



Salem Public Schools

**Salem School Committee
2016 Student Performance
Data Packet
October 24, 2016**

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Overview of Performance Measures

2015-16 Assessments

- Students in Grades 3-8 took the PARCC ELA and Math tests.
- Students in Grade 10 took MCAS ELA and Math tests.
- Students in Grades 5, 8 and 10 took the MCAS Science test.

Scores on PARCC have been equated to MCAS to enable year to year comparisons of student performance. Combined MCAS/PARCC performance for 2015-16 is reported here and compared with previous years MCAS performance.

Multiple measures are used to look at different dimensions of student, school and district performance. Each measure answers a different question:

- Achievement Level (Advanced, Proficient, Needs Improvement, Warning/Failing)
How did students fare relative to grade level standards in a given year?
- Composite Performance Index (CPI)
How close is a school or district to having all students be Proficient/Advanced in a given year?
- Student Growth Percentile (SGP)
How did students change from one year to the next relative to other students with similar test score histories?

About the Data

In this data packet, 2015-16 state-level data is from the Accountability – Detailed Data section of the Department of Elementary and Secondary (DESE) website. This is where combined MCAS and PARCC results are reported. Salem Public Schools data for 2015-16 were generated through an analysis of DESE’s official combined MCAS and PARCC data for the district. Data for comparison districts (Haverhill, Randolph and Somerville) is from the Analysis – DART and Accountability – Detailed Data sections of the Department of Elementary and Secondary (DESE) website.

Proficiency: While student test scores are reported according to four achievement levels, for accountability purposes, students scoring at the Proficient or Advanced level are classified as having achieved Proficiency. For this reason, the percentage of students scoring Advanced and Proficient are often combined when reporting student performance at the district, school or subgroup level (e.g. grade level, disability status, etc.).

CPI: CPI is a number between 0 and 100 which indicates how close a school or district came to having all their students be Proficient/Advanced. The state assigns each student CPI points (100, 75, 50, 25, or 0) based how close he/she came to scoring Proficient/Advanced. To calculate a district, school or subgroup CPI, the points assigned to each student in the district/school/subgroup are added together then divided by the number of students assessed.

In other words, a district/school/subgroup CPI is an average or mean CPI. The result is a number between 0 and 100. A CPI of 100 means that all students scored Proficient/Advanced.

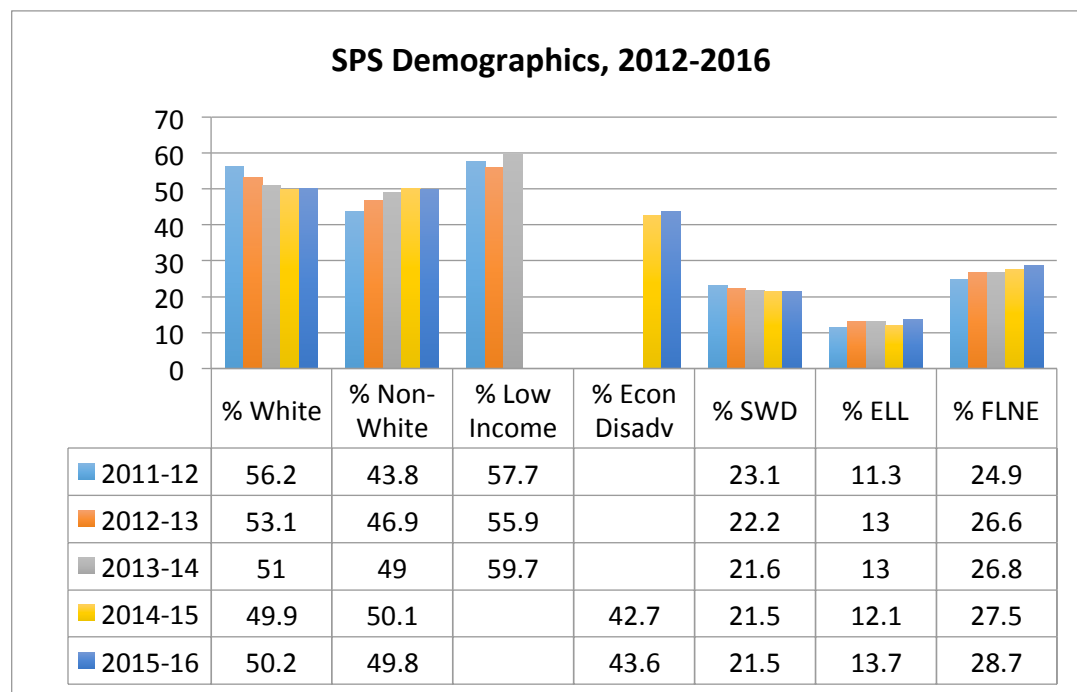
SGP: SGP is a measure of student progress that compares *changes* in a student's MCAS/PARCC scores to *changes* in MCAS/PARCC scores of other students with similar scores in prior years (called "academic peers.") Growth percentiles range from 1 to 99. A higher SGP means the student progressed at a higher rate than academic peers, while a lower SGP means the student progressed at a lower rate than academic peers. The state assigns each student an SGP. To determine a district, school or subgroup SGP, the median is calculated. In other words, school growth percentiles represent the growth of the median, or middle, student in the school. Most district and school median SGPs tend to range between 40 and 60. Schools outside of that range are showing less or more growth than the typical school in Massachusetts.

District level metrics: Students with out-of-district placements are included in the district-level analysis. SGP calculations include only students continuously enrolled on or before October 1, 2015 and who took the assessments in the same school.

School level metrics: All school-level metrics include only students continuously enrolled on or before October 1, 2015 and who took the assessments in the same school.

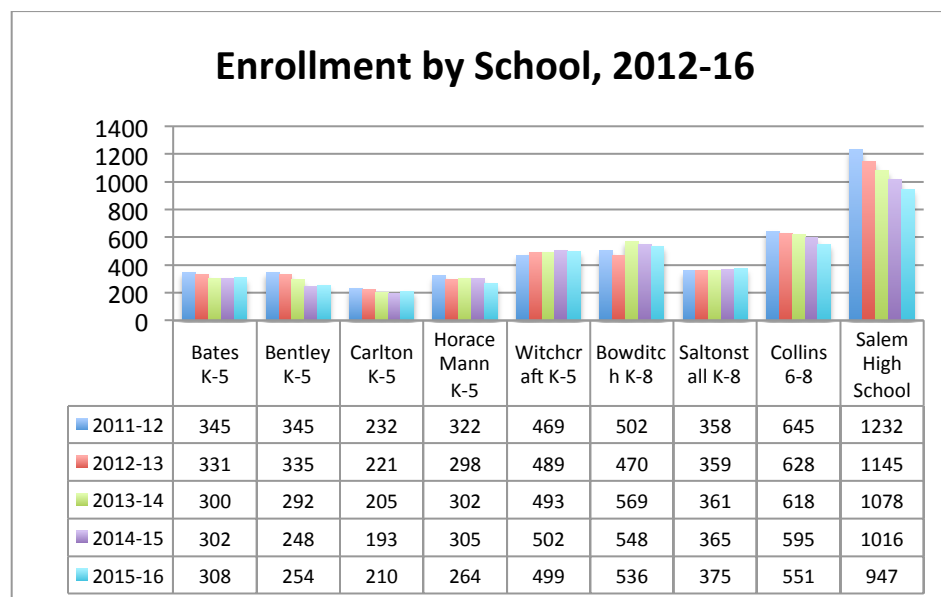
District-Wide Data: All Students

Salem Public Schools Demographics & School Enrollment



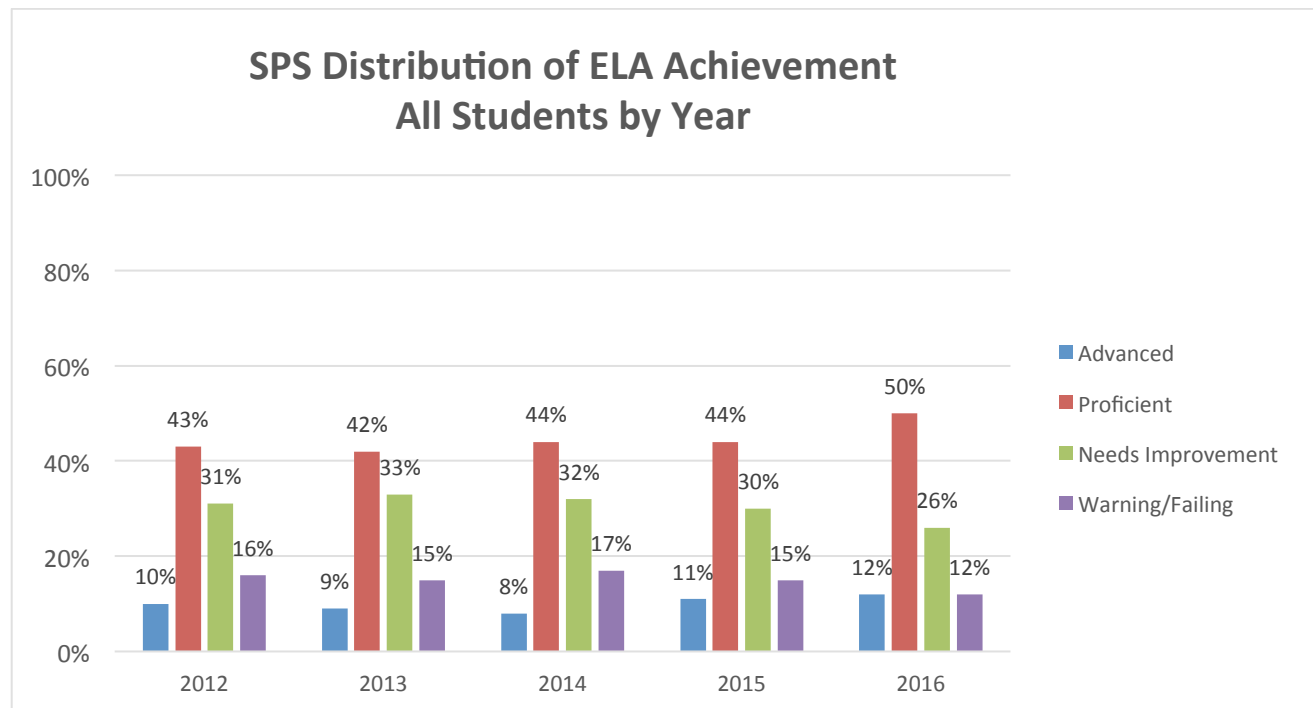
NOTE #1: DESE discontinued the low income measure after 2014. The new measure called Economically Disadvantaged began in the year 2014-15. Economic Disadvantage is an indicator of student's participation in one or more of the following state-administered programs: SNAP (food stamps); TAFDC (welfare); DCF (foster care); MassHealth (Medicaid).

Note #2: Demographics for 2011 through 2015 include the former Bentley Elementary School. Data for 2015-16 does not include what is now the Bentley Academy Charter School.



Note: ECC, Salem Prep HS, and New Liberty Charter School are not included here

Salem Public Schools ELA Performance by Year



	2012		2013		2014		2015		2016	
	District	State	District	State	District	State	District	State	District	State
Advanced	10%	19%	9%	19%	8%	18%	11%	NA	12%	NA
Proficient	43%	50%	42%	50%	44%	51%	44%	NA	50%	NA
Needs Improvement	31%	22%	33%	23%	32%	22%	30%	NA	26%	NA
Warning/Failing	16%	9%	15%	8%	17%	8%	15%	NA	12%	NA
N Students	2,384	497,549	2,291	496,175	2,264	488,744	2,132	490,449	1,970	491,267
CPI	77.2	86.7	76.6	86.8	76.1	86.7	77.9	86.8	82.3	87.2
Median SGP	46	50	46	51	45	50	50	50	58	50

NA = data not reported by MA DESE

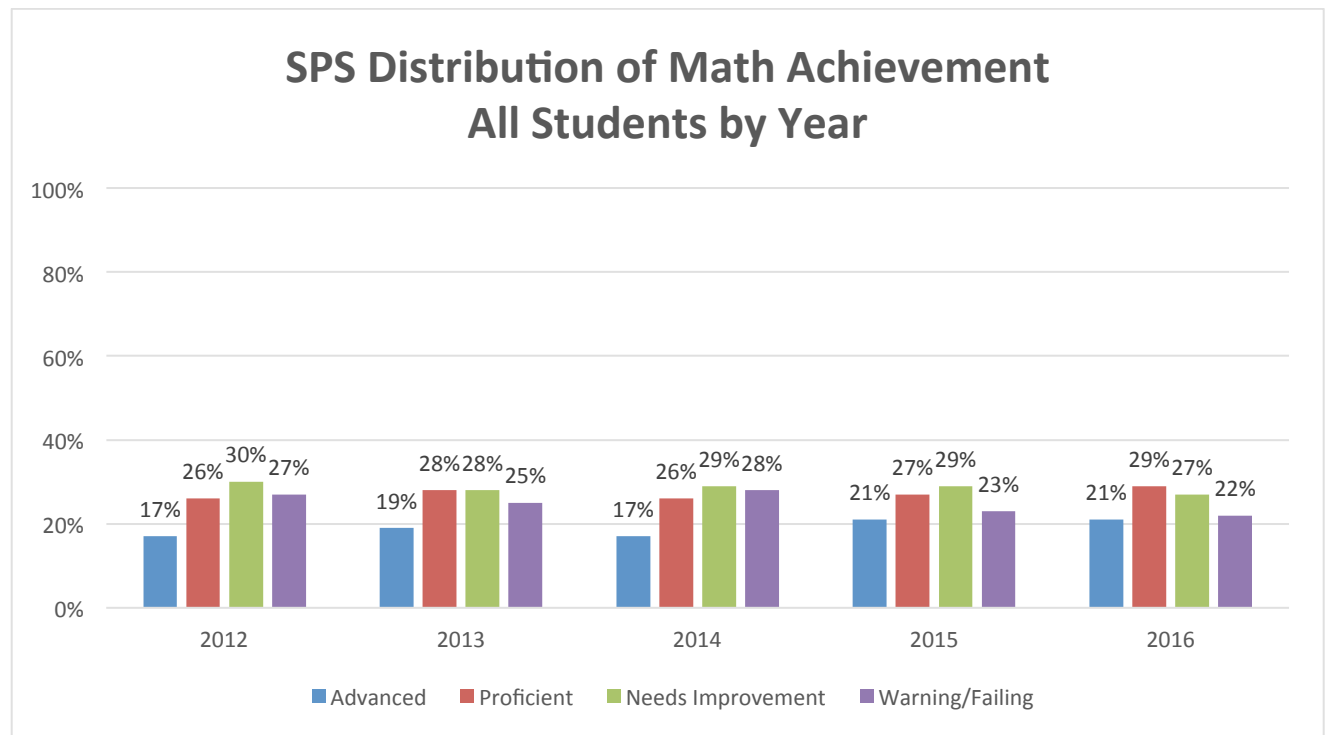
Note: 2016 state-level data is from the Accountability – Detailed Data section of the Department of Elementary and Secondary (DESE) website. This is where combined MCAS and PARCC results are reported. Salem Public Schools data for 2016 were generated through an analysis of DESE’s official combined MCAS and PARCC data for the district.

MCAS ELA Achievement, Grade 10, All Students

	2015		2016	
	District	State	District	State
Advanced	39%	49%	25%	47%
Proficient	43%	42%	61%	45%
Needs Improvement	13%	6%	11%	6%
Warning/Failing	5%	3%	4%	3%

Note: 2015 and 2016 MCAS data is from the Assessment section of the Department of Elementary and Secondary (DESE) website.

Salem Public Schools Math Performance by Year



	2012		2013		2014		2015		2016	
	District	State	District	State	District	State	District	State	District	State
Advanced	17%	27%	19%	28%	17%	28%	21%	NA	21%	NA
Proficient	26%	32%	28%	33%	26%	32%	27%	NA	29%	NA
Needs Improvement	30%	26%	28%	25%	29%	25%	29%	NA	27%	NA
Warning/Failing	27%	15%	25%	14%	28%	15%	23%	NA	22%	NA
N Students	2,397	497,934	2,303	497,090	2,277	490,288	2,139	490,466	1,961	490,612
CPI	69.0	79.9	70.2	80.8	67.5	80.3	71.8	80.7	72.8	81.5
Median SGP	52	50	47	51	43	50	53	50	49.5	50

NA = data not reported by MA DESE

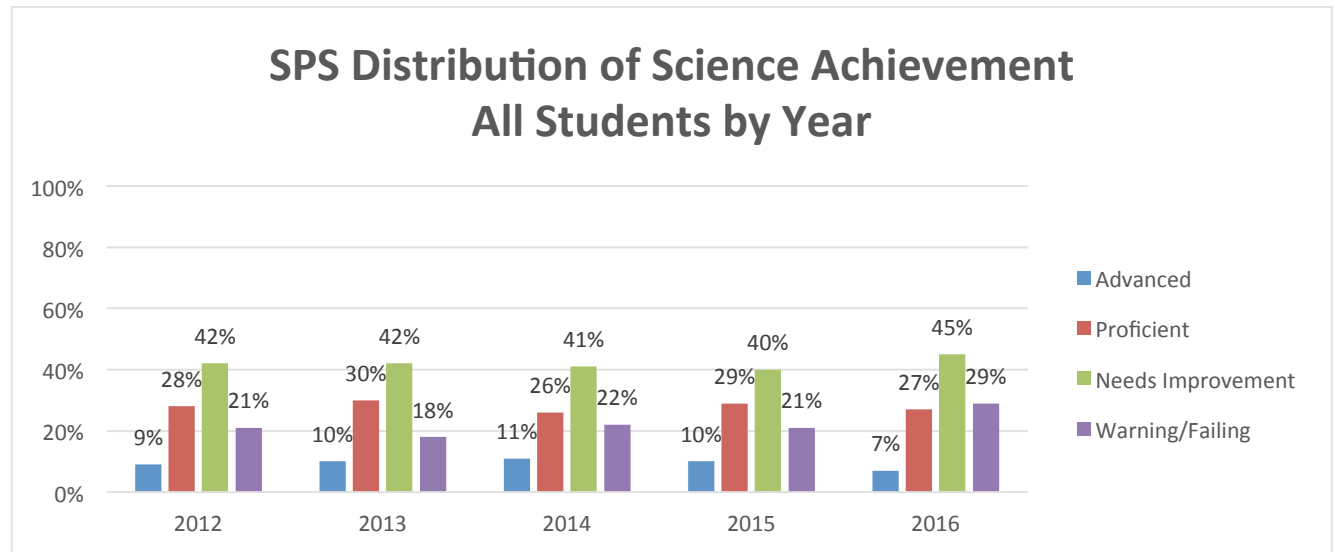
Note: 2016 state-level data is from the Accountability – Detailed Data section of the Department of Elementary and Secondary (DESE) website. This is where combined MCAS and PARCC results are reported. Salem Public Schools data for 2016 were generated through an analysis of DESE's official combined MCAS and PARCC data for the district.

MCAS Math Achievement, Grade 10, All Students

	2015		2016	
	District	State	District	State
Advanced	24%	29%	32%	54%
Proficient	21%	31%	24%	24%
Needs Improvement	25%	23%	29%	15%
Warning/Failing	25%	23%	16%	8%

Note: 2015 and 2016 MCAS data is from the Assessment section of the Department of Elementary and Secondary (DESE) website.

Salem Public Schools Science Performance by Year



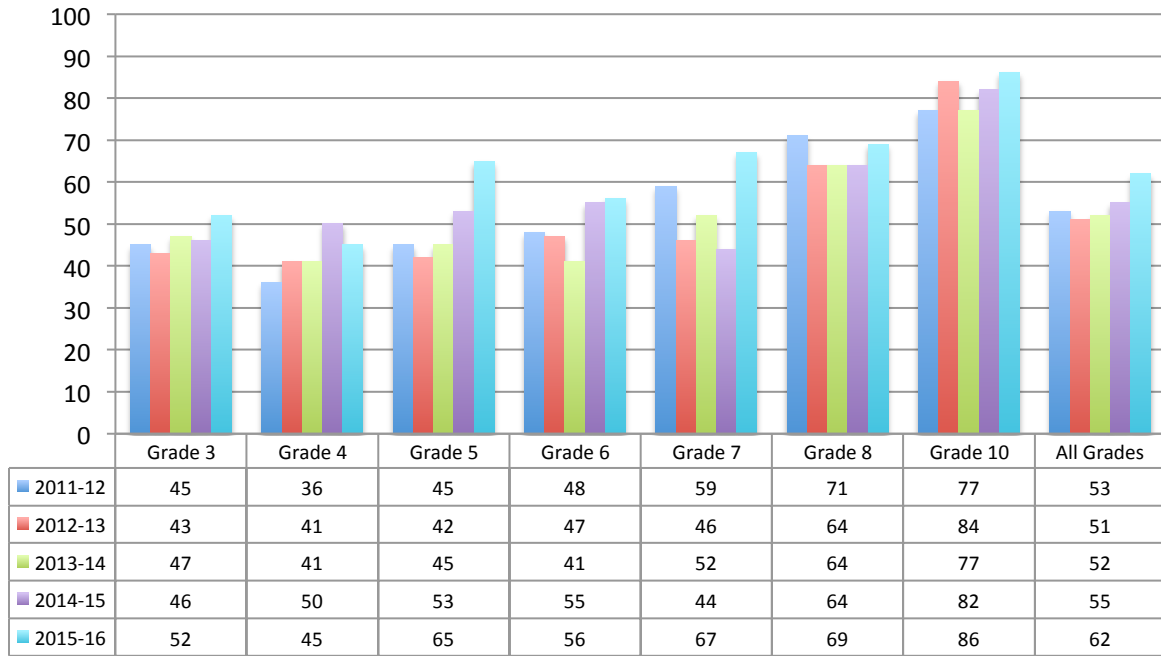
	2012		2013		2014		2015		2016	
	District	State	District	State	District	State	District	State	District	State
Advanced	9%	17%	10%	16%	11%	17%	10%	15%	7%	17%
Proficient	28%	37%	30%	37%	26%	38%	29%	39%	27%	37%
Needs Improvement	42%	32%	42%	35%	41%	33%	40%	33%	45%	33%
Warning/Failing	21%	13%	18%	12%	22%	12%	21%	12%	22%	13%
N Students	962	211,464	948	209,573	895	211,440	815	210,454	845	208,233
CPI	68.1	78.6	70.4	79.0	68.2	79.6	69.2	79.4	66.3	78.8

Note #1: 2016 state-level data is from the Assessment - MCAS section of the Department of Elementary and Secondary (DESE) website. Salem Public Schools data for 2016 were generated through an analysis of DESE's official combined MCAS and PARCC data for the district.

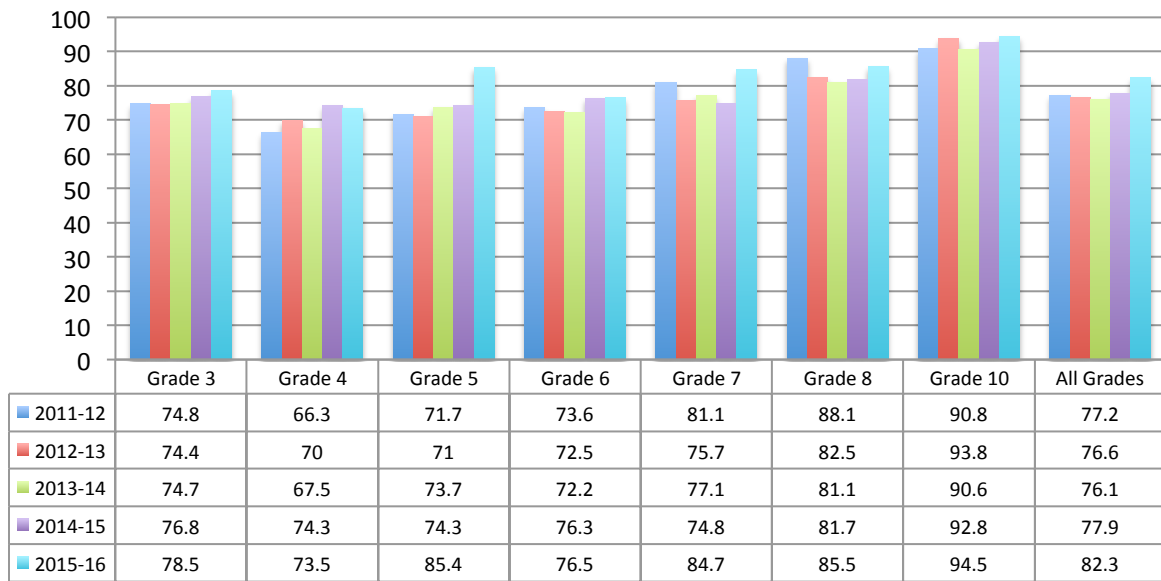
Note #2: While DESE's official combined MCAS and PARCC data set for SPS was used for this analysis, the number of students for whom there is science performance data (n=845) does not match what is reported on the DESE website (n=817). This discrepancy results in small differences in the science metrics (percentage of students at each achievement level, CPI and SGP) reported in this data packet.

Salem Public Schools ELA Performance by Grade Level

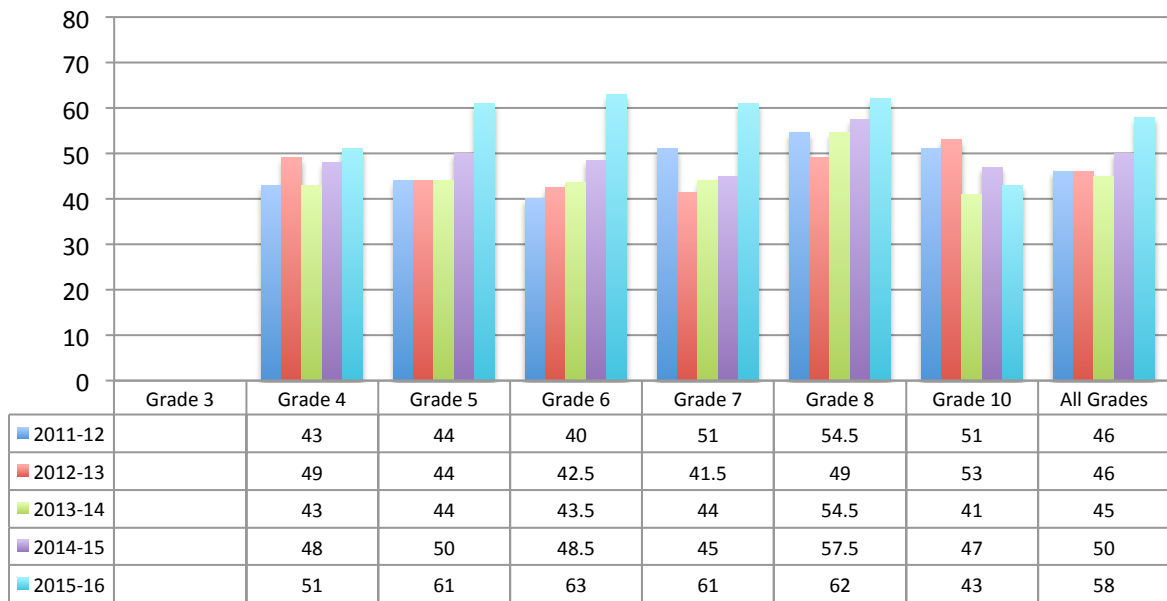
SPS ELA Prof & Adv (by Grade Level) All Students, 2012-16



SPS ELA CPI (by Grade Level) All Students, 2012-16



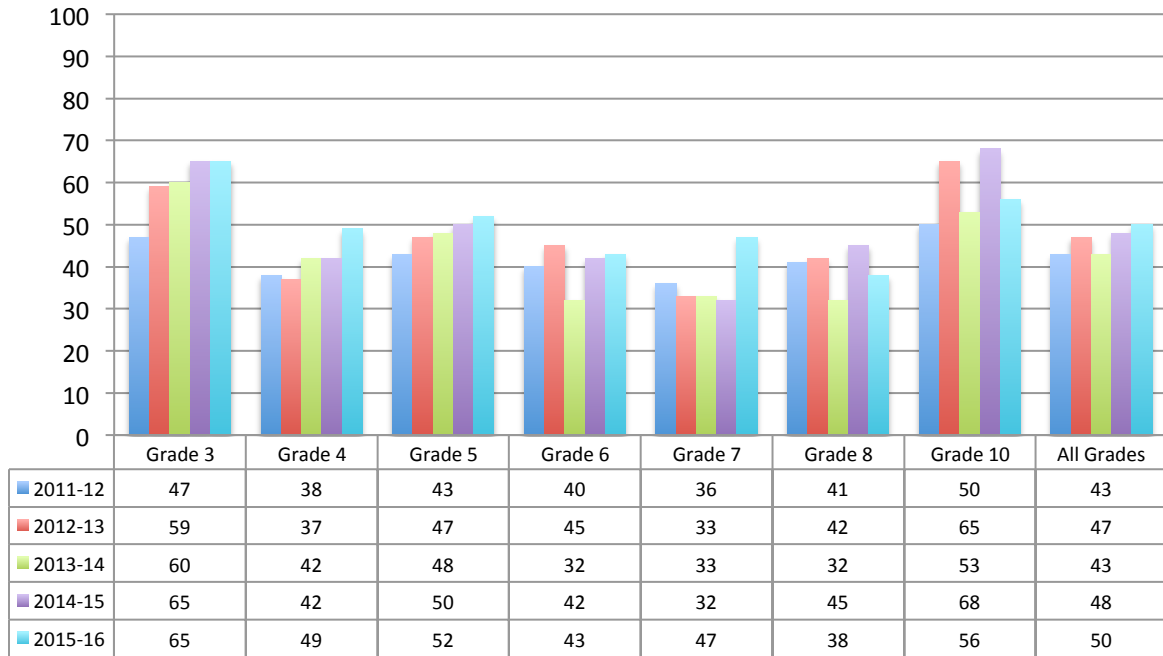
SPS ELA Growth (by Grade Level) All Students, 2012-16



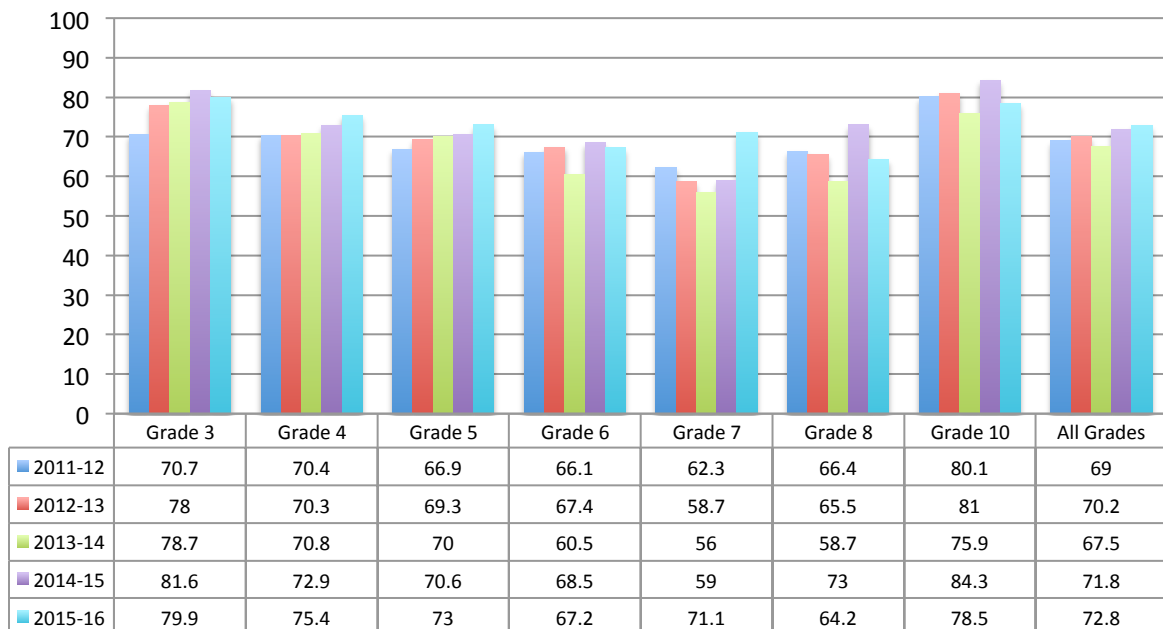
NOTE: SGP is not reported for Grade 3. SGP requires two years of data to calculate, and therefore, it is only reported for Grade 4 through Grade 10.

Salem Public Schools Math Performance by Grade Level

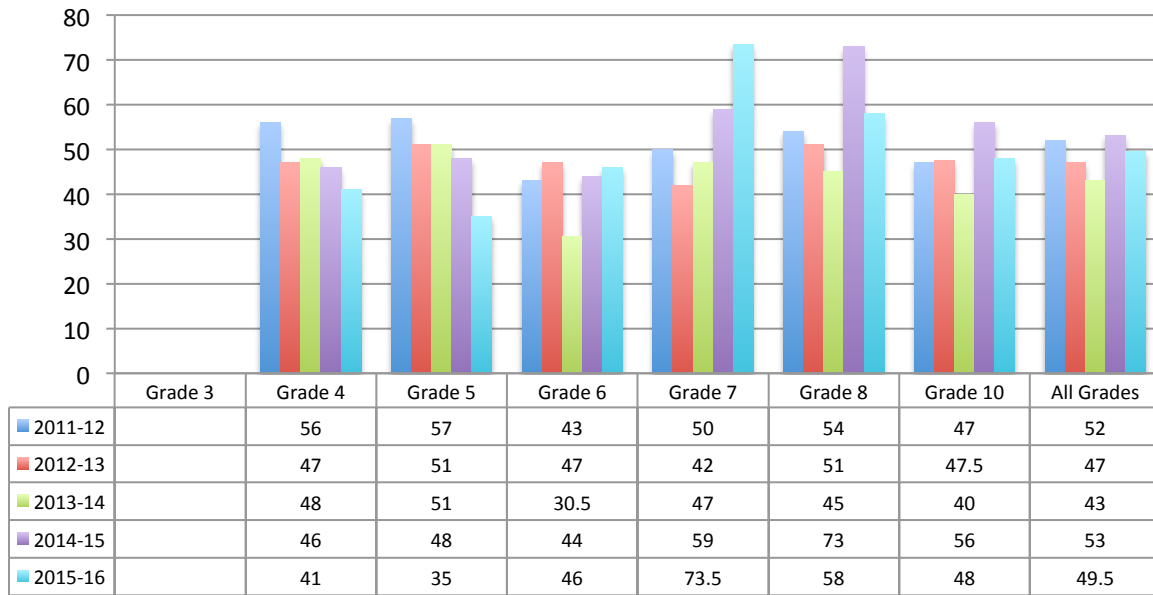
SPS Math Prof & Adv (by Grade Level) All Students, 2012-16



SPS Math CPI (by Grade Level) All Students, 2012-16



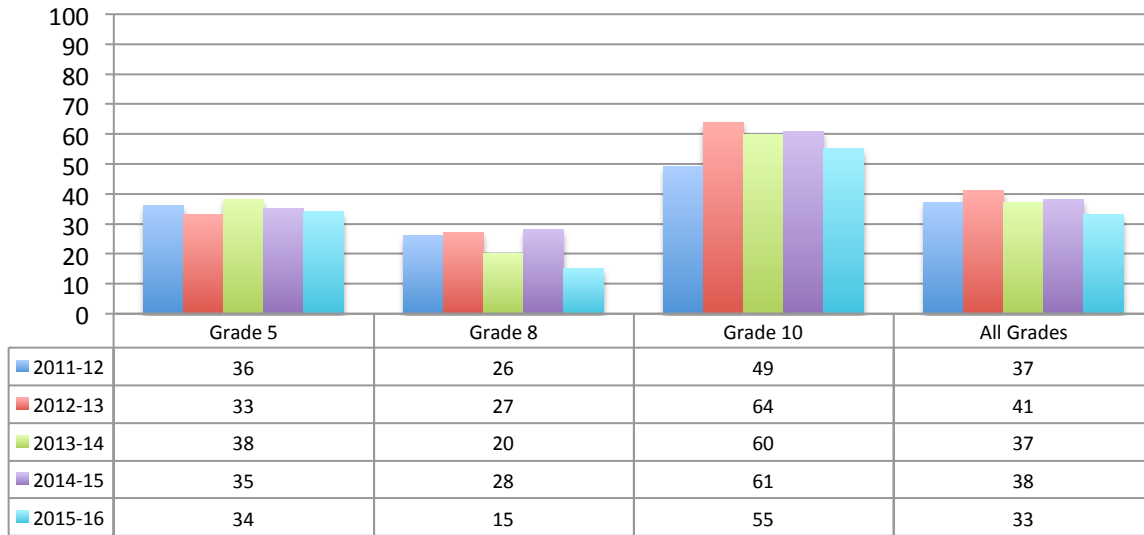
SPS Math Growth (by Grade Level) All Students, 2012-16



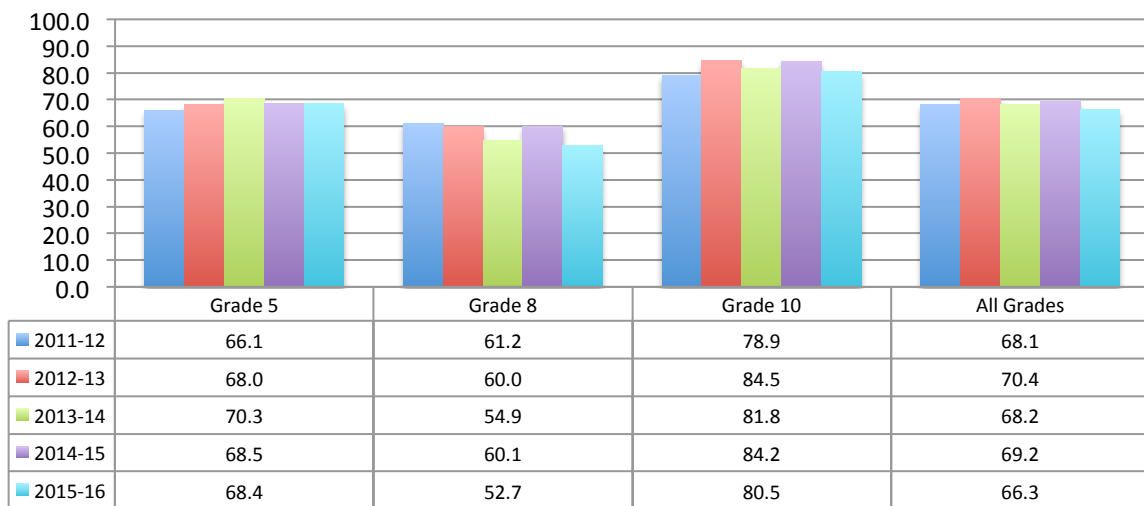
NOTE: SGP is not reported for Grade 3. SGP requires two years of data to calculate, and therefore, it is only reported for Grade 4 through Grade 10.

Salem Public Schools Science Performance by Grade Level

SPS Science Prof & Adv (by Grade Level) All Students, 2012-16

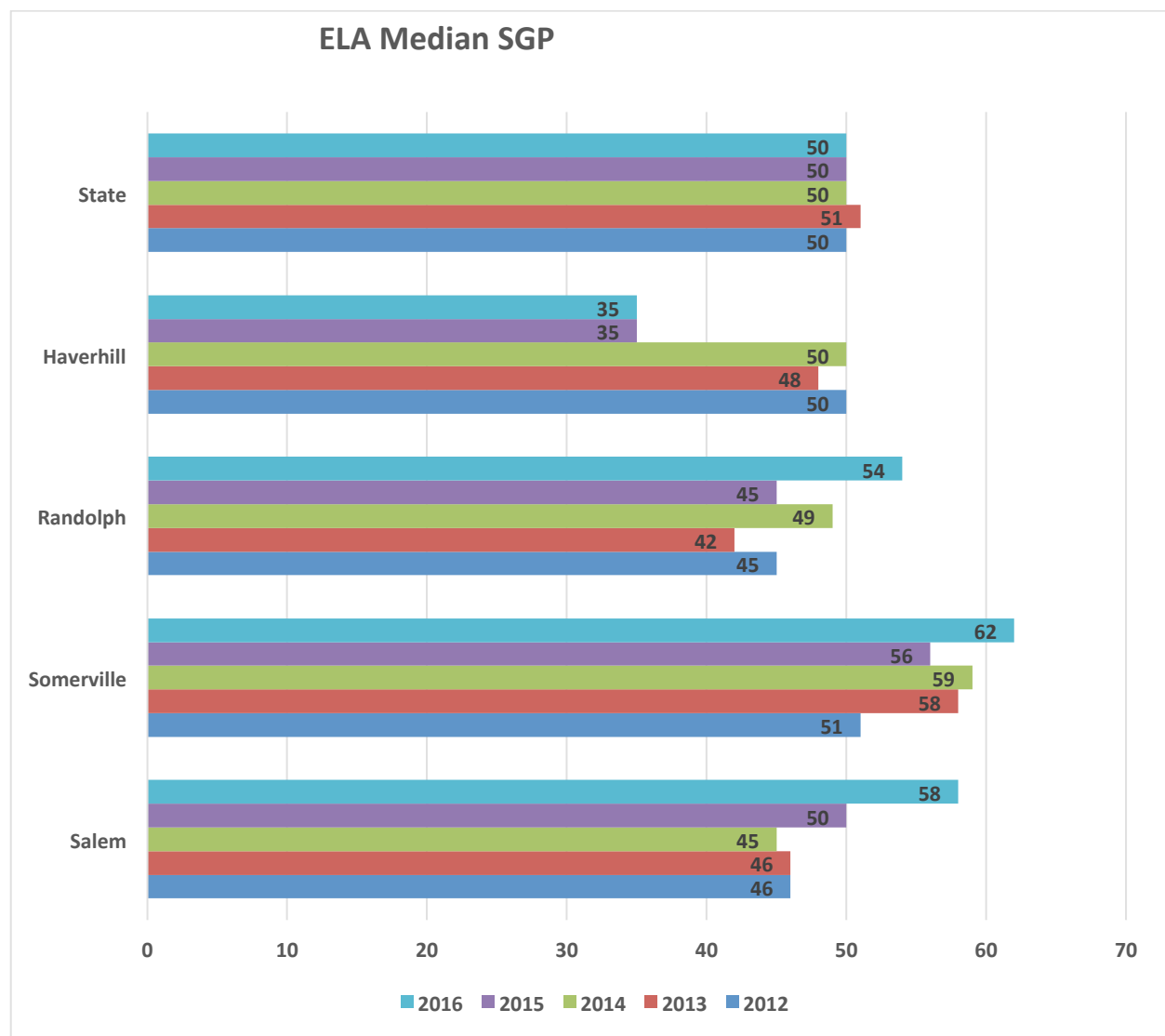


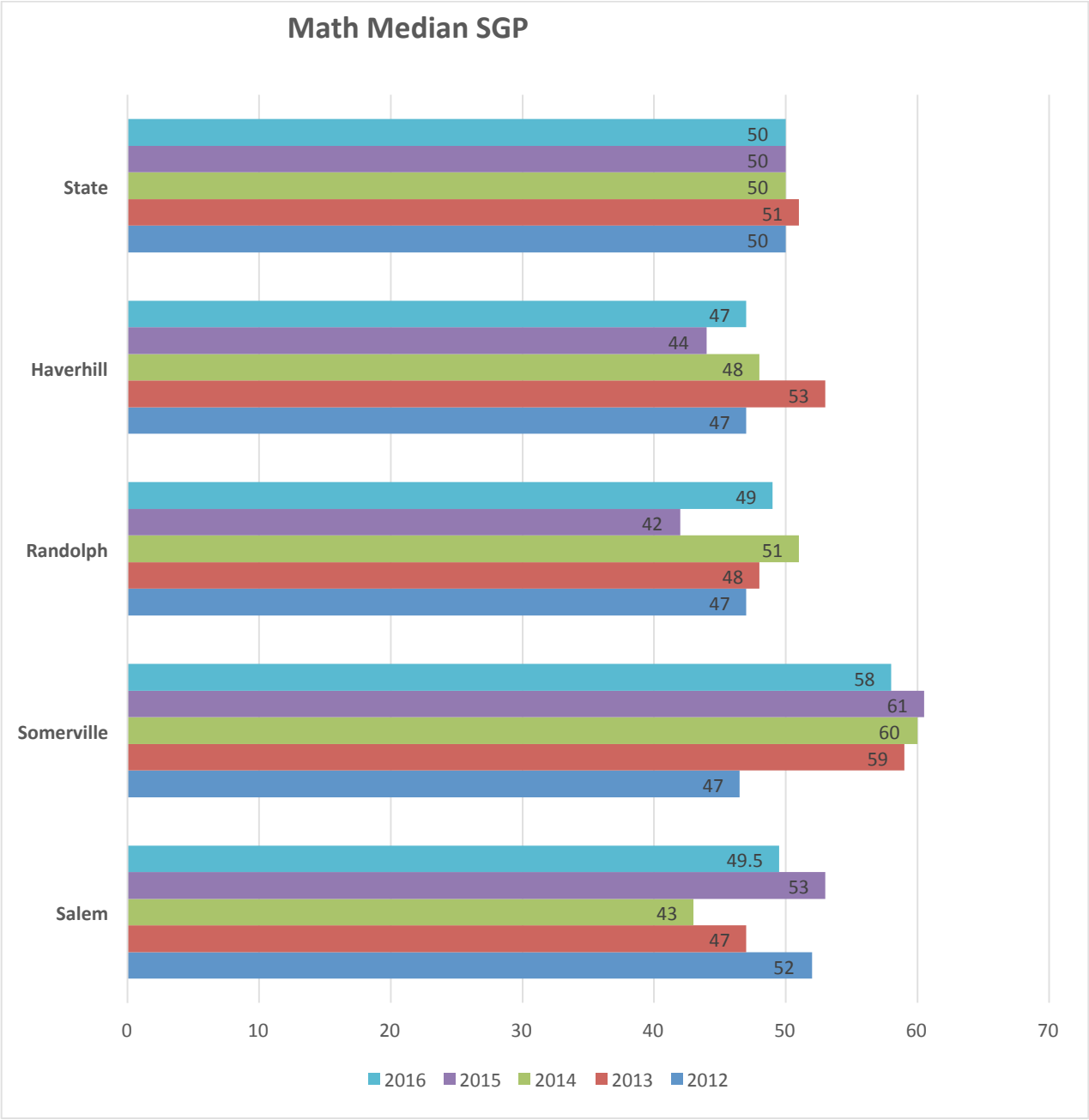
SPS Science CPI (by Grade Level) All Students, 2012-16



Salem Public Schools – Comparisons to Similar Districts

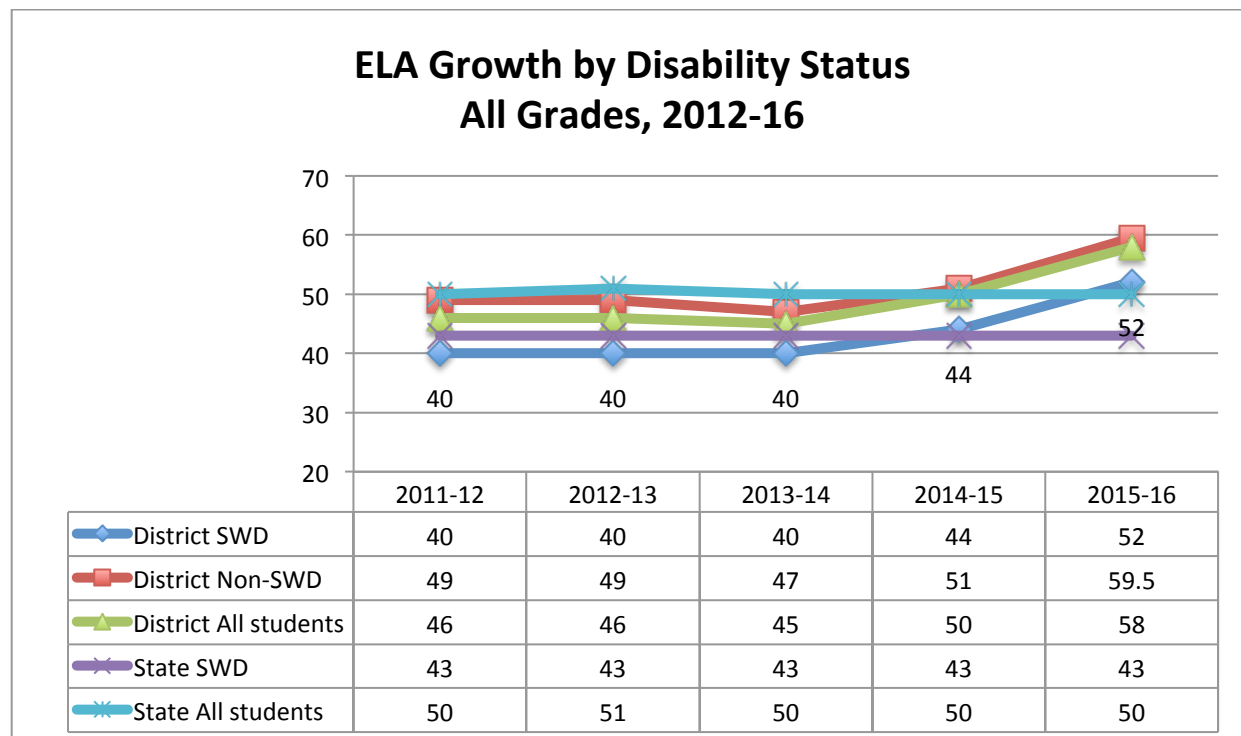
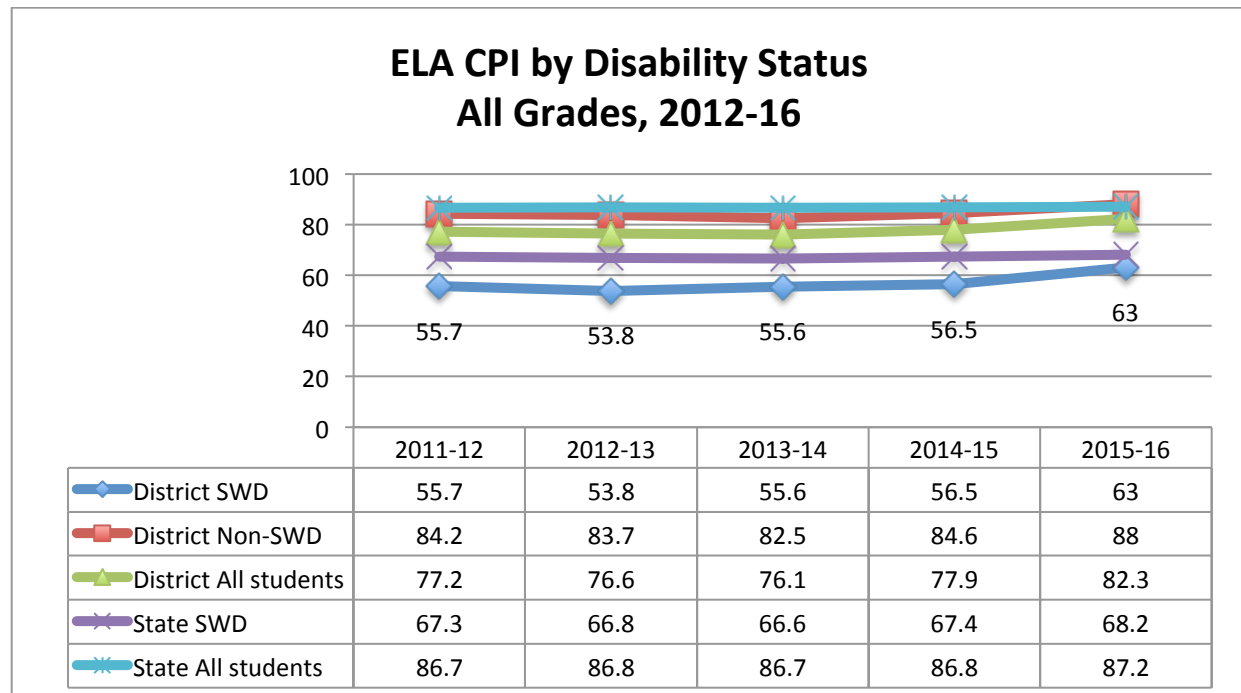
For each school district in the state, DESE identifies 10 districts that are most similar in terms of grade span, total enrollment and special populations. From the 10 districts identified by DESE, SPS chose to compare our performance to Haverhill, Randolph and Somerville. All three of these “comparison districts” have a similar percentage of students with disabilities as Salem. Haverhill has a similar percentage of economically disadvantaged students and Randolph has a comparable percentage of English language learners. Randolph is a slightly smaller district while Somerville and Haverhill are larger than Salem.





District-Wide Data: Sub-Groups

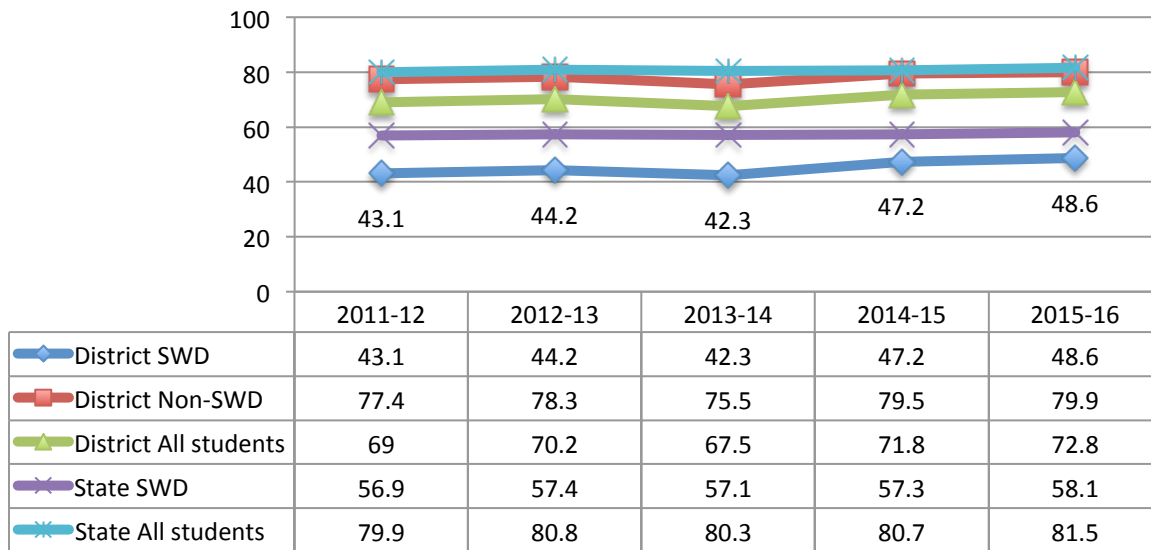
Salem Public Schools ELA Performance by Disability Status



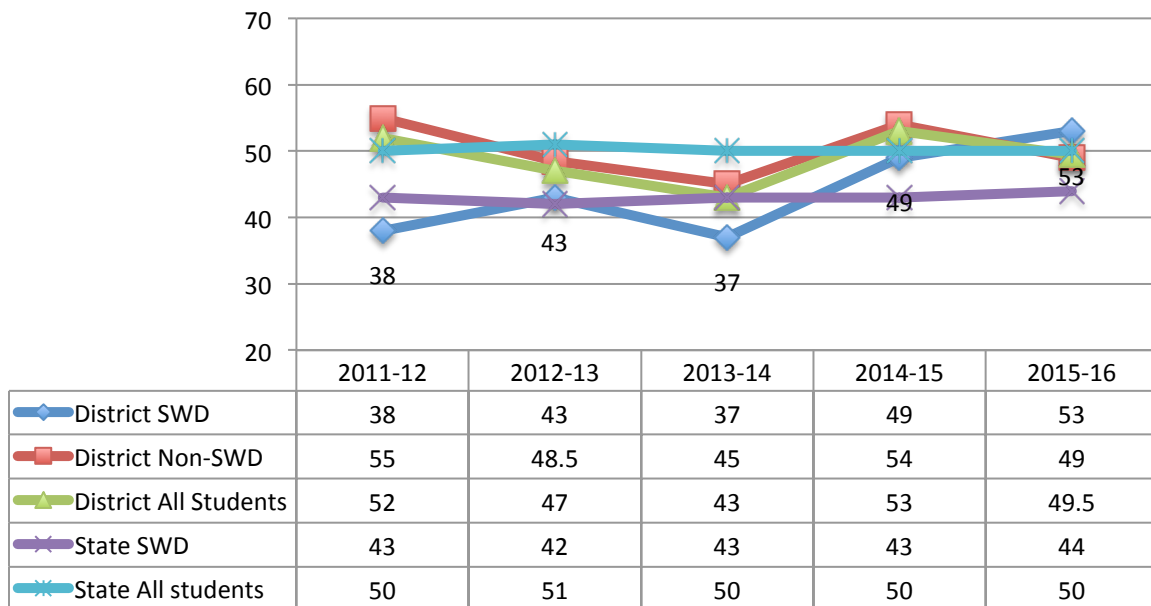
Note: SGP values run from 0 to 99. Data shown cluster around the middle of the range so chart axis truncated to improve readability.

Salem Public Schools Math Performance by Disability Status

Math CPI by Disability Status All Grades, 2012-16



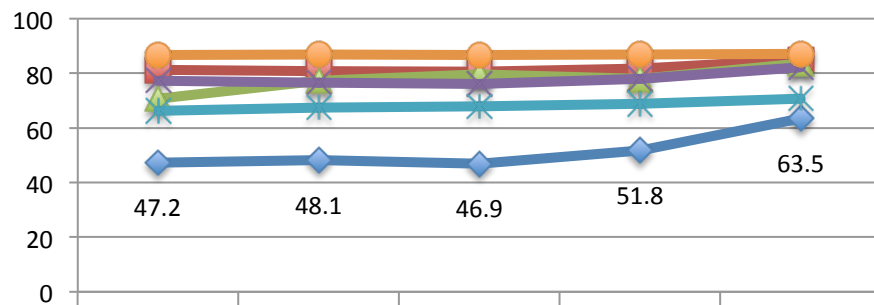
Math Growth by Disability Status All Grades, 2012-16



Note: SGP values run from 0 to 99. Data shown cluster around the middle of the range so chart axis truncated to improve readability.

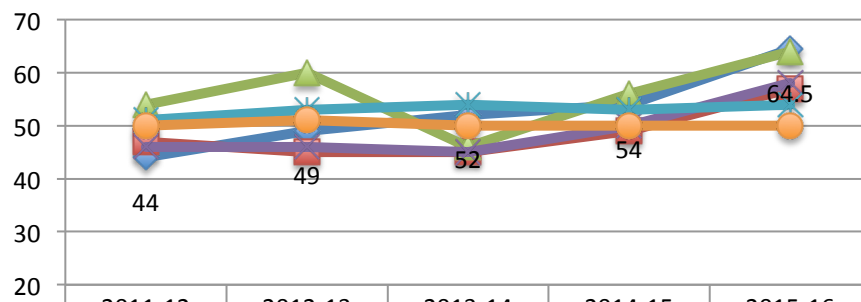
Salem Public Schools ELA Performance by ELL Status

ELA CPI by ELL Status All Grades, 2012-16



	2011-12	2012-13	2013-14	2014-15	2015-16
District ELL	47.2	48.1	46.9	51.8	63.5
District Non-ELL	81.3	80.9	80.6	81.7	85
District Former ELL	70.6	77.3	79.6	77.9	83.6
District All students	77.2	76.6	76.1	77.9	82.3
State ELL and Former ELL	66.2	67.4	67.8	68.9	70.7
State All students	86.7	86.8	86.7	86.8	87.2

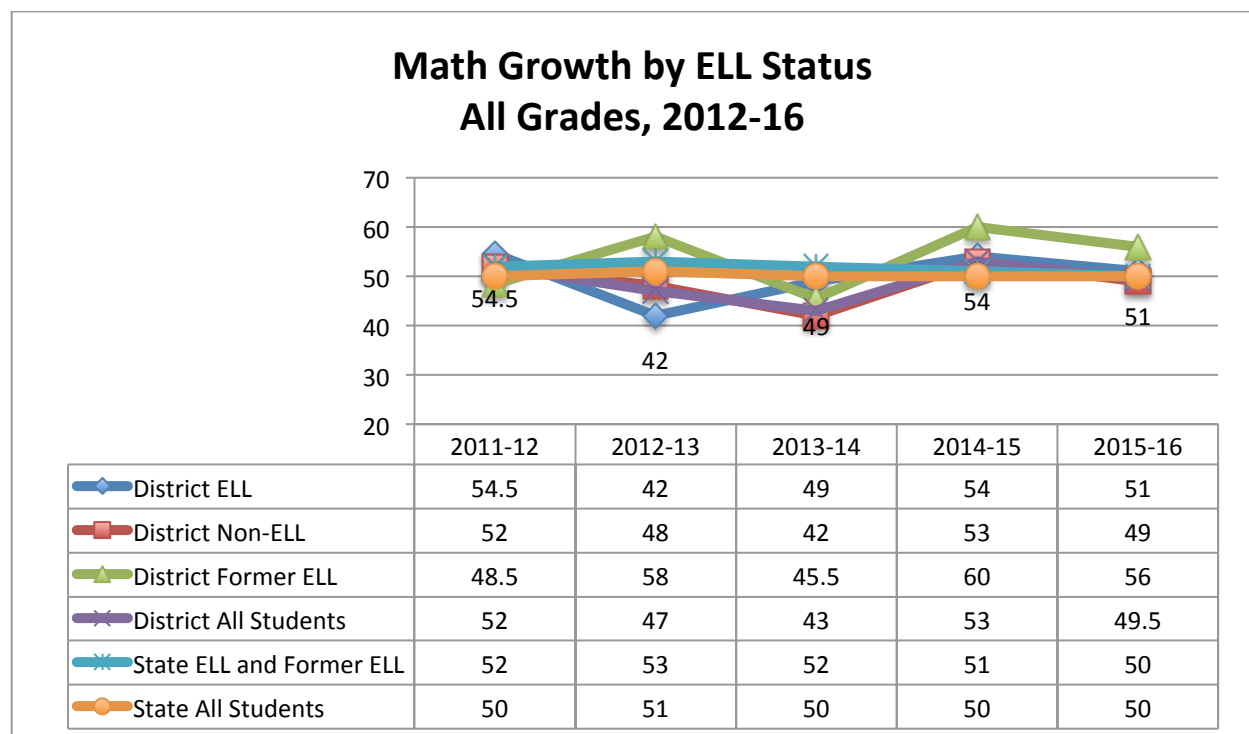
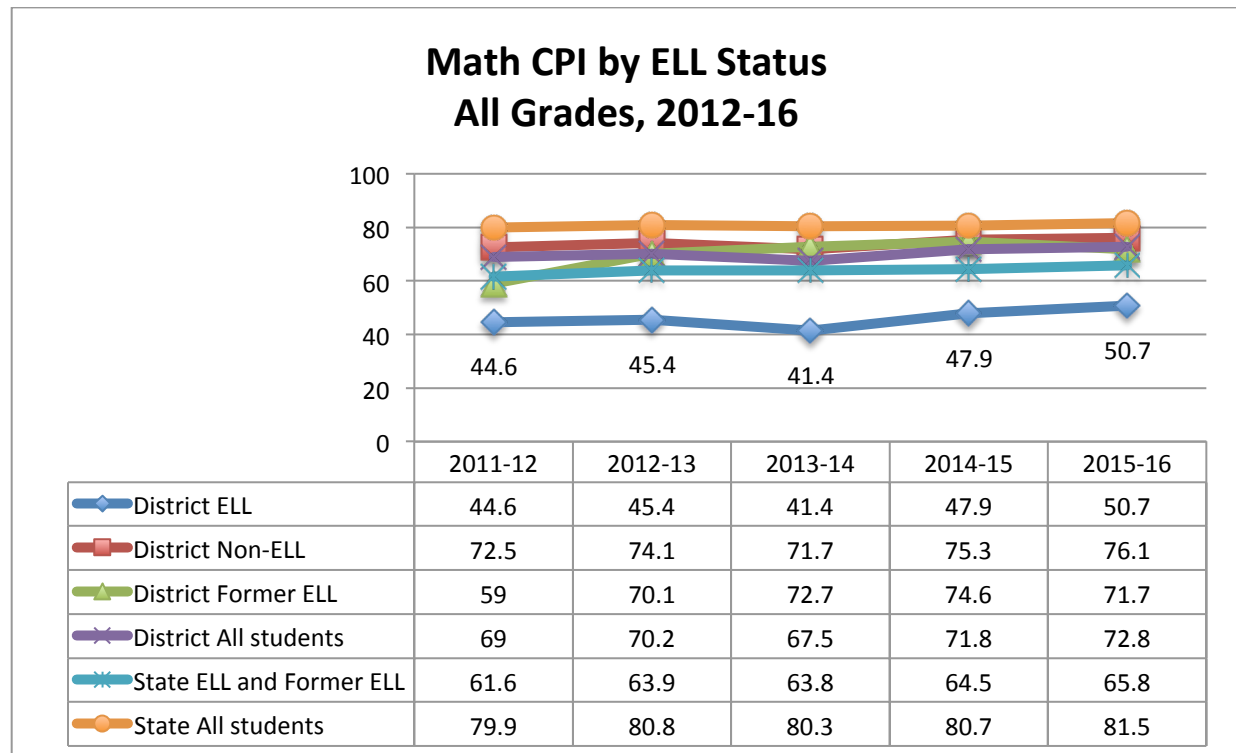
ELA Growth by ELL Status All Grades, 2012-16



	2011-12	2012-13	2013-14	2014-15	2015-16
District ELL	44	49	52	54	64.5
District Non-ELL	47	45	45	49	57
District Former ELL	54	60	46	56	64
District All Students	46	46	45	50	58
State ELL and Former ELL	51	53	54	53	54
State All Students	50	51	50	50	50

Note: SGP values run from 0 to 99. Data shown cluster around the middle of the range so chart axis truncated to improve readability.

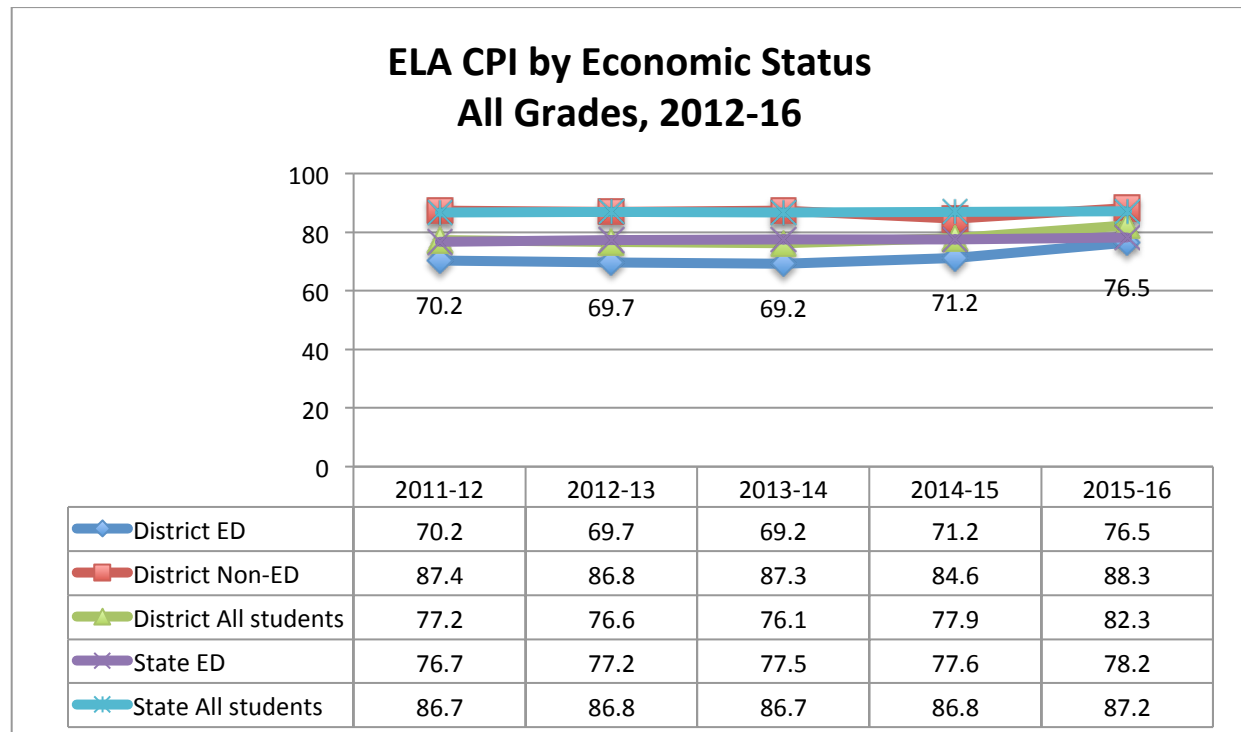
Salem Public Schools Math Performance by ELL Status



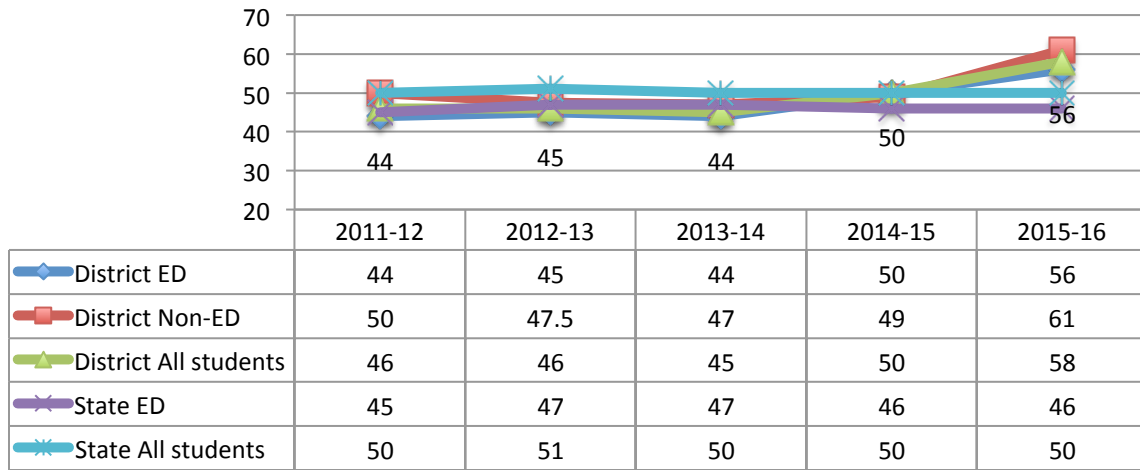
Note: SGP values run from 0 to 99. Data shown cluster around the middle of the range so chart axis truncated to improve readability.

Salem Public Schools ELA Performance by Economic Status

Economic Disadvantage is an indicator of student's participation in one or more of the following state-administered programs: SNAP (food stamps); TAFDC (welfare); DCF (foster care); MassHealth (Medicaid). In 2014-15, this indicator replaced the variable previously used to identify low income students.



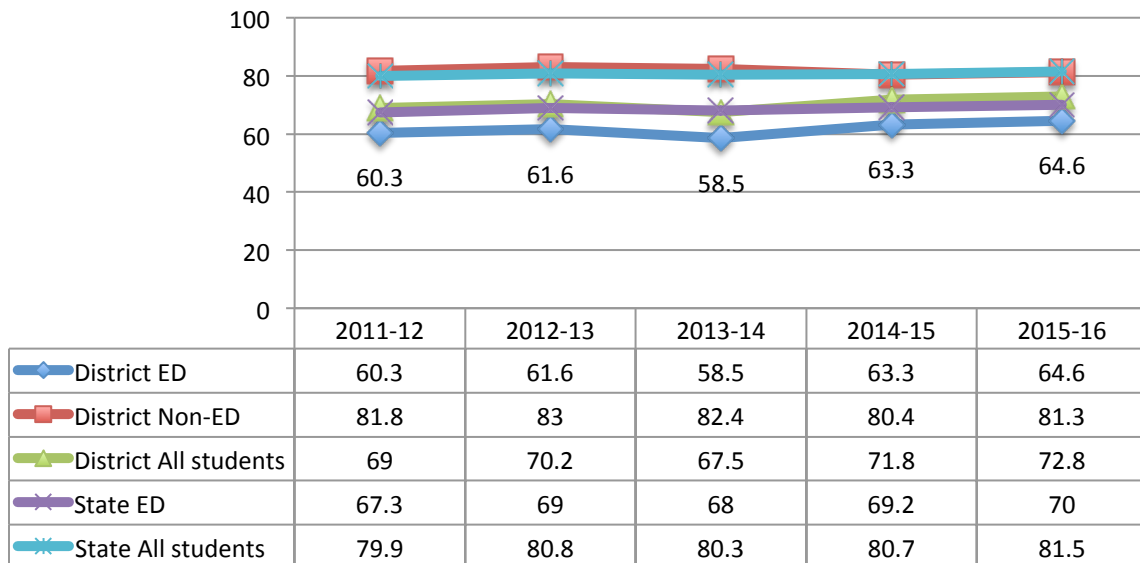
ELA Growth by Economic Status All Grades, 2012-16



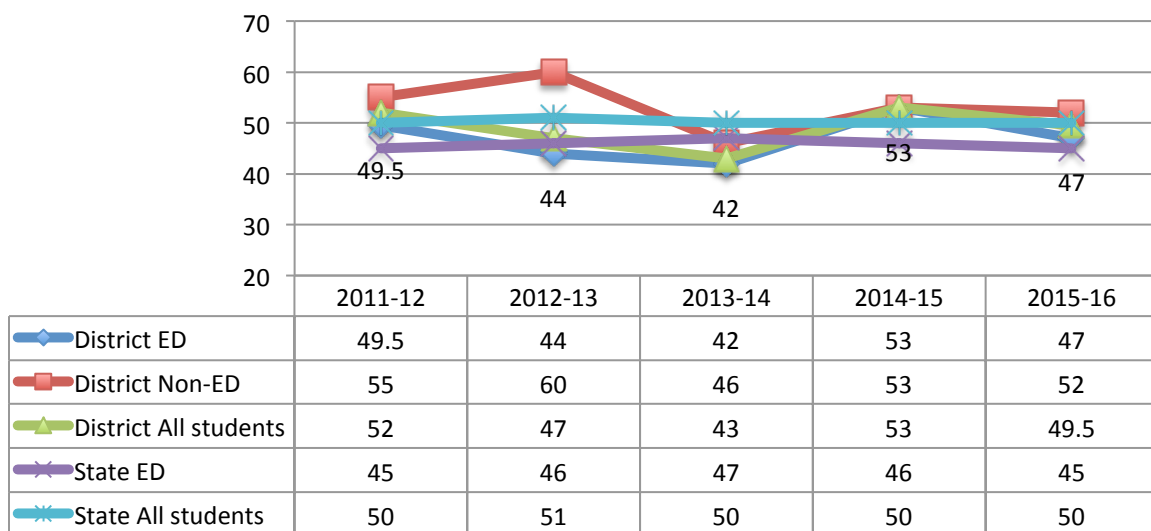
Note: SGP values run from 0 to 99. Data shown cluster around the middle of the range so chart axis truncated to improve readability.

Salem Public Schools Math Performance by Economic Status

Math CPI by Economic Status All Grades, 2012-16



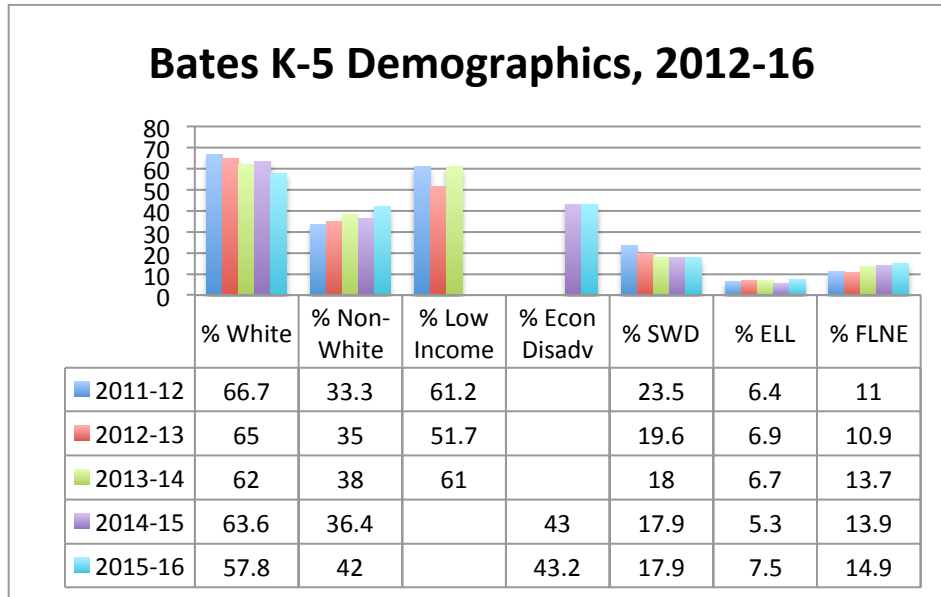
Math Growth by Economic Status All Grades, 2012-16



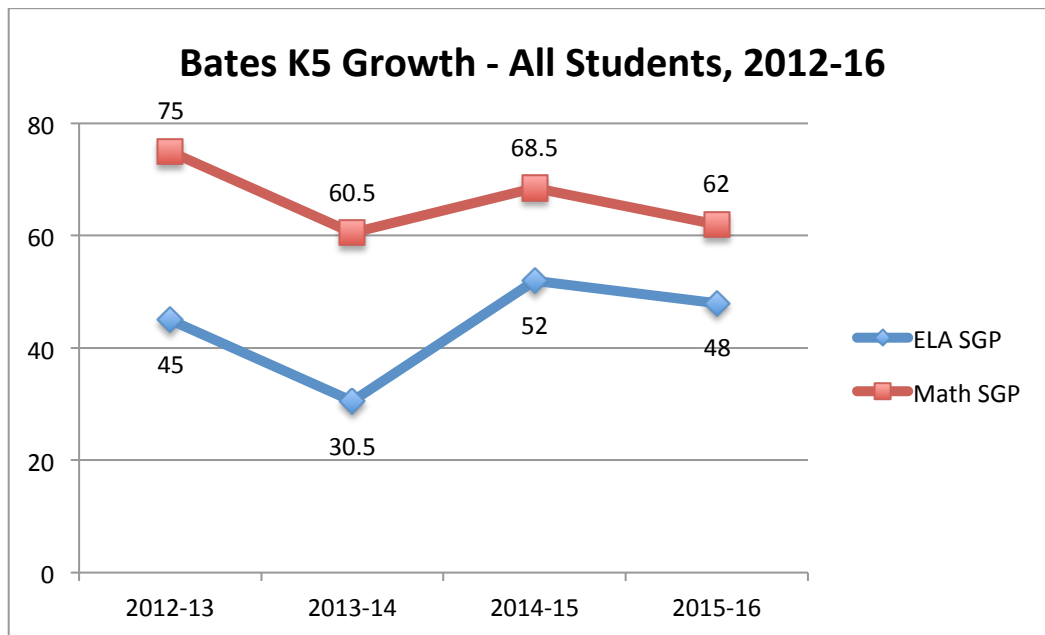
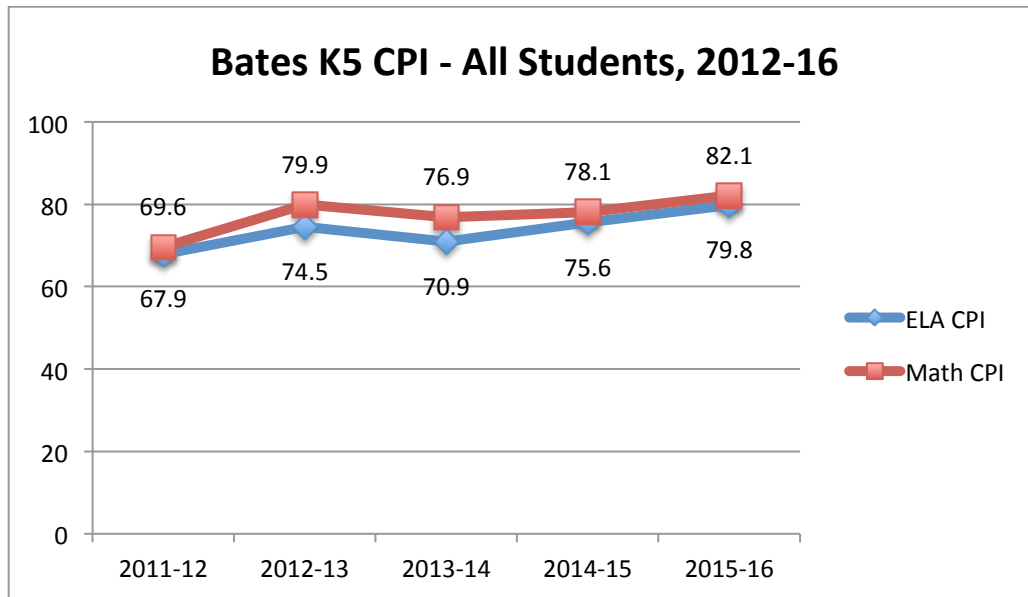
Note: SGP values run from 0 to 99. Data shown cluster around the middle of the range so chart axis truncated to improve readability.

School Level Data – K-5 Schools

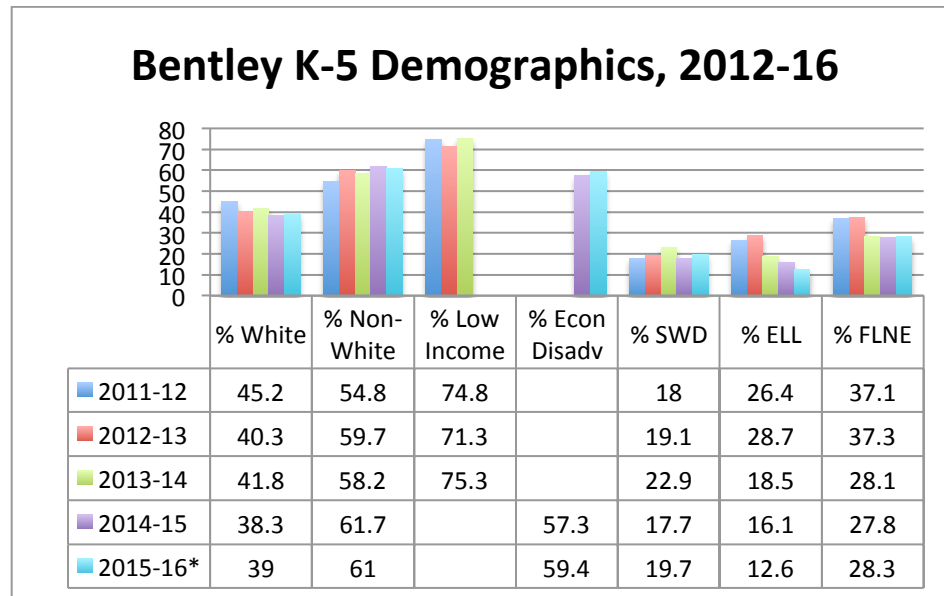
Bates K-5 Demographics, 2012 – 2016



Bates K-5 CPI & Growth – All Students, 2012-16

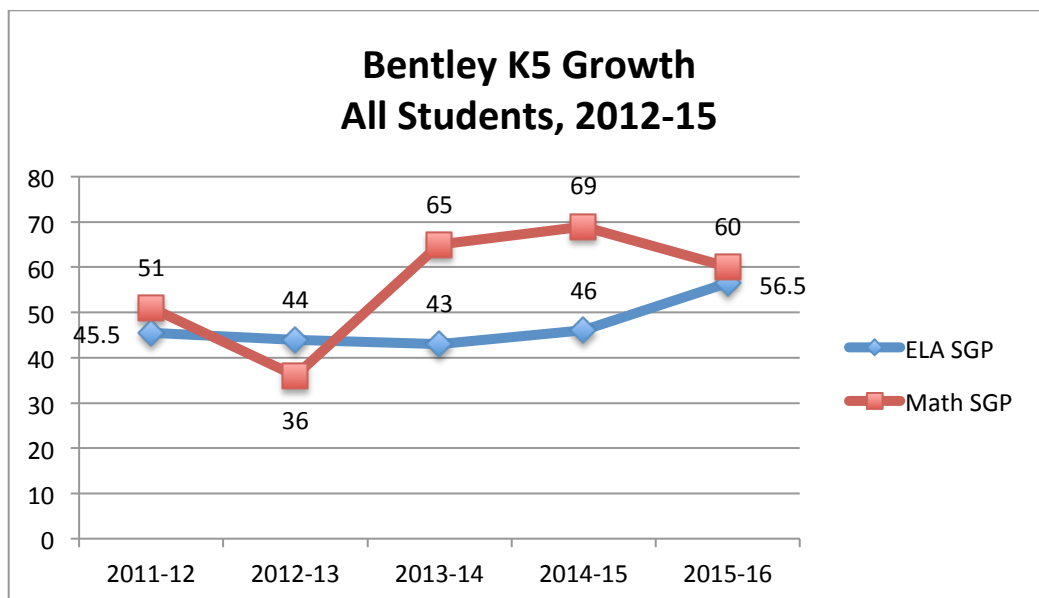
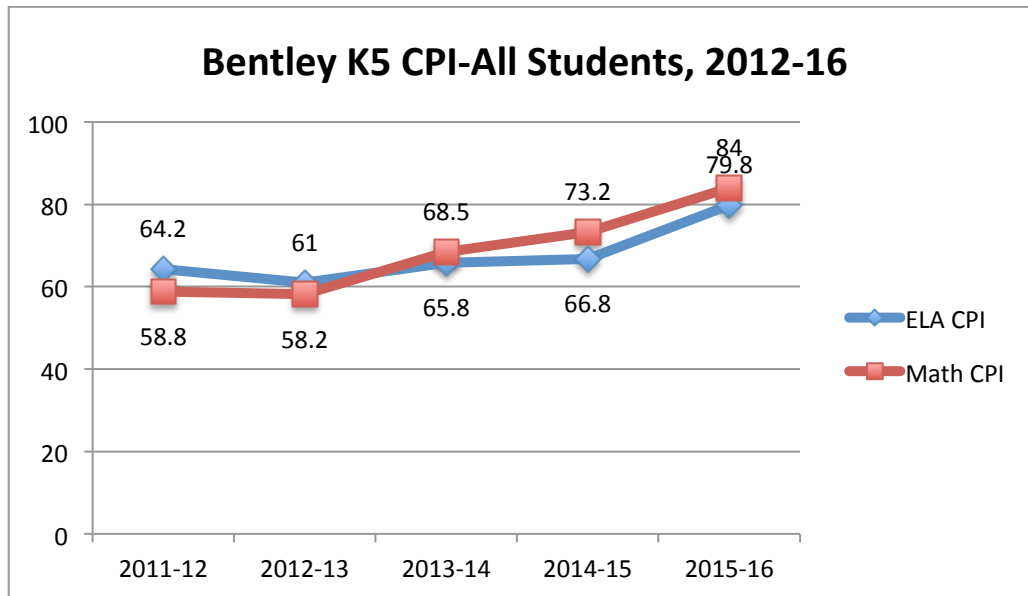


Bentley K-5 Demographics, 2012 – 2016

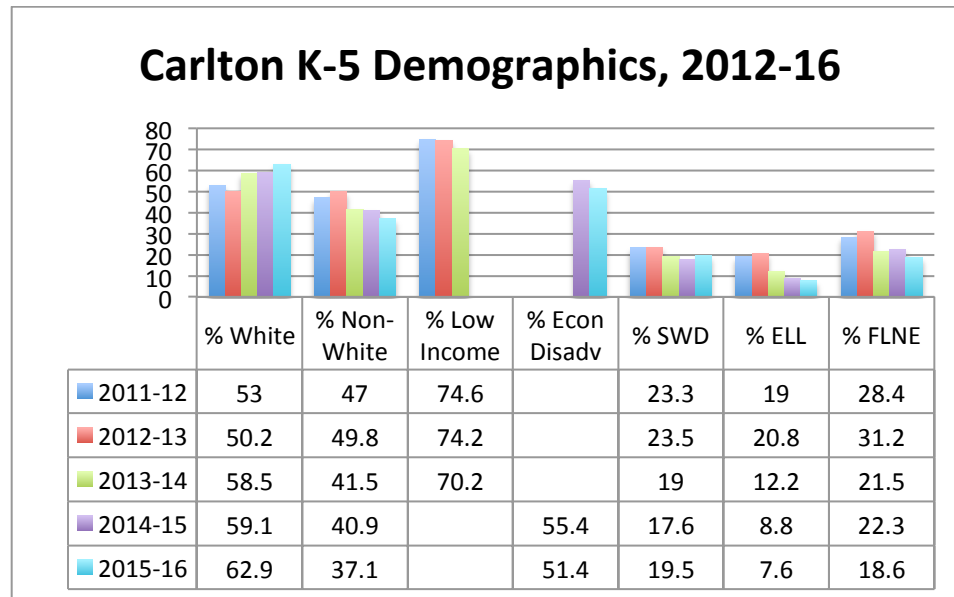


**2015-16 was the first year that Bentley operated as a Horace Mann Charter School within the Salem Public Schools.*

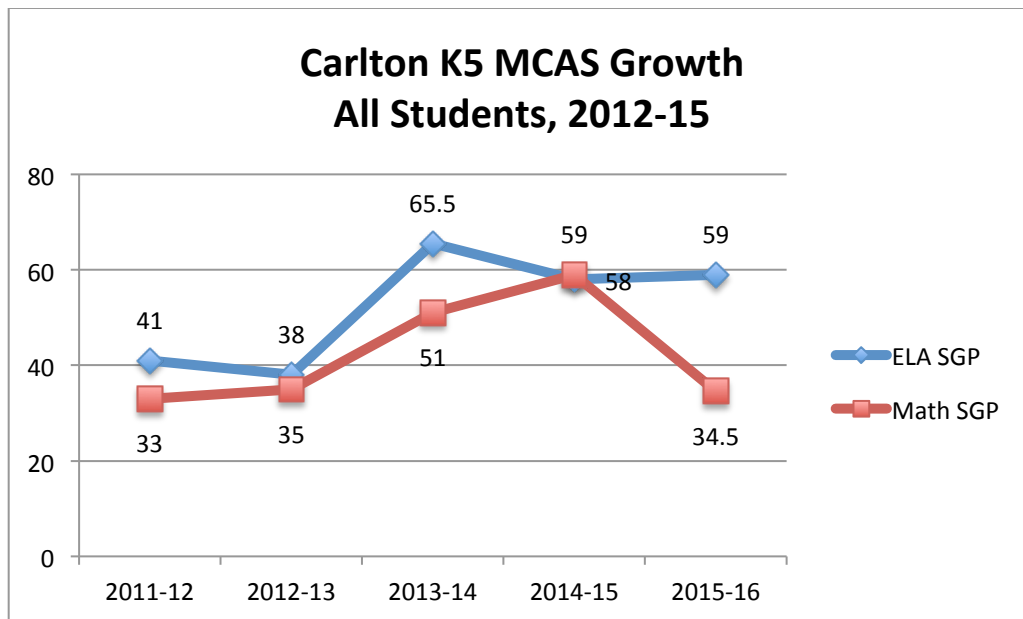
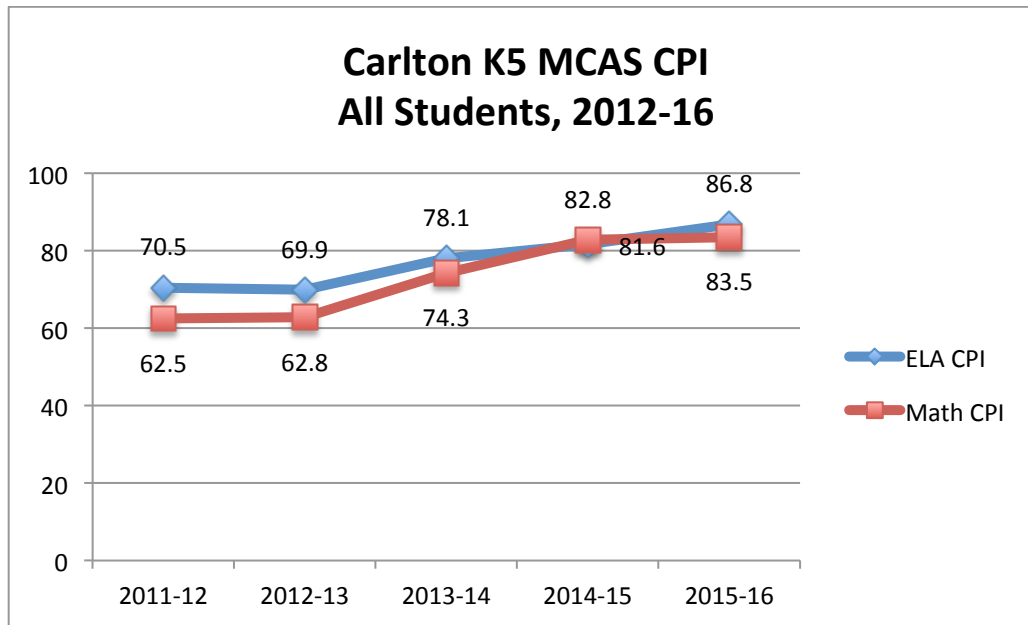
Bentley K-5 CPI & Growth – All Students, 2012-16



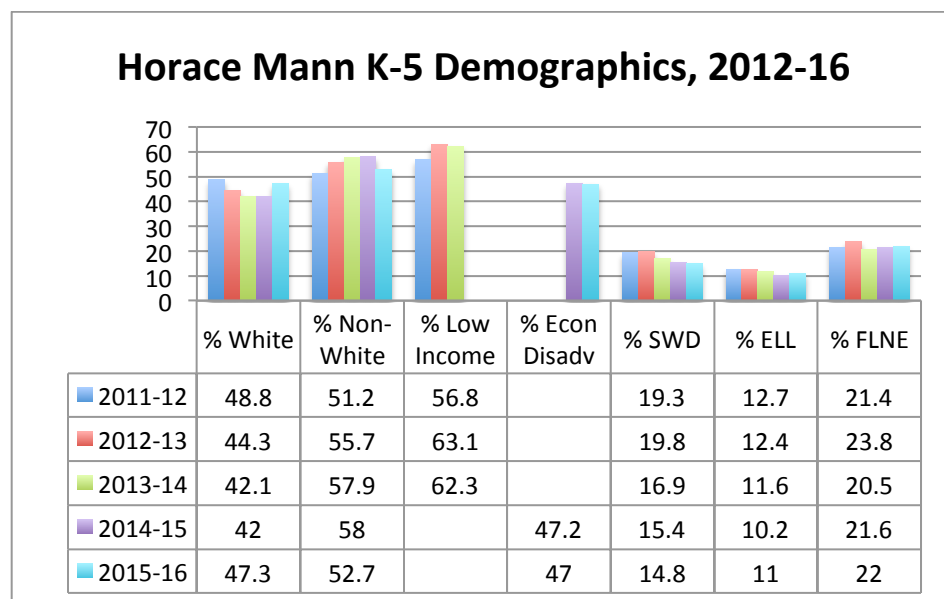
Carlton K-5 Demographics, 2012 – 2016



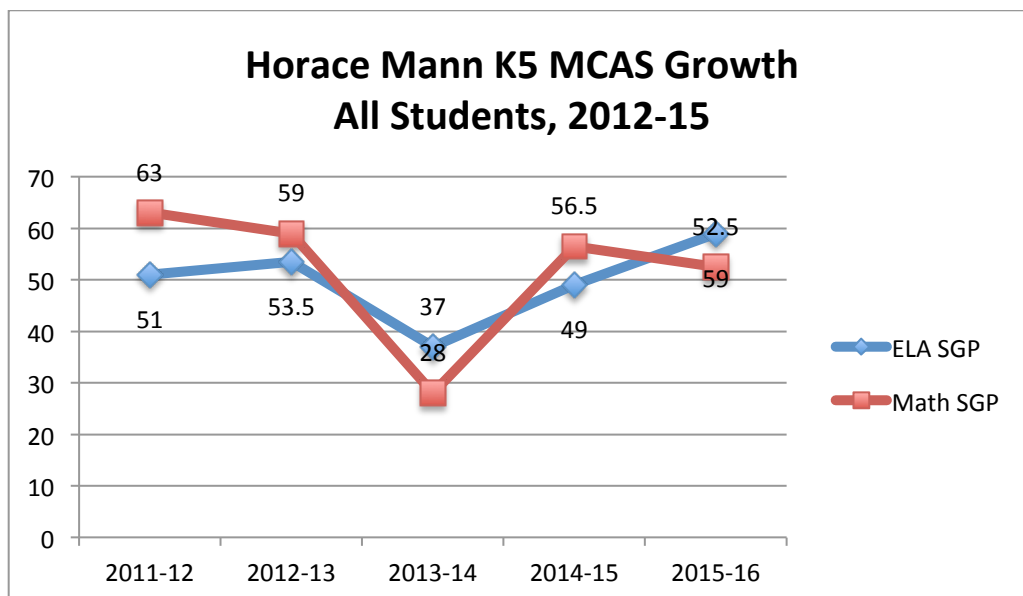
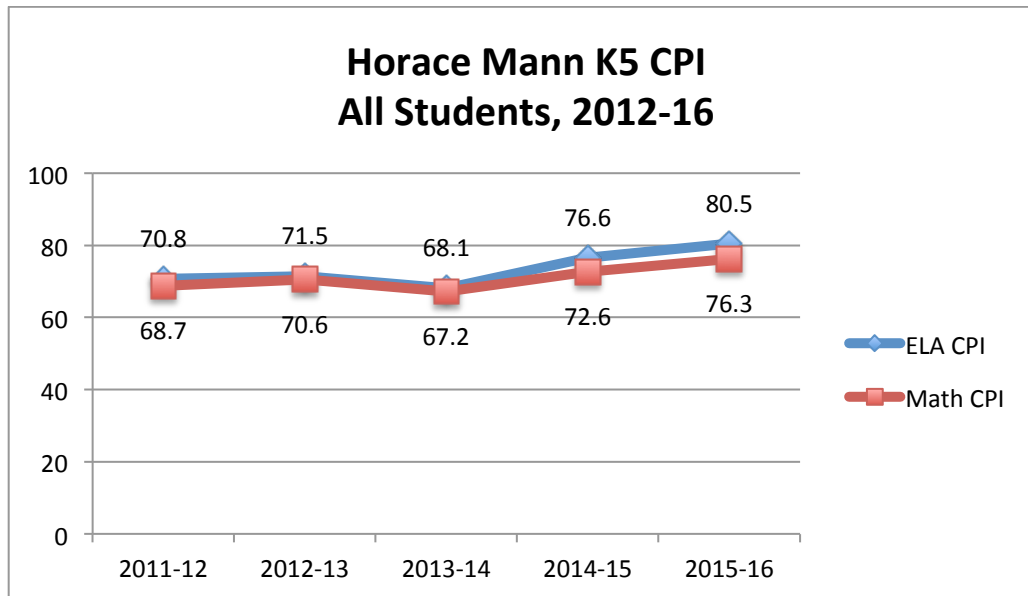
Carlton K-5 CPI & Growth – All Students, 2012-16



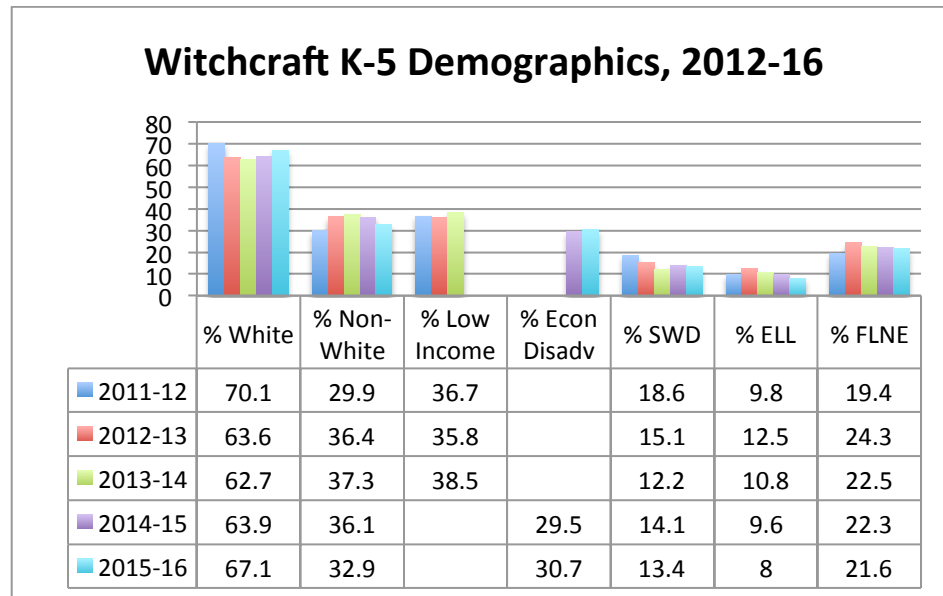
Horace Mann K-5 Demographics, 2012 – 2016



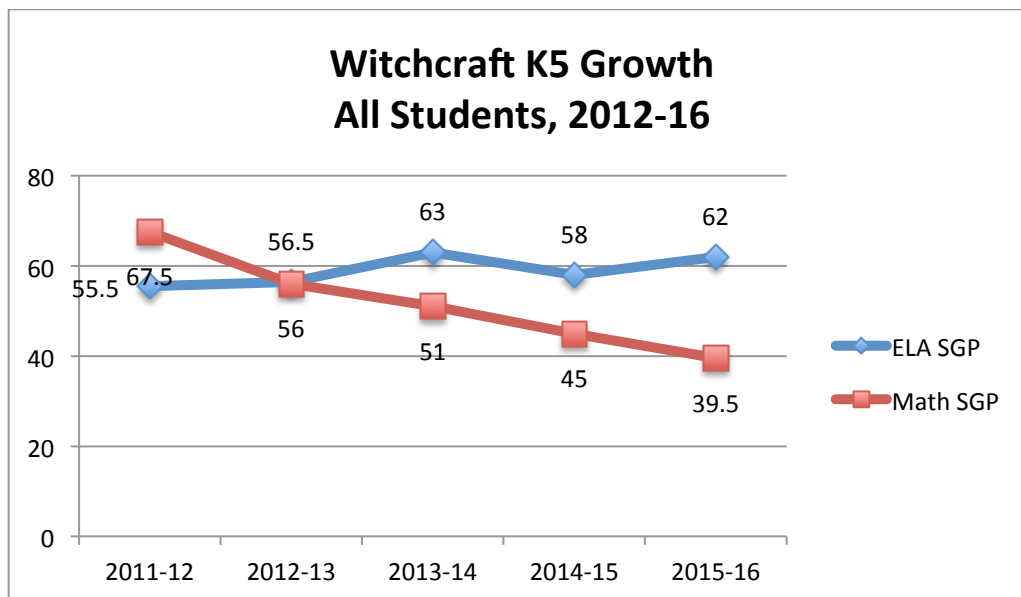
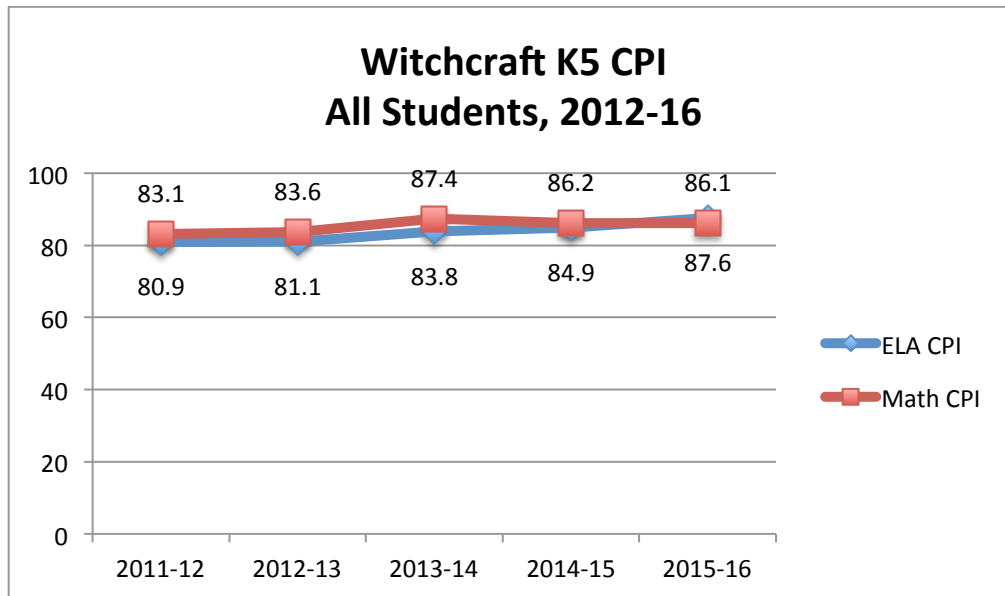
Horace Mann K-5 CPI & Growth – All Students, 2012-16



Witchcraft K-5 Demographics, 2012 – 2016

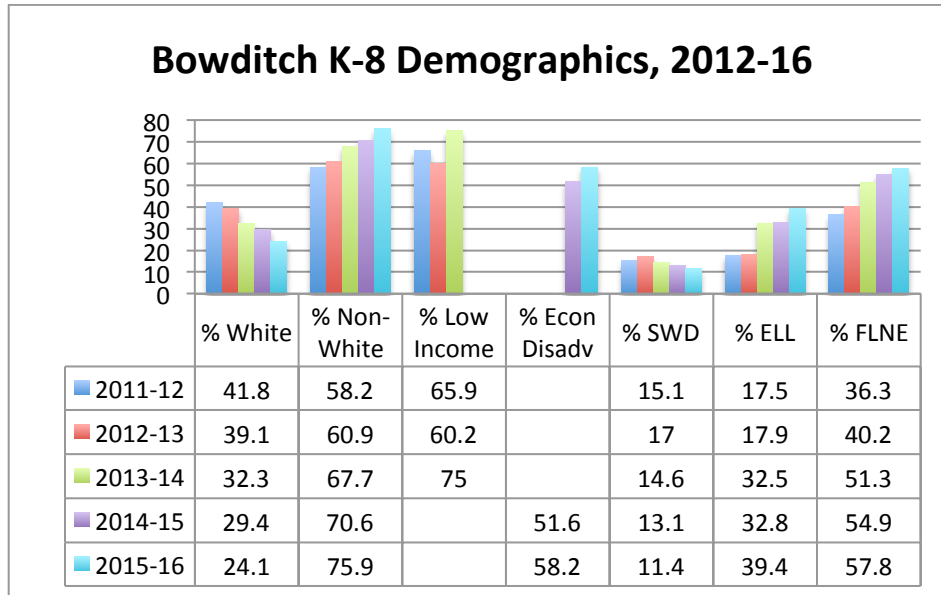


Witchcraft K-5 CPI & Growth – All Students, 2012-16

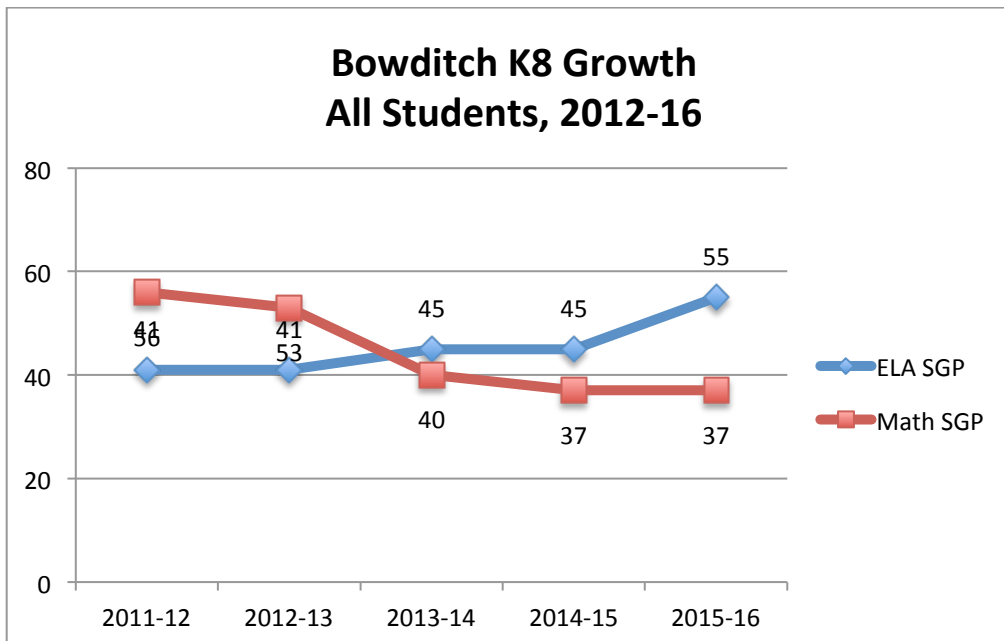
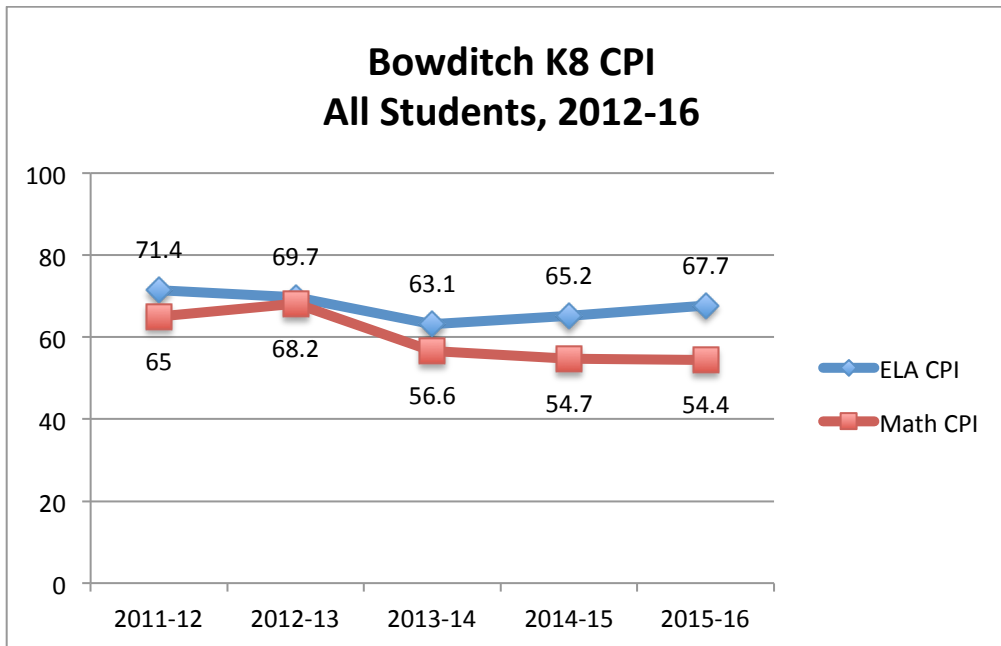


School Level Data – K-8 Schools

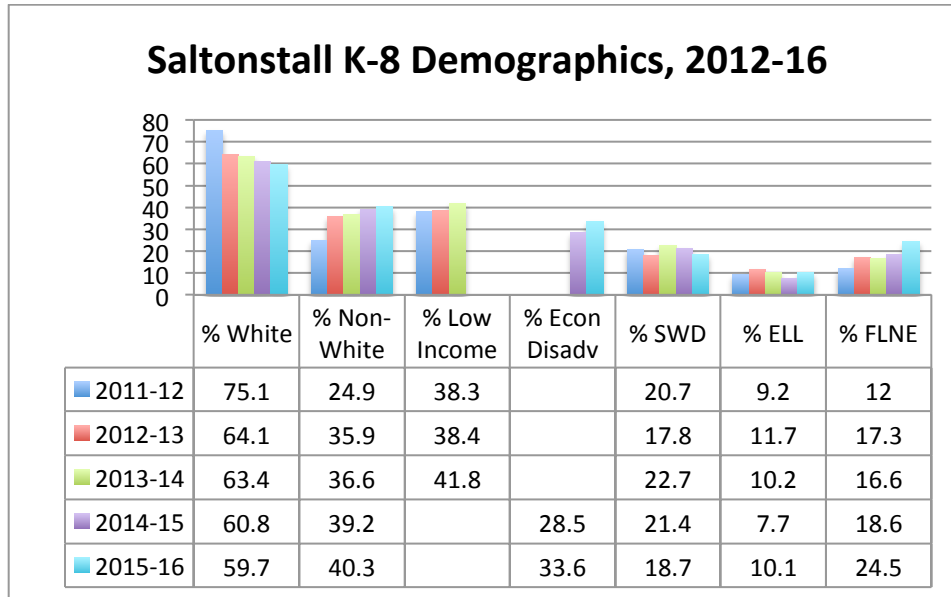
Nathaniel Bowditch K-8 Demographics, 2012-16



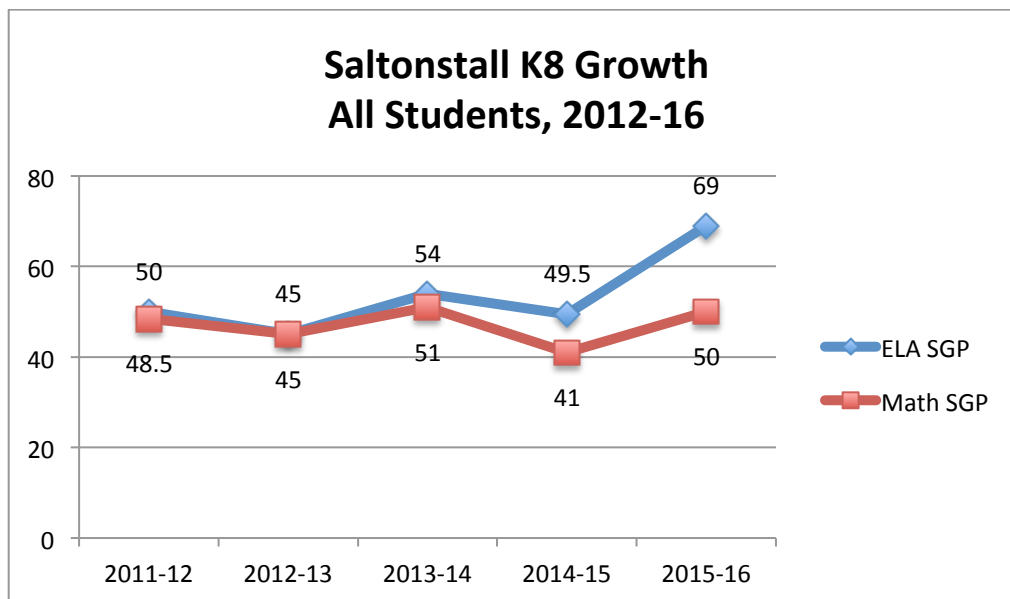
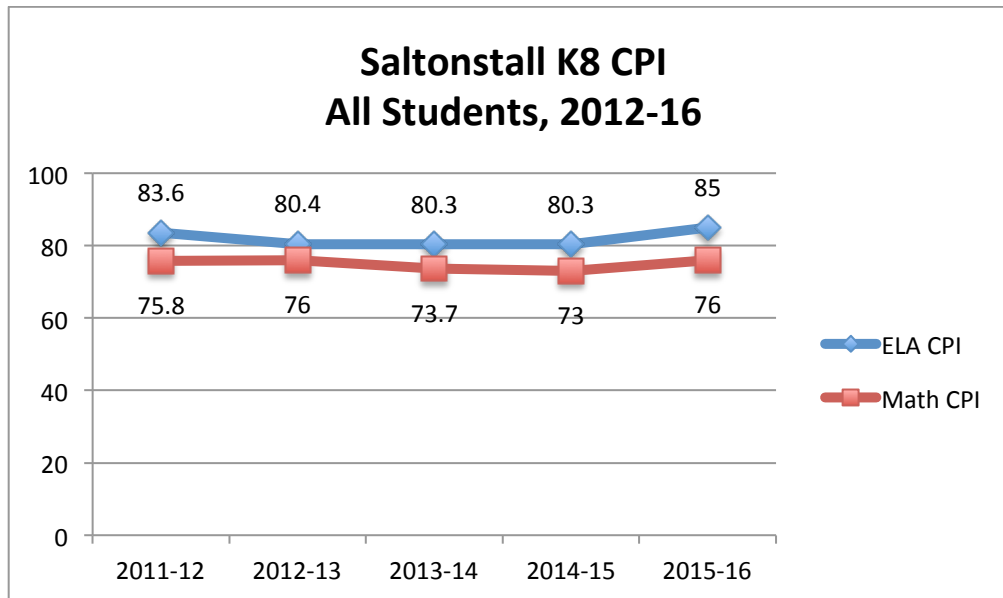
Nathanial Bowditch K-5 CPI & Growth – All Students, 2012-16



Saltonstall K-8 Demographics, 2012-16

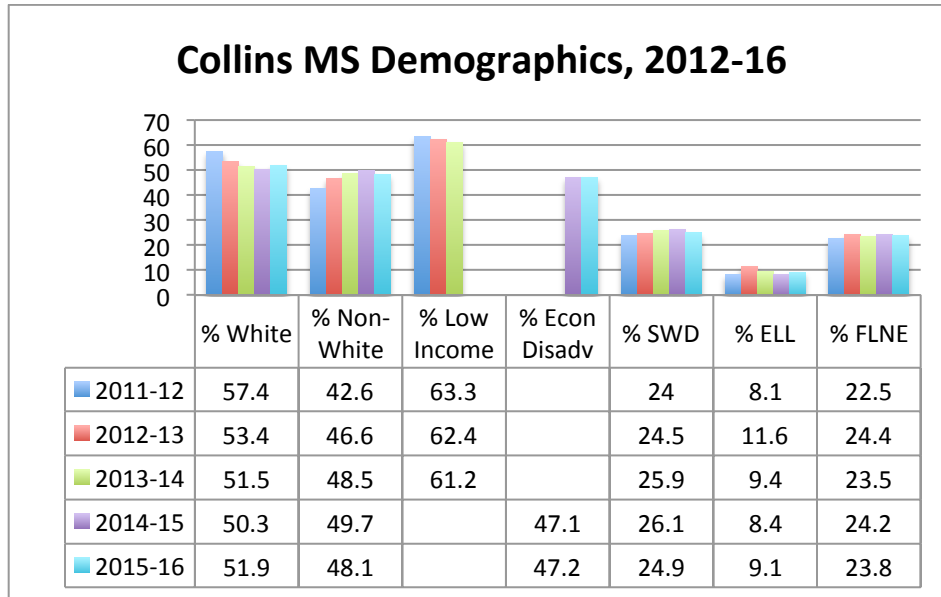


Saltonstall K-8 CPI & Growth – All Students, 2012-16

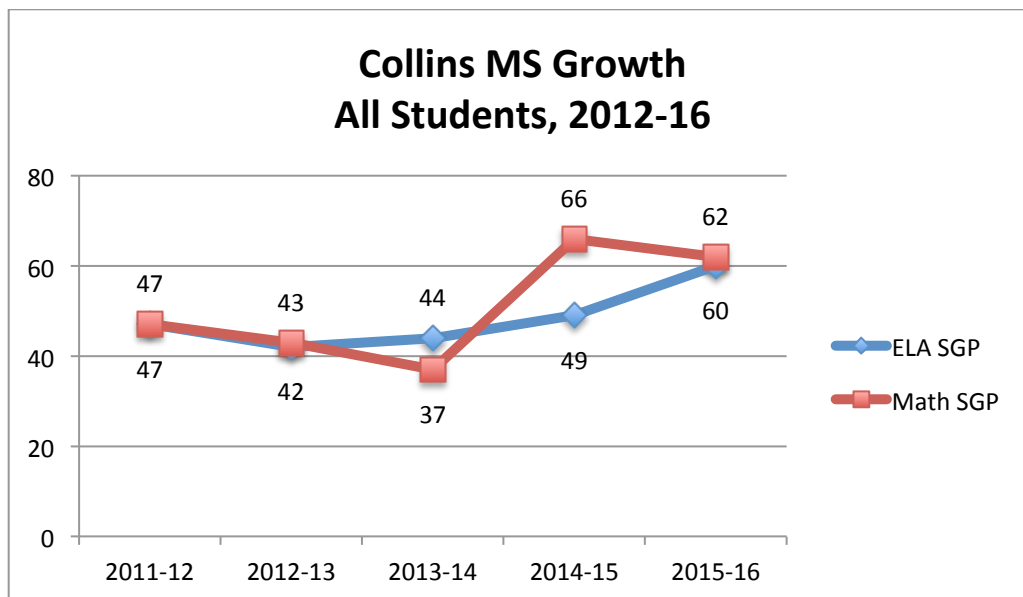
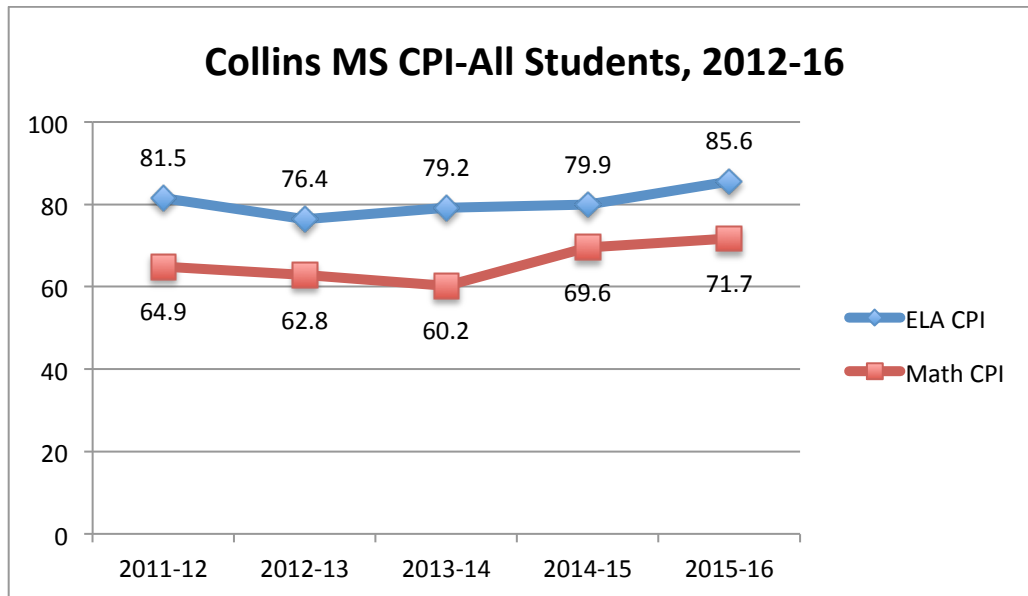


School Level Data – Middle (6-8) and High School

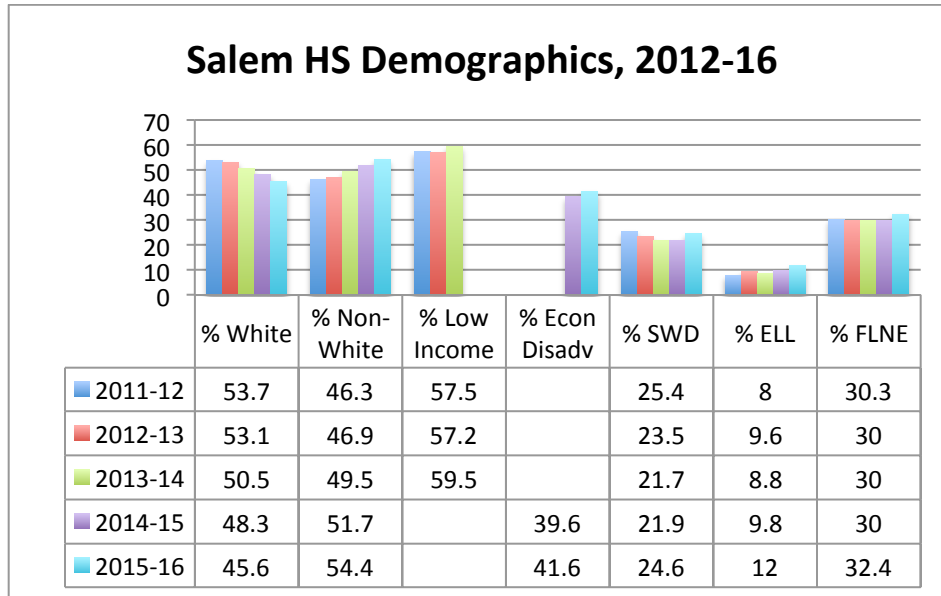
Collins MS Demographics, 2012-16



Collins MS CPI & Growth – All Students, 2012-16



Salem HS Demographics, 2012-16



Salem HS CPI & Growth – All Students, 2012-16

