievement Proficiency & SGP (ref slide 31)

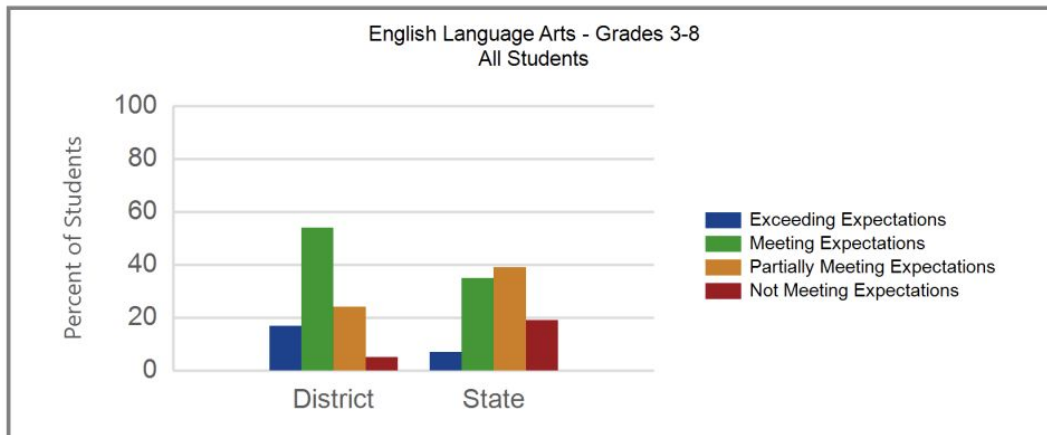
- SPS students outperformed students in the Commonwealth in ELA and Mathematics.
- With the exception of grades 5 and 6 (9 points), the majority of students are within 2-5 % points of 2019 proficiency percentages in ELA. With the exception of grade 5 and 6 (9 and 14 points), the majority of students are within 0-4 % points of 2019 proficiency percentages in Mathematics.
- The mean SGP for ELA (56) and Mathematics (54) for all students is at the high-end of the expected range (40-60).
- The mean female/male SGP for ELA (60/52) and Mathematics (53/55) is at the high-end of the expected range.
- Proficiency percentages and growth percentiles are similar in ELA and Mathematics with Asian and Multi-Race students out-scoring White students and White students outscoring Hispanic and Black students. Racial categories as reported by MCAS and the SIS do not align.

As students progress through the grades, they demonstrate increasing proficiency as measured by the MCAS. Grade 7 exceeded 2019 proficiency targets in Math and matched in ELA. In grade 8, students approached (within 1 point) 2019 proficiency targets in ELA and exceeded in Math. This correlates to more opportunities to participate in in-person learning. Third graders had their kindergarten year interrupted by a pivot to remote learning and experienced most their first grade year in a hybrid mode, although some families elected a fully remote learning model. There is a 5 point difference between 2019 proficiency levels for grade 3.

All Students

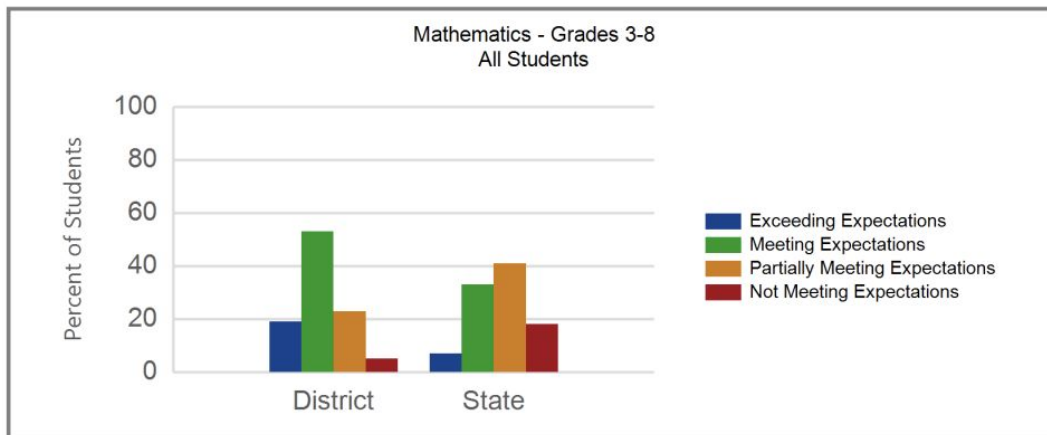
Participation Rate: 99%

English Language Arts	N Students Included	% District	% State
Exceeding Expectations	284	17	7
Meeting Expectations	918	54	35
Partially Meeting Expectations	411	24	39
Not Meeting Expectations	89	5	19
Total Included	1,702		

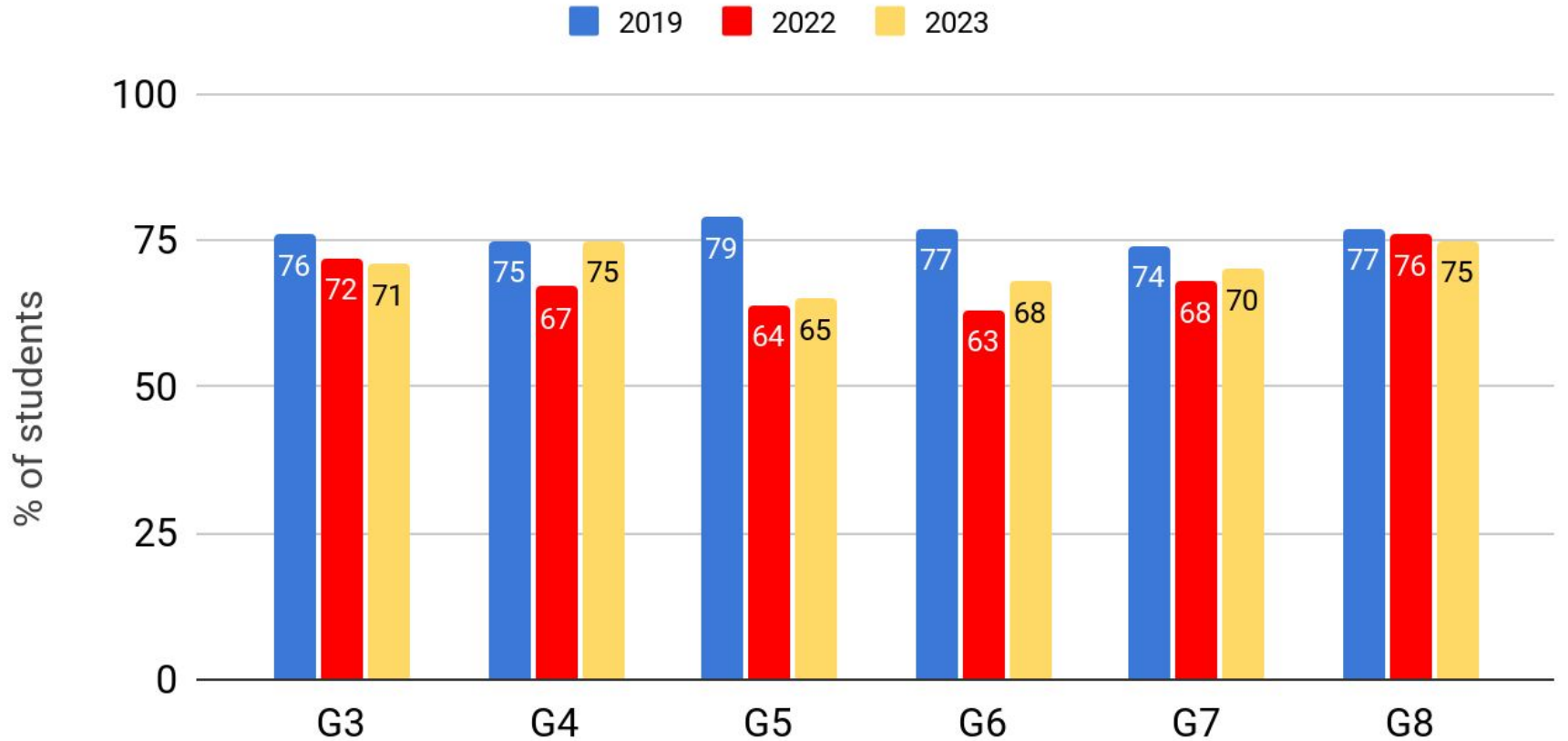


Participation Rate: 99%

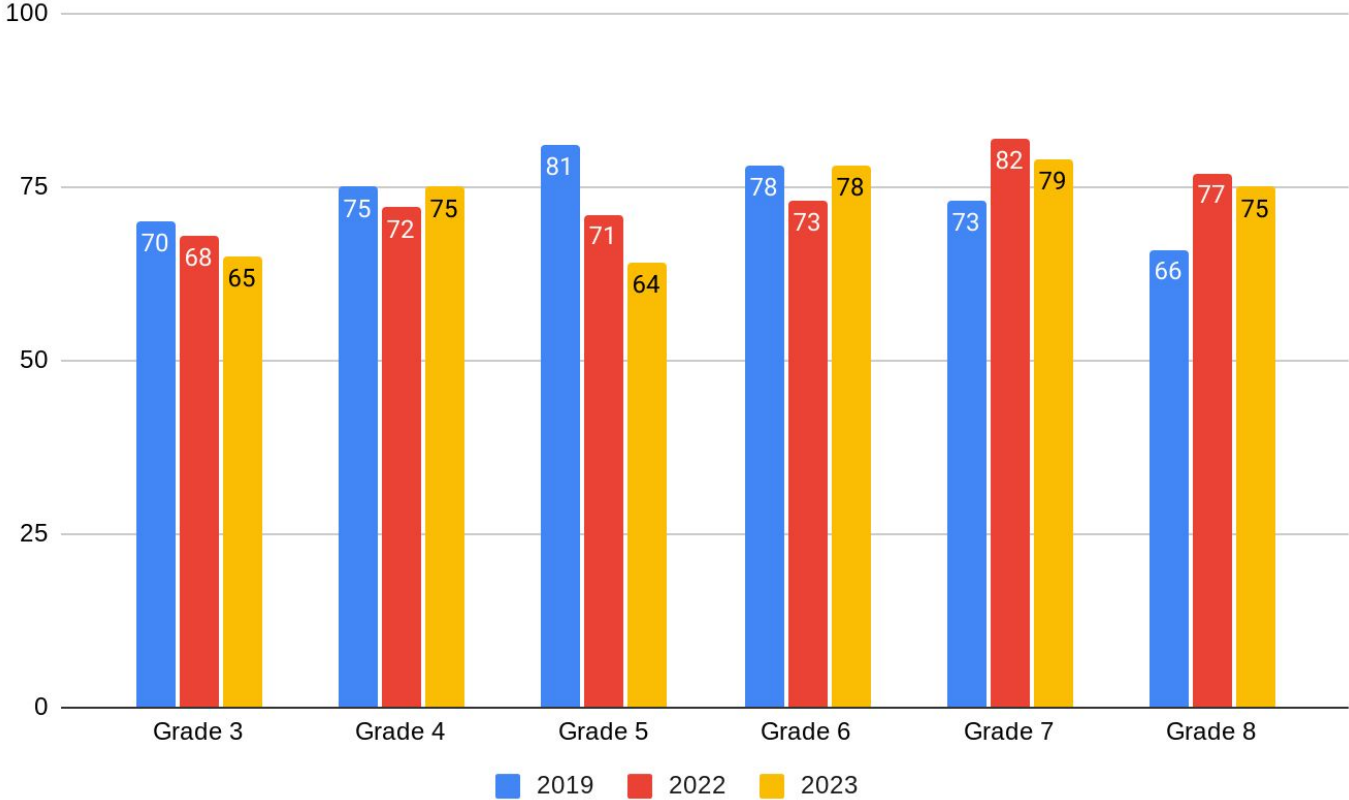
Mathematics	N Students Included	% District	% State
Exceeding Expectations	329	19	7
Meeting Expectations	895	53	33
Partially Meeting Expectations	389	23	41
Not Meeting Expectations	90	5	18
Total Included	1,703		



ELA Proficiency Rates in 2019, 2022, 2023

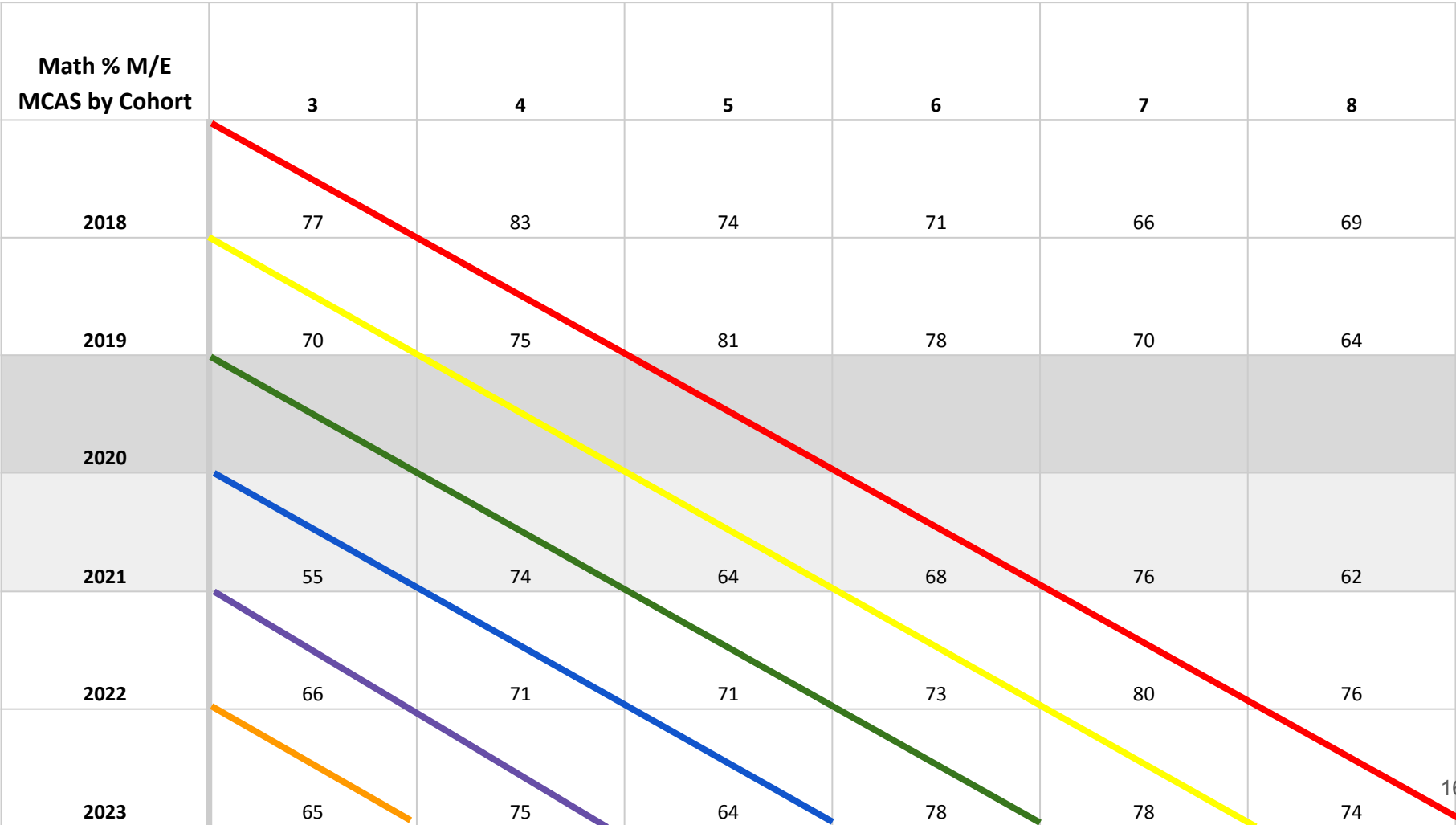


Math MCAS Proficiency Rates in 2019, 2022, 2023

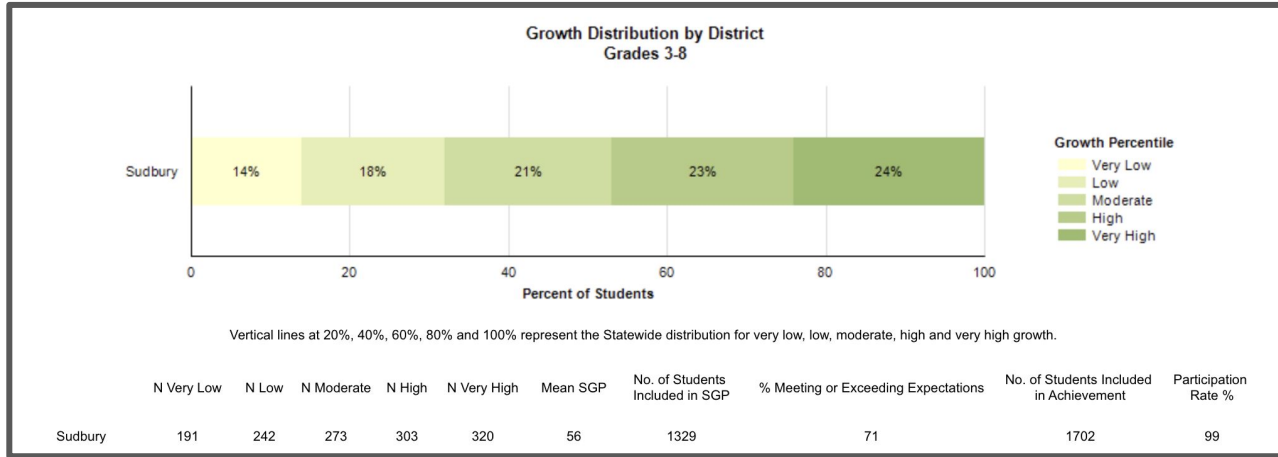


**ELA % M/E MCAS
by Cohort**

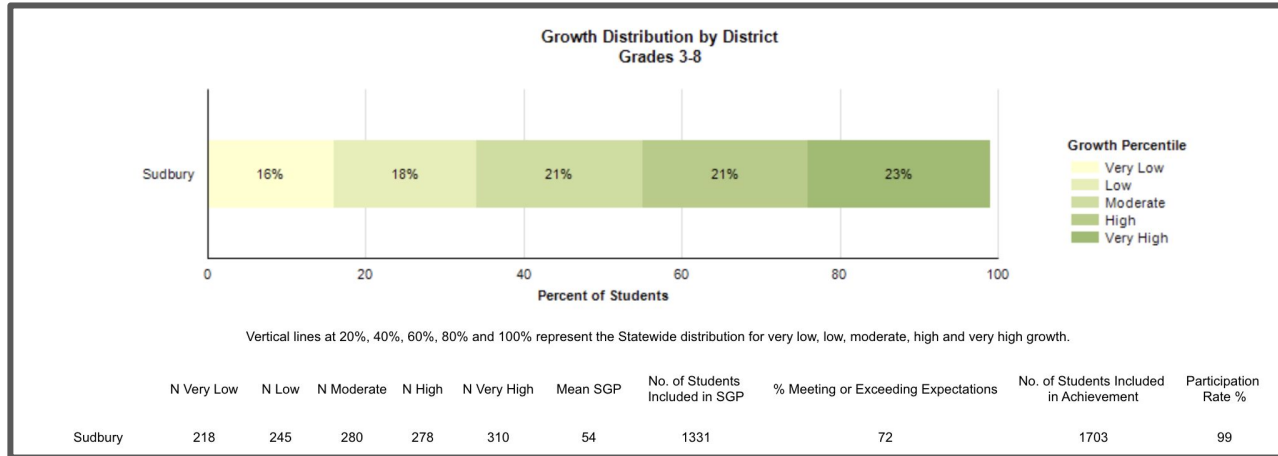




ELA

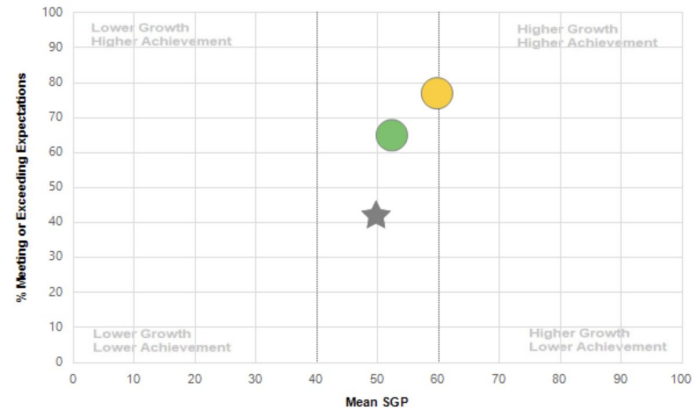


Math



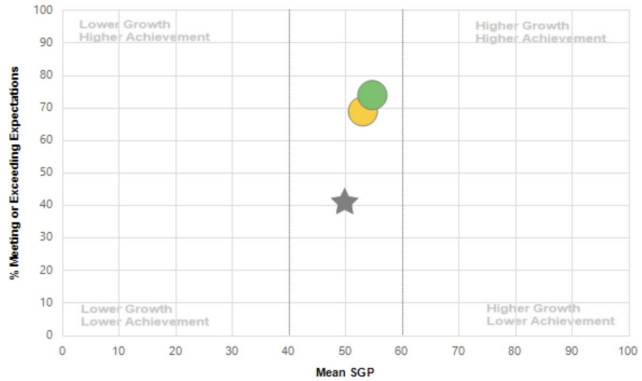
Proficiency & Growth by Gender

ELA



★ State(49.7, 42%)

	Mean SGP	No. of Students Included in SGP	% Meeting or Exceeding Expectations	No. of Students Included in Achievement
Female	60	615	77	790
Male	52	714	65	912

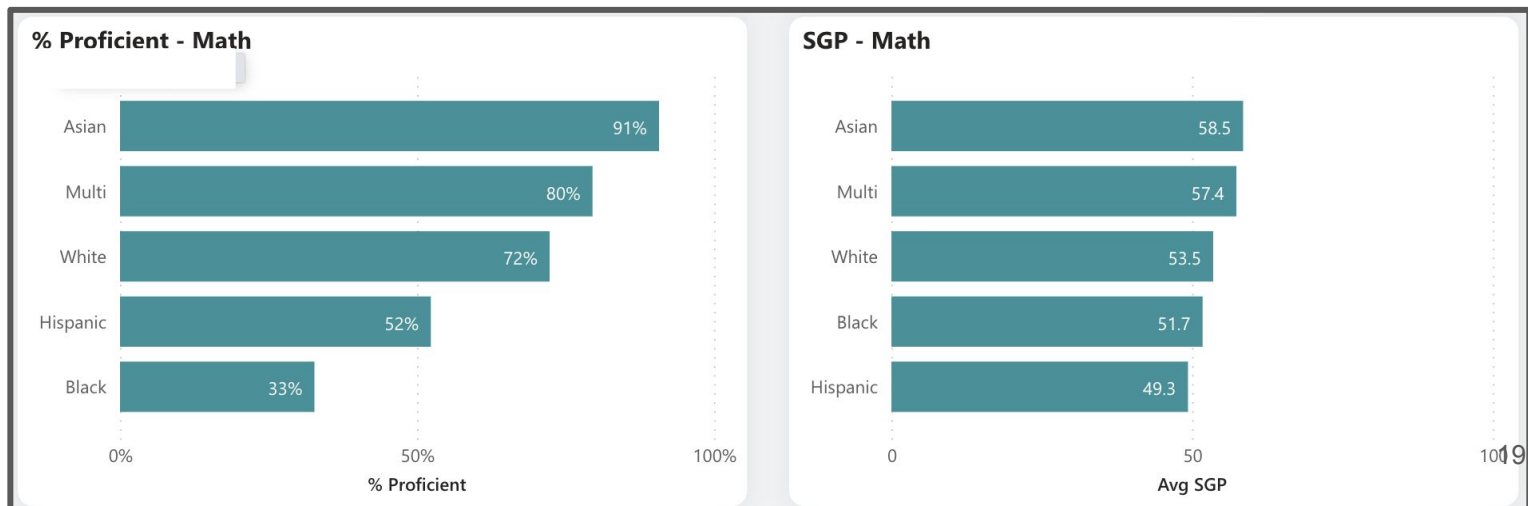
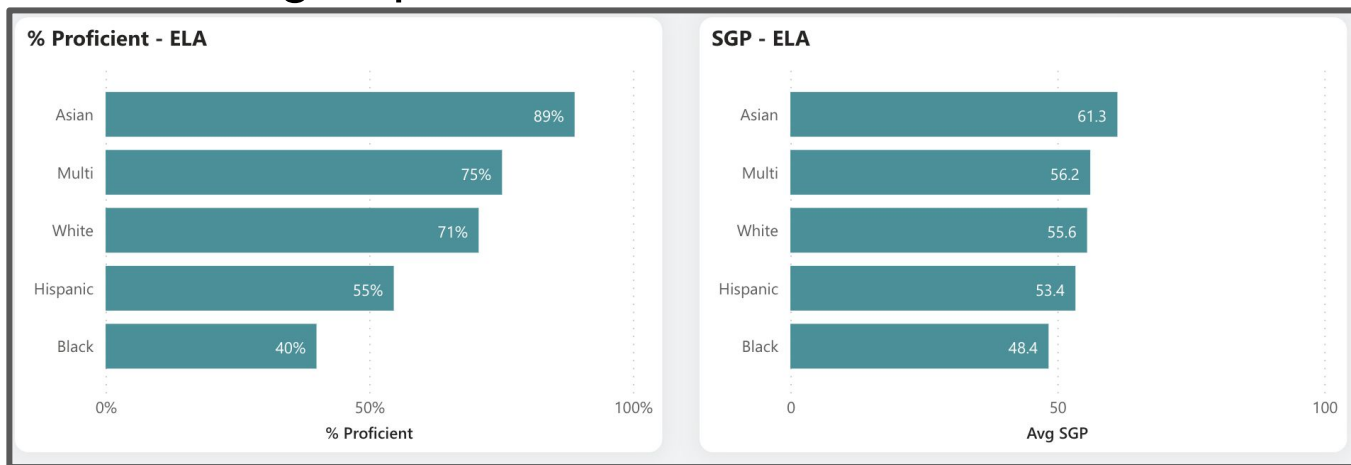


★ State(49.8, 41%)

	Mean SGP	No. of Students Included in SGP	% Meeting or Exceeding Expectations	No. of Students Included in Achievement
Female	53	615	69	791
Male	55	716	74	912

Math

District Subgroup Achievement and Growth: Race



Proficiency levels and content alignment (ref slides 32-33)

- Although proficiency levels vary across schools, patterns in terms of content and skills are fairly consistent.
- In grades 3-6, written language was the lowest ELA domain. However, by grade 7 student proficiency levels met or exceeded proficiency 2019 levels.
- In Mathematics, students in grades 4, 6, 7, 8 have met or exceeded 2019 proficiency levels. Grades 3 and 5 demonstrate a need for additional learning in the fractions domain. Grade 5 also demonstrates a need for additional learning in the area of order of operations.
- Although grade 8 has exceeded 2019 proficiency levels in mathematics, the geometry domain is an area of relative weakness due primarily to the fact that Algebra I is the primary course of study for grade 8 students.

SPS has made a significant investment in ensuring that all students have access to an evidence based curriculum which is inclusive, engaging, and aligned with Massachusetts Learning Frameworks. Additionally, SPS educators participate in rigorous professional learning that focuses on building capacity to meet the needs of diverse learners. Knowledgeable and skilled teachers and a rigorous and relevant curriculum are two of the three elements necessary for student success (ref. Richard Elmore, “Improving the Instructional Core”).

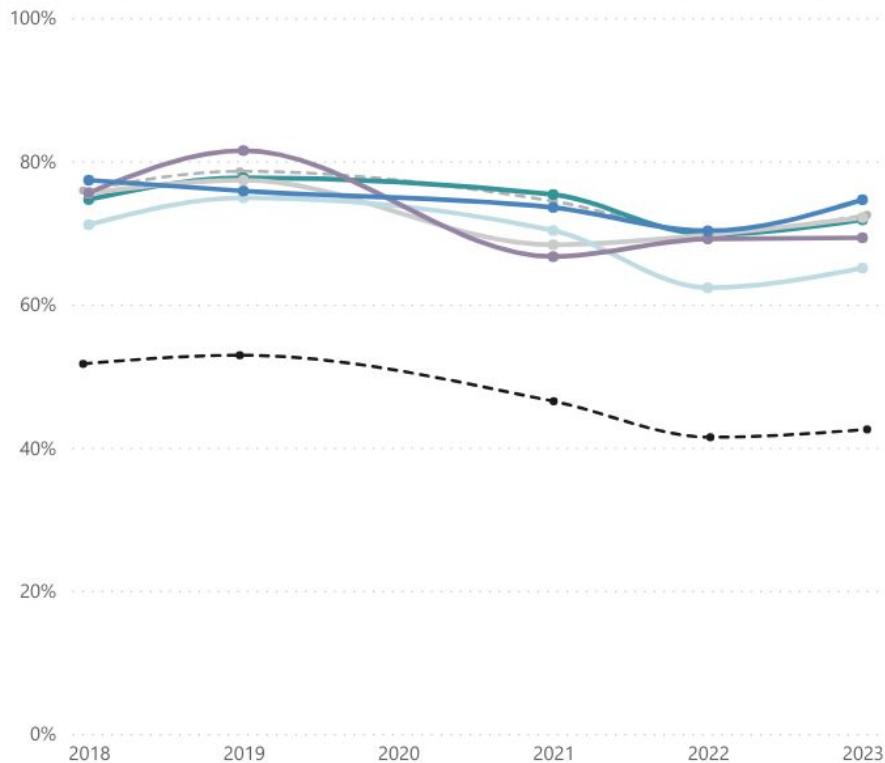
% Proficient over Time by School - ELA

School(s) to View

Multiple selections

-- State Avg - - District Avg

School ● Ephraim Curti... ● General Joh... ● Israel Lorin... ● Josiah Hay... ● Peter Noyes



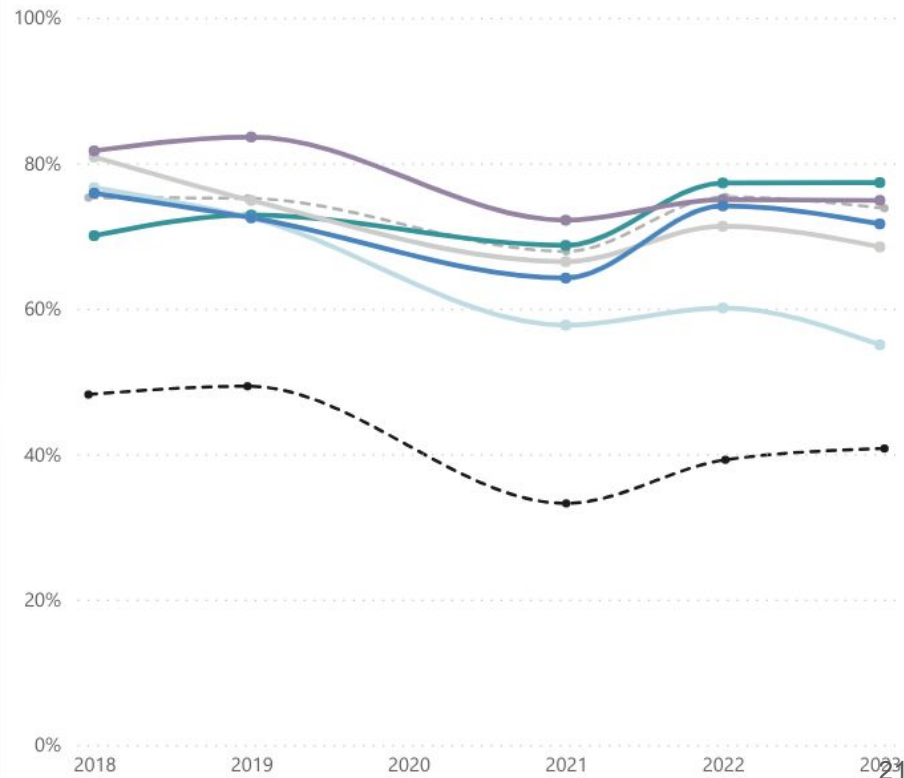
% Proficient over Time by School - Math

School(s) to View

Multiple selections

-- State Avg - - District Avg

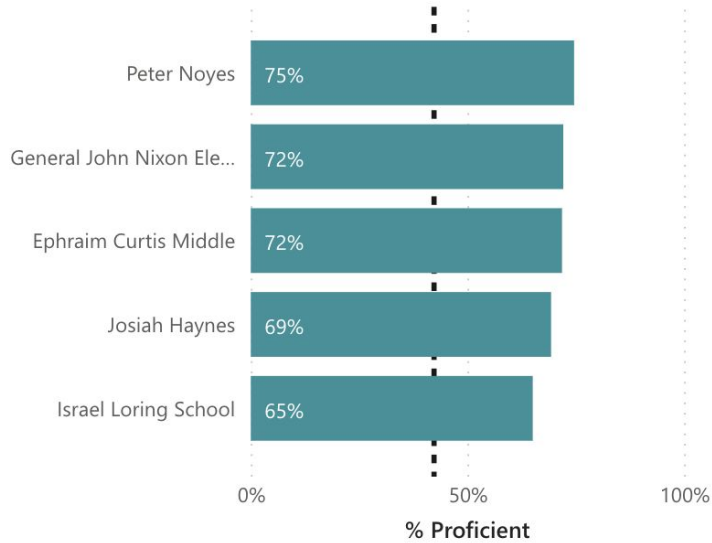
School ● Ephraim Curti... ● General Joh... ● Israel Lorin... ● Josiah Hay... ● Peter Noyes



% Proficient by School - ELA

-- State Avg All Students

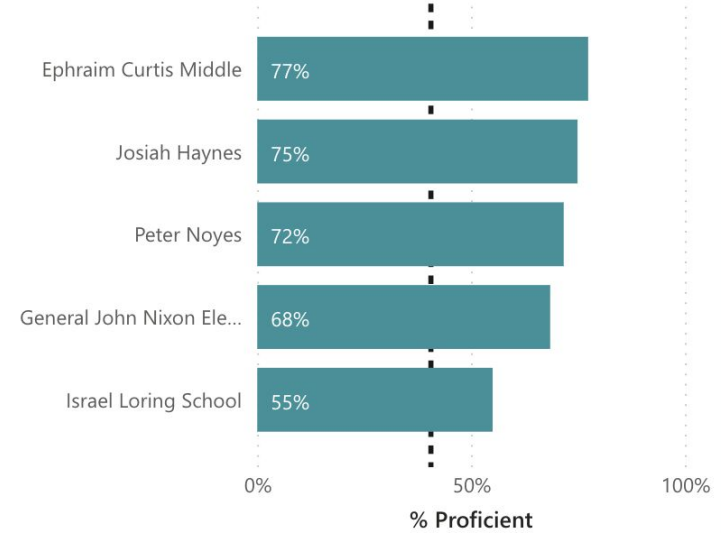
(1 extra filter applied)



% Proficient by School - Math

-- State Avg All Students

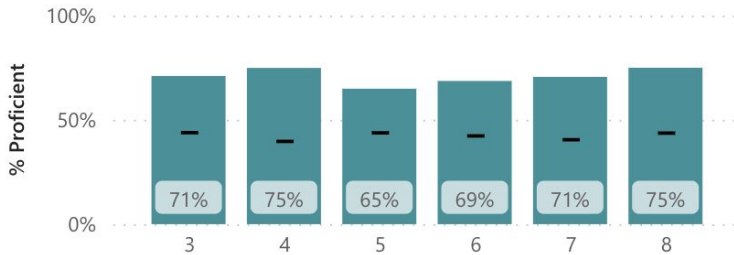
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% Proficient by Testing Grade Level - ELA

(1 extra filter applied)

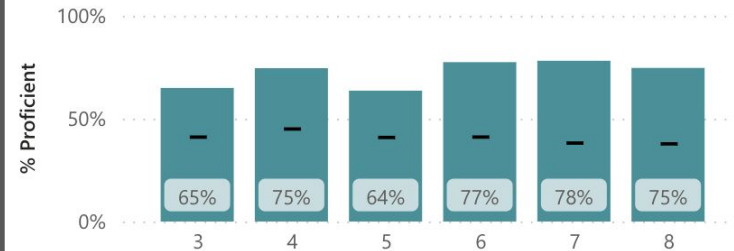
● % Proficient — State Avg



% Proficient by Testing Grade Level - Math

(1 extra filter applied)

● % Proficient — State Avg



Accountability (ref slide 34-48)

- The district is not in need of assistance or support because as a whole the district is **meeting or exceeding** targets.
- Loring is making **substantial** progress towards meeting targets. Curtis, Nixon, Noyes, and Haynes are **meeting or exceeding** targets. 3 elementary schools with SC comparable districts have been identified by DESE as comparable in terms of enrollment and high needs student populations to Loring. Loring ranks 2 of 4 in ELA proficiency % and 3 of 4 in Math proficiency %.
- As a district cohort, High Needs students are making **substantial** progress towards meeting targets. High Needs is comprised of 3 subgroups: Low Income, English Learners, and Students with Disabilities. Students may be captured in multiple High Needs categories
- As a district cohort, Low Income are making **moderate** progress towards meeting targets. Students with Disabilities and English Learners are making **substantial** progress towards meeting targets.
- Achievement percentiles for Sudbury schools exceed the achievement percentiles of similar schools in the Commonwealth.
- At the state level chronic absenteeism is predictive of MCAS proficiency. This is not the case for SPS. Loring received full accountability points for attendance.

SPS schools demonstrate strong progress towards meeting pre-pandemic 2019 proficiency and growth targets. Select student subgroups, most notably students identified as Low Income are making progress but at a marginally slower rate than other subgroups and the student population as a whole. This is especially true for schools with higher enrollment in the High Needs subgroup.

Overall progress toward improvement targets

	2023
Criterion-referenced target percentage	82%
Progress towards targets	Meeting or exceeding targets

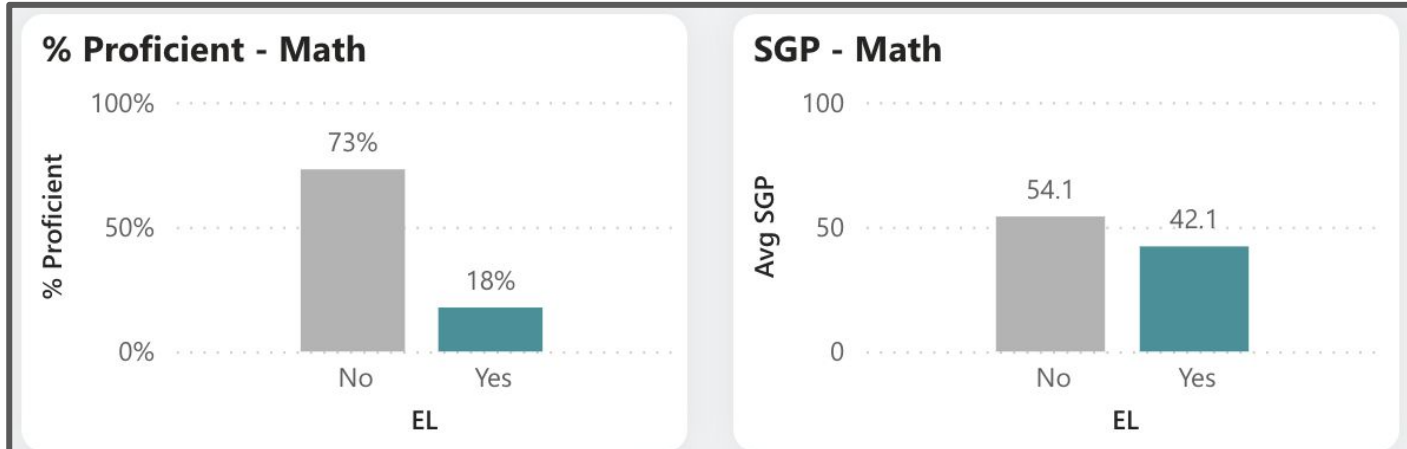
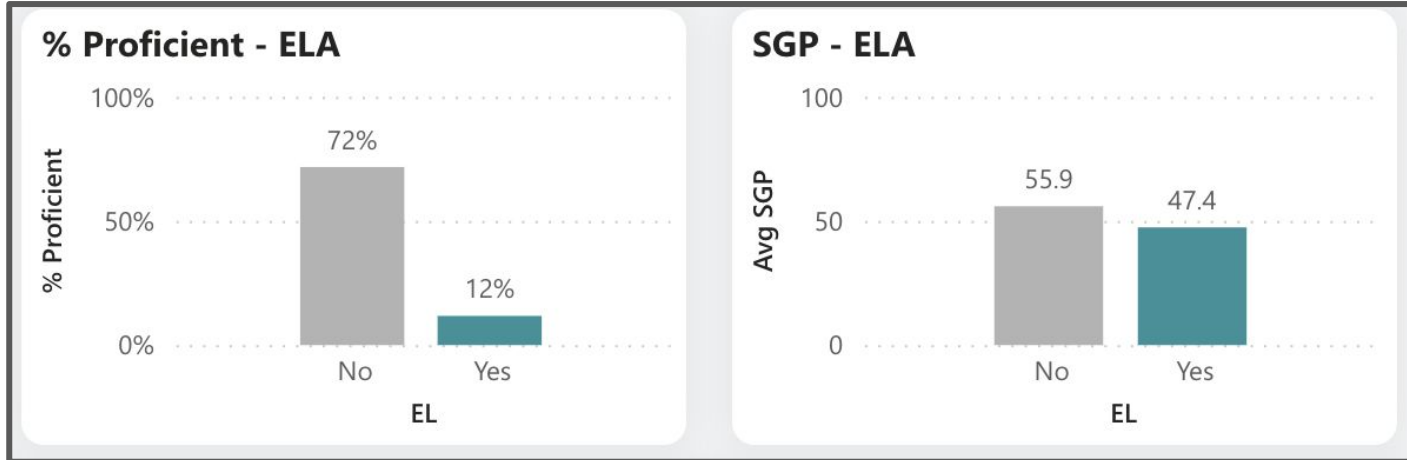
2023 Points awarded

2023 Progress toward improvement targets							
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	3	4	-
	Mathematics achievement	4	4	-	3	4	-
	Science achievement	4	4	-	-	-	-
	Achievement total	12	12	60.0	6	8	67.5
Growth	English language arts growth	3	4	-	3	4	-
	Mathematics growth	3	4	-	3	4	-
	Growth total	6	8	20.0	6	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	3	4	10.0	-	-	-
Additional indicators	Chronic absenteeism	3	4	-	0	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	3	4	10.0	0	4	10.0
Weighted total		9.0	9.6	-	5.4	7.6	-
Percentage of possible points		94%		-	71%		-
2023 Criterion-referenced target percentage		82%					

District Subgroup Achievement and Growth: English Learner

Note:
Formally
English
Learner

% Proficient
61% ELA
70% Math



Recovery Responses

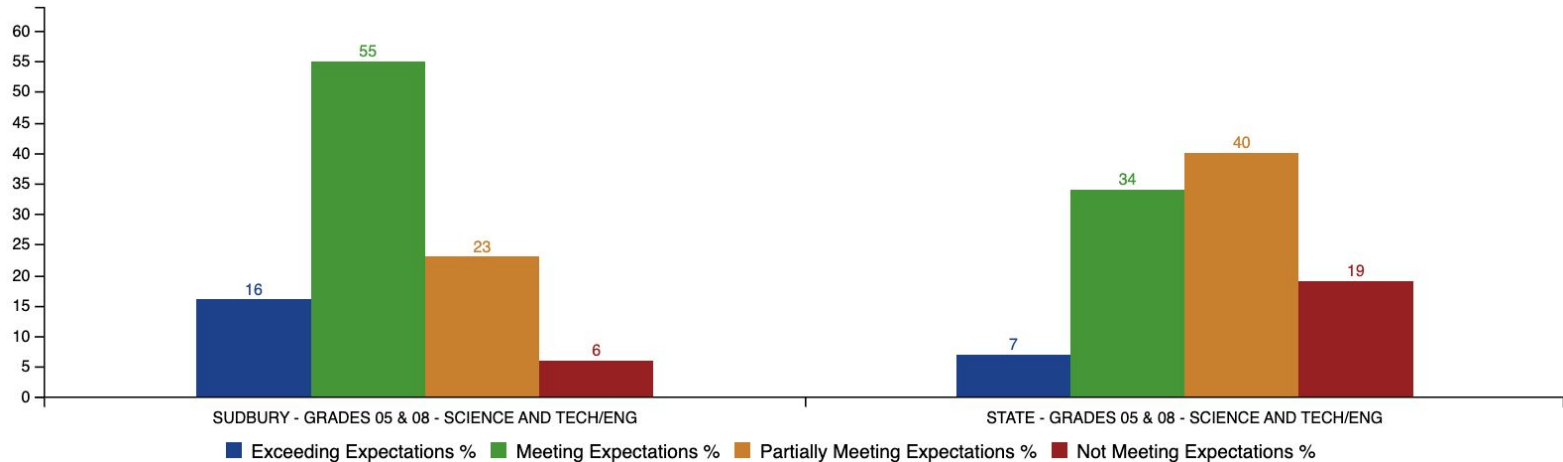
- **Identify specific supports** needed by individuals and cohorts using data protocols that bring together groups of educators to analyze aggregate state and local benchmarking data and classroom observation.
 - Spring benchmark data indicated and MCAS data confirmed a need for additional intervention supports for students. Supports were put in place for the 2023-24 school year including increasing the Title I math interventionists to 1.0 FTE at Loring and Curtis, maintaining the 1.0 FTE School Support Specialist at Loring, adding a 1.0 FTE School Support Specialist at Curtis, and increasing the Reading Tutor to 1.0 FTE at Noyes.
- **Analyze curriculum and instructional scope and sequences** to identify content and skills needing reinforcement or reteaching.
 - All K-2 classrooms have received decodable text sets and teachers have received professional development on their usage.
 - Math Fact Lab has been added as resource for elementary students.
 - Math Coaches have augmented the fourth grade curriculum to address learning gaps identified by benchmarking and MCAS data.
 - To address student learning needs in mathematics at Loring, additional instructional services are being pushed into grade 4 reflecting a reallocation of school and district personnel.
 - An intervention and challenge block “Power Half Hour” has been added to the Loring school schedule to provide additional direct instruction to students according to identified needs.

Recovery Responses cont...

- **Provide opportunities for students in need of extended instruction** and support through the summer SMILE and EXPLORE programs.
 - These programs are a safeguard against summer learning loss and have also resulted in learning gains.
 - Loring students accounted for approximately one-third of SMILE/EXPLORE enrolment
- **Build educator capacity** to meet diverse student needs using evidence-based practices.
 - Elementary educators are engaged in a 2-year professional learning series focused on literacy. The series includes direct instruction, professional materials, and embedded coaching.
 - All Math Coaches have been trained in Math Recovery.
- **Increase ESL instructional services** by 1.0 FTE (0.5 Loring, 0.5 Nixon) to address the increase in EL enrollment and service requirements.
- **Adjust absentee notification parameters** to provide earlier notice of potential chronic absenteeism and implement corresponding attendance support plans.

Upcoming Changes to MCAS

- Civics assessment added for grade 8 (field test spring 2024)
- New performance based STE assessment (expanded pilot 2024, field test 2024, operational 2025)



Discussion



The best part of me is my heart. My heart makes me feel strong and proud. I think my heart is a lovely box that keeps my love. It makes me full with joy. My mom says I'm unique. That is one thing I keep in my heart. The rest are dangling in the air. That is why my heart is the best part of me.

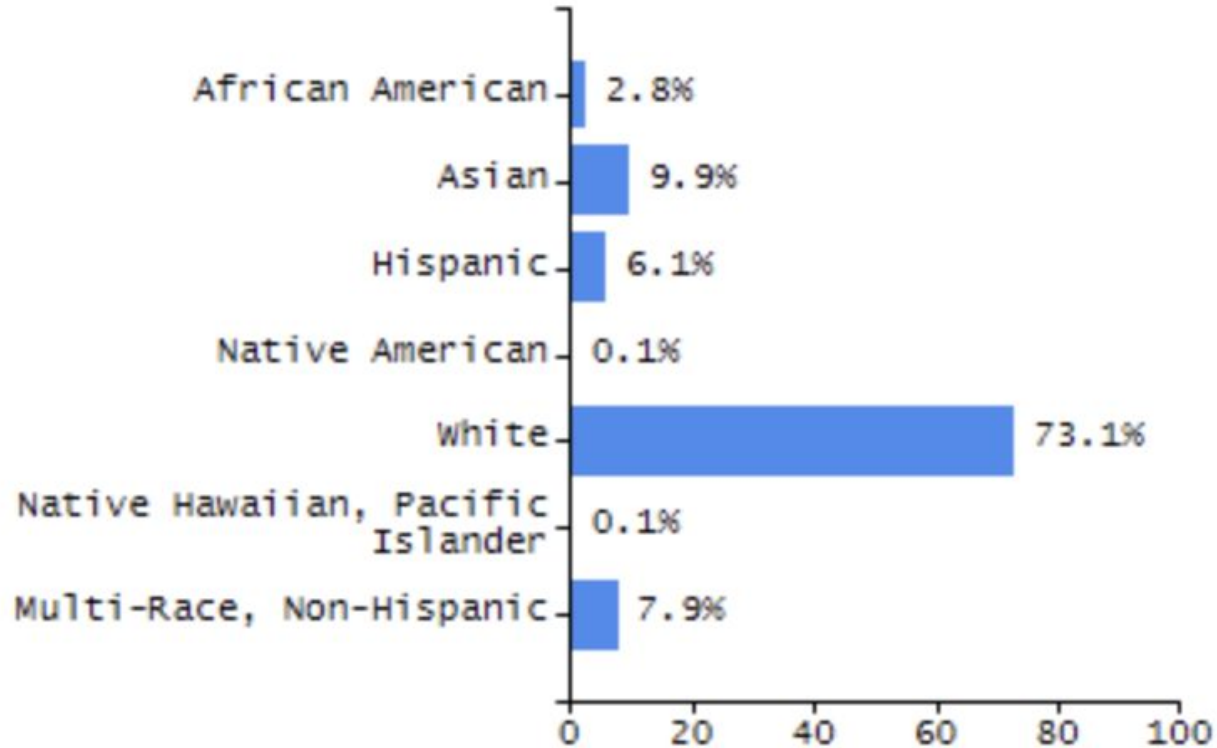
Resources

DESE [DART](#)

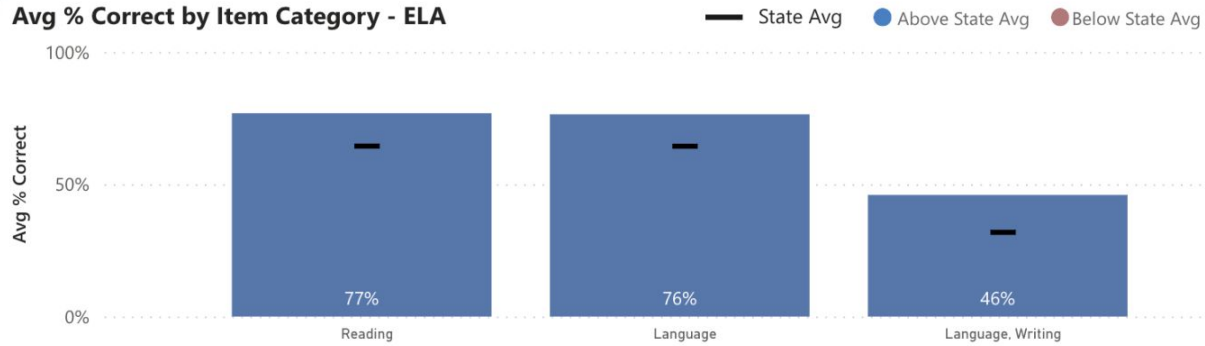
DESE MCAS [Resources](#) for Parents

School and District Performance [Summary](#)

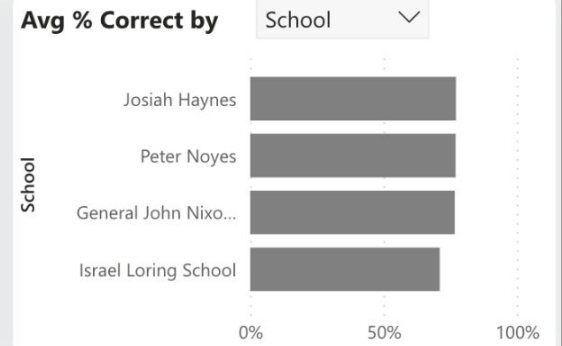
2023 District Enrollment by Race: 2535 students total



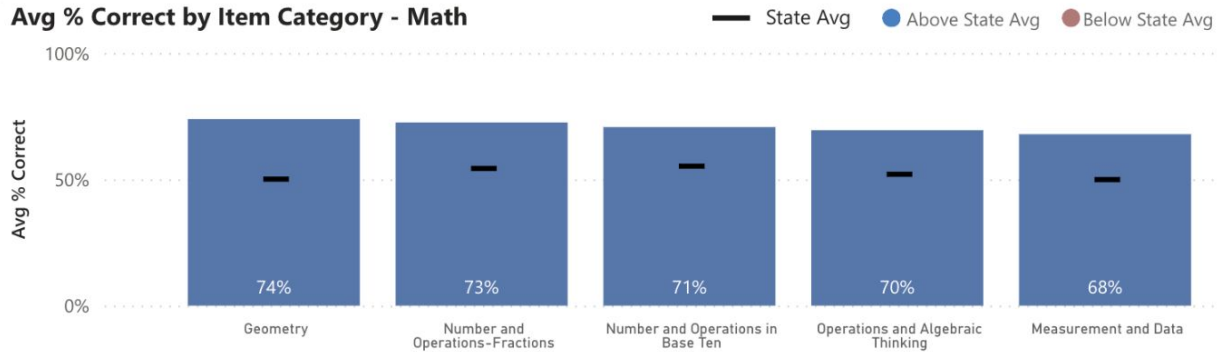
Avg % Correct by Item Category - ELA



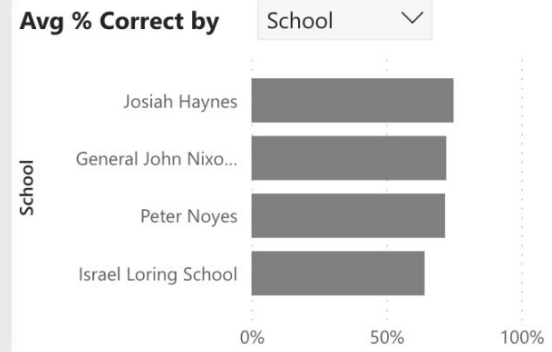
Avg % Correct by



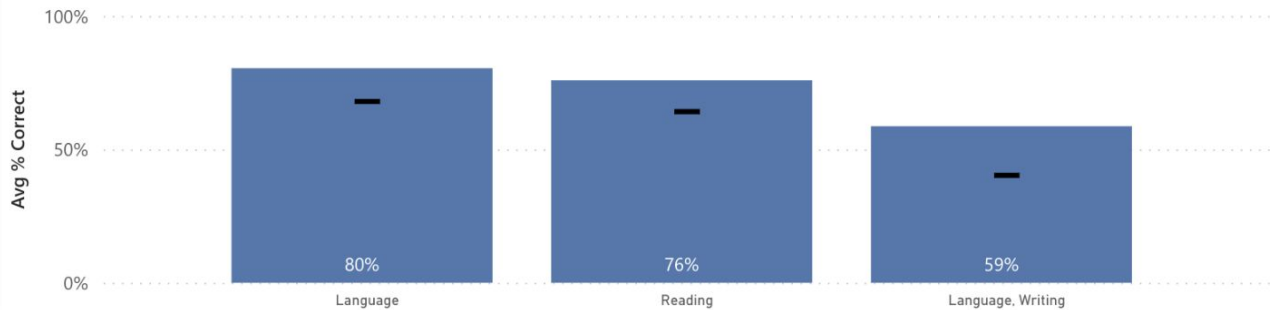
Avg % Correct by Item Category - Math



Avg % Correct by

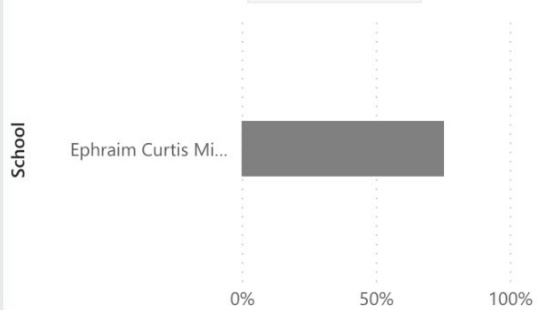


Avg % Correct by Item Category - ELA

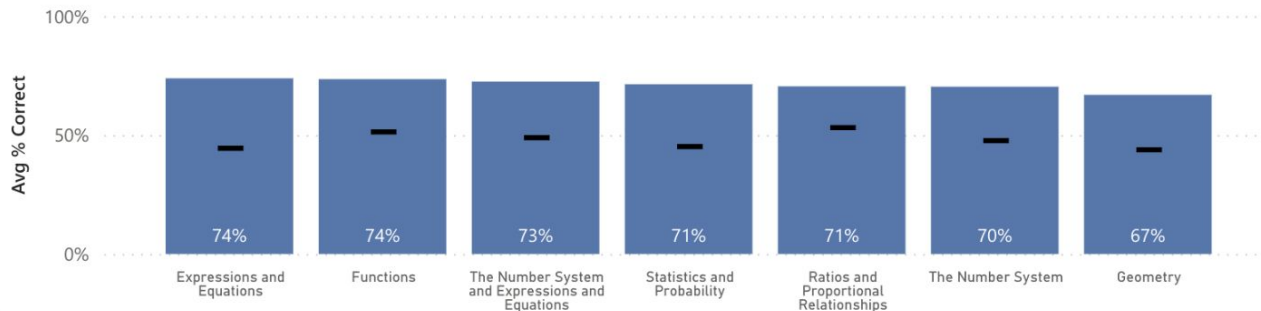


Avg % Correct by

School

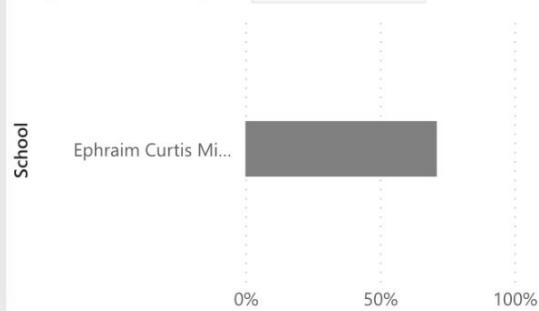


Avg % Correct by Item Category - Math



Avg % Correct by

School



Achievement	MCAS scores in English language arts, math, and science
Student Growth	Student growth percentiles in English language arts and math
High School Completion	
Progress Towards English Proficiency	Percentage of English learners meeting annual targets in order to reach English proficiency in six years
Chronic Absenteeism	Percentage of students missing 10 percent or more of the days they were enrolled at a given school during a school year
Advanced Coursework Completion	

Schools and districts not requiring assistance or intervention

Schools of recognition

Meeting or exceeding targets

Substantial progress toward targets

Moderate progress toward targets

Limited or no progress toward targets

School Accountability Percentiles

School Accountability Information		About the Data
School	Accountability information	School accountability percentile
Ephraim Curtis Middle	Not requiring assistance or intervention	95
General John Nixon Elementary	Not requiring assistance or intervention	94
Israel Loring School	Not requiring assistance or intervention	77
Josiah Haynes	Not requiring assistance or intervention	92
Peter Noyes	Not requiring assistance or intervention	92

Accountability percentile: An accountability percentile between 1 and 99 is reported for most schools. This number is an indication of the school's overall performance relative to other schools that serve similar grades, and is calculated using multiple years of data for all accountability indicators. School percentiles are not calculated for districts.

Overall classification Not requiring assistance or intervention

Reason for classification

Meeting or exceeding targets

Progress toward improvement targets	Accountability percentile
92% - Meeting or exceeding targets	92

Haynes

OVERALL RESULTS	STUDENT GROUP RESULTS	DETAILED DATA FOR EACH INDICATOR
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Overall progress toward improvement targets

	2023
Criterion-referenced target percentage	92%
Progress towards targets	Meeting or exceeding targets

2023 Points awarded

2023 Progress toward improvement targets							
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	4	4	-
	Mathematics achievement	4	4	-	4	4	-
	Science achievement	3	4	-	-	-	-
	Achievement total	11	12	67.5	8	8	67.5
Growth	English language arts growth	3	4	-	3	4	-
	Mathematics growth	3	4	-	3	4	-
	Growth total	6	8	22.5	6	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	4	4	10.0	4	4	10.0
Weighted total		9.2	10.3	-	7.2	7.6	-
Percentage of possible points		89%		-	95%		-
2023 Criterion-referenced target percentage		92%					

Overall classification Not requiring assistance or intervention

Reason for classification

Moderate progress toward targets

Progress toward improvement targets	Accountability percentile
38% - Moderate progress toward targets	77

OVERALL RESULTS

STUDENT GROUP RESULTS

DETAILED DATA FOR EACH INDICATOR

Overall progress toward improvement targets

	2023
Criterion-referenced target percentage	38%
Progress towards targets	Moderate progress toward targets

2023 Points awarded

2023 Progress toward improvement targets							
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	0	4	-	0	4	-
	Mathematics achievement	0	4	-	2	4	-
	Science achievement	4	4	-	-	-	-
	Achievement total	4	12	67.5	2	8	67.5
Growth	English language arts growth	2	4	-	2	4	-
	Mathematics growth	3	4	-	2	4	-
	Growth total	5	8	22.5	4	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	4	4	10.0	4	4	10.0
Weighted total		4.2	10.3	-	2.7	7.6	-
Percentage of possible points		41%		-	36%		-
2023 Criterion-referenced target percentage					38%		

Loring

Overall classification Not requiring assistance or intervention

Reason for classification

Meeting or exceeding targets

Progress toward improvement targets	Accountability percentile
89% - Meeting or exceeding targets	94

OVERALL RESULTS	STUDENT GROUP RESULTS	DETAILED DATA FOR EACH INDICATOR
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Overall progress toward improvement targets

	2023
Criterion-referenced target percentage	89%
Progress towards targets	Meeting or exceeding targets

2023 Points awarded

2023 Progress toward improvement targets							
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	3	4	-
	Mathematics achievement	4	4	-	4	4	-
	Science achievement	3	4	-	-	-	-
	Achievement total	11	12	67.5	7	8	67.5
Growth	English language arts growth	3	4	-	3	4	-
	Mathematics growth	3	4	-	4	4	-
	Growth total	6	8	22.5	7	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	4	4	10.0	4	4	10.0
Weighted total		9.2	10.3	-	6.7	7.6	-
Percentage of possible points		89%		-	88%		-
2023 Criterion-referenced target percentage				-			-
				89%			

Overall classification Not requiring assistance or intervention

Reason for classification

Meeting or exceeding targets

Noyes

Progress toward improvement targets

76% - Meeting or exceeding targets

Accountability percentile

92

OVERALL RESULTS

STUDENT GROUP RESULTS

DETAILED DATA FOR EACH INDICATOR

Overall progress toward improvement targets

	2023
Criterion-referenced target percentage	76%
Progress towards targets	Meeting or exceeding targets

2023 Points awarded

2023 Progress toward improvement targets							
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	3	4	-
	Mathematics achievement	4	4	-	2	4	-
	Science achievement	4	4	-	-	-	-
	Achievement total	12	12	67.5	5	8	67.5
Growth	English language arts growth	3	4	-	2	4	-
	Mathematics growth	2	4	-	2	4	-
	Growth total	5	8	22.5	4	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	3	4	-	3	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	3	4	10.0	3	4	10.0
Weighted total		9.5	10.3	-	4.6	7.6	-
Percentage of possible points		92%		-	61%		-
2023 Criterion-referenced target percentage		76%					

Overall classification Not requiring assistance or intervention

Reason for classification

Meeting or exceeding targets

Curtis

Progress toward improvement targets

90% - Meeting or exceeding targets

Accountability percentile

95

OVERALL RESULTS

STUDENT GROUP RESULTS

DETAILED DATA FOR EACH INDICATOR

Overall progress toward improvement targets

	2023
Criterion-referenced target percentage	90%
Progress towards targets	Meeting or exceeding targets

2023 Points awarded

2023 Progress toward improvement targets							
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	4	4	-
	Mathematics achievement	4	4	-	3	4	-
	Science achievement	4	4	-	-	-	-
	Achievement total	12	12	67.5	7	8	67.5
Growth	English language arts growth	3	4	-	4	4	-
	Mathematics growth	3	4	-	4	4	-
	Growth total	6	8	22.5	8	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	2	4	-	0	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	2	4	10.0	0	4	10.0
Weighted total		9.7	10.3	-	6.5	7.6	-
Percentage of possible points		94%		-	86%		-
2023 Criterion-referenced target percentage					90%		

Overall progress toward improvement targets

	2023
Criterion-referenced target percentage	76%
Progress towards targets	Meeting or exceeding targets

2023 Points awarded

2023 Progress toward improvement targets				
	Indicator	High needs Student Group (Non-high school grades)		
		Points earned	Total possible points	Weight %
Achievement	English language arts achievement	3	4	-
	Mathematics achievement	3	4	-
	Science achievement	3	4	-
	Achievement total	9	12	67.5
Growth	English language arts growth	3	4	-
	Mathematics growth	3	4	-
	Growth total	6	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-
	Extended engagement rate	-	-	-
	Annual dropout rate	-	-	-
	High school completion total	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-
Additional indicators	Chronic absenteeism	4	4	-
	Advanced coursework completion	-	-	-
	Additional indicators total	4	4	10.0
Weighted total		7.8	10.3	-
Percentage of possible points		76%		-
2023 Criterion-referenced target percentage		76%		

Accountability by Subgroup (High Needs 76%, Meeting or Exceeding Targets)

Students with disabilities ▾

Overall progress toward improvement targets

		2023
Criterion-referenced target percentage		74%
Progress towards targets		Substantial progress toward targets

English learner (EL) and Former EL ▾

Overall progress toward improvement targets

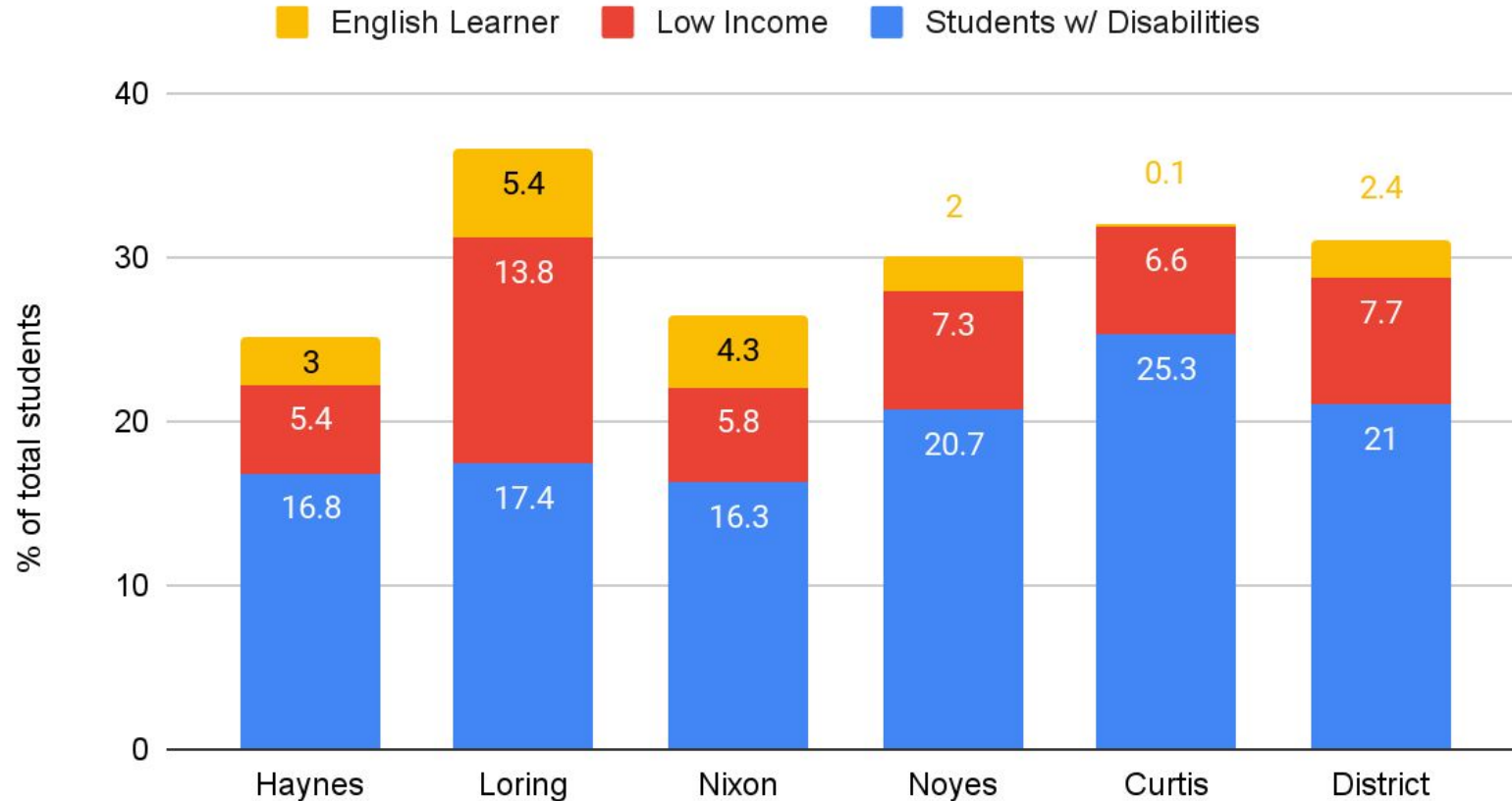
		2023
Criterion-referenced target percentage		70%
Progress towards targets		Substantial progress toward targets

Low income ▾

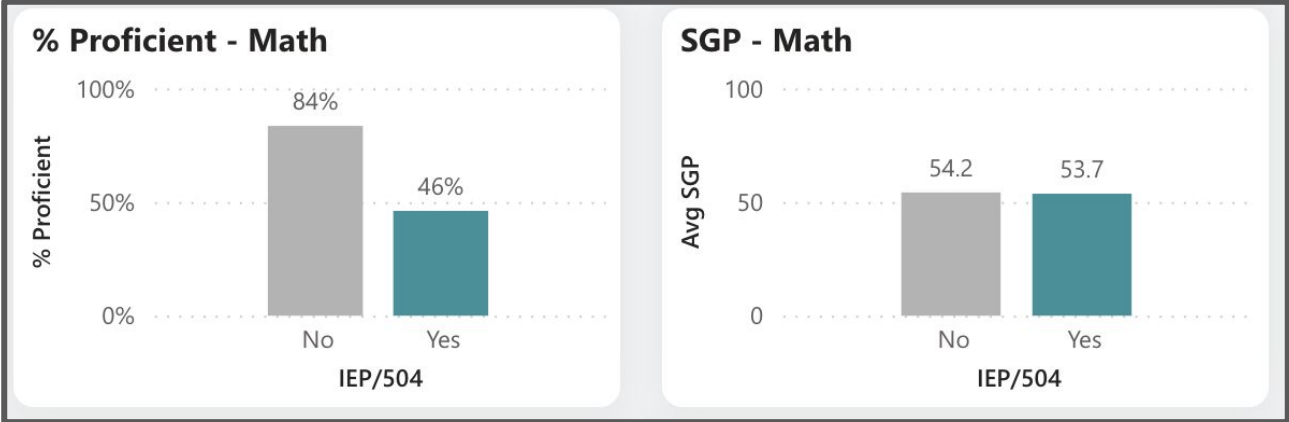
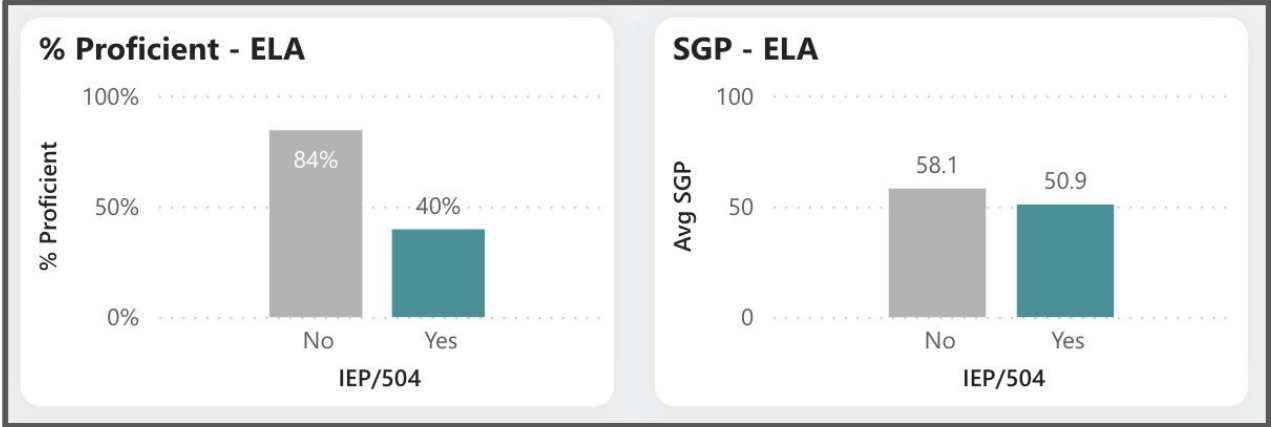
Overall progress toward improvement targets

		2023
Criterion-referenced target percentage		42%
Progress towards targets		Moderate progress toward targets

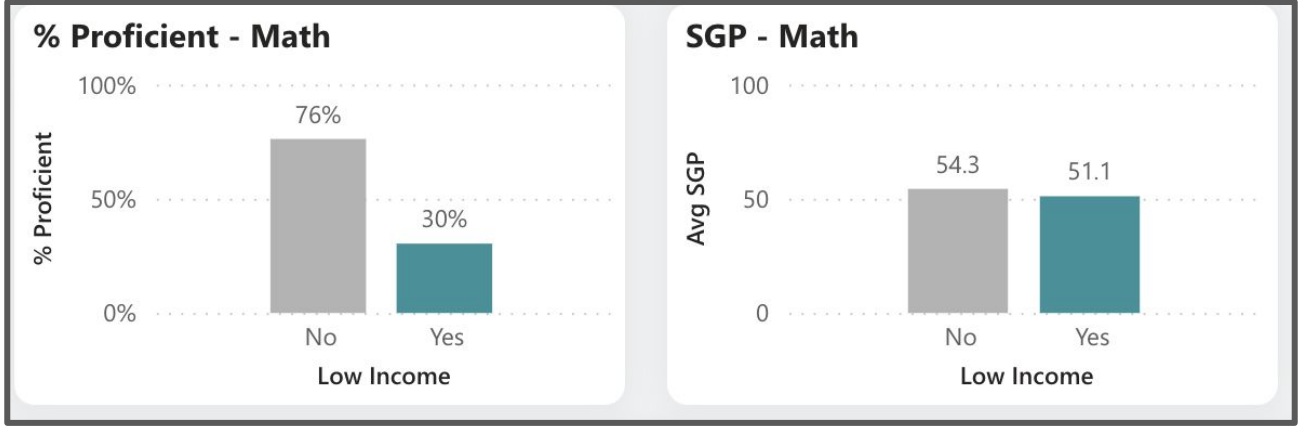
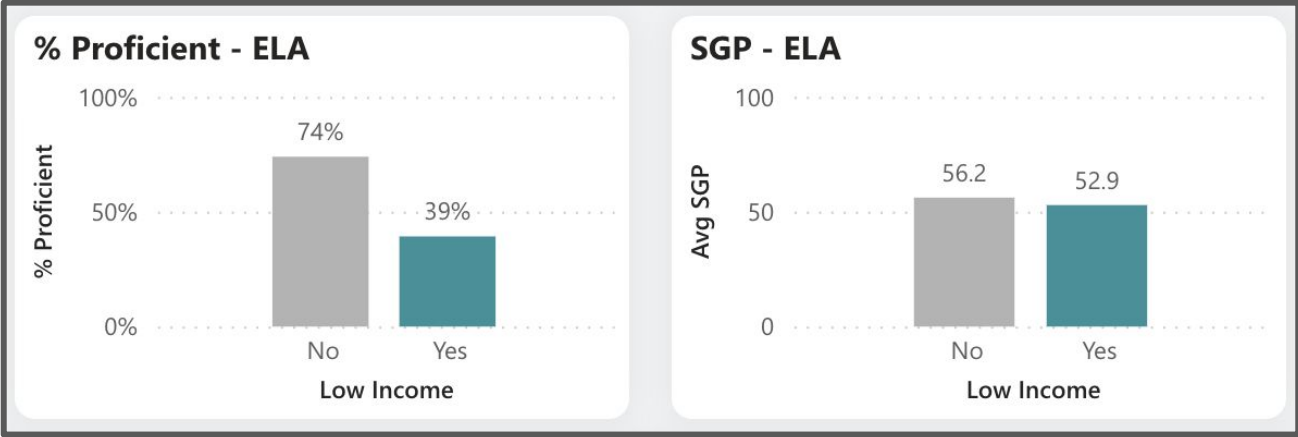
% Students w/ Disabilities, Low Income and English Learner



District Subgroup Achievement and Growth: Students w/ Disabilities



District Subgroup Achievement and Growth: Low Income



	Low income Student Group (Non-high school grades)		
	Points earned	Total possible points	Weight %
English language arts achievement	2	4	-
Mathematics achievement	2	4	-
Science achievement	0	4	-
Achievement total	4	12	67.5
English language arts growth	3	4	-
Mathematics growth	3	4	-
Growth total	6	8	22.5
Four-year cohort graduation rate	-	-	-
Extended engagement rate	-	-	-
Annual dropout rate	-	-	-
High school completion total	-	-	-
English language proficiency total	-	-	-
Chronic absenteeism	2	4	-
Advanced coursework completion	-	-	-
Additional indicators total	2	4	10.0
	4.3	10.3	-
		42%	-
		42%	

ELA Math 3-8 by Subgroup

	% Meeting or Exceeding Expectations	% Exceeding Expectations	% Meeting Expectations	% Partially Meeting Expectations	% Not Meeting Expectations	Average SS	N Students Included	Participation Rate %	Mean SGP	N Include in Mean SGP
All Students										
All Students	71	17	54	24	5	510	1,702	99	56	1,329
Low Income Status										
Low Income	36	5	32	42	21	490	151	99	52	115
Non-Low Income	74	18	56	22	4	512	1,551	99	56	1,214
Disability Status										
Students w/ Disabilities	32	2	30	49	19	489	428	97	49	329
Non-Disabled	84	22	62	16	1	517	1,274	99	58	1,000
English Learner (EL) Status										
EL	10	0	10	65	25	480	20	100		7
Non-EL	71	17	54	24	5	510	1,682	99	56	1,322
Race/Ethnicity										
African Amer./Black	40	0	40	45	15	490	55	100	48	42
Amer. Ind. or Alaska Nat.							1			1
Asian	88	33	54	7	5	521	180	99	61	139
Hispanic/Latino	54	6	48	37	9	501	94	100	54	64
Multi-Race, Non-Hisp./Lat.	73	20	53	19	8	512	138	100	56	107
Nat. Haw. or Pacif. Isl.							2			2
White	70	15	55	25	4	510	1,232	99	55	974
Gender										
Male	65	13	51	29	6	507	912	99	52	714
Female	77	21	57	18	4	514	790	99	60	615
Title 1 Status										
Title 1	50	2	48	45	5	496	60	98	55	57
Non-Title 1	71	17	54	23	5	511	1,642	99	56	1,272
High Needs Status										
High Needs	39	3	36	45	16	493	546	98	51	411
Non-High Needs	86	23	62	14	0	518	1,156	99	58	918
Former EL Status										
Former EL	61	7	54	28	11	502	72	100	55	52
Former EL Year 1	56	6	50	32	12	500	50		53	32
Former EL Year 2	73	13	60	13	13	507	15			15
Former EL Year 3							5			4
Former EL Year 4							2			1
EL and Former EL Status										
EL and Former EL	50	5	45	36	14	497	92	100	54	59
Ever EL Status										
Ever EL	57	7	50	31	12	500	109	100	54	75
Other Subgroups										
Foster							3			2
Homeless							2			2
Military							5			5

MCAS Math 3-8 by [Subgroup](#)

	% Meeting or Exceeding Expectations	% Exceeding Expectations	% Meeting Expectations	% Partially Meeting Expectations	% Not Meeting Expectations	Average SS	N Students Included	Participation Rate %	Mean SGP	N Included in Mean SGP
All Students										
All Students	72	19	53	23	5	511	1,703	99	54	1,331
Low Income Status										
Low Income	28	3	25	46	26	488	151	99	51	116
Non-Low Income	76	21	55	21	3	514	1,552	99	54	1,215
Disability Status										
Students w/ Disabilities	37	4	32	44	19	492	427	97	51	330
Non-Disabled	84	24	59	16	1	518	1,276	100	55	1,001
English Learner (EL) Status										
EL	21	5	16	42	37	485	19	96		7
Non-EL	72	19	53	23	5	512	1,684	99	54	1,324
Race/Ethnicity										
African Amer./Black	33	5	27	47	20	489	55	100	52	42
Amer. Ind. or Alaska Nat.							1			1
Asian	90	52	38	7	3	527	181	99	58	140
Hispanic/Latino	49	4	45	38	13	497	94	99	48	65
Multi-Race, Non-Hisp./Lat.	79	22	57	14	7	515	136	99	57	106
Nat. Haw. or Pacif. Isl.							2			2
White	72	16	56	24	4	511	1,234	99	53	975
Gender										
Male	74	22	52	20	5	513	912	99	55	716
Female	69	16	53	26	5	510	791	99	53	615
Title 1 Status										
Title 1	45	0	45	48	7	495	60	98	62	57
Non-Title 1	73	20	53	22	5	512	1,643	99	54	1,274
High Needs Status										
High Needs	43	7	36	41	16	496	545	98	53	412
Non-High Needs	86	25	60	14	0	518	1,158	100	55	919
Former EL Status										
Former EL	71	19	51	21	8	509	72	100	58	52
Former EL Year 1	70	14	56	22	8	508	50		61	32
Former EL Year 2	73	40	33	13	13	516	15			15
Former EL Year 3							5			4
Former EL Year 4							2			1
EL and Former EL Status										
EL and Former EL	60	16	44	25	14	504	91	99	56	59
Ever EL Status										
Ever EL	64	21	43	24	12	507	108	99	55	75
Other Subgroups										
Foster							3			2
Homeless							2			2
Military							5			5