MERSD Annual District Data Review

Fall, 2026

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.

Big Themes

- **The district's focused work stays the same: Change Processes Take Time!**
  - Impact on learners- may be immediate
  - Impact on systems - will take longer and have a lag in measurable change

- **Small sized student numbers = outsized data impacts**
  - All data together shows stability, small numbers can lead to exaggerated shifts (both positive and negative)
  - Looking for trends over time, over various assessments, or over classrooms/student groups

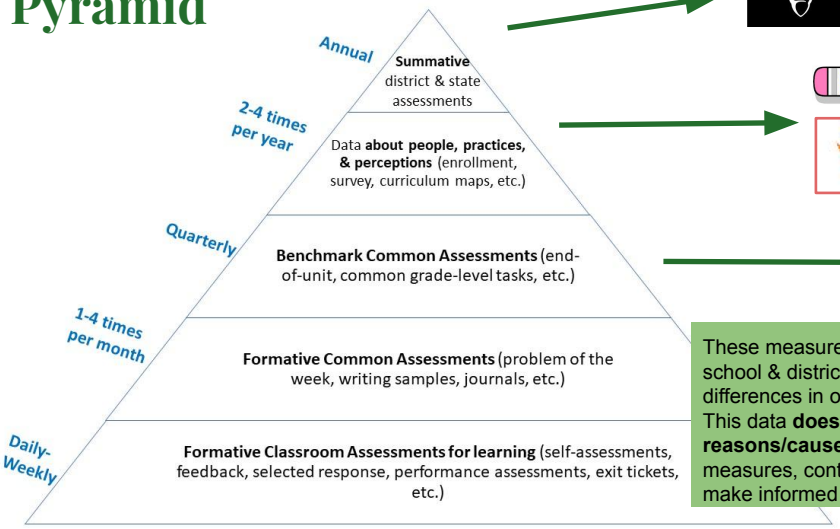
2026-27 District Priority Focus Areas

#1: Key Practice: **Supports all students to meet or exceed high standards, produce high-quality work, and develop self-awareness and skills for independent learning**

#2: Key Practice: **Engages all students as active participants in their own learning of meaningful, standards-aligned, grade appropriate content**

#3: Key Practice: **Accommodates and supports individual differences in all students' learning including students with disabilities and multilingual learners**

Educational Data Pyramid



SAT

AP CollegeBoard Advanced Placement Program

MASSACHUSETTS COMPREHENSIVE ASSESSMENT SYSTEM

dese Accountability

WIDA ACCESS for ELLs

Enrollment

VOCAL

ATTENDANCE

DIAL-4

i-Ready

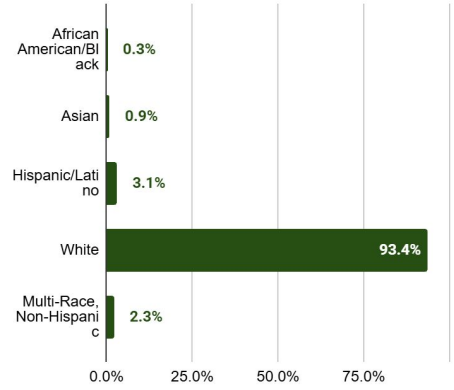
These measures are useful for an overall picture of school & district performance and for monitoring any differences in outcomes among key student subgroups. This data **does not tell us the underlying reasons/causes** and we must evaluate with multiple measures, context, & implementation information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

MERSD Student Population

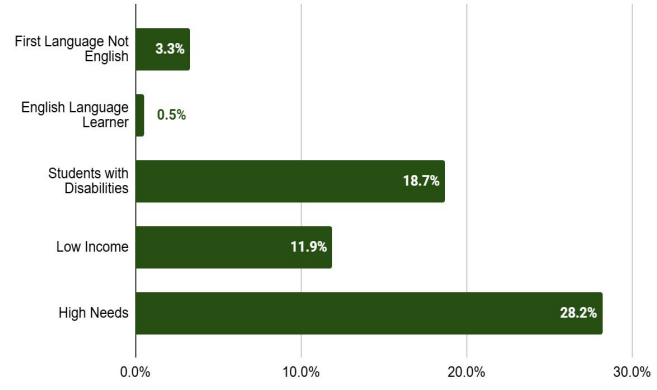
Enrollment

1,156

Student Race & Ethnicity 25-26



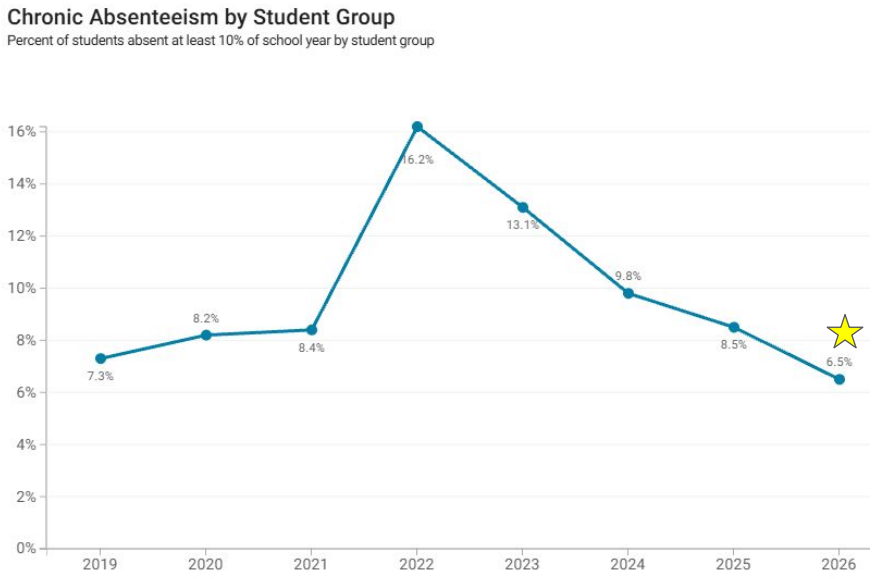
Selected Populations 2026



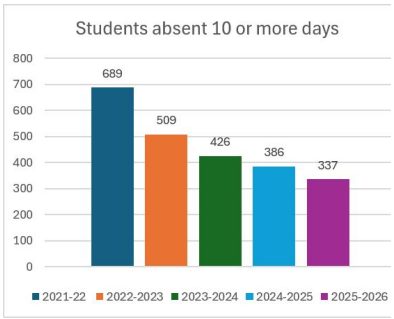
High Needs: A student is high needs if they are designated as low income, EI/former EI, or a student with disabilities.

Attendance

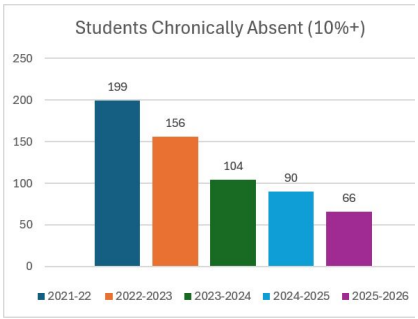
Chronic Absenteeism has improved and is BELOW pre-Covid rates for the first time



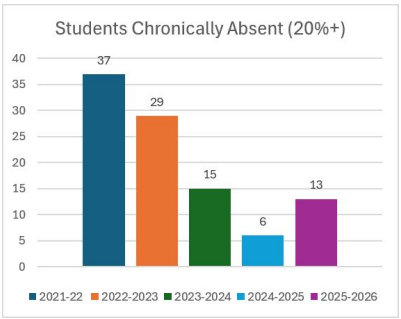
Attendance



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:

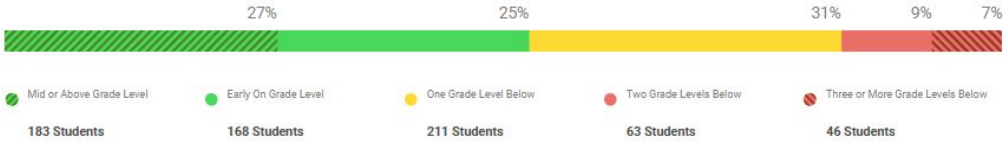
- ➔ 91%: Teachers are available when I need to talk with them. *(state: 89%)* **MERHS**
- ➔ 90%: My school work is challenging (hard) but not too difficult. (state: 79%) **MERMS**
- ➔ 100%: Teachers, students, and the principal work together to prevent (stop) bullying. (state: 86%) **MEMORIAL**
- ➔ 94%: I am happy to be at our school. (state: 83%) **ESSEX ELEM**

AREAS FOR IMPROVEMENT:

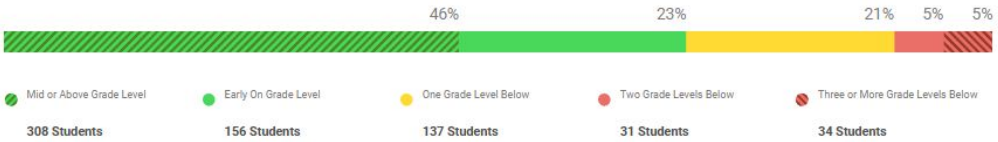
- ➔ 56%: In my academic classes, there is a good balance between students having to master subject content and being able to explore topics that interest them. (state: 65%) **MERHS**
- ➔ 45%: The things I am learning in school are relevant (important) to me. (state: 59%) **MERMS**
- ➔ 60%: My teachers ask me to share what I have learned in a lesson. *(state: 77%)* **MEMORIAL**
- ➔ 63%: My teachers use my ideas to help my classmates learn. *(state: 72%)* **ESSEX ELEM**

i-Ready, K-8 Reading, 2025-26

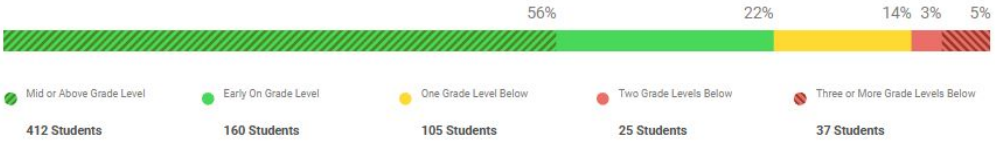
Fall



Winter



Spring



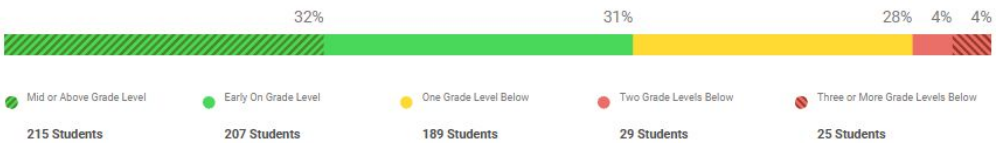
*8th grade does not participate in spring assessment, slightly skewing the data

i-Ready, K-8 Math, 2025-26

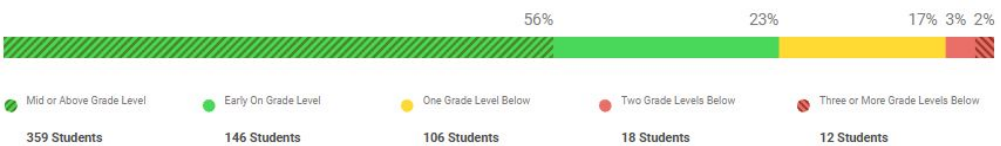
Fall



Winter



Spring



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

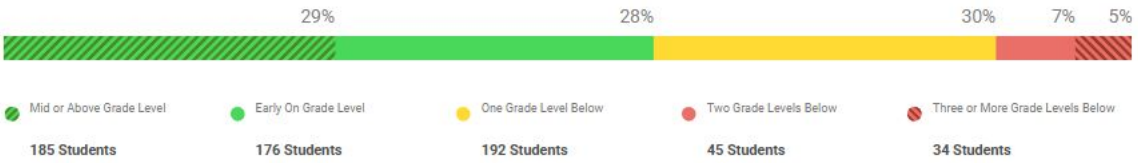
i-Ready Inform, K-8

Fall 2026

*Kindergarten does not take iReady assessment until November

Reading

Students Assessed/Total: **632/717**



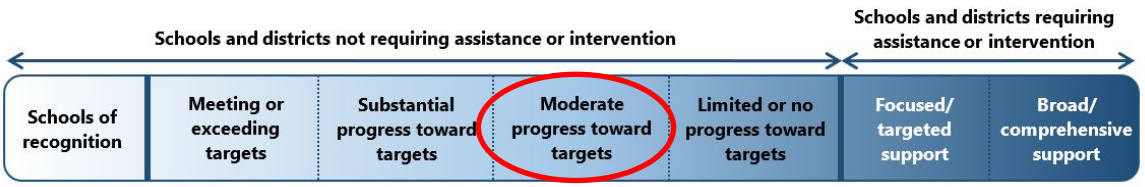
Math

Students Assessed/Total: **631/718**



Accountability

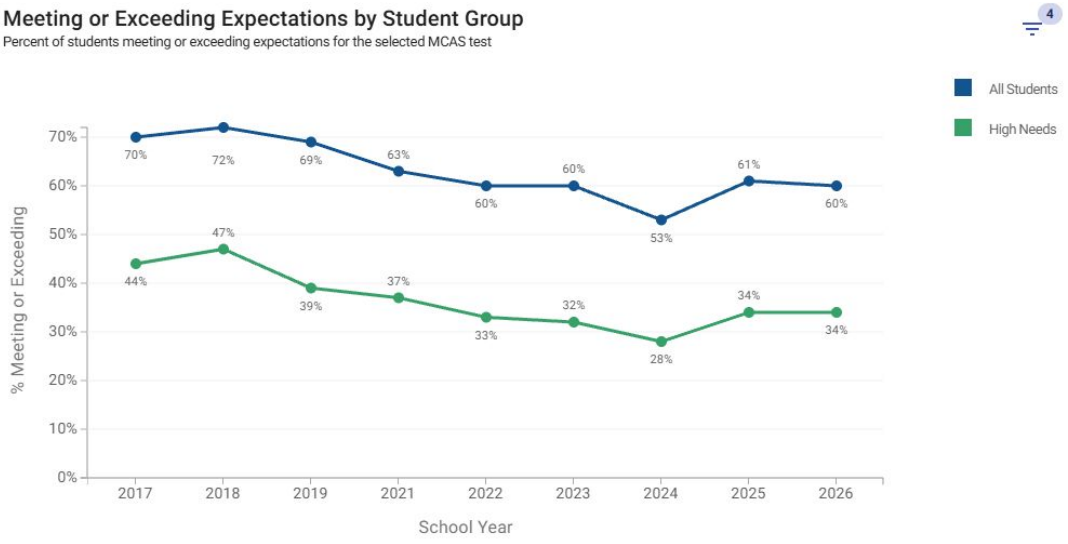
	2025	2026
Annual criterion-referenced target percentage	51%	47%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2025 x 40%) + (2026 x 60%)	48%	
	Moderate progress toward targets	



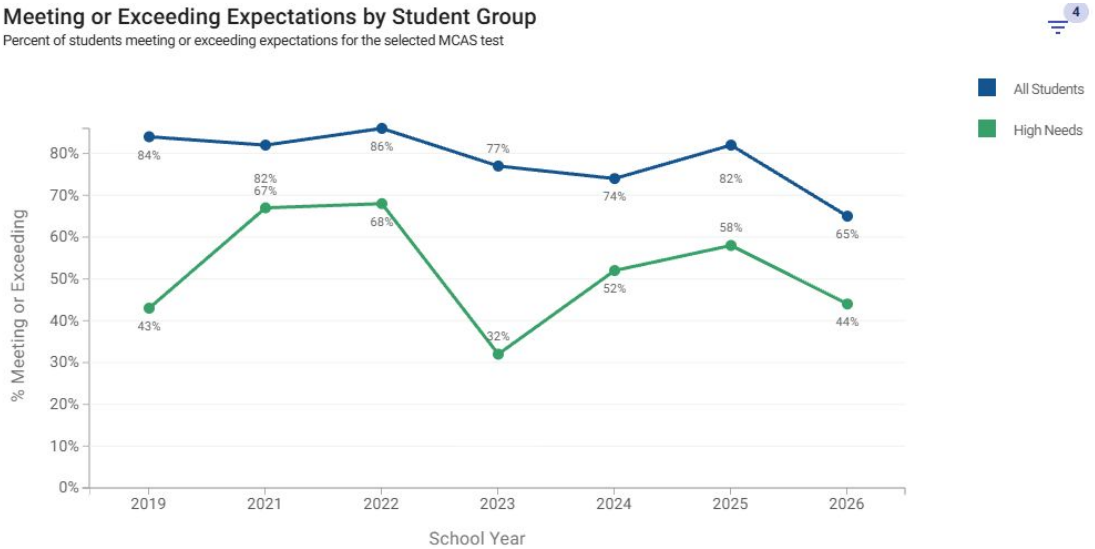
School	Accountability Information	Criterion-referenced target percentage	School accountability percentile
Manchester Essex Regional High School	In need of focused/targeted support - Low participation rate: High Needs	46%	85
Manchester Essex Regional Middle School	In need of focused/targeted support - Low participation rate: High Needs	47%	74
Essex Elementary	School of Recognition	54%	69
Manchester Memorial Elementary	Not requiring assistance or intervention	77%	92

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.*

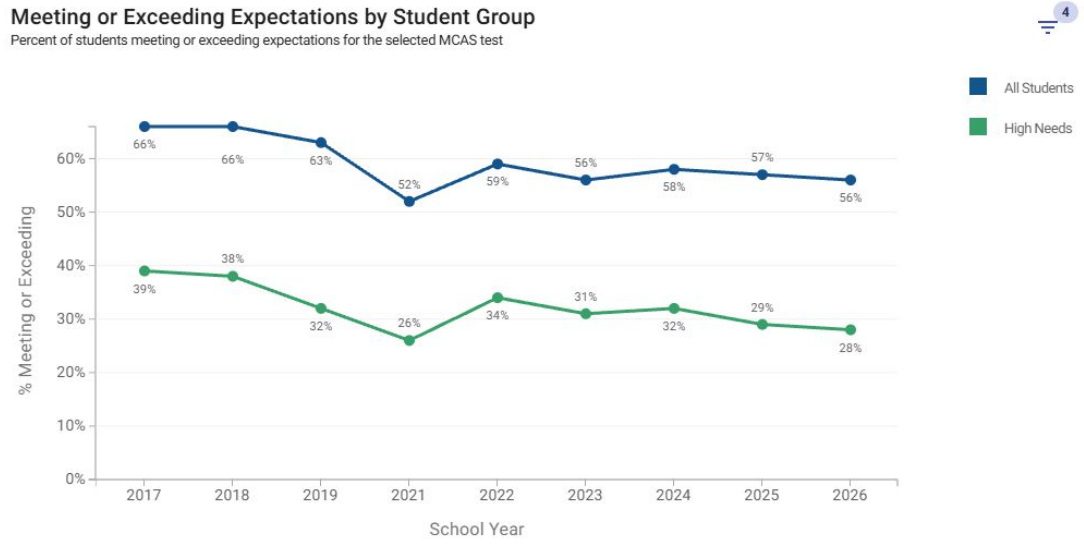
MCAS Trends: ELA gr. 3-8



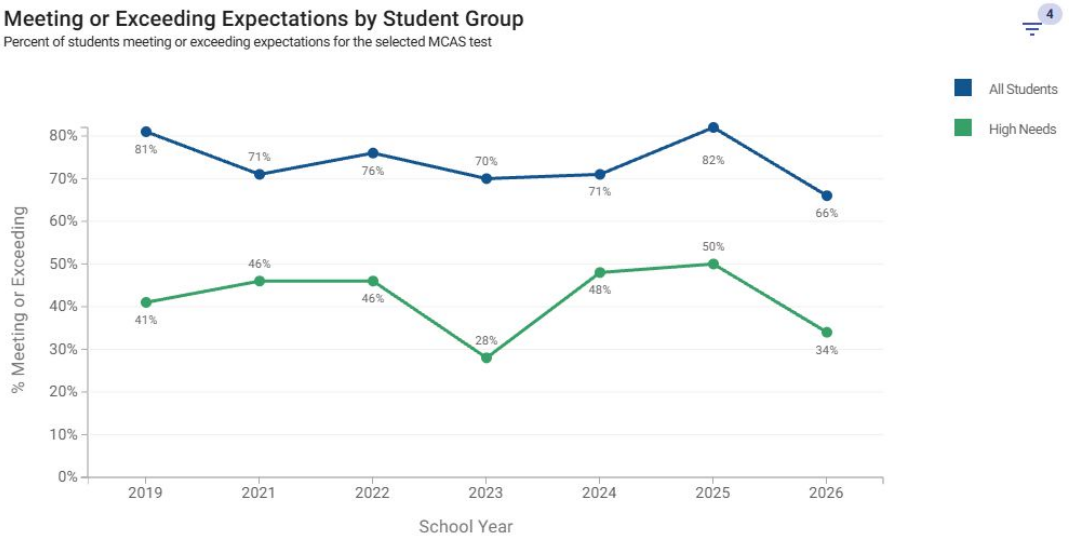
MCAS Trends: ELA gr. 10



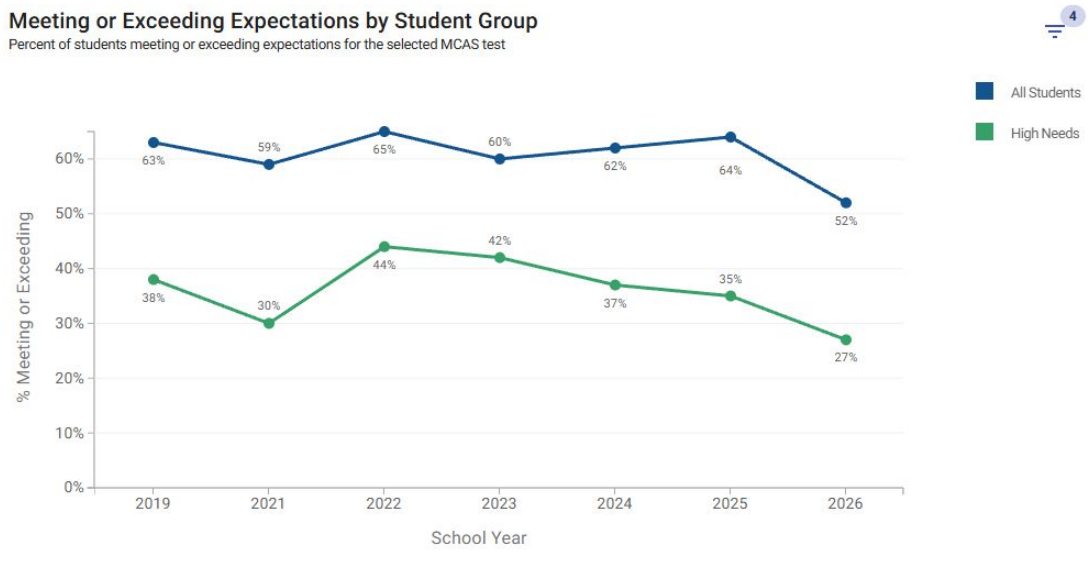
MCAS Trends: MATH gr. 3-8



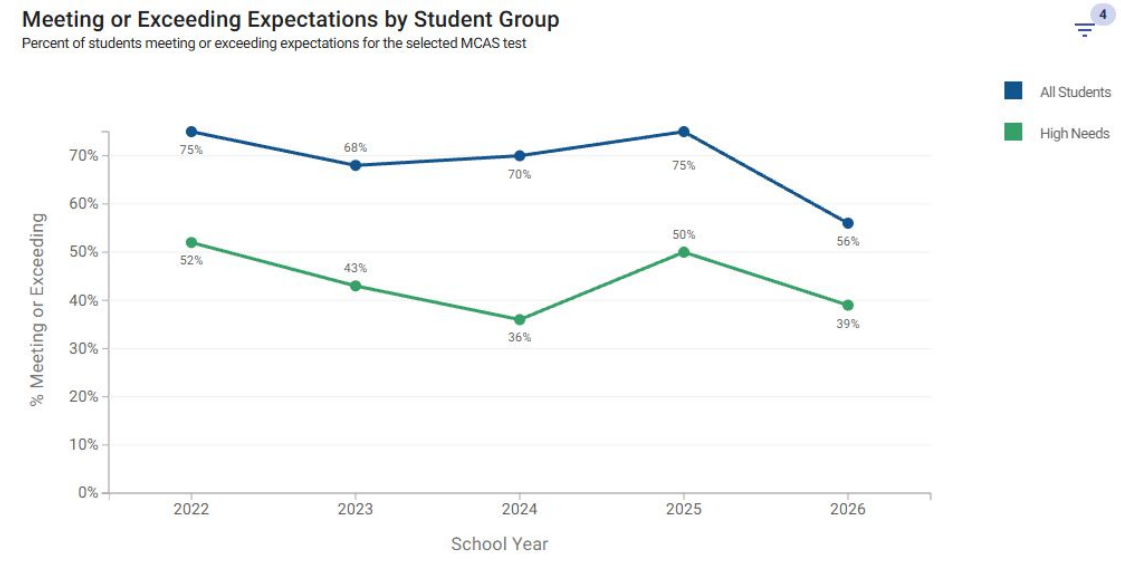
MCAS Trends: MATH gr. 10



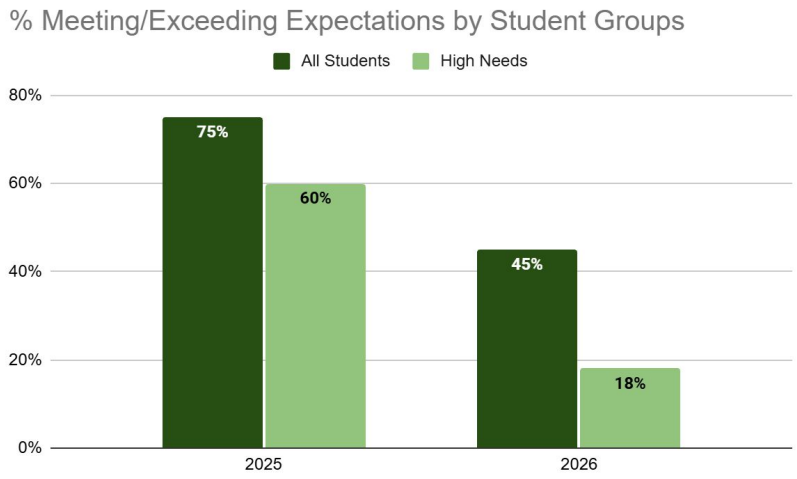
MCAS Trends: SCI/TECH/ENG gr. 3-8



MCAS Trends: SCI/TECH/ENG gr. 10



MCAS Trends: CIVICS (gr.8)



Advanced Placement

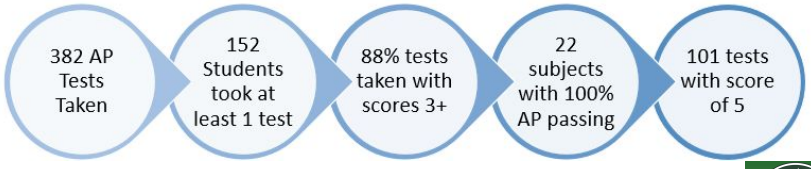
- 37 students earned AP Scholar
- 20 students earned AP Scholar with Honors
- 30 students earned AP Scholar with Distinction

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



Virtual & In-District:

5 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 2026:

- 9 graduates from class of 2026 awarded seal of biliteracy:
- 5 of the 9 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.

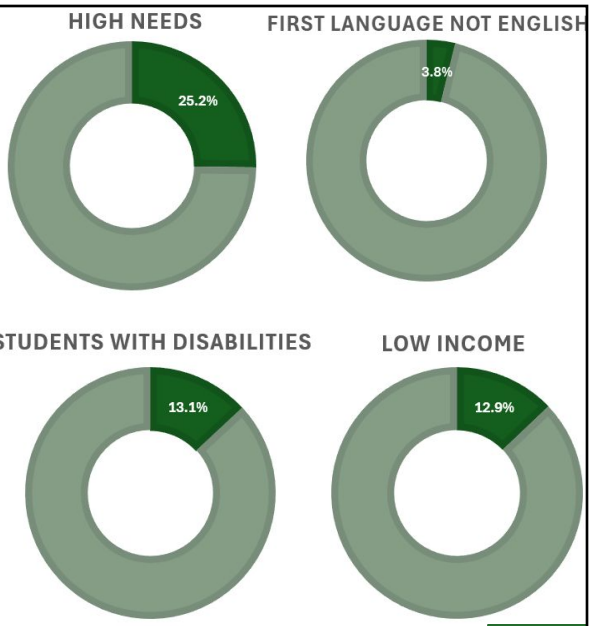


MERHS

Grades Served
9-12

Attendance
95.2%

Enrollment: 373



High School: Strengths



- Major shift in chronic absenteeism among high needs groups, increasing the opportunity for academic growth and greater equity in student outcomes.
- Progress made toward educational equity and access to advanced rigor according to VOCAL and AP data.
- AP Exam performance stays strong.
- Students report strong levels of respect, high expectations, and engagement, reflecting a positive sense of belonging and connection to the MERHS community.

High School: Areas for Growth



- Address VOCAL data that students experience unhealthy levels of pressure to perform well, by developing quarterly academic and SEL check-ins to monitor student experiences.
- Work to narrow the high needs the performance gap
    - Math curriculum review to include research on high quality instructional materials to combat general downward trend in MCAS math scores.
    - Implementing a Writing Lab this year to strengthen written expression, constructed responses, and evidence-based writing across content areas.
- Strengthen engagement through performance-based assessments.
    - Develop and implement a coherent system of assessments aligned to curriculum and authentic learning practices. Students demonstrate mastery through application, problem solving and real world performance tasks.



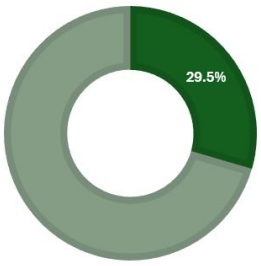
MERMS

Grades Served
6-8

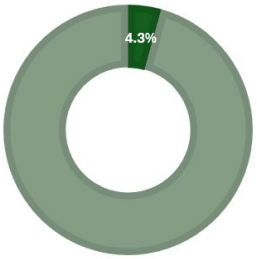
Attendance
94.9%

Enrollment: 278

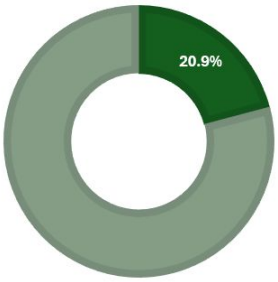
HIGH NEEDS



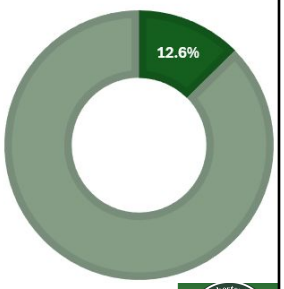
FIRST LANGUAGE NOT ENGLISH



STUDENTS WITH DISABILITIES



LOW INCOME





Middle School: Strengths

- **8th Grade Civics Curriculum & Instruction**
  - Resulting in high performance on civics MCAS
    - MERMS students outperformed the state on 36/43 items.
- **6th and 7th Grade Essay Writing**
  - Both grades out performed the state by between 17-22 points on five essay items
- **Reading comprehension - literature**
  - Understanding, and analyzing literature was a strength across grade levels
- **VOCAL data**
  - Shows high percent positive responses from students in the area of cultural competence
  - Student behavior
    - Students report low instances of bullying, teasing, rumors, name calling
- **2026 8th Grade MCAS cohort data (current 9th grade) shows improvement over time**
  - This shows an overall positive progression and development for most of our students - what we are doing has a positive impact on students

Middle School: Areas for Growth



- **Interaction and instruction with informational texts**
  - Across all three grade levels, comprehension of informational texts was the weakest domain on the Fall i-ready reading assessment
    - **Text Features**
      - Across contents, students were challenged by questions requiring the interpretation or analysis of text features in informational texts
- **Geometry Instruction**
  - Across all the three grade levels, geometry was the weakest domain on the Fall Math i-ready assessment
- **Foundations of Government**
  - Of the seven items MERMS underperformed the state, five were coded as Foundations of Government
- **Increasing student voice**

Next Steps

- **Curriculum alignment**
  - Develop a cohesive, vertically aligned curriculum in all contents 6-8
- **Examine exposure and use of informational texts**
  - Explicit Instruction, independent reading, text features
- **Targeted growth and support -**
  - Develop MTSS structures to be able to provide targeted support to increase achievement (mutli-year plan, start small and targeted)
- **Identify areas for increased student voice**
- **Work as 6-8 math department to identify math practices across grade levels, especially geometry instruction**



Essex Elementary

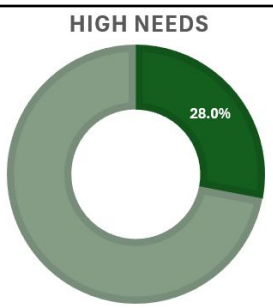
Grades Served

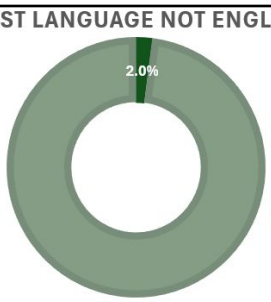
K-5

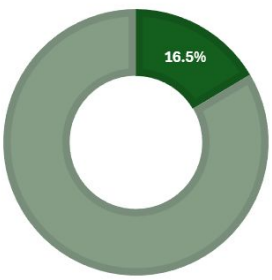
Attendance

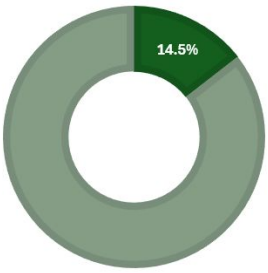
95.9%

Enrollment: 200









Essex: Strengths



- Named “School of Recognition” by DESE for demonstrating progress toward annual accountability targets, with an emphasis on improved achievement in ELA and math.
- Math
  - 3rd: Strength in solving problems involving the four operations reflects the intentional focus on building fact fluency, allowing students to apply their computational skills more efficiently and confidently when solving multi-step problems.
  - 4th: Significant improvement in geometry reflects intentional efforts to integrate geometric concepts and vocabulary more consistently throughout the year, reinforcing student understanding through repeated exposure and application across units.
  - 5th: Strength in Numbers and Operations in Base 10 reflect effective instruction that emphasizes place value relationships, numerical reasoning
- ELA
  - 3rd: Students’ strength in Craft and Structure reflects an emphasis on developing vocabulary, analyzing authors’ choices, and helping students understand how the structure and language of a text contribute to meaning.
  - 4th: Significant growth in essay writing may reflect consistent opportunities to practice text-based written responses, explicit instruction in organizing ideas and incorporating textual evidence, and regular feedback to strengthen students’ written explanations.
  - 5th: Strengths in Conventions of English language and Craft and Structure demonstrate that students have built a solid foundation in grammar, mechanics, vocabulary, and analyzing how authors utilize language and organize text.
- STE
  - Grade 5 students demonstrated strength in Earth’s Systems, potentially reflecting the use of visual models, real-world connections (i.e. Salem Sound Coastwatch, Gloucester Maritime), and opportunities to analyze scientific data that helped students develop and apply their understanding of Earth’s processes.

Essex: Areas for Growth



Math

- 5th grade: Examine whether gaps in foundational skills, including multiplication and division fluency, fraction concepts, place value, and computation, are becoming more apparent as mathematical tasks increase in complexity. Students may understand the underlying concepts but struggle to apply their skills accurately and consistently when solving more complex problems.

ELA

- Need to examine the use of instructional scaffolds within writing instruction to ensure that supports promote skill development without creating dependence.
- Incorporate more opportunities for students to synthesize skills independently to develop organized and well-supported written responses

STE:

- Need to strengthen science instruction with focus on key concepts and vocabulary, along with increased opportunities for visual models, demonstrations, and opportunities for students to connect new learning to prior knowledge. Continued analysis of whether students are struggling more with content itself or with application and reasoning demands of MCAS questions

Action Plan:

- Explicit coaching goals/focus areas with emphasis on analyzing student work/data and co-planning/modeling
- Title 1 focus at upper elementary for literacy and math
- Monitor progress regularly through frequent formative assessments, adjusting instruction and intervention groups based on student performance.
- Use common writing rubrics and student work analysis to identify patterns in organization, evidence, elaboration, and overall response quality, then use findings to inform instruction.
- Increase hands-on investigations and inquiry-based learning that allow students to test ideas, observe phenomena, collect data, and develop evidence-based conclusions rather than relying primarily on reading and recall.

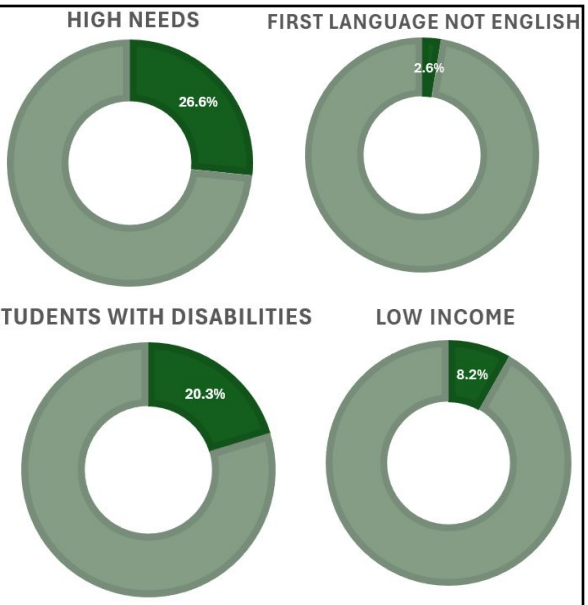


Manchester Memorial Elementary

Grades Served
preK-5

Attendance
95.8%

Enrollment: 305



Memorial: Strengths



Overall Accountability Rating: **92nd Percentile** across Massachusetts

Math

- **Grade 3 Math: Solving problems involving the four operations (73%)** - This performance indicates that students have developed strong foundational computation skills and, importantly, are able to apply their understanding of addition, subtraction, multiplication, and division to solve mathematical problems.
- **Grade 4 Math:** Grade 4 mathematics performance was outstanding, A particular area of strength was **Fraction Equivalence and Ordering (77%)**, These results demonstrate a strong conceptual understanding of fractions and students' ability to compare, order, and recognize equivalent fractions.
- **Grade 5 Math:** Grade 5 students demonstrated significant strength in **Understanding the Place Value System (83%)**. This result indicates a strong understanding of the base-ten number system and students' ability to apply place-value concepts to increasingly complex mathematics, providing an important foundation for future work with operations, decimals, and more advanced mathematical concepts.

ELA

- **Grade 3 ELA:** Grade 3 students demonstrated strong literacy skills, particularly in **Vocabulary Acquisition and Use (76%)** and **Key Ideas and Details (72%)**. These results indicate that students are developing a strong understanding of word meaning and are able to identify, interpret, and use important information from grade-level texts.
- **Grade 4 ELA:** Grade 4 ELA performance was exceptional. Students demonstrated strength across multiple areas, including **Vocabulary Acquisition and Use (79%)**, **Essay Language (77%)**, and **Key Ideas and Details (76%)**. These results reflect strong reading comprehension, vocabulary development, and students' ability to communicate their thinking effectively in writing.
- **Grade 5 ELA:** Grade 5 students demonstrated broad strength across several literacy standards. Performance was particularly strong in **Vocabulary Acquisition and Use (83%)**, followed by **Conventions of Standard English (78%)**, **Craft and Structure (78%)**, and **Knowledge of Language (77%)**. Of particular note, performance in Knowledge of Language was **31 percentage points above the state**, demonstrating a significant strength in students' ability to understand and apply language conventions and make effective language choices in their reading and writing.

STE

- **Grade 5 STE:** Grade 5 students demonstrated strong achievement in Science and Technology/Engineering (STE). Students showed particular strength in **Life Science (72%)** and **Earth and Space Science (71%)**. These results reflect students' strong understanding of grade-level scientific concepts and their ability to apply scientific knowledge and reasoning across multiple domains..

Memorial: Areas for Growth



Areas for Growth:

English Language Arts (ELA): Improve students' essay writing skills, specifically topic development, elaboration of ideas, and use of supporting details.

Mathematics: Improve students' understanding and application of geometric measurement and perimeter (Grade 3), generating and analyzing patterns (Grade 4), and classifying two-dimensional figures (Grade 5).

Science, Technology, and Engineering (STE): Improve students' understanding and application of physical science concepts.

Action Plan:

ELA:

- Review MCAS data to identify idea development in written responses to reading as an instructional focus.
- Teams will select and administer a baseline written-response assessment aligned to grade-level W.2 and W.4 standards.
- Teams will analyze baseline responses for strengths and needs in central idea, supporting details and explanations, and organization for task, purpose, and audience.
- Support co-planning lesson to address identified needs in idea development, selection and explanation of text evidence, and clear, coherent organization, aligned to grade-level expectations.
- Teams will analyze subsequent student responses and co-plan targeted reteaching based on student needs.

Math:

- Review MCAS and iReady data points to identify an instructional focus.
- Select and administer additional probes to gain further insight into student mathematical thinking.
- Coaches and teachers co-plan lessons targeting identified needs, using grade-level expectations to guide instruction.
- Analyze authentic student responses and co-plan reteaching based on student needs.

STE:

- Conduct item analysis with teachers to identify and supplement potential gaps in instruction.

New(er) MCAS: Civics 8th grade

Field tested last year, 2025 was first year fully operational.
2026 was our second year of assessment.
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

2nd yr for Civics MCAS: 8th grade

2025 was first year fully operational. 2 days: State-Level Performance Task & End-of-Course (EOC) Test

Source 1 | Source 2 | Source 3

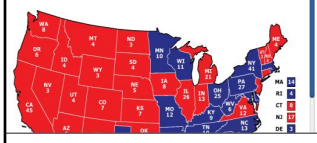
The following tables and map show the results of the 1976 congressional and presidential elections.

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.

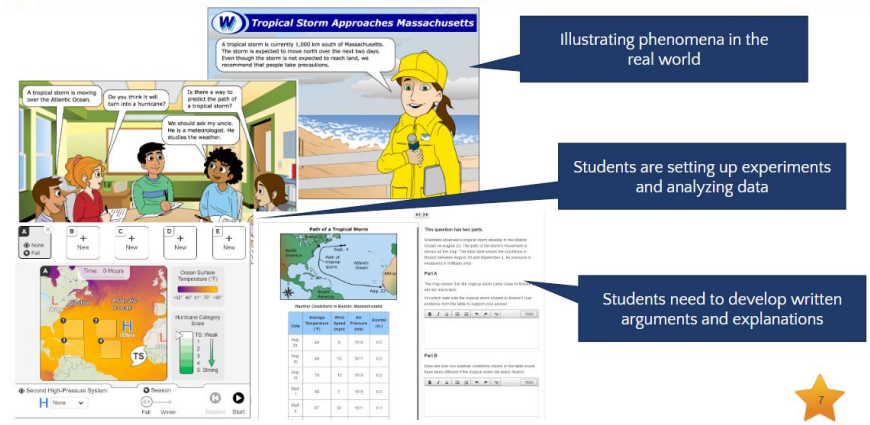
Part D

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 this year, 2027... Updated MCAS: Science/Tech/Engineering (gr.5 & 8)

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



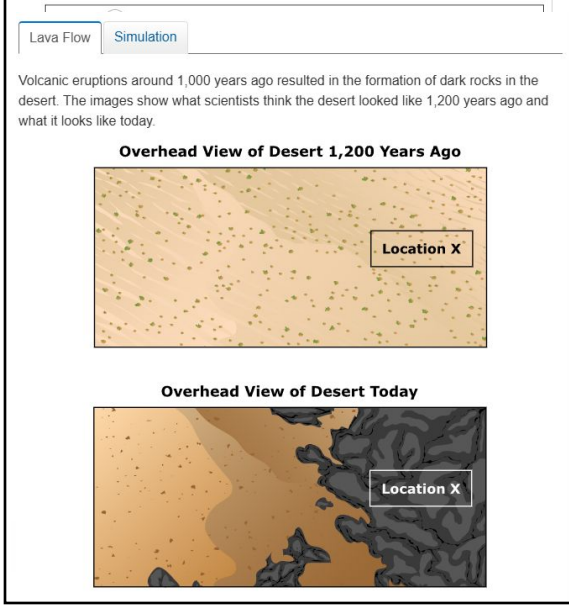
Slide from DESE- a preview shared at a content leader network

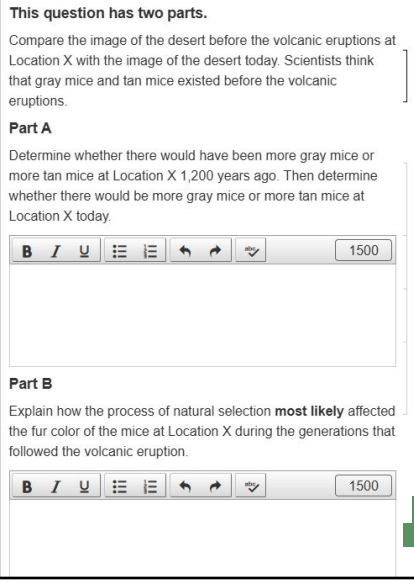
These are old examples *(shared in 2021-22 for preview)*

Field test was in 2025 & 2026 for a full implementation scheduled for 2027.

Will not yet impact HS STE test.

Coming this year, 2027... Updated MCAS: Science/Tech/Engineering (gr.5 & 8)





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 Action Steps

- Continue shared district-wide focus on curriculum & instruction
- Internal accountability:
  - Observation/Feedback cycles
  - Walkthroughs & Observations of instructional practices
    - #1: Key Practice: Supports all students to meet or exceed high standards, produce high-quality work, and develop self-awareness and skills for independent learning
    - #2: Key Practice: Engages all students as active participants in their own learning of meaningful, standards-aligned, grade appropriate content
    - #3: Key Practice: Accommodates and supports individual differences in all students' learning including students with disabilities and multilingual learners
  - 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 Responsible Collaborator	Effective Communicator Critical Thinker Personally Accountable	Social/Emotional Awareness 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

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?

Identified in Fall 2025

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 Demographics/Enrollment

Selected Populations (2025-26)

PRINT

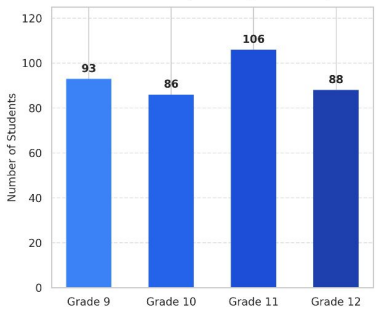
Title	% of School	% of District	% of State
High Needs	25.2	28.2	55.4
English Learners	0.8	0.5	13.4
First Language Not English	3.8	3.3	27.3
Low Income	12.9	11.9	41.1
Students with Disabilities	13.1	18.7	21.1

Student Attendance (2025-26) - 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	95.2	8.4	28.9	8.8	1.9	6.1

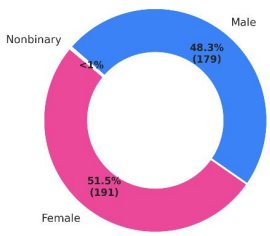
High School Demographics/ Enrollment

Manchester Essex Regional High School — Enrollment Data (2025–26)

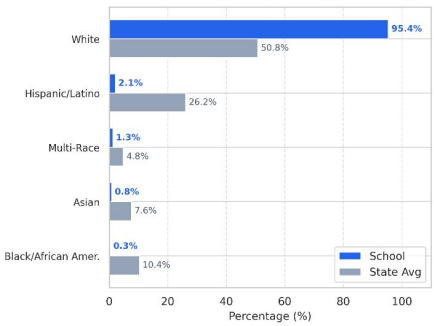
Enrollment by Grade (Total: 373)



Enrollment by Gender



Race/Ethnicity Comparison (% vs State)



Infographic made with gemini.google.com on 10/29/26

HS Profile

School Profile 2026-2027

Class of 2026 Future Plans

Number of graduates: 89
Our graduates entered 59 post-secondary institutions in 20 states, Scotland, Canada and England

Continuing full-time education: 95%
4-year college: 92%
Other postgraduate school: .03%
Work/Military/Other: .03%

Class of 2026 SAT Data

Section	Mean
Evidence Based Reading/Writing	642
Mathematics	625.5
Composite	1267.5

High School Accountability

Accountability Information

Overall classification	Requiring assistance or intervention

Reason for classification
In need of focused/targeted support Low participation rate: High Needs

Progress toward improvement targets	Accountability percentile
46% - Moderate progress toward targets	85

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

Overall progress toward improvement targets

	2025	2026
Annual criterion-referenced target percentage	59%	36%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2025 x 40%) + (2026 x 60%)	46% Moderate progress toward targets	

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

High School Accountability

2026 Points awarded

2026 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	0	4	-	-	-	-
	Mathematics achievement	0	4	-	-	-	-
	Science achievement	0	4	-	-	-	-
	Achievement total	0	12	47.5	-	-	-
Growth	English language arts growth	3	4	-	-	-	-
	Mathematics growth	3	4	-	-	-	-
	Growth total	6	8	22.5	-	-	-
High school completion	Four-year cohort graduation rate	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	-	-	-	-
	Advanced coursework completion	0	4	-	-	-	-
	Additional indicators total	3	8	10.0	-	-	-
Weighted total		3.9	10.7	-	-	-	-
Percentage of possible points		36%		-	-		-
2026 Annual criterion-referenced target percentage		36%					

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

DART Comparative Schools for High School

District(s) details

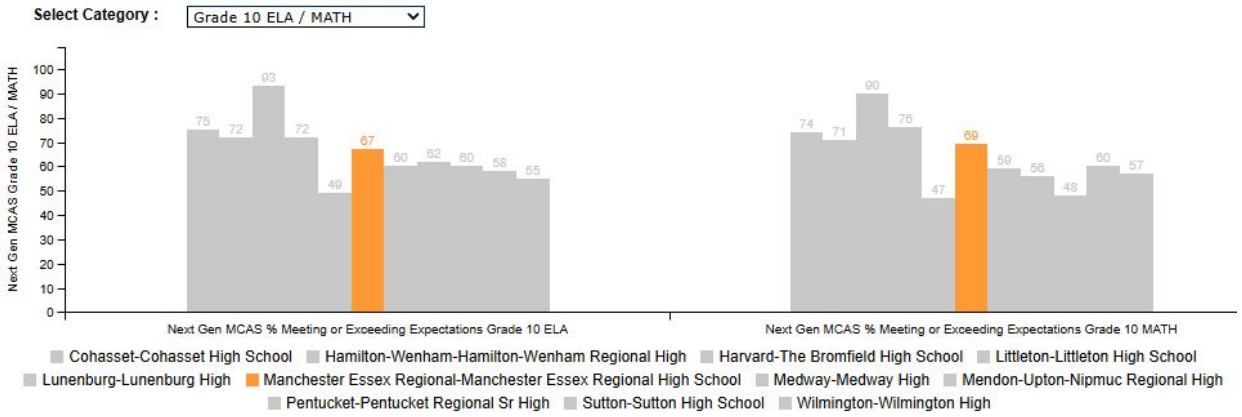
Manchester Essex Regional-Manchester Essex Regional High School - 2026 School Assistance Level - In need of focused/targeted support

Comparable Schools Overview

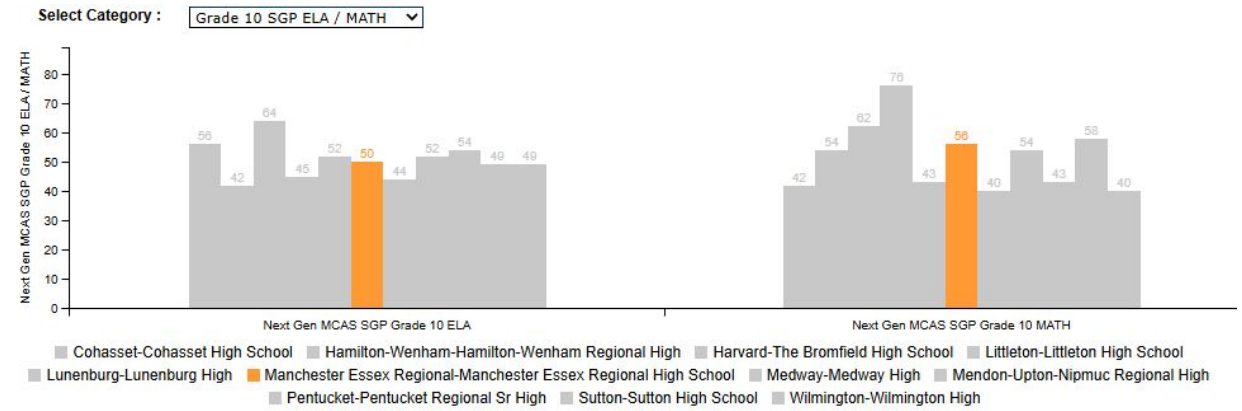
*Schools most similar to your school in terms of grades span,total enrollment,and special populations.
Orange-Shaded row: Your School

	2026 Enrollment				2026 MCAS							
					% Meeting or Exceeding Expectations					Growth average SGP		
					Grades 3-8		Grade 10		Grades 5 and 8	Grades 3-8		Grade 10	
School Name	Total Enrollment #	Low Income %	SWD %	ELL %	ELA	Math	ELA	Math	Science	ELA	Math	ELA	Math
Cohasset-Cohasset High School*	372	7.5	17.2	1.1			75%	74%				56	42
Hamilton-Wenham-Hamilton-Wenham Regional High*	457	5.9	16.0	0.2			72%	71%				42	54
Harvard-The Bromfield High School*	319	9.1	13.8	1.9			93%	90%				64	62
Littleton-Littleton High School*	461	7.6	13.7	0.9			72%	76%				45	76
Lunenburg-Lunenburg High*	433	21.7	12.0	2.3			49%	47%				52	43
Manchester Essex Regional-Manchester Essex Regional High School*	373	12.9	13.1	0.8			67%	69%				50	56
Medway-Medway High*	585	14.9	14.4	1.9			60%	59%				44	40
Mendon-Upton-Nipmuc Regional High*	475	17.7	15.6	2.1			62%	56%				52	54
Pentucket-Pentucket Regional Sr High*	565	14.0	16.1	0.5			60%	48%				54	43
Sutton-Sutton High School*	336	17.6	8.6	2.4			58%	60%				49	58
Wilmington-Wilmington High*	633	13.1	14.7	0.8			55%	57%				49	40

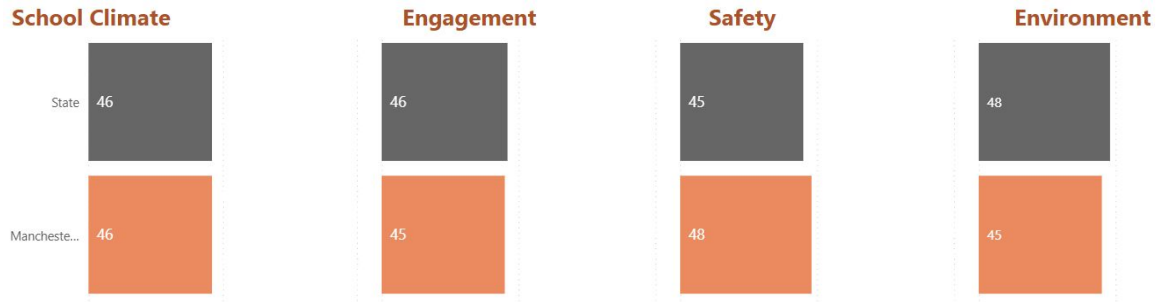
DART Comparative Schools: High School Achievement



DART Comparative Schools: High School Growth



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



Grade 10: *(Select Responses)*

- ➔ 76%: Students at school try to work out their problems with other students in a respectful way. *(state: 64%)*
- ➔ 83%: Within school, I am encouraged to take upper level courses (honors, AP). *(state: 79%)*
- ➔ 85%: I have access to effective help at school if I am struggling emotionally or mentally. *(state: 83%)*
- ➔ 91%: Teachers are available when I need to talk with them. *(state: 89%)*
- ➔ 88%: I feel as though I belong in my school community. *(state: 85%)*
- ➔ 56%: In my academic classes, there is a good balance between students having to master subject content and being able to explore topics that interest them. *(state: 65%)*
- ➔ 41%: The things I am learning in school are relevant (important) to me. *(state: 56%)*
- ➔ 26%: Students have a voice in deciding school rules. *(state: 39%)*



MERMS

Middle School Demographics/Enrollment *(as of 2025-26)*

Selected Populations (2025-26)

PRINT

Title	% of School	% of District	% of State
High Needs	29.5	28.2	55.4
English Learners	0.4	0.5	13.4
First Language Not English	4.3	3.3	27.3
Low Income	12.6	11.9	41.1
Students with Disabilities	20.9	18.7	21.1

Student Attendance (2025-26)

PRINT

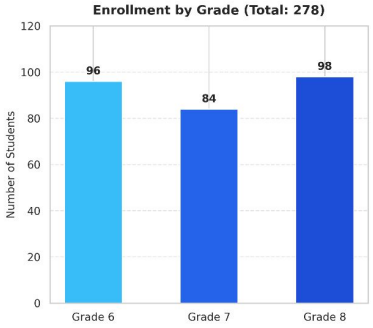
Please note that the attendance data in the report below reflects attendance reported by districts from the beginning of their school years until the last day of s

Student Attendance (2025-26) - 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	94.9	9.2	36.3	7.9	1.8	28.4

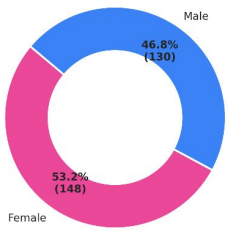
Middle School Demographics/ Enrollment

Manchester Essex Regional Middle School — Enrollment Data (2025-26)

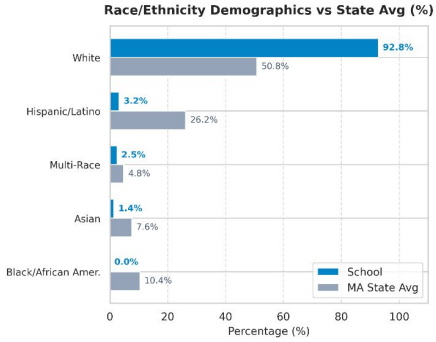
Enrollment by Grade (Total: 278)



Enrollment Breakdown by Gender



Race/Ethnicity Demographics vs State Avg (%)



Infographic made with gemini.google.com on 10/29/26

Middle School Accountability

Accountability Information

Overall classification	Requiring assistance or intervention

Reason for classification
In need of focused/targeted support Low participation rate: High Needs

Progress toward improvement targets	Accountability percentile
47% - Moderate progress toward targets	74

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

Overall progress toward improvement targets

	2025	2026
Annual criterion-referenced target percentage	73%	29%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2025 x 40%) + (2026 x 60%)	47% Moderate progress toward targets	

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



Middle School Accountability

2026 Points awarded

2026 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	-	0	4	-
	Mathematics achievement	0	4	-	1	4	-
	Science achievement	0	4	-	-	-	-
	Achievement total	**3**	**12**	**67.5**	**1**	**8**	**67.5**
Growth	English language arts growth	3	4	-	2	4	-
	Mathematics growth	2	4	-	3	4	-
	Growth total	**5**	**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		3.5	10.3	-	1.8	7.6	-
Percentage of possible points		34%		-	24%		-
2026 Annual criterion-referenced target percentage		29%					

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

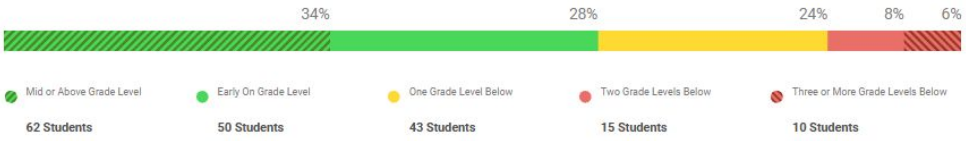


8th grade does not take the assessment in the Spring, skewing some of the final data set.

Middle School Math i-Ready Spring 2026

Overall Placement

Students Assessed/Total: **180/278**



The Mapping Between 5-Level and 3-Level Placements

Placement by Domain

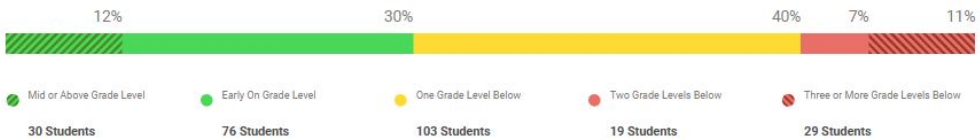


THIS YEAR!

Middle School Math i-Ready Fall 2026

Overall Placement

Students Assessed/Total: **257/260**



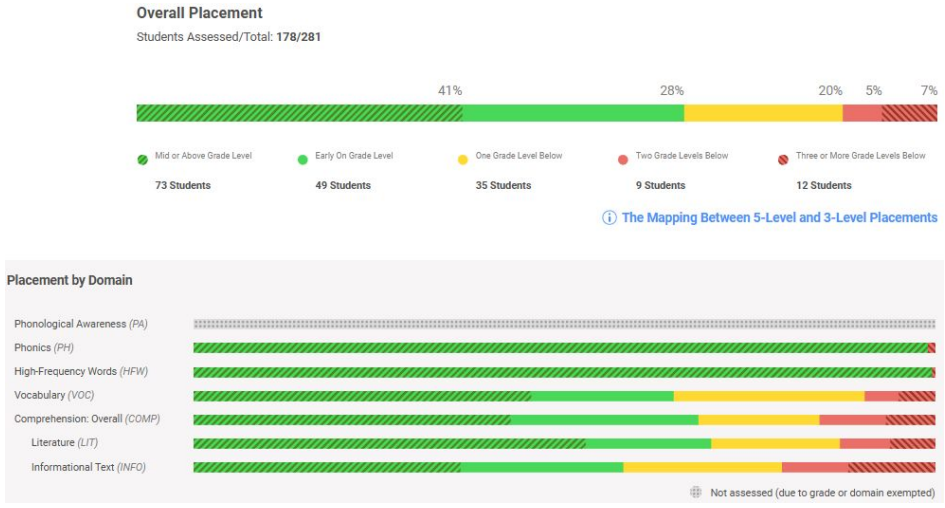
The Mapping Between 5-Level and 3-Level Placements

Placement by Domain



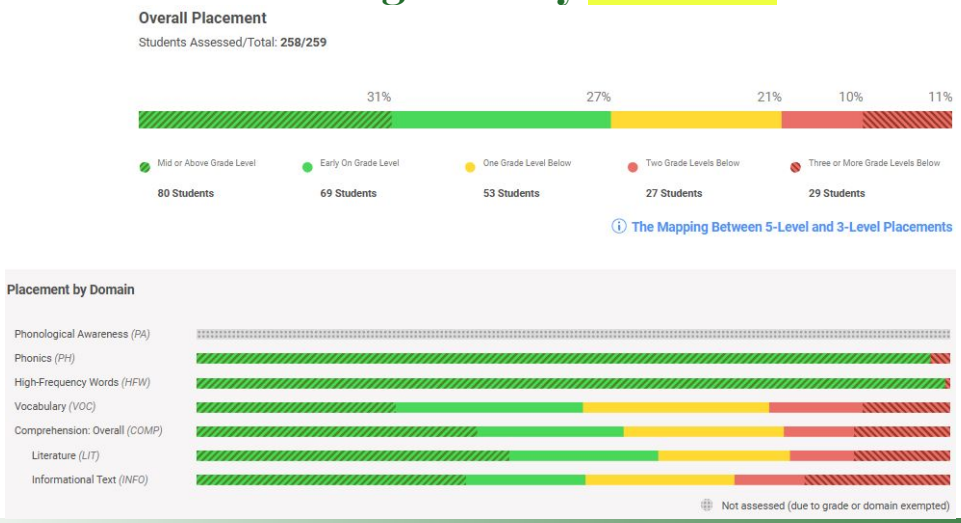
8th grade does not take the assessment in the Spring, skewing some of the final data set.

Middle School Reading i-Ready Spring 2026



THIS YEAR!

Middle School Reading i-Ready Fall 2026



DART Comparative Schools for Middle School

District(s) details

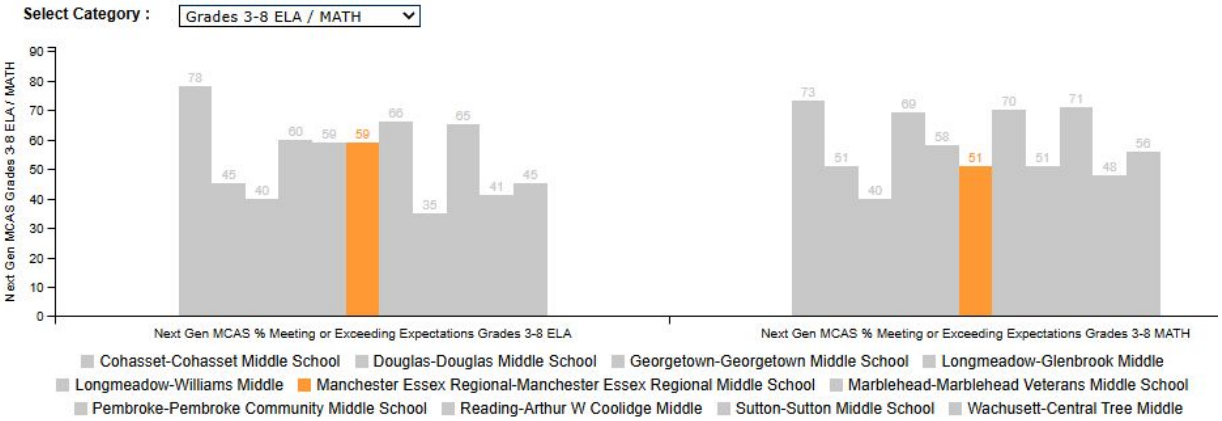
Manchester Essex Regional-Manchester Essex Regional Middle School - 2026 School Assistance Level - In need of focused/targeted support

Comparable Schools Overview

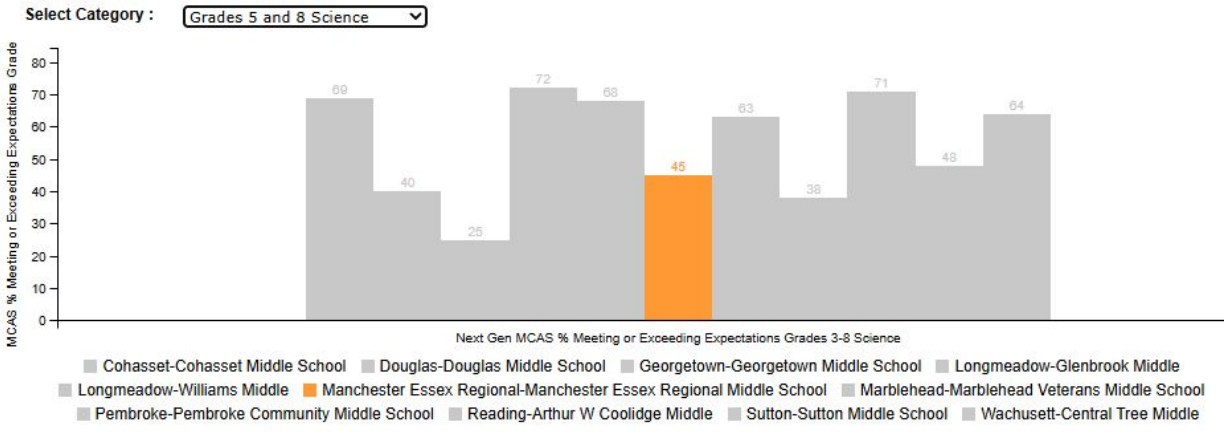
*Schools most similar to your school in terms of grades span,total enrollment,and special populations.
Orange-Shaded row: Your School

	2026 Enrollment				2026 MCAS								
					% Meeting or Exceeding Expectations					Growth average SGP			
					Grades 3-8		Grade 10		Grades 5 and 8	Grades 3-8		Grade 10	
School Name	Total Enrollment #	Low Income %	SWD %	ELL %	ELA	Math	ELA	Math	Science	ELA	Math	ELA	Math
Cohasset-Cohasset Middle School*	289	7.3	16.6	0.0	78%	73%			69%	57	50		
Douglas-Douglas Middle School*	276	22.5	21.7	1.1	45%	51%			40%	56	67		
Georgetown-Georgetown Middle School*	280	13.6	16.8	2.9	40%	40%			25%	47	43		
Longmeadow-Glenbrook Middle*	313	14.4	21.1	0.0	60%	69%			72%	54	56		
Longmeadow-Williams Middle*	338	9.8	20.7	0.0	59%	58%			68%	48	44		
Manchester Essex Regional-Manchester Essex Regional Middle School*	278	12.6	20.9	0.4	59%	51%			45%	52	46		
Marblehead-Marblehead Veterans Middle School*	347	15.6	21.6	1.7	66%	70%			63%	59	65		
Pembroke-Pembroke Community Middle School*	375	16.3	21.3	0.3	35%	51%			38%	40	54		
Reading-Arthur W Coolidge Middle*	417	11.0	19.9	0.0	65%	71%			71%	54	60		
Sutton-Sutton Middle School*	318	16.0	20.8	0.3	41%	48%			48%	57	53		
Wachusett-Central Tree Middle*	344	14.5	16.9	0.9	45%	56%			64%	48	58		

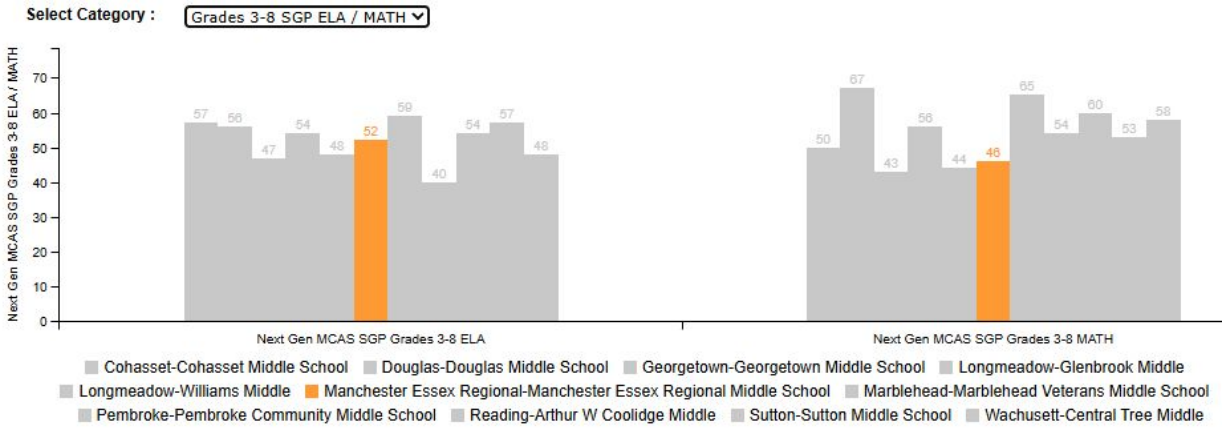
DART Comparative Schools: Middle School Achievement



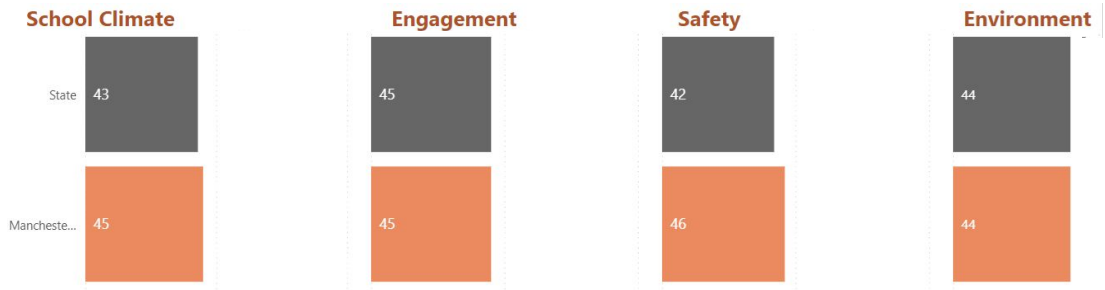
DART Comparative Schools: Middle School Sci Achievement



DART Comparative Schools: Middle School Growth



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



Grade 8: *(Select Responses)*

- 92%: Teachers are available when I need to talk with them. *(state: 85%)*
- 90%: My school work is challenging (hard) but not too difficult. *(state: 79%)*
- 90%: If I tell a teacher or other adult that someone is being bullied, the teacher/adult will do something to help. *(state: 84%)*
- 95%: 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%)*

- 57%: I can connect what I learn in one class to what I learn in other classes. *(state: 69%)*
- 45%: The things I am learning in school are relevant (important) to me. *(state: 59%)*
- 26% Students have a voice in deciding school rules. *(state: 28%)*



Essex Elementary

Essex Elem Demographics/Enrollment

Selected Populations (2025-26)

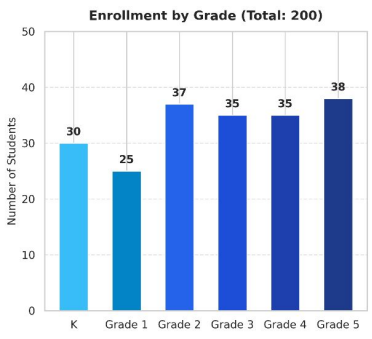
PRINT

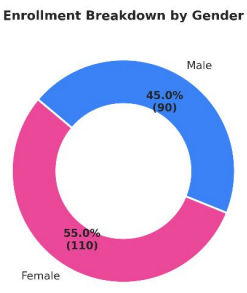
Title	% of School	% of District	% of State
High Needs	28.0	28.2	55.4
English Learners	0.5	0.5	13.4
First Language Not English	2.0	3.3	27.3
Low Income	14.5	11.9	41.1
Students with Disabilities	16.5	18.7	21.1

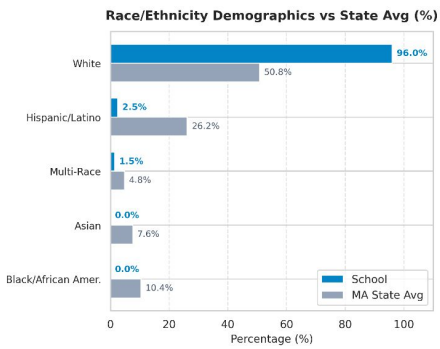
Student Attendance (2025-26) - End of Year						
Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Chronically Absent (20% or more)	Unexcused > 9 days
All Students	95.9	7.4	30.0	3.5	0.0	8.0

Essex Elementary Demographics/ Enrollment

Essex Elementary School — Enrollment Data (2025-26)







Infographic made with gemini.google.com on 10/29/26

Essex Elementary Accountability

Accountability Information

Overall classification	Not requiring assistance or intervention

Reason for classification
School of Recognition

Progress toward improvement targets	Accountability percentile
54% - Substantial progress toward targets	69

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

Overall progress toward improvement targets

	2025	2026
Annual criterion-referenced target percentage	31%	70%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2025 x 40%) + (2026 x 60%)	54%	
	Substantial progress toward targets	

https://profiles.doe.mass.edu/accountability/report/school.aspx?linkid=31&orgcode=06980020&orgtypecode=6&



Essex Elementary Accountability

2026 Points awarded

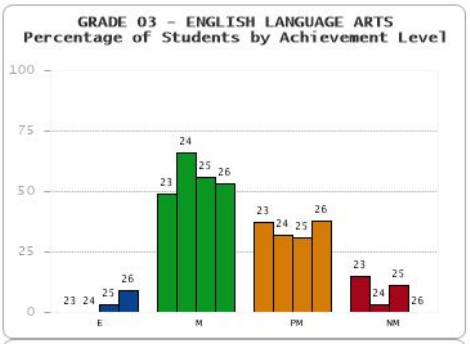
2026 Progress toward improvement targets							
Indicator		All Students (Non-high school grades)			Lowest Performing Students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	-	-	-
	Mathematics achievement	4	4	-	-	-	-
	Science achievement	0	4	-	-	-	-
	Achievement total	**8**	**12**	**67.5**	-	-	-
Growth	English language arts growth	3	4	-	-	-	-
	Mathematics growth	3	4	-	-	-	-
	Growth total	**6**	**8**	**22.5**	-	-	-
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	-	-	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	**4**	**4**	**10.0**	-	-	-
Weighted total		7.2	10.3	-	-	-	-
Percentage of possible points		70%		-	-		-
2026 Annual criterion-referenced target percentage		70%					

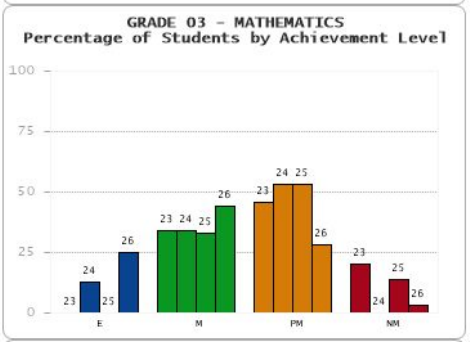
https://profiles.doe.mass.edu/accountability/report/school.aspx?linkid=31&orgcode=06980020&orgtypecode=6&

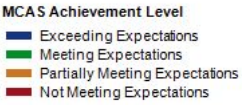


Essex Elementary

Grade 3 MCAS

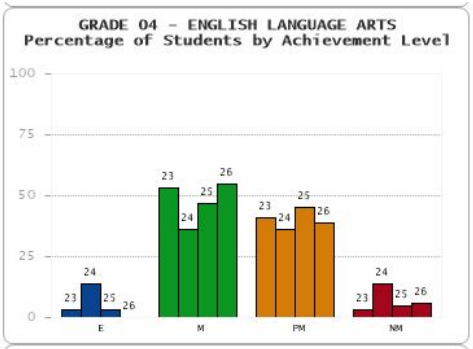


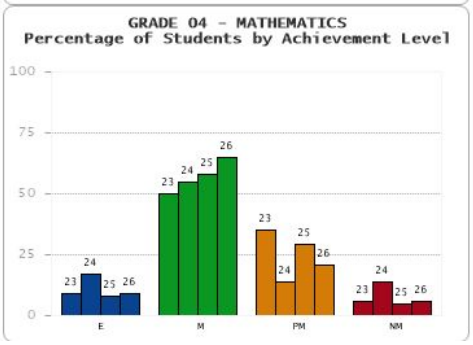




Essex Elementary

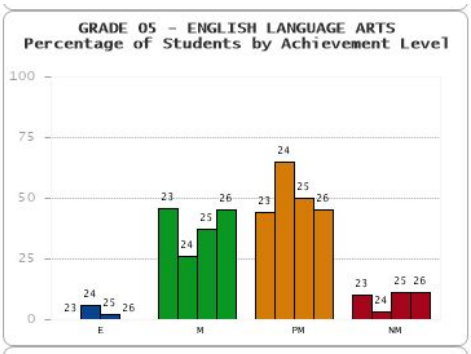
Grade 4 MCAS

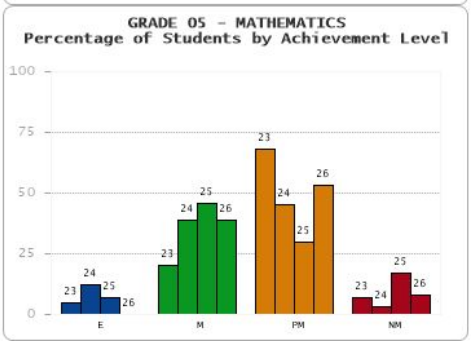


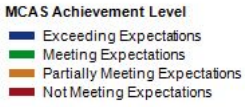


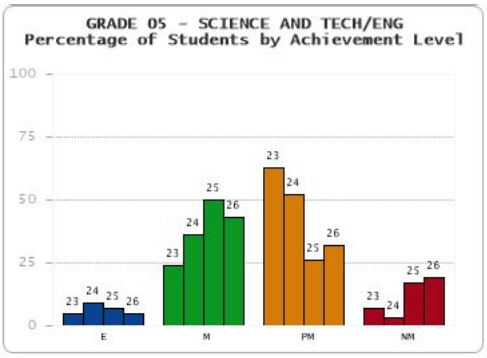


Grade 5 MCAS

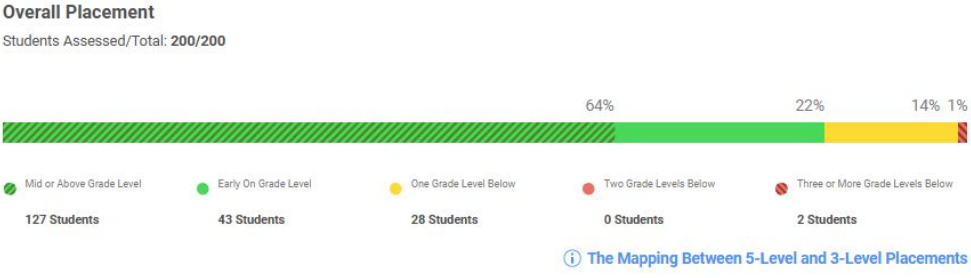


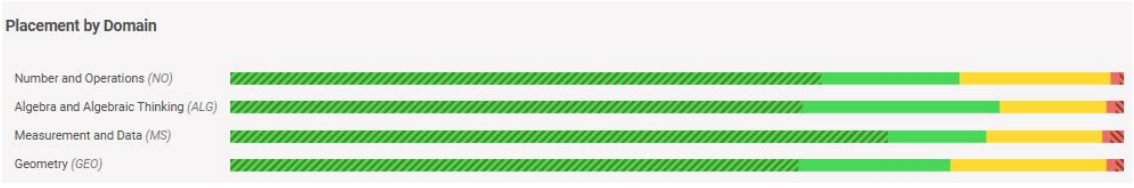






Essex Math i-Ready Spring 2026



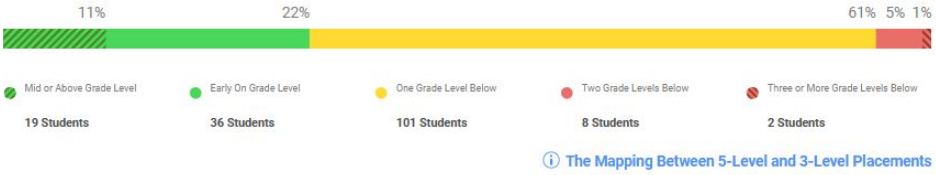


Essex Math i-Ready Fall 2026

THIS YEAR!

Overall Placement

Students Assessed/Total: **166/198**



The Mapping Between 5-Level and 3-Level Placements

Placement by Domain



Essex Reading i-Ready Spring 2026

Overall Placement

Students Assessed/Total: **200/200**



The Mapping Between 5-Level and 3-Level Placements

Placement by Domain

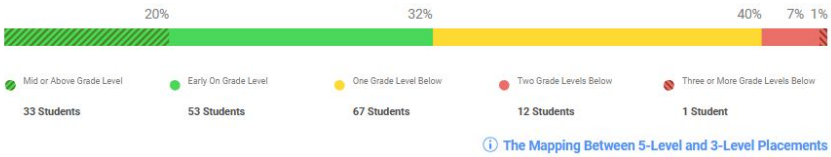


Essex Reading i-Ready Fall 2026

THIS YEAR!

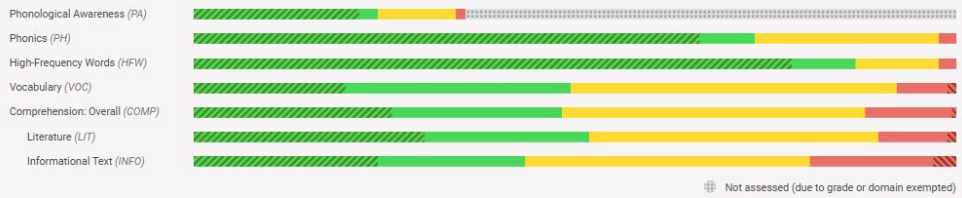
Overall Placement

Students Assessed/Total: **166/198**



The Mapping Between 5-Level and 3-Level Placements

Placement by Domain



DART Comparative Schools for Essex Elem School

District(s) details

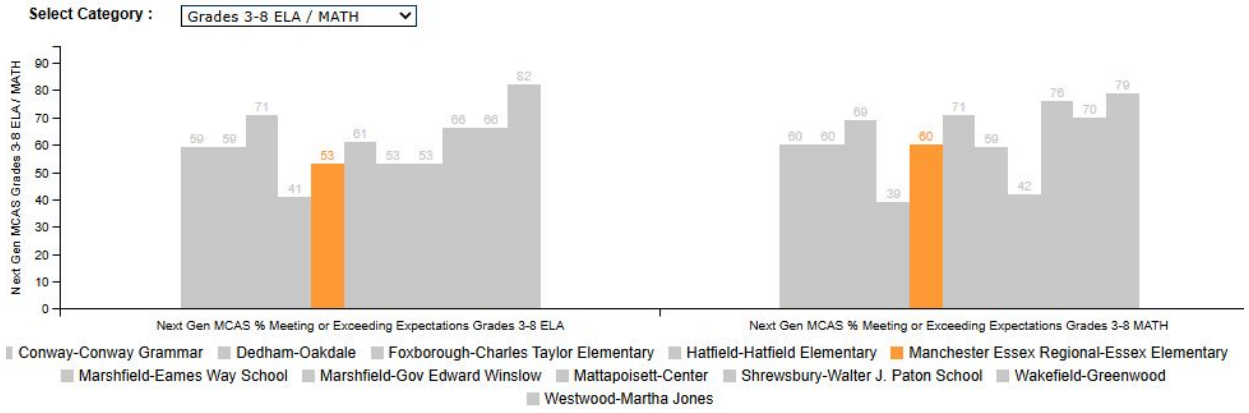
Manchester Essex Regional-Essex Elementary - 2026 School Assistance Level - School of Recognition

Comparable Schools Overview

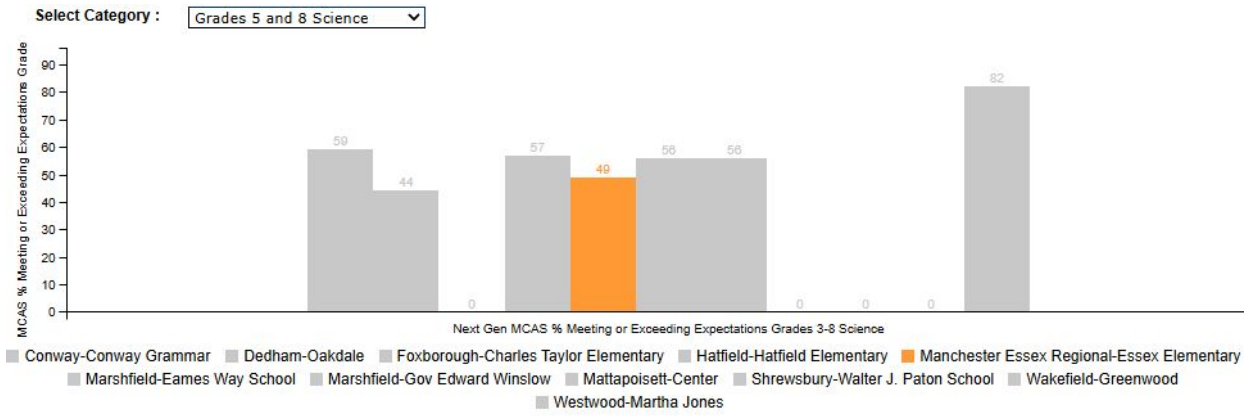
*Schools most similar to your school in terms of grades span,total enrollment,and special populations.
Orange-Shaded row: Your School

	2026 Enrollment				2026 MCAS								
					% Meeting or Exceeding Expectations					Growth average SGP			
					Grades 3-8		Grade 10		Grades 5 and 8	Grades 3-8		Grade 10	
School Name	Total Enrollment #	Low Income %	SWD %	ELL %	ELA	Math	ELA	Math	Science	ELA	Math	ELA	Math
Conway-Conway Grammar*	146	17.1	20.5	0.0	59%	60%			59%	53	50		
Dedham-Oakdale*	243	11.5	16.5	2.9	59%	60%			44%	55	64		
Foxborough-Charles Taylor Elementary*	272	15.4	12.5	1.8	71%	69%				55	44		
Hatfield-Hatfield Elementary*	168	23.2	14.9	1.2	41%	39%			57%	45	53		
Manchester Essex Regional-Essex Elementary*	200	14.5	16.5	0.5	53%	60%			49%	51	54		
Marshfield-Eames Way School*	263	9.1	16.7	0.0	61%	71%			56%	41	41		
Marshfield-Gov Edward Winslow*	355	13.0	16.3	0.0	53%	59%			56%	57	48		
Mattapoisett-Center*	215	21.9	16.7	0.5	53%	42%							
Shrewsbury-Walter J. Paton School*	263	12.9	15.6	3.0	66%	76%				41	43		
Wakefield-Greenwood*	209	6.2	16.3	2.4	66%	70%				44	44		
Westwood-Martha Jones*	281	5.7	16.4	0.7	82%	79%			82%	57	62		

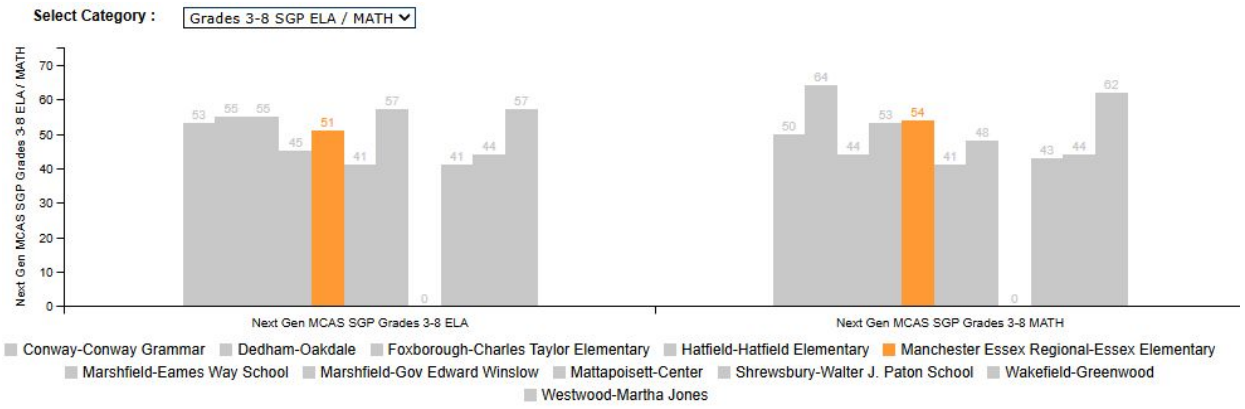
DART Comparative Schools: Essex Achievement



DART Comparative Schools: Essex Sci Achievement



DART Comparative Schools: Essex Growth



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



(Select Responses)

- ➔ 94%: I am happy to be at our school. *(state: 83%)*
- ➔ 100%: I feel safe at our school. *(state: 90%)*
- ➔ 95%: I get the chance to take part in school events (for example, science fairs, art or music shows). *(state: 83%)*
- ➔ 97%: Teachers at this school accept me for who I am. (*state: 93%)*
- ➔ 94%: School rules are fair for all students. *(state: 86%)*
- ➔ 97%: Teachers don't let students tease each other. *(state: 89%)*

- ➔ 63%: My teachers use my ideas to help my classmates learn. *(state: 72%)*
- ➔ 67%: My teachers ask me to share what I have learned in a lesson. *(state: 77%)*
- ➔ 27%: When I am home, I like to learn more about the things we are learning in school. *(state: 37%)*



Manchester Memorial Elementary

Memorial Demographics/Enrollment *(2025-26)*

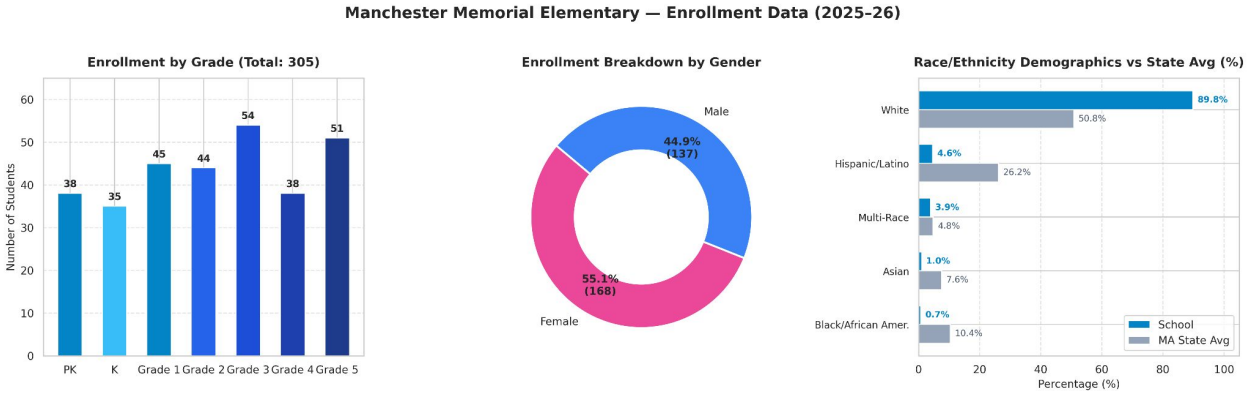
Selected Populations (2025-26)

PRINT

Title	% of School	% of District	% of State
High Needs	26.6	28.2	55.4
English Learners	0.3	0.5	13.4
First Language Not English	2.6	3.3	27.3
Low Income	8.2	11.9	41.1
Students with Disabilities	20.3	18.7	21.1

Student Attendance (2025-26) - 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	95.8	7.3	25.6	4.2	1.0	25.6

Memorial Elementary Demographics/ Enrollment



Infographic made with gemini.google.com on 10/29/26

Memorial Elementary Accountability

Accountability Information

Overall classification	Not requiring assistance or intervention

Reason for classification
Meeting or exceeding targets

Progress toward improvement targets	Accountability percentile
77% - Meeting or exceeding targets	92

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

Overall progress toward improvement targets

	2025	2026
Annual criterion-referenced target percentage	66%	85%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2025 x 40%) + (2026 x 60%)	77%	
	Meeting or exceeding targets	

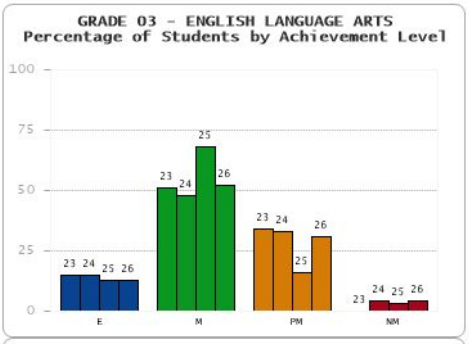
https://profiles.doe.mass.edu/accountability/report/school.aspx?linkid=31&orgcode=06980010&orgtypecode=6&

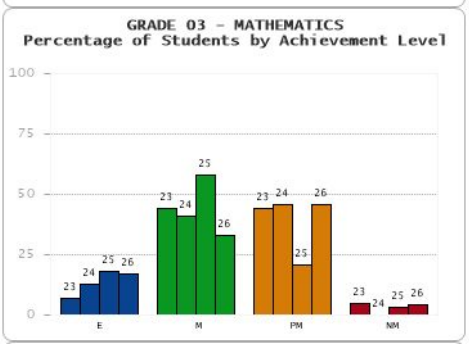
Memorial Elementary Accountability

2026 Points awarded

2026 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	-	4	4	-
	Mathematics achievement	3	4	-	3	4	-
	Science achievement	3	4	-	-	-	-
	Achievement total	9	12	67.5	7	8	67.5
Growth	English language arts growth	4	4	-	4	4	-
	Mathematics growth	3	4	-	4	4	-
	Growth total	7	8	22.5	8	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	4	4	10.0	4	4	10.0
Weighted total		8.1	10.3	-	6.9	7.6	-
Percentage of possible points		79%		-	91%		-
2026 Annual criterion-referenced target percentage		85%					

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





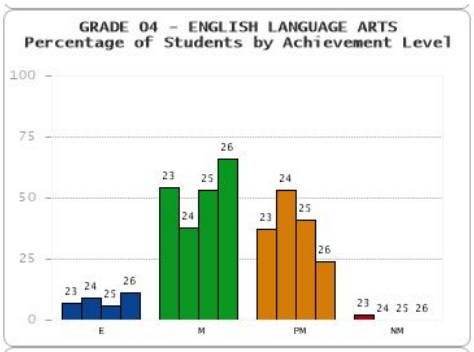
Manchester Memorial Elementary

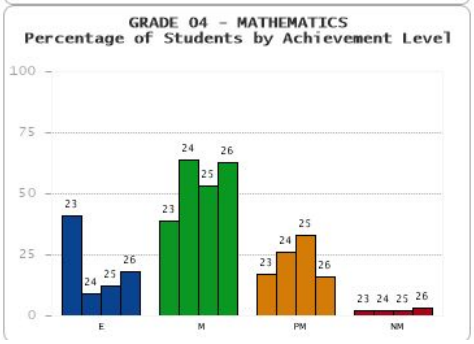
Grade 3 MCAS

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

Manchester Memorial Elementary

Grade 4 MCAS

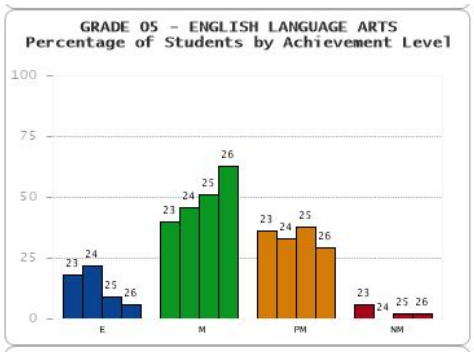


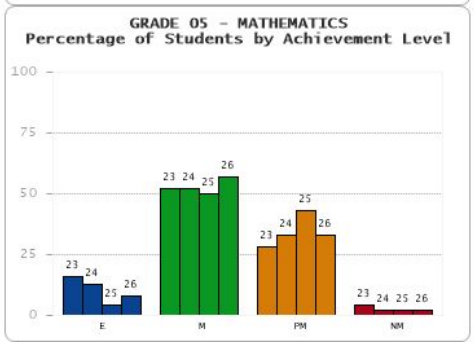




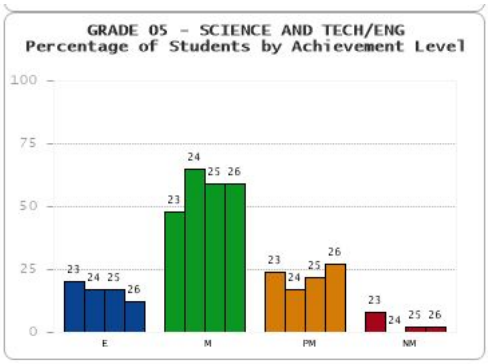
Manchester Memorial Elementary

Grade 5 MCAS









Memorial: Strengths Data



- Overall Accountability Rating: **92nd Percentile** across Massachusetts
- Grade 4 ELA - **95th percentile** across Massachusetts
  - #37 in the state (#3 North Shore/Cape Ann League)
- Grade 4 Math - **97th percentile** across Massachusetts
  - #20 in the state (#1 North Shore/Cape Ann League)
- Grade 5 STE - **89th percentile** across Massachusetts

Math

- **Grade 3 Math: Solving problems involving the four operations (73%)**
- **Grade 4 Math:** Grade 4 mathematics performance was outstanding, ranking in the **97th percentile across Massachusetts, #20 in the state, and #1 among North Shore/Cape Ann schools**. A particular area of strength was **Fraction Equivalence and Ordering (77%)**, which was **22 percentage points above the state**.
- **Grade 5 Math:** Grade 5 students demonstrated significant strength in **Understanding the Place Value System (83%)**.

ELA

- **Grade 3 ELA:** Grade 3 students demonstrated strong literacy skills, particularly in **Vocabulary Acquisition and Use (76%)** and **Key Ideas and Details (72%)**.
- **Grade 4 ELA:** Grade 4 ELA performance was exceptional, ranking in the **95th percentile across Massachusetts, #37 in the state, and #3 among North Shore/Cape Ann schools**.
- **Grade 5 ELA:** Grade 5 students demonstrated broad strength across several literacy standards. Performance was particularly strong in **Vocabulary Acquisition and Use (83%)**, followed by **Conventions of Standard English (78%)**, **Craft and Structure (78%)**, and **Knowledge of Language (77%)**. Of particular note, performance in Knowledge of Language was **31 percentage points above the state**.

STE

- **Grade 5 STE:** Grade 5 students demonstrated strong achievement in Science and Technology/Engineering (STE), performing in the **89th percentile across Massachusetts**. Students showed particular strength in **Life Science (72%)** and **Earth and Space Science (71%)**.

Memorial: Areas for Growth Data

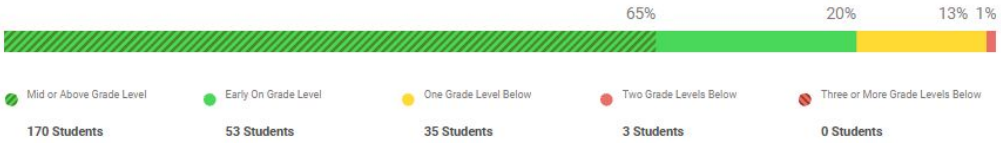


- ELA - Essay Writing (topic development)
  - Gr. 3: 34% Meeting or Exceeding Expectations(+7% v. State)
  - Gr. 4: 60% Meeting or Exceeding Expectations(+18% v. State)
  - Gr. 5: 46% Meeting or Exceeding Expectations(+10% v. State
- Math
  - Gr. 3 Geometric Measure Perimeter: 42% Meeting or Exceeding Expectations(+9% v. State)
  - Gr. 4 Generate and Analyze Patterns: 54% Meeting or Exceeding Expectations(+11% v. State)
  - Gr. 5 Classify 2-D Figures: 44% Meeting or Exceeding Expectations(+7% v. State)
- STE - Physical Science (59% correct v. 50% State)

Memorial Math i-Ready Spring 2026

Overall Placement

Students Assessed/Total: **261/266**



Placement by Domain

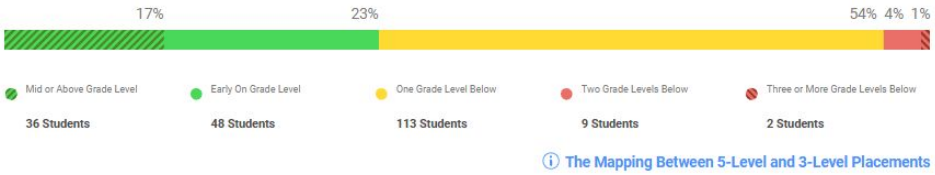


THIS YEAR!

Memorial Math i-Ready Fall 2026

Overall Placement

Students Assessed/Total: **208/260**



The Mapping Between 5-Level and 3-Level Placements

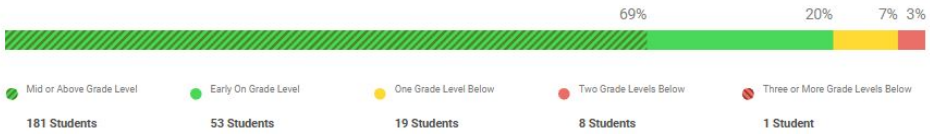
Placement by Domain



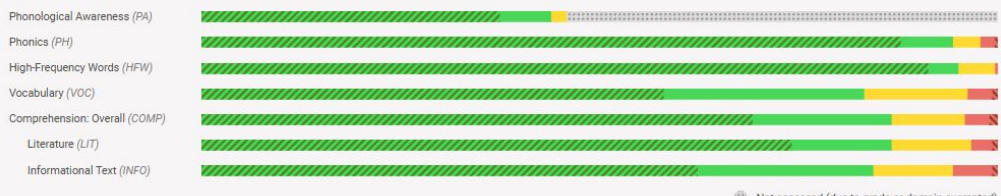
Memorial Reading i-Ready Spring 2026

Overall Placement

Students Assessed/Total: **262/266**



Placement by Domain

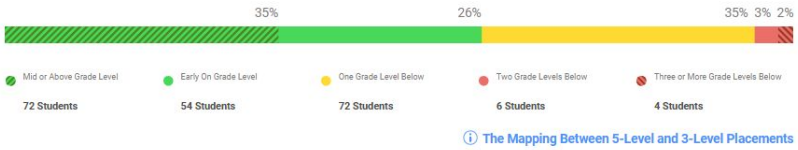


THIS YEAR!

Memorial Reading i-Ready Fall 2026

Overall Placement

Students Assessed/Total: **208/260**



The Mapping Between 5-Level and 3-Level Placements

Placement by Domain



DART Comparative Schools for Memorial Elem School

District(s) details

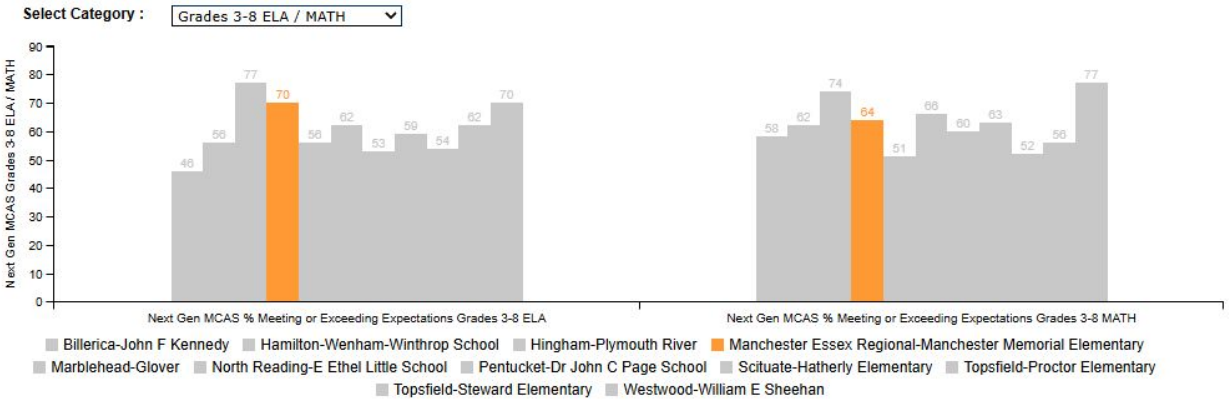
Manchester Essex Regional-Manchester Memorial Elementary - 2026 School Assistance Level - Meeting or exceeding targets

Comparable Schools Overview

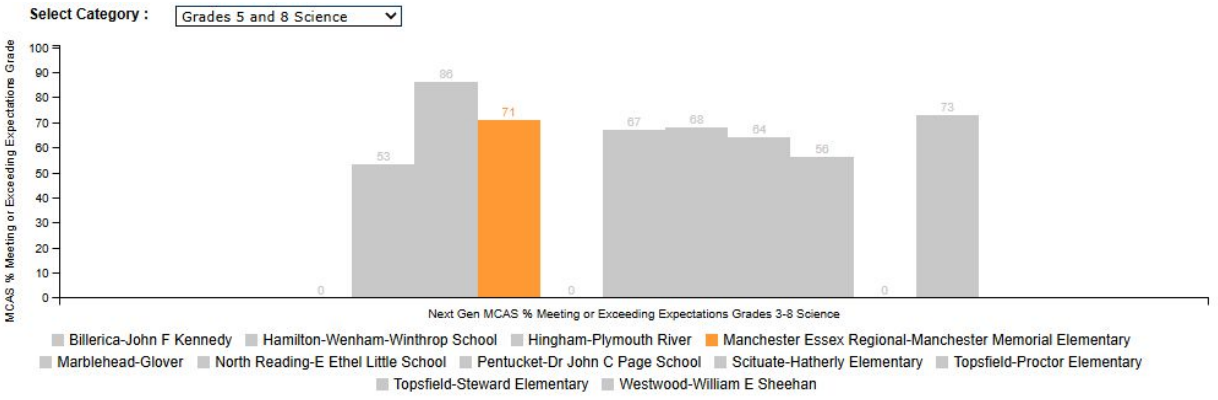
*Schools most similar to your school in terms of grades span,total enrollment,and special populations.
Orange-Shaded row: Your School

	2026 Enrollment				2026 MCAS								
					% Meeting or Exceeding Expectations					Growth average SGP			
					Grades 3-8		Grade 10		Grades 5 and 8	Grades 3-8		Grade 10	
School Name	Total Enrollment #	Low Income %	SWD %	ELL %	ELA	Math	ELA	Math	Science	ELA	Math	ELA	Math
Billerica-John F Kennedy*	312	14.7	21.5	1.3	46%	58%				50	41		
Hamilton-Wenham-Winthrop School*	318	4.4	20.8	0.0	56%	62%			53%	59	52		
Hingham-Plymouth River*	345	6.7	18.8	0.9	77%	74%			86%	57	53		
Manchester Essex Regional-Manchester Memorial Elementary*	305	8.2	20.3	0.3	70%	64%			71%	61	60		
Marblehead-Glover*	317	7.6	21.1	3.8	56%	51%							
North Reading-E Ethel Little School*	301	12.0	19.6	2.3	62%	66%			67%	53	64		
Pentucket-Dr John C Page School*	345	6.4	21.7	0.3	53%	60%			68%	62	67		
Scituate-Hatherly Elementary*	267	9.7	19.5	0.7	59%	63%			64%	62	68		
Topsfield-Proctor Elementary*	251	8.0	19.5	0.4	54%	52%			56%	47	43		
Topsfield-Steward Elementary*	324	5.2	20.1	0.6	62%	56%							
Westwood-William E Sheehan*	283	5.3	20.5	0.4	70%	77%			73%	58	58		

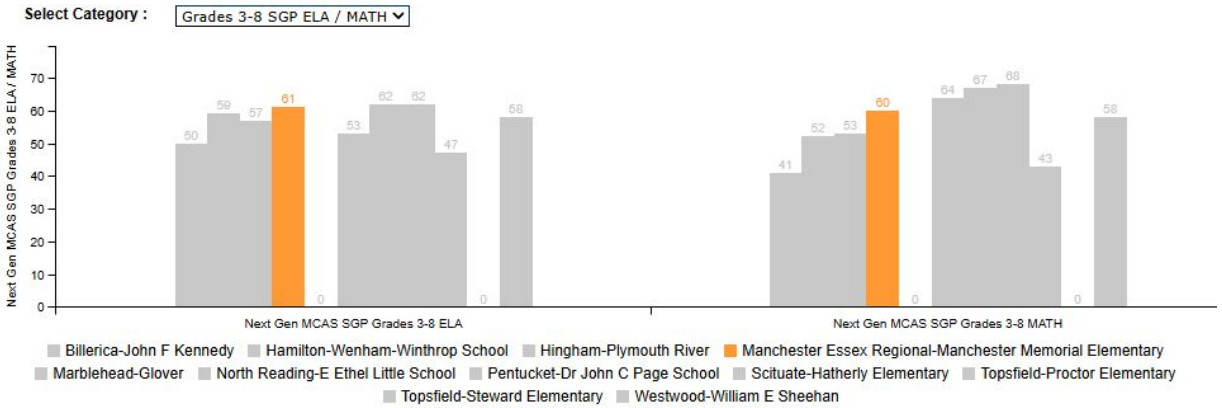
DART Comparative Schools: Memorial Achievement



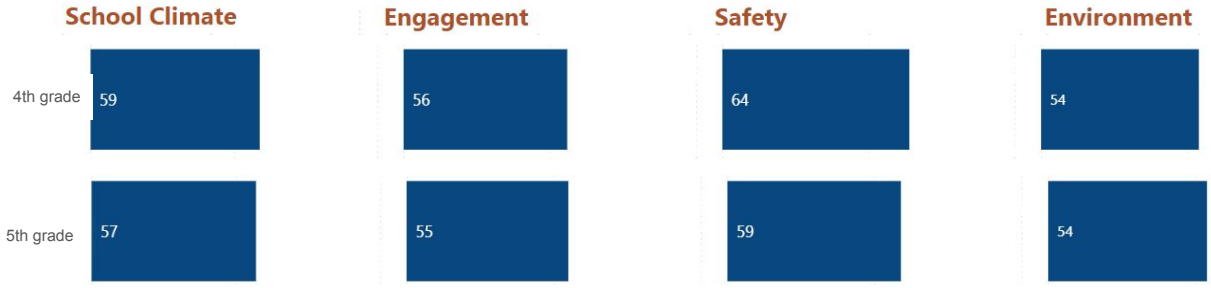
DART Comparative Schools: Memorial Sci Achievement



DART Comparative Schools: Memorial Growth



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

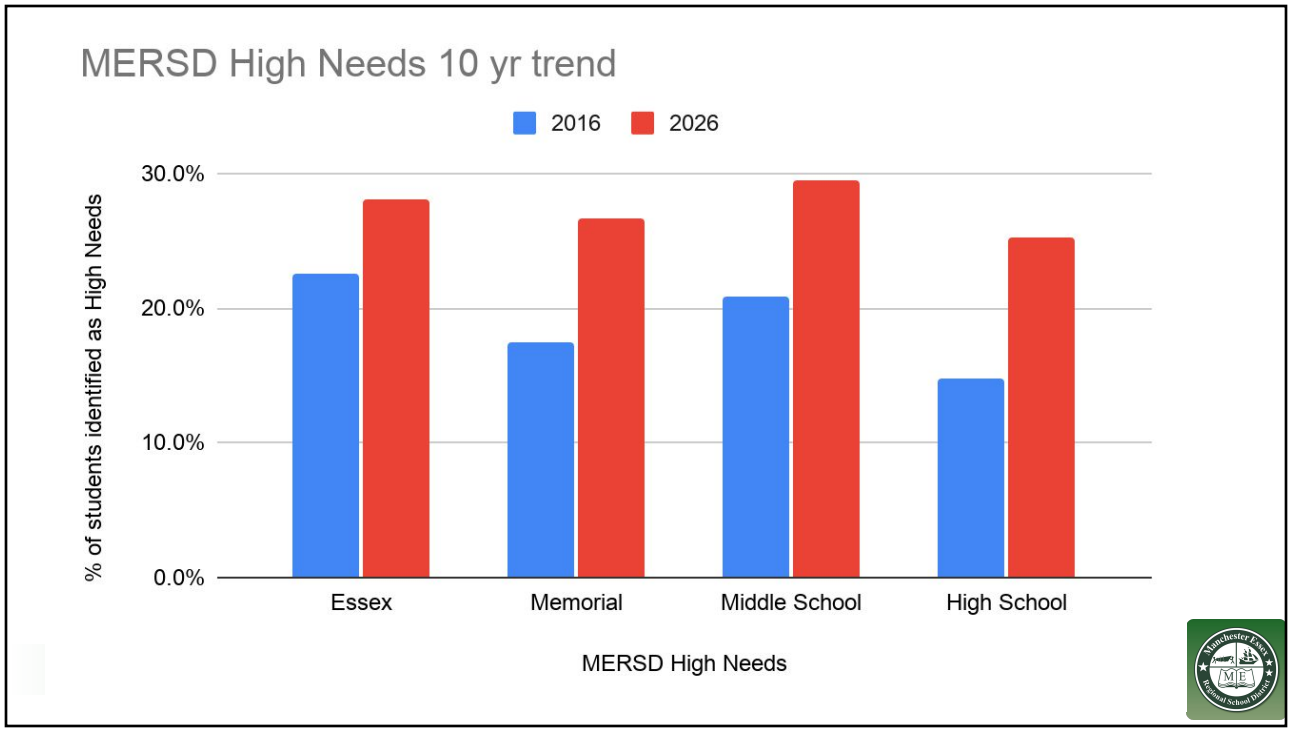


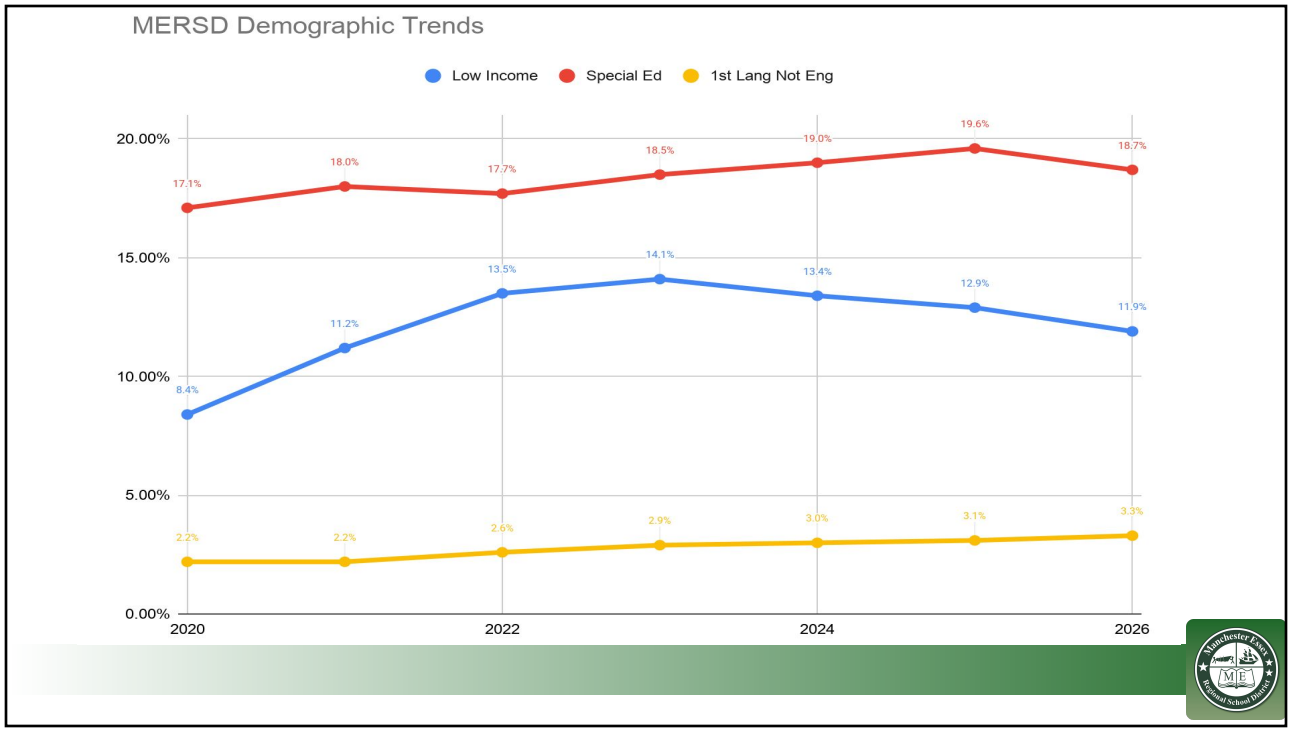
(Select Responses)

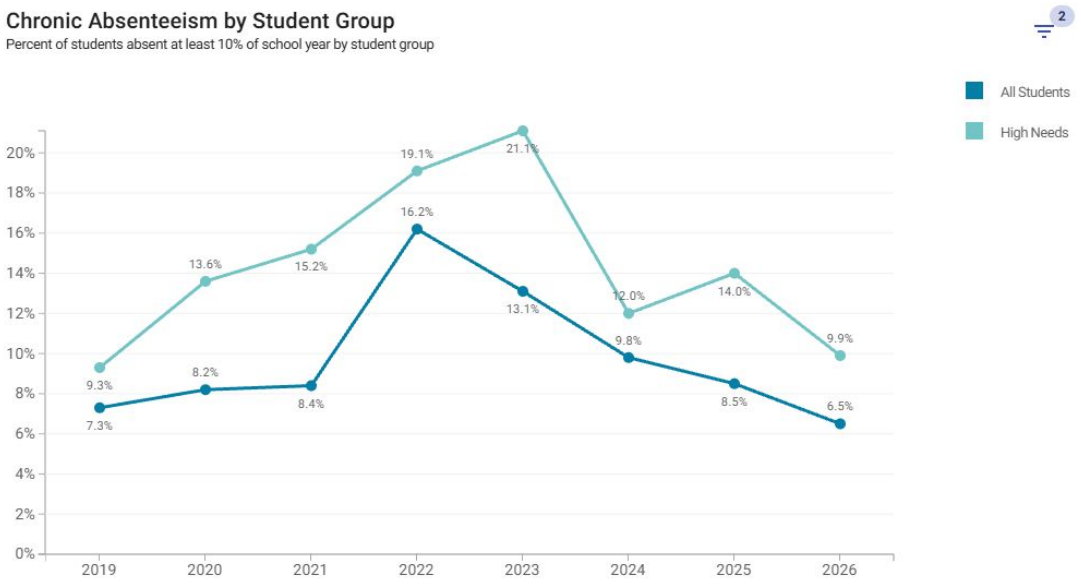
- ➔ 98%: Teachers at this school accept me for who I am. *(state: 92%)*
- ➔ 98%: My teachers help me succeed with my schoolwork when I need help. *(state: 92%)*
- ➔ 100%: Teachers, students, and the principal work together to prevent (stop) bullying. *(state: 86%)*
- ➔ 96%: In my classes, students work well together in groups. *(state: 82%)*

- ➔ 51%: I feel safe sharing my feelings in class.*(state: 61%)*
- ➔ 64%: In my classes, it is OK for me to suggest other ways to do my work. *(state: 86%)*
- ➔ 18%: Students help decide school rules. *(state: 33%)*
- ➔ 60%: My teachers ask me to share what I have learned in a lesson. *(state: 77%)*

District


MERSD High Needs 10 yr trend
2016
2026
30.0%
20.0%
10.0%
0.0%
% of students identified as High Needs
Essex
Memorial
Middle School
High School
MERSD High Needs


MERSD Demographic Trends
Low Income
Special Ed
1st Lang Not Eng
20.00%
15.00%
10.00%
5.00%
0.00%
17.1%
18.0%
17.7%
18.5%
19.0%
19.6%
18.7%
8.4%
11.2%
13.5%
14.1%
13.4%
12.9%
11.9%
2.2%
2.2%
2.6%
2.9%
3.0%
3.1%
3.3%
2020
2022
2024
2026



Advanced Placement

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

377 AP Tests Taken

150 Students took at least 1 test

88% tests taken with scores 3+

18 subjects with 100% AP passing

99 tests with score of 5

Virtual & In-District:

382 AP Tests Taken

152 Students took at least 1 test

88% tests taken with scores 3+

22 subjects with 100% AP passing

101 tests with score of 5

	2020	2021	2022	2023	2024	2025	2026
Total AP Students	120	161	161	141	149	164	150
Number of Exams	284	393	387	355	404	402	377
% of Total AP Students with Scores 3+	93%	80%	81%	86%	96%	87%	88%

MERSD Accountability

2026 Points awarded

2026 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	-	0	4	-	-	-	-
	Mathematics achievement	2	4	-	2	4	-	0	4	-	-	-	-
	Science achievement	0	4	-	-	-	-	0	4	-	-	-	-
	Achievement total	**5**	**12**	**67.5**	**4**	**8**	**67.5**	**0**	**12**	**47.5**	-	-	-
Growth	English language arts growth	3	4	-	3	4	-	3	4	-	-	-	-
	Mathematics growth	2	4	-	2	4	-	3	4	-	-	-	-
	Growth total	**5**	**8**	**22.5**	**5**	**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	4	4	-	2	4	-	4	4	-	-	-	-
	Advanced coursework completion	-	-	-	-	-	-	3	4	-	-	-	-
	Additional indicators total	**4**	**4**	**10.0**	**2**	**4**	**10.0**	**7**	**8**	**10.0**	-	-	-
Weighted total		4.9	10.3	-	4.0	7.6	-	4.3	10.7	-	-	-	-
Percentage of possible points		48%		-	53%		-	40%		-	-		-
Percentage of possible points by gradespan		50% Weight of non-high school results:65%						40% Weight of high school results:35%					
2026 Annual criterion-referenced target percentage		**47%**											

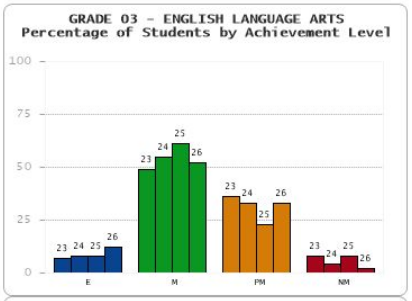
MCAS % Meeting and Exceeding

		2021	2022	2023	2024	2025	2026
Memorial Elem (gr.3-5)	ELA % meeting/exceeding	78%	72%	61%	59%	66%	70%
	Math % meeting/exceeding	67%	68%	67%	64%	65%	64%
Essex Elem (gr.3-5)	ELA % meeting/exceeding	67%	53%	50%	50%	48%	53%
	Math % meeting/exceeding	46%	61%	38%	58%	51%	60%
Middle school (gr.6-8)	ELA % meeting/exceeding	56%	58%	66%	52%	67%	59%
	Math % meeting/exceeding	48%	56%	60%	56%	57%	51%
High school (gr.10)	ELA % meeting/exceeding	82%	86%	77%	74%	82%	67%
	Math % meeting/exceeding	71%	76%	70%	71%	82%	69%

Grade 3 MCAS Achievement

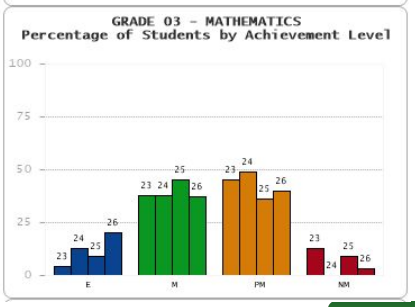
GRADE 03 - ENGLISH LANGUAGE ARTS ACHIEVEMENT LEVEL	2023	2024	2025	2026
Exceeding Expectations (E)	7	8	8	12
Meeting Expectations (M)	49	55	61	52
Partially Meeting Expectations (PM)	36	33	23	33
Not Meeting Expectations (NM)	8	4	8	2

2026 Participation Rate = 95%



GRADE 03 - MATHEMATICS ACHIEVEMENT LEVEL	2023	2024	2025	2026
Exceeding Expectations (E)	4	13	9	20
Meeting Expectations (M)	38	38	45	37
Partially Meeting Expectations (PM)	45	49	36	40
Not Meeting Expectations (NM)	13	0	9	3

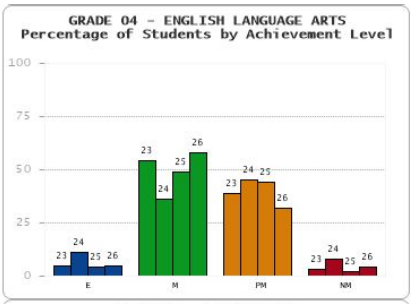
2026 Participation Rate = 97%



Grade 4 MCAS Achievement

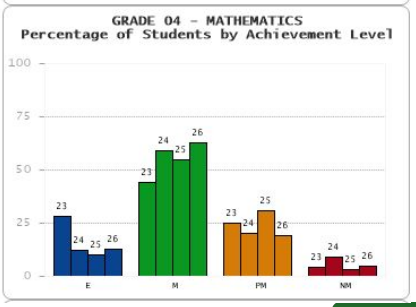
GRADE 04 - ENGLISH LANGUAGE ARTS ACHIEVEMENT LEVEL	2023	2024	2025	2026
Exceeding Expectations (E)	5	11	4	5
Meeting Expectations (M)	54	36	49	58
Partially Meeting Expectations (PM)	39	45	44	32
Not Meeting Expectations (NM)	3	8	2	4

2026 Participation Rate = 99%



GRADE 04 - MATHEMATICS ACHIEVEMENT LEVEL	2023	2024	2025	2026
Exceeding Expectations (E)	28	12	10	13
Meeting Expectations (M)	44	59	55	63
Partially Meeting Expectations (PM)	25	20	31	19
Not Meeting Expectations (NM)	4	9	3	5

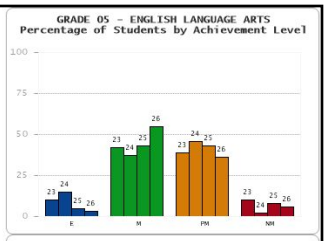
2026 Participation Rate = 100%



Grade 5 MCAS Achievement

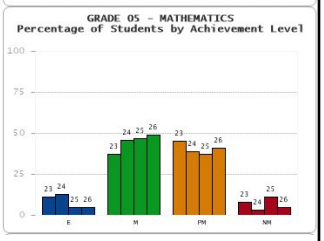
GRADE 05 - ENGLISH LANGUAGE ARTS ACHIEVEMENT LEVEL	2023	2024	2025	2026
Exceeding Expectations (E)	10	15	5	3
Meeting Expectations (M)	42	37	43	55
Partially Meeting Expectations (PM)	39	46	43	36
Not Meeting Expectations (NM)	10	2	8	6

2026 Participation Rate = 98%



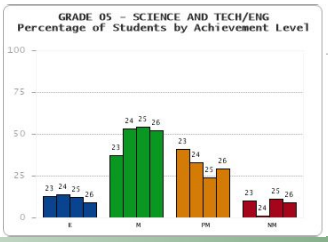
GRADE 05 - MATHEMATICS ACHIEVEMENT LEVEL	2023	2024	2025	2026
Exceeding Expectations (E)	11	13	5	5
Meeting Expectations (M)	37	46	47	49
Partially Meeting Expectations (PM)	45	39	37	41
Not Meeting Expectations (NM)	8	3	11	5

2026 Participation Rate = 99%



GRADE 05 - SCIENCE AND TECH/ENG ACHIEVEMENT LEVEL	2023	2024	2025	2026
Exceeding Expectations (E)	13	14	12	9
Meeting Expectations (M)	37	53	54	52
Partially Meeting Expectations (PM)	41	33	24	29
Not Meeting Expectations (NM)	10	1	11	9

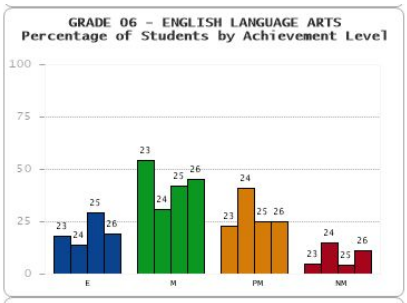
2026 Participation Rate = 98%



Grade 6 MCAS Achievement

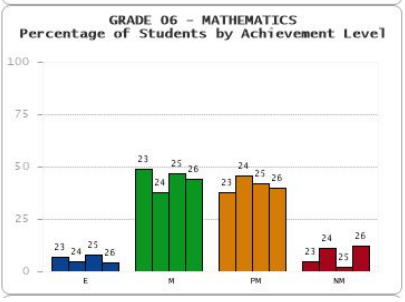
GRADE 06 - ENGLISH LANGUAGE ARTS ACHIEVEMENT LEVEL	2023	2024	2025	2026
Exceeding Expectations (E)	18	14	29	19
Meeting Expectations (M)	54	31	42	45
Partially Meeting Expectations (PM)	23	41	25	25
Not Meeting Expectations (NM)	5	15	4	11

2026 Participation Rate = 97%



GRADE 06 - MATHEMATICS ACHIEVEMENT LEVEL	2023	2024	2025	2026
Exceeding Expectations (E)	7	5	8	4
Meeting Expectations (M)	49	38	47	44
Partially Meeting Expectations (PM)	38	46	42	40
Not Meeting Expectations (NM)	5	11	2	12

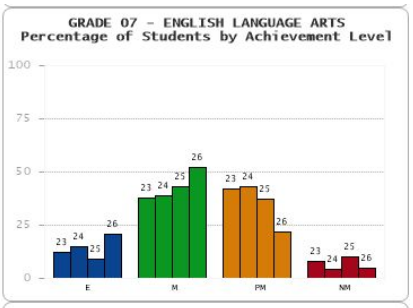
2026 Participation Rate = 94%



Grade 7 MCAS Achievement

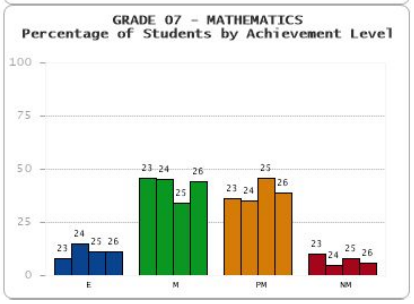
GRADE 07 - ENGLISH LANGUAGE ARTS ACHIEVEMENT LEVEL	2023	2024	2025	2026
Exceeding Expectations (E)	12	15	9	21
Meeting Expectations (M)	38	39	43	52
Partially Meeting Expectations (PM)	42	43	37	22
Not Meeting Expectations (NM)	8	4	10	5

2026 Participation Rate = 96%



GRADE 07 - MATHEMATICS ACHIEVEMENT LEVEL	2023	2024	2025	2026
Exceeding Expectations (E)	8	15	11	11
Meeting Expectations (M)	46	45	34	44
Partially Meeting Expectations (PM)	36	35	46	39
Not Meeting Expectations (NM)	10	5	8	6

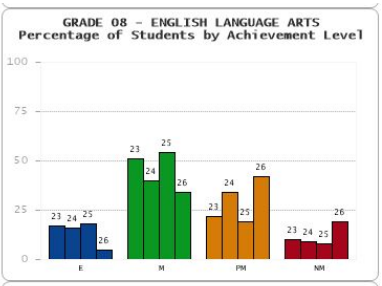
2026 Participation Rate = 94%



Grade 8 MCAS Achievement

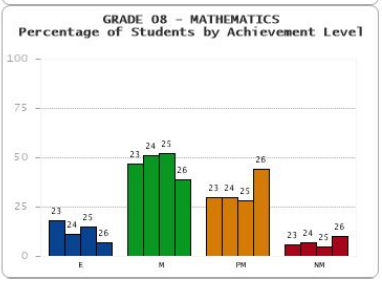
GRADE 08 - ENGLISH LANGUAGE ARTS ACHIEVEMENT LEVEL	2023	2024	2025	2026
Exceeding Expectations (E)	17	16	18	5
Meeting Expectations (M)	51	40	54	34
Partially Meeting Expectations (PM)	22	34	19	42
Not Meeting Expectations (NM)	10	9	8	19

2026 Participation Rate = 95%



GRADE 08 - MATHEMATICS ACHIEVEMENT LEVEL	2023	2024	2025	2026
Exceeding Expectations (E)	18	11	15	7
Meeting Expectations (M)	47	51	52	39
Partially Meeting Expectations (PM)	30	30	28	44
Not Meeting Expectations (NM)	6	7	5	10

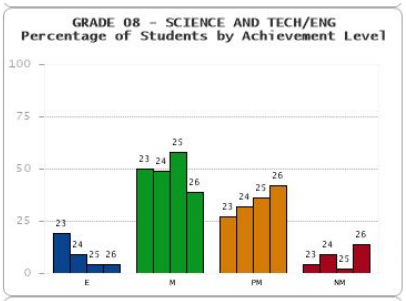
2026 Participation Rate = 94%



Grade 8 MCAS Achievement

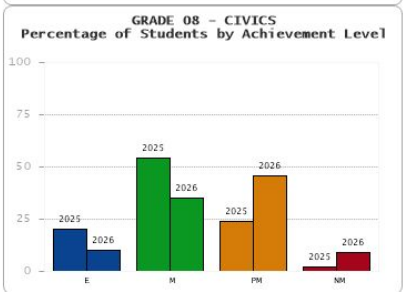
GRADE 08 - SCIENCE AND TECH/ENG ACHIEVEMENT LEVEL	2023	2024	2025	2026
Exceeding Expectations (E)	19	9	4	4
Meeting Expectations (M)	50	49	58	39
Partially Meeting Expectations (PM)	27	32	36	42
Not Meeting Expectations (NM)	4	9	2	14

2026 Participation Rate = 92%



GRADE 08 - CIVICS ACHIEVEMENT LEVEL	2025	2026
Exceeding Expectations (E)	20	10
Meeting Expectations (M)	54	35
Partially Meeting Expectations (PM)	24	46
Not Meeting Expectations (NM)	2	9

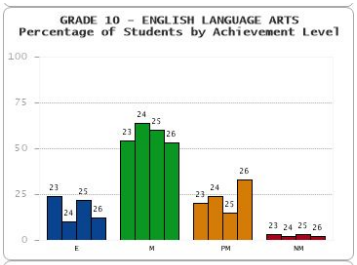
2026 Participation Rate = 89%



Grade 10 MCAS Achievement

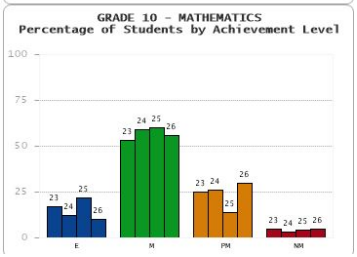
GRADE 10 - ENGLISH LANGUAGE ARTS ACHIEVEMENT LEVEL	2023	2024	2025	2026
Exceeding Expectations (E)	24	10	22	12
Meeting Expectations (M)	54	64	60	53
Partially Meeting Expectations (PM)	20	24	15	33
Not Meeting Expectations (NM)	3	2	3	2

2026 Participation Rate = 95%



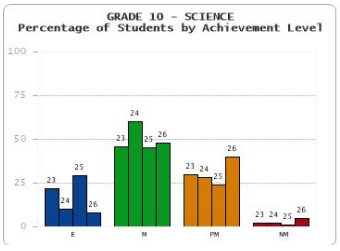
GRADE 10 - MATHEMATICS ACHIEVEMENT LEVEL	2023	2024	2025	2026
Exceeding Expectations (E)	17	12	22	10
Meeting Expectations (M)	53	59	60	56
Partially Meeting Expectations (PM)	25	26	14	30
Not Meeting Expectations (NM)	5	3	4	5

2026 Participation Rate = 97%



GRADE 10 - SCIENCE ACHIEVEMENT LEVEL	2023	2024	2025	2026
Exceeding Expectations (E)	22	10	29	8
Meeting Expectations (M)	46	60	45	48
Partially Meeting Expectations (PM)	30	28	24	40
Not Meeting Expectations (NM)	2	2	1	5

2026 Participation Rate = 96%



MERSD vs. DART Comparable Districts*

District(s) details

Manchester Essex Regional - 2026 District Assistance Level - Moderate progress toward targets

Comparable Districts Overview

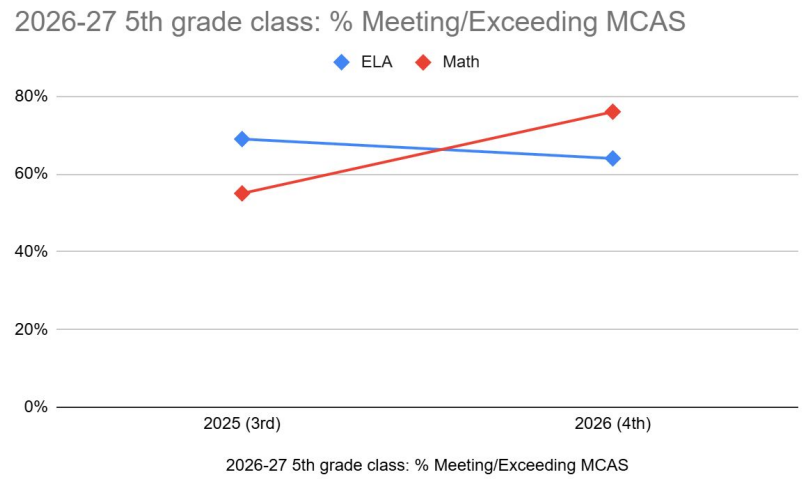
*Districts most similar to your district in terms of grades span,total enrollment,and special populations.
Orange-Shaded row: Your district

	2026 Enrollment				2026 MCAS								
					% Meeting or Exceeding Expectations					Growth average SGP			
					Grades 3-8		Grade 10		Grades 5 and 8	Grades 3-8		Grade 10	
District Name	Total Enrollment #	Low Income %	SWD %	ELL %	ELA	Math	ELA	Math	Science	ELA	Math	ELA	Math
Cohasset*	1,382	6.8	18.0	0.3	69%	70%	76%	73%	67%	52	50	56	42
Dover-Sherborn*	1,072	6.4	16.5	0.7	73%	75%	85%	85%	66%	55	57	62	69
Georgetown*	1,061	13.7	16.0	2.1	40%	40%	49%	54%	33%	47	45	53	51
Hamilton-Wenham*	1,706	5.9	18.2	0.9	63%	67%	71%	70%	62%	58	62	42	53
Harvard*	1,006	9.1	18.8	3.5	66%	65%	92%	89%	76%	51	55	64	62
King Philip*	1,771	15.1	19.7	0.9	46%	53%	50%	57%	44%	40	41	50	48
Lynnfield*	2,159	10.1	18.9	1.4	62%	68%	57%	60%	62%	50	56	50	47
Manchester Essex Regional*	1,156	11.9	18.7	0.5	60%	56%	65%	66%	52%	54	50	51	57
Masconomet*	1,497	9.1	21.3	0.4	48%	43%	52%	61%	44%	40	39	40	46
Old Rochester*	1,028	20.4	18.5	0.0	50%	39%	62%	56%	42%	44	36	48	46
Sutton*	1,254	16.6	17.6	2.0	39%	43%	58%	58%	44%	54	53	49	58

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

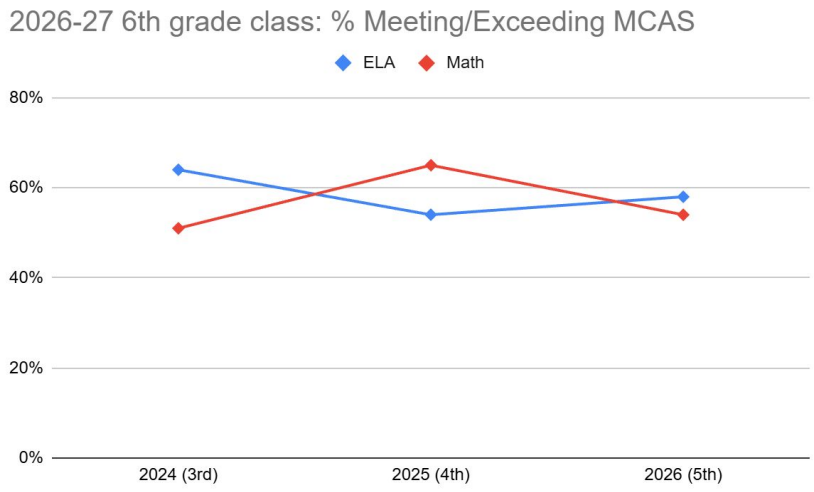
MCAS Cohort Trends

2026-27 5th grade class: % Meeting/Exceeding MCAS		
	ELA	Math
2025 (3rd)	69%	55%
2026 (4th)	64%	76%



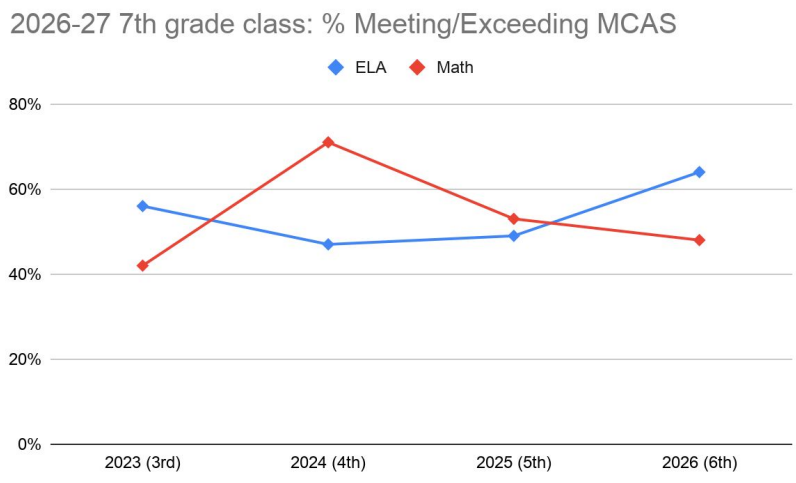
2026-27 5th grade class: % Meeting/Exceeding MCAS

MCAS Cohort Trends



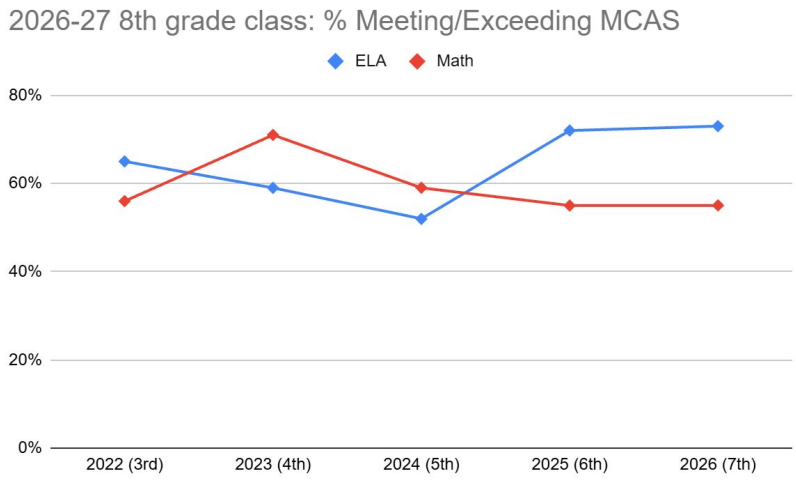
2026-27 6th grade class: % Meeting/Exceeding MCAS	ELA	Math
2024 (3rd)	64%	51%
2025 (4th)	54%	65%
2026 (5th)	58%	54%

MCAS Cohort Trends



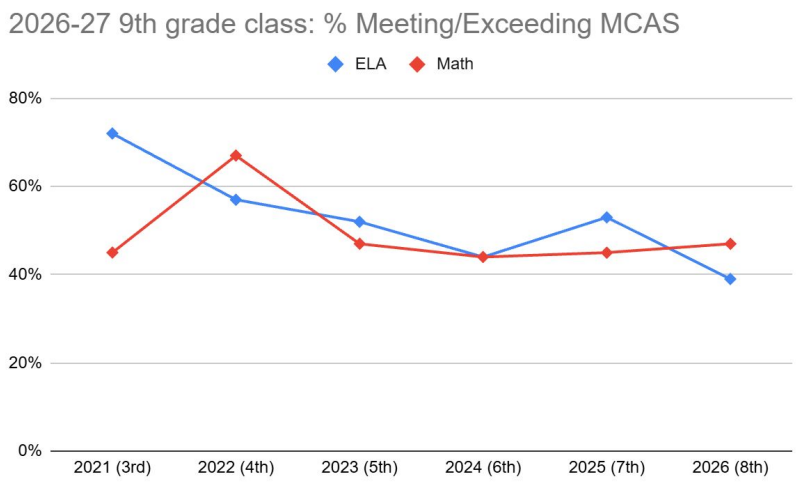
2026-27 7th grade class: % Meeting/Exceeding MCAS	ELA	Math
2023 (3rd)	56%	42%
2024 (4th)	47%	71%
2025 (5th)	49%	53%
2026 (6th)	64%	48%

MCAS Cohort Trends



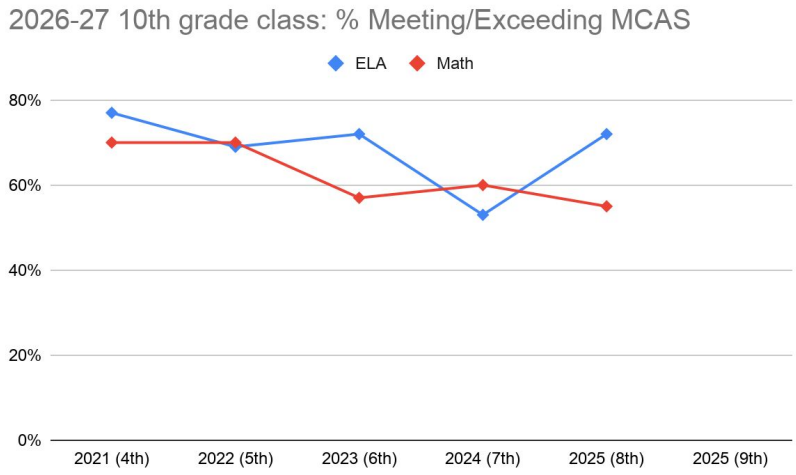
2026-27 8th grade class: % Meeting/Exceeding MCAS		
	ELA	Math
2022 (3rd)	65%	56%
2023 (4th)	59%	71%
2024 (5th)	52%	59%
2025 (6th)	72%	55%
2026 (7th)	73%	55%

MCAS Cohort Trends



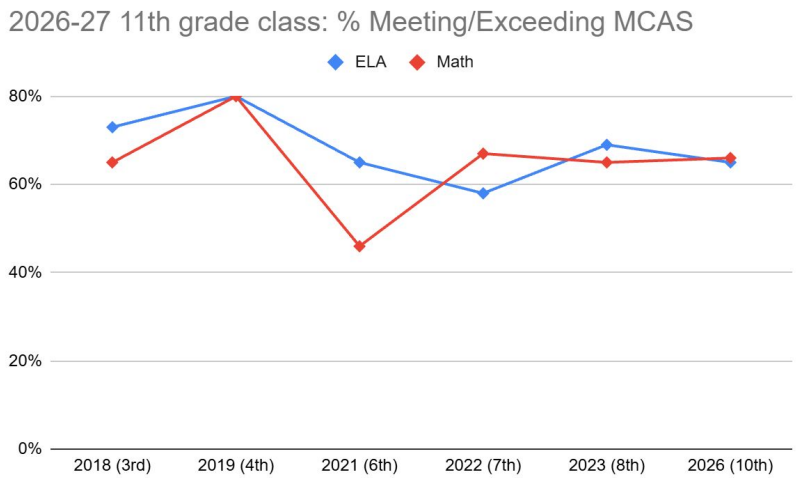
2026-27 9th grade class: % Meeting/Exceeding MCAS		
	ELA	Math
2021 (3rd)	72%	45%
2022 (4th)	57%	67%
2023 (5th)	52%	47%
2024 (6th)	44%	44%
2025 (7th)	53%	45%
2026 (8th)	39%	47%

MCAS Cohort Trends



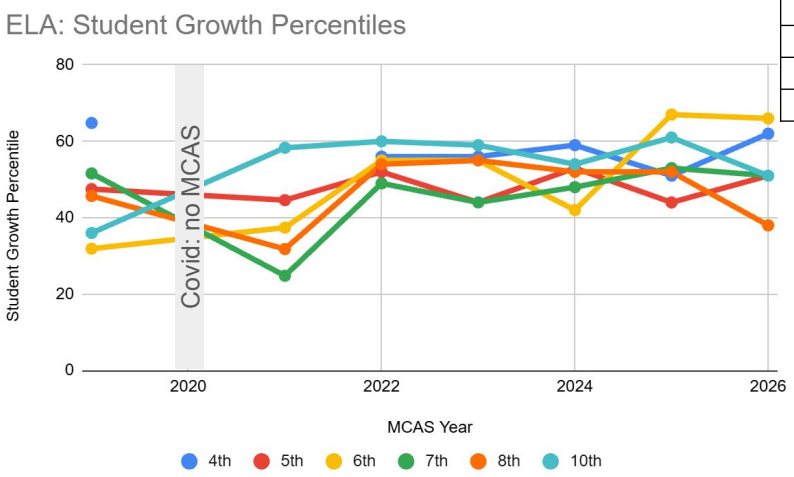
2026-27 10th grade class: % Meeting/Exceeding MCAS		
	ELA	Math
2020 (3rd)	NA	NA
2021 (4th)	77%	70%
2022 (5th)	69%	70%
2023 (6th)	72%	57%
2024 (7th)	53%	60%
2025 (8th)	72%	55%
2025 (9th)	NA	NA

MCAS Cohort Trends



2026-27 11th grade class: % Meeting/Exceeding MCAS		
	ELA	Math
2018 (3rd)	73%	65%
2019 (4th)	80%	80%
2021 (6th)	65%	46%
2022 (7th)	58%	67%
2023 (8th)	69%	65%
2026 (10th)	65%	66%

MCAS ELA Student Growth Percentile Trends

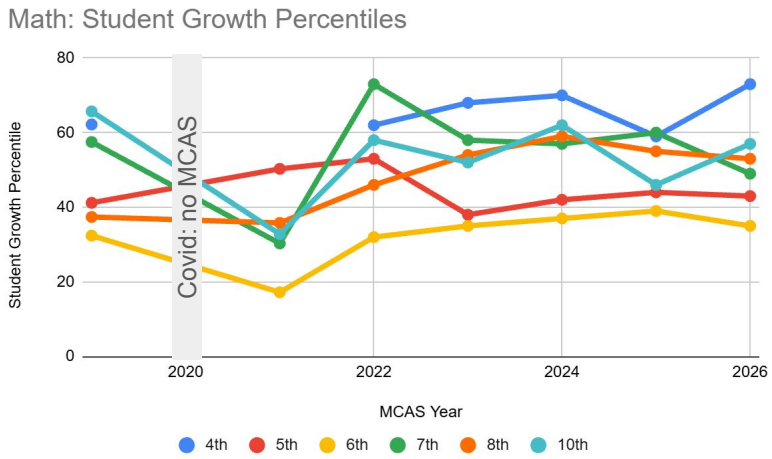


	4th	5th	6th	7th	8th	10th
2019	64.8	47.5	31.9	51.6	45.7	36
2021		44.6	37.4	24.8	31.8	58.3
2022	56	52	55	49	54	60
2023	56	44	55	44	55	59
2024	59	53	42	48	52	54
2025	51	44	67	53	52	61
2026	62	51	66	51	38	51

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



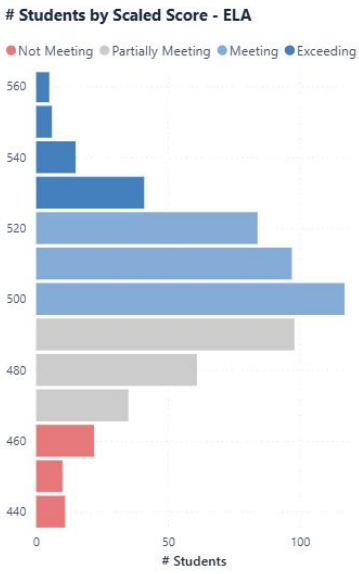
	4th	5th	6th	7th	8th	10th
2019	62.2	41.2	32.4	57.5	37.4	65.7
2021		50.3	17.2	30.3	35.8	32.8
2022	62	53	32	73	46	58
2023	68	38	35	58	54	52
2024	70	42	37	57	59	62
2025	59	44	39	60	55	46
2026	73	43	35	49	53	57

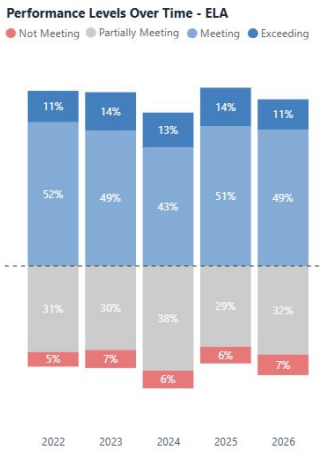
No MCAS in 2020
No SGP in 3rd grade

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.

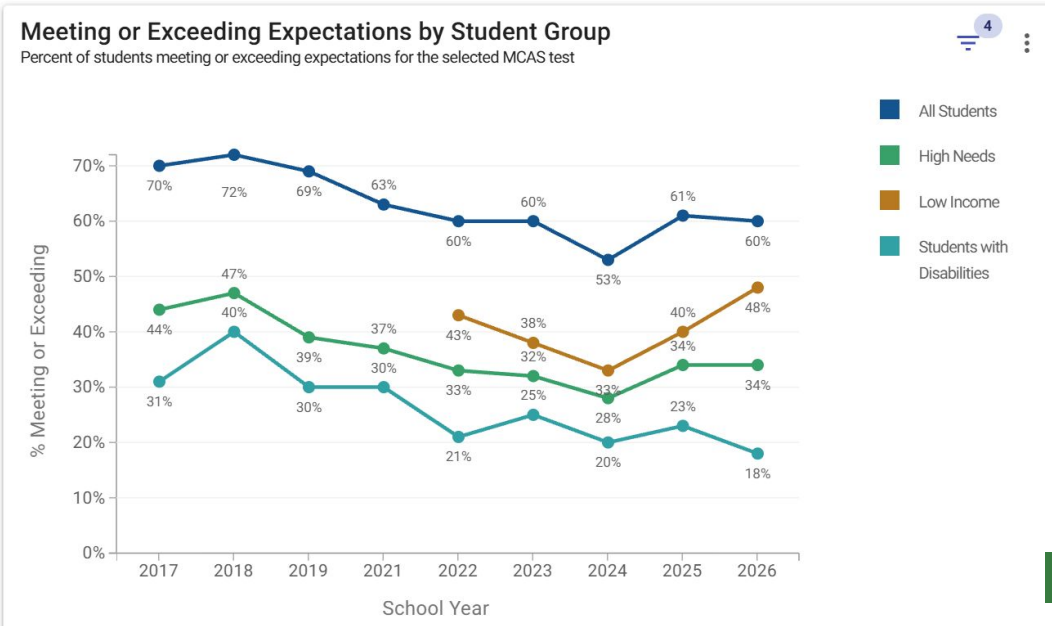
MCAS Trends: ELA gr. 3-10



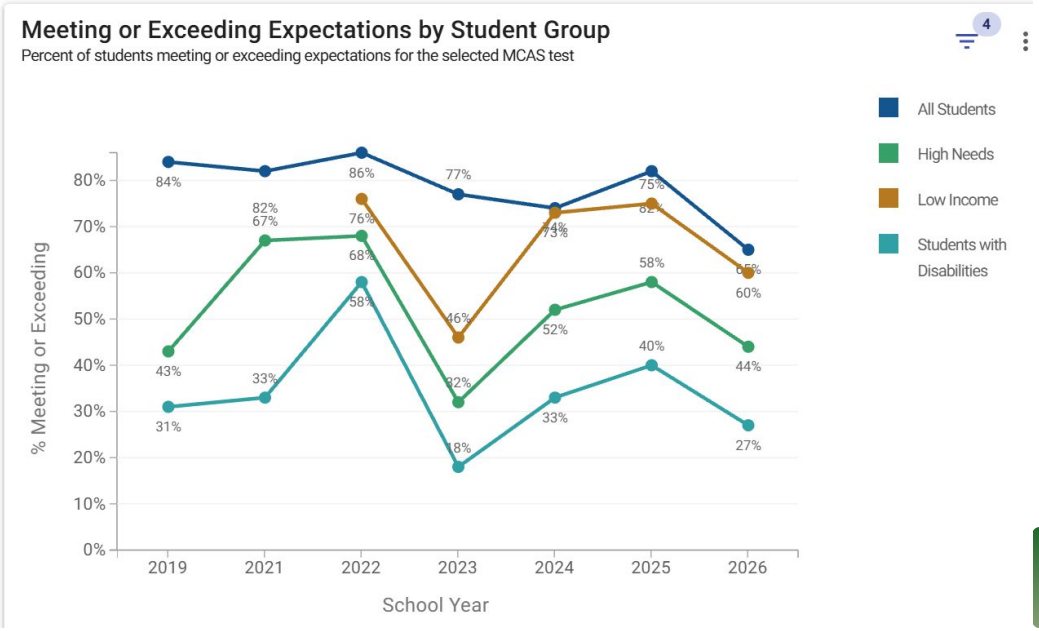




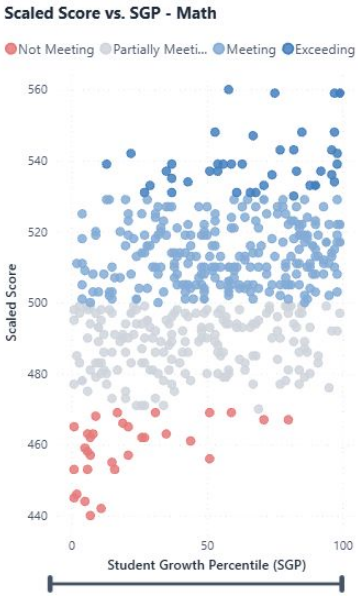
MCAS Trends: ELA gr. 3-8

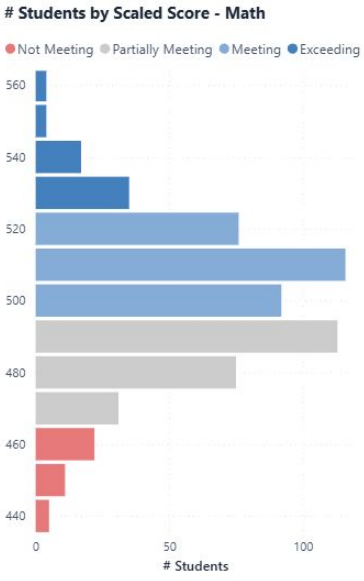


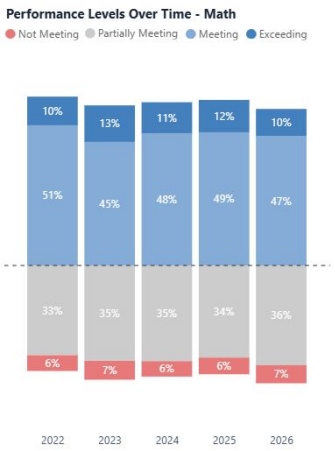
MCAS Trends: ELA gr. 10



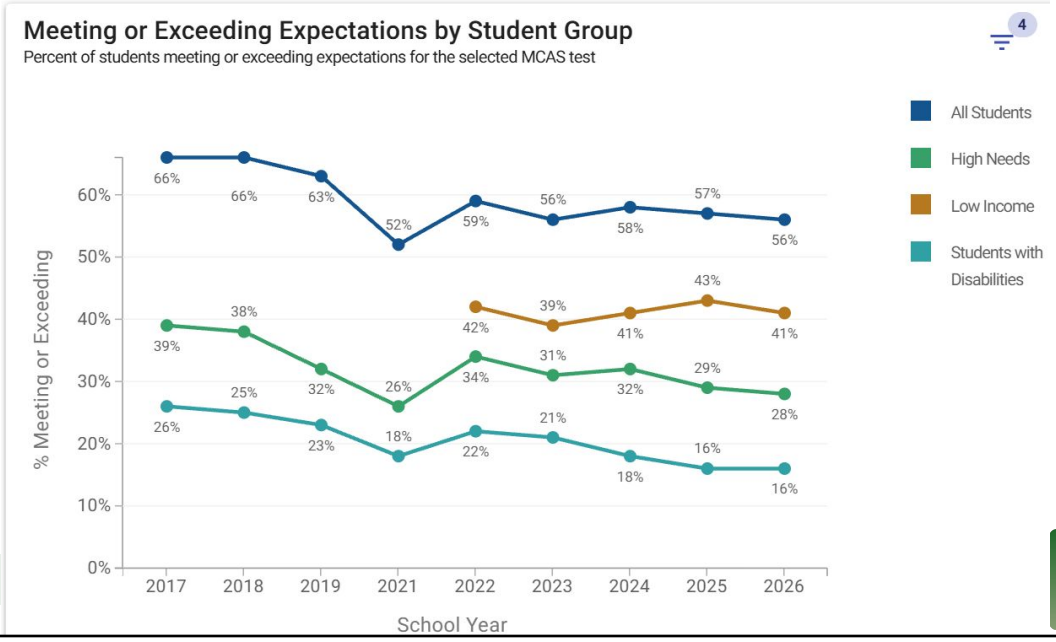
MCAS Trends: Math gr. 3-10



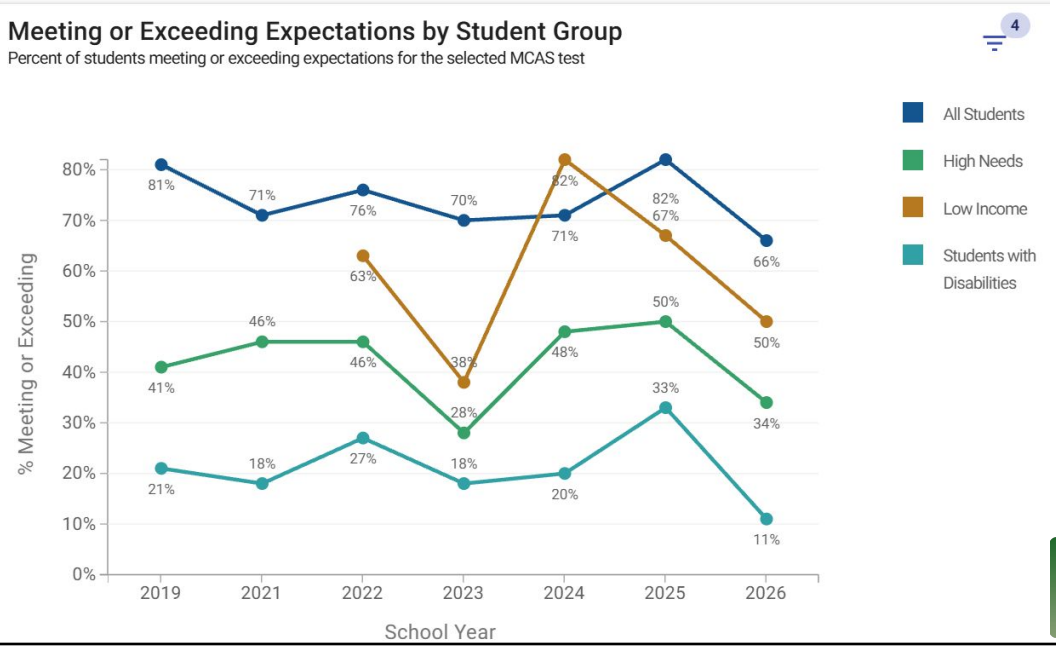


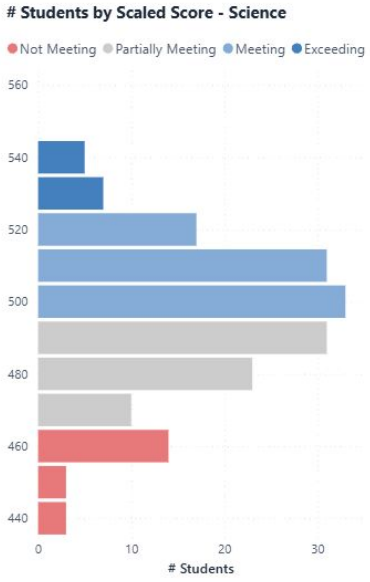


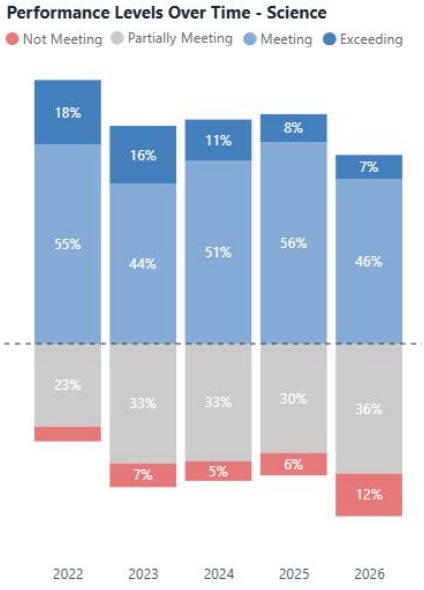
MCAS Trends: Math gr. 3-8



MCAS Trends: Math gr. 10

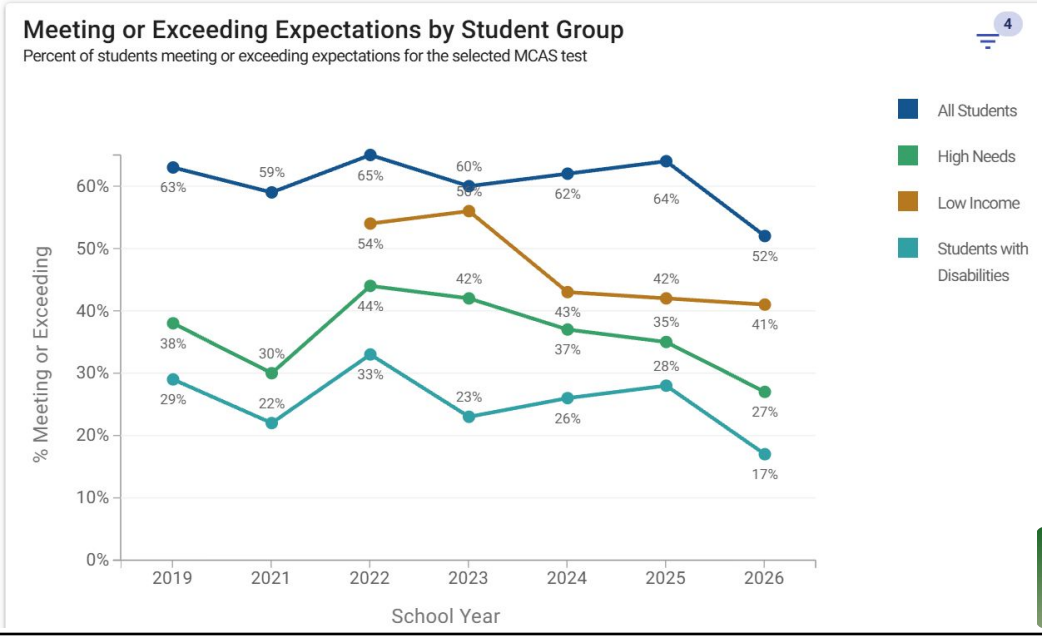




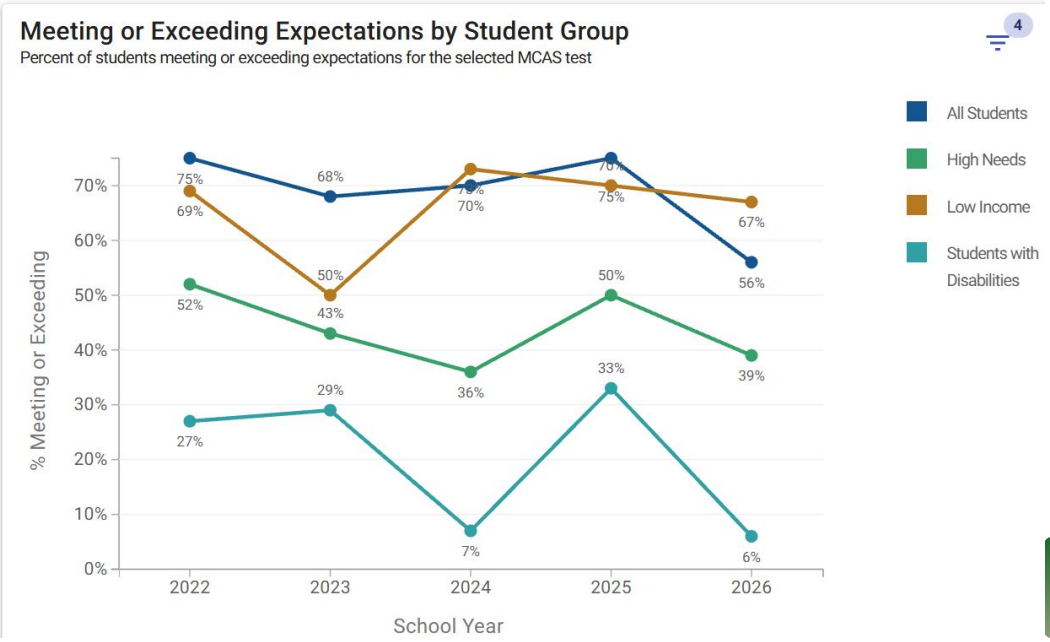


MCAS Trends: STE gr. 3-10

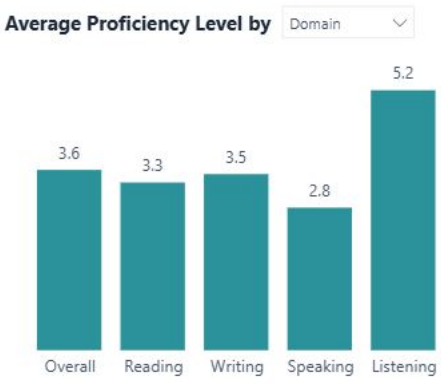
MCAS Trends: Science/Tech gr. 5 & 8

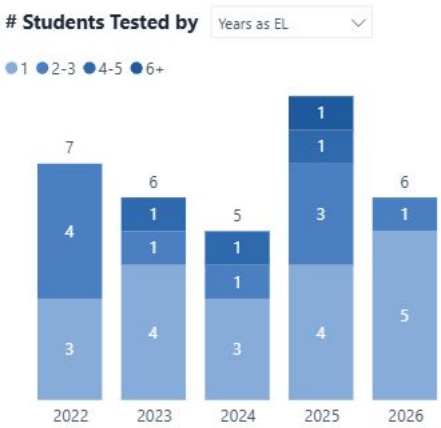


MCAS Trends: Science/Tech HS

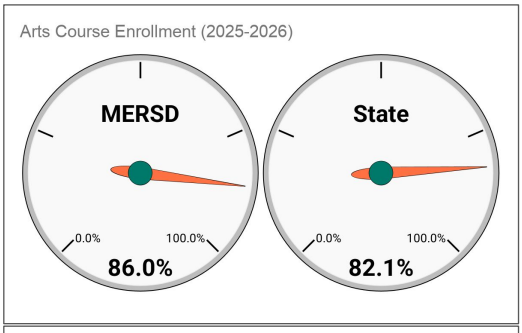


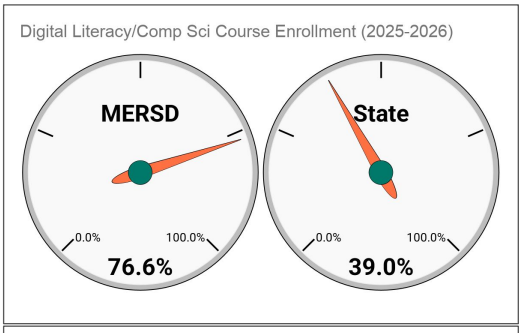
ACCESS for English Learners

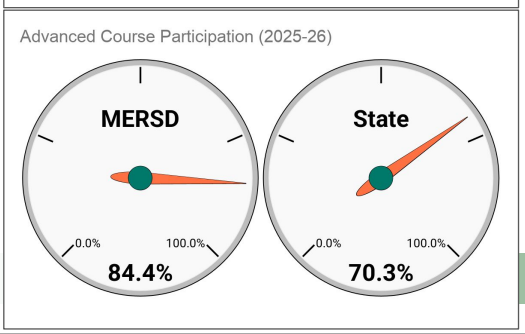


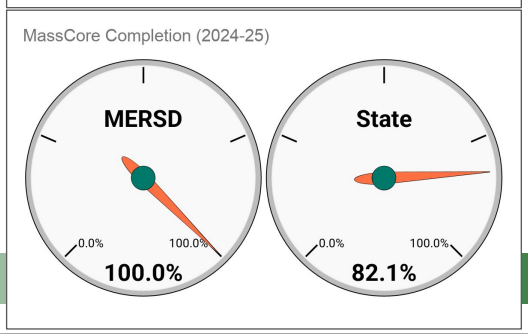


Course Enrollment









Supporting Information

dese MASSACHUSETTS Department of Elementary and Secondary Education

VOCAL 2025 Summary
October 2025

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 2026 Summary
October 2026

Views of Climate and Learning (VOCAL)

Click for link

Engagement (ENG)	Safety (SAF)	Environment (ENV)
Cultural Competence The extent students feel adults/students value diversity, manage dynamics of differences, and avoid stereotypes.	**Emotional Safety** The extent students feel a bond to the school, and the extent adults/students support the emotional needs of students.	**Instructional Environment** The extent that students feel the instructional environment is collaborative, relevant, challenging, and supportive of learning.
Participation 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** The extent that students feel physically safe within the school environment.	**Mental Health Environment** The extent that students have access to support systems that effectively support their social, emotional, and mental health well-being.
Relationships The extent students feel there is a social connection and respect between staff/teachers and students, and between students and their peers.	**Bullying** 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** 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 Inform 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 Inform 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 Inform 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.