

# Duxbury Public Schools 2024 MCAS Results

Presentation to Duxbury School Committee  
November 20, 2024

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<p style="text-align: center;"><b>Alden</b></p> <p>14 days total plus 8 days of makeup testing</p>	<p style="text-align: center;">Grade 3 Grade 4 Grade 5</p>	<p>ELA / Math ELA / Math ELA / Math / STE</p>
<p style="text-align: center;"><b>Duxbury Middle</b></p> <p>16 days total plus 11 days of makeup testing</p>	<p style="text-align: center;">Grade 6 Grade 7 Grade 8</p>	<p>ELA / Math ELA / Math ELA / Math / STE/ Civics - pilot</p>
<p style="text-align: center;"><b>Duxbury High</b></p> <p>6 days full testing plus 8 days of makeup testing</p>	<p style="text-align: center;">Grade 9 Grade 10</p>	<p>Biology ELA / Math</p>

All Tests were Administered Online  
 District devices prepped  
 Testing schedules created  
 Small group locations identified  
 Specialist schedules adjusted  
 Lunch schedules adjusted  
 Special Education / Interventionists schedule adjusted

# 2024 MCAS Testing Grades / Content Area

# DESE Accountability System

## Considers:

- Achievement
- Student Growth
- High School Completion
- Progress Towards English Proficiency
- Chronic Absenteeism
- Advanced Coursework Completion



# Accountability System

## DPS Classifications

### District Classification:

Not Requiring Assistance or Intervention

### Progress Towards Improvement Targets:

Substantial Progress Towards Targets

### School Classifications:

*Duxbury High School: Meeting or Exceeding Targets*

*Duxbury Middle School: Substantial Progress Towards Targets*

*Alden School: Meeting or Exceeding Targets*



# MCAS Data vs. Other Data

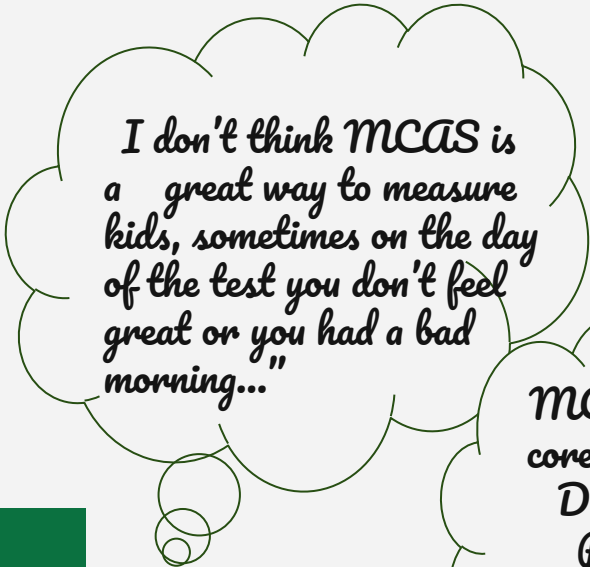
MCAS: Results Released Months Later

Additional Student Outcomes:  
Content specific formative and summative  
assessment

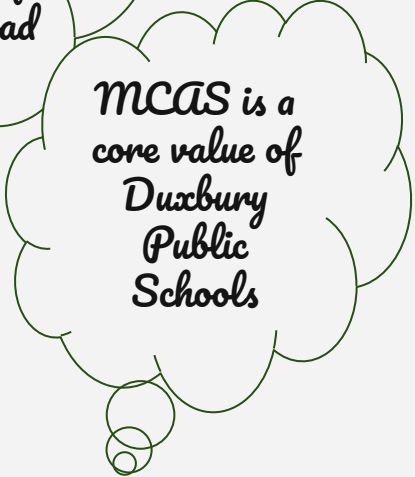
Instructional Data:  
Classroom observations, instructional walkthroughs,  
availability of high-quality materials

Perspectives Data:  
Student surveys, VOCAL data, focus group feedback

Systems and Structures Data:  
Results from Curriculum Reviews, Strategic Plan implementation



*I don't think MCAS is a great way to measure kids, sometimes on the day of the test you don't feel great or you had a bad morning..."*



*MCAS is a core value of Duxbury Public Schools*

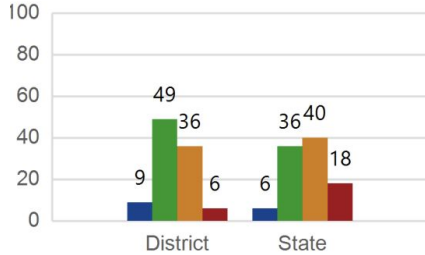
*Voices of our  
Students*

# Alden School

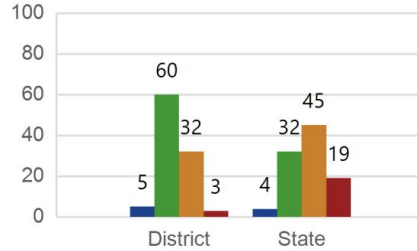
# Alden ELA

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

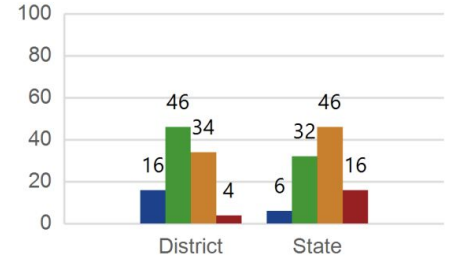
English Language Arts - Grade 3  
All Students



English Language Arts - Grade 4  
All Students



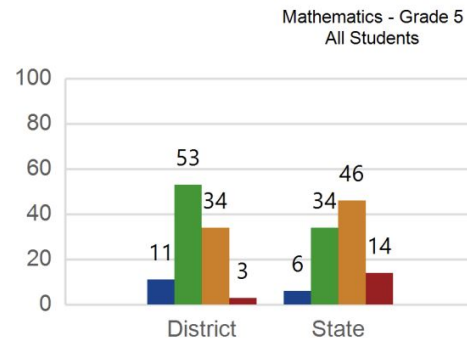
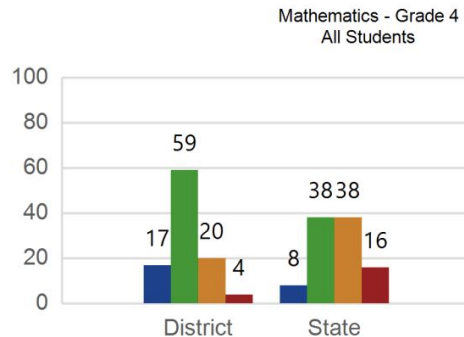
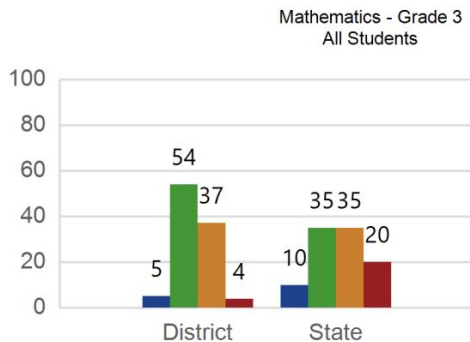
English Language Arts - Grade 5  
All Students



	3rd	4th	5th
<b>Strengths</b>	<ul style="list-style-type: none"> <li>● Question Type: Selected response</li> <li>● Key Ideas and Details</li> <li>● Craft and Structure</li> </ul>	<ul style="list-style-type: none"> <li>● Question Type: Constructed Response</li> <li>● Conventions (grammar)</li> <li>● Vocabulary</li> <li>● Integration of knowledge and ideas</li> </ul>	<ul style="list-style-type: none"> <li>● Question Type: Essay and Selected Response</li> <li>● Since fall '22 Alden teachers have been using a writing analysis and small group instruction protocol that has significantly increased the number of points scored in essay question types - slides 43-44)</li> </ul>
<b>Areas of Development</b>	<p>Essay and Constructed Response continue to be the focus of our work as we develop early writing skills, especially in an online format</p>	<ul style="list-style-type: none"> <li>● Reduce Partially Meets category</li> <li>● Continue increasing essay scores from 6s to 7s.</li> </ul>	<ul style="list-style-type: none"> <li>● Continued progress in writing</li> <li>● Looking for strong cohesive writing instruction in reading pilot programs</li> </ul>

# Alden MATH

■ Exceeding Expectations  
■ Meeting Expectations  
■ Partially Meeting Expectations  
■ Not Meeting Expectations

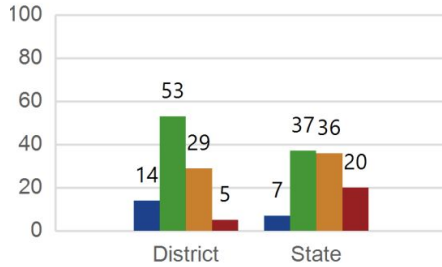


	3rd	4th	5th
Strengths	<ul style="list-style-type: none"> <li>• Multiply and Divide within 100</li> <li>• Place value</li> </ul>	<ul style="list-style-type: none"> <li>• Draw and identify lines and angles</li> <li>• classify shapes by properties of their lines and angles.</li> <li>• Use place value understanding and properties of operations to perform multi-digit arithmetic on whole numbers less than or equal to 1,000,000.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform operations with multi-digit whole numbers and with decimals to hundredths.</li> <li>• Analyze patterns and relationships.</li> </ul>
Areas of Development	<ul style="list-style-type: none"> <li>• Geometry and and measurement with geometry</li> </ul>	<ul style="list-style-type: none"> <li>• Increase constructed response points</li> </ul>	<ul style="list-style-type: none"> <li>• Convert measurements within like system</li> </ul>

# Alden STE

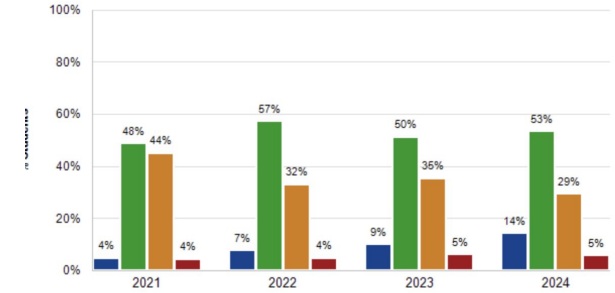
- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Science and Technology/Engineering - All Students

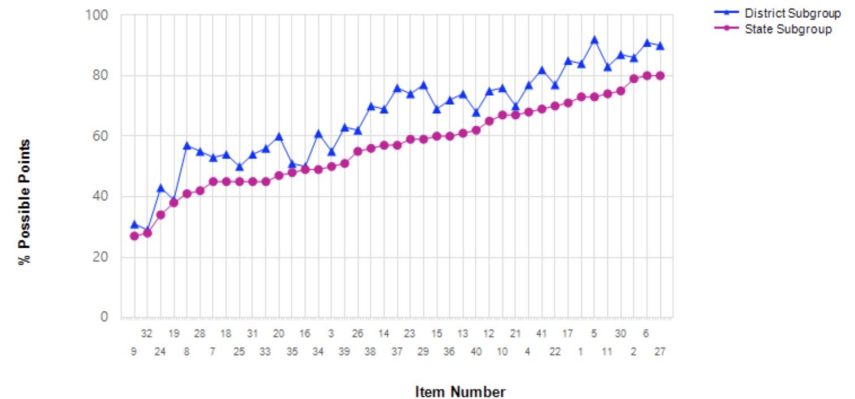


Science	N Students Included	% District	% State
Exceeding Expectations	27	14	7
Meeting Expectations	105	53	37
Partially Meeting Expectations	57	29	36
Not Meeting Expectations	10	5	20
<b>Total Included</b>	<b>199</b>		

Student Group : All Students



5th	
<b>Strengths</b>	<ul style="list-style-type: none"> <li>● All standards above the state</li> <li>● Earth and Physical Science were relative strengths</li> <li>● Trending up in the number of students scoring Exceeds</li> </ul>
<b>Areas of Development</b>	<ul style="list-style-type: none"> <li>● Continue work on constructed response</li> <li>● Life Science Strand, especially heredity standards</li> </ul>



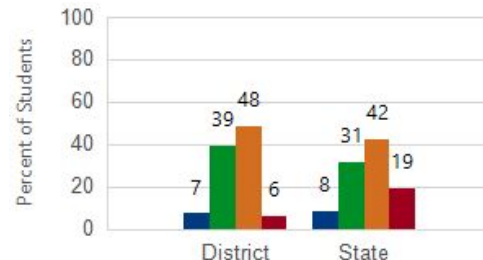
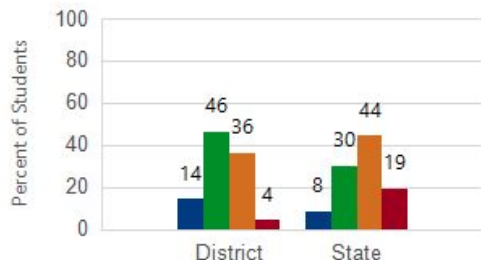
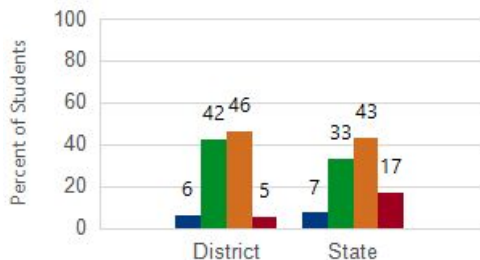
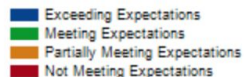
# Alden Next Steps

- **Improve Grade 3 Math scores** and continue to collaborate PreK to 5 on foundational skills work that supports students. This work is guided by the recent mathematics review and is underway in areas of math practices such as visual models and persevering in problem solving.
- **Constructed Response** - continue work on constructed response and essay responses across disciplines. Performance on these types of questions has a large impact on overall MCAS scores.
- **Maintain coherence across classrooms** within a grade by keeping a common grade level scope and sequence, sharing successful strategies, and visiting one another's classrooms on a regular basis.
- **Utilize the strong correlation between iReady growth and MCAS** achievement to ensure all students make 100% progress toward typical growth in iReady Reading and Math. Many teachers have iReady growth goals as the metric for their Student Learning Evaluation Goal this year.



# Mathematics 6-12

# DMS MATH



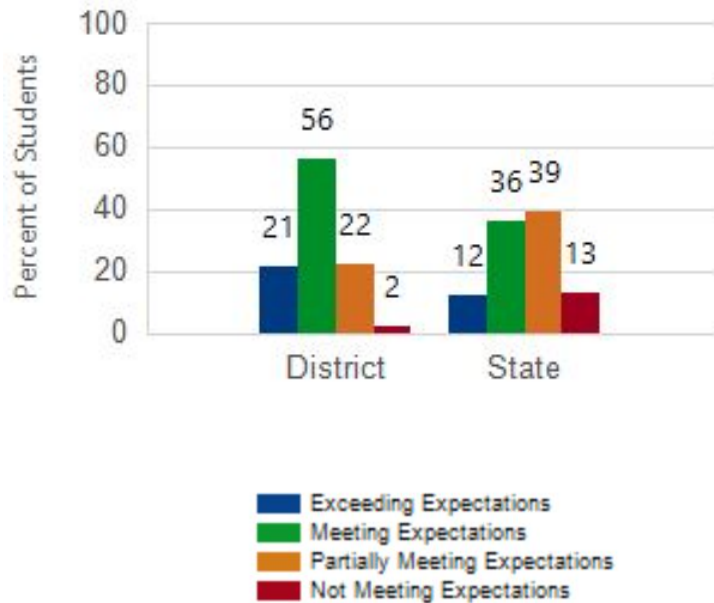
	6th	7th	8th
Strengths	<ul style="list-style-type: none"> <li>Reason about and solve one-variable equations and inequalities.</li> <li>Compute fluently with multi-digit numbers and find common factors and multiples.</li> </ul>	<ul style="list-style-type: none"> <li>Use properties of operations to generate equivalent expressions.</li> <li>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze and solve linear equations and pairs of simultaneous linear equations.</li> <li>Understand the connections between proportional relationships, lines, and linear equations.</li> </ul>
Areas of Development	<ul style="list-style-type: none"> <li>Develop understanding of statistical variability.</li> <li>Summarize and describe distributions.</li> </ul>	<ul style="list-style-type: none"> <li>Draw, construct, and describe geometrical figures and describe the relationships between them.</li> </ul>	<ul style="list-style-type: none"> <li>Understand congruence and similarity using physical models, transparencies, or geometry software.</li> </ul>

# DMS Next Steps MATH

- **Implementation of Illustrative Math**
  - Ongoing PD, one-on-one coaching, collaborative planning time
- **Focus on Standards for Mathematical Practice**
  - Conceptual understanding & student discourse/communication
- **Intervention Work**
  - Targeted small group support for foundational skills (iReady data)
  - Enrichment groups



# DHS MATH (Grade 10)



	10th
<b>Strengths</b>	<ul style="list-style-type: none"><li>Analyze functions using different representations.</li><li>Understand solving equations as a process of reasoning and explain the reasoning</li><li>Perform arithmetic operations on polynomials.</li></ul>
<b>Areas of Development</b>	<ul style="list-style-type: none"><li>Explain volume formulas and use them to solve problems.</li><li>Find arc lengths and areas of sectors of circles.</li><li>Experiment with transformations in the plane.</li></ul>



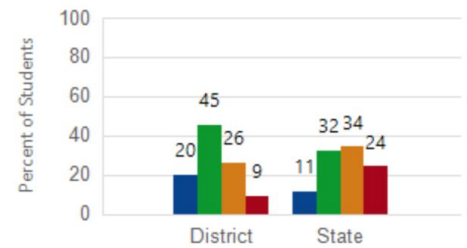
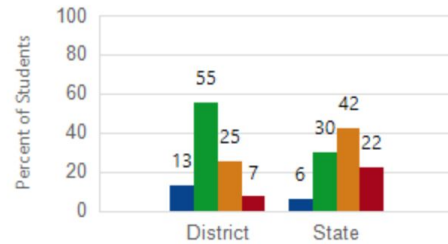
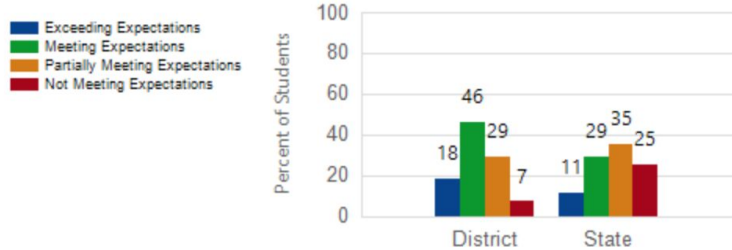
# DHS Next Steps MATH

- **Focus on Standards for Mathematical Practice**
  - Perseverance in problem solving
  - Constructing arguments and critiquing the reasoning of others
  - Mathematical modeling
- **Intervention Work**
  - FIRE
  - SOAR



# Literacy 6-12

# DMS ELA



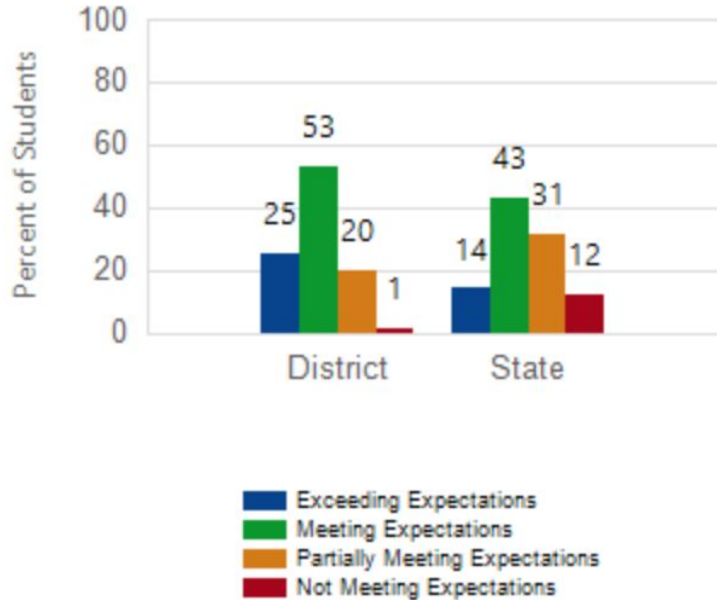
	6th	7th	8th
Strengths	<ul style="list-style-type: none"> <li>Identifying the main idea</li> <li>Determine the meaning of a word in context</li> </ul>	<ul style="list-style-type: none"> <li>Determine the meaning of a word in context</li> <li>Determine character</li> <li>Determine theme</li> </ul>	<ul style="list-style-type: none"> <li>Determine purpose</li> <li>Determine the meaning of a word in context</li> <li>Comparisons</li> </ul>
Areas of Development	<ul style="list-style-type: none"> <li>Making inferences</li> <li>Determining purpose</li> <li>Writing: argument</li> </ul>	<ul style="list-style-type: none"> <li>Making inferences</li> <li>Determining purpose</li> <li>Writing: synthesis</li> </ul>	<ul style="list-style-type: none"> <li>Making inferences</li> <li>Analyze the purpose of descriptive language</li> <li>Writing: synthesis</li> </ul>

# DMS Next Steps ELA

- **Vertical Alignment**
  - 6-12 Writing Alignment by MA Standards
  - Portfolio Feature on NoRedInk
- **Intervention Work**
  - ELA Tutor and Reading Intervention Groups
  - Enrichment Groups
- **Focus on Writing**
  - Utilizing No Red Ink in a progression
  - Process as priority (Writing with Colors, drafting)



# DHS ELA (Grade 10)



	10th
<b>Strengths</b>	<ul style="list-style-type: none"><li>• Conventions</li><li>• Determining purpose</li><li>• Determine meaning in context</li><li>• Evaluate how paragraphs develop one key idea</li></ul>
<b>Areas of Development</b>	<ul style="list-style-type: none"><li>• Determine the relationship of sentences</li><li>• Determine tone</li><li>• Synthesis</li><li>• Writing: sustained argument</li></ul>

# DHS Next Steps ELA

- **Vertical Alignment**
  - 6-12 Writing Alignment by MA Standards
  - Portfolio Feature on NoRedInk
- **Intervention Work**
  - FIRE
  - SOAR
- **Focus on Writing**
  - Utilizing No Red Ink in a progression
  - Process as priority (Writing with Colors, drafting)



# Science Technology Engineering 6-12

# DMS STE

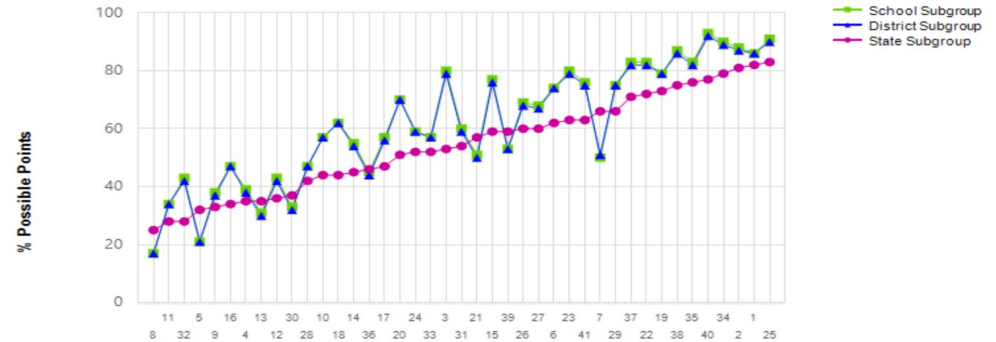
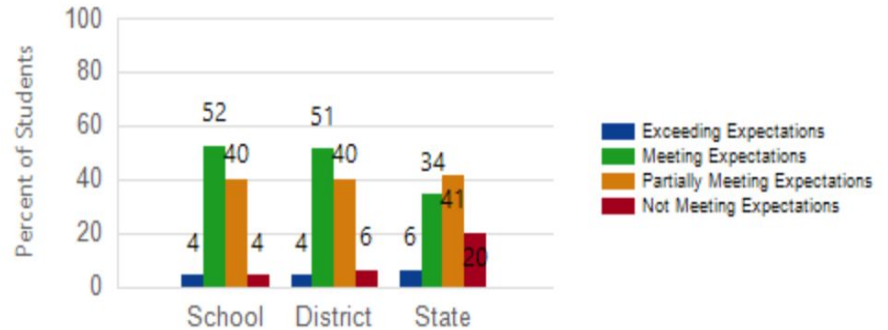
## Strengths:

- DMS students outpaced the state meeting expectations and above.
- Duxbury students only below the state average on 8 questions

## Areas of Development:

- A continued focus on informational text as well as writing constructed response
- A focus on writing by developing argumentation rubrics for classroom activities.
- Continue the work with the new science performance assessments.
- Revisiting life science standards and timing.

Science and Technology/Engineering - Grade 8  
All Students



# DMS Next Steps STE

- A focus on the science practices by developing rubrics around argumentation.
- Continued focus on informational text as a tool to advance students performance in argumentation and understanding in science using resources from iReady and the SEPUP curriculum.
- Work with students to prepare for the development & implementation of the Massachusetts Science Performance Assessment.
- Continue to support high quality tier one instruction.
- Identify and provide support for students needing intervention.



# DHS STE (Biology)

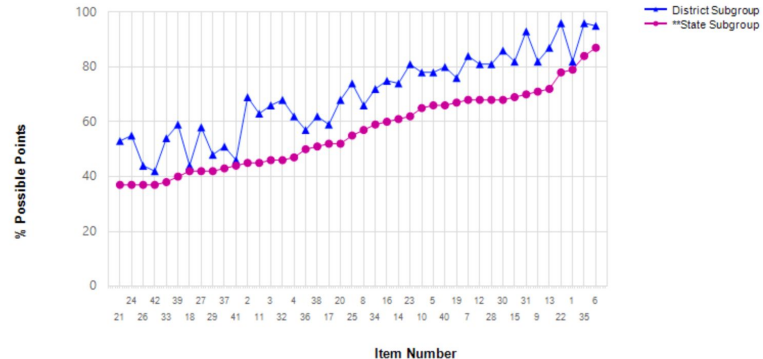
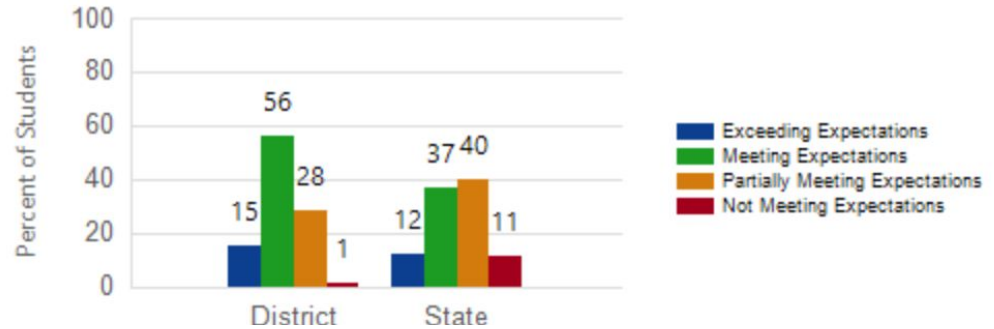
## Strengths:

- DHS students outpaced the state in meeting expectations and above
- Duxbury students did not score below the state average on any questions.

## Areas of Development:

- A continued focus on informational text as well as writing constructed response.
- More work to support students with disabilities.
- Continue the work with the new science performance assessments.
- Revisiting writing with core labs with a focus on the science practices.

Science - Grade 10\*  
All Students



# DHS Next Steps STE

- A focus on the science practices by developing rubrics around argumentation.
- Work with students to prepare for the development & implementation of the Massachusetts Science Performance Assessment.
- Continue to support high quality tier one instruction.
- Identify and provide support for students needing intervention as we move through the school year.



# Civics, Grade 8

# DMS Grade 8 Civics

## 2024 Civics MCAS Field Test

- Two components:
  - **State-level Performance Task**: constructed & selected responses based on primary and secondary sources on one civic topic
  - **End-of-Course Test**: selected responses based on breadth of the civics standards

## 2025 Civics MCAS Operational Test

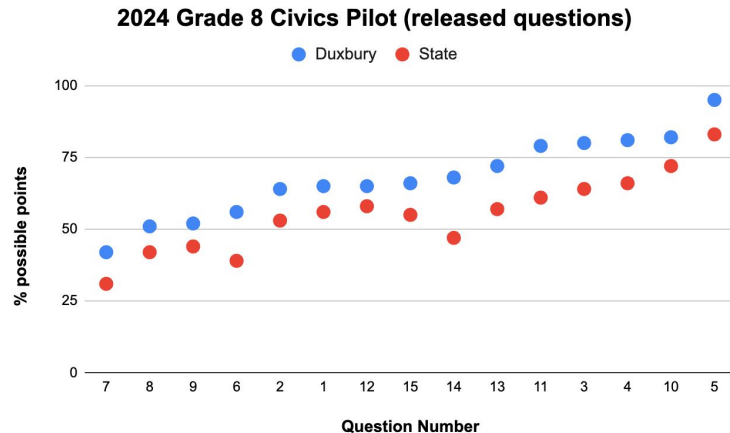
- Same two components
- State-level Performance Task on Topic 4: Rights and Responsibilities of Citizens



# DMS Grade 8 Civics

## 2024 Civics Field Test Results

DESE: “the emphasis of the field test was at the item level, and not on student performance on an overall test.”



## Next Steps

- Continued implementation of Civics curriculum in grade 8
- Focus on comprehending Informational Text and historical writing (DBQs)

# Where do we go from here?

- Transforming student experiences in the classroom to be authentic, relevant and hands-on for all students
- Utilizing the expertise of our teachers to make small shifts in instruction

# Budget Implications

- Elementary Literacy Programming
- Prioritizing values of education in Duxbury
- Ensuring Students have choice, appropriate class size and social emotional support
- Administrator staffing to support students, teachers, and families

# Questions / Comments



# Additional Resources

The mission of the Duxbury Public Schools is to provide each student with equitable access to achieve personal and academic excellence.

# Portrait of A Graduate:

## A District's Collective Vision for Student Success



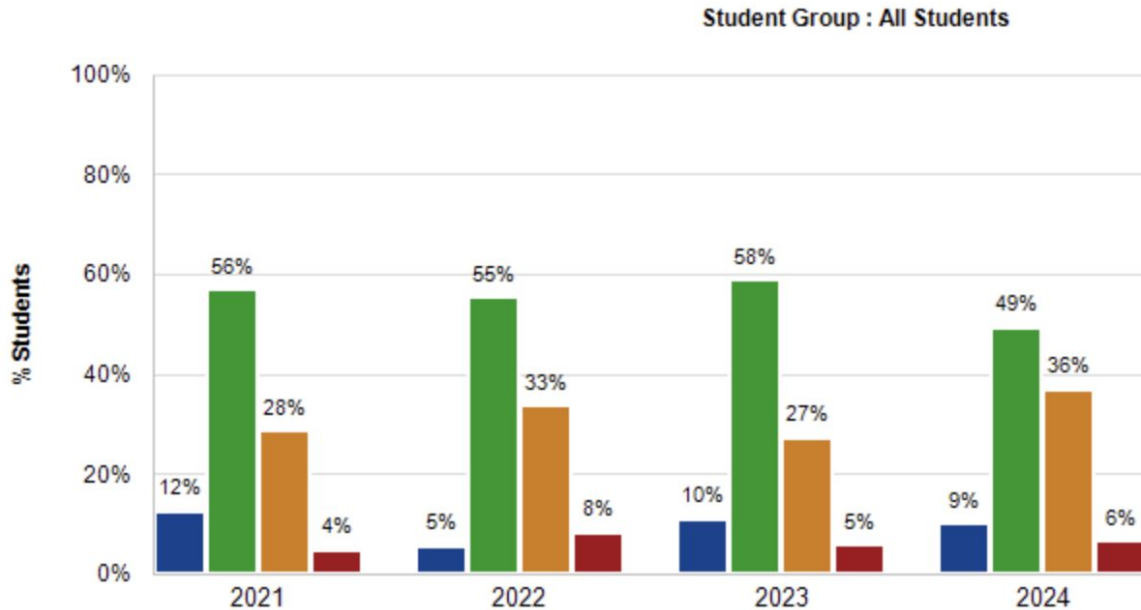
# MCAS Scoring Guide

Next Generation MCAS Achievement Level	Not Meeting Expectations	Partially Meeting Expectations	Meeting Expectations	Exceeding Expectations
Next Generation MCAS Scaled Score Range	440-470	470-500	500-530	530-560
	Student did not meet grade level expectations, school in coordination with family should implement academic support and/or additional instruction in subject	Student partially met grade level expectations, school and family should consult to determine if student needs additional support in the subject	Students met grade level expectations and is academically on track to succeed in the current grade in the subject	Students exceeded grade level expectations by demonstrating mastery of subject matter

# Achievement Distribution by Year Gr 3 ELA



## PE305 District Achievement Distribution by Year English Language Arts Grade 3



# TRENDS **ELA**: Grades 3 ELA Standards Results



**CU306 Spring 2024 MCAS District and School Results by Standards**  
English Language Arts All Students

District: Duxbury (00820000)  
School: Alden School (00820004)  
Grade: Grade 3

[Contact Us](#)

All Students (223)

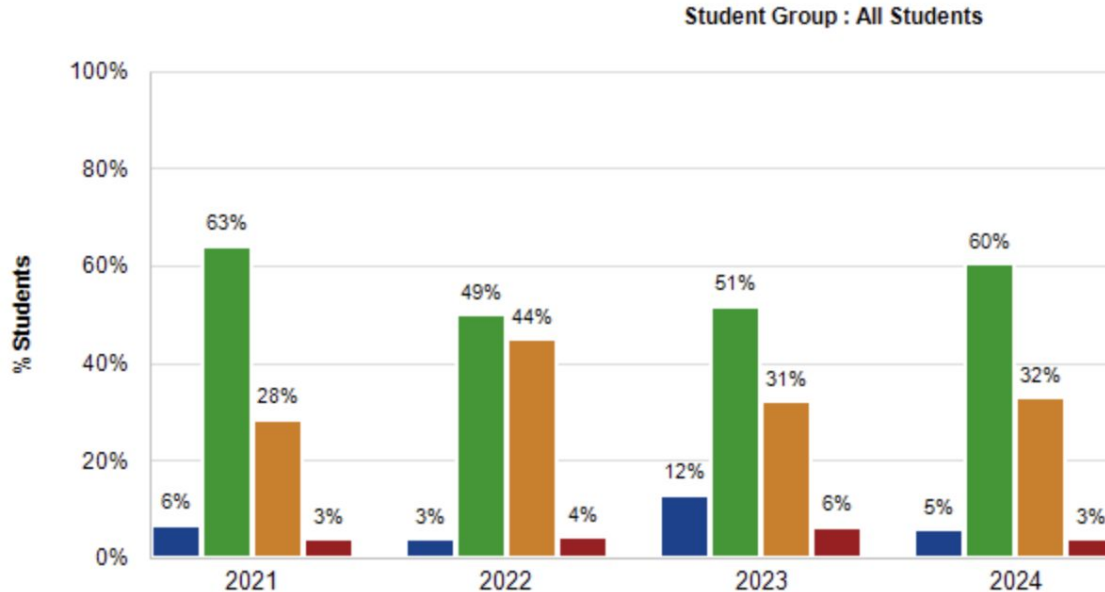
Standards: MA 2017 Standards Show results with <10 students: No

	Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
<b>English Language Arts</b>					
All Items	44	59%	59%	51%	8
<b>Question Type</b>					
Constructed Response	3	40%	40%	33%	7
Essay	7	37%	37%	32%	5
Selected Response	34	69%	69%	61%	9
<b>Domain / Cluster</b>					
<b>Language</b>	<b>12</b>	<b>61%</b>	<b>61%</b>	<b>54%</b>	<b>7</b>
Conventions of Standard English	5	53%	53%	45%	8
Vocabulary Acquisition and Use	7	66%	66%	61%	5
<b>Reading</b>	<b>28</b>	<b>67%</b>	<b>67%</b>	<b>58%</b>	<b>9</b>
Craft and Structure	9	63%	63%	54%	9
Integration of Knowledge and Ideas	3	49%	50%	43%	7
Key Ideas and Details	16	73%	73%	62%	10
<b>Writing</b>	<b>4</b>	<b>32%</b>	<b>32%</b>	<b>29%</b>	<b>3</b>
Production and Distribution of Writing	4	32%	32%	29%	3

# Achievement Distribution by Year Gr 4 ELA



## PE305 District Achievement Distribution by Year English Language Arts Grade 4



# TRENDS **ELA**: Grades 4 ELA Standards Results



**CU306 Spring 2024 MCAS District and School Results by Standards**  
English Language Arts All Students

District: Duxbury (00820000)  
School: Alden School (00820004)  
Grade: Grade 4

[Contact Us](#)

All Students (194)

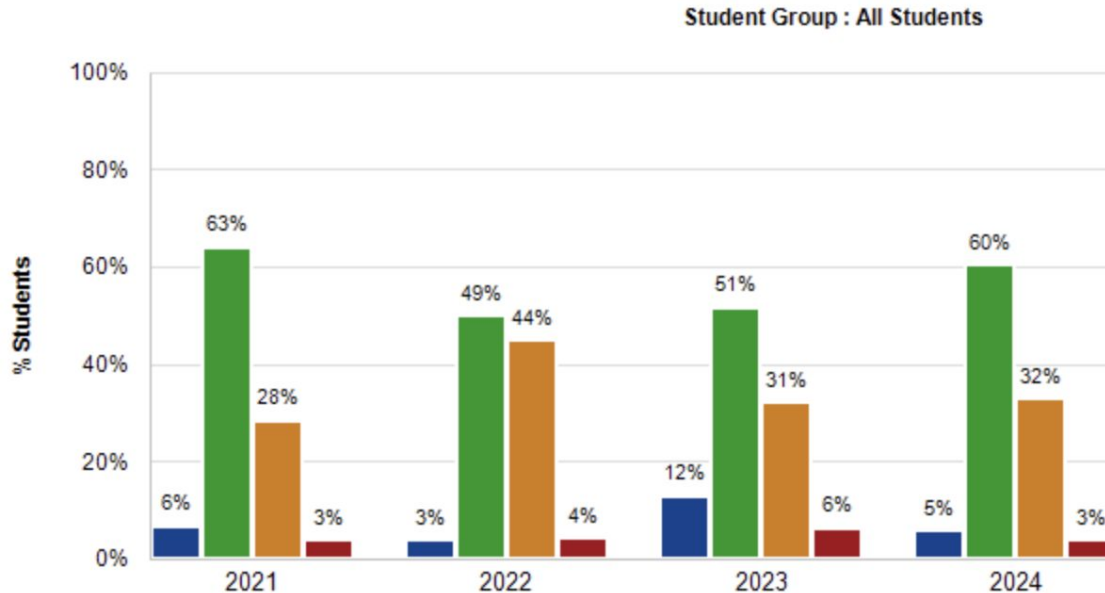
Standards: MA 2017 Standards Show results with <10 students: No

	Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
<b>English Language Arts</b>					
All items	44	65%	65%	53%	12
<b>Question Type</b>					
Constructed Response	3	54%	54%	39%	15
Essay	7	42%	42%	35%	7
Selected Response	34	75%	75%	61%	14
<b>Domain / Cluster</b>					
<b>Language</b>	<b>10</b>	<b>70%</b>	<b>70%</b>	<b>57%</b>	<b>13</b>
Conventions of Standard English	5	63%	63%	52%	11
Vocabulary Acquisition and Use	5	76%	76%	62%	14
<b>Reading</b>	<b>30</b>	<b>72%</b>	<b>72%</b>	<b>58%</b>	<b>14</b>
Craft and Structure	7	68%	68%	57%	11
Integration of Knowledge and Ideas	4	81%	81%	70%	11
Key Ideas and Details	19	72%	72%	56%	15
<b>Writing</b>	<b>4</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>	<b>6</b>
Production and Distribution of Writing	4	35%	35%	30%	6

# Achievement Distribution by Year Gr 5 ELA



## PE305 District Achievement Distribution by Year English Language Arts Grade 4



# TRENDS **ELA**: Grades 5 ELA Standards Results



**CU306 Spring 2024 MCAS District and School Results by Standards**  
English Language Arts All Students

District: Duxbury (00820000)  
School: Alden School (00820004)  
Grade: Grade 5

[Contact Us](#)

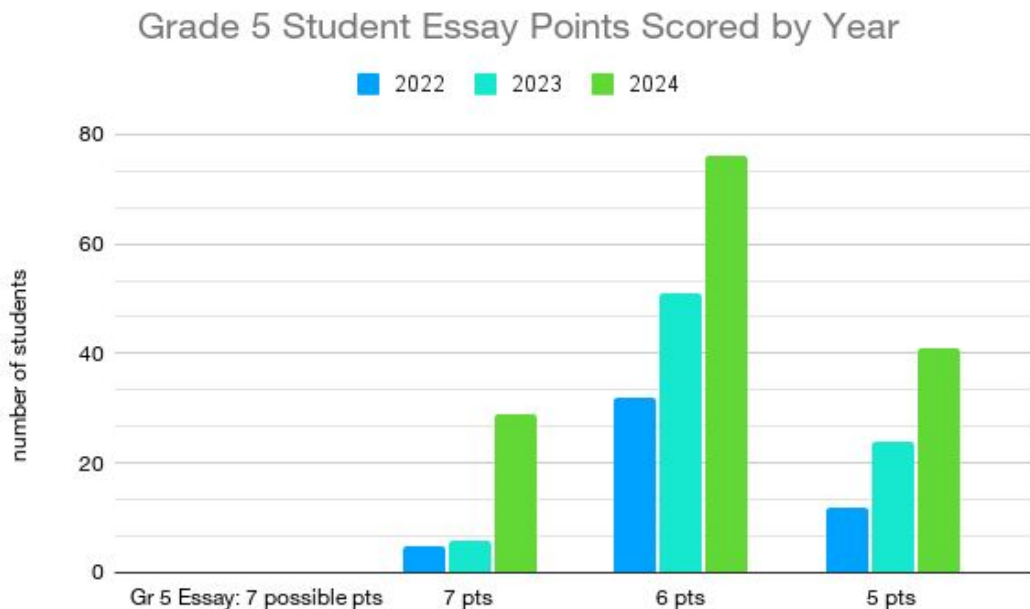
All Students (197)

Standards: MA 2017 Standards Show results with <10 students: No

	Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
<b>English Language Arts</b>					
All items	48	69%	69%	56%	13
<b>Question Type</b>					
Essay	14	58%	58%	44%	14
Selected Response	34	78%	78%	66%	12
<b>Domain / Cluster</b>					
<b>Language</b>	<b>11</b>	<b>74%</b>	<b>75%</b>	<b>60%</b>	<b>14</b>
Conventions of Standard English	7	67%	67%	53%	15
Vocabulary Acquisition and Use	4	87%	87%	74%	13
<b>Reading</b>	<b>29</b>	<b>77%</b>	<b>77%</b>	<b>65%</b>	<b>12</b>
Craft and Structure	14	77%	77%	67%	10
Integration of Knowledge and Ideas	6	78%	78%	62%	16
Key Ideas and Details	9	77%	77%	64%	13
<b>Writing</b>	<b>8</b>	<b>52%</b>	<b>52%</b>	<b>38%</b>	<b>13</b>
Production and Distribution of Writing	8	52%	52%	38%	13

# TRENDS ELA: Grades 5 Writing

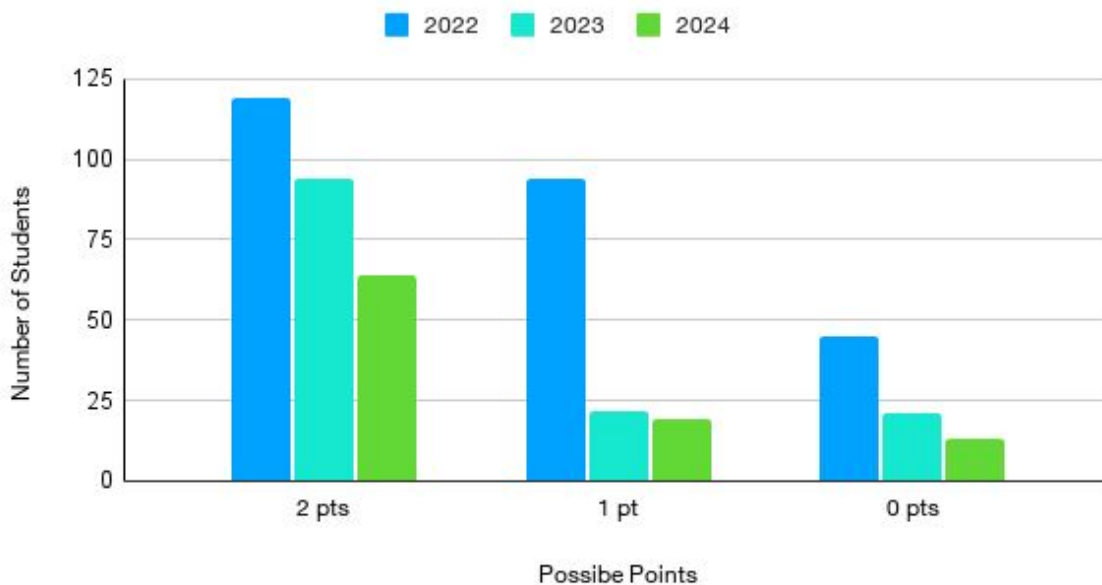
Gr 5 Essays: 7 possible pts (2 essays)			
	2022 number of essays	2023 number of essays	2024 number of essays
7 pts	5	6	29
6 pts	32	51	76
5 pts	12	24	41
4 pts			
2 pts	119	94	64
1 pt	94	22	19
0 pts	45	21	13



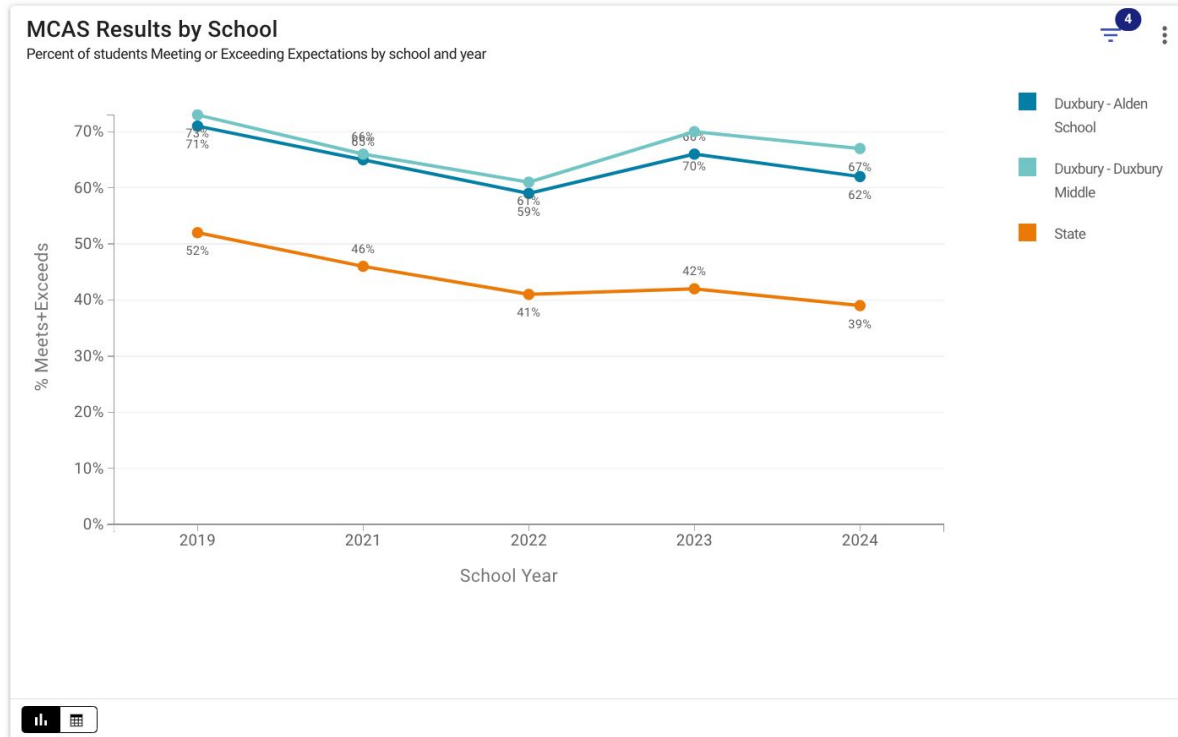
# TRENDS **ELA**: Grades 5 Writing

Gr 5 Essay: 7 possible pts (2 essays)			
	2022 number of essays	2023 number of essays	2024 number of essays
7 pts	5	6	29
6 pts	32	51	76
5 pts	12	24	41
2 pts	119	94	64
1 pt	94	22	19
0 pts	45	21	13

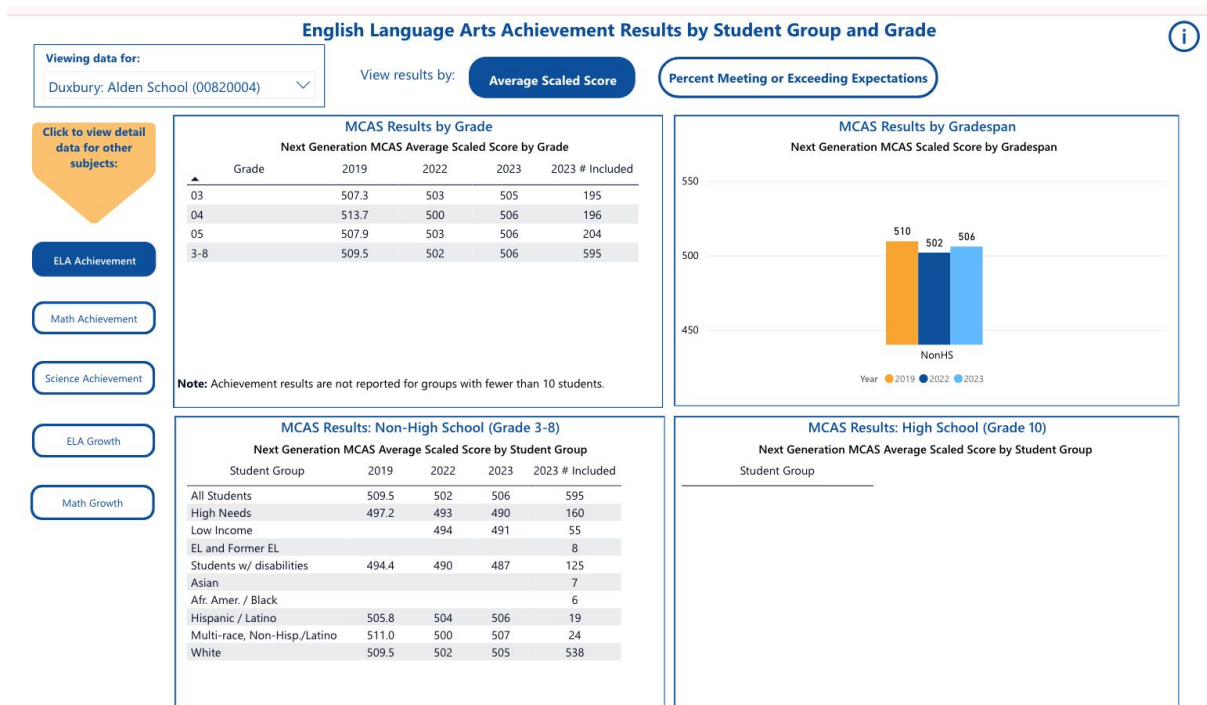
Grade 5 Student Essay Points Scored by Year



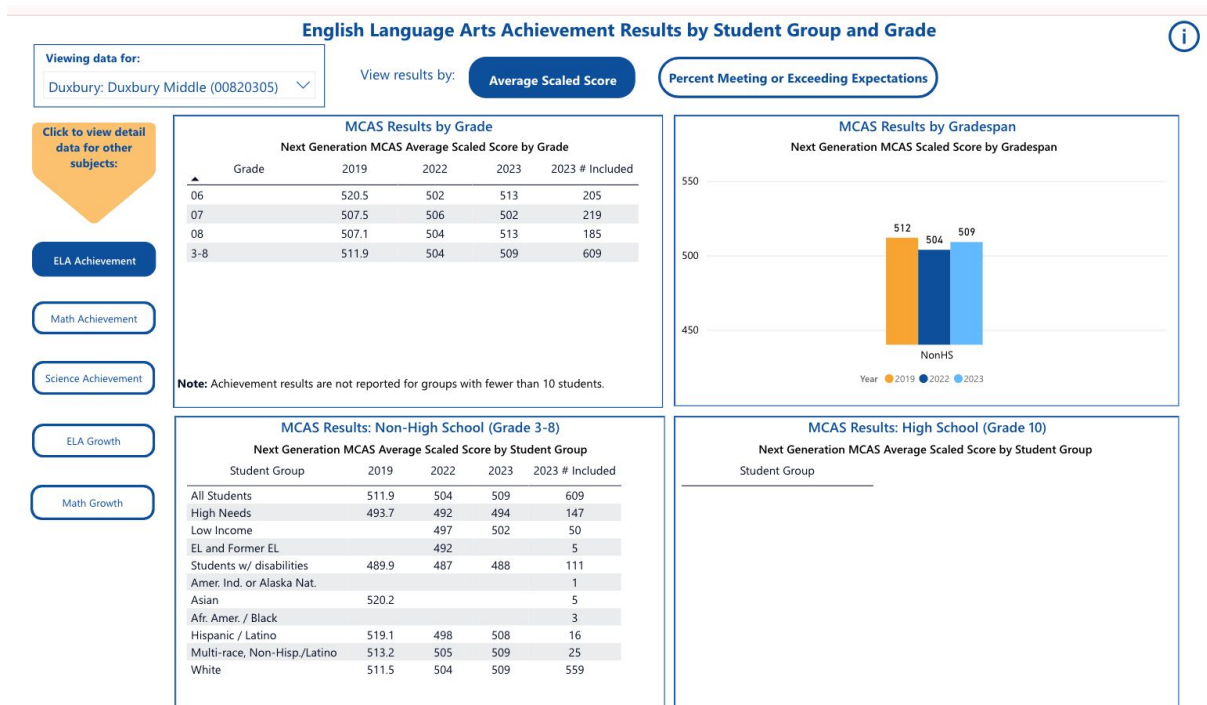
# TRENDS ELA: Grades 3-8 Meeting/Exceeding Expectations



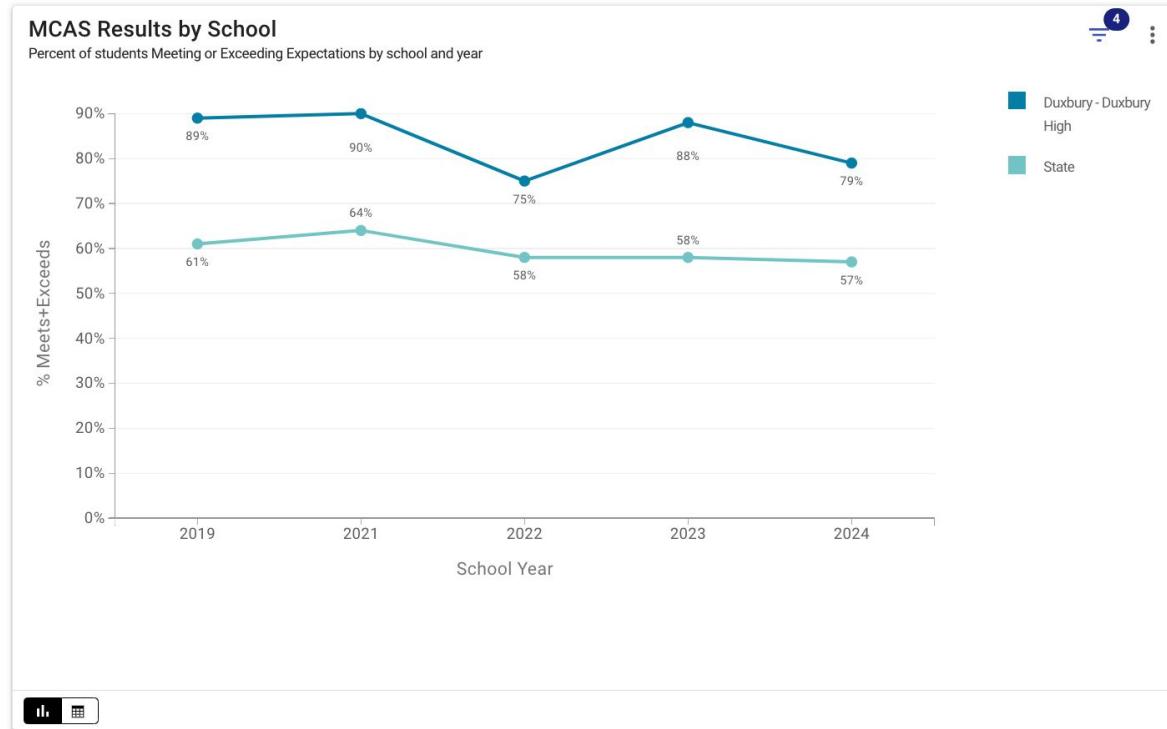
# TRENDS **ELA**: Grades 3-5 Achievement Results



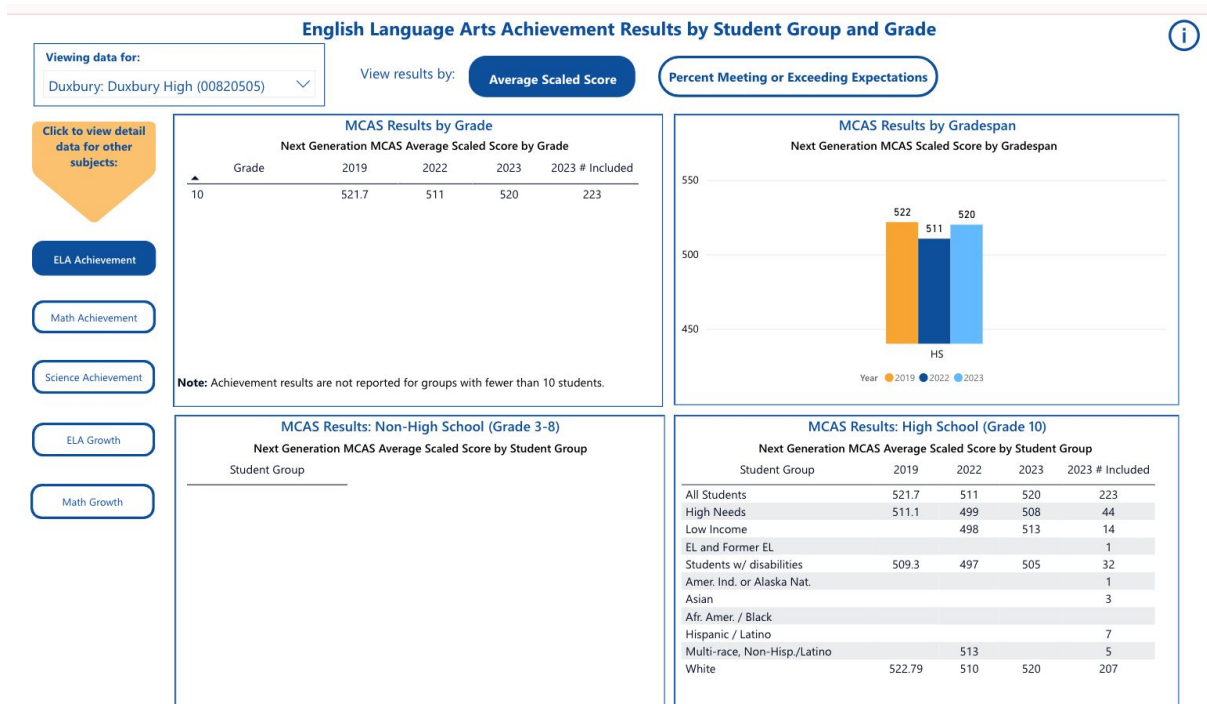
# TRENDS **ELA**: Grades 6-8 Achievement Results



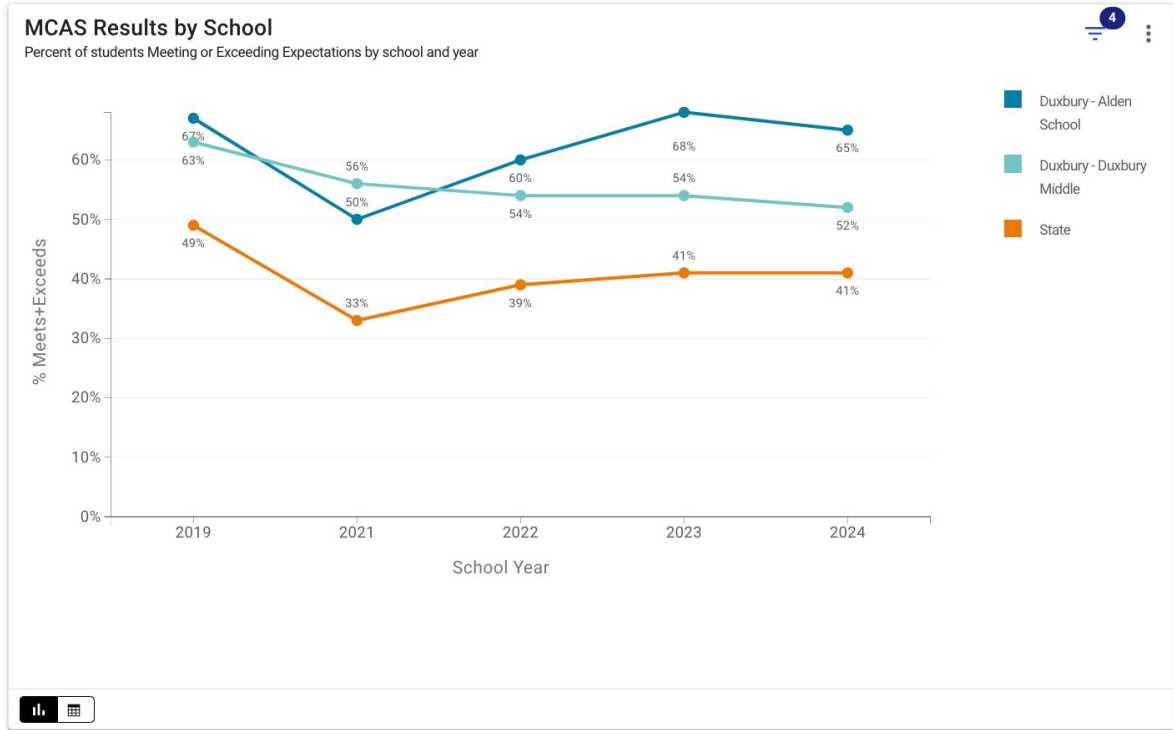
# TRENDS ELA: Grades 10 Meeting/Exceeding Expectations



# TRENDS **ELA**: Grade 10 Achievement Results



# TRENDS Math: Grades 3-8 Meeting/Exceeding Expectations



# TRENDS Math: Grades 3-5 Achievement Results

Click to view detail data for other...

ELA Achievement

Math Achievement

Science Achievement

ELA Growth

Math Growth

## MCAS Results by Grade

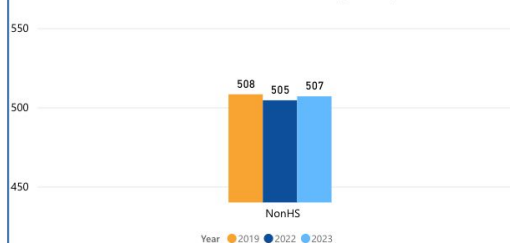
### Next Generation MCAS Average Scaled Score by Grade

Grade	2019	2022	2023	2023 # Included
03	502.5	501	504	195
04	511.9	507	512	195
05	510.7	506	506	204
3-8	508.3	505	507	594

**Note:** Achievement results are not reported for groups with fewer than 10 students.

## MCAS Results by Gradespan

### Next Generation MCAS Scaled Score by Gradespan



## MCAS Results: Non-High School (Grade 3-8)

### Next Generation MCAS Average Scaled Score by Student Group

Student Group	2019	2022	2023	2023 # Included
All Students	508.3	505	507	594
High Needs	496.2	492	492	160
Low Income		494	493	55
EL and Former EL				8
Students w/ disabilities	493.3	489	489	124
Asian				7
Afr. Amer. / Black				6
Hispanic / Latino	504.9	503	504	19
Multi-race, Non-Hisp./Latino	507.2	504	505	24
White	508.4	505	507	537

## MCAS Results: High School (Grade 10)

### Next Generation MCAS Average Scaled Score by Student Group

Student Group	2019	2022	2023	2023 # Included
All Students				
High Needs				
Low Income				
EL and Former EL				
Students w/ disabilities				
Asian				
Afr. Amer. / Black				
Hispanic / Latino				
Multi-race, Non-Hisp./Latino				
White				

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# TRENDS Math: Grades 6-8 Achievement Results

Click to view detail data for other...

ELA Achievement

Math Achievement

Science Achievement

ELA Growth

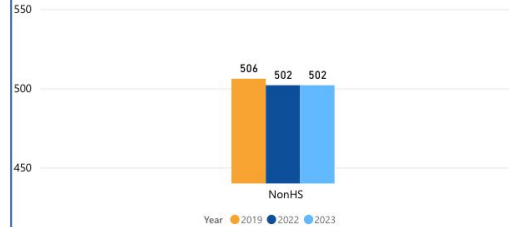
Math Growth

MCAS Results by Grade  
Next Generation MCAS Average Scaled Score by Grade

Grade	2019	2022	2023	2023 # Included
06	511.2	502	501	205
07	505.7	502	499	218
08	501.2	502	506	189
3-8	506.1	502	502	612

Note: Achievement results are not reported for groups with fewer than 10 students.

MCAS Results by Gradespan  
Next Generation MCAS Scaled Score by Gradespan



MCAS Results: Non-High School (Grade 3-8)

Next Generation MCAS Average Scaled Score by Student Group

Student Group	2019	2022	2023	2023 # Included
All Students	506.1	502	502	612
High Needs	489.8	493	490	148
Low Income		496	494	51
EL and Former EL		499		5
Students w/ disabilities	486.5	489	487	111
Amer. Ind. or Alaska Nat.				1
Asian	519.7			5
Afr. Amer. / Black				3
Hispanic / Latino	502.8	501	503	16
Multi-race, Non-Hisp./Latino	512.5	500	506	25
White	505.7	502	502	562

MCAS Results: High School (Grade 10)

Next Generation MCAS Average Scaled Score by Student Group

Student Group

Home

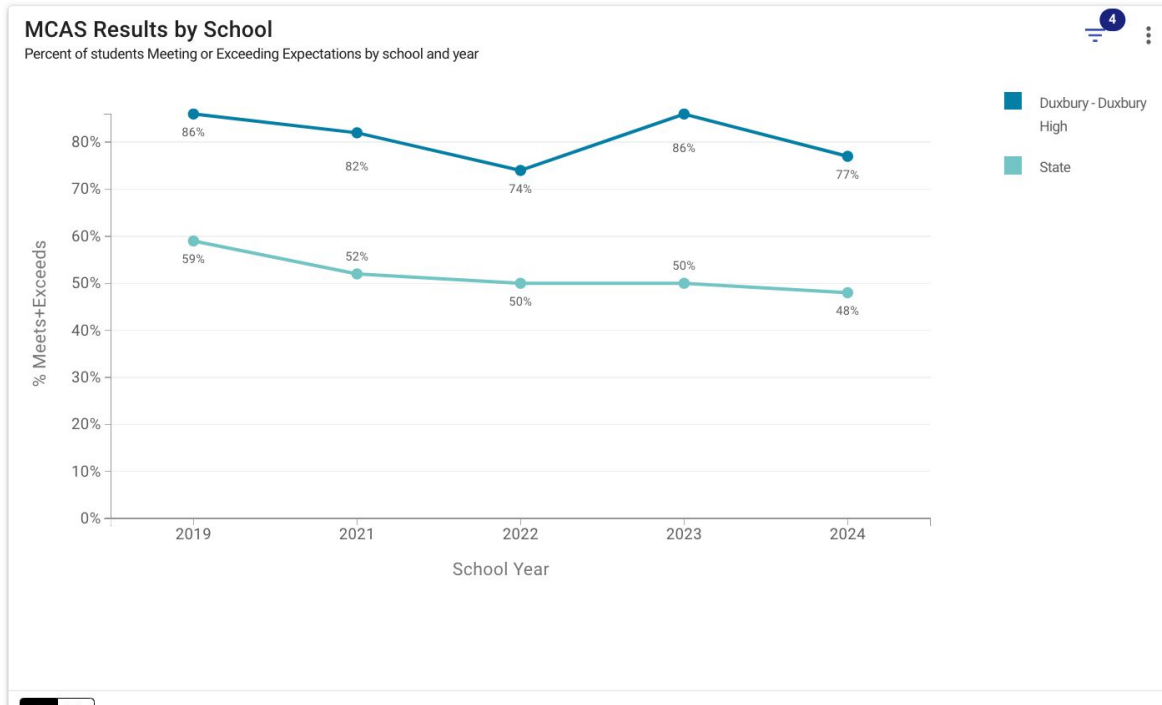
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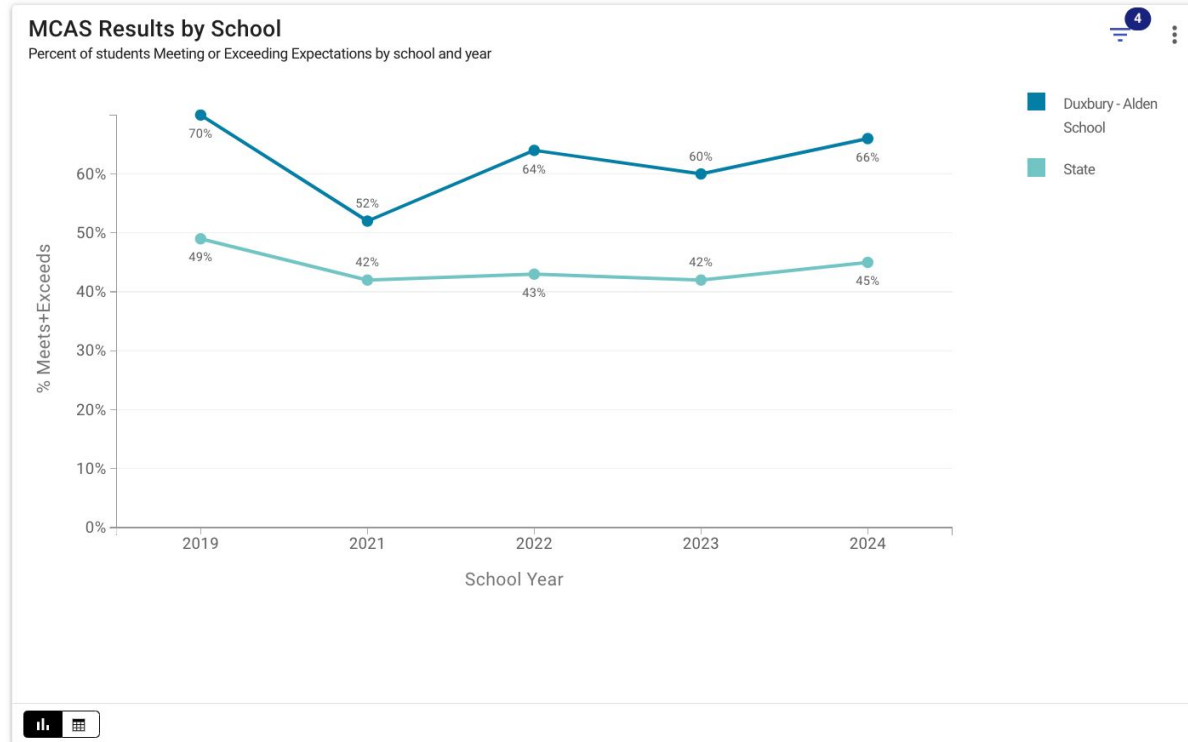
# TRENDS Math: Grades 10 Meeting/Exceeding Expectations



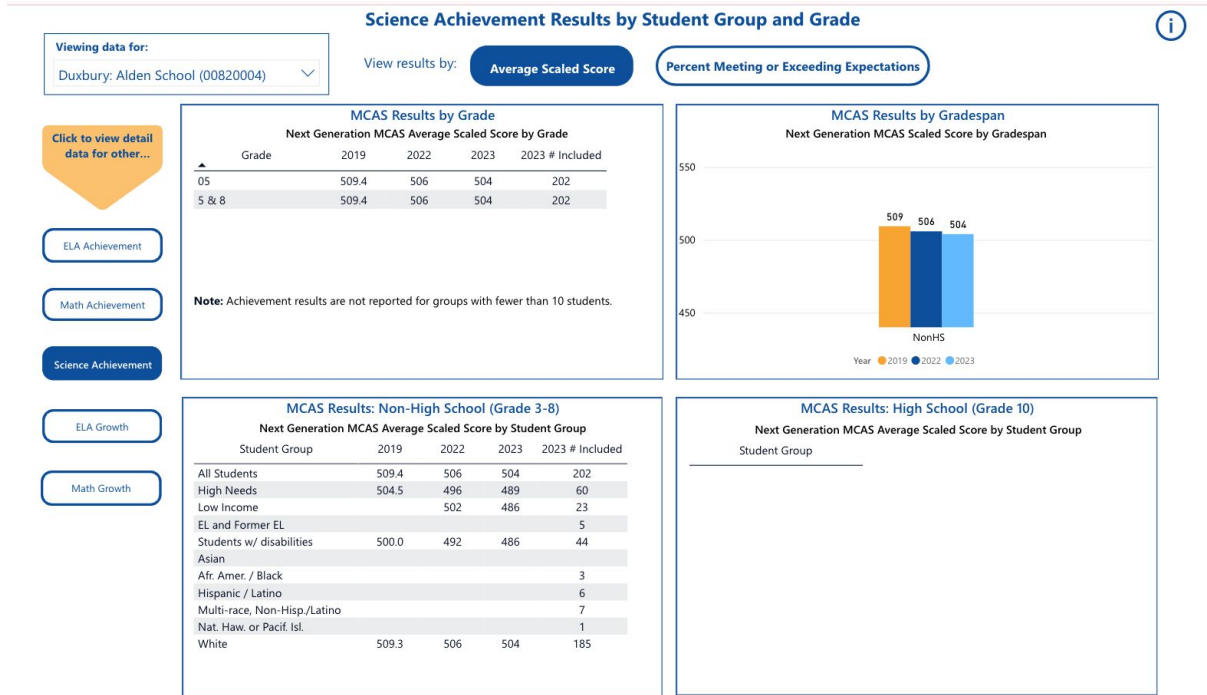
# TRENDS Math: Grade 10 Achievement Results



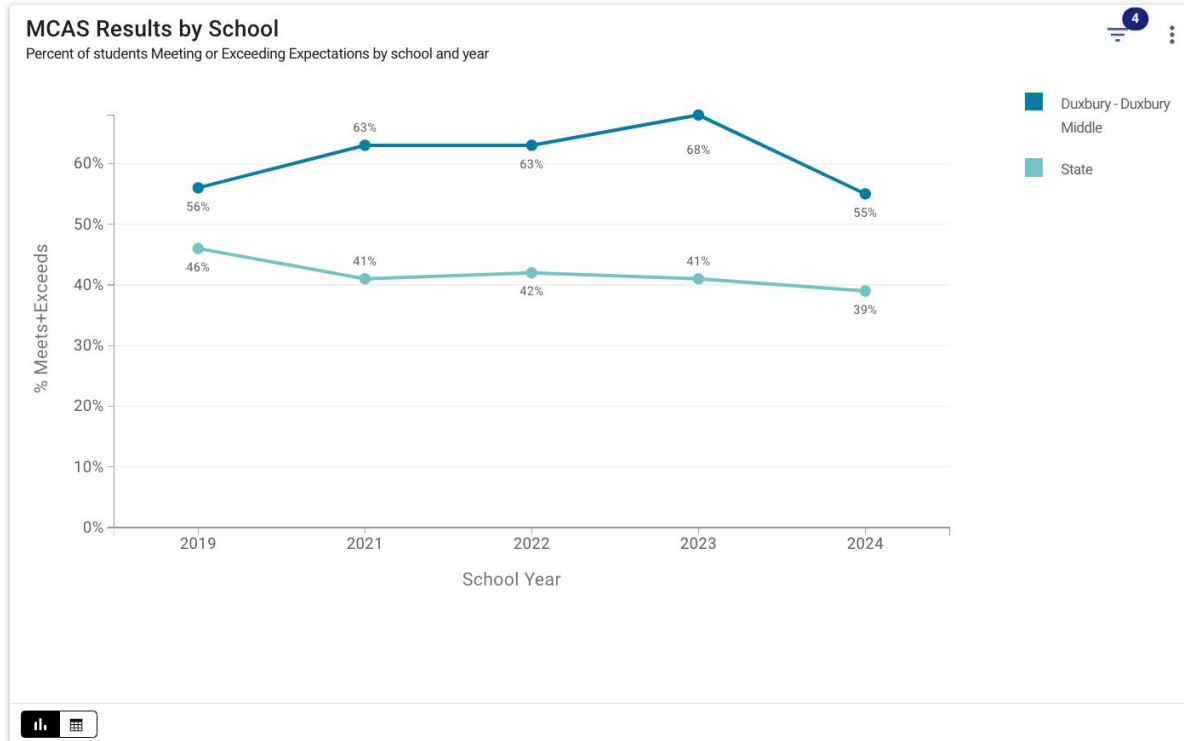
# TRENDS **Science**: Grade 5- Meeting/Exceeding Expectations



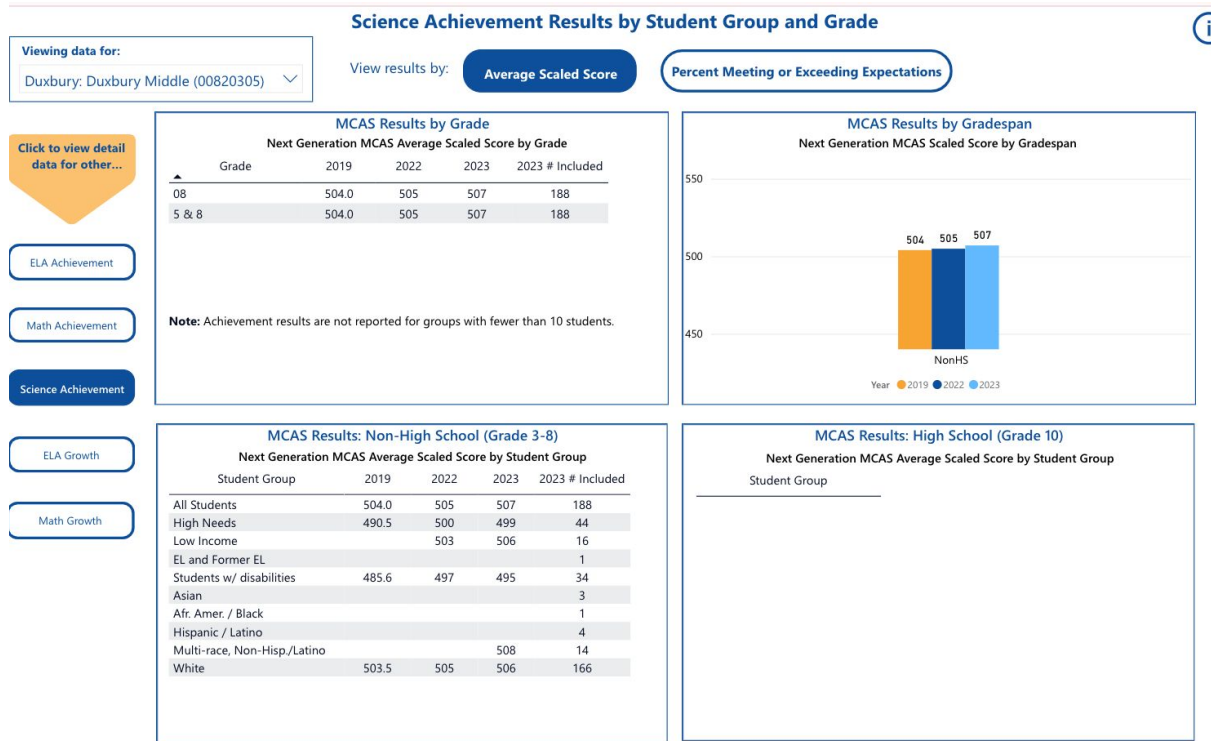
# TRENDS Science: Grade 5- Achievement Results



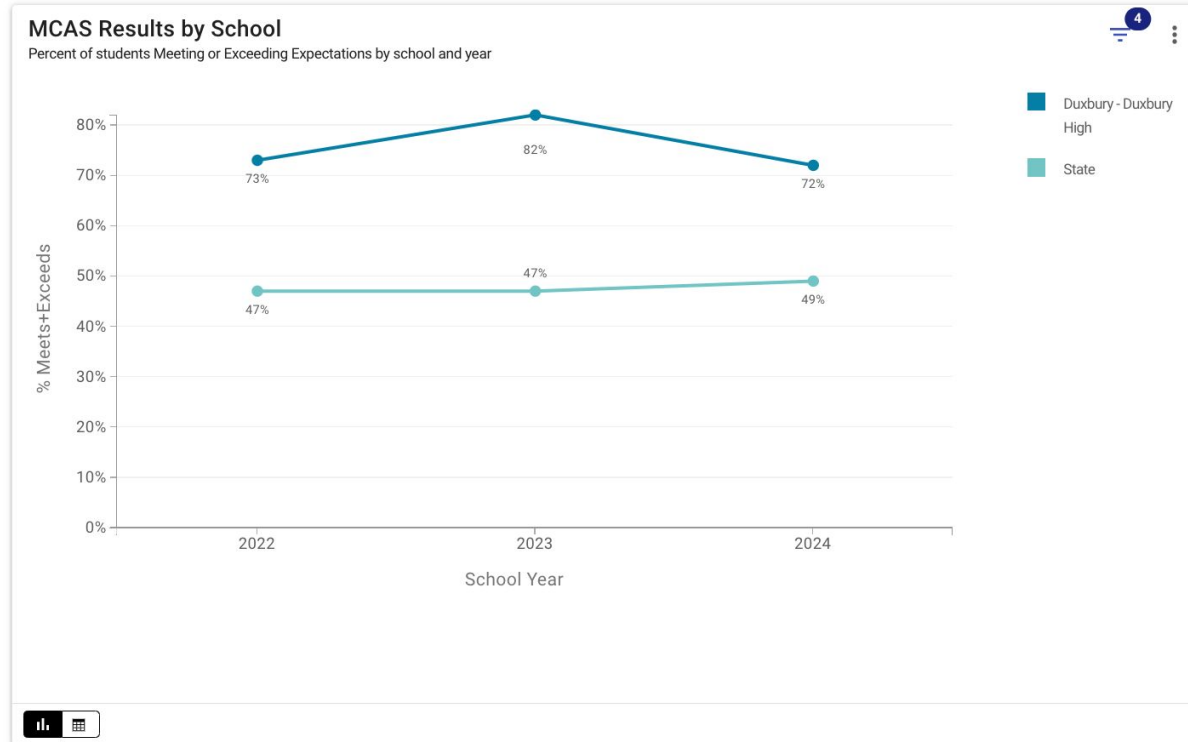
# TRENDS **Science**: Grade 8- Meeting/Exceeding Expectations



# TRENDS Science: Grade 8- Achievement Results



# TRENDS Science: Grade 10- Meeting/Exceeding Expectations



# Data Resources

## Education to Career (E2C) Data Hub

Analyze student achievement data to identify trends and areas for growth.

[Learn more](#)

## District Analysis Review Tool (DART)

Compare district statistics and outcomes.

[Learn more](#)

## School & District Performance Summary

Analyze enrollment, Assessment, High School Indicators, Accountability Information.

[Learn more](#)

## School and District Profiles

Data on enrollment, Demographics, Finance, Assessment, Accountability

[Learn more](#)

## Employed Educators

Compare job classifications

[Learn more](#)

## Finance

Analyze per pupil expenditures, Chapter 70 Budget spending, average teacher salaries

[Learn more](#)