2014 – 2015

Student Data Report

Cambridge Public Schools



CPS
Cambridge Public Schools

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Student Data Report 2014 – 2015



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EXECUTIVE SUMMARY

The Cambridge Public School District is committed to successfully educating all students at high levels. The Cambridge Schools provide a wide array of educational opportunities for students and take pride in the district's goals of academic excellence and social justice. It is the goal of every school to provide a safe and nurturing environment, with a rich and rigorous curriculum that respects diversity in students' learning styles.

The 2014-2015 Student Data Report highlights both accomplishments and challenges for the school district. The data in the report includes trends in demographics, school climate indicators, high school graduation rates and academic performance. This information will be used to improve the educational experience for every child through improvement planning at both the district and school levels.

Demographics

The Cambridge Public Schools (CPS) serve a diverse population of students in grades junior kindergarten through grade 12. In 2014-15, the eleven JK-5 schools, one JK-8 school, four upper schools (6-8), one high school and the High School Extension Program served a total of 6,539 students (a 5% increase (317 students) over the previous year). The district racial/ ethnic profile was 39% White, 28% African American, 13.5% Hispanic, 12.4% Asian, 6.4% Multi-Racial Non-Hispanic and .4% Native American.

Demographically there have been slight changes in the racial/ethnic profile of the district over the past five years. Each year since 10-11 school year, the percentage of African American/Black students has decreased (4.6% over 5 years) while the percentage of Multi-Racial Non-Hispanic students has increased (2.0% over 5 years). The percentage of White students has also increased (2.1% over 5 years). This past year, there was a slight .4% decrease in Hispanic students. In 2014-15 school year, there was a significant increase in the number of English Language Learners in the Cambridge Public Schools. It increased by 3% from the past year.

School Climate Indicators

The Department of Elementary and Secondary Education (DESE) reports annual Grade 9-12 drop-out and attendance rates as indicators of school climate. In 2014-15, the grade 9-12 dropout rate decreased to its lowest ever at 1% (18 students).

In 2015, both the percentage of in- and out- of school suspensions (1.2% and 2.2% respectively) decreased from the previous school-year and were the lowest percentage of students suspended in the past five years. Both percentages were lower than the state.

The attendance rate at all CPS schools has been fairly consistent over the past 5 years at ranging from 93.4% to 93.7%. Most elementary and middle schools have attendance rates between 94% and 95% while CRLS/HSEP has an average attendance rate of 91%.

Graduation Indicators

A major goal of the district is to prepare all students for post-graduation college and career success. Progress is measured in a number of ways including the four-year cohort graduation rate, the five-year cohort graduation rate, and the adjusted 4-year cohort graduation rate.

In 2012, the state also gave districts access to the National Student Clearinghouse data, which tracks post graduation enrollment in institutes of higher education, for the graduating classes in 2004 through 2014. All of this data is available on the DESE profile website (**http://profiles.doe.mass.edu/profiles/**).

4-year Cohort Graduation Rate

The district (includes students in Special Education outplacements) graduation rate of the Class of 2015 increased significantly from that of 2014, as did the graduation rate at CRLS/HSEP. The Cambridge Class of 2015 (91.5%) outperformed the state 4-year cohort graduation rate (87.3%). CPS graduation rate for African American/Black students was approximately 13% higher than the state. (State 77.5% vs. CPS 90.5%).

For CRLS/HSEP, the 4-year cohort graduation rate improved from 2014, with an increase of 3.3% to 93.5%. The graduation rate of African American/Black students was 13% higher than the state (90.5% vs. 77.5%).

Graduates Attending Higher Education Institutions

The DESE, using data from National Student Clearinghouse, is now reporting the percentage of high school graduates enrolling in institutions of higher education by graduating class through the class of 2014. For 2014, CRLS/HSEP had 72.8% of its graduates going onto college; 54% of those went to private 4-year colleges, 24% went to public 4-year colleges, and 21% went to public 2-year colleges.

Academic Indicators

Cambridge uses a number of benchmarks to measure academic achievement. These benchmarks include standardized tests as well as CPS district assessments.

Scholastic Achievement Test (SAT) results

Participation Rates

Eighty-three percent (83%) of the Cambridge Public School graduating seniors took the SAT exam. This is an increase from the previous year. The mean Critical Reading score increased by 25 points to 539, the mean Math score increased by 8 points to 537, and the mean Writing score increased by 16 point to 529. All three areas had the highest mean scores that Cambridge Public School students have ever achieved. In Massachusetts, the mean Critical Reading score increased by 9 points, Math by 6 points, and Writing by 9 points. In the nation, mean scores decreased by 2 points in Reading and Math, and 3 points in Writing.

During the five year period from 2011-2015, mean SAT performance increased in all three tests by a mean of 55 points. All subgroups' mean scores also increased. Students with disabilities had the largest gains with a change in mean score of 71 points in Critical Reading, 77 in Math, and 72 points in Writing.

Enrollment in Advanced Placement Courses

The percentage of students taking Advanced Placement (AP) courses remained similar to last year with approximately 42% of CRLS 11th and 12th grade (360) students enrolled in AP courses. In 2014-2015, approximately 92 10th grade students took AP courses (19%) as well as a small number of 9th grade students. The percentage of African American/Black and Low Income students enrolled in AP courses is higher than it was 5 years ago; however, overall, low income, African American/ Black and Hispanic students continue to be enrolled in AP courses at a lower rate than their counterparts.

Cambridge student performance on AP Exams has improved over time while the state and national performance has remained stable. In 2014, according to the Massachusetts DESE, 87% of Cambridge students taking AP Exams received a score of 3 or higher. Over the past five years, the percentage of African American/Black and Hispanic students passing exams with a score of 3 or higher has increased significantly; from 58% to 78% and from 70% to 87% respectively. In 2014-15, more African American/Black students took AP exams than ever before; however the number of students remains low in comparison with other subgroups.

MCAS Results

A more detailed report of CPS MCAS 2015 Results is on the CPS website:
http://bit.ly/1pgKCzG

Overall Performance

The performance of all CPS students tested in English Language Arts, Math, and Science in grades 3-10 continued to improve in 2015. Seventy-one percent (71%) of students scored proficient or advanced in English Language Arts. This represents a 2% increase from the prior year and a 5% increase over the past 5 years for CPS. In Math, 63% of students scored proficient or advanced. This is also a 2% increase over last year and a 7% increase over the past five years. Finally, in Science, 55% of students scored proficient or advanced in 2015. This is a 4% increase over last year and an 11% increase over the past 5 years. The state considers an increase of over 2% as a significant increase.

Because only a portion of students in grades 3-8 participated in 2015 MCAS in ELA and Mathematics, a representative sample of students from across Massachusetts was used to estimate student achievement at the state level in those grades and subjects. Therefore, the state did not calculate the percentage proficient/advanced for "ALL Grades" or for subgroup categories for "ALL Grades" in ELA and Mathematics achievement in 2015. Consequently, state results are not reported in this part of the report.

Student Subgroup Performance

When analyzing the results of CPS subgroups, the district looks at trends over time by all grades and then by grade groups (Elementary, Upper School, and High School). All subgroups in grades 3-10 increased in English Language Arts from 2011 to 2015 by at least 4%. Current and former English Language Learners improved by 16% over the past five years in ELA. Similarly, all subgroups in grades 3-10 increased in Math by at least 4%. Current and former English Language Learners improved by 14% over the past five years in Math. Finally, in Science all subgroups in grades 3-10 increased in Science by at least 1% from 2012. Current and former English Language Learners improved by 14% over the past four years in Science.

Economically Disadvantaged is a new reporting category. It replaces the ***Low Income*** category previously reported by DESE. The new measure is 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 Mass Health (Medicaid). It is important to note that the achievement data for "economically disadvantaged "students cannot be directly compared to "low income" data in prior years.

MCAS Growth

In Cambridge, both ELA (54th percentile) and Math (50thpercentile) had average growth overall. Grade 10 Math had above average growth (60 or higher). In addition, Grades 4 & 5 ELA had student growth percentiles of 58 and 59 respectively. Grade 6 Math had below average growth (37) and grade 5 Math had low average growth (45).

English language learners, Asian and White students had higher growth than other student groups. In ELA, the Multi-Racial subgroup also had higher growth than other subgroups. In Math, students with disabilities, students with economic disadvantage, African American/Black, Hispanic and High Needs students all had low average growth.

The work of the district with respect to addressing proficiency gaps among student groups continues to be a highest priority.

DEMOGRAPHICS

District Demographic Data

Demographically there have been slight changes in the racial/ethnic profile of the district over the past five years. Each year since 10-11 school year, the percentage of African American/Black students has decreased (4.6% over 5 years) while the percentage of Multi-Racial Non-Hispanic students has increased (2.0% over 5 years). The percentage of White students has also increased (2.1% over 5 years). This past year, there was a slight .4% decrease in Hispanic students.

In the 2014-2015 school year, the DESE (Massachusetts Department of Elementary & Secondary Education) began collaborating with EOHHS (Executive Office of Health & Human Services) to match all enrolled students that are participating in SNAP, TAFDC, foster care or MassHealth (up to 130% of poverty). The result was a student by student classification of ***economically disadvantaged*** status. While CPS continues to collect family financial information for the purposes of the free/reduced fee lunch program, all public information about CPS students will be reported using this new category of Economically Disadvantaged. This change has also impacted the category High Needs since it is now composed of Economically Disadvantaged, ELLs, and Students with Disabilities.

In 2014-15 school year, there was a significant increase in the number of English Language Learners in the Cambridge Public Schools. It increased by 3% from the past year.

Race/Ethnicity

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
African American	32.6%	31.4%	29.7%	28.8%	28.0%
Asian	11.0%	11.1%	11.8%	12.2%	12.4%
Hispanic	14.1%	13.5%	13.7%	13.9%	13.5%
Native American	0.6%	0.6%	0.5%	0.5%	0.4%
White	36.9%	38.5%	38.5%	38.0%	39.0%
Multi-Race, Non-Hispanic	4.4%	4.6%	5.4%	6.3%	6.4%

Other Subgroups

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
First Language not English	26.7%	26.8%	27.4%	27.0%	28.3%
English Language Learners	5.7%	5.0%	5.7%	5.2%	8.2%
Low-Income	43.5%	48.4%	45.0%	45.4%	
Economically Disadvantaged*					27.7%
Students with Disabilities	21.9%	20.8%	20.5%	20.9%	20.5%
High Needs			56.3%	56.2%	46.6%

Data taken from DESE website: http://profiles.doe.mass.edu/profiles

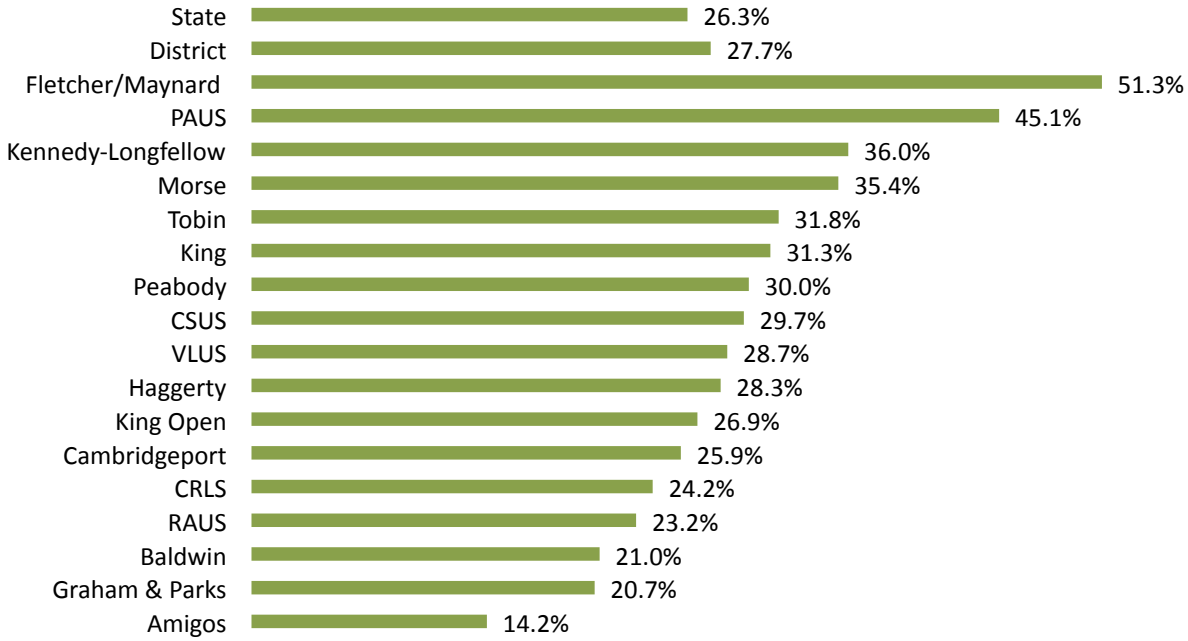
Demographic Data by School

2014-2015

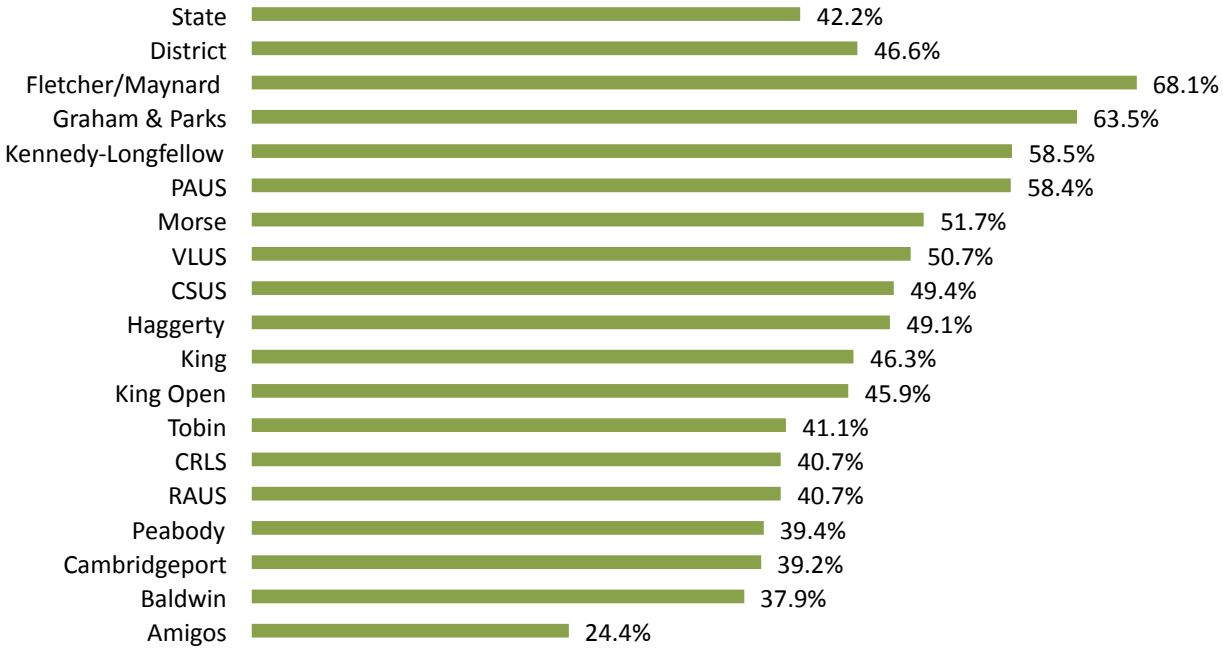
	African American	Asian	Hispanic	Native American	White	Native Hawaiian	Multi-Race, Non-Hispanic
Amigos	5.0%	3.1%	42.8%	0.0%	38.9%	0.3%	10.0%
Cambridgeport	21.3%	9.1%	10.5%	0.3%	52.4%	0.3%	5.9%
Fletcher/Maynard	44.5%	8.4%	19.8%	0.8%	20.9%	0.4%	5.3%
Graham & Parks	19.9%	24.7%	8.2%	0.0%	42.6%	0.0%	4.6%
Haggerty	26.4%	12.6%	3.7%	0.0%	46.8%	0.4%	10.0%
Tobin	26.0%	13.7%	8.9%	0.3%	38.7%	0.0%	12.3%
Kennedy-Longfellow	22.9%	18.2%	20.9%	0.0%	32.2%	0.8%	5.8%
King Open	17.1%	7.9%	14.6%	0.6%	50.9%	0.0%	8.9%
Baldwin	23.3%	12.0%	9.9%	0.6%	46.6%	0.0%	8.5%
King	29.9%	23.5%	11.2%	0.0%	23.9%	0.0%	11.6%
Morse	29.8%	14.2%	10.3%	0.3%	33.4%	0.3%	11.3%
Peabody	29.1%	11.3%	7.8%	0.0%	45.3%	0.3%	6.3%
CSUS	31.3%	7.7%	14.7%	.8%	39.8%	1.2%	4.6%
PAUS	42.5%	11.1%	13.3%	0.9%	27.9%	0.4%	4.0%
RAUS	29.3%	12.9%	14.1%	0.7%	38.0%	0.0%	5.7%
VLUS	29.4%	15.0%	8.7%	1.4%	37.8%	0.3%	7.3%
CRLS	33.4%	11.3%	12.7%	0.7%	38.7%	0.1%	3.2%
District	28.0%	12.4%	13.5%	0.4%	39.0%	0.2%	6.4%
State	8.7%	6.3%	17.9%	0.2%	63.7%	0.1%	3.1%

	First Language not English	Limited English Proficient	Students with Disabilities	High Needs	Economically Disadvantaged
Amigos	36.4%	4.7%	10.0%	24.4%	14.2%
Cambridgeport	15.4%	6.3%	14.0%	39.2%	25.9%
Fletcher/Maynard	23.2%	7.6%	26.2%	68.1%	51.3%
Graham & Parks	53.8%	38.0%	16.1%	63.5%	20.7%
Haggerty	25.7%	9.3%	23.8%	49.1%	28.3%
Tobin	27.4%	0.3%	13.0%	41.1%	31.8%
Kennedy-Longfellow	34.9%	14.0%	15.1%	58.5%	36.0%
King Open	28.8%	7.0%	25.6%	45.9%	26.9%
Baldwin	22.2%	7.3%	23.0%	37.9%	21.0%
King	32.5%	10.1%	13.4%	46.3%	31.3%
Morse	23.5%	6.0%	28.1%	51.7%	35.4%
Peabody	20.3%	4.1%	16.6%	39.4%	30.0%
CSUS	26.3%	4.2%	27.0%	49.4%	29.7%
PAUS	23.0%	1.0%	26.5%	58.4%	45.1%
RAUS	17.5%	1.9%	25.1%	40.7%	23.2%
VLUS	32.5%	11.9%	24.1%	50.7%	28.7%
CRLS	28.2%	6.3%	15.2%	40.7%	24.2%
District	28.3%	8.2%	20.5%	46.6%	27.7%
State	18.5%	8.5%	17.1%	42.2%	26.3%

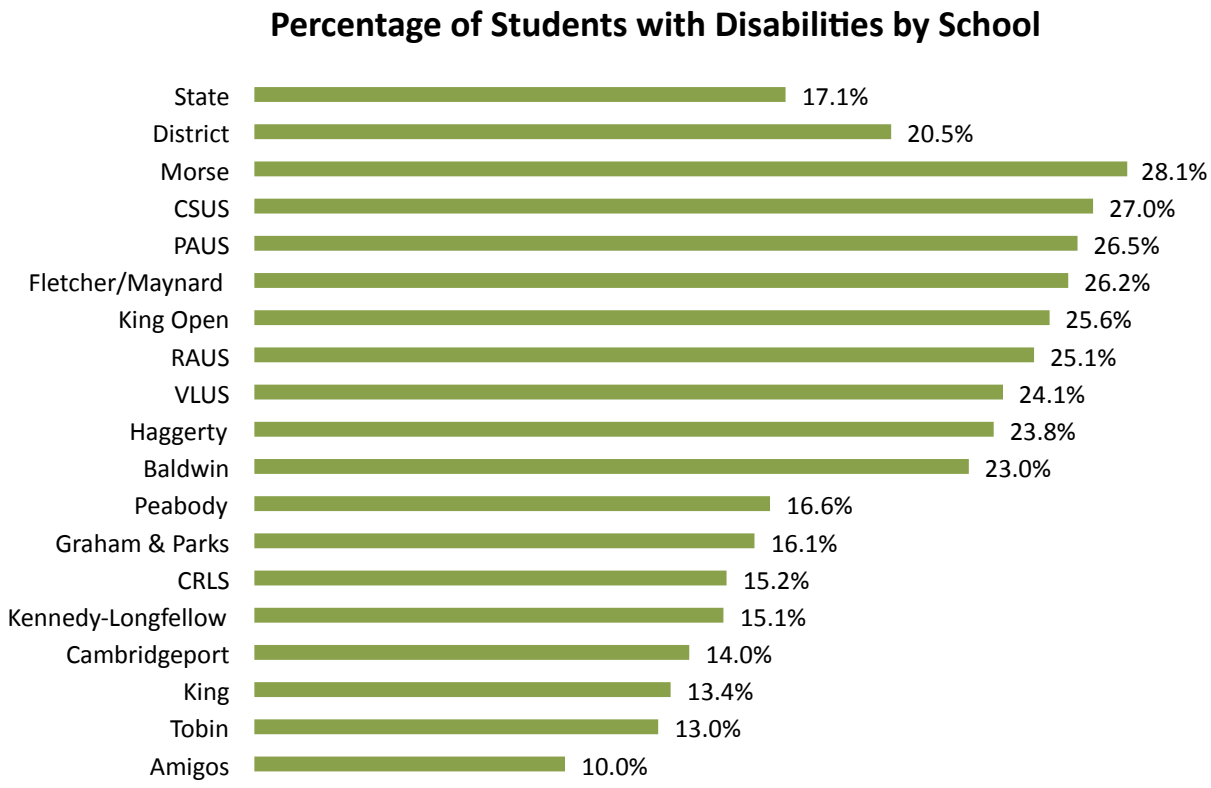
% of Economically Disadvantaged Students by School



Percentage of High Needs* Students by School



*High Needs = a single count of students who are Economically Disadvantaged, Students with Disabilities (SWD) and/or English Language Learners



Data taken from DESE website http://profiles.doe.mass.edu/profiles/

School Climate Indicators

The attendance rate at all CPS schools has been fairly consistent over the past 5 years at ranging from 93.4% to 93.7%. Most elementary and middle schools have attendance rates between 94% and 95% while CRLS/HSEP has an average attendance rate of 91%. Last year, the grade 9-12 dropout rate decreased to its lowest ever at 1% (18 students). In 2015, both the percentage of in- and out- of school suspensions decreased from the previous school-year and were the lowest percentage of students suspended in the past five years.

In addition to this data a comprehensive Adolescent Health Survey, as well as the National School Climate Center's School Climate Survey, is administered to all students in grades 6-12 every other year.

District

	2010-11	2011-12	2012-2013	2013-2014	2014-2015
Grade 9-12 Dropout Rate	1.7%	1.8%	1.5%	1.3%	1.0%
+Attendance Rate	93.4%	94.0%	93.9%	93.8%	93.7%
Average # of days absent	11.4	10.4	10.0	10.6	10.7
In-school Suspensions	3.4%	3.8%	1.8%	2.5%	1.2%
Out of School Suspensions	6.4%	5.4%	2.3%	2.9%	2.2%

Schools

2014-2015	Attendance Rate	Average # of days absent	In-School Suspension Rate	Out-of-School Suspension Rate
Amigos	95.8%	7.4	0%	0%
Cambridgeport	94.3%	9.7	0%	0%
Fletcher/Maynard	94.1%	10.0	0%	2.5%
Graham & Parks	95.1%	7.9	0%	0%
Haggerty	95.7%	7.7	0%	0%
Tobin	94.9%	8.9	0%	0%
Kennedy-Longfellow	94.0%	9.3	0%	0%
King Open	95.2%	8.3	.6%	1.8%
Baldwin	94.6%	9.4	.3%	1.7%
King	94.7%	8.9	0%	0%
Morse	94.8%	9.1	0%	0%
Peabody	95.2%	8.3	0%	0%
CSUS	95.5%	7.6	11.3%	6.4%
PAUS	96.3%	6.4	2.2%	4.3%
RAUS	95.6%	7.7	1.1%	3.6%
VLUS	95.3%	7.9	4.9%	4.6%
CRLS/HSEP	90.8%	15.5	.8%	3.8%
District	93.7%	10.7	1.2%	2.2%
State	94.7%	9.0	1.8%	2.9%

Data taken from DESE website http://profiles.doe.mass.edu/profiles/

Graduation Indicators

The district (includes students in Special Education outplacements) graduation rate of the Class of 2015 increased significantly from that of 2014, as did the graduation rate at CRLS/HSEP. The Cambridge Class of 2015 (91.5%) outperformed the state 4-year cohort graduation rate (87.3%). CPS graduation rate for African American/Black students was approximately 13% higher than the state. (State 77.5% vs. CPS 90.5%).

4-year Cohort Graduation Rate – CPS District Data

District Data includes special needs students in outplacements

	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015
All Students	82.7%	83.2%	82.5%	88.0%	91.5%
Male	78.7%	81.8%	78.7%	87.2%	90.6%
Female	86.9%	84.7%	86.7%	88.9%	92.3%
ELL	72.2%	78.6%	53.3%	83.9%	93.1%
Sts. With Disabilities	66.4%	69.5%	68.8%	73.3%	75.5%
Low Income	79.6%	82.6%	81.0%	85.4%	89.5%
Black/Afr. Amer.	81.6%	79.1%	77.2%	82.8%	90.5%
Asian	90.0%	93.5%	86.0%	93.2%	98.0%
Hispanic	80.0%	77.1%	81.8%	87.0%	88.7%
White	85.4%	86.8%	88.1%	91.2%	90.5%

4-year Cohort Graduation Rate – CRLS/ HSEP

	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015
All Students	87.5%	87.2%	87.3%	90.2%	92.5%
Male	85.6%	86.6%	85.6%	89.8%	91.9%
Female	89.3%	87.9%	89.0%	90.6%	93.0%
ELL	74.2%	73.5%	53.3%	83.3%	90.9%
Special Education	76.5%	80.2%	83.5%	77.8%	78.7%
Low Income	81.5%	84.6%	83.5%	88.2%	90.8%
Black or Afr. Amer.	86.0%	84.1%	83.5%	83.0%	91.0%
Asian	90.0%	93.5%	86.0%	97.4%	97.6%
Hispanic	86.4%	83.1%	84.9%	91.5%	91.1%
White	91.6%	90.1%	93.2%	94.3%	92.2%

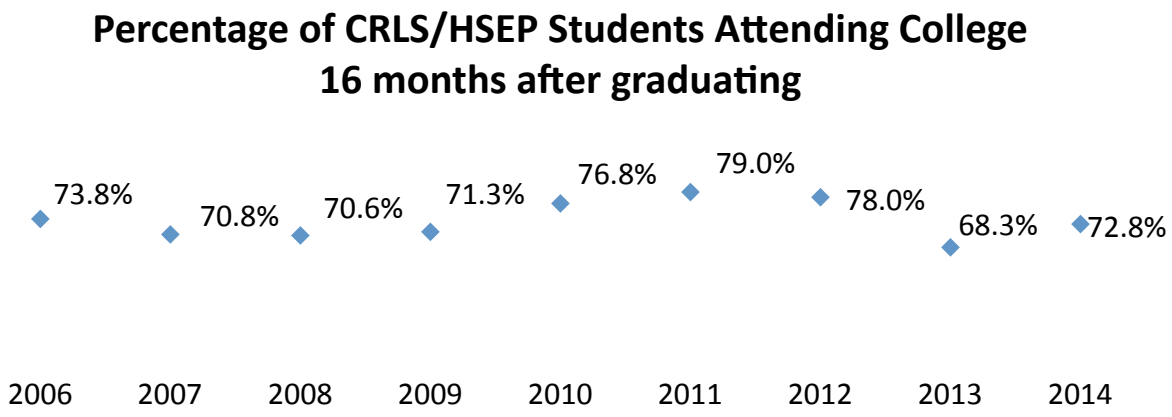
Data taken from:

http://profiles.doe.mass.edu/grad/grad_report.aspx?orgcode=00490506&fycode=2009&orgtypecode=6&

http://www.doe.mass.edu/infoservices/reports/gradrates/

Graduates Attending Higher Education Institutions

The DESE, using data from National Student Clearinghouse, is now reporting the percentage of high school graduates enrolling in institutions of higher education by graduating class through the class of 2014. For 2014, CRLS/HSEP had 72.8% of its graduates going onto college; 54% of those went to private 4-year colleges, 24% went to public 4-year colleges, and 21% went to public 2-year colleges.



Percentage of CRLS/HSEP Attending College by School Type 2009-2014

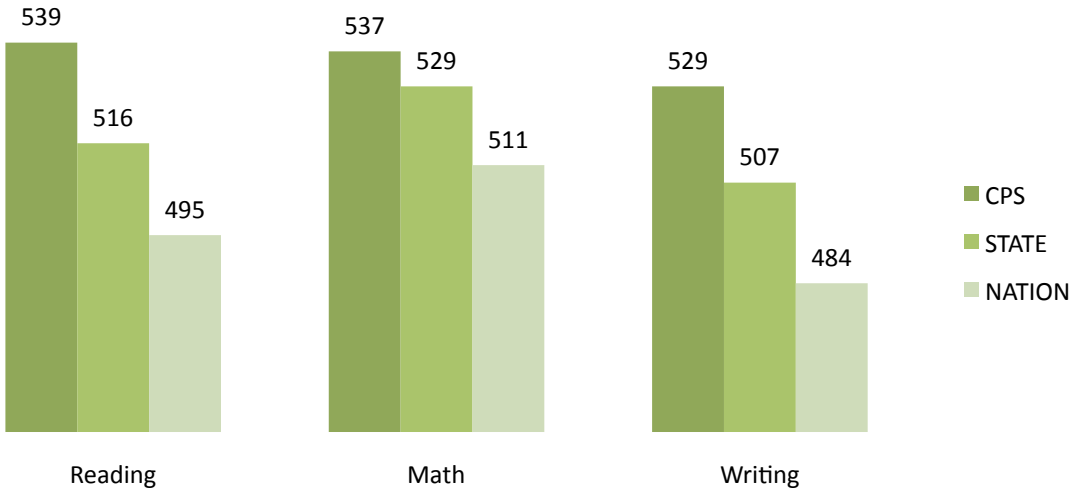
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
All Students	**76.8%**	**79.0%**	**78.0%**	**68.3%**	**72.8%**
4-Year Private College	54.7%	48.2%	50.3%	52.5%	54%
4-Year Public College	26.8%	25.2%	25.2%	27.9%	24%
2-Year Private College	0.0%	0.4%	0.7%	0.0%	0.0%
2-Year Public College	18.5%	26.2%	23.8%	19.5%	21%

Data taken directly from DESE website http://profiles.doe.mass.edu/profiles/

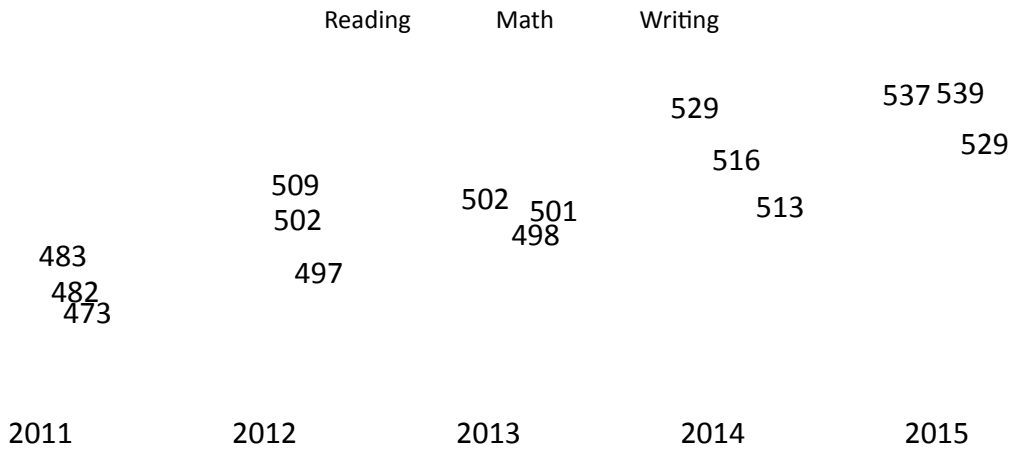
Scholastic Achievement Test (SAT) Results

Eighty-three percent (83%)* of the Cambridge Public School graduating seniors took the SAT exam. This is an increase from the previous year. The mean Critical Reading score increased by 25 points to 539, the mean Math score increased by 8 points to 537, and the mean Writing score increased by 16 point to 529. All three areas had the highest mean scores that Cambridge Public School students have ever achieved. In Massachusetts, the mean Reading score increased by 9 points, Math by 6 points, and Writing by 9 points. In the nation, mean scores decreased by 2 points in Reading and Math, and 3 points in Writing.

2015 Mean SAT Scores
CPS Students Comparison with the State and Nation

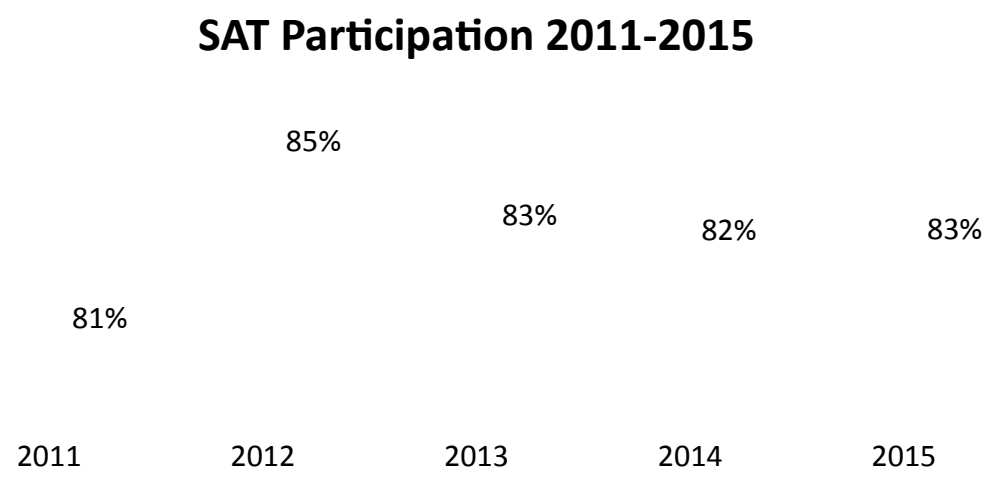


Mean SAT Scores 2011-2015



*Data taken directly from DESE website http://profiles.doe.mass.edu/profiles/

Participation & Subgroup Performance on SAT



Subgroup Performance on SAT over time

During the five year period from 2011-2015, mean SAT performance increased in all three tests by a mean of 55 points. All subgroups' mean scores also increased. Students with disabilities had the largest gains with a change in mean score of 71 points in Critical Reading, 77 in Math, and 72 points in Writing.

Critical Reading Sat Scores

	Asian	Black	Hispanic	White	Econ Disadv.	SWD	District
2011	508	409	427	580		340	484
2015	546	433	477	625	447	411	539
5-yr diff	38	24	50	45		71	55

Math Sat Scores

	Asian	Black	Hispanic	White	Econ Disadv.	SWD	District
2011	543	409	444	562		319	482
2015	583	455	459	593	464	396	537
5-yr diff	40	46	15	31		77	55

Writing SAT Scores

	Asian	Black	Hispanic	White	Econ Disadv.	SWD	District
2011	492	398	418	572		331	474
2015	541	434	462	605	447	403	529
5-yr diff	49	36	44	33		72	55

Advanced Placement Courses

The percentage of students taking Advanced Placement (AP) courses remained similar to last year with approximately 42% of CRLS 11th and 12th grade (360) students enrolled in AP courses. In 2014-2015, approximately 92 10th grade students took AP courses (19%) as well as a small number of 9th grade students. These students are not included in the analysis below. The percentage of African American/Black and Low Income students enrolled in AP courses is higher than it was 5 years ago; however, overall, low income, African American/ Black and Hispanic students continue to be enrolled in AP courses at a lower rate than their counterparts.

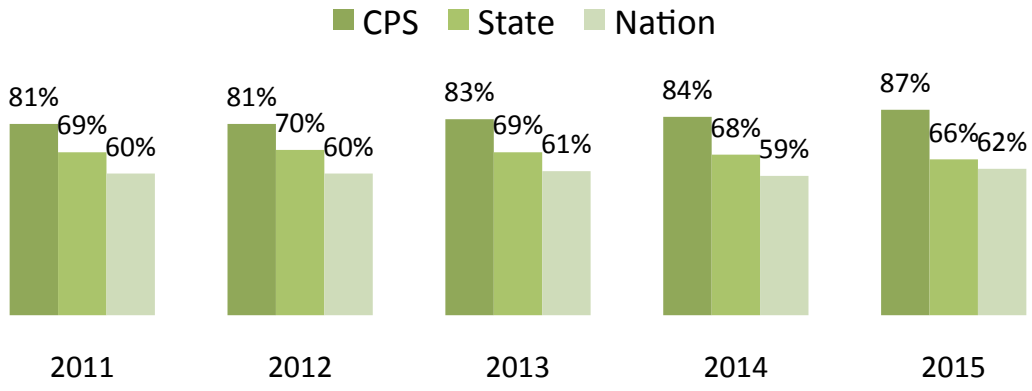
11th & 12th Grade Students Enrolled in AP Courses

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
All Students	35%	35%	46%	44%	42%
African American/Black	16%	13%	26%	18%	18%
Asian	51%	53%	64%	71%	70%
Hispanic	21%	22%	32%	30%	34%
White	58%	56%	67%	63%	61%
Low Income	15%	16%	31%	22%	24%
Special Education	0%	3%	5%	3%	5%

Advanced Placement Exams

The following graph shows five years of data and illustrates the year-over-year change in the percentage of AP students with scores of 3 or higher. "Success" on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success. The percentages for the State and Cambridge were generated by MA DESE and reported on the DESE profile page (http://profiles.doe.mass.edu/profiles/). The data for the nation was taken from 2015 College Board report. Cambridge student performance on AP Exams has improved over time while the state and the nation's performance have remained stable.

Percentage of Students Scoring 3 or higher on AP Exams



Advanced Placement Exams

- In 2014-2015, 311 students took 511 exams.
- 86.7% of the exams taken received a score of 3 or higher in comparison to last year when 83% of the exams scored of 3 or higher.

Demographic Breakdown of number of students taking AP Exams over time

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
All Students	169	177	228	270	311
Black/African American	17	16	18	16	31
White	107	111	139	164	197
Asian	27	32	51	57	50
Hispanic	15		15	23	23
High Needs*		34	43	49	38

*In 2014-2015, High Needs includes Economically Disadvantaged instead of Low Income; DESE began tracking in 2012

Percentage of exams receiving a score of 3 or higher by subgroup

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
All Students	81%	81%	83%	84%	87%
Black/African American	58%	83%	81%	57%	78%
White	88%	84%	87%	90%	91%
Asian	74%	80%	75%	78%	75%
Hispanic	70%	65%**	88%	70%	87%
High Needs*		72%	74%	68%	73%

***Reporting error caused Hispanic and Multi-Racial Non Hispanic to be merged as one group. This is the percentage for that second subgroup.*

511 exams were taken this year, the same number of exams as last year.

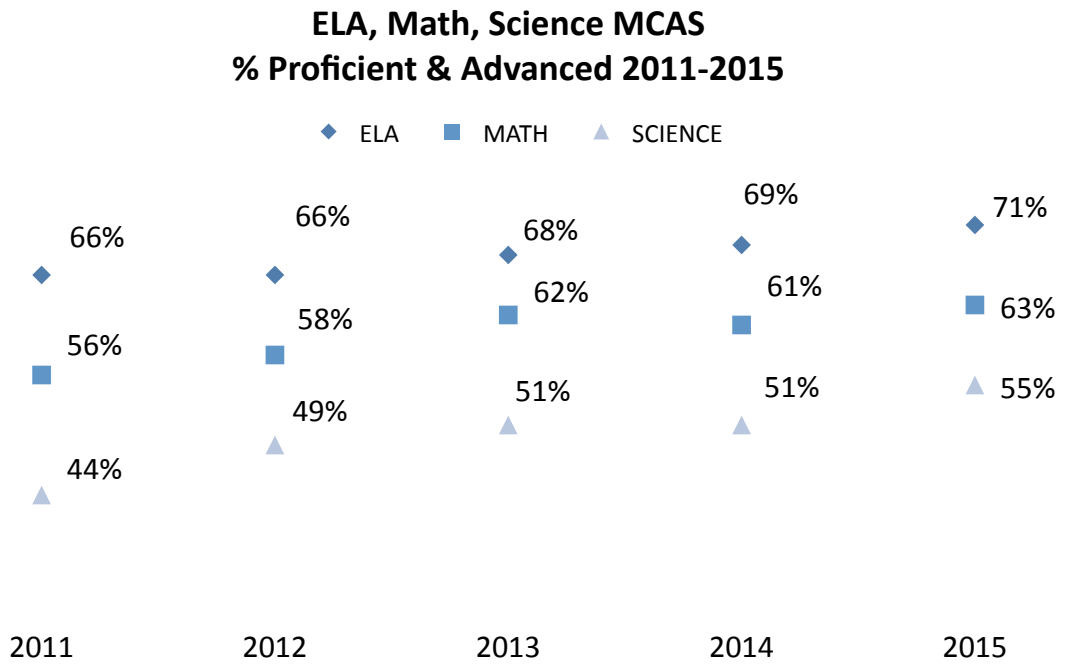
27% (140) were in Math/Computer Science (Calculus AB or BC)
27% (139) were in History/Social Sciences (United States or European)
20% (102) were in Science (Biology, Chemistry, Physics, or Environmental)
11% (57) were in English (Language or Literature)
11% (57) were in World Languages (Chinese, French, Latin, or Spanish)
3% (16) were in Arts

Data taken from DESE website http://profiles.doe.mass.edu/profiles/

Overall MCAS Performance

Percent of Students at Proficient/Advanced Performance Levels*

The performance of all CPS students tested in English Language Arts, Math, and Science in grades 3-10 continued to improve in 2015. Seventy-one percent (71%) of students scored proficient or advanced in English Language Arts. This represents a 2% increase from the prior year and a 5% increase over the past 5 years for CPS. In Math, 63% of students scored proficient or advanced. This is also a 2% increase over last year and a 7% increase over the past five years. Finally, in Science, 55% of students scored proficient or advanced in 2015. This is a 4% increase over last year and an 11% increase over the past 5 years. The state considers an increase of over 2% as a significant increase.

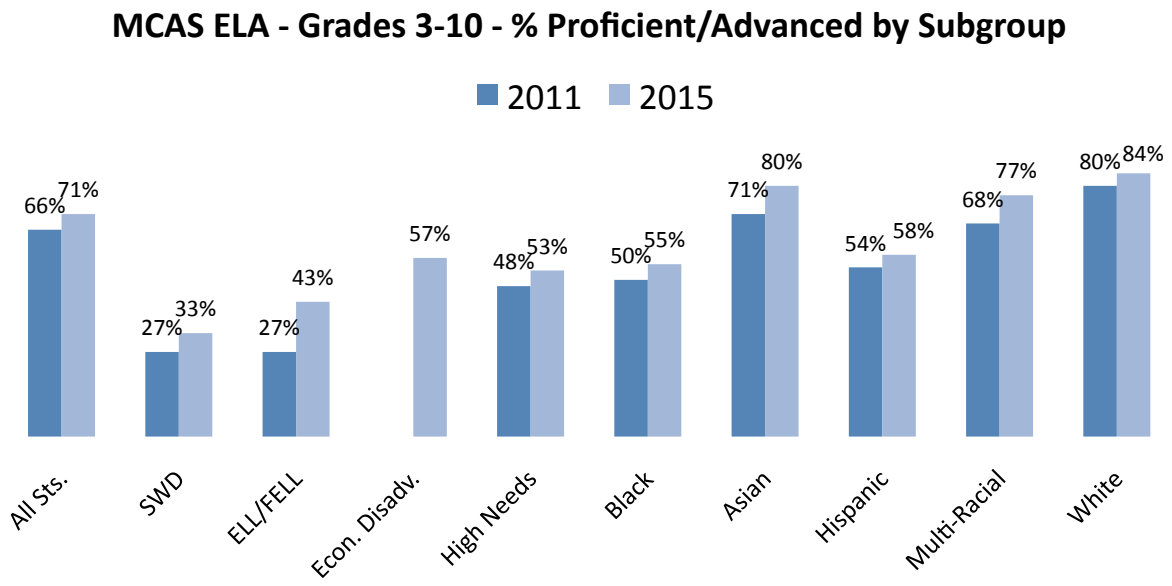


*Because only a portion of students in grades 3-8 participated in 2015 MCAS in ELA and Mathematics, a representative sample of students from across Massachusetts was used to estimate student achievement at the state level in those grades and subjects. Therefore, the state did not calculate the percentage proficient/advanced for "ALL Grades" or for subgroup categories for "ALL Grades" in ELA and Mathematics achievement in 2015. Consequently, state results are not reported in this part of the report.

Student Subgroup Performance

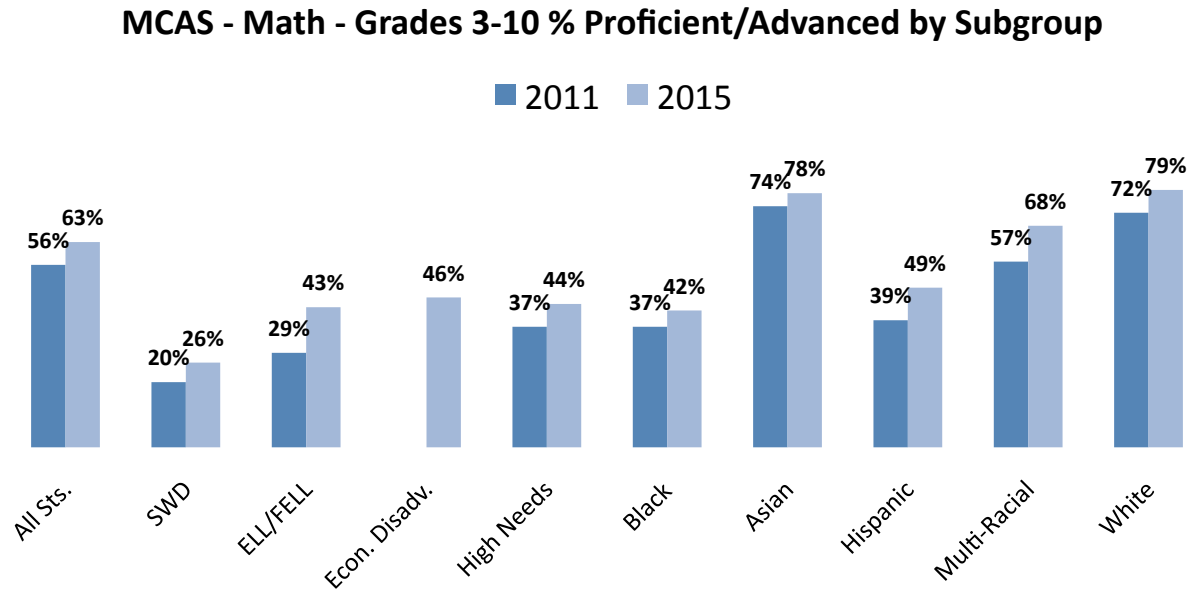
When analyzing the results of CPS subgroups, the district looks at trends over time by all grades and then by grade groups (Elementary, Upper School, and High School). All subgroups in grades 3-10 increased in English Language Arts from 2011 to 2015 by at least 4%. Current and former English Language Learners improved by 16% over the past five years in ELA. Similarly, all subgroups in grades 3-10 increased in Math by at least 4%. Current and former English Language Learners improved by 14% over the past five years in Math. Finally, in Science all subgroups in grades 3-10 increased in Science by at least 1% from 2012. Current and former English Language Learners improved by 14% over the past four years in Science.

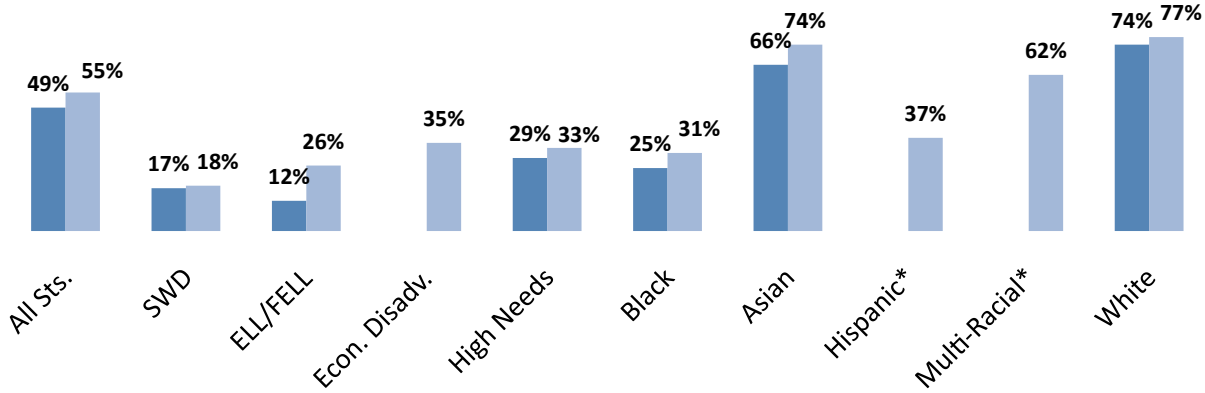
The work of the district with respect to addressing proficiency gaps among student groups continues to be a highest priority.



Economically Disadvantaged is a new reporting category. It replaces the ***Low Income*** category previously reported by DESE. The new measure is 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).

NOTE: The achievement data for "economically disadvantaged "students cannot be directly compared to "low income" data in prior years.





*The CPS data for Hispanic and Multi-Racial students was incorrectly reported to the state in 2012. Percentages cannot be calculated for theses subgroups.

MCAS Proficiency by Grade Group

Elementary Schools: Grades 3 - 5

Student Proficiency Outcomes 2011 - 2015

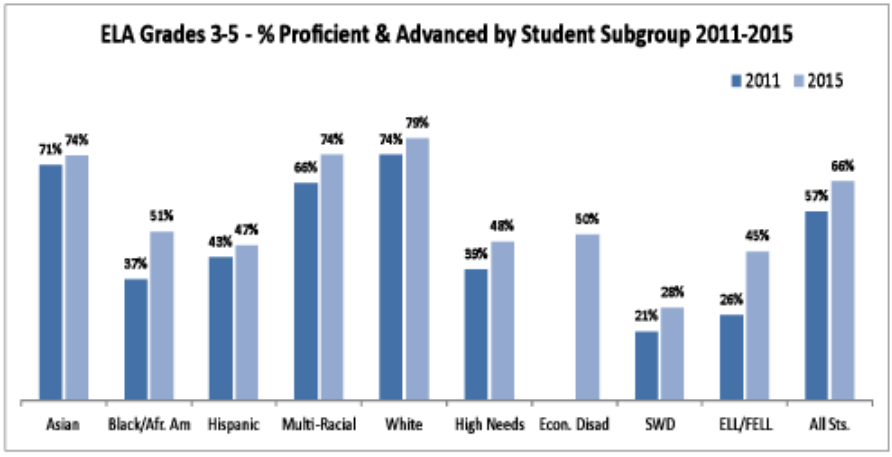
In ELA, Math and Science, there were large increases in proficiency for all subgroups; overall student performance increased by 9% in ELA, 10% in Math, and 12% in Science.

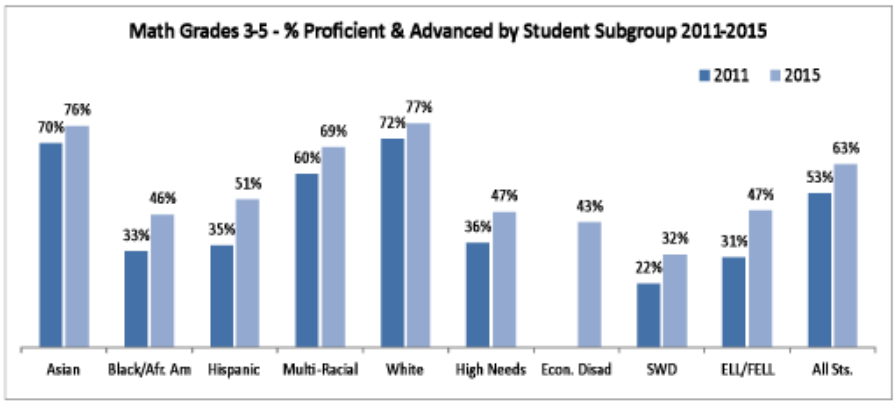
For African American students, there was an increase of 14% in ELA, a 13% increase in Math, and a 15% increase in Science.

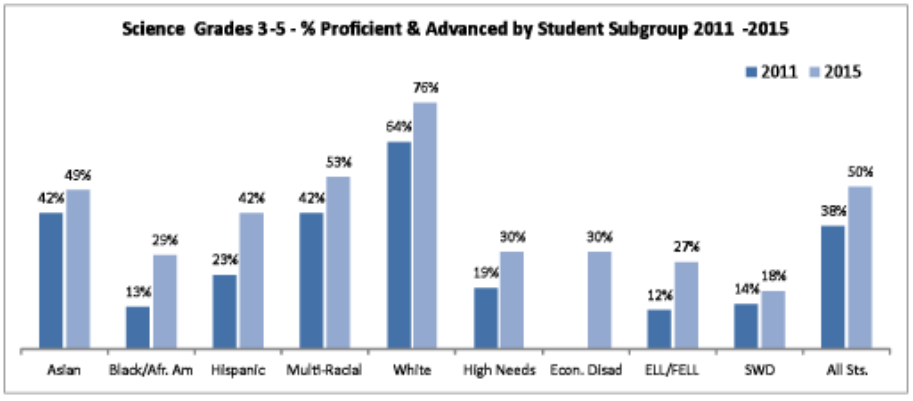
For Hispanic students, there was a 4% increase in ELA, a 16% increase in Math and a 19% increase in Science.

For English Language Learners and Former English Language Learners, there was a 19% increase in proficiency in ELA, a 16% percent increase in Math, and a 15% increase in Science.

For Students with Disabilities, there was 7% increase in ELA, a 10% increase in Math and a 4% increase in Science.







Student Group vs. Proficiency

Student Group	English
Black/African American	+14
Hispanic	+4
English language learners	+19
Students w/ disabilities	+7

Student Group	Math
Black/African American	+13
Hispanic	+16
English language learners	+16
Students w/ disabilities	+10

Student Group	Science
Black/African American	+15
Hispanic	+19
English language learners	+15
Students w/ disabilities	+4

Upper Schools: Grades 6 - 8
Student Proficiency Outcomes 2011 - 2015

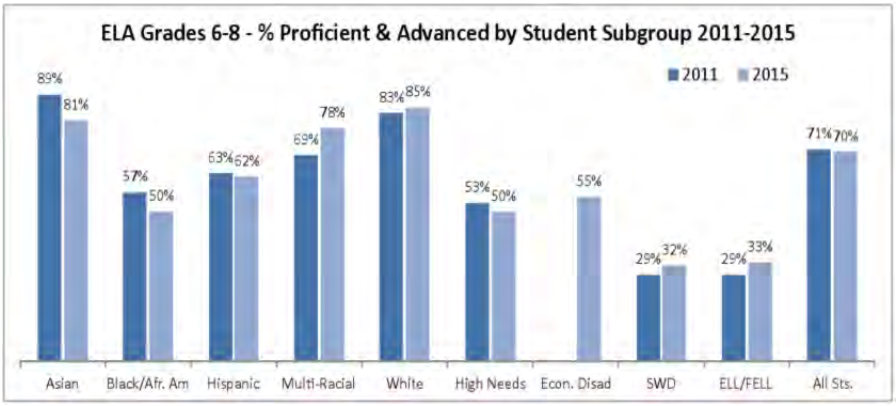
In ELA, Math and Science, there were variable increases and decreases in proficiency across all subgroups; overall proficiency increased by 3% in Math and 2% in Science and there was a decrease of 1% in ELA.

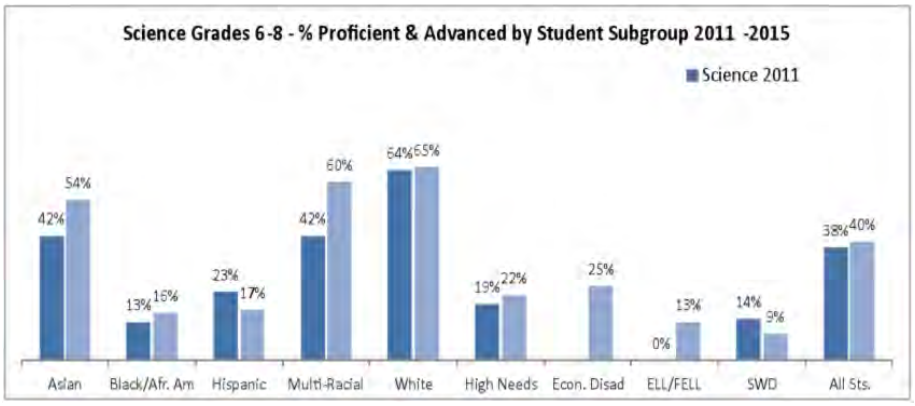
For African American students, there was a decrease of 7% in ELA, and a 3% decrease in Math. However, in Science, there was a 3% increase.

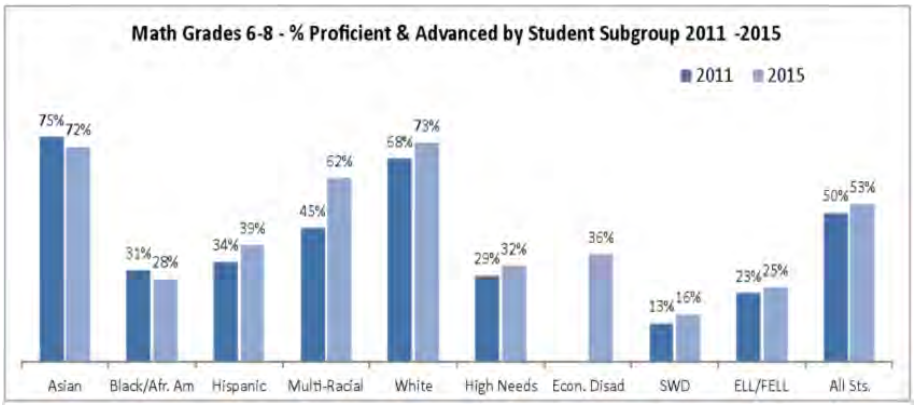
For Hispanic students, there was a 1% decrease in ELA, a 5% increase in Math and a 6% decrease in Science.

For English Language Learners and Former English Language Learners, there was a 4% increase in proficiency in ELA, a 2% increase in Math, and a 13% increase in Science.

For Students with Disabilities, in both ELA and Math, there was 3% increase in proficiency; however, in Science, there was a 5% decline.







Student Group vs. Proficiency

Student Group	English
Black/African American	-7
Hispanic	-1
English language learners	+4
Students w/ disabilities	+3

Student Group	Math
Black/African American	-3
Hispanic	+5
English language learners	+2
Students w/ disabilities	+3

Student Group	Science
Black/African American	+3
Hispanic	-6
English language learners	+13
Students w/ disabilities	-5

High School: Grade 10
Student Proficiency Outcomes 2011 - 2015

In ELA, Math and Science, there were increases in proficiency for all subgroups with the exception of Asian students in ELA; overall student proficiency increased by 7% in both ELA and Math and 11% in Science.

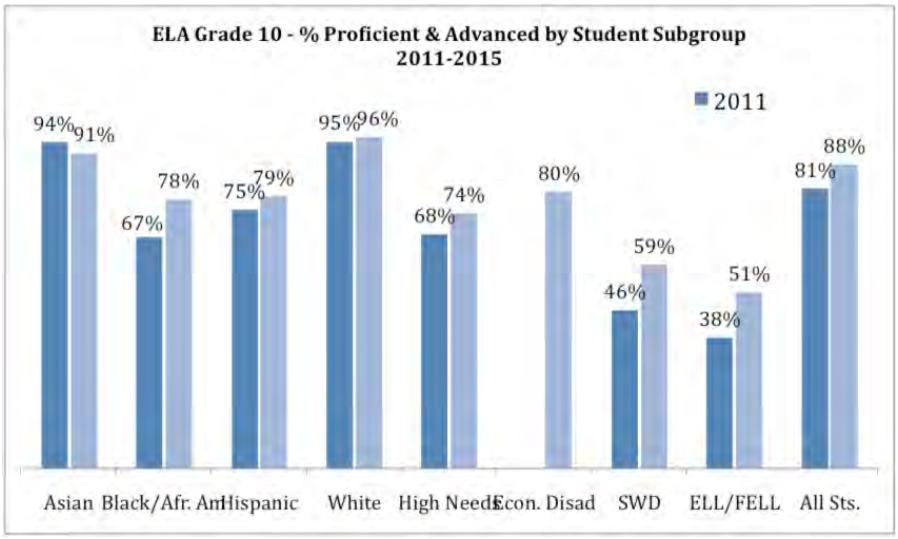
For African American students, there was an increase of 11% in ELA, a 6% increase in Math, and a 13% increase in Science.

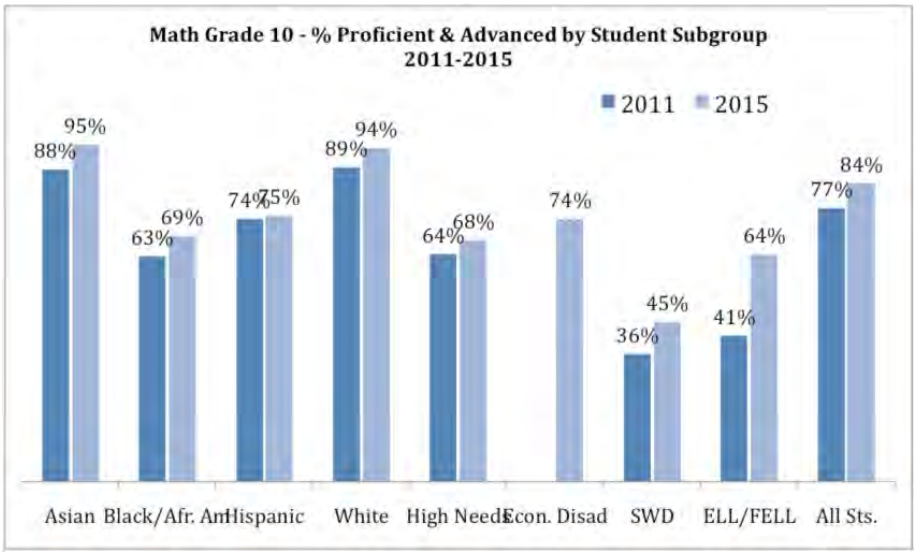
For Hispanic students, there was a 13% increase in ELA, a 1% increase in Math and a 4% increase in Science.

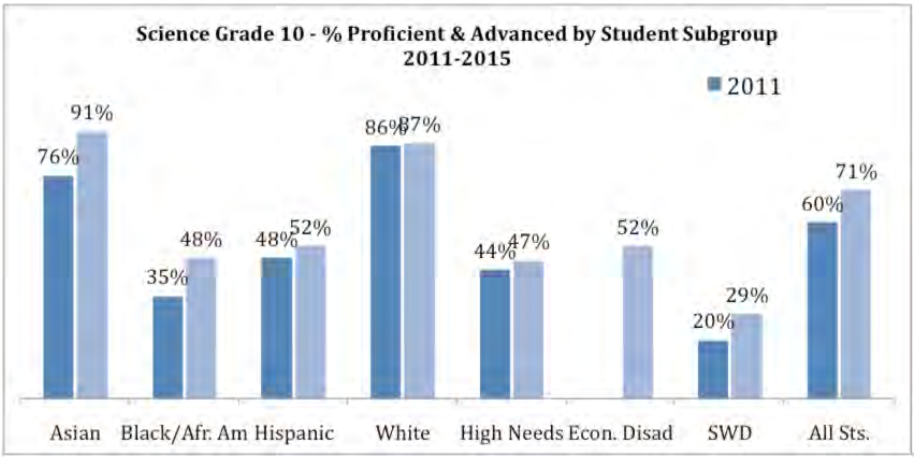
For English Language Learners and Former English Language Learners, there was a 13% increase in proficiency in ELA, a 23% percent increase in Math, and a 3% increase in Science.

For Students with Disabilities, there was 13% increase in ELA, and a 9% increase in both Math and Science.

It should also be noted that on the grade 10 ELA MCAS in 2015, there was a 16% increase in the percent of students scoring in the Advanced category from 37% in 2014 to 53% in 2015.







Student Group vs. Proficiency

Student Group	English
Black/African American	+11
Hispanic	+13
English language learners	+13
Students w/ disabilities	+13

Student Group	Math
Black/African American	+6
Hispanic	+1
English language learners	+23
Students w/ disabilities	+9

Student Group	Science
Black/African American	+13
Hispanic	+4
English language learners	+3
Students w/ disabilities	+9

Growth

MCAS 2015 | Student Growth Percentiles

The Massachusetts Department of Elementary and Secondary Education (DESE) developed a *growth model* of student performance as a supplement to the MCAS results. This indicator helps parents, teachers, and administrators know whether students are improving from year to year by comparing students to their "academic peers" or students with similar MCAS histories across the state.

Student growth percentile (SGP) rankings in the range of 40 to 59 are considered average while SGPs above 60 indicate higher than average growth and below 40 indicate lower than average growth in comparison to all students in the state. The new accountability system expects schools to have a median SGP of 51 to be considered on target for growth.

In Cambridge, both ELA (54th percentile) and Math (50th percentile) had average growth overall. Grade 10 Math had above average growth (60 or higher). In addition, Grades 4 & 5 ELA had student growth percentiles of 58 and 59 respectively. Grade 6 Math had below average growth (37) and grade 5 Math had low average growth (45).

Student Growth by Grade and Subject

	Cambridge Public Schools		State	
Grade and Subject	Median SGP 2014	Median SGP 2015	Median SGP 2014	Median SGP 2015
Grade 4 - English	56	58	49	50
Grade 4 - Math	57	50	50	49
Grade 5 - English	54	59	50	50
Grade 5 - Math	43	45	50	50
Grade 6 - English	56	52.5	50	50
Grade 6 - Math	50	37	50	50
Grade 7 - English	56	49	50	50
Grade 7 - Math	52	54	50	51
Grade 8 - English	56	54	50	50
Grade 8 - Math	55	50	50	50
Grade 10 - English	41.5	50	50	51
Grade 10 - Math	59	60	50	50
ALL GRADES - ENGLISH	53	54	50	50
ALL GRADES - MATH	52	50	50	50

Student Growth by Subgroups

English Language learners, Asian and White students had higher growth than other student groups. In ELA, the Multi-Racial subgroup also had higher growth than other subgroups. In Math, students with disabilities, students with economic disadvantage, African American/Black, Hispanic and High Needs students all had low average growth.

	ELA SGP		Math SGP	
	CPS	STATE	CPS	STATE
Students w/ Disabilities	48	43	40.5	43
ELL/FELL	56	54	54	50
Economically Disadvantaged	49	46	43	46
High Needs	50	47	43	46
African American/Black	47	49.5	42	48
Asian	59	60	60	61
Hispanic/Latino	49	48	43	46
Multi-Racial	56.5	51	51	50
White	58.5	50	55	50

APPENDIX

GLOSSARY OF TERMS

Achievement Gap	The difference between a student's or subgroup's performance and the goal of proficiency for all
DESE	Department of Elementary and Secondary Education (formerly the Massachusetts Department of Education)
DESE	Department of Elementary and Secondary Education (formerly the Massachusetts Department of Education)
MCAS	Massachusetts Comprehensive Assessment System
Economically Disadvantaged	Economically Disadvantaged is a new reporting category. It replaces the Low Income category previously reported by DESE. The new measure is 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).
Graduation rate	Beginning with the class of 2006, the state began reporting a 4-year cohort graduation rate. This percentage includes students who entered as 9th graders and adds students who transfer in from other schools during the course of four years while subtracting those who left the school.
Graduation plans	The state requires all graduating seniors to report their post-graduation plans to their guidance counselors. This information is then submitted to the state at the end of each year.
High Needs	Calculated based on the number of high needs students, divided by the adjusted enrollment. A student is high needs if he or she is designated as either low income (prior to School Year 2015), economically disadvantaged (starting in School Year 2015), or ELL, or former ELL, or a student with disabilities. A former ELL student is a student not currently an ELL, but had been at some point in the two previous academic years.
PARCC	Partnership for the Assessment of Readiness for College and Career

Progress and performance index

A school's overall progress in narrowing gaps is measured by the Progress and Performance Index (PPI). The cumulative PPI combines information about student achievement, growth, and graduation and dropout rates over the most recent four-year period into a single number between 0 and 100. All districts, schools, and groups with sufficient data are assigned an annual PII based on two years of data and a cumulative PPI between 0 and 100 based on three annual PPIs. The annual PPI is a measure of the improvement that a group makes toward its own targets over a two-year period on up to seven indicators: narrowing proficiency gaps (in English language arts (ELA), mathematics, and science); growth (ELA and mathematics); the annual dropout rate; and the cohort graduation rate. The cumulative PPI is the average of a group's annual PPIs over four years, weighting the most recent years the most (1-2-3-4). A cumulative PPI is calculated for a group if it has at least three annual PPIs. While a group's annual PPI can exceed 100 points, the cumulative PPI is always reported on a 100-point scale. For a school to be considered to be making progress toward narrowing proficiency gaps, the cumulative PPI for both the "all students" group and high needs students must be 75 or higher.

SAT

Scholastic Achievement Test

Student Growth Percentiles

Each student who participated in the MCAS English language arts (ELA) or Mathematics tests in grades 4-8 or 10 and who also took the last MCAS test in that subject receives a Student Growth Percentile (SGP) score. The SGP compares a student's MCAS score with the scores of all students in the state at that grade level who received similar MCAS scores in prior years. SGPs range from 1 to 99; higher numbers represent higher growth and lower numbers represent lower growth.

Student growth percentile (SGP) rankings in the range of 40 to 59 are considered average while SGPs above 60 indicate higher than average growth and below 40 indicate lower than average growth in comparison to all students in the state. The new accountability system expects schools to have a median SGP of 51 to be considered *on target* for growth.