

MCAS 2024

School Committee Presentation
November 4, 2024



Agenda

- General Information
- Accountability Data
- Data Focus: English Language Arts
- Data Focus: Mathematics
- Data Focus: Science
- Future MCAS Information
- Appendix

MCAS 2024

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none">• ELA• Math	<ul style="list-style-type: none">• ELA• Math	<ul style="list-style-type: none">• ELA• Math• Science	<ul style="list-style-type: none">• ELA• Math	<ul style="list-style-type: none">• ELA• Math	<ul style="list-style-type: none">• ELA• Math• Science• Civics*

*field test

MCAS in Context

MCAS

Track My Progress

Connectedness Survey

Common Assessments

Formative Assessments

Number Corner Assessments

ACCESS

DESSA

DIBELS

Progress Monitoring

Unit Assessments

VOCAL

Fundations

Unit Screeners

Attendance Data

Metrowest Survey

Reading Conferences

Week of...	Report Cards	State Testing	Literacy				Math				SEL
			DIBELS	TMP Benchmark	TMP Diagnostic	Fundations Assessment	Number Corner Assessments All students	Unit Screeners Highly Recommend Approx. Dates	Formative Assessments Highly Recommend Approx. Dates	Number Corner Checkup Highly Recommend Approx. Dates	DESSA Screener
8/28											
9/3			All Students Literacy Team will assist 9/3-9/13	All STUDENTS 9/3 - 9/13	Students who assesses in Levels 3 & 4 on TMP Benchmark 9/3-9/13	All Students Enter UNIT 1 Assessment 9/3 - 9/13	Baseline	Unit 1			
9/9											
9/16								Addition & Subtraction U1,M2,S3			
9/23											
9/30								Unit 2			
10/7											
10/14									Number Corner 1	DESSA Screener: Mini A and Full DESSA as indicated 10/14-10/25	
10/21								Multiplication U2,M2,S1			
10/28											
11/4								Unit 3			
11/11											
11/18											
11/25											
12/2			All Students Literacy Team will assist 12/2-1/13	All Students 12/2-12/13	Students who assesses in Levels 3 & 4 on TMP Benchmark 12/2-12/13	All Students Enter UNIT 5 Assessment 12/2-12/13			Rounding & Multi-Digit Addition U3,M2,S1		
12/9											

Terminology

Raw Score = This is the number of items correct out of the total number of items, including rubric scores for essays.

Scaled Score = This is a 3-digit number that takes into account the difficulty of the questions and are adjusted to ensure consistency across different test forms and years.

Achievement = Scaled scores fall in one of 4 achievement categories: Not Meeting Expectation (NM), Partially Meeting Expectation (PM), Meeting Expectations (M) or Exceeding Expectations (E).

Proficiency = Students that meet or exceed expectation are considered proficient.

SGP (Student Growth Percentile) = The SGP score ranges from 1 to 99 and represents a student's growth relative to other students with a similar test score history and focuses on the amount of academic growth the student made compared to their peers. An SGP score of 50 indicates typical or average growth, meaning the student grew at a rate similar to half of their peers. A score above 50 suggests the student grew faster than most of their peers, while a score below 50 means the student's growth was slower than average. The goal for an SGP is between 40 and 60.

Overall Progress Toward Improvement Targets

	2023	2024
Annual criterion-referenced target percentage	83%	84%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2023 x 40%) + (2024 x 60%)	84%	
	Meeting or exceeding targets	

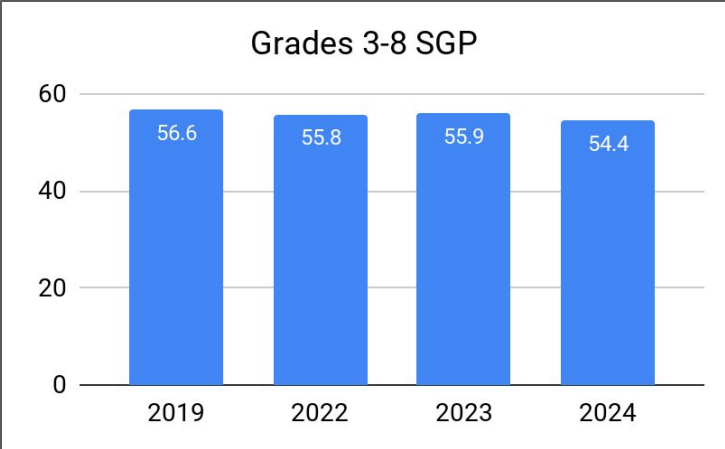
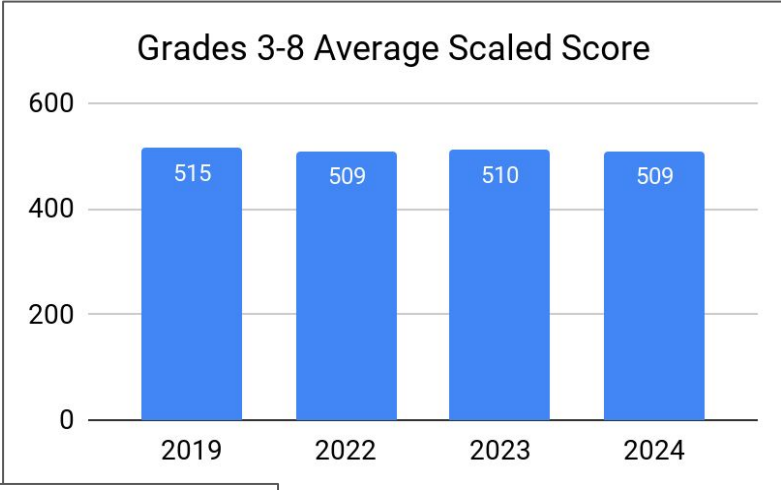
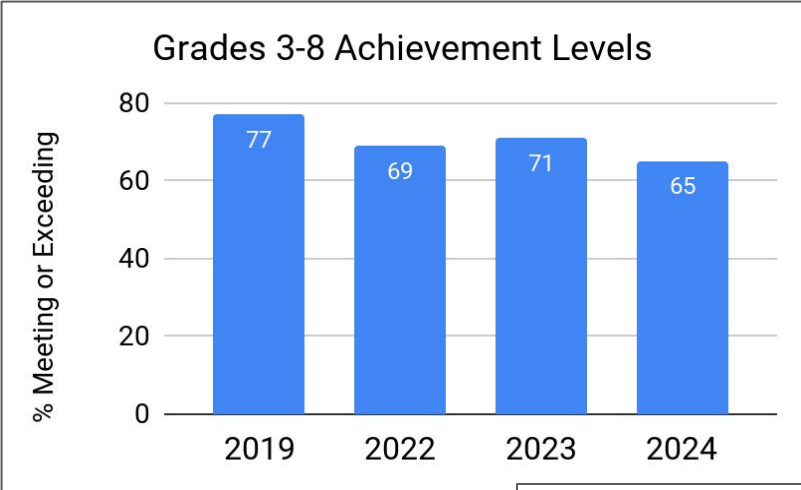
2024 Points awarded

2024 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	4	4	-	2	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	4	4	10.0	2	4	10.0
Weighted total		9.1	9.6	-	5.6	7.6	-
Percentage of possible points		95%		-	74%		-
2024 Annual criterion-referenced target percentage		84%					

English Language Arts

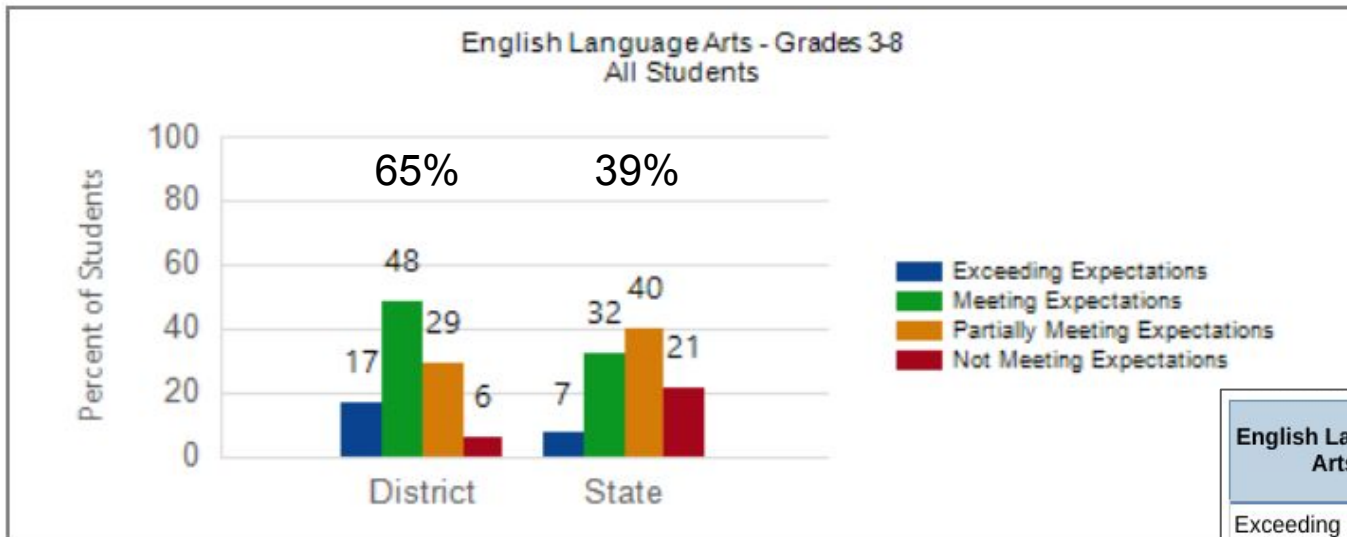
- Achievement Data
- Student Growth Data
- Subgroup Data: Students with Disabilities
- Curriculum Data
- Summary & Impact

Grades 3-8 Combined (2019, 2022-2024)



District to State Comparison

All Students



English Language Arts	N Students Included	% District	% State
Exceeding Expectations	284	17	7
Meeting Expectations	795	48	32
Partially Meeting Expectations	484	29	40
Not Meeting Expectations	98	6	21
Total Included	1,661		

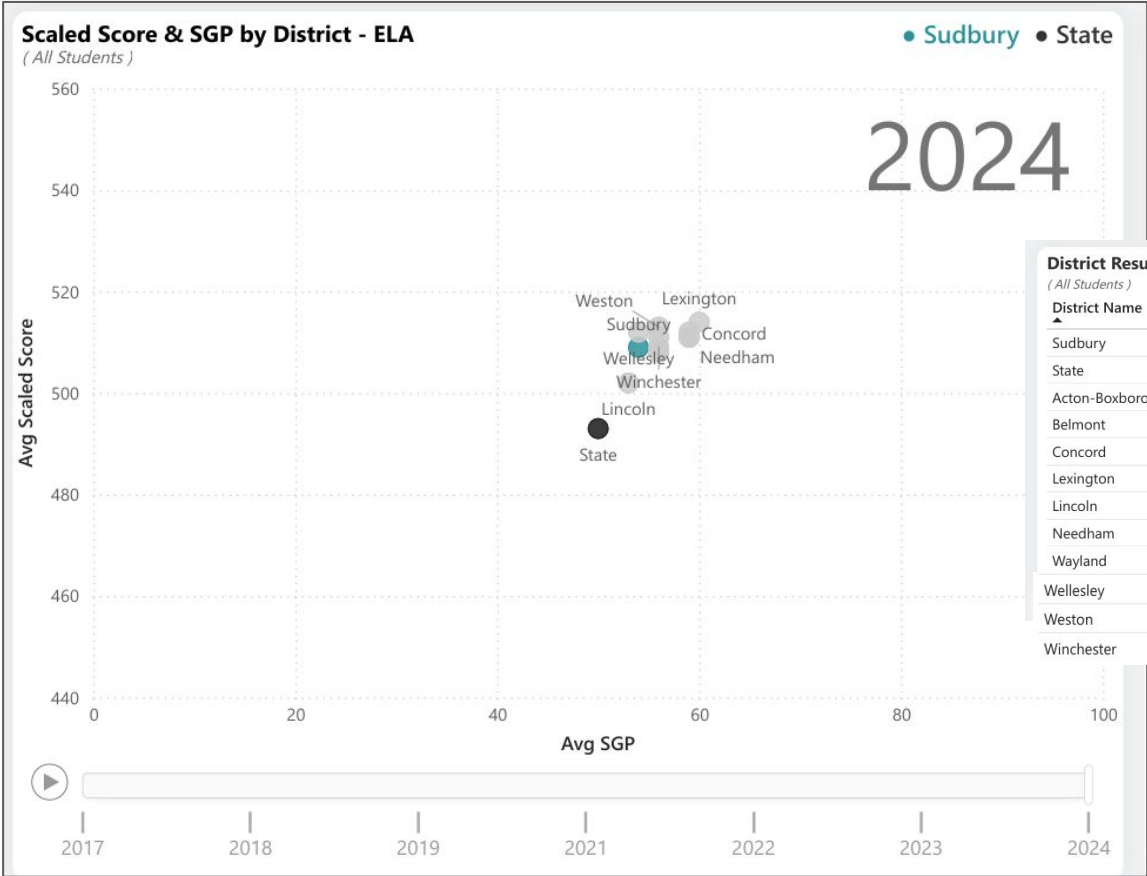
Proficiency Levels: Comparable Districts

District Results by Year - ELA: % Meets/Exceeds
(All Students)

District Name	2019	2021	2022	2023	2024
Sudbury	76%	73%	68%	71%	65%
State	52%	46%	41%	42%	39%
Acton-Boxborough	74%	69%	65%	67%	64%
Belmont	80%	76%	74%	71%	69%
Concord	76%	70%	67%	73%	70%
Lexington	79%	75%	75%	76%	73%
Lincoln	61%	61%	58%	54%	54%
Needham	76%	72%	68%	68%	68%
Wayland	77%	73%	69%	72%	71%
Wellesley	79%	75%	72%	76%	72%
Weston	83%	76%	74%	75%	74%
Winchester	81%	73%	69%	69%	66%

- SPS students outperformed students in the Commonwealth
- With the exception of Lincoln and Needham, whose achievement level remained the same as 2023, the state and all our comparable districts saw a decrease in overall proficiency in 2024.

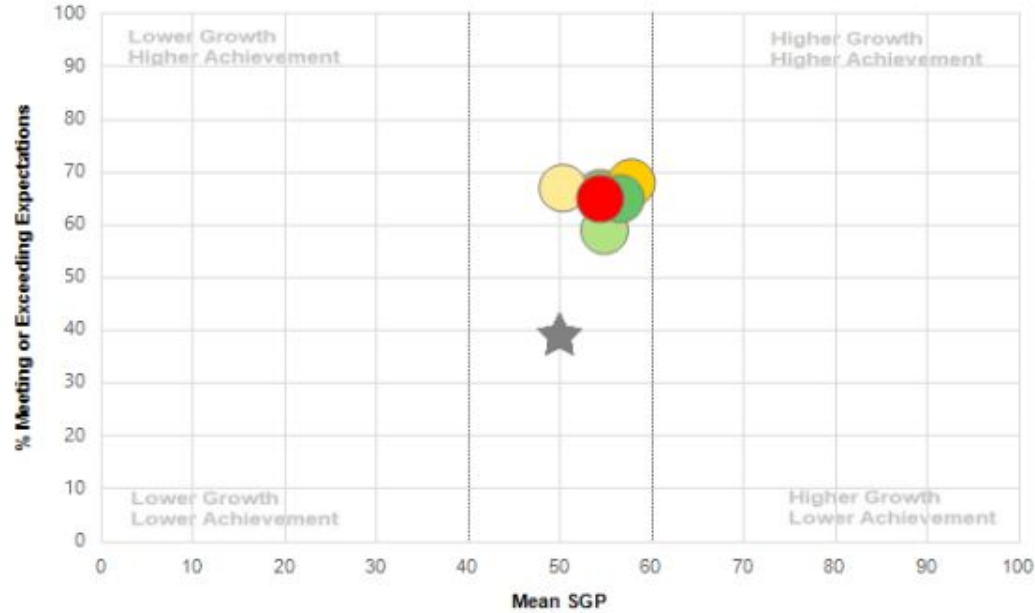
Scaled Score & SGP: Comparable Districts









District Results by Year - ELA: SGP
(All Students)

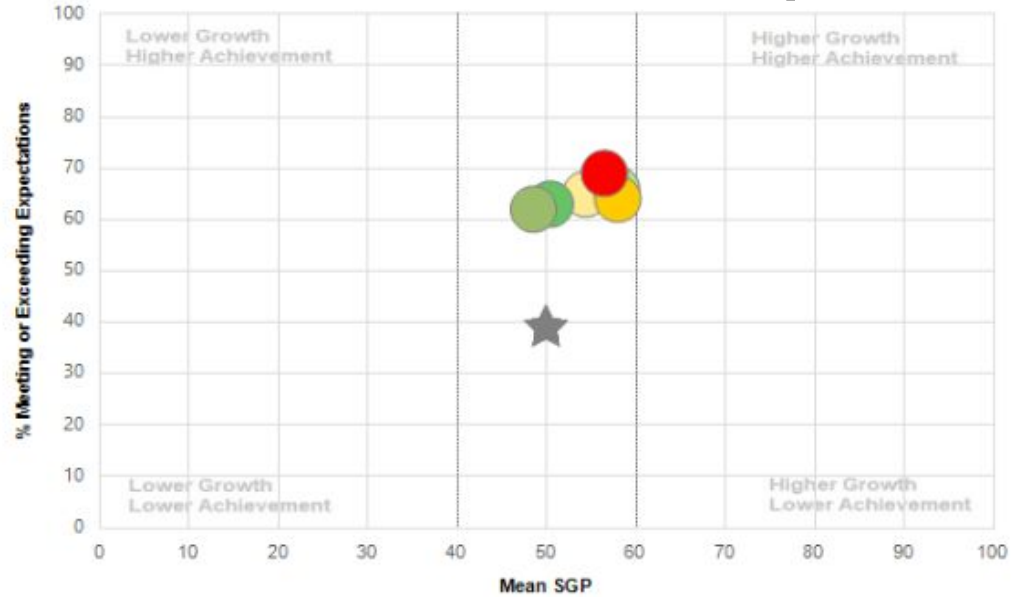
District Name	2019	2021	2022	2023	2024
Sudbury	56.5	47.4	55.7	56.0	54.0
State	49.9	35.8	49.8	50.0	50.0
Acton-Boxborough	52.5	43.2	55.2	54.0	56.0
Belmont	58.1	39.4	57.0	50.0	56.0
Concord	49.6	37.3	53.9	60.0	59.0
Lexington	56.4	48.2	62.6	58.0	60.0
Lincoln	53.7	52.4	57.5	51.0	53.0
Needham	59.2	48.5	60.8	56.0	59.0
Wayland	56.5	43.9	59.2	55.0	59.0
Wellesley	54.2	43.8	56.9	57.0	54.0
Weston	59.1	44.8	57.6	56.0	56.0
Winchester	54.6	36.7	53.9	54.0	56.0

Achievement and Growth by School

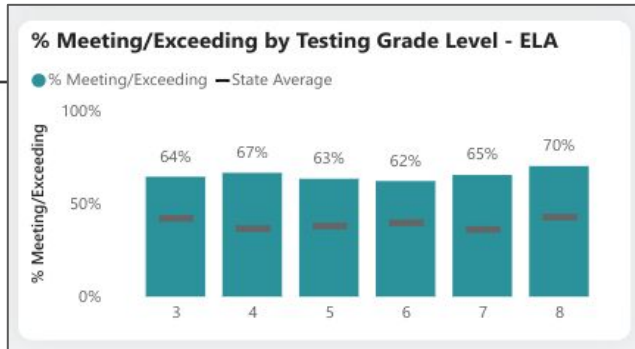


		Mean SGP	No. of Students Included in SGP	% Meeting or Exceeding Expectations
	Ephraim Curtis Middle (02880305)	54	796	66
	General John Nixon Elementary (02880025)	58	115	68
	Israel Loring School (02880015)	55	142	59
	Josiah Haynes (02880010)	57	127	65
	Peter Noyes (02880030)	50	174	67
	Sudbury (02880000)	54	1,359	65

Achievement and Growth by Grade



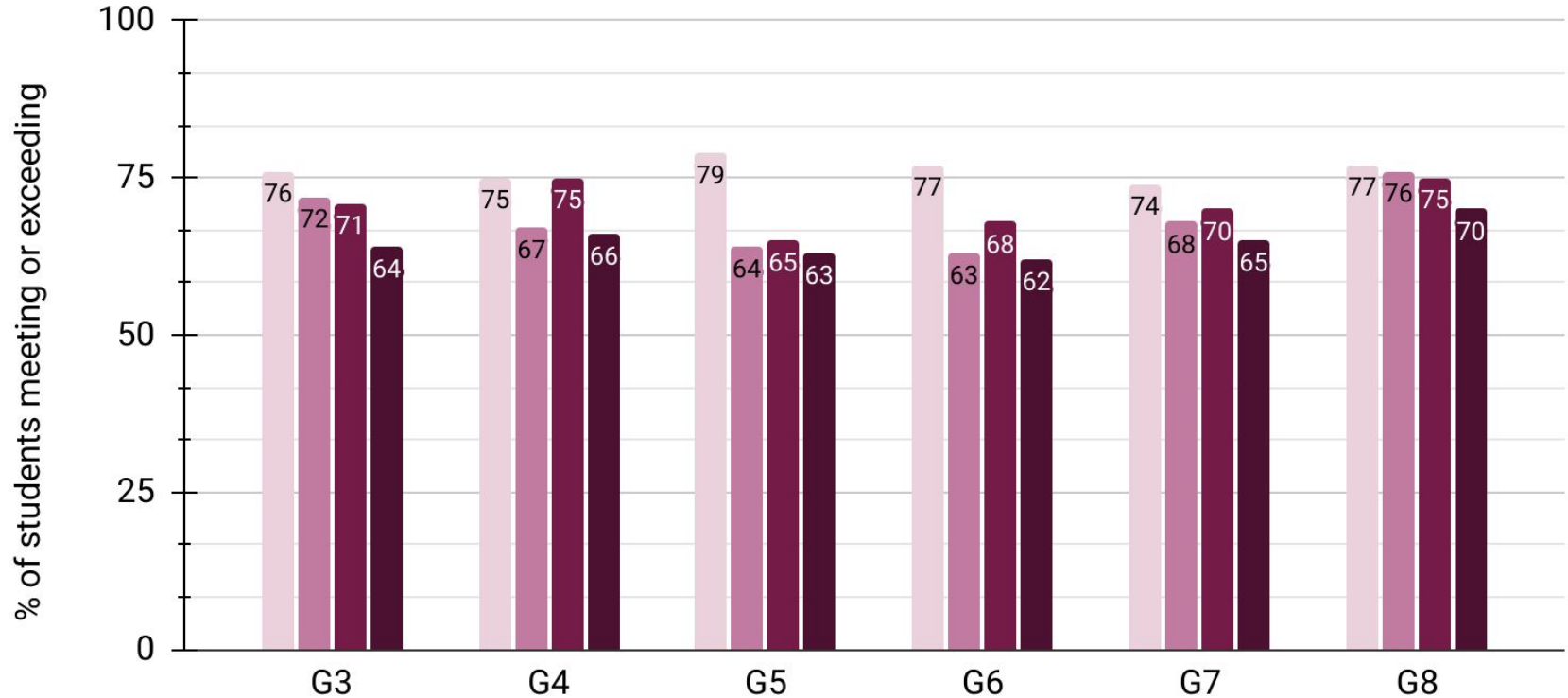
Grade	Mean SGP
All Grades	54
Grade 4	58
Grade 5	50
Grade 6	49
Grade 7	58
Grade 8	56



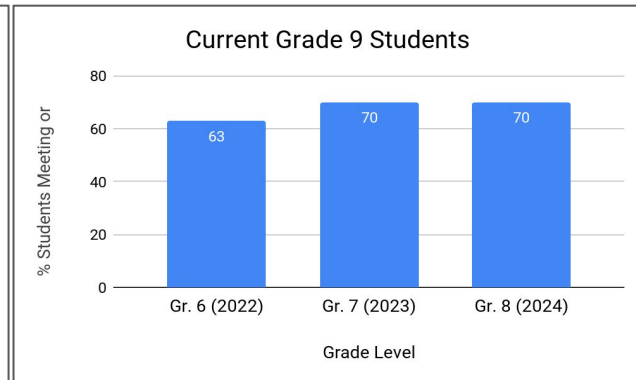
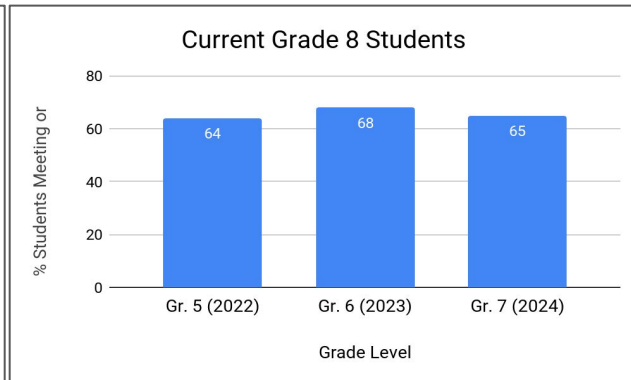
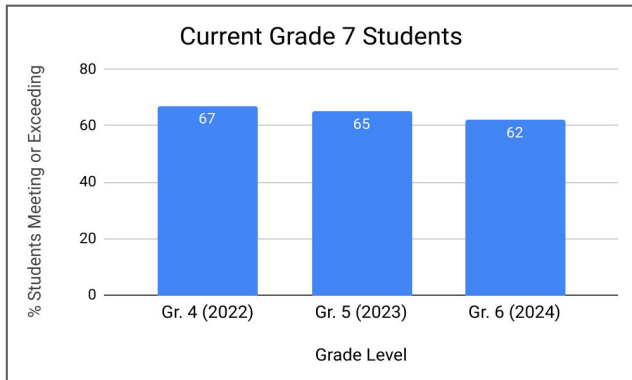
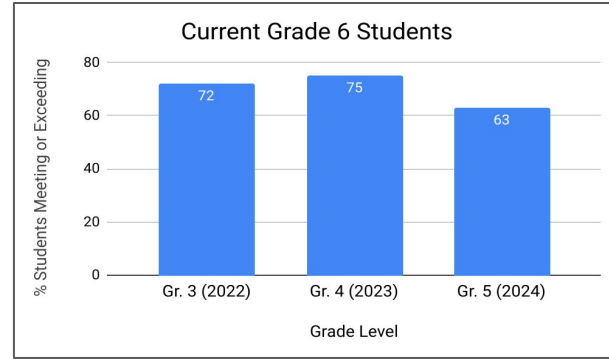
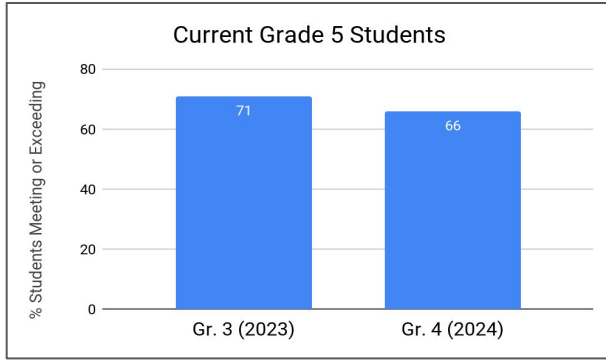
Achievement by Grade Level Over Time

ELA All Students Achievement 2019, 2022-2024

2019 2022 2023 2024



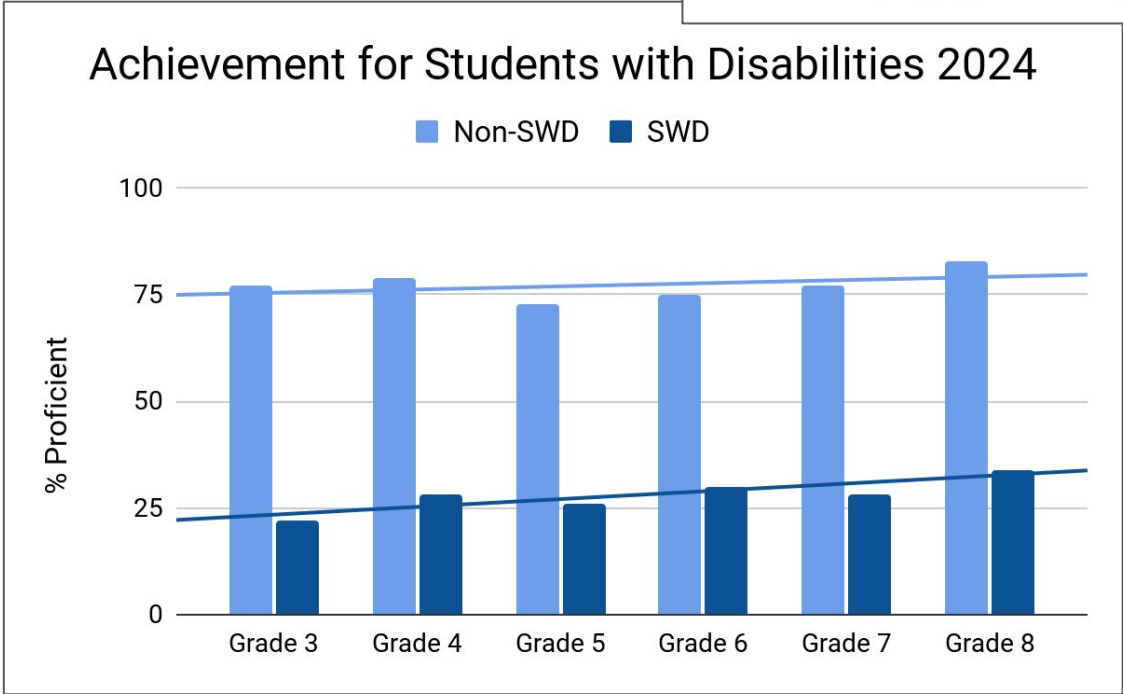
Achievement by Cohort



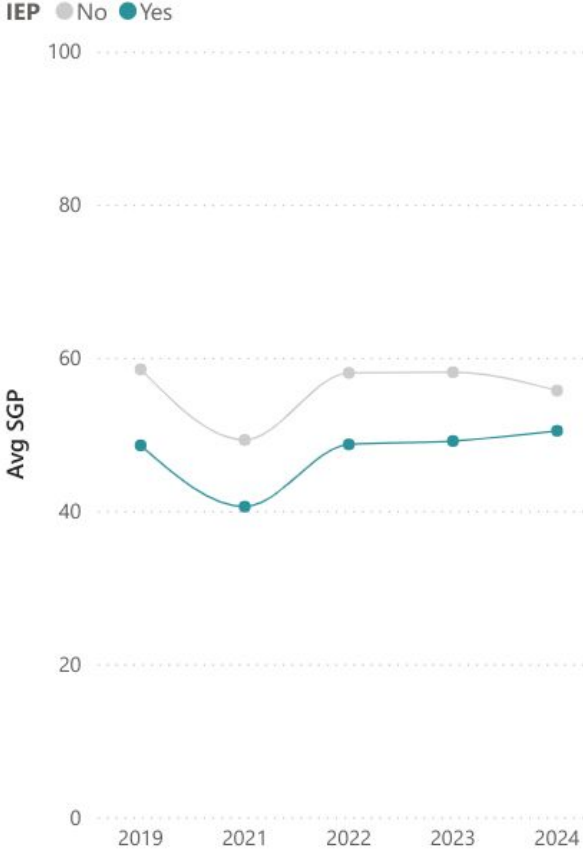
Subgroup Focus: Students with Disabilities

Average SGP
51.1 ↑ +2.3 vs. previous year
↑ +1.1 vs. state average

Achievement for Students with Disabilities 2024

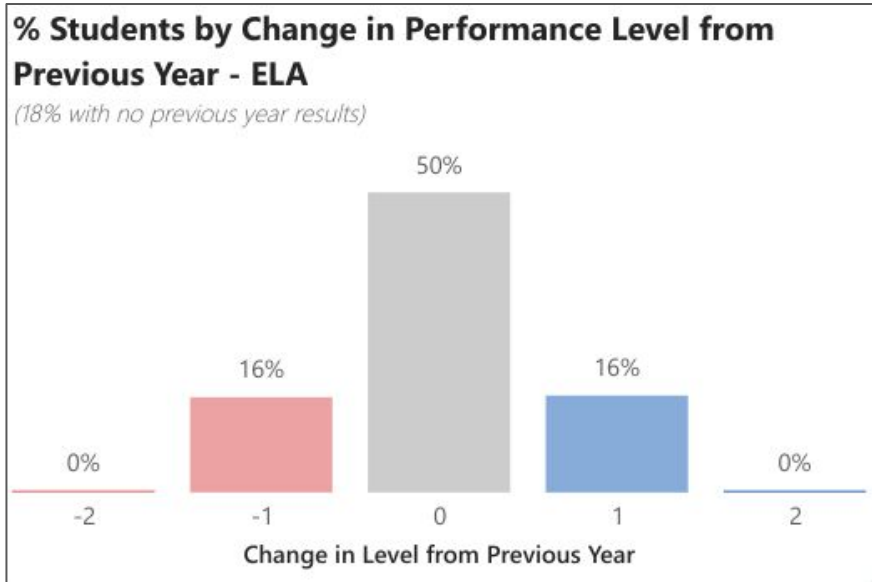


Performance over Time - ELA

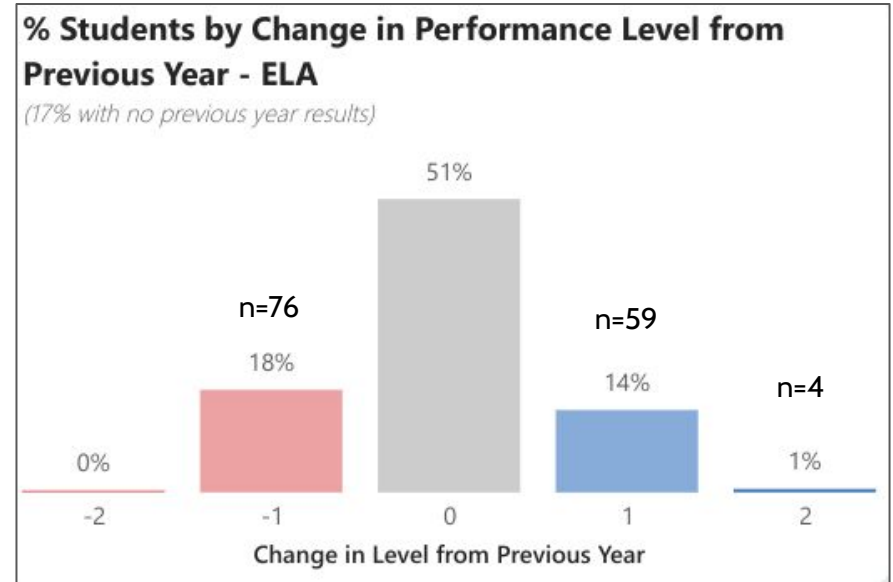


Percent of Student Change in Performance Level from Previous Year

Students without IEPs

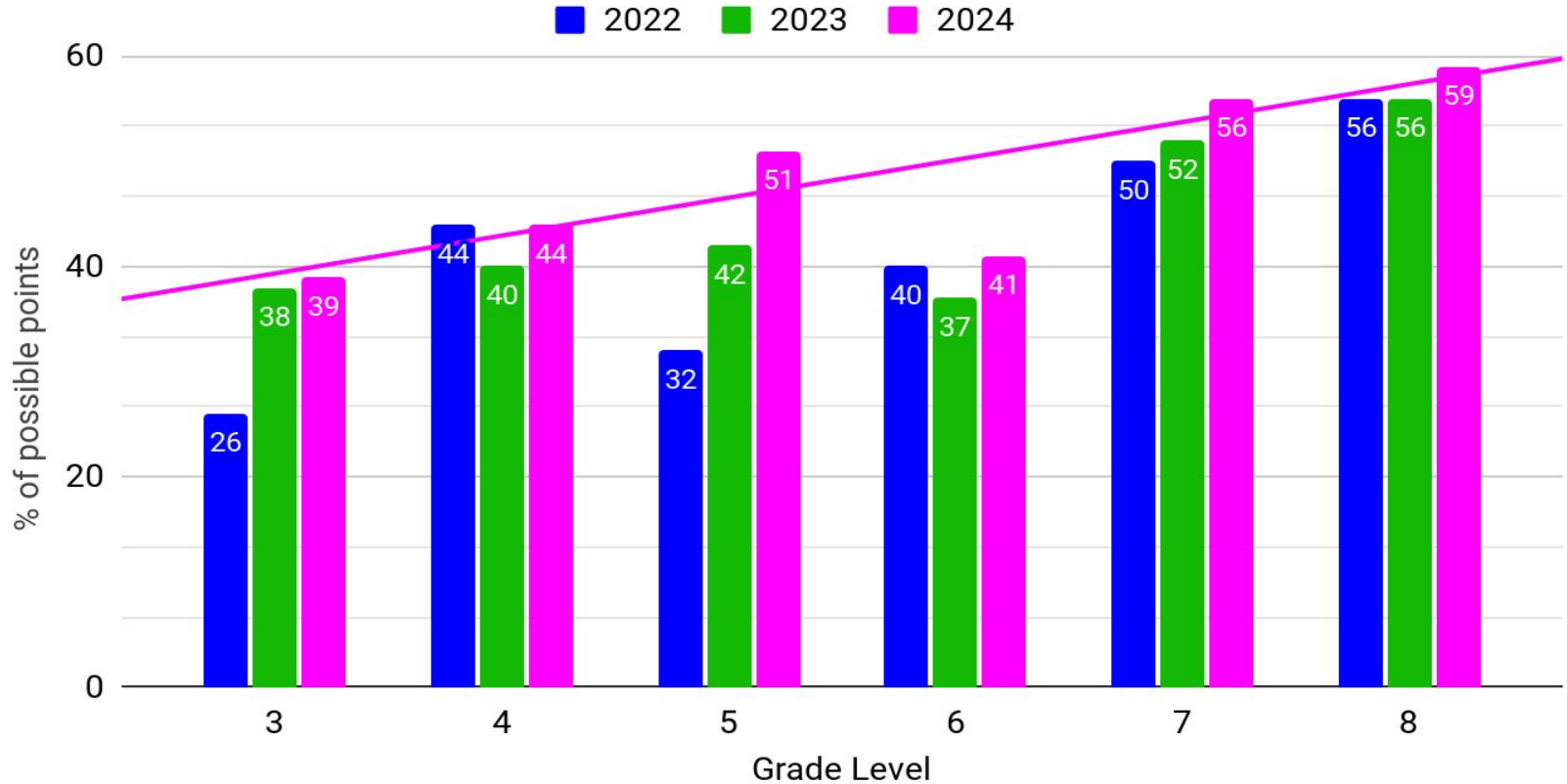


Students with IEPs

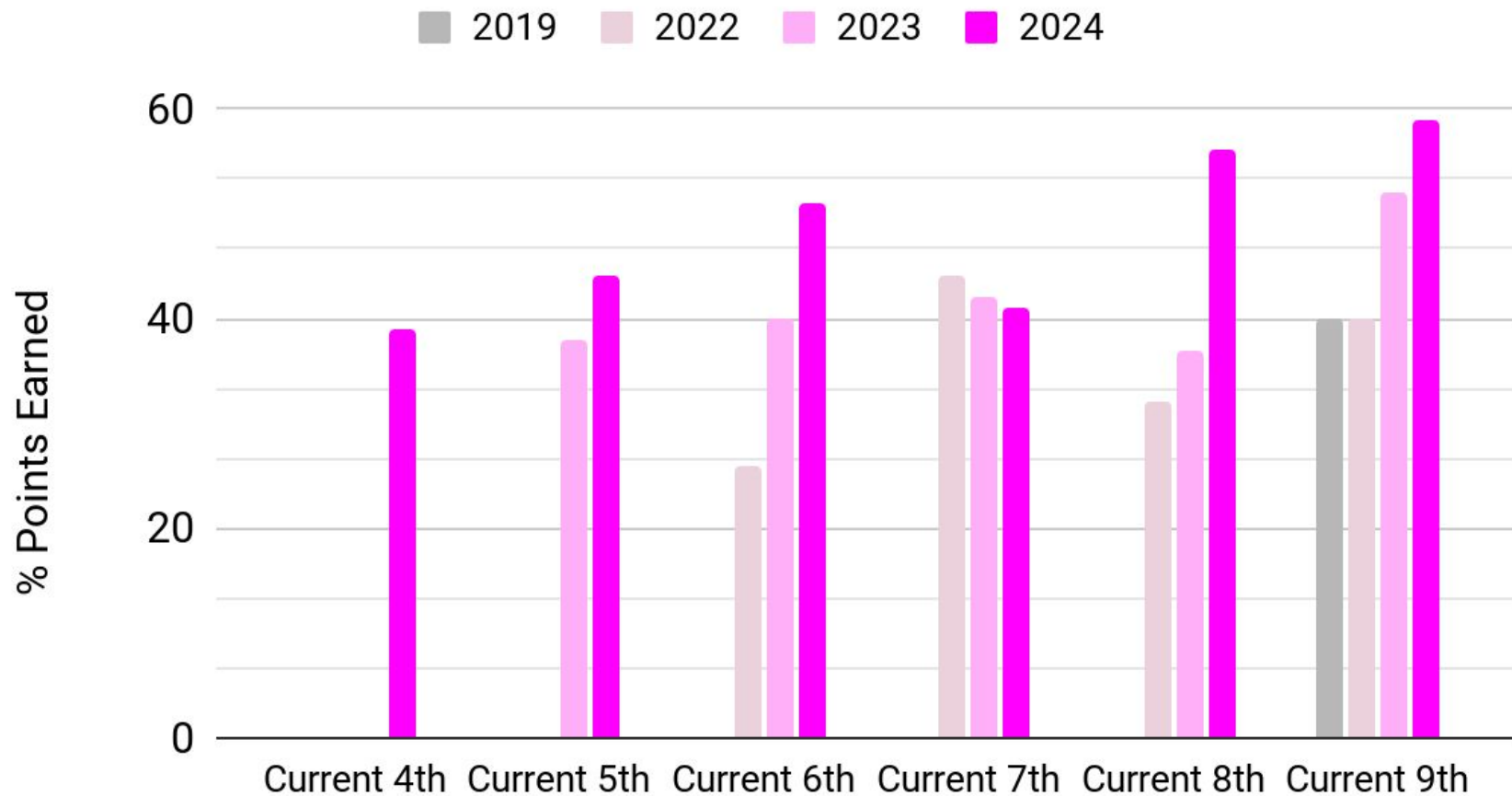


Curriculum Spotlight: Writing

Grades 3-8 Writing Production



Cohort Achievement for Writing Production



District Summary - ELA

- SPS students outperformed students in the Commonwealth
- With the exception of Lincoln and Needham, whose achievement level remained the same as 2023, the state and all our comparable districts saw a decrease in overall proficiency in 2024.
- Our mean SGP (54) is within the expected range (40-60) for growth.
- Grades 5 & 6 showed a lower growth rate and achievement and are being closely monitored in grades 6 & 7. However, these students showed growth in writing.
- Students with disabilities increased their SGP and are closing the achievement gap as they progress through the grades.
- Students obtain higher achievement levels for writing as they progress through the grades, and cohorts have improved their open response writing skills over time.
- All curriculum categories show higher achievement levels as they progress through the grades.

Impacts on Teaching & Learning

- Students in grade 6 are receiving additional push-in support from the Literacy Specialist to support Tier 1 instruction. Students in grade 7 are receiving Tier 2 instruction as identified by local benchmark data.
- All educators in grades K-5 and the MS Humanities Department will participate in a professional development series from Keys to Literacy for writing starting in January. This professional development will target early writing skills in grades K-3 and content writing in grades 4-8. Keys strategies will be incorporated into the new ELA program.
- The ELA pilot will conclude in December. Keys to Literacy strategies for reading skills will be incorporated into the new ELA program.
- A 3-year implementation plan will be developed by the ELA Steering Committee once the selected program has been identified.

Civics (Grade 8 only)

Spring 2024

- State-wide field test for End-of-Course test and performance task

Fall 2024

- Field Test results undergo review to remove and replace items as needed
- 15 End-of-Course items released to districts
- District reviewed data to inform instruction

Winter 2025

- Topic announced for performance task: Topic 4: Rights & Responsibilities of Citizens

Spring 2025

- First fully operational test

Sample Performance Task

Position Essays

Census Data

Letter Excerpt

The Articles of Confederation were the first governing document of the United States. The Articles of Confederation had many weaknesses, including no power to tax and no power to regulate interstate commerce. These weaknesses led to protests that became known as the Shays Rebellion in 1787.

Dear Sir,

[From] the newspapers . . . you know that the Rebellion is over. It appears however that Massachusetts considers very differently of the situation against further eruptions. . . .

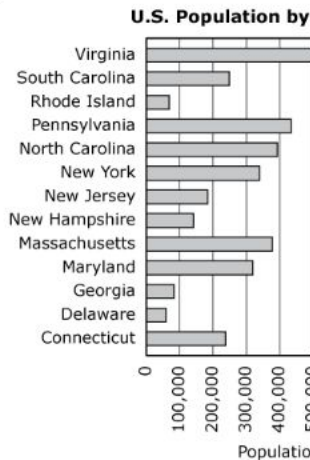
The only step . . . taken by Congress is a recommendation of the proposed federal articles. . . .

Indeed the present system neither works nor if some very strong [change] is not made will tumble to the ground. No more respect is paid to the federal articles than to a piece of paper. The payments even for the army are decreasing. . . . It is not possible to support the government under these circumstances.

The following text describes a conflict about congressional representation during the Constitutional Convention.

Twelve of the original thirteen states sent delegates to the Constitutional Convention. The states disagreed about representation in the federal government. Two plans to solve this conflict. The Virginia Plan proposed representation based on the total population of the state. The New Jersey Plan proposed equal representation for each state.

The following graph shows the total population of the original thirteen states as recorded in the 1790 U.S. Census.



During the development of the U.S. Constitution, the Federalists and the Anti-Federalists disagreed about federalism. Each group wrote several essays about the issue.

The following text is a modified version of an essay written in 1788 describing the Federalist position on federalism.

Federalist Essay (Modified)

The primary purpose of government is the people's happiness, therefore only a government that promotes that happiness is legitimate. To promote this happiness, the U.S. Constitution divides power between the state and national governments. State governments are closer to the people and have undefined powers that focus on the welfare of the people, while the national government has clear, defined powers that focus on external issues. This division of power is called federalism. Although some may fear that this federal system may lead to problems, the federal system prevents this because the states will retain their own powers. In other words, the national government cannot operate without the state governments, while the state governments gain major benefits from the national government.

The following text is a modified version of an essay written in 1787 describing the Anti-Federalist position on federalism.

Anti-Federalist Essay (Modified)

The new constitution as written will cause the dissolution of states to form one great republic. The thirteen states should maintain their autonomy but allow for their organization by a national government. However, a central government that is created by the constitution would be too powerful, creating laws and decisions that will make the state governments unnecessary. The new country is rapidly growing in both size and population, which can lead to tyrannical leaders. To protect the people, state governments need to maintain their power.

Delegates that attended the Constitutional Convention disagreed about how the U.S. government should be structured. These disagreements forced the delegates to compromise on several issues.

Part A

Based on the sources, describe one compromise the delegates made during the Constitutional Convention.

Part B

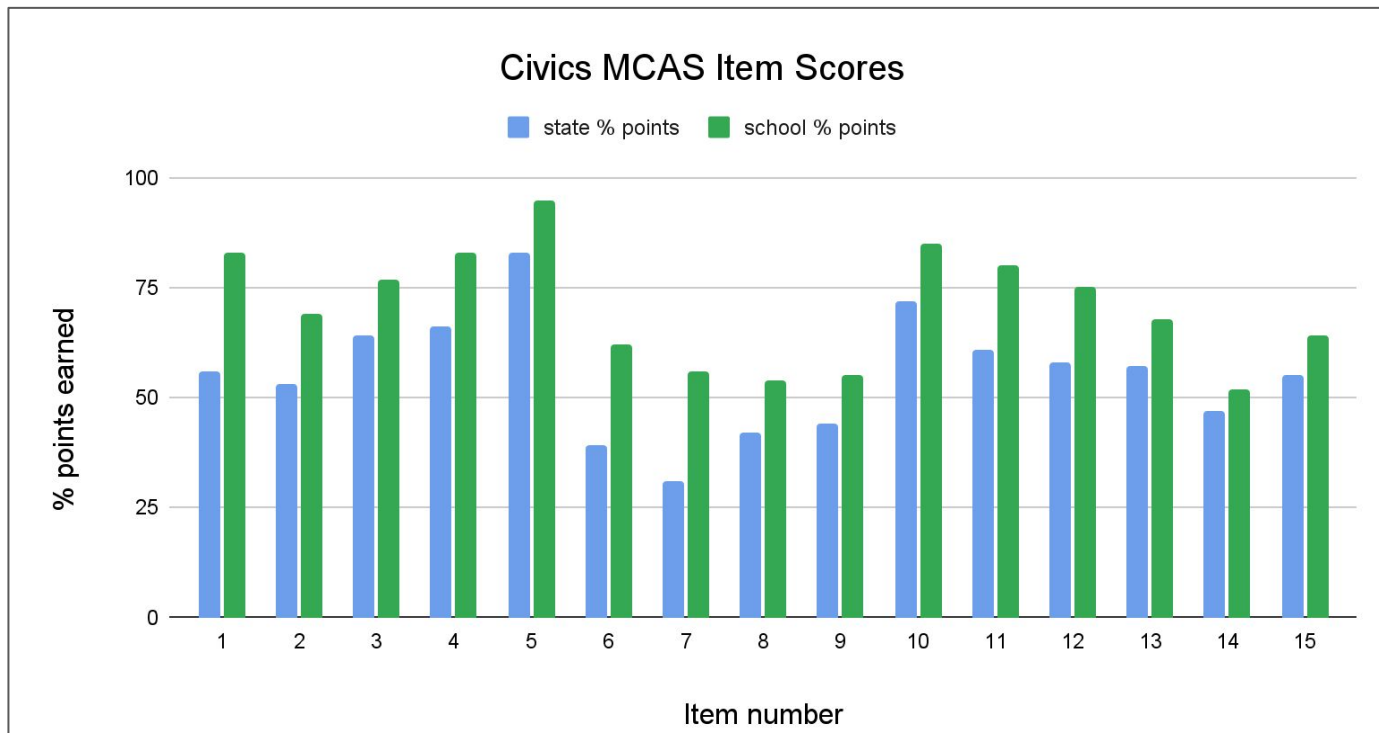
Explain how the compromise you described in Part A strengthened the U.S. Constitution. Use information from one of the sources to support your reasoning.

Part C

Based on the sources, describe **another** compromise the delegates made during the Constitutional Convention.

Part D

Explain how the compromise you described in Part C strengthened the U.S. Constitution. Use information from one of the sources to support your reasoning.



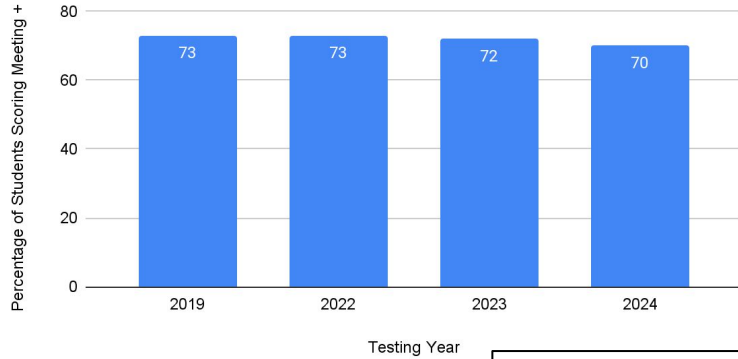
8	T1.1	Describe how characteristics of ancient Athens influenced the creation of the U.S. government.
14	T5.5	Analyze a Supreme Court decision to explain the principle of judicial review.
5	T5.2	Analyze a source and draw a conclusion about how the author's argument relates to an amendment to the U.S. Constitution.
10	T5.3	Describe how an amendment to the U.S. Constitution expanded access to civil rights.

Mathematics

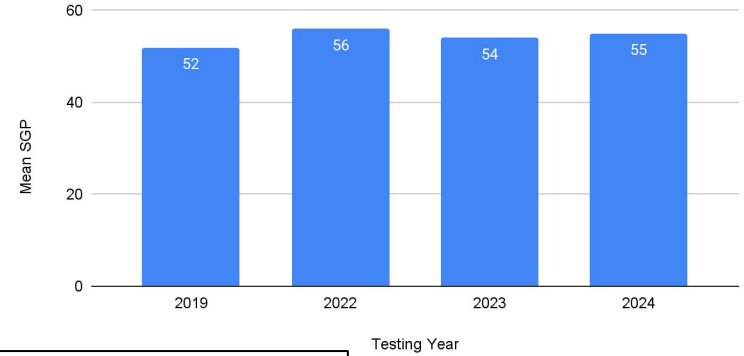
- Achievement Data
- Student Growth Data
- Subgroup Data: English Learners
- Curriculum Data
- Summary & Impact

Grades 3-8 Combined (2019, 2022-2024)

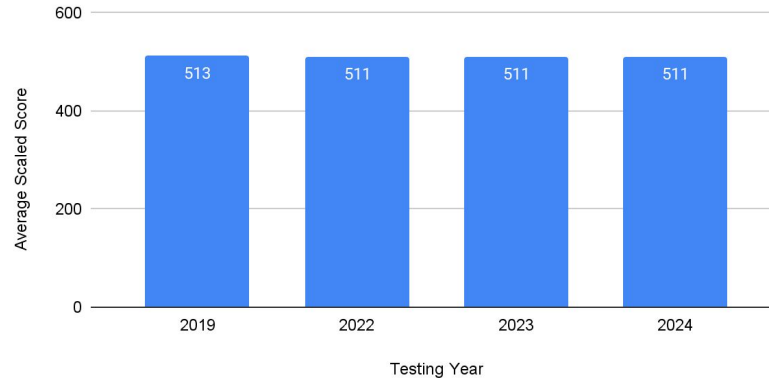
Comparison of Mathematics Achievement in Grades 3-8 (Pre- and Post- Pandemic)



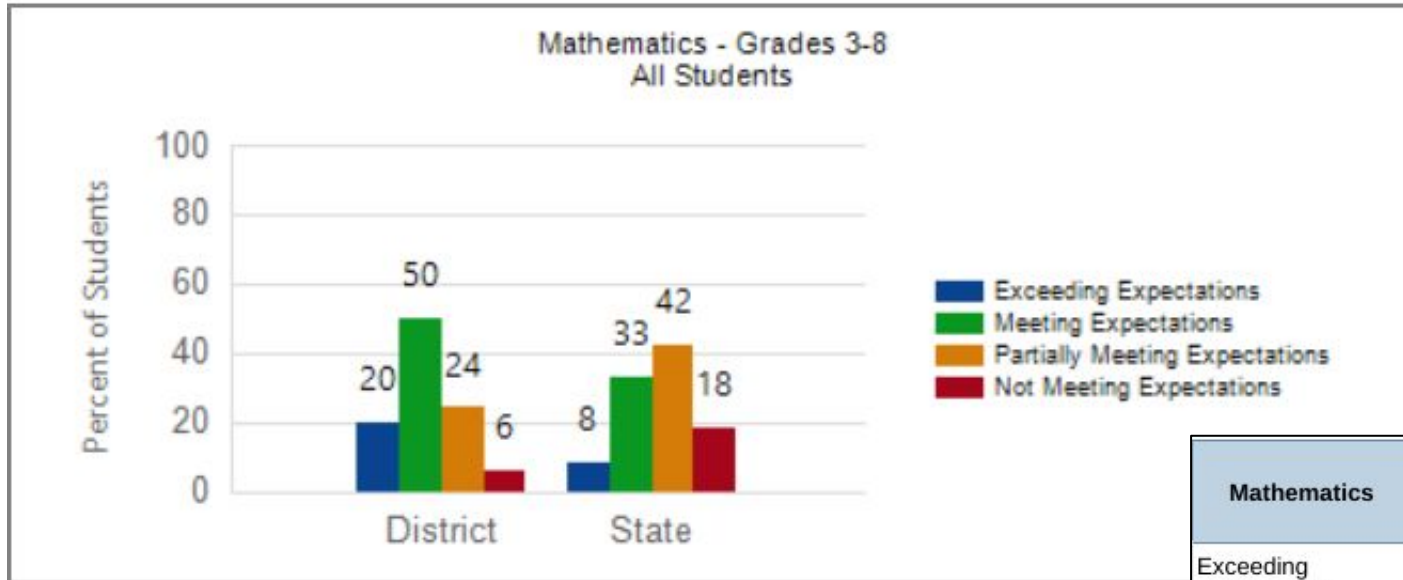
Comparison of Mean SGP on Mathematics MCAS in Grades 3-8 (Pre- and Post- Pandemic)



Comparison of Average Scaled Score on the Mathematics MCAS in Grades 3-8 (Pre- and Post- Pandemic)



District to State Comparison



Mathematics	N Students Included	% District	% State
Exceeding Expectations	330	20	8
Meeting Expectations	837	50	33
Partially Meeting Expectations	400	24	42
Not Meeting Expectations	94	6	18
Total Included	1,661		

Proficiency Levels: Comparable Districts

District Results by Year - Math: % Meets/Exceeds

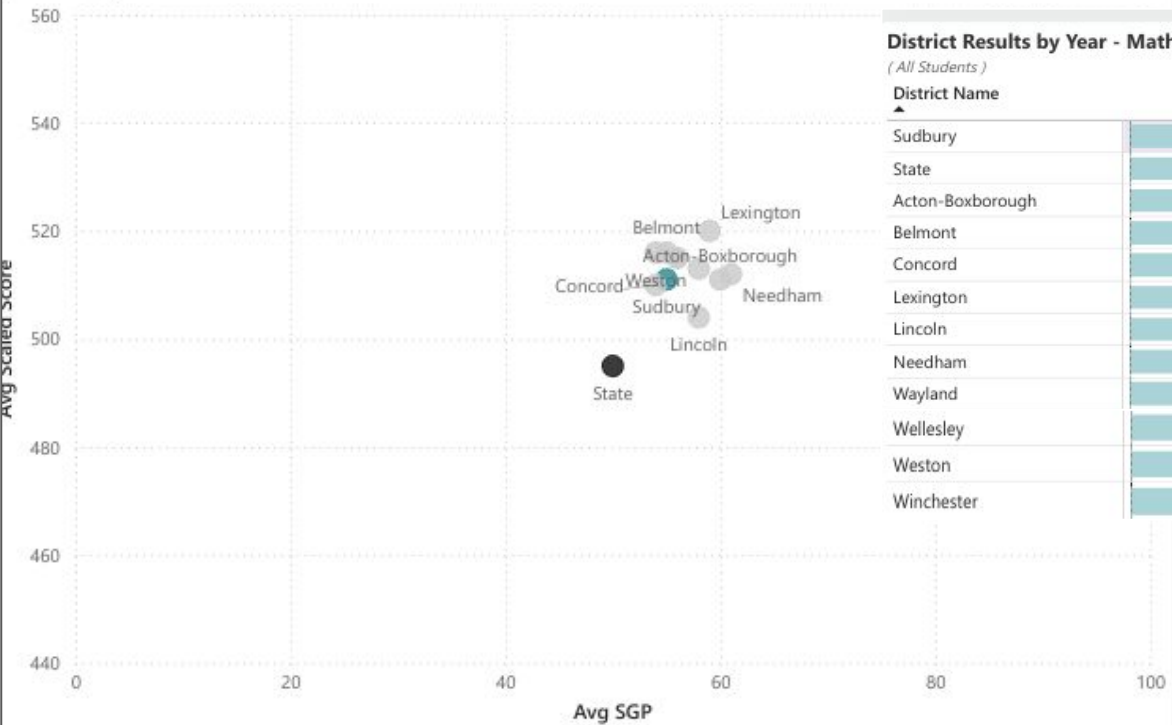
(All Students)

District Name	2019	2021	2022	2023	2024
Sudbury	73%	67%	73%	72%	70%
State	49%	33%	39%	41%	41%
Acton-Boxborough	72%	65%	69%	69%	69%
Belmont	80%	67%	77%	76%	75%
Concord	73%	60%	65%	68%	70%
Lexington	82%	72%	78%	79%	79%
Lincoln	59%	49%	53%	51%	57%
Needham	73%	62%	69%	69%	72%
Wayland	77%	66%	74%	76%	75%
Wellesley	75%	62%	71%	77%	76%
Weston	81%	69%	75%	74%	76%
Winchester	79%	61%	68%	70%	74%

Scaled Score & SGP: Comparable Districts

Scaled Score & SGP by District - Math

(All Students)

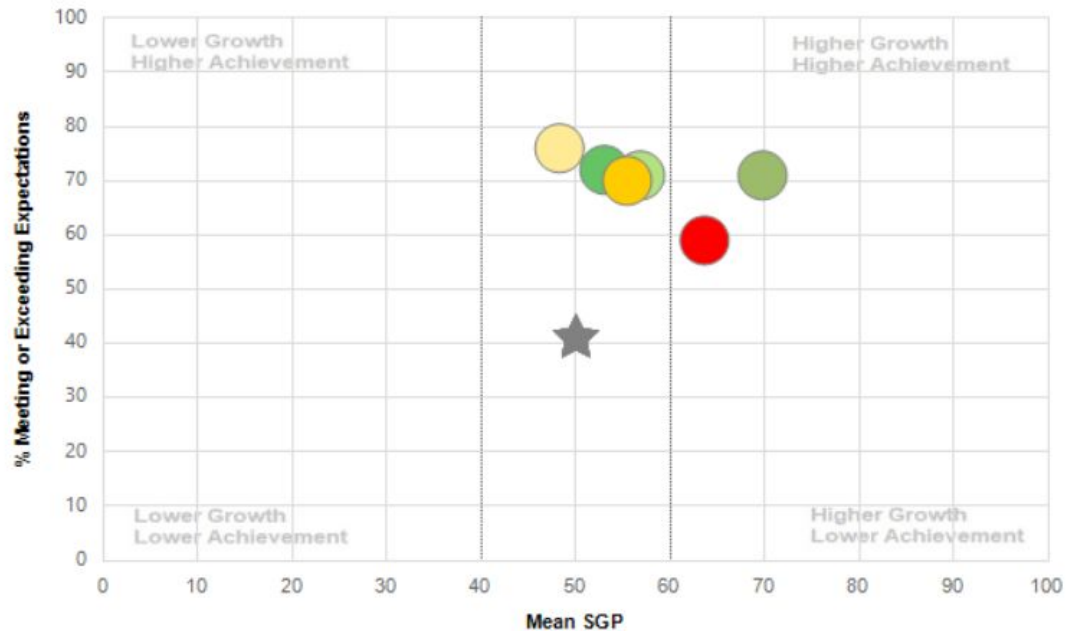


District Results by Year - Math: SGP

(All Students)

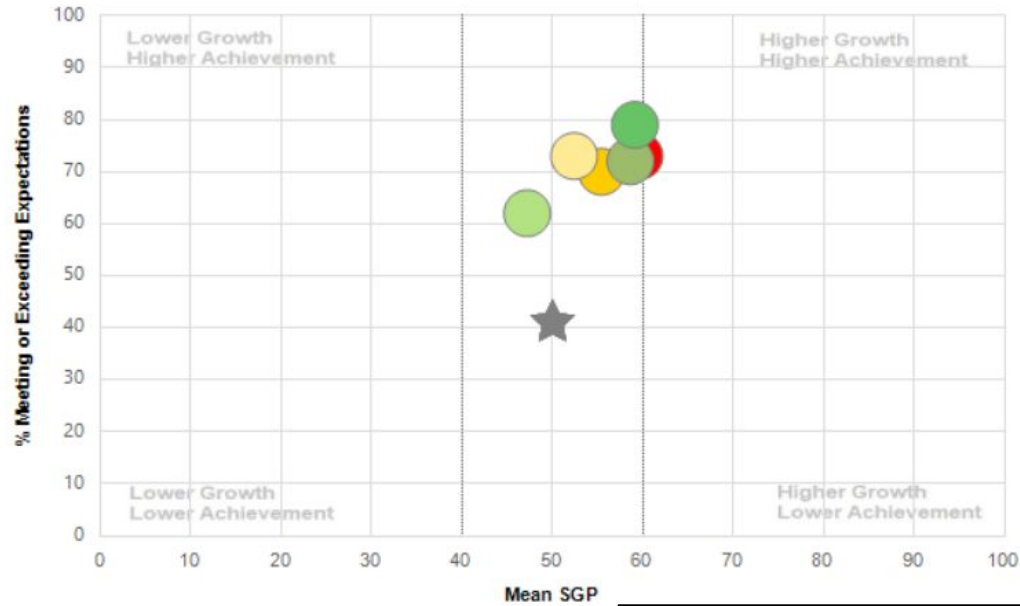
District Name	2019	2021	2022	2023	2024
Sudbury	51.9	40.5	56.3	54.0	55.0
State	49.9	30.4	49.9	50.0	50.0
Acton-Boxborough	57.9	53.1	62.6	58.0	60.0
Belmont	58.6	34.0	64.2	56.0	55.0
Concord	47.8	28.4	45.5	51.0	54.0
Lexington	61.5	44.4	64.4	59.0	59.0
Lincoln	44.5	41.0	54.6	51.0	58.0
Needham	56.9	48.5	64.2	57.0	61.0
Wayland	54.1	37.1	59.8	58.0	56.0
Wellesley	53.7	34.5	54.1	59.0	56.0
Weston	59.1	40.1	56.3	49.0	54.0
Winchester	50.0	30.4	58.1	56.0	58.0

Achievement and Growth by School

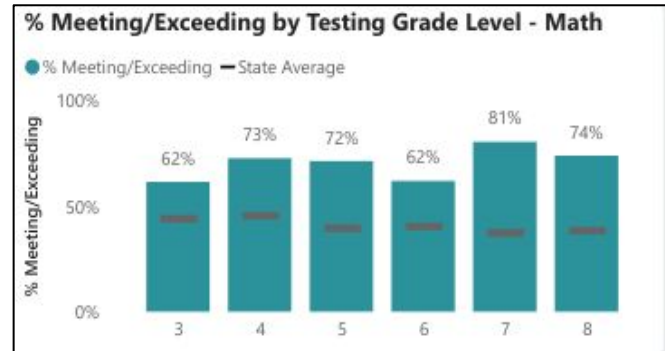


		Mean SGP	No. of Students Included in SGP	% Meeting or Exceeding Expectations
	Ephraim Curtis Middle (02880305)	53	793	72
	General John Nixon Elementary (02880025)	70	116	71
	Israel Loring School (02880015)	64	141	59
	Josiah Haynes (02880010)	48	129	76
	Peter Noyes (02880030)	57	175	71
	Sudbury (02880000)	55	1,360	70

Achievement and Growth by Grade

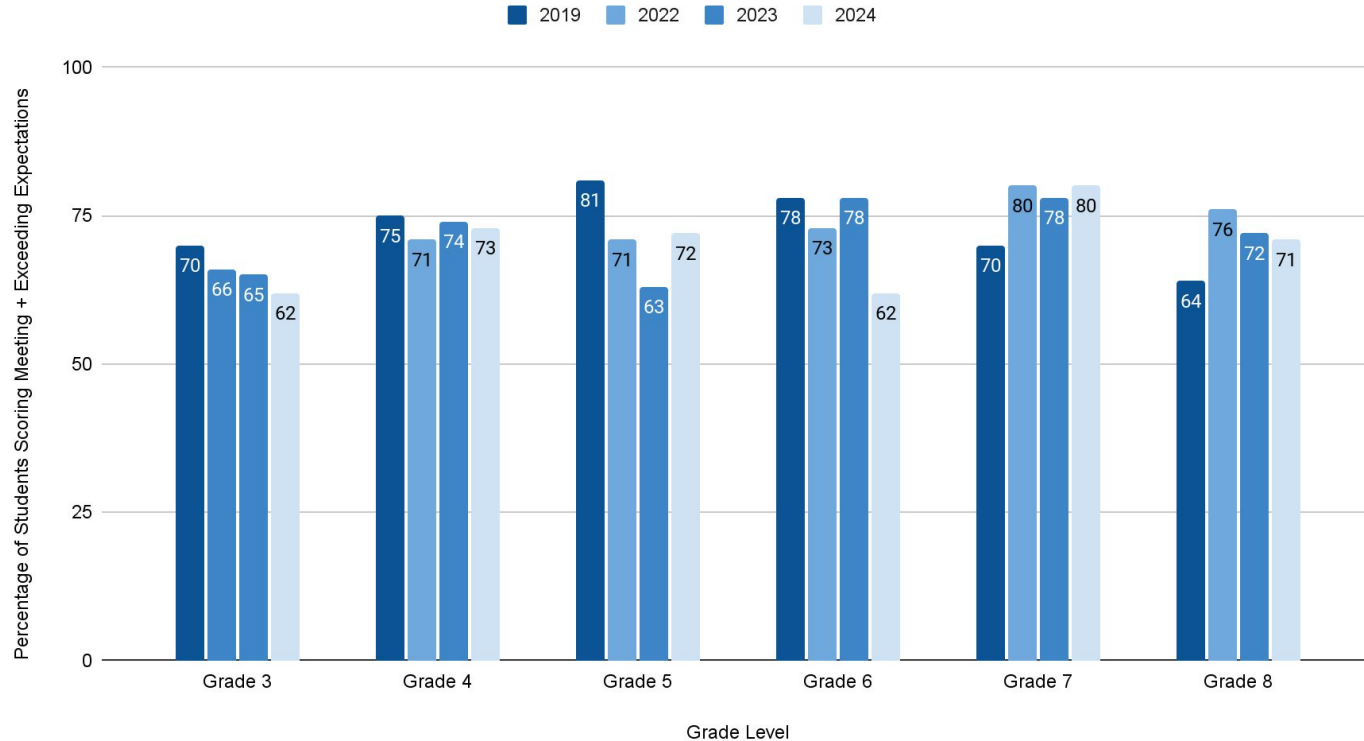


	Mean SGP
All Grades	55
Grade 4	60
Grade 5	59
Grade 6	47
Grade 7	59
Grade 8	52



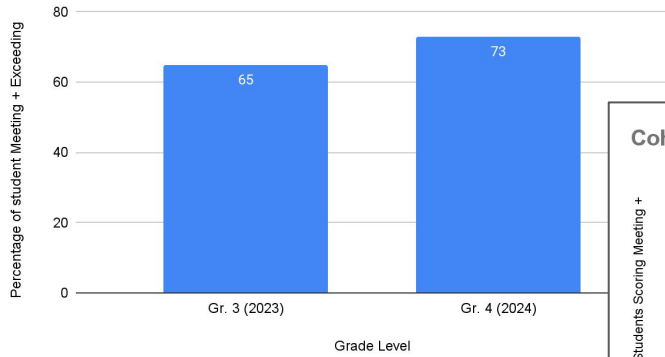
Achievement by Grade Level Over Time

Achievement by Grade Level (Meeting + Exceeding Expectations)

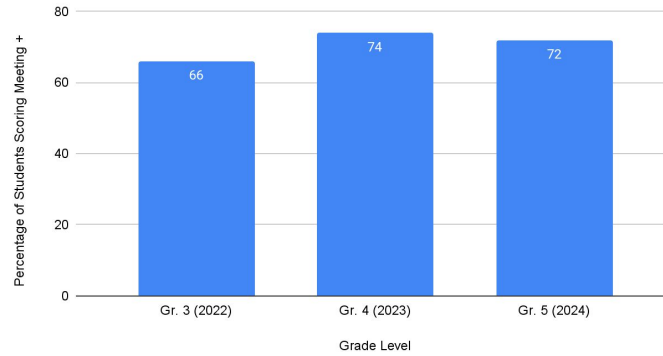


Achievement by Cohort

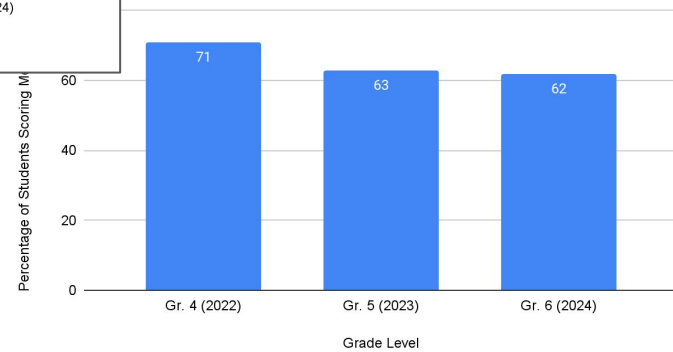
Cohort Achievement Data for Current Grade 5 Students



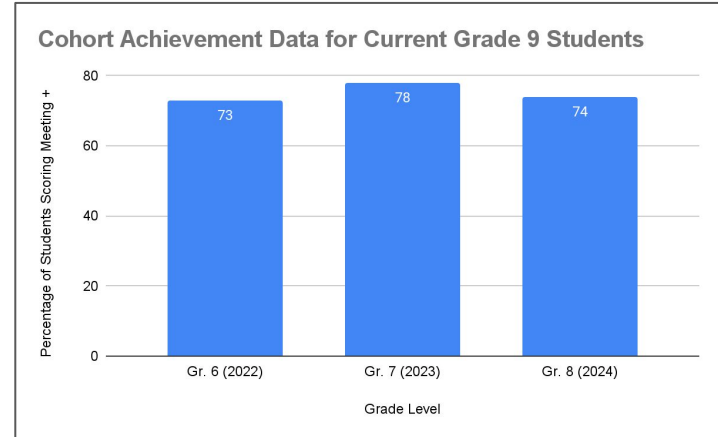
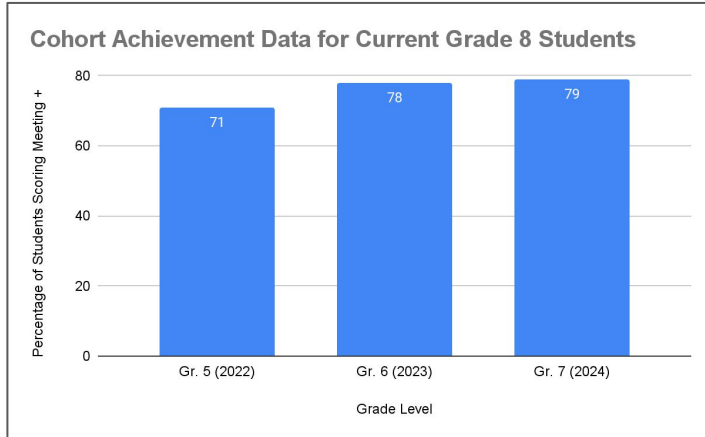
Cohort Achievement Data for Current Grade 6 Students



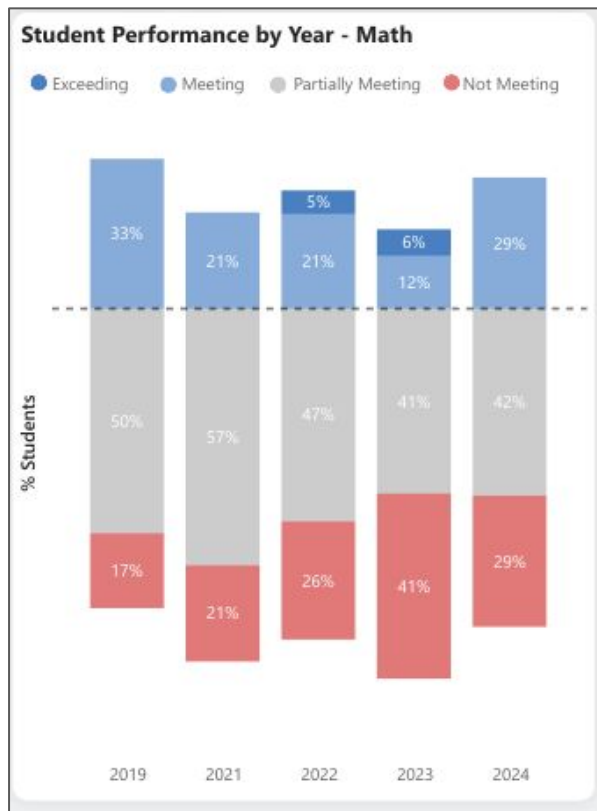
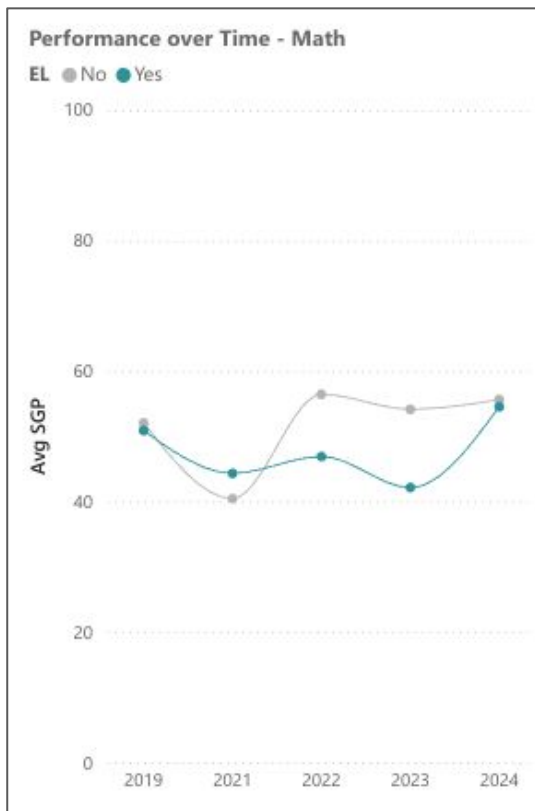
Cohort Achievement Data for Current Grade 7 Students



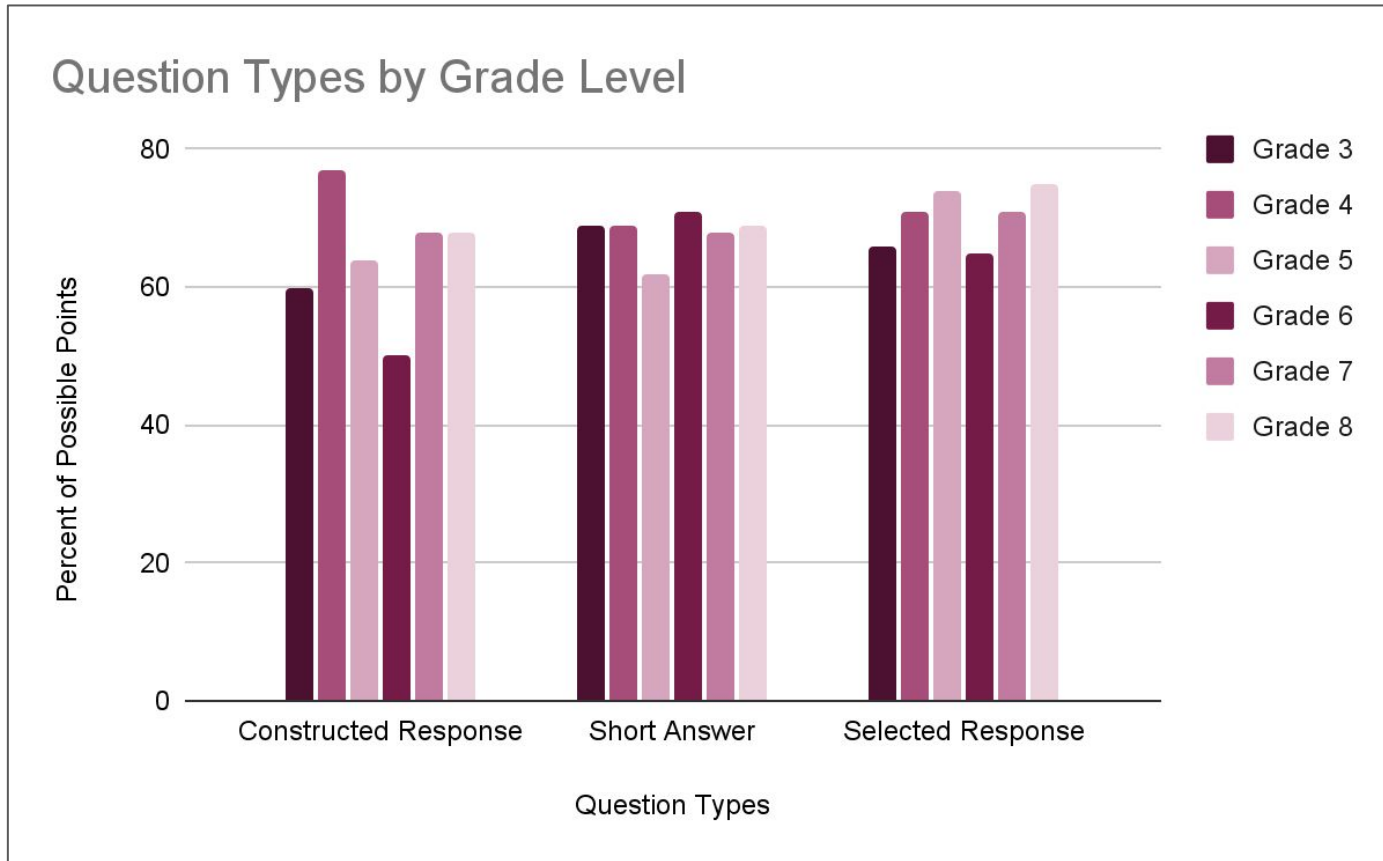
Achievement by Cohort Continued



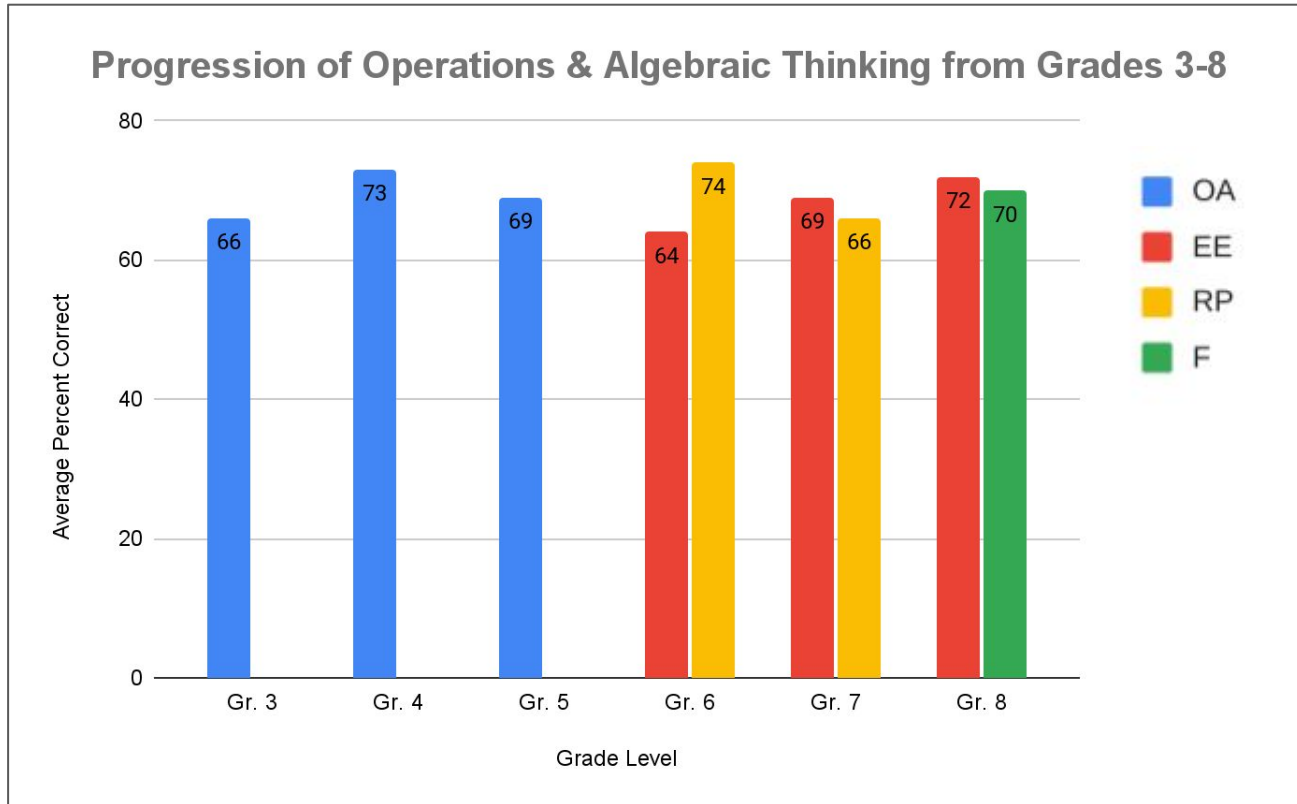
Subgroup Focus: English Learners (Grades 3-8)



Question Types by Grade Level



Operations & Algebraic Thinking



District Summary - Mathematics

- SPS students outperformed students in the Commonwealth
- Grade 7 is ranked 2nd out of 11 from comparable districts and 3rd of 300 from the state for Percent of Students Meeting or Exceeding Expectations.
- Our mean SGP (55.6) is within the expected range (40-60) for growth.
- Grades 6 showed a lower growth and achievement rate. It is being closely monitored in grade 7 and receiving additional support.
- The question type with the greatest inconsistency in scores is the Constructed Response. We are working on the elements of a complete answer in multiple grade levels this year.
- While there are peaks and valleys throughout the grade level data, the summary data from 2019-2024 including all grade levels shows relatively steady achievement and growth.

Impacts on Teaching & Learning

DESE did not release the questions this year therefore we are analyzing trends within the standards, item descriptions, and questions types.

- We have transitioned to using the 3rd edition of Bridges in Mathematics completely in grades 2-5 and have started the transition in K and 1. This newly updated product has includes updates from teacher feedback, improved usability (for teachers & students), and focuses on equitable teaching practices.
- In Grades 2-5, we will continue to use the MathFactLab with more consistently throughout the district to support fact fluency.
- In Grades 6 and 7, we have introduced IXL to support skill practice.
- In multiple grades levels, we are analyzing the elements of expected responses to word problems. This work is beginning in grade 2, with students and is continuing through middle school.

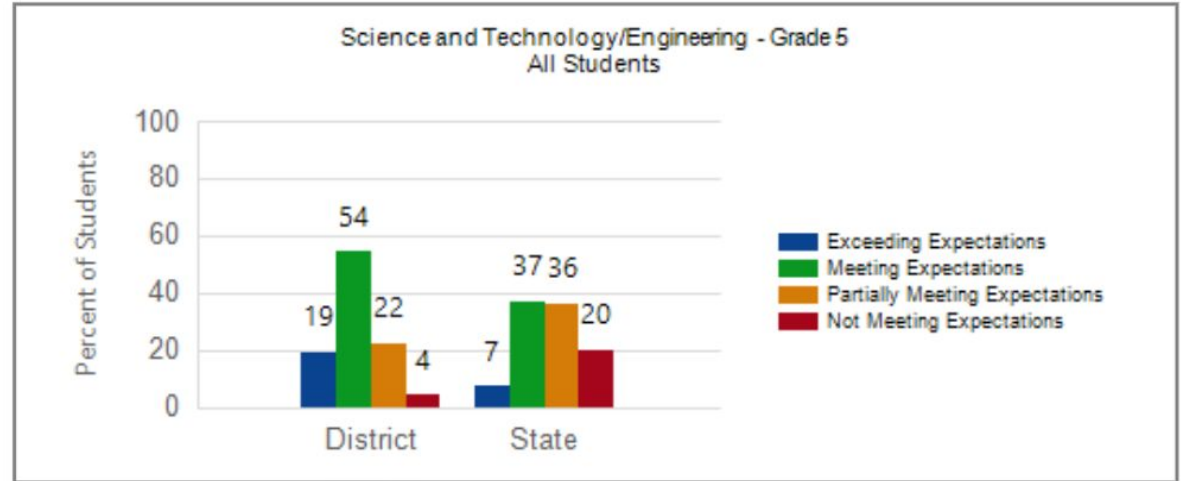
Science

- Achievement Data
- Accountability Data
- Summary & Impact
- Future STE MCAS format

District to State Comparison

Participation Rate: 99%

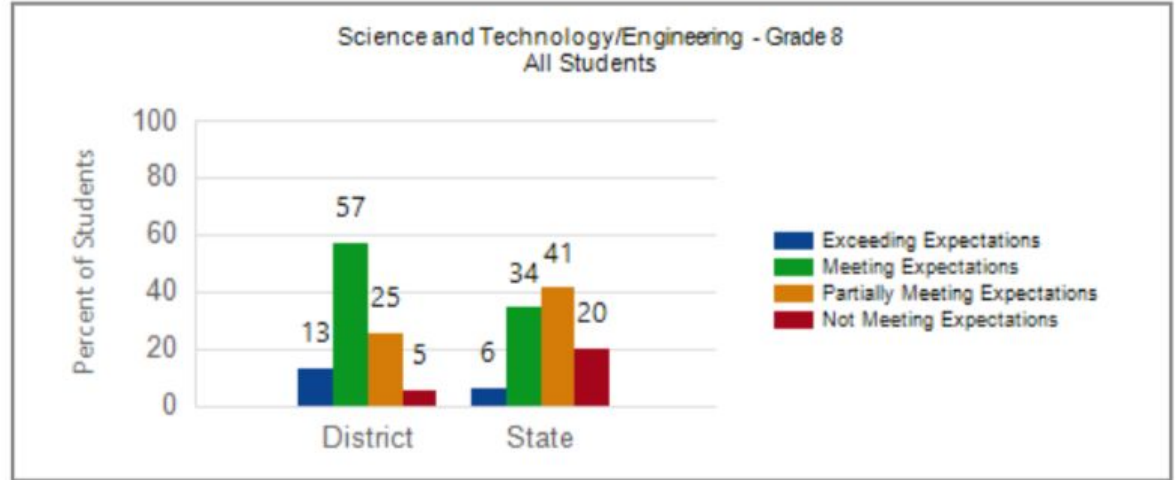
Science	N Students Included	% District	% State
Exceeding Expectations	51	19	7
Meeting Expectations	145	54	37
Partially Meeting Expectations	60	22	36
Not Meeting Expectations	12	4	20
Total Included	268		



District to State Comparison

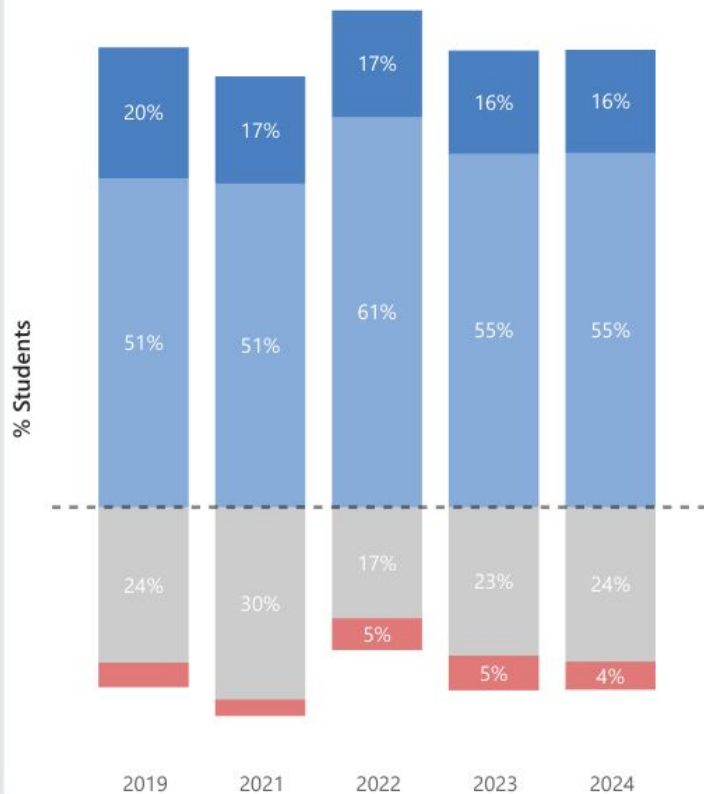
Participation Rate: 99%

Science	N Students Included	% District	% State
Exceeding Expectations	37	13	6
Meeting Expectations	164	57	34
Partially Meeting Expectations	72	25	41
Not Meeting Expectations	14	5	20
Total Included	287		



Student Performance by Year - Science

● Exceeding ● Meeting ● Partially Meeting ● Not Meeting



Science achievement - MCAS average composite scaled score

Group	Reason
All Students	Path Forward: Exceeded Target
Lowest Performing	-
High needs	Path Forward: Met Target
Low income	Path Forward: Exceeded Target
EL and Former EL	Path Forward: Met Target
Students w/ disabilities	Path Forward: Met Target
Amer. Ind. or Alaska Nat.	-
Asian	Path Forward: Exceeded Target
Afr. Amer./Black	-
Hispanic/Latino	Path Forward: Met Target
Multi-race, Non-Hisp./Lat.	Path Forward: Exceeded Target
Nat. Haw. or Pacif. Isl.	-
White	Path Forward: Exceeded Target

District Summary - Science

- SPS students outperformed students in the Commonwealth.
- Accountability data shows that all groups met or exceeded targets.
- The questions with the greatest inconsistency in scores focused on using science practices, problem solving and constructing responses.
- MCAS is undergoing significant changes and scores in coming years will likely reflect a time of “calibration”.
- Review and revision of K-5 curriculum as well as 3 year implementation of Open Sci Ed curriculum in grades 6 - 8 will address change in focus at the state level.

Coming up in 2025...

- Grade 8 Civics will be fully operational.
- Grade 5 and Grade 8 MCAS changing to innovative science assessment.

Relevant, real-world, and interactive

Illustrating phenomenon in the real world

Time: 0 min, 0 sec

Rider: 60 kg, 15 km/hr, 0%

Rider: 60 kg, 15 km/hr, 0%					
Time (minutes)					
	0	5	10	15	20
Kinetic Energy (J)	540				
Battery Level (%)	100%				

Mass (kg): 40 60 80 | Speed (km/hr): 10 15 20 | Incline (%): 0 5 10

Rewind Start

scooter and the potential energy of the scooter's battery.

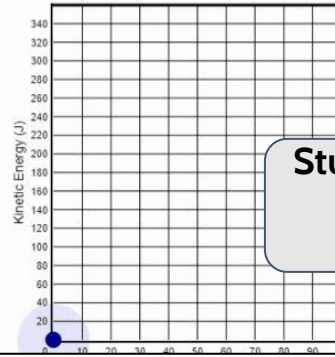
YOUR GOAL: Use the simulation to generate **THREE** models that can be used to create a graph that shows the relationship between the mass and the kinetic energy of the rider and scooter.

- Set the **Speed** to 10 kilometers per hour (km/hr) and the **Incline** to 0% in your models.

Part B

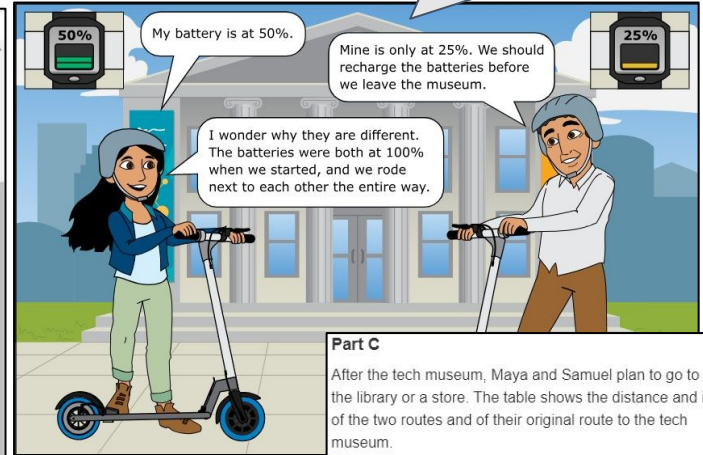
Plot the data from the **three** models that best show the relationship between the mass and the kinetic energy of the rider and scooter.

Kinetic Energy versus Mass



Students set up experiments and analyze data

Students need to develop arguments and explanations



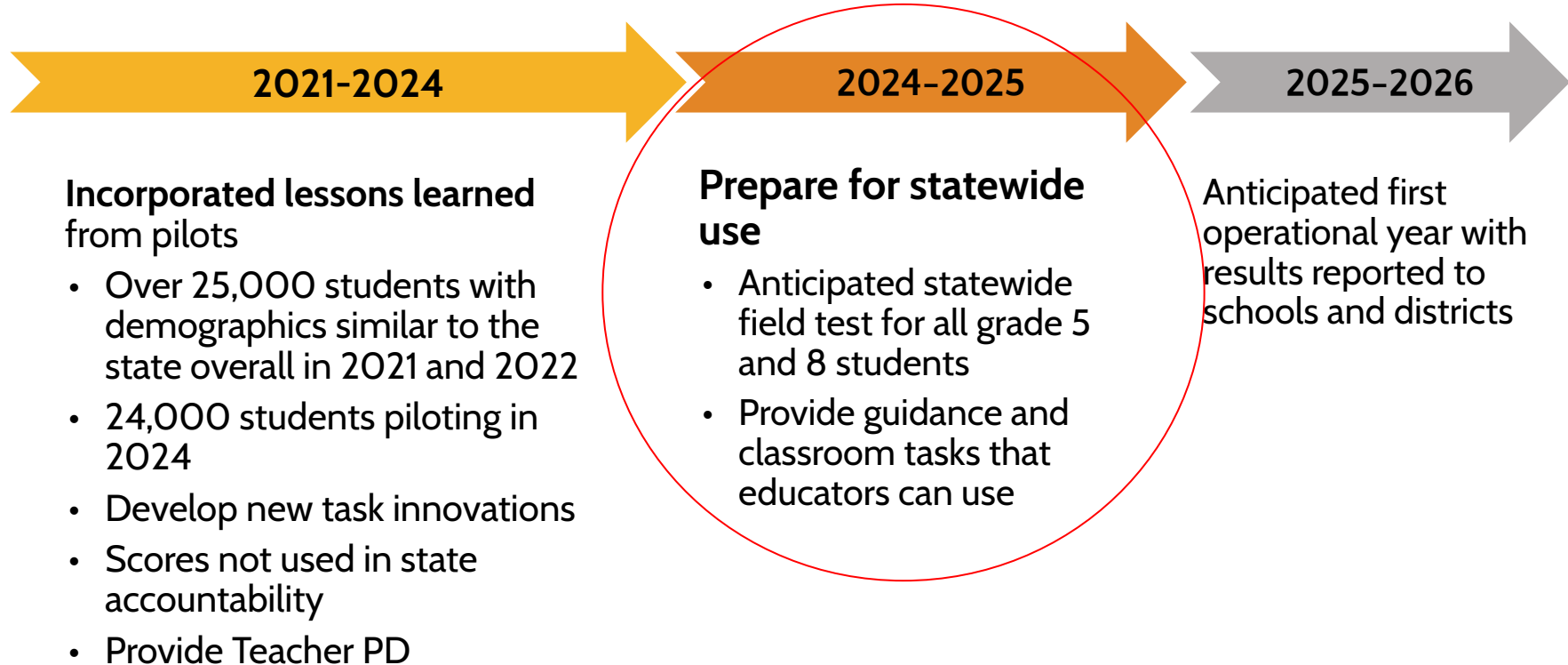
Part C

After the tech museum, Maya and Samuel plan to go to either the library or a store. The table shows the distance and incline of the two routes and of their original route to the tech museum.

Route	Beginning Battery Level (%)	Distance (km)	Incline of Route (%)
scooter station to tech museum	100	5	3
tech museum to library	100	5	5
tech museum to store	100	5	10

Identify whether Samuel would be **more likely** to reach the library or the store without using all the charge in the battery. Explain your answer using data from the table.

Transition to the new grades 5 and 8 STE



Questions?

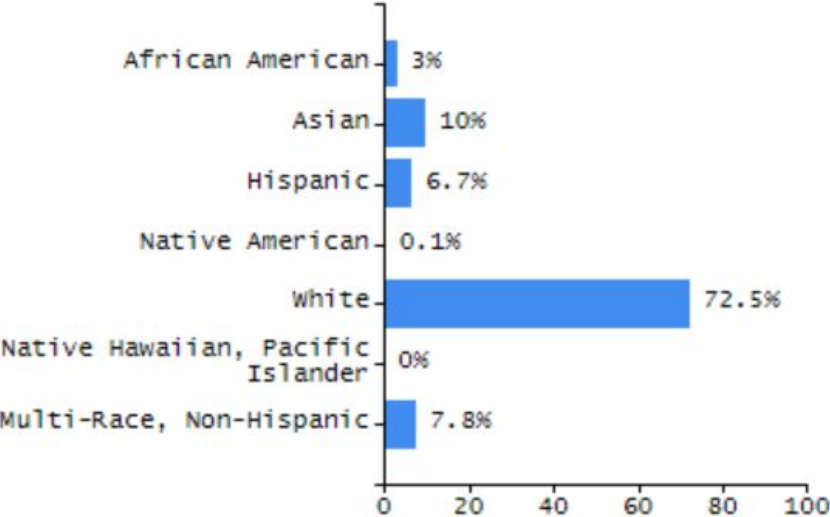


Appendix

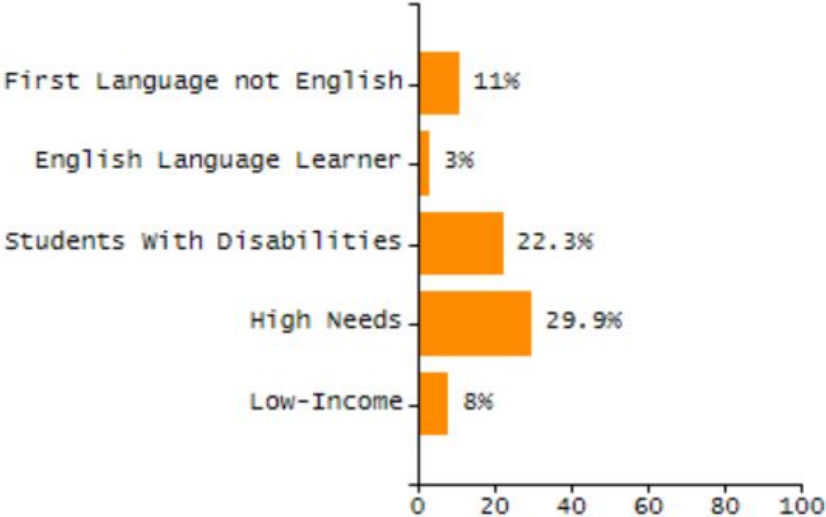
- District Enrollment
- Achievement Data by Subgroup (Race, SWD, EL, Low-Income)
- Accountability Data by School
- Accountability Data by Subgroup

2024 District Enrollment by Race: 2,539 students total

Student Race and Ethnicity

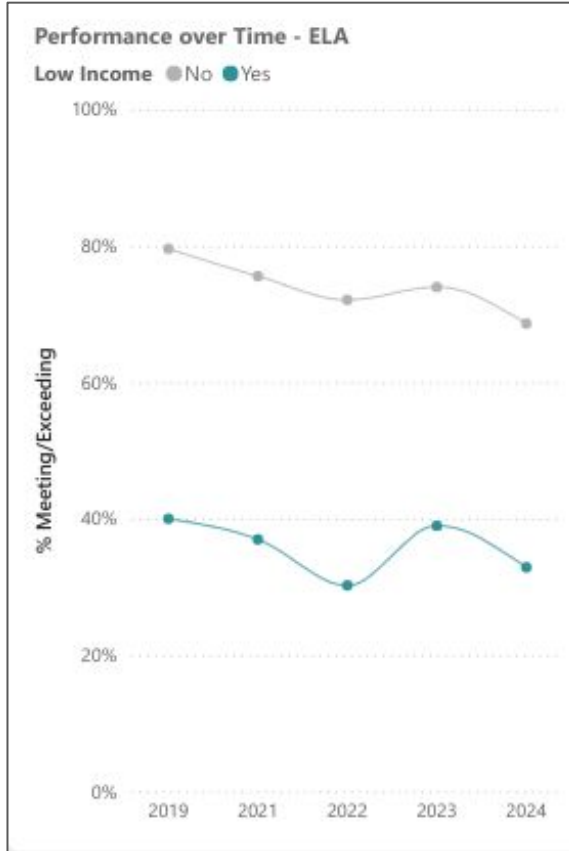


Selected Populations

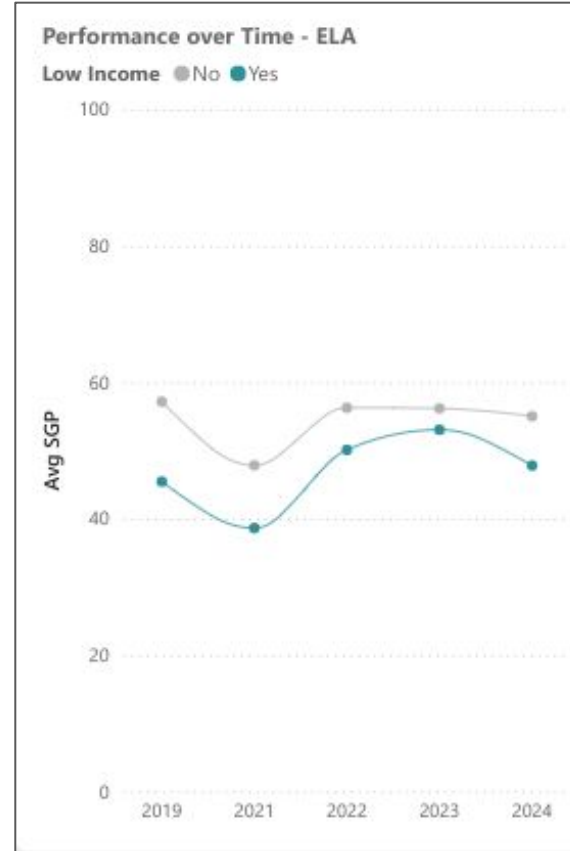


ELA Achievement & Growth by Subgroup: Low Income

Achievement

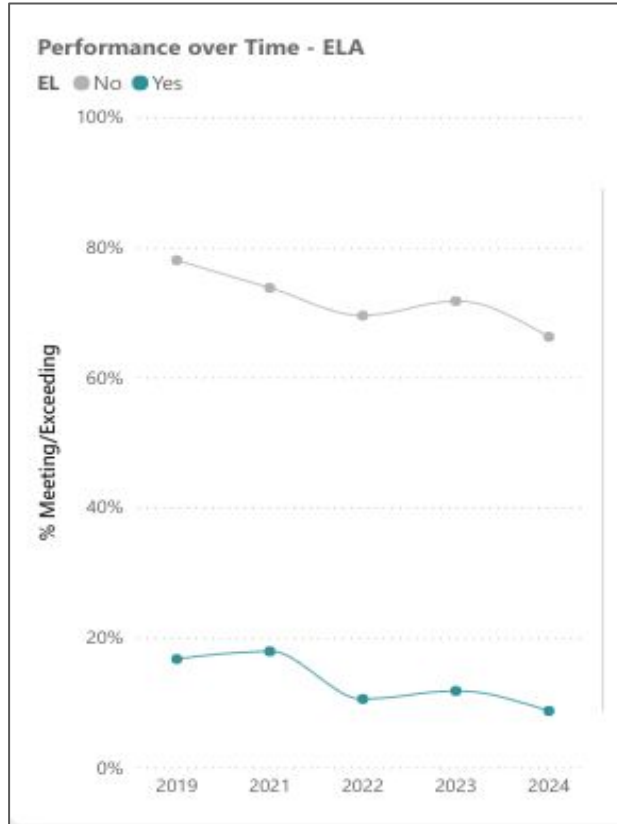


Growth

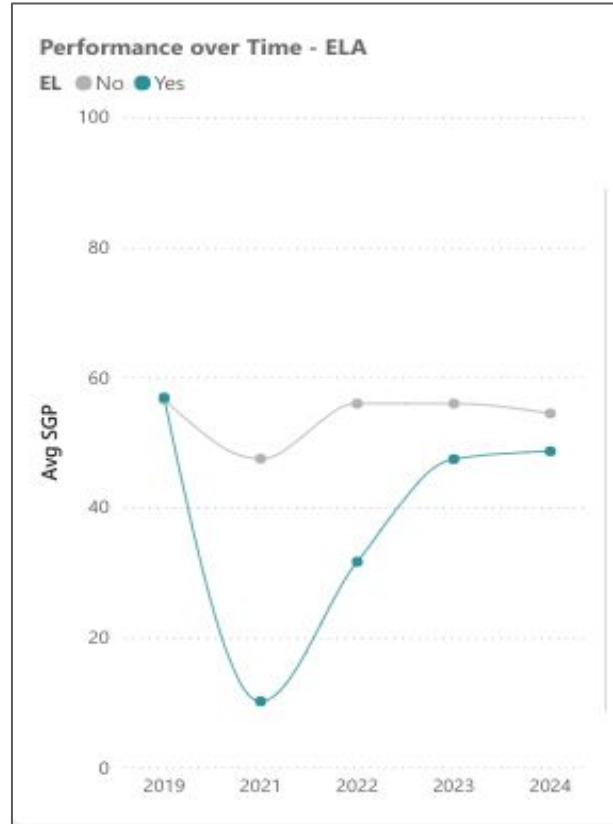


ELA Achievement & Growth by Subgroup: English Learners

Achievement

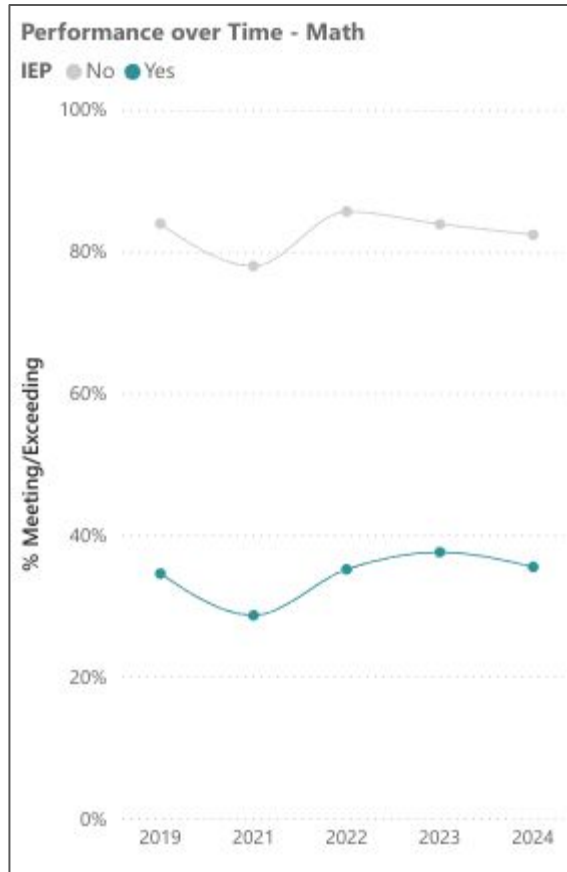


Growth

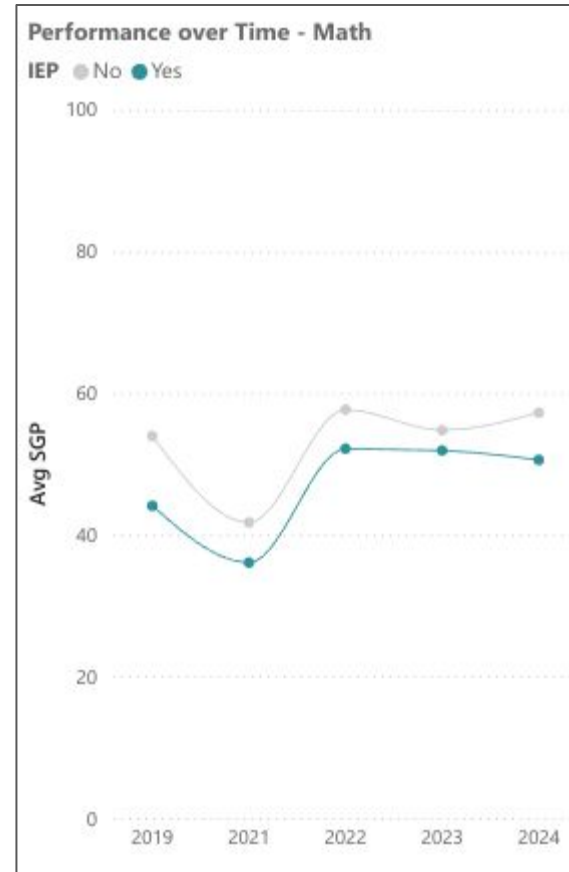


Math Achievement & Growth by Subgroup: Students with Disabilities

Achievement

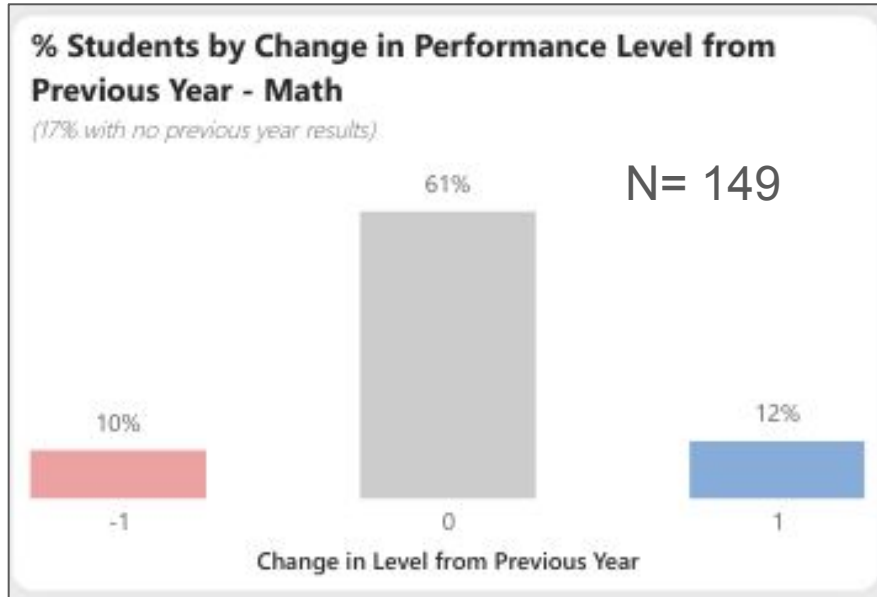


Growth

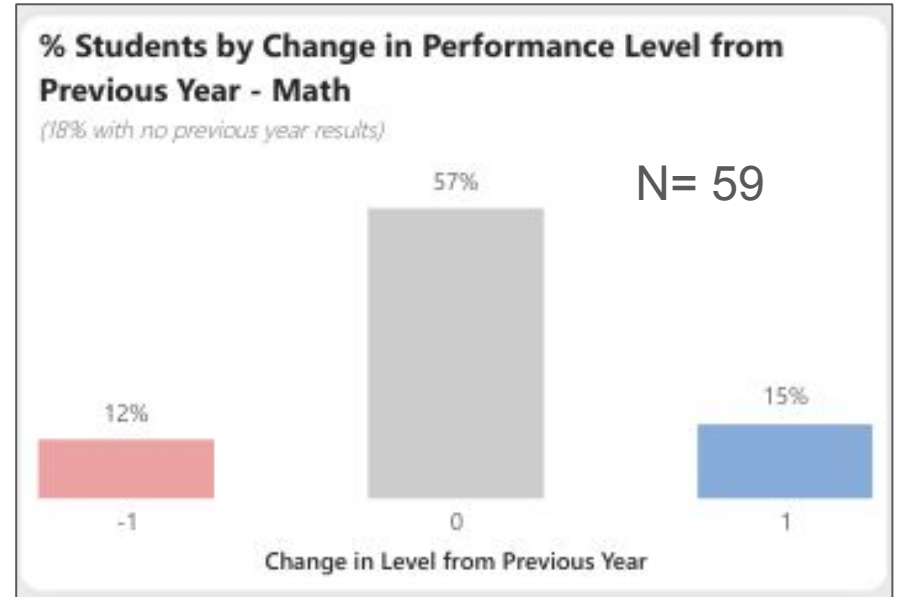


Percent of Student Change in Performance Level from Previous Year

Students without IEPs

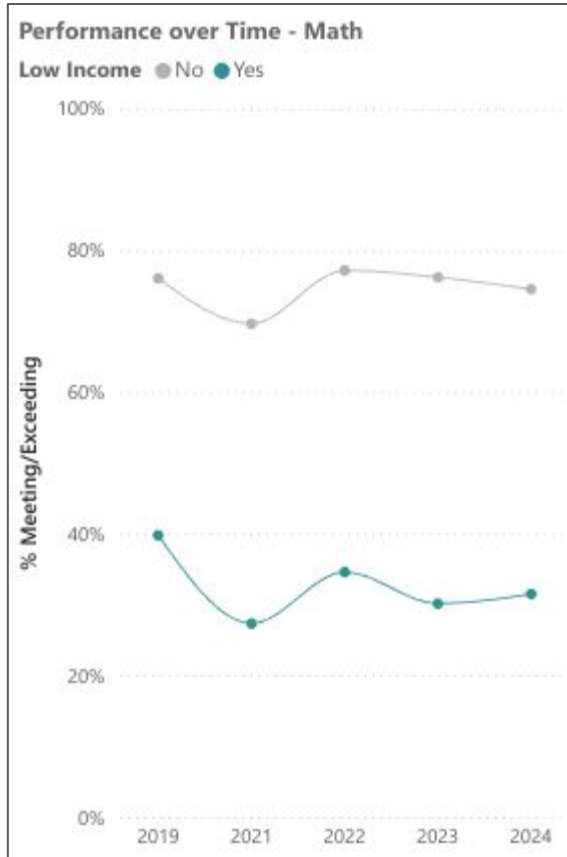


Students with IEPs

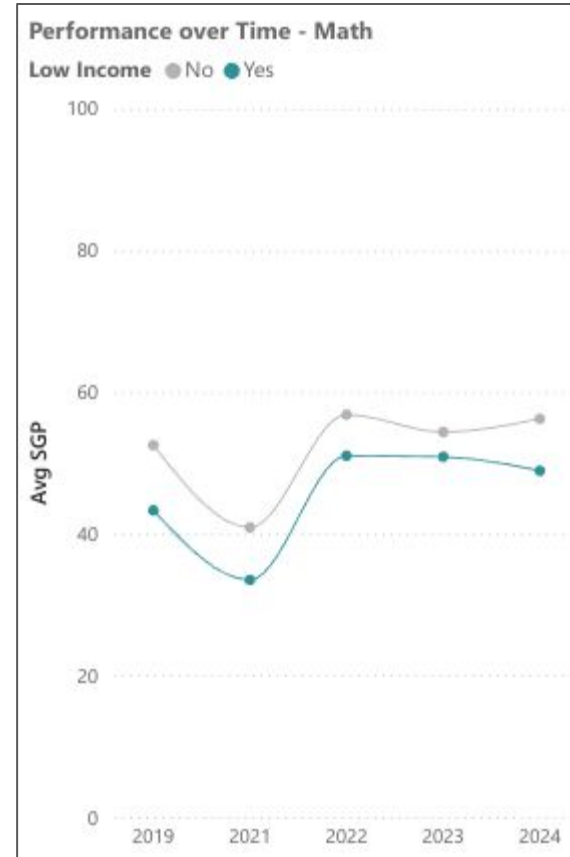


Math Achievement & Growth by Subgroup: Low Income

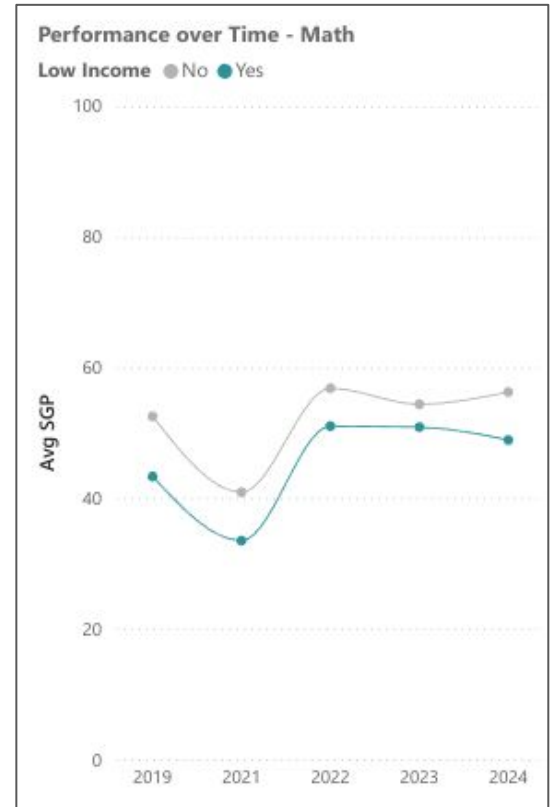
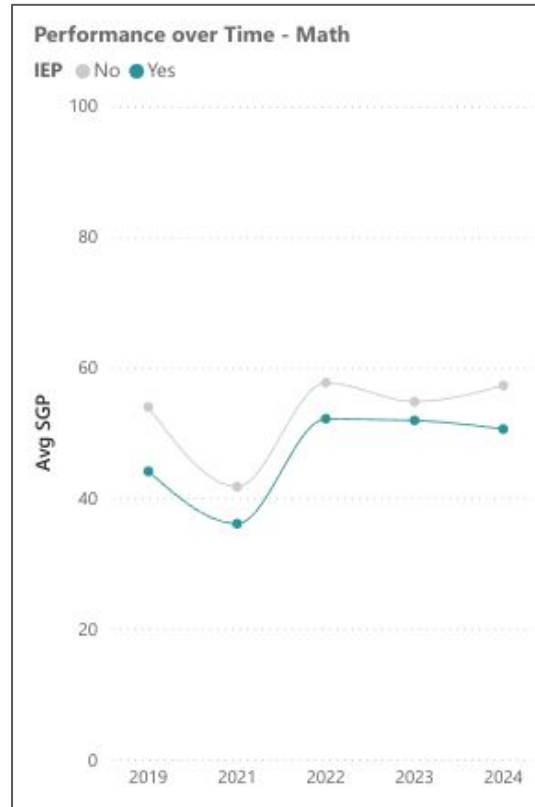
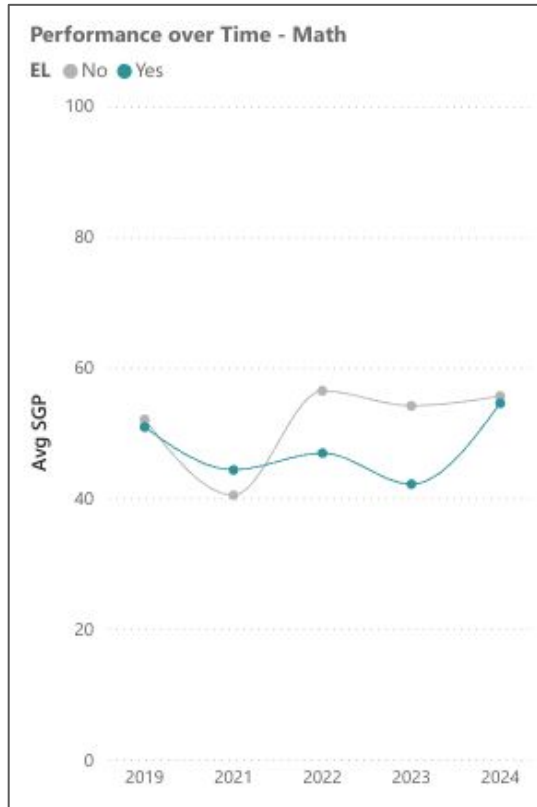
Achievement



Growth



Math SGP over Time by Subgroup (3-8)



ELA: All Subgroups Performance Data

Grades 3-8 - English Language Arts										
	% 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	65	17	48	29	6	509	1,661	99	54	1,359
Low Income Status										
Low Income	31	6	25	43	26	490	155	97	47	120
Non-Low Income	68	18	50	28	4	511	1,502	100	55	1,239
Disability Status										
Students w/ Disabilities	28	3	26	50	22	489	422	98	50	341
Non-Disabled	77	22	55	22	0	515	1,235	100	56	1,018
English Learner (EL) Status										
EL	8	0	8	63	29	478	24	92		12
Non-EL	66	17	48	29	6	509	1,633	99	54	1,347
Race/Ethnicity										
African Amer./Black	37	8	29	40	23	491	52	100	51	44
Amer. Ind. or Alaska Nat.							2			1
Asian	75	32	42	21	5	518	165	99	58	127
Hispanic/Latino	44	9	36	44	12	497	104	97	47	81
Multi-Race, Non-Hisp./Lat.	70	25	46	22	7	514	125	100	58	102
Nat. Haw. or Pacif. Isl.							1			1
White	66	15	51	29	5	509	1,208	100	54	1,003
Gender										
Male	61	13	48	33	6	506	847	99	53	704
Female	70	22	48	25	6	512	810	100	56	654
Non-Binary							4			1
Title 1 Status										
Title 1	43	3	39	48	9	494	87	100	51	83
Non-Title 1	66	18	48	28	6	510	1,570	99	55	1,276
High Needs Status										
High Needs	34	5	29	48	18	492	531	99	50	428
Non-High Needs	80	23	57	20	0	516	1,126	100	56	931
Former EL Status										
Former EL	50	13	38	42	8	500	64	98	49	58
Former EL Year 1	36	4	32	54	11	492	28		43	27
Former EL Year 2	52	9	43	48	0	504	23		50	20
Former EL Year 3	77	38	38	8	15	510	13			11
EL and Former EL Status										
EL and Former EL	39	9	30	48	14	494	88	97	48	70
Ever EL Status										
Ever EL	42	13	29	46	12	498	109	97	48	91
Other Subgroups										
Foster							3			2
Homeless							3			2
Military							9			5

Math: All Subgroups Performance Data

Grades 3-8 - Mathematics											
	% 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	70	20	50	24	6	511	1,661	100	55	1,360	
Low Income Status											
Low Income	29	5	24	43	28	488	156	99	48	119	
Non-Low Income	74	21	53	22	3	514	1,501	100	56	1,241	
Disability Status											
Students w/ Disabilities	35	4	31	45	20	492	422	99	50	339	
Non-Disabled	82	25	57	17	1	518	1,235	100	57	1,021	
English Learner (EL) Status											
EL	28	0	28	40	32	483	25	100		11	
Non-EL	71	20	51	24	5	512	1,632	100	55	1,349	
Race/Ethnicity											
African Amer./Black	35	10	25	38	27	492	52	100	48	44	
Amer. Ind. or Alaska Nat.							2			1	
Asian	88	50	38	7	5	528	165	99	63	128	
Hispanic/Latino	44	6	38	44	12	496	105	100	58	80	
Multi-Race, Non-Hisp./Lat.	75	23	52	19	6	515	124	100	56	100	
Nat. Haw. or Pacif. Isl.							1			1	
White	71	17	54	25	4	511	1,208	100	55	1,006	
Gender											
Male	73	21	52	21	6	513	848	100	54	705	
Female	67	18	49	27	6	510	809	100	57	654	
Non-Binary							4			1	
Title 1 Status											
Title 1	40	0	40	48	11	493	87	100	56	83	
Non-Title 1	72	21	51	23	5	512	1,570	99	55	1,277	
High Needs Status											
High Needs	41	7	34	42	17	495	531	99	51	426	
Non-High Needs	84	26	58	16	0	519	1,126	100	58	934	
Former EL Status											
Former EL	63	22	41	28	9	507	64	98	52	57	
Former EL Year 1	50	18	32	43	7	503	28		46	27	
Former EL Year 2	67	21	46	25	8	507	24		57	20	
Former EL Year 3	83	33	50	0	17	517	12			10	
EL and Former EL Status											
EL and Former EL	53	16	37	31	16	500	89	99	53	68	
Ever EL Status											
Ever EL	56	17	39	30	14	503	110	99	51	89	
Other Subgroups											
Foster							3			2	
Homeless							3			2	
Military							9			5	

School Accountability Percentiles

School Accountability Information		About the Data
School	Accountability information	School accountability percentile
Ephraim Curtis Middle	Not requiring assistance or intervention	93
General John Nixon Elementary	Not requiring assistance or intervention	96
Israel Loring School	Not requiring assistance or intervention	86
Josiah Haynes	Not requiring assistance or intervention	92
Peter Noyes	Not requiring assistance or intervention	89

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.

- Loring's accountability percentile increased by 9 points in 2024 and is making substantial progress toward targets.
- All other schools are within +/- 3 points of 2023 and are meeting or exceeding targets.

School-based Accountability: Curtis

Overall classification Not requiring assistance or intervention

Reason for classification

Meeting or exceeding targets

Progress toward improvement targets	Accountability percentile
81% - Meeting or exceeding targets	93

OVERALL RESULTS	STUDENT GROUP RESULTS	DETAILED DATA FOR EACH INDICATOR
-----------------	-----------------------	----------------------------------

Overall progress toward improvement targets

	2023	2024
Annual criterion-referenced target percentage	90%	76%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2023 x 40%) + (2024 x 60%)	81%	
	Meeting or exceeding targets	

2024 Points awarded

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	-	2	4	-
	Mathematics achievement	4	4	-	3	4	-
	Science achievement	3	4	-	-	-	-
	Achievement total	11	12	67.5	5	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	-	0	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	4	4	10.0	0	4	10.0
Weighted total		9.2	10.3	-	4.7	7.6	-
Percentage of possible points		89%			62%		
2024 Annual criterion-referenced target percentage		76%					

School-based Accountability: Nixon

Reason for classification
Meeting or exceeding targets

2024 Points awarded

Progress toward improvement targets	Accountability percentile
91% - Meeting or exceeding targets	96

OVERALL RESULTS	STUDENT GROUP RESULTS	DETAILED DATA FOR EACH INDICATOR
-----------------	-----------------------	----------------------------------

Overall progress toward improvement targets

	2023	2024
Annual criterion-referenced target percentage	89%	93%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2023 x 40%) + (2024 x 60%)	91%	
	Meeting or exceeding targets	

2024 Progress toward improvement targets		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	4	4	-	-	-	-
	Achievement total	12	12	67.5	7	8	67.5
Growth	English language arts growth	3	4	-	3	4	-
	Mathematics growth	4	4	-	4	4	-
	Growth total	7	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	-	3	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	4	4	10.0	3	4	10.0
Weighted total		10.1	10.3	-	6.6	7.6	-
Percentage of possible points		98%		-	87%		-
2024 Annual criterion-referenced target percentage		93%					

School-based Accountability: Loring

Reason for classification
Substantial progress toward targets

Progress toward improvement targets	Accountability percentile
64% - Substantial progress toward targets	86

OVERALL RESULTS	STUDENT GROUP RESULTS	DETAILED DATA FOR EACH INDICATOR
-----------------	-----------------------	----------------------------------

Overall progress toward improvement targets

	2023	2024
Annual criterion-referenced target percentage	38%	80%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2023 x 40%) + (2024 x 60%)	64%	
	Substantial progress toward targets	

2024 Points awarded

2024 Progress toward improvement targets		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	3	4	-	2	4	-
	Mathematics achievement	3	4	-	4	4	-
	Science achievement	4	4	-	-	-	-
	Achievement total	10	12	67.5	6	8	67.5
Growth	English language arts growth	3	4	-	3	4	-
	Mathematics growth	4	4	-	3	4	-
	Growth total	7	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		8.7	10.3	-	5.8	7.6	-
Percentage of possible points		85%		-	76%		-
2024 Annual criterion-referenced target percentage		80%					

School-based Accountability: Haynes

Overall classification Not requiring assistance or intervention

Reason for classification

Meeting or exceeding targets

Progress toward improvement targets	Accountability percentile
90% - Meeting or exceeding targets	92

OVERALL RESULTS	STUDENT GROUP RESULTS	DETAILED DATA FOR EACH INDICATOR
-----------------	-----------------------	----------------------------------

Overall progress toward improvement targets

	2023	2024
Annual criterion-referenced target percentage	92%	89%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2023 x 40%) + (2024 x 60%)	90%	
	Meeting or exceeding targets	

2024 Points awarded

2024 Progress toward improvement targets		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	2	4	-	2	4	-
	Growth total	5	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		9.6	10.3	-	6.5	7.6	-
Percentage of possible points		93%			86%		
2024 Annual criterion-referenced target percentage		89%					

School-based Accountability: Noyes

Reason for classification	
Meeting or exceeding targets	
Progress toward improvement targets	Accountability percentile
83% - Meeting or exceeding targets	89

OVERALL RESULTS	STUDENT GROUP RESULTS	DETAILED DATA FOR EACH INDICATOR
-----------------	-----------------------	----------------------------------

Overall progress toward improvement targets

	2023	2024
Annual criterion-referenced target percentage	76%	87%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2023 x 40%) + (2024 x 60%)	83%	
	Meeting or exceeding targets	

2024 Points awarded

2024 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	-	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	-	3	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	4	4	10.0	3	4	10.0
Weighted total		9.2	10.3	-	6.4	7.6	-
Percentage of possible points		89%		-	84%		-
2024 Annual criterion-referenced target percentage		87%					

Subgroup-based Accountability: Students with Disabilities

Overall progress toward improvement targets

N = 422

	2023	2024
Annual criterion-referenced target percentage	74%	72%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2023 x 40%) + (2024 x 60%)	73%	
	Substantial progress toward targets	

2024 Points awarded

2024 Progress toward improvement targets				
Indicator	Students with disabilities 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	0	4	-
	Advanced coursework completion	-	-	-
	Additional indicators total	0	4	10.0
Weighted total	7.4	10.3	-	
Percentage of possible points	72%		-	
2024 Annual criterion-referenced target percentage	72%			

Subgroup-based Accountability: Low Income

Overall progress toward improvement targets

N = 148

	2023	2024
Annual criterion-referenced target percentage	42%	57%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2023 x 40%) + (2024 x 60%)	51%	
	Substantial progress toward targets	

2024 Points awarded

2024 Progress toward improvement targets				
Indicator		Low income Student Group (Non-high school grades)		
		Points earned	Total possible points	Weight %
Achievement	English language arts achievement	1	4	-
	Mathematics achievement	2	4	-
	Science achievement	4	4	-
	Achievement total	7	12	67.5
Growth	English language arts growth	2	4	-
	Mathematics growth	2	4	-
	Growth total	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	-
	Advanced coursework completion	-	-	-
	Additional indicators total	3	4	10.0
Weighted total		5.9	10.3	-
Percentage of possible points		57%		-
2024 Annual criterion-referenced target percentage		57%		

Subgroup-based Accountability: English Learners / Former EL

Overall progress toward improvement targets

N = 88

	2023	2024
Annual criterion-referenced target percentage	70%	32%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2023 x 40%) + (2024 x 60%)	47%	
	Moderate progress toward targets	

2024 Points awarded

2024 Progress toward improvement targets				
Indicator		English learner (EL) and Former EL Student Group (Non-high school grades)		
		Points earned	Total possible points	Weight %
Achievement	English language arts achievement	0	4	-
	Mathematics achievement	0	4	-
	Science achievement	3	4	-
	Achievement total	3	12	60.0
Growth	English language arts growth	2	4	-
	Mathematics growth	3	4	-
	Growth total	5	8	20.0
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	0	4	-
	Advanced coursework completion	-	-	-
	Additional indicators total	0	4	10.0
Weighted total		3.1	9.6	-
Percentage of possible points		32%		-
2024 Annual criterion-referenced target percentage		32%		