SPRING 2018 MCAS REPORT

PREPARED NOVEMBER 2018

Assessment is the process of gathering evidence of student understanding to inform instructional decisions. Assessments support the work of effective educators in continually observing, probing, investigating, analyzing and responding to their students' thinking and performance. From an instructional perspective, the most powerful assessments are daily formative assessments aligned to instructional objectives that can inform the next day's teaching. At times, common district and state assessments are used to determine how all students are performing on cumulative subject matter and how student subgroups are progressing relative to all students, as well as to provide information about curricular gaps and professional learning needs.

In Spring 2018, students in grades 3-8 in all public schools across Massachusetts participated in the Mathematics and English Language Arts (ELA) “Next Generation” MCAS testing for the second year. As a reminder, these relatively new tests reflect higher standards and expectations for students and are intended to provide better information about whether students are on track for the next grade level and ultimately for college and a career. Collectively as a district, we made notable progress toward our district plan outcome goals, with improvements in both student achievement and student growth overall and by many demographic groups. Even with this achievement and growth, there remain areas in need of targeted attention and improvement and we will continue to focus on closing gaps that exist within our community.

2018 Next Generation MCAS

The Next Generation MCAS utilizes new performance levels (Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations and Not Meeting Expectations) and a new scaled score range (440-560). Given that the Next Generation MCAS is more challenging than the legacy MCAS, scores are lower than previous years (2016 and earlier). This does not mean that students learned less; it reflects that the Next Generation MCAS measures more rigorous standards in a different way. Scores from 2017 and 2018 for grades 3-8 ELA and math cannot be compared to prior year MCAS scores for students, schools or districts. Students in the Cambridge Public Schools took the ELA and math MCAS online in all grades except grade 3, where some schools elected to take paper-based tests. In spring 2019, MCAS exams in all grades and subjects will be computer-based and "next generation" assessments.

Spring 2019: Full Transition to Next Generation MCAS

In 2018, students across the state continued to participate in the traditional “legacy” MCAS in the high school grades. These assessments maintain the typical MCAS scaled score range (200-280) and performance categories (Advanced, Proficient, Needs Improvement, and Warning/Failing). These tests were taken exclusively on paper by students. In grades 5 & 8 Science, Technology & Engineering (STE), students took MCAS online for the first time in 2018 and the standards assessed were a mix of old and new; scores were reported with the legacy performance categories and scaled scores.

Student Growth Percentiles (SGPs)

Beginning in grade 4, Student Growth Percentiles (SGPs) measure the relative growth of students with similar MCAS performance histories in ELA and math. The state emphasizes using SGP bands (for example, an average SGP of 40-59 equals Expected Growth), rather than the absolute numbers. Beginning 2018, SGPs are reported as means (average value), rather than median (middle value).

Accountability

In 2018, the state released a new accountability system that factors in achievement and growth for both all students and our lowest performing students, English learners' progress toward proficiency, and rates of chronic absenteeism, as well

as high school completion rates and completion rates of advanced coursework at the high school. The Massachusetts Department of Elementary & Secondary Education (DESE) has rated the Cambridge Public Schools with an overall criterion-referenced target percentage of 65%, within the Partially Meeting Targets category. The district and all schools are labeled “Not Requiring Assistance or Intervention.”

Data Sources

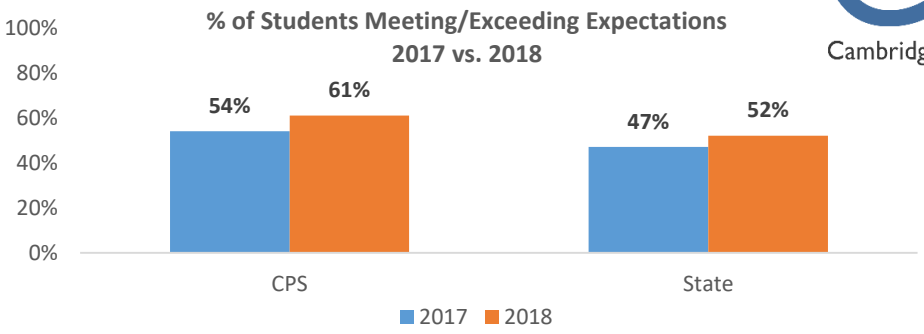
The main data source for this report was the public Massachusetts Department of Elementary & Secondary Education website. Raw data provided by the DESE Security Portal were used to generate average scaled scores by race, gender and economic status. School and district profiles can be found at http://profiles.doe.mass.edu/.

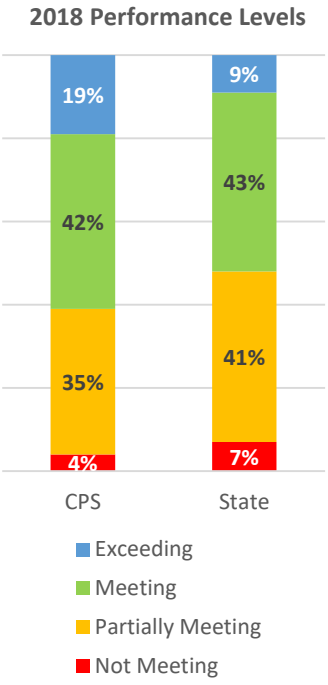
2018 GRADE 3 ELA MCAS RESULTS

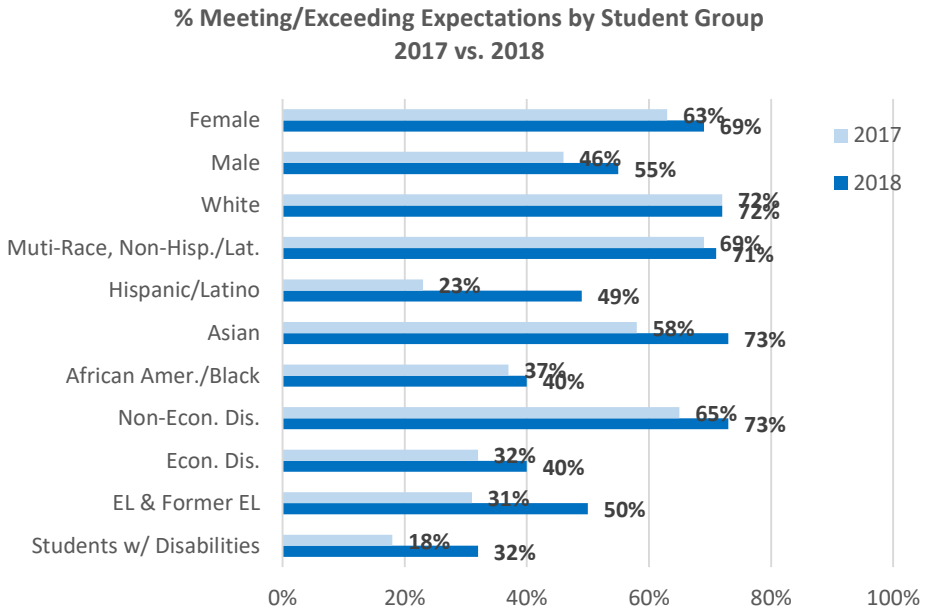
Cambridge Public Schools

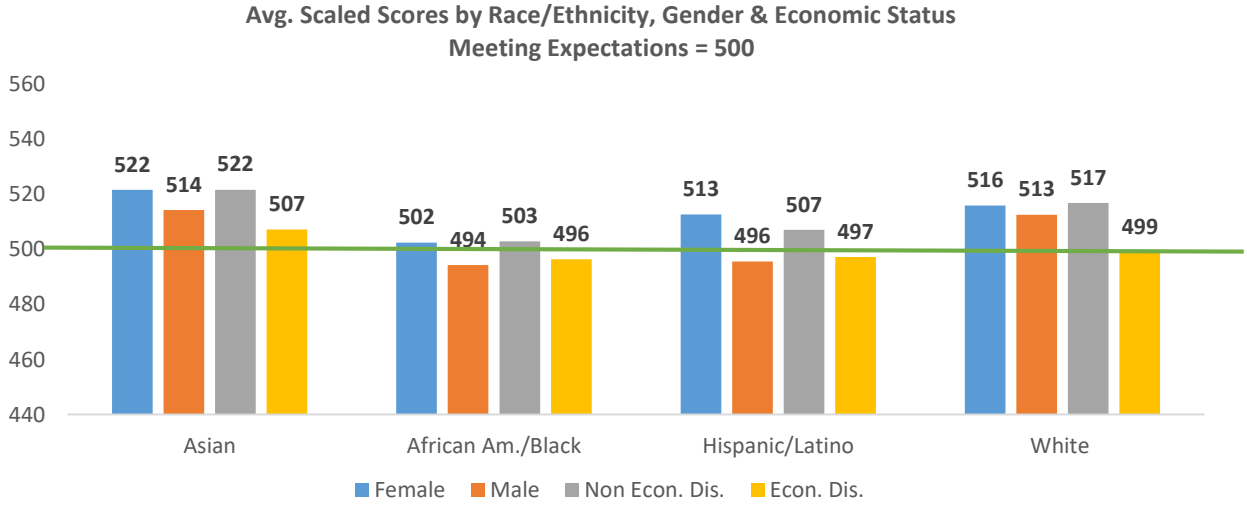
61%

MET/EXCEEDED EXPECTATIONS







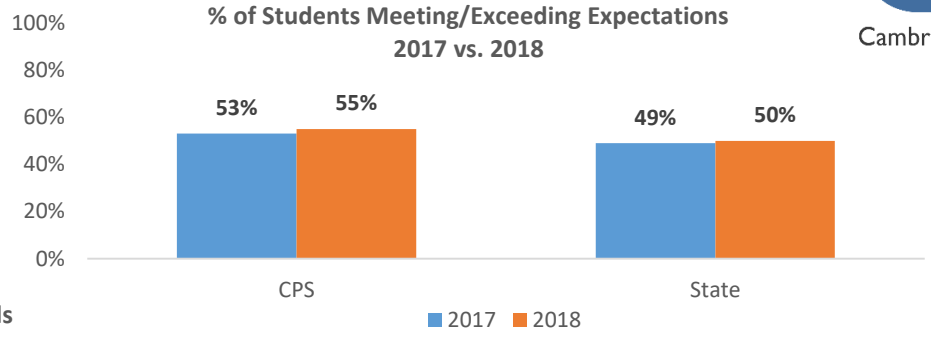


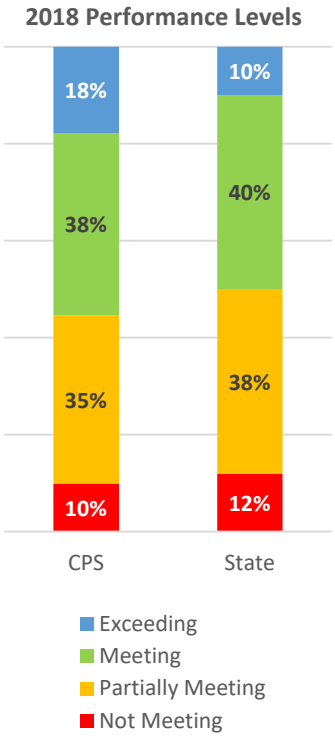
2018 GRADE 3 MATH MCAS RESULTS

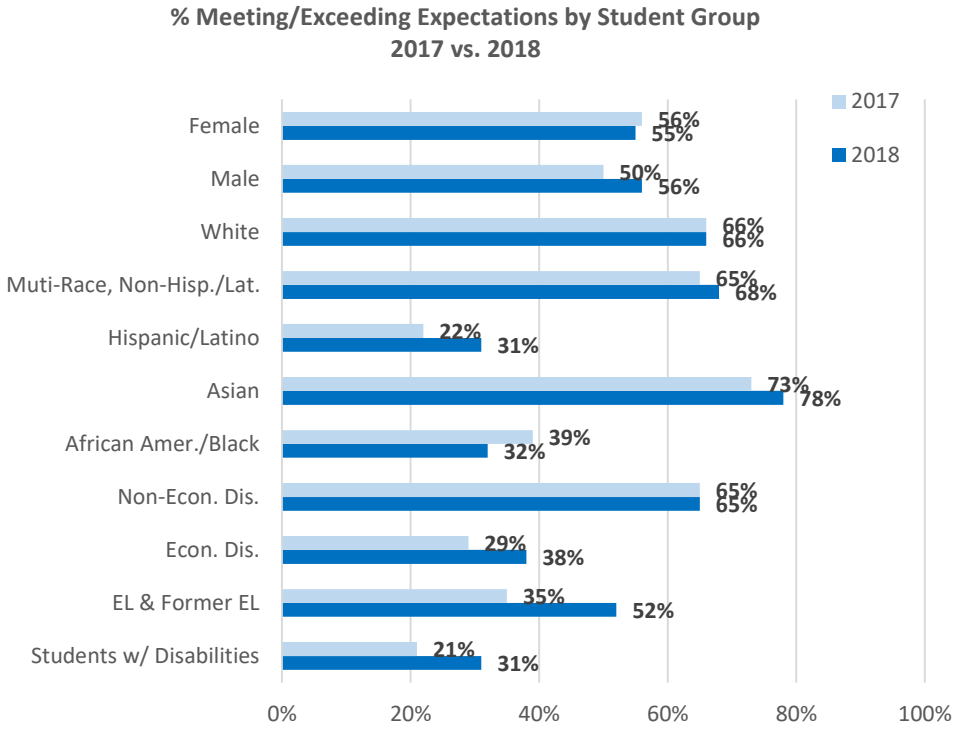
CPS
Cambridge Public Schools

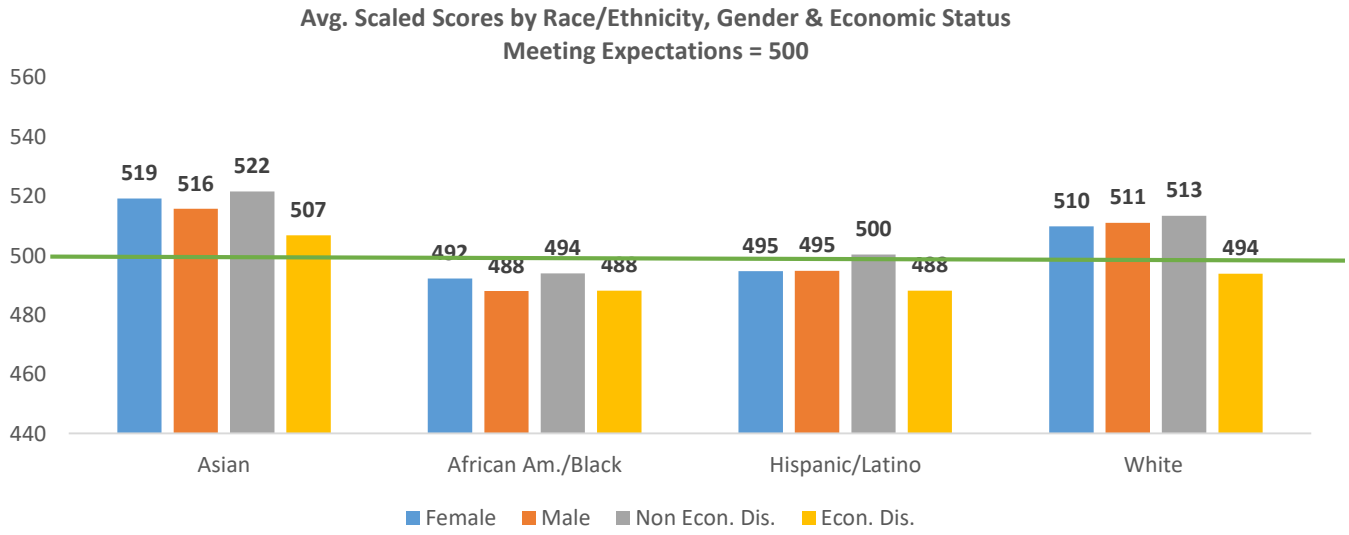
55%

MET/EXCEEDED EXPECTATIONS





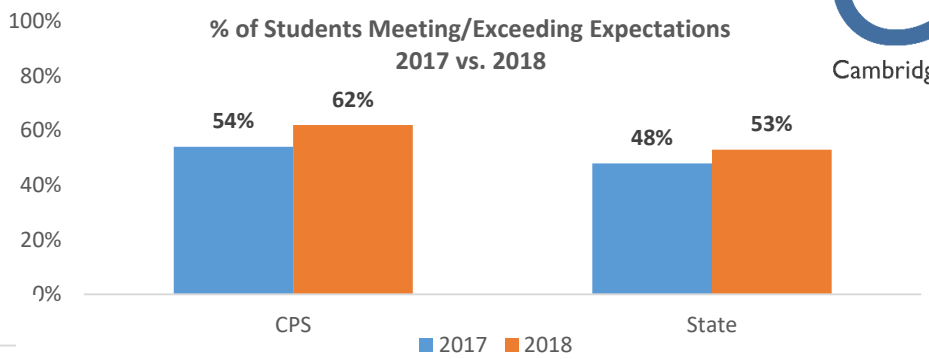


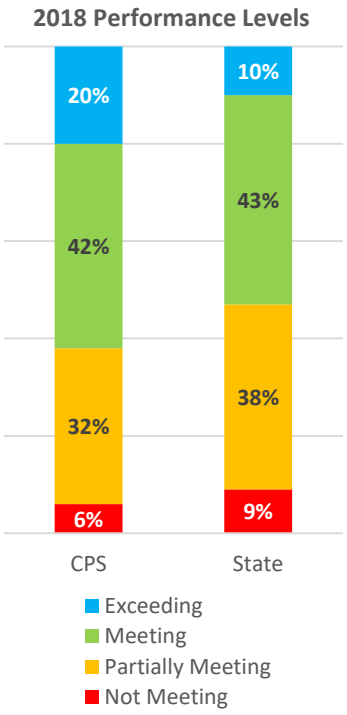


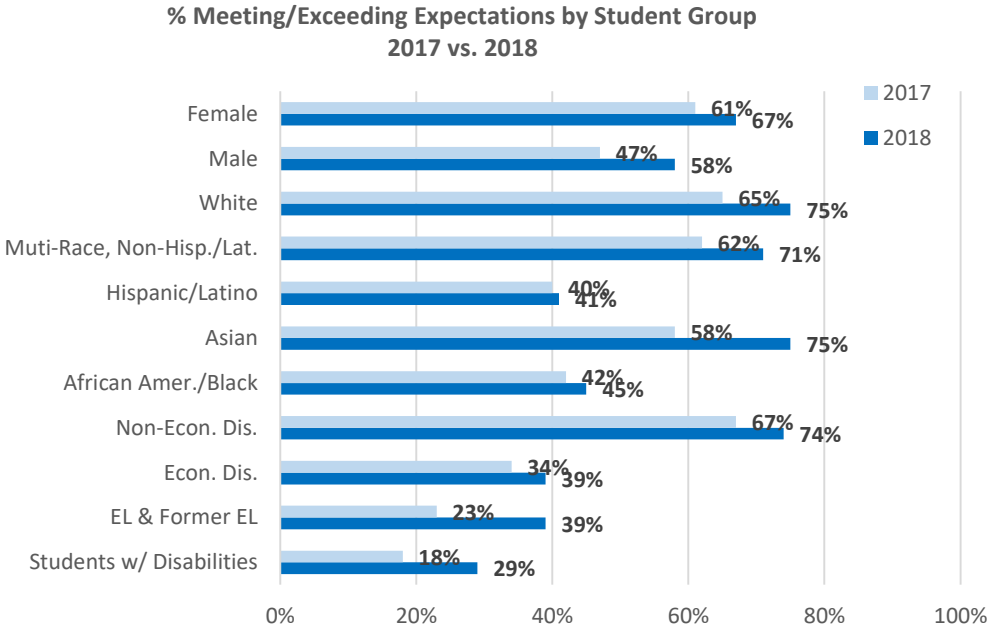
2018 GRADE 4 ELA MCAS RESULTS

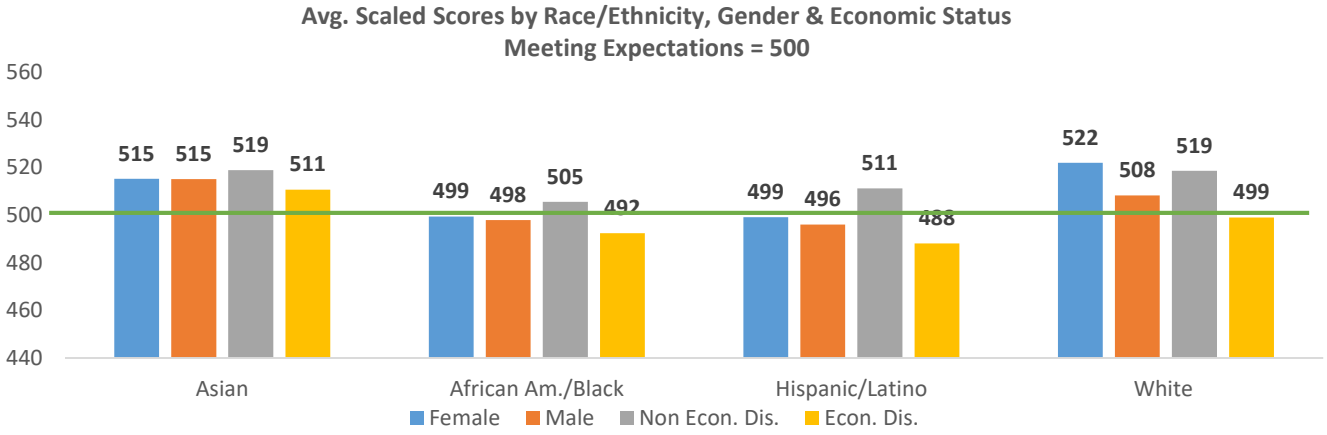
62%

MET/EXCEEDED EXPECTATIONS









STUDENT GROWTH PERCENTILE (SGP)

56.5

***EXPECTED* GROWTH**

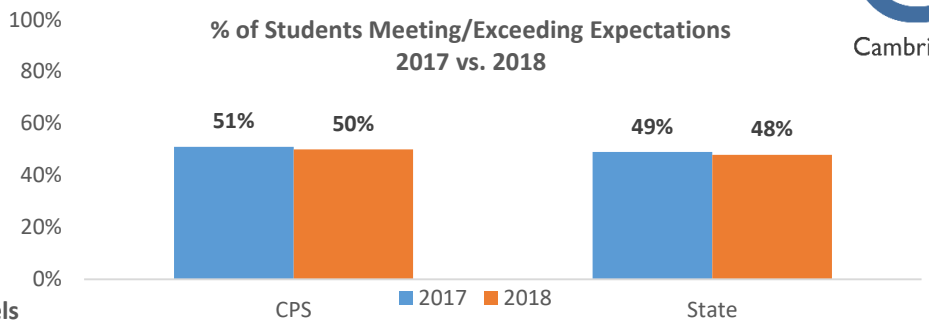
Growth by Student Group	Very Low Growth	Low Growth	Expected Growth	High Growth	Very High Growth
Female			•		
Male			•		
White			•		
Multi-Race, Non-Hisp./Lat.				•	
Hispanic/Latino			•		
Asian				•	
African Amer./Black			•		
Non-Economically Dis.				•	
Economically Dis.			•		
EL and Former EL			•		
Students with Disabilities			•		

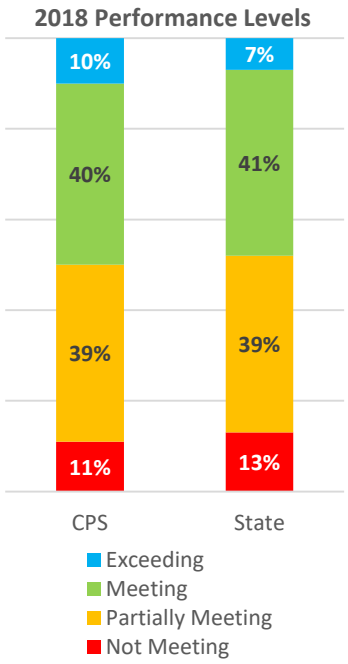
2018 GRADE 4 MATH MCAS RESULTS

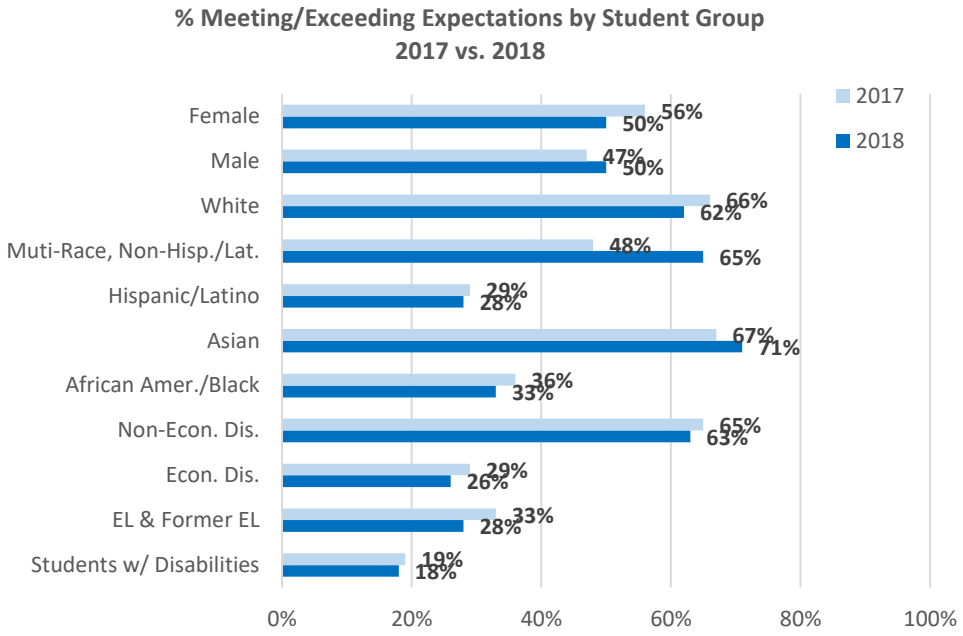
CPS
Cambridge Public Schools

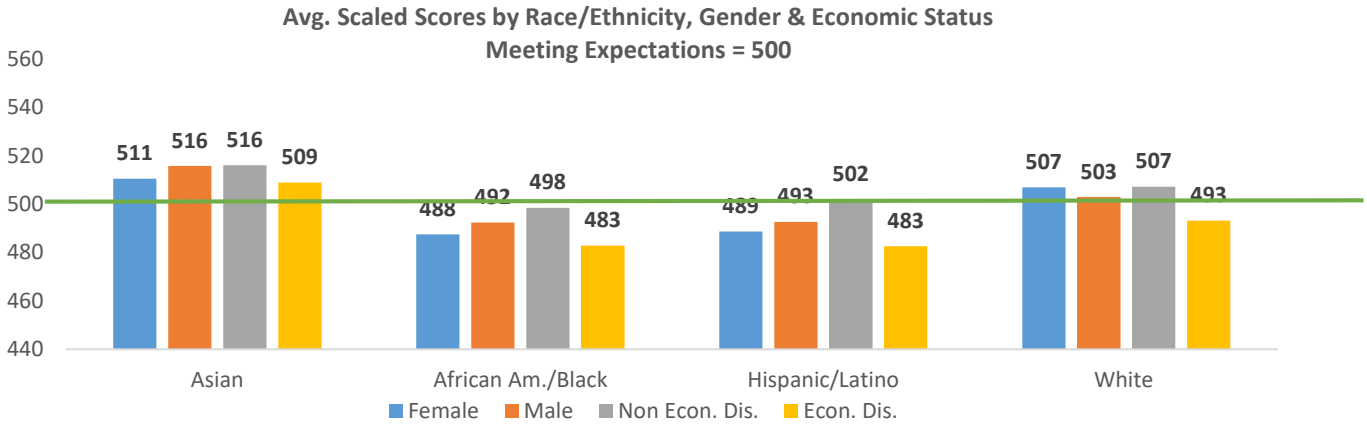
50%

MET/EXCEEDED EXPECTATIONS









STUDENT GROWTH PERCENTILE (SGP)

49.7

***EXPECTED* GROWTH**

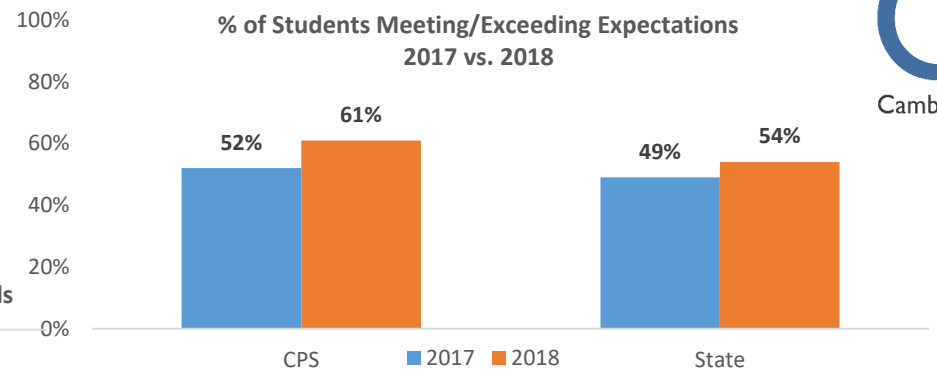
Growth by Student Group	Very Low Growth	Low Growth	Expected Growth	High Growth	Very High Growth
Female			•		
Male			•		
White			•		
Multi-Race, Non-Hisp./Lat.			•		
Hispanic/Latino			•		
Asian				•	
African Amer./Black			•		
Non-Economically Dis.			•		
Economically Dis.			•		
EL and Former EL			•		
Students with Disabilities			•		

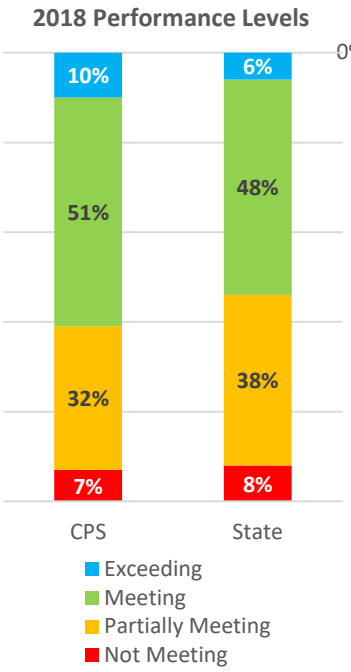
2018 GRADE 5 ELA MCAS RESULTS

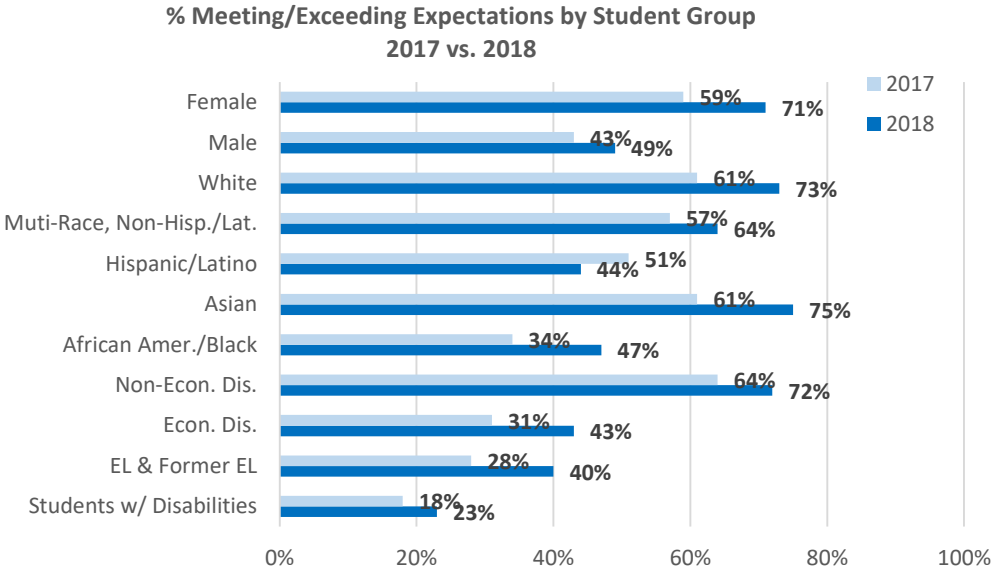
61%

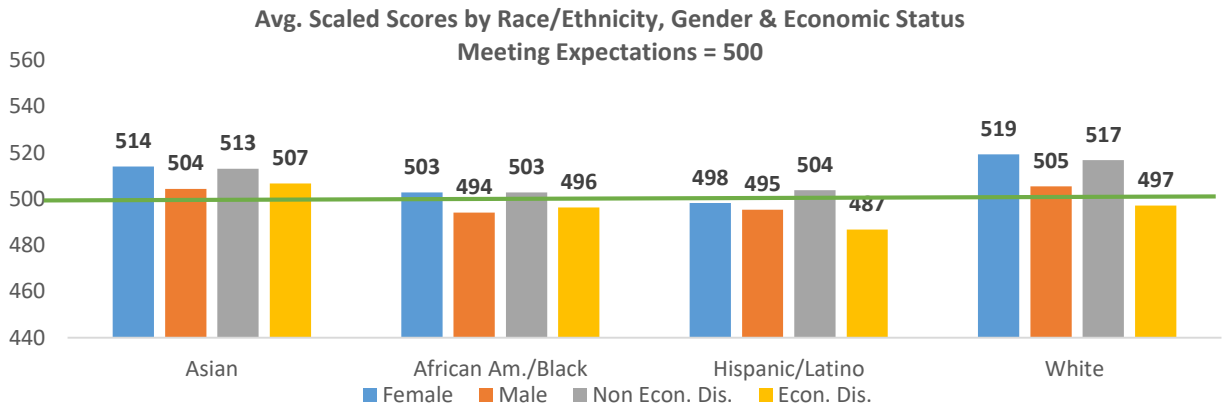
MET/EXCEEDED EXPECTATIONS

Cambridge Public Schools









STUDENT GROWTH PERCENTILE (SGP)

50.7

***EXPECTED* GROWTH**

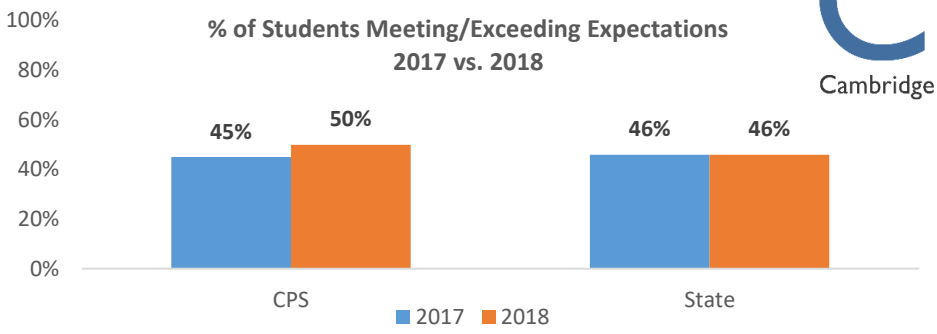
Growth by Student Group	Very Low Growth	Low Growth	Expected Growth	High Growth	Very High Growth
Female			•		
Male			•		
White			•		
Multi-Race, Non-Hisp./Lat.			•		
Hispanic/Latino			•		
Asian			•		
African Amer./Black			•		
Non-Economically Dis.			•		
Economically Dis.			•		
EL and Former EL			•		
Students with Disabilities			•		

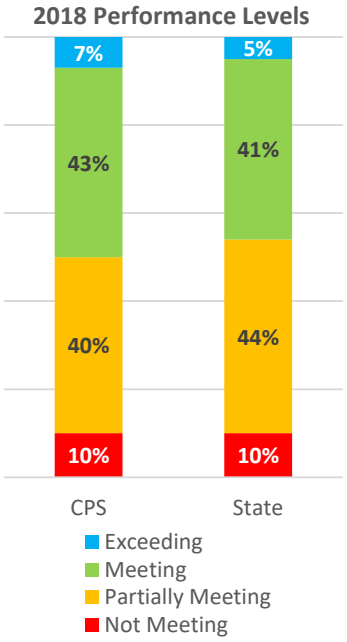
2018 GRADE 5 MATH MCAS RESULTS

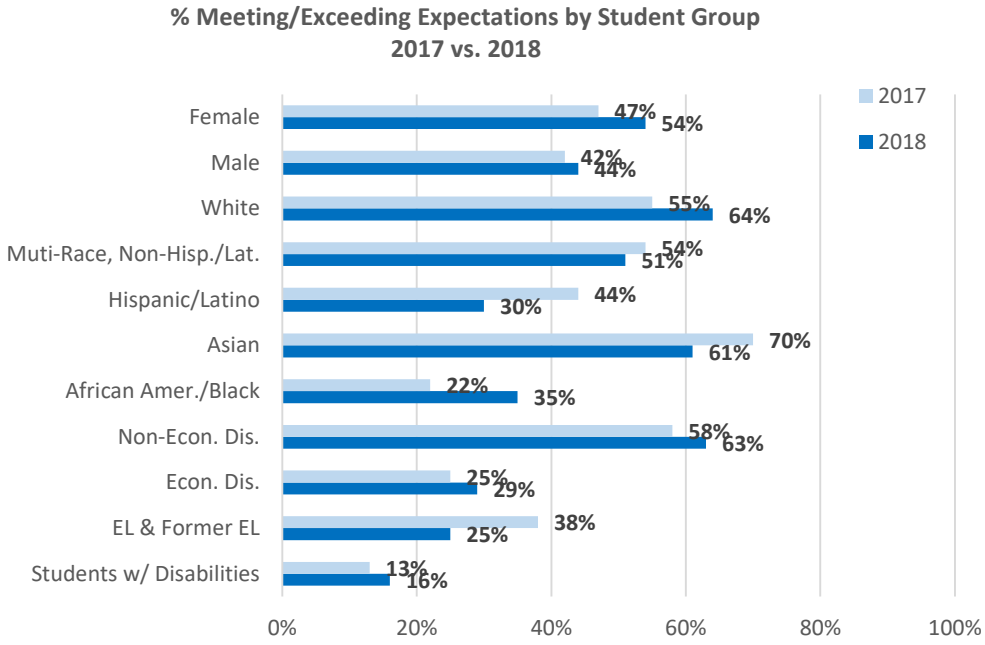
Cambridge Public Schools

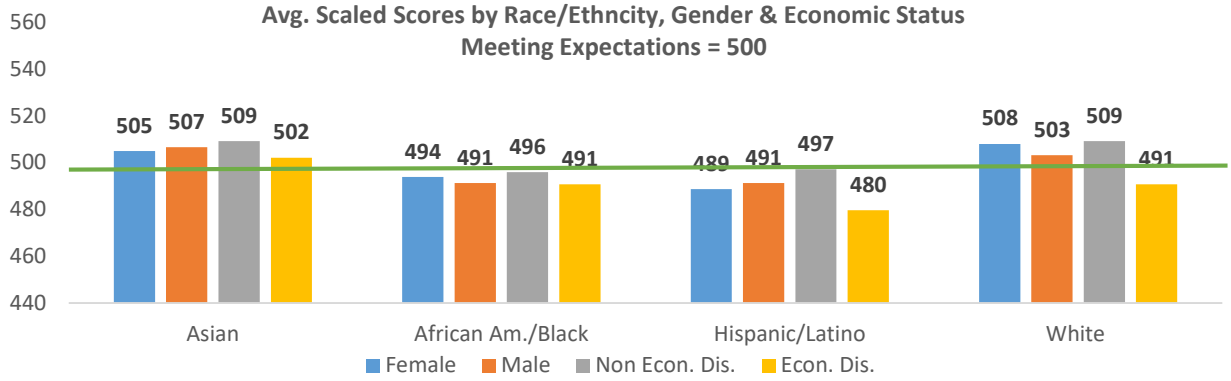
50%

MET/EXCEEDED EXPECTATIONS









STUDENT GROWTH PERCENTILE (SGP)

48.3

***EXPECTED* GROWTH**

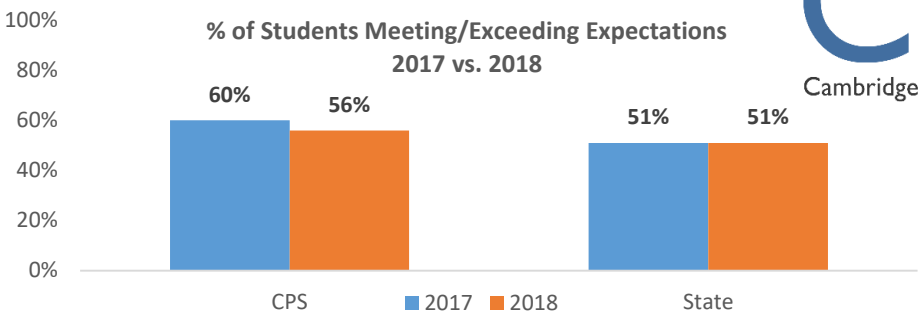
Growth by Student Group	Very Low Growth	Low Growth	Expected Growth	High Growth	Very High Growth
Female			•		
Male			•		
White			•		
Multi-Race, Non-Hisp./Lat.			•		
Hispanic/Latino			•		
Asian			•		
African Amer./Black			•		
Non-Economically Dis.			•		
Economically Dis.			•		
EL and Former EL			•		
Students with Disabilities			•		

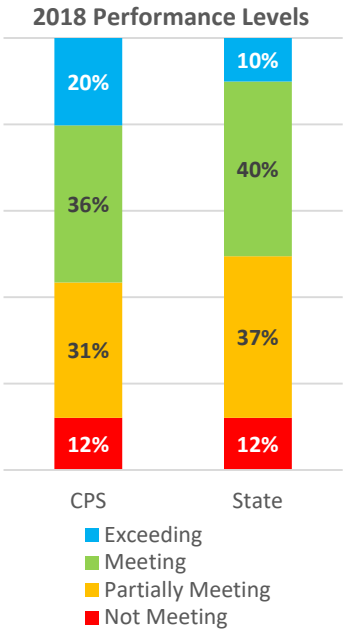
2018 GRADE 6 ELA MCAS RESULTS

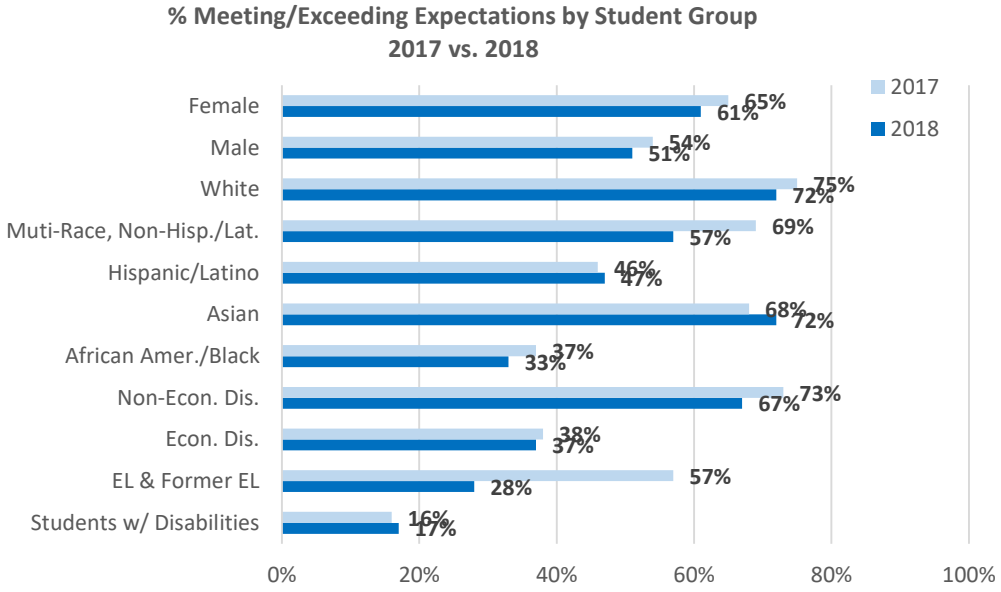
Cambridge Public Schools

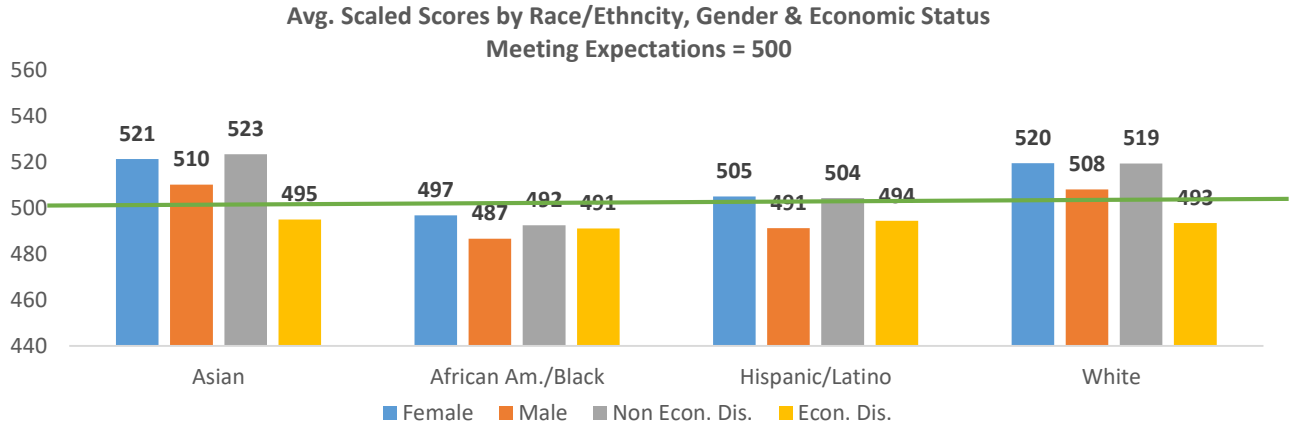
56%

MET/EXCEEDED EXPECTATIONS









STUDENT GROWTH PERCENTILE (SGP)

55.7

***EXPECTED* GROWTH**

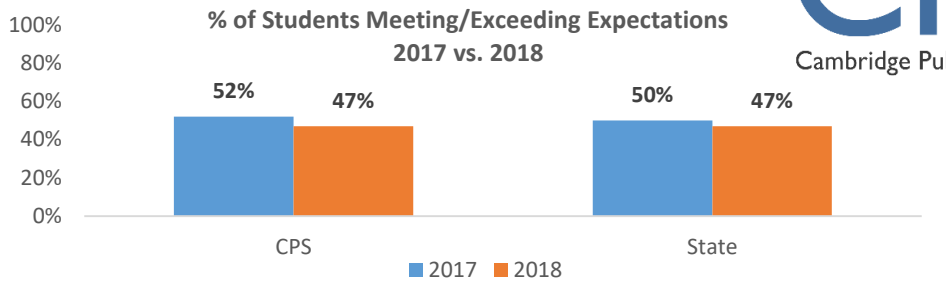
Growth by Student Group	Very Low Growth	Low Growth	Expected Growth	High Growth	Very High Growth
Female			•		
Male			•		
White				•	
Multi-Race, Non-Hisp./Lat.			•		
Hispanic/Latino			•		
Asian				•	
African Amer./Black			•		
Non-Economically Dis.			•		
Economically Dis.			•		
EL and Former EL			•		
Students with Disabilities			•		

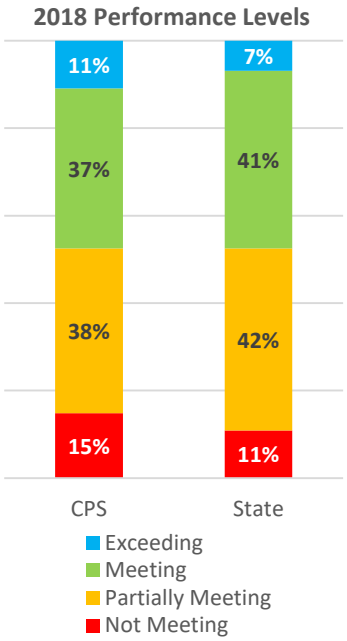
2018 GRADE 6 MATH MCAS RESULTS

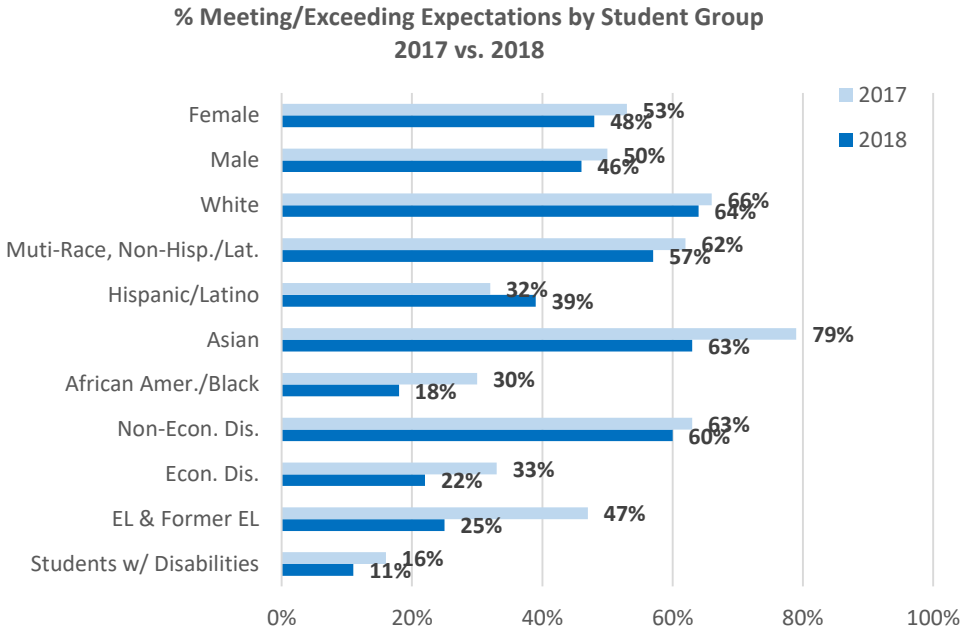
Cambridge Public Schools

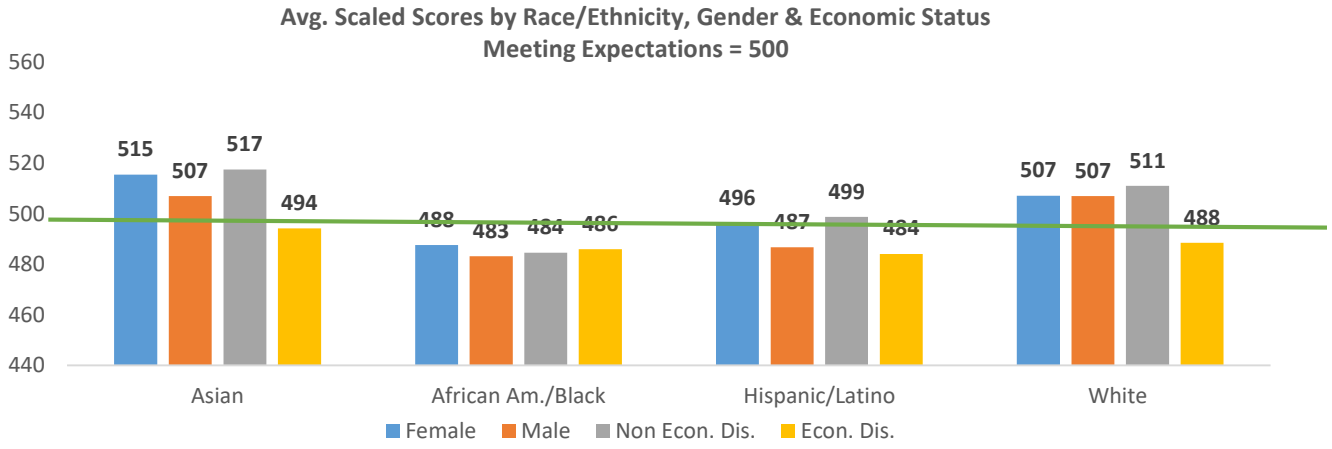
47%

MET/EXCEEDED EXPECTATIONS









STUDENT GROWTH PERCENTILE (SGP)

46.8

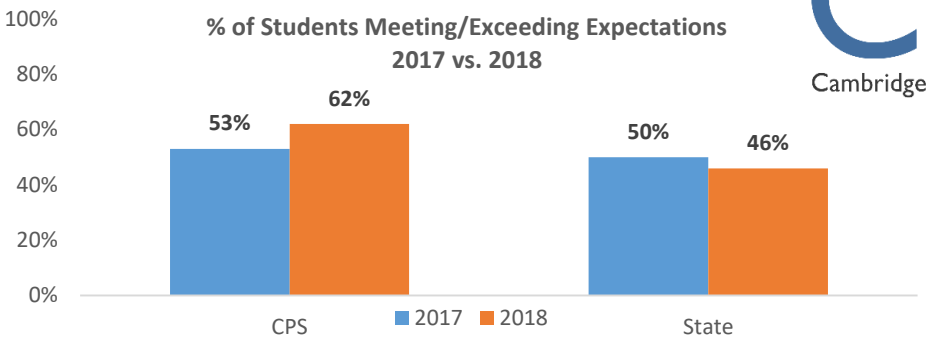
***EXPECTED* GROWTH**

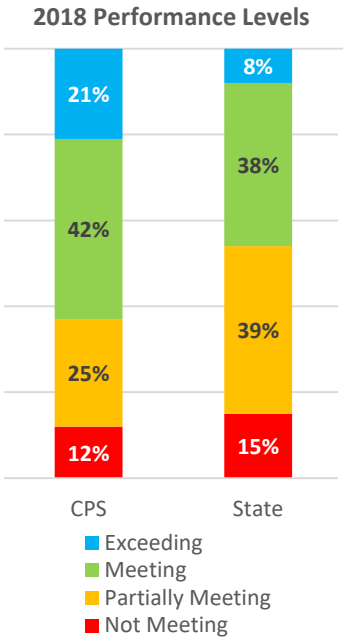
Growth by Student Group	Very Low Growth	Low Growth	Expected Growth	High Growth	Very High Growth
Female			•		
Male			•		
White			•		
Multi-Race, Non-Hisp./Lat.			•		
Hispanic/Latino			•		
Asian			•		
African Amer./Black		•			
Non-Economically Dis.			•		
Economically Dis.			•		
EL and Former EL			•		
Students with Disabilities		•			

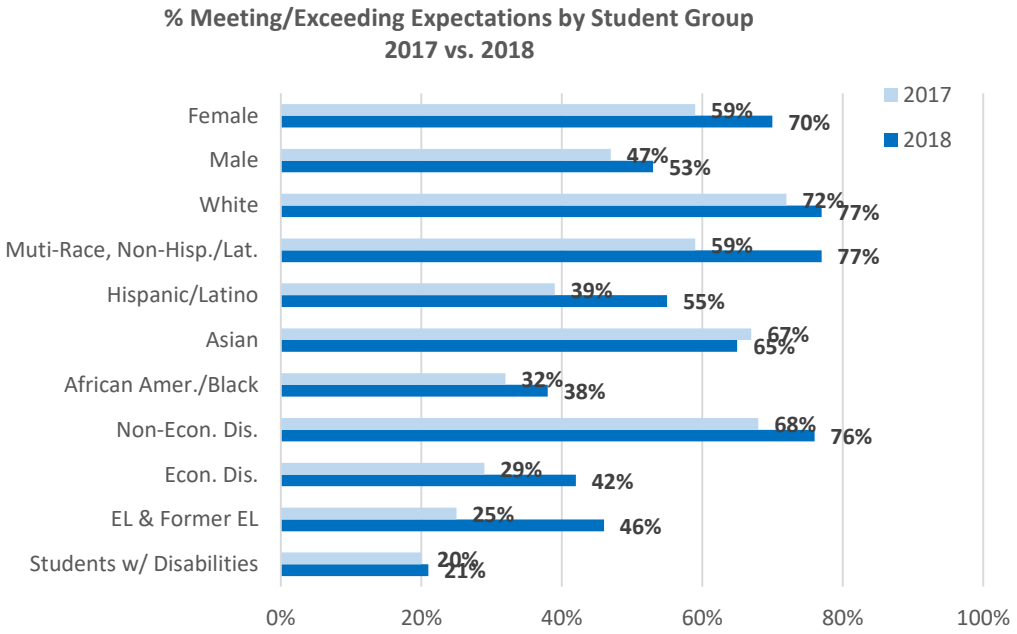
2018 GRADE 7 ELA MCAS RESULTS

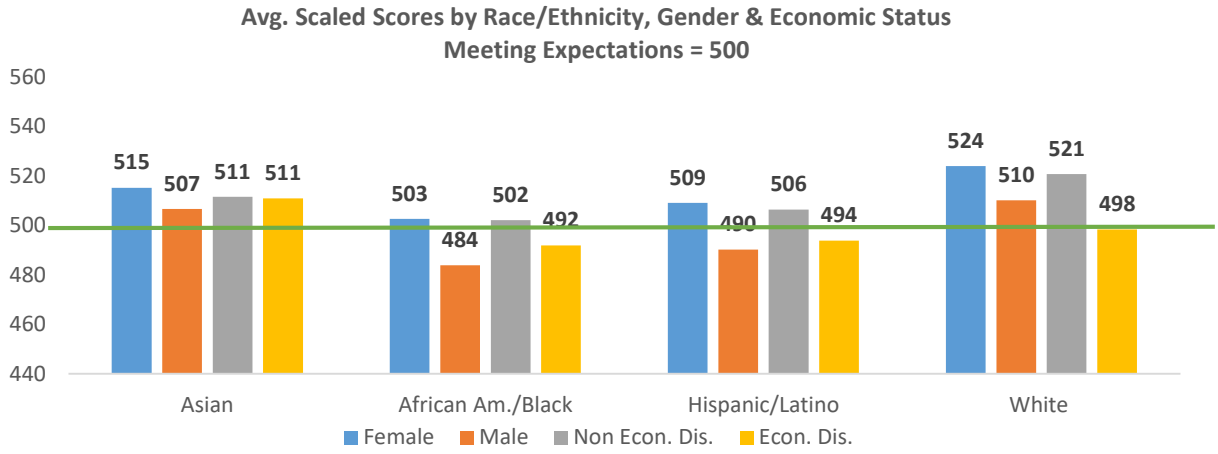
62%

MET/EXCEEDED EXPECTATIONS









STUDENT GROWTH PERCENTILE (SGP)

61.0

***HIGH* GROWTH**

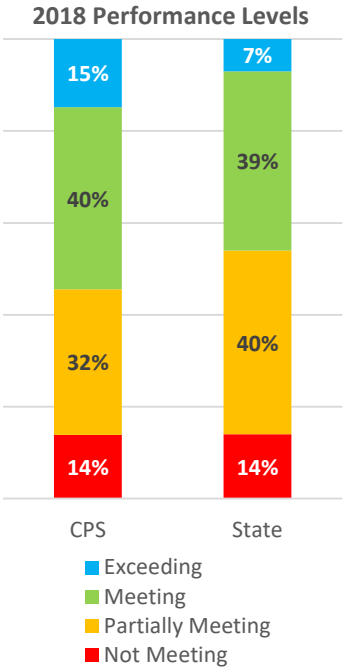
Growth by Student Group	Very Low Growth	Low Growth	Expected Growth	High Growth	Very High Growth
Female				•	
Male			•		
White				•	
Multi-Race, Non-Hisp./Lat.			•		
Hispanic/Latino			•		
Asian				•	
African Amer./Black				•	
Non-Economically Dis.				•	
Economically Dis.			•		
EL and Former EL			•		
Students with Disabilities			•		

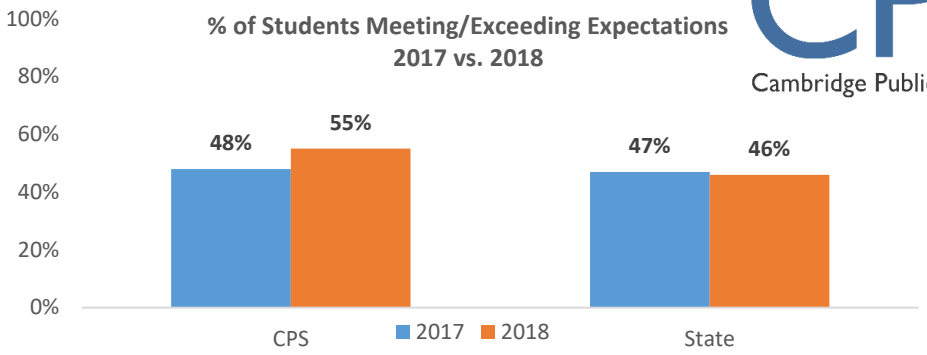
2018 GRADE 7 MATH MCAS RESULTS

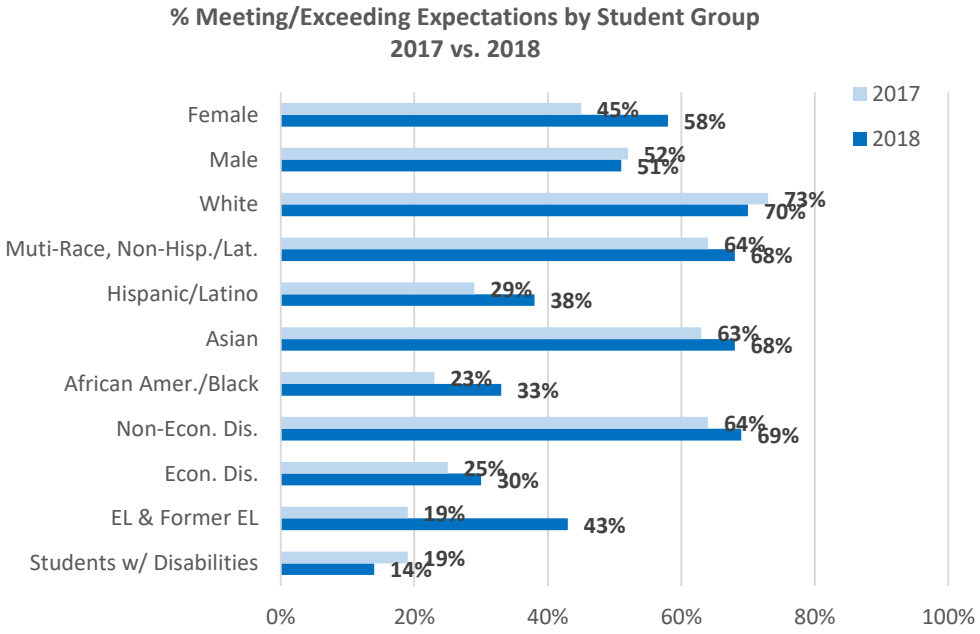
Cambridge Public Schools

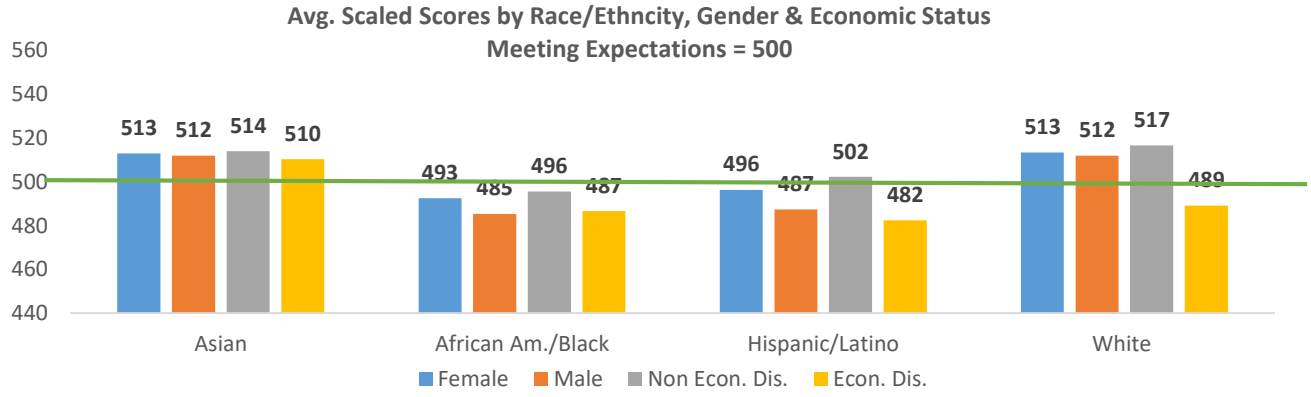
55%

MET/EXCEEDED EXPECTATIONS









STUDENT GROWTH PERCENTILE (SGP)

62.5

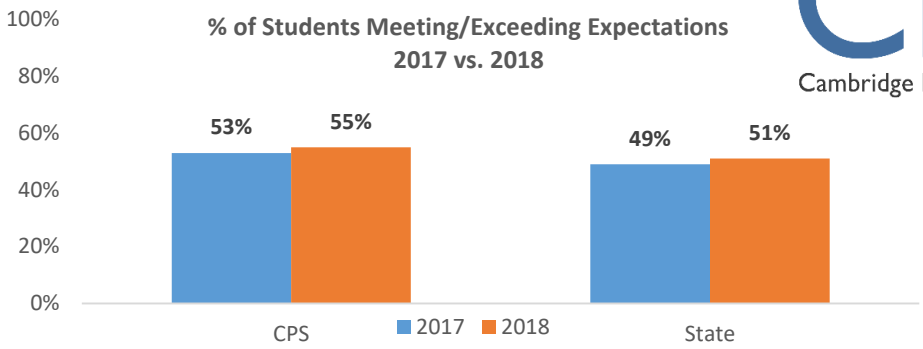
***HIGH* GROWTH**

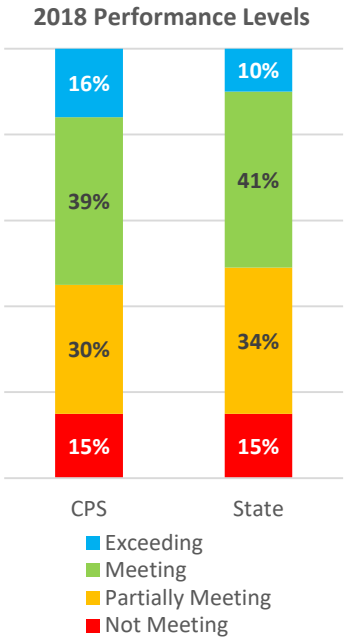
Growth by Student Group	Very Low Growth	Low Growth	Expected Growth	High Growth	Very High Growth
Female				•	
Male				•	
White				•	
Multi-Race, Non-Hisp./Lat.				•	
Hispanic/Latino			•		
Asian				•	
African Amer./Black			•		
Non-Economically Dis.				•	
Economically Dis.			•		
EL and Former EL			•		
Students with Disabilities			•		

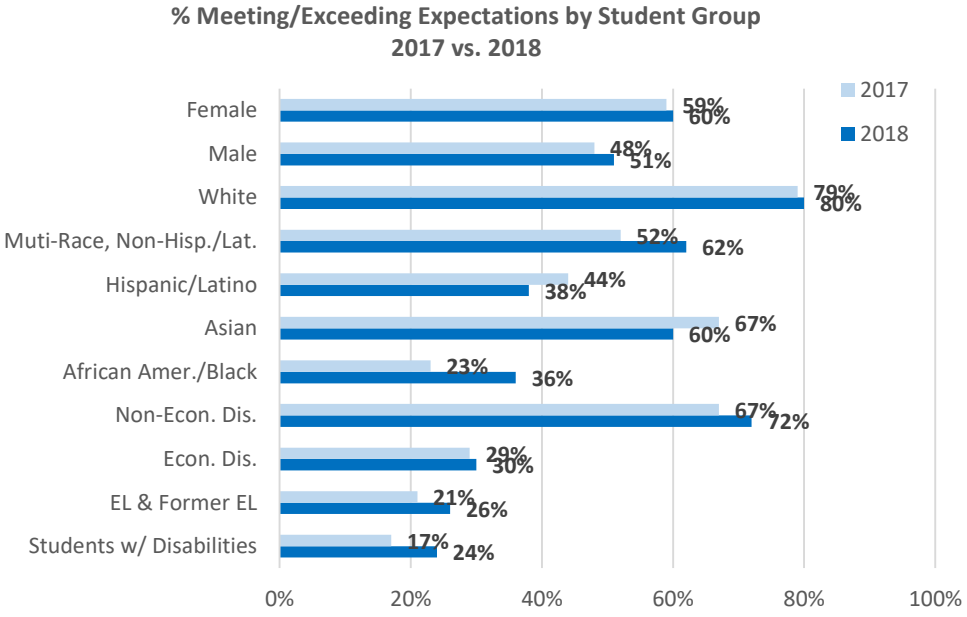
2018 GRADE 8 ELA MCAS RESULTS

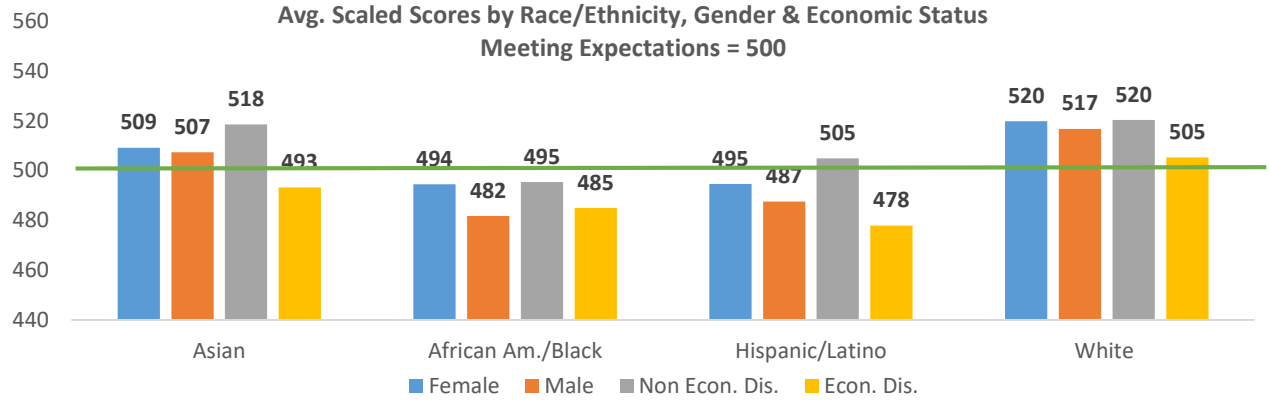
55%

MET/EXCEEDED EXPECTATIONS









STUDENT GROWTH PERCENTILE (SGP)

54.7

***EXPECTED* GROWTH**

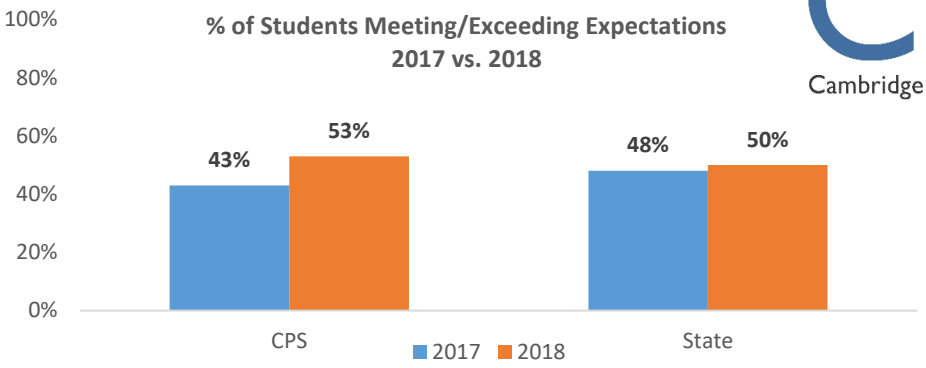
Growth by Student Group	Very Low Growth	Low Growth	Expected Growth	High Growth	Very High Growth
Female			•		
Male			•		
White				•	
Multi-Race, Non-Hisp./Lat.			•		
Hispanic/Latino			•		
Asian			•		
African Amer./Black			•		
Non-Economically Dis.			•		
Economically Dis.			•		
EL and Former EL			n/a		
Students with Disabilities			•		

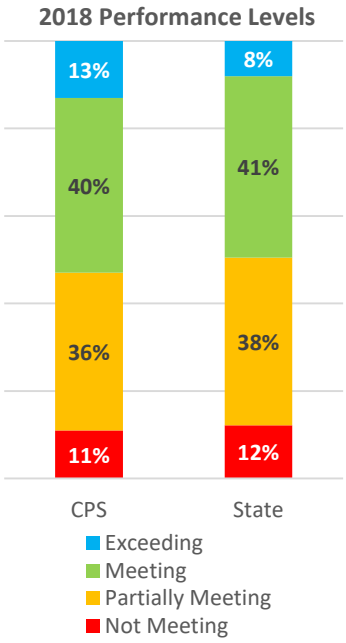
2018 GRADE 8 MATH MCAS RESULTS

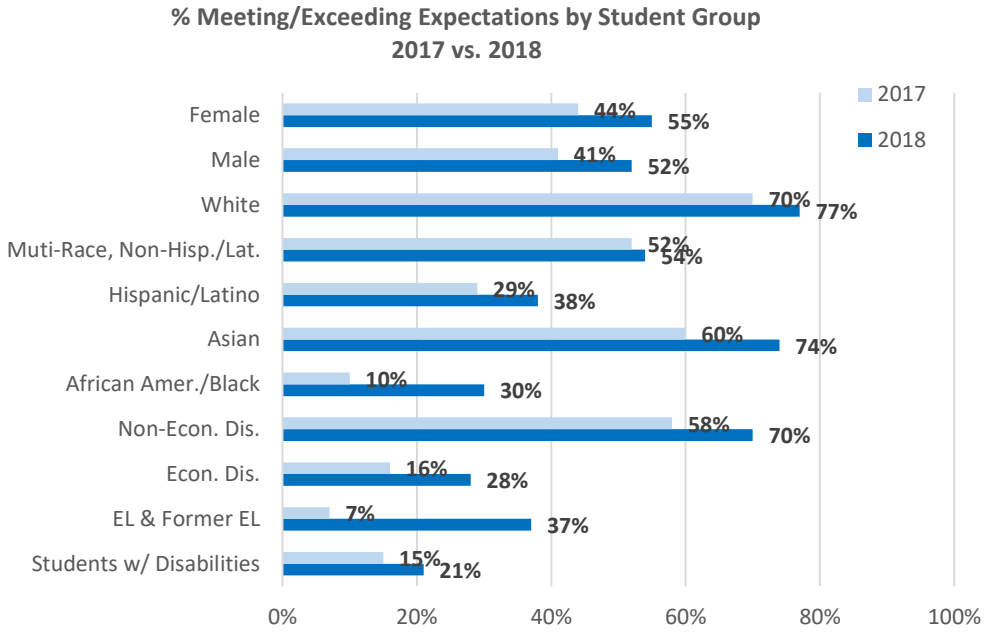
Cambridge Public Schools

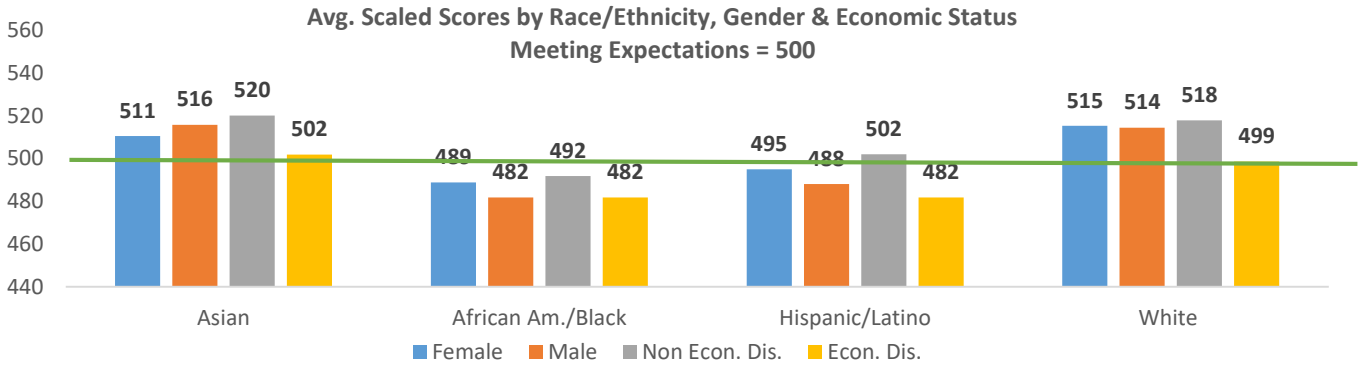
53%

MET/EXCEEDED EXPECTATIONS









STUDENT GROWTH PERCENTILE (SGP)

53.2

***EXPECTED* GROWTH**

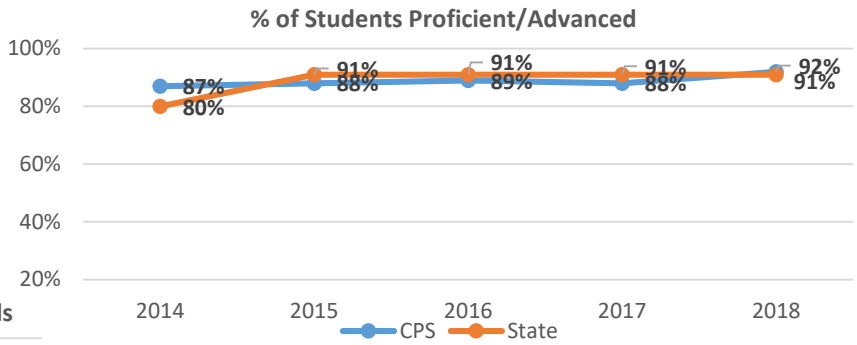
Growth by Student Group	Very Low Growth	Low Growth	Expected Growth	High Growth	Very High Growth
Female			•		
Male			•		
White			•		
Multi-Race, Non-Hisp./Lat.			•		
Hispanic/Latino			•		
Asian			•		
African Amer./Black			•		
Non-Economically Dis.			•		
Economically Dis.			•		
EL and Former EL			n/a		
Students with Disabilities			•		

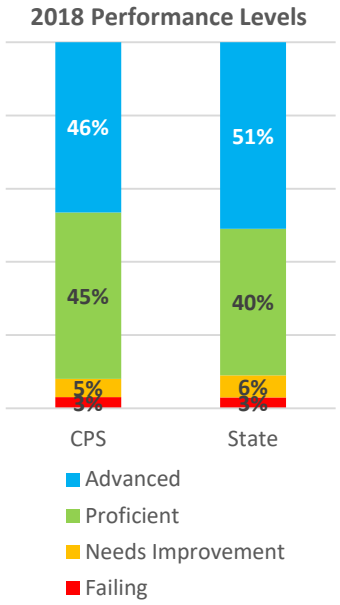
2018 GRADE 10 ELA MCAS RESULTS

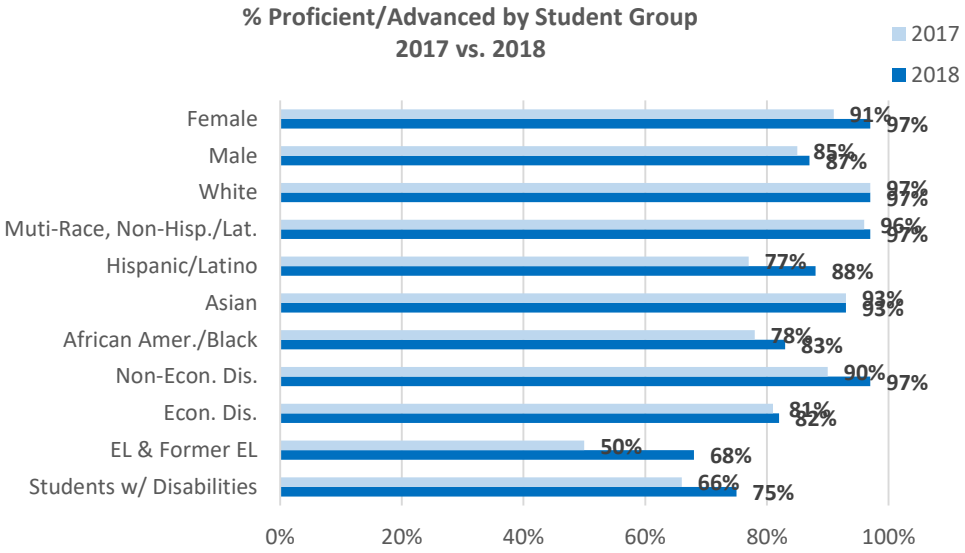
Cambridge Public Schools

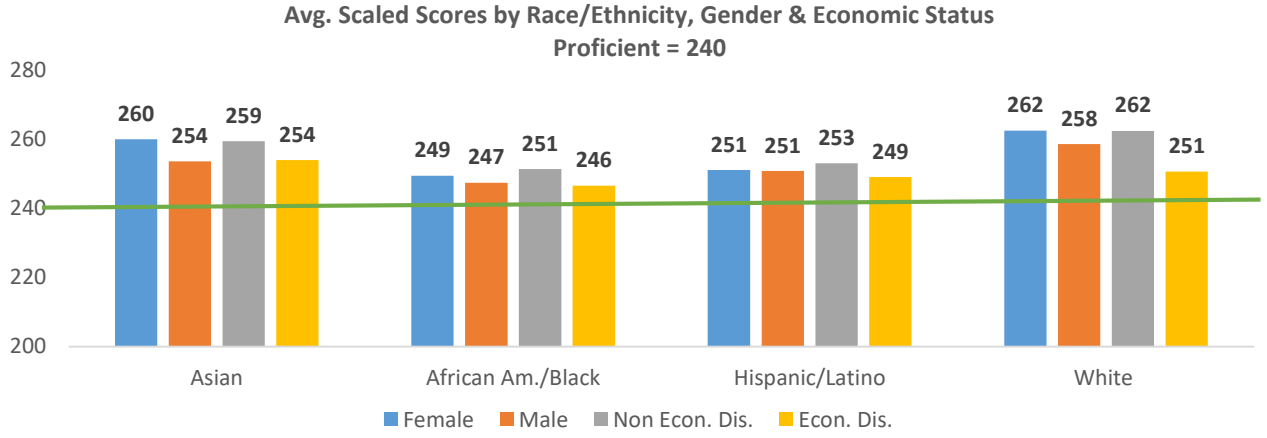
92%

PROFICIENT/ ADVANCED









STUDENT GROWTH PERCENTILE (SGP)

41.0

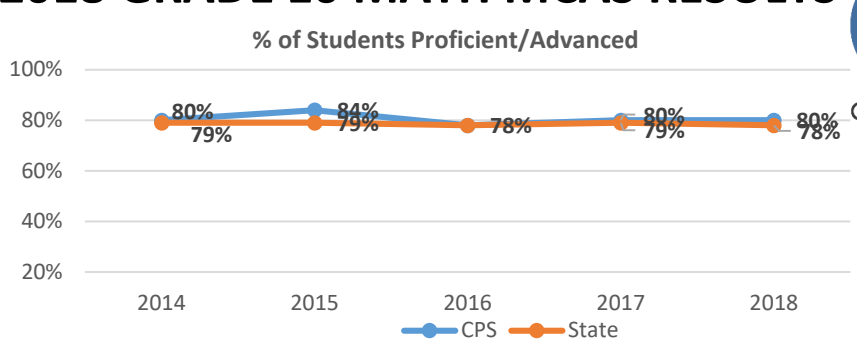
***EXPECTED* GROWTH**

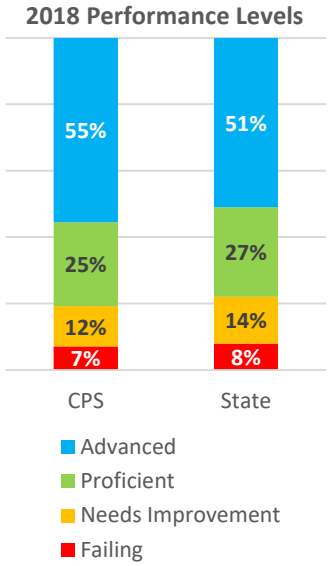
Growth by Student Group	Very Low Growth	Low Growth	Expected Growth	High Growth	Very High Growth
Female			•		
Male			•		
White			•		
Multi-Race, Non-Hisp./Lat.			•		
Hispanic/Latino		•			
Asian			•		
African Amer./Black		•			
Non-Economically Dis.			•		
Economically Dis.		•			
EL and Former EL					
Students with Disabilities			•		

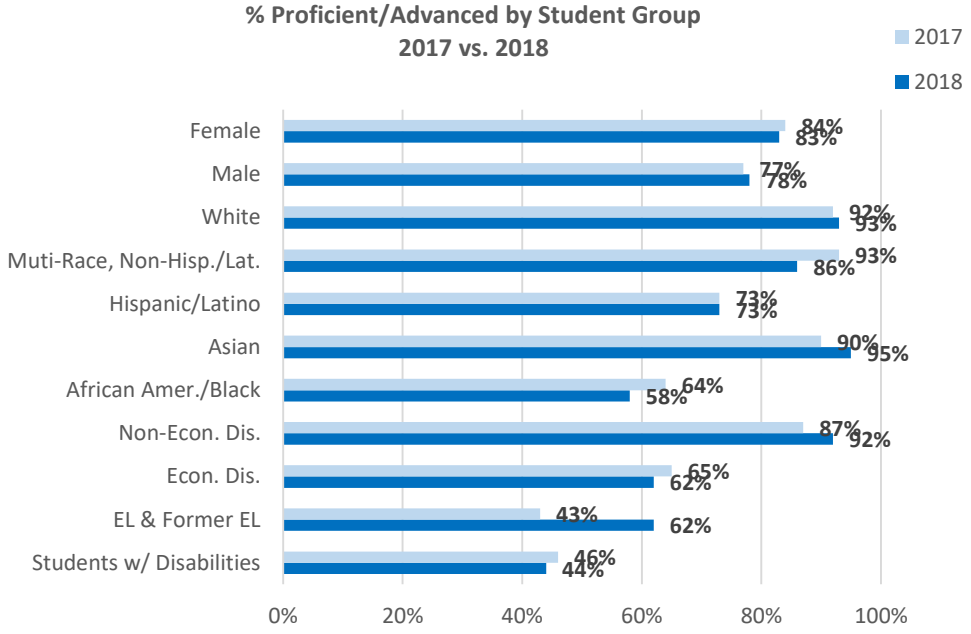
2018 GRADE 10 MATH MCAS RESULTS

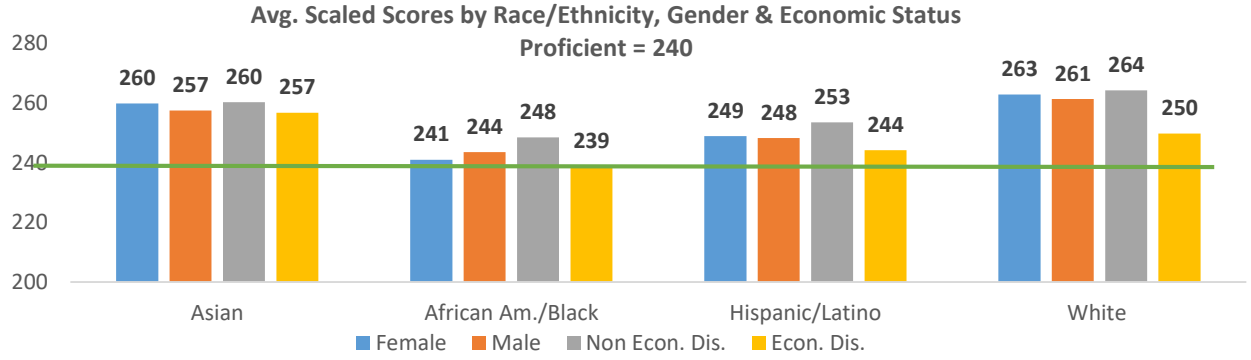
80%

PROFICIENT/ ADVANCED









STUDENT GROWTH PERCENTILE (SGP)

55.5

***EXPECTED* GROWTH**

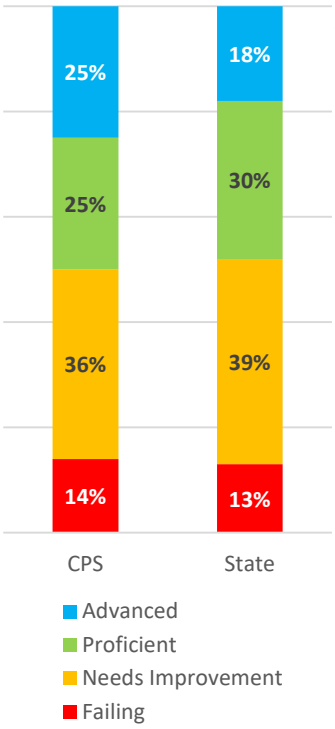
Growth by Student Group	Very Low Growth	Low Growth	Expected Growth	High Growth	Very High Growth
Female			•		
Male			•		
White			•		
Multi-Race, Non-Hisp./Lat.			•		
Hispanic/Latino			•		
Asian			•		
African Amer./Black			•		
Non-Economically Dis.			•		
Economically Dis.			•		
EL and Former EL			n/a		
Students with Disabilities			•		

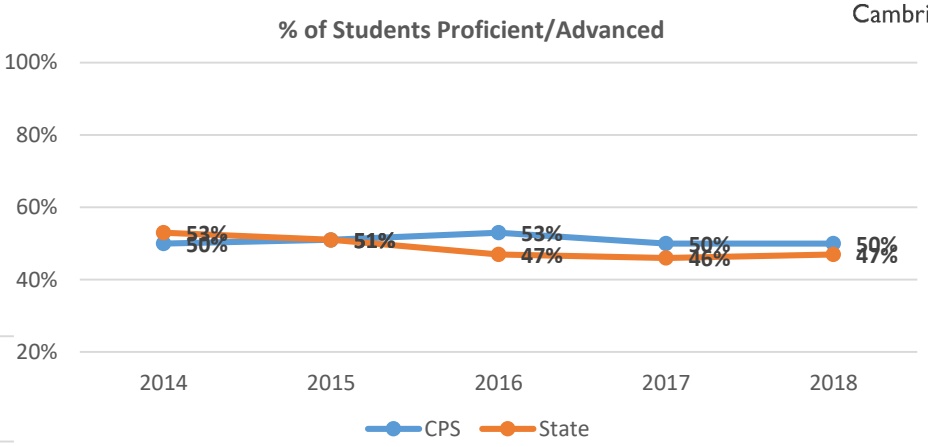
2018 GRADE 5 SCIENCE, TECHNOLOGY & ENGINEERING (STE) MCAS RESULTS

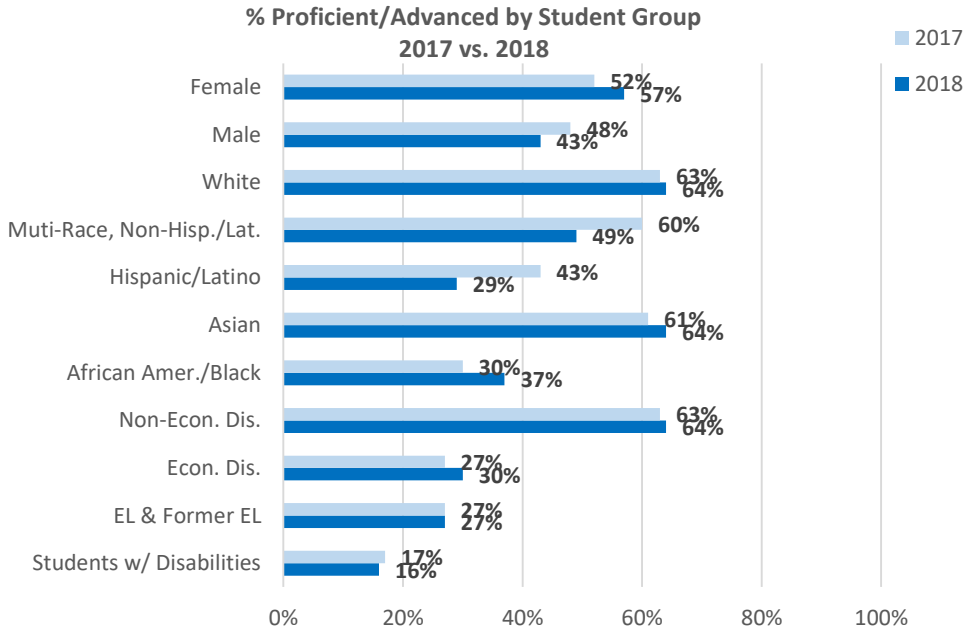
Cambridge Public Schools

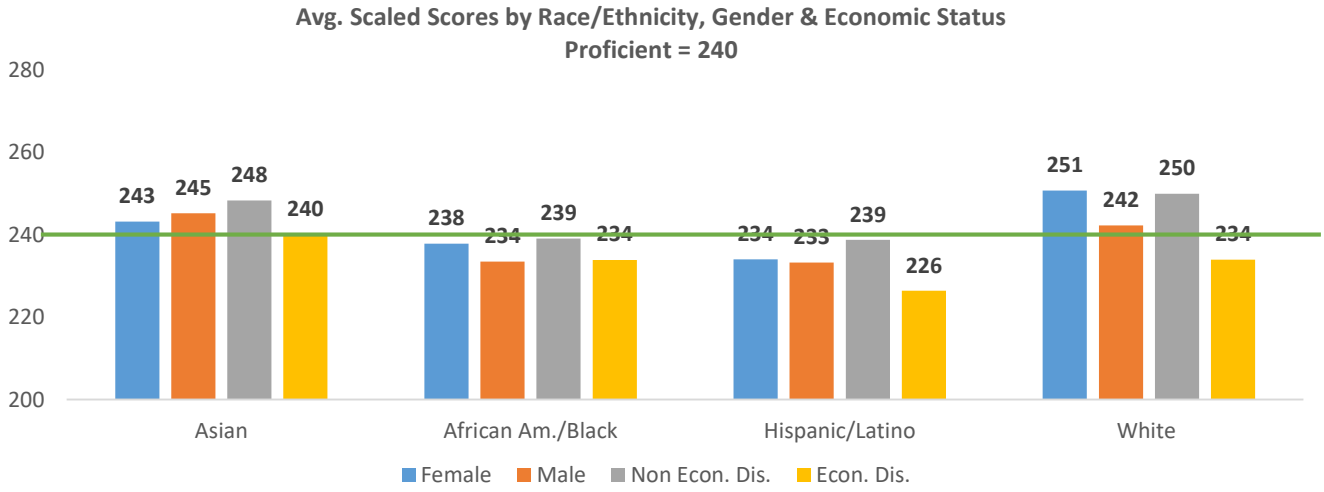
50%

PROFICIENT/ ADVANCED







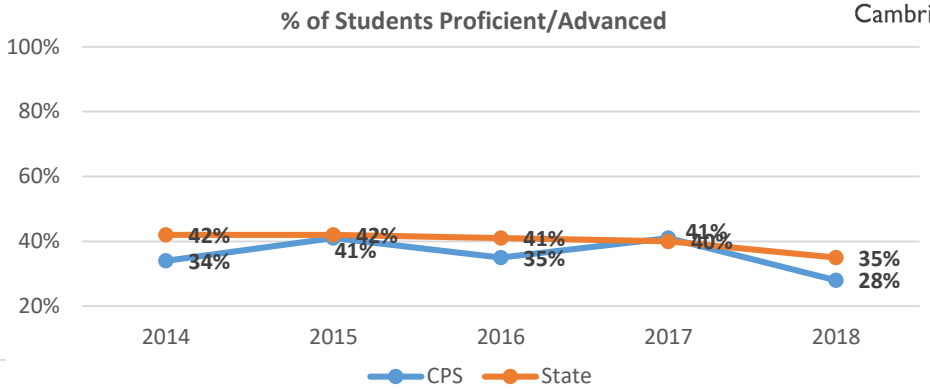


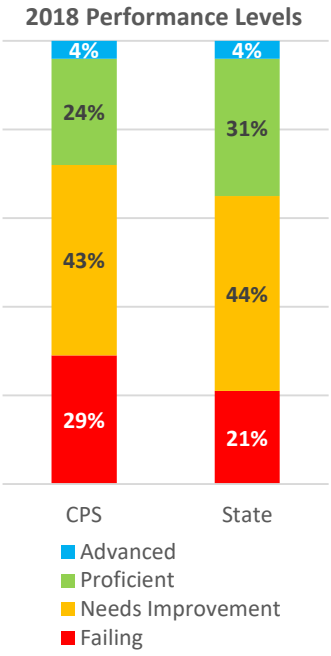
2018 GRADE 8 SCIENCE, TECHNOLOGY & ENGINEERING (STE) MCAS RESULTS

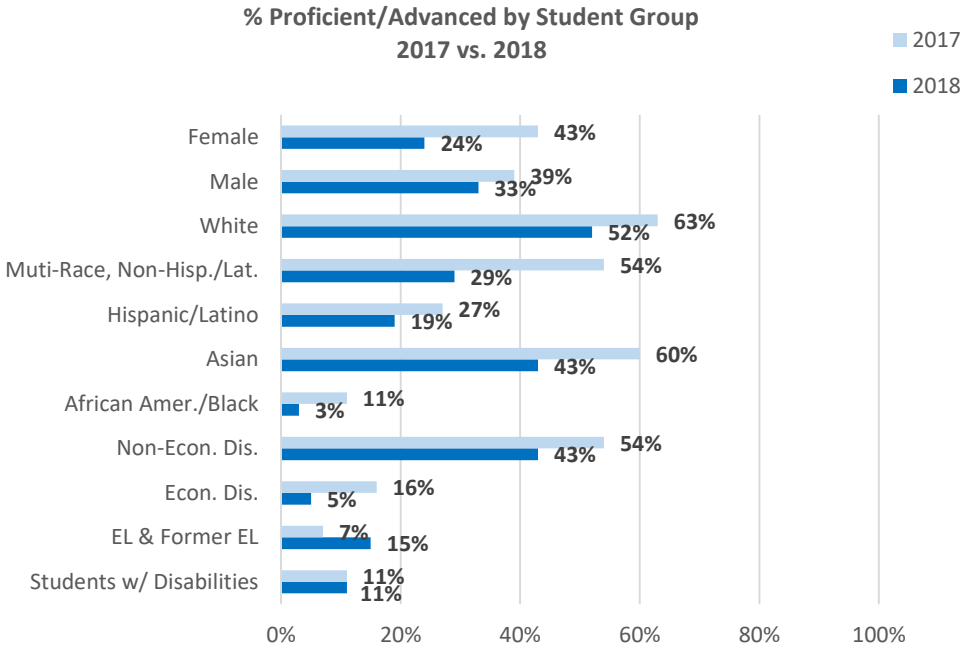
Cambridge Public Schools

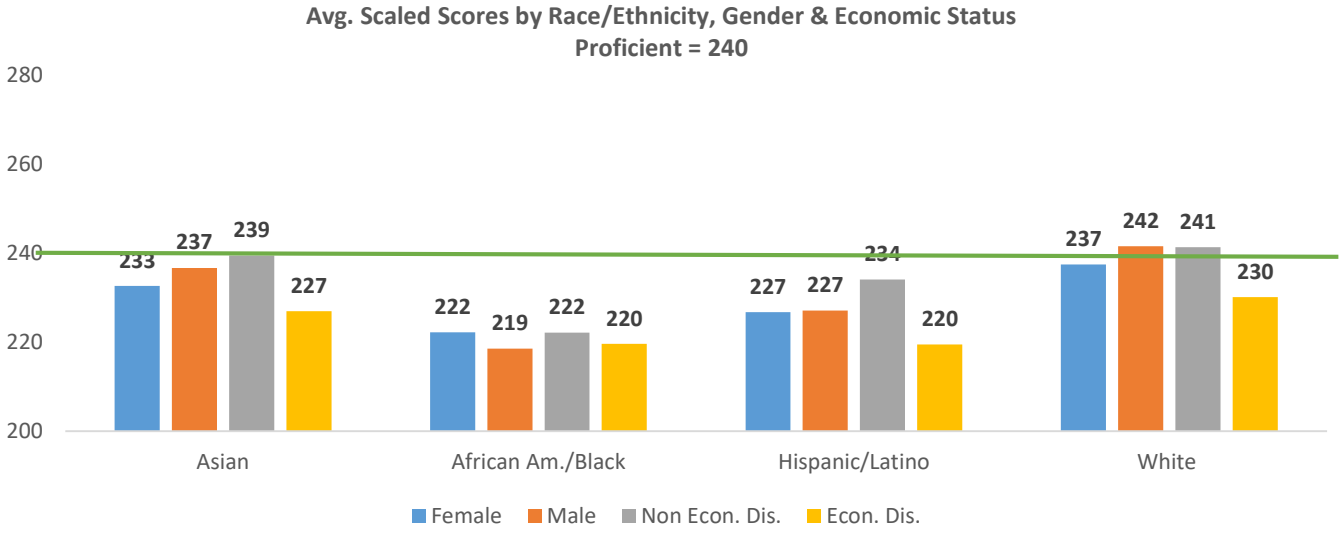
28%

PROFICIENT/ ADVANCED







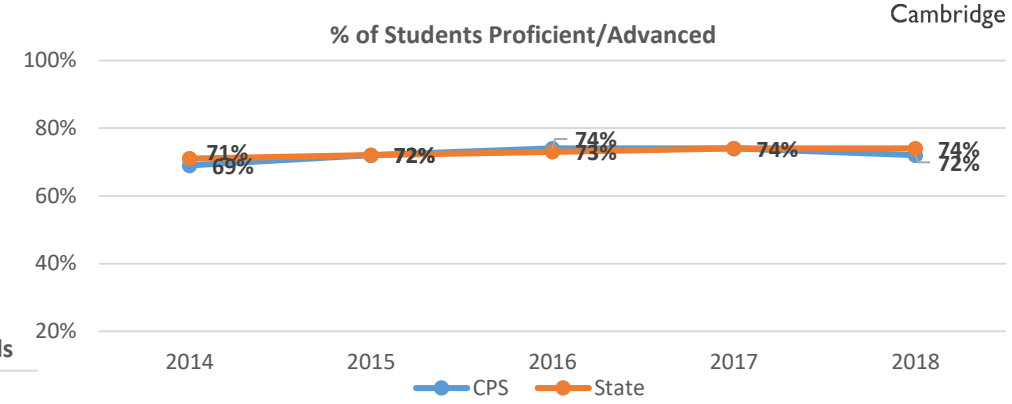


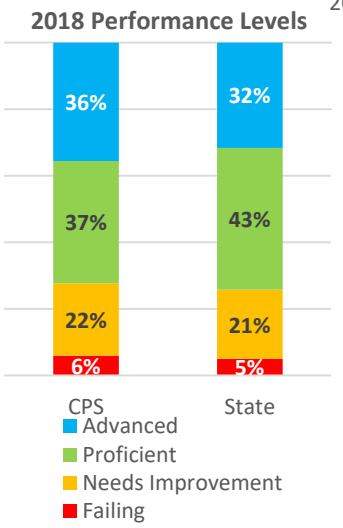
2018 HIGH SCHOOL SCIENCE, TECHNOLOGY & ENGINEERING (STE) MCAS RESULTS

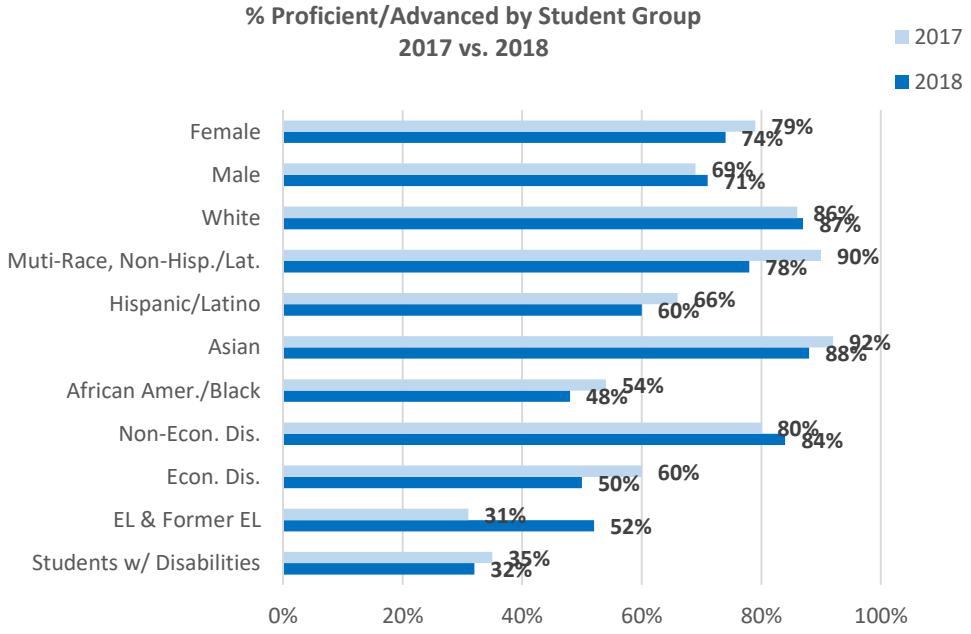
Cambridge Public Schools

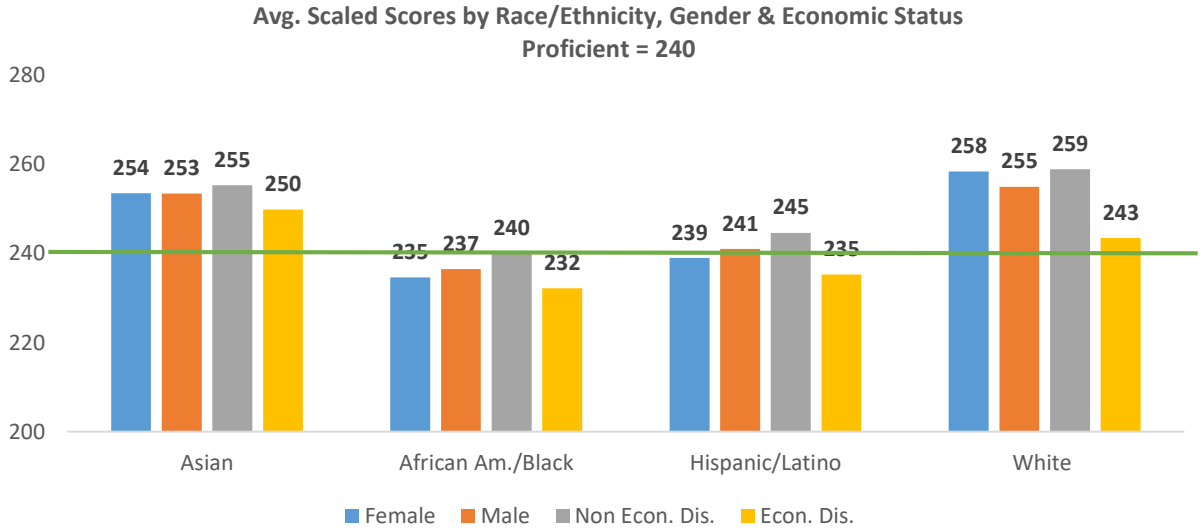
72%

PROFICIENT/ ADVANCED









2018 Enrollment & Demographic Data[1]

	Grade Span	Enrollment	First Language Not English	English Language Learner	Students with Disabilities	High Needs[2]	Economically Disadvantaged[3]
Amigos	JK-8	397	36%	6%	13%	32%	19%
Baldwin	JK-5	364	18%	4%	20%	34%	21%
Cambridgeport	JK-5	342	16%	5%	18%	42%	28%
Fletcher Maynard Academy	JK-5	296	23%	6%	29%	61%	45%
Graham & Parks	JK-5	362	48%	32%	17%	60%	26%
Haggerty	JK-5	257	32%	10%	20%	43%	27%
Kennedy-Longfellow	JK-5	293	42%	27%	17%	66%	40%
King	JK-5	328	27%	5%	13%	34%	25%
King Open	JK-5	329	24%	8%	26%	48%	30%
Morse	JK-5	306	24%	10%	28%	50%	33%
Peabody	JK-5	323	22%	6%	23%	45%	25%
Tobin	JK-5	293	31%	4%	19%	41%	25%
Cambridge Street Upper	6-8	248	24%	2%	32%	58%	42%
Putnam Avenue Upper	6-8	263	23%	2%	29%	58%	45%
Rindge Avenue Upper	6-8	267	18%	2%	27%	42%	27%
Vassal Lane Upper	6-8	281	36%	13%	21%	53%	31%
Cambridge Rindge & Latin	9-12	1,965	26%	6%	18%	43%	30%
District	**JK-12**	**6,914**	**27%**	**8%**	**22%**	**47%**	**30%**

	African-American/Black	Asian	Hispanic	White	Multi-Race, Non-Hispanic
Amigos	5%	4%	44%	39%	9%
Baldwin	15%	10%	12%	53%	11%
Cambridgeport	20%	9%	8%	52%	11%
Fletcher Maynard Academy	49%	8%	16%	20%	7%
Graham & Parks	19%	20%	4%	52%	5%
Haggerty	21%	16%	7%	45%	11%
Kennedy-Longfellow	20%	24%	17%	30%	8%
King	24%	22%	6%	30%	18%
King Open	20%	11%	16%	44%	9%
Morse	23%	12%	12%	42%	11%
Peabody	24%	13%	7%	50%	7%
Tobin	26%	15%	9%	39%	10%
Cambridge Street Upper	28%	7%	22%	34%	9%
Putnam Avenue Upper	35%	11%	18%	26%	10%
Rindge Avenue Upper	29%	10%	8%	45%	8%
Vassal Lane Upper	26%	16%	9%	43%	7%
Cambridge Rindge & Latin	30%	12%	14%	38%	6%
District	**25%**	**12%**	**14%**	**40%**	**8%**

[1] Only 0.3% of CPS students are Native American and 0.2% are Native Hawaiian/Pacific Islander, so we did not represent the school-level breakdown of these two student groups given how small the Ns are in schools.

[2] High Needs: A student is high needs if he or she is designated as economically disadvantaged, or EL, or former EL, or a student with disabilities.

[3] Economically Disadvantaged: Calculated based on a student's participation in one or more of the following state-administered programs: the Supplemental Nutrition Assistance Program (SNAP); the Transitional Assistance for Families with Dependent Children (TAFDC); the Department of Children and Families' (DCF) foster care program; and MassHealth (Medicaid).

2018 ENGLISH LANGUAGE ARTS (ELA) MCAS: % OF STUDENTS MEETING/EXCEEDING EXPECTATIONS

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All	OVERALL GROWTH
Amigos	61%	56%	74%	74%	86%	75%	70%	Expected
Baldwin	63%	70%	64%				65%	Expected
Cambridgeport	77%	60%	76%				71%	Expected
Fletcher Maynard Academy	55%	58%	44%				52%	Expected
Graham & Parks	74%	41%	45%				53%	Expected
Haggerty	61%	55%	66%				60%	Expected
Kennedy-Longfellow	33%	35%	32%				33%	Expected
King	79%	85%	76%				80%	High
King Open	44%	57%	65%				56%	Expected
Morse	41%	70%	58%				55%	Expected
Peabody	81%	89%	51%				73%	Expected
Tobin	88%	72%	88%				83%	High
Cambridge Street Upper				55%	62%	42%	52%	Expected
Putnam Avenue Upper				49%	58%	44%	50%	Expected
Rindge Avenue Upper				61%	64%	71%	65%	Expected
Vassal Lane Upper				60%	71%	66%	66%	Expected

2018 MATHEMATICS MCAS: % OF STUDENTS MEETING/EXCEEDING EXPECTATIONS

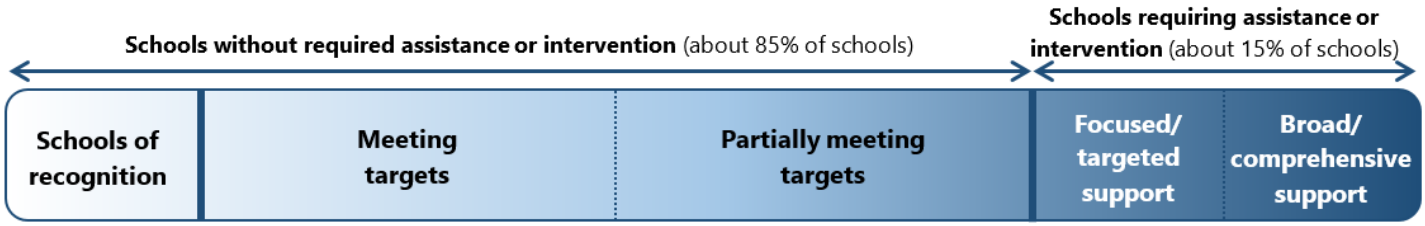
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All	OVERALL GROWTH
Amigos	45%	39%	68%	71%	83%	71%	62%	Expected
Baldwin	65%	60%	55%				60%	Expected
Cambridgeport	57%	45%	53%				52%	Expected
Fletcher Maynard Academy	55%	39%	47%				47%	Expected
Graham & Parks	74%	30%	43%				49%	Low
Haggerty	73%	45%	38%				53%	Expected
Kennedy-Longfellow	40%	33%	14%				30%	Expected
King	60%	76%	54%				63%	Low
King Open	38%	47%	55%				46%	Expected
Morse	38%	59%	53%				50%	High
Peabody	69%	77%	51%				66%	Expected
Tobin	75%	56%	58%				64%	Expected
Cambridge Street Upper				41%	40%	29%	36%	Expected
Putnam Avenue Upper				37%	35%	41%	38%	Expected
Rindge Avenue Upper				49%	66%	71%	62%	Expected
Vassal Lane Upper				56%	76%	75%	69%	High

2018 SCIENCE, TECHNOLOGY & ENGINEERING (STE) MCAS: % OF STUDENTS PROFICIENT/ADVANCED

	Grade 5	Grade 8
Amigos	68%	67%
Baldwin	55%	
Cambridgeport	53%	
Fletcher Maynard Academy	47%	
Graham & Parks	45%	
Haggerty	34%	
Kennedy-Longfellow	18%	
King	62%	
King Open	48%	
Morse	53%	
Peabody	53%	
Tobin	58%	
Cambridge Street Upper		14%
Putnam Avenue Upper		24%
Rindge Avenue Upper		39%
Vassal Lane Upper		30%

2018 DISTRICT & SCHOOL ACCOUNTABILITY

All Massachusetts public schools and districts with sufficient data are classified into one of two categories: schools and districts that require assistance or intervention, and schools and districts that do not require assistance or intervention. Accountability data include information on each district and school's performance against improvement targets, as well as information about each school's overall performance compared to other schools in the state. Accountability results answer two questions: *How is the school doing? and What kind of support does the school need?*



Indicators are included in the accountably system that provide more information about school performance and student opportunity:

- ✓ Achievement
- ✓ Student progress or growth
- ✓ High school completion
- ✓ Progress towards English proficiency for English learners
- ✓ Chronic absenteeism
- ✓ Advanced coursework completion

The new accountability system also focuses on improving outcomes of a school's lowest performing 25% of students. Schools are held accountable for the achievement and progress of all students as well as the lowest performing 25%. To read more about this system, please go to: http://www.doe.mass.edu/accountability/.

2018 District Accountability Status: *Not Requiring Assistance or Intervention*
Reason for Classification: *Partially Meeting Targets (65%)*

	Accountability Classification	Reason for Classification	Progress toward Improvement Targets	Accountability Percentile
Amigos	Not requiring assistance/intervention	Partially Meeting Targets	41%	72
Baldwin	Not requiring assistance/intervention	Partially Meeting Targets	72%	69
Cambridgeport	Not requiring assistance/intervention	Partially Meeting Targets	65%	69
Fletcher Maynard	Not requiring assistance/intervention	Partially Meeting Targets	64%	43
Graham & Parks	Not requiring assistance/intervention	Partially Meeting Targets	74%	44
Haggerty	Not requiring assistance/intervention	Meeting Targets	80%	55
Kennedy-Longfellow	Not requiring assistance/intervention	Partially Meeting Targets	58%	18
King	Not requiring assistance/intervention	Partially Meeting Targets	60%	77
King Open	Not requiring assistance/intervention	Partially Meeting Targets	66%	56
Morse	Not requiring assistance/intervention	Meeting Targets	79%	68
Peabody	Not requiring assistance/intervention	Meeting Targets	91%	84
Tobin	Not requiring assistance/intervention	Partially Meeting Targets	63%	84
Cambridge Street Upper	Not requiring assistance/intervention	Partially Meeting Targets	54%	30
Putnam Avenue Upper	Not requiring assistance/intervention	Partially Meeting Targets	69%	32
Rindge Avenue Upper	Not requiring assistance/intervention	Partially Meeting Targets	39%	64
Vassal Lane Upper	Not requiring assistance/intervention	Meeting Targets	79%	72
Cambridge Rindge & Latin	Not requiring assistance/intervention	Partially Meeting Targets	48%	41