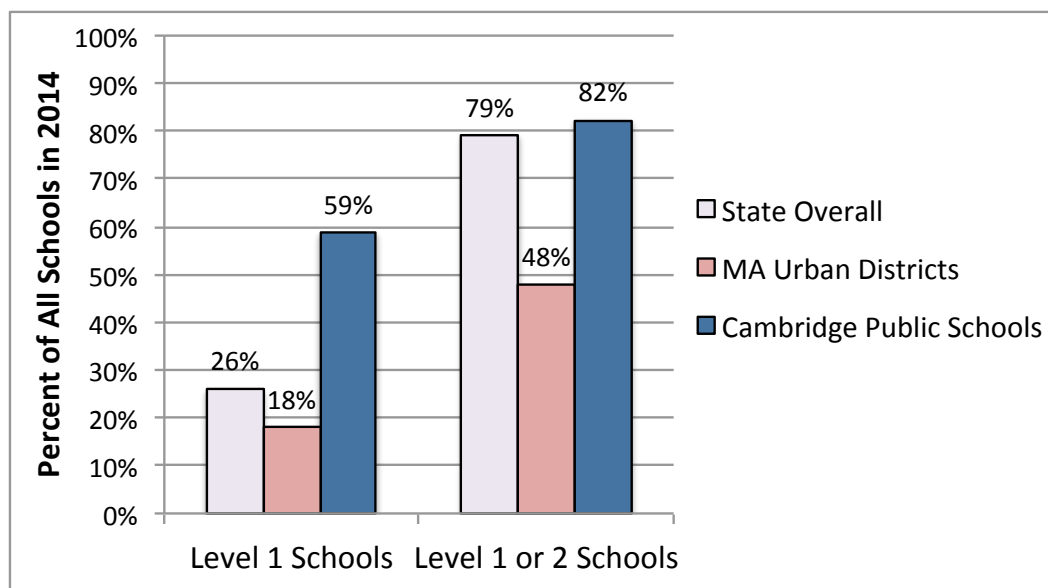


## STATEMENT ON 2014 MCAS RESULTS IN CAMBRIDGE PUBLIC SCHOOLS

Massachusetts Comprehensive Assessment System (MCAS) results for 2014 reflect progress by the Cambridge Public Schools, as the district continues its pursuit of academic excellence and social justice for ALL students. The district once again saw an increase in the number of schools designated as Level 1, the highest designation awarded by the state to schools that have fully met their achievement-gap-narrowing goals. The number of Level 1 schools increased by one in 2014, to a total of 10 Level 1 schools, representing approximately 60% of all schools in the district. This increase reflects a significant improvement since 2012 when, in the last year of the district's previous K-8 structure, only four of the district's 13 schools, or approximately 30% of all schools in the district, were designated Level 1. This increase from 4 to 10 Level 1 schools also reaches the two-year goal the School Committee set for the district in voting to adopt their 2012-2014 Systemwide Goals.

The 2014 Level 1 schools include seven elementary schools (Baldwin, Cambridgeport, King, Morse, Peabody, Tobin, and Fletcher Maynard Academy), two upper schools (Cambridge Street and Rindge Avenue), and Cambridge Rindge and Latin School. This year's Level 2 schools, which met some but not all of their improvement targets, include Haggerty, Graham and Parks, Amigos, and Vassal Lane Upper School.

CPS compares favorably to school districts across the state as well as to other urban districts in Massachusetts, with 82% of our schools achieving a Level 1 or Level 2 rating.



Even with these improvements, CPS remains a Level 3 district, however, as first designated in 2013. Under the state accountability system, districts are assigned the level of their lowest performing school(s). The Putnam Avenue Upper School was designated as a Level 3 school for the first time in 2014, and the Kennedy-Longfellow and King Open schools remained at Level 3 status. Both of these elementary schools demonstrated important improvements in student achievement over the past year on multiple fronts, however.

The Kennedy-Longfellow exceeded its state performance targets in both math and science in 2014, with more than 10% of all students moving into the advanced category and more than 10% moving out of warning in both subjects. In math, student growth was above target for all student groups, with a student growth percentile in the low 60's compared to 2013 student growth percentiles in the 30's. In English language arts, all student groups improved as well, though below state

performance targets, with more than 10% of all students moving into the advanced category and more than 10% moving out of warning. Student growth in English language arts was also on target for all groups.

The King Open, which had been designated as a Level 3 school as a result of low performance for African American/Black and low-income students, succeeded in exiting Level 3 status for the African American/Black student group. Achievement for King Open African American/Black students exceeded state performance targets in both English language arts and math in 2014. The school remains in Level 3 status due to low achievement for low-income students, and will continue its targeted improvement initiatives.

These advances are a credit to the Kennedy-Longfellow and King Open school communities, and I applaud the commitment of our principals, teachers, support staff, and parents to ongoing improvements that reap real gains for students.

District-wide, we need to continue to work hard to elevate student achievement. The percentage of all CPS students scoring proficient and advanced, in both English language arts and math, mirrored State-wide results, remaining relatively flat in 2014 compared to 2013 levels. While the percentage of students scoring proficient and above in English language arts was largely unchanged from 2013, several student groups demonstrated significant gains. These proficiency gains included a 10 percentage point gain for English language learners, 4 percentage point gains for African American/Black and Hispanic/Latino students, and 3 percentage point gains for low-income students. In addition, overall gains for students in grades 3 and 5 were particularly significant this year. Still, the gaps between student groups, and between all student groups and proficiency, remain too large and therefore trouble us.

We have confidence that we are putting in place the right foundation, supports, and interventions for all students—from our redesigned curriculum, focus on instructional improvement, and Response to Intervention program. Still, we retain our urgency in regard to narrowing our proficiency gaps. Growth for some of our students, particularly those with disabilities and those from low-income families, as well as our African American/Black and Hispanic/Latino students, must improve. We will remain diligent and focused on supporting our students and schools in greatest need, and believe we are poised to make significant strides this school year.

One other caveat: While we continue to believe that MCAS results are important indicators of students' academic achievement and growth, we fully understand that they tell only part of the story of a child's education. Our greatest commitment, after all, is to help all students in Cambridge develop into whole human beings, prepared for the intellectual, social and civic challenges and opportunities that await them as they grow into adulthood.

A full discussion of CPS' MCAS results is scheduled for the October 7 School Committee agenda. For more information on the MCAS results, go to:

<http://www.doe.mass.edu/news/news.aspx?id=13481>

<http://www.doe.mass.edu/mcas/>

[http://profiles.doe.mass.edu/mcas/achievement\\_level.aspx?linkid=32&orgcode=00490000&orgtypecode=5&](http://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=00490000&orgtypecode=5&)

Jeffrey M. Young

Superintendent of Schools

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