

MERSD Assessment Overview Report FALL 2022

MERSD Core Value

Student Achievement

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

Total Student Population	Total of Population
<i>Female</i>	628
<i>Male</i>	621
<i>Non-Binary</i>	1
	1250
Enrollment by Race/Ethnicity	% of Population
<i>African American</i>	0.6
<i>Asian</i>	1
<i>Hispanic</i>	1.5
<i>White</i>	95.8
<i>Multi-Race, Non-Hispanic</i>	1.1
Selected Populations	% of Population
<i>First Language not English</i>	2.6
<i>English Language Learner</i>	0.9
<i>Low-income</i>	13.5
<i>Students With Disabilities</i>	17.7
<i>High Needs</i>	28.6

Who's at the
Table...
MERSD Student
Population

Attendance

56% of our students were absent 10 days last school year.

16.2% of students missed more than 10 days (10% of school days)

3% of students missed more than 20 days (20% of school days)

MCAS Testing Landscape

2022 school year was the first full MCAS administration for grades 3-8 since 2019.
Grade 10 students in 2022 had not taken an MCAS test since 2019 (grade 7).

Year	Grades 3-5	Grade 10
2019	Full Test Administered	Full Test Administered
2020	No Test Administered	No Test Administered
2021	Half Test Administered	Full Test Administered
2022	Full Test Administered	Full Test Administered

The Assessments



MCAS



i-Ready the districts
universal screener
Reading & Math - Grades
K-8



Advanced Placement

Data Analysis Process

MCAS

- Annual Review of item analysis by MTSS Team, teachers, and administrators
- Determine strengths and areas of improvement

I-Ready

- Trimester analysis of I-Ready data by MTSS team and teachers
- Domain-specific data analysis by grade level and content areas
- Determine student's current skill strengths and deficits
- Data used to inform tiered intervention

Advanced Placement

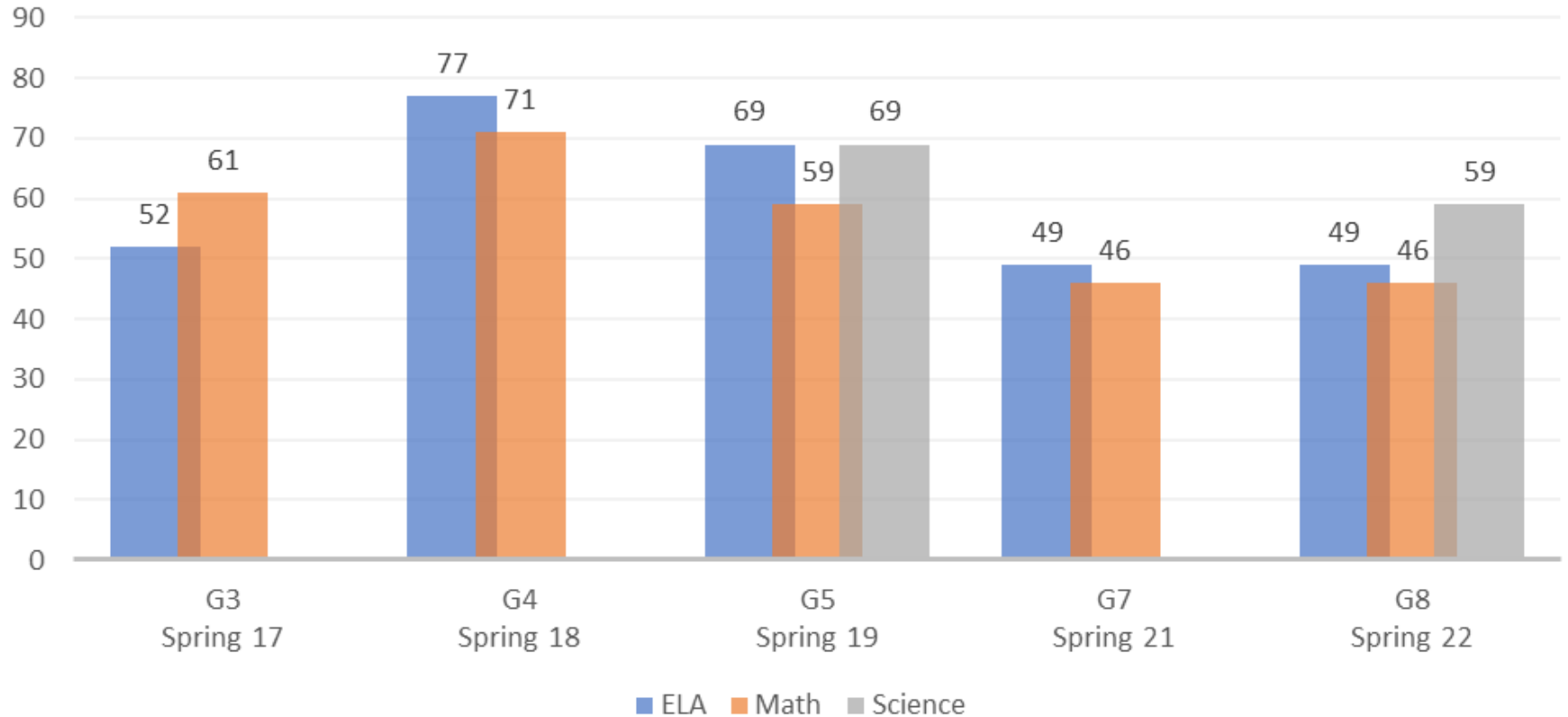
- Annual review of AP score trends by course
- Item analysis of AP subject area by AP teacher

District Observations

- Although we will be talking about the impact from 2019-2022, we really must think about 2022 data creating a new baseline
- Compared to pre-pandemic levels, we have work to do to recover learning loss across ELA, math, and STE
- Cohort student groups showed a loss of 6-22% in ELA, 12-14% in math and 9% in science
- Average Composite Scaled Score Range difference from 2019-2022 is between 1.8 – 6, this data represents different groups of students
- Students classified as High Needs made gains from 2019 to 2022 in math at all levels, ELA at the high school level, and in science at the elementary & middle school levels
- The education disruption has had a greater impact in ELA on elementary and middle school students than the other content areas assessed
- Absenteeism remains a challenge for recovery efforts

Snapshot Over Time

Class of 26 - MCAS Assessment G3-G8



High School ELA Observations

Strengths

- High needs students are moving toward meeting and exceeding strong writing skills
- Results reflect growth in targeted area from 2021 item analysis

Plans for Progress

- Continue writing across the disciplines to increase student stamina
- Continue emphasis of literary analysis and understanding of literary conventions through discussions and writing
- Continue to develop vocabulary and proper grammar through reading and writing, including journaling and use of *No Red Ink*
- Continue to develop skills related to use of mixed sources to develop and support an argument across the disciplines
- Explicitly tie the elements of the Vision of the Graduate to relevant assessments to develop skills and dispositions necessary for postsecondary success

High School Math Observations

Strengths

- Improved in targeted area from 2021 results related to Statistics and Probability
- Strong outcomes in areas that require to use higher order thinking skills such as to interpret, evaluate and develop conclusions

Areas of Improvement

- Geometry related standards are an area of high need
- Need to move high needs students toward meeting or exceeding standards

Plans for Progress

- Resolve staffing gaps
- Develop looping program in grades 9 and 10 for high needs students working with a certified special education/math teacher, while continuing the strong co-taught model
- Continue to develop opportunities to connect mathematical topics to real-world applications

High School Science and Technology Observations

Strengths

- Writing in open response questions to describe a scientific process or support a claim
- Questions that require higher order thinking and problem solving (multi-step questions)

Areas for Improvement

- Need to move high needs students toward meeting or exceeding standards
- Improve student performance on standards of heredity and molecules to organisms

Plans for Progress

- Continue co-teaching model to support high needs students
- Continue to connect science standards to real-world applications
- Continue to support students' technical writing skills in science
- Assess students' development of the skills and dispositions described in the Vision of the Graduate

Advanced Placement Observations

About the AP Program

- 20 distinct AP Courses
- All students have access to the AP Program
- 67% of class of 2022 and 2023 combined were enrolled in at least one AP course
- Student that select not to sit for the AP Exam are given honors credit rather than AP credit on transcript

Things to consider when comparing scores

- Requirement for students to sit for exam
- Prerequisite requirements for enrollment
- Time in schedule dedicated to AP courses
- Variety of course offerings

Plans for Progress

- School Council review of the AP Program
- Development of authentic assessment within AP courses beyond testing

Middle School Observations

Strengths

English Language Arts

- Reading comprehension within literature
- Literary analysis within a single text
- Understanding elements of fiction
- Understanding figurative language

Math

- Equations & Expressions
- Ratios & Proportions
- Statistics & Probability

Science, Engineering & Technology

- Concrete Concepts: Life, Earth/Space & Physical Sciences

Middle School Observations

Areas for Improvement

English Language Arts

- Writing: Idea development and reasoning. Lack of stamina
- Vocabulary
- Reading Comprehension: Informational Texts (all genres)
- Comparative Analysis (reading and writing)

Math

- Decimals and fractions
- Systems of equations
- Statistical questions
- Nets
- Geometry

Science, Engineering & Technology

- Abstract concepts (scientific, engineering, and technical concepts applied to scenarios)

Plans for Progress - ELA

Curriculum

- Identify gaps and align with Standards
- Tools: i-Ready, IXL, No Red Ink
- Writing: Explore additional strategies and build cross-curricular and vertical consistency

Instruction

- Increase focus on students on the cusp and those not meeting expectations
- Increase direct instruction and guided practice in target areas
- Increase time on learning/task with expository & argument writing and builds stamina
- Begin data chats with students
- Strengthen cross-curricular exposure, practice, and strategies
- Engage students in daily writing activities

Assessment

- i-Ready trimester diagnostics & data analysis/response
- Whole-team engagement with data (cross-curricular and vertical)
- Increase formative assessment

Plans for Progress - Math

Curriculum

- Identify current gaps and align with Standards
- Tools: i-Ready, IXL, Math Connects

Instruction

- Increase focus on students on the cusp and those not meeting expectations
- Increase direct instruction and guided practice in target areas
- Begin data chats with students

Assessment

- i-Ready trimester diagnostics & data analysis/response
- Whole-team engagement with data (cross-curricular and vertical)
- Increase formative assessments

Plans for Progress - STE

Curriculum

- Engage in Year 1 of 5-year curriculum review cycle
- Leverage STEMScopes for targeted instruction, when appropriate

Instruction

- Increase direct instruction and guided practice in target areas
- Increase focus on students on the cusp and those not meeting expectations
- Strengthen cross-curricular strategies with a focus on expanding skill-based thinking and practice
- Reinforce writing and analysis skills within CERs
- Continue to engage students in labs that couple concrete w/ abstract concepts

Assessment

- i-Ready trimester diagnostics & data analysis/response (cross curricular)
- Whole-team engagement with data (cross-curricular and vertical)
- Increase formative assessments

Elementary Observations ELA

Strengths

- Strong vocabulary, particularly when identifying meaning in context of a passage
- Primary elements of the story: main idea, character traits, facts
- Extended thinking: making inferences, predicting, summarizing
- Cumulative reading skills strengthened over time (intermediate grades)
- Phonological awareness and phonics

Areas for Improvement

- Higher-order thinking (analyze, apply, etc.)
- Comprehension
- Essay writing: persistence, idea development, language conventions
- Claim support using multiple sources

Elementary Observations - Math

Strengths

- Computational operations: fractions, area, basic operations
- Interpretation and representation of word problems
- Algebraic representation of information

Areas for Improvement

- Higher-order thinking (analyze, apply, etc.)
- Two-step word problem solutions
- Reciprocity of division & multiplication
- Critical attributes of shapes in problem solving
- 3D shapes & volume manipulation

Elementary Observations - STE

Strengths

- Measurement identification in an investigation
- Claims support using scientific evidence
- Outcome alteration through deliberate changes in investigations

Areas for Improvement

- Model creation to show evidence & reasoning
- Independent and dependent variables
- Investigation design improvement

Elementary Plan for Progress

- Use data to implement Multi-tiered Systems of Support to differentiate instruction and provide intervention
- Identify curriculum gaps and align with standards
- In general, our elementary students demonstrate strong foundational skills, but struggle with:
 - Multi-step problem solving
 - Higher-order thinking skills
 - Analytical thinking
 - Application of learning

We intend to enhance instruction by:

- Reducing teaching skills in siloes
- Providing more opportunities for integrated thinking and problem solving
- Integrating authentic learning experiences

Moving MERSD Forward

- Articulate & implement curriculum that is aligned to state standards and the Vision of the Graduate (student centered, authentic learning)
- Adjust instruction accordingly
- Continue to provide students with the skills and supports needed to become more independent learners
- Use Multi-tiered Systems of Support (MTSS) to providing equitable systems of support for student success
- Maximizing Tier I (The core)
 - Universal supports
 - Differentiation of instruction & learning tools
- Tier II
 - Short term targeted intervention
- Tier III
 - Long term interventions
 - Continue to strengthen i-Ready data collection, analysis, and instructional responses
- Develop plans for data chats with students
- Strengthen cross-curricular strategies with a focus on skill-based practice and inferential thinking

Looking Beyond Scores

Scores can identify areas where students need academic support and gaps in curriculum and instruction, but scores can also reflect non-academic barriers to learning

MERSD community will continue to work together to:

- Establish and foster an authentic PK-12 learning environment
- Build cultural competency
- Address chronic absenteeism
- Maintain a safe welcoming learning environments where all students and staff thrive
- Continued embed social-emotional learning and RULER

* Enhances ELA grades by 9% after one year and leads to an 11% gain on standardized tests after one year
(Source: RULER; Durlack, Weissberg, Dmnicki, Taylor, and Schellinger 2011)

District Appendix

2019-2022 MCAS Results

English Language Arts

Students meeting or exceeding expectations

Grade	2019	2021	2022	Change 19-21	Change 21-22	Change 19-22	Cohort 19-22
10	84%	82%	86%	-2	+4	+2	
8	65%	54%	49%	-11	-5	-16	-20
7	70%	49%	57%	-21	+8	-13	-22
6	62%	65%	65%	+3	0	+3	-6
5	69%	71%	69%	+2	-2	0	
4	79%	77%	57%	-2	-20	-22	
3	71%	72%	65%	-1	-7	-6	

Scaled Scores

English Language Arts

Average Composite Scaled Score 440-560

ELA Gr. 3-8	2019	2022	Number of students	Difference
All Students	509.0	504.3	548	-4.7
High Needs	496.3	491.3	180	-5
ELA High School				
All Students	517.8	514.5	90	-3.3
High Needs	499.8	503.5	25	+3.7

2019-2022 MCAS Results

Math

Students meeting or exceeding expectations

Grade	2019	2021	2022	Change 19-21	Change 21-22	Change 19-22	Cohort 19-22
10	81%	71%	76%	-10	+6	-4	
8	57%	48%	46%	-9	-2	-11	-14
7	66%	47%	67%	-19	+20	+1	-12
6	57%	46%	50%	-9	+4	-5	-12
5	60%	60%	70%	0	+10	+10	
4	79%	70%	67%	-9	-3	-12	
3	62%	45%	56%	-17	+11	-6	

Scaled Scores Math

Average Composite Scaled Score 440-560

Math Gr. 3-8	2019	2022	Number of students	Difference
All Students	505.9	504.1	548	-1.8
High Needs	490.2	491.8	179	+1.6
Math High School				
All Students	515.7	512.2	90	-3.5
High Needs	496.5	499.9	25	+3.4

2019-2022 MCAS Results

Science Technology Engineering

Students meeting or exceeding expectations

Grade	2019	2021	2022	Change 19-21	Change 21-22	Change 19-22	Cohort 19-22
10			65%				
8	58%	51%	59%	-7	+8	+1	-9
5	68%	72%	73%	+4	+1	+5	

Scaled Scores

Science Technology Engineering

Average Composite Scaled Score 440-560

STE Gr. 5 & 8	2019	2022	Number of students	Difference
All Students	506.4	507.0	205	+6
High Needs	494.5	499.	66	+4.5
Science High School				
All Students		513.2	84	
High Needs		501.8	23	

High School Appendix

High School Data Analysis Process

Annual review of MCAS

- Item analysis by Department Head of ELA, Math and STE

Annual review of AP score trends by course

- Item analysis of AP subject area by AP teacher

Review of curricular standards and curriculum maps

High School Comparison to Boston Magazine Top Ten and DART Schools

Yellow indicates DART School	2022 ELA MCAS	2022 MATH MCAS	2022 STE	2021 AP SCORES	2021 PARTICIPATION RATE	2021 - 2022 SAT WRITING	2022 SAT MATH
Weston	88	82	77	75	44	639	658
Winchester	90	84	83	86	26	638	651
Hingham	91	82	81	86	25	612	611
Manchester Essex	87	75	75	78	35	613	605
Wayland	84	83	81	92	26	647	650
Acton Boxborough	89	90	86	94	26	663	688
Wellesley	83	84	74	82	29	640	650
Lincoln Sudbury	81	78	73	94	17	625	641
Dover Sherborn	83	83	87	94	33	643	645
Masconomet	82	74	63	84	20	580	579
Littleton	85	78	78	83	22	606	589
Hamilton Wenham	77	77	68	62	27	614	598
Lynnfield	80	70	70	67	33	586	586
Cohasset	77	67	64	62	45	604	577
Ipswich	76	71	65	77	22	598	585
Lunenburg	68	63	67	76	38	582	582
Medway	70	71	80	63	36	582	577
Sutton	76	63	56	55	25	558	553
Old Rochester	74	69	72	67	33	572	564
Tynsboro	59	59	64	68	21	568	577
Wilmington	72	66	58	63	34	578	568

DESE MCAS excludes out of district students at the school reporting level

2022 STE Notes – Schools vary in which test is offered and grade level that is administered. Biology was new test based on 2016 standards

AP Notes – Schools vary in access to program, requirement to take the test, etc.

AP Score is test takers scoring 3 or above (College Board and DESE Standard)

AP Participation Rate – Percentage based on total school population (9-12) - MERHS grade 11 and 12 participation was 67%

SAT Scores – Difficult to identify student demographic/grade level

MCAS SCORE OVERVIEW

	% Meeting/ Exceeding	% not meeting/partically meeting	Average Score	Average Score High Needs
**Grade 10				
English	87	13	514.8	503.9
Mathematics	75	25	512.4	499.7
Science & Tech / Bio	75	25	513.2	501.8
** Grade 10 is school based data only				

2021 AP Scores

Subject Totals	1	2	3	4	5	Total Exams
2-D Art and Design			7	7	3	17
3-D Art and Design				1		1
Biology		13	21	11	10	55
Calculus AB	1	2	5	2	9	19
Chemistry	1		2	6	2	11
Comp Govt	20	4	11	6	1	42
Computer Science A	1		3	1	1	6
English Lang	2	6	16	12	4	40
English Lit			8	2	1	11
Environmental Science		6	3	6	1	16
French		1	1	4		6
Macroeconomics		1				1
Microeconomics		1				1
Physics 1	1	6	10	1	1	19
Physics C: Mechanics			2	8	1	11
Psychology	1	4	7	13	13	38
Spanish Lang		3	9	5		17
Spanish Lit			6	4	3	13
Statistics			1	5	9	15
US Govt	2	1	3	2	6	14
United States History	5	7	13	11	4	40
Total	27	55	128	107	69	393
Total w/o Comp Govt	7	51	117	101	68	351

2022 AP SCORES

Subject Totals	1	2	3	4	5	Total Exams
2-D Art and Design			15	23	2	40
Biology		2	8	7	4	21
Calculus AB		3	4	3	6	16
Chemistry			9		1	10
Comparative	23	5	9	3	1	41
Computer Science A	2	2	5	1	4	14
Engl Comp		9	18	16	4	47
Engl Lit		1	4	10	4	19
Environmental Science		4	6	6	6	22
French		2	4	1		7
Spanish Lit				1		1
Physics 1	4	8	4	3	1	20
Physics : Electrical	1					1
Physics C: Mechanics	2	3	8	3	1	17
Psychology	4		4	10	6	24
Spanish			6	5	1	12
Statistics			1	1		2
United States	1	4	7	8	10	30
United States History	4	14	11	9	5	43
Totals	41	57	123	110	56	387
Totals w/o Comp Govt	18	52	114	107	55	346

Middle School Appendix

Middle School Data Analysis Process

Vertical teams of Teachers and Department Chairs review both Fall 2022 i-Ready diagnostic data and spring 2022 MCAS data

Data-review protocols include reviewing and responding to:

- Domain-specific data sets by grade-level & content (i-Ready Diagnostic)
- Students' current skill strengths and deficits (i-Ready Diagnostic)
- Item Analysis Summary (MCAS)
- Student-specific proficiency scores (MCAS)
- Student writing samples (MCAS)

And Developing:

- Instructional responses to the domain-specific and item-analysis data
- Multi-tiered instructional strategies to support students based on progress markers

Middle School Comparative DART Data

Comparable Schools Overview

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

School Name	2022 Enrollment				2022 Next Gen MCAS								
					% Meeting or Exceeding Expectations					Growth average SGP			
	Total Enrollment #	Low Income %	SWD %	ELL %	Grades 3-8		Grade 10		Grades 5 and 8	Grades 3-8		Grade 10	
					ELA	Math	ELA	Math		ELA	Math	ELA	Math
Andover-Wood Hill Middle School*	366	13.1	16.9	1.6	67%	68%			71%	49	49		
Douglas-Douglas Middle School*	274	24.8	18.6	0.4	38%	41%			40%	46	52		
Franklin-Horace Mann*	364	11.5	18.4	0.3	51%	51%			56%	42	46		
Georgetown-Georgetown Middle School*	203	15.8	18.7	0.0	46%	32%			51%	46	41		
Hamilton-Wenham-Miles River Middle*	379	11.1	21.4	0.8	70%	63%			71%	56	50		
Ipswich-Ipswich Middle School*	360	18.3	18.6	1.4	61%	57%			55%	61	59		
Longmeadow-Glenbrook Middle*	337	13.4	16.9	0.3	59%	56%			68%	54	63		
Longmeadow-Williams Middle*	311	9.0	20.3	0.0	58%	58%			66%	51	53		
Manchester Essex Regional-Manchester Essex Regional Middle School*	283	12.4	18.4	0.7	58%	56%			60%	53	52		
Nashoba-Hale*	278	9.0	23.4	1.4	62%	61%			76%	51	45		
Sutton-Sutton Middle School*	301	14.6	18.6	0.7	48%	48%			65%	51	53		

MCAS Score Overview

Grade 6:

Content	Meeting & Exceeding	Partially/Not Meeting
English Language Arts	65%	36% (9%*)
Math	50%	50% (9%*)

Grade 7:

Content	Meeting & Exceeding	Partially/Not Meeting
English Language Arts	57%	43% (5%*)
Math	67%	33% (5%*)

**% of students not meeting expectation*

MCAS Score Overview

Grade 8:

Content	Meeting & Exceeding	Partially/Not Meeting
English Language Arts	49%	51% (*8%)
Math	46%	54% (*9%)
Science, Technology & Engineering	59%	41% (*6%)

**% of students not meeting expectation*

i-Ready Data Overview

Grade	Content	Mid/Above Grade Level	Early Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
6	Reading	46%	18%	22%	6%	8%
6	Math	18%	34%	37%	6%	5%
7	Reading	35%	26%	18%	8%	14%
7	Math	16%	28%	32%	4%	20%
8	Reading	41%	26%	17%	4%	12%
8	Math	35%	17%	29%	10%	10%

[i-Ready graphs](#)

Middle School Observations - ELA

MCAS: Total of 31 questions and 4 literary and/or comparative essays

Performance by Standard:

Grade	Overall	Essay Questions	Multiple Choice Questions	Language	Reading	Writing
6	60%	42%	77%	68%	75%	36%
7	61%	46%	75%	71%	74%	38%
8	65%	51%	78%	73%	78%	42%

i-Ready:

64% of students at or above grade level schoolwide

- 53% of students on the cusp of grade-level
- 17% of students need targeted, focused instruction to reach grade level

Middle School Observations - Math

MCAS: 31 questions; combination of multiple choice, short answer, and constructed response

Performance by Standard:

Grade	Overall	Constructed Response	Short Answer	Selected Response	E/E	Geo	R & P	S & P	NS
6	51%	16%	9%	29%	49%	43%	66%	46%	50%
7	60%	58%	50%	67%	53%	45%	68%	72%	60%
8	54%	43%	53%	59%	57%	56%	FNCT	42%	54%
							56%		

i-Ready:

- 50% of students at or above grade level schoolwide
- 33% of students on the cusp of grade-level
- 18% of students need targeted, focused instruction to reach grade level

NOTE: 67% of students needing targeted instruction (Reading & Math) have already been identified as ELL, on individualized education plans, in small group instruction and/or specialized programs

Middle School Observations - STE

MCAS: 41 questions; *combination of multiple choice and constructed response*

Performance by Standard:

Grade	Overall	Constructed Response	Selected Response	Earth & Space	Life	Phys	Tech & Eng.	Sci. Prac.
8	59%	56%	60%	64%	58%	49%	63%	59%

Elementary Appendix

Elementary Data Analysis Process

Elementary School

MCAS

- Annual review of item analysis by Principal, MTSS team, and teachers
- Annual gap analysis of curricular standards and existing instructional materials

i-Ready

- Trimester analysis of i-Ready data by MTSS team and teachers
- Data used to inform tiered interventions

MCAS: ELA - Spring 2022

Grade 3 MCAS Data (Spring 2022)

Grade	Content	Meeting/Exceeding	Partially/Not Meeting
3 (<i>current grade 4</i>)	ELA	65%	34% (1%*)
3 (<i>current grade 4</i>)	MATH	56%	44% (4%*)

Grade 4 MCAS Data (Spring 2022)

Grade	Content	Meeting/Exceeding	Partially/Not Meeting
4 (<i>current grade 5</i>)	ELA	57%	43% (7%*)
4 (<i>current grade 5</i>)	MATH	67%	33% (7%*)

Grade 5 MCAS Data (Spring 2022)

Grade	Content	Meeting/Exceeding	Partially/Not Meeting
5 (<i>current grade 6</i>)	ELA	69%	30% (3%*)
5 (<i>current grade 6</i>)	MATH	70%	30% (4%*)
5 (<i>current grade 6</i>)	STE	73%	27% (3%*)

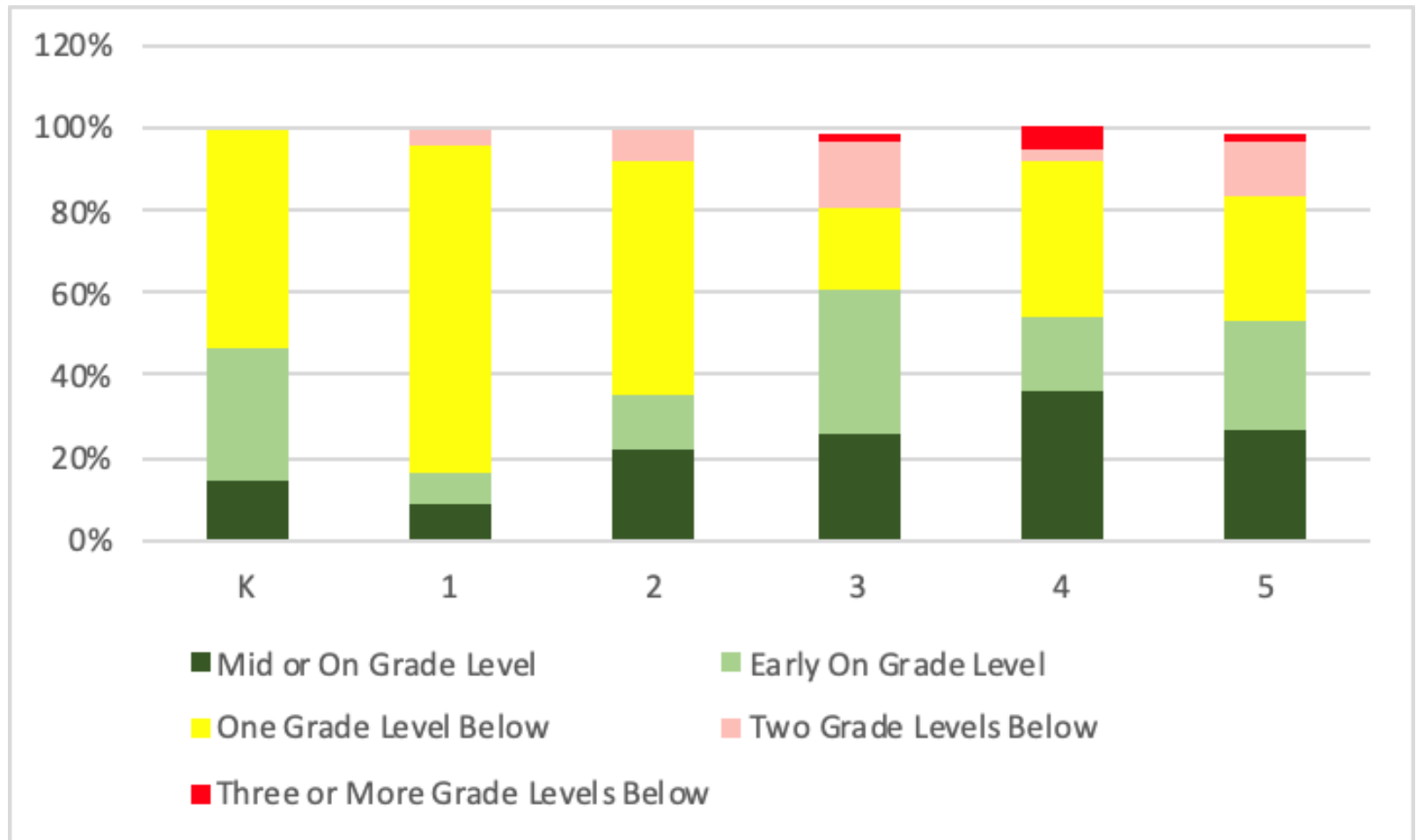
**% of students not meeting expectations*

MCAS DART Comparison: ELA

*Note: Some comparable schools do not have grade 5

EES	Gr3-5* ELA	MMES	Gr. 3-5 ELA
North Andover-Kittredge*	70	Wellesley-Hunnewell*	78
Berlin-Boylston-Berlin Memorial School	63	Hingham-Plymouth River*	72
North Attleborough-Falls	60	MERSD-Manchester Memorial Elementary*	72
Northborough-Lincoln Street	59	Reading-Alice M Barrows*	62
Pelham-Pelham Elementary	55	Hamilton-Wenham-Winthrop	61
MERSD - Essex Elementary	53	North Andover-Franklin*	59
Stoneham-Colonial Park	52	Reading-Wood End Elementary School*	59
Foxborough-Charles Taylor*	49	Scituate-Hatherly Elementary*	57
Tewksbury-North Street*	48	Reading-Birch Meadow*	55
Tewksbury-Louise Davy *	47	Pentucket-Dr John C Page	51
Hampden-Wilbraham-Soule	41	Berlin-Boylston-Boylston Elementary School*	46

i-Ready: Fall 2022 - Reading



MCAS: Math - Spring 2022

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5 (<i>current grade 6</i>)	STE	73%	27% (3%*)

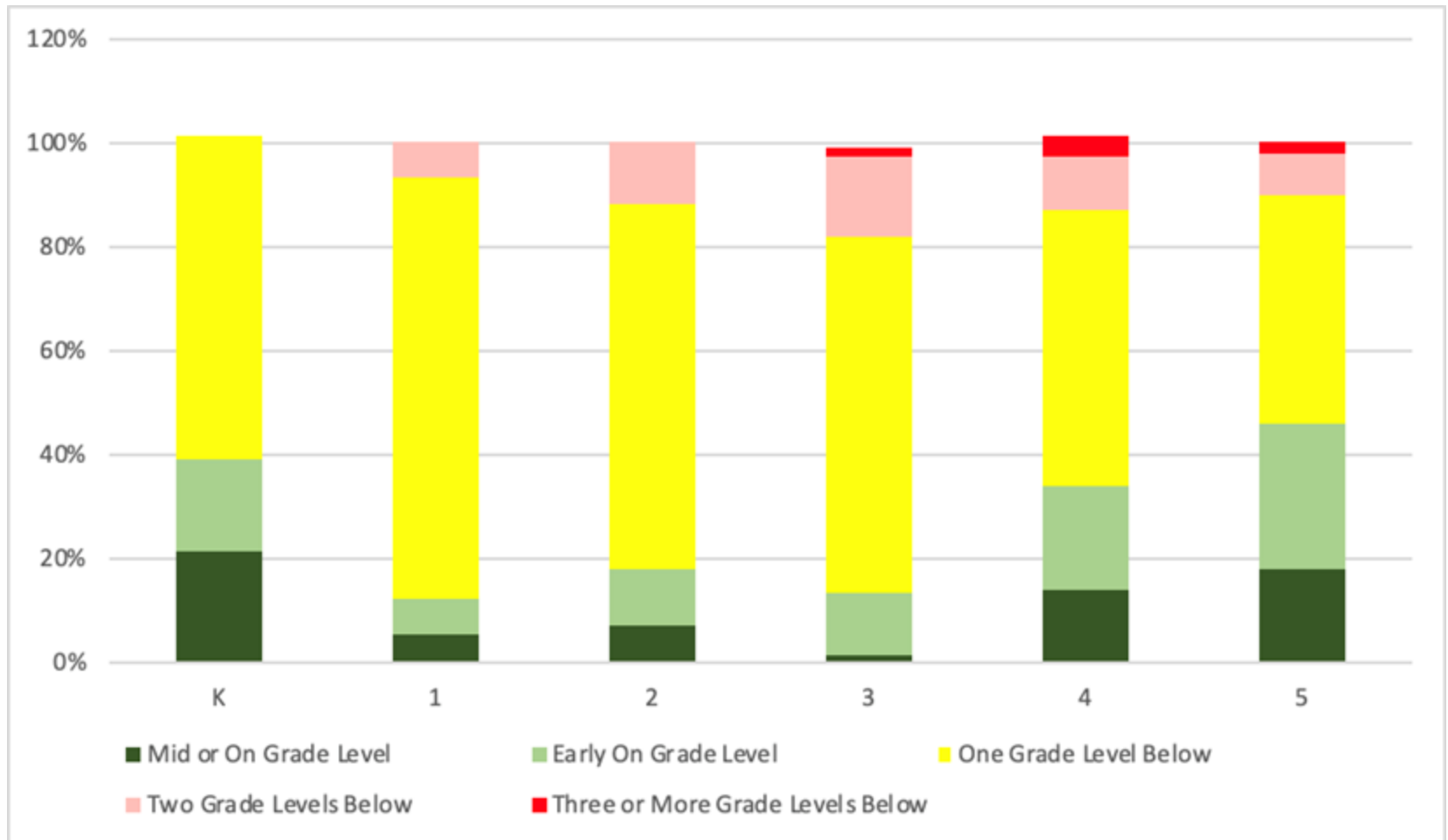
**% of students not meeting expectations*

MCAS DART Comparison: MATH

EES	Gr. 3-5* MATH
North Andover-Kittredge*	78
Berlin-Boylston-Berlin Memorial School	64
Northborough-Lincoln	64
North Attleborough-Falls	63
Pelham-Pelham Ele	62
<i>MERSD -Essex Elementary</i>	<i>61</i>
Foxborough-Charles Taylor*	58
Stoneham-Colonial Park	49
Tewksbury-North Street*	47
Hampden-Wilbraham-Soul	41
Tewksbury-Louise Davy*	40

MMES	Gr. 3-5 MATH
Wellesley-Hunnewell*	84
Hingham-Plymouth River*	72
North Andover-Franklin*	71
<i>MERSD-Manchester Memorial Elementary*</i>	<i>68</i>
Hamilton-Wen-Winthrop	61
Reading-Alice M Barrows*	59
Reading-Wood End Elementary School*	59
Berlin-Boylston-Boylston Elementary School*	58
Scituate-Hatherly	58
Reading-Birch Meadow*	52
Pentucket-Dr John C Page	50

i-Ready: Fall 2022 - Math



MCAS: Science - Spring 2022

Grade 3 MCAS Data (Spring 2022)

Grade	Content	Meeting/Exceeding	Partially/Not Meeting
3 (<i>current grade 4</i>)	ELA	65%	34% (1%*)
3 (<i>current grade 4</i>)	MATH	56%	44% (4%*)

Grade 4 MCAS Data (Spring 2022)

Grade	Content	Meeting/Exceeding	Partially/Not Meeting
4 (<i>current grade 5</i>)	ELA	57%	43% (7%*)
4 (<i>current grade 5</i>)	MATH	67%	33% (7%*)

Grade 5 MCAS Data (Spring 2022)

Grade	Content	Meeting/Exceeding	Partially/Not Meeting
5 (<i>current grade 6</i>)	ELA	69%	30% (3%*)
5 (<i>current grade 6</i>)	MATH	70%	30% (4%*)
5 (<i>current grade 6</i>)	STE	73%	27% (3%*)

**% of students not meeting expectations*

MCAS DART Comparison: STE

EES	STE
Pelham-Pelham Elementary	80
Stoneham-Colonial Park	65
Northborough-Lincoln Street	64
<i>MERSD-Essex Elementary</i>	<i>59</i>
North Attleborough-Falls	56
Hampden-Wilbraham-Soule Road	54
Berlin-Boylston-Berlin Memorial School	45
Foxborough-Charles Taylor Elementary	
North Andover-Kittredge	
Tewksbury-Louise Davy Trahan	
Tewksbury-North Street	

MMES	STE
Berlin-Boylston-Boylston Elementary School*	53
Hamilton-Wenham-Winthrop	65
Hingham-Plymouth River*	67
<i>MERSD-Manchester Memorial Elementary*</i>	<i>78</i>
North Andover-Franklin*	55
Pentucket-Dr John C Page	54
Reading-Alice M Barrows*	66
Reading-Birch Meadow*	65
Reading-Wood End Elementary School*	84
Scituate-Hatherly Elementary*	89
Wellesley-Hunnewell*	82

Comparables Appendix

DART Districts

Assessment	MERSD	Berlin Boylston	Douglas	Dover Sherborn	Georgetown	HW	King Phillip	Littleton	Masco/ Tri Town	North Reading	Sutton
GRADE 03 - ELA	65	63	47	69.5	52	63	61	64	65	60	45
GRADE 03 - MATH	56	74	36	63.5	44	49	59	57	44	62	31
GRADE 04 - ELA	57	50	33	57.5	42	54	51	55	50	67	32
GRADE 04 - MATH	67	59	26	74	51	57	51	50	53	68	44
GRADE 05 - ELA	69	49	48	67	53	59	50	48	64	74	33
GRADE 05 - MATH	70	49	16	71	42	56	46	49	60	79	28
GRADE 05 - SCIENCE&TECH/ENG	73	49	45	68	47	58	53	62	69	82	39
GRADE 06 - ELA	65	59	46	75	48	72	53	58	57	55	42
GRADE 06 - MATH	49	62	48	71	50	62	72	43	64	65	55
GRADE 07 - ELA	58	53	24	68	47	62	48	57	62	58	51
GRADE 07 - MATH	67	52	29	73	28	64	53	53	61	61	36
GRADE 08 - ELA	49	66	42	71	45	74	49	53	58	76	49
GRADE 08 - MATH	46	56	43	69	35	59	43	45	56	63	50
GRADE 08 - SCIENCE&TECH/ENG	59	71	39	73	52	70	57	56	66	65	64
GRADE 10 - ELA	86	80	70	82	63	74	72	81	81	65	71
GRADE 10 - MATH	76	79	49	82	57	74	58	74	73	67	58
GRADE 10 - SCIENCE&TECH/ENG	75	78	66	86	67	66	65	76	62	65	55

*Chart shows percentage of students Meeting/Exceeding Expectations
DART District are DESE selected comparables based on school district structure, student demographics, and community financial profile.*

District Data may differ from school based due to the inclusion of MERSD students assigned to out of district placements

Cape Ann Districts

Assessment	MERSD	Beverly	Danvers	Gloucester	Georgetown	HW	Ipswich	Masco/ TriTown	Newburyport	Lynnfield	Pentucket	Triton
GRADE 03 - ELA	65	47	45	51	52	63	67	65	61	61	54	47
GRADE 03 - MATH	56	45	44	39	44	49	64	44	56	71	40	30
GRADE 04 - ELA	57	48	42	33	42	54	39	50	44	62	40	43
GRADE 04 - MATH	67	63	54	38	51	57	42	53	28	74	38	44
GRADE 05 - ELA	69	47	47	41	53	59	46	64	51	59	38	44
GRADE 05 - MATH	70	43	48	35	42	56	33	60	39	59	46	37
GRADE 05 - SCIENCE&TECH/ENG	73	53	35	43	47	58	54	69	48	64	45	50
GRADE 06 - ELA	65	49	40	31	48	72	57	57	51	47	55	57
GRADE 06 - MATH	49	49	36	39	50	62	53	64	44	35	49	46
GRADE 07 - ELA	58	36	37	30	47	62	66	62	60	58	45	48
GRADE 07 - MATH	67	28	28	23	28	64	57	61	43	72	54	35
GRADE 08 - ELA	49	36	36	39	45	74	57	58	33	70	54	40
GRADE 08 - MATH	46	27	27	29	35	59	58	56	35	79	54	37
GRADE 08 - SCIENCE&TECH/ENG	59	31	48	41	52	70	54	66	43	65	57	51
GRADE 10 - ELA	86	55	61	44	63	74	75	81	70	79	71	60
GRADE 10 - MATH	76	46	47	40	57	74	70	73	65	69	56	47
GRADE 10 - SCIENCE&TECH/ENG	75	50	52	38	67	66	65	62	71	69	62	45

Chart shows percentage of students Meeting/Exceeding Expectations

District Data may differ from school based due to the inclusion of MERSD students assigned to out of district placements

Boston Globe Top Ten

Assessment	MERSD	Acton Boxborough	Dover Sherborn	Hingham	Lincoln Sudbury	Littleton	Wayland	Wellesley	Weston	Winchester
GRADE 03 - ELA	65	68	69.5	71	66.5	64	73	72	83	73
GRADE 03 - MATH	56	56	63.5	65	59.5	57	79	78	77	65
GRADE 04 - ELA	57	63	57.5	72	56	55	64	69	67	70
GRADE 04 - MATH	67	65	74	76	63	50	76	78	74	73
GRADE 05 - ELA	69	61	67	72	61.5	48	65	69	67	70
GRADE 05 - MATH	70	55	71	71	65.5	49	69	69	70	70
GRADE 05 - SCIENCE&TECH/ENG	73	66	68	76	72	62	71	69	68	76
GRADE 06 - ELA	65	72	75	77	61.5	58	66	79	74	66
GRADE 06 - MATH	49	77	71	75	61.5	43	76	65	73	74
GRADE 07 - ELA	58	63	68	74	60	57	74	75	73	64
GRADE 07 - MATH	67	78	73	62	58	53	72	68	76	65
GRADE 08 - ELA	49	66	71	71	74	53	72	68	79	70
GRADE 08 - MATH	46	81	69	52	68.5	45	71	67	77	63
GRADE 08 - SCIENCE&TECH/ENG	59	75	73	62	72.5	56	76	72	83	73
GRADE 10 - ELA	86	87	82	90	81	81	84	82	88	89
GRADE 10 - MATH	76	87	82	81	78	74	82	83	87	83
GRADE 10 - SCIENCE&TECH/ENG	75	85	86	80	73	76	80	73	77	82

*Chart shows percentage of students Meeting/Exceeding Expectations
High Performing District comparables based on Boston Magazine annual best schools list.*

District Data may differ from school based due to the inclusion of MERSD students assigned to out of district placements