

OVERALL ELEMENTARY MCAS PERFORMANCE ANALYSIS:

Percentage of Students Meeting or Exceeding Expectations:

Littleville	ELA	MATH	STE	Chester	ELA	MATH	STE
Grade 3	50%	45%		Grade 3	63%	50%	
Grade 4	62%	38%		Grade 4	82%	55%	
Grade 5	57%	41%	47%	Grade 5	29%	33%	39%

ELA AREAS OF STRENGTH:

- Open Response
- Integration of Knowledge and Ideas
- Vocabulary

*The elementary schools have a strong focus on open response writing and responding to text. We have created grade level rubrics that we utilize on a daily basis with students and teachers spend a lot of time modeling and practicing this skill with students. It's rewarding for the staff to see this now being identified as an area of strength.

ELA AREAS OF WEAKNESS:

- Inferencing
- Inferring character feelings and motivation (what's the purpose for their actions/feelings)

Next Steps:

- * During small group instruction, teachers need to spend more time working with students to analyze what the characters' actions mean and what feelings they may have in situations.
- * Teaching inferencing is more abstract because the reader has to use their own experience and background knowledge and combine that to clues in the text in order to make sense of what they are reading. As we all know, our students come to us with varied experience. More teacher modeling with "Think Alouds" might help our students to understand that they need to be actively make connections from their own experiences to fully understand what they are reading.

MATH AREAS OF STRENGTH and WEAKNESSES: (VARIED BY GRADE LEVEL)

- Geometry was an area of strength for grades 3 and 5, but a weakness for grade 4.
- Measurement was the only area identified as a weakness for all grades 3-5.
- Fractions was a concept that grade 3 identified as a deficit.

Next Steps:

*After reviewing the math data and comparing it to our curriculum pacing, it became very clear that the areas where we struggled the most on MCAS had not been taught prior to students taking the MCAS Math test. As a staff we discussed strategies to incorporate those concepts into math instruction or during other opportunities throughout the school day, so that students are at least familiar with the concept and have some knowledge to draw upon.

In addition to looking at student performance on the ELA and Math standards, we also looked at individual student performance to identify students that just missed *Meeting the Expectation* and teachers created an action plan for targeted instruction to meet their needs.

OVERALL SECONDARY MCAS PERFORMANCE ANALYSIS:

Percentage of Students Meeting or Exceeding Expectations:

Middle School	ELA	MATH	STE	High School	ELA	MATH	STE
Grade 6	47%	55%		Grade 9			75%
Grade 7	40%	29%		Grade 10	91%	74%	
Grade 8	36%	32%	13%				

ELA AREAS OF STRENGTH:

- *Main ideas of reading and inferencing are solid skills
- *Vocabulary is a strength for middle school students

ELA AREAS OF WEAKNESS:

- *Open responses continue to fall below the state average
- *Author's purpose and purpose of text need additional support

Next Steps:

- *We are implementing a universal screener, GRADE, to determine decoding and comprehension deficits for struggling students
- *Writing continues to be a focus in all core academic courses
- *ELA standards review is occurring in professional development in order to reinforce curricular changes, especially the addition of speaking and listening standards in the 2017 frameworks

MATH AREAS OF STRENGTH and WEAKNESSES:

- *Graphing and ratios are a relative strength for our students.
- *Geometry and number sense are areas of weakness for our students
- *Complex multi-step word problems are a challenge for our students as well as across the state.

Next Steps:

- *7th grade is piloting additional materials in the 7th grade mathematics classes
- *Vertical collaboration time has been used to calibrate and will continue to be set aside for calibration in Mathematics