

# HORACE MANN ELEMENTARY

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40 Damon Ave.  
Melrose, MA 02176

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## Explanation of the Spring 2011 MCAS Results

### *What is AYP?*

AYP (annual yearly progress) is a school and districts measure of how much progress they are making towards 100% of 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> graders scoring proficient or above on the Math and English Language Arts tests. This is to be achieved by 2014 in accordance with the federal *No Child Left Behind Act*. Student individual scores are converted into another score (CPI) and is then averaged together. This number needs to meet a set target for performance and/or improvement. When a school or district does not meet both the performance and improvement target they are considered not making AYP (see the AYP breakdown on the next page).

### *What does not making AYP mean for Horace Mann?*

Horace Mann School has always been and continues to be identified by the Massachusetts Department of Elementary and Secondary Education as a high performing school. Not making AYP **does not** mean that Horace Mann is a failing school (see previous sentence). It does identify that we need to be making more progress towards that 100% goal. One of the slides in the presentation shows our improvement scores since 2005.

Initial statewide numbers show a pattern of high performing schools not making AYP as we get closer to 2014. One statistic indicates that in 2010, 67% of schools statewide did not make AYP compared to 82% in 2011.

### *What's next for Horace Mann?*

We have already begun to implement a variety of new ideas that we believe will help Horace Mann show school-wide improvements. Some of these changes include block scheduling to allow for more flexible grouping of students and a more efficient way of analyzing student data in order to monitor individual student performance. More changes are outlined in the presentation.

This presentation has been shown to the school committee, parents at the parent MCAS results presentation, the HM school site council and at a recent PTO meeting. It breaks down the MCAS results in more detail. It identifies where we are doing well and where we need to improve. Teachers in grades 3, 4 and 5 have individual student MCAS results which they are using to tailor their instruction to help each student make progress.

MCAS results alone do not tell the whole story. It is one measure that we use with many others to make sure we are providing the best instruction possible for your children. We have an incredibly dedicated and collaborative staff, which I firmly believe will continue to move our school forward.

Please contact Mr. Strasnick if you have any other questions related to our MCAS results.

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Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Attendance		AYP 2011
	Did at least 95% of students participate in MCAS?		Did student group meet or exceed state performance target?		Did student group meet or exceed its own improvement target?		Did student group meet attendance (G1-8) or graduation rate target (G9-12)?		
ENGLISH LANGUAGE ARTS	Met Target	Actual	Met Target (95.1)	Actual	Met Target	Change from 2010	Met Target	Actual	AYP 2011
Aggregate	Yes	100	No	89.4	No	-0.9	Yes	96.5	No
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	72.0	-	-	-	-	-
Low Income	-	-	-	79.2	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	No	91.8	No	-0.7	Yes	96.5	No
MATHEMATICS	Met Target	Actual	Met Target (92.2)	Actual	Met Target	Change from 2010	Met Target	Actual	AYP 2011
Aggregate	Yes	100	No	82.4	No	-1.9	Yes	96.5	No
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	65.0	-	-	-	-	-
Low Income	-	-	-	64.6	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	No	85.3	No	-0.6	Yes	96.5	No

# Horace Mann Elementary School

2011 MCAS Results Parent  
Presentation

# Terminology

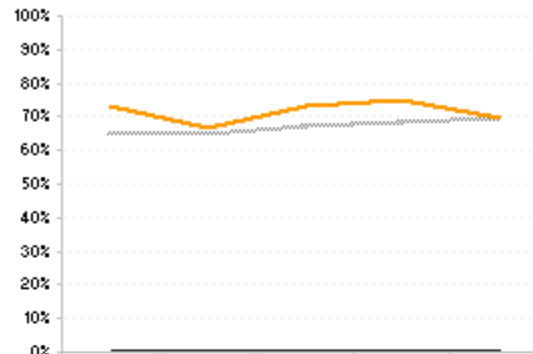
- English Language Arts (ELA): this portion of the test assesses students reading comprehension skills and writing skills (grade 4 only).
- Annual Yearly Progress (AYP): used to determine whether or not schools and districts are making progress towards 100% of students achieving proficient or above in reading and math by 2014. This will be changing in the coming years.
- Composite Performance Index (CPI): a score given to a student based on his/her scaled score on the MCAS used to measure school and district AYP.
- Student Growth Percentile (SGP): a student's growth is measured against every other student in Massachusetts that received the exact same scaled score the previous year. We look for growth that is 40 (moderate) or above in both Math and ELA (grades 4 and 5 only for elementary)
  - For example, an SGP of 40 means that he/she has grown at a faster rate than that of 40% of his/her peers who had the same score on last year's test.
  - When looking at a group of students we typically use the median (middle) score as it is a better measure than the average score.

# What to look for and understand...

- Trends
  - District, school, grade, classroom, and student
  - Typically 3 or more years constitutes a trend
- Comparisons to the state, other Melrose schools, other Mass. schools with similar demographics, and ourselves

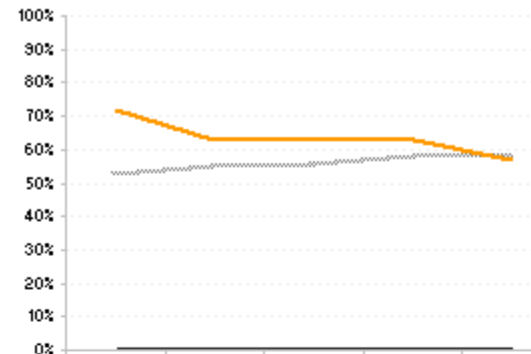
Percentage of Students Scoring At or Above Proficient

English Language Arts



	2007	2008	2009	2010	2011
<b>Horace Mann</b>	N 135 # 99 % 73%	N 140 # 93 % 66%	N 138 # 101 % 73%	N 137 # 103 % 75%	N 141 # 98 % 70%
<b>None</b>	N # %	N # %	N # %	N # %	N # %
<b>State</b>	N 506,516 # 333,093 % 66%	N 501,261 # 324,043 % 65%	N 499,025 # 335,085 % 67%	N 498,668 # 339,985 % 68%	N 497,258 # 345,235 % 69%

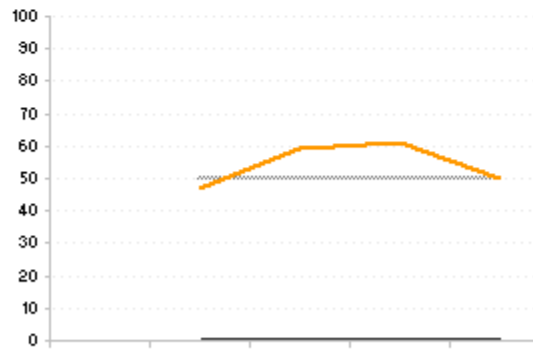
Mathematics



	2007	2008	2009	2010	2011
<b>Horace Mann</b>	N 135 # 97 % 72%	N 140 # 88 % 63%	N 138 # 88 % 64%	N 137 # 86 % 63%	N 141 # 80 % 57%
<b>None</b>	N # %	N # %	N # %	N # %	N # %
<b>State</b>	N 505,812 # 268,022 % 53%	N 501,976 # 276,955 % 55%	N 499,717 # 278,481 % 56%	N 498,632 # 289,591 % 58%	N 497,712 # 289,804 % 58%

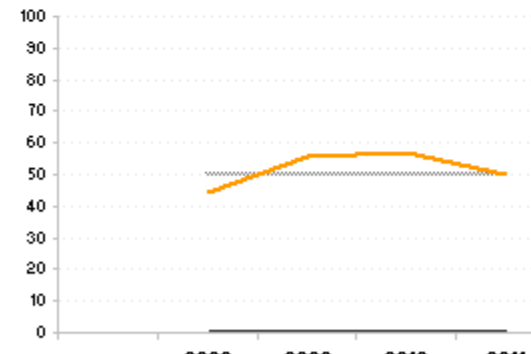
Median Student Growth Percentiles (SGP)

English Language Arts



	2008	2009	2010	2011
<b>Horace Mann</b>	N 91 SGP 47.0	N 87 SGP 59.0	N 90 SGP 61.0	N 95 SGP 50.0
<b>None</b>	N SGP	N SGP	N SGP	N SGP
<b>State</b>	N 329,788 SGP 50.0	N 396,371 SGP 50.0	N 396,078 SGP 50.0	N 396,182 SGP 50.0

Mathematics



	2008	2009	2010	2011
<b>Horace Mann</b>	N 91 SGP 44.0	N 87 SGP 56.0	N 90 SGP 57.0	N 95 SGP 50.0
<b>None</b>	N SGP	N SGP	N SGP	N SGP
<b>State</b>	N 330,279 SGP 50.0	N 397,572 SGP 50.0	N 396,662 SGP 50.0	N 396,115 SGP 50.0

# Horace Mann Highlights and Trends

## Grade 3

- Percentage of students scoring in the advanced and proficient categories on the ELA test:
  - 2006 to 2008 (-5%)
  - 2008 to 2011 (+5%)
- 2<sup>nd</sup> highest percentage of students in the advanced and proficient categories in ELA in Melrose (74%)

## Grade 4

- Percentage of students scoring in the advanced and proficient categories on the ELA test:
  - 2006 to 2008 (-2%)
  - 2008 to 2011 (+15%)
- Highest percentage of students in the advanced and proficient categories in Melrose on the ELA test (73%) and in the top 18% in Massachusetts.
- Highest Median Student Growth Percentile in Melrose for Math and the only school with a SGP over 60 (68)
- 2<sup>nd</sup> Highest Median Student Growth Percentile in ELA in Melrose (51)

## Grade 5

- English Language Arts Median Student Growth Percentile
  - 2008 to 2011 (+4.5%)
- Percentage of students scoring 2 or above on the ELA open response questions
  - 2008-2011 (+11%)

# Horace Mann Highlights and Trends Continued

## Multi-Grade Special Education Classroom

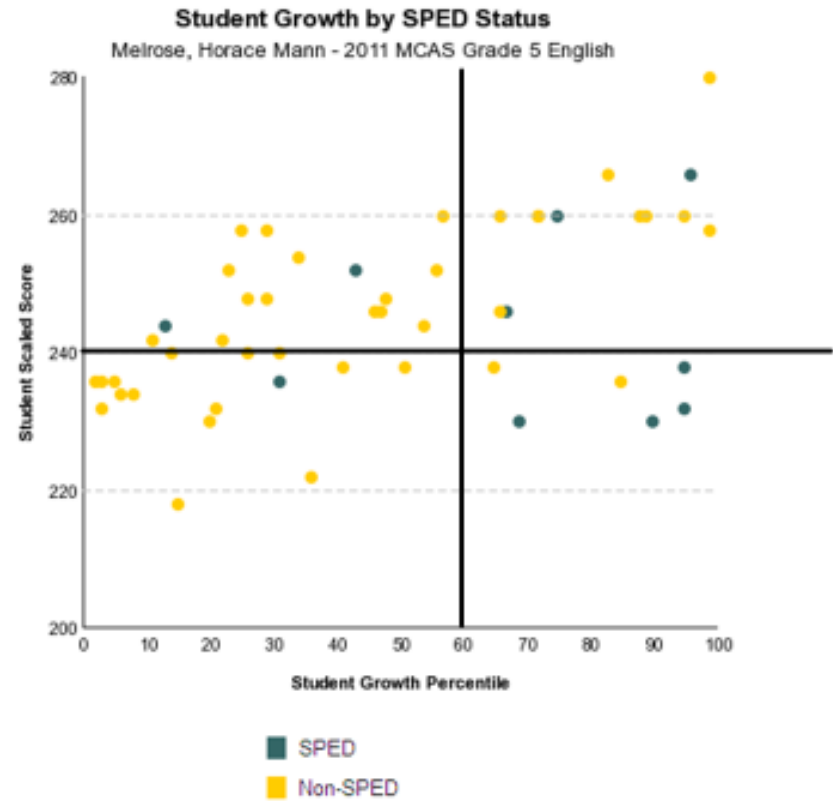
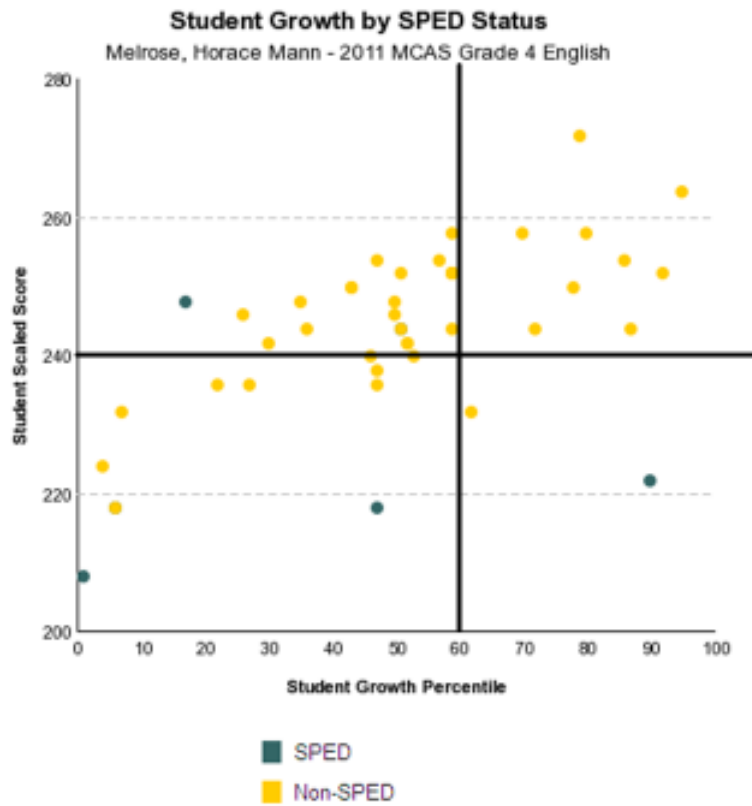
- Median SGP for ELA (95)
- Median SGP for Math (92)

## Grades 4 and 5 Combined

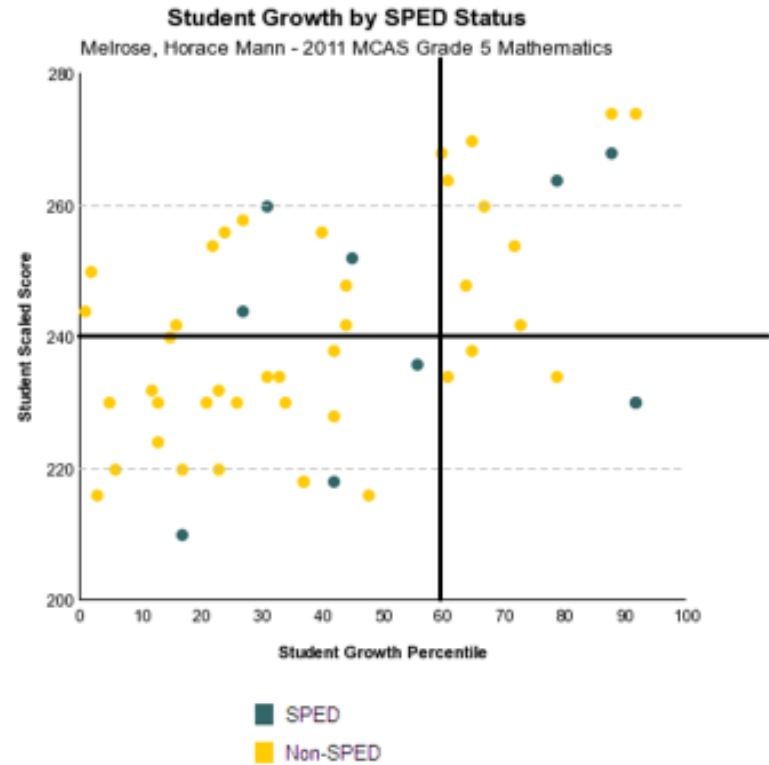
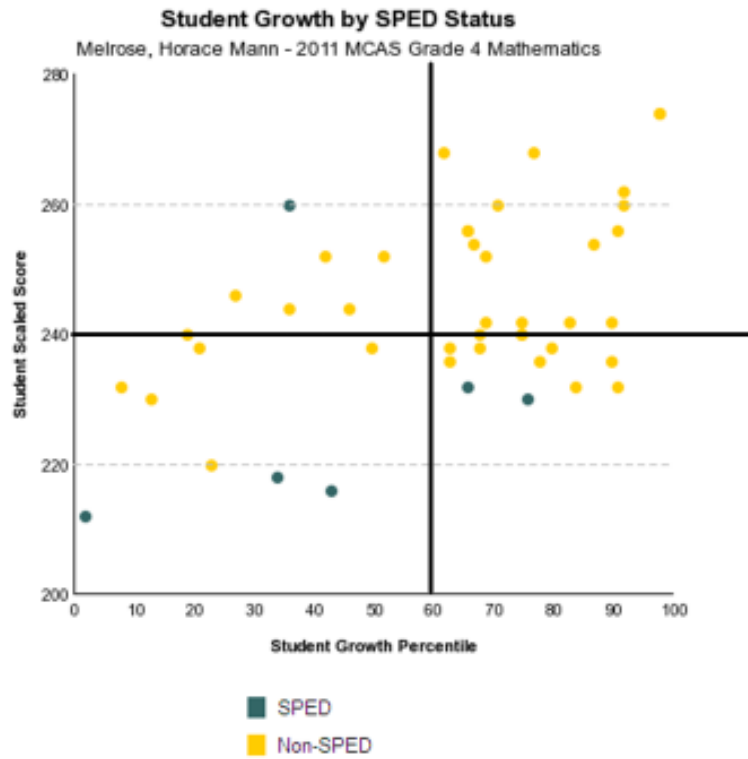
- Median SGP for ELA
  - 2008-2011 (+3)
- Median SGP for Math
  - 2008-2011 (+6)

The Massachusetts Department of Education continues to identify Horace Mann as a high performing school.

# ELA Scatter Plot



# Math Scatter Plot



# Horace Mann Challenges

- Improve overall percentage of students achieving advanced and proficient in Math.
- Improve overall student performance on open response questions in both Math and ELA.
- Overall CPI scores have either slightly increased or decreased in both Math and ELA since 2008.
- Percent of fifth grade students achieving advanced or proficient in Science decreased from 2010.
- Overall SGP for students in grade 5 decreased in both ELA and Math from 2010.

# CPI Improvement Category Trends

	2005	2006	2007	2008		2009	2010	2011
ELA	-2.6 NO	-4.3 NO	3.5 YES	-3.1 NO		2.4 YES	0.8 YES	-1.9 NO
Math	-1.6 NO	-5.1 NO	3.4 YES	-2.4 NO		-0.4 NO	-0.5 NO	-0.9 NO

# Next Steps for Horace Mann

- Math across all grades is an area that needs the most attention.
  - Understanding fractions and responding to open response questions is going to be a focus this year. Teachers will be identifying areas where supplemental materials and lessons will be needed.
- We need to support student growth, especially in fifth grade, by improving our ability to progress monitor.
  - Teachers will meet by grade levels once a month to only focus on analyzing student data in the area of math.
  - There will be a heightened focus on current fifth grade students who had a student growth percentile of less than 40 and who scored below proficient (see scatter plot).
  - Targeted professional development and support from the math coach for specific grades.
- Creation of Content Area Leadership Teams
  - Leadership teams have been created for Reading, Math, Writing, and Science.
  - Teams meet once a month after school and will produce a final product that will be utilized by our staff to improve overall instruction.
  - There will be a specific focus on analyzing standards, identifying best practices, and developing supplemental lessons where needed.
- Structured sessions for looking at student work in the area of math problem solving questions
  - All teachers will meet once a month together and by grade spans (k-2 and 3-5).
  - We will be utilizing the Atlas protocol for looking at student work and analyzing data, which was developed by the National School Reform Faculty in conjunction with Harvard University's Project Zero.

# Next Steps for Horace Mann Continued

- Targeted use of the Symphony Math and Number Worlds Math Programs
- Full implementation of the Daily 5 system for reading instruction in grades K-3 by the spring of 2012.
- SMART goals for all staff and students with specific goals focused on improving student achievement.
- Provide training for new staff around the co-teaching model of instruction.
- Capitalize on the successes in our multi-grade special education classroom by utilizing resources and teaching strategies for our students with special needs in our general education classrooms.
- Block scheduling which allows for more flexible student groupings.
- Continued analysis of the MCAS data to determine specific goals for our students with special needs.