

# SPRING 2019 MCAS REPORT

PREPARED FALL 2019



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 demographic groups are progressing relative to all students, as well as to provide information about curricular gaps and professional learning needs.

In Spring 2019, students in grades 3-8 and grade 10 in all public schools across Massachusetts participated in Mathematics and English Language Arts (ELA) "Next Generation" MCAS testing. Students in grades 5 and 8 also participated in Next Generation MCAS in Science, Technology & Engineering (STE), while high school students across the state continued to be tested in the legacy MCAS in 2019 in STE only. Next Generation MCAS is a relatively new test, first introduced in 2017, reflecting higher standards and expectations for students and is 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, Cambridge Public Schools continues to make 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 opportunity gaps that exist within our community.

## 2019 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, 2018 and 2019 for grades 3-8 ELA and math cannot be compared to prior year MCAS scores for students, schools or districts. Scores from 2019 in grade 10 ELA and math and grades 5 and 8 STE cannot be compared to prior years, as 2019 marks the new baseline for these grades and subjects.

Performance Level (Scaled Score Range)	Description [from MCAS Parent/Guardian Reports]
Exceeding Expectations (530-560)	A student who performed at this level exceeded grade-level expectations by demonstrating mastery of the subject matter.
Meeting Expectations (500-529)	A student who performed at this level met grade-level expectations and is academically on track to succeed in the current grade in this subject.
Partially Meeting Expectations (470-499)	A student who performed at this level partially met grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should consider whether the student needs additional academic assistance to succeed in this subject.
Not Meeting Expectations (440-469)	A student who performed at this level did not meet grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should determine the coordinated academic assistance and/or additional instruction the student needs to succeed in this subject.

## 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 Moderate Growth), rather than the absolute numbers. Beginning in 2018, SGPs are reported as means (average value), rather than median (middle value).

Student Growth Values	Growth Range
Very High Growth	80-99
High Growth	60-79
Moderate Growth	40-59
Low Growth	20-39
Very Low Growth	1-19

## Achievement Percentiles

With Next Generation MCAS, the state began publishing achievement percentiles for schools. Achievement percentiles compare the scaled scores of a school or demographic group within a school to the average scaled scores of the school or demographic group statewide and places the school or group in a percentile rank to show relative achievement. Since the main focus of this report is on district-level performance, we do not include achievement percentiles, but they are publicly available on the state's website: <http://profiles.doe.mass.edu/>.

## Accountability

In 2018, the state released a new accountability system that factored in achievement and growth for all students *and* our lowest performing students, English learners' progress toward proficiency, rates of chronic absenteeism, as well as high school completion rates and advanced coursework completion rates at the high school. In 2019, the Massachusetts Department of Elementary & Secondary Education (DESE) rated the Cambridge Public Schools as making "Substantial Progress toward Targets." The district and all schools are labeled "Not Requiring Assistance or Intervention," with the exception of Cambridgeport School, which did not meet MCAS participation thresholds in 2019 given that many families opted their students out of taking the MCAS. Schools not meeting the state's MCAS participation requirements are automatically classified as "Requiring Assistance/Intervention" regardless of their actual performance.

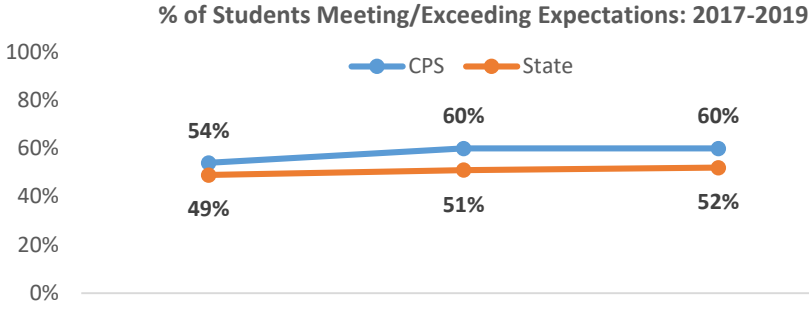
## Data Sources

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, disability and economic status. School and district profiles can be found at <http://profiles.doe.mass.edu/>.

# 2019 GRADES 3-8 ELA MCAS

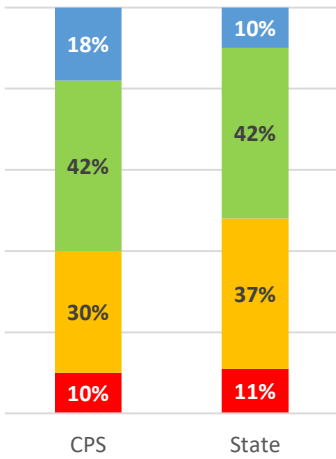


**60%**  
**MET/EXCEEDED EXPECTATIONS**  
 Avg. Scaled Score: 507.0



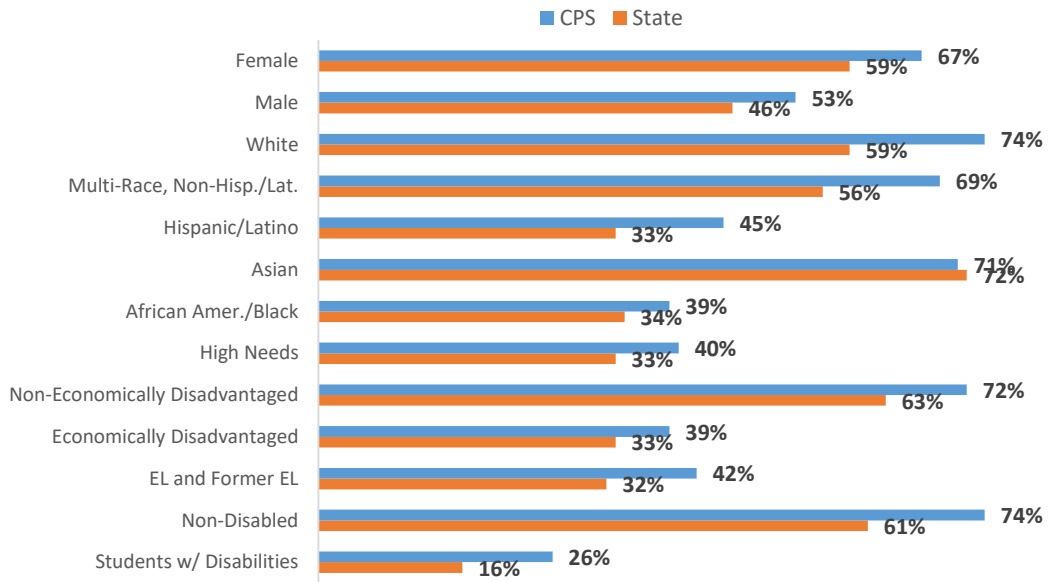
2019 CPS/State Difference: +8pts.  
 2017-2019 CPS Change: +6pts.

**2019 Performance Levels**

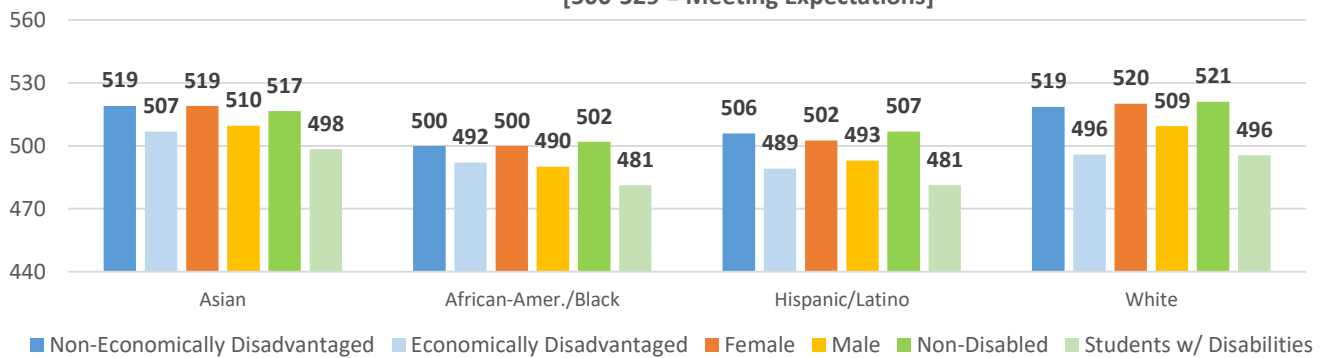


■ Exceeding Expectations  
 ■ Meeting Expectations  
 ■ Partially Meeting Expectations  
 ■ Not Meeting Expectations

**% of Students Meeting/Exceeding Expectations by Demographic Group: 2019**



**Avg. Scaled Scores by Race/Ethnicity, Economic Status, Gender & Disability Status**  
 [500-529 = Meeting Expectations]



**STUDENT GROWTH PERCENTILE (SGP)**  
**51.2**  
**MODERATE GROWTH**

Growth by Student Group	Very Low Growth	Low Growth	Moderate 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			•		

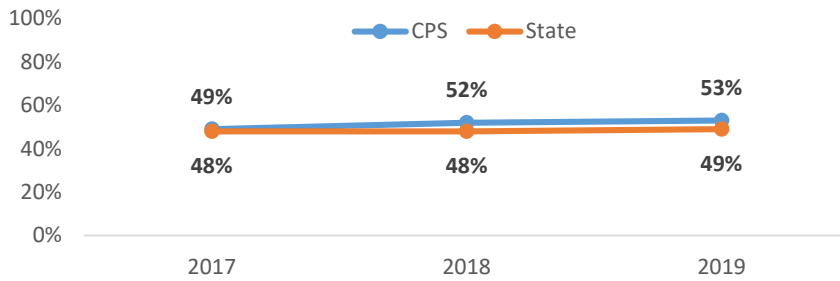
# 2019 GRADES 3-8 MATH MCAS



# 53%

**MET/EXCEEDED EXPECTATIONS**  
Avg. Scaled Score: 502.1

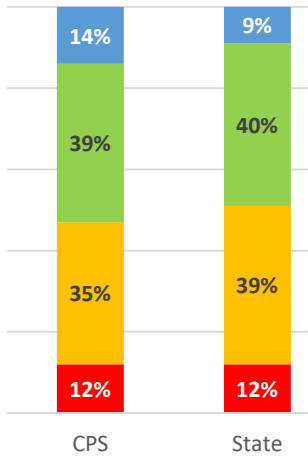
% of Students Meeting/Exceeding Expectations: 2017-2019



2019 CPS/State Difference: +4pts.

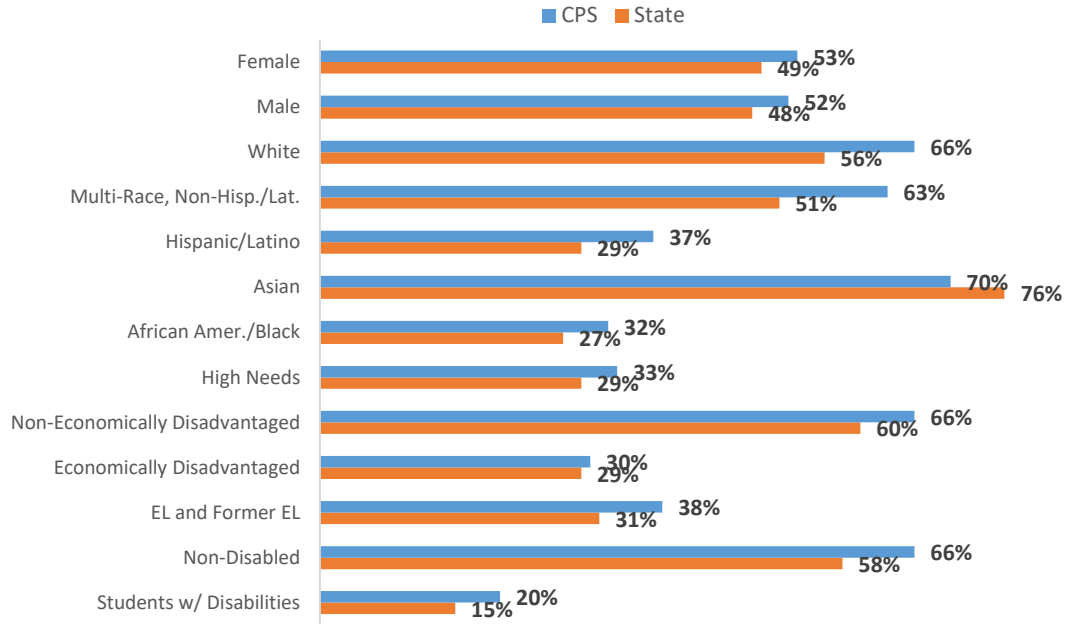
2017-2019 CPS Change: +4pts.

2019 Performance Levels

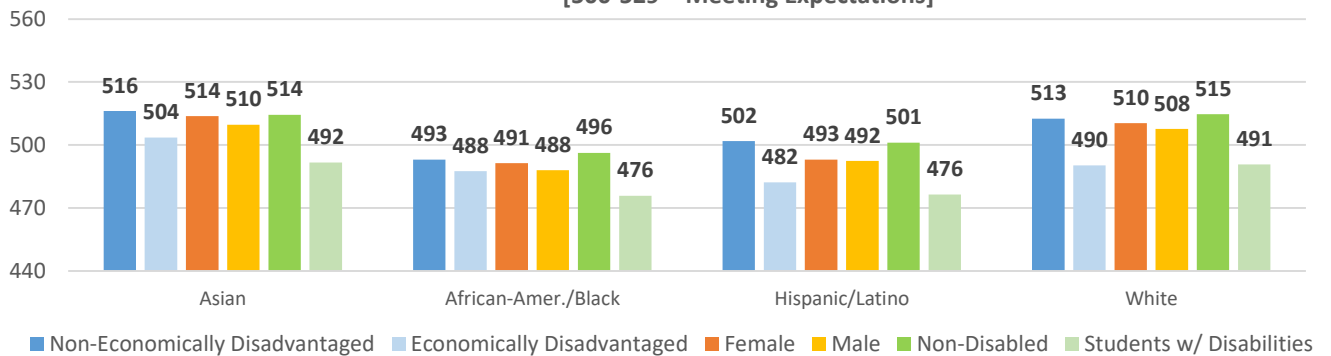


- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

% of Students Meeting/Exceeding Expectations by Demographic Group: 2019



Avg. Scaled Scores by Race/Ethnicity, Economic Status, Gender & Disability Status [500-529 = Meeting Expectations]



**STUDENT GROWTH PERCENTILE (SGP)**

# 49.4

**MODERATE GROWTH**

Growth by Student Group	Very Low Growth	Low Growth	Moderate 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			•		

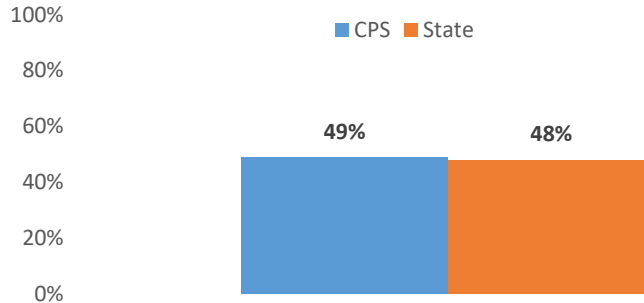
# 2019 GRADES 5 & 8 SCIENCE, TECHNOLOGY & ENGINEERING (STE) MCAS



# 49%

**MET/EXCEEDED EXPECTATIONS**  
Avg. Scaled Score: 501.0

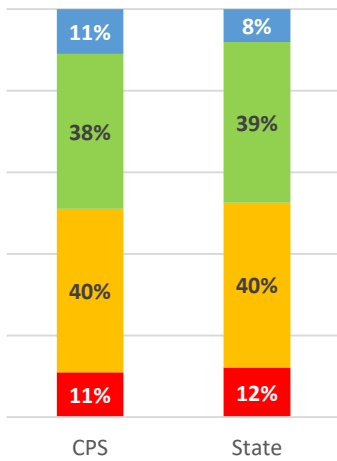
% of Students Meeting/Exceeding Expectations: 2019



2019 CPS/State Difference: +1pt.

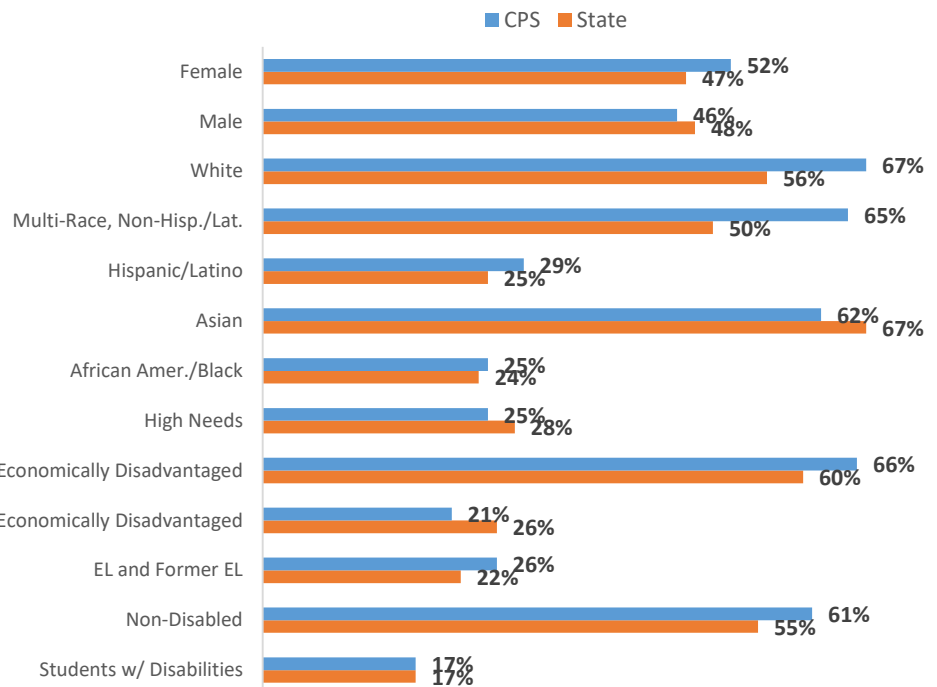
2017-2019 CPS Change: N/A

2019 Performance Levels

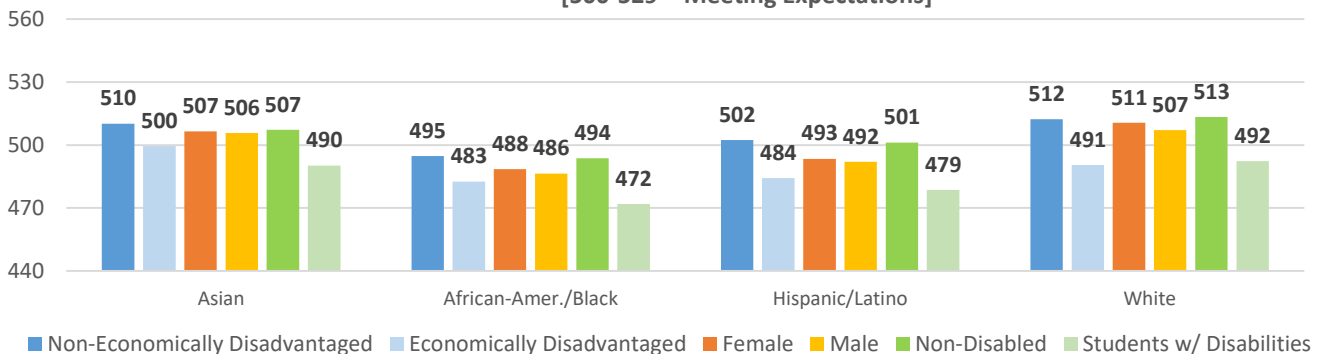


- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

% of Students Meeting/Exceeding Expectations by Demographic Group: 2019



Avg. Scaled Scores by Race/Ethnicity, Economic Status, Gender & Disability Status  
[500-529 = Meeting Expectations]



**DISTRICT OUTCOME**

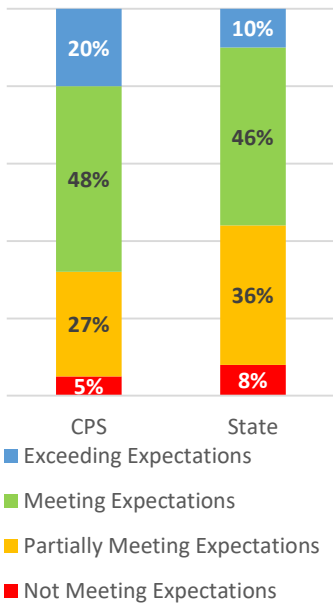
# 2019 GRADE 3 ELA MCAS



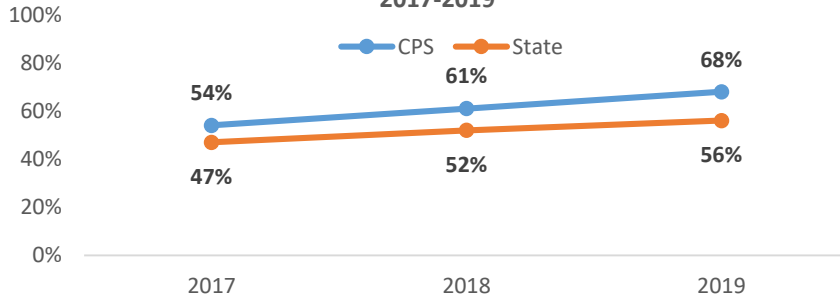
# 68%

**MET/EXCEEDED EXPECTATIONS**  
Avg. Scaled Score: 512.4

**2019 Performance Levels**



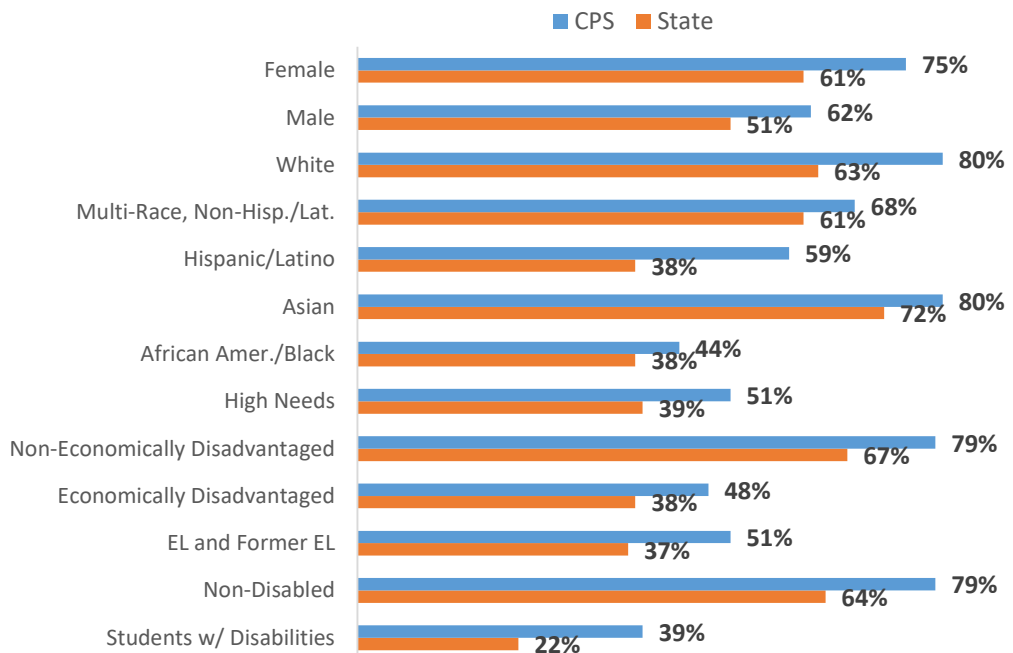
**% of Students Meeting/Exceeding Expectations 2017-2019**



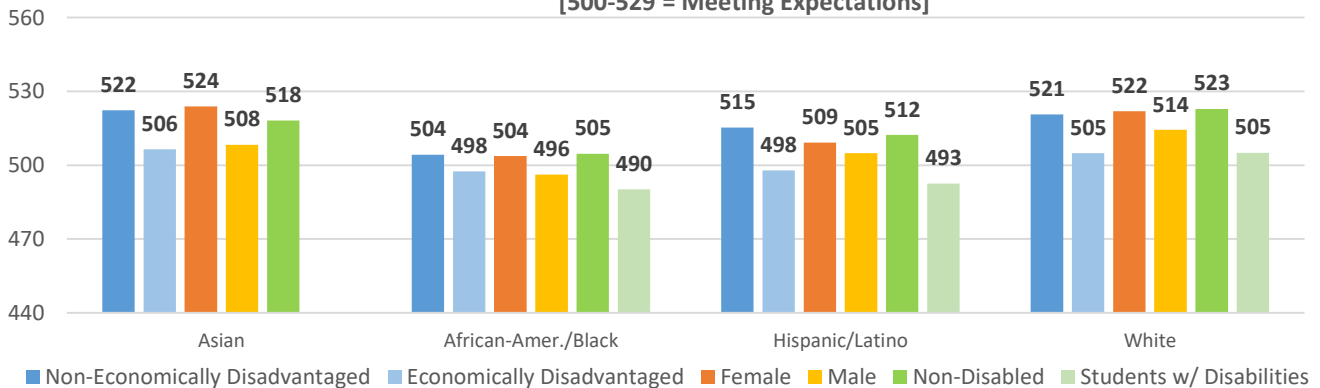
2019 CPS/State Difference: +12pts.

2017-2019 CPS Change: +14pts.

**% of Students Meeting/Exceeding Expectations by Demographic Group: 2019**



**Avg. Scaled Scores by Race/Ethnicity, Economic Status, Gender & Disability Status [500-529 = Meeting Expectations]**

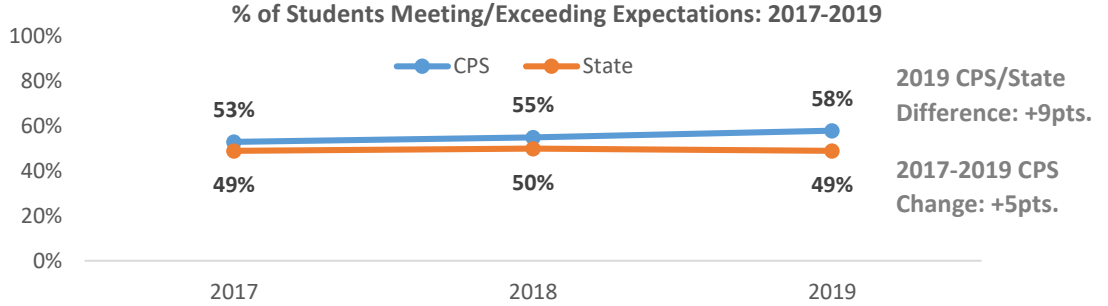


# 2019 GRADE 3 MATH MCAS

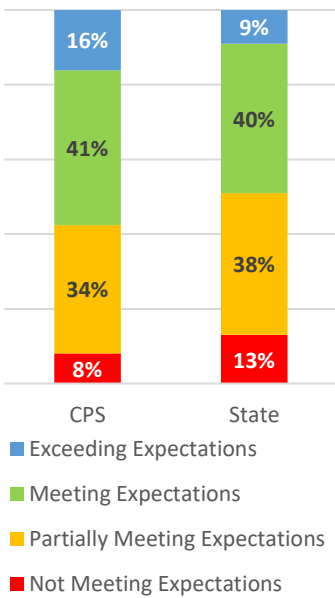


# 58%

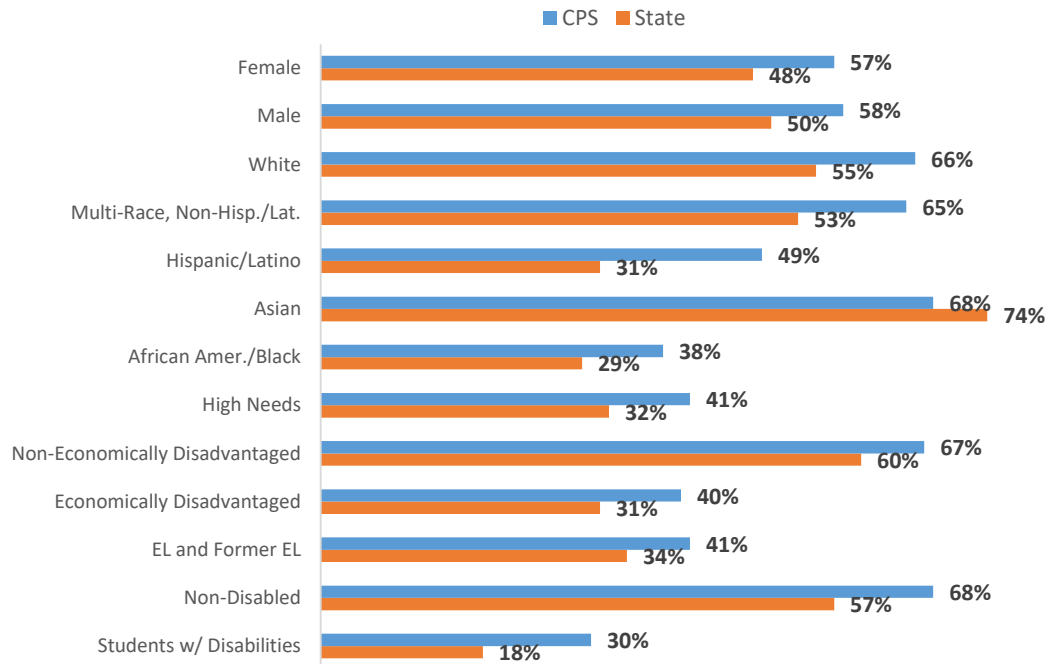
**MET/EXCEEDED EXPECTATIONS**  
Avg. Scaled Score: 505.6



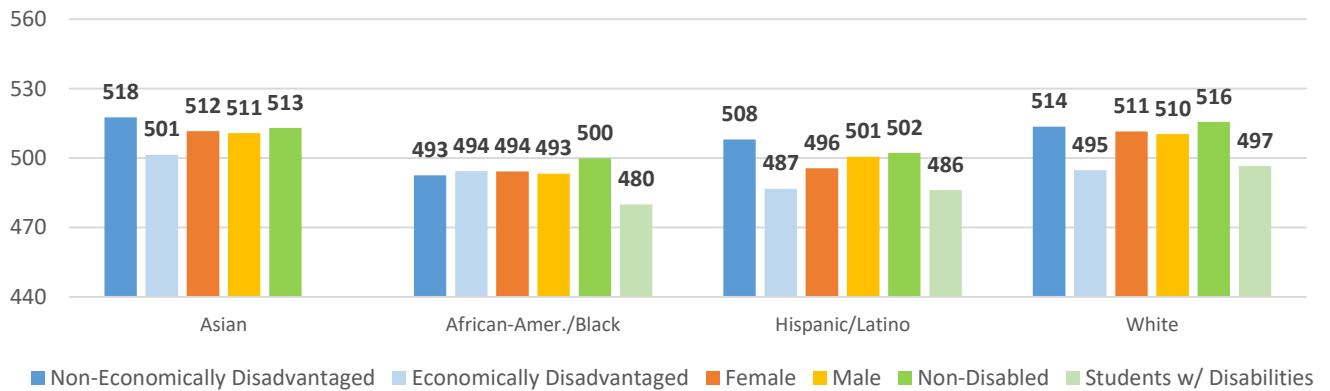
## 2019 Performance Levels



## % of Students Meeting/Exceeding Expectations by Demographic Group: 2019



## Avg. Scaled Scores by Race/Ethnicity, Economic Status, Gender & Disability Status [500-529 = Meeting Expectations]



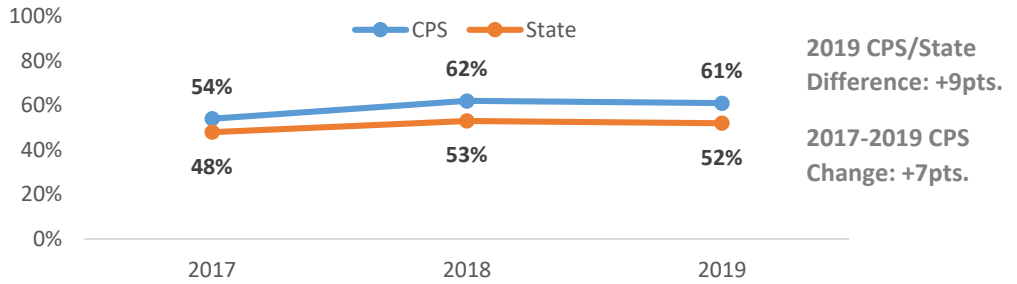
# 2019 GRADE 4 ELA MCAS



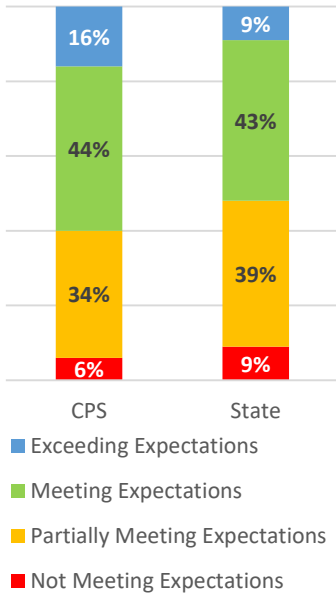
# 61%

**MET/EXCEEDED EXPECTATIONS**  
Avg. Scaled Score: 507.7

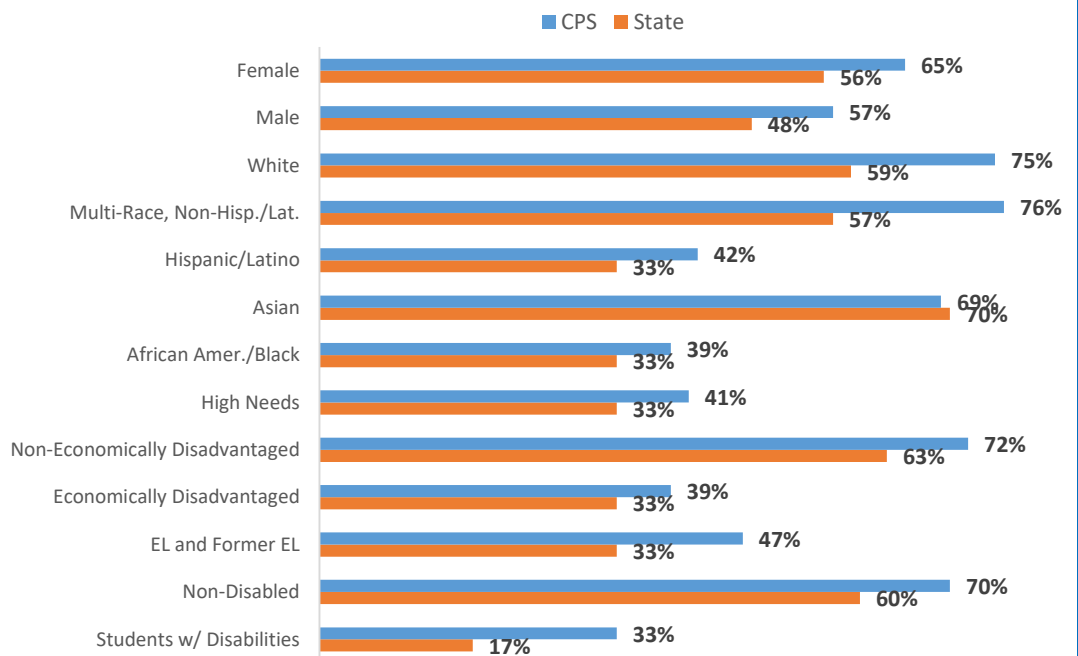
% of Students Meeting/Exceeding Expectations: 2017-2019



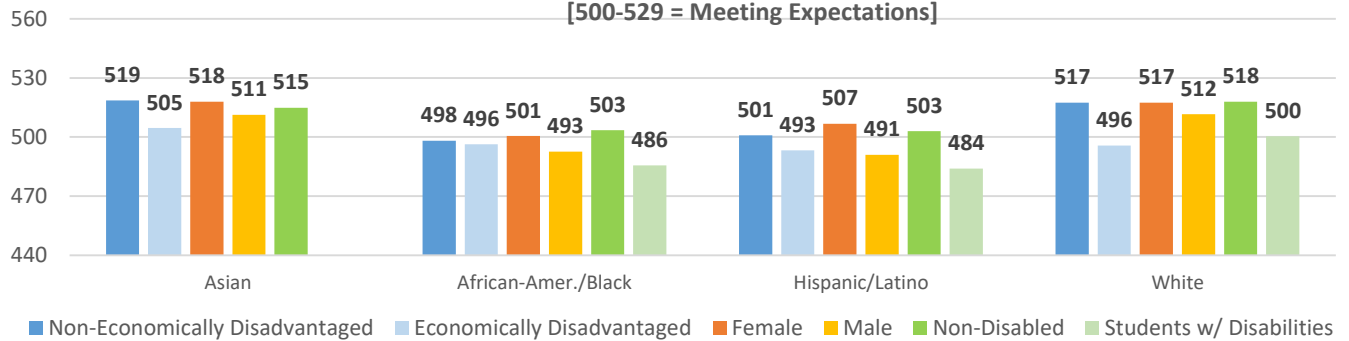
2019 Performance Levels



% of Students Meeting/Exceeding Expectations by Demographic Group: 2019



Avg. Scaled Scores by Race/Ethnicity, Economic Status, Gender & Disability Status  
[500-529 = Meeting Expectations]



**STUDENT GROWTH PERCENTILE (SGP)**

# 50.6

**MODERATE GROWTH**

Growth by Student Group	Very Low Growth	Low Growth	Moderate 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			•		



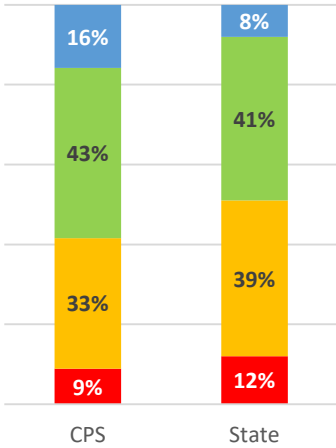
# 2019 GRADE 4 MATH MCAS



# 58%

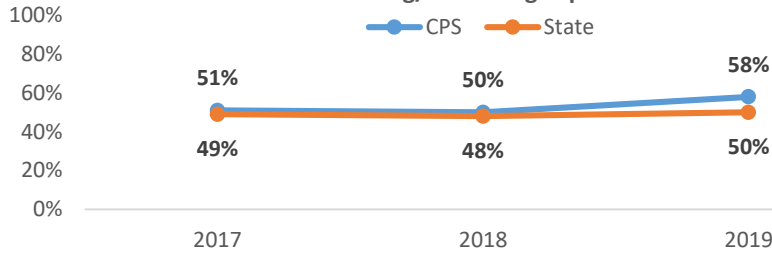
**MET/EXCEEDED EXPECTATIONS**  
Avg. Scaled Score: 504.9

## 2019 Performance Levels



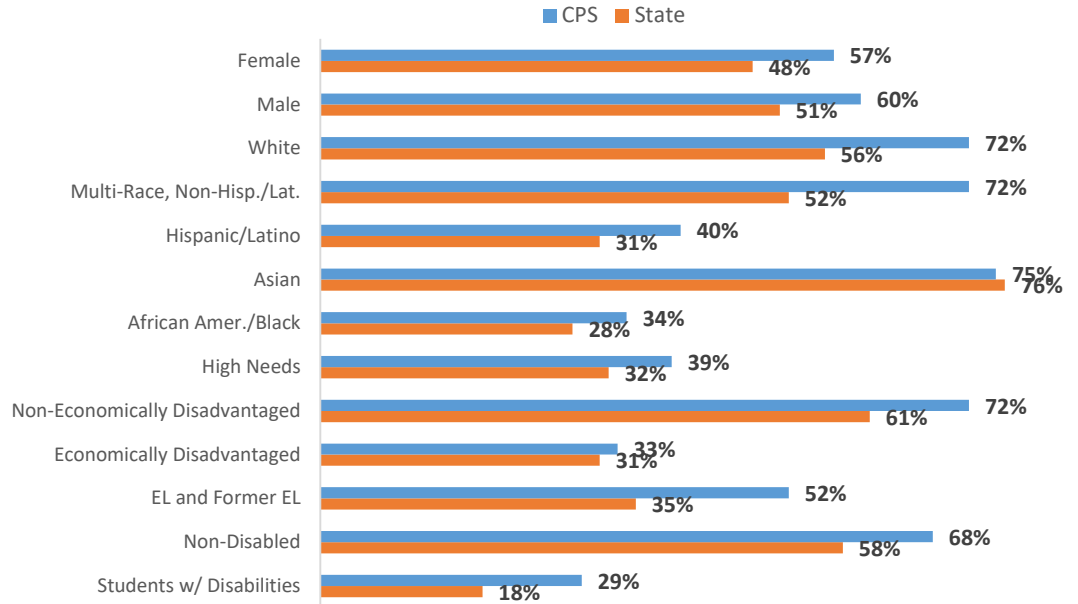
- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

## % of Students Meeting/Exceeding Expectations: 2017-2019

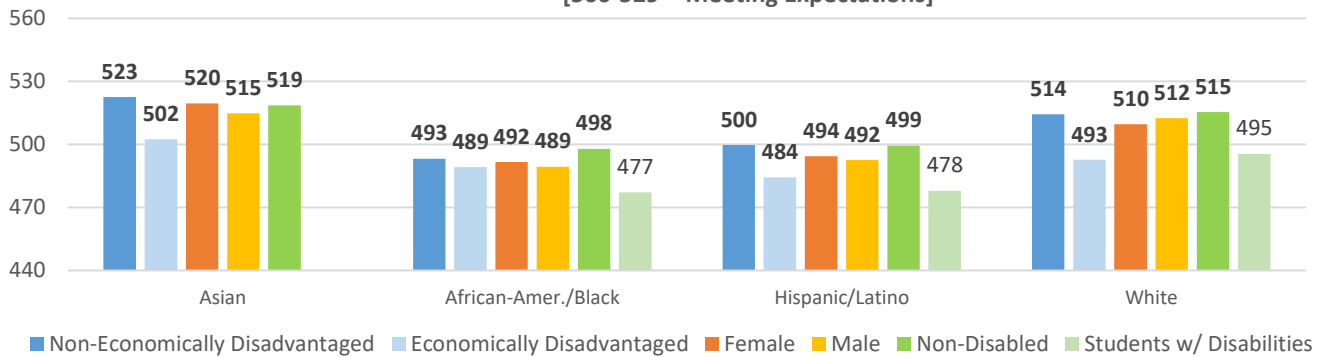


2019 CPS/State Difference: +8pts.  
2017-2019 CPS Change: +7pts.

## % of Students Meeting/Exceeding Expectations by Demographic Group: 2019



## Avg. Scaled Scores by Race/Ethnicity, Economic Status, Gender & Disability Status [500-529 = Meeting Expectations]



## STUDENT GROWTH PERCENTILE (SGP)

# 52.9

**MODERATE GROWTH**

Growth by Student Group	Very Low Growth	Low Growth	Moderate 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			•		

# 2019 GRADE 5 ELA MCAS

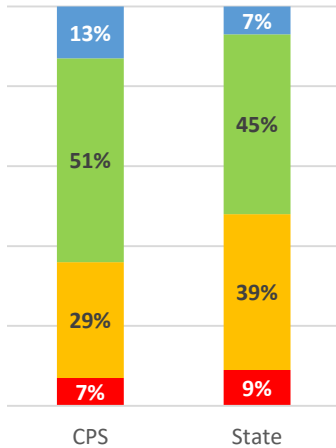


# 64%

**MET/EXCEEDED EXPECTATIONS**

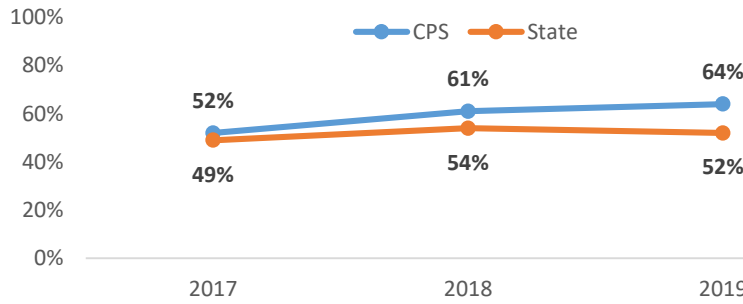
Avg. Scaled Score: 507.7

## 2019 Performance Levels



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

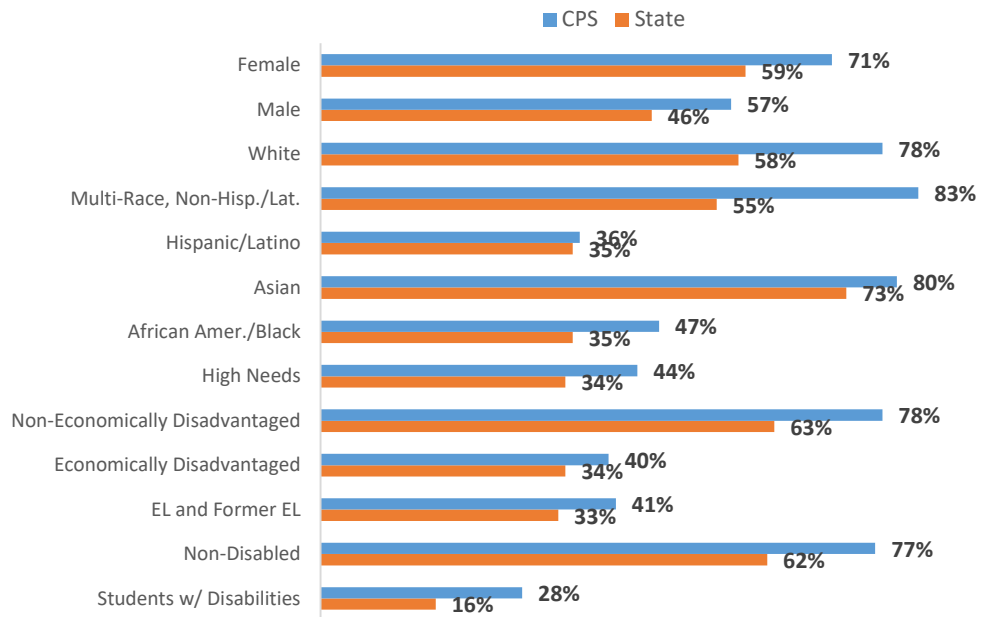
## % of Students Meeting/Exceeding Expectations: 2017-2019



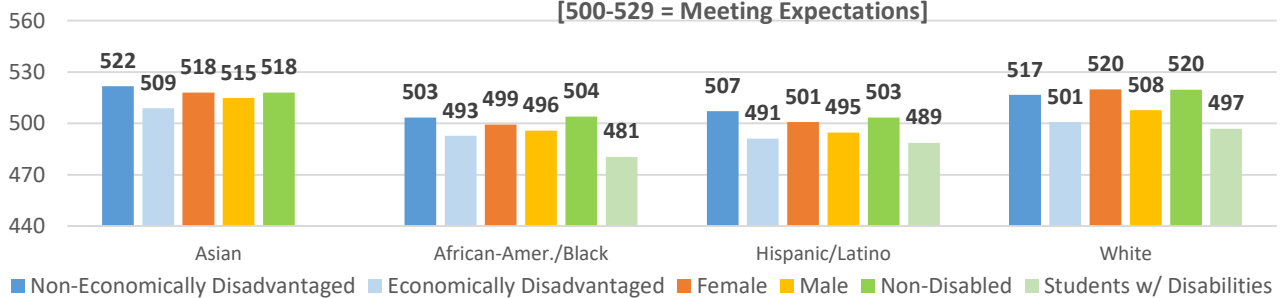
2019 CPS/State Difference: +12pts.

2017-2019 CPS Change: +12pts.

## % of Students Meeting/Exceeding Expectations by Demographic Group: 2019



## Avg. Scaled Scores by Race/Ethnicity, Economic Status, Gender & Disability Status [500-529 = Meeting Expectations]



**STUDENT GROWTH PERCENTILE (SGP)**

# 55.6

**MODERATE GROWTH**

Growth by Student Group	Very Low Growth	Low Growth	Moderate 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			•		

# 2019 GRADE 5 MATH MCAS

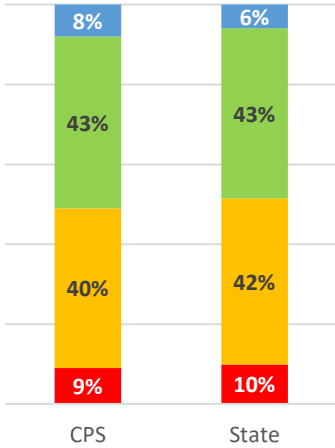


# 51%

**MET/EXCEEDED EXPECTATIONS**

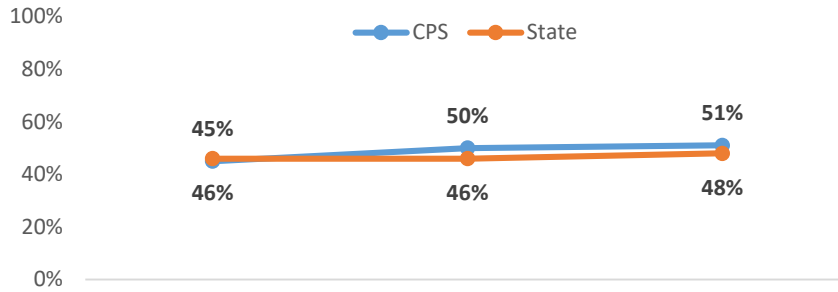
Avg. Scaled Score: 500.1

## 2019 Performance Levels



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

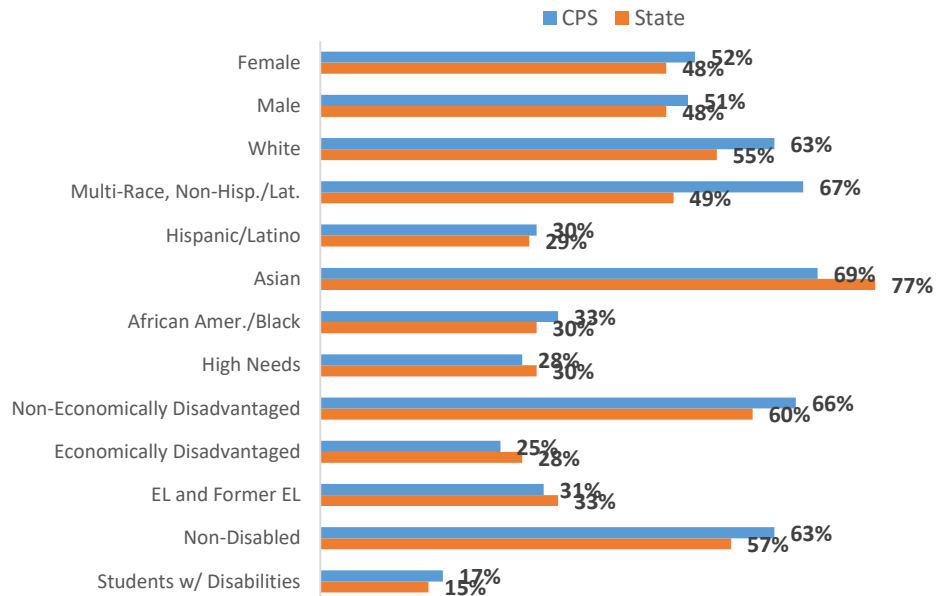
## % of Students Meeting/Exceeding Expectations: 2017-2019



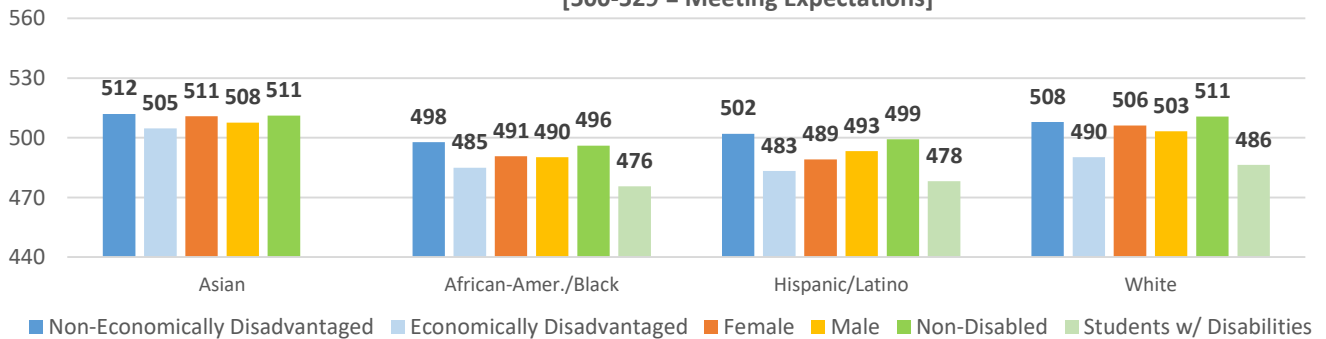
2019 CPS/State Difference: +3pts.

2017-2019 CPS Change: +6pts.

## % of Students Meeting/Exceeding Expectations by Demographic Group: 2019



## Avg. Scaled Scores by Race/Ethnicity, Economic Status, Gender & Disability Status [500-529 = Meeting Expectations]



**STUDENT GROWTH PERCENTILE (SGP)**

# 48.6

**MODERATE GROWTH**

Growth by Student Group	Very Low Growth	Low Growth	Moderate 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			•		

# 2019 GRADE 6 ELA MCAS

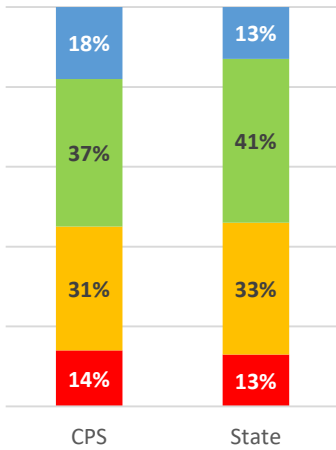


# 55%

**MET/EXCEEDED EXPECTATIONS**

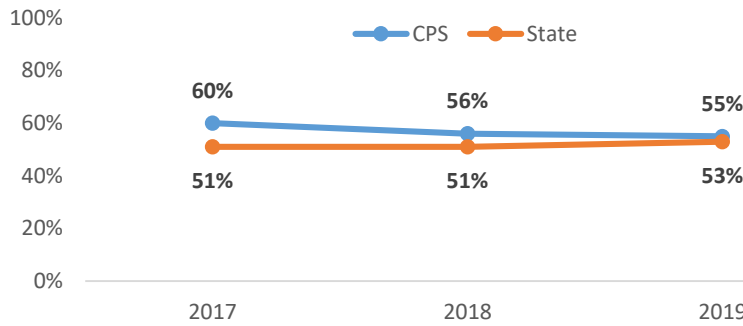
Avg. Scaled Score: 504.4

## 2019 Performance Levels



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

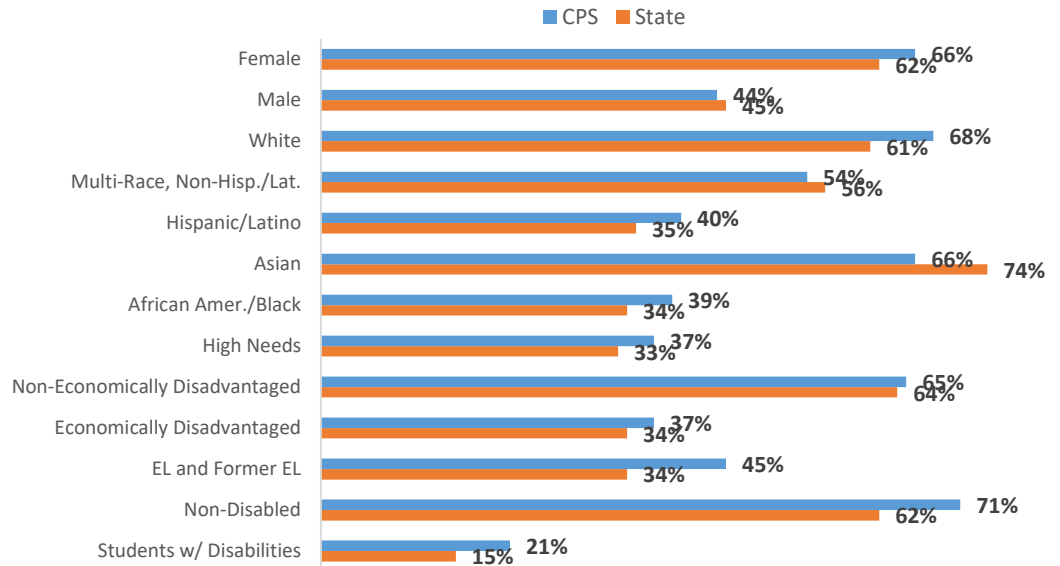
## % of Students Meeting/Exceeding Expectations: 2017-2019



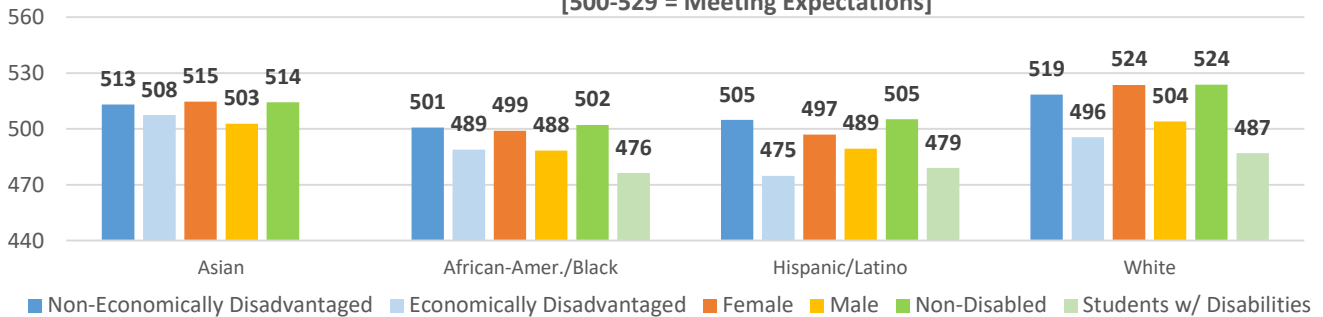
2019 CPS/State Difference: +2pts.

2017-2019 CPS Change: -5pts.

## % of Students Meeting/Exceeding Expectations by Demographic Group: 2019



## Avg. Scaled Scores by Race/Ethnicity, Economic Status, Gender & Disability Status [500-529 = Meeting Expectations]



**STUDENT GROWTH PERCENTILE (SGP)**

# 50.5

**MODERATE GROWTH**

Growth by Student Group	Very Low Growth	Low Growth	Moderate 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			•		

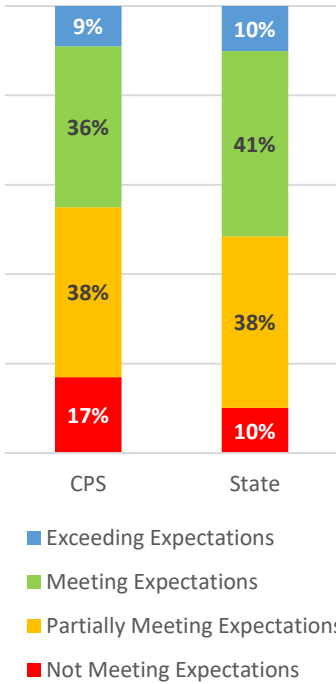
# 2019 GRADE 6 MATH MCAS



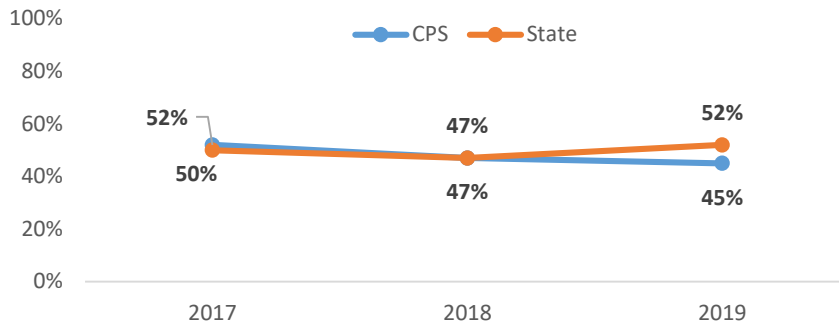
# 45%

**MET/EXCEEDED EXPECTATIONS**  
Avg. Scaled Score: 495.8

## 2019 Performance Levels



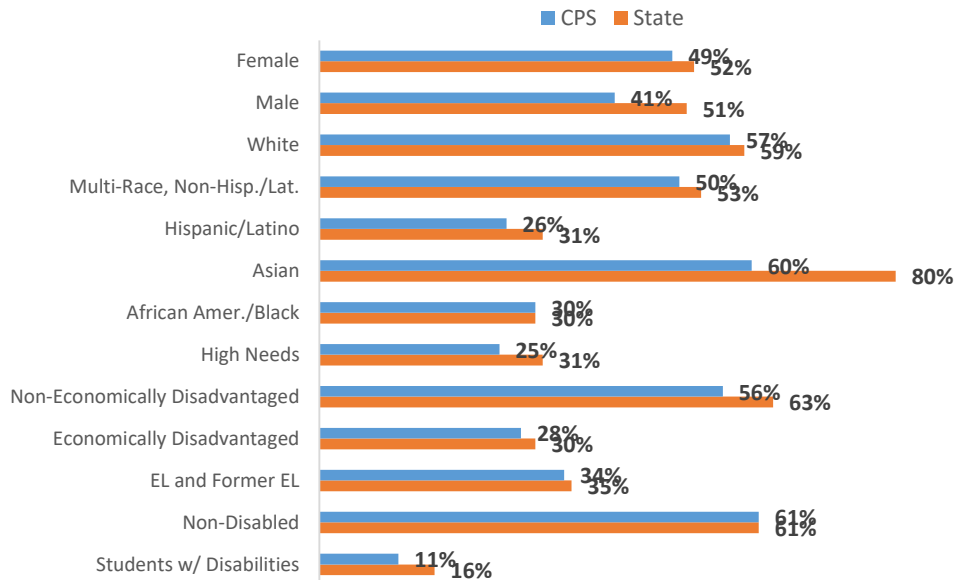
## % of Students Meeting/Exceeding Expectations: 2017-2019



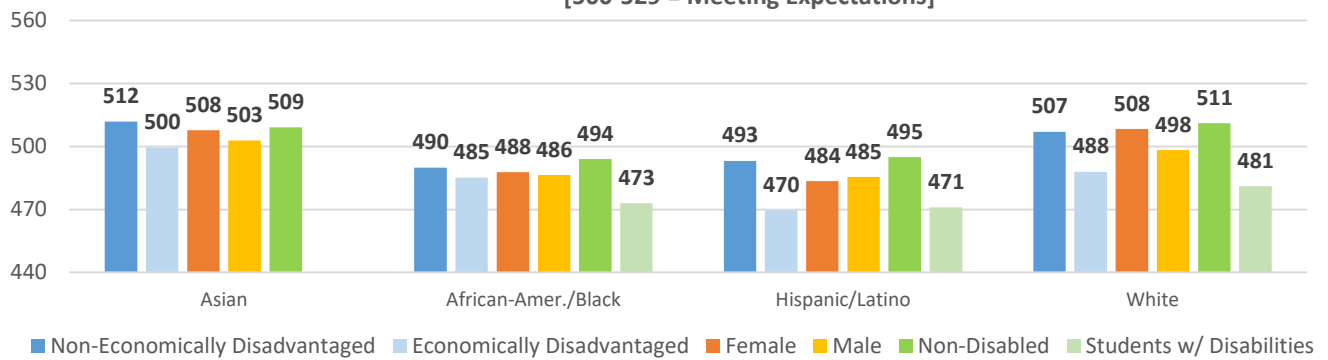
2019 CPS/State Difference: -7pts.

2017-2019 CPS Change: -7pts.

## % of Students Meeting/Exceeding Expectations by Demographic Group: 2019



## Avg. Scaled Scores by Race/Ethnicity, Economic Status, Gender & Disability Status [500-529 = Meeting Expectations]



## STUDENT GROWTH PERCENTILE (SGP)

# 34.7

LOW GROWTH

Growth by Student Group	Very Low Growth	Low Growth	Moderate 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			•		

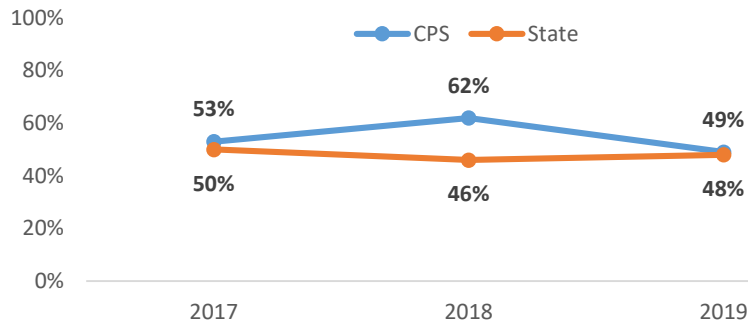
# 2019 GRADE 7 ELA MCAS



# 49%

**MET/EXCEEDED EXPECTATIONS**  
Avg. Scaled Score: 501.1

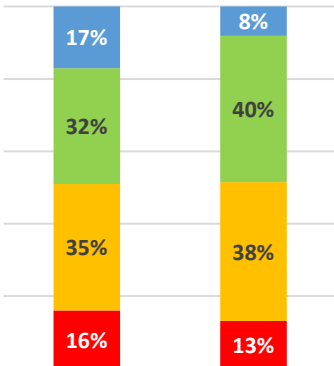
% of Students Meeting/Exceeding Expectations: 2017-2019



2019 CPS/State Difference: +1pt.

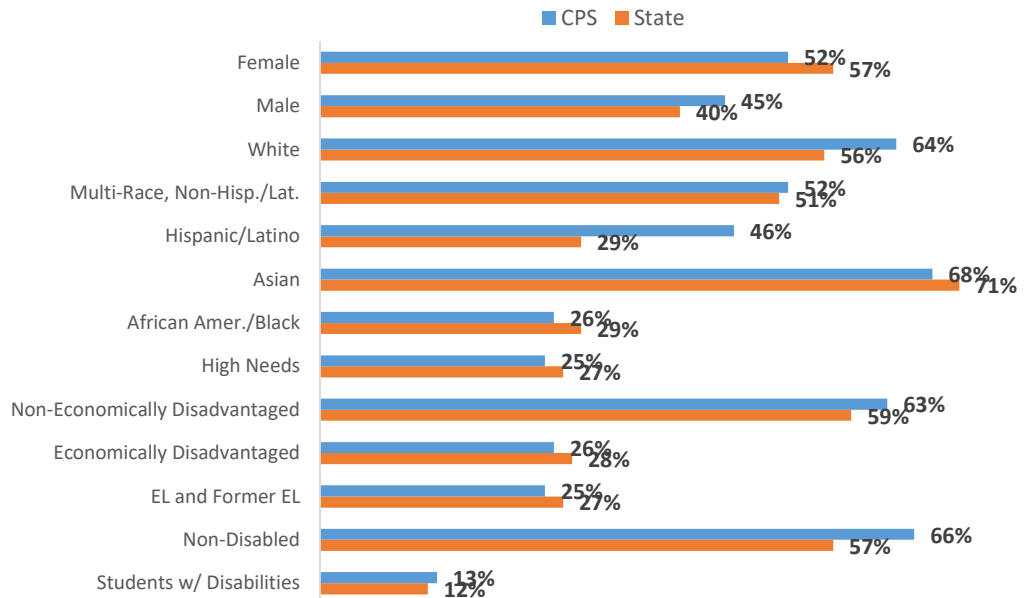
2017-2019 CPS Change: -4pts.

2019 Performance Levels

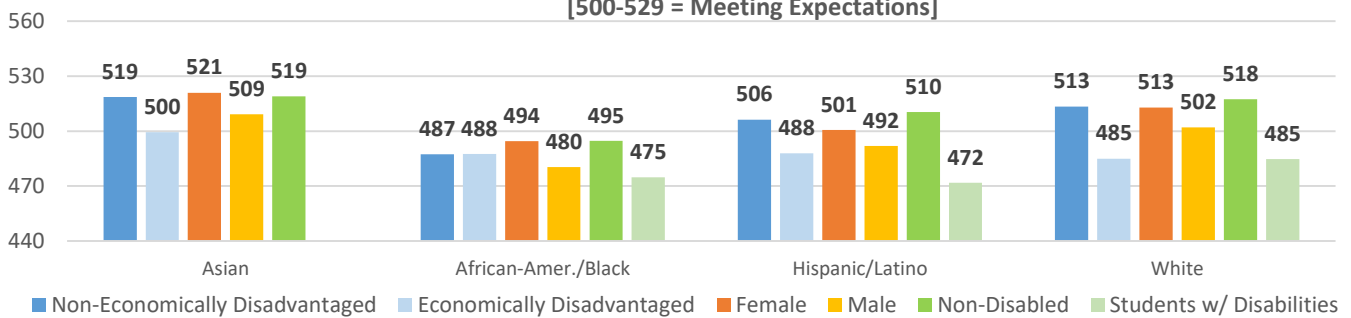


■ Exceeding Expectations  
■ Meeting Expectations  
■ Partially Meeting Expectations  
■ Not Meeting Expectations

% of Students Meeting/Exceeding Expectations by Demographic Group: 2019



Avg. Scaled Scores by Race/Ethnicity, Economic Status, Gender & Disability Status  
[500-529 = Meeting Expectations]



**STUDENT GROWTH PERCENTILE (SGP)**

# 50.1

**MODERATE GROWTH**

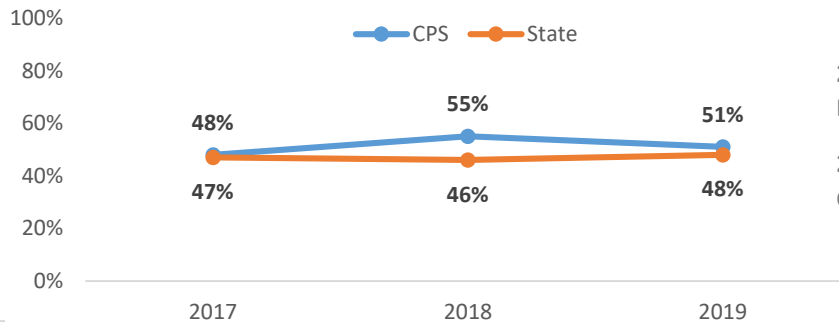
Growth by Student Group	Very Low Growth	Low Growth	Moderate Growth	High Growth	Very High Growth
Female			•		
Male			•		
White			•		
Multi-Race, Non-Hisp./Lat.			•		
Hispanic/Latino			•		
Asian				•	
African Amer./Black			•		
Non-Economically Dis.			•		
Economically Dis.			•		
EL and Former EL			•		
Students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

# 2019 GRADE 7 MATH MCAS



**51%**  
**MET/EXCEEDED EXPECTATIONS**  
 Avg. Scaled Score: 500.0

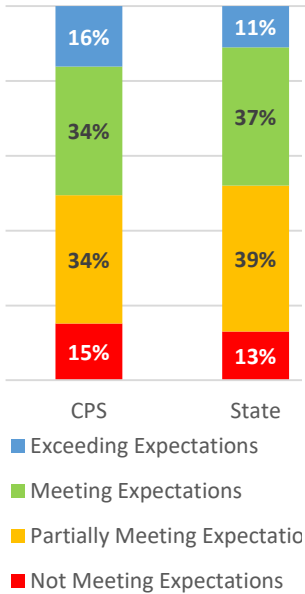
% of Students Meeting/Exceeding Expectations: 2017-2019



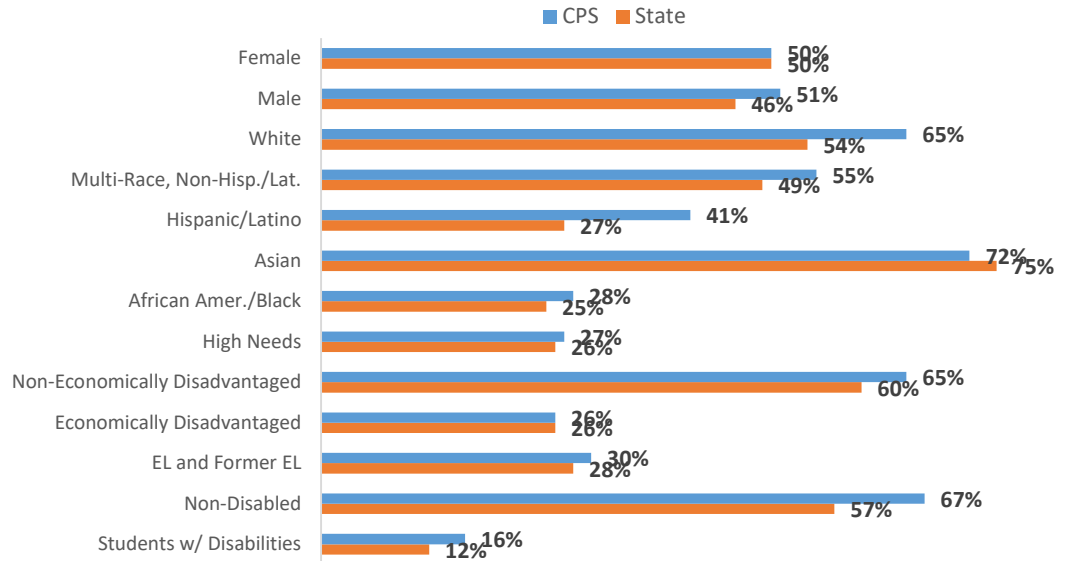
2019 CPS/State Difference: +3pts.

2017-2019 CPS Change: +3pts.

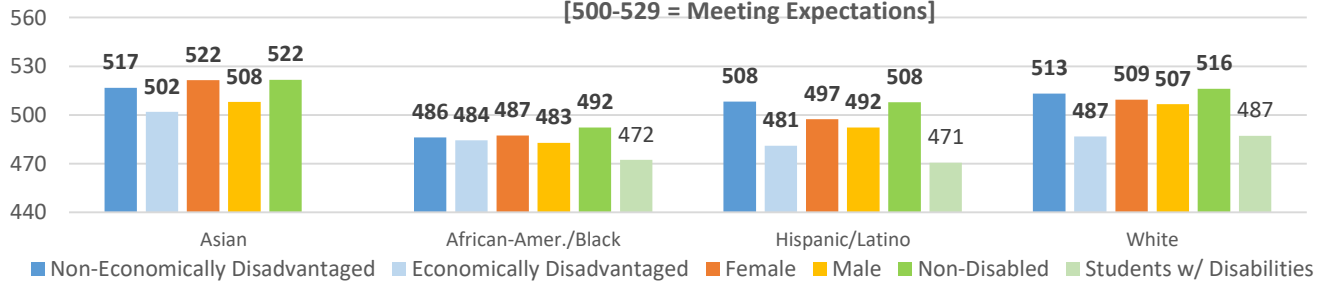
2019 Performance Levels



% of Students Meeting/Exceeding Expectations by Demographic Group: 2019



Avg. Scaled Scores by Race/Ethnicity, Economic Status, Gender & Disability Status [500-529 = Meeting Expectations]



**STUDENT GROWTH PERCENTILE (SGP)**  
**55.5**  
**MODERATE GROWTH**

Growth by Student Group	Very Low Growth	Low Growth	Moderate 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

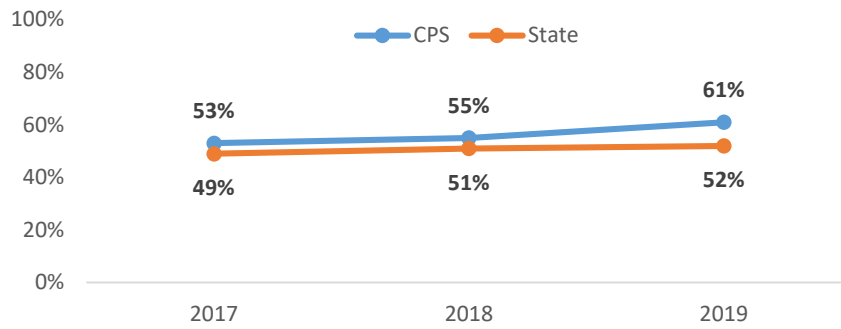


# 61%

**MET/EXCEEDED EXPECTATIONS**

Avg. Scaled Score: 507.1

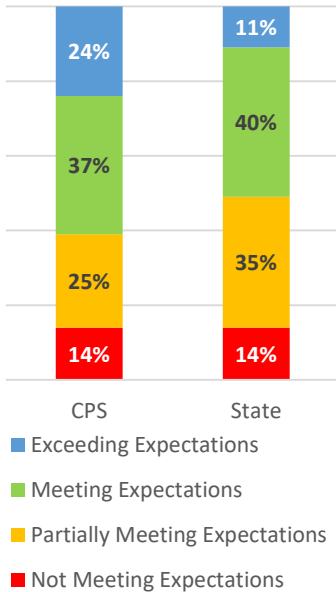
% of Students Meeting/Exceeding Expectations: 2017-2019



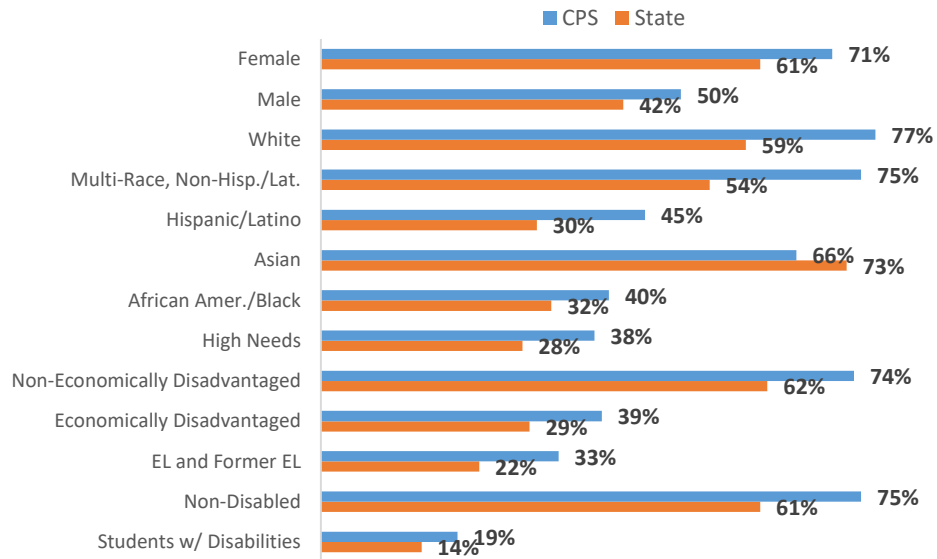
2019 CPS/State Difference: +9pts.

2017-2019 CPS Change: +8pts.

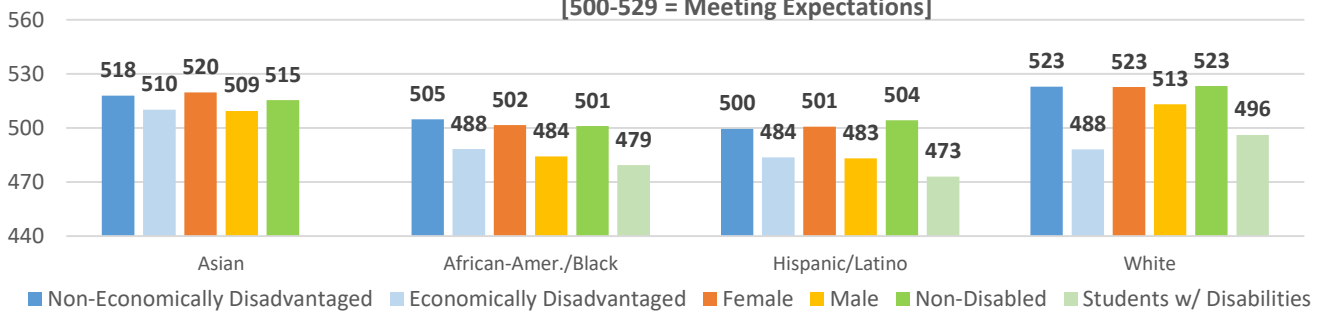
2019 Performance Levels



% of Students Meeting/Exceeding Expectations by Demographic Group: 2019



Avg. Scaled Scores by Race/Ethnicity, Economic Status, Gender & Disability Status  
[500-529 = Meeting Expectations]



**STUDENT GROWTH PERCENTILE (SGP)**

# 48.9

**MODERATE GROWTH**

Growth by Student Group	Very Low Growth	Low Growth	Moderate 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			•		

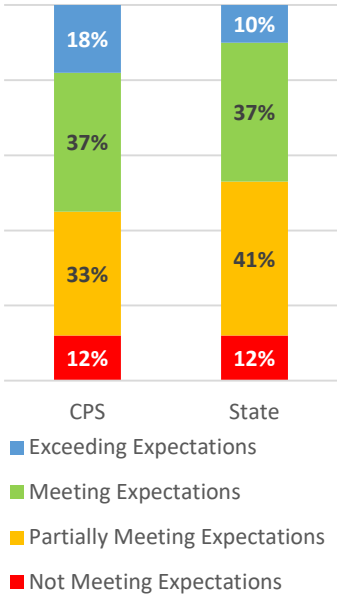


# 2019 GRADE 8 MATH MCAS

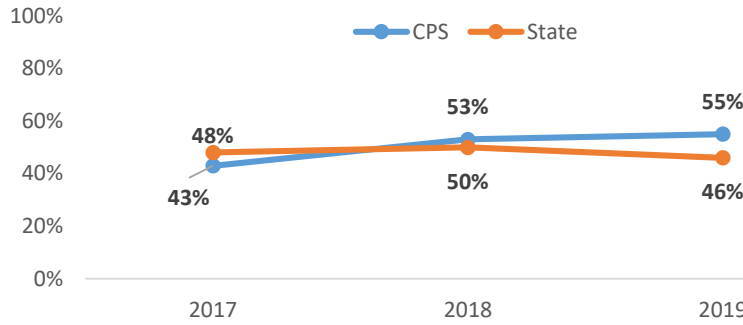


**55%**  
**MET/EXCEEDED EXPECTATIONS**  
 Avg. Scaled Score: 505.1

2019 Performance Levels



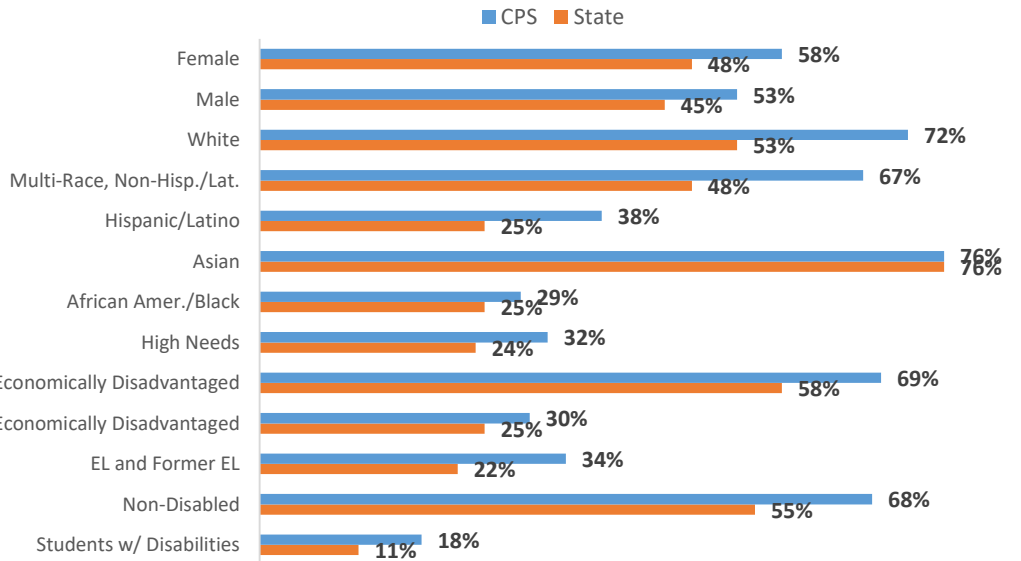
% of Students Meeting/Exceeding Expectations: 2017-2019



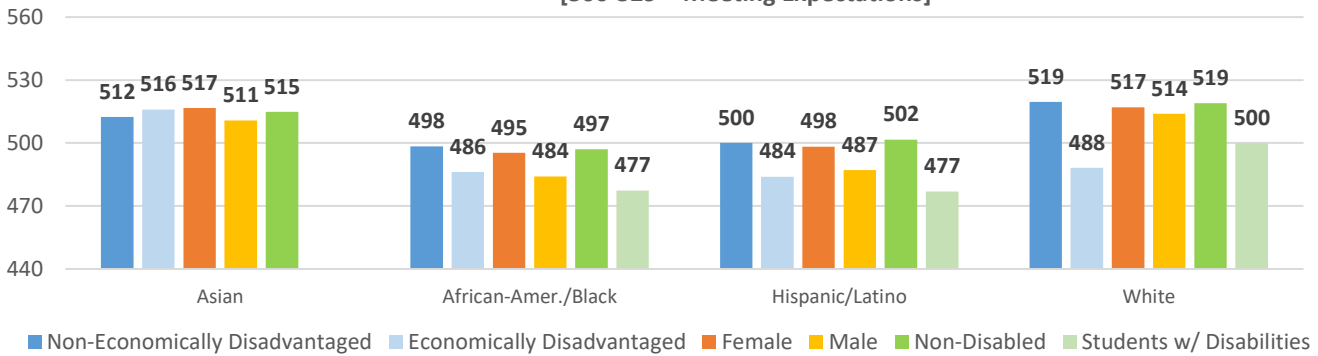
2019 CPS/State Difference: +9pts.

2017-2019 CPS Change: +12pts.

% of Students Meeting/Exceeding Expectations by Demographic Group: 2019



Avg. Scaled Scores by Race/Ethnicity, Economic Status, Gender & Disability Status [500-529 = Meeting Expectations]



**STUDENT GROWTH PERCENTILE (SGP)**  
**56.0**  
**MODERATE GROWTH**

Growth by Student Group	Very Low Growth	Low Growth	Moderate 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			•		

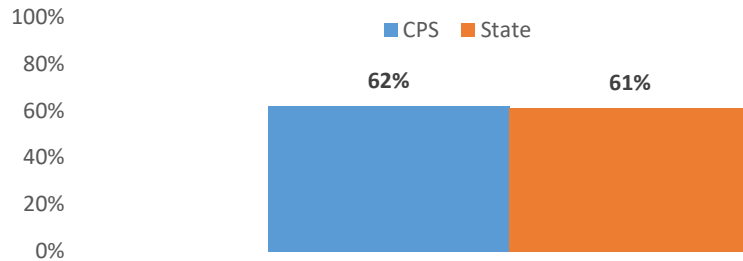
# 2019 GRADE 10 ELA MCAS



# 62%

**MET/EXCEEDED EXPECTATIONS**  
Avg. Scaled Score: 506.7

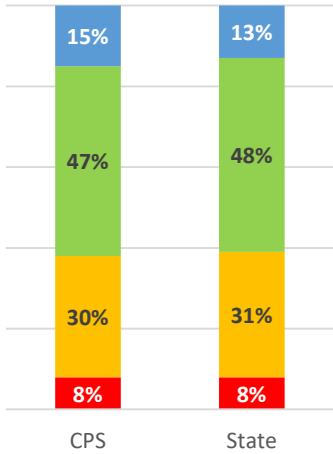
% of Students Meeting/Exceeding Expectations: 2019



2019 CPS/State Difference: +1pt.

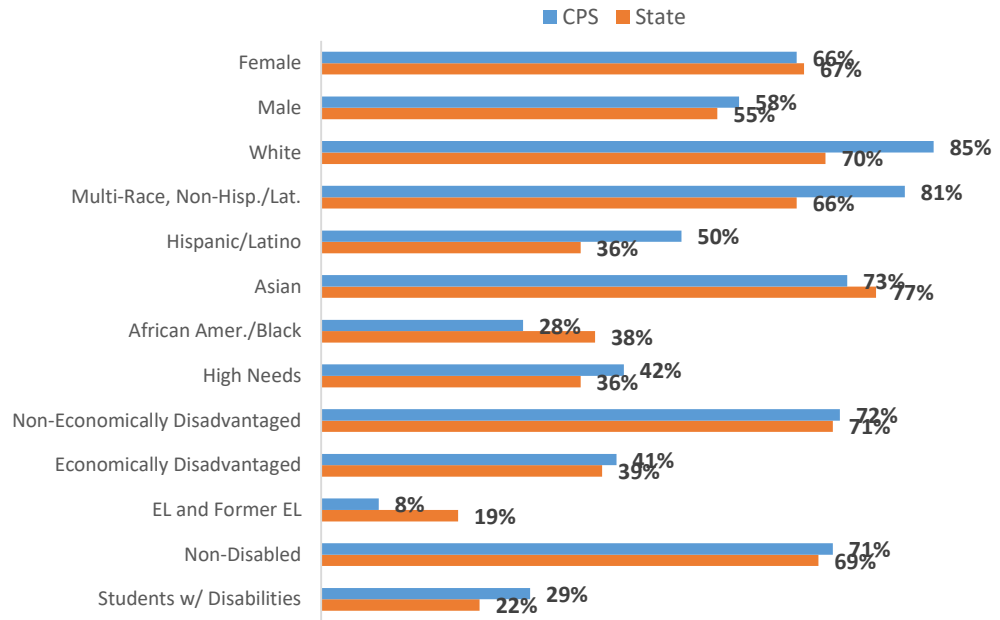
2017-2019 CPS Change: N/A

2019 Performance Levels

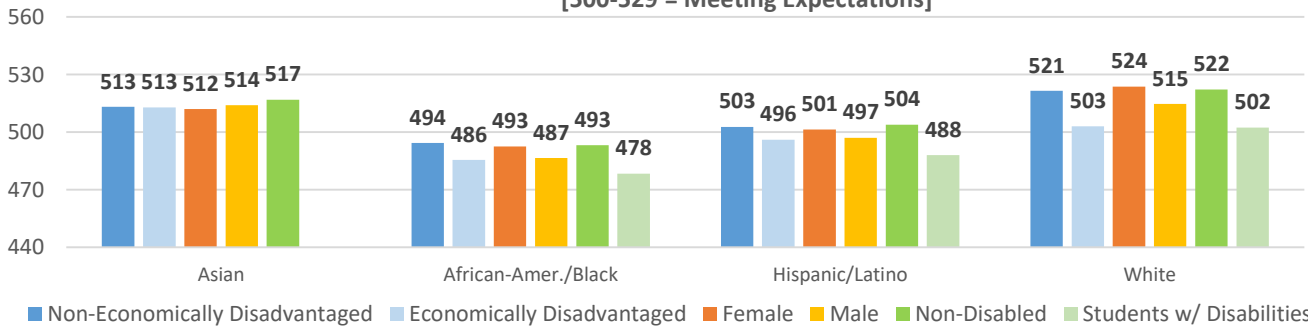


- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

% of Students Meeting/Exceeding Expectations by Demographic Group: 2019



Avg. Scaled Scores by Race/Ethnicity, Economic Status, Gender & Disability Status  
[500-529 = Meeting Expectations]



**STUDENT GROWTH PERCENTILE (SGP)**

# 42.0

**MODERATE GROWTH**

Growth by Student Group	Very Low Growth	Low Growth	Moderate 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		•			

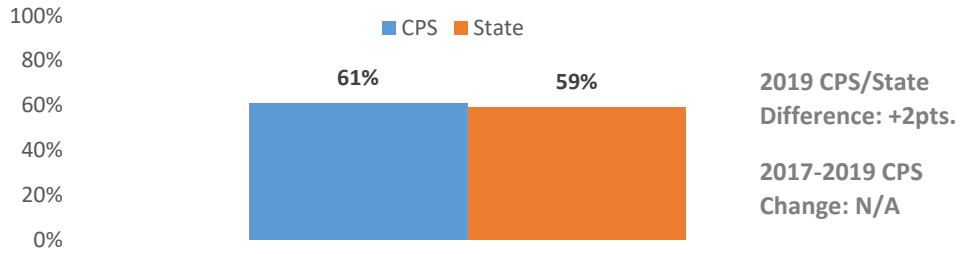
# 2019 GRADE 10 MATH MCAS



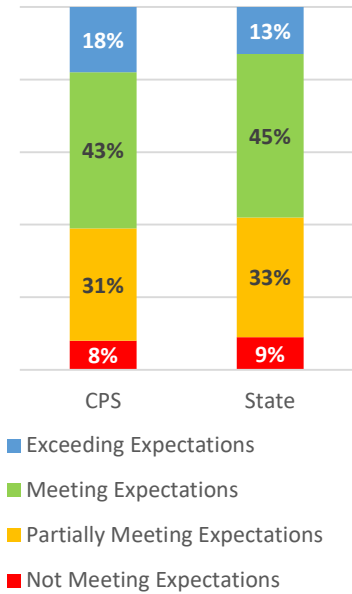
# 61%

**MET/EXCEEDED EXPECTATIONS**  
Avg. Scaled Score: 507.4

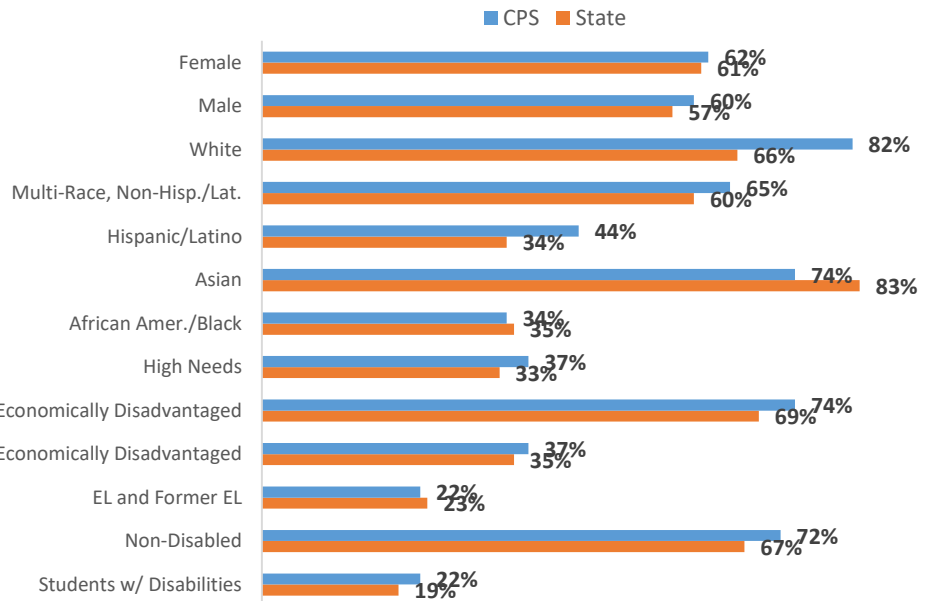
% of Students Meeting/Exceeding Expectations: 2019



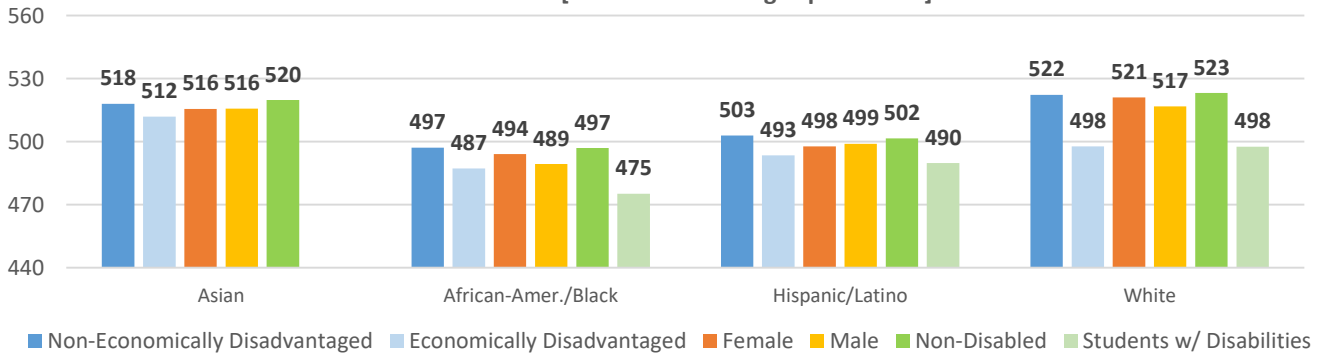
2019 Performance Levels



% of Students Meeting/Exceeding Expectations by Demographic Group: 2019



Avg. Scaled Scores by Race/Ethnicity, Economic Status, Gender & Disability Status  
[500-529 = Meeting Expectations]



**STUDENT GROWTH PERCENTILE (SGP)**

# 51.1

**MODERATE GROWTH**

Growth by Student Group	Very Low Growth	Low Growth	Moderate 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			•		

# 2019 GRADE 5 SCIENCE, TECHNOLOGY & ENGINEERING (STE) MCAS

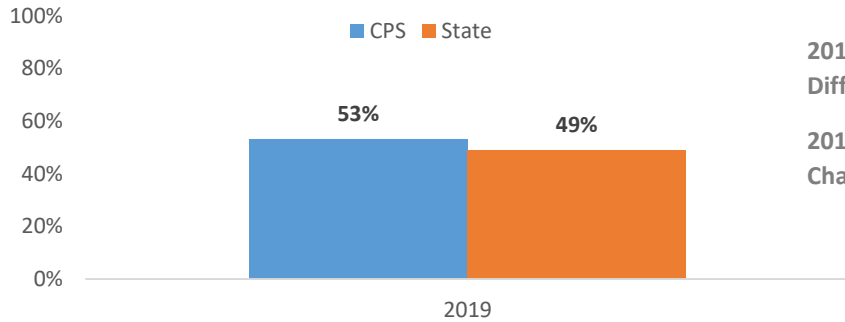


# 53%

**MET/EXCEEDED EXPECTATIONS**

Avg. Scaled Score: 503.4

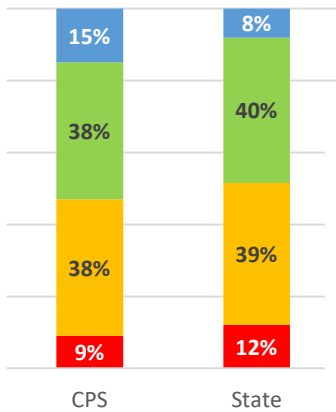
% of Students Meeting/Exceeding Expectations: 2019



2019 CPS/State Difference: +4pts.

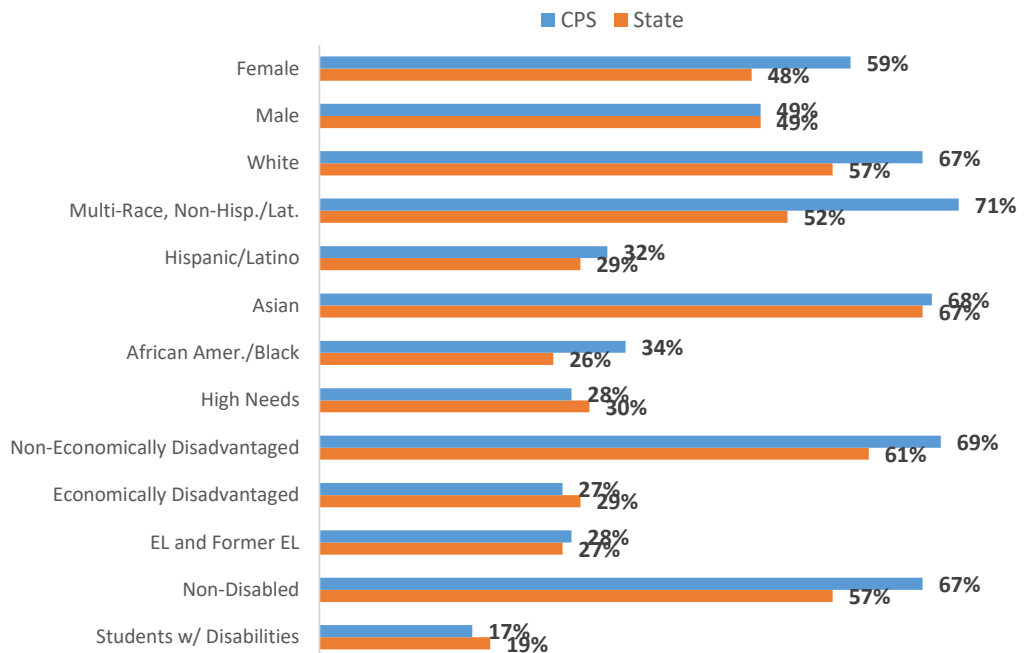
2017-2019 CPS Change: N/A

2019 Performance Levels

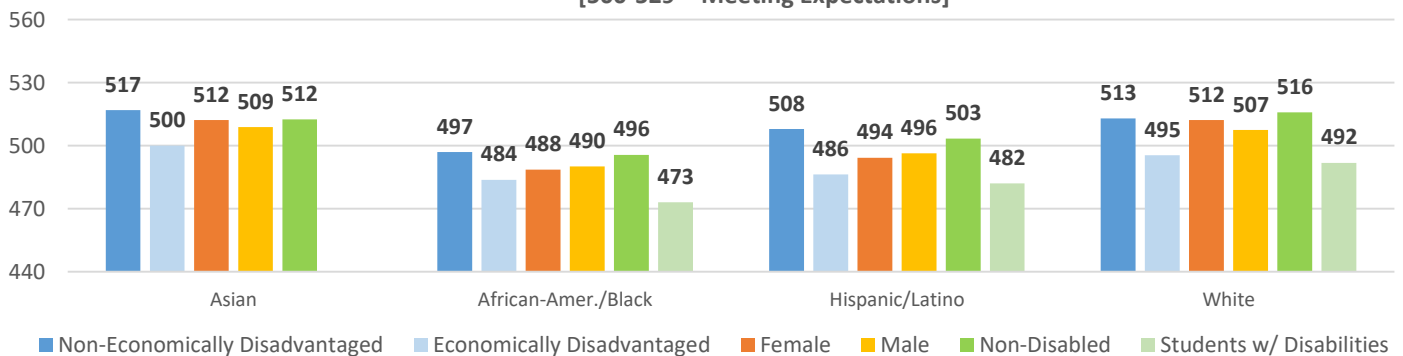


- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

% of Students Meeting/Exceeding Expectations by Demographic Group: 2019



Avg. Scaled Scores by Race/Ethnicity, Economic Status, Gender & Disability Status [500-529 = Meeting Expectations]



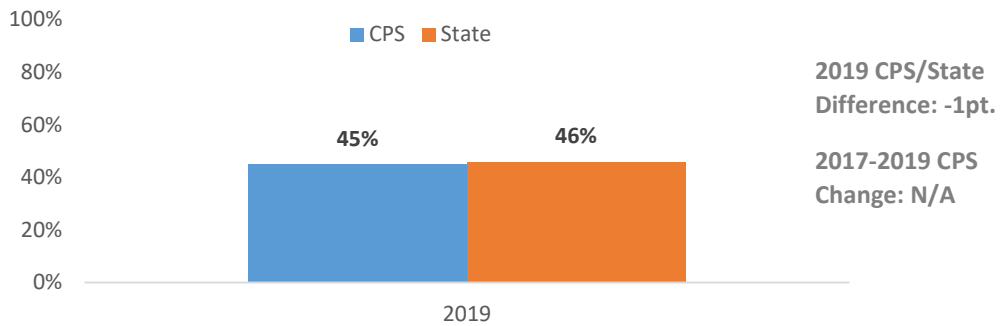
# 2019 GRADE 8 SCIENCE, TECHNOLOGY & ENGINEERING (STE) MCAS



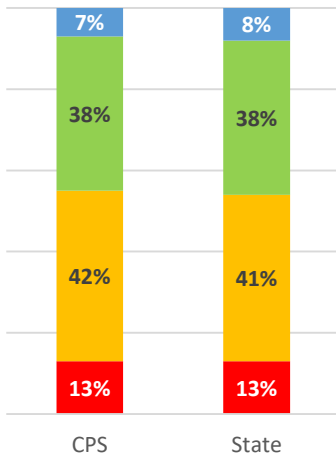
# 45%

**MET/EXCEEDED EXPECTATIONS**  
Avg. Scaled Score: 498.3

% of Students Meeting/Exceeding Expectations: 2019

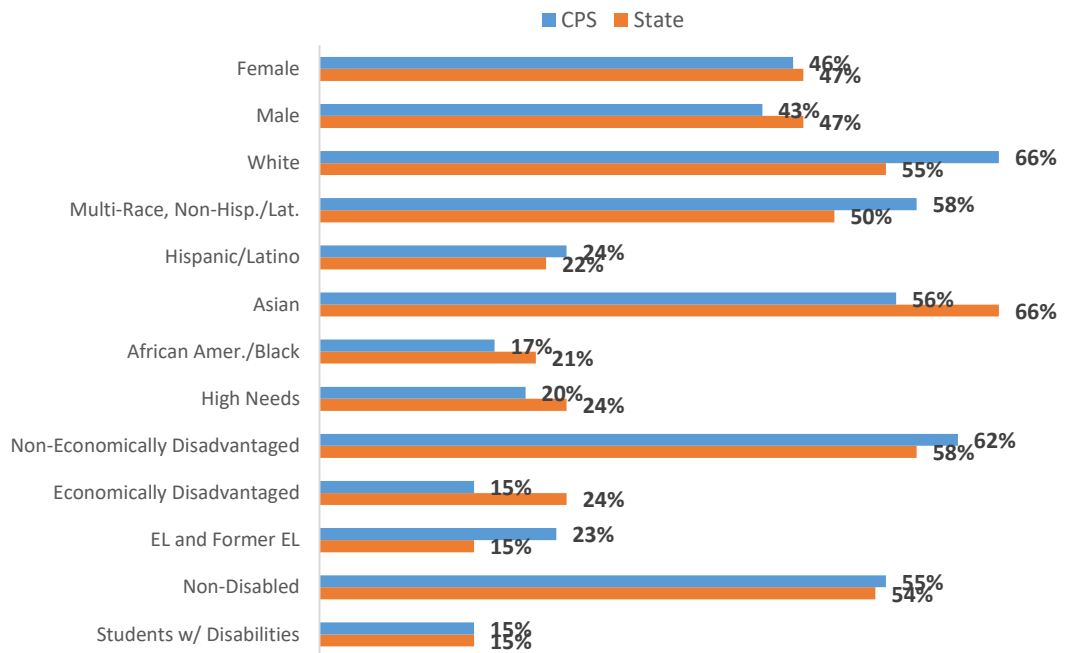


2019 Performance Levels

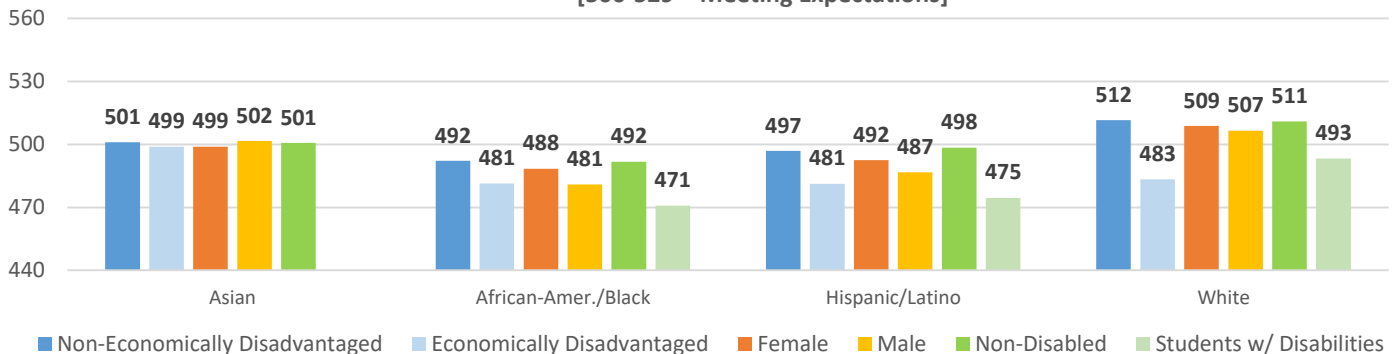


- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

% of Students Meeting/Exceeding Expectations by Demographic Group: 2019

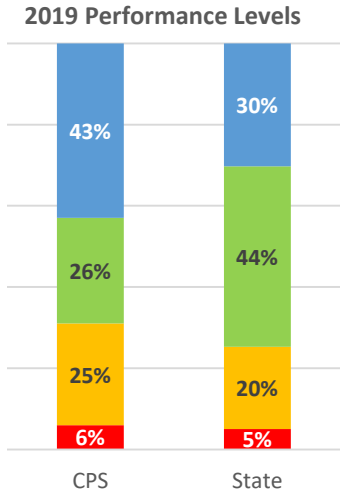
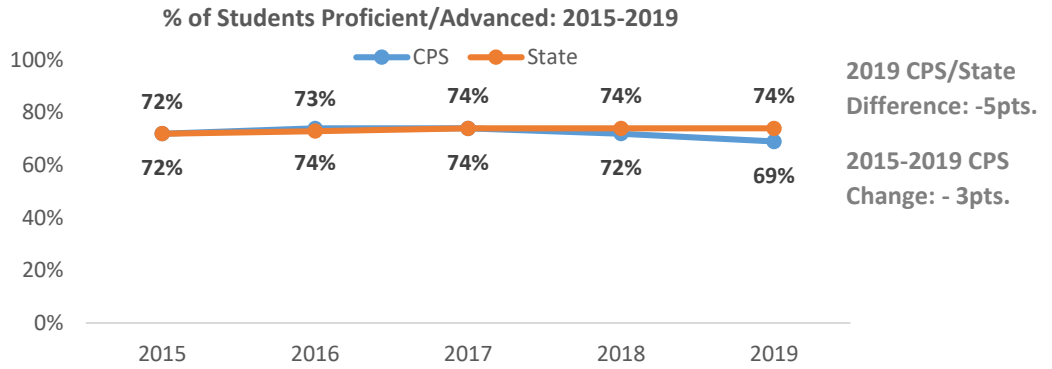


Avg. Scaled Scores by Race/Ethnicity, Economic Status, Gender & Disability Status  
[500-529 = Meeting Expectations]

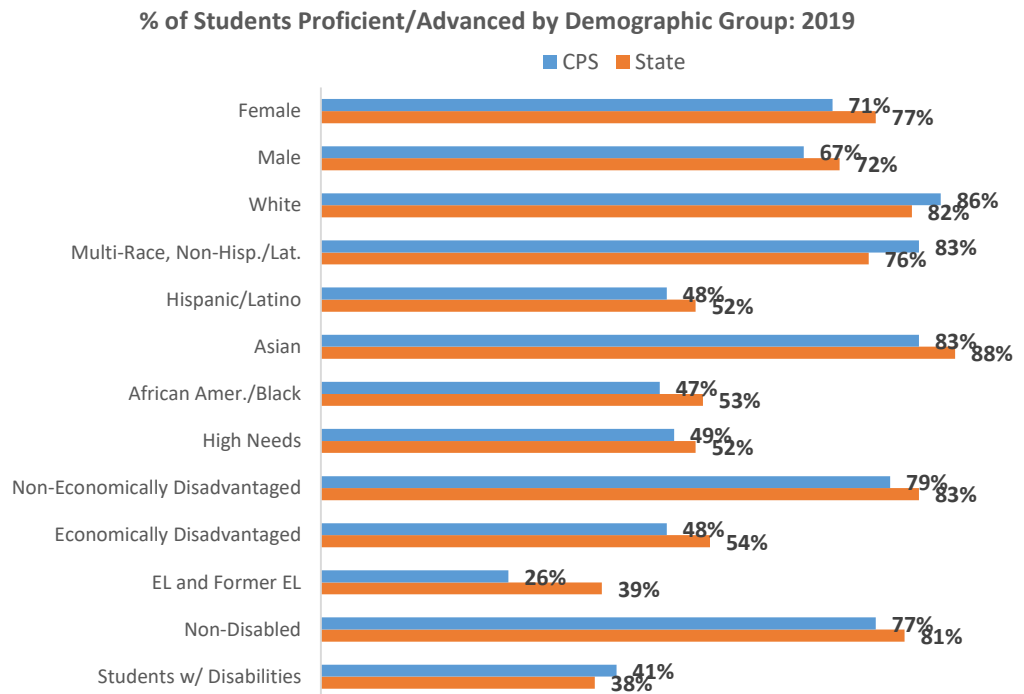


# 2019 HIGH SCHOOL SCIENCE, TECHNOLOGY & ENGINEERING (STE) MCAS

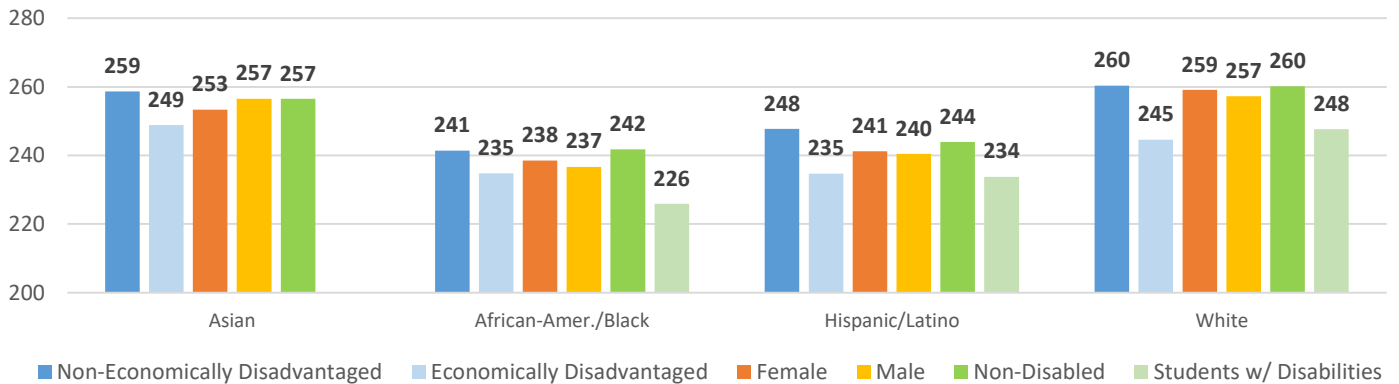
**69%**  
PROFICIENT/  
ADVANCED



■ Advanced  
■ Proficient  
■ Needs Improvement  
■ Failing



**Avg. Scaled Scores by Race/Ethnicity, Economic Status, Gender & Disability Status**  
[240-259 = Proficient]



## 2019 Enrollment & Demographic Data<sup>1</sup>

	Grade Span	Enrollment	First Language Not English	English Language Learner	Students with Disabilities	High Needs <sup>2</sup>	Economically Disadvantaged <sup>3</sup>
Amigos	JK-8	419	33.2%	6.4%	13.4%	32.9%	18.4%
Baldwin	JK-5	361	16.6%	2.2%	16.9%	31.6%	18.8%
Cambridgeport	JK-5	338	15.7%	4.1%	17.8%	36.7%	22.8%
Fletcher Maynard Academy	JK-5	297	23.9%	6.1%	29.0%	60.3%	42.8%
Graham & Parks	JK-5	379	49.6%	30.9%	15.0%	61.2%	28.2%
Haggerty	JK-5	261	27.2%	7.3%	19.9%	41.8%	24.9%
Kennedy-Longfellow	JK-5	283	45.6%	32.5%	17.7%	68.6%	32.2%
King	JK-5	327	26.3%	4.6%	15.9%	32.4%	18.3%
King Open	JK-5	359	27.0%	11.7%	25.6%	49.9%	28.1%
Morse	JK-5	297	20.5%	7.1%	26.3%	51.2%	33.3%
Peabody	JK-5	326	19.6%	5.5%	22.2%	41.7%	23.9%
Tobin	JK-5	307	31.6%	3.9%	20.2%	42.0%	26.7%
Cambridge Street Upper	6-8	256	22.7%	3.1%	33.2%	54.7%	34.4%
Putnam Avenue Upper	6-8	271	24.4%	1.8%	28.8%	63.1%	45.0%
Rindge Avenue Upper	6-8	289	20.1%	1.4%	23.9%	40.5%	24.9%
Vassal Lane Upper	6-8	299	43.1%	13.4%	21.7%	57.9%	31.8%
Cambridge Rindge & Latin	9-12	1,983	25.2%	5.2%	18.3%	44.6%	30.5%
<b>District</b>	<b>JK-12</b>	<b>7,052</b>	<b>27.3%</b>	<b>8.0%</b>	<b>22.1%</b>	<b>47.6%</b>	<b>28.6%</b>

	African-American/Black	Asian	Hispanic	White	Multi-Race, Non-Hispanic
Amigos	4.5%	2.6%	43.4%	39.6%	9.8%
Baldwin	13.0%	7.8%	11.1%	58.2%	9.7%
Cambridgeport	16.9%	8.3%	7.1%	55.9%	11.8%
Fletcher Maynard Academy	50.5%	10.4%	16.5%	16.5%	5.7%
Graham & Parks	18.7%	20.8%	8.7%	46.2%	5.5%
Haggerty	16.1%	17.2%	7.3%	49.0%	10.3%
Kennedy-Longfellow	17.0%	23.7%	19.4%	32.5%	7.1%
King	22.3%	25.4%	5.2%	26.9%	19.9%
King Open	19.5%	12.0%	13.9%	43.7%	10.3%
Morse	24.6%	15.5%	10.1%	39.4%	9.8%
Peabody	19.9%	12.6%	7.7%	52.8%	7.1%
Tobin	21.8%	17.3%	9.1%	42.3%	8.8%
Cambridge Street Upper	22.3%	6.6%	18.0%	43.8%	8.6%
Putnam Avenue Upper	36.2%	14.0%	14.0%	25.8%	9.6%
Rindge Avenue Upper	30.1%	8.7%	8.7%	44.3%	8.0%
Vassal Lane Upper	25.4%	17.1%	8.4%	41.1%	7.7%
Cambridge Rindge & Latin	29.1%	11.1%	14.2%	38.0%	6.9%
<b>District</b>	<b>23.8%</b>	<b>12.8%</b>	<b>13.7%</b>	<b>40.5%</b>	<b>8.7%</b>

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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).

## 2019 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	84%	53%	66%	71%	69%	85%	71%	Moderate (54.2)
Baldwin	76%	72%	70%				73%	Moderate (51.4)
Cambridgeport	79%	69%	59%				69%	Moderate (47.1)
Fletcher/Maynard Academy	49%	59%	53%				54%	Moderate (50.2)
Graham & Parks	60%	64%	53%				59%	Moderate (54.0)
Haggerty	54%	63%	48%				55%	Moderate (58.0)
Kennedy-Longfellow	61%	29%	32%				41%	Moderate (42.6)
King	69%	76%	93%				79%	High (62.3)
King Open	64%	48%	55%				56%	Moderate (57.2)
Morse	74%	51%	77%				67%	Moderate (55.2)
Peabody	80%	79%	81%				80%	Moderate (52.3)
Tobin	84%	74%	88%				82%	Moderate (47.6)
Cambridge Street Upper				49%	38%	59%	49%	Moderate (42.7)
Putnam Avenue Upper				50%	46%	46%	47%	Moderate (48.4)
Rindge Avenue Upper				65%	51%	69%	62%	Moderate (52.4)
Vassal Lane Upper				54%	53%	69%	59%	Moderate (53.3)
<b>District</b>	<b>68%</b>	<b>61%</b>	<b>64%</b>	<b>55%</b>	<b>49%</b>	<b>61%</b>	<b>60%</b>	<b>Moderate (51.2)</b>
<b>State</b>	<b>56%</b>	<b>52%</b>	<b>52%</b>	<b>53%</b>	<b>48%</b>	<b>52%</b>	<b>52%</b>	<b>Moderate (49.9)</b>

## 2019 MATHEMATICS MCAS: % OF STUDENTS MEETING/EXCEEDING EXPECTATIONS

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All	OVERALL GROWTH
Amigos	73%	53%	68%	67%	71%	85%	69%	Moderate (59.2)
Baldwin	73%	65%	45%				61%	Moderate (48.8)
Cambridgeport	57%	66%	61%				61%	Moderate (46.8)
Fletcher/Maynard Academy	63%	38%	38%				46%	Low (35.0)
Graham & Parks	40%	72%	38%				50%	Moderate (55.4)
Haggerty	38%	74%	37%				49%	Moderate (55.5)
Kennedy-Longfellow	46%	37%	18%				35%	Low (38.1)
King	62%	68%	68%				66%	Moderate (51.3)
King Open	50%	39%	41%				43%	Moderate (47.1)
Morse	56%	54%	68%				58%	Moderate (55.1)
Peabody	67%	79%	71%				72%	Moderate (59.0)
Tobin	81%	67%	71%				74%	Moderate (45.9)
Cambridge Street Upper				37%	44%	41%	41%	Low (39.4)
Putnam Avenue Upper				30%	41%	28%	33%	Moderate (42.5)
Rindge Avenue Upper				54%	53%	64%	57%	Moderate (46.8)
Vassal Lane Upper				53%	59%	79%	64%	Moderate (59.1)
<b>District</b>	<b>58%</b>	<b>58%</b>	<b>51%</b>	<b>45%</b>	<b>51%</b>	<b>55%</b>	<b>53%</b>	<b>Moderate (49.4)</b>
<b>State</b>	<b>49%</b>	<b>50%</b>	<b>48%</b>	<b>52%</b>	<b>48%</b>	<b>46%</b>	<b>49%</b>	<b>Moderate (49.9)</b>

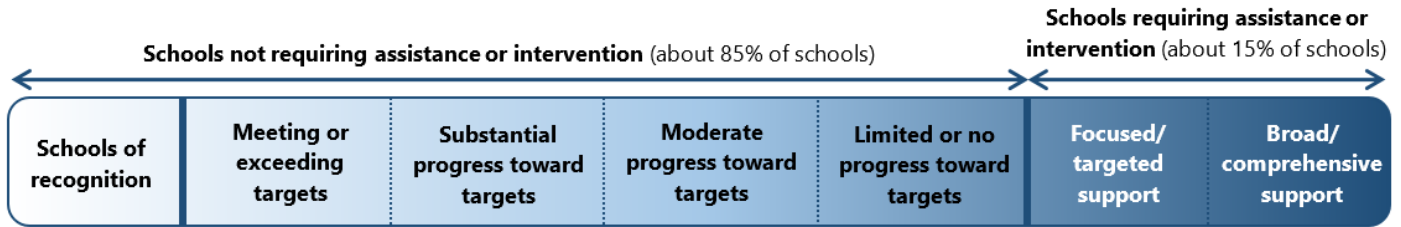
## 2019 SCIENCE, TECHNOLOGY & ENGINEERING (STE) MCAS: % OF STUDENTS MEETING/EXCEEDING EXPECTATIONS

	Grade 5	Grade 8
Amigos	68%	74%
Baldwin	64%	
Cambridgeport	47%	
Fletcher/Maynard Academy	31%	
Graham & Parks	42%	
Haggerty	35%	
Kennedy-Longfellow	32%	
King	75%	
King Open	51%	
Morse	60%	
Peabody	76%	
Tobin	58%	
Cambridge Street Upper		37%
Putnam Avenue Upper		29%
Rindge Avenue Upper		52%
Vassal Lane Upper		53%
<b>District</b>	<b>53%</b>	<b>45%</b>
<b>State</b>	<b>49%</b>	<b>46%</b>



## 2019 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 accountability 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/>.

### 2019 District Accountability Status: *Not Requiring Assistance or Intervention*

#### Reason for Classification: *Substantial Progress toward Targets (50%)*

	Accountability Classification	Reason for Classification	Progress toward Improvement Targets	Accountability Percentile
Amigos	Not requiring assistance/intervention	Substantial Progress	60%	84
Baldwin	Not requiring assistance/intervention	Meeting/Exceeding Targets	76%	72
Cambridgeport	Requiring assistance/intervention: focused targeted/support	Low Participation Rate	43%	60
Fletcher/Maynard	Not requiring assistance/intervention	Moderate Progress	31%	36
Graham & Parks	Not requiring assistance/intervention	Substantial Progress	58%	50
Haggerty	Not requiring assistance/intervention	Meeting/Exceeding Targets	79%	56
Kennedy-Longfellow	Not requiring assistance/intervention	Substantial Progress	66%	19
King	Not requiring assistance/intervention	Meeting/Exceeding	80%	84
King Open	Not requiring assistance/intervention	Substantial Progress	60%	53
Morse	Not requiring assistance/intervention	Meeting/Exceeding	77%	70
Peabody	Not requiring assistance/intervention	Meeting/Exceeding	89%	87
Tobin	Not requiring assistance/intervention	Substantial Progress	68%	80
Cambridge Street Upper	Not requiring assistance/intervention	Substantial Progress	51%	23
Putnam Avenue Upper	Not requiring assistance/intervention	Substantial Progress	55%	22
Rindge Avenue Upper	Not requiring assistance/intervention	Moderate Progress	27%	57
Vassal Lane Upper	Not requiring assistance/intervention	Substantial Progress	63%	70
Cambridge Rindge & Latin	Not requiring assistance/intervention	Moderate Progress	31%	34