



Newton Public Schools
100 Walnut Street
Newton, MA 02460

Mary Eich
Assistant Superintendent for Teaching & Learning
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MEMORANDUM

To: David Fleishman
From: Mary Eich, Assistant Superintendent for Teaching & Learning
Date: November 10, 2014
Re: Massachusetts Comprehensive Assessment System - MCAS 2014

In Spring 2014, elementary and middle school students took the last MCAS in Mathematics and English Language Arts. Assessment in these grades and subjects will continue in a new format, PARCC, beginning this spring. MCAS testing will continue in Science and Technology/Engineering, and through the class of 2019 in high school.

MCAS results are reported in three ways: district accountability, student growth, and student achievement. Each has its own measures and comparisons.

- District accountability is measured by a cumulative Progress and Performance Index (PPI), which computes progress in narrowing achievement gaps among identified subgroups.
- Student growth is measured by a percentile (SGP) which compares each student's growth over two years to that of a computed group of academic peers. Individual SGPs are combined into a median SGP for a group or subgroup.
- A scaled score, which is grouped into four performance categories, measures student achievement: advanced, proficient, needs improvement, and warning.

District accountability and student growth are discussed at the district level. Student achievement is discussed by discipline and grade grouping, with examination of differences in scores among subgroups over a five-year period.

In prior years, an MCAS report has included a discussion of implications of the current year's data for future MCAS administration. This year, that discussion will be deferred until a January, when we will report on PARCC.

MCAS 2014: Student Achievement, Student Growth and District Accountability

The Massachusetts Comprehensive Assessment System (MCAS) is the statewide standards-based assessment developed as a major component of the Education Reform Act of 1993. Students were first tested in 1998 in grades 4, 8 and 10 in Mathematics and English Language Arts. Today's MCAS assesses all students in grades 3, 4, 5, 6, 7, 8 and 10. Fifth and eighth graders are tested in Science and Technology/Engineering and Newton ninth graders are tested in Introductory Physics.¹

Discipline/Grade	3	4	5	6	7	8	9	10
English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Science and Technology/Engineering			<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	

Students must achieve a proficient or advanced score on the tenth grade tests in English Language Arts and Mathematics, and one of the four Science and Technology Engineering tests to qualify for a High School diploma. Students who earn a rating of needs improvement in either Mathematics or English Language Arts must work with an advisor to develop a plan for course taking that will move them to proficiency before graduation.

Over the life of MCAS, reporting results has come to take three distinct forms: Progress and Performance, Student Growth, and Student Achievement. Progress and Performance data is compiled from student data and used in the process of determining school and district accountability ratings.²

Sunsetting MCAS

2014 was the final year of MCAS testing in Mathematics and English Language Arts for elementary and middle school students. Beginning this spring, third through eighth grade students will take the PARCC (Partnership for Assessment of Readiness for College and Careers) in Mathematics and English Language Arts. Fifth and eighth graders will continue to take an MCAS in Science and Technology/Engineering, and ninth graders in Physics. Students currently in eighth through twelfth grades will be required to meet MCAS standards to achieve competency determination. That is, all students in the classes of 2015 through 2019 will have to pass high school MCAS in all three disciplines to graduate.

¹ Districts may choose which science discipline and therefore which year students are to be tested.

² Throughout this report, all data comes from the DESE website unless otherwise noted.

District Accountability: Progress and Performance

The Progress and Performance Index (PPI) was new in 2012, and replaced the No Child Left Behind goal of 100 percent student proficiency by 2014 with the goal of reducing proficiency gaps by half by 2017. The proficiency gap is defined as “the distance between a group’s current proficiency level and 100% proficiency.”

The PPI uses a 100-point scale and combines information on up to seven indicators:

- narrowing proficiency gaps in English language arts, Mathematics, and science;
- growth in English language arts and Mathematics;
- annual dropout rates; and
- cohort graduation rates.

Extra credit points are awarded for increasing the percentage of students achieving a performance level of advanced in English, Math and Science, and for decreasing the failure rate.

Each school’s PPI rating is combined with PPI ratings from the past three years to form a Cumulative Progress and Performance Index. A group must have a Cumulative PPI of 75 or higher to be considered making progress towards narrowing proficiency gaps.

The Cumulative PPI for all students and for the High Needs³ student group must be 75 or higher to be granted Level 1 Accountability and Assistance status. A district is assigned the Accountability and Assessment level of its lowest school.

Six of our schools, Burr, Lincoln-Eliot, Mason-Rice, Ward, Brown, and North, are Level 1 schools this year. All others are Level 2 schools, making Newton Public Schools a Level 2 district.

³ Low Income students, English Language Learners, and students with disabilities

Student Growth

Student progress is also measured with respect to growth from previous years. A Student Growth Percentile (SGP) is computed for each fourth through eighth grade student in Mathematics and English Language Arts, comparing his or her progress to their academic peers⁴ in Massachusetts.

Almost by definition, the median Student Growth Percentile is 50. SGP above 60 and below 40 are considered significant.

Median Student Growth Percentile (SGP) in both English Language Arts and Mathematic for the district in 2014 is 56.

Median SGP in Mathematics in 2014 is above 60 at Countryside, Franklin, Ward, Lincoln-Eliot, Mason Rice, Peirce and Newton South. In English Language Arts, median SGP was above 60 at Burr, Franklin, Horace Mann, Ward, Lincoln Eliot, Mason-Rice, Memorial Spaulding, Peirce, and Zervas,

While our median SGP as a district is dropping but still in the acceptable range, the variation by subgroup reveals differences that are also evident in the performance data.

Median Student Growth Percentiles by Subgroup 2014 and 2013

	English Language Arts			Mathematics		
	2014	2013	2012	2014	2013	2012
Students with Disabilities	49	52	52	47	48	55
ELL and Former ELL	62	62	63.5	60	63	62
Low Income	55.5	54	53	51	49	56
High Needs	54	54	55	51	52	56
African American/Black	54	53	49	48.5	55	52
Asian	61	63	64	62	64	66
Hispanic/Latino	56	54	55	55	48	56.5
Multi Race	59	58.5	60	58	62.5	65
White	55	60	60	54	57	61
Male	52	56	56	56	58	59
Female	60	63	63	56	58	63
Non-Low Income	56	60	60	56	58.5	62
All Students	56	59	60	56	58	61

⁴ The student growth percentile describes the relative growth a student made compared to other students with the same achievement history—their academic peers. Academic peers are not an actual set of students but are constructed using all the state’s data. <http://www.doe.mass.edu/mcas/growth/>

Student Achievement

The number of points students are awarded for correct responses on any MCAS test is translated to a scaled score of between 200 and 280. Students are assigned to a performance level based on scaled scores.

Performance Level	Scaled Score Minimum	Scaled Score Maximum
Advanced	260	280
Proficient	240	258
Needs Improvement	220	238
Warning (Failing Gr10)	200	218

English Language Arts

Student progress in English Language Arts is assessed every year beginning in third grade and continuing through middle school. Writing is assessed in Grades 4, 7 and 10 in the form of a “long composition.”

Elementary: Grades 3-5

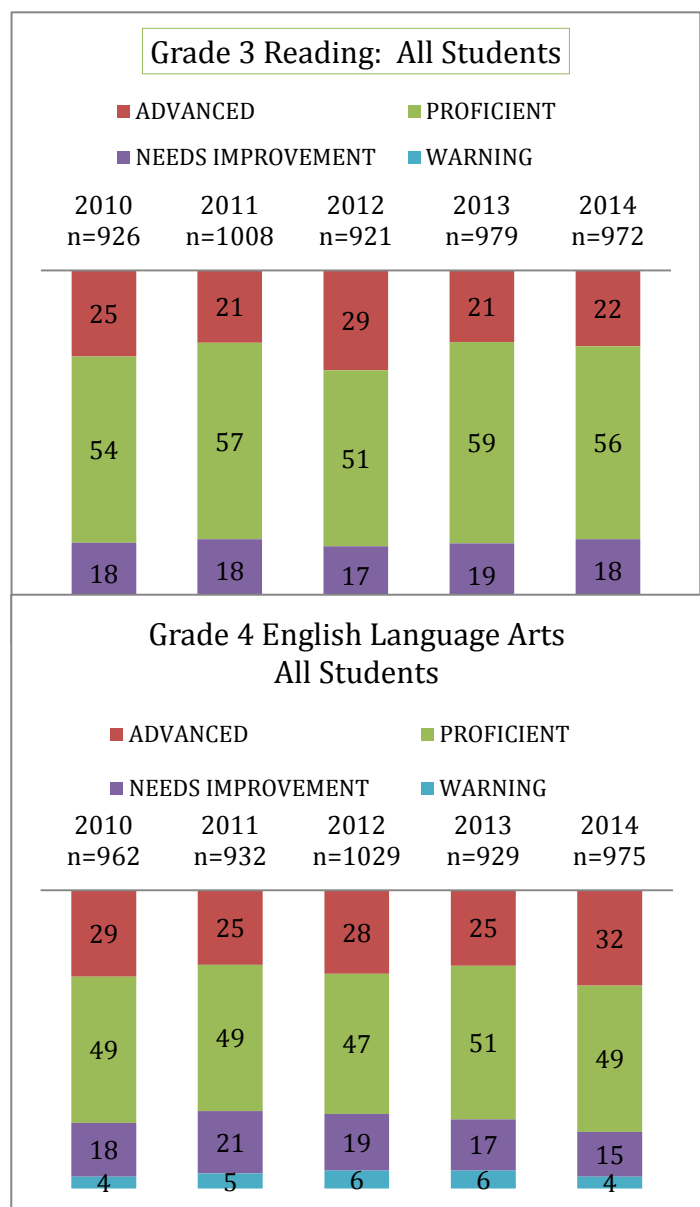
Performance of students in grades 3, 4 and 5 continues to be high. In the five years from 2010-2014, nearly 80% of Newton third grade students have scored proficient or advanced on the reading test.

Additionally, our growth rates in fourth and fifth grade are consistently higher than the average across the state

Fourth grade performance is also strong in the same five-year period, with proficient and advance scores hovering around 75%. We note a slight increase to 81% in 2014, which may reflect the intensive work on writing in elementary schools last year.

According to the Boston Globe⁵, Mason Rice, Ward, Angier, Lincoln Eliot, and Burr all ranked among the 20 highest performing schools in English Language Arts in the state in one or more grades.

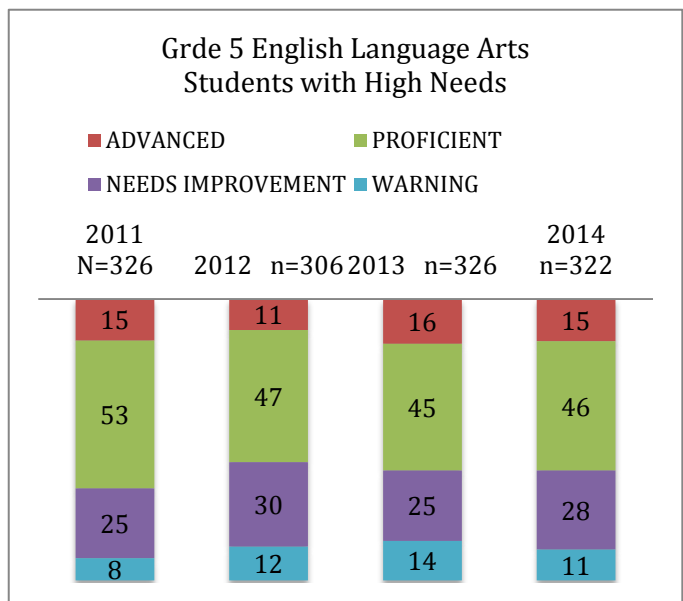
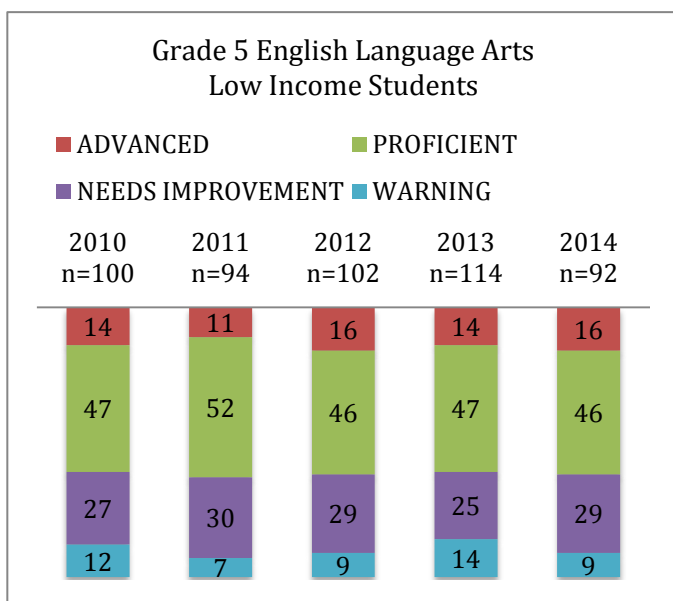
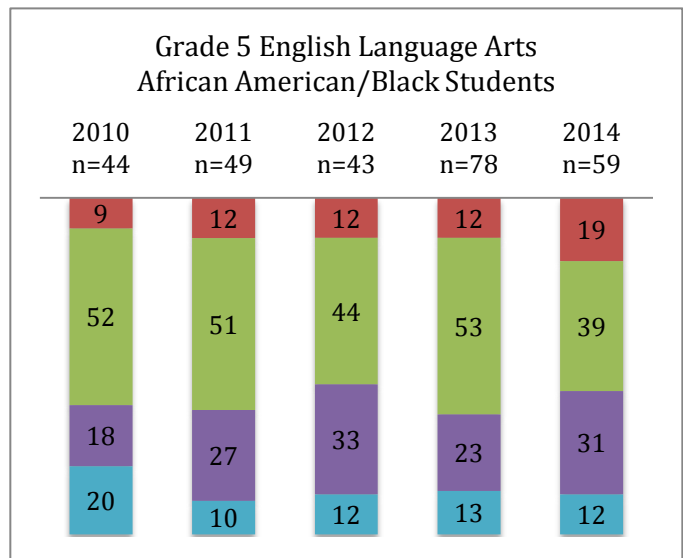
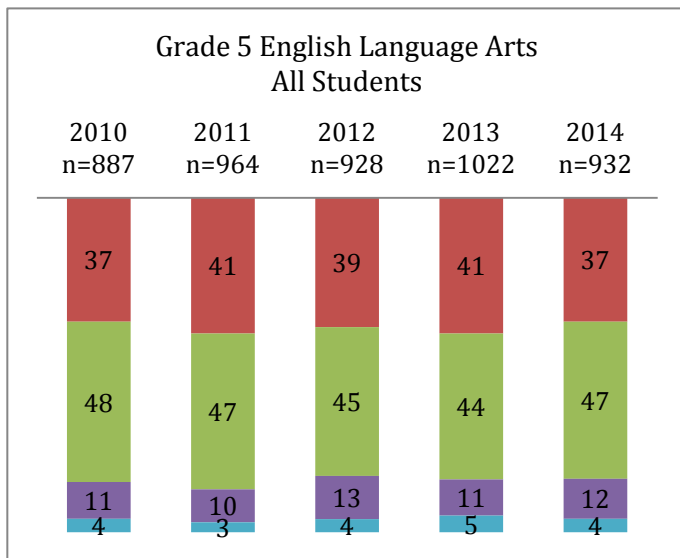
⁵ <http://www.bostonglobe.com/Page/Boston/2011-2020/WebGraphics/Metro/BostonGlobe.com/mcas/2014/rankings/school3rd.xml>



Differences in Achievement Among Sub Groups – Grades 3 – 5

Although student performance on average is very high in Newton Elementary Schools, it is not proportionally distributed across subgroups.

Using Grade 5 results as a comparison point, it's evident that a higher percentage of African American/Black, Low Income, and High Needs students score in the warning performance level, and that these differences persist across the years from 2010 to 2014. Similarly, a much lower percentage of African American/Black and students with High Needs score in the advanced performance level in the same time period.



English Language Arts:
Middle School All Grades 6 - 8

As the charts at right show, Newton Middle School students continue to achieve at high levels on the English Language Arts MCAS.

The percent of students scoring in the warning level moves between 2% and 3% in grades 7 and 8, with grade 6 higher at 3% to 5%.

While the percent of students scoring advanced in each grade decreased this year, the percent of students in the proficient and advanced levels combined continues to be very high at 89 in seventh and 93 in eighth grade.

Student performance in grade 6 continues to lag behind grade 7 and grade 8.

Student growth percentiles (SGP) in 2013 were 48, 51, and 58 for grades 6, 7, and 8 respectively.

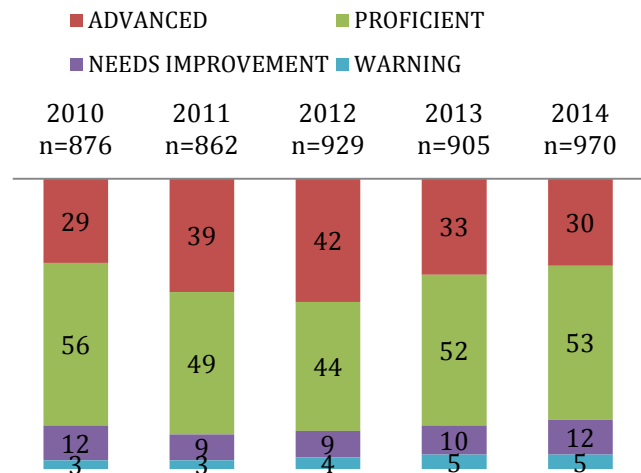
According to the Boston Globe⁶, Bigelow Middle School ranked in the top 20 Massachusetts schools in eighth grade English Language Arts.

Differences in Achievement Among Sub Groups

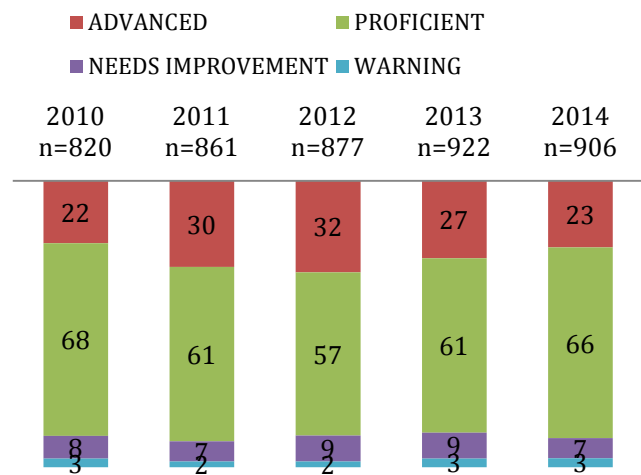
As is the case in the elementary schools, differences in student achievement are evident among sub groups of students. Using eighth graders as the comparison group, we see that students with High Needs, Low Income students and African American/Black students perform in the warning and needs improvement levels in numbers nearly three times as high as their grade level peers.

Conversely, students with High Needs, Low Income students and African American/Black students score advanced at a rate of only one third of eighth grade group as a whole.

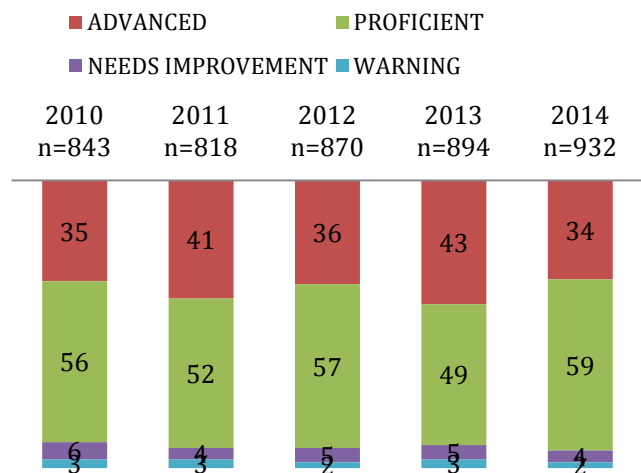
Grade 6 English Language Arts
All Students



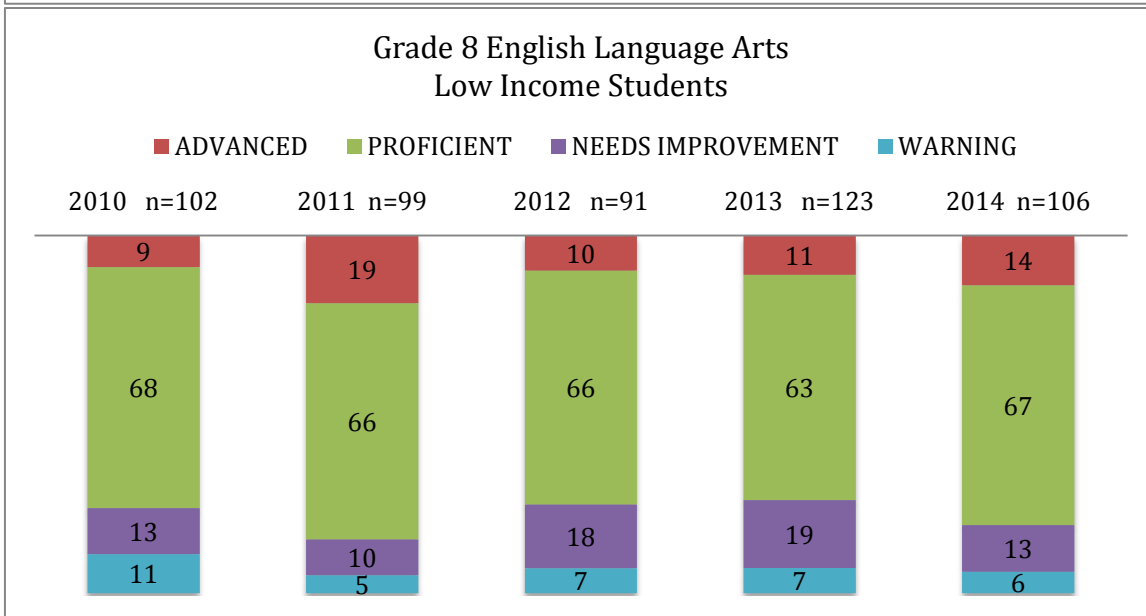
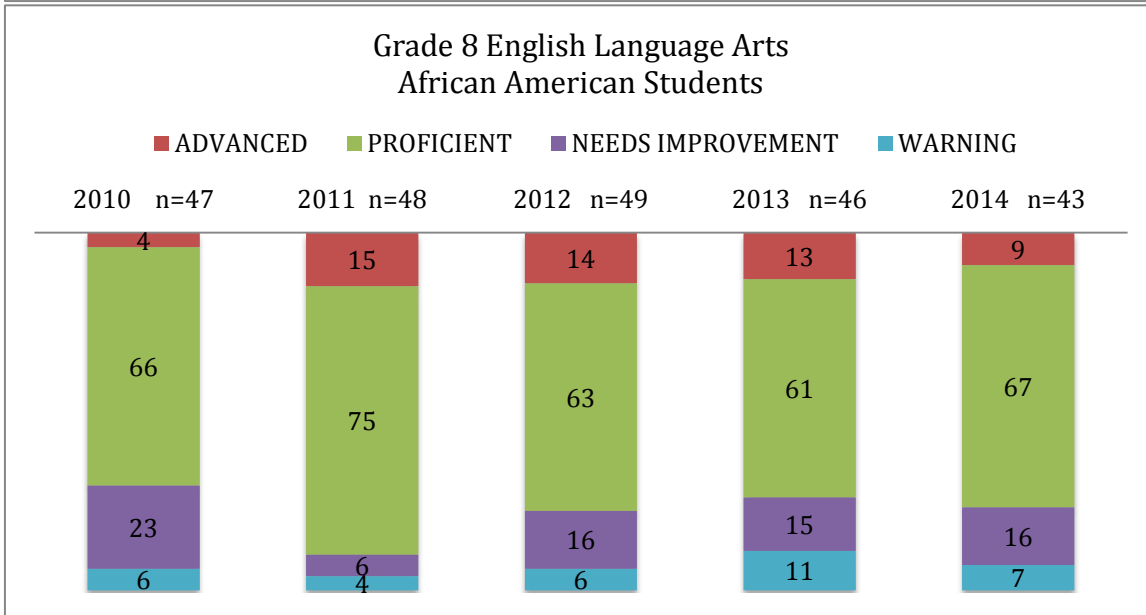
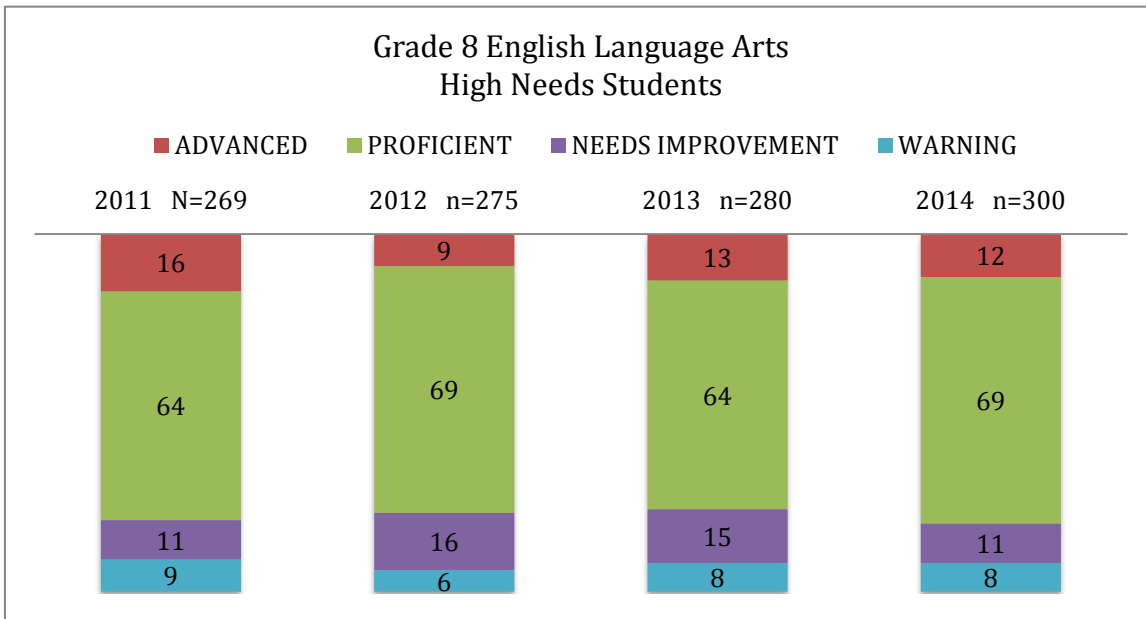
Grade 7 English Language Arts
All Students



Grade 8 English Language Arts
All Students



⁶ <http://www.bostonglobe.com/Page/Boston/2011-2020/WebGraphics/Metro/BostonGlobe.com/mcas/2014/rankings>



English Language Arts: High School Grade 10

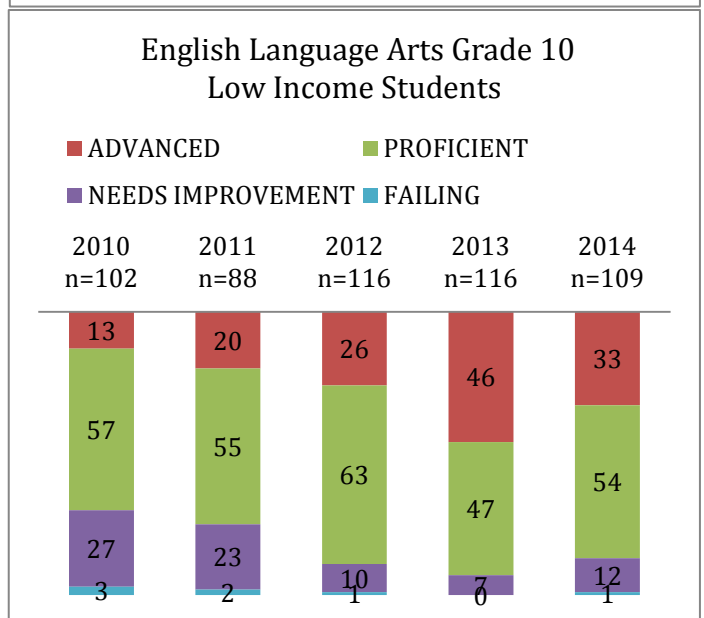
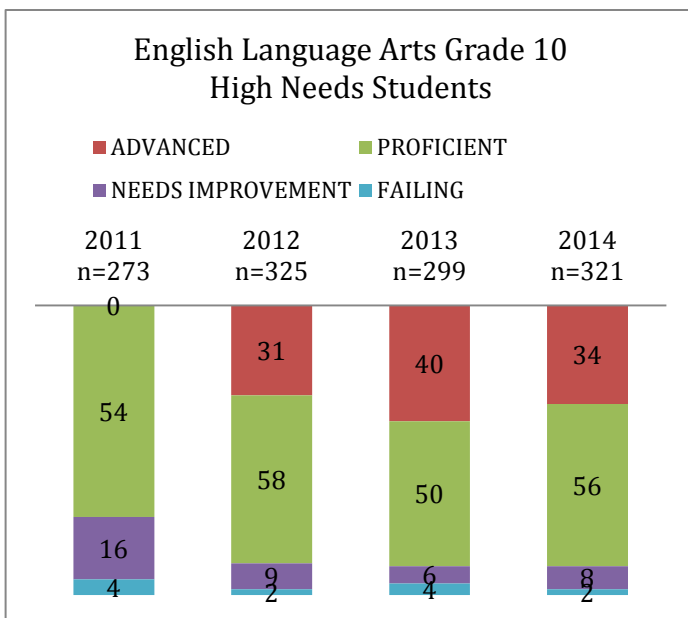
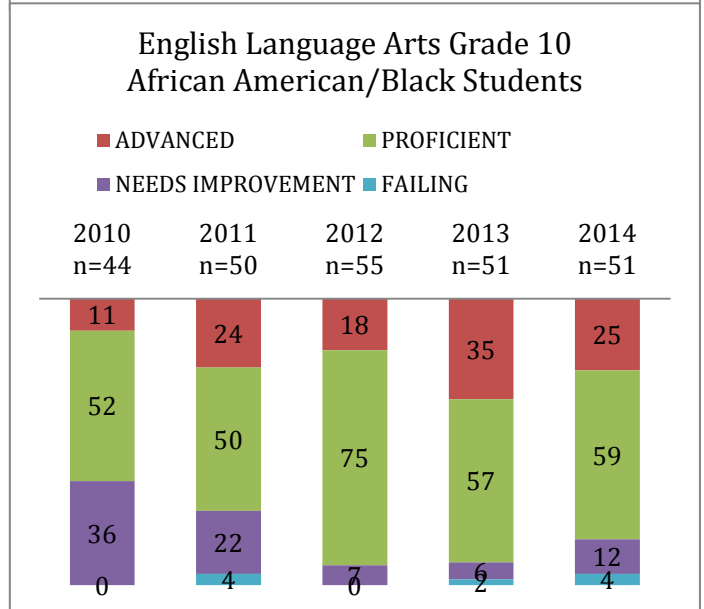
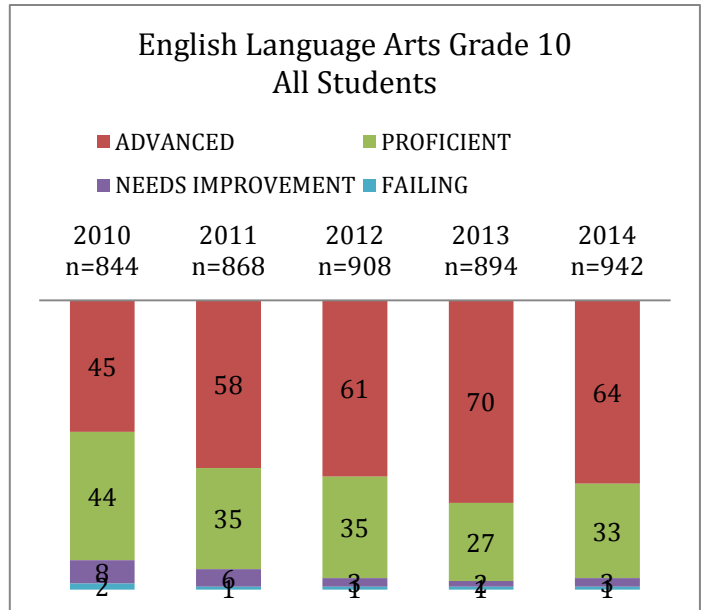
We have made substantial progress in increasing the percentage of Newton Public Schools sophomores scoring in the advanced performance level in the past six years – nearly doubling the rate from 35% in 2008 to 64% in 2014.

We have also reduced the number of students failing the English Language Arts Grade 10 MCAS, from 2% to 1%, and in the “needs improvement” performance level from 8% to 3%.

Differences in Achievement Among Subgroups

The commitment of teachers to narrowing the achievement gap has significantly reduced the needs improvement and failure rates of African American/Black, Low Income, and High Needs students in English Language Arts Grade 10 MCAS. Combined, the percentage of students not scoring proficient or advanced has been reduced from 36% in 2010 to 16% in 2014.

Still, differences in achievement at the advanced level are striking. While 64% of Newton tenth graders achieve an advanced performance level, fewer than half as many African American, Low Income and High Needs students do the same.



Mathematics

Student achievement in Mathematics is assessed every year beginning in third grade and continuing through middle school. High School students take MCAS in grade 10 as part of their competency determination.

Mathematics Elementary: Grades 3 - 5

Student achievement in elementary school Mathematics is high compared to the state average, and has improved in all third and fourth grades as measured by the percent of students scoring proficient or higher. Fifth grade performance is consistently high, with 80% or more of all students scoring proficient or advanced, and more than 50% scoring advanced.

In the Boston Globe⁷ ranking of Massachusetts schools, Mason Rice, Ward, and Bowen all ranked among the 20 highest performing schools in Mathematics in one or more grades.

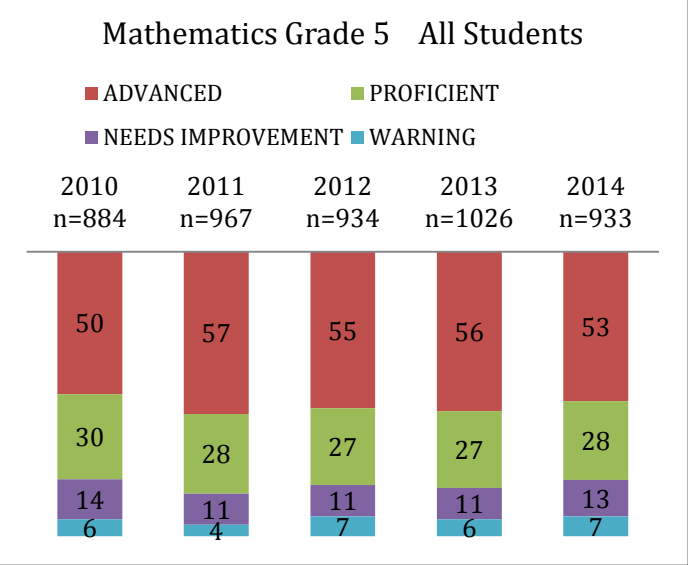
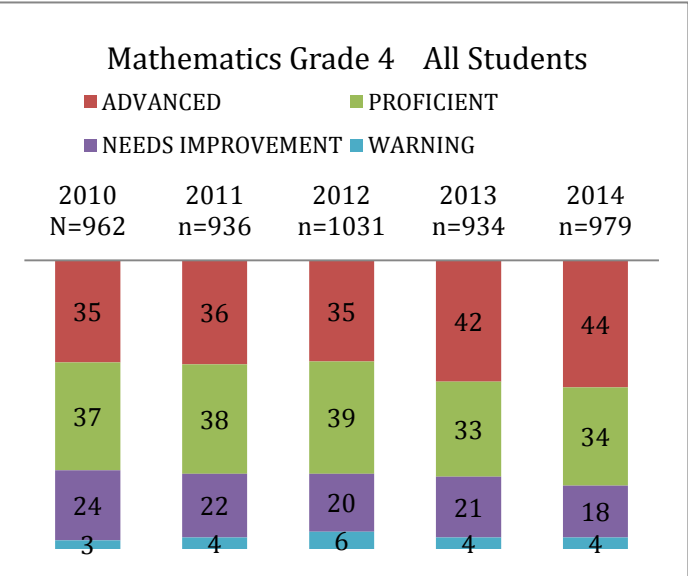
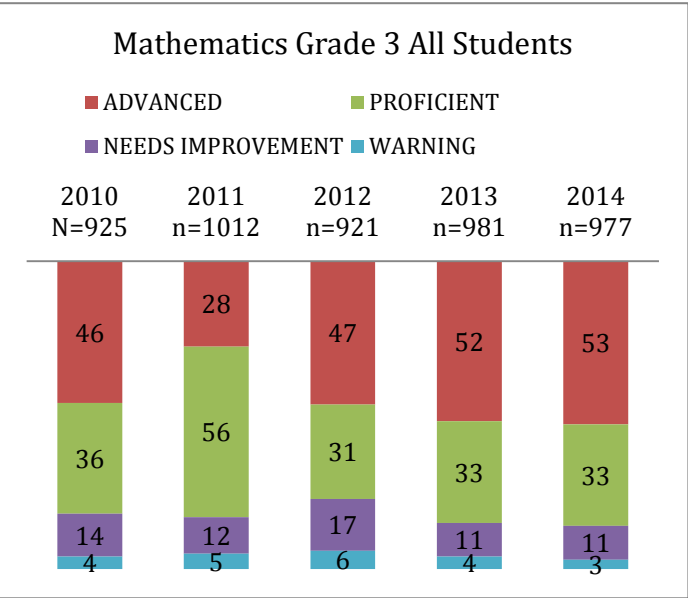
Student Growth Percentiles were 63 and 52 in grades 4 and 5 respectively.

Differences Among Sub Groups

Differences in student achievement based on race and family income have long plagued Mathematics education, and the Newton Public Schools are no different.

Using Grade 5 as a comparison group, it's evident that fifth graders as a whole out-perform their African American/Black and High Needs peers at an alarming rate.

While 53% of all fifth graders scored at the advanced level, only 22% of African American/Black students 25% of Low Income

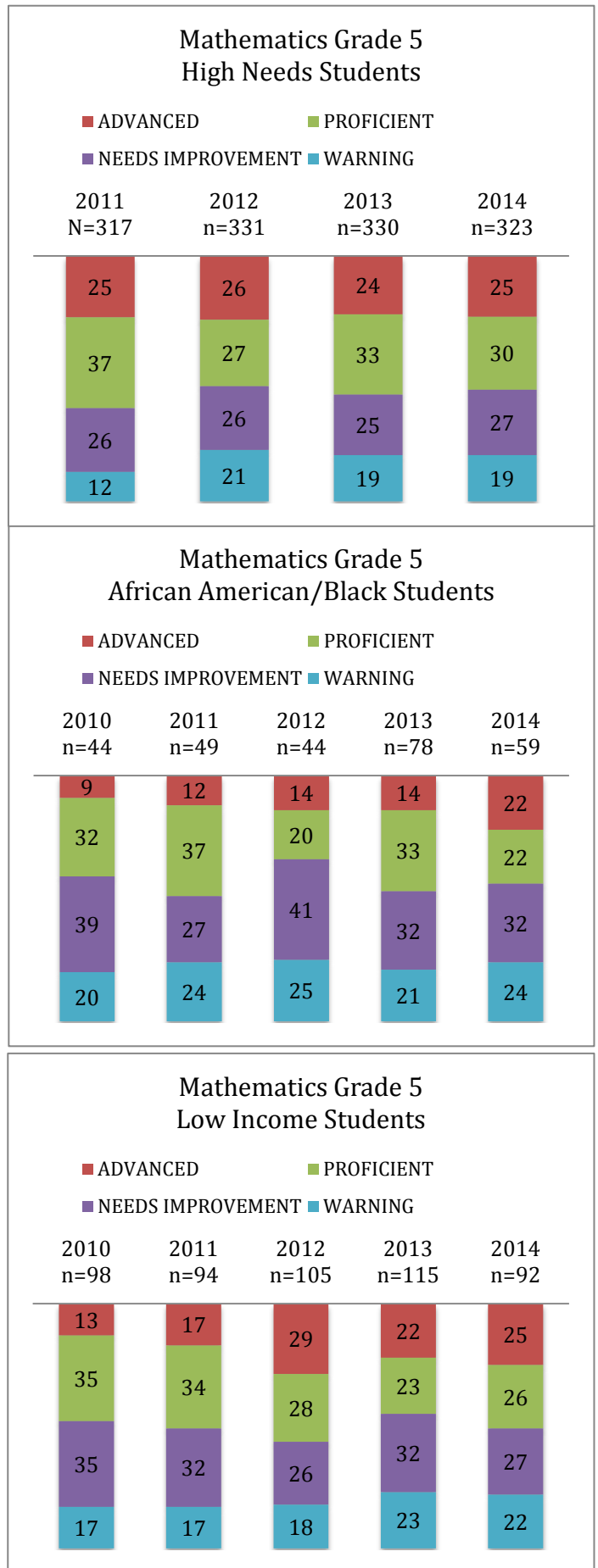


⁷ <http://www.bostonglobe.com/Page/Boston/2011-2020/WebGraphics/Metro/BostonGlobe.com/mcas/2014/rankings/school3rd.xml>

students, and 25% of High Needs students met the same mark.

Moreover, the trends for 2010 to 2014 in the rate of students in the warning performance level appear to have not improved, and in some cases appear to be moving in the wrong direction.

To address these issues, we have identified a set of universal screenings with intervention materials and progress monitoring systems, aimed at identifying gaps and misconceptions particularly among our youngest learners. Math coaches are working with intervention aides and principals are identifying intervention blocks, all of which are enabling this program to be implemented throughout the elementary schools.



Mathematics: Middle School All Grades 6 – 8

Student achievement in Mathematics in Newton Middle Schools is generally very high. About 45% of all middle school students score at the advanced performance level, and about 76% of all students are proficient or above.

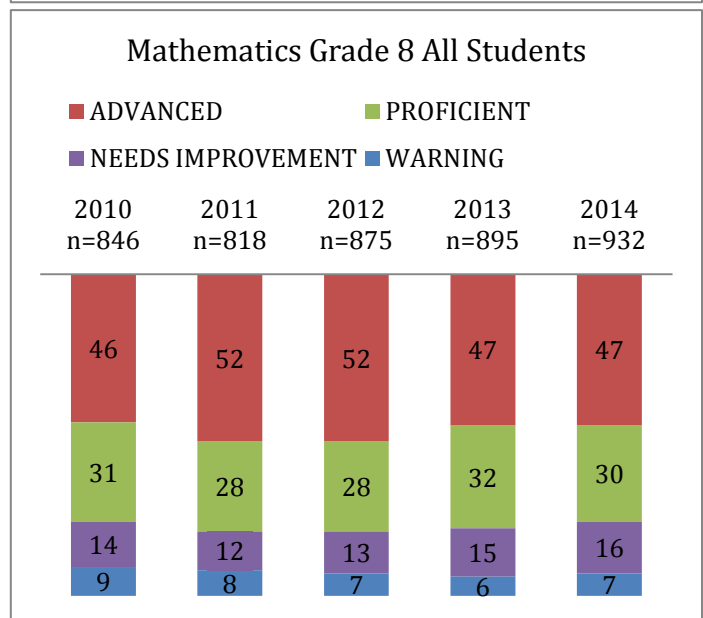
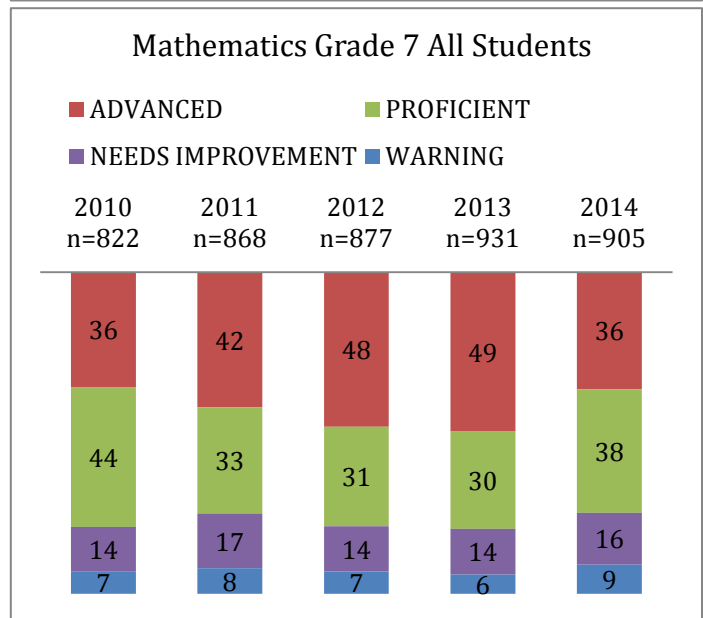
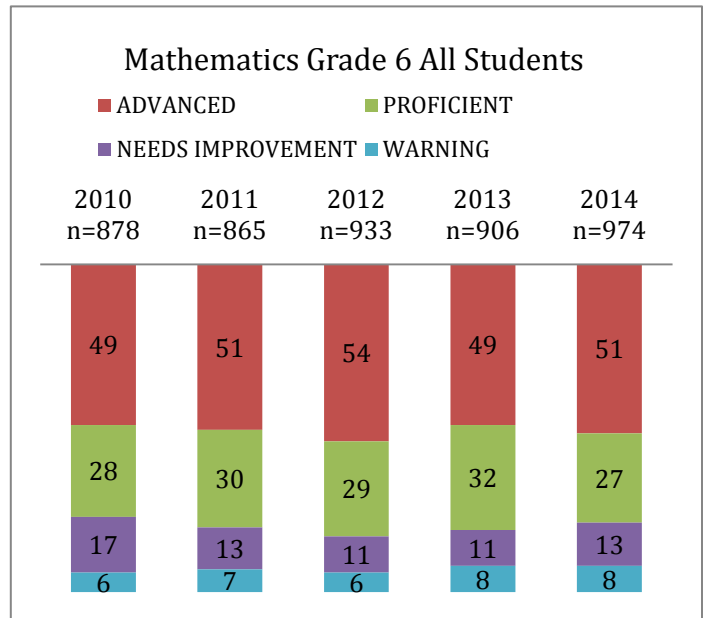
Despite our strong achievement results, our Student Growth Percentiles (SGP) are lower than we would like at 52, 51, 55 in Grades 6, 7, and 8 respectively.

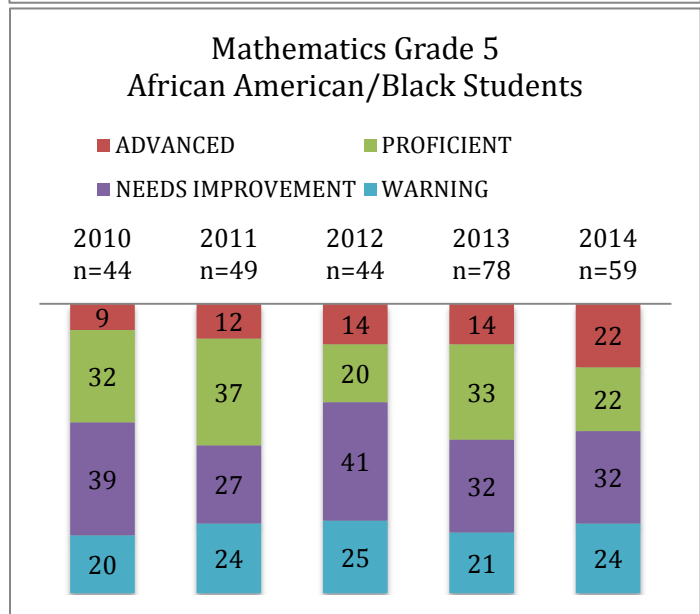
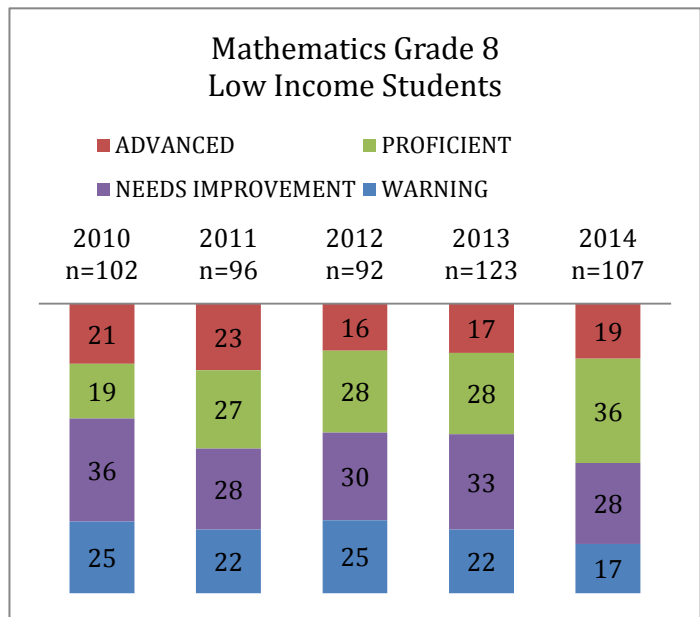
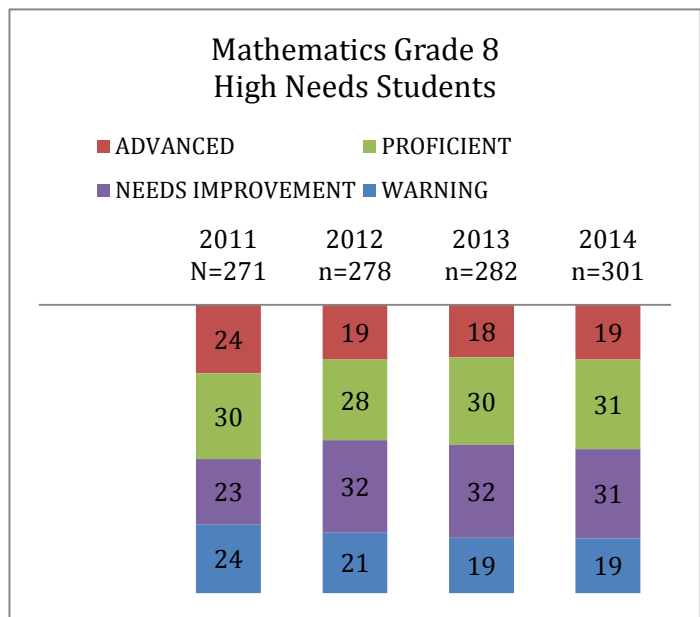
Differences in Achievement Among Subgroups

As we have seen in all other grade levels and disciplines, student performance among African American/Black, Low Income, and High Needs students does not mirror that of their grade level peers.

Using eighth grade as a comparison, we see that only 50% of High Needs students, 55% of Low Income students, and 44% of African American/Black students scored proficient and advanced, compared to 77% of all eighth graders in 2014.

And, while only 9% of all eighth graders scored warning, 19% of High Needs students, 17% of Low Income students, and 24% of African American/Black students did the same.





Mathematics: High School Grade 10

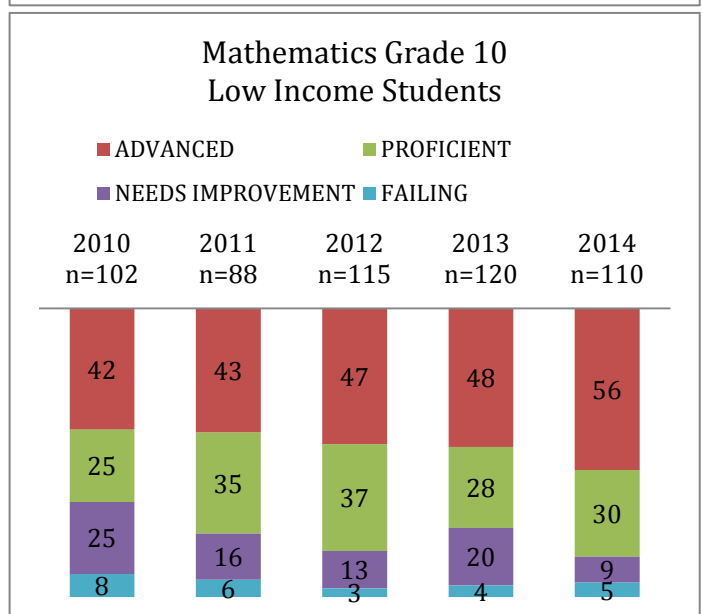
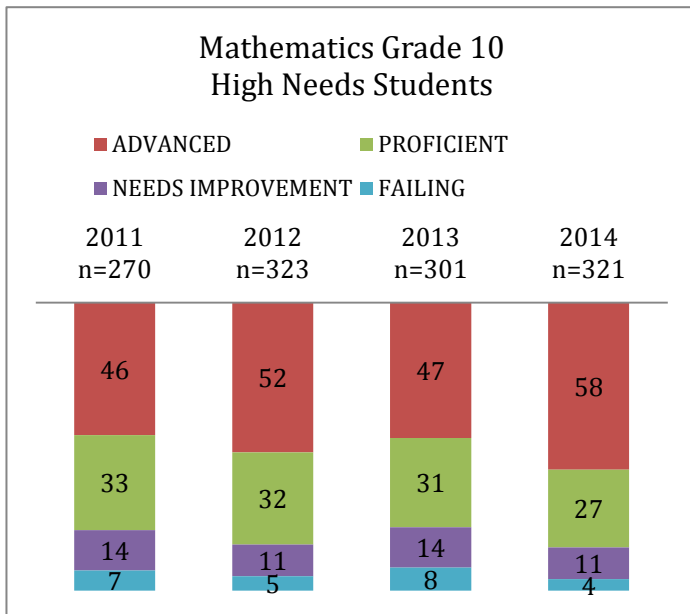
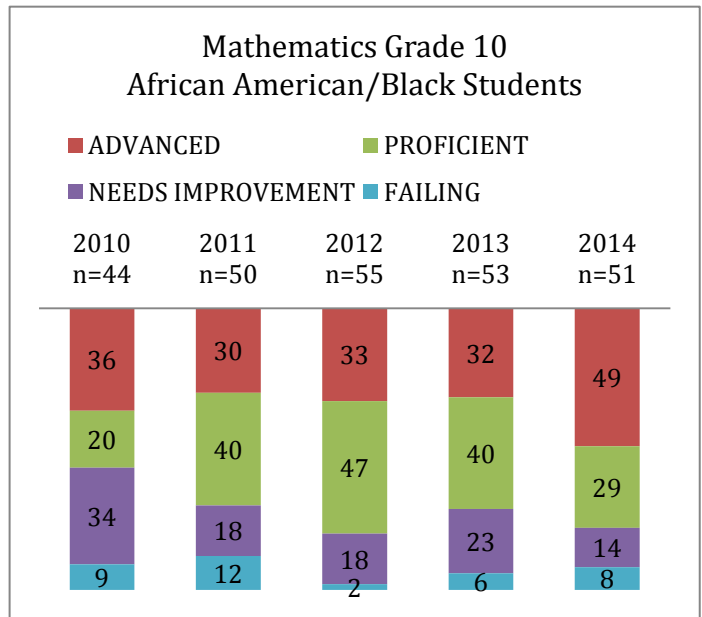
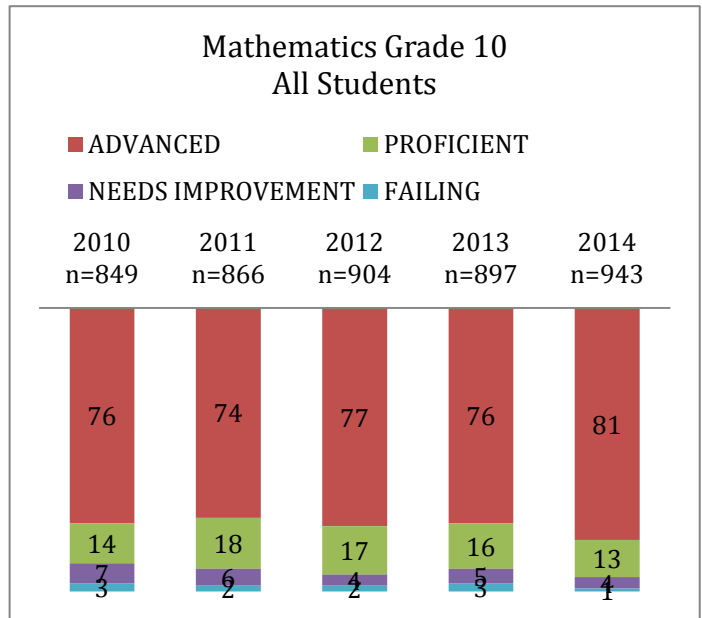
The percentage of students scoring in the proficient and advanced performance levels on the tenth grade Mathematics MCAS has grown from 90% in 2010 to 94% in 2014. Looking further back, Mathematics student achievement has increased from a low of 51% proficient and advanced in 1999.

The percent of students scoring advanced has increased from 76% to 81% in the same period.

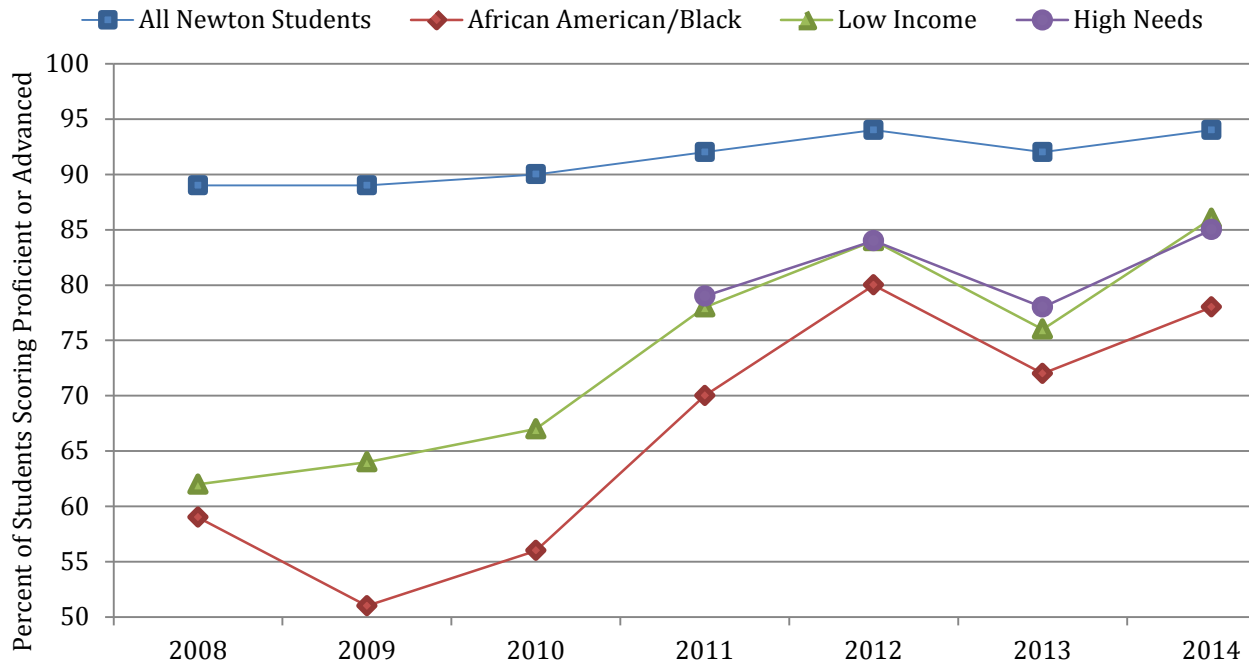
Differences in Achievement Among Subgroups

As the line graph on the next page shows, progress on increasing the number of students achieving at the proficient and advanced performance levels on the Mathematics Grade 10 MCAS has included improvements in the achievement rate of African American/Black High Needs, and Low Income students. In fact, students in these groups have improved at a faster rate than tenth graders as a whole.

However, the performance gap is still significant, particularly in the advanced level.



Mathematics MCAS Grade 10 Comparative Achievement



Science and Technology/ Engineering

Only students in Grades 5 and 8 and high school take an MCAS in Science and Technology/Engineering. The tests are presently based on the 2006 Science Curriculum Frameworks. The release of the Next Generation Science Standards earlier this year will inform changes in Massachusetts Curriculum Frameworks, which are presently in draft form and expected to become finalized in 2015 – 2016.

Elementary Schools: Grade 5

Contributed by Jennifer Craddock, K-8 Science and Technology/Engineering Coordinator

The Grade 5 Science and Technology Engineering MCAS distributes questions over four domains:

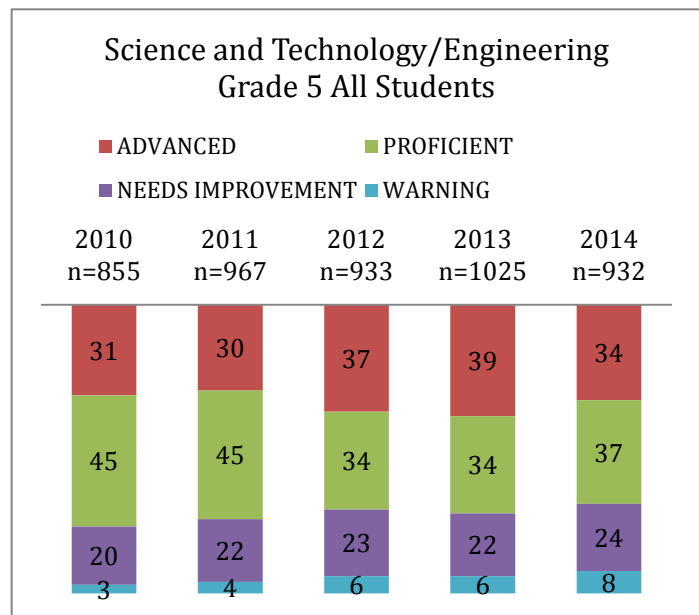
Earth and Space Science	30%
Life Science	30%
Physical Science	25%
Technology/Engineering	15%

Given that instructional time for Science and Technology/Engineering in elementary school is limited, all domains of science cannot be adequately addressed in the elementary grades. Students have learning experiences throughout elementary school that expose them to important skills and concepts in each domain at developmentally appropriate levels, and focus on specific scientific practices, particularly on science notebooks.

The emphasis on informational text in the English Language Arts Common Core will allow students to develop additional content knowledge in Science and Engineering through their reading instruction.

Student performance on the Grade 5 Science and Technology/Engineering MCAS has been variable in the past five years, with the proficient and advanced rates declining in 2014. However, the district has continued to out perform the state.

With restricted time for direct Science instruction in elementary school, and no opportunities for intervention, significant improvement in student achievement will depend on the quality of curricular materials and teacher fidelity of implementation.

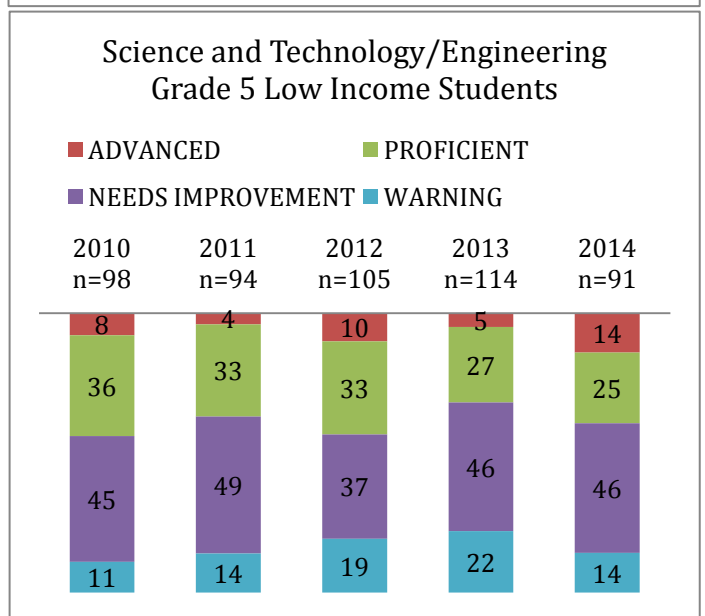
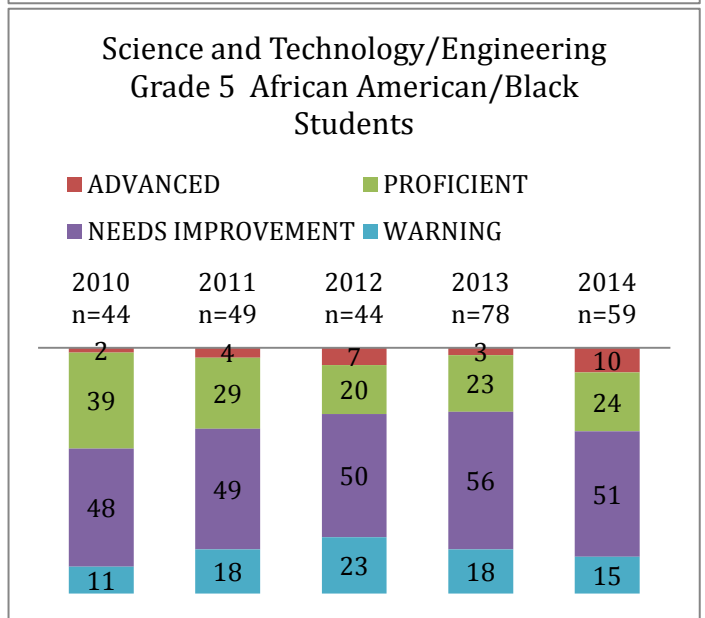
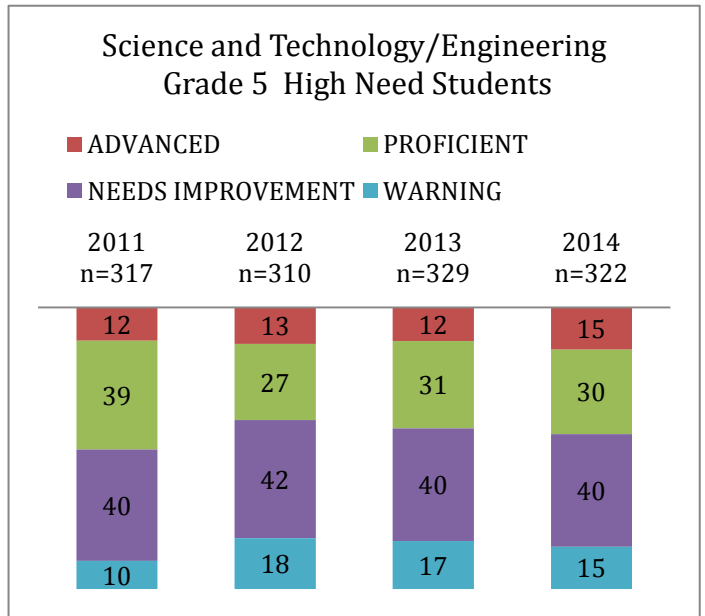


Differences in Achievement Among Sub Groups:

Only 45% of all high needs fifth graders in Newton scored proficient or advanced in Science and Technology/Engineering in 2014, compared to 71% of all fifth graders. Statewide, only 32% of all High Needs fifth graders scored proficient or advanced.

African American/Black students scored significantly lower than their peers in 2014 with only 34% scoring proficient or advanced compared to 71% of their peers. For the past five years, about half of all African American/Black students have scored “needs improvement.”

A similar pattern is evident with our low-income fifth graders, with only 39% scoring proficient or advanced in 2014.



Science and Technology Engineering - Middle Schools Grade 8

Contributed by Jennifer Craddock, K-8 Science and Technology/Engineering Coordinator

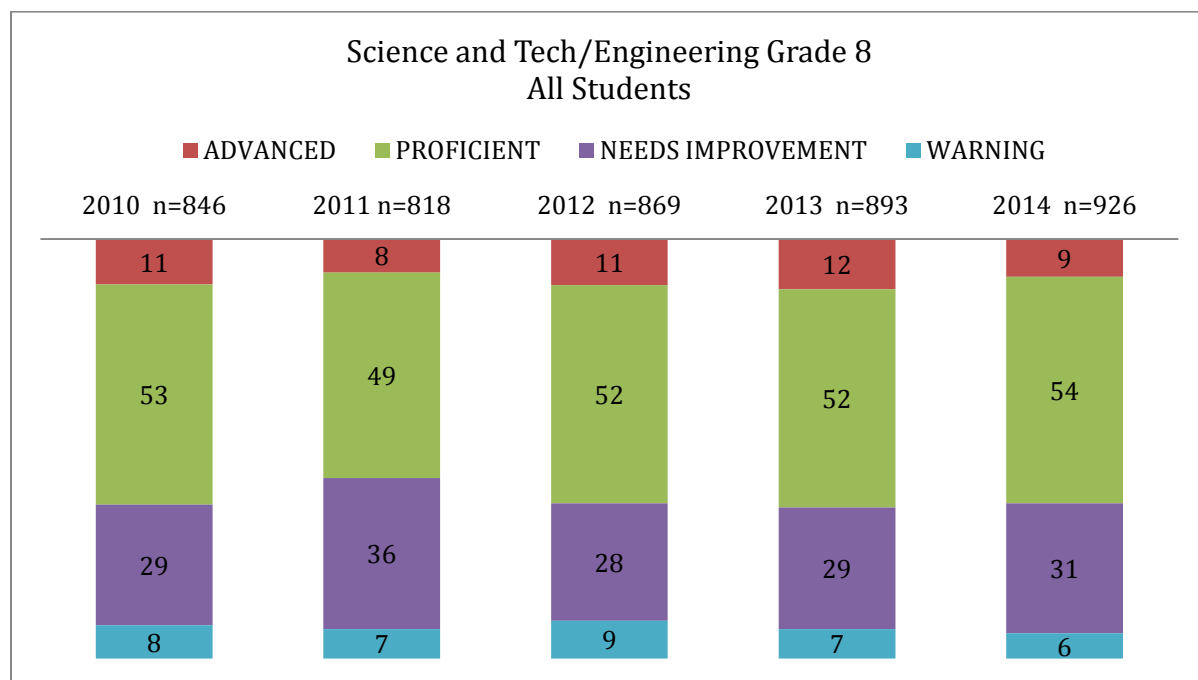
When students enter middle school, Science becomes a core subject, with students receiving instruction daily, usually from a licensed science teacher. Technology/Engineering becomes one of five offerings in the Fine and Applied Arts rotation, with students receiving instruction an average of 40 days per year, usually from a licensed engineering teacher.

The eighth grade Science and Technology Engineering MCAS distributes questions over the same four domains, but in different proportions:

Earth and Space Science	25%
Life Science	25%
Physical Science	25%
Technology/Engineering	25%

As is the case with the Grade 5 MCAS, the Grade 8 test is a de-facto cumulative assessment of student achievement in the three middle school grades.

Student achievement in Grade 8 Science and Technology/Engineering has remained stable since 2010 – with the percent of students scoring in the advanced and proficient levels changing from 64% in 2010 to 63% in 2014. In the same five years, the percent of students scoring advanced has hovered around 10%.



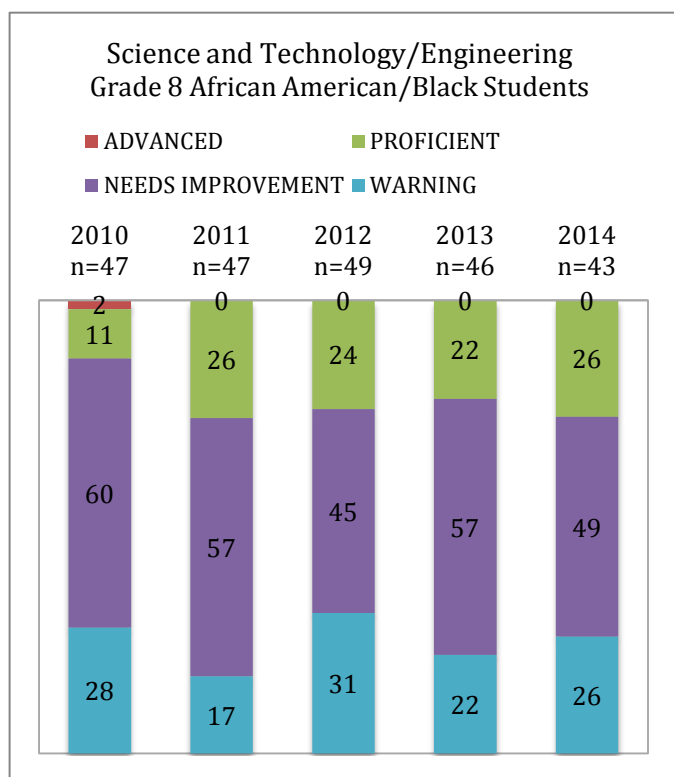
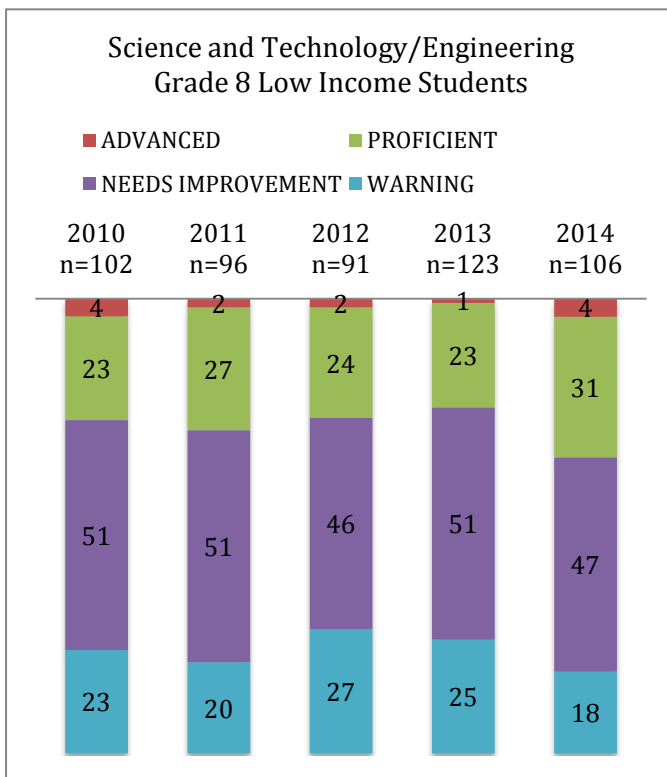
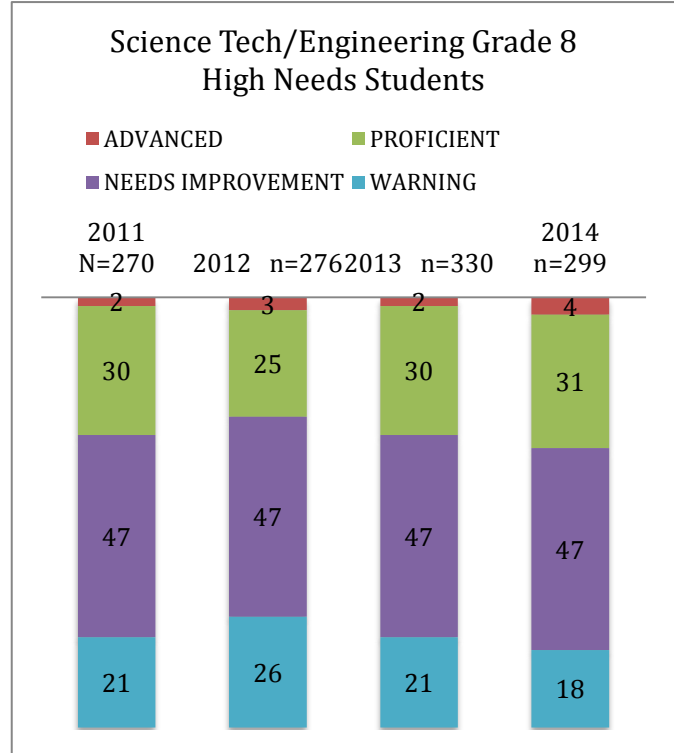
Differences in Achievement Among Subgroups Grade 8

Achievement of African American/Black students, Low Income students and High Needs students is substantially lower than that of their grade level peers.

The failure rate for all three groups hovers in the twenties. High Needs students show a slight improvement in proficient and advanced, but a consistent 47% have scored “needs improvement” over five years.

The percent of African American/Black students achieving a score of proficient or advanced is increasing slowly from 13% in 2010 to 26% this year. However, no African American/Black student has scored advanced since 2010.

Trends for Low Income students are similar.



Science and Technology/Engineering (STE) - High Schools
Contributed by Amy Winston, NNHS STE Department Chair
Gerard Gagnon, NSHS STE Department Chair

High School students are required to pass an MCAS test in one of four STE domains: Biology, Chemistry, Introductory Physics, and Technology/Engineering. The test can be taken any time during the four years of high school.

Newton High Schools have chosen to administer the Introductory Physics MCAS in Grade 9; the year students take the course. Some students take other tests in other grades for a variety of reasons.

Performance levels for the 939 Newton ninth graders and 20 Newton tenth graders taking the 2014 Introductory Physics MCAS are distributed as follows:

	All NPS Students	African American Students	Low Income Students	High Needs Students	State
Advanced	52%	11%	20%	25%	25%
Proficient	39%	63%	52%	51%	41%
Needs Improvement	7%	20%	22%	18%	25%
Failing	2%	7%	6%	6%	9%

These results are significantly higher than those across the state. In addition, 14 students took the Biology MCAS, 15 took Chemistry, and 4 took Technology/Engineering.

At this time, 99% of Newton High School students have passed an STE MCAS test by the end of grade 10 and have therefore earned their competency determination in STE.

Students who fail the ninth grade Introductory Physics test have the option to prepare competency portfolios in Introductory Physics or Biology. Introductory Physics portfolios meet with continued success at Newton North, and are being added at Newton South as needed. Biology portfolios are an option for sophomores and juniors who are taking a biology course.

Differences in Achievement Among Subgroups

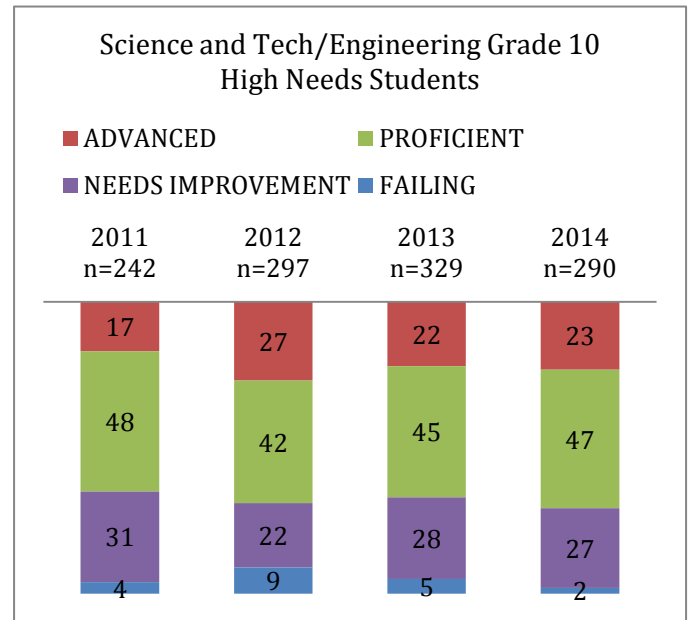
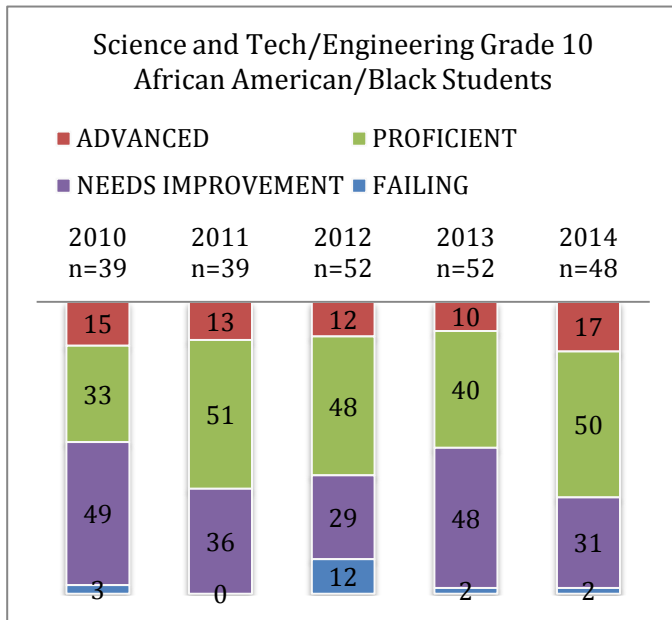
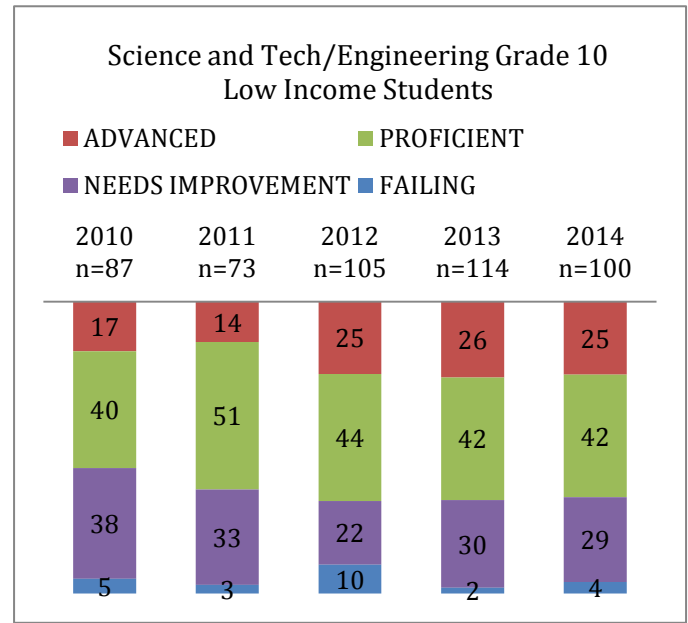
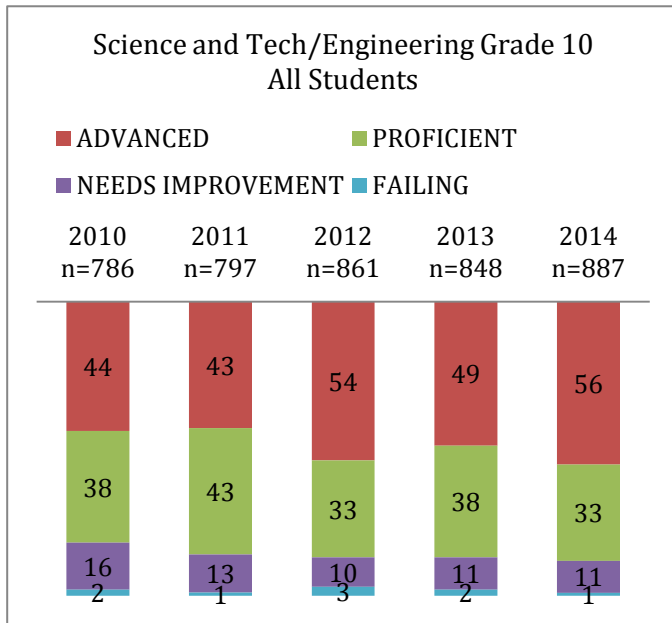
The table above indicates differences in achievement levels between African American, Low Income, and High Needs students and their grade level peers. Comparisons for the sixteen other tests are difficult to make because of the differences in grade levels. However, the data below, listed as Grade 10 Science and Technology/Engineering on the from data available on the “Newton 2014 MCAS Results by Subgroup by Grade and Subject” page of the DESE website⁸ show patterns similar to those in other grades and disciplines.

When measured by the percent of students at the proficient or higher level, performance gaps are slowly narrowing for High Needs, black, and low-income subgroups.

⁸ <http://profiles.doe.mass.edu/mcas/subgroups2.aspx?linkid=25&orgcode=02070000&fycode=2014&orgtypecode=5&>

However, the gaps between student cohorts at the advanced level are significant and narrowing more slowly.

These gaps continue to be the focus of professional development and Professional Learning Community work. In addition, 0.25 of the time of Newton North Science Department Head Amy Winston is allocated to working with teachers at both high schools on portfolio planning and implementation. Special Educators provide student support through co-taught classes.



2009-2014 MCAS Test Data for Newton and Massachusetts: Percent of Students Scoring at Proficient or Advanced

Grade 3 ELA - % Proficient or Advanced				
Admin Year	District		State	
	Total # Tested	% Prof/Adv	Total # Tested	% Prof/Adv
2009	941	77%	70675	58%
2010	926	79%	70622	63%
2011	1008	78%	69978	61%
2012	921	79%	70709	61%
2013	979	79%	70499	57%
2014	972	78%	68283	57%

Grade 3 Math - % Proficient or Advanced				
Admin Year	District		State	
	Total # Tested	% Prof/Adv	Total # Tested	% Prof/Adv
2009	941	82%	70791	60%
2010	925	82%	70552	65%
2011	1012	84%	70035	66%
2012	921	78%	70763	61%
2013	981	85%	70581	66%
2014	977	86%	68218	68%

Grade 4 ELA - % Proficient or Advanced				
Admin Year	District		State	
	Total # Tested	% Prof/Adv	Total # Tested	% Prof/Adv
2009	890	76%	70471	54%
2010	962	78%	70911	54%
2011	932	74%	70920	53%
2012	1029	75%	70264	57%
2013	929	77%	70605	53%
2014	975	77%	68980	52%

Grade 4 Math - % Proficient or Advanced				
Admin Year	District		State	
	Total # Tested	% Prof/Adv	Total # Tested	% Prof/Adv
2009	894	75%	70709	48%
2010	962	73%	70924	48%
2011	936	74%	71101	47%
2012	1031	74%	70425	51%
2013	934	75%	70903	52%
2014	979	77%	69499	52%

Grade 5 ELA - % Proficient or Advanced				
Admin Year	District		State	
	Total # Tested	% Prof/Adv	Total # Tested	% Prof/Adv
2009	904	83%	71661	63%
2010	887	85%	71007	63%
2011	964	88%	71394	67%
2012	928	83%	71423	61%
2013	1022	85%	70879	66%
2014	932	84%	69826	64%

Grade 5 Math - % Proficient or Advanced				
Admin Year	District		State	
	Total # Tested	% Prof/Adv	Total # Tested	% Prof/Adv
2009	907	80%	71793	54%
2010	884	80%	70946	55%
2011	967	85%	71463	59%
2012	934	82%	71484	57%
2013	1026	83%	70926	61%
2014	933	80%	69839	61%

Grade 5 Science - % Proficient or Advanced				
Admin Year	District		State	
	Total # Tested	% Prof/Adv	Total # Tested	% Prof/Adv
2009	907	70%	71686	49%
2010	885	76%	70931	53%
2011	967	75%	71382	50%
2012	933	71%	71373	52%
2013	1025	72%	70842	51%
2014	932	71%	70994	53%

Grade 6 ELA - % Proficient or Advanced				
Admin Year	District		State	
	Total # Tested	% Prof/Adv	Total # Tested	% Prof/Adv
2009	836	84%	70999	67%
2010	876	85%	72172	69%
2011	862	88%	71491	68%
2012	929	87%	71589	67%
2013	905	85%	71602	67%
2014	970	83%	69579	68%

Grade 6 Math - % Proficient or Advanced				
Admin Year	District		State	
	Total # Tested	% Prof/Adv	Total # Tested	% Prof/Adv
2009	836	79%	71085	57%
2010	878	77%	70946	57%
2011	865	81%	71536	58%
2012	933	83%	71640	60%
2013	906	81%	71642	61%
2014	974	74%	69851	50%

Grade 7 ELA - % Proficient or Advanced				
Admin Year	District		State	
	Total # Tested	% Prof/Adv	Total # Tested	% Prof/Adv
2009	831	87%	71696	70%
2010	820	90%	71350	72%
2011	861	91%	72260	73%
2012	877	89%	71749	71%
2013	922	88%	71699	72%
2014	906	90%	70612	72%

Grade 7 Math - % Proficient or Advanced				
Admin Year	District		State	
	Total # Tested	% Prof/Adv	Total # Tested	% Prof/Adv
2009	835	73%	71975	49%
2010	822	79%	71452	53%
2011	868	74%	72495	51%
2012	877	79%	71952	51%
2013	931	80%	72021	52%
2014	905	74%	70978	50%

Grade 8 ELA - % Proficient or Advanced				
Admin Year	District		State	
	Total # Tested	% Prof/Adv	Total # Tested	% Prof/Adv
2009	804	89%	73140	79%
2010	843	91%	72237	78%
2011	818	93%	71683	79%
2012	870	93%	72756	80%
2013	894	92%	72194	78%
2014	932	93%	70999	79%

Grade 8 Math - % Proficient or Advanced				
Admin Year	District		State	
	Total # Tested	% Prof/Adv	Total # Tested	% Prof/Adv
2009	806	77%	73170	49%
2010	846	77%	72180	51%
2011	818	80%	71740	52%
2012	875	80%	72705	53%
2013	895	79%	72196	55%
2014	932	93%	71296	79%

Grade 8 Science - % Proficient or Advanced				
Admin Year	District		State	
	Total # Tested	% Prof/Adv	Total # Tested	% Prof/Adv
2009	806	60%	72982	39%
2010	846	64%	72026	40%
2011	818	57%	71569	39%
2012	869	63%	72535	42%
2013	893	64%	72038	39%
2014	926	63%	71951	42%

Grade 10 ELA - % Proficient or Advanced				
Admin Year	District		State	
	Total # Tested	% Prof/Adv	Total # Tested	% Prof/Adv
2009	883	91%	70383	80%
2010	844	89%	70369	78%
2011	868	93%	69532	84%
2012	908	96%	69059	88%
2013	894	97%	68697	91%
2014	942	97%	70465	90%

Grade10 Math - % Proficient or Advanced				
Admin Year	District		State	
	Total # Tested	% Prof/Adv	Total # Tested	% Prof/Adv
2009	878	89%	70194	74%
2010	849	90%	70401	75%
2011	866	92%	69342	77%
2012	904	94%	69015	78%
2013	897	92%	68821	80%
2014	943	94%	70607	79%

High School Science - % Proficient or Advanced				
Admin Year	District		State	
	Total # Tested	% Prof/Adv	Total # Tested	% Prof/Adv
2009	824	80%	68034	61%
2010	786	82%	68240	65%
2011	797	86%	68471	67%
2012	861	87%	67556	69%
2013	848	87%	66693	71%
2014	887	89%	68495	71%

Notes re: All MCAS Tests:

Performance level results for all tests include students who participated in MCAS using the standard tests as well as those testing with the alternate assessment. Students testing from out-of-district placements are included in the district scores. LEP students enrolled in their 1st year of US Schools are not factored into MCAS calculations.

Notes re: High School Science Tests:

Districts have the option of testing their students with end-of-course science tests at grade 9 or 10. Newton has most students take the Introductory Physics test at grade 9. However, students can opt to wait until grade 10 to test. Results from tests taken at both grades are indicated in the table above.