2013 – 2014

Student Data Report

Cambridge Public Schools



CPS
Cambridge Public Schools

www.cpsd.us

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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 2013-2014 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 pre-kindergarten through grade 12. In 2013-14, 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 6,361 students (an increase of 139 students over the previous year). The district racial/ ethnic profile was 38.0% White, 28.8% African American, 13.9% Hispanic, 12.2% Asian, 6.3% Multi-Racial Non-Hispanic and .5% Native American.

Demographically there have been slight changes in the racial/ethnic profile of the district over the past five years. Each year since 09-10 school-year, the percentage of African American/Black students has decreased slightly (4.8% over 5 years) while the percentage of Multi-Racial Non-Hispanic students (2.6% over 5 years). The percentage of White students decreased slightly last year, but over the past five, it has increased by 1.6%. The past year, there were slight increases in the percentages of Hispanic (.2%) and Asian (.4%) students. The percentage of Low Income students in Cambridge was similar to last year and equal to percentage five years ago. The percentage of special education students has decreased by .8% since the 09-10 school-year, but increased by .4% last year. The percentage of English language learners has remained similar for the past five years, with a slight decrease (.5%) from the previous 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 the 12-13 school year, the DESE began recording detailed suspension data, recording both offenses and actions.

In the 13-14 school-year, both the percentage of in- and out- of school suspensions increased from the previous year, but both are still considerably lower than 5 years ago. While the in-school suspension rate was slightly higher than the state (2.5% vs. 2.1%), the out-of-school rate was again lower than the state (2.9% vs. 3.9%). The dropout rate at CRLS/HSEP has been fairly consistent over the past five years. It was slightly higher last year, at 1.7% of all students in grades 9-12 (approximately 25 students). In 2012-2013, 1.5% of all students dropped out in grades 9-12 and in the 2011-12 school-year, the dropout rate was 1.8%.

The attendance rate at all CPS schools has been fairly consistent over the past 5 years at 94.0%. Most elementary and middle schools have attendance rates between 94% and 95% while CRLS/HSEP has an average attendance rate of 91%.

In addition to this climate data, a comprehensive Adolescent Health Survey and a School Climate Survey are administered to all students in grades 6-12 every other year. The results of these surveys are reported annually on the CPS website.

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 2010. 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 2014 increased significantly from that of 2013, as did the graduation rate at CRLS/HSEP. The Cambridge Class of 2014 (88.0%) outperformed the state 4-year cohort graduation rate (86.1%). CPS graduation rate for African American/Black students was approximately 7% higher than the state. (CPS 82.8% vs. State 74.9%).

For CRLS/HSEP, the 4-year cohort graduation rate (91.1%) increased by almost 4% over the previous year's graduating class. This was the highest graduation rate in the past five years. The graduation rate of African American/Black students was 12% higher than the state (86.6% vs. 74.9%).

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 2013. For the graduating class of 2013, CRLS/HSEP had 68% of its graduates enrolled in college 16 months after graduating from high school. 52.5% of those students were in private 4-year colleges, 27.9% were in public 4-year colleges, and 19.5% were in 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

Eighty-two percent (82%) of the Cambridge Public School graduating seniors took the SAT exam. This is a slight decrease from the previous year. The mean Critical Reading score increased by 14 points to 516, the mean Math score increased by 33 points to 529, and the mean Writing score increased by 12 point to 513. All three areas had the highest mean scores that Cambridge Public School students have ever achieved. Eighty percent (80%) of Massachusetts public high school students in the class of 2014 took the SAT. The overall scores in Massachusetts remained the same from the previous year.

During the five year period from 2010-2014, mean SAT performance increased in all areas. All subgroups' mean scores also increased, with the exception of Asian and Low Income students who had decreases in their mean Reading and Writing scores; and Black and Low Income students who had decreases in Math over the five-year period.

Advanced Placement Courses and Exams

The percentage of students taking Advanced Placement (AP) courses maintained last year's substantial increase with approximately 44% of CRLS 11th and 12th grade students enrolled in AP courses. For the second year in a row, approximately 55 10th grade students took AP courses as well as a handful of 9th grade students. These students are not included in the analysis below. While the percentage of African American/Black and Low Income students enrolled in AP courses is higher than 5 years ago, there was a decrease in that percentage from the previous year. 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, 84% of Cambridge students taking AP Exams received a score of 3 or higher. For the past two years, the percentage of African American/Black, Hispanic, and Low Income students passing exams with a score of 3 had increased substantially. Unfortunately in 2013-2014, those percentages were more similar to the 2010-11 school-year, with 57%, 70%, and 64% of those taking exams passing with a score of 3 for each of these respective subgroups. In addition, while more African American students were enrolled in AP courses in 2013-2014, the number of students taking exams remained similar to that of 5 years ago.

MCAS Results

With respect to the performance of all CPS students tested in English Language Arts in grades 3-10, 69% students scored proficient or advanced as compared to 69% of students across the state. This represents a 1% increase from the prior year and a 6% increase over the past 6 years for CPS. The five-year trend for the state reflects a 1% increase.

With respect to the performance of all CPS students tested in Mathematics in grades 3-10, 61% of students scored proficient or advanced in Mathematics as compared to 60% across the state. This represents a 1% decrease from the prior year and a 6% increase over the past 5 years for CPS. The five year trend for the state reflects a 2% increase.

With respect to the performance of all CPS students tested in Science in grades 5, 8, and 10, 51% of students scored proficient or advanced in Science as compared to 54% across the state. This represents a 5% increase over the past 5 years for CPS. The five year trend for the state reflects a 2% increase.

MCAS By Grade

There were improvements from 2013 to 2014 in the percent of students scoring in the proficient/ advanced categories at grades 3, 5, and 7 in English Language Arts. In grades 3, 4, and 5, students in CPS exceeded the state in percent proficient by 9%, 3%, and 3% respectively. The results for grades 6, 7, 8, and 10 were below the state. Proficiency rates for grade 6 stayed the same while proficiency rates in grade 8 and 10 decreased by 1% and 3% respectively. Even though grade 4 student outperformed the state, there was a decrease in percent proficient of 2%.

There were improvements in the percent of students scoring in the proficient/advanced categories in Math at grades 3, 5, and 7. In grade 3, there was a 10% increase and in grade 5, a 7% increase and in grade 7 a 4% increase. All other grades had decreases in proficiency ranging from 3% to 12% in grade 8. In grades 3, 4, 5, and 10 CPS results were higher than the state; grade 7 results were equal to the state.

The proficiency of all student subgroups, except ELL/FELL and low income students, in Science increased between 2013 and 2014. Students with disabilities and Hispanic students had increases of 6% in the percentage of proficient/advanced. In the past three years, African American/Black students have had an increase of 6% as well as English language learners.

MCAS By Subgroup

When analyzing the results of CPS subgroups, the district looks at annual results as well as trends over time. With the exception of Asian, White, and Students with disabilities, subgroup populations of students increased their proficiency in English Language Arts from 2013-2014. ELL/FELL, Low Income, and African American/Black increased 10%, 3%, and 4% respectively. All subgroups in Cambridge also outperformed their counterparts at the state.

The proficiency of ELL/FELL, Low Income, African American/Black and High Needs student subgroups in Math increased while the performance of all other subgroups either decreased or stayed the same. All subgroups, with the exception of Asian students, improved by at least 5% from 2010 to 2014. Over the past 5 years, in Cambridge, there has been a 6% increase in the percentage of students with disabilities scoring proficient or advanced in Math whereas at the state there has only been a 2% change in the number of students with disabilities scoring proficient/advanced.

The proficiency of all student subgroups, except ELL/FELL and Low income students, increased in Science between 2013 and 2014. Students with disabilities and Hispanic students had increases of 6% in the percentage of proficient/advanced. In the past three years, African American/Black students have had an increase of 6% as well as English language learners.

CPSD Literacy Assessments

The percentage of students reading at or above grade level benchmark declined at all grade levels in comparison to previous years because the standard for reaching grade level was increased at all grade levels based on new common core standards. There were substantial increases in the percentage of students writing at or above grade level in grades 3 & 5. In grades 1 and 4, the percentage of students writing at grade level decreased by 5% and 14% respectively while the percentage stayed the same in grades 2. Kindergarten students piloted a new writing rubric in 2013-2014 school year and consequently grade level results were not available.

At each grade level and for all subgroups, more students are proficient in reading than they are in writing. Fewer SWD students are reading and writing at or above grade level in comparison with other subgroups. For all student subgroups, there is a drop in reading proficiency between the grades K-2 and 3-5. For example, 74% of African American/Black students in grades K-2 are reading at/above grade level while only 48% of African American/Black students are reading at/above grade level in grades 3-5.

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 09-10 school-year, the percentage of African American/Black students has decreased slightly (4.8% over 5 years) while the percentage of Multi-Racial Non-Hispanic students (2.6% over 5 years). The percentage of White students decreased slightly last year, but over the past five, it has increased by 1.6%. The past year, there were slight increases in the percentages of Hispanic (.2%) and Asian (.4%) students.

The percentage of Low Income students in Cambridge was similar to last year and equal to percentage five years ago. The percentage of special education students has decreased by .8% since the 09-10 school-year, but increased by .4% last year. The percentage of English language learners has remained similar for the past five years, with a slight decrease (.5%) from the previous year.

Race/Ethnicity

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
African American	33.6%	32.6%	31.4%	29.7%	28.8%
Asian	11.2%	11.0%	11.1%	11.8%	12.2%
Hispanic	14.2%	14.1%	13.5%	13.7%	13.9%
Native American	0.6%	0.6%	0.6%	0.5%	0.5%
White	36.4%	36.9%	38.5%	38.5%	38.0%
Multi-Race, Non-Hispanic	3.7%	4.4%	4.6%	5.4%	6.3%

Other Subgroups

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
First Language not English	27.0%	26.7%	26.8%	27.4%	27.0%
English Language Learners	5.1%	5.7%	5.0%	5.7%	5.2%
Low-Income	45.5%	43.5%	48.4%	45.0%	45.4%
Students with Disabilities	21.7%	21.9%	20.8%	20.5%	20.9%
High Needs				56.3%	56.2%

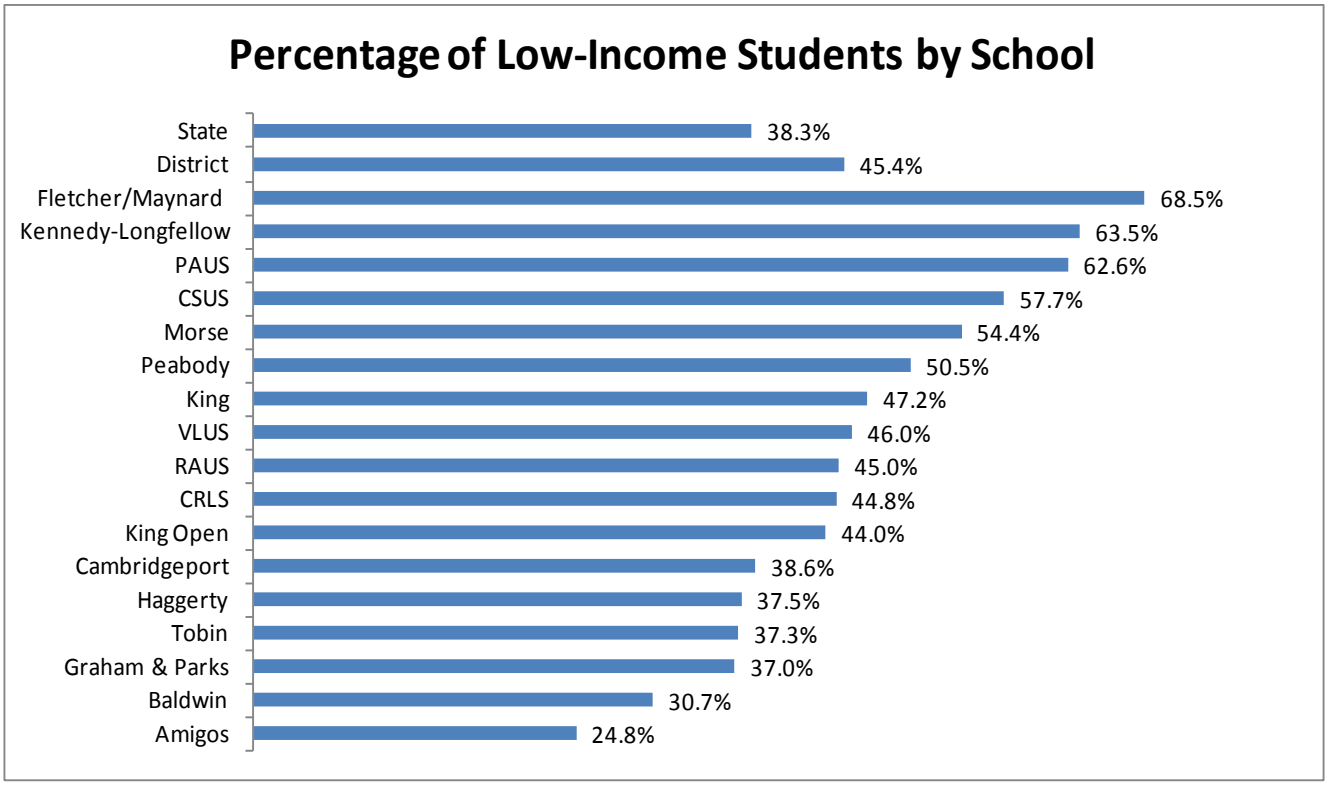
Data taken from DESE website: http://profiles.doe.mass.edu/profiles

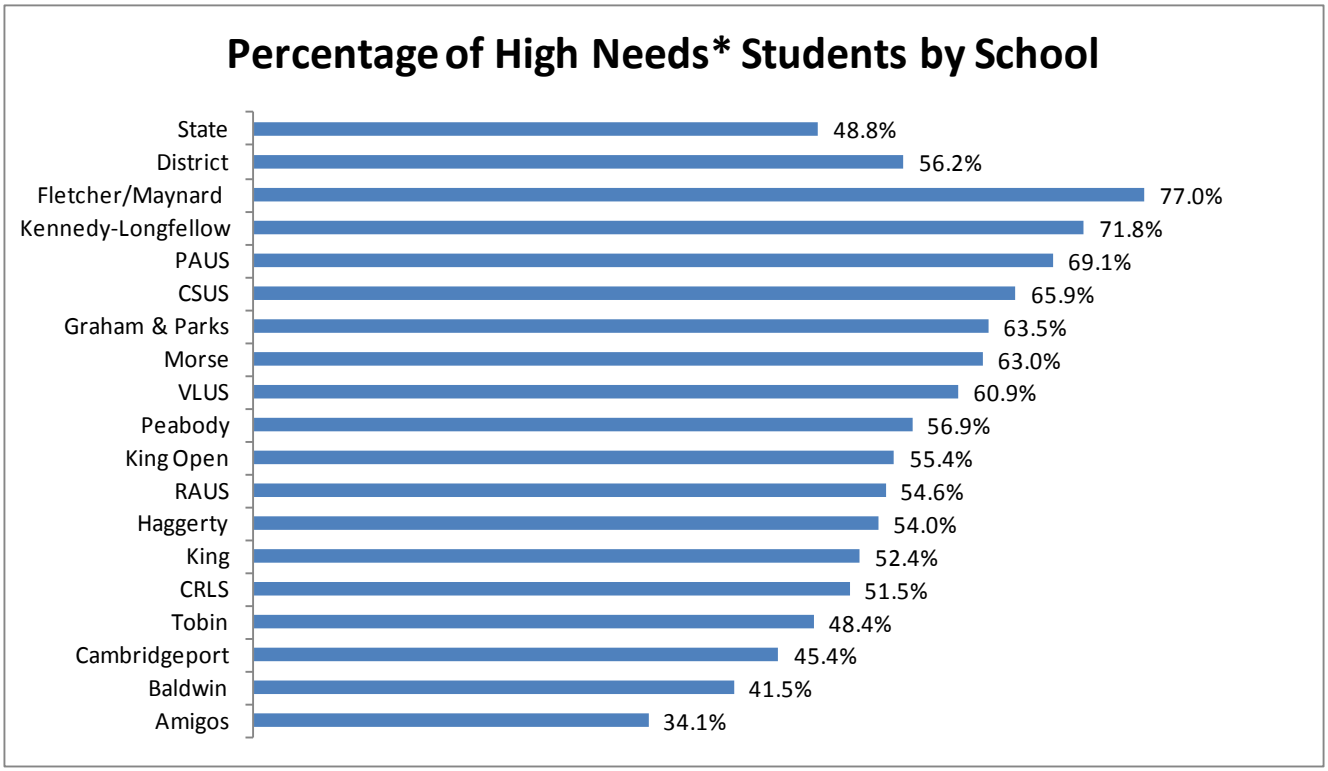
Demographic Data by School

2013-2014

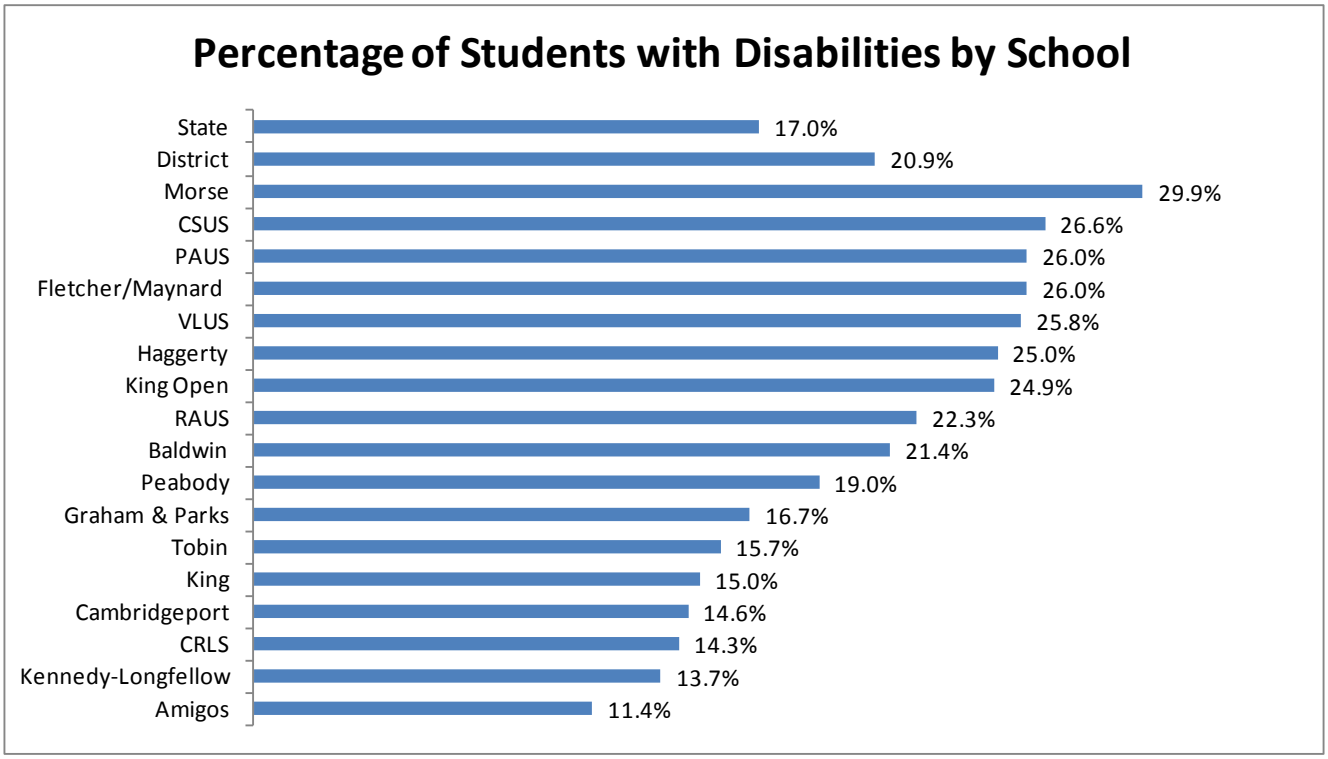
	African American	Asian	Hispanic	Native American	White	Native Hawaiian	Multi-Race, Non-Hispanic
Amigos	5.5%	2.3%	42.6%	0.0%	39.4%	0.3%	9.9%
Cambridgeport	20.4%	9.6%	10.7%	0.4%	50.4%	0.4%	8.2%
Fletcher/Maynard	40.4%	7.7%	18.7%	0.9%	24.3%	0.9%	7.2%
Graham & Parks	21.7%	19.2%	10.6%	0.3%	42.9%	0.0%	5.3%
Haggerty	28.6%	12.9%	5.2%	0.0%	43.1%	0.4%	9.7%
Tobin	24.2%	14.6%	8.7%	1.0%	40.8%	0.0%	10.1%
Kennedy-Longfellow	26.3%	15.7%	18.8%	0.0%	33.7%	0.8%	4.7%
King Open	18.9%	8.1%	15.3%	0.3%	48.8%	0.0%	8.7%
Baldwin	20.1%	12.7%	9.9%	0.9%	47.7%	0.0%	8.7%
King	32.2%	24.3%	10.1%	0.0%	22.5%	0.0%	10.1%
Morse	34.5%	14.2%	8.9%	0.7%	30.2%	0.7%	10.7%
Peabody	31.8%	9.0%	8.7%	0.0%	42.8%	0.3%	7.4%
CSUS	34.5%	9.0%	13.5%	1.5%	35.6%	0.7%	5.2%
PAUS	40.5%	11.8%	15.0%	0.4%	28.9%	0.0%	3.7%
RAUS	30.9%	14.2%	13.8%	0.7%	36.2%	0.0%	4.3%
VLUS	36.4%	15.2%	7.3%	0.7%	35.1%	0.3%	5.0%
CRLS	33.2%	11.7%	14.0%	0.6%	37.5%	0.1%	3.0%
District	28.8%	12.2%	13.9%	0.5%	38.0%	0.2%	6.3%
State	8.7%	6.1%	17.0%	0.2%	64.9%	0.1%	2.9%

	First Language not English	Limited English Proficient	Low-Income	Students with Disabilities	High Needs
Amigos	33.2%	1.5%	24.8%	11.4%	34.1%
Cambridgeport	150%	1.8%	38.6%	14.6%	45.4%
Fletcher/Maynard	21.7%	1.3%	68.5%	26.0%	77.0%
Graham & Parks	46.5%	29.0%	37.0%	16.7%	63.5%
Haggerty	24.6%	.4%	37.5%	25.0%	54.0%
Tobin	28.9%	0.0%	37.3%	15.7%	48.4%
Kennedy-Longfellow	31.4%	9.0%	63.5%	13.7%	71.8%
King Open	24.9%	3.9%	44.0%	24.9%	55.4%
Baldwin	18.9%	.6%	30.7%	21.4%	41.5%
King	28.1%	1.1%	47.2%	15.0%	52.4%
Morse	21.4%	0.7%	54.4%	29.9%	63.0%
Peabody	17.4%	1.6%	50.5%	19.0%	56.9%
CSUS	27.0%	0.0%	57.7%	26.6%	65.9%
PAUS	27.6%	0.4%	62.6%	26.0%	69.1%
RAUS	23.4%	0.7%	45.0%	22.3%	54.6%
VLUS	32.8%	14.6%	46.0%	25.8%	60.9%
CRLS	27.6%	6.8%	44.8%	14.3%	51.5%
District	27.0%	5.2%	45.4%	20.9%	56.2%
State	17.8%	7.9%	38.3%	17.0%	48.8%





*High Needs = a single count of students who are Low Income, 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 94.0%. Most elementary and middle schools have attendance rates between 94% and 95% while CRLS/HSEP has an average attendance rate of 91%. Last year, both the percentage of in- and out- of school suspensions increased from the previous year, but both are still considerably lower than 5 years ago.

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

	2009-2010	2010-11	2011-12	2012-2013	2013-2014
Grade 9-12 Dropout Rate	1.3%	1.7%	1.8%	1.5%	1.7%
Attendance Rate	94.0%	93.4%	94.0%	93.9%	93.8%
Average # of days absent	10.2	11.4	10.4	10.0	10.6
In-school Suspensions	4.7%	3.4%	3.8%	1.8%	2.5%
Out of School Suspensions	7.1%	6.4%	5.4%	2.3%	2.9%

Schools

2013-2014	Attendance Rate	Average # of days absent	In-School Suspension Rate	Out-of-School Suspension Rate
Amigos	94.9%	8.7	0%	0%
Cambridgeport	94.4%	9.5	0%	0%
Fletcher/Maynard	93.0%	12.1	1.2%	2.4%
Graham & Parks	94.7%	8.4	0%	0%
Haggerty	95.9%	7.1	0%	0%
Tobin	94.5%	9.6	0%	0%
Kennedy-Longfellow	95.4%	7.8	0%	2.1%
King Open	94.6%	9.3	0%	2.6%
Baldwin	94.9%	8.8	1.4%	.3%
King	94.4%	9.4	0%	0%
Morse	95.1%	8.2	1.9%	1.3%
Peabody	95.5%	7.9	0%	0%
CSUS	94.9%	8.9	13.7%	1.4%
PAUS	95.3%	8.2	4.6%	9.6%
RAUS	96.1%	6.8	7.8%	4.6%
VLUS	96.3%	6.5	2.9%	2.9%
CRLS/HSEP	91.0%	15.6	3.8%	6.1%
District	93.8%	10.6	2.5%	2.9%
State	94.9%	8.7	2.1%	3.9%

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 2014 increased significantly from that of 2013, as did the graduation rate at CRLS/HSEP. The Cambridge Class of 2014 (88.0%) outperformed the state 4-year cohort graduation rate (86.1%). CPS graduation rate for African American/Black students was approximately 7% higher than the state. (State 74.9% vs. CPS 82.8%).

4-year Cohort Graduation Rate – CPS District Data

District Data includes special needs students in outplacements

	Class of 2010	Class of 2011	Class of 2012	Class of 2013	Class of 2014
All Students	85.2%	82.7%	83.2%	82.5%	88.0%
Male	85.2%	78.7%	81.8%	78.7%	87.2%
Female	85.2%	86.9%	84.7%	86.7%	88.9%
ELL	72.2%	72.2%	78.6%	53.3%	83.9%
Sts. With Disabilities	73.5%	66.4%	69.5%	68.8%	73.3%
Low Income	82.0%	79.6%	82.6%	81.0%	85.4%
Black/Afr. Amer.	78.3%	81.6%	79.1%	77.2%	82.8%
Asian	94.6%	90.0%	93.5%	86.0%	93.2%
Hispanic	80.3%	80.0%	77.1%	81.8%	87.0%
White	92.7%	85.4%	86.8%	88.1%	91.2%

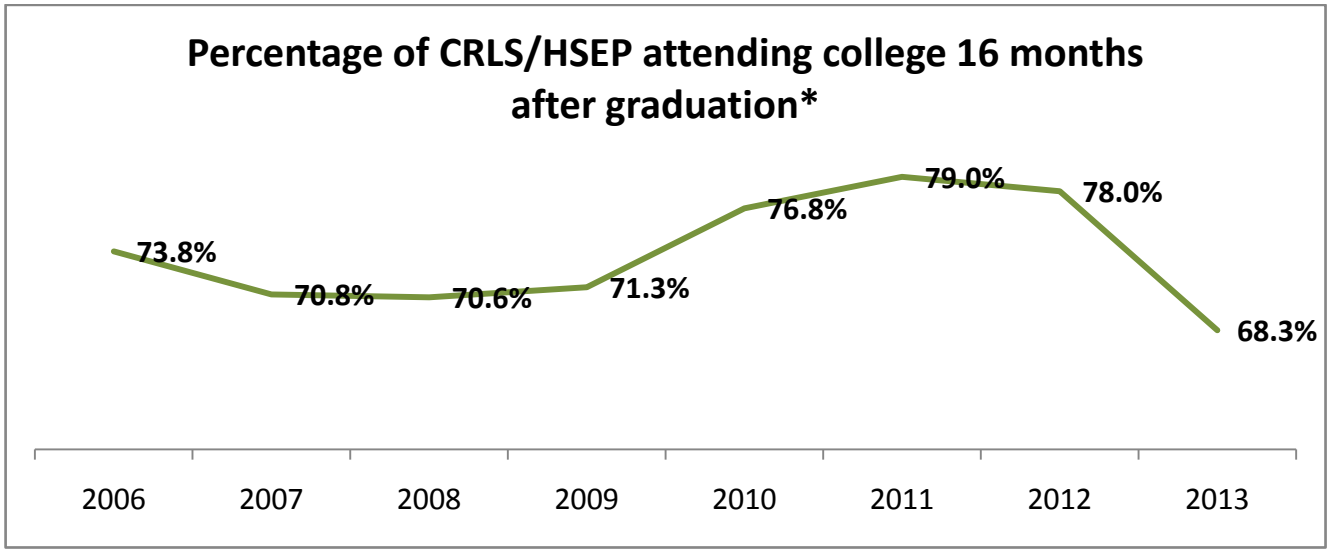
4-year Cohort Graduation Rate – CRLS/ HSEP

	Class of 2010	Class of 2011	Class of 2012	Class of 2013	Class of 2014
All Students	88.1%	87.5%	87.2%	87.3%	91.1%
Male	90.3%	85.6%	86.6%	85.6%	90.2%
Female	85.6%	89.3%	87.9%	89.0%	91.2%
ELL	66.7%	74.2%	73.5%	53.3%	83.3%
Special Education	81.7%	76.5%	80.2%	83.5%	83.5%
Low Income	83.7%	81.5%	84.6%	83.5%	86.8%
Black or Afr. Amer.	83.7%	86.0%	84.1%	83.5%	86.6%
Asian	94.6%	90.0%	93.5%	86.0%	94.8%
Hispanic	80.0%	86.4%	83.1%	84.9%	88.1%
White	94.7%	91.6%	90.1%	93.2%	95.6%

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

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 2013. For the graduating class of 2013, CRLS/HSEP had 68% of its graduates enrolled in college 16 months after graduating from high school. 52.5% of those students were in private 4-year colleges, 27.9% were in public 4-year colleges, and 19.5% were in public 2-year colleges.



*Data compiled from Edwin Analytics for the class of 2013; currently not available on the DESE profile page

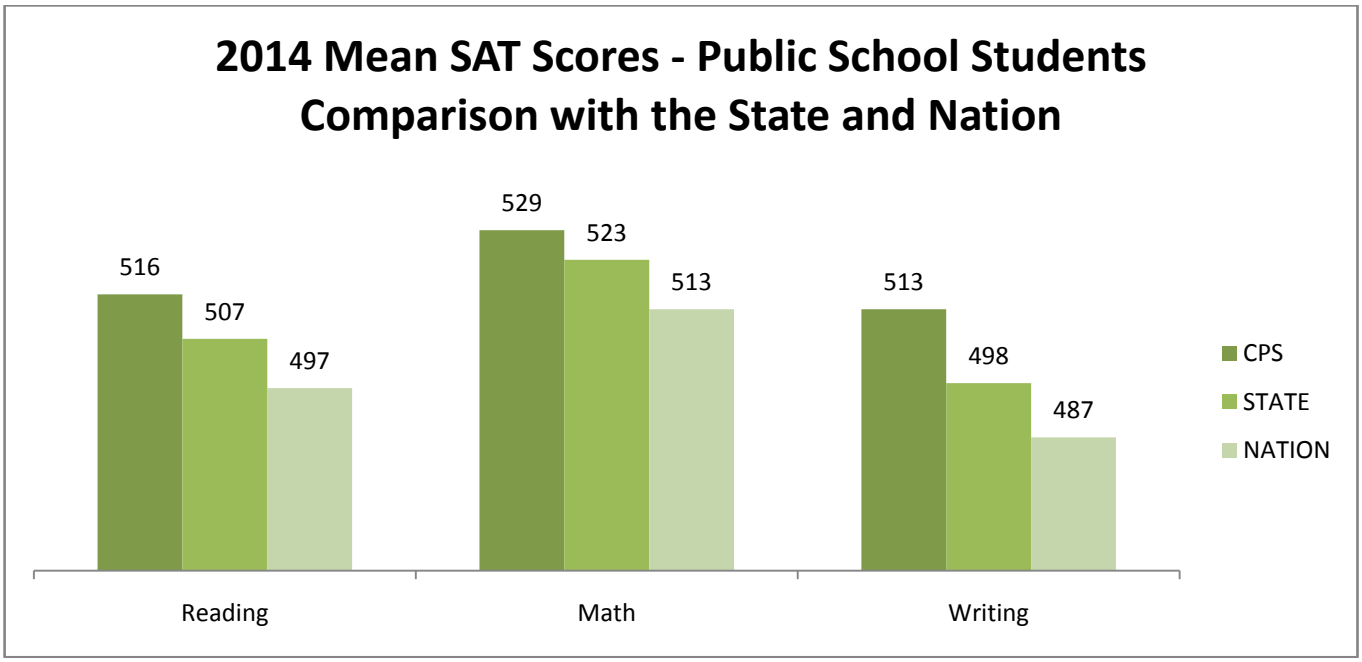
Percentage of CRLS/HSEP Attending College by School Type 2009-2013*

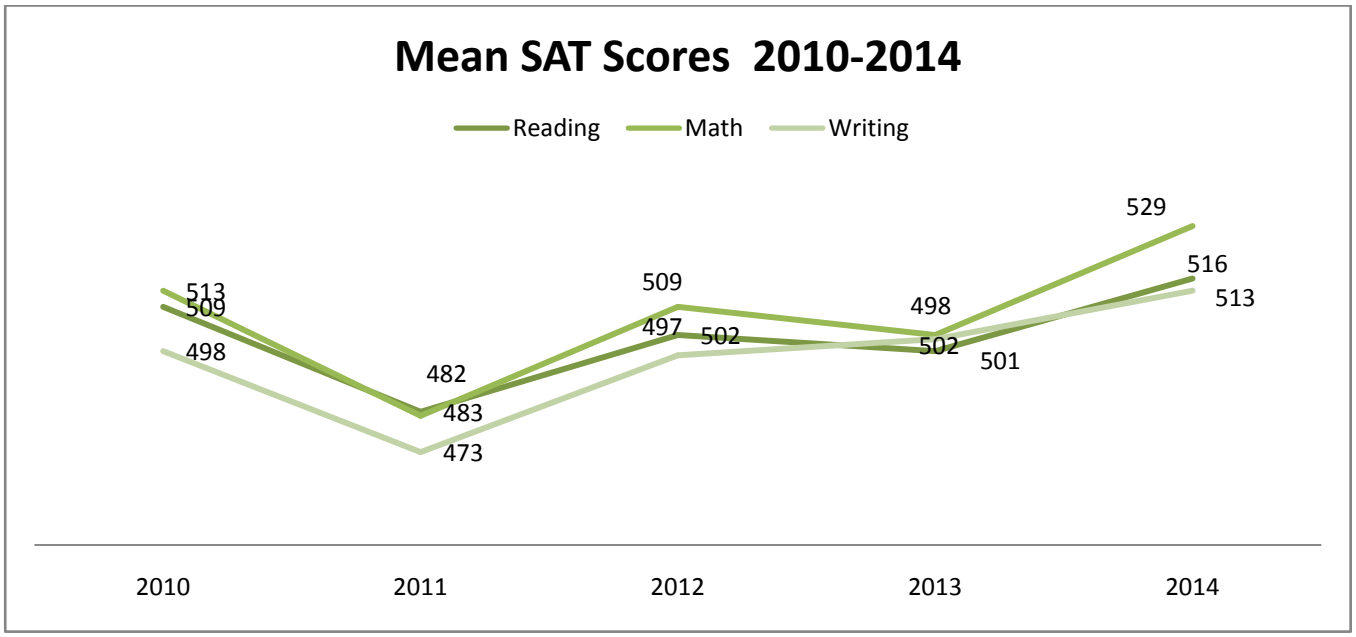
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
All Students	**71.3%**	**76.8%**	**79.0%**	**78.0%**	**68.3%**
4-Year Private College	57.9%	54.7%	48.2%	50.3%	52.5%
4-Year Public College	21.7%	26.8%	25.2%	25.2%	27.9%
2-Year Private College	0.4%	0.0%	0.4%	0.7%	0.0%
2-Year Public College	20.1%	18.5%	26.2%	23.8%	19.5%

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

Scholastic Achievement Test (SAT) Results

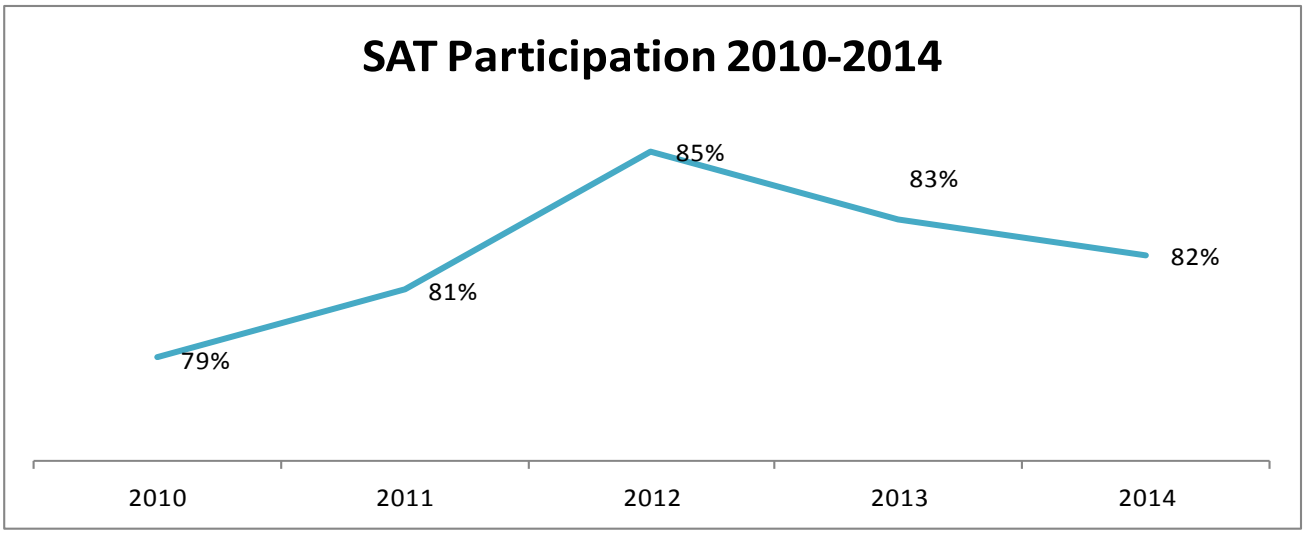
Eighty-two percent (82%)* of the Cambridge Public School graduating seniors took the SAT exam. This is a slight decrease from the previous year. The mean Critical Reading score increased by 14 points to 516, the mean Math score increased by 33 points to 529, and the mean Writing score increased by 12 point to 513. All three areas had the highest mean scores that Cambridge Public School students have ever achieved. Eighty percent (80%) of Massachusetts public high school students in the class of 2014 took the SAT. The mean scores in Massachusetts remained approximately the same as the previous year.





*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 2010-2014, mean SAT performance increased in all areas. All subgroups' mean scores also increased, with the exception of Asian and Low Income students who had decreases in their mean Reading and Writing scores; and Black and Low Income students who had decreases in Math over the five-year period.

Critical Reading SAT Scores

	Asian	Black	Hispanic	White	Low Income	SPED	District
2010	521	411	452	600	437	352	504
2014	516	420	470	605	419	376	516
5-yr diff	-5	9	18	5	-18	24	12

Math Sat Scores

	Asian	Black	Hispanic	White	Low Income	SPED	District
2010	583	432	452	584	460	342	512
2013	587	431	486	594	452	385	529
5-yr diff	4	-1	34	10	-8	43	17

Writing SAT Scores

	Asian	Black	Hispanic	White	Low Income	SPED	District
2010	531	403	430	585	429	333	494
2013	513	418	461	599	412	362	513
5-yr diff	-18	15	31	14	-17	29	19

Advanced Placement Courses

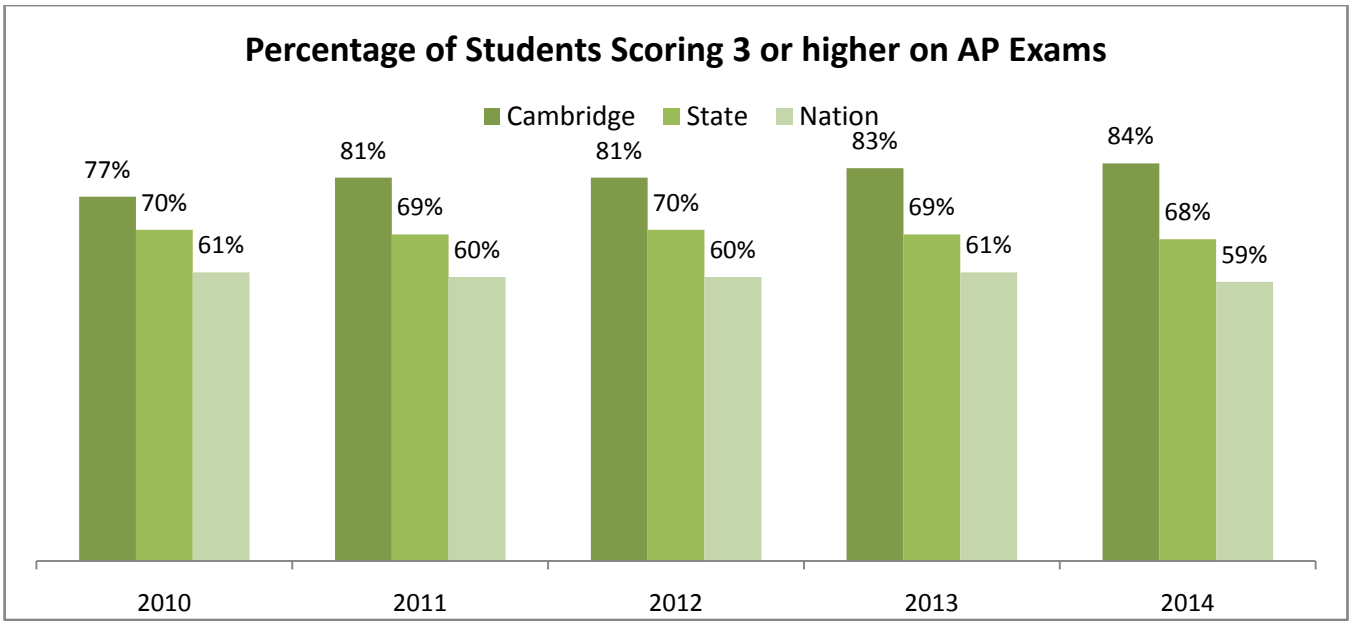
The percentage of students taking Advanced Placement (AP) courses remained similar to last year with approximately 44% of CRLS 11th and 12th grade students enrolled in AP courses. For the second year in a row, approximately 55 10th grade students took AP courses as well as a handful of 9th grade students. These students are not included in the analysis below. While the percentage of African American/Black and Low Income students enrolled in AP courses is higher than 5 years ago, last year there was a decrease in that percentage. 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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
All Students	34%	35%	35%	46%	44%
African American/Black	15%	16%	13%	26%	18%
Asian	55%	51%	53%	64%	71%
Hispanic	25%	21%	22%	32%	30%
White	53%	58%	56%	67%	63%
Low Income	18%	15%	16%	31%	22%
Special Education	0%	0%	3%	5%	3%

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 2014 College Board report. Cambridge student performance on AP Exams has improved over time while the state and the nation's performance have remained stable.



Advanced Placement Exams

- In 2013-2014, 270 students took 511 exams.

Demographic Breakdown of students taking AP Exams over time

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
All Students	176	169	177	228	270
Black/African American	25	17	16	18	16
White	104	107	111	139	164
Asian	29	27	32	51	57
Hispanic	15	15		15	23
Low Income	35	29	33	43	45

- 84% 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.

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
All Students	77%	81%	81%	83%	84%
Black/African American	46%	58%	83%	81%	57%
White	82%	88%	84%	87%	90%
Asian	77%	74%	80%	75%	78%
Hispanic	55%	70%	65%*	88%	70%
Low Income	68%	63%	72%	74%	64%

**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, a significant increase over 380 exams taken last year.

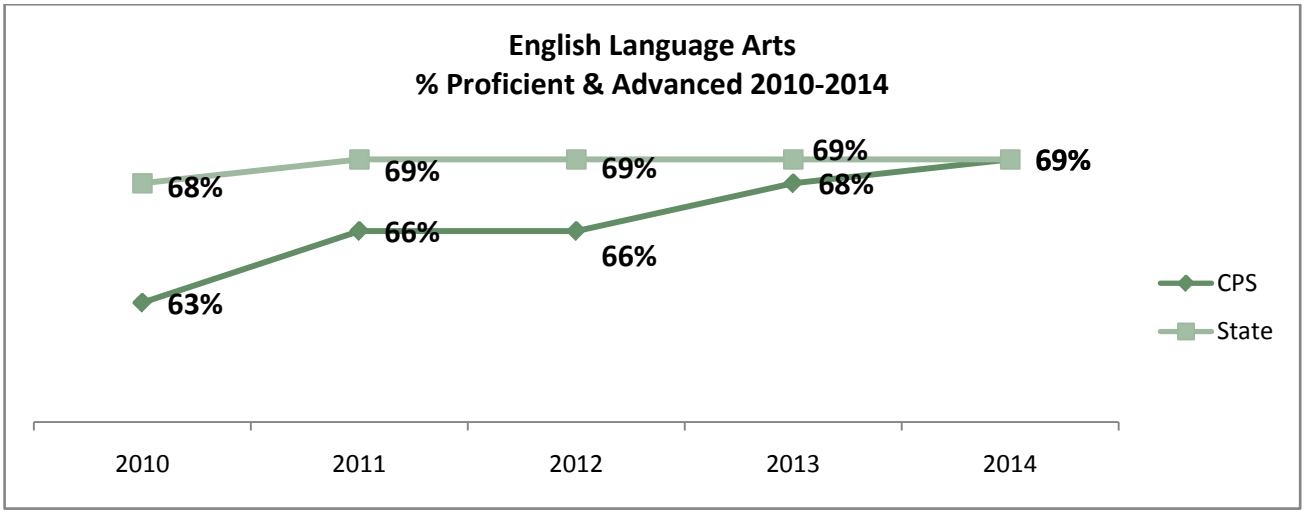
  30% (152) were in Math/Computer Science (Calculus AB or BC)
  26% (131) were in Science (Biology, Chemistry, Physics, or Environmental)
  21% (106) were in History/Social Sciences (United States or European)
  14% (71) were in English (Language or Literature)
  7% (38) were in World Languages (Chinese, French, Latin, or Spanish)
  2% (13) were in Arts

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

MCAS 2014

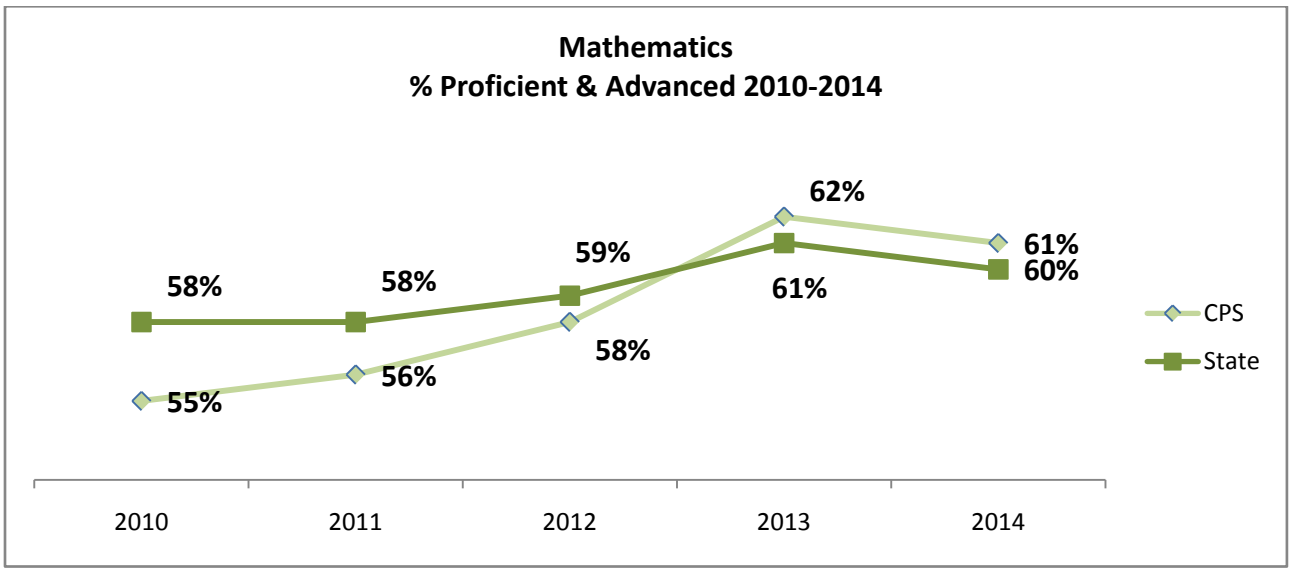
English Language Arts

With respect to the performance of all CPS students tested in English Language Arts in grades 3-10, 69% students scored proficient or advanced as compared to 69% of students across the state. This represents a 1% increase from the prior year and a 6% increase over the past 6 years for CPS. The five-year trend for the state reflects a 1% increase.



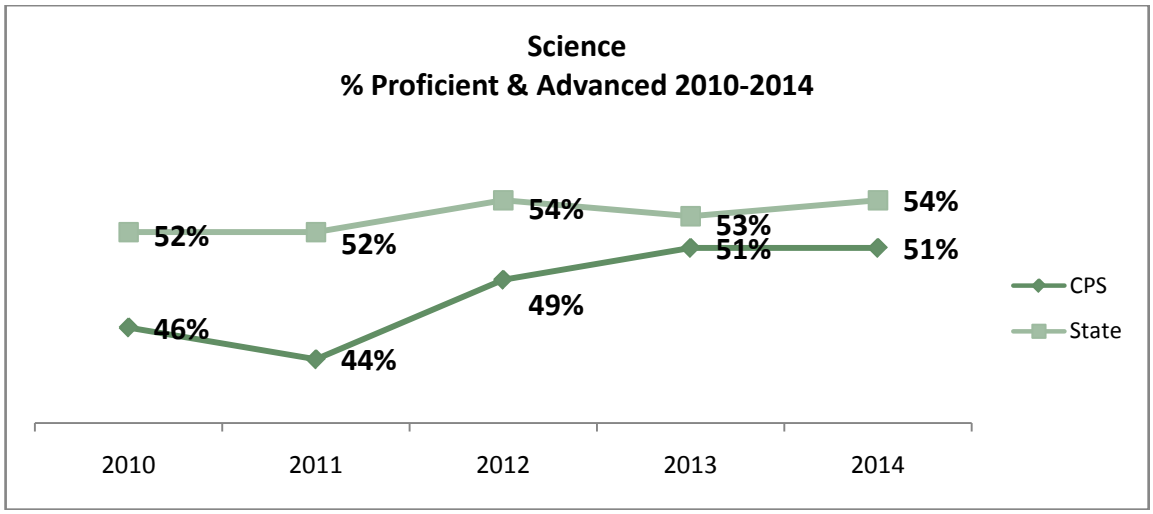
Mathematics

With respect to the performance of all CPS students tested in Mathematics in grades 3-10, 61% of students scored proficient or advanced in Mathematics as compared to 60% across the state. This represents a 1% decrease from the prior year and a 6% increase over the past 5 years for CPS. The five year trend for the state reflects a 2% increase.



Science

With respect to the performance of all CPS students tested in Science in grades 5, 8, and 10, 51% of students scored proficient or advanced in Science as compared to 54% across the state. This represents a 5% increase over the past 5 years for CPS. The five year trend for the state reflects a 2% increase.



Student Subgroups

English Language Arts

When analyzing the results of CPS subgroups, the district looks at annual results as well as trends over time. With the exception of Asian, White, and Students with disabilities, subgroup populations of students increased their proficiency in English Language Arts from 2013-2014. ELL/FELL, Low Income, and African American/Black increased 10%, 3%, and 4% respectively. All subgroups in Cambridge also outperformed their counterparts at the state.

ELA - All Grades - % Proficient/Advanced
5 year trend 2010-2014

	CPS -ELA			
	2010	2014	CPS change	State change
All Students	63%	69%	6%	1%
Sts. w/ disabilities	27%	31%	4%	2%
ELL/FELL	26%	43%	17%	4%
Low Income	48%	54%	6%	4%
African American/Black	46%	53%	7%	5%
Asian	73%	79%	6%	3%
Hispanic/Latino	53%	59%	6%	4%
White	80%	83%	3%	0%

Mathematics

The proficiency of ELL/FELL, Low Income, African American/Black and High Needs student subgroups in Math increased while the performance of all other subgroups either decreased or stayed the same. All subgroups, with the exception of Asian students, improved by at least 5% from 2010 to 2014.

Over the past 5 years, in Cambridge, there has been a 6% increase in the percentage of students with disabilities scoring proficient or advanced in Math whereas at the state there has only been a 2% change in the number of students with disabilities scoring proficient/advanced.

MATH - All Grades - % Proficient/Advanced
5 year trend 2010-2014

	CPS-Math		CPS change	State change
	2010	2014		
All Students	55%	61%	6%	1%
Sts. w/ disabilities	20%	26%	6%	2%
ELL/FELL	29%	41%	12%	4%
Low Income	40%	45%	5%	4%
African American/Black	37%	43%	6%	4%
Asian	73%	75%	2%	4%
Hispanic/Latino	41%	50%	9%	5%
White	72%	77%	5%	3%

Science

The proficiency of all student subgroups, except ELL/FELL and low income students, in Science increased between 2013 and 2014. Students with disabilities and Hispanic students had increases of 6% in the percentage of proficient/advanced. In the past three years, African American/Black students have had an increase of 6% as well as English language learners.

SCIENCE - All Grades - % Proficient/Advanced
3 year trend 2012-2014

	CPS-Science		CPS change	State change
	2012	2014		
All Students	49%	51%	2%	1%
Sts. w/ disabilities	17%	17%	0%	1%
ELL/FELL	12%	18%	6%	1%
Low Income	30%	32%	2%	3%
African American/Black	25%	31%	6%	3%
Asian	66%	66%	0%	3%
Hispanic/Latino		40%		3%
White	74%	70%	-4%	1%
High Needs	29%	31%	2%	0%

ELA by Grade Level

There were improvements from 2013 to 2014 in the percent of students scoring in the proficient/ advanced categories at grades 3, 5, and 7. In grades 3, 4, and 5, students in CPS exceeded the state in percent proficient by 9%, 3%, and 3% respectively. The results for grades 6, 7, 8, and 10 were below the state. Proficiency rates for grade 6 stayed the same while proficiency rates in grade 8 and 10 decreased by 1% and 3% respectively. Even though grade 4 student outperformed the state, there was a decrease in percent proficient of 2%.

MCAS 2014 - % Proficient/Advanced in ELA by Grade Level
2012-2014

	CPS				State		
	2012	**2013**	**2014**		**2012**	**2013**	**2014**
Grade 3	64%	58%	66%		61%	57%	57%
Grade 4	51%	59%	57%		57%	53%	54%
Grade 5	59%	63%	67%		61%	66%	64%
Grade 6	66%	64%	64%		63%	67%	68%
Grade 7	71%	65%	67%		71%	72%	72%
Grade 8	71%	77%	76%		81%	78%	79%
Grade 10	86%	90%	87%		88%	91%	90%

Math by Grade Level

There were improvements in the percent of students scoring in the proficient/advanced categories in Math at grades 3, 5, and 7. In grade 3, there was a 10% increase and in grade 5, a 7% increase and in grade 7 a 4% increase. All other grades had decreases in proficiency ranging from 3% to 12% in grade 8. In grades 3, 4, 5, and 10 CPS results were higher than the state; grade 7 results were equal to the state.

MCAS 2014 - % Proficient/Advanced in Math by Grade Level
2012-2014

	CPS				State		
	2012	**2013**	**2014**		**2012**	**2013**	**2014**
Grade 3	65%	67%	77%		61%	66%	68%
Grade 4	47%	62%	54%		51%	52%	52%
Grade 5	54%	56%	63%		57%	61%	61%
Grade 6	56%	61%	55%		60%	61%	60%
Grade 7	52%	46%	50%		51%	52%	50%
Grade 8	50%	58%	46%		52%	55%	52%
Grade 10	83%	83%	80%		78%	80%	79%

Science by Grade Level

In 2014, proficiency rates increased in grade 5 from the prior year by 6%. Grade 8 results declined by 6% and Grade 10 stayed the same. Science results both in Cambridge and across the state continue to be an area of needed focus.

MCAS 2014 - % Proficient/Advanced in Science

	CPS				State		
	2012	**2013**	**2014**		**2012**	**2013**	**2014**
Grade 5	45%	44%	50%		52%	51%	53%
Grade 8	38%	41%	35%		43%	39%	42%
Grade 10	65%	69%	69%		69%	71%	71%

Student Growth Percentiles

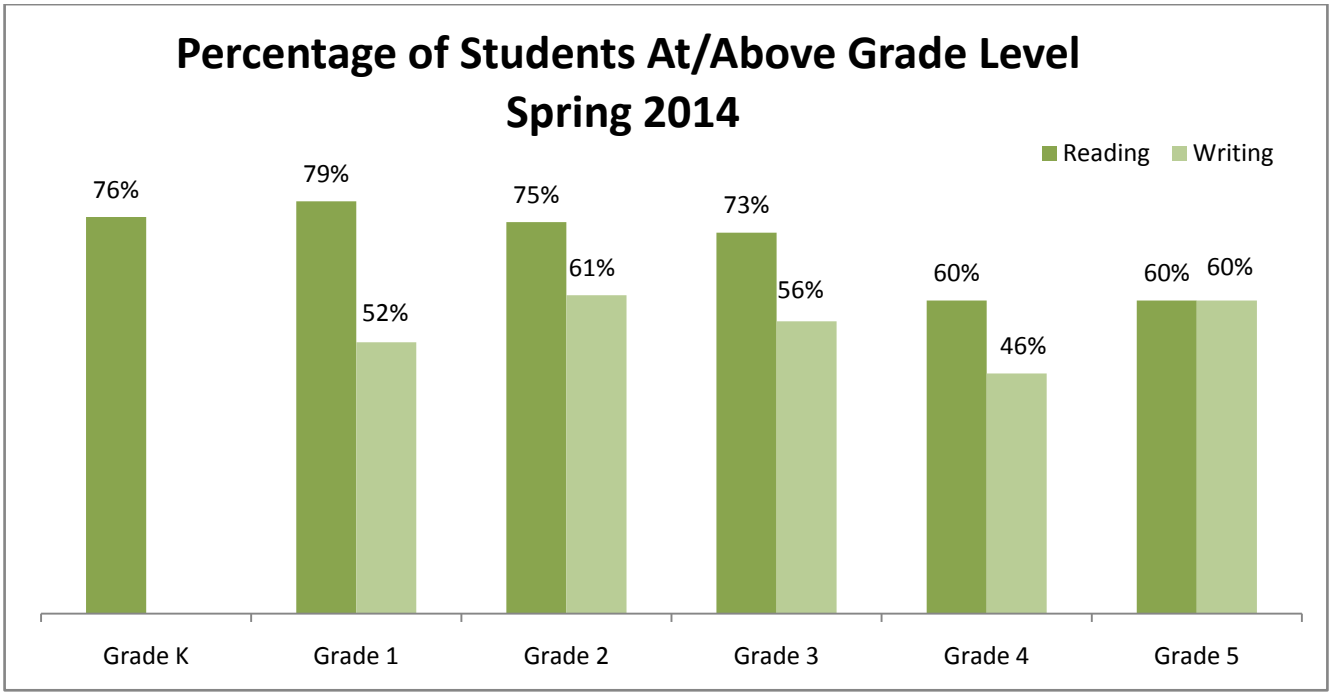
In Cambridge, both ELA (53rd percentile) and Math (52nd percentile) had average growth overall. No grade had above average growth (60 or higher) and only grade 5 Math and grade 10 ELA had lower growth (below 50). This is the second time that Math in grade 5 has had low growth and the 4th time that Grade 10 ELA growth has been in the 40's.

	Cambridge Public Schools		State	
Grade and Subject	Median SGP 2013	Median SGP 2014	Median SGP 2013	Median SGP 2014
Grade 4 - English	52	56	49	49
Grade 4 - Math	61	57	54	50
Grade 5 - English	53.5	54	52	50
Grade 5 - Math	49	43	54	50
Grade 6 - English	62	56	52	50
Grade 6 - Math	54	50	50	50
Grade 7 - English	45	56	48	50
Grade 7 - Math	47	52	46	50
Grade 8 - English	54	56	50	50
Grade 8 - Math	58	55	50	50
Grade 10 - English	46	41.5	57	50
Grade 10 - Math	56	59	51	50
ALL GRADES - ENGLISH	51	53	51	50
ALL GRADES - MATH	55	52	51	50

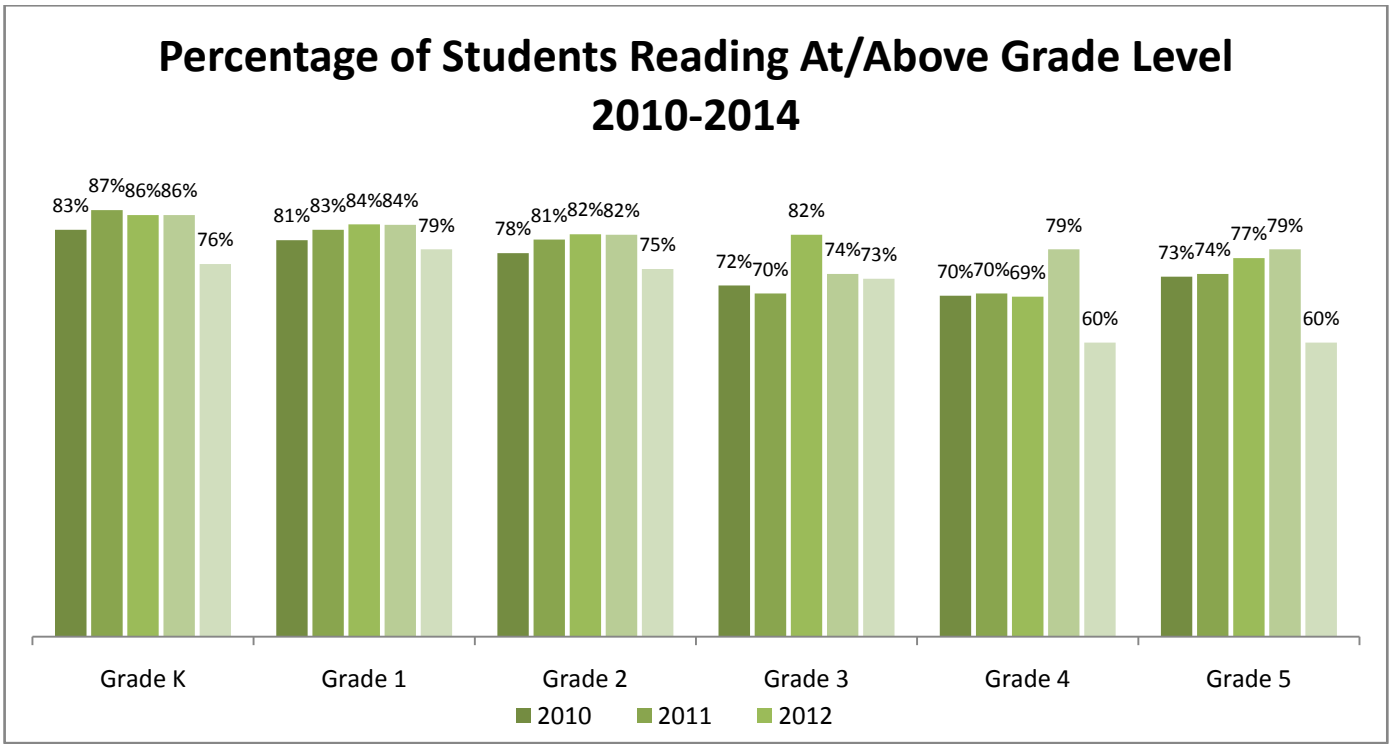
CPS Literacy Assessments

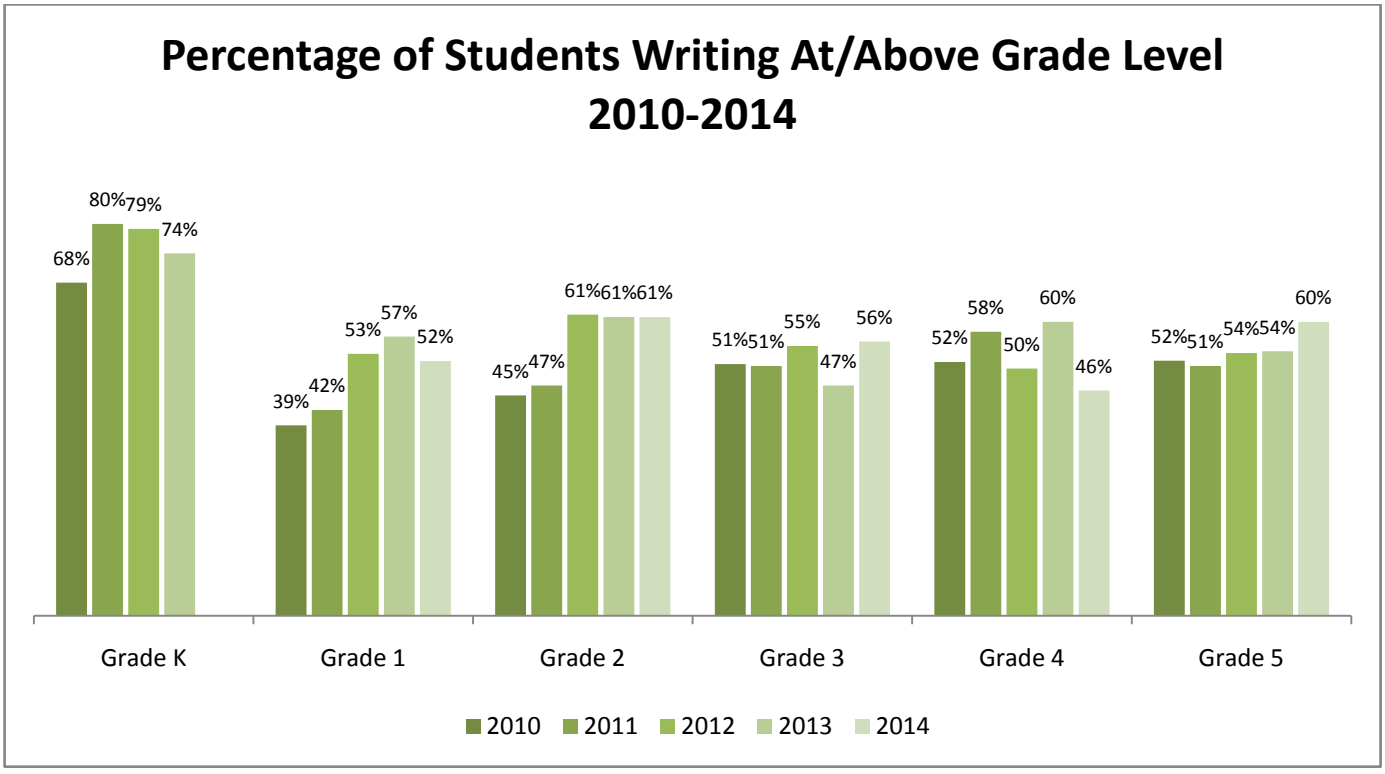
Kindergarten – Grade 5

The percentage of students reading at or above grade level benchmark declined at all grade levels in comparison to previous years because the standard for reaching grade level was increased at all grade levels based on new common core standards. There were substantial increases in the percentage of students writing at or above grade level in grades 3 & 5. In grades 1 and 4, the percentage of students writing at grade level decreased by 5% and 14% respectively while the percentage stayed the same in grades 2. Kindergarten students piloted a new writing rubric in 2013-2014 school year and consequently grade level results were not available.



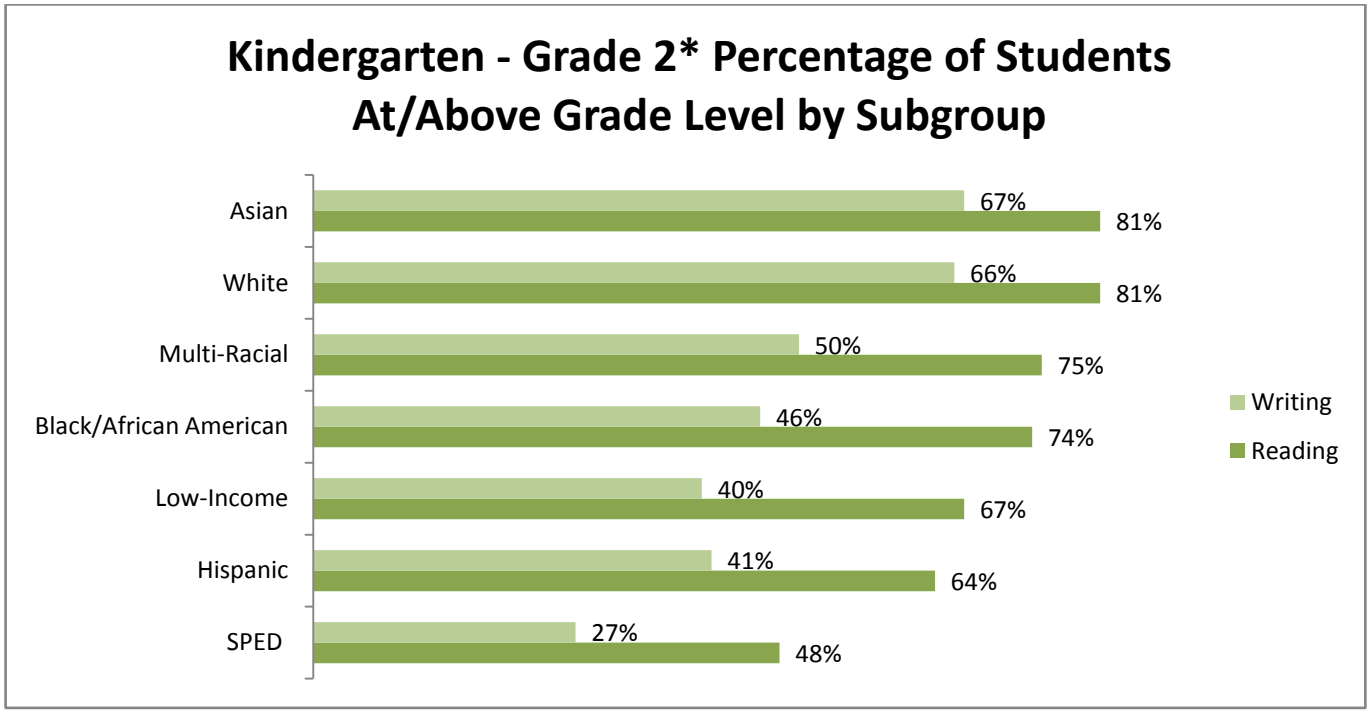
Comparison of percentage of students at or above grade level benchmark over time



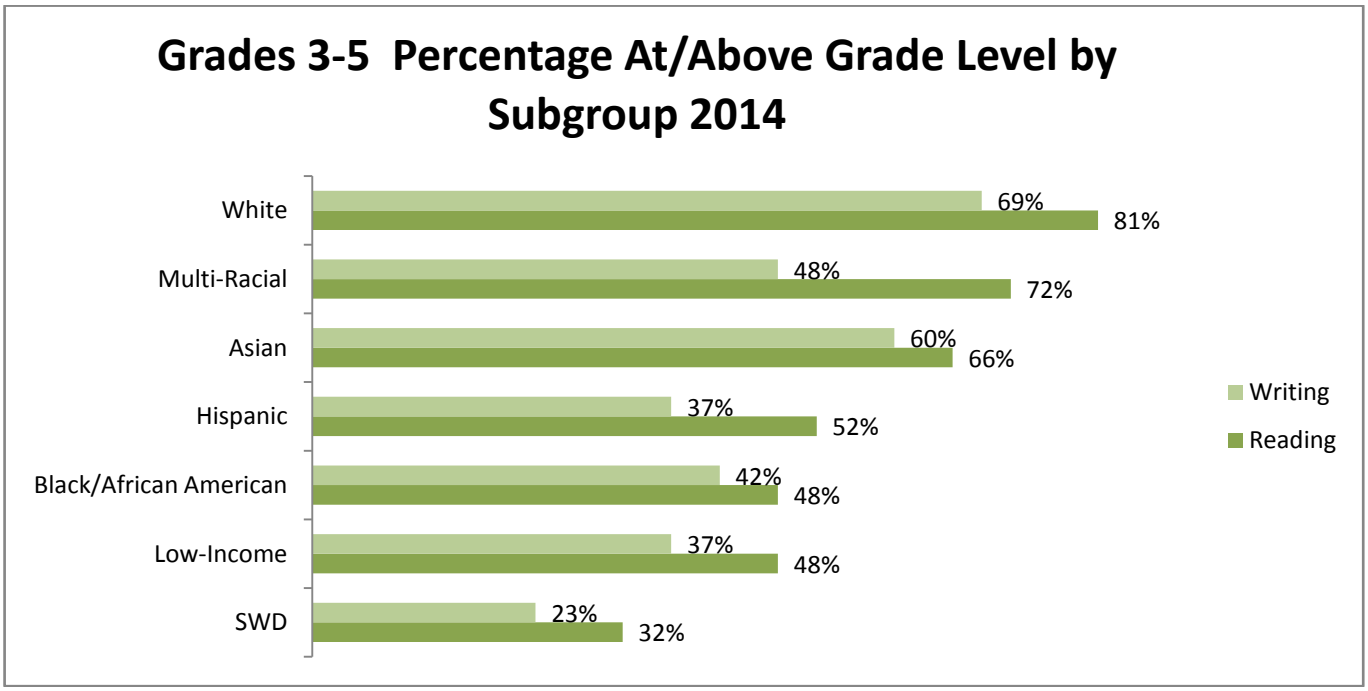


Literacy Assessments by Subgroups

At each grade level and for all subgroups, more students are proficient in reading than they are in writing. Fewer SWD students are reading and writing at or above grade level in comparison with other subgroups. For all student subgroups, there is a drop in reading proficiency between the grades K-2 and 3-5. For example, 74% of African American/Black students in grades K-2 are reading at/above grade level while only 48% of African American/Black students are reading at/above grade level in grades 3-5.



*The following comparison does not include writing scores for Kindergarten students as the district was piloting a new grading rubric for those writing assessments.



Grades K-2: Comparison of percentage of students at or above grade level by subgroup
2010-2014 Reading and 2010-2014 Writing

	Reading					Writing				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Asian	91%	85%	89%	88%	81%	60%	60%	68%	73%	67%
Black/African American	72%	78%	79%	76%	74%	50%	48%	52%	53%	46%
Hispanic	74%	76%	71%	78%	64%	47%	46%	58%	53%	41%
Multi-Racial	87%	90%	83%	87%	75%	67%	65%	63%	60%	50%
White	88%	88%	88%	88%	81%	62%	65%	74%	73%	66%
Low-Income*	71%	77%	76%	76%	67%	48%	50%	52%	53%	40%
SWD	51%	58%	59%	56%	48%	26%	22%	36%	40%	27%

It is difficult to make any real comparisons in Reading because of the change in grade level expectation. Across the board, all subgroups had a lower percentage of students reading on grade level. Interestingly, the decrease for African American students in kindergarten thru second grade was only 2% where most other subgroups had decreases of 7 to 12 percent. On the other hand, decreases in grades 3-5 were more pronounced for African American/Black (19%), Low-Income (17%), and students with disabilities (18%).

Because kindergarten students were not included in the Writing assessment analysis, all subgroups decreased in the percentage of students at or above grade level in comparison to the previous year. As can be seen in the chart on page 23, Kindergarten students have had a higher percentage of students reaching grade level in Writing in the past. In grades 3-5, there were increases in Writing proficiency for Asian and Black/African American students, while students with disabilities and multi-racial students had decreases in writing proficiency.

Grades 3-5: Comparison of percentage of students at or above grade level by subgroup

	Reading					Writing				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Asian	76%	75%	84%	75%	66%	65%	67%	73%	56%	60%
Black/African American	58%	58%	63%	67%	48%	36%	37%	37%	38%	42%
Hispanic	74%	61%	69%	65%	52%	42%	37%	40%	37%	37%
Multi-Racial	64%	87%	81%	81%	72%	52%	64%	48%	53%	48%
White	87%	84%	88%	89%	81%	67%	68%	65%	70%	69%
Low-Income	59%	58%	65%	65%	48%	39%	41%	41%	38%	37%
SPED	36%	40%	46%	50%	32%	24%	25%	24%	30%	23%

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)
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.
MCAS	Massachusetts Comprehensive Assessment System
SAT	Scholastic Achievement Test