



Acushnet Public Schools

Data Analysis Report

2011 MCAS

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Overview

Analyzing test data is essential to the improvement and overall success of our academic programs. This district wide testing report is offered to the schools and community in an effort to compile test information in one central document to facilitate the improvement of instruction and student achievement.

As you can see from the MCAS Improvement Process chart on the following page, the MCAS directly impacts the decisions the Acushnet Public Schools makes concerning curriculum, instruction, professional development, school budgets, and academic support for students. This whole process is undertaken with the main goal of increasing student achievement.

Teachers analyze the MCAS data (along with other data) in order to identify student weaknesses with certain concepts. Once these weaknesses are identified, teachers seek to address them by reevaluating their teaching strategies when teaching these concepts, altering the curriculum, and focusing interventions for students in need. This process is enhanced through collaboration in frequent subject area/grade level team meetings.

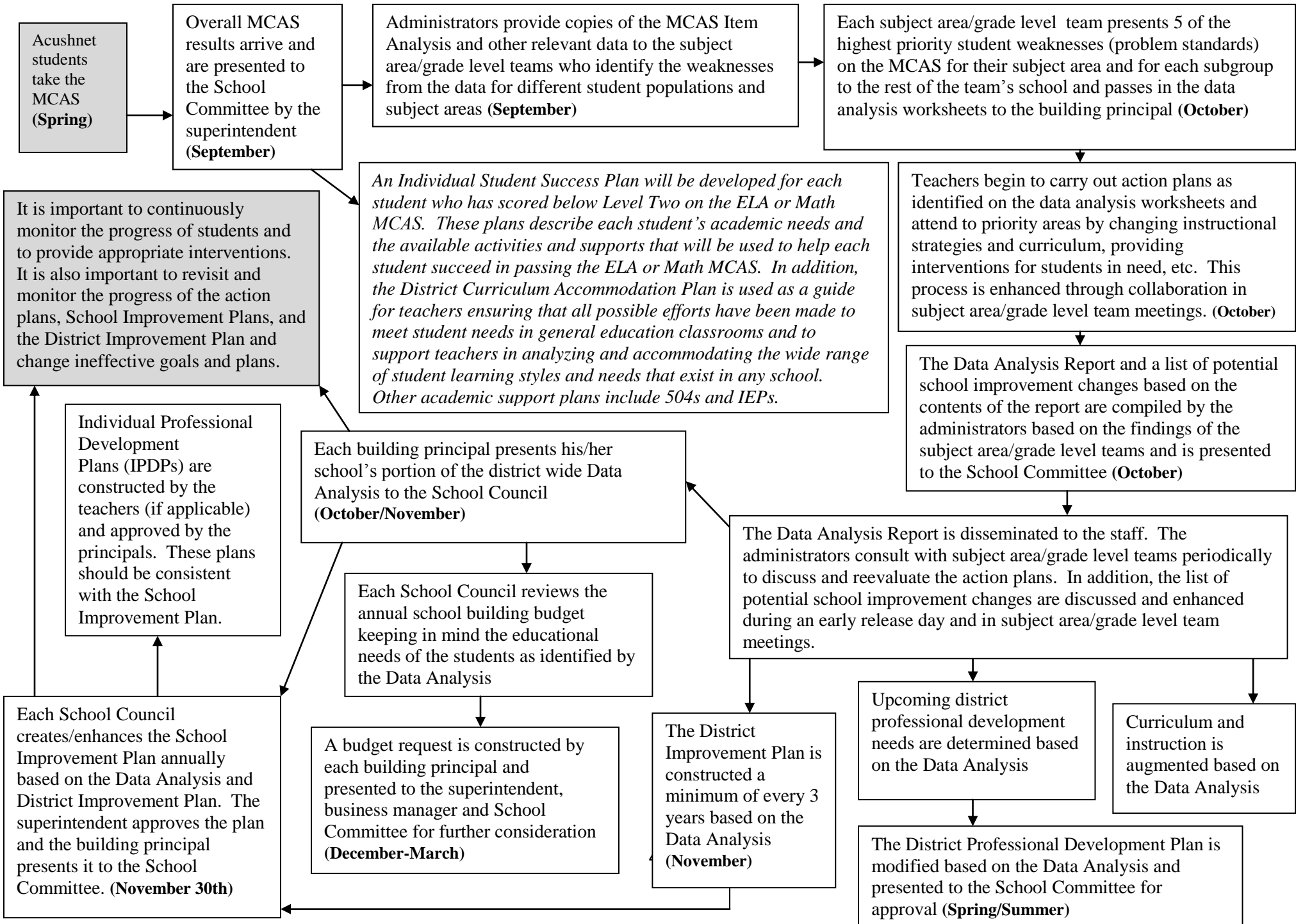
Professional development is often targeted to specifically address the areas that need improvement as identified by the MCAS and other forms of data.

School budget requests by the building principals are made with the thought of adding certain instructional supplies and materials, additional personnel, etc. in order to raise MCAS scores and to enhance overall student learning (especially in areas that need to be addressed).

Student success plans are developed for each student who has scored below a Level Two on the ELA or Math MCAS. Each plan describes a student's academic needs and offers strategies to meet these needs.

Finally, the contents and findings of this report greatly influence the school and district improvement plans.

ACUSHNET PUBLIC SCHOOLS MCAS IMPROVEMENT PROCESS



Data Analysis & Action Plans

The Acushnet Public Schools Data Analysis is a problem solving method aimed at identifying the most pervasive educational problems that negatively impact the student achievement of Acushnet students. Once identified, Acushnet educators attempt to correct or eliminate the root causes of the educational problems. By taking corrective measures, it is our hope that the likelihood of educational problems related to student achievement will be minimized.

This method of data analysis was first used at the Albert F. Ford Middle School for the 2004 MCAS tests and used district wide beginning with the 2006 MCAS tests.

In September/October of 2011, subject area and grade level teams at both schools met to review the MCAS data. The administration disseminated copies of the MCAS Item Analysis by subgroup (Aggregate, Special Education, and Low Income) and Item by Item Results to subject area/grade level teams. Special education teachers specifically analyzed the test data for the Special Education subgroup.

These teacher teams identified student weaknesses from the MCAS data for different student populations and subject areas. Upon completion, each subject area/grade level team presented to the staff the three test standards from the 2011 MCAS with the lowest % correct vs. the state and the three test standards with the highest % correct vs. the state. The subject area/grade level teams also presented action plans that will seek to address the identified problem areas for each test administered. School administrators later consolidated all of the data analysis worksheets for this district wide report.

MATHEMATICS ANALYSIS & ACTION PLANS

Academic Subject: Mathematics

Grade Level: 3

Student Population Analyzed: Aggregate

3 Test Standards from the 2011 MCAS with the lowest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-17	Geometry	Locations and Spatial Relationships	Specify locations and describe spatial relationships using coordinate geometry and other representational systems (3.G.1, 3.G.6)
-11	Measurement	Measurable Attributes and Measurement Systems	Understand measurable attributes of objects and the units, systems, and processes of measurement (3.M.1, 3.M.2, 3.M.4)
-11	Geometry	Properties of Shapes	Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships (3.G.1, 3.G.2, 3.G.4, 3.G.6)
-3	Number Sense and Operations	Numbers	Understand numbers, ways of representing numbers, relationships among numbers, and number systems (3.N.1, 3.N.2, 3.N. 4)
-3	Patterns, Relations, and Algebra	Symbols	Represent and analyze mathematical situations and structures using algebraic symbols (3.P.1, 3.P.2, 3.P.4)

3 MCAS Standards from the 2011 MCAS with the highest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
9	Geometry	Transformations and Symmetry	Apply transformations and use symmetry to analyze mathematical situations . (3.G.1, 3.G.6, 3.G.7)
4	Patterns, Relations, and Algebra	Patterns, Relations, and Functions	Understand patterns, relations, and functions (3.P.3, 3.P.4)
-2	Data Analysis, Statistics, and Probability	Data Collection	Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them . (3.D.1, 3.D.2)
-2	Data Analysis, Statistics, and Probability	Inferences and Predictions	Develop and evaluate inferences and predictions that are based on data (3.D.3, 3.D.4)
-2	Measurement	Techniques and Tools	Apply appropriate techniques, tools, and formulas to determine measurements (3.M.5)

Action plan to address the problem standards (should include suggested curriculum modifications, professional development implications, etc.):

- Revise/Edit Scope and Sequence for Math Curriculum across the grades.
- Vertical articulation via Math CORE Curriculum Committee.
- More complex geometric practice (i.e. find letters with parallel lines).
- Unified basic math facts approach.
- Review learned skills with the help of Heads Up workbooks.
- Increase hands-on measurement activities and introduce students early to MCAS rulers.
- Unified instructional practices across the grade level.

Academic Subject: Mathematics

Grade Level: 3

Student Population Analyzed: Low Income

3 Test Standards from the 2011 MCAS with the lowest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-18	Geometry	Locations and Spatial Relationships	Specify locations and describe spatial relationships using coordinate geometry and other representational systems (3.G.1, 3.G.6)
-11	Geometry	Properties of Shapes	Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships (3.G.1, 3.G.2, 3.G.4, 3.G.6)
-10	Measurement	Measurable Attributes and Measurement Systems	Understand measurable attributes of objects and the units, systems, and processes of measurement (3.M.1, 3.M.2, 3.M.4)

3 MCAS Standards from the 2011 MCAS with the highest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
6	Geometry	Transformations and Symmetry	Apply transformations and use symmetry to analyze mathematical situations (3.G.1, 3.G.6, 3.G.7)
2	Patterns, Relations, and Functions	Patterns, Relations, and Functions	Understand patterns, relations, and functions (3.P.3, 3.P.4)
-7	Data Analysis, Statistics, and Probability	Data Collection	Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them (3.D.1, 3.D.2)

Action plan to address the problem standards (should include suggested curriculum modifications, professional development implications, etc.):

- Revise/Edit Scope and Sequence for Math Curriculum across the grades.
- Vertical articulation via Math CORE Curriculum Committee.
- More complex geometric practice (i.e. find letters with parallel lines).
- Unified basic math facts approach.
- Review learned skills with the help of Heads Up workbooks.
- Increase hands-on measurement activities and introduce students early to MCAS rulers.
- Unified instructional practices across the grade level.

Academic Subject: Mathematics

Grade Level: 3

Student Population Analyzed: Special Education

3 Test Standards from the 2011 MCAS with the lowest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-28	Geometry	Locations and Spatial Relationships	Specify locations and describe spatial relationships using coordinate geometry and other representational systems (3.G.1, 3.G.6)
-19	Measurement	Measurable Attributes and Measurement Systems	Understand measurable attributes of objects and the units, systems, and processes of measurement (3.M.1, 3.M.2, 3.M.4)
-17	Geometry	Properties of Shapes	Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships (3.G.1, 3.G.2, 3.G.4, 3.G.6)

3 MCAS Standards from the 2011 MCAS with the highest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
+14	Geometry	Transformations and Symmetry	Apply transformations and use symmetry to analyze mathematical situations (3.G.6)
-3	Patterns, Relations and Algebra	Patterns, Relations, and Functions	Understand patterns, relations, and functions (3.P.1, 3.P.2, 3.P.4)
-5	Data Analysis, Statistics, and Probability	Inferences and Predictions	Develop and evaluate inferences and predictions that are based on data (3.D.3)

Action plan to address the problem standards (should include suggested curriculum modifications, professional development implications, etc.):

- Revise/Edit Scope and Sequence for Math Curriculum across the grades.
- Vertical articulation via Math CORE Curriculum Committee.
- More complex geometric practice (i.e. find letters with parallel lines).
- Unified basic math facts approach.
- Review learned skills with the help of Heads Up workbooks.
- Increase hands-on measurement activities and introduce students early to MCAS rulers.
- Unified instructional practices across the grade level.

Academic Subject: Mathematics

Grade Level: 4

Student Population Analyzed: Aggregate

3 Test Standards from the 2011 MCAS with the lowest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-4	Geometry	Transformations and Symmetry	Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships (4G.7-4G.9)
-3	Measurement	Techniques and Tools	Understand measurable attributes of objects and the units, systems, and processes of measurement (4M1,2,5)
-3	Patterns, Relations and Algebra	Symbols	Understand patterns, relations, and functions (4P.1-4P.3)

3 MCAS Standards from the 2011 MCAS with the highest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
6	Number Sense	Numbers	Understand numbers, ways of representing numbers, relationships among numbers, and number systems (4N.1, 4N.2, 4N.6, 4N.16)
4	Data Analysis Statistics and Probability	Probability	Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them (4D.4-4D.6)
2	Patterns, Relations, and Algebra	Patterns, Relations, and Functions	Understand patterns, relations, and functions (4P.1-4P.6)

Action plan to address the problem standards (should include suggested curriculum modifications, professional development implications, etc.):

- Revise/Edit Scope and Sequence for Math Curriculum across the grades (ALL) with unified instructional practices
- Vertical articulation for implementation of Common Core Standards
- Geometry and Measurement Supplement/Materials for Scott Foresman program (Geometry and Measurement)
- Heads-Up Workbook (Algebraic Thinking/Variables)
- Accelerated Math (Updated libraries with access to other grade level libraries) (ALL)

- Grade-wide math bulletin boards that focus in on specific areas of Math with vocabulary (Math Vocabulary)
- Use of rulers for measuring and protractors for making various angles and polygons in lower grades.(Measurement/Geometry)
- Groundworks for the Algebraic thinking (Symbols)

Academic Subject: Mathematics

Grade Level: 4

Student Population Analyzed: Special Education

3 Test Standards from the 2011 MCAS with the lowest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-23	Number Sense and Operations	Models	Understand numbers, ways of representing numbers, relationships among numbers, and number systems (4N.2, 4N.18)
-22	Number Sense and Operations	Operations	Understand numbers, ways of representing numbers, relationships among numbers, and number systems (4N.3-5, 8-10, 12-15,17)
-21	Measurement	Techniques and Tools	Understand measurable attributes of objects and the units, systems, and processes of measurement (4M.1,2,5)
-21	Number Sense and Operations	Patterns, Relations, and Functions	Understand numbers, ways of representing numbers, relationships among numbers, and number systems (4N.7)
-21	Number Sense and Operations	Symbols	Understand numbers, ways of representing numbers, relationships among numbers, and number systems (4N.18)

3 MCAS Standards from the 2011 MCAS with the highest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-5	Data Analysis, Statistics, and Probability	Statistical Methods	Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them (4D.1-3)
-7	Data Analysis, Statistics, and Probability	Data Collection	Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them (4D.1-.3)
-8	Data Analysis, Statistics, and Probability	Probability	Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them (4D.4-.6)

Action plan to address the problem standards (should include suggested curriculum modifications, professional development implications, etc.):

- Revise/Edit Scope and Sequence for Math Curriculum across the grades (ALL) with unified instructional practices
- Vertical articulation for implementation of Common Core Standards
- Geometry and Measurement Supplement/Materials for Scott Foresman program (Geometry and Measurement)
- Heads-Up Workbook (Algebraic Thinking/Variables)
- Accelerated Math (Updated libraries with access to other grade level libraries) (ALL)
- Grade-wide math bulletin boards that focus in on specific areas of Math with vocabulary (Math Vocabulary)
- Use of rulers for measuring and protractors for making various angles and polygons in lower grades.(Measurement/Geometry)
- Groundworks for the Algebraic thinking (Symbols)

Academic Subject: Mathematics
Grade Level: 4
Student Population Analyzed: Low Income

3 Test Standards from the 2011 MCAS with the lowest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-17	Geometry	Transformations and Symmetry	Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships (4G.7-.9)
-15	Measurement	Techniques and Tools	Understand measurable attributes of objects and the units, systems, and processes of measurement (4M.1,.2,.5)
-14	Number Sense and Operations	Operations	Understand numbers, ways of representing numbers, relationships among numbers, and number systems (4N.3-.5,.8-.10,.12-.15,17)

3 MCAS Standards from the 2011 MCAS with the highest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-1	Data Analysis, Statistics, and Probability	Probability	Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them (4D.4,.5,.6)
-2	Number Sense and Operations	Numbers	Understand numbers, ways of representing numbers, relationships among numbers, and number systems (4M.1,.2,.5)
-5	Number Sense and Operations	Computation	Understand numbers, ways of representing numbers, relationships among numbers, and number systems 4N.3-.5, .8,.10-.15)

Action plan to address the problem standards (should include suggested curriculum modifications, professional development implications, etc.):

- Revise/Edit Scope and Sequence for Math Curriculum across the grades (ALL) with unified instructional practices
- Vertical articulation for implementation of Common Core Standards
- Geometry and Measurement Supplement/Materials for Scott Foresman program (Geometry and Measurement)
- Heads-Up Workbook (Algebraic Thinking/Variables)
- Accelerated Math (Updated libraries with access to other grade level libraries) (ALL)
- Grade-wide math bulletin boards that focus in on specific areas of Math with vocabulary (Math Vocabulary)
- Use of rulers for measuring and protractors for making various angles and polygons in lower grades.(Measurement/Geometry)
- Groundworks for the Algebraic thinking (Symbols)

Academic Subject: Mathematics

Grade Level: 5

Student Population Analyzed: Aggregate

3 Test Standards from the 2011 MCAS with the lowest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
+ 1	Geometry	Transformations and Symmetry	Identify and draw shapes and figures from different views/perspectives. 5.G.5
+ 2	Patterns Relations & Algebra	Symbols	Use physical models to investigate and describe how a change in one variable affects a second variable. Use models to develop understanding of slope as constant rate of change. Model situations with proportional relationships and solve problems. 5.P.1, 5.P.4
+ 3	Patterns Relations & Algebra	Models	Use physical models to investigate and describe how a change in one variable affects a second variable. Use models to develop understanding of slope as constant rate of change. Model situations with proportional relationships and solve problems. 5.P.5, 5.P.4
+ 3	Data Analysis, Statistics & Probability	Data Collection	Generate and group data, record the data using frequency tables and interpret the tables. Select, create and use appropriate graphical representations of data, including histograms, box plots, and scatter plots. 5.D.2

3 MCAS Standards from the 2011 MCAS with the highest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
+ 18	Data Analysis, Statistics, and Probability	Inferences and Predictions	Compare different representations of the same data and evaluate how well each representation shows important aspects of the data. 5.D.2
+ 15	Data Analysis, Statistics, and Probability	Statistical Methods	Generate and group data, record the data using frequency tables and interpret the tables. Select, create, and use appropriate graphical representations of data, including histograms, box plots, and scatter plots.
+13	Number Sense and Operations	Computation	Accurately and efficiently add and subtract whole numbers and positive decimals. Multiply and divide (using double digit divisors) whole numbers. Multiply positive decimals with whole numbers. Accurately and efficiently add and subtract positive fractions and mixed numbers with like denominators and with unlike denominators (2, 4, 5, 10 only); multiply positive fractions with whole numbers. Simplify fractions in cases when both the numerator and the denominator have 2, 3, 4, 5, or 10 as a common factor. 5.N.12 5.N.12

Action plan to address the problem standards (should include suggested curriculum modifications, professional development implications, etc.):

- Focus more effort and time in the curriculum for algebra concepts, which are difficult for students at this developmental level.
- Transformations and symmetry require mastery of difficult vocabulary. This will be addressed through a four-square vocabulary approach.
- More practice in creating graphs will be incorporated into the Academic period and MCAS prep periods.

Academic Subject: Mathematics

Grade Level: 5

Student Population Analyzed: Low Income

3 Test Standards from the 2011 MCAS with the lowest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-17	Data Analysis, Statistics & Probability	Data Collection	Generate and group data using frequency tables and interpret the tables. Select, create, and use appropriate graphical representations of data, including histograms, box plots, and scatter plots. 5.D.2
-10	Patterns Relations & Algebra	Symbols	Use physical models to investigate and describe how a change in one variable affects a second variable. Use models to develop understanding of slope as constant rate of change. Model situations with proportional relationships and solve problems. 5.P.1 5.P.4
-9	Geometry	Transformations and Symmetry	Identify and draw shapes and figures from different views/perspectives. 5.G.5

3 MCAS Standards from the 2011 MCAS with the highest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
+1	Number Sense and Operations	Operations	Accurately and efficiently add and subtract whole numbers and positive decimals. Multiply and divide (using double digit divisors) whole numbers. Multiply positive decimals with whole numbers. Accurately and efficiently add and subtract positive fractions and mixed numbers with like denominators and with unlike denominators (2, 4, 5, 10 only); multiply positive fractions with whole numbers. Simplify fractions in cases when both the numerator and the denominator have 2, 3, 4, 5, or 10 as a common factor. 5.N.12 5.N.12
+2	Data Analysis, Statistics, and Probability	Inferences and Predictions	Compare different representations of the same data and evaluate how well each representation shows important aspects of the data. 5.D.2
+1	Data Analysis, Statistics, and Probability	Statistical Methods	Generate and group data, record the data using frequency tables and interpret the tables. Select, create, and use appropriate graphical representations of data, including histograms, box plots, and scatter plots. 5.D.1

Action plan to address the problem standards (should include suggested curriculum modifications, professional development implications, etc.):

- Focus more effort and time in the curriculum for algebra concepts, which are difficult for students at this developmental level.
- Transformations and symmetry require mastery of difficult vocabulary. This will be addressed through a four-square vocabulary approach.
- More practice in creating graphs will be incorporated into the Academic period and MCAS prep periods.
- Use Answer Key to Open Response to analyze open response questions.

Academic Subject: Mathematics

Grade Level: Grade 5

Student Population Analyzed: Special Education

3 Test Standards from the 2011 MCAS with the lowest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-20	Data Analysis, Statistics, & Probability	Data Collection	Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them, select and use appropriate statistical methods to analyze data, develop and evaluate inferences and predictions that are based on data, and understand and apply basic concepts of probability. 5.D.1
-17	Geometry	Locations & Spatial Relationships	Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships, specify locations and describe spatial relationships using coordinate geometry and other representational systems, apply transformations and use symmetry to analyze mathematical situations, and use visualization, spatial reasoning, and geometric modeling to solve problems. 5.G.3, 5.G.4
-13	Patterns, Relations, & Algebra	Symbols	Understand patterns, relations, and functions, represent and analyze mathematical situations and structures using algebraic symbols, and use mathematical models to represent and understand quantitative relationships. 5.P.1- 5.P.4

3 MCAS Standards from the 2011 MCAS with the highest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-2	Number Sense & Operations	Numbers	Understand numbers, ways of representing numbers, relationships among numbers, and number systems, Understand meanings of operations and how they relate to one another, and compute fluently and make reasonable estimates. 5.N.1- 5.N.7
-2	Number Sense & Operations	Operations	Understand numbers, ways of representing numbers, relationships among numbers, and number systems, Understand meanings of operations and how they relate to one another, and compute fluently and make reasonable estimates. 5.N.8- 5.N.14
-3	Data Analysis,	Inferences &	Formulate questions that can be addressed with data and collect, organize, and display relevant

	Statistics, & Probability	Predictions	data to answer them, select and use appropriate statistical methods to analyze data, develop and evaluate inferences and predictions that are based on data, and understand and apply basic concepts of probability. 5.D.3
-4	Geometry	Properties of Shapes	Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships, specify locations and describe spatial relationships using coordinate geometry and other representational systems, apply transformations and use symmetry to analyze mathematical situations, and use visualization, spatial reasoning, and geometric modeling to solve problems. 5.G.1, 5.G.2, 5.G.5-5.G.7

Action plan to address the problem standards (should include suggested curriculum modifications, professional development implications, etc.):

- Use more real life data. Have students collect their own data over a short amount of time. In a small group, discuss the data and compare the data with peers.
- Complete more examples with algebraic symbols throughout the school year after the lesson has been introduced.
- Focus more time on AM. For students struggling with AM, work one-on-one or small group whenever time allows.
- Using Singapore’s Model Drawing, revisit these topics in short word problems. This will allow review on topics, as well as the word problem format for the MCAS test.

Academic Subject: Mathematics

Grade Level: 6

Student Population Analyzed: Aggregate

3 Test Standards from the 2011 MCAS with the lowest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-16	Patterns, Relations, and Algebra	Change	Analyze change in various contexts 6.P.5 6.P.4
-8	Measurement	Techniques and Tools	Apply appropriate techniques, tools, and formulas to determine measurements 6.M.1
-4	Geometry	Visualization and Models	Use visualization, spatial reasoning, and geometric modeling to solve problems 6.G.6.

3 MCAS Standards from the 2011 MCAS with the highest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
9	Geometry	Transformations and Symmetry	Apply transformations and use symmetry to analyze mathematical situations 6.G.6 6.G.7 6.G.8
6	Patterns, Relations, and Algebra	Symbols	Represent and analyze mathematical situations and structures using algebraic symbols 6.P.4
5	Geometry	Properties of Shapes	Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships 6.G.1.

Action plan to address the problem standards (should include suggested curriculum modifications, professional development implications, etc.):

- Utilize the Accelerated Math Period 8:15 – 8:40 everyday and Math MCAS on day 3 and 6 to work in small groups with students who were needs improvement and warning
- Revise curriculum to address techniques and tools
- Utilize 7th and 8th math tutors to work one on one with students who need extra help with math
- Using a new plan to improve open response questions and sharing open response plan with specialists
- 6th grade teachers should be analyzing 5th grade MCAS results to help current students
- Use more specific results to better analyze MCAS data

Academic Subject: Mathematics

Grade Level: 6

Student Population Analyzed: Low Income

3 Test Standards from the 2011 MCAS with the lowest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-17	Geometry	Visualization and Models	Use visualization, spatial reasoning, and geometric modeling to solve problems 6.G.6.
-17	Measurement	Techniques and Tools	Apply appropriate techniques, tools, and formulas to determine measurements 6.M.1
-14	Patterns, Relations, and Algebra	Change	Analyze change in various contexts 6.P.7

3 MCAS Standards from the 2011 MCAS with the highest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
7	Geometry	Transformations and Symmetry	Apply transformations and use symmetry to analyze mathematical situations 6.G.6 6.G.7 6.G.8
5	Geometry	Properties of Shapes	Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships 6.G.1.
-1	Data Analysis, Statistics, and Probability	Probability	Understand and apply basic concepts of probability 6.D.4

Action plan to address the problem standards (should include suggested curriculum modifications, professional development implications, etc.):

- Utilize the Accelerated Math Period 8:15 – 8:40 everyday and Math MCAS on day 3 and 6 to work in small groups with students who were needs improvement and warning
- Revise curriculum to address visualizations, models, techniques, and tools
- Utilize 7th and 8th math tutors to work one on one with students who need extra help with math

Academic Subject: Mathematics

Grade Level: 06

Student Population Analyzed: Special Education

3 Test Standards from the 2011 MCAS with the lowest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-46	Patterns, Relations, and Algebra	Models	Use mathematical models to represent and understand quantitative relationships (6.P.5; 6.P.6)
-44	Data Analysis, Statistics, and Probability	Probability	Understand and apply basic concepts of probability (6.G.6; 6.G.7)
-43	Patterns, Relations, and Algebra	Change	Analyze change in various contexts (6.P.7)

3 MCAS Standards from the 2011 MCAS with the highest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-11	Geometry	Transformations and Symmetry	Apply transformations and use symmetry to analyze mathematical situations (6.G.6; .6.G.7)
-18	Geometry	Properties of Shapes	Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships (6.G.1; 6.G.2)
-19	Patterns, Relations, and Algebra	Symbols	Represent and analyze mathematical situations and structures using algebraic symbols (6.P.2)

Action plan to address the problem standards (should include suggested curriculum modifications, professional development implications, etc.):

- Target AM objectives to lower scoring areas
- Apply probability to real life experiences, teach probability in rules and games (dice)
- Provide more visuals/manipulatives to provide models
- Allow students to have more practice in the areas of weakness

Academic Subject: Mathematics

Grade Level: 7

Student Population Analyzed: Aggregate

3 Test Standards from the 2011 MCAS with the lowest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-20	Patterns, Relations, and Algebra	Models	Solve linear equations using models. (7.P.4) Use linear equations to model and analyze problems involving proportional relationships (7.P.6)
-14	Patterns, Relations, and Algebra	Symbols	Extend, represent, analyze and generalize a variety of patterns with symbolic expressions (7.P.1) Create and use symbolic expression for linear relationships and relate them to verbal, tabular, and graphical representations. (7.P.3)
-12	Number Sense and Operations	Operations	Extend the Order of Operations to include positive integer exponents (7.N.5) Use the inverse relationships of addition and subtraction, and of multiplication and division, to simplify and solve problems (7.N.6) Select and use appropriate operations to solve problems with rational numbers (including negatives) (7.N.9)

3 MCAS Standards from the 2011 MCAS with the highest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
+5	Data Analysis, Statistics, and Probability	Data Collection	Select, create, interpret and utilize graphical representation of data including circle graphs, Venn diagrams, stem-and-leaf plots, tables, and charts (7.D.1) Use mean, median, mode, and range to compare different sets of data (7.D.2)
+4	Data Analysis, Statistics, and Probability	Statistical Methods	Find, describe, and interpret appropriate measures of central tendency (mean, median, mode) and spread (range) that represent a set of data (7.D.2)
+4	Patterns, Relations, and Algebra	Change	Create and use symbolic expressions for linear relationships and relate them to verbal, tabular, and graphical representations(7.P.3)

Action plan to address the problem standards (should include suggested curriculum modifications, professional development implications, etc.):

- Utilize Accelerated Math during MCAS prep time to address weakness in number sense and operations
- Revise curriculum to address weaker areas such as patterns, relations, and algebra
- Recruit 8th grade peer tutors to assist students after school for one to one instruction
- All subject areas will score assessments in the form of a fraction to continue practice of number sense strand

Academic Subject: Mathematics

Grade Level: 7

Student Population Analyzed: Low Income

3 Test Standards from the 2011 MCAS with the lowest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-24	Patterns, Relations, and Algebra	Symbols	Extend, represent, analyze and generalize a variety of patterns with symbolic expressions (7.P.1) Create and use symbolic expression for linear relationships and relate them to verbal, tabular, and graphical representations. (7.P.3)
-23	Patterns, Relations, and Algebra	Models	Solve linear equations using models. (7.P.4) Use linear equations to model and analyze problems involving proportional relationships (7.P.6)
-19	Geometry	Visualization and Models	Analyze, apply, and explain the relationship between the number of sides and the sums of the interior angle measures of polygons (7.G.1)

3 MCAS Standards from the 2011 MCAS with the highest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
+2	Geometry	Locations and Spatial Relationships	Classify figures in terms of congruence and similarity and apply these relationships to the solution of problems (7.G.2) Predict the results of translations and reflections of figures on unmarked or coordinate planes and draw the transformed figure (7.G.6)
-1	Patterns, Relations, and Algebra	Patterns, Relations, and Functions	Evaluate simple algebraic expressions for given variable values (7.P.2) Identify, describe and analyze linear relationships between two variables. Compare positive rate of change. (7.P.5)
-2	Data Analysis, Statistics, and Probability	Statistical Methods	Select, create, interpret and utilize graphical representation of data including circle graphs, Venn diagrams, stem-and-leaf plots, tables, and charts (7.D.1)

Action plan to address the problem standards (should include suggested curriculum modifications, professional development implications, etc.):

- Utilize Accelerated Math during MCAS prep time to address weakness in number sense and operations
- Revise curriculum to address weaker areas such as patterns, relations, and algebra
- Recruit 8th grade peer tutors to assist students after school for one to one instruction
- Utilize more hands on activities and multiple representations of geometric figures

Academic Subject: Mathematics

Grade Level: 7

Student Population Analyzed: Special Education

3 Test Standards from the 2011 MCAS with the lowest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-33	Number Sense and Operations	Computation	Students engage in problem solving, communicating, reasoning, connecting, and representing 7.N.7, 7.N.6, 7.N.5
-33	Number Sense and Operations	Operations	Students engage in problem solving, communicating, reasoning, connecting, and representing 7.N.9
-29	Data Analysis, Statistics, and Probability	Statistical Methods	Students engage in problem solving, communicating, reasoning, connecting, and representing 7.D.2
-29	Geometry	Properties of Shapes	Students engage in problem solving, communicating, reasoning, connecting, and representing 7.G.2, 7.G.7
-27	Measurement	Techniques and Tools	Students engage in problem solving, communicating, reasoning, connecting, and representing. 7.M.1

3 MCAS Standards from the 2011 MCAS with the highest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-10	Geometry	Visualization and models	Students engage in problem solving, communicating, reasoning, connecting, and representing 7.G.6
-12	Data Analysis, Statistics, and Probability	Data Collection	Students engage in problem solving, communicating, reasoning, connecting, and representing 7.D.1, 7.D.3.
-13	Geometry	Locations and Spatial Relationships	Students engage in problem solving, communicating, reasoning, connecting, and representing 7.G.4

Action plan to address the problem standards (should include suggested curriculum modifications, professional development implications, etc.):

- Review curriculum to better manage time and work to cover all the strands
- Have students show work on HW/CW assignments in order to receive full credit
- Increase opportunities for students to engage in measuring activities
- Use school-based exercises (i.e. monthly school lunch vote) to reinforce skills such as data collection and measures of central tendency

Academic Subject: Mathematics

Grade Level: 8

Student Population Analyzed: Aggregate

3 Test Standards from the 2011 MCAS with the lowest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-13	Patterns, Relations & Algebra	Symbols	Represent and analyze mathematical situations and structures using algebraic symbols (8P1, 8P4)
-12	Geometry	Visualization & Models	Use visualization, spatial reasoning, and geometric modeling to solve problems (8G4, 8G6, 8G8)
-8	Patterns, Relations & Algebra	Patterns, Relations & Functions	Understand patterns, relations, and functions (8P1, 8P2)
-8	Geometry	Locations & Spatial Relationships	Specify locations and describe spatial relationships using coordinate geometry and other representational systems (8G7, 8G8)

3 MCAS Standards from the 2011 MCAS with the highest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
11	Geometry	Transformations & Symmetry	Apply transformations and use symmetry to analyze mathematical situations (8G6)
6	Data Analysis, Statistics & Probability	Inferences & Predictions	Develop and evaluate inferences and predictions that are based on data (8D2, 8D4)
5	Patterns, Relations & Algebra	Models	Use mathematical models to represent and understand quantitative relationships (8P4, 8P5, 8P9)

Action plan to address the problem standards (should include suggested curriculum modifications, professional development implications, etc.):

- Quizzes and Tests will continue to be designed, administered and scored like the MCAS
- Open response questions will be analyzed using DESE student samples and peer samples using the new document scanner technology
- Additional resources will be added to the class website
- Use of study guides, graphic organizers
- Reinforcement of math study skills
- Additional in-class practice time
- Use of multiple intelligences and differentiated instruction
- Access after school twice weekly
- Opportunity to evaluate assessments, correct, and earn some points back
- Hands-on activities
- Increased student interactive whiteboard work, and oral explanations
- Use of Safari videos and text
- Increased parent contact

- Positive reinforcement
- PD desired such as contact with DESE workshops with MCAS scorers and observation of eighth grade classrooms with high MCAS scores particularly when presenting topics that need improvement
- PD desired in Geometer’s Sketch Pad to implement in classroom

Academic Subject: Mathematics

Grade Level: Grade 8

Student Population Analyzed: Low Income

3 Test Standards from the 2011 MCAS with the lowest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-22	Geometry	Visualization & Models	Use visualization, spatial reasoning, and geometric modeling to solve problems (8G4, 8G6, 8G8)
-21	Patterns, Relations & Algebra	Patterns, Relations & Functions	Understand patterns, relations, and functions (8P1, 8P2)
-20	Patterns, Relations & Algebra	Symbols	Represent and analyze mathematical situations and structures using algebraic symbols (8P1,8P4)

3 MCAS Standards from the 2011 MCAS with the highest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
12	Geometry	Transformations & Symmetry	Apply transformations and use symmetry to analyze mathematical situations (8G6)
1	Patterns, Relations & Algebra	Models	Use mathematical models to represent and understand quantitative relationships (8P4, 8P5, 8P9)
1	Data Analysis, Statistics & Probability	Inferences & Predictions	Develop and evaluate inferences and predictions that are based on data (8D2, 8D4)

Action plan to address the problem standards (should include suggested curriculum modifications, professional development implications, etc.)

- Additional resources will be added to the class website
- Open response questions will be analyzed using DESE student samples and peer samples using the new document scanner technology
- Quizzes and Tests will continue to be designed, administered and scored like the MCAS
- Use of study guides, graphic organizers
- Reinforcement of math study skills
- Additional in-class practice
- Use of multiple intelligences and differentiated instruction
- Access after school twice weekly
- Opportunity to evaluate assessments, correct, and earn some points back
- Hands-on activities
- Increased student interactive whiteboard work, and oral explanations
- Use of Safari videos and text
- Increased parent contact

- Positive reinforcement
- PD desired such as contact with DESE workshops with MCAS scorers and observation of eighth grade classrooms with high MCAS scores particularly when presenting topics that need improvement
- PD desired in Geometer's Sketch Pad to implement in classroom
- Apply fractions in reading music
- Use symmetry in art tessellations
- Ratio and proportion in art, golden ratio

Academic Subject: Mathematics

Grade Level: 8

Student Population Analyzed: Special Education

3 Test Standards from the 2011 MCAS with the lowest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-50	Number Sense & Operations	Operations	Understand meanings of operations and how they relate to one another 8N8,12
-42	Patterns, Relations & Algebra	Symbols	Represent and analyze mathematical situations and structures using algebraic symbols 8P1, 2, 4, 6
-39	Patterns, Relations & Algebra	Patterns, Relations & Functions	Understand patterns, relations, and functions, 8P1,2,5,6,7,8,9,10

3 MCAS Standards from the 2011 MCAS with the highest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-1	Geometry	Transformations & Symmetry	Apply transformations and use symmetry to analyze mathematical situations, 8G3,6,8
-9	Measurement	Measurable Attributes and Measurement Systems	Understand measurable attributes of objects and the units, systems, and processes of measurement, 8M1,2,3
-16	Data Analysis Statistics & Probability	Probability	Understand and apply basic concepts of probability, 8D4

Action plan to address the problem standards (should include suggested curriculum modifications, professional development implications, etc.):

- Reduce dependency on calculators for basic operations
- Warm ups should focus on basic operations
- Substitute plans should be on basic operations

READING-ENGLISH/LANGUAGE ARTS ANALYSIS & ACTION PLANS

Academic Subject: Reading

Grade Level: 3

Student Population Analyzed: Aggregate

3 Test Standards from the 2011 MCAS with the lowest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-3	Reading and Literature	Nonfiction	Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding. (8.15-8.17, 13.6-13.9)
-2	Reading and Literature	Fiction	Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding. (12.2, 8.11-8.14)
0	Reading and Literature	Dramatic Literature	Students will identify, analyze, and apply knowledge of the theme, structure, and elements of poetry and provide evidence from the text to support their understanding. (17.1, 17.2)

3 MCAS Standards from the 2011 MCAS with the highest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
5	Language	Formal and Informal English	Students will describe, analyze, and use appropriately formal and informal English. (6.1-6.3)
4	Language	Structure and Origins of Modern English	Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.(5.4-5.8)
4	Language	Vocabulary and Concept Development	Students will understand and acquire new vocabulary and use it correctly in reading and writing. (4.9-4.16)
3	Reading and Literature	Poetry	Students will identify, analyze, and apply knowledge of the theme, structure, and elements of poetry and provide evidence from the text to support their understanding. (14.2)
3	Reading and Literature	Theme	Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding (11.1, 11.2)

Action plan to address the problem standards (should include suggested curriculum modifications, professional development implications, etc.):

- Supplement core reading by integrating web-based Accelerated Reading Program to improve reading comprehension.
- Review previous MCAS questions.
- Utilize new writing rubrics and benchmarks.
- Utilize Reading Street Reader's Theater to study play structure.
- Evaluate new Master Schedule (morning literacy blocks and additional time).
- Use ANSWER KEY to open response questions and provide additional PD in regards to short response and open response questions.

- Utilize the 6th week of Reading Street for poetry work.
- Utilize Six Traits Writing Crate to improve Style & Language and find traits.
- Revisit difficult unit objectives and themes during week six of Reading Street.

Academic Subject: Reading

Grade Level: 3

Student Population Analyzed: Low Income

3 Test Standards from the 2011 MCAS with the lowest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-16	Reading and Literature	Poetry	Students will identify, analyze, and apply knowledge of the theme, structure, and elements of poetry and provide evidence from the text to support their understanding. (14.2)
-10	Reading and Literature	Theme	Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding. (11.2)
-8	Reading and Literature	Style & Language	Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding. (15.2)
-8	Language	Vocabulary & Concept Development	Students will understand and acquire new vocabulary and use it correctly in reading and writing. (4.9-4.16)

3 MCAS Standards from the 2011 MCAS with the highest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
3	Language	Formal and Informal English	
-3	Language	Structure & Origins of Modern English	Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages. (5.4-5.8)
-3	Reading and Literature	Dramatic Literature	Students will identify, analyze, and apply knowledge of the theme, structure, and elements of poetry and provide evidence from the text to support their understanding. (17.1, 17.2)
-3	Reading and Literature	Genre	Students will identify, analyze, and apply knowledge of the characteristics of different genres. (10.2)
-3	Reading and Literature	Understanding a Text	Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation. (8.12-8.18)

Action plan to address the problem standards (should include suggested curriculum modifications, professional development implications, etc.):

- Supplement core reading by integrating web-based Accelerated Reading Program to improve reading comprehension.
- Review previous MCAS questions.
- Utilize new writing rubrics and benchmarks.
- Utilize Reading Street Reader’s Theater to study play structure.
- Evaluate new Master Schedule (morning literacy blocks and additional time).
- Use ANSWER KEY to open response questions and provide additional PD in regards to short response and open response questions.
- Utilize the 6th week of Reading Street for poetry work.
- Utilize Six Traits Writing Crate to improve Style & Language and find traits.
- Revisit difficult unit objectives and themes during week six of Reading Street.

Academic Subject: Reading

Grade Level: 3

Student Population Analyzed: Special Education

3 Test Standards from the 2011 MCAS with the lowest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-20	Reading and Literature	Understanding a Text	Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation. (8.12-8.18)
-16	Reading and Literature	Nonfiction	Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding. (8.15-8.17, 13.6-13.9)
-16	Reading and Literature	Genre	Students will identify, analyze, and apply knowledge of the characteristics of different genres. (10.2)
-12	Reading and Literature	Fiction	Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding. (12.2, 8.11-8.14)
-12	Reading and Literature	Dramatic Literature	Students will identify, analyze, and apply knowledge of the theme, structure, and elements of poetry and provide evidence from the text to support their understanding. (17.1, 17.2)
-12	Language	Vocabulary and Concept Development	Students will understand and acquire new vocabulary and use it correctly in reading and writing. (4.9-4.16)

3 MCAS Standards from the 2011 MCAS with the highest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
+3	Reading and Literature	Poetry	Students will identify, analyze, and apply knowledge of the theme, structure, and elements of poetry and provide evidence from the text to support their understanding. (14.2)
-1	Language	Formal and Informal English	Students will describe, analyze, and use appropriately formal and informal English. (6.1-6.3)
-2	Reading and Literature	Theme	Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding (11.1, 11.2)

Action plan to address the problem standards (should include suggested curriculum modifications, professional development implications, etc.):

- Supplement core reading by integrating web-based Accelerated Reading Program to improve reading comprehension
- Review previous MCAS questions
- Utilize new writing rubrics and benchmarks.
- Utilize Reading Street Reader's Theater to study play structure
- Evaluate new Master Schedule (morning literacy blocks and additional time)
- Use ANSWER KEY to open response questions and provide additional PD in regards to short response and open response questions Utilize the 6th week of Reading Street for poetry work
- Utilize Six Traits Writing Crate to improve Style & Language and find traits
- Revisit difficult unit objectives and themes during week six of Reading Street

Academic Subject: English/Language Arts

Grade Level: 4

Student Population Analyzed: Aggregate

3 Test Standards from the 2011 MCAS with the lowest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-2	Composition	Writing	Students will write with a clear focus, coherent organization, and sufficient detail. (19.9 – 19.13)
0	Reading and Literature	Poetry	Students will identify, analyze, and apply knowledge of the theme, structure, and elements of poetry and provide evidence from the text to support their understanding. (14.2)
0	Reading and Literature	Theme	Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding. (11.1 + 11.2)

3 MCAS Standards from the 2011 MCAS with the highest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
7	Language	Structure and Origins of Modern English	Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages. (5.4 – 5.8)
5	Reading and Literature	Understanding a Text	Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation. (8.11- 8.18)
4	Language	Formal and Informal English	Students will describe, analyze, and use appropriately formal and informal English. (6.2 + 6.3)

Action plan to address the problem standards (should include suggested curriculum modifications, professional development implications, etc.):

- School wide Grade-level Writing Benchmarks with Grade-level rubrics for writing pieces. (Writing)
- Use ANSWER KEY approach to writing open response questions (relating to structure of the response) (Theme)
- Non-Fiction Leveled Reader within R.T.I groups (Non-Fiction)
- Non-Fiction Reading Street selections (Non-Fiction)
- Poetry Books with an academic analysis portion (with poets found in Core Standards) (Poetry)
- Developing a grade wide Non-Fiction project than entails themselves with a structured background with a basis from a non-fiction text. (Non-fiction)
- Address Style and Language in the ELA curriculum

Academic Subject: English/Language Arts

Grade Level: 4

Student Population Analyzed: Special Education

3 Test Standards from the 2011 MCAS with the lowest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-30	Reading and Literature	Theme	Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding. (11.1 + 11.2)
-20	Reading and Literature	Nonfiction	Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding. (13.6-13.12)
-20	Reading and Literature	Style and Language	Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding. (15.2)

3 MCAS Standards from the 2011 MCAS with the highest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
2	Language	Formal and Informal English	Students will describe, analyze, and use appropriately formal and informal English. (6.2 + 6.3)
-2	Reading and Literature	Understanding a Text	Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation. (8.11 -8.18)
-10	Reading and Literature	Genre	Students will identify, analyze, and apply knowledge of the characteristics of different genres. (10.2)

Action plan to address the problem standards (should include suggested curriculum modifications, professional development implications, etc.):

- School wide Grade-level Writing Benchmarks with Grade-level rubrics for writing pieces. (Writing)
- Use ANSWER KEY approach to writing open response questions (relating to structure of the response) (Theme)
- Non-Fiction Leveled Reader within R.T.I groups (Non-Fiction)
- Non-Fiction Reading Street selections (Non-Fiction)
- Poetry Books with an academic analysis portion (with poets found in Core Standards) (Poetry)
- Developing a grade wide Non-Fiction project than entails themselves with a structured background with a basis from a non-fiction text. (Non-fiction)
- Address Style and Language in the ELA curriculum

Academic Subject: English/Language Arts

Grade Level: 4

Student Population Analyzed: Low Income

3 Test Standards from the 2011 MCAS with the lowest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-13	Language	Formal and Informal Language	Students will describe, analyze, and use appropriately formal and informal English. (6.2 + 6.3)
-8	Reading and Literature	Poetry	Students will identify, analyze, and apply knowledge of the theme, structure, and elements of poetry and provide evidence from the text to support their understanding. (14.2)
-7	Reading and Literature	Style and Language	Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding. (15.2)
-7	Reading and Literature	Nonfiction	Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding. (13.6- 13.12)

3 MCAS Standards from the 2011 MCAS with the highest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
0	Language	Structure and Origins of Modern English	Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages. (5.4-5.8)
2	Reading and Literature	Understanding a Text	Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation. (8.11-8.18)
-4	Reading and Literature	Theme	Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding. (11.1 + 11.2)
-4	Language	Vocabulary and Concept Development	Students will understand and acquire new vocabulary and use it correctly in reading and writing. (4.9-4.16)

Action plan to address the problem standards (should include suggested curriculum modifications, professional development implications, etc.):

- School wide Grade-level Writing Benchmarks with Grade-level rubrics for writing pieces. (Writing)
- School wide Grade-level Writing Benchmarks with Grade-level rubrics for writing pieces. (Writing)
- Use ANSWER KEY approach to writing open response questions (relating to structure of the response) (Theme)
- Non-Fiction Leveled Reader within R.T.I groups (Non-Fiction)
- Non-Fiction Reading Street selections (Non-Fiction)
- Poetry Books with an academic analysis portion (with poets found in Core Standards) (Poetry)
- Developing a grade wide Non-Fiction project than entails themselves with a structured background with a basis from a non-fiction text. (Non-fiction)
- Address Style and Language in the ELA curriculum

Academic Subject: English/Language Arts

Grade Level: 5

Student Population Analyzed: Aggregate

- **3 Test Standards from the 2011 MCAS with the lowest School-State differential**

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-4	Open Response	all	
-3	Reading and Literature	Fiction	Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding. (12)
-2	Reading and Literature	Nonfiction	Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding. (13)

3 MCAS Standards from the 2011 MCAS with the highest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
14	Language	Structure and Origins of Modern English	Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages. (5)
5	Reading and Literature	Dramatic Literature	Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding. (17)
4	Language	Vocabulary and Concept Development	Students will understand and acquire new vocabulary and use it correctly in reading and writing. (4)

Action plan to address the problem standards (should include suggested curriculum modifications, professional development implications, etc.):

- Open Response- Offer more examples throughout the school year, especially in the area of nonfiction.
- Use the ANSWER KEY to teach open response strategies across the curriculum
- Examination of more samples by students so they can see what is expected of them (use of new document cameras to show examples)
- continued use of AR – now able to use Renaissance Learning Web- students can read a wider variety of fictional texts based on interest
- Use of Storyworks (Scholastic Magazine) to enhance and develop a more literature based grammar instruction
- Targeted and expanded unit of nonfiction in literature class
- Nonfiction book requirements as part of AR goal
- Professional development in rubrics and benchmarks

Academic Subject: English/Language Arts

Grade Level: 5

Student Population Analyzed: Low Income

3 Test Standards from the 2011 MCAS with the lowest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-15		Fiction	Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding. (12)
-15		Style and Language	Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone, and provide evidence from the text to support their understanding. (15)
-14		Nonfiction	Students will identify, analyze, and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding. (13)
-12	Open Response	all	
-12		Myth, Traditional Narrative, and Classical Literature	Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding. (16)

3 MCAS Standards from the 2011 MCAS with the highest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-6	Language	Structure & Origins of Modern English	Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages. 5.9- 5.14
-11	Language	Vocabulary & Concept Development	Students will understand and acquire new vocabulary and use it correctly in reading and writing. 4.17- 4.19
-16	Reading & Literature	Dramatic Literature	Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding. 17.3, 17.4

Action plan to address the problem standards (should include suggested curriculum modifications, professional development implications, etc.):

- Expose the students to more fiction/ nonfiction writing. Discuss and analyze the differences in small group settings.
- Always have students provide evidence from the text when completing tests in subject areas across the curriculum. Ensure that the students use part of the question in the answer to provide complete responses.
- In small groups, provide more articles related to Social Studies and Science topics discussed in class to reinforce both the content area and ELA.
- Use the Answer Key to Open Response to analyze open response type questions.
- PD on benchmarks and rubrics

Academic Subject: English/Language Arts

Grade Level: 6

Student Population Analyzed: Aggregate

3 Test Standards from the 2011 MCAS with the lowest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
3	Reading and Literature	Understanding a Text	Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.
2	Language	Vocabulary and Concept Development	Students will understand and acquire new vocabulary and use it correctly in reading and writing.
1	English	Open Response-All	
1	Reading and Literature	Style and Language	Students will identify and analyze how an author’s words appeal to the senses, create imagery, suggest mood, and set tone, and provide evidence from the text to support their understanding.

3 MCAS Standards from the 2011 MCAS with the highest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-3	Reading and Literature	Theme	Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.
-2	Reading and Literature	Dramatic Literature	Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.
-2	English	Open Response-All	

Action plan to address the problem standards (should include suggested curriculum modifications, professional development implications, etc.):

- Dramatic Literature-Rearrange units to appear before MCAS
- Dramatic Literature- Look to combine certain lessons in English and Literature for reinforcement
- Open Response- Use the ANSWER KEY to teach open response strategies across the curriculum
- Open Response- Use new MCAS Prep time to encourage different open response strategies
- Theme- Theme will be included in forms of assessment throughout the year in multiple units
- Style and Language- Style will be included in multiple forms of assessment throughout the school year
- Style and Language- Use new MCAS Prep time to concentrate on style and language components
- PD on benchmarks and rubrics

Academic Subject: English/Language Arts

Grade Level: 6

Student Population Analyzed: Low Income

3 Test Standards from the 2011 MCAS with the lowest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
+1	Reading and Literature	Understanding a Text	Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.
0	Language	Structure and Origins of Modern English	Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages
-1	Language	Vocabulary and Concept Development	Students will understand and acquire new vocabulary and use it correctly in reading and writing.

3 MCAS Standards from the 2011 MCAS with the highest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-10	Reading and Literature	Theme	Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.
-8	English	Open Response-All	

-6	Reading and Literature	Fiction	Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.
-6	Reading and Literature	Dramatic Literature	Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.

Action plan to address the problem standards (should include suggested curriculum modifications, professional development implications, etc.):

- Dramatic Literature-Rearrange units to appear before MCAS
- Dramatic Literature- Look to combine certain lessons in English and Literature for reinforcement
- Open Response- Use the ANSWER KEY to teach open response strategies across the curriculum
- Open Response- Use new MCAS Prep time to encourage different open response strategies
- Theme- Theme will be included in forms of assessment throughout the year in multiple units
- Fiction-Direct students to additional choices in the new AR program
- PD benchmarks and rubrics

Academic Subject: English/Language Arts

Grade Level: 6

Student Population Analyzed: Special Education

3 Test Standards from the 2011 MCAS with the lowest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-52	Language	Structure of Origins of Modern English	Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages. (5.9; 5.10; 5.11; 5.12; 5.13; 5.14)
-44	Reading and Literature	Understanding a Text	Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation. (8.19; 8.20; 8.21; 8.22)
-37	Reading and Literature	Theme	Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding. (11.13)

3 MCAS Standards from the 2011 MCAS with the highest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-26	Language	Vocabulary and Concept Development	Students will understand and acquire new vocabulary and use it correctly in reading and writing. (4.17; 4.18; 4.19)
-30	Reading and Literature	Nonfiction	Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding. (13.13; 13.14; 13.15;13.16;13.17)
-32	Language	Formal and Informal English	Students will describe, analyze, and use appropriately formal and informal English. (6.4; 6.5; 6.6)

Action plan to address the problem standards (should include suggested curriculum modifications, professional development implications, etc.):

- Vocabulary development – provide additional discussion/exposure to vocabulary. Allow preview of vocabulary
- Answering ‘wh’ questions to understand basic facts and ideas in a text
- Additional support to allow students to apply knowledge learned to provide evidence in writing
- PD on benchmarks and rubrics

Academic Subject: English/Language Arts

Grade Level: 7

Student Population Analyzed: Aggregate

3 Test Standards from the 2011 MCAS with the lowest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-2	Open Response	all	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
-1	Vocabulary and Concept Development	Vocabulary and Concept Development	Students will understand and acquire new vocabulary and use it correctly in reading and writing. RL4
1	Nonfiction	Nonfiction	Students will identify, analyze, and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding. RL13

3 MCAS Standards from the 2011 MCAS with the highest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
6	Poetry	Poetry	Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding. RL14
6	Understanding a text	Understanding a Text	Students will identify basic facts and main ideas in a text and use them as the basis for interpretation. RL8
3	Multiple Choice	all	

Action plan to address the problem standards (should include suggested curriculum modifications, professional development implications, etc.):

- School wide Open Response program using same language
- Encourage the use of new vocabulary in writing

- Introduce new authors and topics of interest to students
- Use charts of new vocabulary words, supply all academic teachers with vocabulary
- Require new use of vocabulary in writing
- PD benchmarks and rubrics

Academic Subject: English/Language Arts

Grade Level: 7

Student Population Analyzed: Low Income

3 Test Standards from the 2011 MCAS with the lowest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-9	Reading and Literature	Theme	Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.
-8	Reading and Literature	Fiction	Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.
-8	English	Open Response	

3 MCAS Standards from the 2011 MCAS with the highest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
9	Reading and Literature	Understanding a Text	Students will identify basic facts and main ideas in a text and use them as the basis for interpretation.
-2	Reading and Literature	Poetry	Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding.
-3	Writing	composition	Students will write with a clear focus, coherent organization, and sufficient detail.

Action plan to address the problem standards (should include suggested curriculum modifications, professional development implications, etc.):

- Focus more open response questions on theme
- Direct reading instruction of a fictional novel with a high interest level
- School wide open response program with unified vocabulary and instructional techniques
- PD benchmarks and rubrics

Academic Subject: English/Language Arts

Grade Level: 7

Student Population Analyzed: Special Education

3 Test Standards from the 2011 MCAS with the lowest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-18	Language	Vocabulary and Concept Development	Students will understand and acquire new vocabulary and use it correctly in reading and writing.(4.20, 4.21, 4.22)
-17	Reading and Literature	Fiction	Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding. (12.4)
-16	Language	Structure and Origins of Modern English	Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages. (5.15 – 5.22)

3 MCAS Standards from the 2011 MCAS with the highest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-3	Reading and Literature	Understanding a Text	Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation. (8.23 – 8.28)
-7	Reading and Literature	Poetry	Students will identify, analyze, and apply knowledge of the theme, structure, and elements of poetry and provide evidence from the text to support their understanding. (See also Standard 15.) (14.4, 15.5, 15.6)
-10	Reading and Literature	Theme	Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding. (11.4)
-10	Composition	Writing	Students will write with a clear focus, coherent organization, and sufficient detail. (19.19 – 19.23)

Action plan to address the problem standards (should include suggested curriculum modifications, professional development implications, etc.):

- Increase vocabulary practice and assessment related to grade level text
- Model editing techniques of writing pieces
- Implement daily grammar review/practice (ex. Do it Now Activity)
- Read a modern, high interest fiction text as a whole class activity
- Increase practice of finding evidence from text to support understanding across the curriculum
- PD benchmarks and rubrics

Academic Subject: English/Language Arts

Grade Level: 8

Student Population Analyzed: Aggregate

3 Test Standards from the 2011 MCAS with the lowest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-4	Reading and Literature	GENERAL STANDARD 13: Nonfiction	Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.(13.18-13.23)
-1	Reading and Literature	GENERAL STANDARD 12: Fiction	Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.(12.4)
-5	Open Response		

3 MCAS Standards from the 2011 MCAS with the highest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
+7	Language	GENERAL STANDARD 5: Structure and Origins of Modern English	Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.(5.15-5.22)
+5	Reading and Literature	GENERAL STANDARD 15: Style and Language	Students will identify and analyze how an author 's words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding.(15.5 and 15.6)
+2	Reading and Literature	GENERAL STANDARD 14: Poetry	Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding.(14.4)

Action plan to address the problem standards (should include suggested curriculum modifications, professional development implications, etc.):

- Continue analysis of works of fiction and nonfiction
- Utilize technology (document camera) to model and analyze answers
- Open response-Utilize new workbooks to practice
- All subjects evaluate open response
- Science and history look at common core guidelines
- PD benchmarks and rubrics

Academic Subject: English/Language Arts

Grade Level: 8

Student Population Analyzed: Low Income

3 Test Standards from the 2011 MCAS with the lowest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-6	Reading and Literature	GENERAL STANDARD 13: Nonfiction	Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.(13.18-13.23)
-9	Reading and Literature	GENERAL STANDARD 12: Fiction	Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.(12.4)
-9	Open Response		

3 MCAS Standards from the 2011 MCAS with the highest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
+2	Language	GENERAL STANDARD 5: Structure and Origins of Modern English	Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.(5.15-5.22)
-1	Reading and Literature	GENERAL STANDARD 15: Style and Language	Students will identify and analyze how an author 's words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding.(15.5 and 15.6)
-2	Reading and Literature	GENERAL STANDARD 14: Poetry	Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding.(14.4)

Action plan to address the problem standards (should include suggested curriculum modifications, professional development implications, etc.):

- Continue analysis of works of fiction and nonfiction
- Utilize technology (document camera) to model and analyze answers
- Open response-Utilize new workbooks to practice
- PD benchmarks and rubrics

Academic Subject: English/Language Arts

Grade Level: 8

Student Population Analyzed: Special Education

3 Test Standards from the 2011 MCAS with the lowest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-31	Reading and Literature	Fiction	Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.12.4
-27	Language	Structure and Origins of Modern English	Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.5.15-22
-21	Language	Vocabulary and Concept Development	Students will understand and acquire new vocabulary and use it correctly in reading and writing.4.20-22

3 MCAS Standards from the 2011 MCAS with the highest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-18	Reading and Literature	Style and Language	Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding.15.5-6
-19	Reading and Literature	Poetry	Students will identify, analyze, and apply knowledge of the theme, structure, and elements of poetry and provide evidence from the text to support their understanding.14.4
-23	Reading and Literature	Nonfiction	Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.13.18-23

Action plan to address the problem standards (should include suggested curriculum modifications, professional development implications, etc.):

- Increase frequency of analyzing fiction and nonfiction material.
- Provide direct instruction in identifying structure and elements of fiction and nonfiction material.
- Provide instruction and scaffolded support to build upon skills in order to apply the knowledge of structure and elements of fiction and non-fiction.
- Model metacognitive strategies on how to identify evidence which might support the student's understanding.
- Introduce strategies for culling information from class texts, research books, and other nonfiction works.

SCIENCE/TECHNOLOGY & ENGINEERING ANALYSIS & ACTION PLANS

Academic Subject: Science/Technology and Engineering

Grade Level: 5

Student Population Analyzed: Aggregate

3 Test Standards from the 2011 MCAS with the lowest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-3	Life Science	Characteristics of Plants and Animals	LS1. Classify plants and animals according to the physical characteristics that they share.
-3	Technology/Engineering	Materials and Tools	TE1.1, TE1.2, TE1.3 Appropriate materials, tools, and Machines extend our ability to solve problems and invent.
-1	Physical Science	Electrical Energy	PS6. Recognize that electricity in circuits requires a complete loop thorough which an electrical current can pass, and that electricity can produce light, heat and sound. PS7. Identify and classify objects and material that conduct electricity and objects and materials that are insulators of electricity. PS8. Explain how electromagnets can be made, and give examples of how they can be used.

3 MCAS Standards from the 2011 MCAS with the highest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
+29	Earth Science	Earth's History	ES12. Give examples of how the surface of the earth changes due to slow processes such as erosion and weathering, and rapid processes such as landslides, volcanic eruptions, and earthquakes.
+25	Earth Science	Soil	ES4. Explain and give examples of the way in which soil is formed (the weathering of rock by water and wind and from the decomposition of plant and animal remains). ES5. Recognize and discuss the different properties of soil, including color, texture (size of particles), the ability to retain water, and the ability to support the growth of plants.
+21	Physical Science	Light Energy	PS12. Recognize that light travels in a straight line until it strikes an object or travels from one medium to another, and that light can be reflected, refracted, and absorbed.

Action plan to address the problem standards (should include suggested curriculum modifications, professional development implications, etc.):

- Electric and magnetic energy kits were purchased and used in grade 4 during the 2010-2011 school year. This curriculum gap was noticed and handled, but those students will not take the MCAS again until May 2012.
- Plant kits were purchased for 3rd grade and the 4th grade science curriculum was focused so more time could be dedicated to learning about animals. As a result, for the current 4th grade students, the time spent on life science topics in grade 5 will be a review, rather than an introduction (as it currently is with plants). For this year's 5th graders, the new science lab specialist teacher will support these standards beyond what is taught in the regular science classroom. Other teachers will sort and classify as well.

- Grade 5 will be attending a field trip to the Zeiterion Theater that will help the students better understand materials and tools. Furthermore, the play will serve as a springboard that can be referenced throughout the year in both science and technology classes.
- The progress in soil and earth's history from additional time spent on the subject in 2011 was evident, as it had historically been the 2 strands which 5th grade performed the most poorly.

Academic Subject: Science/Technology and Engineering

Grade Level: 5

Student Population Analyzed: Low Income

3 Test Standards from the 2011 MCAS with the lowest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-12	Life Science	Characteristics of Plants and Animals	LS1. Classify plants and animals according to the physical characteristics that they share.
-10	Physical Science	Electrical Energy	PS6. Recognize that electricity in circuits requires a complete loop through which an electrical current can pass, and that electricity can produce light, heat and sound. PS7. Identify and classify objects and material that conduct electricity and objects and materials that are insulators of electricity. PS8. Explain how electromagnets can be made, and give examples of how they can be used.
-9	Technology/Engineering	Materials and Tools	TE1.1, TE1.2, TE1.3 Appropriate materials, tools, and Machines extend our ability to solve problems and invent.

3 MCAS Standards from the 2011 MCAS with the highest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
+20	Earth Science	Earth's History	ES12. Give examples of how the surface of the earth changes due to slow processes such as erosion and weathering, and rapid processes such as landslides, volcanic eruptions, and earthquakes.
+19	Earth Science	Soil	ES4. Explain and give examples of the way in which soil is formed (the weathering of rock by water and wind and from the decomposition of plant and animal remains). ES5. Recognize and discuss the different properties of soil, including color, texture (size of particles), the ability to retain water, and the ability to support the growth of plants.
+10	Physical Science	Light Energy	PS12. Recognize that light travels in a straight line until it strikes an object or travels from one medium to another, and that light can be reflected, refracted, and absorbed.

Action plan to address the problem standards (should include suggested curriculum modifications, professional development implications, etc.):

- The low income and aggregate performed similarly in that the 3 lowest and 3 highest strands were the same.
- Electric and magnetic energy kits were purchased and used in grade 4 during the 2010-2011 school year. This curriculum gap was noticed and handled, but those students will not take the MCAS until May 2012.
- Plant kits were purchased for 3rd grade and the 4th grade science curriculum was focused so more time could be dedicated to learning about animals. As a result, for the current 4th grade students, the time spent on life science topics in grade 5 will be a review, rather than an introduction (as it currently is with plants). For this year's 5th graders, the new science lab specialist teacher will support these standards beyond what is taught in the regular science classroom.

- Grade 5 will be attending a field trip to the Zeiterion Theater that will help the students better understand materials and tools. Furthermore, the play will serve as springboard that can be referenced throughout the year in both science and technology classes.

Academic Subject: Science/Technology and Engineering

Grade Level: 5

Student Population Analyzed: Special Education

3 Test Standards from the 2011 MCAS with the lowest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-22	Physical Science	Magnetic Energy	PS9. Recognize that magnets have poles that repel and attract each other. PS10. Identify and classify objects and materials that a magnet will attract and objects and materials that a magnet will not attract.
-22	Physical Science	States of Matter	PS2. Compare and contrast solids, liquids, and gases based on the basic properties of each of these states of matter. PS3. Describe how water can be changed from one state to another by adding or taking away heat.
-21	Life Science	Characteristics of plants and animals	LS1. Classify plants and animals according to the physical characteristics that they share.

3 MCAS Standards from the 2011 MCAS with the highest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
+13	Earth and Space Science	Soil	ESS4. Explain and give examples of the way in which soil is formed (the weathering of rock by water and wind and from the decomposition of plant and animal remains). ESS5. Recognize and discuss the different properties of soil, including color, texture (size of particles), the ability to retain water, and the ability to support the growth of plants.
+3	Life Science	Structures and Functions	LS2 Identify the structures in plants (leaves, roots, flowers, stems, bark, wood) that are responsible for food production, support, water transport, reproduction, growth, and protection. LS3. Recognize that plants and animals go through predictable life cycles that include birth, growth, development, reproduction and death. LS4. Describe the major stages that characterize the life cycle of the frog and butterfly as they go through metamorphosis. LS5. Differentiate between observed characteristics of plants and animals that are fully inherited and characteristics that are affected by the climate or environment.
+1	Earth and Space Science	Earth's History	ESS12. Give examples of how the surface of the earth changes due to slow processes such as erosion and weathering, and rapid processes such as landslides, volcanic eruptions, and earthquakes.
+1	Earth and Space Science	Rocks and their Properties	ESS1. Give a simple explanation of what a mineral is and some examples, e.g., quartz, mica ESS2. Identify the physical properties of minerals (hardness, color, luster, cleavage, and streak), and explain how minerals can be tested for these different physical properties. ESS3. Identify the three categories of rocks (metamorphic, igneous, and sedimentary) based on how they are formed, and explain the natural and physical processes that create these rocks.

Action plan to address the problem standards (should include suggested curriculum modifications, professional development implications, etc.):

- Last year’s fifth grade students did not have access to hands on activities with magnetic energy. The current fifth grade students will have the resources and time to complete magnetic energy activities which will hopefully result in deeper understanding of the topic.
- Additional small group lessons on the three states of matter will be completed with a focus on the differences and how they relate to each other.
- The science lab specialty class will allow the students to have additional time dedicated to science topics. It will reinforce the topics learned in science.

Academic Subject: Science/Technology and Engineering

Grade Level: 8

Student Population Analyzed: Aggregate

3 Test Standards from the 2011 MCAS with the lowest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-2	Physical	Properties of Matter	1. Differentiate between weight and mass, recognizing that weight is the amount of gravitational pull on an object. 2. Differentiate between volume and mass. Define density. 3. Recognize that the measurement of volume and mass requires understanding of the sensitivity of measurement tools (e.g., rulers, graduated cylinders, balances) and knowledge and appropriate use of significant digits. 4. Explain and give examples of how mass is conserved in a closed system. Ph # 1, 2, 3, 4
-1	Life	Changes in Ecosystems	17. Identify ways in which ecosystems have changed throughout geologic time in response to physical conditions, interactions among organisms, and the actions of humans. Describe how changes may be catastrophes such as volcanic eruptions or ice storms. 18. Recognize that biological evolution accounts for the diversity of species developed through gradual processes over many generations. Life #17, 18
0	Life	Evolution and Biodiversity	10. Give examples of ways in which genetic variation and environmental factors are causes of evolution and the diversity of organisms. 11. Recognize that evidence drawn from geology, fossils, and comparative anatomy provides the basis of the theory of evolution. 12. Relate the extinction of species to a mismatch of adaptation and the environment. Life #10, 11, 12
0	Life	Reproduction and Heredity	7. Recognize that every organism requires a set of instructions that specifies its traits. These instructions are stored in the organism’s chromosomes. Heredity is the passage of these instructions from one generation to another. 8. Recognize that hereditary information is contained in genes located in the chromosomes of each cell. A human cell contains about 30,000 different genes on 23 different chromosomes. 9. Compare sexual reproduction (offspring inherit half of their genes from each parent) with asexual reproduction (offspring is an identical copy of the parent’s cell). Life #7, 8, 9

3 MCAS Standards from the 2011 MCAS with the highest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
+18	Earth & Space	Mapping the Earth	Recognize, interpret, and be able to create models of the earth's common physical features in various mapping representations, including contour maps. E&S #1
+14	Earth & Space	Earth and the Solar System	<p>8. Recognize that gravity is a force that pulls all things on and near the earth toward the center of the earth. Gravity plays a major role in the formation of the planets, stars, and solar system and in determining their motions.</p> <p>9. Describe lunar and solar eclipses, the observed moon phases, and tides. Relate them to the relative positions of the earth, moon, and sun.</p> <p>10. Compare and contrast properties and conditions of objects in the solar system (i.e., sun, planets, and moons) to those on Earth (i.e., gravitational force, distance from the sun, speed, movement, temperature, and atmospheric conditions).</p> <p>11. Explain how the tilt of the earth and its revolution around the sun result in an uneven heating of the earth, which in turn causes the seasons.</p> <p>12. Recognize that the universe contains many billions of galaxies, and that each galaxy contains many billions of stars.</p> <p>E&S #8, 9, 10, 11, 12</p>
+13	Technology	Communications	<i>Central Concept:</i> Ideas can be communicated through engineering drawings, written reports, and pictures. Tech 3.1, 3.2, 3.3, 3.4

Action plan to address the problem standards (should include suggested curriculum modifications, professional development implications, etc.):

- Purchased new books in 2011
- Add use of online technology associated with new books/ Professional Development is needed for science teachers to be introduced to this new technology
- Align curriculum with new textbooks

Academic Subject: Science/Technology and Engineering

Grade Level: 8

Student Population Analyzed: Low Income

3 Test Standards from the 2011 MCAS with the lowest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-18	Life	Reproduction & Heredity	<p>7. Recognize that every organism requires a set of instructions that specifies its traits. These instructions are stored in the organism's chromosomes. Heredity is the passage of these instructions from one generation to another.</p> <p>8. Recognize that hereditary information is contained in genes located in the chromosomes of each cell. A human cell contains about 30,000 different genes on 23 different chromosomes.</p> <p>9. Compare sexual reproduction (offspring inherit half of their genes from each parent) with asexual reproduction (offspring is an identical copy of the parent's cell).</p> <p>Life #7, 8, 9</p>
-13	Physical	Heat	<p>14. Recognize that heat is a form of energy and that temperature change results from adding or taking away heat from a system.</p> <p>15. Explain the effect of heat on particle motion through a description of what happens to particles during a change in phase.</p> <p>16. Give examples of how heat moves in predictable ways, moving from warmer objects to cooler ones until they reach equilibrium.</p> <p>Phy # 14, 15, 16</p>
-10	Earth & Space	Earth's History	<p>5. Describe how the movement of the earth's crustal plates causes both slow changes in the earth's surface (e.g., formation of mountains and ocean basins) and rapid ones (e.g., volcanic eruptions and earthquakes).</p> <p>6. Describe and give examples of ways in which the earth's surface is built up and torn down by natural processes, including deposition of sediments, rock formation, erosion, and weathering.</p> <p>7. Explain and give examples of how physical evidence, such as fossils and surface features of glaciation, supports theories that the earth has evolved over geologic time.</p> <p>E&S #5, 6, 7</p>

3 MCAS Standards from the 2011 MCAS with the highest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
+16	Technology	Transportation	<p>Transportation Technologies</p> <p><i>Central Concept:</i> Transportation technologies are systems and devices that move goods and people from one place to another across or through land, air, water, or space.</p> <p>Tech 6.1, 6.2, 6.3, 6.4</p>
+8	Earth and Space	Mapping the Earth	<p>1. Recognize, interpret, and be able to create models of the earth's common physical features in various mapping representations, including contour maps.</p> <p>E&S #1</p>

+8	Physical	Elements, Compounds, and Mixtures	<p>5. Recognize that there are more than 100 elements that combine in a multitude of ways to produce compounds that make up all of the living and nonliving things that we encounter.</p> <p>6. Differentiate between an atom (the smallest unit of an element that maintains the characteristics of that element) and a molecule (the smallest unit of a compound that maintains the characteristics of that compound).</p> <p>7. Give basic examples of elements and compounds.</p> <p>8. Differentiate between mixtures and pure substances.</p> <p>9. Recognize that a substance (element or compound) has a melting point and a boiling point, both of which are independent of the amount of the sample.</p> <p>10. Differentiate between physical changes and chemical changes.</p> <p>Ph #5, 6, 7, 8, 9, 10</p>
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Action plan to address the problem standards (should include suggested curriculum modifications, professional development implications, etc.):

- Purchased new books in 2011
- Add use of online technology associated with new books/ Professional Development is needed for science teachers to be introduced to this new technology
- Increased after school buses for tutoring opportunities
- Align curriculum with new textbooks

Academic Subject: Science/Technology and Engineering

Grade Level: 8

Student Population Analyzed: Special Education

3 Test Standards from the 2011 MCAS with the lowest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
-38	Life Science	Classification of Organisms	1. Classify organisms into the currently recognized kingdoms according to characteristics that they share. Be familiar with organisms from each kingdom.
-36	Physical Sciences	Heat Energy	<p>3. Differentiate among radiation, conduction, and convection, the three mechanisms by which heat is transferred through the earth's system.</p> <p>4. Explain the relationship among the energy provided by the sun, the global patterns of atmospheric movement, and the temperature differences among water, land, and atmosphere</p>
-33	Life Science	Changes in Ecosystems over time	<p>17. Identify ways in which ecosystems have changed throughout geologic time in response to physical conditions, interactions among organisms, and the actions of humans. Describe how changes may be catastrophes such as volcanic eruptions or ice storms.</p> <p>18. Recognize that biological evolution accounts for the diversity of species developed through gradual processes over many generations.</p>

3 MCAS Standards from the 2011 MCAS with the highest School-State differential

Difference	Strand Name	Standard	Strand Summary and Related Standard Number(s)
22	Technology & Engineering	Construction Technologies	<p><i>Central Concept:</i> Construction technology involves building structures in order to contain, shelter, manufacture, transport, communicate, and provide recreation.</p> <p>5.1 Describe and explain parts of a structure, e.g., foundation, flooring, decking, wall, roofing systems.</p> <p>5.2 Identify and describe three major types of bridges (e.g., arch, beam, and suspension) and their appropriate uses (e.g., site, span, resources, and load).</p> <p>5.3 Explain how the forces of tension, compression, torsion, bending, and shear affect the performance of bridges.</p> <p>5.4 Describe and explain the effects of loads and structural shapes on bridges.</p>
13	Technology & Engineering	Transportation Technologies	<p><i>Central Concept:</i> Transportation technologies are systems and devices that move goods and people from one place to another across or through land, air, water, or space.</p> <p>6.1 Identify and compare examples of transportation systems and devices that operate on or in each of the following: land, air, water, and space.</p> <p>6.2 Given a transportation problem, explain a possible solution using the universal systems model.</p> <p>6.3 Identify and describe three subsystems of a transportation vehicle or device, i.e., structural, propulsion, guidance, suspension, control, and support.</p>
2	Technology & Engineering	Communication Technology	<p><i>Central Concept:</i> Ideas can be communicated though engineering drawings, written reports, and pictures.</p> <p>3.1 Identify and explain the components of a communication system, i.e., source, encoder, transmitter, receiver, decoder, storage, retrieval, and destination.</p> <p>3.2 Identify and explain the appropriate tools, machines, and electronic devices (e.g., drawing tools, computer-aided design, and cameras) used to produce and/or reproduce design solutions (e.g., engineering drawings, prototypes, and reports).</p> <p>3.3 Identify and compare communication technologies and systems, i.e., audio, visual, printed, and mass communication.</p> <p>3.4 Identify and explain how symbols and icons (e.g., international symbols and graphics) are used to communicate a message.</p>

Action plan to address the problem standards (should include suggested curriculum modifications, professional development implications, etc.):

- Increase and prolong exposure to vocabulary and concepts covered in previous years
- Access prior knowledge of previous concepts and TRY to relate to new grade level material
- Align curriculum with new textbooks

Massachusetts Comprehensive Assessment System

The Massachusetts Comprehensive Assessment System (MCAS) is the state's assessment program for public schools. The MCAS was implemented in response to the Education Reform Law of 1993, which required that the testing system be designed to: 1) test all public school students across the Commonwealth, including students with disabilities and students with limited English proficiency 2) be administered annually in selected grades 3) measure performance based on the learning standards in the Massachusetts Curriculum Frameworks 4) report on the performance of individual students, schools, and districts 5) serve as one basis of accountability for students, schools, and districts.

MCAS tests are based on the learning standards in the Massachusetts Curriculum Frameworks, which set high standards for what students are expected to know. In the spring of 2011, MCAS tests were administered for the fourteenth time since they were first introduced in 1998. The requirement mandates that states annually test all subjects in reading and mathematics in grades 3-8 and once in high school. Students also must be tested annually in science in an elementary school grade, a middle school grade, and a high school (10-12) grade. In addition, the MCAS program is used to hold schools and districts accountable, on a yearly basis, for the progress they have made toward the objective of the No Child Left Behind Law that all students be proficient in Reading and Mathematics by 2014.

There are four types of questions used on MCAS tests:

- **Multiple-choice questions** are included on all MCAS tests except the ELA Composition and require students to select the correct answer from a list of four options.

Responses to multiple-choice questions are machine scored.

- **Short-answer questions** are included only on Mathematics tests and require students to generate a brief response, usually a numerical solution or a brief statement.

Responses to short-answer questions are scored on a scale of 0-1 points by one scorer at grades 3-8 and by two scorers independently at grade 10.

- **Open-response questions** are included on all MCAS tests except the ELA Composition and require students to generate, rather than recognize, a response. Students create a one- or two-paragraph response in writing or in the form of a narrative or a chart, table, diagram, illustration, or graph, as appropriate. Students can respond correctly using a variety of strategies and approaches.

Responses to open-response questions are scored using a scoring guide, or rubric, for each question. The scoring guides indicate what knowledge and skills students must demonstrate to earn 1, 2, 3, or 4 score points. Students earn 1 or 2 points for grade 3 Mathematics open-response questions.

Answers to open-response questions are not scored for spelling, punctuation, or grammar. Responses are scored by one scorer at grades 3-8 and high school, and by two scorers independently at grade 10.

- **Writing prompts** are included only on ELA Composition tests and require students to respond by creating a written composition.

The student compositions are scored independently by two scorers for *Topic development*, based on a six-score point scale, with students receiving from 2 to 12 points (the sum of scores from each of the two scorers) and *Standard English conventions*, based on a four-point scale, with students receiving from 2 to 8 points (the sum of the scores from each of the two scorers).

Student results on MCAS tests are reported according to the following performance levels:

Grade 3 tests: Above Proficient, Proficient, Needs Improvement, Warning

Grades 4-8 tests: Advanced, Proficient, Needs Improvement, Warning

Grade 10 tests: Advanced, Proficient, Needs Improvement, Failing

The performance level definitions below, which apply across subject areas and grade levels, are used as a basis for determining the minimum score for each of the performance levels on each of the MCAS tests. Also linked below are definitions of performance levels for each content area tested. The general and content-specific definitions are meant to help teachers, students, parents, and others understand the meaning of the MCAS results.

General Performance Level Definitions

Advanced (Grades 4-10)

Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter, and provide sophisticated solutions to complex problems.

Above Proficient (Grade 3)

Students at this level demonstrate mastery of challenging subject matter and construct solutions to challenging problems.

Proficient (Grades 3-10)

Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

Needs Improvement (Grades 3-10)

Students at this level demonstrate a partial understanding of subject matter and solve some simple problems.

Warning (Grades 3-8)/Failing (Grade 10)

Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems.

Individual student scores are reported as scaled scores ranging from 200-280 using the following ranges:

Advanced	260-280
Proficient	240-258
Needs Improvement	220-238
Warning/Failing	200-218

MCAS INFORMATION

For more information regarding the MCAS, use the following website:

<http://www.doe.mass.edu/mcas/>

The following site provides access to each released short-response question, open-response question and writing prompt that was included on the MCAS tests from the last five years, the scoring guide that accompanies it, and samples of student work at each score point for that question. Taken together, the questions and writing prompts, the scoring guides, and the corresponding student work provide a picture of the expectations for student performance on the MCAS tests.

<http://www.doe.mass.edu/mcas/student/>

Use the website below in order to access the Massachusetts Department of Elementary and Secondary Education's MCAS Question Search. You can use this tool to generate a custom set of MCAS released items. The question database currently contains thousands of released items administered on MCAS tests.

<http://www.doe.mass.edu/mcas/search/>

To see how Acushnet fared versus the state item by item for each grade and subject please use the following link:

<http://profiles.doe.mass.edu/mcas/mcasitems2.aspx?grade=03&subjectcode=ela&linkid=2&orgcode=00030000&fycode=2011&orgtypecode=5&>

To access more information regarding Acushnet's MCAS scores please use the following link:

<http://profiles.doe.mass.edu/mcas/mcascharts2.aspx?linkid=33&orgcode=00030000&fycode=2011&orgtypecode=5&>

THE DIFFERENCE BETWEEN THE PERCENTAGE OF ACUSHNET STUDENTS WHO ACHIEVED PROFICIENCY (240 OR ABOVE) ON MCAS AND THE STATE AVERAGE OF STUDENTS WHO ACHIEVED PROFICIENCY ON MCAS (2011)

	Grade 3 Read		Grade 4 ELA		Grade 5 ELA		Grade 6 ELA		Grade 7 ELA		Grade 8 ELA		Grade 3 Math		Grade 4 Math		Grade 5 Math		Grade 6 Math		Grade 7 Math		Grade 8 Math		Grade 4 Science		Grade 5 Science		Grade 8 Science		Grade 8 History		Total	
	APS	State	APS	State	APS	State	APS	State	APS	State	APS	State	APS	State	APS	State	APS	State	APS	State	APS	State	APS	State	APS	State	APS	State	APS	State	APS	State	APS	State
1998	*	*	8	20	*	*	*	*	*	*	60	55	*	*	31	34	*	*	*	*	*	*	28	31	49	48	*	*	20	28	*	*	2	4
1999	*	*	16	21	*	*	*	*	*	*	52	56	*	*	23	36	*	*	*	*	*	*	21	28	52	56	*	*	21	28	7	11	0	7
2000	*	*	11	20	*	*	*	*	*	*	50	62	*	*	38	40	*	*	*	*	*	*	30	34	66	62	*	*	29	35	2	11	1	6
2001	70	62	48	51	*	*	*	*	72	55	65	67	*	*	32	34	*	*	33	36	*	*	23	34	*	*	*	*	*	*	3	11	2	6
2002	78	67	54	54	*	*	*	*	70	64	*	*	*	*	39	39	*	*	32	41	*	*	44	34	*	*	*	*	*	*	*	*	5	1
2003	79	63	52	55	*	*	*	*	75	65	*	*	*	*	29	40	*	*	29	42	*	*	48	37	*	*	71	51	31	32	*	*	4	4
2004	70	63	59	56	*	*	*	*	70	68	*	*	*	*	42	42	*	*	21	42	*	*	46	39	*	*	61	55	46	33	*	*	7	1
2005	67	62	41	50	*	*	*	*	75	66	*	*	*	*	29	41	*	*	32	46	*	*	51	39	*	*	64	51	34	33	*	*	5	3
2006	64	58	43	50	67	59	79	64	74	65	84	74	56	52	34	40	56	43	59	46	31	40	45	40	*	*	63	50	46	32	*	*	11	3
2007	66	59	57	56	64	63	84	67	86	69	79	75	65	60	58	48	59	51	61	52	49	46	49	45	*	*	59	51	43	33	*	*	14	0
2008	69	56	54	49	59	61	76	67	83	69	87	75	64	61	46	49	64	52	61	56	42	47	59	49	*	*	60	50	45	39	*	*	11	3
2009	69	57	63	53	70	63	70	66	76	70	91	78	65	60	46	48	73	54	58	57	36	49	56	48	*	*	67	49	47	39	*	*	12	2
2010	70	63	54	54	62	63	73	69	81	72	87	78	68	65	51	48	61	55	69	59	44	53	44	51	*	*	57	53	45	40	*	*	11	3
2011	59	61	58	53	69	67	72	68	81	73	86	79	62	66	51	47	83	59	64	58	43	51	46	52	*	*	66	50	47	39	*	*	10	4
Total	10	1	7	7	4	2	6	0	11	0	7	3	5	1	5	9	6	0	6	5	1	5	8	6	2	1	9	0	8	4	0	3	95	47

*Acushnet data represents school-level scores rather than district-level scores. Acushnet students performed at or above the state average (when accounting for proficiency) on 10 of 14 MCAS tests in 2011.

THE DIFFERENCE BETWEEN THE PERCENTAGE OF ACUSHNET STUDENTS WHO ACHIEVED NEEDS IMPROVEMENT (220 OR ABOVE) ON MCAS AND THE STATE AVERAGE OF STUDENTS WHO ACHIEVED NEEDS IMPROVEMENT ON MCAS (2011)

	Grade 3 Read		Grade 4 ELA		Grade 5 ELA		Grade 6 ELA		Grade 7 ELA		Grade 8 ELA		Grade 3 Math		Grade 4 Math		Grade 5 Math		Grade 6 Math		Grade 7 Math		Grade 8 Math		Grade 4 Science		Grade 5 Science		Grade 8 Science		Grade 8 History		Total	
	APS	State	APS	State	APS	State	APS	State	APS	State	APS	State	APS	State	APS	State	APS	State	APS	State	APS	State	APS	State	APS	State	APS	State	APS	State	APS	State	APS	State
1998	*	*	95	86	*	*	*	*	*	*	98	86	*	*	85	78	*	*	*	*	*	*	71	57	98	88	*	*	63	59	*	*	6	0
1999	*	*	96	88	*	*	*	*	*	*	92	87	*	*	82	80	*	*	*	*	*	*	71	59	95	92	*	*	56	55	54	51	7	0
2000	*	*	93	87	*	*	*	*	*	*	90	89	*	*	87	82	*	*	*	*	*	*	56	61	98	92	*	*	63	62	40	56	5	2
2001	97	93	94	89	*	*	*	*	97	87	97	92	*	*	89	80	*	*	71	66	*	*	73	68	*	*	*	*	*	*	49	59	7	1
2002	99	94	97	91	*	*	*	*	100	92	*	*	*	*	89	81	*	*	77	70	*	*	81	67	*	*	*	*	*	*	*	*	6	0
2003	99	93	98	89	*	*	*	*	97	93	*	*	*	*	85	83	*	*	78	74	*	*	79	67	*	*	96	85	88	70	*	*	8	0
2004	96	93	98	91	*	*	*	*	95	93	*	*	*	*	92	86	*	*	78	74	*	*	76	71	*	*	96	88	84	68	*	*	8	0
2005	98	93	91	90	*	*	*	*	97	93	*	*	*	*	88	85	*	*	84	76	*	*	80	69	*	*	96	89	81	74	*	*	8	0
2006	97	92	94	89	96	90	96	92	96	91	97	93	92	84	87	85	88	77	88	75	72	73	86	71	*	*	95	89	87	75	*	*	13	1
2007	95	91	93	90	97	91	96	92	97	92	97	93	91	84	91	87	92	82	87	80	85	76	82	75	*	*	95	88	87	77	*	*	14	0
2008	92	89	89	88	94	91	96	91	97	92	97	93	94	86	95	87	94	82	90	82	77	76	89	76	*	*	94	88	92	78	*	*	14	0
2009	91	90	90	88	97	92	94	90	98	93	100	93	93	85	95	89	96	83	94	84	86	79	83	76	*	*	98	88	91	79	*	*	14	0
2010	96	93	94	89	92	91	94	90	96	93	97	94	97	89	94	89	92	83	92	84	82	80	88	79	*	*	90	89	94	81	*	*	14	0
2011	98	91	91	88	93	91	92	91	99	94	97	94	96	91	94	89	95	85	90	83	81	78	85	79	*	*	97	86	98	81	*	*	14	0
Total	11	0	14	0	6	0	6	0	11	0	10	0	6	0	14	0	6	0	11	0	5	1	13	1	4	0	9	0	12	0	1	2	139	4

*Acushnet data represents school-level scores rather than district-level scores. Acushnet students performed at or above the state average (when accounting for proficiency) on 14 of 14 MCAS tests in 2011.

THE DIFFERENCE BETWEEN THE PERCENTAGE OF ACUSHNET STUDENTS WHO ACHIEVED PROFICIENCY (240 OR ABOVE) ON MCAS AND THE STATE AVERAGE OF STUDENTS WHO ACHIEVED PROFICIENCY ON MCAS (2011)

	Grade 3 Read	Grade 4 ELA	Grade 5 ELA	Grade 6 ELA	Grade 7 ELA	Grade 8 ELA	Grade 3 Math	Grade 4 Math	Grade 5 Math	Grade 6 Math	Grade 7 Math	Grade 8 Math	Grade 4 Science	Grade 5 Science	Grade 8 Science	Grade 8 History
8th Grade:																
CLASS OF 2000						-12%						-4%			-6%	-9%
CLASS OF 2001						-2%						-11%				-8%
CLASS OF 2002		-12%			17%			-3%				10%	1%			
CLASS OF 2003		-5%			6%			-13%		-3%		11%	-4%		-1%	
CLASS OF 2004		-9%			10%			-2%		-9%		7%	4%		13%	
CLASS OF 2005		-3%			2%			-2%		-13%		12%			1%	
CLASS OF 2006	8%	0%			9%	10%		0%		-21%		5%		20%	14%	
CLASS OF 2007	11%	-3%			9%	4%		-11%		-14%	-9%	4%		6%	10%	
CLASS OF 2008	16%	3%		15%	17%	12%		0%		13%	3%	10%		13%	6%	
CLASS OF 2009	7%	-9%	8%	17%	14%	13%		-12%	13%	9%	-5%	8%		13%	8%	
CLASS OF 2010	5%	-7%	1%	9%	6%	9%		-6%	8%	5%	-13%	-7%		8%	5%	
CLASS OF 2011	6%	1%	-2%	4%	9%	7%	4%	10%	12%	1%	-9%	-6%		10%	8%	
CLASS OF 2012	7%	5%	7%	4%	8%		5%	-3%	19%	10%	-8%			18%		
CLASS OF 2013	13%	10%	-1%	4%			3%	-2%	6%	6%				4%		
CLASS OF 2014	12%	0%	2%				5%	3%	24%					16%		
CLASS of 2015	7%	5%					3%	4%								
CLASS of 2016	-2%						-4%									

* Acushnet data represents school-level scores rather than district-level scores. The shaded area indicates the MCAS that was administered in 2011.

THE DIFFERENCE BETWEEN THE PERCENTAGE OF ACUSHNET STUDENTS WHO ACHIEVED NEEDS IMPROVEMENT (220 OR ABOVE) ON MCAS AND THE STATE AVERAGE OF STUDENTS WHO ACHIEVED NEEDS IMPROVEMENT STATUS ON MCAS (2011)

	Grade 3 Read	Grade 4 ELA	Grade 5 ELA	Grade 6 ELA	Grade 7 ELA	Grade 8 ELA	Grade 3 Math	Grade 4 Math	Grade 5 Math	Grade 6 Math	Grade 7 Math	Grade 8 Math	Grade 4 Science	Grade 5 Science	Grade 8 Science	Grade 8 History
8th Grade:																
CLASS OF 2000						1%						-5%			1%	-16%
CLASS OF 2001						4%						5%				-10%
CLASS OF 2002		9%			9%			7%				15%	10%			
CLASS OF 2003		8%			8%			2%		5%		12%	3%		18%	
CLASS OF 2004		6%			5%			5%		6%		4%	6%		16%	
CLASS OF 2005		6%			2%			10%		3%		12%			6%	
CLASS OF 2006	4%	6%			4%	3%		8%		4%		15%		11%	11%	
CLASS OF 2007	6%	10%			7%	4%		3%		8%	1%	7%		9%	11%	
CLASS OF 2008	6%	7%		5%	5%	6%		6%		13%	11%	14%		7%	14%	
CLASS OF 2009	6%	2%	8%	6%	8%	7%		5%	12%	7%	7%	7%		6%	12%	
CLASS OF 2010	5%	6%	7%	7%	5%	3%		4%	11%	9%	7%	9%		8%	13%	
CLASS OF 2011	6%	4%	4%	4%	3%	3%	9%	5%	13%	10%	2%	6%		7%	17%	
CLASS OF 2012	4%	1%	5%	4%	5%		7%	8%	13%	8%	3%			10%		
CLASS OF 2013	5%	2%	1%	1%			7%	6%	9%	7%				1%		
CLASS OF 2014	1%	5%	2%				8%	5%	10%					11%		
CLASS OF 2015	3%	3%					8%	5%								
CLASS OF 2016	7%						5%									

* Acushnet data represents school-level scores rather than district-level scores. The shaded area indicates the MCAS that was administered in 2011.

2011 MCAS RESULTS

LOCAL COMPARISON

Percentage of Students Achieving Proficiency (240 or above)

	Reading Grade 3	ELA Grade 4	ELA Grade 5	ELA Grade 6	ELA Grade 7	ELA Grade 8	Math Grade 3	Math Grade 4	Math Grade 5	Math Grade 6	Math Grade 7	Math Grade 8	Science/ Tech Grade 5	Science/ Tech Grade 8
State	61	53	67	68	73	79	66	47	59	58	51	52	50	39
Acushnet (district level)	57	57	69	72	79	85	61	48	79	64	43	45	65	47
Acushnet (school level)	59	58	69	72	81	86	62	51	83	64	43	46	66	47
Berkley	67	46	62	60	64	85	79	37	58	63	56	55	45	51
Dartmouth	65	49	76	76	75	88	70	42	67	70	60	52	67	40
Fairhaven	75	67	76	75	69	73	80	50	64	52	44	37	54	44
Freetown/Lakeville (5-8)			76	82	79	87			68	65	43	59	69	55
Freetown (Elem.)	53	42					65	41						
Lakeville (Elem.)	70	60					71	60						
Middleborough	60	41	56	61	73	78	63	40	55	56	37	35	54	31
New Bedford	45	28	45	46	47	55	53	34	39	41	24	25	27	16
Old Rochester (7-8)					88	92					59	59		43
Rochester (K-6)	70	64	79	84			68	38	69	83			65	
Marion (K-6)	84	52	83	90			80	53	71	81			73	
Mattapoisett (K-6)	87	68	79	88			69	56	76	76			67	
Wareham	50	46	64	56	65	73	63	39	63	43	41	33	50	32
Westport	60	64	66	74	80	85	69	46	72	67	55	50	60	53

The School Leaders' Guide to the 2011 Adequate Yearly Progress (AYP) Reports is a detailed description of 2011 AYP findings in Massachusetts, written for school and district administrators and other interested parties. This document includes information on key changes to 2011 AYP determinations, how AYP is calculated, NCLB Accountability Status determinations; performance and improvement ratings; and frequently asked questions. To access this guide, please use the following link:
<http://www.doe.mass.edu/sda/ayp/2011/schleadersguide.pdf>

For my information on AYP or No Child Left Behind please use the following link:
<http://www.doe.mass.edu/sda/ayp/2011/default.html>

Acushnet Public Schools- 2011 AYP Data

2011 Adequate Yearly Progress (AYP) Data - Summary

[Summary Data](#) | [Detailed Data](#)

	NCLB Accountability Status	Improvement Rating
ENGLISH LANGUAGE ARTS	Improvement Year 1 - Subgroups	No Change
MATHEMATICS	Corrective Action - Subgroups	No Change

A district is newly identified for improvement if it fails to make AYP in the same subject area and all grade-spans, for students in the aggregate or any subgroup, for two consecutive years. A district will have no accountability status if it makes AYP in the same subject area for at least one grade-span for two consecutive years.

ENGLISH LANGUAGE ARTS					
Grade Spans		2009	2010	2011	2011 Subgroups Not Making AYP
Grades 3-5	Aggregate	Yes	No	No	White -Special Education -Low Income -
	All Subgroups	Yes	No	No	
Grades 6-8	Aggregate	Yes	Yes	No	White -Special Education -
	All Subgroups	No	No	No	
Grades 9-12	Aggregate	-	-	-	
	All Subgroups	-	-	-	

MATHEMATICS					
Grade Spans		2009	2010	2011	2011 Subgroups Not Making AYP
Grades 3-5	Aggregate	Yes	No	No	White -Low Income -
	All Subgroups	No	No	No	
Grades 6-8	Aggregate	No	Yes	No	White -Special Education -Low Income -
	All Subgroups	No	No	No	
Grades 9-12	Aggregate	-	-	-	
	All Subgroups	-	-	-	

Adequate Yearly Progress History										NCLB Accountability Status
		2004	2005	2006	2007	2008	2009	2010	2011	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Improvement Year 1 - Subgroups
	All Subgroups	Yes	No	Yes	No	Yes	Yes	No	No	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Corrective Action - Subgroups
	All Subgroups	No	Yes	Yes	Yes	No	No	No	No	

2011 Adequate Yearly Progress (AYP) Data - Detail

[Summary Data](#) | [Detailed Data](#)

Acushnet:

2011 AYP Data - English Language Arts By Grade Span

To make AYP in 2011, a student group must meet (A) a student participation requirement, either (B) the State's 2011 performance target for that subject or (C) the group's own 2011 improvement target, and (D) an additional attendance or graduation requirement.

ENGLISH LANGUAGE ARTS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance/Grad Rate			AYP 2011
	Enrolled	Assessed	%	Met Target (95%)	N	2011 CPI	Met Target (95.1)	2010 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Grades 3-5															
Aggregate	331	331	100	Yes	331	84.7	No	85.0	3.8	86.3-91.3	No	96.5	0.4	Yes	No
Lim. English Prof.	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	74	74	100	Yes	74	63.2	No	59.4	10.2	65.1-74.1	No	95.9	1.1	Yes	No
Low Income	87	87	100	Yes	87	72.4	No	75.6	6.1	77.2-86.2	No	96.0	0.6	Yes	No
Afr. Amer./Black		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	330	330	100	Yes	330	84.7	No	85.2	3.7	86.4-91.4	No	96.5	0.4	Yes	No
Grades 6-8															
Aggregate	376	374	99	Yes	374	91.6	No	91.8	2.1	91.8-96.4	No	96.9	0.5	Yes	No
Lim. English Prof.		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	52	51	98	Yes	51	62.7	No	66.8	8.3	70.6-79.6	No	96.7	1.6	Yes	No
Low Income	84	83	99	Yes	83	86.4	No	84.9	3.8	84.9-93.2	Yes	96.0	1.3	Yes	Yes
Afr. Amer./Black	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	370	368	99	Yes	368	91.7	No	91.9	2.0	91.9-96.4	No	96.9	0.5	Yes	No

**Acushnet:
2011 AYP Data - Mathematics By Grade Span**

To make AYP in 2011, a student group must meet (A) a student participation requirement, either (B) the State's 2011 performance target for that subject or (C) the group's own 2011 improvement target, and (D) an additional attendance or graduation requirement.

MATHEMATICS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance/Grad Rate			AYP 2011
	Enrolled	Assessed	%	Met Target (95%)	N	2011 CPI	Met Target (92.2)	2010 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Grades 3-5															
Aggregate	330	329	100	Yes	329	84.4	No	83.6	4.1	85.2-90.2	No	96.5	0.4	Yes	No
Lim. English Prof.	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	74	74	100	Yes	74	68.6	No	59.4	10.2	65.1-74.1	Yes	95.9	1.1	Yes	Yes
Low Income	85	85	100	Yes	85	72.6	No	72.1	7.0	74.6-83.6	No	96.0	0.6	Yes	No
Afr. Amer./Black		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	329	328	100	Yes	328	84.5	No	83.7	4.1	85.3-90.3	No	96.5	0.4	Yes	No
Grades 6-8															
Aggregate	377	375	99	Yes	375	76.1	No	77.3	5.7	80.5-85.5	No	96.9	0.5	Yes	No
Lim. English Prof.		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	53	52	98	Yes	52	40.9	No	50.5	12.4	58.4-67.4	No	96.7	1.6	Yes	No
Low Income	84	83	99	Yes	83	66.6	No	64.4	8.9	68.8-77.8	No	96.0	1.3	Yes	No
Afr. Amer./Black	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	371	369	99	Yes	369	76.4	No	77.2	5.7	80.4-85.4	No	96.9	0.5	Yes	No

Acushnet Elementary School- 2011 AYP Data

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	84.0	No	-1.8	Yes	96.5	No
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	Yes	100	No	63.1	No	1.5	Yes	96.3	No
Low Income	Yes	100	No	72.3	No	-0.6	Yes	95.8	No
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	No	84.0	No	-1.8	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	81.9	No	-2.2	Yes	96.5	No
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	Yes	100	No	67.0	Yes/SH	4.2	Yes	96.3	Yes
Low Income	Yes	100	No	71.3	No	-0.6	Yes	95.8	No
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	No	82.0	No	-2.2	Yes	96.5	No

		Adequate Yearly Progress History								NCLB Accountability Status
		2004	2005	2006	2007	2008	2009	2010	2011	
ELA	Aggregate	Yes	Yes	Yes	Yes	No	Yes	Yes	No	Corrective Action - Subgroups
	All Subgroups	Yes	Yes	Yes	No	No	Yes	No	No	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Improvement Year 2 - Subgroups
	All Subgroups	Yes	Yes	Yes	Yes	Yes	No	No	No	

Ford Middle School- 2011 AYP Data

2011 Adequate Yearly Progress (AYP) Data - Detail

[Summary Data](#) | Detailed Data

ENGLISH LANGUAGE ARTS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2011
	Enrolled	Assessed	%	Met Target (95%)	N	2011 CPI	Met Target (95.1)	2010 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	480	478	100	Yes	474	90.6	No	89.8	2.6	89.9-94.9	Yes	96.9	0.5	Yes	Yes
Lim. English Prof. Special Education	72	71	99	Yes	67	60.1	No	60.1	10.0	65.6-74.6	No	96.9	0.8	Yes	No
Low Income	111	110	99	Yes	106	83.3	No	84.3	3.9	85.7-90.7	No	96.2	0.7	Yes	No
Afr. Amer./Black	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	474	472	100	Yes	468	90.7	No	90.0	2.5	90.0-95.0	Yes	96.9	0.4	Yes	Yes

MATHEMATICS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2011
	Enrolled	Assessed	%	Met Target (95%)	N	2011 CPI	Met Target (92.2)	2010 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	481	479	100	Yes	473	79.8	No	79.3	5.2	82.0-87.0	No	96.9	0.5	Yes	No
Lim. English Prof. Special Education	73	72	99	Yes	67	49.3	No	48.0	13.0	56.5-65.5	No	96.9	0.8	Yes	No
Low Income	110	109	99	Yes	105	69.0	No	68.3	7.9	73.7-78.7	No	96.2	0.7	Yes	No
Afr. Amer./Black	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	475	473	100	Yes	467	80.0	No	79.3	5.2	82.0-87.0	No	96.9	0.4	Yes	No

		Adequate Yearly Progress History								NCLB Accountability Status	
		2004	2005	2006	2007	2008	2009	2010	2011		
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Improvement Year 2 - Subgroups	
	All Subgroups	Yes	Yes	Yes	No	Yes	No	No	No		
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	No	No	No	Improvement Year 2	
	All Subgroups	Yes	Yes	Yes	No	Yes	No	No	No		

Growth Model

The growth model describes a method of measuring individual student progress on MCAS by tracking the scores of the same students from one year to the next. This year's growth report includes results for students in grades 4-8 and grade 10 in English/language arts and mathematics. The data is calculated using historical MCAS results going back at least two years.

Traditional MCAS reports present information about the performance of students at the end of each school year, displaying the distribution of students performing at each of the MCAS performance levels compared to the state averages.

Adequate Yearly Progress (AYP) reports display information about how close a school or district is to helping all students reach or exceed proficiency as defined by the state.

Growth reports, on the other hand, display information about how much academic progress students made in relation to their academic peers (students with a similar MCAS test result history).

So one might ask the question: "Is growth a better measure of student performance than MCAS or AYP?" The answer to this question is "no." Growth reports simply answer a different question. If you want to know how well a student performed on the standards for mathematics or ELA by the end of 6th grade for example, the MCAS scaled score and performance level are the best indicators. If you want to know whether a school is on target for having all of its students meet proficiency by 2014, AYP reports are the right measure. If you are trying to determine how much a student's performance has changed from 2009 to 2010 relative to a student's academic peers, the growth model is the best indicator. However, it is important to note that a more complete understanding of performance can be obtained by using all three measures.

The student growth percentile (abbreviated SGP) measures how much a student's performance has improved from one year to the next relative to his or her academic peers (other students statewide with a similar MCAS test score history). The calculation answers the question, "Among other students with similar MCAS test score histories in previous years, what is the range of scores attained this year?" The model then uses the answer to determine whether a student grew at a faster or slower rate than the students' peers.

For example, if a student in grade 5 has a student growth percentile of 65 in English/language arts, then this student improved more between grade 4 and 5 than 65 percent of students statewide with a similar MCAS test score history.

According to the growth model results, high growth is defined as growth in a subject at or above the 60th percentile, typical growth is between the 40th and 60th percentile, and low growth is below the 40th percentile. The student growth percentile for the district, elementary school, and middle school are indicated in yellow on the subsequent page.

MCAS Tests of Spring 2011

AES/FMS SGP

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	SGP	Included in SGP
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE				
GRADE 03 - READING	59	61	8	11	51	50	39	30	3	9	106	85.6	N/A	N/A
GRADE 03 - MATHEMATICS	62	66	3	14	59	52	34	25	4	10	106	84.7	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	58	53	3	10	55	43	33	35	9	12	105	82.4	54.0	101
GRADE 04 - MATHEMATICS	51	47	17	15	34	32	43	42	7	11	103	79.1	55.0	99
ALL GRADES - ENGLISH LANGUAGE ARTS	58	69	5	17	53	52	36	23	6	8	211	84.0	54.0	101
ALL GRADES - MATHEMATICS	57	58	10	24	47	34	38	27	5	15	209	81.9	55.0	99

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	SGP	Included in SGP
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE				
GRADE 05 - ENGLISH LANGUAGE ARTS	69	67	14	17	55	50	24	24	7	9	105	86.9	47.5	102
GRADE 05 - MATHEMATICS	83	59	33	25	50	34	12	26	6	15	104	91.6	73.0	101
GRADE 05 - SCIENCE AND TECH/ENG	66	50	18	14	48	36	31	36	3	15	104	87.5	N/A	N/A
GRADE 06 - ENGLISH LANGUAGE ARTS	72	68	12	17	60	51	20	23	7	9	124	87.9	52.5	122
GRADE 06 - MATHEMATICS	64	58	16	26	48	32	26	25	10	16	124	83.1	43.0	122
GRADE 07 - ENGLISH LANGUAGE ARTS	81	73	15	14	66	59	18	21	2	6	131	92.7	54.0	120
GRADE 07 - MATHEMATICS	43	51	5	19	38	32	38	27	19	22	131	72.5	27.0	127
GRADE 08 - ENGLISH LANGUAGE ARTS	86	79	11	20	75	59	11	15	4	6	114	94.5	47.0	112
GRADE 08 - MATHEMATICS	46	52	14	23	32	29	39	27	16	21	114	73.9	45.5	112
GRADE 08 - SCIENCE AND TECH/ENG	47	39	6	4	41	35	51	42	2	19	114	80.9	N/A	N/A
ALL GRADES - ENGLISH LANGUAGE ARTS	77	69	13	17	64	52	18	23	5	8	474	90.6	51.0	456
ALL GRADES - MATHEMATICS	58	58	16	24	42	34	29	27	13	15	473	79.8	44.0	462

MCAS Tests of Spring 2011

District SGP

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	SGP	Included in SGP
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE				
GRADE 03 - READING	57	61	7	11	50	50	38	30	5	9	111	85.8	N/A	N/A
GRADE 03 - MATHEMATICS	61	66	3	14	58	52	33	25	6	10	111	84.9	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	57	53	4	10	53	43	33	35	10	12	112	81.3	53.0	103
GRADE 04 - MATHEMATICS	48	47	16	15	32	32	45	42	6	11	110	78.4	55.0	101
GRADE 05 - ENGLISH LANGUAGE ARTS	69	67	14	17	55	50	24	24	7	9	108	87.0	47.0	103
GRADE 05 - MATHEMATICS	79	59	31	25	48	34	12	26	8	15	108	90.0	72.5	102
GRADE 05 - SCIENCE AND TECH/ENG	65	50	18	14	47	36	30	36	6	15	108	86.6	N/A	N/A
GRADE 06 - ENGLISH LANGUAGE ARTS	72	68	12	17	60	51	20	23	7	9	124	87.9	52.5	122
GRADE 06 - MATHEMATICS	64	58	16	26	48	32	26	25	10	16	124	83.1	43.0	122
GRADE 07 - ENGLISH LANGUAGE ARTS	79	73	14	14	65	59	19	21	2	6	133	92.7	54.0	120
GRADE 07 - MATHEMATICS	43	51	5	19	38	32	38	27	20	22	133	72.9	27.0	127
GRADE 08 - ENGLISH LANGUAGE ARTS	85	79	10	20	75	59	11	15	3	6	117	94.2	47.0	113
GRADE 08 - MATHEMATICS	45	52	14	23	31	29	39	27	17	21	118	72.5	45.0	113
GRADE 08 - SCIENCE AND TECH/ENG	47	39	6	4	41	35	51	42	3	19	118	80.1	N/A	N/A
GRADE 10 - ENGLISH LANGUAGE ARTS		84		33		51		13		3	4		N/A	2
GRADE 10 - MATHEMATICS		77		48		29		16		7	5		N/A	1
GRADE 10 - SCIENCE AND TECH/ENG		67		20		47		27		7	4		N/A	N/A
ALL GRADES - ENGLISH LANGUAGE ARTS	70	69	10	17	60	52	24	23	6	8	709	88.3	51.0	563
ALL GRADES - MATHEMATICS	56	58	14	24	42	34	32	27	12	15	709	79.7	45.0	566

DIBELS

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is a formative early literacy assessment created by Dr. Roland Good and Dr. Ruth Kaminski of the Dynamic Measurement Group. It is used by kindergarten through sixth grade teachers in the United States to screen for whether students are at risk of reading difficulty, to monitor student progress, and to guide instruction. DIBELS is an approach to assessment that uses brief, timed measures to track student growth over time. A series of research studies conducted beginning in the early 1990s and continuing today has documented that the performance of children on DIBELS is predictive of and strongly related to their reading success. To learn more about the DIBELS assessment, please access the following site: <http://reading.uoregon.edu/>

The DIBELS measures are *indicators* of the skill area they are designed to assess. Just as a pediatrician measures a child's height and weight as a quick and efficient indicator of that child's physical development, each DIBELS measure is a quick and efficient indicator of how well a child is doing in learning a particular early reading skill. Through their research, Good and Kaminski have determined the average needed in each skill for students to be successful readers. This average is called the "Benchmark." This Benchmark is comparable to the 50th percentile with which you are probably familiar with from other standardized tests.

The DIBELS measures were developed to be indicators of the essential early literacy skills that a child must master to become a good reader.

Phonemic Awareness: Hearing and using sounds in spoken words.

Alphabetic Principle and Phonics: Knowing the sounds of the letters and sounding out written words.

Accurate and Fluent Reading: Reading stories and other materials easily and quickly with few mistakes.

Vocabulary: Understanding and correctly using a variety of words.

Comprehension: Understanding what is spoken or read.

The DIBELS measures are fast and efficient indicators of critical early literacy skills. DIBELS can help you identify students who may need additional instruction to become good readers, and can help you monitor those students to ensure they make adequate progress.

The Acushnet Elementary School uses DIBELS to identify students who may be at risk for reading difficulties. Students are tested using DIBELS three times per year, in the fall, winter, and spring. DIBELS helps teachers identify children who are "on track" for learning to read and children who may need additional instructional support meeting reading goals. In addition, DIBELS may be used to continuously monitor the progress of students who receive additional instructional support to ensure that they are making adequate progress. If a student is not making progress, support can be adjusted to meet the student's learning needs.

Beginning on the next page, you will find the DIBELS scores for the beginning (fall), middle (winter), and end (spring) assessments by grade level.

DIBELS SCORES

Kindergarten

	Beginning			Middle			End		
	Benchmark	Strategic	Intensive	Benchmark	Strategic	Intensive	Benchmark	Strategic	Intensive
2009-2010	53%	26%	21%	61%	27%	11%	79%	9%	12%
2010-2011	40%	37%	23%	67%	29%	4%	86%	7%	7%

Grade 1

	Beginning			Middle			End		
	Benchmark	Strategic	Intensive	Benchmark	Strategic	Intensive	Benchmark	Strategic	Intensive
2009-2010	80%	16%	4%	83%	12%	5%	92%	7%	1%
2010-2011	76%	17%	7%	76%	14%	10%	84%	12%	4%

Grade 2

	Beginning			Middle			End		
	Benchmark	Strategic	Intensive	Benchmark	Strategic	Intensive	Benchmark	Strategic	Intensive
2009-2010	65%	29%	6%	80%	10%	9%	68%	20%	12%
2010-2011	79%	18%	3%	91%	5%	4%	84%	12%	4%

Grade 3

	Beginning			Middle			End		
	Benchmark	Strategic	Intensive	Benchmark	Strategic	Intensive	Benchmark	Strategic	Intensive
2009-2010	71%	20%	9%	70%	20%	10%	63%	28%	9%
2010-2011	63%	25%	12%	63%	26%	11%	58%	31%	10%

Grade 4

	Beginning			Middle			End		
	Benchmark	Strategic	Intensive	Benchmark	Strategic	Intensive	Benchmark	Strategic	Intensive
2009-2010	77%	11%	12%	74%	18%	9%	71%	17%	12%
2010-2011	63%	21%	16%	69%	22%	9%	69%	20%	11%