MCAS PRESENTATION
MELROSE PUBLIC SCHOOLS
2010

Presented by: Leadership Team

MELROSE 2010 PERFORMANCE RATING DISTRICT SUMMARY SLIDE

- **English Language Arts**

  We are classified as having a **Very High** performance rating

- **Math**

  We are classified as having a **High** performance rating

PERFORMANCE RATINGS FOR OUR SCHOOLS

SCHOOL	ELA	MATH
Hoover	Very High	Very High
Horace Mann	Very High	High
Lincoln	High	High
Roosevelt	High	High
Winthrop	High	High
Middle School	Very High	High
High School	Very High	Very High

SUMMARY SLIDE
MAKING ADEQUATE YEARLY PROGRESS

	Hoover	Horace Mann	Lincoln	Roosevelt	Winthrop	MS	HS
ELA							
Aggregate	Y	Y	Y	Y	Y	Y	Y
*subgroup	na	na	N Spec.Ed White	na	na	Y	N Spec. Ed.
Math							
Aggregate	Y	Y	N	N	Y	Y	Y
*subgroup	na	na	N Low-Inc. White	N White	na	N Low-Inc.	Y

STUDENT GROWTH PERCENTILE(SGP) DATA DISTRICT STATISTICS

Note: SGPs between 40-60 indicate typical growth
SGPs above 60 indicate high growth

ELA	2009	2010	MATH	2009	2010
GRADE 4	44	46		48	47
GRADE 5	50	63		56	57
GRADE 6	46	52		50	55
GRADE 7	54	54		40	44.5
GRADE 8	51	48		42	55
GRADE 10	60	62		55	56.5
ALL GRADES	51	54		48	52

Tracking Cohort Results Over Time

- **2010's 5th Grade Class**

MCAS YEAR	ELA	MATH
2008 (3rd)	70% A/P	74%A/P
2009 (4th)	63% A/P	57%A/P
2010 (5th)	75% A/P	65%A/P

Tracking Cohort Results Over Time

- **2010's 6th Grade Class**

MCAS YEAR	ELA	MATH
2007 (3rd)	67% A/P	76%A/P
2008 (4th)	59% A/P	55%A/P
2009 (5th)	71% A/P	64%A/P
2010 (6th)	83% A/P	70% A/P

Tracking Cohort Results Over Time

2010's 7th Grade Class

MCAS Year	ELA	Math
2006 (3rd)	68% A/P	58% A/P
2007 (4th)	65% A/P	57% A/P
2008 (5th)	71% A/P	55% A/P
2009 (6th)	70% A/P	60% A/P
2010 (7th)	78% A/P	54% A/P

Tracking Cohort Results Over Time

2010's 8th Grade Class

MCAS Year	ELA	Math
2006 (4th)	53%A/P	51%A/P
2007 (5th)	78%A/P	48%A/P
2008 (6th)	74%A/P	57%A/P
2009 (7th)	83%A/P	43%A/P
2010 (8th)	83%A/P	51%A/P

Tracking Cohort Results Over Time

2010's 10th Grade Class

MCAS Year	ELA	Math
2006 (6th)	80% A/P	56% A/P
2007 (7th)	83% A/P	57% A/P
2008 (8th)	86% A/P	58% A/P
2010 (10th)	89% A/P	82% A/P

DISTRICT ANNUAL PROFICIENCY LEVEL COMPARISONS OVER TIME

GRADE 3: ELA

YEAR	2006	2007	2008	2009	2010
A/P	68%	68%	70%	67%	74%
NI	30%	28%	25%	26%	21%
W	2%	4%	5%	7%	5%

DISTRICT ANNUALPROFICIENCY LEVEL COMPARISONS OVER TIME

GRADE 4: ELA

YEAR	2006	2007	2008	2009	2010
Adv./P	53%	64%	58%	64%	57%
Needs Imp.	42%	32%	37%	29%	35%
Warning	5%	4%	5%	7%	8%

DISTRICT ANNUAL PROFICIENCY LEVEL COMPARISONS OVER TIME

GRADE 5: ELA

YEAR	2006	2007	2008	2009	2010
Adv./P	71%	78%	71%	71%	75%
Needs Imp.	24%	18%	25%	23%	20%
Warning	5%	4%	4%	6%	4%

DISTRICT ANNUAL PROFICIENCY LEVEL COMPARISONS OVER TIME

GRADE 6: ELA

YEAR	2006	2007	2008	2009	2010
Adv./P	80%	77 %	74 %	70 %	83 %
Needs Imp.	18%	20%	21%	24%	12%
Warning	2%	3%	5%	6%	6%

DISTRICT ANNUAL PROFICIENCY LEVEL COMPARISONS OVER TIME

GRADE 7: ELA

YEAR	2006	2007	2008	2009	2010
Adv./P	81%	83%	80%	83%	78%
Needs Imp.	15%	13%	18%	13%	16%
Warning	4%	4%	3%	4%	6%

DISTRICT ANNUAL PROFICIENCY LEVEL COMPARISONS OVER TIME

GRADE 8: ELA

YEAR	2006	2007	2008	2009	2010
Adv./P	86%	88%	86%	85%	83%
Needs Imp.	12%	11%	10%	12%	12%
Warning	1%	1%	3%	2%	6%

DISTRICT ANNUAL PROFICIENCY LEVEL COMPARISONS OVER TIME

GRADE 10: ELA

YEAR	2006	2007	2008	2009	2010
Adv./P	81%	85%	88%	94%	89%
Needs Imp.	15%	12%	11%	5%	10%
Failure	3%	4%	2%	1%	1%

DISTRICT ANNUAL PROFICIENCY LEVEL COMPARISONS OVER TIME

GRADE 3: MATH

YEAR	2006	2007	2008	2009	2010
A/P	58%	75%	73%	70%	75%
NI	32%	17%	20%	19%	19%
W	10%	8%	7%	11%	6%

DISTRICT ANNUAL PROFICIENCY LEVEL COMPARISONS OVER TIME

GRADE 4: MATH

YEAR	2006	2007	2008	2009	2010
Adv./P	33%	57%	54%	57%	50%
Needs Imp.	57%	38%	39%	35%	41%
Warning	10%	5%	7%	8%	9%

Percent of students scoring at or above proficient on the 2010 Math MCAS comparing grades 3 and 4

	Grade 3	Grade 4	Difference
Saugus	74	46	-28
Melrose	75	50	-25
Ashland	72	48	-24
Wakefield	83	60	-23
Reading	78	56	-22
Stoneham	73	52	-21
North Reading	89	68	-21
North Andover	70	51	-19
Burlington	75	56	-19
Milton	75	58	-17
State	65	48	-17
MVRCS	63	51	-12
Triton	75	63	-12
Belmont	86	75	-11

Percent of 4th grade students scoring proficient or higher on the Math MCAS from 2006 to 2010

	2006	2010	Improvement
Saugus	21	46	+25
North Reading	48	68	+20
Triton	45	63	+18
Ashland	35	52	+17
Melrose	33	50	+17
Stoneham	35	52	+17
Burlington	41	56	+15
MVRCS	39	51	+12
Wakefield	49	60	+11
Belmont	65	75	+10
State	40	48	+8
Reading	53	56	+3
North Andover	49	51	+2
Milton	57	58	+1

DISTRICT ANNUAL PROFICIENCY LEVEL COMPARISONS OVER TIME

GRADE 5: MATH

YEAR	2006	2007	2008	2009	2010
Adv./P	54%	48%	55%	64%	65%
Needs Imp.	33%	39%	32%	27%	23%
Warning	13%	14%	13%	9%	13%

DISTRICT ANNUAL PROFICIENCY LEVEL COMPARISONS OVER TIME

GRADE 6: MATH

YEAR	2006	2007	2008	2009	2010
Adv./P	58%	61%	57%	60%	70%
Needs Imp.	26%	28%	27%	27%	21%
Warning	16%	11%	16%	13%	9%

DISTRICT ANNUAL PROFICIENCY LEVEL COMPARISONS OVER TIME

GRADE 7: MATH

YEAR	2006	2007	2008	2009	2010
Adv./P	49%	57%	51%	43%	54%
Needs Imp.	31%	28%	31%	39%	32%
Warning	20%	15%	17%	18%	13%

DISTRICT ANNUAL PROFICIENCY LEVEL COMPARISONS OVER TIME

GRADE 8: MATH

YEAR	2006	2007	2008	2009	2010
Adv./P	53%	53%	58%	53%	52%
Needs Imp.	28%	29%	26%	32%	30%
Warning	19%	18%	16%	16%	18%

DISTRICT ANNUAL PROFICIENCY LEVEL COMPARISONS OVER TIME

GRADE 10: MATH

YEAR	2006	2007	2008	2009	2010
Adv./P	73%	85%	81%	81%	82%
Needs Imp.	19%	11%	16%	13%	13%
Failure	8%	4%	3%	5%	4%

DISTRICT ANNUAL PROFICIENCY LEVEL COMPARISONS OVER TIME

GRADE 5: STE

YEAR	2006	2007	2008	2009	2010
Adv./P	59%	56%	56%	61%	65%
Needs Imp.	35%	39%	35%	32%	32%
Warning	6%	5%	9%	7%	4%

DISTRICT ANNUAL PROFICIENCY LEVEL COMPARISONS OVER TIME

GRADE 8: STE

YEAR	2006	2007	2008	2009	2010
Adv./P	33%	44%	52%	43%	39%
Needs Imp.	56%	42%	39%	46%	49%
Warning	12%	14%	9%	10%	12%

DISTRICT ANNUAL PROFICIENCY LEVEL COMPARISONS OVER TIME

GRADE 10: STE

YEAR	2008	2009	2010
Adv./P	63%	70%	70%
Needs Imp.	32%	27%	26%
Warning	5%	2%	4%

INSIGHTS FROM COHORT TRACKING AND ANNUAL PROFICIENCY LEVEL COMPARISON DATA

Cohort Tracking

- ELA seems to give evidence of *more consistent* growth over time up through Grade 10
- Math gives evidence of *more dramatic* growth over time up through Grade 10
- Both content areas show growth

INSIGHTS FROM COHORT TRACKING AND ANNUAL PROFICIENCY LEVEL COMPARISON DATA CONTINUED

Annual Comparisons Over Time

- In ELA, Grades 3,4,5,6 and 10 show an *increase* in the percentage of students reaching Proficient or Advanced from 2006-2010. Although Grades 7 and 8 are not included in this trend, we still have a healthy percentage of students achieving at Proficient or Advanced in those grades.

- In Math, with the exception of Grades 4 and 8 where performance has remained seemingly flat, all other grades have seen an increase in the percentage of students reaching Proficient or Advanced. In some cases (Grades 3,5, and 6) the increase is 10 or more percentage points.

- In STE, all grades tested (Grades 5,8, and 10) showed an increase in the percentage of students reaching Advanced and Proficient from 2006-2010.

ELEMENTARY SHARING
HOOVER MCAS
ADVANCED/PROFICIENT PERCENTAGES

Adv/Pro %	2007	2008	2009	2010
ELA	71	70	75	81
MATH	62	63	74	77

HOOVER MCAS
GROWTH MODEL PERCENTILES

	ELA	Math
Grade 4	64	53
Grade 5	64	73

MCAS Over Three Years

MCAS	Grade 3 2007-2008 % Pro/Adv	Grade 4 2008-2009 % Pro/Adv	Grade 5 2009-2010 % Pro/Adv
ELA	71%	79%	88%
Math	77%	69%	80%

HORACE MANN ELEMENTARY

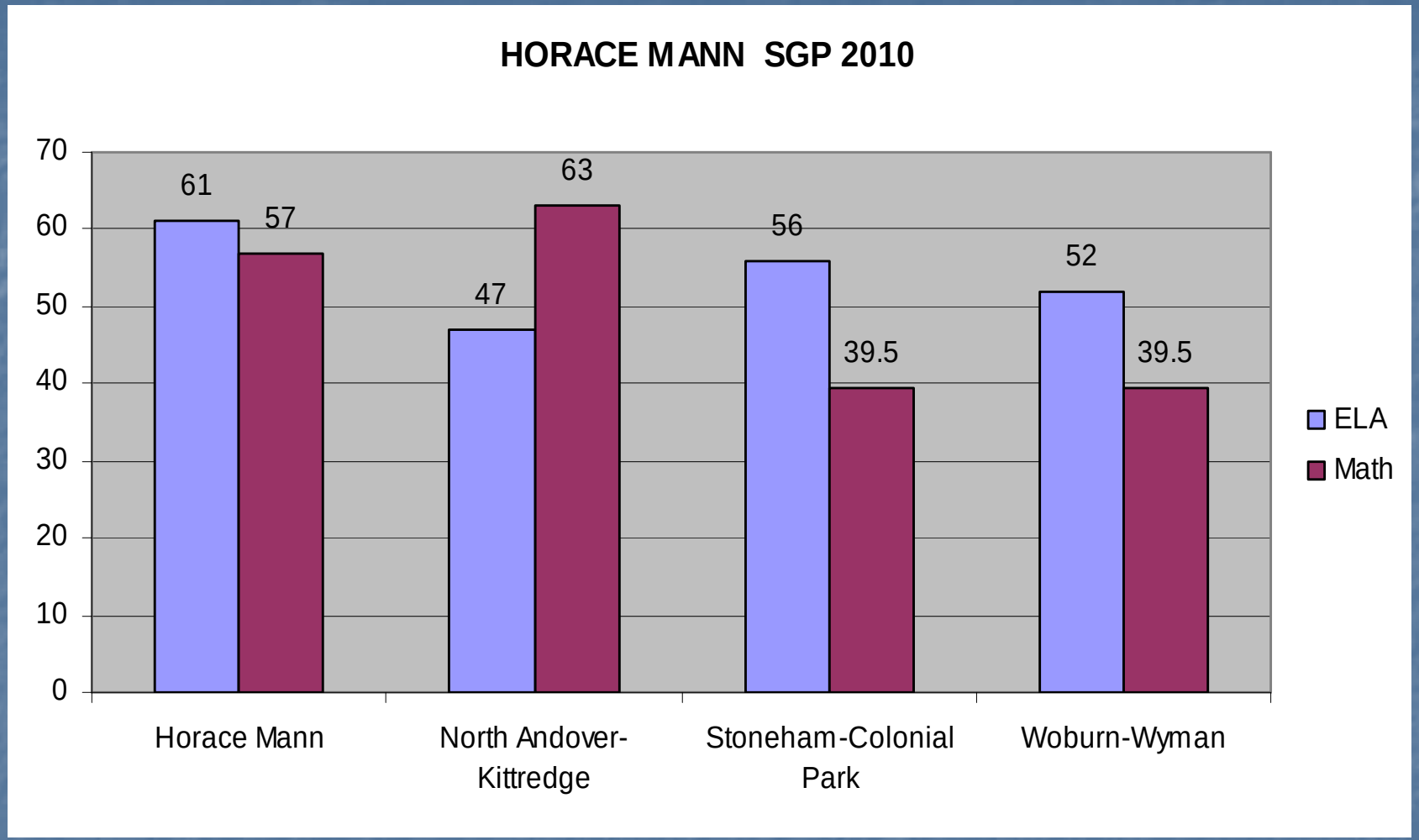
Percent of students scoring at or above proficient in ELA

	2006	2007	2008	2009	2010	Change
Horace Mann	65%	73%	66%	73%	75%	10%
MVRC	58%	63%	48%	57%	55%	-3%
Woburn - Wyman	65%	67%	44%	59%	68%	3%
Stoneham - Colonial Park	61%	59%	60%	70%	77%	16%
North Andover - Kittredge	75%	79%	70%	70%	78%	3%

HORACE MANN ELEMENTARY

Percent of students scoring at or above proficient in Math

	2006	2007	2008	2009	2010	Change
Horace Mann	57%	72%	63%	64%	63%	6%
North Andover - Kittredge	71%	79%	72%	64%	69%	-2%
Woburn - Wyman	44%	49%	51%	57%	64%	20%
Stoneham - Colonial Park	49%	64%	58%	65%	69%	20%
MVRC	52%	60%	54%	60%	54%	2%


HORACE MANN SGP 2010
70
60
50
40
30
20
10
0
61
57
47
63
56
39.5
52
39.5
Horace Mann
North Andover-Kittredge
Stoneham-Colonial Park
Woburn-Wyman
ELA
Math

LINCOLN SCHOOL STRENGTHS - MATH

- Improved SPED scores due to inclusionary co-teaching (3rd year)
- Math – Consistently improving scores over time
  - Statistics and Data Collection
  - Locations and Spatial Relations
  - Algebra Patterns and Change

Student Group	(A) Participation Did at least 95% of students participate in MCAS?		(B) Performance Did student group meet or exceed state performance target?		(C) Improvement Did student group meet or exceed its own improvement target?		(D) Attendance Did student group meet attendance (G1-8) or graduation rate target (G9-12)?		
MATHEMATICS	**Met Target**	**Actual**	**Met Target (84.3)**	**Actual**	**Met Target**	**Change from 2009**	**Met Target**	**Actual**	**AYP 2010**
Aggregate	Yes	100	No	80.0	No	0.3	Yes	96.4	No
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	Yes	100	No	58.3	Yes	10.9	Yes	96.0	Yes
Low Income	Yes	100	No	69.3	No	-2.8	Yes	95.6	No
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	No	80.7	No	1.0	Yes	96.4	No

LINCOLN SCHOOL STRENGTHS- ELA

- Improved composition scores from writing curriculum and instruction work - Lincoln 4th Gr. Writing Scores were higher than the district avg. for the 1st time.
- Improved SPED scores due to inclusionary co-teaching (3rd year)
- High Growth in ELA – Consistency in Curriculum is paying off
  - Conventions
  - Structures of English
  - Understanding Genre
  - Understanding a text

Student Group	(A) Participation Did at least 95% of students participate in MCAS?		(B) Performance Did student group meet or exceed state performance target?		(C) Improvement Did student group meet or exceed its own improvement target?		(D) Attendance Did student group meet attendance (G1-8) or graduation rate target (G9-12)?		
ENGLISH LANGUAGE ARTS	**Met Target**	**Actual**	**Met Target (90.2)**	**Actual**	**Met Target**	**Change from 2009**	**Met Target**	**Actual**	**AYP 2010**
Aggregate	Yes	100	No	84.5	Yes	1.4	Yes	96.4	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	Yes	100	No	58.9	No	3.5	Yes	96.0	No
Low Income	Yes	100	No	81.8	Yes	5.3	Yes	95.6	Yes
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	No	83.3	No	-0.1	Yes	96.4	No

Lincoln School – Challenge Areas

- Scattered Science scores
- Number Sense in Math
- Open Response items in Math
- Critical thinking questions
- Still need improvement with Topic Development in Writing
- Understanding the theme

Roosevelt Elementary: Comparisons to State Average

Our CPI average was higher than the state's in the areas checked:

✓ Gr. 3 ELA	✓ Gr. 3 Math	
✓ Gr. 4 ELA	✓ Gr. 4 Math	
✓ Gr. 5 ELA	Gr. 5 Math	✓ Science

Grade 5 math has gone from 39% Advanced/Proficient in 2007 to 51%Advanced/Proficient in 2010

Roosevelt Challenge Areas

- Grade 4 Growth has decreased and is in low growth range.
- Math
- Grade 4 Writing

Roosevelt Areas of Strength

- Grade 5 median SGP increased in reading from 23.5 (2009) to 63 (2010)
- Roosevelt ELA Performance Rating = High (87.3)
- Roosevelt Math Performance Rating = High (80.5)
- Roosevelt made Adequate Yearly Progress in ELA this year

Winthrop Highlights

- Since 2006 the Winthrop students who achieved Proficient or advanced status in Math has increased 17% (54%-71%)
- Since 2006 the Winthrop students who achieved Proficient or advanced status in ELA has increased 6% (66%-72%)
- In 2010 Grade 3, 88% scored Proficient or above in ELA with a 116% increase in the number of students performing above proficient (19-41%)
- In 2010 Grade 3, 88% scored Proficient or above in Math with a 78% increase in the number of students performing above proficient (18-32%)

Winthrop Highlights

- Since 2006 the Winthrop 5th grade scores with proficient or advanced status in Math has increased 31% with an increase in the advanced scores of **378%** and a median student growth percentile increase of 27% since 2008
- Since 2006 the Winthrop 5th grade scores with proficient or advanced status in ELA has remained strong (22% above the state average) with an increase in the advanced scores of **48%**
- Since 2006 the Winthrop 5th grade scores with proficient or advanced status in Science has increased 18% with an increase in the advanced scores of **270%**

Winthrop MCAS Challenge Areas

- Grade 4 performance below level of school performance in both ELA and Math despite a 20% gain in median student growth percentage in Math since 2008
- Open response not providing the level of detail required
- Long Composition-topic development average performance of 50%
- Achievement gap for our special education and low income students
  - CPI for aggregate ELA 89.2 CPI for special education ELA 69.0 and CPI for low income ELA 78.6
  - CPI for aggregate Math 89.3 CPI for special education Math 73.9 and CPI for low income Math 80.4

MVMMS Adequate Yearly Progress History									
		2003	2004	2005	2006	2007	2008	2009	**2010**
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	**Yes**
	All Subgroups	No	No	Yes	Yes	No	No	No	**Yes**
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No	**Yes**
	All Subgroups	No	No	No	Yes	Yes	No	No	No

MVMMS MATH PROGRESS

- New Advanced Math 6 Classes
- New Gifted math in all three grades
- New Higher-Level Algebra 8 class
- Regrouped MCAS Prep Classes according to ability on all nine teams.
- Math Content teachers assigned to students with the most need.
- MVMMS Skills Plus Program initiated.

MELROSE HIGH SCHOOL STRENGTHS

- AYP designation in ELA and Math is in the Very High category
- Aggregate CPI in ELA 96.6 compared to the target of 90.2
- Aggregate CPI in Math 91.3 compared to the target of 84.3
- SGP in ELA of 62 falls in the HIGH growth category
- SGP IN Math of 56.5 falls in the moderate growth category

MELROSE HIGH SCHOOL NEEDS

- Based on 3 years of flat scores in math we will recommend a change in the Math sequence for 9th and 10th Graders.
- Provide focused professional development in the co-teaching model in order to ensure that our Special Education population is exposed to the same curriculum as our regular education population.
- Review item analysis results in physics and revise our science curriculum to address gaps.

NEXT STEPS:

- Principals work with staff to address MCAS areas of need
- Through the Atlas Curriculum Mapping process, identify areas in the Math curriculum where supplementation is needed
- Use data analysis teams and the Atlas Curriculum Mapping Team to identify vertical alignment across all grades
- Utilize the DART Tool to identify and collaborate with districts who are similar to Melrose and are high performance/high growth districts
- Foster best teaching practices with targeted professional development

STEWARDSHIP:

THE CARE AND MANAGEMENT OF WHAT IS ENTRUSTED TO US!

- Father Sullivan