

## **MEETING NOTICE**

POSTED IN ACCORDANCE WITH THE PROVISIONS OF MGL 30A § 20 Act relative to extending certain COVID-19 measures adopted during the state of emergency

### **Marblehead School Committee**

**Name of Board or Committee**

**Address:** Marblehead High School Library, 2 Humphrey Street, Marblehead, MA 01945

**OR**

**Zoom Conference:** <https://marbleheadschoools-org.zoom.us/j/97886762817?pwd=5hT6kswajlCtbJVuC2uYOn1pdiv7fE.1>

Meeting ID: 978 8676 2817

Password: 610612

Dial in Phone +1 646 931 3860 US

|                 |                |           |             |               |
|-----------------|----------------|-----------|-------------|---------------|
| <b>Thursday</b> | <b>October</b> | <b>15</b> | <b>2026</b> | <b>6:00pm</b> |
| Day of Week     | Month          | Date      | Year        | Time          |

**Agenda or Topics to be discussed listed below** (That the chair reasonably anticipates will be discussed)

- I. Call to Order
  - a. Pledge of Allegiance
  - b. Chair's Statement
  - c. Commendations
  - d. Public Comment
  - e. Student Representative
- II. District Updates
  - a. Superintendent Update
  - b. Enrollment Report
  - c. District Assessment Update
    - i. Marblehead High School MCAS Presentation
    - ii. Veterans Middle School MCAS Presentation
- III. Consent Action and Agenda Items
  - a. Schedule of Bills (vote)
  - b. Meeting Minutes: (10/1/26, 10/8/26) (vote)
  - c. Donations: Glover Playground Equipment (vote)

IV. School Committee Communication and Discussion Items

- a. Superintendent Formative Evaluation
- b. FY28 Budget Priorities Discussion
- c. MASC Conference Delegate
- d. Subcommittee and Liaison Updates
- e. Correspondence

(vote)

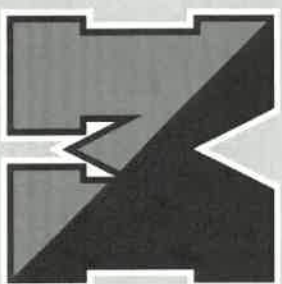
V. Adjournment

**THIS AGENDA IS SUBJECT TO CHANGE**

**Chairperson:** Kate Schmeckpeper

**Posted by:** Lisa Manning

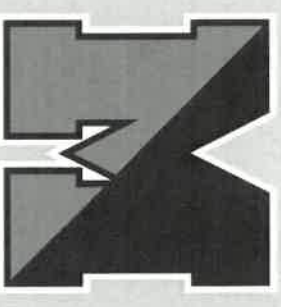
**Date:** 10/13/2026



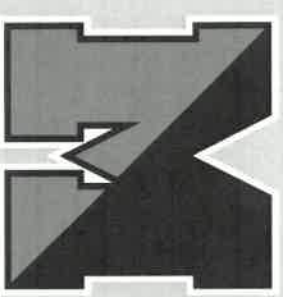
# Marblehead Public Schools

Enrollment  
Fall 2026

|                        | MHS    | MVMS   | Glover | Village | Brown  | Home school | OOD   |
|------------------------|--------|--------|--------|---------|--------|-------------|-------|
| EOY 25-26              | 613    | 345    | 324    | 482     | 448    | 10          | 50    |
| Change from EOY to SOY | +165   | +11    | -16    | +3      | -14    | +11         | -3    |
| SOY 26-27              |        |        |        |         |        |             |       |
| 8/24/26                | 778    | 356    | 308    | 485     | 462    | 21          | 47    |
| 8/31/26                | 772    | 357    | 307    | 483     | 458    | 20          | 48    |
| 9/7/26                 | 770    | 354    | 307    | 483     | 455    | 20          | 49    |
| 9/14/26                | 769    | 353    | 306    | 483     | 454    | 22          | 49    |
| 9/21/26                | 767    | 353    | 306    | 484     | 451    | 22          | 49    |
| 9/28/26                | 768    | 353    | 305    | 484     | 451    | 22          | 49    |
| 10/5/26                | 768    | 354    | 306    | 484     | 451    | 21          | 49    |
| 10/12/26               | 768    | 354    | 306    | 484     | 451    | 20          | 48    |
|                        |        |        |        |         |        |             |       |
| YTD change             | -10    | -2     | -2     | -1      | -11    | -1          | +1    |
| % change               | -1.29% | -0.56% | -0.65% | -0.21%  | -2.38% | -4.76%      | 2.13% |



| Enrollment<br>by grade |     |      |      |      |     |             |  |
|------------------------|-----|------|------|------|-----|-------------|--|
|                        | PK  | K    | 1st  | 2nd  | 3rd | Total       |  |
| <b>Brown</b>           | 38  | 109  | 101  | 100  | 103 | 451         |  |
| <b>Glover</b>          | 32  | 73   | 66   | 69   | 66  | 306         |  |
|                        |     |      |      |      |     |             |  |
|                        | 4th | 5th  | 6th  |      |     |             |  |
| <b>Village</b>         | 173 | 152  | 159  |      |     | 484         |  |
|                        | 7th | 8th  |      |      |     |             |  |
| <b>MVMS</b>            | 180 | 174  |      |      |     | 354         |  |
|                        | 9th | 10th | 11th | 12th | SP  |             |  |
| <b>MHS</b>             | 169 | 204  | 192  | 201  | 2   | 768         |  |
|                        |     |      |      |      |     | <b>2363</b> |  |





## **Enrollment by School SY 2025-26 to SY 2026-27**

**Total District Enrollment PreK-12 (Oct. 1):**

**SY25-26 = 2394 (Graduated 185 students)**

**SY26-27 = 2363**

**Responsible for 67 students who are currently in  
Out of District Placements (47) or being Home  
Schooled (20)**

# Enrollment Insights

- Broader demographic and housing trends (lower births, aging population, limited new family housing) will continue to affect enrollment numbers.
- Kindergarten is projected to be slightly higher for the SY 27-28.
- However, long-term district-wide enrollment projections remain consistent over the next 8-10 years.
- Marblehead Public Schools will continue to closely monitor class sizes and secondary course enrollments based on projected enrollment and student need to ensure efficiency.
- There continues to be a pattern of losses at transitions (elementary→middle; middle→high) which necessitates review of specific data related to where students are attending school outside of MPS.
- Academic rigor, clear expectations and follow through, along with rich MTSS continues to be an area of focus to address enrollment needs Prek-12.



MARBLEHEAD PUBLIC SCHOOLS

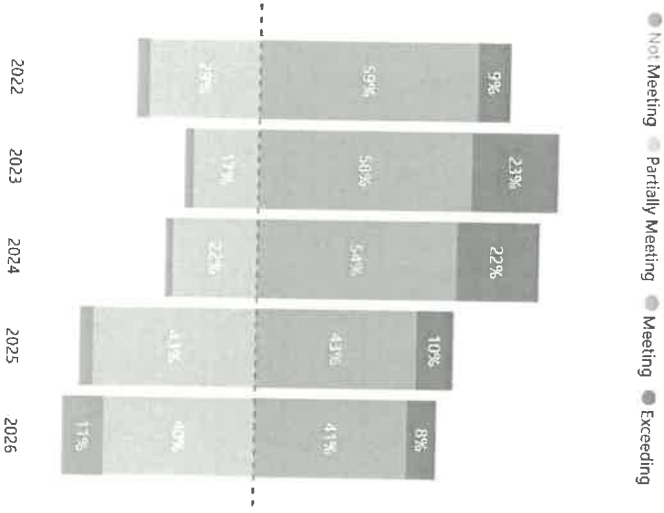
# Marblehead High School

Dr. Michele Carlson, Principal

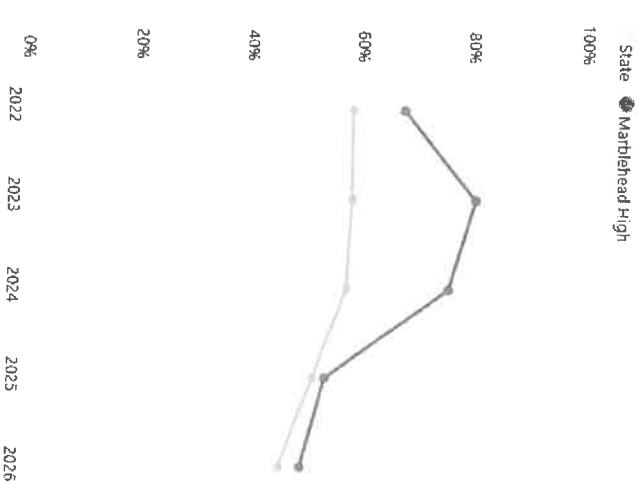
MCAS Presentation 2026

# Grade 10 ELA Results

Performance Levels Over Time - ELA

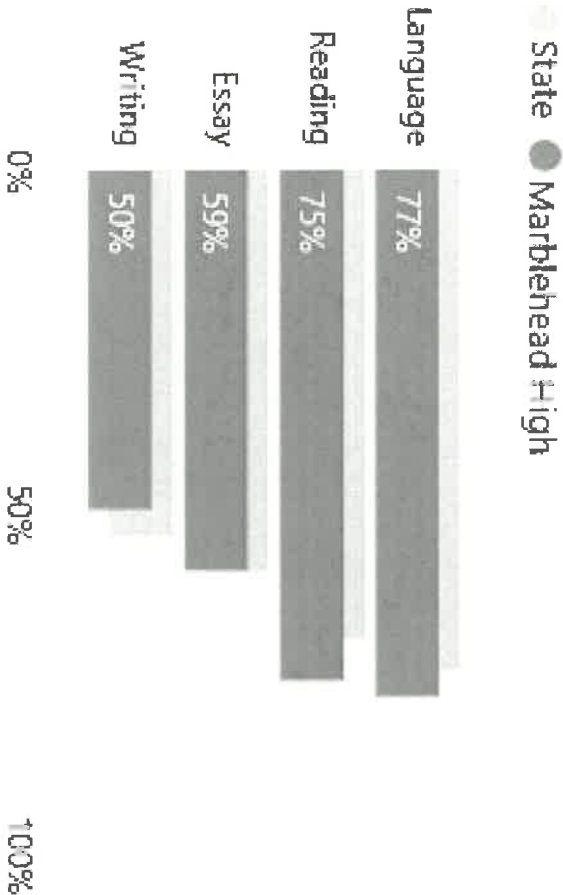


% Meet/Exceed Over Time - ELA



# Grade 10 ELA Results

## Average % Correct by Category - ELA



## Average Scaled Score

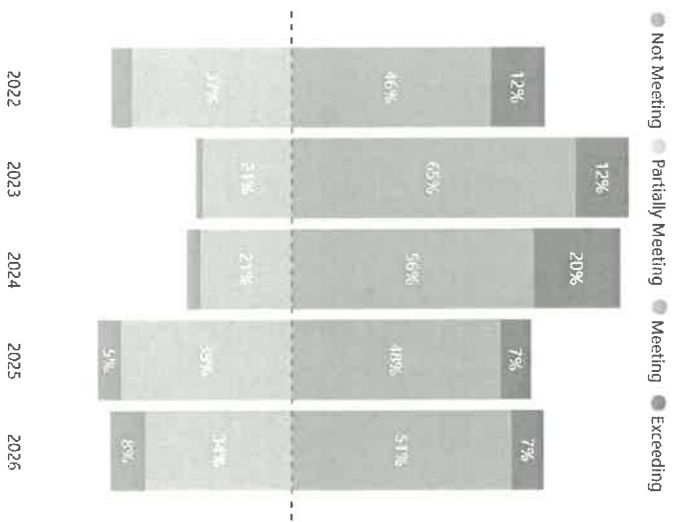
501

-2 vs. previous year

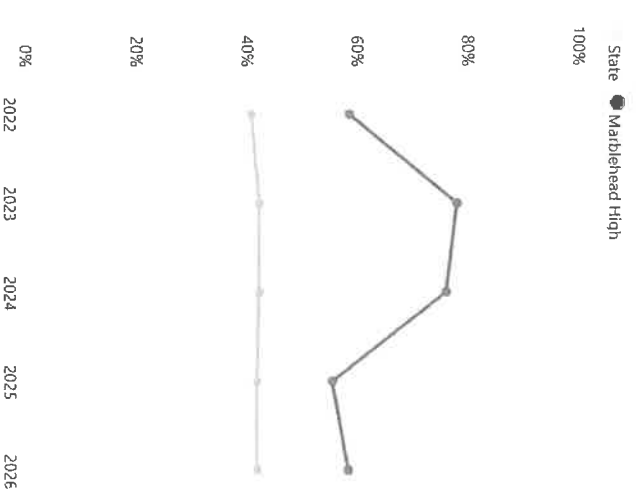
+7 vs. state average

# Grade 10 Math Results

Performance Levels Over Time - Math



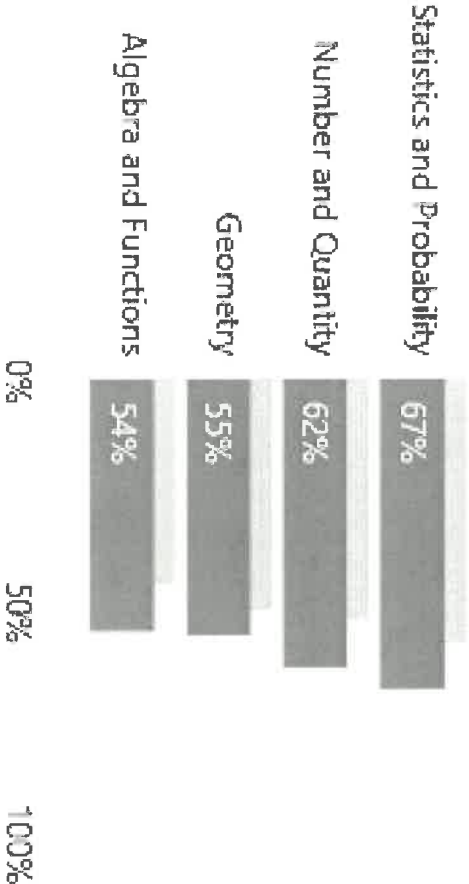
% Meet/Exceed Over Time - Math



# Grade 10 Math Results

## Average % Correct by Category - Math

■ State ● Marblehead High



## Average Scaled Score

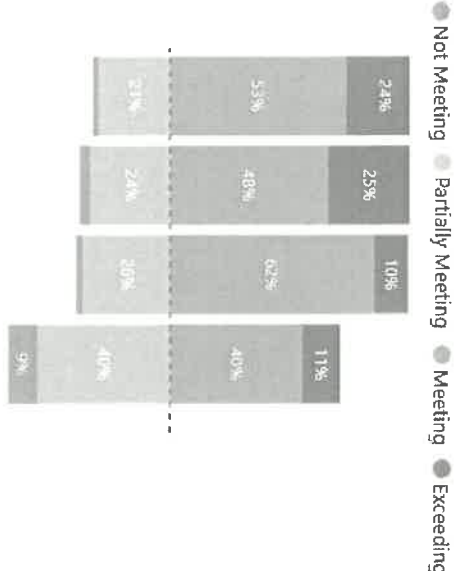
505

+3 vs. previous year

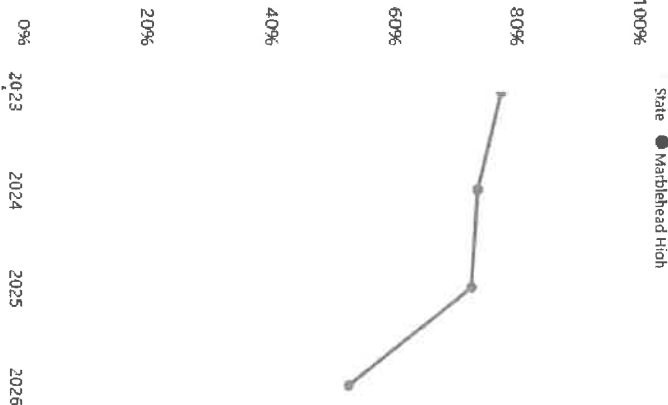
+10 vs. state average

# Grade 9 Science Results

Performance Levels Over Time - Science



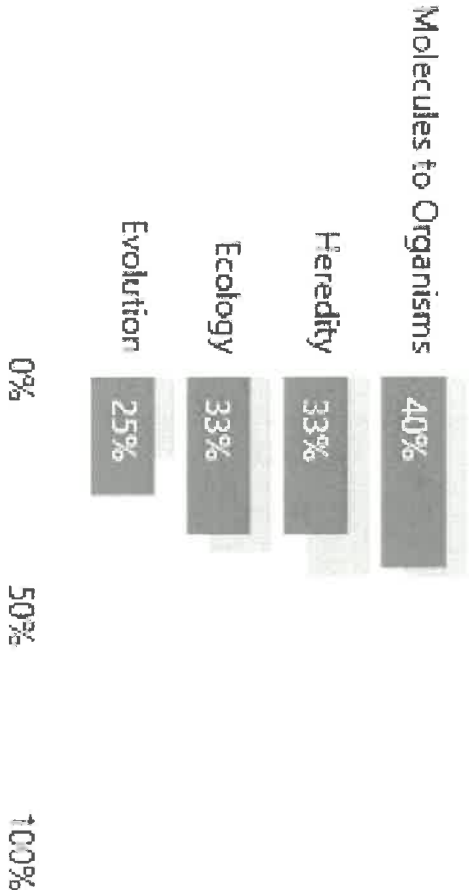
% Meet/Exceed Over Time - Science



# Grade 9 Science Results

## Average % Correct by Category - Science

○ State ● Marblehead High



## Average Scaled Score

502

-3 vs. previous year

# Data By Cohort: Current Juniors



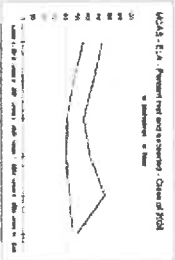
## MCAS Growth Data by Graduation Year Class of 2028

| MCAS Math Class of 2028 | Grade 3 2019 | Grade 4 2020 | Grade 5 2021 | Grade 6 2022 | Grade 7 2023 | Grade 8 2024 | Grade 9 2026 |
|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Met and Exceeded        | 57%          | X            | 60%          | 57%          | 66%          | 71%          | 57%          |
| Exceeded                | 3%           | X            | 6%           | 5%           | 12%          | 12%          | 7%           |
| Met                     | 54%          | X            | 54%          | 52%          | 54%          | 59%          | 50%          |
| Partially Met           | 35%          | X            | 37%          | 37%          | 25%          | 22%          | 34%          |
| Did Not Meet            | 8%           | X            | 3%           | 6%           | 8%           | 6%           | 9%           |

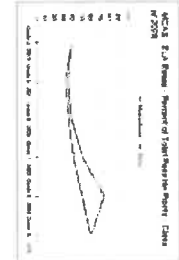


| MCAS Science- Class of 2028 | Grade 5 2021 | Grade 8 2024 | Grade 9 2026 |
|-----------------------------|--------------|--------------|--------------|
| Met and Exceeded            | 65%          | 57%          | 50%          |
| Exceeded                    | 15%          | 14%          | 11%          |
| Met                         | 49%          | 43%          | 39%          |
| Partially Met               | 28%          | 33%          | 39%          |
| Did Not Meet                | 8%           | 10%          | 10%          |

| MCAS ELA Class of 2028 | Grade 3 2019 | Grade 4 2020 | Grade 5 2021 | Grade 6 2022 | Grade 7 2023 | Grade 8 2024 | Grade 9 2026 |
|------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Met and Exceeded       | 73%          | X            | 65%          | 56%          | 62%          | 75%          | 50%          |
| Exceeded               | 7%           | X            | 4%           | 9%           | 8%           | 24%          | 8%           |
| Met                    | 64%          | X            | 51%          | 47%          | 54%          | 51%          | 42%          |
| Partially Met          | 23%          | X            | 30%          | 32%          | 31%          | 19%          | 39%          |
| Did Not Meet           | 4%           | X            | 6%           | 12%          | 8%           | 6%           | 11%          |



| MCAS ELA - ESSAY percent of total possible points | Grade 3 2019 | Grade 4 2020 | Grade 5 2021 | Grade 6 2022 | Grade 7 2023 | Grade 8 2024 | Grade 9 2026 |
|---------------------------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Easy Idea Development                             | 34%          | X            | 32%          | 33%          | 43%          | 66%          | 54%          |
| Easy Connections                                  | 46%          | X            | 40%          | 50%          | 66%          | 88%          | 76%          |
| Overall Essay                                     | 39%          | X            | 35%          | 39%          | 57%          | 74%          | 60%          |



# Data By Cohort: Current Seniors



## MCAS Growth Data by Graduation Year Class of 2027

| MCAS Math - Class of 2027 | Grade 3 2018 | Grade 4 2019 | Grade 5 2020 | Grade 6 2021 | Grade 7 2022 | Grade 8 2023 | Grade 10 2025 |
|---------------------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|
| Met and Exceeded          | 58%          | 62%          | X            | 62%          | 58%          | 65%          | 57%           |
| Exceeded                  | 6%           | 9%           | X            | 11%          | 8%           | 12%          | 7%            |
| Met                       | 52%          | 53%          | X            | 51%          | 50%          | 55%          | 50%           |
| Partially Met             | 37%          | 33%          | X            | 31%          | 35%          | 31%          | 37%           |
| Did Not Meet              | 5%           | 6%           | X            | 7%           | 7%           | 5%           | 6%            |



| MCAS Science - Class of 2027 | Grade 5 - 2020 | Grade 8 - 2023 | Grade 9 - 2025 |
|------------------------------|----------------|----------------|----------------|
| Met and Exceeded             | X              | 54%            | 72%            |
| Exceeded                     | X              | 4%             | 10%            |
| Met                          | X              | 50%            | 62%            |
| Partially Met                | X              | 37%            | 27%            |
| Did Not Meet                 | X              | 9%             | 2%             |

| MCAS ELA - Class of 2027 | Grade 3 2018 | Grade 4 2019 | Grade 5 2020 | Grade 6 2021 | Grade 7 2022 | Grade 8 2023 | Grade 10 2025 |
|--------------------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|
| Met and Exceeded         | 68%          | 58%          | X            | 58%          | 55%          | 69%          | 54%           |
| Exceeded                 | 9%           | 7%           | X            | 12%          | 6%           | 22%          | 10%           |
| Met                      | 59%          | 51%          | X            | 45%          | 49%          | 47%          | 44%           |
| Partially Met            | 30%          | 40%          | X            | 32%          | 40%          | 28%          | 42%           |
| Did Not Meet             | 2%           | 2%           | X            | 10%          | 5%           | 3%           | 4%            |



| MCAS ELA - ESSAY percent of total possible points | Grade 3 2018 | Grade 4 2019 | Grade 5 2020 | Grade 6 2021 | Grade 7 2022 | Grade 8 2023 | Grade 10 2025 |
|---------------------------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|
| Essay Idea Development average of all essays      | 33%          | 33%          | X            | 33%          | 41%          | 58%          | 52%           |
| Essay Conventions average of all essays           | 48%          | 44%          | X            | 54%          | 63%          | 83%          | 78%           |
| Overall Essay                                     | 39%          | 38%          | X            | 41%          | 49%          | 68%          | 60%           |



## Strengths

- ELA Average Scaled Score 501 Above State Average (494)
  - ELA improved in Language
- Math Average Scaled Score 505 Above State Average (495)
  - Math improved in Statistics & Probability, Geometry, Number & Quantity
- Science- Ranked 10% above meeting and exceeding percentages of the state
  - Science improved in Ecology and Molecules to Organisms

## **Areas of Growth**

- Departments are conducting annual review of results at upcoming PD Day.
- Focus on improving school attendance rate - partnering with families, especially families with students with disabilities.
- Update Scope and Sequence in all departments to ensure alignment with state standards and assessment expectations.
- Utilize Professional Learning Communities to examine data together
- Identified gaps between subgroups and whole school in overall achievement in ELA/Math/Science, and will work with educators to implement targeted interventions and support for students.



MARBLEHEAD PUBLIC SCHOOLS

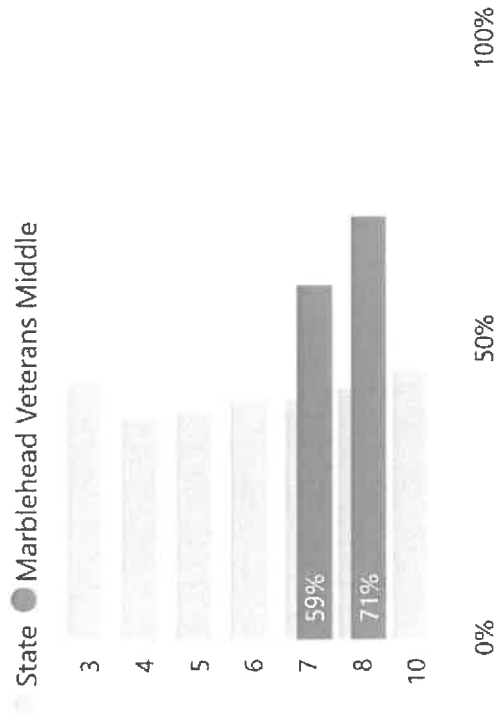
# Marblehead Veterans Middle School

Matthew LeVangie, Principal

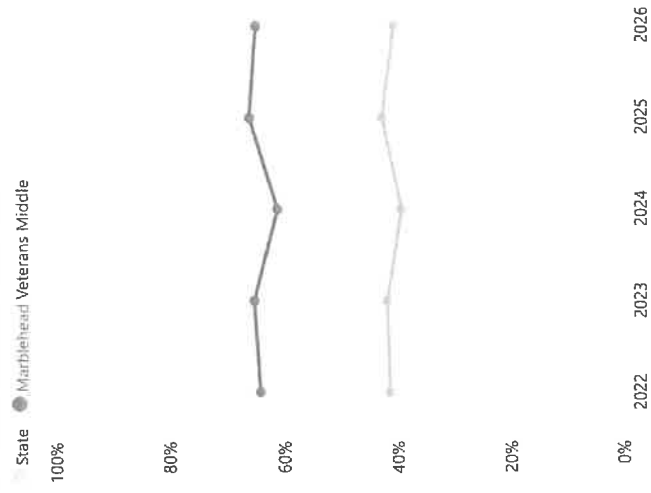
MCAS Presentation 2026

## MCAS – ELA 2026

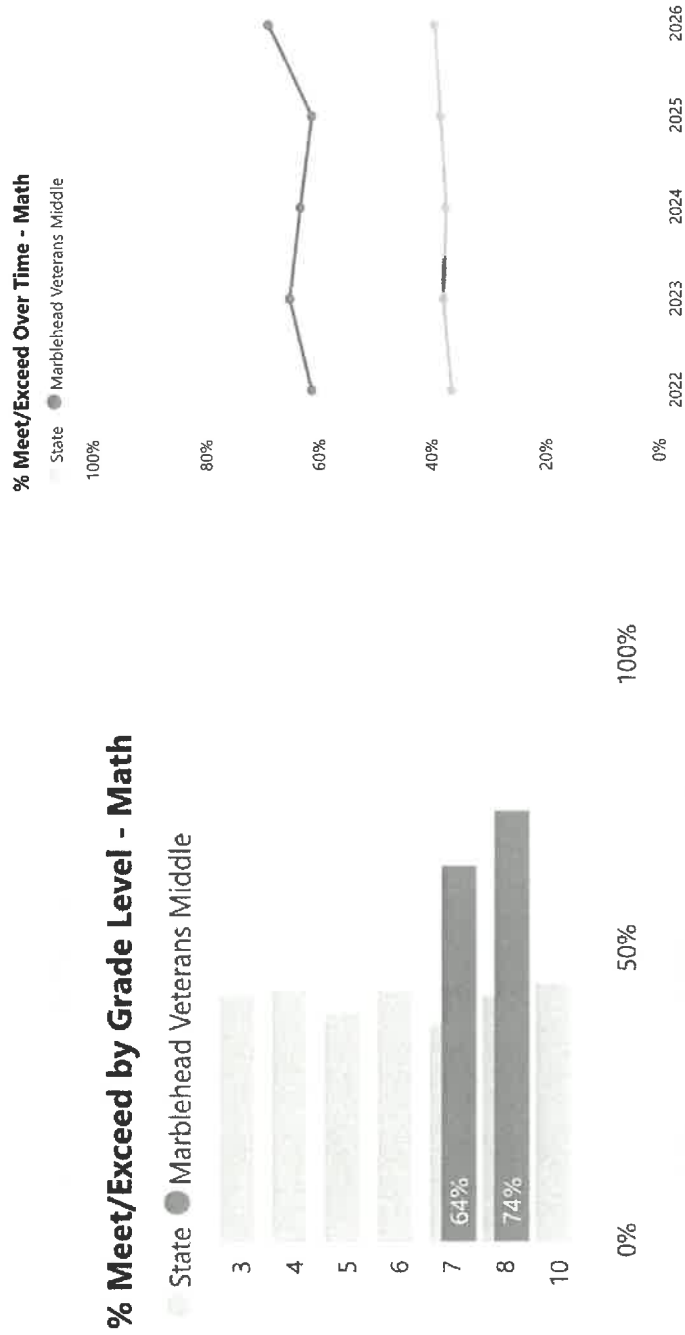
**% Meet/Exceed by Grade Level - ELA**



**% Meet/Exceed Over Time - ELA**



## MCAS – Math 2026



## MCAS – STE 2026

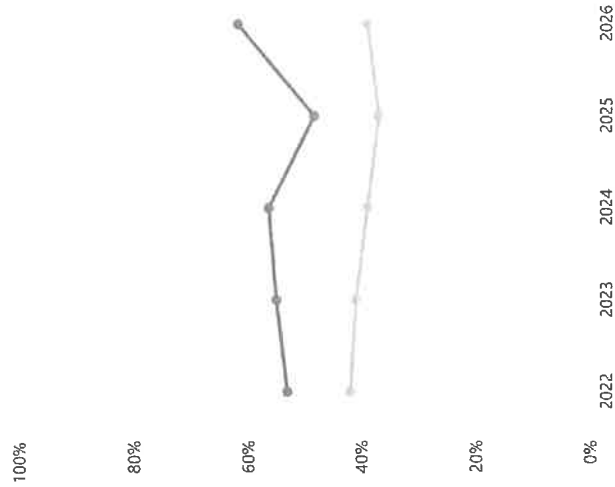
**% Meet/Exceed by Grade Level - Science**

State ● Marblehead Veterans Middle



**% Meet/Exceed Over Time - Science**

State ● Marblehead Veterans Middle



## MCAS – Civics 2026

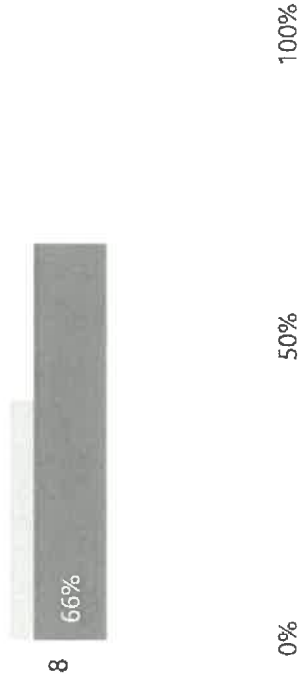
**% Meet/Exceed Over Time - Civics**

State ● Marblehead Veterans Middle



**% Meet/Exceed by Grade Level - Civics**

State ● Marblehead Veterans Middle



## MVMS Celebrations

**School Strength: Consistently high performing school when compared to Massachusetts 7th and 8th grades and high growth.**

### 7th Grade Celebrations:

#### Math

- Ranked 15th (out of 297 middle schools) for Math growth
- Ranked 39th for Math Meeting and Exceeding

#### ELA

- Significant ELA Growth

### 8th Grade Celebrations:

#### Math - Ranked 36th for Math M/E

**ELA** - Ranked 18th for ELA growth and ranked 37th for Meeting and Exceeding ELA

**Civics** - far above state average; students with perfect scores

**Science** - Significant growth from last year!

## MVMS Areas of Growth

**ELA:** Continue with our progress in strengthening our inclusion model to promote equitable growth for all students, as reflected in improvements in Student Growth Percentiles (SGPs). The seventh-grade cohort demonstrated a 5% increase in Math SGPs and a 15% increase in ELA compared to the previous year. Additionally, eighth-grade Math SGPs increased by 12% year over year. These gains highlight the continued efforts to strengthen inclusive instructional practices and support student growth across content areas.

**Math:** Support teachers as they continue to develop scope and sequences that ensure rigorous, accessible, and appropriately differentiated instruction as the school transitions from three math levels to two.

**Science:** Continue to support the implementation of the new, inquiry based Science program.

## MVMS Progress

### Core Instruction Progress:

- Year 2 of a new Science Program focused on fostering active, inquiry-based learning that builds critical thinking and problem-solving skills.
- Year 1 of new aligned World Language Curriculum.

### Aligned Assessment:

- Aligning instructional practices that ensure all student are exposed to a common learning experience.

### MTSS Progress:

- Year 3 of WIN - continue to develop WIN to create targeted data driven intervention and enrichment.
- Teachers provided with enhanced structure to provide targeted interventions to students allowing for more immediate impact.



## **Marblehead School Committee**

**Chair:** Kate Schmeckpeper

**Meeting Date, Time & Location:** Thursday, October 1st, 2026, 6pm, MHS Library, 2 Humphrey Street  
Marblehead MA 01945

**SC Members Present:** A. Williams, K. Schmeckpeper, H. Gwazda, M. Clucas

**SC Members Absent:** AM. Jordan

**Agenda/Materials:** [Link](#)

**Meeting Recording:** [Link](#)

**Minutes Respectfully Submitted By:** Henry Gwazda

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### **Public Comment and Student Representative (00:00:00–00:01:00)**

a. The committee opened public comment, and no members of the public came forward in person or on Zoom.

- The student representative was not present, so no student report was given, and the committee moved on to district updates.

### **District Updates (00:01:00–00:10:00)**

a. The committee received an update on the rollout of a new discrimination reporting form and updated law enforcement protocols.

- The form, on each school's website, routes to building administration and populates a Google Sheet for trend review with the Anti-Discrimination Committee.
- Principals will add the form link to school newsletters, to be discussed at Tuesday's admin meeting, and QR codes are being created with Stephen Kwiatek.

b. Protocols under the PROTECT Act and the after-school user fee were reviewed.

- The memo outlines steps if ICE or civil law enforcement appear, requiring judicial warrants, and defines safe spaces including schools, childcare, healthcare facilities, and courthouses.
- The \$300 flat user fee for after-school clubs and activities is unchanged, though past enforcement among some clubs had been inconsistent.

### **Financial Update (00:10:00–00:21:00)**

a. The committee received the first financial update report for fiscal year '27.

- The unexpended and unencumbered balance stood at \$4.2 million as of late September.



- Special education tuitions and transportation known to date were encumbered, along with utilities based on last year's spending.
- b. Several budget lines were reported as miscoded or misaligned.
- The veterans special ed teachers line was not encumbered at all, totaling \$700,000.
  - Out-of-district transportation showed \$368,000 unencumbered and the electricity line \$774,000 unencumbered.
- c. Additional adjustments and context on the remaining balance were reviewed.
- The new facilities director, starting October 13, was not yet in the system, leaving roughly \$121,000 unencumbered.
  - Corrections identified totaled about \$2.25 million, leaving an estimated \$2 million balance, consistent with last year, when \$1.5 million was prepaid at year end.
- d. Action items were identified for correcting the reports.
- Mike will work tomorrow to fix the veterans special ed teachers encumbrance, and Mike will review the electricity line against last year's level.
  - Mike will address the largest lines immediately, including the \$715,000 middle school teachers line, fine-tune smaller discrepancies in later months, and leave Kristin guidance on preparing the reports.

#### **METCO Program Update (00:21:00–00:39:00)**

- a. Superintendent John Robidoux introduced METCO Director Caja Johnson, who presented a METCO program update using a slide deck and a short introductory video on METCO history.
- The video did not play during the meeting; it was agreed the link would be sent out and included in the minutes.
- b. Johnson described METCO as a voluntary desegregation program operating in 33 Massachusetts districts.
- Funding comes from the state, with the program administered in collaboration with DESE and METCO Inc.
  - The program was founded by Ruth Babson and originated from Project Exodus, transporting students from Boston to suburban districts.
- c. Johnson reported current enrollment of 46 METCO students districtwide.
- One third grader, three fourth graders, one fifth grader, 14 middle schoolers in grades 7 and 8, and 27 high schoolers.
- d. Johnson outlined the program's enrollment model, staffing, and goals.



- The district uses cohort enrollment for grades 7 and 9, citing bus rides over an hour to 1.5 hours and no late bus for K-6.
- Three staff support the program districtwide: Johnson, DQ/Dupont, and Ms. Salters-Lacoya.
- Goals center on student need, social-emotional support, academic achievement, and community connections.

#### **Consent and Action Agenda Items (00:39:00–00:40:00)**

a. The committee took up the consent and action agenda items as a single motion.

- The items comprised the identified schedule of bills, the September 17, 2026 meeting minutes, and a donation.
- The schedule of bills totaled \$2,502,080.90.

b. A motion was made by Henry Gwazda and seconded by Al Williams to approve the identified schedule of bills totaling \$2,502,080.90, the meeting minutes from September 17, 2026, and a donation from the Massachusetts Marine Trades Association in the amount of \$5,946.02 for the Marine Service Program at the high school.

- The motion carried 4-0.

c. During discussion, a correction to the September 17, 2026 minutes was requested.

- The top of page 5 referenced "Julia and Samarine"; it was noted that "Samarine" is not a person.
- Secretary will correct the minutes to remove the reference on page 5.

#### **Montreal/Quebec Field Trip Approval (00:40:00–00:46:00)**

a. World language teacher Anna Bertsman presented a proposed four-day field trip to Quebec City and Montreal, with information included in the committee packet.

- Trip scheduled during February break so students would not miss school.
- Itinerary included the Quebec Winter Carnival, Château Frontenac, St. Lawrence River, Mont-Royal, Vieux-Montréal, the underground city, and a sugar shack.
- Most participating students are currently taking French and will practice the language, including at a market.
- Students will stay two per room with one bed each in two hotels; chaperones will include one administrator and high school teachers at a ratio of one adult per six students.

b. Staff will determine the number of chaperones based on how many students sign up.



c. A motion was made by Henry Gwazda and seconded by Melissa Clucas to approve the Montreal/Quebec field trip.

- The motion passed 4-0.

#### **Superintendent Goals Progress Update (00:46:00–01:08:00)**

a. Superintendent John Robidoux presented a progress update on his four evaluation goals as the first step toward the formative evaluation.

- Goal 1: administrator learning walks will expand district-wide to all educators in 2026-27, modeled on a Village School pilot.
- The initiative is not evaluative and focuses on shared student engagement practices; each educator will visit at least one classroom.

b. The committee questioned whether the written Goal 1, focused on principals, should be revised now that the initiative has broadened to all educators.

- Superintendent Robidoux will continue discussions with the admin team on Tuesday regarding whether to add a survey component to the goals.

c. Goal 2 addressed hiring, training, and retention of educators.

- A new tracking sheet for resignations, retirements, and non-renewals was created this year, and exit interviews revealed varied reasons for departures.
- Superintendent Robidoux stated that this HR goal need not remain a separate standalone evaluation goal, as the practices are becoming part of regular practice.

d. Goals 3 and 4 covered the District Improvement Plan and student achievement measures.

- The three-year DIP was developed with input from administrators, parents, staff, and committee members, aligned to DESE's six categories; a DIP tracking sheet is in progress.
- Assistant Superintendent of Teaching & Learning Julia Ferreira will present a teaching and learning update including district MCAS scores and related data.

e. The chair described the formative evaluation process, noting committee members should use the guide form placed in the Drive by Superintendent Robidoux.

- Rather than a written report subject to a vote, members will go around the table at the next meeting and share verbal feedback on progress toward goals.

#### **School Committee Goals Discussion (01:08:00–01:11:00)**

a. The committee reviewed the status of the school committee goals.



- The goals subcommittee did not meet between the last meeting and this one.
  - Al Williams prepared a revised data goal draft, placed in the Google Drive, incorporating feedback and material from Henry Gwazda.
- b. The draft governance dashboard framework will serve as the starting point for further discussion.
- Three core goals: defining the dashboard, reviewing it on a set schedule, and communicating findings to the community.
  - An addendum contains contextual and informational material not intended to be part of the strategy itself.
- c. Rather than continuing solely through the subcommittee, the committee decided to schedule a workshop/retreat to work through the goals together.
- K. Schmeckpeper will send out a schedule and survey to find a two-hour block in the next couple of weeks.

#### **Subcommittee and Liaison Updates (01:11:00–01:14:00)**

- a. The Facilities Subcommittee reported that its principal item for the full committee was a recommendation to begin the process of turning over the school to the town.
- The recommendation followed Superintendent John Robidoux's recommendation; the subcommittee agreed.
  - The superintendent noted the process could take a long time, involving many town officials and town meeting warrants.
- b. The subcommittee did not pursue a detailed discussion at this meeting because the matter was not on the evening's agenda, and members wanted the public to be able to listen.
- The recommendation will be added to a future full committee agenda for discussion by the full committee.
- c. Another subcommittee reported discussing additional resources and programming for staff and students, including a possible series of staff trainings on recognizing discrimination and antisemitism in the classroom.
- The committee tasked itself with researching training resources and bringing them back to the group to review for suitability.
  - Members noted the professional development calendar was already set and budgeted, raising questions of when, how, and funding.



**Adjournment (01:14:00–01:15:00)**

- a. With no further business before the committee, the chair called for a motion to adjourn.
  - A motion was made by H. Gwazda and seconded by A. Williams to adjourn the meeting.
  - The chair called for discussion, and none was offered. The motion passed 4-0.
- b. The meeting adjourned at 7:16 PM.



## **Marblehead School Committee**

**Chair:** Kate Schmeckpeper

**Meeting Date, Time & Location:** Thursday, October 8th, 2026, 2pm, Conference Room at 9 Widger Rd., Marblehead, MA 01945

**SC Members Present:** A. Williams, AM. Jordan, K. Schmeckpeper, H. Gwazda, M. Clucas

**SC Members Absent:**

**Agenda/Materials:** [Link](#)

**Meeting Recording:** [Link](#)

**Minutes Respectfully Submitted By:** Henry Gwazda

---

### **FY27 School Committee Data Goals Workshop (00:00:00–00:51:00)**

- a. The committee observed a moment of silence in memory of Owen Coyne before beginning the goals discussion.
- b. The workshop was convened to finalize the committee's FY27 goals, which had been discussed at the prior meeting as possibly three separate data-related goals.
  - Work proceeded from the FY27 goals document presented by Al Williams at the last meeting, shared on screen.
  - An addendum listing assessments such as DIBELS, iReady and MCAS was reviewed but kept separate from the goal itself.
- c. The committee discussed whether to retain a separate vision statement or fold the language directly into the goal.
  - The committee discussed revising the overarching vision and goal language, including whether to retain a separate vision statement or incorporate it into a broader goal, with measurable objectives or benchmarks underneath.
- d. The committee generally supported organizing its work around one overarching data-focused goal, with three related components. The final structure and wording were left for further refinement by the Goals Subcommittee.
  - The components focused on identifying relevant data and indicators, establishing a schedule for presenting and reviewing that data, and determining how the findings would inform committee decisions and communication with the community.
  - Members discussed tracking the review schedule through the evolving year-long agenda document and identifying data gaps by year's end.



e. Extensive discussion addressed comparing Marblehead to other districts, including the value and limits of MCAS and outside rankings.

- Members discussed identifying appropriate comparison districts and documenting the rationale for those comparisons, while emphasizing the importance of historical trends, student growth, and measures beyond MCAS.
- It was noted comparison districts might differ by metric, and that DESE cohorts could serve as a starting point.

f. Members discussed how finely data should be broken down and what indicators beyond MCAS should be considered.

- Breakdowns by special education, English learners and high-needs students were sought, while avoiding granularity that could compromise student privacy in a small district.
- Suggested additional metrics included absenteeism, trusted-adult relationships from the youth behavior survey, post-secondary outcomes, and participation in clubs and sports.

g. The committee discussed what action the data should drive, given its core responsibilities.

- Data was tied to budget decisions and the superintendent's performance evaluation, with caution expressed about using policy to make operational decisions.
- Members noted investments such as technology upgrades, curriculum refresh and override funding should eventually show measurable results.

h. The committee set next steps for finalizing the goal language and supporting detail.

- Superintendent John Robidoux and Assistant Superintendent of Teaching & Learning Julia Ferreira will meet to discuss the data and metrics she is presenting next Thursday. The administration will provide recommended appropriate metrics and comparison districts to the Goals Subcommittee.

i. The committee agreed the Goals Subcommittee, consisting of Ann-Marie Jordan and Al Williams, will wordsmith the goal language and bring it back for a formal vote at the November 5th meeting, keeping the existing October 21st subcommittee meeting date to prepare the revised language.

- Members agreed this single data-focused goal was sufficient for the year and declined to add additional goals.
- Documentation of comparison districts and metrics will be added to the goal document and shared via Dropbox or Google Drive rather than a live shared document.

j. A motion was made by Henry Gwazda and seconded by Al Williams to adjourn the meeting.

- The motion passed 5-0.

k. The meeting adjourned at 2:56 PM.

10/14/26, 12:09 PM

Marblehead Public Schools Mail - Piece of Equipment - Glover Playground



John Robidoux <robidoux.john@marbleheadschoools.org>

## Piece of Equipment - Glover Playground

Thu, Aug 6, 2026 at 9:42 AM

To: John Robidoux <robidoux.john@marbleheadschoools.org>, plifferling.michael@marbleheadschoools.org

Good morning,

Last spring, the Glover School raised money through our annual fundraiser, the Glow Run, with the goal of further enhancing the upper playground.

The PTO consulted with the faculty and Frank last spring and received consensus for a 'spinner / movement' piece.

I sourced the piece through the same company that installed the tower last year.

They have visited the site to preview the location for the piece (the upper blacktop where the gaga pit used to be), and provided the two attached quotes.

You will see that the major difference is the type of surfacing provided.

The lower quote is more attractive to us as a PTO, but I am seeking your guidance and recommendation on whether this is something we can move forward with, and if so, which option would be best.

I asked about the lead time and installation time. I was told the piece could take up to four weeks to arrive and then depending on the installation option we select, the work will take either 1-2 days or 4-5 days.

I look forward to your thoughts on this proposal and your guidance on the best path forward.

Thanks so much!

Maggie O'Reilly

Glover School PTO

617-921-6330

3 attachments



Upper Playground - Gaga Pit Location.png  
1157K



Childscapes Estimate 2026-145EH1.pdf  
540K



Childscapes Estimate 2026-145EH2.pdf  
540K



Kate Schmeckpeper <schmeckpeper.kate@marbleheadschoools.org>

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## Our Deepest Condolences

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**Glenn Paster** <gpaster@swampscott.k12.ma.us>  
To: schmeckpeper.kate@marbleheadschoools.org

Sat, Oct 3, 2026 at 12:30 PM

Hello Kate.

On behalf of the Swampscott School Committee and the entire District, please accept our heartfelt and deepest condolences to everyone associated with the Marblehead Public Schools. Please know we are all thinking of you at this very difficult time. Our hearts ache for the family, friends, teachers and administrators who knew Owen.

Kate, I have three adult sons. I called each of them to simply say 'I love you' immediately after learning of this tragedy.

If there is anything we can offer in support of Marblehead, please let me know.

Best Regards,

Glenn

Glenn Paster  
Swampscott School Committee



Kate Schmeckpeper <schmeckpeper.kate@marbleheadschoools.org>

---

**(no subject)**

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**Kathy Clancy** <kclancy@gloucesterschools.com>  
To: schmeckpeper.kate@marbleheadschoools.org

Mon, Oct 12, 2026 at 1:19 PM

Kate,

I'm so very sorry for your community's loss of an amazing young man. From the stories and tributes I've read, Owen was a truly remarkable person and is being remembered and honored in very special ways. I'm keeping your community in my thoughts.

Most sincerely,

Kathy

--

Kathleen Clancy, Chairperson  
Gloucester School Committee

*Our mission is for all children to be successful, engaged, lifelong learners.*

#### Public Records Law

Please be aware that all communications pertaining to Gloucester Public Schools matters, including e-mail sent or received, are a public record subject to disclosure under the Massachusetts Public Records Law. If requested, e-mail may be disclosed to another party unless exempt from disclosure. E-mails are retained by the Gloucester Public Schools in compliance with Massachusetts Public Records Retention Schedule. All Electronic messages sent through the Gloucester Public Schools system are archived in conformance with the Massachusetts and federal Public Records law.

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Kate Schmeckpeper &lt;schmeckpeper.kate@marbleheadschoools.org&gt;

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## Our Thoughts

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**'Shauna Murray' via School Committee** <schoolcommittee@marbleheadschoools.org> Wed, Oct 7, 2026 at 10:24 AM  
Reply-To: Shauna Murray <shauna.murray@andoverma.us>  
To: "schoolcommittee@marbleheadschoools.org" <schoolcommittee@marbleheadschoools.org>

Good morning,

On behalf of the Andover School Committee, I wanted to send my condolences on the loss of Owen Coyne. As an SC member and a former educator, I understand how challenging this time can be for students, staff, and the community. Please know that there are so many people holding Marblehead in their hearts. Feel free to reach out if you need anything.

Shauna

.....  
**Shauna Murray**  
**Andover School Committee**  
**shauna.murray@andoverma.us**

**PLEASE NOTE:** Emails sent to and from this email address may constitute a public record subject to disclosure pursuant to public records requests under state law.

# Administrator Formative Assessment Form 2026-2027

NAME: \_\_\_\_\_ AUTHOR: \_\_\_\_\_  
JOB TITLE: \_\_\_\_\_ DATE: \_\_\_\_\_  
LOCATION: \_\_\_\_\_ SCHOOL: \_\_\_\_\_  
SUBJECT: \_\_\_\_\_  
GRADE: \_\_\_\_\_

SHARE: Off ▼

## Performance on Goals - Progress Rating

### \* Student Learning Goal:

- ☐ Exceeded ☐ Met ☐ Significant progress  
☐ Some progress ☐ Did not meet

### \* Professional Practice Goal:

- ☐ Exceeded ☐ Met ☐ Significant progress  
☐ Some progress ☐ Did not meet

### \* School Improvement Goal:

- ☐ Exceeded ☐ Met ☐ Significant progress  
☐ Some progress ☐ Did not meet

## Performance on Each Standard

### \* Standard I: Instructional Leadership

|           |            |                   |                |
|-----------|------------|-------------------|----------------|
| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|-----------|------------|-------------------|----------------|

**Comments and analysis (recommended for any formative assessment rating;  
required for overall ratings that differ from prior Summative Evaluation Rating):**

|  |
|--|
|  |
|--|

**\* Standard II: Management and Operations**

|           |            |                   |                |
|-----------|------------|-------------------|----------------|
| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|-----------|------------|-------------------|----------------|

**Comments and analysis (recommended for any formative assessment rating;  
required for overall ratings that differ from prior Summative Evaluation Rating):**

|  |
|--|
|  |
|--|

**\* Standard III: Family and Community Engagement**

|           |            |                   |                |
|-----------|------------|-------------------|----------------|
| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|-----------|------------|-------------------|----------------|

**Comments and analysis (recommended for any formative assessment rating;  
required for overall ratings that differ from prior Summative Evaluation Rating):**

|  |
|--|
|  |
|--|

**\* Standard IV: Professional Culture**

|           |            |                   |                |
|-----------|------------|-------------------|----------------|
| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|-----------|------------|-------------------|----------------|

**Comments and analysis (recommended for any formative assessment rating;  
required for overall ratings that differ from prior Summative Evaluation Rating):**

|  |
|--|
|  |
|--|

**Signature of Evaluator:**

Sign

**Administrator Response:**

Administrator may indicate a response to the content of this form.

**Signature of Administrator:**

\* Signature of the administrator indicates acknowledgement of this report; it does not necessarily denote agreement with the contents of the report.

Sign



MARBLEHEAD PUBLIC SCHOOLS

# Using Data to Support Every Learner

Office of Teaching and Learning  
Marblehead School Committee Presentation  
October 15, 2026



# District Improvement Plan

*Tonight's presentation will highlight our work in the following areas from our District Improvement Plan:*

## GOAL 1

### Curriculum, Instruction and Evaluation

#### Objective A

To ensure curriculum and instruction are aligned, consistently delivered and continuously improved/enhanced to support the academic and social-emotional well-being of all students.

#### Objective B

To promote and maintain the District's mission, vision and core values, by reporting disaggregated assessment data to all stakeholders based upon a multi-tiered system of support (MTSS).

## GOAL 2

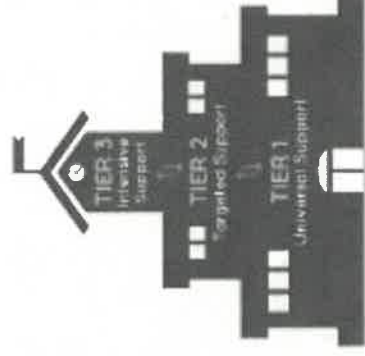
### Teacher Quality and Professional Development

#### Objective A

To provide researched-based instructional strategies across the District that align with DESE standards for highly qualified professional development.

## MTSS helps ensure students receive the right level of support

|                            |                                                                                                           |
|----------------------------|-----------------------------------------------------------------------------------------------------------|
| <b>1 Tier 1: Core</b>      | High-quality classroom instruction for all students, with universal screening to see who needs more.      |
| <b>2 Tier 2: Targeted</b>  | Small-group instruction for students whose data show a specific skill gap, with frequent progress checks. |
| <b>3 Tier 3: Intensive</b> | Individualized, more frequent support for students who need the most help, reviewed regularly.            |



# Professional Learning Communities (PLCs)

*A foundation of our MTSS framework is the PLC structure - strengthened over the last five years to ensure that all work that needs to be done has a trained leader to help facilitate the conversations, analysis, and planning needed to respond to students to ensure student growth.*



1

## Review

Teachers and specialists bring screening, progress and classroom data for each grade or class.

2

## Analyze

Look for patterns by skill and by group. Where are students strong, and where are they stuck?

3

## Plan

Choose instruction and tier supports. Decide who needs a small group, and what to teach next.

4

## Monitor

Check progress at the next meeting. Adjust the plan if students are not responding.

## Assessments are built into the school year

1

### Screen

Universal screeners such as **mCLASS DIBELS, iReady, and IXL** show where each student starts.

2

### Monitor

Ongoing tools such as **iReady, DIBELS, and IXL** track growth on specific skills between screenings.

3

### Measure

**Common assessments** help teachers measure and monitor student learning. **MCAS** gives a once-a-year view of how students performed against state standards.

*The district uses multiple measurements to support student achievement.*

# iReady Data: Measuring our K-3 students' reading comprehension

Students on or above grade level:

FALL 2025

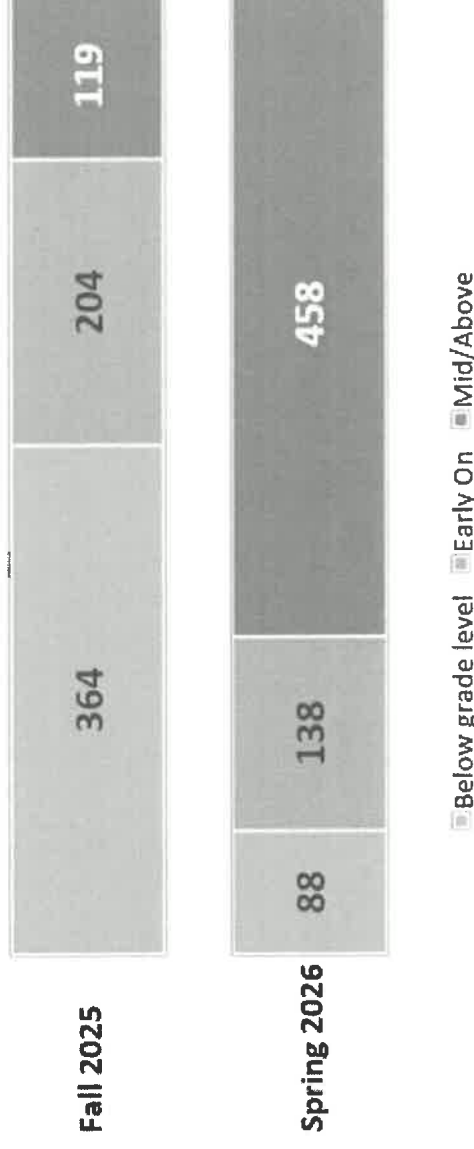
47.0%

SPRING 2026

87.1%

+40.1 percentage points

Number of students by overall placement:



**What it measures:** Reading comprehension (fiction and non-fiction), vocabulary, phonics, phonological awareness, and high-frequency words

# iReady Data: Measuring our K-3 students' mathematical skills

Students on or above grade level:

FALL 2025

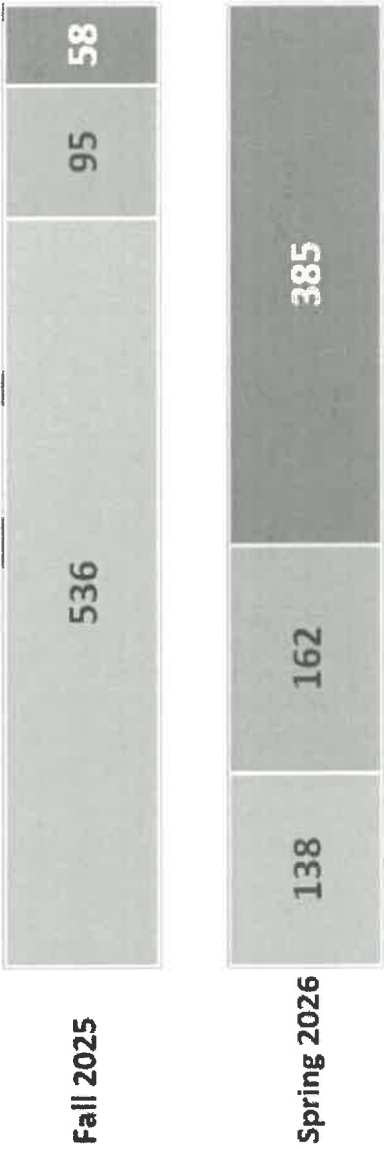
22.2%

SPRING 2026

79.9%

+57.7 percentage points

Number of students by overall placement



What it measures: Algebra, geometry, number operations, and measurement and data

# DIBELS Data: Measuring our K-6 students' foundational literacy skills

Students at or above benchmark:

FALL 2025

71.2%

SPRING 2026

81.5%

+10.3 percentage points

Number of students by overall placement:

Fall 2025



Spring 2026



Below benchmark   At benchmark   Above benchmark

What it measures: This data represents the "overall composite score"

## IXL Data: Measuring our 4-6 students' mathematical skills

Students' averaged scores

FALL 2025

482

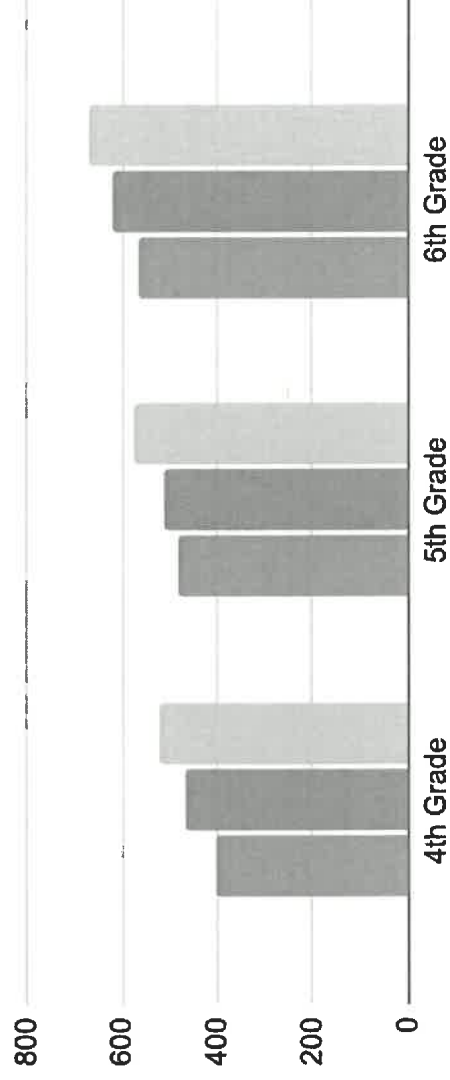
SPRING 2026

588

+ 106 points (more than a  
year's growth)

IXL Growth - Math Grades 4-6

BOY MOY EOY



# IXL Data: Measuring our 4-6 students' ELA skills

Students' averaged scores

FALL 2025

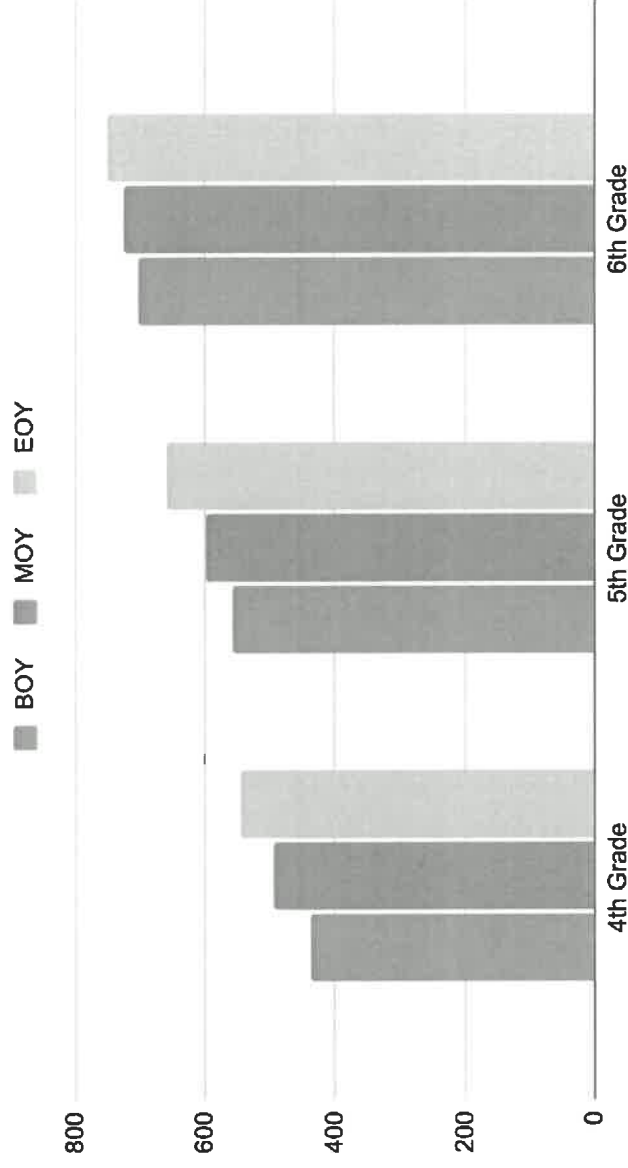
565

SPRING 2026

651

+ 86 points

IXL - Reading Growth Grades 4-6



# IXL Data: Measuring our Grade 7 students' Math skills

Students' averaged scores

FALL 2025

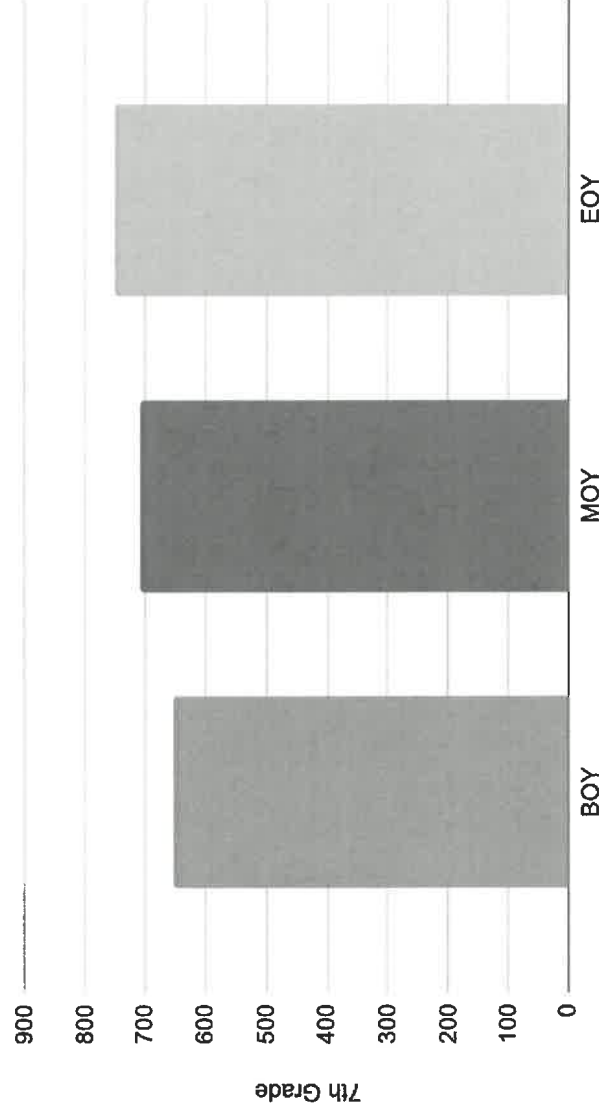
652

SPRING 2026

749

+ 97 points

IXL - Math Growth Grade 7



# IXL Data: Measuring our Grade 7 students' ELA skills

Students' averaged scores

FALL 2025

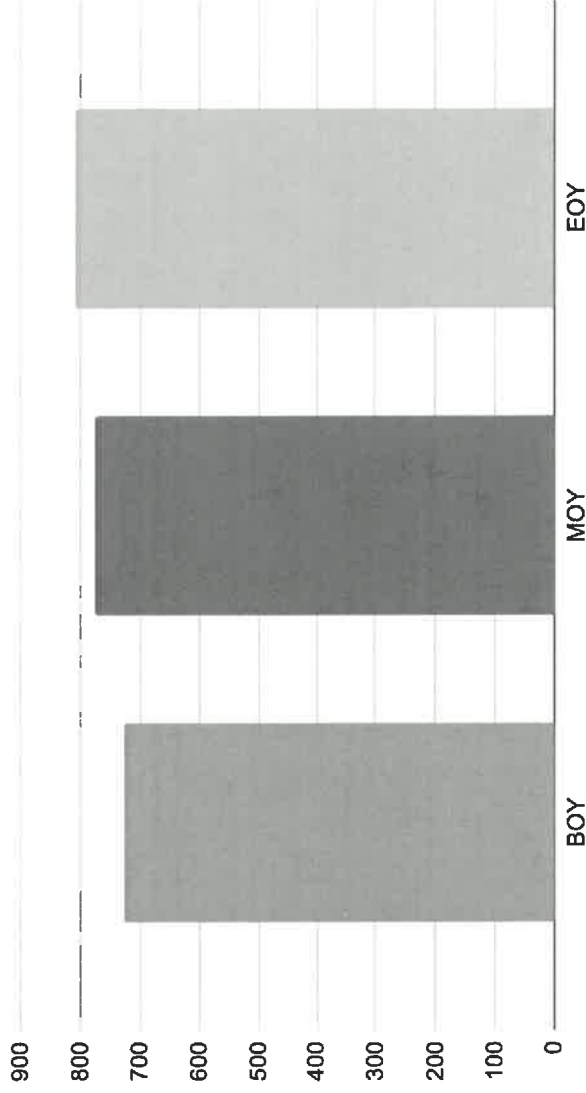
729

SPRING 2026

809

+ 80 points

IXL - ELA Growth Grade 7



# IXL Data: Measuring our Grade 8 students' Math skills

Students' averaged scores

FALL 2025

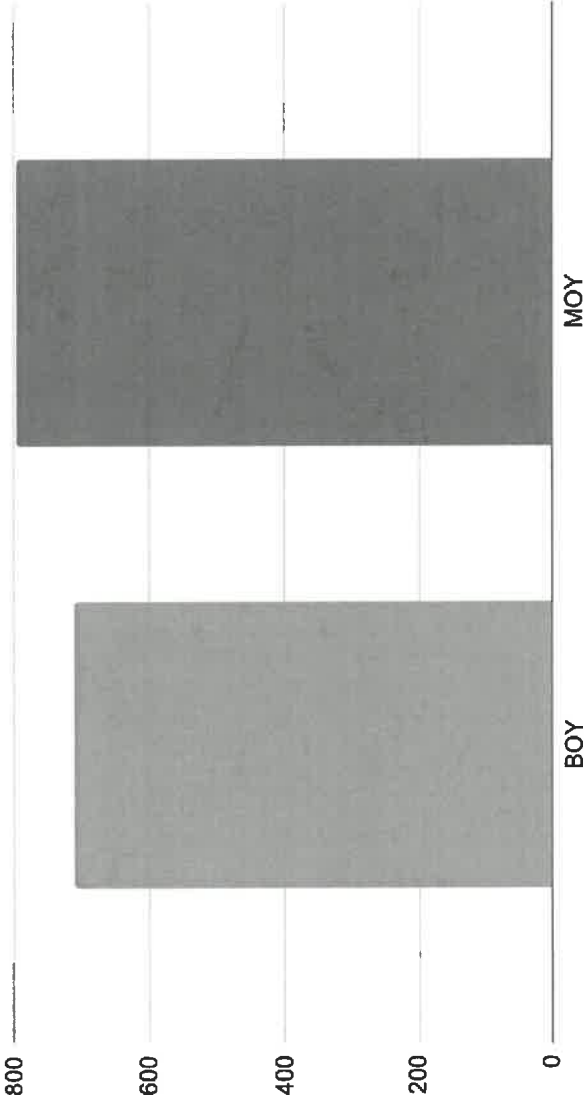
711

WINTER 2026

797

+ 86 points

IXL - Math Growth Grade 8



## IXL Data: Measuring our Grade 8 students' ELA skills

Students' averaged scores

FALL 2025

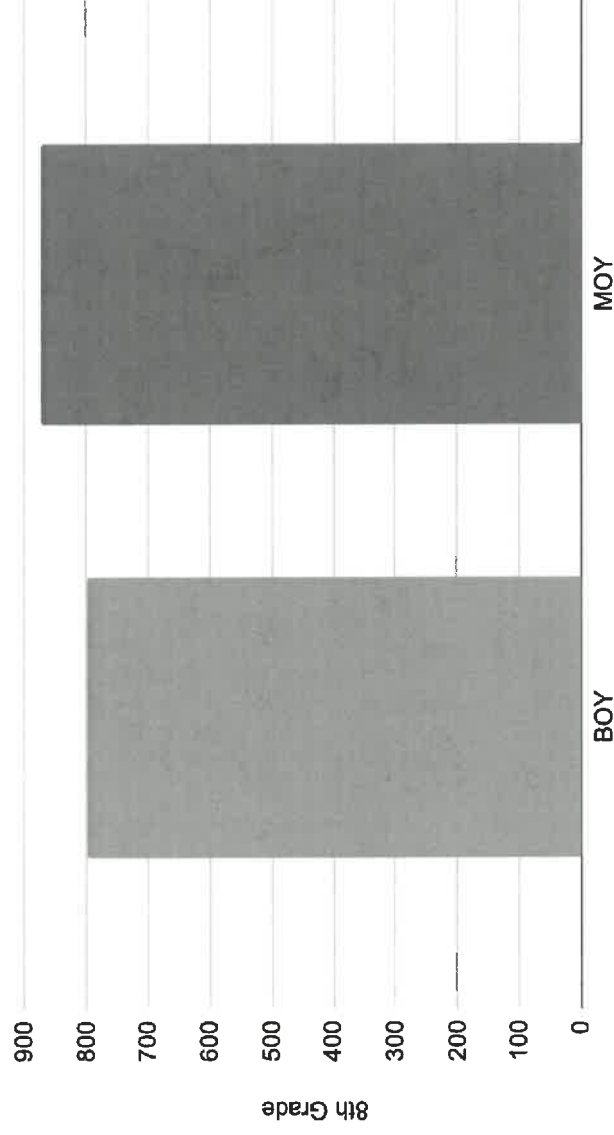
800

WINTER 2026

875

+ 75 points

IXL - ELA Growth Grade 8



## MCAS Data : One measurement at the end of the year

**The MCAS data highlights how a group of students performed in Spring-Data Meetings use it alongside in-year assessments to see the whole picture.**

### WHAT IS TESTED

| ELA and Math         | Science            | Civics  |
|----------------------|--------------------|---------|
| Grades 3 to 8 and 10 | Grades 5, 8, and 9 | Grade 8 |

*The following MCAS data represents students who are enrolled in one of the five MPS schools and does not include our out of district students who took the MCAS.*

## From DESE: MCAS Overview and MCAS Family Portal

### What Is MCAS and How Are the Test Results Used?

MCAS is the Commonwealth's standards-based assessment program. MCAS has the following primary purposes:

- to help families see whether their children are making expected academic progress
- to help educators identify areas of the curriculum where students are learning well and areas where students may need additional assistance to meet grade-level expectations
- to help the state direct resources to schools that need support
- at the high school level, to determine whether students have met the state's scholarship eligibility requirements

In early September, the District mailed home over 1600 letters to our Marblehead Public School families with the letter from DESE Commissioner and their student's MCAS Family Portal registration code.

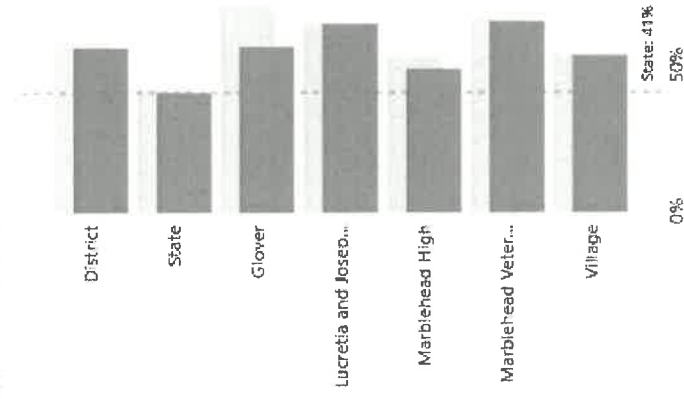
Schools will also mail home this year's MCAS score reports (paper) next week.

**For more information, please visit:**

<https://www.doe.mass.edu/mcas/family-portal/>

# District ELA Results

**% Meet/Exceed by School - ELA**  
Prev. Year ● % M+E



**% Meeting or exceeding expectations, by school**

| School               | 2022 | 2023 | 2024 | 2025 | 2026 |
|----------------------|------|------|------|------|------|
| <b>Baselines</b>     |      |      |      |      |      |
| State                | 44%  | 45%  | 42%  | 43%  | 41%  |
| <b>Marblehead</b>    |      |      |      |      |      |
| Glover               | 54%  | 63%  | 62%  | 71%  | 56%  |
| Lucretia and Jose... | 61%  | 67%  | 64%  | 65%  | 64%  |
| Marblehead High      | 67%  | 80%  | 76%  | 53%  | 49%  |
| Marblehead Veter...  | 64%  | 65%  | 61%  | 66%  | 65%  |
| Village              | 50%  | 57%  | 52%  | 54%  | 54%  |

# District ELA Results

Ave. Scaled Score

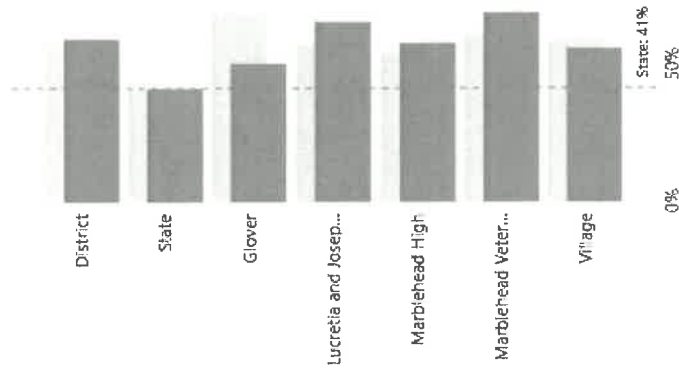
| School               | 2022 | 2023 | 2024 | 2025 | 2026 |
|----------------------|------|------|------|------|------|
| <b>Baselines</b>     |      |      |      |      |      |
| State                | 495  | 495  | 495  | 494  | 494  |
| <b>Marblehead</b>    |      |      |      |      |      |
| Glover               | 501  | 502  | 501  | 507  | 500  |
| Lucretia and Jose... | 504  | 504  | 506  | 506  | 504  |
| Marblehead High      | 507  | 515  | 515  | 503  | 501  |
| Marblehead Veter...  | 508  | 508  | 507  | 510  | 508  |
| Village              | 499  | 503  | 500  | 501  | 501  |

Student Growth Percentile

| School              | 2022 | 2023 | 2024 | 2025 | 2026 |
|---------------------|------|------|------|------|------|
| <b>Baselines</b>    |      |      |      |      |      |
| State               | 50   | 50   | 50   | 50   | 50   |
| <b>Marblehead</b>   |      |      |      |      |      |
| Marblehead High     | 50   | 44   | 39   | 35   | 26   |
| Marblehead Veter... | 65   | 61   | 60   | 62   | 59   |
| Village             | 49   | 57   | 52   | 49   | 49   |

# District Math Results

% Meet/Exceed by School - Math  
Prev. Year ● % M+E



% Meeting or exceeding expectations, by school

| School                | 2022 | 2023 | 2024 | 2025 | 2026 |
|-----------------------|------|------|------|------|------|
| <b>Baselines</b>      |      |      |      |      |      |
| State                 | 41%  | 42%  | 42%  | 41%  | 41%  |
| <b>Marblehead</b>     |      |      |      |      |      |
| Glover                | 52%  | 57%  | 59%  | 69%  | 51%  |
| Lucretia and Josep... | 46%  | 53%  | 61%  | 58%  | 66%  |
| Marblehead High       | 58%  | 78%  | 76%  | 55%  | 58%  |
| Marblehead Veter...   | 61%  | 65%  | 63%  | 61%  | 69%  |
| Village               | 45%  | 58%  | 58%  | 59%  | 56%  |

# District Math Results

## Ave. Scaled Score

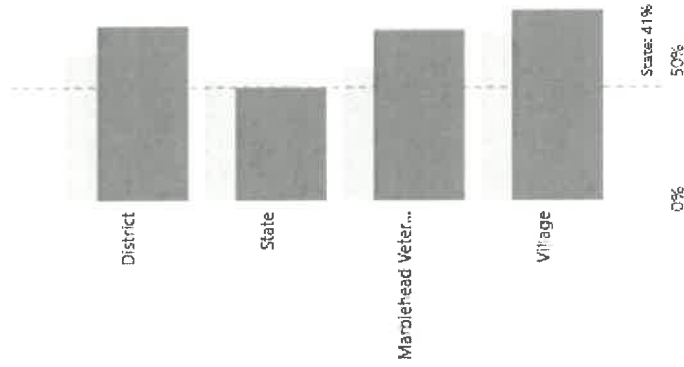
| School               | 2022 | 2023 | 2024 | 2025 | 2026 |
|----------------------|------|------|------|------|------|
| <b>Baselines</b>     |      |      |      |      |      |
| State                | 494  | 495  | 496  | 495  | 495  |
| <b>Marblehead</b>    |      |      |      |      |      |
| Glover               | 498  | 504  | 504  | 508  | 502  |
| Lucretia and Jose... | 495  | 502  | 505  | 504  | 504  |
| Marblehead High      | 505  | 512  | 513  | 502  | 505  |
| Marblehead Veter...  | 505  | 506  | 506  | 505  | 510  |
| Village              | 497  | 502  | 503  | 504  | 503  |

## Student Growth Percentile

| School              | 2022 | 2023 | 2024 | 2025 | 2026 |
|---------------------|------|------|------|------|------|
| <b>Baselines</b>    |      |      |      |      |      |
| State               | 50   | 50   | 50   | 50   | 50   |
| <b>Marblehead</b>   |      |      |      |      |      |
| Marblehead High     | 42   | 39   | 43   | 36   | 32   |
| Marblehead Veter... | 54   | 58   | 63   | 57   | 65   |
| Village             | 41   | 60   | 55   | 52   | 48   |

# District Science/Technology/Engineering (STE) Results

**% Meet/Exceed by School - Science**  
 Prev. Year ● % M+E



**% Meeting or exceeding expectations**

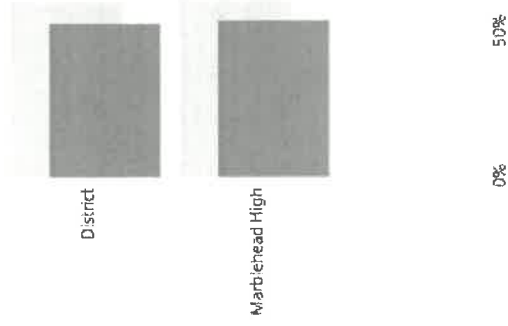
| School              | 2022 | 2023 | 2024 | 2025 | 2026 |
|---------------------|------|------|------|------|------|
| Marblehead          |      |      |      |      |      |
| Marblehead Veter... | 53%  | 55%  | 56%  | 48%  | 62%  |
| Village             | 51%  | 58%  | 57%  | 61%  | 69%  |

**Ave. Scaled Score**

| School              | 2022 | 2023 | 2024 | 2025 | 2026 |
|---------------------|------|------|------|------|------|
| Baselines           |      |      |      |      |      |
| State               | 496  | 496  | 496  | 495  | 493  |
| Marblehead          |      |      |      |      |      |
| Marblehead Veter... | 503  | 500  | 503  | 500  | 506  |
| Village             | 500  | 505  | 504  | 504  | 510  |

## District Biology (grade 9) Results

% Meet/Exceed by School - Science  
Prev. Year ● % M+E



% Meeting or exceeding expectations

| School          | 2022 | 2023 | 2024 | 2025 | 2026 |
|-----------------|------|------|------|------|------|
| Marblehead      |      |      |      |      |      |
| Marblehead High | 74%  | 76%  | 72%  | 62%  | 54%  |

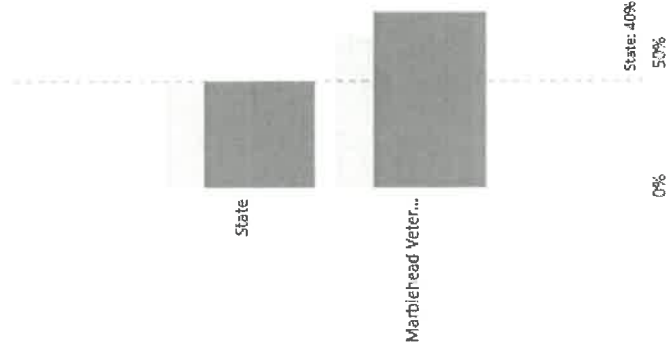
Ave. Scaled Score

| School          | 2022 | 2023 | 2024 | 2025 | 2026 |
|-----------------|------|------|------|------|------|
| Marblehead      |      |      |      |      |      |
| Marblehead High | 515  | 515  | 511  | 505  | 502  |

## District Civics (grade 8) Results

% Meet/Exceed by School - Civics

Prev. Year ● % M+E



% Meeting or exceeding expectations

| School              | 2025 | 2026 |
|---------------------|------|------|
| Baselines           |      |      |
| State               | 39%  | 40%  |
| Marblehead          |      |      |
| Marblehead Veter... | 58%  | 66%  |

Ave. Scaled Score

| School              | 2025 | 2026 |
|---------------------|------|------|
| Baselines           |      |      |
| State               | 495  | 494  |
| Marblehead          |      |      |
| Marblehead Veter... | 505  | 508  |

## District Sub-Group Data

From our Student Opportunities Act Plan, approved by SC in March 2024 and DESE in April 2024: MPS will focus on increasing the academic achievement of our English Learners and students with disabilities, while supporting their social-emotional well-being.

| School                                                                                                     | AVE. SCALED SCORE |      |      |      |      |
|------------------------------------------------------------------------------------------------------------|-------------------|------|------|------|------|
|                                                                                                            | 2022              | 2023 | 2024 | 2025 | 2026 |
|  <b>Marblehead</b>      |                   |      |      |      |      |
|  Glover                 | 486               | 491  | 483  |      | 485  |
|  Lucretia and Jose... | 485               | 486  | 497  | 485  | 481  |
|  Marblehead Veter...  | 499               | 491  | 469  | 475  | 459  |
|  Village              | 482               | 478  | 478  | 477  | 469  |
| This data represents 19 English Learners                                                                   |                   |      |      |      |      |
| 2026 State Average Scaled Score: 466 (grades 3-8)                                                          |                   |      |      |      |      |

## District Sub-Group Data

| AVE. SCALED SCORE                                                                                        |      | English Learners Math                    |      |      |      |  |
|----------------------------------------------------------------------------------------------------------|------|------------------------------------------|------|------|------|--|
|                                                                                                          |      | This data represents 19 English Learners |      |      |      |  |
| School                                                                                                   | 2022 | 2023                                     | 2024 | 2025 | 2026 |  |
|  Marblehead           |      |                                          |      |      |      |  |
|  Glover               | 478  | 494                                      | 483  |      | 464  |  |
|  Lucretia and Jose... | 483  | 474                                      | 500  | 490  | 474  |  |
|  Marblehead Veter...  | 486  | 489                                      | 480  | 477  | 463  |  |
|  Village            | 479  | 485                                      | 484  | 487  | 476  |  |

2026 State Average Scaled Score:

473 (grades 3-8)

2026 State Average Scaled Score:  
**473 (grades 3-8)**

## District Sub-Group Data

|            |                      | AVE. SCALED SCORE                                                      |      |      |      |      |
|------------|----------------------|------------------------------------------------------------------------|------|------|------|------|
| School     |                      | 2022                                                                   | 2023 | 2024 | 2025 | 2026 |
| Marblehead |                      | Special Education ELA                                                  |      |      |      |      |
|            |                      | This data represents 251 (gr. 3-8) and 40 (gr. 10) students            |      |      |      |      |
|            |                      | 2026 State Average Scaled Score:<br>473 (grades 3-8)<br>477 (grade 10) |      |      |      |      |
|            | Glover               | 488                                                                    | 481  | 486  | 484  | 489  |
|            | Lucretia and Jose... | 491                                                                    | 488  | 486  | 487  | 490  |
|            | Marblehead High      | 493                                                                    | 493  | 492  | 492  | 482  |
|            | Marblehead Veter...  | 489                                                                    | 486  | 482  | 483  | 482  |
|            | Village              | 482                                                                    | 482  | 479  | 483  | 482  |

## District Sub-Group Data

|                                                                                                          |  | AVE. SCALED SCORE                                                      |      |      |      |      |
|----------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------|------|------|------|------|
| School                                                                                                   |  | 2022                                                                   | 2023 | 2024 | 2025 | 2026 |
|  Marblehead           |  |                                                                        |      |      |      |      |
|  Glover               |  | 481                                                                    | 484  | 486  | 484  | 490  |
|  Lucretia and Jose... |  | 485                                                                    | 488  | 482  | 489  | 490  |
|  Marblehead High      |  | 489                                                                    | 493  | 488  | 485  | 489  |
|  Marblehead Veter... |  | 487                                                                    | 486  | 485  | 479  | 486  |
|  Village            |  | 480                                                                    | 483  | 484  | 487  | 487  |
| Special Education Math                                                                                   |  | This data represents 251 (gr. 3-8) and 40 (gr. 10) students            |      |      |      |      |
|                                                                                                          |  | 2026 State Average Scaled Score:<br>475 (grades 3-8)<br>477 (grade 10) |      |      |      |      |

# DART Comparison (2025 data)

## Comparable Districts Overview

\*Districts most similar to your district in terms of grades span, total enrollment, and special populations.  
Orange-Shaded Row: Your district

| District Name     | 2025 Enrollment    |              |       |       |  | 2025 MCAS                           |      |          |      |                    |  |            |      |
|-------------------|--------------------|--------------|-------|-------|--|-------------------------------------|------|----------|------|--------------------|--|------------|------|
|                   | Total Enrollment # | Low Income % | SWD % | ELL % |  | % Meeting or Exceeding Expectations |      |          |      | Growth average SGP |  |            |      |
|                   |                    |              |       |       |  | Grades 3-8                          |      | Grade 10 |      | Grades 5 and 8     |  | Grades 3-8 |      |
|                   |                    |              |       |       |  | ELA                                 | Math | ELA      | Math | Science            |  | ELA        | Math |
| Bedford*          | 2,513              | 13.6         | 18.7  | 4.8   |  | 69%                                 | 66%  | 79%      | 70%  | 70%                |  | 58         | 51   |
| Grafton*          | 3,089              | 15.9         | 19.0  | 2.9   |  | 54%                                 | 54%  | 58%      | 51%  | 63%                |  | 53         | 52   |
| Groton-Dunstable* | 2,300              | 9.7          | 18.3  | 2.1   |  | 59%                                 | 58%  | 75%      | 74%  | 60%                |  | 53         | 54   |
| Holliston*        | 2,689              | 11.1         | 20.4  | 3.3   |  | 57%                                 | 59%  | 74%      | 76%  | 65%                |  | 56         | 55   |
| Lynnfield*        | 2,178              | 9.8          | 19.3  | 2.1   |  | 63%                                 | 62%  | 77%      | 65%  | 57%                |  | 51         | 49   |
| Marblehead*       | 2,564              | 11.7         | 19.2  | 3.4   |  | 59%                                 | 59%  | 54%      | 56%  | 53%                |  | 55         | 54   |
| Nashoba*          | 2,990              | 12.9         | 20.1  | 3.2   |  | 58%                                 | 60%  | 68%      | 68%  | 56%                |  | 52         | 55   |
| Wakefield*        | 3,382              | 15.8         | 19.8  | 3.8   |  | 55%                                 | 53%  | 58%      | 48%  | 56%                |  | 53         | 51   |
| Wayland*          | 2,701              | 8.1          | 19.9  | 2.9   |  | 73%                                 | 75%  | 82%      | 86%  | 77%                |  | 56         | 55   |
| Westford*         | 4,575              | 8.7          | 18.7  | 3.5   |  | 62%                                 | 70%  | 78%      | 78%  | 69%                |  | 52         | 54   |
| Wilmington*       | 2,756              | 14.0         | 19.7  | 2.1   |  | 47%                                 | 54%  | 59%      | 56%  | 56%                |  | 48         | 51   |

*District Analysis and Review Tools (DART): DESE uses the 10 most comparable districts based on student enrollment and district size, student demographics and needs, and grade-span groupings to create DART comparisons.*

# DESE Accountability Data: 2026 Results

## Progress toward improvement targets:

The criterion-referenced target percentage combines multiple years of data related to achievement, growth, high school completion, English learner progress, advanced coursework completion, and chronic absenteeism into a single number between 0 and 100. For a group to be considered to be meeting targets it must have a cumulative criterion-referenced target percentage of 75% or higher.

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

## Accountability Information

| Overall classification                 | Not requiring assistance or intervention |
|----------------------------------------|------------------------------------------|
| Reason for classification              |                                          |
| Moderate progress toward targets       |                                          |
| Progress toward improvement targets    |                                          |
| 48% - Moderate progress toward targets | Accountability percentile                |

## OVERALL RESULTS STUDENT GROUP RESULTS DETAILED DATA FOR EACH INDICATOR SCHOOLS IN THIS DISTRICT

| School Accountability Information |  | Accountability information               |  | School accountability percentile |
|-----------------------------------|--|------------------------------------------|--|----------------------------------|
| School                            |  |                                          |  |                                  |
| Glover                            |  | Not requiring assistance or intervention |  | -                                |
| Lucelia and Joseph Brown School   |  | Not requiring assistance or intervention |  | -                                |
| Marblehead High                   |  | Not requiring assistance or intervention |  | 60                               |
| Marblehead Veterans Middle School |  | Not requiring assistance or intervention |  | 87                               |
| Village School                    |  | Not requiring assistance or intervention |  | 71                               |

## Overview: What our District data tells us, and what we do next

### 1 Celebrate

Science up in grades 5 and 8. Grades 3-8 above the state in every subject.

### 2 Focus

Monitor the progress of students by using data to analyze trends among students that just missed “meeting” criteria to see if there are commonalities among type of questions.

### 3 Ongoing work

Continue to use PLC time to analyze student data and adjust/enhance tiered supports as students grow.