

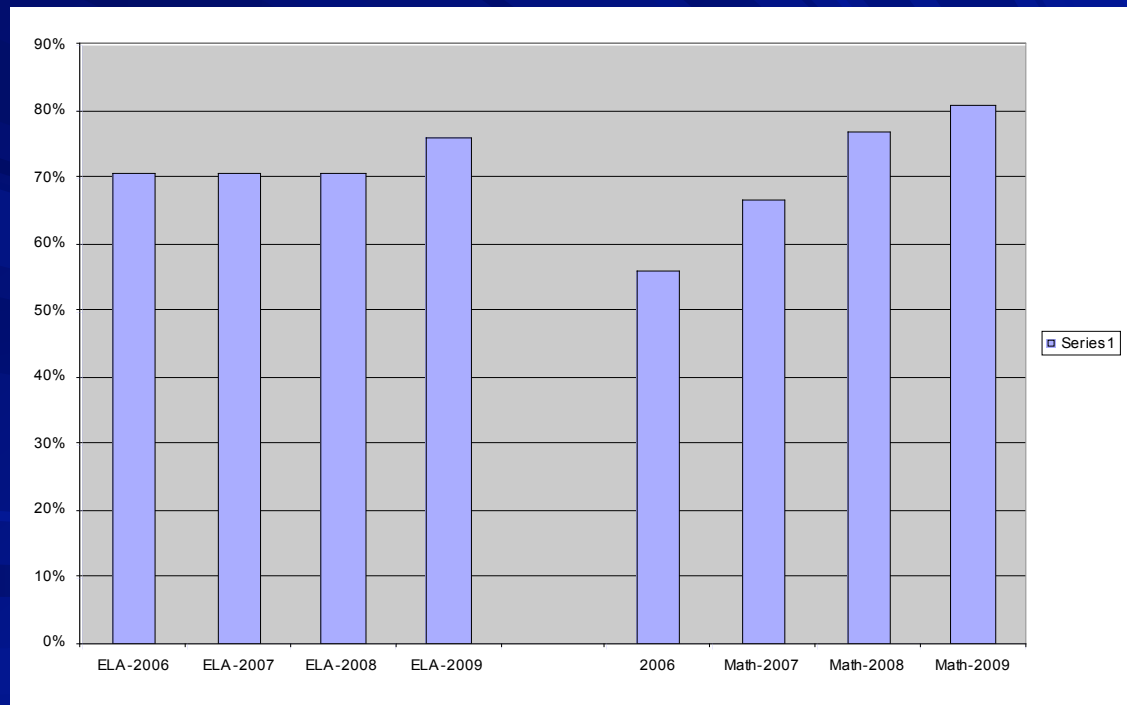
Hoover MCAS

2006-2009

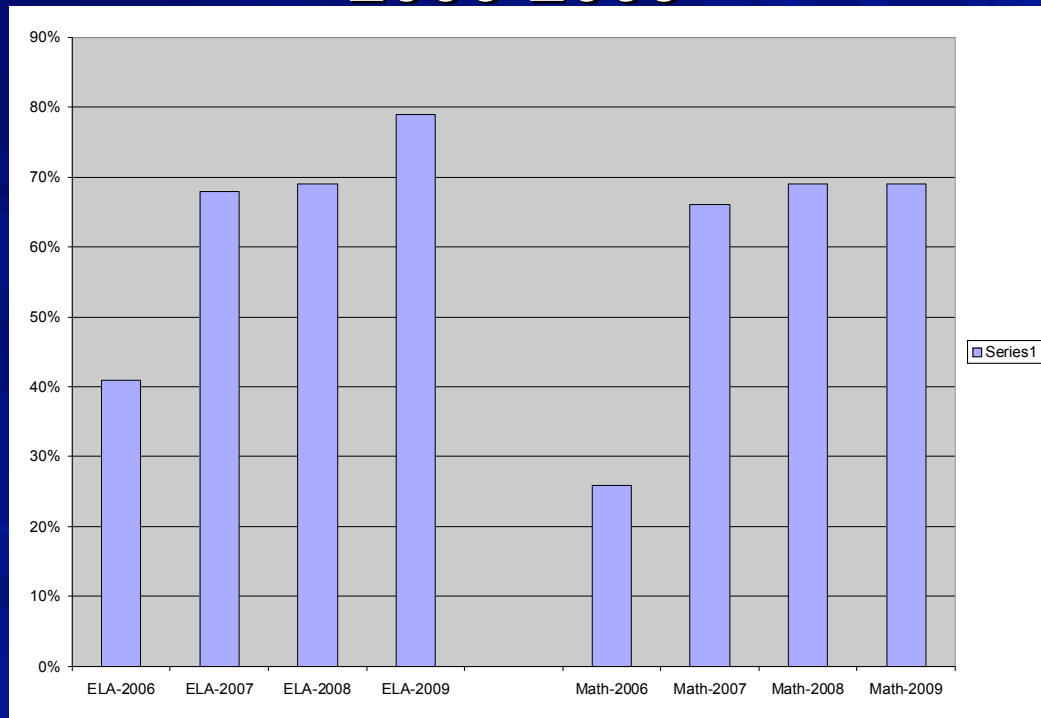
Hoover vs. HM,L,R,W

Year	3 ELA	3 Math	4 ELA	4 Math	5 ELA	5 Math	5 SCI
2007	3	1	1	1	3	5	1
2008							
2008	2	2	1	1	3	2	2
2009							

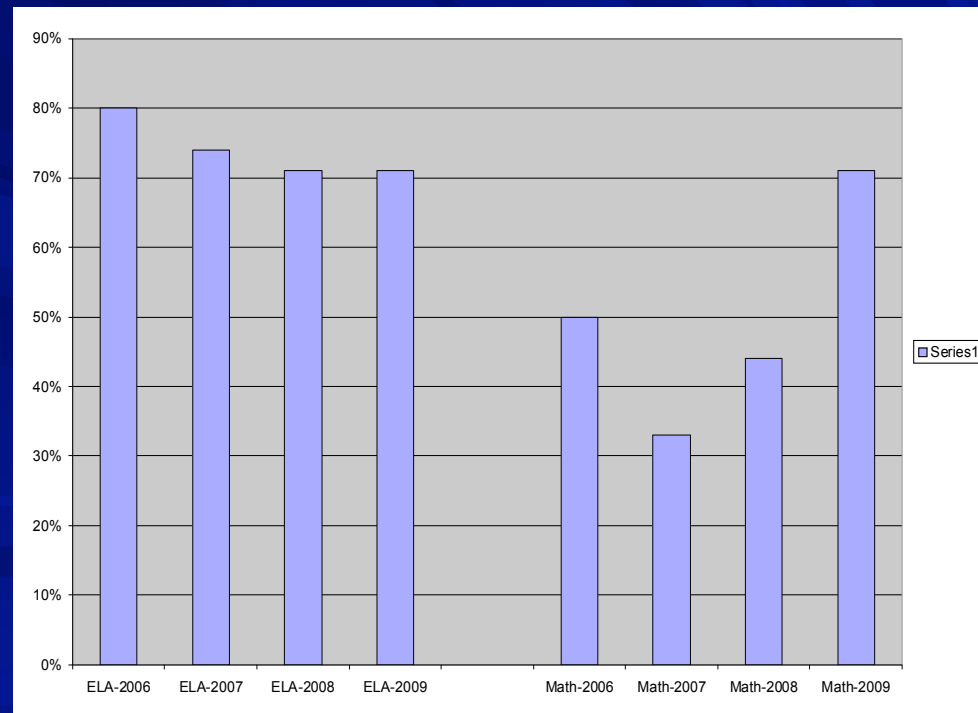
Grade 3 ELA and Math 2006-2009



Grade 4 ELA and Math 2006-2009



Grade 5 ELA and Math 2006-2009



Strengths ELA

- Interpretation /Understanding of fiction
- Use of English Grammar
- Good Sentence Construction
- Non-fiction (Grade 4 and 5)
- Poetry (Grades 4 and 5)

Strengths Math

- Rounding
- Computation
- Completing an algebraic equation
- Inferring information from charts and graphs
- Addition with regrouping
- Transposing information from a line plot to a bar graph
- Data analysis, statistics, and probability
- Flipping shapes on graph
- Volume

Areas that Need Attention ELA

- Non-fiction (Grade 3)
- Open Response
 - Using evidence from the text

Areas that Need Attention Math

- Students must physically manipulate objects to answer questions
- Fractions/ Fractions to decimals
- Open Response
- Measurement
- Perimeter

Grade 3 2009 Math – Open Response

Item#	0	1	2	3	4	SCH	Dist	State	Kind
35	17	7	76	0	0	80	78	67	Data Collection
11	2	98				98	94	91	Data Collection
32	7	93				93	89	78	Properties of Shapes
12	10	29	62	0	0	76	69	63	Symmetry
25	5	43	52	0	0	74	70	65	Measurement
23	19	81				81	75	75	Numbers
16	7	93				93	87	81	Numbers
14	31	29	40	0	0	55	51	51	Numbers
20	21	19	60	0	0	69	71	68	Patterns Relations Functions

Grade 4 2009 Math – Open Response

Item #	0	1	2	3	4	SCH	DIST	State	Kind
33	0	2	19	27	52	82	78	74	Inferences Predictions
12	40	60				60	56	59	Probability
36	4	19	19	21	38	67	68	71	Properties of Shapes
24	27	73				73	56	49	Measurem ent
4	0	6	25	10	58	80	76	70	Technique s and Tools
35	19	81				81	71	69	Computati on
5	15	85				85	70	72	Numbers
28	0	10	2	21	67	86	74	70	Operations
6	4	8	8	12	67	82	69	66	Patterns Relations Functions

Grade 5 2009 Math – Open Response

Item#	0	1	2	3	4	SCH	DIST	State	Kind
11	2	4	6	55	32	78	80	71	Inferences Predictions
27	6	17	30	32	15	58	57	50	Properties of Shapes
5	13	87				87	75	74	Symmetry
12	9	91				91	84	77	Technique s and Tools
25	9	11	9	53	19	66	63	60	Technique s and Tools
35	28	72				72	71	69	Computati on
13	11	2	11	23	53	77	71	71	Numbers
34	15	85				85	88	71	Patterns Relations Functions
23	0	2	0	23	74	93	88	84	Patterns Relations Functions

Grade 3 2009 ELA – Open Response

Item#	0	1	2	3	4	SCH	DIST	State	Kind
9	0	26	60	14	0	47	42	43	Fiction
34	2	57	38	2	0	35	35	34	Non-Fiction

Grade 4 2009 ELA – Open Response

Item#	0	1	2	3	4	SCH	DIST	State	Kind
9	2	17	50	30	0	52	48	48	Non-Fiction
17	0	26	35	28	11	56	47	48	Fiction
27	2	15	57	24	2	52	51	50	Dramatic Literature
36	0	17	74	9	0	48	54	53	Non-Fiction

Grade 5 2009 ELA – Open Response

Item#	0	1	2	3	4	SCH	DIST	State	Kind
9	0	9	74	15	2	53	57	56	Non-Fiction
17	6	26	51	15	2	45	52	50	Fiction
27	0	13	79	9	0	49	52	50	Non-Fiction
36	0	17	74	9	0	48	54	53	Poetry

The background of the slide is a solid dark blue color with a pattern of lighter blue diagonal lines that create a sense of depth and movement, radiating from the top right towards the bottom left.

Meeting the Needs of All Learners

Steps Taken

- District wide curriculum programs implemented
 - Harcourt Math (K-5)
 - ELA StoryTown (K-3) (Pilot grades 4 and 5)
- Four 40 minute specialists
- Common planning time (Two times a week)
- Common ELA blocks and Math blocks at most grade levels
- Introduction of morning meetings – Responsive Classroom
- Offering Professional Development in District

Steps Taken

- Increased our professional staff
- Increased in classroom staff with certification in General Ed. and Special Ed.
- Increased small group teaching in ELA and Math

Steps Taken

- Two Volunteer programs in ELA
- Tested to identify gifted and bright students
- Used Cluster grouping when making class lists
- Implemented Flexible grouping
- In grades 1,2 and 3 we have increased small group teaching to students on IEP's or struggling in a certain academic domain
- Purchase of classroom interactive system

Steps Taken

- Go Green – Communicate with Parents through the Hoover website, E-notices, Connect-Ed, Report cards and Conferences
- Early Drop-off and Education Stations
- Half –day Enrichment programs

Next Steps

- Connect district assessments, MCAS, DRA and DIBELS along with informal classroom assessments and report cards
 - Testwiz
- Continuing to look at and plan for the co-taught model
- Creating a menu model for projects
- Install three SmartBoards in grades K, 2 and 5
 - Hope to buy one more by the end of this year

Next Steps

- Create a parent resource section on our Hoover website
- Expand our volunteer program to include math, writing and academic enrichment
- Continue to increase professional personnel
- Train teachers in Grades 3,4 and 5 in how to administer the DRA and analyze the results

Next Steps

- Build “anchor papers” or exemplars of grade level work – fall, winter and spring
- Continue to build resources to be used by classroom teachers to meet the various learning styles as well as the range of learners in each classroom

Next Steps

- Topics for Future Faculty Meetings as well as Professional Development
 - Co-taught Model
 - Meeting the Needs of all Learners
 - Analyzing Assessments and Using the Information to Drive Instruction
 - Open Response questions
 - Using Technology as a tool
 - Writing
 - Science



Questions