

DOVER SHERBORN PUBLIC SCHOOLS DOVER SHERBORN MIDDLE SCHOOL SPRING 2011 MCAS REPORT



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Valerie G. Spriggs, Superintendent
Steven B. Bliss, Assistant Superintendent

October, 2011

*We would like to recognize the hard work and dedication of the faculty and staff at
Dover Sherborn Middle School.*

*A special thanks is extended to Mr. Frederick Randall, Headmaster,
Mr. Scott Kellett, Assistant Headmaster, Mrs. Carmel Bergeron, Math Curriculum
Co-Supervisor, Mrs. Erin Newman, Math Curriculum Co-Supervisor,
Mr. Scott Walker, English Curriculum Supervisor, and
Mrs. Ana Hurley, Science Curriculum Supervisor, for their superb instructional leadership and
assistance in compiling this report.*

I. Introduction

a. Summary of State-Wide Participation and Performance

A total of 547,728 Massachusetts public school students in grades 3–10 participated in a total of 17 MCAS tests in English Language Arts, Mathematics, and Science and Technology/Engineering during the fourteenth administration of the MCAS in the spring of 2011.¹ Participation rates remained very high, ranging from 98 to 100 percent across the grades and subjects tested.

In 2011, 9,325 students with disabilities participated in the MCAS Alternate Assessment (MCAS-Alt) by submitting portfolios documenting their academic achievement in one or more subjects in grades 3–12.

Student achievement statewide improved on 9 of the 17 MCAS tests administered in 2011. Between 2010 and 2011, the percentage of students scoring *Proficient* or higher² improved by one to six percentage points on four of seven grade-level tests in English Language Arts (ELA), one to four points on four of seven grade-level tests in Mathematics, and two points on one of three grade-level tests in Science and Technology/Engineering (STE).

The percentage of students statewide scoring *Proficient* or higher ranged from

- 53 percent at grade 4 to 84 percent at grade 10 in ELA;
- 47 percent at grade 4 to 77 percent at grade 10 in Mathematics; and
- 39 percent at grade 8 to 67 percent at the high school level in STE.

2009-2011 Statewide MCAS Test Results				
Percentage of Students Scoring <i>Proficient</i> or Higher				
Grade	Year	English Language Arts	Mathematics	Science and Technology/Engineering
Grade 3	2011	61	66	–
	2010	63	65	–
	2009	57	60	–
Grade 4	2011	53	47	–
	2010	54	48	–
	2009	54	48	–
Grade 5	2011	67	59	50
	2010	63	55	53
	2009	63	54	49
Grade 6	2011	68	58	–
	2010	69	59	–
	2009	66	57	–
Grade 7	2011	73	51	–
	2010	72	53	–
	2009	70	49	–
Grade 8	2011	79	52	39
	2010	78	51	40
	2009	78	48	39
Grade 10^a	2011	84	77	67
	2010	78	75	65
	2009	79	75	61

¹ The four subject-specific high school Science and Technology/Engineering tests in Biology, Chemistry, Introductory Physics, and Technology/Engineering given in grades 9 and 10 are counted here as one operational test.

² In this report, *Proficient* or higher refers to the cumulative percentage of students scoring at the *Proficient* and *Advanced* levels.

b. Key Terms

NCLB Report Card & Adequate Yearly Performance (AYP): All public schools in the state receive a Report Card annually. The NCLB Report Card defines the school's Adequate Yearly Progress (AYP) status. AYP is a measure of the extent to which a student group within a school demonstrates proficiency in English language arts and mathematics. NCLB Report Cards are issued each year and show the progress schools and districts are making toward the goal of having all students reach proficiency by the year 2014.

AYP determinations are made separately for ELA and Mathematics. For each subject test there are multiple AYP determinations, including that for all students (the aggregate) and for student subgroups. Student subgroups for whom AYP determinations are made include students with disabilities, students with limited English proficiency, economically disadvantaged students (eligible for free/reduced price school lunch), and African American/Black, Hispanic, Asian, White, and Native American students.

AYP measures student performance against specific expectations each year. To receive an affirmative AYP determination, schools and districts must meet a student participation requirement, an additional attendance or graduation requirement, and either the state's performance target (CPI) or the group's own improvement target.

Improvement Target: An indication of whether a district, school, or student group made AYP in 2011 by improving its Composite Performance Index (CPI) from 2010 to 2011 within or above its On Target Range. A district, school or group's improvement target is calculated by adding its gain target to its 2010 CPI (Baseline).

Performance Target: An indication of whether a district, school, or student group made AYP in 2011 by meeting or exceeding the 2011 state performance target. The 2011 state performance target for ELA is a Composite Performance Index (CPI) of 87.2; for mathematics, 79.9.

Composite Performance Index (CPI): An important variable in a school's AYP determination, CPI is a 100-point index that assigns 100, 75, 50, 25, or 0 points to each student participating in MCAS based on their performance. The total points assigned to each student are added together and the sum is divided by the total number of students assessed. The result is a number between 0 and 100, which constitutes a district, school, or group's CPI for that subject and student group. The CPI is a measure of the extent to which students are progressing toward proficiency (a CPI of 100) in ELA and Mathematics. CPIs are generated separately for ELA and Mathematics, and at all levels including state, district, school, and student subgroup.

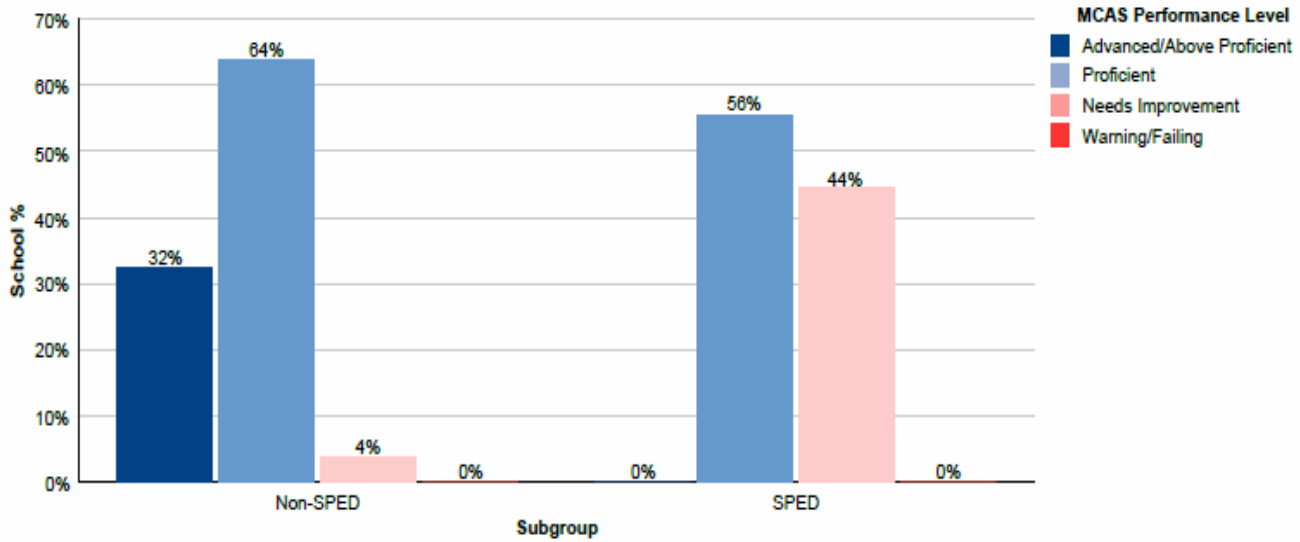
Competency Determination: All Massachusetts students who seek to earn a high school diploma must meet the Commonwealth's Competency Determination (CD) standard in addition to all local graduation requirements. In order to earn a CD, students must *either* earn a scaled score of 240 (*Proficient*) or higher on the grade 10 MCAS ELA and Mathematics tests or retests, *or* earn a score of 220–238 on the grade 10 MCAS ELA and Mathematics tests or retests and fulfill the requirements of an Educational Proficiency Plan (EPP). Students in the class of 2010 and beyond also must earn a score of 220 or higher on one of four subject-specific high school MCAS tests in Science and Technology/Engineering (Biology, Chemistry, Introductory Physics, or Technology/Engineering) to earn a CD.

II. Grade/Content Area Performance

a. Current Year – English Language Arts Grade 6



School Performance Distribution by SPED Status
Dover-Sherborn, Dover-Sherborn Reg MS - 2011 MCAS Grade 6 English Language Arts



Subgroup	MCAS Performance Level	School #	School %	District %	State %
Non-SPED	Advanced	51	32%	32%	21%
	Proficient	100	64%	64%	57%
	Needs Improvement	6	4%	4%	18%
	Warning	0	0%	0%	3%
Non-SPED		157			
SPED	Advanced	0	0%	0%	2%
	Proficient	10	56%	48%	26%
	Needs Improvement	8	44%	43%	40%
	Warning	0	0%	0%	32%
SPED		18			
Total # of Students		175			

MCAS results are suppressed (-) for group counts of less than 10. Suppressed groups are not rendered in charts.

October enrollment filter is applied to the School results only. District and State results include On or After Oct. 1.

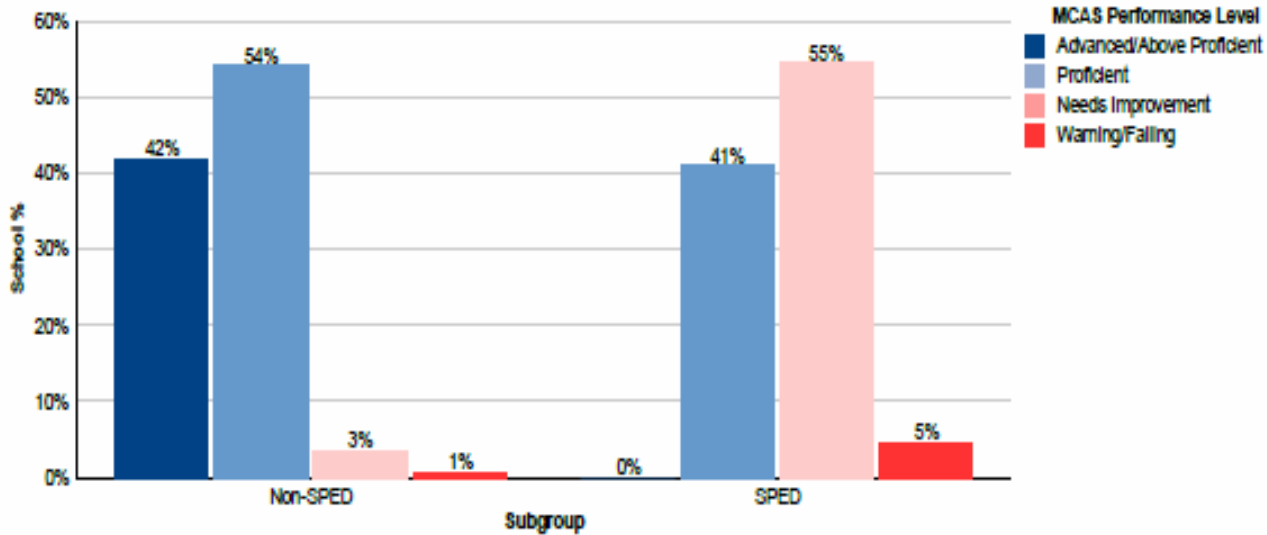
Key Points/Action Items

Area of Concentration	Action Strategy	Timeline	Benchmark Indicator
Open Response	6 th grade classes focus on this area	Students practice OR questions 5 times per year, Sept.-June	6 th grade teachers are creating unit by unit graded assessments to evaluate this area
Open Response	The EmPOWER EVALUATE process will be used to help in planning	Monthly, Sept.-March	Regular formative assessments
Reading Comprehension	Communication between elementary schools and middle school	Initial communication in November and there is a meeting at end of year	Curriculum examples appear more consistent among grade levels
Staff Training	Executive Functioning, English Language Learner, and Language-Based Disabilities trainings available to staff	Ongoing	All students will achieve at higher levels in terms of performance and growth
Special Education Subgroup and At-Risk Students	Students are currently enrolled in Small Group English or Individualized English	Ongoing	Students will achieve at higher levels in terms of performance and growth

a. Current Year – English Language Arts Grade 7



School Performance Distribution by SPED Status
Dover-Sherborn, Dover-Sherborn Reg MS - 2011 MCAS Grade 7 English Language Arts



Subgroup	MCAS Performance Level	School #	School %	District %	State %
Non-SPED	Advanced	72	42%	42%	18%
	Proficient	93	54%	54%	66%
	Needs Improvement	6	3%	3%	15%
	Warning	1	1%	1%	2%
Non-SPED		172			
SPED	Advanced	0	0%	0%	1%
	Proficient	9	41%	38%	30%
	Needs Improvement	12	55%	58%	44%
	Warning	1	5%	4%	25%
SPED		22			
Total # of Students		194			

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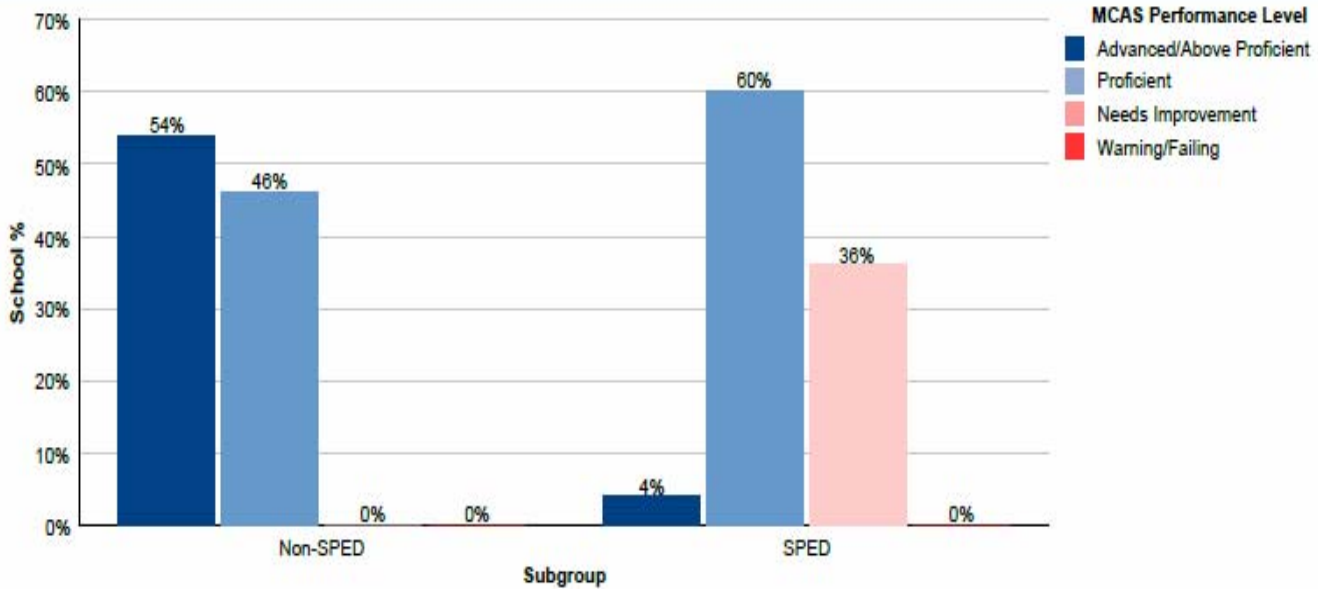
Key Points/Action Items

Area of Concentration	Action Strategy	Timeline	Benchmark Indicator
Open Response	The department will use EmPOWER to help in planning	Monthly, Sept.-March	Regular formative assessments
Open Response	Small group will be used to focus on those students with the greatest need	Monthly, Sept.-March	Assessments within small group will be utilized to determine growth
Students scoring <i>Warning</i> and <i>Needs Improvement</i>	Teachers will use data from ASPEN, IEPs, and ISSPs to target/gauge instruction	Ongoing	Students will achieve at higher levels in terms of performance and growth
Staff Training	Executive Functioning, English Language Learner, and Language-Based Disabilities trainings available to staff	Ongoing	All students will achieve at higher levels in terms of performance and growth

a. Current Year – English Language Arts Grade 8



School Performance Distribution by SPED Status
 Dover-Sherborn, Dover-Sherborn Reg MS - 2011 MCAS Grade 8 English Language Arts



Subgroup	MCAS Performance Level	School #	School %	District %	State %
Non-SPED	Advanced	79	54%	54%	24%
	Proficient	68	46%	46%	64%
	Needs Improvement	0	0%	0%	10%
	Warning	0	0%	0%	2%
Non-SPED		147			
SPED	Advanced	1	4%	4%	2%
	Proficient	15	60%	57%	39%
	Needs Improvement	9	36%	32%	34%
	Warning	0	0%	7%	25%
SPED		25			
Total # of Students		172			

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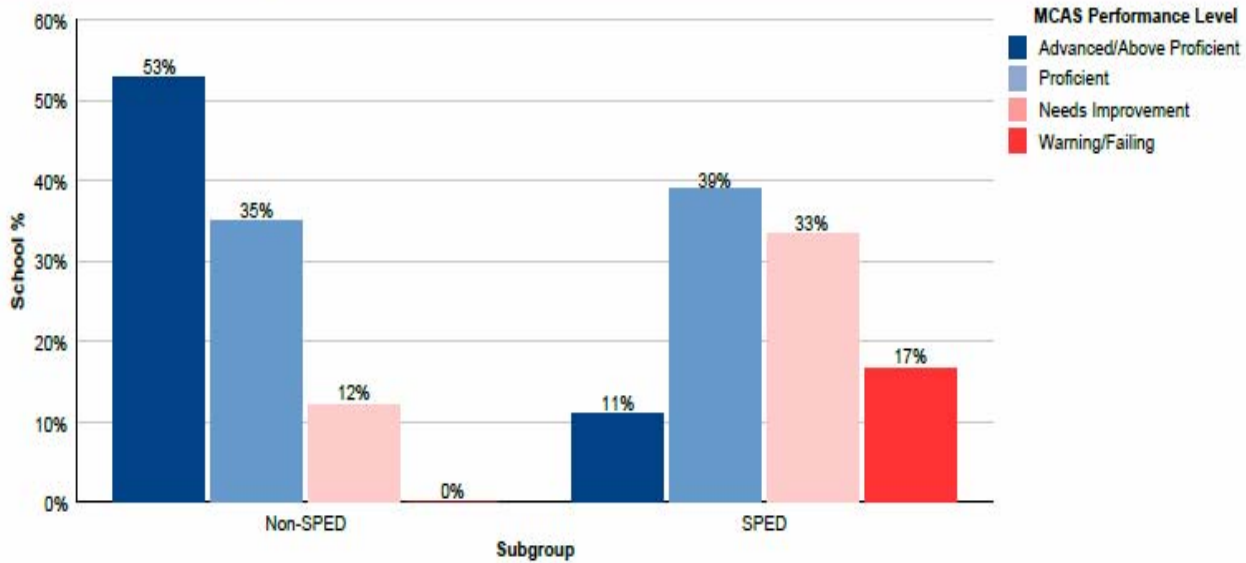
Key Points/Action Items

Area of Concentration	Action Strategy	Timeline	Benchmark Indicator
Open Response	Reading strategies such as looking for text evidence, and interpreting passages will be used to help in planning	Monthly, Sept.-March	Regular formative assessments
Open Response	Small group will be used to focus on those students with the greatest need	Monthly, Sept.-March	Assessments within small group will be utilized to determine growth
Students scoring <i>Warning</i> and <i>Needs Improvement</i>	Teachers will use data from the EDW, ASPEN, IEPs, and ISSPs to target/gauge instruction	Ongoing	Students will achieve at higher levels in terms of performance and growth
Staff Training	Executive Functioning, English Language Learner, and Language-Based Disabilities trainings available to staff	Ongoing	All students will achieve at higher levels in terms of performance and growth

a. Current Year – Mathematics Grade 6



School Performance Distribution by SPED Status
 Dover-Sherborn, Dover-Sherborn Reg MS - 2011 MCAS Grade 6 Mathematics



Subgroup	MCAS Performance Level	School #	School %	District %	State %
Non-SPED	Advanced	83	53%	53%	31%
	Proficient	55	35%	35%	37%
	Needs Improvement	19	12%	12%	24%
	Warning	0	0%	0%	8%
Non-SPED		157			
SPED	Advanced	2	11%	9%	4%
	Proficient	7	39%	30%	15%
	Needs Improvement	6	33%	35%	31%
	Warning	3	17%	28%	50%
SPED		18			
Total # of Students		175			

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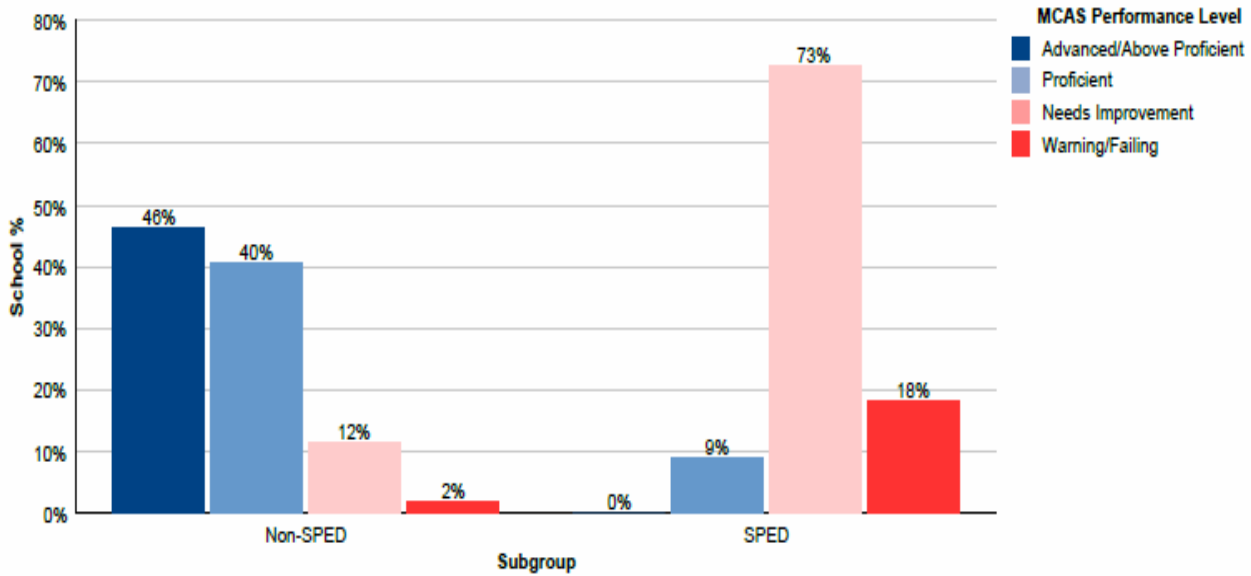
Key Points/Action Items

Area of Concentration	Action/Strategy	Timeline	Benchmark Indicator
Open Response	“REREAD” will continue to be taught and used in all math classes	All year	Student and teacher feedback on sample Open Response problems
Students scoring <i>Warning and Needs Improvement</i>	Individual Student Success Plans will be created	Fall 2011 Create Spring 2012 Update	Forms updated and passed along to next teacher
Test preparation	Administer weekly MCAS review warm ups	Jan. 2012 – May 2012	Regular formative assessments
Students scoring <i>Warning and Needs Improvement</i>	Title I Tutoring Program during school day to targeted at identified strands	Oct. 2011 – May 2012	Pre & Post Assessments created by Math Dept.
Staff Training	Executive Functioning, English Language Learner, and Language-Based Disabilities trainings available to staff	Ongoing	All students will achieve at higher levels in terms of performance and growth

a. Current Year – Mathematics Grade 7



School Performance Distribution by SPED Status
 Dover-Sherborn, Dover-Sherborn Reg MS - 2011 MCAS Grade 7 Mathematics



Subgroup	MCAS Performance Level	School #	School %	District %	State %
Non-SPED	Advanced	80	46%	46%	23%
	Proficient	70	40%	40%	37%
	Needs Improvement	20	12%	12%	28%
	Warning	3	2%	2%	13%
Non-SPED		173			
SPED	Advanced	0	0%	0%	3%
	Proficient	2	9%	8%	11%
	Needs Improvement	16	73%	67%	27%
	Warning	4	18%	25%	60%
SPED		22			
Total # of Students		195			

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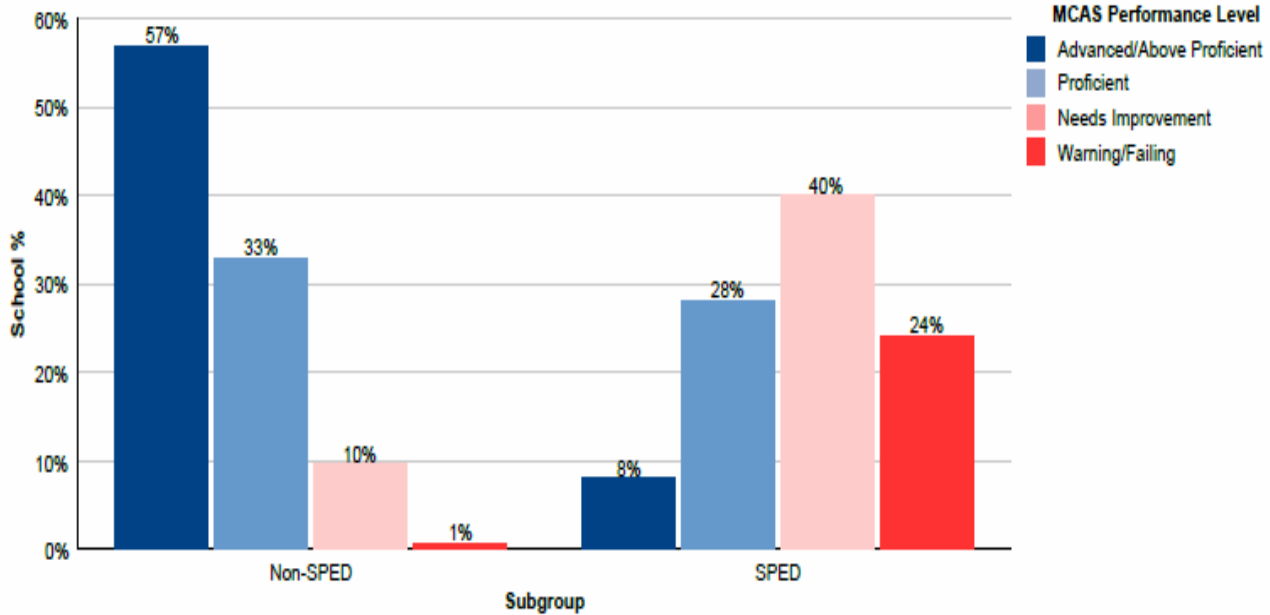
Key Points/Action Items

Area of Concentration	Action/Strategy	Timeline	Benchmark Indicator
Open Response	“REREAD” strategy will continue to be taught and used in all math classes	All year	Student and teacher feedback on sample Open Response problems
Students scoring <i>Warning and Needs Improvement</i>	Individual Student Success Plans will be created	Fall 2011 Create Spring 2012 Update	Forms updated and passed along to next teacher
Students scoring <i>Warning and Needs Improvement</i>	Title I Tutoring Program during school day to targeted at identified strands	Oct. 2011 – May 2012	Pre & Post Assessments created by Math Dept.
Staff Training	Executive Functioning, English Language Learner, and Language-Based Disabilities trainings available to staff	Ongoing	All students will achieve at higher levels in terms of performance and growth

a. Current Year – Mathematics Grade 8



School Performance Distribution by SPED Status
Dover-Sherborn, Dover-Sherborn Reg MS - 2011 MCAS Grade 8 Mathematics



Subgroup	MCAS Performance Level	School #	School %	District %	State %
Non-SPED	Advanced	83	57%	57%	28%
	Proficient	48	33%	33%	33%
	Needs Improvement	14	10%	10%	27%
	Warning	1	1%	1%	13%
Non-SPED		146			
SPED	Advanced	2	8%	7%	3%
	Proficient	7	28%	25%	11%
	Needs Improvement	10	40%	38%	28%
	Warning	6	24%	32%	60%
SPED		25			
Total # of Students		171			

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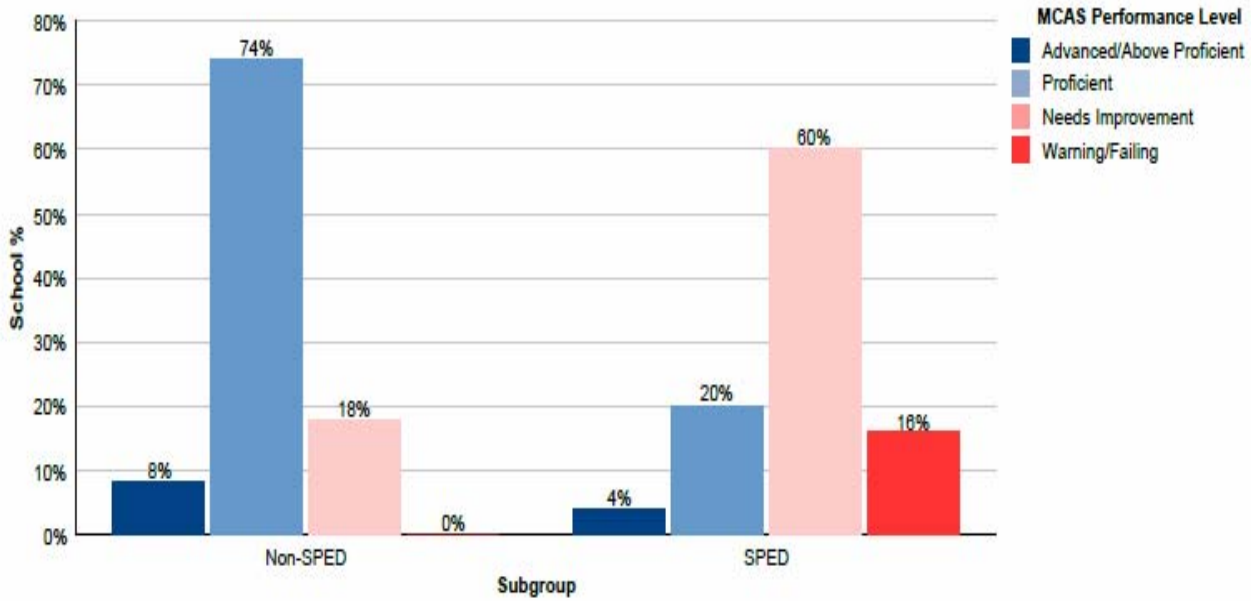
Key Points/Action Items

Area of Concentration	Action/Strategy	Timeline	Benchmark Indicator
Open Response	“REREAD” strategy will continue to be taught and used in all math classes	All year	Student and teacher feedback on sample Open Response problems
Students scoring <i>Warning and Needs Improvement</i>	Individual Student Success Plans will be created	Fall 2011- Create Spring 2012- Update	Forms updated and passed along to next teacher
Math Sub-tests	ASSISTments and other online math review sites used in Math Connections classes	In Gr. 8 Math Connections classes Semester 1 & 2	Individual student improvement as seen in ASSISTments Reports
Students scoring <i>Warning and Needs Improvement</i>	Title I Tutoring Program during school day to targeted at identified strands	Oct. 2011 – May 2012	Pre & Post Assessments created by Math Dept.
Staff Training	Executive Functioning, English Language Learner, and Language-Based Disabilities trainings available to staff	Ongoing	All students will achieve at higher levels in terms of performance and growth

a. Current Year - Science and Technology/Engineering Results Grade 8



School Performance Distribution by SPED Status
 Dover-Sherborn, Dover-Sherborn Reg MS - 2011 MCAS Grade 8 Science and Technology/Engineering



Subgroup	MCAS Performance Level	School #	School %	District %	State %
Non-SPED	Advanced	12	8%	8%	5%
	Proficient	108	74%	74%	40%
	Needs Improvement	28	18%	18%	43%
	Warning	0	0%	0%	12%
Non-SPED		146			
SPED	Advanced	1	4%	4%	1%
	Proficient	5	20%	19%	11%
	Needs Improvement	15	60%	50%	41%
	Warning	4	16%	19%	48%
SPED		25			
Total # of Students		171			

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Key Points/Action Items

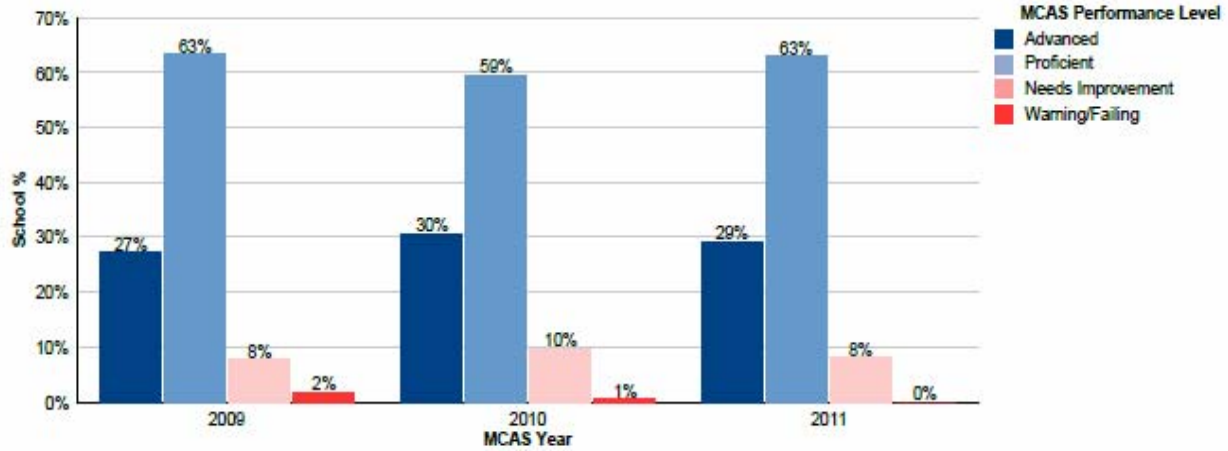
Area of Concentration	Action/Strategy	Time Line	Benchmark Indicator
All Three Years of Science	Pilot the science final assessment composed of most commonly used MCAS test questions	2011-2012	Improve scores in all content areas More students score in Advanced and Proficient category and fewer in NI and Warning
Students scoring <i>Warning</i> and <i>Needs Improvement</i> in Life Science 7	Revise curriculum to spend more time on genetics and taxonomy, reduce time on Systems of Living things	2011-2012	Improved score for Life Science
Improve Overall Scores	Develop and implement spiraled curriculum (gr. 6-8) for all content areas Ongoing content review for all content areas on assessments and assignments throughout the year	2011-2012	Improved scores in all three science years
Open Response Questions	Include open response questions on assessments	2011 -2012	Improved scores on all open response questions
Staff Training	Executive Functioning, English Language Learner, and Language-Based Disabilities trainings available to staff	Ongoing	All students will achieve at higher levels in terms of performance and growth

b. Over Time – English Language Arts Grade 6



School Performance Distribution by Year Dover-Sherborn, Dover-Sherborn Reg MS - MCAS Grade 6 English Language Arts

Students Included: On Oct 1



MCAS Year	MCAS Performance Level	School #	School %	District %	State %
2009	Advanced	46	27%	27%	16%
	Proficient	107	63%	63%	50%
	Needs Improvement	13	8%	8%	24%
	Warning	3	2%	2%	9%
		2009	169		
2010	Advanced	60	30%	30%	15%
	Proficient	117	59%	59%	54%
	Needs Improvement	19	10%	10%	21%
	Warning	1	1%	0%	9%
		2010	197		
2011	Advanced	51	29%	28%	17%
	Proficient	110	63%	62%	51%
	Needs Improvement	14	8%	9%	23%
	Warning	0	0%	1%	9%
		2011	175		

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Key Points/Action Items

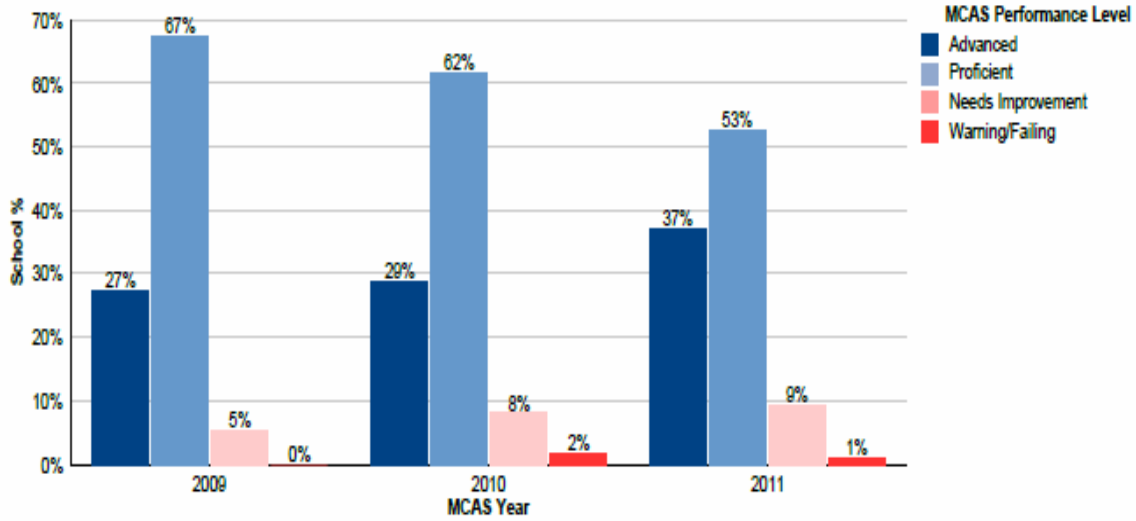
Area of Concentration	Action Strategy	Timeline	Benchmark Indicator
Open Response	6 th grade classes focus on this area	Students do practice OR questions 5 times per year, Sept.-June	6 th grade teachers are creating unit by unit graded assessments to evaluate this area
Open Response	The Empower EVALUATE Step will be used to help in planning	Monthly, Sept.-March	Regular formative assessments
Reading Comprehension	Communication between elementary schools and middle school	Initial communication in November and there is a meeting at end of year	Curriculum examples appear more consistent among grade levels
Special Education Subgroup and At-Risk Students	Students are currently enrolled in Small Group English or Individualized English	Ongoing	Students will achieve at higher levels in terms of performance and growth
Staff Training	Executive Functioning, English Language Learner, and Language-Based Disabilities trainings available to staff	Ongoing	All students will achieve at higher levels in terms of performance and growth

b. Over Time – English Language Arts Grade 7



School Performance Distribution by Year
Dover-Sherborn, Dover-Sherborn Reg MS - MCAS Grade 7 English Language Arts

Students Included: On Oct 1



MCAS Year	MCAS Performance Level	School #	School %	District %	State %
2009	Advanced	46	27%	27%	14%
	Proficient	113	67%	66%	56%
	Needs Improvement	9	5%	7%	23%
	Warning	0	0%	1%	7%
		2009	168		
2010	Advanced	50	29%	28%	11%
	Proficient	108	62%	61%	61%
	Needs Improvement	14	8%	8%	21%
	Warning	3	2%	2%	7%
		2010	175		
2011	Advanced	72	37%	37%	14%
	Proficient	102	53%	52%	59%
	Needs Improvement	18	9%	10%	21%
	Warning	2	1%	1%	6%
		2011	194		

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Key Points/Action Items

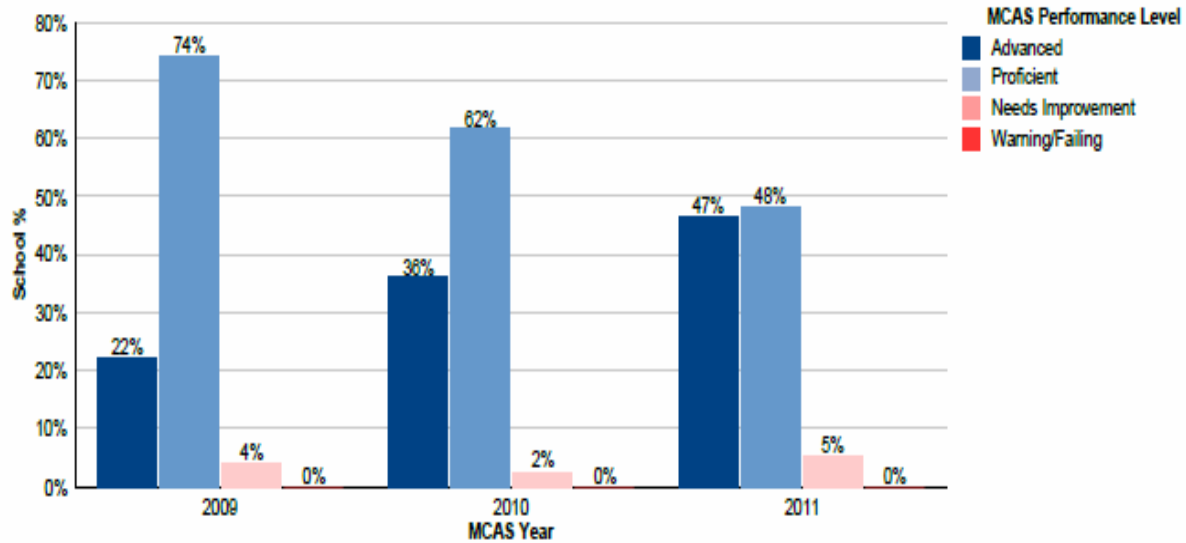
Area of Concentration	Action Strategy	Timeline	Benchmark Indicator
Open Response	EmPOWER strategies used to evaluate prompts (active reading)	Ongoing	Regular formative assessments
Composition	Review of basic mechanics	Monthly, Sept.-March	Multiple paragraph essays during unit
Special Education Subgroup and At-Risk Students	Small Group classes will target language arts skills required for MCAS	Ongoing	Students' achievement on MCAS will improve by performance and growth
Students scoring <i>Warning</i> and <i>Needs Improvement</i>	Teachers will use data from ASPEN, IEPs, and ISSPs to target/gauge instruction	Ongoing	Students will achieve at higher levels in terms of performance and growth
Staff Training	Executive Functioning, English Language Learner, and Language-Based Disabilities trainings available to staff	Ongoing	All students will achieve at higher levels in terms of performance and growth

b. Over Time – English Language Arts Grade 8



School Performance Distribution by Year Dover-Sherborn, Dover-Sherborn Reg MS - MCAS Grade 8 English Language Arts

Students Included: On Oct 1



MCAS Year	MCAS Performance Level	School #	School %	District %	State %
2009	Advanced	39	22%	21%	15%
	Proficient	130	74%	74%	63%
	Needs Improvement	7	4%	4%	15%
	Warning	0	0%	1%	6%
2009		176			
2010	Advanced	59	36%	35%	17%
	Proficient	101	62%	61%	61%
	Needs Improvement	4	2%	4%	16%
	Warning	0	0%	0%	7%
2010		164			
2011	Advanced	80	47%	46%	20%
	Proficient	83	48%	48%	50%
	Needs Improvement	9	5%	5%	15%
	Warning	0	0%	1%	6%
2011		172			

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Key Points/Action Items

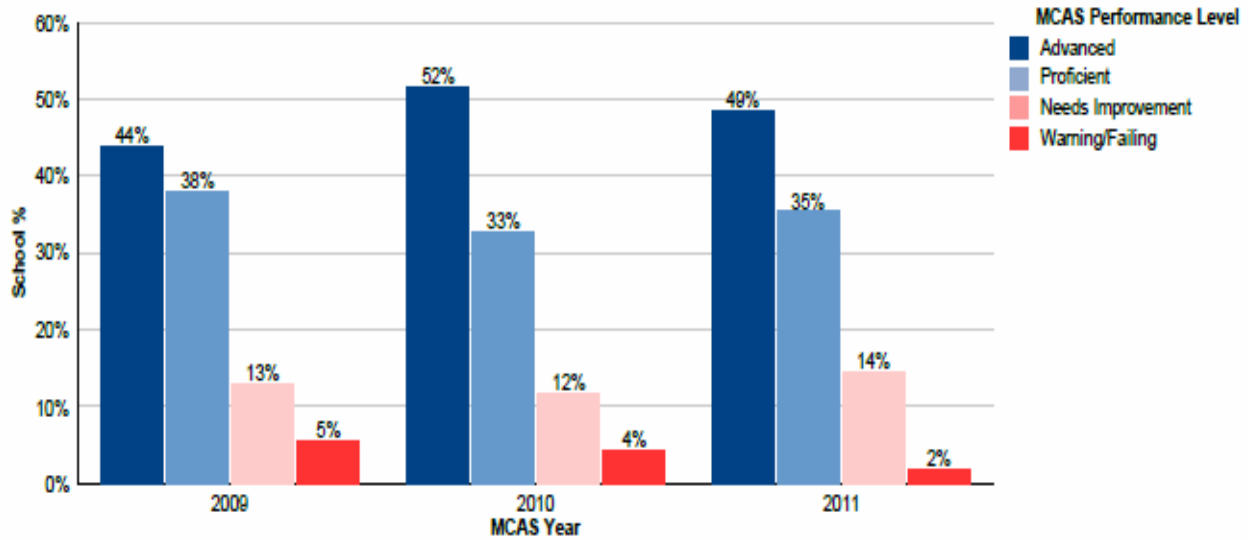
Area of Concentration	Action Strategy	Timeline	Benchmark Indicator
Open Response	Reading strategies such as looking for text evidence, and interpreting passages will be used to help in planning	Monthly, Sept.-March	Regular formative assessments
Open Response	Small group will be used to focus on those students with the greatest need	Monthly, Sept.-March	Assessments within small group will be utilized to determine growth
Special Education Subgroup and At-Risk Students	Small Group classes will target language arts skills required for MCAS	Ongoing	Students' achievement on MCAS will improve by performance and growth
Students scoring <i>Warning</i> and <i>Needs Improvement</i>	Teachers will use data from ASPEN, IEPs, and ISSPs to target/gauge instruction	Ongoing	Students will achieve at higher levels in terms of performance and growth
Staff Training	Executive Functioning, English Language Learner, and Language-Based Disabilities trainings available to staff	Ongoing	All students will achieve at higher levels in terms of performance and growth

b. Over Time – Mathematics Grade 6



School Performance Distribution by Year Dover-Sherborn, Dover-Sherborn Reg MS - MCAS Grade 6 Mathematics

Students Included: On Oct 1



MCAS Year	MCAS Performance Level	School #	School %	District %	State %
2009	Advanced	74	44%	44%	24%
	Proficient	64	38%	37%	33%
	Needs Improvement	22	13%	13%	27%
	Warning	9	5%	5%	16%
2009		169			
2010	Advanced	101	52%	51%	27%
	Proficient	64	33%	32%	32%
	Needs Improvement	23	12%	12%	25%
	Warning	8	4%	5%	16%
2010		196			
2011	Advanced	85	49%	47%	26%
	Proficient	62	35%	34%	32%
	Needs Improvement	25	14%	15%	25%
	Warning	3	2%	3%	16%
2011		175			

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October enrollment filter is applied to the School results only. District and State results include On or After Oct. 1.

Key Points/Action Items

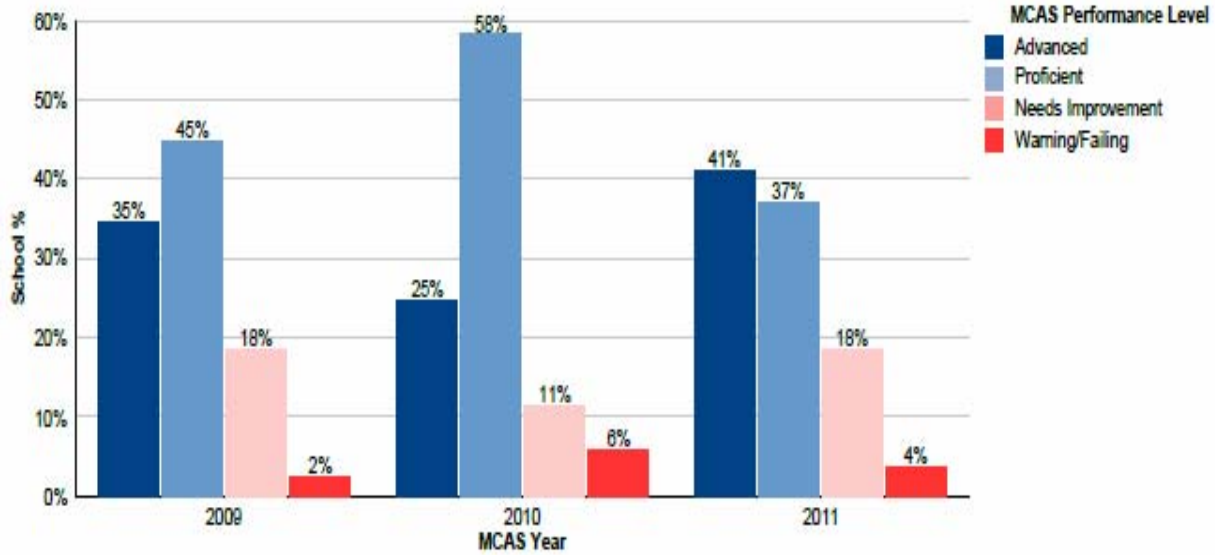
Area of Concentration	Action/Strategy	Timeline	Benchmark Indicator
Open Response	The department “REREAD” will continue to be taught and used in all math classes	All year	Student and teacher feedback on sample problems
Students scoring <i>Warning and Needs Improvement</i>	Individual Student Success Plans will be created	Fall 2011 Create Spring 2012 Update	Forms updated and passed along to next teacher
Test preparation	Gr 6 & 7 Small Group Math classes will review previously learned concepts regularly	At least 10 minutes per class, all year	Regular formative assessments
Staff Training	Executive Functioning, English Language Learner, and Language-Based Disabilities trainings available to staff	Ongoing	All students will achieve at higher levels in terms of performance and growth

b. Over Time – Mathematics Grade 7



School Performance Distribution by Year Dover-Sherborn, Dover-Sherborn Reg MS - MCAS Grade 7 Mathematics

Students Included: On Oct 1



MCAS Year	MCAS Performance Level	School #	School %	District %	State %
2009	Advanced	58	35%	34%	16%
	Proficient	75	45%	43%	33%
	Needs Improvement	31	18%	18%	30%
	Warning	4	2%	5%	21%
2009		168			
2010	Advanced	43	25%	24%	14%
	Proficient	102	58%	57%	39%
	Needs Improvement	20	11%	12%	27%
	Warning	10	6%	6%	19%
2010		175			
2011	Advanced	80	41%	41%	19%
	Proficient	72	37%	37%	32%
	Needs Improvement	36	18%	18%	27%
	Warning	7	4%	5%	22%
2011		195			

MCAS results are suppressed (-) for group counts of less than 10. Suppressed groups are not rendered in charts.

October enrollment filter is applied to the School results only. District and State results include On or After Oct. 1.

Key Points/Action Items

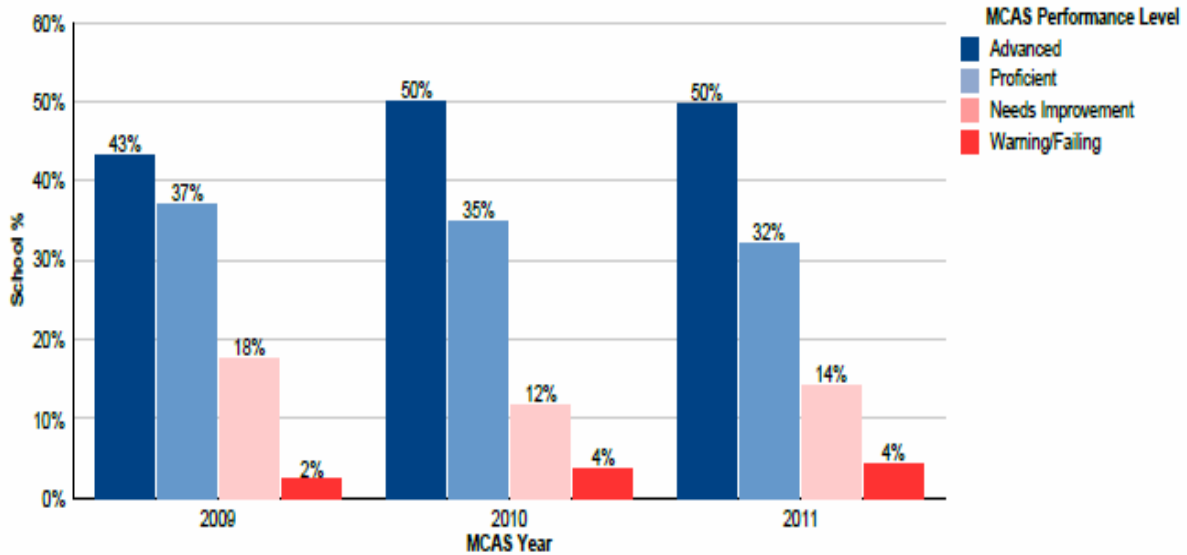
Area of Concentration	Action/Strategy	Timeline	Benchmark Indicator
Open Response	The department “REREAD” will continue to be taught and used in all math classes	All year	Student and teacher feedback on sample problems
Students scoring <i>Warning and Needs Improvement</i>	Individual Student Success Plans will be created	Fall 2011 Create Spring 2012 Update	Forms updated and passed along to next teacher
Test preparation	Gr 6 & 7 Small Group Math classes will review previously learned concepts regularly	At least 10 minutes per class, all year	Regular formative assessments
Staff Training	Executive Functioning, English Language Learner, and Language-Based Disabilities trainings available to staff	Ongoing	All students will achieve at higher levels in terms of performance and growth

b. Over Time – Mathematics Grade 8



School Performance Distribution by Year Dover-Sherborn, Dover-Sherborn Reg MS - MCAS Grade 8 Mathematics

Students Included: On Oct 1



MCAS Year	MCAS Performance Level	School #	School %	District %	State %
2009	Advanced	76	43%	42%	20%
	Proficient	65	37%	36%	28%
	Needs Improvement	31	18%	18%	28%
	Warning	4	2%	4%	23%
2009		176			
2010	Advanced	82	50%	49%	22%
	Proficient	57	35%	34%	29%
	Needs Improvement	19	12%	12%	28%
	Warning	6	4%	5%	21%
2010		164			
2011	Advanced	85	50%	49%	23%
	Proficient	55	32%	32%	29%
	Needs Improvement	24	14%	14%	27%
	Warning	7	4%	6%	21%
2011		171			

MCAS results are suppressed (-) for group counts of less than 10. Suppressed groups are not rendered in charts.

October enrollment filter is applied to the School results only. District and State results include On or After Oct. 1.

Key Points/Action Items

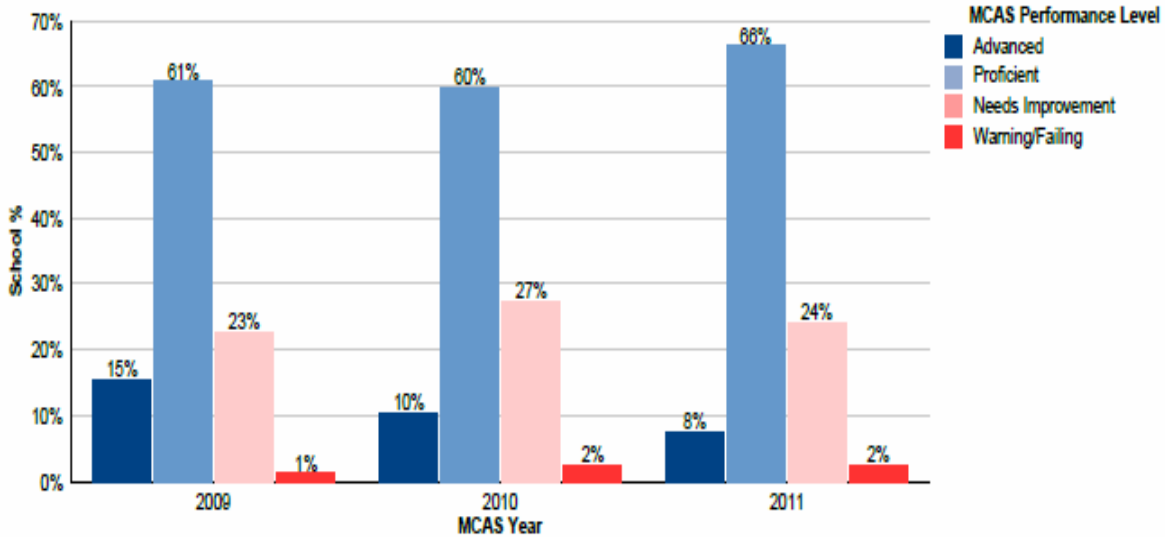
Area of Concentration	Action/Strategy	Timeline	Benchmark Indicator
Open Response	The department “REREAD” will continue to be taught and used in all math classes	All year	Student and teacher feedback on sample problems
Students scoring <i>Warning and Needs Improvement</i>	Individual Student Success Plans will be created	Fall 2011- Create Spring 2012- Update	Forms updated and passed along to next teacher
Math Sub-tests	‘Assistments’ and other online math review sites used in Math Connections classes	In Gr 8 Math Connections classes Semester 1 & 2	Individual student improvement as seen in ‘Assistments’ Reports
Staff Training	Executive Functioning, English Language Learner, and Language-Based Disabilities trainings available to staff	Ongoing	All students will achieve at higher levels in terms of performance and growth

b. Over Time - Science and Technology/Engineering Grade 8



School Performance Distribution by Year Dover-Sherborn, Dover-Sherborn Reg MS - MCAS Grade 8 Science and Technology/Engineering

Students Included: On Oct 1



MCAS Year	MCAS Performance Level	School #	School %	District %	State %
2009	Advanced	27	15%	15%	4%
	Proficient	107	61%	50%	35%
	Needs Improvement	40	23%	24%	40%
	Warning	2	1%	2%	21%
2009		176			
2010	Advanced	17	10%	10%	4%
	Proficient	98	60%	50%	36%
	Needs Improvement	45	27%	29%	41%
	Warning	4	2%	2%	19%
2010		164			
2011	Advanced	13	8%	8%	4%
	Proficient	113	66%	65%	35%
	Needs Improvement	41	24%	24%	42%
	Warning	4	2%	3%	19%
2011		171			

MCAS results are suppressed (-) for group counts of less than 10. Suppressed groups are not rendered in charts.

October enrollment filter is applied to the School results only. District and State results include On or After Oct. 1.

Key Points/Action Items

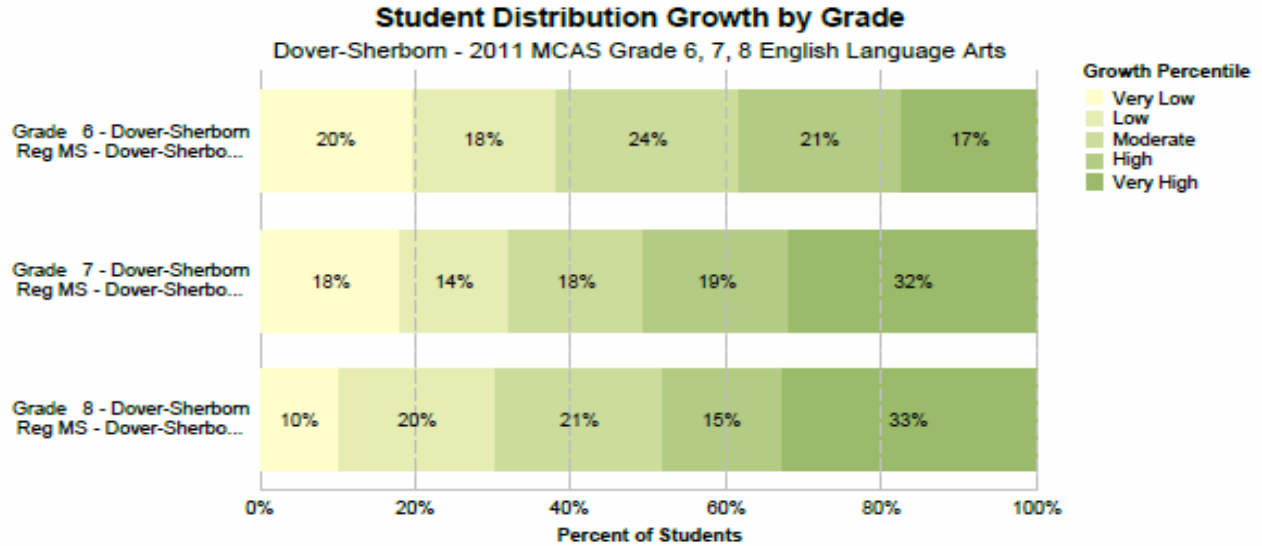
Area of Concentration	Action/Strategy	Time Line	Benchmark Indicator
All Three Years of Science	Pilot the science final assessment composed of most commonly used MCAS test questions	2011-2012	Improve scores in all content areas More students score in Advanced and Proficient category and fewer in NI and Warning
Students scoring <i>Warning and Needs Improvement</i> in Life Science 7	Revise curriculum to spend more time on genetics and taxonomy, reduce time on Systems of Living things	2011-2012	Improved score for Life Science
Improve Overall Scores	Develop and implement spiraled curriculum (gr. 6-8) for all content areas Ongoing content review for all content areas on assessments and assignments throughout the year	2011-2012	Improved scores in all three science years
Open Response Questions	Include open response questions on assessments	2011 -2012	Improved scores on all open response questions
Staff Training	Executive Functioning, English Language Learner, and Language-Based Disabilities trainings available to staff	Ongoing	All students will achieve at higher levels in terms of performance and growth

III. Growth Data

a. English Language Arts (Grades 6-8)

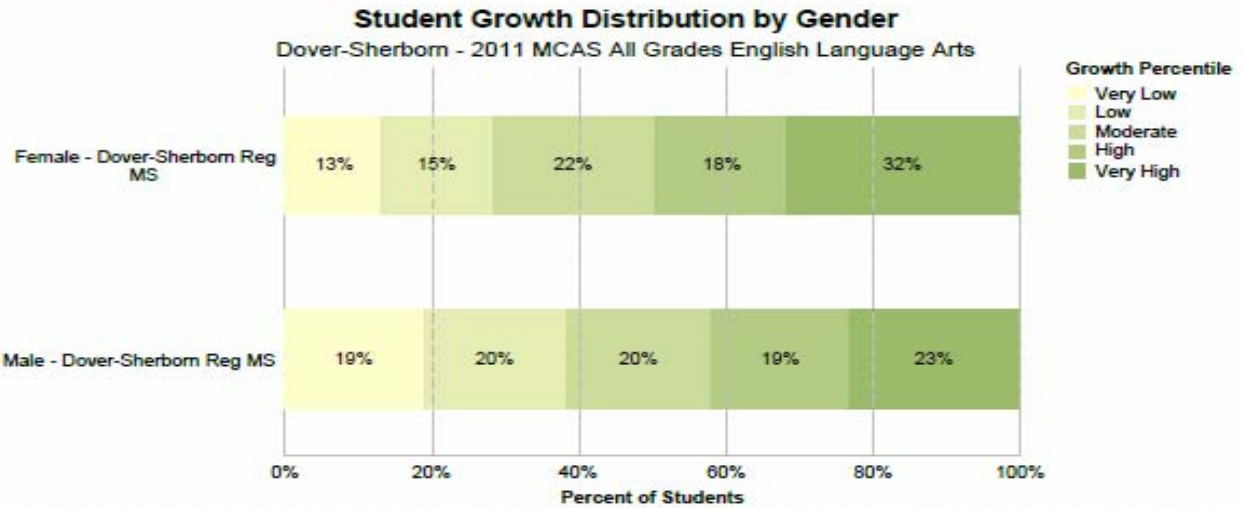


District Growth Distribution



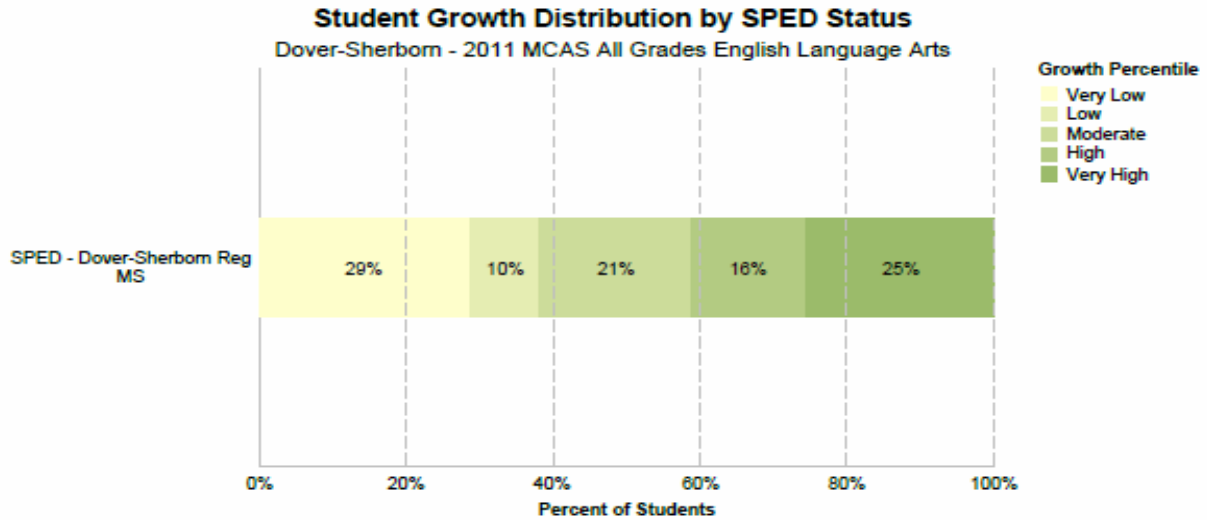
	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Grade 6 - Dover-Sherborn Reg MS - Dover-Sherborn Reg	173	34	32	41	36	30	92%
Grade 7 - Dover-Sherborn Reg MS - Dover-Sherborn Reg	188	34	26	33	35	60	90%
Grade 8 - Dover-Sherborn Reg MS - Dover-Sherborn Reg	168	17	34	36	26	55	95%

Note: Only students assigned an SGP are included in the chart. % Proficient includes all students tested.



	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Female - Dover-Sherborn Reg MS	258	34	39	57	46	82	96%
Male - Dover-Sherborn Reg MS	271	51	53	53	51	63	88%

Note: Only students assigned an SGP are included in the chart. % Proficient or Higher includes all students tested not just those assigned an SGP.



Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
SPED - Dover-Sherborn Reg MS	63	18	6	13	10	16	54%

Note: Only students assigned an SGP are included in the chart. % Proficient or Higher includes all students tested not just those assigned an SGP.

ELA Key Points/Action Items

Area of Concentration	Summary
Student Growth by Grade	The 2011 cohort indicates that Dover-Sherborn Middle School students make steady gains in English Language Arts from grades 6-8 as measured by both performance (% Advanced/Proficient) and growth. Fewer DS students show very low or low growth than the state norm, and a steadily increasing percentage of students in each grade scored very high according to the growth benchmark.
Growth by Gender	Male and female percentage growth from grades 6-8 indicates that our female students demonstrated higher growth with a 9% difference between female and male growth in the very high category, and a 6% disparity in the very low category.
Special Education Growth	29% of special ed students in grades 6-8 show very low growth. Another 10% showed low growth. This combined 39% (equivalent of 24 students) of special ed students showing the lowest growth rates is concerning. Special ed students at DS, particularly those who perform the worst, appear to grow more slowly than their academic peers across the state.

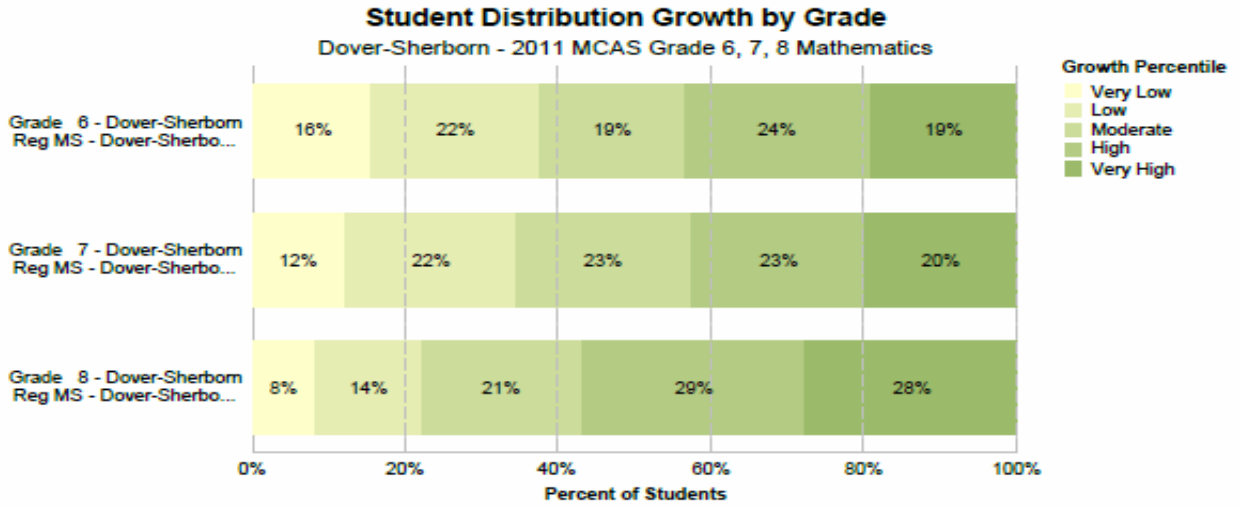
Area of Concentration	Action/Strategy	Timeline	Benchmark Indicator
Increasing growth of lower achieving students who also demonstrate lower growth	<ul style="list-style-type: none"> • Identify students who have demonstrated lower growth levels during department meetings • Address needs through instruction in small group • Focus on Open Response and Composition writing as areas that most need growth 	<ul style="list-style-type: none"> • November: Meet as department to identify these students • List plans in ISSP to specifically address their needs by end of November • November-March use small group to address needs 	Assessments both in class and within small group (some graded, some for both teacher and student reflection).
Increasing growth of moderate and high achieving students who also demonstrate lower growth	<ul style="list-style-type: none"> • Identify students who have demonstrated lower growth levels during department meetings • Research with department ways to better challenge these students • Focus on Open Response and Composition writing as areas that most need growth 	<ul style="list-style-type: none"> • October Department Meeting: Identify these students • November: Meet in grade level to research and develop individualized plans for these students • October-March: use help sessions and challenge work as well as explicit instruction in MCAS areas to address these topics. 	Assessments in the general education classroom during various units with special attention paid to whether or not these students are displaying growth and whether or not further strategies need to be developed.
Staff Training	Executive Functioning, English Language Learner, and Language-	Ongoing	All students will achieve at higher levels in terms of

	Based Disabilities trainings available to staff		performance and growth
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b. Mathematics (Grades 6-8)



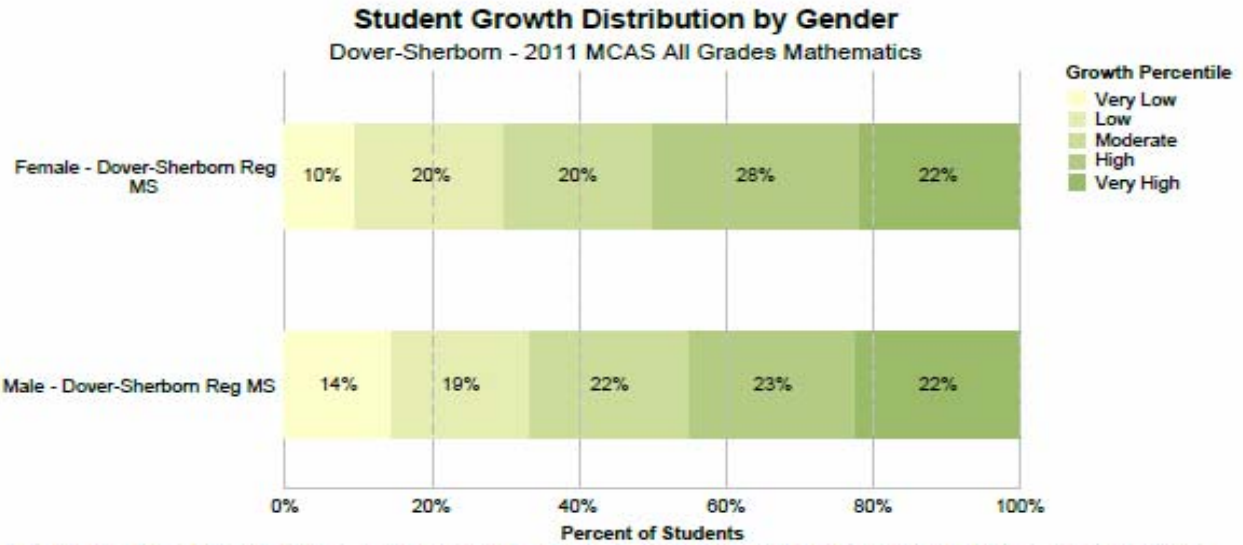
District Growth Distribution



Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

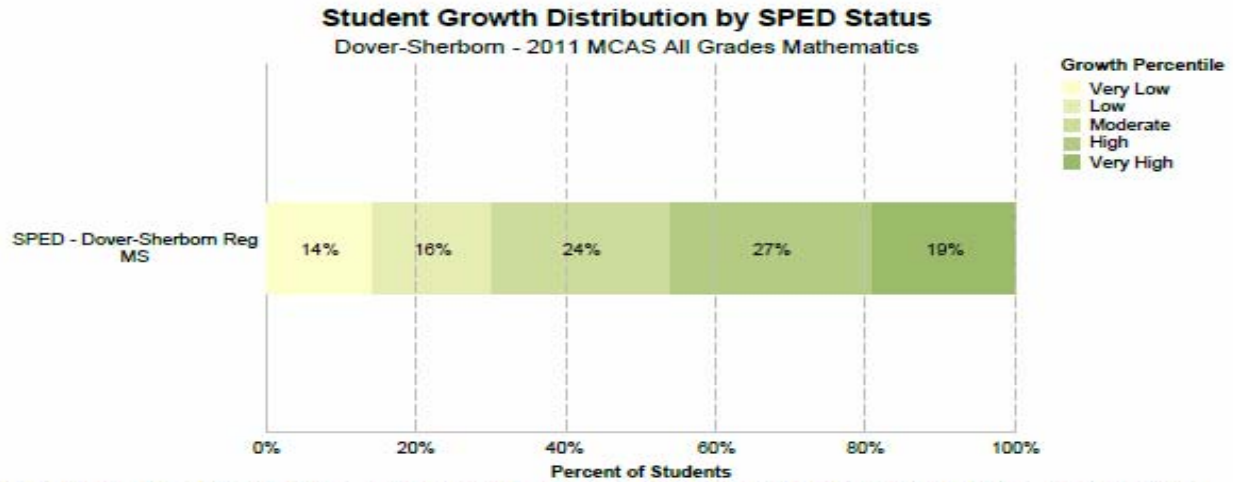
	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Grade 6 - Dover-Sherborn Reg MS - Dover-Sherborn Reg	173	27	38	33	42	33	84%
Grade 7 - Dover-Sherborn Reg MS - Dover-Sherborn Reg	188	23	42	43	43	37	78%
Grade 8 - Dover-Sherborn Reg MS - Dover-Sherborn Reg	167	14	23	35	49	46	82%

Note: Only students assigned an SGP are included in the chart. % Proficient includes all students tested.



	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Female - Dover-Sherborn Reg MS	258	25	52	52	73	56	85%
Male - Dover-Sherborn Reg MS	270	39	51	59	61	60	78%

Note: Only students assigned an SGP are included in the chart. % Proficient or Higher includes all students tested not just those assigned an SGP.



Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
SPED - Dover-Sherborn Reg MS	63	9	10	15	17	12	31%

Note: Only students assigned an SGP are included in the chart. % Proficient or Higher includes all students tested not just those assigned an SGP.

Area of Concentration	Summary
Student Growth by Grade	It appears that our students, in aggregate, grow at a higher rate than their “academic peers” (students with similar test score histories) throughout the state. This growth appears to accelerate as student’s progress through our system.
Growth by Gender	Growth for each gender is statistically similar (anything under 4 points different is not statistically significant according to the state).
Special Education Growth	The 2011 cohort of special ed students at DSMS have demonstrated better growth than their peers across the state. While 40% of special ed students across the state fall into the “Very Low” and “Low” categories, only 30% of our special ed students fall into these categories.

Math Key Points/Action Items

Area of Concentration	Action/Strategy	Timeline	Benchmark Indicator
Individual Student Growth	Individual student MCAS results available to current math teacher via ASPEN	Sept 2011	Improved individual MCAS scores
Special Education Subgroup	Math Department is working closely with Special Education liaisons and Title I director	On-going	Improved individual MCAS scores
Staff Training	Executive Functioning, English Language Learner, and Language-Based Disabilities trainings available to staff	Ongoing	All students will achieve at higher levels in terms of performance and growth

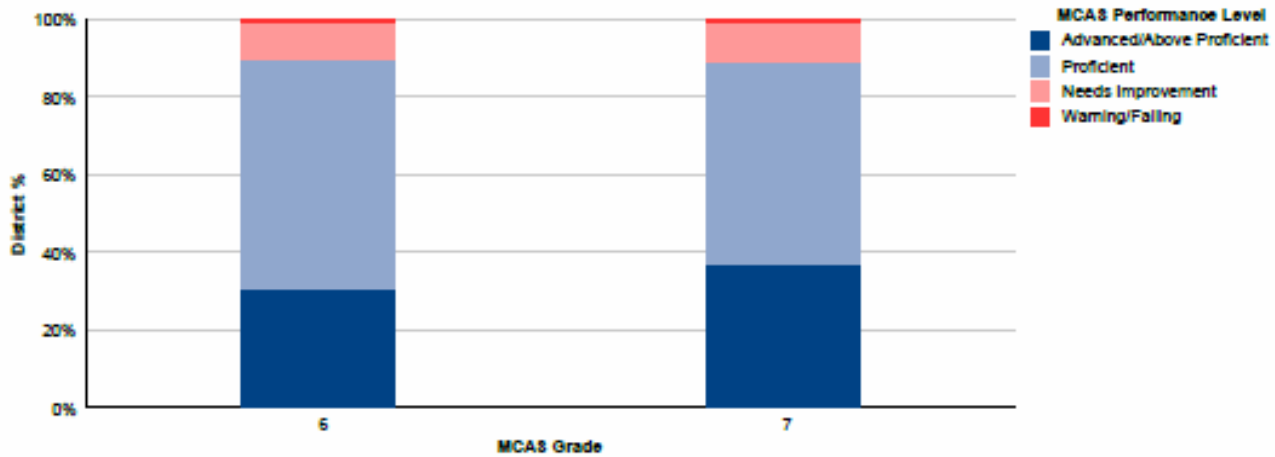
IV. Graduating Class Cohort Data

a. Class of 2016



District Graduating Class History Dover-Sherborn - Class of 2016 English Language Arts

School(s): Dover-Sherborn Reg MS
Students Enrolled: On or after Oct 1

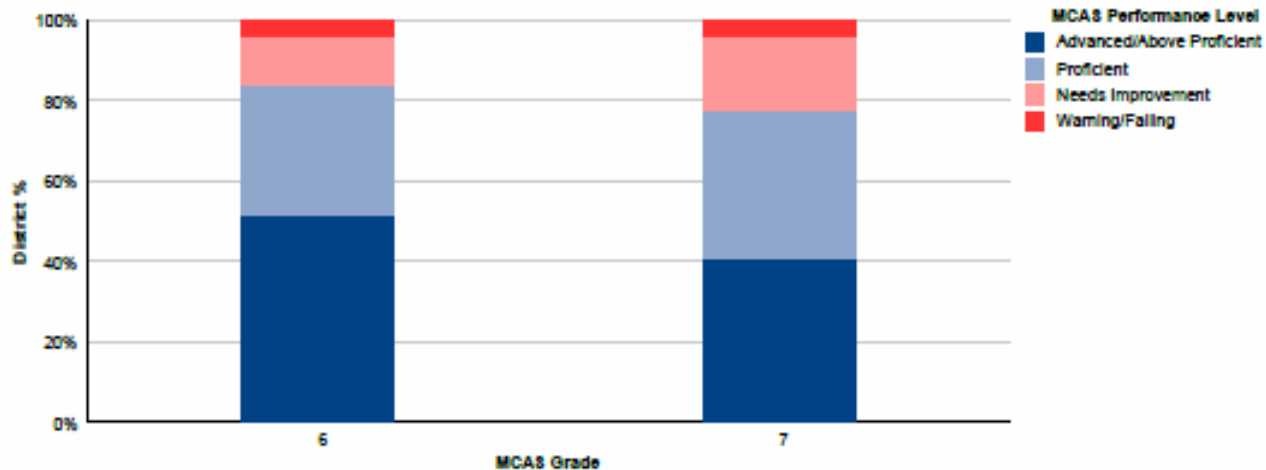


Note: This report shows the MCAS history for a district graduating class that is not a 'matched cohort' of students.

MCAS Year	MCAS Grade	MCAS Performance Level	District #	District %	State %
2007	3	Above Proficient	-	-	14%
		Proficient	-	-	45%
		Needs Improvement	-	-	32%
		Warning/Falling	-	-	9%
			2007	0	
2008	4	Advanced	-	-	8%
		Proficient	-	-	41%
		Needs Improvement	-	-	39%
		Warning/Falling	-	-	13%
			2008	0	
2009	5	Advanced	-	-	15%
		Proficient	-	-	48%
		Needs Improvement	-	-	29%
		Warning/Falling	-	-	8%
			2009	0	
2010	6	Advanced	244	31%	15%
		Proficient	472	59%	54%
		Needs Improvement	76	10%	21%
		Warning/Falling	4	1%	9%
			2010	798	
2011	7	Advanced	288	37%	14%
		Proficient	408	52%	59%
		Needs Improvement	76	10%	21%
		Warning/Falling	8	1%	6%
			2011	780	

MCAS results are suppressed (-) for cohort counts fewer than 10. Suppressed cohorts are not rendered in charts.

School(s): Dover-Sherborn Reg MS
Students Enrolled: On or after Oct 1



Note: This report shows the MCAS history for a district graduating class that is not a 'matched cohort' of students.

MCAS Year	MCAS Grade	MCAS Performance Level	District #	District %	State %
2007	3	Above Proficient	-	-	19%
		Proficient	-	-	41%
		Needs Improvement	-	-	24%
		Warning/Failing	-	-	16%
			2007	0	
2008	4	Advanced	-	-	20%
		Proficient	-	-	29%
		Needs Improvement	-	-	38%
		Warning/Failing	-	-	13%
			2008	0	
2009	5	Advanced	-	-	22%
		Proficient	-	-	32%
		Needs Improvement	-	-	29%
		Warning/Failing	-	-	18%
			2009	0	
2010	6	Advanced	408	52%	27%
		Proficient	256	32%	32%
		Needs Improvement	96	12%	25%
		Warning/Failing	32	4%	16%
			2010	782	
2011	7	Advanced	320	41%	19%
		Proficient	288	37%	32%
		Needs Improvement	144	18%	27%
		Warning/Failing	32	4%	22%
			2011	784	

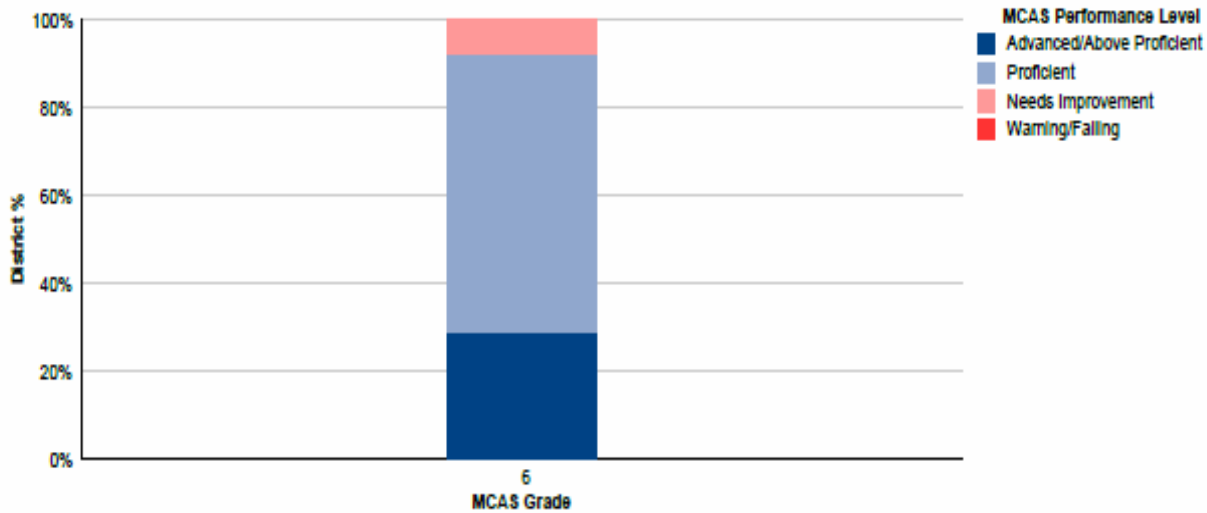
MCAS results are suppressed (-) for cohort counts fewer than 10. Suppressed cohorts are not rendered in charts.

b. Class of 2017



District Graduating Class History
Dover-Sherborn - Class of 2017 English Language Arts

School(s): Dover-Sherborn Reg MS
Students Enrolled: On or after Oct 1

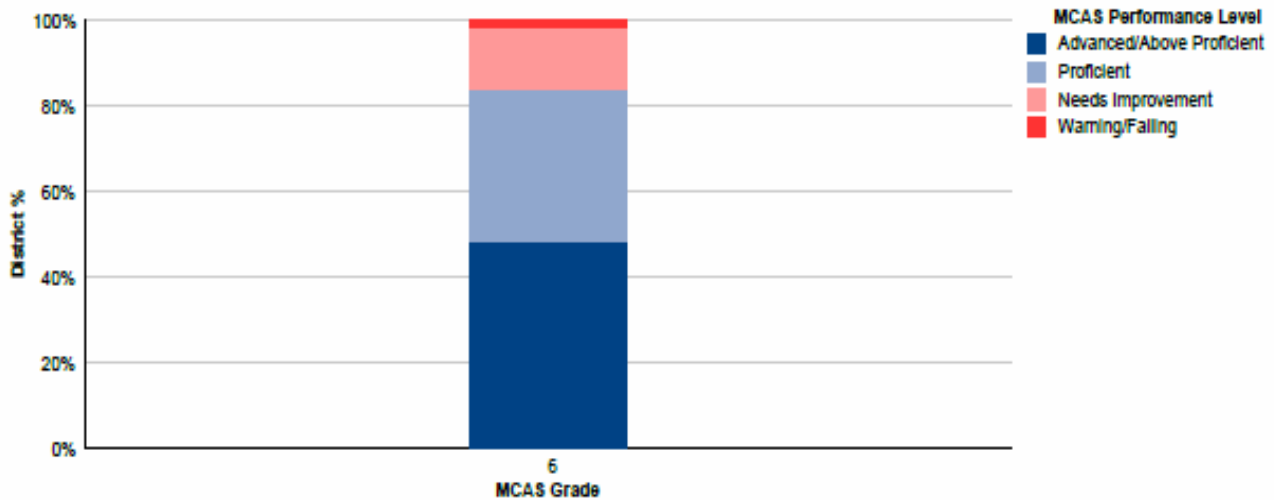


Note: This report shows the MCAS history for a district graduating class that is not a 'matched cohort' of students.

MCAS Year	MCAS Grade	MCAS Performance Level	District #	District %	State %
2008	3	Above Proficient	-	-	15%
		Proficient	-	-	41%
		Needs Improvement	-	-	33%
		Warning/Falling	-	-	11%
			2008	0	
2009	4	Advanced	-	-	11%
		Proficient	-	-	42%
		Needs Improvement	-	-	35%
		Warning/Falling	-	-	11%
			2009	0	
2010	5	Advanced	-	-	16%
		Proficient	-	-	47%
		Needs Improvement	-	-	28%
		Warning/Falling	-	-	10%
			2010	0	
2011	6	Advanced	204	29%	17%
		Proficient	440	63%	51%
		Needs Improvement	56	8%	23%
		Warning/Falling	0	0%	9%
			2011	700	

MCAS results are suppressed (-) for cohort counts fewer than 10. Suppressed cohorts are not rendered in charts.

School(s): Dover-Sherborn Reg MS
Students Enrolled: On or after Oct 1



Note: This report shows the MCAS history for a district graduating class that is not a 'matched cohort' of students.

MCAS Year	MCAS Grade	MCAS Performance Level	District #	District %	State %
2008	3	Above Proficient	-	-	25%
		Proficient	-	-	36%
		Needs Improvement	-	-	25%
		Warning/Falling	-	-	14%
			2008	0	
2009	4	Advanced	-	-	16%
		Proficient	-	-	32%
		Needs Improvement	-	-	41%
		Warning/Falling	-	-	11%
			2009	0	
2010	5	Advanced	-	-	25%
		Proficient	-	-	30%
		Needs Improvement	-	-	28%
		Warning/Falling	-	-	17%
			2010	0	
2011	6	Advanced	340	49%	26%
		Proficient	248	35%	32%
		Needs Improvement	100	14%	25%
		Warning/Falling	12	2%	16%
			2011	700	

MCAS results are suppressed (-) for cohort counts fewer than 10. Suppressed cohorts are not rendered in charts.

IV. Question Type and Strand Data Analysis

a. English Language Arts



School Standards Summary Report

Dover-Sherborn , Dover-Sherborn Reg MS - 2011 MCAS Grade 6 English Language Arts

Students Included: On Oct 1 (175)

		School % Correct	District % Correct	State % Correct	School - State Diff
English		81%	81%	73%	8
	Multiple-Choice	89%	89%	79%	10
	Open-Response	64%	63%	58%	6
Strand	Topic	School % Correct	District % Correct	State % Correct	School - State Diff
Language		92%	92%	83%	9
	Formal and Informal English	92%	92%	86%	6
	Structure and Origins of Modern English	99%	99%	90%	9
	Vocabulary and Concept Development	91%	91%	80%	11
Reading and Literature		79%	79%	71%	8
	Dramatic Literature	66%	66%	60%	6
	Fiction	78%	78%	69%	9
	Nonfiction	79%	79%	72%	7
	Style and Language	89%	88%	77%	12
	Theme	81%	81%	68%	13
	Understanding a Text	91%	91%	80%	11

MCAS results are suppressed (-) for group counts of less than 10.

For open-response (OR), short-answer (SA), and writing prompt (WP) items, values in the School % Correct, District % Correct and State % Correct columns represent the average percentage of possible points earned for these items.

October enrollment filter is applied to the School results only. District and State results include On or After Oct. 1.

District and State measures include the results for all students, not just the subgroup results.

School-State differences may be off by plus or minus 1 due to rounding.

School Standards Summary Report

Dover-Sherborn , Dover-Sherborn Reg MS - 2011 MCAS Grade 7 English
Language Arts

Students Included: On Oct 1 (194)

		School % Correct	District % Correct	State % Correct	School - State Diff
English		80%	80%	71%	9
	Multiple-Choice	88%	88%	79%	9
	Open-Response	67%	67%	58%	9
	Writing-Prompt	75%	75%	69%	6
Strand	Topic	School % Correct	District % Correct	State % Correct	School - State Diff
Composition		75%	75%	69%	6
	Standard English Conventions	89%	89%	85%	4
	Writing	65%	65%	59%	6
Language		89%	89%	81%	8
	Structure and Origins of Modern English	86%	86%	81%	5
	Vocabulary and Concept Development	91%	91%	81%	10
Reading and Literature		81%	81%	71%	10
	Fiction	77%	77%	68%	9
	Nonfiction	81%	81%	72%	9
	Poetry	90%	90%	79%	11
	Style and Language	91%	91%	83%	8
	Theme	82%	82%	68%	14
	Understanding a Text	76%	75%	68%	8

MCAS results are suppressed (-) for group counts of less than 10.

For open-response (OR), short-answer (SA), and writing prompt (WP) items, values in the School % Correct, District % Correct and State % Correct columns represent the average percentage of possible points earned for these items.

October enrollment filter is applied to the School results only. District and State results include On or After Oct. 1.

District and State measures include the results for all students, not just the subgroup results.

School-State differences may be off by plus or minus 1 due to rounding.

School Standards Summary Report

Dover-Sherborn , Dover-Sherborn Reg MS - 2011 MCAS Grade 8 English
Language Arts

Students Included: On Oct 1 (172)

		School % Correct	District % Correct	State % Correct	School - State Diff
English		85%	84%	74%	11
	Multiple-Choice	88%	88%	78%	10
	Open-Response	78%	77%	65%	13
Strand	Topic	School % Correct	District % Correct	State % Correct	School - State Diff
Language		85%	86%	74%	11
	Structure and Origins of Modern English	82%	82%	71%	11
	Vocabulary and Concept Development	90%	90%	77%	13
Reading and Literature		84%	84%	74%	10
	Fiction	81%	81%	69%	12
	Nonfiction	86%	86%	77%	9
	Poetry	81%	81%	72%	9
	Style and Language	87%	87%	78%	9

MCAS results are suppressed (-) for group counts of less than 10.

For open-response (OR), short-answer (SA), and writing prompt (WP) items, values in the School % Correct, District % Correct and State % Correct columns represent the average percentage of possible points earned for these items.

October enrollment filter is applied to the School results only. District and State results include On or After Oct. 1.

District and State measures include the results for all students, not just the subgroup results.

School-State differences may be off by plus or minus 1 due to rounding.

b. Mathematics



School Standards Summary Report Dover-Sherborn , Dover-Sherborn Reg MS - 2011 MCAS Grade 6 Mathematics

Students Included: On Oct 1 (175)

		School % Correct	District % Correct	State % Correct	School - State Diff
Math		82%	81%	70%	12
	Multiple-Choice	82%	82%	72%	10
	Open-Response	83%	82%	68%	15
	Short-Answer	77%	77%	62%	15
Strand	Topic	School % Correct	District % Correct	State % Correct	School - State Diff
Data Analysis, Statistics, and Probability		83%	82%	71%	12
	Probability	80%	80%	69%	11
	Statistical Methods	87%	86%	73%	14
Geometry		84%	84%	71%	13
	Properties of Shapes	83%	83%	69%	14
	Transformations and Symmetry	85%	85%	73%	12
	Visualization and Models	82%	82%	72%	10
Measurement		75%	75%	59%	16
	Techniques and Tools	75%	75%	59%	16
Number Sense and Operations		84%	84%	72%	12
	Computation	83%	83%	72%	11
	Numbers	89%	89%	76%	13
	Operations	67%	67%	58%	9
Patterns, Relations, and Algebra		80%	80%	72%	8
	Change	51%	50%	66%	-15
	Models	84%	83%	71%	13
	Patterns, Relations, and Functions	73%	73%	71%	2
	Symbols	87%	86%	77%	10

MCAS results are suppressed (-) for group counts of less than 10.

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School Standards Summary Report
Dover-Sherborn , Dover-Sherborn Reg MS - 2011 MCAS Grade 7
Mathematics

Students Included: On Oct 1 (195)

		School % Correct	District % Correct	State % Correct	School - State Diff
Math		82%	82%	69%	13
	Multiple-Choice	84%	84%	71%	13
	Open-Response	77%	77%	65%	11
	Short-Answer	85%	85%	72%	13
Strand	Topic	School % Correct	District % Correct	State % Correct	School - State Diff
Data Analysis, Statistics, and Probability		82%	82%	72%	10
	Data Collection	92%	92%	85%	7
	Probability	79%	79%	63%	16
	Statistical Methods	78%	78%	70%	8
Geometry		84%	84%	73%	11
	Locations and Spatial Relationships	94%	94%	85%	8
	Properties of Shapes	79%	79%	62%	17
	Transformations and Symmetry	76%	77%	71%	5
	Visualization and Models	70%	70%	60%	10
Measurement		83%	82%	65%	18
	Measurable Attributes and Measurement Systems	92%	92%	81%	11
	Techniques and Tools	79%	78%	59%	20
Number Sense and Operations		81%	81%	67%	14
	Computation	82%	81%	68%	14
	Numbers	83%	83%	64%	19
	Operations	75%	75%	68%	7
Patterns, Relations, and Algebra		82%	81%	70%	12
	Change	86%	85%	76%	10
	Models	75%	75%	64%	11
	Patterns, Relations, and Functions	90%	90%	81%	9
	Symbols	79%	78%	66%	13

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School Standards Summary Report
Dover-Sherborn , Dover-Sherborn Reg MS - 2011 MCAS Grade 8
Mathematics

Students Included: On Oct 1 (171)

		School % Correct	District % Correct	State % Correct	School - State Diff
Math		83%	83%	68%	15
	Multiple-Choice	86%	86%	72%	14
	Open-Response	77%	77%	60%	17
	Short-Answer	82%	82%	69%	13
Strand	Topic	School % Correct	District % Correct	State % Correct	School - State Diff
Data Analysis, Statistics, and Probability		84%	83%	71%	13
	Inferences and Predictions	81%	80%	70%	11
	Probability	89%	89%	74%	15
	Statistical Methods	86%	86%	71%	15
Geometry		81%	81%	60%	21
	Locations and Spatial Relationships	77%	77%	55%	22
	Transformations and Symmetry	95%	95%	84%	11
	Visualization and Models	87%	87%	63%	24
Measurement		81%	80%	69%	12
	Measurable Attributes and Measurement Systems	89%	89%	76%	13
	Techniques and Tools	77%	77%	66%	11
Number Sense and Operations		82%	82%	67%	15
	Computation	80%	80%	62%	18
	Numbers	84%	84%	71%	13
	Operations	81%	81%	71%	10
Patterns, Relations, and Algebra		85%	85%	71%	14
	Change	88%	87%	74%	14
	Models	92%	92%	80%	12
	Patterns, Relations, and Functions	75%	75%	62%	13
	Symbols	85%	85%	63%	22

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c. Science, Technology, and Engineering



School Standards Summary Report Dover-Sherborn , Dover-Sherborn Reg MS - 2011 MCAS Grade 8 Science and Technology/Engineering

Students Included: On Oct 1 (171)

		School % Correct	District % Correct	State % Correct	School - State Diff
Science		76%	76%	64%	12
	Multiple-Choice	82%	81%	70%	12
	Open-Response	63%	63%	47%	16
Strand	Topic	School % Correct	District % Correct	State % Correct	School - State Diff
Earth and Space Science (preK-8)		77%	77%	66%	11
	Earth's History	90%	90%	82%	8
	Earth's Structure	74%	74%	52%	22
	Heat Transfer in the Earth System	90%	90%	91%	-1
	Mapping the Earth	78%	78%	70%	8
	The Earth in the Solar System	69%	69%	61%	8
Life Science (preK-8)		73%	73%	63%	10
	Changes in Ecosystems Over Time	95%	95%	83%	12
	Classification of Organisms	48%	48%	55%	-7
	Energy and Living Things	66%	66%	55%	11
	Evolution and Biodiversity	78%	78%	81%	-3
	Reproduction and Heredity	63%	63%	53%	10
	Structure and Function of Cells	91%	91%	70%	21
	Systems in Living Things	97%	97%	88%	9
Physical Sciences (preK-8)		81%	80%	63%	18
	Elements, Compounds, and Mixtures	74%	74%	55%	19
	Heat Energy	82%	81%	61%	21
	Motion of Objects	89%	89%	83%	6
	Properties of Matter	86%	85%	65%	21
Technology/Engineering (preK-8)		74%	74%	62%	12
	Communication Technologies	64%	64%	52%	12
	Construction Technologies	86%	86%	78%	8
	Engineering Design	90%	90%	74%	16
	Materials, Tools, and Machines	65%	65%	54%	11
	Transportation Technologies	88%	88%	75%	13

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