



2016 Massachusetts District Report Card Overview MELROSE PUBLIC SCHOOL DISTRICT (01780000)

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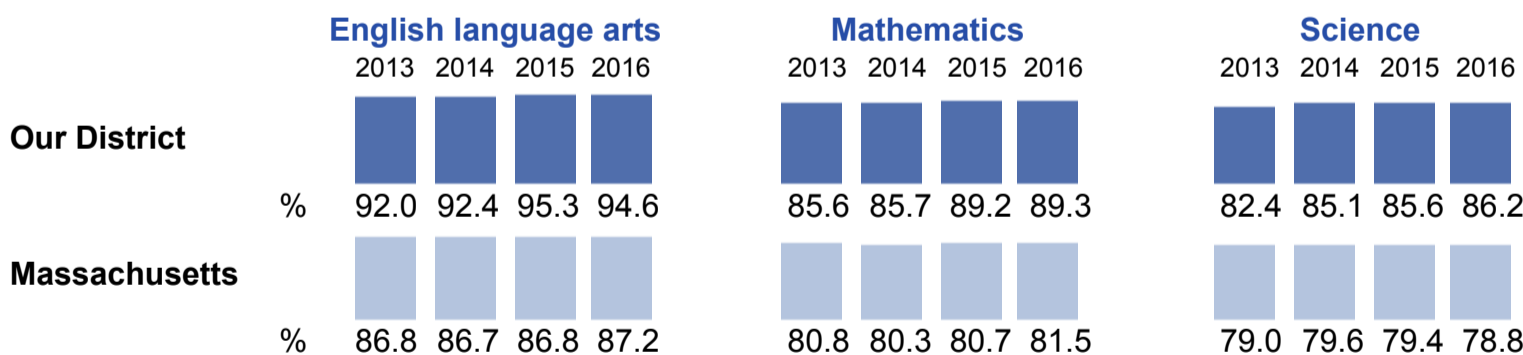
Report cards help parents/guardians and the general public see where schools and districts are succeeding and where there is still work to do. This report card overview answers important questions about our district's performance. For the full report card containing additional data contact the district or visit the Massachusetts Department of Elementary and Secondary Education's website at <http://profiles.doe.mass.edu>. For more information about report card data, visit <http://profiles.doe.mass.edu/help/data.aspx>.

How is our district doing overall?

<p>Accountability & assistance levels</p> <p>Level 2 One or more schools in the district classified into Level 2</p> <p>Most schools are assigned a level from 1-5, with those meeting their proficiency gap-narrowing goals in Level 1 and the lowest performing in Levels 4 and 5. A district is typically assigned a level based on the level of its lowest performing school. Placing schools and districts into levels helps districts know which schools need more support, and helps the state know which districts need the most assistance. More information is available here: http://www.mass.gov/ese/accountability.</p>	<p>Overall progress in narrowing gaps Massachusetts aims to reduce proficiency gaps by half between 2011 and 2017.</p> <table border="0"> <tr> <td>All students</td> <td>Met Target</td> </tr> <tr> <td>High needs students</td> <td>Did Not Meet Target</td> </tr> <tr> <td>Economically disadvantaged Students with disabilities</td> <td>-</td> </tr> <tr> <td>English language learners & former ELLs</td> <td>Did Not Meet Target</td> </tr> </table>	All students	Met Target	High needs students	Did Not Meet Target	Economically disadvantaged Students with disabilities	-	English language learners & former ELLs	Did Not Meet Target
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<p>District determination of need for special education technical assistance or intervention</p> <p>Meets Requirements-At Risk (MRAR)</p> <p>Districts, including single school districts, are assigned a determination of need for special education technical assistance or intervention. These determinations, which are typically based on the district's accountability and assistance level, range from <i>Meets Requirements - Provisional</i> (districts with insufficient data) to <i>Needs Substantial Intervention</i> (Level 5 districts). The determination, which also incorporates compliance measures, helps to identify whether the Department will require districts to take additional actions to support improved outcomes for all children, especially students with disabilities.</p>									

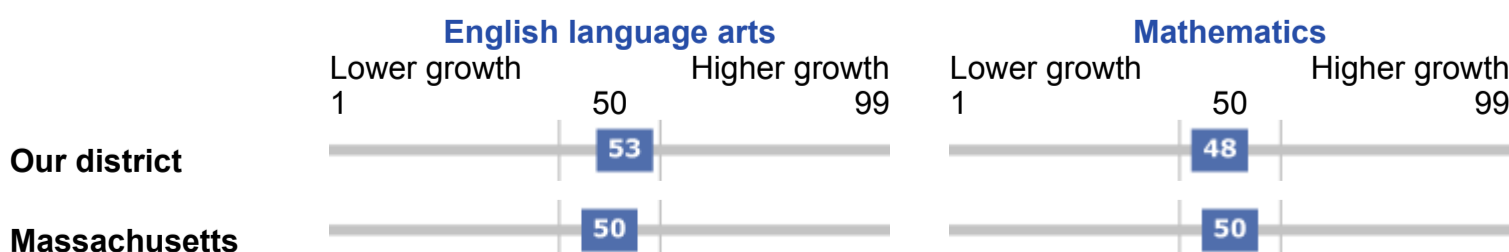
How does our district's achievement over time compare to the state?

The transitional Composite Performance Index (CPI) is a number from 1-100 that represents the extent to which all students are progressing toward proficiency in a given subject. When all students demonstrate proficiency on MCAS and/or PARCC tests, the CPI will be 100. Our district's transitional CPIs for 2013-2016 are below.



How does our district's growth compare to the state?

Transitional Student Growth Percentiles (SGPs) measure gains in student achievement from year to year. SGPs between 40 and 60 represent moderate growth. Our district's median SGPs for 2016 are below. (Note: Growth values are truncated.)



How does our district's enrollment compare to the state?

Total enrollment	Our district		Massachusetts		
	3,725		953,429		
By high needs population	Our district		Massachusetts		
	#	%	#	%	
	Economically disadvantaged students	376	10.1	260,998	27.4
	Students with disabilities	566	15.0	165,560	17.2
English language learners	116	3.1	85,762	9.0	

How do our district's teachers and classrooms compare to the state?

General information	Our district	Massachusetts
Teachers (#)	259.4	72,384.1
Core academic classes taught by highly qualified teachers (%)	100.0	96.3
Average class size (#)	20.1	18.0
Student : teacher ratio	14.4 to 1	13.2 to 1

How is our district doing on other important measures?

Attendance	Our district	Massachusetts
2016 Attendance rate (%)	96.3	94.9
2016 Average days absent per student (#)	6.6	8.8
2016 Chronic absenteeism rate (%)	6.0	12.3
Discipline	Our district	Massachusetts
2016 In-school suspension rate (%)	0.2	1.9
2016 Out-of-school suspension rate (%)	0.3	2.9
High school completion	Our district	Massachusetts
2014 5-year graduation rate (%)	96.1	88.5
2015 4-year graduation rate (%)	95.7	87.3
2015 annual dropout rate (%)	0.5	1.9
2014 graduates attending institutions of higher education* (%)	85.3	76.2
2016 12th graders taking 1+ Advanced Placement courses (%)	58.4	40.6
2016 Advanced Placement tests with scores of 3 or higher (%)	70.0	66.5
2016 SAT average score - Reading	529	509
2016 SAT average score - Writing	527	497
2016 SAT average score - Math	533	522
2015 MassCore** - Completing a rigorous course of study (%)	94.6	72.3

*Postsecondary enrollment data includes any student enrolling in an institution of higher education within 16 months of earning a high school diploma

**MassCore: 4 years of English & math, 3 years of history & lab-based science, 2 years of a foreign language, 1 year of arts & 5 additional "core" courses

What else should you know about our district?

The district is engaged in the following efforts to support teaching and learning:

- continuing to update curriculum maps in grades PreK-12 using principles of Understanding by Design.
- analysis of district, school, and classroom based data to support instruction and curriculum in the classroom to meet the needs of all learners including those who are struggling and those in need of enrichment.
- integration of technology into the curriculum and instruction.
- develop strategies to support students' social emotional learning including implementation of school based Positive Behavior Intervention Systems.
- implementation of district learning walk-throughs that include teachers and administrators together in observing classroom instruction.
- increase communication with staff, parents, and the community using in various forms.
- professional development that supports instructional practices and curriculum alignment.

What are our schools' accountability and assistance levels?

School	School type	Student enrollment	Accountability & assistance level
Early Childhood Center	Early Elementary School	293	Insufficient data
Herbert Clark Hoover	Elementary School	253	Level 1
Lincoln	Elementary School	405	Level 1

Horace Mann	Elementary School	256	Level 1
Roosevelt	Elementary School	402	Level 1
Winthrop	Elementary School	354	Level 1
Melrose Middle	Middle School	814	Level 2
Melrose High	High School	948	Level 1

To view our district's full report card, visit <http://profiles.doe.mass.edu>. For more information about report card data, visit our [Profiles Help](#) page.

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