# MERSD Annual District Data Review

Fall, 2025

## MERSD Vision

MERSD, with the partnership and support of member communities, will provide educational opportunities and resources so that all students can realize their individual, unique, and highest potential, achieve academic excellence, value integrity and honesty, and become intellectually curious and critical thinkers.

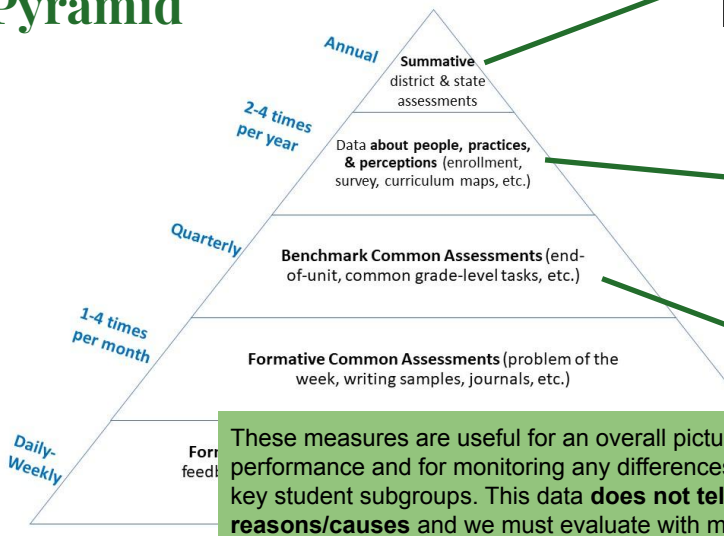
# District Takeaways

- MERSD **Strategic Plan Priorities are well aligned** with where we need to go to improve student achievement across data measures (focus on tier 1 instruction, centering student voice, and building safe, engaging, and inclusive environments.)
- While the district shows continued areas of strength in achievement and growth, we also **struggle to resolve areas of underperformance**.
- Efforts around Strategic Priorities 2 (SEL) and 3 (Inclusive Culture) are yielding positive results. All MERSD Schools are showing multi-year **significant improvements in attendance trends.** Overall ratings of School Climate & Safety continue to showcase **our schools are safe, engaging, and inclusive.**
- By the time MERSD students reach the end of their K-12 MERSD experiences, district data trends over time show **strengths in our Culminating Data** *(Seal of Biliteracy, AP, MCAS, graduation & post-grad, etc.)*

# District Questions to Consider:

- How can we ensure of **integrity of curriculum implementation & high quality resources** and support professional development and training while honoring teacher expertise?
- What next steps are needed to increase and enhance **Universal Design for Learning (UDL)** to ensure effective instruction for all students?
- What are we doing to expand **Multi-Tiered Systems of Support,** both in building educator understanding, while also developing consistent and sound structures of student supports?
- How do we **better communicate to our MERSD community** about the connections between strategic initiatives 1, 2, and 3 to student outcomes and achievement?

# Educational Data Pyramid




SAT

AP CollegeBoard Advanced Placement Program

MASSACHUSETTS COMPREHENSIVE ASSESSMENT SYSTEM

dese Accountability

WIDA ACCESS for ELLs

Enrollment

ATTENDANCE

YRBS Youth Risk Behavior Survey

VOCAL

DIAL-4

i-Ready

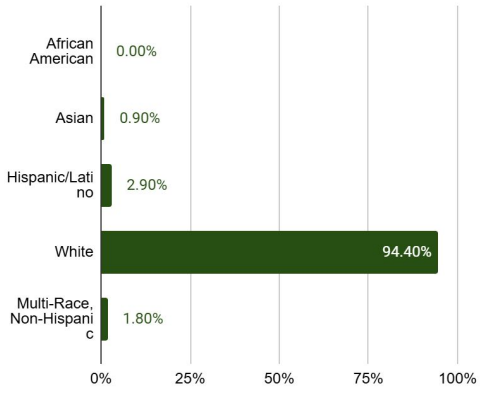
These measures are useful for an overall picture of school & district performance and for monitoring any differences in outcomes among key student subgroups. This data **does not tell us the underlying reasons/causes** and we must evaluate with multiple measures, context, & implementation information to make informed decisions.

# MERSD Student Population

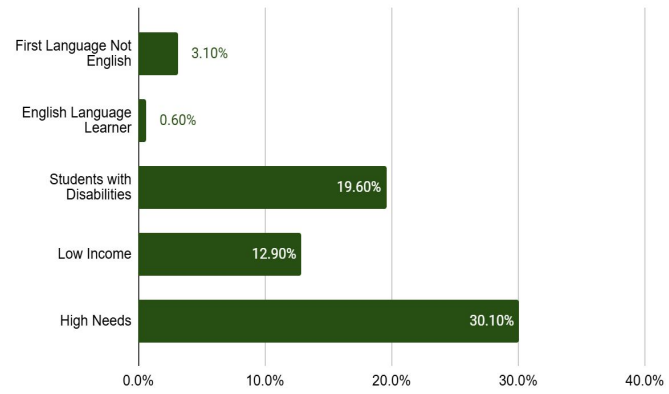
**Enrollment**

**1,190**

## Student Race & Ethnicity 2024-25

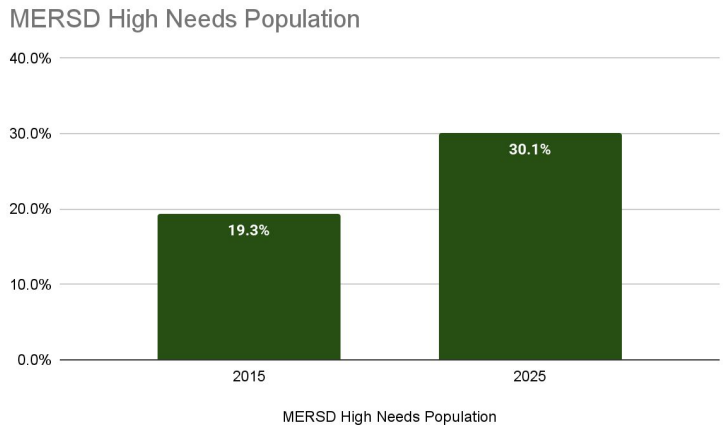



## Selected Populations 2025




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

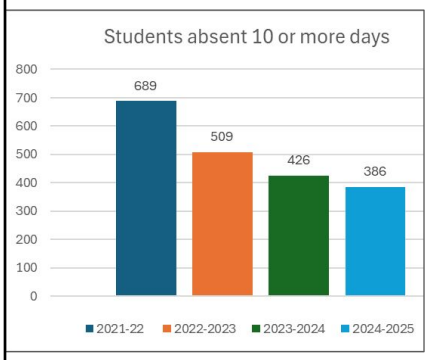
# MERSD Student Population: 10 year change



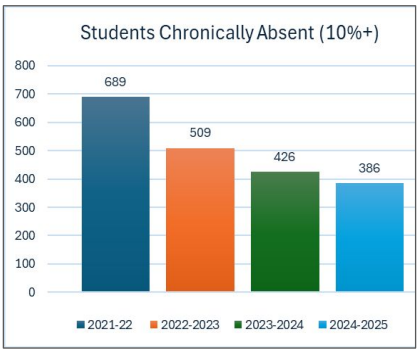

**High Needs:** Students are included in high needs if they are designated as either low income, EI/former EI, or a student with disabilities.

**30% = 358 students**

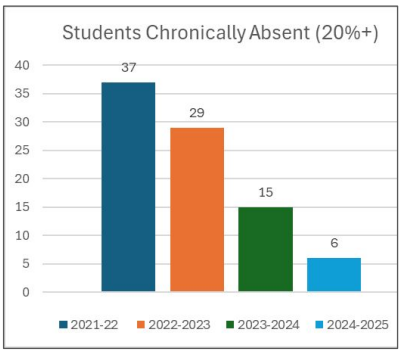
# Attendance




**Students absent 10 or more days**

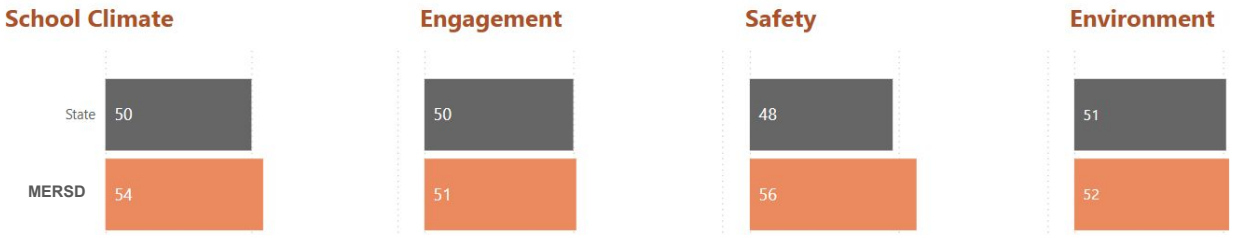



**Students chronically absent: 10% or more**




**Chronically absent: 20% or more**

# Views of Climate and Learning (VOCAL) Data Overview




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

*An index scaled score is a composite measure that summarizes student responses across several content-related items.*

**Items:**

➔ Item-level response data shown as a percentage of student responses "Always True" or "Mostly True"

# Views of Climate and Learning (VOCAL) Data Overview




***(Select Responses)***

**STRENGTHS:**

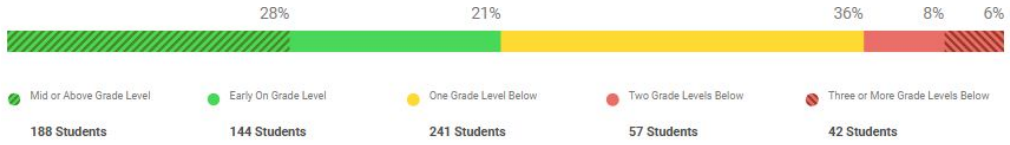
- ➔ 99%: My teachers promote respect among students. *(state: 91%)* **MERHS**
- ➔ 98%: Students are open to having friends who come from different backgrounds (for example, friends from different races, cultures, family incomes, or religions, or friends of a different sex, or sexual orientation). *(state: 92%)* **MERMS**
- ➔ 98%: School rules are fair for all students.*(state: 83%)* **MEMORIAL**
- ➔ 98%: I get the chance to take part in school events (for example, science fairs, art or music shows). *(state: 87%)* **ESSEX ELEM**

**AREAS FOR IMPROVEMENT:**

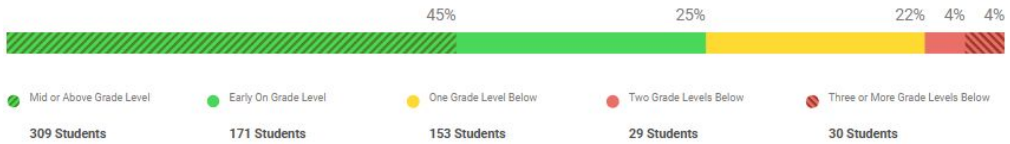
- ➔ 46%: *The level of pressure I feel at school to perform well is unhealthy. *(state: 43%)* A lower percentage on this item indicates a safer climate* **MERHS**
- ➔ 34%: In my classes, my teachers use students' interests to plan class activities. *(state: 52%)* **MERMS**
- ➔ 53%: My teachers use my ideas to help my classmates learn. *(state: 72%)* **MEMORIAL**
- ➔ 33%: When I am home, I like to learn more about the things we are learning in school. *(state: 38%)* **ESSEX ELEM**

# i-Ready, K-8 Reading, 2024-25

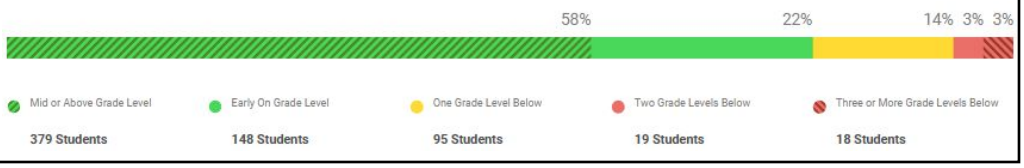
## Fall




## Winter



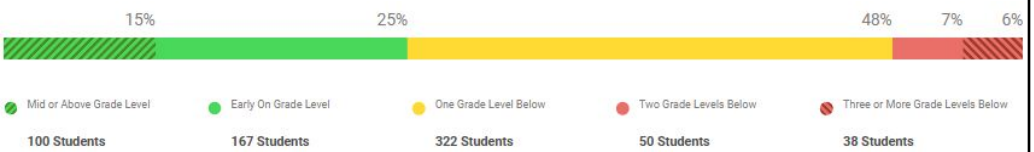

## Spring



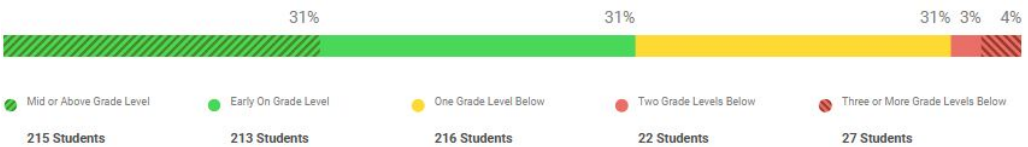

*8th grade does not participate in spring assessment, slightly skewing the data

# i-Ready, K-8 Math, 2024-25

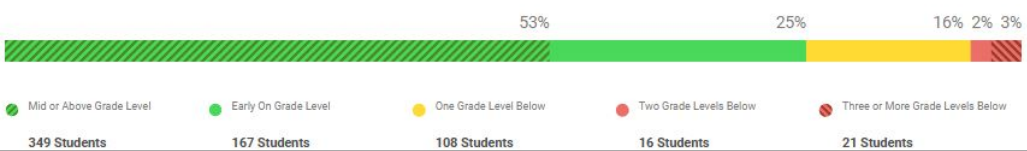
## Fall




## Winter




## Spring

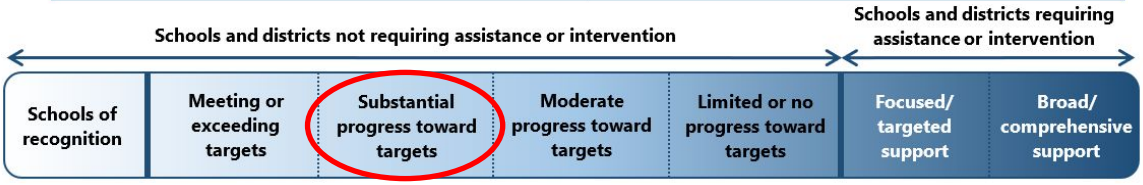



*8th grade does not participate in spring assessment, slightly skewing the data

# Accountability

Overall progress toward improvement targets

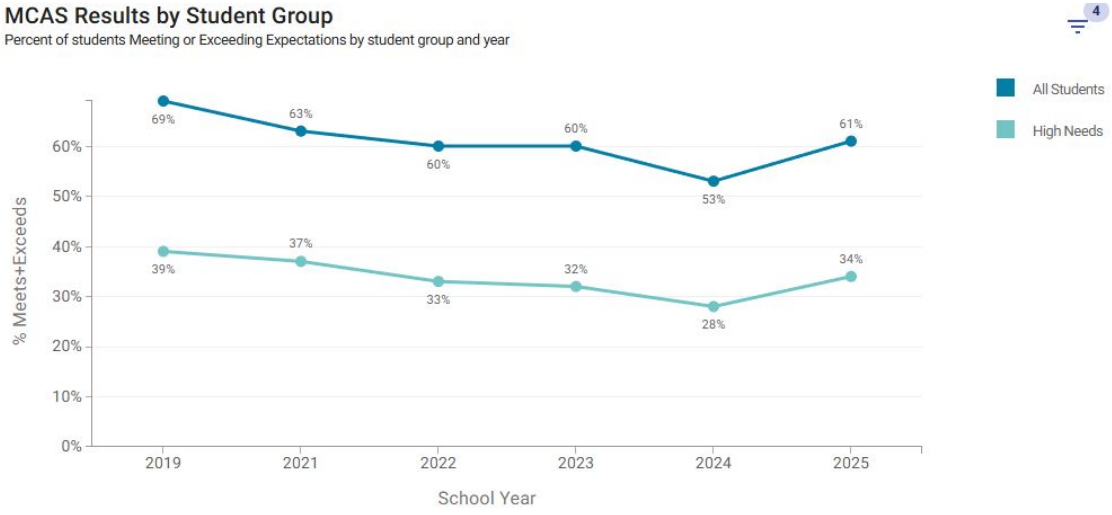
| | 2024 | 2025 |
|---|---|---|
| Annual criterion-referenced target percentage | 57% | 51% |
| Weight | 40% | 60% |
| **Cumulative Criterion-referenced target percentage** (2024 x 40%) + (2025 x 60%) | 53% | |
| | Substantial progress toward targets | |



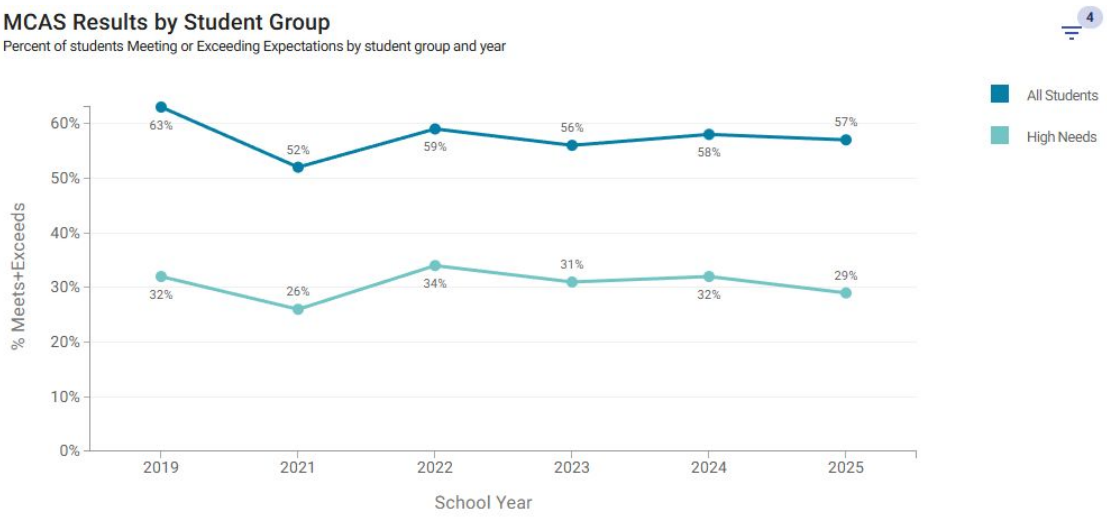

| School | Accountability Information | Criterion-referenced target percentage | School accountability percentile |
|---|---|---|---|
| Manchester Essex Regional High School | School of Recognition | 64% | 88 |
| Manchester Essex Regional Middle School | Not requiring assistance or intervention | 61% | 81 |
| Essex Elementary | Not requiring assistance or intervention | 53% | 59 |
| Manchester Memorial Elementary | Not requiring assistance or intervention | 71% | 88 |

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

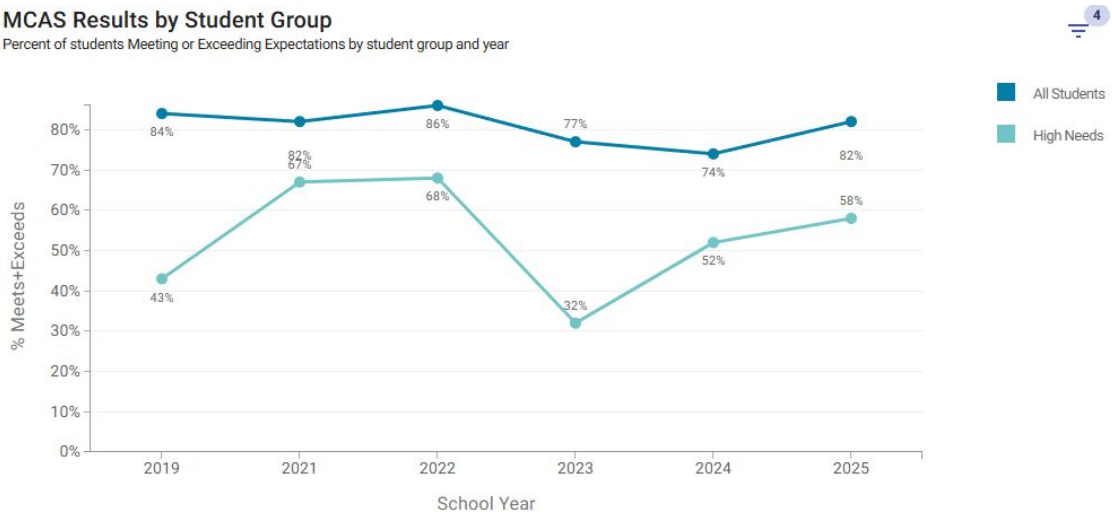
# MCAS Trends: ELA gr. 3-8



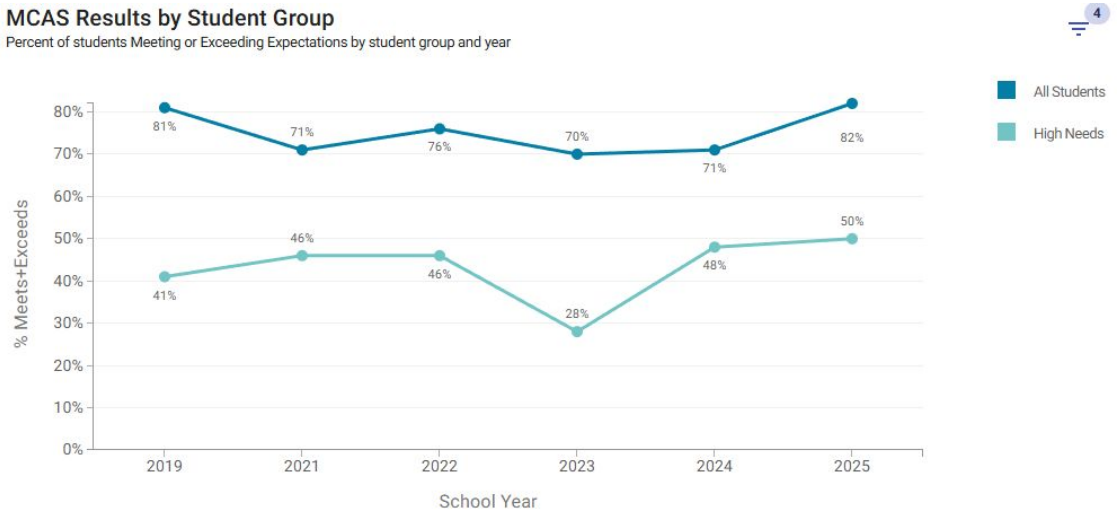
# MCAS Trends: MATH gr. 3-8




# MCAS Trends: ELA gr. 10



# MCAS Trends: MATH gr. 10




# Advanced Placement

- 23 students earned AP Scholar
- 20 students earned AP Scholar with Honors
- 39 students earned AP Scholar with Distinction

## MERSD Courses: *(In-district, in-person)*




## Virtual & In-District:

12 tests were taken by students enrolled in courses outside of MERSD Program of Studies. This data shows those test results included.



# Seal of Biliteracy

## Class of 2025:

- 21 graduates from class of 2025 awarded seal of biliteracy
- 8 of the 21 received the biliteracy seal with distinction

The State Seal of Biliteracy is an award provided by state approved districts that recognizes high school graduates who attain high functional and academic levels of proficiency in English and a world language in recognition of having studied and attained proficiency in two or more languages by high school graduation. Our vision is to help students recognize the value of their academic success and see the tangible benefits of being bilingual.

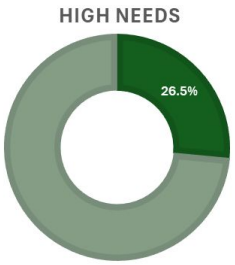


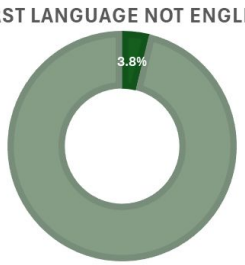
# MERHS

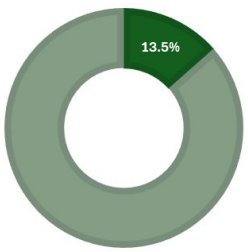
**Grades Served**
9-12

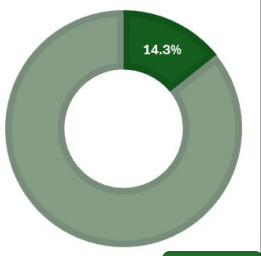
**Attendance**
95.1%

Enrollment: 392



# High School: Strengths



- Named 2025 School of Recognition by DESE for MCAS growth and achievement
- High growth for all students and students identified by DESE as “lowest performing” through targeted support and consistent monitoring
- Emphasis on scaffolding and coaching led to increased participation and success among IEP/504 test takers
- Students seeking academically rigorous challenges continue to show high rates of participation and mastery of content
- MCAS
    - Professional collaboration and curriculum efforts supported student performance measured by increases in exceeded expectations in both math and ELA, meeting expectations increases in biology

# High School: Areas for Growth



- Students identified by DESE as “lowest performing” subgroup had low results on MCAS achievement levels (*earning 0-1 points for achievement in accountability measures)* signaling deeper need for Tier 1/Tier 2 instructional support
- Data shows challenges in multi-step problem solving and written reasoning across content areas
    - Strengthen core instruction and skill transfer including critical thinking and problem solving skills.
- Student voice in VOCAL data indicates lack of connection between classwork and the real world. We will provide more opportunities to deepen interdisciplinary work to address the authenticity of work.



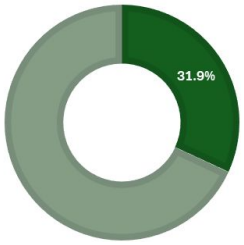
# MERMS

**Grades Served**
6-8

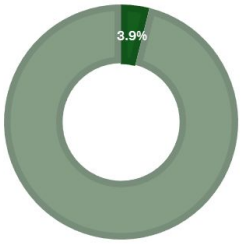
**Attendance**
95.1%

Enrollment: 279

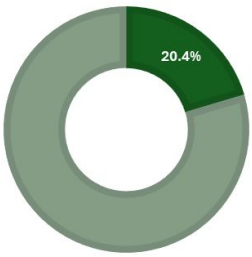
HIGH NEEDS



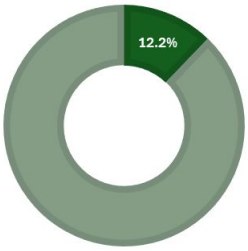

FIRST LANGUAGE NOT ENGLISH




STUDENTS WITH DISABILITIES




LOW INCOME






# Middle School: Strengths

- Spring 2025 MCAS data shows increase from previous year in scores for writing in 6th and 8th grades and high growth in student subgroups in ELA (indicating a positive outcome from focused writing instruction in grades 6 & 8)
- Instruction in the middle school supports student's individual learning and growth. Student growth (SGP) across "all students" and students identified as "lowest performing" met or exceeded district targets in both ELA and Math for the middle school
- Strong instructional alignment to state frameworks indicated by student performance on new civics MCAS assessment exceeding state results.
- Middle school efforts around Strategic Priorities 2 & 3 outcomes:
    - VOCAL data shows MS implementation of SEL approaches *(ongoing SEL approaches within the teaching and learning environment, regular review of RULER and school charter/Synthesized in exploratory curriculum)*
    - Inclusive and diverse school culture- Increased inventory of diverse book choices in 7th grade/Performance of Terezin for 7th and 8th grades.

# Middle School: Areas for Growth



- **Math**-MCAS-Below target in achievement categories
  - Analyze data with intent to identify goals that target standards strategies in all three grades.
- **Curriculum & Instruction-** Content-focused work around **<u>alignment</u>**
  - Support curriculum work in each department in regards to standard alignment and scope and sequence development
  - Integration of UDL to ensure all learners have access to grade-level instruction
  - Collaboration between special education and general education around student supports
- **Attendance**-MCAS data-met target/ need to improve in student subgroups
  - Examine student attendance data to determine attendance patterns from previous grades, and create earlier and increased outreach to parents about attendance concerns.
  - Monitor SEL and Ruler practices to improve impact and outreach.




# Essex Elementary

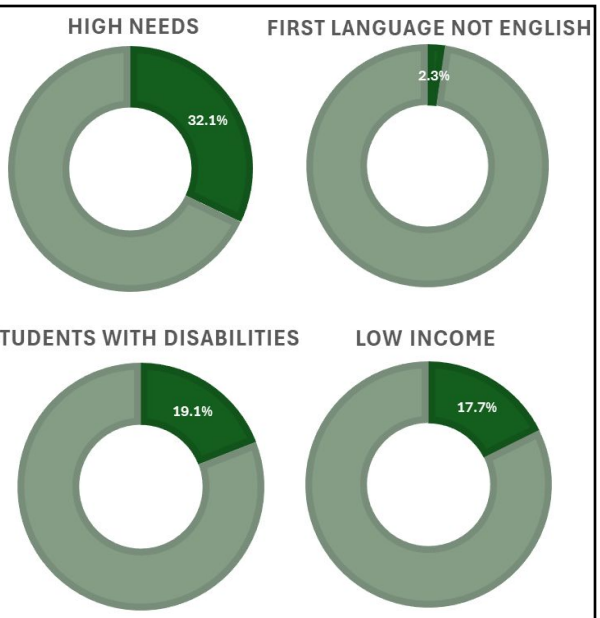
**Grades Served**

**K-5**

**Attendance**

**95.4%**

Enrollment: 215



# Essex: Strengths




- Math
  - 3rd: Explicit modeling, use of manipulatives, and consistent fluency practice have built a strong foundation, resulting in students' solid understanding of basic operations.
  - 4th: Conceptual number talks, hands-on exploration, and targeted small-group instruction have led to students' success in recognizing patterns and using place value.
  - 5th: Structured problem-solving routines and authentic tasks have increased proficiency in multi-step and data-based problem solving, promoting transfer and critical thinking.
- ELA
  - 3rd: Explicit vocabulary instruction has led to students' strengthened understanding and use of vocabulary and text features
  - 4th: Guided reading discussions and modeling of higher order thinking have led to increased student proficiency and analyzing point of view.
  - 5th: An intentional focus on close reading and structured book groups has strengthened students' ability to use text evidence and analyze language.
- VOCAL
  - Intentional work around SEL and fostering a sense of belonging has led to strong student self-reports on the VOCAL survey, with students unanimously sharing that teachers care about them, are proud of them, and that they are happy to be at school.

# Essex: Areas for Growth




- **Math**
  - Constructed/Open Response: Need more opportunities to verbalize mathematical thinking and connect multiple representations (models, equations, words)
  - Geometry: Limited conceptual exposure and vocabulary development may reflect less instructional time or emphasis compared to other strands.
  - Number & Operations in Base 10 (Gr 3&5): Gaps suggest inconsistent depth of instruction around place value and multi-digit reasoning, potentially linked to pacing.
- **ELA**
  - Comprehension (Literature): Need for explicit instruction in author's craft and theme development beyond literal understanding
  - Responding to Reading: Need for consistent routines for text-dependent questions and writing about reading (i.e. using correct evidence to support response).
  - Thesis and Structure: Increase focus on consistent scaffolds for planning, organization, and revision across grades
- **Attendance**
  - Lowest Performing students dropped from 4/4 points to 1/4 points, suggesting chronic absenteeism may be impacting academic growth for our most vulnerable learners. Need stronger family outreach and engagement strategies

**Action Plan:**

- Increase range of Title 1 services to upper grades and math (formerly only focused on early literacy)
- Explicit coaching goals/focus areas at each grade level
  - Math: Fluency, constructed/open response questions, using data to differentiate instruction, geometry vocab incorporated through year
  - ELA: Writing: Idea development, structure and prompt analysis
- Ignite Reading- foundation of phonological and phonemic awareness at Grades 1-3.
- Strengthen Tier 1 practices: Focus on maximizing instructional time, fidelity to curriculum/grade level standards, and common instructional routines
- Professional development: "Literacy Launch" through Hill for Literacy. Focus on instructional practices (oral read alouds, word blending routines)

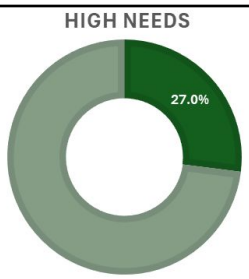


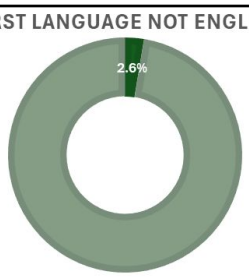
# Manchester Memorial Elementary

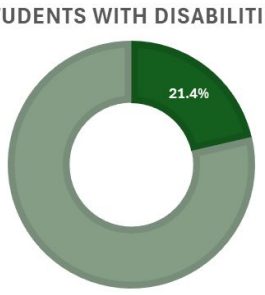
**Grades Served**
preK-5

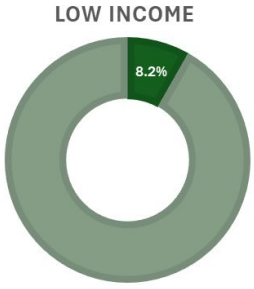
**Attendance**
94.9%

Enrollment: 304




## Memorial: Strengths



**DESE Accountability:** Memorial School's accountability status (*Substantial Progress Toward Targets*) reflects steady improvement across multiple measures and highlights effective use of data-informed instruction, targeted supports, and high-quality curriculum materials.

**Targeted Improvement:** Increases in students Meeting or Exceeding Expectations in Grade 3 ELA, Grade 3 Math, and Grade 4 ELA show positive movement in foundational literacy and numeracy, supported by coherent instructional planning and intervention structures.

**ELA Strengths:** Student performance in language, vocabulary, and reading comprehension suggests that Memorial's emphasis on early literacy skill development and evidence-based practices is yielding improved outcomes across classrooms.

**Math Strengths:** Performance in core math and literacy domains (language/vocabulary/reading and number sense/operations/algebraic thinking) suggests that students are building the conceptual foundations necessary for long-term success in literacy and mathematics. i-Ready results reinforce this trajectory and signal effective and consistent, evidence-based instructional practices across classrooms.

**STE Strengths:** Student achievement in Earth's Place in the Universe, Earth and Human Activity, and Biological Evolution reflects the impact of hands-on, inquiry-based instruction that strengthens scientific reasoning and application of core concepts.

# Memorial: Areas for Growth



Applied Problem Solving and Multi-Step Reasoning - Scores on constructed response items, essay/writing, geometry, and measurement/data suggest that students need more practice interpreting complex questions, applying knowledge in unfamiliar contexts, and demonstrating multi-step thinking—skills emphasized on next-generation assessments.

**Overall Focus:** Memorial will continue to strengthen students' ability to communicate their understanding in writing across content areas. Coaching Residencies and Principal observations/coaching will emphasize the writing process, stamina, and response development as core instructional priorities.

**ELA:** Analysis of MCAS results indicates a need to improve performance in *Constructed Response*, *Essay*, and *Writing*. The instructional focus will be on expanding opportunities for students to develop written communication, refine their craft, and respond to text-based prompts with clarity and depth.

**Mathematics:** Growth areas include *Constructed Response*, *Geometry*, and *Measurement and Data*. The Math Growth Plan will emphasize reasoning and explanation—helping students articulate their mathematical thinking both verbally and in writing while deepening number sense and conceptual understanding.

**Science, Technology & Engineering:** Performance in *Constructed Response* tasks indicates a need to enhance students' ability to communicate scientific understanding and apply concepts in written and verbal formats. Instructional plans will prioritize discourse and evidence-based explanations of scientific reasoning.

**Action Plan:**

- SIP Goal: Implement data-driven, embedded *Coaching Residencies* targeting identified areas for growth in i-Ready and MCAS data.
    a. Continue schoolwide emphasis on increasing writing stamina, complexity, and craft.
    b. Conduct targeted question analyses to unpack multi-step problem-solving and comprehension demands.
    c. Develop explicit constructed response strategies across subjects.
- Leverage the **"Ignite Reading" DESE Grant** to further strengthen foundational literacy instruction.

## District Takeaways

- MERSD **Strategic Plan Priorities are well aligned** with where we need to go to improve student achievement across data measures (focus on tier 1 instruction, centering student voice, and building safe, engaging, and inclusive environments.)
- While the district shows continued areas of strength in achievement and growth, we also **struggle to resolve areas of underperformance**.
- Efforts around Strategic Priorities 2 (SEL) and 3 (Inclusive Culture) are yielding positive results. All MERSD Schools are showing multi-year **significant improvements in attendance trends.** Overall ratings of School Climate & Safety continue to showcase **our schools are safe, engaging, and inclusive.**
- By the time MERSD students reach the end of their K-12 MERSD experiences, district data trends over time show **strengths in our Culminating Data** *(Seal of Biliteracy, AP, MCAS, graduation & post-grad, etc.)*

## District Questions to Consider

- How can we ensure of **integrity of curriculum implementation & high quality resources** and support professional development and training while honoring teacher expertise?
- What next steps are needed to increase and enhance **Universal Design for Learning (UDL)** to ensure effective instruction for all students?
- What are we doing to expand **Multi-Tiered Systems of Support,** both in building educator understanding, while also developing consistent and sound structures of student supports?
- How do we **better communicate to our MERSD community** about the connections between strategic initiatives 1, 2, and 3 to student outcomes and achievement?

# New MCAS: Civics 8th grade

Field tested last year, 2025 was first year fully operational. 2 days: (1) End-Of Course Session

**Read and examine the source. Then answer the question.**

The following timeline outlines a town's plan to build a new school.

| Date | Action |
|---|---|
| November 2017 | A town proposes a project to build a new school. |
| December 2018 | The town creates a proposed construction plan and budget. |
| January 2019 | A town meeting is held to discuss the project with the community. |
| March 2019 | A special town election is held at polling locations. |
| February 2020 | Construction on the school begins. |
| September 2022 | The new school opens. |

Select one part of the timeline where middle school students could have had the most direct involvement in the decision-making process.

| Date | Action |
|---|---|
| November 2017 | A town proposes a project to build a new school. |
| December 2018 | The town creates a proposed construction plan and budget. |
| January 2019 | A town meeting is held to discuss the project with the community. |
| March 2019 | A special town election is held at polling locations. |
| February 2020 | Construction on the school begins. |
| September 2022 | The new school opens. |

The following text describes the U.S. Supreme Court case *Tinker v. Des Moines*.

> In the 1960s, students at a public school in Des Moines, Iowa, wore black armbands in school to protest the Vietnam War. As a result, the students were suspended from school. Their parents then sued the school. The case went to the Supreme Court, which ruled in favor of the students.

Which of the following parts of the U.S. Constitution **best** supports the Supreme Court's decision in this case?

Hide All

- (A) the commerce clause, because it allows students to purchase armbands
- (B) the First Amendment, because it provides protections for free speech
- (C) the elastic clause, because it enables schools to create new rules to protect students
- (D) the Fifth Amendment, because it protects the rights of individuals to assemble peacefully

# New MCAS: Civics 8th grade

Field tested last year, 2025 was first year fully operational. 2 days: (1) State Performance Task

Source 1 | Source 2

Source 3

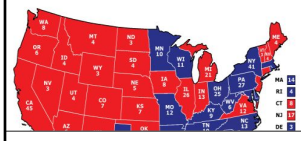
The following tables and map show the results of the 1976 congressional and presidential elections.

**Members of U.S. Congress by Political Party Based on the 1976 Election Results**

| Political Party | House of Representatives | Senate |
|---|---|---|
| Democratic | 292 | 61 |
| Republican | 143 | 38 |
| Independent | 0 | 1 |

**1976 Presidential Election Results**

| Candidate | Political Party | Electoral Votes | Popular Votes |
|---|---|---|---|
| Jimmy Carter | Democratic | 297 | 40,825,839 |
| Gerald Ford | Republican | 240 | 39,147,770 |



The following table shows some of the states that Gerald Ford and Jimmy Carter visited during the 1976 presidential campaign and the number of times they visited each state.

| State | Number of Visits | |
|---|---|---|
| | Gerald Ford | Jimmy Carter |
| Florida (FL) | 1 | 4 |
| Michigan (MI) | 4 | 3 |
| Texas (TX) | 1 | 9 |
| Virginia (VA) | 1 | 2 |

Using the information in Source 3, explain one reason it was important for the candidates to visit different states during the presidential campaign.

Maximum number of characters: 1000 || Characters remaining: 1000

**This question has four parts.**

A group of students gathered in front of city hall to protest budget cuts to the school's music department. Students brought instruments, microphones, and speakers. They started playing music to show support for the school's music department.

A city official approached one of the students, and they had the following conversation.

> **Official:** Protests that make loud noise require a city permit by law. Does your group have a permit?
>
> **Student:** I did not know that we needed a permit. Since our actions are peaceful, we want to continue protesting.
>
> **Official:** It is after 8:00 p.m., and many people that live in the area are complaining about the loud noise your group is making. You can come back to protest on another day when your group has a permit to do so.
>
> **Student:** Tonight is the city council meeting where the school's music department budget will be voted on. It is important that we continue to protest now. We will apply for a permit if we protest again.
>
> **Official:** The fine for protesting without the required permit is $500.00. Your group will be required to pay the fine or appear in court to argue your case if you continue to protest tonight.

**Part A**

Some students in the group thought that a law requiring a permit to protest restricted individual rights.

Explain why this law might restrict individual rights.

**Part B**

Based on the principle of the common good, some students in the group thought that the government should require a permit to protest.

Explain why a law requiring a permit to protest might support the common good.

**Part C**

Explain why democratic governments need to balance individual rights with the common good.

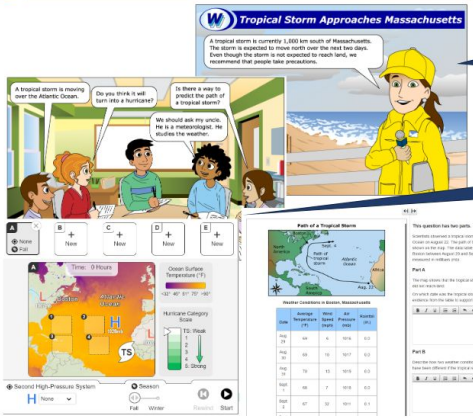
**Part D**

The students decide that they want to change the law requiring a permit to protest.

Describe one action, besides protesting, that the students could take to promote changing the law.

# Coming next year Updated MCAS: STE (gr.5 & 8)

The look and feel of tasks is intended to be more engaging and relevant for students while modeling authentic science.




Illustrating phenomena in the real world

Students are setting up experiments and analyzing data



Students need to develop written arguments and explanations

**Slide from DESE- a preview shared at a content leader network**

**These are dated examples (shared in 2021-22 for preview)**

**Field test in 2025 and 2026 for a full implementation scheduled for 2027.**

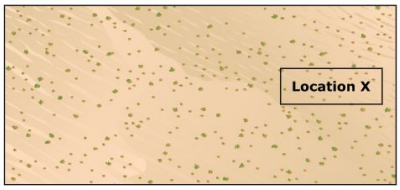
**Will not yet impact HS STE test.**

# Coming next year Updated MCAS: STE (gr.5 & 8)

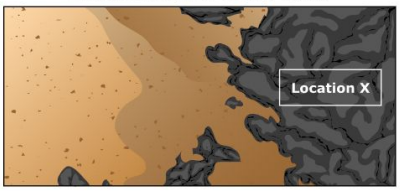
Lava Flow | Simulation

Volcanic eruptions around 1,000 years ago resulted in the formation of dark rocks in the desert. The images show what scientists think the desert looked like 1,200 years ago and what it looks like today.

**Overhead View of Desert 1,200 Years Ago**




**Overhead View of Desert Today**




**This question has two parts.**

Compare the image of the desert before the volcanic eruptions at Location X with the image of the desert today. Scientists think that gray mice and tan mice existed before the volcanic eruptions.

**Part A**

Determine whether there would have been more gray mice or more tan mice at Location X 1,200 years ago. Then determine whether there would be more gray mice or more tan mice at Location X today.

1500

**Part B**

Explain how the process of natural selection **most likely** affected the fur color of the mice at Location X during the generations that followed the volcanic eruption.

1500

**STE Performance Tasks will ask students to show their understanding in a range of ways and engage in tech-based responses including simulations, data generating, videos, and more.**




# Strategic Priority 1: Authentic Learning

*Establish and foster an authentic Pre-K-12 learning environment.*

# Strategic Priority 2: Social Emotional Learning

*Integrate social emotional learning into all aspects of the school day.*

# Strategic Priority 3: Inclusive Culture

*Celebrate and nurture an inclusive and diverse school culture that recognizes the contributions and uniqueness of all individuals.*

## Strategic Priorities 1, 2, & 3 Work Together to Improve Instruction and Student Achievement

MERSD's Strategic Priorities 1, 2, and 3 are intentionally braided to strengthen teaching and learning: authentic curriculum and performance-based tasks (P1) drive rigor and relevance, SEL/MTSS structures (P2) ensure students are ready and supported to learn, and UDL/inclusive practices (P3) remove barriers so all students can access and demonstrate mastery. Together, they create strong core instruction, supportive learning environments, and universally designed lessons that increase engagement, persistence, and growth. This integrated approach improves educator practice and leads to measurable gains in student achievement across learner groups.



# District Next Steps

- Shared district-wide focus on curriculum and instruction
- Internal accountability:
  - Observation/Feedback cycles
  - Walkthroughs
  - Observations of instructional practices
  - Monitoring of integrity of curriculum implementation *(scope & sequence, resource alignment, content-standards, etc.)*
- Continued data cycle analysis with increased emphasis on ACTION STEPS and measuring effectiveness






MERSD Strategic Plan Overview

**Mission**

*The Mission of the Manchester Essex Regional School District (MERSD) is to provide a high quality, comprehensive, student-centered educational experience that prepares them for a post-secondary educational or service experience, a career, and life as an engaged member of society.*

**Vision**

*MERSD, with the partnership and support of member communities, will provide educational opportunities and resources so that all students can realize their* individual, unique, and *highest potential, achieve academic excellence, value integrity and honesty, and become intellectually curious and critical thinkers.*

**Core Values**

**Student Centered**

We believe schools must establish a safe environment that supports the development of all students. Schools must engage all aspects of a child's development, including knowledge, a sense of self, emotional well-being, physical health, and skills and strategies to negotiate an ever-changing and unpredictable world.

**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 to and ability to extend the skills beyond the academic core to include experiential learning, the arts, cultural awareness, and physical and social emotional health.

**Equity**

We believe our schools must strive to create a just and equitable environment that respects individual differences and the diversity of our communities, country, and world.

**Family & Community Partnerships**

Schools are a reflection of their communities. We believe that providing a quality education that prepares our students for an unpredictable world is a shared responsibility, fostered by partnerships among the schools, families, educational non-profits, businesses and the community-at-large.

**Resources**

We believe the District and our community partners should collaborate to provide the necessary funding to equip our students with the essential critical thinking, analytic, communication, and problem-solving skills they need to be productive, contributing members of our local and global communities and deliver on the promise of our students' potential.

**Vision of the Graduate**

| | | |
|---|---|---|
| Empathetic Global Citizen<br>Responsible Collaborator | Effective Communicator<br>Critical Thinker<br>Personally Accountable | Social/Emotional Awareness<br>Innovative and Creative |

**Theory of Action**

***If we***

*Keep students at the center of decision making and practice*
*Cultivate a collaborative and inclusive culture*
*Articulate the relationship between social emotional well-being and student achievement*
*Engage in two-way communication with our community*

***Then…***

*Students will realize their* individual, unique, and *highest potential, achieve academic excellence, value integrity and honesty, and become intellectually curious and critical thinkers.*

**Strategic Priorities**

| | | |
|---|---|---|
| *Establish and foster an authentic Pre-K-12 learning environment.* | *Integrate social emotional learning into all aspects of the school day.* | *Celebrate and nurture an inclusive and diverse school culture that recognizes the contributions and uniqueness of each learner.* |
| *Maintain a sustainable multi-year operational budget and capital improvement plan.* | | |

# Appendix

Information offered in the Appendix is intended to reflect the complexity and diversity of the population we serve, data points across measures, and provide a more detailed view of information about our schools and district.

# Unpacking Next Steps

## How can we raise expectations of integrity of curriculum implementation & high quality resources and support professional development and training while honoring teacher expertise?

- Increased routine of data analysis, action planning, and monitoring at district, school, and local levels
- Utilize meetings, trainings, and PD to articulate expectations for MERSD authentic learning experiences with shared understanding of what it is and what it looks like.
- Embed regular routines of student input and feedback to inform curriculum and instruction planning
- Integrate Vision of the Graduate skills with classroom opportunities, with emphasis on real-world connections
- Differentiated Professional Learning Opportunities
    - Instructional Coaches
    - Content-Focused PD: Standards alignment, Pedagogy Training, Curriculum Implementation
    - Professional Partnerships with focus on content and instruction practices
    - Professional Networks

## How can we raise expectations of integrity of curriculum implementation & high quality resources and support professional development and training while honoring teacher expertise?

- Strengthen core instruction and skill transfer including critical thinking and problem solving skills through PD, curriculum implementation, and observation/feedback routines
- Deepen interdisciplinary work to address the authenticity of work.
- Strengthen Tier 1 practices: Focus on maximizing instructional time, fidelity to curriculum/grade level standards, and common instructional routines
- Implement data-driven, embedded Coaching Residencies or coaching focus areas targeting identified areas for student achievement and growth
- Increase student opportunities to interpret complex questions, apply knowledge in unfamiliar contexts, and demonstrate multi-step thinking

## What next steps are needed to increase and enhance Universal Design for Learning (UDL) to ensure effective instruction for all students?

- Establish UDL as a district-wide instructional expectation,
- Assess current staff knowledge and training in UDL
- Provide differentiated professional development for staff at varying levels of familiarity with UDL
- Observation and feedback routines with specific focus on instructional practices that are inclusive and engage UDL components
- Curriculum Mapping components include UDL components of Engagement (the why of learning), Representation (the what of learning), and Action & Expression (the how of learning) in order to address the diversity of our learners
- Curriculum Review cycles to examine areas of improvement in accessible curriculum resources

## What next steps are needed to increase and enhance Universal Design for Learning (UDL) to ensure effective instruction for all students?

- Evaluate instructional materials for bias and inequities to ensure inclusive student learning experiences
- Training to build use of AI resources for Educators to enhance UDL within lessons, units, and assessments
- Ensure all identified teachers are SEI-endorsed.
- Coaching for all teachers with MLL students supporting integration of SEI strategies into daily instruction.

## What are we doing to expand Multi-Tiered Systems of Support, both in building educator understanding, while also developing consistent and sound structures of student supports?

- Inclusive Practices training/PD to supporting learners with diverse profiles, including but not limited to: Special Education, MLL, high needs students through high leverage instructional moves, formative and summative data use, and technology integration.
- Collaboration between special education, MTSS interventionists, and general education around student supports
- Leverage the “Ignite Reading” DESE Grant to further strengthen foundational literacy instruction
- Expanding district access to data to increase data accessibility and timely responses

## What are we doing to expand Multi-Tiered Systems of Support, both in building educator understanding, while also developing consistent and sound structures of student supports?

- Codifying research-based practices to ensure consistent experiences in academic MTSS gr. K-5
- Expand data-driven MTSS intervention routines and resources at middle school
- Begin to build MTSS interventions at high school level including systems, structures, data use, intervention resources, and more
- Begin developing a PreK–12 SEL scope and sequence (“integration plan”) that articulates tier 1 learning experiences and expectations across grade bands.
- Build a foundation for a district-wide data system/process to identify and monitor students in need of SEL/mental health supports.

# Data Sets



# MERHS

# High School Enrollment



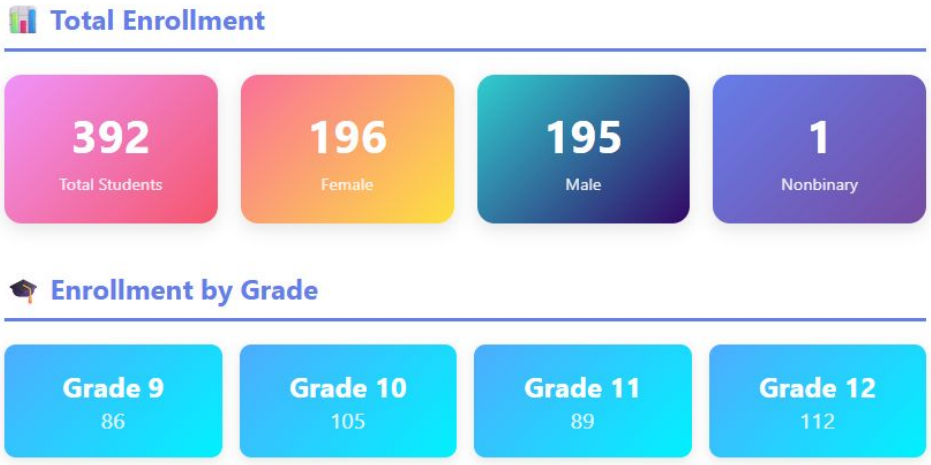

# High School Demographics/Enrollment *(as of 2024-25)*

Selected Populations (2024-25)

| Title | % of School | % of District | % of State |
|---|---|---|---|
| High Needs | 26.5 | 30.1 | 55.8 |
| English Learners | 0.5 | 0.6 | 13.9 |
| First Language Not English | 3.3 | 3.1 | 27.2 |
| Low Income | 14.3 | 12.9 | 42.1 |
| Students with Disabilities | 13.5 | 19.6 | 20.6 |

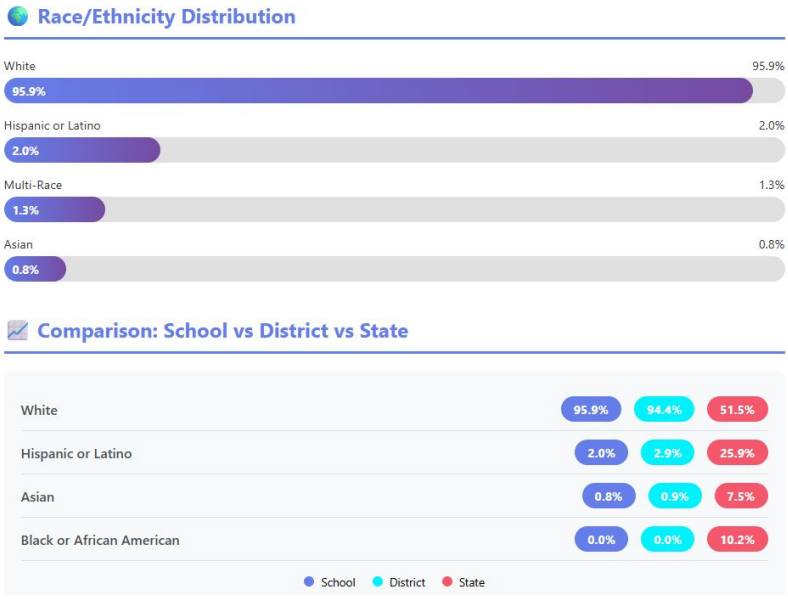
| Student Attendance (2024-25) - End of Year | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Attendance Rate | Average # of Absences | Absent 10 or more days | Chronically Absent (10% or more) | Chronically Absent (20% or more) | Unexcused > 9 days |
| All Students | 95.1 | 8.6 | 28.8 | 9.9 | 1.5 | 6.6 |

# High School Demographics/Enrollment *(as of 2024-25)*




Infographic made with Claude.ai on 10/21/25


# High School Demographics/Enrollment *(as of 2024-25)*



Infographic made with Claude.ai on 10/21/25

School Profile 2025-2026

# 2025 Class/SAT & ACT

## Class of 2025 Future Plans

Number of graduates: 112
Our graduates entered 66 post-secondary institutions in 22 states, District of Columbia, Scotland, and Ireland

Continuing full-time education: 88.3%
4-year college: 86%
Other postgraduate school: 4.5%
Work/Military/Other: 11.6%

**Class of 2025 SAT Data**

| Section | Mean |
|---|---|
| Evidence Based Reading/Writing | 648 |
| Mathematics | 625 |
| *Composite* | 1273 |

**Class of 2025 ACT Data**

| Section | Mean |
|---|---|
| English | 29.8 |
| Mathematics | 26 |
| Reading | 29.8 |
| Science | 26.2 |
| *Composite* | 27.8 |

# High School Accountability

Accountability Information

| Overall classification | Not requiring assistance or intervention |
|---|---|

| Reason for classification |
|---|
| School of Recognition |

| Progress toward improvement targets | Accountability percentile |
|---|---|
| 64% - Substantial progress toward targets | 88 |

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

Overall progress toward improvement targets

| | 2024 | 2025 |
|---|---|---|
| Annual criterion-referenced target percentage | 71% | 59% |
| Weight | 40% | 60% |
| **Cumulative Criterion-referenced target percentage** (2024 x 40%) + (2025 x 60%) | 64% | |
| | Substantial progress toward targets | |

https://profiles.doe.mass.edu/accountability/report/school.aspx?linkid=31&orgcode=06980510&orgtypecode=6&

# High School Accountability

2025 Points awarded

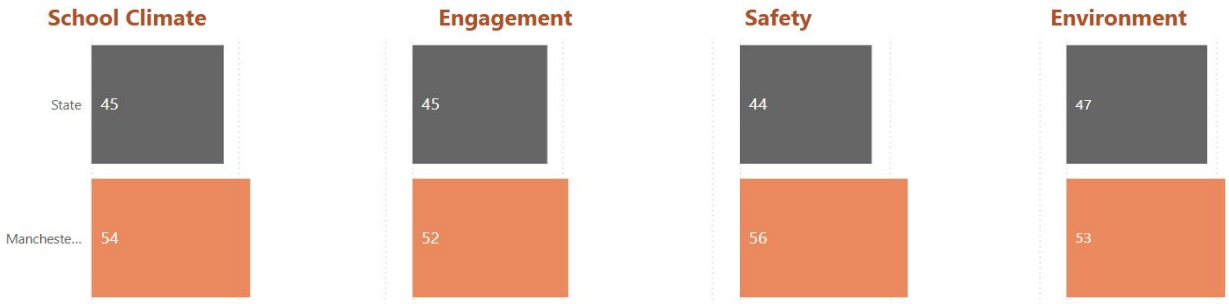
| 2025 Progress toward improvement targets | | | | | | | |
|---|---|---|---|---|---|---|---|
| Indicator | | All students (High school grades) | | | Lowest performing students (High school grades) | | |
| | | Points earned | Total possible points | Weight % | Points earned | Total possible points | Weight % |
| Achievement | English language arts achievement | 4 | 4 | - | 0 | 4 | - |
| | Mathematics achievement | 4 | 4 | - | 1 | 4 | - |
| | Science achievement | 4 | 4 | - | 0 | 4 | - |
| | **Achievement total** | **12** | **12** | **47.5** | **1** | **12** | **67.5** |
| Growth | English language arts growth | 4 | 4 | - | 3 | 4 | - |
| | Mathematics growth | 2 | 4 | - | 3 | 4 | - |
| | **Growth total** | **6** | **8** | **22.5** | **6** | **8** | **22.5** |
| High school completion | Four-year cohort graduation rate | 4 | 4 | - | - | - | - |
| | Extended engagement rate | 4 | 4 | - | - | - | - |
| | Annual dropout rate | 4 | 4 | - | - | - | - |
| | **High school completion total** | **12** | **12** | **20.0** | - | - | - |
| Progress toward attaining English language proficiency | **English language proficiency total** | - | - | - | - | - | - |
| Additional indicators | Chronic absenteeism | 4 | 4 | - | 3 | 4 | - |
| | Advanced coursework completion | 4 | 4 | - | - | - | - |
| | **Additional indicators total** | **8** | **8** | **10.0** | **3** | **4** | **10.0** |
| Weighted total | | 10.3 | 10.7 | - | 2.3 | 10.3 | - |
| Percentage of possible points | | 96% | | - | 22% | | - |
| **2025 Annual criterion-referenced target percentage** | | 59% | | | | | |

https://profiles.doe.mass.edu/accountability/report/school.aspx?linkid=31&orgcode=06980510&orgtypecode=6&

# DART Comparative Schools for High School

| | In-District Enrollment (2024-25 year) | | | | MCAS | | |
|---|---|---|---|---|---|---|---|
| | Total # | English Learners % | Low Income % | Students with Disabilities % | GR. 10 ELA % E/M | GR. 10 Math % E/M | GR. 10 SCI % E/M |
| Cohasset - Cohasset HS | 381 | 0.3 | 7.3 | 13.9 | 86 | 77 | 78 |
| Hamilton-Wenham Reg'l High | 448 | 0.2 | 8.7 | 15.2 | 82 | 75 | 75 |
| Harvard - Bromfield HS | 328 | 1.2 | 9.5 | 10.1 | 88 | 81 | 78 |
| Ipswich - Ipswich High | 447 | 2 | 19 | 15.2 | 75 | 70 | 64 |
| Littleton - Littleton High | 482 | 0.4 | 7.9 | 13.3 | 75 | 74 | 83 |
| Lunenburg - Lunenburg High | 452 | 2.2 | 21.9 | 10.6 | 58 | 53 | 46 |
| Manchester Reg'l HS | 392 | 0.5 | 14.3 | 13.5 | 82 | 82 | 76 |
| Mendon-Upton - Nipmuc Reg'l High | 534 | 2.1 | 15.9 | 11.4 | 59 | 45 | 43 |
| Millis - Millis High School | 286 | 0.7 | 16.8 | 15.7 | 78 | 64 | 68 |
| Sutton - Sutton High | 367 | 2.7 | 18.3 | 6.8 | 68 | 65 | 67 |
| Tyngsborough - Tyngsborough High | 405 | 2 | 19 | 13.6 | 61 | 58 | 55 |

# School Climate & Safety: Vocal Data MERHS: gr.10



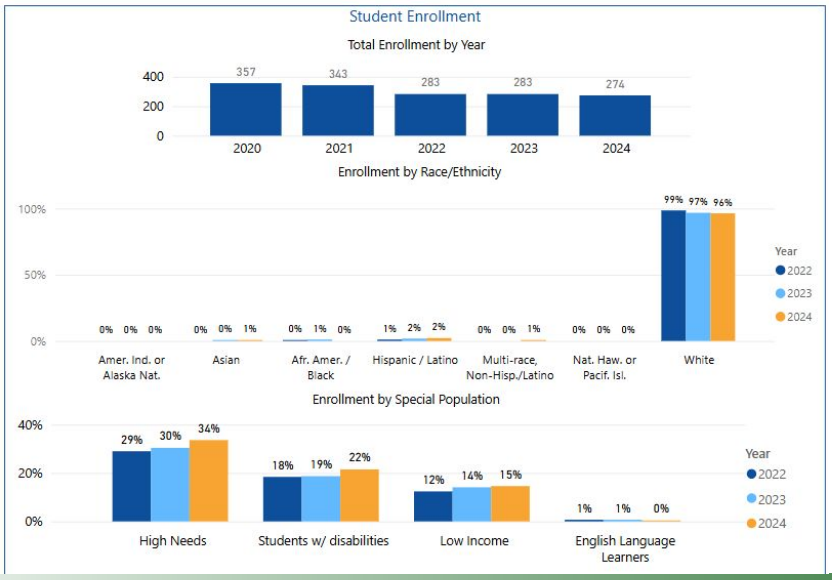

**Grade 10:** *(Select Responses)*

- ➔ 99%: My teachers promote respect among students. *(state: 91%)*
- ➔ 99%: If I tell a teacher or other adult that someone is being bullied, the teacher/adult will do something to help. *(state: 87%)*
- ➔ 91%: I feel as though I belong in my school community. *(state: 83%)*
- ➔ 98%: Adults working at this school treat all students respectfully, regardless of a student's race, culture, family income, religion, sex, or sexual orientation. *(state: 91%)*
- ➔ 40%: In my academic classes, students work on long-term group projects that they independently carry out. *(state: 46%)*
- ➔ 64% In my school, teachers focus on my understanding of the material and not on my grades. *(state: 65%)*
- ➔ 46%: *The level of pressure I feel at school to perform well is unhealthy. *(state: 43%)* A lower percentage on this item indicates a safer climate*



# MERMS

# Middle School Enrollment




# Middle School Demographics/Enrollment *(as of 2024-25)*

Selected Populations (2023-24)

| Title | % of School | % of District | % of State |
|---|---|---|---|
| First Language not English | 3.6 | 3.0 | 26.0 |
| English Language Learner | 0.4 | 0.3 | 13.1 |
| Low-income | 14.6 | 13.4 | 42.2 |
| Students With Disabilities | 21.5 | 19.0 | 20.2 |
| High Needs | 33.6 | 29.3 | 55.8 |

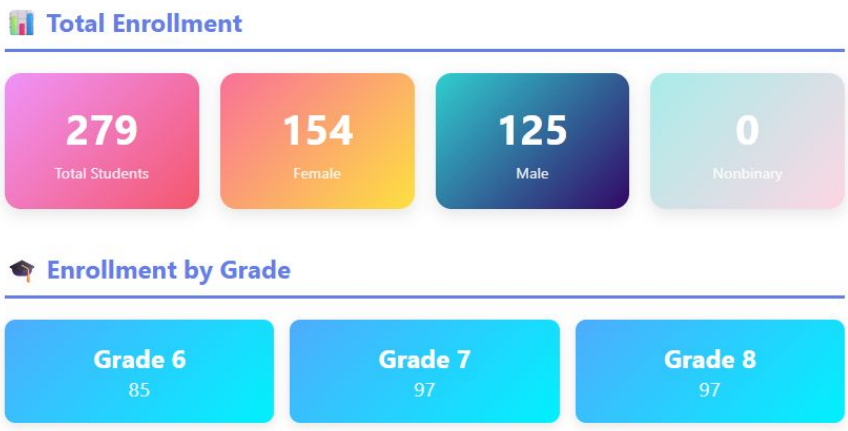
| Enrollment by Grade (2023-24) | | | |
|---|---|---|---|
| | 6 | 7 | 8 |
| District | 93 | 98 | 83 |
| **Manchester Essex Regional Middle School** | 93 | 98 | 83 |

Student Attendance (2023-24)

Please note that the attendance data in the report below reflects attendance reported by districts from the beginning of their school years until the last day of school.

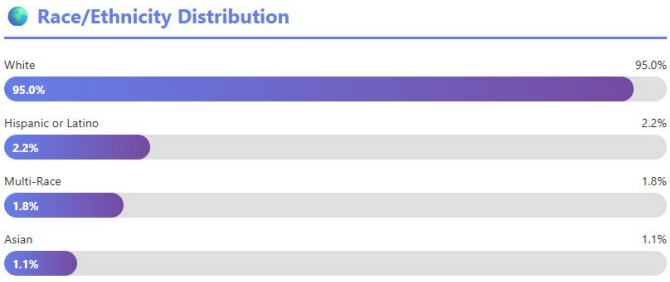
| Student Attendance (2023-24) - End of Year | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Attendance Rate | Average # of Absences | Absent 10 or more days | Chronically Absent (10% or more) | Chronically Absent (20% or more) | Unexcused > 9 days |
| All Student | 94.8 | 9.3 | 40.3 | 7.7 | 1.1 | 7.3 |

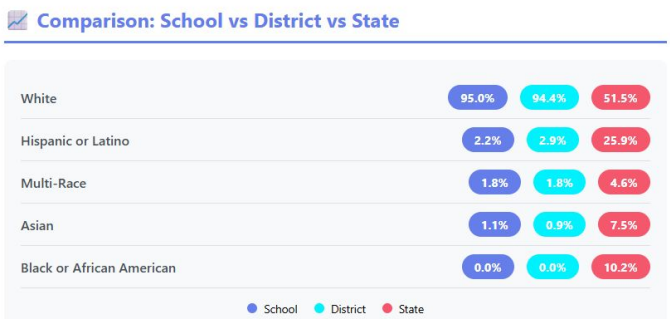
# Middle School Demographics/Enrollment *(as of 2024-25)*




Infographic made with Claude.ai on 10/21/25

# Middle School Demographics/Enrollment *(as of 2024-25)*




Infographic made with Claude.ai on 10/21/25

# Middle School Accountability

Accountability Information

| Overall classification | Not requiring assistance or intervention |
|---|---|

| Reason for classification |
|---|
| Substantial progress toward targets |

| Progress toward improvement targets | Accountability percentile |
|---|---|
| 61% - Substantial progress toward targets | 81 |

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

Overall progress toward improvement targets

| | 2024 | 2025 |
|---|---|---|
| Annual criterion-referenced target percentage | 43% | 73% |
| Weight | 40% | 60% |
| **Cumulative Criterion-referenced target percentage** (2024 x 40%) + (2025 x 60%) | 61% | |
| | Substantial progress toward targets | |

https://profiles.doe.mass.edu/accountability/report/school.aspx?linkid=31&orgcode=06980030&orgtypecode=6&



# Middle School Accountability

2025 Points awarded

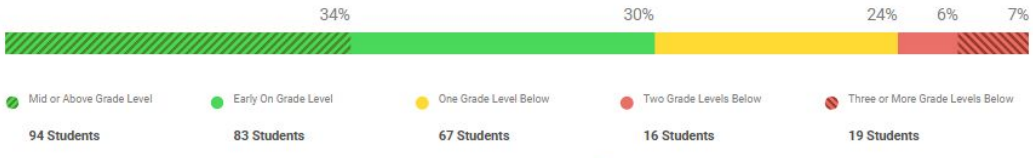
| 2025 Progress toward improvement targets | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Indicator** | | **All Students (Non-high school grades)** | | | **Lowest Performing Students (Non-high school grades)** | | |
| | | **Points earned** | **Total possible points** | **Weight %** | **Points earned** | **Total possible points** | **Weight %** |
| **Achievement** | English language arts achievement | 4 | 4 | - | 4 | 4 | - |
| | Mathematics achievement | 2 | 4 | - | 2 | 4 | - |
| | Science achievement | 2 | 4 | - | - | - | - |
| | **Achievement total** | **8** | **12** | **67.5** | **6** | **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 | 3 | 4 | - | 3 | 4 | - |
| | Advanced coursework completion | - | - | - | - | - | - |
| | **Additional indicators total** | **3** | **4** | **10.0** | **3** | **4** | **10.0** |
| Weighted total | | 7.1 | 10.3 | - | 5.9 | 7.6 | - |
| Percentage of possible points | | 69% | | - | 78% | | - |
| **2025 Annual criterion-referenced target percentage** | | 73% | | | | | |

https://profiles.doe.mass.edu/accountability/report/school.aspx?linkid=31&orgcode=06980030&orgtypecode=6&



# Middle School Math i-Ready Spring 2025

8th grade does not take the assessment in the Spring, skewing some of the final data set.

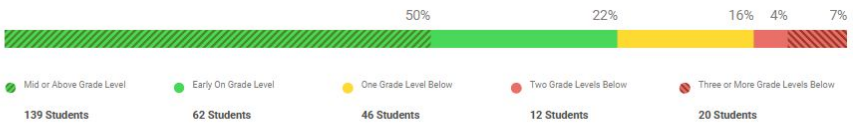






# Middle School Reading i-Ready Spring 2025

8th grade does not take the assessment in the Spring, skewing some of the final data set.

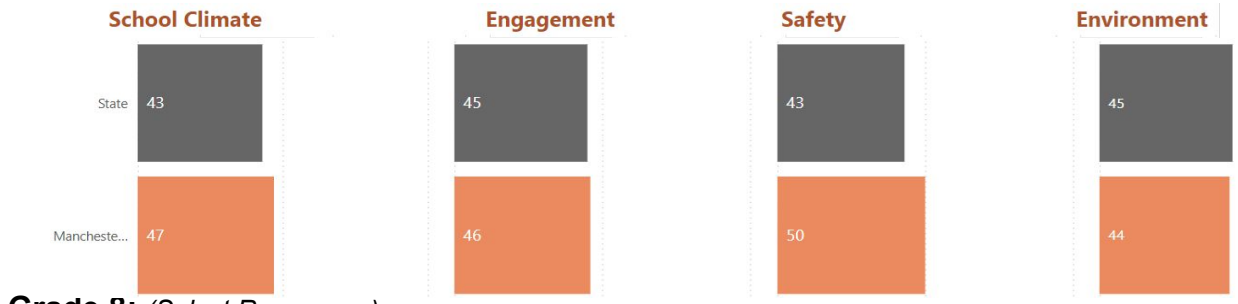





# DART Comparative Schools for Middle School

| | In-District Enrollment (2024-25 year) | | | | Next Gen MCAS | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total # | English Learners % | Low Income % | Stu w/ Disabilities % | GR. 3-8 ELA % E/M | GR. 3-8 ELA SGP | GR. 3-8 Math % E/M | GR. 3-8 Math SGP | GR. 3-8 SCI % E/M |
| Andover - Wood Hill Middle | 317 | 4.7 | 14.5 | 20.5 | 69 | 49.7 | 68 | 53.1 | 70 |
| Cohasset - Cohasset Middle | 300 | 0.3 | 7.3 | 18.3 | 83 | 65 | 71 | 56.2 | 53 |
| Georgetown - Georgetown MS | 187 | 1.1 | 11.2 | 16 | 34 | 41.8 | 28 | 34.9 | 37 |
| Hamilton-Wenham - Miles River Middle | 391 | 1 | 9.5 | 21.2 | 67 | 51.8 | 59 | 59.8 | 73 |
| Littleton - Littleton Middle | 373 | 1.3 | 9.7 | 19 | 73 | 59.5 | 61 | 51.8 | 67 |
| Longmeadow - Glenbrook MS | 327 | 0.3 | 12.8 | 22 | 60 | 49.5 | 67 | 51.1 | 63 |
| Manchester Essex Reg'l MS | 279 | 0.7 | 12.2 | 20.4 | 67 | 57.1 | 57 | 51.9 | 63 |
| Millis - Millis Middle | 267 | 1.5 | 18 | 16.9 | 58 | 54.3 | 52 | 50.3 | 49 |
| Pembroke - Pembroke Community Middle | 353 | 1.1 | 15.9 | 17.8 | 38 | 35.3 | 56 | 51.8 | 27 |
| Pentucket - Pentucket Reg'l Middle | 335 | 1.2 | 16.7 | 22.7 | 46 | 42.8 | 46 | 45.1 | 41 |
| Sutton - Sutton MS | 313 | 1.3 | 15.7 | 21.4 | 42 | 56.8 | 41 | 51.7 | 42 |

# School Climate & Safety: Vocal Data MERMS: gr. 8




**Grade 8:** *(Select Responses)*

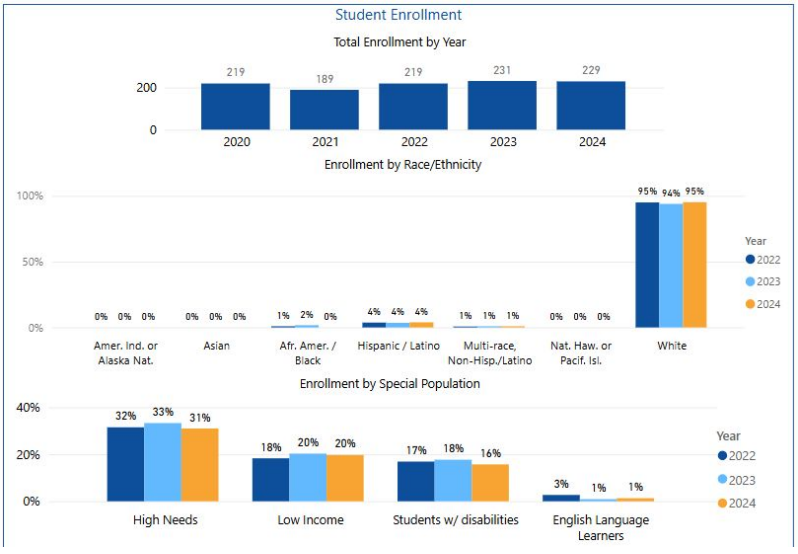
- 98%: My teachers promote respect among students. *(state: 89%)*
- 84%: Teachers, students, and the principal work together to prevent (stop) bullying. *(state: 77%)*
- 93%: My parents feel respected when they participate at our school (e.g., at parent-teacher conferences, open houses). *(state: 86%)*
- 98%: Students are open to having friends who come from different backgrounds (for example, friends from different races, cultures, family incomes, or religions, or friends of a different sex, or sexual orientation). *(state: 92%)*
- 94%: My teachers believe that all students can do well in their learning. *(state: 91%)*

- 50%: The things I am learning in school are relevant (important) to me. *(state: 60%)*
- 34%: In my classes, my teachers use students' interests to plan class activities. *(state: 52%)*
- 56% In my academic classes, students wrestle with problems that don't have an obvious answer. *(state: 64%)*




# Essex Elementary

# Essex Elem Enrollment



# Essex Elem Demographics/Enrollment *(as of 2024-25)*

Selected Populations (2024-25)

| Title | % of School | % of District | % of State |
|---|---|---|---|
| High Needs | 32.1 | 30.1 | 55.8 |
| English Learners | 0.9 | 0.6 | 13.9 |
| First Language Not English | 2.3 | 3.1 | 27.2 |
| Low Income | 17.7 | 12.9 | 42.1 |
| Students with Disabilities | 19.1 | 19.6 | 20.6 |

Student Attendance (2024-25) - March

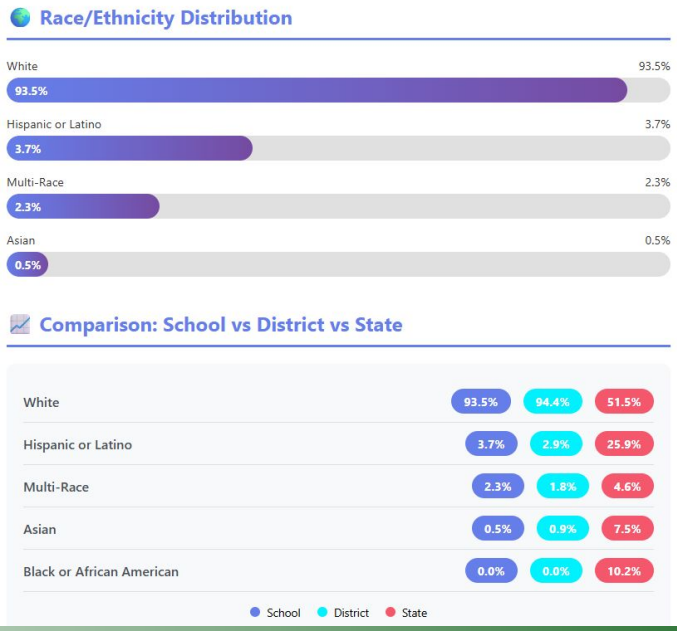
| Student Group | Attendance Rate | Average # of Absences | Absent 10 or more days | Chronically Absent (10% or more) | Chronically Absent (20% or more) | Unexcused > 9 days |
|---|---|---|---|---|---|---|
| All Students | 95.0 | 5.5 | 14.9 | 10.2 | 0.9 | 1.9 |

# Essex Elem Demographics/Enrollment *(as of 2024-25)*




Infographic made with Claude.ai on 10/21/25

# Essex Elem Demographics/ Enrollment *(as of 2024-25)*




Infographic made with Claude.ai on 10/21/25

# Essex Elementary Accountability

Accountability Information

| | |
|---|---|
| **Overall classification** | Not requiring assistance or intervention |

| **Reason for classification** |
|---|
| Substantial progress toward targets |

| Progress toward improvement targets | Accountability percentile |
|---|---|
| 53% - Substantial progress toward targets | 59 |

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

Overall progress toward improvement targets

| | 2024 | 2025 |
|---|---|---|
| Annual criterion-referenced target percentage | 85% | 31% |
| Weight | 40% | 60% |
| **Cumulative Criterion-referenced target percentage** (2024 x 40%) + (2025 x 60%) | 53% | |
| | Substantial progress toward targets | |

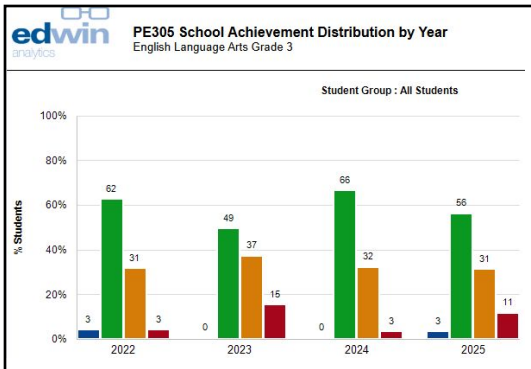
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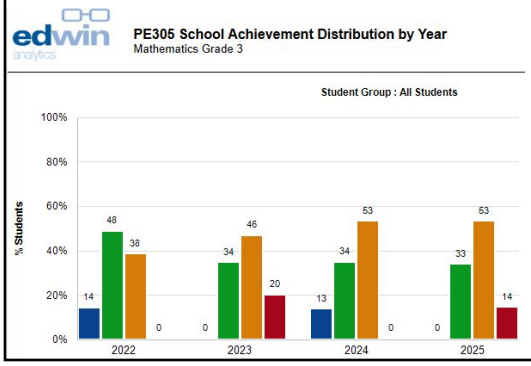
# Essex Elementary Accountability

2025 Points awarded

| 2025 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 | - | 2 | 4 | - |
| | Mathematics achievement | 0 | 4 | - | 2 | 4 | - |
| | Science achievement | 0 | 4 | - | - | - | - |
| | **Achievement total** | **0** | **12** | **67.5** | **4** | **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 | 3 | 4 | - | 1 | 4 | - |
| | Advanced coursework completion | - | - | - | - | - | - |
| | **Additional indicators total** | **3** | **4** | **10.0** | **1** | **4** | **10.0** |
| Weighted total | | 1.4 | 10.3 | - | 3.7 | 7.6 | - |
| Percentage of possible points | | 14% | | - | 49% | | - |
| 2025 Annual criterion-referenced target percentage | | 31% | | | | | |

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Essex Elementary

## Grade 3 MCAS

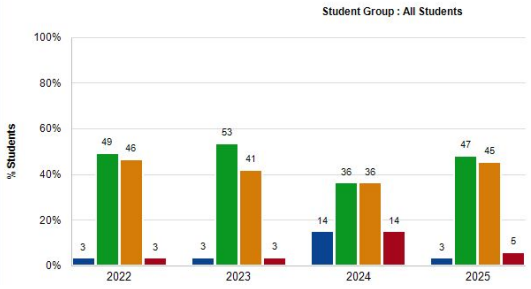
**MCAS Achievement Level**

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

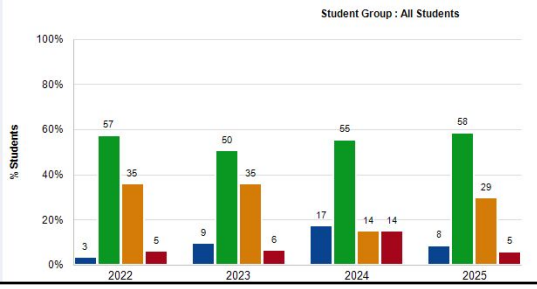
Essex Elementary

# Grade 4 MCAS

**PE305 School Achievement Distribution by Year**
English Language Arts Grade 4




**PE305 School Achievement Distribution by Year**
Mathematics Grade 4

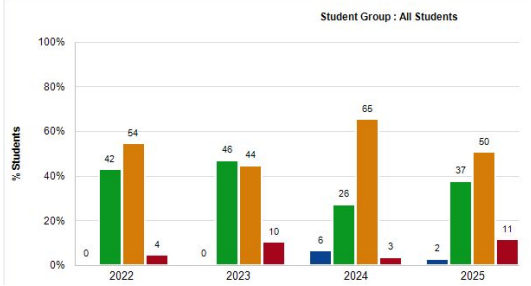



**MCAS Achievement Level**
- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

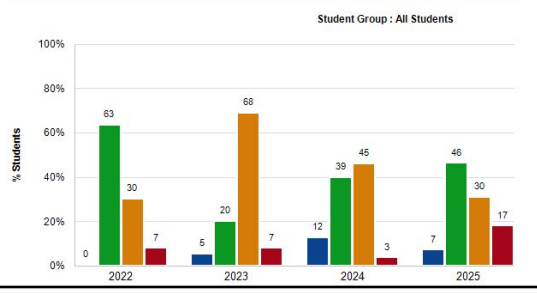
Essex Elementary

# Grade 5 MCAS

**PE305 School Achievement Distribution by Year**
English Language Arts Grade 5

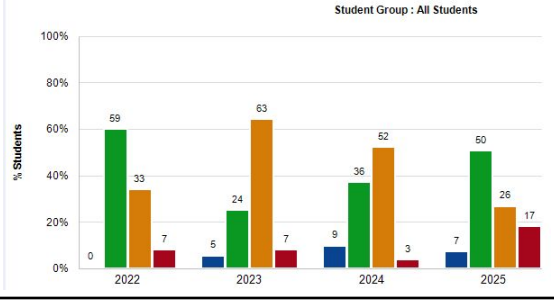



**PE305 School Achievement Distribution by Year**
Mathematics Grade 5

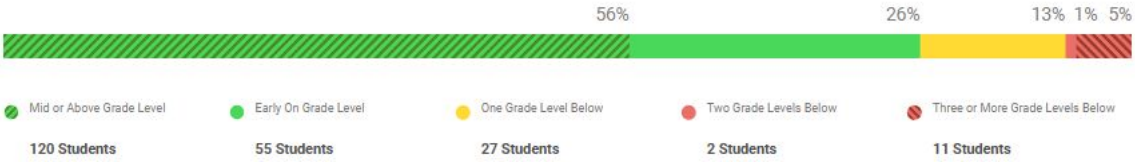


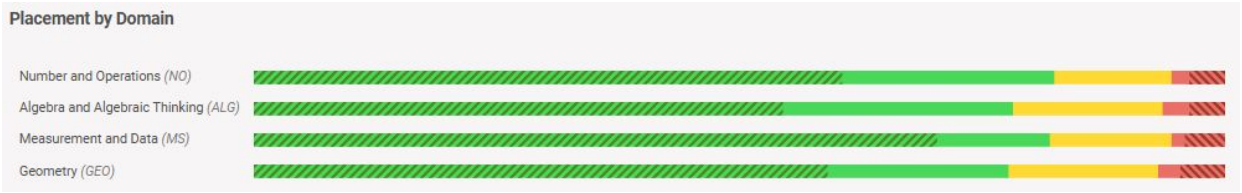

**MCAS Achievement Level**
- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

**PE305 School Achievement Distribution by Year**
Science and Technology/Engineering Grade 5

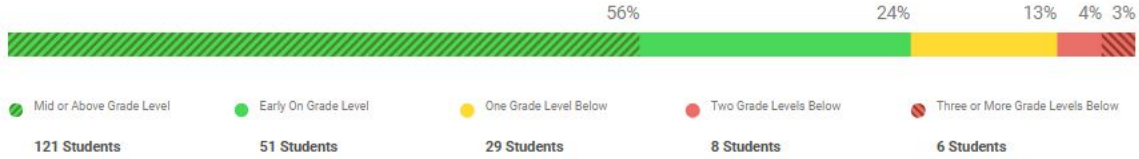


# Essex Math i-Ready Spring 2025




# Essex Reading i-Ready Spring 2025






# DART Comparative Schools for Essex Elem School

| | In-District Enrollment (2024-25 year) | | | | Next Gen MCAS | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total # | English Learners % | Low Income % | Stu w/ Disabilities % | GR. 3-8 ELA % E/M | GR. 3-8 ELA SGP | GR. 3-8 Math % E/M | GR. 3-8 Math SGP | GR. 3-8 SCI % E/M |
| Manchester Essex - Essex ES | 215 | 0.9 | 17.7 | 19.1 | 48 | 41.7 | 51 | 51.6 | 57 |
| Mattapoisett - Center | 227 | 1.3 | 21.6 | 17.6 | 72 | | 53 | | |
| Nahant - Johnson | 163 | 0.6 | 17.2 | 19 | 41 | 46.5 | 36 | 46.4 | 54 |
| North Attleborough - Falls | 243 | 2.1 | 16.9 | 19.3 | 53 | 53.5 | 58 | 49.6 | 63 |
| Northborough - Proctor | 238 | 7.1 | 20.2 | 19.3 | 57 | 58.6 | 67 | 60.2 | 70 |
| Pioneer Valley - Bernardston | 201 | 1 | 25.4 | 17.9 | 37 | 47.6 | 36 | 58.1 | 53 |
| Plympton - Dennett | 249 | 3.2 | 22.1 | 18.5 | 58 | 47.6 | 51 | 54.1 | 65 |
| Quabbin - Hubbardston Center | 304 | 1 | 21.1 | 20.4 | 48 | 52.3 | 42 | 54.1 | 57 |
| Whately - Whately ES | 133 | 0.8 | 19.5 | 21.8 | 52 | 54.5 | 59 | 72.8 | 56 |
| Wilmington - North Intermediate | 246 | 2.8 | 13 | 20.3 | 48 | 45.7 | 63 | 57.5 | 59 |
| Wrentham - Roderick | 357 | 1.1 | 14 | 19.3 | 54 | 50.1 | 55 | 45.6 | 67 |

# School Climate & Safety: Vocal Data Essex: gr.4-5




*(Select Responses)*

- ➔ 98%: My teachers care about me as a person. *(state: 93%)*
- ➔ 95%: Teachers give students a chance to explain when they do something wrong. *(state: 87%)*
- ➔ 100%: If I tell my teacher my classmate is being bullied, my teacher will help that person. *(state: 93%)*
- ➔ 92%: At our school, students learn to care about other students' feelings. *(state: 76%)*
- ➔ 98%: I get the chance to take part in school events (for example, science fairs, art or music shows). *(state: 87%)*

- ➔ 50%: I read books in class that include people who are similar to me (for example, we look the same, speak the same, or live in similar neighborhoods). *(state: 51%)*
- ➔ 81%: When I am stuck, my teachers want me to try again before they help me. *(state: 90%)*
- ➔ 33%: When I am home, I like to learn more about the things we are learning in school. *(state: 38%)*



# Manchester Memorial Elementary

## Memorial Enrollment



# Memorial Demographics/Enrollment *(as of 2024-25)*

Selected Populations (2024-25)

| Title | % of School | % of District | % of State |
|---|---|---|---|
| High Needs | 27.0 | 30.1 | 55.8 |
| English Learners | 0.3 | 0.6 | 13.9 |
| First Language Not English | 2.6 | 3.1 | 27.2 |
| Low Income | 8.2 | 12.9 | 42.1 |
| Students with Disabilities | 21.4 | 19.6 | 20.6 |

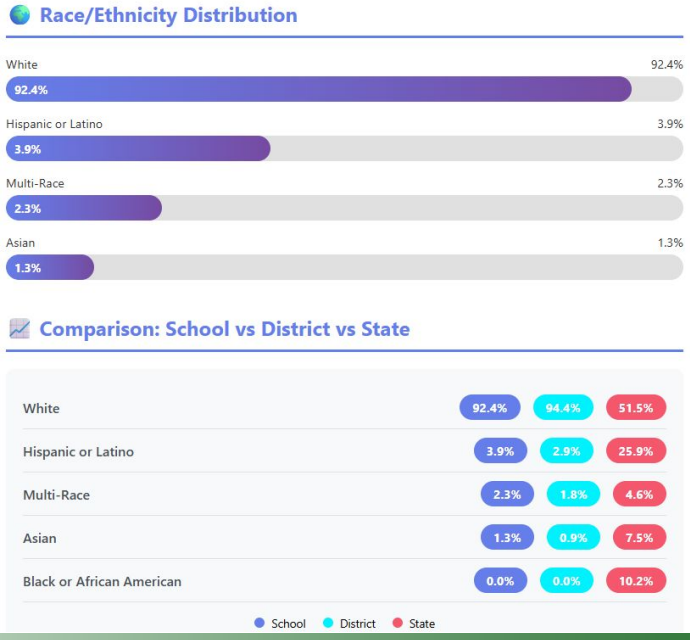
| Student Attendance (2024-25) - March | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Attendance Rate | Average # of Absences | Absent 10 or more days | Chronically Absent (10% or more) | Chronically Absent (20% or more) | Unexcused > 9 days |
| All Students | 94.7 | 5.7 | 12.9 | 11.9 | 1.0 | 12.9 |

# Memorial Demographics/Enrollment *(as of 2024-25)*




Infographic made with Claude.ai on 10/21/25

# Memorial Demographics/ Enrollment *(as of 2024-25)*




Infographic made with Claude.ai on 10/21/25

# Memorial Elementary Accountability

Accountability Information

| | |
|---|---|
| **Overall classification** | Not requiring assistance or intervention |

| **Reason for classification** |
|---|
| Substantial progress toward targets |

| Progress toward improvement targets | Accountability percentile |
|---|---|
| 71% - Substantial progress toward targets | 88 |

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

Overall progress toward improvement targets

| | 2024 | 2025 |
|---|---|---|
| Annual criterion-referenced target percentage | 80% | 66% |
| Weight | 40% | 60% |
| **Cumulative Criterion-referenced target percentage** (2024 x 40%) + (2025 x 60%) | 71% | |
| | Substantial progress toward targets | |

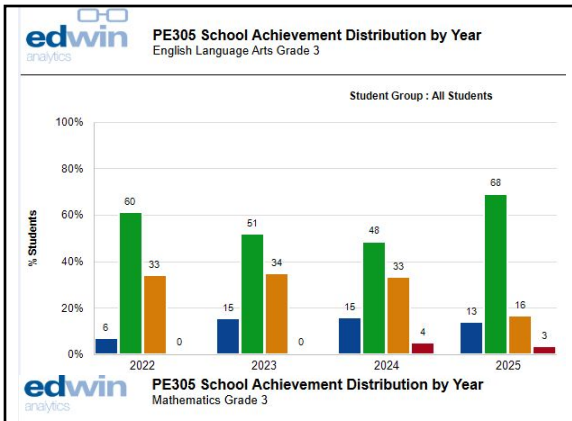
https://profiles.doe.mass.edu/accountability/report/school.aspx?linkid=31&orgcode=06980010&orgtypecode=6&

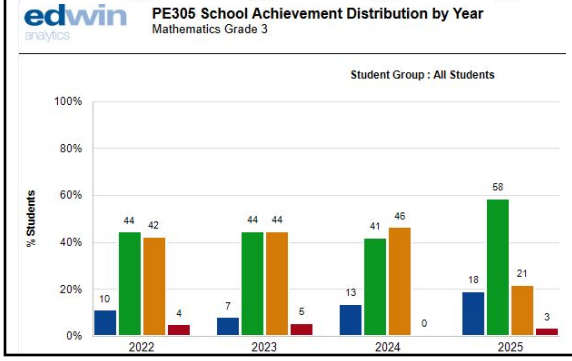
# Memorial Elementary Accountability

2025 Points awarded

| 2025 Progress toward improvement targets | | | | | | | |
|---|---|---|---|---|---|---|---|
| Indicator | | All Students (Non-high school grades) | | | Lowest Performing Students (Non-high school grades) | | |
| | | Points earned | Total possible points | Weight % | Points earned | Total possible points | Weight % |
| Achievement | English language arts achievement | 3 | 4 | - | 2 | 4 | - |
| | Mathematics achievement | 3 | 4 | - | 2 | 4 | - |
| | Science achievement | 4 | 4 | - | - | - | - |
| | **Achievement total** | **10** | **12** | **67.5** | **4** | **8** | **67.5** |
| Growth | English language arts growth | 3 | 4 | - | 2 | 4 | - |
| | Mathematics growth | 3 | 4 | - | 3 | 4 | - |
| | **Growth total** | **6** | **8** | **22.5** | **5** | **8** | **22.5** |
| High school completion | Four-year cohort graduation rate | - | - | - | - | - | - |
| | Extended engagement rate | - | - | - | - | - | - |
| | Annual dropout rate | - | - | - | - | - | - |
| | **High school completion total** | **-** | **-** | **-** | **-** | **-** | **-** |
| Progress toward attaining English language proficiency | **English language proficiency total** | - | - | - | - | - | - |
| Additional indicators | Chronic absenteeism | 3 | 4 | - | 0 | 4 | - |
| | Advanced coursework completion | - | - | - | - | - | - |
| | **Additional indicators total** | **3** | **4** | **10.0** | **0** | **4** | **10.0** |
| Weighted total | | 8.4 | 10.3 | - | 3.8 | 7.6 | - |
| Percentage of possible points | | 82% | | - | 50% | | - |
| **2025 Annual criterion-referenced target percentage** | | **66%** | | | | | |

https://profiles.doe.mass.edu/accountability/report/school.aspx?linkid=31&orgcode=06980010&orgtypecode=6&




Manchester Memorial Elementary

## Grade 3 MCAS

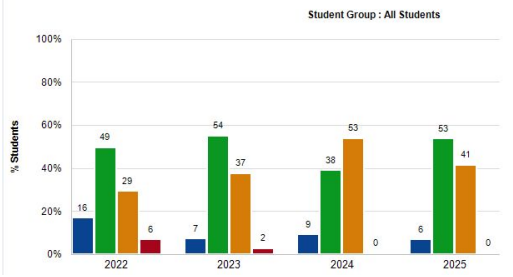
**MCAS Achievement Level**

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

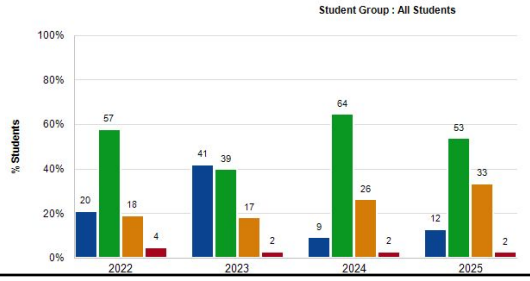
Manchester Memorial Elementary

# Grade 4 MCAS

**PE305 School Achievement Distribution by Year**
English Language Arts Grade 4




**PE305 School Achievement Distribution by Year**
Mathematics Grade 4

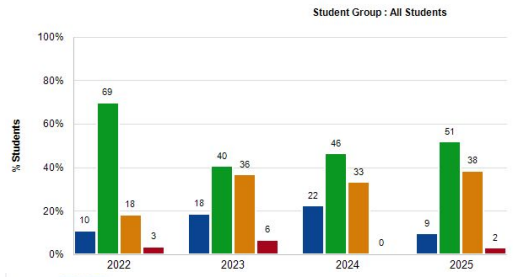



**MCAS Achievement Level**
- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

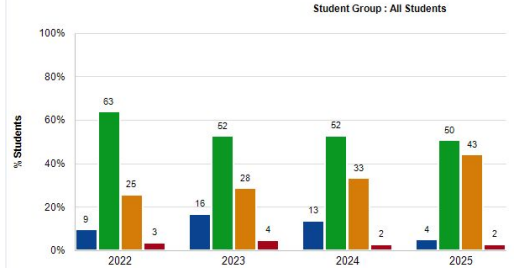
Manchester Memorial Elementary

# Grade 5 MCAS

**PE305 School Achievement Distribution by Year**
English Language Arts Grade 5

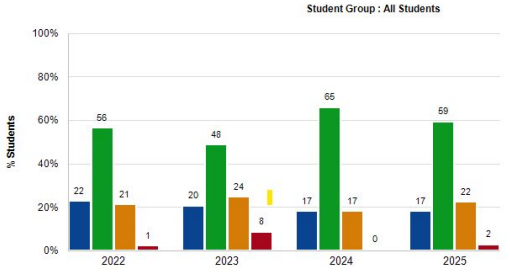



**PE305 School Achievement Distribution by Year**
Mathematics Grade 5




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

**PE305 School Achievement Distribution by Year**
Science and Technology/Engineering Grade 5



# Memorial: Strengths Data



- **DESE School Accountability Rating:** Substantial Progress Towards Targets
- **MCAS:** Increased number of students "Meeting or Exceeding" expectations in Gr. 3 ELA, Gr. 3 Math, and Gr. 4 ELA
- **i-Ready:** Spring 2025 End of Year Benchmarks
  - Reading: 84% of students in K-5 at or above grade level
  - Math: 75% of students in K-5 at or above grade level
- **MCAS ELA STRENGTHS ('23-'25 % of Possible Points Earned):**
  - *Selected Response (74%)*
  - Knowledge of Language (86%)
  - Vocabulary (78%)
  - Reading (72%)
  - ***Credit: Strong focus on early literacy skill development***
- **MCAS MATH STRENGTHS ('23-'25 % of Possible Points Earned):**
  - *Selected Response (70%)*
  - Operations and Algebraic Thinking (70%)
  - Number and Operations - Base 10 (69%)
  - Number and Operations - Fractions (69%)
  - ***Credit: Strong Implementation of Evidence-based Instructional Practices***
- **MCAS SCIENCE TECHNOLOGY AND ENGINEERING (STE) STRENGTHS (('23-'25 % of Possible Points Earned):**
  - *Selected Response (75%)*
  - Earth's Place in the Universe (80%)
  - Earth and Human Activity (76%)
  - Biological Evolution (76%)

# Memorial: Areas for Growth Data



- **MCAS ELA Areas for Growth ('23-'25):**
  - *Constructed Response (49%)*
  - *Essay (46%)*
  - Writing (41%)

- **MCAS MATH Areas for Growth ('23-'25):**
  - *Constructed Response (65%)*
  - Geometry (67%)
  - Measurement and Data (67%)

- **MCAS SCIENCE TECHNOLOGY AND ENGINEERING Areas for Growth ('23-'25):**
  - *Constructed Response (54%)*
  - Physical Sciences
    - Matter (60%)
    - Energy (63%)
    - Heredity (62%)

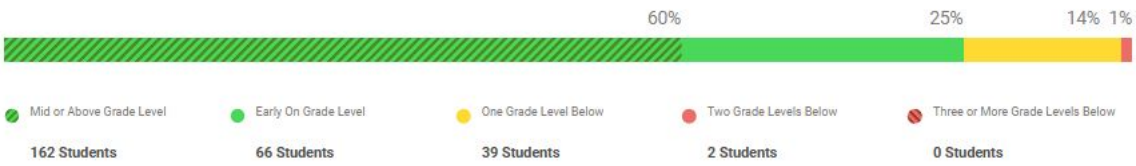
# MMES 2023-2025 % of Points Earned

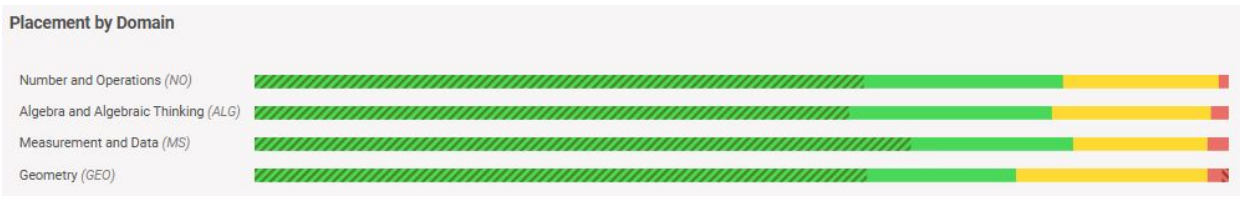
| | G3 2023 | G3 2024 | G3 2025 | G4 2023 | G4 2024 | G4 2025 | G5 2023 | G5 2024 | G5 2025 | 23-25 AVG |
|---|---|---|---|---|---|---|---|---|---|---|
| **ELA ALL** | 62 | 60 | 63 | 63 | 63 | 65 | 66 | 73 | 63 | 64 |
| Constructed | 39 | 41 | 58 | 62 | 40 | 54 | - | - | - | **49** |
| Essay | 38 | 39 | 38 | 41 | 49 | 43 | 52 | 62 | 56 | **46** |
| Selected | 74 | 71 | 74 | 72 | 71 | 75 | 77 | 81 | 70 | **74** |
| **LANGUAGE** | 65 | 64 | 70 | 62 | 68 | 65 | 70 | 77 | 71 | 68 |
| conventions | 62 | 51 | 62 | 55 | 60 | 55 | 62 | 71 | 57 | 59 |
| knowledge of language | - | - | 92 | - | - | 80 | - | - | - | **86** |
| vocab | 67 | 73 | 80 | 66 | 76 | 78 | 80 | 89 | 92 | **78** |
| **READING** | 72 | 68 | 71 | 72 | 67 | 73 | 76 | 80 | 68 | **72** |
| craft | 79 | 62 | 75 | 72 | 70 | 68 | 71 | 81 | 69 | **72** |
| integration of knowledge | 62 | 46 | 79 | 75 | 81 | 58 | 86 | 80 | 71 | **71** |
| key ideas and details | 70 | 75 | 66 | 72 | 63 | 76 | 77 | 79 | 66 | **72** |
| **WRITING** | 34 | 35 | 33 | 35 | 45 | 38 | 47 | 56 | 50 | **41** |
| Production | 34 | 35 | 33 | 35 | 45 | 38 | 47 | 56 | 50 | **41** |

| | G3 2023 | G3 2024 | G3 2025 | G4 2023 | G4 2024 | G4 2025 | G5 2023 | G5 2024 | G5 2025 | 23-25 AVG |
|---|---|---|---|---|---|---|---|---|---|---|
| **MATH ALL** | 68 | 64 | 72 | 76 | 71 | 68 | 67 | 67 | 62 | 68 |
| Constructed | 57 | 56 | 65 | 69 | 76 | 65 | 70 | 61 | 66 | **65** |
| Short Answer | 77 | 72 | 68 | 78 | 70 | 65 | 63 | 57 | 55 | 67 |
| Selected | 69 | 64 | 76 | 79 | 69 | 71 | 67 | 74 | 62 | **70** |
| **Geometry** | 66 | 71 | 62 | 86 | 67 | 60 | 71 | 67 | 55 | **67** |
| **Measurement and Data** | 63 | 65 | 72 | 69 | 67 | 73 | 65 | 72 | 58 | **67** |
| **Number and Operations - Base 10** | 63 | 60 | 70 | 78 | 73 | 70 | 71 | 74 | 62 | **69** |
| **Number and Operations - fractions** | 73 | 59 | 73 | 85 | 71 | 70 | 68 | 56 | 66 | **69** |
| **Operations and Algebraic Thinking** | 70 | 66 | 77 | 85 | 75 | 65 | 56 | 71 | 64 | **70** |

| | G5 2023 | G5 2024 | G5 2025 | 23-25 AVG |
|---|---|---|---|---|
| **STE ALL** | 69 | 70 | 68 | 69 |
| Constructed Response | 55 | 57 | 50 | **54** |
| Selected Response | 75 | 75 | 76 | **75** |
| **EARTH AND SPACE SCIENCES** | 77 | 72 | 69 | 73 |
| Earth and Human Activity | 73 | 75 | 80 | **76** |
| Earth's Place in the Universe | 87 | 70 | 82 | **80** |
| Earth's Ecosystems | 78 | 71 | 58 | 69 |
| **LIFE SCIENCES** | 68 | 73 | 74 | 72 |
| Biological Evolution | 76 | 73 | 78 | **76** |
| Ecosystems | 94 | 52 | 72 | 73 |
| Molecules to Organisms | 68 | 78 | 77 | 74 |
| Heredity | 52 | 65 | 70 | **62** |
| **PHYSICAL SCIENCES** | 61 | 68 | 60 | **63** |
| Energy | 68 | 64 | 56 | **63** |
| Matter | 49 | 69 | 61 | **60** |
| Motion and Stability | 71 | 75 | 65 | 70 |
| Waves and Their Applications in Tech | 80 | 69 | 72 | 74 |
| **TECHNOLOGY AND ENGINEERING** | 69 | 64 | 76 | 70 |
| Engineering Design | 70 | 62 | 73 | 68 |
| Technological Systems | 60 | 78 | 85 | 74 |
| **SCIENCE PRACTICES** | 68 | 69 | 66 | 68 |

# Memorial Math i-Ready Spring 2025



# Memorial Reading i-Ready Spring 2025




# DART Comparative Schools for Memorial Elem School

| | In-District Enrollment (2024-25 year) | | | | Next Gen MCAS | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total # | English Learners % | Low Income Stu % | w/ Disabilities % | GR. 3-8 ELA % E/M | GR. 3-8 ELA SGP | GR. 3-8 Math % E/M | GR. 3-8 Math SGP | GR. 3-8 SCI % E/M |
| Hingham - Foster | 402 | 1.7 | 7.5 | 22.4 | 74 | 62.4 | 75 | 65.2 | 88 |
| Littleton - Russell St | 375 | 0.8 | 10.1 | 18.9 | 53 | 45.9 | 60 | 58.4 | 63 |
| Manchester Essex - Manchester Memorial | 304 | 0.3 | 8.2 | 21.4 | 66 | 53 | 65 | 51.8 | 76 |
| North Reading - Little | 303 | 2 | 9.6 | 17.5 | 76 | 62.4 | 70 | 45.3 | 88 |
| Pentucket - Page | 327 | 0.6 | 5.5 | 23.2 | 60 | 56 | 64 | 65.4 | 65 |
| Reading - Wood End | 236 | 0.4 | 7.2 | 17.4 | 56 | 60.8 | 58 | 63.9 | 74 |
| Scituate - Hatherly | 263 | 0.4 | 7.2 | 19.4 | 65 | 56.5 | 69 | 49.7 | 63 |
| Westford - Crisafulli | 342 | 4.7 | 9.9 | 21.9 | 58 | 53.1 | 63 | 52.6 | 72 |
| Westwood - Sheehan | 278 | 0.7 | 5.4 | 20.5 | 77 | 65.5 | 81 | 62 | 89 |
| Wilmington - Shawsheen | 304 | 2.6 | 10.9 | 21.4 | 45 | | 44 | | |
| Wilmington - West Intermediate | 309 | 3.6 | 12.6 | 21 | 49 | 52.8 | 56 | 57.2 | 61 |

# School Climate & Safety: Vocal Data Memorial: gr.4-5

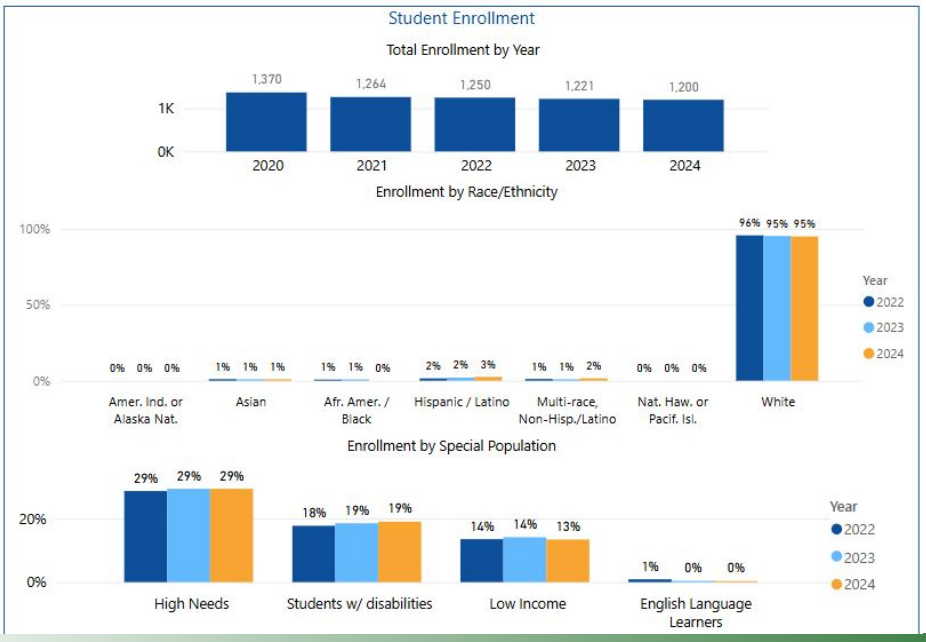


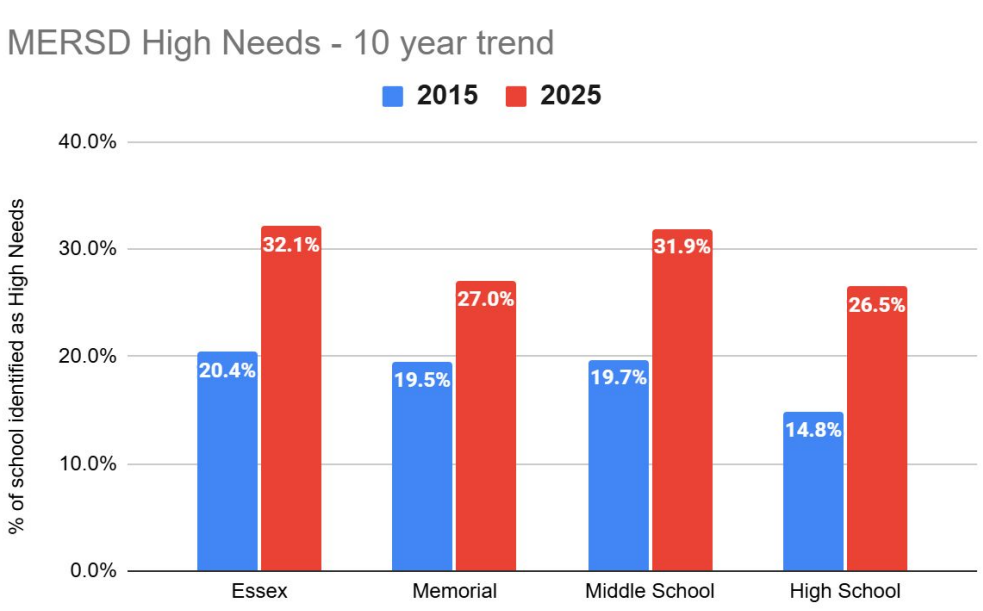

*(Select Responses)*

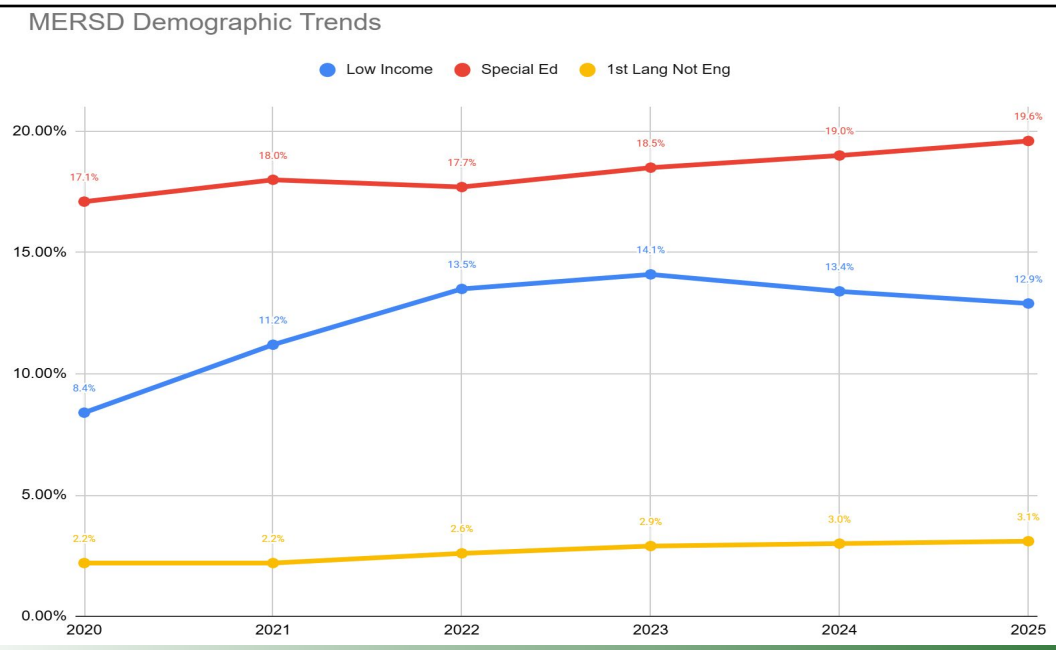
- ➔ 100%: I feel safe at our school. *(state: 89%)*
- ➔ 98%: Teachers at this school accept me for who I am. *(state: 93%)*
- ➔ 100%: My teachers help me succeed with my schoolwork when I need help. *(state: 92%)*
- ➔ 98%: School rules are fair for all students. *(state: 83%)*
- ➔ 98%: Teachers, students, and the principal work together to prevent (stop) bullying. *(state: 86%)*
- ➔ 94%: I get the chance to take part in school events (for example, science fairs, art or music shows). *(state: 88%)*

- ➔ 53%: My teachers use my ideas to help my classmates learn. *(state: 72%)*
- ➔ 51%: When I need help, my teachers use my interests to help me learn. *(state: 74%)*
- ➔ 38%: When I am home, I like to learn more about the things we are learning in school. *(state: 38%)*

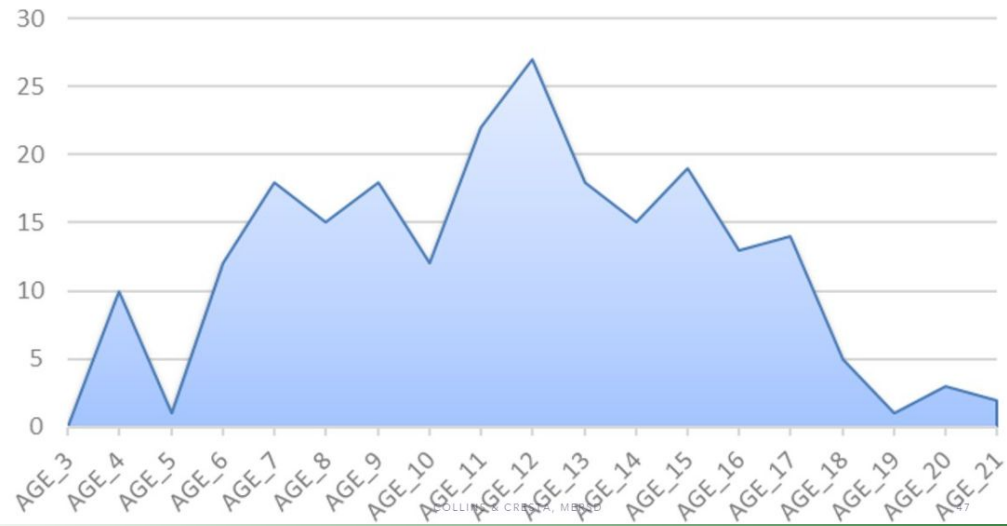
# District


Student Enrollment
Total Enrollment by Year
1,370
1,264
1,250
1,221
1,200
1K
0K
2020
2021
2022
2023
2024
Enrollment by Race/Ethnicity
100%
50%
0%
0% 0% 0%
1% 1% 1%
1% 1% 0%
2% 2% 3%
1% 1% 2%
0% 0% 0%
96% 95% 95%
Amer. Ind. or Alaska Nat.
Asian
Afr. Amer. / Black
Hispanic / Latino
Multi-race, Non-Hisp./Latino
Nat. Haw. or Pacif. Isl.
White
Year
2022
2023
2024
Enrollment by Special Population
20%
0%
29% 29% 29%
18% 19% 19%
14% 14% 13%
1% 0% 0%
High Needs
Students w/ disabilities
Low Income
English Language Learners
Year
2022
2023
2024


MERSD High Needs - 10 year trend
2015
2025
% of school identified as High Needs
40.0%
30.0%
20.0%
10.0%
0.0%
20.4%
32.1%
19.5%
27.0%
19.7%
31.9%
14.8%
26.5%
Essex
Memorial
Middle School
High School




# MERSD Special Ed Eligible Students by Age



# Advanced Placement

## MERSD Courses: *(In-district, in-person)*




## Virtual & In-District:




| | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|---|
| Total AP Students | 120 | 161 | 161 | 141 | 149 | 164 |
| Number of Exams | 284 | 393 | 387 | 355 | 404 | 402 |
| AP Students with Scores 3+ | 112 | 129 | 131 | 121 | 138 | 142 |
| % of Total AP Students with Scores 3+ | 93% | 80% | 81% | 86% | 96% | 87% |

# MERSD Accountability

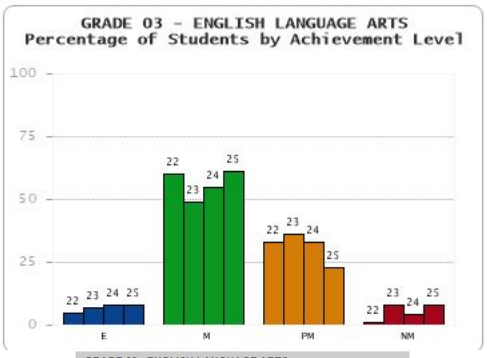
**2025 Progress toward improvement targets**

| Indicator | | All Students (Non-high school grades) | | | Lowest Performing Students (Non-high school grades) | | | All Students (High school grades) | | | Lowest Performing Students (High school grades) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Points earned | Total possible points | Weight % | Points earned | Total possible points | Weight % | Points earned | Total possible points | Weight % | Points earned | Total possible points | Weight % |
| Achievement | English language arts achievement | 3 | 4 | - | 2 | 4 | - | 4 | 4 | - | 0 | 4 | - |
| | Mathematics achievement | 0 | 4 | - | 2 | 4 | - | 4 | 4 | - | 1 | 4 | - |
| | Science achievement | 0 | 4 | - | - | - | - | 4 | 4 | - | - | - | - |
| | **Achievement total** | **3** | **12** | **67.5** | **4** | **8** | **67.5** | **12** | **12** | **47.5** | **1** | **8** | **67.5** |
| Growth | English language arts growth | 3 | 4 | - | 2 | 4 | - | 4 | 4 | - | 3 | 4 | - |
| | Mathematics growth | 3 | 4 | - | 3 | 4 | - | 2 | 4 | - | 3 | 4 | - |
| | **Growth total** | **6** | **8** | **22.5** | **5** | **8** | **22.5** | **6** | **8** | **22.5** | **6** | **8** | **22.5** |
| High school completion | Four-year cohort graduation rate | - | - | - | - | - | - | 4 | 4 | - | - | - | - |
| | Extended engagement rate | - | - | - | - | - | - | 4 | 4 | - | - | - | - |
| | Annual dropout rate | - | - | - | - | - | - | 3 | 4 | - | - | - | - |
| | **High school completion total** | - | - | - | - | - | - | **11** | **12** | **20.0** | - | - | - |
| **Progress toward attaining English language proficiency** | **English language proficiency total** | - | - | - | - | - | - | - | - | - | - | - | - |
| Additional indicators | Chronic absenteeism | 3 | 4 | - | 1 | 4 | - | 4 | 4 | - | 4 | 4 | - |
| | Advanced coursework completion | - | - | - | - | - | - | 4 | 4 | - | - | - | - |
| | **Additional indicators total** | **3** | **4** | **10.0** | **1** | **4** | **10.0** | **8** | **8** | **10.0** | **4** | **4** | **10.0** |
| Weighted total | | 3.7 | 10.3 | - | 3.9 | 7.6 | - | 10.1 | 10.7 | - | 2.4 | 7.6 | - |
| Percentage of possible points | | 36% | | - | 51% | | - | 94% | | - | 32% | | - |
| Percentage of possible points by gradespan | | 44% Weight of non-high school results:64% | | | | | | 63% Weight of high school results:36% | | | | | |
| **2025 Annual criterion-referenced target percentage** | | 51% | | | | | | | | | | | |

# MCAS % Meeting and Exceeding

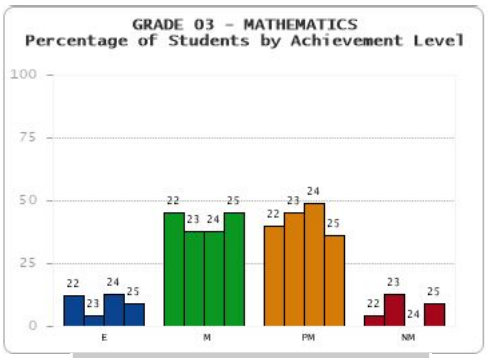
| | | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|---|
| Memorial Elem (gr.3-5) | ELA % meeting/exceeding | 78% | 72% | 61% | 59% | 66% |
| | Math % meeting/exceeding | 67% | 68% | 67% | 64% | 65% |
| Essex Elem (gr.3-5) | ELA % meeting/exceeding | 67% | 53% | 50% | 50% | 48% |
| | Math % meeting/exceeding | 46% | 61% | 38% | 58% | 51% |
| Middle school (gr.6-8) | ELA % meeting/exceeding | 56% | 58% | 66% | 52% | 67% |
| | Math % meeting/exceeding | 48% | 56% | 60% | 56% | 57% |
| High school (gr.10) | ELA % meeting/exceeding | 82% | 86% | 77% | 74% | 82% |
| | Math % meeting/exceeding | 71% | 76% | 70% | 71% | 82% |

# Grade 3 MCAS Achievement




| GRADE 03 - ENGLISH LANGUAGE ARTS ACHIEVEMENT LEVEL | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|
| Exceeding Expectations (E) | 5 | 7 | 8 | 8 |
| Meeting Expectations (M) | 60 | 49 | 55 | 61 |
| Partially Meeting Expectations (PM) | 33 | 36 | 33 | 23 |
| Not Meeting Expectations (NM) | 1 | 8 | 4 | 8 |

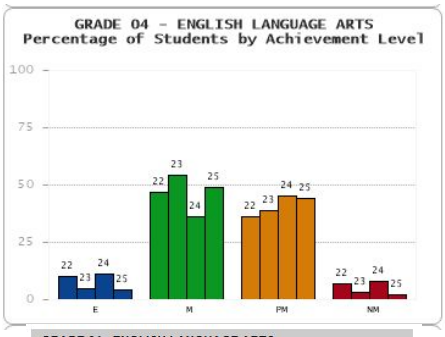
2025 Participation Rate = 100%




| GRADE 03 - MATHEMATICS ACHIEVEMENT LEVEL | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|
| Exceeding Expectations (E) | 12 | 4 | 13 | 9 |
| Meeting Expectations (M) | 45 | 38 | 38 | 45 |
| Partially Meeting Expectations (PM) | 40 | 45 | 49 | 36 |
| Not Meeting Expectations (NM) | 4 | 13 | 0 | 9 |

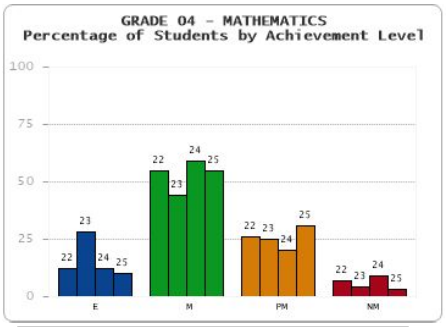
2025 Participation Rate = 100%

# Grade 4 MCAS Achievement




| GRADE 04 - ENGLISH LANGUAGE ARTS ACHIEVEMENT LEVEL | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|
| Exceeding Expectations (E) | 10 | 5 | 11 | 4 |
| Meeting Expectations (M) | 47 | 54 | 36 | 49 |
| Partially Meeting Expectations (PM) | 36 | 39 | 45 | 44 |
| Not Meeting Expectations (NM) | 7 | 3 | 8 | 2 |

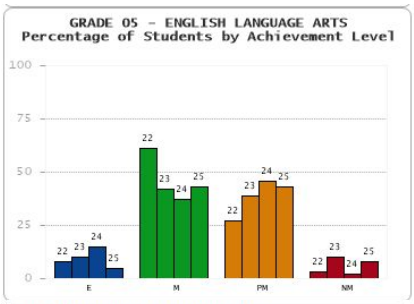
2025 Participation Rate = 100%




| GRADE 04 - MATHEMATICS ACHIEVEMENT LEVEL | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|
| Exceeding Expectations (E) | 12 | 28 | 12 | 10 |
| Meeting Expectations (M) | 55 | 44 | 59 | 55 |
| Partially Meeting Expectations (PM) | 26 | 25 | 20 | 31 |
| Not Meeting Expectations (NM) | 7 | 4 | 9 | 3 |

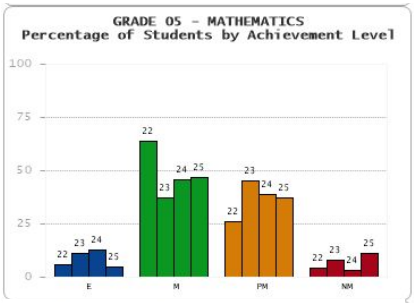
2025 Participation Rate = 100%

# Grade 5 MCAS Achievement



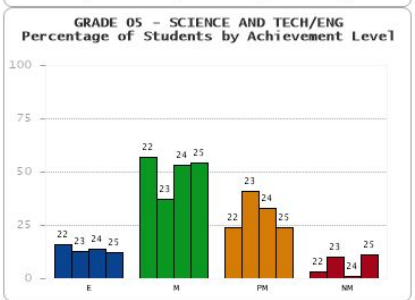

| GRADE 05 - ENGLISH LANGUAGE ARTS ACHIEVEMENT LEVEL | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|
| Exceeding Expectations (E) | 8 | 10 | 15 | 5 |
| Meeting Expectations (M) | 61 | 42 | 37 | 43 |
| Partially Meeting Expectations (PM) | 27 | 39 | 46 | 43 |
| Not Meeting Expectations (NM) | 3 | 10 | 2 | 8 |

2025 Participation Rate = 99%




| GRADE 05 - MATHEMATICS ACHIEVEMENT LEVEL | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|
| Exceeding Expectations (E) | 6 | 11 | 13 | 5 |
| Meeting Expectations (M) | 64 | 37 | 46 | 47 |
| Partially Meeting Expectations (PM) | 26 | 45 | 39 | 37 |
| Not Meeting Expectations (NM) | 4 | 8 | 3 | 11 |

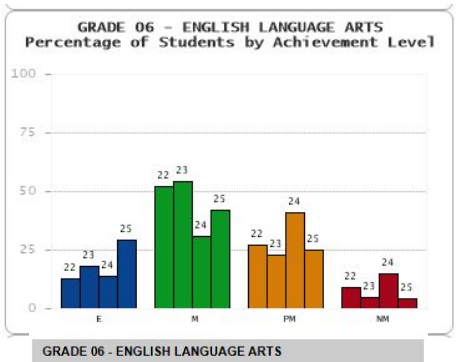
2025 Participation Rate = 100%




| GRADE 05 - SCIENCE AND TECH/ENG ACHIEVEMENT LEVEL | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|
| Exceeding Expectations (E) | 16 | 13 | 14 | 12 |
| Meeting Expectations (M) | 57 | 37 | 53 | 54 |
| Partially Meeting Expectations (PM) | 24 | 41 | 33 | 24 |
| Not Meeting Expectations (NM) | 3 | 10 | 1 | 11 |

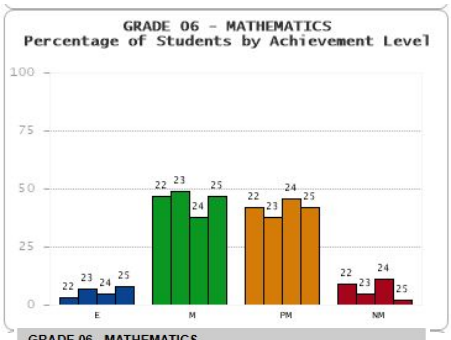
2025 Participation Rate = 100%

# Grade 6 MCAS Achievement




| GRADE 06 - ENGLISH LANGUAGE ARTS ACHIEVEMENT LEVEL | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|
| Exceeding Expectations (E) | 13 | 18 | 14 | 29 |
| Meeting Expectations (M) | 52 | 54 | 31 | 42 |
| Partially Meeting Expectations (PM) | 27 | 23 | 41 | 25 |
| Not Meeting Expectations (NM) | 9 | 5 | 15 | 4 |

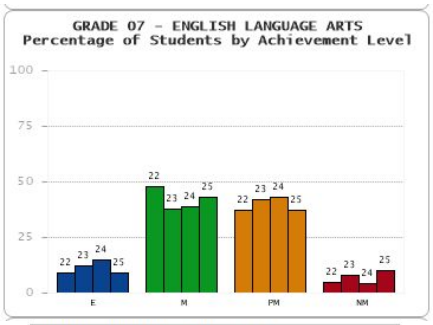
2025 Participation Rate = 100%




| GRADE 06 - MATHEMATICS ACHIEVEMENT LEVEL | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|
| Exceeding Expectations (E) | 3 | 7 | 5 | 8 |
| Meeting Expectations (M) | 47 | 49 | 38 | 47 |
| Partially Meeting Expectations (PM) | 42 | 38 | 46 | 42 |
| Not Meeting Expectations (NM) | 9 | 5 | 11 | 2 |

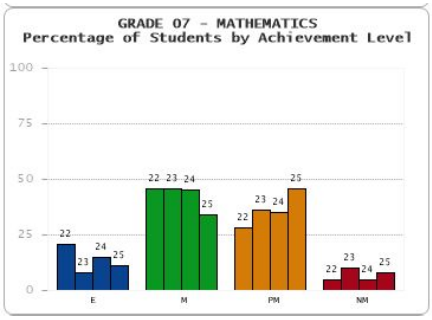
2025 Participation Rate = 100%

# Grade 7 MCAS Achievement




| GRADE 07 - ENGLISH LANGUAGE ARTS ACHIEVEMENT LEVEL | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|
| Exceeding Expectations (E) | 9 | 12 | 15 | 9 |
| Meeting Expectations (M) | 48 | 38 | 39 | 43 |
| Partially Meeting Expectations (PM) | 37 | 42 | 43 | 37 |
| Not Meeting Expectations (NM) | 5 | 8 | 4 | 10 |

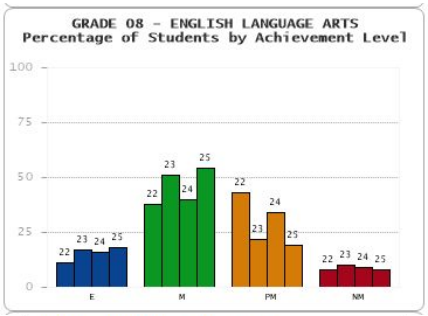
2025 Participation Rate = 99%




| GRADE 07 - MATHEMATICS ACHIEVEMENT LEVEL | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|
| Exceeding Expectations (E) | 21 | 8 | 15 | 11 |
| Meeting Expectations (M) | 46 | 46 | 45 | 34 |
| Partially Meeting Expectations (PM) | 28 | 36 | 35 | 46 |
| Not Meeting Expectations (NM) | 5 | 10 | 5 | 8 |

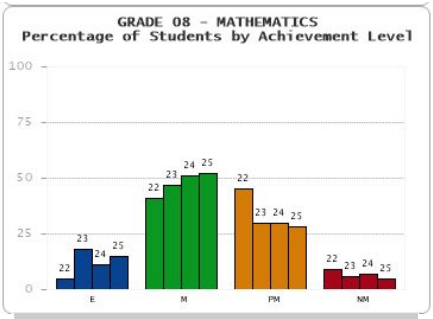
2025 Participation Rate = 99%

# Grade 8 MCAS Achievement




| GRADE 08 - ENGLISH LANGUAGE ARTS ACHIEVEMENT LEVEL | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|
| Exceeding Expectations (E) | 11 | 17 | 16 | 18 |
| Meeting Expectations (M) | 38 | 51 | 40 | 54 |
| Partially Meeting Expectations (PM) | 43 | 22 | 34 | 19 |
| Not Meeting Expectations (NM) | 8 | 10 | 9 | 8 |

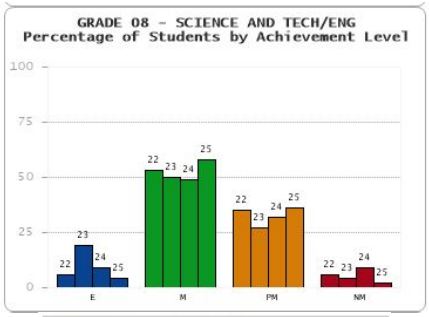
2025 Participation Rate = 100%




| GRADE 08 - MATHEMATICS ACHIEVEMENT LEVEL | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|
| Exceeding Expectations (E) | 5 | 18 | 11 | 15 |
| Meeting Expectations (M) | 41 | 47 | 51 | 52 |
| Partially Meeting Expectations (PM) | 45 | 30 | 30 | 28 |
| Not Meeting Expectations (NM) | 9 | 6 | 7 | 5 |

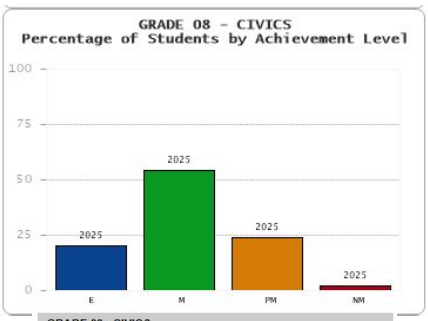
2025 Participation Rate = 96%

# Grade 8 MCAS Achievement




| GRADE 08 - SCIENCE AND TECH/ENG ACHIEVEMENT LEVEL | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|
| Exceeding Expectations (E) | 6 | 19 | 9 | 4 |
| Meeting Expectations (M) | 53 | 50 | 49 | 58 |
| Partially Meeting Expectations (PM) | 35 | 27 | 32 | 36 |
| Not Meeting Expectations (NM) | 6 | 4 | 9 | 2 |

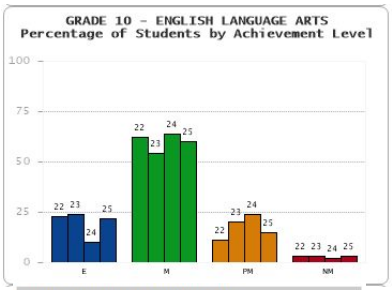
2025 Participation Rate = 99%




| GRADE 08 - CIVICS ACHIEVEMENT LEVEL | 2025 |
|---|---|
| Exceeding Expectations (E) | 20 |
| Meeting Expectations (M) | 54 |
| Partially Meeting Expectations (PM) | 24 |
| Not Meeting Expectations (NM) | 2 |

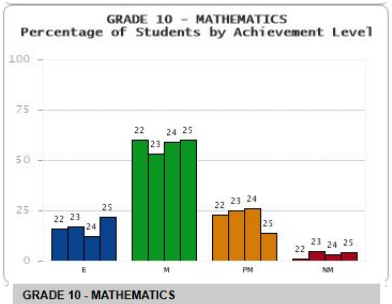
2025 Participation Rate = 94%

# Grade 10 MCAS Achievement



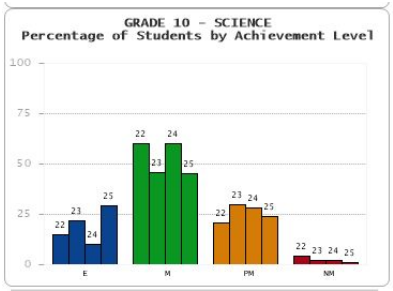

| GRADE 10 - ENGLISH LANGUAGE ARTS ACHIEVEMENT LEVEL | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|
| Exceeding Expectations (E) | 23 | 24 | 10 | 22 |
| Meeting Expectations (M) | 62 | 54 | 64 | 60 |
| Partially Meeting Expectations (PM) | 11 | 20 | 24 | 15 |
| Not Meeting Expectations (NM) | 3 | 3 | 2 | 3 |

2025 Participation Rate = 98%




| GRADE 10 - MATHEMATICS ACHIEVEMENT LEVEL | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|
| Exceeding Expectations (E) | 16 | 17 | 12 | 22 |
| Meeting Expectations (M) | 60 | 53 | 59 | 60 |
| Partially Meeting Expectations (PM) | 23 | 25 | 26 | 14 |
| Not Meeting Expectations (NM) | 1 | 5 | 3 | 4 |

2025 Participation Rate = 98%




| GRADE 10 - SCIENCE ACHIEVEMENT LEVEL | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|
| Exceeding Expectations (E) | 15 | 22 | 10 | 29 |
| Meeting Expectations (M) | 60 | 46 | 60 | 45 |
| Partially Meeting Expectations (PM) | 21 | 30 | 28 | 24 |
| Not Meeting Expectations (NM) | 4 | 2 | 2 | 1 |

2025 Participation Rate = 98%

# Cape Ann MCAS 2025 (Meeting/Exceeding %)

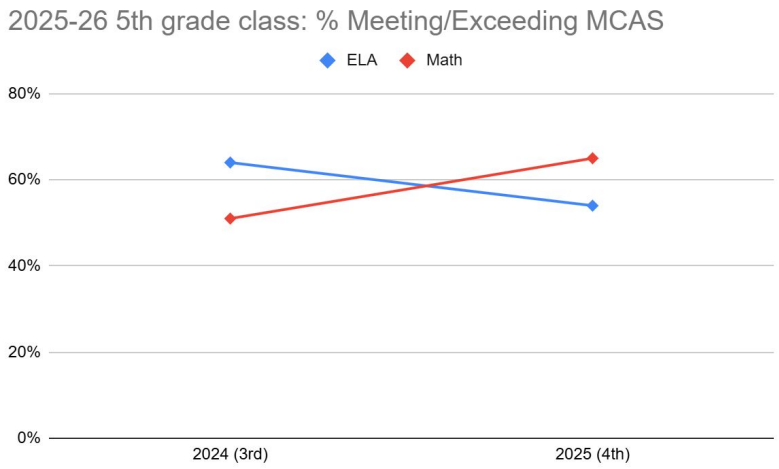
| | MERSD | Beverly | Danvers | Georgetown | Gloucester | HW | Ipswich | Lynnfield | Masco | Newburyport | Pentucket | Triton |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **GRADE 10 - ENGLISH LANGUAGE ARTS** | **82** | 45 | 45 | 50 | 37 | 80 | 72 | 77 | 74 | 70 | 72 | 50 |
| **GRADE 10 - MATHEMATICS** | **82** | 39 | 31 | 41 | 41 | 73 | 69 | 65 | 66 | 56 | 58 | 46 |
| **GRADE 10 - SCIENCE AND TECH/ENG** | **75** | 49 | 48 | 40 | 37 | 73 | 63 | 66 | 66 | 68 | 63 | 44 |
| **GRADES 03 - 08 - ELA** | **61** | 45 | 37 | 40 | 34 | 63 | 59 | 63 | 56 | 55 | 48 | 50 |
| **GRADES 03 - 08 - MATHEMATICS** | **57** | 51 | 38 | 40 | 30 | 62 | 54 | 62 | 49 | 48 | 50 | 50 |
| **GRADES 05 & 08 - SCIENCE & TECH/ENG** | **64** | 43 | 41 | 46 | 37 | 68 | 54 | 57 | 62 | 52 | 49 | 53 |

# MERSD vs. DART Comparable Districts*

| District | In-District Enrollment (2024-25 year) | | | | 2. Next Gen MCAS | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total # | English Learners % | Low Income % | Students with Disabilities % | GR. 3-8 ELA % E/M | GR. 3-8 ELA SGP | GR. 3-8 Math % E/M | GR. 3-8 Math SGP | GR. 3-8 SCI % E/M | GR. 10 ELA % E/M | GR. 10 Math % E/M | GR. 10 SCI % E/M |
| Douglas | 1,113 | 1.7 | 23.7 | 18.5 | 43 | 50.3 | 40 | 53.1 | 40 | 49 | 33 | 37 |
| Groton-Dunstable | 2,300 | 2.1 | 9.7 | 18.3 | 59 | 52.8 | 58 | 54.2 | 60 | 75 | 74 | 63 |
| Hamilton-Wenham | 1,669 | 0.7 | 7.6 | 19.4 | 63 | 54.3 | 62 | 62.5 | 68 | 80 | 73 | 73 |
| Ipswich | 1,563 | 3.7 | 19.4 | 21.7 | 59 | 52.7 | 54 | 50.1 | 54 | 72 | 69 | 63 |
| Littleton | 1,655 | 1.2 | 9.1 | 18.3 | 63 | 54.1 | 60 | 54.4 | 65 | 74 | 73 | 81 |
| Manchester Essex | 1,190 | 0.6 | 12.9 | 19.6 | 61 | 53.3 | 57 | 51.8 | 64 | 82 | 82 | 75 |
| Mendon-Upton | 2,072 | 3.6 | 13.9 | 11.1 | 48 | 52.5 | 50 | 51.1 | 50 | 58 | 44 | 42 |
| Millis | 1,161 | 2.2 | 17.5 | 20.9 | 45 | 48.3 | 46 | 53.2 | 48 | 73 | 60 | 67 |
| North Reading | 2,327 | 1.5 | 10.1 | 20.8 | 72 | 58.7 | 69 | 52.5 | 78 | 70 | 72 | 77 |
| Scituate | 2,744 | 0.3 | 10.5 | 18.7 | 61 | 52 | 61 | 51.6 | 64 | 73 | 66 | 72 |
| Sutton | 1,291 | 2 | 16.8 | 18.2 | 42 | 52.9 | 42 | 52.6 | 42 | 68 | 65 | 67 |

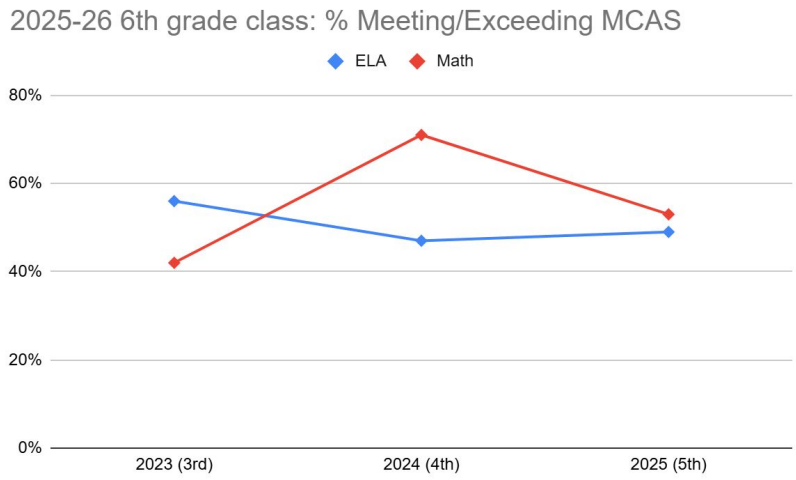
*Districts identified by DESE as most similar to your district in terms of grades span,total enrollment,and special populations.

# MCAS Cohort Trends



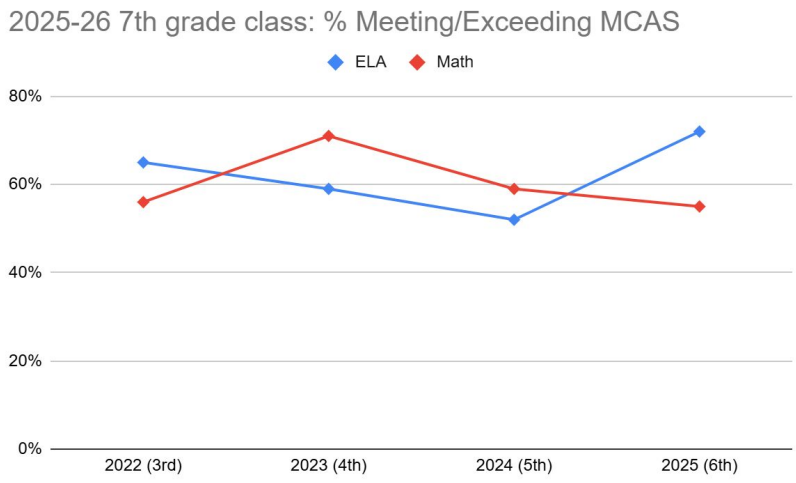

| 2025-26 5th grade class: % Meeting/Exceeding MCAS | | |
|---|---|---|
| | ELA | Math |
| 2024 (3rd) | 64% | 51% |
| 2025 (4th) | 54% | 65% |

# MCAS Cohort Trends



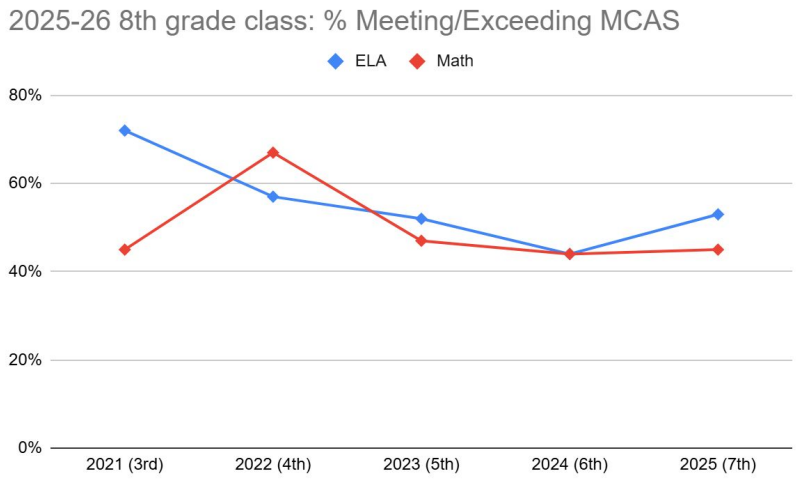

| 2025-26 6th grade class: % Meeting/Exceeding MCAS | | |
|---|---|---|
| | ELA | Math |
| 2023 (3rd) | 56% | 42% |
| 2024 (4th) | 47% | 71% |
| 2025 (5th) | 49% | 53% |

# MCAS Cohort Trends



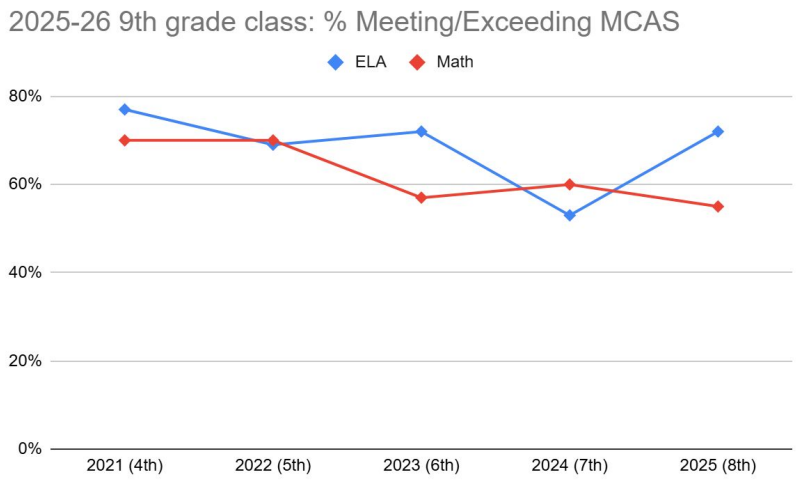

| 2025-26 7th grade class: % Meeting/Exceeding MCAS | | |
|---|---|---|
| | ELA | Math |
| 2022 (3rd) | 65% | 56% |
| 2023 (4th) | 59% | 71% |
| 2024 (5th) | 52% | 59% |
| 2025 (6th) | 72% | 55% |

# MCAS Cohort Trends




| 2025-26 8th grade class: % Meeting/Exceeding MCAS | | |
|---|---|---|
| | ELA | Math |
| 2021 (3rd) | 72% | 45% |
| 2022 (4th) | 57% | 67% |
| 2023 (5th) | 52% | 47% |
| 2024 (6th) | 44% | 44% |
| 2025 (7th) | 53% | 45% |

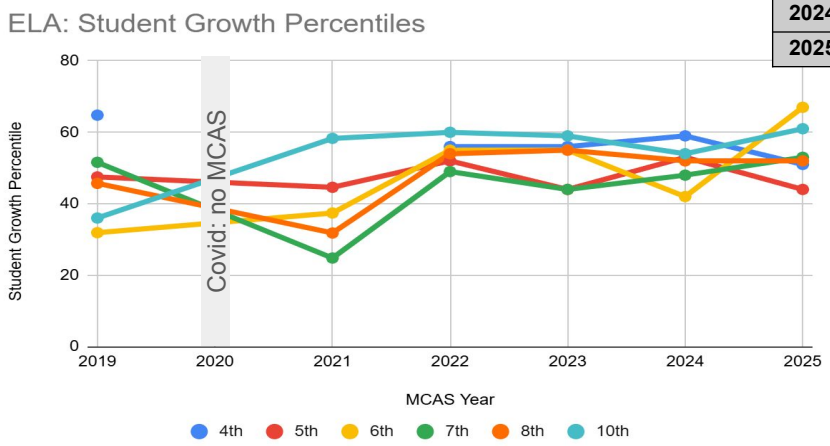
# MCAS Cohort Trends




| 2025-26 9th grade class: % Meeting/Exceeding MCAS | | |
|---|---|---|
| | ELA | Math |
| 2020 (3rd) | NA | NA |
| 2021 (4th) | 77% | 70% |
| 2022 (5th) | 69% | 70% |
| 2023 (6th) | 72% | 57% |
| 2024 (7th) | 53% | 60% |
| 2025 (8th) | 72% | 55% |

# MCAS ELA Student Growth Percentile Trends

| | 4th | 5th | 6th | 7th | 8th | 10th |
|---|---|---|---|---|---|---|
| **2019** | 64.8 | 47.5 | 31.9 | 51.6 | 45.7 | 36 |
| **2021** | | 44.6 | 37.4 | 24.8 | 31.8 | 58.3 |
| **2022** | 56 | 52 | 55 | 49 | 54 | 60 |
| **2023** | 56 | 44 | 55 | 44 | 55 | 59 |
| **2024** | 59 | 53 | 42 | 48 | 52 | 54 |
| **2025** | 51 | 44 | 67 | 53 | 52 | 61 |

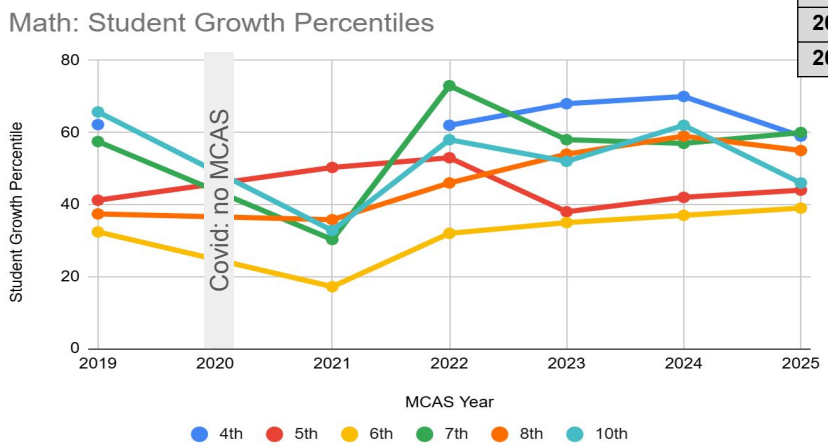



*No MCAS in 2020*
*No SGP in 3rd grade*

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

# MCAS MATH Student Growth Percentile Trends

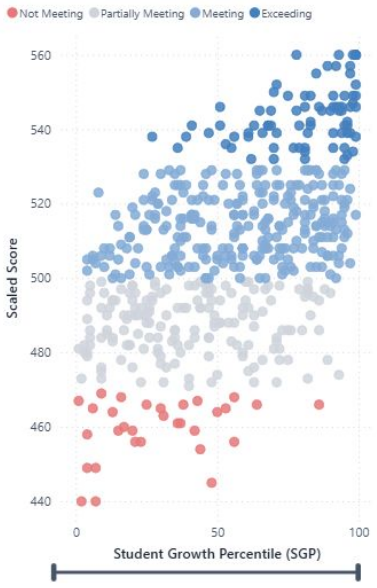
| | 4th | 5th | 6th | 7th | 8th | 10th |
|---|---|---|---|---|---|---|
| **2019** | 62.2 | 41.2 | 32.4 | 57.5 | 37.4 | 65.7 |
| **2021** | | 50.3 | 17.2 | 30.3 | 35.8 | 32.8 |
| **2022** | 62 | 53 | 32 | 73 | 46 | 58 |
| **2023** | 68 | 38 | 35 | 58 | 54 | 52 |
| **2024** | 70 | 42 | 37 | 57 | 59 | 62 |
| **2025** | 59 | 44 | 39 | 60 | 55 | 46 |

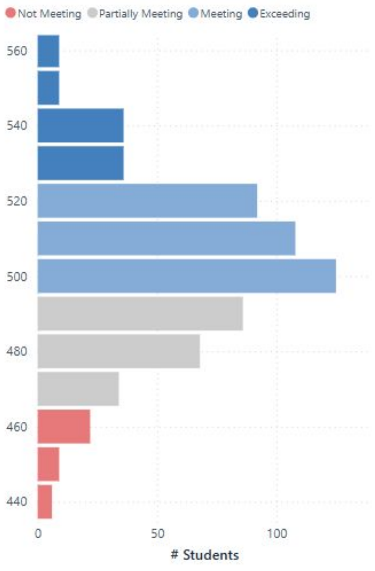



*No MCAS in 2020*
*No SGP in 3rd grade*

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

# MCAS Trends: ELA gr. 3-10

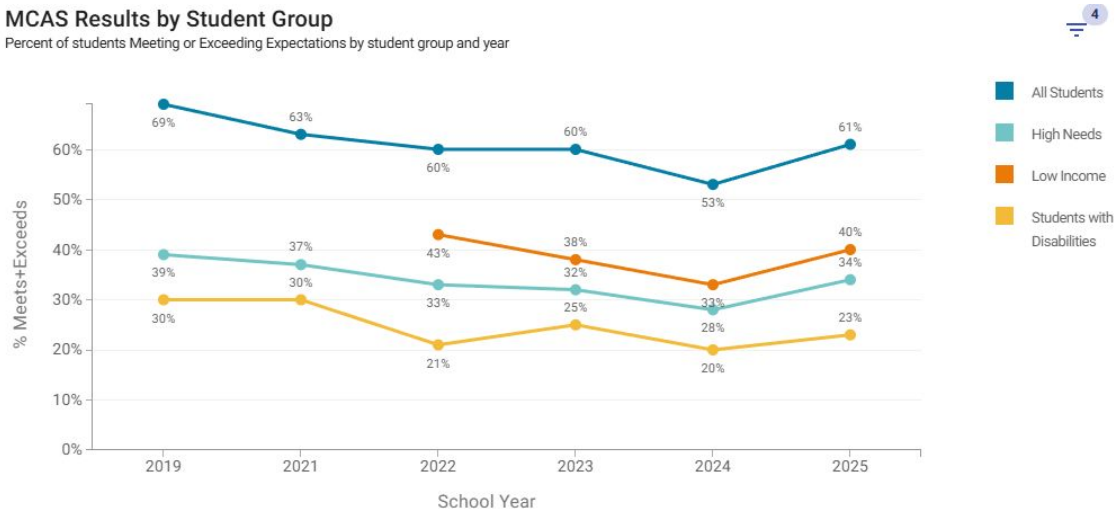


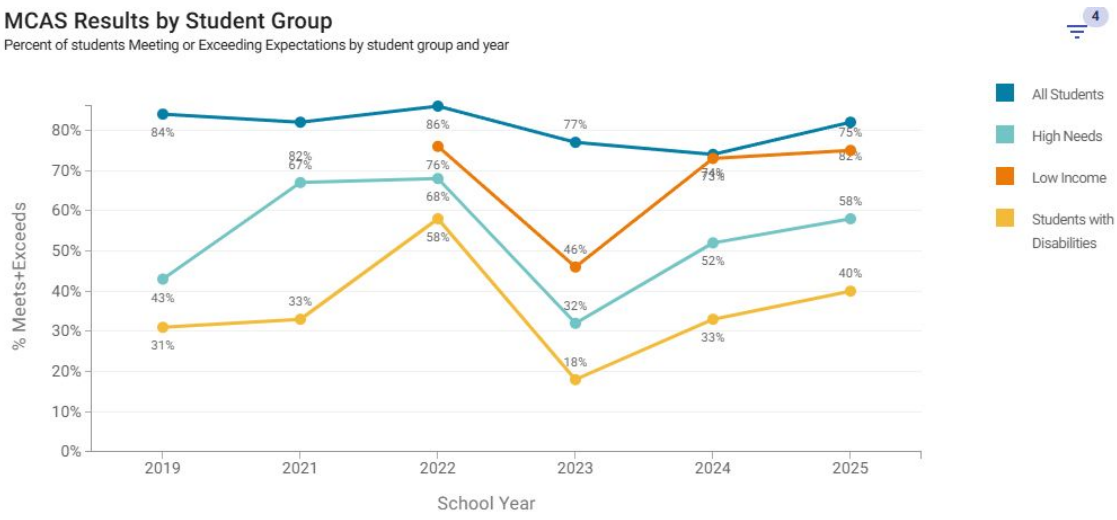

**Testing Grade over Time by** % Meet/Exceed

| Grade Level | SY-20-21 | SY-21-22 | SY-22-23 | SY-23-24 | SY-24-25 |
|---|---|---|---|---|---|
| 10 | 82% | 86% | 77% | 74% | 82% |
| 8 | 55% | 49% | 69% | 56% | 72% |
| 7 | 49% | 58% | 50% | 53% | 53% |
| 6 | 65% | 65% | 72% | 44% | 72% |
| 5 | 71% | 69% | 52% | 52% | 49% |
| 4 | 77% | 57% | 59% | 47% | 54% |
| 3 | 72% | 65% | 56% | 64% | 69% |

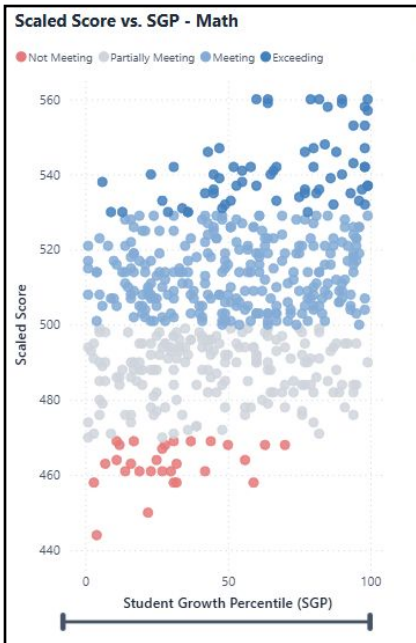
# MCAS Trends: ELA gr. 3-8

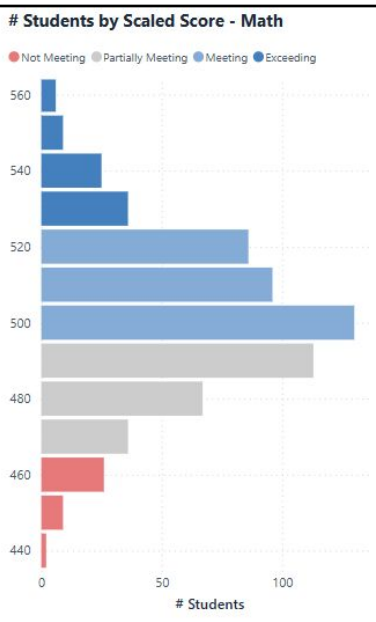


# MCAS Trends: ELA gr. 10




# MCAS Trends: Math gr. 3-10

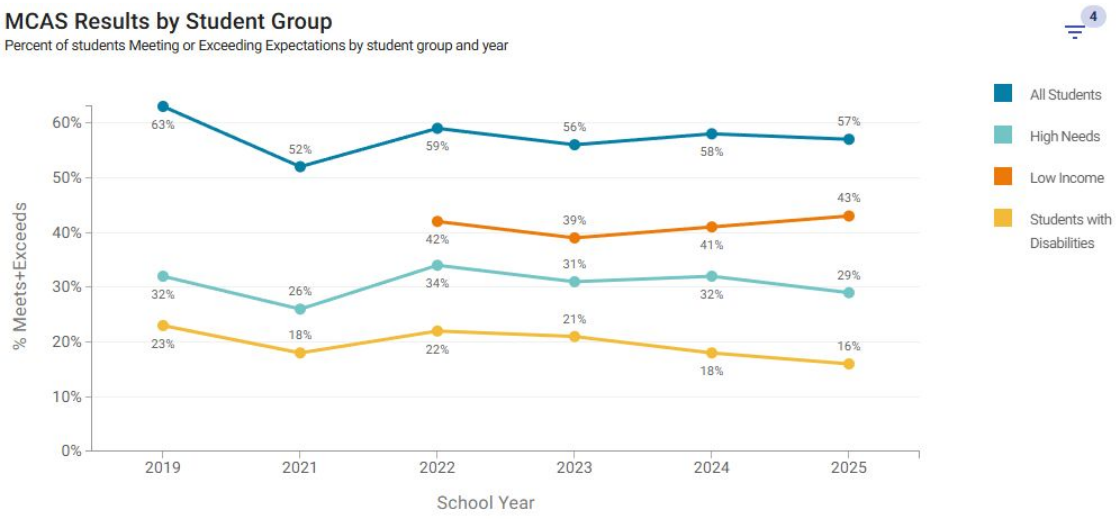


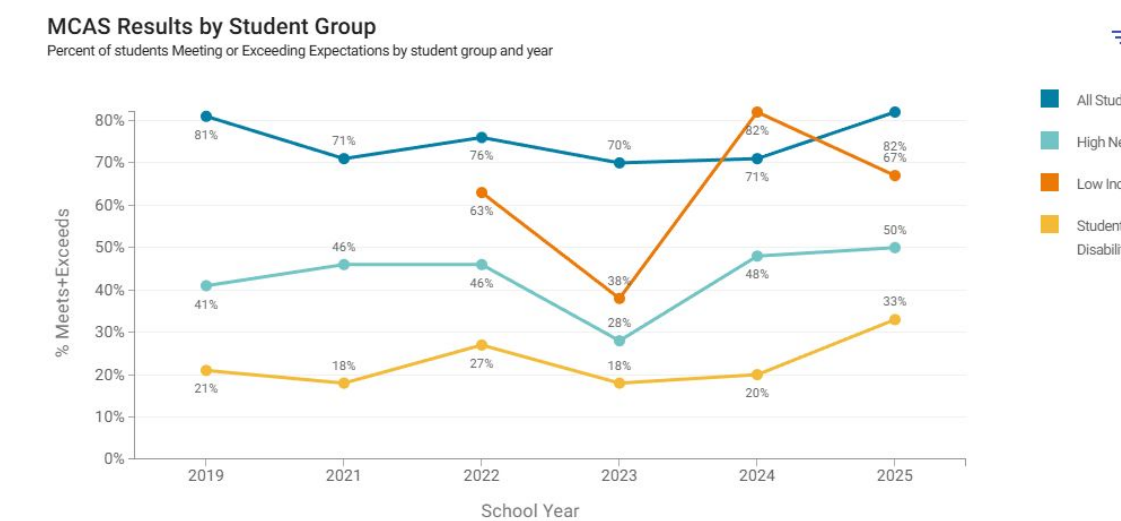

**Testing Grade over Time by** % Meet/Exceed

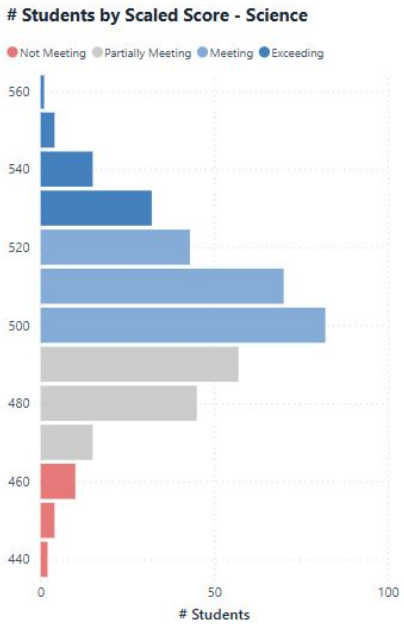
| Grade Level | SY-20-21 | SY-21-22 | SY-22-23 | SY-23-24 | SY-24-25 |
|---|---|---|---|---|---|
| 10 | 71% | 76% | 70% | 71% | 82% |
| 8 | 48% | 46% | 65% | 62% | 66% |
| 7 | 46% | 67% | 54% | 60% | 45% |
| 6 | 46% | 49% | 57% | 44% | 55% |
| 5 | 61% | 70% | 47% | 59% | 53% |
| 4 | 70% | 67% | 71% | 71% | 65% |
| 3 | 45% | 56% | 42% | 51% | 55% |

# MCAS Trends: Math gr. 3-8




# MCAS Trends: Math gr. 10



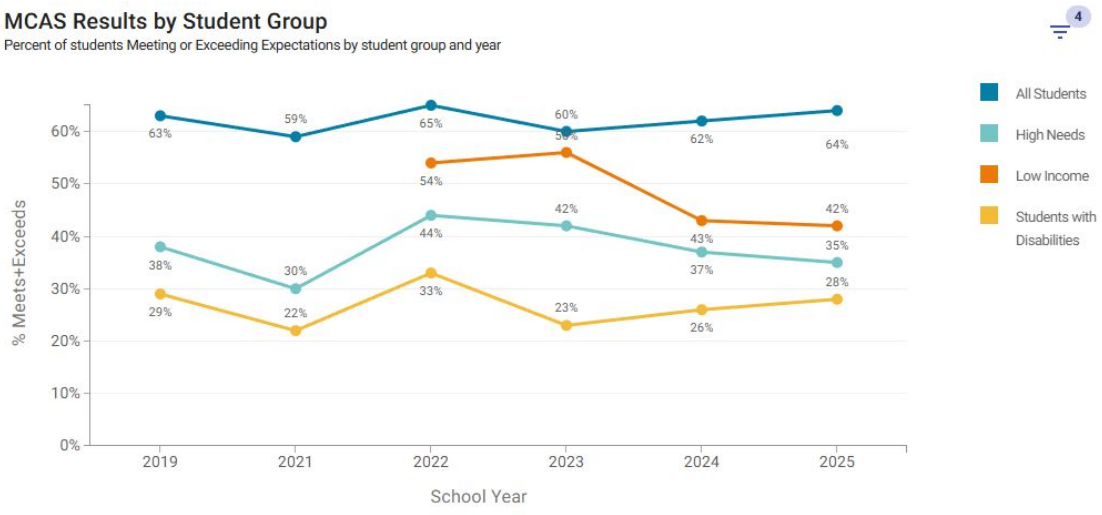



# MCAS Trends: STE gr. 3-10

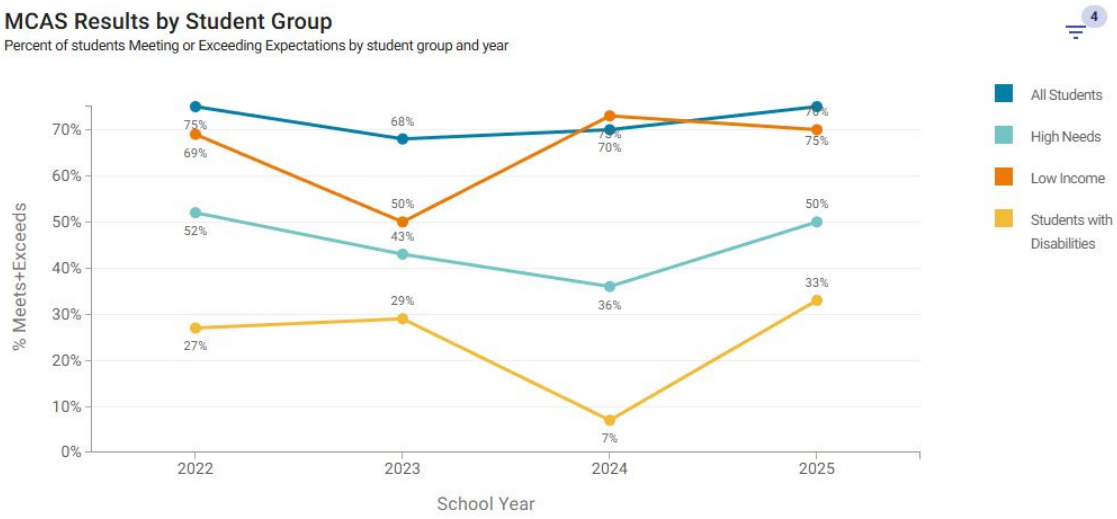
**Testing Grade over Time by** % Meet/Exceed

| Grade Level | SY-20-21 | SY-21-22 | SY-22-23 | SY-23-24 | SY-24-25 |
|---|---|---|---|---|---|
| 10 | | 90% | 65% | 69% | 74% |
| 8 | 50% | 59% | 70% | 59% | 62% |
| 5 | 72% | 73% | 49% | 66% | 66% |

# MCAS Trends: Science/Tech gr. 5 & 8

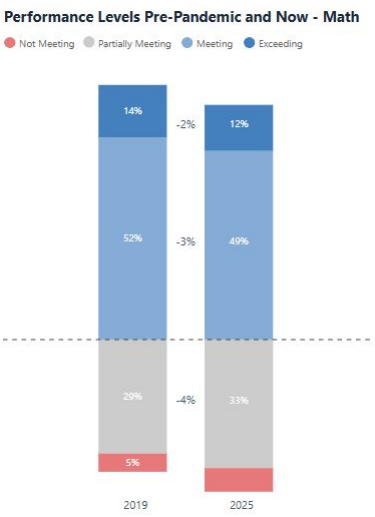


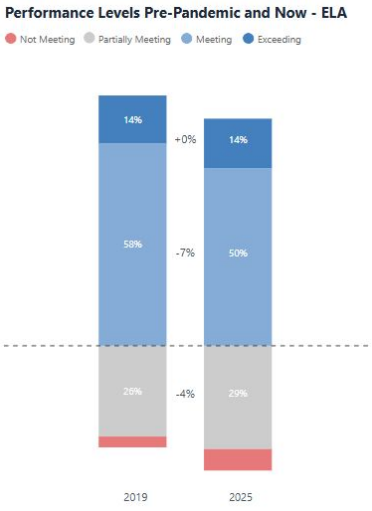
# MCAS Trends: Science/Tech HS

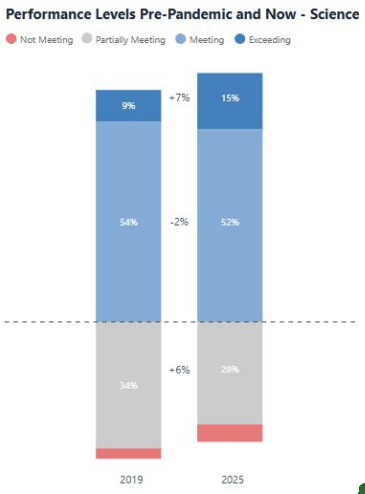



# How does performance compare to pre-pandemic levels?

Grades 3-10



# i-Ready, K-8

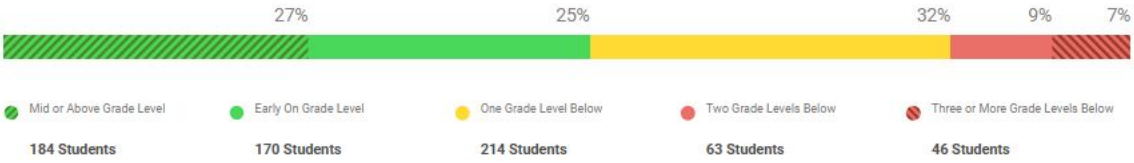
# Fall 2025

*Kindergarten does not take iReady assessment until November

## Reading

**Overall Placement**

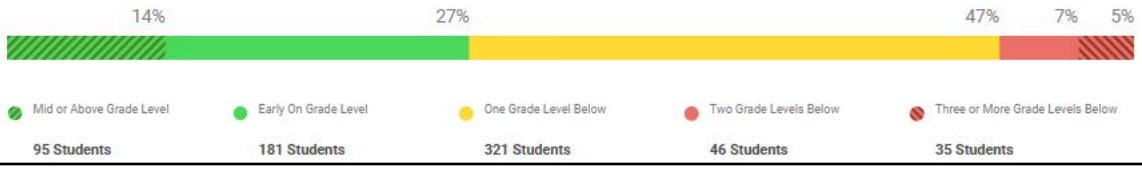
Students Assessed/Total: **677/751**



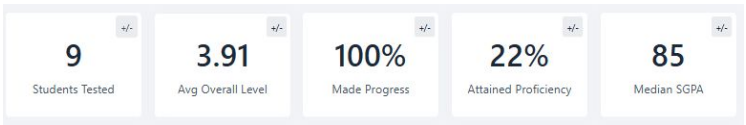

## Math

**Overall Placement**

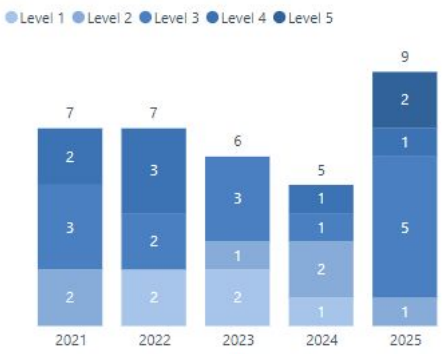
Students Assessed/Total: **678/747**



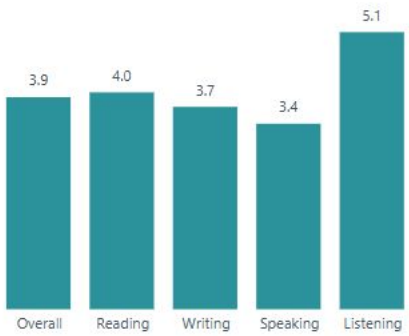

# ACCESS for English Learners



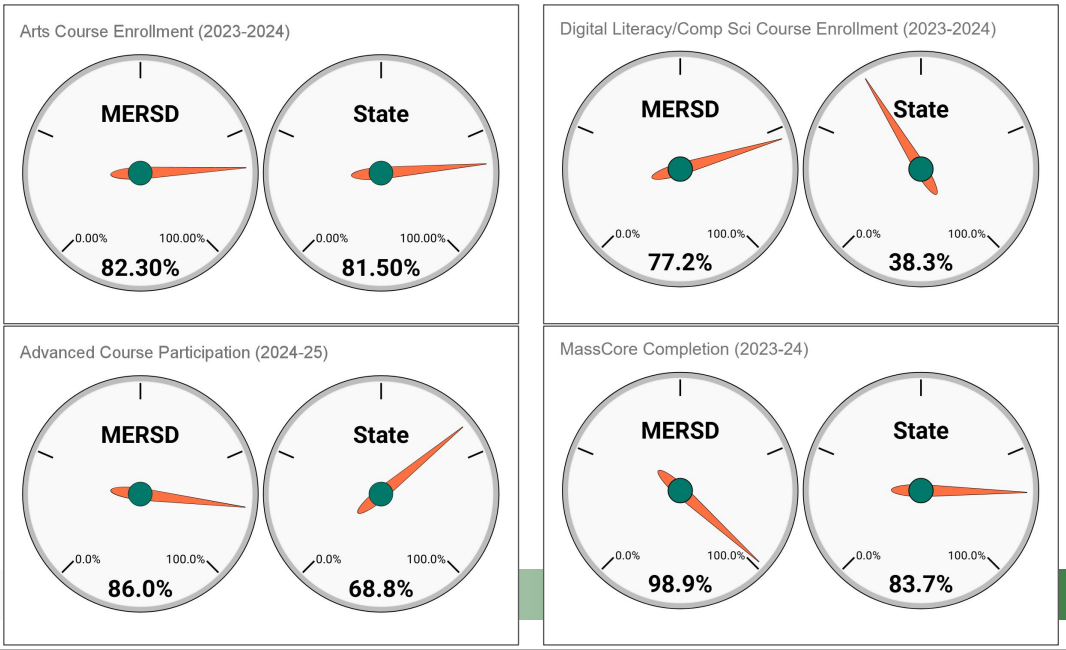

**# Students Tested by** Overall Level




**Average Proficiency Level by** Domain



# Course Enrollment




# Supporting Information

dese MASSACHUSETTS Department of Elementary and Secondary Education

VOCAL 2024 Summary
October 2024

# Views of Climate and Learning (VOCAL)

*Click for link*

**What is VOCAL?**
"Views of Climate and Learning" (VOCAL) is an annual student survey sponsored by the Massachusetts Department of Elementary and Secondary Education (DESE). Students are asked to share their views on three dimensions of school climate: engagement, safety, and environment. Students in grades 4, 5, 8, and 10 were able to participate in the survey as part of the state MCAS administration in Spring 2024.

**Why participate in VOCAL?**
Over the last three decades, research has demonstrated that positive school climate supports learning and positive youth development. The survey gives Massachusetts students a voice and an opportunity to provide feedback to schools and districts, which can use the data to strengthen students' social and emotional well-being, health, safety, and academic learning. READ MORE about why Safe & Supportive Schools Matter

**What does the survey measure?**
VOCAL is based on the conceptual framework of the U.S. Department of Education's School Climate Surveys, which focuses on measuring students' perception of three dimensions of school climate: engagement, safety, and environment. Each of these three dimensions is in turn composed of three topics. Engagement constitutes the topics of cultural and linguistic competence, relationships, and participation in class and school life. Safety is comprised of the topics of emotional safety, physical safety, and bullying/cyber-bullying. Environment incorporates the topics of instructional environment, discipline environment, and mental health environment.

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

dese MASSACHUSETTS Department of Elementary and Secondary Education

VOCAL 2024 Summary
October 2024

# Views of Climate and Learning (VOCAL)

*Click for link: 2025 report not yet released*

| Engagement (ENG) | Safety (SAF) | Environment (ENV) |
|---|---|---|
| **Cultural Competence**<br>The extent students feel adults/students value diversity, manage dynamics of differences, and avoid stereotypes. | **Emotional Safety**<br>The extent students feel a bond to the school, and the extent adults/students support the emotional needs of students. | **Instructional Environment**<br>The extent that students feel the instructional environment is collaborative, relevant, challenging, and supportive of learning. |
| **Participation**<br>The extent students feel engaged intellectually, emotionally, and behaviorally in the classroom, and the extent that students or their parents are engaged in school life. | **Physical Safety**<br>The extent that students feel physically safe within the school environment. | **Mental Health Environment**<br>The extent that students have access to support systems that effectively support their social, emotional, and mental health well-being. |
| **Relationships**<br>The extent students feel there is a social connection and respect between staff/teachers and students, and between students and their peers. | **Bullying**<br>The extent that students report different types of bullying behaviors occurring in the school and the extent that school/staff/students try to counteract bullying. | **Discipline Environment**<br>The extent that discipline is fair, applied consistently and evenly, and a shared responsibility among staff, teachers, and students. |

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

# Attendance




*Click for link*

**Attendance Research/Data from Attendance Works:**

- Research shows that missing 10 percent of the school, or about 18 days in most school districts, negatively affects a student's academic performance. That's just two days a month and that's known as chronic absence. Read more
- By 6th grade, chronic absence becomes a leading indicator that a student will drop out of high school. Read more
- Poor attendance can influence whether children read proficiently by the end of third grade or be held back. Read more
- When students improve their attendance rates, they improve their academic prospects and chances for graduating. Read more

**Chronic absenteeism** is defined as the percentage of students missing 10 percent or more of their days in membership. In a typical 180-day school year, this is the percentage of students who miss 18 or more days. To calculate the chronic absenteeism rate for a school or student group, DESE determines whether each student is or is not chronically absent based on the student's total number of days in attendance and their total number of days in membership, as reported by the district in the Student Information Management System (SIMS). The rate is reported as the percentage of students in the school or group who are chronically absent. The chronic absenteeism calculation includes both excused and unexcused absences.

# Accountability

**Progress toward improvement targets**
Progress toward improvement targets is reported as the degree to which targets are met, using a criterion-referenced measure of performance. The criterion-referenced target percentage combines multiple years of data related to achievement, growth, high school completion, English learner (EL) progress, advanced coursework completion, and chronic absenteeism into a single number between 0 and 100. For a group to be meeting or exceeding targets, it must have a criterion-referenced target percentage of 75 percent or higher.

**Substantial progress toward targets**
A district or school is identified as making substantial progress toward targets if it has a criterion-referenced target percentage from 50 to 74 percent and has not otherwise been identified as requiring assistance or intervention due to low overall performance, low student group performance, low graduation rates, or low assessment participation.

**Accountability percentile**
An accountability percentile between 1 and 99 is reported for most schools. This number is an indication of the school's overall performance relative to other schools that administer similar assessments and is calculated using up to two years of data for all accountability indicators. Accountability percentiles are not calculated for districts, or for any school without sufficient achievement and growth data in English language arts (ELA) and mathematics.

*Information from: https://profiles.doe.mass.edu/statereport/accountability.aspx*

# Student Growth: MCAS ELA and Mathematics

All districts, schools, and groups are expected to demonstrate progress in student achievement each year. The Department uses Student Growth Percentiles (SGPs) to measure how student-level achievement has grown or changed over time. Student growth percentiles are calculated separately by gradespan for ELA and mathematics and are not calculated for science. At the student level, the SGP represents how an individual student's achievement compares to that of other students with similar MCAS histories. At the school or student group level, DESE reports the mean SGP, which represents the average student growth percentile for that school or student group, using growth results for each student who was enrolled in the school as of October 1 of the same school year. For growth results to be reported, there must be SGP data for at least 20 students in each grade span.

# MCAS Test Shifts

| Year | Grades 3-8 | Grade 10 |
|---|---|---|
| 2017 | Full Test: First year of Next Generation MCAS | Legacy MCAS |
| 2018 | Full Test: Next Generation MCAS | Legacy MCAS |
| 2019 | Full Test: Next Generation MCAS | Full Test Administered: First year of Next Generation MCAS Math & ELA, Legacy STE MCAS |
| 2020 | No Test Administered | No Test Administered |
| 2021 | Half Test Administered | Full Test Administered: Next Generation MCAS Math & ELA, Legacy STE MCAS |
| 2022 | Full Test Administered | Full Test Administered: First year of HS Science Next Generation Test |
| 2023 | Full Test Administered | Full Test Administered |
| 2024 | Full Test Administered: Pilot/Field Test of 8th gr. Civics | Full Test Administered |
| 2025 | Full Test Administered: First year of 8th grade Civics, Pilot/Field Test of new STE test for gr. 5 & 8 | First year MCAS is not a graduation requirement |

# i-Ready

**i-Ready Diagnostic** shows what students know, how much growth is needed to reach grade level expectations, and what students need to do next to get there. The Diagnostic:

- Gives every student an aspirational, attainable goal to reach grade-level standards
- Provides data that always informs teaching and learning
- Connects seamlessly to instructional resources that support the needs of all students

Prioritize Student Needs Using Data
i-Ready Diagnostic helps ensure educators have the data they need to target instruction where it's needed most. Educators can:

- Efficiently understand current strengths and instructional priorities
- Set goals and continually track growth
- Make decisions when state assessment data isn't available

The i-Ready Diagnostic meets our MA DESE mandated early literacy screener requirements. Read More Here

*Information from: https://www.curriculumassociates.com/programs/i-ready-assessment/diagnostic*

# Advanced Placement

The Advanced Placement (AP) is a program in the United States and Canada created by the College Board offering college level curriculum and examinations to high school students.

The AP curriculum for the various subjects is created for the College Board by a panel of experts and college-level educators in each subject. For a high school course to have the AP designation, the course must be audited by the College Board to ascertain it satisfies the AP curriculum.

If the course is approved the school may use the AP designation and the course will be publicly listed on the AP Ledger.

AP Awards: CollegeBoard has delayed their recognition award routines. While they are traditionally released with student data, this year any district/school recognitions will be released in early 2026.