

*PLAINVILLE PUBLIC SCHOOLS*

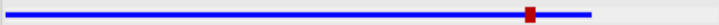
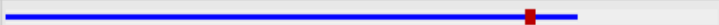



**MCAS HISTORY & HIGHLIGHTS**

**SCHOOL & DISTRICT PERFORMANCE**


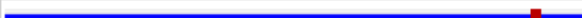
**OCTOBER 8, 2013**

# 2013 Accountability Data for Plainville







Accountability Information		<a href="#">About the Data</a>
Accountability and Assistance Level		
<b>Level 2</b>	One or more schools in the district classified into Level 2	
This district's determination of need for special education technical assistance or intervention		
Meets Requirements-At Risk (MRAR)		

This district's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)			
Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■		<a href="#">View Detailed 2013 Data</a>
	Less progress	More progress	
<a href="#">All students</a>		82	Met Target
<a href="#">High needs</a>		80	Met Target
<a href="#">Low income</a>		74	Did Not Meet Target
<a href="#">ELL and Former ELL</a>			-
<a href="#">Students w/disabilities</a>		74	Did Not Meet Target
<a href="#">Amer. Ind. or Alaska Nat.</a>			-
<a href="#">Asian</a>			-
<a href="#">Afr. Amer./Black</a>			-
<a href="#">Hispanic/Latino</a>			-
<a href="#">Multi-race, Non-Hisp./Lat.</a>			-
<a href="#">Nat. Haw. or Pacif. Isl.</a>			-
<a href="#">White</a>		86	Met Target

# 2013 Accountability Data – Anna Ware Jackson School

Accountability Information			<a href="#">About the Data</a>
Accountability and Assistance Level			
<b>Level 1</b>	Meeting gap narrowing goals		
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)			
All students:	-		
This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)			
Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■		<a href="#">View Detailed 2013 Data</a>
	Less progress	More progress	
<a href="#">All students</a>			80 Met Target
<a href="#">High needs</a>			-
<a href="#">Low income</a>			-
<a href="#">ELL and Former ELL</a>			-
<a href="#">Students w/disabilities</a>			-
<a href="#">Amer. Ind. or Alaska Nat.</a>			-
<a href="#">Asian</a>			-
<a href="#">Afr. Amer./Black</a>			-
<a href="#">Hispanic/Latino</a>			-
<a href="#">Multi-race, Non-Hisp./Lat.</a>			-
<a href="#">Nat. Haw. or Pacif. Isl.</a>			-
<a href="#">White</a>			81 Met Target

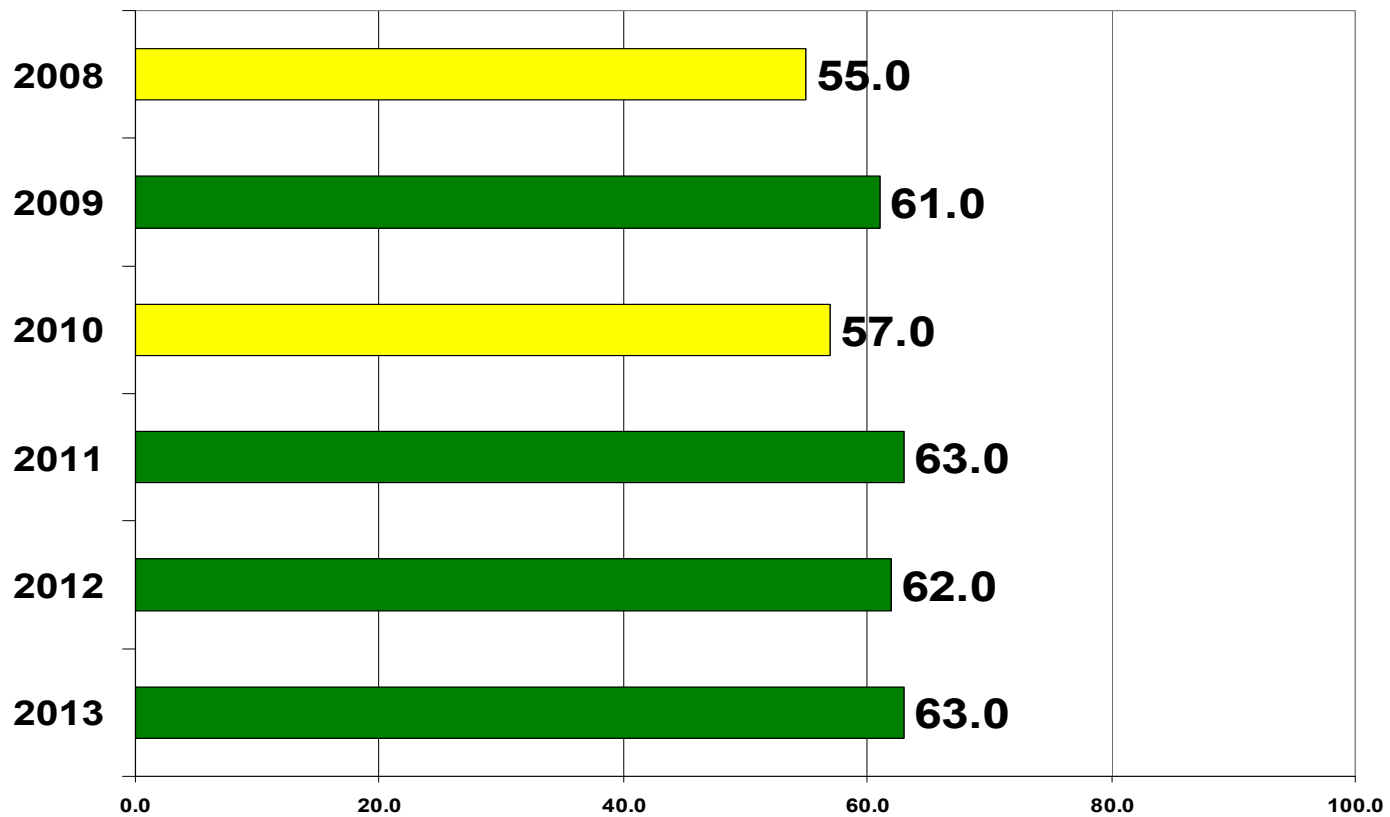
# 2013 Accountability Data – Beatrice H. Wood School

Accountability Information			<a href="#">About the Data</a>
Accountability and Assistance Level			
<b>Level 2</b>	Not meeting gap narrowing goals		
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)			
All students:		73	
	Lowest performing	Highest performing	
This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)			
Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■		<a href="#">View Detailed 2013 Data</a>
	Less progress	More progress	
<a href="#">All students</a>		77	Met Target
<a href="#">High needs</a>		73	Did Not Meet Target
<a href="#">Low income</a>		74	Did Not Meet Target
<a href="#">ELL and Former ELL</a>			-
<a href="#">Students w/disabilities</a>		71	Did Not Meet Target
<a href="#">Amer. Ind. or Alaska Nat.</a>			-
<a href="#">Asian</a>			-
<a href="#">Afr. Amer./Black</a>			-
<a href="#">Hispanic/Latino</a>			-
<a href="#">Multi-race, Non-Hisp./Lat.</a>			-
<a href="#">Nat. Haw. or Pacif. Isl.</a>			-
<a href="#">White</a>		81	Met Target

# MCAS 2013 Growth Percentile Report

## ELA – Grade 4-6

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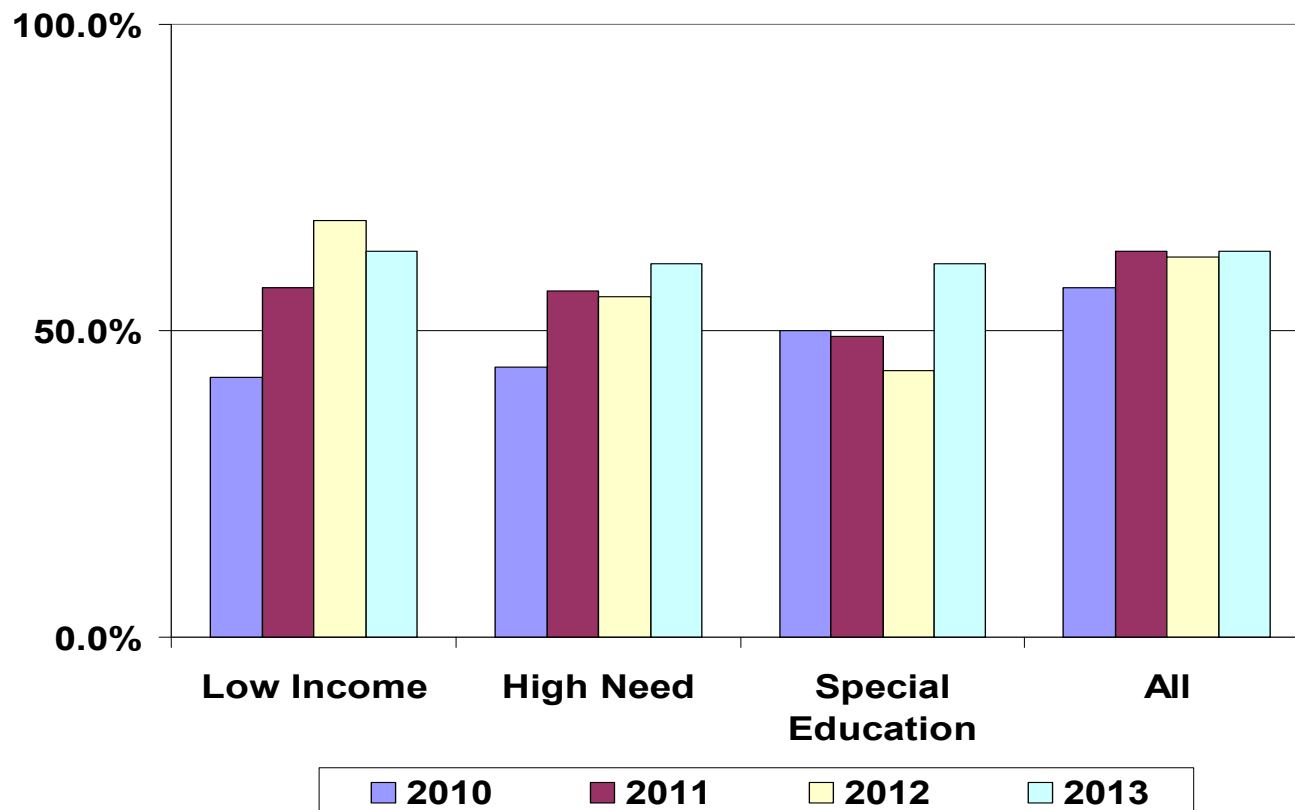
## Student Growth Percent of Students

### ELA

	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Very High</b>	19%	25%	29%	31%	26%	33%
<b>High</b>	23%	25%	20%	21%	26%	28%
<b>Moderate</b>	22%	22%	17%	22%	17%	14%
<b>Low</b>	19%	15%	19%	16%	14%	15%
<b>Very Low</b>	17%	13%	15%	11%	17%	10%

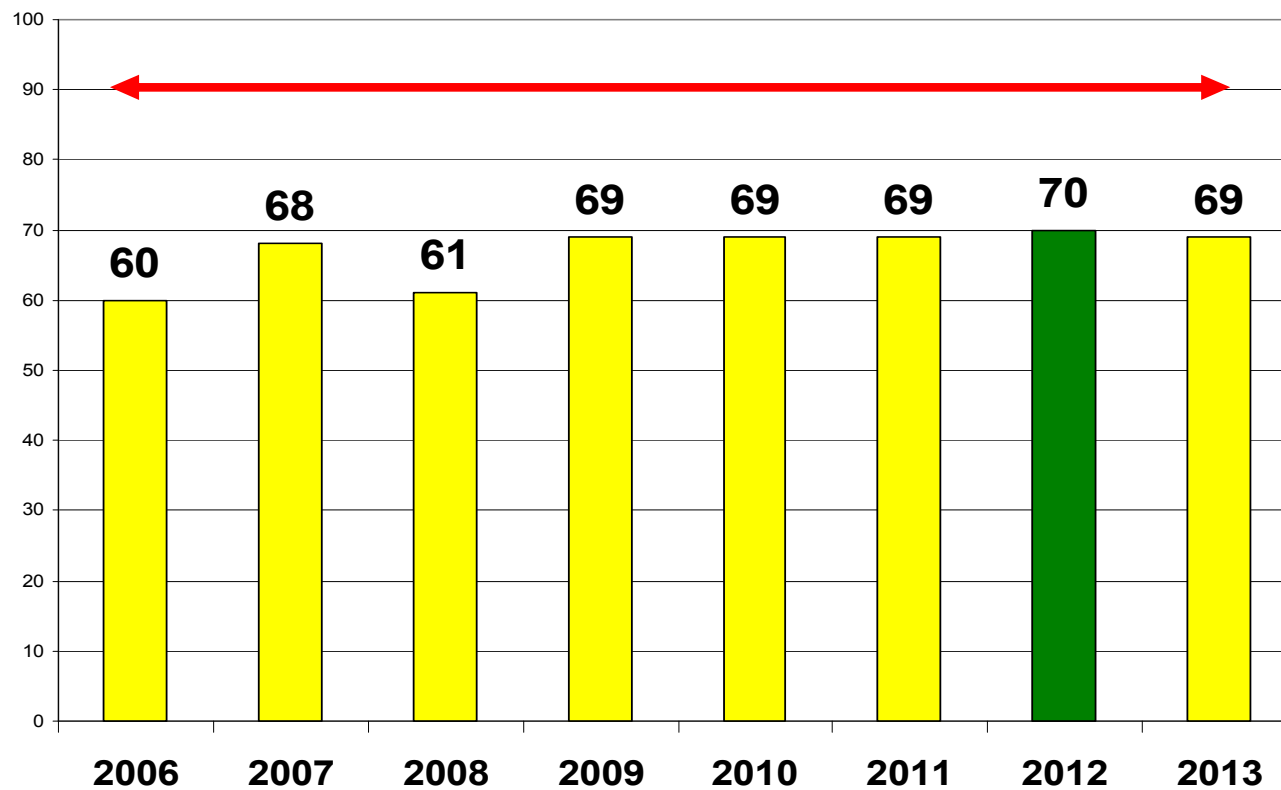
# MCAS English Language Arts – Grades 4-6

## Median Growth Percentile



# MCAS – English / Language Arts All Grades Tested Percent of Students Meeting or Exceeding Standard

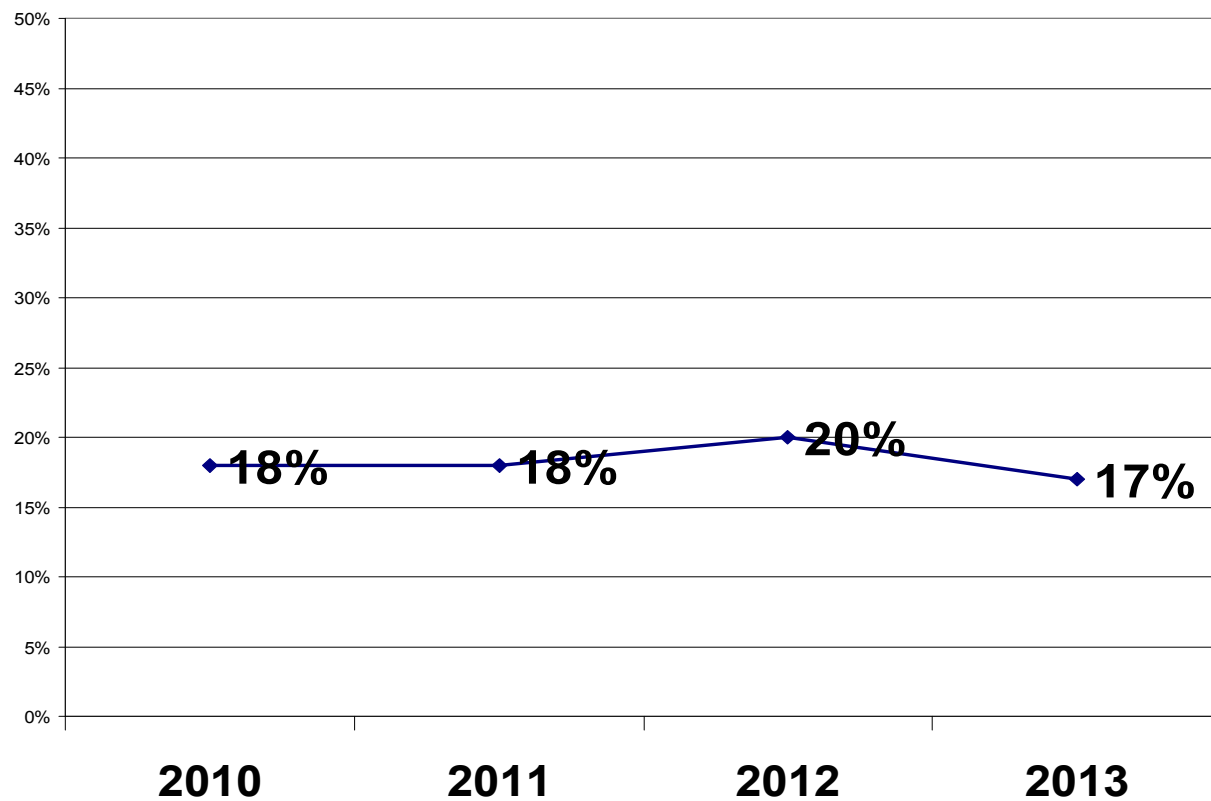
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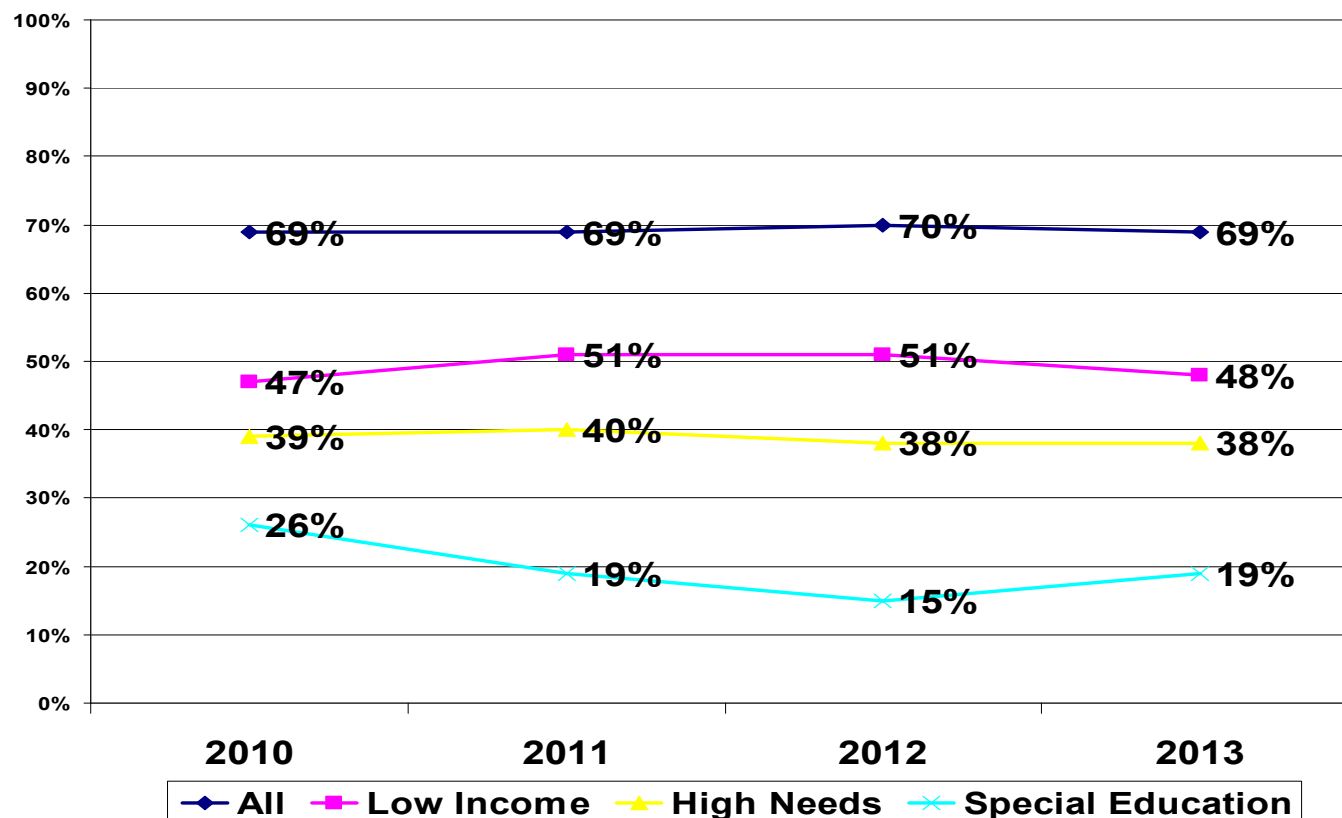


**Percent of Students at Advanced Level  
All Students Tested  
English Language Arts - MCAS**

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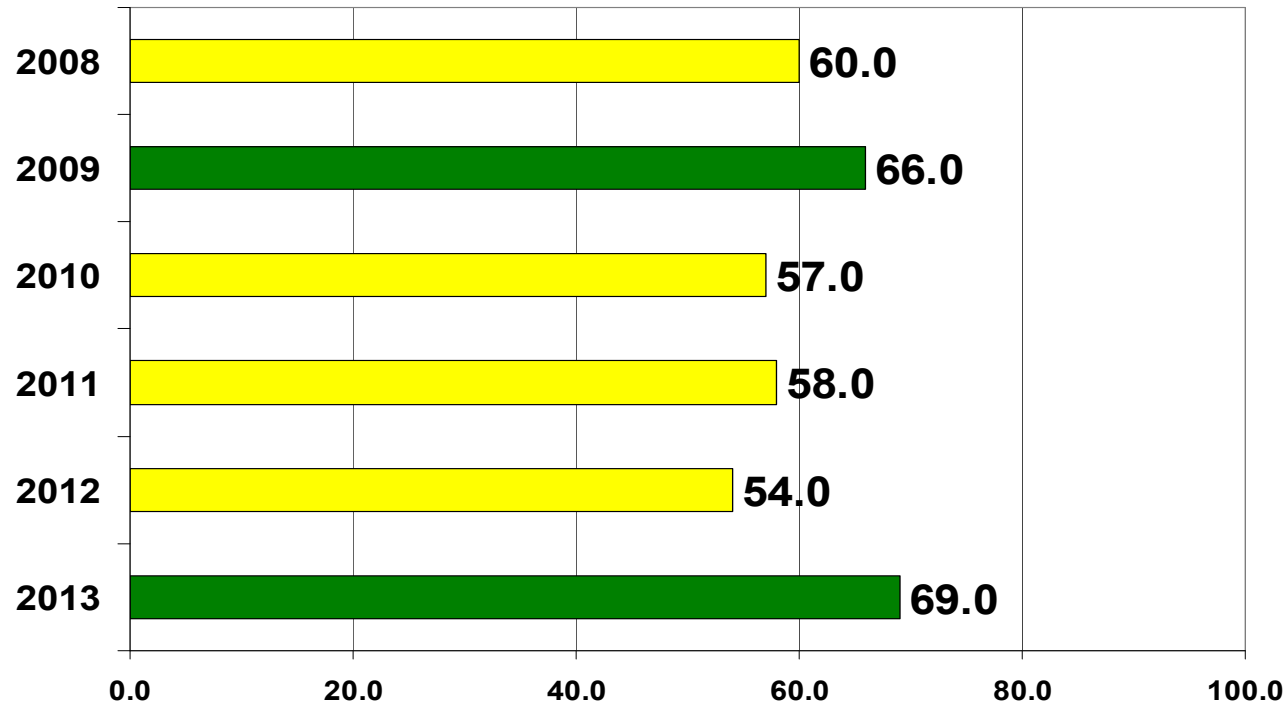
# MCAS English Language Arts – All Students Tested Percent of Students Meeting or Exceeding Standard



# MCAS 2013 Growth Percentile Report

## MATH – Grade 4-6

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## Student Growth Percent of Students

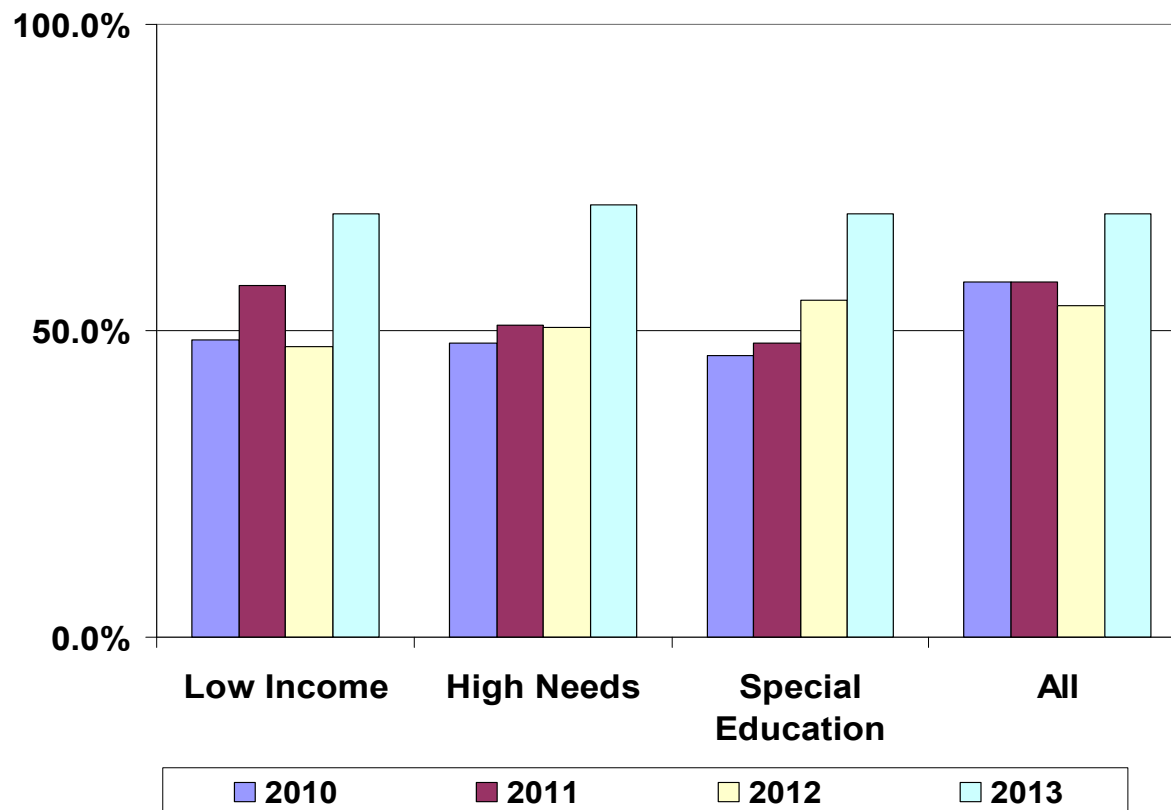
### **MATH**

	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Very High</b>	26%	28%	19%	25%	24%	23%
<b>High</b>	22%	28%	26%	22%	20%	21%
<b>Moderate</b>	22%	21%	21%	21%	19%	17%
<b>Low</b>	20%	13%	19%	15%	20%	19%
<b>Very Low</b>	10%	10%	14%	17%	16%	21%

# MCAS Mathematics – Grades 4-6

## Median Growth Percentile

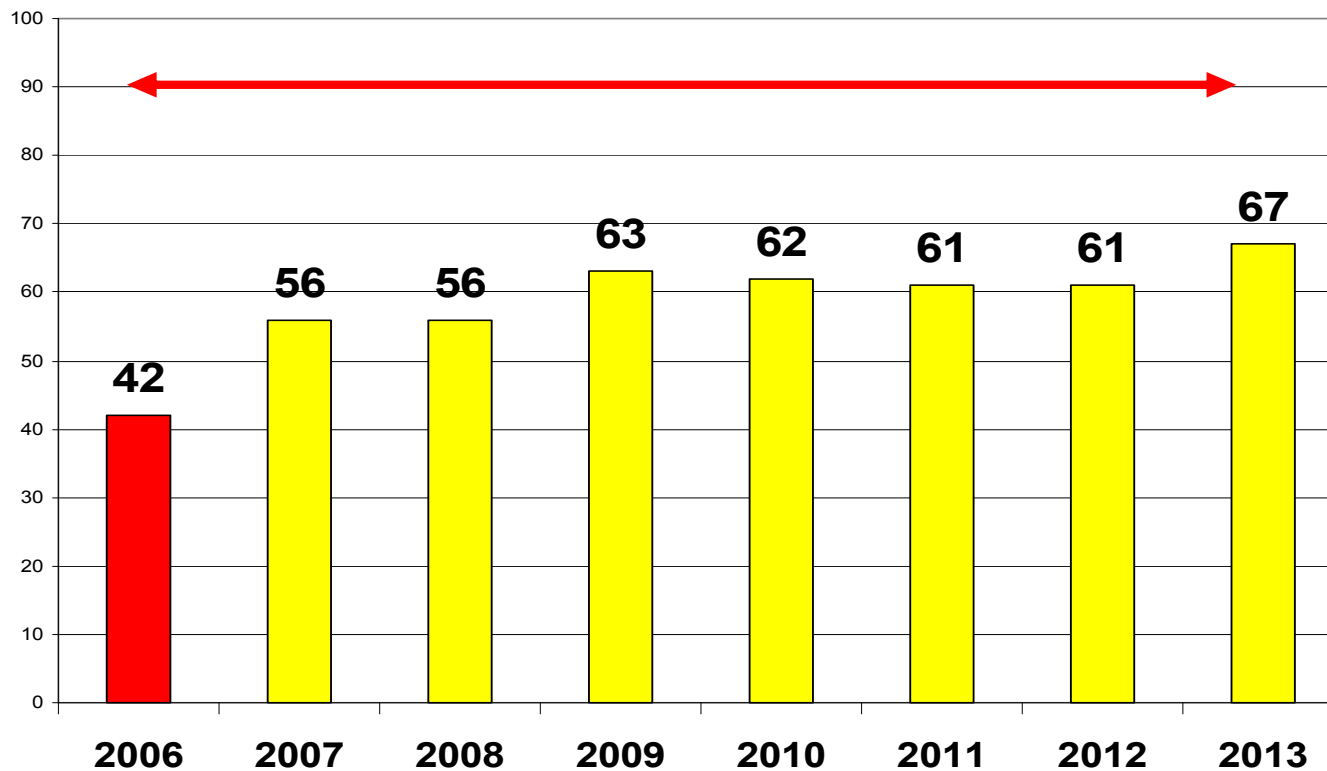
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# MCAS – Mathematics All Grades Tested

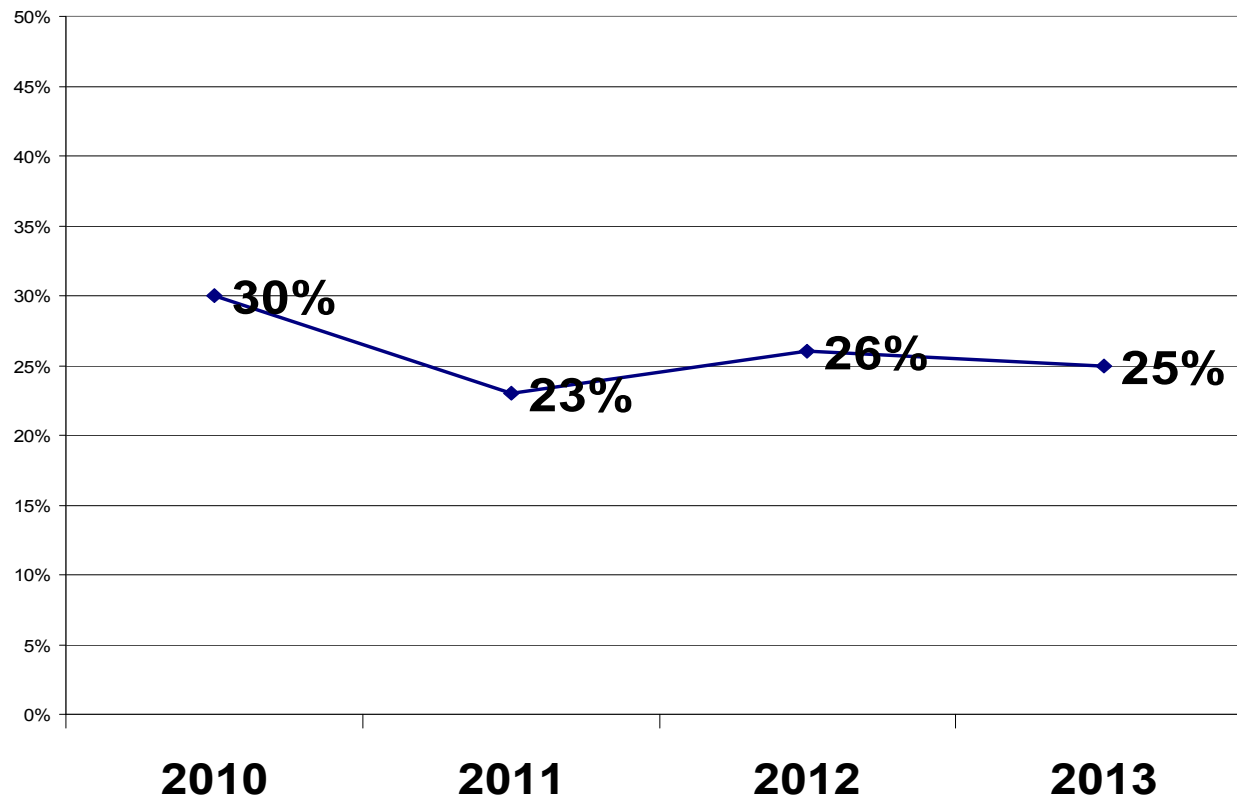
## Percent of Students Meeting or Exceeding Standard

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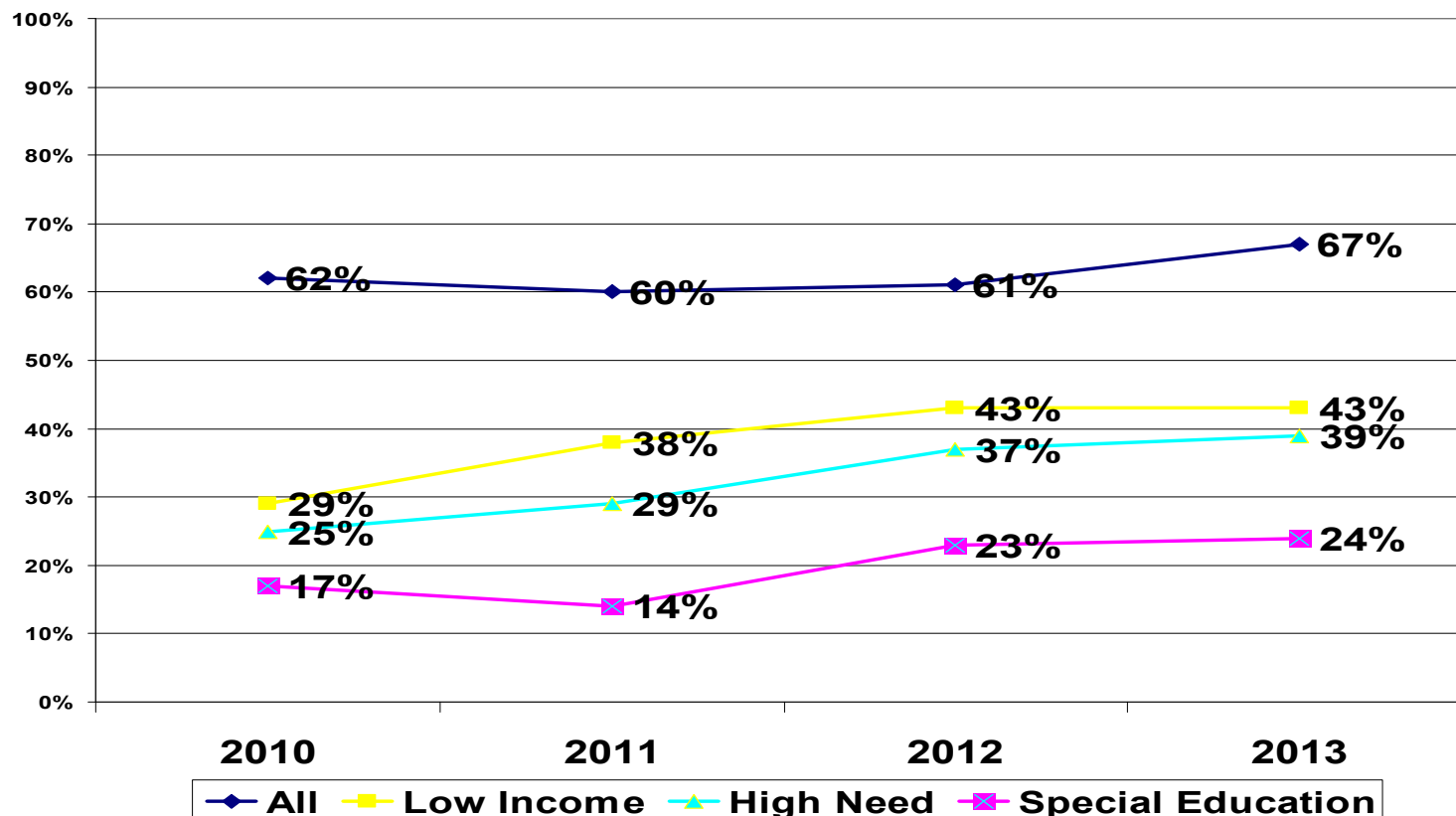
# Percent of Students at Advanced Level All Students Tested Mathematics - MCAS

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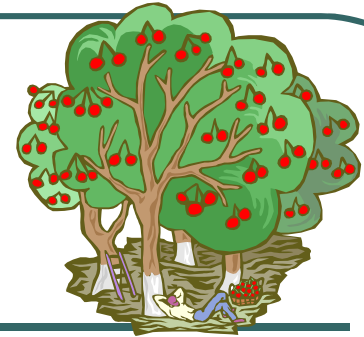
# MCAS Mathematics – All Students Tested

## Percent of Students Meeting or Exceeding Standard





## Student Proficiency (% of students)

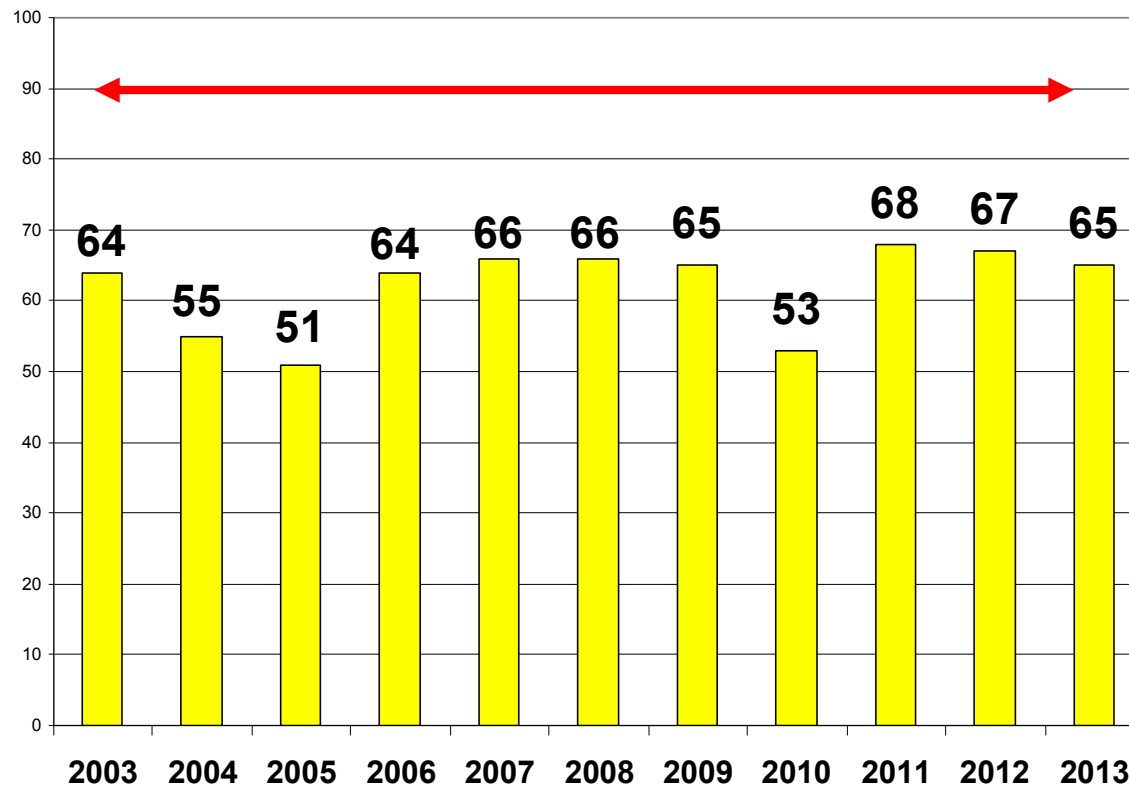


<b>Proficient or Above</b>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
<b>ELA &amp; Math</b>	48%	55%	58%	55%	56%	60%
<b>ELA or Math</b>	23%	18%	19%	24%	23%	20%
<b>Neither</b>	29%	27%	23%	21%	22%	20%

# MCAS – Science / Technology Grade 5

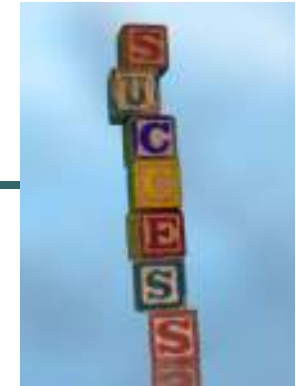
## Percent of Students Meeting or Exceeding Proficiency

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# MCAS

## Reasons to Celebrate



- Above Average Growth Percentile
  - ELA – All students and all subgroups
  - Math – All students and all subgroups
- Significant Increase in Percent of Students Meeting or Exceeding Standard in Mathematics
- Continued Increase in Percent of Students Demonstrating Proficiency in ELA and Math
- Continued Decrease in Percent of Students Not Meeting Standard in ELA or Math

## WORK PLAN

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*As an organization committed to continuous improvement we need to:*

- Better implement strategies which maximize teamwork
- Review summative and formative data to determine students' greatest area of academic need and create and implement more effective intervention strategies in response to these needs
- Work with students to improve their writing skills, particularly in ELA and MATH
- Work with our special education, high-needs and low-income students to increase their proficiency

# WORK PLAN

(continued)

- 
- Identify grade-level S.M.A.R.T. goals which, if met, will lead us to realize performance gains
  - Develop effective instructional plans to meet the S.M.A.R.T. goals
  - Provide challenge lessons to those students currently demonstrating proficiency



## SUMMARY

+ Increased proficiency in ELA and MATH over last 6 years

- Strengthen our ability to develop and use formative assessments

+ All students and all subgroups demonstrated above average growth in ELA and MATH

- Identify and implement effective strategies for our special needs students, especially in the area of ELA

# SUMMARY

(continued)

<p>+ Over 60% of students demonstrated high or very high growth in ELA</p>	<p>- Further development and implementation of our response to intervention systems</p>
<p>+ Highest level of growth in MATH in district history</p>	<p>- Hold each other accountable for realizing improved student performance and higher levels of growth</p>

# SUMMARY

(continued)

+ Highest percentage of proficiency in both ELA and MATH in district history	
+ Long history of scoring well above average in SCIENCE/ TECHNOLOGY	