



*FLRSD 2021 MCAS*  
*Summaries and Progress*

# Assawompset Elementary School

ELA	#students	% school	% district	% state
Exceeding Expectations	14	13	13	9
Meeting Expectations	49	47	44	41
Partially Meeting Expectations	41	39	39	39
Not Meeting Expectations	1	1	3	10
Total Included	105 students			

MATH	#students	% school	% district	% state
Exceeding Expectations	9	9	6	5
Meeting Expectations	47	45	42	28
Partially Meeting Expectations	41	39	39	40
Not Meeting Expectations	8	8	13	26
Total Included	105 students			

ELA	<ul style="list-style-type: none"> <li>• <i>multiple meaning words, conventions, sequencing events</i></li> </ul>
Math	<ul style="list-style-type: none"> <li>• <i>Fractions, 2 step problems</i></li> </ul>
plan	<p>Spiraling content to ensure coverage            Information session for families            Weekly open response items (math and ELA using RACE and CUBES) - engage in looking at student work and record data and areas of need            Professional development from DESE consultant (open response/writing/phonics)            Weekly MCAS practice sent home for repeated exposure            Iready and BAS data used to identify students and provide intervention and progress monitor            Utilizing common planning time to analyze growth and progress of students</p>

# Freetown Elementary School

ELA	# of student	% school	% district	% state
Exceeding Expectations	10	11%	13%	9%
Meeting Expectations	40	43%	44%	41%
Partially Meeting Expectations	37	40%	39%	39%
Not Meeting Expectations	6	6%	3%	10%
Total Included	93 students			

MATH	# of student	% school	% district	% state
Exceeding Expectations	3	3%	6%	5%
Meeting Expectations	36	39%	42%	28%
Partially Meeting Expectations	36	39%	39%	40%
Not Meeting Expectations	18	19%	13%	26%
Total Included	93 students			

Areas of concern in ELA:	<ul style="list-style-type: none"> <li>Main idea and details / Grammar, punctuation, conventions / Vocabulary acquisition and meaning</li> </ul>
Areas of concern in Math:	<ul style="list-style-type: none"> <li>Multi-step problems / Geometry / Fractions</li> </ul>
Plan	<p>Spiraling content to ensure coverage</p> <p>Information session for families</p> <p>Timely open response items (math and ELA using RACE and CUBES) - engage in looking at student work and record data and areas of need</p> <p>Professional development from DESE consultant (open response/writing/phonics)</p> <p>Iready and BAS data used to identify students and provide intervention and progress monitor</p> <p>Utilizing common planning time to analyze growth and progress of students</p>

# George R. Austin Intermediate School–Grade Four

ELA	#students	% school	% district	% state
Exceeding Expectations	5	3	2	6
Meeting Expectations	90	47	40	43
Partially Meeting Expectations	77	40	40	38
Not Meeting Expectations	20	10	11	13
Total Included	192 students			

MATH	#students	% school	% district	% state
Exceeding Expectations	10	5	5	4
Meeting Expectations	82	43	41	29
Partially Meeting Expectations	85	44	43	43
Not Meeting Expectations	15	8	9	21
Total Included	192 students			

Areas of Concern in ELA	<ul style="list-style-type: none"> <li>• vocab acquisition and usage, narrative writing, key idea and details</li> </ul>
Areas of Concern in Math	<ul style="list-style-type: none"> <li>• equivalent fractions, decimals, symmetry</li> </ul>
plan	<ul style="list-style-type: none"> <li>• Utilize 40 minutes a week in iReady- My Path as well as teacher assigned</li> <li>• Use online programs iknowit, Flocabulary, StoryWorks, and Quizizz to provide targeted practice</li> <li>• Utilize CPT time to review data of growth monitoring and diagnostic testing to direct our instruction</li> <li>• Utilize small groups to differentiate instruction based on student needs</li> <li>• Utilize our math and ELA interventionist to frontload content and remediate content</li> <li>• Use small group instruction to meet students' individual needs, as identified in the data</li> <li>• Conference with students on progress</li> </ul>

# George R. Austin Intermediate School–Grade Five

ELA	#students	% school	% district	% state
Exceeding Expectations	14	7	6	8
Meeting Expectations	94	49	47	39
Partially Meeting Expectations	79	39	40	41
Not Meeting Expectations	11	5	3	12
Total Included	202 students			

MATH	#students	% school	% district	% state
Exceeding Expectations	14	7	7	4
Meeting Expectations	78	38	30	29
Partially Meeting Expectations	95	47	48	41
Not Meeting Expectations	10	8	8	20
Total Included	201 students			

Areas of Concern in ELA	<ul style="list-style-type: none"> <li>• vocab acquisition and usage,craft and structure,key idea and details</li> </ul>
Areas of Concern in Math	<ul style="list-style-type: none"> <li>• evaluating expressions with parentheses, converting measurements, volume</li> </ul>
plan	<ul style="list-style-type: none"> <li>• Utilize 40 minutes a week in iReady- My Path as well as teacher assigned</li> <li>• Use online programs iknowit, Flocabulary, StoryWorks, and Quizizz to provide targeted practice</li> <li>• Utilize CPT time to review data of growth monitoring and diagnostic testing to direct our instruction</li> <li>• Utilize small groups to differentiate instruction based on student needs</li> <li>• Utilize our math and ELA interventionist to frontload content and remediate content</li> <li>• Use small group instruction to meet students' individual needs, as identified in the data</li> <li>• Conference with students on progress</li> </ul>

# Freetown Lakeville Middle School

<b>ELA</b>	#students	% district	% state	<b>MATH</b>	#students	% district	% state	<b>Sci. (8)</b>	#students	% district	% state
Exceeding Expectations	51	8%	8%	Exceeding Expectations	25	4%	5%	Exceeding Expectations	27	13%	8%
Meeting Expectations	234	39%	35%	Meeting Expectations	244	40%	29%	Meeting Expectations	90	43%	33%
Partially Meeting Expectations	242	40%	37%	Partially Meeting Expectations	258	45%	45%	Partially Meeting Expectations	82	38%	43%
Not Meeting Expectations	83	13%	20%	Not Meeting Expectations	64	11%	21%	Not Meeting Expectations	12	6%	16%
Total Included	610			Total Included	614			Total Included	211		

Areas of Concern in ELA	<ul style="list-style-type: none"> <li>Analyzing two or more texts and expressing the analysis in written form.</li> <li>Analysis of characters' actions or decisions in a passage</li> </ul>
Areas of Concern in Math	<ul style="list-style-type: none"> <li>Application of properties to define expression equivalence.</li> <li>Applying mathematical concepts in real-world contexts.</li> </ul>
Areas of Concern in Sci.	<ul style="list-style-type: none"> <li>Analysis of subduction and oceanic/continental plate interactions</li> <li>Defining density in terms of the distance between and amount of particles in a model</li> </ul>
Plan	<ul style="list-style-type: none"> <li>2021 MCAS Data Analysis - (Standards - Percent Possible vs. School-State Diff.)-(Instruction vs. Performance)</li> <li>Utilizing i-Ready assessment program for strategic instructional planning and intervention identification</li> <li>Academic Resource Center</li> <li>Testing Logistics - Whole School Testing, Testing order</li> <li>Test Promotion with families</li> </ul>

# Apponequet Regional High School

<b>ELA</b>	#students	% district	% state	<b>MATH</b>	#students	% district	% state	<b>Bio. (10)</b>	#students	% district	% state
Exceeding Expectations	56	29%	19%	Exceeding Expectations	28	15%	11%	Exceeding Expectations	42	22%	24%
Meeting Expectations	90	47%	45%	Meeting Expectations	97	51%	41%	Meeting Expectations	92	48%	43%
Partially Meeting Expectations	35	18%	27%	Partially Meeting Expectations	53	28%	36%	Partially Meeting Expectations	49	26%	22%
Not Meeting Expectations	9	5%	9%	Not Meeting Expectations	12	6%	12%	Not Meeting Expectations	9	5%	11%
<b>Total Included</b>	<b>190</b>			<b>Total Included</b>	<b>190</b>			<b>Total Included</b>	<b>192</b>		

<b>Areas of Concern in ELA</b>	<ul style="list-style-type: none"> <li>Score adjustments from the state will not occur next year since it will be year three of the new MCAS exam which may result in a small percentage of failures with the updated scoring in 2022.</li> </ul>
<b>Areas of Concern in Math</b>	<ul style="list-style-type: none"> <li>Higher number of students who failed Algebra I during the 2020-2021 academic year and modification of the curriculum (application problems were removed and curriculum was skill-driven) to a hybrid model may increase MCAS failures for 2022.</li> <li>Adjustments to the passing EPP ranges from the state may impact number percentage for meets expectations needs.</li> </ul>
<b>Areas of Concern in Bio</b>	<ul style="list-style-type: none"> <li>Open-responses represent large portion of scoring</li> </ul>
<b>Plan</b>	<ul style="list-style-type: none"> <li>Supports within classroom, co-teaching model</li> <li>Modifications in curriculum to re-teach concepts</li> <li>Practice open-responses in Biology</li> <li>Computer-based testing practice in classrooms</li> <li>Test Promotion with families and students</li> </ul>