DATA REPORT

2024 | MCAS Summary Report

Testing Requirements

The MCAS test is administered to students in grades 3-10.

Students in grades 3-8 take English Language Arts (ELA) and math tests every year.

Students in grades 5 and 8 take the Science and Technology/Engineering test.

Students in grade 9 take Biology and students in grade 10 take ELA and math.

Individual Student Reports

The Department of Elementary and Secondary Education (DESE) provides the individual student reports.

Student reports are mailed to Parents/Guardians in early October.

MCAS data are one piece of information students, parents/guardians, and educators use to measure academic growth.



What does the district look for when examining MCAS data?

School District Performance as measured by School Accountability data. (See page 4)

Student Growth as measured by group student growth percentile (SGP). (See pages 6-8)

Student Achievement as measured by percent of students moving towards meeting expectations in grades 3-8 and scoring 470 or above in grades 9-10. (See pages 9-16)

Sub Group (e.g., special education, low income) Growth and Achievement as measured by subgroup SGP/achievement in comparison to the general population. (See pages 6-16)

When the data are released in early fall, district educators use data protocols to examine the results to evaluate their curriculum and instruction.

What are some of the NPS data trends?

When looking at growth and achievement data, educators look for areas of strength and weakness. These trends help inform decisions about instructional strategies, curriculum resources, staffing, and professional development. Please see the District Presentation to School Committee on November 18, 2024 for more details.

School Trends 2023-2024

	Areas of Strength	Areas of Growth
High School	✦ Exceeding Typical Growth in most reporting categories for ELA and math. ✦ Improved or Exceeded Targets in all categories for Graduation Rate, Extended Engagement Rate, and Drop-Out Rate. ✦ Met Targets for Chronic Absenteeism. ✦ Increased number of students completing advanced coursework, especially low income students (39.1 % to 49.2%).	✦ Continued focus on increasing the achievement levels of all students. ✦ Focused attention on increasing the achievement levels of students with disabilities and high needs students. ✦ Improving structure for academic interventions. ✦ Ongoing attention to continued decrease of Chronic Absenteeism.
Middle School	✦ High Typical Growth in 5 out of 8 subgroups. ✦ Met Targets for Chronic Absenteeism, reducing rate from 12.1% to 11.1%. ✦ English Learner students Exceeded Targets in both ELA & Math.	✦ Continued focus on increasing the achievement levels of all students. ✦ Attention to areas of lower growth including grade 8 math and ELA. ✦ Ongoing development of interventions to impact achievement of subgroups (e.g, students with disabilities and high needs students).
Elementary	✦ Student Growth Percentiles have increased since 2022. ✦ Low Income subgroups have all shown growth in Meeting or Exceeding Expectations.	✦ Enhance K-5 Math Intervention to support foundational skills and access the general math curriculum. ✦ Analyze curriculum pacing to ensure key ELA and math standards are taught prior to MCAS.

What actions are we taking?

Each school has a School Council that reviews MCAS and other school data to set goals for improvement. See the School Improvement Plans for goals and actions related to student learning and growth. Below is a brief summary of some other actions the district and schools are taking to meet our goals around student achievement and growth.

Goals	Focused Intervention	Curriculum and Instruction	Staff and Budget
✦ Increase the achievement level of all students ✦ Strengthen areas of lower growth ✦ Decrease achievement gaps	✦ Assess impact of iReady diagnostic & intervention ✦ Continue implementation of iReady Math program (year 2) ✦ Implement K-5 writing instruction & common assessment protocols ✦ Evaluate targeted after-school and vacation intervention camps ✦ Special Education Program Development	✦ Restructure of PK-12 vertical data team ✦ Evaluation of implementation of selected curricular resources (e.g., *iReady Math*, *Fundations* Structured Literacy Program, MyView Literacy) ✦ Ongoing Educator Professional Development with a focus on math and writing instruction	✦ Continue investments in high quality instructional materials ✦ Investment in enhancing teacher leadership for curriculum and data work ✦ Strengthen NPS intervention & coaching model through vertical alignment



Seeing the Whole Child

Our work around belonging ensures every child has a team of adults who know them well. When it comes to looking at data, our educators can put names, faces, and stories to the story.

For example, in grades 3-8 an average of seven low income students are Not Meeting Expectations. To create effective interventions, we ask ourselves, what do we know about these students?

Using a range of data (e.g., classroom participation, achievement on unit tests, iReady diagnostic scores, MCAS scores), we create a plan to monitor and positively impact each child's academic achievement. This process is called a multi-tiered system of support (MTSS).

MCAS after school & vacation programs and in-school interventionists are a few of the supports we have in place.



Analysis

Overall the district is rated as making substantial progress towards the DESE targets. (See 2024 Official Accountability Report for Newburyport).

The accountability percentile shows how our schools are performing overall compared to other schools that serve similar students.

School Accountability Data

The Department of Elementary and Secondary Education provides districts with "Accountability Data."

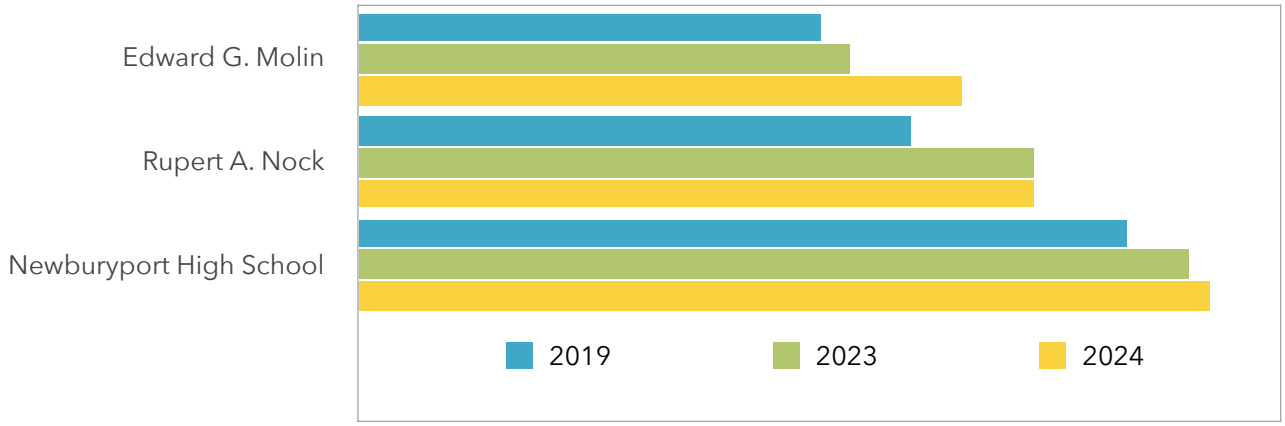
Each district and individual school is rated using a range of indicators for all grades:

- Achievement in ELA, math, and science/technology tests
- Growth in ELA and math
- Progress toward English proficiency (for students whose first language is not English)
- Chronic Absenteeism (% of students missing 18 or more days)

Additional indicators are considered for high schools:

- Four year cohort graduation rate
- Extended engagement rate
- Annual drop out rate
- Advanced coursework completion (courses defined by DESE)

NPS Accountability Percentiles–2019-2024 Comparison



Advanced Coursework

High school accountability data measures the number of juniors and seniors who take advanced courses (e.g., dual enrollment, AP courses).

In 2023-24, 77% of NHS juniors and seniors participated in advanced courses.

NHS focused on increasing participation of low income students. In 23-24, the rate of participation increased by 10.1%.

The rate of participation for students in all subgroups (high needs, low income, student with disabilities) increased.

Accountability Data Continued

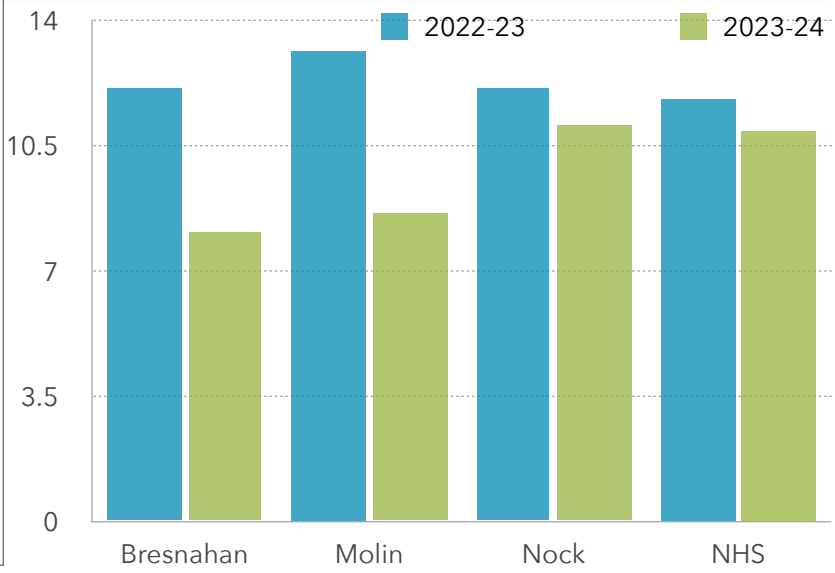
Attendance

The accountability report also considers school and district attendance rates.

Any student who misses 18 or more school days is considered chronically absent–this includes both excused and unexcused absences.

All our schools hit their targets for attendance.

See table for ***Absence Rates by School.***



High School Graduation, Extended Engagement, and Drop Out Rates

Once again NPS exceeded DESE targets for four-year graduation rate and extended engagement rate, and annual drop out rate.

- **Graduation Rate**: percent of students in a cohort who graduate in four years or less. Accountability data reflects the 2023 rate.
- **Engagement Rate**: total of the five-year graduation rate plus the percentage of students from this cohort who remained enrolled in school after 5 years.
- **Drop Out Rate**: Percentage of students in grades 9-12 who drop out. 2024 accountability data looks at the 2023 rate.

The four year graduation rate for NHS is 98.6% (up from 97.7% in 2023), exceeding the state target of 95%.

The annual drop out rate from 2023 is 0.2%, which is a decrease from 2022 (1%). The rates for students with disabilities, high needs and low income students also decreased.





Understanding Student Growth Percentiles

A growth score shows how much a student's score changed compared to other students who had a similar score the year before.

See table below for understanding high, moderate and low growth.

Growth Level	Percentile Range
Very high	80-99
High	60-79
Typical	40-59
Low	20-39
Very Low	1-19

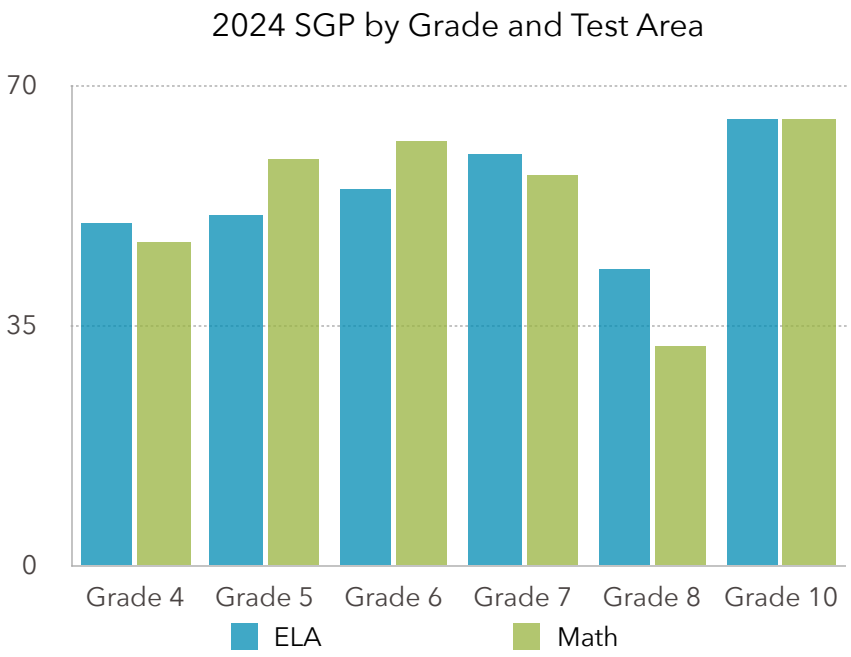
Since grade 3 students are taking the test for the first time, there is no growth percentile for that group.

There are no student growth percentiles for the grade 5 and 10 science tests.

Student Growth Data

As DESE explains, "At the school or student group level, DESE reports the mean SGP, which represents the average student growth percentile for that school or student group."*

A typical growth score is 50 (the typical range being from 40 low to 60 high). Our students are showing increased growth from 2023 levels.



Analysis of Overall Growth Scores

- Across the district, most students are showing moderate to high growth.
- **Highlights**: Grade 4 math SGP is up from 28 in 2023 to 47. Grade 6 students showed high growth in math, grade 7 high growth in ELA, and grade 10 students high growth in both ELA and math.
- **Challenge Areas**: Growth scores in grade 8 math are in the low range.

*DESE: School Leader's Guide to the 2023 Accountability Determinations, p.3

What is a subgroup?

The district evaluates progress for the following DESE defined subgroups:

Students with Disabilities: students who have an Individualized Education Program (IEP).

English Learners (EL): students whose first language is a language other than English who are unable to perform ordinary classroom work in English.

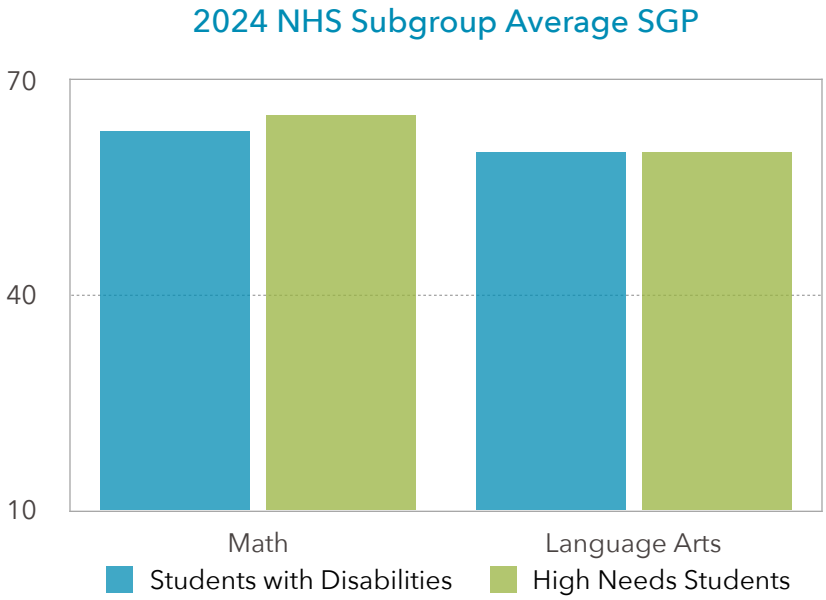
Low Income: students who participated in one or more state-administered programs (Supplemental Nutrition Assistance Program (SNAP); Transitional Assistance for Families with Dependent Children (TAFDC); Department of Children and Families' (DCF) foster care program; expanded MassHealth), as well as students identified by districts as homeless.

High Needs: students who are designated as either low income (prior to 2015, and from 2022 to present), economically disadvantaged (from 2015 to 2021), EL/former EL, or a student with disabilities.

NPS Subgroup Growth Scores

High School

- Students with Disabilities (45 students) and High Needs Students (60 students) showed above typical growth in both Math and Language Arts.
- Both groups have SGPs well above the state level in Math and ELA.



Middle School, grades 6-8

- Students with Disabilities (76 students) and High Needs Students (113) in grades 6-7 showed high typical growth in all test areas.
- In 8th grade, Students with Disabilities showed lower growth in both ELA and math. High Needs Students in 8th grade had typical growth for ELA and lower growth for math.

Elementary (grades 4-5)

- Students with Disabilities (65 students) and High Needs Students (98) at grades 4 and 5 showed typical growth in ELA. In grade 4 math, high needs students showed typical growth and students with disabilities.

3-8 Average Subgroup Growth Analysis

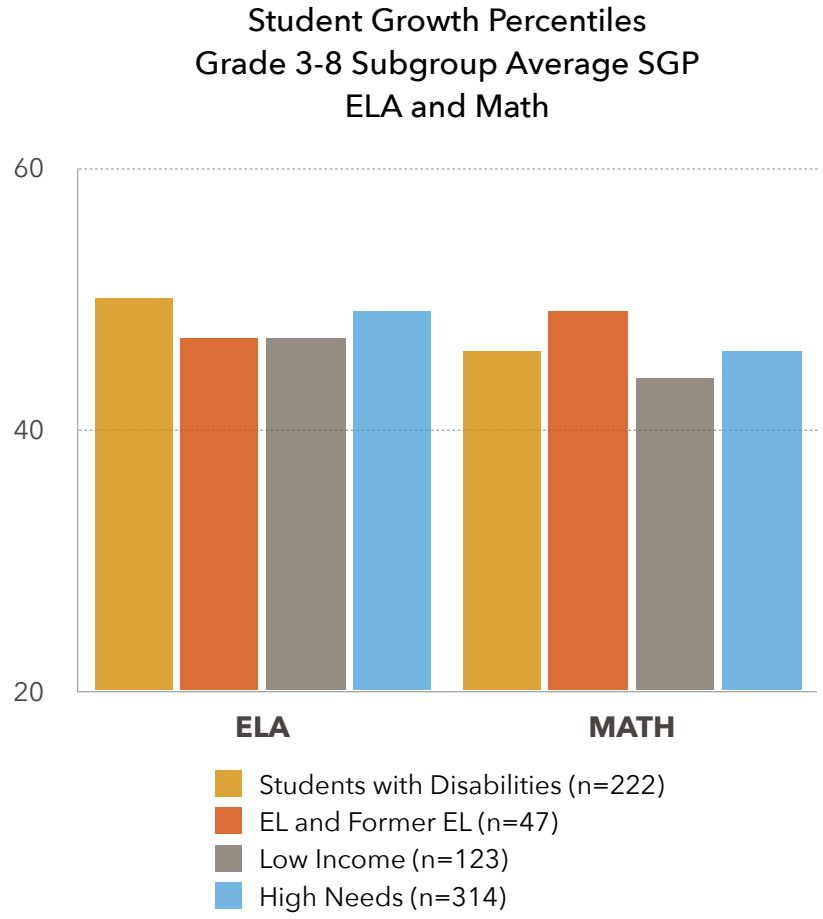
In addition to looking at the subgroups by school and grade level, we can also look at the subgroup averaged into one grade 3-8 cohort.

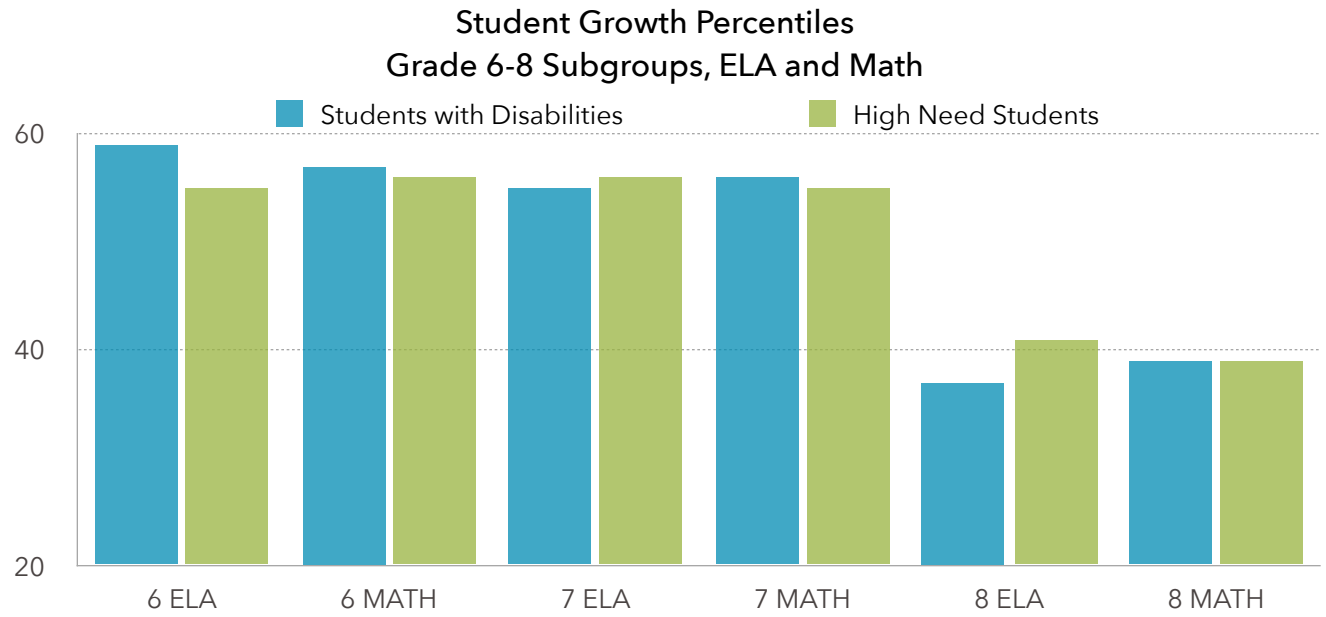
The averaged data shows subgroups across all grades with strong typical growth on both tests.

At the Rupert A. Nock Middle School, we are seeing strong growth in our subgroups in grades 6 and 7 in both subjects.

Similar to our aggregate growth scores, the grade 8 subgroups are growing at the level we would expect (average typical growth is 40). See table below.

Grade 3-8 Average Subgroup Growth Scores







Understanding Student Achievement Scores

Student achievement is measured on four levels on the MCAS Tests.

Achievement Level	Scaled Score
Exceeding Expectations	530-560
Meeting Expectations	500-529
Partially Meeting Expectations	470-499
Not Meeting Expectations	440-469

Newburyport High School Average Scaled Score

Test	Average
ELA	510
Math	508
Biology	511

Student Achievement Data

The percent of students district-wide meeting or exceeding expectations continues to exceed the state. In some areas, we have begun to reach or exceed 2019 (pre-pandemic) achievement levels (e.g., grade 4, 5, 6 math and grade 7 ELA).

Trends Impact Curriculum and Instruction

When looking at achievement data, educators examine trends across grade levels to identify areas of strength and weakness in content-area standards.

For example, in 2023 99% of Newburyport 4th graders correctly answered this question that measures operations and algebraic thinking (2024 questions have not been released):

Takara is 4 years old. Her brother is 2 times as old as Takara.

Which equation can be used to find b, the age in years of Takara's brother?

- A. $b = 1 \times 2$
- B. $b = 2 \times 2$
- C. $b = 4 \times 2$
- D. $b = 8 \times 2$

This data indicates that the curriculum has addressed this standard. However, educators also see areas where most students could *not* answer a question. They would use this information to evaluate what instructional or curriculum changes should be made.

Individual Data Impacts Intervention Planning

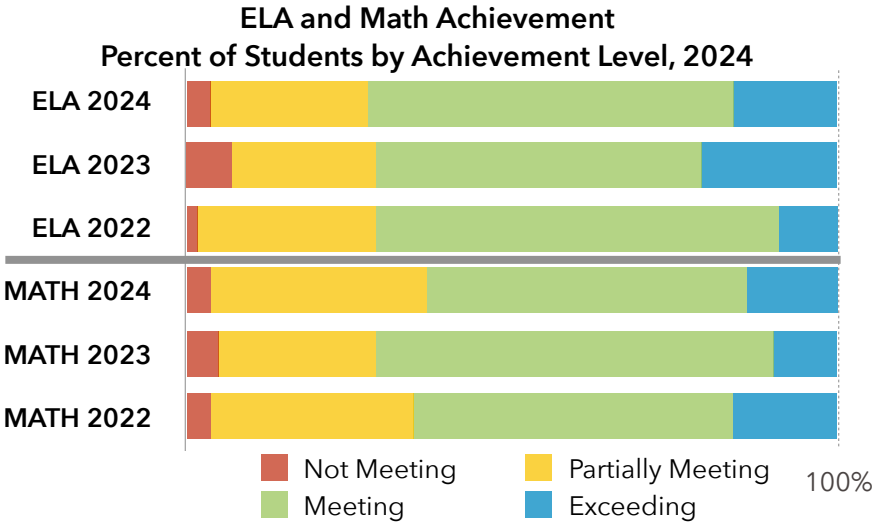
Educators also look at the individual students who are not meeting or partially meeting expectations. Using a range of information, intervention plans are created. The goal is to accelerate the growth of these students so they can be in the Meeting or Exceeding categories by grade 10.

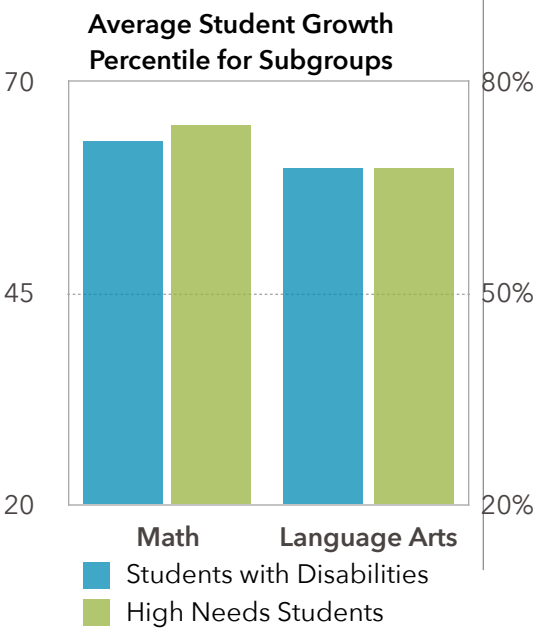
2024 Grade 10 MCAS

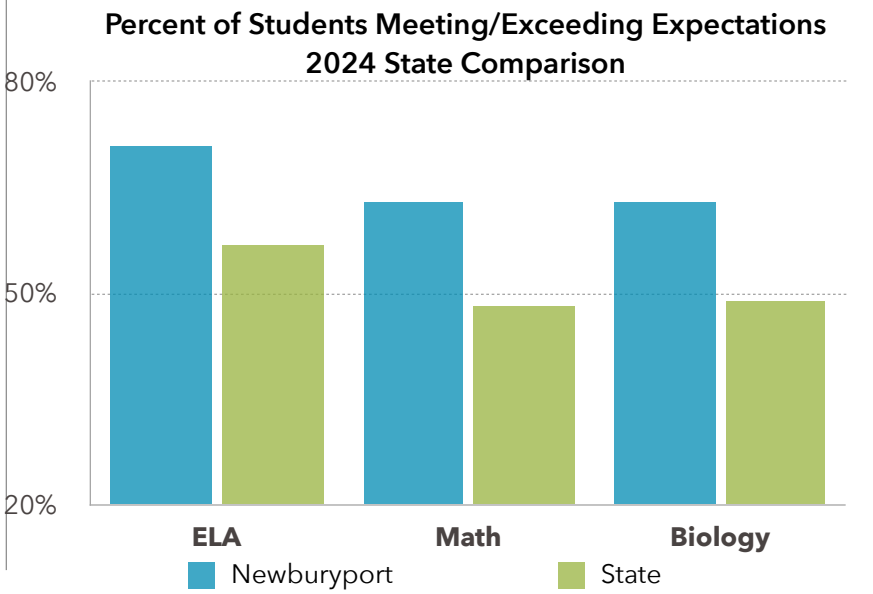
71% **ELA** Met/Exceeding Expectation

63% **MATH** Met/Exceeding Expectation

63% **STE** Met/Exceeding Expectation







Achievement of Students with Disabilities and High Needs Students
Percentage (actual number of students)

	Students with Disabilities		High Needs Students	
	ELA (44)	MATH (45)	ELA (60)	MATH (60)
Meeting/Exceeding	29% (13)	18% (8)	39% (23)	28% (17)
Partially Meeting	59% (26)	69% (31)	50% (30)	60% (36)
Not Meeting	11% (5)	13% (6)	12% (7)	12% (7)

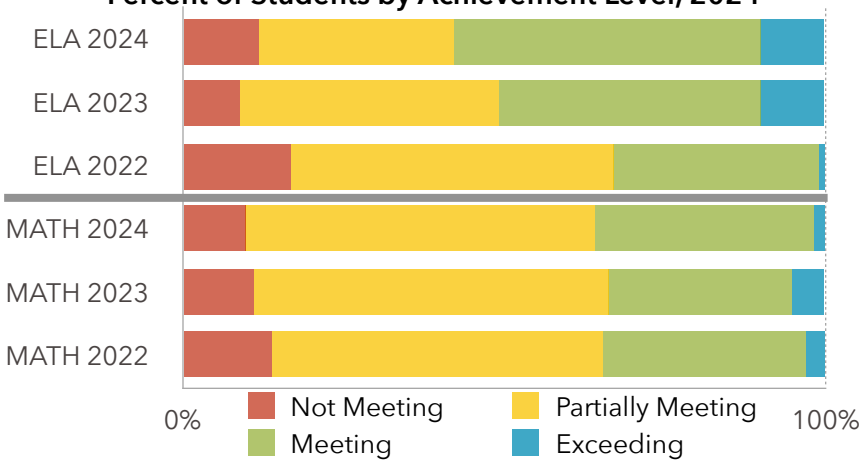
2024 Grade 8 MCAS

58% **ELA** Met/Exceeding Expectation

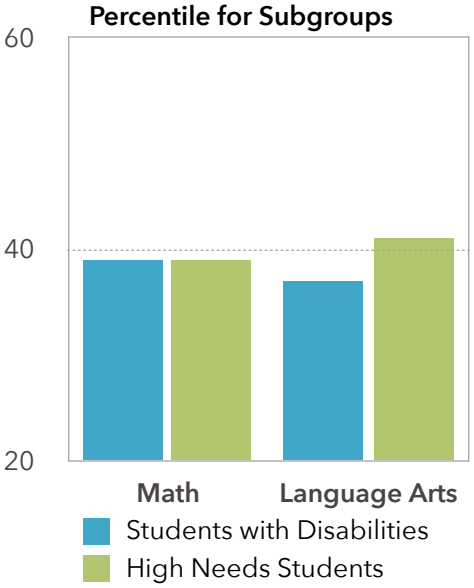
36% **MATH** Met/Exceeding Expectation

50% **STE** Met/Exceeding Expectation

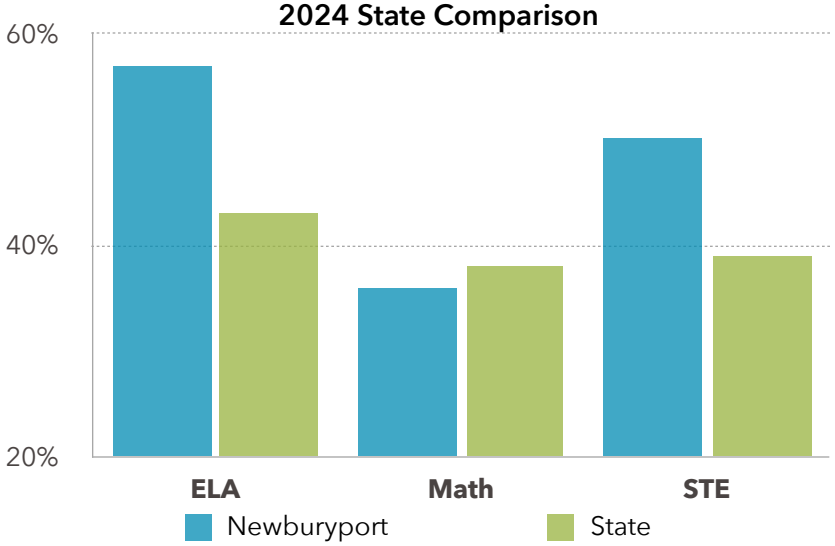
ELA and Math Achievement
Percent of Students by Achievement Level, 2024



Average Student Growth Percentile for Subgroups



Percent of Students Meeting/Exceeding Expectations
2024 State Comparison



Achievement of Students with Disabilities and High Needs Students
Percentage (actual number of students)

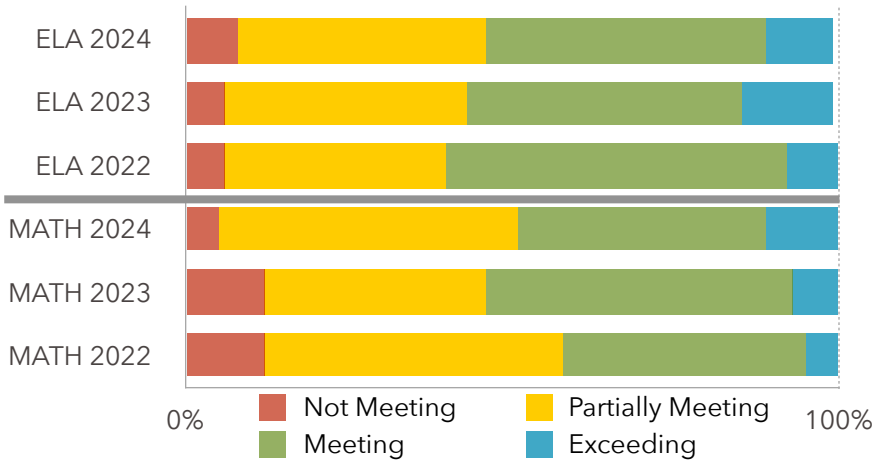
	Students with Disabilities (30)		High Needs Students (44)	
	ELA	MATH	ELA	MATH
Meeting/Exceeding	13% (4)	7% (2)	18% (8)	7% (3)
Partially Meeting	43% (13)	60% (18)	41% (18)	66% (29)
Not Meeting	43% (13)	33% (10)	41% (18)	27% (12)

2024 Grade 7 MCAS

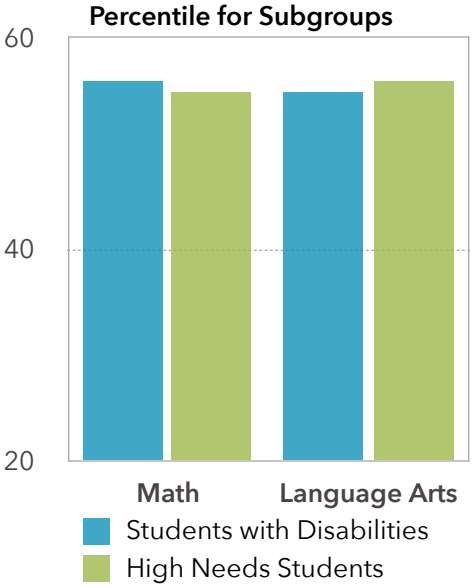
53% **ELA** Met/Exceeding Expectation

49% **MATH** Met/Exceeding Expectation

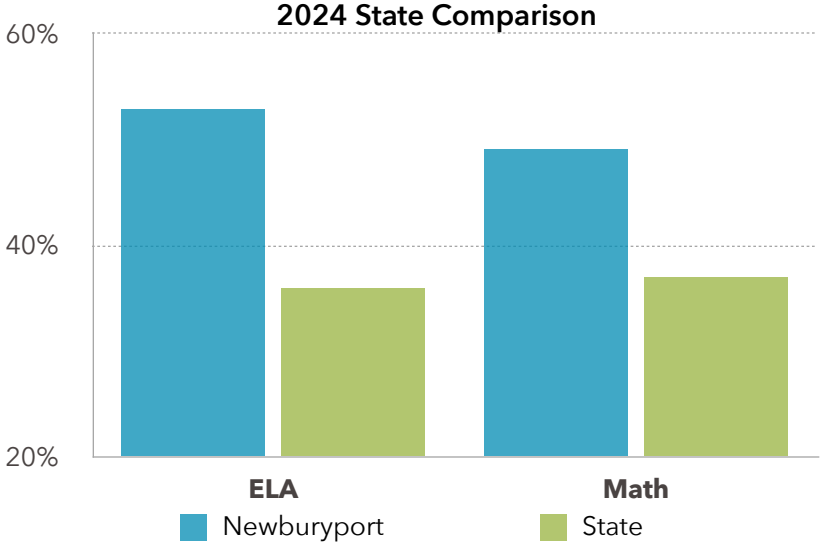
ELA and Math Achievement
Percent of Students by Achievement Level, 2024



Average Student Growth Percentile for Subgroups



Percent of Students Meeting/Exceeding Expectations
2024 State Comparison



Achievement of Students with Disabilities and High Needs Students
Percentage (actual number of students)

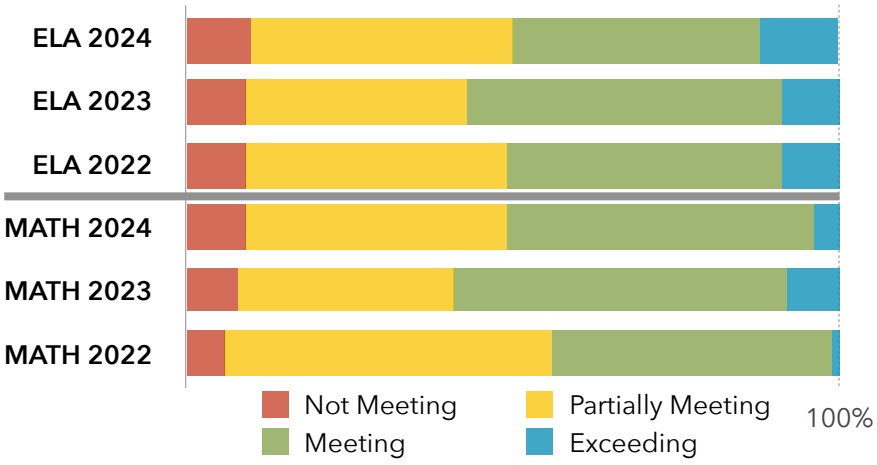
	Students with Disabilities (37)		High Needs Students (59)	
	ELA	MATH	ELA	MATH
Meeting/Exceeding	33% (12)	19% (7)	30% (18)	23% (14)
Partially Meeting	46% (17)	70% (26)	47% (28)	63% (37)
Not Meeting	22% (8)	11% (4)	22% (13)	14% (8)

2024 Grade 6 MCAS

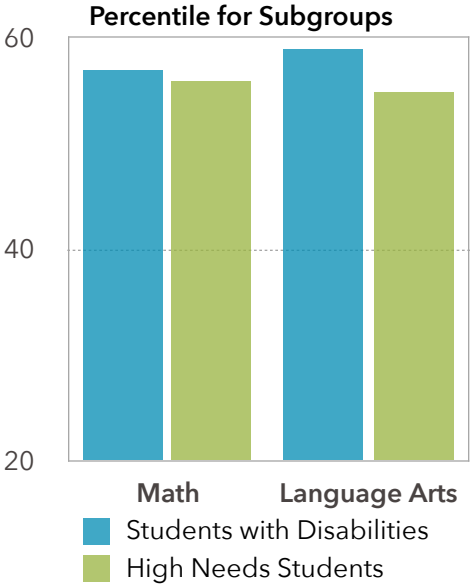
51% **ELA** Met/Exceeding Expectation

51% **MATH** Met/Exceeding Expectation

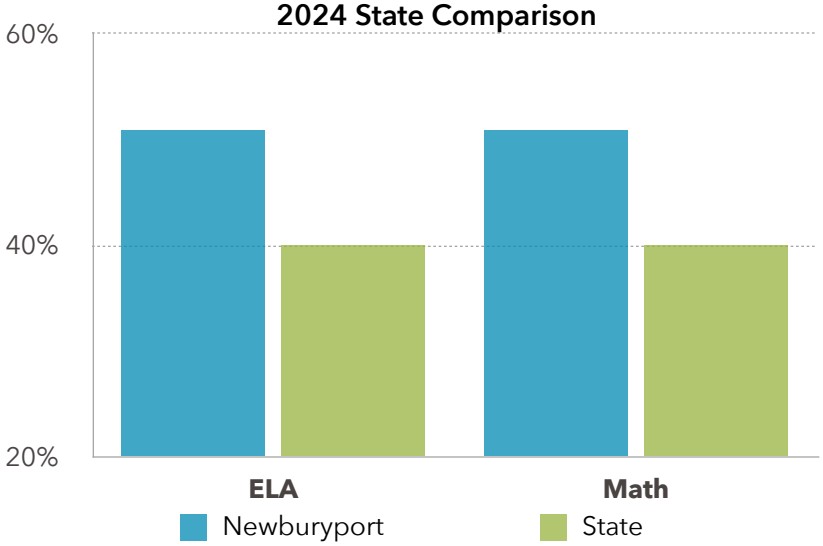
ELA and Math Achievement
Percent of Students by Achievement Level, 2024



Average Student Growth Percentile for Subgroups



Percent of Students Meeting/Exceeding Expectations
2024 State Comparison



Achievement of Students with Disabilities and High Needs Students
Percentage (actual number of students)

	Students with Disabilities (39)		High Needs Students (54)	
	ELA	MATH	ELA	MATH
Meeting/Exceeding	23% (9)	23% (9)	24% (13)	22% (12)
Partially Meeting	54% (21)	51% (20)	52% (28)	56% (30)
Not Meeting	23% (9)	26% (10)	24% (13)	22% (12)

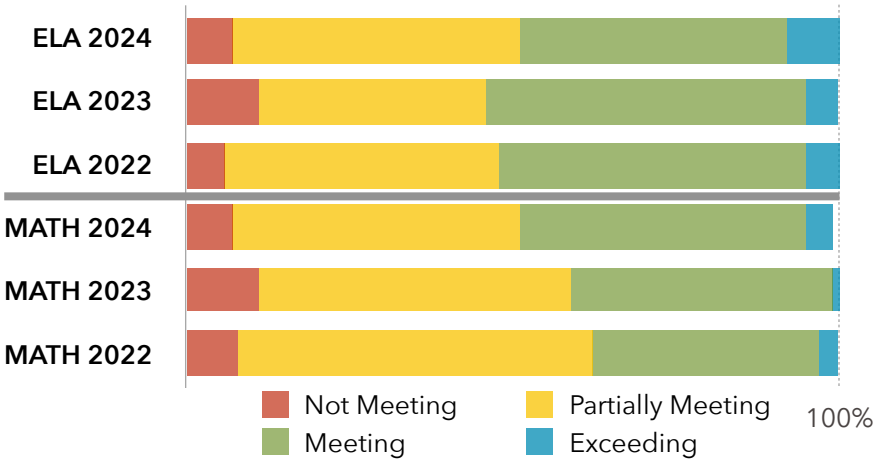
2024 Grade 5 MCAS

49% **ELA** Met/Exceeding Expectation

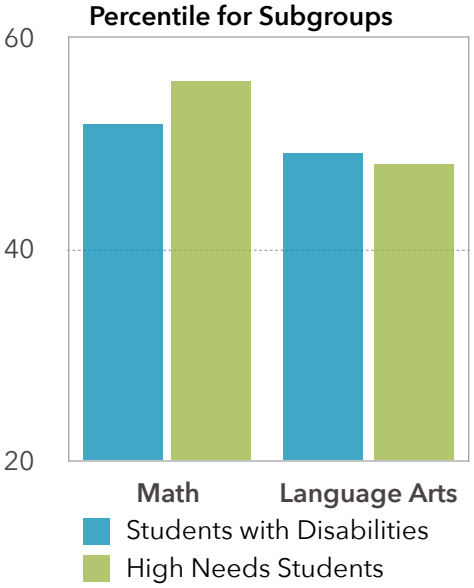
48% **MATH** Met/Exceeding Expectation

44% **STE** Met/Exceeding Expectation

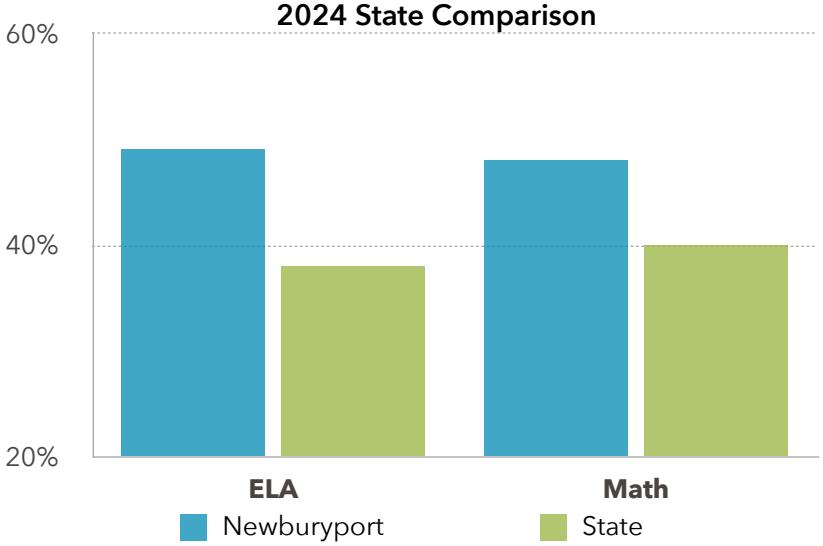
ELA and Math Achievement
Percent of Students by Achievement Level, 2024



Average Student Growth Percentile for Subgroups



Percent of Students Meeting/Exceeding Expectations
2024 State Comparison



Achievement of Students with Disabilities and High Needs Students
Percentage (actual number of students)

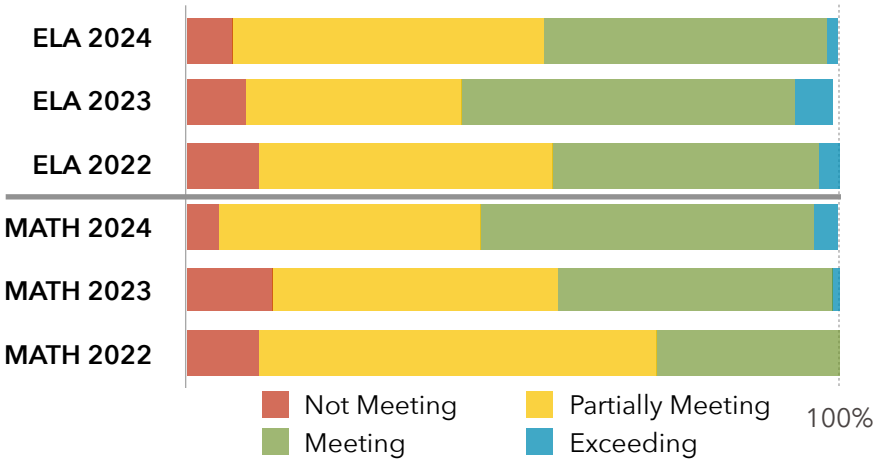
	Students with Disabilities (36)		High Needs Students (51)	
	ELA	MATH	ELA	MATH
Meeting/Exceeding	20% (7)	14% (5)	24% (12)	22% (11)
Partially Meeting	61% (22)	67% (24)	59% (30)	61% (31)
Not Meeting	19% (7)	19% (7)	18% (9)	18% (9)

2024 Grade 4 MCAS

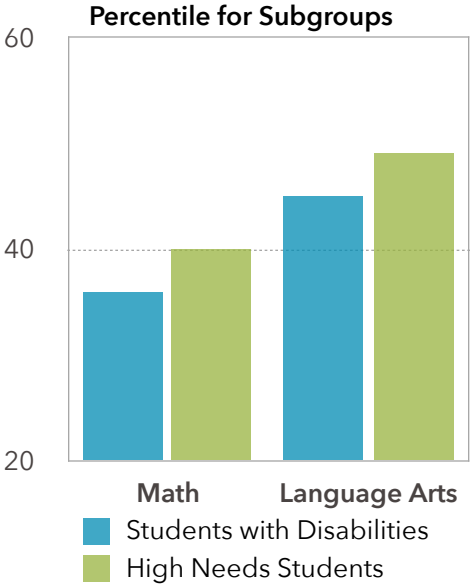
46% **ELA** Met/Exceeding Expectation

56% **MATH** Met/Exceeding Expectation

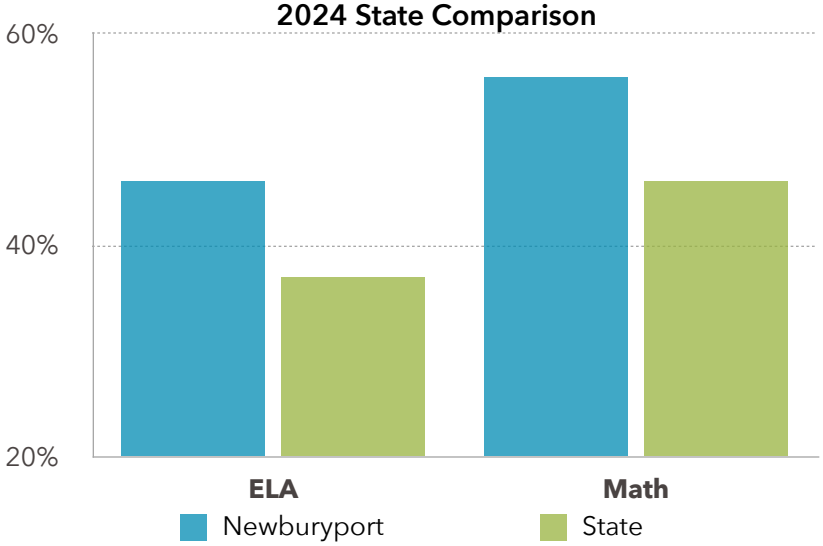
ELA and Math Achievement
Percent of Students by Achievement Level, 2024



Average Student Growth Percentile for Subgroups



Percent of Students Meeting/Exceeding Expectations
2024 State Comparison



Achievement of Students with Disabilities and High Needs Students
Percentage (actual number of students)

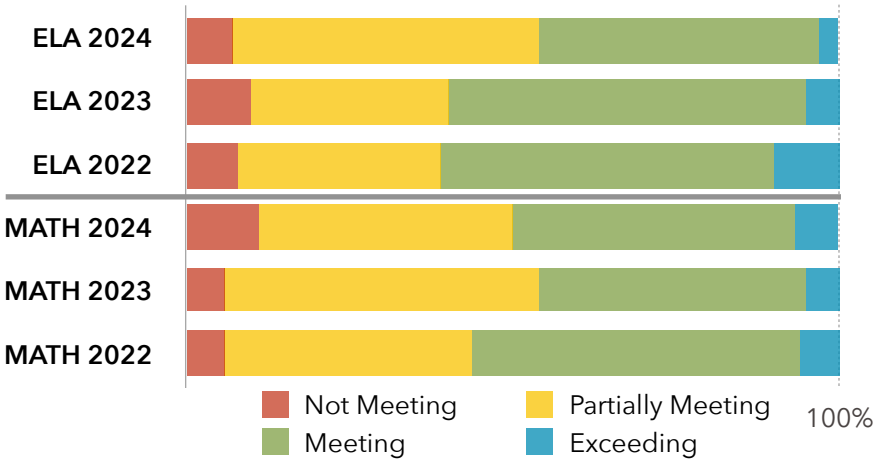
	Students with Disabilities (29)		High Needs Students (47)	
	ELA	MATH	ELA	MATH
Meeting/Exceeding	14% (4)	21% (5)	23% (11)	27% (13)
Partially Meeting	66% (20)	66% (20)	55% (26)	57% (27)
Not Meeting	21% (5)	14% (4)	21% (10)	15% (7)

2024 Grade 3 MCAS

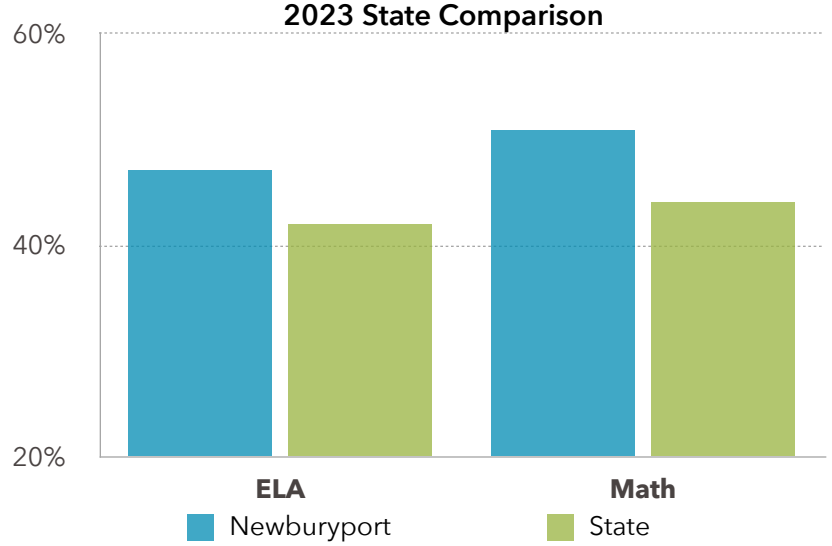
47% **ELA** Met/Exceeding Expectation

51% **MATH** Met/Exceeding Expectation

ELA and Math Achievement
Percent of Students by Achievement Level, 2024



Percent of Students Meeting/Exceeding Expectations
2023 State Comparison



Achievement of Students with Disabilities and High Needs Students
Percentage (actual number of students)

	Students with Disabilities (37)		High Needs Students (55)	
	ELA	MATH	ELA	MATH
Meeting/Exceeding	24% (9)	28% (10)	29% (16)	28% (15)
Partially Meeting	59% (22)	44% (16)	55% (30)	50% (28)
Not Meeting	16% (6)	28% (11)	16% (9)	22% (12)

Understanding Your Child's Individual MCAS Report

MCAS reports are developed by DESE and mailed to families. If your child took the MCAS in Newburyport in the spring of 2024, you should have received a report.

DESE provides parents with information on how to read the reports and understand the information. Below are a few helpful links:

- Understanding the grade 3-8 report
- Understanding the high school report

You can also reach out to your child's teacher with questions.